

2019 Agency Legislation

Building on College to University Credit Transfer Work

HB 2998 (2017) redefined how students who transfer from a community college to a public university should be treated, and requires institutions, facilitated by HECC, to establish a unified statewide credit transfer system that minimizes credit loss when a student transfers from a two-year to a four-year institution.

HECC and institutions have developed a 30-credit foundational core curriculum, and are working to establish major specific transfer pathways that give transfer students the right to junior status at university upon successful transfer from a 90-credit program.

To continue this work, HECC is pursuing legislation that:

- Codifies the new transfer system into the Transfer Student Bill of Rights and Responsibilities, which gives HECC the ability to develop state standards
- Establishes the Oregon Transfer and Articulation Committee, which is a committee of statewide faculty, advisors, and registrars, to work through questions that arise during the establishment and maintenance of transfer agreements and collaborate on standards
- Requires a student and advisor facing transfer 'portal,' to ensure students can make the best possible decisions related to coursework and transfer

Electronic Transcripts for High School and Post-Secondary Students

HECC, together with ODE, is looking at ways to reduce accelerated learning credit loss due to students not providing credit for evaluation, by establishing a task force (with equal higher education and K12 representation) to determine if a feasible, cost-effective electronic transcript system can pull data from the SLDS to, at the click of a button, create and send a student transcript to a receiving institution. Such a system is in use in North Dakota, and reduces the credit loss associated with students not knowing how, or not having the funds, to send credits for evaluation.

Such a system has the potential to reduce credit loss experienced by students in the following ways*:

- Approximately 30% of students lose accelerated learning credit when they transfer to an Oregon public university
- Economically disadvantaged students and students who completed fewer than 6 credits in high school are the least likely to successfully transfer courses
- 25% of students that earned math credit in high school repeated the same or lower level of math upon enrollment in college

*Data from Hodara, M & Pierson, A., Supporting the Transition to College: Accelerated Learning Access, Outcomes, and Credit Transfer in Oregon, REL Northwest, November 2018.

Codifying Accelerated Learning Standards

In 2016, the Commission voted to adopt two new additional dual-credit standards categories: Sponsored Dual Credit and Assessment Based Learning Credit. This legislation seeks to codify these categories along the sole currently existing category of 'Dual Credit.' The bill requires community colleges and public universities to report on participation rates in these new categories.

HECC, in partnership with secondary and post-secondary representatives, is working to ensure that accelerated learning credit programs in Oregon meet quality standards through a regular evaluation process. In the future, the HECC will only fund programs for credits that are provided for instruction that occurs within the established standards.

Agency Minor Statutory Revisions

HECC is proposing a number of statutory changes that have a minor or technical impact, which alone do not merit an individual legislative proposal. Amongst the issues HECC is seeking to resolve are:

- Amending the types of programs for which Oregon Youth Conservation Corps alumni may use their education stipend, to increase utilization
- Correcting statute to reflect current funding practices for community colleges (deleting language that existed pre-HECC)
- Providing HECC with implicit statutory authority equal to that of all other Oregon state agencies
- Clarifying public university eligibility for seismic rehabilitation grants

When session begins, HECC will seek an amendment to make a modification to the Oregon Promise program to correct an unintended flaw in the statute that could prevent the award of students in certain limited circumstances.

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