Increasing the Return of the Transfer Path to a Baccalaureate

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CCRC / CAPSEE
Collaboratively Clearing the Path to a Baccalaureate Degree:
Identifying Effective 2- to 4-year College Transfer Partnerships

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THE TRANSFER PLAYBOOK:
ESSENTIAL PRACTICES FOR TWO- AND FOUR-YEAR COLLEGES
# The Transfer Playbook:
Essential Practices for Two- and Four-Year Colleges

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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
4. Build strong transfer partnerships

* Wyner, Deane, Jenkins & Fink, May 2016.
Essential Practice 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
Case Study: Share Data on Outcomes and Consequences

- Many EvCC faculty and staff assumed high rates of transfer student success
- Leadership shared that only ~400 of an estimated 4,000 students planning to transfer did so successfully
- Data sharing helped launch a collaborative reform effort

EvCC Transfer Campaign Leads to Impressive Success Gains

47% Increase in transfer out rate, 2007-2012
57% Increase in bachelor’s degree attainment, 2007-2010
Case Study: Communicating Importance of Transfer to Mission

President Messner Recognizes HCC Honors Coordinator for Transfer Success

Transfer-Focused Faculty Prioritized in Hiring

“Where are you going next?”
Essential Practice 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
Overview of program

Relevant career information

Requirements and information for common transfer destinations

Recommended course sequence

Program advisor information

Program-specific "degree-sheets"
STRATEGY 2: Create Major Specific Program Maps

Exemplar Maps:
- EvCC
- Broward College
Essential Practice 3: Provide Tailored Transfer Student Advising

For a complete list of questions, see page 34 of The Transfer Playbook.
Essential Practice 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.
Essential Practice 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

— CURRENT COMMUNITY COLLEGE TRANSFER STUDENT
Essential Practice 4: Build Strong Transfer Partnerships

- Build trusting relationships with partners and communicate frequently at all levels.
- Share data on transfer student experiences and outcomes.
- Jointly invest in shared support services and strategic initiatives to benefit transfer students.
- Collaborate on improving instruction and support services for transfer students.
- Designate “transfer champions” as liaisons to transfer partners.
Transfer Networks are complex
...and looking at success by partner
Visit our website at capseecenter.org

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GENERAL EDUCATION REQUIREMENTS
(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

**English Communication:** 6 credits; 3 credits must be in a writing course
- **Writing** (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.
- **General** (EC): COM 100(D), 110(D); LIB 120; PHL 101.

**Fine Arts and Literature (A):** 6 credits; 3 credits in Fine Arts and 3 credits in Literature
- **Fine Arts:** ARH 120(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.
- **Literature:** AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

**Language/Culture (FC):** 6 credits
- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language at the appropriate level (all D): ARB 101, 102; CHN 101, 102; FRN 101, 102; GEK 101, 102; HIL 101, 102; HIL 106, 107; POR 101, 102; POR 103, 104; PORT 101, 102.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GRK 101, 102; HIL 101, 102; HIL 106, 107; POR 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean’s discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); CRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201(T), 202F; LET 151(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

**Letters(L):** 6 credits
- AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 334(D), 341(D), 346(D), 351(D), 355(D), 356(D), 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAW 202(D); LET 151L(D), 151Q(D), 151R; MIR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

**Mathematics(MQ):** 3 credits satisfied by MTH 141

**Natural Sciences(N):** 6 credits; satisfied by PHY
- APS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NPS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 273, 274, 275; PL 150, 190, 193

**Social Sciences(S):** 6 credits
- APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D); 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)
Credit Transfer Efficiency

• Important to understand: both a barrier to completion and source of extra cost

• Measures of credit transfer efficiency:
  – **Transferability**: Credits are accepted at receiving institution
  – **Applicability**: Credits are counted toward major/degree at receiving institution
  – **Excess Credit**: Students attempted/earned more credits than the total required for their degree

• APPAM 2016: Exploratory study of excess credits among BA completers who started a two- and four-year institutions in two states:
  – Created a rich set of variables to capture the curricular pathways students take in pursuing a bachelor’s degree
  – Used data mining techniques to identify variables associated with efficient or inefficient bachelor’s degree pathways
  – Dependent Variable: Excess Credits among BA completers
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, $M = 49.4$, $SD = 24.5$