

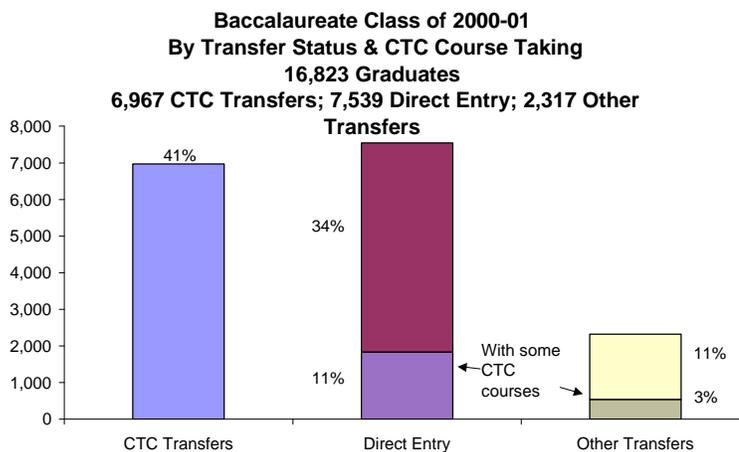
# Role of Transfer in the Bachelor's Degree for the Higher Education Coordinating Board June 2003

The public higher education institutions in Washington State are committed to using data to improve education for the many baccalaureate students who complete most or all of their first two years at a community or technical college. To that end, the institutions have agreed to pool student record data and alumni survey results for the purposes of examining the role of transfer in the attainment of the bachelor's degree. This is the first of many reports based on this ongoing long-term research effort.<sup>1</sup>

This report is based on the records of 16,800 first time bachelor's degree graduates of the class of 2000-01.<sup>2</sup> Of those graduates, some 9,300 had attended Washington community and technical colleges. This study examines in detail the nearly 7,000 graduates<sup>3</sup> with a significant number of college-level credits from Washington community and technical colleges.

## Significant and Increasing Role of Transfer

- Today, most baccalaureate graduates at public institutions have attended two or more colleges. In Washington State, 66 percent of graduates of the class of 2000-01 attended two or more institutions. More than half the graduates (55 percent) attended both the baccalaureate institution and a Washington community or technical college (CTC).



- The focus of this study is on the students who not only took credits at another institution, but took enough credits to be regarded as a transfer student – that is took 40 or more quarter credits outside the baccalaureate institution. More than half the graduates of public baccalaureate institutions are categorized at transfers – 55 percent. CTC

<sup>1</sup> A study team representing all public baccalaureate institutions, the community and technical colleges and a representative of private four-year institutions developed the research design. See Appendix A for membership. Loretta Seppanen, SBCTC, conducted the analysis on behalf of the study team.

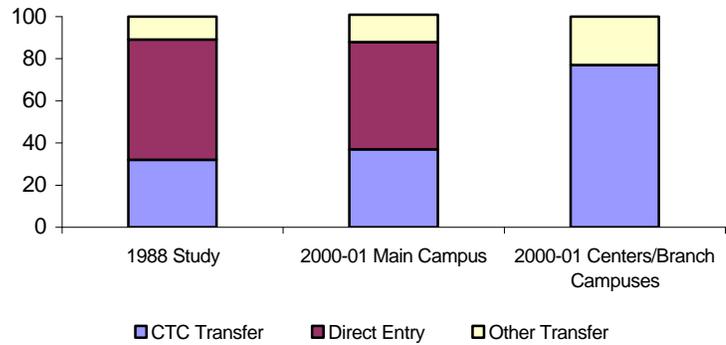
<sup>2</sup> The study excludes international students and any student asking that their individual institutional records not be used for research purposes. The study team developed methods to maintain the anonymity of the each student record. For technical reasons data from private four-year institutions were unavailable, consequently this report excludes analyses for these institutions.

<sup>3</sup> 6,967 CTC Transfers - students who completed 40 or more credits outside the degree granting institution. Some 80 of the CTC Transfers completed 40 or more credits from a combination of Washington CTC and other institutions with the majority, but less than 40, outside credits from the CTC. The research is based on a review of student transcript records including individual course records. The designation of transfer status is based on that analysis rather than on the admission status of the student.

transfers represent 41 percent of the class of 2000-01, while “other transfers” represent 14 percent of the class. In this study "other transfers" are students with most of their outside credits from other than the Washington community or technical colleges including out of state community colleges. Some 45 percent of the graduates are regarded as direct entry students (students with no transfer credits or fewer than 40 outside credits).<sup>4</sup>

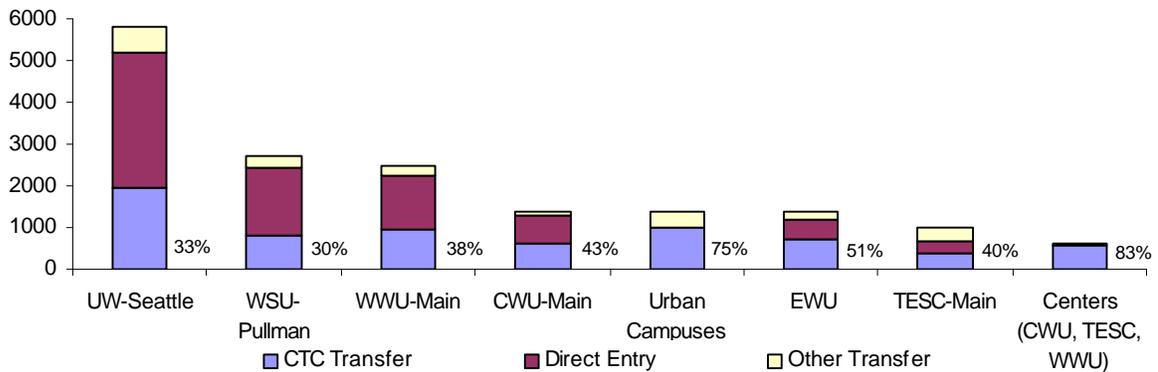
- Three quarters of the CTC Transfers (74 percent) had completed an associate degree.
- There has been a significant increase in the CTC transfer role from 1988 when 32 percent had reported taking CTC courses compared to 41 percent in 2000-01.

**Baccalaureate Class of 1988 versus 2001 by Transfer Status**



- The increase in transfer role applies to the main campuses (increase to 37 percent CTC transfers) as well as the off-campus university centers and branch campuses.
- At the main campuses, CTC Transfers represent between 30 and 51 percent of the graduates (37 percent on average).

**Class of 2000-01 by Transfer Status and Campus**



- The majority of CTC Transfer students graduate at the main campuses (88 percent). Off-campus centers and branch campuses represent 12 percent of the class of 2000-01 graduates and 22 percent of the CTC Transfers.<sup>5</sup>

<sup>4</sup> A quarter of that group had completed a quarters (12 credits) worth of college-level CTC course on average - 11 percent of the total group of graduates.

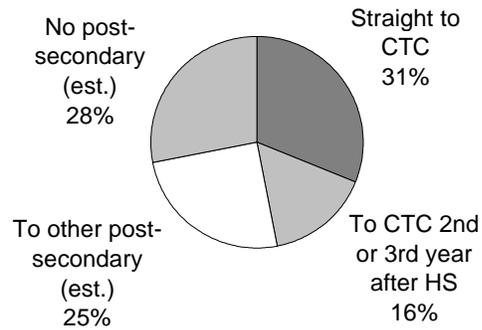
<sup>5</sup> WSU, CWU, TESC, and WWU award degrees for the institution as a whole. For purposes of this study, graduates were assigned to branch campuses and centers based on where the majority of upper division credits were taken.

## Why Is the Role of Transfer Increasing?

**More students in Washington are seeking a bachelor's degree - increasing population and increasing participation rate. More of those students are selecting a CTC as part of the preparation for that degree.**

- Almost one-half of high school graduates are enrolled in community and technical colleges within 3 years of leaving high school<sup>6</sup>.
- The share of the high school graduating class enrolling at a community or technical college has been slowly increasing for the past 20 years. This trend is likely to continue into the future.

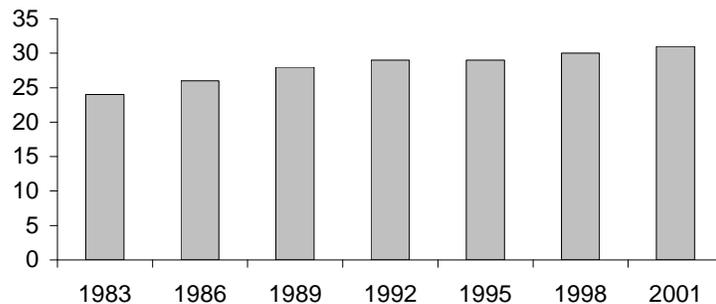
**College-Going Pattern of Recent High School Graduates**



Source: SBCTC Research Report 03-01

- More than three-fourths of these recent high school graduates enroll for the purpose of preparation for transfer.
- A transfer student saves over \$5,000 by taking lower division coursework at a community or technical college.
- The number of high school graduates has been increasing for more than a decade - the baby boom echo graduates from high school.

**Participation Rate - % of High School Graduates Enrolled at CTC in Year After HS**



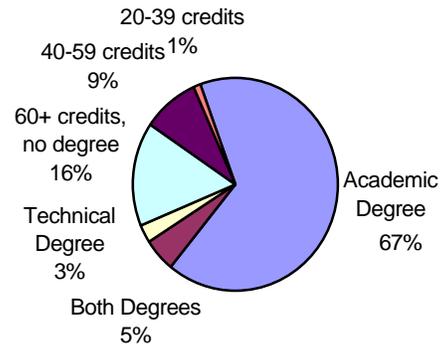
Source: To 1995 - Higher Education Statistics: State of Washington, HECB, September 1998. 1998, 2001 - SBCTC Research Report 03-1

<sup>6</sup> Some 5 percent of high school graduates attend a four-year institution first and then transfer to a CTC a year or two after high school (shown in the 16 percent figure for CTC in 2<sup>nd</sup> or 3<sup>rd</sup> year). About half the “To other post-secondary” are students enrolled in Washington public baccalaureate institutions.

## Characteristics of CTC Transfers

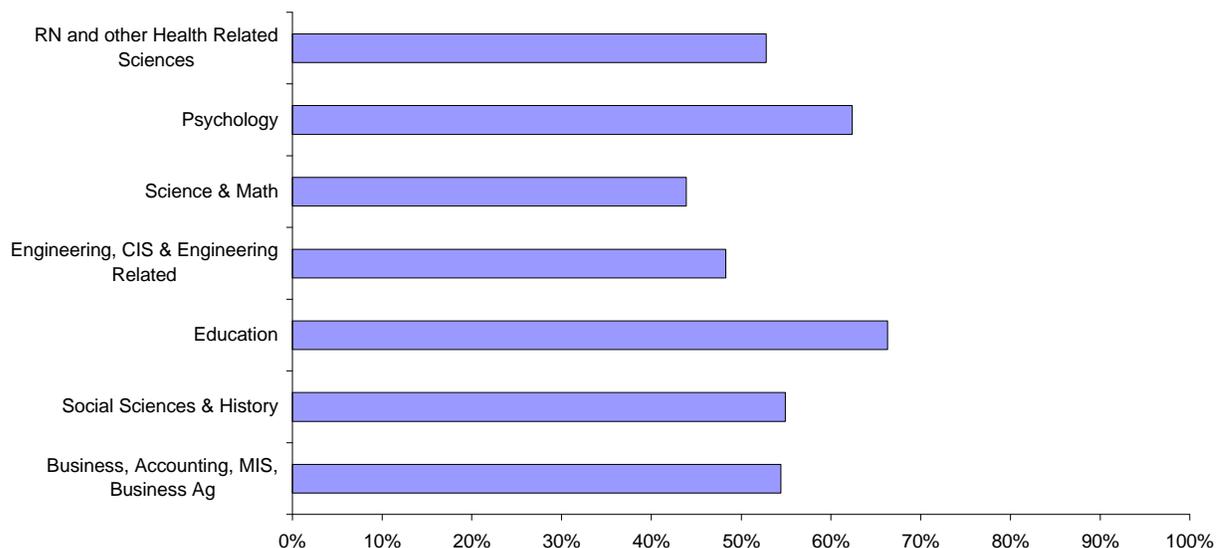
- Three quarters of the CTC transfers (74 percent) completed an associate degree (67 percent academic degrees only, 5 percent academic and technical degrees, and nearly 3 percent technical degrees only). Some 80 students completed 20-40 credits at the CTCs and the remainder of the 40 or more credits elsewhere. The rest completed 40 or more credits at the CTC.

**CTC Transfers by Degrees or College-level Credits at CTC 6,967 Graduates - 41% of Class of 2000-01**



- As open-door institutions, community and technical colleges provide the opportunity for a pathway to the baccalaureate degree to students who may not have completed the standard pre-college high school curriculum. Some 56 percent of the CTC Transfers took advantage of that opportunity, successfully completed pre-college (developmental) courses and college-level courses, and then completed their baccalaureate degree. This developmental course taking was part of the degree preparation for CTC Transfers who graduated in all fields.

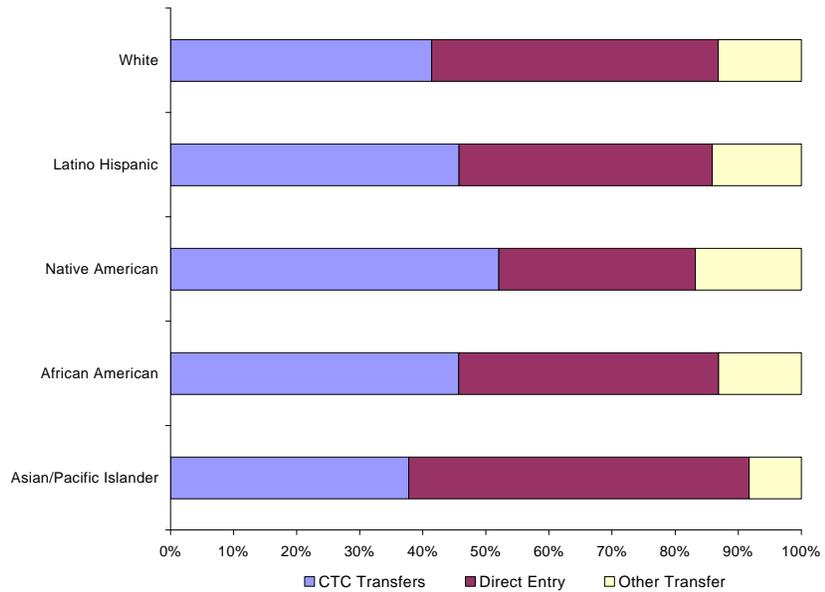
**% of CTC Transfers Taking Develomental Math, English or Reading at CTC by Baccalaureate Major - Top Majors**



- Some 12 percent of all graduates had participated in Running Start while still in high school (in 1997 or earlier). The 810 CTC Running Start Transfers had completed an average of 50 college credits while still in high school. The 370 Running Start direct entry students had an average of 15 college level CTC credits.

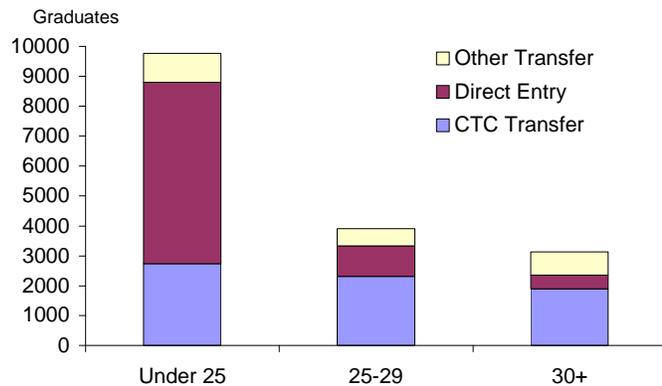
- CTC Transfers represent a larger share of Latino/Hispanic, Native American and African American graduates than of graduates in general.

**Race & Ethnic Diversity Public Baccalaureate Graduates by Transfer Status**



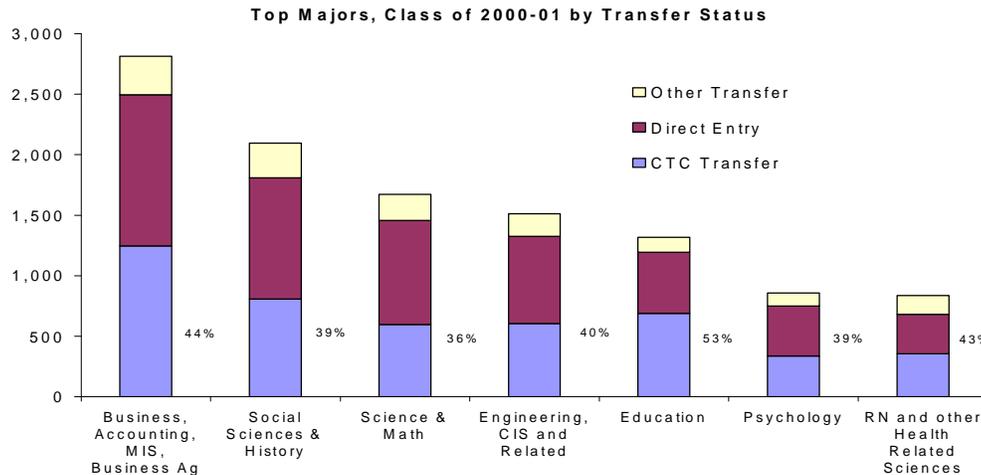
- Transfers bring a much broader age distribution to the baccalaureate institutions than direct entry students. Nearly a third of the transfers were 30 or older at the time of graduation compared to 6 percent of direct entry students.

**Age at Time of Graduation by Transfer Status  
Class of 2000-01**

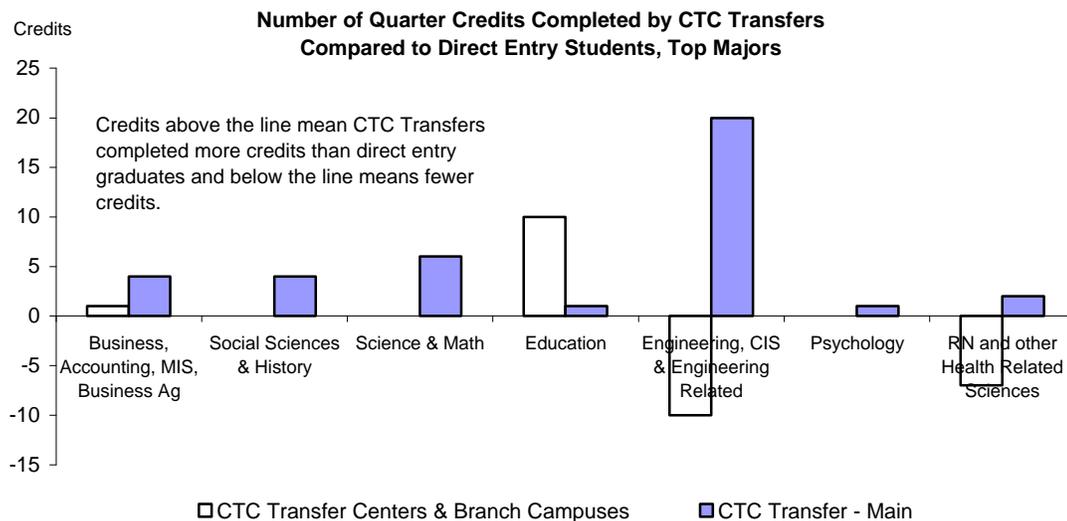


## CTC Transfers Well Represented in High Demand Fields

- CTC Transfers are well represented in all the top majors.<sup>7</sup> The CTC Transfer role is highest in the majors offered both at the main campus and at most of the centers/branch campuses: teacher education, business and RN/other health related sciences.



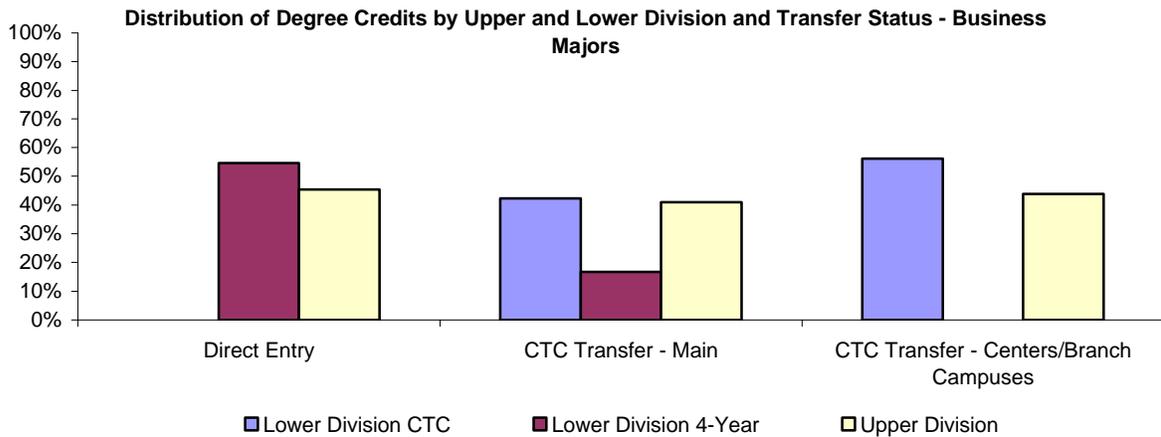
- CTC Transfers typically complete slightly more college-level credits than direct entry students<sup>8</sup>, though that pattern varies by degree field and by location. In general, at the centers and banch campuses, CTC Transfers completed the bachelor's degree more efficiently (with fewer total college-level credits) than did CTC Transfers graduating at the main campuses.



<sup>7</sup> The top seven majors represent 66 percent of the graduating class.

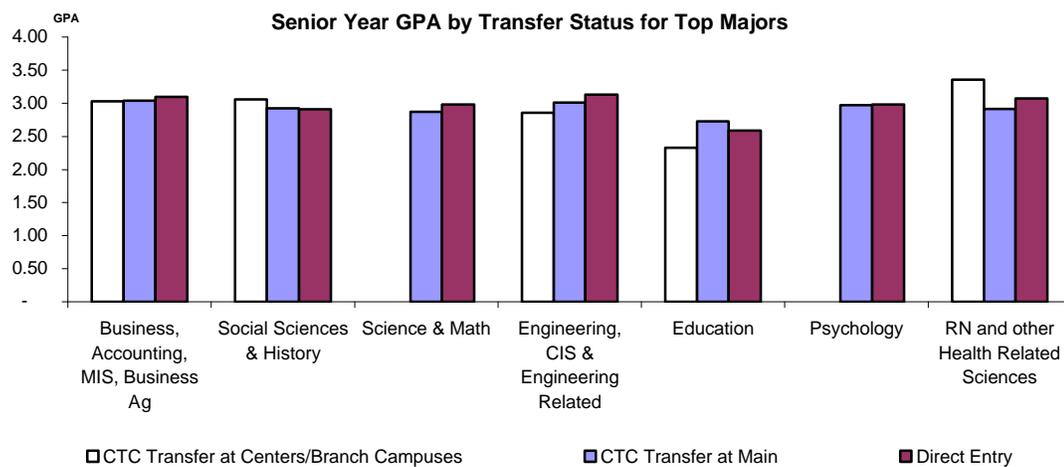
<sup>8</sup> This analysis is based on transcript records for students with complete records in the transcript files (WSU, UW, EWU and CWU graduates only) – that is students with no outside credits applicable to the degree. Excluded from the analysis are developmental credits and credits from technical courses that typically are not accepted in transfer. Technical courses in allied health (mostly nursing courses) and in corrections/criminal justice are included in the analysis.

- Earlier analysis of the significant difference in credit load for CTC engineering and science/math majors lead to the joint development of the Associate in Science-Transfer degree. The 2000-01 graduates completed their CTC courses before that new degree was offered. It is expected that the new degree option will reduce the credit differences in these fields significantly.
- CTC Transfers to main campuses complete lower-division college-level courses both before and after transfer. While graduates generally take more lower than upper division courses, CTC Transfers to main campuses take even more lower division courses and a higher percentage of lower division work than direct entry students. The data shown here are for business majors, though the pattern for other majors is similar.



### CTC Transfers Perform Well at the Upper Division Level

- Student grades vary more by major than by transfer status. By the senior year, CTC transfers and direct entry students earn about the same grades (CTC Transfer 2.94; Direct Entry 2.98)<sup>9</sup> - with slight variations in the closeness of transfer and direct entry grades by major.

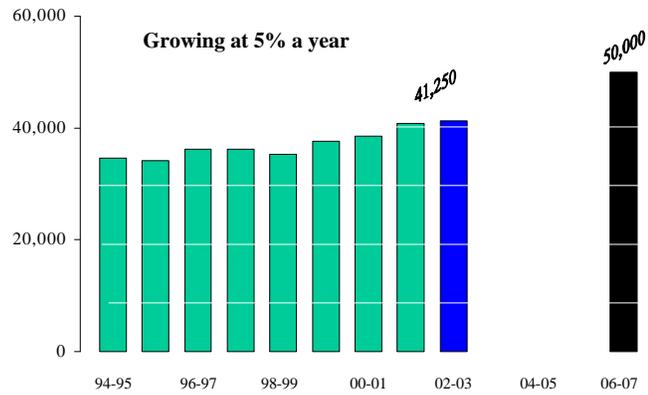


<sup>9</sup> GPA data for students who completed at least 30 quarter credits or 20 semester credits at the degree granting institution during their senior year.

## Future Expectations

- Due to the increasing number of high school graduates and their increasing participation rate, the community and technical colleges will continue to grow the number of students preparing for transfer<sup>10</sup>, increasing at the rate of 5 percent a year.
- Provided that space at the upper division level is available, the number of CTC transfers receiving bachelor's degrees will increase significantly over the coming decade.

CTCs Preparing More "Transfer Eligible" Each Year



## Summary of Findings

Transfer plays a significant and increasing role in attainment of the bachelor's degree in Washington State. Some 41 percent of graduates in the class of 2000-01 were CTC transfers – students with 40 or more college-level credits (74 percent had completed the associate degree).

Since the last study of the role of transfer (1988), the role of CTC transfer increased from 32 to 37 percent of graduates at the main campuses. During the same period, new opportunities for transfer were developed at the Branch campuses.

Transfer students are well represented in all major fields. The largest number of CTC Transfers completed bachelor's degrees in business, education, social science, science and math, and engineering – the five largest degree fields at Washington public institutions.

CTC Transfers typically complete slightly more college-level credits than direct entry students. Specific degree pathways for each of the top major fields have been or are being developed as a means of reducing this differential.

CTC Transfers attain essentially the same GPA as direct entry students in most degree fields (slightly higher in some fields and slightly lower GPA in other fields). There is more GPA variance by degree major than between CTC Transfers and direct entry students.

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<sup>10</sup> "Transfer Eligible" students are those enrolled with a declared transfer goal, with at least the equivalent of a year of college-level credits completed and maintaining at least a 2.0 GPA. About a third of the "transfer eligible" students elect to transfer each year. About half continue on at the CTC for another year and the rest leave college, but delay transfer due to work or family demands.

The option of taking half of their degree credits at a community or technical college allowed a broader range of students (age range, race and ethnic background, prior educational preparation) the opportunity to complete the baccalaureate. In comparison, the direct entry students are younger; less likely to be African American, Native American or Latino/Hispanic, and more likely to have recently completed the standard college-preparatory curriculum at high school than the CTC Transfer.

The number of students seeking the bachelor's degree via transfer from the community and technical colleges is expected to grow significantly in the near future – 5 percent growth a year.

## **Appendix A**

### **Study Team**

#### **Role of Transfer in the Bachelor's Degree Study**

##### Public 4-year

Cindy Flynn, Council of Presidents  
Nana Lowell, Office of Educational Assessment, UW  
Phil Hoffman, Institutional Studies, UW  
David Marshall, Institutional Research, TESC  
Laura Coghlan, Institutional Research, TESC  
Susan Poch, Admissions, Transfer Relations, WSU  
Cathy Faulkerson, Institutional Research, WSU  
Brian Spraggins, College and School Relations, EWU  
Michael Reilly, Admissions, CWU  
Mark Lundgren, Institutional Studies, CWU  
Michael Barr, Admissions, WWU  
Jeanne Gaffney, Admissions, WWU  
Sharon Schmitz, Analyst, WWU

##### Public 2-year

Scott Copeland, Enrollment Services, Centralia College  
Candy Bennett, Research and Planning, Clark College  
Susan Maxwell, Research and Planning, Clark College  
Marsha Brown, Planning and Research, South Seattle  
Valerie Hodge, Institutional Research, Bellevue  
Dick Monahan, Counseling, Spokane Community College  
Wendy Samitore, TRIO, Walla Walla Community College

##### Private 4-year

Ron Urban, Whitman College  
Neal Christopherson, Whitman College

##### Agencies

Loretta Seppanen, SBCTC  
Nina Oman, HECB  
Gary Benson, HECB

## Role of Transfer in the Bachelor's Degree at Public Baccalaureate Institutions

Joint 2-Year - 4 -Year Study – Class of 2000-01

For More Information see:

<http://www.sbctc.ctc.edu/transfer/research.asp>

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## Representatives of Study Team

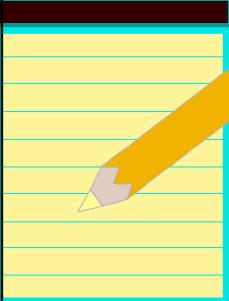
- ◆ Michael Reilly, Director of Admissions, CWU
- ◆ Scott Copeland, Director, Enrollment Services, Centralia College
- ◆ Loretta Seppanen, Assistant Director, Education Services, SBCTC



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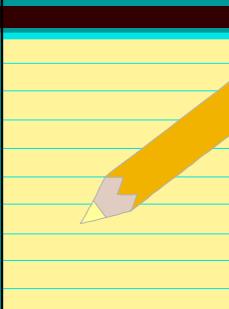
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## Key Findings



- ◆ Transfer plays significant role in bachelor's – 41% of grads are CTC transfers
- ◆ Significant increase from past – and will continue to grow
- ◆ CTC transfers in all majors – biggest majors: business, education, social science, science/math, engineering/CIS

## Key Findings



- ◆ CTC transfer provides degree opportunity for broad range of students – age, race/ethnic, prior education preparation
- ◆ CTC transfers complete slightly more total college-level credits than direct entry
- ◆ CTC transfer and direct entry essentially same senior year GPA (2.94 versus 2.98)

## Joint Study Process

- ◆ Public 4-year and 2-year (Researchers, admission, policy); SBCTC, COP, HECB, private institutions
- ◆ 3 parts to study
  - Student records - Class of 2000-01
  - Survey questions – next
  - Entering students records – later
- ◆ Purpose - Information to improve student transfer



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## Class of 2000-01 - Student Records

- ◆ 16,800 grads
- ◆ Exclude international students and those not wishing their individual records used for research
- ◆ Rich data source for on-going analysis

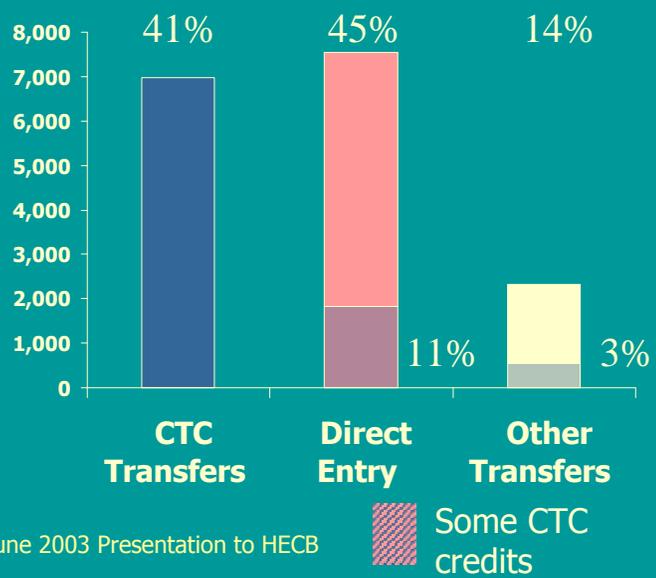


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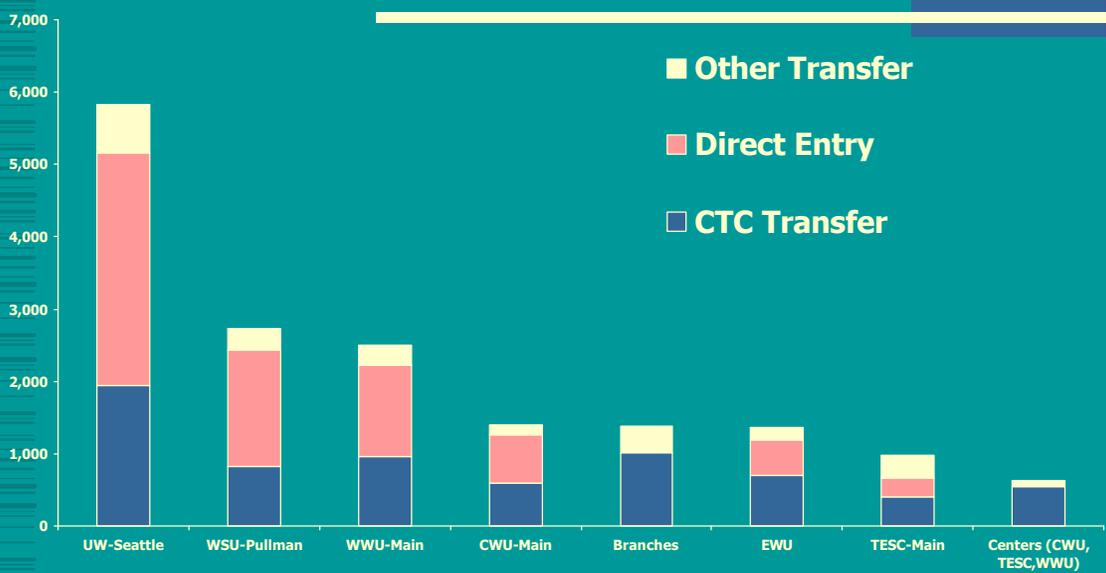
## Institutional Mobility Common for Class of 2000-01

- ◆ Direct entry (less than 40 credits elsewhere)
- ◆ CTC transfers: 6,967 (40 + credits from CTC or elsewhere)



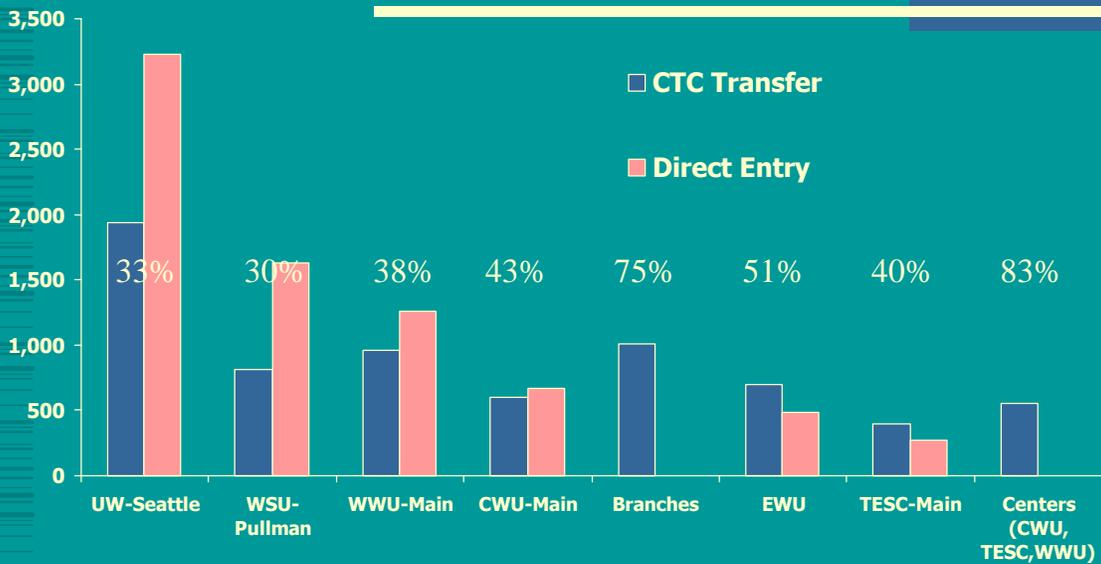
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## Class of 2000-01 by Transfer Status and Campus



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## CTC Transfers Significant % at All Campuses

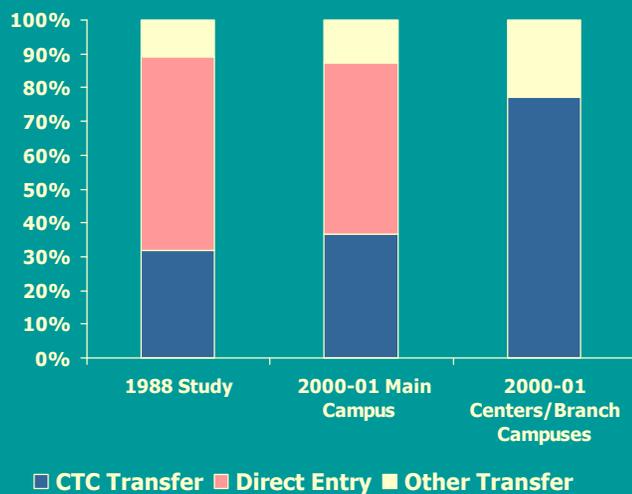


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## Increasing Role of CTC Transfer Since 1988 Study

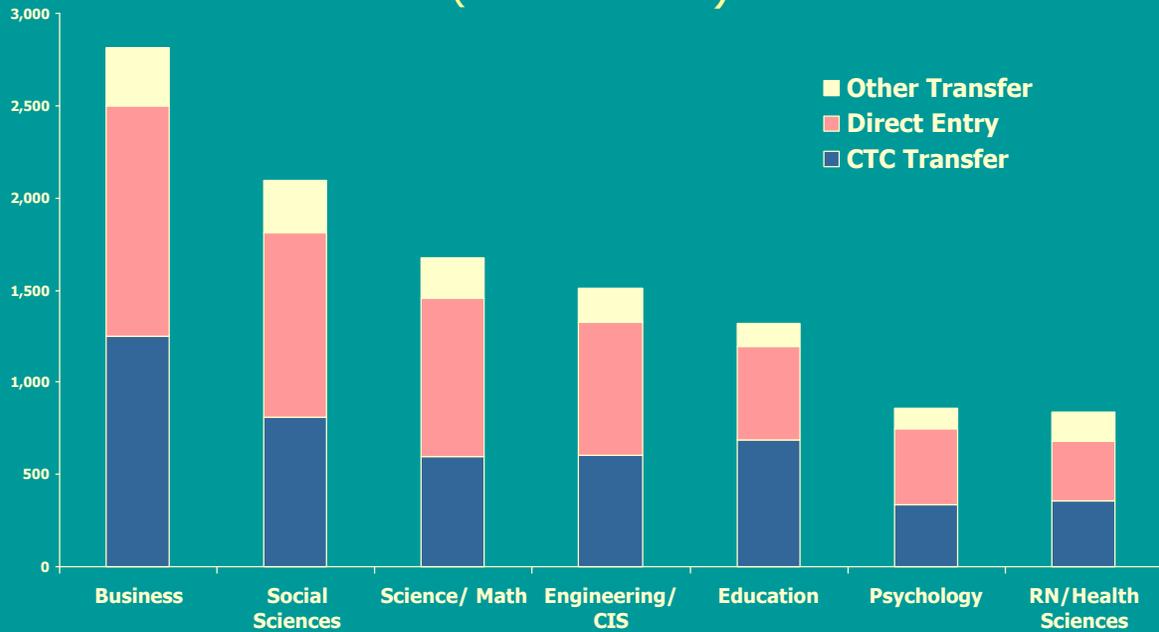
- ◆ 1988 study before growth of branches
- ◆ Increased CTC transfer at main campuses as well



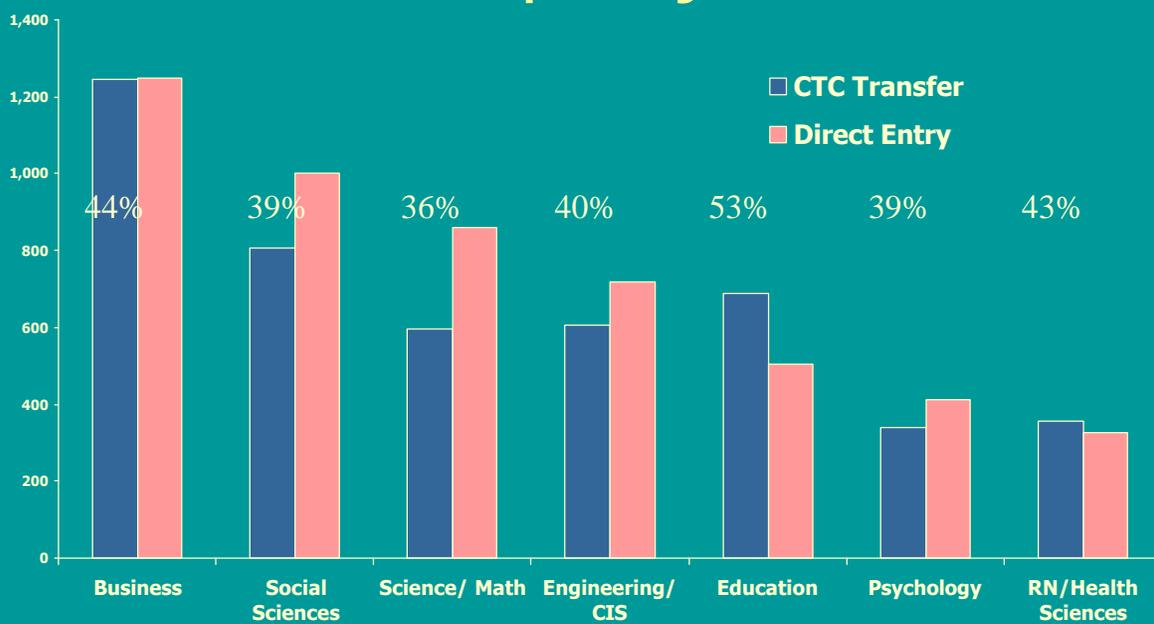
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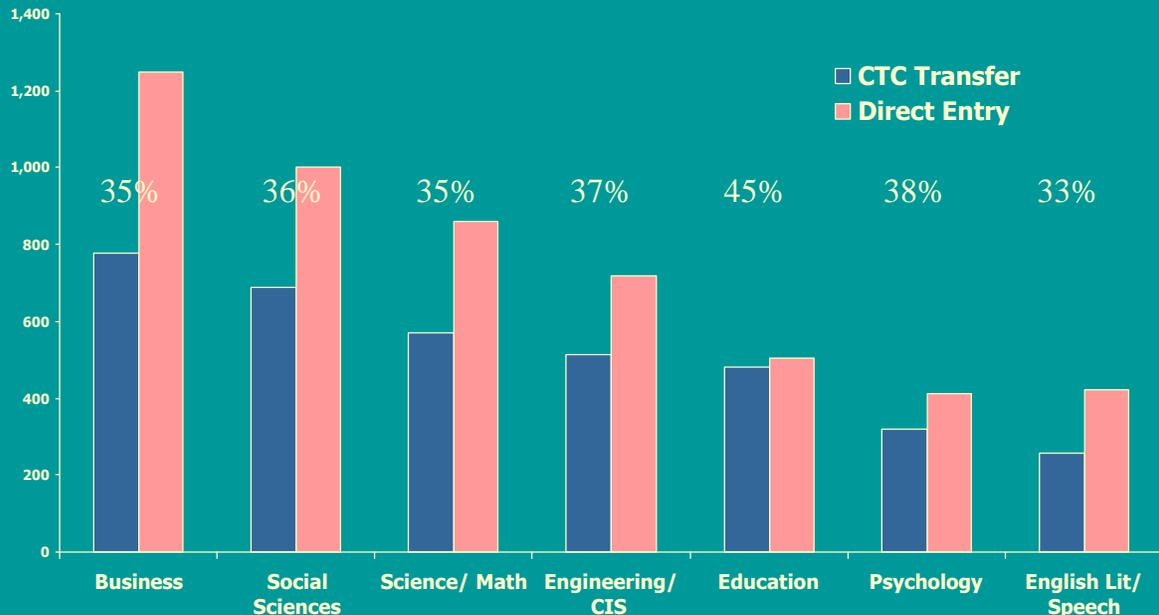
## Top Majors by Transfer Status (66% of Grads)



## CTC Transfers Significant % of all Top Majors



## CTC Transfers Significant % of Top Majors At Main Campuses

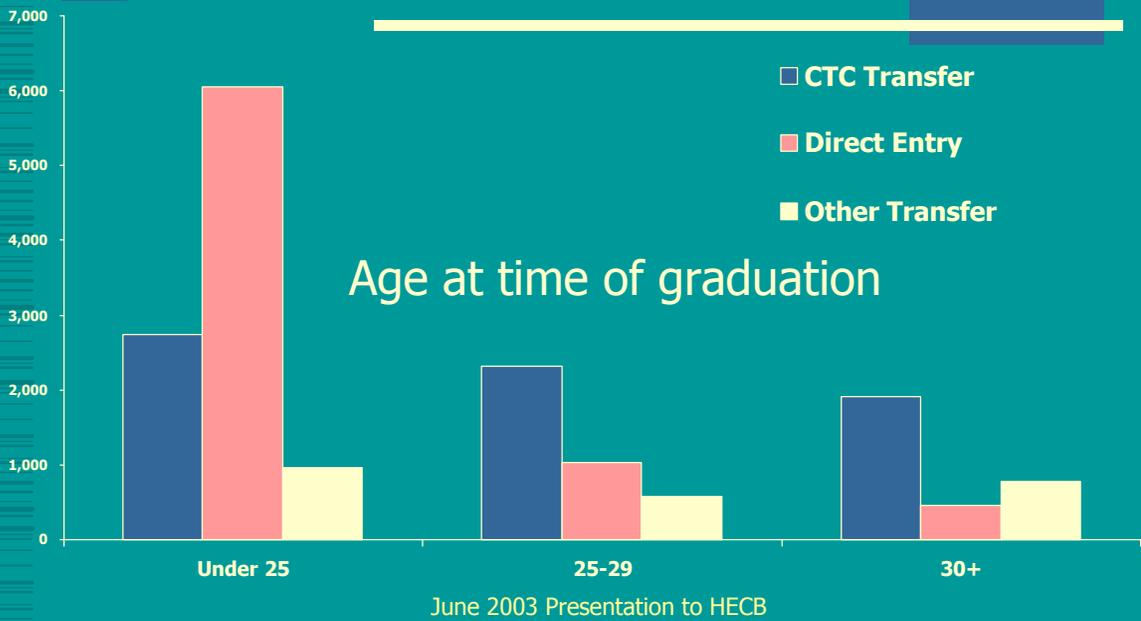


## Characteristics of CTC Transfers

- ◆ Provide opportunity for a broad range of students to achieve the baccalaureate:
  - Age
  - Gender
  - Race & Ethnicity
  - High school preparation

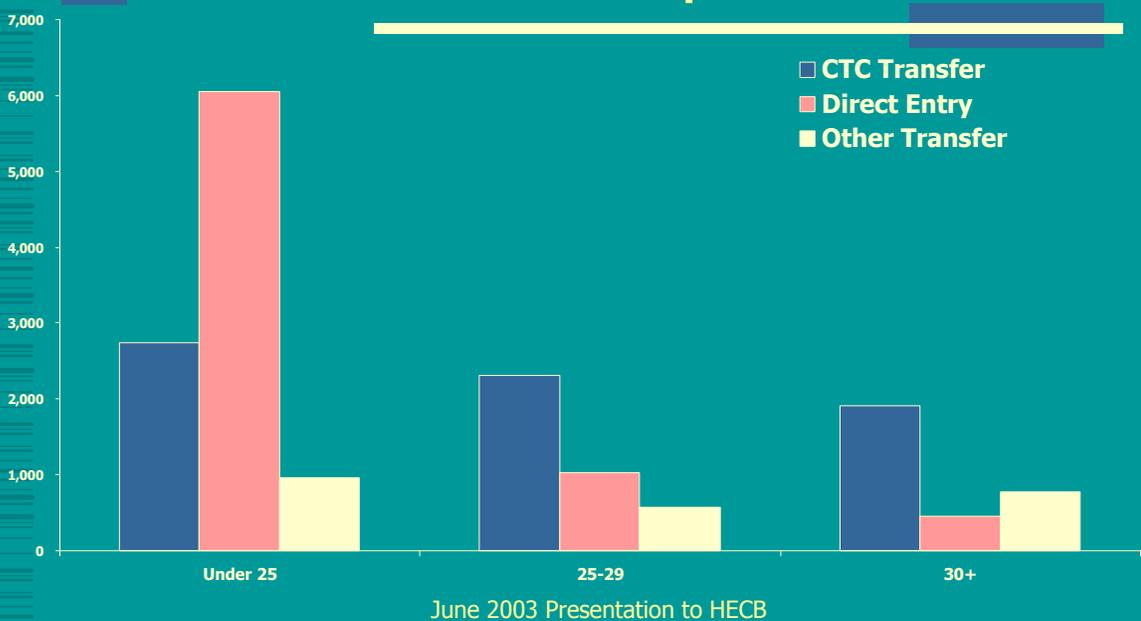


## Transfer: Broad Age Range Direct Entry: Traditional Age



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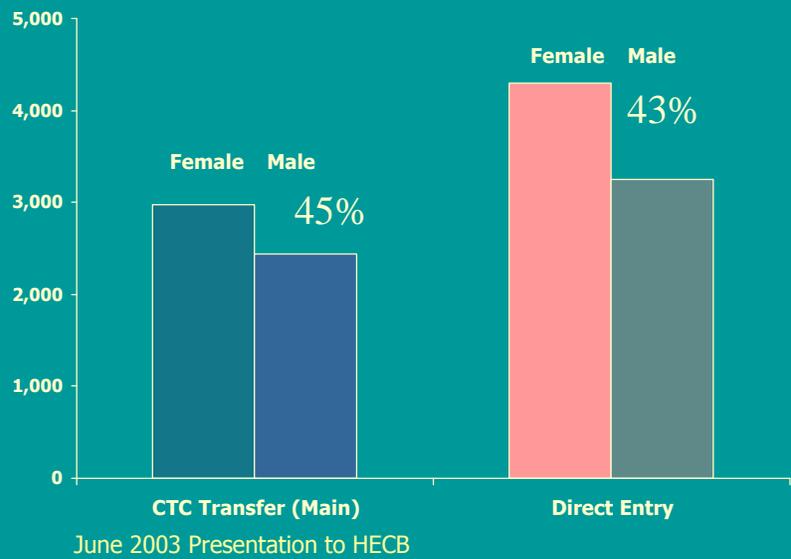
## Similar Age Difference at Main Campuses



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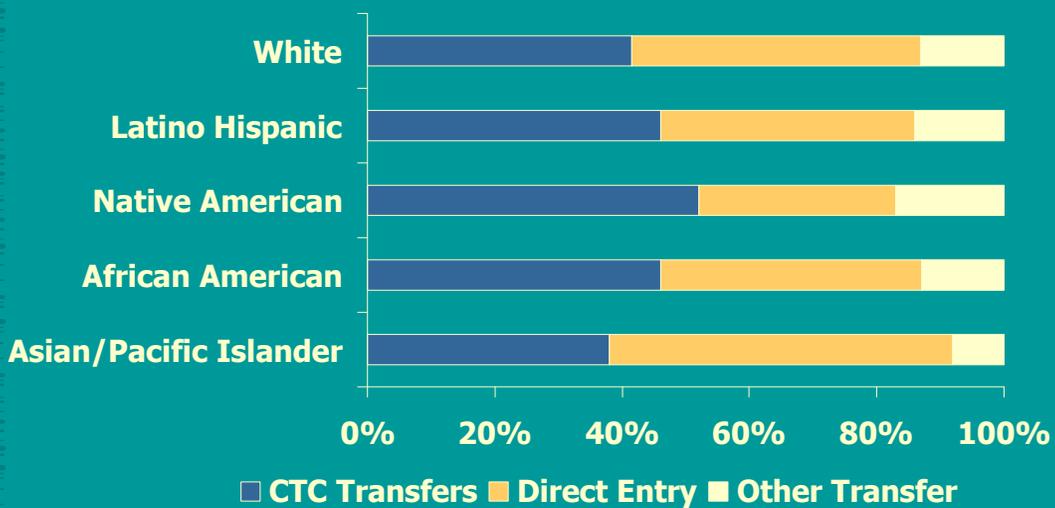
## CTC Transfer Pathway for Both Men and Women

- Higher % male for CTC transfers to main campuses – compared to direct entry



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## Race & Ethnic Diversity

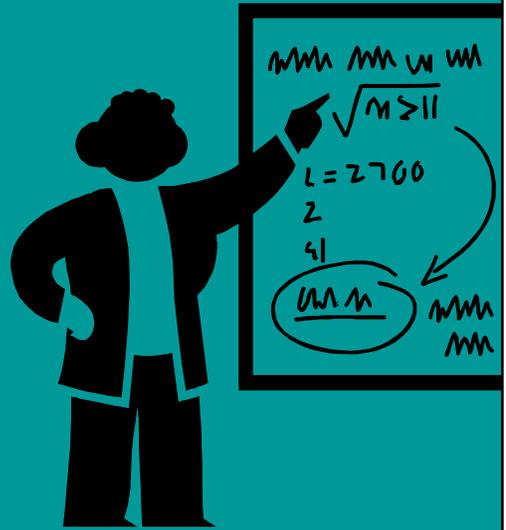


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## Pre-college Work Mostly Math Related

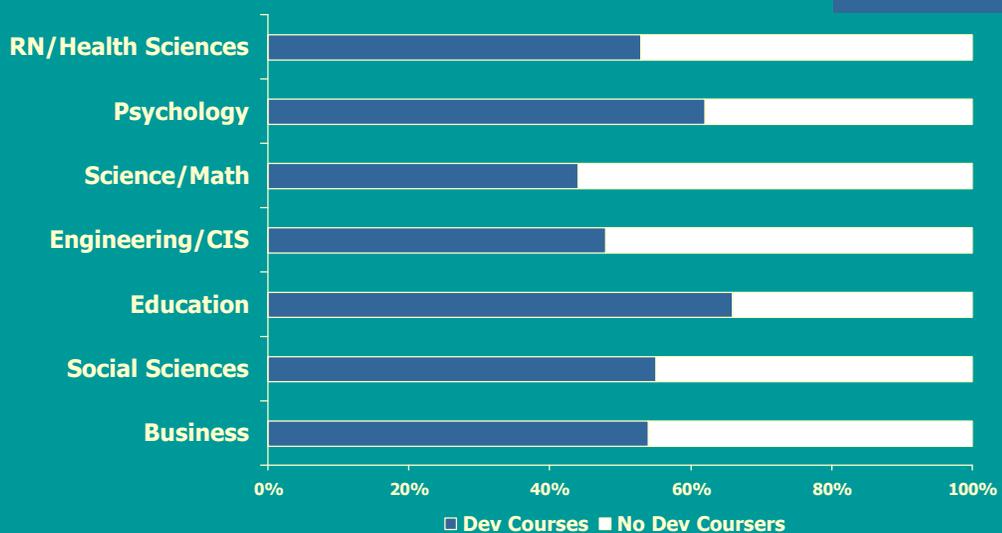
- ◆ 56% of CTC transfers took pre-college math or English – mostly math
- ◆ HS students are not required to take enough math to meet college requirements



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## Pre-College Classes A Step to Success for 56% CTC Transfers

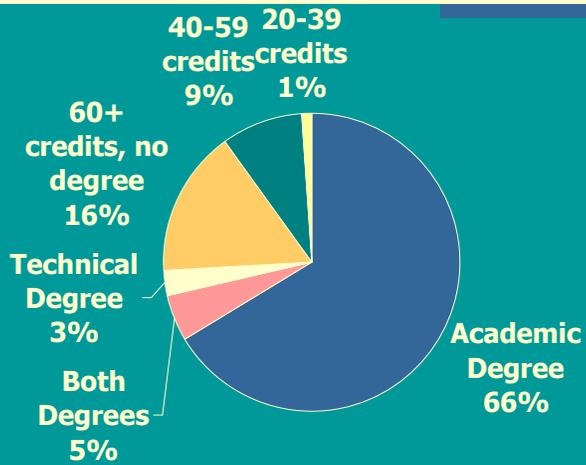


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## CTC Transfers- Credits at CTCs

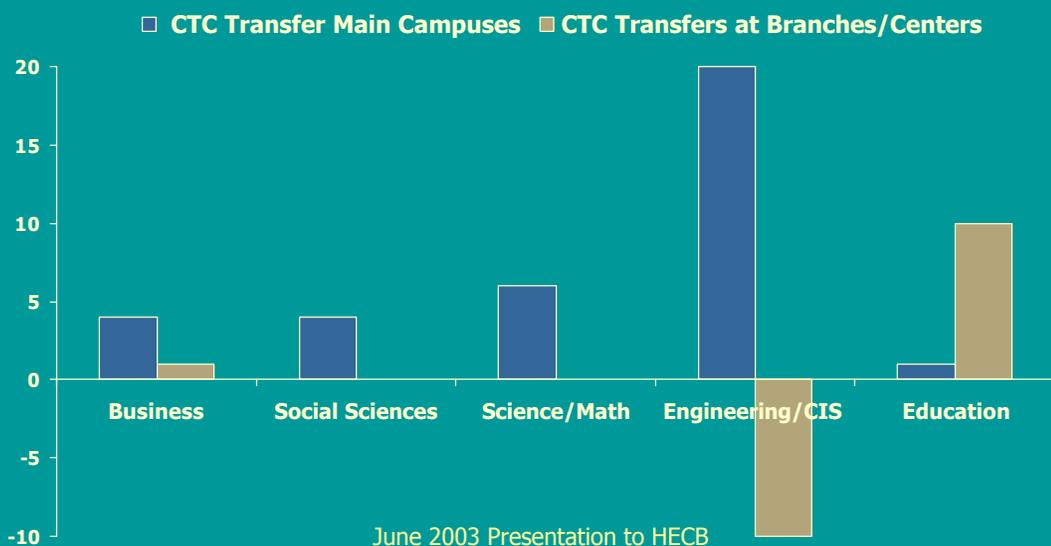
- ◆ 45% of all college-level credits taken by these 6,967 graduates were completed at the CTC



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## CTC Transfers Generally Take Slightly More Credits to Degree



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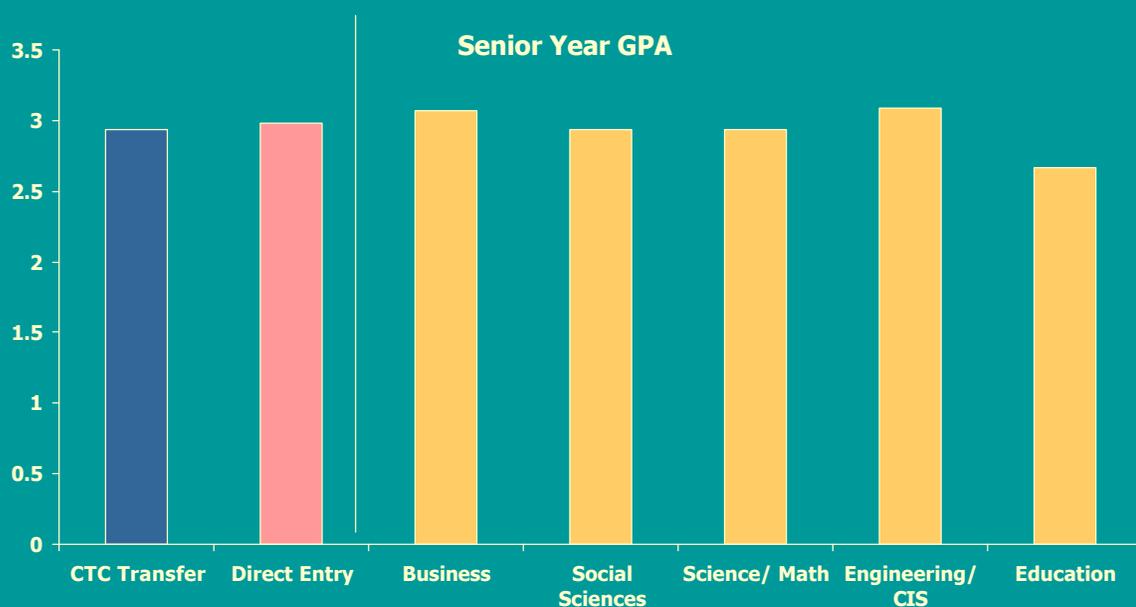
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## Performance – Senior Year GPA

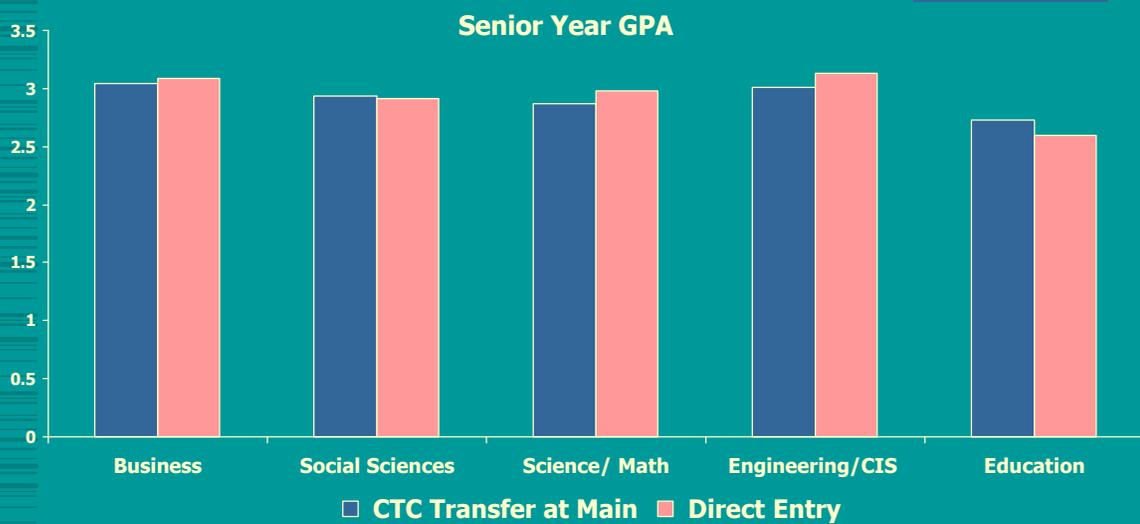
- ◆ GPAs fairly similar for all
- ◆ More difference by major than by transfer status



## GPA Varies More by Major than by Transfer Status



## GPA in Top Majors CTC Transfers/ Direct Entry Comparison



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## Summary

- ◆ The option to transfer from a CTC provides, for a very diverse range and increasing number of students, the opportunity to successfully prepare for the bachelor's degree



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## Future Space for Transfers?

- ◆ Number of transfers to grow
- ◆ Will future transfers have same opportunity as class of 2000-01?

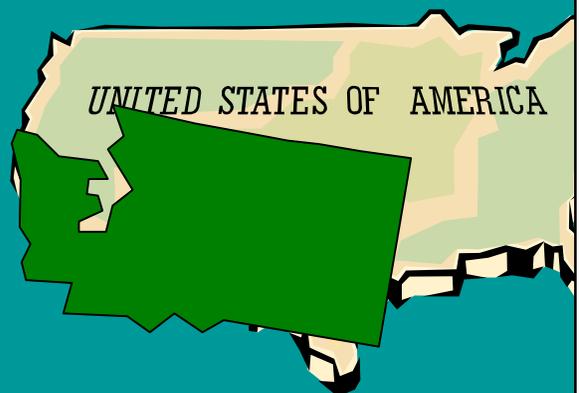


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## Why Is Role of Transfer Increasing?

- ◆ Student choice
  - Same pattern across the nation
- ◆ Washington policies that support transfer

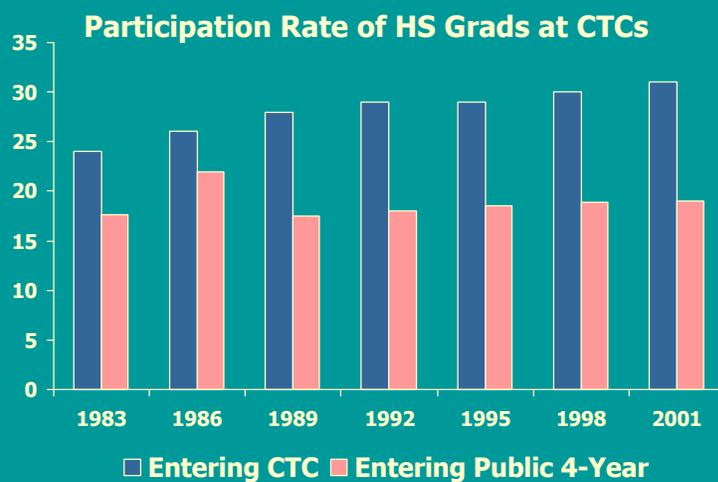


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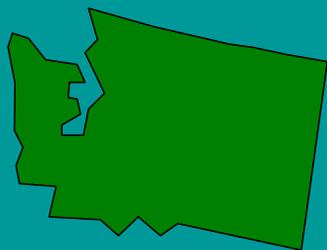
## Student Choice Seen in Increased HS to CTC Rate

- ◆ Recent high school grads at CTC primarily enter for transfer



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## Policy Supporting Transfer

- ◆ Legislative assignment of transfer mission to CTC system
- ◆ Statewide and local agreements
- ◆ HECB policy
- ◆ Articulation guides for courses/degrees

# Bringing Results Back to Our Institutions

- ◆ Michael Reilly, Director of Admissions, CWU
- ◆ Scott Copeland, Director, Enrollment Services, Centralia College

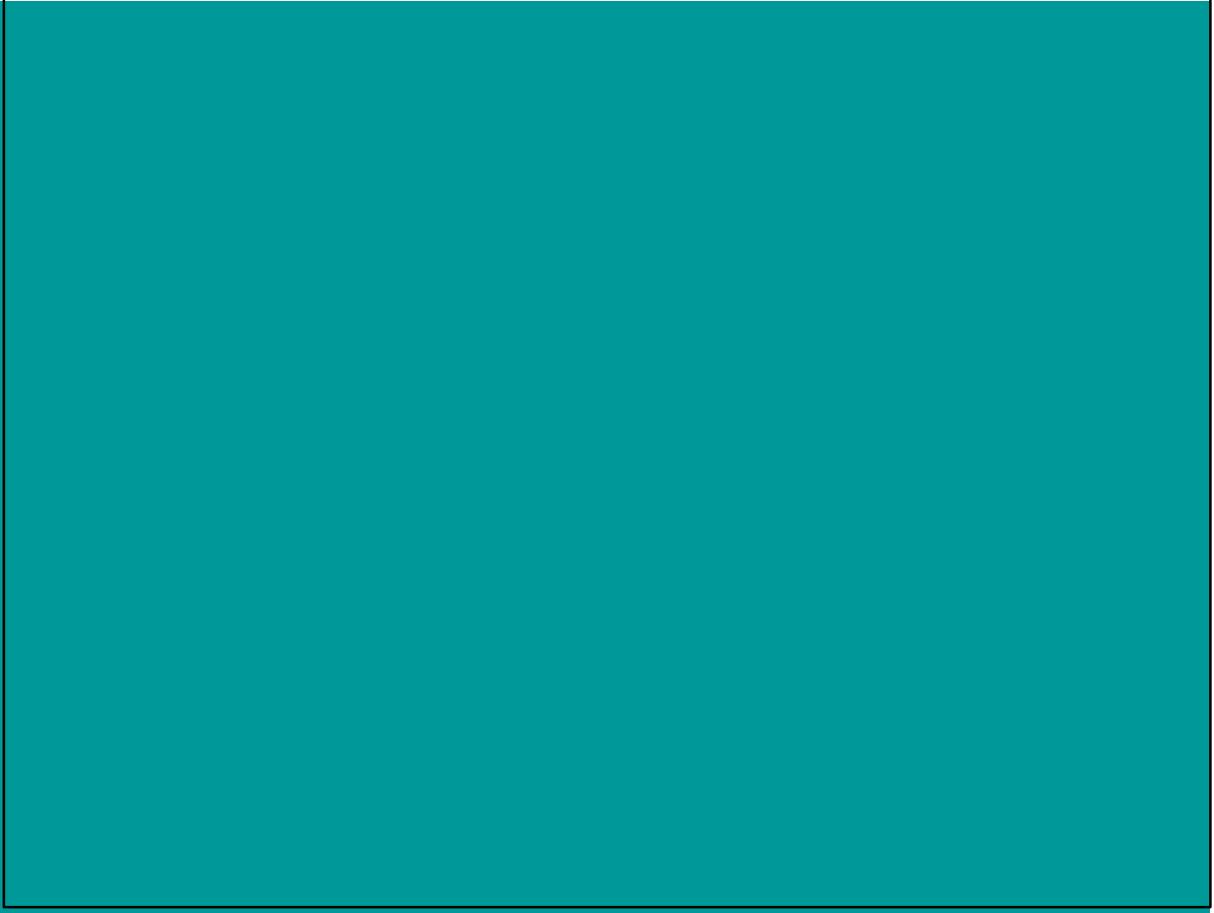


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## Questions?







**June 2003**

## **2004 Master Plan Student Transfer**

At the April 23 Higher Education Coordinating Board (HECB) meeting, staff presented a discussion paper on student transfer. Key topics included access, efficiency, and a new Bachelor's of Applied Science degree. In addition, the Board asked staff to collect the institutions' transfer guides for students.

### **Highlights from the April 23 Board Meeting**

Following are highlights from the discussion paper and Board discussion on student transfer at the April 23 Board meeting.

#### **A. Transfer Student Access**

- Nearly 13,000 students transferred from Washington community colleges to public and private four-year colleges and universities in 2001-2002.
- By 2010, this number is expected to grow to approximately 17,000 students – an increase of 4,000 students.
- Washington's public colleges and universities are facing budget cuts and growing enrollment demand, which could result in access problems for transfer students.
- Options that could be used to address access issues include: (1) rationing, (2) increasing supply, and (3) funding upper-division enrollment at a higher rate to encourage institutions to accept transfer students at the junior level.

## B. Transfer Efficiency

- Freshmen graduate more efficiently than transfer students at all public institutions, when measured by the Graduation Efficiency Index.<sup>1</sup>
- Transfer students graduate at high rates over time, especially those who transfer to a four-year institution with 90 quarter credits.
- Transfer students graduate most efficiently in social science majors, and less efficiently in math and science majors.
- The Direct Transfer Agreement (DTA) Associate of Arts Degree was designed as an “all-purpose” transfer degree. It appears to work well for social science majors.
  - A DTA Associate of Science degree was recently created for science majors.
  - New DTA associate degrees are being developed for business, elementary education, and secondary education (math and science).
  - Students who complete DTA associate degrees do not undergo a course-by-course transcript evaluation; instead, the four-year institutions automatically accept two years of study and consider most, if not all, students’ general education requirements fulfilled.<sup>2</sup>
  - The DTA does not guarantee acceptance to a major.<sup>3</sup>
- A small percentage of students report problems in transfer.<sup>4</sup>

## C. Bachelor’s of Applied Science Degree

A newly developed associate degree in Applied Science will allow students to transfer to four-year colleges and earn Bachelor’s of Applied Science degrees.<sup>5</sup> Potential benefits include (1) increasing the number of students who enroll in upper-division coursework and earn bachelor’s degrees, (2) increasing the earning power of individual students, and (3) producing a more highly educated workforce.

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<sup>1</sup> The Graduation Efficiency Index includes all types of transfer students, including those who transfer with fewer than 90 credits from four-year colleges or from two-year colleges outside the state of Washington.

<sup>2</sup> General education requirements include 15 to 20 credits each of natural sciences, social sciences, and humanities.

<sup>3</sup> The DTA also does not guarantee admission to a particular institution.

<sup>4</sup> Clark College and Bellevue Community College Student Surveys, 2002.

<sup>5</sup> Central Washington University, Eastern Washington University and some private four-year institutions are interested in offering Bachelor’s of Applied Science degrees.

## D. Transfer Guides

Students who would like to transfer from community colleges to four-year colleges and universities can consult with their college advisors and review transfer guides. At the April 23 meeting, the Board asked to review institutional transfer guides.

Different types of guides have been developed to fit the needs of different types of transfer students. Those who wish to transfer one or two courses have different planning needs than those completing (or not completing) a Direct Transfer associate degree with an interest in a specific major. Thus, course equivalency guides for each institution exist, along with more comprehensive planning information.

No universal planning guide exists that would allow students to quickly determine which courses they might need to take at *any* community college toward *any* major at *any* four-year institution. Such a guide or system is technically possible; however, it would require frequent maintenance as course requirements and titles change, and would be costly to develop.

Currently, four types of guides exist: (1) general transfer guides; (2) Direct Transfer associate degree guides; (3) course equivalency guides; and (4) major planning guides.

### *General Transfer Guides*

Four-year public institutions offer general guides, offering advice to transfer students on topics ranging from general admission to course equivalencies. Guides for each public baccalaureate institution are located on-line and attached as Appendices A through F.

- Central Washington University: <http://www.cwu.edu/~cwuadmis/transfer.html>
- Eastern Washington University: [http://www.aa.ewu.edu/transfer\\_guides/](http://www.aa.ewu.edu/transfer_guides/)
- The Evergreen State College: <http://www.evergreen.edu/admissions/transfer.htm>
- University of Washington: <http://www.washington.edu/students/uga/tr/planning/>
- Washington State University: <http://www.wsu.edu/future-students/admission/transfer-info.html>
- Western Washington University: <http://www.ac.wvu.edu/~admit/transfer.html>

### *Direct Transfer Associate Degree Guides*

The Direct Transfer Agreement (DTA) ensures that a student who completes a DTA associate degree has met specified general education requirements and can generally enter a four-year institution with junior standing. Currently, three DTA associate degrees have been developed:

- Associate of Arts: See Appendix G or <http://www.icrc.wvu.edu/guidelines/aasguidelines.html>
- Associate of Science (biological sciences, environmental/resource sciences, chemistry, geology, and earth science): See Appendix H or <http://www.icrc.wvu.edu/guidelines/assocscience1.html>
- Associate of Science (engineering, computer science, physics, and atmospheric sciences): See Appendix I or <http://www.icrc.wvu.edu/guidelines/assocscience2.html>

Other DTA associate degrees are currently being developed for business, elementary education, and secondary education (math and science).

DTA associate degrees help guide students through completion of general education requirements. A student who completes the degree will enter the baccalaureate institution with junior status but will not necessarily be prepared for admission to the major of his or her choice. The newer Associate of Science Direct Transfer degrees have a “major” focus to help students complete most of their general education requirements and some major-specific requirements prior to transfer.

Community colleges assist students through completion of a DTA by translating the requirements into their equivalent course titles at the community college. For example, Centralia College’s Direct Transfer Associate Degree for Anthropology can be found at: <http://www.centralia.ctc.edu/instruction/Program%20Guides/AnthroAA.shtml> and is attached as Appendix J.

While the DTA associate degrees provide a planning template for students entering many majors, they do not provide a perfect plan for all transfer students. For example, students who want to major in business (a DTA in progress) need to complete more business-related coursework prior to transfer than students in other majors.

In addition, about one-half of all transfer students choose not to complete a DTA. Instead, they may attend a two-year college for just one year, or even one quarter. It also is becoming more common for students to attend more than one community college prior to transferring.

Students who do not fit into a typical “DTA mold” are encouraged to consult with advising staff, and the earlier the better. If these students can decide on a major and a university, staff can

guide them toward courses that will transfer and apply toward their majors and/or general education requirements. Or, these students can consult course equivalency guides available on-line at all public four-year institutions.

### *Course Equivalency Guides*

Course equivalency guides are matrices that crosswalk courses taken at community colleges to their equivalents at four-year institutions. Below is a sample course equivalency matrix, which translates biology courses at Bellevue Community College to equivalent courses at the University of Washington. Similar matrices for all subject areas exist on-line for all public four-year colleges.

Bellevue Community College Course	UW Equivalency	Meets UW Requirements?	Effective Date
BIOL 100 (6)	BIOL 100 (5), 1XX (1)	NW <sup>6</sup>	AUT Quarter 1994
BIOL 101 (6)	BIOL 101 (5), 1XX (1)	NW	
BIOL 102 (6)	BIOL 102 (5), 1XX (1)	NW	
>BIOL 110 (5)	BIOL 100 (5)	NW	AUT Quarter 1990 thru SUM Quarter 1994
>BIOL 114 (3)	BIOL 1XX	NW	Prior to AUT Quarter 1988
BIOL 130 (5) formerly BIOL 230; now same as HOMECEC, NUTR 130	NUTR 301 (3), 1XX (2)	NW	AUT Quarter 1988

### *Major Planning Guides<sup>7</sup>*

Several different types of guides exist at four-year public institutions to assist students in planning toward a major.

Central Washington University (CWU) and Western Washington University (WWU) have developed guidebooks for transfer students interested in particular majors. A sample from CWU's major planning guide is attached as Appendix K, and a sample from WWU's guide is attached as Appendix L. These guides are not currently available on-line but are distributed through the university admission offices.

<sup>6</sup> The course meets University of Washington's Natural Science or "Natural World" general education requirements.

<sup>7</sup> These guides are meant for planning purposes only. For example, Eastern's guide lists the following disclaimer: "Course equivalencies and university requirements can change without notice. The future department of the student's major should be contacted to confirm that the listed equivalencies and requirements are reflective of the current departmental standards. This information is to be used as a guide and is not intended to be substituted for the Eastern Washington University catalog."

Additional on-line major planning guides:

- Eastern Washington University: Appendix M or [http://www.aa.ewu.edu/transfer\\_guides/index2.html](http://www.aa.ewu.edu/transfer_guides/index2.html)
- University of Washington (Washington Course Applicability System). Appendix N or <http://www.washington.edu/students/uga/tr/planning/wacas/>
- Washington State University (CougarTracs): Appendix O or [http://www.it.wsu.edu/AIS/SIC/cgi-bin/dars\\_prospect\\_srvc.cgi](http://www.it.wsu.edu/AIS/SIC/cgi-bin/dars_prospect_srvc.cgi)

Eastern Washington University's guide is offered in the form of an on-line database, listing 26 different Washington and Idaho State community colleges and over 50 major areas.

Students wishing to transfer into a particular major at the University of Washington (UW) are referred through a Web site to a variety of additional sites explaining major requirements. Once a student has determined which UW courses are required for his or her major, the student can use the Washington Course Applicability System to retrieve those course equivalencies at a specific community college.

Washington State University's on-line system prints a detailed degree-planning sheet customized to courses at different community colleges. A student can use the "CougarTracs" site to enter a major of interest and a community college, and receive a customized "Degree Program Requirements Report" listing courses required for the degree and their equivalencies at the community college.

## **Discussion Questions for the June 12 Meeting**

### **Transfer Access**

- How is your institution planning to address access issues for transfer students?
- What can we do to address access issues for transfer students?

### **Transfer Efficiency**

- How “efficient” should transfer be?
- What works well at your institution to promote smooth articulation for transfer students?  
What could be improved?
- How should transfer student performance be assessed?

### **Bachelor’s of Applied Science Degree**

- What benefits or drawbacks are associated with offering this degree?

### **Transfer Guides**

- What types of guides work best for your students? What could be improved?

**To view or print the appendices, please click [here](#).**

