



**Higher Education Coordinating Commission  
Student Success & Institutional Collaboration Subcommittee  
November 12, 2014, 1:00 p.m. - 4:00 p.m.**

**Draft Minutes**

**Members Present:** Lee Ayers-Preboski, Larry Roper, Neil Bryant, Tim Nesbitt, Carmen Rubio, Kirby Dyess (1:55).

**Members Excused:** none.

**Staff Present:** Ben Cannon, Brian Fox, Endi Hartigan, Donna Lewelling, Jim Middleton, Salam Noor, Hilda Rosselli, Lisa Reynolds, Dana Richards, Lisa Ellsworth.

AGENDA

**1.0, 2.0 Welcome, Roll Call, Approval of Minutes**

Co-chair Bryant called the meeting to order, took roll, welcomed participants, and requested approval of [minutes from the October meeting](#). Lee Ayers-Preboski moved approval, Larry Roper seconded; unanimously approved.

Commission Chair Nesbitt provided an update on the affordability package and ongoing financial aid officer's workgroup meetings. At the last meeting he attended they discussed alternate methods to structure the grant expansion. The goals included terminating or minimizing existing early calendar cut-offs for opportunity grant applicants and to provide a greater certainty for first year grant recipients, that with satisfactory progress, the likelihood of second year awards. They hope to expand eligible student awards and focus on the expected family contribution to facilitate needier students receiving larger awards. All are consistent with HECC goals. Discussions also included financial aid officers concerns regarding the first two years as a focus and subsequent cliff effect in the third and fourth years. The workgroup was encouraged to pursue a model that offers persistence and completion incentives, and to "flesh out" the model in comparison to the HECC proposal. There will be a second review at the Legislature. Nesbitt recommended the Commission be prepared to engage in a discussion regarding the proposal and perhaps alternatives. Dana Richardson requested subcommittee direction for the workgroup. The workgroup efforts will continue and provide their recommendation in January. This will be flagged for the January full commission meeting.

**3.0 ASOT, Computer Science Discussion**

Donna Lewelling presented a [proposal for an Associate of Science/Oregon Transfer Degree](#) in Computer Science (AS/OT-CS). A committee was formed by the Oregon Council of Computer Chairs (OCCC) with support from Oregon University System staff to develop, approve and implement the offering of the degree requirements leading to a statewide AS/OT in computer science. The work began in 2003, but was not completed. The concept was finalized and presented to the Provosts' Council and the Council of Instructional Administrators for Community Colleges. The Joint Boards Articulation Commission (JBAC) has reviewed the proposed degree. The subcommittee was provided a materials packet related to the degree. Lewelling indicated a tight timeline for community college catalog inclusion and queried if December full commission consideration was appropriate. The group discussed what has transpired since 2003 and considered support of the Provosts' Council, OCCC, CIA and JBAC. Roper moved to refer this to the full HECC for consideration, Ayers seconded; unanimously approved.

**4.0 Credit for Prior Learning Update**

Donna Lewelling and Mitch Frye presented the first [draft of the Credit for Prior Learning \(CPL\) report](#), due to the Legislature at the end of December. Highlights include CPL pilot overview, HECC adoption of CPL Standards, Funding and Achievement Subcommittee work overview, progress over the past year and recommendation for the 2015 work plan. Lewelling requested subcommittee report feedback; the full commission will take action at the December meeting. Ayers-Preboski moved to provide electronic edits to Lewelling by December 1.

**5.0 Grade 11-14 Work Overview Presentation and Discussion**

Ben Cannon introduced the [work underway to align grades 11-14](#). He presented this topic with Rob Saxton to the OEIB last month. The presentation highlighted work and initiatives by the state to boost preparedness, Common Core, career readiness standards, essential skills requirements within Oregon diploma for reading and writing proficiency and math, as well as career and college planning. Ben Cannon, Hilda Rosselli and Salam Noor led the discussion, and invited other academic leaders from institutional and state perspectives to the table: chief academic officers Kristy Clinkski, Mt. Hood Community College and Craig Collins, Portland Community College; Jim Middleton and Donna Lewelling, HECC; and Shalee Hodgson, CCWD.

Hilda Rosselli presented on the impact of HB3233 establishing the network for quality teaching and learning. Discussion ensued on Smarter Balanced Assessment implementation and Rosselli reported school districts have come together for professional development and planning to bring these concepts back to their districts. In February and March, postsecondary faculty will attend the next series of meetings to prepare teachers with implementing Common Core standards. Additional discussion followed surrounding blended advising, strategies, college readiness preparation programs, and partnering with school districts to provide student support systems to successfully navigate the college environment as well as student participation in grades 11-14, including the need to ensure high school seniors have more meaningful and full schedules for adequate college preparation. A related concern was the relatively low number of students transitioning quickly from high school to college at full-time status. Cannon reported research clearly indicates swift transition to college translates to improved completion outcomes. Rosselli presented information on accelerated learning and the correlation between high school students who earn college credit while still in high school and the increased likelihood that student will graduate and move onto college. These students tend to be more successful in college with higher GPAs than those who did not. Additional discussion followed on dual credit coursework, including cost, course quality, instructor qualification, accreditation concerns and transferability of credits earned. Cannon shared legislation is forthcoming from the [Accelerated Learning Committee](#). As the HECC is responsible for administrative rules, it may be asked to review the dual credit program standards.

### **5.1 Joint Boards Articulation Commission (JBAC) Math Pathways**

Cannon introduced a sub-topic of 11-14 alignment: math curriculum and sequences. Lisa Reynolds and Donna Lewelling presented information on a new math pathway for STEM majors, which may be brought back to the HECC for additional action. The [Math Pathways project](#) grew out of Legislature interest around common course numbering to ensure courses are aligned. Currently, the requirement for all transferable entry level math courses is Intermediate Algebra or Math 95. The Developmental Educational Redesign Group is reviewing the appropriate role of Algebra for students and what alternative math pathways might be more relevant and valuable based on course of study. Two convenings are being considered: one meeting with faculty primarily from science disciplines, and a second meeting with arts and humanities faculty. A collaborative team has developed to network the disparate math conversations under one umbrella to find a math pathway that may be more appropriate for students. Co-Chair Bryant requested the pathways be mapped out and requested a report in March with recommendations for the subcommittee.

Cannon indicated he will share the 11-14 alignment discussion highlights at the full Commission Meeting the next day. The question of students classified as deficient in foreign language (DFL) was brought forward. Salam Noor will follow-up and provide data to the subcommittee. Co-Chair Bryant requested enrollment figures from last year be forwarded to the subcommittee.

### **6.0 Public Comment:**

None

**7.0 Adjourn:** The meeting was adjourned.

### **Materials:**

### [AGENDA](#)

- 2.0 Draft Meeting Minutes, October 8 meeting
- 3.0 ASOT CS Background and Letters/Correspondence in Support
- 4.0 Draft HB 4019 Credit for Prior Learning Report
- 5.0 A Snapshot of Work Underway to Align Grades 11-14
- 5.0. Accelerated Learning Fact Sheet
- 5.0 Student Survey, Math Pathways Project