Educational Session

2392 - Developing an Equity-Informed Strategic Plan for Community College Transfer Partnerships
Partnerships and Collaboration, Diversity and Inclusion

National data on equity within transfer indicates a need for intentional transfer support and inter-institutional partnership. This presentation will highlight national and institutional data on equity in transfer, the processes for developing an equity and data-informed vision and strategic plan for partnerships and supports, and future directions for improving transfer pathways. Participants will have the opportunity to learn more and discuss research on transfer equity and collaborate on ideas for developing impactful services and partnerships.

Rebecca Siggelkoe, Coordinator of Enrollment
Bunker Hill Community College
About me

Community college graduate
Dedicated to advocating for students and improving transfer at BHCC for 10+ years
Board member of the New England Transfer Association (NETA)
Academic Officer at BHCC for statewide transfer program, MassTransfer
Passionate about traveling, dancing, being outdoors, warm weather and houseplants
Hablo español
Mom to an adopted chihuahua mix ~ Naya
Agenda

- National transfer data
- Introduction to Bunker Hill Community College (BHCC) and BHCC transfer student data
- Discussion on transfer challenges
- Developing an equity-informed strategic plan for transfer partnerships
- BHCC Articulation Agreements
- Discussion on future directions
Why is this topic important?
Transfer partnerships are not serving the needs of all student populations. Transformation is necessary to promote equitable transfer outcomes. Equity is central to BHCC's institutional and statewide goals. College completion is a key factor in economic and social justice.

Participants in this presentation will:
Discuss national and institutional research on the transfer equity gap
Discuss barriers to successful transfer
Understand the steps BHCC has taken to promoting equity for transfer partnerships
Collaborate on future directions for transfer partnerships
National Data on Transfer and Equity
Data Snapshot

- 41% of African American/Black students begin at a community college
- 50% of Latinx/Hispanic students begin at a community college
- 80% of community college students intend to earn a bachelor's degree
- 25% transfer to a bachelor degree granting institution
- 17% complete a bachelor's degree within 6 years

(Bragg, 2020)
Bachelor Degree Completion of Community College Transfer Students

- Asian: 25%
- Black/African American: 8%
- Latinx/Hispanic: 10%
- White: 20%

(Crisp et al., 2020)
National research on community college transfer indicates vast disparities in bachelor degree completion. These disparities have come to be known within higher education as the transfer equity gap (Crisp et al., 2020).

Black and Latinx/Hispanic students are less likely to transfer than Asian and white students (Shapiro et al., 2018).

When controlled for socio-economic status, rates of college degree attainment for Black, African American and Latinx students remains substantially lower (Bragg, 2020).

First generation students, English language learners, LGBTQIA+, and other groups face systemic barriers to higher education (NUE Report, MASS. DHE).

Color-blind educational practices and policies reinforce and perpetuate inequity in higher education (Meza et al., 2018).
BHCC and Data on Transfer and Equity
Bunker Hill Community College
IMAGINE THE POSSIBILITIES

Largest community college in Massachusetts
Offer AA/AS Degrees and Certificates
Continuing Education/Workforce Development
Enrollment: 9,327 students*
Average student age: 26*
563 International students from 81 countries*
One of the most diverse colleges in the nation
Most affordable in Massachusetts

*Data from Fall 2021
BHCC Initiatives and Grants Centered on Equity

Hispanic Serving Institution (HSI Initiative)

Asian American, Native American, Pacific Islander Serving Institution (AANAPISI)

Center for Equity and Cultural Wealth (CECW)

Halting Oppressive Pathways in Education (HOPE Initiative)

Dish Food Pantry and Single Stop
Statewide Equity Initiative

Massachusetts Department of Higher Education

New Undergraduate Experience: Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth and Achieving Equity in Massachusetts Higher Education

- Public higher education systems not designed to reflect needs of the student population
- Educational achievements across the state determined by zip code and race
- Community colleges, State Universities and UMASS campuses demonstrate consistently lower graduation rates among African American, Black and Latinx Students
<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Count</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>19</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Asian</td>
<td>976</td>
<td>10%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2,076</td>
<td>22%</td>
</tr>
<tr>
<td>Cape Verdean</td>
<td>34</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Hispanic/Latinx of any race</td>
<td>2,735</td>
<td>29%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>5</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>197</td>
<td>2%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>1,289</td>
<td>14%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>415</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>1,581</td>
<td>17%</td>
</tr>
<tr>
<td>Students of Color</td>
<td>6,260</td>
<td>67%</td>
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</table>
70% of students **do not** earn a degree before transferring.

### Transfer Out by Credits Earned

<table>
<thead>
<tr>
<th>Credits</th>
<th>Number of Students</th>
<th>Percent</th>
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<tbody>
<tr>
<td>0</td>
<td>251</td>
<td>5%</td>
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<tr>
<td>1-15</td>
<td>1,468</td>
<td>29%</td>
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<tr>
<td>16-30</td>
<td>537</td>
<td>11%</td>
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<tr>
<td><strong>31-45</strong></td>
<td><strong>2,336</strong></td>
<td><strong>47%</strong></td>
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<tr>
<td>Total</td>
<td>5,012</td>
<td>100%</td>
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</table>
Students who complete an Associate's degree before transferring are 49% more likely to complete a Bachelor's degree within 4 years and 22% more likely to complete a bachelor's degree within six years (Community College Research Center, 2014).
Data Sharing with Top Transfer Destination

BHCC and UMASS Boston (UMB)
Analyzed disaggregated student data from 2007 - 2019

- Average number of semesters taken at BHCC
- Average number of semesters taken at UMB
- Percent of students completing a degree before transferring
- Enrollment patterns
- Full-time and part-time status
- Enrollment patterns by school (department)
- Graduation rates

Latinx/Hispanic transfers to UMB have increased 108%
Latinx/Hispanic students are underrepresented in College of Science, Math, Management and Health
64.5% of transfer students enroll as full-time
Transfer students who attend UMB full-time are 37% more likely to complete a BS/BA degree
Students transferring with an AA/AS degree are 32% more likely to complete a BS/BA degree
Why don't students complete their degrees after transferring?

- Credit loss/Applicability of Credits
- Cost
- Culture
- Distribution of work and outside responsibilities
- Ineffective transfer pathways
- Let's discuss!
<table>
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<tr>
<th>Challenges</th>
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<tr>
<td>Credit loss</td>
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<tr>
<td>Ineffective and outdated articulation agreements</td>
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<tr>
<td>Limited Statewide Transfer Agreements</td>
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<tr>
<td>Application and tuition costs</td>
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<tr>
<td>Lack of inter-institutional collaboration and student support</td>
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<tr>
<td>Lack of shared college-wide knowledge about transfer opportunities</td>
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<tr>
<td>Lack of data sharing with institutional partners</td>
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<td>Lack of a supportive transfer culture</td>
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Step 1: Understand Transfer Patterns and Best Practices in Transfer

- Review national and institutional data on transfer and equity
- Understand transfer patterns - destinations, majors, degree and credit completion
- Review best practices in transfer partnerships with an equity lens
Step 2: Collaboration and Goal Development

- Bring transfer into equity initiatives on campus
  - CECW, HOPE Initiative, HSI and AANAPISI
- Develop goals for transfer partnerships aligned institutional goals and the Mass. Dept. of Higher Ed
- Listen to students
- Implement disaggregated data sharing to assess effectiveness of partnerships for specific demographic groups
- Use an equity lens on the development of support services
- Integrate high-impact practices into teaching and advising
Step 3: Develop a New Structure for Partnership

- Center equity and community college student advocacy in transfer partnerships and initiatives
- Develop partnerships that reflect the priorities and realities of our student population
- Use data rather than assumptions
- Implement processes/structure for partnership management (Coordinator and Project Management Software)
Step 4: Inventory and Improve Existing Partnerships

- Update existing articulation agreements
- Nurture communication and inter-institutional student support
- Identify gaps in pathways and partnership
  - Set priorities for strengthening pathways for existing transfer patterns
Step 5: Maintenance, Assessment and Future Planning

- Implement demographic data sharing with partner colleges
- Develop alliances and joint admissions programs with top transfer destinations and selective admissions institutions
- Increase visibility and celebrate transfer culture
- Use racial equity as an outcome measure for assessing partnerships
- Expand on inter-institutional relationships
- Explore non-vertical transfer patterns
- Review policies in transfer with an equity lens
Developing a Strategic Plan

<table>
<thead>
<tr>
<th>STEP</th>
<th>Task</th>
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<tbody>
<tr>
<td>1</td>
<td>Understand Transfer Patterns and Best Practices in Transfer</td>
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<tr>
<td>2</td>
<td>Collaboration and Goal Development</td>
</tr>
<tr>
<td>3</td>
<td>Develop a Structure for Transfer Partnerships</td>
</tr>
<tr>
<td>4</td>
<td>Inventory, Improve, and Communicate</td>
</tr>
<tr>
<td>5</td>
<td>Maintenance, Assessment and Future Planning</td>
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There was a lot of room for improvement...

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<thead>
<tr>
<th>Program</th>
<th>University</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.S. Accounting</td>
<td>Suffolk University</td>
<td><a href="https://www.suffolk.edu/">https://www.suffolk.edu/</a></td>
</tr>
<tr>
<td>A.S. Biology</td>
<td>UMASS Boston</td>
<td><a href="https://www.umb.edu/">https://www.umb.edu/</a></td>
</tr>
<tr>
<td>A.A. Psychology</td>
<td>Lesley University</td>
<td><a href="https://lesley.edu/">https://lesley.edu/</a></td>
</tr>
</tbody>
</table>

https://www.bhcc.edu/admissions/transferpartnerships/
"Intersectional identities of race, class, gender, gender identity, ability, sexuality, nationality, place of origin and religion profoundly shape how students engage with higher education and should be thought of as assets that they bring with them to enrich institutions." (New Undergraduate Experience, 2021)
References


Do you have any questions or comments?

Thank you for your time and engagement in this session!

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