



LBCC



TRANSFER POLICY IN OREGON: DATA AND MOTIVES FOR ACTION

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OREGON HECC

Today's presentation comes from multiple data sources and reports, compiled by HECC's various offices:

- Office of University Coordination
- Office of Research and Data
- Office of Community Colleges and Workforce Development
- Office of the Executive Director, Communication, & Legislative Policy

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:

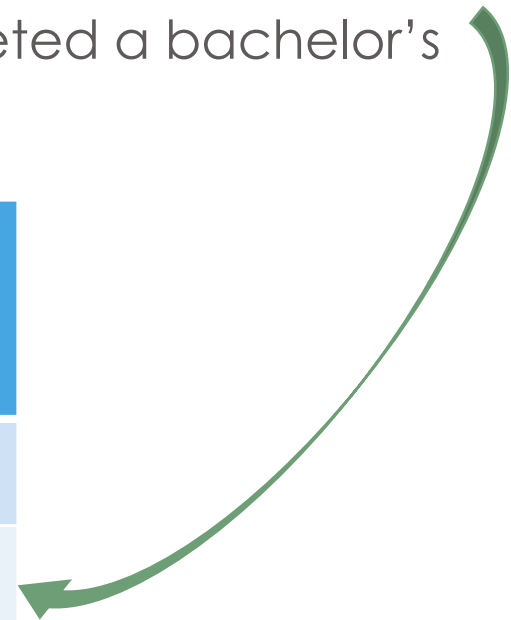
1. A wide-angle lens: data that includes all students who earned at least a quarter's worth of credit at an Oregon community college before transferring to any US baccalaureate institution.
2. A narrower view: data that focuses on students who entered Oregon public universities after having robust experience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

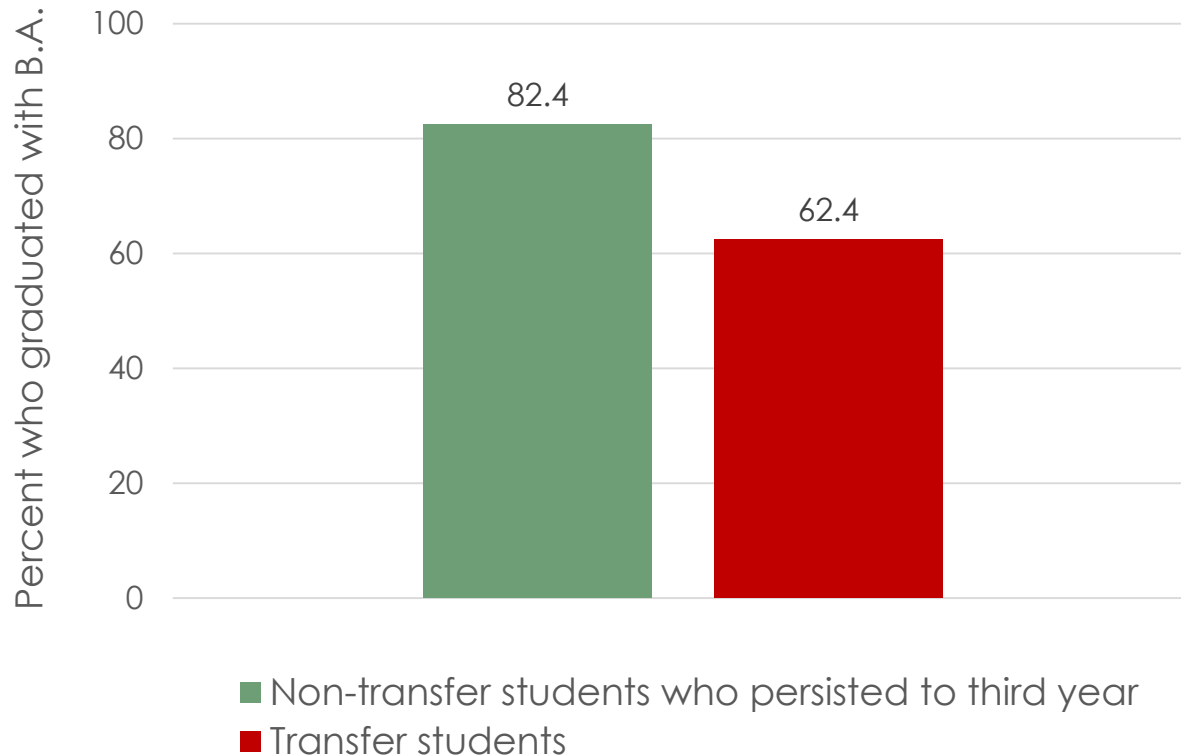


Source: Jenkins & Fink, “Tracking Transfer,” 2016:

<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

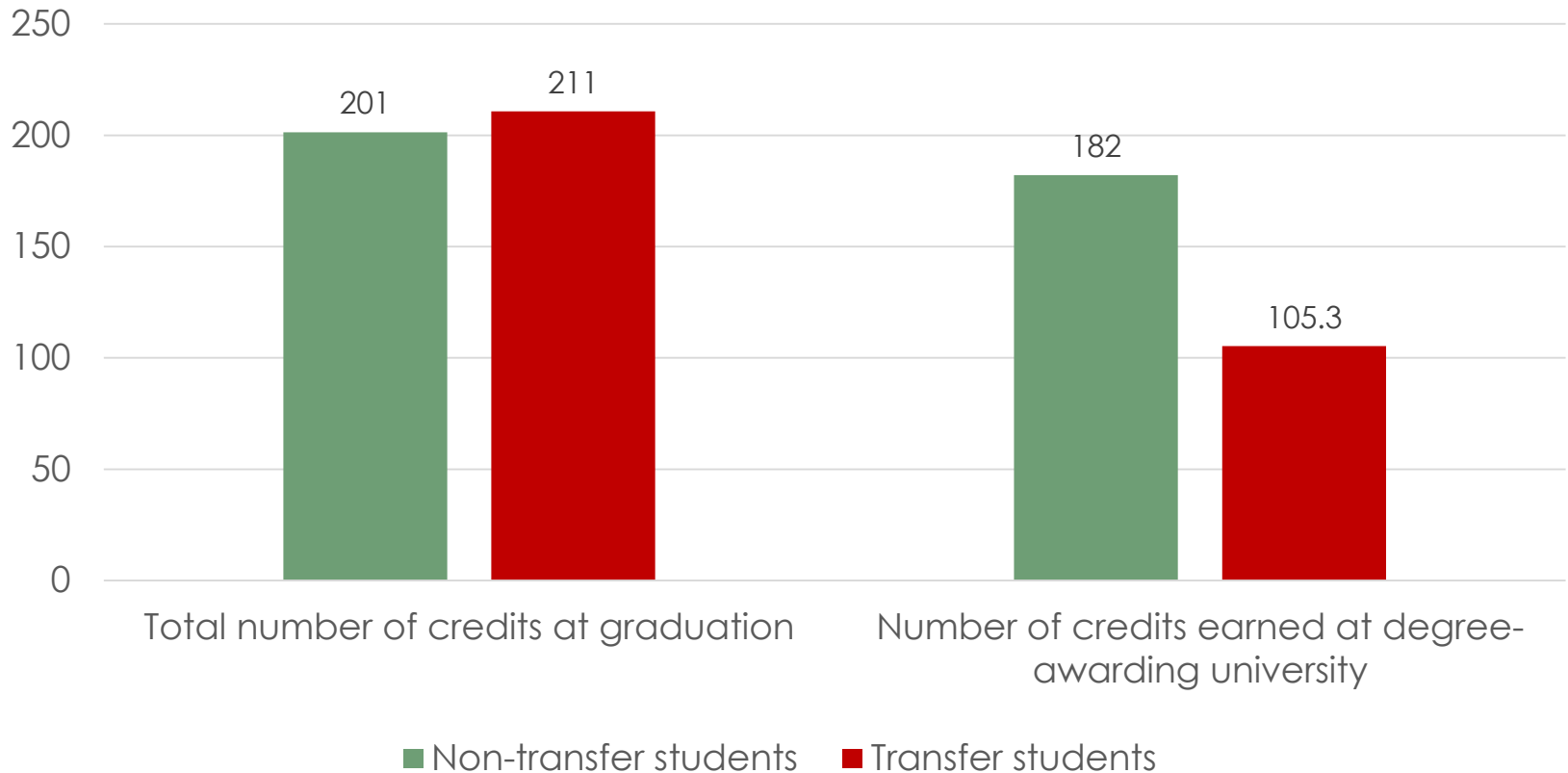


Source: HECC analysis of student-level data.

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.

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>

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.



WHAT IS THE
PROBLEM?

WHAT ARE THE
SOLUTIONS?

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]*

THE TRANSFER “AUTHORITY GAP”

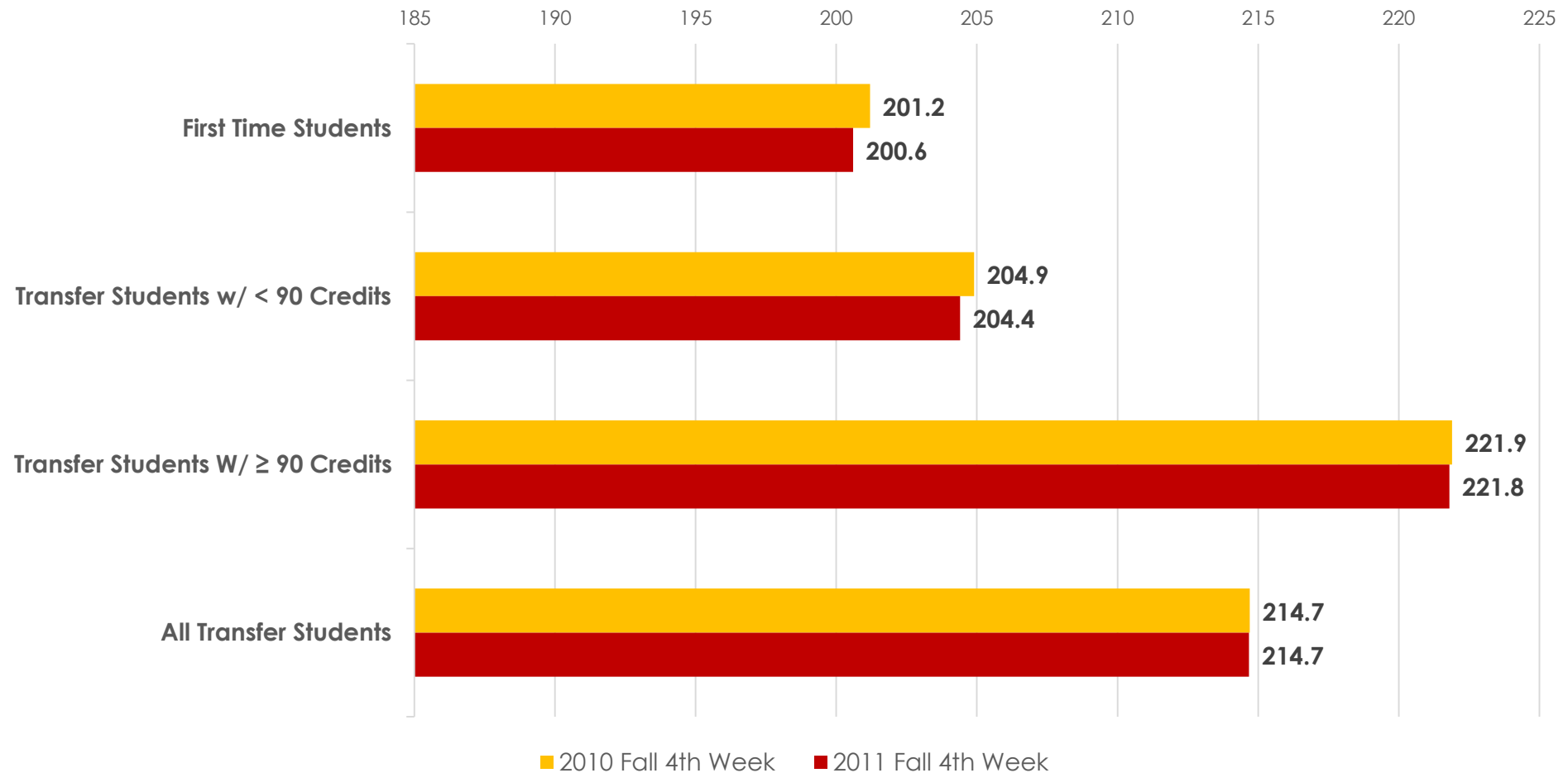
- HECC’s authority is circumscribed within ORS 350 – no implied authority to regulate transfer policy.
- Without the State Board of Higher Education or the Chancellor’s Office authority, institutions are free to create their own transfer policies unilaterally or in the form of bilateral agreements.
- In order to make the case for strong legislation to bring the two sectors together, we needed stronger evidence than we had been able to gather in the past.

WHAT IS “LOST CREDIT”? AND OTHER DEFINITIONS

- There is no state-wide agreed upon definition as to what constitutes a “transfer student” – universities use their own definition when they report on “transfer students.”
- We are not able to track a single transfer student easily through the education pipeline – identity matching is difficult.
- Credits are rarely “lost” altogether – that is, never applied. Rather, they are applied to degree, but not always applied to degree requirements, resulting in high levels of “excess credit” per degree – resulting in more expense, longer time, more debt.

CREDIT LOSS AND ACCUMULATION (MOST BACHELORS DEGREES = 180 CREDITS)

Average Credits Upon Completion



■ 2010 Fall 4th Week ■ 2011 Fall 4th Week

MAJOR MANDATES OF HB 2998 (2017)

Development of one or more “foundational curricula”

HECC report to Legislative Assembly (Feb 1, 2018)

Community college and university joint report to Legislative Assembly on advising (June 1, 2018)

Development of major-specific unified statewide transfer agreements, or “USTAs” (i.e. guided pathways)

EXCESS CREDIT: TOP 20 BY MAJOR (4 DIGIT CIP)

Major Course of Study at Completion	Average Excess Credits	Rank (20 = Highest)	Score (Rank X 4)
1408-Civil Engineering	27.7	20	80
5109-Allied Health Diagnostics, Intervention, and Treatment	25.6	19	76
1101-Computer & Info Sciences, Gen	24.4	18	72
0301-Natural Resources Conservation & Research	20.3	17	68
1419-Mechanical Engineering	19.7	16	64
3099-Multi/Interdisciplinary Studies, Other	18.2	15	60
1312-Teacher Education/Professional Development, Levels & Method	17.8	14	56
3105-Health & Physical Education/Fitness	16.8	13	52
5214-Marketing	13.3	12	48
4506-Economics	12.8	11	44
2301-English Language & Literature, General	12.3	10	40
5122-Public Health	11.3	9	36
4301-Criminal Justice & Corrections	10.8	8	32
5007-Fine and Studio Arts	10.7	7	28
4501-Social Sciences, General	10.1	6	24
1107-Computer Science	9.8	5	20
1907-Human Development/Family Studies/Related Services	9.7	4	16
2401-Liberal Arts & Science, General Studies/Humanities	9.6	3	12
2601-Biology, General	9.5	2	8
5203-Accounting & Related Services	9.5	1	4

OTHER FACTORS AND LIMITATIONS

- Popularity among transfer students
- Workforce demand
- Equity – difficult to quantify

Limitations of Excess Credit as a metric of transfer system efficiency:

- We don't know how much of the excess credit generated is due to policy misalignment
- We cannot do transcript-level analysis without cooperation of the institutions
- It will take years to know if the new guided pathways will have an effect.