

Summary of the Writing Subcommittee Memo

The following provides a summary of a memo from the CCN Writing Subcommittee

Recommendation

We recommend that WR 115 not be aligned at this time.

Chart approved by CCN the Writing Subcommittee Co-chairs Tim Jensen, Tristan Striker, and Leigh Graziano, 04/13/2023.

MEMORANDUM**TO:** Transfer Council**FROM:** Tristan Striker, Tim Jensen, and Leigh Graziano**DATE:** 4/13/2023**SUBJECT:** Rationale for not aligning WR 115

Dear Transfer Council Members,

This memorandum supplies a rationale for our subcommittee's unanimous vote to, at present, not align WR 115 and to revisit its consideration for alignment in Winter 2025.

Our consensus is based on (1) the purpose and principles of SB 233; (2) a clear understanding of our subcommittee's charge; and (3) a survey of WR 115 information from every public community college and university that inventoried course title, description, learning outcomes, credits, and institution-specific course pairings, as well as faculty perspectives on the advantages and disadvantages of aligning the course.

SB 233 aims to establish a shared understanding of transfer of academic credit with respect to: (a) the total amount of academic credit awarded; (b) satisfying general education requirements for graduation; and (c) satisfying any requirements for a major in a baccalaureate or associate degree program (SB 233 Section 1.2). As a course that does not satisfy any requirements for undergraduate degrees nor general education curricula, we maintain that WR 115 falls outside the principal purview of SB 233 and the express intent of the bill. While we recognize that WR 115 is among the most highly transferred courses in the state, it transfers exclusively as elective credit.

In addition, our state-wide survey of WR 115 revealed that, at present, applying common course numbering requirements to WR 115 would be more harmful than helpful. Specifically, the data show that WR 115 is often tailored to an institution's unique student demographic, school resources, and adjacent curricular offerings. Applying CCN standards to WR 115 would generate unnecessary institutional disruption without any tangible benefit to students' learning.

Moreover, our survey shows that developmental writing programs are currently in a moment of transition. Numerous institutions report being pressured to eliminate or seriously overhaul their developmental writing programs, of which WR 115 is a part. The widespread uncertainty is further evidence that applying CCN standards to WR 115 is currently not in the best interest of Oregon's higher education institutions. We propose to revisit its consideration in Winter 2025, when the subcommittee meets to assess CCN implementation of WR 121Z, 122Z, and 227Z.

Our subcommittee understands and values the importance of aligning lower-division general education courses with high transfer rates across the State of Oregon. For the reasons stipulated here, we find that there is neither exigency nor justification for aligning WR 115 to CCN standards. We maintain that it is important to preserve a credit-bearing class that can be tailored to meet institution-specific needs, especially for two-year schools.

Respectfully,

Co-chairs of the CCN WR subcommittee:

Leigh Graziano, Western Oregon University
Tim Jensen, Oregon State University
Tristan Striker, Linn-Benton Community College

Copies: Donna Lewelling, Dir. of CCWD, HECC
Veronica Dujon, Dir. of APA, HECC
Jane Denison-Furness, HECC
Jennifer Markey, HECC
Members of the CCN Writing Subcommittee