

Academic Affairs Meeting Minutes

Date: 2/08/2020, Monday 3:30-4:30 PM

Location: Zoom

Present (voting members):

Dan Alberghetti (*CTE Faculty*) – Chair
Matthew Higgins (*Faculty at Large*)
Jacquelyn Coe (*Transfer Faculty*)
Kirsten Hostetler (*Transfer Faculty*)
Carolyn Schmidt (*Classified Representative*)
Betsy Julian (*VPI*)

Absent (voting members):

TBD (*ASCOCC representative*)
Andria Woodell (*Faculty Forum Representative*)
Alan Nunes (*CTE Faculty*)

Present (non-voting members):

David Schappe (*CTE Council*)
Tyler Hayes (*Director Admissions & Registrar*)
Franklin Clark (*Director of Curriculum & Assessment*)
Krista Leaders (*Committee Specialist*)
Sara Henson (*Faculty Senate Representative*)
Tim Peterson (*Shared Governance*)
Jane Morrow (*Chairmoot Representative*)

Absent (non-voting members):

Guests:

Meeting began @ 3:30

(Note: **Approvals and Action items written in red.**)

Unfinished Business

1. Review Academic Affairs Committee minutes from 11/8/2020
Jacque motioned to approve, Matt second, motion passed unanimously
2. Review Curriculum Committee Minutes from 12-1, 12-8, 1-12, 1-19, 1-26, 2-1
Reviewed

Old Business:

2. **Action Item:** Institutional Core Competencies (accreditation mandate) - Set up a Task Force for defining the core competencies 2nd Reading
 - a. Franklin Clark expressed interested in being on the task force.
 - b. Discussion ensued regarding taskforce membership being larger than LOA and representatives from Academic Affairs. The preference is to keep the taskforce on the smaller side.
 - i. The purpose of the taskforce is to figure out how to infuse core competencies into existing coursework and degree requirements.
 - ii. The AAOT requirements cannot be changed, so the taskforce would have to figure out how to infuse the competencies into the existing AAOT degree requirements.

- iii. Adding an additional outcome to a general education requirement that meets the core competencies may require CTE programs to figure out a way to map to it within the program.
- iv. Taskforce will get widespread feedback from faculty.

Matt motioned to approve the formation of the taskforce, Betsy second. Motion passed unanimously.

New Business:

- 3. **Information Item:** Major Transfer Map and Core Transfer Map – Betsy Julian and Tyler Hayes
 - a. HB 2998 legislation intent is to streamline transfers between Oregon colleges and public universities.
 - b. HECC was directed to bring together community colleges and universities to establish some sort of statewide foundational curriculum through Core Transfer Maps and the Major Transfer Maps.
 - c. The intent is to help students to be able to find their path sooner and spend less time and money to get their degree.
 - d. Core Transfer Map – Designed for students who do not have a specific direction for transfer, but can feel confident they have 30 credits completed when they transfer.
 - e. Major Transfer Map – Designed as a path for students who are working towards a specific degree and will give them at the time of transfer 30 credits and they will be able to enter the university as a junior in their area of study.
 - f. Approved Major Transfer Maps are Elementary Education (AOT), Biology (AST), English (AAT).
 - i. Challenges are:
 - (1) No award definitions in the CCWD handbook for the AST degree or the AAT degree. There is no guidance or direction for the Registrar workgroup.
 - (2) Variations between degrees.
 - (a) Difficult to create a path for students.
 - (3) The state says the awards will guarantee their junior standing in their major once they transfer.
 - (a) Example: PSU Biology program may require a student to take statistics because the school's emphasis is traditional field based botany biology approach. UO Biology is more cellular molecular model and requires taking calculus. Depending on where a student transfers, they could potentially take the wrong set of math courses if the Major Transfer Map says the math focus is on statistics. Having only one transfer map for biology does not address the variations in Biology degrees between schools.
 - (4) COCC is reluctant to approve the degree maps for AST Biology and AAT English until the state defines the AAT and AST degrees.
 - g. The fact that Oregon does not have a unified college system complicates the process.
 - h. For the 2021-2022 catalog information regarding Core Transfer Maps and Major Transfer Maps will be added suggesting students asking their advisors for more information about the maps.

4. **Quarterly Report:** Textbook Affordability Workgroup – Kirsten Hostetler
 - a. TAWG workgroup is charged with following up on the textbook affordability plan compliance.
 - b. TAWG is creating prioritized activities to make sure COCC is meeting the goals.
 - i. Create faculty documentation so faculty are aware of options with an Intranet webpage.
 - ii. For students, advertising options through the class schedule and through orientation.
 - iii. New house bill passed that would speed up the adoption of course materials so students are able to make decisions about their classes earlier.

Betsy motioned to adjourn, Jacquie second, the meeting adjourned at 4:33 pm.

Next Meeting: is February 22, 2021 3:30 – 4:30, Zoom