CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Tracking Transfer:
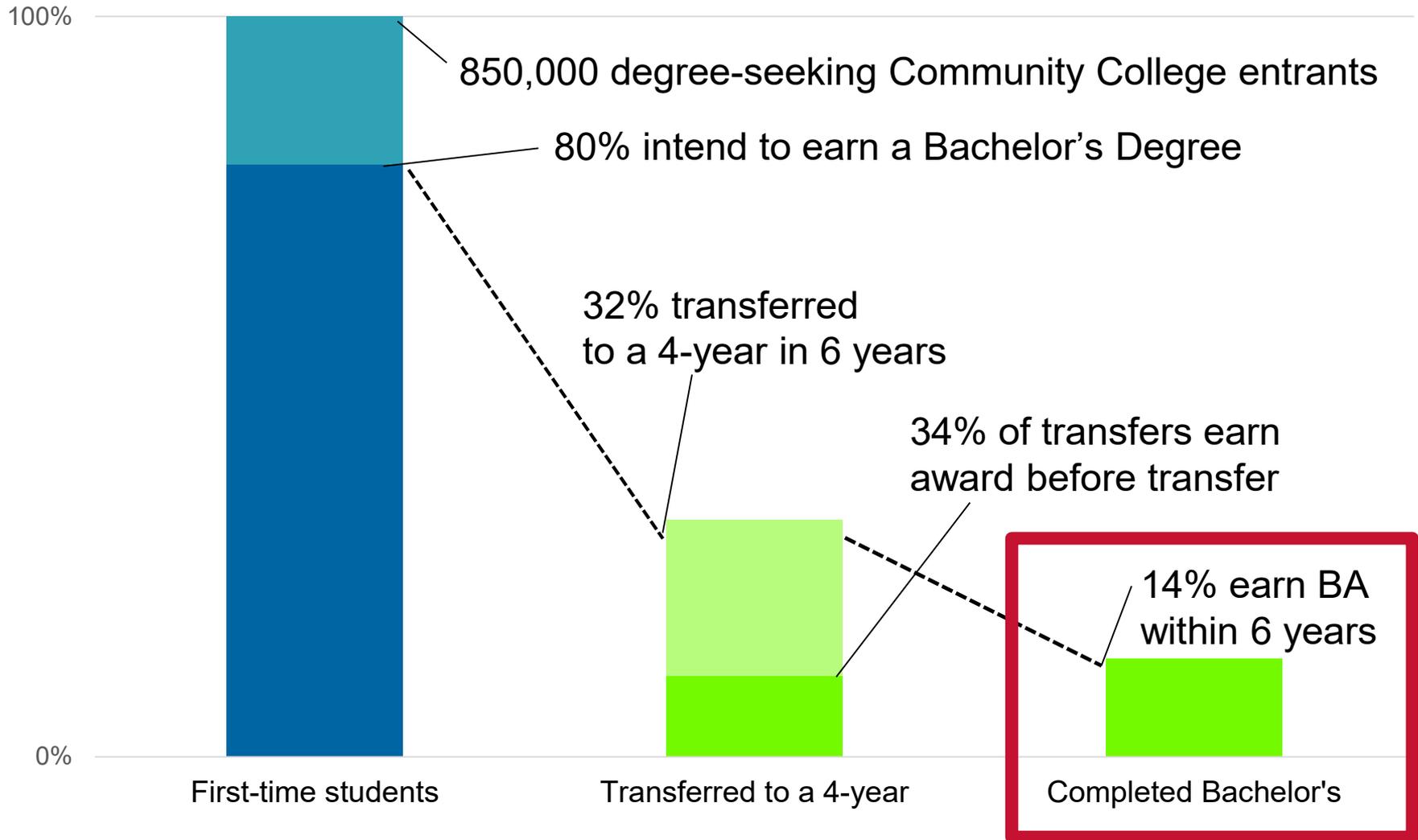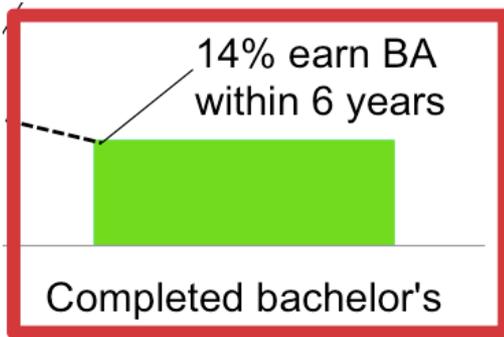# Key Metrics to Support Institutional Improvement

John Fink
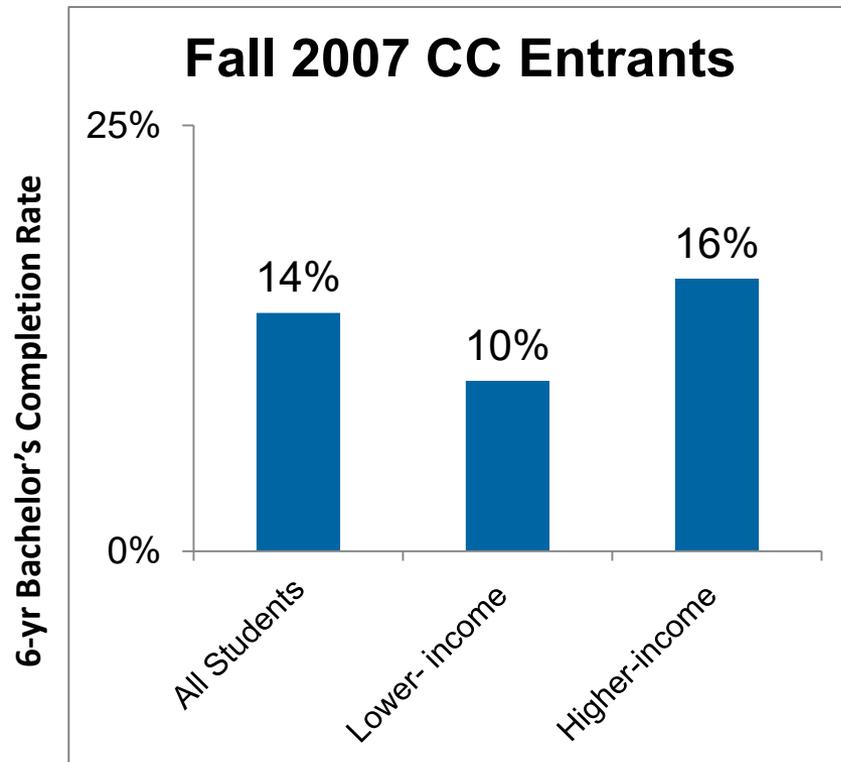Senior Research Associate
Community College Research Center

SUNY Guided Pathways Institute #5
March 14-15, 2019

Few Transfer, Even Fewer Complete

850,000 degree-seeking Community College entrants

80% intend to earn a Bachelor's Degree

32% transferred to a 4-year in 6 years

34% of transfers earn award before transfer

14% earn BA within 6 years

First-time students

Transferred to a 4-year

Completed Bachelor's

Source: Shapiro et al. (2017); Jenkins & Fink (2016)

14% earn BA within 6 years

Completed bachelor's

Equity gaps, by Race & Income

Fall 2007 CC Entrants

6-yr Bachelor's Completion Rate

25%

All Students 14%
Lower-income 10%
Higher-income 16%

0%

Jenkins & Fink, 2016

Fall 2010 CC Entrants

25%

All Students 16%
Asian 23%
Black 9%
Hispanic 11%
White 19%

0%

Shapiro et al., 2017

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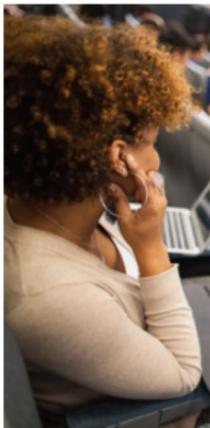authors and do not represent
Community College Research

For information about autho

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Is It Really Cheaper to Start at a Community College?
The Consequences of Inefficient Transfer for
Community College Students Seeking Bachelor's Degrees

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Queens College, City University of New York

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Teachers College, Columbia University

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May 2017

CCRC Working Paper No. 94

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gratefully ack
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Funding for this research was provided by the Bill & Melinda Gates Foundation.

Transfer Outcomes for Community College Students

- Transfer outcomes low _and_ inequitable, but there is variation in college performance

- CC students aren't gaining momentum

- Many bachelor's intending students don't transfer

- Rampant, inequitable transfer credit loss leads to extra time-to-degree, extra cost, decreased likelihood of completion

- Despite credit loss, CC route to bachelor's still cheaper (if students complete)

Students make progress, don't transfer

**Bachelor's Degree-Seeking 2-year Entrants in VA,
Rate of Transfer to Four-year Colleges**
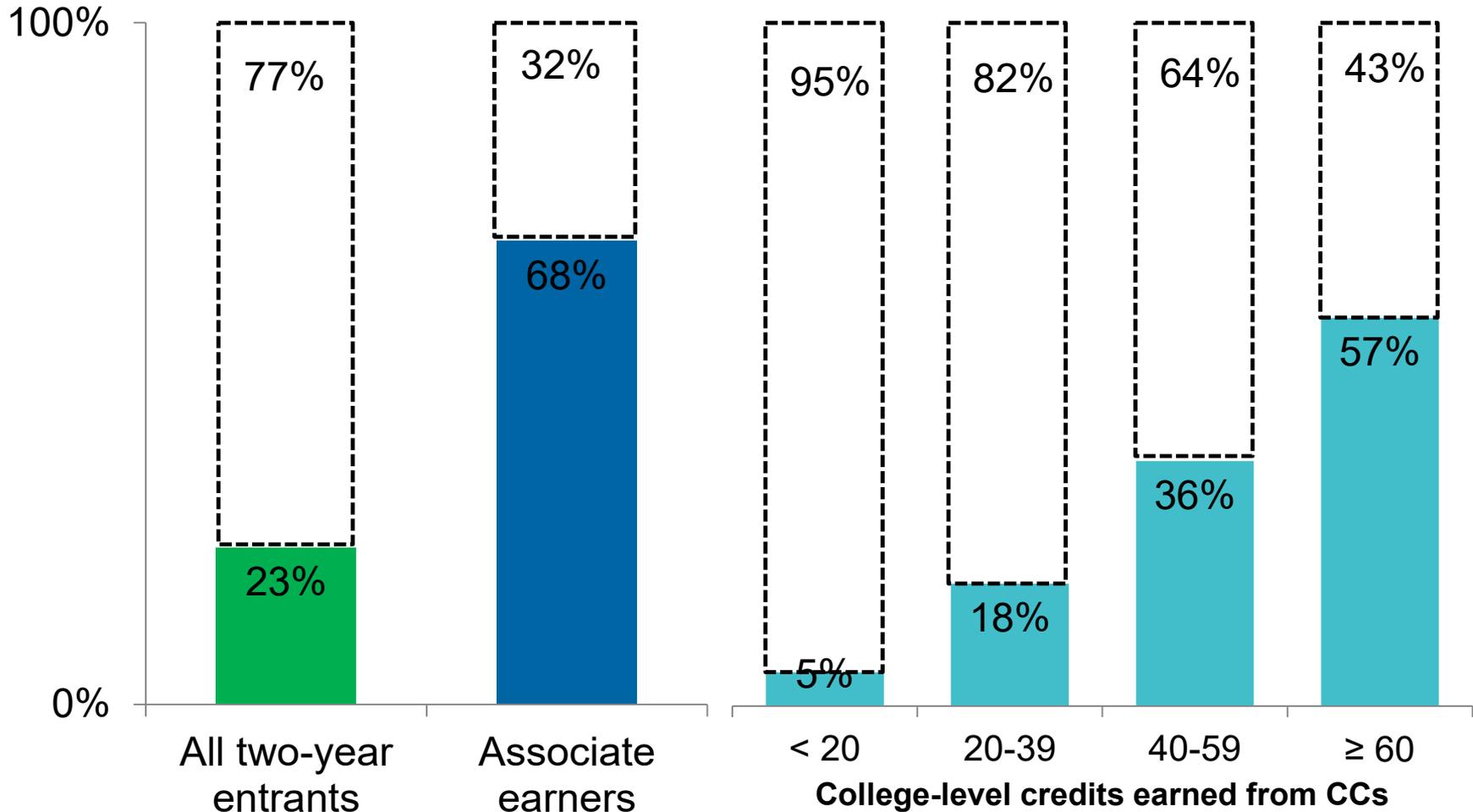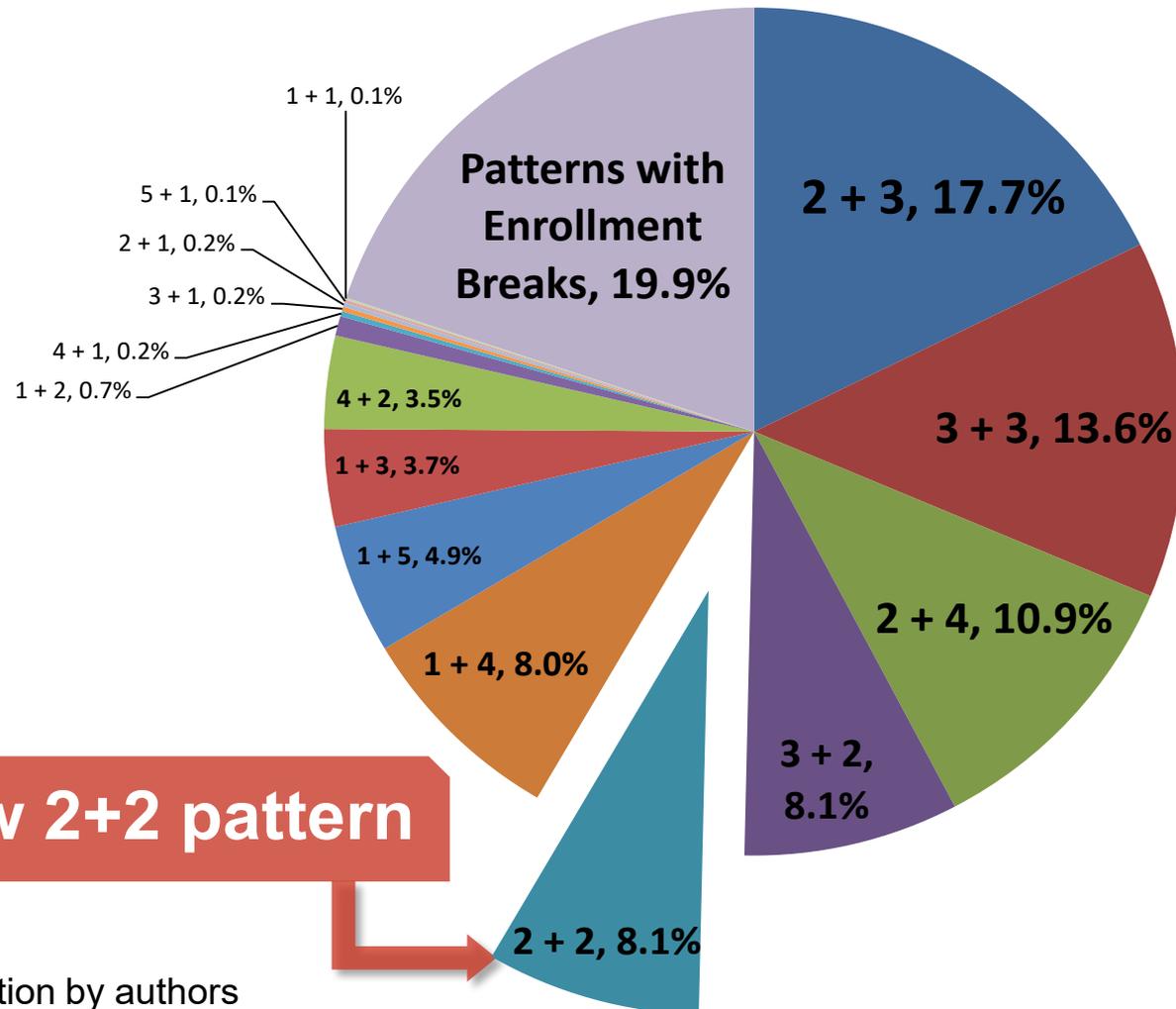

Source: Xu, Jaggars, & Fletcher, 2016, Table 9.

Barriers to Transfer Momentum for Community College Students

- Students not helped to explore career/college options, and develop a plan—and their progress isn't monitored

- Transfer paths unclear, gen ed core misleads students

- Too many entering students weeded out through abstract, rote instruction in uninspiring subjects; too few experience high-quality active learning in fields of interest

- "Transfer shock" upon arrival at the four-year

- Dual enrollment offerings not designed to help students actively explore interests and develop goals for college and careers

Transfer paths unclear

Enrollment Patterns among ~100K Bachelor's Degree Completers who Started at a Community College
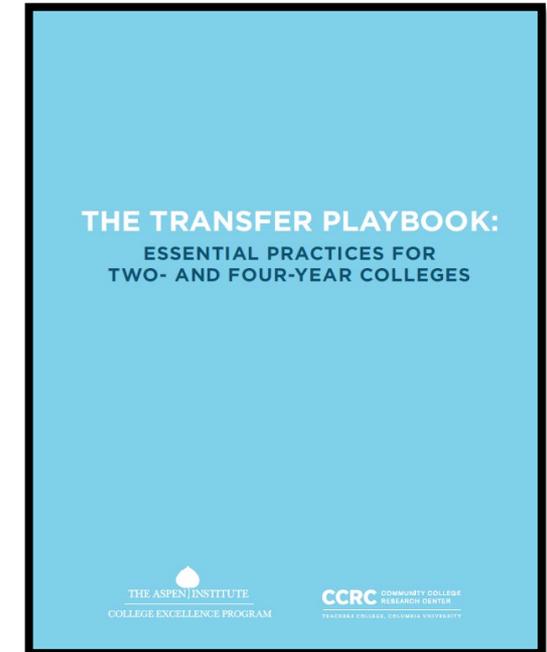
years at CC
+
years at 4yr

1 + 1, 0.1%
5 + 1, 0.1%
2 + 1, 0.2%
3 + 1, 0.2%
4 + 1, 0.2%
1 + 2, 0.7%

Patterns with Enrollment Breaks, 19.9%

2 + 3, 17.7%

3 + 3, 13.6%

2 + 4, 10.9%

3 + 2, 8.1%

2 + 2, 8.1%

1 + 4, 8.0%

1 + 5, 4.9%

1 + 3, 3.7%

4 + 2, 3.5%

Few graduates follow 2+2 pattern

Jenkins & Fink, 2016; Further disaggregation by authors

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

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC COMMUNITY COLLEGE
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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

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC COMMUNITY COLLEGE
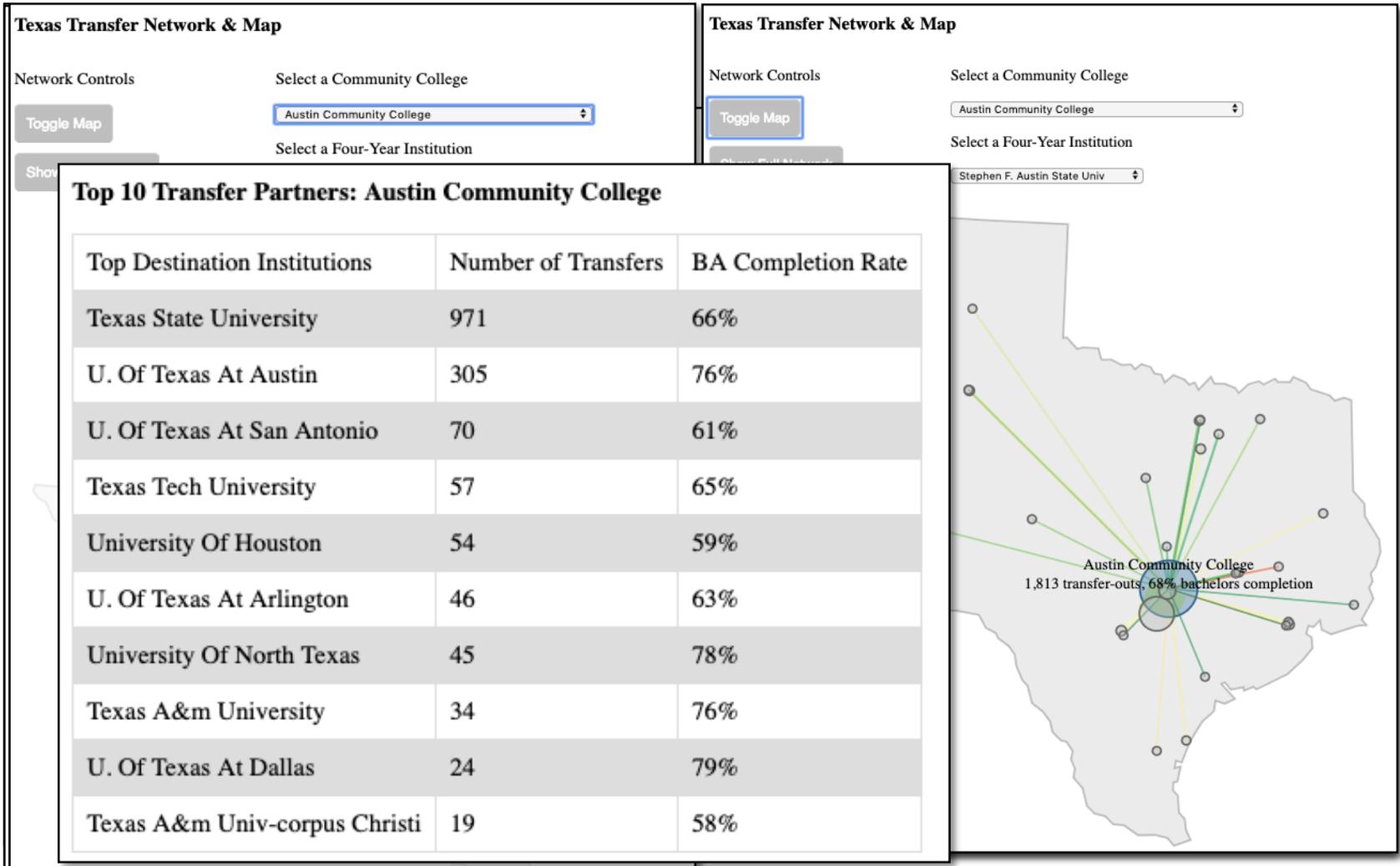RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Wyner, Deane, Jenkins & Fink, May 2016

Transfer Playbook Institutional Self-Assessment

https://ccrc.tc.columbia.edu/

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Transfer Networks are Complex: Use Data to Identify Major and Aspirational Partners

Texas Transfer Network & Map

Network Controls

Toggle Map

Select a Community College

Austin Community College

Select a Four-Year Institution

Texas Transfer Network & Map

Network Controls

Toggle Map

Select a Community College

Austin Community College

Select a Four-Year Institution

Stephen F. Austin State Univ

Austin Community College
1,813 transfer-outs, 68% bachelors completion

Top 10 Transfer Partners: Austin Community College

Top Destination Institutions	Number of Transfers	BA Completion Rate
Texas State University	971	66%
U. Of Texas At Austin	305	76%
U. Of Texas At San Antonio	70	61%
Texas Tech University	57	65%
University Of Houston	54	59%
U. Of Texas At Arlington	46	63%
University Of North Texas	45	78%
Texas A&m University	34	76%
U. Of Texas At Dallas	24	79%
Texas A&m Univ-corpus Christi	19	58%

Publicly accessible data retrieved from http://www.txhighereddata.org/reports/performance/ctctransfer/.

Tools for Gathering Transfer Data

CCRC ANALYSIS

How to Measure College Effectiveness Serving Transfer

By John Fink and Davis Jenkins

While many students who start at a community college transfer and complete a bachelor's degree, most of them are not su... impediments to improving outcomes for these students has been... available measures of institutional effectiveness in serving transf... publication *Tracking Transfer* (Jenkins & Fink, 2016), CCRC, in p... the Aspen Institute and the National Student Clearinghouse (NS... proposed a common set of metrics for assessing the performance... institutions in enabling degree-seeking students to transfer and c... degrees. The NSC Research Center has since incorporated the *Tra...* metrics into its own new Tracking Transfer Signature Report seri... al., 2017, for the first report), which will provide state and nation... annually to allow colleges to benchmark their performance on tra...

In this guide, we provide instructions for community colleges that want to use NSC data to measure their effectiveness in serving transfer students. To do so, colleges will need to access both NSC enrollment *and* degree file data on their students. Base... on the methods we used in *Tracking Transfer*, Part 1 of this guide... explains how community colleges can assess their own overall ef... students to transfer and complete bachelor's degrees. Part 2 show... go on to evaluate the effectiveness of transfer partnerships with... four-year institutions.

The metrics we describe in this guide can serve as useful tools to... practices facilitate or impede effective transfer.[1] Therefore, calcul... on a periodic basis, comparing them with state and national benc... them with faculty, advisors, and others can play an important rol... improve bachelor's degree outcomes for community college stude...

Measuring Your College's Effectiveness Serving T...
(Originally composed by the Aspen Instit...
Community College Research Center, and Publi...

The tables and definitions below detail a basic set of metrics your college c... measure the outcomes of your students who seek to transfer to a four-year i... measures of your college's transfer outcomes in comparison to national ave... shows how your transfer students fare at your college's top five transfer des...

Table 1. *Tracking Transfer Measures*

	Transfer-out Rate	Transfer with Award Ra...
National Average	33%	29%
Top Urban CC Nationally	77%	61%
Top Rural CC Nationally	64%	69%
Your Community College		

Cohort & tracking period: Entering FTEIC community college students in a f... high school dual enrollment students, tracked for six calendar years.

Transfer definition: Students in the cohort who ever enrolled at a four-year inst... first term at the community college, within the six-year tracking period.

Outcome Definitions
The percentage of students in an entering community college cohort who ever enr... one term after their first term at the community college, within six years of first en...
The number of transfer students who started at your community college and earned... your college prior to their earliest enrollment at a four-year institution, divided by t... college's entering cohort.
The number of transfer students who started at the community college and earned... institution within six years of community college entry, divided by the number of t... college's entering cohort.

Source: Davis Jenkins and John Fink, *Tracking Transfer: New Measures of Institutional an... College Students Attain Bachelor's Degrees*, Community College Research Center... Aspen Institute and National Student Clearinghouse Research Center, January 2016...

Table 2. *Major Transfer Partner Measures*

Top 5 largest four-year transfer destinations	Number of transfers to this university	Percent of university w... award befo...

Please direct any question...

Resource: Planning and Conducting Transfer Student Focus Groups

When the goal at hand is to improve outcomes for transfer students, it is important to start by talking with transfer students themselves.[1] As your team plans for your transfer workshop, student focus groups can help provide your planning team with valuable qualitative data, which contains rich detail and clues that are not captured by quantitative data.

Findings from the focus group can help institutional leaders identify the ways in which students' experiences do not map to the intended design of a particular program or intervention. When conducted in advance of a state-wide workshop on transfer, these focus groups can serve as a valuable opportunity to identify areas where there is the greatest need for improvement then incorporate these lessons into the workshop goals and content.

What follows is a resource to help you plan for your transfer student focus groups. We highlight important guidelines to keep in mind before, during, and after a focus group. In addition, we include a sample protocol geared to a conversation about transfer, as well as guiding questions for a facilitator debrief. We encourage you to adapt these protocols to fit your needs. For more on how to develop good focus group questions, please see Krueger's 2005 "Developing questions for focus groups."[2]

Guidelines for Before, During, and After a Focus groups

Before a focus group:
- Be clear about your goals for the focus group, and develop questions for your protocol accordingly. Likewise, it is important to proactively think about creating a respectful environment when discussing sensitive issues. When developing questions, attempt to minimize the possibility that students might feel stigmatized or uncomfortable during the conversation.
- Recruit a diverse group of participants. Make sure to include as many students who have struggled or failed as who have succeeded. Don't rely on "easy access" students (e.g., student government leaders), and hold focus groups at times when many different students can attend. Always recruit with the expectation that 80% or less of confirmed participants will show up.
- Choose a facilitator who is neutral, credible, and unfamiliar to the students.
- Provide context that helps students feel comfortable sharing their experiences candidly. Be clear about anonymity but also keep opening instructions fairly short and neutral, to avoid creating bias in students.
- Choose a space in which all participants can see and hear each other, and have a comfortable conversation.
- Use a digital recorder rather than (or in addition to) a scribe to ensure that there's no bias in the information captured.
- Let the conversation flow, and allow students to ask questions.

[1] This resource has been adapted directly from the 2012 "Student Focus Group Resource Guide" by Public Agenda and West Ed. http://www.completionbydesign.org/knowledge-center/resource/student-focus-group-resource-guide
[2] Krueger, R. A. (2005). *Developing questions for focus groups.* Thousand Oaks: SAGE.

Tracking Transfer: Key Metrics to Support Institutional Improvement
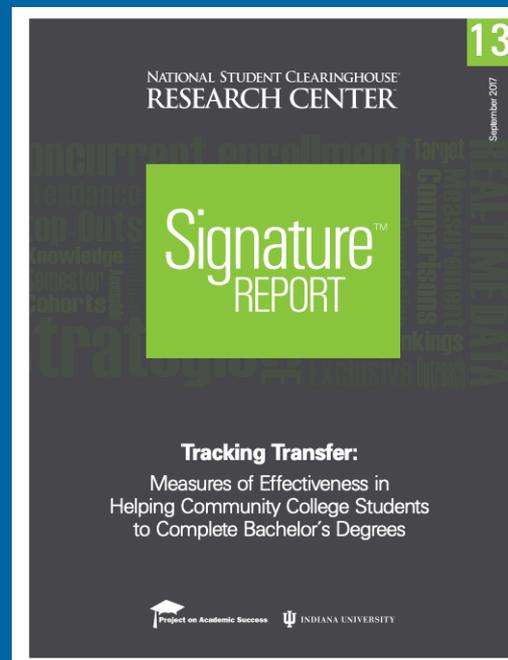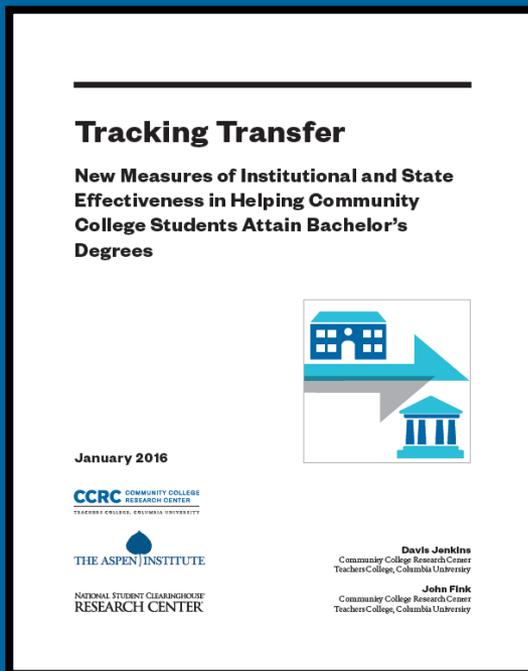
Tracking Transfer: Five New Measures

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

Tracking Transfer: New Measures

First-time-ever-in-college (FTEIC) Cohort Definition

- NSC data, first time in college during the fall 2010 term
- Dual-enrolled students excluded
- Degree-seeking only (identified using enrollment intensity in 1st year)
- Six-year tracking period

Transfer Student Definition

- In fall 2010 cohort and subsequently enrolled at any number of other institutions, so long as at least one was a four-year institution
- One-third of transfer students matriculated at two or more institutions after their initial community college enrollment

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Tracking Transfer: New Measures

Outcome Definitions

Institutional Outcome	Rate Definition – Numerators & Denominators	Unit of Analysis
Transfer-out Rate	$$\frac{\text{\# of students in cohort who transfer}}{\text{\# of students in cohort}}$$	Community College
Transfer with Award Rate	$$\frac{\text{\# of transfers who first earn a certificate or associate degree at the starting community college}}{\text{\# of transfer students}}$$	Community College
Transfer-Out Bachelor's Completion Rate	$$\frac{\text{\# of transfers who eventually earn a bachelor's degree at any four-year institution}}{\text{\# of transfer students}}$$	Community College

NSC's *Tracking Transfer* update: Fall 2010 Cohort

Transfer-Out Rates
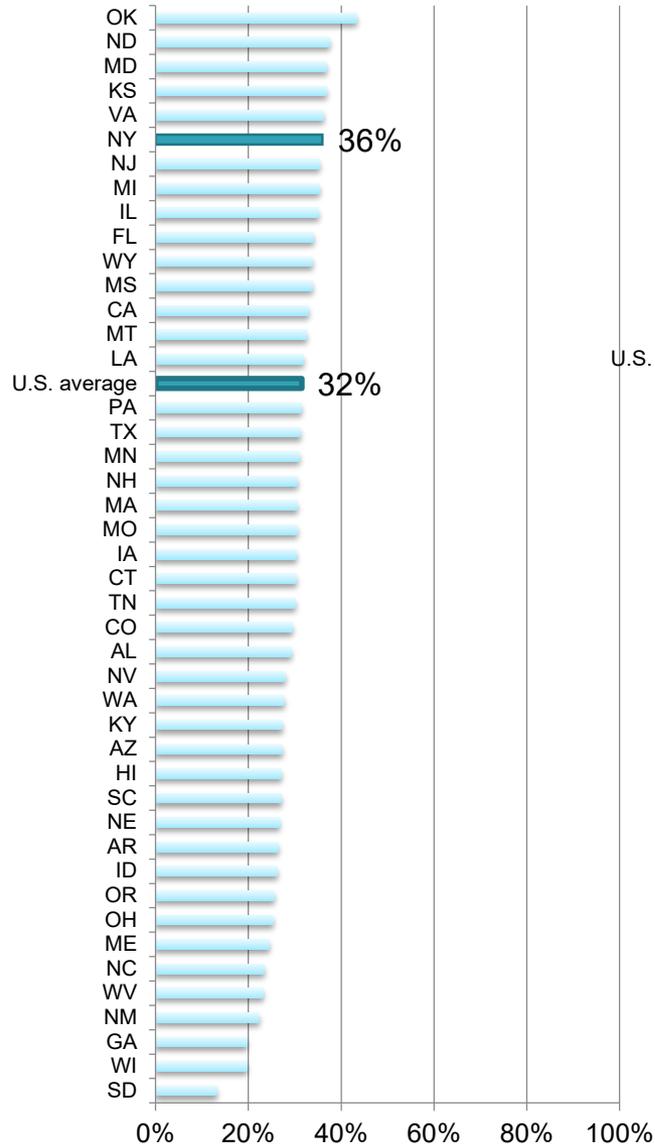
Transfer-with-Award Rates
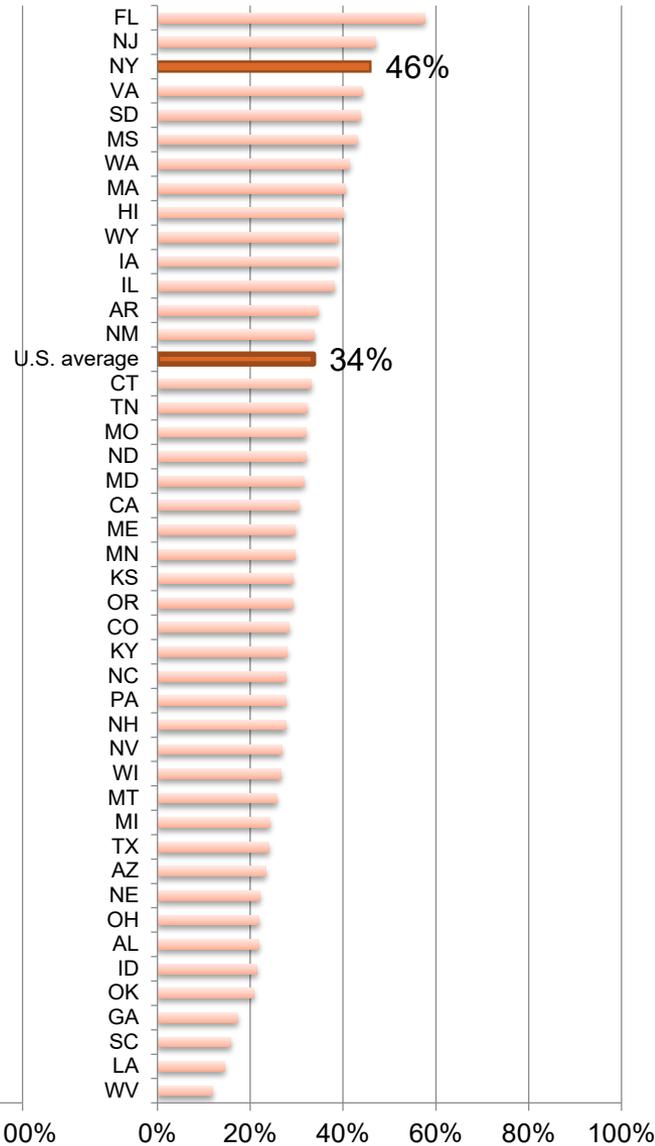
Transfer-Out Bachelor's Completion Rates
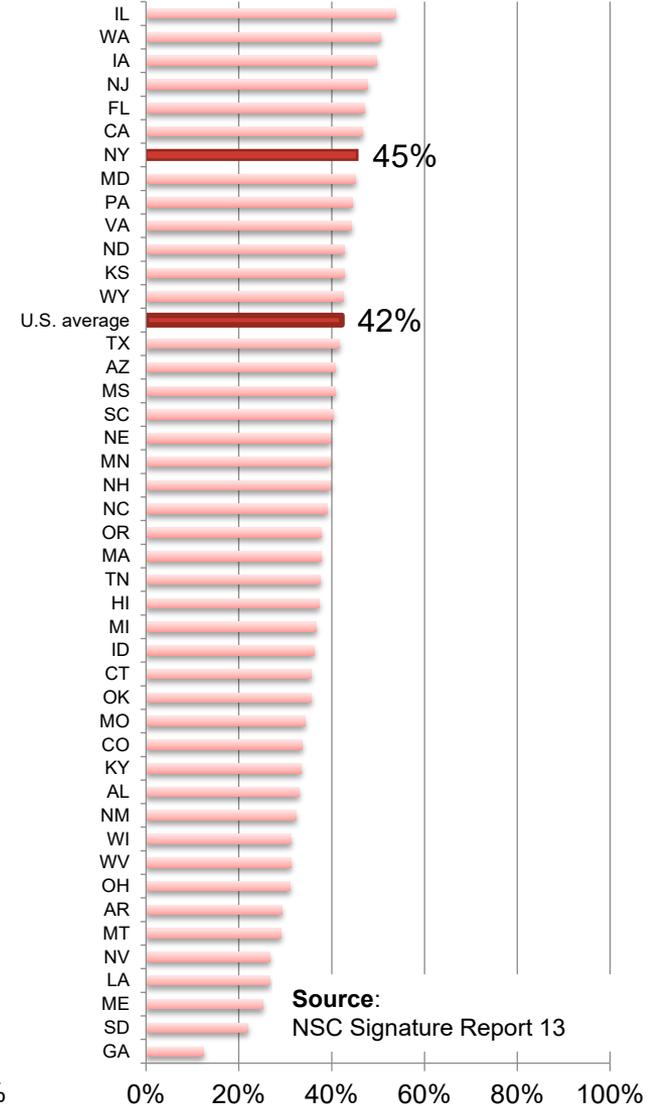
Source:
NSC Signature Report 13

NSC's *Tracking Transfer* update: Fall 2010 Cohort

Community College Cohort Bachelor's Completion Rates by State
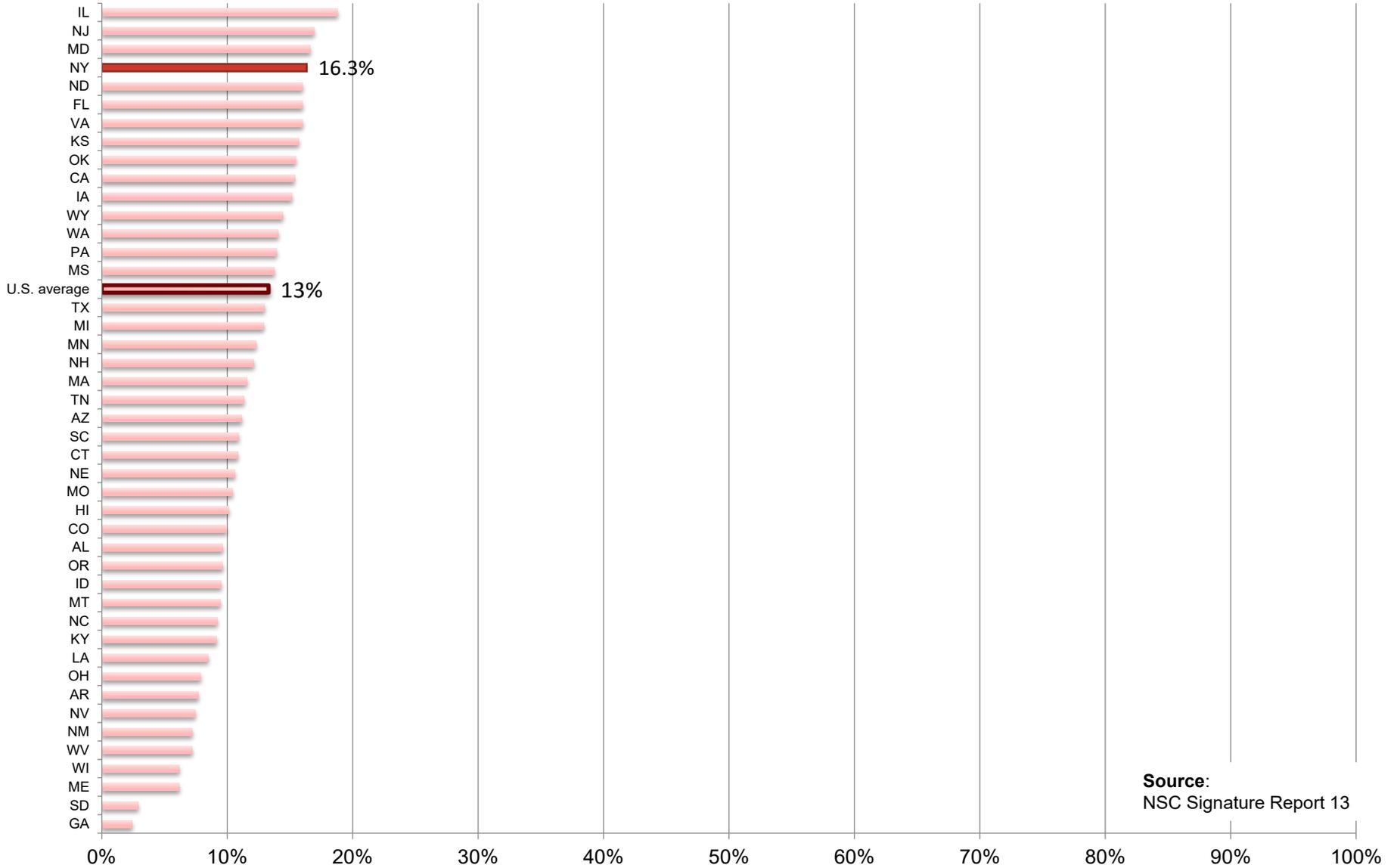
Source: NSC Signature Report 13

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CCRC, Aspen, & NSC's *Tracking Transfer*: Fall 2007 Cohort

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

Lower income students   Higher income students
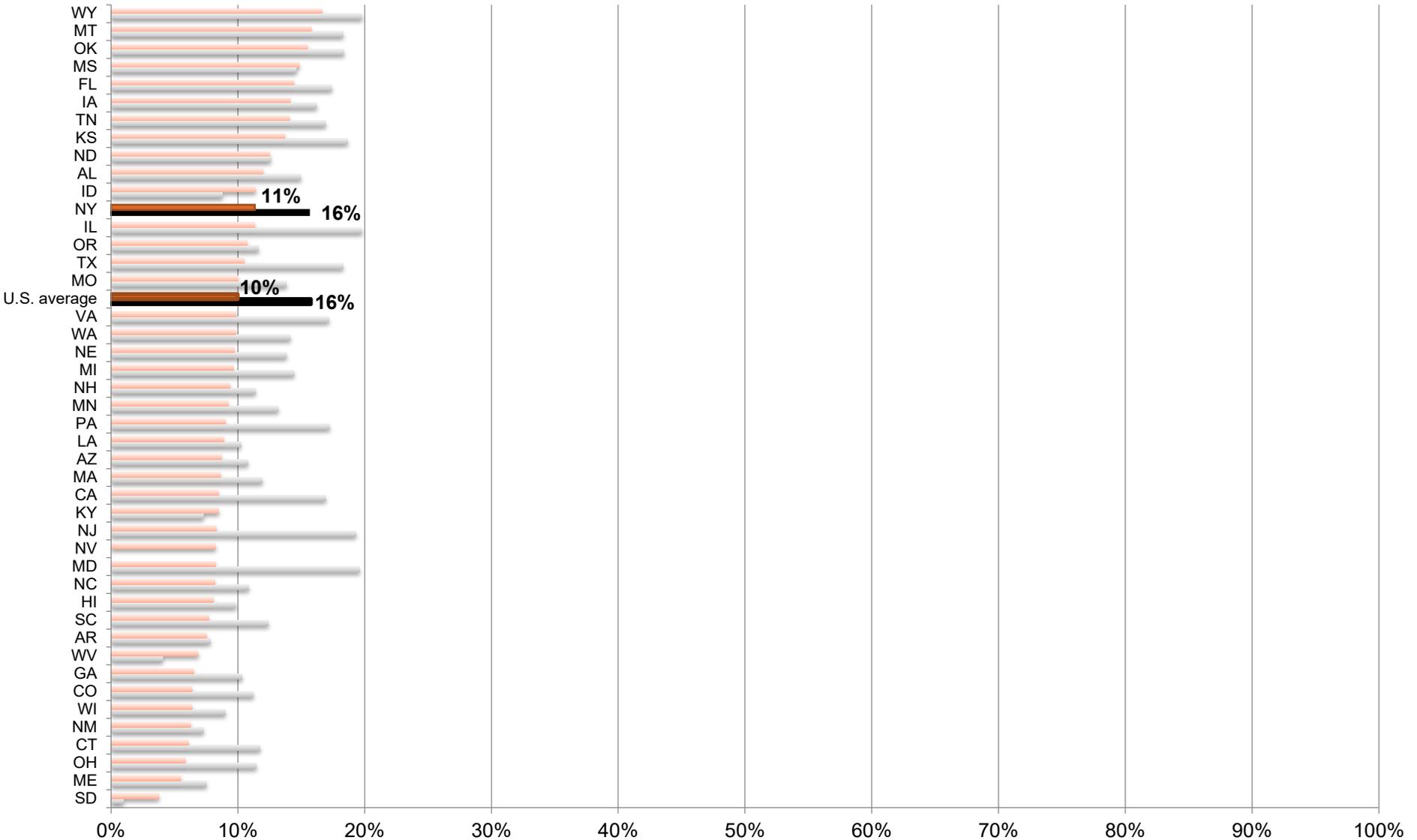
Tracking Transfer: Key Metrics to Support Improvement

✓ *Replicating Tracking Transfer Metrics using NSC Data*

- How does my college perform on the "Tracking Transfer" outcomes?

- Which institutions are our major partners, and what are the degree outcomes for students who transfer to those partners?

Measuring Your College's Effectiveness Serving Transfer Students
(Originally composed by the Aspen Institute,
Community College Research Center, and Public Agenda)

The tables and definitions below detail a basic set of metrics your college can compute using NSC data to measure the outcomes of your students who seek to transfer to a four-year institution. Table 1 presents overall measures of your college's transfer outcomes in comparison to national averages and top colleges, and Table 2 shows how your transfer students fare at your college's top five transfer destinations.

Table 1. *Tracking Transfer Measures*

	Transfer-out Rate	Transfer with Award Rate	Transfer-out Bachelor's Completion Rate
National Average	33%	29%	42%
Top Urban CC Nationally	77%	61%	64%
Top Rural CC Nationally	64%	69%	66%
Your Community College			

Cohort & tracking period: Entering FTEIC community college students in a fall term, excluding current and prior high school dual enrollment students, tracked for six calendar years.

Transfer definition: Students in the cohort who ever enrolled at a four-year institution for at least one term after their first term at the community college, within the six-year tracking period.

Outcome Definitions
The percentage of students in an entering community college cohort who ever enrolled at a four-year institution for at least one term after their first term at the community college, within six years of first enrolling at the community college.
The number of transfer students who started at your community college and earned a certificate or associate degree from your college prior to their earliest enrollment at a four-year institution, divided by the number of transfer students in your college's entering cohort.
The number of transfer students who started at the community college and earned a bachelor's degree from any four-year institution within six years of community college entry, divided by the number of transfer students in the community college's entering cohort.

Source: Davis Jenkins and John Fink, *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, Aspen Institute and National Student Clearinghouse Research Center, January 2016.

Table 2. *Major Transfer Partner Measures*

Top 5 largest four-year transfer destinations	Number of transfers to this university	Percent of transfers to this university who earned a CC award before transferring	Bachelor's degree completion rate among students who transferred to this university

Please direct any questions to Kimberley Collins at kcollins@monroecc.edu

Tracking Transfer: Key Metrics to Support Improvement

Merging Tracking Transfer Metrics to College Data for further Disaggregation

**Table 2.**

Community College Transfer Outcome Measures (Example Results)

Results	Transfer-Out Rate	Transfer-With-Award Rate	Transfer-Out Bachelor's Completion Rate	Cohort Bachelor's Completion Rate
Community college results	(568/1,460) = **38.9%**	(211/568) = **37.1%**	(336/568) = **59.2%**	(336/1,460) = **23.0%**
State average	*See Shapiro et al. (2017, Appendix C) for individual state's results.*			
National average[a]	31.5%	33.6%	42.2%	13.3%

[a]National averages using these definitions on the entering fall 2010 community college cohort are from Shapiro et al. (2017).

Table 3.

Subgroup Analysis of Community College Transfer Outcomes (Example Categories)

Categories	Transfer-Out Rate	Transfer-With-Award Rate	Transfer-Out Bachelor's Completion Rate	Cohort Bachelor's Completion Rate
All students	**38.9%**	**37.1%**	**59.2%**	**23.0%**
By race/ethnicity				
By income/Pell				
By age	*Merge NSC records with college data to further disaggregate various subgroups.*			
By gender				
By program area				

Tracking Transfer: Key Metrics to Support Improvement

Partnership analysis: How do transfers to your college's top partnerships fare on the following outcomes:

- Transfer-with-Award rate
- Bachelor's Completion rate
- Average number of years before transfer to the FY
- Pct. of CC's transfers who transferred to this FY
- Pct. of CC's bachelor's degree graduates who completed at this FY

Tracking Transfer: Key Metrics to Support Improvement

Partnership analysis: How do transfers to your college's top partnerships fare on the following outcomes:

Table 5.
Transfer Partnership Performance Measures (Example Results)

Four-Year Receiving Institution Name	Transfer-With-Award Rate Among Transfer Students to This Four-Year Institution	Bachelor's Degree Completion Rate Among Transfer Students to This Four-Year Institution	Percentage of Community College's Transfer Students Who Transferred to This Four-Year Institution	Percentage of Community College's Bachelor's Completers Who Completed at This Four-Year Institution	Average Number of Years Until Transfer to This Four-Year Institution
#1	36%	48%	35%	28%	2.7
#2	54%	91%	20%	31%	2.3
#3	42%	65%	14%	15%	1.9
#4	25%	65%	7%	8%	2.1
#5	29%	50%	7%	6%	2.5
#6	20%	75%	4%	4%	2.5
#7	40%	40%	2%	1%	1.9
#8	29%	57%	1%	1%	1.8
#9	50%	67%	1%	1%	2.1
#10	17%	33%	1%	1%	2.1
All other four-year receiving institutions (*n* = 29)	19%	25%	9%	4%	1.8
Total	**37%**	**59%**	**100%**	**100%**	**2.5**

Tracking Transfer: Key Metrics to Support Improvement

Further Detail for Top Transfer Partners

Disaggregate outcomes among our transfers to this institution

Table 6. #1 Transfer Partner

	All Students	Merge records with college data to further disaggregate by:			
		Race	Income	Age	Gender
Number of transfer students to this FY	148				
Pct. of transfers who earned a pre-transfer CC award	51%				
Average number of years before transfer to this four-year institution	2.7				
Bachelor's degree completion rate for students who transferred to this four-year institution	66%				
Average time to bachelor's degree completion (within 6 years)	4.7				

Further Detail on Broad Degree Fields among Transfer Students who Completed Bachelor's Degrees

	Percentage
Business	10%
Health Professions	2%
Arts, Humanities, & English	19%
Social & Behavioral Sciences	20%
Science & Mathematics	16%
Agriculture & Natural Resources	4%
Computer & Information Sciences	12%
Education	2%
Engineering	13%
Applied Technology	0%
Public Services & Administration	0%
All bachelor's degree completers in this partnership (N = 98)	100%

In which areas are our transfer students completing their bachelor's degree at this institution?

Bachelor's Degree Completer Program Areas Among Community College Entrants (Fall 2010 FTEIC Cohort)

New York Completers (N=8K)

- 2% Uncategorized/Missing
- 21% Social & Behavioral Sciences
- 2% Other Science & Mathematics
- 4% Biological Sciences
- 10% Public Services & Administration
- 13% Health Professions
- 3% Engineering
- 5% Education
- 2% Computer Science
- 20% Business
- 16% Arts, Humanities, & English
- 1% Applied Technology
- 1% Agriculture & Natural Resources

National Completers (N=115K)

- 3% Uncategorized/Missing
- 18% Social & Behavioral Sciences
- 2% Other Science & Mathematics
- 4% Biological Sciences
- 8% Public Services & Administration
- 12% Health Professions
- 4% Engineering
- 5% Education
- 3% Computer Science
- 19% Business
- 17% Arts, Humanities, & English
- 1% Applied Technology
- 2% Agriculture & Natural Resources

Legend:
- Uncategorized/Missing
- Social & Behavioral Sciences
- Other Science & Mathematics
- Biological Sciences
- Public Services & Administration
- Health Professions
- Engineering
- Education
- Computer Science
- Business
- Arts, Humanities, & English
- Applied Technology
- Agriculture & Natural Resources

Bachelor's Degree Completer Program Areas Among Community College Entrants (Fall 2010 FTEIC Cohort)

New York Completers (N=8K)
- 2%
- 21%
- 2%
- 4%
- 10%
- 13%
- 3%
- 5%
- 2%
- 20%
- 16%
- 1%

NY Lower income Completers (N= 1244)
- 2%
- 20%
- 2%
- 4%
- 15%
- 12%
- 2%
- 7%
- 2%
- 18%
- 14%
- 1%

NY Higher income Completers (N= 3509)
- 1%
- 20%
- 2%
- 3%
- 8%
- 14%
- 3%
- 5%
- 2%
- 22%
- 19%
- 1%

Legend:
- Uncategorized/Missing
- Social & Behavioral Sciences
- Other Science & Mathematics
- Biological Sciences
- Public Services & Administration
- Health Professions
- Engineering
- Education
- Computer Science
- Business
- Arts, Humanities, & English
- Applied Technology
- Agriculture & Natural Resources

Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

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Tracking Transfer: Ideas for Further Framing Analyses

- By meta-major area students enter in their first year: Tracking Transfer outcomes and top transfer destinations

- Bachelor's completion rates among transfers by CC award type (including no pre-transfer award)

- Partner with major university destination: Credit loss studies: Transcript audits, transfer credit loss/applicability

- Course-taking behaviors among transfer students who did and did not complete a bachelor's degree

  - Top courses passed and failed (DFW rates)

  - Average number of credits earned pre-transfer

Thank you!

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