

Equity Transfer Initiative (ETI)

Frequently Asked Questions

APPLICATION

Q. Will there be word or character limits in text boxes to upload answers to the narrative questions?

A. The average length of each response that requires narrative information is between 500 and 650 words. The form will not move forward unless every “required” question is answered. NOTE: The application questions are listed in the RFP.

Q. Does this initiative require that we specify the transfer field of the in-demand occupations? For example, using the AAS in business, a student can transfer to the four-year university’s school of business to study accounting, IT, economics, management etc., as they are prepared with the foundation courses needed. Would you like us to identify the several occupations that can be pursued or just one for each pathway?

A. The partnership needs to show the alignment between the specific community college associate degree and the four-year bachelor’s degree. It is up to the partnering institutions whether you want to show the transfer pathway for the broader major or if you want to drill down into various concentrations. Ultimately, the partnership needs to demonstrate that alignment in high demand occupations leading to jobs has happened. If the college and university choose to align the associate degree to concentrations within the senior institution, the partnership needs to show that there will be no loss of credits regardless of the concentration that students transfer into.

PARTNERSHIP STRUCTURE

Q. Can you clarify membership requirements for partner institutions if the lead is an AACC member/community college?

A. If the partnership is one-to-one--meaning, one community college and one university--then the four-year institution must be a member of either AASCU or APLU. If the partnership is one-to-two or three, at least one university must be a member of either AASCU or APLU.

Q. As a member of AACC, could we take the lead and partner with a PBI institution that is neither a member of AASCU or APLU or does that render an application from us ineligible for consideration?

A. If the partnership includes one community college and multiple universities, at least one institution must be an AASCU or APLU member. If the partnership includes one

community college and one university, then the senior institution must be a member of AASCU or APLU.

Q. Our community college offers BA and BAS degrees. Could our proposed strategies/goals also include students who transfer into one of our college's BA degrees?

A. AACC member eligible institutions are defined as predominately associate degree-granting regionally-accredited institutions. If you are an AACC member, you are eligible to apply for the ETI. Creating a transfer pathway within the institution cannot be the sole focus on the partnership, but the college can add the transfer pathways within its institution as one of its strategies.

Q. Our prospective 4-year partner is not an AASCU member but is part of a statewide university system which is a member of AASCU. Would that make them eligible to be our 4-year partner for the ETI?

A. If the institutions are singularly accredited, and the AASCU membership applies to all of the institutions within the system, then yes, the institution can be considered as a 4-year partner. If the institutions are individually accredited, which means that they each could have their own AASCU membership, and the institution in your question is not an AASCU member, then the only way this partnership could move forward is to add an additional partner that does have a current AASCU membership.

Q. We have three community colleges interested in being part of our consortia, but one of them is not an AACC affiliate. As the other two are, will this community college be able to be listed and participate, or only community colleges represented under the AACC?

A. At least one partnering community college must be a member of AACC.

TEAM STRUCTURE

Q. Under organizational capacity, the application indicates our team must consist of the chief academic officer, chief student affairs officer, chief financial officer, faculty, and transfer program coordinator. Are these chiefs able to appoint representatives of their office to work on this, such as the provost appoints a vice provost to be a member of the team, or must they be the people in these positions?

A. The individuals listed should be on the team, not appointees. The appointees would not have the ability to advance any institutional changes to the president for approval. In terms of the chief student affairs officer or chief financial officer, these positions will not be heavily engaged in all of the components of the transfer work, only the student services and financial aspects setting up a model for student success, so this participation should not be a heavy lift for them. They will not have to attend every meeting of the group. The chief academic officer is critical to the work along with the faculty representative.

Q. Can we add to the teams or do we need to keep the teams as outlined?

A. The colleges can add to the teams if they would like, but at a minimum, the teams should include the individuals listed in the requirements of the RFP.

Q. How many faculty leads do we need to have?

A. This will depend on what pathways are being outlined. If there are multiple pathways within a discipline and the faculty lead is qualified to teach in that discipline, then it could be only one faculty lead. If there are multiple pathways across disciplines and there isn't a single faculty member certified to each in those disciplines, then the college would most likely have to have a faculty lead for each of those pathways.

DATA

Q. We understand the first part of the data enrollment template, but the second part labeled "prior students who transferred to a 4-year college" is confusing. Can you provide more information about this portion? Is this of the students from Step 1 who have transferred to a 4-year institution? Is there a specific time period for measuring outcome?

A. Calculate the number of students who initially enrolled in a 4-year institution in the academic year of interest, who either had a prior completion from your college in the last 2 years (reported in the credential column), or who were enrolled in your college in the past 2 years but did not earn a credential (reported in the without a credential column). For example, one approach is to identify a group of students who earned a degree or were enrolled at the community college the prior 2 years (2017-18 or 2018-19 for the 2019-20 line), then identify if any of them enrolled subsequently in a 4-year institution.

Q. The data template asks for data in different academic years: 2016-2017, 2017-2018, 2018-2019, and 2019-2020. Are the academic year and corresponding enrollment following the IPEDS definition?

A. Yes.

Q. In the third sheet (4-year college data), the first section asks for "full-year unduplicated headcount enrollment." Is this the unduplicated enrollment headcount of all undergraduate students in my institution (new and continuing)?

A. It is the unduplicated headcount of all undergraduate students.

Q. In the second section, there is a request for "students who transferred in from a community college." Does this mean all the new students who transferred in from a community college during the corresponding IPEDS academic year?

A. Yes.

Q. For the data template, if a student is enrolled and earned a degree at a 2-year institution in 2017-2018 and enrolled in a 4-year institution in 2018-19 and 2019-20,

do we include them in both 2018-19 and 2019-20 lines in part 2 since we are looking at 2 years prior for each year?

- A. No, only include the student's first instance of enrollment in the 4-year institution. In the example above, the student would only be counted in 2018-19. The intention is to allow 2 years for the transfer to occur.

Q. Are you counting a credential as a certificate, diploma, or degree?

- A. Include all credentials earned, not just associate degrees.

Q. Do we need to look at all students or those just first-time at our college?

- A. Yes, all students.

Q. Do we include or exclude dual-enrolled high school students?

- A. Only include dual-enrolled students if they subsequently enrolled after high school.

A. For the 2019-20 data line, for all students who were prior students who transferred to a 4-year college, do we take the 2017-18 and 2018-19 students enrolled at our institution and then run them through the National Student Clearinghouse to see who enrolled in a 4-year institution at any time during 2019-20 for the 2019-20 data line?

This is not intended to be a pure transfer rate, but an indicator of transfer. The best approach is to identify a group of students who earned a degree or were enrolled at the community college the prior 2 years (2017-18 or 2018-19 for the 2019-20 line) then identify if any of them enrolled subsequently in a 4-year institution. This would be repeated for each of the 4 years of interest.

Q. When filling in the IPEDs 12-month unduplicated count data do you want only undergraduate enrollment or both graduate and undergraduate enrollment?

- A. Only undergraduate enrollment.

Q. When filling in the transfer with or without credential data, do you want all transfers or just the transfers from our partnership school?

- A. Include all transfers.

Q. For section 2 – Prior Students Who Transferred to a 4-Year College -- is that for any 4-year college or is it intended just for those transferring to the 4-year college partner?

- A. With any 4-year college.

Q. For section 2 – Prior Students Who Transferred to a Four-Year College -- does "initially enrolled" mean the student enrolled at a 4-year college at any point during that academic year? If they had previous attendance at a 4-year college, are they still counted? We have many students who move around to the different 2- and 4-year institutions in the area and move back and forth between attending a 2-year and 4-year and back.

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A. For purposes of this reporting, any time during the academic year is the first enrollment in the 4-year college. We prefer it to be a one-way transfer (not swirl).

Q. For section 2 – Prior Students Who Transferred to a Four-Year College -- what about co-enrolled students who are enrolled with us and a 4-year college at the same time? Are they counted as a transfer? If they transferred to a 4-year college and transferred back to us, are they still a transfer?

A. Co-enrollment and swirl are not classified as transfer for our purposes. Those students should only be counted when an official handoff is made between the 2-year and 4-year institution. Reverse transfer (associate degree conferred after transfer) would not be counted as a completion prior to transfer in this initiative.