



COLLEGE TO UNIVERSITY TRANSFER SYSTEMS

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Dr. Gloria Crisp

Professor, Oregon State University



College and university transfer is increasingly complicated

- Nationally, 37% of students successfully transfer. In Oregon, 26% of community college students transfer to a 4-year institution within six years
- Transfer is becoming more complicated. Nationally, 38% of 4-year students transfer. In Oregon, 40% of students who begin at a 4-year transfer to another college or university
- Students also engaging in complex enrollment patterns such as transferring more than once and co-enrolling at more than one institution during a single term
- Colleges, universities, and policymakers need to work together to ensure transfer policy and initiatives consider the growing complexity of transfer

*Sources: Crisp, 2013; National Student Clearinghouse, 2018

Transfer is not equitable

- Oregon degree completion rates not the same for all student groups
 - Completion rates lower for Native American/Alaska Native, Hawaiian and Pacific Islander, Latinx, and African American populations than White and Asian American students
 - Gaps in completion between first and continuing generation students (47% vs 57%)
- Related inequities in transfer nationwide – termed the “racial transfer gap”
 - 45% of White community college students transfer in six years compared to only 31 percent of African American and Latinx students

*Sources: Crisp & Nunez, 2014; HECC, 2018

Factors that predict transfer vary between groups

- Nationally, predictors of transfer are not the same across groups
 - For White students, prior academic preparation in high school and enrolling full-time in college are primary predictors of transfer
 - For African American and Latinx students, having a parent who earned a college degree and enrolling in transfer-focused program significantly predict transfer
- In Oregon, many first-generation students have little knowledge of the process, believe credits will transfer, and expect colleges will guide them in transferring
- Collectively, findings demonstrate the importance of implementing transfer policy such as HB 2998 to reduce transfer inequities, minimize credit loss, and promote successful degree completion

Conclusions

- Transfer policies and initiatives should consider the increasing complexity of transfer including transfer from 4-year institutions and co-enrollment between and across institutional types
- Complex systems continue to disadvantage some students more than others
- Transfer gaps persist - namely among low-income, first generation and students of Color
- Effective transfer systems consider how and why transfer is, and is not working for different groups of students