



LBCC



IMPROVING TRANSFER PATHWAYS 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



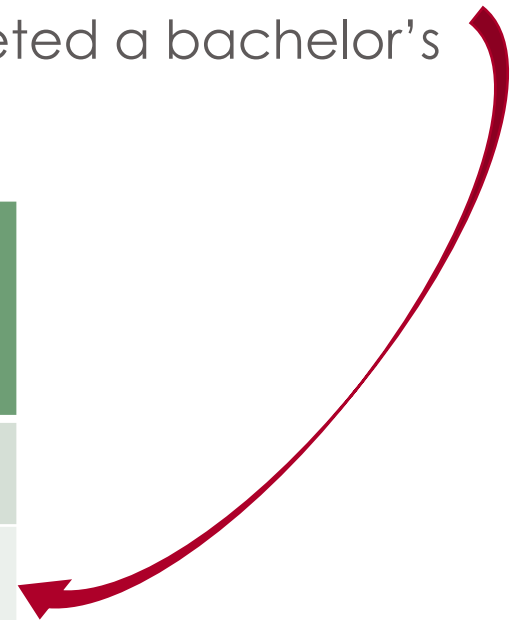
DEFINING THE TRANSFER “PROBLEM”

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%

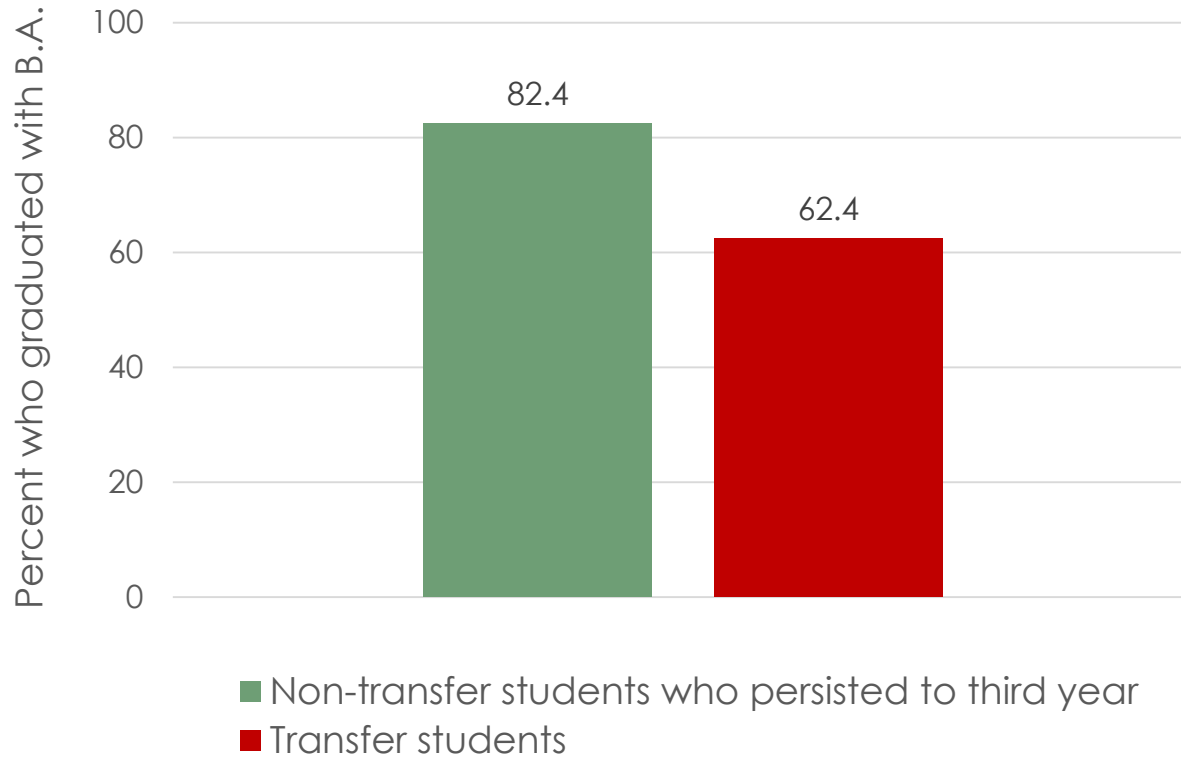


Source: Jenkins & Fink, “Tracking Transfer,” 2016:

<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

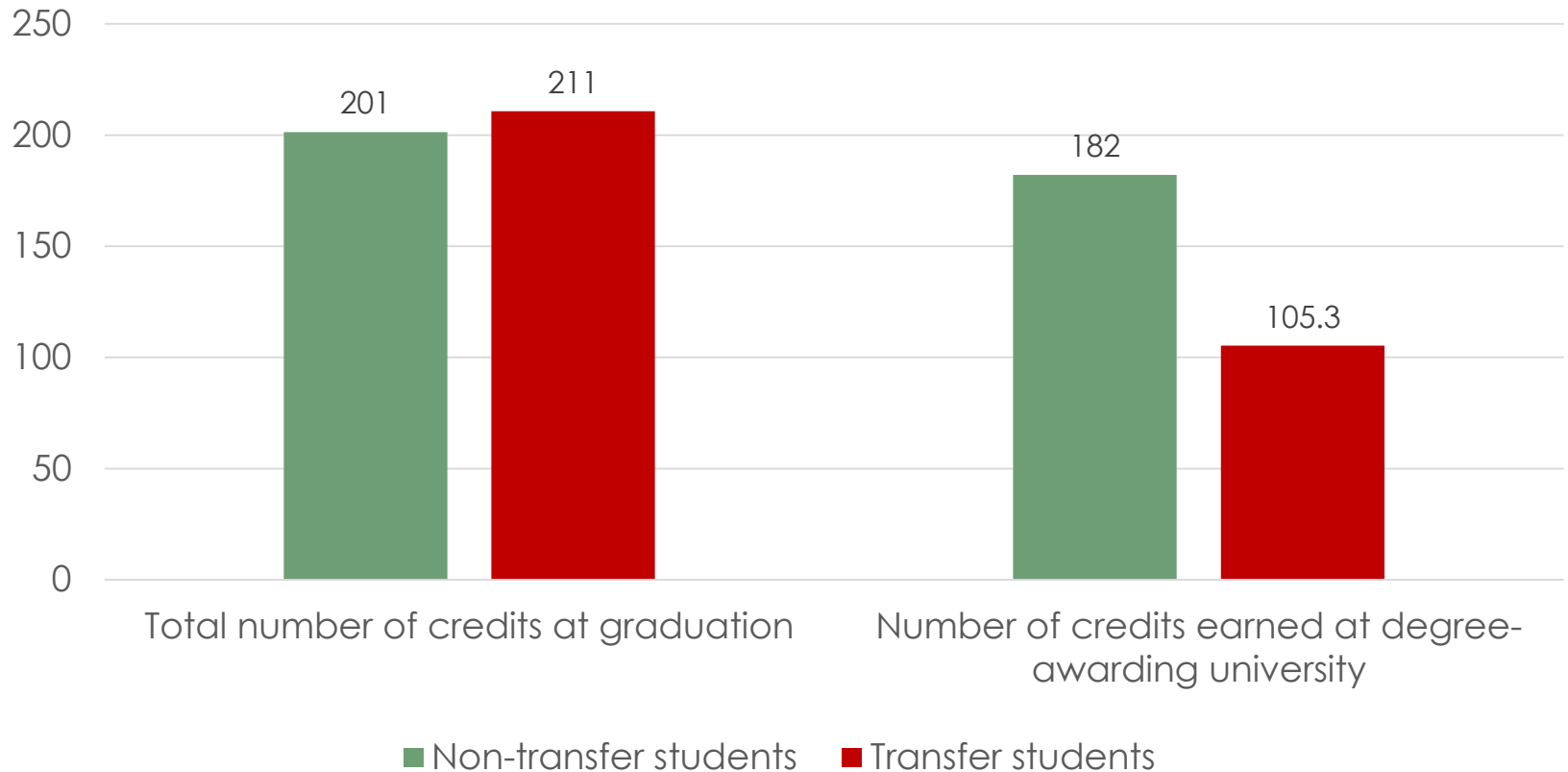


Source: HECC analysis of student-level data.

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>