



THE ASPEN INSTITUTE

COLLEGE EXCELLENCE PROGRAM

Transfer Outcomes: University Engagement Strategies

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The Aspen Institute, College Excellence Program

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THE STUDENT EXPERIENCE



The vast majority of students who enroll in a community college plan to one day earn a bachelor's degree.

Most never make it.

1.7 Million

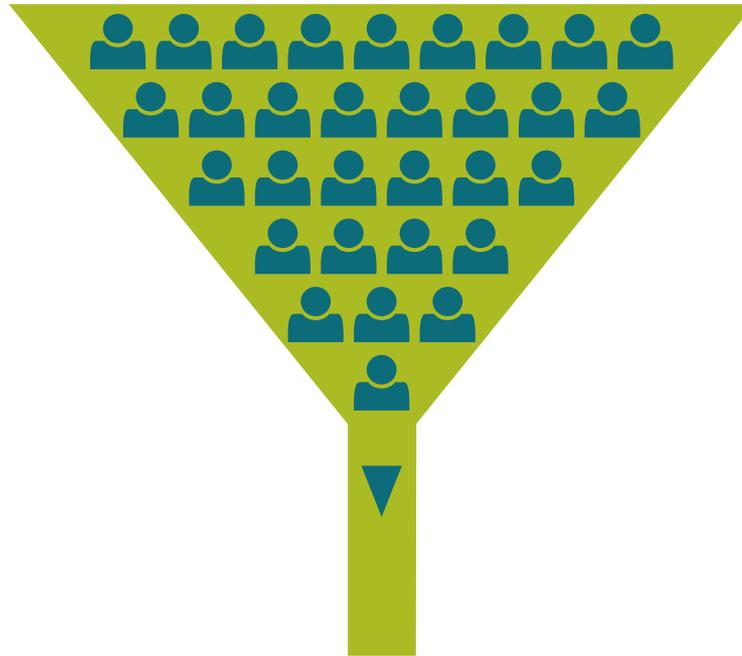
new students enroll in a
community college each year



80%

plan to get a
bachelor's degree
or higher

We tracked **720,000** community college students who started in the fall of 2007 in pursuit of a college credential



Only 100,000 earned a bachelor's after 6 years

Too few students manage to make the leap



Just **33%** of students who started community college in fall of 2007 transferred to a four-year school

Even when they transfer, they do not succeed

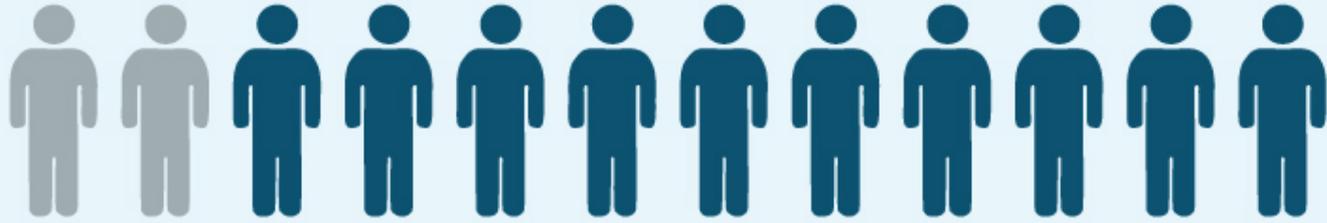


Of the students who started community college in fall 2007, **only 14%** went on to get a bachelor's within 6 years

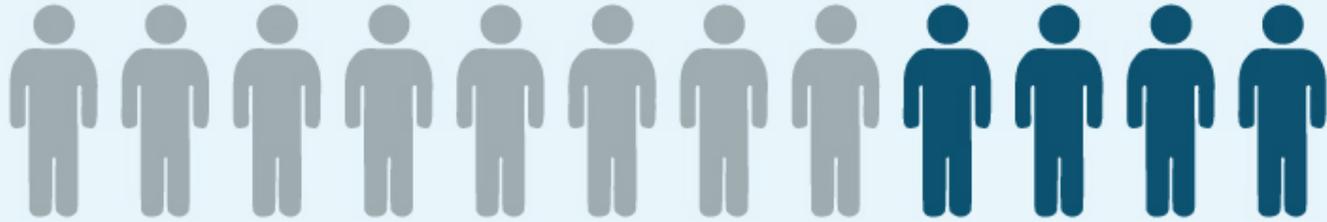


Broken transfer processes harm the students who can least afford it.

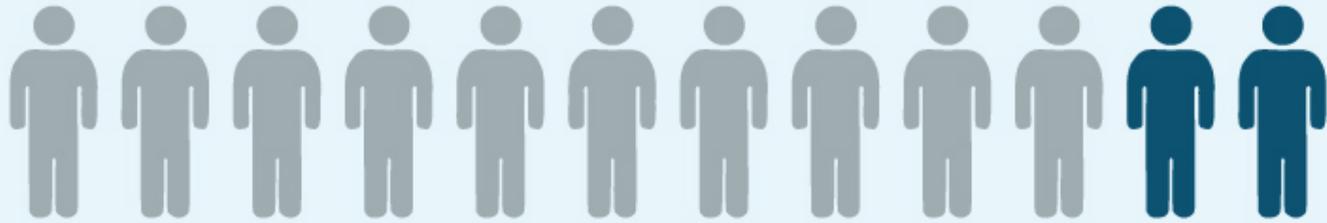
Transfer Students Struggle to Earn a Bachelor's Degree



80% of new community college students aim to earn a bachelor's.



33% of these students transfer to a 4-year college within 6 years.



14% earn a bachelor's within 6 years of starting college.

For more information, see *Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees* (New York, NY: Community College Research Center).

Students lose
lots of credits in the

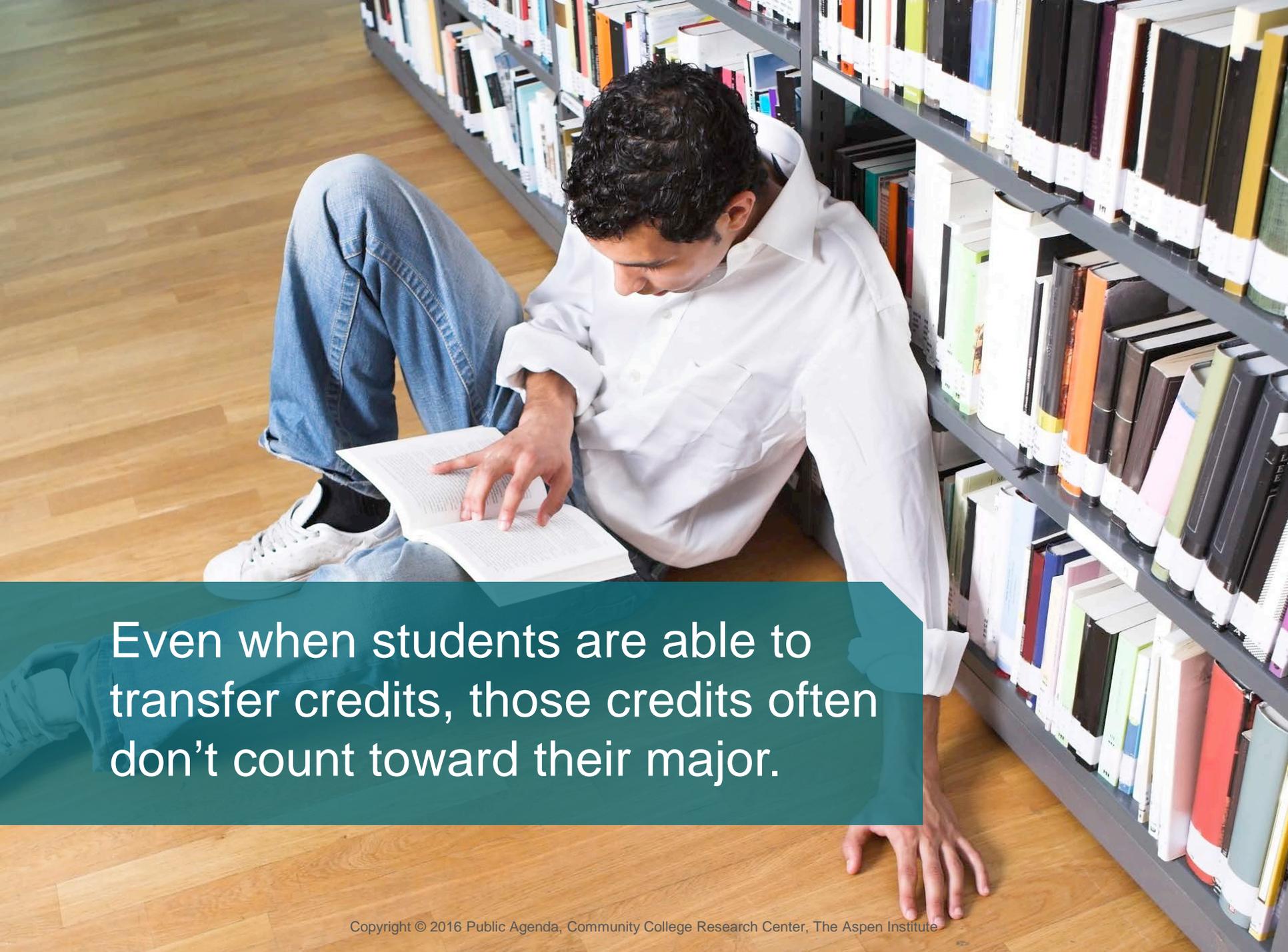
TRANSFER PROCESS.



Just **58%** of students
can successfully transfer
90% of their credits.



And **15%** can't transfer
any credits at all.



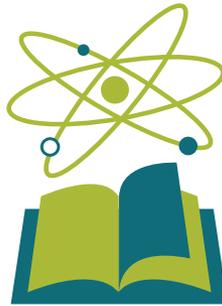
Even when students are able to transfer credits, those credits often don't count toward their major.



2

Years of
General Education

+



2

Years of
Major Courses

≠



4

Years to a
Bachelor's Degree

Transfer is a
SHARED PROBLEM
and a

SHARED OPPORTUNITY.

A photograph showing four individuals—three women and one man—gathered around a white table in what appears to be a library or study hall. They are all looking down at documents or books on the table, engaged in a collaborative activity. The woman on the far left has blonde hair and is wearing a light blue top. The woman next to her has dark hair and is wearing a green top. The man in the center has short brown hair, wears glasses, and a dark jacket. The man on the far right has dark hair and is wearing a blue and white striped shirt. The background shows wooden shelves filled with books.

2-year and 4-year colleges need to co-own getting students to the finish line.

4-year colleges need to pay much more attention to transfer students.

Transfer students are already a large and growing part of their student body. Universities need to help transfer students succeed instead of focusing primarily on first-year students.

A blurred classroom setting with rows of desks and chairs. In the foreground, a teal text box is overlaid on the image. On the desk in front of the text box, there is a yellow pencil and a notebook. The background shows several windows with greenery outside.

For many universities, improving transfer is a way to boost declining enrollment – and completion.

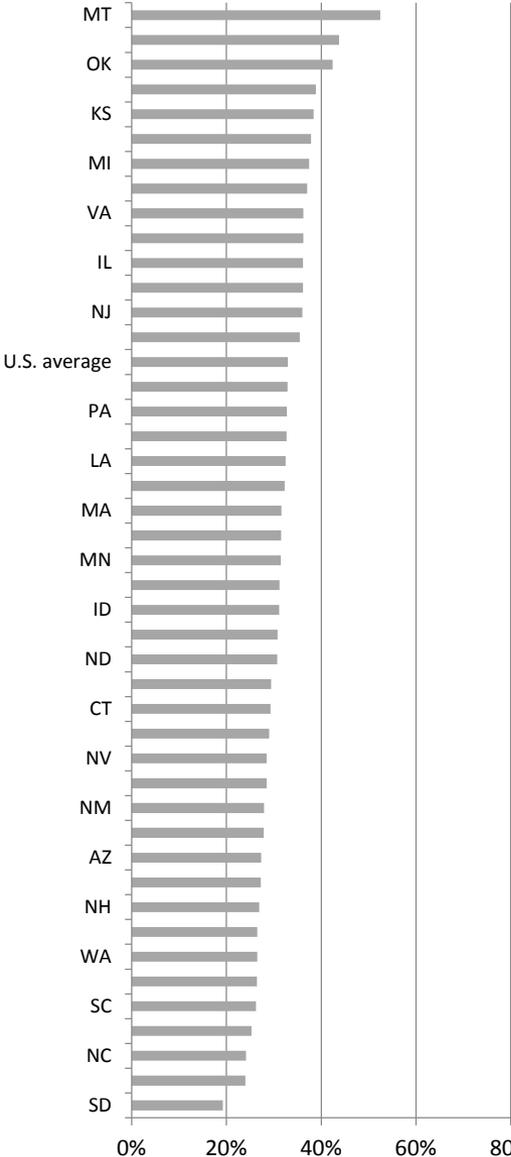


Community colleges must own
what happens to their students
after they leave.

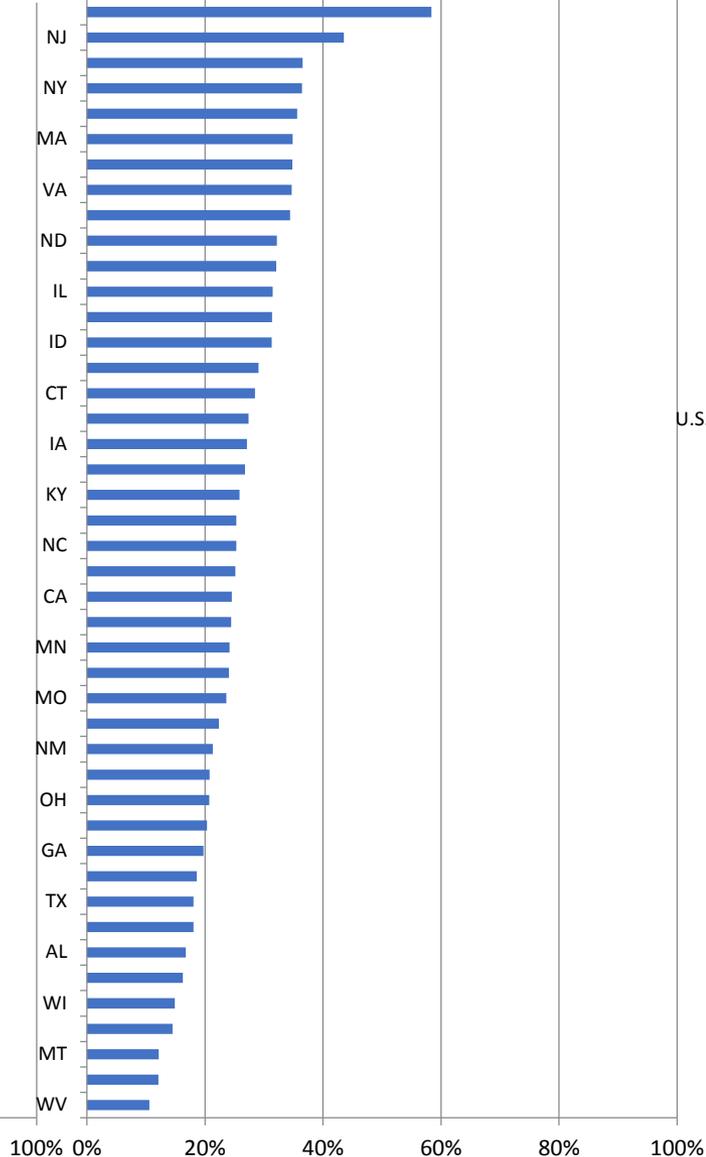
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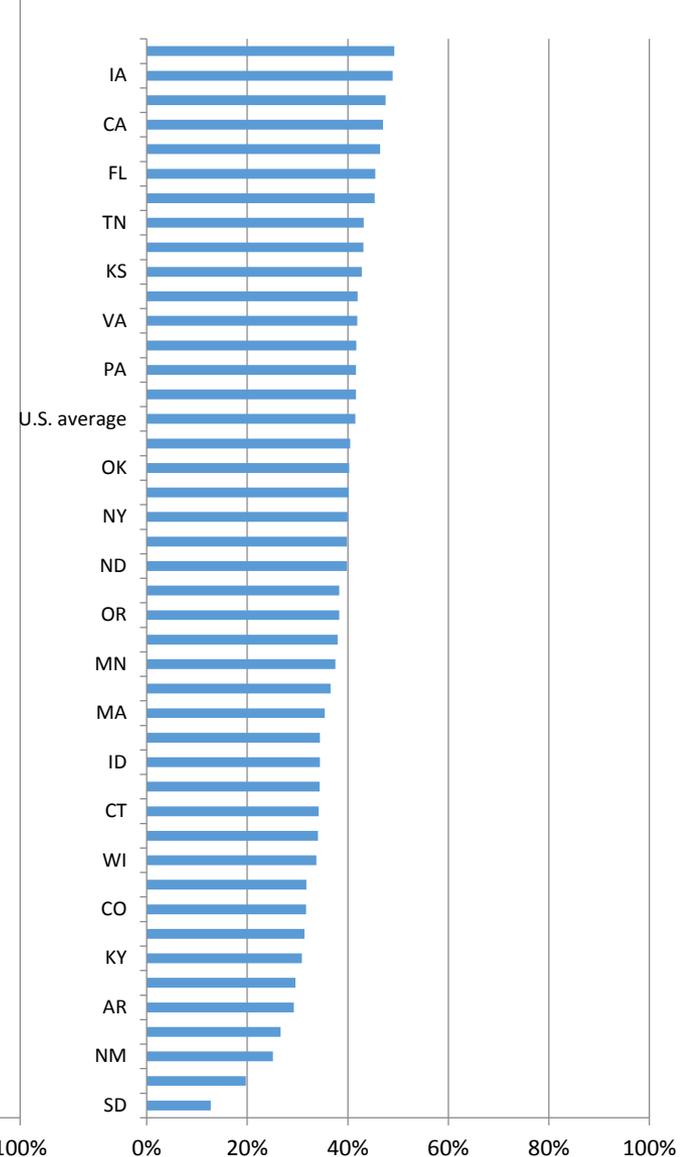
Transfer-Out Rates



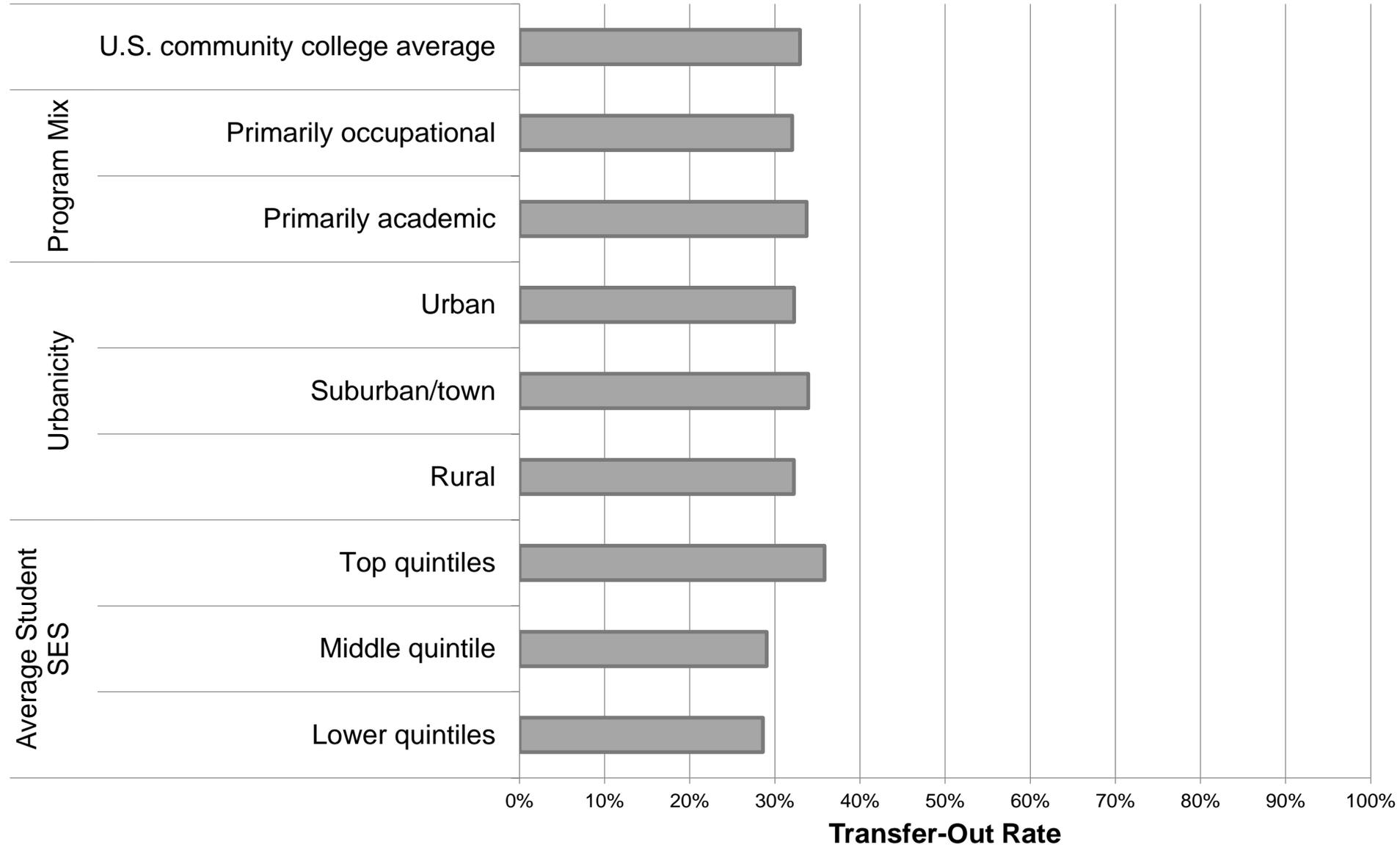
Transfer-With-Award Rates



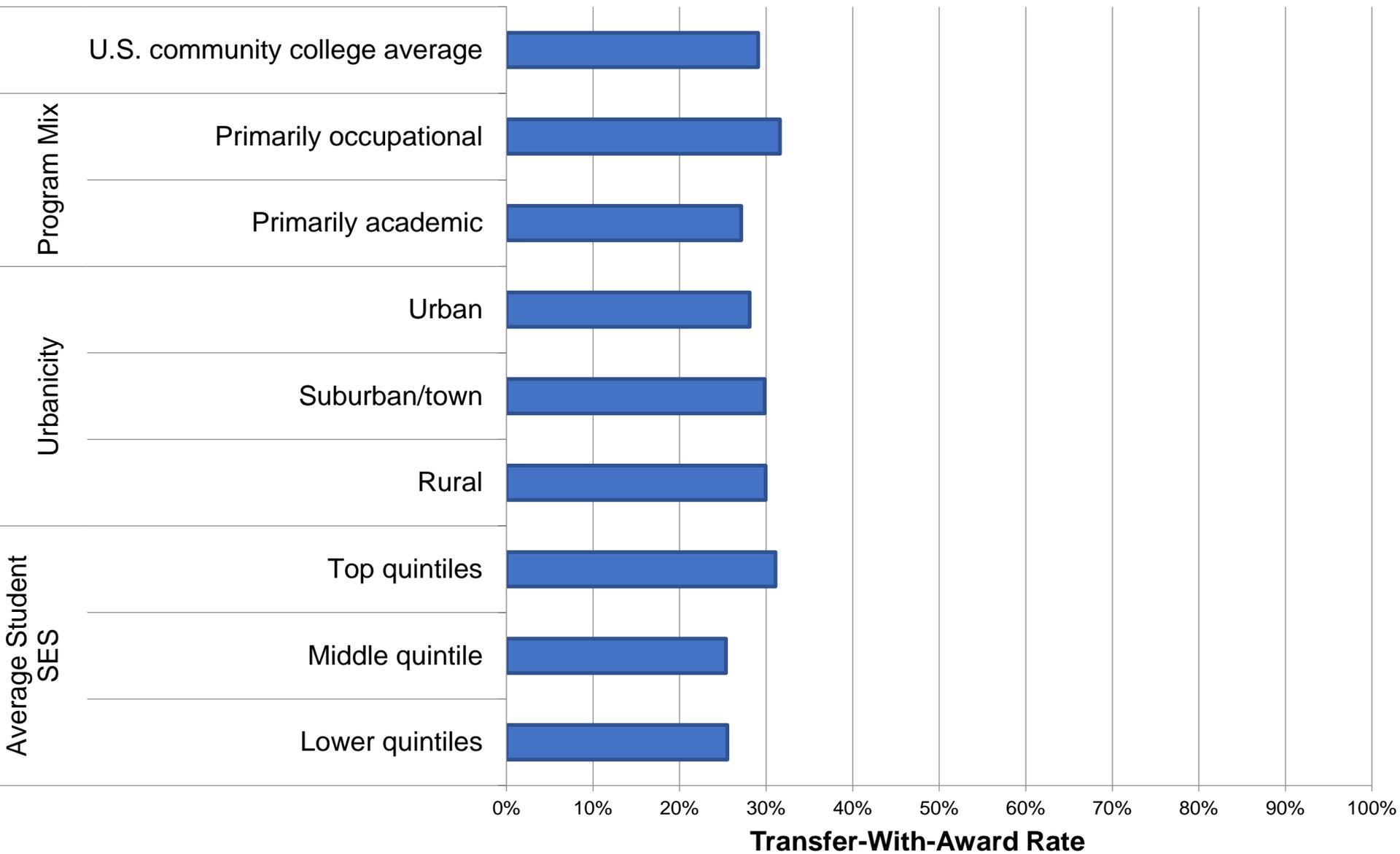
Transfer-Out Bachelor's Completion Rates



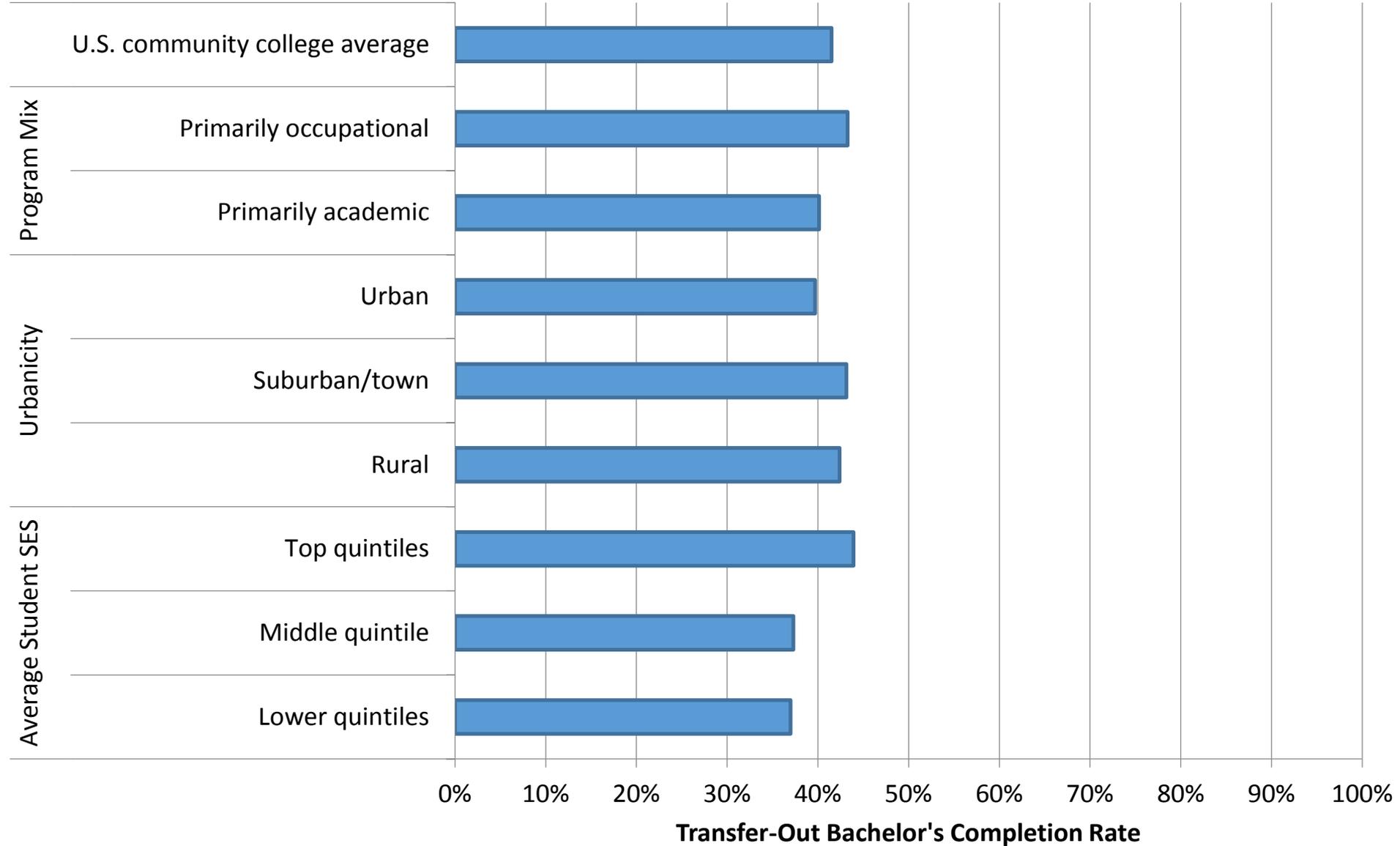
Average Transfer-Out Rates by Institutional Characteristics



Average Transfer-With-Award Rates by Institutional Characteristics



Average Transfer-Out Bachelor's Completion Rates by Institutional Characteristics



Transfer is a
SHARED PROBLEM
and a

SHARED OPPORTUNITY.

Essential strategies and practices to improve transfer outcomes

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY



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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 I: Prioritize Transfer



Communicate importance of transfer to mission



Share data on outcomes and consequences



Dedicate significant resources to transfer

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



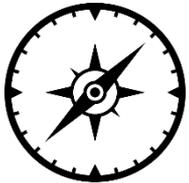
Create major-specific program maps.



Provide rigorous instruction and extra-curriculars.



Establish a reliable process to update and improve maps.



Design unconventional pathways.

STRATEGY 2

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

Career Pathways showing potential majors and median earnings



STRATEGY 2

Specific pathway information on program options and career outlook

Business

What's your passion? Are you a strategic thinker, do you have a knack for selling or are you more analytical and structured? If this sounds like you, you need to explore the options Broward College has for you in the business field. In today's fast-paced environment a degree or a certificate from Broward College is what could set you apart from the rest of the crowd.

BACHELOR'S DEGREES

- » Supervision & Management
- » Supply Chain Management
- » Technology Management

ASSOCIATE IN ARTS TRANSFER OPTIONS:

- » Business Administration
- » Accounting
- » Marketing

ASSOCIATE IN SCIENCE DEGREES:

- » Accounting Technology
- » Business Administration
- » Business Analytics- **NEW**
- » Culinary Arts Management
- » Hospitality & Tourism Management
- » Marketing Management
- » Medical Office Specialization
- » Office Management Specialization
- » Paralegal Studies
- » Supply Chain Management Operations

CERTIFICATE PROGRAMS:

- » Accounting Technology Management
- » Accounting Technology Operations
- » Accounting Technology Specialist
- » Business Management
- » Business Operations
- » Business Specialist
- » Entrepreneurship
- » Event Management
- » Food & Beverage Management
- » Guest Services Specialist
- » Marketing Operations
- » Medical Office Management
- » Office Specialist
- » Office Support
- » Rooms Division Management

INDUSTRY CERTIFICATIONS:

- » Certified Paralegal/Certified Legal Assistant (CP/CLA)
- » QuickBooks
- » NALA Certification (Legal Assisting)
- » Real Estate Sales Associate



CONTINUING EDUCATION

Don't know if a degree is for you or want to upgrade the skills you already have? Find out about our continuing education courses by visiting: www.broward.edu/ce



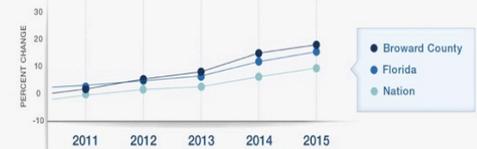
ACCELERATED OPTIONS: YOU LEARNED IT NOW EARN CREDITS FOR IT.

- » Credit-by-Exam
- » Dual Enrollment
- » Articulated Credits from High School or Technical College
- » Earned Industry Credentials
- » Prior Learning Assessment
- » Armed Forces Education Experience

www.broward.edu/accelerated

Economic Modeling, Inc. Analyst sourced the employment information, 2015

JOB GROWTH OUTLOOK



MEDIAN BROWARD COUNTY WAGE



STRATEGY 2



Associate of Science in Accounting Technology - 2100

Career Pathway: [Business](#)

Location(s): [Courses for this program are offered at all BC locations.](#)

Program Entrance Requirements: HS Diploma or GED

Program Description: The Associate of Science degree in Accounting Technology is designed for students who intend to seek employment in the accounting field and for those who are presently employed in accounting and desire advancement. Visit the program's [website](#) for more information.

Build Your Education



Earn 3 Technical Certificates as part of your Associate of Science, and continue your education at Broward College to get one of our [Bachelors of Applied Science!](#)

Educational progression depending on goals

Recommended Course Sequence

Full Time	Part Time	Course ID	Description	Credits	TC
Term 1	Term 1	ACG2001	Principles of Accounting I	3	6324
Term 1	Term 1	CGS1060C	Computer and Internet Literacy	3	6324
Term 1	Term 1	GEB1011	Introduction to Business	3	62140
Term 1	Term 2	Elective*	Business Elective	3	62140
Term 1	Term 2	GE Course	General Education Mathematics	3	
Term 2	Term 2	ACG2011	Principles of Accounting II	3	6324
Term 2	Term 3	TAX2000	Income Tax I	3	62140
Term 2	Term 3	BUL2241	Business Law I	3	
Term 2	Term 4	OST2335	Communications in the Workforce	3	
Term 3	Term 4	ACG2071	Managerial Accounting	3	6323
Term 3	Term 4	Elective*	Business Elective	3	
Term 4	Term 5	ACG2100	Intermediate Accounting I	3	
Term 4	Term 5	TAX2010	Income Tax II	3	
Term 4	Term 5	ENCL101	Composition I	3	
Term 4	Term 6	ECO2013	Principles of Economics I	3	
Term 5	Term 6	ACG2110	Intermediate Accounting II	3	
Term 5	Term 7	GE Course	General Education Science	3	
Term 5	Term 7	ACG2450C	Computerized Accounting Applications	3	6323
Term 5	Term 8	GE Course	General Education Humanities	3	
Term 5	Term 8	SPC1608 OR SPC1024	Public Speaking or Intro to Speech Communications	3	6324

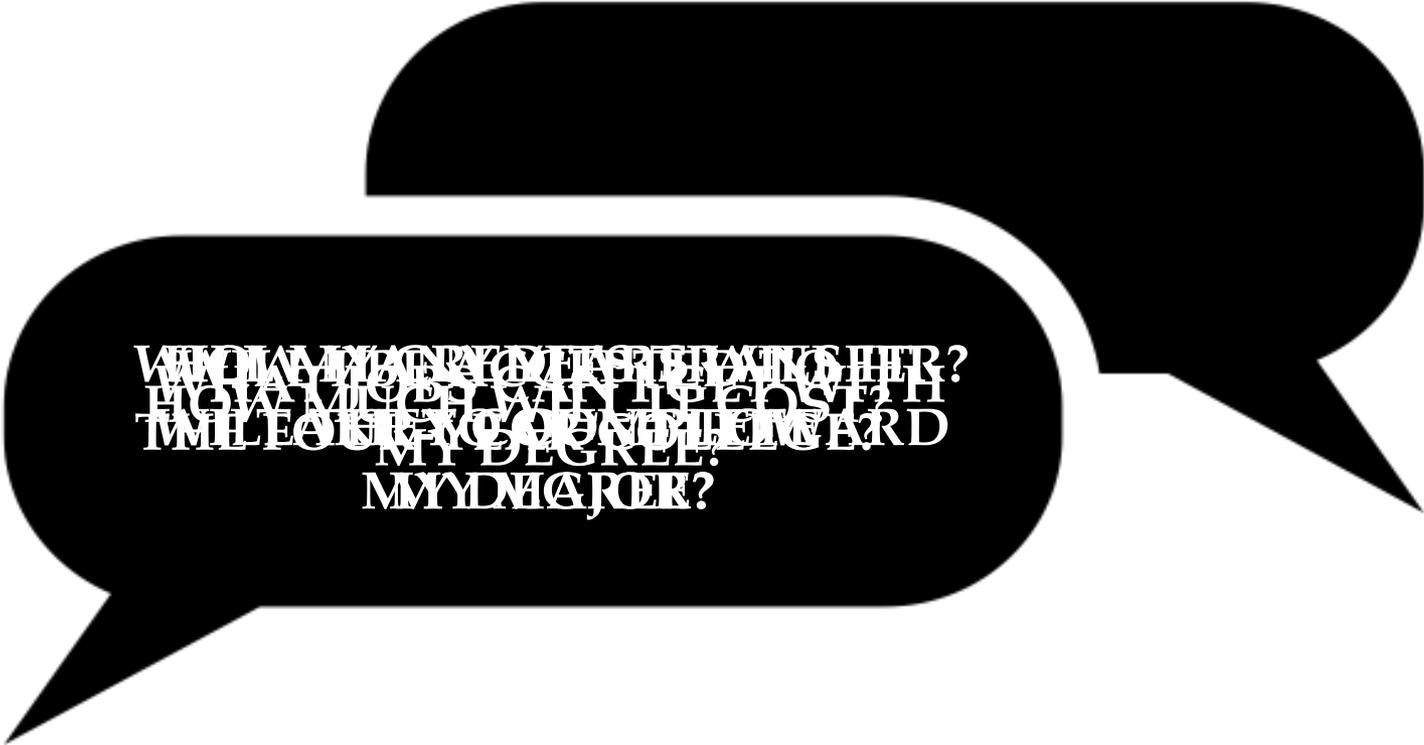
Course sequences for programs with flexibility for FT and PT attendance

Courses that lead to technical or industry certifications

*Business Electives: ECO2023, FIN1100, GEB2112, MAN2021, MAN2604, MAR1011, MNA1161, REE1040, and MAT1033/STA1001 (Based on placement)

Students are strongly encouraged to meet with an [advisor](#) to create an educational plan.

STRATEGY 3: Provide Tailored Transfer Student Advising



STRATEGY 3: Provide Tailored Transfer Student Advising



COMMUNITY COLLEGE ADVISING PRACTICES

- ✓ Help students 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



FOUR-YEAR COLLEGE ADVISING PRACTICES

- ✓ 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

NEXT FRONTIERS FOR TRANSFER

- EMERGING PRACTICE #1: Improve bachelor's degree outcomes for high school “dual enrollment “ students
- EMERGING PRACTICE #2: Define transfer requirements in terms of competencies
- EMERGING PRACTICE #3: Monitor student progress across the entire transfer pathway
- EMERGING PRACTICE #4: Connect transfer pathways to regional labor market needs



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**THE TRANSFER PLAYBOOK:
ESSENTIAL PRACTICES FOR
TWO- AND FOUR-YEAR COLLEGES**

<http://highered.aspeninstitute.org/>