STRENGTHENING WASHINGTON STATE TRANSFER PATHS TO IMPROVE BACHELOR’S DEGREE ATTAINMENT & ELIMINATE EQUITY GAPS

Davis Jenkins, Community College Research Center, Senior Researcher, Columbia University
David Prince, Research Analyst, Washington State Board for Community and Technical Colleges
Kristi Wellington-Baker, Director, Student Success Center & Guided Pathways

Transfer Institute 2.0
July 15-16, 2019
“Equity-mindedness emphasizes institutional responsibility to create equity and enable practitioners to focus on what they can do to close equity gaps.”

~ Lindsey Malcom-Piqueux & Estela Mara Bensimon 2017
AGENDA

2:30-2:45 Welcome & Introductions
2:45 – 3:15 Emerging Research in Transfer – CCRC
3:15 – 3:30 Discussion
3:30-3:45 Interactive Exercise
3:45 – 4:05 SBCTC – What’s happening with the DTA?
4:05 – 4:20 Discussion
4:20 – 4:30 Closing Session
VISION

A system that advances racial, social, and economic justice by achieving equitable student aspiration, access, economic progress and goal attainment
GUIDED PATHWAYS FRAMEWORK

- **Structured onboarding processes** that provide students with clear, actionable, and usable information they need to get off to the right start in college.
- **Academic maps** that detail the scope and sequence of courses required to complete a credential efficiently and transition to baccalaureate degree programs or the labor market.
- **Proactive academic and career advising** from the start through completion and/or transfer, with an assigned point of contact at each stage.
- **Early alert systems** aligned with interventions and resources to help students stay on the Pathway, persist, and progress.
- **Instructional support and co-curricular activities** aligned with classroom learning and career interests.
Washington State CC Student Transfer Outcomes

Davis Jenkins, CCRC Columbia University
David Prince, WA SBCTC
How many students transfer and complete a bachelor’s?

Six-year Transfer and Bachelor’s Completion Outcomes among 2009-2011 SBCTC FTIC Degree-seeking Entrants

- Rate of Transfer to Four-Year: 26%
- Bachelor's Completion Rate among Transfers: 44%
How many students transfer and complete a bachelor’s?

Six-year Transfer and Bachelor’s Completion Outcomes among 2009-2011 SBCTC FTIC Degree-seeking Entrants

- Rate of Transfer to Four-Year
  - White: 28%
  - African American: 21%
  - Hispanic: 18%
  - Native: 18%
  - Pacific Islander: 20%
  - Asian: 25%
  - Multiracial: 27%

- Bachelor’s Completion Rate among Transfers
  - White: 45%
  - African American: 28%
  - Hispanic: 36%
  - Native: 34%
  - Pacific Islander: 36%
  - Asian: 53%
  - Multiracial: 41%
Highest outcome in 6 years by race
2009 – 2012 FETIC degree seeking entrants (dual-enrolled students excluded)

<table>
<thead>
<tr>
<th>Race/Cohort</th>
<th>Earned any award: 34.6%</th>
<th>Earned any award: 35.1%</th>
<th>Earned any award: 25.2%</th>
<th>Earned any award: 31.3%</th>
<th>Earned any award: 46.5%</th>
<th>Earned any award: 31.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA CC entrants</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>White (N=113K)</td>
<td>8%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic (N=5,784)</td>
<td>12%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian (N=18K)</td>
<td>18%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Other race (N=42K)</td>
<td>7%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: CCRC analysis of NSC data on the fall 2009-2012 FTEIC, degree-seeking community college cohort.
Bachelor’s degree completer program areas by race 2009 – 2012 FETIC degree seeking entrants (dual-enrolled students excluded)

Source: CCRC analysis of NSC data on the fall 2009-2012 FTEIC, degree-seeking community college cohort.
ASSOCIATE IN ARTS – DTA

WHAT HAVE WE LEARNED?
DTA DEGREES WERE DESIGNED TO PROVIDE STUDENTS:

• *Priority consideration* in the admissions for *most humanities and social science majors* public universities ahead of students without a degree.

• *Completion of lower division general education requirements.* Credit for all courses completed within the DTA up to and in some cases beyond 90 credits.

• *Opportunity* to explore several fields of study through the category of up to 30 credits of elective courses.

• *Opportunity* to complete prerequisites for a future major.
2016 Public Four-Year BA Graduates' Distribution by Entry Status

- BAS (n=456)
- CTC Transfer (n=9,213)
- Direct Entry (n=10,878)
- Other transfer (n=2,923)

- Two-Year Degree
- Direct Entry-Less than 40 CTC credits
- Direct Entry-No transfer credits
- Transferred with two-year degree
- Transferred without two-year degree

Bar chart showing the distribution of graduates by entry status.
% (and number) Transferred to public/private 4-year institution within 2 years after leaving CTC's by Type Degree/No Degree

<table>
<thead>
<tr>
<th>Degree/No Degree</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All non-Degree Students (N=3,025)</td>
<td>15%</td>
<td>64%</td>
</tr>
<tr>
<td>AA-DTA (N=3,168)</td>
<td>64%</td>
<td>74%</td>
</tr>
<tr>
<td>Associate in Business – DTA/MRP (N=335)</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>AST-1 Life Sciences Degree (N=81)</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>AST-2 Physical Sciences Degree (N=177)</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Associate in Elementary Education (N=44)</td>
<td>81%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Median Credits Earned Toward Bachelor's STEM Degree

- Associate in Science Track 1 and 2 (n=416): 201
- Associate in Arts DTA (n=1,124): 218
- Professional Technical and Other Applied Associate Degree (n=124): 206
- No CTC degree earned (n=681): 207
- Direct Entry (n=3,234): 194
Median Credits Earned Toward Business Bachelor's Degree

- Business DTA (n=478) - 185
- Associate in Arts DTA (n=535) - 196
- No CTC Degree earned (n=193) - 193
- Direct Entry (n=1,392) - 186
Post-College Employment for Transfer Students who Don't Transfer- Compared to Professional Technical Degree Graduates

- **Workforce Degree (N=2,184)**: $37,000, 60% employed full time
- **Transfer Degree (N=983)**: $28,000, 45% employed full time
- **Transfer Leaver, No Award (N=8,008)**: $26,000, 37% employed full time

**Annualized Median Earnings**

**% Employed Full time**
Bachelor’s transfer and completion rates for WA ctc starters are low and inequitable.

Many bachelor’s intending ctc students don’t transfer.

Students who transfer with DTA or no AA are more likely to earn excess credits than field-specific DTA or AST graduates.

Labor market returns for transfer-intending students who don’t transfer are low (even if they earn a DTA).
Website Exercise

Imagine you are a transfer student about to register for classes at your College or University.

You want to study biosciences and transferred from a local community college. Go to YOUR COLLEGE’S website, and find the information that you need to select your courses including what courses you will need to in order to enter a biosciences program at the four-year institution.

Think about the following questions AS THE STUDENT:

**Getting Off on the Right Start:** What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

**Planning for Program Requirements:** What are the requirements for admission to the university’s biosciences programs? What required freshman and sophomore level courses are transferable? How easy or difficult was it to find this information? What co-curricular activities and experiences will prepare you for junior entry and success in your field?

**Locating In-Person Help:** Who would you need to go at YOUR COLLEGE to get information on transfer in bioscience? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website and/or reach the individuals with the information you need?
Barriers to Transfer Success for Community College Students
A Longitudinal Study of College Pathways Towards a Bachelor's Degree

2016

Using Data Mining to Explore Why Community College Transfer Students Earn Bachelor's Degrees With Excess Credits

John E. Fink
Davis Jenkins
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Florence Xiaowan Pan
February 2018
CCRC Working Paper No. 100

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Funding for this study was provided by the Bill & Melinda Gates Foundation. The authors of this report gratefully acknowledge our partners in the two-year college for providing the data for this study. The authors are also grateful for discussions with David B. Monaghan on earlier versions of this paper presented at the 2016 Association for Public Policy Analysis and Management Fall Research Conference.
Barriers to **Transfer Success** for Community College Students

1) Transfer paths unclear, advising grossly inadequate

2) Too many entering students weeded out through abstract, rote instruction in uninspiring subjects; too few experience high-quality active learning in fields of interest

3) Students not helped to explore career/college options, and develop a plan—and their progress isn’t monitored

4) Gen ed AA (general DTA) misleads students

5) “Transfer shock” upon arrival at the four-year

6) Dual enrollment course-taking haphazard
Community College Pathways to Computer Science Bachelor's Degrees

2016

1.8M community college students tracked 2007-2014

321 enrolled community college students surveyed

24 enrolled community college students interviewed

14 past community college students interviewed

Not representative of the greater community college population

1.8M 2007 community college entrants

51% male

- 30% bottom two neighborhood SES quintiles
- 18% middle neighborhood SES quintile
- 52% top two neighborhood SES quintiles

3,290 who earned CS bachelor's

87% male

No defined pathway to CS bachelor's degrees

1,213 unique pathways among 3,290 CS degree earners
Community college students who earned computer science bachelor's degrees:

- Stayed at single college and four-year
- Went to college and four-year with good transfer support
- Lived near a tech hub

Using Data Mining to Explore Why Community College Transfer Students Earn Bachelor’s Degrees With Excess Credits

John Eise, Davie Jenkins, Elizabeth Kopko, Florence Xiawao Ra
February 2018
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Funding for this study was provided by the Bill & Melinda Gates Foundation. The authors of this report gratefully acknowledge our partners in the two states: North Carolina and California, for providing the data for this study. The authors are also grateful for discussion comments from David H. Menaghon on an earlier version of this paper presented at the 2016 Association for Public Policy Analysis and Management Fall Research Conference.
Excess Credits Attempted among CC Transfers who Completed a Bachelor’s Degree

Simplified Partition Tree:
State B, 2-year Entrants, Excess Credits Attempted

9500 students, 
\( M = 27.2, \ SD = 22.8 \)

- **<44% of credits earned before 60 credits were 100 level**
  - 4743 students, 
    \( M = 20.9, \ SD = 20.0 \)
    - **<10% of credits attempted before 60 credits were 200 level**
      - 1282 students, 
        \( M = 12.4, \ SD = 14.7 \)
    - **>10% of credits attempted before 60 credits were 200 level**
      - 3461 students, 
        \( M = 24.1, \ SD = 20.7 \)

- **>44% of credits earned before 60 credits were 100 level**
  - 4757 students, 
    \( M = 33.5, \ SD = 23.7 \)
    - **>85% of CC credits earned were in the Transfer Library**
      - 2007 students, 
        \( M = 25.2, \ SD = 19.6 \)
    - **<85% of CC credits earned were in the Transfer Library**
      - 2750 students, 
        \( M = 39.6, \ SD = 24.5 \)

- Did not take a 100-level Math course after 60 credits
  - 1891 students, 
    \( M = 35.2, \ SD = 23.2 \)
- Took a 100-level Math course after 60 credits
  - 859 students, 
    \( M = 49.4, \ SD = 24.5 \)
More excess credit associated with:

✓ Taking a 100-level math course after transferring
✓ Taking more 100-level courses before and after 60-credits
✓ Taking more 200-level courses after earning 60-credits
✓ Student Characteristics: More developed placements;
Race/ethnicity: Black

Less excess credit associated with:

✓ Taking more courses in statewide transfer library (State B)
✓ Taking more 300-level courses before and after 60-credits
College Still Looking For Absolute Saddest Place On Campus To Hold Transfer Student Orientation
Student Experience of Transfer

Problems

- Confusion about programs, requirements
- Little help to explore interests, make a plan
- Transfer credits count as electives
- Students take excess credits, lose time and money

Recurring Themes

- Information inaccurate, inaccessible
- Well-meaning but overwhelmed advisors
- Dysfunctional communication within/ among 2- and 4-years
- Students blame themselves
What’s Your Experience?

- What is the experience of transfer intending / transfer students your college / university? How do you know what their experience is?
- What barriers to transferring and completing a bachelor’s do they face? How do you systematically collect that information?
- Why would your college or university invest in improving the transfer student experience?
Effective Community College – University Transfer Practices
How Can Community College and Four-Year Partners Achieve Strong Transfer Outcomes?
# The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges

<table>
<thead>
<tr>
<th>State</th>
<th>Community College</th>
<th>Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>• Front Range CC</td>
<td>• Colorado State University</td>
</tr>
<tr>
<td>Connecticut</td>
<td>• Manchester CC</td>
<td>• Eastern Connecticut State U</td>
</tr>
<tr>
<td>Florida</td>
<td>• Broward College</td>
<td>• Florida International U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Florida Atlantic U</td>
</tr>
<tr>
<td>Louisiana</td>
<td>• LSU-Eunice</td>
<td>• U of Louisiana - Lafayette</td>
</tr>
<tr>
<td>Mass.</td>
<td>• Holyoke CC</td>
<td>• U Mass Amherst</td>
</tr>
<tr>
<td>Washington</td>
<td>• Everett CC</td>
<td>• University of Washington</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Western Washington U</td>
</tr>
</tbody>
</table>

Wyner, Deane, Jenkins & Fink, May 2016.
Essential 2- and 4-Year College Transfer Practices

1) Prioritize transfer student success
2) Create clear program pathways with aligned high quality instruction
3) Provide tailored transfer student advising
## Transfer Playbook: Institutional Self-Assessment

### Essential Transfer Practice #1: Prioritize Transfer

- a. The college president and senior leaders emphasize improving transfer student outcomes as core to achieving the college’s mission.
- b. Transfer student success is reflected as a core priority in the college’s strategic documents (e.g., strategic accreditation self-study, student success planning documents, fundraising plan, etc.).
- c. The college regularly gathers and widely disseminates data on transfer student outcomes and the effectiveness of transfer practices.
- d. The institution evaluation remains focused on achieving equity in transfer student outcomes and bachelor’s attainment by student race/ethnicity (i.e., Black, Latino, Native American).

### Essential Transfer Practice #2: Create Clear, Rigorous Program Pathways

<table>
<thead>
<tr>
<th>Stage of Adoption at Our College</th>
<th>Questions to Consider</th>
<th>Easy Wins, Opportunities for Long-term Improvement, and Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>a. Programs of study for transfer students are clearly mapped.</td>
<td>- Do the transfer maps clearly indicate:</td>
<td>- Do the transfer maps clearly indicate:</td>
</tr>
<tr>
<td></td>
<td>- Not Present</td>
<td>o Recommended lower-division courses, course sequences, and</td>
</tr>
<tr>
<td></td>
<td>- Beginning</td>
<td>progress milestones by academic term for specific four-year</td>
</tr>
<tr>
<td></td>
<td>- Emerging</td>
<td>majors?</td>
</tr>
<tr>
<td></td>
<td>- Established</td>
<td>o Clear information on differences in requirements among</td>
</tr>
<tr>
<td></td>
<td>- Advanced</td>
<td>programs in the same major field at different institutions?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Information on career opportunities in each field?</td>
</tr>
<tr>
<td>b. Coursework and extra-curricular activities provide students with rigorous preparation aligned to expectations for their junior and senior years.</td>
<td>- How does the college ensure that your programs adequately prepare students to succeed in upper division coursework? What data are gathered to assess this?</td>
<td>- Are four-year faculty actively involved in reviewing the content and quality of your offerings?</td>
</tr>
<tr>
<td></td>
<td>- Not Present</td>
<td>- Are four-year faculty actively involved in reviewing the content and quality of your offerings?</td>
</tr>
<tr>
<td></td>
<td>- Beginning</td>
<td>- Are four-year faculty actively involved in reviewing the content and quality of your offerings?</td>
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</tr>
<tr>
<td></td>
<td>- Advanced</td>
<td>- Are four-year faculty actively involved in reviewing the content and quality of your offerings?</td>
</tr>
<tr>
<td>c. Alternatives to 2+2 transfer pathways have been developed for circumstances where those are not the best routes to a bachelor’s degree.</td>
<td>- For which students or programs do 2+2 arrangements work best? For which does the 2+2 arrangement work least well?</td>
<td>- What new structures have been put in place to improve outcomes (e.g., 1+3, 3+1; reverse transfers)?</td>
</tr>
<tr>
<td></td>
<td>- Not Present</td>
<td>- What new structures have been put in place to improve outcomes (e.g., 1+3, 3+1; reverse transfers)?</td>
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<tr>
<td></td>
<td>- Advanced</td>
<td>- What new structures have been put in place to improve outcomes (e.g., 1+3, 3+1; reverse transfers)?</td>
</tr>
</tbody>
</table>
How CCs and Universities Can Partner to Improve Transfer Outcomes

✓ Partner with employers to map paths to transfer, BAs and career-path employment in high opportunity fields

✓ Collaborate to improve instructional effectiveness in critical program foundation courses

✓ Help all new students explore career/academic interests and develop a full-program plan

✓ Share data on prospective students by major

✓ Explore concurrent enrollment arrangements

✓ Help underrepresented middle and high school students explore interests and develop a field-focused college plan
How can we improve transfer student success?

- What can our institution do to improve success for transfer students?
- What would we like our partner community colleges/universities do to improve transfer student outcomes?
- How can we work together to increase access to and strengthen bachelor’s outcomes of Running Start?
Further information

https://www.sbctc.edu/resources/documents/colleges-staff/research/transfer-research/18-3-role-of-transfer-2018.pdf


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Thank you!