

OPAS Marketing Sub-Committee
Minutes of July 24, 2006
Compiled by Di Saunders

Guest Speaker: Subcommittee Chair Susan Boyanovsky [Chair of the OPAS Alignment and Coordination Subcommittee; Instructional Program Specialist with the Office of Community Colleges and Workforce Development].

In continuing with our work in determining the best use of the Marketing Subcommittee's resources and time, Susan is the third sub-committee chair to meet with the Marketing group to help us better understand their goals, and determine how our group might assist them in achieving these.

1. Susan described her sub-committee's focus on articulation and transfer of pre-engineering and applied science courses, and student readiness for pre-engineering; this includes student transitions from high school to community college.
2. They are exploring what a h.s. curriculum would look like. She noted that a lot of work was going on in engineering and applied sciences in this regard, so they don't want to reinvent the wheel. Engineering technology is more applied, whereas engineering science is more theory based.
3. They are determining how far we are away from alignment between OUS and community colleges. They are interested in alignment of courses, a framework of 100- and 200-level courses.
4. The Engineers Community Group involves OUS and community colleges; they are discussing transferability and trying to identify course outcomes for traditional courses; they are connecting to UO to establish a framework for these
5. Their subcommittee is still collecting data and will have specific next steps in the fall.
6. There will be a merger of their subcommittee with the Pathways subcommittee, which looks at programs, courses and occupational steps along the way; and that wrap around services that keep students in school.
7. **One idea for help from the Marketing subcommittee is to create a roadmap of careers, wages, licensing, and generally how to prepare for STEM careers.** This would map complex pathways and spell out what's needed at community colleges in terms of courses. This could either be web-based or hardcopy, or both. Include OTM in the brochure (45 credit block transferable). Maybe have two pieces, one for high school and one for community college students.
8. Susan described a statewide manufacturing engineering technical degree with community colleges and OIT called *Project Lead the Way*. Students can earn college credits in high school, articulate with community colleges/OIT, and then move into OIT finally.
9. Susan felt that students were the primary audience for this type of marketing material, a promotional map that spells out the process of getting onto this track. Now there are 8 high schools in *Project Lead the Way* and there will be training for other high schools who want to participate. This is not well known

- among teachers and counselors now. High schools have to commit equipment, professional development. Tim Brower at OIT runs the program.
10. There was agreement that we need to get our arms around what pre-engineering is; we don't have consensus.
 11. The Board of Education retreat in August may get us closer to new high school graduation requirements. Ed Dennis recommended that OPAS/ETIC meeting with Board of Ed members in advance of the meeting to talk about inclusion of some type of pre-engineering curriculum. There should be a focus more on outcomes and proficiencies rather than what a course should be called.
 12. OPAS should lay out the differences in Engineering technology and Engineering science and the pathway to each. OPAS needs to do some data gathering to help make their case, such as how many students are in the pipeline now, courses they are taking.
 13. One member noted that we need more leadership from ODE on what curriculum to use and what works best; there is no one holding the system accountable.
 14. Janet Vranek, a consultant and program officer for Gates Foundation, works on how to reach students; she organized a successful radio campaign.

2. Review of potential efforts for Marketing Subcommittee, and prioritization

The subcommittee discussed the list of potential projects for the Marketing Subcommittee that will support the work of OPAS overall and the other subcommittees. Below is a rough prioritization that will need further prioritizing and discussion by both the subcommittee and by the OPAS Steering Committee, as well as possible new inclusions to the list.

1. Outreach to Dept. of Education on curriculum changes (involves development of fact sheets; 2-pagers; sample curriculum; presentation materials). *As noted above, it was suggested that OPAS members meet with Board of Ed members in advance of their retreat and further work on graduation requirements, in order to try and incorporate some type of STEM curriculum option into the new mix. Pat Burke and Salaam need to know what OPAS is doing as well. The messages would include: the careers of the future require students and society to be more math literate, through use of applied math (eg, engineering). Young people learn by doing so we should be teaching by application – this will create a more literate citizenry.*
2. Outreach to legislature to support building of pipeline; OPAS funding with ETIC budget; and curricular inclusions. *The Marketing Subcommittee could work with OPAS steering committee and others to develop "issue briefs", visuals that describe pipeline issues, and other presentation materials for use by OPAS leadership and the business community to use when meeting one-on-one with legislators or in committee hearings to gain support during the 2007 Session.*
3. Dissemination of information on resources for students and teachers (eg, BEC Techno Supersite, grant/program opportunities, professional development opportunities). *This provides us with an opportunity to have a relationship with students. It was noted that if subject areas are not in the benchmarks that teachers are not interested in professional development on them.*

4. Student-based materials on “what is engineering”, how to prepare, educational opportunities, how engineering is entry point to other careers such as marketing, logistics management, etc; use of creative design to attract teen readers (website or hard copy, tee shirts, etc.). Question: what is the best age group to reach given resource limitations? Grades 7-10 have been noted as a possible effective target. Use of radio advertising could be a good option that would reach students, parents and the public; the issue here would be funding of that type of campaign, although there may be foundations or business groups which could help. Talk about “what is engineering” and how the whole world is engineered, and bring this concept “to the people”.
5. Materials for specific populations, such as under-served students, under-represented students (e.g, “For Girls Only” brochure on engineering). OPAS should get some outside expertise on this, as well as tapping the Diversity Subcommittee. ODE has the Under-represented Student Achievement Advising Team (noted by Ed Dennis), and they would be open to giving us feedback.
6. Compilation and use of data to support various efforts to answer commonly asked questions and concerns (eg, will the jobs be there when my daughter graduates? Is this still an urgent need in Oregon?) This data would be used in outreach materials and presentations to various audiences.
7. Outreach to business groups and foundations to gain support and endorsement (involves development of materials, eg, powerpoint, 2-page brief/fact sheet, arranging for meetings and presenters (OPAS members). The business community is already on-board with building the pipeline, but they probably don’t know that much about OPAS-specific initiatives unless they are members of ETIC. So more could be done here.
8. Public outreach on “what’s in it for me” to have more trained engineers in the state. If there was a radio campaign, this could be covered through this medium. Editorials, op-eds, and media articles are another way to get information out.

3. Next steps:

1. There seems to be a need for a two-page issue brief. Di will look at what OPAS currently has again, in terms of its 2-pager on mission, goals, and objectives, and develop a draft from that.
2. The Steering Committee needs to weigh in on the best use of the Marketing subcommittee as soon as possible.

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