

OPAS
Alignment and Coordination: System-Wide
March 21, 2006 Meeting Notes

Attending: Susan Boyanovsky (Community Colleges and Workforce Development - State of Oregon), Robert Dunton (Corbett SD), Dave Krumbein (Blue Mountain Community College), Gary Naseth (Oregon Institute of Technology), Ginger Redlinger (Oregon Department of Education), Bruce Schafer (Engineering Technology Industry Council and Oregon University System), Sam Tupou (4J Lane School District), and Ray VanDiver (VP Exhibits, Oregon Museum of Science and Industry).

Absent: Scott Huff (Portland Community College), Jo Oshiro (ETIC and OUS), and David Johnson (University of Oregon and Oregon Nanoscience and Microtechnologies Institute)

The first part of the meeting was devoted discussing various alignment, articulation and transfer initiatives currently underway in Oregon. Bruce talked about the OPAS summit and its outcomes. As a result of the summit, eight working subcommittees are currently developing strategies and action plans. Each committee has a mission-a short description that frames the scope of their work, respective strategies, and some action items. One outcome from the March 3, 2006 Engineered Communities¹ meeting was to align course outcomes for key engineering courses². The Department of Education is developing an Oregon Skills Set (knowledge and skills) for career related learning areas such as engineering³. The Engineering Technology Industry Council will fund a proposal from the University of Oregon that establishes a framework of knowledge and skills for engineering courses⁴. At a broader and a state-wide level, the Joint Boards, the Excellence in Delivery and Productivity working group, the State Board of Education, and State Board of Higher Education, the Joint Boards Articulation Commission, and the Governor's Office are working on alignment and transfer issues⁵.

During the second half of the meeting, the committee discussed the mission statement and the scope of their future work, and brainstormed strategies designed to enhance engineering student transfer and articulation. Several themes emerged from this conversation: the need for system-wide research and a better understanding of Oregon engineering student transfer patterns, retention, and articulation. See page two for DRAFT mission statement and strategies.

Next Meeting: Friday, April 28, 2006, Public Services Building, 255 Capitol St. NE, Salem, Room TBA. Phone bridge information forthcoming

¹ The Engineered Communities is a group of four-year and community college faculty, who have been meeting off and on for the last ten years to network, provide institutional updates, and learn best practices.

² Contact Scott Huff at Portland Community College.

³ Contact Ginger Redlinger at the Oregon Department of Education.

⁴ Contact Dave Conley at the University of Oregon.

⁵ Contact Sue Boyanovsky for links to their web sites.

Proposed Mission Statement

Develop guidelines, policies, and tools to increase pre-engineering and applied science [course] articulation and improve student readiness and transitions at each level (secondary through their second year of college).

- Align engineering knowledge and skills by supporting the University of Oregon ETIC project that establishes a framework of 100-200 level engineering courses, the Oregon Skill Sets, and the Engineered Communities subcommittee that seeks to develop common course outcomes for key engineering courses;
- Collect system-wide data about engineering and applied science student transfer course and retention patterns;
- Review secondary engineering technology programs and courses;
- Investigate alignment and transfer between high school/community colleges and the Oregon University System pre major programs of study, “How far away from alignment are we from OUS?”
- Develop a model policy that guides pre-engineering and applied sciences transfer and articulation;
- Conduct a follow-up study with pre-engineering and applied science student (connect with Larry Flick’s resources)