

Pathways for Transfer Students



HOUSE COMMITTEE ON HIGHER EDUCATION
FEBRUARY 28, 2017

Today's Presentation

Commitment to Collaboration and Action

Underlying Principles

Types of Transfer Opportunities

The Community College Pipeline

Challenges to Timely Completion

What Can Help?

Commitment to Action

Postsecondary Education Leaders are Committed To This Challenge

Develop degree pathways for high-demand and mission critical majors

- Apply “meta-major” concept to maximize options for students and inter-institutional transferability
- Identify optimal transfer points for each major

Establish clear goals and deadlines to demonstrate accountability

- Develop pathway maps for top 25 majors in the state within five years
- Create five degree pathways by 2019
- Complete five additional pathway maps each year thereafter

Underlying Principles

Oregon postsecondary institutions are working together to create transparent transfer pathways and **advise students earlier** on the **optimal time for them to transfer** in order to avoid credit loss.

The variation and distinctiveness of Oregon's public university degree programs **is an asset** to the state and its students.

Improving **transfer student completion and time to degree** is a state-level goal that **must be prioritized and incentivized** accordingly.

Transfer policies should be **guided by the best available data and metrics**, disaggregated by race/ethnicity and socioeconomic status, including completion rates for transfer students, time to degree for full-time students, and average credits at transfer and completion, among others.

Underlying Principles

State policy through the HECC and the state legislature must support seamless, **transparent transfer** of students with avoiding credit loss.

Financial aid policies, individual as well as federal and state, should **recognize and support the transition of students** from two year to four year institutions

State level incentives for both universities and community colleges for transfer students who graduate in time should be explored.

Transfer is an **affordability** issue.

Types of Transfer Credits

The Oregon Transfer Module (45 credits)

Associate of Arts Oregon Transfer Degree (90 credits)

Associate of Science Oregon Transfer Degree (90 credits)

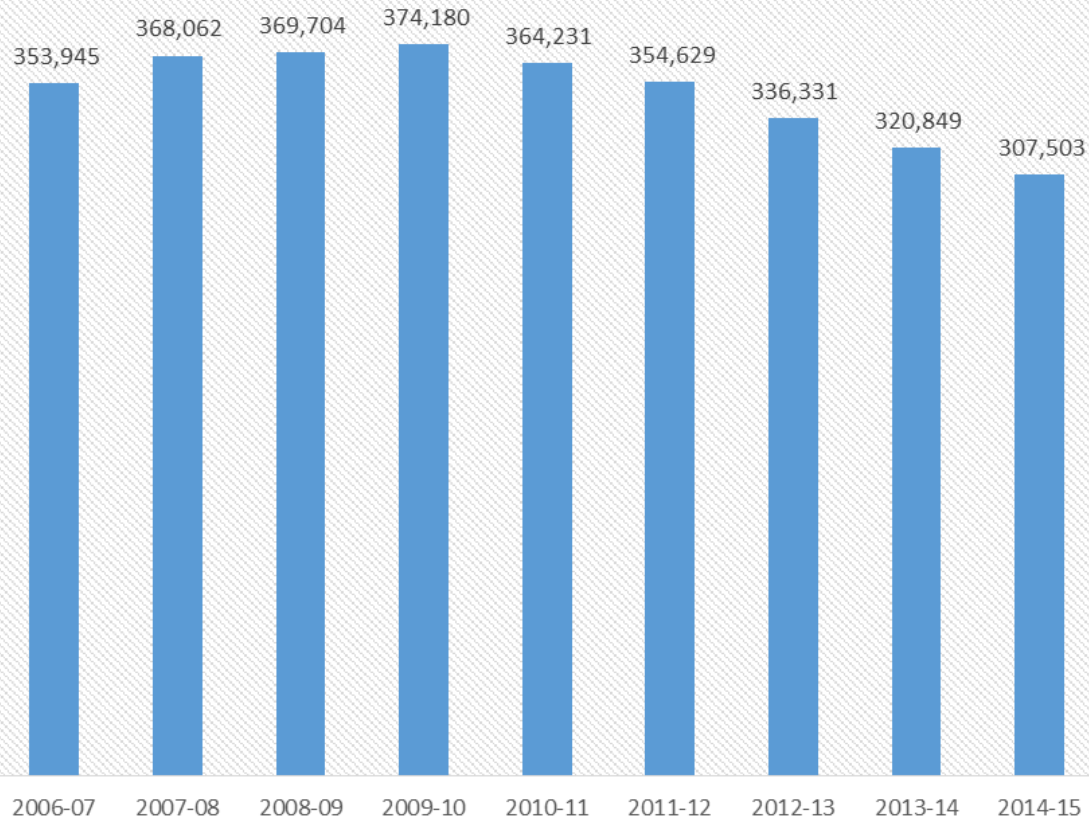
- Associate of Science Oregon Transfer – Business
- Associate of Science Oregon Transfer – Computer Science

Reverse Transfer

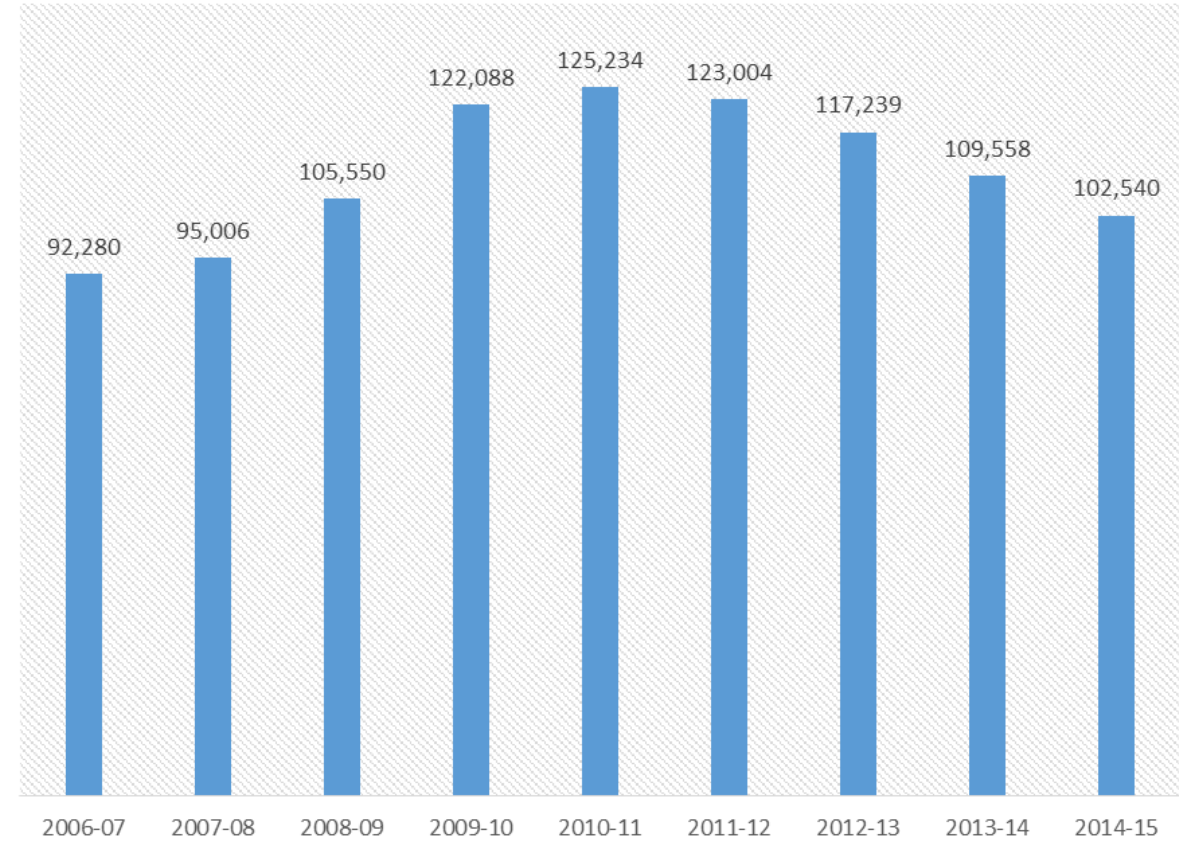
Applied Baccalaureate Transfer (60 – 100 credits transfer)

Accelerated Learning (Credits earned in high school)

Total Unduplicated Headcount



Number of full-time equivalents



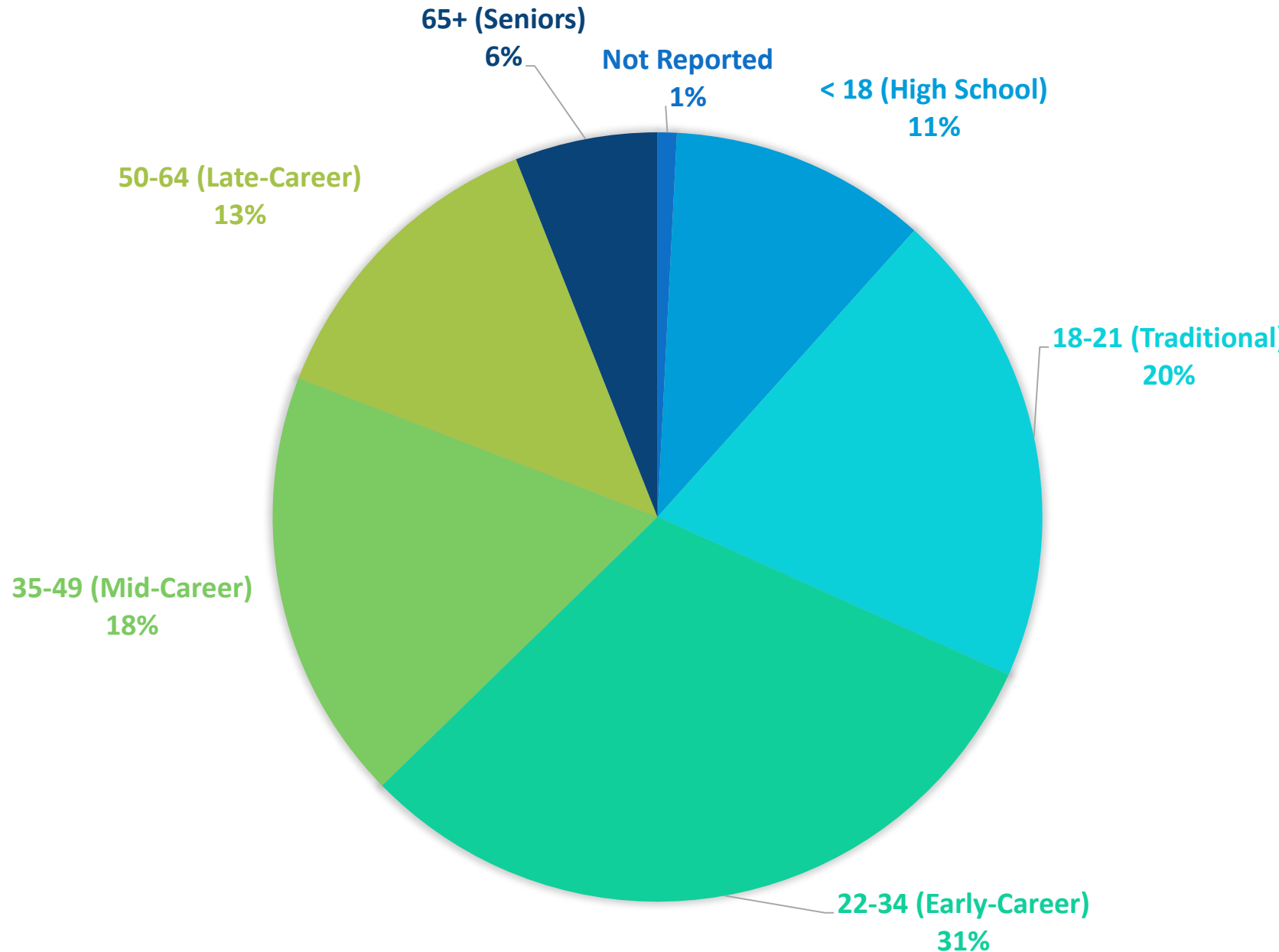
The Oregon Community College Pipeline

Source: HECC, Total enrollment in Oregon community colleges, 2006 to present

Oregon Community College Students By Age

“Traditional” aged college students (18-21) account for only 20% of total enrollment.

“Early-Career” students (22-34) make up largest proportion at 31% of total



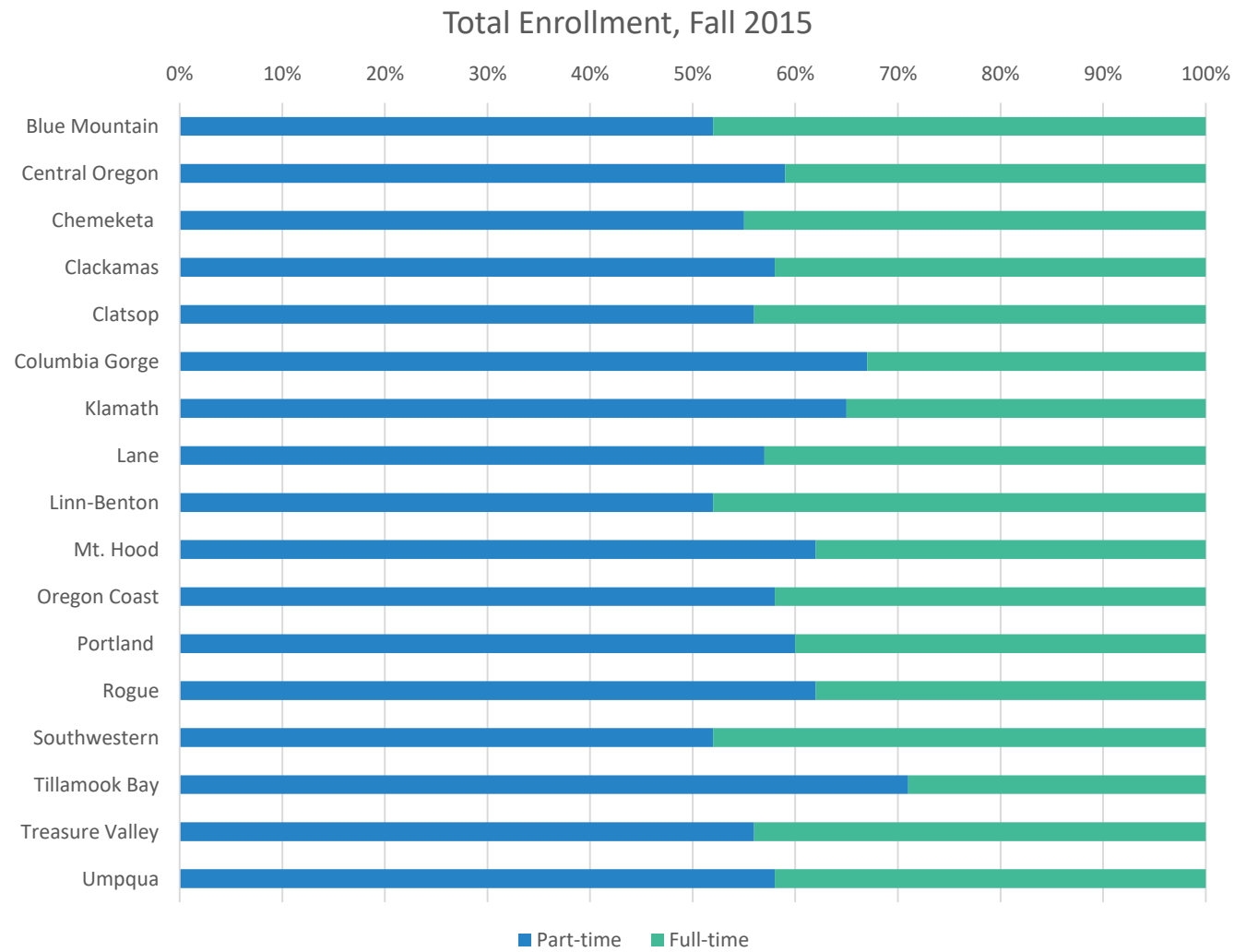
Enrollment by Attendance Status

Full-time/Part-time enrollment patterns vary

-BUT-

Over 50% of Oregon's community college students attend on a part-time basis at every single Oregon community college

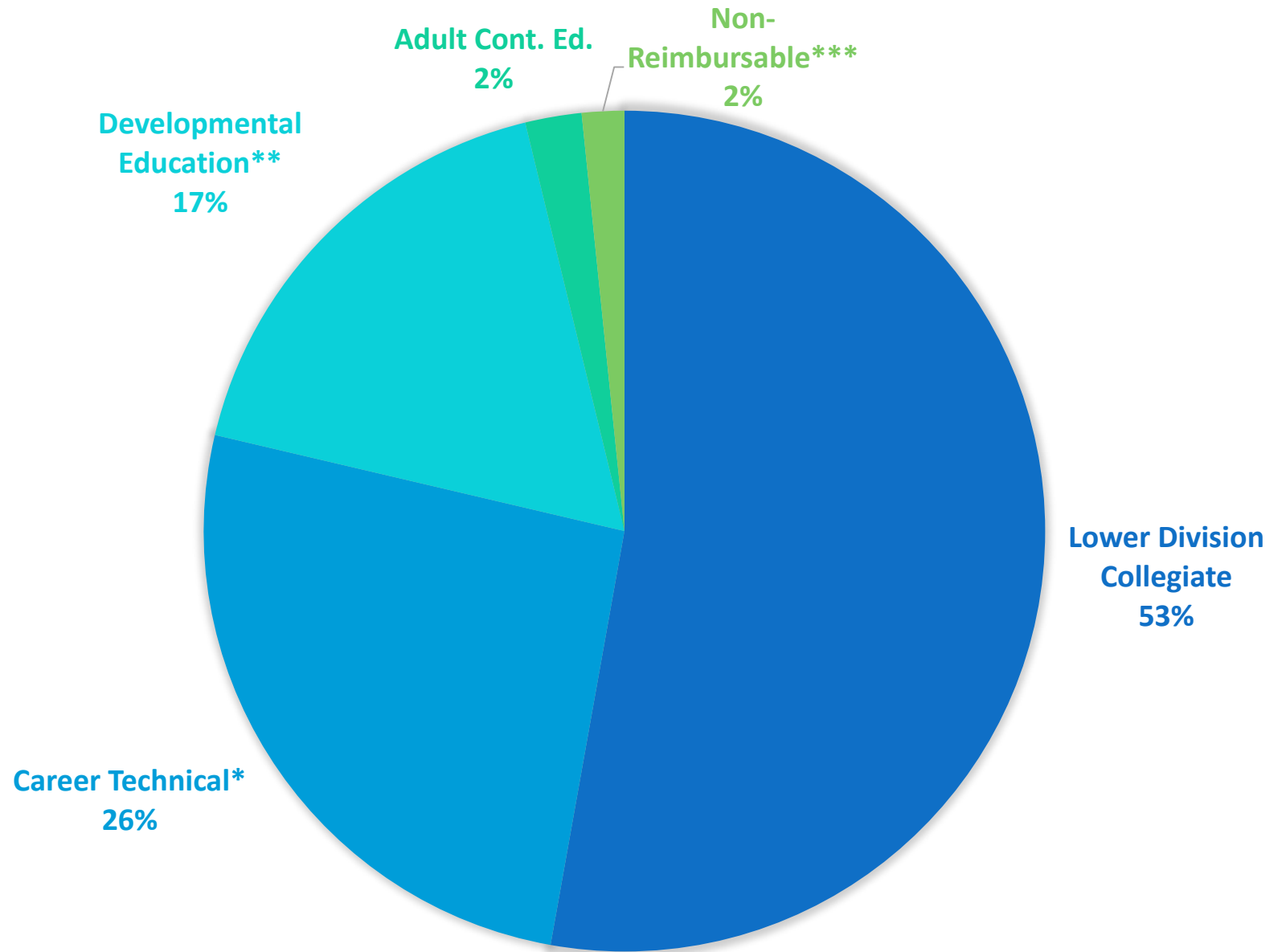
Source: National Center for Education Statistics, College Navigator



Instructional Programs, 2014-15

Community colleges provide a range of programming

“Lower division collegiate” may suggest interest in an associate’s or baccalaureate degree



Challenges to Timely Completion

Aligning course selection with degree requirements

Declaring a major too late or changing majors

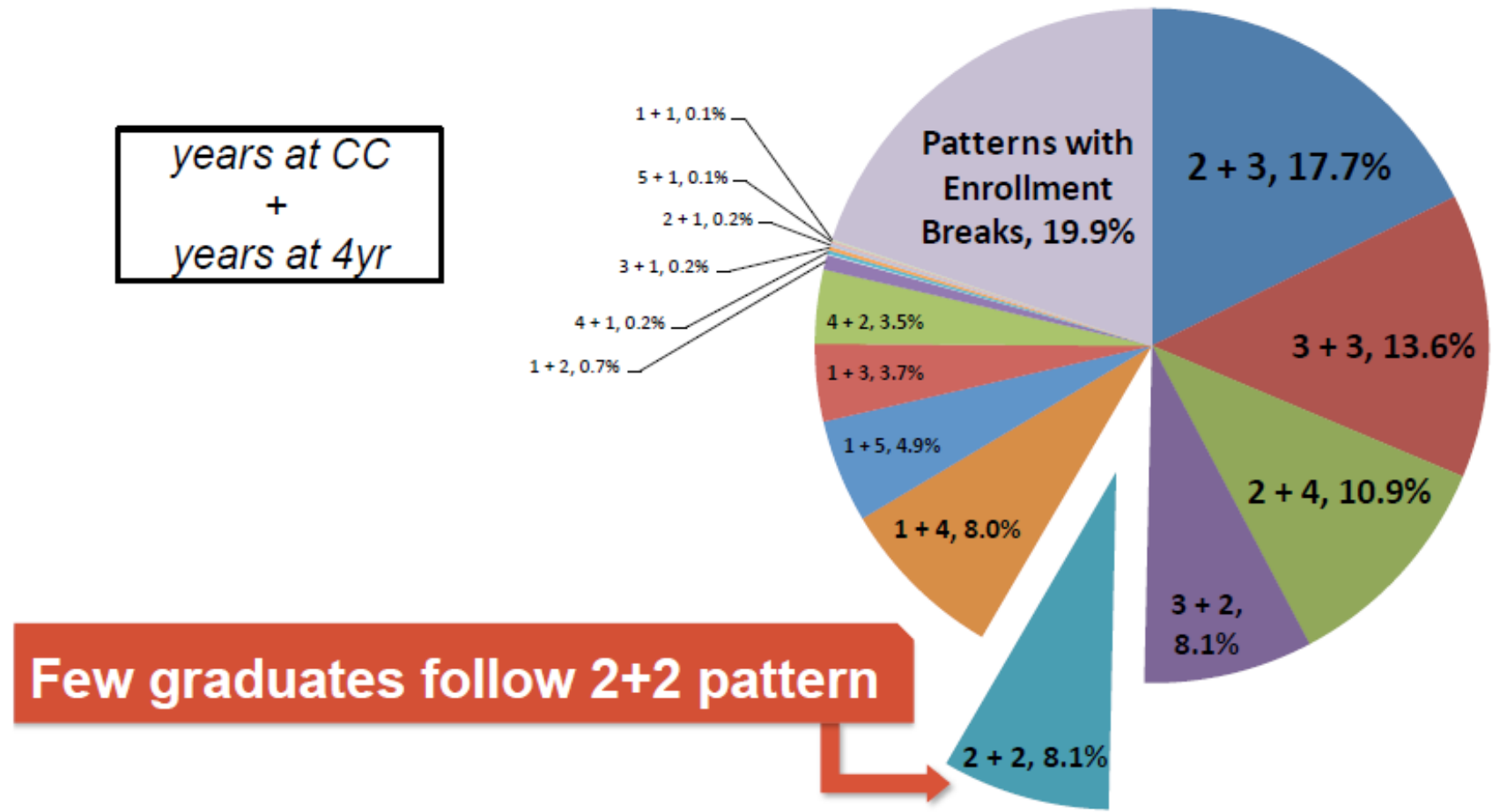
Navigating advising resources

Attending on a part-time basis

Retaining adequate financial aid to complete a bachelor's degree

Understudied Barrier: Transfer paths unclear

Enrollment Patterns among ~100K Bachelor's Degree Completers who Started at a Community College



Understudied Barrier: Transfer Credit Loss



Just **58%** of students successfully transferred 90% of their credits.



And **15%** can't transfer any credits at all.

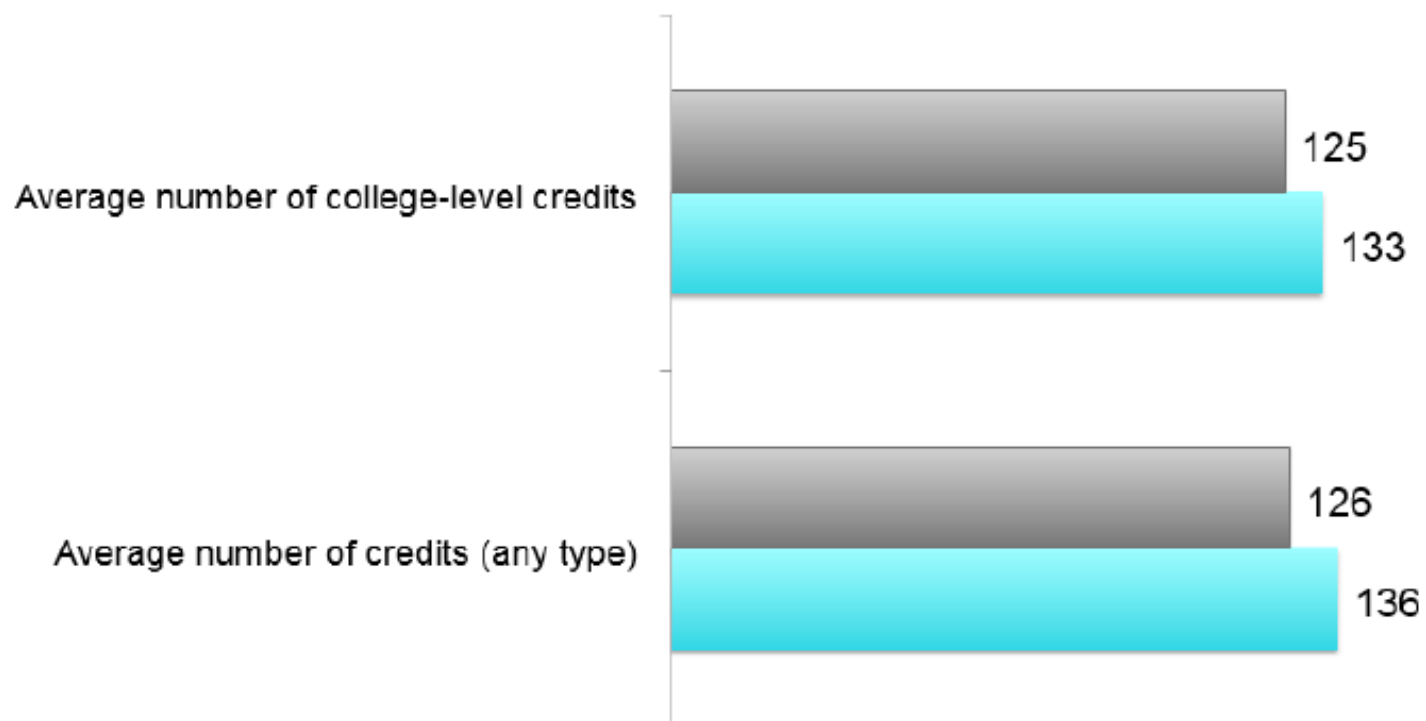


Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

Understudied Barrier: Transfer Credit Loss

VA Fall 2004 Matched 2- and 4-Year Entrants, Total Credits Earned at Graduation

■ 4-Year Entrants ■ 2-Year Entrants



What Can Help?

Identify 4-year degree seeking students as quickly as possible

Help students narrow their program interests early

Develop aligned pathways for high demand majors

Coordinate academic, career, and financial advising

Encourage faculty communication and collaboration

Thank You and Questions

Rex Fuller, President, WOU

Chair, Oregon Council of Presidents

Greg Hamann, President, LBCC

Chair, Oregon President's Council