



LBCC



TRANSFER POLICY IN OREGON

BEN CANNON, EXECUTIVE DIRECTOR, HIGHER EDUCATION COORDINATING COMMISSION

THE GOAL: SEAMLESS STUDENT PATHWAYS

“A central reason for the existence of our coordinating commission is to engineer simpler, more effective, and efficient learning pathways for students in every postsecondary sector.”

- HECC Strategic Plan, 2016-2020



WHY DOES IT
MATTER?

WHY DOES TRANSFER MATTER?

National studies find that most first-time beginning community college students—81% in recent reports—intend to transfer and earn a bachelor's degree or higher.

Yet only 11% of degree-seeking students in Oregon do complete a bachelor's degree within six years.

Sources: Horn & Skomsvold, 2011, Table I-A: <https://nces.ed.gov/pubs2012/2012253.pdf>

Jenkins & Fink, "Tracking Transfer," 2016:

<http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>

WHY DOES TRANSFER MATTER?

Nationally, transfer students are more likely to be first-generation students, members of historically underrepresented groups, and/or financially constrained than direct-entry baccalaureate degree-seeking student populations.

Students who transfer from community colleges to universities are more likely to be from lower income families than are students who enter higher education through four-year institutions, even those entering nonselective universities.

Sources: Jenkins & Fink, "Tracking Transfer," 2016:

<http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>

Bowen, Chingos, & McPherson, 2009



DEFINING THE TRANSFER “PROBLEM”

HOW ARE OREGON TRANSFER STUDENTS DOING?

We can look at the question from at least three perspectives:

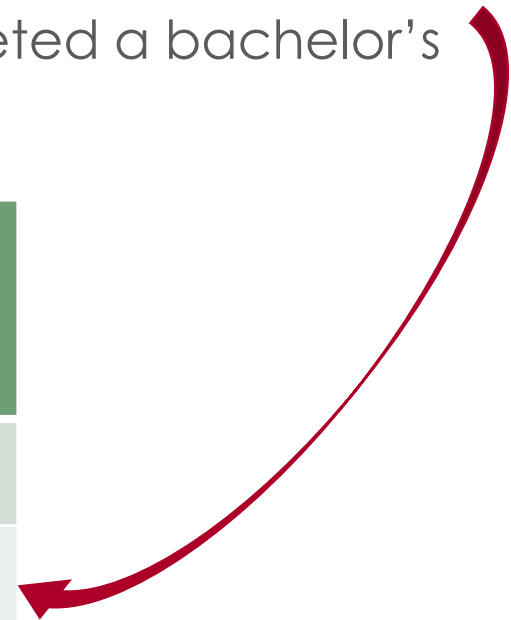
1. A wide-angle lens: data that includes all students who earned at least a quarter's worth of credit at an Oregon community college before transferring to any US baccalaureate institution.
2. A narrower view: data that focuses on students who entered Oregon public universities after having robust experience at an Oregon community college.
3. How students view the transfer process.

RELATIVELY FEW OREGON COMMUNITY COLLEGE STUDENTS COMPLETE BACHELOR'S DEGREES

Twenty-nine percent of all degree-seeking community college students in Oregon in 2007 transferred to a baccalaureate institution anywhere in the US.

Thirty-eight percent of those students completed a bachelor's degree within six years.

State	Community college transfer-out rate	Bachelor's completion rate for transfer students (all institutions)
U.S. average	33%	42%
Oregon	29%	38%
California	31%	47%
Washington	26%	49%




Source: Jenkins & Fink, "Tracking Transfer," 2016:

<http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>

RELATIVELY FEW OREGON COMMUNITY COLLEGE STUDENTS COMPLETE BACHELOR'S DEGREES

Thirty-five percent of the 2007 cohort who “transferred” into an Oregon public university after starting at a community college completed a bachelor’s degree within the six-year timeframe.

State	Community college transfer-out rate	Bachelor’s completion rate for transfer students (all institutions)	Bachelor’s completion rate for transfer students (public institutions)
U.S. average	33%	42%	42%
Oregon	29%	38%	35%
California	31%	47%	50%
Washington	26%	49%	55%

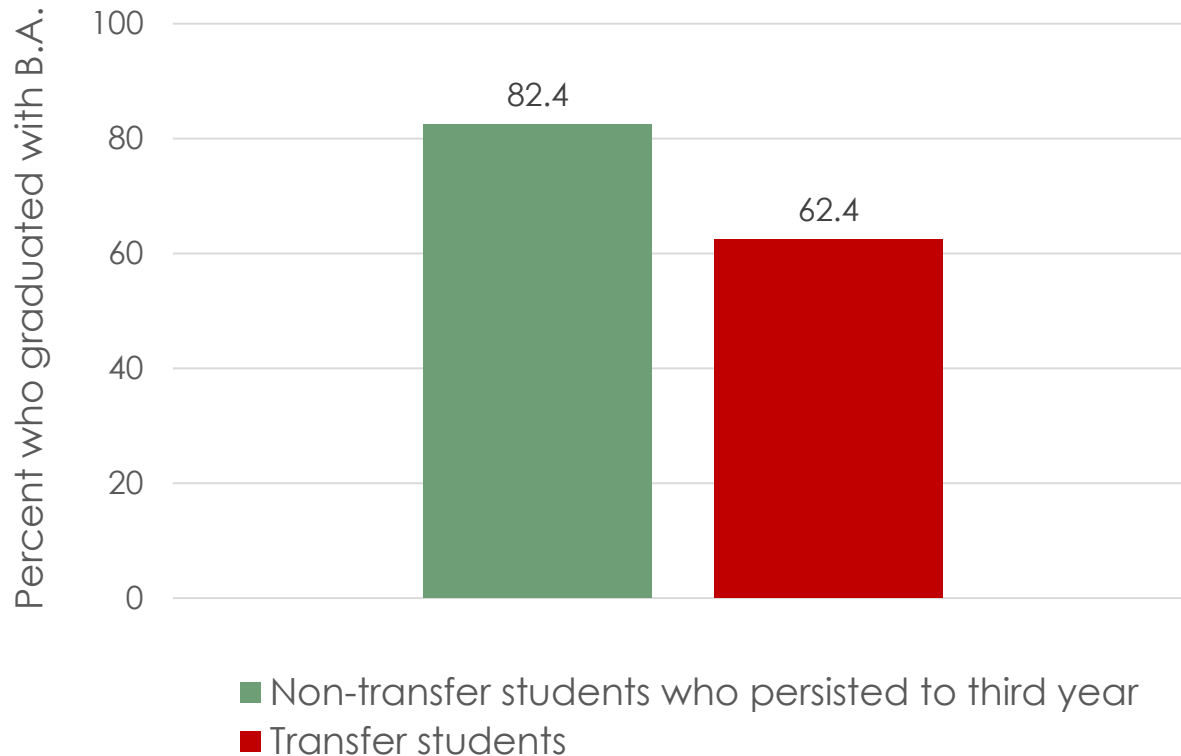


Source: Jenkins & Fink, “Tracking Transfer,” 2016:

<http://ccrc.tc.columbia.edu/media/k2/attachments/tracking-transfer-institutional-state-effectiveness.pdf>

THE MAJORITY OF “ROBUST” TRANSFER STUDENTS COMPLETE, BUT NOT AT RATES EQUIVALENT TO PEERS

Graduation rate (6-year) by transfer status, 2015-16

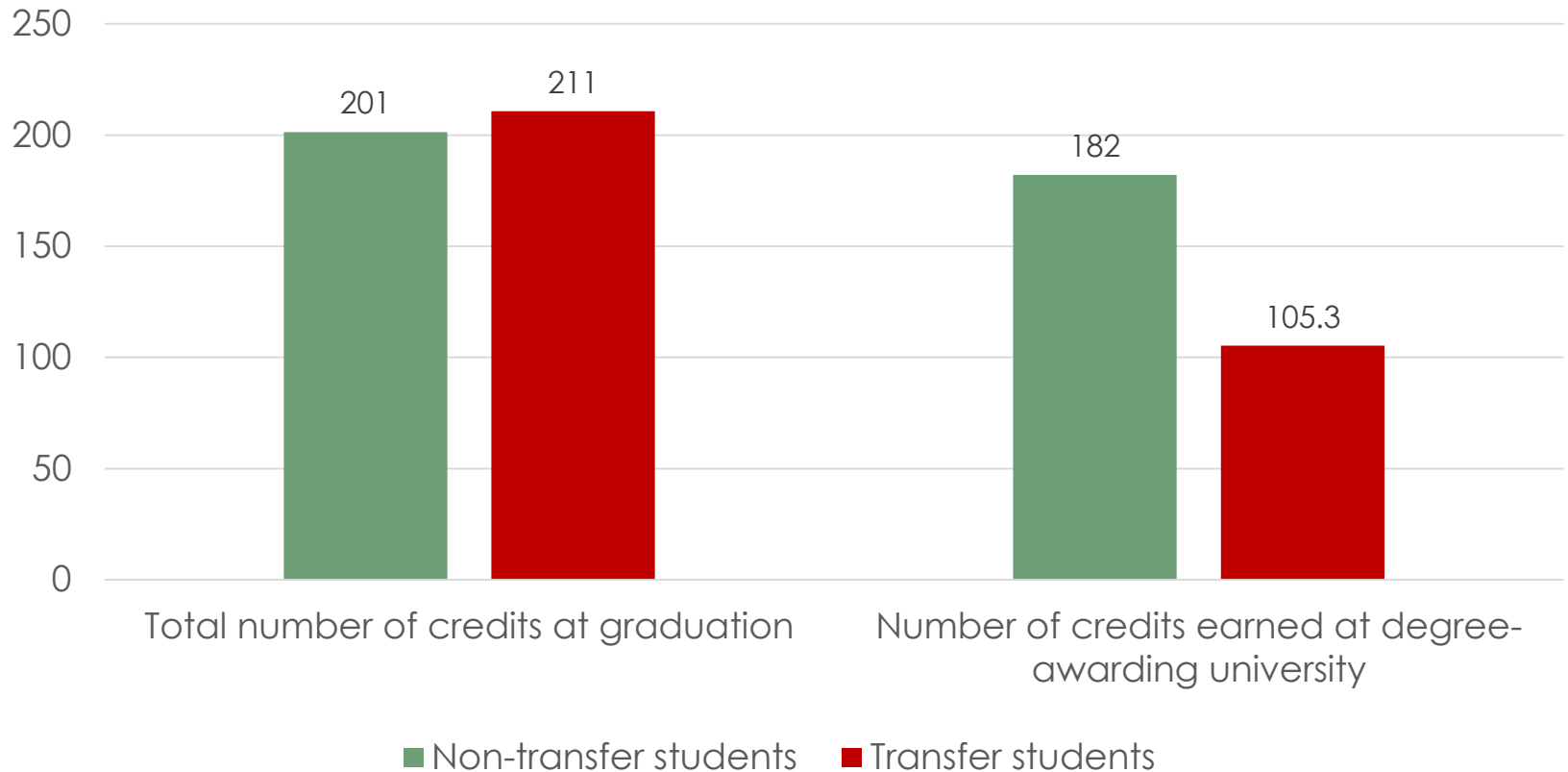


Source: HECC analysis of student-level data.

Notes: For this analysis, “transfer students” are defined as those who were admitted based on their college GPA, which generally requires having earned at least 24-36 community college credits. For transfer students, 6-year grad rates are defined as graduation within four years after transfer.

STUDENTS EARN MORE CREDITS THAN REQUIRED FOR MOST BACHELOR'S DEGREES

Average number of credits earned by Bachelor's degree recipients, Oregon Public Universities



Source: HECC analysis of student-level data.

Note: For this analysis, "transfer students" are defined as those who were admitted based on their college GPA, which generally requires having earned at least 24-36 community college credits.

MOST STUDENTS LOSE SOME CREDIT AT TRANSFER

63%

of transfer students entered universities with fewer credits than they had earned at Oregon community colleges

35%

of transfer students lost more than one term of work (15 credits)

Source: HECC analysis of student-level data.

Note: For this analysis, "transfer students" community college students enrolled either in LDC, CTE, or PSR courses and attempted at least 12 credits during the 2013-14 academic year and then enrolled in a public university in 2014-15. Community college credits earned include all credit earned since 2006-07.

HOW STUDENTS VIEW THE TRANSFER PROCESS

Students express frustration and confusion with many facets of the transfer process.

Primary barriers reported by Oregon transfer students include:

- Inadequate advising
- Perceived lack of support services after transfer
- Misunderstanding of financial aid
- Lack of coordinated, meaningful, and accurate information about transfer requirements

Source: Austin, Henson, & Wiroll, "Demystifying Higher Education Transfer: Identifying common barriers facing transfer students in Oregon," 2016: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/LegReports/UO-Transfer-qual-study-Jun-16.pdf>



WHAT IS THE
PROBLEM?

WHAT ARE THE
SOLUTIONS?

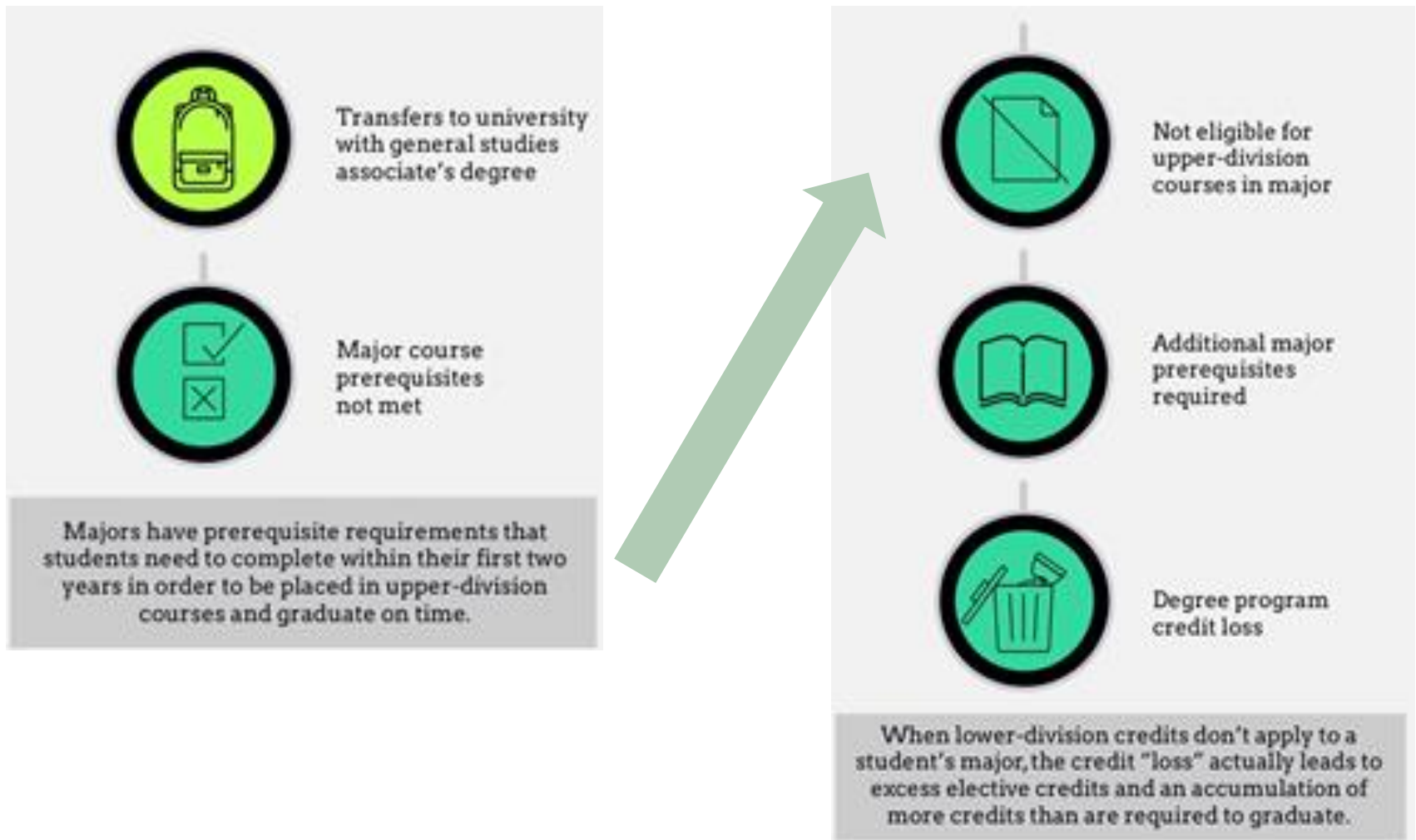
WE HAVE CONSTRUCTED A COMPLEX SYSTEM

“The new student majority requires more options for education, but greater choice without adequate support makes education seem more like a maze than a pathway.”

--HECC Strategic Plan, 2016-2020



A COMMON BARRIER TO CREDIT "TRANSFER"



Source: Hodara, Martinez-Wenzl, Stevens, Mazzeo, "Improving Credit Mobility for Community College Transfer Students," 2016: Source: <http://educationnorthwest.org/sites/default/files/resources/credit-transfer-study-report.pdf>

BARRIERS TO TRANSFER IN OREGON

The Associate of Arts – Oregon Transfer and Oregon Transfer Module do not align with majors and baccalaureate degree requirements, leading to extra credits and time to degree.

University variability within a major may start in the 100- and 200- level.

University variability in general education requirements leads to inefficiencies in the OTM, AAOT, and ASOT.

Transfer students seeking an efficient degree path are expected to select courses that align with their intended major and the degree requirements of the university to which they plan to transfer.

Students who are undecided about their intended major or baccalaureate institution—common among first-generation students—are likely to earn “excess” credits.

HOW COULD THE TRANSFER PROCESS BE IMPROVED?

Oregon students say:

- “Make the information more accessible online. I had to search quite a bit.”
- “Better advising [at my community college]... They let people fumble around with no direction...that has extended my school by an entire school year.”
- “Further explanation of what credits would or wouldn’t transfer and why. Also explain clearly the general education requirements [at my four-year university].”
- “More information about how/why my credits did not transfer and counted for nothing [at my four-year university].”

Source: Austin, Henson, & Wiroll, “Demystifying Higher Education Transfer: Identifying common barriers facing transfer students in Oregon,” 2016: <http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/LegReports/UO-Transfer-qual-study-Jun-16.pdf>



HISTORY OF TRANSFER POLICY EFFORTS

A BRIEF HISTORY OF TRANSFER POLICY IN OREGON

1987: ORS 348.470 declared as state policy the encouragement of cooperation between public universities and community colleges on issues affecting students who transfer, and the elimination of unnecessary obstacles that restrict student transfer opportunities between the two sectors

2005: SB 342 called for sweeping transfer policy changes

2011: HB 3521 established the “Transfer Student Bill of Rights and Responsibilities,” now ORS 341.430.

2013: HB 2970 added language to the statute and called for recommendations for the development of associate transfer degrees in specific areas of study *[such as ASOT-CS]*

A BRIEF HISTORY OF TRANSFER POLICY IN OREGON

2015: HB 2525 added to the existing Transfer Student Bill of Rights and Responsibilities statute by specifying additional standards related to:

- The transferability of sufficiently similar courses at community colleges and public universities
- Baccalaureate majors which require more than two years to complete following an associate transfer degree

HB 2525 also directed the HECC to convene a workgroup, initiate a research plan, and submit a report to the legislature on July 1, 2016 summarizing the results

A BRIEF HISTORY OF TRANSFER POLICY IN OREGON

1988: Associate of Arts – Oregon Transfer (AAOT) established *90 cr*

2005: Oregon Transfer Module (OTM) established *45 cr*

2008: AAOT requirements standardized across all community colleges

Incorporates and expands upon the OTM

2010: AAOT incorporation of newly-established Oregon General Education Course Outcomes

2012: Associate of Science – Oregon Transfer established *Business (2012), Computer Science (2014)*

CURRENT WORK TO IMPROVE TRANSFER

HECC staff are working with the Joint Transfer and Articulation Committee on a process to engage public universities and community colleges in an evaluation of the effectiveness of Oregon's transfer degrees and Transfer Module. Based on the data and evidence, we anticipate:

- Potential revisions to the existing degrees/general education block
- Revision to the ASOT-Business, based on recommendations from the Council of Business Chairs and Deans
- Potential transfer degree in Biology
- Potential transfer degree in Education