



House Bill 2525  
House Higher Education, Innovation and  
Workforce Development Committee  
March 13, 2015

Chair Read, Vice Chairs Whisnant and Gallegos, and members of the committee. For the record, my name is Dana Richardson, Deputy Director for Legislative and Policy Affairs at the Higher Education Coordinating Commission.

Since its inception, the HECC has been engaged with two of the topics addressed in House Bill 2525 – transferability of credits and acceptance of test scores by universities and community colleges. I would like to describe some of the existing work on these topics and would note that many of these are recognized best practices to limit credit loss at transfer.

In 2010, criteria for Transferable General Education Courses were adopted by the Joint Boards. Since that time, the Oregon Transfer Module has been developed and implemented along with transfer degree tracks for the Associate of Arts/Oregon Transfer (AAOT), the Associate of Science/Oregon Transfer—Business (ASOT), and the Associate of Science/Oregon Transfer—Computer Science that was approved by the HECC in December 2014.

Additionally, dual credit standards were revised in 2014 to ensure college-level quality programs for high school students who are undertaking accelerated learning. Community colleges and universities have adopted new placement policies to allow achievement on the summative Smarter Balanced Assessment to be used by postsecondary institutions for the purposes of course placement.

The HECC also submitted reports to the Legislature in response to HB 3521 (2011) that called for standards related to transferability (the “Transfer Student Bill of Rights”) and HB 2979 (2013) that required a work group to examine and recommend strategies to facilitate student transfers between public colleges and universities in Oregon.

We are currently developing plans for a statewide transcript audit study to provide data to answer the questions of how many credits are being “lost” and why? Is it due to failure to link to a major or are other factors acting as a barrier?

Development of this data, coupled with Oregon's transfer and articulation agreements, our current structures, and the revitalized cross-sector commitment among community colleges and universities to work together for the improvement of student outcomes, provide a strong foundation for the HECC to facilitate achieving the goals of this bill as well as House Bills 2681 and 2682 that were heard earlier this week.

It is our understanding that a work group may be appointed to look at all three of these bills. We would be pleased to participate in that work. Thank you for your attention and I would be happy to answer any questions.