

Oregon Transfer Pathways to the Liberal Arts Planning Grant Summary 2020-21

We planned and implemented:

Through a twelve-month planning grant, we intended to achieve three strategic outcomes in service of our broader goal to improve transfer pathways between Oregon's state-funded community colleges and private liberal arts institutions. Seventeen community colleges and 10 private liberal arts institutions were involved in the planning grant initiatives.

1. **Improved understanding of community college transfer initiatives and transfer student experiences at Alliance institutions.** We completed several activities supporting this outcome. We commissioned a study of current transfer student pathways from Oregon community colleges to independent institutions. We learned that although they do not transfer in large numbers to any one institution, the transfer students are very successful in completing programs at independent institutions, much more so than their counterparts who transfer to public institutions. We also sponsored two large virtual gatherings with breakout sessions and a series of smaller working group meetings to allow faculty to interact with each other to learn about the other sector. We intentionally designed the working groups to pair community colleges with the most frequent transfer institution. Faculty reported learning much that they did not know about their counterparts at the partner institutions.
2. **Strengthened cross-institutional relationships and understanding—particularly among faculty.** This was achieved through breakout discussions in our larger virtual meetings and through the smaller working groups. Each working group session had a clear list of questions and a product to provide to the grant leadership team.
3. **A unified vision around transfer between Oregon's two-year colleges and Alliance institutions.** This goal was only partially met as a result of not being able to gather for extended times in person. We did agree that Oregon needs a web-based transfer portal, the independent institutions should build on current state work on Major Transfer Maps and articulated degrees, and it will be crucial for independent institutions to be transfer welcoming, friendly, and supportive of transfer students.

We learned:

1. Faculty from different sectors know less about each other than we had assumed.
2. Transfer students are very successful in completing programs when they transfer to independent institutions.
3. Geography is significant in transfer as many transfer students intend to remain local.
4. Although independent institutions proclaim that they welcome transfer students, they are less friendly than they think, as they tend to focus on first year, first time freshman admits, and transfer students are too often neglected or assumed to be much like first-time freshmen.
5. This is complicated work that requires partners inside campuses and between campuses.

**Oregon Transfer Pathways to the Liberal Arts
Timeline/Benchmarks for Major Activities/Outputs/Outcomes
Fall 2022**

End of Year 1 – Fall 2023

- Completed training for faculty and other institutional colleagues
 - Engage a broader array of participants with the data around students who transfer between our institutions
 - Equip faculty participants with a greater understanding of the Oregon Transfer Compass and state-level Major Transfer Maps
 - Help participants gain the tools and cross-institutional networks needed to advise and support transfer students
 - Extend familiarity and affinity among faculty, academic staff, and other student support units at participating institutions
- Established transfer guarantee of admission for students who complete OTM or AAOT
- Promotional materials for potential transfer students developed
- Implemented plan for wraparound support for transfer students based on CREDO audit of campus resources completed spring/summer 2022. Nine Alliance institutions were able to participate in the audit to discern gaps in existing resources needed to support transfer students' success at their receiving institutions. This audit was funded by the Ford Family Foundation and will result in a report in Fall of 2022 that will further inform Working Groups' focus for the implementation grant.
- Completed development of a transfer map for mathematics

End of Year 2 – Fall 2024

- Establish transfer guarantee of admission for students who complete the ASOT
- Well-developed consortial and institutional agreements around state adopted Major Transfer Maps and transfer degrees, including the AAOT, ASOT, OTM, Major Transfer Maps
- Completed development of a transfer map for biology

End of Year 3 – Fall 2025

- Completed development of transfer maps for English/writing and psychology
- Develop additional financial resources for transfer students
- Assessment data showing increased transfer from Oregon community colleges to Alliance institutions and successful completion of degrees (will be shared publicly)
- Established reverse transfer agreements—allowing students to return credits to community colleges in cases where degrees need to be completed (e.g. [Oregon Institute of Technology](#), [University of Oregon](#))