

A decorative graphic on the left side of the slide consisting of white and light blue lines that resemble a circuit board or a tree structure, with small circles at various points.

# HB 2998

## IMPLEMENTATION AND IMPLICATIONS FOR DAC

# STATEWIDE WORKGROUP

- Convened by HECC staff Fall 2017 to determine how to implement legislation
- Representation from all the CCs and 4-year institutions
- Faculty, advisors, registrars, curriculum staff, academic administrators (deans, VPs etc.); PCC representation included Ann Cary/CC Chair & MTH faculty, Anne Haberkern

# CHALLENGES FOR WORKGROUP

- Mandate from legislation:
  - Develop a 30 credit “Foundational Curriculum”, to be available to students by Fall 2018
  - Develop discipline-specific “Unified Statewide Transfer Agreements” (USTAs): first 3 by December 1, 2019; thereafter, 3 per year
- “Gaps” between legislation and implementation:
  - Key assumptions not defined
  - Past efforts demonstrate need for funding, centrally-supported tools, and centrally-supported coordination; legislation doesn’t establish these
  - No clear indication of what happens if there are compliance issues

# WHERE WE ARE – FOUNDATIONAL CURRICULUM

- **Mandate** = 30 credit block that will transfer to all 7 public universities and “count”/fulfill requirements for all students
- **Solution:**
  - “Baby AAOT”: 30 credit module, 4-years will block transfer/waive 30 credits Gen Ed
  - Two tracks (General and STEM): WR 121, 2 Arts & Letters, 2 Social Science, 1 MTH (all from existing AAOT course lists)
  - What it does for students:
    - Similar benefit to AAOT, but serves students for whom AAOT doesn’t work
      - 75% of CC students transfer before completing any degree
      - AAOT structure doesn’t work well for students planning to major in areas (STEM, fine/performing arts, business) that have a lot of lower-division requirements

## WHERE WE ARE - USTAs

**Mandate** = Design transfer pathways for each major that minimize “lost academic credit”, define “optimal transfer point”, and ensure “junior status in the major”

# WHERE WE ARE - USTAs

- **Workgroup definitions:**

- “excess credit” – a credit that does not fulfill any relevant academic requirements for a given student, including major, BA/BS, gen ed, elective credits to meet credit total requirements, requirements for options such as minor, pre-professional, etc.
- “junior status in the major” – equal footing with native university students, two years/equal credits from graduation
- Optimal transfer point – the point at which the paths to a bachelor’s degree in the same major at different institutions converge

## WHERE WE ARE - USTAs

- **Structure:**

- NOT a degree; path of courses student must follow in first two years in order to receive benefit (junior standing in the major)
- Depending on major, may or may not require overlap with FC (“double dipping”)



## WHERE WE ARE - USTAs

- Workgroup charged with determining order in which USTAs should be developed (3 by December 1 2019; 3 per year thereafter)
- Priorities from legislation: majors with high workforce demand, high enrollment among transfer students; workgroup added high excess credit, feasibility/existing work, equity, variety
- Discipline-specific faculty groups from all 17 CCs and 7 OPUs to be established and design each specific USTA
- **FIRST FOUR MAJORS:** Biology, Business, Education, English



# WHERE WE ARE – CHALLENGES AND NEXT STEPS

- USTA discipline-specific groups will need to have an ongoing existence (to update USTAs as curricula change)
- Some overarching statewide group of staff and faculty will be needed to manage convening, coordination, administrative support for USTA groups; maintenance of foundational curriculum; forum for dispute resolution and ongoing discussion/evolution
- HECC staff and Workgroup are continuing to meet to try to define overarching group membership (Workgroup/JTAC) and draft a charge
- HECC staff will be submitting funding request to legislature to support all of this (meeting of USTA groups, HECC staff support for ongoing committee work, student-friendly database etc.)
- Unanswered governance/compliance issues: fundamental conflict between individual institutions' control of curriculum/differentiation, and mandate. No enforcement mechanism (no “system” in Oregon).

# IMPACT ON DAC WORK

- Likely that the direct impact on DAC: will be minimal/none
  - FC and USTAs = lists of courses; student who follows list is guaranteed benefit by 4-years (30 credits of Gen Ed for FC, junior standing in the major for USTA)
  - They are not degrees, certificates, or awards – so no approval
- Likely some *indirect* impact on DAC work:
  - Intersection between the FC/USTA project, guided pathways, and Gen Ed
  - Over next few years, may be some evolution in the way the college structures oversight of all of these things, which may ultimately impact DAC work
  - Difficult to predict exactly what that might look like