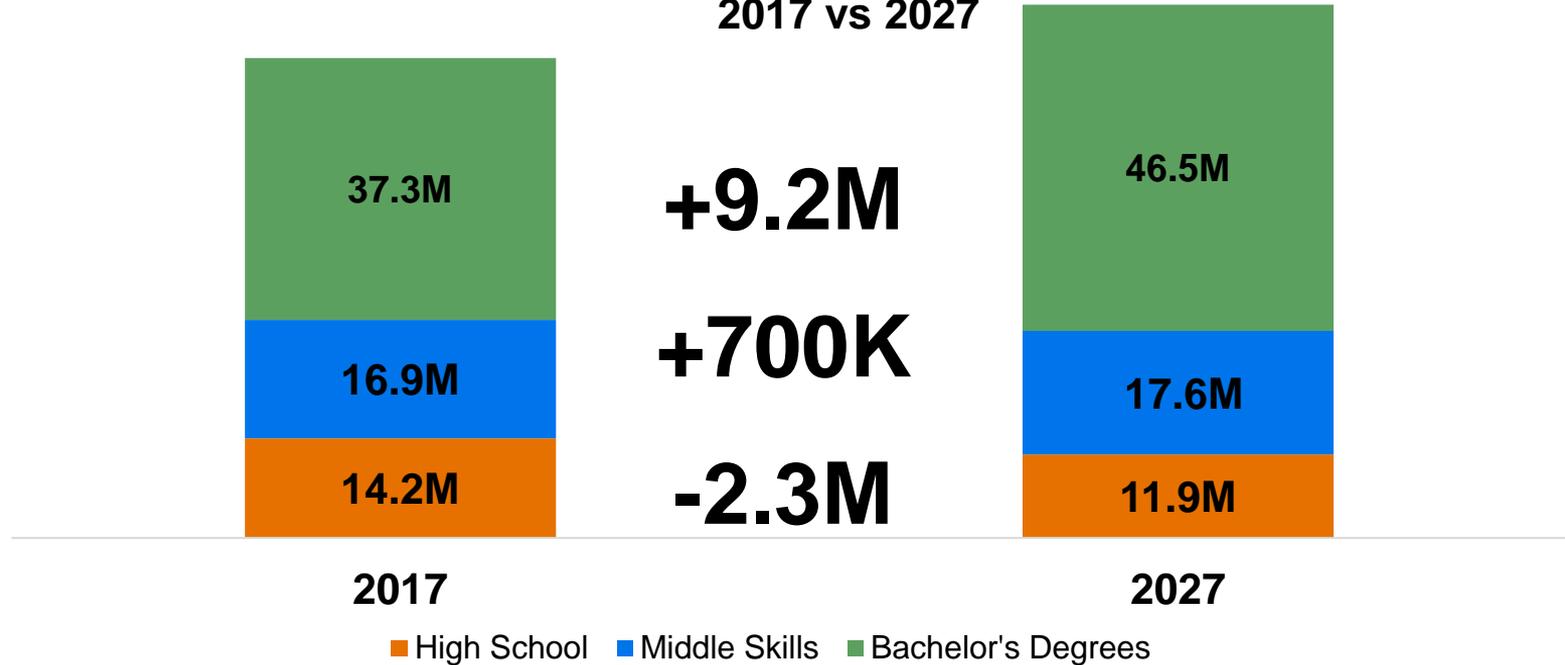# Tracking Transfer: Community College and Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

Dr. Tatiana Velasco & John Fink
Community College Research Center
Teachers College – Columbia University

SSLI - CCRC Transfer Concurrent Session, February 28st, 2024

MANY 'GOOD JOBS' REQUIRE BACHELOR'S DEGREES

Number of Good Jobs
2017 vs 2027

2017

37.3M

16.9M

14.2M

+9.2M

+700K

-2.3M

2027

46.5M

17.6M

11.9M

■ High School   ■ Middle Skills   ■ Bachelor's Degrees

RAISE THE
BAR

The Unmet Promise of Transfer as an Accessible Route to the BA

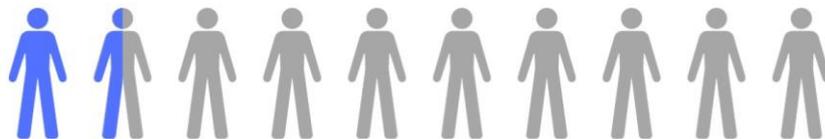**80%** of community college students **want a bachelor's degree**

33% of community college students **transfer to a four-year institution**

16% of community college students will **graduate with a bachelor's degree** within six years of starting college

Source: Velasco et al., 2024: Tracking Transfer: Community College and Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

RAISE THE
BAR

Tracking Transfer: Community College and Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

Key Findings: Tracking Community College Effectiveness in Broadening Bachelor's Attainment

1. Nationally, **transfer and bachelor's completion rates are low**, especially for populations underrepresented among bachelor's degree holders.

2. A **small** but noteworthy **number of colleges achieve strong transfer outcomes** for Black or Hispanic students.

3. Transfer outcomes of **prior high school dual enrollment students are stronger** than those of students without having taken any dual enrollment courses.

TRACKING TRANSFER
Community College Effectiveness in Broadening Bachelor's Degree Attainment

CCRC COMMUNITY COLLEGE RESEARCH CENTER Teachers College, Columbia University   COLLEGE EXCELLENCE PROGRAM aspen institute   NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER
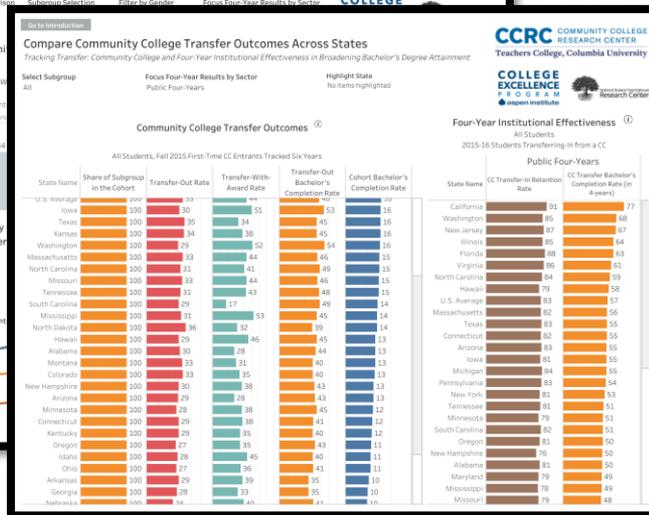
COLLEGE EXCELLENCE PROGRAM aspen institute   CCRC
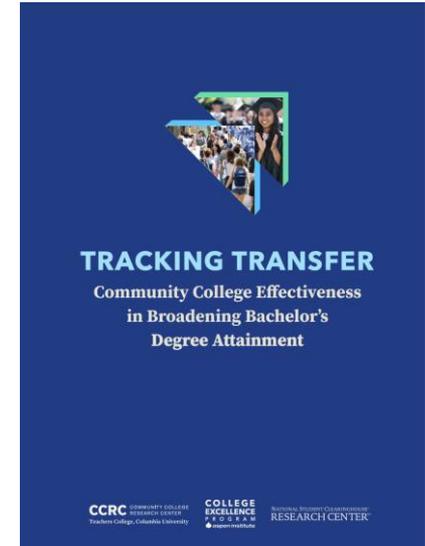
Key Findings: Tracking Four-Year Institution Effectiveness in Broadening Bachelor's Attainment

1. **Outcomes** for community college transfer students **after they arrive at four-year institutions are low** overall and even lower for low-income, Black, and older transfer students.

2. Transfer students who earn a **pre-transfer community college award** have much stronger post-transfer outcomes.

3. **AANAPISIs and HSIs** exhibit **strong** transfer outcomes. (And **for-profits** and **POIs** were **weakest**)
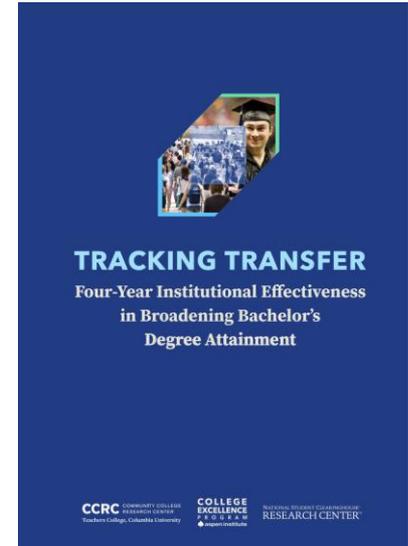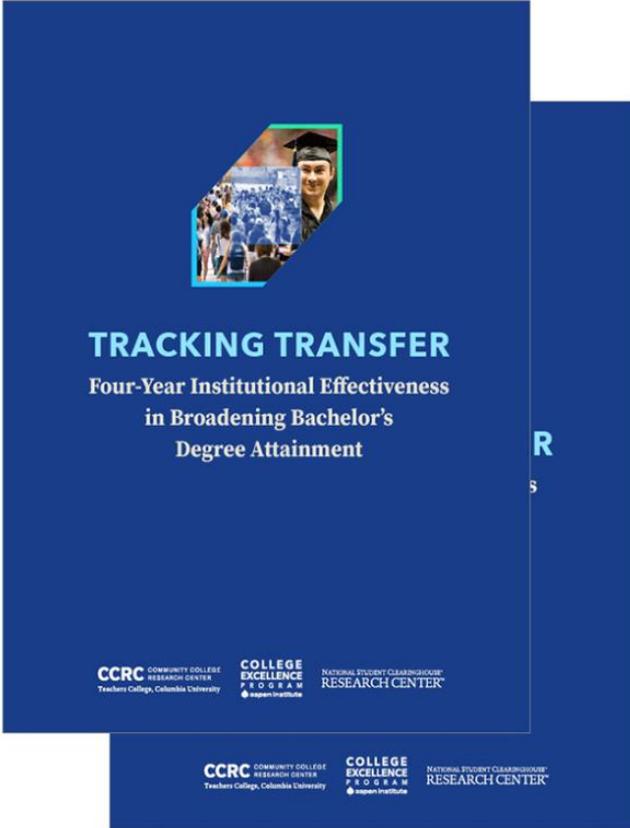
TRACKING TRANSFER
Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

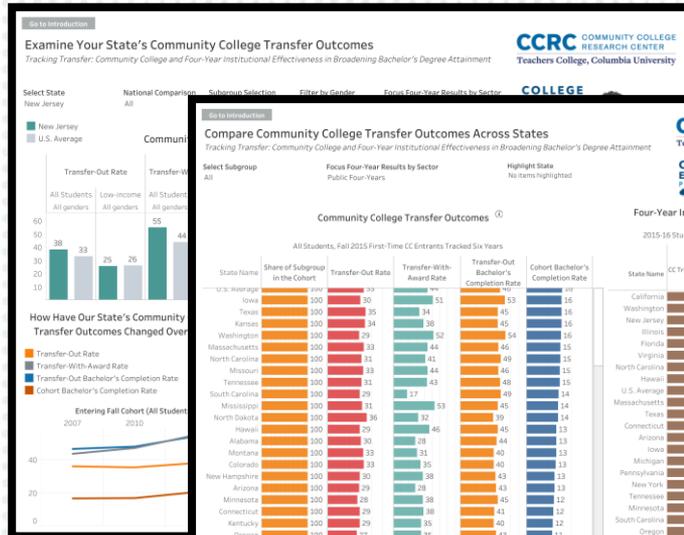CCRC COMMUNITY COLLEGE RESEARCH CENTER · Teachers College, Columbia University   COLLEGE EXCELLENCE PROGRAM · aspen institute   NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

COLLEGE EXCELLENCE PROGRAM · aspen institute   CCRC

Cohort Bachelor's Completion Rate

21%
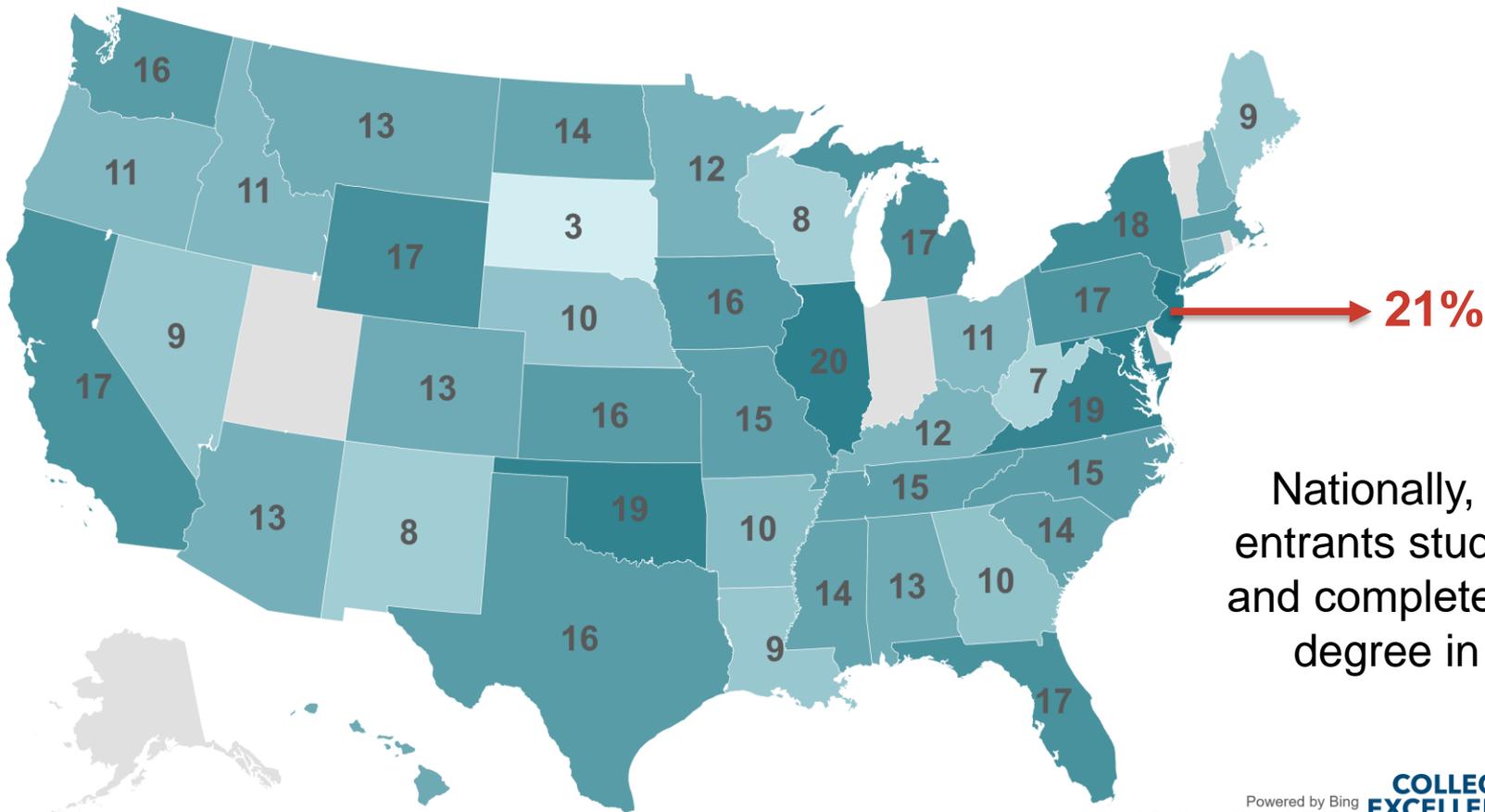
Nationally, 16% of CC entrants students transfer and complete a bachelor's degree in six-years.

Transfer Metrics Review

Community College Transfer Metrics

Percent of CC entrants who transferred

(ever enrolled at any four-year)

Percent of transfers who completed at the CC

Percent of transfers who completed a bachelor's

Percent of CC entrants who transferred and completed a bachelor's

Transfer-out Rate

Transfer with Award Rate

Transfer-out Bachelor's Completion Rate

Cohort Bachelor's Completion Rate

Community college FTIC students, Fall 2015 (n = 670K)

Four-Year Institutions Post-Transfer Metrics

Four-Year Institutions' CC transfers entrants in 2015-16 (n = 396k)

Percentage of students retained at the four-year institution into the second year after transferring

Transfer-in retention rate

Percentage of students who complete a bachelor's degree at the receiving four-year institutions within **two**, **four**, and **six years**.

Transfer-in bachelor's completion
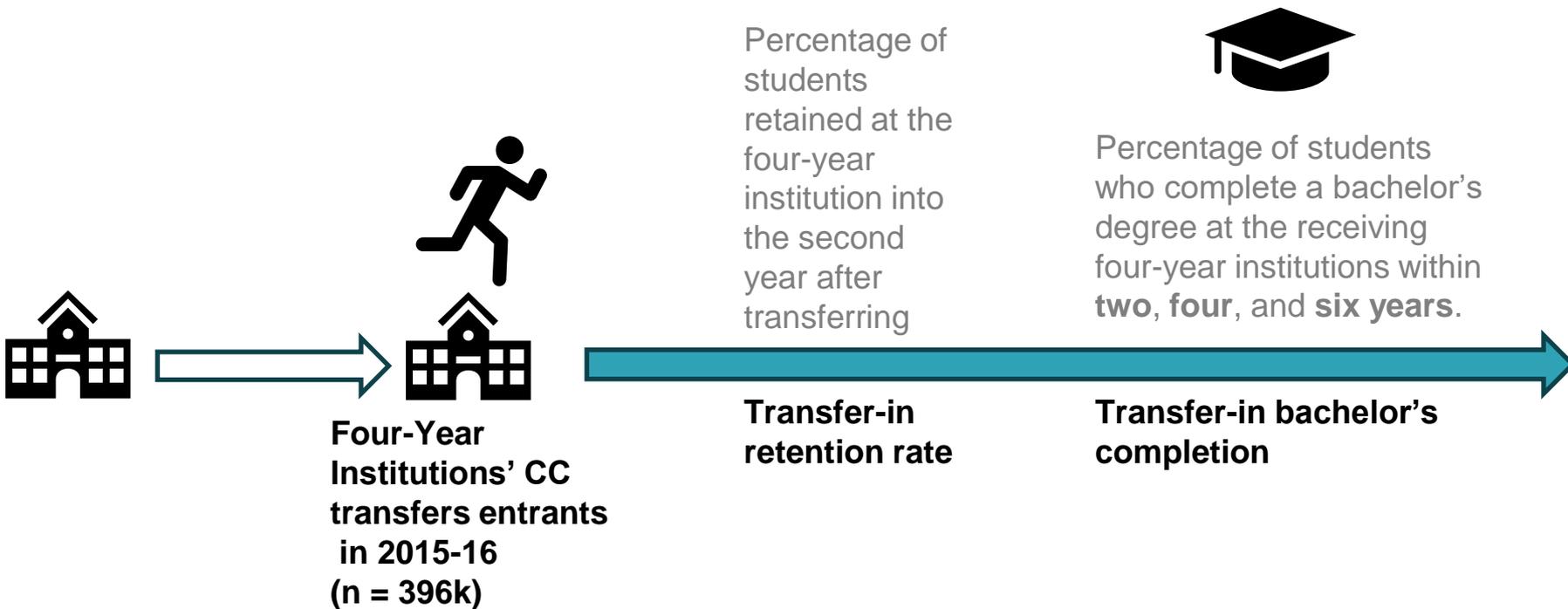
Community College Transfer Metrics and National Findings

Only 33% of students transfer to a four-year institution within six years

33%

Transferred within six years

Did not transfer
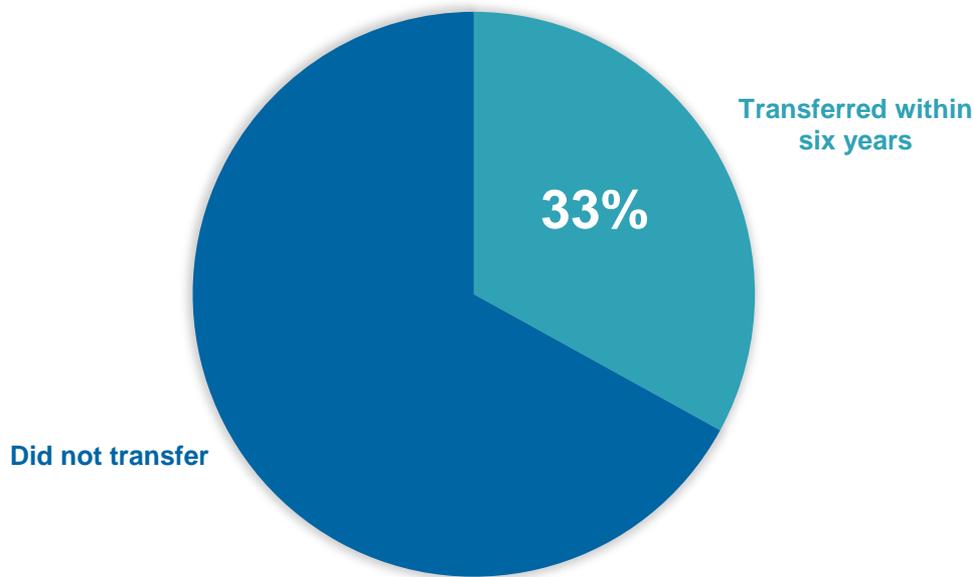
And, only half of those complete a bachelor's degree within six years

Completed a bachelor's within six years

The average bachelor completion rate of entering community college students is 16%
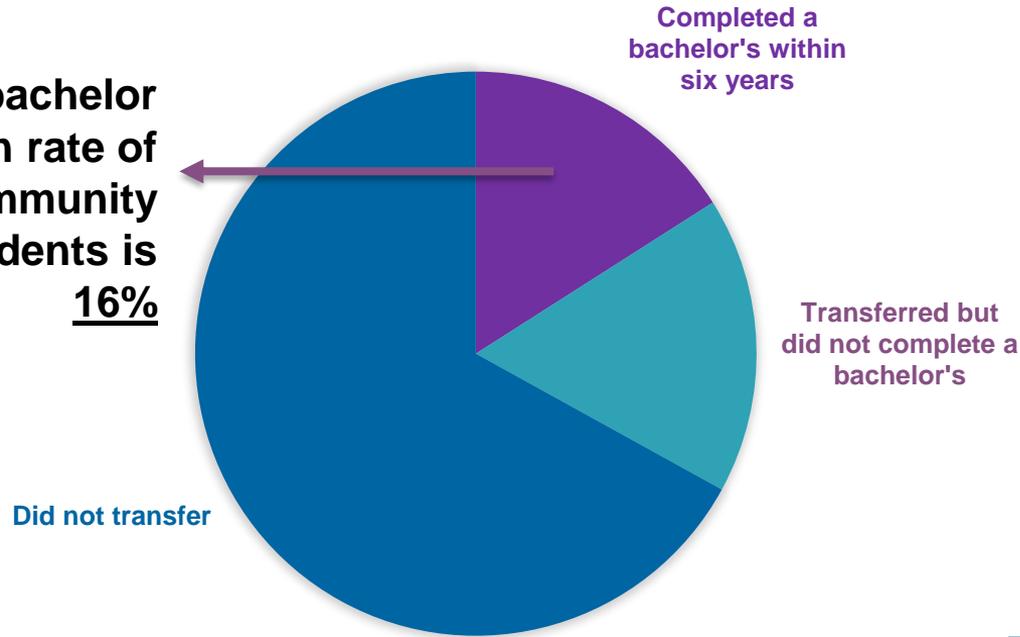
Transferred but did not complete a bachelor's

Did not transfer

Transfer outcomes are even lower among low-income, Black, Hispanic and older students

Six-Year Transfer Outcomes, Fall 2015 Community College Entrants

Legend: All students | Black | Hispanic | Low-income | 25 or older

Y-axis: Percentage (%)

Transfer-Out Rate: 33, 29, 29, 26, 17

Transfer-With-Award Rate: 44, 37, 51, 45, 47

Transfer-Out Bachelor's Completion Rate: 48, 32, 44, 41, 36

Cohort Bachelor's Completion Rate: 16, 9, 13, 11, 6

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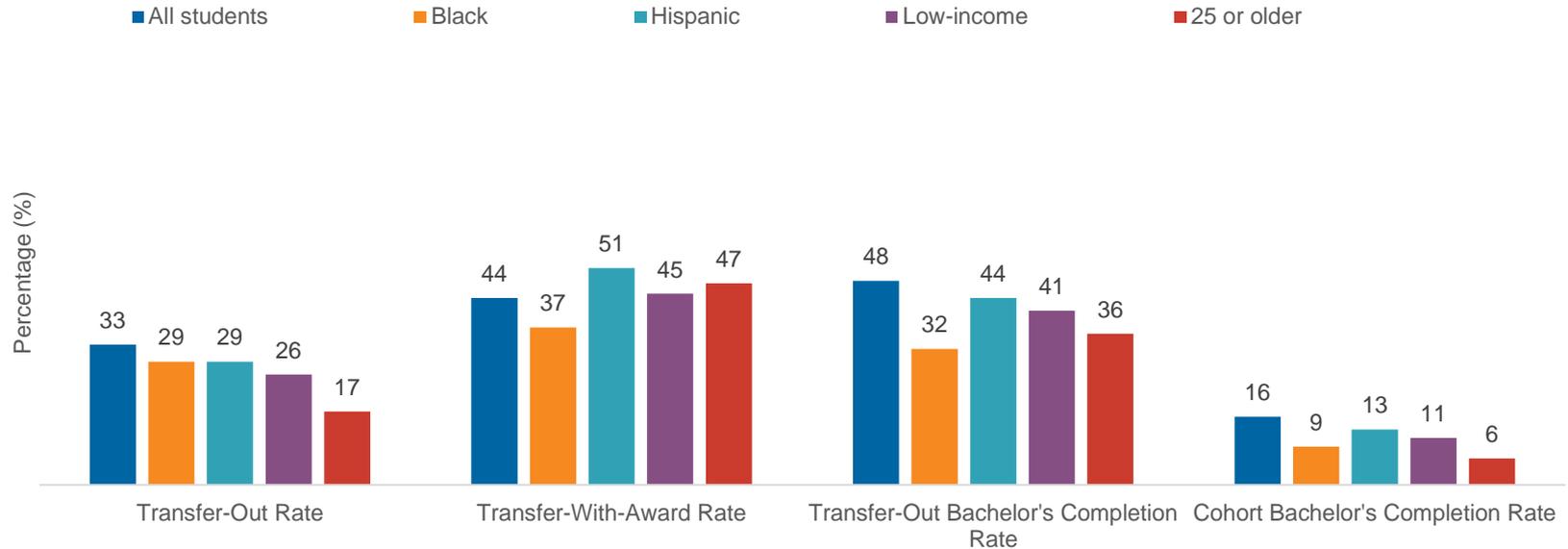
Six-year transfer outcomes among degree-seeking community college entrants

Transfer rates have remain steady compared to 2007

Community College Transfer Outcomes ⓘ

All Students, Fall 2015 First-Time CC Entrants Tracked Six Years

State Name	Share of Subgroup in the Cohort	Transfer-Out Rate	Transfer-With-Award Rate	Transfer-Out Bachelor's Completion Rate	Cohort Bachelor's Completion Rate
Pennsylvania	100	34	34	49	17
U.S. Average	100	33	44	48	16
Iowa	100	30	51	53	16
Texas	100	35	34	45	16
Kansas	100	34	38	45	16
Washington	100	29	52	54	16
Massachusetts	100	33	44	46	15
North Carolina	100	31	41	49	15
Missouri	100	33	44	46	15
Tennessee	100	31	43	48	15
South Carolina	100	29	17	49	14
Mississippi	100	31	53	45	14
North Dakota	100	36	32	39	14
Hawaii	100	29	46	45	13
Alabama	100	30	28	44	13
Montana	100	33	31	40	13
Colorado	100	33	35	40	13
New Hampshire	100	30	38	43	13
Arizona	100	29	28	43	13
Minnesota	100	28	38	45	12
Connecticut	100	29	38	41	12
Kentucky	100	29	35	40	12
Oregon	100	27	35	43	11
Idaho	100	28	45	40	11
Ohio	100	27	36	41	11
Arkansas	100	29	39	35	10

Transfer metrics look different across states overall

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And for student subgroups

Community College Transfer Outcomes ⓘ

25 or older Students, Fall 2015 First-Time CC Entrants Tracked Six Years

State Name	Share of Subgroup in the Cohort	Transfer-Out Rate	Transfer-With-Award Rate	Transfer-Out Bachelor's Completion Rate	Cohort Bachelor's Completion Rate
Louisiana	17	18	38	28	5
Arizona	16	15	36	35	5
Ohio	15	16	48	29	5
Massachusetts	15	22	50	33	7
Idaho	15	24			11
Kansas	15	17	41	39	7
Minnesota	15	15	58	40	6
New Hampshire	14	17			4
Georgia	14	13	48	23	3
Wyoming	14	14			6
North Carolina	14	15	53	35	6
Connecticut	14	17	51	34	6
Nevada	14	18			6
Hawaii	14	23	55	40	9
Iowa	13	14	50	35	5
Missouri	13	19	45	33	6
Virginia	13	20	46	32	7
South Dakota	12	13			2
Pennsylvania	12	18	46	32	6
Nebraska	12	15			5
Oklahoma	12	22	47	37	8
U.S. Average	12	17	47	36	6
Texas	12	20	47	37	8
New York	12	30	47	41	12
South Carolina	12	14	34	25	3
Maryland	11	22	40	30	7

Bachelor's completion rates below the 16% national average among low-income, Black and Older students.

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How about four-year institutions?

Let's account for what happens to students AFTER they transfer

Four-Year Institutions Transfer Metrics and National Findings

Community college transfer pathways are a major source of enrollment and diversity at four-year institutions.

Community College **Transfer-Serving Proportion**: Percent of Entering Students who are CC Transfers

Legend:
- All Students
- Black
- Hispanic
- Low-income
- 25 or older

Public four-years:
- All Students: 18%
- Black: 18%
- Hispanic: 25%
- Low-income: 20%
- 25 or older: 21%

Private nonprofit four-years:
- All Students: 11%
- Black: 13%
- Hispanic: 15%
- Low-income: 14%
- 25 or older: 13%
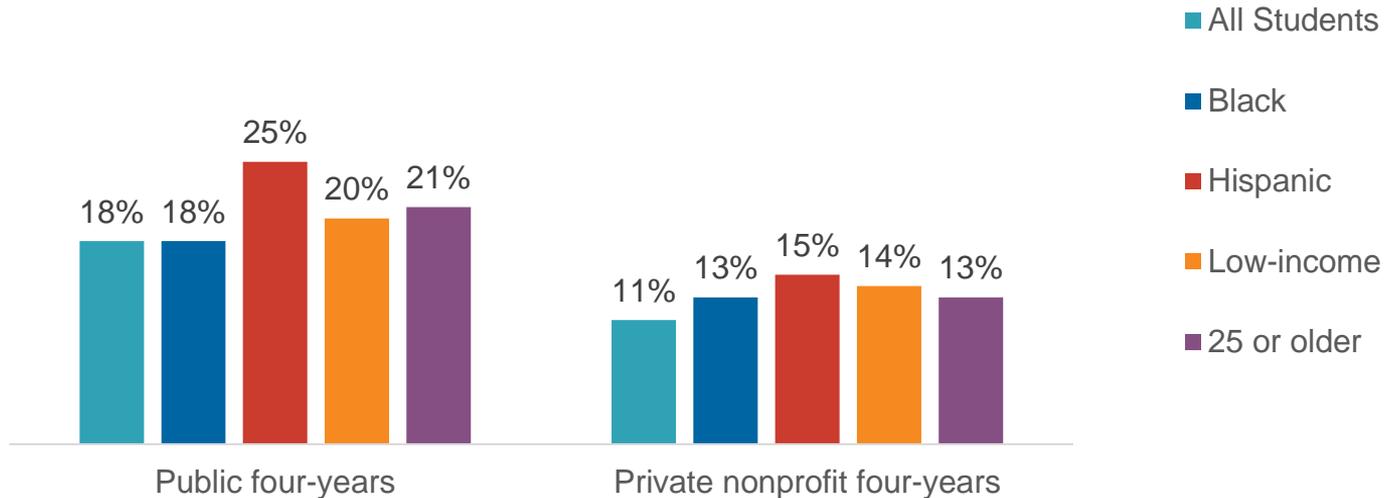
Community college transfers' contribution to institutions' diversity varies across states.

Black Public Four-Year Entrants Who Are Community College Transfers

35%   18%   12%

FL MS CA HI TX NJ OR MD WA AZ NV NY IL OK KS U.S.… AL TN AR MI MN NC MO VA WI NE ID KY MA LA IA CO NM CT SC ND ME PA UT IN OH MT WV NH AK SD GA

Hispanic Public Four-Year Entrants Who Are Community College Transfers

41%   25%   12%

FL MS CA HI TX NJ OR MD WA AZ NV NY IL OK KS U.S.… AL TN AR MI MN NC MO VA WI NE ID KY MA LA IA CO NM CT SC ND ME PA UT IN OH MT WV NH AK SD GA

Four-Year Institutions Post-Transfer Metrics

Percentage of students who complete a bachelor's degree at the receiving four-year institutions within **two**, **four**, and **six years**.

Four-Year Institutions' CC transfers entrants in 2015-16 (n = 396k)

Transfer-in bachelor's completion

Outcomes for community college transfer students after they arrive at four-year institutions are low overall and even lower for some student subgroups.

Transfer-In Bachelor's Completion Rate in Years Since Entry to Four-Year Institution

Percentage (%)

Within Two Years: All students 18, Black 10, Hispanic 19, Low-income 15, 25 or older 19

Within Four Years: All students 52, Black 36, Hispanic 56, Low-income 46, 25 or older 43

Within Six Years: All students 59, Black 42, Hispanic 63, Low-income 52, 25 or older 48

Legend: All students, Black, Hispanic, Low-income, 25 or older

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Yet community college transfers have high retention rates

Bar chart showing percentages by student group.

Transfer-In Retention Rate:
- All students: 81
- Black: 73
- Hispanic: 83
- Low-income: 78
- 25 or older: 76

Transfer-In Bachelor's Completion Rate in Years Since Entry to Four-Year Institution

Within Two Years:
- All students: 18
- Black: 10
- Hispanic: 19
- Low-income: 15
- 25 or older: 19

Within Four Years:
- All students: 52
- Black: 36
- Hispanic: 56
- Low-income: 46
- 25 or older: 43

Within Six Years:
- All students: 59
- Black: 42
- Hispanic: 63
- Low-income: 52
- 25 or older: 48

Legend:
- All students
- Black
- Hispanic
- Low-income
- 25 or older

Y-axis: Percentage (%)

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Select State
Ohio ▾

Subgroup Selection
(Multiple values) ▾

Gender
All genders ▾

Focus Four-Year Results by Sector
Public Four-Years ▾

Bachelor's Degree Field
- Public services and administration
- Education
- Agriculture and natural resources
- Social and behavioral sciences
- Arts, humanities, and English
- Business
- Health professions
- Applied technology
- Engineering
- Computer science
- Science and mathematics

Ohio Public Four-Years

	All Students		Low-income		Black	
	All genders		All genders		All genders	
	Community College Transfer	Non-Transfer	Community College Transfer	Non-Transfer	Community College Transfer	Non-Transfer
	N=2,721	N=17,115	N=872	N=3,973	N=195	N=815

	CCT	NT	CCT	NT	CCT	NT
Public services and administration	6.5%	4.7%	8.5%	6.3%	12.9%	12.0%
Education	6.7%	6.1%	5.6%	6.3%	5.0%	
Social and behavioral sciences	11.2%	10.9%	11.9%	10.7%	13.9%	15.1%
Arts, humanities, and English	14.8%	13.9%	14.0%	14.1%	16.2%	18.7%
Business	17.1%	20.4%	15.1%	17.7%	13.2%	14.8%
Health professions	25.4%	19.7%	26.9%	22.1%	23.5%	21.1%
Engineering	6.5%	10.4%	5.7%	10.4%		4.5%
Computer science	4.2%	4.0%	4.6%	4.0%	5.3%	
Science and mathematics	4.8%	7.4%	4.9%	6.2%	5.3%	6.2%

Among bachelor's completers, community college transfers are underrepresented in STEM compared to non-transfers
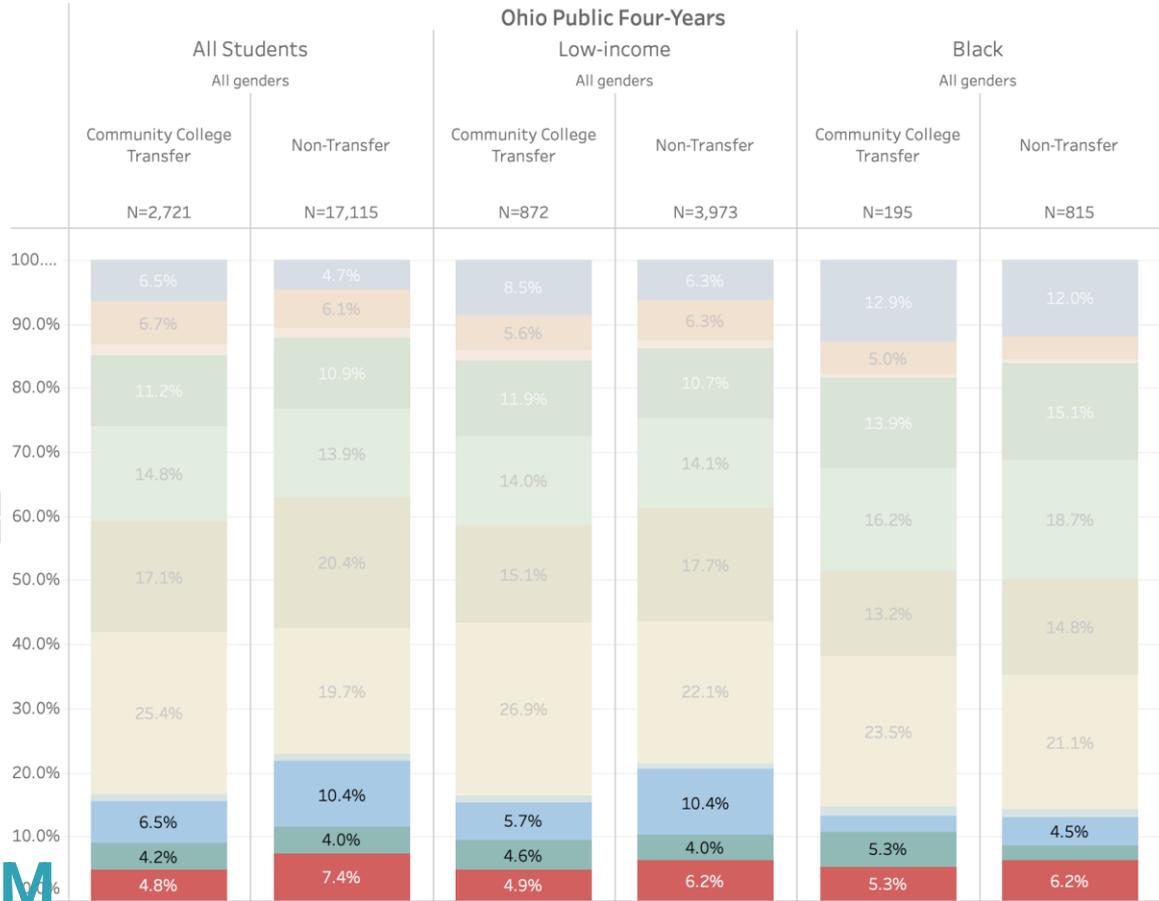
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Among public four-year institutions, a handful of states have strong results overall and for low-income community college transfer students.

Four-Year Institutional Effectiveness ⓘ
All Students
2015-16 Students Transferring-In from a CC

State Name	Public Four-Years	
	CC Transfer-In Retention Rate	CC Transfer Bachelor's Completion Rate (in 4-years)
North Carolina	84	59
Hawaii	79	58
U.S. Average	83	57
Massachusetts	82	56
Texas	83	55
Connecticut	82	55
Arizona	83	55
Iowa	81	55
Michigan	84	55
Pennsylvania	83	54
New York	81	53
Tennessee	81	51
Minnesota	79	51
South Carolina	82	51
Oregon	81	50
New Hampshire	76	50
Alabama	81	50
Maryland	79	49
Mississippi	78	49
Missouri	79	48
Wisconsin	78	47
Nebraska	77	46
Vermont	73	46
Nevada	82	45
Ohio	76	45
West Virginia	74	45

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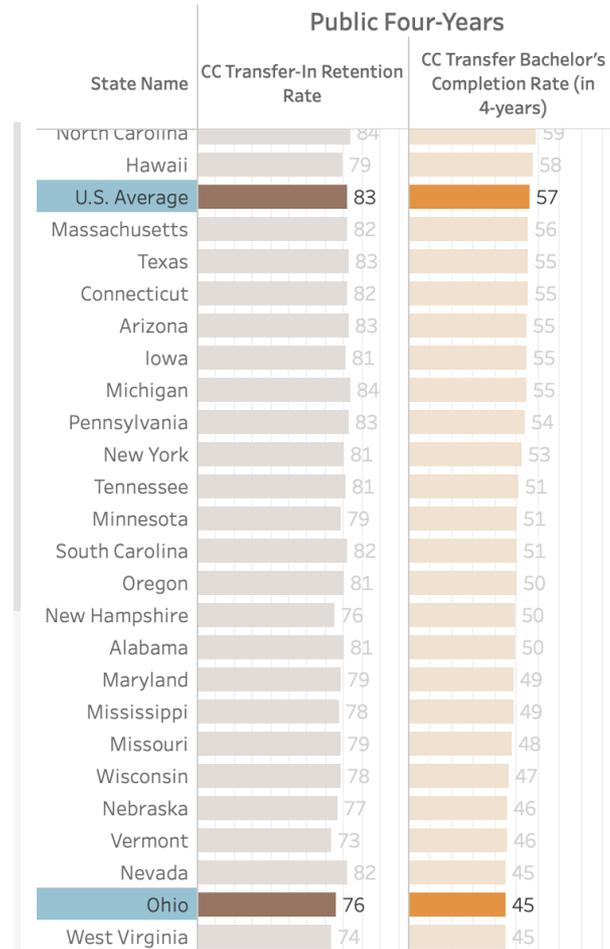**Among public four-year institutions, a handful of states have strong results overall and for low-income community college transfer students.**

Public Four-Years Transfer-in Bachelor's Completion rate: **Low-Income Students**

All Students in the U.S.	57
CA	73
WA	
FL	
NC	
IL	
NJ	
HI	
AZ	55
MA	
TX	
VA	
CT	53
U.S. Average	52

7

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Among public four-year institutions, a handful of states have strong results overall and for low-income community college transfer students.

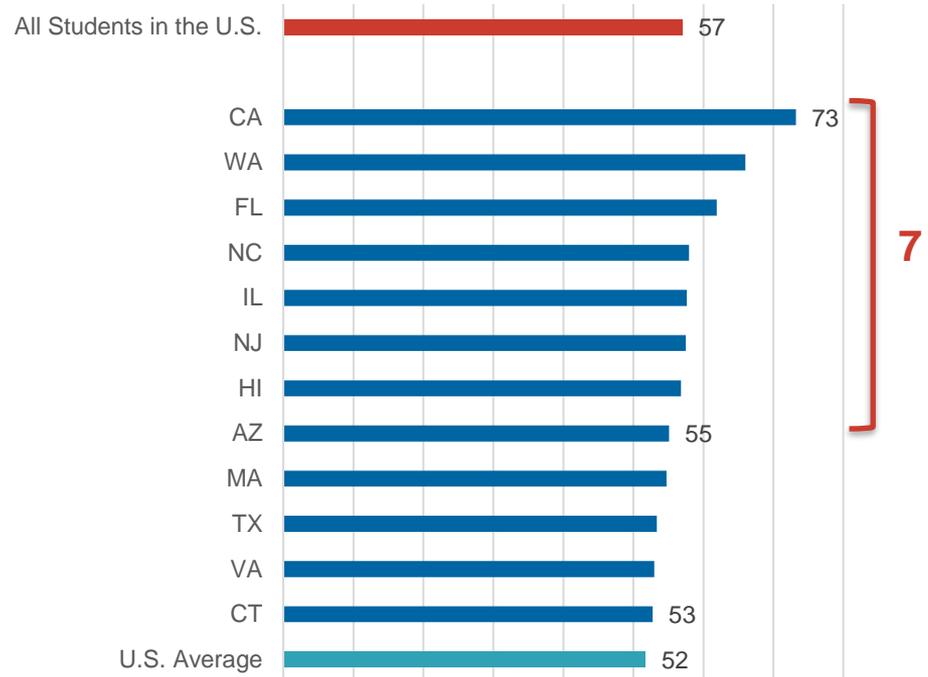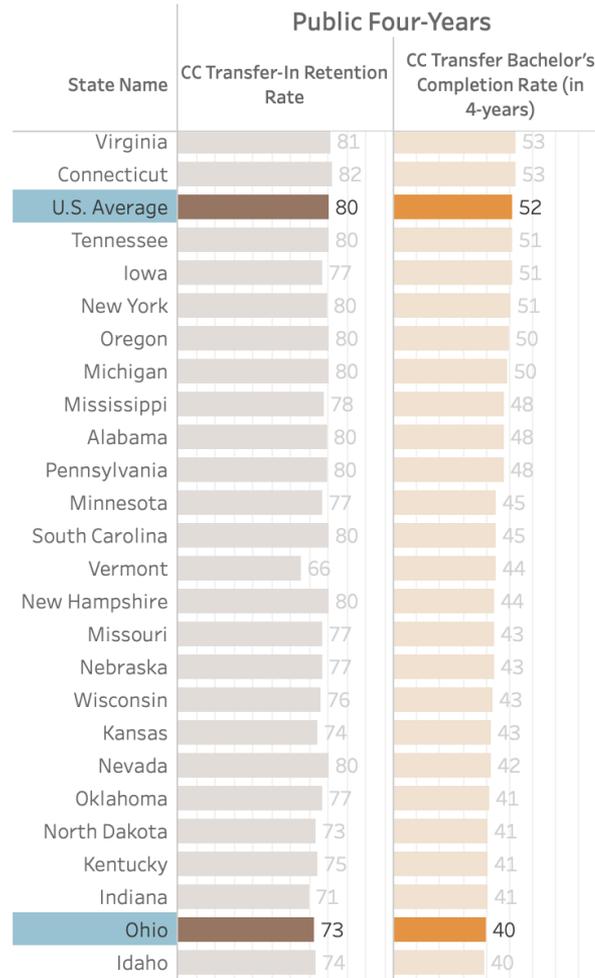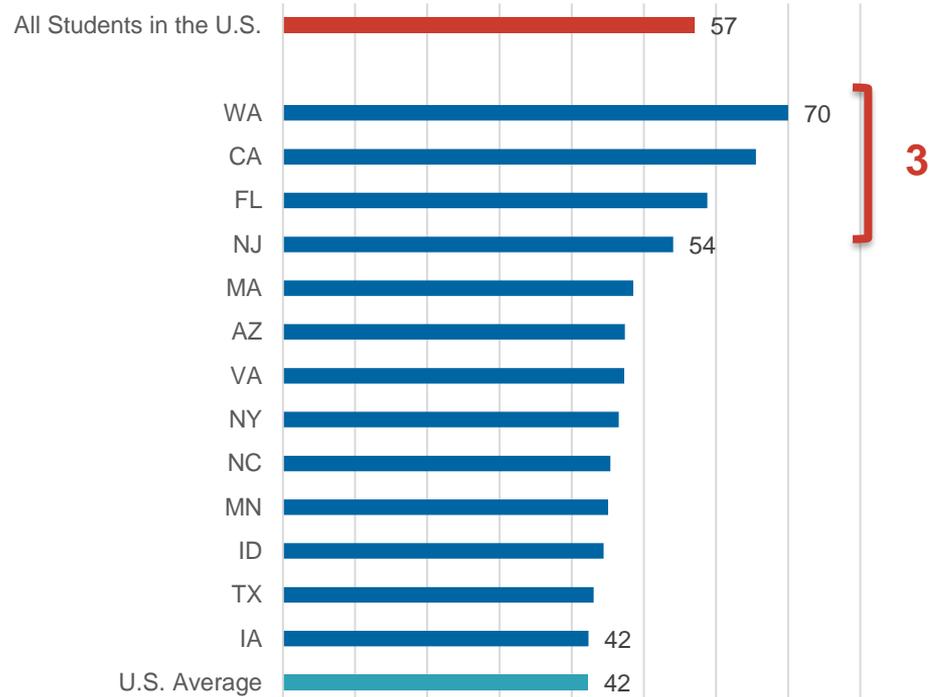
Four-Year Institutional Effectiveness ⓘ
Low-income Students
2015-16 Students Transferring-In from a CC

State Name	Public Four-Years	
	CC Transfer-In Retention Rate	CC Transfer Bachelor's Completion Rate (in 4-years)
Virginia	81	53
Connecticut	82	53
U.S. Average	80	52
Tennessee	80	51
Iowa	77	51
New York	80	51
Oregon	80	50
Michigan	80	50
Mississippi	78	48
Alabama	80	48
Pennsylvania	80	48
Minnesota	77	45
South Carolina	80	45
Vermont	66	44
New Hampshire	80	44
Missouri	77	43
Nebraska	77	43
Wisconsin	76	43
Kansas	74	43
Nevada	80	42
Oklahoma	77	41
North Dakota	73	41
Kentucky	75	41
Indiana	71	41
Ohio	73	40
Idaho	74	40

Among public four-year institutions, a handful of states have strong results overall without gaps for Black community college transfer students.

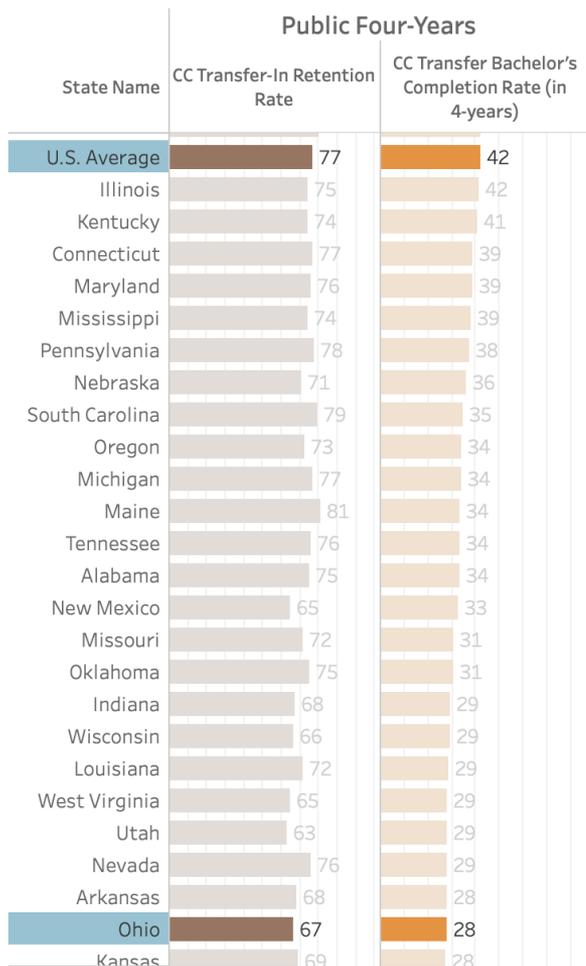Public Four-Years Transfer-in Bachelor's Completion rate: **Black Students**

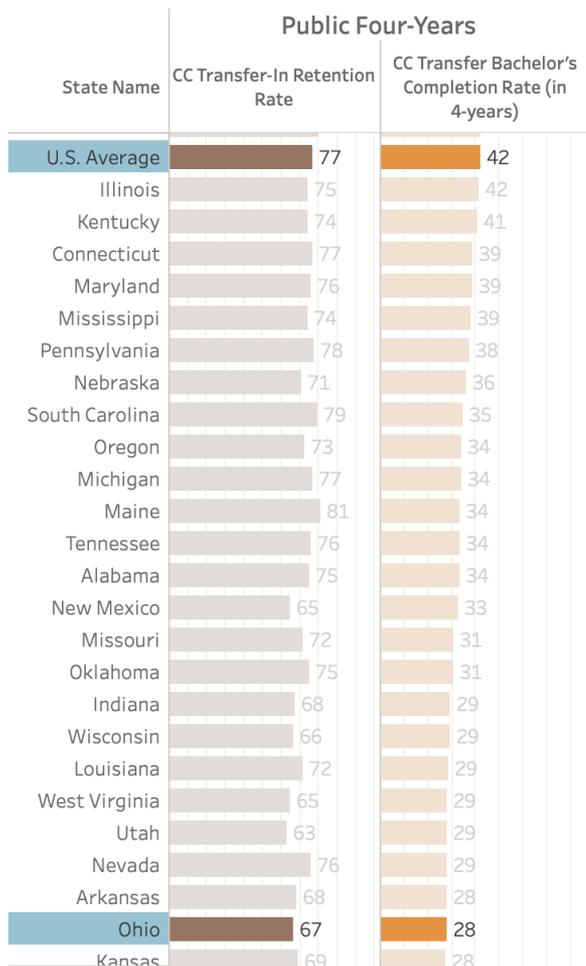| State	Rate
All Students in the U.S.	57
WA	70
CA	
FL	
NJ	54
MA	
AZ	
VA	
NY	
NC	
MN	
ID	
TX	
IA	42
U.S. Average	42

3

Among public four-year institutions, **a handful of states have strong results** overall without gaps **for Black** community college transfer students.

Four-Year Institutional Effectiveness ⓘ
Black Students
2015-16 Students Transferring-In from a CC

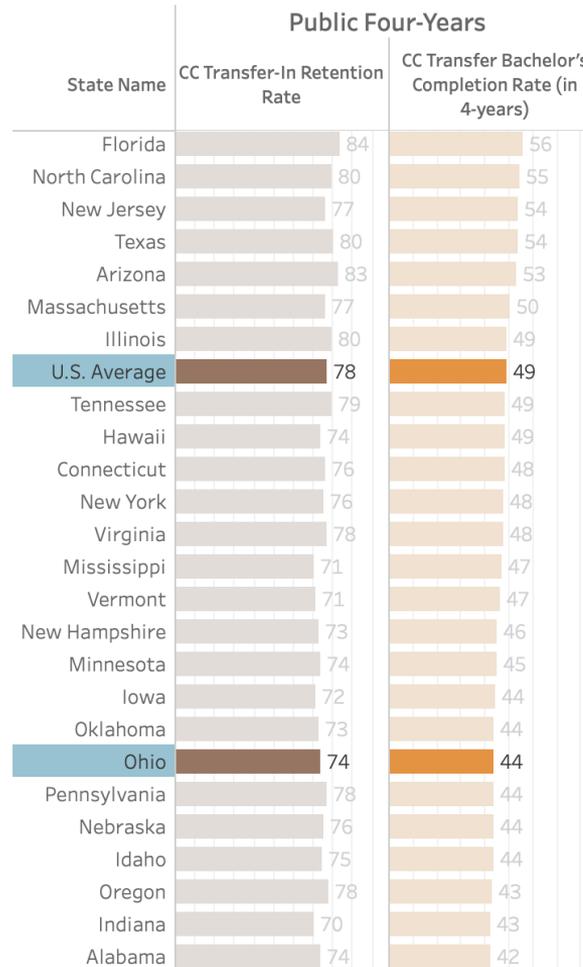| State Name	Public Four-Years	
	CC Transfer-In Retention Rate	CC Transfer Bachelor's Completion Rate (in 4-years)
U.S. Average	77	42
Illinois	75	42
Kentucky	74	41
Connecticut	77	39
Maryland	76	39
Mississippi	74	39
Pennsylvania	78	38
Nebraska	71	36
South Carolina	79	35
Oregon	73	34
Michigan	77	34
Maine	81	34
Tennessee	76	34
Alabama	75	34
New Mexico	65	33
Missouri	72	31
Oklahoma	75	31
Indiana	68	29
Wisconsin	66	29
Louisiana	72	29
West Virginia	65	29
Utah	63	29
Nevada	76	29
Arkansas	68	28
Ohio	67	28
Kansas	69	28

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Among public four-year institutions, a handful of states have strong results overall without gaps for Black community college transfer students.

Four-Year Institutional Effectiveness ⓘ
Black Students
2015-16 Students Transferring-In from a CC

State Name	Public Four-Years	
	CC Transfer-In Retention Rate	CC Transfer Bachelor's Completion Rate (in 4-years)
U.S. Average	77	42
Illinois	75	42
Kentucky	74	41
Connecticut	77	39
Maryland	76	39
Mississippi	74	39
Pennsylvania	78	38
Nebraska	71	36
South Carolina	79	35
Oregon	73	34
Michigan	77	34
Maine	81	34
Tennessee	76	34
Alabama	75	34
New Mexico	65	33
Missouri	72	31
Oklahoma	75	31
Indiana	68	29
Wisconsin	66	29
Louisiana	72	29
West Virginia	65	29
Utah	63	29
Nevada	76	29
Arkansas	68	28
Ohio	67	28
Kansas	69	28

Among public four-year institutions, a handful of states have strong results overall without gaps for Older community college transfer students.

Four-Year Institutional Effectiveness ⓘ
25 or older Students
2015-16 Students Transferring-In from a CC

State Name	Public Four-Years	
	CC Transfer-In Retention Rate	CC Transfer Bachelor's Completion Rate (in 4-years)
Florida	84	56
North Carolina	80	55
New Jersey	77	54
Texas	80	54
Arizona	83	53
Massachusetts	77	50
Illinois	80	49
U.S. Average	78	49
Tennessee	79	49
Hawaii	74	49
Connecticut	76	48
New York	76	48
Virginia	78	48
Mississippi	71	47
Vermont	71	47
New Hampshire	73	46
Minnesota	74	45
Iowa	72	44
Oklahoma	73	44
Ohio	74	44
Pennsylvania	78	44
Nebraska	76	44
Idaho	75	44
Oregon	78	43
Indiana	70	43
Alabama	74	42

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So, what can we do?

Transfer outcomes are low, but the data points to promising areas for improvement.
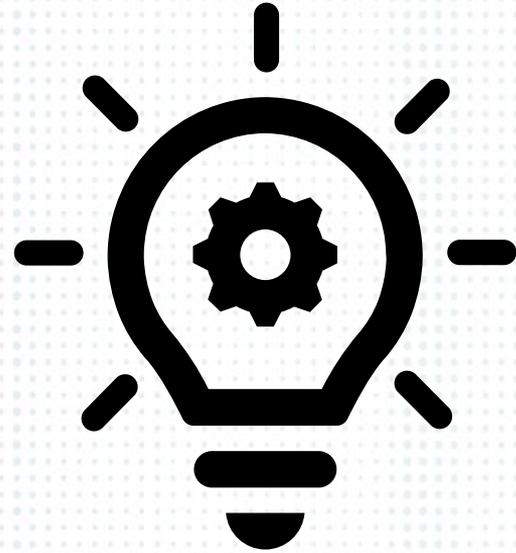
Four promising findings for expanding bachelor's attainment

1. Expand the benefits of dual enrollment by building transfer pathways into high school.
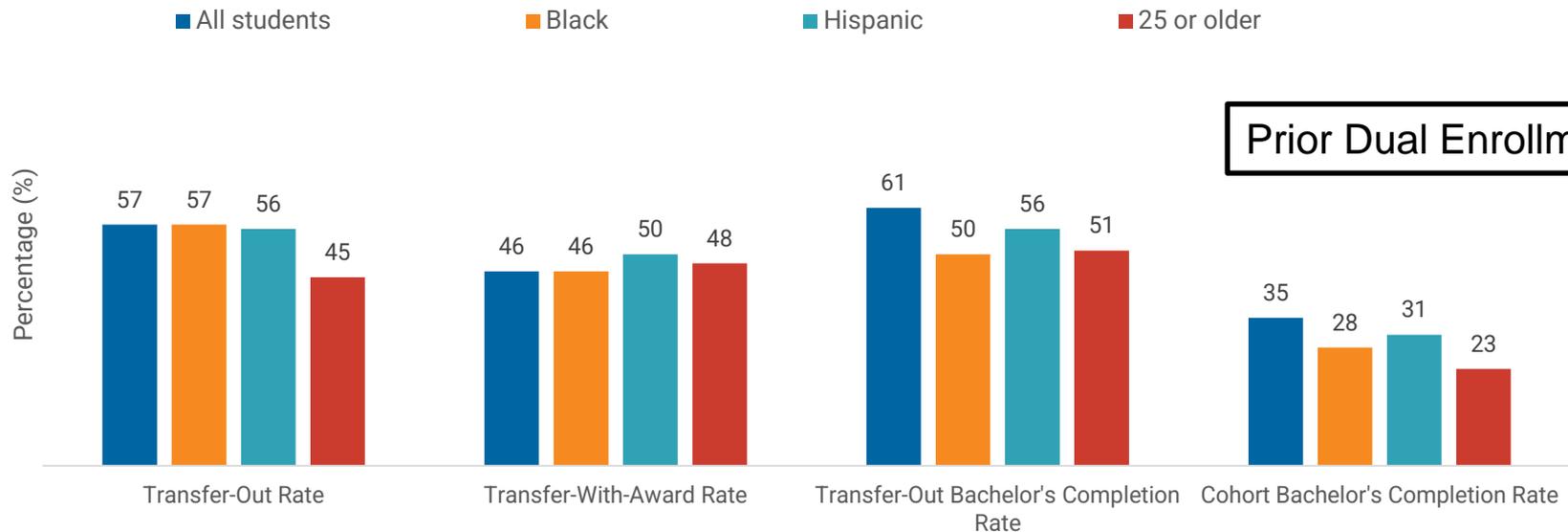
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Recall... transfer outcomes are even lower among low-income, Black, Hispanic and older students

Six-Year Transfer Outcomes, Fall 2015 Community College Entrants

Legend: ■ All students ■ Black ■ Hispanic ■ Low-income ■ 25 or older

	Transfer-Out Rate	Transfer-With-Award Rate	Transfer-Out Bachelor's Completion Rate	Cohort Bachelor's Completion Rate
All students	33	44	48	16
Black	29	37	32	9
Hispanic	29	51	44	13
Low-income	26	45	41	11
25 or older	17	47	36	6

Percentage (%)

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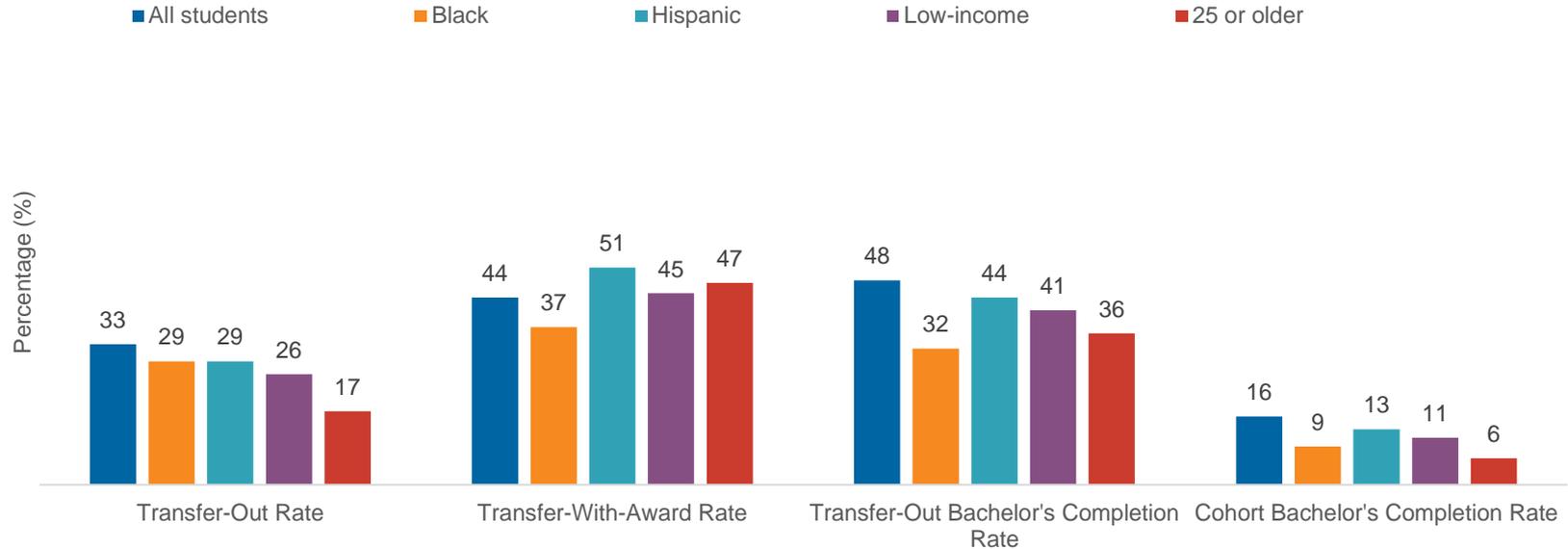
Many students enter CCs with prior dual enrollment, and their transfer outcomes are much better

Six-Year Transfer Outcomes, Fall 2015 Community College Entrants with Prior Dual Enrollment

- All students
- Black
- Hispanic
- 25 or older

Prior Dual Enrollment

	All students	Black	Hispanic	25 or older
Transfer-Out Rate	57	57	56	45
Transfer-With-Award Rate	46	46	50	48
Transfer-Out Bachelor's Completion Rate	61	50	56	51
Cohort Bachelor's Completion Rate	35	28	31	23

Percentage (%)

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In Ohio, PDE students have stronger transfer outcomes

Transfer Outcomes Among Students With Prior High School Dual Enrollment

Tracking Transfer: Community College and Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

Select State: Ohio
National Comparison: (All)
Subgroup Selection: (Multiple values)
Filter Outcomes by Gender: All genders

Legend: Ohio / U.S. Average

Community College Transfer Outcomes

	Transfer-Out Rate				Transfer-With-Award Rate				Transfer-Out Bachelor's Completion Rate				Cohort Bachelor's Completion Rate			
	All Students All genders		Low-income All genders		All Students All genders		Low-income All genders		All Students All genders		Low-income All genders		All Students All genders		Low-income All genders	
	Ohio	U.S.	Ohio	U.S.	Ohio	U.S.	Ohio	U.S.	Ohio	U.S.	Ohio	U.S.	Ohio	U.S.	Ohio	U.S.
Community College Entrants Without Prior Dual Enrollment	27	33	22	26	36	44	35	45	41	48	33	41	11	16	7	11
Community College Entrants With Prior Dual Enrollment	59	57	59	55	39	46	37	48	60	61	55	57	36	35	32	32

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2. Encourage pre-transfer awards

Transfer students who earned a pre-transfer community college award have much stronger outcomes.

Community College **Transfer-In Bachelor's Completion Rate**

■ Any community college award (n = 161,313)   ■ No community college award (n = 238,000)
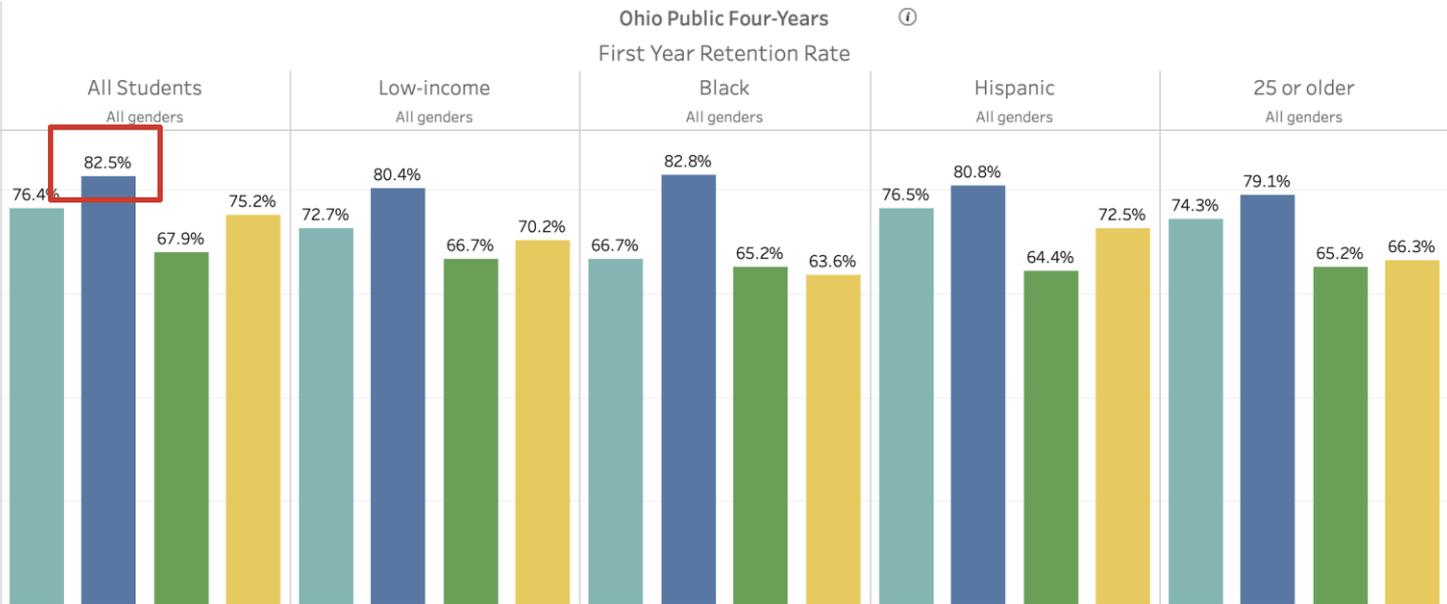
67%

42%

All students

Transfer students who earned a pre-transfer community college award have much stronger outcomes.

Community College **Transfer-In Bachelor's Completion Rate**

■ Any community college award (n = 161,313) ■ No community college award (n = 238,000)

	All students	Black	Hispanic	Low-income	25 or older
Any community college award	67%	54%	69%	62%	57%
No community college award	42%	25%	44%	35%	32%

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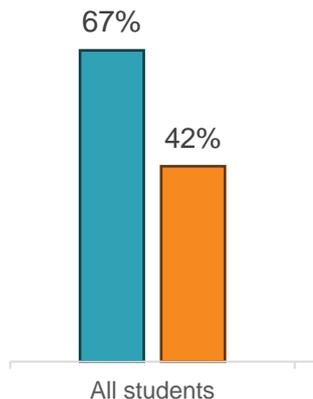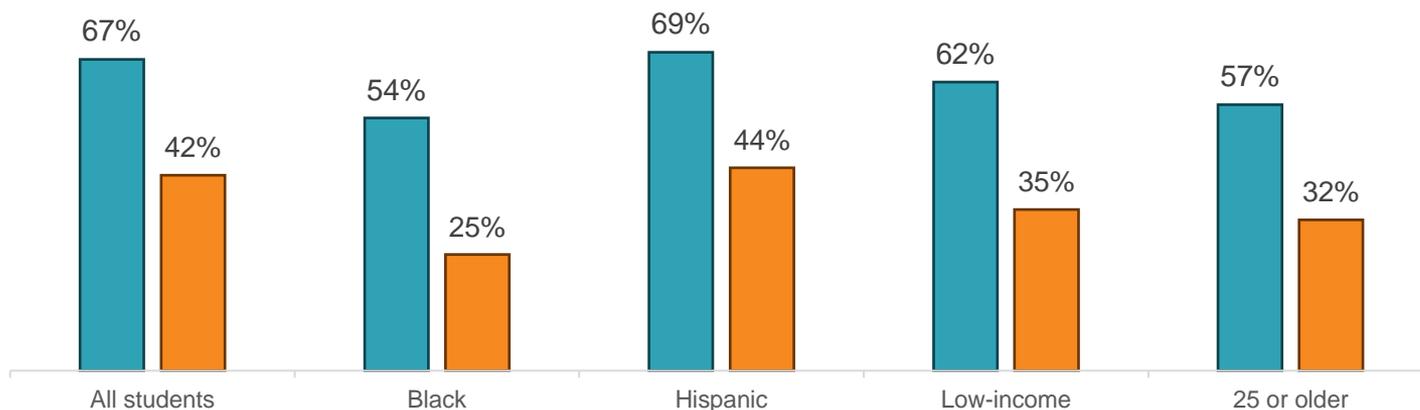
In Ohio, CC transfers who completed an award have the highest completion rates

Percent of Community College Transfer-Ins Who Completed a CC Award (Associates or Certificate)

Ohio Public Four-Years

All Students	Low-income	Black	Hispanic	25 or older
All genders	All genders	All genders	All genders	All genders
32.4%	**32.8%**	**24.4%**	**32.1%**	**47.8%**

Four Year Institution Outcomes by Transfer Status

Legend:
- All Community College Transfers
- Community College Transfers Who Completed a CC Award
- Lateral Transfers
- Non-Transfers

Ohio Public Four-Years
First Year Retention Rate

All Students	Low-income	Black	Hispanic	25 or older
All genders	All genders	All genders	All genders	All genders

- All Students: 76.4%, 82.5%, 67.9%, 75.2%
- Low-income: 72.7%, 80.4%, 66.7%, 70.2%
- Black: 66.7%, 82.8%, 65.2%, 63.6%
- Hispanic: 76.5%, 80.8%, 64.4%, 72.5%
- 25 or older: 74.3%, 79.1%, 65.2%, 66.3%

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3. Some four-year institutional types have stronger outcomes

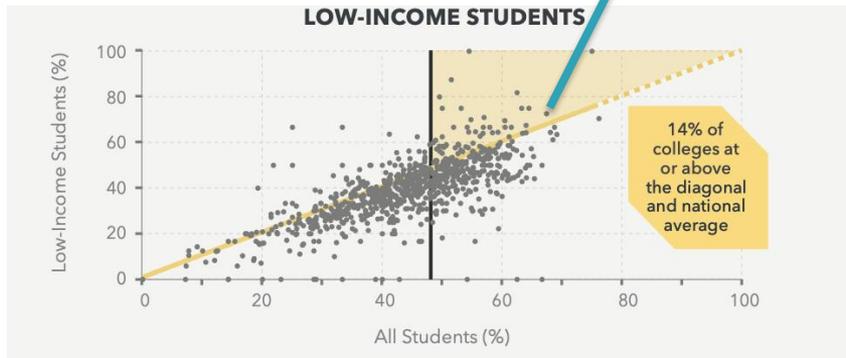# Minority-serving four-year institutions exhibit stronger bachelor's completion rates

Community College Transfer-In **Bachelor's Completion Rate Within Four Years** by Student and Institutional Characteristics
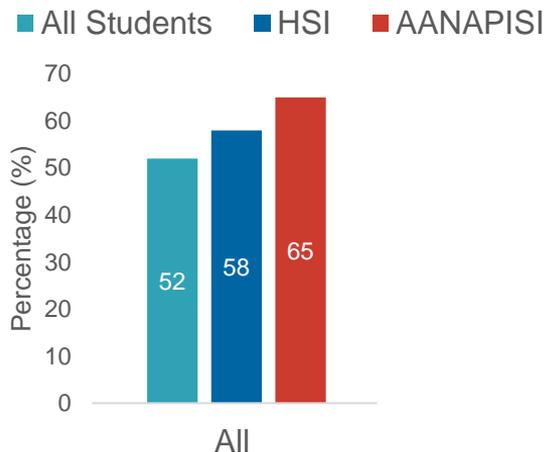
Minority-serving four-year institutions exhibit stronger bachelor's completion rates across all subgroups

Community College Transfer-In **Bachelor's Completion Rate Within Four Years** by Student and Institutional Characteristics

Legend: All Students, HSI, AANAPISI

Percentage (%)

	All Students	HSI	AANAPISI
All	52	58	65
Black	36	48	50
Hispanic	56	58	64
Low-Income	46	55	60
25 or Older	43	52	56

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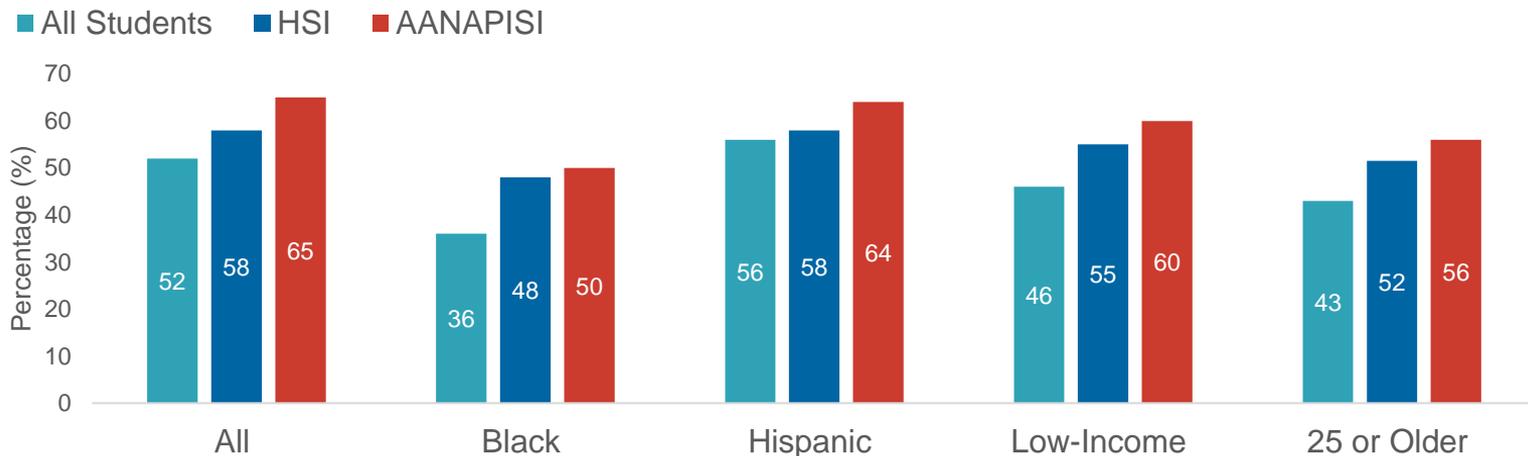
Whereas for-profit colleges and predominately online institutions (POIs) have the lowest outcomes.

Community College Transfer-In **Bachelor's Completion Rate Within Four Years** by Student and Institutional Characteristics

■ All Students   ■ Private for-profit four-year   ■ Predominantly online institution

	All	Black	Hispanic	Low-Income	25 or Older
All Students	52	36	56	46	43
Private for-profit four-year	23	13	25	17	25
Predominantly online institution	25	14	25	19	27

Percentage (%)

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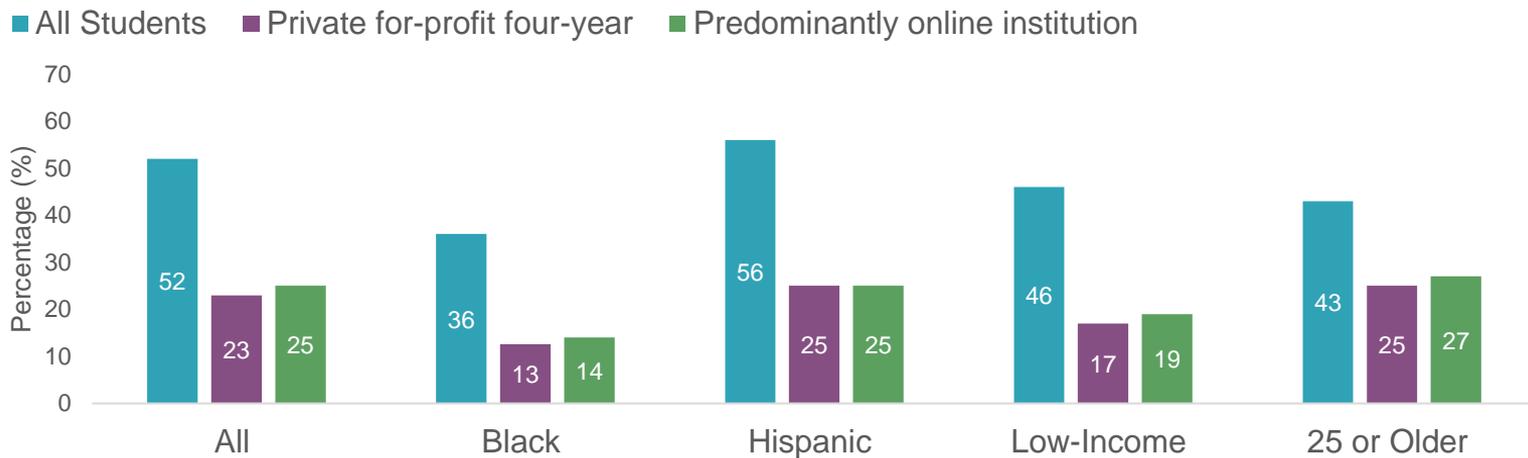
4. Some colleges exhibit stronger transfer outcomes and with little disparities

College with a transfer-out bachelor's completion rate **above the national average and with no disparities**

LOW-INCOME STUDENTS

Low-Income Students (%)

100
80
60
40
20
0

0   20   40   60   80   100

All Students (%)

14% of colleges at or above the diagonal and national average

14% of community colleges have bachelor's completion rates above the national average and with no disparities for low-income students.

BLACK STUDENTS

15% of colleges at or above the diagonal and national average

LOW-INCOME STUDENTS

14% of colleges at or above the diagonal and national average

15% of community colleges have bachelor's completion rates above the national average, with no disparities for Black students.

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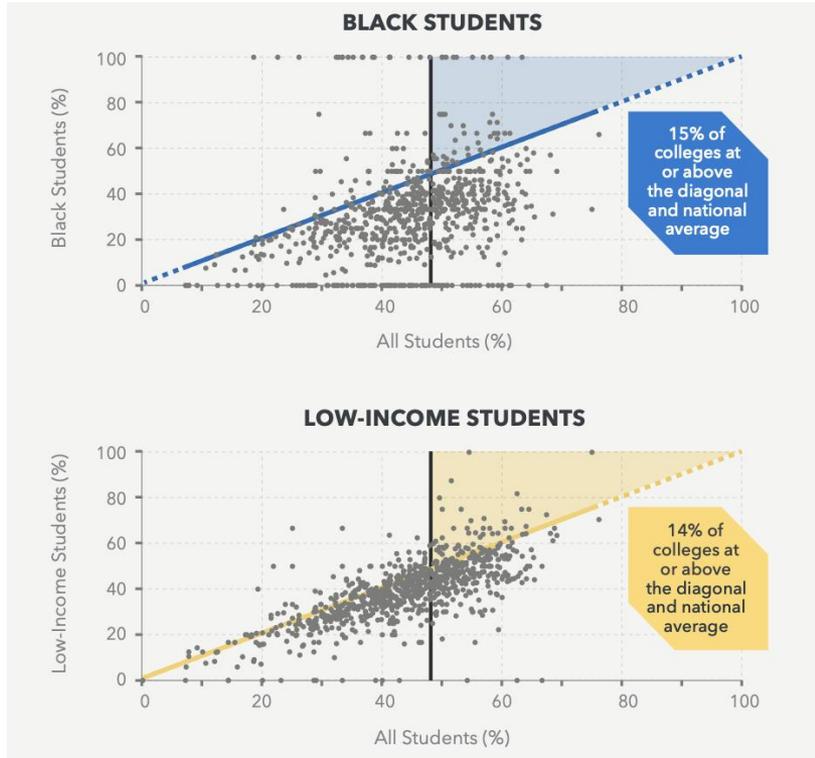
27% of community colleges have bachelor's completion rates above the national average, with no disparities for Hispanic students.

For older students, it is 17% of colleges

HISPANIC STUDENTS

27% of colleges at or above the diagonal and national average

OLDER STUDENTS

17% of colleges at or above the diagonal and national average
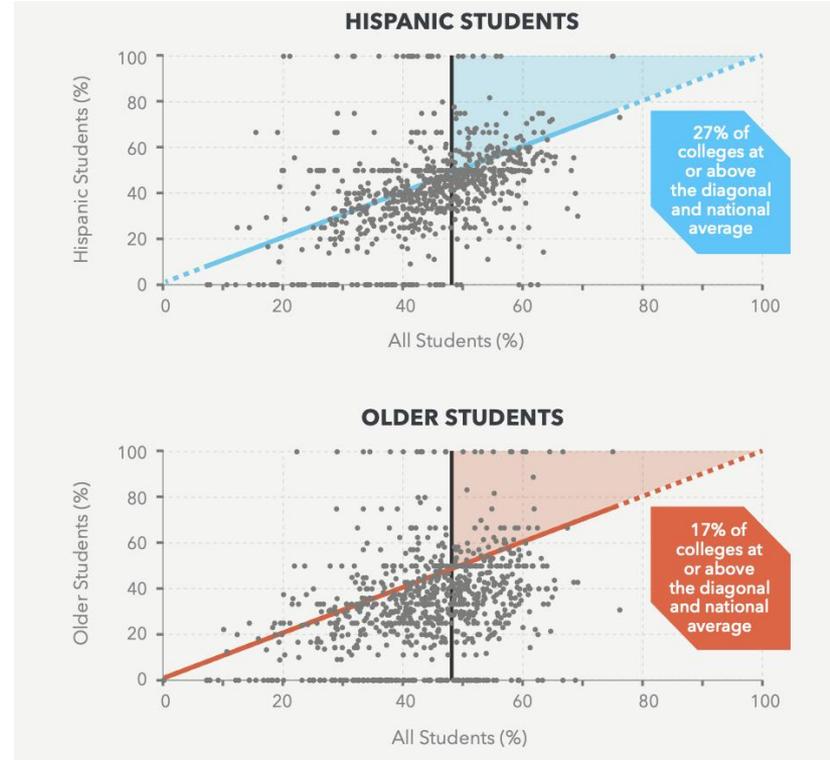
How Can Community College and Four-Year Partners Achieve Strong Transfer Outcomes?

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Essential 2- and 4-Year College Transfer Practices

1) Prioritize transfer student success

2) Create clear program pathways with aligned high quality instruction

3) Provide tailored transfer student advising

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

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Wyner, Deane, Jenkins & Fink, May 2016
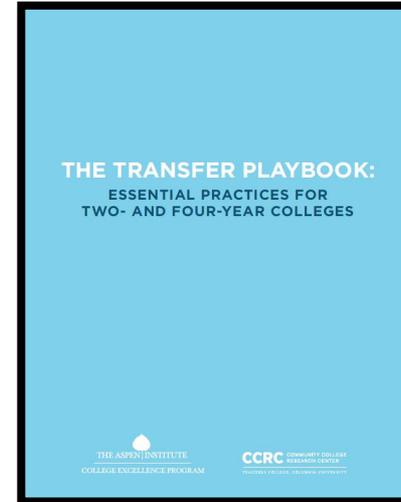
Transfer Playbook 2.0
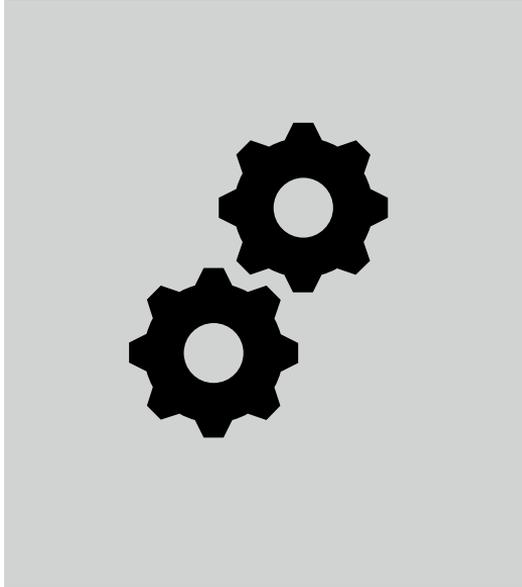
Identified 252 partnerships with:
- Relatively strong outcomes overall for Black, Hispanic, and lower-income transfer students
- Relatively low disparities for these groups

Ranked partnerships based on:
- Number and share of Black, Hispanic, and lower-income students
- Equity in bachelor's completion rate
- Better-than-expected bachelor's completion accounting for institutional and demographic characteristics.

Conducted a qualitative review of 70 partnerships, narrowing to 22 partnerships for 90-minute screening interviews.

Conducted 11 in-person site visits and additional virtual follow-up interviews.

Emerging Practical Guidance from Our Fieldwork

Make Transfer a President-Level Priority to Achieve Sustainable Success at Scale

Create Programmatic Pathways to Timely Bachelor's Completion & Postgraduate Success

Tailor Transfer Advising & Supports to Foster Trust, Momentum, and Engagement

Make Transfer a President-Level Priority to Achieve Sustainable Success at Scale

Features of this strategy

Multilevel, well-resourced partnerships

- President-led
- Cabinet-sponsored governance structures that span both institutions
- Individual and shared investment, including dedicated staff

End-to-end redesign of the transfer student experience

- Transfer models that extend beyond credit mobility
- Strategies tailored to regional needs
- Attention to affordability and financial aid
- "Any student could be a transfer student" mentality

Transfer student-centered standard operating procedures

- Disaggregated data reporting for accountability, case-making, and continuous improvement
- Automation and predictable processes to streamline student experience
- Recurring mechanisms to assess student perspectives

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Create Programmatic Pathways to Timely Bachelor's Completion & Postgraduate Success

Four-year maps

- Clear, term-by-term plans
- Set expectation for timely completion but adjustable for part-time students
- Built for no excess credit, including the simplest alternatives to 2+2
- Link to family-sustaining careers in service areas

Sequences that promote learning and progression

- Embed relevant math and English in the first year
- Align gateway course instruction to university-level success
- Frontload courses that inspire early major changes or commitment
- Include key high-impact experiences and finances

Regular faculty engagement

- Venues for routine pathway development and maintenance
- Professional development to incorporate transfer needs into the classroom
- Map-supported transfer-inclusive scheduling

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Tailor Transfer Advising & Supports to Foster Trust, Momentum, and Engagement

Features of this strategy

A knowledgeable and caring advising corps

- Displays empathy for the transfer student population
- Attends mandatory, routine, transfer-specific professional development
- Starts with students' end goals in mind, supporting early major pathway selection & progression

An inescapable, pervasive advising campaign

- Proactive in high schools, community colleges, and four-year institutions
- Available through in-person and virtual formats and beyond 9-5 hours
- Inevitable engagement throughout community college and university admissions, orientation, and onboarding

A transfer-specific approach to holistic success

- Includes career advising and links to high-impact experiences
- Fosters community-building and inclusion
- Supports students' financial and material needs

Extending Community College Transfer Pathways into High School

CCRC's Dual Enrollment Equity Pathways (DEEP) Research
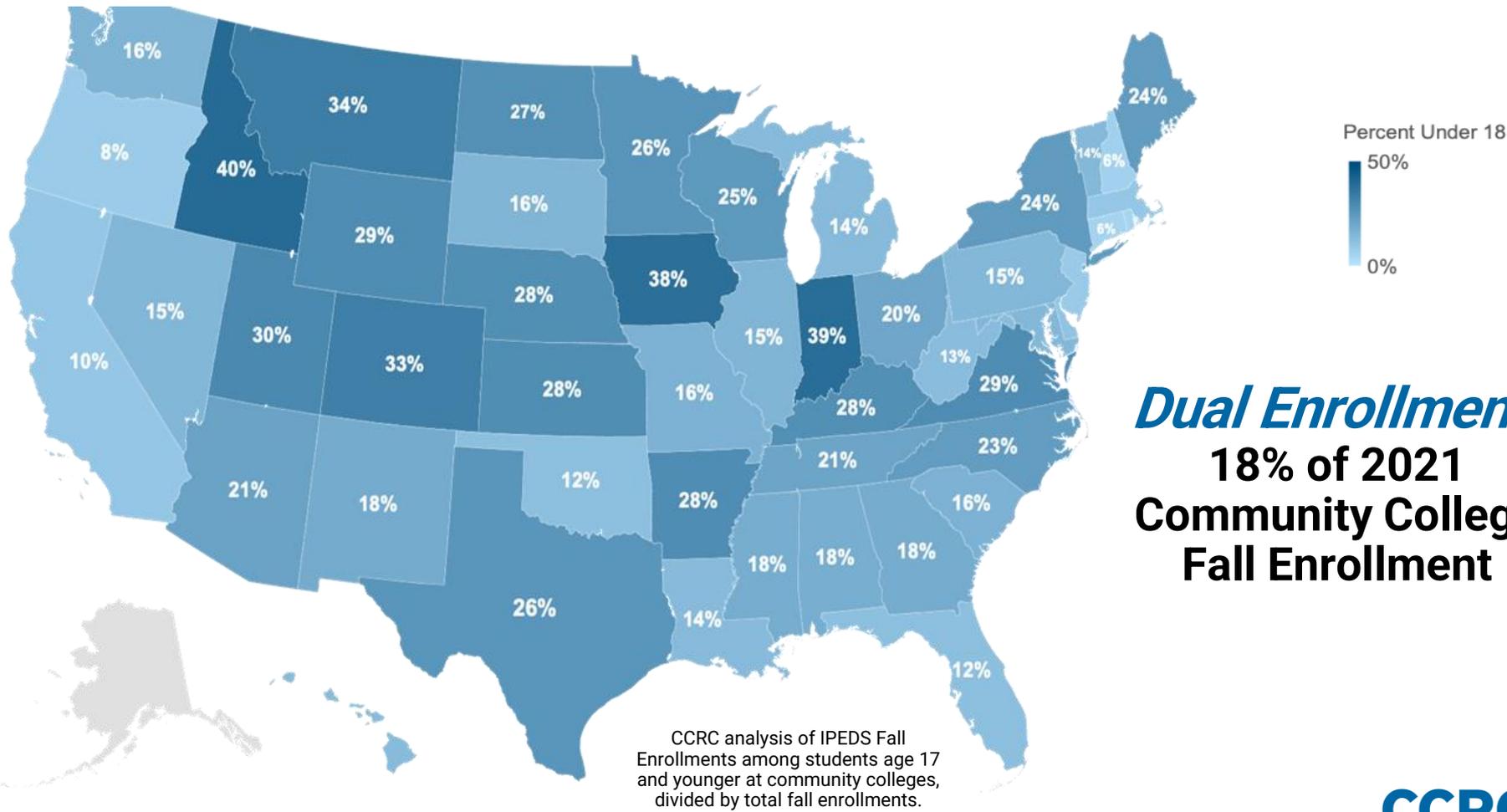
Dual Enrollment: 18% of 2021 Community College Fall Enrollment

Percent Under 18: 50% — 0%

CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

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Resources on dual enrollment equity pathways for K-12 and college practitioners.

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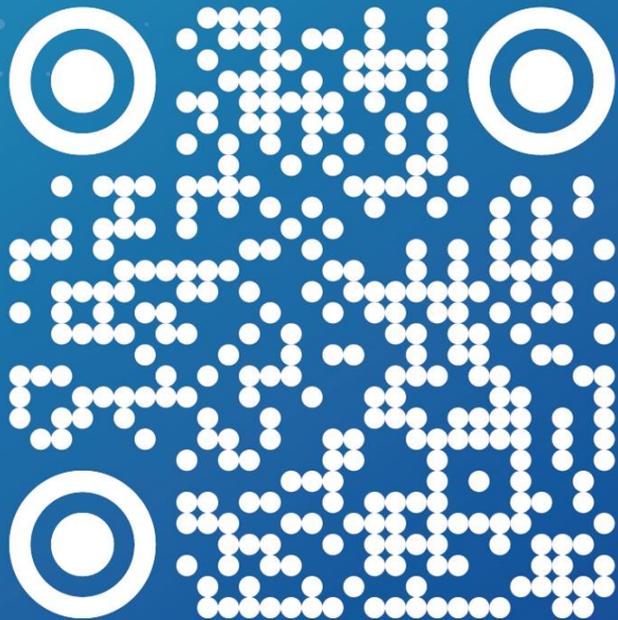
Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

By John Fink and Davis Jenkins

In this report, we present a model for rethinking dual enrollment—through which over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20s. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to expand access to dual enrollment for students from groups underrepresented in college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment programs are sometimes described as "programs of privilege" because of uneven access and barriers to participation or as "random acts" because of insufficient intentionality (and advising) in terms of how the coursework can fit into postsecondary pathways aligned to students' interests.

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies these elements to the much more common à la carte form of dual enrollment coursetaking, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

> The DEEP model expands access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.

REPORT | OCTOBER 2023

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DEEP Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink • Sarah Griffin • Aurely Garcia Tulloch • Davis Jenkins • Maggie P. Fay • Cat Ramirez • Lauren Schudde • Jessica Steiger

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DEEP Practice Areas

Outreach

Outreach to Underserved Students & Schools
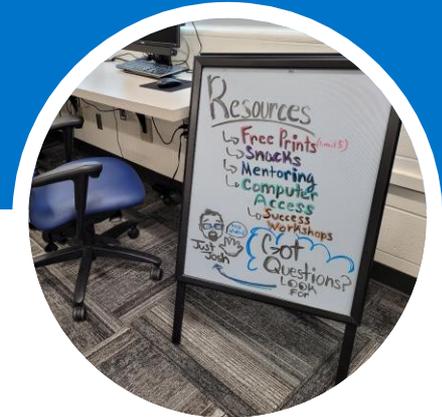
Alignment

Align DE to College Degrees & Careers

Advise

Advise Students to Explore Interests and Develop Plans

Support

Support Students by Delivering High-Quality Instruction

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Incentives for Redesigning Dual Enrollment as an On-Ramp to College Degrees

	Potential Incentives
Colleges	1. Declining enrollments among older students; open seats 2. Expanding the pool of potential college-going students after high school 3. Downstream benefits to retention, completion, and statewide performance funding by increasing yield of former DE students 4. Reputational benefits
K-12 Schools	1. Attracting students and families looking for college acceleration options 2. Can offer new and attractive programs in partnership with colleges 3. Improved student outcomes, particularly for underserved populations and schools 4. Gains in state performance reporting and funding

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