

1

00:00:01,760 --> 00:00:06,799

Okay. Hello and welcome. My name is Abby

2

00:00:03,919 --> 00:00:08,320

Chen. I'm an associate director at the

3

00:00:06,799 --> 00:00:10,800

um of the strategy and partnerships team

4

00:00:08,320 --> 00:00:12,240

at the Washington Studentage Council. I

5

00:00:10,800 --> 00:00:15,200

have the pleasure of serving as your

6

00:00:12,240 --> 00:00:18,640

guide today uh for our webinar all about

7

00:00:15,200 --> 00:00:22,320

transfer in Washington state.

8

00:00:18,640 --> 00:00:23,760

Today's road map uh is a little bit of a

9

00:00:22,320 --> 00:00:25,600

couple different options to learn about

10

00:00:23,760 --> 00:00:27,039

different perspectives of transfer.

11

00:00:25,600 --> 00:00:29,359

We're going to go ahead and start the

12

00:00:27,039 --> 00:00:31,920

day with some research findings from our

13

00:00:29,359 --> 00:00:34,000

research team um from a recent report.

14

00:00:31,920 --> 00:00:35,520

We will have a brief Q&A that follows

15

00:00:34,000 --> 00:00:38,000

that. So, please feel free to think

16

00:00:35,520 --> 00:00:39,840

about what questions that you have. Uh

17

00:00:38,000 --> 00:00:41,360

we'll have a little bit of a transition

18

00:00:39,840 --> 00:00:43,440

really thinking about the assets and

19

00:00:41,360 --> 00:00:45,600

opportunities that continue to exist in

20

00:00:43,440 --> 00:00:48,879

our state and then we'll be able to hear

21

00:00:45,600 --> 00:00:50,800

from a panel of uh folks who are really

22

00:00:48,879 --> 00:00:53,199

thinking about and implementing practice

23

00:00:50,800 --> 00:00:55,280

work to the benefit of transfer students

24

00:00:53,199 --> 00:00:57,600

in our state. I want to make a note that

25

00:00:55,280 --> 00:00:59,359

today's webinar is being recorded uh and

26

00:00:57,600 --> 00:01:01,039

a recording and copies of the presenter

27

00:00:59,359 --> 00:01:03,280

slides and reference reports will be

28

00:01:01,039 --> 00:01:04,400

shared after the webinar. Um and so

29

00:01:03,280 --> 00:01:08,360

please just be aware that those

30

00:01:04,400 --> 00:01:08,360

resources will be made available.

31

00:01:08,799 --> 00:01:14,080

I want to take a moment to overview some

32

00:01:11,360 --> 00:01:15,920

of our engagement guidelines. Um as I

33

00:01:14,080 --> 00:01:18,560

mentioned, there will be a brief Q&A

34

00:01:15,920 --> 00:01:21,200

section after the research findings. Um,

35

00:01:18,560 --> 00:01:24,159

we would love for you to use the Q&A

36

00:01:21,200 --> 00:01:26,159

tool, not the chat, uh, to be able to do

37

00:01:24,159 --> 00:01:28,400

this. So, as you can see on this slide,

38

00:01:26,159 --> 00:01:30,240

do use the chat to introduce yourselves.

39

00:01:28,400 --> 00:01:31,840

Uh, we'd love to have a sense of who's

40

00:01:30,240 --> 00:01:34,079

in the room. Share your name and your

41

00:01:31,840 --> 00:01:35,680

affiliation. If you also feel like

42

00:01:34,079 --> 00:01:36,720

sharing more, share a sentence about why

43

00:01:35,680 --> 00:01:39,759

you're here and why you care about

44

00:01:36,720 --> 00:01:42,880

transfer students. Um, and then remember

45

00:01:39,759 --> 00:01:45,119

that we want to use the Q&A option,

46

00:01:42,880 --> 00:01:47,040

which should be on your menu screen to

47

00:01:45,119 --> 00:01:49,280

add questions throughout. If we don't

48

00:01:47,040 --> 00:01:51,680

get a chance to answer every question,

49

00:01:49,280 --> 00:01:53,280

uh we might not and that's okay. Uh

50

00:01:51,680 --> 00:01:54,720

we'll be taking notes and we'll do our

51

00:01:53,280 --> 00:01:56,159

best to follow up and would also

52

00:01:54,720 --> 00:01:57,920

encourage you, we'll link reports

53

00:01:56,159 --> 00:01:59,840

throughout to also go ahead and

54

00:01:57,920 --> 00:02:03,240

reference those reports directly to find

55

00:01:59,840 --> 00:02:03,240

additional information.

56

00:02:03,360 --> 00:02:08,720

So with that, I um and really excited to

57

00:02:07,040 --> 00:02:10,800

get us started and introduce our first

58

00:02:08,720 --> 00:02:14,239

two presenters uh who are colleagues of

59

00:02:10,800 --> 00:02:16,480

mine from research team, Arya Cucia and

60

00:02:14,239 --> 00:02:20,319

Rebecca Burn. Ari and Rebecca, it's all

61

00:02:16,480 --> 00:02:24,000

yours. We'll switch the spotlights over.

62

00:02:20,319 --> 00:02:26,480

Alrighty. Thanks so much, Abby. Um, yes,

63

00:02:24,000 --> 00:02:29,280

good morning everyone again. Rebecca

64

00:02:26,480 --> 00:02:31,680

Burn here. I am an assistant director of

65

00:02:29,280 --> 00:02:34,000

research at WASAC. I'll be presenting

66

00:02:31,680 --> 00:02:38,319

with my co-author um and research

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00:02:34,000 --> 00:02:41,519

analyst Arya Kukra on the 2025 transfer

68

00:02:38,319 --> 00:02:43,519

efficiency update. To set the stage for

69

00:02:41,519 --> 00:02:47,440

this version of the transfer efficiency

70

00:02:43,519 --> 00:02:49,440

update, we go back to uh 2005 when

71

00:02:47,440 --> 00:02:52,480

Washington state legislature requested

72

00:02:49,440 --> 00:02:55,920

that WASAC report progress on efficiency

73

00:02:52,480 --> 00:02:58,480

of tra of Washington's transfer pathway.

74

00:02:55,920 --> 00:03:00,800

This report is meant to monitor progress

75

00:02:58,480 --> 00:03:03,200

on the indicators, describe development

76

00:03:00,800 --> 00:03:05,120

of additional transfer degrees, and

77

00:03:03,200 --> 00:03:08,159

provide other data on improvements in

78

00:03:05,120 --> 00:03:10,319

transfer efficiency. Specifically, we

79

00:03:08,159 --> 00:03:13,120

look at the efficiency of vertical

80

00:03:10,319 --> 00:03:16,239

transfer, which we define as when a

81

00:03:13,120 --> 00:03:18,959

student in a transfer associate degree

82

00:03:16,239 --> 00:03:20,800

or simply transfer degree program at a

83

00:03:18,959 --> 00:03:24,239

Washington community and technical

84

00:03:20,800 --> 00:03:26,000

college moves on to a Washington 4-year

85

00:03:24,239 --> 00:03:28,000

institution.

86

00:03:26,000 --> 00:03:30,159

Transfer degree programs include

87

00:03:28,000 --> 00:03:32,400

coursework that apply to most bachelor's

88

00:03:30,159 --> 00:03:35,040

degrees at Washington's public four-year

89

00:03:32,400 --> 00:03:37,760

institutions and are intended for

90

00:03:35,040 --> 00:03:39,680

transfer to a 4-year institution.

91

00:03:37,760 --> 00:03:41,760

Knowing what is working for transfer

92

00:03:39,680 --> 00:03:43,840

students to complete their transfer and

93

00:03:41,760 --> 00:03:46,239

bachelor's degrees will also help

94

00:03:43,840 --> 00:03:48,799

Washington meet the educational

95

00:03:46,239 --> 00:03:52,720

attainment goal of at least 70% of

96

00:03:48,799 --> 00:03:56,799

adults earning a post-secondary credential.

97

00:03:52,720 --> 00:03:56,799

And then we can move to the next slide.

98

00:03:57,200 --> 00:04:01,519

For this presentation, we'll look at a

99

00:03:59,280 --> 00:04:03,680

few of the key findings from the report.

100

00:04:01,519 --> 00:04:06,319

We start with outcomes for vertical

101

00:04:03,680 --> 00:04:07,840

transfer efficiency at the 4-year

102

00:04:06,319 --> 00:04:10,239

institutions.

103

00:04:07,840 --> 00:04:12,000

We'll look at the share of bachelor's

104

00:04:10,239 --> 00:04:14,400

degree earners at public four-year

105

00:04:12,000 --> 00:04:17,280

institutions and independent colleges of

106

00:04:14,400 --> 00:04:19,759

Washington or ICW.

107

00:04:17,280 --> 00:04:22,160

Students with transfer degrees made up

108

00:04:19,759 --> 00:04:24,160

the largest share of transfer bachelor's

109

00:04:22,160 --> 00:04:27,440

degree earners at both the public

110

00:04:24,160 --> 00:04:29,040

four-year and the ICW institutions.

111

00:04:27,440 --> 00:04:31,600

And at the public four-year

112

00:04:29,040 --> 00:04:33,280

institutions, uh, this still holds up

113

00:04:31,600 --> 00:04:36,000

when we look at bachelor's degree

114

00:04:33,280 --> 00:04:38,000

earners by race and ethnicity. Again,

115

00:04:36,000 --> 00:04:39,919

students with transfer degrees were the

116

00:04:38,000 --> 00:04:43,520

largest share of transfer bachelor's

117

00:04:39,919 --> 00:04:47,280

degree earners in each group.

118

00:04:43,520 --> 00:04:48,800

We examine the graduation rates of CTC

119

00:04:47,280 --> 00:04:50,479

transfers at public four-year

120

00:04:48,800 --> 00:04:52,080

institutions

121

00:04:50,479 --> 00:04:54,240

um and see students with transfer

122

00:04:52,080 --> 00:04:56,720

degrees had a higher graduation rate

123

00:04:54,240 --> 00:05:00,160

within four years of transferring

124

00:04:56,720 --> 00:05:02,639

compared to other CTC transfer students.

125

00:05:00,160 --> 00:05:05,040

Again, we see for most race and

126

00:05:02,639 --> 00:05:06,479

ethnicity groups, um students with

127

00:05:05,040 --> 00:05:08,400

transfer degrees are more likely to

128

00:05:06,479 --> 00:05:09,919

graduate within four years of

129

00:05:08,400 --> 00:05:12,639

transferring.

130

00:05:09,919 --> 00:05:15,840

Next, we'll look at key findings. Um, at

131

00:05:12,639 --> 00:05:17,759

the CTC level, we look at the trend of

132

00:05:15,840 --> 00:05:20,160

enrollment for credential seeking

133

00:05:17,759 --> 00:05:23,199

students, which has increased since fall

134

00:05:20,160 --> 00:05:26,080

2019. Uh, we look at retention rates for

135

00:05:23,199 --> 00:05:29,120

CTC transfer degree seeking students,

136

00:05:26,080 --> 00:05:31,919

which has also increased by 6%age

137

00:05:29,120 --> 00:05:33,680

points. And finally, we'll discuss

138

00:05:31,919 --> 00:05:36,240

transfer degree attainment. We'll look

139

00:05:33,680 --> 00:05:38,639

at the share of associate degrees

140

00:05:36,240 --> 00:05:42,560

awarded most of which are transfer

141

00:05:38,639 --> 00:05:46,720

degrees. Uh again these degrees uh are

142

00:05:42,560 --> 00:05:50,160

intended for transfer to a 4-year school

143

00:05:46,720 --> 00:05:52,880

and then we can go to the next slide.

144

00:05:50,160 --> 00:05:54,960

So we're starting at the end of the

145

00:05:52,880 --> 00:05:58,400

vertical transfer journey and this is an

146

00:05:54,960 --> 00:06:01,039

end outcome looking at the share of

147

00:05:58,400 --> 00:06:03,039

transfer bachelor's degree earners at

148

00:06:01,039 --> 00:06:05,680

four-year institutions.

149

00:06:03,039 --> 00:06:07,360

On the left we have public institutions

150

00:06:05,680 --> 00:06:11,039

and on the right we have independent

151

00:06:07,360 --> 00:06:13,919

colleges of Washington member campuses.

152

00:06:11,039 --> 00:06:16,800

Looking at the overall share of

153

00:06:13,919 --> 00:06:19,919

bachelor's degree earners for the 2021

154

00:06:16,800 --> 00:06:22,240

2022 academic year. We see in the purple

155

00:06:19,919 --> 00:06:25,120

column transfers who earn bachelor's

156

00:06:22,240 --> 00:06:27,759

degrees made up 40% of bachelor's degree

157

00:06:25,120 --> 00:06:30,479

earners at public four-year institutions

158

00:06:27,759 --> 00:06:33,600

and 25% of bachelor's degree earners at

159

00:06:30,479 --> 00:06:35,840

ICW member campuses.

160

00:06:33,600 --> 00:06:38,960

The gold column in each of the charts

161

00:06:35,840 --> 00:06:42,240

are the share of transfers who entered

162

00:06:38,960 --> 00:06:44,240

with a transfer degree. And we see 24%

163

00:06:42,240 --> 00:06:46,479

of public bachelor's degree earners were

164

00:06:44,240 --> 00:06:48,960

transfer students with a transfer degree

165

00:06:46,479 --> 00:06:50,479

and 12% of independent colleges of

166

00:06:48,960 --> 00:06:52,400

Washington

167

00:06:50,479 --> 00:06:56,080

bachelor's degree earners were transfer

168

00:06:52,400 --> 00:06:58,479

students with a transfer degree. We see

169

00:06:56,080 --> 00:07:00,479

that pursuing and completing a transfer

170

00:06:58,479 --> 00:07:03,199

degree can pay off since students with

171

00:07:00,479 --> 00:07:05,840

transfer degrees make up a sizable share

172

00:07:03,199 --> 00:07:08,080

of the bachelor's degree earners at

173

00:07:05,840 --> 00:07:11,039

four-year institutions and particularly

174

00:07:08,080 --> 00:07:14,960

at the public institutions.

175

00:07:11,039 --> 00:07:16,560

Then we can go to the next slide.

176

00:07:14,960 --> 00:07:19,599

Um, and here we're diving a little

177

00:07:16,560 --> 00:07:21,919

deeper into the share of transfer

178

00:07:19,599 --> 00:07:24,080

bachelor's degree earners. Um, and this

179

00:07:21,919 --> 00:07:26,240

is specifically for the public four-year

180

00:07:24,080 --> 00:07:28,319

institutions, and we're looking at it by

181

00:07:26,240 --> 00:07:31,919

race and ethnicity.

182

00:07:28,319 --> 00:07:34,720

Each column shows the total share of the

183

00:07:31,919 --> 00:07:37,280

group that are transfer students. The

184

00:07:34,720 --> 00:07:40,400

colors in the column show the share of

185

00:07:37,280 --> 00:07:42,479

the group by transfer type. So these

186

00:07:40,400 --> 00:07:45,360

transfer types uh include students who

187

00:07:42,479 --> 00:07:48,479

entered the 4-year institution with a

188

00:07:45,360 --> 00:07:51,120

transfer uh degree, those who entered

189

00:07:48,479 --> 00:07:52,639

with other CTC degree, which include

190

00:07:51,120 --> 00:07:55,199

professional technical degrees,

191

00:07:52,639 --> 00:07:58,639

certificates, and apprenticeships

192

00:07:55,199 --> 00:08:00,879

um or entered with no CTC degree. The

193

00:07:58,639 --> 00:08:02,960

data indicates that traditionally

194

00:08:00,879 --> 00:08:05,440

underrepresented students who earn

195

00:08:02,960 --> 00:08:08,240

bachelor's degrees are more likely to

196

00:08:05,440 --> 00:08:11,199

have entered uh with a transfer degree

197

00:08:08,240 --> 00:08:13,199

prior prior to coming to the public

198

00:08:11,199 --> 00:08:15,599

four-year compared to other types of

199

00:08:13,199 --> 00:08:18,800

transfer. And we do see that these

200

00:08:15,599 --> 00:08:20,240

shares vary by race. Among bachelor's

201

00:08:18,800 --> 00:08:22,960

degree earners who were transfer

202

00:08:20,240 --> 00:08:25,759

students, uh, American Indian, black,

203

00:08:22,960 --> 00:08:28,639

Hispanic, and Native Hawaiian Pacific

204

00:08:25,759 --> 00:08:30,720

Islander were more likely to be transfer

205

00:08:28,639 --> 00:08:33,200

students with transfer degrees compared

206

00:08:30,720 --> 00:08:36,080

to other groups.

207

00:08:33,200 --> 00:08:38,000

This shows that transfer pathway uh that

208

00:08:36,080 --> 00:08:39,599

that the transfer pathway to a

209

00:08:38,000 --> 00:08:41,519

bachelor's degree may be more accessible

210

00:08:39,599 --> 00:08:43,839

to underrepresented students,

211

00:08:41,519 --> 00:08:48,640

particularly for those who pursue and

212

00:08:43,839 --> 00:08:52,000

complete a CTC transfer degree.

213

00:08:48,640 --> 00:08:54,399

And then we can go to the next slide

214

00:08:52,000 --> 00:08:55,839

where we're looking now at the

215

00:08:54,399 --> 00:08:57,120

graduation rates. So we just looked at

216

00:08:55,839 --> 00:09:00,080

the shares. Now we'll look at the

217

00:08:57,120 --> 00:09:02,320

graduation rates. Um

218

00:09:00,080 --> 00:09:04,480

at bachelor's for bachelor's degree

219

00:09:02,320 --> 00:09:06,000

graduation rates at uh is another

220

00:09:04,480 --> 00:09:07,760

measure of the vertical transfer

221

00:09:06,000 --> 00:09:10,240

efficiency

222

00:09:07,760 --> 00:09:12,720

for these graduation rates. We look at

223

00:09:10,240 --> 00:09:16,160

the completion rate within four years of

224

00:09:12,720 --> 00:09:21,360

transferring to a Washington public

225

00:09:16,160 --> 00:09:22,880

institution in the academic year 2017

226

00:09:21,360 --> 00:09:26,560

2018.

227

00:09:22,880 --> 00:09:28,959

This is limited to just CTC students who

228

00:09:26,560 --> 00:09:32,000

entered as transfers. So here we're

229

00:09:28,959 --> 00:09:35,440

really zooming in on students who have

230

00:09:32,000 --> 00:09:37,920

completed that vertical transfer piece.

231

00:09:35,440 --> 00:09:39,839

The graduation rate is broken out by

232

00:09:37,920 --> 00:09:43,440

transfers who entered with a transfer

233

00:09:39,839 --> 00:09:44,959

degree, other CTC degree or no CTC

234

00:09:43,440 --> 00:09:48,320

degree.

235

00:09:44,959 --> 00:09:50,160

Overall, um students who entered with a

236

00:09:48,320 --> 00:09:52,000

transfer degree had a higher graduation

237

00:09:50,160 --> 00:09:54,640

rate. And you can see this in those

238

00:09:52,000 --> 00:10:00,000

first three bars. Um those with transfer

239

00:09:54,640 --> 00:10:03,839

degrees at 80%, other CTC degree at 67%

240

00:10:00,000 --> 00:10:05,600

and no CTC degree at 63%.

241

00:10:03,839 --> 00:10:07,279

So, we can see that students who pursue

242

00:10:05,600 --> 00:10:08,720

and complete a transfer degree usually

243

00:10:07,279 --> 00:10:10,320

complete a bachelor's degree more

244

00:10:08,720 --> 00:10:12,320

efficiently within four years of

245

00:10:10,320 --> 00:10:14,640

transferring to a Washington public

246

00:10:12,320 --> 00:10:17,519

4-year institution.

247

00:10:14,640 --> 00:10:19,440

And we see for nearly each racial group,

248

00:10:17,519 --> 00:10:22,800

those that entered transfer degrees had

249

00:10:19,440 --> 00:10:25,839

a higher 4-year graduation rate, though

250

00:10:22,800 --> 00:10:29,360

this again does vary by group. For

251

00:10:25,839 --> 00:10:30,800

example, um American Indian Alaskan

252

00:10:29,360 --> 00:10:32,880

Native group had their highest

253

00:10:30,800 --> 00:10:36,240

graduation rate was for students who

254

00:10:32,880 --> 00:10:41,120

entered with other CTC degree type at

255

00:10:36,240 --> 00:10:43,040

80%. No CTC degree type at 68% and

256

00:10:41,120 --> 00:10:44,560

lastly those with a transfer degree at

257

00:10:43,040 --> 00:10:46,320

62%.

258

00:10:44,560 --> 00:10:47,920

But then if we look at a group like

259

00:10:46,320 --> 00:10:50,399

Native Hawaiian Pacific Islander

260

00:10:47,920 --> 00:10:51,680

students, the graduation rate for

261

00:10:50,399 --> 00:10:53,839

students who entered with a transfer

262

00:10:51,680 --> 00:10:56,160

degree is nearly three times higher than

263

00:10:53,839 --> 00:10:58,880

those who entered with other CTC

264

00:10:56,160 --> 00:11:01,200

degrees. Again, those um professional

265

00:10:58,880 --> 00:11:02,880

technical degrees, certificates, and

266

00:11:01,200 --> 00:11:05,600

apprenticeships.

267

00:11:02,880 --> 00:11:07,680

So to reiterate, overall students who

268

00:11:05,600 --> 00:11:09,200

complete a transfer degree usually

269

00:11:07,680 --> 00:11:10,720

complete a bachelor's degree more

270

00:11:09,200 --> 00:11:12,240

efficiently within four years of

271

00:11:10,720 --> 00:11:15,200

transferring to a Washington public

272

00:11:12,240 --> 00:11:18,000

4-year institution. And this holds true

273

00:11:15,200 --> 00:11:19,680

for most race and ethnicity groups

274

00:11:18,000 --> 00:11:23,839

though the group though the rates do

275

00:11:19,680 --> 00:11:27,519

vary by group. So next I'll hand it off

276

00:11:23,839 --> 00:11:30,000

to Arya to discuss the key findings at

277

00:11:27,519 --> 00:11:32,880

the CTC level.

278

00:11:30,000 --> 00:11:34,079

Great. Thanks Rebecca. Um so I know

279

00:11:32,880 --> 00:11:35,680

we've been looking at the four-year

280

00:11:34,079 --> 00:11:37,600

institutions and now we're going to

281

00:11:35,680 --> 00:11:39,440

switch gears and look at the students

282

00:11:37,600 --> 00:11:42,399

who are seeking to and those who are

283

00:11:39,440 --> 00:11:44,480

earning transfer degrees. And I saw a

284

00:11:42,399 --> 00:11:46,720

question in the chat about what the

285

00:11:44,480 --> 00:11:48,640

transfer degrees are. And just to

286

00:11:46,720 --> 00:11:50,480

clarify, the transfer degrees were any

287

00:11:48,640 --> 00:11:53,519

of Washington's direct transfer

288

00:11:50,480 --> 00:11:56,560

agreement or DTA degrees and any of the

289

00:11:53,519 --> 00:11:59,839

associate of science for transfer

290

00:11:56,560 --> 00:12:01,920

degrees um at CTC's.

291

00:11:59,839 --> 00:12:04,399

So returning to what Rebecca had

292

00:12:01,920 --> 00:12:06,320

mentioned, these transfer degrees make a

293

00:12:04,399 --> 00:12:08,720

difference for students when they enroll

294

00:12:06,320 --> 00:12:11,279

in a bachelor's degree program. Most

295

00:12:08,720 --> 00:12:13,440

notably, students who entered a four

296

00:12:11,279 --> 00:12:16,480

public four-year institution with a

297

00:12:13,440 --> 00:12:18,399

transfer degree had higher had a higher

298

00:12:16,480 --> 00:12:20,959

graduation rate within four years of

299

00:12:18,399 --> 00:12:23,440

transferring compared to other types of

300

00:12:20,959 --> 00:12:25,360

transfer students.

301

00:12:23,440 --> 00:12:27,040

At the CTC's, we decided to measure

302

00:12:25,360 --> 00:12:28,480

enrollment because it serves as a

303

00:12:27,040 --> 00:12:30,560

foundational measure of vertical

304

00:12:28,480 --> 00:12:33,839

transfer efficiency. Considering that

305

00:12:30,560 --> 00:12:35,920

the CTC's provides a type of entry point

306

00:12:33,839 --> 00:12:38,240

for students to earn a post-secary

307

00:12:35,920 --> 00:12:41,680

degree and further enrolling in a

308

00:12:38,240 --> 00:12:44,639

transfer degree program to um earn a

309

00:12:41,680 --> 00:12:46,800

bachelor's degree. This figure shows the

310

00:12:44,639 --> 00:12:48,480

share of students enrolled in transfer

311

00:12:46,800 --> 00:12:50,800

degrees and the number of students

312

00:12:48,480 --> 00:12:53,600

enrolled in all associate degrees have

313

00:12:50,800 --> 00:12:55,839

increased since fall 2019.

314

00:12:53,600 --> 00:12:58,480

In other words,

315

00:12:55,839 --> 00:13:00,079

on the x-axis, you can see the fall term

316

00:12:58,480 --> 00:13:01,920

and the n, which represents the

317

00:13:00,079 --> 00:13:04,079

headcount or number of students enrolled

318

00:13:01,920 --> 00:13:07,760

in any type of associate degree, meaning

319

00:13:04,079 --> 00:13:10,000

that the degree um

320

00:13:07,760 --> 00:13:11,519

meaning that they're in any type of

321

00:13:10,000 --> 00:13:14,079

associate degree, meaning professional

322

00:13:11,519 --> 00:13:16,480

or technical or transfer degree. And the

323

00:13:14,079 --> 00:13:18,720

gold line shows of these associate

324

00:13:16,480 --> 00:13:21,600

degree seeking students, the share of

325

00:13:18,720 --> 00:13:23,279

those enrolled in transfer degrees. With

326

00:13:21,600 --> 00:13:25,680

that said, the share of students with

327

00:13:23,279 --> 00:13:28,959

intent to transfer has increased by 10

328

00:13:25,680 --> 00:13:30,639

percentage points since fall 2019.

329

00:13:28,959 --> 00:13:32,320

Additionally, while it appears that the

330

00:13:30,639 --> 00:13:34,720

percent of students enrolled with the

331

00:13:32,320 --> 00:13:39,760

intention of transferring has stagnated

332

00:13:34,720 --> 00:13:42,240

in fall 2023 and fall 2024 at 58%. If

333

00:13:39,760 --> 00:13:43,839

you look to the ends along the x-axis,

334

00:13:42,240 --> 00:13:45,519

you can see that those have changed and

335

00:13:43,839 --> 00:13:47,600

they've actually increased, which means

336

00:13:45,519 --> 00:13:50,399

that overall more students were not only

337

00:13:47,600 --> 00:13:52,480

seeking any type of tr any type of

338

00:13:50,399 --> 00:13:54,639

associate degree during that time, but

339

00:13:52,480 --> 00:13:56,000

more students were seeking transfer

340

00:13:54,639 --> 00:13:57,600

degrees that would set them on the

341

00:13:56,000 --> 00:14:02,600

pathway to engage in a vertical

342

00:13:57,600 --> 00:14:02,600

transfer. Next slide, please.

343

00:14:03,120 --> 00:14:06,880

When we talk about the vertical transfer

344

00:14:04,880 --> 00:14:08,959

pathway or helping students move from a

345

00:14:06,880 --> 00:14:11,440

community and technical college to a

346

00:14:08,959 --> 00:14:14,160

4-year institution, retention is also a

347

00:14:11,440 --> 00:14:16,399

key milestone for students. While

348

00:14:14,160 --> 00:14:18,480

enrollment in a CTC can tell us about

349

00:14:16,399 --> 00:14:20,160

the students entering the system,

350

00:14:18,480 --> 00:14:22,079

retention tells us who's staying on

351

00:14:20,160 --> 00:14:23,839

track, especially those students with

352

00:14:22,079 --> 00:14:25,519

the goal of transferring to a 4-year

353

00:14:23,839 --> 00:14:28,079

institution and earning a bachelor's

354

00:14:25,519 --> 00:14:30,720

degree. Reiterating what Rebecca had

355

00:14:28,079 --> 00:14:32,399

mentioned before, um, at public

356

00:14:30,720 --> 00:14:34,399

four-year institutions, those with

357

00:14:32,399 --> 00:14:36,560

transfer degrees are more likely to earn

358

00:14:34,399 --> 00:14:38,880

a bachelor's degree within four years of

359

00:14:36,560 --> 00:14:41,120

transferring. Furthermore, if students

360

00:14:38,880 --> 00:14:42,880

transfer before completing their CTC

361

00:14:41,120 --> 00:14:45,440

degree, they're less likely to earn a

362

00:14:42,880 --> 00:14:47,680

bachelor's degree. This figure shows the

363

00:14:45,440 --> 00:14:50,240

retention rates for CTC students by

364

00:14:47,680 --> 00:14:52,639

associate degree types, namely transfer

365

00:14:50,240 --> 00:14:54,399

or professional technical degrees, from

366

00:14:52,639 --> 00:14:59,279

fall their first year to fall their

367

00:14:54,399 --> 00:15:01,120

second. So from fall 2019 to fall 2023,

368

00:14:59,279 --> 00:15:03,600

the retention rate for transfer students

369

00:15:01,120 --> 00:15:07,440

increased by 6 percentage points from

370

00:15:03,600 --> 00:15:09,760

47% to 53%. For professional technical

371

00:15:07,440 --> 00:15:12,959

students, it rose by 5 percentage points

372

00:15:09,760 --> 00:15:15,040

from 53 to 58. So although professional

373

00:15:12,959 --> 00:15:17,360

technical students still have a higher

374

00:15:15,040 --> 00:15:19,839

overall retention rate, the larger gain

375

00:15:17,360 --> 00:15:21,519

was among transfer students. And this is

376

00:15:19,839 --> 00:15:23,040

encouraging since students who earn a

377

00:15:21,519 --> 00:15:25,600

transfer degree are the transfer

378

00:15:23,040 --> 00:15:27,440

students most likely to complete a

379

00:15:25,600 --> 00:15:30,800

bachelor's degree once they transfer to

380

00:15:27,440 --> 00:15:33,360

a 4-year institution within four years.

381

00:15:30,800 --> 00:15:35,360

Next slide.

382

00:15:33,360 --> 00:15:38,160

So we've looked at enrollment and we've

383

00:15:35,360 --> 00:15:39,920

looked at retention rates at CTC's and

384

00:15:38,160 --> 00:15:41,440

those retention rates gave us insights

385

00:15:39,920 --> 00:15:43,920

into how well students are staying

386

00:15:41,440 --> 00:15:45,440

enrolled from one year to the next. Now

387

00:15:43,920 --> 00:15:48,000

we're shifting to look at outcomes at

388

00:15:45,440 --> 00:15:49,920

CTC's, specifically the share of

389

00:15:48,000 --> 00:15:52,480

associate degrees awarded at the

390

00:15:49,920 --> 00:15:54,399

community and technical colleges.

391

00:15:52,480 --> 00:15:56,560

Again, as Rebecca mentioned earlier, at

392

00:15:54,399 --> 00:15:59,040

public four-year institutions, students

393

00:15:56,560 --> 00:16:00,800

who transfer with transfer degrees are

394

00:15:59,040 --> 00:16:03,199

typically more likely to complete a

395

00:16:00,800 --> 00:16:05,920

bachelor's degree after four years of

396

00:16:03,199 --> 00:16:08,639

transferring. And all of this in

397

00:16:05,920 --> 00:16:10,639

excludes the ICWs.

398

00:16:08,639 --> 00:16:13,600

This shows that earning a transfer

399

00:16:10,639 --> 00:16:15,199

degree can be crit a critical step for

400

00:16:13,600 --> 00:16:17,920

students who would like to engage at a

401

00:16:15,199 --> 00:16:20,160

vertical transfer from a CTC to a public

402

00:16:17,920 --> 00:16:23,279

4-year institution in order to earn a

403

00:16:20,160 --> 00:16:25,759

bachelor's degree. This figure shows the

404

00:16:23,279 --> 00:16:28,160

share of associate degrees awarded CTC

405

00:16:25,759 --> 00:16:29,839

students that were transfer degrees

406

00:16:28,160 --> 00:16:33,519

broken down by students race and

407

00:16:29,839 --> 00:16:37,040

ethnicity for the 2023 24 academic year.

408

00:16:33,519 --> 00:16:39,680

To help orient you, the xaxis lists

409

00:16:37,040 --> 00:16:41,920

student race and ethnicity categories

410

00:16:39,680 --> 00:16:44,079

along with the total number of associate

411

00:16:41,920 --> 00:16:47,199

degrees awarded.

412

00:16:44,079 --> 00:16:49,120

The yaxis shows the percentage of all of

413

00:16:47,199 --> 00:16:51,360

those associate degrees, meaning

414

00:16:49,120 --> 00:16:52,800

professional and technical degrees. It

415

00:16:51,360 --> 00:16:55,680

shows the share of those that were

416

00:16:52,800 --> 00:16:57,600

transfer degrees for each group. And the

417

00:16:55,680 --> 00:16:59,839

gold line shows the share of all

418

00:16:57,600 --> 00:17:02,800

associate degrees awarded that were

419

00:16:59,839 --> 00:17:05,919

transfer degrees across all associate

420

00:17:02,800 --> 00:17:08,400

degree seeking students. Overall more

421

00:17:05,919 --> 00:17:11,839

than 2/3 of associate degrees awarded to

422

00:17:08,400 --> 00:17:14,319

CTC students in 2023 24 were transfer

423

00:17:11,839 --> 00:17:16,559

degrees. The remaining 1/3 were

424

00:17:14,319 --> 00:17:18,880

professional technical degrees. To

425

00:17:16,559 --> 00:17:21,760

further clarify this, all transfer

426

00:17:18,880 --> 00:17:23,520

degrees are a type of associate degree,

427

00:17:21,760 --> 00:17:25,120

but that doesn't mean that all associate

428

00:17:23,520 --> 00:17:28,079

degrees are necessarily transfer

429

00:17:25,120 --> 00:17:30,080

degrees. So that remaining third are not

430

00:17:28,079 --> 00:17:31,600

transfer degrees.

431

00:17:30,080 --> 00:17:33,039

When we break this down by race and

432

00:17:31,600 --> 00:17:35,200

ethnicity, there are some clear

433

00:17:33,039 --> 00:17:36,880

differences. Asian students had the

434

00:17:35,200 --> 00:17:39,360

highest share of transfer degrees

435

00:17:36,880 --> 00:17:42,240

awarded among the associate degrees that

436

00:17:39,360 --> 00:17:44,080

were awarded at 75%. And that was

437

00:17:42,240 --> 00:17:47,120

followed closely by students of two or

438

00:17:44,080 --> 00:17:49,600

more races at 71%.

439

00:17:47,120 --> 00:17:52,000

In contrast, American Indian and Alaskan

440

00:17:49,600 --> 00:17:53,919

Native students had the lowest share of

441

00:17:52,000 --> 00:17:56,960

just over half of their associate

442

00:17:53,919 --> 00:17:59,360

degrees awarded being transfer degrees.

443

00:17:56,960 --> 00:18:01,440

These gaps matter because earning a

444

00:17:59,360 --> 00:18:04,080

transfer degree is strongly associated

445

00:18:01,440 --> 00:18:05,919

with higher bachelor's completion rates.

446

00:18:04,080 --> 00:18:07,679

If certain student groups are less

447

00:18:05,919 --> 00:18:09,200

likely to earn transfer degrees, they

448

00:18:07,679 --> 00:18:10,559

might be less likely to complete a

449

00:18:09,200 --> 00:18:12,799

bachelor's degree at a 4-year

450

00:18:10,559 --> 00:18:15,280

institution. And because transfer

451

00:18:12,799 --> 00:18:17,440

degrees are just so closely linked to

452

00:18:15,280 --> 00:18:19,360

bachelor's completion, these differences

453

00:18:17,440 --> 00:18:21,840

might help us understand which groups of

454

00:18:19,360 --> 00:18:24,559

students are more or less likely to stay

455

00:18:21,840 --> 00:18:27,039

on that transfer pathway to complete a

456

00:18:24,559 --> 00:18:30,480

vertical transfer. But we we're looking

457

00:18:27,039 --> 00:18:33,480

at this at the CTC level. Next slide,

458

00:18:30,480 --> 00:18:33,480

please.

459

00:18:37,120 --> 00:18:43,919

And that brings us to our final this is

460

00:18:41,600 --> 00:18:45,600

that brings us to our final slide. Thank

461

00:18:43,919 --> 00:18:47,280

you all for sticking with us throughout

462

00:18:45,600 --> 00:18:49,600

this presentation and we're looking

463

00:18:47,280 --> 00:18:52,880

forward to the Q&A. I also just want to

464

00:18:49,600 --> 00:18:55,360

mention that um many of the figures we

465

00:18:52,880 --> 00:18:58,080

covered today along with any additional

466

00:18:55,360 --> 00:18:59,600

details that we didn't get into can be

467

00:18:58,080 --> 00:19:02,880

found in the full report which we have

468

00:18:59,600 --> 00:19:04,799

the QR code up for you

469

00:19:02,880 --> 00:19:08,720

for and it looks like Amy included that

470

00:19:04,799 --> 00:19:10,480

link in the chat too. Thank you.

471

00:19:08,720 --> 00:19:11,760

Thank you Ari and Rebecca. I'm going to

472

00:19:10,480 --> 00:19:14,559

help moderate the chat. We're going to

473

00:19:11,760 --> 00:19:16,880

spend about um maybe 5 to 10 minutes on

474

00:19:14,559 --> 00:19:18,960

Q&A. Um, there's a couple questions in

475

00:19:16,880 --> 00:19:20,960

the chat asking for some clarification

476

00:19:18,960 --> 00:19:22,559

on the percentage of Running Start

477

00:19:20,960 --> 00:19:24,960

students or where Running Start students

478

00:19:22,559 --> 00:19:26,480

are or aren't included in your analysis.

479

00:19:24,960 --> 00:19:29,640

It'd be great if one of you could speak

480

00:19:26,480 --> 00:19:29,640

to that.

481

00:19:32,320 --> 00:19:36,000

Or do you want to start or

482

00:19:34,400 --> 00:19:38,080

uh

483

00:19:36,000 --> 00:19:38,480

I'm just reviewing the questions. Would

484

00:19:38,080 --> 00:19:42,160

you mind?

485

00:19:38,480 --> 00:19:45,679

Okay. Yeah. Yeah. Um, yes. So for

486

00:19:42,160 --> 00:19:48,720

Running Start students, um

487

00:19:45,679 --> 00:19:51,679

when we're looking at the outcomes at

488

00:19:48,720 --> 00:19:55,360

the 4-year institutions, we are just

489

00:19:51,679 --> 00:19:58,160

looking at students who entered as

490

00:19:55,360 --> 00:20:02,320

transfer students. So they would have

491

00:19:58,160 --> 00:20:05,840

had some kind of post-secary

492

00:20:02,320 --> 00:20:09,039

um credits post high school before

493

00:20:05,840 --> 00:20:12,400

entering the 4-year institution.

494

00:20:09,039 --> 00:20:16,400

Um so they are truly entering like as

495

00:20:12,400 --> 00:20:18,240

transfer students. So um

496

00:20:16,400 --> 00:20:20,720

it wouldn't be like a running start

497

00:20:18,240 --> 00:20:24,880

direct from high school, you know, into

498

00:20:20,720 --> 00:20:28,720

the 4-year institution. Um so in in that

499

00:20:24,880 --> 00:20:31,600

way, they're not necessarily included

500

00:20:28,720 --> 00:20:35,200

like they would typically be in the

501

00:20:31,600 --> 00:20:38,240

direct from high school like entry type.

502

00:20:35,200 --> 00:20:41,200

they're not included in in that um piece

503

00:20:38,240 --> 00:20:44,640

for the four-year institutions. Um and

504

00:20:41,200 --> 00:20:49,200

then at the CTC's

505

00:20:44,640 --> 00:20:51,440

when we're looking at um the that share

506

00:20:49,200 --> 00:20:55,360

of enrollment

507

00:20:51,440 --> 00:20:59,039

um we're looking at um the share of

508

00:20:55,360 --> 00:21:02,799

students enrolled in associate degrees

509

00:20:59,039 --> 00:21:05,679

and uh we are pulling that from the

510

00:21:02,799 --> 00:21:08,880

SBCTC enrollment dashboard.

511

00:21:05,679 --> 00:21:12,240

So that does not separate out the

512

00:21:08,880 --> 00:21:15,200

running start students. So there would

513

00:21:12,240 --> 00:21:20,720

be running start students included in in

514

00:21:15,200 --> 00:21:22,240

that share of um the enrollment. Um

515

00:21:20,720 --> 00:21:25,840

so

516

00:21:22,240 --> 00:21:28,240

so yeah, so that's kind of where they

517

00:21:25,840 --> 00:21:30,480

would be included just because we

518

00:21:28,240 --> 00:21:34,200

weren't able to take them out of that

519

00:21:30,480 --> 00:21:34,200

piece of the analysis.

520

00:21:35,039 --> 00:21:39,760

Rebecca, thanks so much. I would add

521

00:21:37,280 --> 00:21:41,919

that all of the charts in the actual

522

00:21:39,760 --> 00:21:44,400

report have pretty clear labels of who's

523

00:21:41,919 --> 00:21:47,120

included and who's not um by chart and

524

00:21:44,400 --> 00:21:49,280

graph as well. That is one of the most

525

00:21:47,120 --> 00:21:52,240

common questions is what about how does

526

00:21:49,280 --> 00:21:53,760

dual credit play into this? Um Arya and

527

00:21:52,240 --> 00:21:55,120

Rebecca, I know you've both been

528

00:21:53,760 --> 00:21:58,480

starting to look through some of the

529

00:21:55,120 --> 00:22:01,120

questions that have come in. Um I think

530

00:21:58,480 --> 00:22:04,400

there are um a couple different

531

00:22:01,120 --> 00:22:05,760

questions. I'm going to direct um well

532

00:22:04,400 --> 00:22:06,960

I'm going to pause and say Arya or

533

00:22:05,760 --> 00:22:08,559

Rebecca is there one that you

534

00:22:06,960 --> 00:22:10,080

particularly would like to answer

535

00:22:08,559 --> 00:22:12,880

otherwise I'll direct another question

536

00:22:10,080 --> 00:22:16,000

towards you.

537

00:22:12,880 --> 00:22:17,679

Yeah. Um I think folks had uh well I

538

00:22:16,000 --> 00:22:23,440

guess this is just a kind of clarifying

539

00:22:17,679 --> 00:22:24,960

question about that no CTC degree um and

540

00:22:23,440 --> 00:22:27,600

you know what that means and who's

541

00:22:24,960 --> 00:22:30,400

included. So again, we are just looking

542

00:22:27,600 --> 00:22:34,480

at students who entered the 4-year

543

00:22:30,400 --> 00:22:37,600

institution as transfer students. Um so

544

00:22:34,480 --> 00:22:42,000

they would have had um post-secary

545

00:22:37,600 --> 00:22:45,280

credit after high school. Um

546

00:22:42,000 --> 00:22:53,480

and um those who would have entered with

547

00:22:45,280 --> 00:22:53,480

no CTC degree are students who um

548

00:22:54,559 --> 00:23:00,320

uh I do have to pause and take back. So

549

00:22:57,919 --> 00:23:02,799

we and we again like Abby said we kind

550

00:23:00,320 --> 00:23:06,320

of um go over this a bit in the report

551

00:23:02,799 --> 00:23:09,919

is a little bit nuanced um for when

552

00:23:06,320 --> 00:23:14,159

we're looking at the the share of

553

00:23:09,919 --> 00:23:16,799

bachelor's degree earners. Um the no CTC

554

00:23:14,159 --> 00:23:18,320

degree means students who transfer

555

00:23:16,799 --> 00:23:23,360

students who entered without a CTC

556

00:23:18,320 --> 00:23:24,880

degree. And it does um include students

557

00:23:23,360 --> 00:23:29,039

who

558

00:23:24,880 --> 00:23:30,880

would have um started at a CTC and then

559

00:23:29,039 --> 00:23:32,799

transferred to the 4-year institution.

560

00:23:30,880 --> 00:23:35,200

And it but it would also include

561

00:23:32,799 --> 00:23:38,559

students who

562

00:23:35,200 --> 00:23:40,640

um may not have touched the CTC system.

563

00:23:38,559 --> 00:23:42,960

So, in one way or another, they do not

564

00:23:40,640 --> 00:23:47,720

have a CTC degree, but they are all

565

00:23:42,960 --> 00:23:47,720

entering as transfer students.

566

00:23:48,240 --> 00:23:53,200

Thanks, Rebecca. We have another

567

00:23:50,320 --> 00:23:55,760

question that has come through um that

568

00:23:53,200 --> 00:23:57,600

is, is Wasach or anyone looking at the

569

00:23:55,760 --> 00:24:00,080

graduation rates of students staying in

570

00:23:57,600 --> 00:24:04,000

their CTC where they earn an associates

571

00:24:00,080 --> 00:24:06,480

any type to earn a BAS or BS degree? And

572

00:24:04,000 --> 00:24:08,720

we have uh Summer from State Board who

573

00:24:06,480 --> 00:24:11,440

I'm going to go ahead and have her

574

00:24:08,720 --> 00:24:14,480

answer this question.

575

00:24:11,440 --> 00:24:16,799

Yes, thank you. Um we do in the CTC

576

00:24:14,480 --> 00:24:18,799

system, we do track that. Uh we pay

577

00:24:16,799 --> 00:24:22,240

pretty close attention to it. Not just

578

00:24:18,799 --> 00:24:23,760

in terms of the um the graduation rates,

579

00:24:22,240 --> 00:24:25,600

but also the types of students that

580

00:24:23,760 --> 00:24:28,559

transfer. Do they stay at their own

581

00:24:25,600 --> 00:24:31,200

college or do they seek a a CTC balorate

582

00:24:28,559 --> 00:24:34,480

somewhere else? Um and what were their

583

00:24:31,200 --> 00:24:36,320

um previous pathways? And while most of

584

00:24:34,480 --> 00:24:38,960

our applied balorates were really

585

00:24:36,320 --> 00:24:41,679

designed for students who have completed

586

00:24:38,960 --> 00:24:43,840

a workforce technical program which did

587

00:24:41,679 --> 00:24:45,600

not historically have a transfer pathway

588

00:24:43,840 --> 00:24:47,520

to be able to go on to earn a bachelor's

589

00:24:45,600 --> 00:24:48,960

degree. Uh we do have bachelor of

590

00:24:47,520 --> 00:24:51,279

science in nursing, bachelor of science

591

00:24:48,960 --> 00:24:54,320

and computer science. Um but we also

592

00:24:51,279 --> 00:24:56,080

found that um a significant percentage

593

00:24:54,320 --> 00:24:58,000

about a quarter to a third of the

594

00:24:56,080 --> 00:25:00,320

students that were going into our CTC

595

00:24:58,000 --> 00:25:02,720

balorrate programs were coming from our

596

00:25:00,320 --> 00:25:03,760

transfer pathways. Um, and so that's

597

00:25:02,720 --> 00:25:05,679

something that we're really interested

598

00:25:03,760 --> 00:25:07,200

in. Um, trying to find out what the

599

00:25:05,679 --> 00:25:08,640

motivations for that, whether it's the

600

00:25:07,200 --> 00:25:10,880

two plus two model that they're

601

00:25:08,640 --> 00:25:13,200

particularly interested in, whether it's

602

00:25:10,880 --> 00:25:15,440

u being able to stay close to home, um,

603

00:25:13,200 --> 00:25:17,679

the familiar familiarity with their um,

604

00:25:15,440 --> 00:25:18,960

existing college. Um, so we're doing

605

00:25:17,679 --> 00:25:22,640

quite a bit of work right now to try and

606

00:25:18,960 --> 00:25:25,279

understand um, that um, that particular

607

00:25:22,640 --> 00:25:27,760

route. Anyway, it's not a significant

608

00:25:25,279 --> 00:25:29,679

number of students, but it is uh,

609

00:25:27,760 --> 00:25:32,720

because our balorates are still growing.

610

00:25:29,679 --> 00:25:34,640

Uh but it is a um a notable percentage

611

00:25:32,720 --> 00:25:38,039

of the students that do enroll in our uh

612

00:25:34,640 --> 00:25:38,039

bachelor's degrees.

613

00:25:39,279 --> 00:25:43,039

Summer, thanks so much and thanks for

614

00:25:40,720 --> 00:25:45,360

letting us put you on the spot here as

615

00:25:43,039 --> 00:25:47,760

well. I think we're going to go ahead

616

00:25:45,360 --> 00:25:49,760

and and maybe do one more question.

617

00:25:47,760 --> 00:25:52,080

There's um a couple general questions

618

00:25:49,760 --> 00:25:53,919

that are coming through about overall

619

00:25:52,080 --> 00:25:56,080

percentage of transfer rates or

620

00:25:53,919 --> 00:25:58,240

completion outcomes. Um, and I'm going

621

00:25:56,080 --> 00:26:00,080

to go ahead and just generally ask my

622

00:25:58,240 --> 00:26:01,760

colleagues Arya and Rebecca to speak to

623

00:26:00,080 --> 00:26:03,919

what else folks can find in the report

624

00:26:01,760 --> 00:26:06,480

with those details.

625

00:26:03,919 --> 00:26:08,720

Yeah, in the report we have an analysis

626

00:26:06,480 --> 00:26:10,960

of the

627

00:26:08,720 --> 00:26:14,000

transfer gradu transfer student

628

00:26:10,960 --> 00:26:17,039

graduation rates um within four years

629

00:26:14,000 --> 00:26:18,480

after they've transferred and have we

630

00:26:17,039 --> 00:26:20,720

have that compared to the six-year

631

00:26:18,480 --> 00:26:23,120

graduation rate of direct entry students

632

00:26:20,720 --> 00:26:24,720

who enter right after high school. So

633

00:26:23,120 --> 00:26:28,559

those would include some of those

634

00:26:24,720 --> 00:26:33,120

running start students as well who might

635

00:26:28,559 --> 00:26:37,520

transfer their um credits.

636

00:26:33,120 --> 00:26:39,440

And so we have that aspect included in

637

00:26:37,520 --> 00:26:41,600

the report and we have that further

638

00:26:39,440 --> 00:26:45,720

broken down by race and ethnicity and

639

00:26:41,600 --> 00:26:45,720

there is some variation there.

640

00:26:46,559 --> 00:26:51,679

Okay. I want to say thank you so much to

641

00:26:49,679 --> 00:26:53,600

Arya and Rebecca. I would encourage

642

00:26:51,679 --> 00:26:55,440

folks to dig into the report and if you

643

00:26:53,600 --> 00:26:57,520

have additional questions and want to

644

00:26:55,440 --> 00:26:59,440

connect with our research team, you are

645

00:26:57,520 --> 00:27:00,960

welcome to reconnect with us. Again, we

646

00:26:59,440 --> 00:27:03,679

will send out these slides as well as

647

00:27:00,960 --> 00:27:06,559

contact information um as part of the

648

00:27:03,679 --> 00:27:09,600

followup. That concludes this particular

649

00:27:06,559 --> 00:27:11,200

section but not the webinar. Uh and so

650

00:27:09,600 --> 00:27:14,880

we're going to make a couple transitions

651

00:27:11,200 --> 00:27:16,960

here on slides and speakers. Um what I

652

00:27:14,880 --> 00:27:19,840

am excited to share a little bit more

653

00:27:16,960 --> 00:27:21,360

about is you know of course while you've

654

00:27:19,840 --> 00:27:24,400

just heard this research and deep

655

00:27:21,360 --> 00:27:26,480

analysis level that focuses on a on

656

00:27:24,400 --> 00:27:29,039

specific transfer degrees that we have

657

00:27:26,480 --> 00:27:30,880

in Washington state we know that in

658

00:27:29,039 --> 00:27:33,360

practice it's really important for us to

659

00:27:30,880 --> 00:27:36,240

context that and consider the ways that

660

00:27:33,360 --> 00:27:38,640

students live full and busy lives as

661

00:27:36,240 --> 00:27:40,559

full students as transfer students. And

662

00:27:38,640 --> 00:27:42,080

so we know that characteristics like

663

00:27:40,559 --> 00:27:44,080

their lived experiences, their

664

00:27:42,080 --> 00:27:46,159

identities, perhaps even where they live

665

00:27:44,080 --> 00:27:48,240

and choose to study and can study within

666

00:27:46,159 --> 00:27:49,840

this state in terms of geography play an

667

00:27:48,240 --> 00:27:51,279

important role alongside the steep

668

00:27:49,840 --> 00:27:52,880

curricular journey and the rigorous

669

00:27:51,279 --> 00:27:54,880

academic programs that they're engaged

670

00:27:52,880 --> 00:27:56,640

with. And so recognizing this, the

671

00:27:54,880 --> 00:27:58,720

second half of today's program focuses

672

00:27:56,640 --> 00:28:00,960

on this sort of notion of what's beyond

673

00:27:58,720 --> 00:28:02,399

a transfer degree itself and what are

674

00:28:00,960 --> 00:28:04,000

the ways we can really consider

675

00:28:02,399 --> 00:28:05,679

supporting transfer efforts in our

676

00:28:04,000 --> 00:28:07,200

regions, at the state level, at our

677

00:28:05,679 --> 00:28:09,200

institutions

678

00:28:07,200 --> 00:28:10,960

um as partners and collaborators who are

679

00:28:09,200 --> 00:28:13,679

all working to advance transfer student

680

00:28:10,960 --> 00:28:16,240

success. And so in order to do that, we

681

00:28:13,679 --> 00:28:17,919

have a second uh report that's available

682

00:28:16,240 --> 00:28:19,760

called Beyond Transfer Degrees:

683

00:28:17,919 --> 00:28:22,399

Opportunities for Future Learning. it's

684

00:28:19,760 --> 00:28:24,320

just been linked in the chat. Um, that

685

00:28:22,399 --> 00:28:26,159

really highlights kind of the cultural

686

00:28:24,320 --> 00:28:28,480

components of transfer in our state,

687

00:28:26,159 --> 00:28:30,480

including the infrastructure and systems

688

00:28:28,480 --> 00:28:32,480

in place that support transfer. While

689

00:28:30,480 --> 00:28:34,159

I'm not going to dive into all of those

690

00:28:32,480 --> 00:28:37,440

different entities and collaborative

691

00:28:34,159 --> 00:28:40,000

places in in this portion, um, what I

692

00:28:37,440 --> 00:28:43,120

want to do is provide um, kind of the

693

00:28:40,000 --> 00:28:44,640

highlevel practical takeaways of the

694

00:28:43,120 --> 00:28:48,960

things to know that we are working

695

00:28:44,640 --> 00:28:51,039

toward in our state. And so um in our

696

00:28:48,960 --> 00:28:52,880

state the responsibility to support

697

00:28:51,039 --> 00:28:55,600

transfer students is shared. It's shared

698

00:28:52,880 --> 00:28:57,760

across sectors maybe public and private

699

00:28:55,600 --> 00:28:59,520

and two-year and four-year institutions

700

00:28:57,760 --> 00:29:01,520

who we mean by sectors different

701

00:28:59,520 --> 00:29:04,320

institutions our colleges and our

702

00:29:01,520 --> 00:29:06,159

universities organizations. We've got

703

00:29:04,320 --> 00:29:08,159

nonprofits who are doing great work in

704

00:29:06,159 --> 00:29:10,320

our state to support transitions and

705

00:29:08,159 --> 00:29:12,960

transfer students and of course agencies

706

00:29:10,320 --> 00:29:14,640

like WASAC. We also know that right now

707

00:29:12,960 --> 00:29:17,440

in this moment there's widespread

708

00:29:14,640 --> 00:29:19,200

consensus that really focuses on the

709

00:29:17,440 --> 00:29:22,720

need to do more work to understand

710

00:29:19,200 --> 00:29:25,520

student experiences. We know that how a

711

00:29:22,720 --> 00:29:27,440

student creates understanding

712

00:29:25,520 --> 00:29:29,440

um about transfer degrees, their

713

00:29:27,440 --> 00:29:31,039

coursework, makes decisions about moving

714

00:29:29,440 --> 00:29:33,520

institutions, that is a vital

715

00:29:31,039 --> 00:29:35,919

perspective and piece of the puzzle um

716

00:29:33,520 --> 00:29:38,880

that we're excited to continue learning

717

00:29:35,919 --> 00:29:41,039

and we think can really impact um what

718

00:29:38,880 --> 00:29:43,200

decisions and practices we make over

719

00:29:41,039 --> 00:29:44,399

time. And then I also want to

720

00:29:43,200 --> 00:29:46,559

acknowledge that we know that

721

00:29:44,399 --> 00:29:49,039

institutions lead this work caring for

722

00:29:46,559 --> 00:29:50,880

their students. And so we might see

723

00:29:49,039 --> 00:29:52,640

pairs of institutions or groups of

724

00:29:50,880 --> 00:29:55,120

institutions who are really developing

725

00:29:52,640 --> 00:29:57,120

specific partnerships to advise students

726

00:29:55,120 --> 00:29:58,480

more effectively and efficiently to

727

00:29:57,120 --> 00:30:01,039

establish consistent points of

728

00:29:58,480 --> 00:30:03,039

connection uh and to foster trust across

729

00:30:01,039 --> 00:30:04,960

institutions. We know that institutions

730

00:30:03,039 --> 00:30:07,440

are different and do things differently

731

00:30:04,960 --> 00:30:09,520

with different processes. Um, and there

732

00:30:07,440 --> 00:30:11,440

are real efforts happening in our states

733

00:30:09,520 --> 00:30:13,679

to demystify those or to streamline

734

00:30:11,440 --> 00:30:16,080

those and to think about how students

735

00:30:13,679 --> 00:30:18,799

might understand or not understand those

736

00:30:16,080 --> 00:30:21,840

complexities.

737

00:30:18,799 --> 00:30:24,159

Um, you know, transfer reports at WASAC

738

00:30:21,840 --> 00:30:27,360

originated about 20 years ago, mandated

739

00:30:24,159 --> 00:30:30,080

by the legislature. Um and so when we

740

00:30:27,360 --> 00:30:32,720

look back over 20 years,

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00:30:30,080 --> 00:30:35,039

in 20 years, transfer in our state just

742

00:30:32,720 --> 00:30:37,840

by nature of partnerships has become a

743

00:30:35,039 --> 00:30:40,960

lot more robust. Um we've captured some

744

00:30:37,840 --> 00:30:42,559

of sector perspectives about how that um

745

00:30:40,960 --> 00:30:44,000

has transitioned over time in the

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00:30:42,559 --> 00:30:46,559

report. So I'd really invite you to dig

747

00:30:44,000 --> 00:30:48,480

in and look at some of those quotes. Um

748

00:30:46,559 --> 00:30:50,240

but but we know that transfer continues

749

00:30:48,480 --> 00:30:52,399

to evolve in service of transfer

750

00:30:50,240 --> 00:30:54,960

students. And we also think that of

751

00:30:52,399 --> 00:30:56,480

course this sets up our foundation. um

752

00:30:54,960 --> 00:30:58,720

we can do more to understand and

753

00:30:56,480 --> 00:31:01,520

implement strategies that are responsive

754

00:30:58,720 --> 00:31:04,000

to students and student experiences when

755

00:31:01,520 --> 00:31:05,679

it's driven by data, whether that's re

756

00:31:04,000 --> 00:31:08,559

formal research or evaluation and

757

00:31:05,679 --> 00:31:10,399

analysis and assessment practices. And

758

00:31:08,559 --> 00:31:13,360

so over the last couple years, there

759

00:31:10,399 --> 00:31:15,600

have been some real clear consensus uh

760

00:31:13,360 --> 00:31:18,799

pieces that our sectors and our partners

761

00:31:15,600 --> 00:31:20,559

have come together to identify. These

762

00:31:18,799 --> 00:31:23,279

are the areas that we hope to continue

763

00:31:20,559 --> 00:31:24,720

growing into as a state. And we also

764

00:31:23,279 --> 00:31:27,840

recognize that there's some work being

765

00:31:24,720 --> 00:31:29,600

done in these areas already. Um and and

766

00:31:27,840 --> 00:31:31,200

so it's not only opportunities for

767

00:31:29,600 --> 00:31:33,600

future. Some of these are opportunities

768

00:31:31,200 --> 00:31:35,919

to continue building a and ideulating

769

00:31:33,600 --> 00:31:37,840

and getting better at. The first one on

770

00:31:35,919 --> 00:31:39,760

this list is uh identifying the

771

00:31:37,840 --> 00:31:41,600

transition challenges including student

772

00:31:39,760 --> 00:31:44,000

decision factors to really understand

773

00:31:41,600 --> 00:31:46,000

the impact that those decisions and

774

00:31:44,000 --> 00:31:47,840

their factors have on transfer. You

775

00:31:46,000 --> 00:31:51,039

know, knowing the pathways that students

776

00:31:47,840 --> 00:31:53,840

took helps us understand um the ways

777

00:31:51,039 --> 00:31:55,440

that you know the the impact that

778

00:31:53,840 --> 00:31:56,880

transfer has the juncture of earning an

779

00:31:55,440 --> 00:31:59,679

associates degree and transitioning to

780

00:31:56,880 --> 00:32:01,679

new institutions in in the uh example of

781

00:31:59,679 --> 00:32:03,279

vertical transfer and including the

782

00:32:01,679 --> 00:32:05,360

perspectives of students who both did

783

00:32:03,279 --> 00:32:06,960

and did not transfer could really

784

00:32:05,360 --> 00:32:08,880

provide us insights into the resources

785

00:32:06,960 --> 00:32:10,960

and supports that could be created,

786

00:32:08,880 --> 00:32:13,440

changed or transformed.

787

00:32:10,960 --> 00:32:15,679

Second is evaluating student supports in

788

00:32:13,440 --> 00:32:18,080

the transfer process. We know that some

789

00:32:15,679 --> 00:32:19,840

of our institutions have created

790

00:32:18,080 --> 00:32:22,320

student- centered resources, really

791

00:32:19,840 --> 00:32:24,320

clear degree pathway maps and advising

792

00:32:22,320 --> 00:32:26,080

um to help that transition across

793

00:32:24,320 --> 00:32:27,919

institutions and understanding what

794

00:32:26,080 --> 00:32:30,240

features and assets of those resources

795

00:32:27,919 --> 00:32:32,000

students find the most helpful um could

796

00:32:30,240 --> 00:32:35,200

help us adopt and scale better practices

797

00:32:32,000 --> 00:32:36,720

into the future. The third is exploring

798

00:32:35,200 --> 00:32:39,360

gaps in enrollment and completion by

799

00:32:36,720 --> 00:32:41,279

demographic factors. Um, you've just

800

00:32:39,360 --> 00:32:43,279

heard some of our most recent transfer

801

00:32:41,279 --> 00:32:45,679

reports have included the evaluation of

802

00:32:43,279 --> 00:32:48,080

transfer by demographic factors like

803

00:32:45,679 --> 00:32:49,760

race, ethnicity, gender, and income. And

804

00:32:48,080 --> 00:32:51,519

continuing to examine these patterns of

805

00:32:49,760 --> 00:32:54,559

enrollment and completion across

806

00:32:51,519 --> 00:32:56,000

transfer degrees, um, transfers to new

807

00:32:54,559 --> 00:32:58,240

institutions, and completion of those

808

00:32:56,000 --> 00:33:00,000

bachelor's degrees, it remains important

809

00:32:58,240 --> 00:33:02,480

to identifying strategies to address

810

00:33:00,000 --> 00:33:04,880

equity gaps. Um, and we also think that

811

00:33:02,480 --> 00:33:07,120

additional factors such as a student's

812

00:33:04,880 --> 00:33:08,960

proximity to institutions and regional

813

00:33:07,120 --> 00:33:12,080

student needs could help provide some

814

00:33:08,960 --> 00:33:14,320

really key insights into this as well.

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00:33:12,080 --> 00:33:16,399

A fourth opportunity is to continue

816

00:33:14,320 --> 00:33:18,720

situating transfer within and outside of

817

00:33:16,399 --> 00:33:20,240

traditional transfer degree pathways. We

818

00:33:18,720 --> 00:33:22,000

know that students earn college credits

819

00:33:20,240 --> 00:33:24,640

from many sources. Perhaps as a dual

820

00:33:22,000 --> 00:33:26,080

credit student um in high school or a

821

00:33:24,640 --> 00:33:28,159

journey that takes them in and out of

822

00:33:26,080 --> 00:33:29,840

multiple colleges and universities.

823

00:33:28,159 --> 00:33:31,840

understanding why students move across

824

00:33:29,840 --> 00:33:33,600

institutions and how students make those

825

00:33:31,840 --> 00:33:36,159

decisions to transfer, where to

826

00:33:33,600 --> 00:33:38,080

transfer, why to transfer, um could

827

00:33:36,159 --> 00:33:41,200

really help provide insights into the

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00:33:38,080 --> 00:33:43,279

continual improvement practices that um

829

00:33:41,200 --> 00:33:45,519

we know, you know, is responsive to

830

00:33:43,279 --> 00:33:47,600

student needs and realities. And then

831

00:33:45,519 --> 00:33:49,039

the fifth one on here is really to

832

00:33:47,600 --> 00:33:51,679

continue studying the impact and

833

00:33:49,039 --> 00:33:53,120

efficacy of existing policies. If you're

834

00:33:51,679 --> 00:33:54,799

not familiar with any of those that are

835

00:33:53,120 --> 00:33:57,679

on your screen, reverse transfer, the

836

00:33:54,799 --> 00:33:59,120

Washington 45 or BAS degrees, which are

837

00:33:57,679 --> 00:34:00,480

bachelor's degrees offered at our

838

00:33:59,120 --> 00:34:02,559

community technical colleges, those are

839

00:34:00,480 --> 00:34:04,720

defined and linked in the report. Um,

840

00:34:02,559 --> 00:34:06,880

and there is some study of these. And in

841

00:34:04,720 --> 00:34:09,280

the same way, uh, that already exists,

842

00:34:06,880 --> 00:34:11,119

and in the same way we've alluded to,

843

00:34:09,280 --> 00:34:12,879

um, there's an opportunity always to

844

00:34:11,119 --> 00:34:14,879

think about what learning in one area

845

00:34:12,879 --> 00:34:16,480

could look like in another or what scale

846

00:34:14,879 --> 00:34:18,079

and context looks like. And so that's

847

00:34:16,480 --> 00:34:20,399

why we continue to call these pieces

848

00:34:18,079 --> 00:34:22,560

out.

849

00:34:20,399 --> 00:34:25,359

Um, I'm ahead of myself on the slide

850

00:34:22,560 --> 00:34:27,359

transfer, so I apologize. I think that

851

00:34:25,359 --> 00:34:29,119

after hearing this information, it might

852

00:34:27,359 --> 00:34:32,079

be really natural that you're wondering,

853

00:34:29,119 --> 00:34:33,599

well, where do we go from here? And so

854

00:34:32,079 --> 00:34:35,280

those five opportunities that we

855

00:34:33,599 --> 00:34:37,119

highlighted, they're not owned by any

856

00:34:35,280 --> 00:34:38,639

one entity. We've shared that transfer

857

00:34:37,119 --> 00:34:40,800

is really kind of collaborative and

858

00:34:38,639 --> 00:34:42,560

partnership based in our state. Um, and

859

00:34:40,800 --> 00:34:44,240

in fact, if you're part of a team or an

860

00:34:42,560 --> 00:34:46,159

institution who's doing work in any of

861

00:34:44,240 --> 00:34:48,720

those intersectional areas, we would

862

00:34:46,159 --> 00:34:50,639

love to learn more and and really have a

863

00:34:48,720 --> 00:34:53,200

conversation to to chat and discuss and

864

00:34:50,639 --> 00:34:55,679

how how to support your work.

865

00:34:53,200 --> 00:34:57,680

Holding all of that, I have the honor of

866

00:34:55,679 --> 00:34:59,920

introducing our panelists who are going

867

00:34:57,680 --> 00:35:02,079

to be sharing perspectives perspectives,

868

00:34:59,920 --> 00:35:03,920

excuse me, on transfer student success.

869

00:35:02,079 --> 00:35:05,520

So, these might include research,

870

00:35:03,920 --> 00:35:07,119

current research, learning opportunities

871

00:35:05,520 --> 00:35:08,720

that demonstrate putting into practice

872

00:35:07,119 --> 00:35:11,520

some of these directions that we've just

873

00:35:08,720 --> 00:35:13,599

shared, uh, or just more insights into

874

00:35:11,520 --> 00:35:16,079

how folks are supporting transfer

875

00:35:13,599 --> 00:35:18,079

students in our state. And so, with

876

00:35:16,079 --> 00:35:19,839

that, I'm really pleased to introduce my

877

00:35:18,079 --> 00:35:21,760

colleagues from the state board for

878

00:35:19,839 --> 00:35:24,079

community and technical colleges, Summer

879

00:35:21,760 --> 00:35:26,400

and Noah, the Council of Presidents,

880

00:35:24,079 --> 00:35:28,640

Julie, and the Independent Colleges of

881

00:35:26,400 --> 00:35:30,240

Washington, Sheila. Each panelist is

882

00:35:28,640 --> 00:35:32,480

going to share how they're advancing

883

00:35:30,240 --> 00:35:35,040

transfer student success efforts. And so

884

00:35:32,480 --> 00:35:37,359

Noah and uh Summer, I will turn it over

885

00:35:35,040 --> 00:35:40,079

to you to begin.

886

00:35:37,359 --> 00:35:41,680

Great. Thank you so much, Abby. Um first

887

00:35:40,079 --> 00:35:44,400

off, hello everyone. My name is Noah

888

00:35:41,680 --> 00:35:46,160

Overby. I'm a policy research associate

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00:35:44,400 --> 00:35:48,560

at the state board for community and

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00:35:46,160 --> 00:35:50,720

technical colleges. Uh Summer, you want

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00:35:48,560 --> 00:35:52,560

to introduce yourself as well?

892

00:35:50,720 --> 00:35:54,160

Yeah, thank you. I'm Summer Kenisonson

893

00:35:52,560 --> 00:35:57,720

and I'm the director for policy research

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00:35:54,160 --> 00:35:57,720

at the state board.

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00:35:57,760 --> 00:36:02,320

All right. Uh Abby, perfect. You advance

896

00:36:00,160 --> 00:36:04,800

for us. Okay. Um so just a little bit

897

00:36:02,320 --> 00:36:07,520

about the state board. Um we are state

898

00:36:04,800 --> 00:36:09,359

agency representing the 34 public

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00:36:07,520 --> 00:36:10,960

community and technical colleges in

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00:36:09,359 --> 00:36:13,200

Washington.

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00:36:10,960 --> 00:36:15,200

Uh the community and technical colleges

902

00:36:13,200 --> 00:36:18,079

serve um several different student

903

00:36:15,200 --> 00:36:20,240

populations. Um so that includes

904

00:36:18,079 --> 00:36:22,480

students pursuing noncredit classes and

905

00:36:20,240 --> 00:36:25,280

certificates to to upgrade skills or for

906

00:36:22,480 --> 00:36:27,040

personal enrichment. basic education for

907

00:36:25,280 --> 00:36:29,119

adults uh where students are studying

908

00:36:27,040 --> 00:36:31,440

language training or earning a high

909

00:36:29,119 --> 00:36:33,839

school credential or equivalent. Um as

910

00:36:31,440 --> 00:36:36,240

well as workforce certificates and

911

00:36:33,839 --> 00:36:38,880

degrees can't speak uh designed to get

912

00:36:36,240 --> 00:36:42,079

students um directly into the workforce.

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00:36:38,880 --> 00:36:44,880

And of course like um lastly we provide

914

00:36:42,079 --> 00:36:47,119

academic transfer degrees. Um so those

915

00:36:44,880 --> 00:36:49,760

are designed to transfer to a bachelor's

916

00:36:47,119 --> 00:36:52,240

program and fulfill the first two years

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00:36:49,760 --> 00:36:53,599

of a 4-year program. And that's

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00:36:52,240 --> 00:36:58,400

basically what we've been talking about

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00:36:53,599 --> 00:37:02,320

thus far. Um 43% of students enrolled in

920

00:36:58,400 --> 00:37:04,320

fall 2023 um in the community college

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00:37:02,320 --> 00:37:09,200

system in Washington were in an academic

922

00:37:04,320 --> 00:37:11,119

transfer program. Um next slide.

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00:37:09,200 --> 00:37:14,720

So uh one thing that we've been working

924

00:37:11,119 --> 00:37:18,240

on um is a transfer dashboard. Um

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00:37:14,720 --> 00:37:20,720

SPCTC's earlier transfer dashboard uses a

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00:37:18,240 --> 00:37:23,040

retired data source. um we've been

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00:37:20,720 --> 00:37:24,800

developing uh a new one that uses our

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00:37:23,040 --> 00:37:28,320

data warehouse and national student

929

00:37:24,800 --> 00:37:31,119

clearing house data. So what can we

930

00:37:28,320 --> 00:37:32,560

observe um in this new resource? Uh the

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00:37:31,119 --> 00:37:34,240

goal of the dashboard is to help our

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00:37:32,560 --> 00:37:37,599

research team and our colleges to

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00:37:34,240 --> 00:37:39,680

understand uh trends in transfer uh from

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00:37:37,599 --> 00:37:42,480

CTC's to various sectors and

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00:37:39,680 --> 00:37:44,880

institutions. Uh trends in outcomes

936

00:37:42,480 --> 00:37:46,480

after students transfer. Uh for example,

937

00:37:44,880 --> 00:37:48,079

how many students earn a bachelor's

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00:37:46,480 --> 00:37:50,720

degree after they've made that

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00:37:48,079 --> 00:37:52,960

transition. Uh we'll also look at trends

940

00:37:50,720 --> 00:37:55,040

in program alignment. So colleges can

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00:37:52,960 --> 00:37:57,920

see for example are there engineering

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00:37:55,040 --> 00:38:00,400

students completing engineering degrees

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00:37:57,920 --> 00:38:03,200

uh student demographics as well such as

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00:38:00,400 --> 00:38:05,680

race, ethnicity, gender, um whether

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00:38:03,200 --> 00:38:07,119

students earn a degree before transfer.

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00:38:05,680 --> 00:38:09,359

So where are we currently with this

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00:38:07,119 --> 00:38:11,440

project? Um we are testing a prototype

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00:38:09,359 --> 00:38:13,599

of the transfer dashboard for system

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00:38:11,440 --> 00:38:16,400

feedback. Right now, we have members

950

00:38:13,599 --> 00:38:18,160

from two of our councils and commissions

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00:38:16,400 --> 00:38:20,000

participating, including the

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00:38:18,160 --> 00:38:21,839

articulation and transfer council and

953

00:38:20,000 --> 00:38:23,839

the research and planning commission,

954

00:38:21,839 --> 00:38:26,720

and we'll use that feedback to tweak the

955

00:38:23,839 --> 00:38:29,599

dashboard ahead of uh uh release, which

956

00:38:26,720 --> 00:38:32,000

we anticipate will be this fall. Uh

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00:38:29,599 --> 00:38:34,960

let's go to the next slide. Uh so, how

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00:38:32,000 --> 00:38:38,160

will the dashboard help us? Um colleges

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00:38:34,960 --> 00:38:40,400

can use this data to identify strategic

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00:38:38,160 --> 00:38:42,000

partnerships with transfer institutions.

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00:38:40,400 --> 00:38:46,079

So, a few opportunities that come to

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00:38:42,000 --> 00:38:48,400

mind are um reverse transfer um as well

963

00:38:46,079 --> 00:38:51,280

as uh supporting students in specific

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00:38:48,400 --> 00:38:56,160

transfer degrees and informing advising

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00:38:51,280 --> 00:38:58,160

practices both pre and uh post transfer.

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00:38:56,160 --> 00:38:59,520

Uh some stakeholder feedback that we've

967

00:38:58,160 --> 00:39:02,960

received so far has been really

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00:38:59,520 --> 00:39:05,119

positive. Um, one of reviewer said that

969

00:39:02,960 --> 00:39:06,560

uh the review has helped uh me think

970

00:39:05,119 --> 00:39:08,480

about the transfer partnerships that

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00:39:06,560 --> 00:39:10,880

I'll be spending time on and has made me

972

00:39:08,480 --> 00:39:13,680

think about how we might better utilize

973

00:39:10,880 --> 00:39:16,720

CTC link coding which is our information

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00:39:13,680 --> 00:39:20,079

system um to more effectively document

975

00:39:16,720 --> 00:39:23,040

students on pathways through transfer.

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00:39:20,079 --> 00:39:25,599

Uh so with that I will um pass things to

977

00:39:23,040 --> 00:39:28,240

summer.

978

00:39:25,599 --> 00:39:30,800

Thanks Noah. Um, one of the areas that

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00:39:28,240 --> 00:39:32,880

we're kind of prioritizing some of our,

980

00:39:30,800 --> 00:39:35,599

uh, research around transfer students is

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00:39:32,880 --> 00:39:38,000

looking at transfer employment outcomes.

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00:39:35,599 --> 00:39:40,880

Um, so what happens now with the CTC

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00:39:38,000 --> 00:39:42,400

system is if students um, complete a

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00:39:40,880 --> 00:39:43,760

degree, whether it's a transfer degree

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00:39:42,400 --> 00:39:47,119

or an associates degree, and they don't

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00:39:43,760 --> 00:39:49,119

reenroll anywhere else, um, we do get

987

00:39:47,119 --> 00:39:52,000

employment outcome data for them from

988

00:39:49,119 --> 00:39:54,320

our state. So, it's it's accurate data.

989

00:39:52,000 --> 00:39:56,400

um it comes from um students financial

990

00:39:54,320 --> 00:39:58,000

uh records through their tax returns.

991

00:39:56,400 --> 00:39:59,440

And um so we know a lot about what

992

00:39:58,000 --> 00:40:01,119

happens to students who don't reenroll

993

00:39:59,440 --> 00:40:03,760

in transfer degrees. But once they

994

00:40:01,119 --> 00:40:06,000

reenroll at a receiving institution, we

995

00:40:03,760 --> 00:40:07,440

then kind of lose touch with their

996

00:40:06,000 --> 00:40:09,280

employment outcomes because those

997

00:40:07,440 --> 00:40:10,960

students employment outcomes now

998

00:40:09,280 --> 00:40:12,880

essentially belong to the receiving

999

00:40:10,960 --> 00:40:15,599

institution. And so we haven't really

1000

00:40:12,880 --> 00:40:17,359

had the information that um we we need

1001

00:40:15,599 --> 00:40:19,520

to be able to think about how we advise

1002

00:40:17,359 --> 00:40:22,400

our students in transfer pathways in

1003

00:40:19,520 --> 00:40:25,839

thinking about how transfer is going to

1004

00:40:22,400 --> 00:40:26,720

lead to um uh employment. Uh so one of

1005

00:40:25,839 --> 00:40:28,000

the things we're doing right now is

1006

00:40:26,720 --> 00:40:32,000

we're partnering with the council of

1007

00:40:28,000 --> 00:40:33,599

presidents um to look at the um the

1008

00:40:32,000 --> 00:40:35,760

transfer students that leave our CTCs

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00:40:33,599 --> 00:40:37,839

and transfer into our Washington public

1010

00:40:35,760 --> 00:40:40,320

four-year institutions to really think

1011

00:40:37,839 --> 00:40:42,240

about what sort of metrics we can use

1012

00:40:40,320 --> 00:40:45,760

with this complicated employment outcome

1013

00:40:42,240 --> 00:40:48,240

data um to evaluate how the transfer

1014

00:40:45,760 --> 00:40:51,760

pathway may influence employment

1015

00:40:48,240 --> 00:40:53,680

outcomes for students um and how the the

1016

00:40:51,760 --> 00:40:56,000

different components of transfer as

1017

00:40:53,680 --> 00:40:57,839

students move toward the workforce might

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00:40:56,000 --> 00:40:59,359

influence employment rate, earnings

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00:40:57,839 --> 00:41:01,680

potential in the short term and the long

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00:40:59,359 --> 00:41:04,000

term, industry sector, regions, those

1021

00:41:01,680 --> 00:41:06,400

kinds of things.

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00:41:04,000 --> 00:41:08,079

Next slide.

1023

00:41:06,400 --> 00:41:09,760

So, what these metrics are intended to

1024

00:41:08,079 --> 00:41:11,280

do is really help us get more

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00:41:09,760 --> 00:41:13,040

information first of all for for

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00:41:11,280 --> 00:41:14,560

students to help them understand how

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00:41:13,040 --> 00:41:16,079

transfer pathways and choices might

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00:41:14,560 --> 00:41:17,440

affect their employment outcomes. And

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00:41:16,079 --> 00:41:19,599

this will be for the students that we

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00:41:17,440 --> 00:41:21,680

know are intending to take that transfer

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00:41:19,599 --> 00:41:23,040

degree and transfer promptly, but also

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00:41:21,680 --> 00:41:24,560

students who might be in a transfer

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00:41:23,040 --> 00:41:25,920

pathway but aren't really sure if they

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00:41:24,560 --> 00:41:27,920

really want to go on to a bachelor's

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00:41:25,920 --> 00:41:30,800

degree for them to be able to see some

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00:41:27,920 --> 00:41:33,359

of that um economic and social mobility

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00:41:30,800 --> 00:41:35,280

evidence of the benefits of completing a

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00:41:33,359 --> 00:41:38,079

prompt transfer and and that bachelor's

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00:41:35,280 --> 00:41:39,680

degree. Um this will help our CTC's and

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00:41:38,079 --> 00:41:41,599

our rece and the receiving institutions

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00:41:39,680 --> 00:41:43,920

as public four years better advise

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00:41:41,599 --> 00:41:46,400

transfer students on what they need to

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00:41:43,920 --> 00:41:48,640

do um to make the most of their

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00:41:46,400 --> 00:41:51,040

experiences and their um transfer

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00:41:48,640 --> 00:41:52,720

pathway to reach their employment goals

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00:41:51,040 --> 00:41:54,800

and also help us think about some

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00:41:52,720 --> 00:41:57,599

strategic solutions and partnerships

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00:41:54,800 --> 00:41:59,040

that would really have meaningful um

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00:41:57,599 --> 00:42:00,480

some meaningful changes and improvements

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00:41:59,040 --> 00:42:02,400

to the employment outcomes for our

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00:42:00,480 --> 00:42:04,319

transfer students. So we're really

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00:42:02,400 --> 00:42:07,520

excited about this. This is a metrics in

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00:42:04,319 --> 00:42:09,760

development over the course of the 20 uh

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00:42:07,520 --> 00:42:11,040

526 year and then we'll be testing some

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00:42:09,760 --> 00:42:13,280

of those out and then starting to

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00:42:11,040 --> 00:42:15,920

incorporate them in in our data and with

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00:42:13,280 --> 00:42:17,920

our longitudinal data both with WASAC um

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00:42:15,920 --> 00:42:21,119

with the receiving for institutions um

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00:42:17,920 --> 00:42:24,119

as well as the CTC system.

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00:42:21,119 --> 00:42:24,119

Thanks.

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00:42:24,880 --> 00:42:29,040

Oh, and this is our contact information.

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00:42:26,480 --> 00:42:31,440

If you want to reach us, it's here. Um,

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00:42:29,040 --> 00:42:33,040

the only thing I will say is, um, I

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00:42:31,440 --> 00:42:34,880

often hear that, um, I'm not getting

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00:42:33,040 --> 00:42:37,200

emails because my last name is difficult

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00:42:34,880 --> 00:42:39,119

to spell. So, just keep an eye on that.

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00:42:37,200 --> 00:42:41,839

Um, but if you don't hear from me within

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00:42:39,119 --> 00:42:44,880

a couple of days, go to Noah and he'll

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00:42:41,839 --> 00:42:46,720

make sure that I pick it up.

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00:42:44,880 --> 00:42:48,319

Summer and Noah, thank you so much. I'm

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00:42:46,720 --> 00:42:50,240

going to go ahead and turn it over to

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00:42:48,319 --> 00:42:53,240

our next panelist, Julie with Council

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00:42:50,240 --> 00:42:53,240

Presidents.

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00:42:53,440 --> 00:42:57,119

Thanks, Abby. Good morning, everybody.

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00:42:55,520 --> 00:42:58,880

Um, I'm Julie Garber. I'm the director

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00:42:57,119 --> 00:43:00,720

of policy and academic affairs with the

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00:42:58,880 --> 00:43:03,760

council of presidents. So the council of

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00:43:00,720 --> 00:43:06,240

presidents is um an association of

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00:43:03,760 --> 00:43:08,960

Washington's public universities. Um and

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00:43:06,240 --> 00:43:11,520

so we are led by the presidents of the

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00:43:08,960 --> 00:43:13,920

six Washington public universities and

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00:43:11,520 --> 00:43:16,480

we work through a consensus model across

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00:43:13,920 --> 00:43:18,400

um our sector where we identify policies

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00:43:16,480 --> 00:43:20,560

and practices and uh represent the

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00:43:18,400 --> 00:43:23,119

sector um on behalf of all the

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00:43:20,560 --> 00:43:25,599

institutions um here in the state of

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00:43:23,119 --> 00:43:28,839

Washington.

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00:43:25,599 --> 00:43:28,839

Next slide.

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00:43:29,280 --> 00:43:32,480

Um, I just want to always say when we

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00:43:30,880 --> 00:43:33,839

start out with our transfer students

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00:43:32,480 --> 00:43:36,400

because sometimes I think the

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00:43:33,839 --> 00:43:38,800

misperception is that there is we our

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00:43:36,400 --> 00:43:40,960

institutions are not engaged around

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00:43:38,800 --> 00:43:42,319

transfer and that's quite the opposite.

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00:43:40,960 --> 00:43:44,800

So we always want to be really clear

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00:43:42,319 --> 00:43:47,119

that we want Washington students um to

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00:43:44,800 --> 00:43:49,680

come. So if they are thinking about a

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00:43:47,119 --> 00:43:52,160

bachelor's degree, we are welcoming them

1099

00:43:49,680 --> 00:43:53,280

um to our universities um and work

1100

00:43:52,160 --> 00:43:55,520

closely with our community college

1101

00:43:53,280 --> 00:43:58,160

partners to streamline and make those

1102

00:43:55,520 --> 00:44:00,000

paths as efficient as possible. We also

1103

00:43:58,160 --> 00:44:02,319

know as some of the research has already

1104

00:44:00,000 --> 00:44:03,680

presented that students who transfer

1105

00:44:02,319 --> 00:44:08,960

from one of Washington's community

1106

00:44:03,680 --> 00:44:11,359

technical colleges um really um uh

1107

00:44:08,960 --> 00:44:13,680

have similar outcomes as those who come

1108

00:44:11,359 --> 00:44:16,880

to us directly from high school. Um so

1109

00:44:13,680 --> 00:44:19,040

uh they are a great um uh part of our

1110

00:44:16,880 --> 00:44:23,040

communities and we are very excited to

1111

00:44:19,040 --> 00:44:25,200

have them. Um and we are um a leader our

1112

00:44:23,040 --> 00:44:27,920

sector particular is a leader in the

1113

00:44:25,200 --> 00:44:30,720

nation for when students come to us um

1114

00:44:27,920 --> 00:44:33,280

and we complete them. So we rank high

1115

00:44:30,720 --> 00:44:35,280

across the country whole entire country

1116

00:44:33,280 --> 00:44:36,880

for completion um and successful

1117

00:44:35,280 --> 00:44:38,079

outcomes of transfer students coming to

1118

00:44:36,880 --> 00:44:42,920

us from the Washington community

1119

00:44:38,079 --> 00:44:42,920

colleges. Next slide please.

1120

00:44:42,960 --> 00:44:49,040

Um so I think uh you know uh much of the

1121

00:44:46,160 --> 00:44:52,400

research is often focused around the

1122

00:44:49,040 --> 00:44:54,079

academic two-year um degrees. Uh we

1123

00:44:52,400 --> 00:44:56,720

participate in all of those statewide

1124

00:44:54,079 --> 00:44:58,160

transfer degrees. But as transfer as so

1125

00:44:56,720 --> 00:45:01,680

much in higher education has evolved so

1126

00:44:58,160 --> 00:45:04,160

has transfer. And so um our institutions

1127

00:45:01,680 --> 00:45:06,480

um are looking at pathways not just at

1128

00:45:04,160 --> 00:45:08,800

the state level but the regional and

1129

00:45:06,480 --> 00:45:10,800

local levels as well. So many of our

1130

00:45:08,800 --> 00:45:12,560

institutions have um particular

1131

00:45:10,800 --> 00:45:14,480

articulation agreements with individual

1132

00:45:12,560 --> 00:45:16,240

community technical colleges around

1133

00:45:14,480 --> 00:45:19,200

programs that may align to specific

1134

00:45:16,240 --> 00:45:22,480

majors to that university. Um all of our

1135

00:45:19,200 --> 00:45:24,960

institutions um do transfer in

1136

00:45:22,480 --> 00:45:29,200

professional technical credit um either

1137

00:45:24,960 --> 00:45:32,000

through the DTA um or the AST. Uh but

1138

00:45:29,200 --> 00:45:36,240

there are also other ways in which we do

1139

00:45:32,000 --> 00:45:38,960

that. um many of our um institutions

1140

00:45:36,240 --> 00:45:40,720

transfer in um other technical degrees.

1141

00:45:38,960 --> 00:45:41,920

Um so those would not have been

1142

00:45:40,720 --> 00:45:45,119

identified in those reports but these

1143

00:45:41,920 --> 00:45:46,880

would be other pathways. Um and uh uh

1144

00:45:45,119 --> 00:45:49,440

some of um Central Washington University

1145

00:45:46,880 --> 00:45:51,359

for example also offers a BAS degree. We

1146

00:45:49,440 --> 00:45:53,440

have pathways for students who may begin

1147

00:45:51,359 --> 00:45:55,599

or individuals who may begin and have

1148

00:45:53,440 --> 00:45:56,960

some time in apprenticeships um and also

1149

00:45:55,599 --> 00:45:58,960

through academic credit for prior

1150

00:45:56,960 --> 00:46:01,440

learning. So there's lots of um ways

1151

00:45:58,960 --> 00:46:02,800

that we transfer in credit um through

1152

00:46:01,440 --> 00:46:05,280

these paths that are not just through

1153

00:46:02,800 --> 00:46:07,760

these statewide transfer degrees. Um and

1154

00:46:05,280 --> 00:46:09,599

we um also are continuing to each

1155

00:46:07,760 --> 00:46:11,599

institution and across our sector

1156

00:46:09,599 --> 00:46:13,440

looking at transfer data so we can be

1157

00:46:11,599 --> 00:46:17,440

informed when we're making these policy

1158

00:46:13,440 --> 00:46:19,440

decisions. Thanks.

1159

00:46:17,440 --> 00:46:22,960

So uh some of the work that's emerging

1160

00:46:19,440 --> 00:46:25,040

across our uh sector is our institutions

1161

00:46:22,960 --> 00:46:27,440

are really engaging in uh direct

1162

00:46:25,040 --> 00:46:29,599

admissions or guaranteed admissions for

1163

00:46:27,440 --> 00:46:31,599

transfer students within their regions.

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00:46:29,599 --> 00:46:34,960

So you'll see this is a common thread

1165

00:46:31,599 --> 00:46:36,640

throughout um uh all of the Washington

1166

00:46:34,960 --> 00:46:38,400

universities um and they are really

1167

00:46:36,640 --> 00:46:40,000

looking at their local level and so

1168

00:46:38,400 --> 00:46:43,599

these are some of the examples. So

1169

00:46:40,000 --> 00:46:45,200

within the U of Dub institutions um what

1170

00:46:43,599 --> 00:46:46,880

they are looking at is direct admission

1171

00:46:45,200 --> 00:46:47,920

to major. That means when a transfer

1172

00:46:46,880 --> 00:46:50,160

student comes in they are directly

1173

00:46:47,920 --> 00:46:52,800

admitted to their major and this really

1174

00:46:50,160 --> 00:46:55,040

works to change some of the historical

1175

00:46:52,800 --> 00:46:56,240

work we've done around making sure that

1176

00:46:55,040 --> 00:46:58,079

students are major ready and getting

1177

00:46:56,240 --> 00:47:01,200

into their major and it also helps with

1178

00:46:58,079 --> 00:47:02,640

the time to degree. Um and we we are not

1179

00:47:01,200 --> 00:47:03,760

only just doing that but also making

1180

00:47:02,640 --> 00:47:05,760

sure that we have those wraparound

1181

00:47:03,760 --> 00:47:06,960

services through advising and financial

1182

00:47:05,760 --> 00:47:09,280

aid and all those other things to

1183

00:47:06,960 --> 00:47:11,040

support that student holistically. Um

1184

00:47:09,280 --> 00:47:12,800

this is similar at Central Washington

1185

00:47:11,040 --> 00:47:14,720

University with their partnership around

1186

00:47:12,800 --> 00:47:17,359

Yakama Valley College and a broader

1187

00:47:14,720 --> 00:47:19,119

support uh with um those students who

1188

00:47:17,359 --> 00:47:20,960

just earn a DTA from any Washington

1189

00:47:19,119 --> 00:47:23,599

community college. And then Washington

1190

00:47:20,960 --> 00:47:26,960

State University highlighting WSU ever

1191

00:47:23,599 --> 00:47:30,000

and also WSU Vancouver who have um

1192

00:47:26,960 --> 00:47:31,760

relationships with key uh uh

1193

00:47:30,000 --> 00:47:33,680

institutions that uh predominant

1194

00:47:31,760 --> 00:47:38,640

transfer students come from and working

1195

00:47:33,680 --> 00:47:41,359

into those programs. Next slide, please.

1196

00:47:38,640 --> 00:47:43,760

Building on that uh work, uh Western

1197

00:47:41,359 --> 00:47:45,599

Washington University um is in the

1198

00:47:43,760 --> 00:47:47,440

process this fall uh working with

1199

00:47:45,599 --> 00:47:50,800

multiple community colleges in their

1200

00:47:47,440 --> 00:47:53,680

area um around direct adi to um

1201

00:47:50,800 --> 00:47:55,680

guarantee admissions to uh majors. um

1202

00:47:53,680 --> 00:47:57,760

the Evergreen State College who has been

1203

00:47:55,680 --> 00:48:00,319

a leader around transfer credit for

1204

00:47:57,760 --> 00:48:02,480

decades continues its amazing work

1205

00:48:00,319 --> 00:48:04,560

offering multiple pathways and then also

1206

00:48:02,480 --> 00:48:07,200

looking at um students with a technical

1207

00:48:04,560 --> 00:48:08,880

degree and um um the upside down

1208

00:48:07,200 --> 00:48:11,040

transfer option and the upside down

1209

00:48:08,880 --> 00:48:13,599

transfer option kind of like how it

1210

00:48:11,040 --> 00:48:17,280

sounds. So generally for a bachelor's

1211

00:48:13,599 --> 00:48:18,880

degree student comes in um and if you

1212

00:48:17,280 --> 00:48:20,240

were typical this is not actually

1213

00:48:18,880 --> 00:48:21,760

typical but they predominantly take a

1214

00:48:20,240 --> 00:48:24,240

general education and they do their

1215

00:48:21,760 --> 00:48:26,319

major they do a mix in the first two

1216

00:48:24,240 --> 00:48:28,880

years and so what an upside down degree

1217

00:48:26,319 --> 00:48:30,079

is is it turns that degree upside down

1218

00:48:28,880 --> 00:48:31,440

and the idea is that when these students

1219

00:48:30,079 --> 00:48:33,520

are coming in these technical degrees

1220

00:48:31,440 --> 00:48:34,880

that those are their major and so then

1221

00:48:33,520 --> 00:48:36,640

they complete out or round out their

1222

00:48:34,880 --> 00:48:38,800

general education or institutional

1223

00:48:36,640 --> 00:48:40,800

requirement. So it helps continue on

1224

00:48:38,800 --> 00:48:43,200

that time to degree and Eastern again

1225

00:48:40,800 --> 00:48:45,680

has had a long program as well um

1226

00:48:43,200 --> 00:48:48,559

through destination

1227

00:48:45,680 --> 00:48:49,920

uh Eastern um that is focused um

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00:48:48,559 --> 00:48:52,160

particularly with their Spokane colleges

1229

00:48:49,920 --> 00:48:54,000

and Columbia Basin College which are uh

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00:48:52,160 --> 00:48:55,839

local strong local partnerships with

1231

00:48:54,000 --> 00:48:58,000

those uh universities.

1232

00:48:55,839 --> 00:48:59,520

Next slide please. One more I don't

1233

00:48:58,000 --> 00:49:02,520

know.

1234

00:48:59,520 --> 00:49:02,520

Thanks.

1235

00:49:02,640 --> 00:49:06,079

Thanks Julie. I know it's always hard to

1236

00:49:04,559 --> 00:49:09,119

remember where our slide decks end in

1237

00:49:06,079 --> 00:49:12,720

the next weekend and I did it too. Um

1238

00:49:09,119 --> 00:49:15,599

Sheila, you are our uh final panelist

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00:49:12,720 --> 00:49:17,440

and uh welcome you to this share on

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00:49:15,599 --> 00:49:18,400

behalf of ICWs.

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00:49:17,440 --> 00:49:20,880

I know.

1242

00:49:18,400 --> 00:49:22,640

Thanks. Um and just thanks really

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00:49:20,880 --> 00:49:25,280

quickly to Wasach for providing the

1244

00:49:22,640 --> 00:49:27,040

opportunity to share about um how uh our

1245

00:49:25,280 --> 00:49:28,960

member campuses support transfer

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00:49:27,040 --> 00:49:30,960

students. So, Independent Colleges of

1247

00:49:28,960 --> 00:49:33,920

Washington is an association that

1248

00:49:30,960 --> 00:49:35,839

represents nine notfor-profit

1249

00:49:33,920 --> 00:49:38,079

uh private independent campuses across

1250

00:49:35,839 --> 00:49:40,240

the state. You can see a list of our um

1251

00:49:38,079 --> 00:49:44,079

of our member campuses there on the

1252

00:49:40,240 --> 00:49:45,760

bottom of the slide. Um and just to to

1253

00:49:44,079 --> 00:49:48,559

start the conversation off, I just want

1254

00:49:45,760 --> 00:49:51,040

to point out that our member campuses

1255

00:49:48,559 --> 00:49:56,119

enroll a majority of Washington

1256

00:49:51,040 --> 00:49:56,119

students. Next slide, please.

1257

00:49:57,599 --> 00:50:02,480

So this map shows the locations of our

1258

00:50:00,240 --> 00:50:04,400

campuses along with uh branch campuses

1259

00:50:02,480 --> 00:50:06,880

and other sites that are associ

1260

00:50:04,400 --> 00:50:09,040

associated with the work that we do. Um

1261

00:50:06,880 --> 00:50:11,520

about 80% of Washingtonians live within

1262

00:50:09,040 --> 00:50:13,440

50 mi of an ICW member campus and this

1263

00:50:11,520 --> 00:50:15,599

is especially important for transfer

1264

00:50:13,440 --> 00:50:17,359

students who may be placebound as our

1265

00:50:15,599 --> 00:50:19,040

member campuses may be their best option

1266

00:50:17,359 --> 00:50:20,559

for continuing their higher education

1267

00:50:19,040 --> 00:50:22,720

journey and earning that bachelor's

1268

00:50:20,559 --> 00:50:26,559

degree.

1269

00:50:22,720 --> 00:50:28,960

Collectively about half um about half of

1270

00:50:26,559 --> 00:50:31,920

the students identify as students of

1271

00:50:28,960 --> 00:50:36,319

color. Um 40% are from families living

1272

00:50:31,920 --> 00:50:39,760

on low incomes and are either either or

1273

00:50:36,319 --> 00:50:43,599

and or state and federal eligible for um

1274

00:50:39,760 --> 00:50:45,280

financial aid. And 20% of uh students

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00:50:43,599 --> 00:50:47,680

enrolled in our campuses are the first

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00:50:45,280 --> 00:50:50,880

in their families to attend C uh to

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00:50:47,680 --> 00:50:53,280

attend college. and about a third um are

1278

00:50:50,880 --> 00:50:56,800

transferring in credits and that

1279

00:50:53,280 --> 00:50:59,119

includes uh dual enrollment credits such

1280

00:50:56,800 --> 00:51:02,079

as running start, AP, IB and those sorts

1281

00:50:59,119 --> 00:51:04,480

of things. But as um was shown in the

1282

00:51:02,079 --> 00:51:07,280

report earlier um a a good chunk of

1283

00:51:04,480 --> 00:51:09,599

those students are coming from our CTC

1284

00:51:07,280 --> 00:51:13,319

partners.

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00:51:09,599 --> 00:51:13,319

Next slide please.

1286

00:51:14,240 --> 00:51:18,400

So our member campuses support their

1287

00:51:16,240 --> 00:51:21,920

students um their transfer students in

1288

00:51:18,400 --> 00:51:24,920

various ways. Uh and this uh particular

1289

00:51:21,920 --> 00:51:24,920

website

1290

00:51:25,280 --> 00:51:30,319

on our website lists several resources

1291

00:51:27,839 --> 00:51:32,079

for students. So all of our campuses

1292

00:51:30,319 --> 00:51:34,240

have admissions counselors who are

1293

00:51:32,079 --> 00:51:36,400

dedicated to working with transfer

1294

00:51:34,240 --> 00:51:38,079

students. Um all of our campuses

1295

00:51:36,400 --> 00:51:41,280

participate in statewide transfer

1296

00:51:38,079 --> 00:51:43,040

agreements. Um, we offer all of our

1297

00:51:41,280 --> 00:51:45,599

students small class sizes, strong

1298

00:51:43,040 --> 00:51:47,599

academic advising, career and community

1299

00:51:45,599 --> 00:51:50,160

engagement opportunities to support

1300

00:51:47,599 --> 00:51:53,599

their uh their personal and professional

1301

00:51:50,160 --> 00:51:56,000

development. Um, and also wraparound

1302

00:51:53,599 --> 00:51:58,480

services that include academic support,

1303

00:51:56,000 --> 00:52:01,520

basic needs and behavioral health. So

1304

00:51:58,480 --> 00:52:05,079

addressing the the whole student and

1305

00:52:01,520 --> 00:52:05,079

next slide please.

1306

00:52:08,000 --> 00:52:10,880

At Independent Colleges of Washington,

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00:52:09,520 --> 00:52:13,200

we seek to partner with our member

1308

00:52:10,880 --> 00:52:14,720

campuses to help them support transfer

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00:52:13,200 --> 00:52:16,720

students holistically, which means

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00:52:14,720 --> 00:52:20,160

addressing all of these needs. So, we

1311

00:52:16,720 --> 00:52:21,760

see uh we students see students as whole

1312

00:52:20,160 --> 00:52:23,119

people. They have academic needs, they

1313

00:52:21,760 --> 00:52:24,640

have social cultural needs, and of

1314

00:52:23,119 --> 00:52:28,480

course, they have financial needs as

1315

00:52:24,640 --> 00:52:30,880

well. Um so, uh just want to talk a

1316

00:52:28,480 --> 00:52:34,400

little bit about um where we see

1317

00:52:30,880 --> 00:52:37,680

ourselves uh in the state landscape on

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00:52:34,400 --> 00:52:39,280

transfer. So statewide, um, all of, as I

1319

00:52:37,680 --> 00:52:41,119

mentioned, all of our member campuses

1320

00:52:39,280 --> 00:52:43,359

participate in statewide agreements. All

1321

00:52:41,119 --> 00:52:48,880

of them accept the the direct transfer

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00:52:43,359 --> 00:52:51,760

agreement. Um, and, uh, our campus

1323

00:52:48,880 --> 00:52:54,720

faculty and staff work whenever there's

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00:52:51,760 --> 00:52:56,400

a, uh, a change to a statewide degree or

1325

00:52:54,720 --> 00:52:58,559

maybe a new degree being developed, a

1326

00:52:56,400 --> 00:53:00,480

statewide transfer degree, um, our

1327

00:52:58,559 --> 00:53:02,880

member campuses are involved in those

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00:53:00,480 --> 00:53:06,000

conversations as well.

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00:53:02,880 --> 00:53:08,720

Um, in addition, uh, we've been working

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00:53:06,000 --> 00:53:11,280

to build upon the guided pathways that

1331

00:53:08,720 --> 00:53:13,440

community and technical colleges have,

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00:53:11,280 --> 00:53:15,200

um, and particularly through a grant

1333

00:53:13,440 --> 00:53:18,240

that I'll talk about in just a second.

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00:53:15,200 --> 00:53:21,920

Um, but we've been working, uh, with

1335

00:53:18,240 --> 00:53:24,800

regional transfer partners to, um, uh,

1336

00:53:21,920 --> 00:53:27,520

put out a uniform articulation agreement

1337

00:53:24,800 --> 00:53:29,520

for psychology in particular because

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00:53:27,520 --> 00:53:31,440

number one, it's a high demand, uh,

1339

00:53:29,520 --> 00:53:34,800

degree. lots of students transfer into

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00:53:31,440 --> 00:53:38,079

it. Many all of our campuses offer um

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00:53:34,800 --> 00:53:40,480

the uh the psychology bachelor's degree

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00:53:38,079 --> 00:53:43,200

and it's often just a a simple matter of

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00:53:40,480 --> 00:53:45,040

taking within the DTA taking a few

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00:53:43,200 --> 00:53:47,520

specific courses and then being um

1345

00:53:45,040 --> 00:53:49,119

directly admitted to the uh the

1346

00:53:47,520 --> 00:53:50,720

psychology program at the bachelor's

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00:53:49,119 --> 00:53:54,319

level.

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00:53:50,720 --> 00:53:57,520

If I could go to the next slide, please.

1349

00:53:54,319 --> 00:54:00,240

So this chart shows the statewide

1350

00:53:57,520 --> 00:54:03,040

transfer agreements that are uh that our

1351

00:54:00,240 --> 00:54:04,880

member campuses participate in. Um you

1352

00:54:03,040 --> 00:54:08,880

can see that several of our campuses

1353

00:54:04,880 --> 00:54:10,640

have robust engagement with transfer uh

1354

00:54:08,880 --> 00:54:12,480

different transfer degrees and transfer

1355

00:54:10,640 --> 00:54:14,400

pathways including some that also

1356

00:54:12,480 --> 00:54:16,079

participate in in the reverse transfer

1357

00:54:14,400 --> 00:54:19,720

agreement.

1358

00:54:16,079 --> 00:54:19,720

Next slide please.

1359

00:54:19,920 --> 00:54:23,760

So again kind of stepping back and

1360

00:54:22,079 --> 00:54:27,280

talking about how we address transfer

1361

00:54:23,760 --> 00:54:28,880

holistically. So um I mentioned that we

1362

00:54:27,280 --> 00:54:31,200

have been working with a grant. The

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00:54:28,880 --> 00:54:33,760

Teigle Foundation and Arthur Arthur

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00:54:31,200 --> 00:54:36,079

Reining Davis foundations uh have

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00:54:33,760 --> 00:54:39,680

provided us with funding for the last

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00:54:36,079 --> 00:54:42,240

five years during which we have been um

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00:54:39,680 --> 00:54:45,359

number one working on that articulation

1368

00:54:42,240 --> 00:54:48,160

agreement for psychology but also um

1369

00:54:45,359 --> 00:54:50,240

working on sort of local uh local

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00:54:48,160 --> 00:54:53,040

challenges and local problems that

1371

00:54:50,240 --> 00:54:57,359

individual campuses can um can address

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00:54:53,040 --> 00:54:59,520

within their uh regional context. So um

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00:54:57,359 --> 00:55:02,720

we we refer to these as regional

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00:54:59,520 --> 00:55:04,720

transfer partner teams. Um several of

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00:55:02,720 --> 00:55:07,280

our ma of our member campuses have

1376

00:55:04,720 --> 00:55:10,800

partnered with their local community and

1377

00:55:07,280 --> 00:55:13,119

technical college partner. Uh they work

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00:55:10,800 --> 00:55:16,079

either over the course of one or two

1379

00:55:13,119 --> 00:55:18,400

years. Um they start with a self

1380

00:55:16,079 --> 00:55:20,960

assessment of their partnerships the the

1381

00:55:18,400 --> 00:55:23,440

types of partnerships um on several

1382

00:55:20,960 --> 00:55:26,240

different domains. And the graphic that

1383

00:55:23,440 --> 00:55:29,040

you see here is from um Yay and

1384

00:55:26,240 --> 00:55:31,760

Wetstein's work um around uh

1385

00:55:29,040 --> 00:55:35,520

categorizing transfer partnerships. So

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00:55:31,760 --> 00:55:38,400

we we use that um framework as a self-

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00:55:35,520 --> 00:55:41,280

assessment tool. the teams can uh

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00:55:38,400 --> 00:55:44,079

jointly faculty and staff from both um

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00:55:41,280 --> 00:55:45,680

partner institutions determine what

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00:55:44,079 --> 00:55:47,760

level they're at or what type of

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00:55:45,680 --> 00:55:50,079

partnership they have on domains

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00:55:47,760 --> 00:55:52,240

including curriculum advising, financial

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00:55:50,079 --> 00:55:54,400

aid and data sharing and then they

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00:55:52,240 --> 00:55:56,079

figure out um where they want to uh

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00:55:54,400 --> 00:55:57,680

focus their efforts and come up with an

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00:55:56,079 --> 00:55:59,520

improvement plan that they execute over

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00:55:57,680 --> 00:56:02,240

the next several months and then do a

1398

00:55:59,520 --> 00:56:04,240

follow-up assessment at at the end. And

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00:56:02,240 --> 00:56:06,559

so this work has produced a number of

1400

00:56:04,240 --> 00:56:08,240

positive developments um including

1401

00:56:06,559 --> 00:56:11,280

things like enhanced scholarships for

1402

00:56:08,240 --> 00:56:14,160

transfer uh students um advising guides

1403

00:56:11,280 --> 00:56:16,720

that are co-created by the faculty in

1404

00:56:14,160 --> 00:56:18,960

similar department so psychology biology

1405

00:56:16,720 --> 00:56:21,440

English and so forth um between the two

1406

00:56:18,960 --> 00:56:23,599

institutions uh and as well as

1407

00:56:21,440 --> 00:56:26,240

opportunities for other forms of cross

1408

00:56:23,599 --> 00:56:29,040

connection or or cross-pollination. So

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00:56:26,240 --> 00:56:30,960

having the bachelor um faculty from the

1410

00:56:29,040 --> 00:56:34,160

bachelor institution come to courses or

1411

00:56:30,960 --> 00:56:36,880

come to um classes uh at the community

1412

00:56:34,160 --> 00:56:40,640

college to to talk with them.

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00:56:36,880 --> 00:56:42,559

Next slide please.

1414

00:56:40,640 --> 00:56:46,079

And I'll just mention very quickly that

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00:56:42,559 --> 00:56:48,960

our association has also been working on

1416

00:56:46,079 --> 00:56:50,960

um uh building a scholarship fund for

1417

00:56:48,960 --> 00:56:54,400

students. And this started three years

1418

00:56:50,960 --> 00:56:56,480

ago with uh just under \$100,000. This

1419

00:56:54,400 --> 00:56:59,440

fall, we uh we will be awarding about

1420

00:56:56,480 --> 00:57:00,880

\$350,000 to uh in scholarships to

1421

00:56:59,440 --> 00:57:03,200

transfer students who meet these

1422

00:57:00,880 --> 00:57:06,240

criteria.

1423

00:57:03,200 --> 00:57:08,480

And here's what's next on the horizon

1424

00:57:06,240 --> 00:57:11,359

for us. Just very briefly, we're um

1425

00:57:08,480 --> 00:57:13,680

we're continuing conversations with our

1426

00:57:11,359 --> 00:57:16,400

um community technical college partners

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00:57:13,680 --> 00:57:19,040

um looking at ways to improve and

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00:57:16,400 --> 00:57:20,960

streamline transfer through the items

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00:57:19,040 --> 00:57:22,480

that you see here on the slide. Um which

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00:57:20,960 --> 00:57:23,680

I'm happy to talk more in person. And I

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00:57:22,480 --> 00:57:24,960

know we're running out of time, so if

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00:57:23,680 --> 00:57:27,280

you have any questions about these,

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00:57:24,960 --> 00:57:32,119

please do reach out and and uh talk to

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00:57:27,280 --> 00:57:32,119

me. And um thank you so much,

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00:57:33,440 --> 00:57:39,440

Sheila. Thank you so much for rounding

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00:57:35,520 --> 00:57:41,440

out our panel. Um at the time we are in

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00:57:39,440 --> 00:57:43,599

our webinar, I just have the honor of

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00:57:41,440 --> 00:57:46,880

saying thank you. We are so delighted

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00:57:43,599 --> 00:57:49,119

that so many of you joined us today. Um

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00:57:46,880 --> 00:57:51,760

at at our most we had about 200 folks

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00:57:49,119 --> 00:57:54,160

here on the call. Um, I also want to say

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00:57:51,760 --> 00:57:56,319

thank you to Arya, Rebecca, Summer,

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00:57:54,160 --> 00:57:58,079

Noah, Julie, Sheila, and my colleague

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00:57:56,319 --> 00:58:00,160

Amy who's been working behind the scenes

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00:57:58,079 --> 00:58:01,839

to make this all happen. Um, we know it

1446

00:58:00,160 --> 00:58:03,760

takes a village, and frankly, it takes a

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00:58:01,839 --> 00:58:05,280

transfer student village. And so, we

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00:58:03,760 --> 00:58:06,880

hope you'll continue to join us in

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00:58:05,280 --> 00:58:08,559

thinking about and working on how we

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00:58:06,880 --> 00:58:10,799

built the strong foundation to keep

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00:58:08,559 --> 00:58:12,400

improving transfer work in Washington.

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00:58:10,799 --> 00:58:14,079

U, we're really grateful that you were

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00:58:12,400 --> 00:58:16,240

here with us. We hope you have a great

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00:58:14,079 --> 00:58:17,599

rest of your day. And thanks again,

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00:58:16,240 --> 00:58:21,200

thanks to our panelists and thanks to

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00:58:17,599 --> 00:58:21,200

everyone who came to listen.