Key Strategies and Practices for Creating a Clear Pathway with Aligned High-Quality Instruction

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Ohio Faculty Clusters
February 2017
Tackling TRANSFER
Few Transfer, **Even Less Complete**

- 720,000 degree-seeking Community College entrants
- 80% intend to earn a Bachelor’s Degree
- 33% transferred to a 4-year in 6 years
- 29% of transfers earn award before transfer
- 14% earn BA within 6 years

Source: Jenkins & Fink (2016)
Community College Cohort Bachelor's Completion Rates by State

States with the highest completion rates include Wyoming (WY), Montana (MT), and Maryland (MD). The U.S. average completion rate is 14%, with states like California (CA) and New York (NY) also having relatively high rates. States with the lowest completion rates include South Dakota (SD), West Virginia (WV), and Maine (ME).
Community College Cohort Bachelor's Completion Rates by State

Lower income students

Higher income students

U.S. average

States with lower completion rates:
- WY
- MT
- MD
- IL
- OK
- NJ
- FL
- KS
- IA
- TN
- TX
- MS
- VA
- NY
- CA
- PA
- AL
- WA
- MI
- NE
- ND
- MO
- MN
- OR
- NH
- MA
- ID
- AZ
- CT
- CO
- NV
- SC
- HI
- NC
- LA
- OH
- GA
- KY
- WI
- AR
- NM
- ME
- WV
- SD

States with higher completion rates:
- CA
- NY
- VA
- MS
- TX
- TN
- IA
- KS
- FL
- NJ
- OK
- WI
- KY
- GA
- OH
- WV
- SD

Lower income students:
- SD
- WV
- CA
- NY
- VA
- MS
- TX
- TN
- IA
- KS
- FL
- NJ
- OK
- WI
- KY
- GA
- OH
- WV
- SD

Higher income students:
- SD
- WV
- CA
- NY
- VA
- MS
- TX
- TN
- IA
- KS
- FL
- NJ
- OK
- WI
- KY
- GA
- OH
- WV
- SD

U.S. average:
- SD
- WV
- CA
- NY
- VA
- MS
- TX
- TN
- IA
- KS
- FL
- NJ
- OK
- WI
- KY
- GA
- OH
- WV
- SD

Lower income students: 9%

Higher income students: 14%

Lower income students: 11%

Higher income students: 16%
Understudied Barrier: Lack of Early Momentum

VA Fall 2004 Matched 2- and 4-Year Entrants, Average Credit Load by Term

Source: Xu, Jaggars, & Fletcher, 2016.
Understudied Barrier: Lack of Early Momentum

VA Fall 2004 Matched 2- and 4-Year Entrants, Cumulative Credits Earned by Term

Source: Xu, Jaggars, & Fletcher, 2016.
Understudied Barrier: Students make progress, don’t transfer

Bachelor’s Degree-Seeking 2-year Entrants in VA, Rate of Transfer to Four-year Colleges

- All two-year entrants: 77\% stay, 23\% transfer
- Associate earners: 68\% stay, 32\% transfer
- College-level credits earned from CCs:
  - < 20: 5\%
  - 20-39: 18\%
  - 40-59: 36\%
  - ≥ 60: 57\%

Rate of Transfer to Four-year Colleges:
- Bachelor’s Degree-Seeking 2-year Entrants in VA:
  - 95\% stay, 5\% transfer
  - 82\% stay, 18\% transfer
  - 64\% stay, 36\% transfer
  - 43\% stay, 57\% transfer

Source: Xu, Jaggars, & Fletcher, 2016, Table 9.
Understudied Barrier: Transfer Credit Loss

Just 58% of students successfully transferred 90% of their credits.

And 15% can’t transfer any credits at all.

Students who can transfer 90% of their credits were 2.5x more likely to get their bachelor's degree, compared to those who transfer half or less.

**Understudied Barrier: Transfer Credit Loss**

VA Fall 2004 Matched 2- and 4-Year Entrants, Total Credits Earned at Graduation

<table>
<thead>
<tr>
<th></th>
<th>4-Year Entrants</th>
<th>2-Year Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of college-level credits</td>
<td>125</td>
<td>133</td>
</tr>
<tr>
<td>Average number of credits (any type)</td>
<td>126</td>
<td>136</td>
</tr>
</tbody>
</table>

Source: Xu, Jaggars, & Fletcher, 2016, Table 10.
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 • 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 • Western Washington U</td>
</tr>
</tbody>
</table>
The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges

✓ STRATEGY 1: Prioritize Transfer

✓ STRATEGY 2: Create Clear Programmatic Pathways with Aligned High-Quality Instruction

✓ STRATEGY 3: Provide Tailored Transfer Student Advising
STRATEGY 1: Prioritize Transfer

✓ Communicate transfer as a key component of the institution’s mission

✓ Share data to increase understanding of the need to improve transfer student outcomes – and the benefits of doing so

✓ Dedicate significant resources to support transfer students

“EVERYONE ASKS, ‘WHERE ARE YOU GOING NEXT?’”

— STUDENT AT HOLYOKE COMMUNITY COLLEGE
STRATEGY 2: Create Clear Programmatic Pathways with Aligned High-Quality Instruction

- Work collaboratively with colleagues from partner institutions to create major-specific program maps
- Provide rigorous instruction and other high-quality academic experiences to prepare students for four-year programs
- Establish regular, reliable processes for updating and improving program maps
- Design unconventional pathways, as necessary
STRATEGY 2: Create Clear Programmatic Pathways with Aligned High-Quality Instruction

For this program of study...

• What learning outcomes are essential in the first two years so the student can transfer to a four-year college with junior standing?

• What essential elements of the “native” freshman and sophomore learning experience may be hard to replicate for community college transfer students?

• What alternatives to these hard-to-replicate learning experiences can be provided so that the students’ junior-year standing is not compromised?
STRATEGY 2: Create Clear Programmatic Pathways with Aligned High-Quality Instruction

THREE IMPORTANT TOPICS FOR CONTINUOUS IMPROVEMENT CONVERSATIONS AMONG TRANSFER PARTNERS:

1. CURRICULAR CHANGES: Community colleges and four-year colleges should review any current or anticipated changes in program design and requirements since the prior meeting.

2. ACCESS ISSUES FOR TRANSFER STUDENTS: Four-year colleges should identify any degree programs where transfer students may face significant barriers to entry as a result of limited slots, high demand, resource constraints, or changed admission standards.

3. STUDENT SUCCESS DATA: Four-year colleges should present data on the following transfer student outcomes for each of their main community college “sending” partners:
   - Percentage of transfer credits accepted overall
   - Percentage of transfer credits that are accepted toward particular majors
   - Student grades in upper-level courses
   - Number of years it takes transfer students to graduate

Where possible, transfer student outcomes should be broken out by major or field and compared to those of native students.
Overview of program

Business Transfer DTA

Information on common transfer destinations

Program-specific “degree-sheets”

Notes:
- To earn a certificate or degree, the courses must be completed with a cumulative GPA of 2.0 (C) or better.
- Gonzaga requires a course equivalent to its BMIS 235, Management Information Systems.
- PLU requires a course equivalent to its Computer Applications CSCE 120 or MOS certification; CL 101 may suffice to fulfill this requirement.
- SPU requires a course equivalent to its BUS 1700 or MOS certification (MOS 77-420); BT 242 may suffice to fulfill this requirement.
- WWU requires a course equivalent to its MIS 220 Introduction to Computer Systems; CL 101 may suffice to fulfill this requirement. The WWU Manufacturing and Supply Chain Management program requires additional coursework, some of which may also be taken as elective credit at EvCC. Management program web site is www.wwu.edu/node/731/.

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Program advisor information
Select an area of interest

Select a major map for course sequence and prerequisites to finish in two years

Program description

**COMPUTER SCIENCE, BACHELOR OF SCIENCE**

*Engineering and Computing*  
*Campus: Modesto Maladique Campus*

**Program Description**

The BSCS degree presents a course of study that

**Admission Requirements**

**Career Opportunities**

- Related Occupations: Computer Scientist; Control System Computer Scientist; Scientific Programmer Analyst.
- Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).
- Wages & Employment Trends for:
  - Florida Median Income: $90,910
  - Florida rate of growth: +5%
  - National Median Wages: $109,360
  - National Projected growth: +15 to 21%

Source and more information: [http://www.onelone.org/rkt/summary/15-1011.00](http://www.onelone.org/rkt/summary/15-1011.00)

https://mymajor.fiu.edu/
STRATEGY 3: Provide Tailored Transfer Student Advising

- Clearly articulate students’ transfer options and help them determine, as early as possible, their field of interest, major, and preferred transfer destination

- Continuously monitor student progress, provide frequent feedback and intervene quickly when students are off-track

- Help students access the financial resources necessary to achieve their goals
STRATEGY 3: Provide Tailored Transfer Student Advising

✓ Commit dedicated personnel, structures, and resources for transfer students
✓ Assign advisors and clearly communicate essential information to prospective transfer students
✓ Strongly encourage transfer students to choose a major prior to transfer
✓ Replicate elements of the first-year experience for transfer students
✓ Exercise fairness in financial aid allocation
For more information

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http://ccrc.tc.columbia.edu

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