



Transfer Council Report to the Higher Education Coordinating Commission 2025 DRAFT

**OREGON PUBLIC UNIVERSITIES AND COMMUNITY
COLLEGES**

This DRAFT was prepared by HECC staff and
approved by the 2025 Transfer Council Survey
and Report Subcommittee on 8/4/25

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1. Acronyms

AAOT – Associate of Arts Oregon Transfer

AAT – Associate of Arts Transfer

AST – Associate of Science Transfer

CAP – Curriculum Articulation Policy

CC – Community College

CCN – Common Course Numbering

CTM – Core Transfer Map

FERPA – Family Educational Rights and Privacy Act

HECC – Higher Education Coordinating Commission

HDFS – Human Development and Family Services

MTM – Major Transfer Map

MOU – Memorandum of Understanding

ORS – Oregon Revised Statute

OTAC – Oregon Transfer and Articulation Committee

OTM – Oregon Transfer Module

SLO – Student Learning Outcome

TC – Transfer Council

“Z” designator – Common Course designator required by all institutions e.g. MTH 111Z vs MTH 111

2. Executive Summary

This report presents findings from the Transfer Council’s 2025 institutional implementation surveys and outlines progress made by Oregon’s public community colleges and public universities in meeting the requirements of ORS 350.400 to 350.412 and ORS 350.423 to 350.429. These statutes direct the Higher Education Coordinating Commission (HECC) in collaboration with Oregon’s public institutions, to streamline transfer pathways through the development and implementation of Core Transfer Maps (CTMs), Major Transfer Maps (MTMs), and a Common Course Numbering (CCN) system.

The report summarizes institutional practices for curriculum governance and communication, highlights variation in implementation processes, and provides context for the statewide rollout of transfer policy measures. It also includes an overview of the Transfer Council’s recommendation to the Commission regarding measures of success as required by ORS 350.429.

Data from the 2025 institutional surveys show that most institutions have established or adapted internal processes for aligning course changes with the CAPs and MTM MOUs. Institutions report varying levels of readiness in tracking student completion of CTMs and MTMs and their capacity to report annual outcomes as recommended by the Transfer Council. Institutions also described communication mechanisms for faculty and advisors, though consistency remains an area for further support.

The implementation of Common Course Numbering (CCN) continues to advance. Institutions confirmed the inclusion of the 37 required lower-division courses, with “Z” designators, in their 2025–26 catalogs, though the degree of catalog transparency, alignment with student learning outcomes, and technical integration with student information systems varied. Similarly, implementation of Major Transfer Maps (MTMs) has increased from 2024. This report highlights promising practices and identifies areas for targeted technical assistance for both CCN and MTM adoption.

The findings in this report are intended to inform the Commission and institutional leaders as they continue implementing transfer policy across Oregon’s public higher education system.

3. Introduction and Background

ORS 350.400 to 350.412 and ORS 350.423 to 350.429 establishes the framework for Oregon’s statewide transfer policy. These statutes direct the Higher Education Coordinating Commission (HECC) in collaboration with Oregon’s public institutions, to develop and implement transfer pathways that allow students to move efficiently from community colleges to public universities while preserving progress toward degree completion.

The Transfer Council (TC) was established in 2021 to carry forward this mandate. It builds on the work of the former Oregon Transfer and Articulation Committee (OTAC), which established the framework for CTMs, MTMs, and statewide articulation principles. The Council includes

representatives from Oregon’s community colleges, public universities, secondary education, and a student from each sector. It is charged with developing policy recommendations to improve alignment, transparency, and equity in student transfer pathways.

Since 2021, the Council has developed a shared governance model, recommended administrative rules, and established policy of the systemwide implementation of Common Course Numbering, Core Transfer Maps, and Major Transfer Maps. This year, the Council convened the Measures of Success Subcommittee to develop statewide metrics, as required by ORS 350.429, to evaluate institutional implementation and student outcomes.

This report documents institutional progress toward these goals and provides insight into implementation capacity across the state.

4. Methodology

This report draws on data collected through two statewide surveys administered by HECC in spring 2025: one for Oregon’s public universities (appendix A) and one for the community colleges (appendix B). The surveys were distributed via Qualtrics to each institution’s Chief Academic Officer or Provost, who coordinated internal consultation with relevant faculty and staff before submitting one response on behalf of their institution.

Survey questions approved by the 2025 Transfer Council Survey and Report Subcommittee align with ORS 350.400 to 350.412 and ORS 350.423 to 350.429 and the administrative rules governing Core Transfer Maps (CTMs), Major Transfer Maps (MTMs), and Common Course Numbering (CCN). The questions focused on key areas of implementation, including:

- Curriculum governance and alignment with CAPs and MOUs,
- Communication and training for advisors and faculty,
- Institutional capacity to track and report student participation in CTM and MTM pathways, and
- Progress in implementing CCN and MTMs for the 2025–26 academic year.

HECC staff reviewed and cleaned the resulting data, grouped open-ended responses thematically, and analyzed trends in institutional readiness, variation, and alignment. The findings presented here are supported by both qualitative and quantitative analysis of the responses received from all 17 community colleges and 7 public universities in Oregon.

5. Implementation of Common Courses (CCN)

Commonly numbered courses (i.e., CCN) are courses that are standardized across Oregon public institutions. These courses share the same subject codes, numbers, titles, credit values, course descriptions, and learning outcomes. This standardization ensures that students and advisors have access to the same course and articulation information. The adoption and implementation of these courses is essential for maintaining consistent educational standards and for facilitating student mobility across the Oregon public higher education system. In the first three years of CCN, faculty have aligned 37 highly transferred lower-division courses. All 37 courses have ranked in the list of

the top 80 most transferred courses or were part of a sequence of courses with at least one course on that list. Requiring credit alignment for Z courses can be challenging and differs from Oregon's past practice of articulating courses with varying credits between institutions.

Newly approved CCN Courses

Since the 2024 Transfer Council Report to the Commission, 16 courses have been added and approved to appear in 2025-26 course catalogs, bringing the total to 37 fully aligned courses since alignment began in 2022.

Courses aligned in 2024:

- BA 169Z Data Analysis Using Microsoft Excel
- BA 226Z Business Law
- BI/BIO/BIOL 221Z Principles of Biology: Cells
- BI/BIO/BIOL 222Z Principles of Biology: Organisms
- BI/BIO/BIOL 223Z Principles of Biology: Ecology and Evolution
- CH/CHE/CHEM 221Z General Chemistry I
- CH/CHE/CHEM 222Z General Chemistry II
- CH/CHE/CHEM 223Z General Chemistry III
- CH/CHE/CHEM 227Z General Chemistry I Laboratory
- CH/CHE/CHEM 228Z General Chemistry II Laboratory
- CH/CHE/CHEM 229Z General Chemistry III Laboratory
- EC/ECON 201Z Principles of Microeconomics
- EC/ECON 202Z Principles of Macroeconomics
- SOC/SOAN 204Z Introduction to Sociology
- SOC/SOAN 205Z Social Change and Institutions
- SOC/SOAN 206Z Social Problems

Implementation of CCN Courses

Significant progress has been made in adopting CCN course information. Institutions have incorporated the required “Z” designator and related course information into their catalogs, reflecting widespread support for the systemwide articulation goals outlined in ORS 350.400 to 350.412 and ORS 350.423 to 350.429. While most institutions self-identified as having fully implemented the Common Course Numbering (CCN) courses in their 2025–26 catalogs, HECC staff review of catalogs revealed several discrepancies between self-reported survey responses and actual course listings. This gap highlights the need for continued collaboration and technical assistance to ensure consistency and accuracy in CCN implementation across the state.

Discrepancies ranged from incorrect course titles and missing Z-designators to the omission of approved CCN courses entirely. In total, 19 out of the 37 CCN courses approved between 2022 and

2024 were listed incorrectly by at least one institution. These errors affected both community colleges and public universities, underscoring the complexity of catalog production and the need for ongoing quality assurance.

When discrepancies were identified, HECC staff contacted institutions directly by phone and email. These follow-up efforts led to resolution in all but two cases. As of July 15, 2025:

- Treasure Valley Community College had not yet published its 2025–26 course catalog but indicated that all required CCN courses would be included upon release.
- Portland Community College had not resolved all discrepancies in its 2025-26 course catalog.

Among the institutions reviewed:

- 8 out of 17 community colleges had inconsistencies between their catalogs and the CCN course list, and
- 5 out of 7 public universities showed at least one incorrect or incomplete CCN listing.

Moving forward, CCN implementation will remain an area of continuous improvement. HECC will continue to monitor catalog fidelity, provide technical support to institutions, and work with the Transfer Council to clarify expectations for public reporting and course alignment. The continued success of CCN depends on shared accountability and systemwide commitment to maintaining transparent, accurate, and student-centered course information.

Reported Barriers to Implementation

Institutions reported several issues that may have led to discrepancies in adopting and publishing approved CCN course information. Although not recorded in the survey, this information was shared with HECC staff when colleges/universities were contacted about discrepancies. These issues included staffing changes, communication issues within institutions, staffing shortages, human error with entry into data systems, and departments/faculty disagreeing with adopted course information.

CCN Courses Offered at all 24 institutions

The goal of CCN is aligning the most transferred lower-division courses, improving credit mobility, and ensuring that students taking these courses are guaranteed access to the same course information. Not all institutions offer all courses aligned under CCN and institutions are only required to participate if they offer a course that aligns with a CCN-aligned course. Most core lower-division courses aligned under CCN are offered at community colleges and public universities (see appendix C for more information). In reviewing course information HECC staff confirmed 100 percent participation in required CCN course adoption. In 2022, this resulted in the alignment of 10 courses; in 2023, 11 more courses were added and in 2024, 16 additional courses were added to the list totaling 37 courses aligned in the first three years of CCN.

All 24 public institutions in Oregon have participated in the work of alignment and all 24 institutions in Oregon have adopted courses aligned with their course offerings. The following courses are offered at all 24 institutions (both OPU and CCs), reflecting an important step towards statewide alignment of highly transferred lower-division courses. Numbers in parentheses indicate where these courses are on the list of the 80 most transferred courses in Oregon:

1. BA 101Z Introduction to Business (5)
2. BA 211Z Principles of Financial Accounting (19)
3. BA 213Z Principles of Managerial Accounting (31)
4. *EC/ECON 201Z Principles of Microeconomics (13)
5. *EC/ECON 202Z Principles of Macroeconomics (16)
6. MTH/MATH 105Z Math in Society (21)
7. MTH/MATH 111Z Precalculus I: Functions (2)
8. MTH/MATH 112Z Precalculus II: Trigonometry (8)
9. *MTH/MATH 251Z Differential Calculus (10)
10. *MTH/MATH 252Z Integral Calculus (15)
11. *MTH/MATH 253Z Calculus: Sequences and Series (36)
12. PSY 201Z Introduction to Psychology I (3)
13. PSY 202Z Introduction to Psychology II (6)
14. *SOC/SOAN 204Z Introduction to Sociology (11)
15. ST/STAT 243Z Elementary Statistics I (17)
16. WR 121Z Introduction to Writing (1)

Note: * courses were reported in the survey as being offered in the 2025-26 course catalog, but were unable to be verified because the catalog has not yet been published

6. 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 the Associate of Arts Oregon Transfer (AAOT) degree in Elementary Education—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

Table 1 shows how each community college responded to the following two questions from the survey about implementation of CTMs:

1. How are CTMs noted on student transcripts?

2. In May 2024, the General Education Subcommittee wrote [a memo](#) recommending all CCs 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 awarding CTMs and OTMs?

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 2025 CTM Transcript Notations and Auto-awards

Institution	CTM Notation Practices	Ability to Adopt GE Memo
Blue Mountain	Not noted	No
Central Oregon		No
Chemeketa	Transcript comment	No
Clackamas	Noted on transcript	Yes
Clatsop	In progress	Yes, in progress
Columbia Gorge		No
Klamath	Noted on transcript	Yes
Lane		Yes
Linn-Benton		Yes, only for CTMs
Mt. Hood		Yes, mostly set up already
Oregon Coast	Noted on transcript in “notes” field	No
Portland		Yes
Rogue	Recorded in the Award Section at the bottom of transcript. The Award Type is listed as Notation, and the Major is specified as Core Transfer Map	No, but in progress. However, the conferral date corresponds to the last day of the term in which the student completed all CTM requirements. See comment below in Table 2.
Southwestern Oregon		Yes
Tillamook Bay	In progress: will be a note on transcript with completion date	Yes
Treasure Valley	No	No
Umpqua		Yes

Table 2 compares community college progress towards notating and awarding CTMs from 2024-2025

Table 2. Community College Progress in Notating and Awarding Core Transfer Maps (CTMs), 2024–2025

Institution	2024		2025	
	CTM Notation	GE Memo	CTM Notation	GE Memo
Blue Mountain	Not noted; implementing new SIS and working towards it	Building into the SIS	Not noted	No
Central Oregon	Students request notation on their transcript; noted with completion date	No response	No response	No
Chemeketa	Transcript comment	No	Transcript comment	No
Clackamas	Not noted	No	Noted on transcript	Yes
Clatsop	Implementing a new SIS; CTMs will eventually be noted on transcripts	In progress	In progress	Yes, in progress
Columbia Gorge	Working to resolve system issues; not noted	In progress	No response	No
Klamath	Only OTMs are noted; unsure how to notate CTMs	In progress	Noted on transcript	Yes
Lane	Notated on the transcript	In progress	No response	Yes
Linn-Benton	Notated on the transcript	No	No response	Yes, only for CTMs
Mt. Hood	Notated on the transcript	No response	No response	Yes, mostly set up already
Oregon Coast	Not notated; developing SIS functionality	In progress	Noted on transcript in “notes” field	No
Portland	Notated as a transcript comment with date	Yes	No response	Yes
Rogue	Notated on the transcript with date	In progress	In progress	No
Southwestern Oregon	In progress	In progress	No response	Yes
Tillamook Bay	Listed as a transcript comment	In progress	In progress: will be a note on transcript with completion date	Yes

Treasure Valley	In progress	In progress	No	No
Umpqua	Auto-awarded as a completed certificate	Yes	No response	Yes

Comparing progress towards notation in 2024 and 2025 is difficult because of the decreased survey response rate:

- 100% (17 out of 17) of community colleges provided information on CTM notation in 2024 compared to 41% (7 out of 17) in 2025

Based on the limited information provided:

- *3 colleges reported unchanged practices:* Blue Mountain, Chemeketa, Clatsop
- *2 colleges unclear:* Tillamook Bay and Treasure Valley. In 2024, Tillamook Bay reported that CTMs were listed as a transcript comment, but in 2025 they note this practice is being developed. Similarly, in 2024, Treasure Valley reported that developing a process for notation was in progress, but in 2025, they report that CTMs are not notated.
- *3 colleges reported progress in notation practices:* Clackamas, Klamath, Oregon Coast. None were notating CTMs in 2024 but are now notating in 2025.

Capacity to adopt the recommendations in the General Education memo has changed from 2024 to 2025:

- In 2024:
 - (53%) 9 of 17 colleges were **in progress** and working to develop the support structures to adopt the memo
 - (12%) 2 of 17 colleges **could adopt** the GE memo
 - (23%) 4 of 17 colleges **could not adopt** the GE memo
 - (12%) 2 of 17 colleges provided **no response**
- In 2025:
 - (59%) 10 of 17 colleges report the ability **to adopt** the GE memo
 - (41%) 7 of the 17 colleges now report that they **cannot adopt** the GE memo. Of note here, 3 of the colleges (Blue Mountain, Oregon Coast, and Treasure Valley) reported in 2024 that this work was in progress, but in 2025 reported “no” that they did not have the ability to adopt the memo.

However, implementation challenges remain. Cost and system limitations remain two of the largest barriers here. For some institutions, this is a manual process to find the eligible students and then add the notation to the transcript. This requires hiring and training staff. For other colleges, the current limitations of their student information systems (SIS) would require hiring a vendor to write new code that would allow for tracking and auto-notating transcripts. In both cases, time and funding are needed to implement the recommendation of the GE subcommittee.

7. Major Transfer Maps (MTMs)

Approved Major Transfer Maps

In 2025, the Commission approved two new MTM-CAPs: Human Development and Family Services (AAT/AST) and Sociology (AAT/AST). Additionally, the Commission approved three MTM-MOUs that have been converted to MTM-CAPs: Biology, Business, English (formerly English Literature).

Oregon Public University MTM Pathways and Articulation

Currently, all public universities (with one exception) self-report that students with a complete MTM degree can complete their bachelor’s degree in no more than 90 credits, fulfilling statutory requirements. The results are noted in below in **Table 3**.

Note: a red “N” denotes an institution that is not a required participant in that MTM pathway

Table 3: University Articulation of MTM Pathways

	Biology (AST)	Business (AST)	Computer Science (AST)	Elem. Education (AAOT)	English (AAT)	HDFS (AAT & AST)	Sociology (AAT & AST)
UO	Y	Y	Y (UO, PSU, OSU)	Y	Y	Y	Y (soc)
SOU	Y	Y	Y (EOU, SOU, WOU)	Y	Y	N	Y (soan)
WOU	Y	Y	Y (EOU, SOU, WOU)	Y	Y	N	Y (soc)
OIT	Y	Y	N	N	N	N	N
PSU	Y	Y	Y (UO, PSU, OSU)	N*	Y	Y	Y (soc)
OSU	Y	Y	Y (UO, PSU, OSU)	Y	Y	Y (AST)	Y (soc)
EOU	Y	Y	Y (EOU, SOC, WOU)	Y	Y	N	Y (soan)

In the case of elementary education, Portland State University noted in their response that they are in the process of reviewing a set of courses for general ed applicability or revising major requirements to ensure that MTM students will only be required to take 90 credits or fewer. This active revision of curriculum to support transfer pathways is exactly the kind of transparency and work the Transfer Council hopes to see from institutions.

It is worth noting that three of our MTMs contain pathways, either in the form of degrees (AAT and AST leading to BA and BS, respectively) or in the form of curriculum that is unique to the receiving institutions (as we see in Computer Science and Sociology). In these cases, institutions may only be receiving one of the pathways, as noted in **Table 3**.

Community College MTM Implementation

Colleges were asked to report on each of the 7 approved MTM-CAPs. **Tables 4-10** report progress on each MTM implementation.

Notes on implementation:

- Colleges have two full academic years to implement approved MTM-CAPs per OAR 715-025-0040. MTM-MOUs should have already been implemented by the participating colleges. This impacts Biology (2020), Business (2021), Computer Science (2021), English (2020), and Elementary Education (2020).
- Implementation means the degree is listed in the catalog and available to students. HECC staff checked catalogs to confirm compliance with OAR required participation.

Table 4: Implementation of AST Biology

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	Yes	No	No
Central Oregon	Yes	Yes	Yes
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	Yes	Yes
Clatsop	Yes	In progress– waiting for NWCCU approval	In progress
Columbia Gorge	No	N/A	N/A
Klamath	Yes	Yes	Yes
Lane	Yes	Yes	Yes
Linn-Benton	Yes	No	No
Mt. Hood	Yes	Yes	Yes
Oregon Coast	Yes	No	No
Portland	Yes	No	No
Rogue	Yes	Yes	Yes
Southwestern Oregon	Yes	Yes – implementing in AY 25-26	Yes
Tillamook Bay	Yes	No	No
Treasure Valley	Yes	No	No
Umpqua	Yes	Yes	Yes

- 9 of the 16 (56%) required colleges have implemented the AST in biology; this is an increase of 3% from the 2024 implementation rate.
- 1 of the 16 (6%) required colleges is in progress, awaiting NWCCU approval.
- 6 of the 16 (38%) required colleges have not yet implemented the AST in biology.
- Some institutions have reported inability to hire physics faculty to teach a required MTM Biology course as the reason they are unable to implement the Biology MTM.

Table 5: Implementation of AST Business

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	Yes	Yes	Yes
Central Oregon	Yes	Yes	Yes
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	Yes	Yes
Clatsop	Yes	No	Yes – Catalog for AY 25-26 shows AST Business
Columbia Gorge	Yes	Yes	Yes
Klamath	Yes	Yes	Yes
Lane	Yes	Yes	Yes
Linn-Benton	Yes	No	No
Mt. Hood	Yes	Yes	Yes
Oregon Coast	Yes	No	No
Portland	Yes	No	No
Rogue	Yes	Yes	Yes
Southwestern Oregon	Yes	Yes – implementing in AY 25-26	Yes
Tillamook Bay	Yes	Yes	Yes
Treasure Valley	Yes	Yes	No – not reflected in current catalog (AY 24-25); 25-26 catalog not yet posted
Umpqua	Yes	Yes	Yes

- 13 of the 17 (76%) required colleges have implemented the AST in business
- 4 of the 17 (24%) required colleges have not yet implemented the AST in business

There has been no change in implementation rate for the AST Business from 2024 to 2025.

Table 6: Implementation of AST Computer Science

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	Yes	Yes	No – They offer the ASOT, which is not the MTM
Central Oregon	Yes	Yes	Yes
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	Yes	Yes
Clatsop	No	N/A	N/A
Columbia Gorge	Yes	Yes	Yes
Klamath	No	N/A	N/A
Lane	Yes	Yes	Partially – They offer the OSU, PSU, UO pathway only
Linn-Benton	No	N/A	N/A
Mt. Hood	Yes	Yes	Yes
Oregon Coast	Yes	Yes	Yes
Portland	Yes	No	No
Rogue	Yes	Yes	Yes
Southwestern Oregon	Yes	Yes	Yes
Tillamook Bay	Yes	Yes	Yes
Treasure Valley	No	N/A	N/A
Umpqua	Yes	Yes	Yes

- 11 of the 13 (85%) required colleges have implemented the AST in Computer Science; this is an increase of 16% compared to the 2024 rate.
- 2 of the 13 (15%) required colleges have not yet implemented the AST in Computer Science

There is clearly confusion in two areas of implementation for this degree. The first is the difference between the ASOT Computer Science and the AST Computer Science. While colleges can still continue to offer the ASOT Computer Science, OAR requires that they also implement the AST. The second is the implementation requirement when an MTM contains variance. Statute requires that MTMs allow students to transfer to all the participating institutions, so colleges must implement all pathways within an MTM degree. Implementing only one prohibits access to the other receiving institutions. HECC staff will reach out to the impacted colleges and provide technical assistance in these areas to alleviate both these areas of confusion.

Table 7: Implementation of AAOT in Elementary Education

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	Yes	Yes	Yes
Central Oregon	Yes	Yes	Yes
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	Yes	Yes

Clatsop	No	N/A	N/A
Columbia Gorge	Yes	Yes	Yes
Klamath	Yes	Yes	Yes
Lane	Yes	Yes	Yes
Linn-Benton	Yes	Yes	Yes
Mt. Hood	Yes	No	No
Oregon Coast	Yes	Yes	Yes
Portland	Yes	Yes	Yes
Rogue	Yes	Yes	Yes
Southwestern Oregon	Yes	Yes	Yes
Tillamook Bay	Yes	Yes	Yes
Treasure Valley	Yes	Yes	No – Not found on website or current catalog, but advising guide is provided in survey response
Umpqua	Yes	Yes	Yes

- 15 of the 16 (94%) required colleges report having implemented the AAOT in Elementary Education (only 14 can be verified by catalog/website). This is an increase in implementation by 7% compared to 2024.
- 1 of the 16 (6%) required colleges have not yet implemented the AAOT in Elementary Education

Table 8: Implementation of AAT in English (formerly English Literature)

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	No	N/A	N/A
Central Oregon	Yes	Yes	Yes
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	Yes	Yes
Clatsop	Yes	No	No
Columbia Gorge	Yes	Yes	Yes
Klamath	Yes	Yes	Yes
Lane	Yes	Yes	Yes
Linn-Benton	Yes	No	No
Mt. Hood	Yes	Yes	Yes
Oregon Coast	Yes	No	No
Portland	Yes	No	No
Rogue	Yes	Yes	Yes
Southwestern Oregon	Yes	Yes	Yes
Tillamook Bay	Yes	No	No

Treasure Valley	Yes	No	No
Umpqua	Yes	Yes	Yes

- 10 of the 16 (62.5%) required colleges have implemented the AAT in English.
- 6 of the 16 (37.5%) required colleges have not yet implemented the AAT in English.

There has been no change in implementation rate from 2024 to 2025.

Table 9: Implementation of AAT/AST in Human Development and Family Services (HDFS); Implementation required by Fall 2027

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	Yes	No	No
Central Oregon	Yes	No	No
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	No	No
Clatsop	No	N/A	N/A
Columbia Gorge	Yes	No	No
Klamath	Yes	No	No
Lane	Yes	No	No
Linn-Benton	Yes	No	No
Mt. Hood	Yes	No	No
Oregon Coast	No	N/A	N/A
Portland	Yes	No	No
Rogue	Yes	No	No
Southwestern Oregon	Yes	No	No
Tillamook Bay	No	N/A	N/A
Treasure Valley	Yes	No	No
Umpqua	Yes	No	No

- 1 of the 14 (7%) required colleges have implemented the AAT/AST in HDFS.
- 13 of the 14 (93%) required colleges have not yet implemented the AAT/AST in HDFS.

Table 10: Implementation of AAT/AST in Sociology; Implementation required by Fall 2027

Institution	Required Participant	Self-Reported Implemented	In Compliance Confirmed by HECC Staff
Blue Mountain	No	N/A	N/A

Central Oregon	No	N/A	N/A
Chemeketa	Yes	Yes	Yes
Clackamas	Yes	No	No
Clatsop	No	N/A	N/A
Columbia Gorge	No	N/A	N/A
Lane	Yes	No	No
Linn-Benton	Yes	No	No
Mt. Hood	Yes	No	No
Oregon Coast	No	N/A	N/A
Portland	Yes	No	No
Rogue	No	N/A	N/A
Southwestern Oregon	Yes	No	No
Tillamook Bay	Yes	No	No
Treasure Valley	Yes	No	No
Umpqua	Yes	No	No

- 1 of the 10 (10%) required colleges has implemented the AAT/AST in Sociology
- 9 of the 10 (90%) required colleges have not yet implemented the AAT/AST in Sociology

In conclusion, with the exception of English and Business, an increase in implementation of MTMs has been reported in all subject areas from 2024 to 2025, as shown in **Table 11**.

Table 11: Rate of MTM Implementation in 2024 vs 2025

MTM Subject	2024 Implementation ¹	2025 Implementation
Biology	53.3%	56.3%
Business	76.5%	76.5%
Computer Science	69.2%	84.6%
Elementary Education	87.5%	93.7%
English	62.5%	62.5%
Human Development and Family Services (HDFS)	N/A	7.1%
Sociology	N/A	10.0%

¹ As reported in the 2024 Commission [Report](#) to the Legislature

Although there is still work to be done, it is a positive sign that the majority of MTMs are showing a higher rate of implementation.

8. Institutional Processes and Communication

Curriculum Change Processes and Alignment with CAPs and MOUs

Oregon's public community colleges and universities report progress in aligning curriculum processes with the requirements outlined in the Curriculum Articulation Policy (CAP) and the memoranda of understanding (MOUs) associated with Major Transfer Maps (MTMs). While institutions vary in structure and governance, several common patterns have emerged.

Among community colleges, most institutions describe formalized internal curriculum processes designed to ensure compliance. These processes are often coordinated through curriculum offices, academic deans, or faculty-led councils. For example, colleges such as Portland and Linn-Benton report that the curriculum office or a designated manager is responsible for reviewing course and program changes for consistency with CAPs. Other institutions noted shared oversight structures or evolving internal practices, indicating that alignment with the CAP is being built into institutional workflows over time. In some cases, colleges identified gaps or limitations in historical processes and are now taking steps to embed MTM and CCN alignment more directly into curriculum review.

Oregon's public universities have also integrated transfer policy considerations into existing academic governance. Several institutions, such as Oregon State University and Portland State University, have embedded MOU and CAP-related prompts into their course or program change forms. At other institutions, including Eastern Oregon University, University of Oregon and Oregon Tech, curriculum changes are routed through traditional governance structures with added attention to transfer alignment by registrars, administrators or faculty leaders. While processes differ, most institutions acknowledge the need to maintain alignment with HECC transfer policies as part of routine curricular oversight.

Together, these responses reflect the overall variance in size, mission and governance structure of a diverse group of public post-secondary institutions. The specific mechanisms and depth of integration vary by institution, and in some cases may require further support or guidance to achieve full alignment with CAP expectations.

Communication Mechanisms with Advisors and Faculty

Institutions reported a range of strategies to communicate changes related to MTMs, CTMs, and Common Course Numbering (CCN) to academic advisors and faculty. Most community colleges rely on internal communication channels such as summary emails, academic newsletters, or reports from department chairs. Several colleges described routine communication from the Curriculum Office or Instructional Council, while others noted less structured or informal methods.

Although nearly all colleges reported that information is conveyed to advisors, the formality, frequency, and consistency of these communications varied. Some institutions provide periodic updates as changes are approved, while others rely on end-of-term or end-of-year summaries. A few colleges are beginning to implement more proactive approaches, such as incorporating curriculum updates into advisor trainings or regularly convening cross-functional teams to discuss curriculum updates.

Universities also highlighted internal communication protocols coordinated by advising offices, registrars, and academic leadership. For example, some institutions use systems like DegreeWorks to track curricular alignment and advise students accordingly, while others rely on faculty leads and registrar communications to disseminate updates. However, like community colleges, universities identified that current communication structures may not always capture the complexity of evolving transfer policies, and some noted ongoing work to enhance coordination and clarity for faculty and advisors.

The responses indicate a shared institutional understanding of the importance of effective communication but also highlights the need for continued investment in systems and practices that ensure timely, accurate, and consistent information reaches those responsible for student advising.

9. Measures of Success Reporting

In 2025, the Transfer Council submitted recommended administrative rules to the Higher Education Coordinating Commission (HECC) to guide the statewide implementation of transfer measures of success, as directed under ORS 350.429. These rules are intended to provide clarity and accountability for how Oregon's public institutions track and report transfer-related outcomes.

The Council's recommendations include the establishment of common metrics for monitoring student participation in Core Transfer Maps (CTMs), Major Transfer Maps (MTMs), and Common Course Numbering (CCN) pathways. Institutions will be expected to report annually on student enrollment in these pathways, the awarding of associated credentials, and student outcomes at both the point of transfer and at degree completion. The framework also calls for reporting on credit accumulation, time-to-degree, and transfer student GPA, with disaggregation by race/ethnicity, income, and first-generation status.

These measures are designed to strengthen transparency, support continuous improvement, and to promote equity in student transfer outcomes. Pending Commission adoption, rule implementation is

anticipated to begin in the 2025–26 academic year, with data collection aligned to institutional capacity and system-wide coordination.

10. Conclusions

Oregon’s public higher education institutions have made meaningful progress in implementing the state’s transfer policies, including Common Course Numbering (CCN), Core Transfer Maps (CTMs), and Major Transfer Maps (MTMs). This year’s survey results demonstrate increased adoption, broader institutional engagement, and growing infrastructure to support student mobility and success. However, the findings also highlight areas that require continued attention particularly the need for consistent catalog accuracy, improved transcript notation practices, and enhanced communication with advisors and faculty. Variability in institutional readiness and system capabilities continues to pose challenges. Resource constraints impede consistent statewide implementation, student communication, and training student advisors. To sustain momentum and ensure equitable outcomes for transfer students, HECC and the Transfer Council must continue to provide technical assistance, monitor fidelity, and support institutions in fully aligning their internal processes with statewide policy. Until common metrics for monitoring student participation in CTMs, MTMs, and CCNs, both at the point of transfer and at degree completion are adopted through Oregon Administrative Rule and implemented the efficacy of these policies cannot be fully evaluated. The commitment to continuous improvement and systemwide collaboration remains essential to delivering on the promise of a more seamless, transparent, and student-centered transfer experience in Oregon.

12. Appendices

Appendix A: Oregon Public University Survey

OREGON PUBLIC UNIVERSITY: TRANSFER INITIATIVES SURVEY

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

Oregon Public University Survey

BACKGROUND

In 2017, the Oregon Legislature passed HB 2998, which directs 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, directs 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 seven [Major Transfer Maps](#) (MTM): English Literature, Biology, Business, Computer Science, Elementary Education, Human Development and Family Services (HDFS) and Sociology.
- Developed and approved [37 courses](#) for implementation by all public community colleges and public universities, for inclusion in the 2025-26 catalog.

SURVEY INSTRUCTIONS

- The Provost or Chief Academic Officer is required to complete this survey in Qualtrics.
- 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:

Major Transfer Maps & Core Transfer Maps

4. For students transferring to your institution with a Major Transfer Map (MTM) associate degree (e.g., Biology – Associate of Science–Transfer), does the Core Transfer Map component consistently articulate to at least 30 general education credits across all MTM degrees?
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	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)"	If no: what steps does your institution need to take to participate in this MTM? When will this step be completed?	Does your institution offer any other types of degrees or certificates in the following seven MTM disciplinary areas?
Biology Associate of Science – Transfer (AST)				
Business Associate of Science – Transfer (AST)				

Computer Science Associate of Science -Transfer (AST) (<u>EOU/SOU/WO</u> <u>U</u>)				
Computer Science Associate of Science -Transfer (AST) (PSU/OSU/UO)				
Elementary Education- Associate of Arts – Oregon Transfer (AAOT)				
English Literature Associate of Art- Transfer (AAT) (formerly English Literature AAT)				
Human Development and Family Services (HDFS) Associate of Art-Transfer (AAT)				
Human Development and Family Services (HDFS) Associate of Science - Transfer (AST)				
Sociology Associate of Art- Transfer (AAT)				
Sociology Associate of Science -Transfer (AST)				
Sociology – Anthropology				

Associate of Art- Transfer (AAT)				
Sociology- Anthropology Associate of Science -Transfer (AST)				

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) [715-025-0055\(1\)](https://www.mtsu.edu/715-025-0055(1).pdf)?
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 2025-26 course catalog contain the following [37 approved 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
BA 101Z			
BA 169Z			
BA 211Z			
BA 213Z			
BA 226Z			
BI/BIO/BIOL 221Z			
BI/BIO/BIOL 222Z			
BI/BIO/BIOL 223Z			
CH/CHE/CHEM 221Z			
CH/CHE/CHEM 222Z			
CH/CHE/CHEM 223Z			
CH/CHE/CHEM 227Z			
CH/CHE/CHEM 228Z			
CH/CHE/CHEM 229Z			
COM/COMM 100Z			
COM/COMM 111Z			

COM/COMM 218Z			
EC/ECON 201Z			
EC/ECON 202Z			
ENG 104Z			
ENG 105Z			
ENG 106Z			
MTH/MATH 105Z			
MTH/MATH 111Z			
MTH/MATH 112Z			
MTH/MATH 251Z			
MTH/MATH 252Z			
MTH/MATH 253Z			
PSY 201Z			
PSY 202Z			
SOC/SOAN 204Z			
SOC/SOAN 205Z			
SOC/SOAN 206Z			
ST/STAT 243Z			
WR 121Z			
WR 122Z			
WR 227Z			

9. Describe your institution’s process for making changes to courses or adding courses.
10. Where are student learning outcomes for CCN courses documented? (eg: registrar’s office, department)

Student Advising: Training and Communication

11. What is your process for communicating with advisors and faculty when changes are made regarding CTMs, MTMs, and CCN 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

In Oregon, the foundational curriculum for public post-secondary education is governed by **Oregon Revised Statute (ORS) 350.400**. This statute mandates that community colleges and public universities establish a

foundational curriculum comprising at least 30 college-level academic credits. In May of 2024, the General Education Subcommittee wrote a [memo recommending all CCs award CTMs and OTMs](#) to students at the end of each term.

14. What is your intuitions' policy/process for identifying students with CTMs?
15. How does your institution identify transfer students who earned an associate degree with the guarantees of an MTM?
16. What is your system for tracking students who are following an MTM pathway? Do you have a plan for developing one?
17. Does your institution currently have the capacity to track students in an MTM pathway?
18. What would the timeline and costs be to implement this tracking?

[u](#) Page 8 of the 2024 Transfer Council Report says, “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.”

Appendix B: Community College Survey

COMMUNITY COLLEGE TRANSFER INITIATIVES SURVEY

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

Community College Survey

BACKGROUND

In 2017, the Oregon Legislature passed HB 2998, which directs 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, directs 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 seven [Major Transfer Maps](#) (MTM): Biology, Business, Computer Science, Elementary Education, English, Human Development and Family Services (HDFS) and Sociology.
- Developed and [37 courses](#) for implementation by all public community colleges and public universities, for inclusion in the 2025-26 catalog.

SURVEY INSTRUCTIONS

- The Provost or Chief Academic Officer is required to complete this survey in Qualtrics.
- 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:

Institution Identifying Information:

1. Name of Institution:
2. Name of individual completing this survey and representing the policies and processes of that institution:
3. Email address:

Major Transfer Maps, & Associate Degrees

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 MTM subject area?	Y / N	If yes, please provide the link to your course guide, program page, or course catalog.
Biology- Associate of Science – Transfer (AST)					
Business- Associate of Science – Transfer (AST)					
Computer Science Associate of Science - Transfer (AST) (EOU/SOU/WOU)					
Computer Science-(- Associate of Science- Transfer (AST) OSU/PSU/UO					
Elementary Education- Associate of Arts – Oregon Transfer (AAOT)					
English Associate of Art-Transfer (AAT)					

(formerly English Literature)					
Human Development and Family Services (HDFS) (AAT)					
Human Development and Family Services (HDFS) (AST)					
Sociology (AAT)					
Sociology Anthropology (AAT)					
Sociology (AST)					
Sociology Anthropology (AST)					

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 and Policies (CAPs) [715-025-0055\(1\)](#)?
2. Who is primarily responsible for implementation of an MTMs on your campus? Please list name(s) and title(s).
Name(s)
Title(s)

Common Course Numbering (CCN)

3. Does your Academic Year 2025-26 course catalog contain the following [37 approved courses \(with the Z-designator\)](#)^{III}?

Course	Yes/No	If yes: Link to course	If no: Does your institution plan to offer this course in the future? (As a reminder,
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			if a course is 70% similar to an existing CCN course, that course must align with the CCN course.)
BA 101Z			
BA 169Z			
BA 211			
BA 213Z			
BA 226Z			
BI/BIO/BIO 221Z			
BI/BIO/BIO 222Z			
BI/BIO/BIO 223Z			
CH/CHE/CHEM 221Z			
CH/CHE/CHEM 222Z			
CH/CHE/CHEM 223Z			
CH/CHE/CHEM 227Z			
CH/CHE/CHEM 228Z			
CH/CHE/CHEM 229Z			
COM/COMM 100Z			
COM/COMM 111Z			
COM/COMM 218Z			
EC/ECON 201Z			
EC/ECON 202Z			
ENG 104Z			
ENG 105Z			
ENG 106Z			
MTH/MATH 105Z			
MTH/MATH 111Z			
MTH/MATH 112Z			
MTH/MATH 251Z			
MTH/MATH 252Z			
MTH/MATH 253Z			
PSY 201Z			

PSY 202Z			
SOC/SOAN 204Z			
SOC/SOAN 205Z			
SOC/SOAN 206Z			
ST/STAT 243Z			
WR 121Z			
WR 122Z			
WR 227Z			

4. Describe your institution’s process for making changes to courses or adding courses.
5. Where are student learning outcomes for CCN courses documented? (e.g.: registrar’s office, department)

Student Advising: Training and Communication

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

Measuring Outcomes

In Oregon, the foundational curriculum for public post-secondary education is governed by **Oregon Revised Statute (ORS) 350.400**. This statute mandates that community colleges and public universities establish a foundational curriculum comprising at least 30 college-level academic credits. In May of 2024, the General Education Subcommittee wrote a [memo recommending all CCs award CTMs and OTMs](#) to students at the end of each term.

9. How is completion of a CTM noted on student transcripts?
10. Does your institution currently award CTMs?
 - a. If yes, how is completion of a CTM noted on student transcripts?
11. Does your institution currently have the capacity to carry out the General Education Subcommittee’s recommendation?
12. What would the timeline and costs be to implement the General Education Subcommittee recommendation?
13. Does your SIS currently track completion of CTMs and OTMs, and can this information be included with annual reporting submissions to the Commission ?

[\[1\]](#) Page 8 of the 2024 Transfer Council Report says, “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.”

Appendix C: Number of CCN Courses Offered by Oregon Public Colleges and Universities

Oregon has aligned 37 courses. Some institutions are not required to offer a CCN course if they do not already offer a CCN-equivalent course. For CCN courses that institutions are required to adopt, HECC staff observed 100 percent compliance. The chart below shares how many of the 37 CCN courses aligned between 2022-2024 are currently offered at each community college and public university. Note: * signifies a college that has not yet published its 2025-26 course catalog.

College or University	# of 37 CCN courses offered
Blue Mountain	35
Central Oregon	34
Chemeketa	37
Clackamas	37
Clatsop	37
Columbia Gorge	27
Klamath	35
Lane	36
Linn-Benton	36
Mt. Hood	37
Oregon Coast	37
Portland	37
Rogue	37
Southwestern Oregon	37
Tillamook Bay	35
Treasure Valley*	17
Umpqua	36
Eastern Oregon	31
Oregon Institute of Technology	30
Oregon State	34
Portland State	34
Southern Oregon	34
University of Oregon	30

Western Oregon	33
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