

Docket Item:

Postsecondary Student Transfer Report (HB 2998, 2017)

Summary:

In 2017, the Oregon Legislature passed HB 2998, which directs the Higher Education Coordinating Commission (HECC) and community colleges and universities listed in ORS 352.002 to streamline transfer pathways between Oregon's public community colleges and universities.

Included in the legislation is a requirement that the HECC submit an annual report to the Legislative Assembly, that:

- For each unified statewide transfer agreement established under ORS 350.404, contains a report on the number of academic credits that were successfully transferred in that major course of study by students who transfer from a community college to a public university;
- To the extent relevant data is available, the commission shall report annually to the Legislative Assembly on whether existing unified statewide transfer agreements are meeting the goals set forth in ORS 350.404 (2) which include minimizing student debt, increasing transfer rates, decreasing excess credits, and maintaining standards of intellectual and academic rigor.

Because implementation of HB 2998 mandates are in an early phase, data are not yet available to examine the success of transfer tools. Instead, this report provides:

- A brief history on HB 2998 for context;
- An update on implementation of House Bill 2998;
- Identifies some of the challenges and;
- Makes recommendations.

Materials:

Postsecondary Student Transfer Report (HB 2998, 2017) attached.

Staff Recommendation:

Staff recommends the Commission move to approve the Postsecondary Student Transfer Report (HB 2998, 2017) for submission to the Legislative Assembly.

HOUSE BILL 2998 (2017): IMPLEMENTATION PROGRESS

December 2019



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ACRONYMS: ORGANIZATIONS AND STATEWIDE AGREEMENTS

AAOT	Associate of Arts Oregon Transfer: a 90 credit statewide transfer degree
ASOT-B	Associate of Science Oregon Transfer – Business: a 90 credit statewide transfer degree for potential Business majors
ASOT - CS	Associate of Science Oregon Transfer – Computer Science: a 90 credit statewide transfer degree for potential Computer Science majors
CIA	Council of Instructional Administrators (Community College)
CSSA	Council of Student Service Administrators (Community College)
FC	Foundational Curricula: groups of eight general education courses, equivalent to at least 30 credits that transfer to any public university in Oregon and apply to the university’s degree requirements. This has been rebranded and is now referred to as a Core Transfer Map
IFS	Inter-institutional Faculty Senate: a group of faculty senators from the seven public universities and Oregon Health Sciences University
JTAC	Joint Transfer Articulation Committee: a group of administrators, faculty, and advisors that advises HECC on cross-sector transfer and articulation
OAAA	Oregon Academic Advising Association
OCCA	Oregon Community Colleges Association: a community colleges advocacy and policy non-profit organization
OCOP	Oregon Council of Presidents: a voluntary association of public university presidents
OEA	Oregon Education Association: a union representing community college faculty
OPC	Oregon Presidents’ Council: a voluntary association of community college presidents
OSA	Oregon Student Association: a student-led advocacy non-profit organization
OTM	Oregon Transfer Module: a 45 credit suggested first year curriculum for community college students who plan to transfer to a public university
USTA	Unified Statewide Transfer Agreement: a 90 credit, major specific statewide transfer tool which has been rebranded and is now referred to as a Major Transfer Map

EXECUTIVE SUMMARY

House Bill 2998 (2017), directs the Higher Education Coordinating Commission (HECC) and community colleges and universities listed in ORS 352.002 to streamline transfer pathways between Oregon's public community colleges and universities. Included in the legislation is a requirement that the HECC submits an annual report to the Legislative Assembly, that:

- For each unified statewide transfer agreement established under ORS 350.404, contains a report on the number of academic credits that were successfully transferred in that major course of study by students who transfer from a community college to a public university;
- To the extent relevant data is available, the commission shall report annually to the Legislative Assembly on whether existing unified statewide transfer agreements are meeting the goals set forth in ORS 350.404 (2) which include minimizing student debt, increasing transfer rates, decreasing excess credits, and maintaining standards of intellectual and academic rigor.

Because implementation of HB 2998 mandates are in an early phase, data are not yet available to examine the success of transfer tools. Instead, this report provides:

- A brief history on HB 2998 for context;
- An update on implementation of House Bill 2998;
- Identifies some of the challenges and;
- Makes recommendations.

INTRODUCTION

BACKGROUND

Oregon transfer students have lower rates of successful transfer compared to their national peers, and relative to first-time freshman in Oregon they are less likely to graduate from college¹ and more likely to graduate with excess credits.^{2,3} For example, only 26% of Oregon community college students transfer to a 4-year institution within six years, compared to 37% nationally. Additionally, transfer is not equitable: according to national data 45% of White students transferred within six years of enrollment, compared to just 31% of African American and Hispanic/Latinx students (similar comparisons were not available for Oregon at the time of this report).⁴

The most common transfer pathway in Oregon is from a two-year public college to a four-year public college (26% of resident undergraduates at Oregon public universities transferred from a community college)⁵. This pattern reflects national trends. A recent study on credit loss estimated that when students transfer from a public two-year college to a public four-year college, they lose an average of 22 semester credits or 33 quarter credits in the process. Because Oregon universities use the quarter system, this means on average transfer

¹ A look at the six-year graduation rates in Oregon of first-time freshman compared to transfer students with comparable credits, reveals that transfer students have a graduation rate of 52% compared to a 76% graduation rate for first-time freshman (Higher Education Coordinating Commission Office of Research & Data, University Student Records data, Fall 2010 cohort)

² Higher Education Coordinating Commission Office of Research & Data, University Student Records data, Fall 2010 cohort.

³ Excess credit is defined as, “A credit that does not fulfill any relevant academic requirements for a given student, including: a) Strict graduation requirements, such as for primary major, bachelor’s, and general education; b) Elective credits needed beyond those strict graduation requirements to meet overarching credit requirements (total credits, upper division credits); and c) Requirements for a desired auxiliary academic program, such as an additional major, minor, or pre-professional program, even if this would require credits in excess of overarching credit requirements” (Cox, Amy. 2018. Oregon Community College to University Transfer. Slide 11. Presentation to the USTA Launch Meeting. https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/USTA_Launch_Full_SlideDeck_04.06.2018.pdf)

⁴ Crisp, Gloria. 2019. College to University Transfer Systems. Slides 2-3. Presentation to the Senate Interim Committee on Education. <https://olis.leg.state.or.us/liz/201911/Downloads/CommitteeMeetingDocument/206707>

⁵ Cox, Amy. 2018. Oregon Community College to University Transfer. Slide 11. Presentation to the USTA Launch Meeting. https://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2998/USTA_Launch_Full_SlideDeck_04.06.2018.pdf

students could be spending as much as \$26,000 more than typical first-time freshman at University of Oregon, \$24,000 more than typical first-time freshman at Oregon State University, and \$20,000 more than typical first-time freshman at Portland State University to complete the same degree.⁶ Taken together, transfer students are spending more time and money with lower rates of success, and this disproportionately impacts students who may be least able to afford college.

While a number of factors contribute to differences in transfer rates, graduation rates, and credit loss, such as lack of access to quality advising, and student uncertainty over choice of major, one clear area where state policy can make a difference in the lives of students is through streamlining complex institutional pathways and clarifying requirements to ease transfer for students.⁷ In Oregon, students have had access to statewide transfer tools such as the 90-credit Associate of Arts Oregon Transfer (AAOT), the 90-credit Associate of Science Oregon Transfer (ASOT), and the 45-credit Oregon Transfer Module (OTM). Additionally, the Legislature passed a “Transfer Student Bill of Rights” in 2011, which established methods to resolve credit transfer issues. Still, these tools may inadvertently encourage students to accumulate of excess credits, and some students still find their credits are only accepted on a course-by-course basis.⁸

House Bill 2998 (HB 2998) was passed in 2017 and directs the Higher Education Coordinating Commission (HECC) and Oregon’s community colleges and public universities listed in in ORS 352.002 to improve transfer pathways between two-year public colleges to four-year public universities. Specifically, HB 2998 includes the following mandates:

- The HECC shall convene community colleges and universities to develop common foundational curriculum/a available to students by 2018-2019 academic year;
- Community colleges and universities shall develop unified statewide transfer agreements (USTAs) for each major course of study (3 USTAs per year);
- The HECC shall inform and engage students and schools on status and developments;
- The HECC shall report annually to Legislative Assembly, when data is available, on progress toward goals of unified statewide transfer agreements and;

⁶ Taylor, Jason. 2019. Credit Loss and State Transfer Pathways. Slides 2-4. Presentation to the Senate Interim Committee on Education.

<https://olis.leg.state.or.us/liz/2019I1/Downloads/CommitteeMeetingDocument/206741>

⁷ Taylor, Jason. 2019. Credit Loss and State Transfer Pathways. Slides 2-4. Presentation to the Senate Interim Committee on Education.

<https://olis.leg.state.or.us/liz/2019I1/Downloads/CommitteeMeetingDocument/206741>

⁸ The ASOT and the AAOT were designed to meet all lower division general education requirements at all seven Oregon public universities. However, to satisfy the disparate general education requirements across all institutions, each degree contains more-lower division general education than is necessary at any one institution—resulting in excess credits for transfer students.

- The HECC shall convene community colleges and universities to ensure continued alignment of established unified statewide transfer agreements.

HB 2998 (2017) addresses some of the unintended shortcomings of prior statewide transfer tools, such as excess credits, through its mandates. The HB 2998 foundational curriculum (FC) requirement of 30 credits of general education specifies that the FC must count toward degree requirements (rather than electives) and is intended to ease general education credit transfer. The requirement that colleges and universities develop three USTAs per year is a requirement intended to provide students with a tool that guides them within a particular major, and is a significant departure from the general education focused transfer tools of the past. USTAs must be designed so that students can transfer with no lost credit or unnecessary repeated coursework. USTAs also must be designed so that students who successfully complete them will have junior standing in the major course of study.

This report is the first annual report on HB 2998 (2017) progress toward the goals of the unified statewide transfer agreements. The requirements outlined in state statute ask for an annual report on:

- The number of academic credits, for each USTA, that were successfully transferred in that major course of study from a community college to a public university;
- A comparison of the number of credits upon completion of a bachelor's degree between first-time freshman, and transfer students who successfully completed a USTA and transferred to a public university;
- Transfer rates of community college students;
- Whether USTAs are helping to minimize student debt and;
- The extent to which USTAs are maintaining standards of intellectual and academic rigor at community colleges and public universities,

However, HB 2998 (2017) implementation work is in an early phase and the required data are not currently available. Instead, this report will provide an update on implementation progress on foundational curriculum and unified statewide transfer agreements.

THE OREGON TRANSFER & ARTICULATION COMMITTEE

Background: Transfer Workgroup

To satisfy HB 2998's mandates, the HECC convened a Transfer Workgroup comprising faculty and staff from Oregon's community colleges, public universities, and related stakeholder groups. The HECC consulted with academic leadership in both the community college and public university sectors throughout the state, such as the Provosts Council and the Council of Instructional Administrators (CIA).⁹ The final composition of the

⁹ The group also consulted with the Council of Student Services Administrators (CSSA), Joint Transfer and Articulation Committee (JTAC), Oregon Academic Advising Association (OAAA), Oregon Community College Association (OCCA), Oregon Council of Presidents (OCOP), Oregon Education Association (OEA) and Oregon Student Association (OSA) to request nominations for membership on the Workgroup.

Transfer Workgroup included representation from each of the seven public universities and seven of the community colleges – some of whom also represented stakeholder groups – the Commission, the Chief Education Office, Oregon Community College Association (OCCA), Oregon Council of Presidents (OCOP), and Oregon Student Association (OSA). The Workgroup also included as an observing member a representative from the state’s private non-profit colleges.

The Transfer Workgroup was tasked with: 1) establishing one or more foundational curricula; 2) recommending the first three major courses of study for unified statewide transfer agreements, and the criteria on which that and future determinations are based; 3) providing counsel to the HECC on the creation of a definition of “lost academic credit” for the HECC’s report to be submitted to the Legislative Assembly by February 1, 2018; and 4) providing counsel to the HECC on whether the recommended foundational curricula established should be transferable for students who transfer from one community college to a different community college or from one public university to a different public university.

The Transfer Workgroup successfully completed the required tasks. First, the Transfer Workgroup determined a best measurable alternative to “lost academic credit”. After extensive deliberation over operationalization considerations, such as data constraints, the group decided that the best way to measure “lost academic credit” was through a measure of “excess credit” which they defined as “the difference in the average total number of credits at degree completion between transfer students and first-time freshmen.” Second, the workgroup also fulfilled their charge to create and make policy recommendations for foundational curriculum. Specifically, the workgroup recommended prioritizing community college to public university transferability over community college to community college transferability considerations. The workgroup also finalized the foundational curricula (FC) in the spring of 2018, which allowed the FC to be available across all Oregon community college campuses by January of 2019.

The final charge of the workgroup was to establish criteria and a ranking system for selecting USTAs. Legislation specified that the workgroup must include major disciplines with the highest workforce demand and major disciplines with the highest enrollment among students who transfer from a community college to a public university. The workgroup, however, also decided that other factors were important to consider and included the following criteria in determining USTA selection: excess credit upon completion for transfer students compared to first-time freshmen; the feasibility of establishing a USTA (based on factors such as known curricular challenges, the existence of a group or groups already conducting similar work, etc.); the equity of the major course of study (based on factors such as enrollment at the point of transfer and at completion of underserved students, and the disparity between those numbers; and disciplinary variety to ensure a balance of STEM, social science, humanities, etc. major courses of study among the USTAs to be established (this process is detailed in the January 2018 [report to the legislature](#)¹⁰). Using a weighted two-stage ranking system and the agreed upon criteria to determine the first USTAs, the workgroup selected biology, business, elementary education, and English literature.

From JBAC to OTAC

¹⁰ Higher Education Coordinating Commission. 2018. House Bill 2998 (2017): Post Secondary Student Transfer. Report to the Legislature. <https://www.oregon.gov/highered/research/Documents/Reports/HB-2998-2017-Report.pdf>

In 1992, the Joint Boards Articulation Committee (JBAC) was established to promote cooperation and collaboration among all education sectors in Oregon: K-12, community colleges, and baccalaureate-granting institutions. In 2015, following the reorganization of Oregon's governmental education bodies and establishment of the HECC and its supporting agency, JBAC was disbanded and replaced with the Joint Transfer and Articulation Committee (JTAC). Whereas JBAC acted as a direct advisory body to HECC commissioners and engaged in some commission-level work, JTAC advised HECC agency staff directly on policy regarding student transfer among Oregon community colleges and public universities.

During the course of the HB 2998 Transfer Workgroup's work, it became clear that a formal group needed to be established to continue the coordination, advising, and maintenance of Oregon's transfer policies, tools, and communications. While JTAC performed many of these duties, though not in regard to the products of HB 2998, there was concern that JTAC lacked the representation, particularly of institutional faculty, to fulfill this role. JTAC and the Transfer Workgroup agreed to merge and form a new body in 2018: the Oregon Transfer and Articulation Committee (OTAC).

The merger of the two groups created a well-balanced transfer workgroup designed to facilitate collaboration across functional roles in Oregon's postsecondary sector. While OTAC strives for membership from a diversity of colleges and universities, members represent their functional role, not their institution. Post-merger, when roles or institutions were not represented, the HECC followed the same process for recruitment used for the HB 2998 Transfer Workgroup, where academic leadership, such as the Provosts Council and the Council of Instructional Administrators (CIA), were consulted in order to obtain a diverse, cross-sector representation of roles in higher education—including advisors, faculty, registrars, and institutional research staff.

OTAC's main charge is to ensure effective coordination and collaboration among sector leaders and provides information and recommendations to HECC staff, universities, and community colleges on issues related to postsecondary student transfer.

OTAC Progress

OTAC has met a total of ten times from August of 2018 through November of 2019 and has successfully accomplished the following tasks:

- Approved an Implementation Guide to help stakeholders both understand and implement HB 2998 FC and USTAs;
- Approved the Biology USTA on November 27, 2018 before the state-mandated deadline of December 1, 2018;
- Approved the English Literature (BA) USTA on March 15, 2019 before the state-mandated deadline of April 1, 2019;
- Approved the Elementary Education (BS) USTA on October 18, 2019 before the state-mandated deadline of December 1, 2019;
- Reviewed and provided recommendations on memorandums of understanding drafted for USTA's;

- Reviewed and provided recommendations on USTA variance guidance document—a document that establishes agreed upon standards of curricular variance in USTAs;
- Recommended new USTAs: Computer Science, Criminal Justice, and Business and;
- Recommended the creation of transfer associate degrees for newly developed major pathways.

While OTAC in collaboration with HECC staff has accomplished much in the past year, the group has also laid out an ambitious agenda for the winter and spring of 2019-2020. For example, three small groups have formed: one is comprised of OTAC members, students, and HECC staff who will meet to help determine the technological needs necessary to support the new transfer tools of HB 2998. The second small group comprised of OTAC members and HECC staff is tasked with identifying challenges and making recommendations over general education transferability. The third small group will work with HECC staff and communications consultants to generate student-friendly HB 2998 communications tools, such as transfer templates, videos explaining the new transfer tools, infographics for social media use, and a one-page document that helps explain USTAs. Lastly, a launch meeting will take place to introduce new USTA groups to their charge, and work on the new USTAs will begin.

REBRANDING

In 2018, the HECC contracted with a marketing firm to rebrand the Foundational Curricula and Unified Statewide Transfer Agreements in an effort to make these tools more intuitive and accessible to students, advisors, and other prospective users. After consultation with members of the Transfer Workgroup and several community college students, the HECC agreed to the following: 1.) Foundational Curricula became Core Transfer Maps; 2.) Unified Statewide Transfer Agreements became Major Transfer Maps and; 3.) The suite of statewide transfer tools in Oregon, including Core Transfer Maps, Major Transfer Maps, AAOT, ASOT, and OTM, should now be called the Oregon Transfer Compass. The rebranding effort also led to the development of a logo made in the colors of the state flag as seen in Figure 1. Hereafter, Foundational Curricula and Unified Statewide Transfer Agreements will be referred to as Core Transfer Maps (CTMs) and Major Transfer Maps (MTMs).

CORE TRANSFER MAPS

HB 2998 tasked the HECC with convening community colleges and public universities to create one or more Foundational Curricula, now called Core Transfer Maps, which are groups of eight courses, equivalent to at least 30 credits, that allow community college students who complete them to transfer all credits from the Map to any public university in Oregon and apply all of those credits to the university's degree requirements. Core Transfer Maps consist of six general education subjects: Writing, Cultural Literacy, Arts & Letters, Natural Sciences, and Mathematics. Like, the OTM and the AAOT, Core Transfer Maps are designed for students who are neither sure what major they want to pursue nor the Oregon Public University to which they want to transfer.

The Core Transfer Maps, similar to past transfer tools such as the AAOT, the ASOT, and the OTM, are grounded in the Outcomes and Criteria for Transferable General Education Courses, or “AAOT course outcomes.” The Joint Boards Articulation Committee (JBAC), a precursor to JTAC, developed nine AAOT course outcome for common subject areas in lower division general education: Arts and Letters,

Cultural Literacy, Mathematics, Science or Computer Science, Social Science, and Speech/Oral Communication. For each subject area, JBAC specified a set of learning outcomes in addition to criteria that demonstrates sufficient achievement of the learning outcomes (See Appendix B). These outcomes originally formed the basis of the AAOT, the ASOT, and the OTM, and they now also extend to the Core Transfer Maps. In practical terms this means that community college students can select from a list of courses at their institution that meet the criteria for the relevant general education outcomes, and those courses will transfer and apply to general education requirements at any of the seven Oregon Public Universities. At this time, the courses on the general education outcomes list will only be guaranteed to apply toward general education requirements at public universities if they are part of a block of courses in a preexisting transfer tool (e.g. AAOT, ASOT, OTM, Core Transfer Maps, and Major Transfer Maps).

Core Transfer Maps, which have been available to students since January of 2019, are a subset of General Education courses contained in both the OTM and the AAOT, but they are also unique in several ways. First, the OTM and the AAOT were not designed to be a perfect fit for any destination university, and as a result they led students to take more general education than is necessary at any given university. The CTM addresses these shortcomings and allows a student to complete a subset of general education, with no unnecessary repetition of completed coursework, and it allows students to take only courses guaranteed to transfer as general education at any Oregon public university. Additionally, Core Transfer Maps have a built-in advising requirement—students interested in pursuing a major that is Science, Technology, Engineering, or Math (STEM) oriented will be directed toward appropriate Mathematics and Natural Sciences courses—and students who know they are not pursuing a STEM path will be directed toward an appropriate more general path with more Social Science courses (see Figure 1).

Figure 1.



CORE TRANSFER MAPS		
<p>The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit these categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university.</p> <p>Note that many majors have specific course requirements for categories within the Core Transfer Maps. The Core Transfer Maps are intended as starting points for students who plan to transfer to a university, but are unsure of their intended major or transfer destination. Students who are certain of their major, but not their transfer destination, should determine if there is a developed Major Transfer Map for their chosen discipline, and follow that as a guide. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement, Major Transfer Map, or degree map that will prescribe their course requirements.</p>		
COURSE DISTRIBUTION REQUIREMENTS		
<i>See an advisor for recommended courses</i>		
Subject	General Core Transfer Map	STEM Core Transfer Map
Writing	WR121 (3-4 credits)	WR121 (3-4 credits)
Arts & Letters	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Social Sciences	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	2 courses (6-8 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Natural Sciences	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Math	1 course (4-5 credits) See list of AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	1 course (4-5 credits) See list of AA/OT outcome courses <i>* See an advisor for recommended courses.</i>
ADDITIONAL REQUIREMENTS		
Subject	General Core Transfer Map	STEM Core Transfer Map
Cultural Literacy	At least 1 required course must also meet the Cultural Literacy outcomes.	At least 1 required course must also meet the Cultural Literacy outcomes.
At Least 30 Total Credits	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses. <i>* See an advisor for recommended courses.</i>
Completion standards	All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.	All courses must be passed with a grade of "C-" or better. Students must have a minimum cumulative GPA of 2.0 at the time of award.
COMPLETED CORE TRANSFER MAPS		
Subject	General Core Transfer Map	STEM Core Transfer Map
Total	At least 8 courses (at least 30 credits)	At least 8 courses (at least 30 credits)

MAJOR TRANSFER MAPS

Under HB 2998 (2017), the HECC was also charged with convening Oregon community colleges and public universities to create discipline-specific Unified Statewide Transfer agreements, now called Major Transfer Maps. Major Transfer Maps, or “MTMs,” are designed to be a major-specific course plan that students can complete at any community college in Oregon. They are intended for students who know what they want to major in and who plan to transfer from an Oregon community college to an Oregon four-year public university that offers a bachelor’s degree in that specific major.

The MTM significantly departs from prior transfer tools such as the AAOT and the ASOT, which were either overly complex or contained too much general education for a given university. Additionally, because both the AAOT and the ASOT were designed for broad transferability, students missed specificity, such as foundational courses that would better prepare them for a major, and save them time and money. The MTM is designed so that it contains the CTM—a streamlined flexible core of at least 30 credits of general education, and when an MTM is completed, it allows students to transfer to any Oregon public university with the optimal number of credits that can be taken at a community college in a specific major that are guaranteed to transfer and count toward a bachelor’s degree in that major (provided they meet transfer entrance requirements for the university).

IMPLEMENTATION PROGRESS

On April 6, 2018 HECC staff hosted an MTM Launch meeting where members of the first four MTM workgroups—biology, business, English literature, and elementary education—heard from university and community college leadership, students, HECC staff, and Transfer Workgroup members about the importance of improving student transfer, HB 2998’s legislative charge, student transfer data in Oregon, implementation work completed thus far, and next steps. The HECC then convened a Major Transfer Map Workgroup for each of the four disciplines selected by the Transfer Workgroup, and work on each MTM began. Currently, each group has met between four and eleven times and all of the legislatively mandated deadlines for each MTM have been met: OTAC approved the Biology USTA on November 27, 2018 before the state-mandated deadline of December 1, 2018; OTAC approved the English Literature (BA) USTA on March 15, 2019 before the state-mandated deadline of April 1, 2019; and OTAC approved the Elementary Education (BS) USTA on October 18, 2019 before the state-mandated deadline of December 1, 2019.

Biology

The Biology MTM workgroup was comprised of faculty and advisors from community colleges and public universities—many of whom knew each other and had been meeting through a longstanding affinity group. In part because the group was familiar with each other and with the similarities and differences across each institution’s biology curriculum, the group was able to generate an MTM in just five meetings.

The Biology MTM prioritizes completion of lower-division sequences in Biology, Chemistry and Algebra and Trigonometry, but it also allows for some flexibility with options for student to complete Organic Chemistry, Physics or Calculus (see Figure 2). The MTM also requires transfer students to complete foundational coursework in science and math that will prepare them to begin the same upper division coursework as their university peers who began coursework at a university. Additionally, while the full MTM total is between 90-100 credits, like all MTM’s it contains a CTM of at least 30 credits (credits vary by the credits awarded by class

across institutions) with recommended general education courses that both transfer to all universities and better prepare students for the biology major.

While the biology group worked quickly, they had to overcome some key challenges. For example, the content in a science series does not match by term, but once a sequence is completed, it will transfer to public universities. The biology group was able to overcome this challenge by recommending that if students begin a sequence of courses, they complete it at the same institution to ensure that all content is covered. Additionally, the group deliberated over how best to present math requirements: while many biology students pursue a pre-professional path which typically requires calculus, other students who are pursuing a different path in biology may not need calculus. The MTM group did not want a calculus requirement to deter students from becoming biology majors, or cause them to get stuck in long developmental math sequences. In the end they decided to prioritize calculus, but include a note and advising points to alert students that calculus alternatives, such as statistics, are available at some public universities (see Figure 2). The key components of the Biology MTM can be seen in Figure 2. The group also developed a series of recommended electives, but recently decided they to revisit and revise them so they are not included in Figure 2.

Figure 2.



MAJOR TRANSFER MAP: B.S. IN BIOLOGY

The Biology Major Transfer Map (MTM) outlines Oregon community colleges coursework to complete in order to transfer seamlessly to any Oregon four-year public university to earn a bachelor's of science (B.S.) in biology. The Biology MTM is intended for students who know they want to transfer and earn a B.S. in biology, but who are unsure of their intended transfer destination. Students should work with their community college advisor to ensure they properly fulfill the requirements of this Biology MTM.

Students who complete courses that fit the listed Biology MTM categories and complete all science series coursework at one school can expect that all of their courses will transfer into general education or major requirements at any Oregon public university. Students who complete all of the listed coursework and have a total of 90 credits can also complete an Associate of General Studies (AGS) degree ([http://handbook.ccwwebforms.net/handbook/definitions/associate-degrees/associate-of-general-studies-\(ags\)](http://handbook.ccwwebforms.net/handbook/definitions/associate-degrees/associate-of-general-studies-(ags))). Because completion of the listed coursework or an AGS degree is not required, students can transfer to their intended university at any time. The optimal transfer time will generally be a fall term when students have **completed any science series in progress, and that is a more important consideration than having all of the listed courses or categories completed. The course substitutions and recommendations listed below should only be considered by students who are certain of both their intended major and transfer destination.**

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) earn a grade of a "C -" or better in courses in the major; 2) take courses in the major for a grade—they will not be accepted as "pass/no pass"; and 3) earn a cumulative grade point average of 2.0. Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before their first term of college; 2) seek advising after they have completed the 27-35 credits of the Core Transfer Map; and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn an Associate of General studies, students will need to successfully complete at least 90 credits.

All seven public university in Oregon offer a biology B.S. degree:

Portland State University (<https://www.pdx.edu/biology/biology-major-requirements>)

University of Oregon: (<https://www.eou.edu/biology/>)

Eastern Oregon University: (<https://www.eou.edu/biology/>)

Oregon Institute of Technology: (<https://www.oit.edu/academics/degrees/health-sciences>)

Oregon State University: (<https://catalog.oregonstate.edu/college-departments/science/school-life-sciences/integrative-biology/biology-bs-hbs/>)

Southern Oregon University: (<https://sou.edu/academics/biology/programs/biology-ba-bs/>)

Western Oregon University: (<http://www.wou.edu/biology/degrees-programs/biology-major-requirements/>)

CORE TRANSFER MAP		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121	3-4
<i>Arts & Letters</i>		
1 st course	Choose from AAOT-approved courses	3-4
2 nd course	Choose from AAOT-approved courses	3-4
<i>Social Sciences</i>		
1 st course	Choose from AAOT-approved courses	3-4
2 nd course	Choose from AAOT-approved courses	3-4
<i>Natural Sciences</i>		
1 st course	Biology 211 ¹ ¹ Biology 211, 212, and 213 must be taken at the same institution	4-5
2 nd course	Biology 212 ¹ ¹ Biology 211, 212, and 213 must be taken at the same institution	4-5
<i>Mathematics</i>		
1 course	Math 111 ¹ ¹ Students who test out of Math 111 may substitute a recommended elective (see page 2).	4-5
<i>At least 1 Core Transfer Map course must also be an AAOT-approved Cultural Literacy course</i>		
Core Transfer Map Total		27-35

ADDITIONAL MAJOR TRANSFER MAP COURSES		
<i>See an advisor for recommended courses</i>		
<i>General Education</i>		
Writing	Writing 122 or Writing 227 *OSU accepts either but recommends 227 *WOU & UO accepts either but recommends 122	3-4
Math	Math 112 ¹ ¹ Students who test out of Math 112 may substitute a recommended elective (see recommended electives listed below).	4-5
<i>Major Requirements</i>		
Biology	Biology 213 ¹ ¹ Biology 211, 212, and 213 must be taken at the same institution	4-5
Chemistry	3-course General Chemistry sequence with lab	12-18
Physics/Math/Chemistry	<u>PICK TWO SEQUENCES</u> <i>Strongly recommend seeing an advisor for assistance with choosing sequences which best match your specific academic, pre-professional, and career goals</i> <ul style="list-style-type: none"> • 3-course General Physics (algebra or calculus) • MTH 251 & 252^{1,2} • 3-course Organic Chemistry sequence^{3,4} ¹ Students transferring to PSU may substitute MTH 243 & 244 for MTH 251 & 252. ² Students transferring to EOU may substitute MTH 243 for MTH 252. ³ Students considering pre-medical, pre-dental, and pre-pharmacy programs should consider Organic Chemistry sequence. Courses in sequence must be taken at the same institution. ⁴ Organic Chemistry sequence is strongly recommended for all transfers to OSU.	20-33
Additional MTM Courses Total		47-65
<i>Electives</i>	Elective courses to reach 90 credits (see recommended electives listed below)	0-16
MAJOR TRANSFER MAP TOTAL		90-100

Elementary Education

The Elementary Education MTM Workgroup met 11 times either as a whole group or separately by sector. The group faced significant challenges from its inception. Specifically, some of the public universities had elementary education programs built mostly or entirely into two-year upper division programs, with little to no lower-division credit bearing courses. However, with support from the director of the Teacher Standards and Practice Commission, HECC staff, and continued deliberation, the group was able to arrive at a solution that allowed for the creation of an MTM. The group created an MTM with 70 credits of general education and five Education courses—three of which must be accepted toward the major at a public university while the remaining Education courses can count toward electives.

The Elementary Education MTM is unique in that a high number of general education courses are necessary to prepare students for success in licensing requirements such as state licensing tests (Oregon Educator Licensure Assessments Courses (ORELA) subtests 1 and 2). Because of the high number of general education courses required, the group recommended that the MTM be housed in an Associate of Arts Oregon Transfer degree (AAOT). The AAOT enables students to transfer with the guarantee that their lower-division general education requirements have been completed, but it also has enough flexibility that the Education courses fit into the degree. This means that students who pursue the Elementary Education MTM with an AAOT can transfer with junior standing the major, well-prepared for ORELA exams, and with no remaining lower-division general education requirements (see Figure 3).

Figure 3.



MAJOR TRANSFER MAP: ELEMENTARY EDUCATION (BS)

This Major Transfer Map outlines specific course requirements for students at any Oregon community college who plan to transfer to a four-year public university and earn a Bachelor's of Science in Elementary Education. Students may take classes that fit these categories at any Oregon community college and expect all classes to transfer into general education or the major at any Oregon public university. This map is intended for students who know they want to transfer and earn a Bachelor's of Science in Elementary Education, but who are unsure of their intended transfer destination. Students should work with an advisor to ensure they fulfill the requirements of this major transfer map. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement or degree map that will prescribe their course requirements. If a student is seeking a Bachelor's of Arts in Elementary Education they should work with an advisor. ***Students should also be aware that not all programs offer licensure and should work with an advisor to identify the program that is right for them.***

This MTM prepares students for the following four-year, elementary education programs: Eastern Oregon University (licensure), Oregon State University-Hybrid Online Program (licensure, available in 2021)¹, Oregon State University-Cascades (licensure), Southern Oregon University (licensure & non-licensure), Western Oregon University (licensure), and University of Oregon (non-licensure). Students who successfully complete this MTM and are admitted into one of the aforementioned programs, will be guaranteed a 90-100 credit path to complete their bachelor's degree in elementary education.

Students who complete all of the listed coursework and have a total of 90 credits can also complete an Associate of Arts Oregon Transfer (AAOT) degree [http://handbook.ccwwebforms.net/handbook/definitions/associate-degrees/associates-of-arts-oregon-transfer-\(aa-ot\)](http://handbook.ccwwebforms.net/handbook/definitions/associate-degrees/associates-of-arts-oregon-transfer-(aa-ot)). Interested student should contact their advisor for more information.

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) take courses in the major for a grade—they will not be accepted as "pass/no pass"; 2) earn a cumulative grade point average of at least 2.75 overall; and 3) be aware of the different course grade and cumulative GPA requirements in the major at each university (see information on page 2 of this document). Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before their first term of college; 2) seek advising after they have completed the 27-35 credits of the Core Transfer Map; 3) seek advising when they know they want to pursue elementary education; and 4) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn the Associate of Arts Oregon Transfer in Elementary Education, students will need to successfully complete at least 90 credits.

CORE TRANSFER MAP		
<i>See an advisor for recommended courses and to learn about professional Elementary Education application processes</i>		
<i>Writing</i>		
1 course	WR121* * A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course	3-4
<i>Arts & Letters</i>		
1 st course	ENG 104, 105, or 106	3-4
2 nd course	Intro to Drawing or Intro to Design	3-4
<i>Social Sciences</i>		
1 st course	HST 201, 202, or 203	3-4
2 nd course	World/Cultural Geography or Cultural Anthropology	3-4
<i>Natural Sciences</i>		
1 st course	Biological Science w/lab (ORELA prep course, often Bio 101)	4-5
2 nd course	Earth Sciences w/lab	4-5
<i>Mathematics</i>		
1 course	MTH 211	4-5
***At least 1 Core Transfer Map course must also satisfy Cultural Literacy outcomes for AAOT		
**** Courses must total minimum of 30 credits, can be filled by an elective credit if needed		
Core Transfer Map Total		30-35

ADDITIONAL GENERAL EDUCATION COURSES		
<i>See an advisor for recommended courses and to learn about professional elementary education programs and application processes</i>		
Writing	WR 122* * A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course	3-4
Communications	COMM 111	3-4
Arts & Letters	Select from AAOT outcomes <ul style="list-style-type: none"> • Students interested in the WOU 4 Yr. licensure program can also take linguistics • 200-level world languages also recommended 	3-4
3 rd Social Science	American Government	3-4
4 th Social Science	Psychology class PSY 201 or 202	3-4
Natural Sciences	3 rd lab Science from AAOT course list w/lab or discussion section	4-5
Math	MTH 212	4-5
Math	MTH 213	4-5
Health	Health and Wellness	2-3
Section Total		29-38

EDUCATION COURSES*	
<i>* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education See an advisor for recommended courses and to learn more about professional elementary education programs and application processes</i>	
Education Foundations/Introduction to Education	3-4
Child Development/ Learning & Development	3-4
Multicultural Education/Culturally Responsive Pedagogy	3-4
Special Education	3-4
Practicum	3
<i>Section Total</i>	15-19
Grand Total	74-92
ELECTIVES	
Elective courses to reach 90 credits (See recommended electives on page 3)	0-16
MAJOR TRANSFER MAP TOTAL	90-100

4 Yr. Licensure and Non-Licensure Programs					
<i>See an advisor for recommended courses and to learn more about these programs and the application processes</i>					
4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades-4 Yr. Licensure	OSU-Hybrid Online Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
SOU requires a 2.75 GPA for entrance and nothing less than a C- in any required course (education or otherwise). Exceptions made on a case by case basis.	All "ED" prefix courses (or courses that sub in for ED prefix courses) must be a B- or better. Students need to have a 2.75 by the time they apply for the "Ed program" at the end of junior year.	Preference for cumulative GPA of 3.0. exceptions made on a case by case basis. Education courses must have a C- or better to transfer.	Preference for cumulative GPA of 3.0. exceptions made on a case by case basis. Education courses must have a C or better to transfer.	Minimum course grade is a C and GPA requirement is 3.0. Exceptions may be made and students may be conditionally accepted on a case by case basis. OSU will provide conditionally accepted students	Minimum cumulative GPA for admissions consideration is 2.75. Exceptions may be made on a case by case basis. Education courses must have a C- or better to transfer.

English Literature

The English Literature Major Transfer Map (MTM) presented to OTAC on March 15, 2019 prioritizes lower-division English courses and world/second language degree requirements; provides students with optional guidance over general education course-taking; and preserves the same level of course-taking flexibility that direct-enrollment students benefit from. The group arrived at this path after meeting four times total, beginning with the first meeting on May 11, 2018. The community college members also met once separately on January 18, 2019 to discuss issues that uniquely impact them.

The current path specifies approximately 34-71 credits.¹¹ It features a Core Transfer Maps (CTM) portion of 21-35 credits which includes the suggestion that students take two, 200-level English courses to help fulfill the "Arts and Letters" requirement of the CTM. The total does not add up to 30 because Oregon State University only allows credits to count either toward the major or toward general education, but not both. Initially, the group sought to add more general education to the MTM in order to get closer to 90 credits and to enable all institutions to fulfill the CTM portion of the map. However, the group decided to privilege flexibility over

¹¹ The large range reflects differences in required and accepted 2nd language courses.

specificity in part because direct enrollment (non-transfer) students have the ability to freely choose both a minor and general education courses and the group felt it was important for transfer students to have that freedom too. Additionally, few general education courses could be identified that could transfer to all relevant public universities and not result in excess credits. The key components of the MTM can be seen in Figure 4. For the full MTM including the recommended additional courses to reach 90 credits, see Appendix C.

Figure 4.

CORE TRANSFER MAP		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121	3-4
<i>Arts & Letters</i>		
1 st course	200-level literature from AAOT course list* <i>*If students take American or British survey courses they will count toward major requirements at WOU</i> <i>**At EOU, SOU, UO & PSU this course also counts toward major requirements (at PSU up to 12 credits of 200-level Eng. literature can count toward the major)</i> <i>***At OSU this course only counts toward the major and students will need to take another Arts and Letters course</i>	3-4
2 nd course	200-level literature from AAOT course list* <i>*If students take American or British survey courses they will count toward major requirements at WOU</i> <i>**At EOU and SOU this course also counts toward major requirements, at PSU up to 12 credits of 200-level Eng. lit can count toward the major</i> <i>***At OSU this course only counts toward the major and student will need to take another Arts and Letters course</i>	3-4
<i>Social Sciences</i>		
1 st course	Select from AAOT course list	3-4
2 nd course	Select from AAOT course list	3-4
<i>Natural Sciences</i>		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list <i>****at PSU counts toward UNST placement (see footnote on last page)</i>	4-5
<i>Mathematics</i>		
1 course	MTH 105 or Higher <i>****not required at PSU counts toward UNST placement (see footnote on last page)</i>	4-5
<i>At least 1 Core Transfer Map course must also satisfy Cultural Literacy outcomes for AAOT</i>		
Core Transfer Map Total		27-35
ADDITIONAL GENERAL EDUCATION COURSES		
<i>See an advisor for recommended courses</i>		
<i>Writing</i>	WR 122	3-4

ENGLISH LITERATURE COURSES <i>See an advisor for recommended courses</i>		
<i>Literature A</i>	Eng 2xx Shakespeare	3-4
<i>Literature B</i>	Eng 2xx (course from American or British Survey)	3-4
English Literature Total		6-8
BACHELOR'S DEGREE REQUIREMENTS <i>See an advisor for recommended courses</i>		
<i>2nd Language</i>	Through 203 or end of 2nd year or higher, C- or better in last course**** <i>Note: At EOU, PSU, UO & WOU this fulfills both a degree requirement and some general education ****Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring. Students transferring to EOU should be aware that they only offer Spanish. Students may also be able to demonstrate proficiency through an exam or other means.</i>	4-24
MTM Total		40-71
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>		
<i>At this point [above = 40-71 credits], it is recommended students pursue these options:</i>		
1. Take courses that will apply to their minor of choice, that will transfer to the Oregon public university of their choice (work with an advisor)		
2. Take courses that will apply to the general education or the major at the Oregon public university of their choice (work with an advisor)		
3. Take electives to reach 90 credits, that will transfer to the Oregon public university of their choice (work with an advisor)		

Business

The Business MTM group has met a total of five times and continues to deliberate over the best way to create an MTM for a major that contains diverse areas of specialization, in a university landscape where not all institutions offer the same areas of specialization. Furthermore, the group has voiced a strong preference to create a more general business MTM—rather than focus in on a particular area—over concerns that asking students to specialize too early could force them to choose an area of business before they gain an understanding of the full range of options available to them. However, remaining broad may necessitate multiple paths/variances on the MTM because math requirements and some key business requirements differ significantly across universities. For example, the statistics course, Math 243 is required by all seven universities, the more advanced statistics course, Math 244 is required by 5 of 7 universities, and College Algebra (Math 111) is required by 4 of 7. To complicate matters further, for some public universities, both Math 243, and 244 are only required because the content of a single course at a community college does not match the content of a single 244 course at a university. This means community college students must take two courses to equal one at a university. Other key courses such as Introduction to Business and Business Law are required at most, but not all of the public universities.

Some progress has been made, however. A recent meeting with a subset of universities led to the development of a potential MTM for the subset. The group will revisit this potential MTM, along with the challenges, at the launch meeting this winter.

IMPLEMENTATION CHALLENGES

Higher education institutions in Oregon are highly decentralized organizations. All 24 institutions are governed by independent boards, and all have the authority to develop general education, major, and institutional requirements based on a variety of factors including: institutional mission, essential foundational and disciplinary knowledge required for program coherence at various levels of degree achievement, and student-employer-region-state needs. The benefits of this variance/diversity reflect mission differentiation but also make credit transfer challenging and approximate rather than simple and singular. As was outlined in the “Challenges with Implementing HB 2998” document presented to the commission in February of 2019 and included here in the interest of a thorough report, the following challenges to implementation have been identified:

Authority

The authority to determine curricular content resides with the faculty. This means that each higher education institution or department can set curricular requirements that are different from those of similar departments at other universities or community colleges. What this means for the development of Major Transfer Maps (MTMs) is that when departments that are outliers are unwilling to change their requirements, it leads to MTMs that build extra credit into them by requiring all students take the course(s) required by one institution. Where there is little agreement about courses or content, it can also lead to MTMs that are so general as to be unhelpful for students. While HB 2998 clearly articulates the requirement that community colleges and public universities develop unified statewide transfer agreements, it does not provide a clear path towards resolving institutional disagreements.

Workgroup Design

MTM workgroups were designed to bring together faculty and advisors with disciplinary expertise in order to build consensus about what knowledge and courses are required for a student to enter a university as a junior in the major. In some instances, these individuals are not sufficiently empowered, even with consultation with their home institutions, to represent their departments and to negotiate changes to major requirements that would bring requirements into greater alignment. Additionally, major requirements exist alongside general education requirements. MTM workgroup members are experts in their disciplines, but do not necessarily have expertise in or authority over, institutional general education requirements. One of the barriers to creating common MTMs is variance in general education requirements across the seven public universities. While Core Transfer Maps (CTMs) were intended to help streamline general education credit transfer, CTMs are only a 30-35 credits subset of general education. Therefore, when we are trying to build an MTM, we often have to look at additional general education requirements across universities.

Curricular Variance

Courses with the same course number and title do not contain the same content across all community colleges or universities. This leads to situations such as financial accounting in business where Portland Community College students need to take BA 211 (3 credits) and BA 212 (3 credits) to equal BA 211 (4 credits) at Oregon State University to cover all of the same modules. HB 2998 explicitly states that community colleges and public universities shall develop unified statewide transfer agreements that “enable a student to transfer from a

community college to a public university without the loss of academic credit or the requirement to retake a course at a public university that the student has successfully completed at a community college.”

Where there is agreement about skills and content students must master, there may still be differences in which courses contain those skills and content. This applies to course sequences, especially in the sciences. When the content is organized differently across terms, and students transfer mid-sequence, they may need to retake the entire sequence (this is the case for Biology). A non-sequenced example is that all business programs expect their students to develop skills with Excel, but that content is in a range of different courses.

Departments in the same discipline at different universities do not have a shared vision on what skills students must master by the junior year. Business departments, for example, do not agree on what level of math is necessary for entry to the major or graduation from the university. For example, University of Oregon and Oregon State University’s schools of business emphasize financial analysis, which requires calculus. However, Eastern Oregon University does not have a finance track and therefore does not require calculus. Some university faculty expressed concern over the rigor of community colleges courses and wish to maintain the practice of accepting two community college courses as the equivalent of one university course, or three community college courses as the equivalent of two university courses. This issue has been addressed. It is also clear that it is not permissible under HB 2998.

Capacity and Sustainability

Rural and/or small community colleges are not able to offer all the courses identified in the MTMs due to lack of available faculty and/or low enrollment. A student enrolled at a small college will need to transfer earlier, or enroll in more than one institution, to complete MTM requirements. Also, higher education institutions writ large, and departments specifically, depend on student enrollment and tuition for support. There is the perception that greater acceptance of community college courses may lead to lower enrollments in courses at universities and decrease their available funds and consequently undermine their sustainability.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

House Bill 2998 is in its second year of implementation. Since the last report to the legislature in January of 2018, the HECC and the Oregon Transfer and Articulation Committee have completed the following:

- Created and implemented foundational curricula;
- Formed a new transfer advisory group: the Oregon Transfer and Articulation Committee;
- Rebranded HB 2998 transfer tools;
- Approved three Major Transfer Maps before state-mandated deadlines (Biology, Elementary Education, and English Literature);
- Reviewed and provided recommendations on memorandums of understanding drafted for MTM’s;

- Reviewed and provided recommendations on MTM variance guidance document—a document that establishes agreed upon standards and principles of curricular variance in MTMs;
- Recommended new MTMs for the next cohort of implementation: Computer Science, Criminal Justice, and Business and;
- Recommended the creation of transfer associate degrees for newly developed major pathways.

While the HECC, OTAC, and MTM Workgroups have significantly advanced the work of HB 2998, much more work is needed. Three MTMs must be created annually, the HECC will work with institutions to create new two-year degrees for the MTMs, the HECC and OTAC will work with communications consultants and institutional communications offices to develop a student-friendly communications plan, and the HECC and OTAC will continue to research the technology needed to ensure that students, families, advisors, and faculty have clear information about how courses transfer between community colleges and universities in Oregon. Given the ambitious agenda of the HECC and OTAC, and in light of the ongoing implementation challenges, the HECC and OTAC have identified a number of recommendations.

RECOMMENDATIONS

Funding for HECC Staff Work

While the HECC received funding for one full-time, permanent staff member which significantly improved HECC’s capacity to continue to serve as a convener and coordinator for the future of this transfer work, the HECC will need to continue to meet its reporting requirements under HB 2998, namely, the directive that, “[t]o the extent relevant data is available, the commission shall report annually to the Legislative Assembly on whether existing unified statewide transfer agreements are meeting the goals set forth in section 3 (2) of this 2017 Act.” However, for the HECC to complete this work, it requires additional funding for a research analyst position. Funding for a research analyst position would enable the HECC to continue to provide high quality reporting, as well as to make data available to support ongoing transfer work.

Creation of a student-facing online transfer portal

Consistent with the last post secondary student transfer report to the legislature, HECC reiterates the need for a statewide transfer navigation system for students and advisors. Thirty-nine states have such an online database for students to find their way from one institution to another in a given transfer pathway. HECC has advocated for such a statewide system since its report on House Bill 2525 (2015). The creation and maintenance of such a system raises numerous technical and policy questions that must be addressed before HECC or any institution can create and implement it. Not all institutions use the same registration systems. It would require a nearly unprecedented level of coordination among Oregon’s institutions in addition to sufficient funding to build and maintain. But it can be done and has been done in other states. Further, such coordination would have benefits for transfer students beyond maintaining the data system. HECC recommends the creation of a technical workgroup made up of registrars, advisors, and IT professionals to evaluate the functional needs and technical requirements for a student-facing transfer portal, and to receive proposals for its creation and implementation.

Funding for Faculty Convening

After the approval of each Major Transfer Map, the HECC received informal feedback from MTM workgroup members that this work represents one of their heavier service loads, and while they think the work has started important intra-disciplinary conversations, and has led to major-specific transfer tools, balancing the work with their other paid obligations proved challenging. Meetings typically last three hours, in addition to the distance MTM members travel to attend, and MTM meetings often required pre-work and post work. While some faculty reported getting a course release and travel reimbursement, this was not the case for all who responded. HECC recommends funding for faculty convening to offset the cost in faculty and staff time and travel costs that institutions incur for the many hours they devote to this work.

APPENDIX A.

OTAC CHARGE

Oregon Transfer and Articulation Committee Overview

I. Purpose/charge

The Oregon Transfer and Articulation Committee (OTAC) was created in 2018 as a merger of the Joint Transfer and Articulation Committee (JTAC) and the House Bill 2998 Transfer Workgroup. OTAC acts as an advisory body to the staff of the Higher Education Coordinating Commission (HECC), and provides information and recommendations to Oregon's community colleges and universities on matters related to postsecondary student transfer.

II. History and Context

In 1992, the Joint Boards Articulation Committee (JBAC) was established to promote cooperation and collaboration among all education sectors in Oregon: K-12, community colleges, and baccalaureate-granting institutions. In 2015, following the reorganization of Oregon's governmental education bodies and establishment of the HECC and its supporting agency, JBAC was disbanded and replaced with JTAC. Whereas JBAC acted as a direct advisory body to HECC commissioners and engaged in some commission-level work, JTAC advised HECC agency staff and shifted its commission-level work to the HECC's Student Success and Institutional Collaboration (SSIC) Subcommittee.

House Bill 2998, passed in 2017, required the HECC to convene community colleges and public universities listed in ORS 352.002 to:

- 1) Develop one or more Core Transfer Maps of at least 30 college-level academic credits that will count toward degree requirements, with the goal that students will not have to repeat lower division general education coursework after transfer; and
- 2) To establish Major Transfer Maps that will allow students to move more easily from community college to university, in a given major, with no lost credit or unnecessary repeated coursework. The HECC and its community college and university partners are to select the initial major disciplines for Major Transfer Map establishment and publish the criteria used to make that decision.

To fulfill these mandates, the HECC convened the Transfer Workgroup, comprising community college and public university faculty, advisors, and administrators, as well as representatives of key affinity groups.

During the course of the HB 2998 Transfer Workgroup's work, it became clear that a formal group needed to be established to continue the coordination, advising, and maintenance of Oregon's transfer policies, tools, and communications. While JTAC performed many of these duties, though not in regard to the products of HB 2998, there was concern that JTAC lacked the representation, particularly of institutional faculty, to fulfill this role. JTAC and the Transfer Workgroup agreed to merge and form a new body: OTAC

III. Authorities/responsibilities

OTAC ensures effective coordination and collaboration among sector leaders and provides information and recommendations to HECC staff, universities, and community colleges on issues related to postsecondary student transfer. Specifically, OTAC performs the following roles:

Maintaining Alignment of Transfer Tools and Degrees

- Monitors the operation of Oregon’s statewide transfer tools and degrees, including the:
 - Core Transfer Maps,
 - Oregon Transfer Module (OTM),
 - Associate of Arts/Oregon Transfer (AAOT),
 - Associate of Science/Oregon Transfer-Business (ASOT-B),
 - Associate of Science/Oregon Transfer-Computer Science(ASOT-CS), and
 - Major Transfer Maps
- Developing processes to maintain alignment of statewide transfer tools and degrees.
- Identifies need for modifications to statewide transfer tools and degrees and/or development of new tools and degrees.
- Reviews proposed Major Transfer Maps and makes recommendations to Major Transfer Map workgroups.
- Recommends specific modifications to:
 - Core Transfer Maps,
 - OTM, and
 - AAOT
- Directs curricular issues to the appropriate institutional faculty groups
- Makes recommendations to HECC staff and stakeholders on how to improve credit transfer in Oregon.

Communication and Coordination

- Issues guidance on notating the Core Transfer Maps on institutional transcripts.
- Promotes awareness of Oregon’s statewide transfer tools particularly the Core Transfer Maps and Major Transfer Maps among faculty, staff, and students.
- Identifies the order of disciplines for Major Transfer Map development and convenes workgroups to develop new Major Transfer Maps
- Convenes annual statewide meeting on general education outcomes and the Core Transfer Maps.
- Convenes annual discipline-specific meetings to review existing Major Transfer Maps.
- When necessary, convenes stakeholder representatives to discuss and make recommendations on specific postsecondary student transfer-related topics.

Mediation

- Reviews complaints submitted to the HECC to OTAC regarding Oregon’s statewide transfer tools and degrees.
- Recommends next steps that support dispute resolution.

Policy Consultation

- Acts as a consultation forum for problem-solving, referral and feedback relevant to postsecondary articulation and transfer issues.

- Reviews transfer and articulation topics and issues as they emerge from the field, the HECC, and the legislature. OTAC will consult and work with representatives from K-12, community colleges and public universities to identify questions, concerns, and gaps in existing practice or policy, and may submit to SSIC proposals for new programs or approaches.
- When appropriate, consults with external individuals or groups (that is, groups in other states or in Oregon but beyond the higher education administration) with experience that may improve our articulation and transfer practices.

Specific Areas of Focus

A. Articulation and transfer

- Statewide transfer tools and degrees
- Emerging curricular trends that may affect students upon transfer (e.g. guided pathways)
- Course equivalencies
- Reviews annual policy for International Baccalaureate (IB) and Advanced Placement (AP) exams and coursework, as it pertains to postsecondary transfer.

B. Aligned curriculum development

- Coordinating cross-sector faculty involvement in curricular design
- Coordinating faculty review of outcomes-based General Education framework as it pertains to statewide transfer
- Alignment of K-12 outcomes with readiness for academic work at the college and university level

C. Intersector representation and collaboration

- Discuss the implications of legislative changes and statewide initiatives, and disseminate information to OTAC members' constituencies
- Provide representation to inform next steps in statewide initiatives on articulation, transfer, placement or other issues as needed
- Serve as liaisons to statewide sector- and role-specific groups on intersector transfer and articulation topics

IV. Membership

The composition of OTAC is designed to facilitate collaboration across functional roles in Oregon's postsecondary sector. While OTAC strives for membership from a diversity of colleges and universities, members will represent their functional role, not their institution. Membership includes:

- 2 representatives of the Community College Council of Instructional Administrators
- 1 representative of the Public University Provost Council
- 1 Provost or other representative of the Oregon Alliance for Independent Colleges and Universities
- 1 representative of the Community College Council of Student Services Administrators
- 1 representative of Public University Registrars
- 1 representative of Community College Registrars
- 1 representative from a public university with a transfer/articulation-specific role
- 1 representative from a community college with a transfer/articulation-specific role

- University and community college faculty (equal representation between sectors)¹²:
 - OWEAC Chair
 - Chair of the Math chairs group
 - 1 IFS representative
 - 1 representative from each of the first four Major Transfer Map workgroups (biology, business, education, and English)
 - 4 members from the Transfer Workgroup
- 2 community college advisors
- 1 university advisor
- 1 university institutional researcher
- Staff liaisons from the HECC Office of Community Colleges and Workforce Development, HECC Office of University Coordination, and Oregon Department of Education

VI. HECC responsibilities

The HECC will help support the work of OTAC through convening and supporting OTAC meetings. The HECC will assist with meeting logistics such as scheduling and organizing the location. Furthermore, HECC staff will assist with creating materials, agenda-setting, maintaining records, and a maintaining a web presence as needed.

¹² The faculty membership listed here pertains only to the 2017-19 biennium. OTAC will use the rest of this biennium to assess the faculty needs of the Committee and make changes to the membership policy where needed.

APPENDIX B.

GENERAL EDUCATION OUTCOMES

OUTCOMES AND CRITERIA FOR TRANSFERABLE GENERAL EDUCATION COURSES IN OREGON

Approved by the Joint Boards' Articulation Committee On November 9, 2009; approved by the Councils of Chief Academic Officers and Provosts on November 13, 2009; approved by Unified Educational Enterprise on November 23, 2009; approved by the Joint Boards of Education on January 7, 2010.

Background

This work was inspired by the need to identify the fundamental principles that shape General Education in colleges and universities throughout Oregon. The intent was to use the principles in two ways: (1) to create a rational basis for determining the equivalency of courses intended to transfer; and (2) to enhance General Education throughout Oregon by encouraging direct dialog among faculty in each of the disciplines within this rich curriculum. We recognized that these goals were ambitious, but we were optimistic because of the collegial attention that had already been given to General Education in Oregon. Creation of the Associate of Arts Oregon Transfer (AAOT) degree in the late 1980s was possible because of our shared vision of the key disciplinary elements of General Education and, in 2005, the same spirit generated the Oregon Transfer Module (OTM). Our common understanding of the importance and overall purpose of General Education was articulated by the OUS Provosts' Council and endorsed by the Community Colleges' Council of Instructional Administrators in Fall 2004.

The Purpose of General Education

The education of undergraduate students is an essential activity of all Oregon colleges and universities. While undergraduate education needs to provide discipline-specific knowledge and skills through concentrated work in an academic major, it must also help students develop the habits of mind that lead to thoughtful and productive global citizenship. All parts of a well-designed education encourage these habits, but an effective General Education curriculum has this as its explicit goal. To this end, it seeks to promote:

- *The capacity for analytical thinking and problem solving;*
- *The ability to communicate effectively, including listening, observing, speaking, and writing;*
- *An understanding of the natural world and the role of humans in it;*
- *An appreciation of the arts and humanities and the richness of human experience and expression;*
- *An awareness of multiple perspectives and the importance of diversity;*
- *A sense of societal responsibility, community service, and global citizenship; and*
- *The ability to develop a sense of direction, with the self-discipline needed for the ethical pursuit of a purposeful life.*

What was the problem?

Although colleges and universities in Oregon embrace the value of General Education, most have developed their own unique philosophies and curricula that support these ideals. These varied curricula are a valuable resource for Oregon students, but the underlying mechanics are complicated sets of course and credit specifications. Emphasis on these details can reduce this coursework to a mere check-list of requirements and fail to communicate the opportunities for delight and discovery it offers. Moreover, when students transfer, General Education credits may be "lost" because of incompatibilities among variant curricula – leading to understandable frustration in the face of seemingly arbitrary decisions.

What did we do about it?

As educators, we knew we had the responsibility for improving matters. While General Education curricula depend on course and credit requirements to shape the intellectual experiences we desire for students, we know that a variety of structures can promote the qualities we're after. Thinking through the genetic underpinnings of cancer promotes analytical thinking, but so does dissecting the religious and cultural influences in 7th century Spain.

The Joint Boards Articulation Commission (JBAC) believed that what was needed was a collaboratively-developed framework within which to consider specific General Education courses. The framework would consist of two elements: (1) the broad outcomes we desire for students who take these courses and (2) the criteria for courses likely to achieve those outcomes. In addition to smoothing transfer, such a model had the potential to strengthen General Education in fundamental ways. By adhering to general principles rather than a rigid template, faculty would have the freedom to design General Education courses that exploit individual expertise and new insights. Students would benefit from faculty innovation in the classroom, while retaining assurance of the transferability of their coursework. Beginning in February 2006, JBAC led the effort to create this framework through the steps outlined below.

What results do we anticipate?

Short-term: A clear statement of the intended learning outcomes of a General Education curriculum, regardless of its particular design, will help all of us communicate the key role of General Education – to students, parents, and Oregon citizens. The definition of criteria for effective General Education courses will be immediately helpful to faculty as they improve existing General Education courses and design new ones.

Long-term: We hope that the criteria for effective General Education courses will form the basis of a new, faculty-led procedure for making thoughtful decisions about General Education coursework. At present, equivalency decisions can appear arbitrary because they are made according to local campus guidelines that are not widely known. In the new system, transferability will not depend on identity of course numbering or content, but on more general characteristics that can be shared by courses on diverse topics. Perhaps most important, we hope that the new system will foster a culture of substantive curricular discussions among faculty from diverse institutions. The collegiality of such groups was demonstrated during the creation of these Outcomes and Criteria statements and we think their combination of disciplinary expertise and direct classroom experience is powerful. They are in the best position to communicate the nature of college-level work in their areas and to stimulate interest in high quality General Education for students throughout Oregon.

Arts & Letters

Outcomes

As a result of taking General Education Arts & Letters* courses, a student should be able to:

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; **and**
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

* "Arts & Letters" refers to works of art, whether written, crafted, designed, or performed and documents of historical or cultural significance.

Criteria

A course in Arts & Letters should:

1. Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2. Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3. Explore the conventions and techniques of significant forms of human expression.
4. Place the discipline in a historical and cultural context and demonstrate its relationship with other discipline.
5. Each course should also do at least one of the following:
 - Foster creative individual expression *via* analysis, synthesis, and critical evaluation;
 - Compare/contrast attitudes and values of specific historical periods or world cultures; and
 - Examine the origins and influences of ethical or aesthetic traditions.

Cultural Literacy

Cultural Literacy outcomes will be included in courses that meet the outcomes and criteria of a Discipline Studies requirement.

Outcomes

As a result of taking a designated Cultural Literacy course, learners would be able to:

- Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Criteria

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.

2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues. Each course *may* also do one or more of the following:

- Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- Investigate how discrimination arises from culturally defined meanings attributed to difference.
- Analyze how social institutions perpetuate systems of privilege and discrimination.
- Explore social constructs in terms of power relationships.

Mathematics

Outcomes

As a result of taking General Education Mathematics courses, a student should be able to:

- Use appropriate mathematics to solve problems; **and**
- Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

Criteria

A collegiate level Mathematics course should require students to:

1. Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2. Design and follow a multi-step mathematical process through to a logical conclusion and judge the reasonableness of the results.
3. Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4. Compare a variety of mathematical tools, including technology, to determine an effective method of analysis.
5. Analyze and communicate both problems and solutions in ways that are useful to themselves and to others.
6. Use mathematical terminology, notation and symbolic processes appropriately and correctly.
7. Make mathematical connections to, and solve problems from, other disciplines.

Science or Computer Science

Outcomes

As a result of taking General Education Science or Computer Science courses, a student should be able to:

- Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;

- Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; **and**
- Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Criteria

A General Education course in either Science or Computer Science should:

1. Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2. Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3. Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

In addition,

A General Education course in Science should:

- Engage students in collaborative, hands-on and/or real-life activities that develop scientific reasoning and the capacity to apply mathematics and that allow students to experience the exhilaration of discovery; and

A General Education course in Computer Science should:

- Engage students in the design of algorithms and computer programs that solve problems.

Social Science

Outcomes

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; **and**
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

Criteria

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.

3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

Speech/Oral Communication

Outcomes

As a result of taking General Education Speech/Oral Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals;
- Respond to the needs of diverse audiences and contexts; **and**
- Build and manage relationships.

Criteria

A course in Speech/Oral Communication should provide:

1. Instruction in fundamental communication theories.
2. Instruction and practice of appropriate oral communication techniques.
3. Instruction and practice in the listening process.
4. Instruction and practice in comprehension, interpretation, and critical evaluation of communication.
5. Instruction and practice in adapting verbal and non-verbal messages for the listener and communication contexts.
6. Instruction in the responsibilities of ethical communicators.
7. Instruction in the value and consequences of effective communication.

Writing

Outcomes

As a result of completing the General Education Writing sequence, a student should be able to:

- Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;
- Locate, evaluate, and ethically utilize information to communicate effectively; **and**
- Demonstrate appropriate reasoning in response to complex issues.

Criteria

A course in Writing should:

1. Create a learning environment that fosters respectful and free exchange of ideas.

2. Include college-level readings that challenge students and require the analysis of complex ideas.
3. Provide guided discussion and model practices that help students listen to, reflect upon, and respond to others' ideas.
4. Foster students' ability to summarize and respond in writing to ideas generated by reading and discussion.
5. Require a substantial amount of formal and informal writing.
6. Emphasize writing as a recursive process of productive revision that results in complete, polished texts appropriate to audience needs and rhetorical situations.
7. Foreground the importance of focus, organization, and logical development of written work.
8. Guide students to reflect on their own writing, to provide feedback on peers' drafts, and to respond to peer and instructor comments.
9. Direct students to craft clear sentences and to recognize and apply the conventions of Edited Standard Written English.
10. Provide students with practice summarizing, paraphrasing, analyzing, synthesizing, and citing sources using a conventional documentation system.
11. Require appropriate technologies in the service of writing and learning.

Information Literacy

Information Literacy outcomes and criteria will be embedded in the Writing Foundational Requirements courses.

Outcomes

As a result of taking General Education Writing courses infused with Information Literacy, a student who successfully completes should be able to:

- Formulate a problem statement;
- Determine the nature and extent of the information needed to address the problem;
- Access relevant information effectively and efficiently;
- Evaluate information and its source critically; **and**
- Understand many of the economic, legal, and social issues surrounding the use of information.

Criteria

A Writing course infused with Information Literacy should include:

1. Instruction and practice in identifying gaps in knowledge and recognizing when information is needed.
2. Instruction and practice in finding information efficiently and effectively, using appropriate research tools and search strategies.
3. Instruction and practice in evaluating and selecting information using appropriate criteria.
4. Instruction and practice in research strategies that are recursive and involve multiple stages such as modification of the original strategy and revision of the topic.
5. Instruction and practice in the ethical and legal use of information and information technologies.
6. Instruction and practice in creating, producing, and communicating understanding of a subject through synthesis of relevant information.

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APPENDIX C.

ENGLISH LITERATURE MTM

This Major Transfer Map outlines specific course requirements for students at any Oregon community college who plan to transfer to a four-year public university and earn a Bachelor's of Arts in English literature. Students may take classes that fit these categories at any Oregon community college and expect all classes to transfer into general education or the major at any Oregon public university. This map is intended for students who know they want to transfer and earn a Bachelor's of Arts in English literature, but who are unsure of their intended transfer destination. Students should work with an advisor to ensure they fulfill the requirements of this major transfer map. Students who are certain of both their major and their intended transfer destination should consult an advisor for information on an existing specific articulation agreement or degree map that will prescribe their course requirements. If a student is seeking a Bachelor's of Science in English literature, they should work with an advisor.

Note that in order for a student to successfully transfer to an Oregon public university, students must: 1) earn a grade of a "C" or better in courses in the major; 2) take courses in the major for a grade—they will not be accepted as "pass/no pass"; and 3) earn a cumulative grade point average of 2.0. Students must also regularly meet with an advisor. Students are strongly encouraged to: 1) seek advising before their first term of college; 2) seek advising after they have completed the 27-35 credits of the Core Transfer Map; and 3) seek advising and meet with a transfer coordinator before registration opens at the beginning of the students second year in college. Students should also be aware that if they want to complete this Major Transfer Map in two years, they should take an average of 45 credits per year, or approximately 15 credits per quarter. Finally, to earn an Associates of degree, students will need to successfully complete at least 90 credits.

CORE TRANSFER MAP		
<i>See an advisor for recommended courses before your first term</i>		
<i>Writing</i>		
1 course	WR121	3-4
<i>Arts & Letters</i>		
1 st course	200-level literature from AAOT course list* <i>*If students take American or British survey courses they will count toward major requirements at WOU</i> <i>**At EOU, SOU, UO & PSU this course also counts toward major requirements (at PSU up to 12 credits of 200-level Eng. literature can count toward the major)</i> <i>***At OSU this course only counts toward the major and students will need to take another Arts and Letters course</i>	3-4
2 nd course	200-level literature from AAOT course list* <i>*If students take American or British survey courses they will count toward major requirements at WOU</i> <i>**At EOU and SOU this course also counts toward major requirements, at PSU up to 12 credits of 200-level Eng. lit can count toward the major</i> <i>***At OSU this course only counts toward the major and student will need to take another Arts and Letters course</i>	3-4
<i>Social Sciences</i>		
1 st course	Select from AAOT course list	3-4
2 nd course	Select from AAOT course list	3-4
<i>Natural Sciences</i>		
1 st course	Lab Science from AAOT course list	4-5
2 nd course	Lab Science from AAOT course list <i>****at PSU counts toward UNST placement (see footnote on last page)</i>	4-5
<i>Mathematics</i>		
1 course	MTH 105 or Higher <i>****not required at PSU counts toward UNST placement (see footnote on last page)</i>	4-5

<i>At least 1 Core Transfer Map course must also satisfy Cultural Literacy outcomes for AAOT</i>		
Core Transfer Map Total		27-35
ADDITIONAL GENERAL EDUCATION COURSES <i>See an advisor for recommended courses</i>		
<i>Writing</i>	WR 122	3-4
ENGLISH LITERATURE COURSES <i>See an advisor for recommended courses</i>		
<i>Literature A</i>	Eng 2xx Shakespeare	3-4
<i>Literature B</i>	Eng 2xx (course from American or British Survey)	3-4
English Literature Total		6-8
BACHELOR'S DEGREE REQUIREMENTS <i>See an advisor for recommended courses</i>		
<i>2nd Language</i>	Through 203 or end of 2nd year or higher, C- or better in last course**** <i>Note: At EOU, PSU, UO & WOU this fulfills both a degree requirement and some general education</i> <i>*****Students without any second language credits should begin the 100-level sequence in their first year at a community college. Students should complete language requirements before transferring. Students transferring to EOU should be aware that they only offer Spanish. Students may also be able to demonstrate proficiency through an exam or other means.</i>	4-24
MTM Total		40-71
ADDITIONAL COURSES TO REACH 90 CREDITS <i>See an advisor for recommended courses</i>		
<i>At this point [above = 40-71 credits], it is recommended students pursue these options:</i>		
1. Take courses that will apply to their minor of choice, that will transfer to the Oregon public university of their choice (work with an advisor)		
2. Take courses that will apply to the general education or the major at the Oregon public university of their choice (work with an advisor)		
3. Take electives to reach 90 credits, that will transfer to the Oregon public university of their choice (work with an advisor)		
EXAMPLES OF ADDITIONAL GENERAL EDUCATION THAT WON'T RESULT IN EXCESS CREDIT (UNLESS NOTED) & TRANSFERS TO OREGON PUBLIC UNIVERSITIES <i>See an advisor for recommended courses</i>		
<i>Oral Communication</i>	COMM 111 or equivalent ¹ <i>¹transfers to all Oregon public universities and fulfills general education, or at PSU counts toward UNST placement (see footnote below)</i>	3-4
<i>Arts and Letters</i>	Philosophy ² <i>²this course counts as "Aesthetics and Humanities" (AEH) at EOU, which is fulfilled by other courses in the MTM, so this course would be unnecessary (excess) general education credit at EOU and would count as an elective</i> <i>**** At PSU counts toward UNST placement (see footnote below)</i>	3-4
<i>Arts and Letters</i>	Music or Theater Appreciation courses ³ <i>³this course is not necessary for general education at EOU and would count as an elective unless it is a music or theater performance class</i>	3-4

	* 4-credits chosen from one of the following areas will satisfy the PSU 4- cr. Fine & Performing Arts requirement: Architecture, Art History, Art, Dance, Film, Fine & Performing Arts (FPA), Music Education, Music, Applied Music, and Theater Arts	
<i>Social Science</i>	United States History (citizenship, social responsibility, global awareness) ⁴ ⁴ transfers to all Oregon public universities and fulfills general education, or at PSU counts toward UNST placement (see footnote below)	3-4
<i>Science</i>	Biological or Physical Science ⁵ ⁵ students must take a different science course than the one they took for the Core Transfer Map portion, this transfers to all Oregon public universities but the Science requirements are already filled for EOU and WOU so this could count as an elective and is unnecessary (excess) credit **** At PSU the Science requirements are also already satisfied, but these credits count toward UNST placement (see footnote below)	4-5

******University Studies (UNST) is the name of PSU’s 4-year General Education Program which includes a 15-credit Freshman Inquiry (FRINQ) requirement and a 12-credit Sophomore Inquiry (SINQ) requirement:** Students transferring with 30 or more credits will satisfy the FRINQ requirement; students transferring with 30-59 transfer credits are required to complete 3 SINQ courses; with 60-74 credits are required to complete 2 SINQ courses; with 75-89 are required to complete 1 SINQ course. Students transferring with 90 or more credits will begin with a 12-credit Junior-level Cluster and complete the 6-credit Capstone requirement

