



CREDIT

when it's due

Oregon

STATE PROFILE



State Funder: Lumina Foundation

About Credit When It's Due

The Credit When It's Due (CWID) initiative is funded by six foundations and is supporting 15 states to develop reverse transfer programs and policies. Reverse transfer enables students to receive an associate's degree when students meet associate's degree requirements after transfer to a 4-year college or university.

State Implementation Context

Oregon includes seven public universities governed by the Oregon University System (OUS) and 17 community colleges that are coordinated by the Oregon Department of Community Colleges and Workforce Development (CCWD). House Bill 3521 passed in 2011 (before the CWID grant) and provided a policy framework for reverse transfer, requiring a reverse transfer process to be developed. All seven universities are participating in CWID and 10 of the 17 community colleges are participating. Oregon branded this Lumina-funded grant work the Project Oregon Reverse Transfer (PORT).

Key Implementation Strategies

Regional Implementation. Oregon is approaching reverse transfer implementation regionally whereby universities and partner community colleges are developing reverse transfer policies at the local level. The parameters of reverse transfer processes and programs are driven by local decisions and are formalized by memorandums of understanding (MOU) among the partners.

Implementation Timeline

October 2012: Project Oregon Reverse Transfer (PORT) was launched via a statewide webinar.

Winter 2013: State-level partners produced a marketing toolkit for institutional use that contained flyers, posters, tweets, email texts, and the PORT logo.

Summer 2013: The first reverse transfer associate's degrees were conferred.

May 2014: Oregon plans to convene stakeholders in a state conference on reverse transfer to share promising practices among institutions piloting with institutions not currently participating in PORT.

October 2014: PORT grant officially closed.

Marketing and Communications. The state launched a marketing campaign for reverse transfer that included several strategic communication tools, including a dedicated website for reverse transfer with information for institutional contacts, a poster and informational video for all participating institutions, a logo to brand reverse transfer to make it easily identifiable to constituents, and social media via Twitter and Facebook to generate interest in reverse transfer. Due to the closure of the Oregon University System and the Oregon State Board of Higher Education, these social media tools are no longer active beyond June 30, 2015 but the Oregon Community Colleges and Workforce Development Office maintains the following webpage on as one of several Oregon Student Persistence and Completion Initiatives.

State Coordination. Regional implementation was supported by leadership at OUS and CCWD, including hiring a coordinator in late 2013 to assist with coordination of the state's reverse transfer conference proposals, administration of focus groups of participating PORT students, development of a synopsis of each partnership, and creation of a list of promising practices for distribution statewide. Due to closure of the OUS and Oregon State Board of Higher Education in June 2015, the leadership for CWID has shifted to the local level.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the reverse transfer process that consists of five broad processes. Because reverse transfer processes vary among partnerships in Oregon, one partnership was selected to illustrate the reverse transfer process. The process for Portland Community College (PCC) and Portland State University (PSU) is applied to this framework.

1. **Student Identification:** PSU identifies eligible students based on eligibility criteria in the MOU between PCC and PSU.



Credentials awarded as of May 2015: **300**

Credential Type(s): Associate of Arts Oregon Transfer, Associate of General Studies, and Associate of Science. Some colleges have expanded their projects to confer certificates, particularly the Oregon Transfer Module (a sub-set of the Associate of Arts Oregon Transfer degree).



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2. **Consent:** PSU and PCC have an online co-admit application, and consent language was integrated to the co-admission application beginning in Fall 2012. If students transferred before Fall 2012, PSU contacts students via email, phone, and/or U.S. mail to seek consent.
3. **Transcript Exchange:** PSU sends transcript level data to PCC using the Electronic Data Interchange used by all Oregon public institutions.
4. **Degree Audit:** Graduation Evaluators at PCC audit students degrees based on students' last declared program of study at PCCR or a general transfer degree.
5. **Degree Conferral and Advising:** Students who meet all associate's degree requirements are emailed by PCC to notify them that the reverse transfer degree was conferred.

Implementation Successes and Challenges

Successes: Oregon's efforts to communicate and market reverse transfer have been particularly successful, including the development of a statewide marketing toolkit, logo, and Facebook campaign for reverse transfer. Similarly, each partnership utilized the technology that best suited their institutions' needs but many partnerships reported the use of Webforms and the Degree Audit Reporting System (DARS). As well, reverse transfer was recognized as a promising practice in reports and testimony to the Oregon legislature. A final success that was unexpected is many community colleges identified students who were eligible for an associate's degree but did not receive the degree

before they transferred to the university. As a result of identifying these students, community colleges are developing procedures to automatically confer degrees to students once they have completed all degree requirements at the community college.

Challenges: Given the decentralized nature of Oregon's reverse transfer implementation efforts, tracking the multiple and varied processes and partnerships at the state level is a challenge. This is further complicated because the state has managed staff turnover of those individuals responsible for reverse transfer at community colleges, universities, and at state-level agencies facilitating this work. All seven of the public universities have been granted autonomy and the Office of the Chancellor, a state level partner in this work, ends June 30, 2015. Ramifications of these changes have yet to be fully revealed but signs of potential conflict have begun to arise particularly as the smaller, regional institutions wrestle with autonomy and competition.

Sustainability

As stated in an earlier section, the HECC has not yet championed reverse transfer, the strategies or policy changes needed to sustain or expand the work begun with this grant. Additionally, any plans for fully scaling reverse transfer within the state or outside the state would be an area for the HECC to take the lead. However, on a smaller scale, some participating community colleges have been quite active in reaching out to partner with additional four-year institutions as well as expand the credentials conferred to include certificates.

Institutions Participating in Credit When It's Due

Blue Mountain Community College
Chemeketa Community College
Eastern Oregon University
Klamath Community College
Lane Community College
Linn Benton Community College
Mt. Hood Community College
Oregon Institute of Technology
Oregon State University
Portland Community College
Portland State University
Rogue Community College

Southern Oregon University
Tillamook Bay Community College
Treasure Valley Community College
University of Oregon
Western Oregon University

Many of the same institutions are still engaged in this work but have forged new partnerships (e.g. Mount Hood CC and Oregon State University). Efforts have also begun on branching out to private institutions in Oregon including the University of Portland and Warner Pacific.

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