
Docket Item:

HB 2998 Transfer Update

Summary:

House Bill 2998 (2017) directs the HECC and Oregon's community college and universities to work together to improve transfer pathways between Oregon's community colleges and public universities. This docket provides an update on the work of the Transfer Workgroup and the start of the Unified Statewide Transfer Agreements (USTA) workgroups for Education, English, Biology and Business.

Docket Material:

At January's Full Commission meeting, the Commission approved a report mandated by HB 2998 and written by HECC staff for submission to the Legislative Assembly. HECC staff submitted that report to the Legislature on January 31, 2018.

Since January, the Transfer Workgroup has finalized the foundational curricula and universities are at various stages of adopting these curricula (some formally, some informally) and identifying which general education requirements the foundational curricula will satisfy at their institution. Currently, the Transfer Workgroup is examining the oversight and maintenance needs of this statewide transfer work, and the possible mechanisms and bodies through which to fulfill these needs. Specifically, the Workgroup hopes to clarify how the following oversight and maintenance will be achieved:

Maintaining FC/USTA Alignment

- Modification of foundational curricula requirements as needed in the future
- Modification of USTAs as needed in the future
- Ensuring that institutional changes to general education or major requirements do not cause misalignment with the foundation curricula or USTAs

Dispute Resolution

- A system for hearing, processing, and resolving institutional and student complaints that institutions are not complying with the foundational curricula or USTAs

Communication

- Guidance on how institutions will notate the foundational curricula
- Published lists of the general education requirements met by the foundational curricula at each university
- Published lists of approved foundational curricula courses at each community college
- Promotion of foundational curricula awareness among faculty, staff, and students

Evaluation

- Tracking foundational curricula and USTA outcomes with student success

HIGHER EDUCATION COORDINATING COMMISSION

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In addition to the Transfer Workgroup's continued efforts, the work of developing unified statewide transfer agreements (USTAs) in biology, business, education, and English began in April. On April 6, HECC staff hosted a USTA Launch meeting that brought together the members of the four USTA workgroups, several representatives from the Transfer Workgroup, and a number of additional stakeholders, such as State Representative Teresa Alonso Leon. Attendees heard from university and community college leadership, students, HECC staff, and Transfer Workgroup members about the importance of improving student transfer, HB 2998's legislative charge, student transfer data in Oregon, implementation work complete thus far, and next steps. In the afternoon, the attendees divided into their discipline-specific workgroups where they assessed their disciplines' position vis-a-vis community college to university transfer and the necessary next steps.

As of May 3rd, the Education USTA Workgroup held its first meeting, and meetings of the Biology, Business, and English USTA Workgroups are scheduled for May 4th, 7th, and 11th, respectively. The goal for the first meeting of the Education USTA Workgroup was to establish how the group wanted to govern themselves and to begin the work of identifying foundational curricula and major specific requirements in order to develop an Education USTA. The workgroup decided to establish formal leadership and nominated co-chairs: one from a university and one from a community college. Once this work was complete the workgroup turned to the USTA development work. The workgroup was able to decisively articulate most of the foundational curriculum necessary for an Education USTA, but more discussion is required over several items (a second Arts and Letters requirements and Earth Sciences). The workgroup also needs to attend to the major specific requirements (referred to as "education pathways" on the template) in subsequent meetings. The Education USTA workgroup meeting concluded with discussion over the best way to complete the USTA template. Specifically, some members had focused on designating specific courses on the template while others had used more general language in order to maintain a focus on learning outcomes and course flexibility.

The USTA workgroups will continue to meet regularly until their USTAs have been established, and then periodically thereafter for maintenance purposes.

Staff Recommendation:

Information item only.