A Symposium on Transforming the Foundational Postsecondary Experience

Transfer Focus Workshop
Agenda
Transfer Track
Day 2

Welcome and Reflections

A Model for Redesigning the Transfer Experience

Activity: Biggest Challenges to Redesigning Transfer

Break and Grab Lunch

Gateway Courses and Transfer Student Equity

Strategic Connections for Transfer Priorities

Activity: Engaging Institutional Stakeholders

Strategic Connections and Other Reflections
• What have you gained so far from the symposium sessions that you can use at your institution?

• What new insights do you have on transfer?
A Model for Redesigning the Transfer Experience

Dr. Betsy Griffin
Key Questions for Assessing Transfer

- Who are the transfer or transfer-bound students at your institution?
- What are the supports that are available to these students?
- Where do students go for information about transfer?
- What academic programs have the highest concentrations of these students?
- What institutions are your primary transfer senders or receivers?
- How do your institution’s policies impact these students?
- Who advocates for transfer or transfer-bound students?
- What do faculty and staff know about transfer at your institution?
The Big Questions

What would a more excellent and justly designed transfer system look like at your institution, and what do you need to do to realize that vision?
Foundations of Excellence Transfer

- Task force-based assessment and planning
- Focus on the entire transfer experience
- Aspirational standards
- Evidence-based assessment
- Institution crafted plan for improving equitable transfer student success
Aspirational Standards

- Philosophy
- Faculty/Campus Culture
- Diversity
- Organization
- Transitions
- Roles & Purposes
- Learning
- All Students
- Improvement

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Evidence for the Process

- **Student Data**
  - Student characteristics
    - Gender, age, ethnicity
    - Other background characteristics
  - Student Academics
    - Academic background at transfer
    - Programs of study
    - Performance in top courses

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Evidence for the Process

- Student Data
  - Retention and Graduation
  - Transfer Partner Institutions
- Audits of Institutional Policies and Practices
- Transfer Issues Surveys
  - Student Survey
  - Faculty/Staff
Task Force Based Assessment and Planning

- Who is on the task force?
  - Academic and Student Affairs Administrators
  - Faculty
  - Advisors
  - Academic Support and Student Support Staff
  - Enrollment Management and Registrar Staff
  - Institutional Research Staff
  - **Students**

[Image]
Case Study: Institution Example

Rogers State University

- RSU public comprehensive ~ 3,600 students
  - Known for affordability and low student debt
- Some key findings include
  - No transfer student philosophy
  - Inconsistent process for transfer evaluation
  - Inconsistent communication with transfer students
  - Little collaboration between institutions
Case Study: Institution Example

Rogers State University

Steps to Creating a Nourishing Culture for Transfer

- Developed a transfer philosophy
- Hired a director of First-Year and Transfer Experience
- Developed a curriculum for transfer orientation & an online course for transfer students
- Centralized advising for transfer students
- Tracking transfer student data: persistence, graduation and hours to degree completion
- Continued to work with transfer partner institutions
Case Study: Regional Example

Tulsa Transfer Project

- One Community College & Six University Partners
  - Purpose: Increase transfer rate of TCC students, increase acceptance of transfer credits, increase bachelor’s completion
  - Monthly collaborative meetings and institutional transfer planning
- Initial Collaborative Outcomes
  - Tulsa regional transfer philosophy
  - Tulsa regional FAQs
- Tulsa Higher Education Consortium
  - Transfer Degree Pathways Maps
  - Tuition Assistance and Scholarship Resources
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Kentucky Community and Technical College System

- 16 Community and Technical Colleges
  - Each developed their own transfer redesign
- System Office
  - Brought institutions together three times yearly to share planning
  - Developed system plan informed colleges’ findings
  - Hosted Annual Transfer Summits including four-year institutions
  - Created system infrastructure to facilitate transfer

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## Top Recommendation Themes for Transfer Redesign

### TWO-YEAR INSTITUTIONS
1. Advising
2. Organization
3. Communication to Students
4. Assessment & Data
5. Collaboration with Partners
6. Philosophy
7. Professional Development
8. Orientation

### FOUR-YEAR INSTITUTIONS
1. Assessment & Data
2. Philosophy
3. Communication to Students
4. Advising
5. Organization
6. Orientation
7. Professional Development
8. Collaboration with Partners
Transfer Advising

- Provide professional development for advisors on transfer
- Develop or improve transfer advising materials
- Provide better access to advisors
- Have specialized transfer advisors
- Work with transfer partner institutions to have advisors available
- Require or encourage advisement
Communication to Students

- Increase accessibility of transfer information on the website
- Update and routinize updates for transfer information
- Improve access to course equivalencies & articulation agreements
- Use social media for information & to connect with students
- Four-year institutions
  - Provide more information about policies and expectations
  - Increase communications about major requirements & opportunities
Assessment and Data

- Disseminate transfer /transfer-bound student profile and success

- Two-year institutions
  - Seek data on student success post-transfer
  - Identify intention to transfer early and track students

- Four-year institutions
  - Increase assessment of transfer students
  - Assess transfer program effectiveness
  - Share transfer student success data with sending institutions
Collaboration with Transfer Partners

- Encourage relationships between faculty and staff with their counterparts
- Expand or improve articulation agreements and 2+2 programs
- Work on curricular alignment
- Increase students’ contact with receiving institution
Discussion & Questions
Activity: Biggest Challenges Redesigning Transfer

• What do you see as the biggest challenges to improving your institution’s success for students who transfer out and/or into your institution?

• How might you address some of these challenges?
Break

20 Minutes
Gateway Courses and Transfer Student Equity

Dr. Andrew K. Koch
Sources of Evidence

Scholarship Supporting Information Asymmetry in Transfer

Momentum Stoppers and Equity Blockers: The Implications of Gateway Courses for Students at Their Transfer-Receiving Institutions

Andrew K. Koch
Brent M. Drake

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The Context – Gateway Courses

- General Psychology
- Math- Calculus
- Math- Algebra
- History (U.S. Survey)
- English Composition
- General Chemistry
- General Biology
- Principles of Accounting
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Source: gardnerinstitute.org
DFWI Rates by Transfer Status

Legend:
- Average DFWI Rate: All Students
- Non-Transfer First-Year DFWI Rate
- Transfer DFWI Rate
- Non-Transfer, Upper-Level DFWI Rate
DFWI Rates by Transfer Status


0.0%  5.0%  10.0%  15.0%  20.0%  25.0%  30.0%  35.0%  40.0%  45.0%

Average DFWI Rate All Students
Non-Transfer First-Year DFWI Rate
Transfer DFWI Rate
Non-Transfer, Upper-Level DFWI Rate

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DFWI Rates by Transfer Status


Average DFWI Rate All Students  Non-Transfer First-Year DFWI Rate  Transfer DFWI Rate  Non-Transfer, Upper-Level DFWI Rate
DFWI Rates by Transfer Status


5 Courses Where Non-Transfer First-Year Students Have Highest DFWI Rates
DFWI Rates by Transfer Status

3 Courses Where Transfer Students Have the Highest DFWI Rates


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DFWI Rates by Transfer Status

2 Courses Where Transfer Students Have the Lowest DFWI Rates
Summary

Transfer Standing Matters in Complex Ways

What is Good for First-Year Students is Good for Transfer (and all) Students
  - Mathematics

Information Asymmetry in Accounting and Chemistry
  - Inefficiency and Inequality

Unjust Design of Policy and Practice
DFWI Rates for Pell and Non-Pell Students

Accounting  Biology  Chemistry  EngL Comp.  History  Math - Alg.  Math - Calc.  Psychology

Average DFWI Rate  Pell-Eligible Transfer DFWI Rate  Non-Pell Eligible Transfer DFWI Rate

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DFWI Rates for Pell and Non-Pell Students

Accounting | Biology | Chemistry | EngL Comp. | History | Math - Alg. | Math - Calc. | Psychology

DFWI Rates for Pell and Non-Pell Students

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DFWI Rates for Pell and Non-Pell Students


*Average DFWI Rate* *Pell-Eligible Transfer DFWI Rate* *Non-Pell Eligible Transfer DFWI Rate*
DFWI Rates for Pell and Non-Pell Students

7 Courses Where Pell Transfers Have the Highest DFWI Rates
DFWI Rates for Transfer Students by Race/Ethnicity

- Accounting
- Biology
- Chemistry
- Engl. Comp.
- History
- Math - Alg.
- Math - Calc.
- Psychology

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DFWI Rates for Transfer Students by Race/Ethnicity


Average Transfer DFWI Rate  African American DFWI Transfer Rate  Native American Transfer DFWI Rate  Latino/Hispanic Transfer DFWI Rate  White Transfer DFWI Rate

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DFWI Rates for Transfer Students by Race/Ethnicity
DFWI Rates for Transfer Students by Race/Ethnicity


- Average Transfer DFWI Rate
- African American DFWI Transfer Rate
- Native American Transfer DFWI Rate
- Latino/Hispanic Transfer DFWI Rate
- White Transfer DFWI Rate

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DFWI Rates for Transfer Students by Race/Ethnicity

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DFWI Rates for Transfer Students by Race/Ethnicity

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Summary

- Transfer Standing Matters in Complex Ways
- Race / Ethnicity Matter
- Family Wealth Matters
- Unjust Design of Policy and Practice
Did any of these gateway course outcomes for transfer students surprise you? Why or why not?
Activity: Engaging Community Stakeholders

• How will you engage your institution’s community when you start the work on transfer?

• Who are the key stakeholders to engage in the transfer redesign work?
Strategic Connections for Transfer Priorities

Dean Ed Willis
Connecting Transfer Student Strategy to Institutional Priorities

- Re-positioning/Re-thinking transfer student enrollment
- Tying transfer student enrollment strategy to institutional priorities
- Accreditation, Strategic Planning, Campus goal setting, national/state mandates
- May engender institutional support
- May create funding/staff support opportunities
Connecting Transfer Student Enrollment Efforts to Campus Strategic Planning
Southern University-Baton Rouge (SUBR), 2018-2022

- Enrollment declines since 2013
- Incorporated state mandates into new system strategic plan
- Created new University College model & included organizationally transfer student services into unit

Transfer Student Gains
Connecting Transfer Student Enrollment Efforts to Campus Strategic Planning, cont.
Virginia State University, 2019-2022

- Utilized Transfer Student recruitment to build campus enrollment
- Focus driven by compliance with state mandates (six-year plan)
- Enrollment increases in the last three (3) fall cycles
- Instituted Transfer Student programs & services
Transfer – A Call for Action
Strategic Connections and Other Reflections

• How can you tie this work to something that is an institutional priority (strategic plan, re-accreditation?)

• What are the key takeaways that you can apply to improving transfer at your institution?

• What is the first thing to do when you get back to your institution?
Closing Thoughts
Contact Us

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