2022 CCN Subcommittee Reports & Memos

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CCN Subcommittee Minority Report

Math

Subcommittee Members

Nikki Gavin, gavinn@lanecc.edu

Peter Haberman, phaberma@pcc.edu

Leanne Merrill, merrill@wou.edu

Alison Williams, alison.williams@oregoncoast.edu

Subcommittee Co-Chairs

Nikki Gavin, Lane Community College

Celeste Petersen, Clatsop Community College

November 3, 2022

Re: Recommendation from the subcommittee

Be it resolved that the following members

Nikki Gavin	Lane Community College
Peter Haberman	Portland Community College
Leanne Merrill	Western Oregon University
Alison Williams	Oregon Coast Community College

of the CCN Math Subcommittee would like to file a Minority Report to provide a record of their concern or disagreement with the following motions:

I. In accordance with the mandates of SB 233, the Common Course Number Math Subcommittee recommends to the Transfer Council that:
MTH 111Z- Precalculus I: Functions be credited at **4 quarter credits**.

II. In accordance with the mandates of SB 233, the Common Course Number Math Subcommittee recommends to the Transfer Council that:
MTH 112Z- Precalculus II: Trigonometry be credited at **4 quarter credits**.

Section A : Rationale & Alternative Recommendations

The above members are concerned or disagree with these recommendations for the following reasons:

A. Our experience teaching these courses has shown us that some students are better served by more time each week spent on mathematics learning. This includes time in class spent on direct instruction, individual and group work, just-in-time remediation, and other teaching practices geared towards supporting students in STEM fields. It also increases time spent out of class; a 5-credit course not only offers one additional hour per week of class time than a 4-credit course, but it also expects an additional two hours per week of outside class engagement with the course materials. This time outside of class allows students to focus more on their mathematical learning; indeed it accurately and responsibly reflects the time needed to master the material.

   Additionally, these courses are already 5 credits at the majority of Oregon community colleges (nine out of seventeen community colleges offer MTH 111 at 5 credits, and nine offer MTH 112 at 5 credits). The fact that a majority of the Oregon community colleges currently offer MTH 111 and MTH 112 as 5-credit courses while all of the Universities offer them as 4-credit courses (see Figures 1 and 2 below) is a sharp reflection of the significant differences in the student populations and resources of our different institutions. We believe that our

institutions should be empowered to determine the best credit-structure for these courses in order to meet the needs of our respective student populations and institutions.

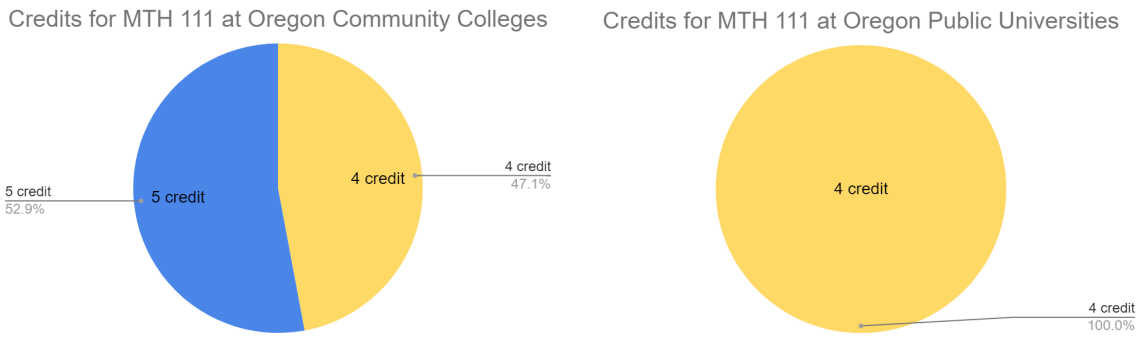

Fig. 1 MTH 111 - OR CCs (n=17) vs. OPUs (n=7) - Comparison of Credit Distribution

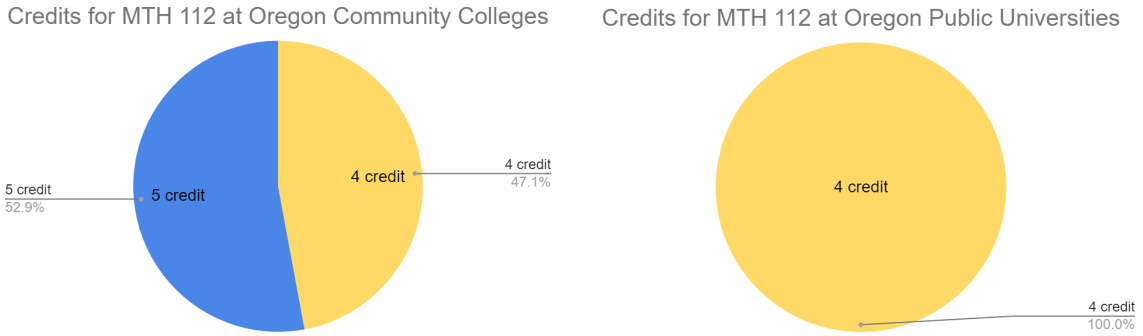

Fig. 2 MTH 112 - OR CCs (n=17) vs. OPUs (n=7) - Comparison of Credit Distribution

Finally, while we understand the value of corequisite remediation courses as well as lecture/lab courses, we worry about the unintended consequences of having students who are identified as requiring corequisite support pay extra money to enroll in courses that are not easily transferable to other institutions. These students tend to be from historically underserved minority demographics, first-generation, low-income, or adult learners; as such, there may be longer-term equity issues caused by corequisite requirements.

As noted above, there are already differences in the ways that these courses are taught and offered at the various Oregon institutions. However, we have agreed on a core set of learning outcomes that will be present in each offering of this course across the state. We do not see a reason why the number of credits must be equal, so long as the course transfers with the correct name

and number, and satisfies the same prerequisites as the institution accepting the transfer credit.

i. Our alternate recommendation is to allow colleges to choose whether their offerings of MTH 111Z and MTH 112Z are 4 or 5 credits.

Section B: Considerations

In conclusion, we ask the Transfer Council to consider these issues carefully and to do/consider the following:

A. Consider allowing institutions to have the flexibility to choose either 4 or 5 credits for these courses, with the understanding that the courses will still transfer seamlessly with the same course number and name between institutions. This allows different institutions to make choices based on the needs of their student populations, which differ between community colleges, technical and regional universities, and the larger public universities. In particular, several community colleges were not afforded representation on the subcommittee, whereas the four-year universities were overrepresented (8 seats for 7 universities). This disproportionate representation means that the needs of community colleges were not as highly prioritized and, from the graphs above, we see that the majority of community colleges already offer these courses at 5 credits. We see no reason why the number of credits must match.

Signed by:

Name Nikki Gavin Signature Nikki Gavin

Name Peter Haberman Signature PETE

Name Leanne Merrill Signature Leanne Merrill

Name Alison Williams Signature Alison Williams

Date: November 3, 2022

Provide copies to:

CCN Math Subcommittee	Nikki Gavin Celeste Petersen Sara Clark Curtis Feist Doug Gardner Peter Haberman Elizabeth Jones Beatriz Lafferriere Vikki Maurer Leanne Merrill Pam Morse Randall Paul Mike Price Rick Rieman Steve Tanner Alison Williams
Chair/Co-chairs	Nikki Gavin Celeste Petersen
Transfer Council Co-chairs	Susan Jeffords Teresa Rivenes
HECC	Donna Lewelling Veronica Dujon Jane Denison-Furness Brittany Miles Kyle Lee Jennifer Markey

— END OF REPORT–

Summary of CCN Statistics Subcommittee Memo on STAT 244

The following provides a summary of the Subcommittee's recommendation to remove STAT 244 from the list of CCN courses.

Recommendation
MATH or STAT 244 (Elementary Statistics 2) is not appropriate at this time for course alignment in the common course numbering alignment work and should be removed from the list of CCN courses for 2022-23 and delayed until a future review.

Chart approved by CCN Statistics Co-chair Joseph Reid, 10/18/2022

HECC Recommendation: HECC staff recommends delaying the MATH/STAT 244 from the list of CCN courses because it is not a commonly transferred course (from community colleges to public universities) and the subject matter changes in Stat 243 will significantly impact what topics need supported by a Stat 244 course. Currently, five community colleges do not offer this course. SOU is phasing out this course this year, EOU offers a 1-credit course that covers a small portion of MATH/STAT 244, and only two public universities (PSU and OSU) offer the course, for a very limited number of programs that serve a limited number of students annually.

MEMORANDUM

TO: Transfer Council

FROM: Joseph Reid, Chair of CCN Statistics Subcommittee

DATE: October 5, 2022

SUBJECT: MATH or STAT 244 as a CCN course, addressed by the CCN STAT Subcommittee

After deliberation, our subcommittee concluded that the Math (Stat) 244 (Elementary Statistics 2) course is not appropriate for course alignment in the standard course transfer agreements (CCNS) between community colleges and universities at this time:

1. This course is not in the list of the thirty most common transfer courses within the system.
2. Changes within the Stat 243 course need to be fully considered in the curricula and the effect needs to be observed in order to know the place of Stat 244 within the transfer maps.
3. Of the seventeen community colleges, five do not even offer this course.
4. Lack of course offering for transfer articulation at five of the seven state universities:
    a. At this point University of Oregon, Oregon Tech, and Western Oregon University do not offer this course.
    b. Southern Oregon University is phasing this course out after this school year.
    c. Eastern Oregon University only offers a 1 credit course that covers a small portion of this material and has no need or plans for the full course.
5. Oregon State University and Portland State University are the only public universities that offer, and plan on continuing to offer, this course. (OSU-ST 202; PSU – Stat 244)
   However, this offering is only required in a few programs at each institution:
    a. At Portland State University, Stat 244 serves as a requirement for:
        i. Anthropology B.S.
        ii. Biology B.S.
        iii. Economics B.S.

   and as an optional course in:

        i. Geography B.S.
        ii. Psychology B.S.
        iii. Speech and Hearing Sciences B.S.

   Enrollment: Winter: 132, Spring: 85, Summer: 26, Fall: 49
   Total Yearly Enrollment: 292 students per year

   *Portland State does not have disaggregated graduation data posted on their institutional research page, thus we cannot determine enrollment or graduation numbers in these majors.

    b. At Oregon State University, Stat 202 serves as a requirement for:
        i. Outdoor Products B.S.
           2022 – 3 graduates
        ii. Tourism, Recreation, and Adventure Leadership B.S. – Two options within the program.
           2022 - 20 graduates
        iii. Bio Health Sciences B.S.: Only in the pre Optometry option and Pre-PA Option
           2022 – 149 graduates within Bio Health Sciences degree but it is unknown how many in these two options total.

   and as an optional course in:

        i. Toxicology graduate minor
        ii. Radiation Health Physics B.S.

iii. Human Development and Family Sciences
Enrollment: Spring: 34, Fall: 22, Winter: 27
Total Yearly Enrollment: 83 students this last year.

At both Portland State and Oregon State, these courses may also be used as one of several available choices of prerequisites for several graduate courses as well, but this should not really play into the "transfer" numbers with community colleges.

In general, Oregon State University is serving around 50 to 100 students per year that are required to take the ST 244 course. As enrollment numbers are similar at Portland State University, we can infer that the students required to take this course for graduation are similar. Even if these numbers are higher, the gross total is only a small fraction of the total students at these institutions let alone those participating in community college and university within the state. Even if half (an overestimate) of the students in these programs requiring ST 244 are transferring from community colleges, this would leave less than 10 students per year per community college on average where Stat 244 is a course of concern for transfer. In situations like this, the course outcomes and topics must be flexible and adaptable to both the programs that these courses are designed to support and the changes within those fields. It would be far better for the particular universities and programs under consideration to be involved in feedback for these specific transfer requirements after the effects of Stat 243 changes have taken place..

Therefore, we are requesting that Transfer Council delay MATH/STAT 244 from consideration as a CCN course at this time.

Copies: Donna Lewelling, HECC
Jane Denison-Furness, HECC
Jennifer Markey, HECC
Members of the CCN Statistics Subcommittee

Summary of CCN Systems & Operations Z Designator Memo, October 21, 2022

The following chart provides a summary of information on the selection of an alpha character to signify a common course numbered (CCN) course. The Systems & Operations Subcommittee calls this character a course "designator."

The Systems & Operations Subcommittee conducted research to determine the designator that met the following criteria:

1. used infrequently,
2. would cause the least disruption for institutions currently using the selected designator, and
3. is feasible, considering the four student information systems used by all 24 public institutions.

Research revealed that "Z" is the optimal choice, given these parameters (e.g., MTH 111Z).

Recommendation	Vote
Course Designator: Z	Approved 15 Yes, 0 No

Chart approved by CCN Systems & Operations Co-chairs Julia Pomerenk and Chris Sweet, 10/18/2022

Institutions currently using "Z" after a course number:

Institution	Number of courses using "Z" after a course number	Plans for switching to "Z" as CCN designator (after course number)
Portland CC	114 courses (on the books), including non-credit courses. 48 courses with "Z" were taught last year.	PCC selected V, X, Y, Z as the best option for an alpha designator; all are currently in use. – Andy Freed, Dir. Of Learning Technology & Innovation in Online Learning
Chemeketa CC	Three courses: PE185ZA, PE185ZB, & PE185ZC	"PE courses have letters A-Z in the fourth and fifth digit. We have MUP courses that do use the 4th digit (A-Z). A symbol would work better though if we need to move courses, we will do our best to do so." -Melissa Frey, Registrar
Clatsop CC	Currently, courses with the number "115" use Z.	"I have found a solution for more than half of them…Most of them [courses with Z] are training classes that are not used towards a degree." – Siv Barnum, Registrar
Linn Benton CC	Two courses: PE 185Z and PE 185ZS.	None discussed.
Tillamook Bay CC	Waiting for a reply from Ron Neu, Asst. Registrar	

Chart approved by CCN Systems & Operations Co-chairs Julia Pomerenk and Chris Sweet, 10/18/2022

HECC Recommendation: HECC staff recommends the use "Z" as the designator for CCN courses based on the work of the Systems & Operations subcommittee.

MEMORANDUM

TO: Transfer Council

FROM: Chris Sweet and Julia Pomerenk, Co-chairs of the CCN Systems & Operations Subcommittee

DATE: October 12, 2022

SUBJECT: Use of "Z" as Designator for Commonly Numbered Courses

As co-chairs of the Systems & Operations Subcommittee, we wanted to provide an update on the specific alpha character that would be used to designate those courses that are part of the commonly numbered courses.

As a recap, we presented our framework to the Transfer Council on August 18, 2022, which the Council approved. During that presentation we noted that we hadn't decided on a specific designator. After a lot of work, it was determined that a special character would not work, and ultimately an alpha character (A-Z) would be best.

The 24 institutions were polled a couple of times to provide input on what alpha characters would or would not work. The results highlighted one alpha character, "Z", that would work best. 17 institutions indicated that "Z" was ok to use (4 of whom specifically indicated "Z" was best). We did have 5 institutions that indicated that "Z" is already in use at their institution (2 of whom indicated they could make "Z" work). Upon review of that information, during the CCN Systems and Operations subcommittee meeting on September 29, 2022, the committee voted unanimously to adopt "Z" as the alpha designator.

We do acknowledge that some institutions already use "Z" but are confident they will be able to accommodate the change. With the early determination that a special character would not work, it was decided that an alpha character would be best, and "Z" was our best option. This creates the least amount of harm overall, which is one of our guiding principles.

Copies: Donna Lewelling, HECC

Jane Denison-Furness, HECC

Jennifer Markey, HECC

Members of the Systems & Operations Subcommittee

10/13/2022

To: Transfer Council

Dear Transfer Council Members,

We have discussed your request for the CCN Math subcommittee to address the corequisite courses. Math faculty from 16 community colleges and 4 OPUs developed and agreed to the outcomes for all three corequisite courses during the Strong Start to Finish grant in the fall of 2020. The steering committee for the Strong Start to Finish grant, representatives from OPUs, CCs, HECC, and ODE, established the convention that the corequisite courses would be separate and offered for one college-level credit. We recommend, since math faculty from community colleges and OPUs completed the work to align the credit hours, learning outcomes, and course descriptions, the Systems and Operations Committee should use their expertise to complete this work by aligning the course titles, numbers and identifiers.

Sincerely,

Celeste Petersen and Nikki Gavin,
For the CCN math subcommittee

Summary of CCN Writing Subcommittee Report

The following provides a summary of the Recommendation Report from the CCN Writing Subcommittee.

Recommendation	Vote
Course Number and Prefix: WR121Z	Yes 12 No 0 Abstain 0; Passed
Course Credits: 4	Yes 11 No 0 Abstain 1; Passed
Course Description: WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.	Yes 12 No 0 Abstain 1; Passed
Course Title: Composition I	Yes 12 No 0 Abstain 1; Passed
Learning Outcomes: 1. Apply rhetorical concepts through analyzing and composing a variety of texts. 2. Engage texts critically, ethically, and strategically to support writing goals. 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres. 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.	Yes 12 No 0 Abstain 1; Passed
Course Number: 122Z	Yes 10 No 1 Abstain 1; Passed
Course Prefix: WR	Yes 12 No 0 Abstain 0; Passed
Course Credits: 4	Yes 11 No 0 Abstain 1; Passed
Course Description: WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.	Yes 12 No 1 Abstain 0; Passed
Course Title: Composition II	Yes 12 No 1 Abstain 0; Passed
Learning Outcomes: 1. Apply rhetorical concepts to achieve writing goals within a given discourse community 2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources 3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses 4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection	Yes 12 No 1 Abstain 0; Passed

5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts	
Course Number: 227Z **Course Prefix:** WR **Course Credits:** 4 **Course Description:** WR 227Z introduces students to producing instructive, informative, and persuasive technical/professional documents aimed at well-defined and achievable outcomes. The course focuses on presenting information using rhetorically appropriate style, design, vocabulary, structure, and visuals. Students can expect to gather, read, and analyze information and to learn a variety of strategies for producing accessible, usable, reader-centered deliverable documents that are clear, concise, and ethical. **Course Title:** Technical Writing **Learning Outcomes:** 1. Apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts 2. Engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research) 3. Collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects 4. Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences 5. Examine and respond to individual and professional ethical responsibilities across organizational contexts	Yes 11 No 0 Abstain 1; Passed Yes 12 No 0 Abstain 0; Passed Yes 12 No 0 Abstain 0; Passed Yes 12 No 1 Abstain 0; Passed Yes 12 No 1 Abstain 0; Passed Yes 12 No 1 Abstain 0; Passed
Review Cycle Recommendation • Annual review, winter term following the Oregon Writing and English Advisory Committee (OWEAC) annual meeting • Every third year, alignment review	Yes 12 No 0 Abstain 0; Passed

Chart approved by CCN WTG Co-chairs Leigh Graziano, Tristan Striker, and Tim Jensen; November 2, 2022.

CCN Subcommittee Recommendation Report

Writing

Subcommittee Members

Leigh Graziano, grazianol@wou.edu
Tim Jensen, tim.jensen@oregonstate.edu
Tristan Striker, striket@linnbenton.edu

Leigh Graziano, Tim Jensen, and Tristan Striker, Co-Chairs

November 2, 2022

Date of last meeting

Friday, October 28, 2022.

Plans for next meeting

This marks our final meeting. We will schedule a follow-up meeting in the event that the Transfer Council asks for revisions or more information on some aspect of our report.

Overview

Action Items Completed

RECOMMENDATION	STATUS (include the vote tally for each recommendation and whether the motion passed or failed)
WR 121Z Decisions	
Course Number and Prefix: WR 121Z **Rationale:** This course number and prefix was selected because the majority of community colleges and public universities use this number and prefix already.	12 yes, 0 no, 0 abstain – **Passed**
WR 121 Course Credits: 4 **Rationale:** 4 credits was chosen because the majority of schools in the state already have the course at 4 credits.	11 yes, 0 no, 1 abstain – **Passed**
WR 121 Course Description: WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes. **Rationale:** This course description was built from a survey of the descriptions currently used by community colleges and public universities; it represents the curriculum that we share and hold to be most important and best aligned with national standards.	12 yes, 0 no, 1 abstain – **Passed**
WR 121Z Course Title: Composition I **Rationale:** For many of the community colleges and public	12 yes, 0 no, 1 abstain – **Passed**

universities, WR 121 and WR 122 are taken in sequence. Most called this course "College Writing I," but we felt that Composition I better reflected the pedagogical approach that most programs take, which is richer than a crash course in how to write for college.	
WR 121Z Learning Outcomes: 1. Apply rhetorical concepts through analyzing and composing a variety of texts. 2. Engage texts critically, ethically, and strategically to support writing goals. 3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres. 4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts. **Rationale:** These learning outcomes align with those recommended by the Oregon English and Writing Advisory Committee (OWEAC) and by national organizations like the Council of Writing Program Administrators (CWPA); they also represent, for us, the most important content of the course that must be aligned.	12 yes, 0 no, 1 abstain – **Passed**
WR 122Z Decisions	
Course Number: WR 122Z **Rationale:** This course number and prefix was selected because the majority of community colleges and public universities use this number and prefix already.	10 yes, 1 no, 1 abstain – **Passed** *The two dissenting votes may write a minority report arguing for renumbering the course to 222.*
Course Prefix: WR **Rationale:** This prefix was chosen because the majority of community colleges and public universities use it, or something very similar, already.	12 Yes, 0 No, 0 Abstain – **Passed**
Course Credits for WR 122Z: 4 **Rationale:** 4 credits was chosen because the majority of schools in the state already have the course at 4 credits.	11 Yes, 0 No, 1 Abstain – **Passed**
Course Description for WR 122Z: WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of	12 Yes, 1 No, 0 Abstain – **Passed**

students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions. **Rationale:** This course description was built from a survey of the descriptions currently used by community colleges and public universities; it represents the curriculum that we share and hold to be most important and best aligned with national standards.	
Course Title: Composition II **Rationale:** For many of the community colleges and public universities, WR 121Z and WR 122Z are taken in sequence. Most called this course "College Writing II," but we felt that Composition II better reflected the pedagogical approach that most programs take, which is richer than a crash course in how to write for college.	12 Yes, 1 No, 0 Abstain – **Passed**
Course Learning Outcomes: 1. Apply rhetorical concepts to achieve writing goals within a given discourse community. 2. Locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources. 3. Engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses. 4. Develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection. 5. Reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts. **Rationale:** These learning outcomes align with those recommended by OWEAC and by national organizations like CWPA; they also represent, for us, the most important content of the course that must be aligned.	12 Yes, 1 No, 0 Abstain – **Passed**
WR 227Z Decisions	
Course Number: 227Z **Rationale:** This number was chosen because it is the most common numbering used across the state; also, this course is primarily taught at community colleges who cannot offer 300-level coursework, so the consensus was public universities	11 Yes, 0 No, 1 Abstain – **Passed**

who have the course at the 300-level should make the change to cause the least disruption.	
Course Prefix: WR **Rationale:** This prefix was chosen because the majority of community colleges and public universities use it, or something very similar, already.	12 Yes, 0 No, 0 Abstain – **Passed**
Course Credits: 4 **Rationale:** 4 credits was chosen because the majority of schools in the state already have the course at 4 credits.	12 Yes, 0 No, 0 Abstain – **Passed**
Course Title: Technical Writing **Rationale:** This is already the title in use at the majority of schools that offer WR 227Z.	12 Yes, 1 No, 0 Abstain – **Passed**
Course Description: WR 227Z introduces students to producing instructive, informative, and persuasive technical/professional documents aimed at well-defined and achievable outcomes. The course focuses on presenting information using rhetorically appropriate style, design, vocabulary, structure, and visuals. Students can expect to gather, read, and analyze information and to learn a variety of strategies for producing accessible, usable, reader-centered deliverable documents that are clear, concise, and ethical. **Rationale:** This course description was built from a survey of the descriptions currently used by community colleges and public universities; it represents the curriculum that we share and hold to be most important and best aligned with national standards.	12 Yes, 1 No, 0 Abstain – **Passed**
Course Learning Outcomes: 1. Apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts. 2. Engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research). 3. Collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects. 4. Develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences**.**	12 Yes, 1 No, 0 Abstain – **Passed**

5. Examine and respond to individual and professional ethical responsibilities across organizational contexts. **Rationale:** These learning outcomes align with those recommended by OWEAC and by national organizations like CWPA; they also represent, for us, the most important content of the course that must be aligned.	
Review Cycle Recommendation	
We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, changes needed from the 24 two- and four-year schools in the state. We propose that this review take place in winter term following the OWEAC meeting scheduled, so as to leverage our existing state committee that often gathers this exact kind of data and has representation from most of the schools in the state. Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. We advise that as many members of the original subcommittee be invited to participate in these discussions as historical memory and original context will be useful in informing future decisions.	12 Yes, 0 No, 0 Abstain – **Passed**

Action Items In-progress/Pending

ACTIVITY	STATUS (include an estimate—hours/# of meetings—it will take to complete work)
None	N/A

Questions for Transfer Council

- Are grade pre-requisites left to the institutions? For example, a C- is required across most of the state for WR 121Z and WR 122Z, so a student that transfers in an aligned WR 121Z CCN course with a D will still have to retake the course at their new institution.

Other Notes

- We do want to note, on behalf of our member who voted no on many of these recommendations, that some institutions felt that the interpretation of the legislation to require identical course descriptions and learning outcomes to be an inappropriate interpretation of legislation that only calls for alignment. Registrars routinely articulate courses, using faculty experts, without requiring any such identical language. A determination is made based on learning outcomes and course descriptions and schedules, when included, that the course is at least 75% aligned/similar to the university course. It is the argument of these stakeholders that these decisions should remain in the hands of institutions; that this legislation encroaches on academic freedom; and that the HECC has not adequately articulated how the state's jurisdiction reconciles with academic freedom and curricular decision-making. There is a precedent set by this legislation, which could be used in future scenarios to further shift curricular decisions from subject matter experts to politicians—a move that's occurring in other states right now. The more the HECC can do to clarify how CCN legislation will not impinge upon academic freedom and curriculum oversight would be wise and appreciated.

Signed by:

Name: Leigh Graziano Signature: *Leigh Graziano*

Name: Tim Jensen Signature: *Tim Jensen*

Name: Tristan Striker Signature: *Tristan Striker*

Date: November 2, 2022

Provide copies to:

CCN WTG Subcommittee Members

Leigh Graziano
Tim Jensen
Tristan Striker
Julie Brown
Amanda Coffey
Sydney Elliott
Paul Lask
Gina Szabady
Verne Underwood
Malinda Williams
Sheri Rysdam
Matt Schnackenberg
Kate Comer
Laura Jessup
Nick Reckentwald
Rachel Eccleston

Transfer Council Co-chairs

Susan Jeffords
Teresa Rivenes

HECC

Donna Lewelling
Veronica Dujon
Jane Denison-Furness
Brittany Miles
Kyle Lee
Daniel Anderson
Jennifer Markey

— END OF REPORT–

Summary of CCN Statistics Subcommittee Report

The following provides a summary of the Recommendation Report from the CCN Statistics Subcommittee.

Recommendation	Vote
Course Number: 243Z	Yes 10 No 0 Abstain 0
Course Title: Elementary Statistics I	Yes 10 No 1 Abstain 0
Course Description: A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate.	Yes 10 No 0 Abstain 0
Learning Outcomes & Objectives: Students will be able to: 1) Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference. a. Classify study designs and variable types and identify methods of summary and analysis. 2) Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations. a. Identify patterns and striking deviations from patterns in data. b. Identify associations between variables for bivariate data. c. Apply technology to calculate statistical summaries and produce graphical representations. 3) Use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments. a. Interpret point and interval estimates. 4) Identify, conduct, and interpret appropriate parametric hypothesis tests. a. Identify the appropriate test based on variable type. b. Identify situations where a one or two tailed test would be appropriate. c. Conduct tests of one mean. d. Conduct tests of one proportion. e. Explain the distinction between statistical and practical significance and the potential for error in hypothesis test conclusions. f. Apply technology to perform hypothesis tests calculations. 5) Assess relationships in quantitative bivariate data. a. Address questions relating correlation as a linear association between variables. b. Distinguish between correlation and causation within data. c. Apply technology to explore bivariate data.	Yes 10 No 1 Abstain 2

Course Credits: 4 credits	Yes 10 No 1 Abstain 1
Subject Code: ST or STAT or similar statistics prefix (not math)	Yes 13 No 0 Abstain 0
Time Frame for Revisiting Course: The STATs subcommittee will meet to review objectives for STAT 243 in Spring 2025	Yes 12 No 0 Abstain 0

Chart approved by CCN Statistics Chair Joseph Reid, October 27, 2022.

CCN Subcommittee Recommendation Report

Statistics Workgroup

Subcommittee Members

Joseph Reid (joseph.reid@oit.edu)

Sheeny Behamrd (sheeny.behmard@chemeketa.edu)

Tim Lackner (tlackner@clatsopcc.edu)

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*Emiliano Vega (emiliano.vega@pcc.edu)

*Sean Rule (srule@cocc.edu)

*Scott Beaver (beavers@wou.edu)

*Yuan Jiang (yuan.jiang@oregonstate.edu)

* Member was unable to be at final meeting to vet this report but was instrumental in its creation and voting throughout the process.

Chair: Joseph Reid (joseph.reid@oit.edu)

Oct. 26, 2022

Date of last meeting: 10/26/2022

Plans for next meeting

Pending transfer council approval, there is no future meeting scheduled. If one is needed, a follow-up meeting will occur at the availability of the faculty in the committee.

Overview

Our group worked to find a set of outcomes that would be able to make a course that is substantially the same between all campuses. Based on outcomes, the group found that there is enough variation in the topic of statistics so that courses would not be substantially similar (simply based on the nine outcomes we had, up to around 70% of the course could be substantially different in content by my estimate). This pressured us to determine a set of shared objectives under these outcomes that would align the course material up to 75% for the courses without restricting the realm of dictating which statistical framework (e.g., frequentist, Bayesian, or re-sampling) the courses are taught under.

A great deal of work went into finding agreement on these outcomes/objectives. Furthermore, the group is aware that assessment will have to be performed on all outcomes, thus we were able to condense the outcomes/objectives into five outcomes (supported by 14 objectives) that provide a sufficiently similar content so that universities and community colleges can all accept the course for transfer.

Furthermore, a discussion of subject code, course number, title, and number of credits took place with the group passing (by vote) all of them. Finally, a course description was written to support the course.

Action Items Completed

RECOMMENDATION	STATUS
Course Number: 243Z **Rationale:** This is the most used number associated with a first term of elementary statistics at the universities and community colleges. There was a discussion (and significant objection by several members) to considering a	Voted: 6/9/2022 Yes: 10 No: 0 Abstain: 0; **Passed**

1xx course number, but 243 was widely supported.	
Course Title: Elementary Statistics I **Rationale:** This course is a first course in statistical thought and processes. As such, a designation of "elementary" is appropriate. The numeric identifier of "I" was the only sticky point in this case as many schools will not have a second course offered, so there was an objection by one member to this.	Voted: 6/9/2022 Yes: 10 No: 1 Abstain: 0; **Passed**
Course Description: "A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate." **Rationale:** Course description was created on 6/9/2022 by the committee representatives together and includes the course outcomes in a brief statement. Statement was unanimously accepted among members that were present.	Voted: 6/9/2022 (Amended) Voted: 10/26/2022 Yes: 10 No: 0 Abstain: 0; **Passed**
Learning Outcomes/Objectives *(The following was passed as a group among the voting members that were present with the caveats that the "objectives" under each of the "outcomes" MUST be included within each institution in order to make the courses substantially similar.)* Students will be able to: 1) Critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference.	Voted: 10/19/2022 Yes: 10 No: 1 Abstain: 2; **Passed**

a. Classify study designs and variable types and identify methods of summary and analysis. 2) Produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations. a. Identify patterns and striking deviations from patterns in data. b. Identify associations between variables for bivariate data. c. Apply technology to calculate statistical summaries and produce graphical representations. 3) Use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments. a. Interpret point and interval estimates. 4) Identify, conduct, and interpret appropriate parametric hypothesis tests. a. Identify the appropriate test based on variable type. b. Identify situations where a one or two tailed test would be appropriate. c. Conduct tests of one mean. d. Conduct tests of one proportion. e. Explain the distinction between statistical and practical significance and the potential for error in hypothesis test conclusions. f. Apply technology to perform hypothesis tests calculations. 5) Assess relationships in quantitative bivariate data. a. Address questions relating correlation as a linear association between variables. b. Distinguish between correlation and causation within data. c. Apply technology to explore bivariate data.	
Course Credits: 4 credits	Voted: 10/12/2022

Rationale: The majority of schools have this course as a 4 credit course. There was significant concern by many about the credit limits for degree programs were this course to be increased to 5 credits at their institutions. Similarly, there is concern about workload and being able to effectively teach this course within 4 credits by individuals who regularly teach the course as 5 credits.	Yes: 10 No: 1 Abstain: 1; **Passed**
Subject code: ST, STAT or similar statistics prefix (not math) for 243Z **Rationale:** Many faculty expressed excitement about this change (not a change at Oregon State as their math and statistics departments are already separated.) This proposal is supported because • Statistics is not a subfield of mathematics • Students should recognize the difference between mathematical logic and thought when compared with statistical logic and thought The concern associated with the specific naming is that schools will have to go through significant work to do so including changing many major and curriculum maps in the institution. Other concerns include who would "own" the new code in terms of departments, overlap in codes ("ST" is surgical-technology in at least one institution).	Voted: 10/5/2022 Yes: 13 No: 0 Abstain: 0; **Passed**
Review Cycle Recommendation: Committee will meet to review objectives for STAT 243 in spring 2025 • Implementation of changes to course content will not be in place until Fall 2023 • Stakeholder feedback will be critical in evaluating how these changes have impacted the courses where STAT 243Z serves as a prerequisite. Such data will not be available until the year after initial implementation • Departments should contact these programs within their schools and search for feedback prior to review of topics in spring in order to adjust the course	Voted: 10/19/2022 Yes: 12 No: 0 Abstain: 0; **Passed**

Review of deferred topics will be addressed at the behest of transfer council at a later date.	

Action Items In-progress/Pending

ACTIVITY	**STATUS (include an estimate—hours/# of meetings—it will take to complete work)**
STAT 244 yet to be addressed. Institutions will need time to collect feedback from stake holders with regards to the implementation of changes to STAT 243, thus a review of STAT 244 should not be attempted prior to Spring term of 2024.	Deferred by transfer council vote 10/21/2022 pending implementation of STAT 243 adjusted curriculum.
STAT 243 co-requisite alignment: Institutions will need time to collect feedback from stake holders with regards to the implementation of changes to STAT 243, thus a review of co-requisite coursework should not be attempted prior to Spring term of 2024. The statistics workgroup should work in concert with a group that has domain over co-requisite topic alignment to support this goal. We would recommend that a meeting between all groups involved (mathematics, strong start, and statistics) be used to initiate the process effectively.	Deferred by transfer council vote 10/21/2022 pending implementation of STAT 243 adjusted curriculum.

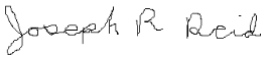
Questions for Transfer Council

- No questions at this time. Thank you for your consideration and support of our work.

Other Notes

- None at this time.

Signed by:

Name Joseph R. Reid Signature 

Date: June 10, 2022

Provide copies to:

CCN Statistics
Subcommittee

Chair: Joseph Reid

Transfer Council Co-chairs	Susan Jeffords Teresa Rivenes
HECC	Jane Denison-Furness Donna Lewelling Veronica Dujon Brittany Miles Daniel Anderson Kyle Lee Jennifer Markey

— END OF REPORT–

Summary of CCN Math Subcommittee Report

The following provides a summary of the Recommendation Report from the CCN Math Subcommittee.

Recommendation	Vote
Course Title: Math in Society	Yes 14 No 0 Abstain 0; Passed
Course Prefix: MTH or MATH	Yes 14 No 0 Abstain 0; Passed
Course Number: 105Z	Yes 14 No 0 Abstain 0; Passed
Course Credits: 4	Yes 14 No 0 Abstain 0; Passed
Course Description: An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology.	Yes 14 No 0 Abstain 0; Passed
Course Outcomes: At the end of this course, students will be able to: 1. Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies. 2. Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics. 3. Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics. 4. Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing. 5. Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.	Yes 14 No 0 Abstain 0; Passed
Course Title: Precalculus I: Functions	Yes 14 No 0 Abstain 0; Passed
Course Prefix: MTH or MATH	Yes 14 No 0 Abstain 0; Passed
Course Number: 111Z	Yes 14 No 0 Abstain 0; Passed
Course Credits: 4	Yes 12 No 2 Abstain 0; Passed
Course Description: A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.	Yes 14 No 0 Abstain 0; Passed
Course Outcomes: At the end of this course, students will be able to:	Yes 14 No 0 Abstain 0; Passed

1. Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology. 2. Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types. 3. Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior. 4. Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results. 5. Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.	
Course Title: Precalculus II: Trigonometry	Yes 14 No 0 Abstain 0; Passed
Course Prefix: MTH or MATH	Yes 14 No 0 Abstain 0; Passed
Course Number: 112Z	Yes 14 No 0 Abstain 0; Passed
Course Credits: 4	Yes 12 No 2 Abstain 0; Passed
Course Description: A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.	Yes 14 No 0 Abstain 0; Passed
Course Outcomes: At the end of this course, students will be able to: 1. Translate among various systems of measure for angles including radians, degrees, and revolutions. 2. Represent, manipulate, and evaluate trigonometric expressions in terms of sides of a right triangle and in terms of the coordinates of a unit circle. 3. Graph, transform, and analyze trigonometric functions using amplitude, shifts, symmetry, and periodicity. 4. Manipulate trigonometric expressions and prove trigonometric identities. 5. Solve trigonometric equations using inverses, periodicity, and identities. 6. Define, represent, and operate with vectors both geometrically and algebraically. 7. Apply the law of sines and the law of cosines to determine lengths and angles. 8. Use variables, trigonometric functions, and vectors to represent quantities, create models, find solutions, and communicate an interpretation of the results. 9. Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context.	Yes 14 No 0 Abstain 0; Passed

Chart approved by CCN Math Co-chairs Nikki Gavin and Celeste Petersen, November 3, 2022.

CCN Subcommittee Recommendation Report

Math

Authored by the CCN Math Co-Chairs
Nikki Gavin, Lane Community College
Celeste Petersen, Clatsop Community College

November 4, 2022

Date of last meeting

November 3, 2022

Plans for next meeting

This report represents the final recommendation of the CCN Math Subcommittee convening in Fall 2022. This Subcommittee was tasked with recommending course prefixes, numbers, titles, credits, descriptions, and outcomes for three math courses identified by the Transfer Council as some of the most frequently transferred courses in Oregon. The recommendations made in this report conclude the work of the subcommittee at this time; requests to modify or clarify the recommendations can be reviewed and addressed in a future convening of the subcommittee, if required. Plans for further assembly of this subcommittee depend upon: the acceptance of the recommendations made in this report, and any further assignments of math courses from the Transfer Council for inclusion in the CCN process.

Overview

The Math Subcommittee (MATHS) met in April 2022 to begin the process of designing courses as legislated by the Common Course Number (CCN) mandates of SB 233. As outlined in the Faculty Course Alignment Subcommittee Charge, MATHS was charged with completing the following tasks for math courses commonly transferred between Oregon Community Colleges (OR CCs) and Oregon Public Universities (OPUs):

1. Align designated course learning outcomes.
2. Align the number of credits for which the course is offered.
3. Recommend course number, prefix, and title.
4. Align the course description.

The first round of courses assigned to MATHS by the Transfer Council for inclusion in the CCN process were MTH/MATH 105, MTH/MATH 111, and MTH/MATH 112, with a deadline of November 4, 2022.

MATHS met four times in the Spring of 2022 but struggled to make significant progress due to lack of understanding of the nuances of the legislation, the scope of the work assigned, and the purview of the subcommittee in its ability to define and prescribe course components to statewide institutions. The lack of pervasive and timely communication to stakeholders and administrators educating them on the far-reaching impacts of CCN led to concerns about authority and validity in the work of the subcommittee and to apprehension over the awareness of the sweeping

implications inevitably resulting from any recommendations made by the subcommittee. A plethora of systems/operations and scope questions held up much of the work and efforts of the subcommittee in the spring, resulting in only a cursory initial review of MTH/MATH 105. Much of the conversation at this time was focused on reviewing the previous work to outline MTH 105, facilitated by the HECC in 2015 and completed by an empowered group of math faculty and staff. This outline titled MTH 105, "Math in Society," and declared it as a course capable of satisfying the Mathematics Foundational Requirement of the AAOT and simultaneously established the new quantitative reasoning pathway. Over Summer 2022, the CCN Systems & Operations Subcommittee diligently worked to answer the many questions and issues submitted by MATHS and the other CCN subcommittees. Their memos, responses, and reports helped facilitate the significant progress that was then made when MATHS reconvened in September 2022 after faculty were back on-contract for the academic year.

In late September, just before the start of the Fall term, it was confirmed by the Transfer Council that the deadline for the recommendations would remain November 4th, at that time just seven short weeks away. With fresh answers from the Systems & Operations Subcommittee, MATHS moved forward at a furious pace, meeting twice a week for two-hours each meeting for a total of 21 hours of meeting time logged in a period of six weeks. The intense meeting schedule and the dedicated engagement of the members enabled the subcommittee to meet the ambitious deadline, abide by public meeting law, and consider many facets of the impacts of the recommendations, but the pace limited some members from engaging in the work as deeply as would have been preferred. Even with the challenging pace and schedule, MATHS had impressive attendance and diligent and good-spirited participation from its members. The subcommittee functioned professionally and collegially and produced high-quality curriculum for this first round of CCN Math courses.

Despite these challenges, the members of MATHS see this legislation and the ensuing subcommittee work as a unique opportunity to improve the experience of thousands of students each term who take these courses. We see this as an opportunity to clarify misconceptions about the calculus and quantitative reasoning pathways, revisit, refine, and align the goals of courses in these pathways, identify major curricular themes, and collaborate to provide recommendations that will enable these courses to better transfer amongst our institutions.

MATHS is proud of the hard work completed by our members and is appreciative of the support of the HECC staff and other subcommittees throughout this process.

We provide the following recommendations to the Transfer Council:

Action Items Completed

RECOMMENDATION	STATUS
MTH/MATH 105Z Decisions	

• Course Prefix: **MTH or MATH** **Rationale:** This prefix was selected because all OR CCs and OPUs use this prefix.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Number: **105Z** **Rationale:** This course number was selected because all OR CCs and OPUs use this number.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Title: **Math in Society** **Rationale:** This course title was selected because the majority (16/24) of OR CCs and OPUs use this course title. Additionally, this title was recommended in 2015 when the Foundational Requirements of the AAOT were revised to include MTH 105.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Credits: **4** **Rationale:** This number of credits was selected because it represents the number of credits already in use at a majority (21/24) of OR CCs and OPUs.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Description: **"An exploration of present-day applications of mathematics focused on developing numeracy.** Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology." **Rationale:** This course description was written to emphasize the focus of the course being on mathematical literacy and quantitative reasoning. Additionally, to emphasize the relevancy and present-day aspect of this course and to encourage appreciation for mathematics as a subject present and valuable in everyday life.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**

• Course Outcomes: **At the end of this course, students will be able to:** **1.** Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies. **2.** Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics. **3.** Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics. **4.** Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing. **5.** Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context. **Rationale:** These course outcomes were written to emphasize the major goals of the course being: the development of skills in mathematical literacy, communication, and reasoning and in the use of symbols, techniques, structures, processes, habits of mind, and computation found in everyday applications of mathematics.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
MTH/MATH 111Z Decisions	
• Course Prefix: **MTH or MATH** **Rationale:** This prefix was selected because all OR CCs and OPUs use this prefix.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Number: **111Z** **Rationale:** This course number was selected because all OR CCs and OPUs use this number.	14 out of 16 members voted in favor of this recommendation. 2 members were not present

	to vote. **PASSED**
• Course Title: **Precalculus I: Functions** **Rationale:** This course title was selected to represent the preparatory nature of this course for the study of calculus and to emphasize its focus on the topic of functions.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Credits: **4** **Rationale:** This number of credits was selected because it was identified as the minimum number of credits required to deliver MTH 111Z as recommended in this report. Identifying the minimum number of credits allows institutions to employ corequisite models or lecture/lab credit types to customize the course to meet the needs of different student populations. This minimum number of credits also reduces the cost to students, for those students that do not require a corequisite to be successful in this course, and requires no increase to program credit totals that require this course. OR CCs and OPUs are split evenly on current use of 4 or 5 credits, but the 5-credit implementations exist solely at the CCs, emphasizing the significant differences in student populations and resources existing between CCs and OPUs. A **Minority Report** has been submitted alongside this recommendation report to provide an overview of the concerns and disagreements about this recommendation.	12 out of 16 members voted in favor of this recommendation. 2 voted not in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Description: **"A course primarily designed for students preparing for trigonometry or calculus.** This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**

other disciplines, and the appropriate use of present-day technology." **Rationale:** This course description was written to represent the preparatory nature of this course for the study of calculus and to emphasize its focus on the topic of functions and their application in related disciplines.	
• Course Outcomes: **At the end of this course, students will be able to:** **1.** Explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology. **2.** Analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types. **3.** Demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior. **4.** Use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results. **5.** Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context. **Rationale:** These course outcomes were written to emphasize the major goals of the course being: the development of skills in the language and use of functions in various applications and representations; in mathematical communication and reasoning; and in the use of symbols, techniques, structures, processes, habits of mind, and computations commonly found in calculus and related disciplines.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**

MTH/MATH 112Z Decisions	
• Course Prefix: **MTH or MATH** **Rationale:** This prefix was selected because all OR CCs and OPUs use this prefix.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Number: **112Z** **Rationale:** This course number was selected because all OR CCs and OPUs use this number.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Title: **Precalculus II: Trigonometry** **Rationale:** This course title was selected to represent the preparatory nature of this course for the study of calculus and to emphasize its focus on the topic of trigonometry.	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Credits: **4** **Rationale:** This number of credits was selected because it was identified as the minimum number of credits required to deliver the course as recommended in this report. Identifying the minimum number of credits allows institutions to employ corequisite models or lecture/lab credit types to customize the course to meet the needs of different student populations. This minimum number of credits also reduces the cost to students, for those students that do not require a corequisite to be successful in this course, and requires no increase to program credit totals that require this course. OR CCs and OPUs are split on current use of 4 or 5 credits, but the 5-credit implementations exist solely at the CCs, emphasizing the significant differences in student populations and resources existing between CCs and OPUs. A **Minority Report** has been submitted alongside this recommendation report to provide an overview of the concerns and disagreements about this recommendation.	12 out of 16 members voted in favor of this recommendation. 2 voted not in favor of this recommendation. 2 members were not present to vote. **PASSED**
• Course Description:	14 out of 16 members voted in favor of this recommendation.

"A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology." **Rationale:** This course description was written to represent the preparatory nature of this course for the study of calculus and to emphasize its focus on the topic of trigonometry and its application in related disciplines.	2 members were not present to vote. **PASSED**
• Course Outcomes: **At the end of this course, students will be able to:** **1.** Translate among various systems of measure for angles including radians, degrees, and revolutions. **2.** Represent, manipulate, and evaluate trigonometric expressions in terms of sides of a right triangle and in terms of the coordinates of a unit circle. **3.** Graph, transform, and analyze trigonometric functions using amplitude, shifts, symmetry, and periodicity. **4.** Manipulate trigonometric expressions and prove trigonometric identities. **5.** Solve trigonometric equations using inverses, periodicity, and identities. **6.** Define, represent, and operate with vectors both geometrically and algebraically. ***7.*** Apply the law of sines and the law of cosines to determine lengths and angles. **8.** Use variables, trigonometric functions, and vectors to represent quantities, create	14 out of 16 members voted in favor of this recommendation. 2 members were not present to vote. **PASSED**

models, find solutions, and communicate an interpretation of the results. **9.** Determine the reasonableness and implications of mathematical methods, solutions, and approximations in context. **Rationale:** These course outcomes were written to emphasize the major goals of the course being: the development of skills in the language and use of trigonometric functions and vectors in various applications and representations; in mathematical communication and reasoning; and in the use of symbols, techniques, structures, processes, habits of mind, and computations commonly found in calculus and related disciplines.	
Review Cycle Recommendation	
This Subcommittee recommends the following schedule, structure, and goals for the reflection, maintenance, and enhancement of the recommendations made in this report: 1. **Annual CCN Math Subcommittee Check-ins beginning in Winter 2025** to gather qualitative and/or quantitative data on faculty and student experiences, make requests for institutional and statewide data, discuss challenges, and raise concerns in an effort to review the transfer effectiveness of the CCN Math courses. The scope of annual check-ins will focus on the statewide and collaborative nature of this work in order to facilitate inclusive and equitable conversations and identify potential issues that may require future modifications of the CCN recommendations or framework. 2. **Triennial CCN Math Subcommittee Workshops beginning in Winter 2027** with the purpose of analyzing qualitative and quantitative data, drafting and approving modifications to the CCN Math Recommendations, and problem-solving implementation issues to strive to improve the effectiveness, inclusiveness, equity, and implementation of the CCN	12 out of 16 members voted in favor of this recommendation. 4 members were not present to vote. **PASSED**

recommendations and framework. 3. **Efforts and results in engaging statewide entities in supporting and facilitating the work of the CCN Math Subcommittee.** Statewide and regional conferences, gatherings, and workgroups, such as the Oregon Mathematical Association of Two Years Colleges (ORMATYC) and Oregon Math Chairs (OMC), are opportunities for data collection, collaboration, and networking critical to the success of the mandates in SB 233. Additionally, the development and maintenance of a statewide working-state repository for sharing inter-institutional information on math pathways, course outlines and updates, math placement practices, prerequisites, curriculum, and other information needed for successful statewide collaborative efforts. 4. **Efforts and results in maintaining the continuity of the membership of the CCN Math Subcommittee and in improving equitable representation.** The significant impacts of the work produced by this subcommittee necessitate efforts to actively engage all OR CCs and OPUs in this work.	

Action Items In-progress/Pending

The diligent and committed work of the CCN Math Subcommittee throughout this process enabled this subcommittee to complete all required action items within the ambitious timeline provided.

Questions for Transfer Council

- What are the long-term goals for this work? Is this defined by the Transfer Council or by the Subcommittees?
- What is meant by 'maintenance' in section VI of the Faculty Course Alignment Subcommittee Charge? Do subcommittees define what this is for their areas? How does assessment fit into this?
- What can be done to address issues of faculty workload and representation in this CCN process to strive for equity and inclusion?
- What role do prerequisites play in the CCN vision?

- What role do corequisites play in the CCN vision?
- How do public meeting laws prescribe the meeting structure for this subcommittee moving forward?
- How does the subcommittee 'evaluate the effectiveness of CCN'? Does the subcommittee determine the criteria? How does the subcommittee submit requests for data to support this 'evaluation'?

Other Notes

As prescribed by the legislation, courses in the CCN system will transfer seamlessly among the CCs and OPUs so, in that regard, this project will necessarily be successful. But unless other factors are confronted (e.g., the level of rigor and detail of topics covered, assessment methods, grading tendencies), students whose credits seamlessly transfer to another institution may find themselves in subsequent courses where they aren't equivalently prepared as students who took the previous course at that institution. So, because of CCN, these courses will certainly transfer seamlessly but there's no guarantee that students who transfer will be equivalently prepared for subsequent courses. For example, the topic of transformations is prescribed in MTH 111Z but without providing significant detail about the level of rigor, scope, and detail of coverage of transformations and combination of transformations, some institutions may not equivalently prepare students for the combination of horizontal and vertical transformations that will be assumed to be 'prerequisite' material for the subsequent course, MTH 112Z.

Signed by:

Name: Nikki Gavin Signature 

Name: Celeste Petersen Signature 

Date: November 4, 2022

Provide copies to:

CCN Math Subcommittee

Nikki Gavin
Celeste Petersen

	Sara Clark Curtis Feist Doug Gardner Peter Haberman Elizabeth Jones Beatriz Lafferriere Vikki Maurer Leanne Merrill Pam Morse Randall Paul Mike Price Rick Rieman Steve Tanner Alison Williams
Chair/Co-chairs	Nikki Gavin Celeste Petersen
Transfer Council Co-chairs	Susan Jeffords Teresa Rivenes
HECC	Donna Lewelling Veronica Dujon Jane Denison-Furness Brittany Miles Kyle Lee Daniel Anderson Jennifer Markey

— END OF REPORT–

Summary of CCN Communication Subcommittee Report

The following provides a summary of the Recommendation Report from the CCN Communication Subcommittee.

Recommendation	Vote
Course Number: 100Z	Yes 11 No 0 Abstain 0; Passed
Course Subject Code (Prefix): COM or COMM	Yes 10 No 0 Abstain 0; Passed
Course Credits: 4	Yes 9 No 3 Abstain 0; Passed
Course Description: COMM 100Z is a survey course offering an overview of the communication discipline t hat emphasizes the development of best communication practices in different contexts.	Yes 14 No 0 Abstain 0; Passed
Course Title: Introduction to Communication	Yes 11 No 0 Abstain 0; Passed
Learning Outcomes: 1. Explain the ways communication is impacted by ethics, language, nonverbal behaviors, perception, culture, and contexts. 2. Identify communication theories, perspectives, principles, and concepts. 3. Explore different areas of communication to develop a broad base of skills and communicative tools when interacting with others. 4. Articulate the importance of communication expertise in career development and civic engagement.	Yes 14 No 0 Abstain 0; Passed
Course Number: 111Z	Yes 11 No 0 Abstain 0; Passed
Course Subject Code (Prefix): COM or COMM	Yes 10 No 0 Abstain 0; Passed
Course Credits: 4	Yes 10 No 1 Abstain 0; Passed
Course Description: COMM 111Z emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations.	Yes 14 No 0 Abstain 0; Passed
Course Title: Public Speaking	Yes 11 No 0 Abstain 0; Passed
Learning Outcomes: 1. Develop messages for diverse audiences, purposes, and contexts. 2. Identify and utilize skills to manage communication apprehension. 3. Deliver and adapt speeches and/or presentations to live audiences. 4. Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery.	Yes 13 No 0 Abstain 0; Passed
Course Number: 218Z	Yes 11 No 0 Abstain 0; Passed
Course Subject Code (Prefix): COM or COMM	Yes 10 No 0 Abstain 0; Passed
Course Credits: 4	Yes 10 No 2 Abstain 0; Passed
Course Description: COMM218Z increases the knowledge and use of competent communication skills to better understand oneself, others, and the role of communication in interpersonal relationships.	Yes 14 No 0 Abstain 0; Passed

Course Title: Interpersonal Communication **Learning Outcomes:** 1. Describe how culture, identity, perception, biases, and power influence the communication process. 2. Recognize and analyze interpersonal communication concepts (e.g., ethics, verbal and nonverbal communication, listening, emotions, and conflict). 3. Assess one's own interpersonal skills to become more competent in a variety of relational contexts. 4. Apply foundational concepts and theories to interpersonal communication.	Yes 11 No 0 Abstain 0; Passed Yes 13 No 0 Abstain 0; Passed
Review Cycle Recommendation Review Cycle Recommendation • Annual review, winter term • Every third year, alignment review	Yes 11 No 0 Abstain 0; Passed

Chart approved by CCN Communication Co-chairs Laura Pelletier, Kerrie Hughes, Vicki Crooks; November 3, 2022.

CCN Subcommittee Recommendation Report

Communication

Subcommittee Members

Laura Pelletier, Kerrie Hughes, Vicki Crooks, Josie Wood, Colin Hesse, Kristin Hocevar, Paula Baldwin

Co-chairs

Laura Pelletier

Kerrie Hughes

Vicki Crooks

November 4, 2022

Date of last meeting

November 4, 2022

Plans for next meeting

This marks our final meeting. We will schedule a follow-up meeting in the event that the Transfer Council asks for revisions or more information on some aspect of our report.

Overview

Beginning with a meeting on April 15, 2022, the Communication Subcommittee has met 10 times logging 15 hours of work. The 15 voting members have demonstrated collegiality and a strong commitment to the subcommittee's charge under a tight deadline.

The perceived need to create fluid and equitable transfer to students has guided committee members to collaboratively align communication courses and construct appropriate course descriptions and measurable course learning outcomes. Aligning credits was an area in which the committee struggled as the known, and unknown, consequences of changing credits will have many negative impacts on students and institutions (see notes).

Action Items Completed

RECOMMENDATION	STATUS
Work plan establishment 1. Course numbers, prefix, titles 2. Course description and learning outcomes basic communication 3. Course description and learning outcomes public speaking 4. Course description and learning outcomes interpersonal communication	**APPROVED** (unanimously; Yes 11, No 0) May 5, 2022
Subject Code (Prefix) • **COMM or COM** • SP, SPCH, or other speech prefixes will not be used.	**APPROVED** (unanimously; Yes 10, No 0) June 16, 2022

Rationale: Of the institutions that teach communication courses, 19 use a COM or COMM code, while 4 use SP or SPE codes. Because the communication discipline is more than speech, it makes sense for the discipline to use a COM/COMM subject code.	
Course Numbers ● **100Z will be used for Introduction to Communication** **Rationale:** Of the 12 institutions that teach an introductory communication course, 11 currently use 100 as the course number, and 1 institution uses 111. Therefore there is only one institution that would need to make a change to the course number. ● **111Z will be used for Public Speaking** **Rationale:** Of the 23 institutions that teach public speaking, 20 currently use 111 as the course number, 1 uses 112, 1 uses 220, and 1 uses 210. The majority was used to demand as little change as possible to current course numbers. ● **218Z will be used for Interpersonal Communication** **Rationale:** Of the 21 institutions that teach interpersonal communication, 12 currently use 218 as the course number, 6 use 214, 1 uses 111, 1 uses 224, 1 uses 125, and 1 uses 112. It was agreed that interpersonal communication should be at the 200 level and other 100-level numbers currently being used were also used for other communication courses at other institutions. Using 218 as the majority reduces some changes that will need to be made.	**APPROVED** (unanimously; Yes 11, No 0) May 5, 2022
Course Titles ● The course title for COM/COMM 100Z will be **Introduction to Communication** **Rationale:** There are currently a variety of names for the introductory course (e.g., basic communication, intro to communication, intro to speech communication). Recently (2022) the Western	**APPROVED** (unanimously; Yes 11, No 0) May 5, 2022

States Communication Association approved removing “basic” from the title of the introductory course and recommends using “Introduction.” It was agreed that Introduction to Communication is a more fitting title for the broad survey course of the discipline. ● The course title for COM/COMM 111Z will be **Public Speaking** **Rationale:** All but two institutions that teach public speaking currently use public speaking in the course name, while the remaining two use speech (e.g., fundamentals of speech) in the course name. Public speaking is the most common naming convention. ● The course title for COM/COMM 218Z will be **Interpersonal communication** **Rationale:** All of the institutions that teach interpersonal communication currently have interpersonal communication as the course name. Interpersonal Communication is one of several specializations in the communication disciplines (NCA, 2022). There is very little change that will be needed for this course name.	
Course Credits ● **COMM 100:** 4 credits ● **COMM 111:** 4 credits ● **COMM 218:** 4 credits The majority of those in regular attendance recommend COMM courses, 100, 111, and 218, be 4 credits. **Rationale**: Because CCN COMM only has 15 members, 60% needed for a passing vote meant that nine was needed to pass a vote.	**APPROVED;** COMM 100 (Yes 9, No 3, Abstain 0); November 10, 2022 **APPROVED;** COMM 111 (Yes 10, No 1, Abstain 0); November 4, 2022 **APPROVED;** COMM 218 (10 yes, 2 no, 0 abstain); November 10, 2022
Course Descriptions COM/COMM 100Z: Introduction to Communication **Course Description will be:** ● COMM 100Z is a survey course offering an overview of the communication discipline	**APPROVED** (Unanimously; Yes 14, No 0) October 27, 2022

that emphasizes the development of best communication practices in different contexts. COM/COMM 111Z: Public Speaking **Course Description will be:** ● COMM 111Z emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations. COM/COMM 218Z: Interpersonal Communication **Course Description will be:** ● COMM218Z increases the knowledge and use of competent communication skills to better understand oneself, others, and the role of communication in interpersonal relationships. **Rationale:** The committee turned to three primary sources for inspiration in exploring course descriptions and outcomes: ● Existing course descriptions from Oregon institutions ● Course outcomes and descriptions provided by the National Communication Association (the largest professional organization for our discipline) ● Commonly used textbooks We had robust conversations that were sometimes challenging but usually ended in broad agreement that our conception of the courses and their outcomes were closely aligned. We also worked hard to ensure that the course descriptions and outcomes were brief, clear, and accurately reflected the best practices of our discipline.	**APPROVED** (Unanimously; Yes 13, No 0) October 27, 2022 **APPROVED** (Unanimously; Yes 13, No 0) October 27, 2022
Course Learning Outcomes **COM/COMM 100Z:** Introduction to Communication **Learning Outcomes will be:**	**APPROVED** (Unanimously; Yes 14, No 0) October 27, 2022

1. Explain the ways communication is impacted by ethics, language, nonverbal behaviors, perception, culture, and contexts. 2. Identify communication theories, perspectives, principles, and concepts. 3. Explore different areas of communication to develop a broad base of skills and communicative tools when interacting with others. 4. Articulate the importance of communication expertise in career development and civic engagement. **COM/COMM 111Z:** Public Speaking **Learning Outcomes will be:** 1. Develop messages for diverse audiences, purposes, and contexts. 2. Identify and utilize skills to manage communication apprehension. 3. Deliver and adapt speeches and/or presentations to live audiences. 4. Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery. **COM/COMM 218Z:** Interpersonal Communication **Learning Outcomes will be:** 1. Describe how culture, identity, perception, biases, and power influence the communication process. 2. Recognize and analyze interpersonal communication concepts (e.g., ethics, verbal and nonverbal communication, listening, emotions, and conflict). 3. Assess one's own interpersonal skills to become more competent in a variety of relational contexts. 4. Apply foundational concepts and theories to interpersonal communication.	**APPROVED** (Unanimously; Yes 13, No 0) October 27, 2022 **APPROVED** (Unanimously; Yes 13, No 0) October 27, 2022
Review Cycle Recommendation We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to	**APPROVED:** (Unanimously; Yes 11, No 0) November 3, 2022

gather information about challenges, concerns, or changes needed from the 24 two- and four-year schools in the state. We propose that this review take place in winter term. Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third year reviews will be to either affirm our existing alignment decisions or to revise a particular aspect to keep our curriculum based on the data gathered from the previous two years. We recommend that as many members of the original subcommittee be invited to participate in these discussions. Historical memory and original context will be useful in informing future decisions.	

Action Items In-progress/Pending

ACTIVITY	STATUS (include an estimate—hours/# of meetings—it will take to complete work)
N/A	

Questions for Transfer Council

- Are prerequisite requirements left up to individual institutions?
- If the recommendation is to increase credits, are there mechanisms to address the 90 credit requirements and caps?

Other Notes

- The Committee is concerned that unintended consequences may negatively impact institutions that need to reduce or increase credits. Many impacts may not be known until credit changes have been implemented. While increasing by one credit may not seem like much, if increases occur across multiple classes and disciplines (e.g., writing, math, communication) credits may increase exponentially over the course of a student's educational career.

- Potential impacts:
    - Student Funding Caps
        - Oregon Promise at 90 credits: Oregon promise
        - Tribal Student Grants maximum of five years total: Tribal student grant
        - Oregon National Guard State Tuition Assistance maximum of two years: Veterans education benefits; Oregon National Guard State Tuition Assistance
    - Faculty workload issues
    - Student load issues
        - Increases money and time required for CTE/Certificate programs and general education requirements
        - AAOT is 90 credits: AAOT 90 credits
        - Excess credit issues: Excess credit policies
    - Disparity in credits (e.g., OSU uses three credits and two courses would move to four credits while the remaining courses stay at three credits)
    - Potential loss of courses used in CTE and Certificates - programs may not require courses that are four credits because of the additional credits added.

Signed by:

Name Laura Pelletier Signature Laura Pelletier

Name Kerrie Hughes Signature Kerrie Hughes

Name Vicki Crooks Signature Vicki Crooks

Date: November 3, 2022

Provide copies to:

CCN Communicaion Chair/Co-chairs	Laura Pelletier, Kerrie Hughes, Vicki Crooks
CCN Communication Subcommittee	Michele DeGraffenreid Deac Guidi Christina Ballard Alex Markov Josie Wood Zach Harper Ben Mann Colin Hesse Lee Shaker Kristin Hocevar Paula Baldwin Chris Carey

Transfer Council Co-chairs	Susan Jeffords Teresa Rivenes
HECC	Donna Lewelling Veronica Dujon Jane Denison-Furness Brittany Miles Kyle Lee Daniel Anderson Jennifer Markey

— END OF REPORT–

Summary of CCN Systems & Operations Recommendation Report (6/9/2022) and Memo (8/11/2022)

The following chart provides a summary of the framework for course numbers, titles, prefixes, and course descriptions for CCN. *–CCN System Subcommittee Charge*

Recommendation		Vote
Course Designator	There must be a course designator in the framework.	Approved 13 Y-3 N.
Subject Code (Prefix)	Schools are encouraged to align subject codes where feasible. If the subject matches, schools may retain their existing subject codes even if they are abbreviated differently (i.e., HIST and HST are both allowable). **See the August 11, 2022 Memo for additional information.*	Approved 13 Y-3 N.
Course Number	Include a uniform designator in the course number suffix as part of all CCN course numbers. [For example, Math 111A.] Change course numbers when necessary to align across all Oregon community colleges and universities.	Approved 13 Y-3 N.
Course Description	Individual institutional catalog course descriptions must match the baseline course description as approved by faculty subcommittees. Additions to course descriptions may include: • Stylistic nuances that do not change the meaning of the description, based on institutional guidelines • Course requisites • Other housekeeping items • Substantive (less than 25% of the course) additional statements that summarize any local course outcomes	Approved 13 Y-3 N.
Course Title	Course titles should match among institutions. • Allowing for some institutional stylistic nuances (e.g., FUNDAMENTALS OF ELEMENTARY MATHEMATICS I, FUNDAMENTALS OF ELEMENTARY MATHEMATICS 1, FUNDAMENTALS OF ELEMENTARY MATH I) The course title will not be the required primary designator for the common course numbering system courses. Once the titles match, then institutions would be able to include institutional stylistic nuances, such as using Arabic or Roman numerals; abbreviating or not abbreviating words; adding or not adding additional elements, such as special characters or letters that designate university requirements. **See the August 11, 2022 Memo for additional information.*	Approved 13 Y-3 N.

Chart approved by CCN Systems & Operations Co-chairs Julia Pomerenk and Chris Sweet, 9/16/2022.

Note: on p. 5 of the attached Memo, the HECC staff advises the first sentence after "Guidance for Faculty Subcommittee Related to Outcome" read as follows: *For courses identified as part of the Common Course Numbering System, institutions are expected to adopt course outcomes as written by faculty subcommittees,* ***recommended by the Transfer Council, and approved by the Commission.****" [emphasis added to the proposed revision). This is consistent with language used in both legislation and Transfer Council concerning recommendations and approval of CCN.*

M E M O R A N D U M

TO: Transfer Council

FROM: Chris Sweet and Julia Pomerenk, Co-Chairs,
Systems & Operations Subcommittee

DATE: August 11, 2022

SUBJECT: Additional Information Related to Recommended Framework for Common Course Number Numbering (CCN)

On behalf of the Systems & Operations Subcommittee, we thank you for the time and attention that you have dedicated to your review of our subcommittee's recommendations for the framework for Common Course Numbering (CCN).

Based on the questions that were raised during our discussion of our recommended framework with the Transfer Council at its meeting on July 21, the subcommittee is pleased to provide additional information, as requested during the meeting. This additional information was discussed at our subcommittee meeting on July 28 and again at our subcommittee meeting on August 11 (today).

Below you will see the original recommendations regarding subject code and course title, along with our response to the request for additional information.

In addition, the subcommittee has provided guidance related to course outcomes that may be helpful for faculty subcommittees, as noted below.

Please let us know if there is any other information that would be useful as the Transfer Council continues to review our recommended framework and votes on the recommendation, which we anticipate will take place during the Transfer Council meeting on August 18.

Wishing us all the best as we work to implement successful Common Course Numbering for the students and citizens of the state of Oregon.

Copies: Donna Lewelling, HECC
Jane Denison-Furness, HECC
Jennifer Markey, HECC
Members of the Systems & Operations Subcommittee

Subject Code Recommendation, from Systems & Operations Subcommittee Report, dated June 9, 2022

Subject Code

Schools are encouraged to align subject codes where feasible.

If the subject matches, schools may retain their existing subject codes even if they are abbreviated differently. i.e. HIST and HST are both allowable.

Definition:
Subject Code is defined as the element of a course that is an abbreviation of the Subject and that precedes the Course Number. Courses are most often referred to by the Subject Code and Course Number, such as MATH 121.

Rationale:
This recommendation aligns with Guiding Principles #2.

Based on Guideline #2, we view minor abbreviation differences as acceptable. Forcing full alignment could cause a lot of unnecessary work and create confusion for students. Slight variations such as MTH and. MATH and HST and HIST are not viewed as problematic.

NOTE:
The Sys Ops Subcom recognizes that there are broader discussions happening when subjects do not align.

Sys Ops Subcom will make recommendations after getting additional guidance.

Additional Information Related to the Subject Code Recommendation
(The subcommittee uses “subject code” in parallel to the term “prefix” as used in SB 233.)

Encouragement for Subject Codes to Align Where Feasible

Opportunities for alignment include:

- Selecting the subject code used most across the state, when an institution begins to offer courses in a new subject for that institution
- Selecting the subject code used most across the state, when an institution revises existing courses to align subjects for courses in the common course number system (such as Math courses being revised to Statistics courses)
- The Systems & Operations Subcommittee will make further recommendations after gaining further perspective from the Faculty Subcommittees about mismatched subjects.

Limitations for Characters in Subject Code Fields in Student Information Systems
Please note that Student Information Systems (SIS) have character limits to the fields for subject codes.

Anthology subject code character limit (field includes subject code and course number) = 12
Anthology is used by 2 of the 19 institutions that have provided SIS information to the subcommittee.

Banner subject code character limit = 4.

Banner is used by 13 of the 19 institutions that have provided SIS information to the subcommittee. Banner is used by all public four-year institutions in Oregon. Ellucian Colleague character limit = 7

Ellucian Colleague is used by 1 of the 19 institutions that have provided SIS information to the subcommittee

Rogue CC system character limit (field includes subject code and course number) = 8

This homegrown system is used by 1 of the 19 institutions that have provided SIS information to the subcommittee.

Jenzabar character limit = not yet reported to the subcommittee

Jenzabar is used by 2 of the 19 institutions that have provided SIS information to the subcommittee

Course Title Recommendation, from Systems & Operations Subcommittee Report dated June 9, 2022

Course Title

Course titles should match among institutions
Allowing for some institutional stylistic nuances

The course title will not be the required primary designator for the common course numbering system courses.

Rationale
This recommendation aligns with Guiding Principles #1, 2, and 5.

Because courses in the common course numbering system will primarily identified by the common designator of a suffix following the course number, exact matches among course titles are not necessary.

With other alignment among the CCN courses, course title alignment is expected.

NOTE:
Institutions need to be able to include stylistic elements that follow course title protocols at the institution.

Course titles, as abbreviated on transcripts, are limited by the number of characters in that data field.

Additional Information Related to the Course Title Recommendation

Course Titles Should Match Among Institutions
Faculty Subcommittees are encouraged to work toward course titles that match, as much as possible. Institutions will use the full title, as determined by faculty subcommittees and faculty at their institutions, to enter titles into their Student Information Systems, in fields such as short title (to appear on transcripts and other documents) and long title (to appear in other locations).

Noting that the short title field is limited across all institutions and that 13 of the 19 institutions use Banner with a 30-character short title field, Faculty Subcommittees are strongly encouraged to agree on a common 30-character abbreviation for the Common Course Numbering courses. Short titles that match exactly will help convey that the courses (which will share a common number) are the same.

Limitations for Characters in Course Title Fields in Student Information Systems Note that Student Information Systems (SIS) have character limits to the fields for course titles.

Anthology character limit = 75 for title field (there is only one title field in Anthology) Anthology is used by 2 of the 19 institutions that have provided SIS information to the subcommittee.

Banner character limit = 30 for short title field
= 100 for long title field

Banner is used by 13 of the 19 institutions that have provided SIS information to the subcommittee. Banner is used by all public four-year institutions in Oregon. Ellucian Colleague character limit = 30 for short title; Nearly unlimited for long title

Ellucian Colleague is used by 1 of the 19 institutions that have provided SIS information to the subcommittee

Rogue CC system character limit = 50

This homegrown system is used by 1 of the 19 institutions that have provided SIS information to the subcommittee.

Jenzabar character limit = not yet reported to the subcommittee

Jenzabar is used by 2 of the 19 institutions that have provided SIS information to the subcommittee

Guidance for Faculty Subcommittee Related to Course Outcomes

For courses identified as part of the Common Course Numbering System, institutions are expected to adopt course outcomes as written by faculty subcommittees and approved by the Transfer Council. Variations in outcomes are only allowed to account for stylistic nuance requirements of individual institutions. The intent of the outcome must remain the same. Measurability does not represent a stylistic nuance.

The following is an example of how an outcome may be written differently without changing the intent:

- Students will be able to apply biological principles and generalizations to novel problems.
- Apply biological principles and generalizations to novel problems.
- Application of biological principles and generalizations to novel problems.

If an institution chooses to add course outcomes beyond the adopted statewide outcomes, they should follow the same design as the outcomes adopted by the Faculty Subcommittees.

CCN Subcommittee Progress Report & Recommendations

Systems & Operations Subcommittee

Subcommittee Chairs

Julia Pomerenk

jpom@uoregon.edu

Chris Sweet

Chris.sweet@clackamas.edu

June 9, 2022

Link to 8/10/2022 memo, in the report

Date of last meeting

June 2, 2022

Plans for next meeting

Next meetings are expected to be set for late June or July.
Members of the Systems & Operations Subcommittee do plan to meet over the summer.

Overview

Beginning with a meeting on April 12, 2022, the members of the Systems & Operations Subcommittee (Sys Ops Subcom) have met five times to date and have logged 12 meeting hours. The 16 voting members have demonstrated commitment to student success and the success of the Common Course Numbering (CCN) work. Their collegiality runs as strongly as their expertise. They are to be commended for constructing a framework within a tight timeline.

The perceived need to provide the framework as soon as possible prompted the subcommittee to hold a marathon meeting on June 2, 2022, so that our recommended framework could be forwarded to the Transfer Council for consideration at its meeting on June 17, 2022. The Systems & Operations Subcommittee met the challenge to build a sturdy framework, while the concurrent work of the faculty subcommittees had already begun, without the benefit of an approved framework for their work.

The subcommittee will also move forward with further Subject Code Recommendations in cases where the subject itself does not align (for example, Statistics and Math), following additional guidance from the Transfer Council.

The subcommittee will move forward to gather information from individual institutions to support ongoing discussion and additional decisions regarding implementing the framework, as approved by the subcommittee on June 2, 2022.

The subcommittee remains willing and able to serve as a resource for the Transfer Council and the faculty subcommittees as the work to implement common course numbering continues.

Action Items Completed

See the 8/10/2022 memo for revisions/additional clarification (by TC) to this report.

ACTIVITY	STATUS
Establish Guiding Principles for Subcommittee's Work	APPROVED (unanimously) May 27, 2022 **Guiding Principles** 1. Do the most good for the most students. 2. Make the most meaningful changes, and create the fewest negative impacts. 3. Courses in the CCN (Common Course Number Numbering) framework are clearly identifiable. 4. Meet minimum requirements of the legislation. 5. The framework should be sustainable.
Recommend Framework for CCN (Common Course Numbering)	APPROVED (13 to 3) June 2, 2022 **CCN Framework** **There must be a common designator in the framework.** **[The subcommittee uses "designator" to note some element added to the course so that it is clearly identified as one of the Common Course Number courses. The common designator recommended (below) is a suffix added to the course number, such as MATH 111*. The chosen suffix has not been identified, yet.]** **Schools have the ability to have the designator in additional locations as desired.**

	[The subcommittee uses "additional locations" to note the fields in Student Information Systems and/or the places in a course title or course description that an institution may use to identify a Common Course Number course, in addition to using the common designator.] <u>Rationale:</u> This recommendation aligns strongly with Guiding Principles # 1, 2, 3, 4, and 5. A common designator placed in a common location supports students as they take courses and transfer among schools. With the common designator in place for similarity across schools, then schools may identify the CCN courses in additional ways, as well, to meet their needs. **<u>Subject Code</u>** **Schools are encouraged to align subject codes where feasible.** **If the subject matches, schools may retain their existing subject codes even if they are abbreviated differently. i.e., HIST and HST are both allowable.** <u>Definition:</u> Subject Code is defined as the element of a course that is an abbreviation of the Subject and that precedes the Course Number. Courses are most often referred to by the Subject Code and Course Number, such as MATH 121.

	<u>Rationale:</u> This recommendation aligns with Guiding Principle #2. Based on Guideline #2, we view minor abbreviation differences as acceptable. Forcing full alignment could cause a lot of unnecessary work and create confusion for students. Slight variations such as MTH and. MATH and HST and HIST are not viewed as problematic. NOTE: The Sys Ops Subcom recognizes that there are broader discussions happening when subjects do not align. Sys Ops Subcom will make recommendations after getting additional guidance. **<u>Course Number</u>** **(can include prefixes and suffixes)** **Include a uniform designator in the course number suffix as part of all CCN course numbers**. **Change course numbers when necessary to align across all Oregon community colleges and universities.** <u>Rationale:</u> This recommendation aligns with Guiding Principles #1, 2, 3, 4, and 5. Placing the designator in the course number is the most readily seen location for students and advisors, within registration systems and degree audit systems. Using the course number is more reliable and trustworthy in terms of systems use and data reporting because the course number field in Student

	Information Systems (SIS) is a validated field and not a 'free' format field which would be subject to error. [The subcommittee uses validated fields to refer to elements in Student Information Systems that are double-checked automatically against tables of allowable entries. In contrast, 'free" format fields are open to whatever a user may type into that field and are not double-checked against allowable entries. More user errors can be introduced in "free' format fields. Validated fields provide more dependability.] This recommendation supports a more sustainable, long-term solution than alternatives considered. **<u>Course Description</u>** **Individual institutional catalog course descriptions must match the baseline course description as approved by faculty subcommittees.** **Additions to course descriptions may include:** ● **Stylistic nuances that do not change the meaning of the description, based on institutional guidelines** ● **Course requisites** ● **Other housekeeping items** ● **Substantive (less than 25% of the course) additional statements that summarize any local course outcomes** **[The subcommittee uses the term "housekeeping items, above, to note the individual items that an institution may add to course descriptions, such as how often the course it taught or whether the course fulfills an**

	institutional requirement.] <u>Rationale</u> This recommendation aligns with Guiding Principles #1, 2, 3, and 4. Following the work of the faculty subcommittees and the alignment of learning outcomes, the courses in the common course numbering system will be equivalent at their core, so a baseline course description will reflect that equivalency. In addition to the baseline description, institutions may add elements that are particular to the needs and/or protocol of the institution as described, above. **<u>Course Title</u>** **Course titles should match among institutions** • **Allowing for some institutional stylistic nuances** **The course title will not be the required primary designator for the common course numbering system courses.** <u>Rationale</u> This recommendation aligns with Guiding Principles #1, 2, and 5. Because courses in the common course numbering system will primarily be identified by the common designator of a suffix following the course number, exact matches among course titles are not necessary. With other alignment among the CCN courses, course title alignment is expected.

	NOTE: Institutions need to be able to include stylistic elements that follow course title protocols at the institution. Course titles, as abbreviated on transcripts, are limited by the number of characters in that data field.

Action Items In-progress/Pending

ACTIVITY	STATUS
Recommend Framework for Subject Code when subjects do not align	**Pending** Additional guidance from the Transfer Council is needed. Subcommittee members will discuss further and make a further recommendation, after receiving additional guidance from the Transfer Council.
Required Research prior to the next Sys Ops Subcom meeting	**In Progress** Subcommittee members will gather information from their institutions (and peer institutions) to support ongoing discussion and additional decisions regarding implementing the framework, as approved. This research includes: ● Determine if a “+”, other character

	or other letter is problematic for the software your institution uses • Determine if the 4th or 5th character following the number is best for your institution. • Determine if a delimiter [a character to note the boundary between two regions in text] is needed to interface with external systems (e.g. Fed, VA, etc) and if that will be feasible in combination with other items like honors courses (101-C and 101H-C). • Determine if local guidelines/outcomes currently exceed the 25% rule (e.g. GenEd information, course outcomes). • Define parameters of course outcomes as was done for course description. • Be prepared to discuss pros/cons.

Questions for Transfer Council

- What guidance can the Transfer Council provide regarding subject codes when the subjects do not align, such as Math and Statistics?
- What communication protocols are appropriate among the subcommittees? For example, should the subcommittee chairs/co-chairs connect directly with each other? Or should the subcommittee chairs/co-chairs connect directly with the co-chairs of the Transfer Council?
- How will elements of the CCN system be recorded and stored, for reference over time?

- How will the process to introduce change for any CCN course be monitored over time?

Other Notes

- Members of the Sys Ops Subcomm referred to the Guiding Principles (unanimously approved by the subcommittee) as they developed the framework. Members established Subject Code as the term for the abbreviation used by institutions for Subjects, for example HIST or HST for History. Members did note that our charge uses the word “prefix” for this term.

Signed (via email transmission) by Julia Pomerenk and Chris Sweet Date: June 9, 2022

Copies provided to:

CCN Systems & Operations Co-chairs: Julia Pomerenk and Chris Sweet

Transfer Council Co-chairs: Susan Jeffords and Teresa Rivenes

HECC Support Staff: Jane Denison-Furness and Jennifer Markey

— END OF REPORT–

From CCN Math Subcommittee

Re: Corequisite Courses

10/13/2022

To: Transfer Council

Dear Transfer Council Members,

We have discussed your request for the CCN Math subcommittee to address the corequisite courses. Math faculty from 16 community colleges and 4 OPUs developed and agreed to the outcomes for all three corequisite courses during the Strong Start to Finish grant in the fall of 2020. The steering committee for the Strong Start to Finish grant, representatives from OPUs, CCs, HECC, and ODE, established the convention that the corequisite courses would be separate and offered for one college-level credit. We recommend, since math faculty from community colleges and OPUs completed the work to align the credit hours, learning outcomes, and course descriptions, the Systems and Operations Committee should use their expertise to complete this work by aligning the course titles, numbers and identifiers.

Sincerely,

Celeste Petersen and Nikki Gavin,
For the CCN math subcommittee

CCN Subcommittee Minority Report

CCN Systems/Operations Subcommittee

Prepared by CCN Systems/Operations Subcommittee members

Susan Lewis, CGCC

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Prepared

June 10, 2022

Re: Recommendation from the subcommittee

Be it resolved that the following members of the CCN Systems/Operations Subcommittee:

Susan Lewis	Columbia Gorge Community College
Andy Freed	Portland Community College
Lara Miller	Linn-Benton Community College

Would like to file a Minority Report to provide a record of their disagreement with the following CCNS Framework recommendation (as voted on by the CCN Systems/Operations Subcommittee on June 2, 2022).

<u>Subject code</u>

- Schools are encouraged to align subject codes where feasible.
- If the subject matches, schools may retain their existing subject codes even if they are abbreviated differently.
    - I.e. HIST and HST are both allowable.
- Note: The Sys Ops Subcom recognizes that there are broader discussions happening when subjects do not align. Sys Ops subcom will make recommendations after getting additional guidance.

<u>Course number (can include prefixes and/or suffixes)</u>

- Include a uniform designator in the course number suffix as part of all CCN course numbers.
- Change course numbers when necessary to align across all Oregon community colleges and universities.

<u>Course description</u>

- Individual institutional catalog course descriptions must match the baseline course description as approved by faculty subcommittees. Additions to a course description may include:
    - Stylistic nuances that do not change the meaning of the description, based on institutional guidelines.
    - Course requisites
    - Other housekeeping items
    - Substantive (less than 25% of the course) additional statements that summarize any local course outcomes.

<u>Course title (catalog and transcript/SIS title)</u>

- Course titles should match among institutions.
- Allowing for some institutional stylistic nuances
- The course title will not be the required primary designator for the common course numbering system courses.

The above disagree with the following recommendations for the following reasons:

1. **Recommendation:**
   Course number (can include prefixes and/or suffixes)
   - Include a uniform designator in the course number suffix as part of all CCN course numbers.

   Reason:
   A. User Experience: Functionally, adding a uniform designator in the course number suffix (i.e. a 4th or 5th character as proposed) requires the creation of an entirely new course number for every CCN course. Course number changes have the potential to create negative impacts for students, *so minimizing these to the extent possible while still implementing CCN is optimal*.
      a. Given the number of programming systems and vendors involved, it is not possible to predict the uncontrollable externalities that students may experience as a result of course number changes, involving critical supports such as advising, financial aid, veteran's affairs funding, institutional articulation systems, etc.
      b. Correcting negative impacts on students most often relies on the affected student to request a review of the impact after it occurs, and therefore tends to have disproportionately negative consequences on traditionally underserved and/or underrepresented student populations. Examples may include:
         - Confusion over subtle differences between courses that meet CCN outcomes or not
         - Students repeating courses unnecessarily
         - Systems allowing for repeated courses due to course repeat limit rules not recognizing the difference
         - Challenges updating course numbers across all print and electronic student communications for each major, advising office, recruitment material, syllabi, websites, etc.
      c. Any negative impacts will also affect students with no intent to transfer (who often attend to complete individual courses, certificates, or two-year degrees without transferring). The previously identified challenges will affect these students without the proposed benefit of transfer improvements.

   B. Technical Feasibility: Special/non-alphanumeric characters in key data fields may cause system errors. Special characters are heavily used in programming languages. As a best practice in systems support, use of

special characters is to be avoided if at all possible, particularly in identifier/key fields such as course number. Given the multiplicity of software systems in use by institutions and their external partners (federal, state, and private) dependent on course data, it remains unknown as to whether or not we can select, with confidence, a uniform special character that will not create programming errors that negatively impact students and our systems.

a. The work to determine whether a special character in the course number field is problematic has not been completed by all institutions. Integrated systems in question include:
    - learning management systems
    - curriculum management/catalog systems
    - class scheduling systems
    - student recruitment & retention systems
    - degree auditing/graduation systems
    - individual institutional reports and automated processes
b. Community colleges often lack the technical development staff and resources of universities and may not be able to mitigate the decisions of the committee if the core systems cannot meet the requirements. If they are able to mitigate the change, there may also be priority/timeline issues with competing projects.

2. **Recommendation:**
   <u>Course title (catalog and transcript/SIS title)</u>
   - The course title will not be the required primary designator for the common course numbering system courses.

   Reason:

   A. The optimal framework would be one that requires re-numbering the fewest courses while still achieving the goals of uniform numbering and easily identifiable CCN courses in all student-facing materials. One proposal is the addition of a designator in the course title. Because course titles appear in the schedule of classes, catalog, transcripts, and other student-facing materials, this alphanumeric code would be highly visible to students and advisors both within and across institutions. We disagree with the recommendation above as it eliminates the use of course title as a possible common location for a CCN course designation.
   B. Several schools provided examples of where custom characters/designations are currently using the title field in the SIS to identify specific course types. Therefore, this follows already established

course title naming conventions and accepted practices. (e.g. * for Baccalaureate, CE for cooperative education, Wrk for workshop, etc.)

C. The recommendation to prohibit course title as a primary designator was adopted before ensuring the alternative (i.e. course number) was a viable option.

Alternative recommendations and rationale:

1. **Recommendation:**
   Before moving forward with the committee's framework recommendation, complete due diligence in review of all existing Oregon community college and university systems to ensure the proposal is technically feasible.

   Rationale:
   A. The workgroup is missing representation from affected institutions. We do not yet know if the proposed framework will work in the combination of systems utilized by all 17 community colleges.
   B. Referencing 1.B.b, there are concerns that many of the affected colleges do not have adequate system development staff and resources to implement the recommendations if the existing systems do not already support the proposed framework. It seems appropriate to verify and understand the impact before adopting the framework.

2. **Recommendation:**
   Adopt a framework that minimizes the total number of course changes required by CCs and OPUs in order to meet the requirements of SB233 and make the most meaningful changes while creating the fewest negative impacts. Ensure the proposal is technically feasible.

   Alternative viable solutions that minimize the total number of course changes may include:
   A. Change course numbers when necessary to align across all Oregon community colleges and universities and include a designator in the course title of all CCN courses. The addition of a designator in the title allows CCN courses to be easily identified on student transcripts, in catalogs, and in the schedule of classes.. Additional fields in the SIS can be used to develop a system that's best for each institution to internally identify, monitor, and report CCN courses.
   B. Change course numbers when necessary to align across all Oregon community colleges and universities and require that all CCN courses be identified by a designator/icon, chosen by each institution, that is easily understood by students, appears in the catalog and schedule of

classes, and is visible at the time of course registration. Additional fields in the SIS can be used to develop a system that's best for each institution to internally identify, monitor, and report CCN courses.

C. Complete a statewide mapping process and provide a course number clearinghouse maintained by the Higher Education Coordinating Commission, and allow individual institutions to determine the best method for implementing a CCN scheme locally.

Rationale:

A. Reduces sense of urgency: There was inadequate time to discuss options other than the proposed framework and evaluate them side-by-side in this workgroup. The above solutions provide alternative methods that would not require the same level of system change among all institutions. The last is used by many states to share transfer course information.

B. Institutional equity: Alternative frameworks allow individual institutions to develop solutions that work best in their environment and for their students given the timeline for implementation and do not force a rushed decision on all affected colleges and universities.

C. Existing Precedent: Alternative frameworks follow the successful practice of HB 2871, which allowed individual institutions to implement the requirements in a way that made the most sense locally. *(Each public university listed in ORS 352.002 and community college shall prominently designate courses whose course materials exclusively consist of open or free textbooks or other low-cost or no-cost course materials. The course designation required by this section must appear in the published course descriptions that are on the Internet or are otherwise provided to students at the time of course registration, including on the campus bookstore course materials list that is provided for the course.*)

D. Transparency: Transfer information would be publicly available to all colleges and universities, in-state and out, and serve to aid students and institutions in determining course transferability.

<u>In conclusion, we ask the Transfer Council to consider these issues carefully and to do/keep in mind the following</u>:

1. Revisit the assumption that the solution requires physically changing all course numbers.
2. Faculty work is unlikely to proceed during the summer, providing time for additional consideration of alternatives.

3. At a minimum, provide time to fully vet whether or not all institutions are technically able to implement the committee's recommended framework before adoption, and collaboratively resolve any issues that may exist that would impede an institution from moving forward with implementation.

Submitted June 14, 2022 by:

Susan Lewis	Columbia Gorge Community College
Andy Freed	Portland Community College
Lara Miller	Linn-Benton Community College

Provided via email June 14, 2022 to:

HECC Support Staff: Jane Denison-Furness and Jennifer Markey
CCN Systems & Operations Co-chairs: Julia Pomerenk and Chris Sweet

— END OF REPORT–