



Transfer Achievements and Challenges

Senate Interim Committee on
Education

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Transfer practices sustain inequities

- Oregon public universities have a 22 percentage point graduation gap between first-time freshman (84%) and transfer students who matriculate with 90+ credits (62%)
- In transfer nationwide, 45% of White community college students transfer in six years compared to only 31% of African American and Latinx students
- Nationally, 37% of students successfully transfer. In Oregon, 26% of community college students transfer to a 4-year institution within six years
- Many first-generation students have little knowledge of the process, believe credits will transfer, and expect colleges will guide them in transferring
- Transfer challenges impact university students as well. In Oregon, 40% of students who begin at a 4-year transfer to another college or university
- **Lower bachelor completion rates for transfer students is a systemic problem**

What have colleges, universities and HECC done to improve transfer?



Oregon Transfer Compass

BETTER MAPS

- Core Transfer Maps (CTM)
- Major Transfer Maps (MTM) in Elementary Education, English Literature and Biology, Business, Computer Science and Criminal Justice in process
- Student facing communication tools

STRAIGHTER ROADS

- Increased course level alignment (BA211)
- Integration of AB/IB scores into transfer process
- Background research on Common Course Numbering and alignment in other states

ACCOUNTABILITY

- Formed the Oregon Transfer Articulation Committee (OTAC)
- Convened Empowered Administrators from colleges and universities
- MOUs for MTMs signed by all 24 institutions

Where does transfer work still need to improve?



ALIGN PROGRAMS

- Major Transfer Maps contain multiple footnotes to accommodate individual departmental requirements

ALIGN AT THE COURSE LEVEL

- Current MTMs do not align course content or outcomes, leading to excess credit for transfer before completion of associate's degree

IMPROVE ACCESS & ADOPTION

- Students do not have clear, easily accessible transfer information
- The variance in MTMs makes advising and auditing complex and labor intensive

CLARIFY ACCOUNTABILITY

- HB 2998 does not make clear enough the expectation and mechanism for alignment, or consequences for not following the law

Recommended next steps in transfer work

Deep alignment

Develop a system of Common Course Numbering and Alignment for lower division general education and popular majors

- Ensure alignment of lower division major requirements across institutions

Clear Accountability

Legislative expectation for alignment at course and major levels

- Clearly understood deadlines and decision points
- Mechanism for ensuring alignment resolving disputes

Questions?

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