STANDING COMMITTEES

Academic and Student Affairs Committee

Community College Engagement Initiative (CCEI) Update

INFORMATION

This item is for information only.

BACKGROUND

For decades, the UW has provided academic transfer opportunities for thousands of Washington residents who have attended Washington Community and Technical Colleges. The transfer relationship and its associated benefit to students, families and communities across the state of Washington, many of whom are first-generation, underrepresented and low-income, is deeply embedded in the public mission of the UW and our commitment to equity, access and inclusion. As a part of our ongoing work to define, enhance, and improve the Husky Experience, the transfer student experience and the UW’s relationship and engagement with the community college system warrants specific, proactive attention.

Sponsored by the President and the Provost, the Community College Engagement Initiative (CCEI) is a year-long self-study designed to review and assess the Washington community college transfer experience at the UW-Seattle. Focusing on the Seattle and Spokane Colleges, its purpose is to identify respective strengths, weaknesses, challenges and opportunities with the UW and Community and Technical College relationship and to make recommendations on future directions.

In October 2015, Associate Vice President for Alumni and Constituent Relations and UW Alumni Association Executive Director Paul Rucker was assigned additional duties and responsibilities as Special Assistant to the President and Provost for Community College Engagement to provide leadership on this initiative. His background in community college administration and current integrated responsibilities across the UW make him ideally suited to lead this effort. Rucker is joined in the CCEI leadership role by Gary Oertli, President of South Seattle College President and Vice Chancellor for University Partnerships for the Seattle College District.
STANDING COMMITTEES

Academic and Student Affairs Committee

Community College Engagement Initiative (CCEI) Update (continued p. 2)

The CCEI leadership team will return to the UW Board of Regents with final recommendations at the July meeting.

Attachments

1. Community College Engagement Initiative
2. Community College Engagement Initiative Seattle and Spokane Colleges Summary Project Charter
3. Community College Engagement Initiative (CCEI) timeline
4. Autumn Quarter 2015 New Undergraduate Student Profile
5. Special Assistant to the President and Provost for Community College Engagement Appointment Letter
Community College Engagement Initiative

October 2015 to July 2016
Project Purpose

Sponsored by the President and Provost, the Community College Engagement Initiative (CCEI) is a year-long self-study designed to review and assess the community college transfer student experience at the UW-Seattle. Focusing on the Seattle and Spokane Colleges, the CCEI purpose is to identify respective strengths, weaknesses, challenges and opportunities with the UW and Community & Technical College relationship and to make recommendations on future directions.
Project Priorities and Outcomes

> Transfer Landscape Assessment
  - Gain a clear understanding of the effectiveness and efficiency of the current WA CC transfer environment

> Academic Pathways
  - Gain a clear understanding of efficiency and effectiveness of existing academic planning and advising pathways between WA CC’s and UW-Seattle

> Philanthropic Innovation
  - Assess opportunity to develop and implement a philanthropic pathway between high schools, community colleges and the UW-Seattle (Husky Promise).
Emerging Areas of Focus

- Timing of transfer admissions notification
- Specific recruitment and retention strategies for underrepresented minority (URM), first-generation, low income transfer students
- Coordination of central and college/program advising and access to competitive majors
- Increased visibility of transfer students in UW marketing and communications
- Prospective transfer student scholarship pathways to UW
WACC Students Applied, Admitted, Enrolled
UW–Seattle, 1999 to 2015

Source: UW Office of Planning and Budgeting (OPB) – Running Start Data Excluded

Applied
Admitted
Enrolled
WACC Students Applied, Admitted, Enrolled
UW–Bothell, 1999 to 2015

Source: UW Office of Planning and Budgeting (OPB) – Running Start Data Excluded
Data Profile of 2014–15 WA Community College Transfer Students at the UW–Seattle

Source: UW Office of Planning and Budgeting (OPB) – Running Start Data Excluded

Highlights

> 55% of CC applicants accepted | 55% High School
> 78% of CC admitted enroll | 37% High School
> Approx. 65% CC transfers enter with 90+ credits; approx. 28% CC transfers enter with 60-89 credits

> First Generation: 52% Transfers | 32% High School
> URM: 19% Transfers | 15% High School
> Pell eligible: 41% Transfers | 26% High School
Community College Transfer Student Performance at the UW–Seattle

> Over the past 10 years, 85% of transfer students graduated within 6 years.

> Mean GPA at 2014-15 graduation for transfer students is 3.34 compared to high school entrants at 3.32.


> Highest proportion of transfer students who drop out do so after one quarter; high school entrants drop out after three quarters
CCEI Focus Group Feedback

> Seattle, Spokane Colleges & SBCTC Leadership
> Seattle & Spokane Colleges Advisers, Student Services Staff, Faculty, Deans
> UW Undergraduate and Academic Department Advisers, Financial Aid Counselors
> UW Faculty
> UW Transfer Students
UW Faculty Feedback

> Some transfer students struggle in their first quarter or two due to larger class sizes, more competition among peers, and shifting self-perceptions.

> Transfer students who enroll in TRIG or TRAC courses build community, which translates into academic success.

> Strong advising from the beginning is key for student readiness and entry to major.

> Faculty are inspired by transfer students because they excel even with extra challenges.
Adviser & Student Services Staff Feedback

> Clear, accurate information – regarding deadlines, course equivalencies, prerequisites - is key to the successful transfer of community college students.

> The late timing of admissions notification disadvantages students in their academic planning, financial aid, and initial course registration.

> More access to admissions staff – on the CTC campus and/or through a helpline – for both transfer students and advisers would be beneficial.
Transfer Alumni Feedback (2014 Graduates)

> Alumni indicated that admission into a major was the most important factor for their successful transition into the UW.
> 94% indicated they were able to transfer the credits they expected would transfer to UW.
> 85% said they were able to register for courses for their major in their first quarter at the UW.
> Transfer alumni are just as likely to agree with the statement “If I had to make my college choice again, I would choose to attend UW” compared to high school entrant alumni.
CCEI Leadership/Contacts

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Vice-Chancellor for University Partnerships
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Gary.Oertli@seattlecolleges.edu

**Colleen Ferguson**
Project Manager, CCEI
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cdc4@uw.edu
COMMUNITY COLLEGE ENGAGEMENT INITIATIVE
SEATTLE and SPOKANE COLLEGES
SUMMARY PROJECT CHARTER

PROJECT NAME: Community College Engagement Initiative (CCEI)

UW PROJECT SPONSOR: Ana Mari Cauce, UW President; Gerald Baldasty, UW Interim Provost and Executive Vice President

UW PROJECT LEAD/MANAGEMENT: Paul Rucker, Associate Vice President for Alumni and Constituent Relations and Special Assistant to the President and Provost for Community College Engagement; Colleen Ferguson, CCEI Project Manager.

UW PROJECT STAKEHOLDERS: Admissions, Financial Aid, Student Life, Undergraduate Affairs, Office of Minority Affairs and Diversity, External Affairs, Planning and Management, University Advancement, University Marketing and Communications and UW campuses, schools and colleges as appropriate

PROJECT PURPOSE: The purpose of this initiative is to develop a foundation to cooperatively investigate the substantive expansion of the UW and Seattle and Spokane College relationships AND provide recommendations to UW and Community College leadership for future program direction, design and implementation.

PROJECT DESCRIPTION: Serving as Special Assistant to the President and Provost for Community College Engagement, Paul Rucker will lead a cross-campus initiative with designated UW and CTC leadership to review and assess the UW-CTC transfer student landscape, identify respective strengths, weaknesses, challenges and opportunities and make recommendations on future directions. The project will initially focus on Seattle and Spokane Colleges.

INITIAL AREAS OF FOCUS

1. **Transfer Landscape Assessment**: Review effectiveness and efficiency of current transfer environment, review available data on student access, progression and retention; review pre-admissions communications, advising and coordination, application and admissions processes, timing of admissions notification, first-year program/orientation, academic advising, performance, retention, alumni engagement and philanthropic participation.

2. **Structured Academic Pathways**: Assess existing academic planning and advising pathways between the Seattle and Spokane Colleges and UW and explore feasibility of new and/or expanded structured academic pathways, including cohort-based advising/navigation, admissions, orientation and retention-related programs and services.
3. **Philanthropic Innovation (Seattle):** Assess opportunity to develop and implement innovative cohort-based philanthropic partnerships between Seattle Public Schools, the Seattle Colleges and the UW. Potential additional partners could include City of Seattle, The Bill and Melinda Gates Foundation, The Road Map Project, Alliance for Education, etc.

**INITIAL PROJECT TIMELINE:**

Nine Months. October 2015 – June 2016. If successful, the CCEI may serve as a framework to assess and explore expanded statewide UW and community college collaboration.

**PROJECT GOALS / SUCCESS CRITERIA**

- Develop a shared executive-level communications relationship/architecture which supports innovative collaboration between the UW and the Seattle and Spokane Colleges built on shared commitments to student access, success, community development and economic and workforce prosperity and impact
- Increase shared evidence-based understanding of the presence, experience, performance and impact of transfer students at UW
- Begin substantive efforts by November 15; assemble joint committee member structure, build rapport and shared commitment
- Conclude ad-hoc working group efforts by April 1, 2016
- Provide UW and CTC leadership with recommendations for permanent partnership direction by May 1, 2016

**BUDGET & RESOURCES**

The Provost has committed funding to support this preliminary assessment phase. Resources to be used to fund a part-time hourly project manager and miscellaneous, non-salary operations and administrative expenses which may be incurred.

If this pilot initiative proves successful, it may provide a framework for expanded collaboration between the UW and Washington’s community and technical colleges outside of Seattle and across Washington State.
Sponsored by the President and Provost, the Community College Engagement Initiative (CCEI) is a year-long self-study designed to review and assess the community college transfer student experience at UW. Focusing on the Seattle and Spokane College Districts, its purpose is to identify respective strengths, weaknesses, challenges and opportunities within the UW and Community and Technical College relationship and make recommendations on future directions.

**CCEI Leadership/Contacts**

- **Paul Rucker**
  Special Assistant to the President and Provost for CCEI
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  prucker@uw.edu

- **Gary Oertli**
  President, South Seattle College
  206.934.6870
  gary.oertli@seattlecolleges.edu

- **Colleen Ferguson**
  Project Manager, CCEI
  206.221.1958
  cdc4@uw.edu

**Develop and compose final project recommendations**

- **OCT. 28**
  CCEI Launch meeting with CC Partners

- **NOV. 12**
  CCEI presentation to Seattle Colleges Trustees

- **FEB. 10**
  UW Regents/Seattle Colleges Trustees Reception

- **FEB. 25**
  CTC Presidents host President Cauce in Olympia

- **APR. 29**
  Transfer Advisors Conference

- **MAY 12**
  CCEI Update to UW Regents

- **MAY 18**
  May 18: Presentation to Board of Deans

- **JUNE 9**
  CCEI presentation to Seattle Colleges Trustees

- **JULY 18**
  CCEI Final Report to UW Regents

**ATTACHMENT 3**
AUTUMN QUARTER 2015
NEW UNDERGRADUATE STUDENT PROFILE

FRESHMEN

FRESHMAN APPLICATIONS 2011–2015

<table>
<thead>
<tr>
<th>Year</th>
<th>WA Resident</th>
<th>International</th>
<th>U.S. Non-Res</th>
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<tbody>
<tr>
<td>2011</td>
<td>24,540</td>
<td>9,160</td>
<td>10,447</td>
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<td>2012</td>
<td>26,138</td>
<td>9,595</td>
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<td>2013</td>
<td>30,200</td>
<td>11,887</td>
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<td>2014</td>
<td>31,611</td>
<td>13,520</td>
<td>10,499</td>
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<tr>
<td>2015</td>
<td>36,840</td>
<td>16,638</td>
<td>11,275</td>
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FRESHMAN TEST SCORES (Middle 50%)

- Critical Reading: 540–660
- Math: 570–690
- Writing: 530–650
- ACT Composite: 25–30
- High School GPA: 3.67–3.94

6,792
2015 TOTAL FRESHMAN CLASS

4 YEARS AVERAGE TIME TO GRADUATE (academic year 2013–14)

27% OF ALL FRESHMEN WILL BE THE FIRST IN THEIR FAMILIES TO GRADUATE FROM COLLEGE

FRESHMAN ENROLLMENT 2011–2015

<table>
<thead>
<tr>
<th>Year</th>
<th>WA Resident</th>
<th>International</th>
<th>U.S. Non-Res</th>
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<tbody>
<tr>
<td>2011</td>
<td>5,793</td>
<td>961</td>
<td>1,036</td>
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<tr>
<td>2012</td>
<td>6,049</td>
<td>982</td>
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<td>2013</td>
<td>6,255</td>
<td>1,070</td>
<td>974</td>
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<tr>
<td>2014</td>
<td>6,361</td>
<td>1,176</td>
<td>910</td>
</tr>
<tr>
<td>2015</td>
<td>6,792</td>
<td>1,393</td>
<td>1,116</td>
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</table>

2015 FRESHMAN ADMIT RATES

- WA Resident: 66%
- International: 39%
- U.S. Non-Resident: 53%

94% OF FRESHMEN RETURN FOR THEIR SOPHOMORE YEAR (academic year 2013–14)

FRESHMAN STUDENT BODY

- African American: 216
- American Indian/Alaska Native: 63
- Asian American: 2020
- Caucasian: 2756
- Hispanic/Latino: 502
- Native Hawaiian/Pacific Islander: 76
- International: 1116
- Not Indicated: 43

53.5% WOMEN 46.5% MEN
The UW enrolled freshmen from 45 STATES, including Washington and the District of Columbia, and 50 COUNTRIES including the U.S.

THE MOST FRESHMEN COME TO UW FROM:

STATES
2. California 7. Nevada
5. Texas 10. Arizona

COUNTRIES
1. United States 6. Malaysia
2. China 7. Thailand
3. South Korea 8. Indonesia
4. India 9. Saudia Arabia
5. Taiwan 10. Canada

WASHINGTON HIGH SCHOOLS
1. Skyline 6. Mercer Island
2. Inglemoor 7. Kamiak
3. Newport 8. Redmond
5. Interlake 10. Franklin

NON-WASHINGTON HIGH SCHOOLS
1. Monta Vista (CA)
2. Northwood (CA)
3. Mira Costa (CA)
4. Campolindo (CA)
5. Dougherty Valley (CA)
6. Renmin University High (China)
7. Miramonte (CA)
8. University High (CA)
9. Chengdu Number 7 (China)
   Beijing Normal University
   Experimental High (China)
   Mission San Jose (CA)
   Beijing Normal University
   Second High (China)

TRANSFER STUDENTS

TRANSFER APPLICATIONS 2011–2015

<table>
<thead>
<tr>
<th>Year</th>
<th>All Other 2-Year &amp; 4-Year Schools</th>
<th>WA 2-Year Community Colleges</th>
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<tr>
<td>2013</td>
<td>3,123</td>
<td>2,201</td>
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<tr>
<td>2014</td>
<td>3,317</td>
<td>2,428</td>
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<tr>
<td>2015</td>
<td>3,281</td>
<td>2,530</td>
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1,443
2015 TOTAL TRANSFER CLASS

2015 TRANSFER ADMIT RATES
WA 2-YEAR COMMUNITY COLLEGES: 51%
ALL OTHER 2-YEAR & 4-YEAR SCHOOLS: 17%

86% OF ADMITTED TRANSFER STUDENTS WERE FROM WASHINGTON COMMUNITY COLLEGES

TRANSFER ENROLLMENT 2011–2015

<table>
<thead>
<tr>
<th>Year</th>
<th>All Other 2-Year &amp; 4-Year Schools</th>
<th>WA 2-Year Community Colleges</th>
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<tr>
<td>2013</td>
<td>1,335</td>
<td>206</td>
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<tr>
<td>2014</td>
<td>1,341</td>
<td>210</td>
</tr>
<tr>
<td>2015</td>
<td>1,237</td>
<td>206</td>
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</table>

TRANSFER STUDENT BODY

<table>
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<tr>
<th>Ethnic Group</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td>African American</td>
<td>63</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
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<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Asian American</td>
<td>289</td>
<td>290</td>
<td>291</td>
</tr>
<tr>
<td>Caucasian</td>
<td>722</td>
<td>723</td>
<td>724</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>117</td>
<td>118</td>
<td>119</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>14</td>
<td>14</td>
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<tr>
<td>International</td>
<td>199</td>
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</tr>
<tr>
<td>Not Indicated</td>
<td>31</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

55.3% WOMEN 44.7% MEN

3.26–3.81 TRANSFER GPA, MIDDLE 50%
October 21, 2015

Paul Rucker  
Associate Vice President  
Alumni and Constituent Relations  
Box 359508  
Seattle, WA 98195-9508

Paul,

For decades, the UW has provided academic transfer opportunities for thousands of Washington residents who have attended Washington Community and Technical Colleges. The transfer relationship and its associated benefit to students, families and communities across the state of Washington and beyond is deeply embedded in the public mission of the UW.

As a part of our ongoing work to define, enhance, and improve the Husky Experience, we believe that the transfer student experience and our relationship and engagement with the community college system warrant specific, proactive attention. Our objective is a cross-campus initiative to review and assess the UW-CTC transfer student landscape, identify respective strengths, weaknesses, challenges and opportunities, and make recommendations to UW and CTC leadership on future directions. An initial nine month “exploratory phase” would focus on Seattle and Spokane Colleges, with the opportunity, if successful, for scaling and expansion statewide.

We are pleased to appoint you Special Assistant to the President and Provost for Community College Engagement to provide leadership on this initiative. Your background in CTC administration and integrated responsibilities across the UW make you ideally suited for this work. The initial project appointment is for a term of one year, with the possibility to extend and/or enhance the role pending the outcome and recommendations from this initial pilot phase. The Provost will provide resources for project management and support.

Thank you for your leadership on this important initiative. We look forward to the outcome of your work.

Warmest regards,

Ana Mari Cauce  
President  

Gerald Baldasty  
Interim Provost, Executive Vice President