



MEMORANDUM: Work Process Request
Response

TO: Transfer Council

FROM: The Gen Ed Subcommittee

DATE: March 19, 2024

SUBJECT: Response to the February 19, 2024 memo from Transfer Council (2024.1) concerning excess credit

Dear Transfer Council,

This memorandum serves as an official response from the Gen Ed Subcommittee to the Transfer Council for the purpose of responding to the following questions in the February 19, 2024 memo (2024.1):

Provide Transfer Council with an answer to the following questions:

- a. Have credit differences related to common course numbering impacted colleges and universities to date and if so, how?
- b. What recommendations if any does the Gen Ed committee suggest for addressing potential issues of excess credit* as it related to common course numbering?

The Gen Ed Subcommittee would like to thank the Transfer Council for their support and guidance with transfer-related concerns, especially issues related to Common Course Numbering, Major Transfer Maps, and the legislatively required reporting for such initiatives.

The Gen Ed Subcommittee discussed these issues at its February 29 and March 14 meetings. Prior to this, information was collected about the extent to which the approved CCN agreements resulted in changes to the credit hours associated with the courses at Oregon institutions.

Based on our subcommittee's data collection and subsequent discussion, we can provide the following response:

- **Data considerations:** Currently there are 19 approved CCN courses from the 2022 and 2023 cohorts, with another three (MTH 251, 252, and 253) waiting on guidance regarding variance before finalizing recommendations. With the currently updated CCN courses, we can only make preliminary statements about the impact of these agreements on general education curricula. Similarly, we cannot collect data regarding excess credit at graduation as a result of these changes since very few students have graduated with the impacts of the CCN courses in place.
- **Courses across institutions:** WR121z is the only universally recognized required course at all institutions. COMM100z is only taught at two of the universities and WR227z at three. The rest are taught at the majority of universities and CCs. Most are high-enrollment courses.
- **Institutional credit changes:** CCN agreements resulted in two of the seven universities increasing credits associated with courses. Specifically, OSU and OIT both had increases in five of the 19 courses. All

but one of these ten counts towards gen ed requirements. Four CCs saw courses increases in credit hours, with the largest number being eight courses (SWOC). Seven CCs had courses with reductions in credit hours (maximum of six courses). The credit hours ultimately assigned to MTH 251, 252, and 253 will change this (e.g., at five credits, OIT and OSU would have increases in seven courses). There are currently another 20 courses slated for CCN, with additional courses to be determined later, so these numbers will change.

- **Cumulative impact potential:** Cumulative changes in credit hours have the potential to cause significant effects on overall gen ed credits. However, not all courses impact gen ed equally. Courses that are specifically required (e.g., WR121Z) have straightforward impact, but most courses are part of a group of courses from which students can choose. The impact of these courses depends on how many courses are in the category and whether the courses are required by majors. For instance, although many math classes might meet gen ed requirements, MTH 251 is a required course in STEM majors, some of which have large enrollments in the state (e.g., Biology, Engineering).
 - Some of the current CCN courses have substantial enrollment even when other courses might theoretically meet the requirement. For example, at OSU, four courses (PSY 201 and 202; ECON 201, 202), all of which are current or future CCN courses, account for approximately 55% of enrollment in the Social Processes Bacc Core category despite the availability of over 50 eligible courses. This is because large numbers of majors require these courses and “double-dip” them with gen ed. Credit changes in these courses, therefore, will have an impact on the gen ed credits accruing to a large number of students.
- **Cost discrepancies:** There is a hidden cost to credit hour discrepancies for students transferring between institutions. Specifically, if a university requires, say, four credits to complete a math requirement but an eligible 5-credit course is transferred in, the one-credit credit difference does not accrue to Gen Ed but rather to electives. Students completing gen ed requirements at the CC level without the intent to transfer will likely absorb the difference in CCN course-related credit changes with modified electives. This is likely one of many factors contributing to transfer student excess credit (e.g., remedial courses, major-required courses not available at some CCs).
- **Recommendations:** Because of the paucity of data, recommendations are limited. At the least, we believe that all CCN subcommittees should have information pertaining to the role that their target courses play in gen ed. In addition, CCN subcommittees should speak to the impact credit changes in their courses will have on the overall gen ed credit totals at each institution in their recommendation. When finalized, our subcommittee can share the updated AAOT, CTM, and OTM Crosswalk among Oregon public institutions. The gen ed subcommittee will continue to maintain its spreadsheet indicating the effects of approved CCN courses on gen ed totals at each institution.

Thank you again for your continued service.

CCN Gen Ed Cochairs Amanda Shelton (MHCC) and John Edwards (OSU)

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