Articulation Between Community Colleges and Universities
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August 2004

Introduction
A growing number of states are examining how they can do a better job of connecting the various levels of their education system – early learning, K-12 and postsecondary. Driving these efforts are new challenges and pressures, including changes in the economy and workplace, demographic shifts, and advances in technology and telecommunications. There is also widespread and growing concern over the enormous number of young people who move from one level of the system to the next without the knowledge and skills they need to succeed at that level. Creating a more integrated, seamless education system involves addressing many complex issues, including standards, assessment, teacher education, college admissions policies, governance, funding streams and institutional turf issues. Over the past decade, states have begun to move away from dealing with such issues on a piecemeal basis toward a more comprehensive approach known as "P-16." This term reflects the vision of a coherent, flexible system of public education that stretches from preschool through postsecondary.

The following topical policy brief is from the second phase of a statewide P-16 analysis on the state of Oregon completed by ECS. The first phase of the analysis is a broad policy brief called Oregon State Policies Aligned to the ECS P-16 Policy Framework. The brief presented a compilation of Oregon education policies and statewide programs organized under the ECS P-16 framework described in What Is P-16 Education: A Primer for Legislators, A Practical Introduction to the Concept, Language and Policy Issues of an Integrated System of Public Education (ECS, 2001), which designates specific policy goals and recommendations for each level of education – early learning, K-12, and postsecondary. The policy brief compiled relevant Oregon policies within each goal of the P-16 framework to showcase Oregon’s current policy system through the P-16 lens.

The second phase of the analysis includes six topical briefs focused on issues determined by the Oregon State Board of Education as priority topics: early learning, aligning standards, high school as a key transition, articulation and transfer, postsecondary access and affordability, and P-16 finance. These briefs include Oregon-specific information about each topic, including: current Oregon policies related to the topic; relevant performance data for Oregon; examples from other states and policy questions; and issues to consider as Oregon determines the next steps for their P-16 priority topics. The recommendations and policy questions are intended as starting points for discussion and deliberation among Oregon’s education policy stakeholders. While each brief is a stand-alone document on a specific topic related to P-16 education, when taken together the briefs represent a broad, cross-cutting series on P-16 education issues in Oregon. As such, specific policies and performance data may appear in multiple briefs.

Data Sources and Methodology
ECS used a variety of sources to obtain the data and information reported in this document, including staff in several departments and agencies within the state of Oregon as well as a number of national education policy organizations and research reports. This document presents a sample of the available data on Oregon performance related to alignment of standards; it is by no means an exhaustive representation of Oregon’s efforts. Many additional data sources exist and are worth examining.
Articulation Between Community Colleges and Universities

Students who seek to transfer from one institution to another need to know which institutions will accept their coursework, which credits will transfer and what financial aid limitations exist. The answer lies in statewide transfer and articulation policies – the statewide agreements among institutions to accept the transfer of credits. Policymakers are devoting more attention to transfer and articulation issues as students become more mobile or begin their college careers outside of the traditional four-year public institutions such as community colleges or via distance education.

Nationwide, roughly a third of all first-time, degree-seeking students transfer at least once within four years after initial enrollment — about one in four students who begin at four-year institutions and 43% of students who begin at two-year institutions. Approximately half of the transfer students who initially enroll at two-year institutions go on to four-year institutions. Nationwide, about 70% of students who transfer from two- to four-year colleges after taking at least a semester’s worth of credits graduate with a baccalaureate degree. Not surprisingly, students who are most successful in 2/4 transfer have similar attributes to those who are successful in four-year institutions: they have rigorous academic preparation in high school, they enroll full-time, and they do not take time off en route to the degree (Wellman, 2002).

Oregon Policies and Programs Related to Articulation

- Oregon Laws Chapter 653 Sec. 1. Board duties regarding measurements, admission standards, degree models, access to services, educational opportunities and credit transfer. The State Board of Higher Education shall...continue to work with the State Board of Education to develop policies and procedures that ensure maximum transfer of academic credits between community colleges and state institutions of higher education.

- The Joint Boards Working Group (JBWG) is comprised of members of the State Board of Education and the State Board of Higher Education, and is staffed by the Oregon Department of Education, the Department of Community Colleges and Workforce Development and the System Office of the Oregon University System. The JBWG explores substantive topics of mutual concern, discusses them from both separate and joint perspectives, and moves toward shared understanding that can advance education for all students from pre-K through higher education in Oregon (Oregon University System, www.ous.edu/sb_joint.htm, retrieved 2004).

- The Joint Boards Articulation Commission (JBAC) is a policy and action-oriented group, established in 1992 by the Oregon Board of Education and the Oregon Board of Higher Education, to encourage active cooperation and collaboration among sectors and within systems (K-12, community colleges, and baccalaureate-granting institutions) in order to achieve the most efficient and effective articulation possible. The JBAC compiles and disseminates a wealth of information on transfer and articulation in Oregon, including JBAC annual reports, policy memos, JBAC workplans, and data reports on students transferring in the system (OUS, www.ous.edu/aca/jbac.html, retrieved 2004).

- Oregon Revised Statute 341.450 supports articulation between high school and community college programs. This statute specifies that: Every community college district shall encourage high school students to start early on a college education by implementing two plus two programs and other related programs. Each community college district shall make at least one such program available to each interested school district that is within the boundaries of the community college district. State Board of Education policies strongly support viable connections between secondary schools and postsecondary institutions in conformance with the statute.

- The Oregon University System/Oregon Community College Dual-Enrollment and Co-Admission Programs maintain formal bilateral agreements among the state's community colleges created to ease the transition for students transferring to an Oregon University System (OUS) campus from an Oregon community college. Dual enrollment and co-admission programs aid student mobility and enhance baccalaureate completion. They vary from agreement to agreement, but typically include: (1) a single application process for admission to both institutions, (2) availability of student advising on both campuses, (3) increased scheduling flexibility with access to classes on
both campuses, (4) opportunity to access services and participate in college life on both campuses, (5) an integrated system of financial aid administration, and (6) access to library and computer resources on both campuses (OUS, *Key Academic Partnerships*, 2003).

- **Credit Transfer, Community College to OUS** – The Oregon University System Academic Council endorses a policy that allows Oregon University System (OUS) institutions to transfer up to 124 lower-division credits from Oregon community colleges when those credits contribute appropriately to a baccalaureate degree program. The increase of transfer credits from 108 to 124 is intended to allow students maximum benefit from credits earned in a community college; however, the policy does not alter institutional requirements for either upper-division or graduation and in individual cases may increase the total number of credits required for a student to graduate ([www.ous.edu/aca/policy/handbook-5b-transfer.html](http://www.ous.edu/aca/policy/handbook-5b-transfer.html), retrieved, 2004).

- **Credit for Prior Learning** – Both the OUS Academic Council and the Council of Instructional Administrators of the Oregon Community Colleges reviewed, revised, and approved the "Credit for Prior Learning" (CPL) policy. It applies to the demonstration of knowledge and skills gained outside the traditional classroom setting for which academic credit is awarded. Typically, a student interested in earning CPL documents appropriates knowledge in a specific area through the construction of a portfolio of materials that is evaluated by a faculty member. Credit awarded for this type of learning may only be granted within the curricular offerings of the institution granting the credit, and credit earned in this manner must be identified as such on the student's transcript ([www.ous.edu/aca/ppolicy/handbook-5b-transfer.html](http://www.ous.edu/aca/ppolicy/handbook-5b-transfer.html), retrieved 2004).

- The State Board of Education must approve community college AAS degree, AAS option, and certificate of completion programs. State Board approval assures programs and courses meet high quality academic and industry standards, employer expectations, instructional practices, and accountability provisions. Students entering community college professional technical education AAS degree, AAS option, or certificate of completion programs are thereby assured that the resources will be available to help them attain positive program outcomes. The State Board of Education is committed to working with private and public postsecondary institutions and workforce development organizations to meet the education and training needs of Oregon’s current and future workforce ([www.ous.edu/enroll/ousviewbook_0405_cc.pdf](http://www.ous.edu/enroll/ousviewbook_0405_cc.pdf), retrieved 2004).

- The State Board of Education has approved all Oregon community colleges to offer the Associate of Arts-Oregon Transfer (AA-OT) degree. Most community colleges are also authorized to offer the: (a) Associate of Science (AS) degree (b) Associate of General Studies (AGS) degree (c) Associate of Applied Science (AAS) degree. Requirements for completing associate degrees are determined by the local community college board of directors in accordance with State Board of Education criteria and the accreditation requirements of the Northwest Association of Schools and Colleges’ Commission on Colleges and Universities. Students may use electives within Associate of Arts-Oregon Transfer, Associate of Science, or Associate of General Studies degrees to focus on meeting specific undergraduate program requirements or for entrance into a particular postsecondary institution. This focus is not a major or an area of emphasis and is not noted on the degree or transcript ([www.ous.edu/enroll/ousviewbook_0405_cc.pdf](http://www.ous.edu/enroll/ousviewbook_0405_cc.pdf), retrieved 2004).

- The Associate of Arts-Oregon Transfer (AAOT) degree is intended to prepare students to transfer into upper division baccalaureate courses. The AA-OT degree requires a minimum of 90 credits, of which at least 58 must conform to the general education and distribution requirements listed below. All credit references are based on quarter credits. Completion of a transfer degree guarantees that the student has met, in full, all the lower-division general education requirements at the receiving OUS campus and has junior status for registration purposes. (Class standing and fulfillment of upper-division graduation requirements, or GPA requirements for specific majors, departments, or schools are not necessarily satisfied. Receipt of the AS/OT-Bus does not guarantee admission into the OUS business school/ programs of choice) ([www.ous.edu/enroll/ousviewbook_0405_cc.pdf](http://www.ous.edu/enroll/ousviewbook_0405_cc.pdf), retrieved 2004).

- The Office of Professional Technical Education (OPTE) provides leadership in coordinating professional technical instruction, academic content, and career-related learning experiences to prepare secondary (grades 9-12) and postsecondary (community college and higher education)
students for further education and entrance into the workforce. The Tech Prep program of study joins a high school academic and professional technical education (PTE) program with a similar community college program through a non-duplicative sequence of courses. Completing this planned sequence of study can lead a student to a community college PTE certificate, an Associate degree, transfer to university-level education and finally, placement in appropriate employment (OPTE, www.ode.state.or.us/opte/, retrieved 2004).

- The following policy, adopted in the Oregon State Plan for Vocational and Technical Education, should guide the development of Associate of Applied Science degree, AAS option, and certificate of completion programs. The State Board of Education supports and encourages articulation agreements among education partners that are designed to provide the most effective and efficient route for students to achieve their individual goals; to save time and money for students and their families; and to create opportunities for students to get credit at high school level for collegiate level work. These articulation agreements shall include, but not be limited to, the following: (1) strong instructor involvement in the articulation agreement development, implementation, and review process; (2) consistency across course and subject content; (3) provisions for Tech Prep, lower division transfer and dual credit; (4) instructors’ meeting the accreditation requirements of the credit granting institution; (5) annual review, modification and approval of articulation agreements; (6) clear communications to faculty, students and parents on articulation processes; and (7) adoption of a proficiency-based course entry system. The State Board of Education shall support a State Plan that affirms Perkins funds’ being used to support those secondary/postsecondary connections that will enable all professional technical education students to succeed in their next steps toward achieving their career goals (OPTE/ODCCWD, 2000).

- The Oregon Workforce Investment Board Youth Committee (also known as the State Youth Committee) is working to strengthen attention to the long-term issues facing youth systems and services in Oregon. As a catalyst for the development of a youth system that meets the needs of all Oregon youth, the Committee’s vision of a comprehensive youth development system is framed by four themes, which are the foundation of the system and basic tenets for serving all youth: employment preparation, education achievement, development and support, and leadership development (www.odccwd.state.or.us/youth/owibyouth.htm and http://www.workforce.state.or.us/youth/main.htm, retrieved 2004).

- The Workforce Investment Act Youth Opportunity System focuses on addressing the educational and employment needs of younger youth, ages 16 to 18 and older youth, age 19 to 21. Performance measures for younger youth include skill attainment rate, diploma or equivalent attainment, and retention rate. Performance measures for older youth include entered employment rate, employment retention rate at six months, average earnings change in six months, and credential rate (www.odccwd.state.or.us/youth/owibyouth.htm and www.workforce.state.or.us/youth/main.htm, retrieved 2004).

- School-to-Work/Career-Related Learning Program – School-to-work is a teaching strategy to help students understand and explore the relationship between school and work, add relevancy to classroom learning and increase youth success in next steps after high school, including employment. It is based on the concept that education is more meaningful when students apply what they learn in school to real life, real work situations. Through this program, a network of state employees volunteer to provide career-related, work-based learning opportunities to youth and educators in state agencies throughout the state of Oregon (www.workforce.state.or.us/youth/main.htm, retrieved 2004).

- Oregon also participates in the federal TRIO programs, which include: Upward Bound, Talent Search, Student Support Services, Student Support Services - Disabilities, Veteran's Upward Bound, Educational Opportunity Centers, McNair Post-Baccalaureate Achievement, and Upward Bound Math/Science (Oregon University System, Key Academic Partnerships, 2003).
Oregon Data and Performance Related to Articulation

Oregon’s performance on articulation is highlighted below using several data indicators. The following data points are a sample of potential indicators and are not meant to be an exhaustive listing.

- As of June 2003, Oregon’s Integrated P-16 Data System has not been implemented statewide (http://www.ode.state.or.us/teachlearn/certificates/cam/pdfs/ccpdedplanprofile_sec1.pdf, retrieved 2004).

- The Joint Boards Articulation Commission (JBAC) is a vital and active component of Oregon’s transfer and articulation efforts. In existence for over 11 years now, it monitors and reports on transfer activity among all postsecondary institutions in the state, reviews new transfer degree options and requirements, communicates and disseminates information and data across sectors, and consults on all matters related to student transfer and articulation issues in the state (OUS, www.ous.edu/aca/jbac.html, retrieved 2004).

- The Joint Boards Articulation Commission makes available the Articulation and Transfer Home Page for Transfer Students and Prospective Transfer Students. This site provides information on how to transfer between institutions; admissions information for Oregon’s public four-year campuses; course-equivalence information at each four-year institution; descriptions of the degree options; and links to Oregon’s community colleges. The JBAC also provides related sites for advisors, counselors, faculty members, administrators, and policymakers interested in transfer students and their issues (www.ous.edu/aca/jbac.html, retrieved 2004).

- Oregon University System/Oregon Community College Dual-Enrollment and Co-Admission Programs allow students to complete a two-year degree at an Oregon community college and then transfer to a four-year OUS institution, or be co-enrolled at both institutions in many cases, taking classes that fit their schedules and degree requirements. Oregon community colleges and four-year institutions continue to create new arrangements and partnerships in response student and community needs (OUS, www.ous.edu/part_cc.htm, retrieved 2004). Current partners are as follows:
  - Eastern Oregon Collaborative Colleges Center (EOU and Blue Mountain CC, and Treasure Valley CC)
  - Oregon Institute of Technology and many community college partners
  - Oregon State University and Linn Benton CC, Chemeketa CC, Portland CC and Southwestern Oregon CC
  - Oregon State University - Cascades Campus and Central Oregon CC
  - Portland State University and Portland CC, Mt Hood CC, Chemeketa CC, and Clackamas CC, Blue Mountain CC, Columbia Gorge CC and Tillamook Bay CC
  - Southern Oregon University and Rogue CC
  - University of Oregon and Lane CC

- Two Plus Two and Dual Credit/Enrollment Programs: In 2003 over 13,000 students at over 260 public and private high schools earned a combined total of around 100,000 credits (ODCCWF, 2003).

- Associate of Arts/Oregon Transfer (AA/OT) degree: Each of Oregon’s 17 community colleges offers an AA/OT degree that meets the general guidelines (www.ous.edu/enroll/ousviewbook_0405_cc.pdf, retrieved 2004).

- According to the May 2001 "Oregon Case Study Phase I: Technical Report" from the Stanford Bridge Project, there is little uniformity among Oregon’s public university placement testing process and among Oregon community college’s standards. As a result, remediation, transfer, and completion continue to be issues (www.stanford.edu/group/bridgeproject/ oregonl.pdf and www.stanford.edu/group/bridgeproject/community_college_rept_for_web.pdf, retrieved 2004).

- Online Enrollment
2002-03: Almost 63,000 online students and 4,300 courses. The 63,000 students are 70% of the goal of 90,000 for 2005-06. Comparatively, figures in 1998-99 were 28,258 students and over 1,600 classes (http://www.ous.edu/dist-learn/DEstats.htm, retrieved 2004).

**Degree Transfer.** Transfer activity is defined as the total number of students who were enrolled for credit in an Oregon community college one year (at any campus at any level of activity) and then enrolled at an Oregon University System campus the next (at any campus, any status, at any level of activity). **Admitted transfer students,** on the other hand, are those under-graduate students who apply to an Oregon University System campus, are accepted on the basis of an evaluation of academic work completed at a community college, and, eventually, matriculate (OUS and ODCCWD, 2002).

- Data from *Transfer Activity in Oregon Postsecondary Education, 1996-97 to 2000-01,* a joint report of the OUS Office of Academic Affairs and Oregon Department of Community Colleges and Workforce Development (2002) indicate:
  - Transfer activity has increased from 10,058 students during the 1996-97 academic year to 14,321 students during 2001-02, an increase of **42.4%**. For the same period, the total number of admitted transfers to OUS from Oregon community colleges has increased from 3,096 students to 3,523 students. This represents an increase of **13.8%**.
  - 2001-02: Latest data show 14,321 community college students enrolled in OUS the following year (more than 2,000 or 16%+ over 2005-06 target).
  - 1998-99: 11,694 community college students enrolled in OUS the following year.
  - The percentage of AA/OT students who enroll in OUS the year following graduation has remained consistently over **50%**, although during the five years of this study the percentage has declined slightly from 55.4% to 52.8%.
  - The percentage of AA/OT recipients who eventually enroll in OUS shows a pronounced increase when examining a particular AA/OT cohort’s appearance over time. After five years, fully 64.1% of the 95-96 AA/OT cohort had eventually enrolled in an OUS institution.
  - The percentage of AS degree holders moving on to the university the year after graduation ranges from 42.1% - 52.4% over the five year time period of this study. For AGS recipients, the range is 17.6% - 23.8%. And for AAS recipients, the range is 5.1% - 6.6%.
  - Unlike the slight percentage decline over time for AA/OT holders, the percentages of AS and AAS recipients enrolling in OUS the following year actually has increased. The percentages for AGS recipients exhibited no discernible trend up or down. And, like the AA/OT degree holders, recipients of other associate’s degrees continued to appear for the first time on OUS campuses several years after completing their degree.
  - After five years, 56.2% of all AS holders (from 1995-96) had enrolled in OUS (compared to 47.7% after the first year). For AAS recipients, the percentage after five years was 9.9% (5.2% after the first year) and for AGS recipients, 32.8% (23.8% after the first year).
  - Grade Point Average: 2001-02: Community college transfer students had a 2.91 GPA and a 68% graduation rate compared to OUS first-time freshman with 2.77 GPA and a 71% graduation rate; in 1998-99, same GPA, same graduation rate as students who started in OUS.


**Workforce Development.** The percent of enrolled at-risk youth who remained in or returned to school or obtained their high school diploma/GED on exiting the youth workforce program:

- Workforce Development.
These percentages represent achievement of the targets set by the Department of Community Colleges and Workforce Development (ODCCWD, 2004).

- Percent of participants ranking WIA-funded current workforce ratings good or better:
  - 2002 = 89%
  - 2003 = 92%

This measure is linked to CCWD’s goal, “Oregon’s workforce is well trained and has access to a wide variety of training programs” (ODCCWD, 2004).

- 790 youth ages 19-21 participated in Oregon’s Youth Development System and 405 youth ages 19-21 exited the system. 4,209 youth ages 16-18 participated in the system and 2,053 exited the system (ODCCWD, 2004).

Ideally, students who are well prepared in high school for college will likely continue achievement to be well prepared for a career. How satisfied are employers with the preparation and knowledge of employees? A joint report from the Department of Community Colleges and Workforce Development, the Oregon Employment Department, and the Oregon Economic and Community Development Department – Upgrading the Skills of Oregon’s Current Workforce: Strategies for the 21st Century – reports that:

  - The four areas of concern that emerged from Phase I of the project, including (1) “trainable worker” skills (basic academic skills, computer skills, and the ability to solve problems and think critically), (2) soft skills (interpersonal and teamwork skills), (3) supervisory/management skills, and (4) small business needs were generally validated, with few regional exceptions, as the most pressing issues facing employers with respect to workforce development. For many employers, the lack of “trainable worker” skills represents their greatest challenge. The lack of soft skills, particularly with respect to customer service, also ranked high (July 2000).

Articulation Between Community Colleges and Universities ~ Examples from Other States

- In 1995 the North Carolina state legislature enacted a comprehensive statewide articulation policy that had been developed by the Board of Governors of the University of North Carolina and the State Board of the Community Colleges. To strengthen the community college–baccalaureate transfer function while ensuring the quality of academic completion for college-level work, the legislation established a general education transfer core curriculum that applies to all associate degree programs in all of the state’s public institutions; each four-year campus may also require additional courses for certain majors. Students who enter community college without having completed the high school courses required for admission to the University of North Carolina must complete at least two courses in a foreign language in their A.A. or A.S. program in addition to the general education transfer core. Transfer students who have completed the core curriculum must still compete for admission to a four-year college and for acceptance into a major, but they are not required to complete work beyond that required of all continuing students or transfer students from four-year institutions. North Carolina also maintains comprehensive student tracking systems as well as a system-wide accountability structure, and reports on both the sending and receiving ends of 2/4 transfer. North Carolina also monitors the academic performance of two-year students after they transfer to UNC and reports the performance data to the sending institutions. Colleges and faculty use this information and it also serves as a statewide accountability measure (Wellman, 2002).

- For many years, Florida has maintained a 2+2 policy for postsecondary education: students can begin their college education in a community college before transferring to a four-year institution. The legislation that created the community college system, in 1957, also mandated that there be strong articulation between the two- and four-year institutions. Many of the four-year institutions
began as upper-division campuses; all now offer four-year programs. The state maintains an explicit unit requirement for degrees: 120 units for the baccalaureate and 60 for the associate degree, 36 of which must be in a general education core. The framework for the general education core is common to the four-year and two-year institutions and is stated in statute as well as regulation. This common core has also been voluntarily adopted by the majority of private colleges. The core courses differ from institution to institution, within the statewide agreement about the basic five core areas. There is a common prerequisite list for each degree program, which includes courses that count toward the degree as well as any prerequisites for admission into the program. These courses are listed in a statewide electronic catalogue, FACTS (Florida Academic Counseling and Tracking for Students).

State law specifies that any student who earns an associate degree will be guaranteed admission into a public university degree program, and the units from core courses transfer as a block to any public institution. Thus students need not negotiate individual course-level transfers with the receiving institutions. They are not guaranteed admission into high-demand programs or into programs with special requirements, but the law requires that transfer students be treated the same way as native students with respect to admission to these programs. Students who believe they have been treated unfairly can bring their complaints before the Articulation Committee (Wellman, 2002).

- Florida was one of the first states to mandate college placement and achievement testing, accompanied by a law on remedial instruction for students who fail to qualify for college-level placement. Students entering college without ACT or SAT scores are required to take the Common Placement Examination in English/writing and math. Some 8% of the students in four-year institutions require remediation — most of these are students who were special admits. Florida law requires all remediation to take place at a community college (Wellman, 2002).

- The Illinois Articulation Initiative (IAI) facilitates student transfer from one participating Illinois college/university to another in order to complete a degree. The iTransfer website highlights the IAI General Education Core Curriculum (GECC) and Major recommendations. This Web site from the Illinois Articulation Initiative (IAI) assists students, parents and educators in transferring between Illinois institutions. It provides information on the general education curriculum, the specific curricula for baccalaureate majors and transfer information for faculty, advisors and counselors in the state (http://www.itransfer.org/IAI/, retrieved 2004).

- The Wisconsin Transfer Information System (TIS), maintained by the University of Wisconsin System, offers UW and Wisconsin Technical College System (WTCS) students the ability to see how their credits will transfer to any UW campus (http://www.uwsa.edu/tis, retrieved 2004).

- Minnesota Transfer is a Web-based service enables students and advisors to access official, consistent and accurate transfer information. Information about the following topics can be found on the site: articulation and transfer agreements; course equivalencies tables; transfer guidelines and procedures; the Minnesota General Education Transfer Curriculum; a listing of transfer specialists from MnSCU institutions, the University of Minnesota and private colleges; access to all campus Web sites; financial aid and scholarship information; an extensive glossary; frequently asked questions about transfer; a list of online courses; and other links to colleges and transfer sites (http://www.mntransfer.org, retrieved 2004).

**Articulation Policy Questions**

- Does the Joint Boards Articulation Commission (JBAC) have the proper authority and resources to make articulation policy changes? Does this commission have the ability to ensure policies are implemented? Does this Commission overlap with work of other policy boards?

- Are the dual/concurrent and 2 + 2 policies working well for students? Are all students who want to take advantage of these admission policies able to do so?

- Are the transfer and articulation policies designed to accommodate all types of mobility to encourage students to continue their education? How flexible are Oregon policies and programs?
- Has Oregon set clear goals for transfer procedures and performance for all institutions or for the state as whole?
Does the state have a student-unit record-tracking system by which information can be gathered and analyzed about how students are serviced by individual institutions and move through the higher education system as a whole?

Are there financial incentives or consequences when institutions transfer students? How does that affect students trying to transfer?

How do the numerous financial aid initiatives in the state of Oregon – More Better Faster, ASET, GEAR UP, Oregon Opportunity Grants – align?

Do enrollment and credit-hour-driven funding formulas pit institutions against one another in competition for students (and thereby provide disincentives for collaboration designed to increase transfer rates)?

What are the postsecondary success rates of students who transfer from one institution to another? Are they prepared adequately to succeed in their new place of study?

Articulation Considerations for Discussion

- Develop and implement a statewide student record system in order to be able to precisely track students across all sectors – two-year, four-year, public and private.
- Develop baseline information about statewide transfer performance.
- Clarify state policy and plans for two-year to four-year institution transfer, and set state-level goals and measures for performance.
- The Joint Boards Articulation Commission Web site for transfer students provides a great deal of information about dual enrollment and co-admission between community colleges and four-year institutions. Can students easily determine whether and where their credits will transfer?
- Through the JBAC, Oregon performs statewide transfer policy audits to measure transfer activity between institutions. Through these statewide audits, ensure that policies are consistent and that performance measures do not inadvertently discourage transfer.
- Focus state policy change on low-performing institutions. Identify institutions that have the lowest transfer rates in the state and work towards higher rates.
- Oregon is below the national average in college enrollment of low-income students. In what ways can Oregon’s transfer policies address this problem? How can Oregon’s GEAR UP program be aligned with the transfer efforts between community colleges and four-year institutions?

References

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