

#TacklingTransfer

# Tackling TRANSFER

John Fink

Research Associate  
Community College Research Center

 PUBLIC AGENDA

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

  
THE ASPEN INSTITUTE

NATIONAL STUDENT CLEARINGHOUSE  
RESEARCH CENTER



## Tracking Transfer

**New Measures of Institutional Effectiveness in Helping Community College Students Attain Bachelor's Degrees**

January 2016



capsee

CENTER FOR  
POSTSECONDARY  
AND

**How and Why Does Two-Year College Influence Baccalaureate Aspirations and Labor Market Outcomes?**

A CAPSEE Working Paper

Di Xu  
University of California

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Community College Research Center  
Teachers College, Columbia University  
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The Ohio State University

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Community College Research Center  
Teachers College, Columbia University

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For information about authors and CAPSEE, visit [capseecenter.org](http://capseecenter.org)

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



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

**Most never make it.**

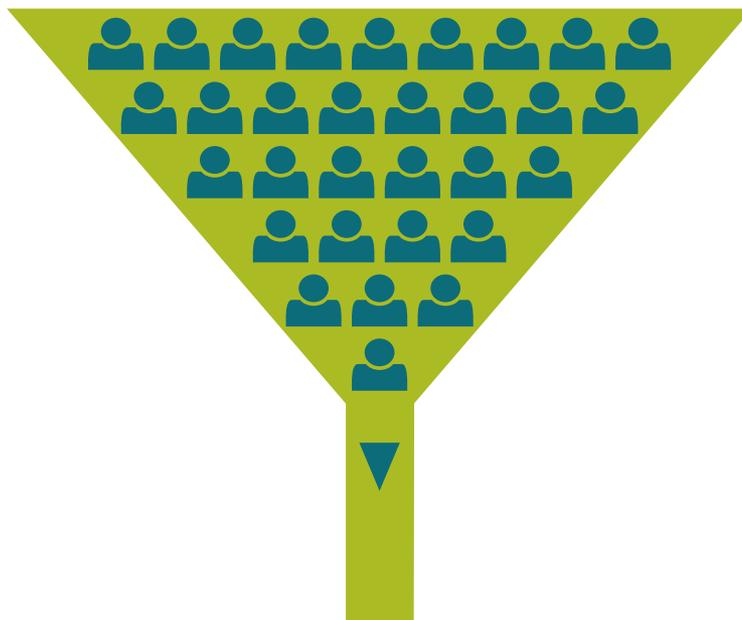
**1.7 Million**

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, we're still failing them



Of the students who successfully transferred, **only 42%** went on to get a bachelor's within 6 years of starting

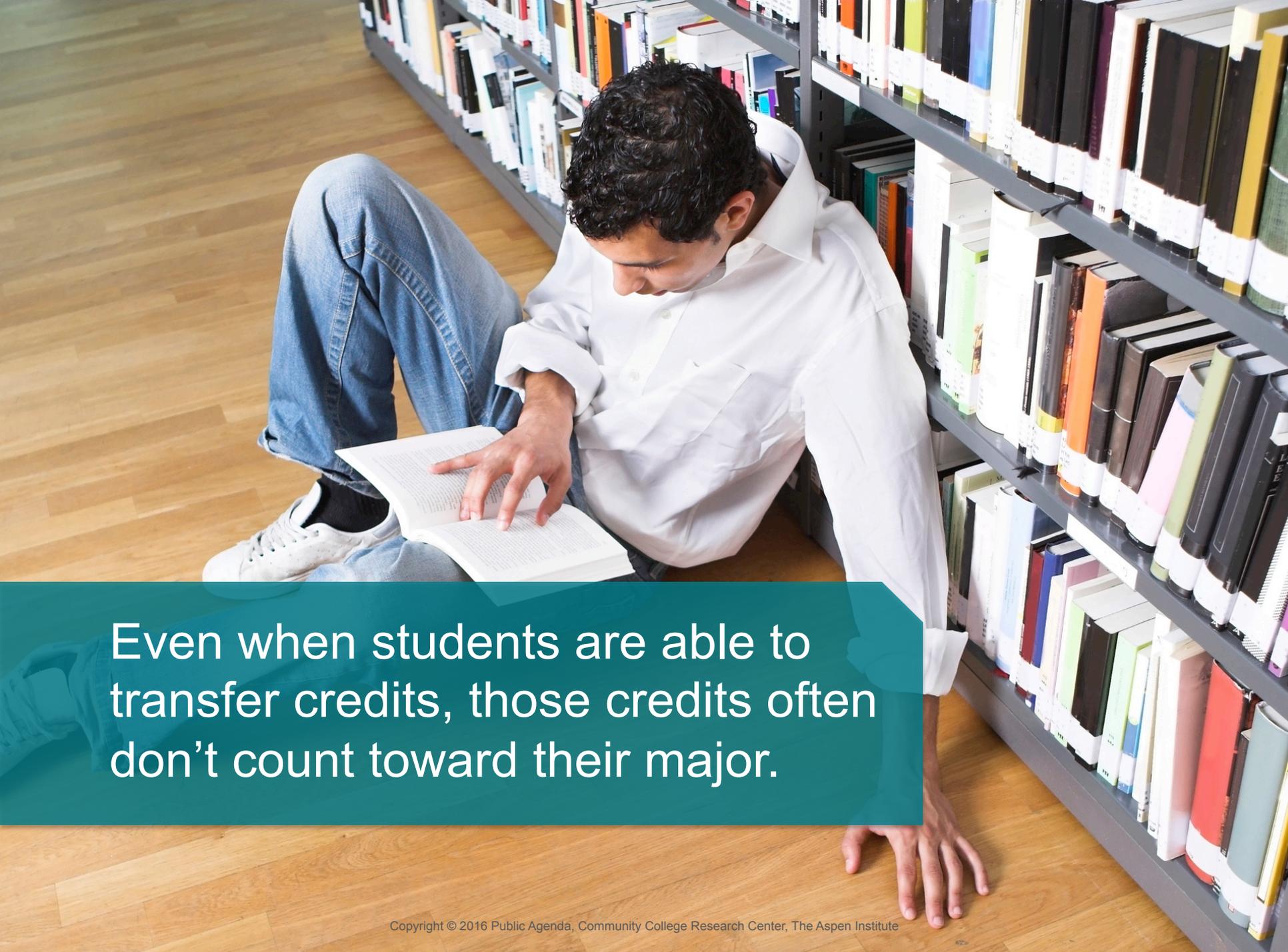
# Outcomes aren't great for anybody



**44%** of higher income students who transfer earn a bachelor's degree within 6 years.



**Just 36%** of lower income students who transfer earn a bachelor's degree within 6 years.



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



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



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



Students who can transfer 90% of their credits are **250%** more likely to get their bachelor's degree, compared to those who transfer half or less.

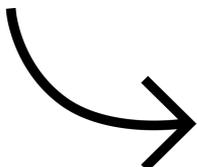
# **Inadequate data on student transfer in postsecondary education**

- Much of the research on transfer focuses on student-level experiences and less on institutional structures, policies, and partnerships which support transfer success
- Lack of widely available measures of institutional performance on transfer limits institutional ability to better serve transfers

# Tracking Transfer: Five New Measures



COMMUNITY  
COLLEGE



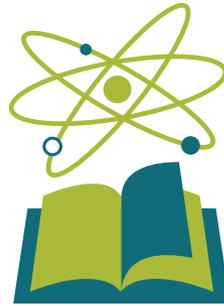
1. Transfer-Out Rate
2. Transfer-with-Award Rate
3. Transfer-Out Bachelor's Completion Rate

5. Community College Cohort  
Bachelor's Completion Rate

4. Transfer-In Bachelor's Completion Rate

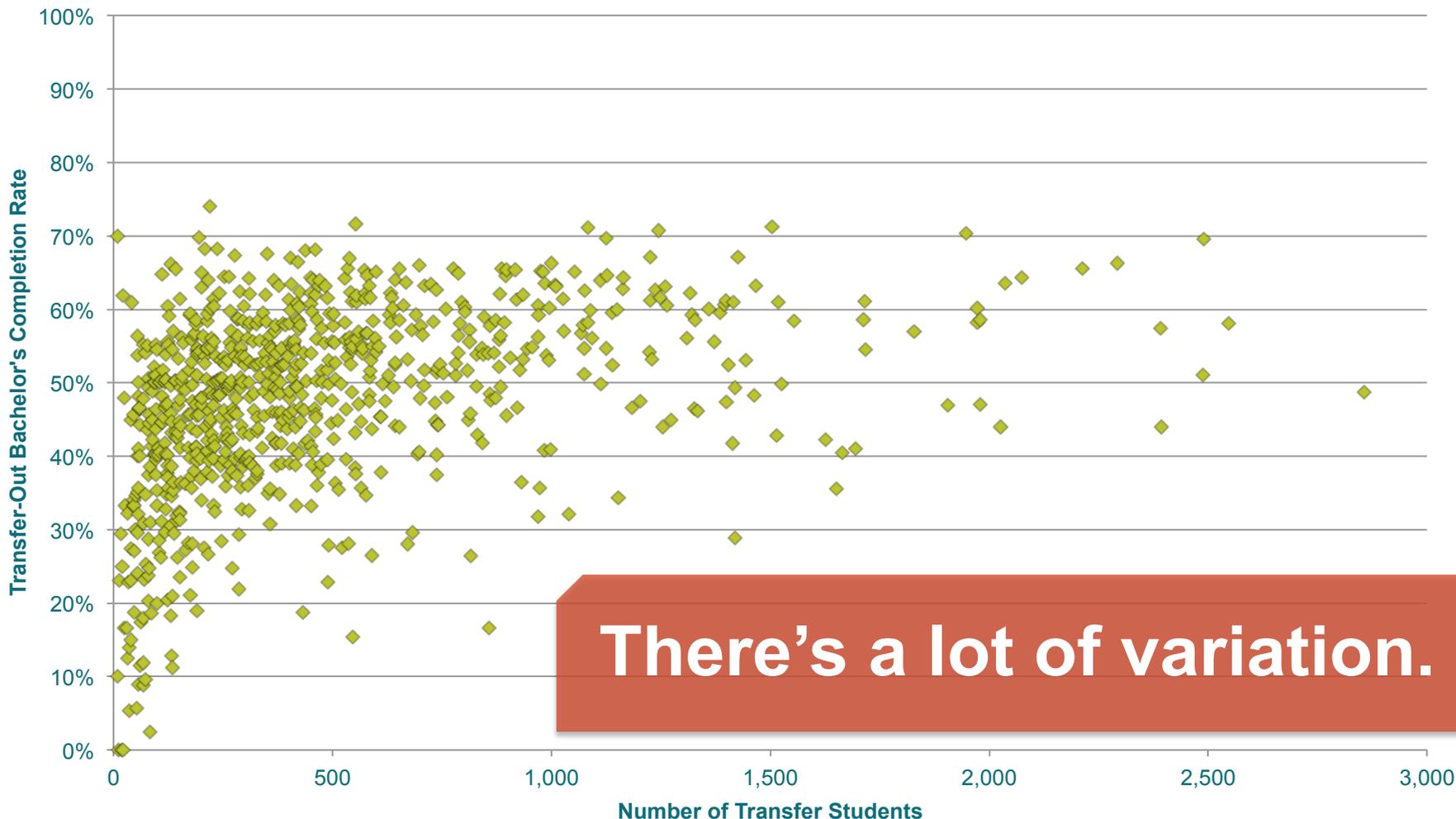


FOUR-YEAR  
COLLEGE

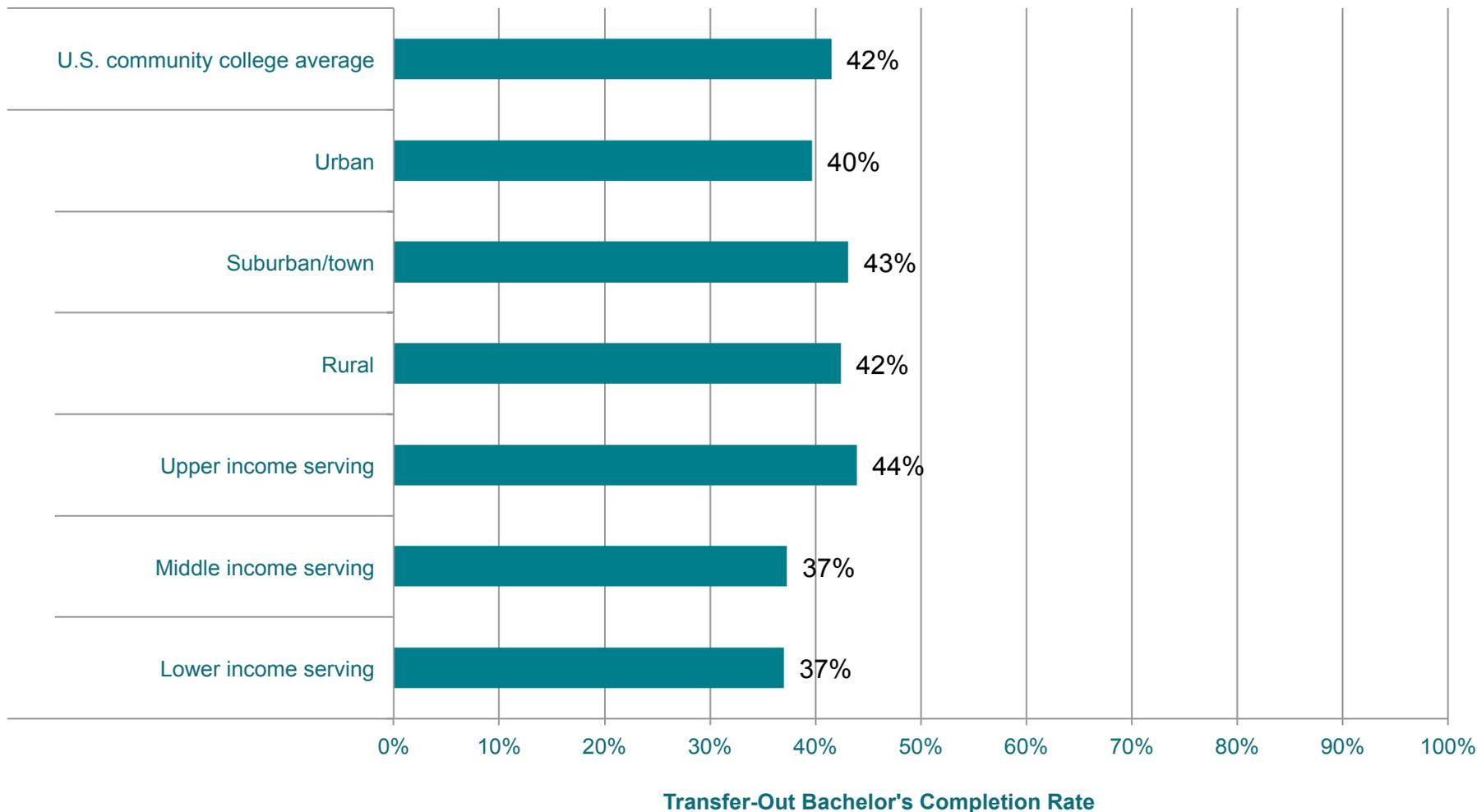


## 3 Key Research Findings

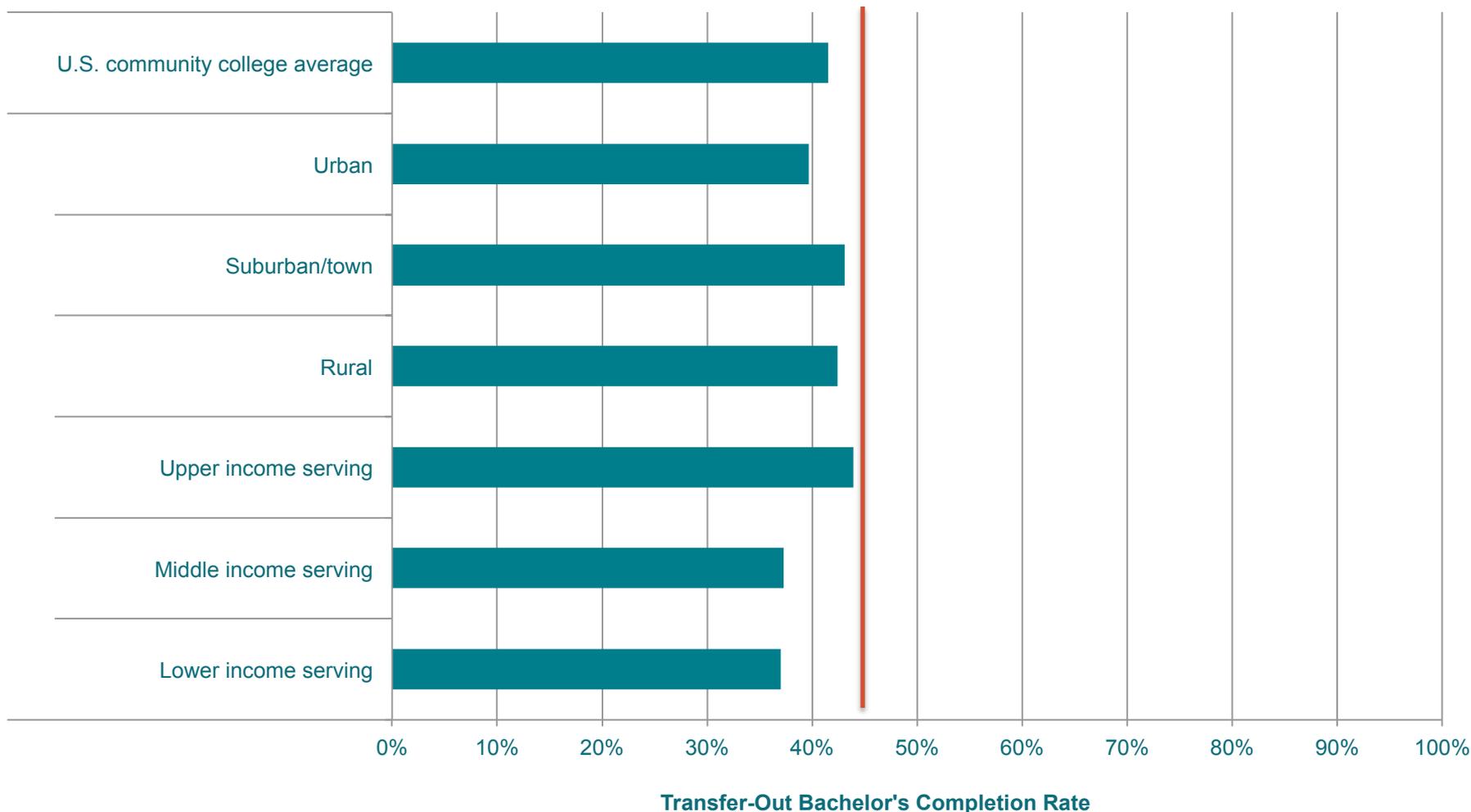
# These are the bachelor's completion rates for transfer students, by individual community college.



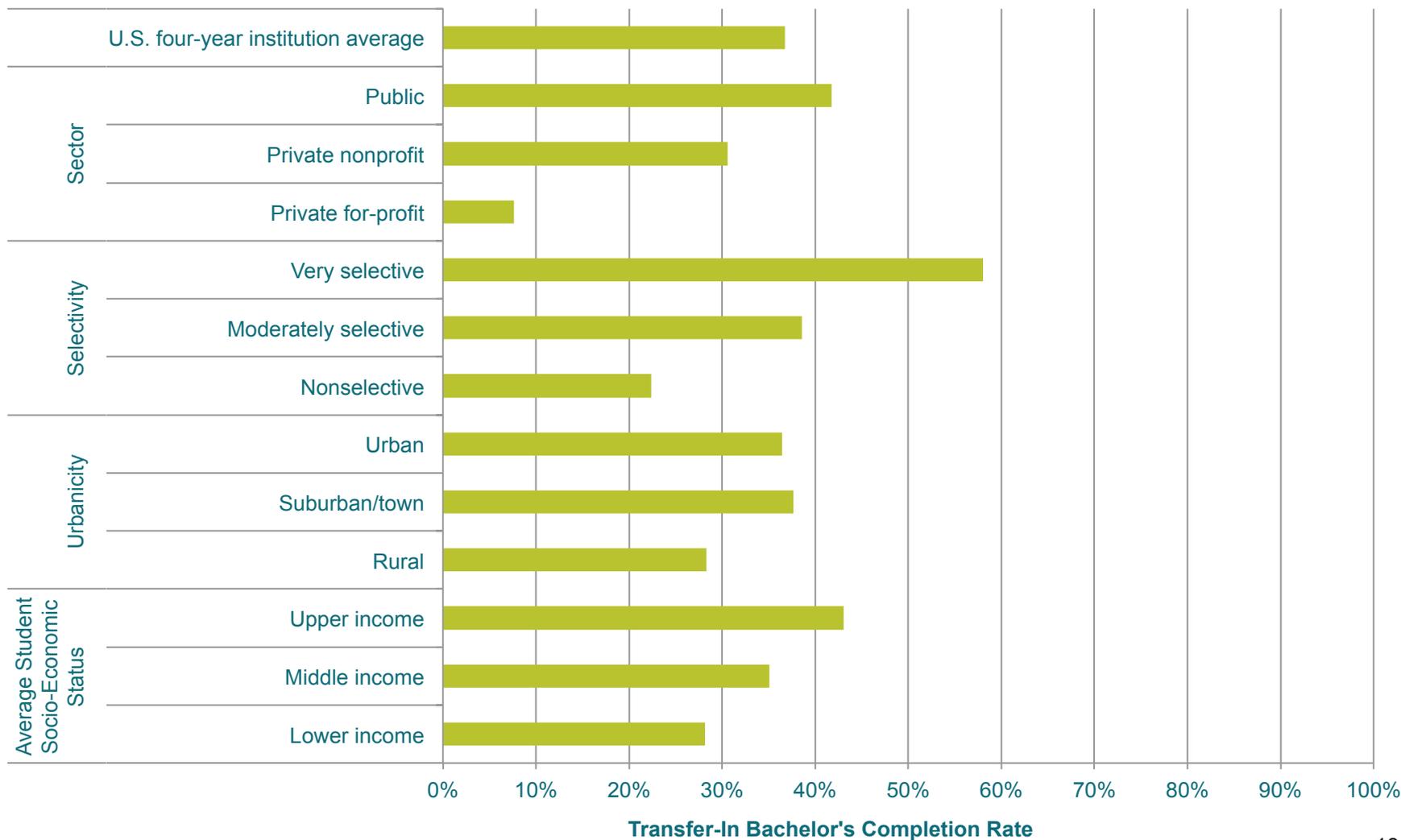
# Average Transfer-Out Bachelor's Completion Rates by Institutional Characteristics



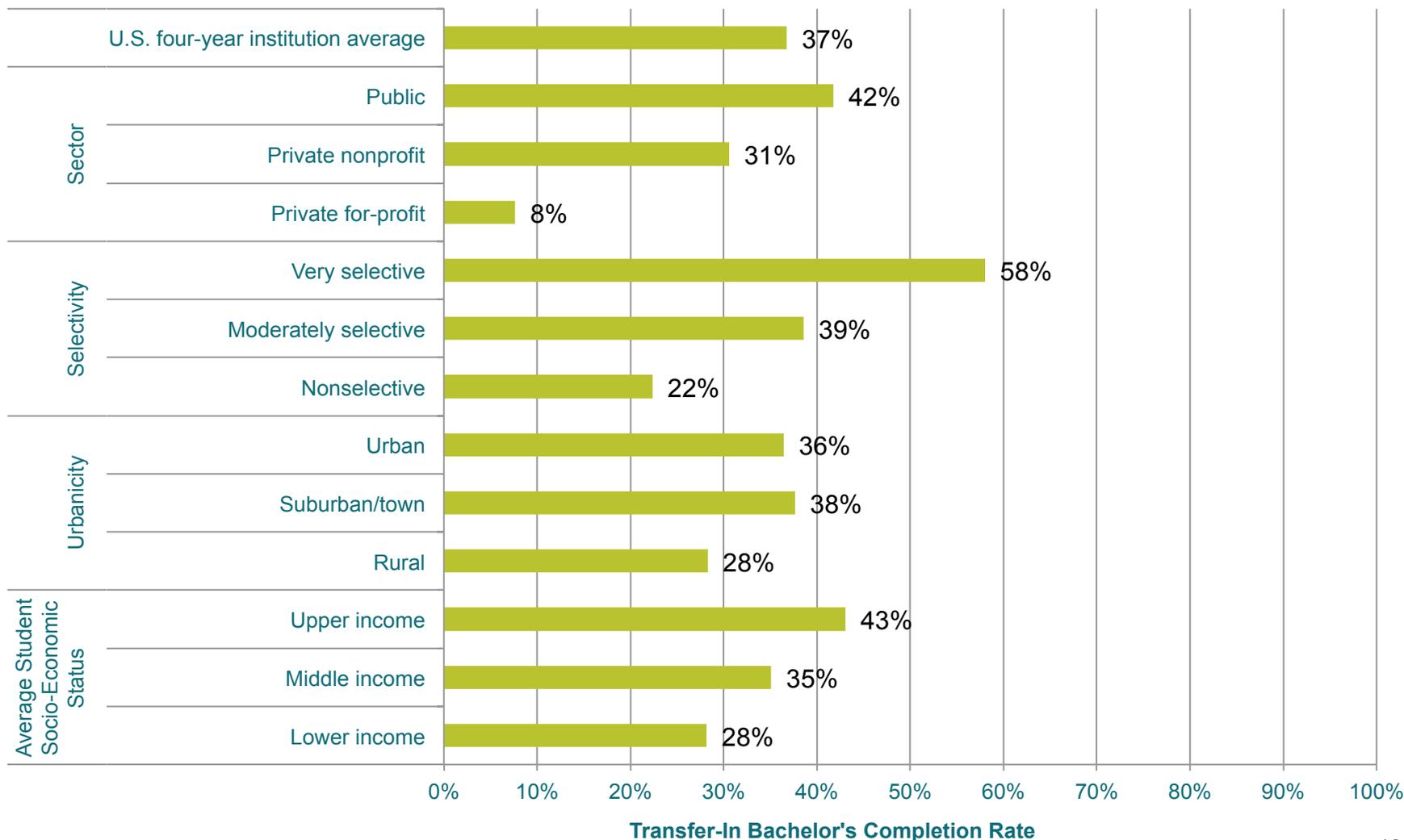
While outcomes at community colleges vary, what we might imagine would predict variation **doesn't**.



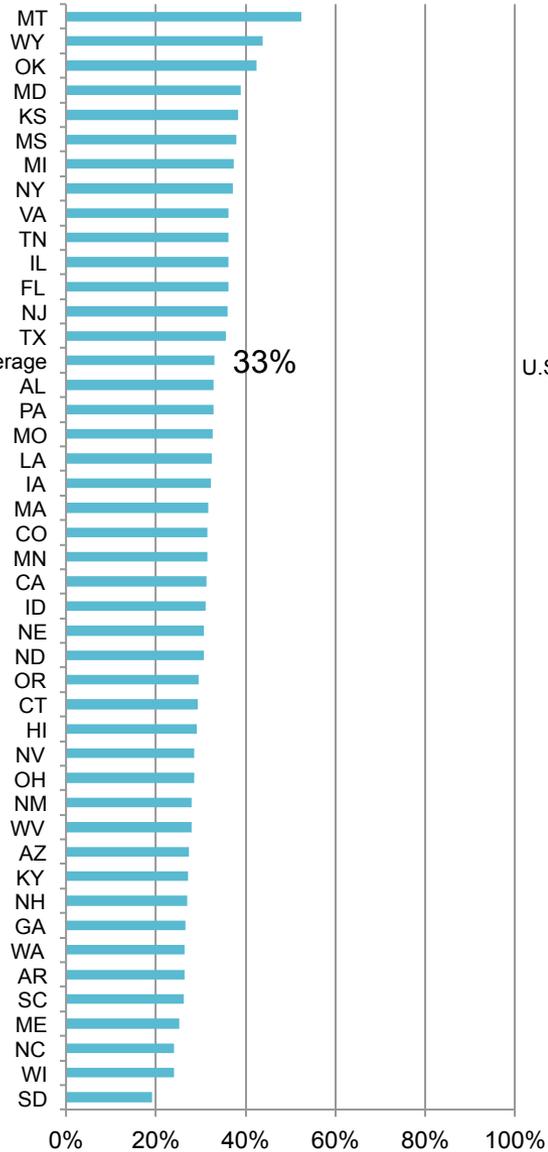
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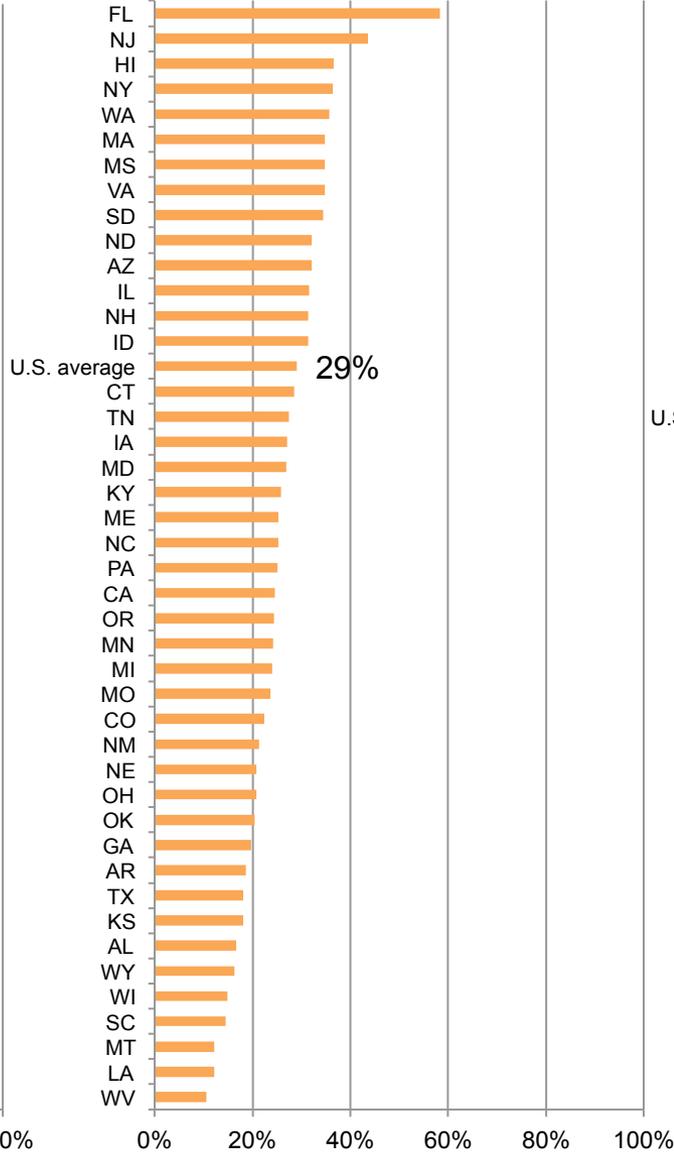
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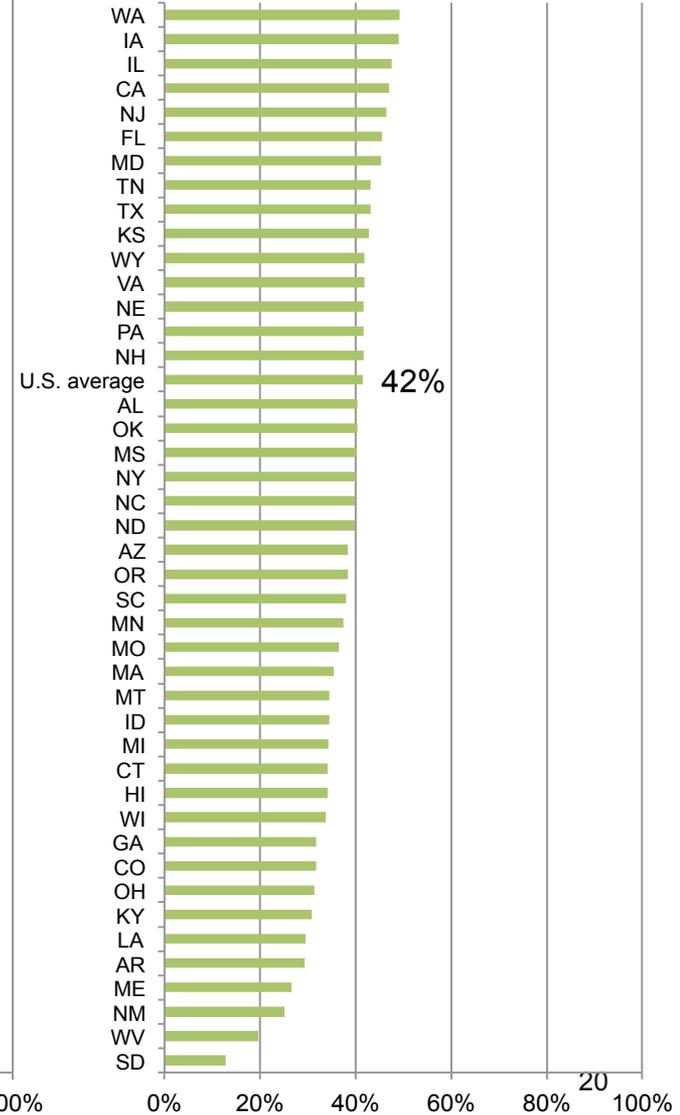
### Transfer-Out Rates



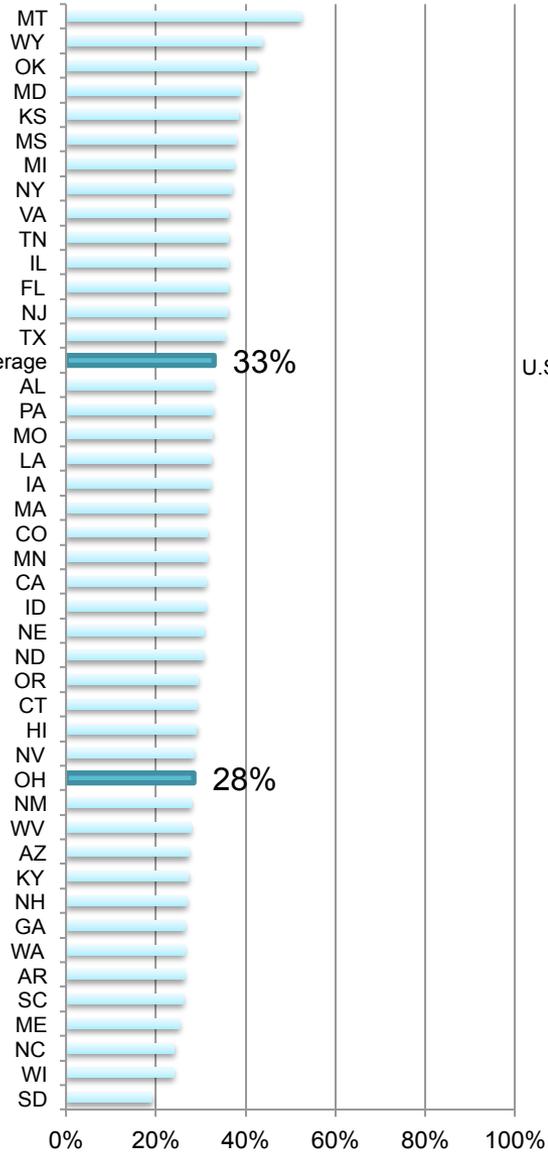
### Transfer-With-Award Rates



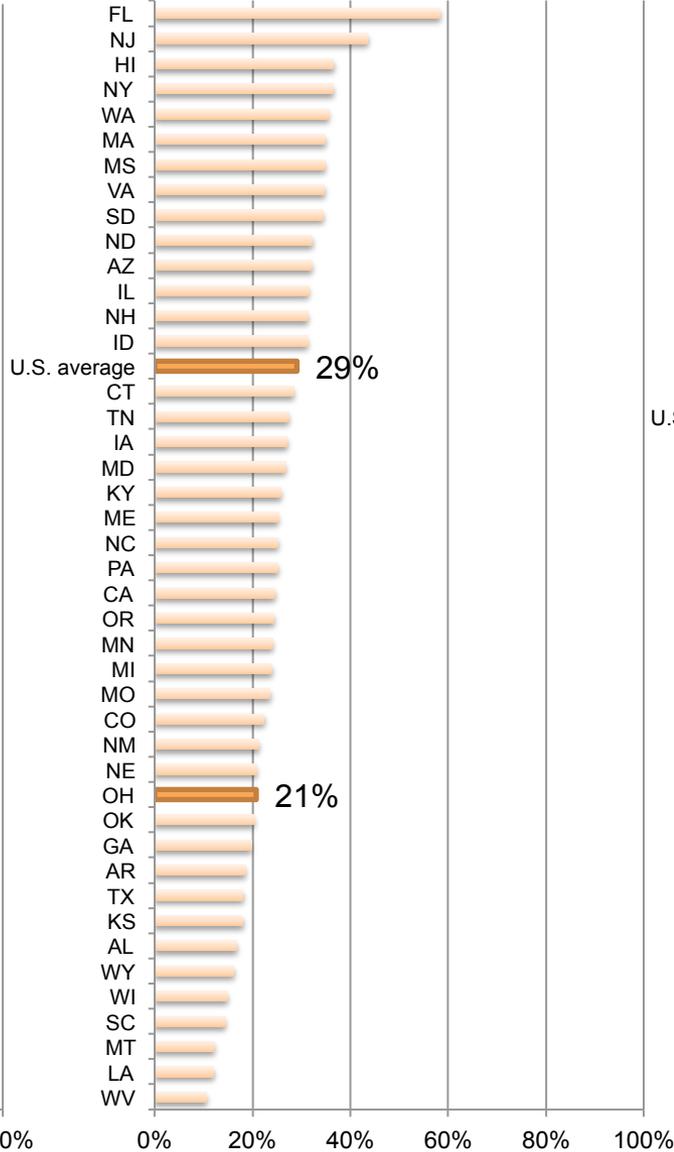
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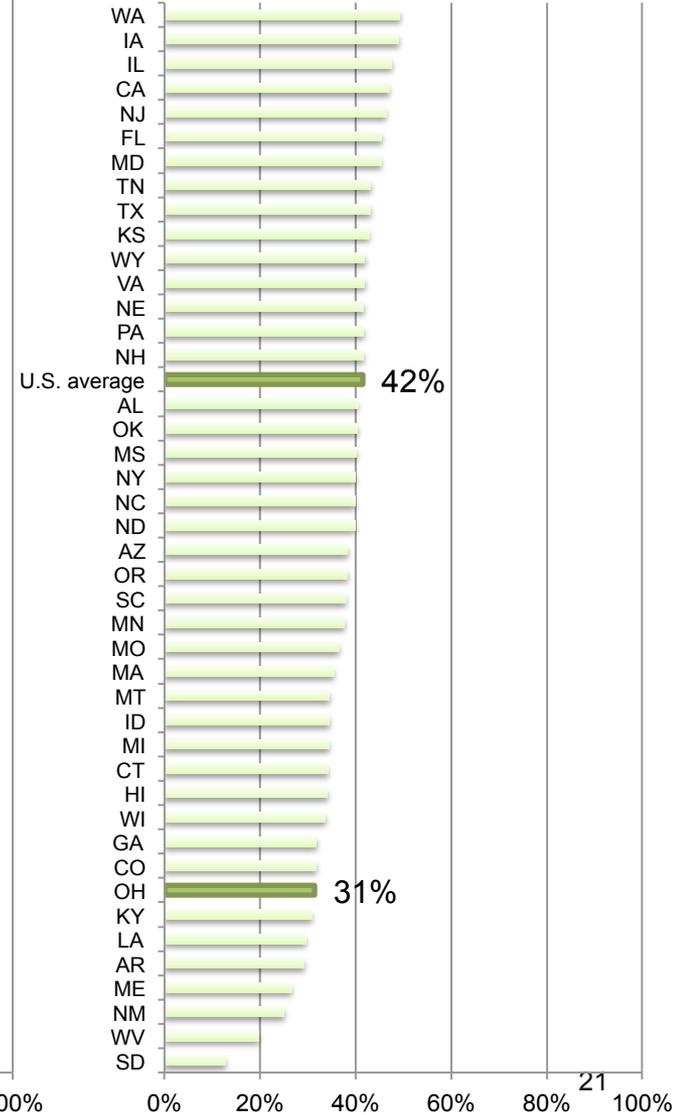
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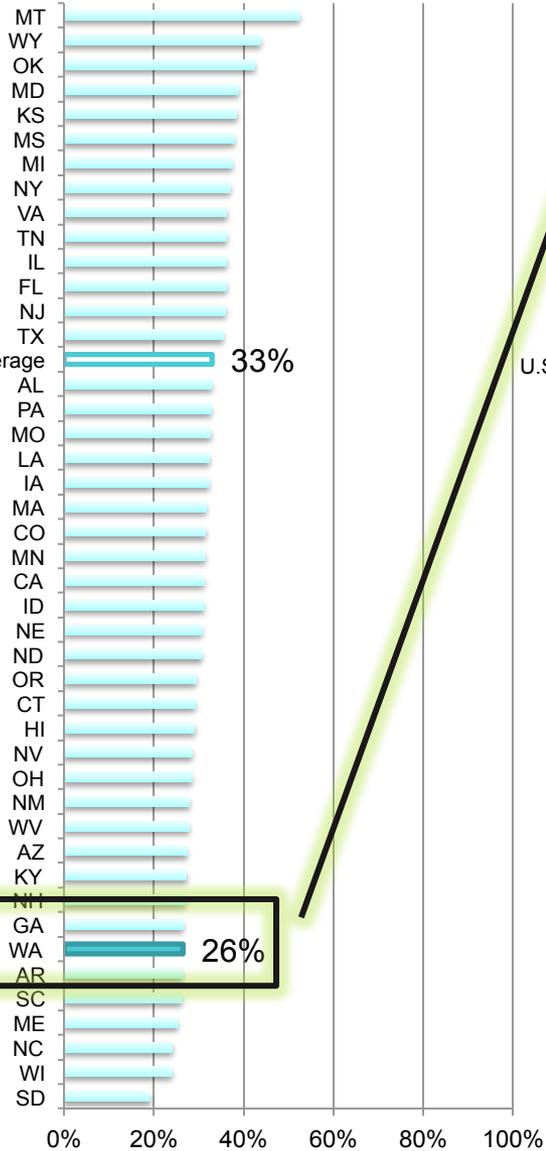
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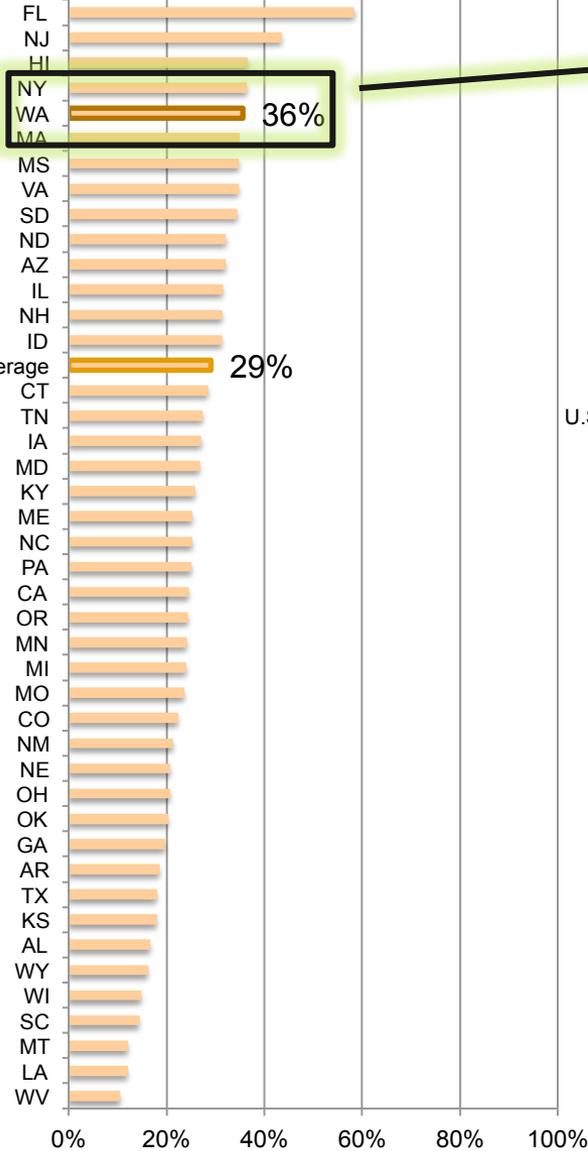
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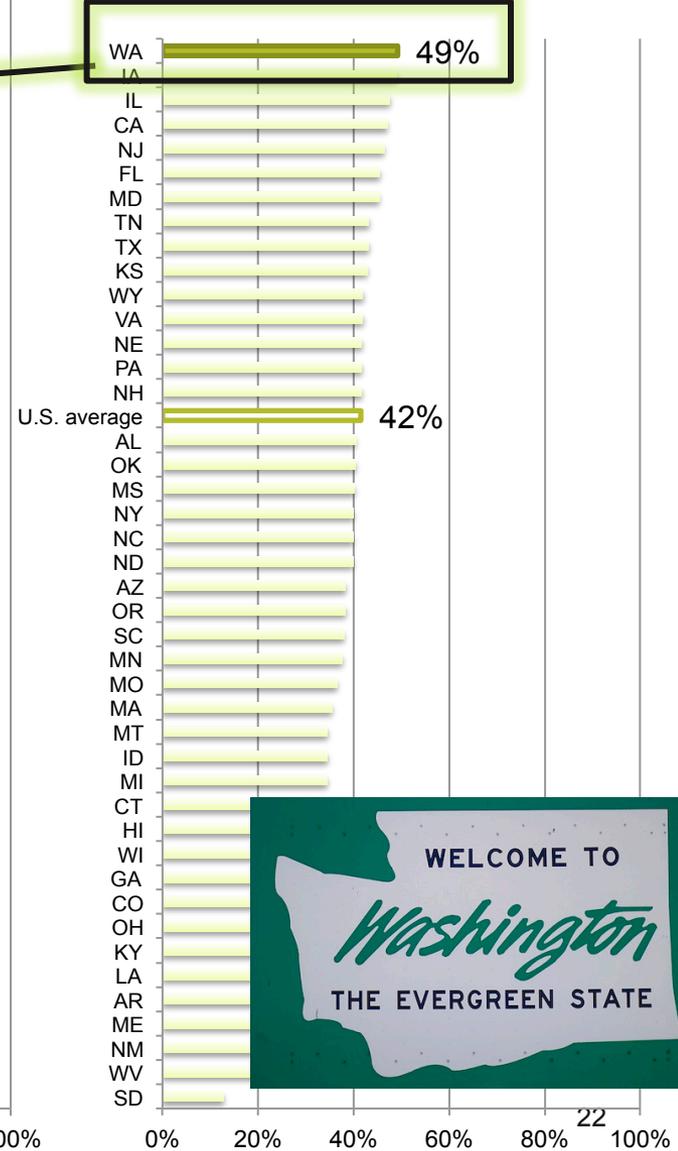
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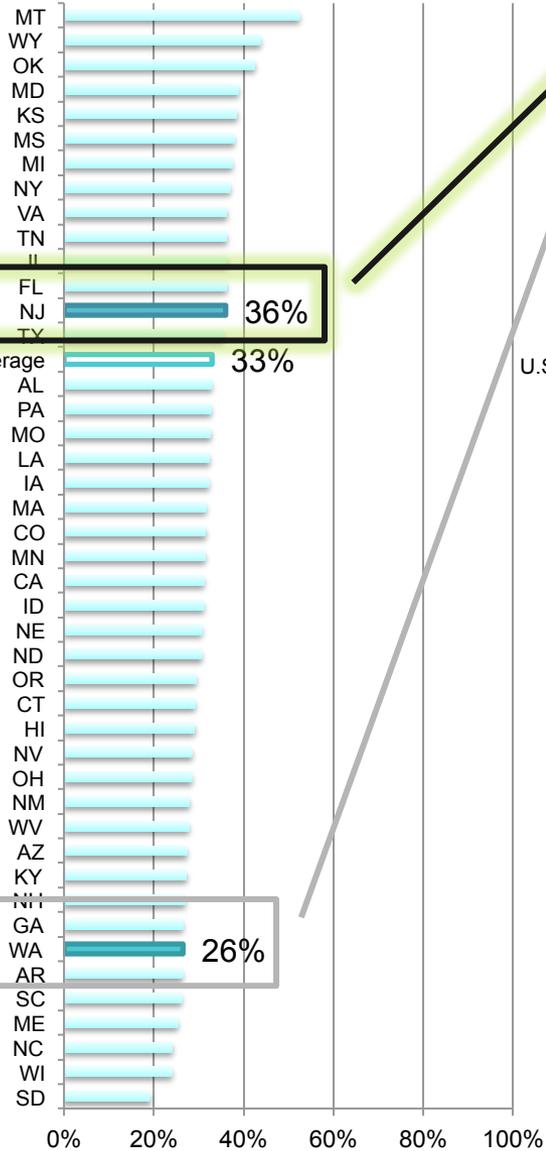
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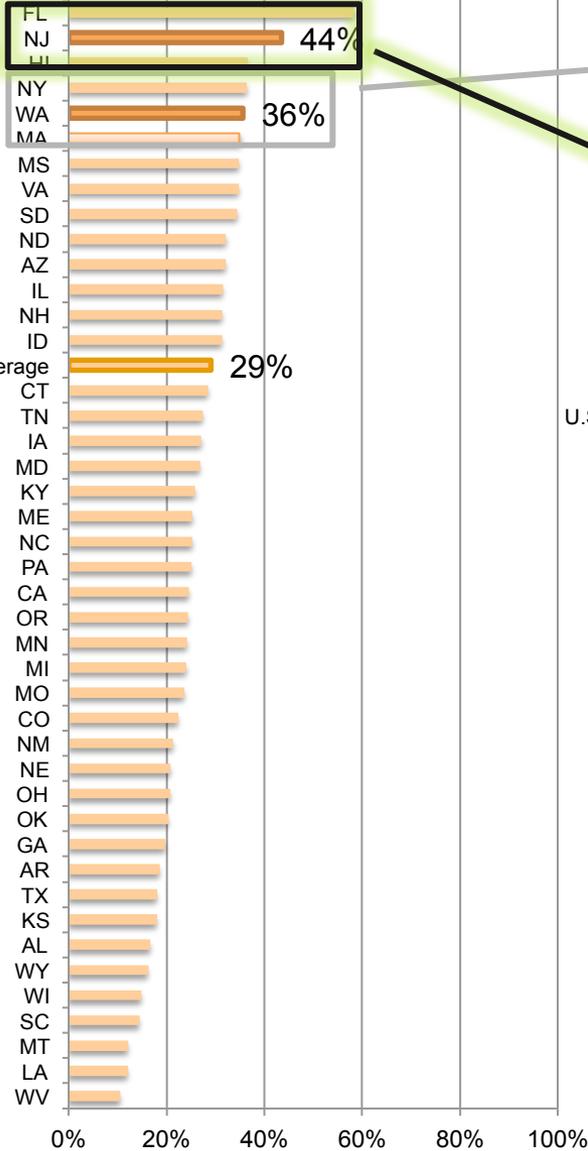
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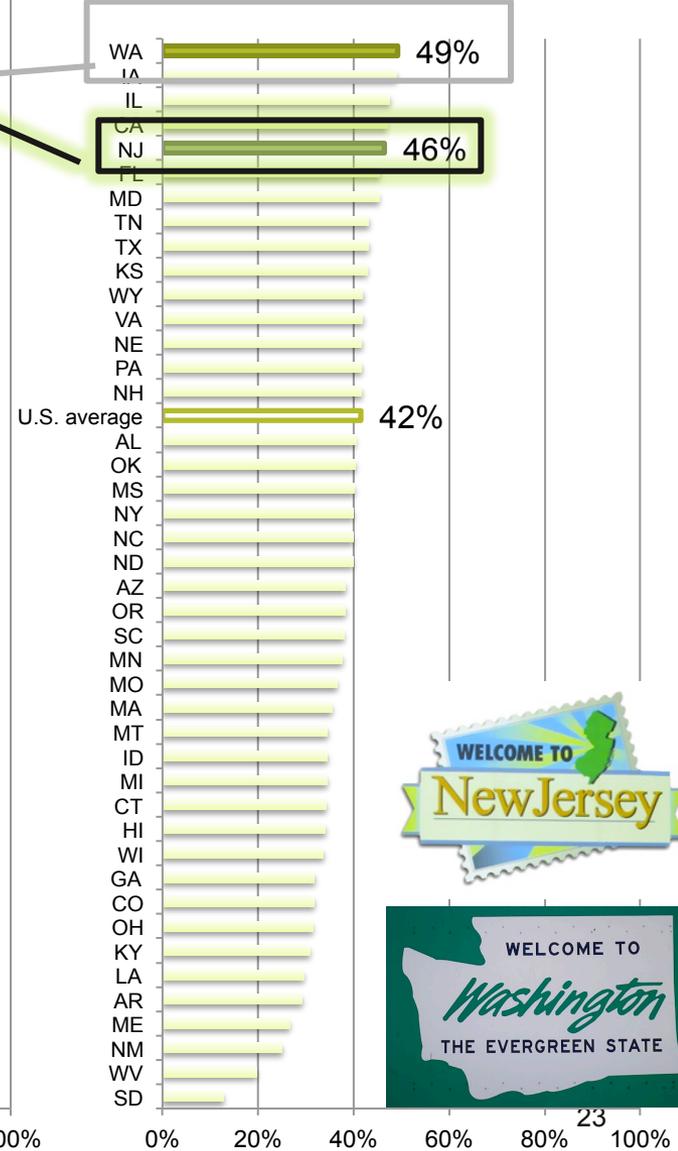
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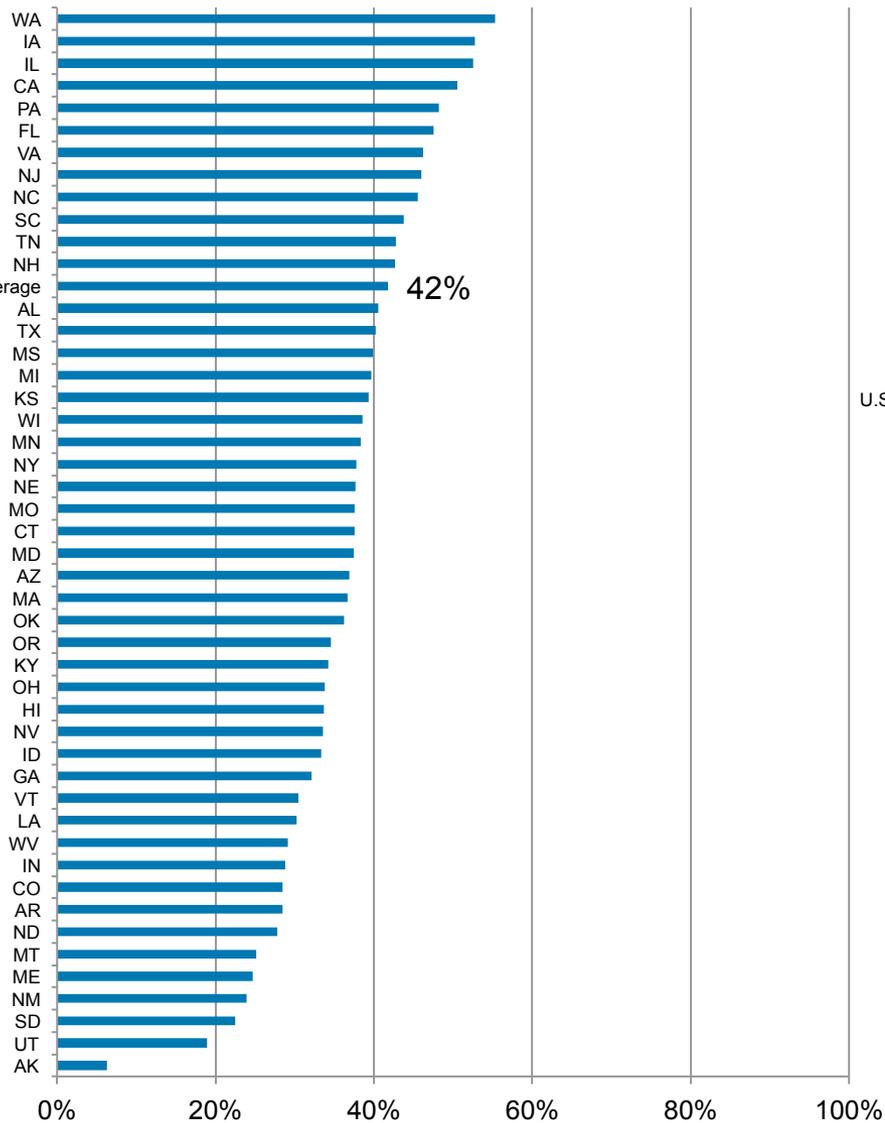
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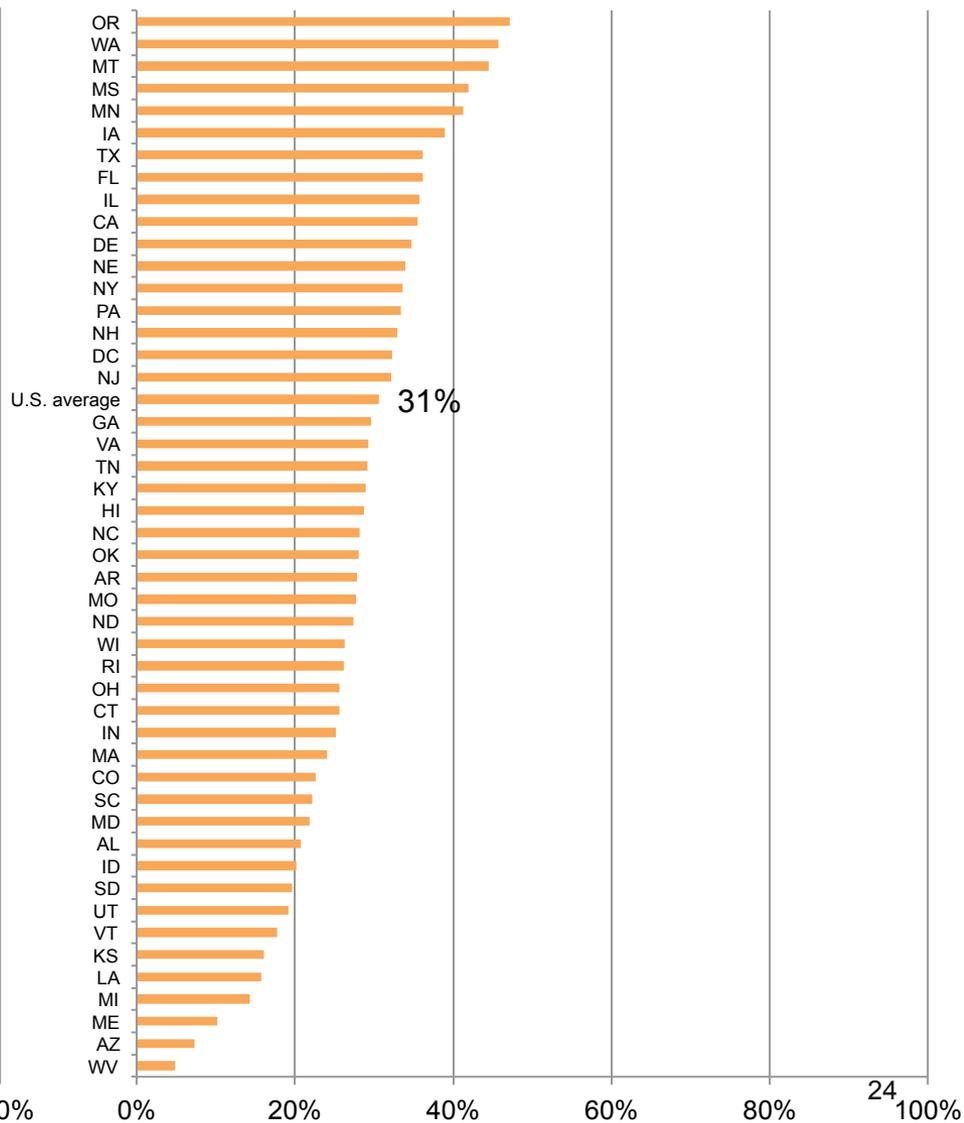
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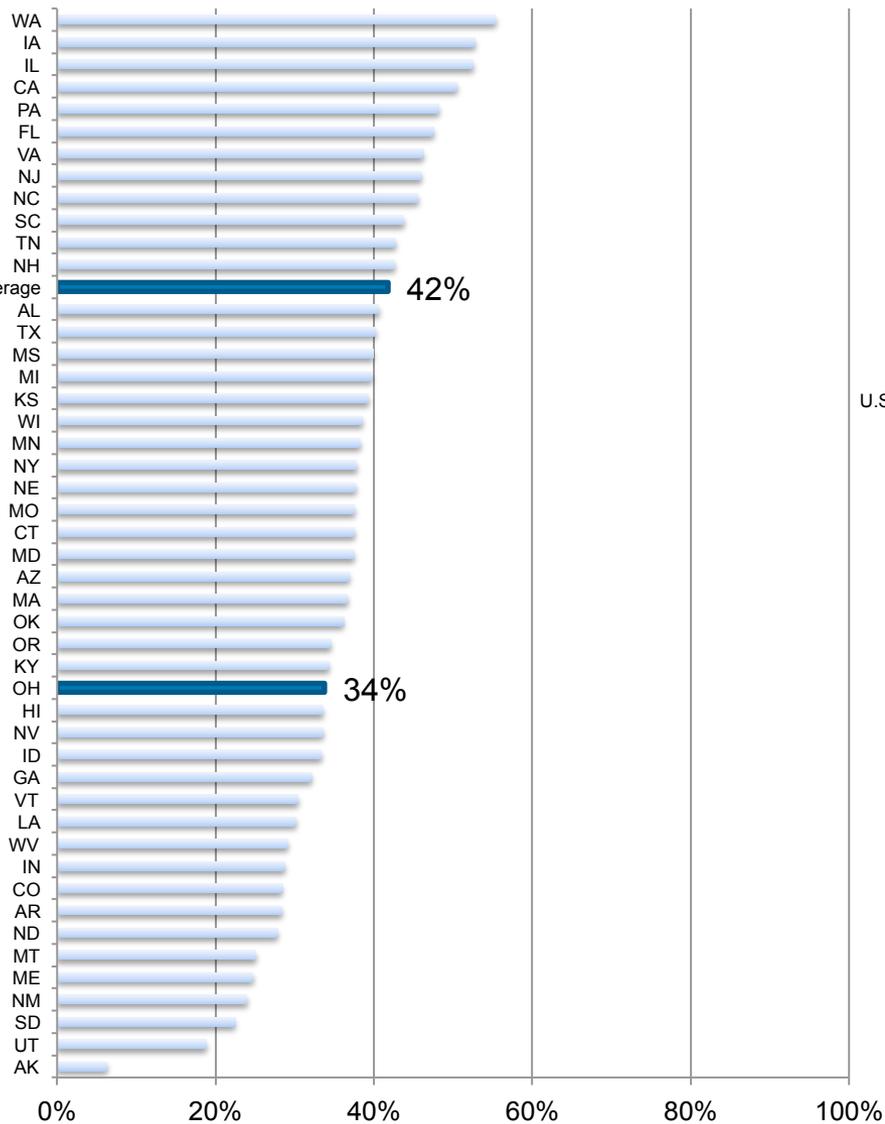
## Transfer-In Bachelor's Completion Rates at Public Four-Year Institutions



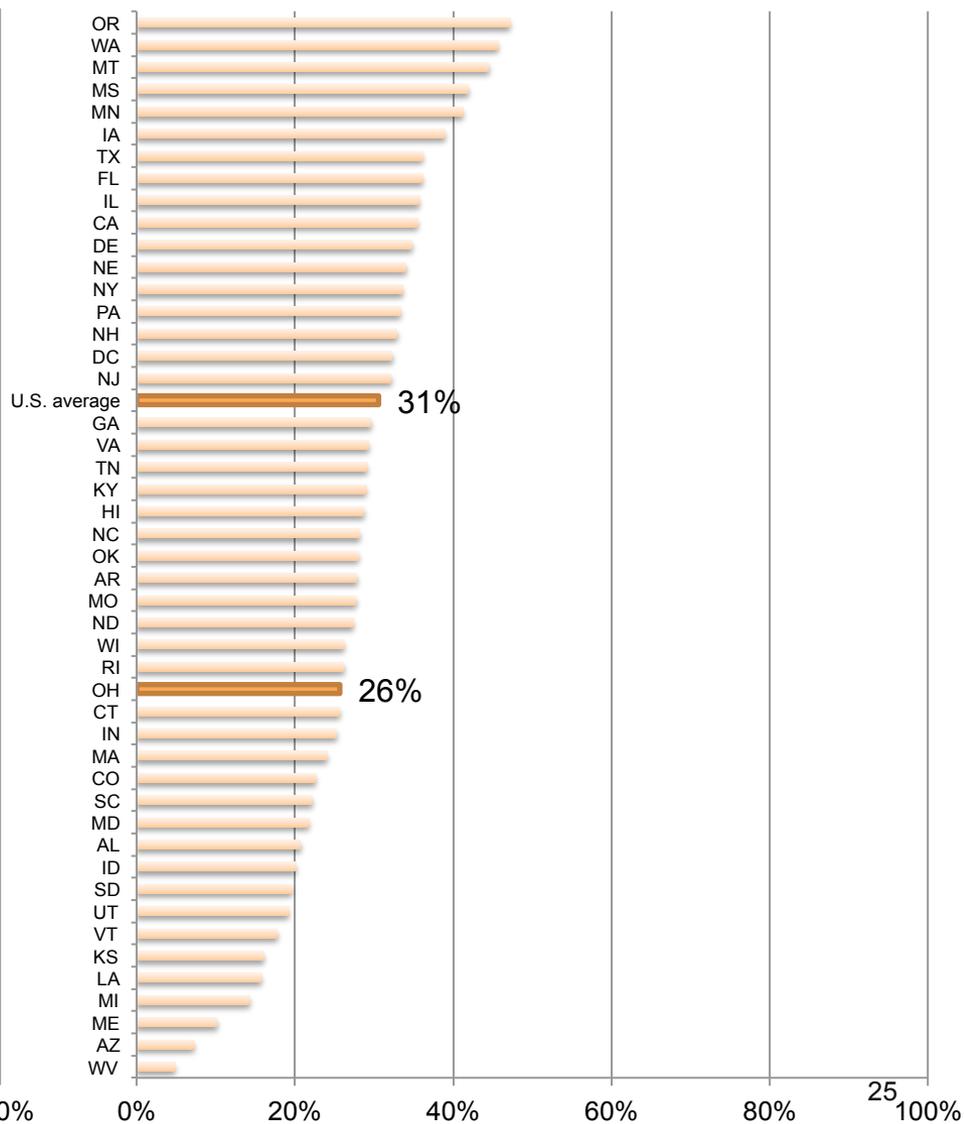
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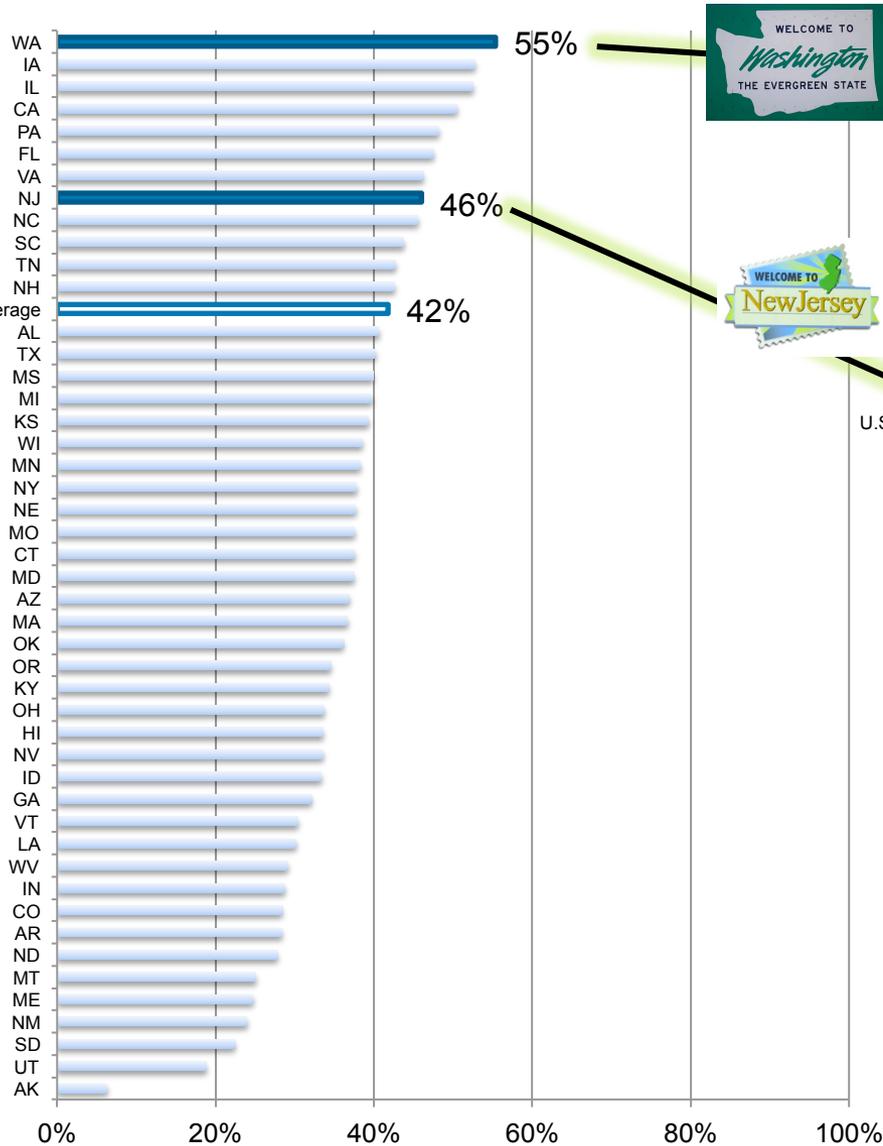
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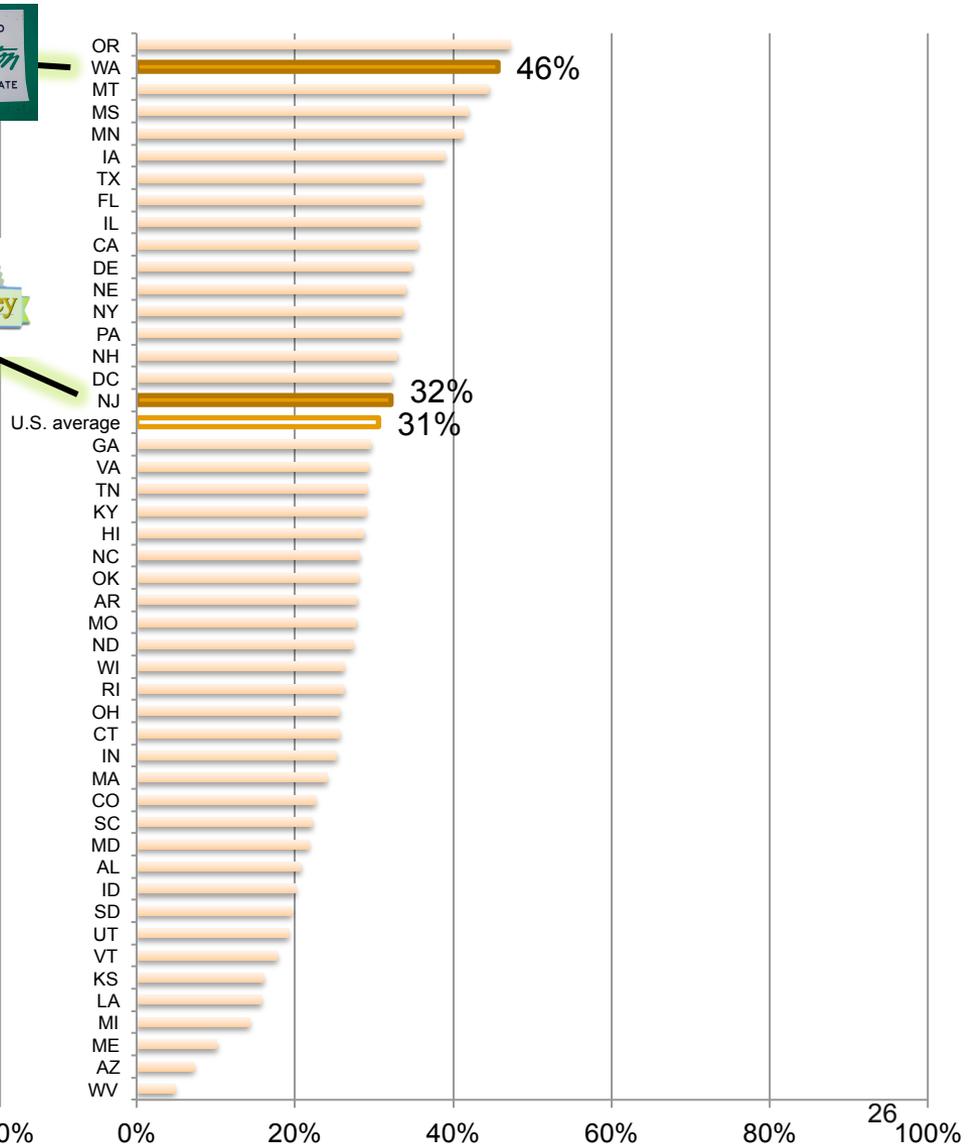
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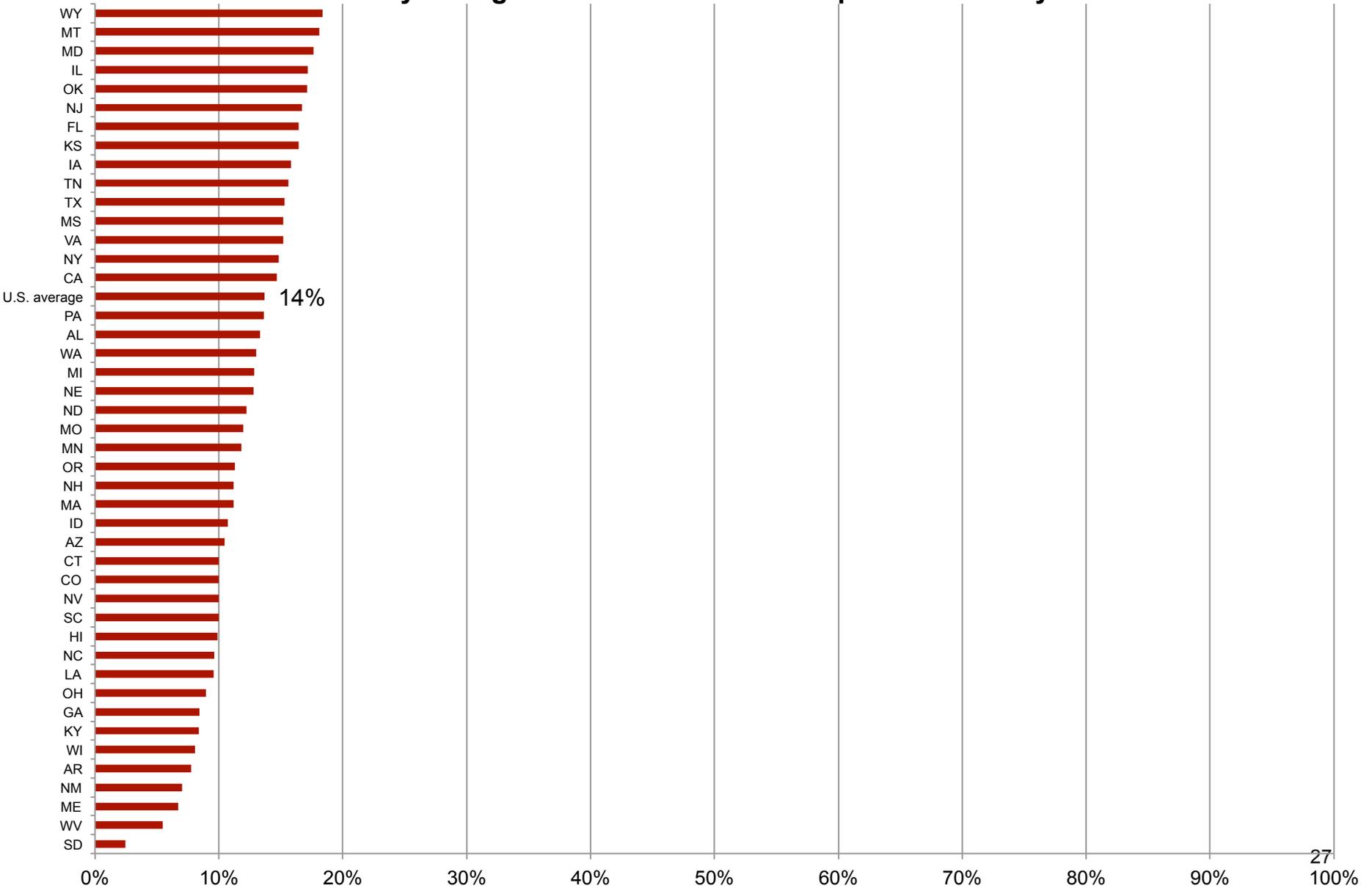
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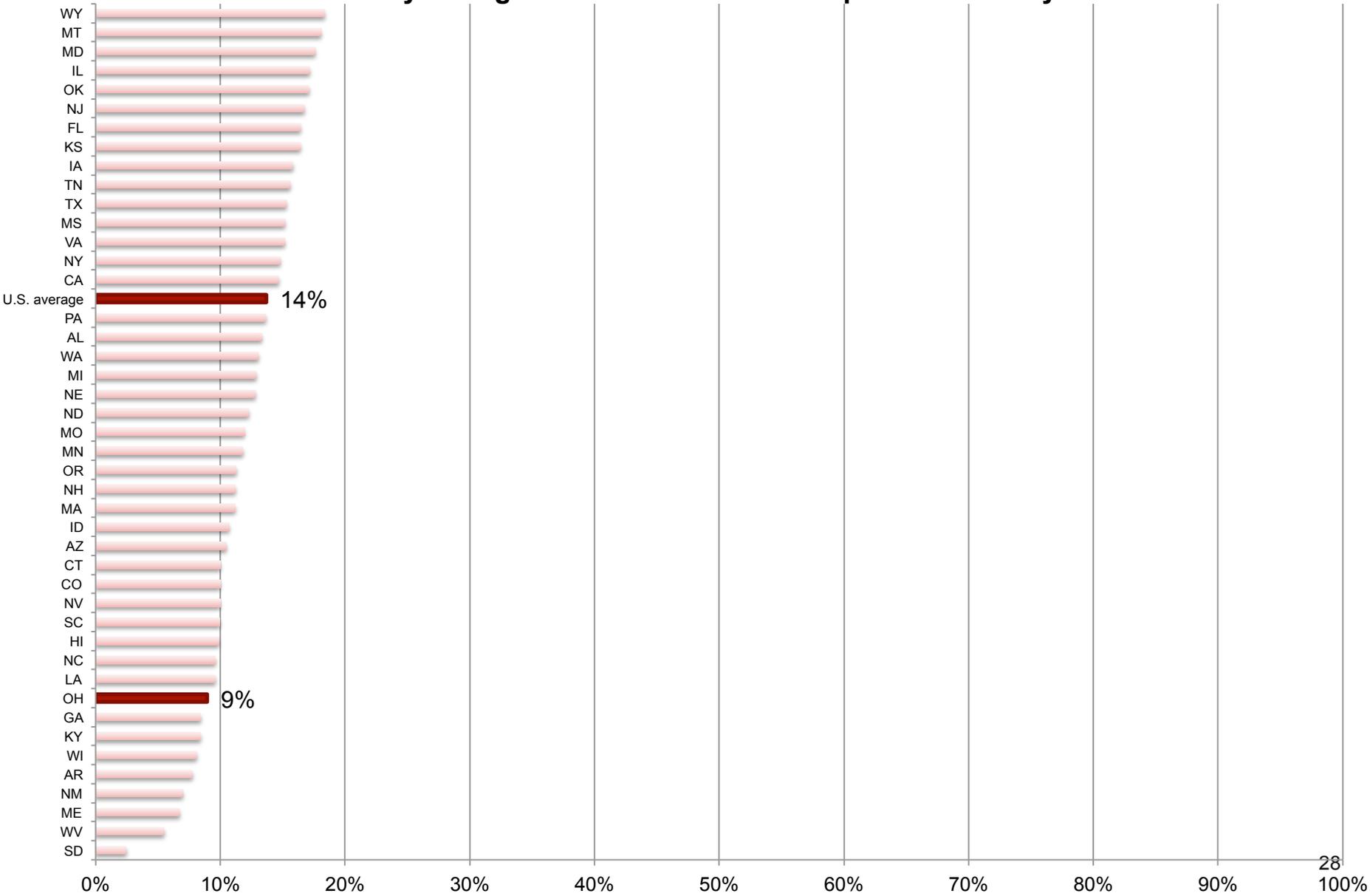
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## Community College Cohort Bachelor's Completion Rates by State

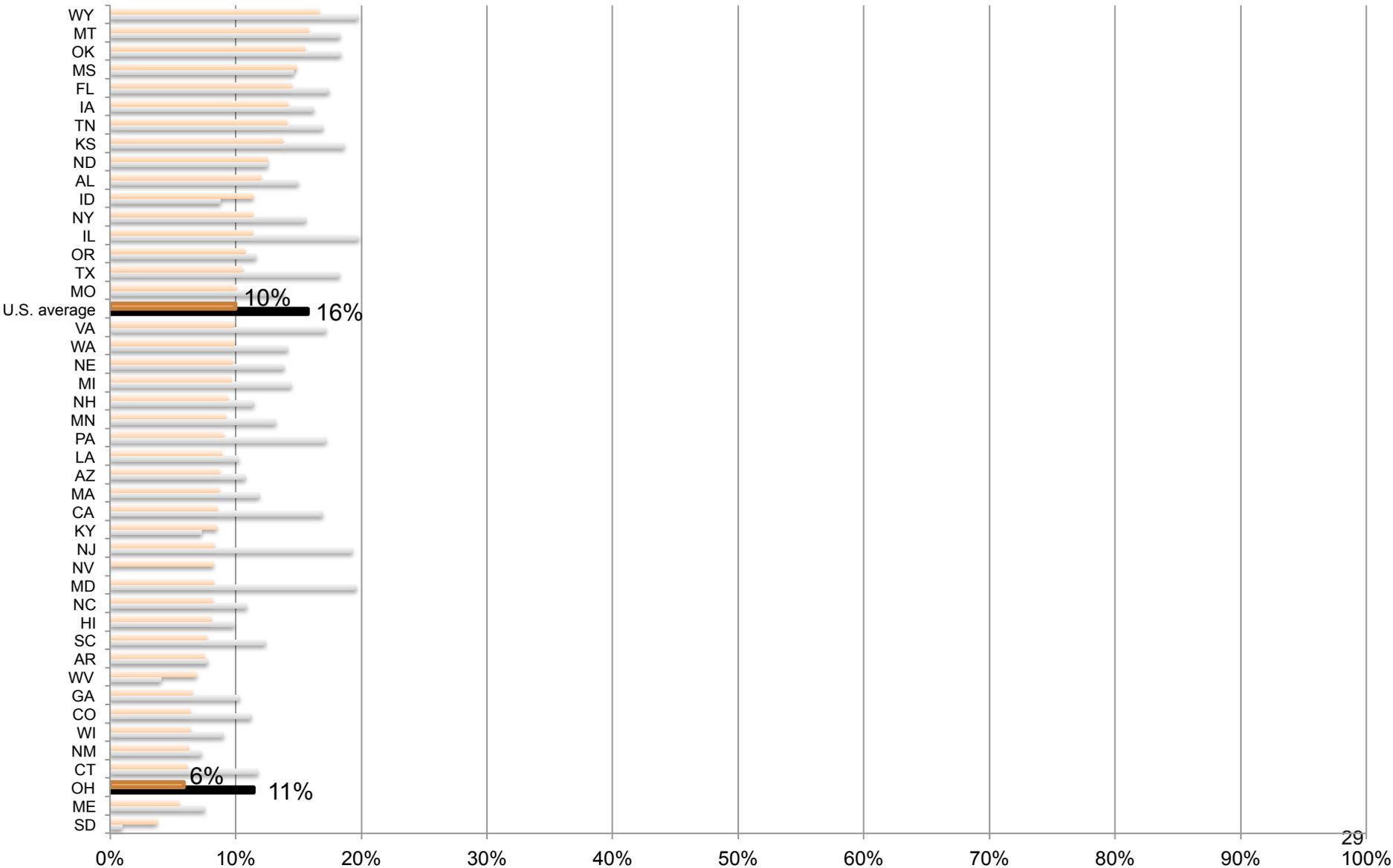


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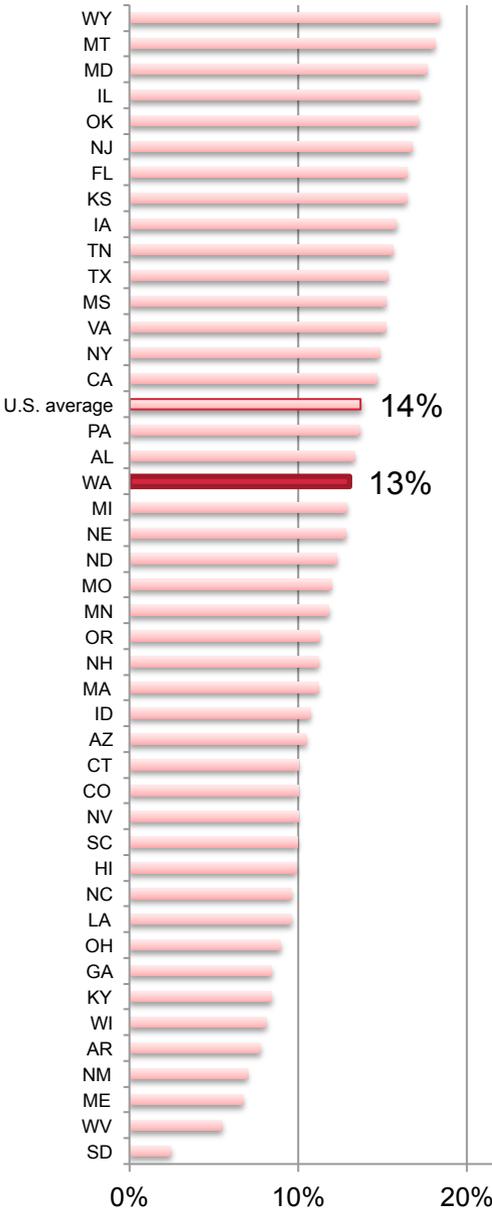


# CC Cohort Bachelor's Completion Rates for Lower and Higher Income Students

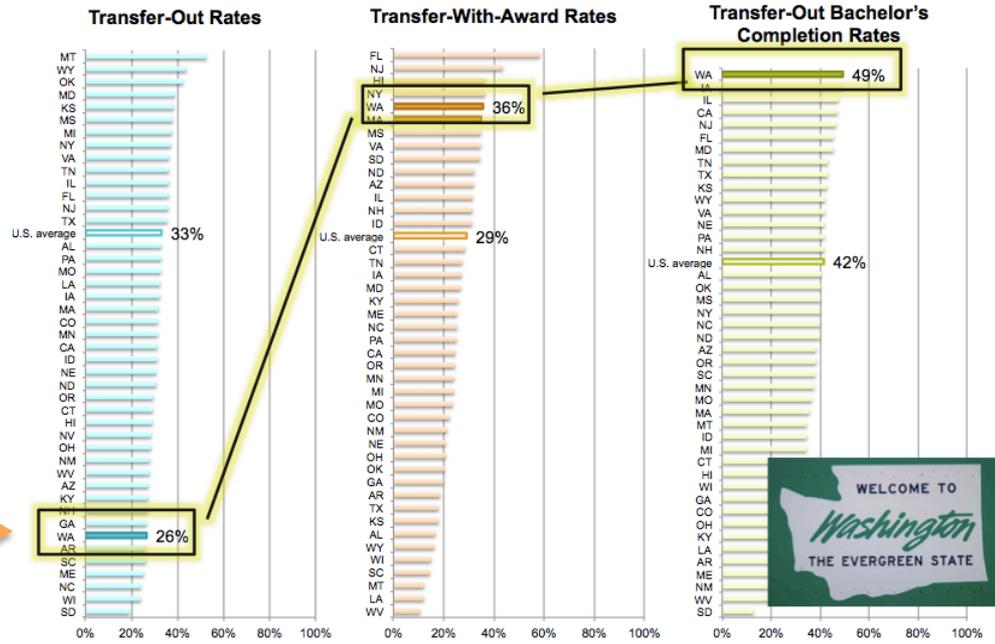
Lower income students Higher income students



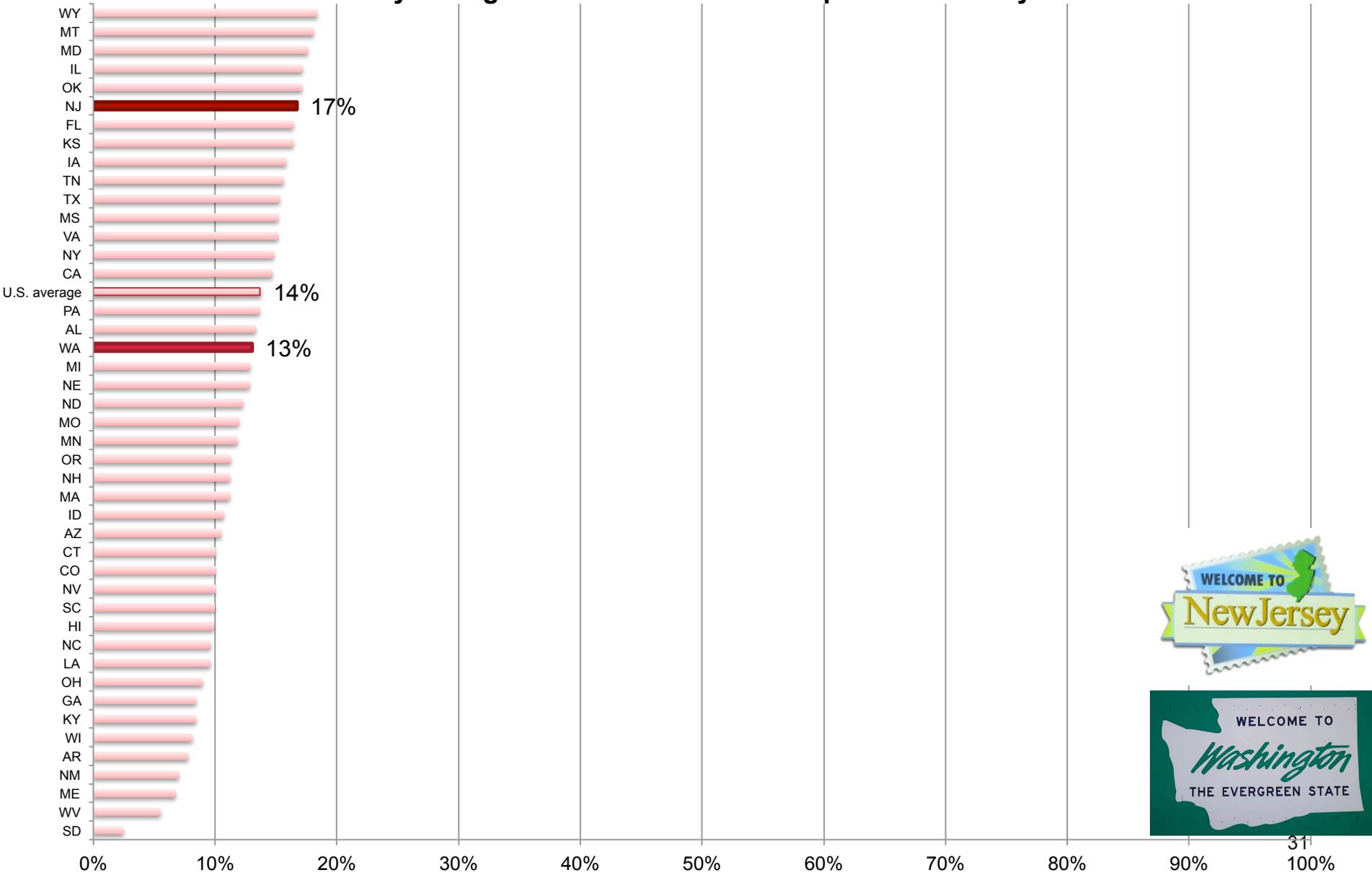
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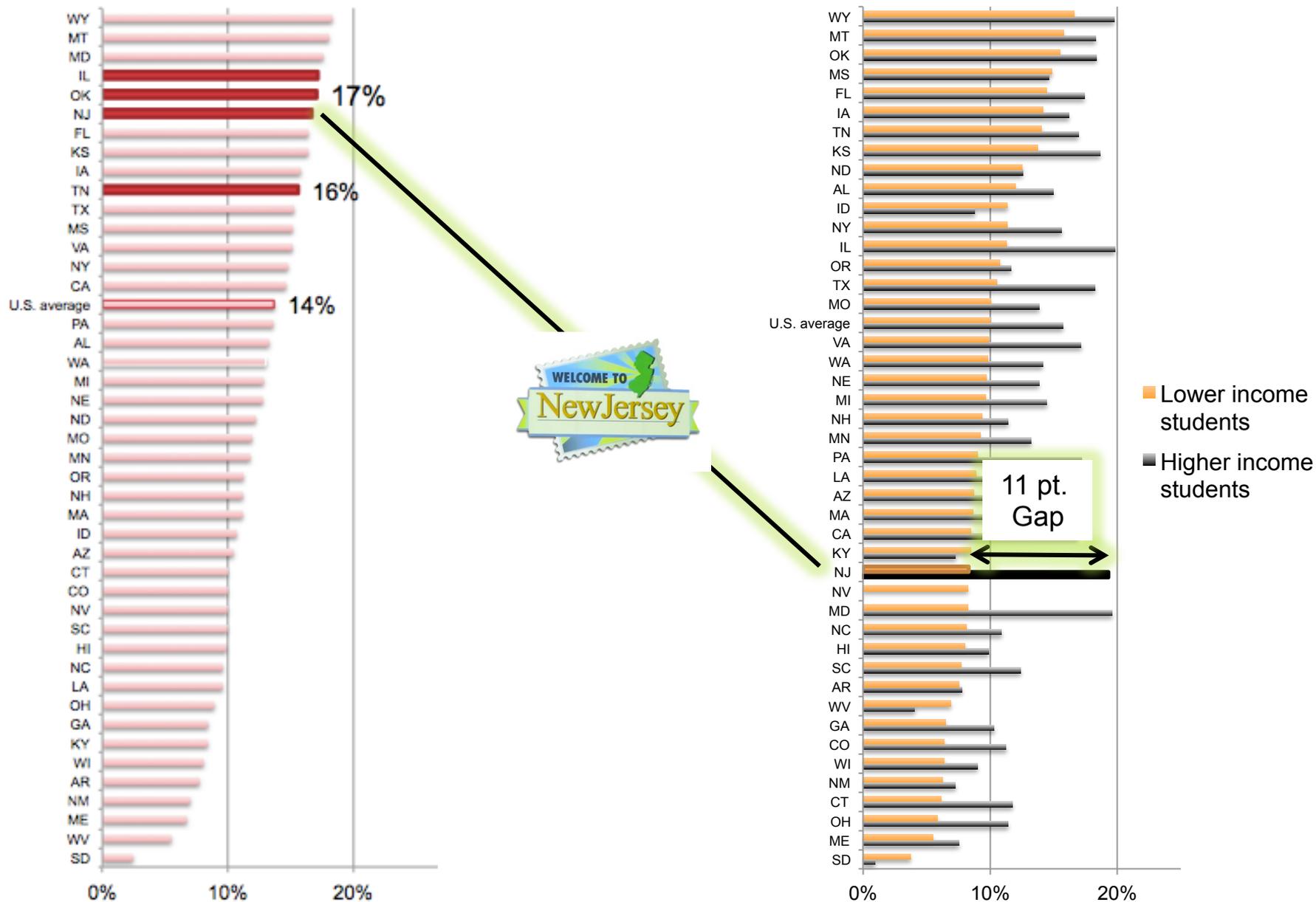
COMMUNITY COLLEGE RESEARCH CENTER



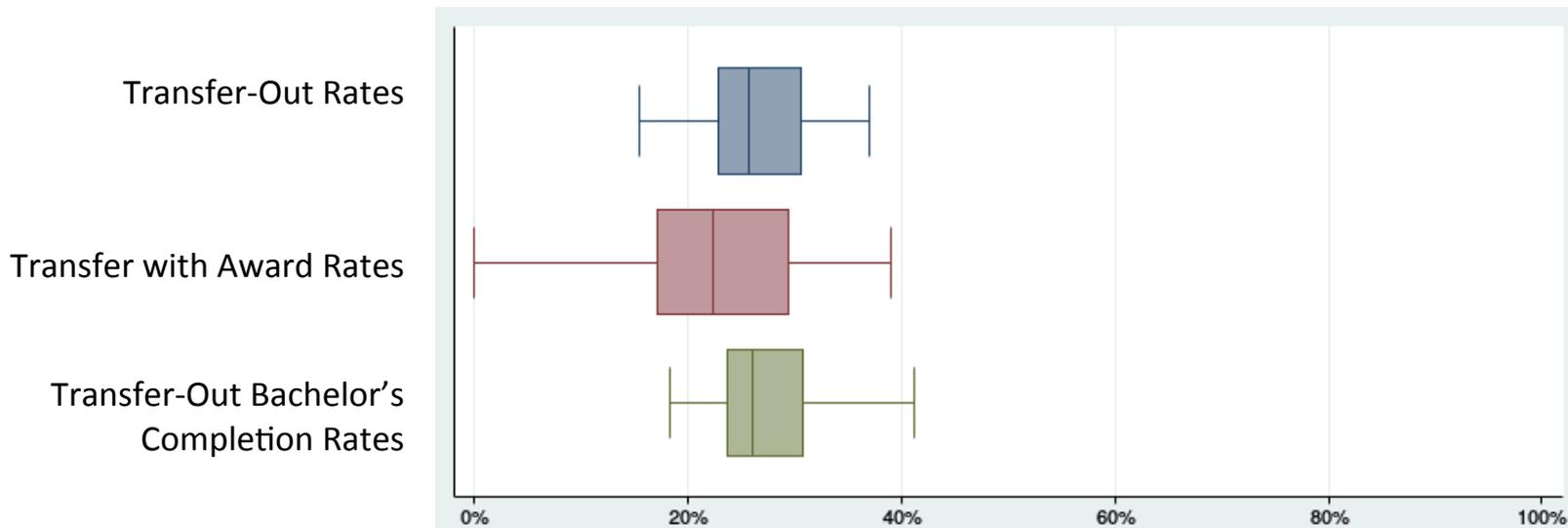
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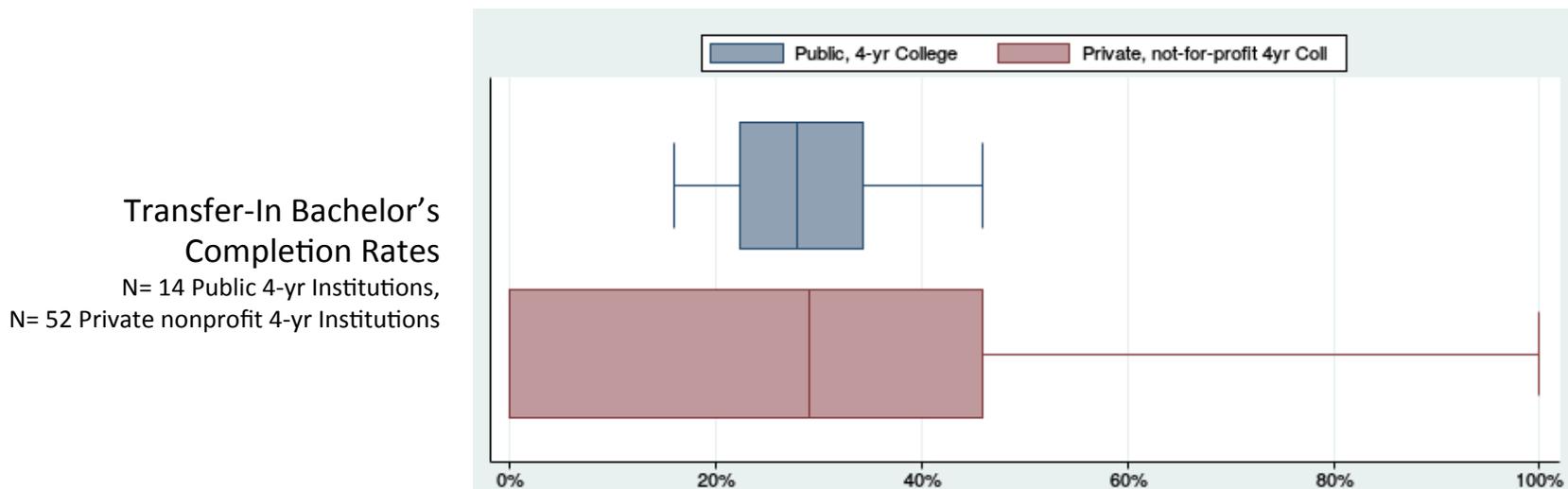
## Community College Cohort Bachelor's Completion Rates, by Student Income



**Figure 1. Variation among Ohio Community Colleges on Transfer Measures (n=22)**

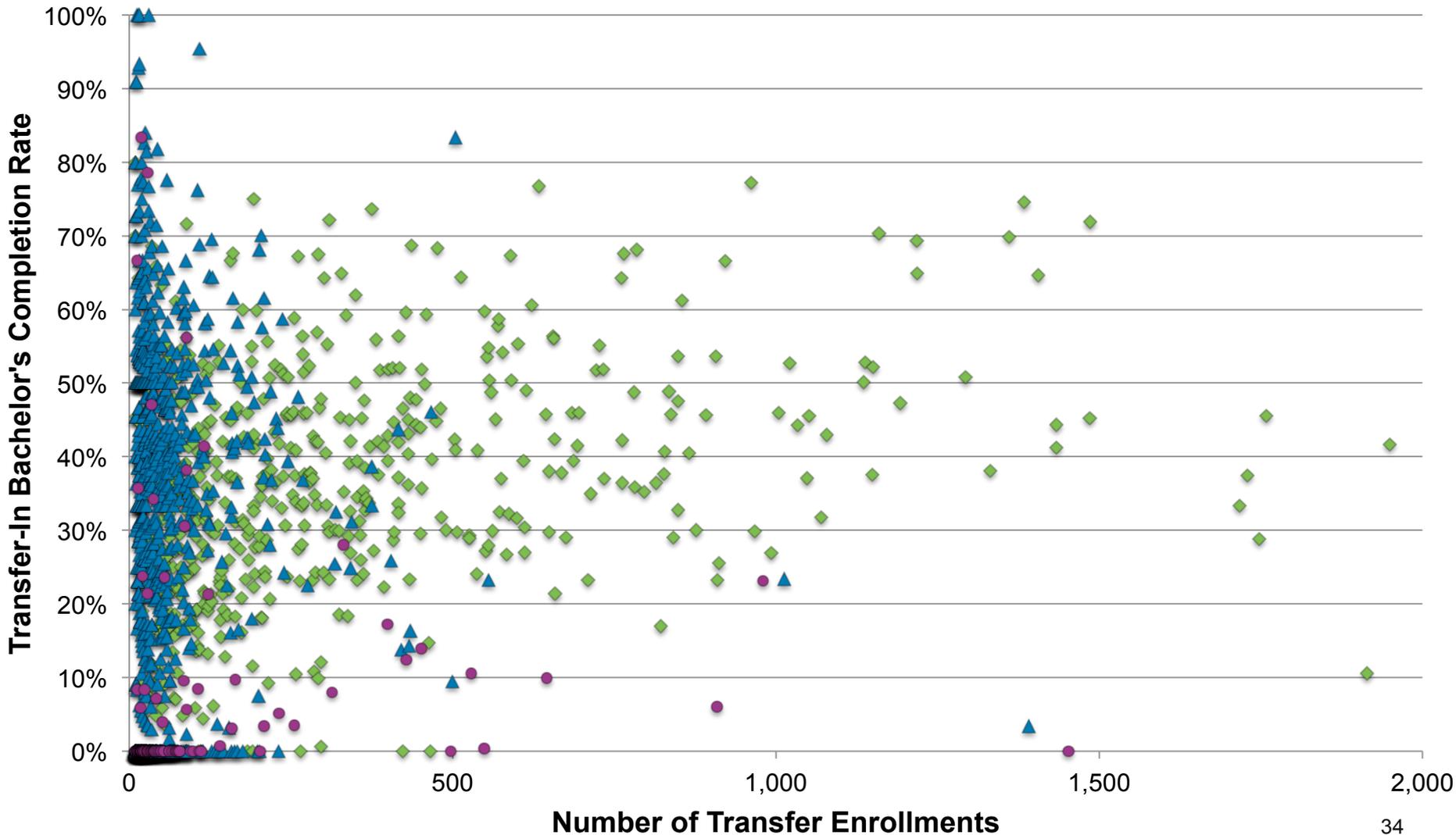


**Figure 2. Variation among Ohio Four-year Institutions on Transfer Measure**



### Transfer-In Bachelor's Completion Rates by Number of Transfer Enrollments

◆ Public    ▲ Private nonprofit    ● Private for-profit





Our conclusion: Transfer outcomes depend on what community colleges and 4-year colleges do to teach and support their students.

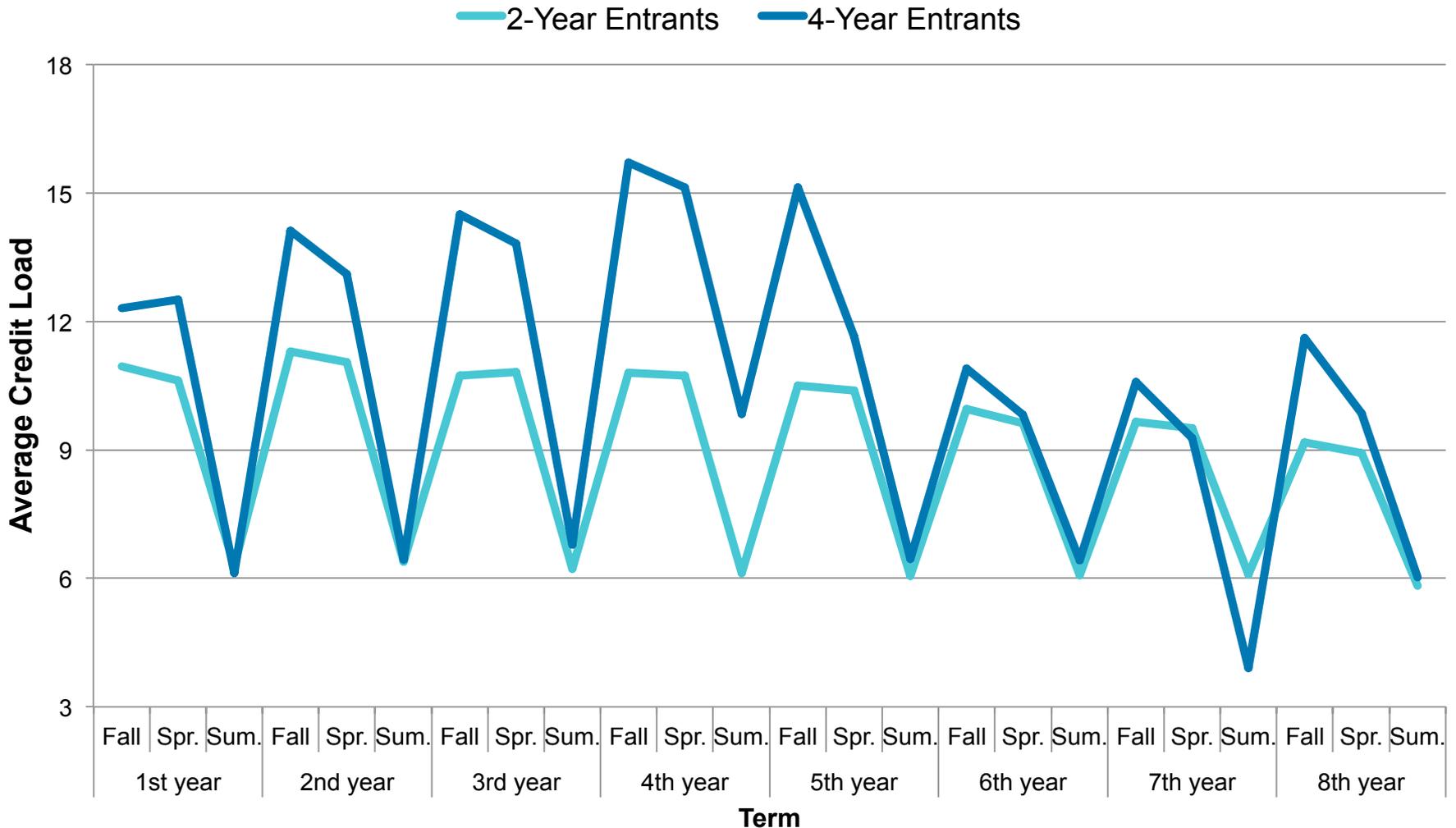
# Barriers to Transfer Success

- 1) Lack of early momentum
- 2) Transfer paths unclear
- 3) Students make progress, don't transfer
- 4) Credit loss
- 5) Post-transfer "academic shock"

## *Transfer Success Barriers:*

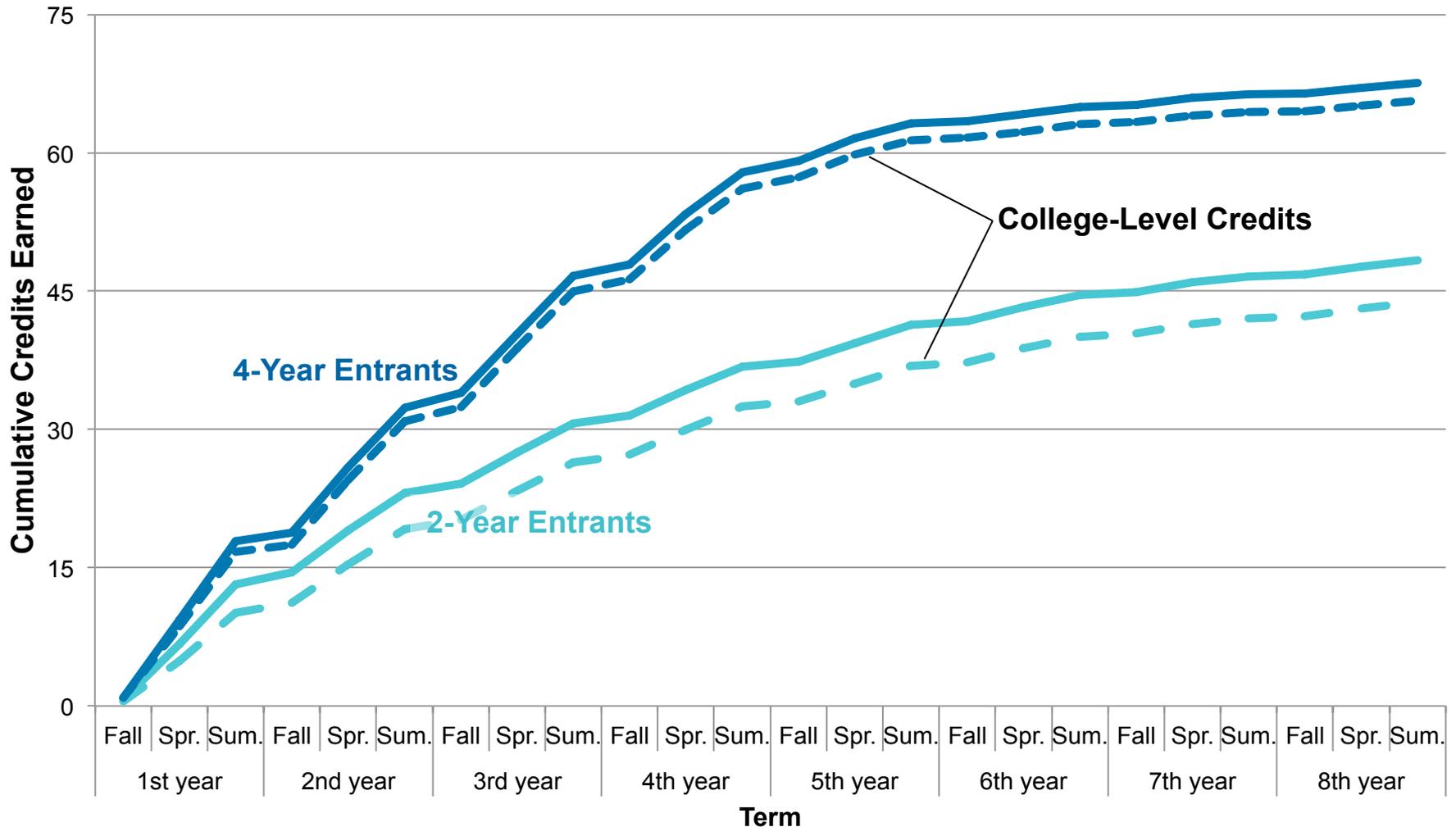
### 1. Lack of Early Momentum

# VA Fall 2004 Matched 2- and 4-Year FTIC Students Average Credit Load by Term



Source: Xu, Jaggars, & Fletcher, 2016.

# VA Fall 2004 Matched 2- and 4-Year FTIC Students Cumulative Credits Earned by Term



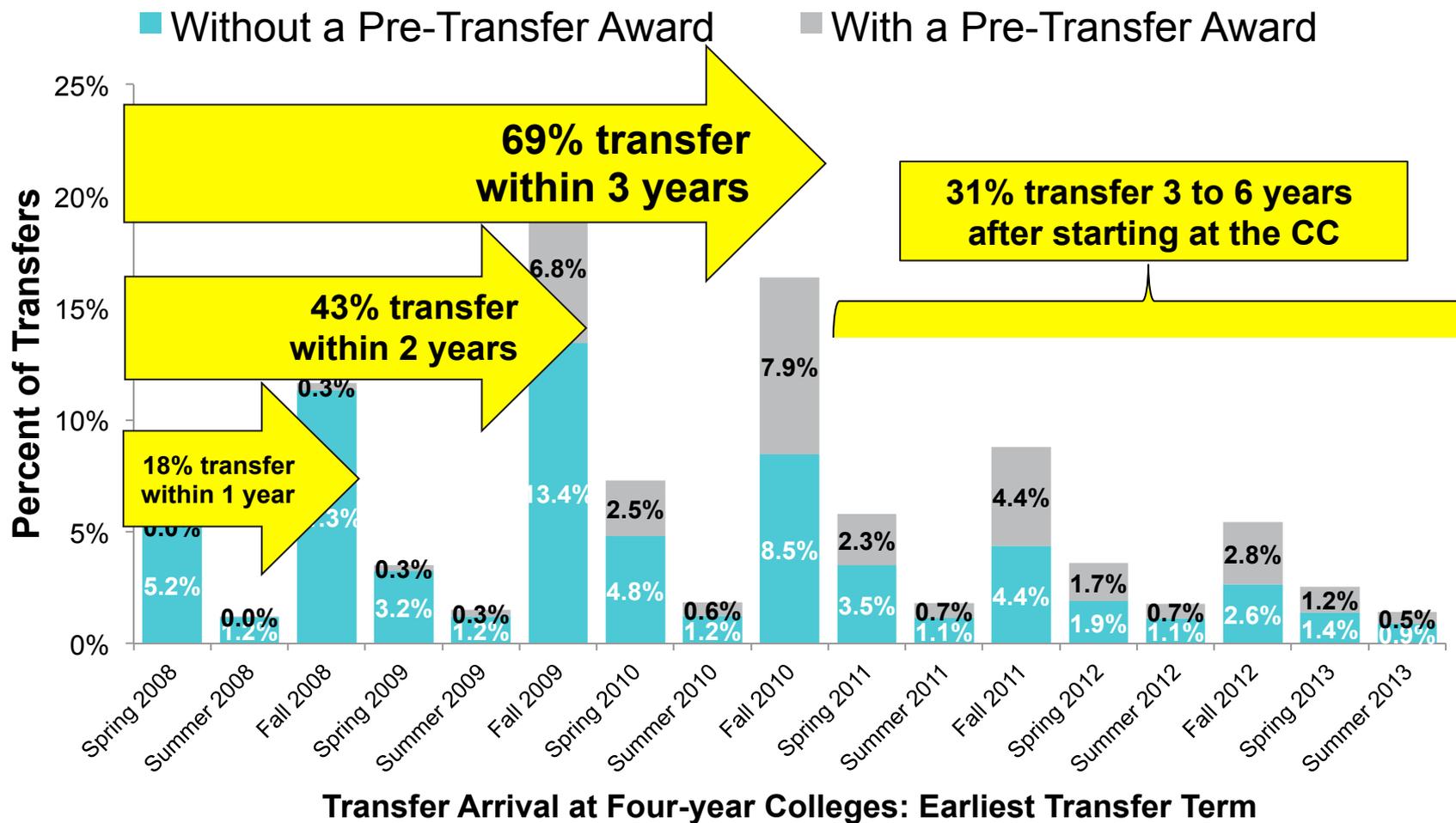
Source: Xu, Jaggars, & Fletcher, 2016.

# *Transfer Success Barriers:*

## 2. Transfer Paths Unclear

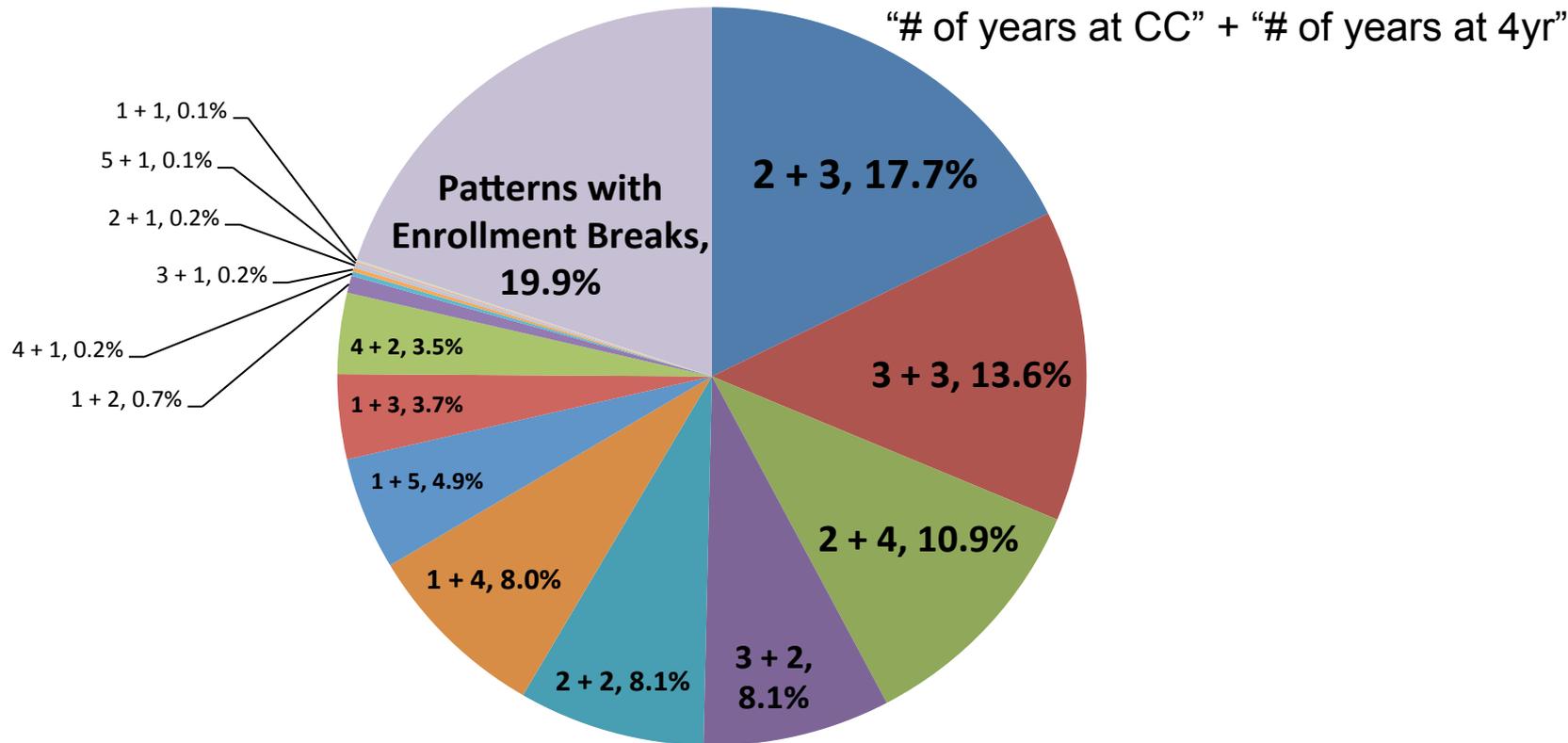
# National Fall 2007 Degree-Seeking CC Entrants who Transferred within Six Years

N = 230K Transfer Students



# Unique Enrollment Sequences among ~100K Bachelor's Degree Completers from the Fall 2007 CC Cohort

General Patterns, Based on Highest College Attended Each Year

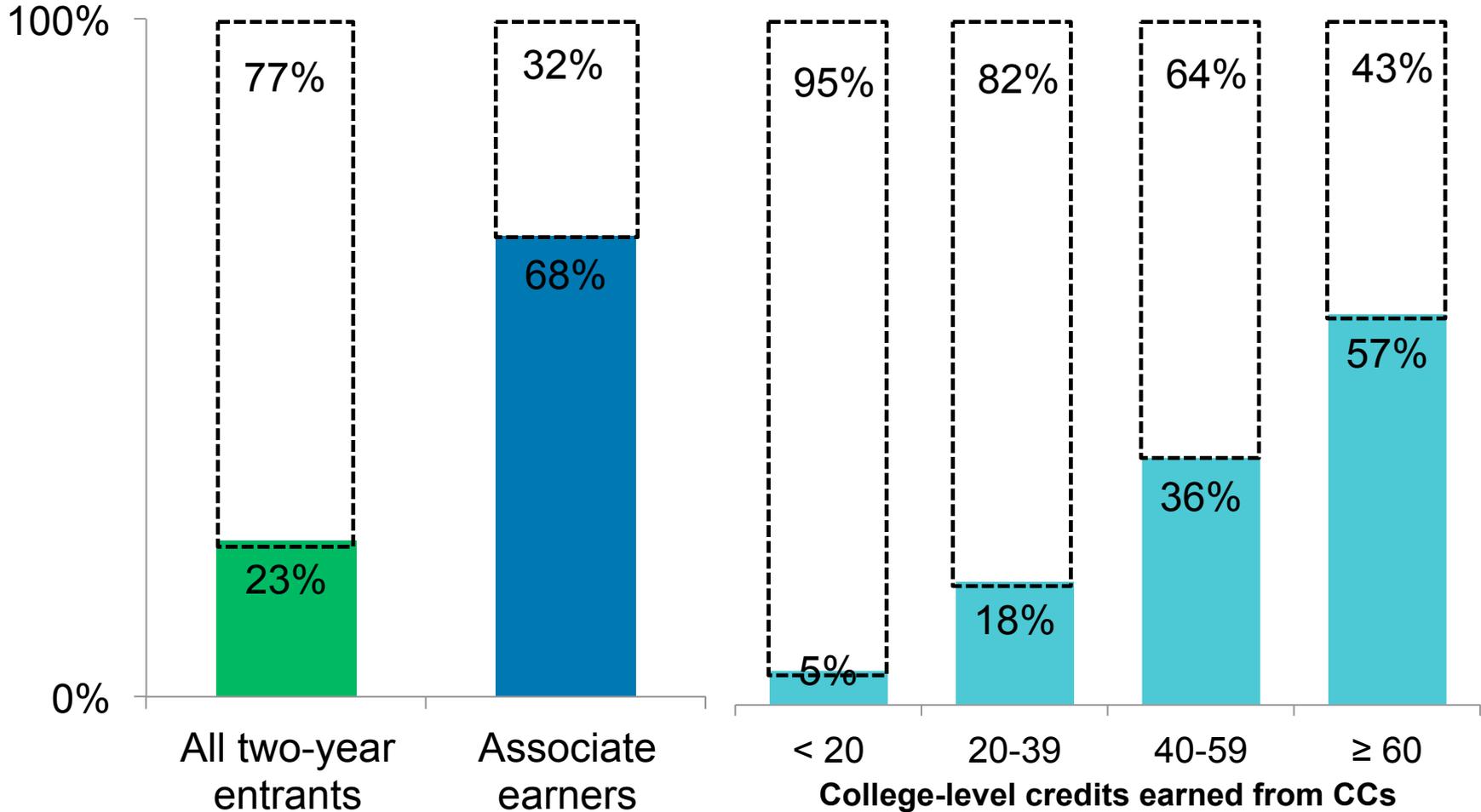


\*Enrollment Breaks defined as at least one year with no college enrollment in both fall and spring terms

## *Transfer Success Barriers:*

3. Students Make Progress,  
Don't Transfer

# VA Fall Starting 2004 CC Cohort, Bachelor's Degree Seekers Rate of Transfer to Four-year Colleges



Source: Xu, Jaggars, & Fletcher, 2016, Table 9.

# *Transfer Success Barriers:*

## 4. Credit Loss

# Credits and Time to Degree

## VA Fall 2004 FTIC Cohort, BA

	Matched Samples	
	2-Year Entrants	4-Year Entrants
Number of credits (any type)	136	126
Number of college-level credits	133	125
Number of Semesters	15	13

Source: Xu, Jaggars, & Fletcher, 2016, Table 10.

## *Transfer Success Barriers:*

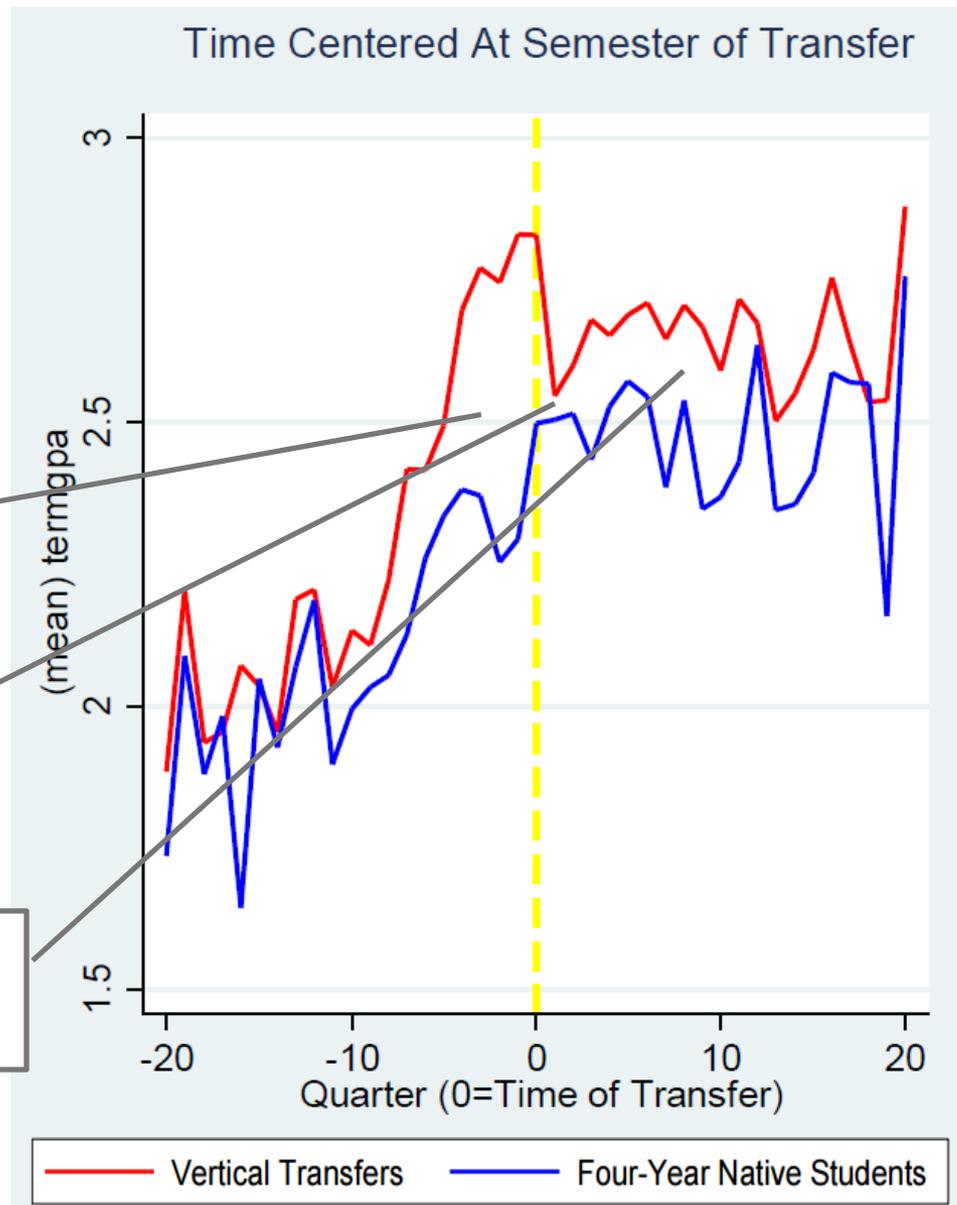
### 5. Post-transfer “Academic Shock”

# Term-by-Term Fluctuations in GPA Among Transfers and Matched Native Students

Transfer student community college GPAs pre-transfer much higher than matched sample of 4-Year Entrants

“Transfer Shock” initial drop in GPA; still higher than matched sample of 4-Year Entrants

Transfer Student GPA consistently higher than matched sample of 4-Year Entrants



# How Can Community College and Four-Year Partners Achieve Strong Transfer Outcomes?

# 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

Specific pathway information on program options and career outlook

Career Pathways  
majors and me

## 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](http://www.broward.edu/ce)

JOB GROWTH OUTLOOK

MEDIAN BROWARD COUNTY WAGE



Educational progression depending on goals



### 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



### 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



Form 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!](#)

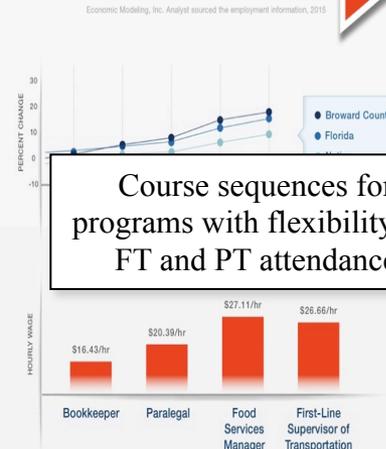
### Recommended Course Sequence

Full Time	Part Time	Course ID	Description	Credits	TC
Term 1	Term 1	ACG2001	Principles of Accounting I	3	<a href="#">6324</a>
Term 1	Term 1	CGS1060C	Computer and Internet Literacy	3	<a href="#">6324</a>
Term 1	Term 1	GBS1011	Introduction to Business	3	<a href="#">62140</a>
Term 3	Term 2	Elective*	Business Elective	3	<a href="#">62140</a>
Term 1	Term 2	GE Course	General Education Mathematics	3	
Term 2	Term 2	ACG2011	Principles of Accounting II	3	<a href="#">6324</a>
Term 2	Term 3	TAX2000	Income Tax I	3	<a href="#">62140</a>
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	<a href="#">6323</a>
Term 3	Term 4	Elective*	Business Elective	3	
Term 4	Term 5	ACG2100	Intermediate Accounting I	3	
Term 4	Term 5	TAX2001	Income Tax II	3	
Term 4	Term 5	ENW2001	Business Writing	3	
Term 4	Term 5	ECO2001	Principles of Macroeconomics	3	
Term 5	Term 6	ACG2001	Principles of Accounting I	3	
Term 5	Term 7	GE	General Education	3	
Term 5	Term 7	ACG2001	Principles of Accounting I	3	
Term 5	Term 8	GE	General Education	3	
Term 5	Term 8	SPC1024	Public Speaking or Public-to-Speech Communications	3	<a href="#">6324</a>

Courses that lead to technical or industry certifications

Business Electives: ECO2023, FIN1100, GER2112, MAN2021, MAN2604, MAR1011, MNA1161, REE1040, and ART1033/RTA1011 (Based on placement)  
Students are strongly encouraged to meet with an [advisor](#) to create an educational plan.

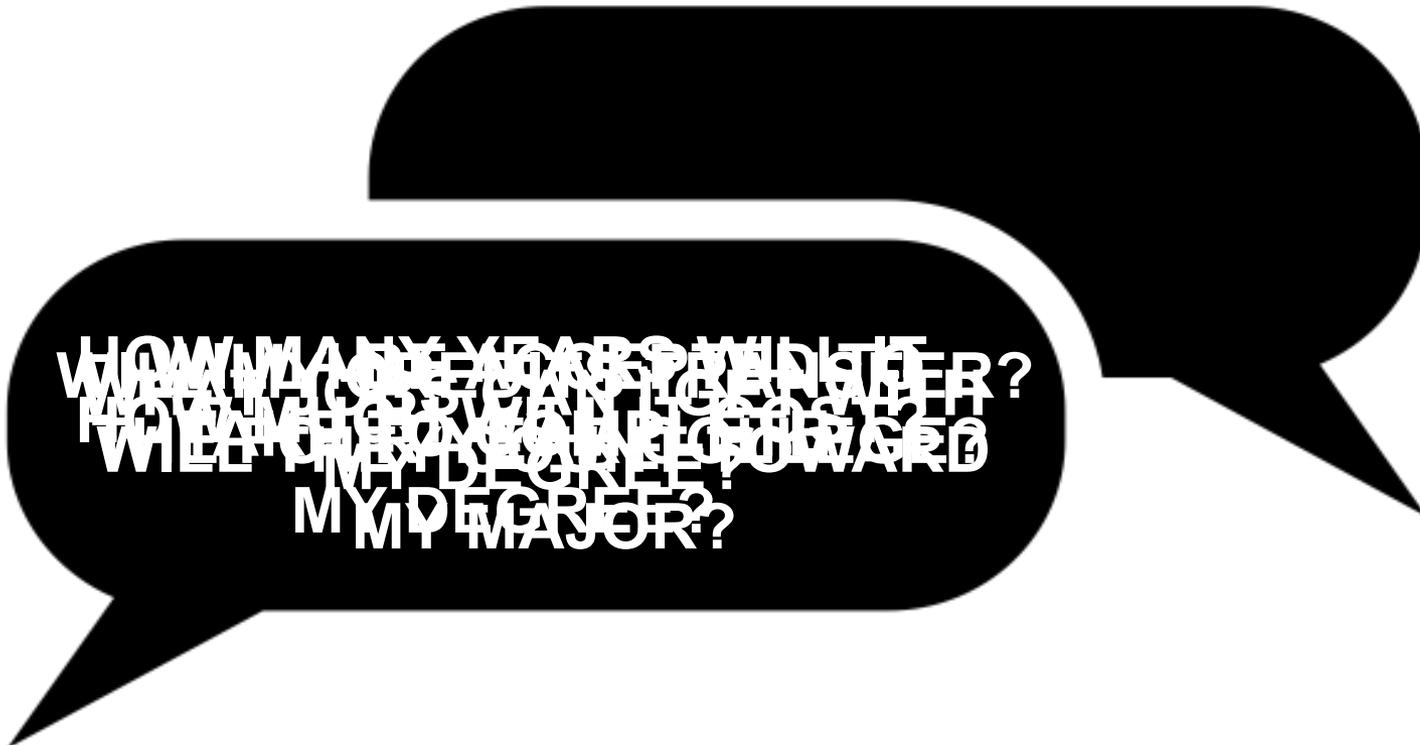
CHOOSE YOUR COURSES



Course sequences for programs with flexibility for FT and PT attendance



## STRATEGY 3: Provide Tailored Transfer Student Advising



# STRATEGY 3: Provide Tailored Transfer Student Advising



**COMMUNITY COLLEGE  
ADVISING PRACTICES**

- ✓ 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



**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

**“I APPLIED TO [A FOUR-YEAR UNIVERSITY] AS A FRESHMAN AND GOT SCHOLARSHIPS. THEN I APPLIED [TO THE SAME UNIVERSITY] AS A TRANSFER STUDENT AND DIDN'T GET [SCHOLARSHIPS]. WHERE DID THEY GO?”**

— CURRENT COMMUNITY COLLEGE TRANSFER STUDENT

# 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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