

Oregon [Win-Win Site Visit] Questions [from Cliff]

Note: Answers provided by Tammie Stark and Marilyn Kolodziejczyk.

For presenting institutions:

1) Granting the limitations of Oregon's method of calculating the proportion of your universe of interest who were **transfers-in**, what would you do, at your institution, to improve the calculation?

For the Oregon Win-Win Initiative, we count as "transfers in" as anyone who earned credits outside the cognizant college before their first enrollment at the cognizant college. All records were used in this calculation, including records with 0 credits transferred in.

Below is an excerpt from the Oregon Reporting Template (9/6/12) showing the number of student records in the initial sort. The initial sort narrowed the universe of interest and produced a list of records sent to degree audit. This sort excluded students who had ever earned a degree outside of Oregon community colleges and excluded students enrolled in college per OUS or NSC records after spring 2010. For additional information, see the *Reporting Template 9/6/2012* available by request (email tammie.stark@state.or.us) and the *Oregon Win-Win Selection Criteria Defined and Initial Statewide Steps* available at: <http://www.lanecc.edu/studentsuccess/Conferences/winwindqp/resources.html>.

Column A	Column B	Column C	Column D
Community College	Number of Records in Initial Sort	Percent of Column B that are Transfers In	Average Number of Credits Transferred In
Blue Mountain	199	7%	37
Central Oregon	969	16%	56
Columbia Gorge	96	10%	57
Chemeketa	1288	7%	63
Clackamas	1501	12%	50
Clatsop	146	10%	76
Klamath	301	10%	32
Lane	2037	18%	47
Linn Benton	1902	24%	51
Mt.Hood	1561	13%	41
Oregon Coast	53	8%	30
Portland	5235	12%	59
Rogue	1035	6%	59
Southwestern Oregon	194	3%	14
Tillamook Bay	22	9%	38
Treasure Valley	197	6%	56
Umpqua	345	7%	43
Oregon CC Total	17,081	13%	52

MK Comments: One answer to this question is that a big step has already been taken in beginning to collect "transferred in" credits for each student from the colleges through

OCCURS. 2011-12 was our first year of collecting this data, and 13 of the 17 colleges have been able to supply at least some data in this field. Those colleges not supplying the data are colleges who do not do this upfront credit evaluation themselves, so they have nothing to report to us. The reason they don't do the transfer-in credit evaluation is that it requires a large commitment of advisory staff time, which they cannot afford. A possible use for student completion related grant funding might be to support transfer credit evaluation, as the knowledge that they were closer to earning a degree or certificate would be a significant incentive for students to complete.

2) Looking at the list of students ODCCWD eliminated from the universe of interest through NSC matches, **what proportion of those eliminations were from 4-year college matches? in-state? out-of-state?**

All were from 4-year in-state, none out of state (Oregon community colleges don't do the transfer-in credit evaluation).

See the *Reporting Template 9/6/2012* and below for a statewide look at matching calculations and reporting. All Oregon students with a community college degree or current enrollees were removed before the Initial Sort was calculated. An excerpt in the table below shows, that all records matched in the NSC database were students at 4-year institutions.

Reporting Template Notes: In Column E, Oregon count is of students with degrees or enrolled after spring term 2010 at Oregon Public Universities; Oregon CCs degrees and "current" enrollees were removed before counting Column B, the Initial Count. In Column H, Oregon count is of students with NSC degrees or enrolled after spring term 2010, who were not already eliminated through OUS match. We also used NSC to add in very recently enrolled Oregon public universities students (Fall 2011) because we didn't have that year's data from OUS at time of reporting.

Column A	Column E	Column F	Column G	Column H
Community College	Matched in State Records	Of E, Matches in 4-year Institutions (as a %)	Of E, Matched in 2-year Institutions (as a %)	Matched in NSC (Number of Records)
Blue Mountain	100	100%	0%	17
Central Oregon	615	100%	0%	72
Columbia Gorge	27	100%	0%	9
Chemeketa	686	100%	0%	146
Clackamas	824	100%	0%	80
Clatsop	61	100%	0%	28
Klamath	152	100%	0%	23
Lane	1178	100%	0%	93
Linn Benton	1298	100%	0%	94
Mt. Hood	766	100%	0%	84
Oregon Coast	22	100%	0%	4
Portland	3059	100%	0%	454
Rogue	536	100%	0%	92

Southwestern Oregon	89	100%	0%	26
Tillamook Bay	10	100%	0%	3
Treasure Valley	54	100%	0%	34
Umpqua	199	100%	0%	20
Oregon CC Total	9676	100%	0%	1279

3) ODCCWD delivered to you a list of students who not only qualified for Degree Audit, but who were put through Degree Audit using the Oregon Associate's Transfer Degree as a benchmark. Looking at that list and matching it against local knowledge, did you find any of your students who (a) were **missing** from the group that **should have gone through Degree Audit**, and/or (b) those that went through Degree Audit but should have **qualified for a degree other than the benchmark**? If so, how many of each?

4) Given the way in which the “responsible institution [cognizant college]” was defined, did anyone in the house **run into problems with residency or recency**? **Should a research project be undertaken to document the extent of these requirements on degree completion? Could you do it in-state?**

Cognizant college is defined as the most recently attended community college where student earned at least 24 credits. Some community colleges residency requirement was 30 credits, but was updated to match the 24 credit definition. **At least one college has a recency policy that is a barrier** to awarding retroactive degrees. “Students must be enrolled for at least one credit in the catalog year in which a degree is earned.” This “is really disappointing because we won’t get additional degrees awarded out of this project ... on the other hand, what a great way to realize we have this arcane rule” that we can change.

5) When you looked at the records of students who were classified as “potentials” did you consider any **course substitutions** that would change that judgment? If so, can you provide some examples?

By definition, course substitutions are not allowed for the Associate of Arts Oregon Transfer (AAOT) degree, the baseline degree used for audits. Even though the 2010/11 AAOT is the baseline, 5 colleges looked beyond it including:

- 2011/12 AAOT: PCC
- AAOT and AGS (Associate of General Studies): CLCC
- AAOT, AGS, OTM (Oregon Transfer Module), CNC (Computer Numerical Control): RCC

- May have scanned for other degrees: TBCC, KCC

The “number of eligible students” reported includes all degrees; we *report all eligibles, and list type of degrees awarded*.

6) You are about to enter the phase of (a) locating your “potential” completers, (b) contacting them, and c) persuading them to return to complete their associate’s degrees in relatively short-order. Setting aside those you cannot locate, **what criteria would you employ to prioritize contact for the rest?**

Colleges’ lists of student records includes several data points that may be used for sorting and prioritizing including missing math, missing English and minimum number of credits needed, credits transferred in. Colleges can also sort and prioritize by valid / not valid addresses. To aid in that process, the use of address verification software, QAS Pro, was purchased by ODCCWD for Win-Win colleges’ use.

7) As you enter the phase of Win-Win **focusing on your “potentials,” what does your cast of characters look like**, i.e. who, by position, is involved, and what are they assigned to do?

8) While you were reviewing the results of ODCCWD’s Degree Audit, **how many of these students returned to school? how many earned degrees? how did you/plan to treat in your overall Win-Win portfolio of results?**

“Currently Enrolled” and “Already Has a Degree” are reported to CCWD by all colleges, and colleges are in the process of gathering that information, which will be reported in the future.

Statewide, our stakeholder group reports all degrees awarded and notes which degree was earned in our internal documentation. In at least one case, a college found several students that had already earned a degree, which had not previously been reported and thus helped them find a “hole” in their reporting of degrees awarded.

For everybody:

1) In the final state report for its first year*, 13 of the 17 Oregon institutions were indicated as still “in process” as far as Degree Audit was concerned. Three months later, (a) what are your numbers for eligibles/potentials/neithers? (b) what are the demographic distributions for your most up-to-date Degree Audit completions?*** **c) what proportion of “eligible” students could you NOT locate?, and (d) what number of “eligibles” do you have in line for degree awards?**

As of this writing, all colleges have completed degree audits. Question 1A and 1 B can be found in the report titled, **Win-Win ALL CCs SUMMARY REPORT SEPT 2012 FINAL* and in

***Oregon Win-Win SUMMARY NARRATIVE REPORT 7-27-2012.*

2) Assuming for a moment that there was no ODCCWD to work through Win-Win, and you were on your own. **Which of the tracking questions we asked (a) had you never asked, and (b) could you not answer without a complete overhaul of your data archives and system?**

A full list of tracking questions is below (taken from *Oregon Win-Win Initiative: Abridged Timeline and Checklist*):

-total # of eligible students who could not be located
-total # of eligible of students who were or would be awarded associate's degrees by spring term 2013
-total # of eligible students who declined the degree offer
-total # of eligible students who did not respond
-total # of potentially eligible students
-total # of potentially eligible students missing math
-total # of potentially eligible students missing English
-total # of potentially eligible students who could not be located
-total # of potentially eligible students who were contacted
-total # of potentially eligible students re-enrolled
-total # of potentially eligible students who already have a degree
-total # of potentially eligible students that received information about degree completion
-total # of potentially eligible students returning to school by Fall 2012 or later

3) If you wanted to follow all students who (a) **did not earn an associate's degree** with you, but (b) had **transferred to one of the Oregon 4-year colleges**, and c) determined (with the 4-year college's cooperation) which of these had **not earned bachelor's degrees**, either, what, if anything, would **stand in the way of getting credits earned at the 4-year school kicked-back to you** to determine whether the student qualified for an associate's degree? [Isn't this reverse transfer? If not, what's the difference?]

[Will the federal financial aid, SAP (Satisfactory Academic Policy) requirements hinder reverse transfer goals by negatively affecting students' financial situation or financial aid?]

Oregon's 40-40-20 Education Goal and Achievement Compacts drive educational institutions to track degree attainment. For instance, by 2025 the governor's 40-40-20 Goal aims to educate 80% of Oregonians to the degree level. Specifically, 40% will achieve a four-year degree, 40% will earn a two-year degree and 20% will have at least a high school diploma. So, generally, Oregon is setting the stage for completions, data sharing and longitudinal data systems, all of which ease transfer of credits.

Statewide barriers to transfer of credits are few. In fact, Oregon was recently awarded a grant to enable ten Oregon community colleges and all seven Oregon University System institutions to engage in and scale up reverse transfer efforts statewide. If barriers to reverse transfer exist, they have yet to be identified and analyzed.

[On September 11, 2012, CCWD received word that Oregon was awarded the Lumina grant and will receive \$450,000 over a two year period, beginning October 1, 2012. This grant will enable ten Oregon community colleges and all seven OUS institutions to scale up current reverse transfer initiatives throughout the state. Participating community colleges are: Portland Community College, Mt. Hood Community College, Blue Mountain Community College, Treasure Valley Community College, Klamath Community College, Rogue Community College, Lane Community College, Linn-Benton Community College and Tillamook Bay Community College, and Chemeketa Community College. Elizabeth Cox Brand, CCWD, and Joe Holliday, OUS Chancellor's Office, will be leading the grant efforts.]

4) Oregon is the only one of 9 Win-Win states to include all its public 2 year-institutions in the effort. Other states—including some of those that are already participating in Win-Win (New York, Virginia, Florida) —are planning to follow your example. **Based on your experience to date, what advice would you give them?**

In Oregon, no statewide community college governance exists and each college has their own board of education. At this level, the 17 community colleges are not a "system," but rather a network. The most noteworthy benefit of this structure is robust collaboration. Challenges inherent in this structure, however, do exist and form the basis for our recommendations, below.

Technical Challenges		Recommendations
Different computer operating systems and file types stalled progress		Commit to the same computer operating systems and file types in the beginning and think through the entire data exchange process before starting
Mismatched course prefixes and course names		Clean or modify the source data early and encourage constituents to do the same
Information exchange between all stakeholders		Create and regularly update a website for info exchange
Difficult to handle large file sizes		Zip files or use FTPS server to exchange large data files
Database Challenges		Recommendations
State database was created to analyze aggregate data over a long time period not short-term specific Win-Win parameters		Develop and build Win-Win parameters into the database in the beginning and be careful to not extrapolate incorrectly based on your system's capabilities
Small amount of inaccurate or incomplete historical data		Work with colleges to ensure their data entry are accurate and complete / Encourage colleges to create standards they can all accept
Duplicated National Student Clearinghouse		Modify the way data is reported to NSC
Practice-Based Challenges		Recommendations
Lack of statewide consistency in course-level data (e.g. numbering, prefixes)		Develop and maintain standards that are acceptable to all stakeholders
Degree requirements lack clarity and consistency across all colleges		Develop and maintain standard degree requirements that are acceptable to all stakeholders
Additional Recommendations		
Create college application with an option for students to give permission to share data between and amongst community colleges and four-year institutions		
Create a statewide data sharing agreement to share data between and amongst community colleges and four-year institutions		
Define terms collaboratively with all stakeholders' input (e.g. "eligible," "potentially eligible")		

Create easy to use documentation of Win-Win goals, strategic steps, timeline and data elements

Here are a few more thoughts to consider. Degree audits taught us to avoid the assumption that all students who are missing a requirement (e.g. math or writing), experience this as a barrier to getting a degree. Why? Very few students in the universe of interest were attempting an AAOT, which has the most strict math and writing requirement of the general degrees. Second, other degrees often have different requirements. For example, at Southwestern Oregon Community College culinary students were “missing math.” These students are required to take MTH81 (4) Applied Math for Culinary Arts, rather than the typical math required for the AAOT.

We also recommend to watch out for past credit conversions that may affect degree requirements. For example, the increase in writing credits happened in the middle of the ten-year period that made up our universe of interest. This conversion may create data inconsistencies since colleges may handle the requirement differently.

5) Have you run into **faculty and/or administrators who object to the retroactive award of degrees? What do they say?**

Yes, some fear community colleges becoming “degree mills,” churning out degrees in an effort to meet degree completion measures of success.