



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
3. Discuss ways that institutional leaders can create new incentives and structures to prior transfer and clear the path for learners.

Agenda

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|---------|---|
| 2:00 pm | Welcome |
| 2:05 pm | Overview of Topic
<i>by Dr. Andrew Seligsohn, Public Agenda</i> |
| 2:15 pm | Panel Discussion
<i>with Dr. Alexandra W. Logue and Dr. Aisha Lowe</i> |
| 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

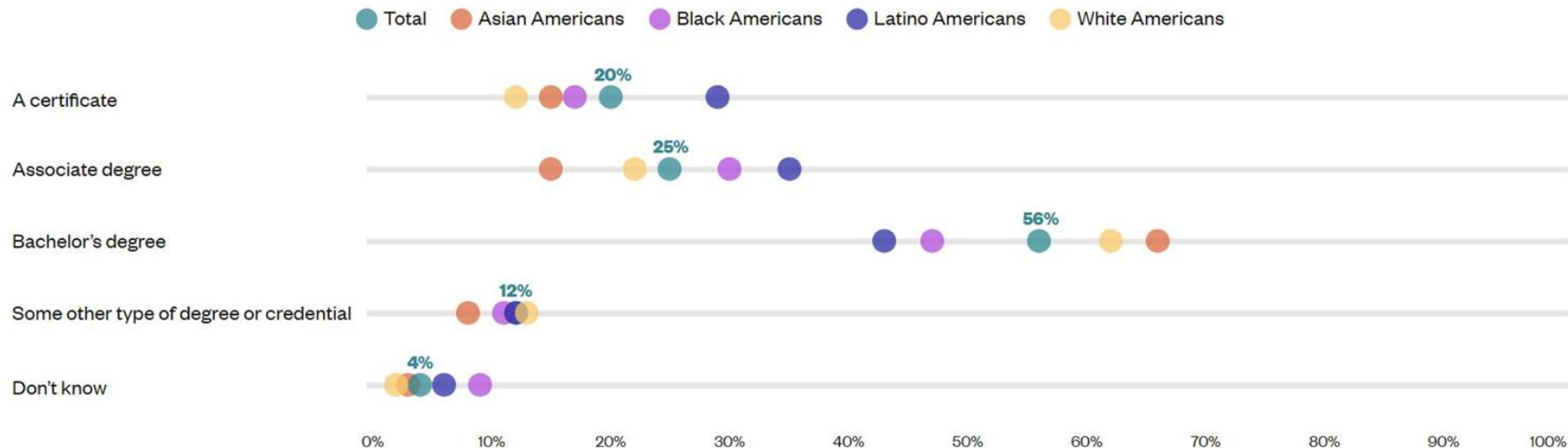
The Prevalence of Transfer: Insights from a Survey of American Adults

Beyond Transfer

April 2025

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

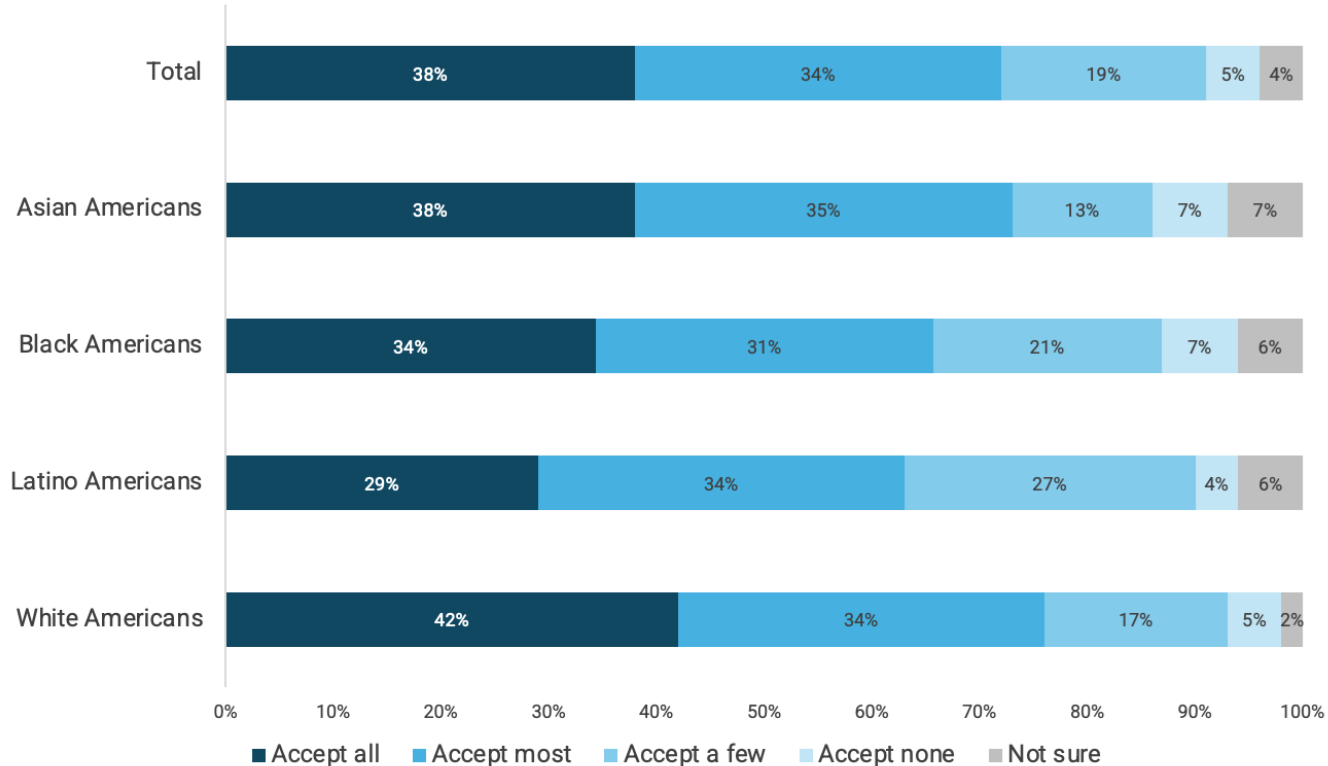
% of respondents who have tried to transfer any credits toward earning a certificate, associate degree, bachelor's degree, or some other degree:



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=176; Latino respondents who have ever tried to transfer credits, n=259; White respondents who have ever tried to transfer credits, n=640.

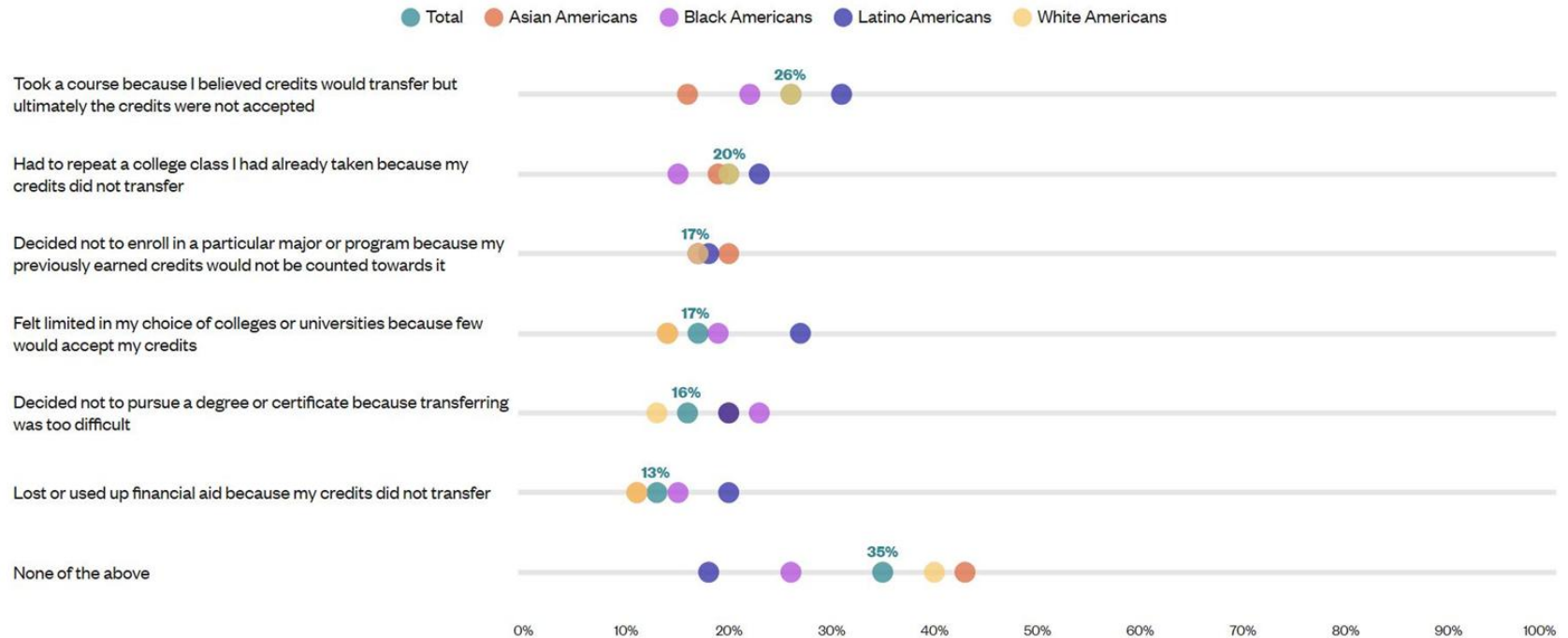
Of those who have tried to transfer credit, fifty-eight percent of respondents say they lost some credits upon transfer.

% 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.

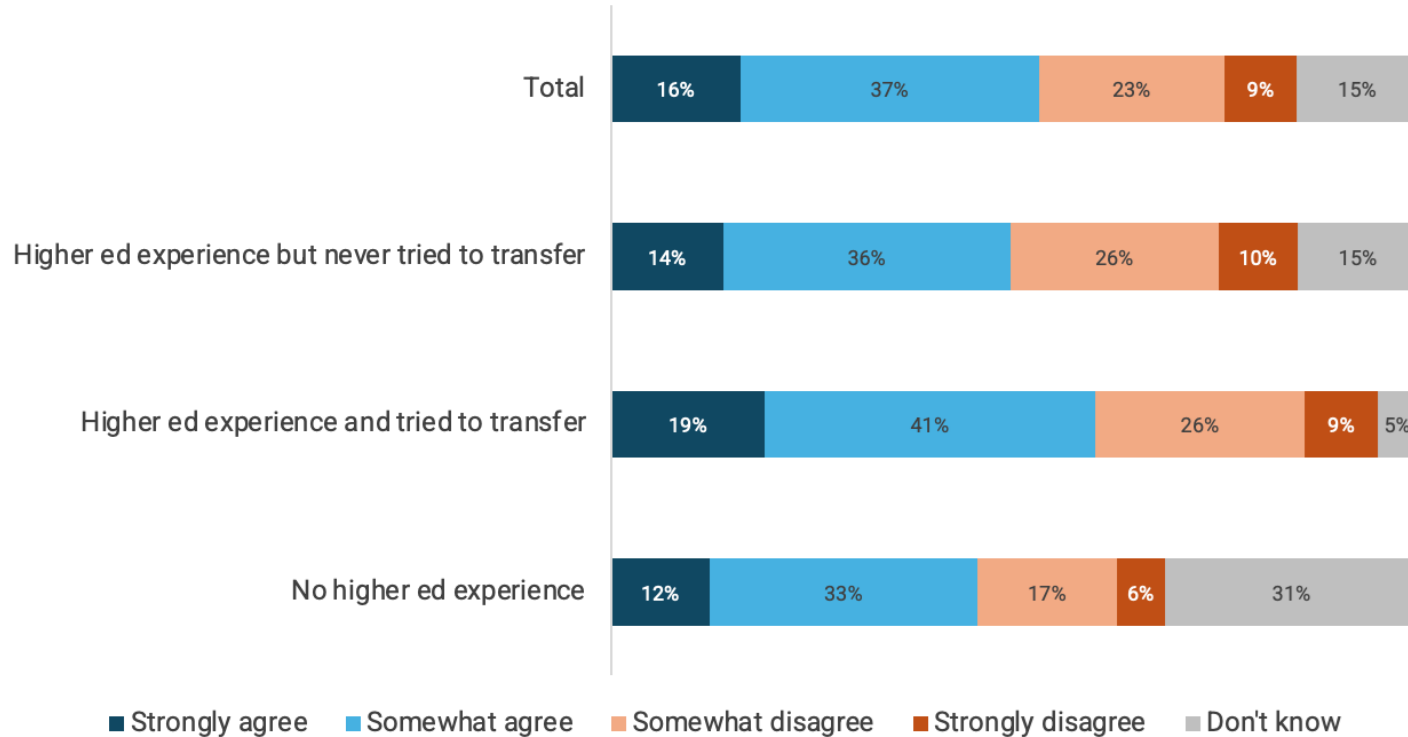
Among those who have tried to transfer credit, % of respondents who experienced any of the following:



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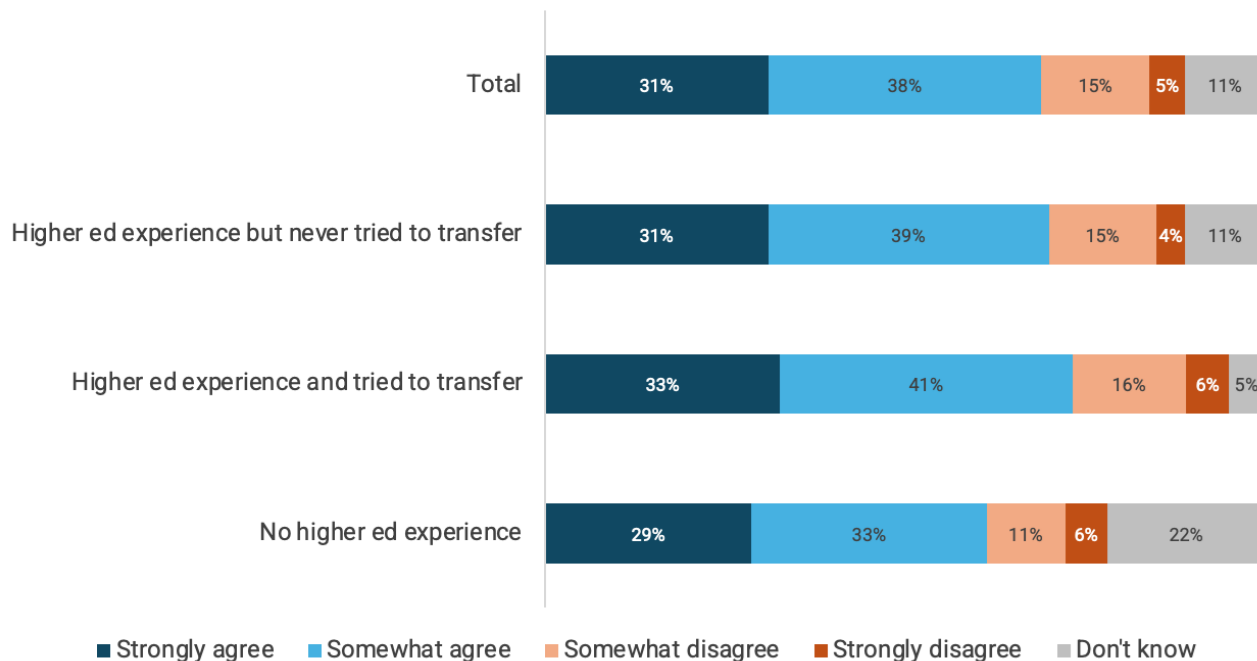
Americans who have tried to transfer credits are more likely to agree that colleges, universities, and community colleges are confusing and disorganized.

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



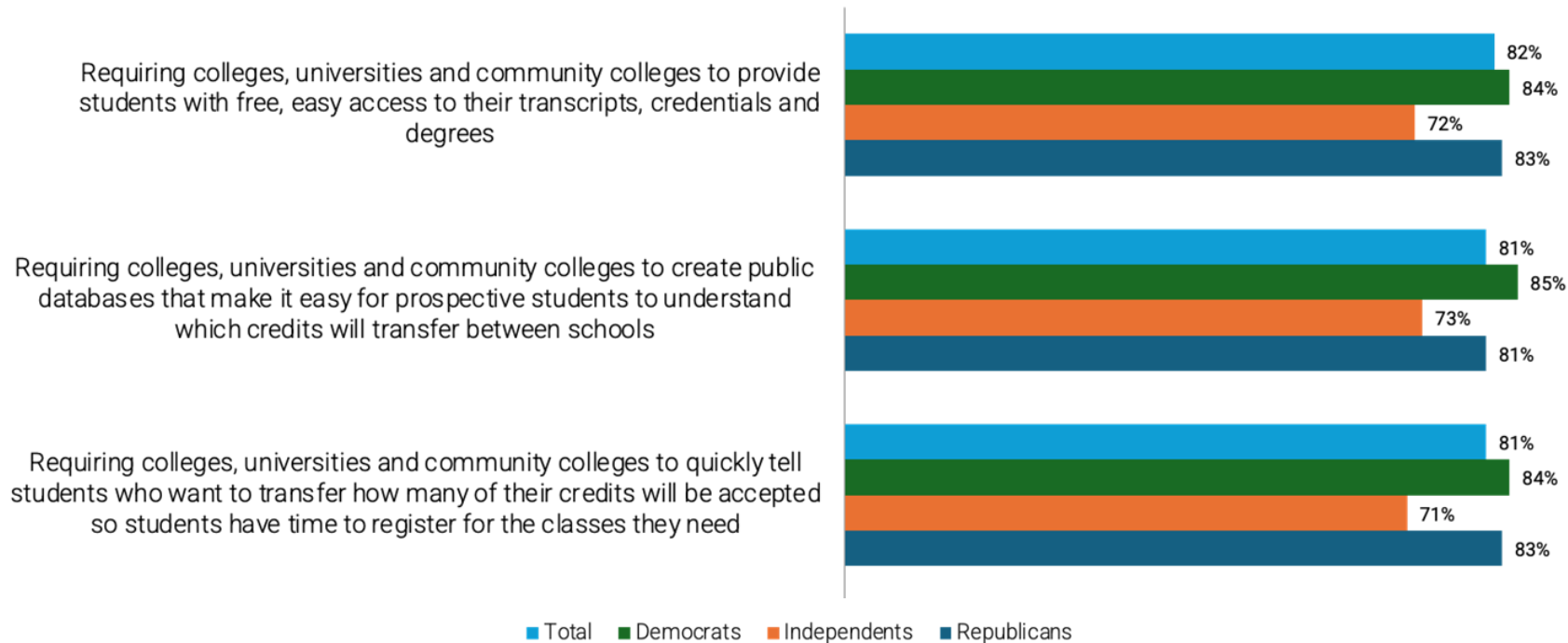
More than two-thirds of Americans agree that higher education institutions care more about making money than about educating students. This sentiment is more prevalent among those who have higher education experience, including among those who have tried to transfer credits.

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



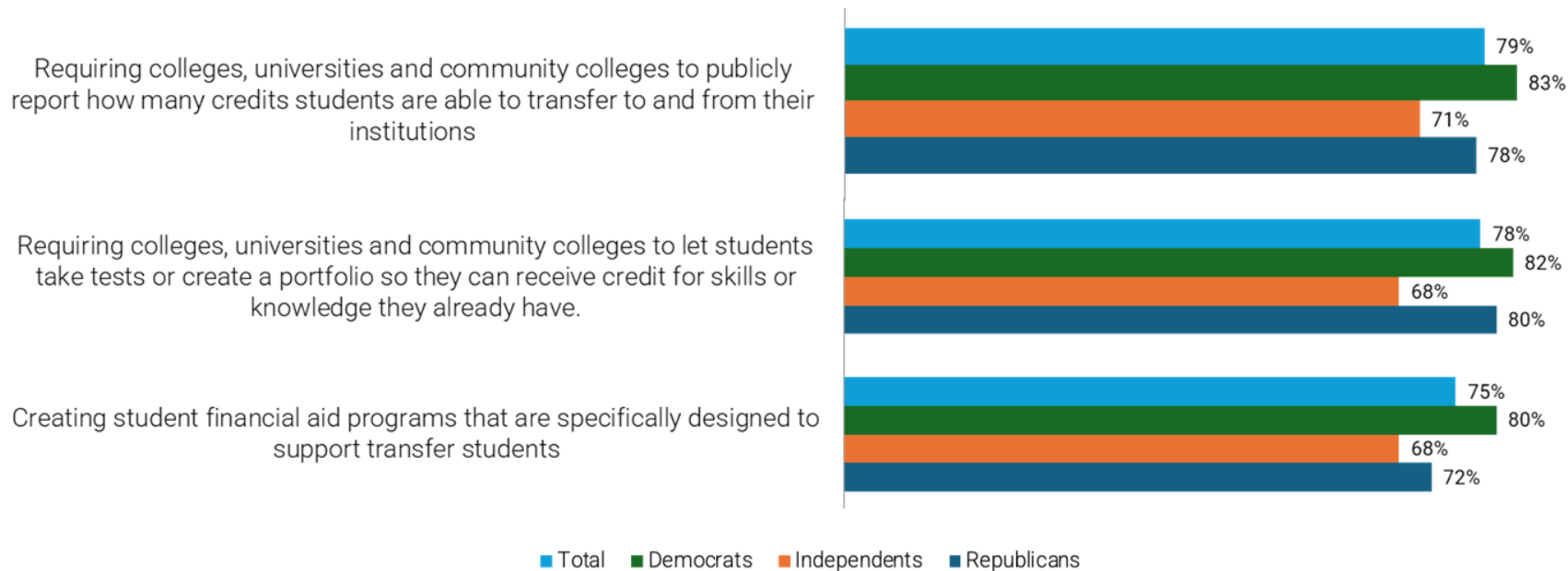
Across all political identities, there is broad support for a variety of policies intended to make it easier for students to transfer credits.

% 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:



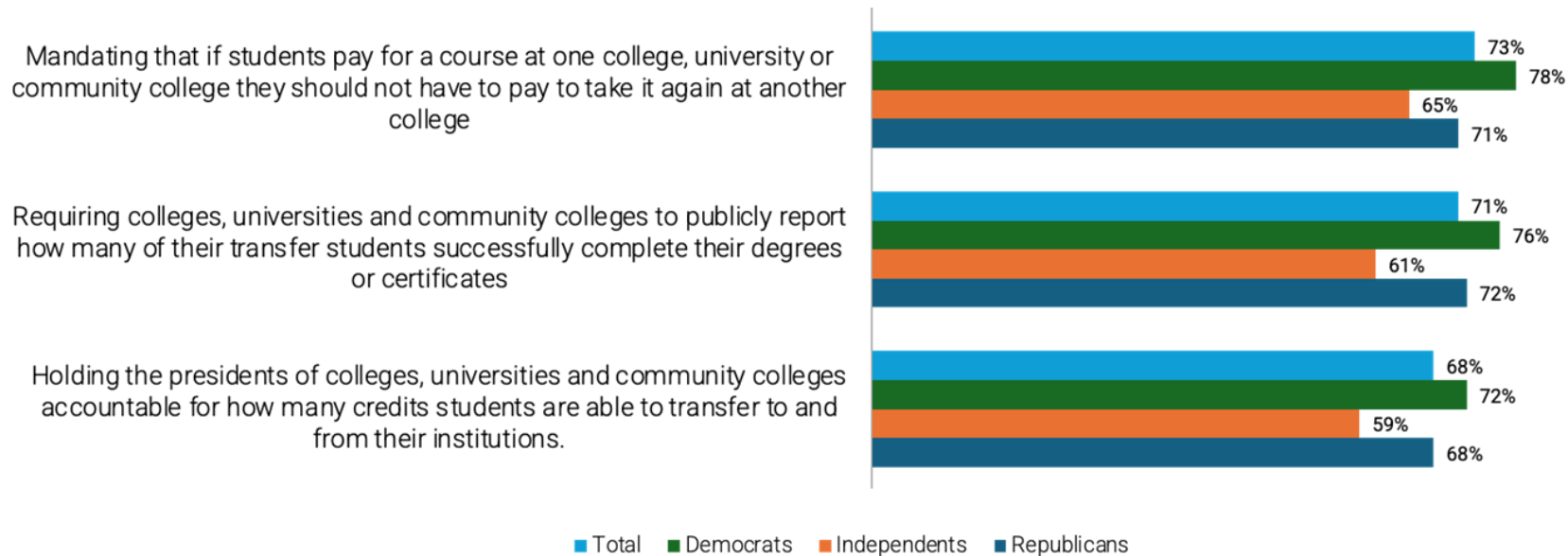
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Thank You!

Speakers



Dr. Andrew Seligsohn
President
Public Agenda

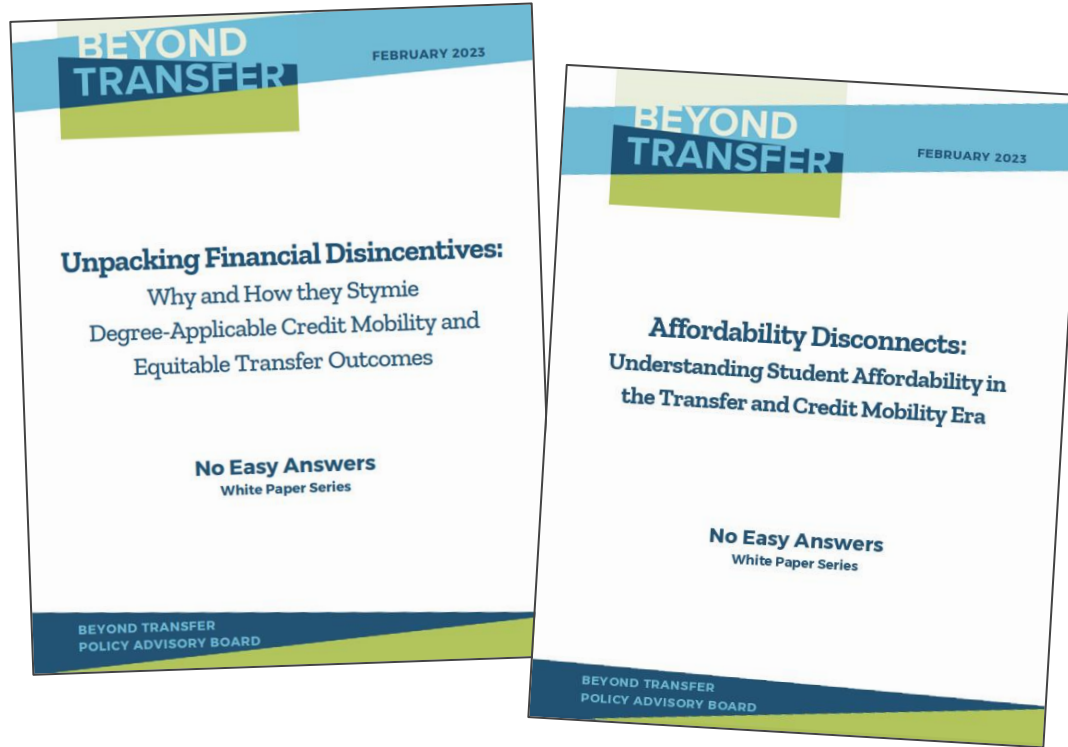


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Board's Prior Publications



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 long-term 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 [PoweredTemplate.com](https://www.PoweredTemplate.com)

FREE WEBCAST

Part II

Putting Students First: Real Talk on Supporting Transfer and Credit Mobility

Wed., May 28, at 2 p.m. E.T.



SOVA



Register Now



Learn more at sova.org/beyond-transfer

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