



THE ASPEN INSTITUTE

COLLEGE EXCELLENCE PROGRAM

Beyond Completion: Aligning Pathways to Successful Transfer & Good Jobs

Josh Wyner, Executive Director

The Aspen Institute College Excellence Program

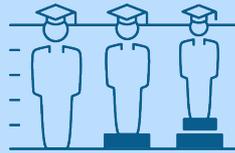
March 14, 2019

Who We Are

The Aspen Institute's College Excellence Program aims to advance higher education practices, policies, and leadership in ways that help institutions of higher education make the choices that matter most to improving student outcomes in four areas:



Completion



Equity



**Labor
Market**



Learning





Why does community college student success matter so much for communities and the nation?



Why does community college student success matter so much for our communities and the nation?

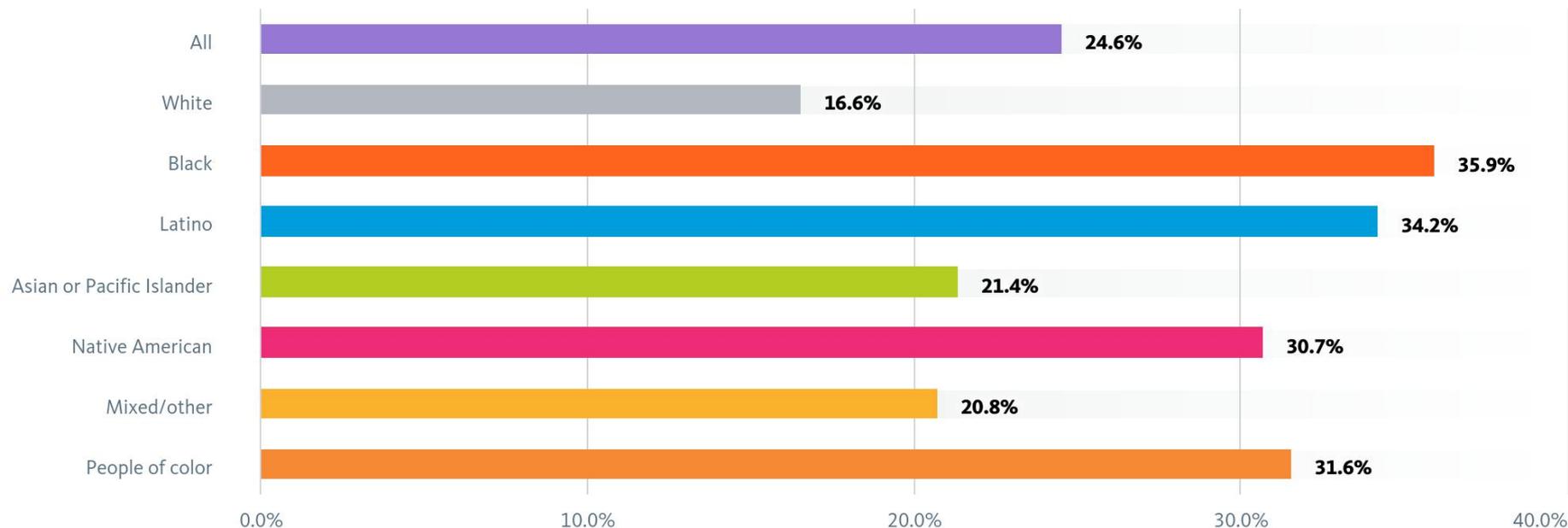




Why does community college student success matter so much for our communities and the nation?

...because too many children are living in poverty

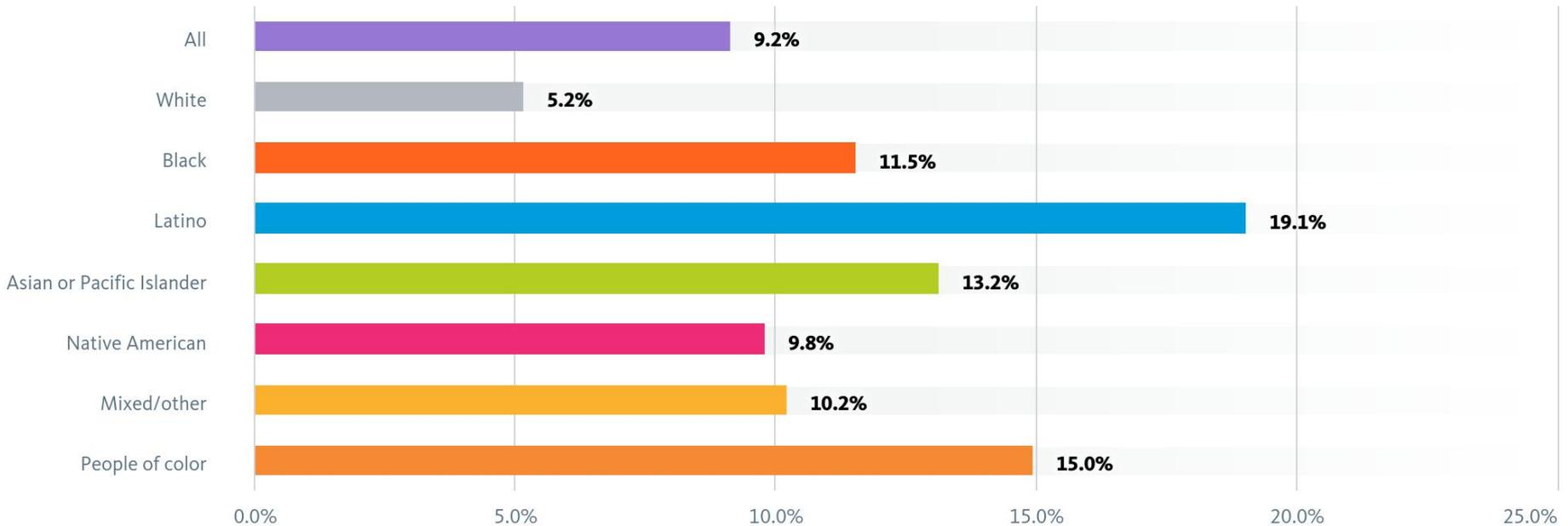
Percent people below poverty by race/ethnicity and age : New York, Under 5, 100%, 2015



Why does community college student success matter so much for our communities and the nation?

....because too many adults are stranded in low-wage work

Percent working poor by race/ethnicity: New York, 200%, 2015



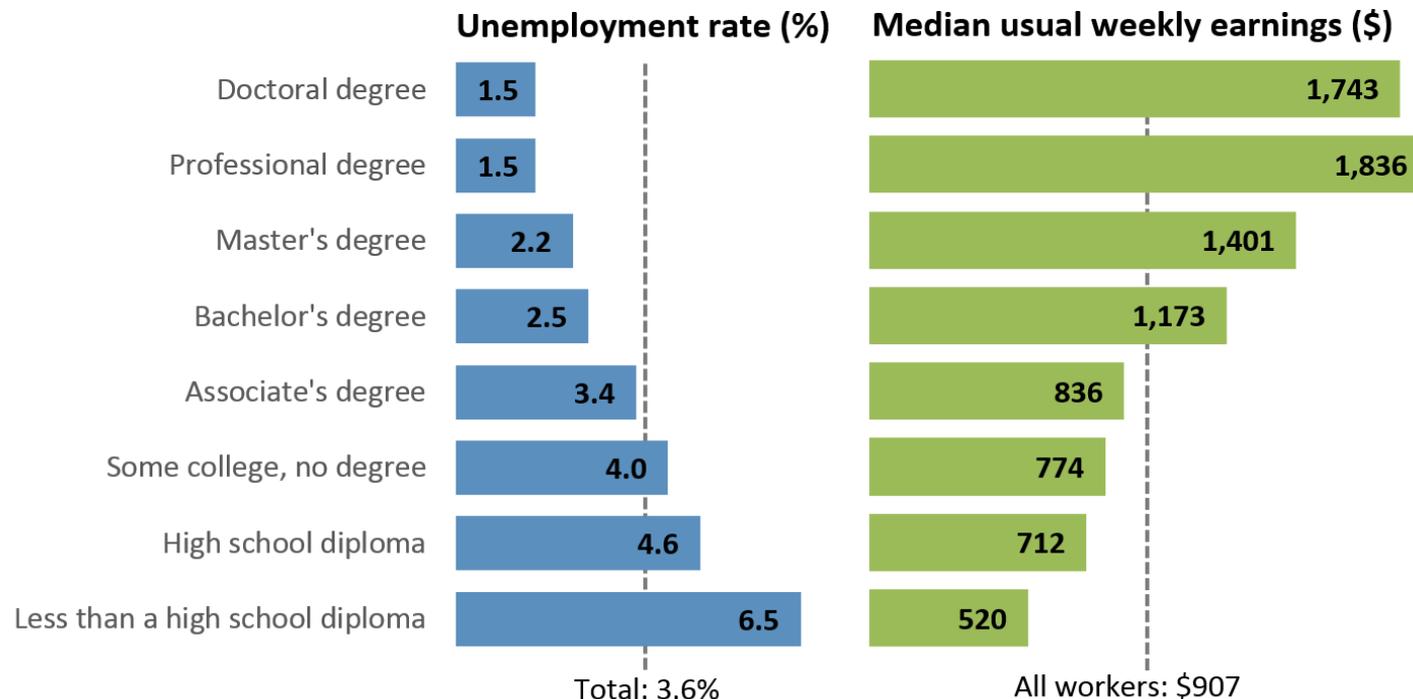
IPUMS
PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

200% of the federal poverty level = approximately \$24,000 per year

Why does community college student success matter so much for our communities and the nation?

....because postsecondary education is critical to social mobility and talent development

Unemployment rates and earnings by educational attainment, 2017



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: U.S. Bureau of Labor Statistics, Current Population Survey.



- How have colleges historically defined success?
- What are the implications for reform efforts to date?
- How can we deliver on the promise of social mobility and talent development?



Community
College 1.0:
Access



Community
College 2.0:
Access +
Completion



Community
College 3.0:
Access +
Completion
+ Post-
college
Success





Community College 1.0: Access

Early 20th century:
Junior colleges providing post-secondary liberal arts education to prepare students for transfer.

Great Depression Era:
Community colleges as workforce development agents, training semi-professionals to train industrial workers.

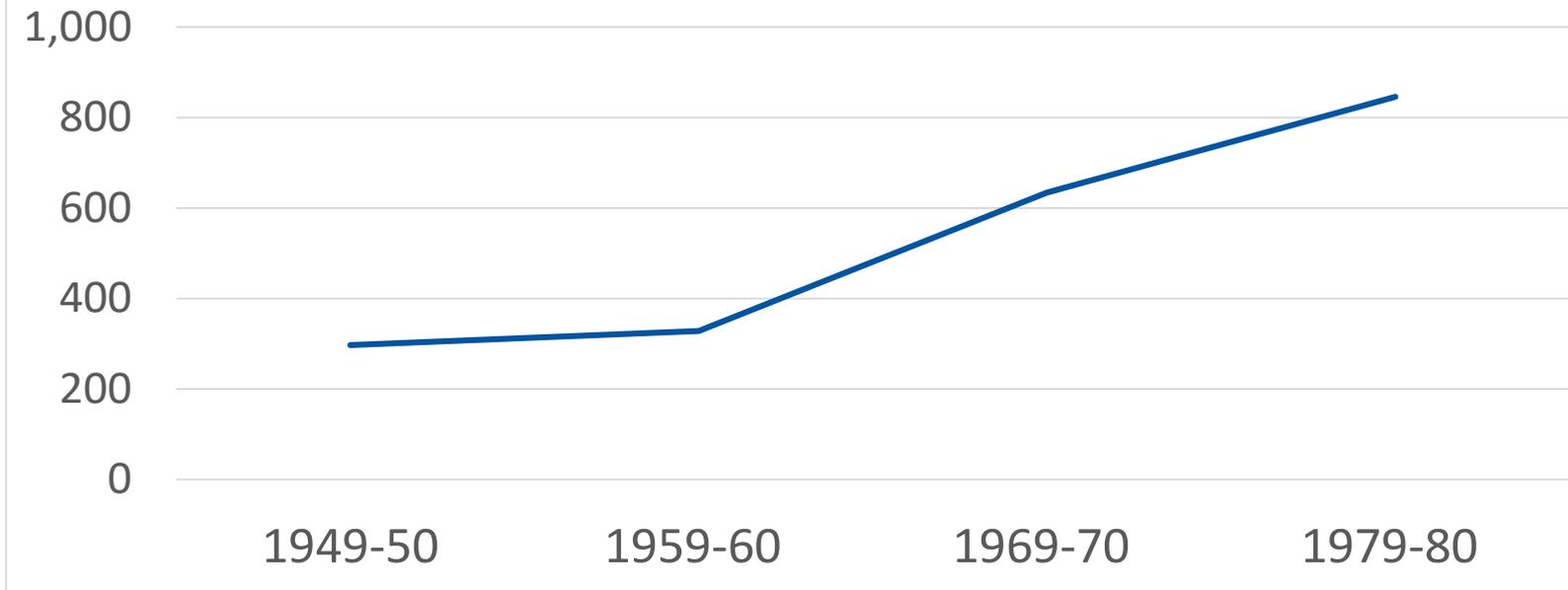
Post-WWII: GI Bill leads to expansion of community college enrollments.

1960s-1970s: Pell Grant program for low-income students leads to enrollment boom.





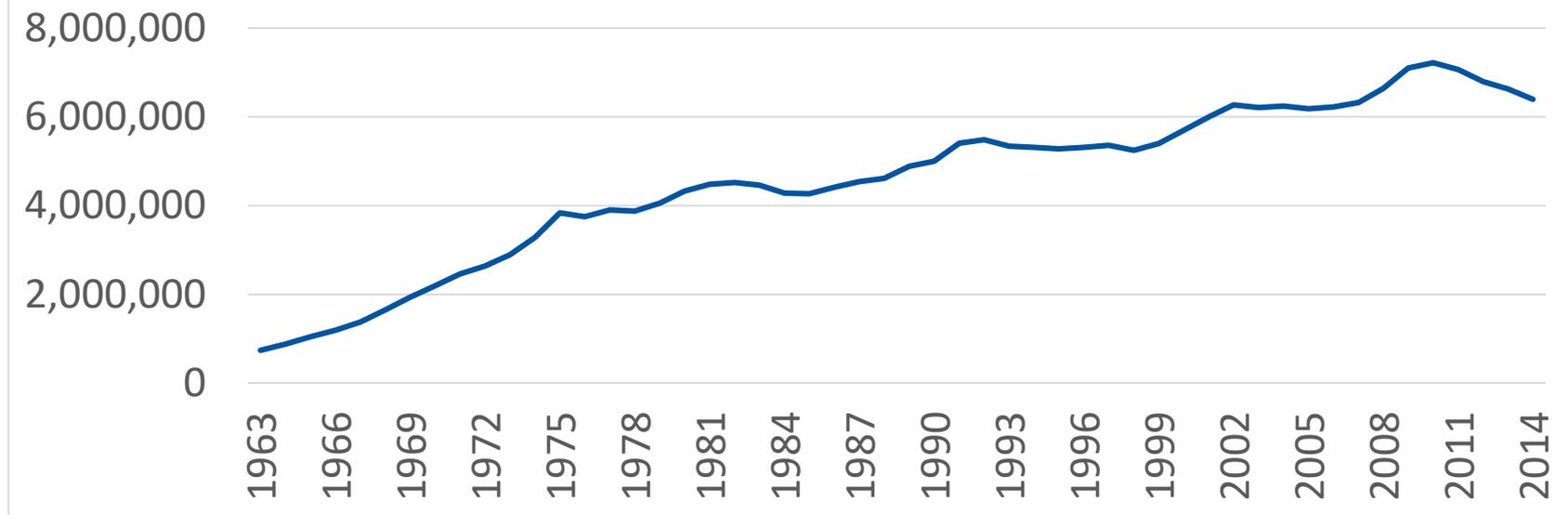
Increase over time in the number of community colleges



Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2016, Table 317.10.

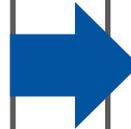


Total Fall Enrollment at Community Colleges, 1963-2014



Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2015, Table 303.25; 2011, Table 199

Legacy of Community College 1.0: Access



- Increased course and program offerings to meet the increased demand associated with expanded enrollment.
- Increased developmental education needs due to more underprepared students.
- Young leaders moved into president and provost positions.

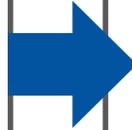
Community College 2.0: Access + Completion

Legacy #1	Large number of underprepared students enrolling in community colleges.
Reform	Improve developmental education outcomes through acceleration, contextualization, etc.
Outcome	Higher rates of students completing developmental sequence, but lack of improvement in overall completion rates and little to no improvement in race and income-based equity gaps.

Community College 2.0: Access + Completion

Legacy #2	Large number of programs and courses offered at community colleges.
Reform	Guided pathways: <ul style="list-style-type: none">• Clear course sequences & other learning per degree• Reorganizing advising to get students on & through pathways
Early results	Leaders must take on institution-wide reform rather than a series of independent initiatives, new kinds of leadership are needed.

Completion is not
enough.



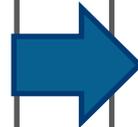
- Students don't aim to complete.
- Not all degrees are created equal.
- Some degrees don't have independent value.
- Inequities persist at program level.



Community College 3.0: Access + Completion + Post-College Success



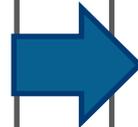
Community College 3.0: Access + Completion + Post-College Success



- Build clear guided pathways aligned to post-graduation success in transfer and work.
- Examine data on post-completion outcomes.
- Align student learning and advising systems (including program choice & financial aid) to transfer and work goals.



Community College 3.0: Access + Completion + Post-College Success



- Engage four-year universities to improve transfer and bachelor's attainment.
- Engage employers in defining common goals for talent development.
- Engage CBOs in delivering non-academic supports.



Where do your college's pathways lead?



Where do your college's pathways lead?



...to transfer and a bachelor's degree?



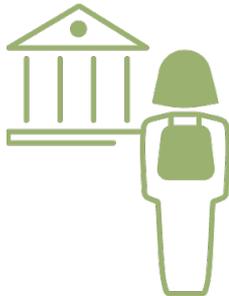
...to employment with family-sustaining wages?



Where do your college's pathways lead?



...to transfer and a bachelor's degree?



...to employment with family-sustaining wages?



The vast majority of students who enroll in a community college plan to one day earn a bachelor's degree.

Most never make it.

1.7 Million

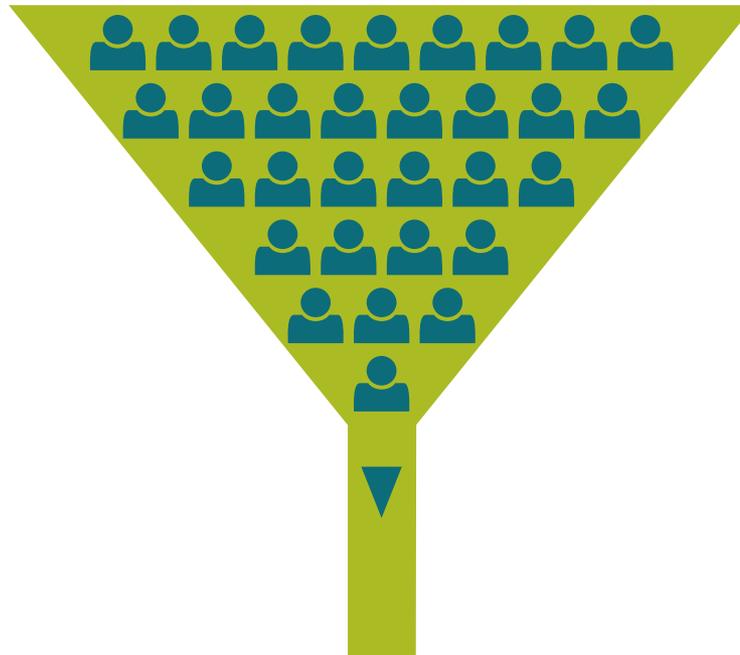
new students enroll in a
community college each year



80%

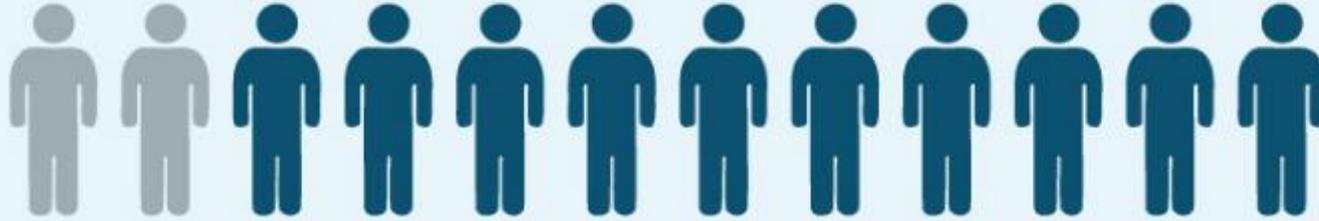
plan to get a
bachelor's degree
or higher

We tracked **720,000** community college students who started in the fall of 2007 in pursuit of a college credential

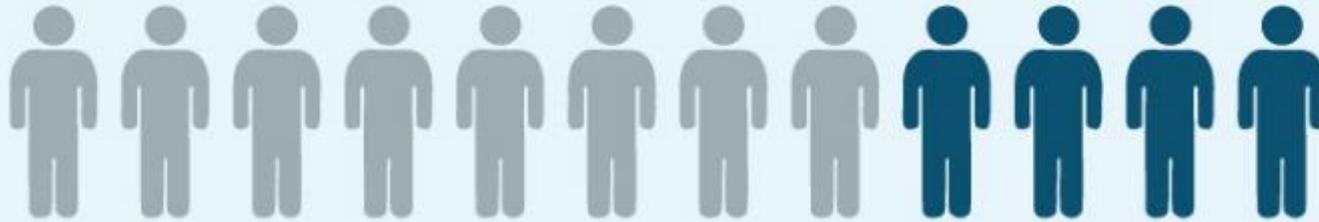


Only 100,000 earned a bachelor's after 6 years

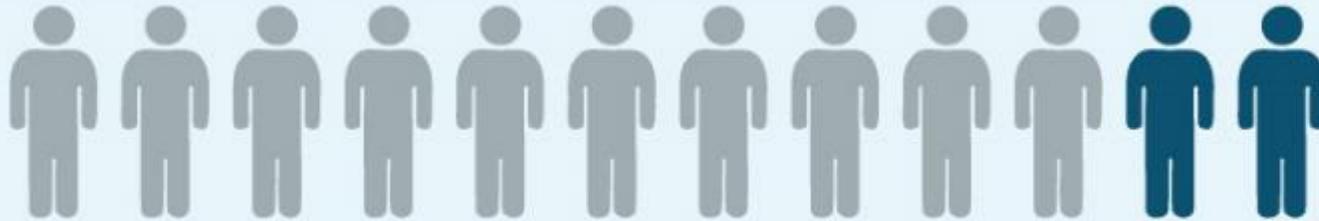
Transfer Students Struggle to Earn a Bachelor's Degree



80% of new community college students aim to earn a bachelor's.



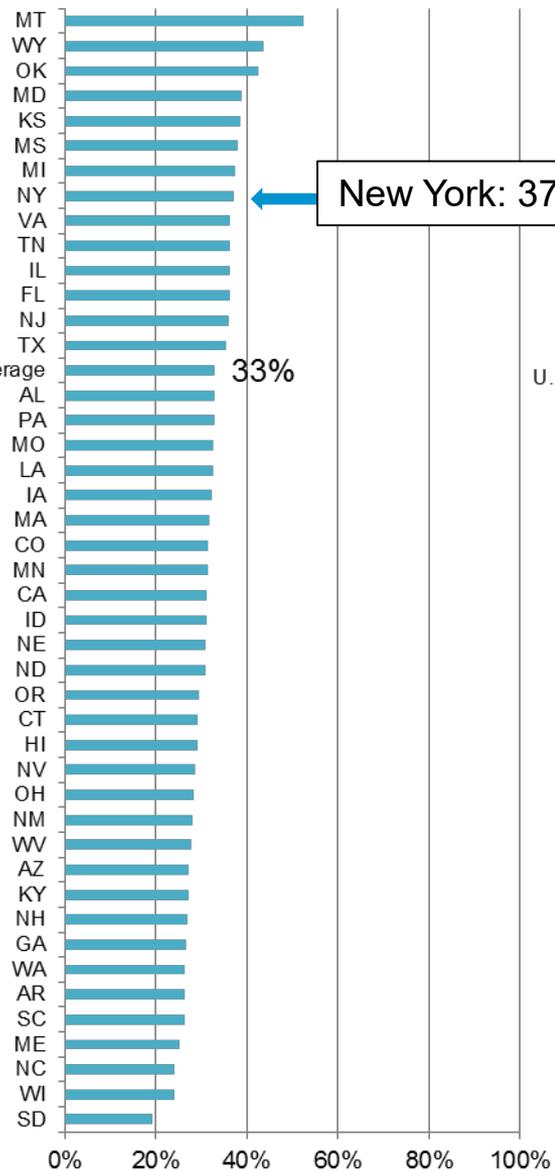
33% of these students transfer to a 4-year college within 6 years.



14% earn a bachelor's within 6 years of starting college.

For more information, see *Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees* (New York, NY: Community College Research Center).

Transfer-Out Rates



Transfer-With-Award Rates

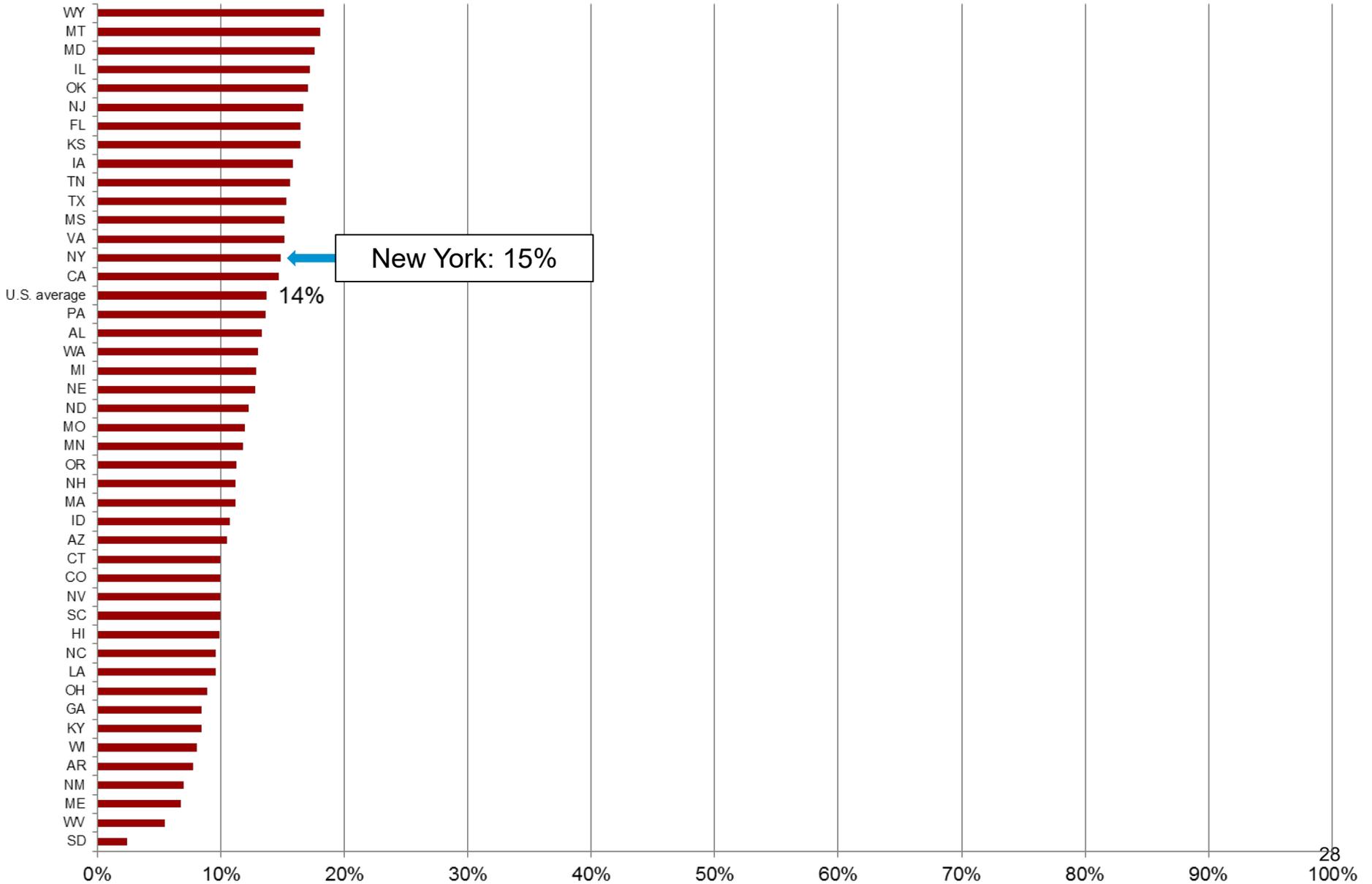


Transfer-Out Bachelor's Completion Rates

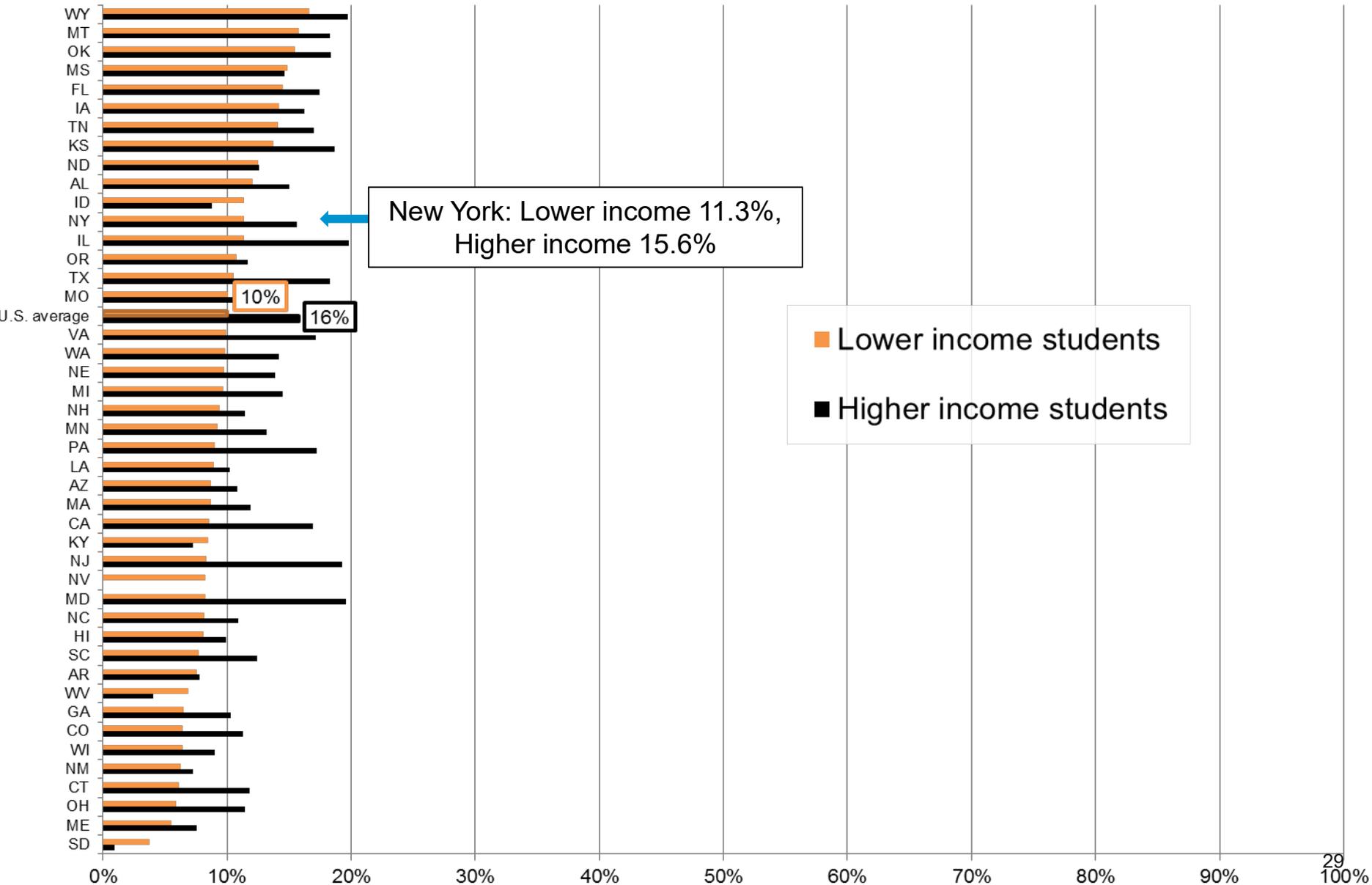




Community College Cohort Bachelor's Completion Rates by State



Community College Cohort Bachelor's Completion Rates, by Student Income





On average, students lose **43%** of credits when they transfer.*



Just **58%** of students can successfully transfer 90% of their credits.

And **15%** can't transfer any credits at all.

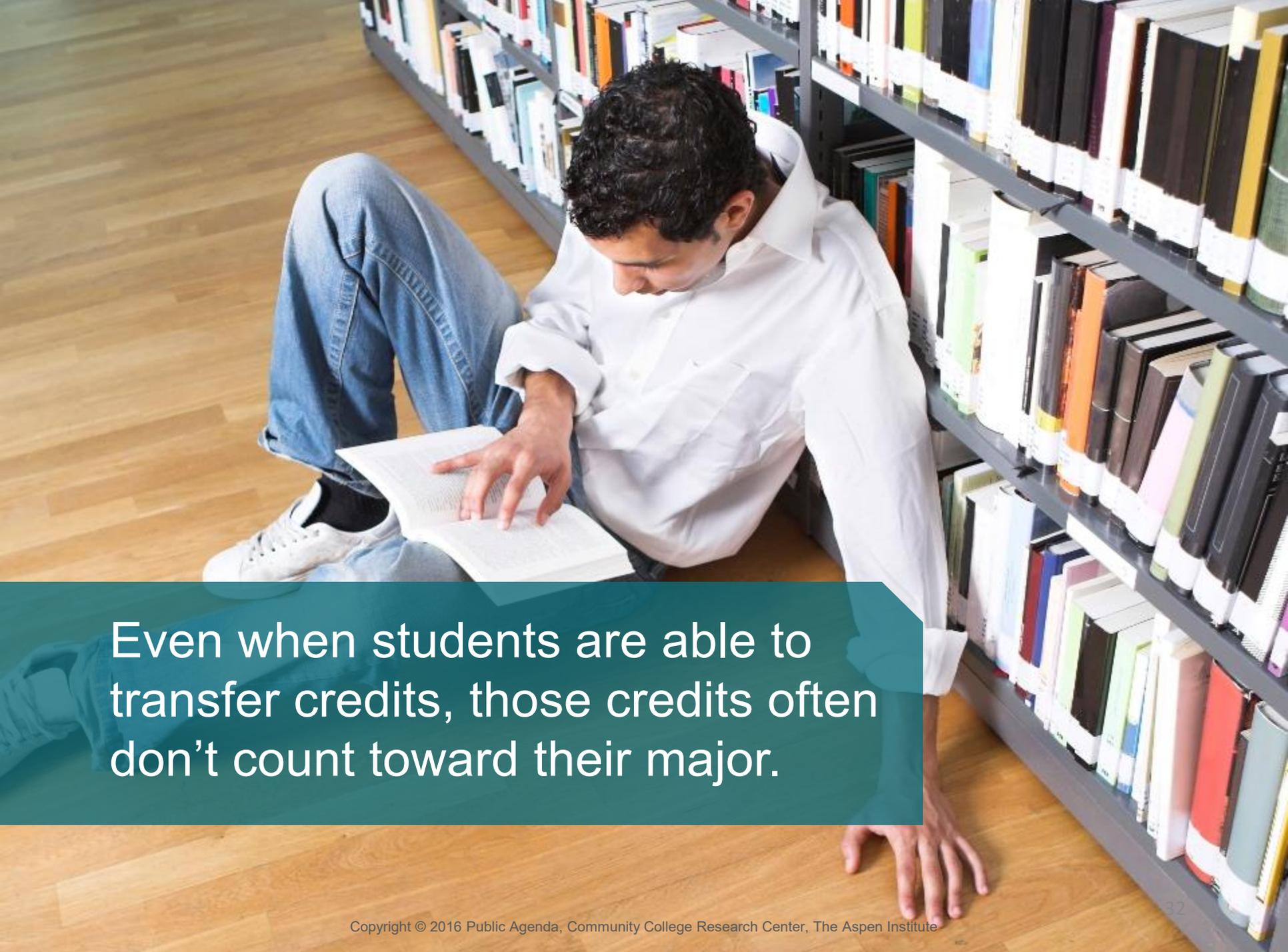


Even when credits **do** transfer, they often don't count toward a major.

*From: U.S. Government Accountability Office, *Students Need More Information to Help Reduce Challenges in Transferring College Credits*, 2017
<http://www.gao.gov/products/GAO-17-574>

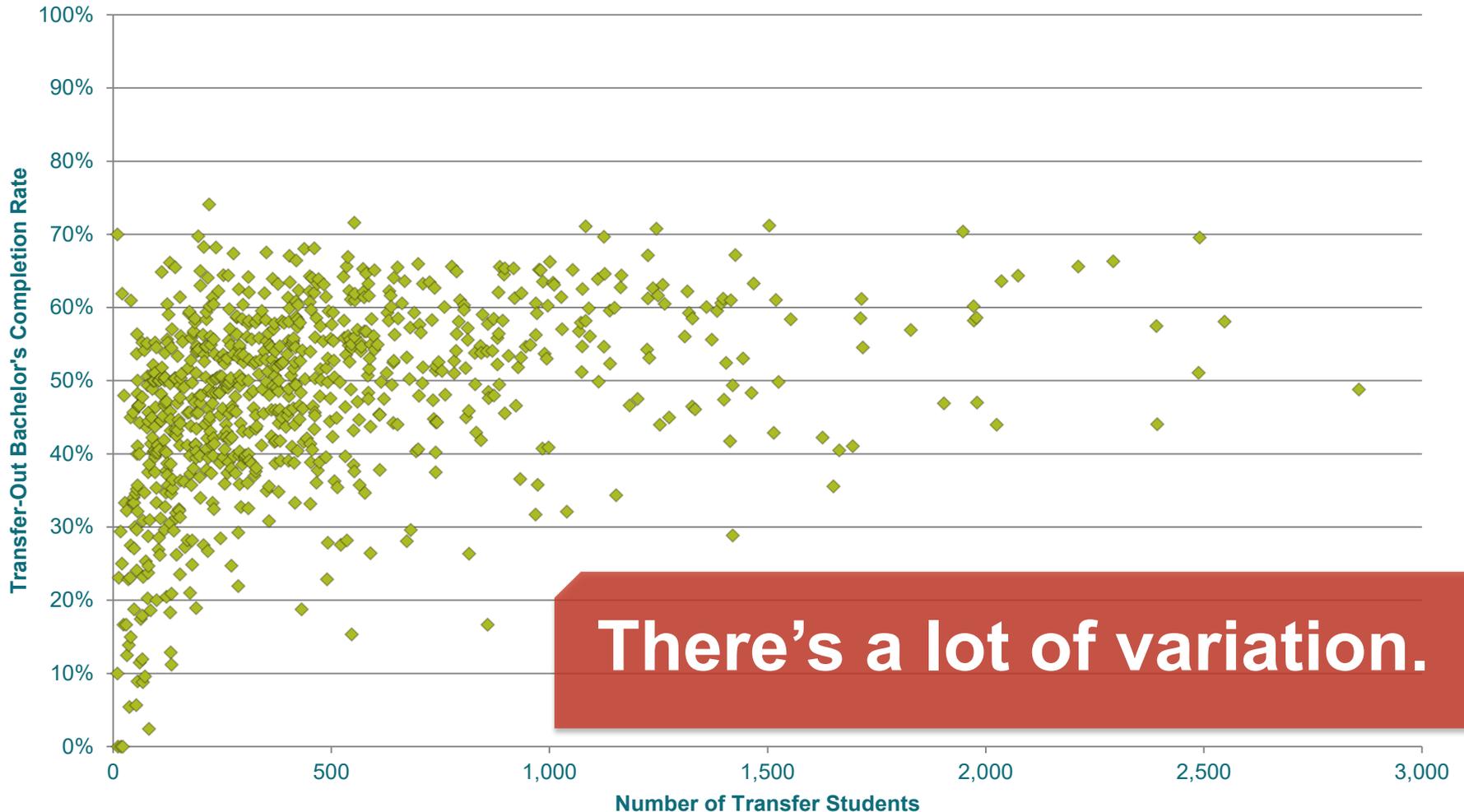
“The increasing stratification of higher education makes transfer the most important—and perhaps the only—viable avenue [to postsecondary success] for students from underserved groups.”

**2012 Report from the College Board’s
Commission on Transfer Policy and Practice**



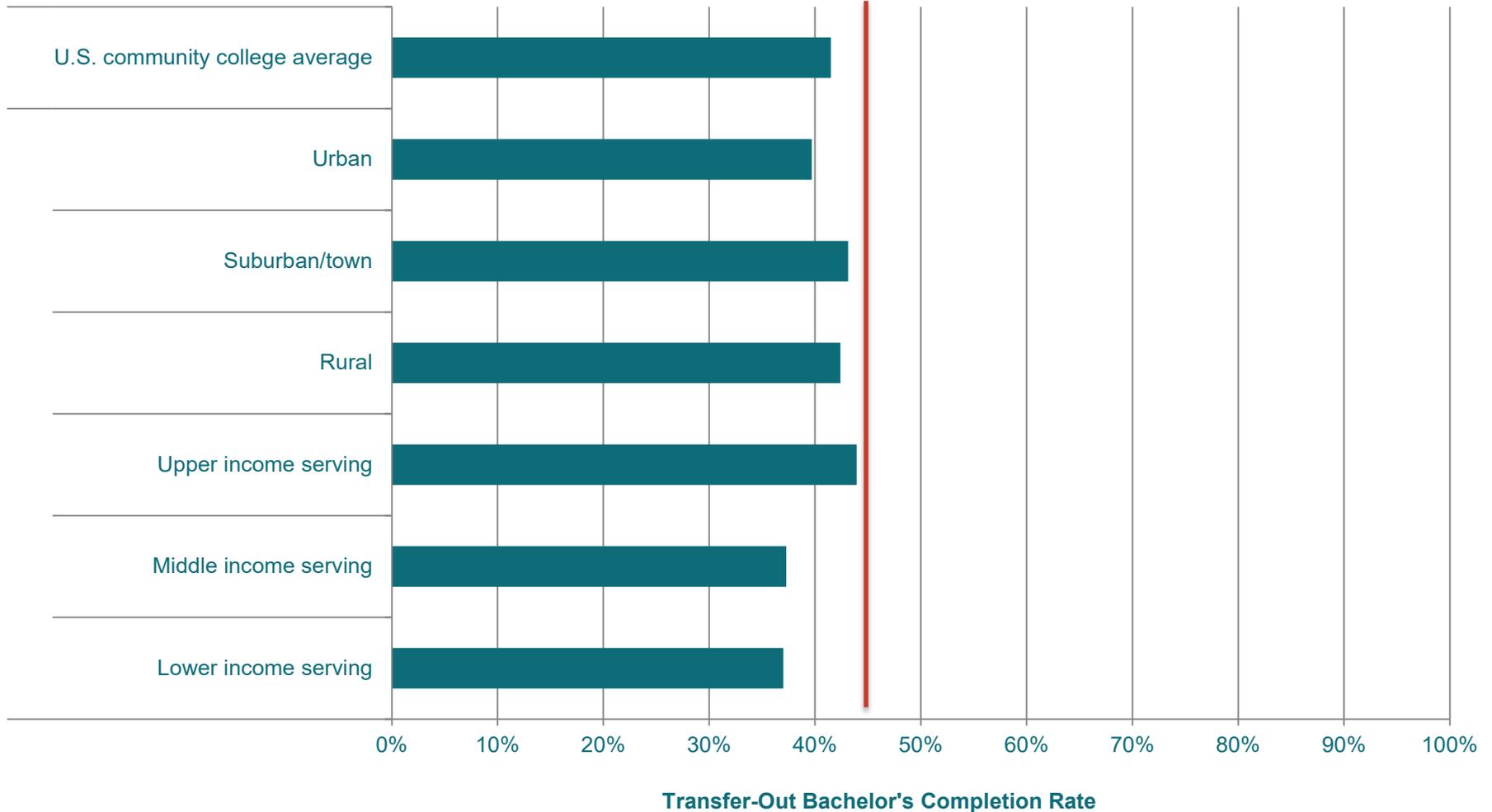
Even when students are able to transfer credits, those credits often don't count toward their major.

These are the bachelor's completion rates for transfer students, by individual community college.

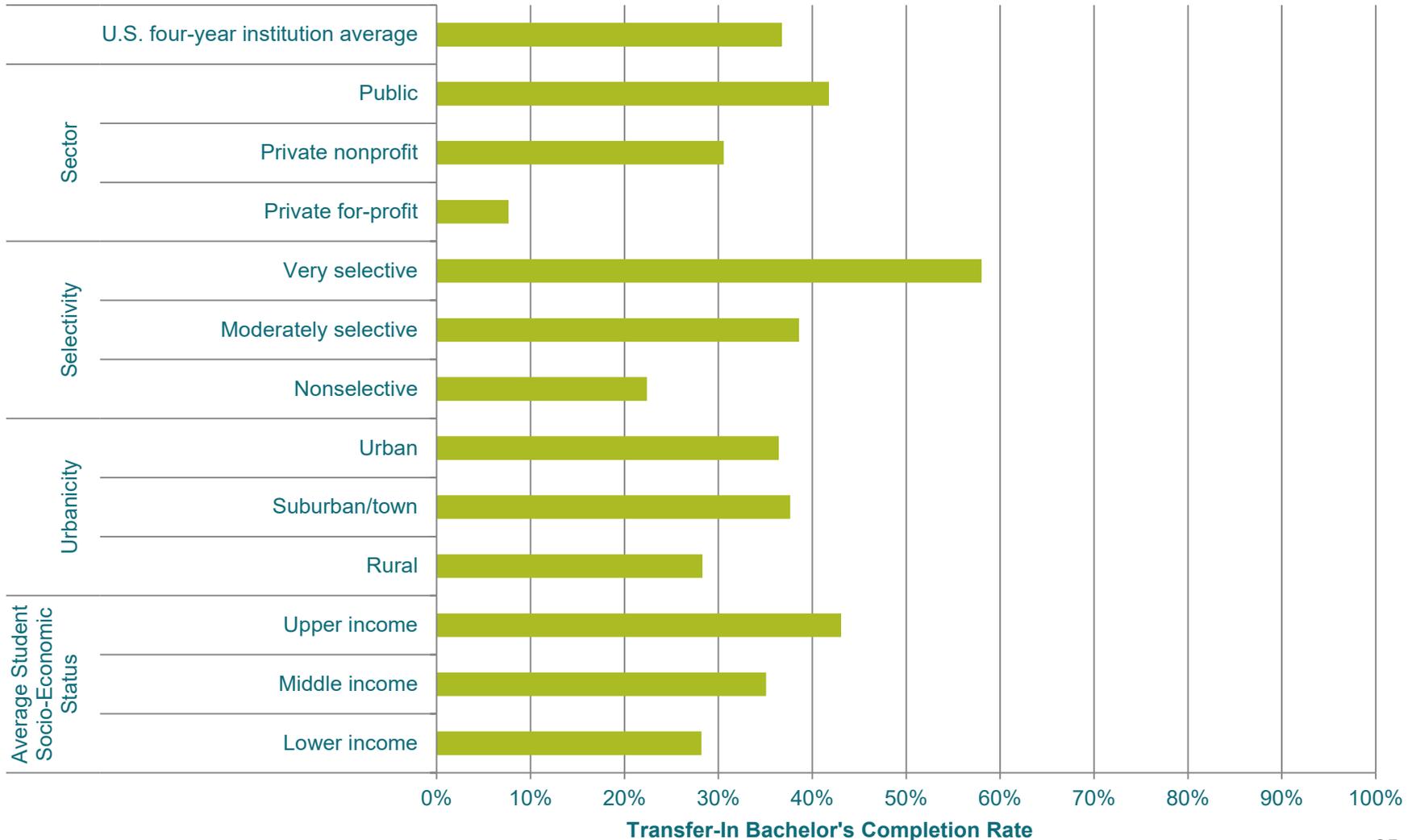




While outcomes at community colleges vary, what we might imagine would predict variation **doesn't**.



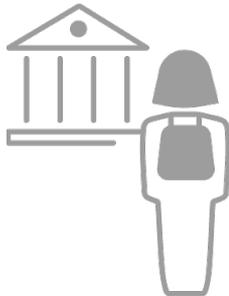
On the other hand, the characteristics of 4-year schools matter when it comes to how many transfer students get a bachelor's.



Where do your college's pathways lead?



...to transfer and a bachelor's degree?



...to employment with family-sustaining wages?





Where do your pathways lead?

- Who are your transfer partners?



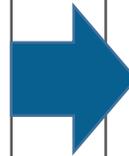
- How many students from your college transfer to each of your partner institutions each year?
- What do they major in?





Where do your pathways lead?

- Who are your transfer partners?
- What are student outcomes like at your partner institutions?



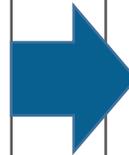
- What are the overall four-year graduation rates at each college?
- What are the graduation rates for your students who transfer there?





Where do your pathways lead?

- Who are your transfer partners?
- What are student outcomes like at your partner institutions?
- Which courses transfer in each major at common transfer destinations?



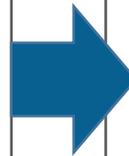
- Make sure you have transfer maps through 4-year completion.
- Use maps to determine which courses transfer *for credit in the major*.
- Ensure that conversations will continue beyond the initial mapping.





Where do your pathways lead?

- Who are your transfer partners?
- What are student outcomes like at your partner institutions?
- Which courses transfer in each major at common transfer destinations?
- Do you know when the major requirements change at your four-year partner institutions?



- Develop annual systems for updating program maps in partnership with the four-year institutions.



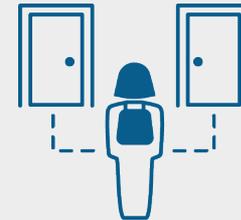


Is your advising aligned to transfer?

- When are your students deciding on a meta-major and transfer destination?



Students need to decide in the first year to ensure effective pathways.



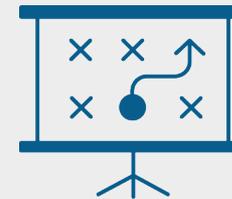


Is your advising aligned to transfer?

- When are your students deciding on a meta-major and transfer destination?
- Do students have a four-year plan?



Students need to have a plan for bachelor's attainment that includes financial aid considerations.



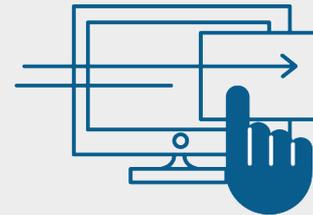


Is your advising aligned to transfer?

- When are your students deciding on a meta-major and transfer destination?
- Do students have a four-year plan?
- Do you know when students are off-track?



Degree audit process should be tailored to transfer maps.





Is your advising aligned to transfer?

- When are your students deciding on a meta-major and transfer destination?
- Do students have a four-year plan?
- Do you know when students are off-track?
- Are your advisers connected to the advisers at the four-year school?



Create common goals and opportunities to communicate about what is working and what is not.



Valencia College



Leaders worked with the University of Central Florida to develop a program that guarantees university admission to Valencia graduates, locate a facility on Valencia's main campus, and ensure that transfer is seamless for students.

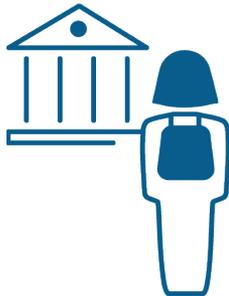
Result: UCF enrolls thousands of Valencia transfers who succeed at rates nearly identical to students who start at UCF, and are twice as diverse.



Where do your college's pathways lead?



...to transfer and a bachelor's degree?



...to employment with family-sustaining wages?



Higher Education Is Key to Economic Mobility

A Rising Bar for Entry into the Middle Class That Many Are Unprepared to Meet

1970s



70% of American workers had a high school education or less



More than 50% of these workers earned middle-class wages

Higher Education Is Key to Economic Mobility

A Rising Bar for Entry into the Middle Class That Many Are Unprepared to Meet

1970s



70% of American workers had a high school education or less



More than 50% of these workers earned middle-class wages

2015



55% of “good jobs” required more than a high school degree

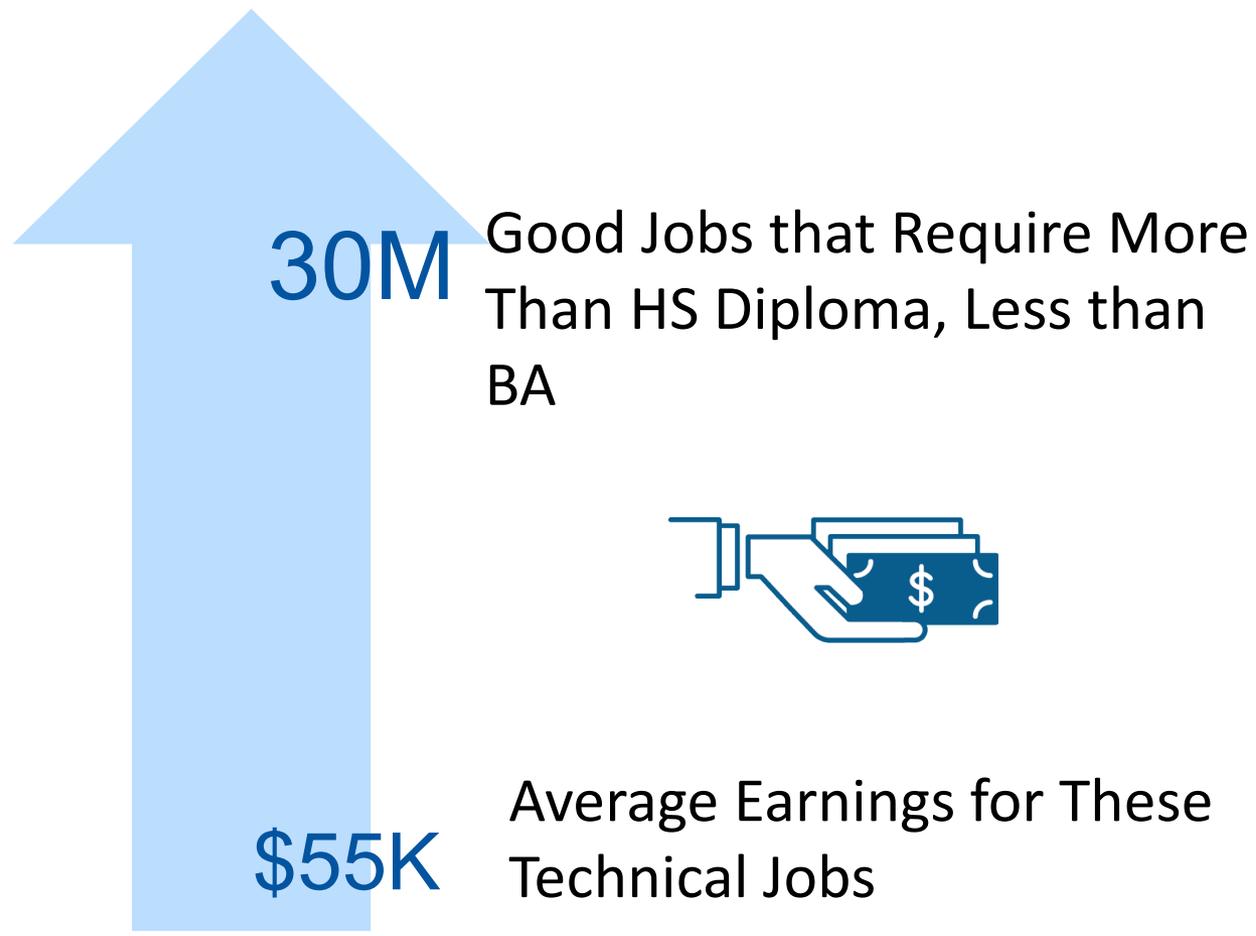


Only 42% of Americans have a college credential



Higher Education Is Key to Economic Mobility

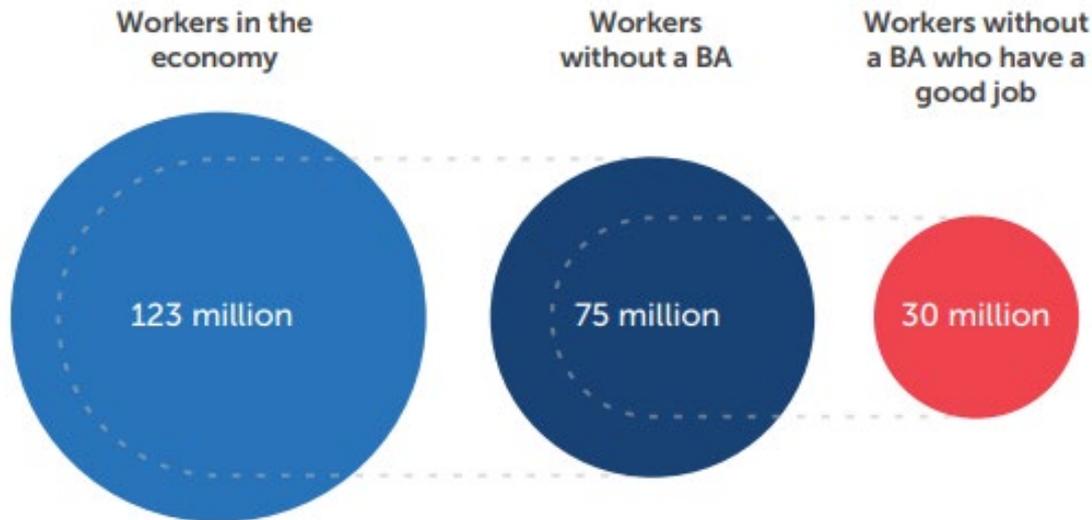
Some Community College Credentials Offer Paths To Good Jobs...



**Between 2014-2024,
48% of job openings
will be middle skill**

Higher Education CAN BE Key to Economic Mobility

Some Community College Credentials Offer Paths To Good Jobs...but Others Don't



Over half of all workers without a BA are not employed in jobs with family sustaining wages (\$35k or higher per year).

Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey Annual Social and Economic Supplement (March)*, 1992-2016.

Who Has Been Left Out of the Job Market?



Under- and Unemployed:

Approximately 27 million adults 24 – 66 who are not working or in school, including “discouraged workers” who would like a job but have stopped looking.



Opportunity Youth:

Approximately 5-7 million young adults ages 16-24 who are not working or in school.



Community Colleges Are Keys to Talent Development and Economic Mobility

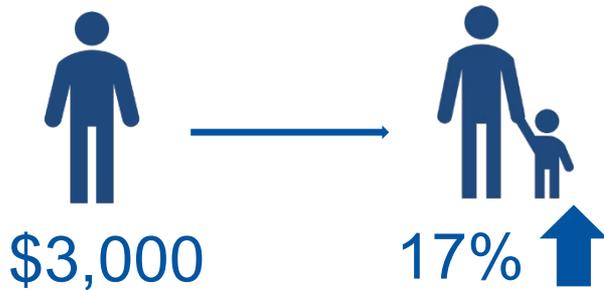
- 44% of low-income students start at community colleges
- About 50% of students from under-represented minorities start at community colleges
- 30% of first-generation students start at community colleges
- 45% of all undergraduates are enrolled in community colleges





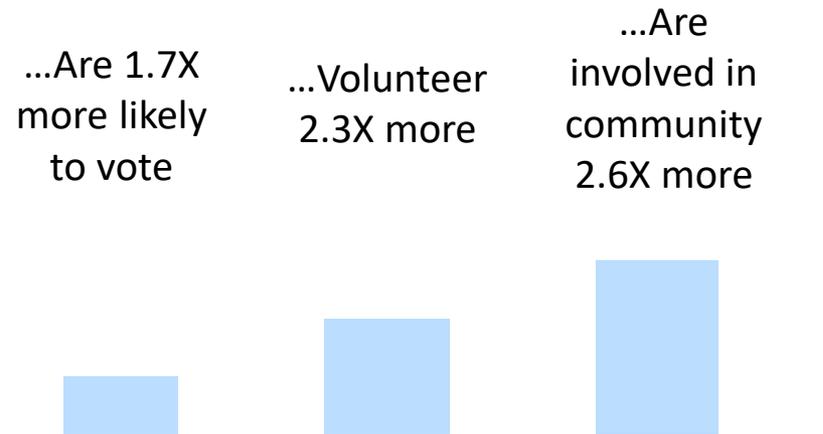
Community Colleges Can Drive Talent Development and Economic Mobility

...Creating Impact That Reverberates Across Communities for Generations



A **\$3,000 difference in parents' income** when their child is young is associated with a **17 percent increase in the child's future earnings**. A relatively small increase in household income can have a significant, lasting positive impact on the life of a child.
(Aspen Ascend, 2-Gen Strategy)

Civic Engagement: College Graduates...





What steps can colleges take to improve students' workforce outcomes?

- Align pathways to good jobs.



- Know data on current job outcomes for graduates and labor market projections over coming years (including bachelor's degrees).
- Examine disparities in who gets access to what.
- Prioritize certain CTE pathways for mapping and advising.





What steps can colleges take to improve students' workforce outcomes?

- Align pathways to good jobs.
- Develop strong partnerships.



- Root partnerships in mutual benefit and clear goals.
- Respond quickly to needs by creating/modifying pathways (which creates trust).
- Establish customer friendly practices.



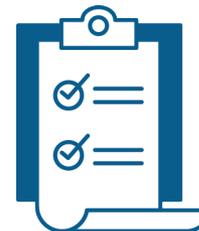


What steps can colleges take to improve students' workforce outcomes?

- Align pathways to good jobs.
- Develop strong partnerships.
- Strengthen internal practices.



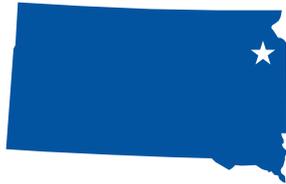
- Develop strong processes for aligning program approval to good jobs and needed skills.
- Enroll diverse students in high value programs.
- Ensure students are learning.
- Review programs regularly with everyone at the table.



Pathways can provide **great value to students.**

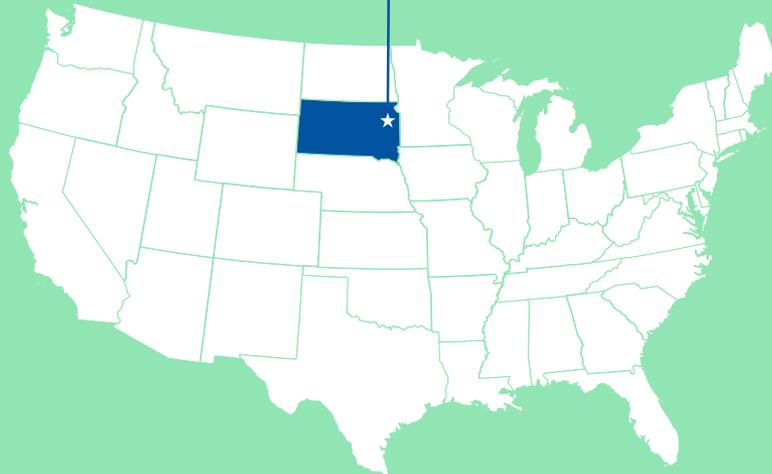


Lake Area Technical Institute



The college brings industry representatives into the classroom to advise students and instructors. The college has also built structural linkages to area businesses, which help develop curriculum, fund programs and scholarships, and help recruit students to the college.

**Result: Strong employment and earnings outcomes for graduates;
76 percent graduation rate.**

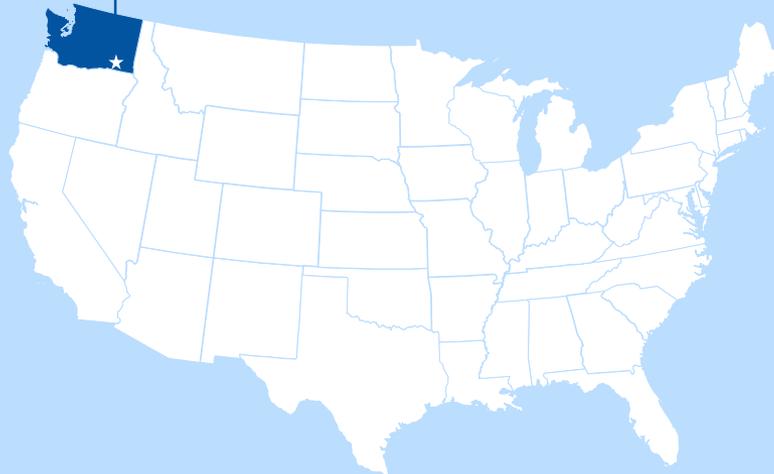


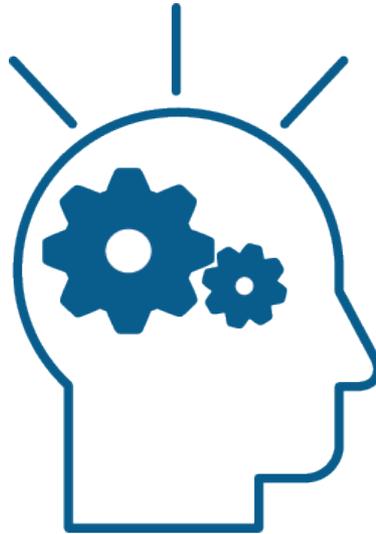
Walla Walla Community College



Walla Walla ties its workforce credentials, general education degrees, and its assets to specific community needs, building programs that ensure that the college effectively serves multiple elements of the community.

Result: Deep community support and ever-expanding opportunity for a diverse student population and the region at large.





Questions?



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Thank you!



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