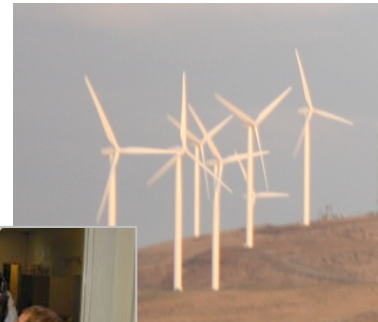


Engineering & Technology Industry Council

***Building Oregon's Economy through Investing
in Engineering Education & Research***

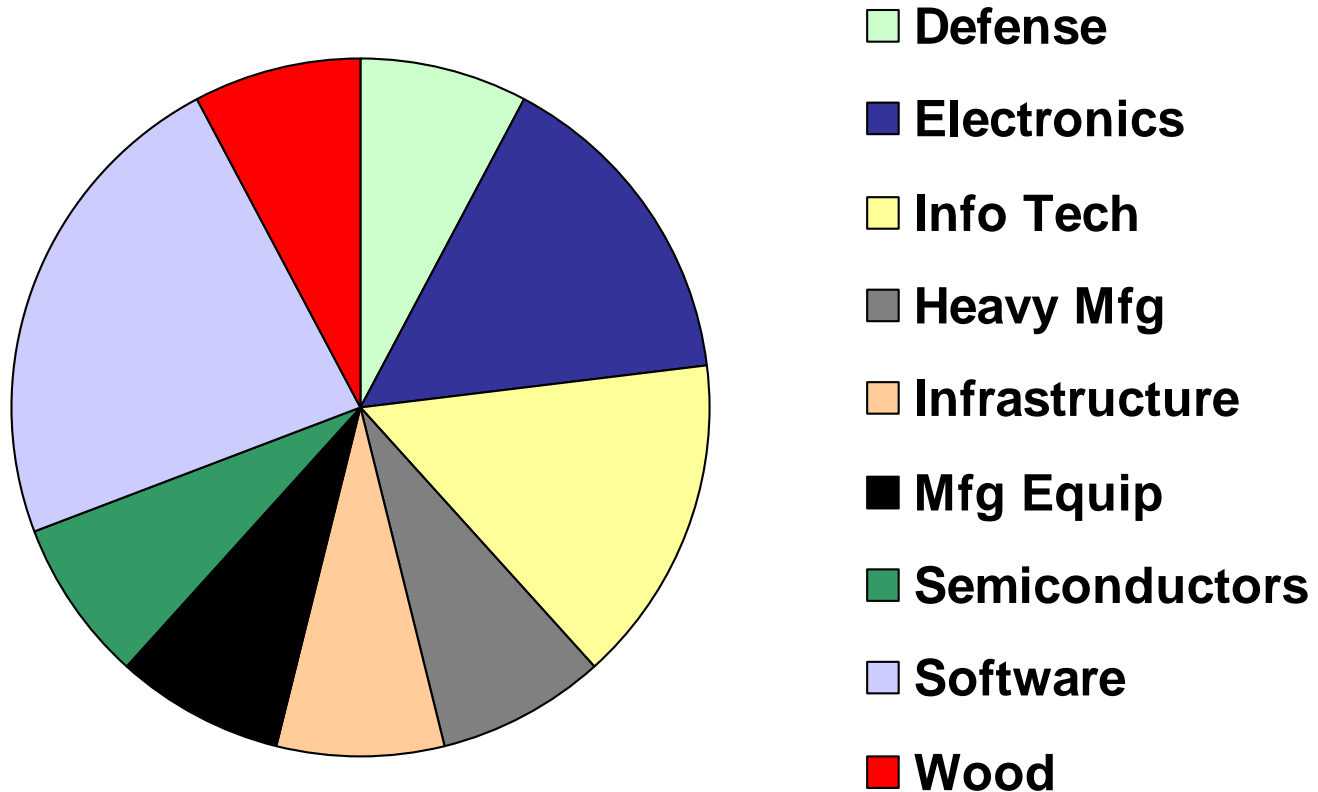


February 18, 2010

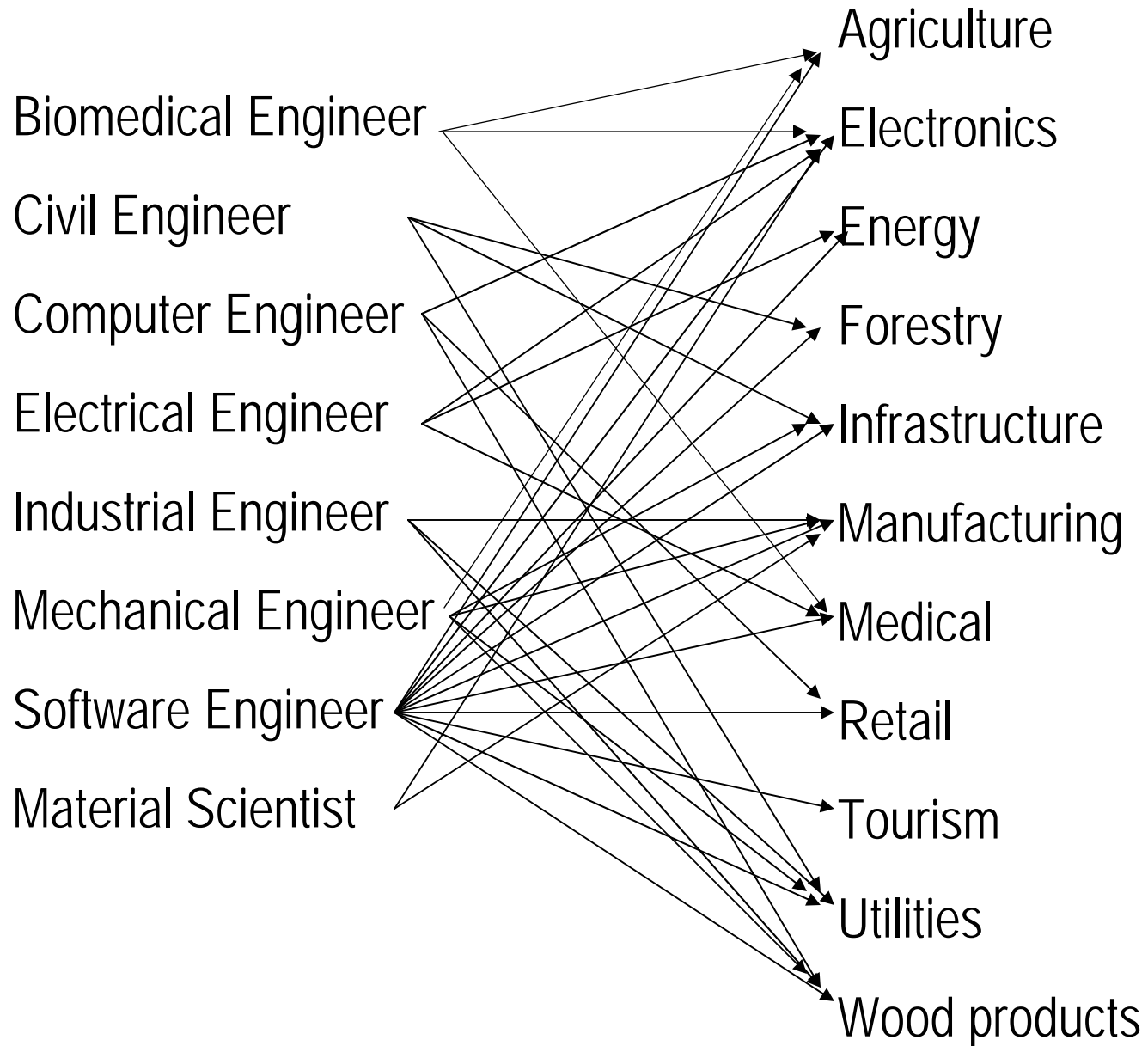
ETIC's Inception (1997) -- Senate Bill 504

- Established ETIC to advise Oregon University System
- Goal of investing \$100M in public funds over ten years starting July 1997
- Focus on investing in engineering education to serve industry needs

ETIC represents diversity of Oregon industries



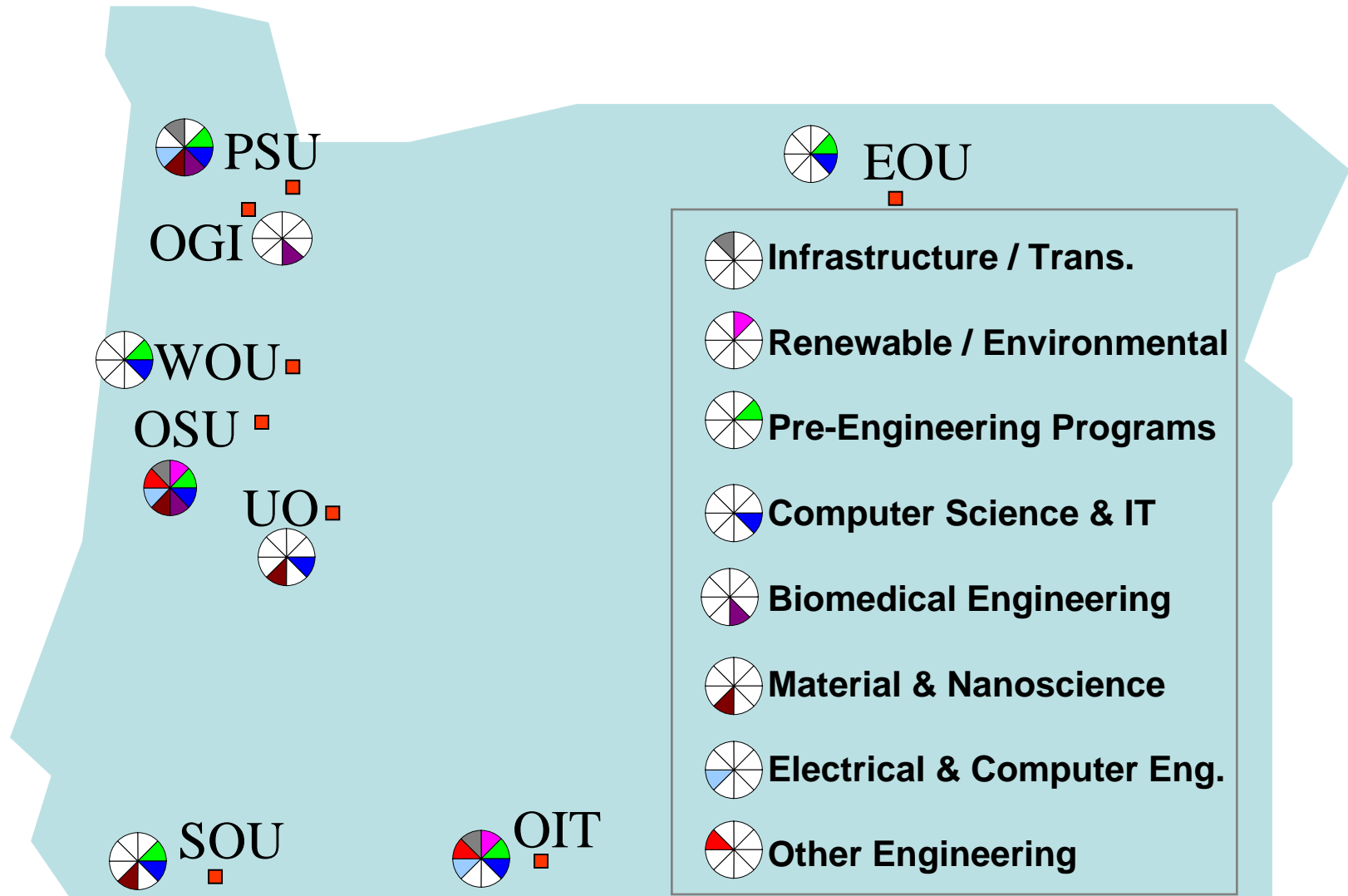
Engineers are an asset to all Oregon



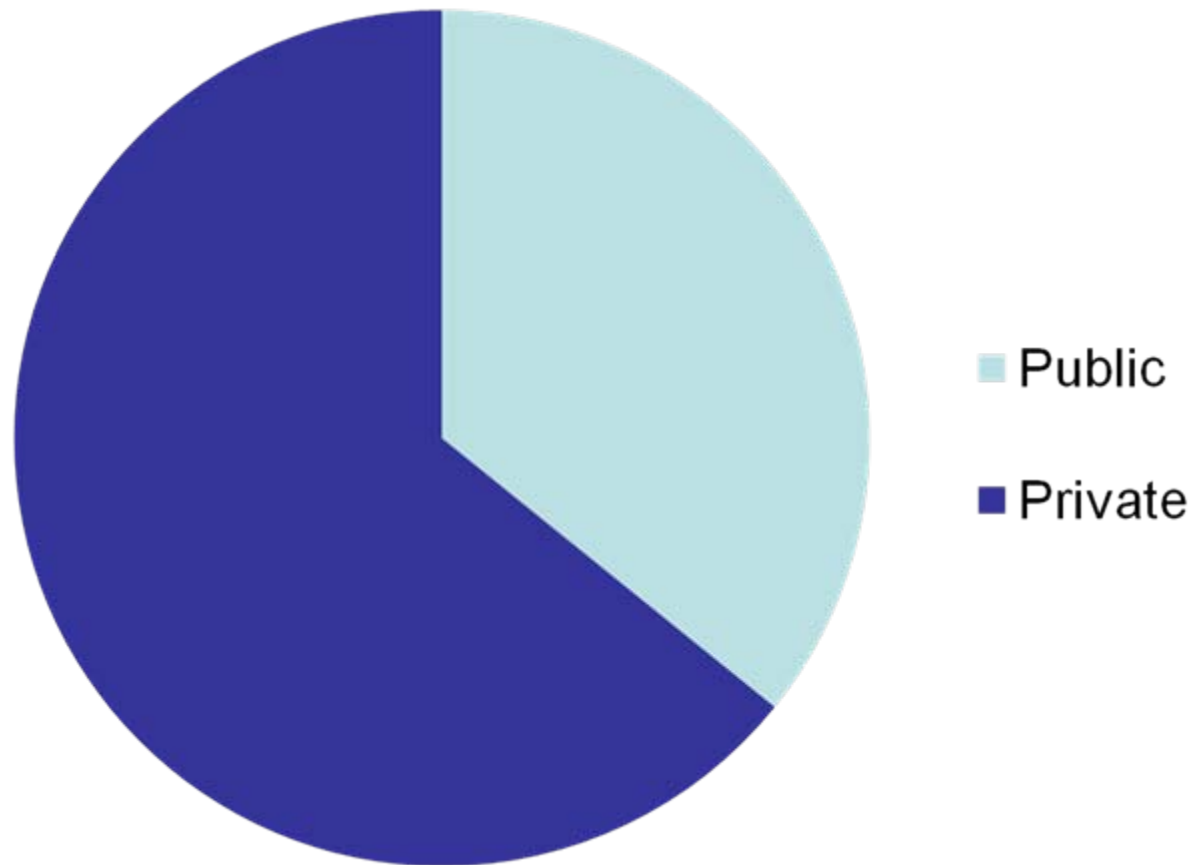
Goal: Grow Oregon's Innovation Capacity & Ensure Prosperity

- Deliver more work-ready graduates to Oregon industry
- Increase research and link results to Oregon industry needs
- Help integrate K12-community college-university “pipeline”

ETIC Funding Provides Benefits across Oregon

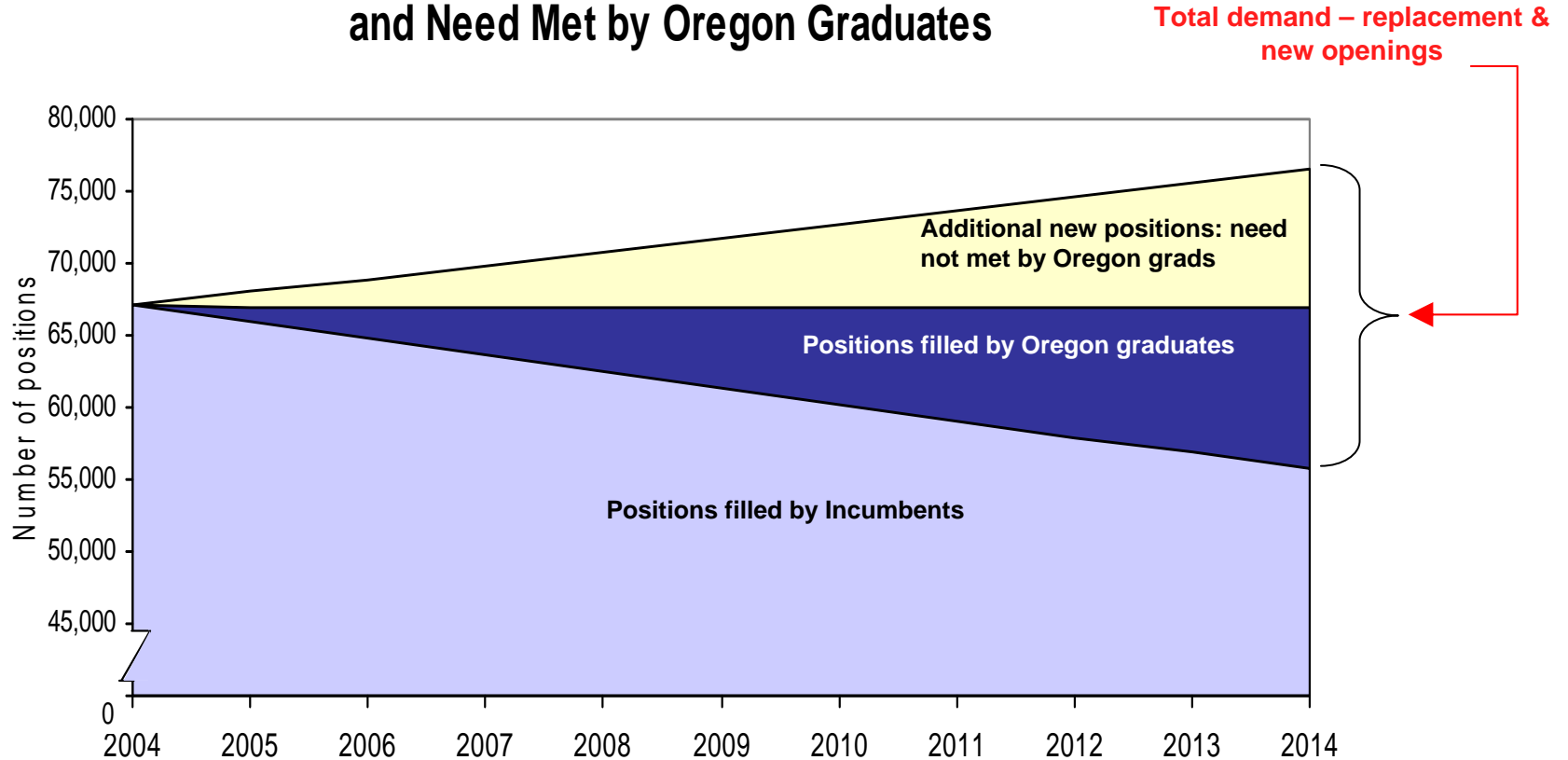


Private Support Provides High Leverage



The supply-demand gap is growing

Demand for Engineering & Technology Positions and Need Met by Oregon Graduates

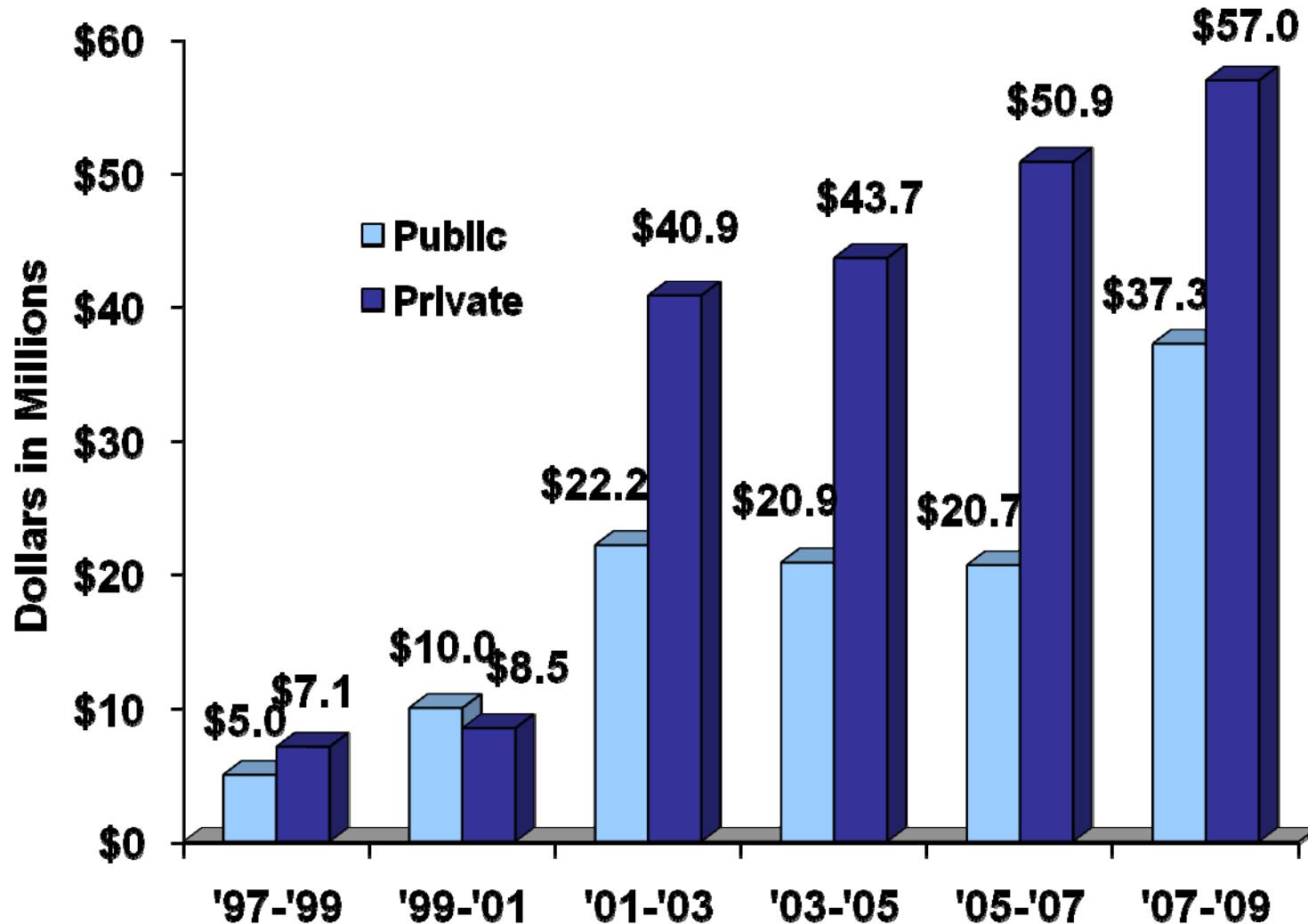


Source: Oregon Employment Department

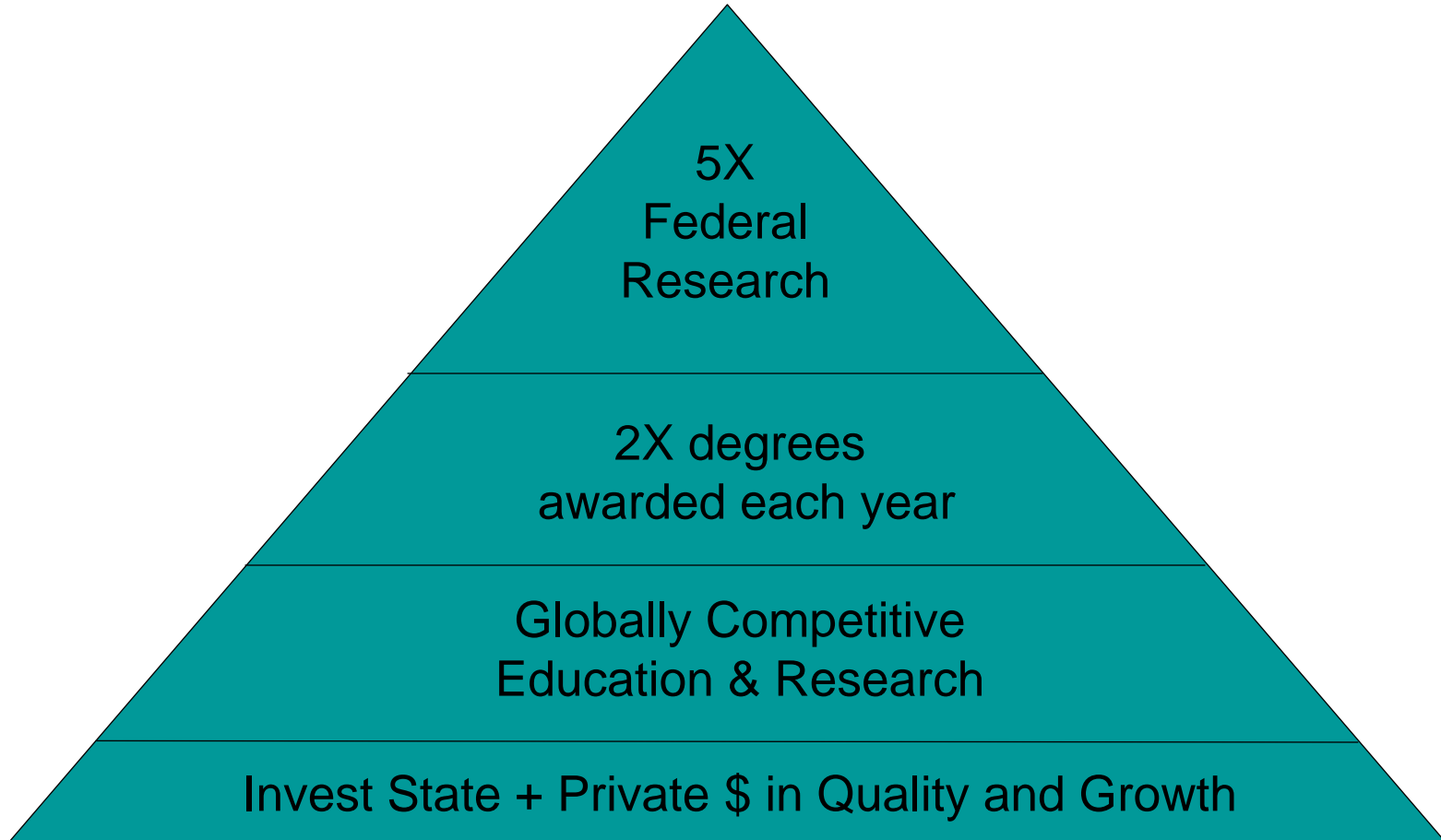
Criteria for ETIC Proposal Reviews

Centers of Excellence	Consistent with Strategy
	Leverages Existing Strengths
	Strong growth opportunity
	Collaboration
	Commercialization
	Benefits Oregonians
2X	Forecasted Results
	Educational Capacity & Productivity
	Outreach
5X	Forecasted Results
	Research Capacity & Productivity
General	Private Support Ratio
	Track Record
	Internal Consistency
	Sustainability

Private Support Provides High Leverage



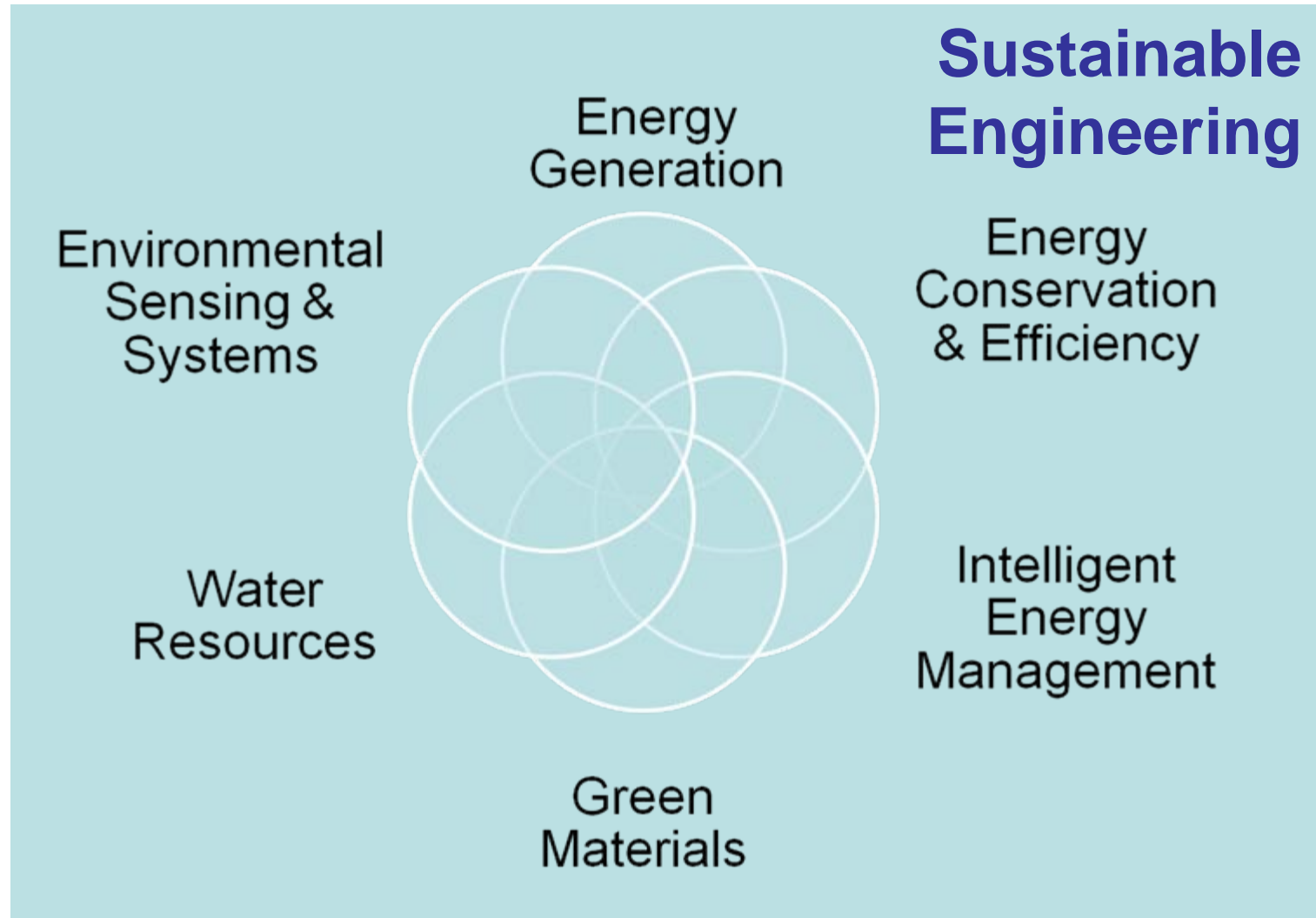
ETIC Strategy



Oregon Pre-Engineering & Applied Science (OPAS) Initiative

		Teachers	9-12	4-8
	<p>Strategy</p> <ul style="list-style-type: none"> Build on proven successes Address critical pre-college gaps System-wide expansion of opportunities 			
In Class Programs	 <p>Extend national exemplar pre-engineering program</p>	X	X	X
	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>CSTA/TechStart SuperQuest</p> </div> <p>Expand access to computer science</p>	X	X	X
Out of School Time Programs	Expand proven programs addressing minority/under-represented	X	X	X
	Seed engineering challenge programs	X	X	
	Create summer internships	X	X	
Marketing	Focus state-wide communications/marketing	X	X	X

ETIC's Growth Strategy



Applied Baccalaureate
Degrees
and
House Bill 3093

February 18, 2010

Motivations for HB 3093

Per Fact Sheet by Bill's Sponsor, Representative David Edwards

- Encourage lifelong learning
- Maximize citizens earning potential
- Accelerate Oregon's 40-40-20 goal
- Move Oregon out of category of one-of-only 11 states without applied baccalaureate

Forces in Play Nationally

- Transfers from 2-year to 4-year institutions increased over the last 50+ years
- Increased emphasis on higher education for adults
- States' interested in increasing baccalaureate degree attainment
- States' interested in improving linkage between postsecondary education and improving workforce and economy

What HB 3093 Says

- Defines Applied Baccalaureate degree as bachelor's degree that
 - incorporate applied associate courses and degrees with
 - additional coursework emphasizing
 - higher-order thinking skills and
 - advanced technical knowledge and skills
- Requires Joint Boards to develop a plan for offering applied baccalaureate degrees offering some of four types and possibly combinations thereof

What HB 3090 Says (continued)

Plan should include

- Method by which programs will be created including any necessary accreditation
- Criteria for approving degree and course options
- Articulation agreements
- Resources required
- Timeline
- Recommendation as to whether community colleges should offer applied baccalaureate degrees

Deadline of November 1, 2010

Progress reports to interim committee of Legislature

OUS, ODE, and CCWED to provide staffing support to Joint Boards

Ways of creating Applied Baccalaureate degrees

1. Community college grants the degree

- Requires state authorization and regional accreditation
- Requires an increase in resources
- May defocus community college from its core mission

2. University grants degree

- Community college offers lower-division courses
 - Community college and university work together to offer upper division courses
 - Requires close cooperation to serve the needs of students
- Majority of states use option 2, some use both

Types of Applied Baccalaureate Degrees

- Career ladder
- Inverse or upside-down
- Management ladder
- Work experience

Planning Process

1) **Large Group**

Meet at the beginning

- Teams from all 24 public post secondary institutions
- 4 models
- What other states are doing.
- What exists in Oregon that is similar and
- Where Oregon need to learn more.

May meet again later to hear draft recommendations

2) **Planning Committee**

- Meet about 10 times
- Perform research
- Work with leadership to explore models
- Consider Oregon needs and Oregon's existing assets
 - dual admission,
 - articulation agreements
 - Curriculum alignments

3) **Liaison Committee**

- One representative from each campus
- Key point of contact for two-way communication

Progress to date

Bill passed and signed June/July 2009

Kick-off Meeting held November 13, 2009

Local and national experts

Break-out sessions

Culinary, Hospitality, Tourism

Education

Engineering Technology

Green Technology

Health Careers

Information Technology

Resource Management

Technical Management

Report and Summary

Formation of liaison committee

Formation of planning committee

Meetings of committees focusing on issues and opportunities

See <http://www.ous.edu/dept/indaffairs/AB/>

Next Steps

- Development of sub-plans
 - Specific formats and disciplines
 - Leveraging partnerships between community colleges and universities
- Development of draft plan
 - Criteria, resources, costs, ...
 - Which do we propose to use as our pilot programs?
 - Schedule
- After review by boards, report to Legislature in Nov. 2010