



## Transfer Council Report to the Higher Education Coordinating Commission 2024

OREGON PUBLIC UNIVERSITIES AND COMMUNITY  
COLLEGES



TRANSFER COUNCIL BY THE TRANSFER COUNCIL REPORTING AND  
AND WRITTEN BY THE STATE OF OREGON HIGHER EDUCATION  
COMMISSION STAFF.

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## ACRONYMS

**AAOT** Associate of Arts Oregon Transfer: a 90-credit statewide transfer degree

**CAP** Curriculum Articulation Policy

**CCNAP** Common Course Numbering Articulation Policy

**CC** Community Colleges

**CTM** Core Transfer Map (referred to in HB 2998 as Foundational Curricula); groups of general education courses, equivalent to at least 30 credits, that transfer to any public university in Oregon and apply to a university's degree requirements.

**MTM** Major Transfer Map (referred to in HB 2998 as 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

**OCCA** Oregon Community Colleges Association; a community college advocacy and policy non-profit organization

**OPU** Oregon Public University

**OTAC** Oregon Transfer and Articulation Committee

**OTM** Oregon Transfer Module: a 45-credit suggested first year curriculum for community college students who plan to transfer to a public university.

**TC** Transfer Council

## EXECUTIVE SUMMARY

### IMPLEMENTATION OF COMMON COURSES

**Common Course Numbers (CCNs)** Common courses, are standardized across public, post-secondary institutions, establishing consistent course numbers, course title and course learning outcomes as well as other course criteria. CCNs are often referred to as “Z-courses”. This standardization facilitates better advising and credit transfer between public universities and community colleges in Oregon, maintaining educational standards and promoting student mobility. **Z Courses Offered by All 24 Public-Post Secondary Institutions in Oregon:** MTH 105Z, MTH 111Z, MTH 112Z, STAT 243Z, WR 121Z.

### GENERAL EDUCATION and DEGREE COMPLETION: CORE TRANSFER MAPS (CTMs) AND MAJOR TRANSFER MAPS (MTMs)

All Oregon Public Universities (OPUs) confirmed that students with an MTM degree articulate to at least 30 general education credits, meeting ORS 350.400 requirements. All community colleges confirmed offering the CTM. **Major Transfer Maps (MTM):** All OPUs that offer bachelor’s degrees in Biology, Business, Computer Science, Elementary Education, and English Literature reported that students transferring with the corresponding MTM can complete their bachelor’s degrees in 90 credits or fewer. For Community Colleges, survey results showed variability in required implementation of MTM associate degrees.

### INSTITUTIONAL PROCESS AND COMMUNICATION

Both OPUs and CCs employ processes—such as regular curriculum reviews, centralized processes, and management systems—to ensure they are meeting the statewide requirements of MTM Memorandum of Understandings (MOUs) and Curriculum Articulation Policies (CAPs) and Common Course Numbering (CCN) requirements.

**Communication with Advisors and Faculty:** Advisors and faculty use a variety of methods for communicating with students including regular meetings, email, and other communications. Interactive formats like advising town hall meetings ensure direct communication and feedback.

### CONCLUSION

Overall, this year's survey results demonstrate progress in the implementation of CCNs, MTMs, and CTMs across Oregon’s public universities and community colleges. Self-reporting by institutions indicates that most are making an effort to meet state requirements that will facilitate smoother transfer processes and reduce barriers for students. By building on the foundational work of past years and incorporating innovative reporting measures, the institutions have made notable advancements, though some areas still require ongoing development and alignment.

## INTRODUCTION

This report is prepared and approved each year by the Transfer Council and sent to the Commission per ORS 350.429 (3)(a):

*No later than September 1 of each year, the council shall report to the commission on the progress the council is making in enhancing and maintaining the common course numbering system described in ORS 350.423 and on any other current work regarding the transfer of academic credit on which the council is focused.*

## BACKGROUND

In 2017, HB 2998, now ORS 350.412, required the HECC to convene community colleges and universities to develop a common foundational curriculum and to develop three unified statewide transfer agreements per year. HB 2998 (2017) made progress on statewide postsecondary transfer in the following ways:

- The development of Core Transfer Maps (CTMs) and Major Transfer Maps (MTMs).
- Establishment of a cross-sector, advisory body called the Oregon Transfer and Articulation Committee (OTAC), comprised of representatives from key institutional roles from community colleges and public universities. (Transfer Council took over the role of this group in 2022.)
- Five MTMs have been approved by OTAC, and new degrees for these MTMs have been approved by the Commission (Biology, Business, Computer Science, Elementary Education, and English Literature).

## MANDATES OF SB 233

Senate Bill (SB) 233 (2021) codified in Oregon Revised Statute (ORS) 350.423 to 350.429 directs the Higher Education Coordinating Commission (HECC) and public community colleges and universities listed in ORS 352.02 to improve academic credit transfer and transfer pathways between Oregon's public community colleges and universities. Building upon the transfer work previously completed under ORS 350.400 to ORS 350.412, the Transfer Council is charged with making recommendations on a common course numbering (CCN) system, Major Transfer Maps (MTMs), and other credit transfer-related issues.

SB 233 (2021) establishes the following:

- Requires the establishment of a 15-member Transfer Council (TC).
- Clarifies authority related to the development and implementation of Common Course Numbering (CCN) and Major Transfer Map (MTM) work.

- Requires CCN to address alignment issues in highly enrolled, lower-division courses, including but not limited to common learning outcomes, course descriptions, and credit hours.
- Reduces the required number of MTMs to be developed annually from three to one until 2025.
- Requires greater accountability (through for example increased reporting and a student appeals process).

The Transfer Council (TC) makes recommendations to the Commission, which adopts administrative rules as mandated. This is intended to make credit transfer more transparent for students. The inclusion of a reduction in the number of MTMs (to be developed annually) allows the MTM momentum to continue without overwhelming the faculty and other stakeholders involved in both CCN and MTM work. Finally, SB 233 requires the TC to make recommendations on rules for reporting, and a student appeals process. The Commission adopted OARs governing the implementation of MTMs in August 2023; OARs governing the implementation of CCN are forthcoming and expected in 2024.

## METHODOLOGY

This report is based on survey results (see Appendix I) gathered from all 24 public post-secondary institutions in Oregon. The purpose of the survey was to gather data on the internal processes and communication methods employed by Oregon's public universities (OPUs) and community colleges (CCs) regarding implementation of various statewide transfer initiatives. The survey was designed and distributed by the Transfer Council. The goal was to understand how institutions ensure (internally) they are meeting the statewide requirements for Major Transfer Maps (MTM) and Core Transfer Maps (CTM) and how they are implementing courses with common numbers. Survey questions also asked how institutions communicate these required changes to curriculum to faculty and advisors.

The survey requested that provosts or chief academic officers be responsible for the completion of the survey. Some surveys were completed by a senior level administrator on behalf of the provost or chief academic officers (e.g., a registrar or the dean of curriculum). One survey was completed for each institution. Participants were invited to complete the survey via email, which included a link to the survey and detailed instructions on how to respond. The survey included both multiple-choice and open-ended questions, allowing for quantitative data collection and qualitative insight-into institutional processes.

Survey questions covered various aspects of curriculum management and communication. Additionally, questions addressed the methods used to communicate

changes to faculty and advisors such as emails, meetings, internal websites, and other communications. Responses to open-ended questions varied significantly in length and detail. Some institutions provided brief answers, while others offered extensive descriptions of their processes.

The survey was distributed in mid-June, with a response deadline set for July 15<sup>th</sup>. This timing was selected to allow institutions to reflect on the activities of the academic year and to provide recent data on institutional processes for implementation. Responses were then collected, analyzed, and compiled into the following report.

#### Disclaimers:

- 1) It is important to note that the data in this report is self-reported by participating institutions. The writers of this report did not independently verify the accuracy of the responses. Therefore, findings and conclusions presented are based on the information provided by the survey respondents.
- 2) Some survey responses were evaluated for accuracy and noted in the report.
- 3) There are several tables that summarize responses to open ended questions about internal curriculum processes, communicating changes to faculty and staff, and the capacity for auto awarding CTMs. Please note that a blank cell in a table indicates the institution did not mention the corresponding category in their survey response, not necessarily that they do not have a process or degree.

## IMPLEMENTATION OF COMMON COURSES

All common courses, (i.e., "Z-courses") are standardized across Oregon public institutions and have the same course numbers, outcomes, course titles, course number, subject code, credits, course descriptions, and course learning outcomes. This standardization ensures that advisors and other users have access to the same course and articulation information when advising students. The fidelity of implementation of these courses is essential for maintaining consistent educational standards and facilitating student mobility across the Oregon's public higher education system. Institutions have made strides in incorporating these standardized courses into curricula. Some universities and colleges identified common courses they do not currently offer.

#### CCN COURSES OFFERED BY ALL 24 INSTITUTIONS

The following courses are now offered by all 24 institutions (both OPU's and CCs), reflecting a step towards statewide standardization:

1. MTH 105Z
2. MTH 111Z
3. MTH 112Z



4. STAT 243Z
5. WR 121Z

### Institutions Not Offering Specific Common Courses

There are a variety of reasons more CCN courses are not offered at all 24 institutions. Some institutions explained that they do not offer some CCN courses because they did not offer the courses prior to CCN alignment. For instance, several institutions do not offer COMM 100 and, therefore, do not plan to offer COMM 100Z.

### Institutions Self-Reporting and Links to Catalogs

There were instances where self-reported information in the surveys and information available in the catalog links provided by institutions were not in alignment.

- One of seven Oregon public universities reported that they offer a CCN course, but it did not appear in their course catalog for 2023-24 or 2024-25.
- One of seventeen Oregon Community Colleges reported that they offer a CCN course, but it did not appear in their course catalog for 2023-24 or 2024-25.
- There were also four institutions whose course catalogs listed a CCN course but course information did not reflect the adoption of all of the required elements of the Common Course Numbering CCN framework.

### Future Survey Questions for CCNs

Survey questions for 2024 asked institutions about how CCN courses appear in course catalogues. During the drafting of this report, it came to light that the course designator (“Z”) did not appear on at least one institutions’ student transcripts. Future surveys should specifically request information about using the “Z-designator” in catalogues. Fidelity to implementation of total alignment of CCN course information is critical to measuring student success.

## GENERAL EDUCATION AND DEGREE COMPLETION (Core Transfer Maps and Major Transfer Maps)

### CORE TRANSFER MAPS (CTMS)

#### Oregon Public Universities CTM Articulation

All OPU self-reported that when students transfer with an MTM degree [Major], Associate of Art Transfer (AAT), Associate of Science Transfer (AST), or Associate of Arts Oregon

Transfer (AAOT) degree, the CTM portion articulates to at least 30 credits toward graduation, fulfilling the Oregon Revised Statutes (ORS) 350.400 requirement.

### Community College: CTM Transcript Notations and Auto-awards

Currently, most community colleges (10 of 17) note the CTM on a student's transcript either as an award in the notes section or in the comments section.

Table 1 shows how each community college responded to the following two questions from the survey about implementation of CTMs (all responses are verbatim):

1. How are CTMs noted on student transcripts? (Q3, Appendix I from CC the survey)
2. In May, the General Education Subcommittee wrote [a memo](#) recommending all CCs auto-award CTMs and OTMs to students at the end of each term. Does your institution currently have the capacity to carry out the recommendation of auto-awarding CTMs and OTMs? (Q10, Appendix I from CC the survey)

**Note:** a blank cell in this table indicates the institution did not respond to the question, not necessarily that they do not transcript CTMs or have capacity.

**Table 1 CTM Transcript Notations and Auto-awards**

Institution	How are CTMs noted on student transcripts?	In May, the General Education Subcommittee wrote a memo recommending all CCs auto-award CTMs and OTMs to students at the end of each term. Does your institution currently have the capacity to carry out the recommendation of auto-awarding CTMs and OTMs?
Blue Mountain	Currently it is not. We are implementing a new SIS system and are working towards this goal	We currently do not record CTMs and OTMs on our transcripts. This is a feature we are building into the SIS.
Central Oregon	Students are required to request a notation on their transcript if they complete the 30 credit framework. The transcript would then be notated with "Completed: Core Transfer Map" under the term it was completed.	We are aware of this. Not sure if there is a question here.

<b>Chemeketa</b>	CTMs are listed as a transcript comment not an actual award.	We do not currently have the staff nor the software to carry out this recommendation. In addition, there needs to be more clarity on expectations and requirements for "auto"-notating CTMs. Unable to quantify the timeline and cost at this time. Chemeketa understands this is a high priority and is researching options for implementation
<b>Clackamas</b>	Currently, it is not noted on a student's transcript.	We are not currently auto awarding CTMs - as the memo indicates, awarding a CTM is not possible as it is not a certification. We do auto award the OTM.
<b>Clatsop</b>	We are implementing a new student information system and the completion of a CTM will be noted on the student transcript .	We are working on implementation for this recommendation.
<b>Columbia Gorge</b>	We are currently working to resolve coding in the back end of our system	We received the memo. We are working to resolve coding in the back end of our student information system.
<b>Klamath</b>	Currently, CTMs are not noted on transcripts. The registrar notes only the OTM on a student's transcript. Students who are in an AAOT are also in the OTM. The registrar's office is not clear how to transcript CTMs on transcripts, nor how to identify them	We already implement the OTMs, but we still need to implement the CTMs. Our college has the tools and resources to implement this.
<b>Lane</b>	A notation with the award term is placed on a student's transcript: Core Transfer Map	We are working toward this. In our current structure we need to work toward a systematic way of auto-notating the CTM. We are working with our IT department and other state partners to make this a more streamlined process so that we do have the capacity. We hope to have this implemented by the end of AY25. The costs are the investment of staff time in IT, Registrar's Office, and IR and Advising.
<b>Linn-Benton</b>	As a transcript comment.	No, LBCC does not do this. We would need an additional staff member to accomplish this each term.
<b>Mt. Hood</b>	CTMs are noted on student transcripts.	N/A
<b>Oregon Coast</b>	Not currently able to transcript due to SIS functionality. However, the functionality is being developed in the coming academic year	Not currently doing but developing the capability

<b>Portland</b>	As a transcript comment e.g. 'Core Transfer Map [Date]'.	Yes, PCC already auto-awards the OTM. PCC currently intends to implement auto-awarding of the CTM effective Fall 2024.
<b>Rogue</b>	A CTM is notated on a student's transcript as 'Core Transfer Map Awarded MM/DD/YYYY' with the term end date of when they completed their last requirement.	Using the information from the PDF versus what is here, our response would be "No" we do not currently have the capacity to carry out this recommendation. What would the timeline and costs be to implement this recommendation? Estimate to hire and train staff plus develop process is 6 months. This is a manual process for us to search for completions and review so one part-time positions at \$23,877 plus benefits would be the anticipated cost to continually review and check all student records each term.
<b>Southwestern Oregon</b>	We are still working on this	We are aware of this. We are working on determining how to ensure that CTMs are [transcripted]. We already transcript the OTM.
<b>Tillamook Bay</b>	CTMs are listed as a transcript comment.	We are working on implementation for this recommendation
<b>Treasure Valley</b>	We are working on this designation	We are working on implementation for this recommendation
<b>Umpqua</b>	Auto-awarded as a completed certificate.	We auto-award CTMs and OTMs.

## MAJOR TRANSFER MAPS (MTMS)

All OPU's offering degrees in Biology, Business, Computer Science, Elementary Education, and English Literature confirm that students transferring with an MTM in that major can complete their bachelor's degrees in 90 credits or fewer, indicating alignment with Major Transfer Map (MTM) requirements.

- **Biology:** All seven institutions indicated that if a student matriculated to their institution, there is a pathway to graduate with a bachelor's degree in biology.
- **Business:** All seven institutions indicated that if a student matriculated to their institution, there is a pathway to graduate with a bachelor's degree in business.
- **Computer Science:** All six institutions that offer a computer science degree indicated that if a student matriculated to their institution, there is a pathway to graduate with a bachelor's degree in computer science.
- **Elementary Education:** All six institutions that offer an elementary education degree indicated that if a student matriculated to their institution, there is a pathway to graduate with a bachelor's degree in elementary Education.
- **English Literature:** All six institutions that offer an English literature degree indicated that if a student matriculated to their institution, there is a pathway to graduate with a bachelor's degree in English literature.

## MTM Offerings at Community Colleges

Community Colleges were asked if they offered each of the five MTM associate degrees: Biology, Business, Computer Science, Elementary Education, and English Literature. Self-reported data was verified using college catalogs.

- Some community colleges indicated they did offer an MTM; however, links provided by respondents demonstrated that the associate degree named in the [MTM agreement](#) is not currently being offered.
- Some community colleges self-reported they did not offer some MTMs; however, links provided by respondent demonstrated they do offer the MTM.

Progress is being made towards implementing MTMs at community colleges. There is also a room for continuous improvement by consistently ensuring that the named associate degree is added to the course catalog, providing transparency for students and university registrars.

All OPUs that offer majors for MTM CAP or MTM MOU subjects self reported that a community college with a MTM degree can complete a bachelor's degree in that major in 90 credits or less.

#### INSTITUTIONAL PROCESSES AND COMMUNICATION

To ensure institutions are meeting the statewide requirements of MTM MOUs, MTM CAPs, CTMs, and CCN policies, each institution employs specific strategies and processes for managing curriculum changes and communicating these changes to advisors and faculty. Catalogs and transfer webpages are resources used by faculty and advisors to communicate with students about CTMs, MTMs, and CCNs. The prevalence of the mention of these resources speaks to the importance of statewide fidelity in how CCNs and MTMs are implemented systematically. Faculty and advisors rely on these tools to provide accurate information.

#### CURRICULUM CHANGE PROCESS

Tables 2 and 3 summarize the internal curriculum processes for each university and community college, highlighting the use of mechanisms like curriculum review committees, centralized academic affairs offices, and curriculum management systems. Responses are self-reported. **Note:** a blank cell indicates an institution did not mention the corresponding category in their survey response, not necessarily that they do not have a process.

**Table 2: Oregon Public Universities Curriculum Change Process**

Institution	Curriculum Review Committee	Centralized Academic Affairs Office	Curriculum Management System
Eastern Oregon University	Yes		Yes
Oregon Institute of Technology			Yes
Oregon State University		Yes	Yes
Portland State University	Yes	Yes	Yes

<b>Southern Oregon University</b>	Yes	Yes	Yes
<b>University of Oregon</b>	Yes	Yes	Yes
<b>Western Oregon University</b>	Yes	Yes	

**Table 3: Community Colleges Curriculum Change Process**

<b>Institution</b>	<b>Curriculum Review Committee</b>	<b>Centralized Academic Affairs Office</b>	<b>Curriculum Management System</b>
<b>Blue Mountain</b>	Yes		Yes
<b>Central Oregon</b>	Yes	Yes	Yes
<b>Chemeketa</b>	Yes		
<b>Clackamas</b>	Yes	Yes	
<b>Clatsop</b>	Yes	Yes	
<b>Columbia Gorge</b>	Yes	Yes	
<b>Klamath</b>	Yes	Yes	
<b>Lane</b>	Yes	Yes	Yes
<b>Linn-Benton</b>	Yes	Yes	Yes
<b>Mt. Hood</b>	Yes	Yes	

Oregon Coast	Yes	Yes	Yes
Portland	Yes	Yes	Yes
Rogue	Yes	Yes	
Southwestern Oregon	Yes	Yes	Yes
Tillamook Bay	Yes	Yes	
Treasure Valley	Yes	Yes	
Umpqua	Yes	Yes	Yes

## COMMUNICATION WITH ADVISORS AND FACULTY

To effectively communicate curriculum changes, each institution employs various methods to ensure that advisors and faculty are well-informed and prepared to support students with timely and accurate information. Common methods of communication used include regular faculty meetings, departmental updates, email communications, updating degree audit systems, and other communications.

Most institutions use a combination of email communication and regular meetings to keep advisors and faculty updated on curriculum changes. Many institutions also provide resources through internal academic advisor resource repositories or the Registrar's Office. Eastern Oregon University mentioned sharing the [CTM/MTM/AAOT crosswalk](#) tool with advisors and faculty.

Tables 5 and 6 demonstrate how public universities in Oregon communicate with academic advisors about curricular changes related to CCNs, CTMs and MTMs. **Note:** a blank cell in a table indicates the institution did not mention the corresponding category in their survey response, not necessarily that they do not have a process.

**Table 4: Oregon Public Universities Communication**

Institution	Emails	Meetings	Internal Websites/Systems	Training advisors and or faculty
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Eastern Oregon University	Yes	Yes	Yes	
Oregon Institute of Technology			Yes	
Oregon State University	Yes	Yes	Yes	Yes
Portland State University	Yes	Yes	Yes	Yes
Southern Oregon University	Yes	Yes		
University of Oregon	Yes	Yes	Yes	Yes
Western Oregon University	yes	Yes	Yes	

**Table 5: Community Colleges Communication**

Institution	Emails	Meetings	Internal website/systems	Training advisors and or faculty
Blue Mountain		Yes		
Central Oregon	Yes	Yes	Yes	Yes
Chemeketa	Yes	Yes	Yes	Yes
Clackamas	Yes	Yes		
Clatsop	Yes	Yes	Yes	

<b>Columbia Gorge</b>		Yes		
<b>Klamath</b>	Yes	Yes	Yes	Yes
<b>Lane</b>	Yes	Yes		
<b>Linn-Benton</b>	Yes	Yes	Yes	
<b>Mt. Hood</b>			Yes	
<b>Oregon Coast</b>	Yes			
<b>Portland</b>	Yes			
<b>Rogue</b>	Yes	Yes	Yes	
<b>Southwestern Oregon</b>	Yes	Yes	Yes	
<b>Tillamook Bay</b>		Yes		
<b>Treasure Valley</b>		Yes		
<b>Umpqua</b>	Yes	Yes	Yes	

## MEASURES OF SUCCESS REPORTING

In preparation for future Oregon Administrative Rules (OARs) on measures of success and institutional reporting, the survey asked respondents: “What measures of success would help your institution understand how well Oregon is serving transfer students? What measures of success would help your institution understand how well your institution was serving transfer students?” These questions provide insight into the metrics institutions believe are necessary to measure the success of transfer initiatives.

Table 6 reports the metrics identified by respondents (both OPUs and CCs) and the number of institutions that expressed similar interest in that data.

**Table 6 Measures of Success Reporting Suggestions**

Measure of Success	Number of Respondents (24)
Time to Degree	7
Excess Credits	3
Transferability of Courses	11
Retention	5
Persistence	3
Degree Attainment/Graduation Rates	7
# of Transfer Students Transferring to 4 yr.	4
Performance of Transfer Students	12
Location(s) of Transfer Students	1
Transfer Student Satisfaction Surveys	1
Post-Graduation Outcomes	1

The two largest measures of success identified by respondents include a range possible data:

- Transferability of Courses: Number of credits counted towards the major, general education, and general electives; and the number of courses students were required to retake.
- Performance of Transfer Students: Comparison of GPA rates at CC and OPU at graduation; preparation for coursework at OPU; and GPA of transfer students compared to native students.

The wide range of measures of success offered by respondents underscores the specific suggestions of a couple institutions. These suggestions offer a possible way forward as we begin the work of evaluating the results of our transfer initiatives.

Western Oregon University recommends: “It would be beneficial for the Transfer Council to convene a group of representatives from colleges and universities to develop a shared definition of success for transfer students. Once this definition is established, specific metrics should be identified. Institutional research experts, in collaboration with partners at the Higher Education Coordinating Commission (HECC), should then determine the data and reporting formats necessary to measure and report on this success effectively.” This action would allow us to have a shared statewide framework for measuring and reporting the success of transfer students.

Similarly, the theme of statewide coordination, data tracking, and sharing was identified by other respondents as well. University of Oregon also noted that better data tracking at the state level would help institutions. Additionally, Linn Benton and Blue Mountain both recommended a statewide system of data sharing. For example, as Linn Benton wrote:

“The state should invest in a centralized transcript exchange service so colleges can share, send, and evaluate transcripts in a more seamless manner. Currently each school is on their own and has multiple systems. The state already gets the enrollment files for the students and has this data each term. It would be helpful to require public universities and educational school districts to share their transfer student data with community colleges.”

Finally, before we can meaningfully embark on measuring the success of transfer initiatives, we must have uniform and consistent adoption of transfer policies, like CCN and MTMs. The inconsistencies in adoption identified in this report are barriers to any future assessment initiative.

## CONCLUSIONS

There has been progress in the implementation of CCN, CTM, and MTM recommendations, especially in the areas of auto-awarding, institutional processes, and common course numbering.

However, challenges remain in terms of consistent implementation of both CCN and MTM. Continued efforts are necessary to fully realize the goals set by the Higher Education Coordinating Commission and legislative requirements. Fidelity in implementation is necessary before we can begin to measure the impact and success of these initiatives.

The work of institutions in implementation, enhancing internal communication, and providing adequate resources to faculty and advisors has led to valuable insight into both where additional support is needed statewide as well as data metrics needed to measure the success of transfer work in Oregon.



## COMMUNITY COLLEGE TRANSFER INITIATIVES SURVEY

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PROCESS, IMPLEMENTATION, & TIMELINE FOR MAJOR  
TRANSFER MAPS (MTMS), CORE TRANSFER MAPS (CTMS), &

COMMON COURSE NUMBERING (CCN)

### Community College implementation survey

#### BACKGROUND

In 2017, the Oregon Legislature passed HB 2998, which directed the Higher Education Coordinating Commission (HECC), community colleges, and public universities listed in Oregon Revised Statute (ORS) 352.002 to streamline transfer pathways. (ORS 350.400)

Additionally in 2021, Senate Bill (SB) 233, directed the HECC to establish a 15-member Transfer Council with representation from Oregon's public universities, community colleges, and from secondary education. Part of the work assigned to the Transfer Council is the development of recommendations on a common course numbering (CCN) system to the Commission. (ORS 350.423)

The HECC, community colleges, and public universities met the following requirements of the legislation:

- [Core Transfer Maps](#) (General Core and STEM Core): establishes a path for community college students to take courses guaranteed to transfer as general education at ANY Oregon public university.
- Developed five [Major Transfer Maps](#) (MTM): English Literature, Biology, Business, Computer Science, Elementary Education, and three more in process.
- Developed [17 CCN courses](#) for implementation by all public community colleges and public universities, by the 2024-25 catalog.

#### SURVEY INSTRUCTIONS

- The Provost or Chief Academic Officer is required to complete this survey in survey monkey.
- This PDF may be used to gather survey answers from the appropriate faculty and staff.
- Only one completed survey should be submitted per institution.
- Individual institutional survey responses and responses in aggregate will be made publicly available to partner institutions, the legislature, and the Higher Education Coordinating Commission.

## SURVEY QUESTIONS:

### Major Transfer Maps, Associate Degrees, & Core Transfer Maps

#### Institutional Process:

1. Name of Institution:
2. Name of individual completing this survey and representing the policies and processes of that institution:
3. Email address:
4. Does your institution offer the following MTM associate degrees?

MTMs	Y/N	If yes, please provide the link to your course guide, program page, or course catalog.	If no: Does your institution offer any other types of degrees or certificates in the following five MTM subject areas?	Y/N	If yes, please provide the link to your course guide, program page, or course catalog.
<a href="#">Biology- Associate of Science – Transfer (AST)</a>					
<a href="#">Business- Associate of Science – Transfer (AST)</a>					
<a href="#">Computer Science (- Associate of Arts - Transfer (AST) (EOU/SOU/WOU)</a>					
<a href="#">Computer Science-(- Associate of Arts - Transfer (AST) OSU/PSU/OU</a>					
<a href="#">Elementary Education- Associate of Arts – Oregon Transfer (AAOT)</a>					
<a href="#">English Literature Associate of Art- Transfer (AAT)</a>					

1. What is your institution's process for ensuring any course or curriculum changes made continue to comply with MTM Memorandum of Understanding (MOUs) and Curriculum Articulation Policies (CAPs).
2. Who is primarily responsible for implementation of MTMs on your campus? Please list name(s) and title(s).  
Name(s)  
Title(s)
3. How is completion of a CTM noted on students' transcripts?

### Common Course Numbering (CCN)

4. Does your Academic Year 2024-25 course catalog list the [17 approved CCN courses](#) (with Z-designator)?



Course	Yes/No	If yes: Link to course	If no: Please list the steps needed for implementation and the date of completion
<a href="#">MTH 105Z</a>			
<a href="#">MTH 111Z</a>			
<a href="#">MTH 112Z</a>			
<a href="#">COM 100Z</a>			
<a href="#">COM 111Z</a>			
<a href="#">COM 218Z</a>			
<a href="#">STAT 243Z</a>			
<a href="#">WR 121Z</a>			
<a href="#">WR 122Z</a>			
<a href="#">WR 227Z</a>			
<a href="#">BA 101Z</a>			
<a href="#">BA 211Z</a>			
<a href="#">BA 213Z</a>			
<a href="#">ENG 104Z</a>			
<a href="#">ENG 105Z</a>			
<a href="#">ENG 106Z</a>			
<a href="#">PSY 201Z</a>			
<a href="#">PSY 202Z</a>			

5. Describe your institution's process for making changes to courses or adding courses?

6. Where are student learning outcomes for CCN courses institutionalized? (Ex: registrar's office, at the department level etc.)

## Student Advising: Training and Communication

7. What is your process for communicating with advisors and faculty when changes are made in courses and/or to curriculum?
8. What resources/materials/training are you making available to advisors and faculty so they can appropriately advise students about CTMs, MTMs, and CCN?
9. When did you or when do you plan to make these resources available? (date)

## Measuring Outcomes

10. In May, the General Education Subcommittee wrote a memo recommending all CCs auto-award CTMs and OTMs to students at the end of each term.
  - a. Does your institution currently have the capacity to carry out this recommendation?
  - b. What would the timeline and costs be to implement this recommendation?
11. In 2025, the Commission plans to adopt rules around measures of success and institutional reporting requirements. What measures of success would help your institution understand how well Oregon is serving transfer students? What measures of success would help your institution understand how well your institution was serving transfer students?





## OREGON PUBLIC UNIVERSITY: TRANSFER INITIATIVES SURVEY

PROCESS, IMPLEMENTATION, & TIMELINE FOR MAJOR TRANSFER MAPS (MTMS), CORE TRANSFER MAPS (CTMS), & COMMON COURSE

NUMBERING (CCN)

### BACKGROUND

In 2017, the Oregon Legislature passed HB 2998, which directed the Higher Education Coordinating Commission (HECC), community colleges, and public universities listed in Oregon Revised Statute (ORS) 352.002 to streamline transfer pathways. (ORS 350.400)

Additionally in 2021, Senate Bill (SB) 233 directed the HECC to establish a 15-member Transfer Council with representation from Oregon's public universities, community colleges, and from secondary education. Part of the work assigned to Transfer Council is the development of recommendations on a common course numbering (CCN) system to the Commission. (ORS 350.423)

The HECC, community colleges and public universities met the following requirements of the legislation:

- [Core Transfer Maps](#) (General Core and STEM Core): establishes a path for community college students to take courses guaranteed to transfer as general education at ANY Oregon public university.
- Developed five [Major Transfer Maps](#) (MTM): English Literature, Biology, Business, Computer Science, and Elementary Education, with three more in process.
- Developed and approved [17 CCN courses](#) for implementation by all public community colleges and public universities, by the 2024-25 catalog.

### SURVEY INSTRUCTIONS

- The Provost or Chief Academic Officer is required to complete this survey in survey monkey.
- This PDF may be used to gather survey answers from the appropriate faculty and staff.
- Only one completed survey should be submitted per institution.
- Individual institutional survey responses and responses in aggregate will be made publicly available to partner institutions, the legislature, and the Higher Education Coordinating Commission.

### SURVEY QUESTIONS:

#### Major Transfer Maps, Associate Degrees, & Core Transfer Maps

#### Institutional Process:

1. Name of Institution:

2. Name of individual completing this survey and representing the policies and processes of that institution:
3. Email address:
4. When a student transfers to your institution with the following MTM, does this articulate to *at least* 30 general education credits?

MTMs	30 general education credits Yes/No	If no: ORS 350.400 1(b) requires all OPUs to count <a href="#">CTMs</a> towards at least 30 credits of students' general education requirements. Please list the additional steps your institution must take to implement this requirement and the anticipated completion date.
<a href="#">Biology- Associate of Science – Transfer (AST)</a>		
<a href="#">Business- Associate of Science – Transfer (AST)</a>		
<a href="#">Computer Science (- Associate of Arts -Transfer (AST)</a> <a href="#">(EOU/SOU/WOU)</a>		
<a href="#">Computer Science(- Associate of Arts -Transfer (AST)</a> <a href="#">OSU/PSU/OU</a>		
<a href="#">Elementary Education- Associate of Arts – Oregon Transfer (AAOT)</a>		
<a href="#">English Literature Associate of Art-Transfer (AAT)</a>		

5. When a student transfers to your institution with the following MTM pathway degree will this student be able to complete a bachelor's degree, in the major identified in the MTM, in 90 credits or fewer?:

MTM	Y/N	If yes, please list those 90 credits or provide a link and page number to the program guide for MTM ( <i>example: <a href="#">CS MTM MOU page 19-24</a></i> )	Y/N Universities that do not currently offer a program in the MTM subject areas are not required to participate. Is this the case for your institution with this subject area? (Y/N)"	Y/N	If no: what steps does your institution need to take to implement this MTM? When will this step be completed?
<a href="#">Biology- Associate of Science – Transfer (AST)</a>					
<a href="#">Business- Associate of Science – Transfer (AST)</a>					
<a href="#">Computer Science (- Associate of Arts -Transfer (AST)</a> <a href="#">(EOU/SOU/WOU)</a>					
<a href="#">Computer Science-(- Associate of Arts -Transfer (AST)</a> <a href="#">OSU/PSU/OU</a>					
<a href="#">Elementary Education-Associate of Arts – Oregon Transfer (AAOT)</a>					
<a href="#">English Literature Associate of Art-Transfer (AAT)</a>					

6. What is your institution's process for ensuring any course changes or program changes made continue to comply with MTM Memoranda of Understanding (MOUs) and Curriculum Articulation Policies (CAPs)?
7. Who is primarily responsible for implementation of MTMs on your campus? Please list name(s) and title(s).  
Name(s)  
Title(s)

## Common Course Numbering

8. Does your Academic Year 2024-25 course catalog list the [17 approved CCN courses](#) (with Z-designator)?

Course	Yes/No	If yes: Link to course	If no: Please list the steps needed for implementation and the date of completion
<a href="#">MTH 105Z</a>			
<a href="#">MTH 111Z</a>			
<a href="#">MTH 112Z</a>			
<a href="#">COM 100Z</a>			
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9. Describe your institution's process for making changes to courses or adding courses?
10. Where are [student learning outcomes](#) for CCN courses institutionalized? (Ex: registrar's office, at the department level etc.)

## Student Advising: Training and Communication

11. What is your process for communicating with advisors and faculty when changes are made to courses and/or to curriculum?
12. What resources/materials/training are you making available to advisors and faculty so they may appropriately advise students about the MTMs and CCN?
13. When did you or when do you plan to make these resources available? (date)

## Measuring Outcomes

14. Are you identifying transfer students that earned a CTM? And if so, how?
15. How do you identify transfer students that earned an associate degree with the guarantees of an MTM?
16. What is your system for tracking students who are following an MTM pathway? If you do not have one, what is your plan to develop one?

## Measuring Outcomes

17. In consultation with the Transfer Council, the Commission plans to adopt rules around measures of success and institutional reporting requirements next year. What measures of success would help your institution understand how well Oregon is serving transfer students? What measures of success would help your institution understand how well your institution was serving transfer students?