WSAC update
ICRC Meeting – April 18, 2019
WSAC’s mission

We advance educational opportunities and attainment in Washington State.

- Policy and research
- Savings and financial aid programs
- Access and support programs
- Consumer protection
More about WSAC

- Attainment goals
- Priorities
- Updates
- Adult Reengagement
DTA/MRP reviews

Complete
• Business

Active
• Pre-Nursing

Upcoming
• Computer Science
• Nursing

In elimination process
• Engineering Technology
Pre-Nursing DTA/MRP

Add
- 5 cr. QSR to 5 cr. Stats for total of 10 cr. QSR

Replace
- 5 cr. Sociology with 5 cr. non-psych social science w/diversity focus

Keep
- 5 cr. Public Speaking
Transfer report – what did it do?

- Analyzes
  - Number of students completing MRPs
  - Median credits to bachelor’s degree for direct entry students vs. transfer students with MRP or AS-T
- Describes new transfer degrees
- Includes transfer improvements
What did the report find?

- Transfer degree awards are rising
- Most MRPs and AS-Ts are effective
- Transfers who majored in engineering took the most credits
- Most transfers do not have a major-specific transfer degree
The number of statewide transfer degrees awarded in academic year 2017-18 increased by 15 percent since 2013-14.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of transfer degrees awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>17,654</td>
</tr>
<tr>
<td>2014-15</td>
<td>18,625</td>
</tr>
<tr>
<td>2015-16</td>
<td>19,345</td>
</tr>
<tr>
<td>2016-17</td>
<td>19,362</td>
</tr>
<tr>
<td>2017-18</td>
<td>20,263</td>
</tr>
</tbody>
</table>
Bachelor’s degree earners

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Total number of bachelor’s degree earners - public four-year institutions</th>
<th>Total number of bachelor’s degree earners - ICW institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>21,839 (51% transfer)</td>
<td>4,118 (27% transfer)</td>
</tr>
<tr>
<td>2015-16</td>
<td>22,107 (53% transfer)</td>
<td>4,182 (29% transfer)</td>
</tr>
</tbody>
</table>
Transfer degrees studied

- AS-T 1
  - AS-T 1-related bachelor’s degrees
  - Business DTA/MRP
  - Business bachelor’s degrees

- AS-T 2
  - AS-T 2-related bachelor’s degrees
  - Engineering AS-T 2/MRP
  - Engineering bachelor’s degrees

- Biology DTA/MRP
  - Biology bachelor’s degrees
  - Pre-Nursing DTA/MRP
  - Pre-licensure BSN
Entry types

- Direct entry
  - CTC transfer, no transfer degree
- With DTA only
  - Non-CTC transfer, no transfer degree
- With major-specific transfer degree
Most MRPs and AS-Ts are efficient

2015-16 business bachelor’s degrees

<table>
<thead>
<tr>
<th>Entry Type</th>
<th>Median Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Entry Types</td>
<td>190</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>189</td>
</tr>
<tr>
<td>Business DTA/MRP</td>
<td>185</td>
</tr>
<tr>
<td>DTA</td>
<td>197</td>
</tr>
<tr>
<td>CTC Transfer</td>
<td>196</td>
</tr>
<tr>
<td>Other Transfer</td>
<td>189</td>
</tr>
</tbody>
</table>

- Median credits to degree by entry type
- Direct entry median credits to degree
Transfers who majored in engineering took the most credits

2015-16 engineering bachelor’s degrees

<table>
<thead>
<tr>
<th>Entry Type</th>
<th>Median Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Entry Types</td>
<td>211</td>
</tr>
<tr>
<td>Direct Entry</td>
<td>205</td>
</tr>
<tr>
<td>Engineering AS-T 2/MPR</td>
<td>220</td>
</tr>
<tr>
<td>AS-T 2</td>
<td>206</td>
</tr>
<tr>
<td>DTA</td>
<td>257</td>
</tr>
<tr>
<td>CTC Transfer</td>
<td>223</td>
</tr>
<tr>
<td>Other Transfer</td>
<td>221</td>
</tr>
</tbody>
</table>

Median credits to degree by entry type

Direct entry median credits to degree
For all majors, more transfer student ICW graduates entered without a transfer degree

<table>
<thead>
<tr>
<th>Major or Major Area</th>
<th>Entered with DTA</th>
<th>Entered with associated MRP or AS-T</th>
<th>CTC transfer without transfer degree</th>
<th>Non-CTC transfer without transfer degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>Nursing</td>
<td>1%</td>
<td>5%</td>
<td>8%</td>
<td>32%</td>
</tr>
<tr>
<td>AS-T 2 majors</td>
<td>2%</td>
<td>2%</td>
<td>13%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Future research recommendations

Equity lens

Other populations
• BAS earners
• Running Start
• Returning adults

Financial effect of excess credits

Forward look
### Your thoughts

#### Side 1:
- **Is this information helpful?**
  - Why or why not?
- **Would you value more research into how transfer degrees (and/or transfer in general) impacts persistence and credential attainment?**

#### Side 2:
- **What questions do you have about WA transfer?**