

LBCC



WOU



Oregon Tech

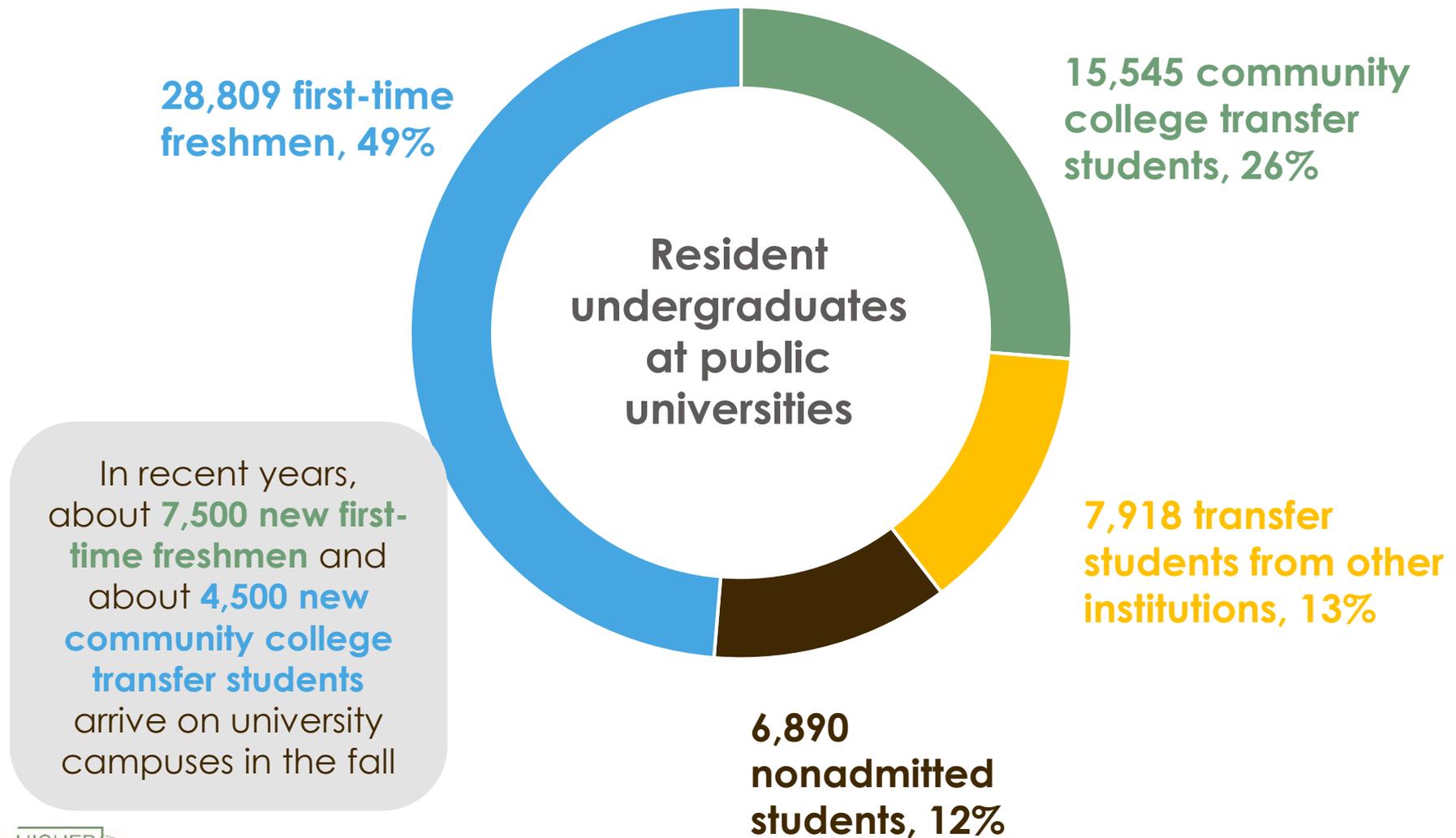
OREGON COMMUNITY COLLEGE TO UNIVERSITY TRANSFER

AMY G. COX
DIRECTOR, OFFICE OF RESEARCH AND DATA



April 6, 2018
Presented to USTA Launch Meeting

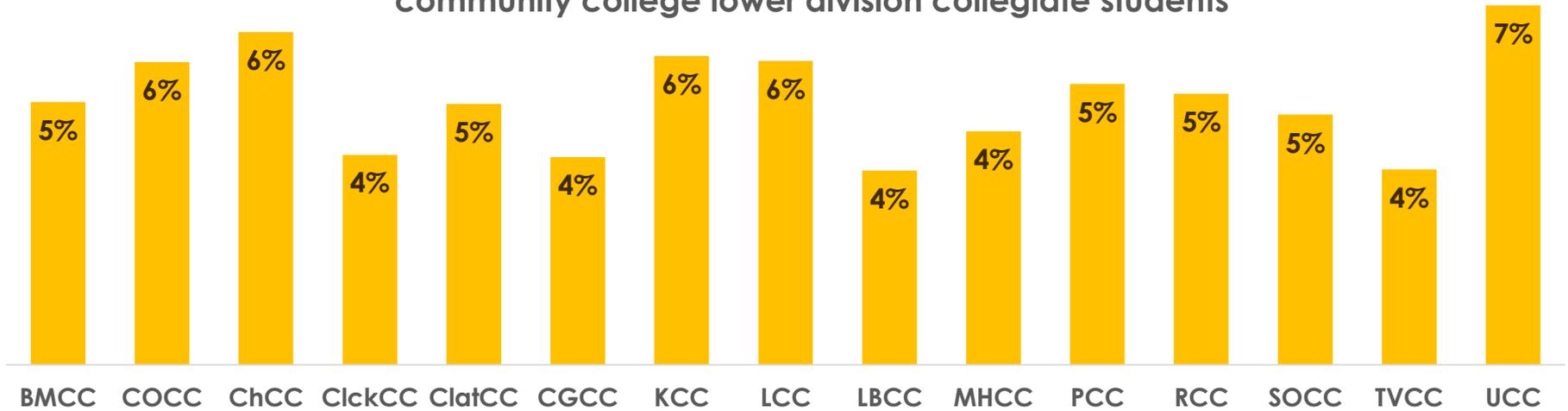
STUDENTS AT OREGON'S 7 PUBLIC UNIVERSITIES ENTER THE UNIVERSITY VIA MANY PATHWAYS



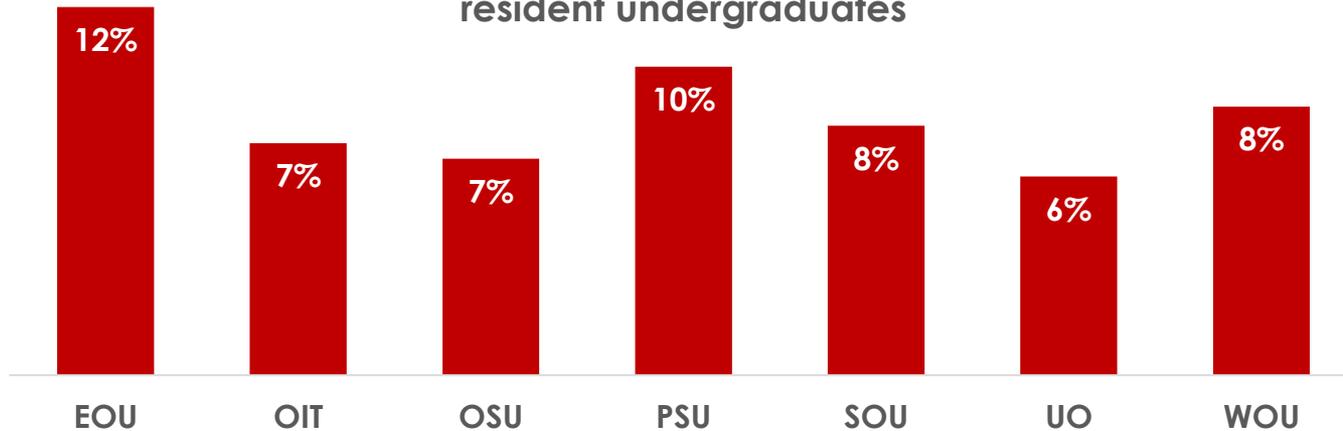
Source: HECC analysis of university student records, fall 2015.

RATES OF TRANSFER VARY BY BOTH SENDING AND RECEIVING INSTITUTIONS

New transfer students at universities as percentage of community college lower division collegiate students



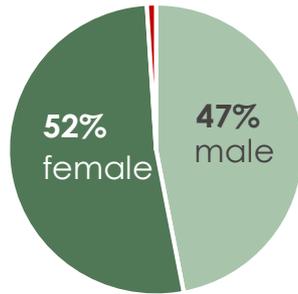
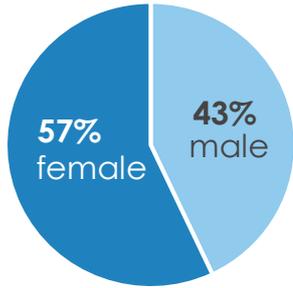
New transfer students at universities as percentage of resident undergraduates



Source: HECC analysis of university student records, fall 2015.

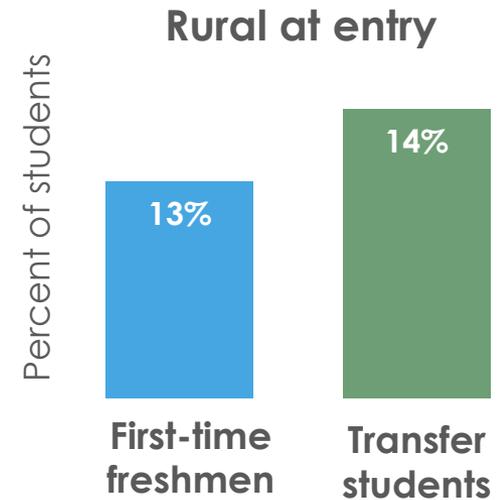
TRANSFER STUDENTS TEND TO BE MALE, OLDER, HAVE SOMEWHAT DIFFERENT RACE/ETHNICITIES

First-time freshmen Transfer students



Average age at entry
 First-time freshmen: **18**
 Transfer students: **26**

	First-time freshmen	Transfer students
Asian American	9%	4%
Black/African American	1%	2%
Hispanic	11%	10%
Native American/Alaska Native	0%	2%
Native Hawaiian/Pacific Islander	0%	2%
White	69%	70%
Two or more race/ethnicities	7%	6%
Unknown	2%	5%



COMPARING GRADUATION RATES OF TRANSFER STUDENTS AND FIRST-TIME FRESHMEN

- The longer students are enrolled, the more likely they are to graduate
- Graduation comparisons therefore need to view first-time freshmen and transfer students at similar points in their studies

First-time freshmen who continue to sophomore year

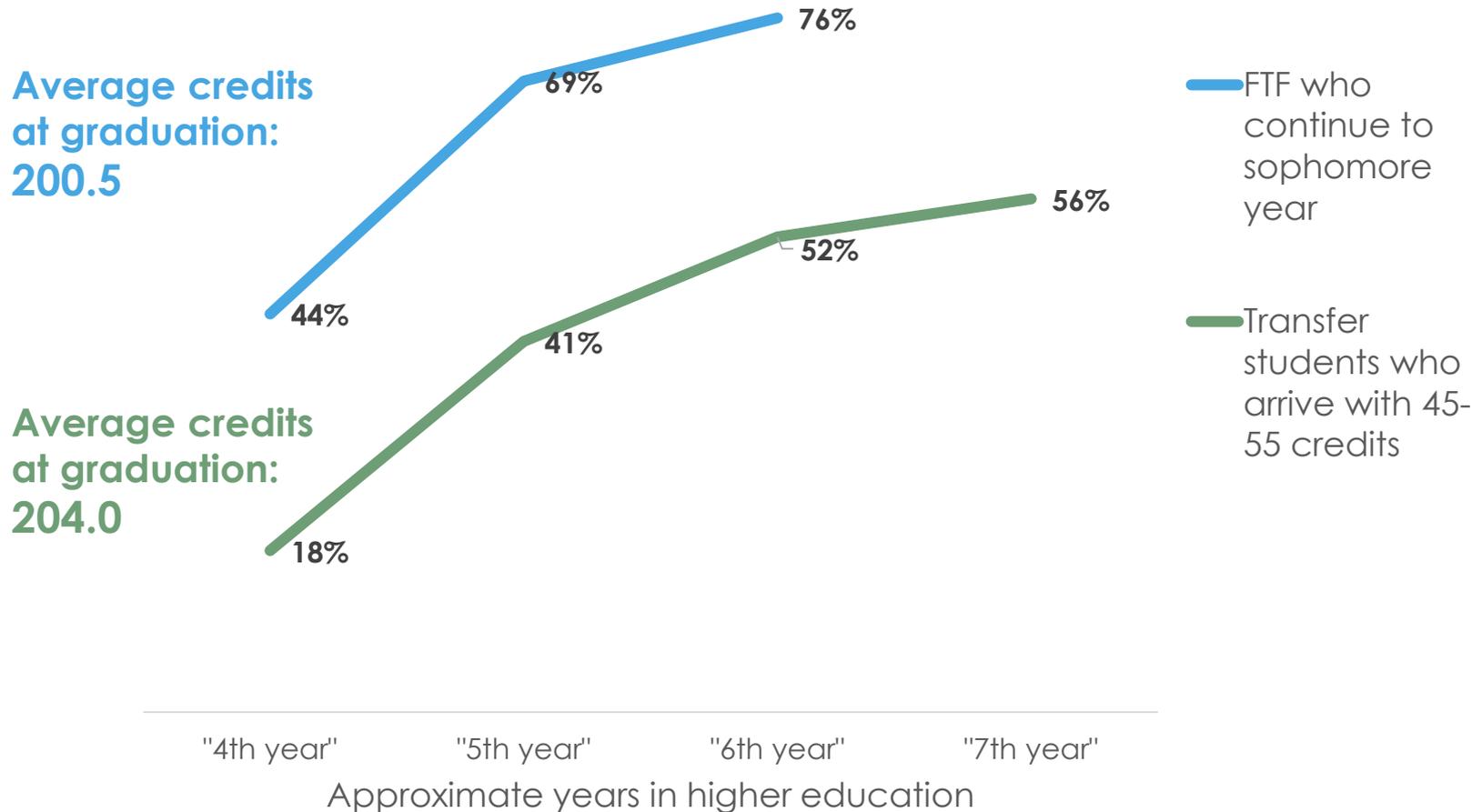
Students who transfer with 45-55 accepted credits

First-time freshmen who continue to junior year

Students who transfer with 90+ accepted credits

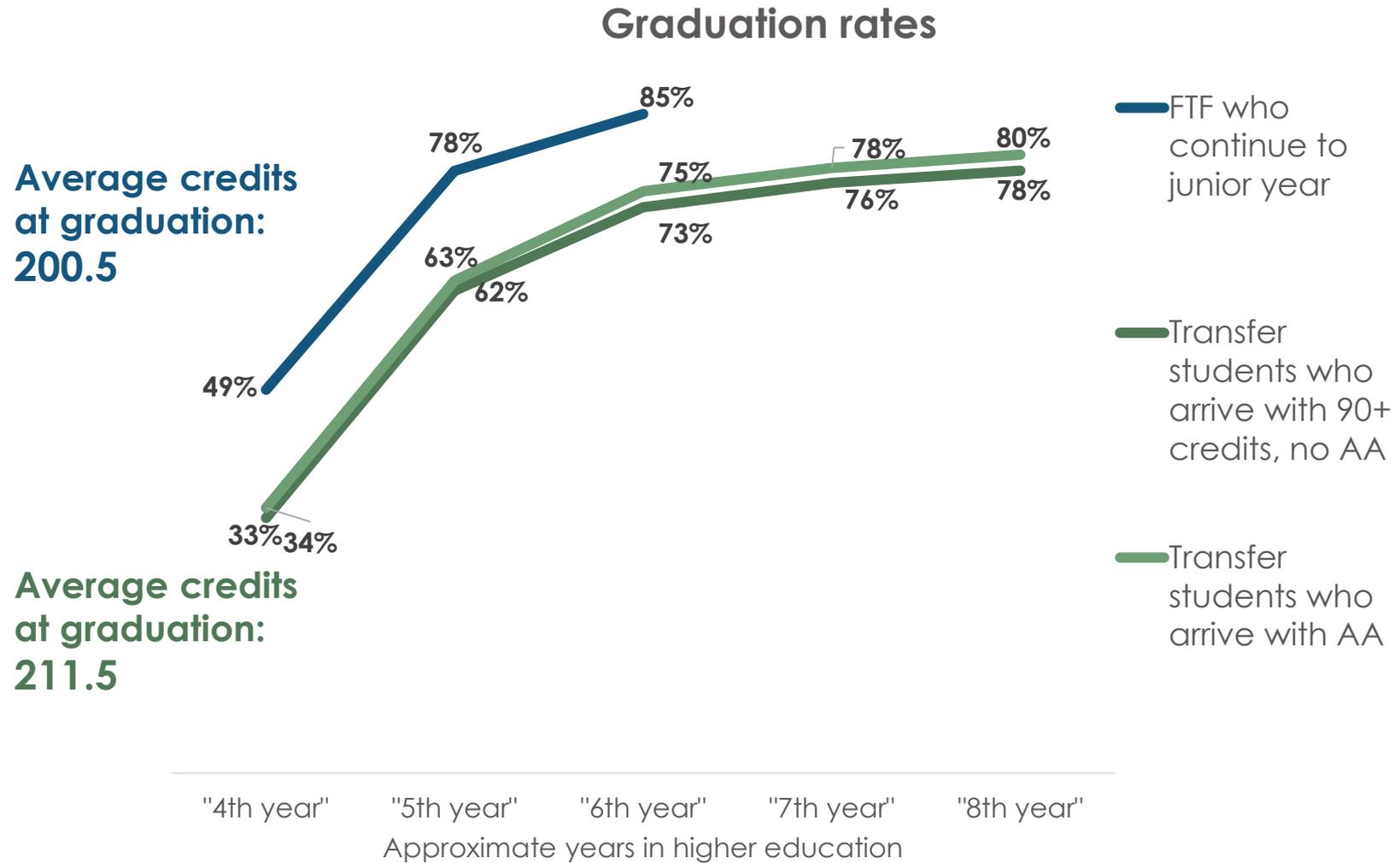
TRANSFER STUDENTS ARE LESS LIKELY TO GRADUATE, EVEN WITH ADDITIONAL TIME

Graduation rates



Source: HECC analysis of university student records, fall 2010 cohort.

TRANSFER STUDENTS GRADUATE AT LOWER RATES, EVEN WITH ADDITIONAL TIME



Source: HECC analysis of university student records, fall 2010 cohort.

TRANSFER STUDENTS ALSO HAVE MORE COLLEGE CREDIT BY THE TIME THEY GRADUATE

Transfer students graduate with 5 to 14 additional credits, on average, than their first-time freshmen peers

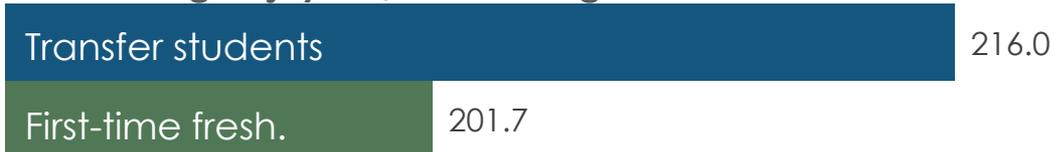
The amount of additional credit varies by major and institution

This additional credit does not include credits students took at community colleges that did not transfer to the universities

Continuing to soph year/transferring with 45-55



Continuing to jr year/transferring with 90+



Source: HECC analysis of university student records, fall 2010 cohort.

EXCESS CREDIT EARNED BY TRANSFER STUDENTS IN THIS YEAR'S USTA MAJORS

Excess credits earned by transfer students

Biological and
biomedical sciences

- Started in this major: 16
- Started in another major: 3 to 25

Business

- Started in this major: 8
- Started in another major: 3 to 45

Education

- Started in this major: 7
- Started in another major: 3 to 40

English

- Started in this major: 11
- Started in another major: 5 to 30

COMMUNITY COLLEGE TRANSFER STUDENTS AT A GLANCE

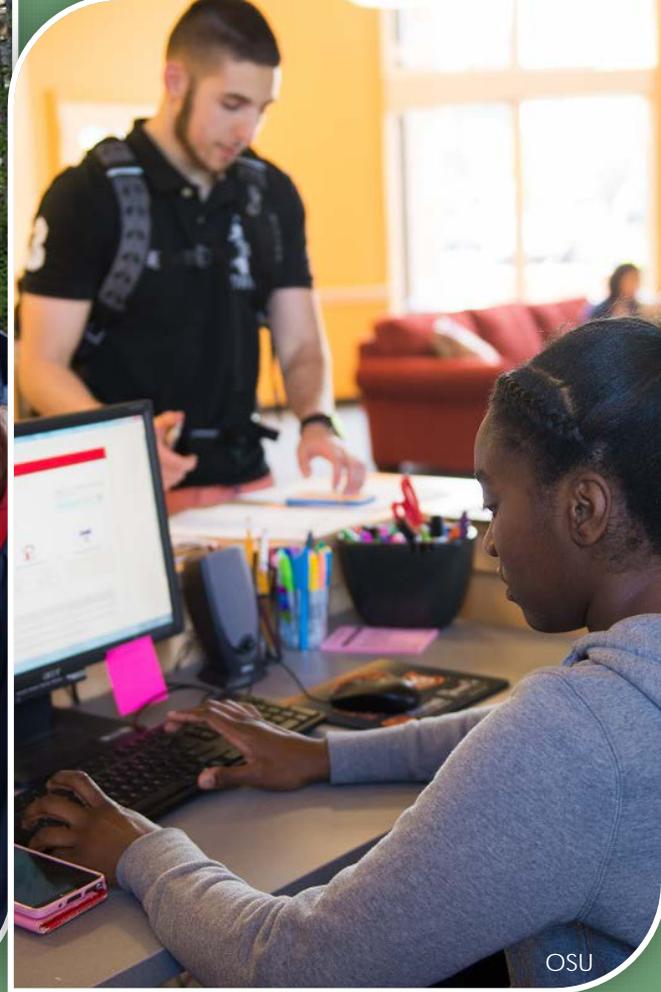
	Key findings
Prevalence	<ul style="list-style-type: none">Community college transfer students comprise one quarter of resident undergraduate students at Oregon public universities
Characteristics	<ul style="list-style-type: none">Transfer students tend to be older and somewhat more likely to be racial/ethnic minority, male, and from rural backgrounds than first-time freshmen
Graduation	<ul style="list-style-type: none">Graduation rates for transfer students are lower than for first-time freshmen, even when given additional time
Excess credit	<ul style="list-style-type: none">One potential reason for lower graduation rates is the additional credit that transfer students earn by the time of graduation<ul style="list-style-type: none">Transfer students earn an average of 5 to 14 additional creditsThe amount of excess credit ranges, sometimes widely, by year of transfer, institution, and major



Clackamas CC



SWOCC



OSU



UNIFIED STATEWIDE TRANSFER AGREEMENTS: PATHWAYS FOR SUCCESSFUL STUDENT TRANSFER

OREGON HIGHER EDUCATION COORDINATING COMMISSION

Date: April 6, 2018
Presented at: USTA Launch Meeting



HOUSE BILL 2998

FOUNDATIONAL CURRICULA

Mandate: HECC convenes community colleges and universities to develop common foundational curriculum/a.

Available to students by 2018-19 academic year.

At least 30 academic credits.

Each academic credit transfers to any Oregon public university and counts toward degree requirements.

UNIFIED STATEWIDE TRANSFER AGREEMENTS

Mandate: HECC convenes community colleges and universities to develop discipline-specific unified statewide transfer agreements.

HECC convenes community colleges and universities to determine the disciplines for which USTAs will be established, and in what order.

The first USTA will be established by December 1, 2018; the second by April 1, 2019; and the third by December 1, 2019. Thereafter, 3 USTAs will be established per year.

ADDITIONAL MANDATES

HECC submits a report¹ to the Legislative Assembly, due Feb. 1, 2018, that:

- evaluates credit loss,
- recommends extent of transferability of foundational curricula,
- recommends number of foundational curricula, and lists the first 3 disciplines for USTA development

Community colleges and universities submit a joint report to the Legislative Assembly, due Jun. 1, 2018, on best practices for student advising related to transfer.

Annually, community colleges and universities report to the HECC, and the HECC reports to Legislative Assembly, when data are available, on progress toward USTA goals.

HECC regularly convenes community colleges and universities to ensure continued alignment of USTAs.

Community colleges provide students who intend to transfer with key information on USTAs.

¹HECC report to legislative assembly: <http://www.oregon.gov/highered/research/Documents/Reports/HB-2998-2017-Report.pdf>

Oregon-wide Transfer

A Brief History

For USTA Kickoff Meeting April 6, 2018

Associate of Arts Oregon Transfer - AAOT

~ 1985

Origin: Grass roots

Rationale: Agreement on purpose and structure of Gen Ed

- Develop fundamental skills
 - Quantitative & Communication

- Introduce subdivisions of human knowledge
 - Humanities, Social Science, Natural Science

- Ensure transferability (before 1089, entirely unpredictable)

Imperfections of AAOT

Inconsistent course transferability:

- **in** vs. **out** of AAOT

Unrealistic expectations for **transfer into majors**

- If **few** lower-division requirements, **AAOT OK**
- If **many** lower-division requirements, **AAOT not OK**
e.g. Sciences, performing arts

Many different versions of AAOT

Gen Ed Course Criteria

2006-2009

- Goal: Guarantee transferability as Gen Ed **without “un-packing” the Gen Ed from an AAOT**
- Strategy: Agree upon **basis for Gen Ed designation** in Discipline Studies Areas (for AAOT)
- Outcomes and Criteria for AAOT
 - Developed by **faculty** in the appropriate disciplines: U & CC
 - **course approval** by institutional curriculum committees to be based on these outcomes and criteria

Remaining Imperfections

- **Unrealistic expectations of the AAOT -- still works for some majors, not for others**
 - Student who aim for AAOT may find that lower division requirements for the major they want are not met
 - Students who choose a different degree (AS or AA, not “OT”) may find that Gen Ed does not transfer as expected

Possible Solutions

- State-wide **articulation software**
matches coursework with program requirements
- Recommended **pre-major curricula in broad areas**
e.g. biological sciences; business, etc

HB 2998 Workgroup Foundational Curricula

USTA Kickoff
04-06-2018

Foundational Curriculum Subgroup

- Reviewed statewide transfer agreements from Alabama, Indiana, Colorado, and Arizona.
- Where we started: AAOT/ OTM/University “[Crosswalk](#)”
- What we ended up with: Essentially a “mini” AAOT, composed of elements common to all 7 universities.
 - 30 credits that (as a block) will transfer across the state *and count towards General Education requirements* (each university decides which gen eds it applies to)
 - Outcomes-based, using the AAOT outcomes
 - Two tracks: General and STEM majors (recognizing that majors “prescribe” some gen ed)
 - The USTAs will build on this foundation



Subject	Foundational Courses For General Pathway	Foundational Courses for STEM Pathway
Writing	1 course (3-4 credits) WR121	1 course (3-4 credits) WR121
Arts & Letters	2 courses (6-8 credits) See list of AA/OT outcome courses.	2 courses (6-8 credits) See list of AA/OT outcome courses.
Social Sciences	2 courses (6-8 credits) See list of AA/OT outcome courses. See your advisor for recommended courses.	2 courses (6-8 credits) See list of AA/OT outcome courses.
Natural Sciences	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. Non-majors level recommended.	2 courses with labs (8-10 credits) See list of AA/OT outcome courses. See your advisor for recommended courses.
Math	1 course (4-5 credits) See list of AA/OT outcome courses. See your advisor for recommended courses.	1 course (4-5 credits) See list of AA/OT outcome courses See your advisor for recommended courses.



Subject	Foundational Courses For General Pathway	Foundational Courses for STEM Pathway
ADDITIONAL REQUIREMENTS		
Cultural Literacy	At least 1 required course must also meet the Cultural Literacy outcomes.	At least 1 required course must also meet the Cultural Literacy outcomes.
At Least 30 Total Credits	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses. See an advisor for recommended courses.	If the credit total for the required courses is less than 30 credits, select a course of your choice from the AA/OT outcome courses. See an advisor for recommended courses.
COMPLETED FOUNDATIONAL CURRICULA		
Total	At least 8 courses (at least 30 credits)	At least 8 courses (at least 30 credits)



Questions?

USTA Criteria

- ▶ Legislation required:
 - ▶ High workforce demand
 - ▶ High enrollment among transfer students
- ▶ Workgroup added:
 - ▶ High excess credit
 - ▶ Feasibility
 - ▶ Equity
 - ▶ Variety

Process

- ▶ Quantitative
 - ▶ Top 20 majors by
 - ▶ Enrollment (rank x 4)
 - ▶ Excess credit (rank x 4)
 - ▶ Workforce demand (rank x 1)
- ▶ Qualitative
 - ▶ Feasibility
 - ▶ Equity
 - ▶ Variety
- ▶ Means to prioritize, not include/exclude, majors



USTA WORKGROUPS: THE CHARGE

LEGISLATIVE CHARGE

Mandate: In designing USTAs, community colleges and universities must...

- Seek to ensure transfer students can complete a bachelor's with a similar number of academic credits as students who begin at a public university.
- Seek to minimize student debt.
- Seek to increase the rate at which community college students who transfer to public universities receive bachelor's degrees.
- Seek to maintain the standards of intellectual and academic rigor at community colleges and public universities.

LEGISLATIVE CHARGE CONTINUED

Mandate: Each USTA must...

- Be based on at least one foundational curricula.
- Enable community college to university transfer without lost academic credit or requirement to retake courses that students successfully completed.
- Identify optimal number of academic credits, including in the major, for transfer.
- Define classes and completion standards for optimal number of academic credits, including in the major, to be taken at a community college.

LEGISLATIVE CHARGE CONTINUED

- Ensure that transfer students who complete 90 credits at a community college, in conformity with the USTA, can receive a bachelor's in the major by completing the additional academic credits identified in the USTA after transferring.
- Ensure that transfer students who complete 90 credits at a community college, in conformity with the USTA, receive junior status in the major at any university.
- For USTAs with credit totals \neq 90, ensure that transfer students who complete the USTA receive status at any university that is comparable to the status of a native university student with the same number of academic credits in the major.

Successful USTAs will also...

- Make common sense to students, be advisor-friendly, and lay out clear expectations.
- Enable institutional uniqueness.
- Serve as guides to community colleges on how best to structure course offerings.
- Foster strong, discipline-based faculty networks that remain engaged and aware of the impact of curricular change.

Definitions:

Excess Credit: A credit that does not fulfill any relevant academic requirements for a given student, including:

- a) Strict graduation requirements, such as for primary major, bachelor's, and general education;
- b) Elective credits needed beyond those strict graduation requirements to meet overarching credit requirements (total credits, upper division credits); and
- c) Requirements for a desired auxiliary academic program, such as an additional major, minor, or pre-professional program, even if this would require credits in excess of overarching credit requirements.

Junior status in the major: Students who complete a USTA have “junior status in the major” if they are on equal footing with native university students, and both are two years or equal time and credits from graduation.

Optimal Transfer Point: The point at which the paths to a bachelor's degree diverge, depending on the university to which you transfer.



USTA DEVELOPMENT TOOLS

CSCU Pathway Transfer A.A. Degree: Biology Studies

1	FRAMEWORK30		
2	<i>Section A: Common Designated Competencies</i>		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	BIO 121 General Biology I (C- or above)	4 credits
6	Scientific Knowledge & Understanding	CHE 121 General Chemistry I	4 credits
7	Quantitative Reasoning	MAT 185 Trigonometry (NVCC) MAT 186 Pre-calculus	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	<i>Section B: Campus Designated Competencies</i>		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	Framework30 Total		33 credits

15	PATHWAY30		
16	BIO 122	General Biology II (C- or above)	4 credits
17	Select two courses (See the different four-year programs for how each course will be received.) 1. BIO 208 (HCC) 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 4. BIO 220 (ACC, MCC) 5. BIO 222 (MXCC) 6. BIO 225 (NVCC) 7. BIO 227 (NVCC) 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 9. BIO 262 (NVCC, TRCC) 10. BIO 263 (MXCC) 11. BIO 264 (QVCC) 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) 13. BIO 272 (NCC) 14. BIO 275 (QVCC)	Forensic Science with Lab Anatomy & Physiology I Anatomy & Physiology II Biochemistry Molecular Biotechniques Introduction to Biotechnology Biotechnology II Microbiology Genetics and Lab Molecular Genetics Molecular and Cellular Biology Ecology Marine Ecology Entomology	8 credits
18			
19	CHE 122	General Chemistry II	4 credits
20	PHY 121	General Physics I	4 credits

	OR CHE 211	Organic Chemistry I	
21	PHY 122 OR CHE 212	General Physics II Organic Chemistry II	4 credits
22	MAT 254 OR Additional General Education Elective I: Creativity OR Additional General Education Elective II: Global Knowledge	Calculus I General Education Elective General Education Elective	3-4 credits
23	<i>Unrestricted Electives</i>		0 credits
34	Pathway30 Total		27-28 credits
25	Biology Studies Pathway Total		60-61 credits*

*Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

USTA DEVELOPMENT TEMPLATE

DISCIPLINE:

FOUNDATIONAL CURRICULUM		
<i>Writing</i>		
1 course	WR121	[3-4 credits]
<i>Arts & Letters</i>		
1 st course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
2 nd course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
<i>Social Sciences</i>		
1 st course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
2 nd course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[3-4 credits]
<i>Natural Sciences</i>		
1 st course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[4-5 credits]
2 nd course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[4-5 credits]
<i>Mathematics</i>		
1 course	[Fill in with specific course or "Select from AAOT outcomes courses"]	[4-5 credits]
***At least 1 course must also satisfy Cultural Literacy outcomes for AAOT		
***Foundational Curriculum credit total must be 30 credits or greater	[Fill in with specific course or "Select from AAOT outcomes courses"]	
Foundational Curriculum Total		[≥ 30 credits]

PATHWAY		
[Fill in with discipline]		
[Fill in with 1 st category, e.g. "Business Courses"]		
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with 2 nd category, e.g. "Arts & Letters"]		
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with 3 rd category, e.g. "Electives"]		
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
[Fill in with course #, if applicable]	[Fill in with course description, if applicable]	[Fill in credits]
<i>Business Pathway Total</i>		[Fill in total]

QUESTIONS FOR GUIDED WORKGROUP DISCUSSIONS

- 1) Describe how faculty from your discipline currently work together collectively on curricula and transfer.
- 2) Does your discipline have statewide curricular agreements currently in place?
- 3) Does each institution inform other institutions (community colleges and universities) of curricular changes? If yes, how so?
- 4) Describe the nature of the differences in degree requirements among the seven universities. Are the differences significant from university to university? Are there many small differences or one large pedagogical divergence?
- 5) What were the sticking points in past efforts to create statewide agreements?
- 6) What information do you need in order to complete this work? Data on transfer? Information about degree requirements from institution to institution? More examples from other states? Other information?
- 7) What are next steps your group needs to take in order to make progress?