Educational Session

**The Game Changer: Changing the Conversations with Community College Transfer Students from WHERE? to WHY?**

Curricular Alignment or Degree Pathways, Transition Programs and Services

Many times, conversations with community college transfer students begin with, “Where do you want to transfer?” What if we didn’t focus on WHERE to transfer but WHY? As Transfer Advocates, we understand this urgency and need for our students to complete a post-secondary degree and gain meaningful employment, but do our students? Come learn ways to begin that conversation with your students to improve transfer success.

**Christine Ziemba-Tolbert, ACA Instructor**

Gaston College
The Game Changer: Changing the Conversations with Community College Transfer Students from WHERE? to WHY?

Presenter: Chris Ziemba-Tolbert
About the Presenter

- ACA Instructor (College Transfer Success) at Gaston College (NC community college)
- Doctoral Student at NC State in the Community College Leadership program
  - Research focus on Transfer Student Success
- Actively involved in state committees focused on transfer and student success
- Former experience in
  - K – 12 Education (Special Education)
  - Professional School Counselor
  - Academic and Student Affairs (community college, public and private 4-year institutions)
Ideas for this Presentation

Economic Mobility

Graduation and Transfer Data

20+ Experience working with Students and Parents

Labor Market Outcomes
My location

- Raleigh: the state capital
- Charlotte: the largest city in state
- Gaston College: 2 campuses in Gaston and 1 in Lincoln counties
Economic Mobility

- John M. Belk Endowment 2016 research study, *Building An Infrastructure Of Opportunity In NC*
The table below ranks the bottom 10 of the nation's largest commuting zones based on various mobility factors, including the chance of rising from Q1 to Q5 and from Q4 and Q3 to Q5.

<table>
<thead>
<tr>
<th>Commuting Zone Name</th>
<th>Rank of 729 Zones for Chance of Rising from Lowest to Highest (#1 is worst mobility)</th>
<th>Chance of Rising from Parent Q1 to Child Q5 (From lowest to highest)</th>
<th>Chance of Rising from Parent Q1 to Child Q5 plus Q4 (From lowest to middle or upper middle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson</td>
<td>13</td>
<td>3.2%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Roanoke Rapids</td>
<td>18</td>
<td>3.3%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Henderson</td>
<td>23</td>
<td>3.4%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Fayetteville</td>
<td>36</td>
<td>3.8%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Wilmington</td>
<td>47</td>
<td>4.2%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Spartanburg (SC)</td>
<td>50</td>
<td>4.3%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Charlotte</td>
<td>53</td>
<td>4.4%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Winston-Salem</td>
<td>58</td>
<td>4.5%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Hickory</td>
<td>60</td>
<td>4.5%</td>
<td>27.8%</td>
</tr>
<tr>
<td>Goldsboro</td>
<td>62</td>
<td>4.5%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Jacksonville</td>
<td>66</td>
<td>4.7%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Greensboro</td>
<td>69</td>
<td>4.7%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Washington</td>
<td>84</td>
<td>5.0%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Raleigh</td>
<td>85</td>
<td>5.0%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Gastonia</td>
<td>95</td>
<td>5.2%</td>
<td>26.4%</td>
</tr>
<tr>
<td>North Wilkesboro</td>
<td>96</td>
<td>5.2%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Virginia Beach (VA)</td>
<td>108</td>
<td>5.4%</td>
<td>26.9%</td>
</tr>
<tr>
<td>Morganton</td>
<td>114</td>
<td>5.4%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Boone</td>
<td>119</td>
<td>5.6%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Franklin</td>
<td>124</td>
<td>5.7%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Sylva</td>
<td>145</td>
<td>6.1%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Asheville</td>
<td>159</td>
<td>6.3%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Galax (VA)</td>
<td>282</td>
<td>8.0%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Andrews</td>
<td>290</td>
<td>8.0%</td>
<td>33.0%</td>
</tr>
</tbody>
</table>

Source: Equality of Opportunity Project
Lack of Mobility: The South Stands Out


The chance a child raised in the bottom fifth rose to the top fifth

- 35%
- 20%
- 15%
- 10%
- 4%

The top fifth is equal to family income of more than $70,000 for the child by age 30, or more than $100,000 by age 45.

- Boston: 9.8%
- New York: 9.7%
- Charlotte: 4.3%
- Atlanta: 4.0%

In areas like Atlanta, upward mobility appears to be substantially lower than in any other rich country.
Transfer Research Data

DATA

- **719,371** community college students
- 80% intend to transfer
- 20% earn an associate’s or certificate
- 25% transfer to 4-year institution within 5 years
- 17% complete bachelor’s degree within 6 years (from starting at CC)


Got Me Thinking

- But what about our students?
- Do they understand the urgency and need?
- Why do we not share this information with our students?
Sarah Horn
CEO and Co-founder ReUp Education

- Stated that students who return after stopping out it is for intrinsic reasons 1st
- Students who learn the ‘urgency’ and ‘need’ for education have a better sense of intrinsic need for themselves – through reflections of I don’t want to be a statistic, I want…

Quotes from Webinar on September 10, 2020.
It is the Need to Understand WHY it all matters

- There are those that know they are going to transfer and do, and they really don’t need a lot of guidance – they get it.
- But what about all those others???
- They have been told their entire life “You need to go to college, get a degree, and get a job” (so you can have a better life).
- No one tells them what they need to be looking for and why?

So, let’s start creating that urgency on WHY not just transfer but obtaining a degree matter!
What I Share with My Students
My Future

On a sheet a paper, write down:

- Why your education matters
- How soon you want to be employed in your career
- How much income you would need to live on
Class Today

- I will be sharing current data and research about transfer, workforce, and livable wages
- Consider how the information shared today impacts your thinking about your future
Key Points as we Begin

- **DATA** only reports what was found during the research
- Having the mindset, “Well I guess the statistics were right” is **not OK**
- You **CAN CHANGE** these statistics and outcomes through the decisions and plans that you make to ensure you reach your **goals**
  - So, what if it may take you a little longer to reach your goal
  - **YOU REACHED IT**
- During this semester you will be gaining the knowledge to apply the skills to help you find your path(s) and create a plan to continue towards achieving your goals
Did you Know.....

Over 41% of all undergraduate students attend one of the 1,100 plus community colleges across the United States
Transfer Study

Approximately how many of the over 700,000 community college students that indicated they wanted to transfer to a 4-year institution transfer and graduate within 6 years of starting at the community college?

A. 80%
B. 71%
C. 64%
D. 49%
E. 32%
F. 23%
G. 17%
In the Student’s Perspective

80% of students intend to earn a bachelor’s degree.

25% of students transfer to a 4-year college within 5 years.

17% of students earn a bachelor’s within 6 years of transferring.

After this information

- There is dead silence
- Conversations and questions begin
Time to Degree

- How long does it take to complete an associate degree?
Credit Hours

How many credit hours is considered full-time?

A. 9
B. 10
C. 12
D. 15
E. 19
## Time to Complete Degree for AA or AS

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12</td>
</tr>
<tr>
<td>Spring</td>
<td>12</td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
</tr>
<tr>
<td>Spring</td>
<td>12</td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
</tr>
</tbody>
</table>

**TOTAL 60**

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>15</td>
</tr>
<tr>
<td>Spring</td>
<td>15</td>
</tr>
<tr>
<td>Fall</td>
<td>15</td>
</tr>
<tr>
<td>Spring</td>
<td>15</td>
</tr>
</tbody>
</table>

**TOTAL 60**
Post Secondary Credentials and Degrees

- Doctoral
- Professional
- Master's
- Bachelor (120 – 130 credits)
- Associate (60 - 76 credits)
- Diploma
- Certificate
Understanding Future Life
According to a MIT’s Living Wage Calculator

What is considered the average livable wage (yearly income) for 1 person living in Gaston County, North Carolina* in 2018?

A. $20,500
B. $27,500
C. $35,500
D. $43,500
E. $50,500

https://livingwage.mit.edu/counties/37071
What is considered the average livable wage (yearly income) for 2 people (both adults, only 1 working) in Gaston County, North Carolina?

A. $20,500  
B. $28,500  
C. $35,500  
D. $41,500  
E. $50,500  

https://livingwage.mit.edu/counties/37071
What is considered the average livable wage (yearly income) for 2 people (1 parent and 1 child) in Gaston County, North Carolina?

A. $20,500  
B. $28,500  
C. $35,500  
D. $41,500  
E. $50,500

https://livingwage.mit.edu/counties/37071
Livable Wage Data for Gaston County, NC

Yearly Wage = $ from below x 2080 hours

<table>
<thead>
<tr>
<th></th>
<th>1 ADULT</th>
<th>2 ADULTS (1 WORKING)</th>
<th>2 ADULTS (BOTH WORK)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Children</td>
<td>1 Child</td>
<td>2 Children</td>
</tr>
<tr>
<td><strong>Living Wage</strong></td>
<td>$13.15</td>
<td>$25.74</td>
<td>$30.10</td>
</tr>
<tr>
<td><strong>Poverty Wage</strong></td>
<td>$6.00</td>
<td>$8.13</td>
<td>$10.25</td>
</tr>
<tr>
<td><strong>Minimum Wage</strong></td>
<td>$7.25</td>
<td>$7.25</td>
<td>$7.25</td>
</tr>
</tbody>
</table>

https://livingwage.mit.edu/counties/37071
## Living Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>0 Children</th>
<th>1 Child</th>
<th>2 Children</th>
<th>3 Children</th>
<th>0 Children</th>
<th>1 Child</th>
<th>2 Children</th>
<th>3 Children</th>
<th>0 Children</th>
<th>1 Child</th>
<th>2 Adults (1 Working)</th>
<th>2 Adults (Both)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td>$3,010</td>
<td>$4,446</td>
<td>$6,682</td>
<td>$8,863</td>
<td>$5,518</td>
<td>$6,877</td>
<td>$8,872</td>
<td>$10,802</td>
<td>$5,518</td>
<td>$6,877</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Child Care</strong></td>
<td>$0</td>
<td>$6,959</td>
<td>$10,141</td>
<td>$13,323</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$6,959</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medical</strong></td>
<td>$2,305</td>
<td>$7,945</td>
<td>$7,657</td>
<td>$7,778</td>
<td>$5,495</td>
<td>$7,657</td>
<td>$7,778</td>
<td>$7,679</td>
<td>$5,495</td>
<td>$7,657</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Housing</strong></td>
<td>$10,500</td>
<td>$12,336</td>
<td>$12,336</td>
<td>$16,656</td>
<td>$10,764</td>
<td>$12,336</td>
<td>$12,336</td>
<td>$16,656</td>
<td>$10,764</td>
<td>$12,336</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>$4,322</td>
<td>$8,425</td>
<td>$10,689</td>
<td>$11,645</td>
<td>$8,425</td>
<td>$10,689</td>
<td>$11,645</td>
<td>$12,206</td>
<td>$8,425</td>
<td>$10,689</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$2,812</td>
<td>$4,688</td>
<td>$4,867</td>
<td>$6,123</td>
<td>$4,688</td>
<td>$4,867</td>
<td>$6,123</td>
<td>$6,126</td>
<td>$4,688</td>
<td>$4,867</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required annual income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>after taxes</td>
<td></td>
</tr>
<tr>
<td><strong>Annual taxes</strong></td>
<td>$4,408</td>
<td>$8,741</td>
<td>$10,237</td>
<td>$12,566</td>
<td>$6,775</td>
<td>$8,272</td>
<td>$9,127</td>
<td>$10,410</td>
<td>$6,775</td>
<td>$9,647</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required annual income</strong></td>
<td>$27,358</td>
<td>$53,540</td>
<td>$62,609</td>
<td>$76,952</td>
<td>$41,665</td>
<td>$50,699</td>
<td>$55,880</td>
<td>$63,879</td>
<td>$41,665</td>
<td>$59,032</td>
<td>before taxes</td>
<td></td>
</tr>
</tbody>
</table>

[https://livingwage.mit.edu/counties/37071](https://livingwage.mit.edu/counties/37071)
Statistics for the Gastonia Area

In the Gastonia Area:

The chance that a child raised in the bottom 5th income level (less than $19,916) being able to rise to the top 5th income level (more than $93,419) is only 5.2%

http://jmbendowment.org/impact-stories/building-infrastructure/
More Stats for Gastonia AREA...

For the same child in the bottom 5th income level to rise to the middle ($36,752 to $58,159) and upper middle ($58,160 to $93,418) income level there is about a 26.4% chance.

http://jmbendowment.org/impact-stories/building-infrastructure/
A child who has a parent that is in the lowest $5^{th}$ percentile has a 41% of remaining in this same level.
What is the difference that affords the opportunity for one to break this cycle?

Obtaining your degree
Why does it matter if I complete a postsecondary degree?
National Economic Mobility with a Bachelors Degree

Nationally, 47 percent of children born in the bottom quintile who don’t get a four-year degree stay in the lowest quintile as an adult, while only 10 percent of children born in the lowest income quintile who graduate from college with a four-year degree remain in that quintile.

Source: Pew Charitable Trusts
Note: Income is adjusted for family size.
Career Workforce
Career Outlook

According to a 2014 Georgetown Center on Education and the Workforce research study, the percentage of careers that will require at least a postsecondary credential by 2020 is

A. 20%  
B. 35%  
C. 48%  
D. 65%  
E. 80%
2030 North Carolina Goal

OUR EDUCATION SYSTEM AND ECONOMY ARE OUT OF SYNC.

As our economy grows, the vast majority of new jobs require more than a high school diploma—something that less than half of North Carolinians ages 25-44, and even fewer from economically disadvantaged backgrounds, currently have.

https://www.myfuturenc.org/
Unemployment Rates and Earnings By Educational Attainment

Unemployment rates and earnings by educational attainment, 2019

<table>
<thead>
<tr>
<th>Education Attainment</th>
<th>Unemployment Rate (%)</th>
<th>Median Usual Weekly Earnings ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>1.1</td>
<td>1,883</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1.6</td>
<td>1,861</td>
</tr>
<tr>
<td>Master's degree</td>
<td>2.0</td>
<td>1,497</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>2.2</td>
<td>1,248</td>
</tr>
<tr>
<td>Associate's degree</td>
<td>2.7</td>
<td>887</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>3.3</td>
<td>833</td>
</tr>
<tr>
<td>High school diploma</td>
<td>3.7</td>
<td>746</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>5.4</td>
<td>592</td>
</tr>
</tbody>
</table>

Total: 3.0%  All workers: $969

What about COVID’s Impact?

Workers without any college education are affected more, but the COVID-19 downturn has also left many college graduates without a job.

Employed workers, in millions

May 2020  February 2020
<HS grad   6.9  8.7
HS grad    28.7 34.8
Some college  31.6 36.1
Bachelor’s degree+  55.9 59.4 75

% loss in ...
COVID-19 downturn Great Recession
-21%  -9%
-17%  -8%
-12%   -4%
-6%    1%

Note: Estimates refer to employed workers ages 25 and older, nonseasonally adjusted. Estimates for 2007 and 2009 refer to the fourth quarter of each year. “Some college” includes those with an associate degree, those who attended college but did not obtain a degree and those who attended technical, trade or vocational school. Source: Bureau of Labor Statistics.

PEW RESEARCH CENTER

Image: Pew Research Center

https://www.weforum.org/agenda/2020/09/reckoning-for-skills/
Workforce

Nearly half of employers (44%) report that they have increased the level of education preferred or required for the same job roles over the last five years – often due to increased skills demands for these jobs, as well as increased supply in the market.

A majority of Human Resource leaders (64%) believe that in the future, the need for continuous lifelong learning will demand higher levels of education and more credentials – and 52% believe that in the future, most advanced degrees will be completed online.

Future earnings can depend more on the major pursued than on the level of the degree.

Your Future Success

Financial Security

Keep persisting with education
So, WHAT if it takes you longer to complete your degree

Graduate with Degree

Know Career Projections and Opportunities
Bringing it All Together

What are the steps you need to begin taking for yourself?

How has this information affected your thinking about your future?

Why does your education matter?
Thank You!

Questions?
Continue the Conversation?
Please feel free to contact me:

Chris Ziemba-Tolbert at
Ziemba-Tolbert.Christine@gaston.edu
OR
cmziemba@ncsu.edu
References


Great Resources for Future Income Needs and links to Careers

North Carolina
- NCCareers.org – Reality Check
- https://nccareers.org/find-career/reality-check

Anywhere in US
- California Career Zone
- https://www.cacareerzone.org/budget/county
  - Select any State and then county