

Community College Forum  
OrACRAO Conference  
May 5, 2008, Running Y Ranch

Topics to be discussed:

1. A private institution in Portland won't accept distance education courses. How would they even know if they were distance education?
  2. ATLAS
  3. Dual Credit
  4. Transcribing/GPA issues
  5. OTM
  6. SB300
  7. Military issues
  8. Reintegration for Veterans
  9. Articulation agreements
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1. Peggy Maas from Mt. Hood will look into this further. We may end up not recommending students to go to this institution (to be named once we do more digging). We should continue to advise students that they need to contact the institution they wish to transfer to and make sure their credits transfer.
  2. ATLAS (Articulation Transfer Linked Audit System) – The 4 year public schools are now all up with ATLAS. There is hope that the CC's will purchase CAS (Course Applicability System) as an interface to begin the process of bringing up ATLAS. The ATLAS system allows students to import courses and grades from CC's to 4 year (and to other CC's); they can then shop around to see how their credits will transfer. There is a session on this at the conference and Mark Endsley from OUS will be meeting with the Oregon Community College Registrar's and Admission Directors (OCCARD) after the conference with more information. Mark has indicated that OUS will be asking the Legislature for funding in the 2009-11 session to assist community colleges with this expense.  
  
COCC is live with CAS already and indicated the process went smoothly. Phase I includes upgrading each year when the catalog changes. The system does have the ability to read articulation rules. Phase II includes reverse transfer and inter-CC transfer after the initial set-up.
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3. Dual Credit. This is a complicated program and varies from campus to campus. This would be a great session for OrACRAO in 2009. We should invite Connie Green from OCCWD. It was noted that we get a lot of push back from 4 year school who can't tell that these courses are "different" than other courses (and they shouldn't because these courses aren't different. We will continue this conversation in 2009.

4. Klamath Community College raised some questions regarding transcripting issues and EDI. Their EDI transcripts and their official transcripts appear to be different which KCC is working to fix. Most schools seem to be bringing in lump sum of credits; not identifying course by course. Most of us are also bringing in 300 and 400 level courses. Some schools leave course equivalency questions up to department chairs. LBCC has agreements with OSU on some courses relating to specific degree requirements on a case-by-case basis.
5. OTM (Oregon Transfer Module) – A question was raised as to how many schools are notating (awarding) the OTM. Very few are. Clackamas CC does it differently. They send a letter to students indicating they have met the requirements for the OTM (and explain what the OTM is) and encourage the students to keep up the good work. They also send a voucher for 1 free course. Clackamas CC is using this as a feel good strategy and retention strategy. Some details:
  - a. Good for students, retention and the vouchers are being utilized
  - b. Clackamas CC had 19 OTM's winter term
  - c. They run a report based on: students enrolled in the previous term, completed 45 or more credits, have not been awarded an AAOT or ASOT and have a program code of general studies.
  - d. OTM's count as completer's to the state

Tara Sprehe will send the letter to the OCCARD group which includes a representative from each CC campus.

6. SB300 (Expanded Options) – How many students does each CC have? Most schools have lots. Bruce Clementson from LBCC raised the following points:
  - a. Market this to at-risk students; not because of grades but because of circumstances
  - b. HS pays for books, tuition, etc. Students get HS and college credit.
  - c. Schools have minimum requirements
  - d. The purpose is to get students to see that they are college material.

It is not supposed to be for “helicopter parents” and students. COCC's process is turning into a nightmare because of an “Advanced Diploma” issue they are facing with one of their schools. (This project is taking up 30% of Heather Bernhard's time).

7. Military Credit – Are schools doing more than just PE credit? (yes). Could we have a statewide articulation or course approval process? Bruce met with the state military lead who wanted courses listed through CCWD or an expert on evaluating courses. We will propose that we utilize the OrACRAO website as a repository for this information.

8. Veterans/Reintegration projects/initiatives:

- a. Clackamas partnered with the National Guard. They created a module of courses, designated an advisor and held a site-based event.
- b. Scholarship efforts through their foundation for family members
- c. Clackamas is looking to establish a Veterans Resource Center staffed with Advisor, PSU rep. and benefits coordinator.
- d. Questions? Contact Diane Drebin

It was noted that this should be a session topic for 2009. CC's will be playing a major role in reintegration in the near future. We should include a veteran (student) as a panel member and that someone should address PTSD.

9. Articulation agreements – varies widely from campus to campus. This also might be a good session topic as we look to help campuses understand what they are (course by course or program/block agreements?) and how they are communicated to students.