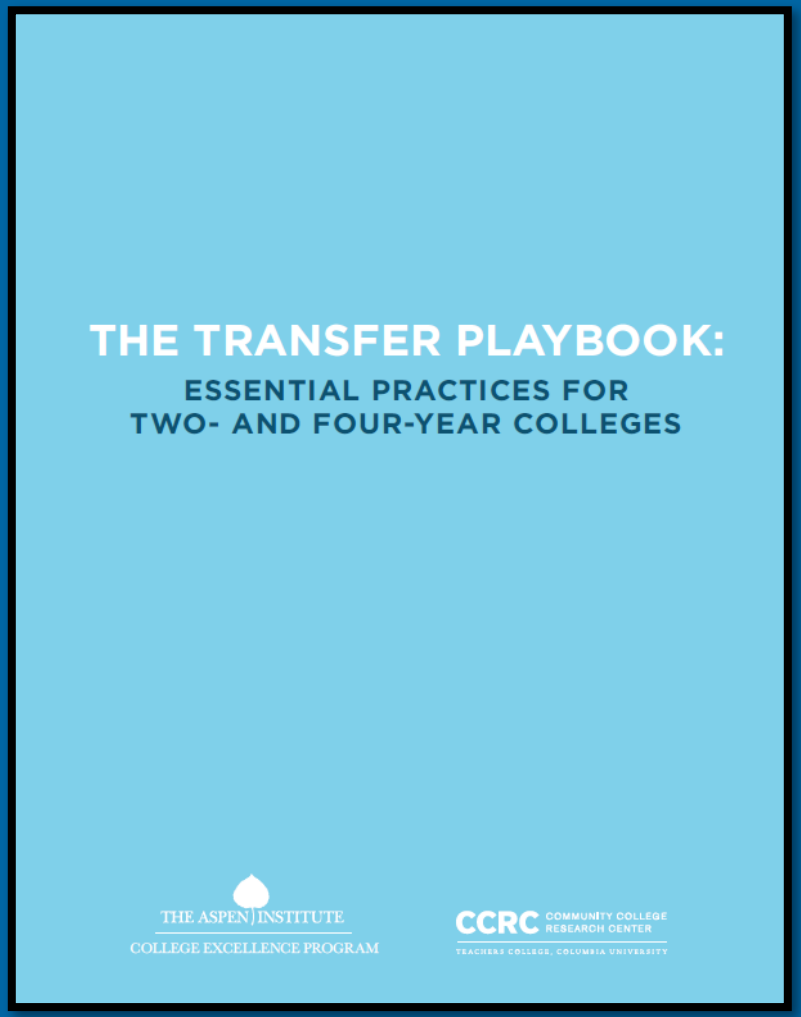
CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Takes Two to Tango:

Applying Insights from Highly-Effective Transfer Partnerships

John Fink
Research Associate, CCRC
NISTS 2018



Wyner, Deane, Jenkins & Fink, May 2016

Article

Community College Review
1–17
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Takes Two to Tango: Essential Practices of Highly Effective Transfer Partnerships

John Fink[1] and Davis Jenkins[1]

Abstract

Objective: The objective of this study was to describe practices of 2- and 4-year institutional partnerships effective in supporting transfer student success. **Method:** Using student records from the National Student Clearinghouse (NSC) for the entire 2007 fall cohort of first-time-in-college community college students nationwide, researchers identified partnerships of 2- and 4-year institutions that were more effective than expected (controlling for student and institutional characteristics) in enabling community college entrants to transfer to a 4-year institution and earn a bachelor's degree. Based on this methodology, and in partnership with the Aspen Institute's College Excellence Program, researchers visited six pairs of 2- and 4-year college transfer partnerships identified as high performers, interviewing more than 350 faculty, student-facing and senior-level staff, and transfer students. **Results:** From these in-depth interviews, researchers identified a set of essential transfer practices common among these highly effective institutional partnerships. The practices were grouped under three broad strategies: (a) make transfer a priority, (b) create clear programmatic pathways with aligned high-quality instruction, and (c) provide tailored transfer advising. **Contributions:** This study offers a set of essential transfer practices culled from national fieldwork to 2- and 4-year institutional transfer partnerships identified using NSC data as highly effective in supporting transfer student success.

Keywords

transfer, articulation, student services, institutional partnerships, leadership

[1]Teachers College, Columbia University, New York, NY, USA

Corresponding Author:
John Fink, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027, USA.
Email: john.fink@tc.columbia.edu

Fink & Jenkins, 2017

THE ASPEN INSTITUTE
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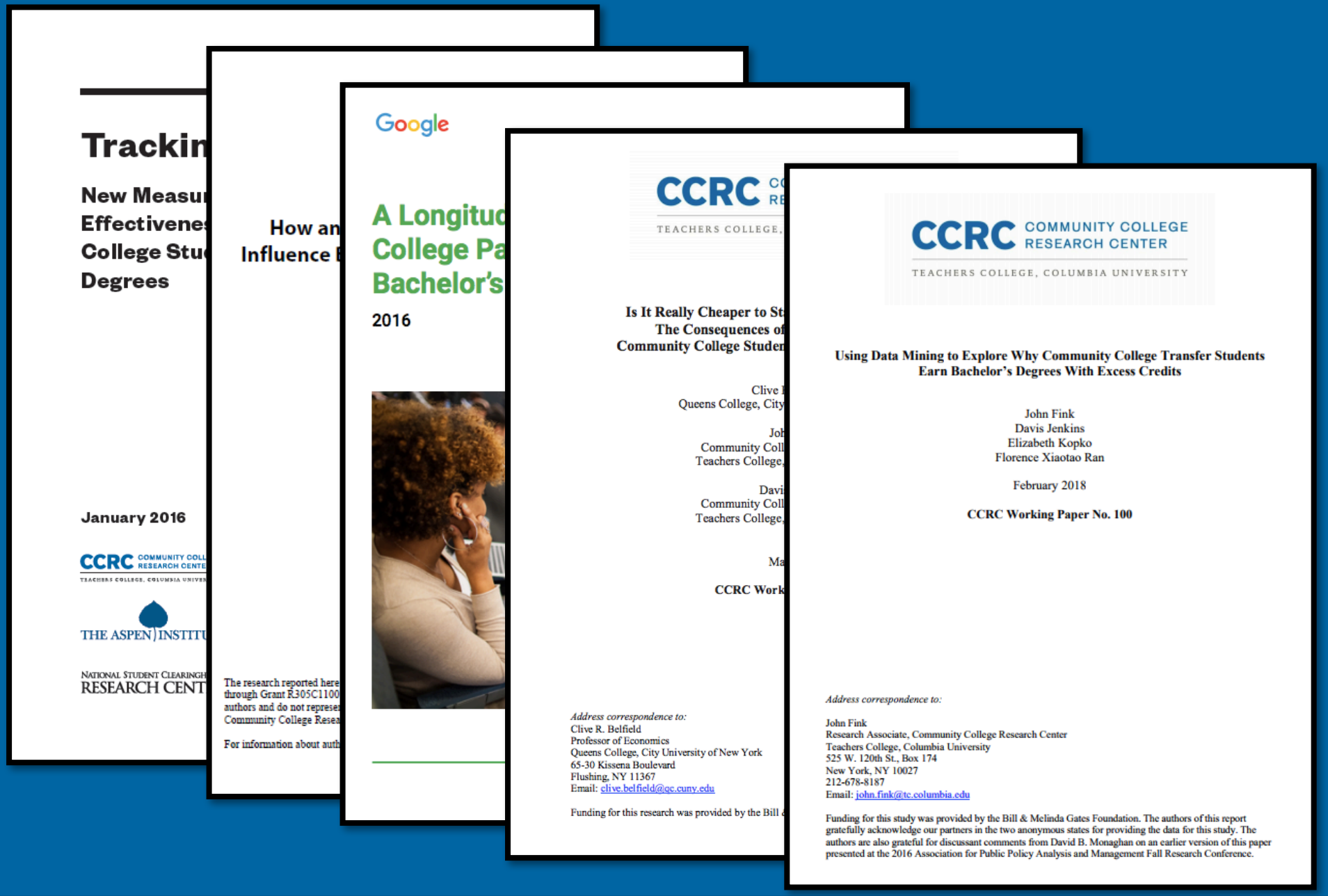
Essential 2- and 4-Year College Transfer Practices

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

Wyner, Deane, Jenkins & Fink, May 2016; Fink & Jenkins, 2017

Recent CCRC Research on Transfer Barriers

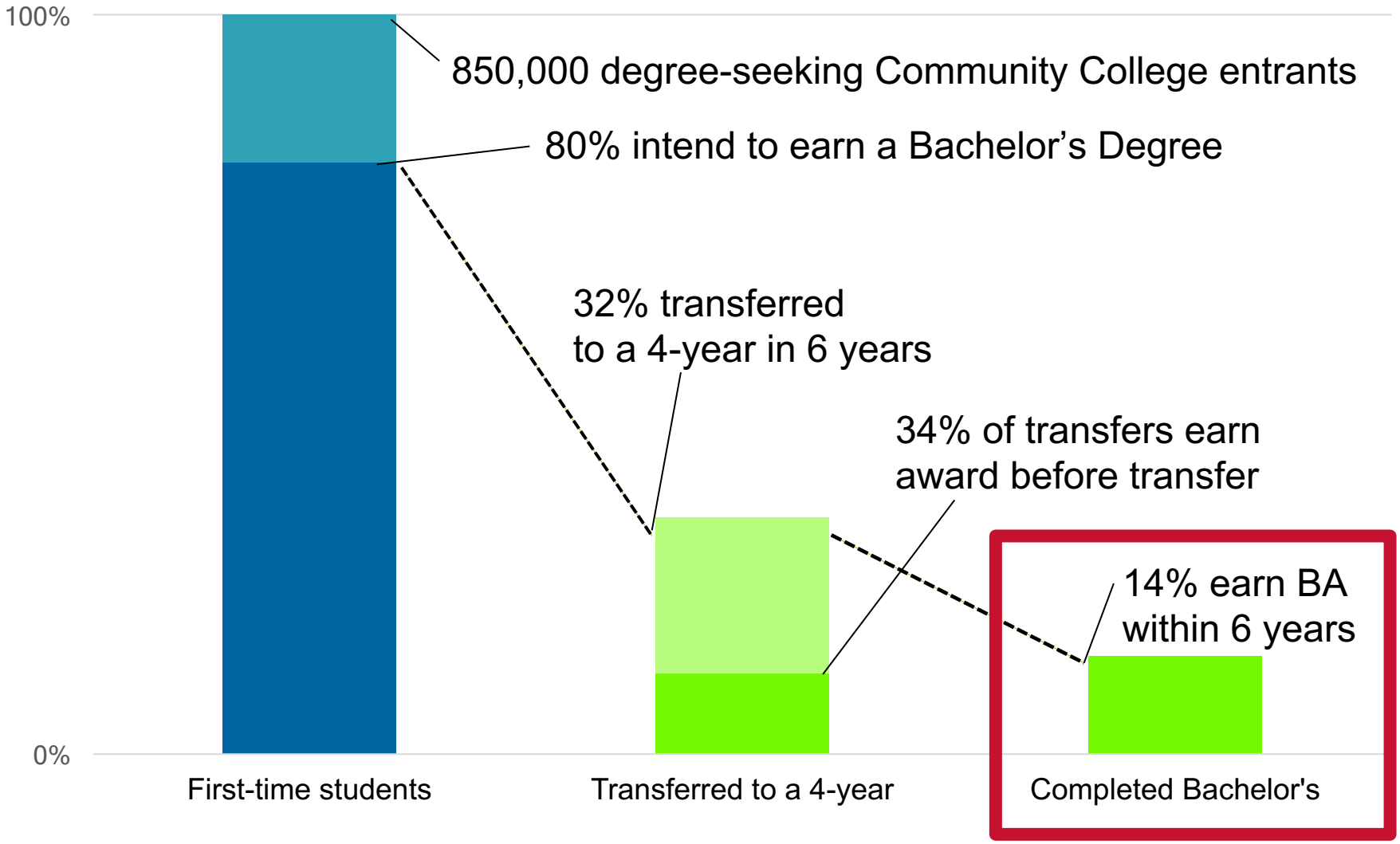


Recent CCRC Transfer Research: Five Key Findings

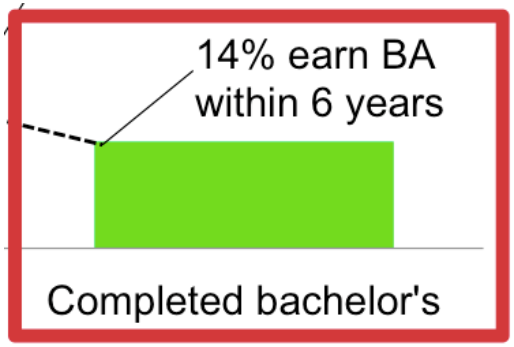
1. Transfer outcomes low *and* inequitable, and some colleges and states do better than others
2. Many bachelor-seeking CC students don't transfer, let alone complete
3. Transfer paths unclear
4. Rampant, inequitable transfer credit loss leads to extra time-to-degree, extra cost, decreased likelihood of completion
5. Despite credit loss, CC route to bachelor's still cheaper (if students complete)

1. Transfer outcomes low and inequitable, and some colleges and states do better than others

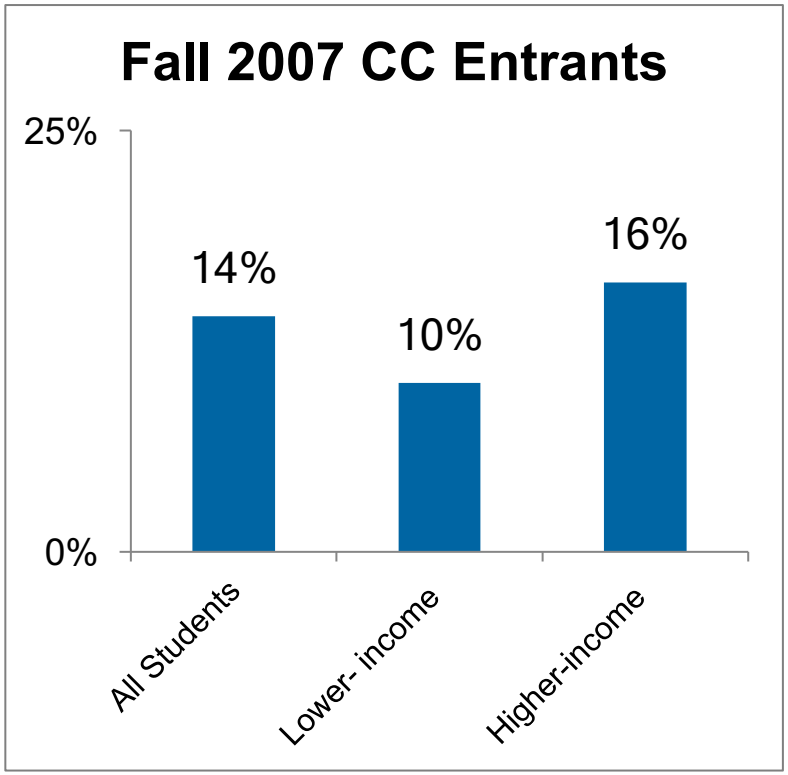
Few Transfer, Even Fewer Complete



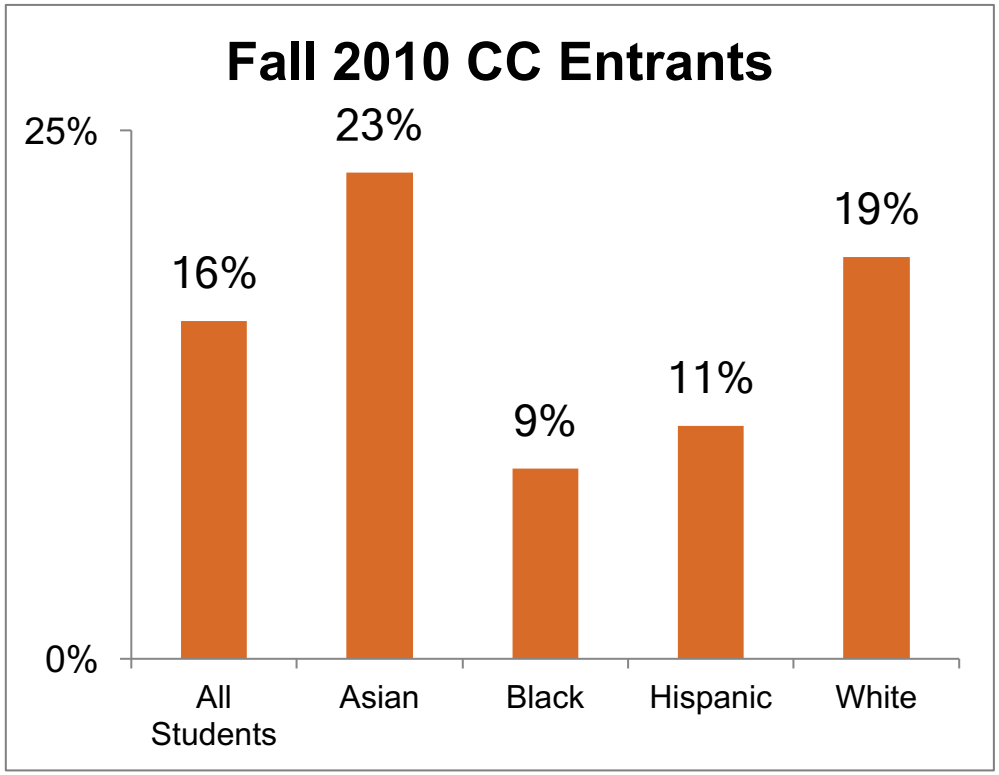
Source: Shapiro et al. (2017); Jenkins & Fink (2016)



Equity gaps, by Race & Income

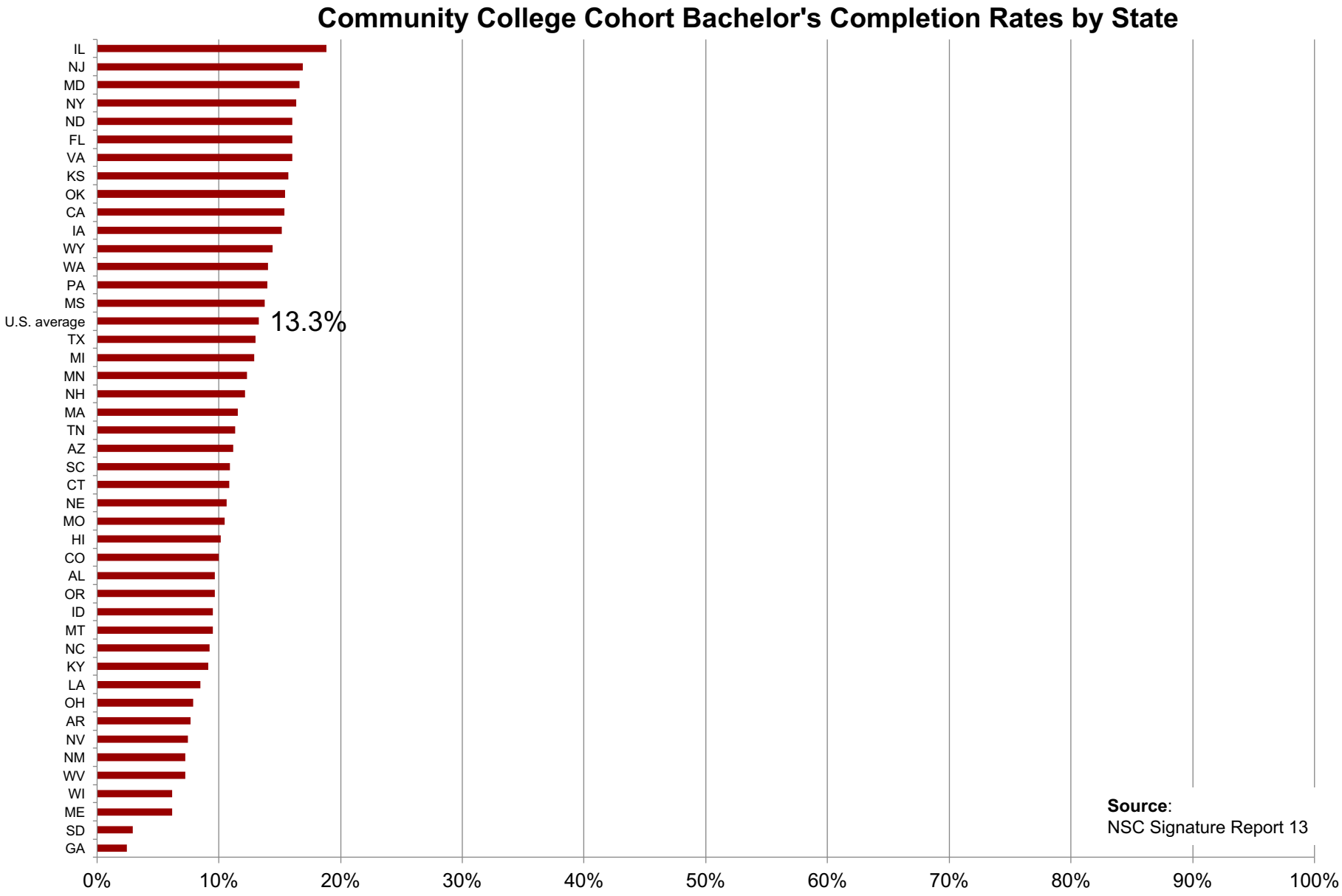


Jenkins & Fink, 2016

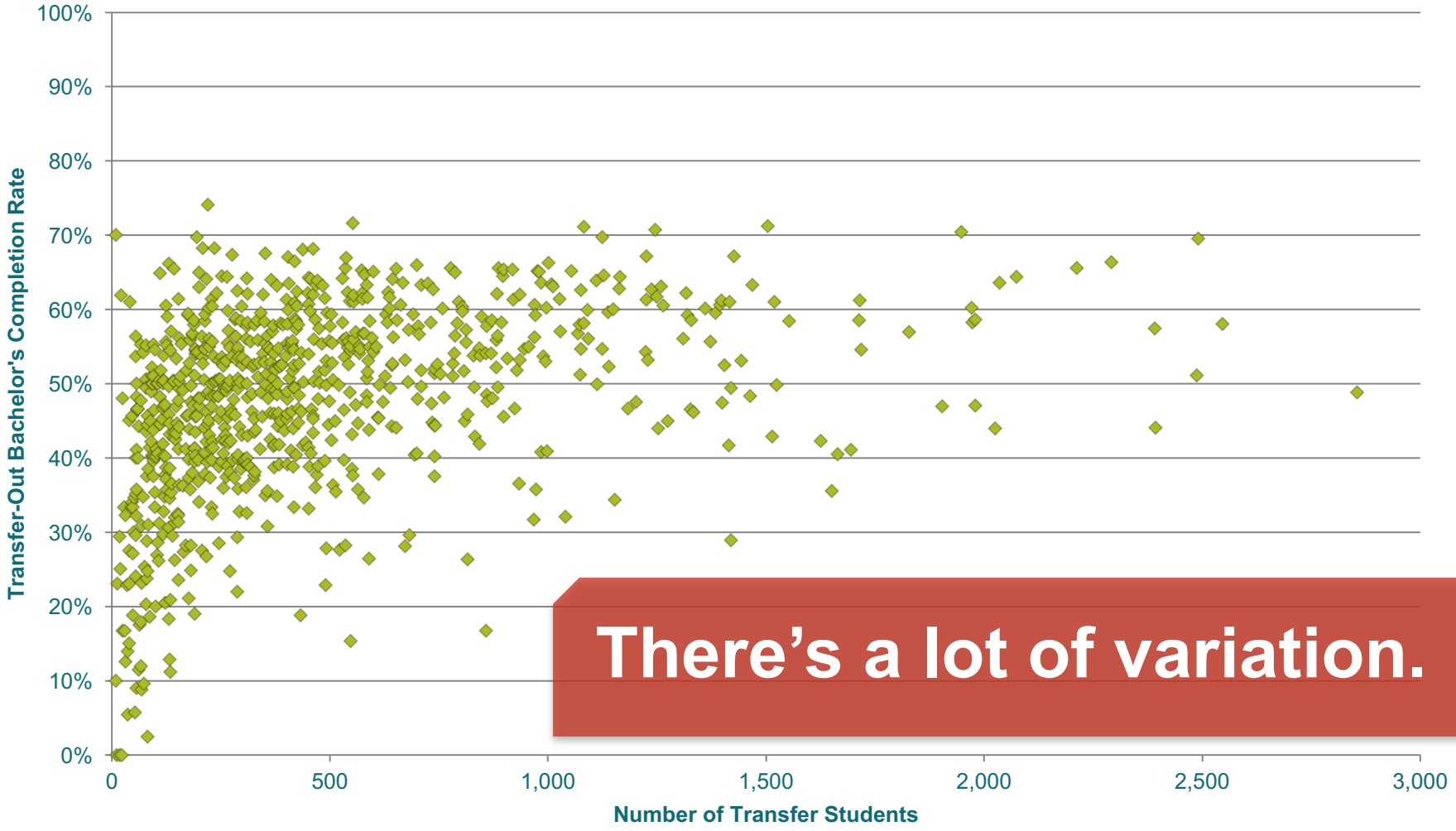


Shapiro et al., 2017

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



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

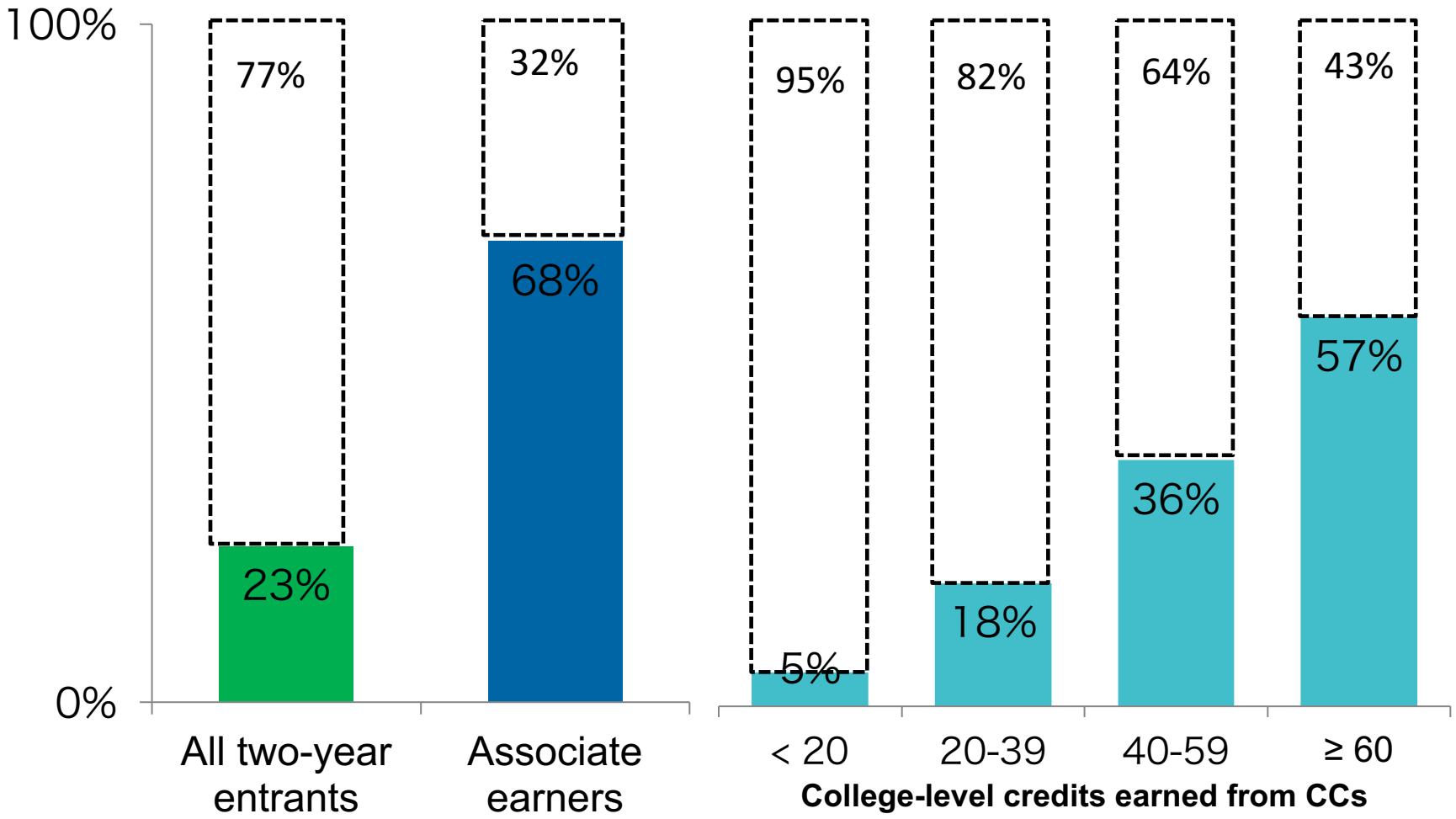


There's a lot of variation.

2. Many bachelor-seeking CC students don’t transfer, let alone complete

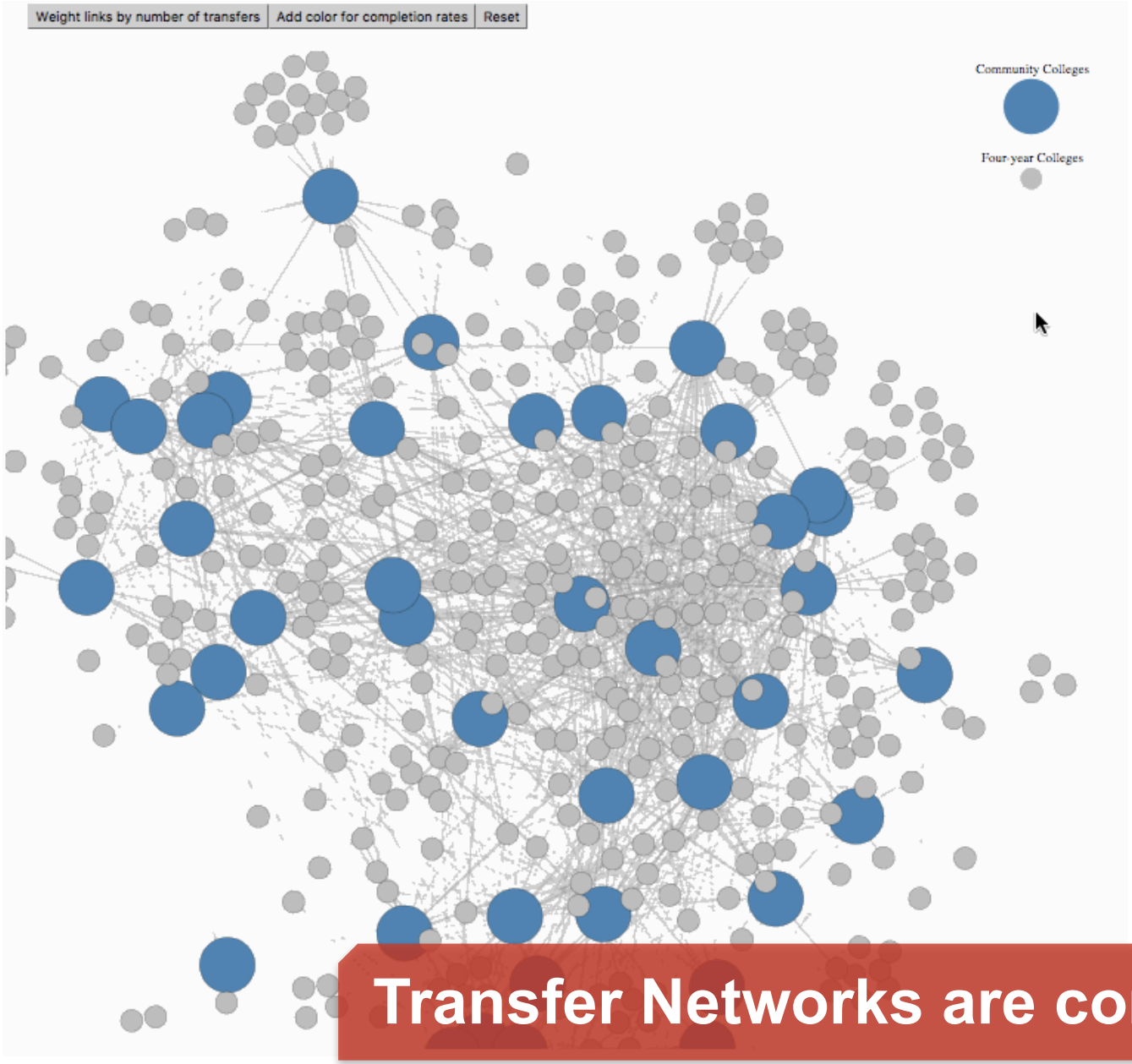
Students make progress, don't transfer

Bachelor's Degree-Seeking 2-year Entrants in VA, Rate of Transfer to Four-year Colleges



Source: Xu, Jaggars, & Fletcher, 2016, Table 9.

3. Transfer paths unclear

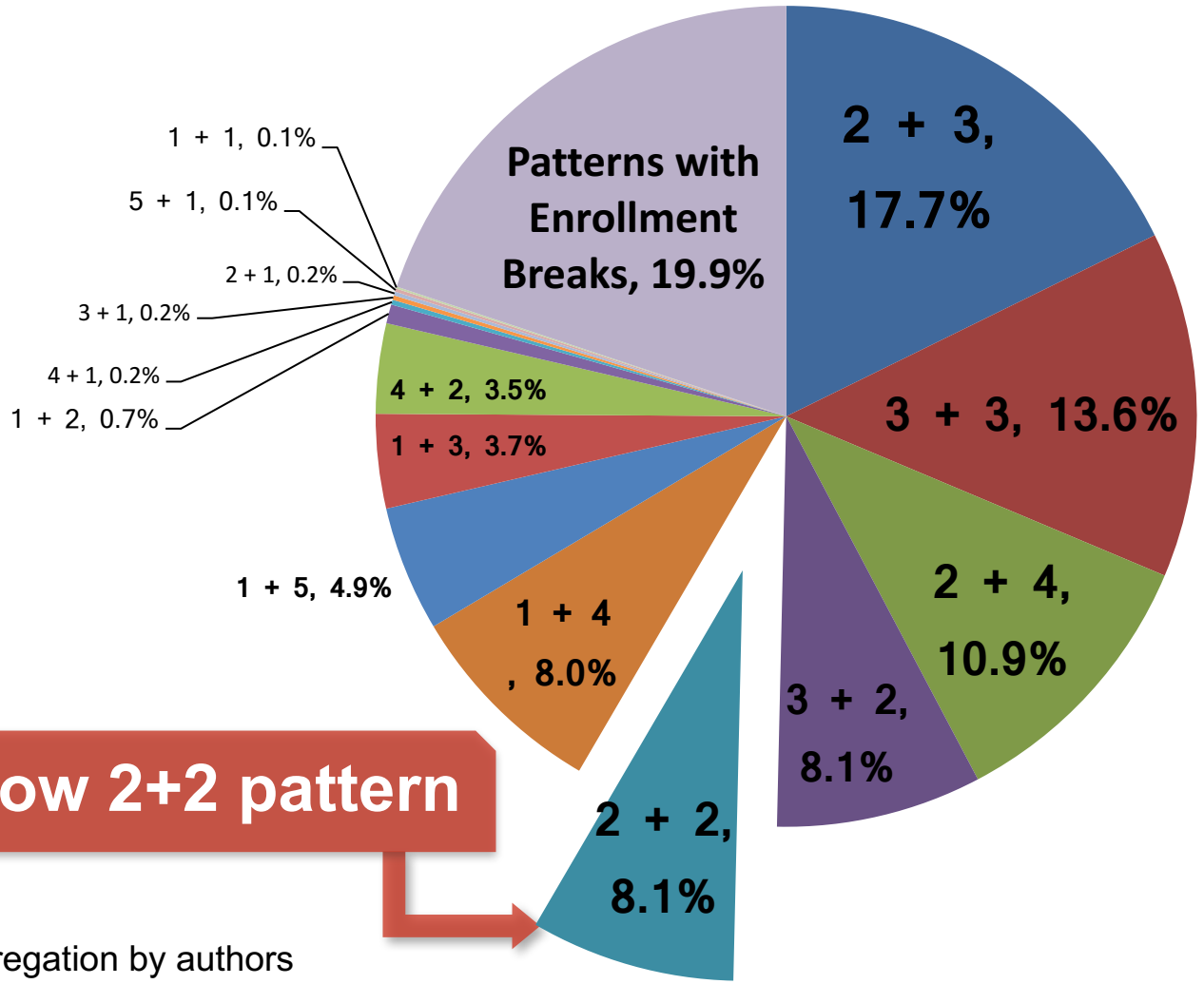


Transfer Networks are complex

Transfer Paths Unclear

Enrollment Patterns among ~100K Bachelor's Degree Completers who Started at a Community College

years at CC
+
years at 4yr



Few graduates follow 2+2 pattern

Jenkins & Fink, 2016; Further disaggregation by authors

Community College Pathways to Computer Science Bachelor's Degrees

2016

1.8M community college students tracked 2007-2014

321 enrolled community college students surveyed

24 enrolled community college students interviewed

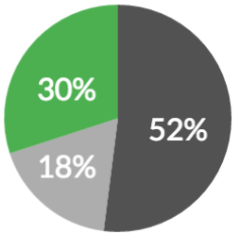
14 past community college students interviewed

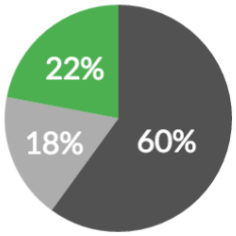
Not representative of the greater community college population

1.8M 2007 community college entrants

3,290 who earned CS bachelor's

51% male





- bottom two neighborhood SES quintiles
- middle neighborhood SES quintile
- top two neighborhood SES quintiles

87% male

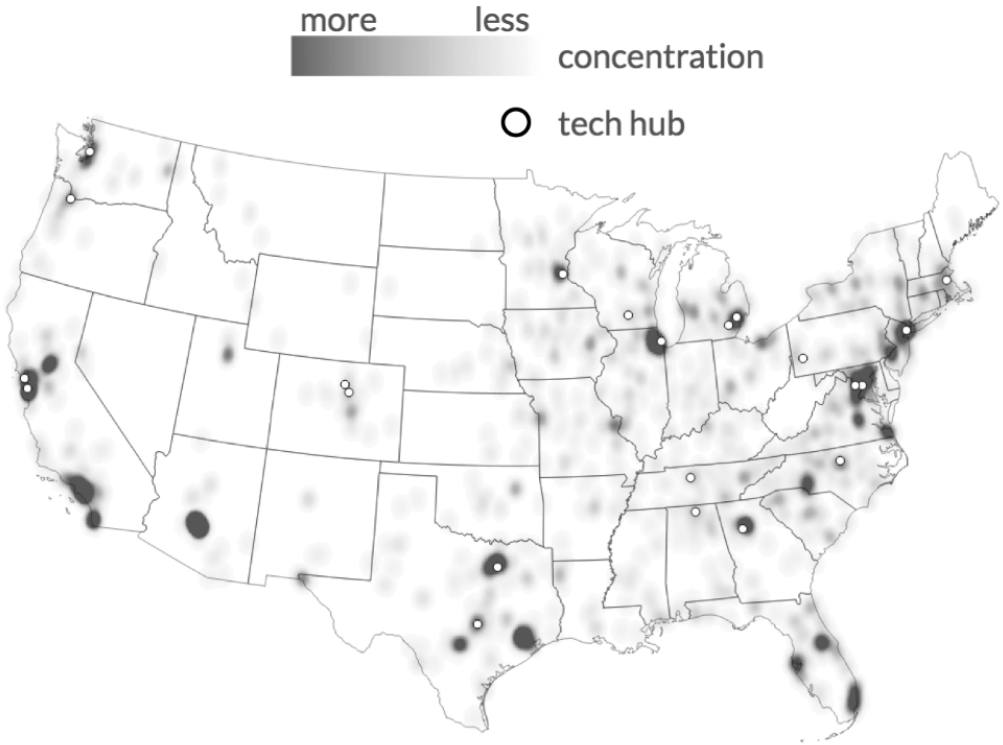
NO DEFINED PATHWAY

to CS bachelor's degrees

1,213 unique pathways among 3,290 CS degree earners

Community college students who earned computer science bachelor's degrees:

focused & fortunate



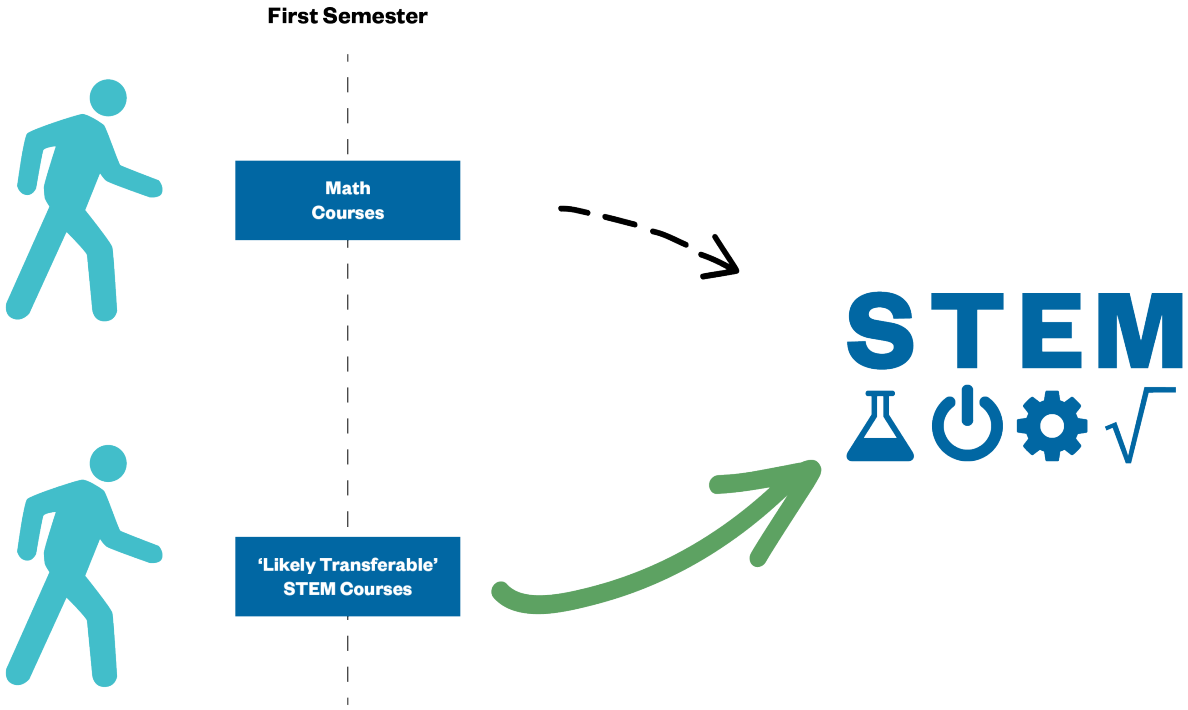
Stayed at single college and four-year

Went to college and four-year with good transfer support

Lived near a tech hub

STEM Transfer Pathways

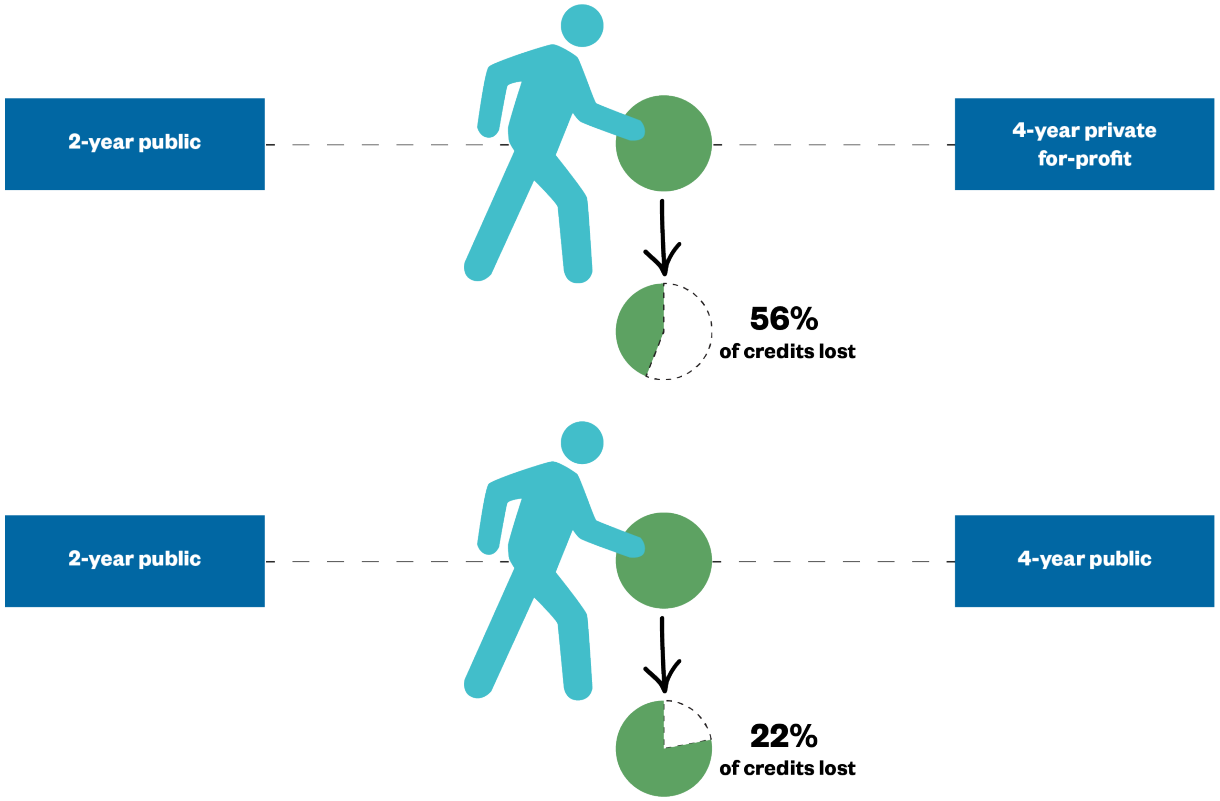
Students who successfully transferred in STEM more frequently took STEM transfer courses before transfer math courses — suggesting that it is helpful for students to get a 'taste' of STEM to keep them interested as they work through the math courses.



Source: Wang, X. Res High Educ (2016) 57: 544. https://doi.org/10.1007/s11162-015-9397-4

4. Rampant, inequitable transfer credit loss leads to extra time-to-degree, extra cost, and decresed likelihood of completion

Estimated Percentage of Credits Lost in Transfer, on Average, by Transfer Path, Academic Years 2003-04 to 2008-09



Source: GAO analysis of Department of Education transfer and tuition data | GAO-17-574

Transfer Credit Loss

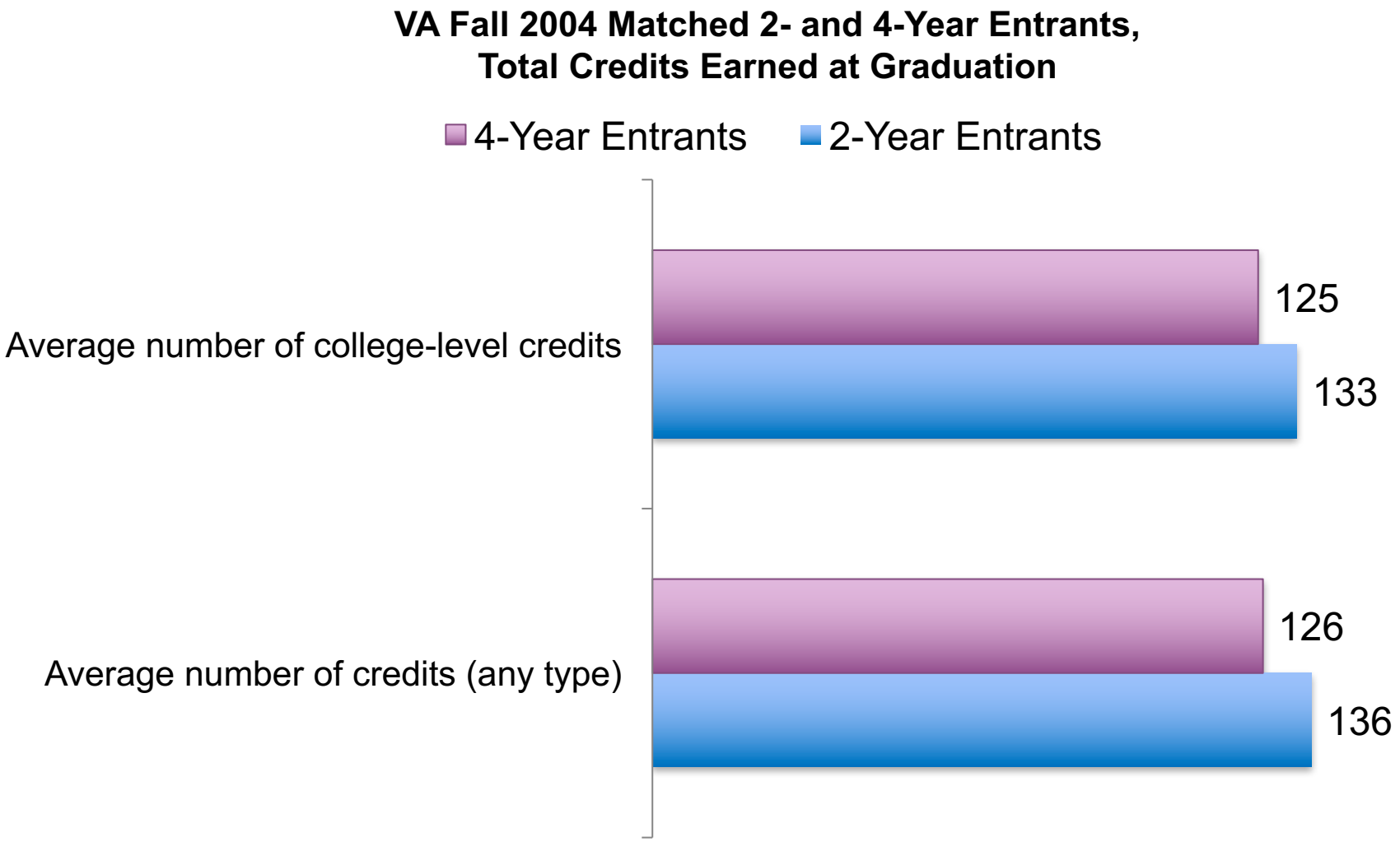
Just **58%** of students successfully transferred 90% of their credits.

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

Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

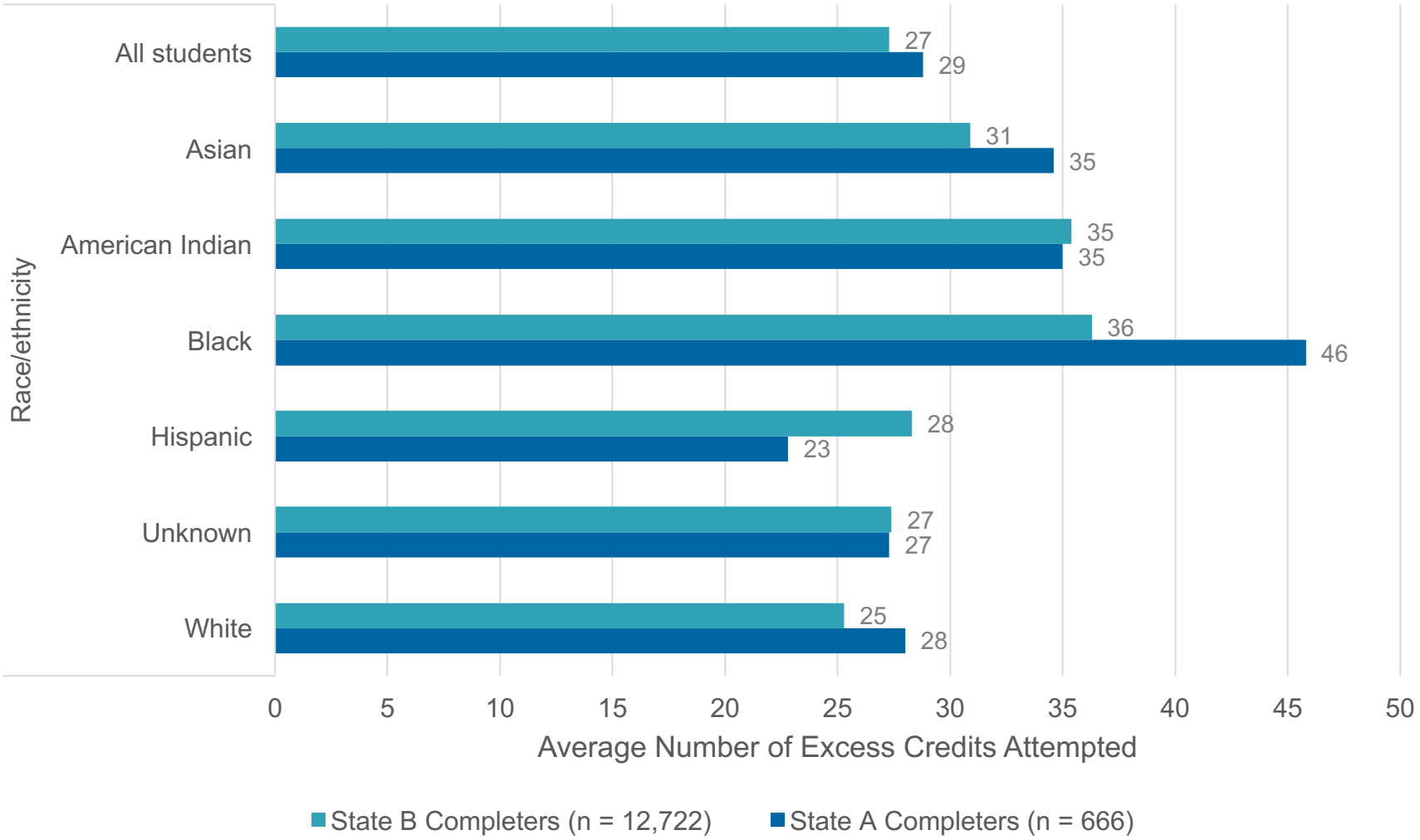
Source: BPS data, Monaghan & Attewell, 2015.

Transfer Credit Inefficiency: Students Complete Bachelor's with More Excess Credit



Source: Xu, Jaggars, & Fletcher, 2016, Table 10.

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



Fink, Jenkins, Kopko, & Ran, (2018). Using Data Mining to Explore Why Community College Transfer Students Earn Bachelor's Degrees With Excess Credits. CCRC Working Paper No 100.

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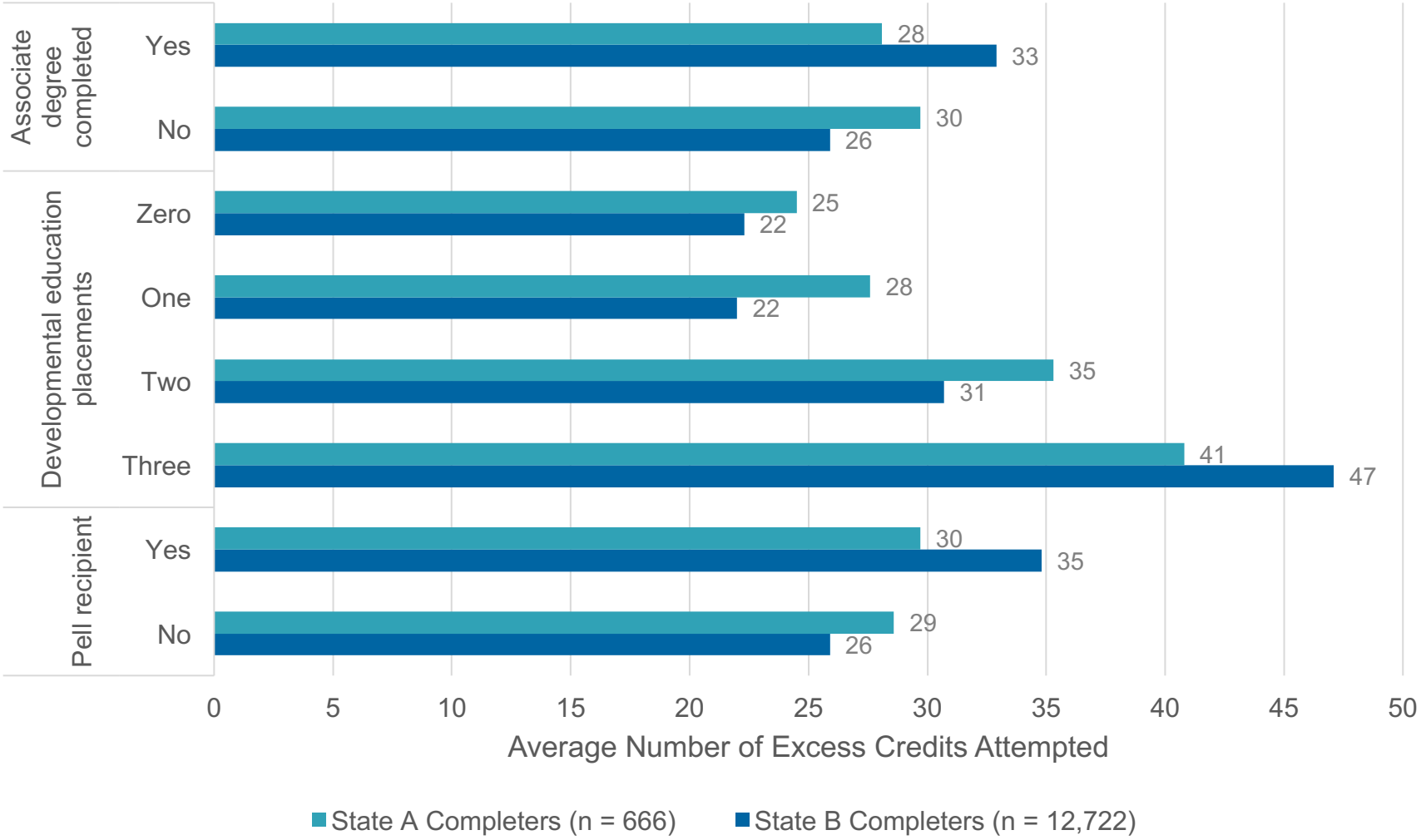

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Excess Credits Attempted among CC Transfers who Completed a Bachelor's Degree: Abbreviated Findings

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

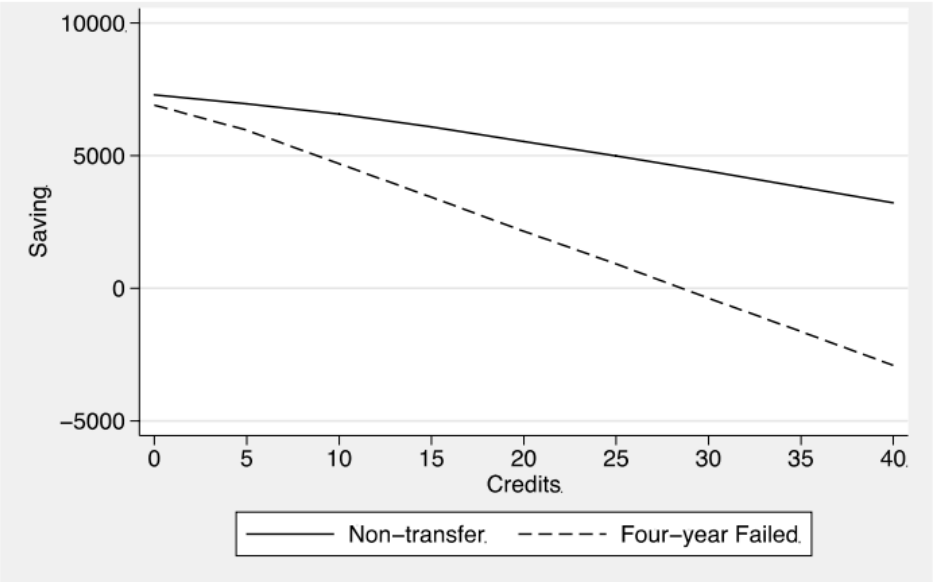
5. Despite credit loss, CC route to bachelor's still cheaper most of the time (if students complete)

How many credits can CC transfers lose but still save money on their BA compared to four-year entrants?

State Alpha: 61.2 average credits accepted
Average Savings (price) = $6,330
Likelihood of saving: 83.6%

State Omega: 29.4 average credits accepted
Average Savings (price) = $750
Likelihood of saving: 55.1%

Price Reduction From Starting at Two-Year College by Credit Levels



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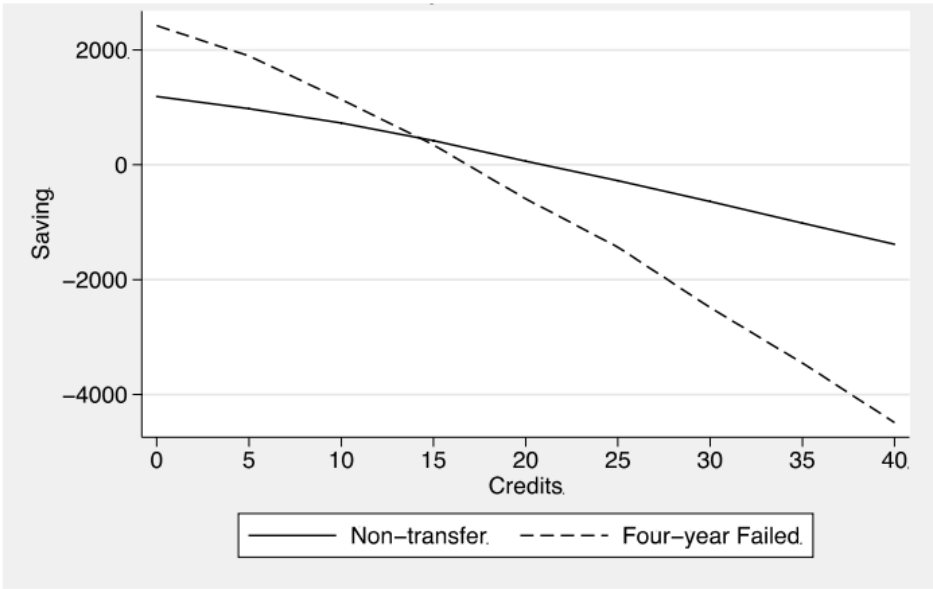

Credit loss "Break even" point, State Alpha:

- 40 credits not transferred

Credit loss "Break even" point, State Omega:

- 20 credits not transferred

Belfield, Fink, & Jenkins, (2017). Is It Really Cheaper to Start at a Community College? The Consequences of Inefficient Transfer for Community College Students Seeking Bachelor's Degrees. CCRC Working Paper No. 94.

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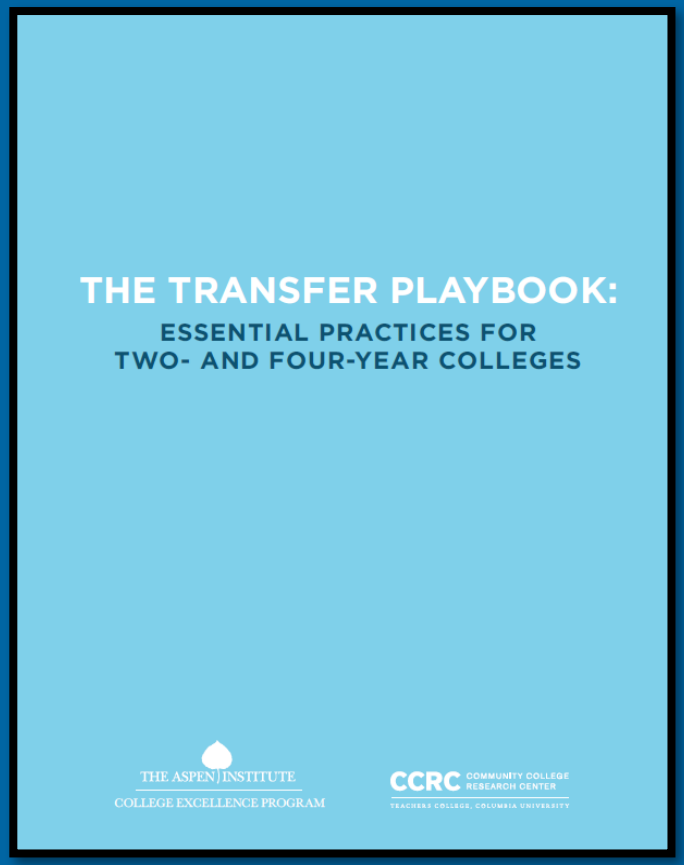
How Can Community College and Four-Year Partners Achieve Strong Transfer Outcomes?



Wyner, Deane, Jenkins & Fink, May 2016

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Takes Two to Tango: Essential Practices of Highly Effective Transfer Partnerships

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Abstract

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Fink & Jenkins, 2017

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Essential 2- and 4-Year College Transfer Practices

1. Prioritize transfer student success
2. Create clear program pathways with aligned high quality instruction
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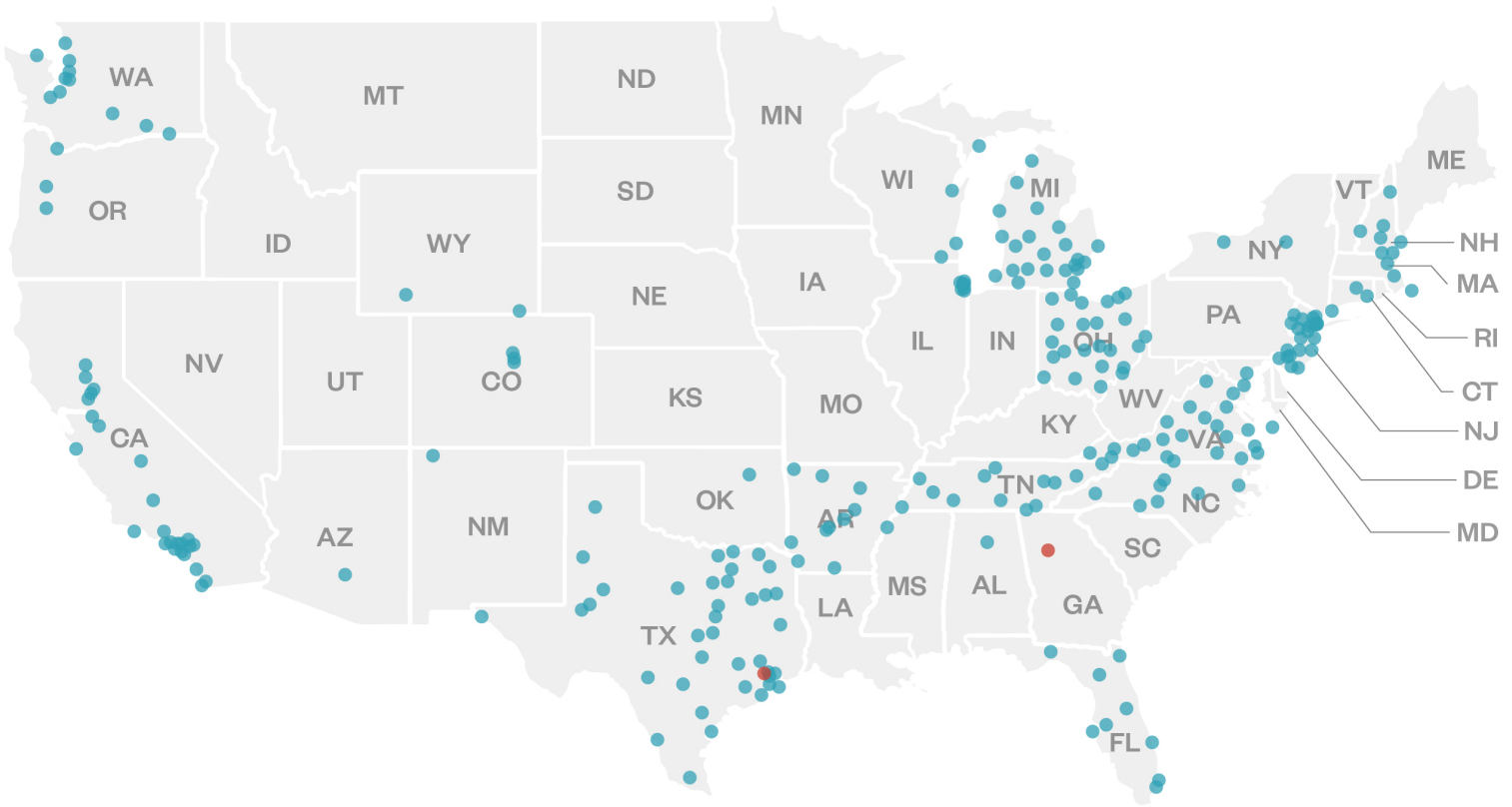
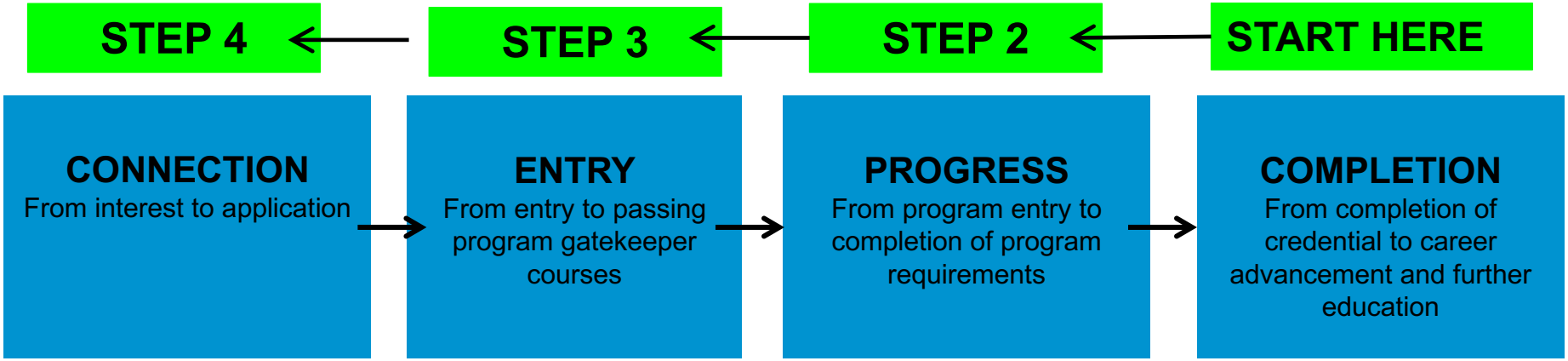
Wyner, Deane, Jenkins & Fink, May 2016; Fink & Jenkins, 2017

A National Movement:
Colleges Implementing Guided Pathways



Start with the End in Mind



- Market program paths
- Build bridges from high school and adult ed. into program streams (e.g., strategic dual enrollment, I-BEST)

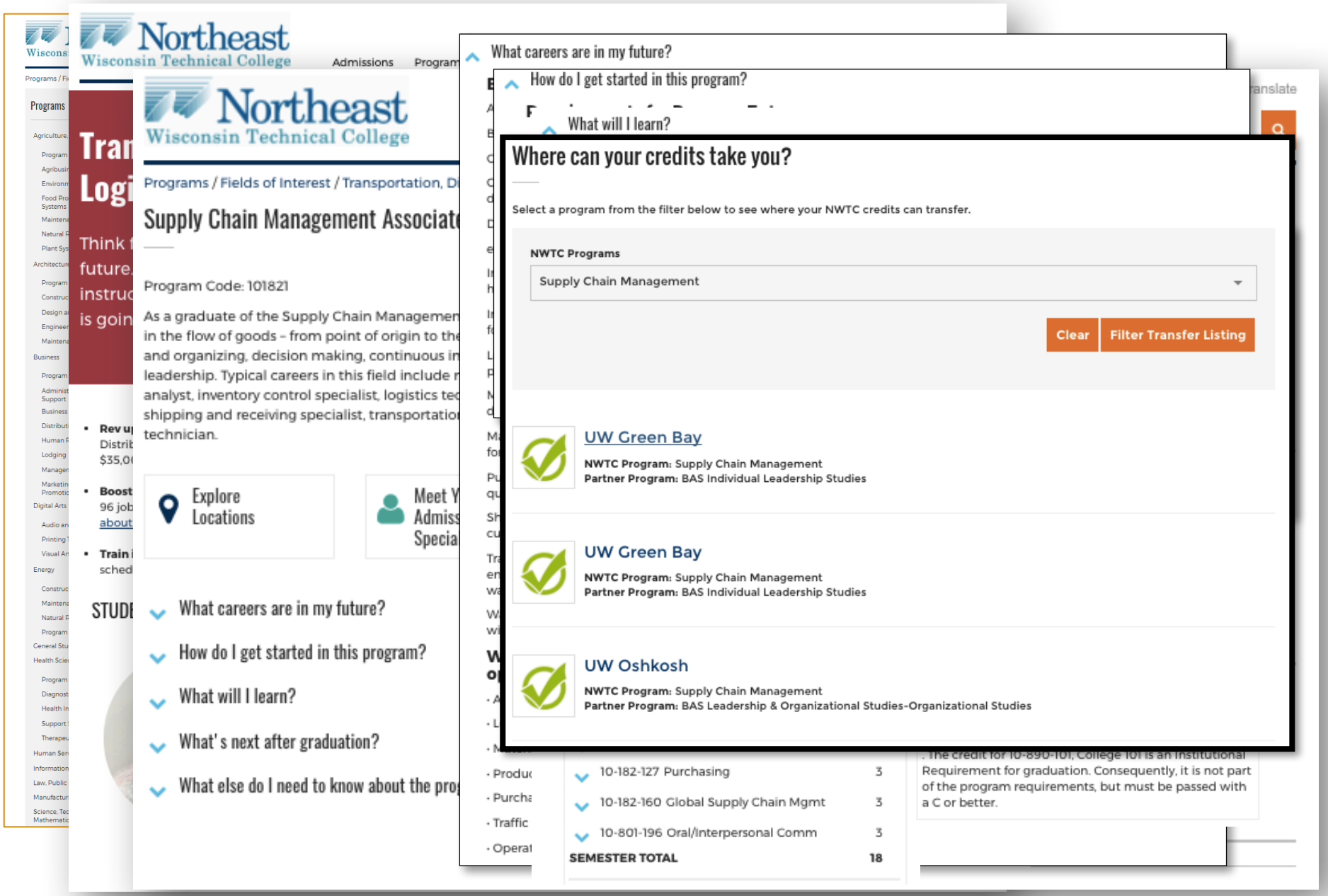
- Require exploratory or "meta-majors" for undecided students
- Integrate basic skills instruction into introductory college courses

- Clearly map out program paths
- Rethink advising around maps
- Use "eAdvising" to monitor student progress, provide feedback and support as needed

- Align program outcomes with requirements for success in further education and the labor market

Essential Pathways Practices

- Organize programs into “meta-majors,” map programs to career-path jobs and transfer in majors
- Help all students explore career/academic options and develop a full-program plan by end of term 1
- Make schedules and monitor progress based on students’ plans
- Integrate academic support into college program gateways
- Integrate experiential learning into every program
- Build pathways into high schools, starting with dual enrollment


Northeast
Wisconsin Technical College
Admissions
Programs / Fields of Interest / Transportation, D
Supply Chain Management Associat
Program Code: 101821
As a graduate of the Supply Chain Management
in the flow of goods – from point of origin to the
and organizing, decision making, continuous in
leadership. Typical careers in this field include r
analyst, inventory control specialist, logistics tec
shipping and receiving specialist, transportatio
technician.
Explore Locations
What careers are in my future?
How do I get started in this program?
What will I learn?
What's next after graduation?
What else do I need to know about the prog
Where can your credits take you?
Select a program from the filter below to see where your NWTC credits can transfer.
NWTC Programs
Supply Chain Management
Clear
Filter Transfer Listing
UW Green Bay
NWTC Program: Supply Chain Management
Partner Program: BAS Individual Leadership Studies
UW Green Bay
NWTC Program: Supply Chain Management
Partner Program: BAS Individual Leadership Studies
UW Oshkosh
NWTC Program: Supply Chain Management
Partner Program: BAS Leadership & Organizational Studies-Organizational Studies
10-182-127 Purchasing 3
10-182-160 Global Supply Chain Mgmt 3
10-801-196 Oral/Interpersonal Comm 3
SEMESTER TOTAL 18
Requirement for graduation. Consequently, it is not part
of the program requirements, but must be passed with
a C or better.

St. Petersburg College

SPC

Recommended Academic Pathway - Effective Spring 2018
Associate of Arts (FSPPSY-TR)
USF St. Petersburg Transfer Plan for Psychology

Seq #	Course	Course Title	Credit	Type	Term Offered	Pre-Req	Options Available	Year 1 Fall	Cred	Year 2 Fall	Cred	Year 3 Fall	Cred	Year 4 Fall
1	ENC 1101	Composition I	3	Gen Ed	F, Sp,		Y							
2	MGF 1106	Mathematics for Liberal Arts I	3	Gen Ed	F, Sp,		Y							
3	PSY 1012	General Psychology	3	Gen Ed	F, Sp,		Y							
4	POS 2041	American National Government	3	Gen Ed	F, Sp,		Y							
5	HUM 1020	Introduction to Humanities	3	Gen Ed	F, Sp,									
6	CGS 1070	Basic Computer and Information Literacy	1	Support	F, Sp,		Y							
7	ENC 1102	Composition II	3	Ged Ed	F, Sp,		Y							
8	STA 2023	Elementary Statistics	3	Gen Ed	F, Sp,	Y	Y							
9	DEP 2004	Developmental Psychology of the Life Span	3	Elective	F, Sp,		Y	**Spring**		**Spring**		**Spring**		**Spring**
10	SYG 2000	Introductory Sociology	3	Elective	F, Sp,									
11		Foreign Language I	4	Gen Ed	F, Sp,		Y							
12	PPE 2001	Personality Development	3	Elective	F, Sp		Y							
13	HUM 2270	Humanities (East-West Synthesis)	3	Support	F, Sp,		Y							
14	SPC 1017	Introduction to Speech Communication	3	Gen Ed	F, Sp,		Y							
15	BSC 1005C	Biological Science with Lab	3	Gen Ed	F, Sp,		Y							
16	CLP 2140	Abnormal Psychology	3	Elective	F, Sp,		Y							
17		Foreign Language II	4	Gen Ed	F, Sp,		Y	**Summer**		**Summer**		**Summer**		**Summer**
18	SYG 2430	Marriage and Family	3	Elective	F, Sp,		Y							
19	PHI 1600	Studies in Applied Ethics	3	Gen Ed	F, Sp,		Y							
20	BSC 1083	Human Anatomy	3	Gen Ed	F, Sp,		Y							
		Total Program Credits	**60**											
		Total Pathway Credits	**60**											

Overview of program

ness Transfer DTA

GENERAL INFORMATION

This degree satisfies general undergraduate requirements for a major in economics through a universit
sciences or business. This degree meets statewide guidelines for transfer to the following Washington
universities subject to exceptions and qualifications outlined in this guide: Central Washington Univers
University, University of Washington, Washington State University, Western Washington University, Go
Heritage University, Pacific Lutheran University, Saint Martin's University, Seattle Pacific University, Sea
Walla University, and Whitworth University.

Information on common transfer destinations

Ce	Seattle Pacific University (SPU) www.spu.edu/depts/sbe
Eas	University of Washington (US) www.foster.washington.edu/academ www.uwb.edu/business (Bothell); www.tacoma.uw.edu/milgard-sch
www.plu.edu/busa	Washington State University (WSU) www.business.wsu.edu
Seattle University (SU) www.seattleu.edu/albers	Western Washington University (WWU) www.cbe.wwu.edu

Students interested in earning a bachelor's degree in Hospitality Management (via WSU's program at E
accounting, business ad
completing this degree.

GETTING STARTED AT EV

Enrollment Services pro
students; contact Enroll
advising should contact

PROGRAM ADVISORS

**Students are required t
academic plan. Registra**

Dongwa Hu, Olympus 21
425.388.9364; dhu@eve

Chad T. Lewis, Olympus
425.388.9559; ctlewis@everettcc.edu

Lynne Muñoz, Olympus 216
425.388.9175; lmunoz@everettcc.edu

425.388.9538; meppley@everettcc.edu

Bill Reed, Monte Cristo 122
42

If there is no answer, please call the Division Office at 425.388.92

Program advisor information

BUSINESS TRANSFER—DTA/MRP DEGREE **REQUIREMENTS**

Must earn a C grade (2.0) or better in all required courses. Courses may be subject to prerequisites.

BASIC COMMUNICATION SKILLS (10 credits)

Course	Course Title	Credits	Grade	Quarter	Year
ENGL& 101 or ENGL& 101D	English Composition I	5			
ENGL& 102, ENGL& 102D or CMST& 220	Composition II or Public Speaking (CMST& 220 required at EWU)	5			

BASIC QUANTITATIVE SKILLS (10 credits)

Course	Course Title	Credits	Grade	Quarter	Year
MATH 138 or &141 or &144 or &148 or &151 (or higher)		5			
MATH& 148 or &151 or higher		5			

HUMANITIES (15 credits with no more than 10 credits from any one disciple on the AAS DTA Humanities distribution list. No more than 5 credits of foreign language and performance arts credits can be listed. Two quarters at EvCC or two years in high school of the same world language is required for admission to all UW campuses. Students interested in an international business major should consult with the specific transfer institution regarding foreign lang

Course	Course Title	Credits	G
		5	
		5	
		5	

Program-specific "degree-sheets"

SOCIAL SCIENCE (15 credits; 10 credits in economics; **5 credits** other than economics from the AAS DTA Social Science distribution list. BUS &101 recommended as a social science distribution course.)

Course	Course Title	Credits	Grade	Quarter	Year
ECON& 201	Micro Economics	5			
ECON& 202	Macro Economics	5			
BUS& 101 (recommended)	Introduction to Business	5			

NATURAL SCIENCE (15 credits; 5 credits in statistics; 5 credits each from the AAS DTA Natural Science distribution lists Part A

Notes:

- To earn a certificate or degree, the courses must be completed with a cumulative GPA of 2.0 (C) or better.
- Gonzaga requires a course equivalent to its BMIS 235, Management Information Systems.
- PLU requires a course equivalent to its Computer Applications CSCE 120 or MOS certification; CL 101 may suffice to fulfill this requirement.
- SPU requires a course equivalent to its BUS 1700 or MOS certification (MOS 77-420); BT 242 may suffice to fulfill this requirement.
- WWU requires a course equivalent to its MIS 220 Introduction to Computer Systems; CL 101 may suffice to fulfill this requirement. The WWU Manufacturing and Supply Chain Management program requires additional coursework, some of which may also be taken as elective credit at EvCC. Management program web site is www.wwu.edu/node/731/.

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https://mymajor.fiu.edu/

WEBSITE EXERCISE

Imagine you are a student about to register for classes at your community college.

You want to study biosciences and transfer to a local four-year university. Go to **YOUR COLLEGE'S** website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter a biosciences program at the four-year institution.

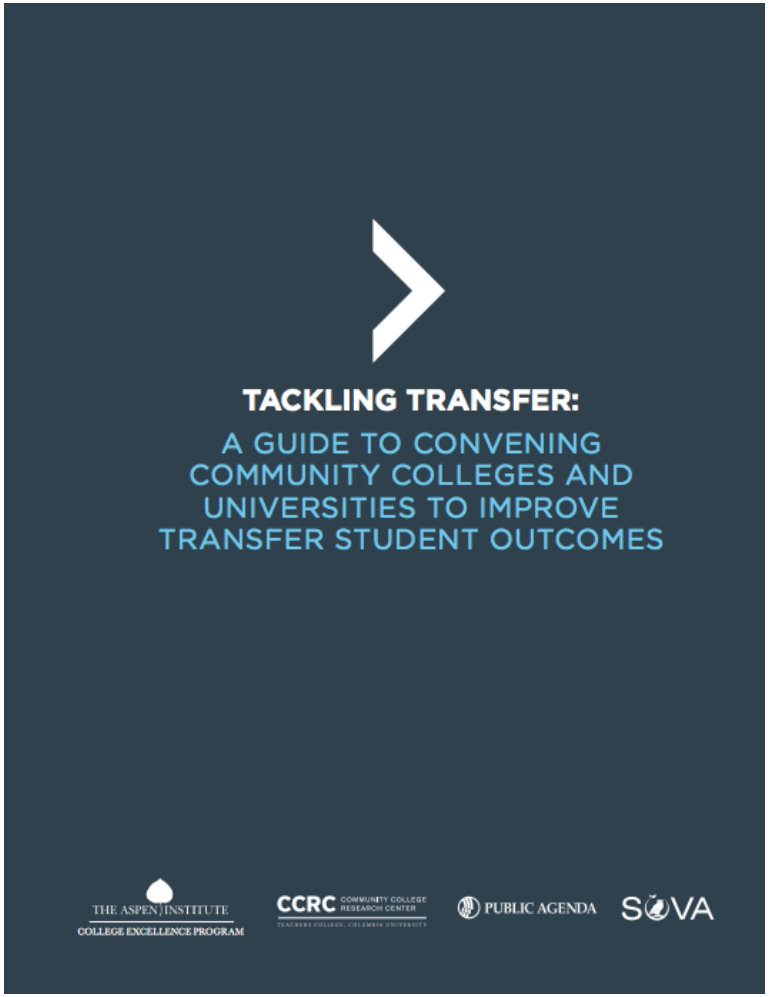
Think about the following questions AS THE STUDENT:

Getting Off on the Right Start: What biosciences programs are available at nearby universities? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

Planning for Program Requirements: What are the requirements for admission to the university's biosciences programs? What classes will the student need to take at **YOUR COLLEGE** if you want to transfer into a bioscience program at the university? How easy or difficult was it to find this information? How many clicks did it take?

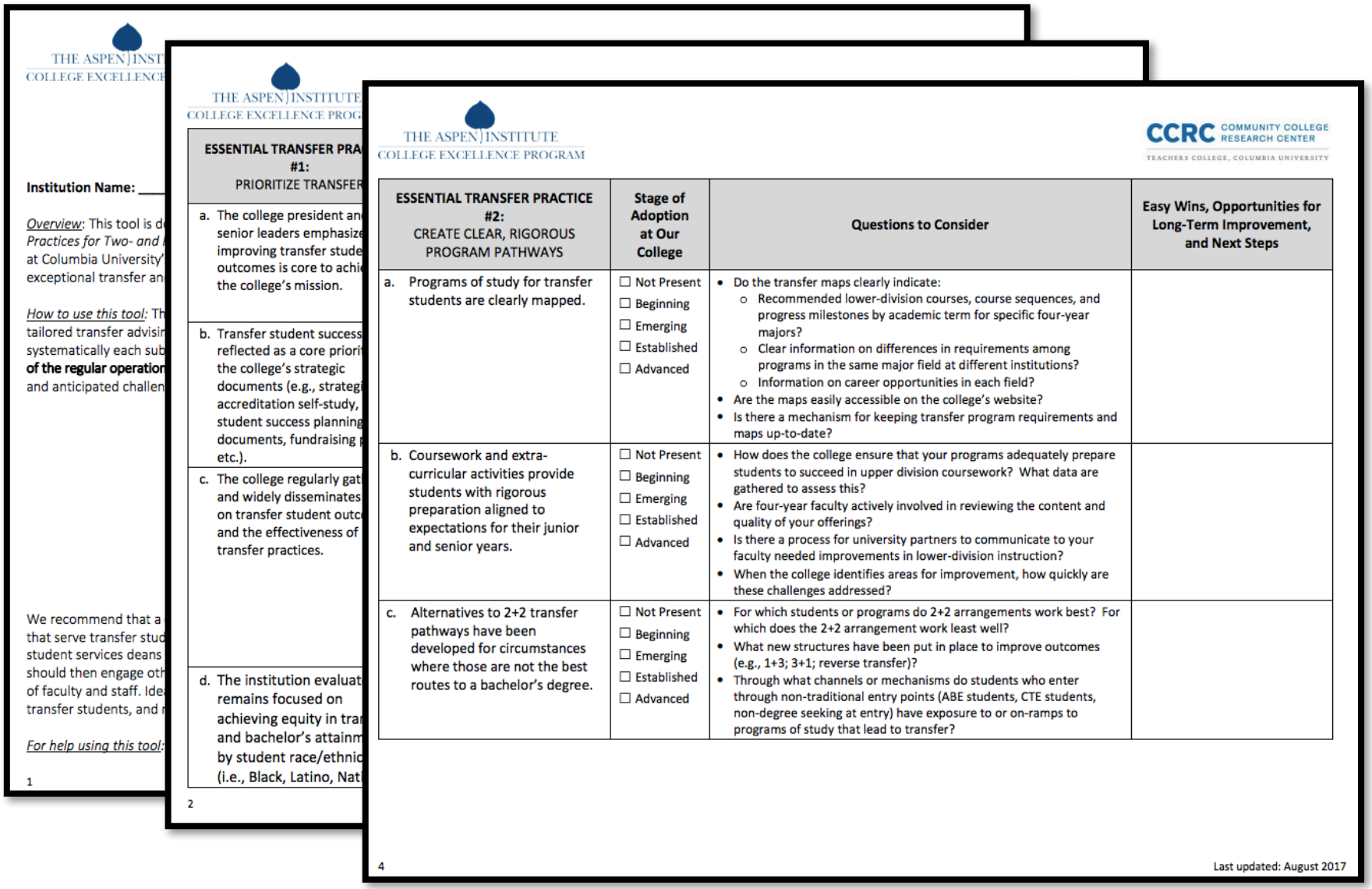
Locating In-Person Help: Who would you need to go at **YOUR COLLEGE** to get information on transfer in bioscience? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website?

Getting Started:
Tools for Tackling Transfer



https://ccrc.tc.columbia.edu/

Transfer Playbook Institutional Self-Assessment



THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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.	☐ Not Present
	☐ Beginning
	☐ Emerging
	☐ Established
	☐ Advanced
		• Do the transfer maps clearly indicate:
		  ○ Recommended lower-division courses, course sequences, and progress milestones by academic term for specific four-year majors?
		  ○ Clear information on differences in requirements among programs in the same major field at different institutions?
		  ○ Information on career opportunities in each field?
		• Are the maps easily accessible on the college's website?
		• Is there a mechanism for keeping transfer program requirements and maps up-to-date?	

b. Coursework and extra-curricular activities provide students with rigorous preparation aligned to expectations for their junior and senior years.	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Advanced	• How does the college ensure that your programs adequately prepare students to succeed in upper division coursework? What data are gathered to assess this? • Are four-year faculty actively involved in reviewing the content and quality of your offerings? • Is there a process for university partners to communicate to your faculty needed improvements in lower-division instruction? • When the college identifies areas for improvement, how quickly are these challenges addressed?	
c. Alternatives to 2+2 transfer pathways have been developed for circumstances where those are not the best routes to a bachelor's degree.	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Advanced	• For which students or programs do 2+2 arrangements work best? For which does the 2+2 arrangement work least well? • What new structures have been put in place to improve outcomes (e.g., 1+3; 3+1; reverse transfer)? • 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?	

4

Last updated: August 2017

Tools for Gathering Transfer Data

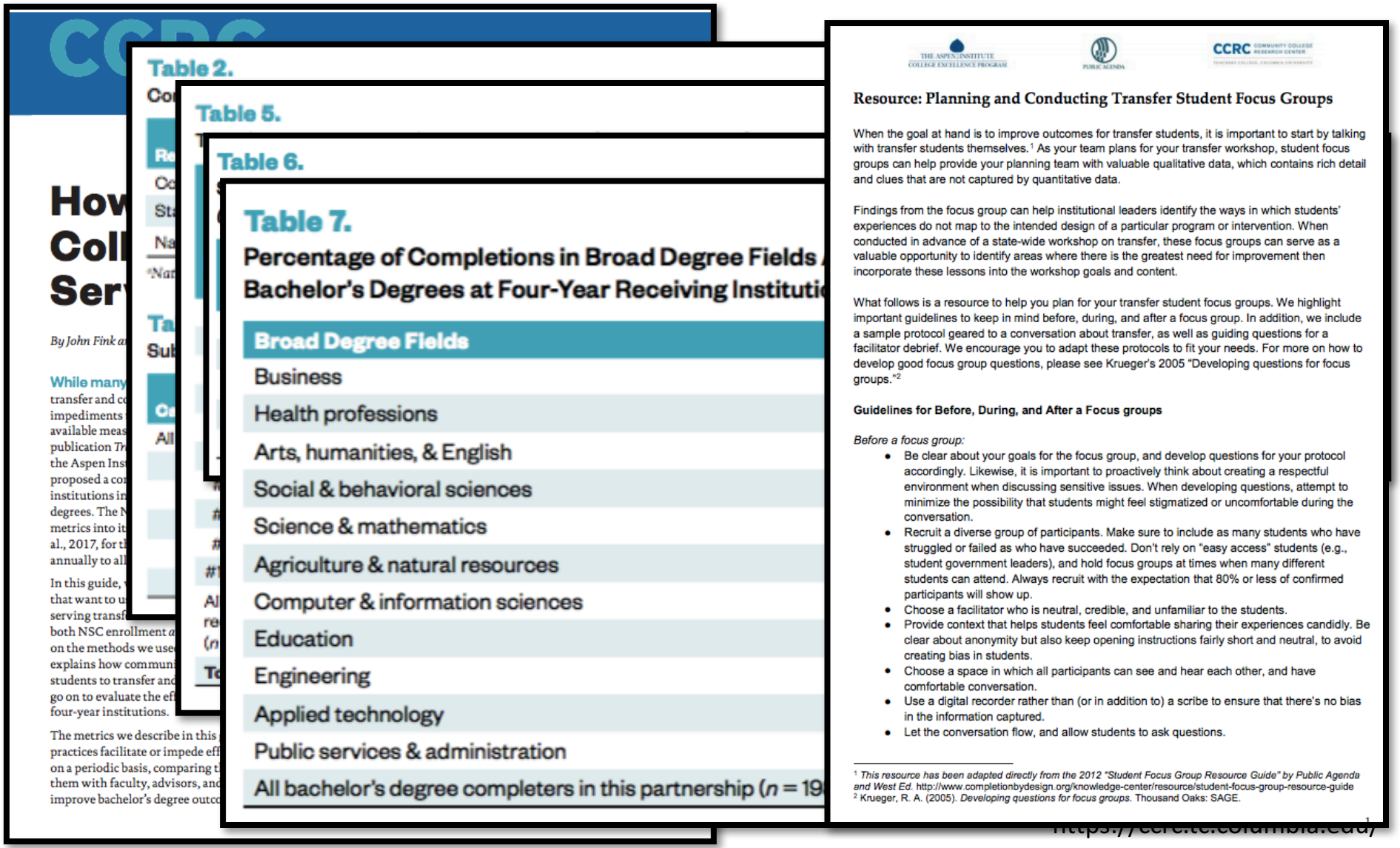


Table 7.

Percentage of Completions in Broad Degree Fields
Bachelor's Degrees at Four-Year Receiving Institutio

Broad Degree Fields
Business
Health professions
Arts, humanities, & English
Social & behavioral sciences
Science & mathematics
Agriculture & natural resources
Computer & information sciences
Education
Engineering
Applied technology
Public services & administration
All bachelor's degree completers in this partnership (*n* = 19

Resource: Planning and Conducting Transfer Student Focus Groups

When the goal at hand is to improve outcomes for transfer students, it is important to start by talking with transfer students themselves.[1] As your team plans for your transfer workshop, student focus groups can help provide your planning team with valuable qualitative data, which contains rich detail and clues that are not captured by quantitative data.

Findings from the focus group can help institutional leaders identify the ways in which students' experiences do not map to the intended design of a particular program or intervention. When conducted in advance of a state-wide workshop on transfer, these focus groups can serve as a valuable opportunity to identify areas where there is the greatest need for improvement then incorporate these lessons into the workshop goals and content.

What follows is a resource to help you plan for your transfer student focus groups. We highlight important guidelines to keep in mind before, during, and after a focus group. In addition, we include a sample protocol geared to a conversation about transfer, as well as guiding questions for a facilitator debrief. We encourage you to adapt these protocols to fit your needs. For more on how to develop good focus group questions, please see Krueger's 2005 "Developing questions for focus groups."[2]

Guidelines for Before, During, and After a Focus groups

Before a focus group:

- Be clear about your goals for the focus group, and develop questions for your protocol accordingly. Likewise, it is important to proactively think about creating a respectful environment when discussing sensitive issues. When developing questions, attempt to minimize the possibility that students might feel stigmatized or uncomfortable during the conversation.
- Recruit a diverse group of participants. Make sure to include as many students who have struggled or failed as who have succeeded. Don't rely on "easy access" students (e.g., student government leaders), and hold focus groups at times when many different students can attend. Always recruit with the expectation that 80% or less of confirmed participants will show up.
- Choose a facilitator who is neutral, credible, and unfamiliar to the students.
- Provide context that helps students feel comfortable sharing their experiences candidly. Be clear about anonymity but also keep opening instructions fairly short and neutral, to avoid creating bias in students.
- Choose a space in which all participants can see and hear each other, and have comfortable conversation.
- Use a digital recorder rather than (or in addition to) a scribe to ensure that there's no bias in the information captured.
- Let the conversation flow, and allow students to ask questions.

[1] *This resource has been adapted directly from the 2012 "Student Focus Group Resource Guide" by Public Agenda and West Ed.* http://www.completionbydesign.org/knowledge-center/resource/student-focus-group-resource-guide
[2] Krueger, R. A. (2005). *Developing questions for focus groups.* Thousand Oaks: SAGE.

Discussion Questions

- How well aligned are our programs (including transfer paths) with career opportunities in our region?
- Why are so many cc students still enrolled with no degree after 6 years? What are their goals?
- Why don't more cc students transfer? Why don't more transfer with cc credentials?
- How well are articulation agreements / transfer pathways working? Do most of our students know about them?
- How can we better help students identify major program transfer goals early and ensure they take courses that will apply to their intended majors?

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Thank you!

 ccrc.tc.columbia.edu  CommunityCCRC  CommunityCCRC

 ccrc@columbia.edu  212.678.3091