

REPORT TO THE OREGON LEGISLATURE:  
POSTSECONDARY TRANSFER  
ORS 350.395-350.432  
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## ACRONYMS: ORGANIZATIONS AND STATEWIDE AGREEMENTS

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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
CCRC	Community College Research Center
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
OrACRAO	Oregon Association of Collegiate Registrars and Admissions
ORS	Oregon Revised Statute
PSY	Psychology
SB	Senate Bill
SOC/SOAN	Sociology
TC	Transfer Council

## EXECUTIVE SUMMARY

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The 2024 Legislative Report highlights the progress, achievements, and challenges Oregon faces in implementing key statewide transfer initiatives, including Common Course Numbering (CCN), Major Transfer Maps (MTMs), and Core Transfer Maps (CTMs). These initiatives aim to create seamless and transparent pathways for students transferring between Oregon community colleges and public universities, ultimately reducing barriers such as excess credits and inconsistent course alignment.

### Key Achievements and Implementation Rates:

- **Common Course Numbering (CCN):** Since 2021, Oregon has successfully aligned 37 courses under the CCN initiative. While most institutions have fully adopted CCN-approved courses, discrepancies remain, with two of seven Oregon public universities (OPUs) and seven of 17 community colleges (CCs) showing inconsistencies between reported and cataloged courses. Higher Education Coordinating Commission (HECC) staff are working with these institutions to resolve inconsistencies.
- **Core Transfer Map (CTM) Adoption:** All OPUs self-reported compliance with the requirement that transfer students with a completed CTM receive at least 30 credits toward graduation, as stipulated in ORS 350.400. Ten out of 17 community colleges self-reported implementing the CTM notation on student transcripts.
- **Major Transfer Map (MTM) Implementation:** All OPUs offering MTM-aligned degrees in Biology, Business, Computer Science, Elementary Education, and English Literature have aligned their programs to allow transfer students to complete their bachelor's degrees within 90 credits. However, compliance rates for MTM implementation at community colleges vary by discipline: Biology (53.3%), Business (76.5%), Computer Science (69.2%), Elementary Education (87.5%), and English Literature (62.5%). The HECC is addressing discrepancies in MTM adoption to support full compliance.

The report also highlights ongoing challenges, including the need for more consistent MTM and CTM adoption, technical upgrades for automated transcript notation, and a centralized tracking system to measure the impact of these transfer initiatives.

### Recommendations for Future Action:

1. **Uniform Adoption:** Strengthen statewide efforts to ensure uniform CCN and MTM implementation across all institutions.
2. **Dashboards for Transparency:** Develop institutional and student outcome dashboards to facilitate data-driven decision-making and improve transparency in implementation.
3. **Oregon Administrative Rules (OARs):** Finalize OARs that define metrics and accountability measures to ensure effective and equitable transfer pathways.

# INTRODUCTION

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## BACKGROUND AND CONTEXT

Legislative mandates House Bill (HB) 2998 (2017) and Senate Bill (SB) 233 (2021), now codified in [ORS 350.404- 350.429](#), form much of the foundation of Oregon's statewide transfer initiatives. SB 233 (2021) called for the establishment of the Transfer Council to lead the development and implementation of transfer pathways, including Common Course Numbering (CCN), Major Transfer Maps (MTMs), and Core Transfer Maps (CTMs), with the goal of improving transferability for students across Oregon's public institutions. The Higher Education Coordinating Commission (HECC) acts as a facilitator for the Transfer Council's work and may intervene as a last resort if the Transfer Council does not comply with Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OARs).

## TRANSFER COUNCIL

The Transfer Council (TC) is pivotal in coordinating this work, providing guidance to faculty and institutions, and ensuring alignment of key transfer tools. The TC's activities include developing course alignment, conducting outreach to faculty, hosting meetings to facilitate ongoing collaboration, and making recommendations to the HECC. TC work has been instrumental in refining the processes used to select and align courses and in developing tools that improve transparency and support for both institutions and students.

On December 19, 2024 (after this report is submitted), the TC will hold its first in-person retreat in collaboration with members of the HECC (Commission) and HECC staff. This retreat will strengthen the relationship between the TC and the Commission and discuss key areas of transfer work, such as tracking outcomes and compliance and planning for the maintenance phase of the CCN and MTM initiatives. The agenda includes discussions on the TC's annual work plan and assessing opportunities for future directions.

## COLLABORATION YIELDS BETTER BUT SLOWER RESULTS

The work of implementing statewide transfer initiatives such as CCN, MTMs, and CTMs requires significant time and effort due to the collaborative nature of the process. This collaboration involves multiple bodies of work, including faculty engagement, institutional coordination, and ongoing meetings to ensure alignment and progress. The following factors contribute to the time required to complete this work:

- **MTM and CCN Policy Agreements:** The MTM and CCN articulation policies serve as critical resources for ensuring that all participants understand the expectations and requirements of the initiatives. Developing and updating these articulation policies involves considerable effort to capture evolving best practices and ensure consistency across institutions.

These processes rely heavily on collaboration between faculty members and institutional administrators across all participating institutions to ensure that courses and majors are aligned effectively. This collaboration includes multiple discussions, feedback loops, and consensus-building to create a standardized curriculum articulation policy (CAP) or common course number articulation policy (CCNAP) that meets the needs of all participating institutions.

- **General Education and Outcomes Alignment:** Recognizing the importance of this alignment, the TC identified the need for a dedicated subcommittee and established it to focus on general education and outcomes alignment. Aligning general education requirements and defining outcomes that meet the needs of all institutions is a complex task that requires extensive discussions and revisions. These ongoing discussions are crucial to ensuring that the initiatives achieve their intended goals. The work of these groups informs the work of subcommittees and the TC creating another feedback loop.
- **Ongoing Work for Improvement Discussion Items:** The TC's work is never static; it involves ongoing discussions on new challenges, emerging opportunities, and adjustments needed to maintain alignment with the goals of statewide initiatives. These discussions are necessary to adapt to the changing landscape of higher education and ensure that students' needs are continuously prioritized.

While these processes are time-consuming, deliberate collaboration ensures the development of meaningful and sustainable transfer pathways. By fostering greater engagement and creating a virtuous cycle of continuous improvement, the result is higher quality, more thoroughly vetted policies.

## COMMON COURSE NUMBERING (CCN)

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Senate Bill [\(SB\) 233](#) (2021) and Oregon Revised Statute [\(ORS\) 350.423](#) call for the adoption of Common Course Numbering (CCN) for “introductory and other lower division courses with similar learning outcomes that are taught in accelerated college credit programs, public post-secondary institutions of education and participating nonpublic post-secondary institutions of education.” Three years into the work, all 17 community colleges (CCs) and all seven Oregon public universities (OPUs) have participated in the adoption of CCN and will have 37 courses fully aligned by the end of 2024.

### COURSE SELECTION

In 2021, the Transfer Council (TC) and the Higher Education Coordinating Commission (HECC) staff created a draft list of courses for consideration under CCN. This draft list, along with a faculty feedback form, was sent to university provosts, community college Chief Academic Officers, and Dual Credit Coordinators for distribution to relevant faculty. The survey yielded 70 responses and included responses from all CCs and OPUs in Oregon. Based on this feedback, a refined list was created, reviewed, and voted on by the TC. This list (the [80 Most Transferred Courses in Oregon](#)) was used for course selection in 2022 and 2023.

In 2024, this list was expanded by cross-checking it with the most highly enrolled courses at community colleges provided by HECC's Office of Research and Data. Faculty and Co-chairs from past and present CCN subcommittees were invited to weigh in on course selection. Finally, course information was cross-checked against academic catalogs at all 24 institutions (17 CC and 7 OPUs) to identify courses that are appropriate for CCN alignment.

In addition to triangulating course selection with multiple lists and processes, TC continues to follow these principles, established in 2021:

- Attend to sequencing and start with appropriately sequenced courses. Faculty are asked to review course groupings to see if sequencing is reasonable.
- Focus on low-hanging fruit by identifying courses that are already somewhat aligned or commonly numbered.



- Refrain from asking discipline-specific faculty to work on MTMs and CCN at the same time, to alleviate workload concerns (e.g., serving on the Psychology MTM and CCN Psychology at the same time).
- Select courses from TC CCN list of common prerequisite courses for majors, common electives, or upper-division requirements.

TC revisits this methodology annually to strengthen and improve additional work, including feedback from institutional partners, registrars, faculty, MTMs, the annual TC Survey Report, curriculum managers, and students.

At the end of 2023, TC identified 14 courses for alignment under the CCN system in 2024. One course, PSY Lifespan Development, was removed from the list at the [May 2024](#) TC meeting. Instead, the TC tasked the Psychology MTM Subcommittee with identifying a third, lower-division course that would count toward the Psychology Major, if possible (see the [May 22, 2024 memo](#) from TC to the Psychology MTM Subcommittee). This decision reflects the collaborative feedback loop between faculty and the TC, which, while taking more time, ultimately leads to stronger and more effective outcomes, demonstrating the principle that collaboration yields better results even if the process is slower. Finally, the CCN Chemistry Subcommittee chose to create and align separate courses for the labs that accompany the three lecture courses they were asked to align, and three math courses from the 2023 alignment work were finally approved, which resulted in 19 courses for alignment in 2024.

Future CCN course selection will also follow the Commission's newly adopted rules around selection criteria (OAR [715-025-0065](#)). The rules outline that the TC must:

- Publicly identify the criteria used for course selection.
- By August each year, approve a plan to develop at least 10 Common Course Numbering Articulation Policies (CCNAPs).

## COURSE DEVELOPMENT

By the end of 2024, CCN faculty and staff in nine subcommittees will have spent over 139 hours in meetings conducting research and coordinating efforts. This tally does not include time spent planning and research done outside of meetings.

### CCN Transfer Council Accomplishments in 2024

TC creates and appoints [CCN Faculty Subcommittees](#) and HECC staff facilitate subcommittee meetings. In 2024, their work will result in:

- The alignment of 19 courses (the first 18 courses were aligned in 2022 and 2023).
- Collaboration and consensus building between 153 faculty and staff from 23 of 24 public colleges and universities.
- Maintenance of the CCN subcommittee membership.
- The contribution of subcommittee data and opinions on uniform credit alignment.

### HECC Staff Facilitation

To ensure that faculty and staff had the information needed to make informed choices regarding alignment, the following measures were taken in 2024:

- The [CCN Handbook](#) was updated in 2024 to provide guidance and information for faculty and staff involved in alignment work (e.g., the 2024 revised CCN framework, the addition of the Guiding Question Best Practices Guide for writing course learning outcomes).
- Orientation sessions were held in early 2024 to familiarize subcommittee members with expectations and the CCN alignment process, with recordings provided to all faculty for consistent access.
- Monthly Co-chair meetings were held to identify solutions and ensure groups stayed on the same page concerning alignment decisions.
- An annual CCN Subcommittee Member Survey was sent to all members. Information was aggregated and published on a HECC webpage, emailed to all members, and shared with the TC.

## Common Course Numbering Subcommittees

Throughout 2024, faculty and staff in nine subcommittees spent over 139 hours in meetings, conducting research, and coordinating efforts to align over a dozen lower-division courses. Due to amendments to Oregon Administrative Rules (ORS), CCN subcommittees are no longer subject to public meeting law. This significantly improved the efficiency and productivity of subcommittees. The number of hours in committee (139 hours) reflects time spent in the full subcommittee meetings but does not fully capture the additional hours faculty contributed outside of these sessions (in smaller groups) to reach consensus. Notably, the Co-chairs invested significant time planning meetings, gathering and sharing data, and writing reports. More information on CCN subcommittees—including subcommittee charges and membership lists—can be found on the [Transfer Council—Members and Subcommittees](#) webpage.

CCN course alignment work resulted in the identification and alignment of course number and subject code, title, credits, course description, and learning outcomes for 16 courses in 2024 (three additional courses—MTH/MATH 251Z, 252Z, and 253Z—were held over from 2023 pending a decision on credits. These three courses were approved at the October 2024 Transfer Council meeting). Another CCN Faculty Subcommittee—Psychology—met for 10 hours through the first few months of the year to identify an additional lower-division course for CCN alignment. CCs and OPU were unable to reach agreement on a course, so the TC tasked the Psychology MTM subcommittee with working to identify an appropriate course for alignment. The CCN Business Subcommittee collaborated with the MTM Business Subcommittee to create [a new course](#) (BA 169Z Data Analysis Using Microsoft Excel) to meet a need at the university level and to provide a named, required course (Excel only) for the Business MTM. This marks the first time a new course was created by a CCN Faculty Subcommittee.

2024 was the first-year courses with labs were aligned (BI/BIO/BIOL 221Z, 222Z, 223Z; CH/CHE/CHEM 221Z/227Z, 222Z/228Z, and 223Z/229Z). For the biology and chemistry subcommittees, this required a significant effort as aligning courses with labs demands extensive coordination and detailed alignment of all course information. Previously, the mismatch in the sequencing of these lab courses across institutions and a mismatch in whether labs were included or separate from a course listing led to excess credits for students upon transfer because students were sometimes required to retake courses to fulfill specific learning outcomes. The hard work of the Biology and Chemistry subcommittees will ensure that these courses, along with their labs, are fully aligned across institutions, marking a major accomplishment for course alignment.

Below is a list of all courses approved by TC in 2024 (hyperlinked courses have completed alignment work).

- BA [169Z](#), [226Z](#)
- BI/BIO/BIOL [221Z](#), [222Z](#), [223Z](#)

- CH/CHE/CHEM [221Z](#) and [227Z](#), [222Z](#) and [228Z](#), [223Z](#) and [229Z](#)
- EC/ECON [201Z](#), [202Z](#)
- MTH/MATH [251Z](#), [252Z](#), [253Z](#)
- SOC/SOAN [204Z](#), [205Z](#), [206Z](#)

## Additional Transfer Council Subcommittees

Four additional subcommittees met regularly in 2024 to discuss questions relating to the process and implementation of CCN and other transfer related concerns identified by TC.

1. [Systems and Operations Subcommittee](#): In 2022, the Systems and Operations subcommittee created the framework for CCN. In 2024, they updated the [framework](#) to include examples, which further clarifies alignment information for faculty subcommittees. They also responded to a request from the Transfer Council to address the topic of [uniform credits across all institutions for CCN](#).
2. [Outcomes Assessment Subcommittee](#): TC approved the [Guiding Questions and Best Practices Guide for CCN Outcomes Writing](#) in February 2024. This document provides clear guidance—and examples—to assist CCN faculty subcommittees with writing specific, measurable, and assessable course learning outcomes. Additionally, this subcommittee provides a liaison to each faculty subcommittee, to assist with writing course learning outcomes. This liaison attends all faculty subcommittee meetings.
3. [General Education Subcommittee](#): In May 2024, the General Education Subcommittee updated and expanded the [Core Transfer Map \(CTM\), Oregon Transfer Module \(OTM\), and Associate of Art Oregon Transfer \(AAOT\) Crosswalk](#). This document provides institutions and advisors with valuable information to assist with vertical transfer. Additionally, the subcommittee [responded to a TC request](#) to provide information about how changes in credits (to CCN courses) may affect overall credit accumulation at universities. Their research showed that overall, some institutions have increased total credits, but some have also reduced the total number of credits due to CCN alignment. Collectively, it is too early to determine how credit changes, overall, will impact total credits upon graduation. This group also has a list of issues they are addressing to improve transfer initiatives, statewide.
4. [CCN Oregon Administrative Rules \(OAR\) Subcommittee](#): The CCN OAR Subcommittee met throughout the year. The Transfer Council approved a [recommendation for CCN OARs to the Commission](#) based on this subcommittee's draft recommendation. Public meetings were held during summer 2024, to solicit feedback on the draft OARs. In fall 2024, the Commission approved the [CCN OARs](#), which will guide the implementation of CCN.

Upon final approval by the Commission, Chief Academic Officers at all public institutions are notified of the new CCN courses, including all information needed to adopt the courses. New course information is included in the HECC listserv and the quarterly Transfer Hub Newsletter. Finally, course information is published on the [HECC Educator Resources—Common Course Numbering webpage](#).

## INSTITUTIONAL IMPLEMENTATION PROGRESS

Once CCN courses receive final approval, institutions are expected to begin offering them in the next catalog year. The following section provides an update on the implementation progress across Oregon's community colleges and public universities. A full list of approved courses can be found at the [HECC's CCN webpage](#).

The implementation status of each CCN course was provided by all 24 institutions through the [annual survey](#) administered by HECC staff on behalf of the TC. In the survey, CCs and OPUs self-reported information on the adoption and implementation of CCNs, including information on institutional processes (e.g., communication, curriculum management and compliance), measures of success, challenges, and suggestions for continuous improvement.

According to survey results, there has been progress in the adoption and implementation of CCN. Most CCs and OPUs have fully adopted approved CCN course information. For example, according to the 2024 Transfer Council Report to the Commission, one of seven OPUs and one of 17 CCs reported that they offered a CCN course that appeared to be missing from their most recent course catalogs; six CCs and three OPUs had incorrect or inaccurate CCN course information in their catalogs. These and other discrepancies with institutional catalogs were cleared up when HECC staff contacted institutions and pointed out inconsistencies. Additionally, some institutions created webpages to explain CCN and how it will benefit students. However, challenges remain in terms of consistency, as was evidenced by cross-checking academic catalogs using the links provided by institutions in the survey (for more on institutional adoption and implementation of CCN, see Appendix A). These inconsistencies range from not adopting all the required course information for CCN courses, to adding more than what is allowed to a course, under the approved CCN framework. HECC staff have been in touch with the institutions in question and are working to resolve discrepancies.

Continued efforts at adopting accurate CCN course information by institutions is necessary to fully realize the goals set by the Commission and legislative requirements. Accurate and consistent institutional implementation is necessary before it will be possible to measure the impact and success of CCN using measures like a reduction in the accumulation of excess credits at graduation and pre- and post-CCN pass rates for courses.

Finally, the survey revealed that work done by institutions in implementing CCNs, including internal communication and developing or allocating resources, has led to valuable insight into where additional support is needed statewide and the data metrics needed to measure the success of transfer work in Oregon.

### Additional Common Course Numbering Feedback



Figure 1: Sticker from the OrACRAO Conference

At the Oregon Association of Collegiate Registrars and Admissions (OrACRAO) annual conference in May 2024, Registrars, Enrollment Specialists, and Admission Officers reported that they “love Z-courses” and created and distributed stickers with this message (see Figure 1). Subsequently, this has become the nickname for CCN approved courses (as per the approved CCN framework, a “Z” is added to all CCN aligned courses in the final place in the course number field). OrACRAO attendants also shared that they are happy when they see a Z-course on a student transcript, because they know that articulation for the course is standardized across all public institutions in Oregon,

making transfer quick and easy. Although it is premature to evaluate the success of CCN based on limited qualitative feedback, this early anecdotal data is promising and encouraging.

## COMMON COURSE NUMBERING, 2026 AND BEYOND

In September 2024, TC approved the following disciplines for consideration for CCN alignment, 2026 and beyond:

- Art
- Anthropology
- Computer Science
- Health
- Music
- Philosophy
- Political Science

By 2026, HECC staff will convene a subcommittee to discuss an approach to aligning career and technical education (CTE) courses, which were included in [ORS 350.429\(2\)\(2d\)](#).

## MAJOR TRANSFER MAPS (MTMS) AND CORE TRANSFER MAPS (CTMS)

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Faculty subcommittees had been established under HB 2998 (2017) to develop Major Transfer Maps (MTMs) for the disciplines of Biology, Business, Computer Science, Elementary Education, English Literature, Human Development and Family Studies (HDFS), Psychology, Sociology and Criminal Justice. Biology, Business, Computer Science, Elementary Education, and English Literature completed Major Transfer Maps which were codified in Memorandums of Understanding. HDFS, Psychology, and Sociology have made significant progress toward building out a viable pathway in their majors but had not completed their work before the passage of SB 233. That bill introduced changes in how the faculty subcommittees were constituted and the future shape of the work of MTMs. Guided by Oregon administrative rules adopted by the Commission (October 11, 2023), TC approved a body of updated templates for the MTM subcommittees to use in presenting their pathways in the form of an MTM Curriculum Agreement Policy (CAP).

### MAJOR TRANSFER MAP (MTM) SELECTION

SB 233 temporarily reduced the number of required MTMs to be developed annually from three to one until 2025. [OAR 715-025-0010](#) requires the Commission, in consultation with the Transfer Council, to determine the major courses of study for development as a Major Transfer Map Curriculum Articulation Policy no later than August 31 each year. To do so, the Commission is charged with using specific criteria to guide their determination, including, but not limited to:

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

Within the top majors (Figure 2) identified by HECC's Office of Research and Data (R&D), based on community college transfer students enrolled, marketing is ranked within the top 10; however, one pathway to these careers is through the business MTM. Marketing is typically a focus area within a Bachelor of Arts or Bachelor of Science degree in Business. Communication is another discipline that leads to careers in marketing. Although this major is not identified in the data from R&D, it's worth noting that the information

sector is projected to grow 20% (+7,400 jobs) in Oregon by 2032.<sup>1</sup> Through Communication degrees, colleges and universities provide students another pathway to a variety of high demand occupations that offer above-average wages and typically require a bachelor's degree at the entry level.

2022-23 Residents only					
	Declared Majors			Majors at Graduation	
	Transfer Students	First-time Freshmen		Transfer Students	First-time Freshmen
1	Psychology, Gen	Business/Commerce, Gen		Psychology, Gen	Business/Commerce, Gen
2	Business Admin & Mgmt, Gen	Biology/Bio Sciences, Gen		Business Admin & Mgmt, Gen	Biology/Bio Sciences, Gen
3	Computer Science	Psychology, Gen		Social Sciences, Gen	Computer Science
4	Biology/Bio Sciences, Gen	Computer Science		<b>Accounting</b>	Psychology, Gen
5	<b>Accounting</b>	Business Admin & Mgmt, Gen		Computer Science	Mechanical Engineering
6	Education, Gen	Mechanical Engineering		Biology/Bio Sciences, Gen	Business Admin & Mgmt, Gen
7	Social Sciences, Gen	Engineering, Gen		Education, Gen	Political Science & Gov, Gen
8	Mechanical Engineering	Rsrch/Experimntl Psychol, Oth		Liberal Arts & Sci/Lib Study	Rsrch/Experimntl Psychol, Oth
9	<b>Marketing/Marketing Mgmt, Gen</b>	Education, Gen		Criminal Justice/Safety Stud	Education, Gen
10	Liberal Arts & Sci/Lib Study	<b>Marketing/Marketing Mgmt, Gen</b>		Mechanical Engineering	Social Sciences, Gen
11	Computer & Info Sciences, Gen	Political Science & Gov, Gen		<b>Marketing/Marketing Mgmt, Gen</b>	<b>Accounting</b>
12	Criminal Justice/Safety Stud	Health/Medical Prep Prog, Oth		Business/Commerce, Gen	<b>Marketing/Marketing Mgmt, Gen</b>
13	English Lang & Lit, Gen	Physiology, Gen		English Lang & Lit, Gen	Exercise Physiol & Kinesiology
14	Business/Commerce, Gen	<b>Accounting</b>		Social Work	Advertising
15	Social Work	Lib Arts/Sci, Gen St/Hum, Oth		Exercise Physiol & Kinesiology	Physiology, Gen

**Figure 2: Most Common Majors Among Transfer Students in 2022-2023**

Additionally, the strong work already completed by the CCN subcommittee in aligning (COM 100Z, 111Z, and 218Z) will ensure that an MTM in this area can be created efficiently. In August 2024, the Transfer Council voted to approve Communication as the next discipline to develop a Major Transfer Map. This subcommittee will begin working on their major pathway in January 2025 with an anticipated completion date of December 2025.

Looking ahead, the Transfer Council and the Commission are considering MTMs in the disciplines of engineering, health, and computer information systems.

## MAJOR TRANSFER MAP (MTM) TRANSFER COUNCIL SUBCOMMITTEES

By the end of 2024, MTM faculty in nine subcommittees will have spent over 100 hours in meetings conducting research and coordinating efforts. This tally does not include time needed for planning and research done outside of meetings. Collectively, 130 faculty will have worked on a MTM Subcommittee from January through December 2024.

### Major Transfer Map Subcommittees

MTM subcommittees met regularly to work on transfer maps. The subcommittees for already approved MTM-MOUs have been reviewing and updating their degree pathways and aligning them with the parameters of the MTM administrative rules captured in the MTM CAP.

- **Biology MTM Subcommittee:** The Biology MTM subcommittee is refining and removing most of the variance (differences in course requirements because of requirements at the transfer institution) from the [current agreement](#). This will result in an MTM pathway that is more streamlined, student-driven, and easier to follow.

<sup>1</sup> <https://www.qualityinfo.org/documents/20126/110687/Oregon+Employment+Projections+2022-2032/6fcb2ab-e022-512a-b24d-e07935b77481?version=1.4>



- **Business MTM Subcommittee:** The Business MTM subcommittee is reviewing and updating their [current agreement](#), as all of the major coursework required in the pre-transfer pathway includes courses that have been commonly aligned.
- **Computer Science MTM Subcommittee:** Computer Science is the first of the previously [approved MTM-MOUs](#) to complete their work in the new CAP format. The [MTM-CAP in Computer Science Associate of Science -Transfer](#) (AST) was approved by the Transfer Council in May 2024, and the Commission in June 2024.
- **Elementary Education MTM Subcommittee:** The Elementary Education MTM subcommittee is reviewing and updating its [current agreement](#). This body of faculty has a long history of self-organized alignment work that began long before the passing of HB 2998 and the first MTMs.
- **English MTM Subcommittee:** The English MTM subcommittee is reviewing and updating its [current agreement](#).

The subcommittees for MTMs that are still in development have continued their work building pathways in the majors using the new MTM CAP structure:

- **Human Development and Family Services (HDFS) MTM Subcommittee:** The HDFS subcommittee has completed their Associate of Arts -Transfer (AST) pathway, and they have nearly completed their AST pathway. As soon as the subcommittee votes on the second pathway, HECC staff will begin collecting the student facing documents required for inclusion in the MTM-CAP by the Transfer Council.
- **Sociology MTM Subcommittee:** The Sociology subcommittee is building four pathways, which is why this group has met for so long: AAT/AST in Sociology and AAT/AST in Sociology/Anthropology. They have nearly concluded their work on all four pathways and a vote is anticipated soon.
- **Psychology MTM Subcommittee:** The Psychology subcommittee has been stalled over disagreement about the availability of lower-division coursework in the major that can be included in the transfer map. The draft MTM contains only 8-credits in the major; Transfer Council has [requested](#) this subcommittee continue their work to identify additional lower-division coursework that can be included in the major.

**Table 1: Tentative Timeline for MTM Faculty Subcommittee Approval**

MTM Faculty Subcommittee	Tentative Date for Subcommittee Approval
Biology	Winter 2025
Business	Winter 2025
Elementary Education	Spring 2025
English	Spring 2025
HDFS	Fall 2024
Psychology	Spring 2025
Sociology	Winter 2024

## MTM Subcommittee Support & Statewide Transparency

To support faculty in their work, two orientation sessions were held in September 2024, to provide new and returning members with information that would help them understand the scope of the MTM work, required documents, processes, and expectations. Recordings of meetings were shared with all subcommittee members so those not able to attend could also have access to the same information. When a faculty stepped down from a subcommittee during the year, replacements were identified and provided with the slides and recording of orientation sessions, to assist with their onboarding.

Several additional initiatives have become an integral part of improving communication in the transfer pathway work. First, quarterly Co-chair meetings were held to keep members on the same page and to allow Co-chairs to share their experiences with each other. Second, faculty points of contact were identified for most community colleges required to participate in the MTM; this faculty, although not voting members of the subcommittee, are invited to attend meetings and engage in conversation about the development of these transfer maps. The [MTM Faculty Guide](#) was published in 2024, to provide guidance and information for faculty involved in this alignment work. Additionally, major revisions were made to the [MTM page](#) on the HECC website to include:

- Additional common FAQs about institutional participation and catalog rights
- Hyperlinked MTM agreements with their approval and effective dates
- The MTMs that are under development and pending development in 2025-2026
- Additional resources for faculty and institutions
- Additional updates to the [Transfer Council subcommittee page](#) to include subcommittee membership, all MTM subcommittees, and the faculty guide

These changes have improved communication, transparency, and support for faculty and institutions participating in this work.

## Core Transfer Maps and Transfer Map Work

Additionally, during 2024, progress was made in other key areas of the Major Transfer Map work:

- The Transfer Council (TC) adopted an [updated crosswalk](#) for Core Transfer Maps (CTMs), Associate of Arts Oregon Transfer (AAOT) degrees and Oregon Transfer Maps (OTMs).
- The General Education Subcommittee wrote [a memo](#) requesting the TC develop a standard notation process for completed transfer curricula, namely the Core Transfer Map (CTM) and the Oregon Transfer Module (OTM).
- In July, TC [asked the Systems and Operations Subcommittee](#) to determine if there is a mechanism for auto-notating the completion of CTMs and MTMs on student transcripts, to ensure students are afforded the benefits of completing these awards.
- The Systems and Operations Subcommittee, responded to the TC's request with the following recommendations: The memo advised community colleges to work toward making transcript notations for CTMs as consistent as possible. It recommended that they award CTMs institutionally where feasible, noting that more community colleges are expected to begin institutionally awarding CTMs in the 2024-2025 academic year.



- In consultation with institutions, the Commission completed the process of determining required institutional participation ([OAR 715-025-0015](#)) in the currently approved and in development Major Transfer Maps. These institutions will be explicitly named in the MTM-CAP agreements when they are completed.

## **IMPLEMENTATION PROGRESS: TRANSFER MAPS AT COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES**

The implementation status of MTMs and CTMs at each institution was collected on behalf of the Transfer Council by HECC staff.

### **Core Transfer Map Adoption**

All OPUs self-reported that when students transfer with a completed CTM it articulates to at least 30 credits toward graduation, fulfilling the Oregon Revised Statutes (ORS) 350.400 requirement.

Community colleges were asked not only how CTMs are notated on students' transcripts, but also about their ability to carry out the recommendation of the General Education Subcommittee to auto-award CTMs and OTMs to students at the end of each term. Currently, most community colleges (10 out of 17) notate the CTM on a student's transcript either in the notes section or in the comments section. However, auto notating these awards poses different challenges for community colleges. The majority (10 out of 17) are working on implementing this recommendation, but this requires changes to the software used. Others (7 out of 17) do not have the resources or staff to carry out the recommendation at this time.

The Commission will recommend the following structured approach for community colleges to implement CTM transcription notation.

1. **Establish Clear CTM Notation Standards:** Collaborate with the Transfer Council to define uniform language for CTM notations on transcripts, such as "Core Transfer Map (CTM) Completed." This standard notation will promote consistency across institutions.
2. **Identify Technical Requirements:** Assess each college's Student Information System (SIS) capabilities for adding standardized notations. For those with Ellucian Banner, evaluate the costs and benefits of the institutional awarding module, which could facilitate this notation.
3. **Pilot Manual Notations with a Few Colleges:** Initiate a pilot program for manually notating CTMs on transcripts at selected colleges with adequate staffing. Use this pilot to gauge the workload, troubleshoot challenges, and refine the process.
4. **Develop an Automated Solution for the Future:** Begin exploring long-term solutions to automate CTM notations, potentially through SIS upgrades or vendor support, in line with funding and institutional resources.
5. **Communicate with Students:** Implement a communication strategy to notify students when CTMs are noted on transcripts, explaining its benefits. Offer an opt-out option for students who may be impacted by early CTM notation (e.g., international students or financial aid recipients).
6. **Evaluate and Adjust:** Collect data from pilot colleges to assess the impact, student understanding, and staff workload. Adjust the approach based on feedback to ensure the process is scalable across all community colleges.

By taking this phased and flexible approach, community colleges can begin to standardize CTM notations on transcripts while building toward a more sustainable, automated solution.

## Major Transfer Map Adoption

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

Additionally, information provided by community colleges was used to measure progress made with MTM adoption, by checking academic catalogs for the associate degree attached to each MTM. Progress is being made towards implementing MTMs at community colleges. The commission noted two key discrepancies in the self-reported data:

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

Self-reported data was verified using the college catalogs of all community colleges required to implement each MTM agreement. Implemented means that the associate degree named in the MTM agreement is present in the most current academic catalog. Appendix B lists community colleges required to implement each MTM and reports implementation status for all approved MTMs (a check mark indicates the college has the MTM degree in their catalog). Table 2 reports the overall progress being made towards implementation for each approved MTM pathway.

**Table 2: Rate of MTM Implementation at Community Colleges as of October 2024**

MTM Pathway	# of Required Participants	Verified as Implemented	Rate of Implementation
Biology (AST)	15	8	53.3%
Business (AST)	17	13	76.5%
Computer Science (AST)	13	9	69.2%
Elementary Education (AAOT)	16	14	87.5%
English (AAT)	16	10	62.5%

While community colleges are making considerable progress in implementing MTMs, there is room for continuous improvement by consistently ensuring that the named associate degree is added to the course catalog, providing transparency for students and university registrars. Where the Commission has noted discrepancies in the self-reported data and college catalogs, we are working with those institutions to learn about the supports needed and their timeline to implementation.

## Baseline Data for Major Transfer Maps (MTMs)

Oregon Revised Statute 350.404 mandates the Commission report annually on the implementation and effectiveness of MTM agreements. The requirements for reporting outlined in state statute mandate an annual report that includes:

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

Because we are in the early stage of implementation of MTMs, available data is limited on many of these metrics. The work of developing and maintaining MTMs is the responsibility of a faculty subcommittee of disciplinary experts. Faculty ensure the intellectual and academic rigor of the curriculum and its learning outcomes and secure alignment with both disciplinary standards across the state as well as external accreditation or licensure requirements. The work is further supported by disciplinary statewide affinity groups that continue to assess and review curriculum alignment and student success. The engagement of faculty in the development and maintenance of the transfer agreements is a marker of their effectiveness.

The specific measures of success evaluated in the baseline data are:

1. **Graduation Rates:** graduation rates for both transfer students and first-time freshmen in Oregon.
2. **Excess Credit Accumulation:** The number of credits taken by transfer students beyond what is required for their degree is a major indicator of inefficiencies in the transfer process. ORS 350.404, mandates that the HECC report on "whether existing unified statewide transfer agreements are minimizing excess credits."

Excess credit is defined as "a credit that does not fulfill any relevant academic requirements for a given student, including strict graduation requirements, elective credits needed to meet overarching credit requirements, or requirements for an auxiliary academic program" ([p 14-17 House Bill 2998 \(2017\) Post Secondary Student Transfer \(January, 2018\)](#)).

The range of excess credit varies significantly by major; **Civil Engineering** had the highest excess credit accumulation at **27.7 credits**. **Romance Languages** had the lowest at **-0.4 credits**, indicating that transfer students in this major finished with slightly fewer credits compared to first-time freshmen. The range of excess credits highlights significant variability depending on the specific major, which points to differences in how well transfer pathways align with the requirements of different fields of study ([HECC Post Secondary Transfer Report p. 17-19](#)).

While data is not yet available due to early implementation stage of MTM MOUs and MTM CAPs, future reporting should breakdown excess credit by major as well as the average excess credit across all major disciplines as the [2017-HECC Post Secondary Transfer Report p 17-19](#).

3. **Student Debt:**

Student debt is one of the required reporting measures in ORS 350.404, which states that the HECC must report on "whether existing unified statewide transfer agreements are minimizing 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.


The analysis provided draws on the available data from community colleges and public universities to offer an initial snapshot of the outcomes and challenges faced by transfer students in Oregon. As the Major Transfer Maps (MTMs) and Core Transfer Maps (CTMs) continue to be implemented, these baseline metrics will serve as benchmarks for evaluating improvements in transfer success, minimizing excess credits, and ensuring equitable access for all student demographics.

There was a six percent increase in the graduation rate of transfer students, when comparing those who started at an OPU in 2014 to those who started in 2019. There has been no significant change in the average transfer number of excess credits for transfer students.

**Table 3: Student Debt, Credits at Graduation and Graduation Rates for Transfer Students**



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 Office of Research and Data  
 2000 13th Street SE, Salem, OR 97302  
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[info@higher-ed.org](mailto:info@higher-ed.org)

Oregon resident admitted undergraduates.													
	Student Debt				Credits at graduation				Graduation Rates*				
	Percent of undergrads with federal loans		Average debt among graduates		First-time freshmen		Transfer students		First-time freshmen half-way		Transfer students with 90+ credits		
	2018-19	2022-23	2018-19	2020-21	2019-20	2022-23	2019-20	2022-23	Entered 2012-13	Entered 2017-18	Entered 2014-15	Entered 2019-20	
Eastern Oregon	50%	40%	\$ 20,000	\$ 20,500	195	200	208	207	68%	73%	60%	60%	
Oregon Tech	32%	28%	\$ 22,595	\$ 22,500	215	212	248	249	78%	79%	54%	59%	
Oregon State	43%	33%	\$ 22,286	\$ 21,221	206	206	212	209	85%	88%	66%	70%	
Portland State	42%	35%	\$ 21,500	\$ 20,500	200	197	205	203	73%	76%	63%	71%	
Southern Oregon	39%	29%	\$ 21,000	\$ 20,332	197	197	202	204	68%	73%	59%	68%	
University of Oregon	36%	31%	\$ 20,500	\$ 20,139	200	201	202	202	88%	88%	69%	71%	
Western Oregon	55%	74%	\$ 21,716	\$ 20,609	196	191	200	197	73%	78%	67%	80%	
Public Universities	41%	30%	\$ 21,406	\$ 20,728	202	202	208	207	82%	84%	64%	70%	
Blue Mountain	18%	9%	\$ 14,811	\$ 12,000							44%	60%	
Central Oregon	51%	23%	\$ 15,350	\$ 12,000							62%	66%	
Chemeketa	20%	18%	\$ 13,885	\$ 12,822							67%	71%	
Clackamas	8%	37%	\$ 10,282	\$ 11,992							64%	74%	
Clatsop	17%	8%	\$ 11,996	\$ 11,602							52%	68%	
Columbia Gorge	15%	8%	\$ 16,667	Suppressed							Suppressed	Suppressed	
Klamath	29%	26%	\$ 11,500	\$ 17,480							46%	51%	
Lane	29%	31%	\$ 15,259	\$ 14,761							64%	65%	
Linn Benton	36%	36%	\$ 12,000	\$ 11,961							67%	83%	
Mt Hood	16%	13%	\$ 12,749	\$ 13,667							66%	67%	
Oregon Coast	Suppressed	21%	Suppressed	Suppressed							Suppressed	Suppressed	
Portland	26%	22%	\$ 15,483	\$ 12,999							64%	72%	
Rogue	15%	8%	\$ 15,032	\$ 17,042							63%	66%	
Southwestern	21%	21%	\$ 12,000	\$ 12,000							54%	59%	
Tillamook Bay	Suppressed	1%	Suppressed	Suppressed							Suppressed	Suppressed	
Treasure Valley	40%	28%	\$ 13,207	\$ 12,000							63%	59%	
Umpqua	27%	15%	\$ 8,000	\$ 9,000							66%	66%	
Community Colleges	25%	22%	\$ 14,416	\$ 12,995							64%	70%	

Source: Debt data from federal College Scorecard data. Credits at graduation and graduation rates from HECC analysis of student-level data submitted by institutions.

## TRANSFER COUNCIL AND SUBCOMMITTEES: COMMUNICATION

Effective communication between the Commission, Transfer Council and partners is essential to ensure transparency, alignment, and progress in the implementation of statewide transfer initiatives. This section highlights how the use of formal memos, public agendas, and inclusive meetings helps maintain clarity in decision-making and facilitates collaboration across institutions, contributing to the success of the Common Course Numbering (CCN) system and other transfer-related efforts.

## **WRITTEN COMMUNICATION BETWEEN TRANSFER COUNCIL, SUBCOMMITTEES, AND THE COMMISSION**

The Transfer Council (TC) uses memos to ensure clear communication regarding requests and decisions. This exchange helps maintain clarity on what is being requested and ensures that all parties are aligned.

- After the TC (or a subcommittee) agrees on the content of a memo, that memo is shared with the recipient via the HECC staff lead for CCN.
- Memos must be added to the agenda for the next meeting, for discussion, before a reply can be voted on and shared in another memo with the HECC staff lead, who again shares the memo with the recipient. This communication process takes a minimum of two months, which often slows the flow of information.

Over the past three years, the use of these memos by TC has been crucial for resolving conflicts and gathering necessary information for effective CCN implementation. These memos are documented and made available on the [Transfer Council](#) website and the [Educator Resources–Common Course Numbering](#) allowing institutions and the public to stay informed about the issues discussed during TC meetings.

Additionally, all faculty subcommittees use a system called Campus Buddies to invite non-voting institutional partners to attend meetings and participate in alignment work, promoting equity and inclusion. All CCN subcommittee meetings are open to the public, and attendees are encouraged to comment or engage in the discussions.

## **Survey and Transfer Council Report**

The implementation progress for Common Course Numbering (CCN) courses is regularly monitored through an annual survey conducted by the HECC staff on behalf of the Transfer Council. This survey collects self-reported data from all community colleges and public universities, offering insights into the status of CCN adoption, internal processes, and challenges faced by institutions. These findings are compiled in the [Transfer Council's 2024 Annual Report to the Commission](#), and serve as one source for assessing the accuracy of implementation and identifying areas that require further support to enhance institutional implementation.

## **Webpages for Information**

The Higher Education Coordinating Commission (HECC) has established comprehensive webpages to provide detailed information on the progress and implementation of [Common Course Numbering \(CCN\)](#), [Core Transfer Maps \(CTM\)](#), and [Major Transfer Maps \(MTM\)](#). These webpages include essential resources such as meeting minutes, progress reports, and memos from the [Transfer Council](#), ensuring transparency and accessibility for all stakeholders. The HECC's [Educator Resources webpage](#) also hosts information on aligned courses, institutional participation, and key updates on the transfer initiatives, supporting both students and faculty in navigating the evolving transfer landscape effectively.

## Transfer Hub Newsletter

The Transfer Hub Newsletter, established in 2022, has become a valuable tool for communication between the HECC, the TC, institutions, and the broader public. Distributed quarterly, the newsletter provides updates on new courses, implementation progress, and key developments in the transfer landscape. With nearly 900 subscribers, it plays an important role in keeping stakeholders informed, building awareness about new initiatives, and highlighting ongoing efforts to improve transfer pathways for Oregon students (see the [July 2024 edition](#)).

## COMMON COURSE NUMBERING (CCN) OREGON ADMINISTRATIVE RULES (OARS)

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In October 2024, the Higher Education Coordinating Commission (HECC) approved a set of new Oregon Administrative Rules (OARs) related to Common Course Numbering (CCN) under Chapter 715, Division 25. These rules are intended to improve the consistency of lower-division courses offered across Oregon public postsecondary institutions, support seamless student transfer, and reduce excess credits.

### BACKGROUND AND OBJECTIVES OF COMMON COURSE NUMBERING

The approved OARs focus on the development of Common Course Numbering Articulation Policies (CCNAPs) and require public institutions to align courses according to these policies. Each course under the CCN system must have consistent subject codes, course numbers, universal common course designator determined by the Transfer Council, course titles, course descriptions, credits, and learning outcomes to ensure transferability between institutions.

### OVERVIEW OF KEY PROVISIONS OF THE NEW RULES

The newly adopted rules define key terms and outline the responsibilities of the Transfer Council (TC), the Commission, and institutions in implementing Common Course Numbering. A Common Course is defined as any course articulated as equivalent between institutions or developed by the TC. The Common Course Numbering Articulation Policy (CCNAP) serves as the governing document for each course, ensuring consistent content and credit values across institutions.

### Transfer Council and Commission Responsibilities

- The TC must approve an annual development plan for new common courses, with a goal of establishing at least 10 new CCNAPs each year.
- TC must create subcommittees of faculty to develop CCNAPS. If the TC fails to meet its responsibilities
- TC approves final CCNAP
- Commission may intervene to ensure progress.

### Institutional Implementation Requirements

- Public institutions must adopt the CCN system and honor approved CCNAP courses, treating them as if they were taken at their own institution.
- Courses cannot be required to be retaken by transfer students if they have already been approved under the CCN system.



- Institutions must also ensure alignment and compliance for all existing CCNAPs to maintain consistency.

## Impact on Oregon's Higher Education System

The adoption of these rules represents a significant step forward in Oregon's efforts to create a unified and streamlined transfer system for students in public higher education. By ensuring that commonly transferred courses have consistent content, credit values, and learning outcomes, the CCN system aims to:

- **Reduce Excess Credit Accumulation:** Students transferring between institutions often face the challenge of non-transferable credits or credits that only count as electives, leading to unnecessary additional coursework. CCN aims to minimize these discrepancies, allowing students to transfer their credits seamlessly without repeating courses.
- **Decrease Time to Degree:** The consistency provided by CCN is expected to reduce the time it takes for students to complete their degrees by eliminating barriers related to course transferability. This not only benefits students financially but it also contributes to a more efficient public education system.
- **Promote Equity:** By standardizing course content and ensuring that courses are uniformly accepted across institutions, the CCN system aims to promote equity in educational opportunities, particularly for students from community colleges who wish to pursue a bachelor's degree.

These newly approved OARs set the foundation for an expanded Common Course Numbering system in Oregon, which, once fully implemented, is expected to significantly improve the student transfer experience, reduce barriers to degree completion, and provide consistent educational pathways across the state.

## POLICY RECOMMENDATIONS AND FUTURE OPPORTUNITIES

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The Higher Education Coordinating Commission (HECC) recommends expanding the statewide policies with an emphasis on clear metrics of success, uniform auditing, and consistent institutional reporting. These measures will ensure transparency and effectiveness in facilitating student transfer, reducing excess credits, and promoting equitable access across Oregon. The development of a Transfer Portal will further streamline credit transfers and provide essential resources for students navigating the transfer process. Other future opportunities include establishing an appeals process for transfer disputes, transitioning to a maintenance phase for transfer initiatives, creating institutional and student outcome dashboards, and convening a subcommittee to define success metrics for transfer students.

### METRICS AND MEASURES OF SUCCESS REPORTING

The HECC, in collaboration with the Transfer Council, is tasked with establishing rules for auditing, reporting, and defining metrics of success for transfer initiatives like Common Course Numbering, Major Transfer Maps, and Core Transfer Maps. These responsibilities aim to align statewide efforts with measurable outcomes, thereby reducing student barriers and enhancing academic success.

### Transfer Council and Commission Responsibilities

ORS 350.429 assigns specific responsibilities to the Higher Education Coordinating Commission (HECC), the Transfer Council (TC), and institutions for reporting and creating rules that define measures of success for Common Course Numbering (CCN), Major Transfer Maps (MTM), and Core Transfer Maps (CTM). ORS 350.429(1)(d)(F). Specifically, the ORS, requires that:

- The TC make recommendations to the HECC on rules necessary to establish an auditing process to assess compliance with the CCN system.
- The TC make recommendations to the HECC on rules necessary to establish measures of success for institutions' annual reporting on CCN, CTM, and MTM progress.
- The HECC adopt rules necessary to establish an auditing process for CCNs.
- The HECC adopt rules necessary to establish measures of success for institutions' annual reporting on CCN, CTM, and MTM progress.
- The HECC adopts rules necessary for uniform and timely reporting.
- Each community college and public university submit an annual report to the HECC that includes all information necessary for the commission to determine the effect of CCN, CTMs, and MTMs transfer agreements on a demographically and institutionally disaggregated basis.
- The TC submits an annual report to the Commission each September.
- The HECC submits an annual report to the Oregon Legislature each December.

These responsibilities will include the development of measurable criteria and the reporting of outcomes to ensure that transfer initiatives meet their intended goals, such as minimizing excess credits, reducing student debt, and maintaining academic rigor. The HECC and TC must ensure that measures of success are clearly defined and aligned with state goals.

### Initial Institutional Feedback Transfer Council Survey Metrics of Success Reporting

In preparation for future Oregon Administrative Rules (OARs) on metrics of success and institutional reporting, the [2024 Transfer Council Survey](#) asked institutions: “In 2025, the Commission plans to adopt rules around measures of success and institutional reporting requirements. What measures of success would help your institution understand how well Oregon is serving transfer students? What measures of success would help your institution understand how well your institution was serving transfer students.” These questions provided insight into the metrics institutions believe are necessary to measure the success of transfer initiatives.

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

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

Additional metrics identified in the survey response include:

- **Time to Degree:** This measure would help institutions understand the duration it takes for transfer students to complete their degrees compared to first-time freshmen. A shorter time to degree for transfer students would indicate more efficient credit transfer and advising support.
- **Transferability of Courses:** This metric would capture how well courses taken at community colleges are accepted at public universities.



- **Performance of Transfer Students:** This measure would compare the academic performance of transfer students to native students. Such data would help institutions identify any gaps in preparation and provide targeted support.

Finally, multiple institutions recommended **convening a new Transfer Council subcommittee composed of representatives from colleges and universities to develop a shared definition of success for transfer students.** This definition would guide the specific metrics used to evaluate success consistently across institutions.

## Commission's Additional Recommendations on Measures of Success

The Commission recommends measuring student success and student outcomes. In addition to the metrics recommended by institutions, the Commission recommends:

- **Student Debt Load:** Comparing debt levels between transfer students and first-time freshmen to evaluate financial impacts.
- **Additional Baseline Data for Equity Analysis:** Disaggregating each metric by demographic categories such as race, ethnicity, and socioeconomic status to ensure equitable access and outcomes.
- **Success in Subsequent Course Taking:** Looking at the success of subsequent course taking—after a student completes a CCN course—will provide valuable information on the efficacy of CCN alignment. Additionally, tracking pass rates in CCN courses will contribute to this measure.

Furthermore, research conducted by HECC staff into measures of success used in other states and by larger research organizations like the Community College Research Center (CCRC) has provided further insights into effective metrics:

- **Equity in Outcomes:** Measures of success should include equity-focused metrics, ensuring that outcomes are equitable for all student demographics, including traditionally underrepresented groups. Tennessee's equity metrics in their Transfer Pathway could serve as a model, providing a framework to ensure equitable distribution of transfer.<sup>2</sup>
- **Auditing for Uniform Adoption of Transfer Policies:** Before meaningful assessments can occur, Oregon must ensure uniform adoption of transfer policies, such as CCN and MTMs, across all institutions. Inconsistent adoption poses a significant barrier to evaluating the effectiveness of transfer initiatives and limits the accuracy of statewide data collection and reporting.<sup>3</sup>

In 2025 The Commission and Transfer Council will evaluate these recommendations and explore the possibility of forming a subcommittee prior to the rulemaking process to ensure that the measures of success for CCN, MTM, and CTM initiatives are comprehensive, data-driven, and aligned with both state and national best practices. Tracking and reporting these metrics will be crucial for improving transfer student outcomes,

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<sup>2</sup> Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins, *Redesigning America's Community Colleges: A Clearer Path to Student Success*, (New York: NY: Community College Research Center, April 2015).

<sup>3</sup> Education Commission of the States, *50-State Comparison: Transfer and Articulation Policies* (Denver: Education Commission of the States, July 28, 2022).

reducing barriers to graduation, and ensuring that all students have equitable access to educational opportunities in Oregon.<sup>4,5</sup>

## THE TRANSFER PORTAL

In 2021 the Oregon Legislature invested approximately \$1.4 million to be used to foster transfer student pathways, to support Common Course Numbering (CCN), and to identify resources needed for the development of an electronic system or a Transfer Portal for the dissemination of information regarding foundational curriculum (also known as the Core Transfer Maps or CTMs) and unified statewide transfer agreements (also known as Major Transfer Maps or MTMs).

On August 3, 2022, HECC issued a Request for Proposals (RFP) seeking a business analysis services firm to perform an evaluation and to develop a business case for an online system that establishes ways to resolve credit transfer issues for a statewide credit transfer pathway system. The contract was awarded to Ed Northwest, which agreed to perform the Services in two phases: 1. Develop an Oregon Higher Education Credit Transfer Environment Assessment, and 2. Research and Develop a Plan to Create the Online Transfer Portal. Surveys for Phase I closed at the end of August 2022 and findings were processed in September. Ed Northwest presented their findings to HECC staff on September 27, 2022. Results of the project phases from Ed Northwest were submitted to the HECC in a series of four memos:

- Memo 1: State and Vendor Interview Findings
- Memo 2: Oregon Staff Focus Group Findings
- Memo 3: College Student Findings; and
- Memo 4: Legislation and Facilitating Institutional Participation.

Collectively, information in the memos demonstrate that faculty and students in Oregon are in favor of the development of a Transfer Portal that provides the following:

1. A course equivalency tool
2. Access to transfer office advisor/counselor information
3. College exploration resources and college cost information, and
4. Step-by-step information about the credit transfer process.

From March to June 2023, HECC staff contracted with North Highland to complete the documentation (aka “artifacts”) needed to begin fulfilling the State of Oregon’s Stage Gate process, which is an incremental funding and project oversight model for major IT initiatives that meet Enterprise Information Services (EIS) oversight thresholds for projects that pose a substantial investment risk. Through this process, North Highland helped HECC staff complete the documentation needed for Stage Gate 1. Artifacts for Stage Gate 1 were submitted to the Department of Administrative Services (DAS-EIS) in April 2023, but once it was determined that the project would not be funded that session, the review was put on hold.

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<sup>4</sup> Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins, [\*Redesigning America's Community Colleges: A Clearer Path to Student Success\*](#) (New York: Community College Research Center April, 2015)

<sup>5</sup> Elizabeth M. Kopko and Peter M. Crosta, [\*Should Community College Students Earn an Associate Degree Before Transferring to a Four-Year Institution?\*](#) (New York: Community College Research Center, Teachers College, Columbia University, 2016).

North Highland also completed several required artifacts for Stage Gate 2 (e.g., Status Reports, Project Risk and Issue Log, Stakeholder Registry, RACI Matrix, Baseline Project Management Plan, Business Case, System Requirement, System Security Plan, Statement of Work, and Scope Statement) until funding for the project was exhausted.

Results from the 2023 Transfer Council Survey on CCN, Core Transfer Map (CTM), and Major Transfer Map (MTM) Implementation again demonstrate the need for an online student transfer portal with features such as uniform course numbers, information about how credits will transfer for students, costs of transferring credits, and assistance for students on requirements for academic programs, degree programs, and career paths. Survey respondents specifically mentioned the need for such a web platform.

In preparation for the 2025 legislative session, HECC reviewed the documentation provided by North Highland, updated it to reflect changes from the previous year, and submitted to EIS for stage gate one approval. The intent is to have the project ready to kickoff should it be funded during the legislative session.

### **APPEALS PROCESS OAR (2026)**

Establish appeals process to provide transparency and fairness in handling transfer-related disputes between students and institutions.

### **MAINTENANCE PHASE (2026 AND BEYOND)**

Transitioning from implementation to a maintenance phase for CCN, CTMs, and MTMs, focusing on continuous improvement and adaptation to evolving educational needs and transfer initiatives.

### **INSTITUTIONAL IMPLEMENTATION DASHBOARD**

An institutional implementation dashboard would add value to statewide transfer initiatives by providing a centralized platform to track institutional adoption and to offer insights into the accuracy and consistency of implementation. This would help identify gaps, measure progress, and ensure accountability by ultimately improving the overall effectiveness of transfer initiatives.

### **STUDENT OUTCOME DASHBOARD**

Developing a student outcome dashboard would be valuable in measuring key indicators such as excess credits, time to degree, and graduation rates. By providing a clear view of student performance and outcomes, this dashboard would enable data-driven decision-making, help identify areas for improvement and ensure that transfer initiatives are meeting their intended goals of reducing barriers and improving student success.

## **CONCLUSION**

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The 2024 Legislative Report on Oregon's transfer initiatives demonstrates the progress made and the ongoing challenges in implementing key efforts, such as Common Course Numbering (CCN), Major Transfer Maps (MTMs), and Core Transfer Maps (CTMs). These initiatives are essential for streamlining credit transfers between community colleges and public universities in Oregon, ultimately reducing excess credits and supporting student success.


The adoption of CCN continues to create standardized course offerings across public institutions, reducing barriers to credit transfer. Despite some challenges with consistent implementation, significant progress has been made in aligning a wide range of courses. Similarly, the MTMs and CTMs initiatives have enhanced

transparency and ensured that coursework completed by students at community colleges counts toward graduation requirements at public universities.


Efforts to enhance communication—through resources like the Transfer Hub, improved institutional webpages, and systematic survey collection—contribute to greater transparency, more efficient transfer processes, and stronger pathways for students. Continued collaboration among faculty, institutions, and the Transfer Council is crucial for ensuring the success of these initiatives and maintaining a student-centered approach to transfer work in Oregon.


## APPENDICES


### APPENDIX A: COMMON COURSE NUMBERING ADOPTION


 <b>Oregon Transfer Compass</b>	A check mark indicates that all CCN courses for that year appear correctly in course catalogs for that year. <b>Note:</b> Institutions are not required to offer a course, but if they offer a course that articulates to a CCN course, they must adopt all CCN course information. *Information for 2024 CCN Courses was approved 11/21/2024 and is in the process of being adopted for 2025-2026 course catalogs.		
<b>Institutions</b>	<b>2022 CCN Courses Adopted (2024-25 Course Catalog)</b>	<b>2023 CCN Courses Adopted (2024-25 Course Catalog)</b>	<b>*2024 CCN Courses Adopted (2025-26 Course Catalog)</b>
Blue Mountain	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Central Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chemeketa	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clackamas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clatsop	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Columbia Gorge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Klamath	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lane	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Linn-Benton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mt. Hood	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon Coast	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Portland Community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rogue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Southwestern Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tillamook Bay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Treasure Valley	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Umpqua	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EOU	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OIT	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OSU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PSU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SOU	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U of O	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
WOU	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>


## APPENDIX B: COMMUNITY COLLEGE MTM IMPLEMENTATION

		<b>AST in Biology</b>				<i>* Implemented = MTM associate degree in catalog</i>	
Required Participants	Verified as Implemented*	Catalog Year					
BMCC	<input type="checkbox"/>	2024-2025					
Chemeketa	<input type="checkbox"/>	2024-2025					
Clackamas	<input checked="" type="checkbox"/>	2024-2025					
COCC	<input checked="" type="checkbox"/>	2024-2025					
KCC	<input checked="" type="checkbox"/>	2024-2025					
Lane	<input checked="" type="checkbox"/>	2024-2025					
LBCC	<input type="checkbox"/>	2024-2025					
Mt. Hood	<input checked="" type="checkbox"/>	2024-2025					
OCCC	<input type="checkbox"/>	2024-2025					
PCC	<input type="checkbox"/>	2024-2025					
RCC	<input checked="" type="checkbox"/>	2024-2025					
SWOCC	<input type="checkbox"/>	2024-2025					
TBCC	<input checked="" type="checkbox"/>	2024-2025					
TVCC	<input type="checkbox"/>	2024-2025					
UCC	<input checked="" type="checkbox"/>	2024-2025					
Date Last Updated	10/15/24						

		<b>AST in Business</b>				<i>* Implemented = MTM associate degree in catalog</i>	
Required Participants	Verified as Implemented*	Catalog Year					
BMCC	<input checked="" type="checkbox"/>	2024-2025					
CGCC	<input checked="" type="checkbox"/>	2024-2025					
Chemeketa	<input checked="" type="checkbox"/>	2024-2025					
Clackamas	<input checked="" type="checkbox"/>	2024-2025					
Clatsop	<input checked="" type="checkbox"/>	2023-2024					
COCC	<input checked="" type="checkbox"/>	2024-2025					
KCC	<input checked="" type="checkbox"/>	2024-2025					
Lane	<input checked="" type="checkbox"/>	2024-2025					
LBCC	<input type="checkbox"/>	2024-2025					
Mt. Hood	<input checked="" type="checkbox"/>	2024-2025					
OCCC	<input type="checkbox"/>	2024-2025					
PCC	<input type="checkbox"/>	2024-2025					
RCC	<input checked="" type="checkbox"/>	2024-2025					
SWOCC	<input checked="" type="checkbox"/>	2024-2025					
TBCC	<input checked="" type="checkbox"/>	2024-2025					
TVCC	<input type="checkbox"/>	2024-2025					
UCC	<input checked="" type="checkbox"/>	2024-2025					
Date Last Updated	10/15/24						

	<b>AST in Computer Science</b>	<i>* Implemented = MTM associate degree in catalog and can be found on college website</i>			
<b>Required Participants</b>	<b>Verified as Implemented*</b>	<b>Catalog Year</b>			
BMCC	<input type="checkbox"/>	2024-2025			
CGCC	<input checked="" type="checkbox"/>	2024-2025			
Chemeketa	<input checked="" type="checkbox"/>	2024-2025			
Clackamas	<input checked="" type="checkbox"/>	2024-2025			
COCC	<input type="checkbox"/>	2024-2025			
Lane	<input type="checkbox"/>	2024-2024			
Mt. Hood	<input checked="" type="checkbox"/>	2024-2025			
OCCC	<input checked="" type="checkbox"/>	2024-2025			
PCC	<input type="checkbox"/>	2024-2025			
RCC	<input checked="" type="checkbox"/>	2024-2025			
SWOCC	<input checked="" type="checkbox"/>	2024-2025			
TBCC	<input checked="" type="checkbox"/>	2024-2025			
UCC	<input checked="" type="checkbox"/>	2024-2025			
<b>Date Last Updated</b>	10/15/24				

	<b>AAOT in Elementary Education</b>	<i>* Implemented = MTM associate degree in catalog</i>			
<b>Required Participants</b>	<b>Verified as Implemented*</b>	<b>Catalog Year</b>			
BMCC	<input checked="" type="checkbox"/>	2024-2025			
CGCC	<input checked="" type="checkbox"/>	2024-2025			
Chemeketa	<input checked="" type="checkbox"/>	2024-2025			
Clackamas	<input checked="" type="checkbox"/>	2024-2025			
COCC	<input checked="" type="checkbox"/>	2024-2025			
KCC	<input checked="" type="checkbox"/>	2024-2025			
Lane	<input checked="" type="checkbox"/>	2024-2025			
LBCC	<input checked="" type="checkbox"/>	2024-2025			
Mt. Hood	<input type="checkbox"/>	2024-2025			
OCCC	<input checked="" type="checkbox"/>	2024-2025			
PCC	<input checked="" type="checkbox"/>	2024-2025			
RCC	<input checked="" type="checkbox"/>	2024-2025			
SWOCC	<input checked="" type="checkbox"/>	2024-2025			
TBCC	<input checked="" type="checkbox"/>	2024-2025			
TVCC	<input type="checkbox"/>	2024-2025			
UCC	<input checked="" type="checkbox"/>	2024-2025			
<b>Date Last Updated</b>	10/15/24				

 Oregon Transfer Compass	<b>AAT in English Literature MTM</b>	<i>* Implemented = MTM associate degree in catalog</i>			
Required Participants	Verified as Implemented*	Catalog Year			
CGCC	<input checked="" type="checkbox"/>	2024-2025			
Chemeketa	<input type="checkbox"/>	2024-2025			
Clackamas	<input checked="" type="checkbox"/>	2024-2025			
Clatsop	<input type="checkbox"/>	2023-2024			
COCC	<input checked="" type="checkbox"/>	2024-2025			
KCC	<input checked="" type="checkbox"/>	2024-2025			
Lane	<input checked="" type="checkbox"/>	2024-2025			
LBCC	<input type="checkbox"/>	2024-2025			
Mt. Hood	<input checked="" type="checkbox"/>	2024-2025			
OCCC	<input type="checkbox"/>	2024-2025			
PCC	<input type="checkbox"/>	2024-2025			
RCC	<input checked="" type="checkbox"/>	2024-2025			
SWOCC	<input checked="" type="checkbox"/>	2024-2025			
TBCC	<input checked="" type="checkbox"/>	2024-2025			
TVCC	<input type="checkbox"/>	2024-2025			
UCC	<input checked="" type="checkbox"/>	2024-2025			
<b>Date Last Updated</b>	10/15/24				



