

# #NISTS2019 CONFERENCE

## WORKING TOGETHER TO SIMPLIFY TRANSFER

FEBRUARY 13-15, 2019 • ATLANTA, GEORGIA

The following presentation was given at the 17<sup>th</sup> Annual Conference for the National Institute for the Study of Transfer Students. Some photos have been removed in order to avoid possible copyright infringement. **Please cite responsibly and direct questions to the original presenter(s).**

### **Review of Community College Transfer Practices at Medium to Large Universities**

*Matriculation Trends & Issues, Innovative Initiatives*

Practitioners will learn about community college transfer practices at a dozen of our nation's public universities, based on 1) presence of high-impact transfer practices, 2) similarity in enrollment size to the University of Colorado Boulder, and 3) transfer student retention and graduation rates that exceed the national average. A comparison matrix will be provided so that four-year institutions can recognize possible alignment for their own institutions and identify steps needed to improve their current transfer practices.

**Janet Yowell**, CAPS Project Director, NSF INCLUDES Project

**Katie Palmer**, Pre-Transfer Advising Specialist

**Emily Good**, Pre-Transfer Advising Specialist

University of Colorado Boulder

#NISTS2019

# Transfer by the Numbers

REVIEW OF COMMUNITY COLLEGE TRANSFER PRACTICES  
AT MEDIUM TO LARGE UNIVERSITIES

Janet Yowell, College of Engineering & Applied Science  
Emily Good, Undergraduate Exploration & Advising Center  
Katie Palmer, Undergraduate Exploration & Advising Center  
University of Colorado Boulder



# A Holistic Review Process

Identify practices which would result in recommendations on our own campus to positively impact transfer, retention and graduation rates.





# Understanding Today's Students

- How many are college bound?
- Crave bite-sized communication
- Are cognitively nimble
- Are innovators



*Generation Z students are our current and future students. We need to meet them where THEY are, not expect them to meet us where WE are.*

Source: Jennifer McDuffie, Associate Vice Chancellor Division of Student Affairs, University of Colorado Boulder





# Understanding Transfer Landscape

- 4-year degree increasingly required for many jobs (STEM particularly).<sup>1-2</sup>
- Overwhelming % of prior post-secondary work began at a community college.<sup>3, 7</sup>
- 2YC students aspire to earn 4-year degrees.<sup>4</sup>
- 2YC students fair as well, if not better, than 4YC students<sup>5</sup> (if within 2 years).<sup>6</sup>
- No degree, but high debt.



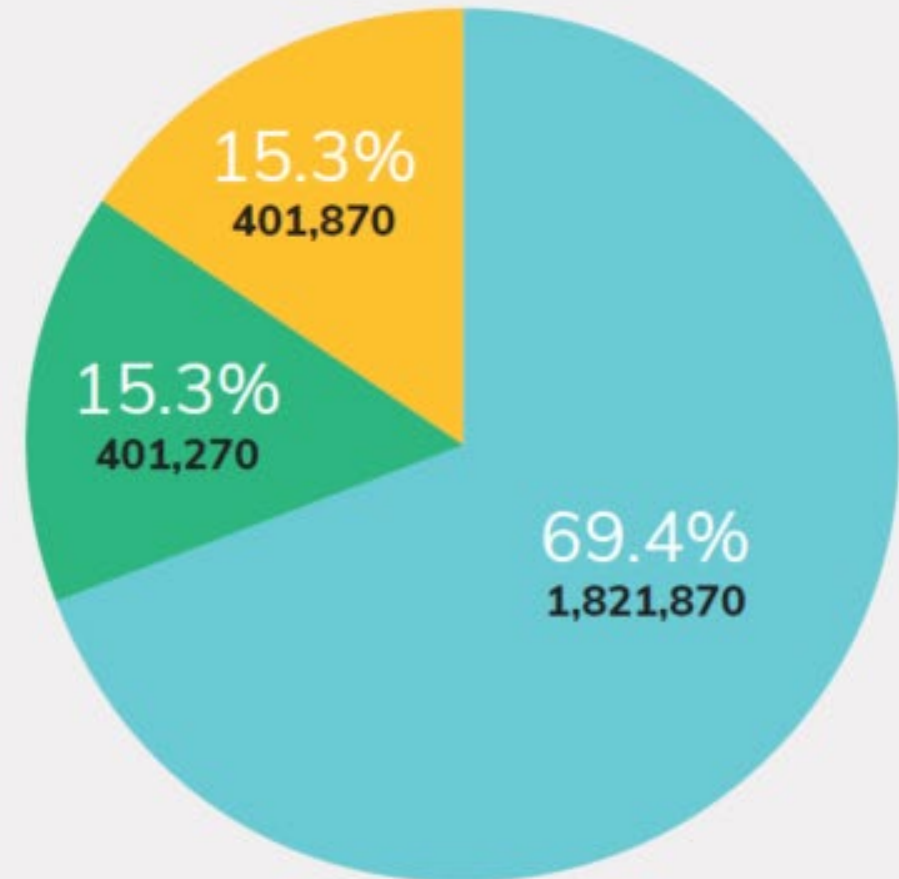
# Composition of 2016 Entering Class

2,625,010

Students who:

- Were enrolled at a four-year institution (for the first time at that institution)
- Do not have any prior postsecondary degrees

- **Entered from High School**  
Never previously enrolled at any postsecondary institution
- **Transferred from a Four-Year Institution**  
Previously enrolled at one or more other institution(s), at least one of which was a four-year institution
- **Transferred from a Community College**  
Previously enrolled at one or more two-year public institution(s); never enrolled at another four-year institution



Source: Jack Kent Cooke Foundation article, *Persistence: The Success of Students Who Transfer from Community Colleges to Selective Four-Year Institutions*, January 2019.





# Project Purpose

## *Review of Community College Transfer Practices at Medium to Large Universities*

- Define common data for transfer students and practitioners
- Identify key factors/trends for effective transfer impacts.
- Identify gaps in data.



*Note: This review was not intended to be a rigorous quantitative study; but instead an informal query to study results for identifying data trends among transfer practices.*



# Project Approach

We approached the project:

- Through the lens of a prospective student  
*and*
- As a practitioner involved in transfer practices





# Our Review Process

- Initial project began in June 2017 w/ 50 similar colleges
- In fall 2018, partnered with two Pre-Transfer Advising Specialists to continue a scaled-down project with 24 *peer* colleges.



# The Transfer Student Experience Timeline



Interested /  
Recruited /  
Applied student

Matriculated  
Orientation  
Onboarding

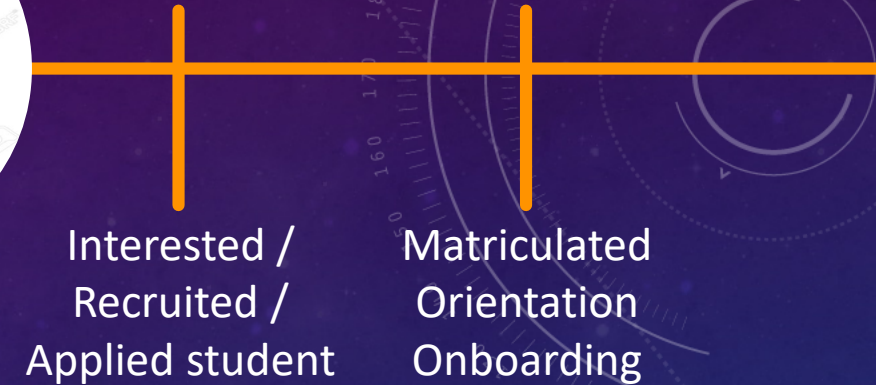
Active Student  
Major Change/IUT

Graduated  
Alumni  
Left Institution





# Broad-Level Review

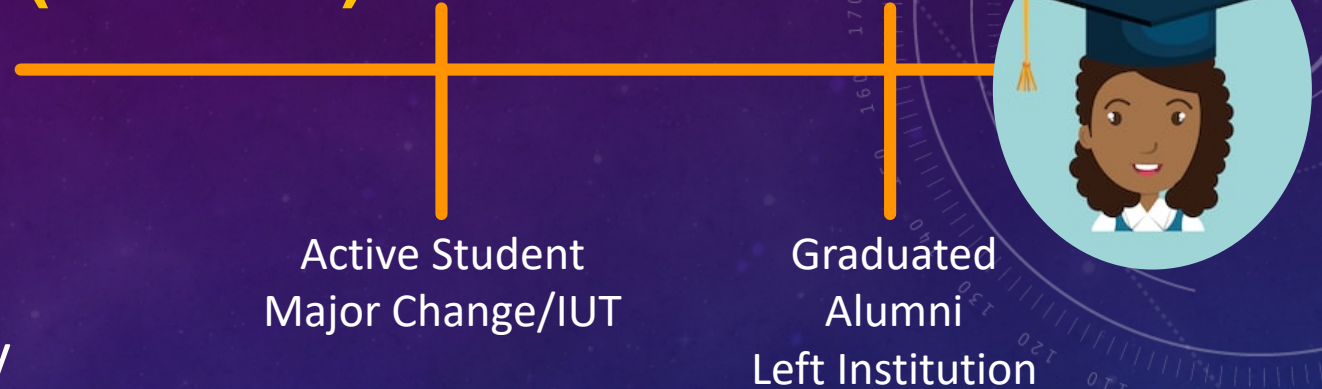


Look at trends in:

- Interested, applied, and recruited
  - Origination, academic and financial data, housing status, transfer credits, etc.
- Matriculation to institute, orientation, and onboarding
  - When do they register, timing of communication, credit approval, yield and melt, advising options, etc.



# Broad-Level Review (cont'd)



- Active students
  - Expected time to degree, mobility on campus, transfer assistance, speed of transfer credit, etc.
- Graduated, become alumni or leave
  - Actual time to degree, analysis of social media to assess student employment, etc.





# Yikes!—Little to No Data found



Immediate assessment: *we needed to narrow our focus!*

*To ask:*

- Were the number of transfer applicants, admits, and enrollees at each institution a result of specific transfer practices?
- Did transfer practices affect retention and time to degree?

*...and to determine:*

- Identification of trends in enrollment
- Identification of common practices



# Narrowed Project Focus

Focus instead on:

- Number of *Applications*
- Number of *Admits*
- Total *Enrollment*
- Academic *Success* (GPA, retention, graduation rates)

Used *Common Data Set* reports as well as information from each peer institution website.





# Another Speedbump

- 2-Year and 4-Year transfer data is often lumped together.
- Little to no available transfer data/facts on websites.
- Data that is presented is sometimes 3-8 years old.

*Students want and should have access to up-to-date information.*

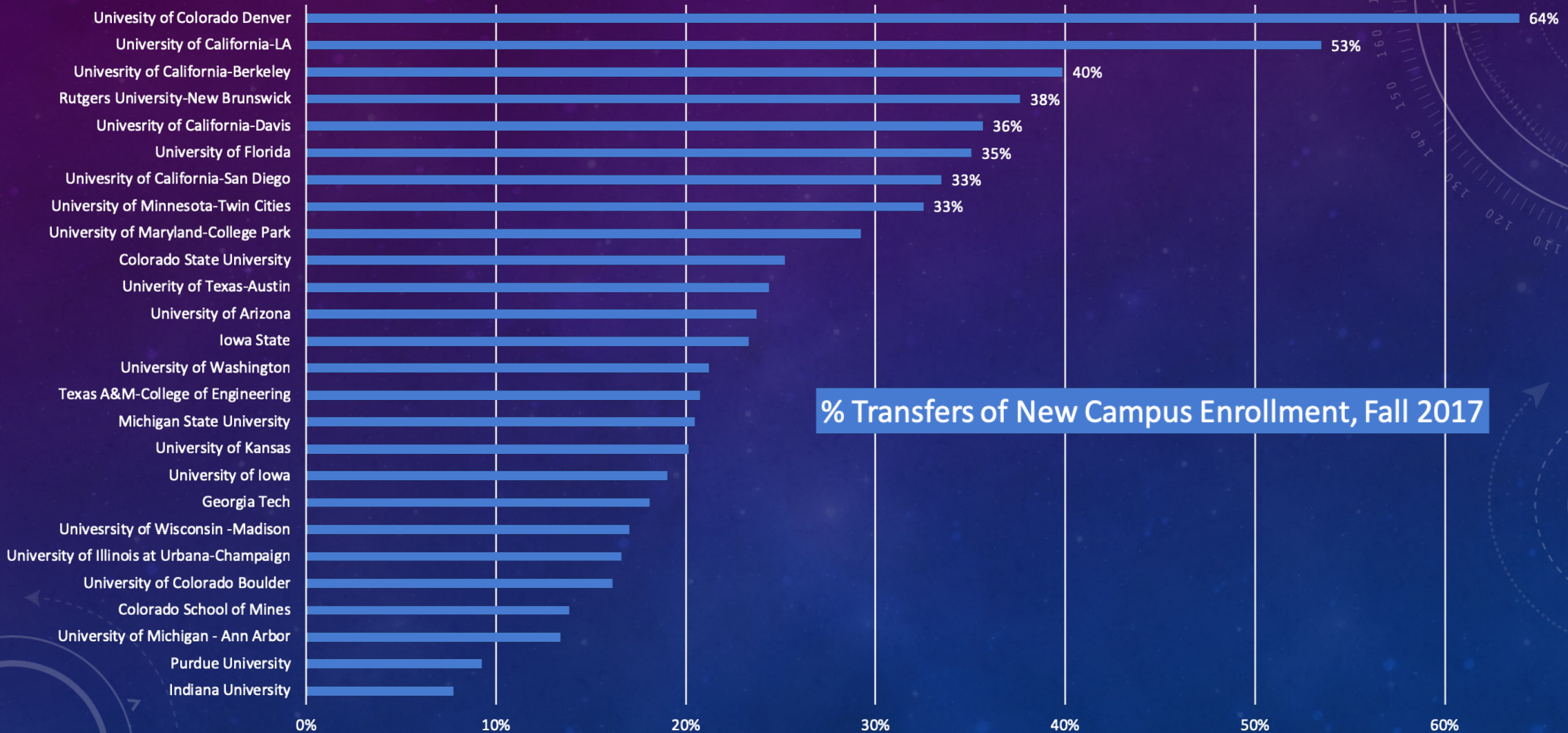


GENERATION Z:  
CONNECTED FROM BIRTH.

Born mid-1990s to 2010.

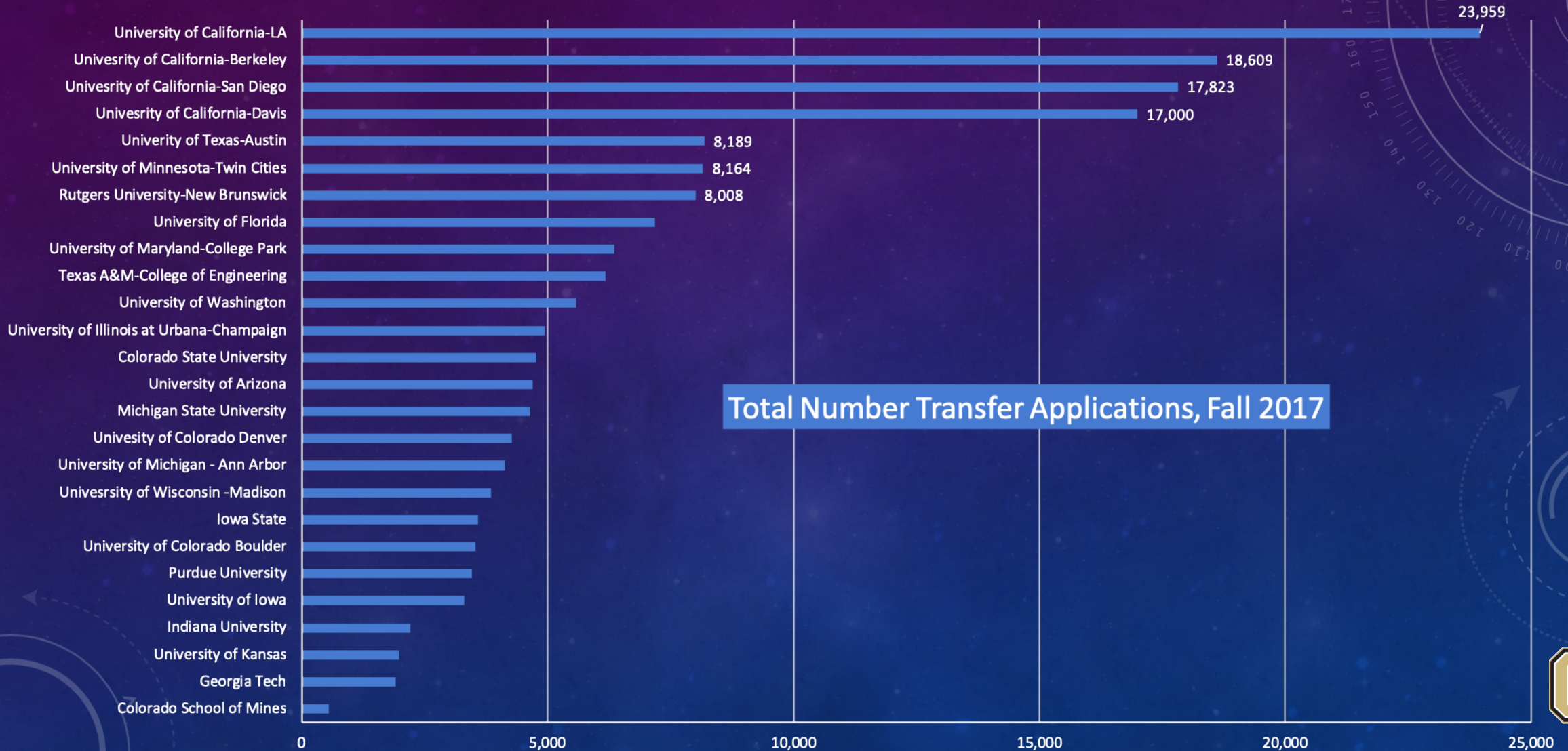


# Project Results – Highest % Transfers





# Project Results – # Transfer Applications



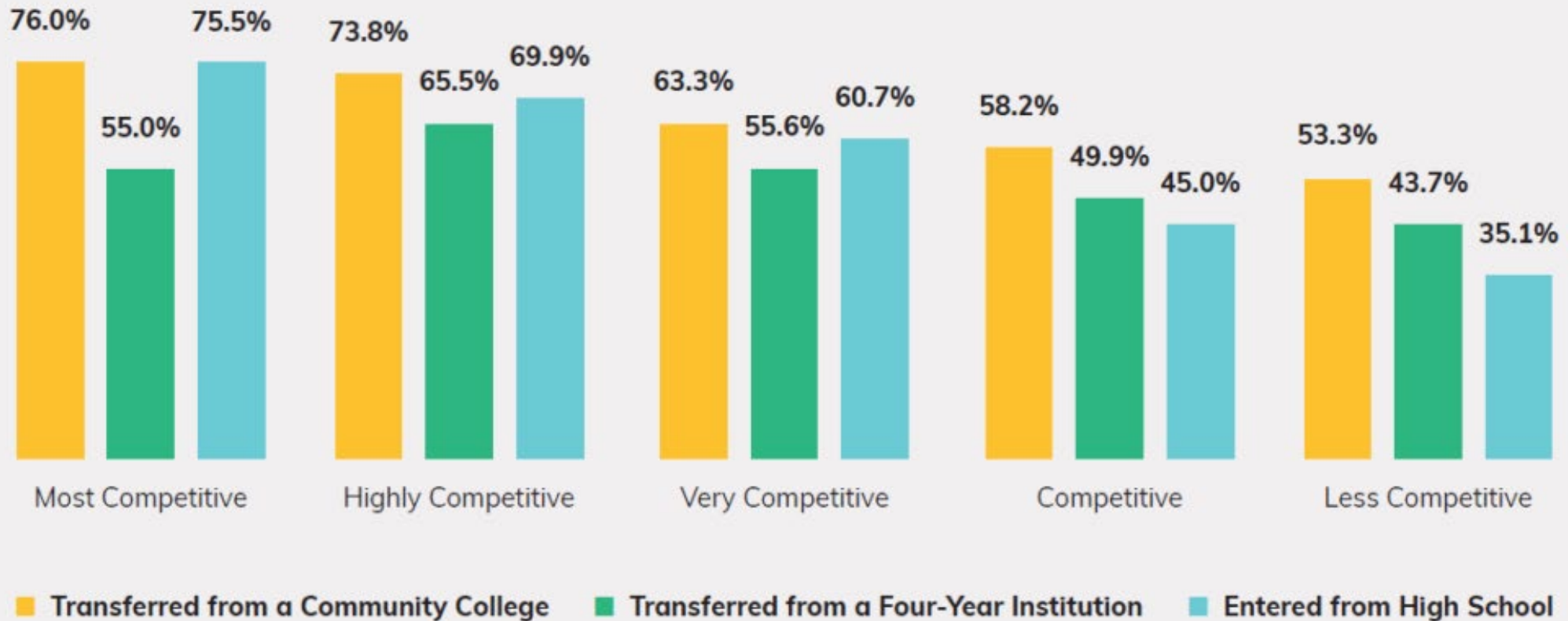
# Project Results – Observations

- Very difficult to find information on an institution's website.
- Little to no data on academic success of transfers.
- University of Kansas was very easy to find information...
- University of Colorado Denver's website was found to be 'very easy' to navigate....





# Six-Year Graduation Rates



Source: Jack Kent Cooke Foundation article, *Persistence: The Success of Students Who Transfer from Community Colleges to Selective Four-Year Institutions*, January 2019.



# Project Results – Correlations

- Is there a correlation between transfer website navigation and access to information and transfer numbers?
- Do availability of transfer guides translate to higher transfer numbers?
- Is there a correlation between early advising an/or orientation and transfer enrollment?





# Institutions for Further Study

- University of California-Los Angeles
- University of California-Davis
- University of Colorado Denver



University of Colorado  
Denver



# Project Action Items

- Develop best practices in data gathering.
- Analyze *all* factors that improve transfer student success.
- Institutionalize a process so that transfer data is more readily available.
- Identify the governance of data





# Data Collection Discussion



Transfer data is poorly tracked and made available at the national level.

- How would you go about tracking transfer student best practices at your own institution?
- What data should you be collecting to best guide your institutions transfer practices?



# Our BHAG (Big Hairy Audacious Goal)

Formation of a National Transfer  
Data Working Group

*Whose in?*

If interested, email:  
[Janet.Yowell@Colorado.edu](mailto:Janet.Yowell@Colorado.edu)





# Attribution

1. Bureau of Labor Statistics, U.S. Department of Labor. Occupational outlook handbook, 2012–13 ed. Retrieved from <http://www.bls.gov/ooh>
2. Carnevale, A. P., Smith, N., & Melton, M. (2011). STEM: Science, technology, engineering, mathematics. Washington, D.C.: Georgetown University Center on Education and the Workforce.
3. Tsapogas, J. (2004). The role of community colleges in the education of recent science and engineering graduates, Info-Brief 04-315, Arlington, VA: Division of Science Resources Statistics, National Science Foundation. Retrieved from <https://wayback.archive-it.org/5902/20150627182834/http://www.nsf.gov/statistics/infbrief/nsf04315/>



## Attribution (cont'd)

4. Jenkins, P. D., & Fink, J. (2016). Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees. Community College Research Center Teachers College, Columbia University.
5. Xu, D., Jaggars, S. S., & Fletcher, J. (2016). How and Why Does Two-Year College Entry Influence Baccalaureate Aspirants' Academic and Labor Market Outcomes? A CAPSEE Working Paper. Center for Analysis of Postsecondary Education and Employment.
6. Monaghan, D. B., & Attewell, P. (2015). The community college route to the bachelor's degree. *Educational Evaluation and Policy Analysis*, 37(1), 70-91.





# Attribution (cont'd)

7. Jack Kent Cooke Foundation report, *Persistence: The Success of Students Who Transfer from Community Colleges to Selective Four-Year Institutions*, January 2019.

