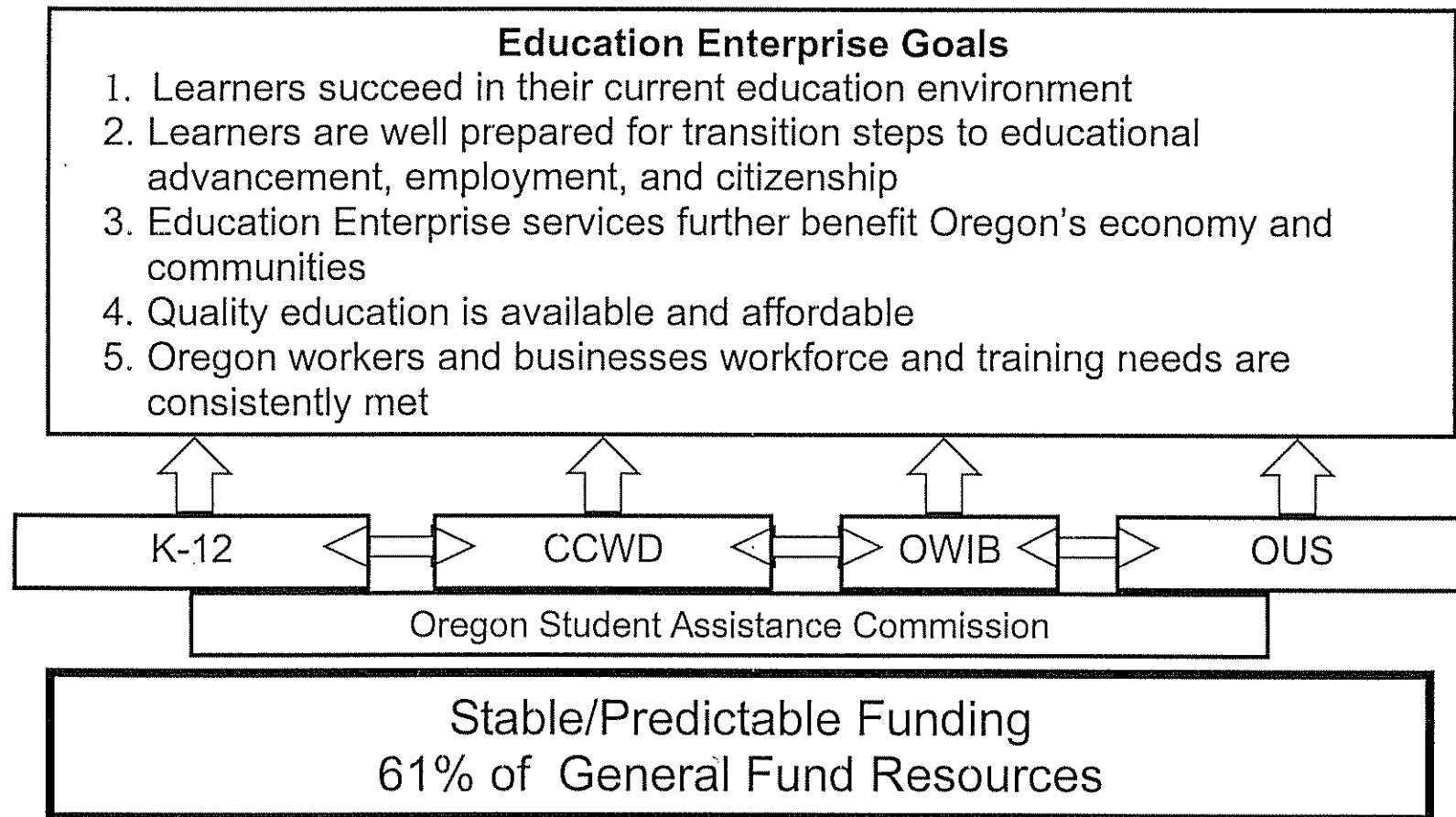


Oregon Education Enterprise

Mission: The Education Enterprise works to ensure that Oregonians possess the knowledge and skills necessary to succeed in learning, work and citizenship in Oregon and the global economy.

Theme: Prosperity for all Oregonians through Education and Training



Draft

Education Enterprise Goals/Performance Measures Proposal

Mission: The Education Enterprise works to ensure that Oregonians possess the knowledge and skills necessary to succeed in learning, work and citizenship in Oregon and the global economy.

Theme: Prosperity for All Oregonians Through Education and Training

Potential Enterprise target: By 2025, 40% of Oregonians with Professional Certifications/AA degrees and an additional 40% of Oregonians with BA/BS degrees or higher

A. Enterprise High Level Goals

1. Learners succeed in their current education environment
2. Learners are well prepared for transition steps to educational advancement, employment, and citizenship
3. Education Enterprise services further benefit Oregon's economy and communities
4. Quality education is available and affordable
5. Oregon workers and businesses workforce and training needs are consistently met (text adapted from the OWIB Action Plan)

B. Enterprise High Level Measures

Are they measurable? (see attached)

C. Enterprise Strategies

Sort POPs by goal and prioritize.

DRAFT PERFORMANCE MEASURES

Learners succeed in their current education environment

- Percent of k-12 students meeting or exceeding statewide academic performance measures (DOE)
- Percent of schools that meet Adequate Yearly Progress (AYP) criteria (DOE)
- Number of high school students enrolled in post secondary programs (CCWD)
- Percent of full-time freshmen who demonstrate progress by returning for second year (OUS)
- Percent of community college transfers completing a bachelor's degree at an OUS university (OUS)
- Average time to degree for community college transfer students (OUS)

Learners are well prepared for educational advancement, employment, and citizenship

- Participation rate, success rate, and second year persistence rate of PK-12 students into OUS and CC's (DOE)
- Number of professional-technical degrees and certificates awarded (CCWD)
- Percent of 8th grade students who have graduated five years later (DOE)
- Percent of students achieving a GED by age 21 (CCWD)
- Number of community college students who transfer to OUS (CCWD)
- Percent of full-time freshmen starting and completing a bachelor's degree at an OUS university (6-year graduation rate) (OUS)

Education Enterprise services further benefit Oregon's economy and communities

- External resources (funds and volunteers) per state dollar invested in statewide public services (OUS)
- Sponsored research dollars per faculty at research universities (OUS)
- License income per \$100M research per year (OUS)

Quality education is available and affordable

- Persistence rates for students awarded an Oregon Opportunity Grant (OSAC)
- Letter grade awarded to Oregon based on percent of 18-24 year olds who are enrolled in college full-time and percent of working adults enrolled part-time (OUS)
- Oregon's rank for college tuition and fees among all western states (CCWD)
- Cost of attendance for a resident undergraduate as a percent of Oregon median family income (OUS)

Oregon workers and businesses workforce and training needs are consistently met

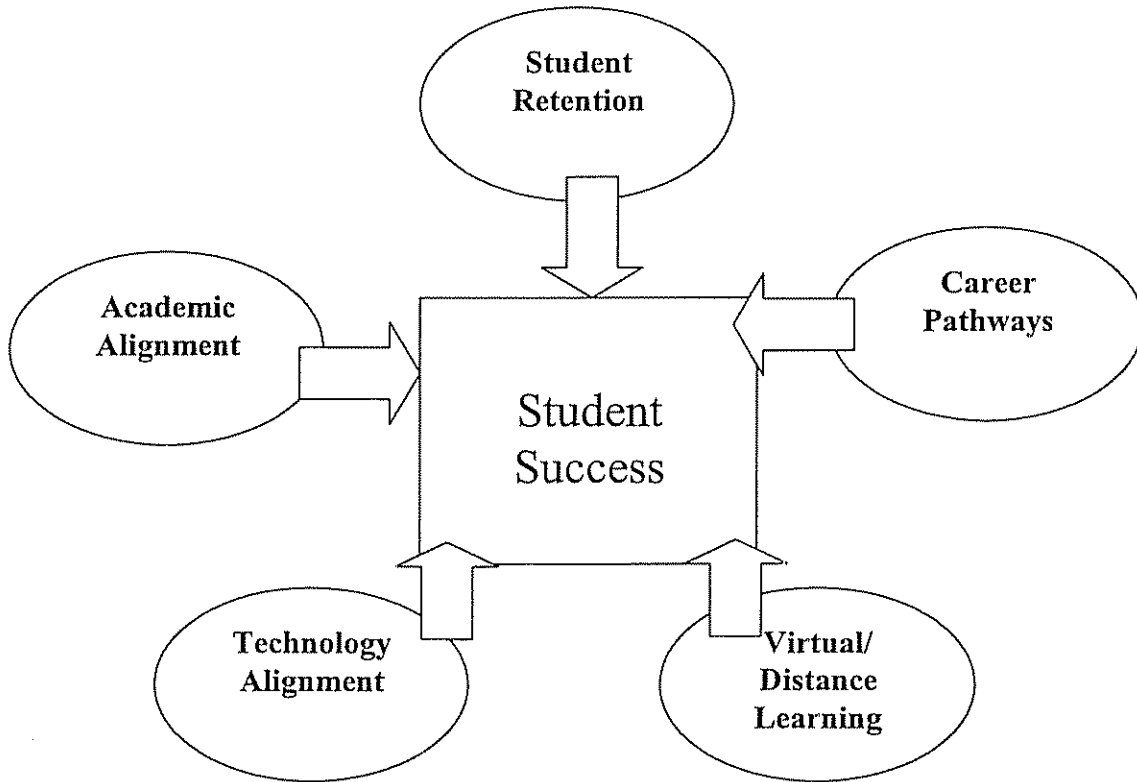
- Percent of graduates employed and/or continuing education (OUS)
- Percent of at-risk youth or adult workforce clients who obtained employment upon exiting programs (CCWD)
- Percent of SBDC clients who have business startups (CCWD)
- Percent of business startups that survive for three years (CCWD)
- Percent of graduates working in Oregon (OUS)

Initial Recommendations

Unified Education Enterprise Joint Boards Work Group (UEE)

7/18/06

Focus on Five Key Cross-Education System Initiatives to Improve Student Learning



Identified Cross-Sector Priority Policy Packages

Based on high need and high impact for the Education Enterprise.

1. Alignment	
1a. Technology/Data System Alignment	
ODE # 118	KIDS III
CCWD #107	OFAX
CCWD #109	Data Remake
OUS #25	IDTS
OUS #13	ATLAS Phase II
OUS #14	PK-20 Education Information System
1b. Curriculum Alignment	
ODE #220	Academic Core
ODE #453	New Diploma Requirements
OUS #10	General Education
OUS #12	OTM/AAOT*
OUS #23	Alignment of Systems*

2. Capacity and Access	
2a. Capacity through Virtual Learning	
ODE # 313	Virtual School District
CCWD #111	Virtual Learning Coordination
OUS	Virtual University Center
2b. Access through Student Success	
OSAC	ASPIRE
OUS #19	Advising – first generation students
OUS #22	Center for Student Success
OUS #18	Retention (Early Access and Success)
2c. Capacity through Career Pathways	
	2c1. Teacher Education:
ODE #358	▪ <i>Teacher Prep and Admin Quality</i>
OUS #11	▪ <i>Math/Science Bilingual Education</i>
OUS #15	▪ <i>Pre-Engineering & Applied Science</i>
OUS #21	▪ <i>Bilingual Teacher Pathways</i>
OUS #24	▪ <i>Education Pathways for Teachers</i>
CCWD #108	2c2. Healthcare Workforce Initiative
OUS #2	Healthcare Workforce Initiative
OUS #15	2c3. Pre-engineering & Applied Science

OTM/AAOT and Alignment of Systems packages combined with OUS package #10, General Education.

TO: State Board of Education and State Board of Higher Education

**FR: The Unified Education Enterprise Committee of Joint Boards
Jerry Berger, Chair; Nikki Squire, Gretchen Schuette,
Tony VanVleit, James Sager**

255 Capitol St. NE Salem, OR 97310 ✦ Phone (503) 947-5600 ✦ Fax (503) 378-5156 ✦ <http://www.ode.state.or.us>

Update and Alignment Status May 2006

Over the past 11 months, the Unified Educational Enterprise (UEE) sub committee of the Joint Boards of Education has provided the oversight for Senate Bill (SB) 342 and other education systems alignment. In 2005 the legislature passed SB 342 which directly affects the systems alignment work. Process maps were developed and different cross functional groups (Joint Boards Articulation Commission (JBAC), Excellence in Delivery and Productivity (EDP) and Statewide Pathways) have provided the working groups to ensure that the Joint Boards meets the intent of SB342. SB 342 requires the Joint Boards to report on the progress in the 2007 legislative session. UEE has also developed a baseline of the current educational enterprise alignment and gaps. UEE is also creating a framework for alignment work. The educational enterprise is on track to accomplish much of what SB 342 requested, even without extra resources dedicated to this work. It is evident, however, that such resources are needed to complete the work.

STATUS SB 342:

1) **Advanced Placement (AP) - Goal:** *To have all 24 public colleges and universities award the same amount of academic credit for each credit-worthy score (typically, a score of 3, 4, or 5) on an AP exam.*

Representatives from the Oregon University System (OUS) and from Community Colleges and Workforce Development (CCWD) compiled current practice in 33 AP exam subjects at each of the 24 public colleges and universities in Oregon, as well as at universities in California and Washington. These data, combined with recommendations from the College Board, were used to propose a standard amount of credit to be awarded for each exam score. The 24 OUS and Community College campuses were asked to consider this proposal, revise it as needed, and come to agreement by 10/27/06. They have already achieved this goal. As of 5/30/06, statewide consensus on AP score/credit relationships for all 33 exams has been reached. Campuses must now work it through their curriculum approval process. All campuses will have it approved by the end of October 2006.

2) **Pathways - Goal:** *Identify pathways to careers in high demand areas, and articulate the required preparation throughout the state.*

A) **Engineering** – Through the efforts of Oregon Pre-engineering & Applied Sciences Initiative (OPAS) a work plan has been identified to align Middle School, High School, Community College, and University course work to better prepare students at all levels. This effort has a policy option package to continue the work.

B) **Teacher Education** – Several efforts aim to improve teacher preparation – particularly, through better alignment of core coursework. A group of 65 educators from private colleges, community colleges and OUS institutions is tackling alignment, and several policy option packages address this work. The group's meeting on May 15 at Corban College focused on the alignment of two key courses in teacher education curricula: Foundations of Education and the Initial Field Experience. Although these courses vary among Oregon institutions, the degree of similarity was striking and participants were optimistic about eventual consensus.

Other alignment efforts:

- 1) **Align outcomes of secondary education with college entry.** A stakeholder group of secondary school, community college and universities met at Chemeketa Community College on May 3 to discuss alignment of secondary school proficiencies with college entrance and placement proficiencies in the 2 and 4 year institutions. This work will be ongoing and reported back to the State Board of Education and UEE in early fall.
 - 2) CCWD is leading an effort to identify placement testing issues and develop a proposal for solutions.
 - 3) JBAC will monitor the use of the OTM, and will compare the academic patterns of students who do, or do not, earn it. All colleges and universities have defined their OTM and they are on their websites.
 - 4) The SBE is intending to release new high school graduation requirements by late summer/early fall. Their work is committed to having students graduate with proficiencies that make them college- and work- ready.
 - 5) OUS~ODE Moderation Panels continue to meet annually to calibrate student work, align high school standards with college preparation standards, and produce support materials for classroom assessment practices. There may be a policy option package through OUS to use groups like these panels to respond to Joint Boards alignment recommendations.
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