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

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Ohio Faculty Clusters
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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

- U.S. average: 14%
- SD: 9%
- WA, WY: 10%
- CA, NY, VA, MS, TX, TN: 14%
- IA, KS, FL, NJ, OK, WI, KY, GA, OH, LA, NC, HI, SC, NV, CO, CT, AZ, ID, MA, NH, OR, MN, MO, ND, NE, MI, WA, AL, PA: 9%

Note: SD (South Dakota) and WA (Washington) have similar completion rates, as do CA (California), NY (New York), VA (Virginia), MS (Mississippi), TX (Texas), TN (Tennessee), IA (Iowa), KS (Kansas), FL (Florida), NJ (New Jersey), OK (Oklahoma), WI (Wisconsin), KY (Kentucky), GA (Georgia), OH (Ohio), LA (Louisiana), NC (North Carolina), HI (Hawaii), SC (South Carolina), NV (Nevada), CO (Colorado), CT (Connecticut), AZ (Arizona), ID (Idaho), MA (Massachusetts), NH (New Hampshire), OR (Oregon), MN (Minnesota), MO (Missouri), ND (North Dakota), NE (Nebraska), MI (Michigan), WA (Washington), AL (Alabama), PA (Pennsylvania).
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: 23%
- Associate earners: 68%
- College-level credits earned from CCs:
  - < 20: 5%
  - 20-39: 18%
  - 40-59: 36%
  - ≥ 60: 57%

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

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</td>
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<td></td>
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<td>Florida Atlantic U</td>
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<tr>
<td>Louisiana</td>
<td>LSU-Eunice</td>
<td>U of Louisiana - Lafayette</td>
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<tr>
<td>Mass.</td>
<td>Holyoke CC</td>
<td>U Mass Amherst</td>
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<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.
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
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

Information on common transfer destinations

Program-specific “degree-sheets”

**BUSINESS TRANSFER—DTA/MRP DEGREE REQUIREMENTS**

Must earn a C grade (2.0) or better in all required courses. Courses may be subject to prerequisites.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
<th>Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 or 101D</td>
<td>English Composition I</td>
<td>5</td>
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<tr>
<td>ENGL 102, ENGL 102D or CMST &amp; 220</td>
<td>Composition II or Public Speaking (CMST &amp; 220 required at EWU)</td>
<td>5</td>
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<tr>
<td>MATH 138 or 141 or 144 or 148 or 151 (or higher)</td>
<td>Mathematics I or II</td>
<td>5</td>
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<tr>
<td>HUMANITIES (15 credits with no more than 10 credits from any one discipline on the AAS DTA Humanities distribution list. More than 15 credits of foreign language and performance arts credits can be listed. Two quarters at EvCC or two years in high school of the same world language is required for admission to all UW campuses. Students in the business major should consult with the specific transfer institution regarding foreign language requirements.)</td>
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<tr>
<td>SOCIAL SCIENCE (15 credits; 10 credits in economics; 5 credits other than economics from the AAS DTA Natural Science distribution list. BUS 810 recommended as a social science distribution course.)</td>
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<tr>
<td>ECON 201</td>
<td>Micro Economics</td>
<td>5</td>
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<tr>
<td>ECON 202</td>
<td>Macro Economics</td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td>BUSL 101 (recommended)</td>
<td>Introduction to Business</td>
<td>5</td>
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<tr>
<td>NATURAL SCIENCE (15 credits: 5 credits in statistics; 5 credits each from the AAS DTA Natural Science distribution lists Part A)</td>
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</tbody>
</table>

**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/.

Program advisor information

Lynn Muñoz, Olympus 216
425.388.9175; lmunoz@everettcc.edu
If there is no answer, please call the Division Office at 425.388.9250.
Select an area of interest

Program description

Computer Science, Bachelor of Science
Engineering and Computing
Campus: Modesto Maldique 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 $108,360
National Projected growth +15 to 21%

Source and more information:
http://www.onetonline.org/link/summary/15-1011.00

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

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We’re also on Facebook and Twitter.

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