

Takes Two to Tango: Applying Insights from Highly- Effective Transfer Partnerships

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NISTS 2018

THE TRANSFER PLAYBOOK: ESSENTIAL PRACTICES FOR TWO- AND FOUR-YEAR COLLEGES



THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Wyner, Deane, Jenkins & Fink, May 2016

Article

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

Community College Review
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John Fink¹ and Davis Jenkins¹

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

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Fink & Jenkins, 2017

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

Recent CCRC Research on Transfer Barriers

Tracking

New Measure
Effectiveness
College Stud
Degrees

January 2016

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NATIONAL STUDENT CLEARINGHOUSE
RESEARCH CENTER

How an
Influence

Google

A Longitudinal College Pathway Bachelor's

2016



The research reported here
through Grant R305C1100
authors and do not represent
Community College Research

For information about authors

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Is It Really Cheaper to Stay? The Consequences of Community College Students

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CCRC Working Paper No. 100

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Using Data Mining to Explore Why Community College Transfer Students Earn Bachelor's Degrees With Excess Credits

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Florence Xiaotao Ran

February 2018

CCRC Working Paper No. 100

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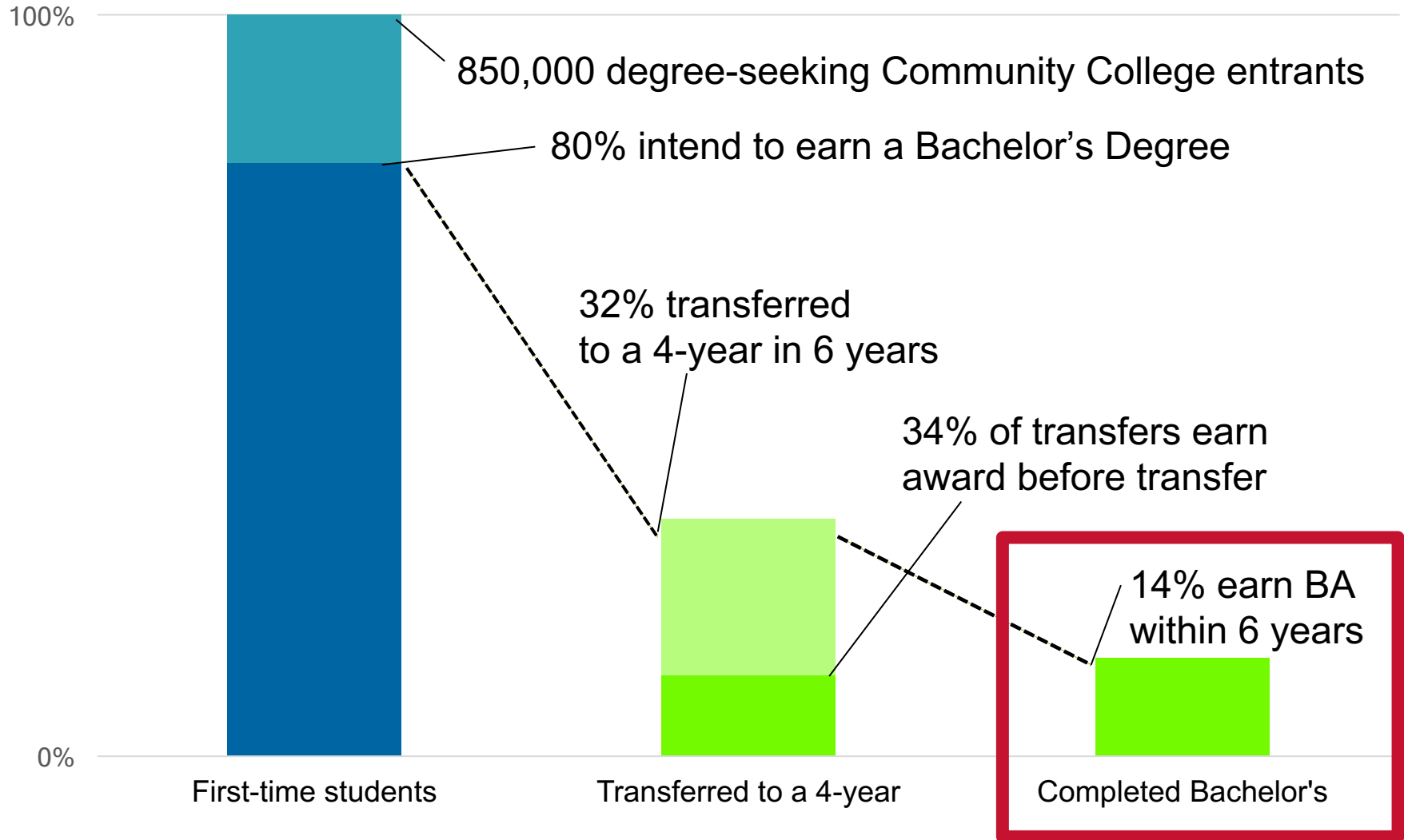
Funding for this study was provided by the Bill & Melinda Gates Foundation. The authors of this report gratefully acknowledge our partners in the two anonymous states for providing the data for this study. The authors are also grateful for discussant comments from David B. Monaghan on an earlier version of this paper presented at the 2016 Association for Public Policy Analysis and Management Fall Research Conference.

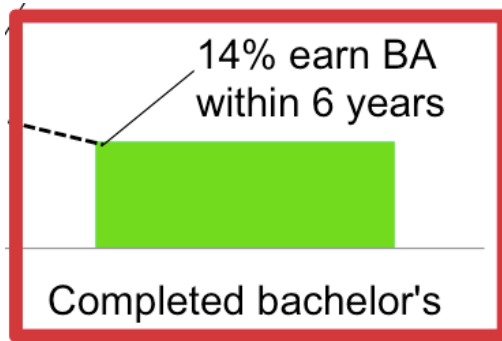
Recent CCRC Transfer Research: Five Key Findings

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)

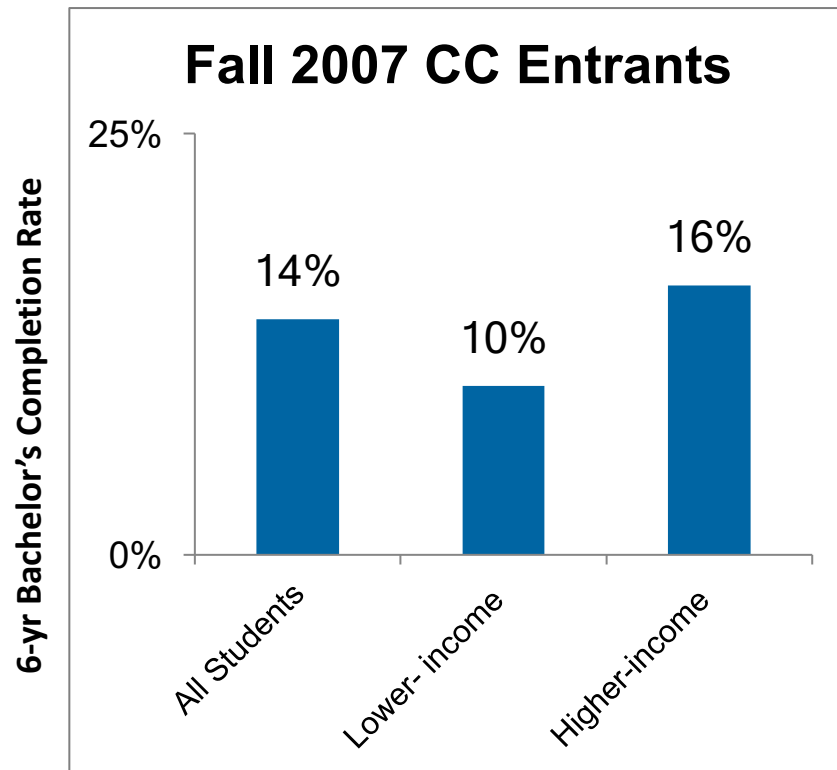
1. Transfer outcomes low and inequitable, and some colleges and states do better than others

Few Transfer, Even Fewer Complete

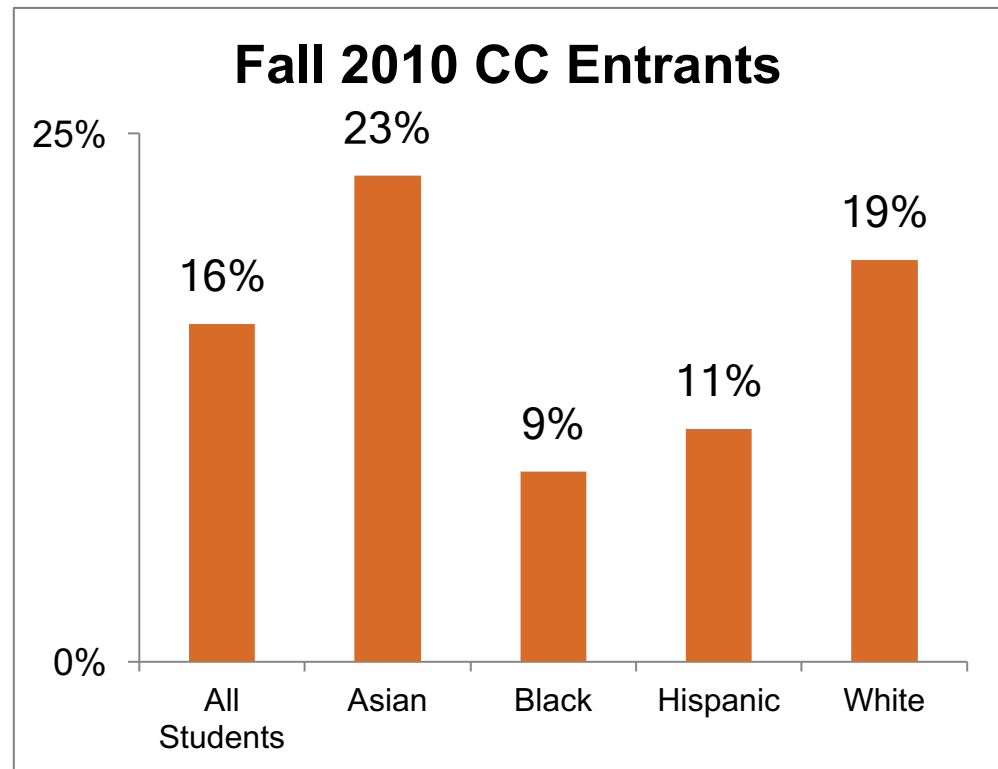




Equity gaps, by Race & Income



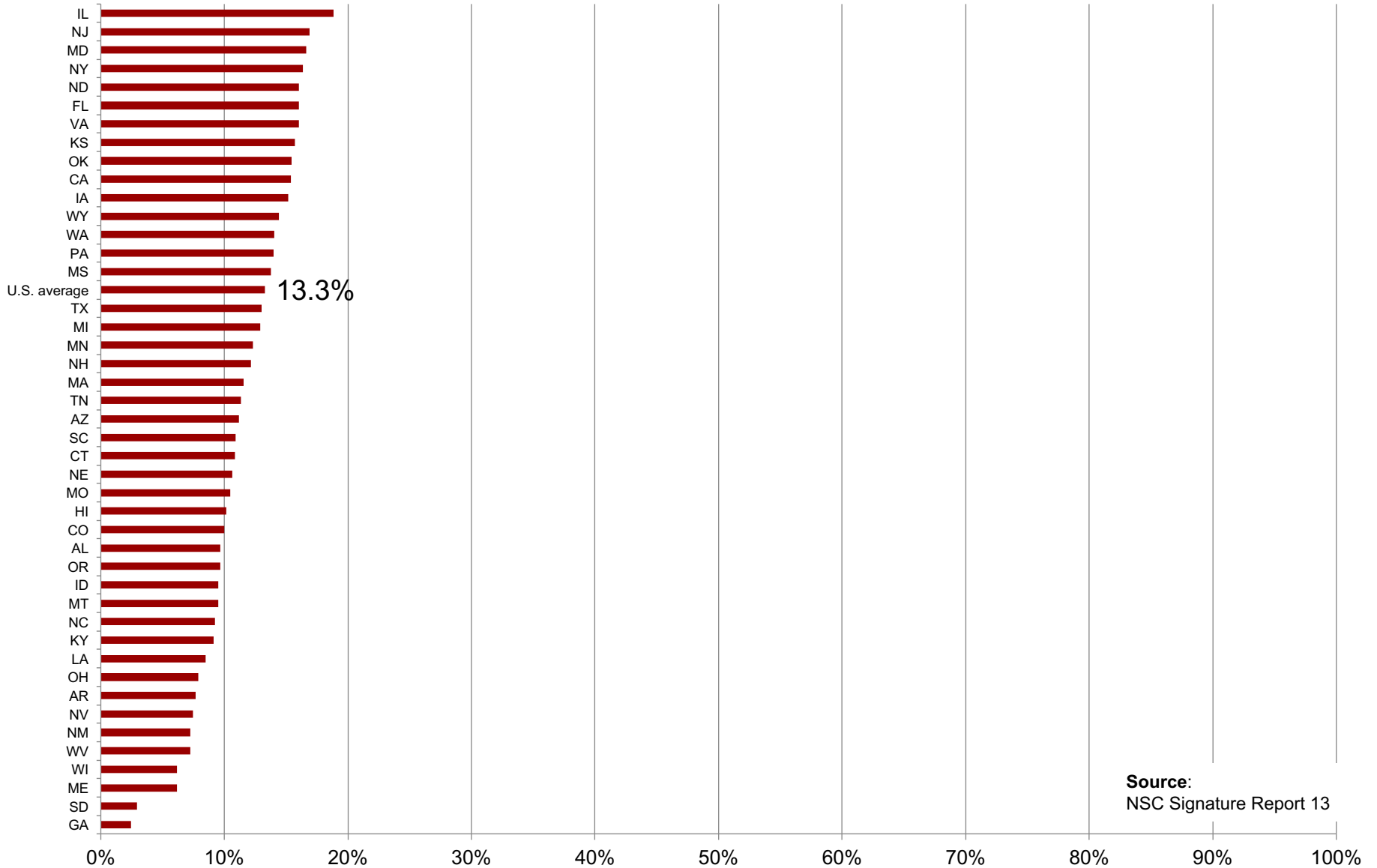
Jenkins & Fink, 2016



Shapiro et al., 2017

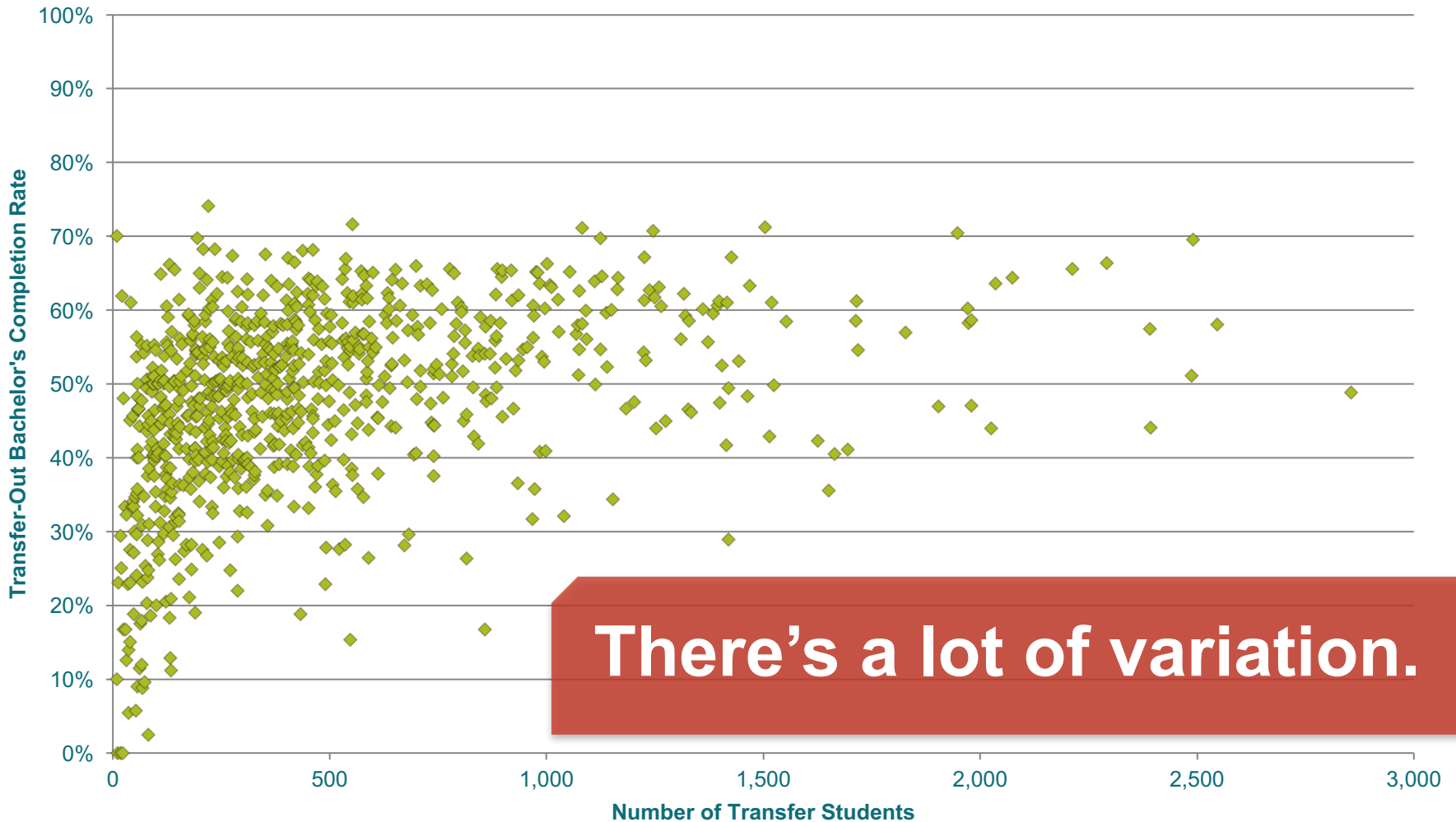
NSC's *Tracking Transfer* update: Fall 2010 Cohort

Community College Cohort Bachelor's Completion Rates by State



Source:
NSC Signature Report 13

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

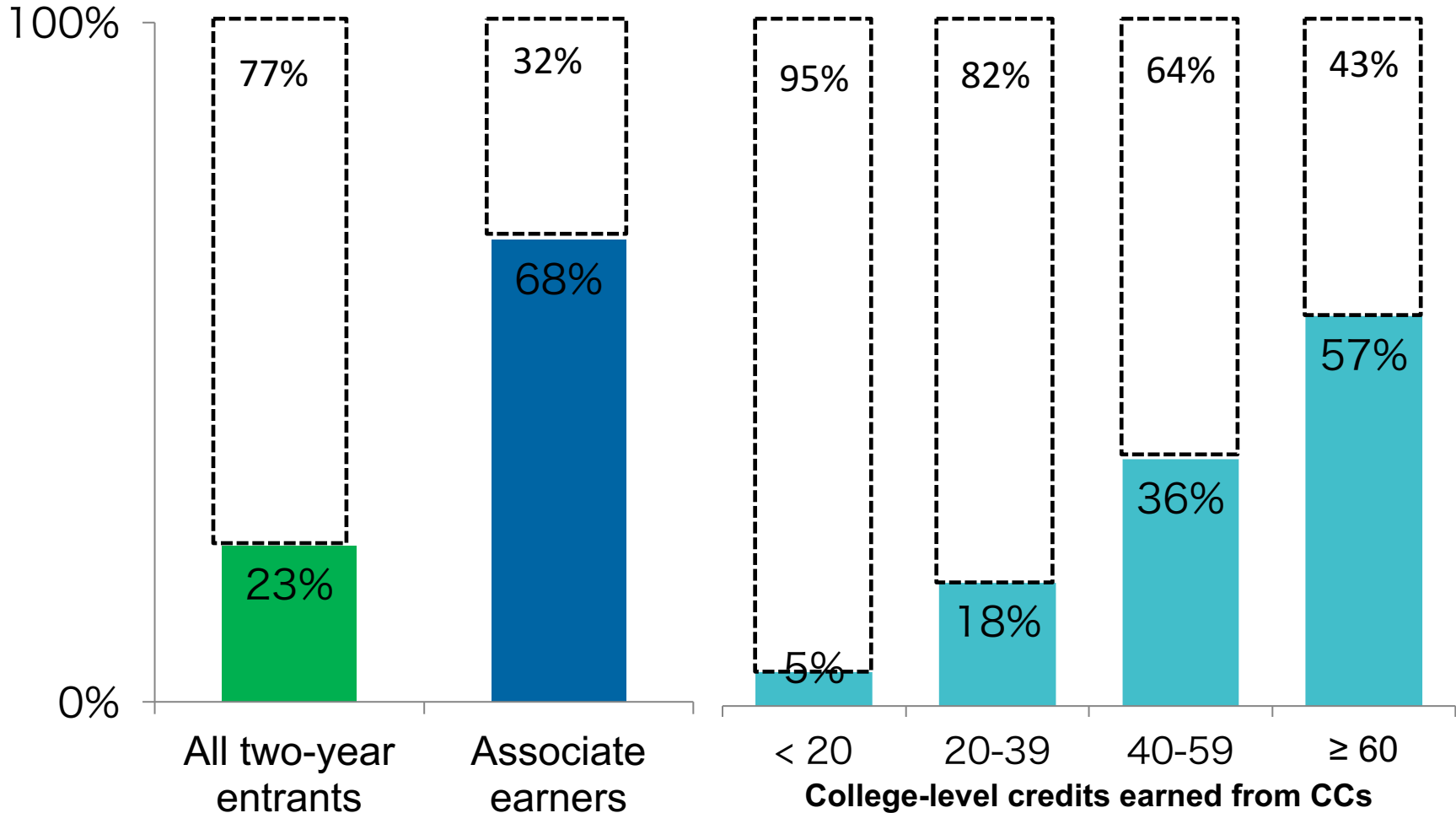


There's a lot of variation.

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

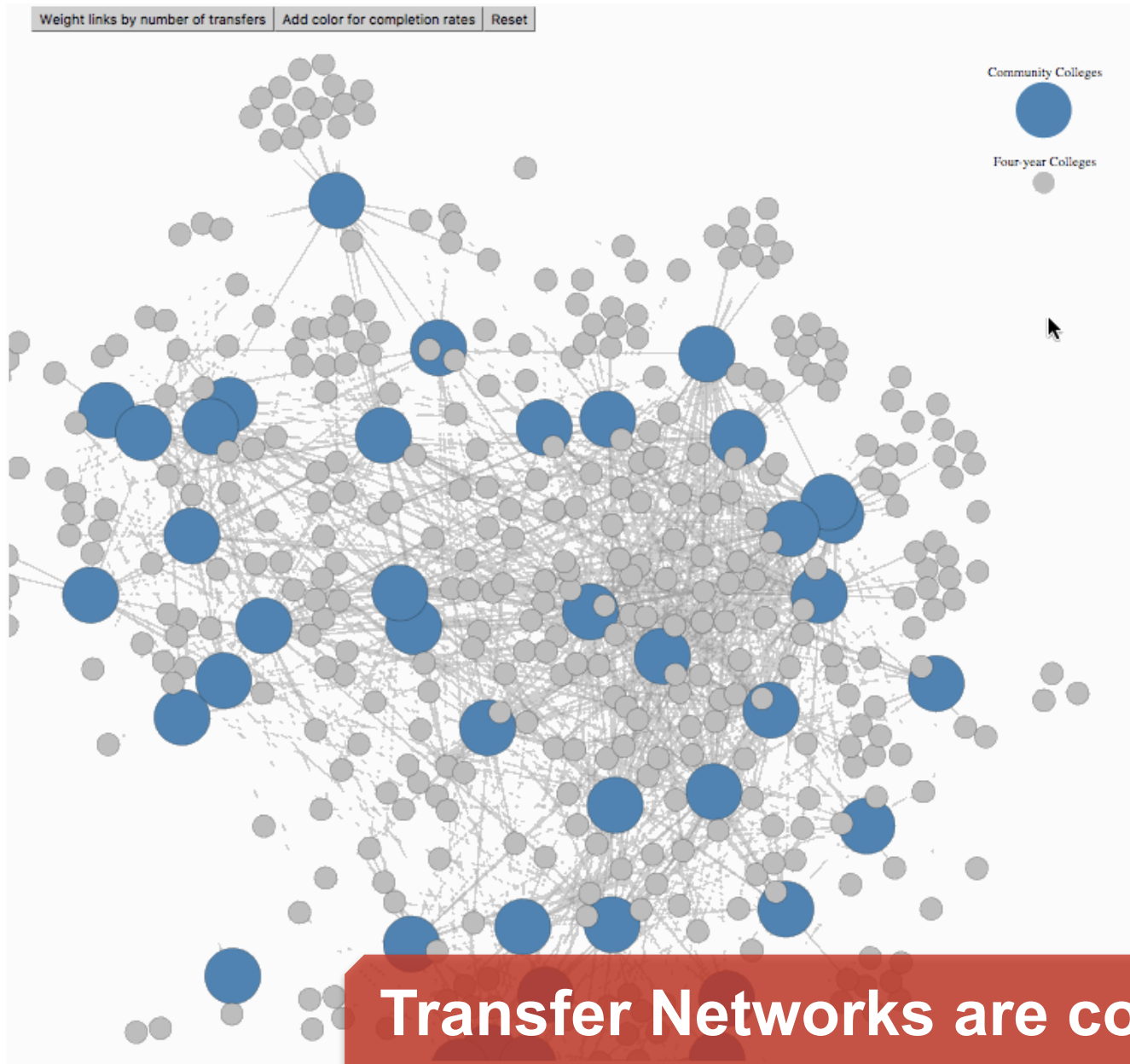
Students make progress, don't transfer

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



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

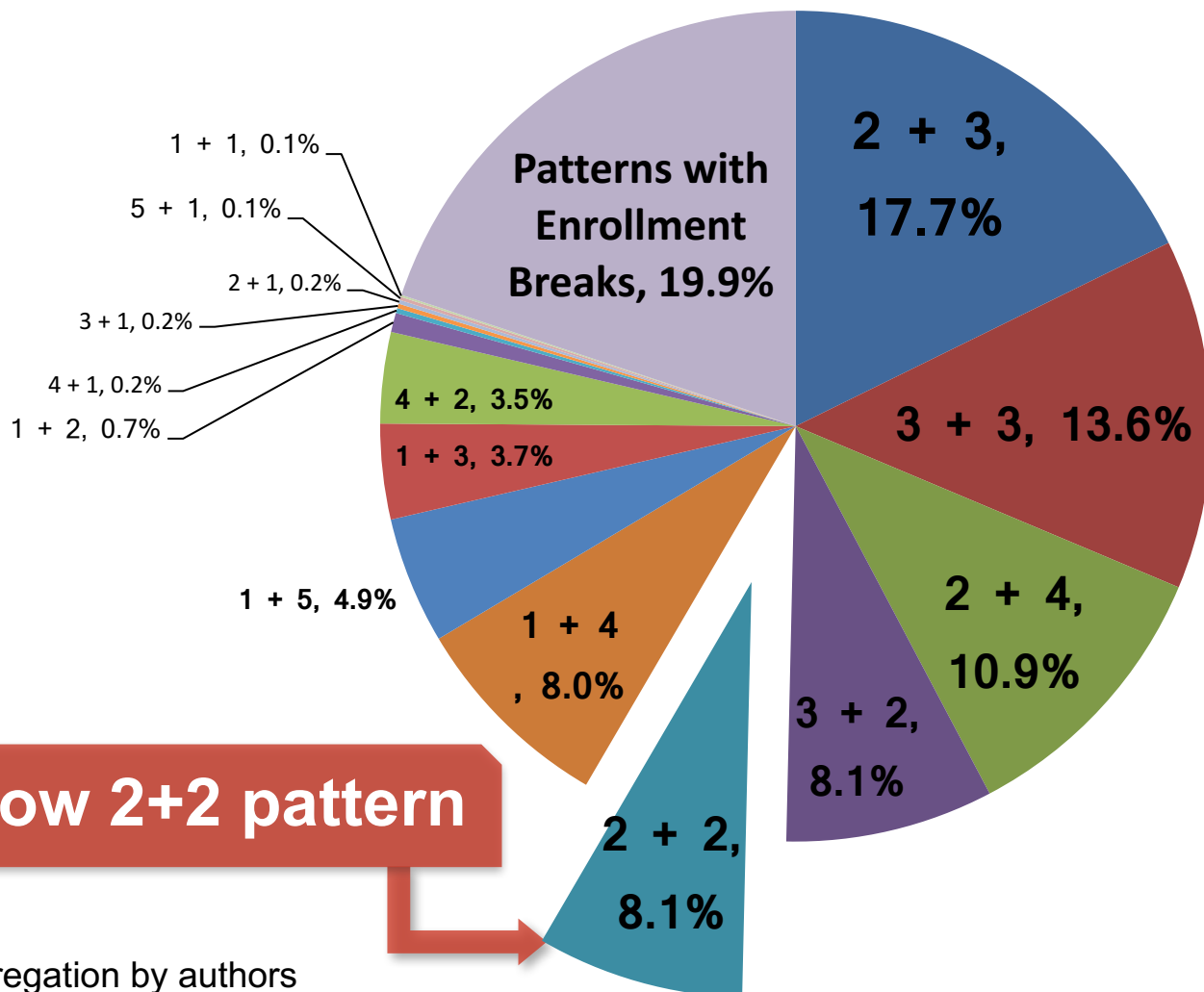
3. Transfer paths unclear



Transfer 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

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

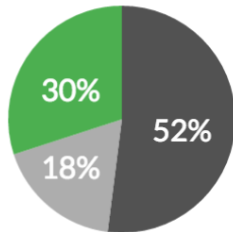


Not representative of the greater community college population

1.8M 2007 community college entrants



51% male

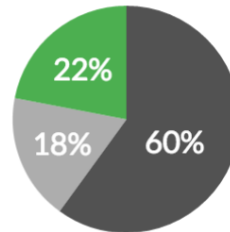


- bottom two neighborhood SES quintiles
- middle neighborhood SES quintile
- top two neighborhood SES quintiles

3,290 who earned CS bachelor's



87% male



**NO DEFINED
PATHWAY**

to CS bachelor's
degrees

1,213

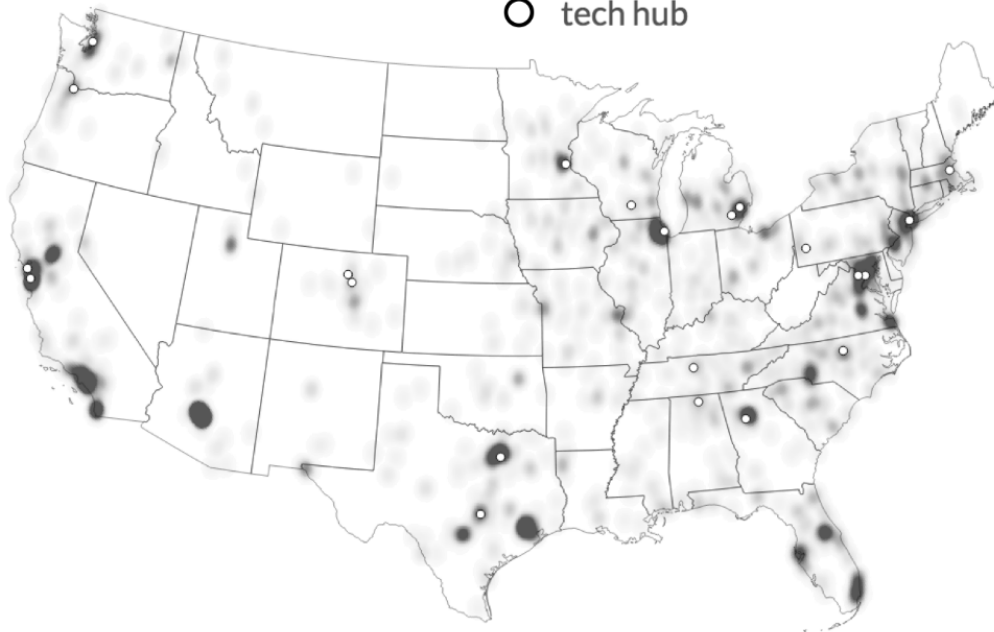
unique
pathways
among
3,290 CS
degree
earners

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

focused & fortunate

more less
concentration

○ tech hub



Stayed at single college and four-year



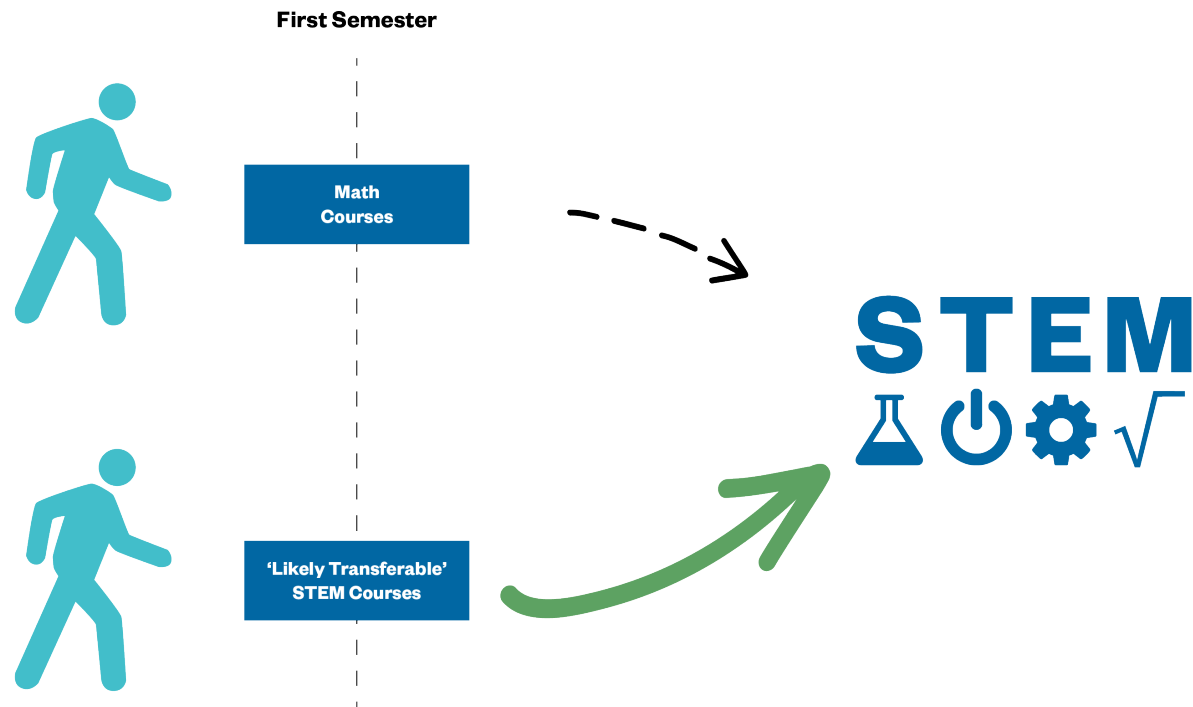
Went to college and four-year with good transfer support



Lived near a tech hub

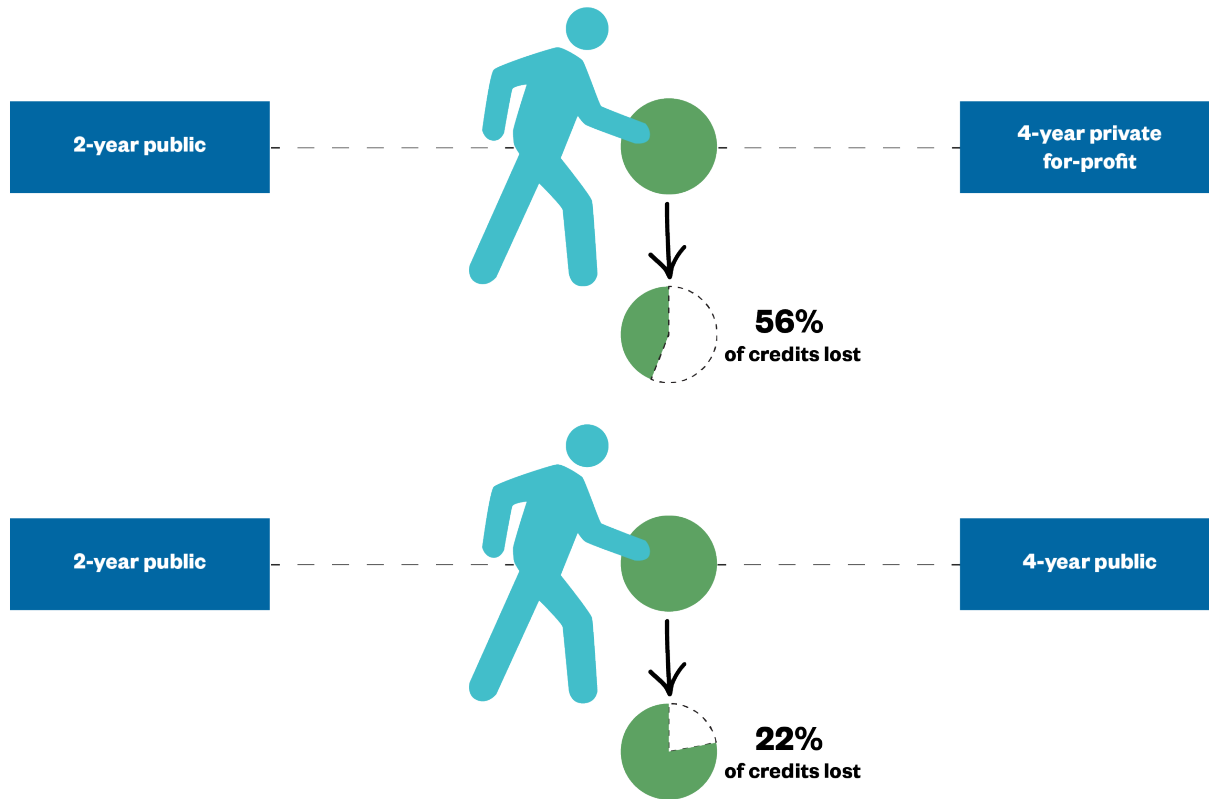
STEM Transfer Pathways

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.



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

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



Transfer Credit Loss



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



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

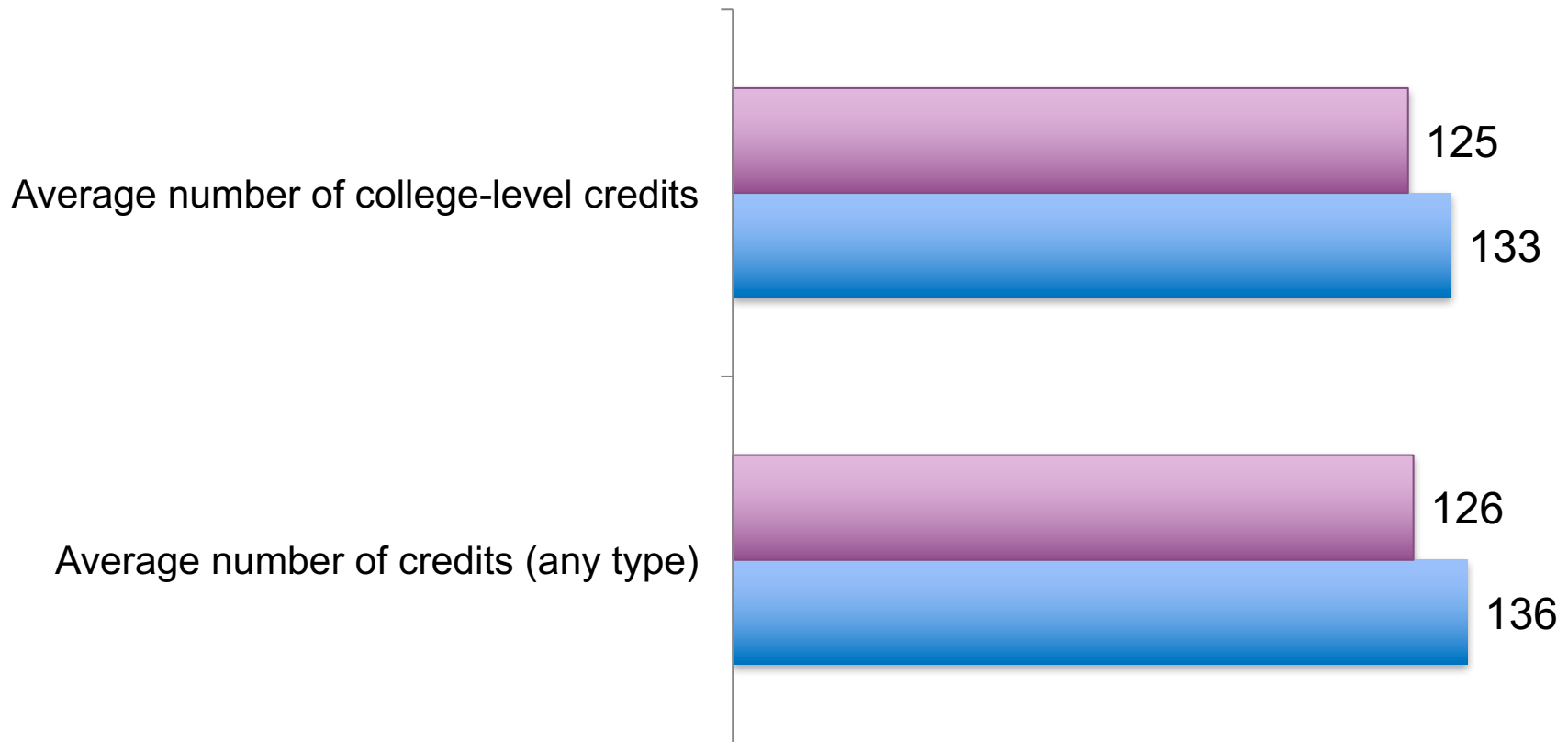


Students who can transfer 90% of their credits were **2.5x** more likely to get their bachelor's degree, compared to those who transfer half or less.

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

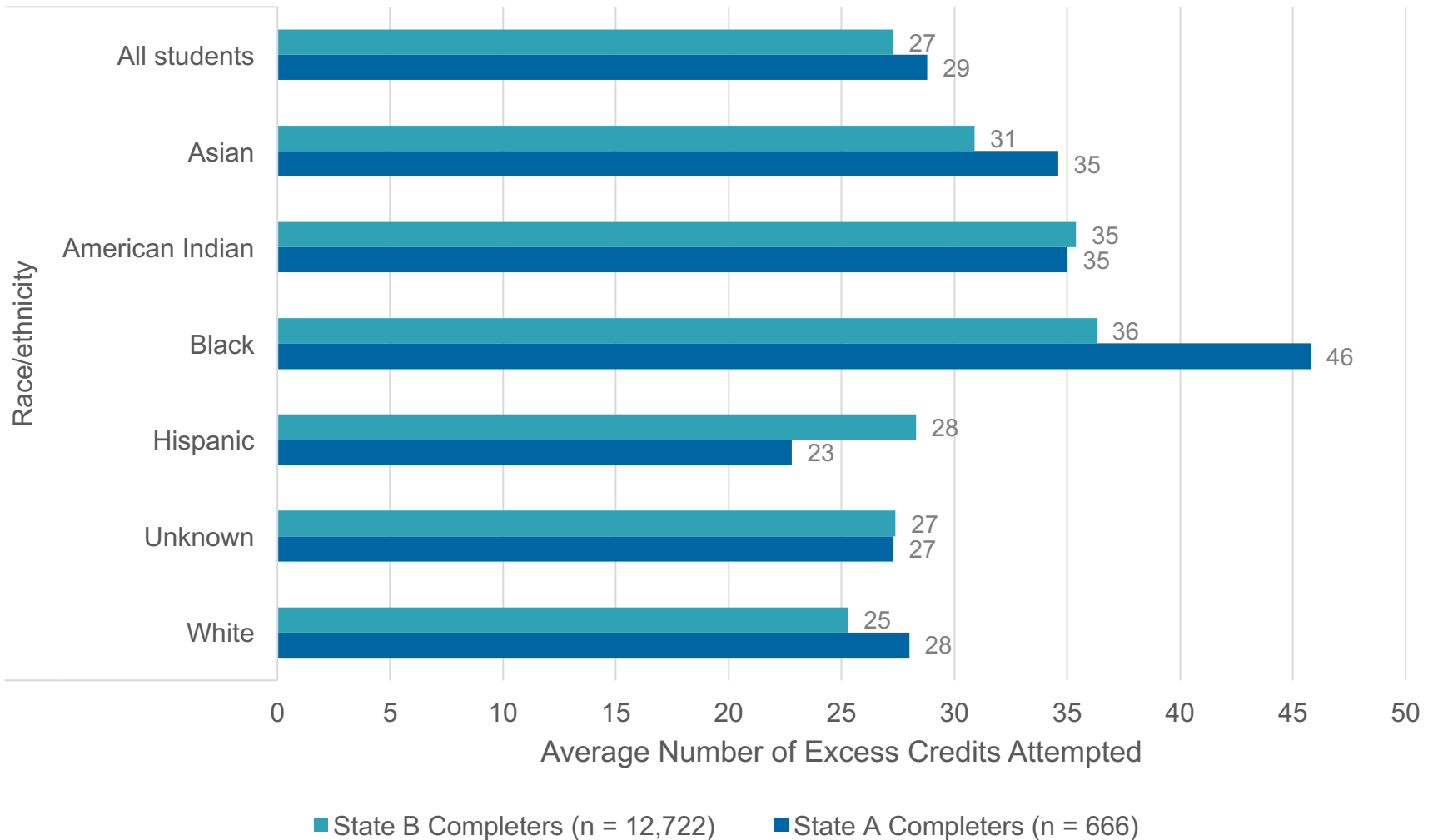
VA Fall 2004 Matched 2- and 4-Year Entrants,
Total Credits Earned at Graduation

■ 4-Year Entrants ■ 2-Year Entrants

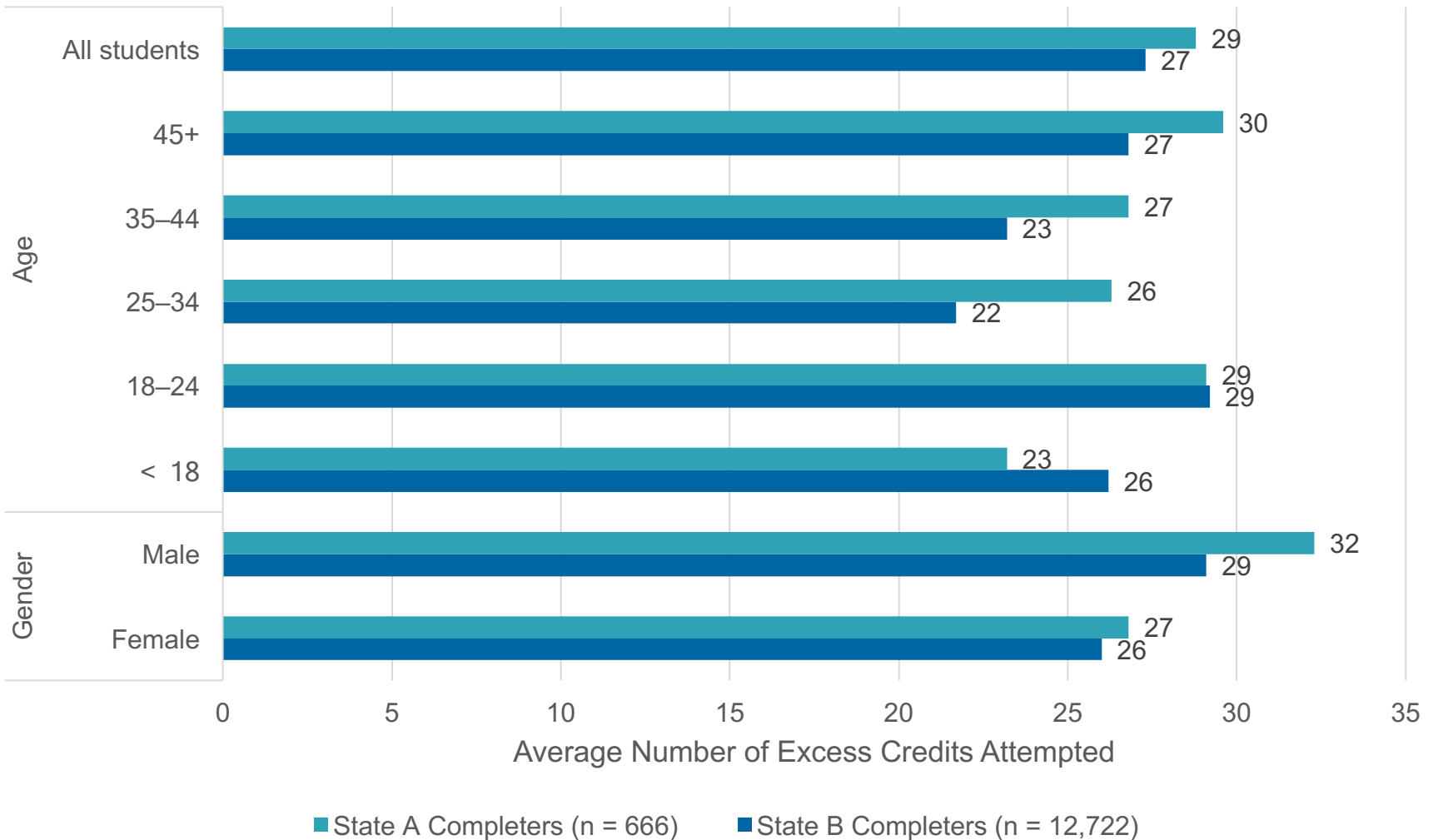


Source: Xu, Jaggars, & Fletcher, 2016, Table 10.

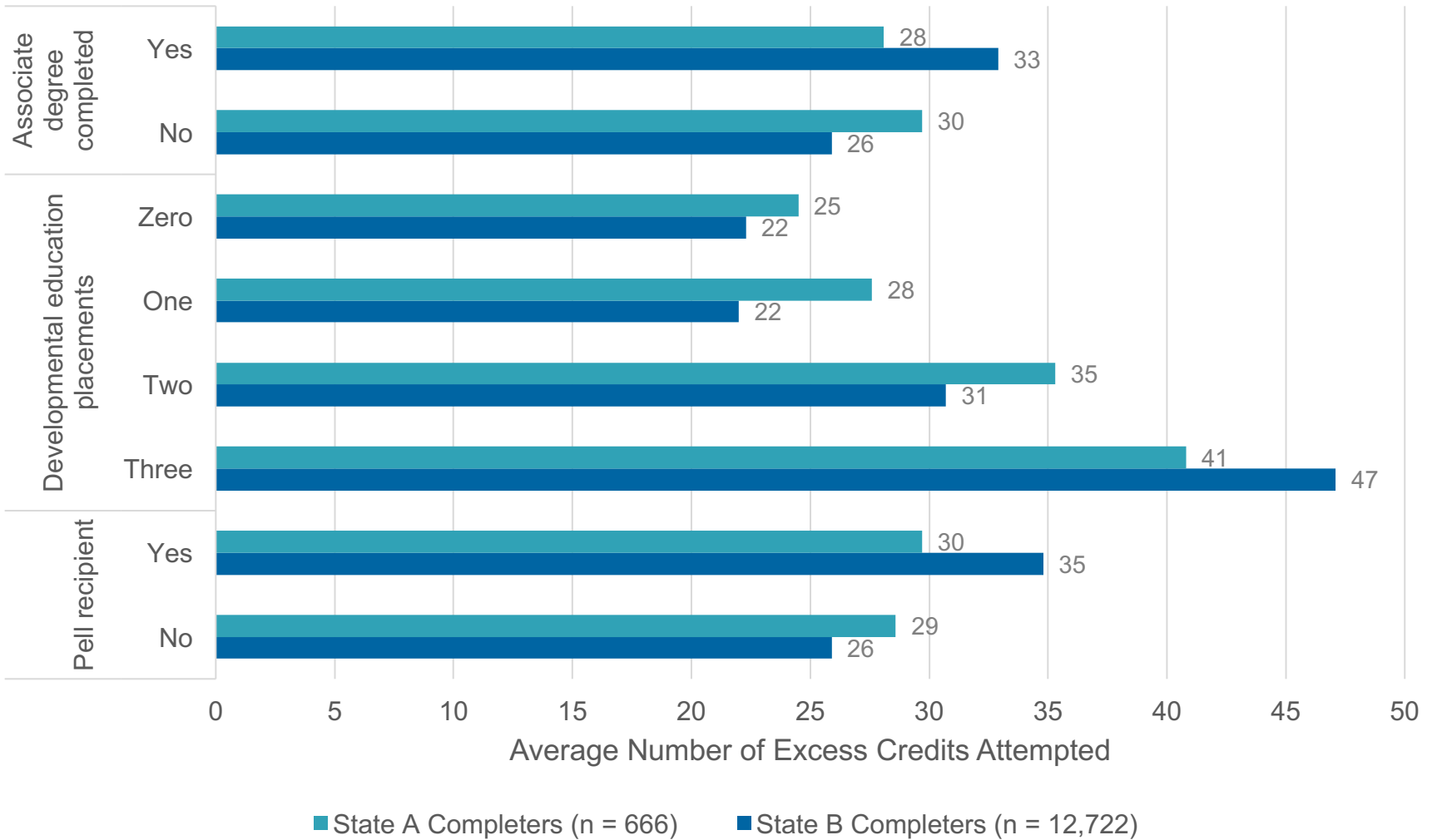
Excess Credits Attempted among CC Transfers who Completed a Bachelor's Degree



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



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



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:

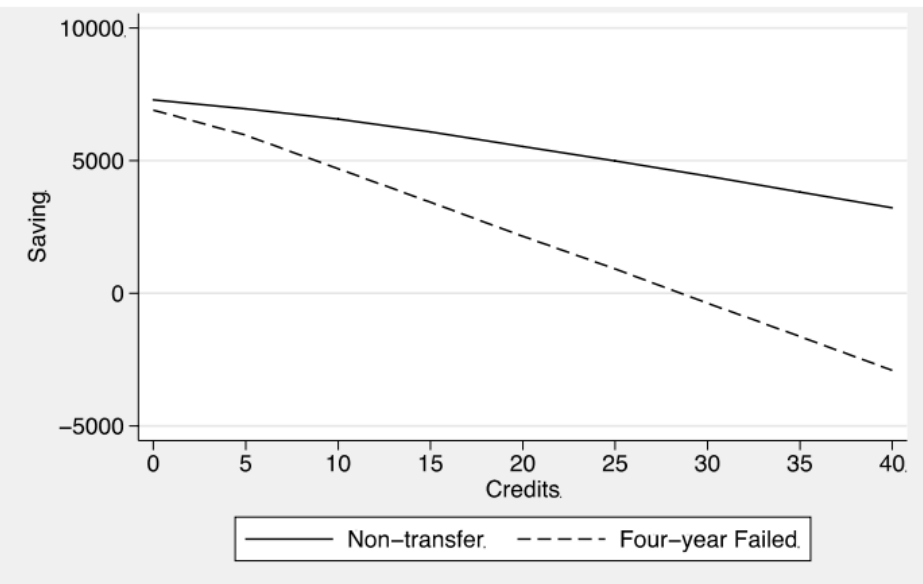
- ✓ Taking more courses in statewide transfer library (State B)
- ✓ Taking more 300-level courses before and after 60-credits

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%

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

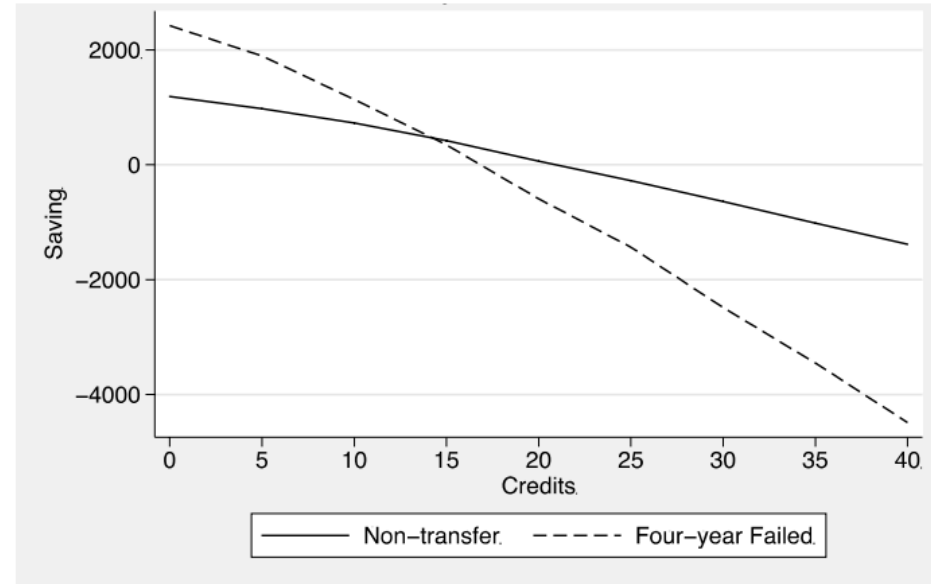


Credit loss “Break even” point, State Alpha:

- 40 credits not transferred

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



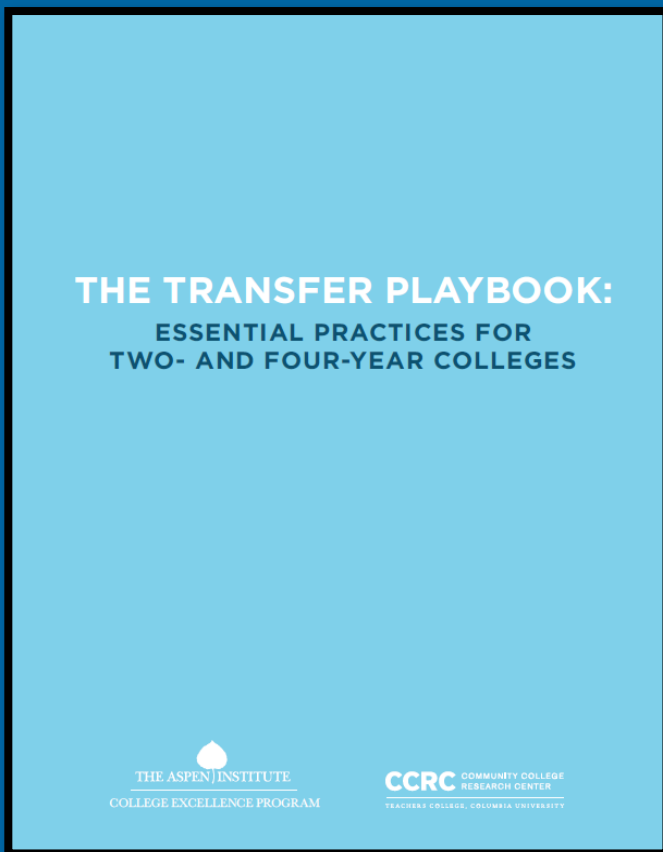
Credit loss “Break even” point, State Omega:

- 20 credits not transferred

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)

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



Wyner, Deane, Jenkins & Fink, May 2016

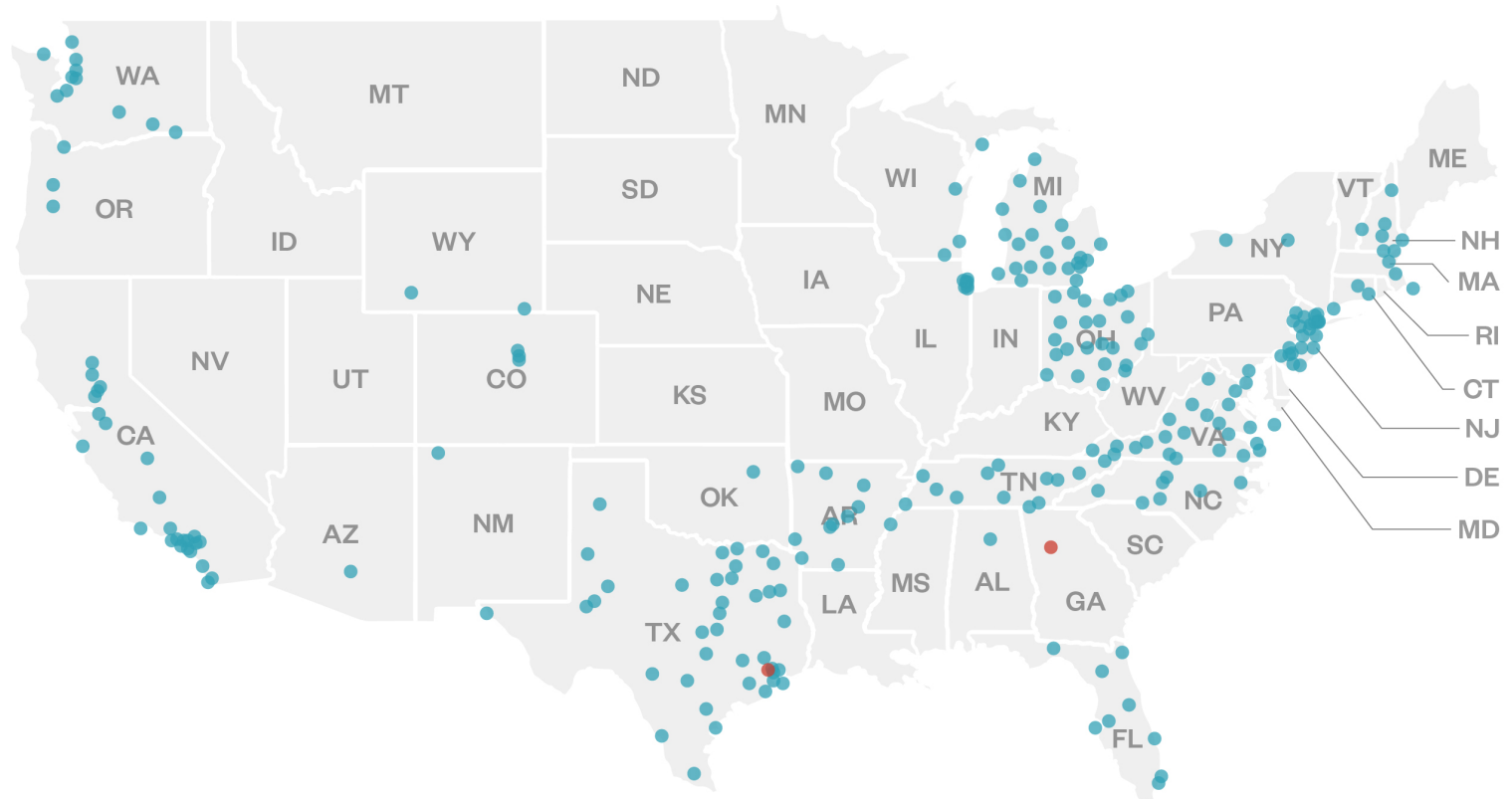


Fink & Jenkins, 2017

Essential 2- and 4-Year College Transfer Practices

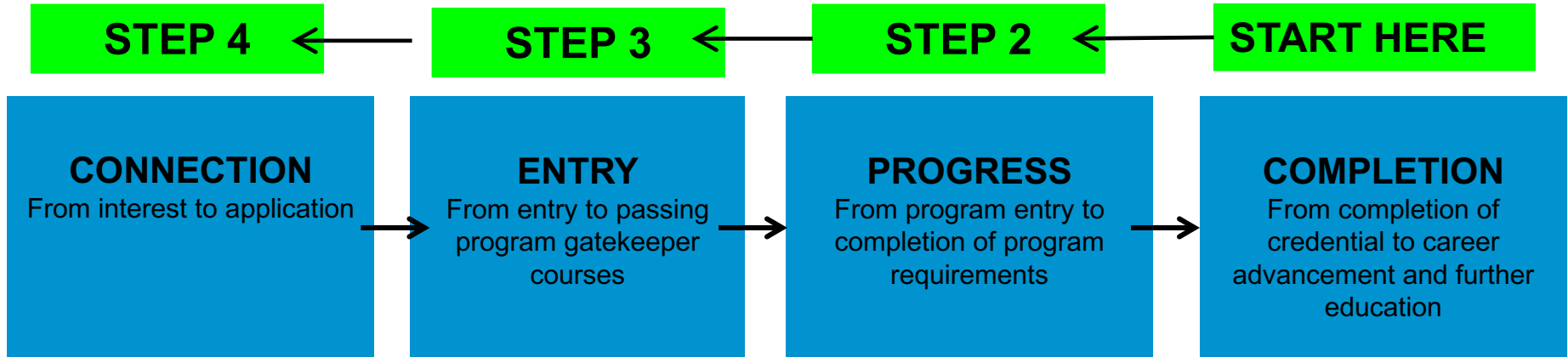
1. Prioritize transfer student success
2. Create clear program pathways with aligned high quality instruction
3. Provide tailored transfer student advising

A National Movement: Colleges Implementing Guided Pathways



Institution Type
● Community College
● University
Updated January 2018

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

Supply Chain Management Associate

Program Code: 101821

As a graduate of the Supply Chain Management program, you will be responsible for the flow of goods - from point of origin to the end user. You will be involved in planning, organizing, decision making, continuous improvement, and leadership. Typical careers in this field include purchasing analyst, inventory control specialist, logistics technician, shipping and receiving specialist, transportation technician.

- **Revenue** \$35,000
- **Boost** 96 job opportunities
- **Training** scheduled

STUDENT

- ✓ 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 program?

What careers are in my future?

How do I get started in this program?

What will I learn?

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

UW Oshkosh
 NWTC Program: Supply Chain Management
 Partner Program: BAS Leadership & Organizational Studies-Organizational Studies

UW Oshkosh
 NWTC Program: Supply Chain Management
 Partner Program: BAS Leadership & Organizational Studies-Organizational Studies

UW Oshkosh
 NWTC Program: Supply Chain Management
 Partner Program: BAS Leadership & Organizational Studies-Organizational Studies

• Product	✓ 10-182-127 Purchasing	3
• Purchase	✓ 10-182-160 Global Supply Chain Mgmt	3
• Traffic	✓ 10-801-196 Oral/Interpersonal Comm	3
• Operation		
SEMESTER TOTAL		18

The credit for 10-890-101, College 101 is an Institutional Requirement for graduation. Consequently, it is not part of the program requirements, but must be passed with a C or better.

Overview of program

Business Transfer DTA

GENERAL INFORMATION

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

Information on common transfer destinations

Central Washington University (CWU) www.cwu.edu	Seattle Pacific University (SPU) www.spu.edu/depts/sbe
Eastern Washington University (EWU) www.ewu.edu	University of Washington (UW) www.foster.washington.edu/academic www.uwb.edu/business (Bothell); www.tacoma.uw.edu/milgard-school
Pacific Lutheran University (PLU) 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.wvu.edu

Students interested in earning a bachelor's degree in Hospitality Management (via WSU's program at Eastern Washington University) should contact the program advisor at the following university.

GETTING STARTED AT EWU

Enrollment Services provide information on transfer students; contact Enrollment Services at 425.388.9364. Advising should contact 425.388.9364.

PROGRAM ADVISORS

Students are required to complete an academic plan. Registrar's Office provides information on academic plans.

Dongwa Hu, Olympus 216
425.388.9364; dhu@everettcc.edu

Chad T. Lewis, Olympus 216
425.388.9559; ctlewis@everettcc.edu

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

If there is no answer, please call the Division Office at 425.388.9364.

Program advisor information

Bill Reed, Monte Cristo 122
425.388.9538; mreed@everettcc.edu

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 discipline 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 transferring to a business major should consult with the specific transfer institution regarding foreign language requirements.)

Course	Course Title	Credits	Grade	Quarter	Year
		5			
		5			
		5			

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 and B.)

Program-specific "degree-sheets"

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.wvu.edu/node/731/.

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.wvu.edu/node/731/.

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UNDERGRADUATE DEGREE SEARCH

MyMajor provides in-depth information on all FIU Undergraduate majors, their admissions criteria, career opportunities, and their departments' contact information. Use this tool to help find where you fit at FIU.

All areas of interest
 Administration and Management
 Biological and Environmental Sciences
 Global and Social Sciences
 Honors
 Humanities and Arts
 Health Sciences
 Physical Sciences and Engineering

Search using career/major name

Select an area of interest

GSI: GRADUATION SUCCESS INITIATIVE

MyMajor is part of the Graduation Success Initiative, a set of innovations dedicated to helping students learn more about GSI, please visit

FIU FLORIDA INTERNATIONAL UNIVERSITY **MyMajor** **Apply Now**

Undergraduate Degree Search

Physical Sciences and Engineering | All campuses | or by college/school: Architecture and the Arts

BROWSE MAJORS

Majors	Degree	Major Maps	College/School	Campuses
Biomedical Engineering	Bachelor of Science	2-year Transfer, 4-year Freshman	Engineering and Computing	MMC
Chemistry (BA)	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Chemistry (BS)	Bachelor of Science	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Chemistry: Biochemistry	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Chemistry: Environmental	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Chemistry: General	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Chemistry: Organic	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Chemistry: Physical	Bachelor of Science	2-year Transfer, 4-year Freshman	Engineering and Computing	MMC
Computer Engineering	Bachelor of Science	2-year Transfer, 4-year Freshman	Engineering and Computing	MMC
Computer Science	Bachelor of Science	2-year Transfer, 4-year Freshman	Engineering and Computing	MMC
Computer Science: Honors	Bachelor of Science	2-year Transfer, 4-year Freshman	Engineering and Computing	MMC
Computer Science: Professional	Bachelor of Science	2-year Transfer, 4-year Freshman	Engineering and Computing	MMC
Earth and Space Science	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Earth and Space Science: Honors	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Earth and Space Science: Professional	Bachelor of Arts	2-year Transfer, 4-year Freshman	Arts and Sciences	MMC
Education	N/A		Education	MMC

Program description

COMPUTER SCIENCE, BACHELOR OF SCIENCE

Engineering and Computing
Campus: Modesto Maidique Campus

Program Description

The BSCS degree presents a course of study that

Admission Requirements

Career Opportunities

Related Occupations:
Computer Scientist; Control System Computer Scientist; Scientific Programmer Analyst.

Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

Wages & Employment Trends for :

Florida Median income	\$90,910
Florida rate of growth	+5%
National Median wages	\$108,360
National Projected growth	+15 to 21%

Source and more information:
<http://www.onetonline.org/link/summary/15-1011.00>

Select a major map for course sequence and prerequisites to finish in two years

FIU FLORIDA INTERNATIONAL UNIVERSITY

Undergraduate Major Map

Catalog Year: 2015
College / School: Engineering
Major: Computer Science - BS
Track / Concentration: Career Path
Two Year Transfer

Fall Term 2015

Course Group	Course Required	Course Description	Credit Hours	Crit Ind
Core Courses	CDA 3103	Fund Computer Systems	3	
Additional Courses	ENC 3249	Prof Tech Writing Comp	3	
Core Courses	COP 3337	Programming II	3	
Core Courses	STA 3033	Prob & Stat For Cs	3	
Core Courses	MAD 2104	Discrete Mathematics	3	

Spring Term 2016

Course Group	Course Required	Course Description	Credit Hours	Crit Ind
Core Courses	CDA 4101	Structure Comp Org	3	
Core Courses	CDS 3095	Technology in the Global Arena	3	
Core Courses	COP 3530	Data Structures	3	
Core Courses	COT 3541	Logic For Comp Sci	3	
Core Courses	COP 4710	Database Management	3	

Summer Term 2016

Course Group	Course Required	Course Description	Credit Hours	Crit Ind
Core Courses	COP 4338	Programming III	3	

FIU FLORIDA INTERNATIONAL UNIVERSITY

Undergraduate Major Map

Fall Term 2016

Course Group	Course Required	Course Description	Credit Hours	Critical Indicator	Course Notes
Core Courses	CDA 4010	Software Org I	3	C	
Electives	CNK 4713	Networks Computing	3		
Core Courses	MAD 3812	Theory Algorithms	3		
Electives			3		Please see PDA for list of approved courses.
General Electives			3		Please see advisor for list of approved GL courses.

Spring Term 2017

Course Group	Course Required	Course Description	Credit Hours	Critical Indicator	Course Notes
Core Courses	CIS 4011	Senior Project	3		
Core Courses	COP 4505	Phn Of Prog Lang	3		
Core Courses	COP 4610	Operating Syst Princ	3		
Electives			3		Please see PDA for list of approved courses.
Electives			3		Please see PDA for list of approved courses.

Summer Term 2017

Use this semester to catch up on coursework if necessary.

General Requirements

2 year plan assumes student has completed an Associates of Arts Degree from a Florida Public Institution as well as the following pre-requisite courses for the major: COS 1800, COP 2210, MAC 2310, MAC 2312, PHY 2048, PHY 2049, PHY 2048L, BSC 1010 and BSC 1010L, OR BSC 1011 and BSC 1011L, MAD 2104

Critical Indicator is the minimum grade indicated in specific courses to demonstrate proficiency and progress in major. Earning less than the minimum grade is a trigger for a conversation with advisor.

GENERAL UNIVERSITY REQUIREMENTS

Transfer students are assumed to have completed an Associates of Arts Degree from a Florida Public Institution or completed 60 credits and the University Core Curriculum Requirements.

In addition, the following courses are required of incoming transfer students:
Global Learning Requirement for Transfers: Transfers entering FIU Fall 2011 or later are required to take two Global Learning courses.

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?

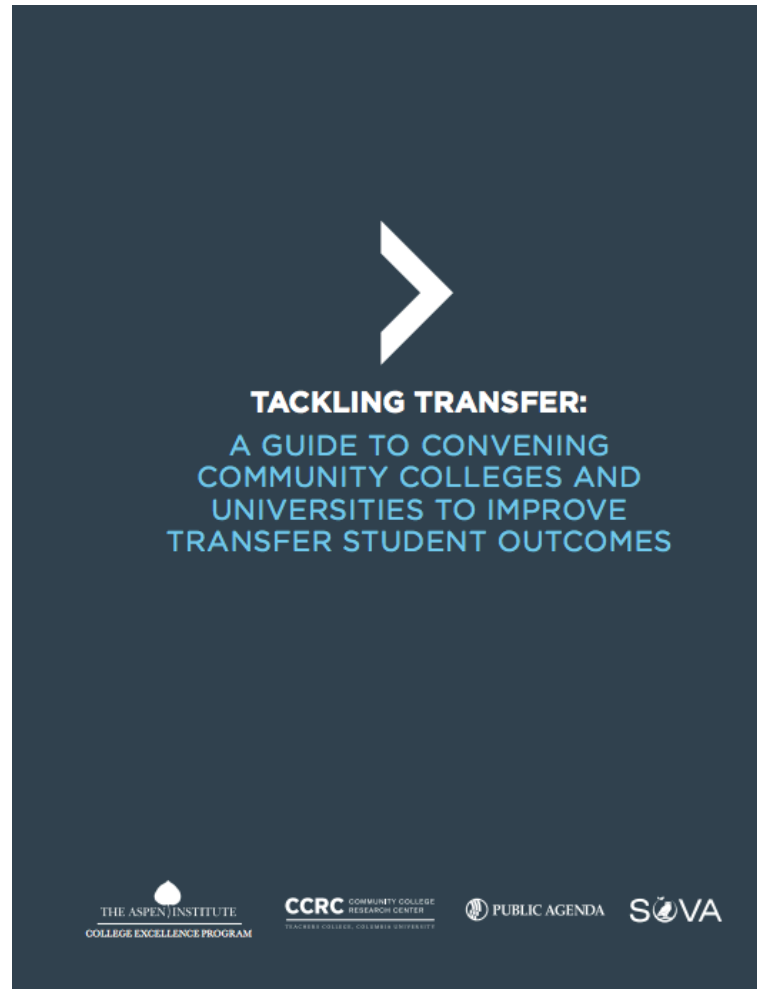


Planning for Program Requirements: What are the requirements for admission to the university's biosciences programs? What classes will the student need to take at **YOUR COLLEGE** if you want to transfer into a bioscience program at the university? How easy or difficult was it to find this information?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



Transfer Playbook Institutional Self-Assessment

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

ESSENTIAL TRANSFER PRACTICE #1:
PRIORITIZE TRANSFER

Institution Name: _____

Overview: This tool is designed to help institutions assess their transfer practices for two- and four-year programs at Columbia University. The tool is based on exceptional transfer and transfer student success at Columbia University.

How to use this tool: This tool is designed to be used systematically each sub-section of the regular operation of the institution and anticipated challenges.

We recommend that a representative group of transfer student services deans and faculty and staff. Identify transfer students, and transfer student success.

For help using this tool:

1

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

ESSENTIAL TRANSFER PRACTICE #2:
CREATE CLEAR, RIGOROUS PROGRAM PATHWAYS

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.	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Advanced	<ul style="list-style-type: none"> Do the transfer maps clearly indicate: <ul style="list-style-type: none"> 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.	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Advanced	<ul style="list-style-type: none"> 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.	<input type="checkbox"/> Not Present <input type="checkbox"/> Beginning <input type="checkbox"/> Emerging <input type="checkbox"/> Established <input type="checkbox"/> Advanced	<ul style="list-style-type: none"> 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? 	

2

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

4

Last updated: August 2017

Tools for Gathering Transfer Data

How to Collect and Serve

By John Fink et al.

While many transfer and completion impediments are available measures, this publication from the Aspen Institute proposed a common set of metrics for institutions in the NSC. The NSC metrics into its annual report, 2017, for the first time annually to all institutions. In this guide, we explain how community colleges that want to use these metrics to serve transfer students and how to evaluate the effectiveness of the four-year institutions.

The metrics we describe in this guide facilitate or impede efforts on a periodic basis, comparing them with faculty, advisors, and to improve bachelor's degree outcomes.

Table 2.

Co

Table 5.

Table 6.

Table 7.

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

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?

Thank you!

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