

WASHINGTON STATE

Council of Presidents



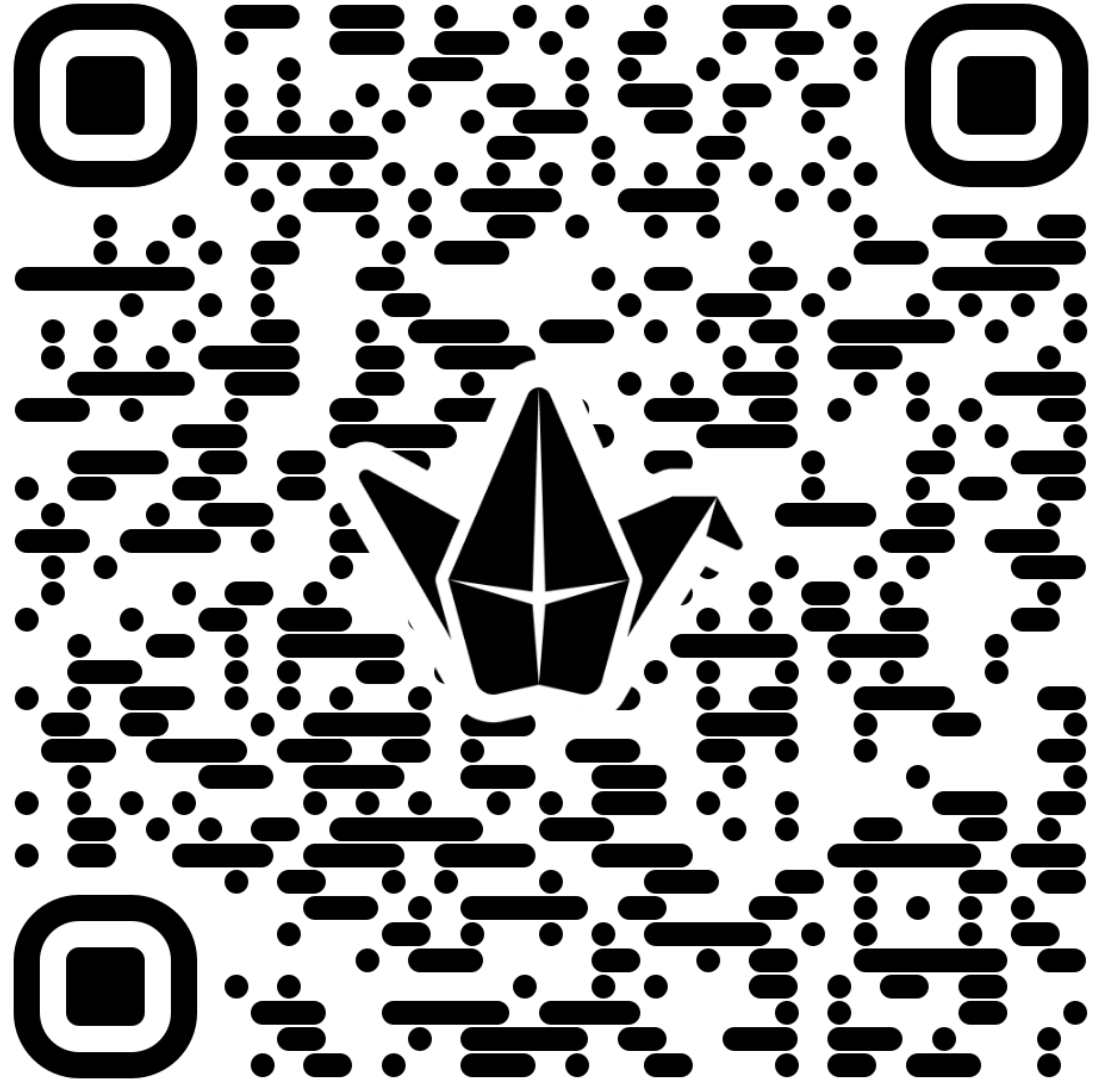
**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

Measuring Postsecondary Value Across Transfer Pathways

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Padlet Code



Postsecondary Value Definition

Definitions that focus on employment

Primary quantifiable metrics

- Likelihood of being employed in my field of study
- Likelihood of earning more than living wage, and soon

Secondary quantifiable metrics

- Likelihood of wage/career growth
- Likelihood of employment in same state (Washington)
- Pathways to further training/graduate school

Less quantifiable measures

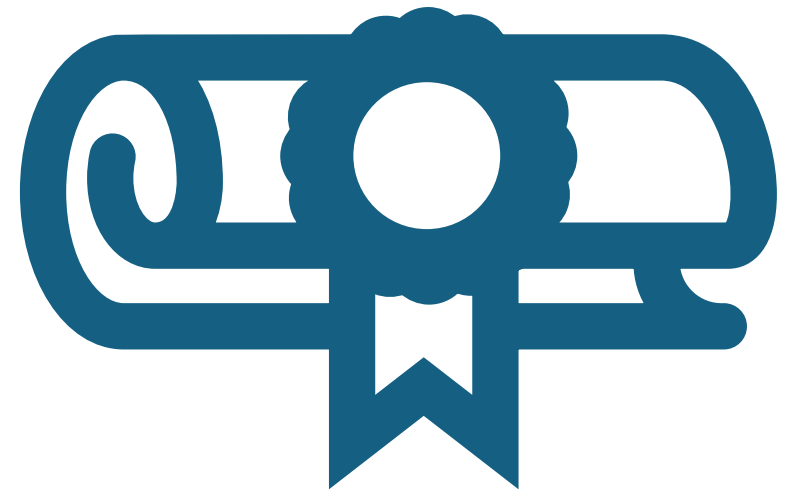
- Job 'quality'

Padlet: How does your state and your institution think about employment outcomes for students?



Student Pathways From Higher Ed to Career

- Students following **technical pathways**
 - Private and public institutions and apprenticeships
- Students following **traditional 4-year pathways**
 - First enrollment in public or private institutions in a 4-year bachelor's program
- Students following **transfer pathways**
 - First enrollment in a pre-transfer community college pathway
 - Subsequent enrollment in a 4-year university ('transfer')
 - Subsequent enrollment in a CTC baccalaureate program ('reenrollment')



Employment Outcome Data in WA

- **Extensive data available** to tell us about what happens to students after they leave college or university, but:
 - CTCs receive, analyze and publish data on students that leave CTCs and do NOT reenroll (regardless of degree level)
 - Traditional 4-year institutions receive, analyze and publish data on students that leave their institutions and do not reenroll, regardless of entry status
- **HEIs do not have** employment outcome specific to transfer students that do re-enroll in a 4 year

Padlet: Does your state and institution have access to and use reliable and consistent employment outcome data and post-transfer data?





The Challenge

Data for Students Entering Transfer Pathway Programs at CTCs

- Misleading – only available for students that **do NOT** transfer
- Not readily available for **CTC student advising**, such as:
 - Selecting an institution or major post-transfer
 - Motivating students to transfer promptly
 - Making career choices at the point of entry to the transfer pathway
 - Financial planning for post-transfer
- **Not readily available** for recipient institution student advising, such as:
 - Motivating students to persist to bachelor's attainment
 - Selecting a major
 - Considering postgraduate opportunities
 - Identifying unique characteristics for transfer students in career preparation

Padlet: how do advisors at your institutions tailor their practice for transfer pathway students (whether at a CTC, or as a recipient institution)?



Transfer Student Outcome Data

Data we publish and use now:

- CTC system dashboards: many are restricted, but [technical program data](#) is available
- Statewide [Education and Research Data Center](#) publishes [Earnings for Graduates Dashboard](#)

Transfer Student Outcome Data (CTC Data)

Post-College Employment Trend: Year 6 - Earnings

Earnings Type: Full-Time

Cohort: All First-Time Students

College Entry Quarter: 1 Summer & 2 Fall

Years Enrolled: All

Level: System / Peer Group

Highest CTC Credential: Associate degree

Intent: Transfer

Disaggregation: Summary

Race/Ethnicity (Alone or 2+ Races): (All)

Reporting Year: All

Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort ?

All First-Time Students

Entry Quarter

Multiple values

Years Enrolled

All

Select College

System / Peer Group

Education Intent

Transfer

Highest CTC Credential

Associate degree

Post-College Earnings

Year 6 - Earnings

Earnings Type

Full-Time

Disaggregation

Summary

Race/Ethnicity

(Alone or 2+ Races)

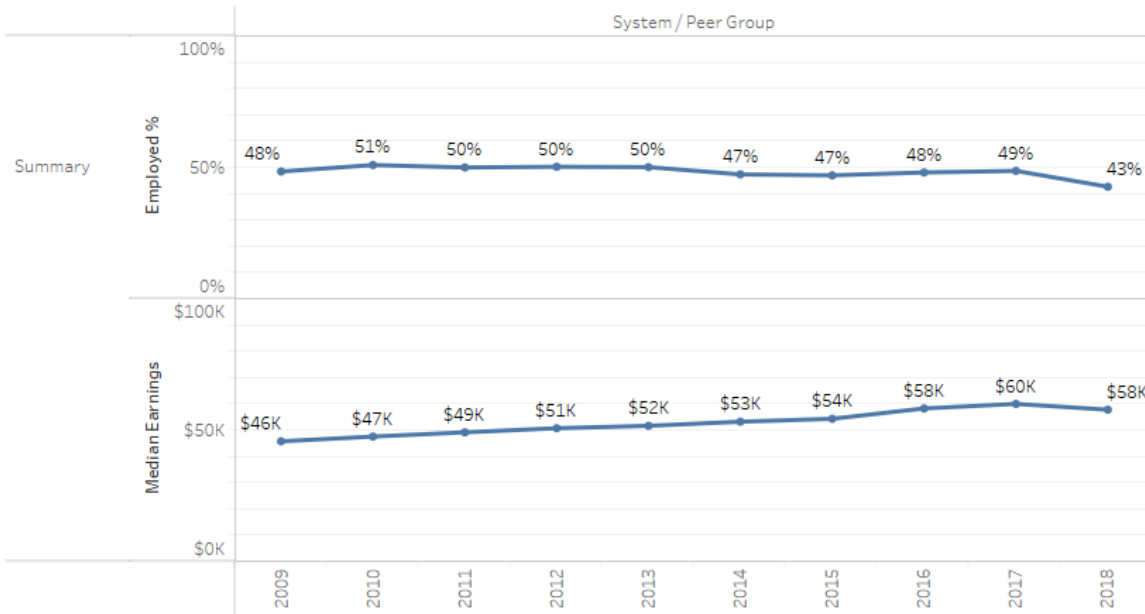
(All)

Reporting Year1

All

Reporting Level

System / Peer Group



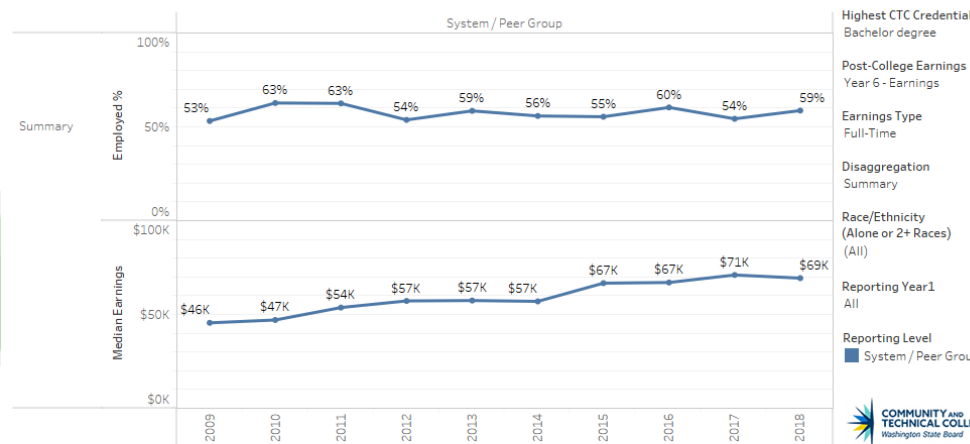
Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.



Transfer Student Outcome Data (CTC Data)

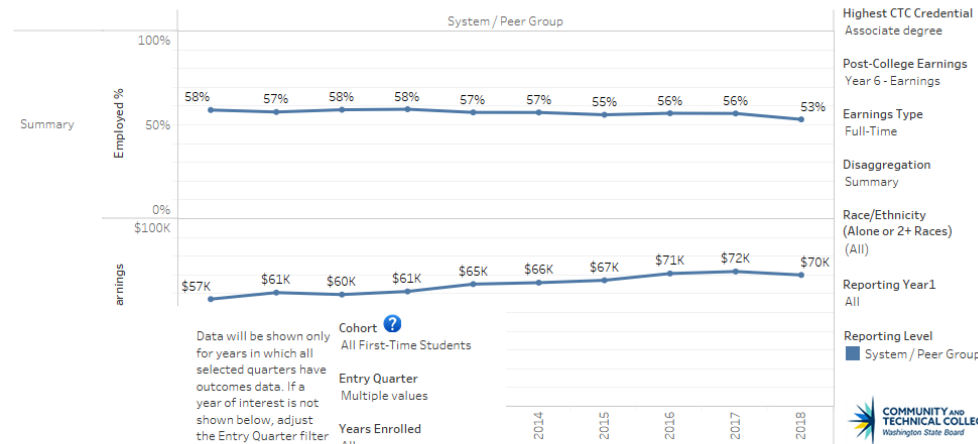
Post-College Employment Trend: Year 6 - Earnings
 Earnings Type: Full-Time
 Cohort: All First-Time Students
 College Entry Quarter: 1 Summer & 2 Fall
 Years Enrolled: All
 Level: System / Peer Group
 Highest CTC Credential: Bachelor degree
 Intent: Transfer
 Disaggregation: Summary
 Race/Ethnicity (Alone or 2+ Races): (All)
 Reporting Year: All



Colleges included: Bates, Bellevue, Bellingham, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, Lake Washington, Lower Columbia, Olympic, Peninsula, Pierce, Renton, Seattle Central, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley

Note: Groups with a total of less than 10 students are suppressed to protect the release of potentially identifiable student information.

Post-College Employment Trend: Year 6 - Earnings
 Earnings Type: Full-Time
 Cohort: All First-Time Students
 College Entry Quarter: 1 Summer & 2 Fall
 Years Enrolled: All
 Level: System / Peer Group
 Highest CTC Credential: Associate degree
 Intent: Professional/Technical
 Disaggregation: Summary
 Race/Ethnicity (Alone or 2+ Races): (All)
 Reporting Year: All



Data will be shown only for years in which all selected quarters have outcomes data. If a year of interest is not shown below, adjust the Entry Quarter filter to include fewer quarters.

Cohort: All First-Time Students
 Entry Quarter: Multiple values
 Years Enrolled: All
 Select College: System / Peer Group
 Education Intent: Professional/Technical
 Highest CTC Credential: Associate degree
 Post-College Earnings Year 6 - Earnings
 Earnings Type: Full-Time
 Disaggregation: Summary
 Race/Ethnicity (Alone or 2+ Races): (All)
 Reporting Year1: All
 Reporting Level: System / Peer Group



over Park, Columbia Basin, Edmonds, Everett, Grays Harbor, Green River, Highline, I, Seattle North, Seattle South, Shoreline, Skagit Valley, South Puget Sound, Walla Valley

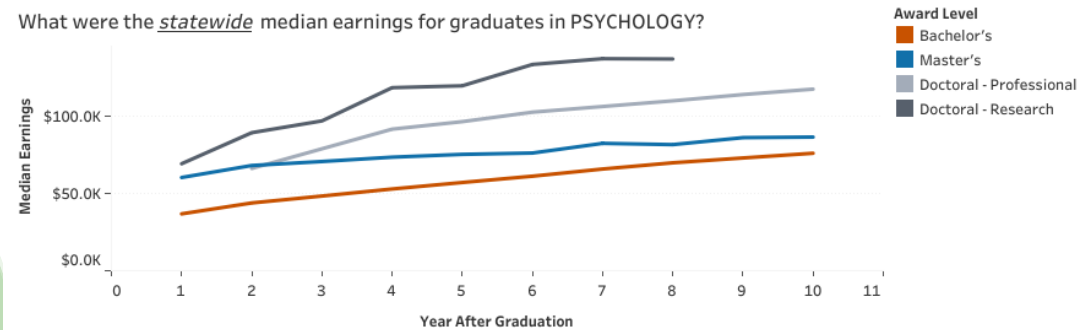
entially identifiable student information.



Transfer Student Outcome Data (ERDC Data)

Select Field of Study
PSYCHOLOGY

What were the statewide median earnings for graduates in PSYCHOLOGY?



What were the institutional median earnings for graduates in PSYCHOLOGY?



NOTES:

The data displayed here include individuals that:

Are employed in WA, earned at least \$14,000 annually, and worked all four quarters..

These data do NOT include individuals that:

Are employed outside WA state, are self-employed, work for the federal government, earn less than \$14,000 annually, or worked less than four quarters of the calendar y..



Solution: Stage 1

- Project to **establish informed employment outcome** data specific to transfer pathway students
- Identify cohorts and explore initial variables
 - **Students that start** at a CTC in a transfer pathway degree program
 - **Pathway variables:**
 - Type of transfer degree
 - Credits/completion at transfer
 - Credits/completion at exit from recipient institution(s)
 - Re-enrollment in CTC baccalaureate or graduate program



Solution: Stage 2

Explore unique or informed characteristics within transfer cohort, pre and post transfer

- **Demographics:** gender, race/ethnicity, dual enrollment background, parental status, low-income status/reliance on aid or debt, rurality
- **Programs:** type of degree, degree concentration and subsequent major, change of major, second majors/minors
- **Institutions:** college and recipient institution variations, institutional aid, campus residency
- **Student momentum and success:** number of institutions ('swirl' and reverse transfer), full/part time status, GPA, completions

Padlet: Thinking of your state, institution, or your professional practice, are there variables here we should emphasize, add, or qualify?



Solution: Stage 3

Deliverables

- Analysis of outcomes for transfer pathway students compared to first-time freshmen and CTC technical students and apprentices
- Analysis of key variables that influence transfer student employment outcomes, with an equity lens
- Reports and tools (dashboards) for instructional, policy maker, and student/family use that illustrate employment outcomes for transfer pathways and the impact of timely and successful transfer
- Guidance materials for advisors at school CTC and recipient institutions specific to transfer pathways students and employment outcomes

Padlet: What tools or resources would be most helpful to your state, institution, or practice? Research, technical assistance for data, toolkits, training, etc.?

Questions & Answers

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