Plenary Session III: Proud of Your Transfer Policies? Don’t Be

While the title for this session may sound a bit harsh and may not be as universally appropriate as it presumes, it is hard to look at and be comfortable with the results of the success, or lack thereof, of community college students who intend to transfer. For this second session on the general theme of whether our systems of higher education are the engines of opportunity that we hope and portend that they are, Thomas Bailey, director of the Community College Research Council (CCRC) and the George and Abby O’Neill professor of economics and education at Teachers College, Columbia University, will share the findings of CCRC’s recent publication entitled Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor’s Degrees, the research for which was performed collaboratively with the Aspen Institute with data provided by the National Student Clearinghouse. Bailey will obviously provide his own take on the results of this study, including evidence about what interventions are working well around the country to increase successful transfer of students from community colleges and universities. David Longanecker will also share his reading of this study, which shows that many states that tout very strong baccalaureate rates for community college transfers have relatively few transfers in the first place, and many states that have comparatively substantial numbers of transfers suffer comparatively low baccalaureate completion rates. Bailey will discuss this data in the context of other research findings from CCRC. After the presentation, Longanecker will moderate a discussion between commissioners and Bailey.

Speaker:
Thomas Bailey, professor of economics and education, Teachers College, Columbia University; and director, Community College Research Center (CCRC)

Facilitated Discussion on Proud of Your Transfer Policies? Don’t Be

Facilitator:
David Longanecker, president, WICHE

Biographical Information on the Speaker and Facilitator

Thomas Bailey is the George and Abby O’Neill Professor of Economics and Education at Teachers College, Columbia University. He is also director of the Community College Research Center (CCRC) and two National Centers funded by a grant from the Institute of Education Sciences: the Center for Analysis of Postsecondary Education and Employment (CAPSEE), established in 2011, and the Center for the Analysis of Postsecondary Readiness (CAPR), established in 2014. From 2006 to 2012, Bailey directed another IES-funded center, the National Center for Postsecondary Research (NCPR).
Bailey has been the director of the Institute on Education and the Economy at Teachers College since 1992, and in 1996 established the Community College Research Center (CCRC) with support from the Alfred P. Sloan Foundation. In June 2010, U.S. Secretary of Education Arne Duncan appointed him chair of the Committee on Measures of Student Success, which developed recommendations for community colleges to comply with completion rate disclosure requirements under the Higher Education Opportunity Act. Bailey and the CCRC won the Terry O’Banion Prize for Teaching and Learning at the annual conference for the League for Innovation in the Community College in 2013 and was also inducted as an AERA Fellow in the same year. He has been a member of the National Academy of Education since 2012. He holds a Ph.D. in labor economics from MIT.

David Longanecker has served as the president of the Western Interstate Commission for Higher Education in Boulder since 1999. Previously, Longanecker served for six years as the assistant secretary for postsecondary education at the U.S. Department of Education. Prior to that he was the state higher education executive officer in Colorado and Minnesota. He was also the principal analyst for higher education for the Congressional Budget Office. Longanecker has served on numerous boards and commissions. He has written extensively on a range of higher education issues. His primary interests in higher education are: expanding access to successful completion for students within all sectors of higher education, promoting student and institutional performance, assuring efficient and effective finance and financial aid strategies, and fostering effective use of educational technologies, all for the purpose of sustaining the nation’s strength in the world and increasing the quality of life for all Americans, particularly those who have traditionally been left out in the past. He holds an Ed.D. from Stanford University, an M.A. in student personnel work from George Washington University, and a B.A. in sociology from Washington State University.