



## **DELEGATE RESOURCE BINDER**

**Please remember to bring this binder with you to the summit.** It is yours to keep. Feel free to make notes, mark pages or add additional documents. The OPAS Summit 2005 Delegate Resource Binder is designed to provide information and data to assist you and your workgroup as you discuss the strategic questions. All of this material will be available at <http://opas.ous.edu> allowing the web links to be live. At the summit, a resource team will be available to obtain and print additional documents or expanded information for your work group. Cards will be provided at the summit allowing you to suggest additions, corrections and deletions to the binder.

### **BINDER ORGANIZATION**

The documents are divided into twelve tabs providing access to public policy, statistical data, program and organization profiles and executive summaries. Reference tables allow you to research documents in a variety of ways.

### **BINDER TABS**

1. Introduction & Overview
2. Policy Groups & Strategies, Oregon
3. Programs, Initiatives & Classroom Curricula, Oregon
4. Programs, Initiatives & Classroom Curricula, National & Other States
5. Programs & Initiatives, Co-curricular, Oregon
6. Programs & Initiatives, Co-curricular, National & Other States
7. Accreditation, Standards & Assessments, Oregon
8. Accreditation, Standards & Assessments, National & Other States
9. Organizations, Oregon
10. Organizations, National and Other States
11. Publications
12. Legislation, Oregon, Recent

### **DOCUMENT NUMBERS**

Documents have been assigned numbers indicating Binder Tab.Document position.

### **REFERENCE TABLES (BINDER TAB 1)**

- With classification by educational sector, theme and focus area
  - In Order of Appearance in Binder (1.11)
  - Alphabetically by document name (1.12)

- List of documents identified as pertaining to a specific focus area.
  - Focus Area Table – (1.13 – 1.20)

## REFERENCE TABLES (BINDER TABS 2 – 12)

First page of each binder tab is a table of contents with a brief section description and a document list in order of appearance with cross reference table indicating educational sector, theme and focus area.

### Educational Sector

Elementary  
Middle School  
High School  
Community College  
University

### Summit Themes

**Motivation:** Motivating students to become interested in technical careers and take the courses required to prepare for these careers.

**Preparation:** Helping students prepare for advanced work in engineering by assuring the right high-quality courses and facilities are available to them.

**Transfer:** Increasing the ease of moving from one level to another and one institution to another while retaining credit for courses taken and making continuous progress towards well-paying jobs that contribute to Oregon's economy.

**Retention:** Assisting students in succeeding at each level and remaining motivated to continue with the path they have chosen.

**Diversity:** Assuring that opportunities are available to students regardless of gender, race, or economic background.

### Focus Area

**Alignment and Coordination: System-wide:** Developing policies and practices throughout the educational system that increase the consistency between standards and assessment at one level with the prerequisites for the next level. Assuring that credit can be transferred regardless of whether the student plans on an associate degree or a four-year degree. Abbreviated in table header as: **Align & Coordinate**

**Standards: Courses and Curricula:** Improving standards and aligning courses to standards. Identifying gaps in curricula and course content to fill them. Continuous improvement to curriculum to assure the highest quality courses. Abbreviated in table header as: **Standards & Curricula**

**Instructional Professional Development:** Increasing the capacity of teachers and faculty to deliver learning experiences that inspire and prepare students. Identifying and providing professional development programs and strategies that enhance their knowledge, skills, and mastery.

Abbreviated in table header as: **Instructional Prof. Devel.**

**Student Success:** Access, motivation, and retention: Identifying perceived barriers to access and developing strategies to increase student confidence in their ability to succeed. Identifying motivational and retention strategies that will inspire students to pursue engineering & applied science education and support these students in completing this education.

**Degree pathways:** Describing the relationship of educational programs and integrated work experiences to careers. Effectively communicating this information to students to allow them to make informed and productive decisions. Pathways may provide multiple entry and exit points for students who cannot complete all their educational goals at one time and thus join the workforce after completing one or more levels with the possibility of returning to an educational program later.

**Alignment and Coordination: Curricula and Co-Curricula:** Using best practices from the co-curricular world in classroom instruction and vice versa. Identifying ways that the two learning environments can complement each other and address the gaps in each system. Abbreviated in table header as: **Co-Curricular**

**Best Practices:** Adapting and leveraging ideas from other states. Mapping the models and methods from successful programs in other states to address Oregon's challenges and needs.

**Diversity:** Increasing the ethnic and gender diversity in technical fields. Developing new strategies to attract diverse students. Enhancing and growing existing programs and methods to increase the diversity of students preparing for and succeeding in applied science and engineering education.

**Marketing Engineering & Applied Science Careers:** Increasing the number Oregonians interested in pursuing engineering and applied science as a career and gaining the education they need to successfully do so. (At this time this focus area is not included in the cross reference tables.)