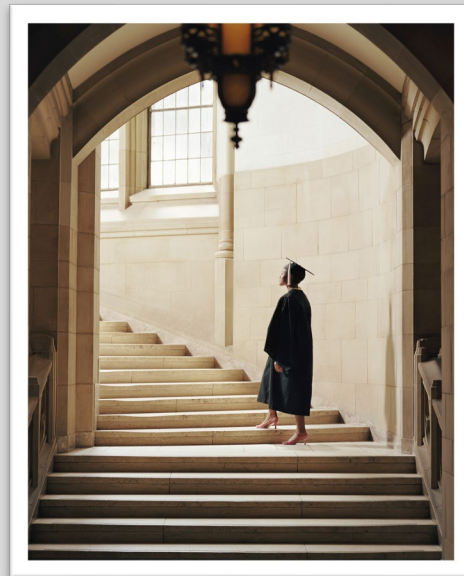




Report to the Oregon Legislature: POSTSECONDARY TRANSFER

ORS 350.395-350.432, 2025



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ACRONYMS

AAOT	Associate of Arts Oregon Transfer Degree
AAT	Associate of Arts Transfer Degree
AST	Associate of Science Transfer Degree
BA	Business or Business Administration
BI/BIO/BIOL	Biology
CAP	Curriculum Articulation Policy
CC	Community College
CCN	Common Course Numbering
CCNAP	Common Course Numbering Articulation Policy
CH/CHE/CHEM	Chemistry
COM/COMM	Communication
CTM	Core Transfer Map
DAS	Department of Administrative Services
EC/ECON	Economics
EIS	Enterprise Information Services
GPA	Grade Point Average
HB	House Bill
HDFS	Human Development and Family Services
HECC	Higher Education Coordinating Commission
MTH/MATH	Mathematics
MTM	Major Transfer Map
OARs	Oregon Administrative Rules
OPU	Oregon Public University
ORS	Oregon Revised Statute
PSY	Psychology
SB	Senate Bill
SOC/SOAN	Sociology
TC	Transfer Council
Z-Course	Common Course Numbered course (e.g., MTH 111Z)

EXECUTIVE SUMMARY

This report fulfills statutory reporting requirements under ORS 350.395 through 350.432, which direct the Higher Education Coordinating Commission (HECC), in collaboration with Oregon’s community colleges and public universities, to simplify transfer pathways and improve statewide alignment of coursework. The 2025 Postsecondary Transfer Legislative Report builds on a series of annual reports submitted since 2018 under House Bill 2998 (2017) and Senate Bill 233 (2021), which established Oregon’s statewide framework for aligning curricula through Core Transfer Maps (CTMs), Major Transfer Maps (MTMs), and Common Course Numbering (CCN).

KEY ACHIEVEMENTS AND IMPLEMENTATION HIGHLIGHTS

Common Course Numbering (CCN):

Oregon’s Common Course Numbering initiative expanded to 53 aligned courses across 13 subject areas by the end of 2025, reflecting four years of sustained cross-sector faculty collaboration. Nearly all public institutions have adopted the required “Z” designators in their 2025–26 catalogs. Catalog verification by HECC staff confirmed significant progress in consistency and accuracy, though some discrepancies remain between institutional self-reports and published catalogs. The Transfer Council also approved 15 additional courses for 2026 alignment in Anthropology, Art, History, Political Science, and Spanish advancing Oregon’s goal of a fully aligned curriculum of the most transferred, highest enrolled lower-division courses.

Major Transfer Maps (MTMs):

By 2025, eight statewide MTM pathways: Biology, Business, Computer Science, Elementary Education, English, Human Development and Family Sciences, Psychology, and Sociology have been fully implemented as Curriculum Articulation Policies (CAPs), completing the transition from the earlier Memorandum of Understanding (MOU) model. One additional MTM in Communication was under development for approval in late 2025.

Measures of Success (MOS):

The Commission finalized rule development for the Measures of Success (MOS) framework under ORS 350.429. Effective in 2026, MOS will establish a statewide accountability system linking institutional self-reporting, catalog verification, and student outcomes. This framework will provide a consistent structure for tracking alignment, compliance, and performance across CCN, CTM, and MTM initiatives.

Keeping current transfer initiatives in mind, the Commission is making the following recommendations for future action:

1. **Statewide Consistency in Core Transfer Map Awards:**
The Commission will request that the Transfer Council and community colleges develop a unified system for recording, notating, and automatically awarding CTMs to ensure equitable statewide implementation.
2. **Implementation Verification under Measures of Success and Auditing:**
Beginning in 2026, the Commission will use the MOS framework to validate institutional reporting, strengthen accountability, and align self-reported data with verified student outcomes. The second phase of verification and accountability will be the adoption of auditing rules in 2026.
3. **Transfer Student General Education Block:**
In 2026, the Commission will initiate a statewide transfer student general education block that fulfills all general education requirements for a bachelor’s degree across all Oregon public institutions.

Together, these initiatives reflect Oregon’s ongoing commitment to simplifying transfer, reducing excess credits, and creating a transparent, equitable, and student-centered postsecondary system that enables all learners to progress efficiently toward degree completion.

INTRODUCTION AND BACKGROUND

Oregon’s statewide transfer and credit alignment work is grounded in statute and guided by the Higher Education Coordinating Commission’s (HECC) statutory responsibility to coordinate an accessible, affordable, and equitable postsecondary system. ORS 350.395 through 350.432, enacted through House Bill 2998 (2017) and Senate Bill 233 (2021), direct the Commission, in collaboration with Oregon’s community colleges and public universities, to simplify transfer pathways, reduce excess credits, and ensure that students can move efficiently toward degree completion. Senate Bill 233 also established the Transfer Council (TC) in 2021 under ORS 350.423 to provide faculty-driven policy recommendations to the Commission and to coordinate implementation of statewide transfer tools: Core Transfer Maps (CTMs), Major Transfer Maps (MTMs), and Common Course Numbering (CCN).

This work directly advances the [HECC 2024–2029 Strategic Plan](#), which articulates a unified vision for Oregon’s higher education and training ecosystem. Goal 2 of that plan, “Alignment,” calls for connecting learning across the education continuum and creating straightforward pathways for learners. The Commission’s transfer initiatives (CCN, CTMs, and MTMs) are tangible expressions of that goal. Together they align course and degree standards statewide, ensure consistent articulation and direct equivalency of credits, and simplify transitions for students at every stage of their academic journey.

The Commission provides staffing and policy support for the Transfer Council, facilitates rulemaking and technical assistance, facilitates and supports the Council’s subcommittees, and verifies implementation through catalog reviews and institutional reporting. This shared-governance structure ensures that faculty, administrators, and State policymakers work together to maintain academic integrity while improving systemwide alignment. The transfer initiatives described in this report therefore serve as a practical embodiment of the Commission’s strategic vision: an interconnected postsecondary system that advances equity, relevance, and economic mobility for all Oregonians.

METHODOLOGY

To evaluate institutional implementation of Oregon’s transfer initiatives, the Higher Education Coordinating Commission (HECC) used a mixed methodology that combined institutional self-reporting with independent verification by Commission staff. This approach provided both a statewide view of institutional readiness and a more accurate measure of actual implementation fidelity.

In spring 2025, HECC distributed separate implementation Transfer Council approved surveys to Oregon’s community colleges and public universities. HECC staff also conducted independent catalog reviews to verify institutional responses, comparing published materials with survey data to identify and resolve discrepancies. This verification process improved data accuracy and provided targeted technical assistance to institutions when discrepancies were identified.

Survey findings showed that self-reported data often overstate institutional readiness and implementation. These inconsistencies highlight the need for stronger validation and consistent statewide data standards.

As Oregon transitions to implementation of the Measures of Success (MOS) rules in 2026, the reporting framework will reduce reliance on self-reporting, ensure consistent statewide tracking, and strengthen accountability across all transfer initiatives.

BASELINE DATA

Oregon Revised Statute 350.404 requires the Commission to report annually on the implementation and effectiveness of the MTM and CTM. Because MTMs launched in 2020, CCNs began in 2022, and CTMs were implemented earlier under HB 2998, each initiative has a different point of origin. As a result, statewide reporting continues to rely on system-level indicators rather than metrics that directly measure MTM, CCN, or CTM participation. These differences in implementation timelines also limit the ability to make before-and-after comparisons or attribute changes directly to the transfer initiatives.

ORS 350.404 directs the Higher Education Coordinating Commission (HECC) to report on:

- The number of academic credits transferred under each MTM;
- The comparison of credits at bachelor’s completion between first-time freshmen and MTM transfer students;
- Transfer rates of community-college students;
- Whether MTMs minimize student debt; and
- The extent to which MTMs maintain academic rigor across institutions.

Because the MTM system remains in the early stages of implementation, data availability for some metrics is still limited. However, the 2020-2021 academic-year data establishes a new baseline for future evaluation.

GRADUATION RATE

Table 1 shows that graduation rates for both first-time freshmen and transfer students have improved steadily over the past decade. Since 2012, first-time freshman graduation rates at Oregon’s public universities have risen into the low-to-mid-80 percent range, reflecting long-term gains in persistence and completion. Transfer students have also shown improvement, with the six-year graduation rate for those entering with 90 or more credits increasing since 2014 to approximately 70 percent in the 2020–2021 academic year. While Oregon’s most recent transfer initiatives (CCN, CTMs, and MTMs) are too new for their impact to be reflected in these long-term graduation trends, the upward trajectory underscores broader system-level progress in student persistence and completion.

Table 1. Oregon’s Top Twenty Community College Transfer Majors and Corresponding Major Transfer Map (MTM) Coverage, 2025

	First-time freshmen half-way through		Transfer students with 90+ credits	
	Entered 2012-13	Entered 2018-19	Entered 2014-15	Entered 2020-21
Eastern Oregon	68%	73%	60%	59%
Oregon Tech	78%	76%	54%	60%
Oregon State	85%	87%	66%	69%

	First-time freshmen half-way through		Transfer students with 90+ credits	
	Entered 2012-13	Entered 2018-19	Entered 2014-15	Entered 2020-21
Portland State	73%	79%	63%	73%
Southern Oregon	68%	72%	59%	64%
University of Oregon	88%	88%	69%	68%
Western Oregon	73%	74%	67%	74%
Public Universities	82%	84%	64%	70%
Blue Mountain			44%	73%
Central Oregon			62%	72%
Chemeketa			67%	73%
Clackamas			64%	72%
Clatsop			52%	63%
Columbia Gorge			Suppressed	Suppressed
Klamath			46%	49%
Lane			64%	67%
Linn Benton			67%	69%
Mt Hood			66%	68%
Oregon Coast			Suppressed	Suppressed
Portland			64%	72%
Rogue			63%	69%
Southwestern			54%	61%
Tillamook Bay			Suppressed	Suppressed
Treasure Valley			63%	Suppressed
Umpqua			66%	64%
Community Colleges			64%	70%

EXCESS CREDIT ACCUMULATION

Excess credit accumulation remains a central measure of transfer efficiency. Transfer students graduate with an average of about 22 credits beyond degree requirements, while first-time freshmen graduate with approximately 16 credits beyond the minimum needed for completion. Variation by major remains

considerable, with fields such as Civil Engineering accumulating the highest number of excess credits and disciplines like Romance Languages and Elementary Education near zero. As additional MTM Curriculum Articulation Policies (CAPs) are implemented, future reports will provide disaggregated excess-credit data by major to assess ongoing alignment improvements.

Table 2. Credits at graduation for first time freshmen and transfer students

	First-time freshmen		Transfer students	
	2019-20	2023-24	2019-20	2023-24
Eastern Oregon	195	196	208	207
Oregon Tech	215	211	248	249
Oregon State	206	205	212	210
Portland State	200	196	205	201
Southern Oregon	197	199	202	203
University of Oregon	200	201	202	201
Western Oregon	196	195	200	198
Public Universities	202	201	208	206

STUDENT DEBT

The financial burden faced by students remains an important measure of success for transfer initiatives. The HECC will continue to monitor and track student debt levels for both first-time freshmen and transfer students, ensuring that this key indicator of financial burden is addressed through improved transfer pathways and initiatives. Data in table 3 reflects systemwide borrowing trends and not necessarily outcomes linked to MTM participation. While they provide a useful affordability benchmark, reductions in borrowing rates and average debt levels cannot yet be attributed directly to transfer tools or curricular reforms. As MTM and CTM data collection improves, future reports may be able to evaluate whether alignment mechanisms correlate with further reductions in student debt and excess credit.

Table 3. Student Debt by Institution and Academic Year

	Percent of undergrads with federal loans		Average debt among graduates	
	2018-19	2022-23	2018-19	2020-21
Eastern Oregon	50%	39%	\$20,000	\$20,500
Oregon Tech	32%	26%	\$22,595	\$22,500
Oregon State	43%	33%	\$22,286	\$21,221
Portland State	42%	33%	\$21,500	\$20,500

	Percent of undergrads with federal loans		Average debt among graduates	
	2018-19	2022-23	2018-19	2020-21
Southern Oregon	39%	27%	\$21,000	\$20,332
University of Oregon	36%	31%	\$20,500	\$20,139
Western Oregon	55%	74%	\$21,716	\$20,609
Public Universities	41%	30%	\$21,406	\$20,728
Blue Mountain	18%	9%	\$14,811	\$12,000
Central Oregon	51%	19%	\$15,350	\$12,000
Chemeketa	20%	18%	\$13,885	\$12,822
Clackamas	8%	41%	\$10,282	\$11,992
Clatsop	17%	9%	\$11,996	\$11,602
Columbia Gorge	15%	9%	\$16,667	Suppressed
Klamath	29%	21%	\$11,500	\$17,480
Lane	29%	30%	\$15,259	\$14,761
Linn Benton	36%	40%	\$12,000	\$11,961
Mt Hood	16%	13%	\$12,749	\$13,667
Oregon Coast	Suppressed	21%	Suppressed	Suppressed
Portland	26%	21%	\$15,483	\$12,999
Rogue	15%	9%	\$15,032	\$17,042
Southwestern	21%	19%	\$12,000	\$12,000
Tillamook Bay	Suppressed	0%	Suppressed	Suppressed
Treasure Valley	40%	25%	\$13,207	\$12,000
Umpqua	27%	16%	\$8,000	\$9,000
Community Colleges	25%	22%	\$14,416	\$12,995

ACADEMIC RIGOR AND FACULTY ENGAGEMENT

The intellectual and academic rigor of each MTM is maintained through the work of faculty subcommittees composed of disciplinary experts from across Oregon’s public colleges and universities. These faculty groups review learning outcomes, align curricular standards with disciplinary norms and external accreditation requirements, and recommend necessary updates to ensure the ongoing quality and relevance of MTM agreements. Their collaboration is further supported by disciplinary affinity groups that regularly evaluate

student performance and curriculum alignment. This faculty-driven process remains the most reliable indicator of the academic rigor and effectiveness of Oregon’s transfer system.

COMMON COURSE NUMBERING

OVERVIEW AND LEGISLATIVE CONTEXT

The Common Course Numbering initiative, authorized under ORS 350.400 through 350.412, remains central to Oregon’s statutory mandate to simplify student transfer and improve statewide curriculum alignment. The policy requires all community colleges and public universities to use a shared numbering structure for comparable highly transferred lower-division courses. The Transfer Council oversees CCN development and approval, through the Common Course Numbering Articulation Policy (CCNAP) process. Rule 715-025-0065 directs the Transfer Council to identify and align at least ten courses per year for statewide adoption.

COURSE SELECTION

In accordance with OAR 715-025-0065, the Transfer Council annually determines which highly transferred lower-division courses will be reviewed for alignment in the Common Course Numbering (CCN) system. Course selection is guided by statewide enrollment and transfer data, input from faculty subcommittees and the Systems and Operations Subcommittee, and priorities identified by the Commission. This process ensures that the Council’s work focuses on, and courses that have the highest impact on student mobility across Oregon’s public colleges and universities.

At its August 2024 meeting, the Transfer Council approved fifteen new courses for alignment during the 2025 calendar year. Courses were drawn from the list of Oregon’s eighty most-transferred courses plus a list of 30 additional highly transferred courses (from the Systems and Operations Subcommittee), data on the highest-enrolled lower-division courses (provided by HECC’s Office of Research and Data), and consultation with faculty co-chairs of active and previous CCN subcommittees. These courses were selected because they serve large numbers of students and appear across multiple programs and institutions.

Courses selected for alignment in 2025 were:

- Biology 231, 232, and 233
- Chemistry 104, 112, 125, and 150
 - Transfer Council approved CH/CHE/CHEM 105 and 106 in 2024 and removed them from the list for alignment (at the request of the Chemistry subcommittee) and replaced them with 112Z Chemistry for Health Professionals, 124Z—a lab for 104Z, and 150Z Preparatory Chemistry.
- Communication 112 (Small Group Communication), 115 (Introduction to Intercultural Communication), and 220 (Communication, Gender, and Culture)
- History of the United States I, II, and III
- Spanish 101, 102, and 103

FACULTY ENGAGEMENT AND COURSE DEVELOPMENT

Faculty engagement continues to be the cornerstone of the CCN process. Faculty members volunteer substantial time to ensure that statewide alignment preserves academic rigor while enhancing clarity for

students. Faculty experts representing Oregon’s public colleges and universities met throughout 2025 to examine curriculum materials, identify core competencies, and ensure that aligned courses met statewide transfer standards. In all, 120 faculty representing 22 of 24 community colleges and public universities met regularly throughout the year to align and support the CCN process.

HECC STAFF FACILITATION

HECC staff continue to provide statewide coordination and administrative support for the Common Course Numbering (CCN) initiative. The staff’s responsibilities include organizing Transfer Council subcommittee meetings, managing communication among institutions, documenting alignment decisions, and maintaining public-facing resources related to course numbering. Staff also oversee the collection and verification of institutional data to confirm compliance with the Common Course Numbering Articulation Policy (CCNAP) and related administrative rules.

During 2025, HECC staff coordinated eight CCN subcommittees representing faculty and staff across both sectors and disciplines. Staff facilitated course development timelines, maintained the CCN public webpage, and provided guidance to institutions preparing their 2025–26 catalog updates. Staff analyzed institutional survey responses and conducted catalog reviews to verify alignment accuracy.

The role of HECC staff extends beyond facilitation to include technical support, quality assurance, and capacity-building for institutions. Staff worked directly with institutional representatives to clarify publication standards and resolve discrepancies identified during verification. As the CCN initiative transitions into a maintenance phase, continued staffing support will be essential to sustain consistency, address institutional needs, and integrate audit and reporting processes under the forthcoming Measures of Success framework.

INSTITUTIONAL IMPLEMENTATION AND VERIFICATION

As of the writing of this report, the Transfer Council is expected to have approved 53 Common Course Numbering (CCN) courses by the end of 2025. The 2025 cycle demonstrates ongoing collaboration among Oregon’s public institutions and continued progress toward building a statewide catalog of commonly numbered courses that support equitable, efficient student transfer.

Table 4 Number of courses in each subject area aligned statewide

Subject Area	Anticipated number of courses aligned by 12/2025
Biology	6
Business	5
Chemistry	10
Communication	6
Economics	2
English	3

Subject Area	Anticipated number of courses aligned by 12/2025
History	3
Math	6
Psychology	2
Sociology	3
Statistics	1
Writing	3
TOTAL	53

All but two Oregon public institutions participated in the Common Course Numbering system during the 2025 reporting period (OCCC and TVCC were not represented on subcommittees working on CCN, but they were invited to—and did contribute to—the CCN alignment process). Each community college and public university is required to publish aligned courses with the “Z” designator in its catalog. Institutional surveys indicated broad adoption; however, the HECC staff verification process identified a number of inconsistencies between institutional self-reports and published catalogs. These differences included missing designators, outdated titles, inaccurate course titles and course learning outcomes, or variations in credit hours and contact information. Through follow-up communication with institutional representatives, HECC staff worked with institutions to correct these discrepancies before final publication. By November 2025, all institutions had adopted the required courses.

The combination of institutional self-reporting and HECC verification provided a more accurate and complete understanding of CCN implementation progress. Verification also revealed the limitations of self-reported data and highlighted the need for consistent internal validation at the institutional level.

These lessons will directly inform the development of the audit and accountability system required under ORS 350.429 scheduled for adoption in 2026. As the state transitions to a data-driven approach to transfer policy, Common Course Numbering will serve as a foundation for verifying institutional compliance, improving catalog transparency, and ensuring accurate statewide reporting of student outcomes.

COMMON COURSE NUMBERING ARTICULATION POLICY TEMPLATE

In 2025, the Transfer Council approved a new Common Course Numbering Articulation Policy template (CCNAP) that integrates the CCN framework approved by the Council and the Oregon Administrative Rules for CCN, adopted October 15, 2024. Modeled after the Major Transfer Map Curriculum Articulation Policy (MTM CAP), the CCNAP serves as the binding document the Commission may reference for implementation and accountability of the Common Course Numbering system. Beginning in 2025, all new CCN courses will be approved using the CCNAP template. Previously approved CCN reports will continue to serve as the binding reference documents until each course is scheduled for review, at which time the CCNAP will replace the earlier version and govern subsequent alignment and updates.

FUTURE DIRECTION AND CONTINUOUS IMPROVEMENT

The Common Course Numbering initiative continues to evolve toward a sustained cycle of alignment, verification, and maintenance. In Fall 2025, the Transfer Council approved fifteen courses across five disciplines for statewide alignment in 2026. The selected disciplines include Anthropology, Art, History, Political Science, and Spanish. These selections reflect a deliberate shift toward disciplines that serve large numbers of transfer students and are foundational to multiple majors. The inclusion of Anthropology and Political Science introduces additional social science areas into the alignment process, while the continuation of History and Spanish expands existing subcommittee work from previous years. Art courses will bring greater consistency to creative arts transfer pathways, ensuring that students who transfer art credits and those pursuing studio-based art degrees experience predictable transfer outcomes.

Beginning in 2026, implementation of the Commission's Measures of Success rules under ORS 350.429 will establish a formal accountability framework for monitoring Common Course Numbering compliance. As the initiative transitions into its maintenance phase, the focus will shift toward verification, readiness, curriculum evaluation and revision, and transparent public reporting to ensure that Oregon's transfer framework remains equitable, reliable, and sustainable.

MAJOR TRANSFER MAPS (MTM)

OVERVIEW AND LEGISLATIVE CONTEXT

Major Transfer Maps (MTMs) are established under ORS 350.404 as unified statewide transfer agreements that guarantee junior level standing in the major for students who complete the prescribed lower division coursework at any Oregon community college. These agreements are designed to streamline transfer, minimize excess credits, and ensure degree applicability across Oregon's public higher education system.

MAJOR TRANSFER MAP IDENTIFICATION

Senate Bill 233 (2021) temporarily reduced the number of required Major Transfer Maps (MTMs) to be developed each year from three to one through 2025. Under OAR 715-025-0010, the Commission, in consultation with the Transfer Council, must determine the major courses of study for development as a Major Transfer Map Curriculum Articulation Policy (CAP) no later than August 31 each year. The rule further directs the Commission to apply specific criteria in making this determination, including, but not limited to:

1. Majors with the greatest workforce demand; and
2. The most common majors among students who transfer from a community college to a public university.

Table 5, shows existing Major Transfer Maps already align with fifteen of Oregon's twenty most frequently transferred majors, including Psychology, Computer Science, Business, Biology, Elementary Education, Human Development and Family Sciences, Sociology, and English. In accordance with the reduced development requirement established by Senate Bill 233, only one new MTM was selected for 2025. Using the criteria in OAR 715-025-0010 and data on transfer frequency and workforce demand, the Commission and the Transfer Council identified Communication as the next discipline for statewide development. Although Communication was not among the highest-transfer majors, it represents a growing field of

workforce relevance with expanding opportunities in digital communication, public relations, and marketing. Developing a statewide Communication MTM creates an additional pathway into a sector projected to grow significantly over the next decade and strengthens Oregon’s commitment to aligning academic programs with emerging labor-market needs.

Table 5. Oregon’s Top Twenty Community College Transfer Majors and Corresponding Major Transfer Map (MTM) Coverage, 2025

Rank	CIP Description	Students	Credits at graduation	MTM
1	Psychology, Gen.	360	192	Yes (PSY)
2	Business Admin & Mgmt, Gen.	156	197	Yes (BUS)
3	Social Sciences, Gen.	151	193	Yes (SOC, PSY)
4	Computer Science	124	226	Yes (CS)
5	Accounting	107	210	Yes (BUS)
6	Education, Gen.	102	206	Yes (ELEM)
7	Mechanical Engineering	101	227	
8	Biology/Bio Sciences, Gen.	90	217	Yes (BIO)
9	Marketing/Marketing Mgmt, Gen.	81	197	Yes (BUS)
10	Liberal Arts & Sci/Lib Study	76	193	
11	Business/Commerce, Gen.	68	193	Yes (BUS)
12	Political Science & Gov, Gen.	67	191	
13	English Lang. & Lit., Gen.	64	198	Yes (ENG)
14	Criminal Justice/Safety Stud.	57	199	Named TBD
15	Computer & Info Sciences, Gen.	53	206	Yes CS
16	History, Gen.	53	198	
17	Social Work	52	202	Yes (SOC, HDFS, PSY)
18	Civil Engineering, Gen	42	237	
19	Biological & Physical Sci.	41	208	Yes (BIO)
20	Human Dev. & Fam. Studies, Gen	40	190	Yes (HDFS)

FACULTY ENGAGEMENT AND MTM DEVELOPMENT

Development of the Communication Major Transfer Map (MTM) began in early 2025 with representation from both community colleges and public universities. Faculty participants reviewed lower-division coursework, identified common learning outcomes, and examined alignment between existing associate and bachelor's degree pathways. The Transfer Council recommended this MTM-CAP to the Commission for approval at their November 20, 2025 meeting.

Faculty engagement remained central to the MTM process throughout 2025. Faculty from across Oregon's public institutions collaborated in discipline-specific subcommittees to review and update course lists, learning outcomes, and advising language within the existing MTM-CAPs. Working closely with HECC staff, faculty ensured that CAP templates met the standards established under OAR 715-025-0030 and accurately reflected degree requirements at participating universities.

The transition from Memoranda of Understanding (MOUs) to Curriculum Articulation Policies (CAPs) required significant faculty coordination. Each conversion involved revisiting previously approved course lists to align with current catalog offerings and Common Course Numbering outcomes. Faculty noted that the CAP process formalized expectations for ongoing maintenance, clarified amendment procedures, and increased transparency across institutions.

In 2025, subcommittees in Biology, Business, English, and Elementary Education initiated reviews of their MOUs to reflect program updates and improve advising materials and to convert their agreements to the new CAP format. Significantly, all subcommittees decreased the amount of variance in the lower division course work making it clearer and simpler for students to complete the associate's degree. Faculty also identified opportunities to align MTM structures with the Common Course Numbering framework to simplify advising and reduce confusion for transfer students. These improvements to the original MTMs show a commitment to continuous improvement by faculty members around the state.

HECC STAFF FACILITATION

HECC staff provided statewide coordination, policy oversight, and administrative support for the Major Transfer Map (MTM) initiative in 2025. Staff facilitated faculty subcommittee meetings, managed CAP documentation, and coordinated the submission and review process through the Transfer Council.

This work included completing the statewide transition from the earlier Memorandum of Understanding (MOU) format to the Curriculum Articulation Policy (CAP) structure established under OAR 715-025-0030 through 0035. This transition ensures that MTMs are fully auditable under the accountability provisions of ORS 350.429.

By 2025, all previously approved MTM-MOUs had been fully converted to CAPs. As shown in Table 6, eight MTM-CAPs will be complete once the Communication MTM receives final Commission approval in December. As part of the CAP conversion process, HECC staff also confirmed institutional participation lists in accordance with OAR 715-025-0015, ensuring that all required community colleges and public universities are accurately listed in each approved statewide agreement. HECC staff oversaw this process by verifying institutional participation, maintaining accurate records of approved CAPs, and ensuring that each agreement was published on the Commission's public website. Staff also confirmed institutional catalog accuracy and degree listings.

In addition to administrative coordination, HECC staff supported institutions through training and communication tools that clarified CAP implementation expectations. This included guidance on catalog presentation, consistent degree naming conventions, and advising language to help students understand the benefits of MTM participation.

Table 6. Completion Status of MTM-CAPs as of 2025

Major Subject Area	Status
Computer Science, AST	Completed
Human Development and Family Sciences (HDFS), AAT & AST	Completed
Business, AST	Completed
Biology, AST	Completed
Sociology, AAT & AST	Completed
English, AAT	Completed
Elementary Education, AAOT	Completed
Psychology, AST	Completed
Communication	Slated for Commission adoption December 2025

INSTITUTIONAL IMPLEMENTATION AND VERIFICATION

Implementation of Major Transfer Maps (MTMs) continued to improve in 2025, reflecting stronger institutional engagement. All Oregon public universities except one confirmed that students completing an MTM degree can earn a bachelor’s degree within ninety additional credits, meeting the statutory requirements of ORS 350.404.

At the community college level, implementation rates increased in most subject areas compared with 2024. As of summer 2025:

- **Biology (AST):** implemented by 56 percent of required colleges, up 3 points from 2024.

- **Business (AST):** implemented by 76 percent of required colleges, unchanged from 2024 but with several institutions updating advising materials.
- **Computer Science (AST):** implementation rose from 69 percent to 85 percent following targeted technical assistance to clarify the distinction between ASOT and AST degrees.
- **Elementary Education (AAOT):** implementation reached 94 percent, an increase of 7 points from 2024.
- **English (AAT):** implementation held steady at 62 percent.
- **Human Development and Family Sciences (AAT/AST) and Sociology (AAT/AST),** both newly approved in 2025, began initial implementation with 7 percent and 10 percent of required colleges respectively, reflecting normal early-cycle adoption.

Overall, MTM implementation across Oregon’s public institutions is trending upward, with the majority of degrees in full compliance and newly approved CAPs progressing on schedule. Although institutional self-reporting indicates broad implementation of MTM CAPs across Oregon’s public institutions, verified data on MTM degree completion are not yet available. As the Measures of Success (MOS) reporting system becomes operational in 2026, the Commission and the Transfer Council anticipate gaining a clearer understanding of the relationship between institutional self-reporting and verified outcomes. This process will help determine the extent of any variability between reported implementation and actual MTM degree completion at community colleges and public universities.

FUTURE DIRECTION AND CONTINUOUS IMPROVEMENT

In 2026, Oregon will return to developing three new Major Transfer Maps (MTMs) per year, as required by OAR 715-025-0010. Using workforce demand, transfer frequency, and excess-credit data, the Commission and Transfer Council identified Mechanical Engineering, Political Science, and Mathematics (Secondary Education) for development in 2026. These disciplines address statewide workforce needs, including high-demand fields in engineering, public service, and secondary education.

The 2026 cycle will also mark the first full integration of MTM development and reporting within the Measures of Success framework under ORS 350.429. This system will strengthen accountability by linking institutional reporting, catalog verification, and degree completion data. Together, these efforts will improve transparency, ensure greater alignment across institutions, and enhance Oregon’s capacity to measure the long-term impact of statewide transfer policy.

CORE TRANSFER MAPS (CTM)

OVERVIEW AND LEGISLATIVE CONTEXT

In 2018, Core Transfer Maps (CTMs) were established under ORS 350.404 and ORS 350.412 as a foundational element of Oregon’s statewide transfer framework. Each CTM represents a minimum 30-credit block of general education coursework guaranteed to transfer and apply toward degree requirements at all Oregon public universities. CTMs are designed to ensure that students who complete foundational general education courses at a community college can transfer those credits seamlessly, reducing duplication and cost.

IMPLEMENTATION OF NOTATION, AUTO-AWARD, AND SYSTEM IMPROVEM

By 2025, all public universities confirmed continued recognition of CTMs as a 30-credit block applied toward bachelor’s degree completion, consistent with statute. However, community college implementation remains

uneven. As shown in *Table 7*, most institutions report progress toward noting CTM completion on student transcripts, yet only two, Lane and Rogue, were verified by the HECC Office of Research and Data (R and D) as having actually awarded CTMs in 2025.

To evaluate institutional implementation of CTMs, the 2024 and 2025 institutional surveys asked two key questions:

1. **“How are CTMs noted on student transcripts?”**
2. **“In May 2024, the General Education Subcommittee wrote a memo recommending all community colleges award CTMs and OTMs to students at the end of each term. Does your institution currently have the capacity to carry out that recommendation?”**

Responses to these questions are summarized in table 7 below and highlight continued variation in notation and award practices across Oregon’s community colleges.

This discrepancy underscores a recurring pattern identified through institutional surveys: while many colleges indicate readiness or capacity to implement automated CTM notation, verified data reveal far fewer actual awards. The gap between self-reported and verified implementation illustrates the need for continued system alignment and accurate, consistent reporting.

Several colleges cited technical barriers within their student information systems (SIS) that prevents automated notation or requires manual entry. Others reported ongoing SIS upgrades or efforts to embed CTM functionality into degree-audit tools. The Commission continues to provide technical assistance to institutions implementing automated notation and is developing a statewide audit framework under ORS 350.429 that will include CTM implementation as a core accountability metric beginning in 2026.

Table 7. Community College Progress in Notating and Awarding Core Transfer Maps (CTMs), 2024–2025

Institution	CTM Notation	GE MEMO	CTM Notation	GE MEMO	Student awarded a CTM and reported to HECC R & D
Blue Mountain	Not noted; implementing new SIS and working towards it	Building into the SIS	Not noted	No	No
Central Oregon	Students request notation on their transcript; noted with completion date	No response	No response	No	No
Chemeketa	Transcript comment	No	Transcript Comment	No	No

Institution	CTM Notation	GE MEMO	CTM Notation	GE MEMO	Student awarded a CTM and reported to HECC R & D
Clackamas	Not noted	No	Noted on transcript	Yes	No
Clatsop	Implementing a new SIS; CTMs will eventually be noted on transcripts	In progress	In progress	Yes, in progress	No
Columbia Gorge	Working to resolve system issues; not noted	In progress	No response	No	No
Klamath	Only OTMs are noted; unsure how to notate CTMs	In progress	Noted on transcript	Yes	No
Lane	Notated on the transcript	In progress	No response	Yes	Yes
Linn-Benton	Not notated on the transcript	No	No response	Yes, only for CTMs	No
Mt. Hood	Notated on the transcript	No response	No response	Yes, mostly set up already	No
Oregon Coast	Not notated; developing SIS functionality	In progress	Noted on transcript in "notes" field	No	No
Portland	Notated as a transcript comment with date	Yes	No response	Yes	No
Rogue	Notated on the transcript with date	In progress	In progress	No	Yes
Southwestern Oregon	In progress	In progress	No response	Yes	No
Tillamook Bay	Listed as a transcript comment	In progress	In progress: will be a note on transcript with	Yes	No

Institution	CTM Notation	GE MEMO	CTM Notation	GE MEMO	Student awarded a CTM and reported to HECC R & D
			completion date		
Treasure Valley	In progress	In progress	No response	No	No
Umpqua	Auto-awarded as a completed certificate	Yes	No response	Yes	No

FUTURE DIRECTION AND CONTINUOUS IMPROVEMENT

In 2026, the Commission will request the Transfer Council, in collaboration with Oregon’s community colleges, identify a standardized system for the consistent awarding and transcript notation of Core Transfer Maps (CTMs). This work will build upon the 2024 General Education Subcommittee recommendations for automated notation and will aim to ensure that every eligible student who completes the CTM receives clear and verifiable transcript recognition across all institutions.

Developing a uniform system for CTM notation and auto-award is essential to statewide implementation fidelity and to realizing the legislative intent of ORS 350.404. The Commission anticipates that this work will include an evaluation of existing student information systems, degree audit processes, and catalog configurations to determine feasible pathways for automation. The implementation of the Measures of Success (MOS) framework in 2026 will also provide additional accountability for CTM reporting and award verification. MOS data collection will allow the Commission to track both institutional capacity and actual CTM awards, helping to identify inconsistencies between self-reported capacity and verified student outcomes.

ADDITIONAL TRANSFER COUNCIL INITIATIVES AND SUBCOMMITTEES

The Transfer Council (TC) continues to advance Oregon’s statewide transfer framework through the coordinated efforts of its standing and ad hoc subcommittees. In 2025, these groups supported implementation of Common Course Numbering (CCN), Core Transfer Maps (CTMs), and Major Transfer Maps (MTMs) while also preparing for the launch of the Measures of Success (MOS) accountability framework in 2026.

GENERAL EDUCATION SUBCOMMITTEE

The General Education (Gen Ed) Subcommittee continued to examine the relationship between Common Course Numbering and Oregon’s statewide general education curriculum. In January 2025, the subcommittee recommended that all CCN subcommittees document credit-hour adjustments in their final reports to clarify the impact of course alignment on general education requirements. It also advised the Transfer Council to

revisit existing general education structures, including the Associate of Arts Oregon Transfer (AAOT) categories, to ensure consistency with evolving statewide standards. These recommendations will inform Oregon’s forthcoming transfer student general education reform, which seeks to establish a guaranteed general education block that recognizes completion of all general education coursework upon transfer.

MEASURES OF SUCCESS (MOS) SUBCOMMITTEE

The Measures of Success Subcommittee advanced the development of new reporting metrics under ORS 350.429 to measure institutional compliance and student outcomes across CCN, CTMs, and MTMs. In April 2025, the subcommittee requested approval from the Transfer Council to survey community colleges regarding their current methods for tracking student intent to transfer and the feasibility of collecting new student outcome measures. These data will inform statewide indicators for implementation fidelity and student success to be integrated into the 2026 audit and reporting system.

OUTCOMES AND ASSESMENT SUBCOMMITTEE

The Outcomes and Assessment Subcommittee continued to support alignment between statewide transfer initiatives and CCN aligned course learning outcomes and MTM program outcomes. In 2025, the group collaborated with faculty discipline leads to ensure that course and program outcomes developed through the CCN and MTM processes align with best practices and meet the standards of the state’s general education framework. The subcommittee’s work provides a foundation for assessing how statewide transfer tools contribute to equitable learning outcomes and student achievement.

Together these subcommittees support the Transfer Council’s statutory role by providing specialized expertise in operations, data analysis, and learning outcome development. In addition to their advisory function, they that advance the Council’s capacity to evaluate implementation, address systemwide challenges, and develop informed recommendations to the Commission.

SYSTEMS AND OPERATIONS SUBCOMMITTEE

The Systems and Operations Subcommittee was established to provide operational recommendations to the Transfer Council on the Common Course Numbering System. Throughout 2025, the subcommittee engaged in extensive discussions about the interpretation and implementation of the Common Course Numbering Articulation Policy. While their discussions reflected a high level of engagement and commitment to improving transfer processes, the subcommittee’s focus often broadened beyond its defined charge. HECC staff and Transfer Council leadership continue to work collaboratively with this subcommittee to clarify roles and expectations, strengthen alignment with the subcommittee’s original purpose, and ensure that future meetings are structured to produce actionable recommendations that support systemwide implementation and continuous improvement.

SURVEY AND REPORT SUBCOMMITTEE

In 2025, the subcommittee worked closely with HECC staff and institutional representatives to refine survey instruments that led to approval of the final report. This work strengthens transparency and provides a clearer understanding of institutional progress toward statewide alignment goals, supporting Oregon’s broader accountability framework under ORS 350.429.

CONCLUSION

Oregon’s transfer initiatives continued to mature in 2025, marked by significant progress in Common Course Numbering, the full conversion of all Major Transfer Maps from Memoranda of Understanding to Curriculum Articulation Policies, and continued focus on Core Transfer Map notation and award implementation. Faculty leadership, institutional partnership, and HECC coordination remain the foundation of this work. Beginning in 2026, the Measures of Success framework will align institutional reporting with

verified outcomes. The Commission will also begin transfer student general education reform to establish a guaranteed general education block recognized across all public institutions, allowing transfer students to matriculate with all general education requirements satisfied at any receiving Oregon community college or public university. Together, these efforts will strengthen transparency, reduce excess elective credits, ensure that more credits count toward degree or program completion, and advance a coherent, student-centered transfer system.

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