

# Short-Term Reward, Long-Term Harm: How Current Transfer Practices Hurt Learners and Institutions

April 30, 2025





## **Event Objectives**

- 1. Elevate new insights from Public Agenda survey of adult Americans on credit transfer;
- 2. Understand the structural and psychological factors that may impede institutions from prioritizing transfer; and
- Discuss ways that institutional leaders can create new incentives and structures to prior transfer and clear the path for learners.





## Agenda

- 2:00 pm Welcome
- 2:05 pm Overview of Topic
  - by Dr. Andrew Seligsohn, Public Agenda
- 2:15 pm Panel Discussion
  - with Dr. Alexandra W. Logue and Dr. Aisha Lowe
- 2:40 pm Live Q&A
- 2:55 pm Concluding Remarks





### Speakers



**Dr. Andrew Seligsohn** President Public Agenda

# Dr. Alexandra W. Logue Professor Emerita The City University of New York (CUNY) Graduate Center



**Dr. Aisha Lowe** Assoc. Vice Chancellor for Planning, Research & Institutional Effectiveness Los Rios Community College District

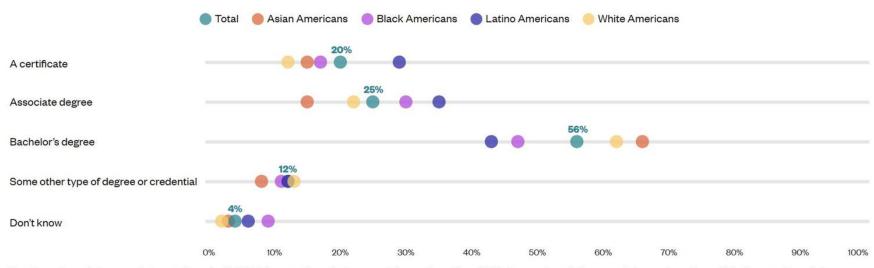
## Public Agenda

# The Prevalence of Transfer: Insights from a Survey of American Adults

Beyond Transfer April 2025

# Among those who have tried to transfer, most tried to transfer credits toward earning a bachelor's degree.

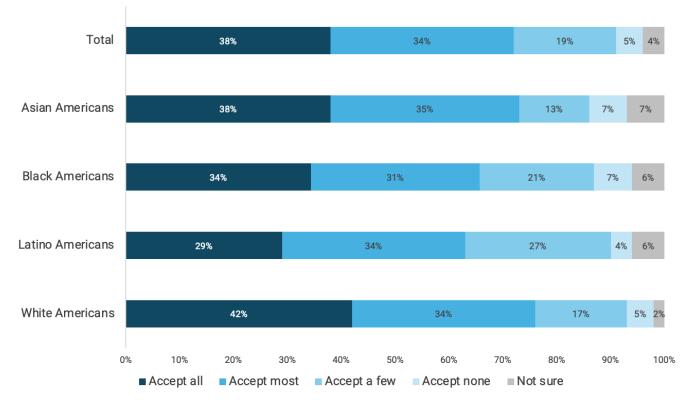
% of respondents who have tried to transfer any credits toward earning a certificate, associate degree, bachelor's degree, or some other degree:



Base: Respondents who have ever tried to transfer credits, n=1,310; Asian respondents who have ever tried to transfer credits, n=157; Black respondents who have ever tried to transfer credits, n=259; White respondents who have ever tried to transfer credits, n=640.

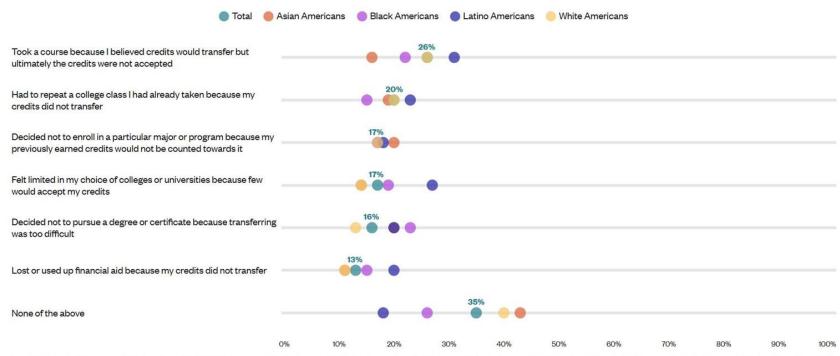
# Of those who have tried to transfer credit, fifty-eight percent of respondents say they lost some credits upon transfer.

% of respondents who say that of the credits they tried to transfer toward an associate, bachelor's degree, or certificate, the school accepted all/most, a few/none or they are not sure:



#### Sixty-five percent of Americans who have tried to transfer credits report at least one negative experience when transferring, including 16 percent who decided not to pursue a credential because transferring was too difficult.

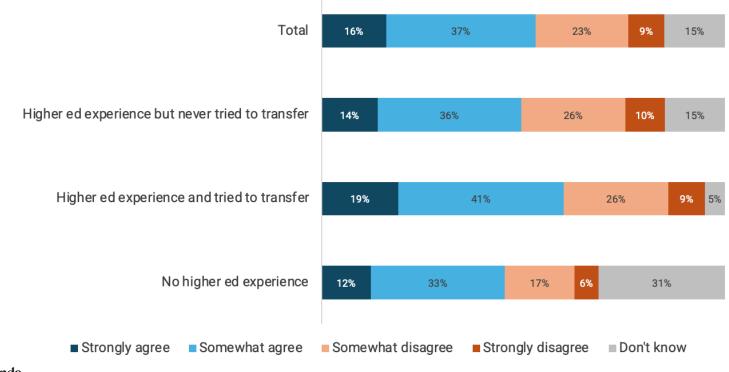
Among those who have tried to transfer credit. % of respondents who experienced any of the followina:



Base: Respondents who have ever tried to transfer credits, n=176; Latino respondents who have ever tried to transfer credits, n=157; Black respondents who have ever tried to transfer credits, n=176; Latino respondents who have ever tried to transfer credits, n=259; White respondents who have ever tried to transfer credits, n=640.

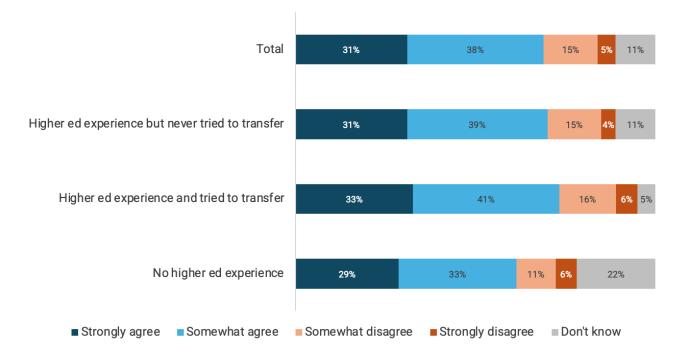
# Americans who have tried to transfer credits are more likely to agree that colleges, universities, and community colleges are confusing and disorganized.

% of respondents who agree or disagree that colleges, universities, and community colleges are confusing and disorganized:



More than two-thirds of Americans agree that higher education institutions care more about making money than about educating students. This sentiment is more prevalent among those who have higher education experience, including among those who have tried to transfer credits.

% of respondents who agree or disagree that colleges, universities, and community colleges care more about making money than about educating students:



# Across all political identities, there is broad support for a variety of policies intended to make it easier for students to transfer credits.

% of respondents who strongly or somewhat support doing each of the following to make it easier for students to transfer credits towards earning a degree or certificate:

82% 84% 72% 83% 81% 85% 73% 81% 81% 84% 71% 83%

■ Total ■ Democrats ■ Independents ■ Republicans

Requiring colleges, universities and community colleges to provide students with free, easy access to their transcripts, credentials and degrees

Requiring colleges, universities and community colleges to create public databases that make it easy for prospective students to understand which credits will transfer between schools

Requiring colleges, universities and community colleges to quickly tell students who want to transfer how many of their credits will be accepted so students have time to register for the classes they need

#### Across all political identities, there is broad support for a variety of policies intended to make it easier for students to transfer credits.

% of respondents who strongly or somewhat support doing each of the following to make it easier for students to transfer credits towards earning a degree or certificate:

Requiring colleges, universities and community colleges to publicly report how many credits students are able to transfer to and from their 71% institutions Requiring colleges, universities and community colleges to let students take tests or create a portfolio so they can receive credit for skills or 68% knowledge they already have.

Creating student financial aid programs that are specifically designed to support transfer students



79%

78%

78%

82%

80%

80%

75%

68% 72% 83%

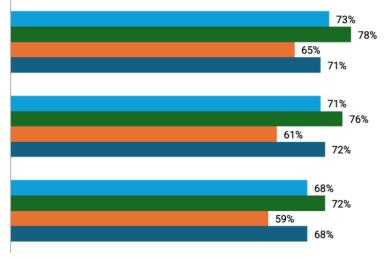
# Across all political identities, there is broad support for a variety of policies intended to make it easier for students to transfer credits.

% of respondents who strongly or somewhat support doing each of the following to make it easier for students to transfer credits towards earning a degree or certificate:

Mandating that if students pay for a course at one college, university or community college they should not have to pay to take it again at another college

Requiring colleges, universities and community colleges to publicly report how many of their transfer students successfully complete their degrees or certificates

Holding the presidents of colleges, universities and community colleges accountable for how many credits students are able to transfer to and from their institutions.



■ Total ■ Democrats ■ Independents ■ Republicans

## Public Agenda

# Thank You!

### Speakers



**Dr. Andrew Seligsohn** President Public Agenda

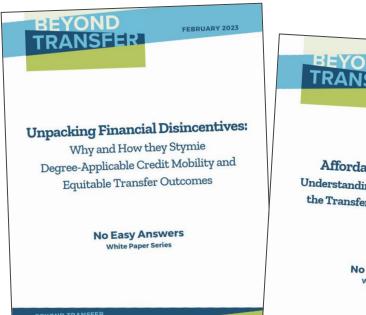
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**Dr. Aisha Lowe** Assoc. Vice Chancellor for Planning, Research & Institutional Effectiveness Los Rios Community College District

## **Board's Prior Publications**





BEYOND TRANSFER POLICY ADVISORY BOARD



Affordability Disconnects: Understanding Student Affordability in the Transfer and Credit Mobility Era

> No Easy Answers White Paper Series

BEYOND TRANSFER POLICY ADVISORY BOARD As part of the "No Easy Answers" series, the Board released two white papers on the finance challenges faced by institutions and learners.

Access the full series at: **sova.org/beyond-transfer-publications** 





## **Understanding Financial Disincentives**

Short-Term Rewards and Discounting of Delayed Events

People within institutions are more likely to respond to short-term budgeting rewards, rather than longterm budgeting rewards.

#### **Credit Evaluation**

Current credit evaluation policies and practices are a hefty administrative burden.

#### Lack of State Incentives or Penalties

State funding fails to incentivize or penalize institutional decision-making related to transfer and credit mobility.

The No Easy Answers Series This graphic has been designed using resources from <u>PoweredTemplate.com</u> FREE WEBCAST Part II Putting Students First: Real Talk on Supporting Transfer and Credit Mobility Wed., May 28, at 2 p.m. E.T.



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