

# From TTPs To Regional Talent Pathways Partnerships

*Strategies for Strengthening Tennessee  
Transfer/Dual Enrollment Student Outcomes*

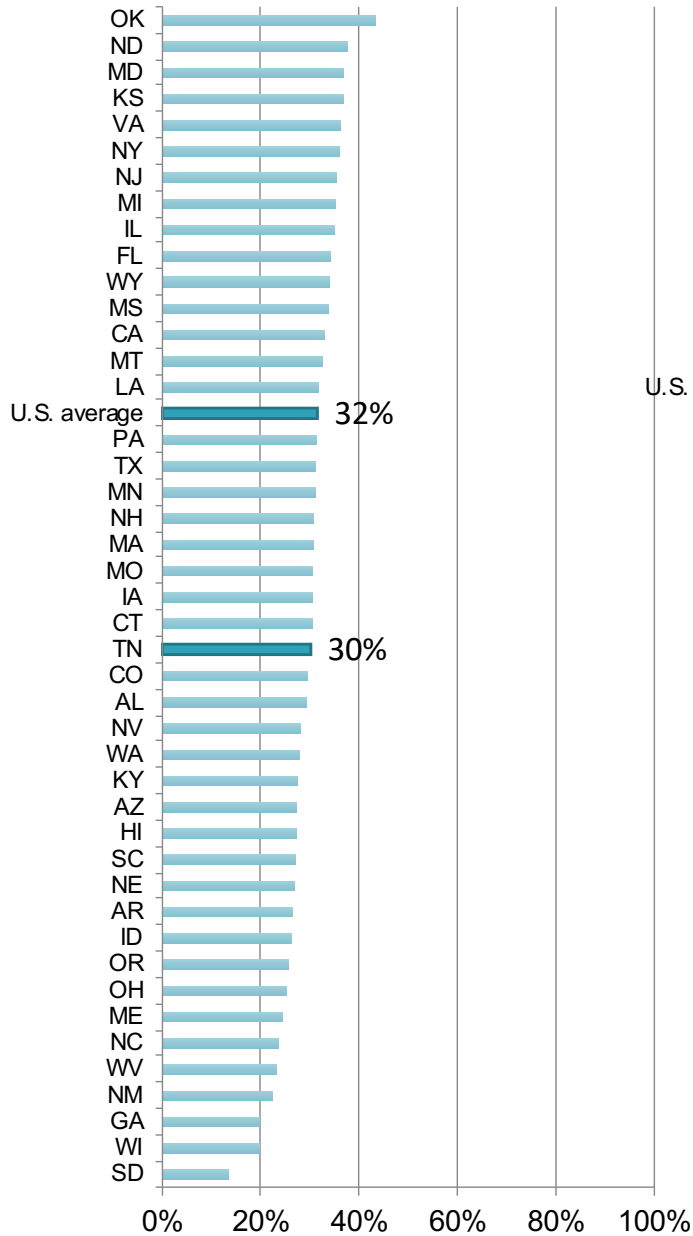
Davis Jenkins  
Community College Research Center

Complete Tennessee Leadership Institute  
January 14, 2020

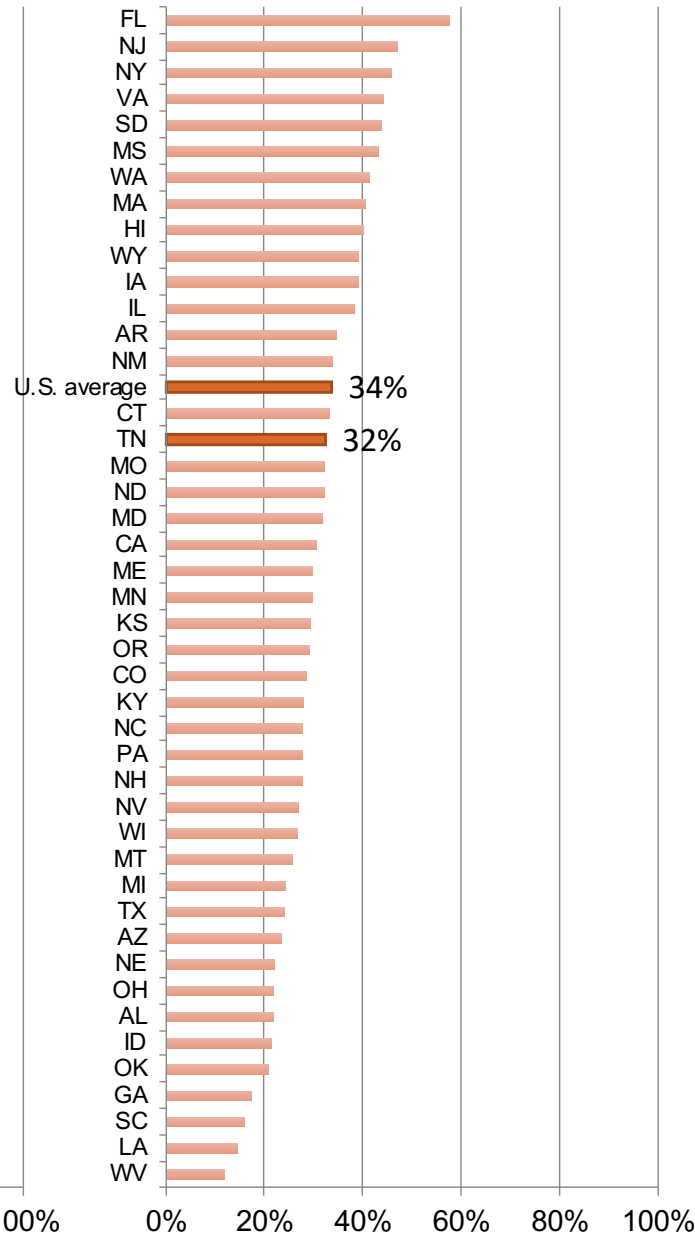
# TN Community College Transfer and Dual Enrollment Outcomes

NSC's Tracking Transfer update: Fall 2010 Cohort

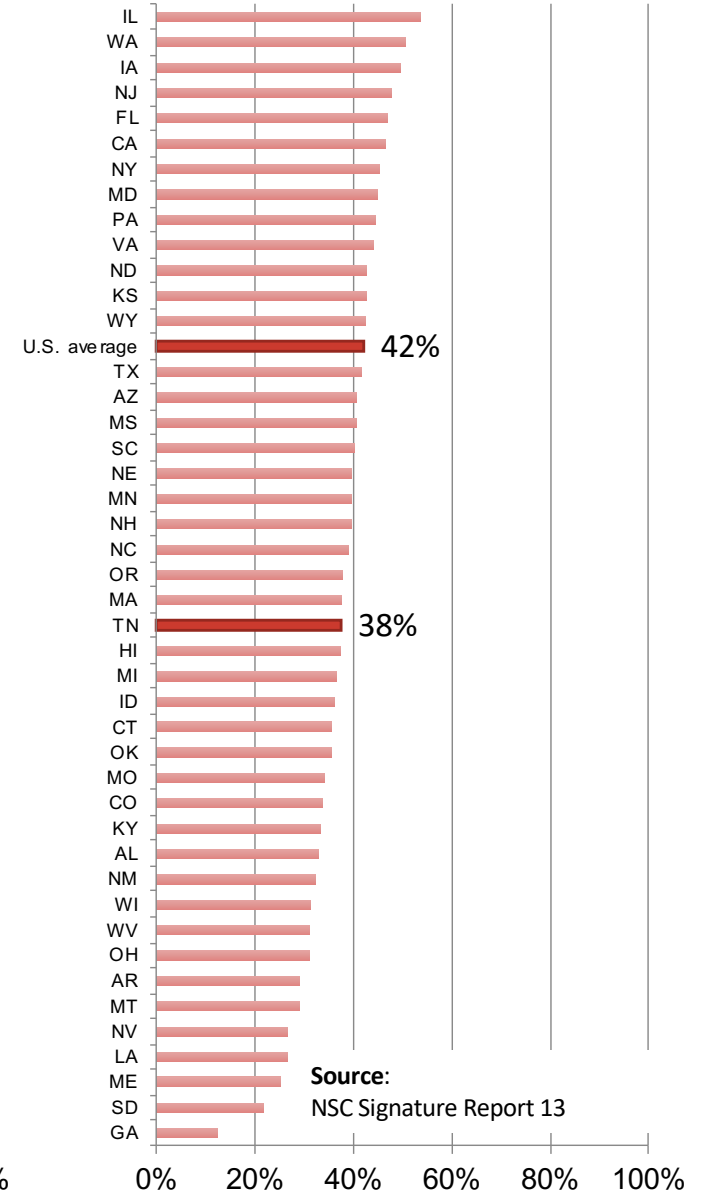
Transfer-Out Rates



Transfer-with-Award Rates



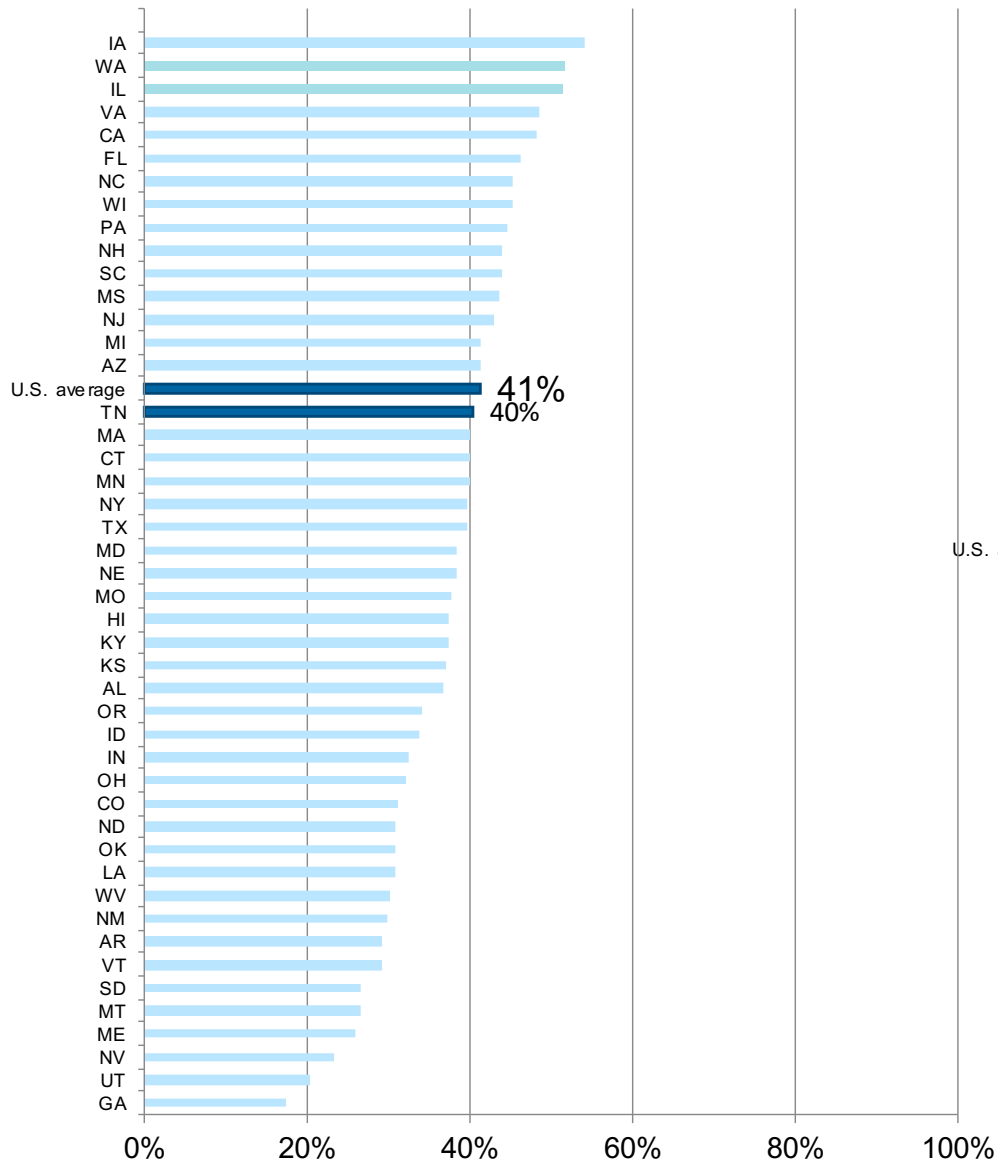
Transfer-Out Bachelor's Completion Rates



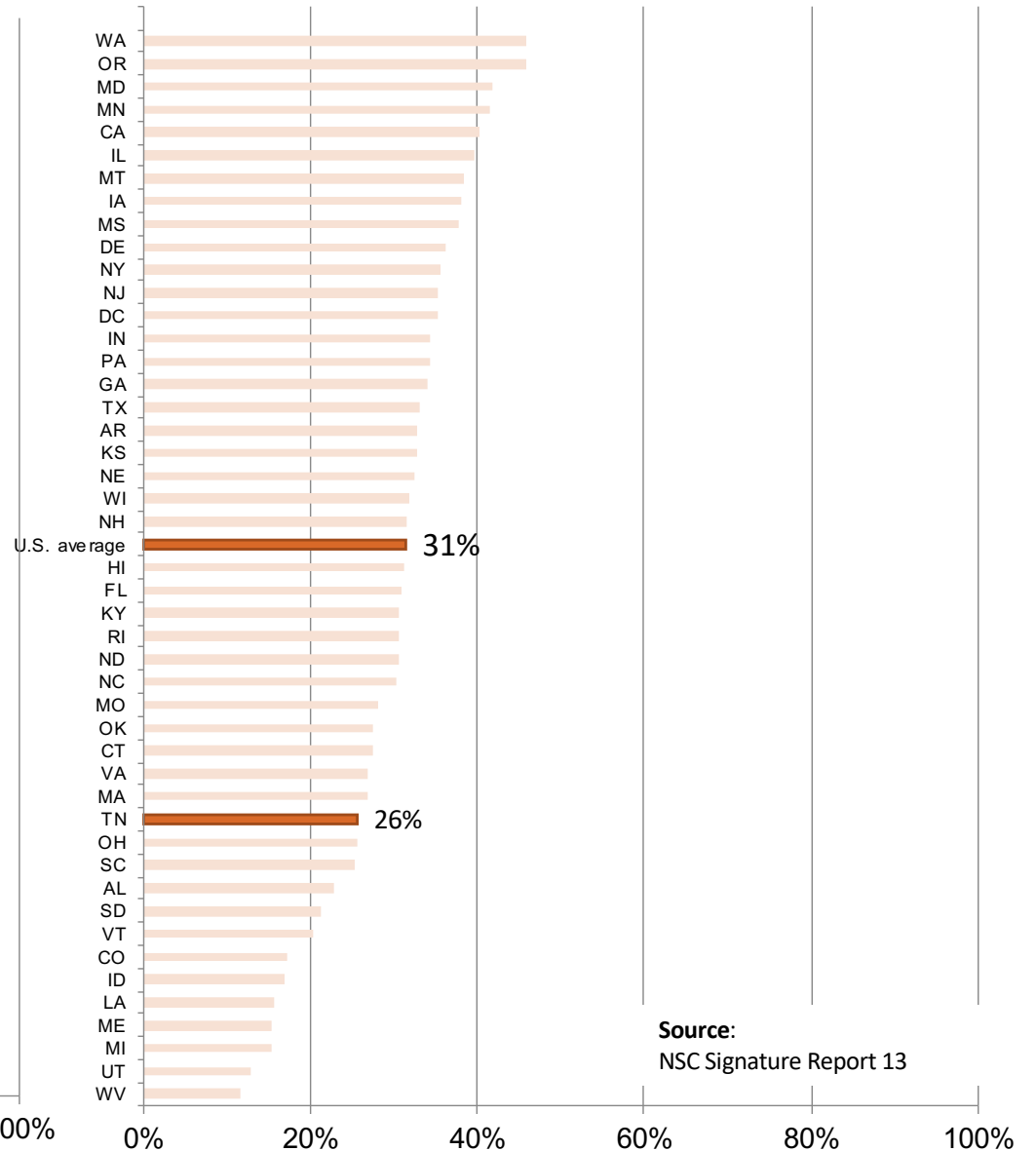
Source:  
NSC Signature Report 13

NSC's Tracking Transfer update: Fall 2010 Cohort

**Transfer-In Bachelor's Completion Rates at Public Four-Year Institutions**



**Transfer-In Bachelor's Completion Rates at Private Non-Profit Four-Year Institutions**

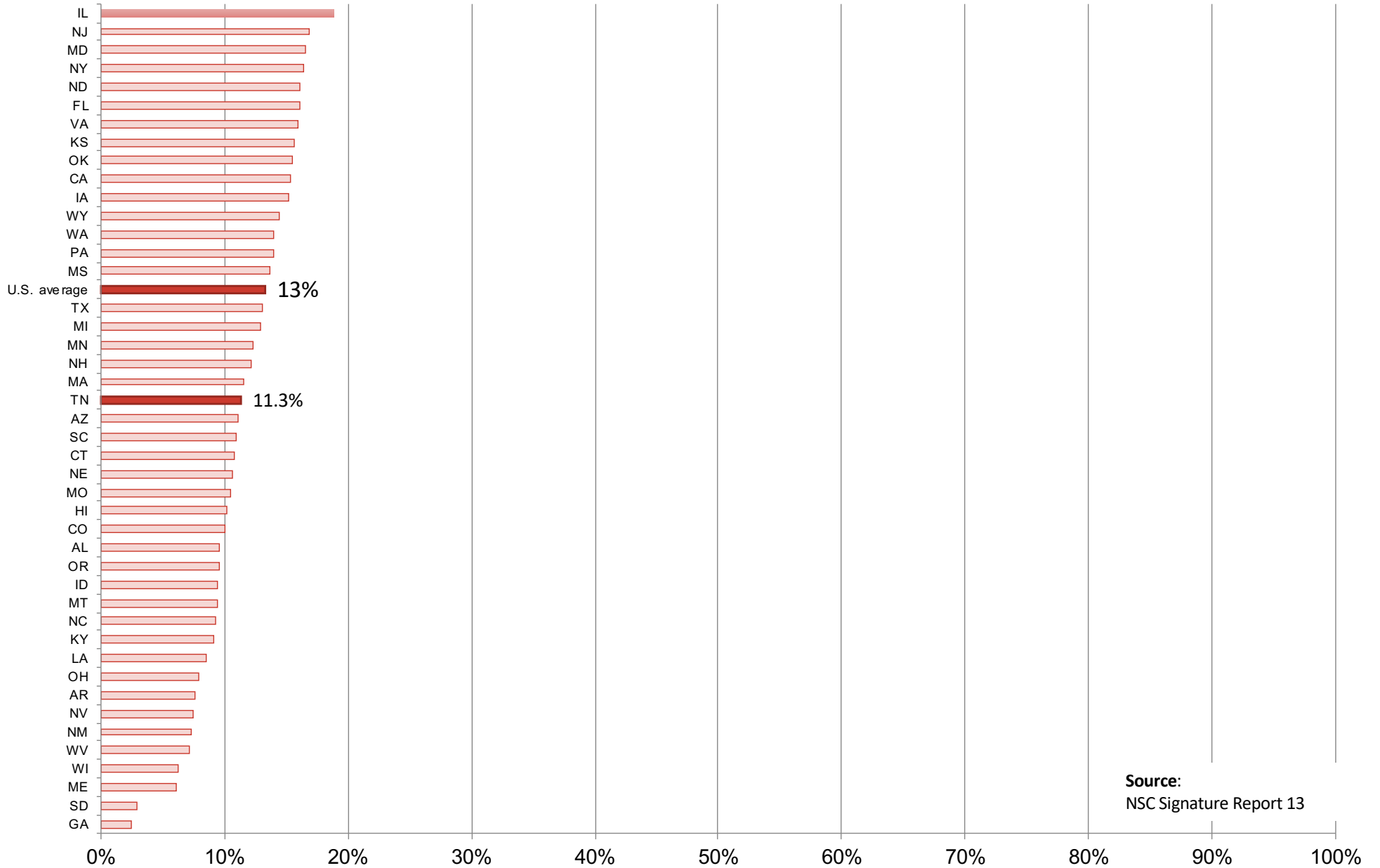


Source:  
NSC Signature Report 13



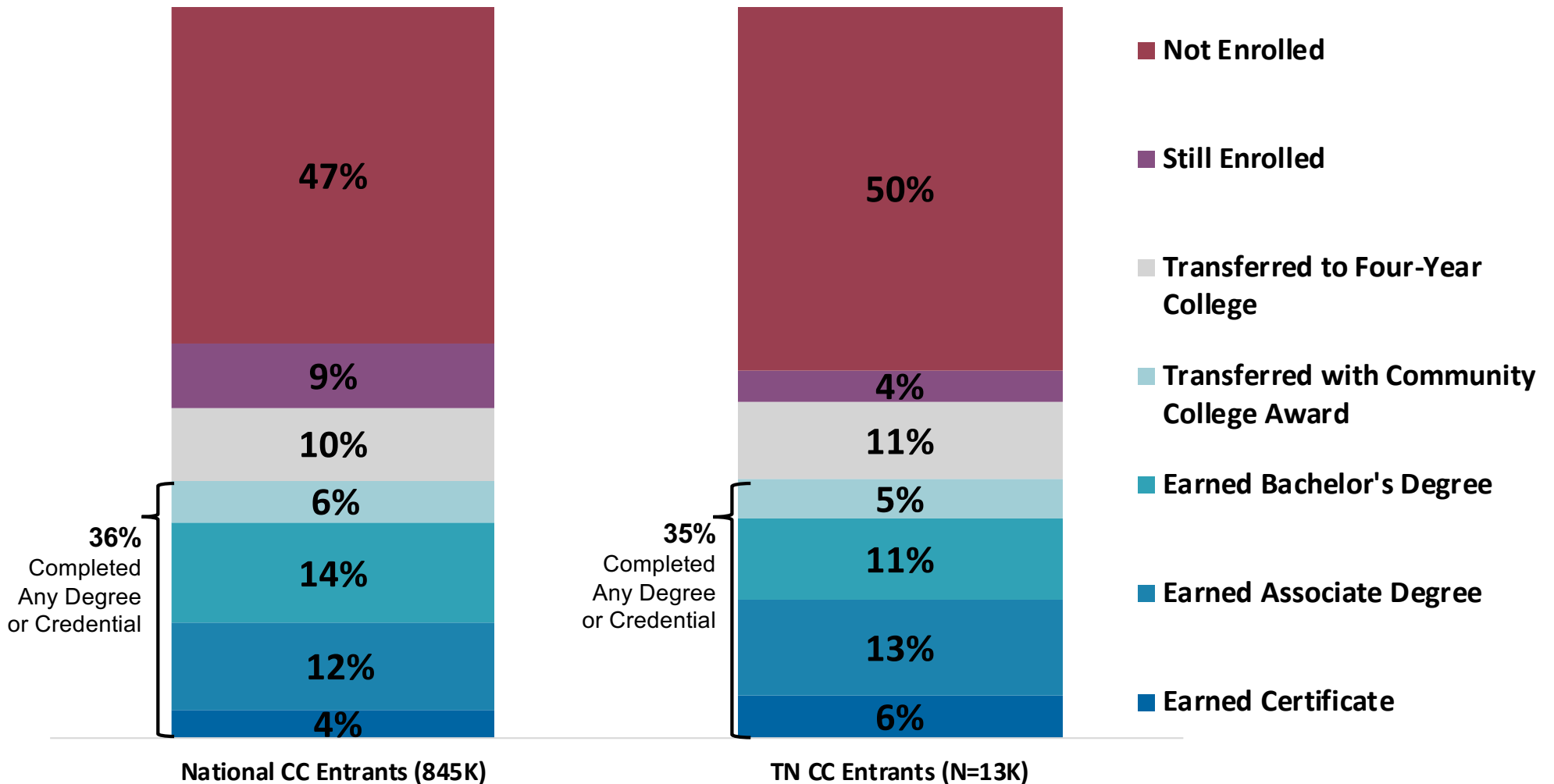
NSC's *Tracking Transfer* update: Fall 2010 Cohort

**Community College Cohort Bachelor's Completion Rates by State**



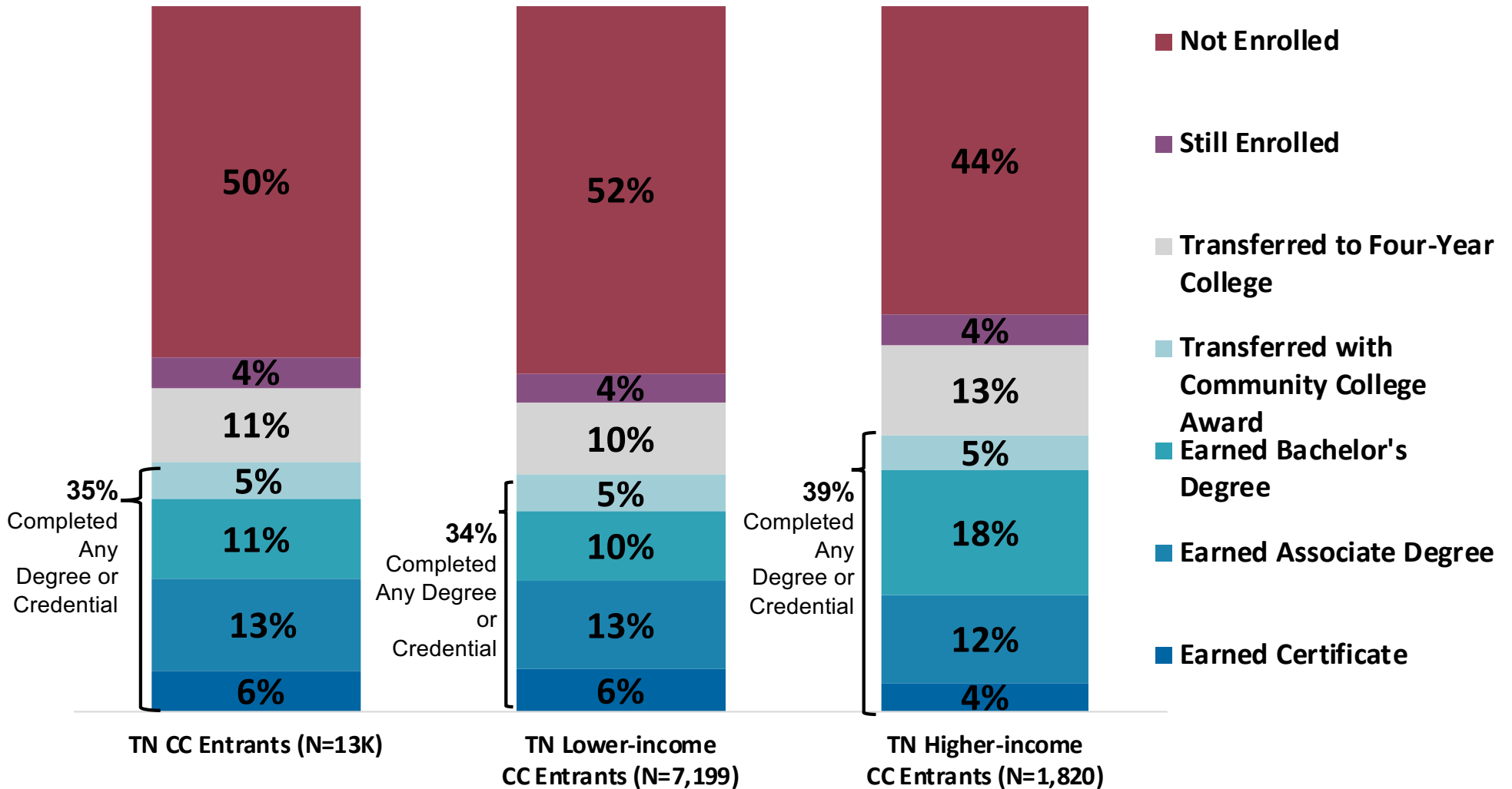
Source:  
NSC Signature Report 13

# Highest Outcomes in Six Years Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



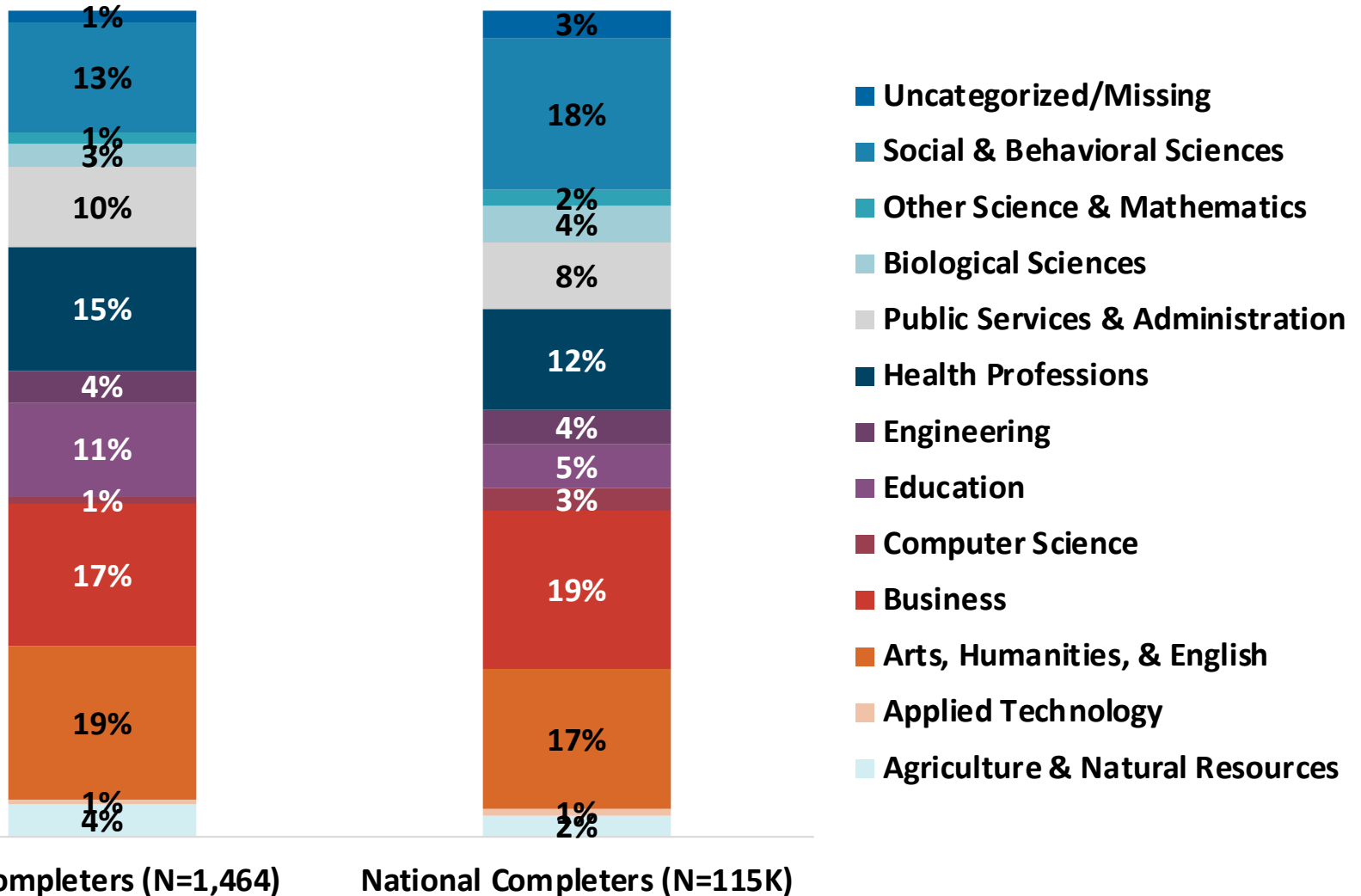
Source: CCRC analysis of NSC data on the fall 2010 FTEIC, degree-seeking community college cohort.

# TN: Highest Outcomes in Six Years by Income Among FTEIC Degree-Seeking Community College Students (Excluding Dual Enrollment Students)



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

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



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

# Recent CCRC Working Paper on Causes of Excess Credits among CC Transfer Students in 2 States

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

**Using Data Mining to Explore Why Community College Transfer Students Earn Bachelor's Degrees With Excess Credits**

John Fink  
Davis Jenkins  
Elizabeth Kopko  
Florence Xiaotao Ran

February 2018

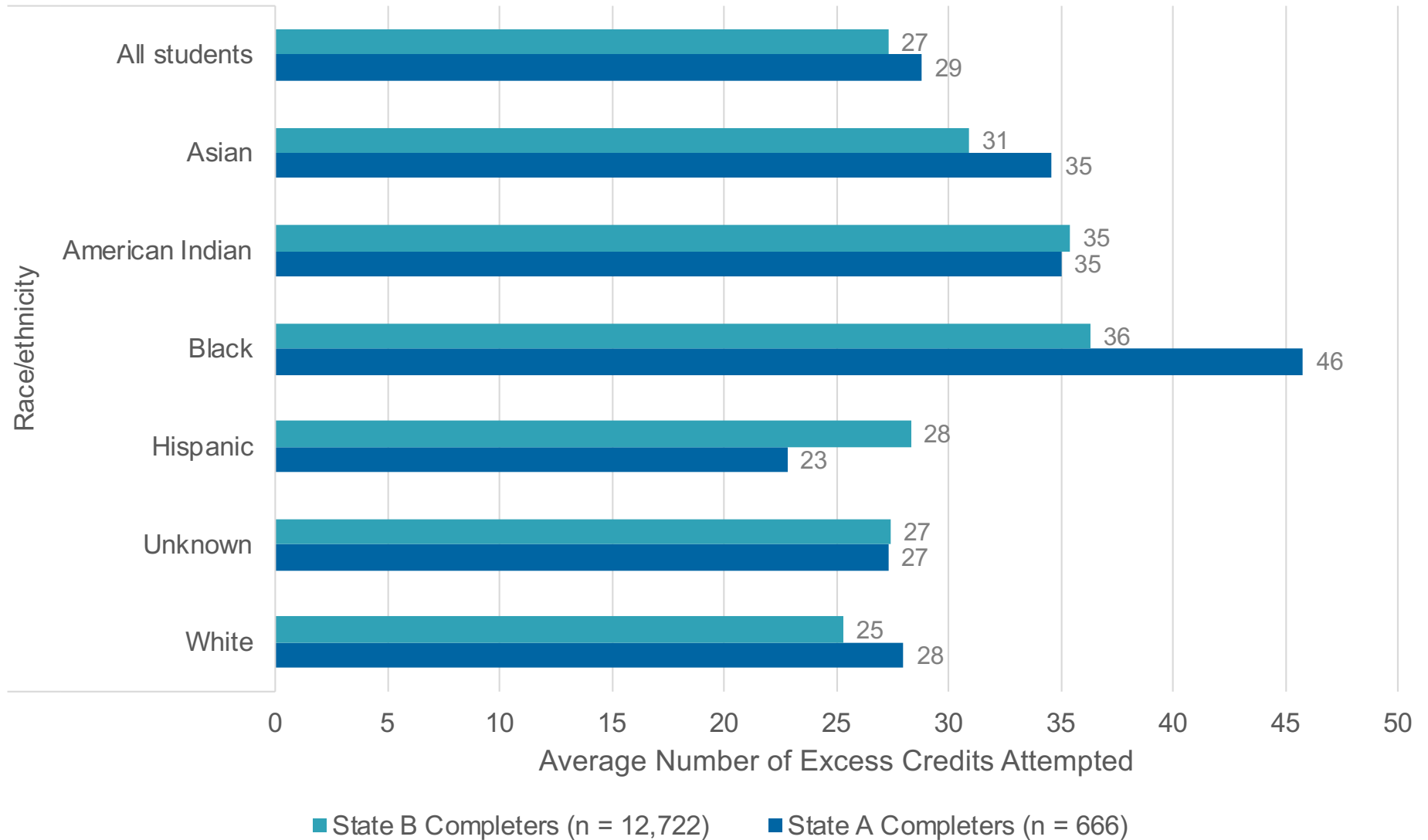
CCRC Working Paper No. 100

*Address correspondence to:*

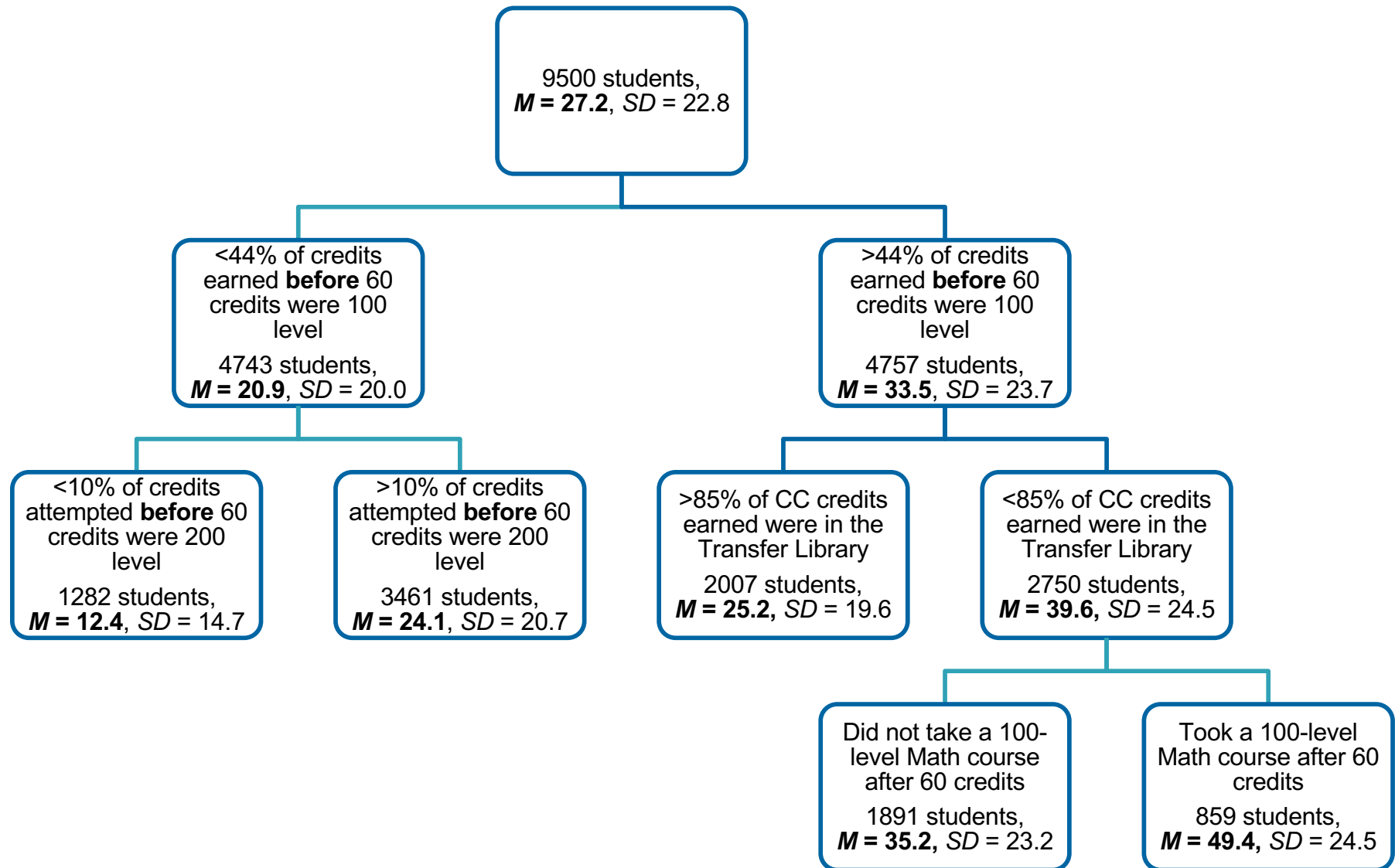
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Funding for this study was provided by the Bill & Melinda Gates Foundation. The authors of this report gratefully acknowledge our partners in the two anonymous states for providing the data for this study. The authors are also grateful for discussion comments from David B. Monaghan on an earlier version of this paper presented at the 2016 Association for Public Policy Analysis and Management Fall Research Conference.

## Excess Credits Attempted among CC Transfers who Completed a Bachelor's Degree



Simplified Partition Tree:  
 State B, 2-year Entrants, Excess Credits Attempted



## **Excess Credits Attempted among CC Transfers who Completed a Bachelor's Degree: Abbreviated Findings**

More excess credit associated with:

- ✓ Taking a 100-level math course after transferring
- ✓ Taking more 100-level courses before and after 60-credits
- ✓ Taking more 200-level courses after earning 60-credits
- ✓ Student Characteristics: More dev ed placements;  
Race/ethnicity: Black

Less excess credit associated with:

- ✓ Taking more courses in statewide transfer library (State B)
- ✓ Taking more 300-level courses before and after 60-credits



# What happens to TN dual enrollment students after high school?

Tracking Former Community College Dual Enrollment Students into College post-HS using National Student Clearinghouse data

## What Happens to Students Who Take Community College “Dual Enrollment” Courses in High School?



September 2017

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NATIONAL STUDENT CLEARINGHOUSE  
RESEARCH CENTER

**John Fink**  
Community College Research Center  
Teachers College, Columbia University

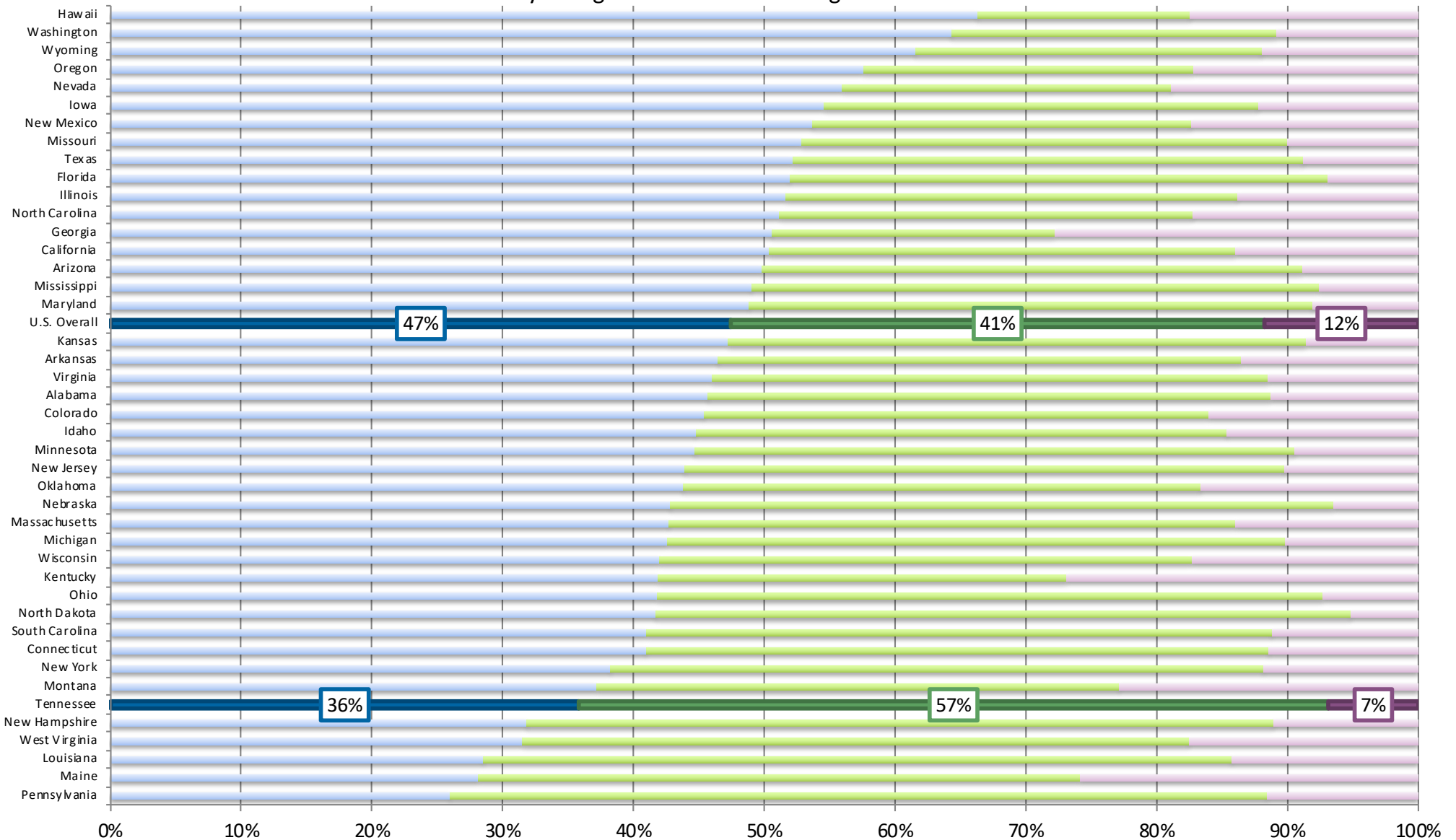
**Davis Jenkins**  
Community College Research Center  
Teachers College, Columbia University

**Takeshi Yanagiura**  
Community College Research Center  
Teachers College, Columbia University

# 93% of former TN dual enrollment students went to college

Former Dual Enrollment Students' First College Matriculations at Ages 18-20, by State

Community College    Four-Year College    No Enrollments



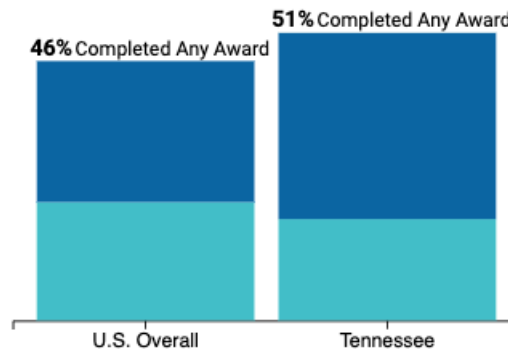


36% first attended a community college

Students who first attended a community college

Highest Outcome

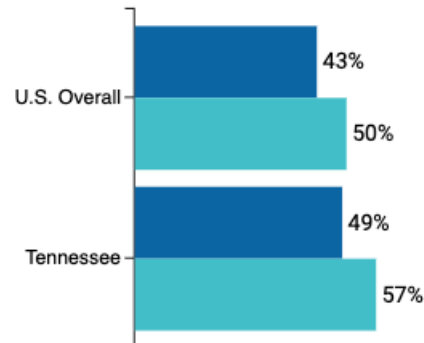
- Bachelor's
- CC Award



Students who first attended a community college

Completed Any Award

- Lower income
- Higher income



## Degree Outcomes 5yrs Post-HS among Former Dual Enrollment Students in Tennessee, by Type of College First Attended

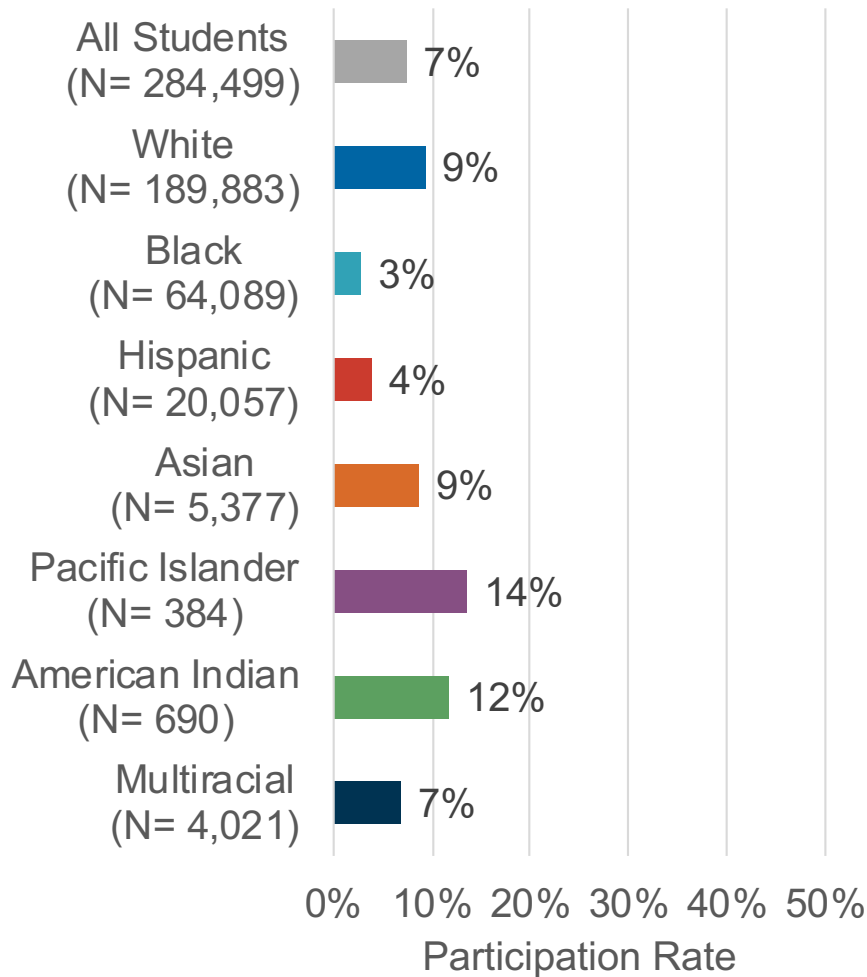


# New Federal Data on Dual/Concurrent Enrollment Participation

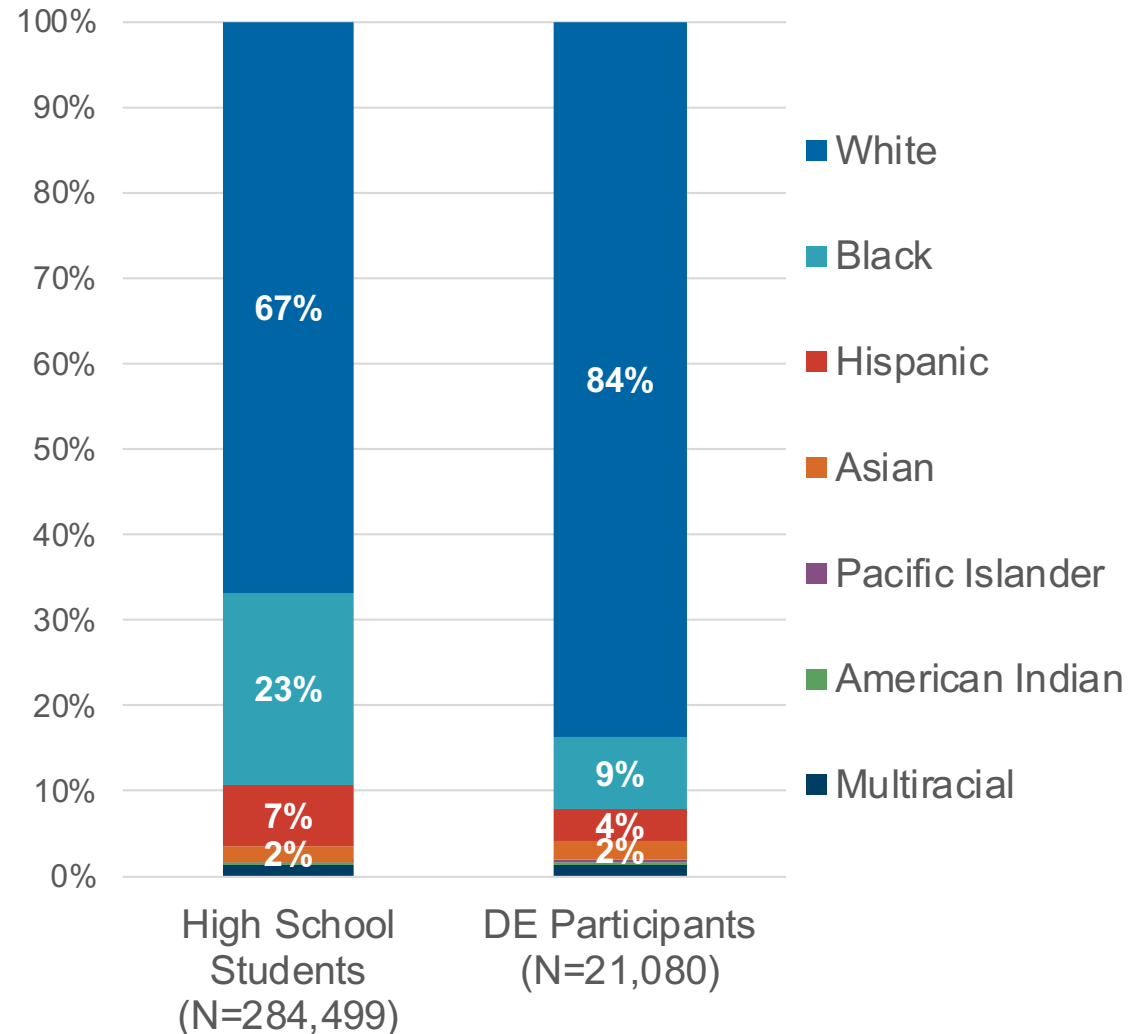
2015-16 CRDC: First ever census of all US public school  
DE participation by race/ethnicity and gender

# TN: US Dept. of Education Data on Participation in Dual Enrollment in 2015-16

DE Participation Rates



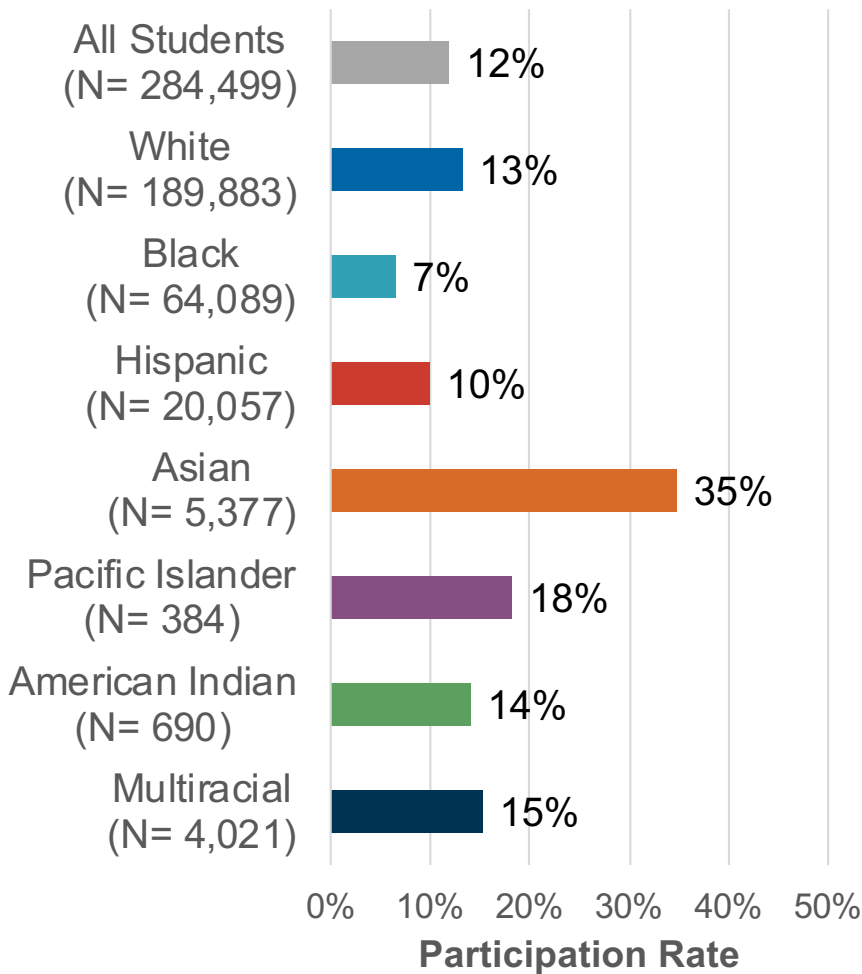
HS Student Racial Composition



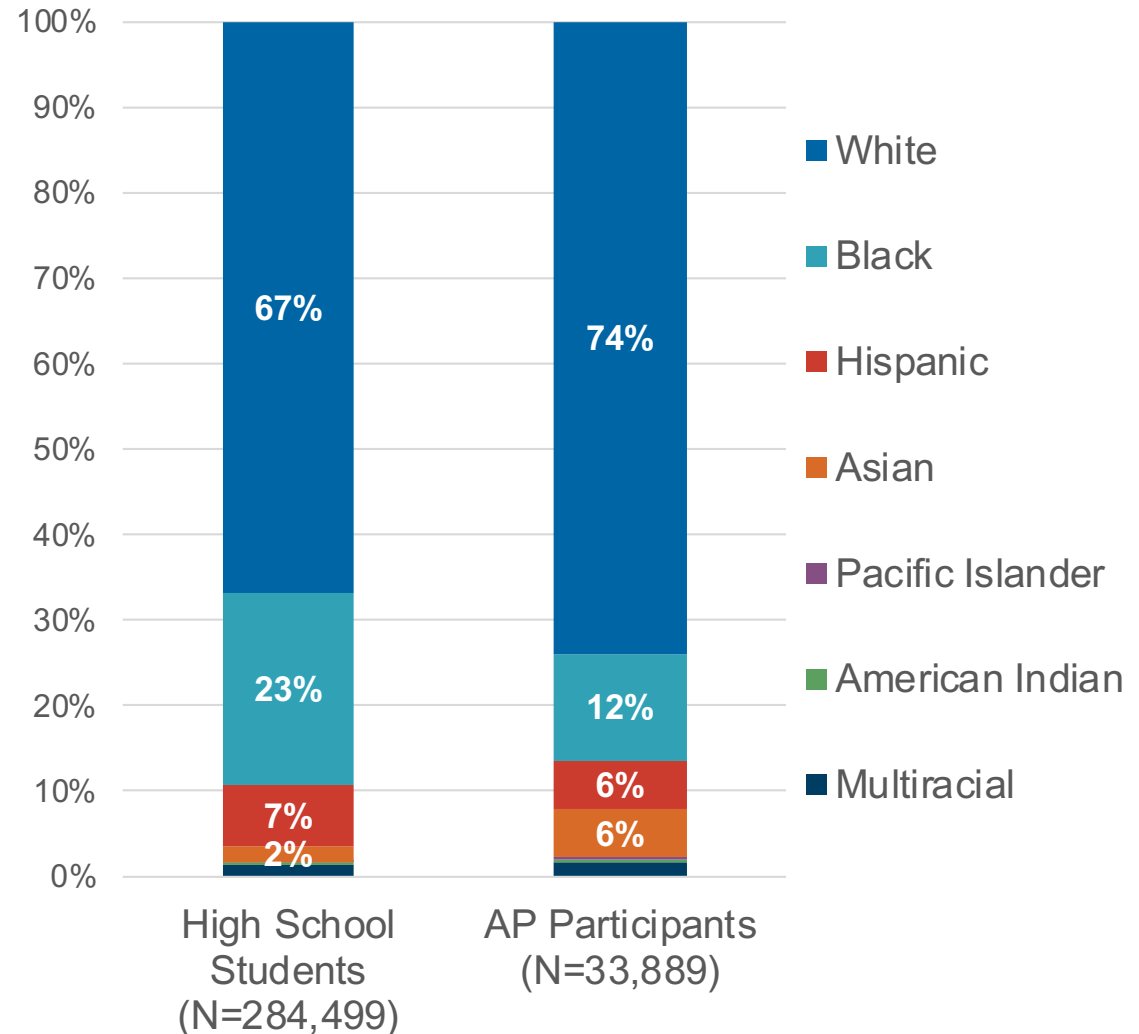
Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

# TN: US Dept. of Education Data on Participation in **Advanced Placement** in 2015-16

AP Participation Rates



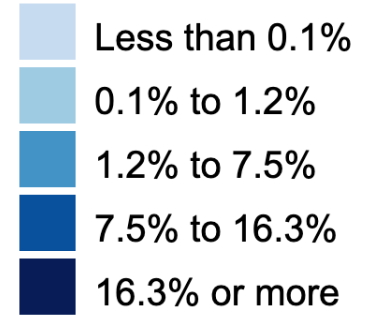
HS Student Racial Composition



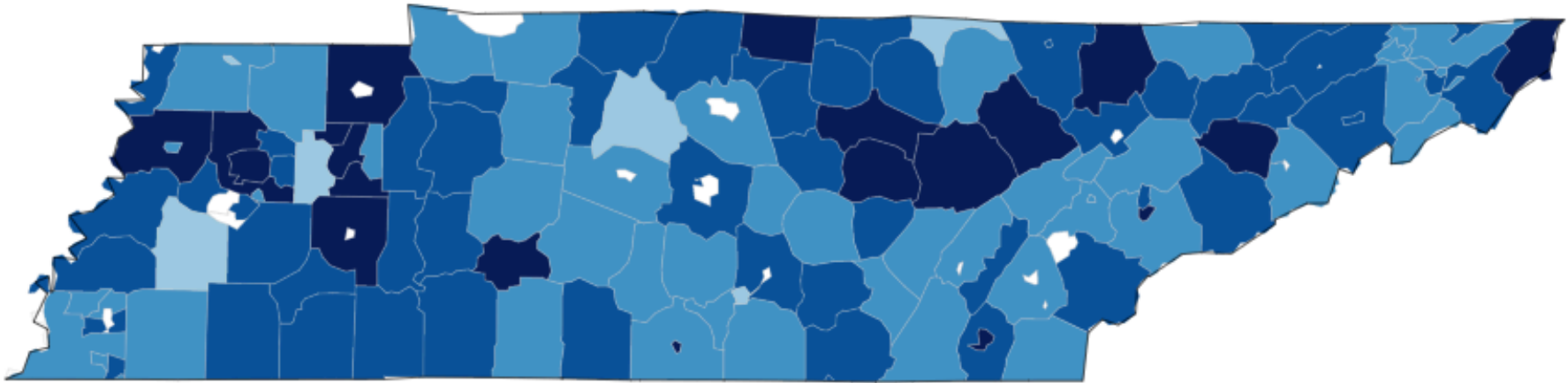
Source: CCRC analysis of Civil Rights Data Collection data on the 2015-16 school year.

# TN School District DE and AP Course Participation Rates

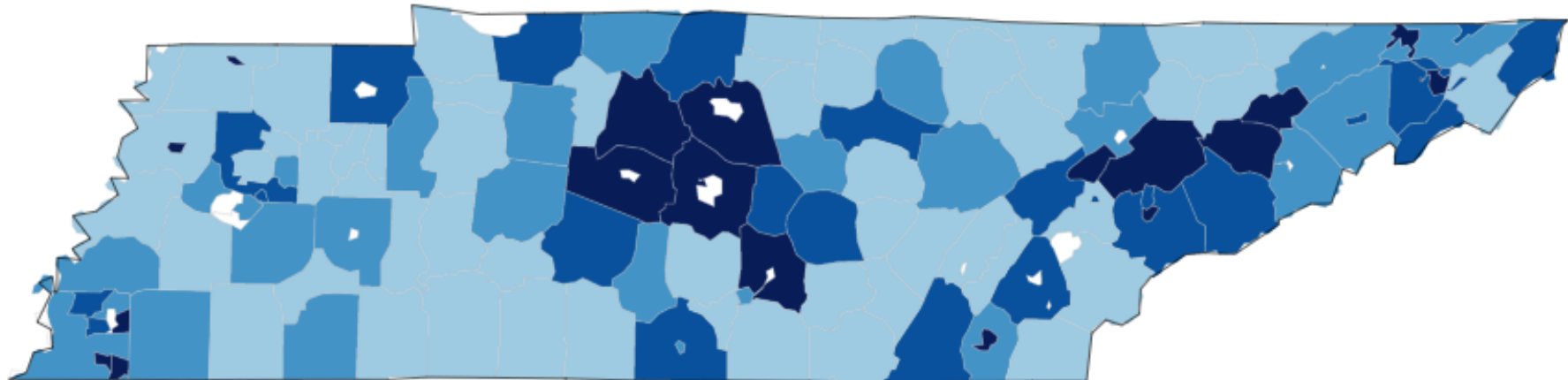
Percent of HS Students Taking DE/AP Courses



## Dual Enrollment

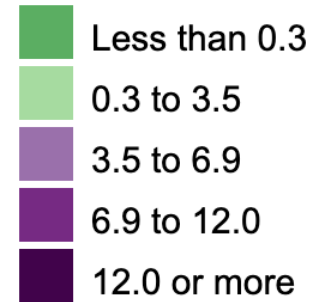


## Advanced Placement



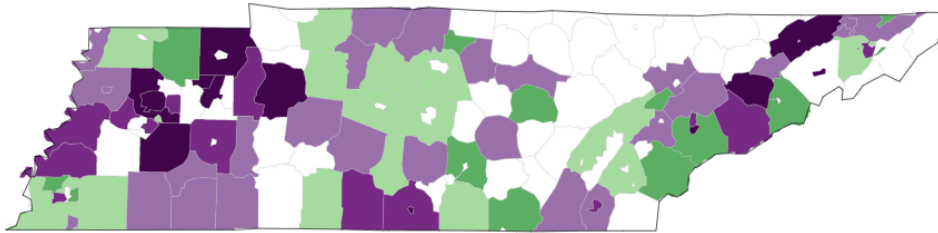
# TN School District DE and AP Course Participation Rates

Percentage Point Gap in Participation

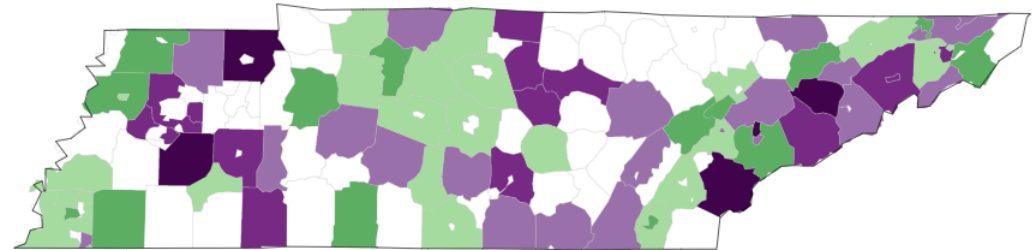


## Dual Enrollment

*White-Black Gap*

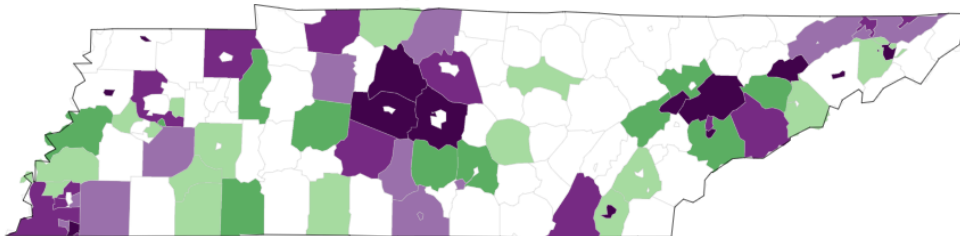


*White-Hispanic Gap*

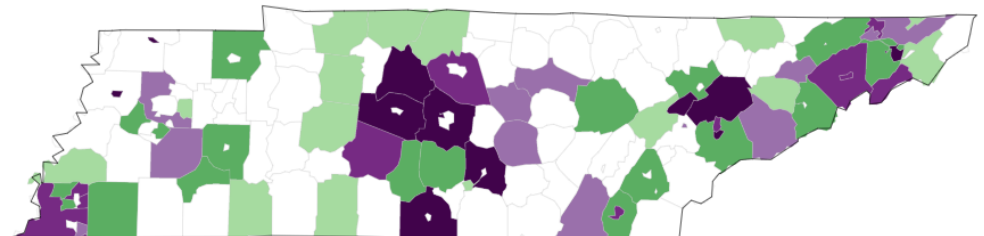


## Advanced Placement

*White-Black Gap*



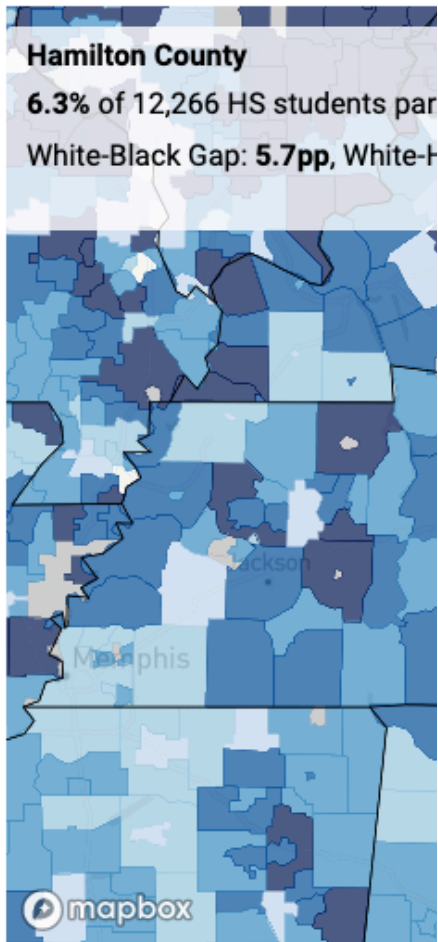
*White-Hispanic Gap*





# Explore

## Advanced Placement and Districts)



- Lookup a District
- Schools in a District
- Districts within States
- Schools within Metros

### Equity in Access to College Acceleration Civil Rights Data Collection District Lookup

Examine High School DE/AP Participation and Racial Equity Gaps within a District (2015-16 School Year)

Select a District  
Hamilton County, TN

Show results for:  
 Advanced Placement  
 Dual Enrollment

### Dual Enrollment Participation and Gaps Hamilton County, TN High Schools

High School	HS Enrollment	All Students Partic.	Black Partic.	Hispanic Partic.	White Partic.	White-Black Gap	White-Hispanic Gap
Ooltewah High School	1,532	6%	2%	3%	8%	5.7pp	4.7pp
Soddy Daisy High School	1,177	12%		16%	12%		-3.9pp
East Hamilton School	1,045	9%	3%	11%	10%	6.6pp	-1.1pp
Hixson High School	946	4%	1%	5%	4%	3.4pp	-1.3pp
Central High School	936	6%	3%	5%	9%	5.4pp	3.6pp
East Ridge High School	819	1%	1%	0%	3%	2.1pp	2.8pp
Red Bank High School	792	5%	7%	2%	4%	-2.7pp	1.9pp
The Howard School	738	0%	0%	1%	0%		-1.0pp
Signal Mountain Middle/High Sch..	673	11%		9%	11%		1.8pp
Brainerd High School	580	0%	0%		0%		
Tyner Academy	556	3%	2%	4%	8%	5.9pp	3.9pp
Chattanooga School For Arts And..	440	2%	1%		2%	0.8pp	
Sequoyah High School	360	0%			0%		
Chatt High Center For Creative A..	357	7%	5%		6%	1.4pp	
Sale Creek Middle / High School	314	11%			11%		
STEM School Chattanooga	277	42%	51%		41%	-10.0pp	
Lookout Valley Middle / High Sch..	191	12%	7%		13%	5.9pp	
Ivy Academy Inc.	145	1%	0%		2%	1.8pp	

CH

# TN Community College Student Transfer/Dual Enrollment Outcomes

- Transfer success rates low and inequitable
- Most students transfer without earning AA
- Many bachelor's intending cc students don't transfer
- Rampant, inequitable transfer credit loss leads to extra time-to-degree, extra cost, decreased likelihood of completion
- Dual enrollment access and outcomes inequitable

# Barriers to Transfer Success for Community College Students

# Barriers to **Transfer Success** for **Community College Students**

- 1) Transfer paths unclear, advising grossly inadequate
- 2) Students not helped to explore career/college options, and develop a plan—and their progress isn't monitored
- 3) Advice to “get gen eds out of way” misleads students
- 4) Too many entering students weeded out through abstract, rote instruction in uninspiring subjects; too few experience high-quality active learning in fields of interest
- 5) Too many students experience “transfer shock” when they transfer
- 6) Dual credit course-taking haphazard

# Student Experience of Transfer

## Problems

- Confusion about programs, requirements
- Little help to explore interests, make a plan
- Transfer credits count as electives
- Students take excess credits, lose time and money

## Recurring Themes

- Information inaccurate, inaccessible
- Well-meaning but overwhelmed advisors
- Dysfunctional communication within/ among 2- and 4-years
- Students blame themselves



# College Still Looking For Absolute Saddest Place On Campus To Hold Transfer Student Orientation



# Effective Community College – University Transfer Practices

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

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

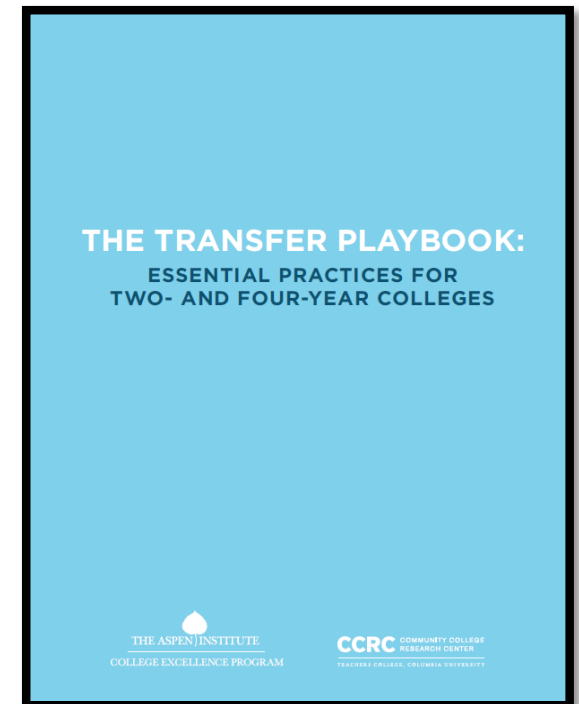


# ***The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges***

State	Community College	Universities
<b>Colorado</b>	<ul style="list-style-type: none"> <li>• Front Range CC</li> </ul>	<ul style="list-style-type: none"> <li>• Colorado State University</li> </ul>
<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Manchester CC</li> </ul>	<ul style="list-style-type: none"> <li>• Eastern Connecticut State U</li> </ul>
<b>Florida</b>	<ul style="list-style-type: none"> <li>• Broward College</li> </ul>	<ul style="list-style-type: none"> <li>• Florida International U</li> <li>• Florida Atlantic U</li> </ul>
<b>Louisiana</b>	<ul style="list-style-type: none"> <li>• LSU-Eunice</li> </ul>	<ul style="list-style-type: none"> <li>• U of Louisiana - Lafayette</li> </ul>
<b>Mass.</b>	<ul style="list-style-type: none"> <li>• Holyoke CC</li> </ul>	<ul style="list-style-type: none"> <li>• U Mass Amherst</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• Everett CC</li> </ul>	<ul style="list-style-type: none"> <li>• University of Washington</li> <li>• Western Washington U</li> </ul>

# Essential 2- and 4-Year College Transfer Practices

- 1) Prioritize transfer student success
- 2) Create clear program pathways with aligned high quality instruction
- 3) Provide tailored transfer student advising



# Transfer Playbook Institutional Self-Assessment

THE ASPEN INSTITUTE  
COLLEGE EXCELLENCE PROGRAM

**ESSENTIAL TRANSFER PRACTICE #1: PRIORITIZE TRANSFER**

**Institution Name:** \_\_\_\_\_

*Overview:* This tool is designed to assess institutional practices for two- and four-year colleges at Columbia University. The tool is designed to assess exceptional transfer and articulation practices.

*How to use this tool:* The tool is designed to be used systematically each sub-section of the regular operation and anticipated challenges.

We recommend that a committee of faculty and staff, including student services deans, should then engage other faculty and staff. Identify transfer students, and...

*For help using this tool:*

1

THE ASPEN INSTITUTE  
COLLEGE EXCELLENCE PROGRAM

THE ASPEN INSTITUTE  
COLLEGE EXCELLENCE PROGRAM

ESSENTIAL TRANSFER PRACTICE #2: CREATE CLEAR, RIGOROUS PROGRAM PATHWAYS	Stage of Adoption at Our College	Questions to Consider	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. Programs of study for transfer students are clearly mapped.	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Advanced	<ul style="list-style-type: none"> <li>Do the transfer maps clearly indicate:                         <ul style="list-style-type: none"> <li>Recommended lower-division courses, course sequences, and progress milestones by academic term for specific four-year majors?</li> <li>Clear information on differences in requirements among programs in the same major field at different institutions?</li> <li>Information on career opportunities in each field?</li> </ul> </li> <li>Are the maps easily accessible on the college's website?</li> <li>Is there a mechanism for keeping transfer program requirements and maps up-to-date?</li> </ul>	
b. Coursework and extra-curricular activities provide students with rigorous preparation aligned to expectations for their junior and senior years.	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Advanced	<ul style="list-style-type: none"> <li>How does the college ensure that your programs adequately prepare students to succeed in upper division coursework? What data are gathered to assess this?</li> <li>Are four-year faculty actively involved in reviewing the content and quality of your offerings?</li> <li>Is there a process for university partners to communicate to your faculty needed improvements in lower-division instruction?</li> <li>When the college identifies areas for improvement, how quickly are these challenges addressed?</li> </ul>	
c. Alternatives to 2+2 transfer pathways have been developed for circumstances where those are not the best routes to a bachelor's degree.	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Advanced	<ul style="list-style-type: none"> <li>For which students or programs do 2+2 arrangements work best? For which does the 2+2 arrangement work least well?</li> <li>What new structures have been put in place to improve outcomes (e.g., 1+3; 3+1; reverse transfer)?</li> <li>Through what channels or mechanisms do students who enter through non-traditional entry points (ABE students, CTE students, non-degree seeking at entry) have exposure to or on-ramps to programs of study that lead to transfer?</li> </ul>	
d. The institution evaluates transfer student success and remains focused on achieving equity in transfer and bachelor's attainment by student race/ethnicity (i.e., Black, Latino, Nat...			

4

CCRC COMMUNITY COLLEGE RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Last updated: August 2017

# Leveraging Community College “Guided Pathway” Reforms to Strengthen TN Transfer and Dual Enrollment

TN Community College “Momentum” Practices

# Guided Pathways Defined

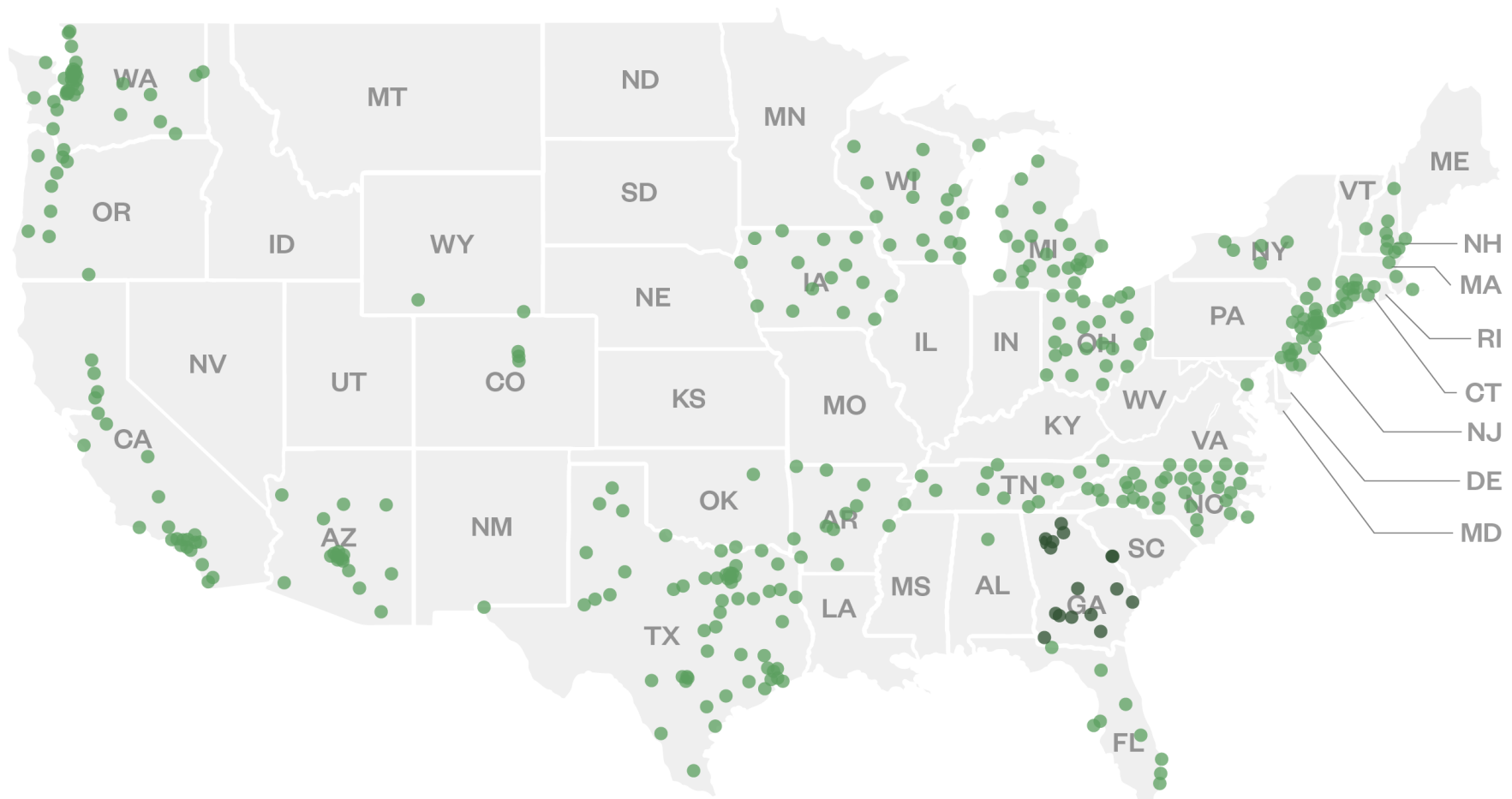
Guided pathways is a whole-college redesign process intended to advance social and economic mobility, workforce development and equity through three main activities:

- 1) Ensure that every program prepares students for good jobs and further education
- 2) Help all students (especially historically marginalized) actively explore options and interests, become part of an academic and career community, and plan and complete their programs efficiently and affordably
- 3) Work with area employers, universities, K-12 schools and community groups to build cross-sectoral education pathways to careers in fields of economic importance to the region.

# Guided Pathways **Model Practices**

- ✓ Organize programs into “meta-majors,” map programs to jobs and further education in high-opportunity fields
- ✓ Help all new students explore career/academic options and develop a full-program plan by end of term 1
- ✓ Schedule classes and monitor progress based on students’ plans
- ✓ Integrate and contextualize academic support into college program gateway courses
- ✓ Embed active and experiential learning into every program
- ✓ Build pathways into high schools, starting with dual enrollment

# A National Movement: Colleges in Formal National and State GP Initiatives



- Community colleges implementing guided pathways as part of formal state or national initiatives
- Four-year colleges implementing pathways practices as part of state initiatives



REPORT | SEPTEMBER 2018

# Building Guided Pathways to Community College Student Success

## Promising Practices and Early Evidence From Tennessee

Davis Jenkins | Amy E. Brown | John Fink | Hana Lahr | Takeshi Yanagiura





# Tennessee “Momentum” Practices

- ✓ Map all programs to career outcomes; include the “right” math on each map
- ✓ Redesign intake experience to help students explore, choose a major or focus area, develop full-program plan
- ✓ Require students with ACT of 13-18 to take “corequisite” math (aligned with math pathway), writing and/or reading
- ✓ Require students with ACT below 13 to develop learning plan and give them intensive support
- ✓ Increase exposure of all students to high-impact teaching practices

# Cleveland State Community College (TN)



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[More](#)



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## S.T.E.M.

Explore programs and careers in science, technology, engineering, and math.

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# Elementary Education (K-5)

[Home](#) > [Academics](#) > [Academic Programs](#) > [Programs](#) >

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## Transfer Teaching, Elementary Education (K-5) Associate of Science in Teaching

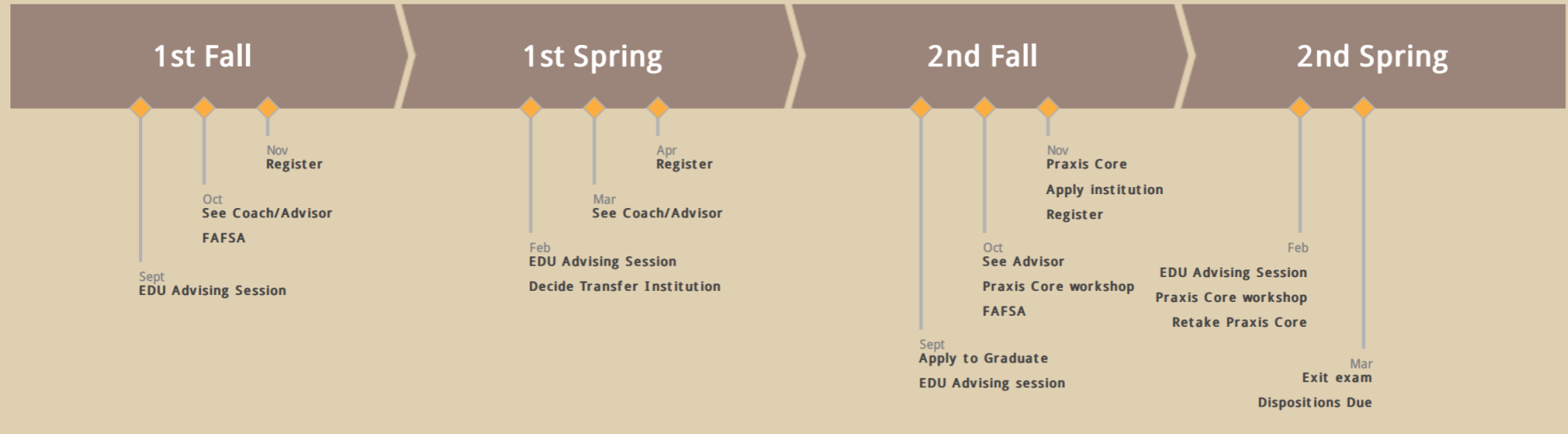
### A day in the life

Elementary education requires patience, creativity and a passion for helping students learn. Teachers are on their feet a lot and spend hours outside the classroom preparing lessons. Few professions are as rewarding.

### Three reasons to consider this program.



- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>EDU 101 Introduction to Teaching </li> <li>ENGL 1010 Composition I</li> <li>MATH 1530 Introductory Statistics </li> <li>SPCH 1010 Fundamentals of Speech</li> </ul> | <ul style="list-style-type: none"> <li>EDU 111 Intro to Education of Exceptional Childr... </li> <li>ENGL 1020 Composition II</li> <li>BIOL 1110 General Biology I</li> <li>ARTH 1030 Art Appreciation </li> <li>MATH 1410 Number Concepts/Algebra Structures</li> </ul> | <ul style="list-style-type: none"> <li>GEOG 2010 World Regional Geography</li> <li>ENGL 2110 Survey of American Literature I </li> <li>HIST 2010 Survey of US History I</li> <li>MATH 1420 Problem Solving Geometry</li> <li>GEOG 1040 Physical Geology </li> </ul> | <ul style="list-style-type: none"> <li>EDU 211 Educational Psychology </li> <li>HIST 2020 Survey of US History II</li> <li>POLS 1030 American Government </li> <li>MSC 1012 Introduction to Physical Science</li> <li>Humanities Elective </li> </ul> |
|--|--|---|---|



Key Course: program faculty have identified this course as key to your success  
 Recommended Elective: check catalog for other acceptable courses  
 This map assumes completion of course prerequisites

## How TN CCs, Universities and K-12 Schools Can Partner to **Improve Transfer/DE Outcomes**

- ✓ Partner with area universities and employers to clearly map paths for cc starters to bachelor's degrees in high opportunity fields in the region
- ✓ Help all new students explore career/academic interests and develop a full-program plan (including transfer) by end of term 1
- ✓ Collaborate to improve instructional effectiveness in critical program foundation courses
- ✓ Share data on prospective transfer students by major
- ✓ Develop concurrent enrollment arrangements
- ✓ Help underrepresented middle and high school students explore interests and develop a field-focused college plan

## Benefits of **Aligning Dual Enrollment Programming** to **Guided Pathways**

- ✓ Students engaged early on with college major and career exploration
- ✓ Increased student momentum into and through college programs leading to credentials of value in local labor markets
- ✓ More coherence between college courses taken during and after high school
- ✓ Reduced credits earned through dual enrollment that are not applied toward students' degree programs after high school
- ✓ K-12 districts, community colleges, & universities take collective responsibility for student success

# Regional Talent Pathways Partnerships

<p>Lorain County OH</p>	<ul style="list-style-type: none"> <li>• Lorain County Community College</li> <li>• Lorain City Schools</li> <li>• Elyria Economic Development</li> </ul>
<p>Northern Virginia</p>	<ul style="list-style-type: none"> <li>• George Mason U</li> <li>• Northern Virginia Community College</li> <li>• Loudoun County and Fairfax County</li> </ul>
<p>Orlando</p>	<ul style="list-style-type: none"> <li>• University of Central Florida</li> <li>• Valencia College</li> <li>• Orlando Public Schools</li> </ul>
<p>Phoenix</p>	<ul style="list-style-type: none"> <li>• Arizona State University</li> <li>• Maricopa Community Colleges</li> <li>• Maricopa Public Schools</li> </ul>

# Thank you!



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