Are we ready for transfers?
Dismantling barriers and taking collective responsibility for transfer student success

John Fink
Senior Research Associate and Program Lead, CCRC
ONCAT Student Mobility and Pathways Conference

November 15th, 2023

About CCRC

CCRC has been a leader in the field of community college research and reform for over 20 years. Our work provides a foundation for innovations in policy and practice that help give every community college student the best chance of success.

Our areas of research include:

- College readiness and dual enrollment programs, and the transition from high school to college
- Developmental education and adult basic skills
- Non-academic support services, financial aid, and student engagement
- Online education and instructional technology
- Student persistence and completion, and transfer to four-year colleges
- Guided pathways, institutional reform, and performance funding
- Workforce education and training and the economic returns to higher education

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Key Takeaways: Looking at Transfer in the US

➢ Unmet promise of transfer yields **disproportionate impacts**

➢ Institutional barriers create disruptions in the **transfer supply chain,** with severe attrition in students' first year

➢ While transfer outcomes are low overall, some partnerships between colleges and universities have **much stronger outcomes** and illustrate what's possible

➢ **Growing incentives** for colleges and universities to invest in strengthening transfer pathways for students

The Challenge and Opportunity of Community College Transfer
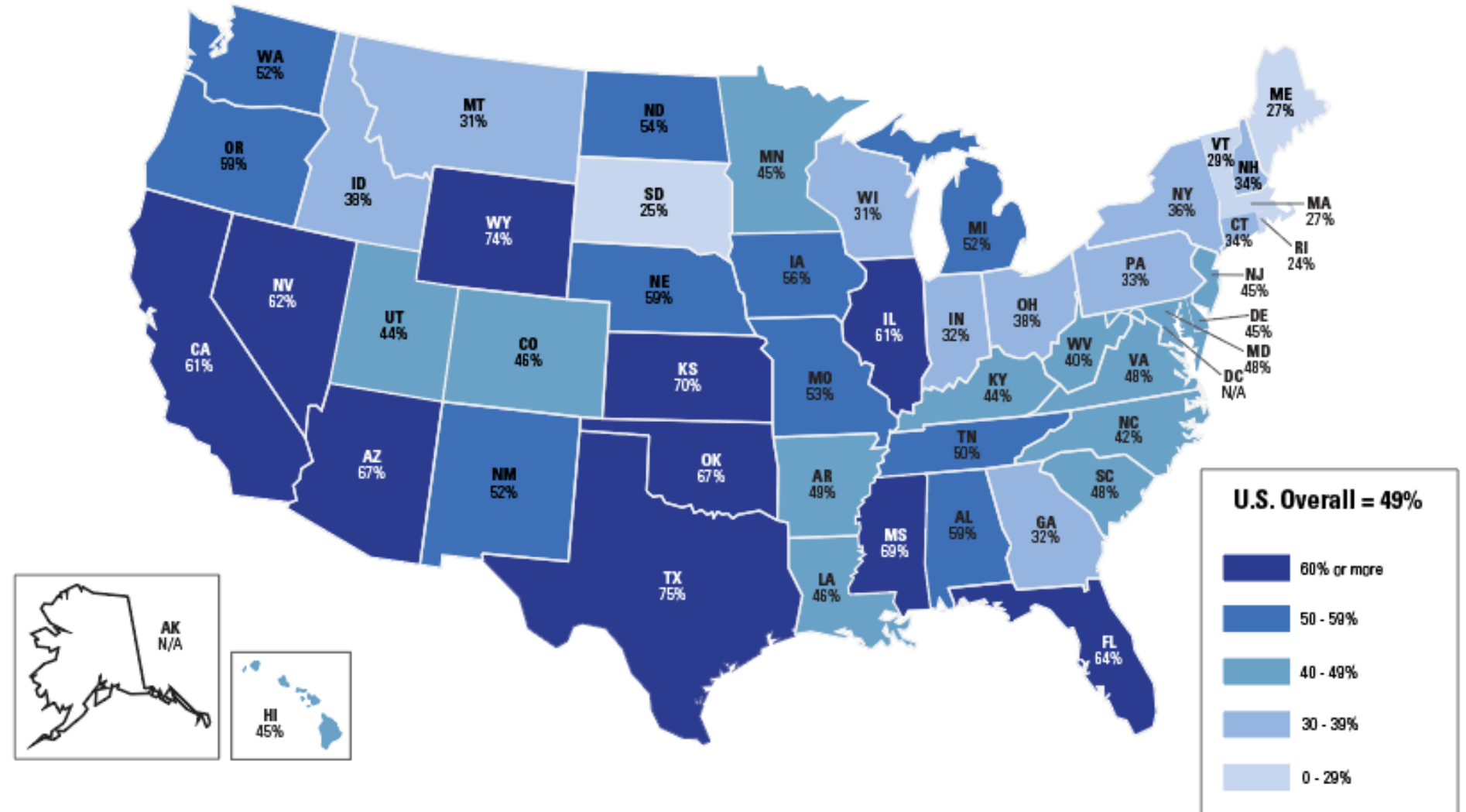
CCRC
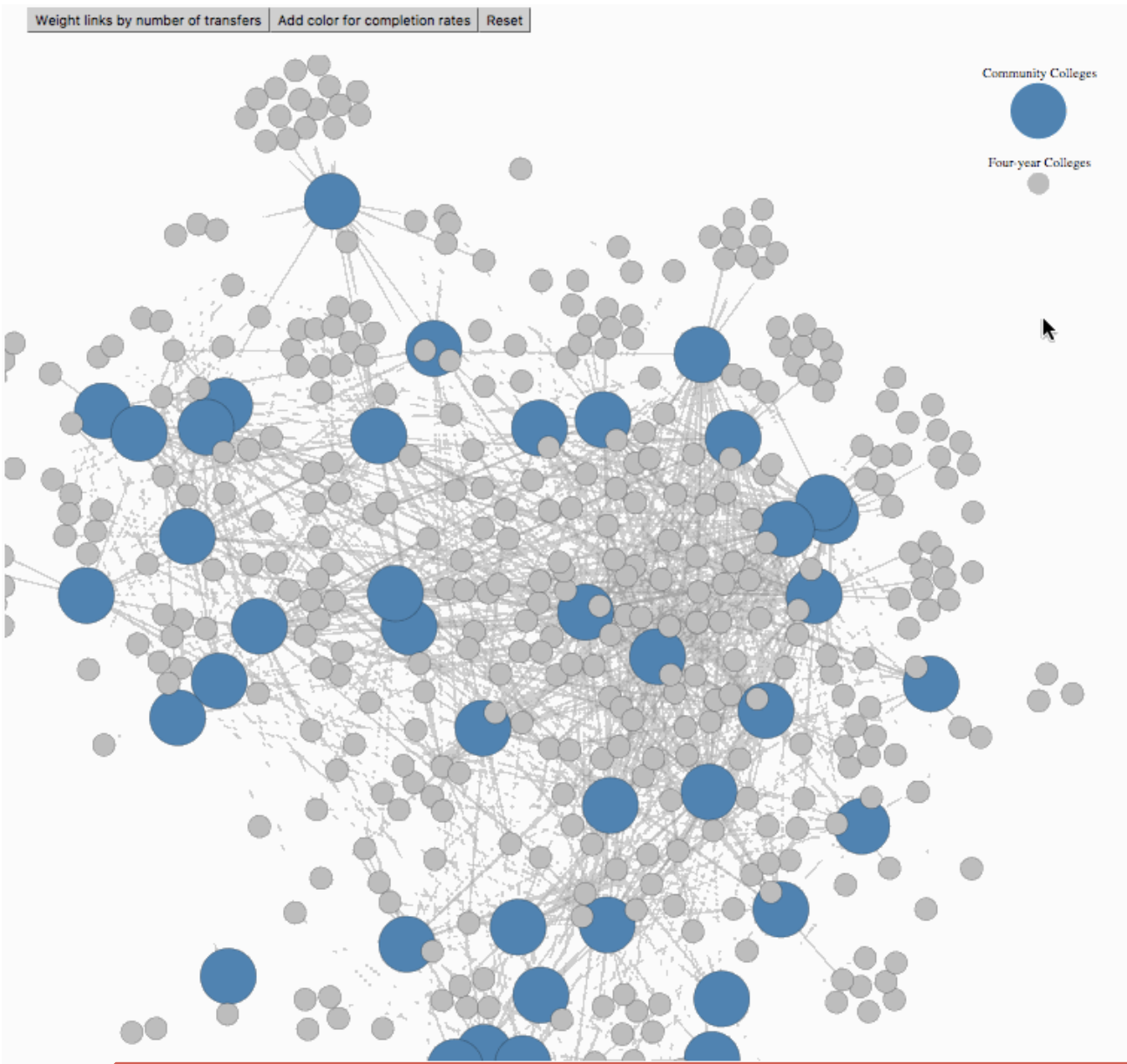
Transfer Networks are complex

Half of Bachelor's Degrees are Awarded to Students with Prior Community College Enrollments

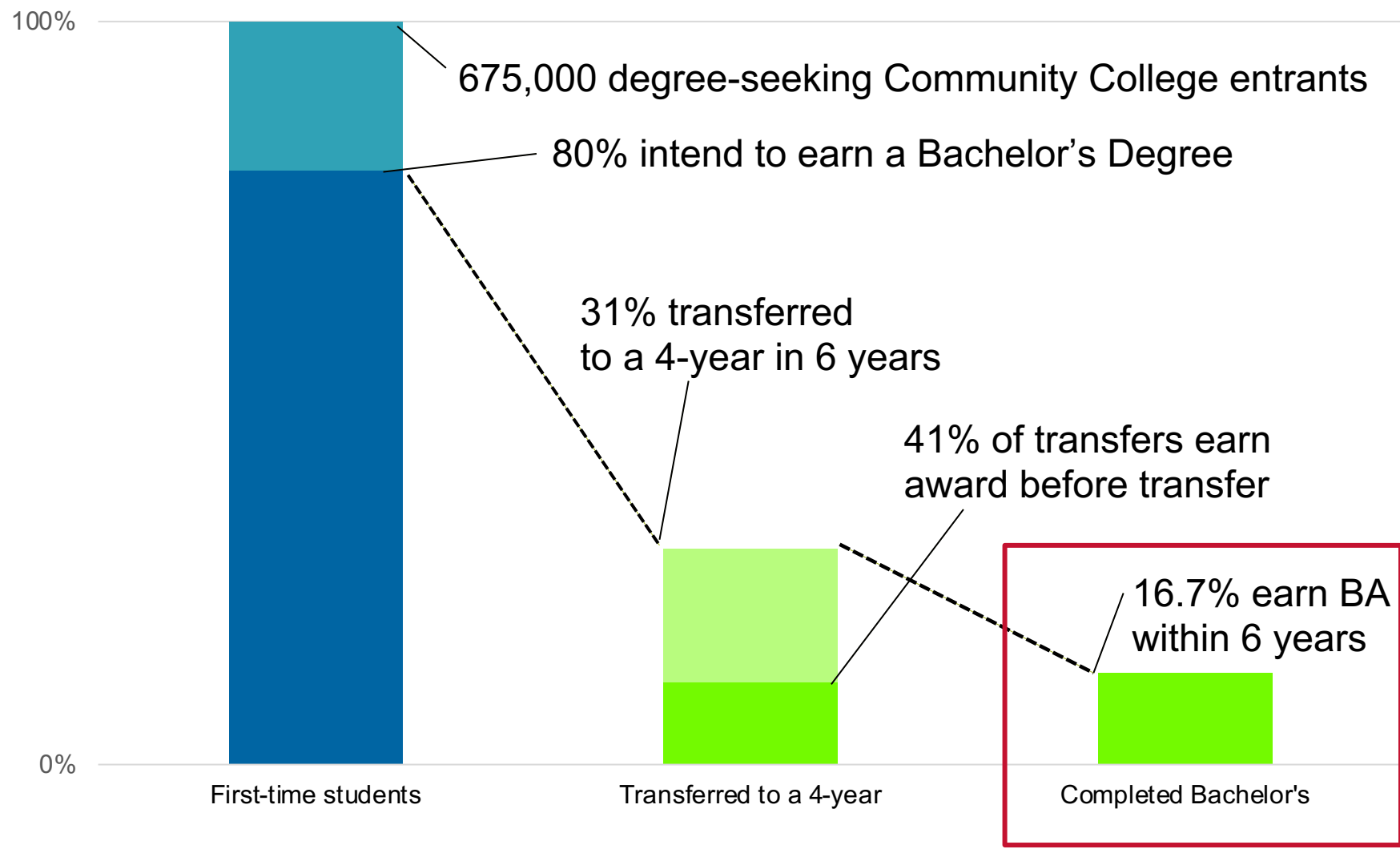

With data current through August 2016

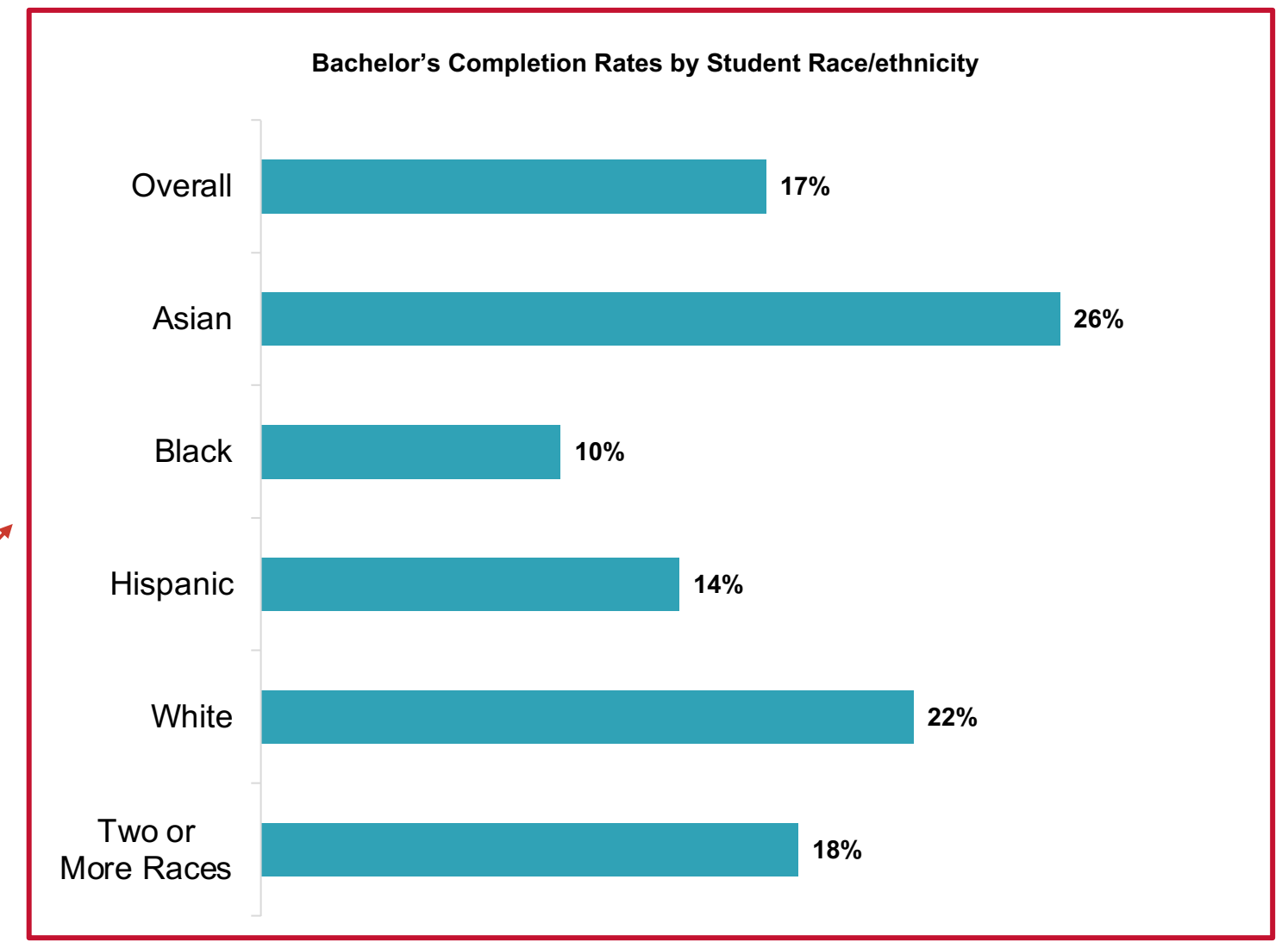Percentage of 2015-16 Bachelor's Degree Earners with Previous Enrollments at Two-Year Public Institutions

WA 52%
MT 31%
ND 54%
ME 27%
OR 59%
ID 38%
MN 45%
VT 29%
NH 34%
WY 74%
SD 25%
WI 31%
NY 36%
MA 27%
CT 34%
RI 24%
NV 62%
UT 44%
CO 46%
NE 59%
IA 56%
MI 52%
PA 33%
NJ 45%
CA 61%
IL 61%
IN 32%
OH 38%
DE 45%
MD 48%
DC N/A
KS 70%
MO 53%
WV 40%
VA 48%
AZ 67%
NM 52%
OK 67%
AR 49%
KY 44%
TN 50%
NC 42%
SC 48%
TX 75%
LA 46%
MS 69%
AL 59%
GA 32%
FL 64%
AK N/A
HI 45%

U.S. Overall = 49%

60% or more
50 - 59%
40 - 49%
30 - 39%
0 - 29%

Transfer Outcomes are Low and Inequitable for Community College Entrants
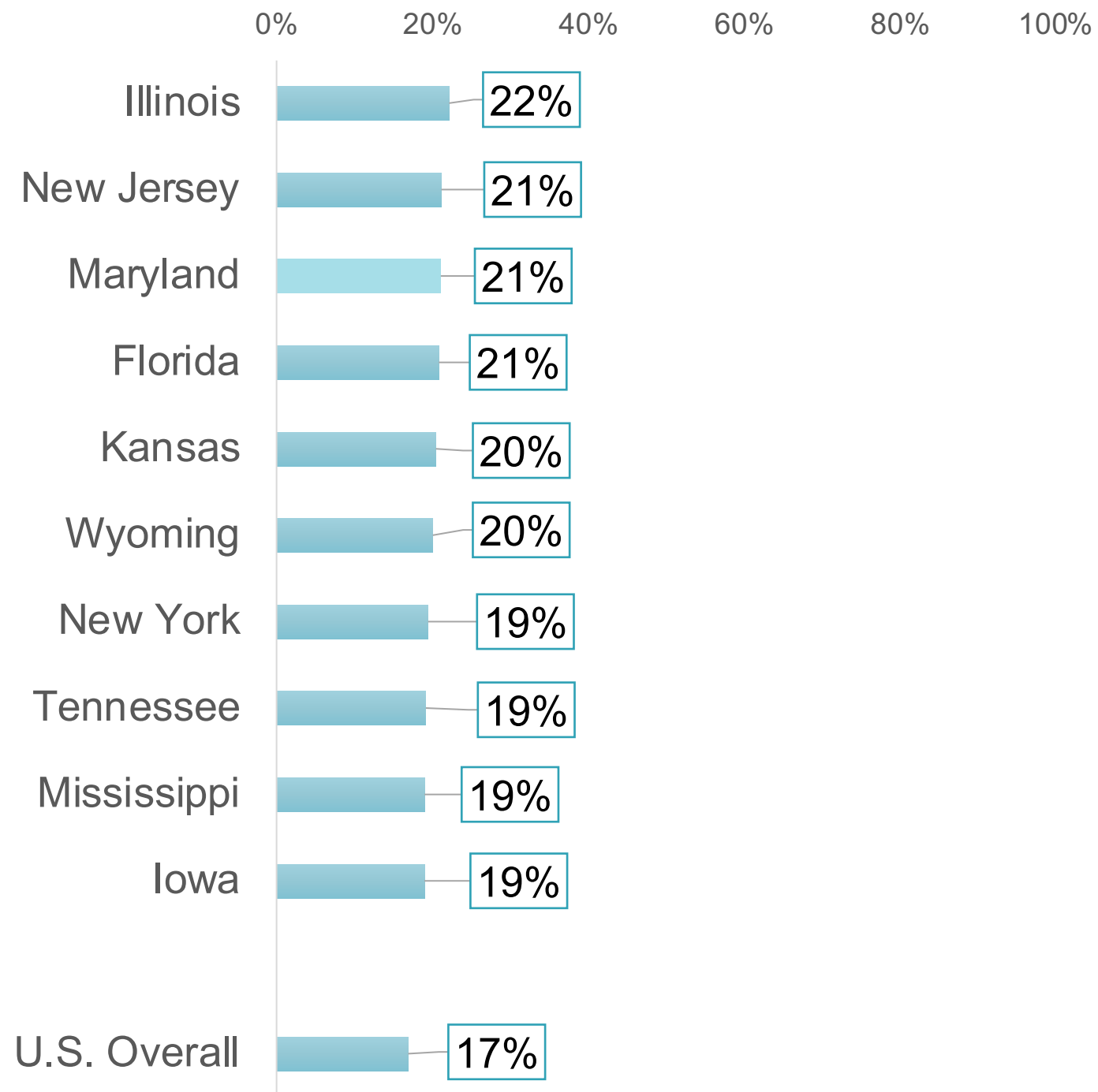
Few Transfer, Even Fewer Complete

100%

675,000 degree-seeking Community College entrants

80% intend to earn a Bachelor's Degree

31% transferred to a 4-year in 6 years

41% of transfers earn award before transfer

16.7% earn BA within 6 years

0%

First-time students   Transferred to a 4-year   Completed Bachelor's

Disproportionate impact on Black & Hispanic community college students

Bachelor's Completion Rates by Student Race/ethnicity

Race/ethnicity	Completion Rate
Overall	17%
Asian	26%
Black	10%
Hispanic	14%
White	22%
Two or More Races	18%

NSC data on the fall 2014 entering community college cohort, most recent transfer outcomes from Shapiro et al. (2017); Jenkins & Fink (2016)

Outcomes for community college transfer vary across *and* within states

Top 10 States: Pct. Of CC Entrants who Transferred and Completed a Bachelor's in 6 years

State	%
Illinois	22%
New Jersey	21%
Maryland	21%
Florida	21%
Kansas	20%
Wyoming	20%
New York	19%
Tennessee	19%
Mississippi	19%
Iowa	19%
U.S. Overall	17%

Institutional Performance on Transfer Students Receiving Federal Financial Aid

ED Analysis of NSLDS Data, November 2023

Four-year sector
- Private for-profit
- Private not-for-profit
- Public

State Median

Find a four-year institution
Texas A & M University-College Station

Four-Year Institutions: Transfer Student Completion Rates
Sorted by State Median
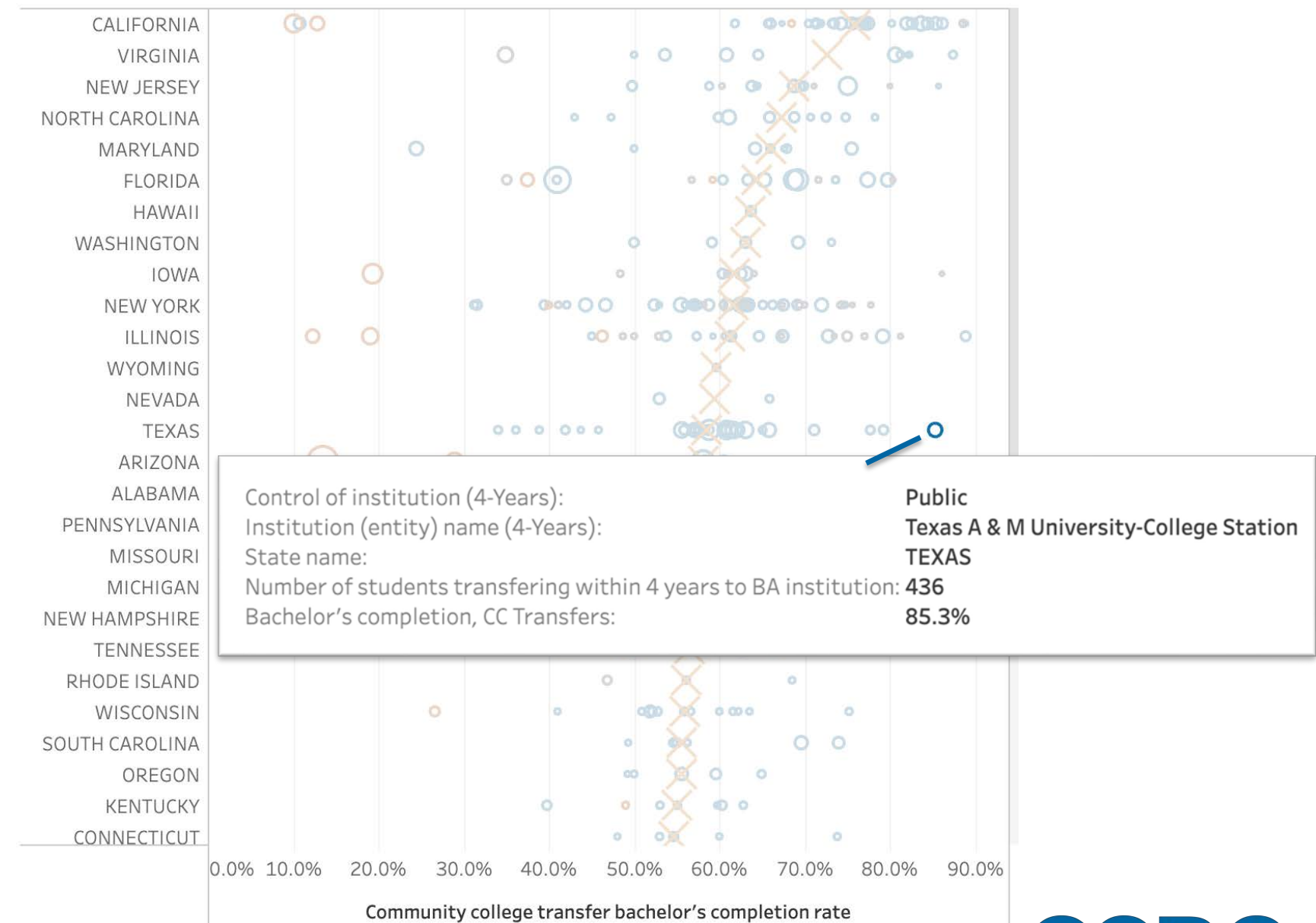
Control of institution (4-Years): Public
Institution (entity) name (4-Years): Texas A & M University-College Station
State name: TEXAS
Number of students transfering within 4 years to BA institution: 436
Bachelor's completion, CC Transfers: 85.3%

Community college transfer bachelor's completion rate

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Aspiring transfer students encounter many college-created barriers

- Students not helped to explore career/college options, and develop a plan—and their progress isn't monitored

- Transfer paths unclear, gen ed core misleads students

- Too many entering students weeded out through abstract, rote instruction in uninspiring subjects; too few experience high-quality active learning

- Unreceptive transfer cultures upon arrival at the four-year, exclusionary practices limit access to HIPs

- Dual enrollment offerings not designed to help students actively explore interests and develop goals for college and careers

Student Experience of Transfer

Recurring Themes

- Confusion about programs, requirements
- Little help to explore interests, make a plan
- Transfer credits count as electives
- Students take excess credits, lose time and money

- Information inaccurate, inaccessible
- Well-meaning but overwhelmed advisors
- Dysfunctional communication within/ among 2- and 4-years
- Students blame themselves

the ONION

NEWS IN BRIEF · 8.21.15 VOL 51 / ISSUE 33

College Still Looking For Absolute Saddest Place On Campus To Hold Transfer Student Orientation

Are Transfers a 'Good Bet' for university admissions?

Yes!

Are Community College Transfer Students "A Good Bet" for 4-Year Admissions? Comparing Academic and Labor-Market Outcomes Between Transfer and Native 4-Year College Students

By Di Xu, Shanna Smith Jaggars, Jeffrey Fletcher & John Fink

Transfer Shock..
Compared to whom?

Term-by-Term Fluctuations in GPA Among Transfers and Matched Native Students

Tr GP m

"Transfer Shock" initial drop in GPA; still higher than matched sample of 4-Year Entrants

Transfer Student GPA consistently higher than matched sample of 4-Year Entrants

Time Centered At Semester of Transfer

— Vertical Transfers   — Four-Year Native Students

Unpacking Major Barriers to Transfer Success

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

Too many community college students lose credits when they transfer.

Transfer from 2-year public to 4-year private for-profit
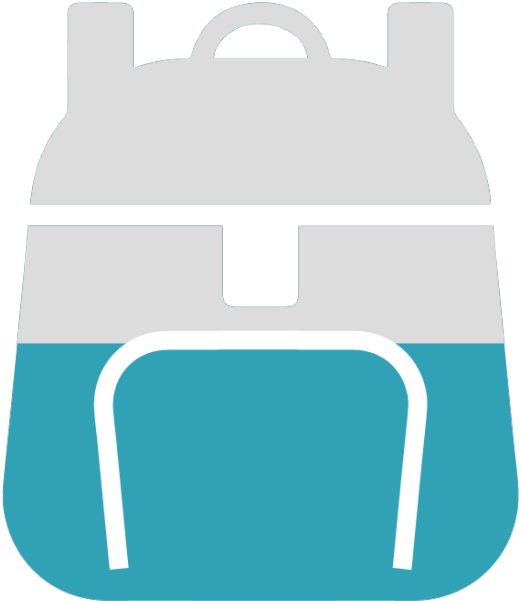
56% of credits lost

Transfer from 2-year public to 4-year public

22% of credits lost

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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.

Better credit mobility and applicability leads to greater transfer opportunity.

Monaghan, D. B., & Attewell, P. (2015). The community college route to the bachelor's degree. *Educational Evaluation and Policy Analysis, 37*(1), 70–91. https://doi.org/10.3102/0162373714521865

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Broken credit transfer systems worst for those who can least afford it

Successful Transfers can Graduate with 25% More Credits than Required

Total Credits Attempted among CC Transfers who Completed a Bachelor's, Large Mid-Atlantic State CC System (~120 credits required)

147	**151**	**156**	**155**	**148**	**145**	**155**	**153**	**146**
All Graduates	Asian	Black	Native	Hispanic	White	Low-income	Completed Associates	Transfer w/o Associates

Fink, Jenkins, Kopko, & Ran, (2018). Using Data Mining to Explore Why Community College Transfer Students Earn Bachelor's Degrees With Excess Credits. CCRC Working Paper No 100.

CC Transfer Programs: Pathways or Placeholders?

Declared Majors, Maricopa CCs

Is it clear to students what these programs lead to?

Associate in Arts

What motivation do these students have to complete these programs?

Associate in General Studies

Trnsfr to Bachelor Degree Prg

Associate in Science

AAS Nursing

AB General Requirements

GEC AZ Gen Ed

Courses for University

AAS General Business

AA

Enhance Job Skills

AAS

AAS
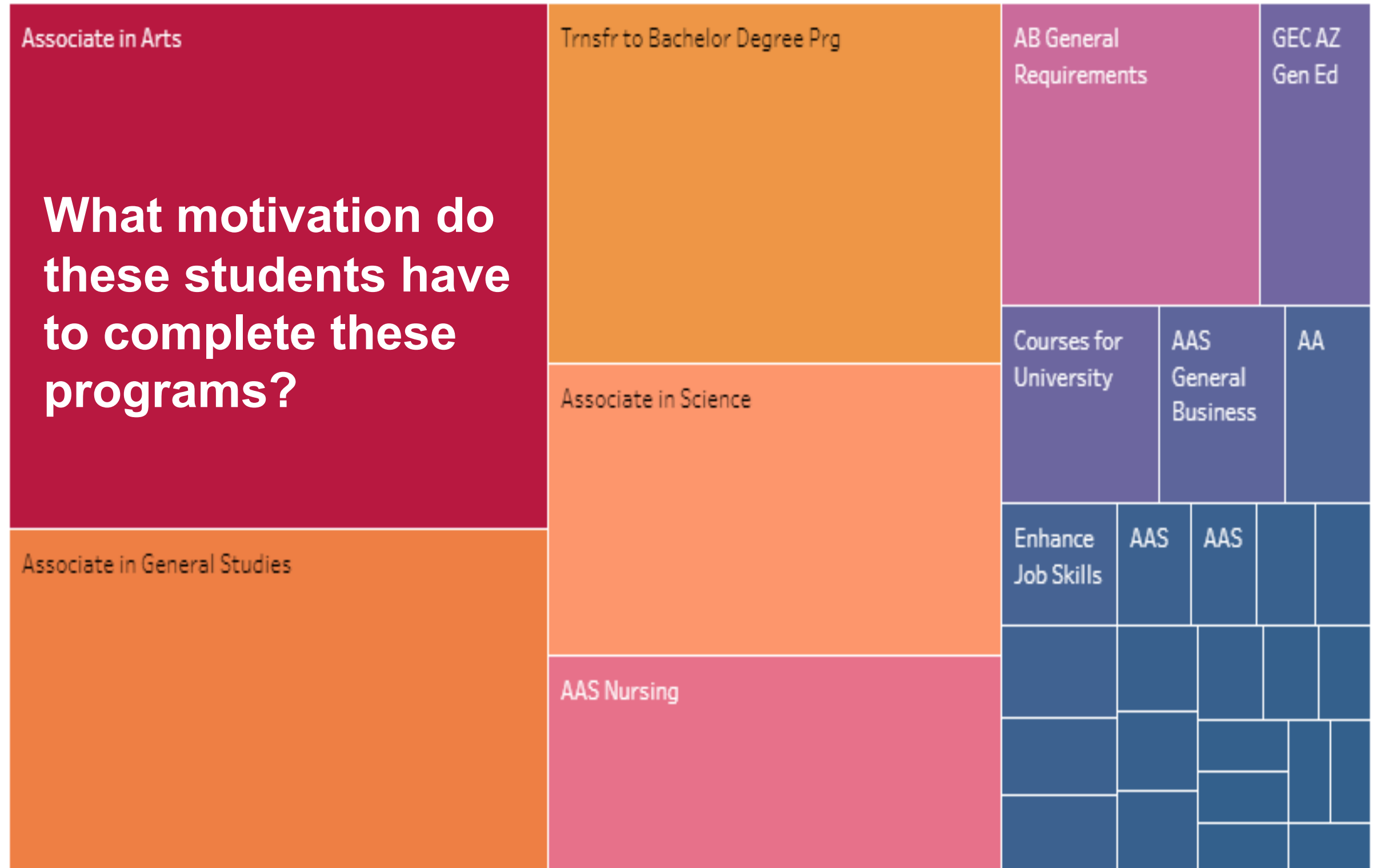
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Early Momentum Matters

Low and Inequitable Long-Term Transfer Outcomes Present Early On, In Students First Year at Community College

CCRC RESEARCH BRIEF

COMMUNITY COLLEGE RESEARCH CENTER | JULY 2019

Early Momentum Metrics
Leading Indicators for Community College Improvement

By Clive R. Belfield, Davis Jenkins, and John Fink

As community colleges across the country implement large-scale reforms to improve student success, they need timely and actionable metrics to determine if the changes they are making in a given year or term will likely improve student outcomes in the long run. In this brief, we examine how well nine measures of students' progress in their first year predict student completion in subsequent years and thus how suitable these early momentum metrics, or EMMs, are as leading indicators of the effectiveness of institutional reforms.

Based on analysis of student data from all community colleges in three states, we find that EMMs do predict longer term success for students. We also find that a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year. College outcomes would be substantially higher if more students met EMMs. Our findings indicate the need for comprehensive reforms to community college organization and practice to help more students gain early momentum on their way to earning a credential.

> Based on analysis in three states, we find that measures of student progress in the first year predict student completion in subsequent years.

First-Year Indicators of Longer-Term Success

Throughout the nation, two-year and four-year colleges are recognizing that to "move the needle" on collegewide measures of success (e.g., completion rates) major redesign across the entire institution may be required to ensure that its programs, policies, and practices are well designed and aligned to promote student success. Hundreds of community colleges across the country are adopting whole-college reforms commonly referred to as "guided pathways" (Bailey, Jaggars, & Jenkins, 2015). As part of these reforms, colleges are mapping requirements and options for programs of study so that they are aligned with desired employment and transfer outcomes, redesigning the onboarding process to help new students explore options and interests and develop an academic completion plan, and revamping advising to better support students in making timely progress toward completion of a credential. Faculty are also working together across disciplines to ensure that curricula and teaching prepare students to succeed in employment and transfer in their field of study.

Because they involve a redesign of college practices at scale, guided pathways reforms take several years to implement (Jenkins, Lahr, Fink, & Ganga, 2018, pp. 2–3). Given that whole-college

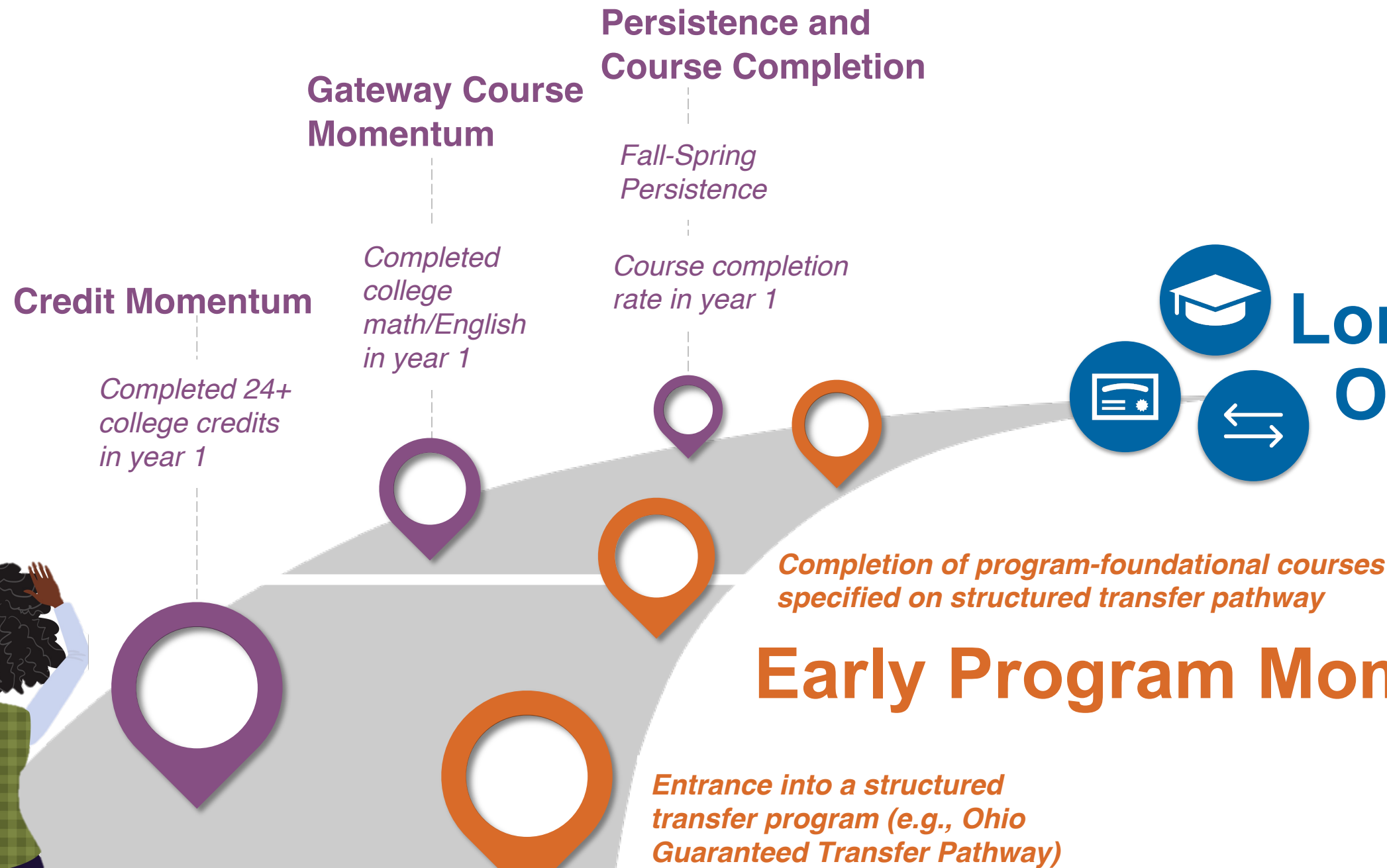# Early Momentum Matters: Too many CC students completely gone from higher ed after year 1

Term-by-term program enrollments among first-time-ever community college entrants in a midwestern state system

Not enrolled, No completion at start of the 2nd year

42% enter into general, undeclared, unknown, or uncategorized programs

Legend:
- Not enrolled, No completion
- Completed or Transferred
- Social & Behavioral Sciences
- Other CTE
- Human Services & Public Safety
- Education & Child Care
- Business
- Health
- Industrial & Applied Technologies
- Computer & Information Sciences
- STEM
- Arts, Humanities, Communication, & Design
- Unknown program

Term 1, Term 2, Term 3 — Year 1
Term 4, Term 5, Term 6 — Year 2

Percentages shown: 38%, 57%, 48%, 56%, 64%

Metrics for Improvement: Momentum as Leading Indicator

Early Academic Momentum

Persistence and Course Completion

Gateway Course Momentum

Fall-Spring Persistence

Credit Momentum

Completed college math/English in year 1

Course completion rate in year 1

Completed 24+ college credits in year 1

Longer-Term Outcomes

Completion of program-foundational courses specified on structured transfer pathway

Early Program Momentum

Entrance into a structured transfer program (e.g., Ohio Guaranteed Transfer Pathway)

CCRC RESEARCH BRIEF

Measuring STEM Momentum
Early Indicators of STEM Transfer Success for Community College Students

By John Fink, Taylor Myers, Daniel Sparks, and Shanna Smith Jaggers

https://ccrc.tc.columbia.edu/publications/measuring-stem-momentum-early-indicators.html

Benefits of Momentum for Transfer:
Especially Large for Black, Latinx, & Low-income Students

	Benefit of Milestone (factor increase)	Effects Even Larger for…		
Transfer to a four-year institution		Black Students	Hispanic Students	Low-income Students
Credit Momentum (6+, 12+, or 24+ college credits)	3-5x	3-6x	6-11x	7-8x
Gateway English/Math (College-level)	3-4x	3-4x	6-8x	4-6x
Completed Transfer Degree	7-8x	9-11x	11-18x	11-13x
Transfer & bachelor's completion				
Credit Momentum (6+, 12+, or 24+ college credits)	1.7-2x	2-3x	4-5x	7-9x
Gateway English/Math (College-level)	1.6-3x	2-4x	4-5x	4-5x
Completed Transfer Degree	3-4x	5-6x	5-9x	6-7x

Reflection

Colleges:

➤ Do we ask and monitor students' transfer aspirations (e.g., STEM-intending, interest in a specific university destination)?

➤ Do we help students build a personalized plan for transfer? Who is / is not getting that support?

➤ What courses are new students taking in their first term(s), and do these courses inspire and boost their transfer momentum?

Universities:

➤ **Instead of waiting for students to be 'transfer-ready' what would it look like for us to take joint responsibility for students' early momentum at CCs?**

Growing Incentives to Rethink Transfer

From:
Are students ready to transfer?

To:
Are we ready for transfers?

Community College enrollments were plummeting even before the pandemic

Undergraduate Enrollment Trends by Sector
IPEDS Data, 1996-2021

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Sector (CCRC Definition)
- Community colleges
- Public four-years
- Private not-for-profit four-years
- Private for-profits
- Other public two-years, less-tha...
- Other private not-for-profits

Select a State/Territory
(All)

Select an Institution
(All)

Academic Year Headcount
12-month unduplicated undergraduates
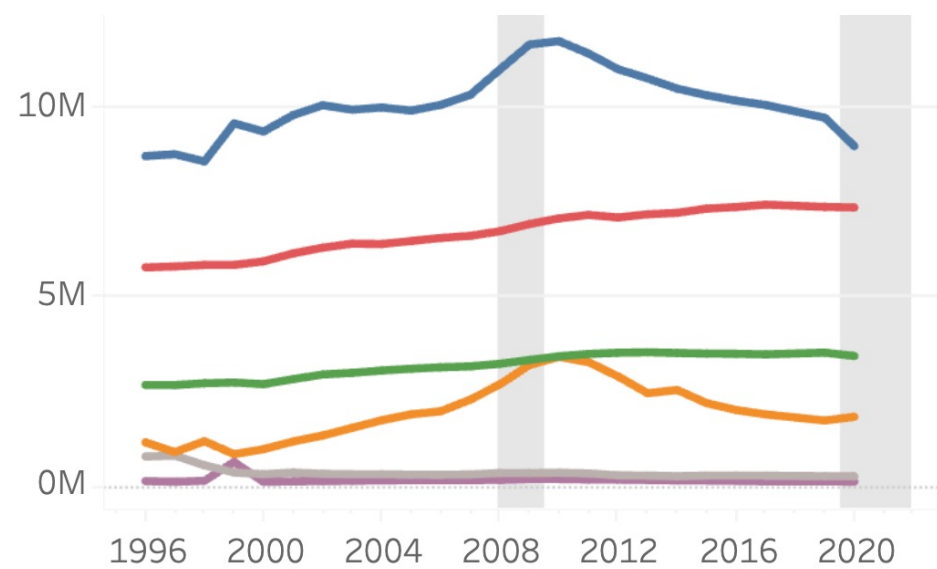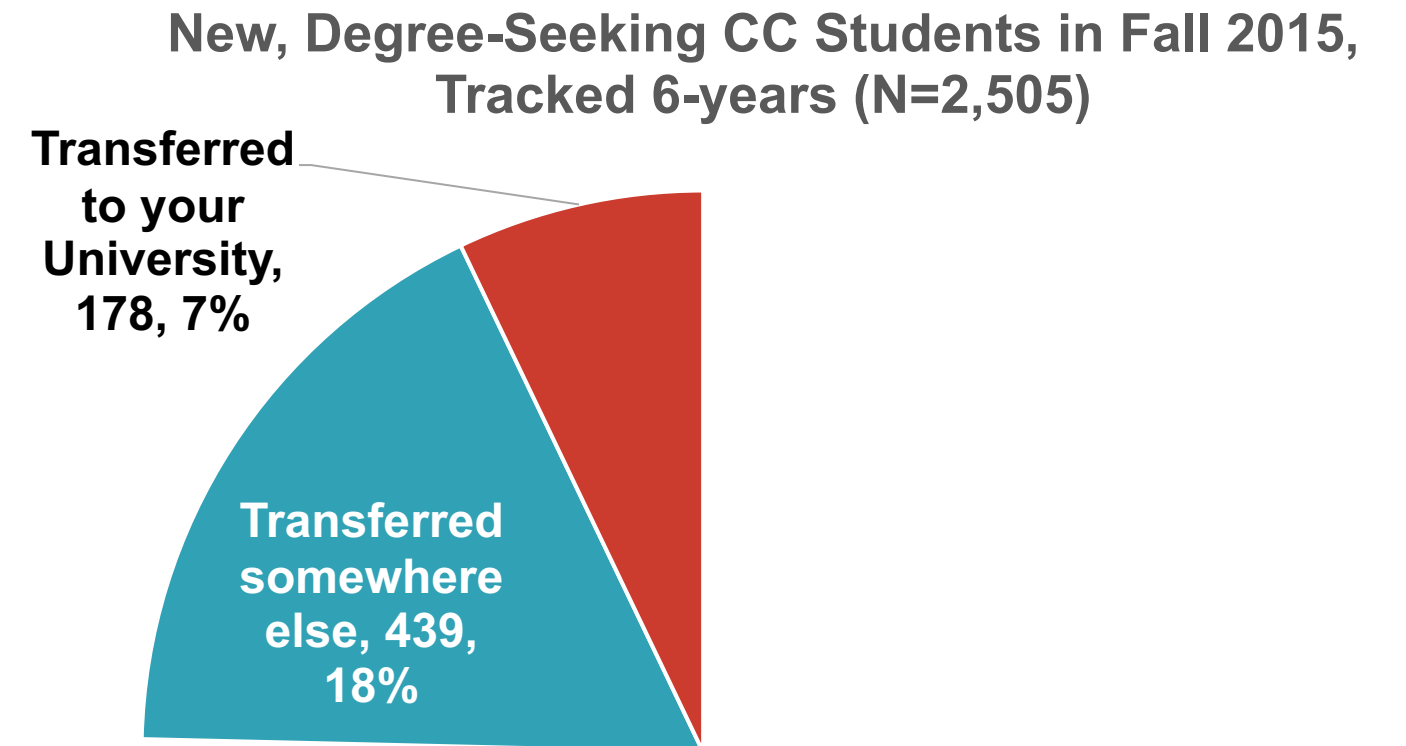
Fall Enrollments
All undergraduates
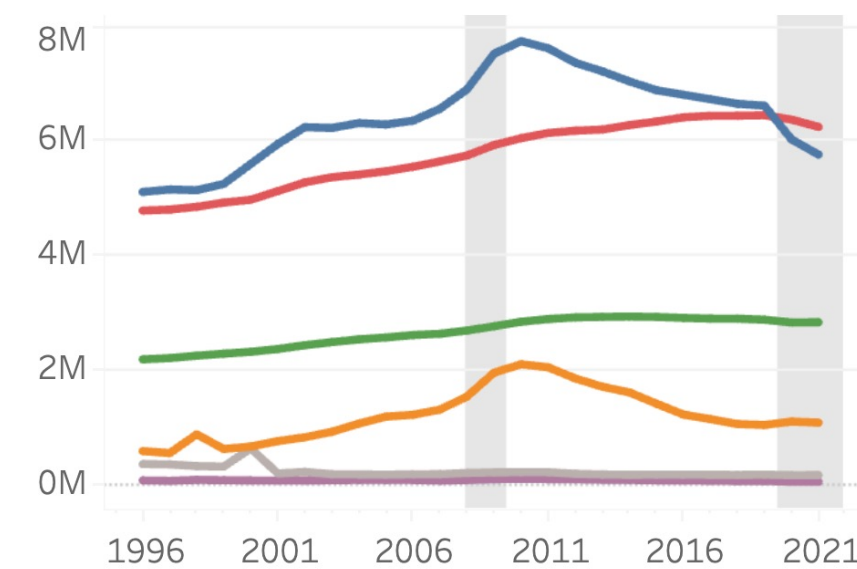
850k fewer students enrolled at CCs during the pandemic, and transfer enrollment declines were in the double-digits nationally

2020 - 2022

		% Change from 2020
Transfer	Public Four-Year	-11.3%
	Private Nonprofit Four-Year	-10.0%
	Private For-Profit Four-Year	-8.5%
	Primarily Online	0.4%
	Community College	-1.7%
	Total	**-6.9%**
Non-Transfer	Public Four-Year	-3.3%
	Private Nonprofit Four-Year	-2.0%
	Private For-Profit Four-Year	0.6%
	Primarily Online	-0.3%
	Community College	-11.1%
	Total	**-5.4%**
Grand Total		**-5.6%**

https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary

https://nscresearchcenter.org/transfer-and-progress/

Transfer partners squabble over pieces of the transfer enrollment pie...

New, Degree-Seeking CC Students in Fall 2015, Tracked 6-years (N=2,505)

Transferred to your University, 178, 7%

Transferred somewhere else, 439, 18%

Analysis of National Student Clearinghouse data, replicating NSC Tracking Transfer, September 2017 methodology

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Transfer partners squabble over pieces of the transfer enrollment pie...

…looking past a much bigger piece

New, Degree-Seeking CC Students in Fall 2015, Tracked 6-years (N=2,505)

Transferred to your University, 178, 7%

Transferred somewhere else, 439, 18%

Recruit me to transfer to your University!

Never transferred, 1,888, 75%
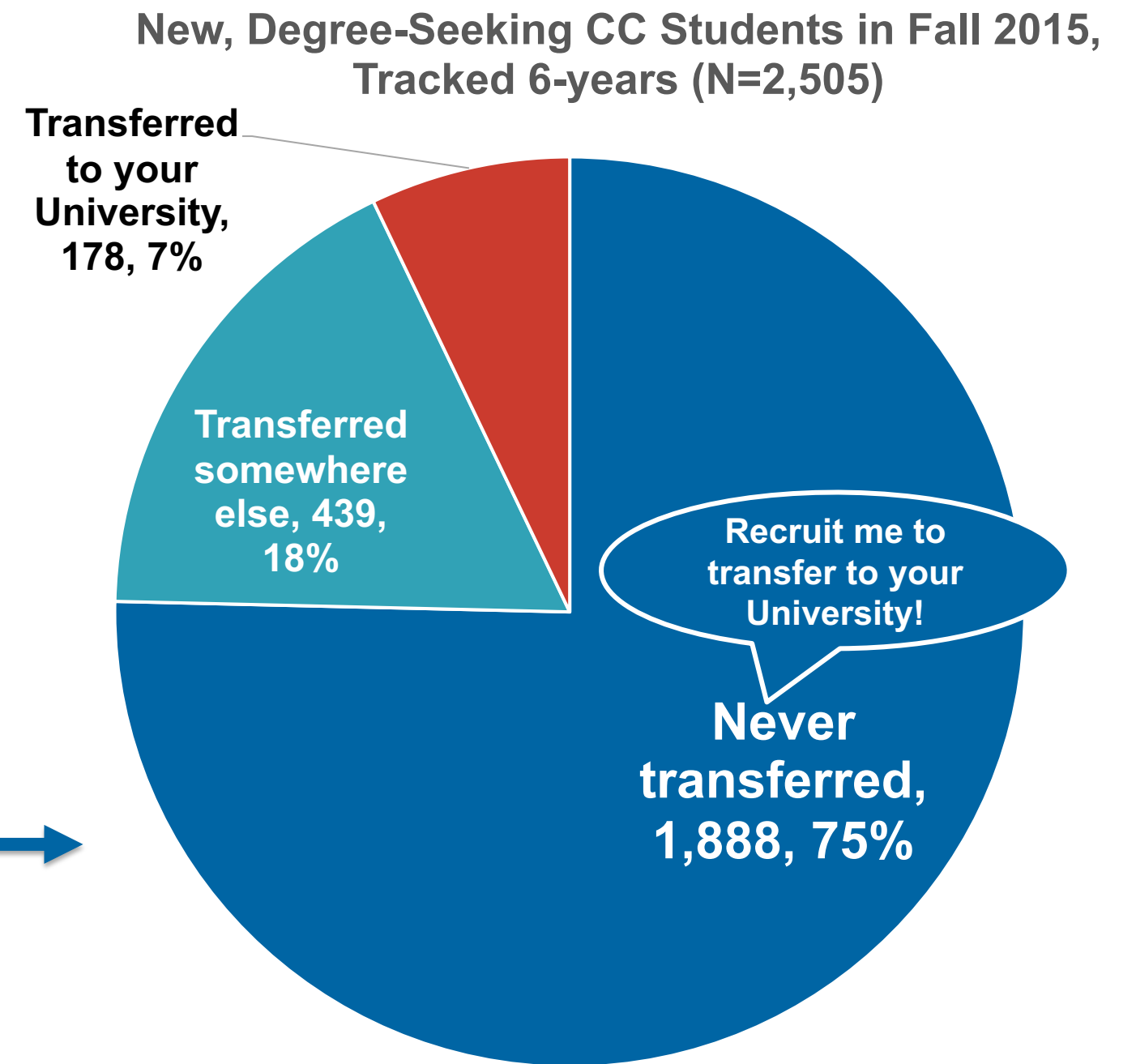
*For every transfer to your University, there could be as many as **7 other CC students** who wanted to transfer but did not*

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC | COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges

State	Community College	Universities
Colorado	• Front Range CC	• Colorado State University
Connecticut	• Manchester CC	• Eastern Connecticut State U
Florida	• Broward College	• Florida International U • Florida Atlantic U
Louisiana	• LSU-Eunice	• U of Louisiana - Lafayette
Mass.	• Holyoke CC	• U Mass Amherst
Washington	• Everett CC	• University of Washington • Western Washington U

Wyner, Deane, Jenkins & Fink, May 2016.

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

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Essential College and University Transfer Practices

1) Prioritize transfer student success

2) Create clear program pathways with aligned high quality instruction

3) Provide tailored transfer student advising and support

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

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Wyner, Deane, Jenkins & Fink, May 2016
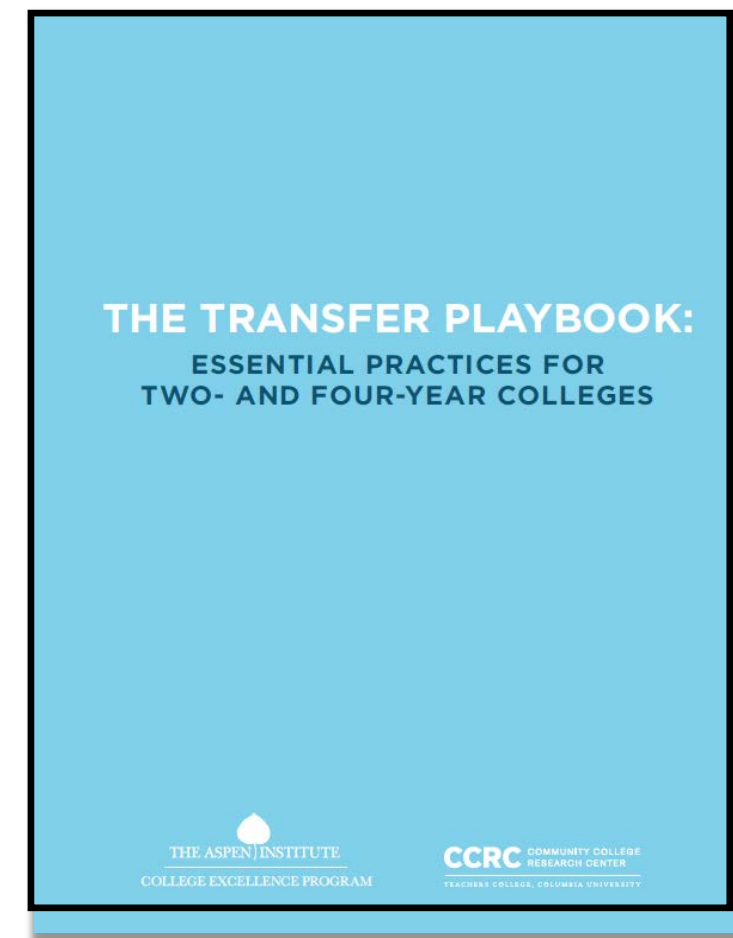
STRATEGY 1: Make Transfer a President-Level Priority

Prioritize Transfer
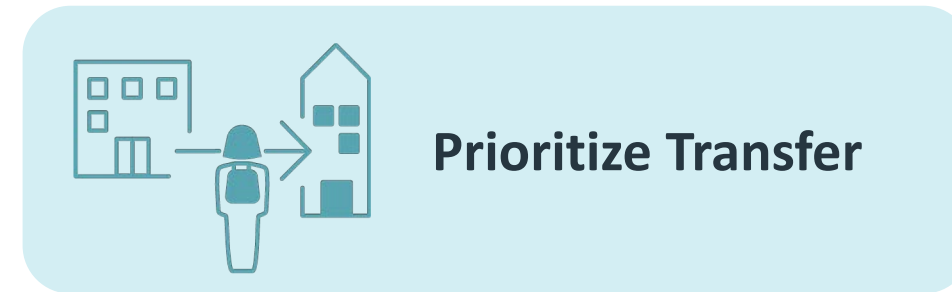
Communicate importance of transfer mission

Share data on outcomes and the student experience

Dedicate significant resources to transfer

Collaborate to foster strong institutional partnerships

"EVERYONE ASKS,
'WHERE ARE YOU GOING NEXT?'"

— STUDENT AT HOLYOKE COMMUNITY COLLEGE

https://ccrc.tc.columbia.edu/publications/transfer-playbook-essential-practices.html

STRATEGY 2: Create Clear Programmatic Pathways with Aligned High-Quality Instruction

Create Clear Pathways
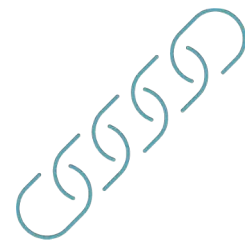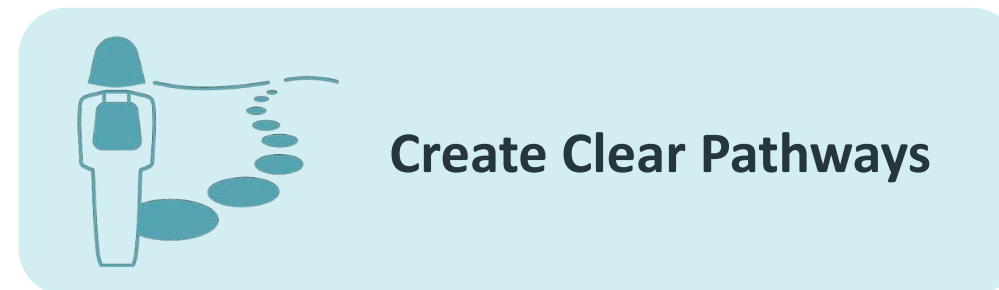
Create major-specific **program maps**

Provide **rigorous instruction** and extracurriculars

Design unconventional pathways

Establish a reliable process to **update and improve maps**

Overview of program

ness Transfer DTA

GENERAL INFORMATION

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

Information on common transfer destinations

Ce	Seattle Pacific University (SPU) www.spu.edu/depts/sbe
Ea	University of Washington (US) www.foster.washington.edu/academ www.uwb.edu/business (Bothell); www.tacoma.uw.edu/milgard-sch
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.wwu.edu

Students interested in earning a bachelor's degree in Hospitality Management (via WSU's program at E
accounting, business ad
completing this degree.

GETTING STARTED AT E

Enrollment Services pro
students; contact Enroll
advising should contact

PROGRAM ADVISORS

Students are required t
academic plan. Registra

Dongwa Hu, Olympus 2
425.388.9364; dhu@ev

Chad T. Lewis, Olympus
425.388.9559; ctlewis@everettcc.edu   425.388.9538; meppley@everettcc.edu

Lynne Muñoz, Olympus 216
425.388.9175; lmunoz@everettcc.edu   Bill Reed, Monte Cristo 122

If there is no answer, please call the Division Office at 425.388.92

Program advisor information

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 disciple 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. Student
business major should consult with the specific transfer institution regarding foreign lang

Program-specific "degree-sheets"

Course	Course Title	Credits	G
		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
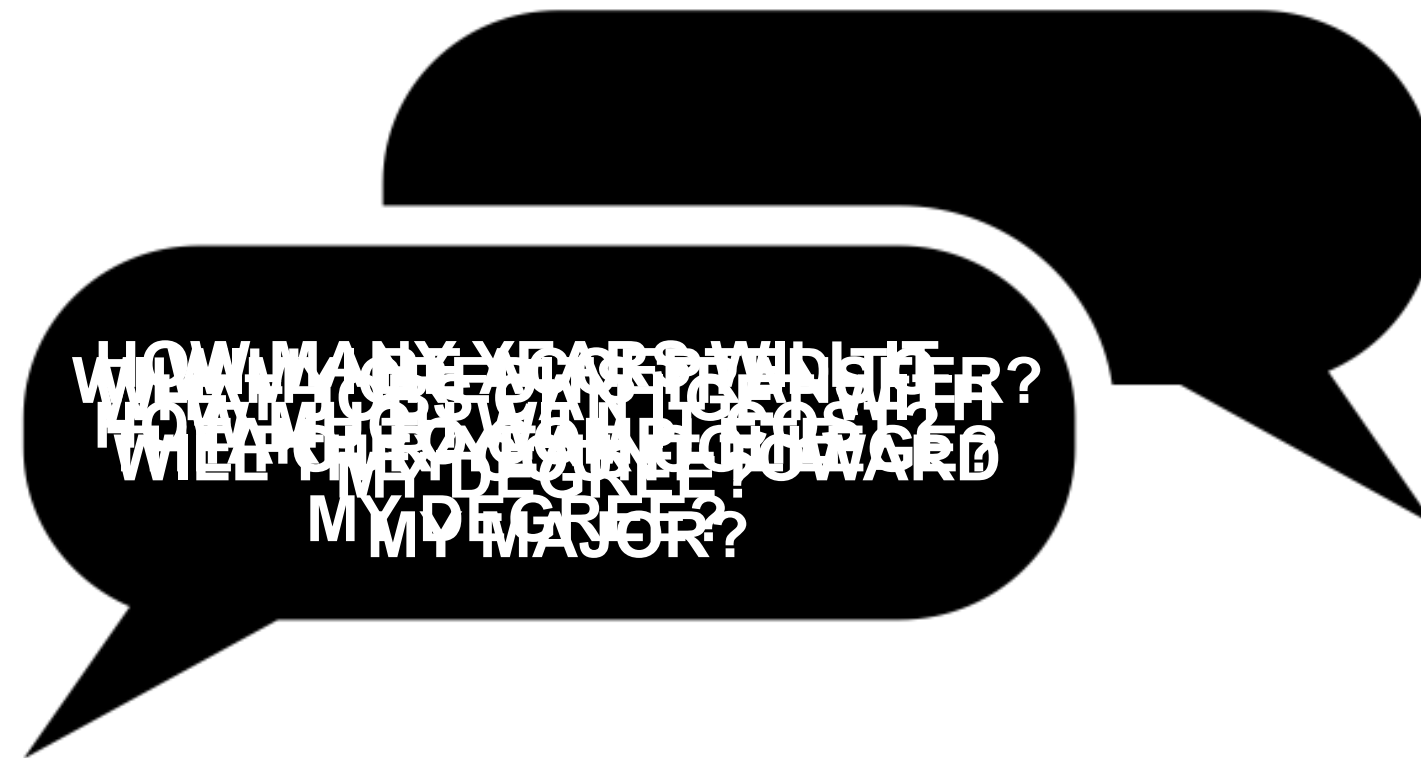
Notes:

- 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.wwu.edu/node/731/.

Notes:

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STRATEGY 3: Provide Tailored Transfer Student Advising

STRATEGY 3: Provide Tailored Transfer Student Advising

Tailored Advising

ASK

CONNECT
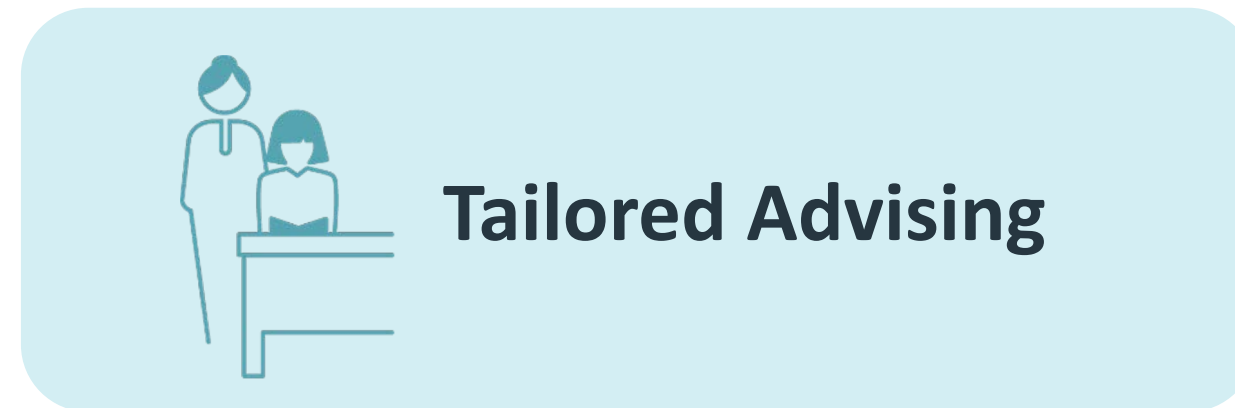
INSPIRE

PLAN

Community College
- Clearly articulate transfer options
- Continuously monitor student progress
- Help students access financial resources
- Collaboration with four-year partners

Four-Year University
- Commit dedicated resources to transfer students
- Assign advisors
- Encourage major choice
- Replicate first-year experience

Getting Started: Partnering together to build high-opportunity transfer pathways

✓ Backward map paths to transfer in majors *and* career opportunities in fields of regional importance

✓ Help all new students explore career/academic options and develop a full-program plan by end of term 1

✓ Monitor student progress on plan and share data on prospective students

✓ Track transfer outcomes disaggregated by race/ethnicity, income, sending/receiving institution, and student major

✓ Strengthen teaching and supports in students' early CC coursework, embed active/experiential learning into every program

✓ Build pathways into high schools with a focus on increasing college access, starting with dual enrollment

There have been sharp enrollment declines among both older and traditional college-age students.

Fall Enrollment Trends by Sector and Age
IPEDS Data, 1997-2021
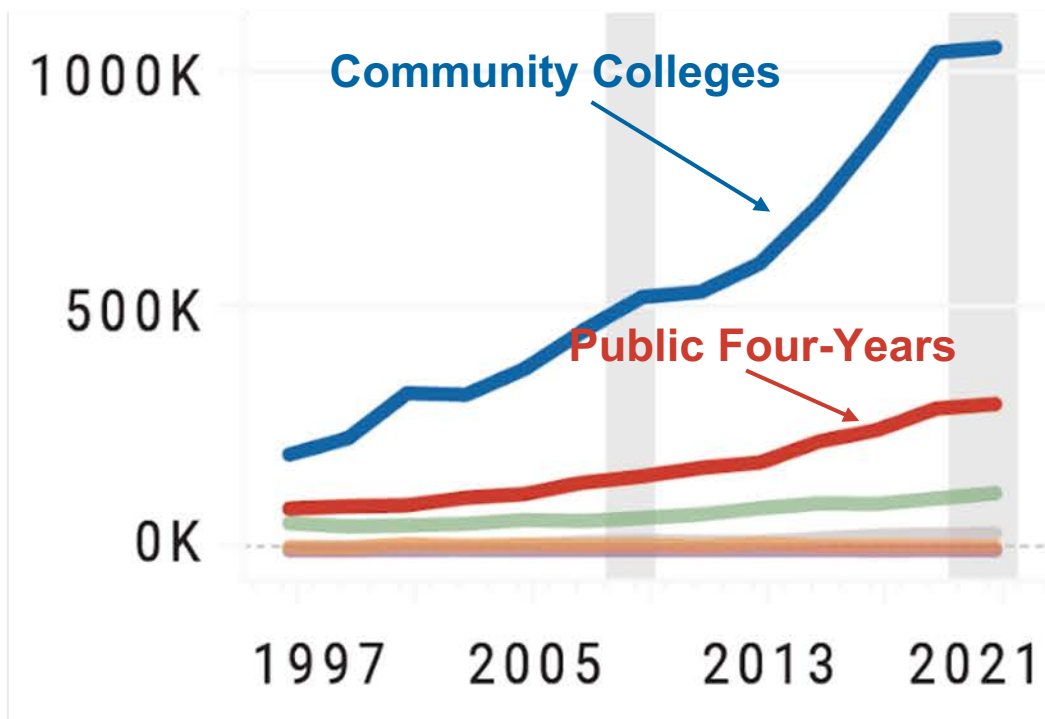
HS dual enrollment only growing student segment
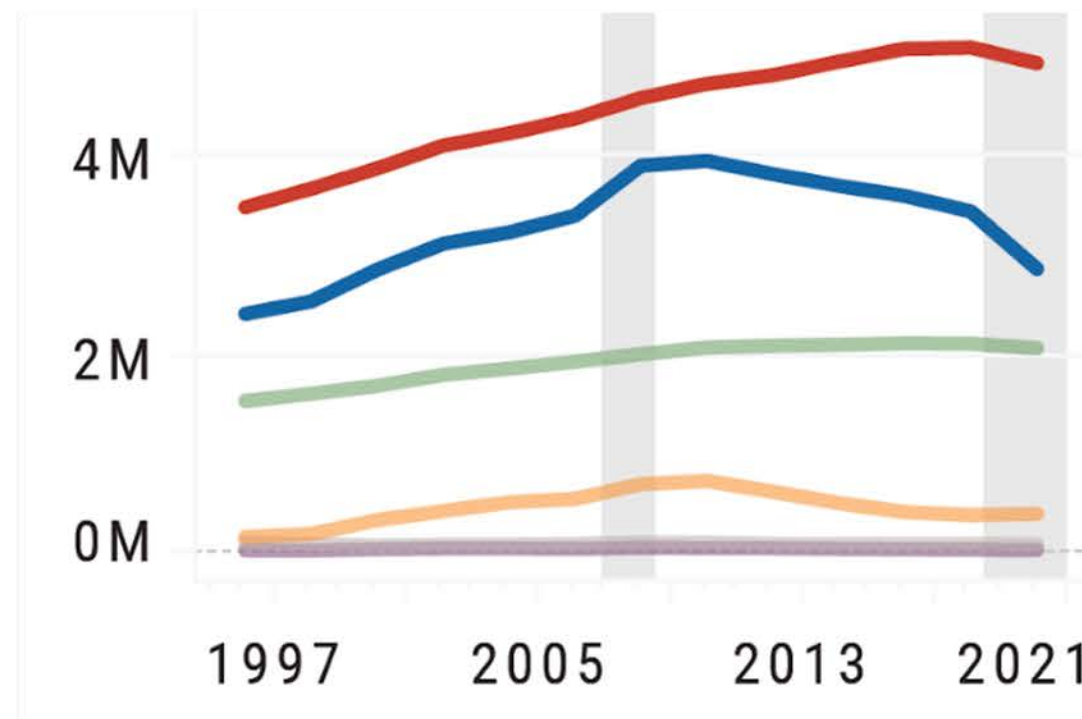
CCs have lost market share to public four-years
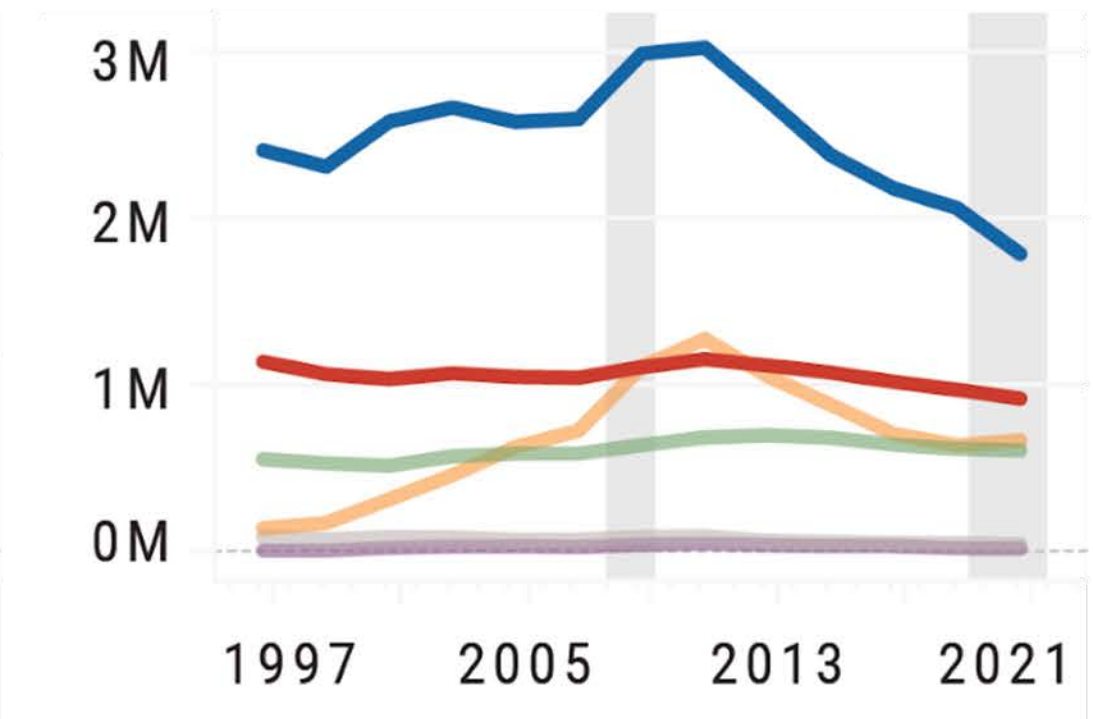
Older student enrollment at historic lows

Source: CCRC analysis of IPEDS fall enrollment data

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Percent of 2021 Fall Community College Enrollment from High School Dual Enrollment
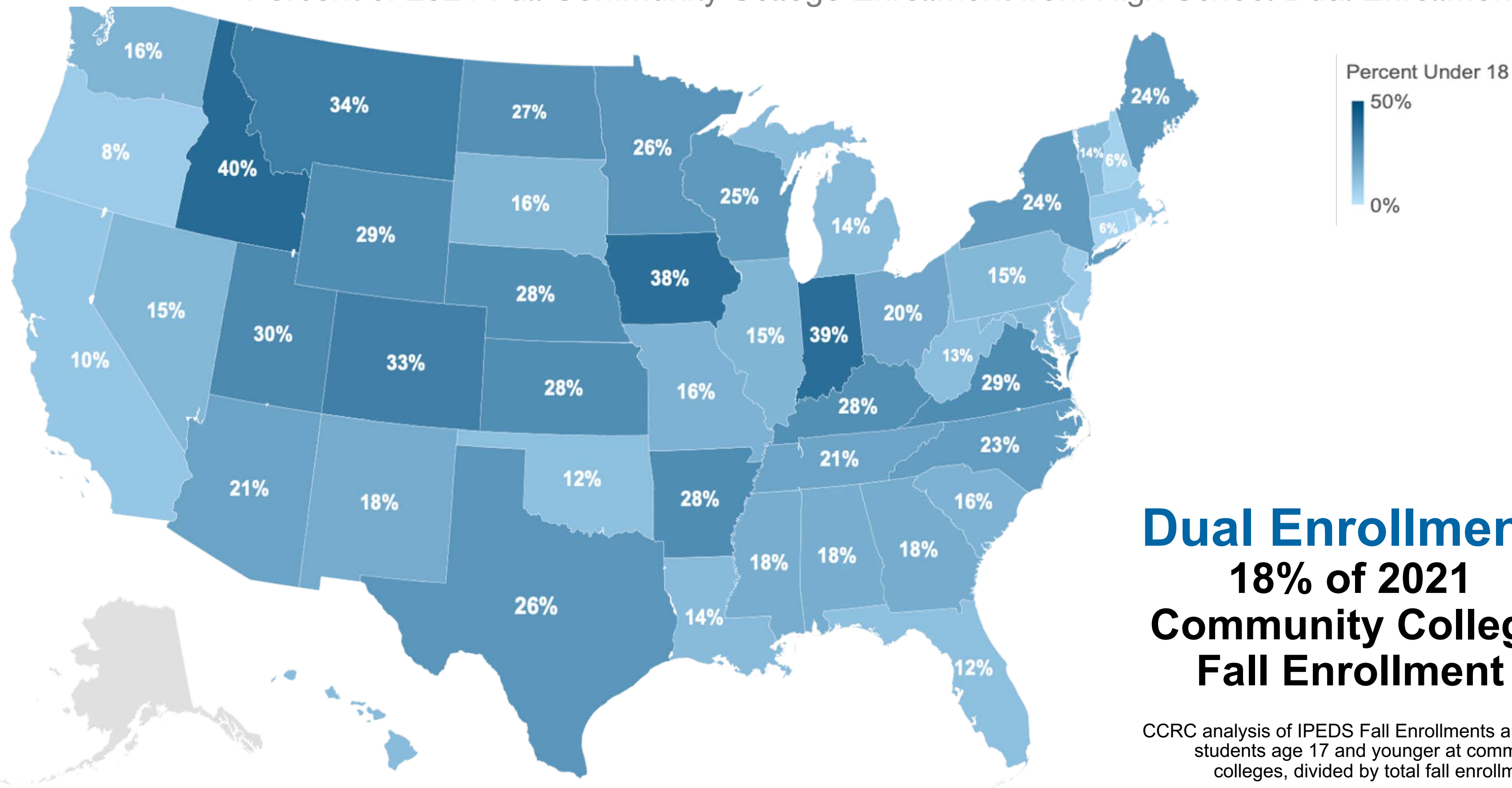
Dual Enrollment:
18% of 2021 Community College Fall Enrollment

CCRC analysis of IPEDS Fall Enrollments among students age 17 and younger at community colleges, divided by total fall enrollments.

DEEP@CCRC

Resources on dual enrollment equity pathways for K-12 and college practitioners.

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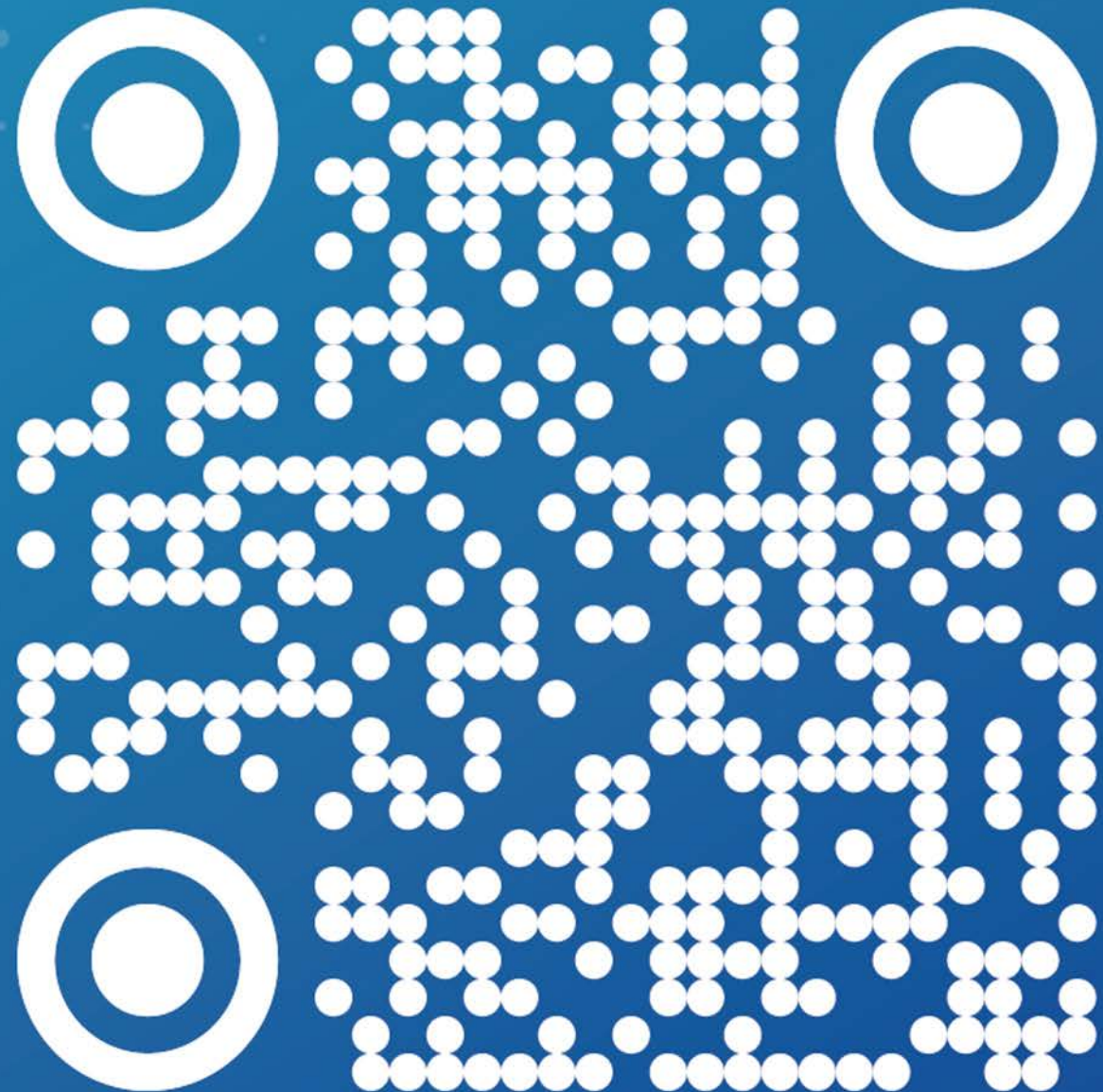
Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

By John Fink and Davis Jenkins

In this report, we present a model for rethinking dual enrollment—through which over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20s. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to expand access to dual enrollment for students from groups underrepresented in college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment programs are sometimes described as "programs of privilege" because of uneven access and barriers to participation or as "random acts" because of insufficient intentionality (and advising) in terms of how the coursework can fit into postsecondary pathways aligned to students' interests.

We present a conceptual model for DEEP and cite research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the curricular coherence and holistic supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underrepresented groups. The DEEP approach applies these elements to the much more common à la carte form of dual enrollment coursetaking, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing incentives and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

The DEEP model expands access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.

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DEEP Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Fink • Sarah Griffin • Aurely García Tulloch • Davis Jenkins • Maggie P. Fay • Cat Ramirez • Lauren Schudde • Jessica Steiger

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Strengthening transfer pathways requires a change in mindset

Are students ready to transfer?	*Are we ready for transfers?*
Four-years only take responsibility for **transfer student success post-transfer**	FYs build **transfer supply chains** at the program-level, including pre-transfer advising and proactive outreach
Static inter-institutional **articulation agreements** to answer the Q: 'will my credits transfer?'	**Individualized transfer plans** based on regularly updated institution- and major-specific transfer guides to answer the Q: 'will my credits apply to my degree?'
Transfer program **information** made available to students	Support for all students to **explore** career and academic options, **connect** with people/programs in fields of interest
Help students demonstrate academic readiness through **"weed-out" math tests and coursework**	Help students become confident college learners through **active, inclusive teaching** and academic support in program foundation coursework
Dual enrollment for **"baccalaureate-bound"** students	**Dual enrollment as on-ramp** to high-opportunity bachelor's pathways for underserved students

Thank you!

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Additional Slides

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

Prioritize transfer student success

- ✓ Communicate transfer as a key component of the college's mission.
- ✓ Make transfer student success a core priority in the college's strategic documents.
- ✓ Share data internally on transfer student outcomes and on the effectiveness of transfer practices.
- ✓ Invest significant resources to support students seeking to transfer.
- ✓ Designate staff and committees with responsibility for improving transfer student outcomes.

Build strong transfer partnerships

- ✓ Build trusting relationships with partners and communicate frequently at all levels.
- ✓ Share data on transfer student experiences and outcomes.
- ✓ Jointly invest in shared support services and strategic initiatives to benefit transfer students.
- ✓ Collaborate on improving instruction and support services for transfer students.
- ✓ Designate "transfer champions" as liaisons to transfer partners.

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

Create clear program pathways with aligned high-quality instruction

Community Colleges

✓ Collaborate with partner institutions to create maps showing major-specific bachelor's program requirements, recommended lower division course sequences, and progress milestones.

✓ Provide rigorous instruction and other high-quality learning experiences to prepare students to thrive in upper division coursework in their desired majors.

✓ Solicit regular, honest feedback on program quality from university academic departments.

✓ Design alternative transfer pathways as needed to facilitate degree completion in specific fields.

Four-Years

✓ Map out major-specific requirements and recommended lower division course sequences for all programs.

✓ Assist partner community colleges in providing rigorous instruction and other high-quality learning experiences to prepare students to thrive in upper division coursework.

✓ Provide regular, constructive feedback on community college program quality.

✓ Design alternative transfer pathways as needed to facilitate degree completion in specific fields.

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

Provide tailored transfer student advising and support

Community Colleges

- ✓ Design website with accurate, easy-to-access information for students seeking to transfer.
- ✓ Help students explore career/transfer options, choose a major field and preferred transfer destination(s), and develop a full-program plan as soon as possible.
- ✓ Continuously monitor student progress, provide frequent feedback, and intervene quickly when students are at risk of falling off plan.
- ✓ Help students plan to finance their entire undergraduate education (not just the community college piece).

Four-Years

- ✓ Design website with accurate, easy-to-access information for transfer students.
- ✓ Encourage prospective transfer students to choose a major before transferring and work with community colleges to help students explore academic and career options.
- ✓ Provide high-quality, timely advising to students before they transfer.
- ✓ Create separate onboarding, advising, and other supports tailored to transfer students.
- ✓ Provide transfer students with equitable access to financial aid.

Transfer Playbook Institutional Self-Assessment

Asking students about their interests and aspirations

- Intake surveys and career assessments
- Additional advising and support for undecided students
- Introducing middle and high school students to career options

Connecting students to academic and career communities

- Orientation and advising based on meta-majors
- Program and field showcase events
- Faculty liaisons

Activity: Reimagining the program onboarding experience

How can we enrich the onboarding experience for all students while tailoring it for specific underserved groups?

Advancing Equitable Transfer: Reimagining the program onboarding experience

	Ask every student about their interests, strengths, and aspirations	Connect them with faculty, students, alumni, and others with similar interests	Inspire learning in term 1 through "light-the-fire" college-level courses on issues of interest	Help every student develop an individualized education plan aligned to transfer in their field of interest by the end of term 1
What experience should we provide, and what do most students experience? (Where, when, with whom, how consistently?)				
How might this differ for Black, Latinx, lower-income, and older adult students? What additional barriers exist as a result of college practices/policies?				
How can we tailor processes and personalize the experience to better serve Black, Latinx, lower-income, and older adult students?				