

Statewide Collaborations on Transfer & Common Course Numbering: An Oregon Timeline

The following timeline provides a quick overview of the statewide collaborative efforts regarding student transfer and success:

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| 1987 | HB 2913 was passed by the Oregon Legislative Assembly. The bill called for a Committee to study common course numbering. During this time “outcomes” were not part of accreditation language. |
| 1988 | HB 2913 Committee completed the first AAOT Degree Standards. |
| 1992 | HB 2913 Committee completed the Common Course Numbering list. JBAC replaced the HB 2913 Committee and the University System/Community College Coordinating Committee. |
| 1999 | JBAC submitted Course and Credit Transfer Plan to the Oregon Legislative Assembly (HB 2387). Recommendations for continued activity included K-16 alignment, communication and access to student information, automated course equivalency and electronic degree audit system, ongoing data collection and research and a commitment to regional partnerships, co-enrollment and dual-admissions programs. |
| 2001 | Catalogue of Lower Division Collegiate Courses (LDCC) was completed by CCWD. The document differentiated “college level” from “lower division collegiate course” and called for the alignment of community college courses with those offered at the state’s universities. JBAC adopted a Credit for Prior Learning and Transfer Credit Limitation Policy. (The LDCC was later built into the process of adding/revising/deleting courses and programs in a program called the Oregon Community College Program Submission System also known as “Webforms”.) |
| 2003 | Oregon State Board of Education endorsed Career Pathways initiative. |
| 2004-05 | JBAC Implemented the OTM. SB 342 called for the implementation of a statewide course applicability system. (ATLAS) and alignment of AP, IB and Dual credit. JBAC also agreed to a shared set of Outcomes and Criteria for Transferable General Education Course in Oregon. |
| 2007 | Oregon became a Liberal Education and America’s Promise (LEAP) state. AAOT was aligned to the learning outcomes and all 17 community colleges offer the same AAOT. |
| 2009 | HB 3093 was passed and directed the Oregon Joint Board of Education to develop a plan for applied baccalaureate degrees in Oregon. SB 442 was passed and directed OUS on behalf of the Joint Boards of Education, to conduct a study of approaches to increase student enrollment and success for rural Oregon students in institutions of higher education. |
| 2010 | Western Interstate Commission on Higher Education (WICHE) Interstate Passport initiative conceived. The initiative was created by WICHE states to advance policies that support seamless transfer of students in the region. Oregon began to apply for Degree Qualifications Profile (DQP) state, Common Core State Standards, Win-Win and Reverse Transfer grants, each support the goals of CCN. CCWD launched the Oregon Community College Program Submission System also known as “Webforms” for course/degree submission. |
| 2011 | Transfer Student Bill of Rights and Responsibilities (HB 3521) was passed by the Oregon Legislative Assembly. The measure directed the Joint Boards to articulate uniform protocols for transferring credits. The measure also provided for the development of Reverse Transfer programs. |
| 2012 | DQP Grant to the State of Oregon supported the exploration of five broad learning outcomes from Associates to Masters degrees. |
| 2013 | Oregon Legislative Assembly adopted HB 2979. The measure established a workgroup to study how to implement common-course numbering for lower-division undergraduate courses. HB 2970 continued Transfer Student Bill of Rights and Responsibilities and called for the development of new transfer degrees in areas such as engineering. |