

State

Transfer Workshop

Strengthening Transfer
Student Outcomes

 PUBLIC AGENDA

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY



THE ASPEN INSTITUTE

How to Use this Deck

This slide deck contains sample slides that correspond to each session outlined in the Facilitator's Notes.

- Every new session is signaled by a title slide that looks like this:



- Often, you will see a black box with white text that includes facilitator notes. These are to be deleted prior to use of the slide deck.
- Many sessions will require that you incorporate information specific to your state or other details to adapt the content to the agenda you design.

Welcome & Workshop Kick-off

Goals

{Add a list of your goals, as outlined in your agenda, here.}

Why Transfer? Why Now?

Four Cases for Transfer

Affordability

Business

Efficiency

Equity

The vast majority of students who enroll in a community college plan to one day earn a bachelor's degree.

Most never make it.

The National Picture

1.7 Million

new students enroll in a
community college each year



80%

plan to get a
bachelor's degree
or higher

The National Picture

We tracked **720,000** community college students who started in the fall of 2007 in pursuit of a college credential



Only 100,000 earned a bachelor's after 6 years

Too few students manage to make the leap

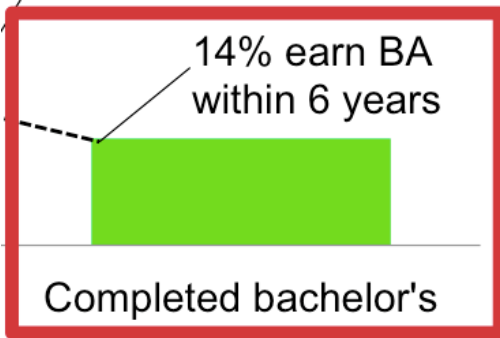


Just **33%** of students who started community college in fall of 2007 transferred to a four-year school

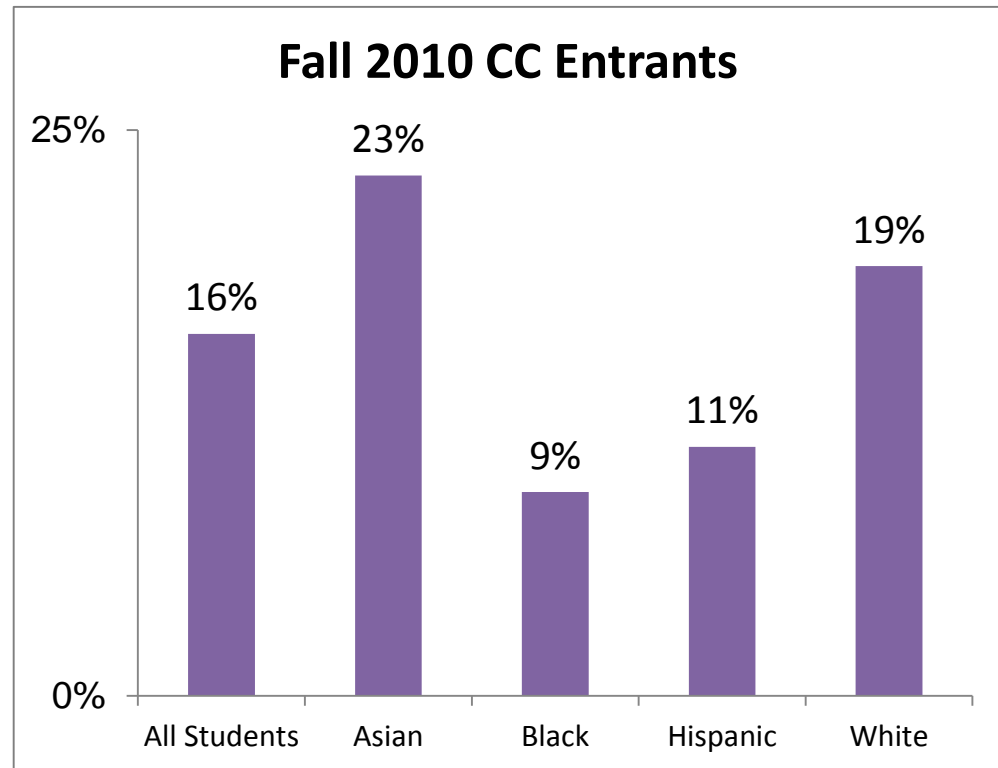
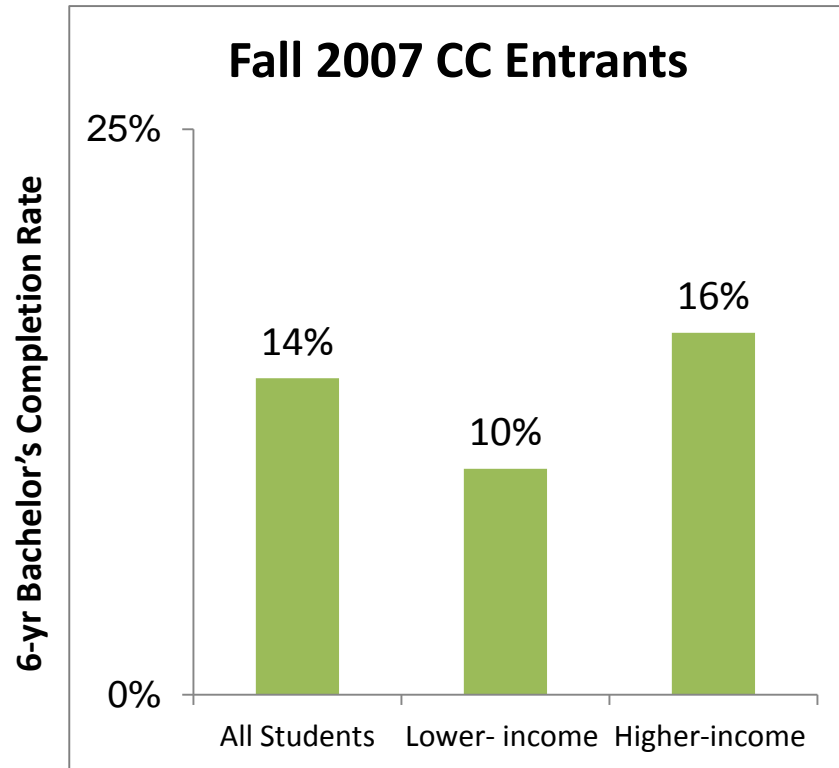
Even when they transfer, we're still failing them



Of the students who successfully transferred, **only 42%** went on to get a bachelor's within 6 years of starting



Achievement gaps, by Race & Income





Just **58%** of students
can successfully transfer
90% of their credits.

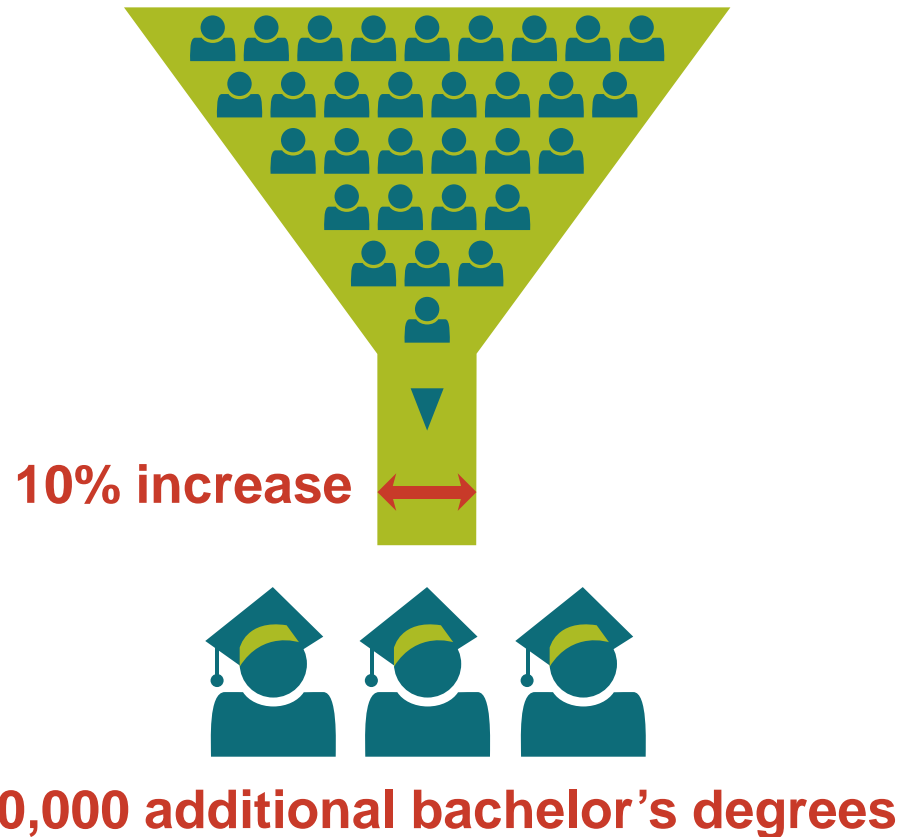


And **15%** can't transfer
any credits at all.



Students who can transfer 90% of their credits are **250%** more likely to get their bachelor's degree, compared to those who transfer half or less.

1.7 million students starting each year



If we increased the transfer rate among all new students at community colleges by **10 percentage** points, there could be about **70,000 more** students earning bachelor's degrees **EVERY YEAR**.

Tracking Transfer: Five New Measures

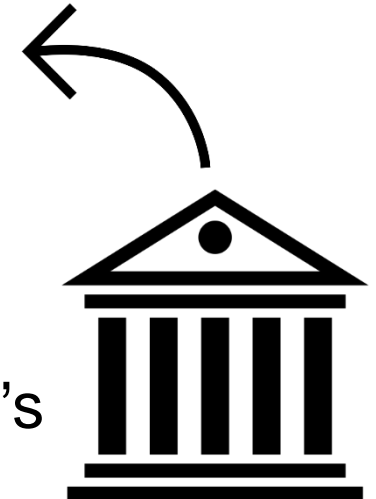


COMMUNITY
COLLEGE

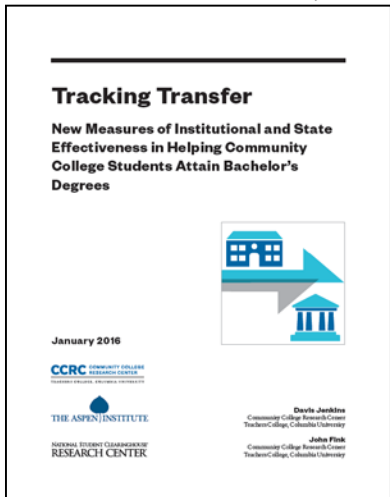
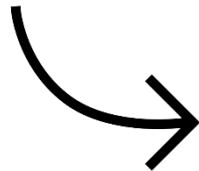
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2. Transfer-with-Award Rate
3. Transfer-Out Bachelor's Completion Rate

5. Community College Cohort Bachelor's Completion Rate

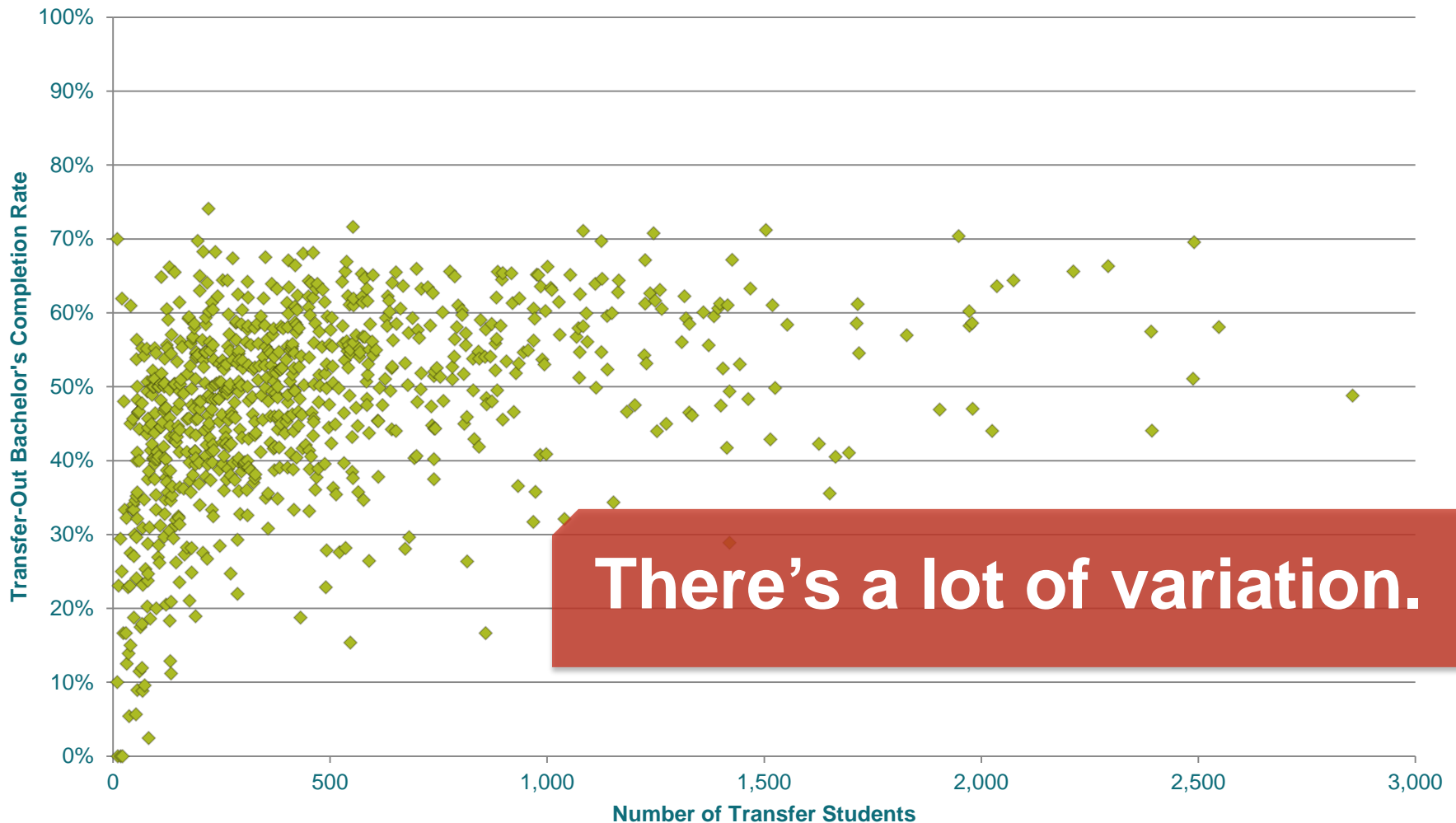
4. Transfer-In Bachelor's Completion Rate



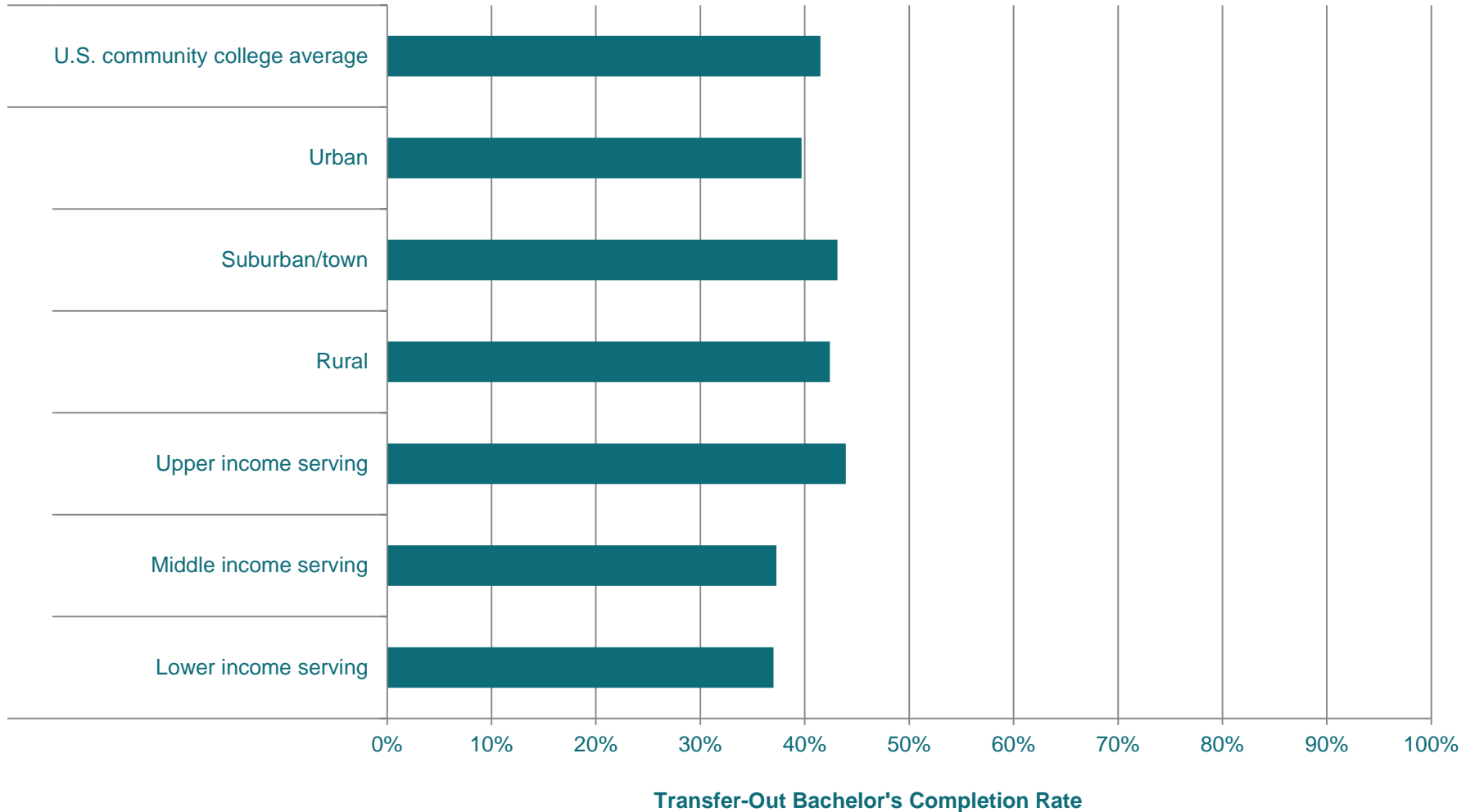
FOUR-YEAR
COLLEGE



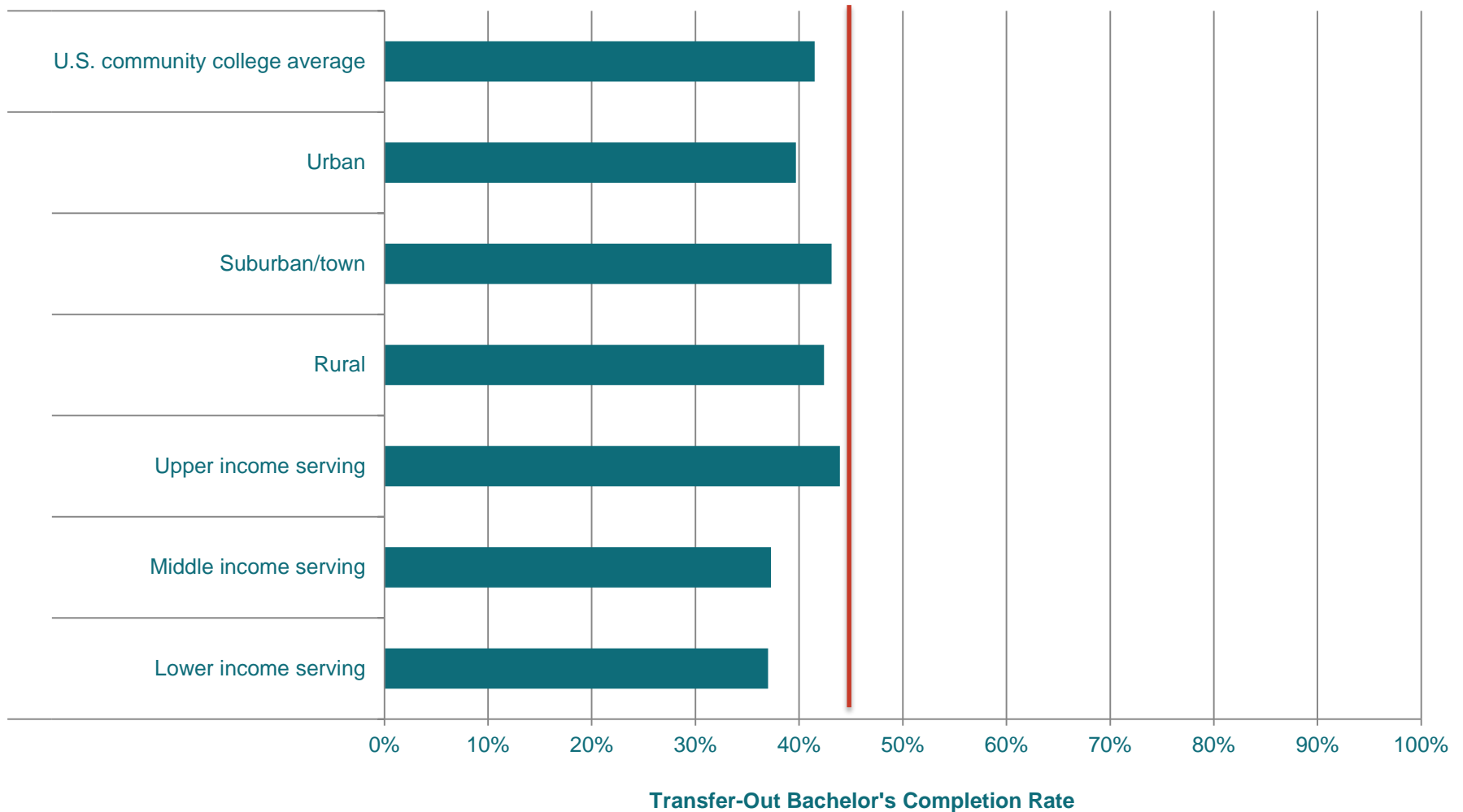
These are the bachelor's completion rates for transfer students, by individual community college.



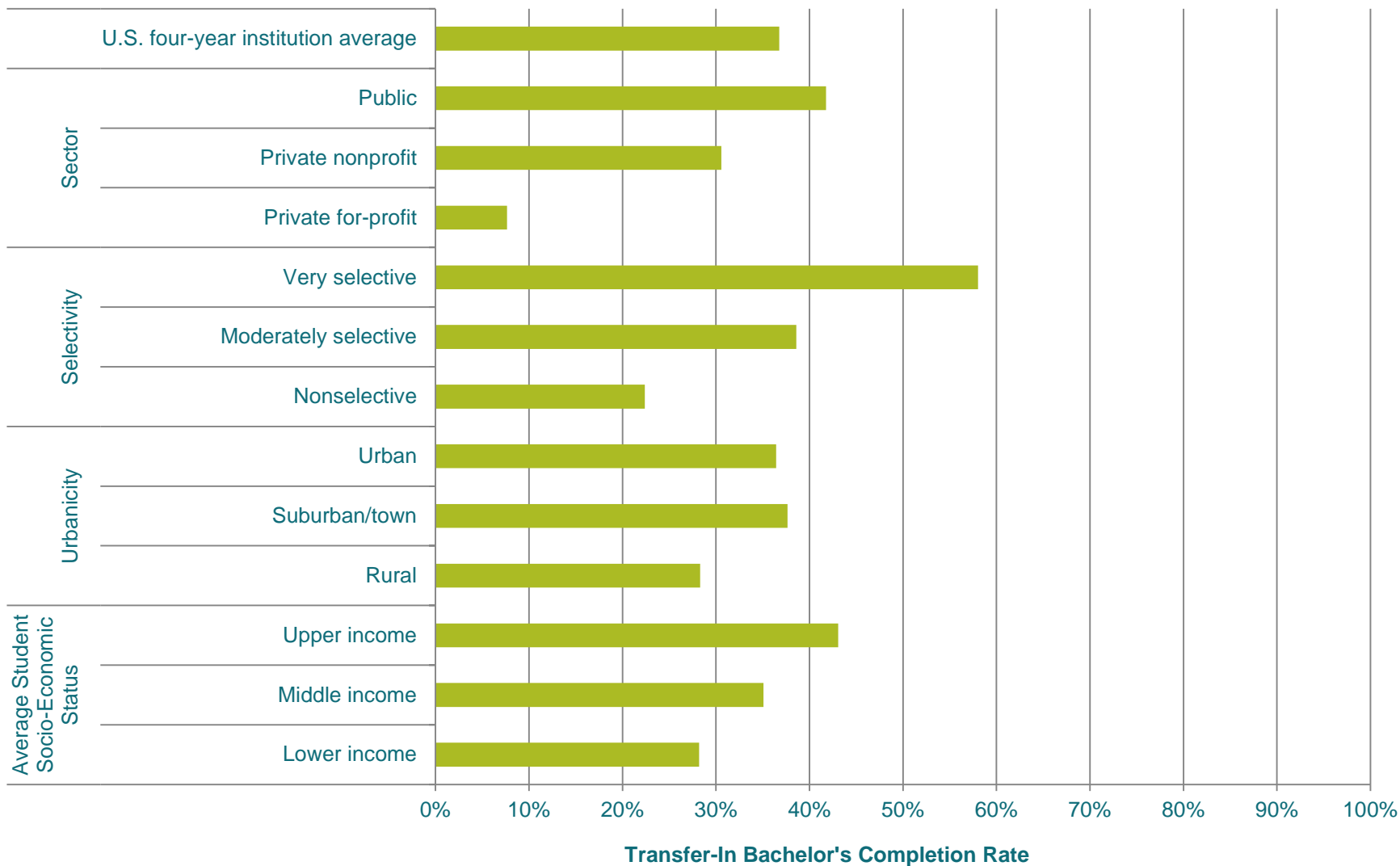
These are average bachelor's completion rates for transfer students based on the type of community college where they started.



While outcomes at community colleges vary, what we might imagine would predict variation **doesn't**.

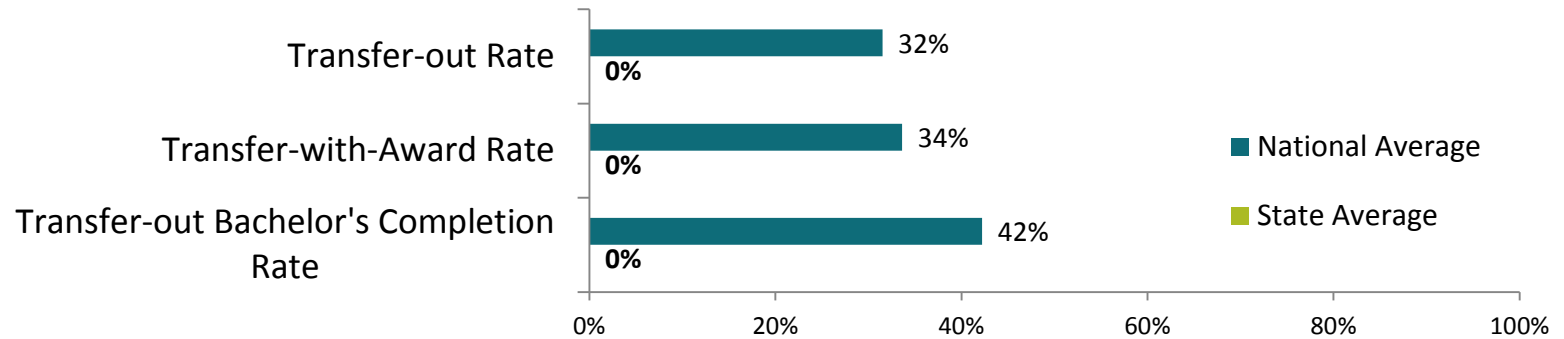


On the other hand, the characteristics of 4-year schools matter when it comes to how many transfer students get a bachelor's.

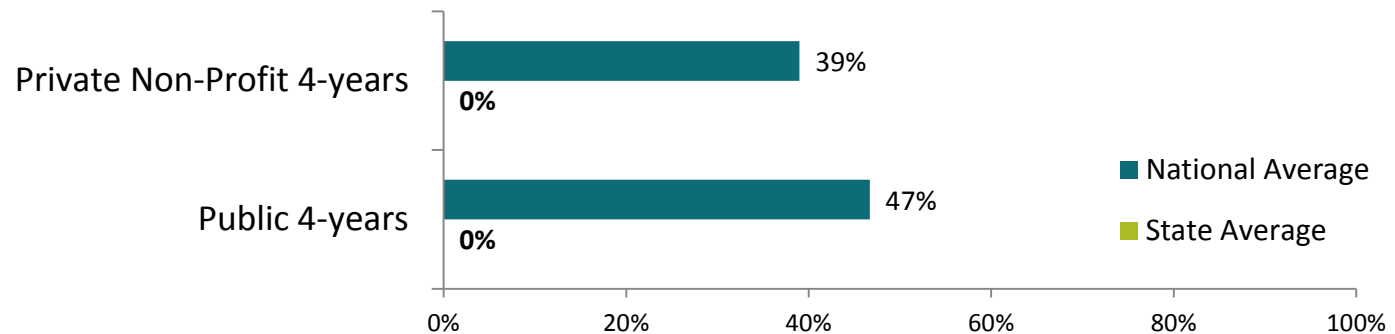


State vs. National Averages

Community College Transfer Outcomes



Four-year Institution Transfer Outcome: Transfer-in Bachelor's Completion Rate



Facilitators' Note: Right-click each graph and select "Edit Data in " to add in your state's averages using data from the NSC report. Metrics are located in Appendix C, which is available for download online at <https://nscresearchcenter.org/signaturereport13/>.



Background on Transfer in STATE

- **Already STATE has shown promise in addressing problems that intersect with efforts to improve transfer. Examples include:**
 - Total percentage of the state's baccalaureate degree graduates who transferred from a community or technical college
 - Facts about the proportion of in-state HS graduates who enroll at one of the state's public colleges or universities
 - Notes about the long history of a transfer culture within the state

Facilitators' Note: Revise this slide to fit your state context. The bullets included are examples and are not suitable for use as-is.



There's Still More to Do

- **Opportunities for statewide improvement:**
 - Transfer students perform better in some majors than others
 - Significant gap in transfer student outcomes across race/ethnicity and income
 - Students still cite challenges with transfer admissions, credit transfer, and advising processes
 - Faculty and advisors energized by space to think through how transfer fits into broader guided pathway reforms

Facilitators' Note: Revise this slide to fit your state context. The bullets included are examples and are not suitable for use as-is. Examine state data to identify appropriate goals, as outlined in the Tackling Transfer workshop guide, then craft bullets to support the goals of the workshop.

Data Reflection: Transfer Student Outcomes for your College

Community Colleges: Transfer Student Outcomes Report

Which students are tracked?

- First time in college students at public two-year colleges who started in the fall 2010 term, tracked for 6 calendar years.

How is transfer defined?

- Transfer students = students in the entering two-year cohort who enrolled at any four-year institution during the tracking period

Which outcomes are used?

- **Transfer-out rate:** Percent of cohort students who were transfers
- **Transfer-with-award rate:** Percent of transfer students who earned a CC award prior to transferring to a four-year institution
- **Transfer-out bachelor's completion rate:** Percent of transfer students who earned a bachelor's from any four-year institution



CCR

Table 2. Transfer-out Rates

Table 6. #1 Transfer Partner: Name withheld (sample report)

	All Students	Lower-income	Higher-income	Age: 18-20	Age: 21-24	Age: 25+
Number of transfer students to this FY	148	7	96	121	12	15
Pct. of transfers who earned a pre-transfer CC award	51%	++	48%	50%	42%	73%
Average number of years before transfer to this four-year institution	2.7	++	2.6	2.6	2.7	3.0
Bachelor's degree completion rate for students who transferred to this four-year institution	66%	++	63%	65%	75%	67%
Average time to bachelor's degree completion (within 6 years)	4.7	++	4.7	4.7	4.6	4.9

Further Detail on Broad Degree Fields among Transfer Students who Completed Bachelor's Degrees

	Percentage
Business	10%
Health Professions	2%
Arts, Humanities, & English	19%
Social & Behavioral Sciences	20%
Science & Mathematics	16%
Agriculture & Natural Resources	4%
Computer & Information Sciences	12%
Education	2%
Engineering	13%
Applied Technology	0%
Public Services & Administration	0%
All bachelor's degree completers in this partnership (N = 98)	100%

++ Fields with fewer than 10 students in the denominator are withheld from reporting

Note. Student age is recorded upon their first enrollment at the community college in the fall of 2010. Categories may not add up to 100% as this taxonomy excludes 0.2% of the bachelor's degree earners nationally who earned a degree in some culinary, mortuary, multidisciplinary, and leisure/recreation fields. A detailed description of the CIP codes included in each broad area is available upon request.

of CC's transfers who transferred to this FY	Pct. of CC's bachelor's degree graduates who completed at this FY
35%	37%
12%	15%
12%	12%
9%	10%
5%	4%
2%	3%
2%	0%
1%	0%
1%	2%
1%	1%
20%	16%
00%	100%

more restrictive transfer

4-year Institutions: Transfer Student Outcomes Report

Which students are tracked?

- First time in college students at public two-year colleges who started in the fall 2010 term, tracked for 6 calendar years.

How is transfer defined?

- Transfer students = students in the **entering two-year cohort** who enrolled at **your** four-year institution during the tracking period

Which outcomes are used?

- **Transfer-in bachelor's completion rate:** The percent of your transfer-in students who completed a bachelor's degree at your institution.

Table 2. Transfer-in Bachelor's Completion Rates

Table 3. Direct Transfer Outcomes for College name withheld (sample report)'s Top 10 Community College (CC) Transfer Feeders

Table 4. #1 Transfer Partner: Name withheld (sample report)

	All Students	Lower-income	Higher-income	Age: 18-20	Age: 21-24	Age: 25+
Number of direct transfer students from this CC	148	7	96	121	12	15
Pct. of transfers who earned a pre-transfer CC award	51%	++	48%	50%	42%	73%
Average number of years before transfer to your four-year institution	2.7	++	2.6	2.6	2.7	3.0
Bachelor's degree completion rate for transfer students in this partnership	66%	++	63%	65%	75%	67%
Average time to bachelor's degree completion (within 6 years)	4.7	++	4.7	4.7	4.6	4.9

Further Detail on Broad Degree Fields among Transfer Students who Completed Bachelor's Degrees

	Percentage
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Science & Mathematics	16%
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Education	2%
Engineering	13%
Applied Technology	0%
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All bachelor's degree completers in this partnership (N = 98)	100%

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Note. Student age is recorded upon their first enrollment at the community college in the fall of 2010. Categories may not add up to 100% as this taxonomy excludes 0.2% of the bachelor's degree earners nationally who earned a degree in some culinary, mortuary, multidisciplinary, and leisure/recreation fields. A detailed description of the CIP codes included in each broad area is available upon request.

average time to bachelor's degree completion (within 6 years)

4.7

4.2

4.4

4.7

4.8

4.6

4.4

4.4

4.4

4.6

4.3

4.5

4.5

transfer

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Cohort fall of years

Degree Student

Transfer

Refer

Table

Fall 2010 community college entrants who transferred-in to this FY (from any CC)

Transfer-in students who earned a bachelor's degree from this

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Data Reflection

Action Plan Template: Part I

1. What surprised you about these data? What questions does this data bring up for you?
2. What seemed consistent with what you already knew?
3. What gaps do you see? What hypotheses do you have about these gaps?
4. How equitable are your transfer outcomes across student demographics (by race/ethnicity, Pell-eligibility, etc.)? What does this suggest about the specific outcome(s) you want to improve for any specific population(s)?

Action Plan Template: Part I

Part I: INSTITUTIONAL Data Review

TO BE COMPLETED DURING “Data Reflection: Transfer Student Outcomes for your College” SESSION AT MEETING

Instructions: Review your institution’s data report. Using the guiding questions, jot down your reflections in the box below. Once you complete the exercise with your broader transfer team at your institution, submit one per institution to contact@info.org by DEADLINE.

Guiding Questions on your institution’s data report:

- What surprised you about these data? What questions do these data bring up for you?
- What seemed consistent with what you already knew?
- What student achievement gaps do you see? What hypotheses do you have about these gaps?
- How equitable are your transfer outcomes across student demographics (by race, Pell-eligibility, etc.)? What does this suggest about the specific outcome(s) you want to improve for any specific population(s)?

Key Insights Gleaned from Transfer Data:

Submitted by (Name, affiliation, email):

Institution:

Submit to contact@information.org by {date}

Facilitators’ Note: Be sure to update with your contact information and the due date.

Ask Ourselves: Community Colleges

- Why don't more students transfer out?
- What incentives are there to complete the AA?
- Do we track transfer outcomes by program/major?
- How can we improve outcomes for low-income students? Students of color?
- How can we better help older students seeking to transfer?
- What about our relationships with particular universities might explain partnership results?

Facilitators' Note: These are supplemental questions that you can incorporate into discussion at your discretion.

Ask Ourselves: Universities

- Do we track transfer student progress/success?
- Do we know transfer student enrollment/success by college and major?
- Do we help encourage community college students to choose a major and complete the AA before transfer?
- What do we need to do to improve outcomes for low-income students? Students of color? Older students?
- What about our relationships with particular community colleges might explain partnership results?

Facilitators' Note: These are supplemental questions that you can incorporate into discussion at your discretion.

Overview of The Transfer Playbook

THE TRANSFER PLAYBOOK:

ESSENTIAL PRACTICES FOR TWO- AND FOUR-YEAR COLLEGES



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COLLEGE EXCELLENCE PROGRAM

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RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The Transfer Playbook

- ✓ **STRATEGY 1:** Prioritize Transfer
- ✓ **STRATEGY 2:** Create Clear Programmatic Pathways with Aligned High-Quality Instruction
- ✓ **STRATEGY 3:** Provide Tailored Transfer Student Advising



STRATEGY 1: Prioritize Transfer



Communicate importance of transfer to mission



Share data on outcomes and consequences



Dedicate significant resources to transfer

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



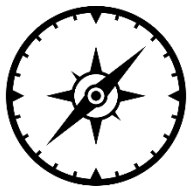
Create major-specific program maps.



Provide rigorous instruction and extra-curriculars.



Establish a reliable process to update and improve maps.



Design unconventional pathways.

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

For this program of study,

- What learning outcomes are essential in the first two years so the student can transfer to a four-year college with junior standing?
- What essential elements of the “native” freshman and sophomore learning experience may be hard to replicate for community college transfer students?
- What alternatives to these hard-to-replicate learning experiences can be provided so that the students’ junior-year standing is not compromised?

STRATEGY 3: Provide Tailored Transfer Student Advising



HOW MUCH WILL IT COST?

STRATEGY 3: Provide Tailored Transfer Student Advising



COMMUNITY COLLEGE ADVISING PRACTICES

- ✓ Clearly articulate students' transfer options and help them determine, as early as possible, their field of interest, major, and preferred transfer destination
- ✓ Continuously monitor student progress, provide frequent feedback and intervene quickly when students are off-track
- ✓ Help students access the financial resources necessary to achieve their goals

STRATEGY 3: Provide Tailored Transfer Student Advising



FOUR-YEAR COLLEGE ADVISING PRACTICES

- ✓ Commit dedicated personnel, structures, and resources for transfer students
- ✓ Assign advisors and clearly communicate essential information to prospective transfer students
- ✓ Strongly encourage transfer students to choose a major prior to transfer
- ✓ Replicate elements of the first-year experience for transfer students
- ✓ Exercise fairness in financial aid allocation

Transfer Mad Libs

The “typical” transfer student at my institution is _____.

When I hear about transfer students on my campus, I frequently hear that they struggle with _____.

To address this common struggle, my institution could improve the transfer student experience by _____.

I wish I understood more about transfer students’ experiences when it comes to _____.

Based on what I know about transfer students at my institution, I think our institution could work to improve _____.

Furthermore, I think focusing on _____ with our partner institutions could help improve the transfer student experience.

Assessing Practices for Success

College Teams

Tackling Transfer Workshop Handout
Sample Handout

Action Plan Template: Part II

Part II: Assessing INSTITUTIONAL Practices

TO BE COMPLETED DURING "Assessing Practices for Success (College Teams)" SESSION AT MEETING

Instructions: Based on your college team's reflections on the data as well as your completed self-assessment tool, answer the following guiding questions on your institution's transfer practices. Keep track of your responses to both the overall & practice area questions in the boxes below. Once you complete the exercise with your broader transfer team at your institution, submit **one per institution** to contact@info.org by **DEADLINE**.

Overall thoughts: Looking at your self-assessment tool and data report, what jumps out at you? What makes you hopeful? And what raises concerns?

For each of the three practice areas:

- Where is your institution strongest within each of these three practice areas? How might those strengths explain strong quantitative student outcomes that appear in your data?
- Where are your institution's practices least well aligned with those in the assessment tool? How might those misalignments explain relatively weak quantitative outcomes that emerge during your data review?

Prioritize Transfer

Create Clear Programmatic Pathways with Aligned High-Quality Instruction

Provide Tailored Transfer Student Advising

Submitted by (Name, affiliation, email):

Institution:

Submit to contact@information.org by {date}

Facilitators' Note: Be sure to update with your contact information and the due date.

Tracking Transfer: Five New Measures



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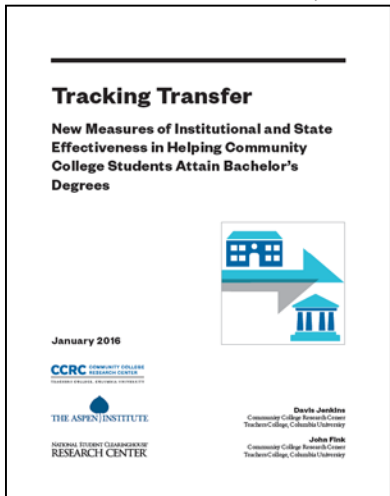
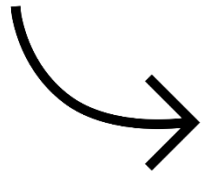
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FOUR-YEAR
COLLEGE



Wrap-Up Day 1

Kick-Off Day 2

Model(s) of Success

**Facilitators' Note: Panel
Discussion; include slides if any**

Action Planning for Success

College Teams

Tackling Transfer Workshop Handout
Sample Handout

Action Plan Template: Part III

Part III: INSTITUTIONAL Action Plan to Close the Gaps that Still Exist
TO BE COMPLETED DURING "Action Planning for Success (College Teams)" SESSION AT MEETING

Instructions: Based on your college team's work so far, identify one to two outcomes you would like to improve over the next 3-5 years. In light of those, identify short-term concrete action steps you would like to take, determine anticipated results at the end of 6 months & 12 months, and identify responsible parties to take the next steps in implementation. Once you complete the exercise with your broader transfer team at your institution, submit **one per institution** to contact@info.org by **DEADLINE**.

Long-term Goal(s): What are one or two specific transfer student outcome(s) you would like to improve over the next 3-5 years? What are the subpopulation(s) you would target within this outcome? **For example:** Our long-term goal is to increase Pell-eligible transfer students' Bachelor's completion rates by X% (within X years of beginning community college) [redacted]

One Year Goal(s): In order to achieve your long-term goal(s) above, what does 'success' look like after one year? How will you know you are making significant progress on your long-term goal(s)? **For example:** Our one-year goals are to (1) measure the Bachelor's completion rates of Pell-eligible students (within X years of beginning community college) with our major institutional partners and (2) convene professionals from across our major institutional partners (2- & 4-yr) to assess data and develop initial plans towards our long-term goal. [redacted]

Major actions you will take to achieve the one year goal(s)	Who will be involved?	Anticipated result?
Within 6 months...		
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
Within 12 months...		
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

Submitted by (Name, affiliation, email): [redacted]

Institution: [redacted]

Submit to contact@information.org by {date}

Facilitators' Note: Be sure to update with your contact information and the due date.

Tracking Transfer: Five New Measures

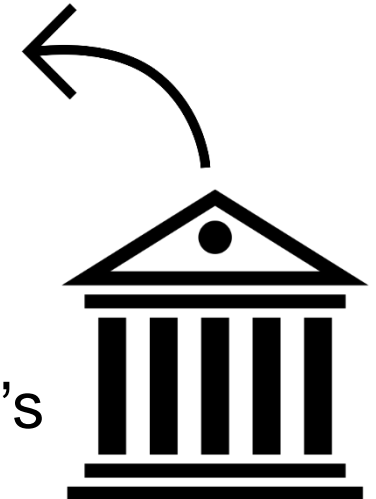


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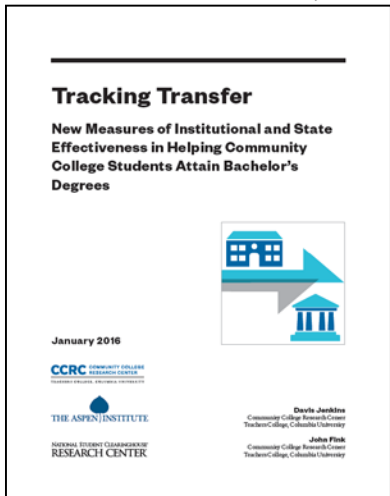
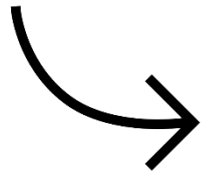
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FOUR-YEAR
COLLEGE



Lunch

Action Planning for Success

Regional Partnership Teams

Tackling Transfer Workshop Handout
Sample Handout

Action Plan Template: Part IV

Part IV: REGIONAL PARTNERSHIP Action Plan to Close the Gaps that Still Exist
TO BE COMPLETED DURING "Action Planning for Success (Regional Partnership)" SESSION AT MEETING

Instructions: As a region, share what you have determined as your priorities and action steps as an institution. Determine where there is overlap, and where as a regional partnership you can begin to take action on behalf of transfer students. Based on this conversation, **complete the following regional partnership action plan and submit one per region to a designated workshop facilitator by the end of this session.**

For 30 minutes discuss the following questions based on what we have discussed in college teams so far today:

Guiding Questions	Notes from Discussion
<ol style="list-style-type: none"> In what areas is this region implementing transfer policies and practices implemented at scale? What are region-wide gaps that exist in terms of serving transfer students? What are the practices that are/aren't happening resulting in these gaps? What would success of behalf of transfer students within this region look like? What is standing in the way of this vision becoming a reality? What improvement strategies and action steps might you take as a region to achieve these aspirations? How will you know you have achieved those goals? On what timeline will you assess progress? 	<div style="background-color: #cccccc; width: 20px; height: 20px; margin-bottom: 10px;"></div>

Now, as a region, identify concrete action steps to advance your vision, address barriers and support transfer student success. Identify each step's associated timeline, the responsible parties to take the next steps in implementation:

Action Steps	Timeline	Responsible Parties
1. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>	1. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>	1. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>
2. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>	2. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>	2. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>
3. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>	3. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>	3. <div style="background-color: #cccccc; width: 20px; height: 15px; display: inline-block;"></div>

Point(s) of Contact (Name, affiliation, email):

Institutions in the Region:

Submit to contact@information.org by TODAY

Facilitators' Note: Be sure to update with your contact information.

Tracking Transfer: Five New Measures

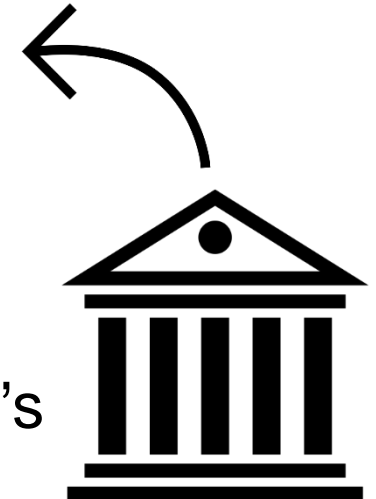


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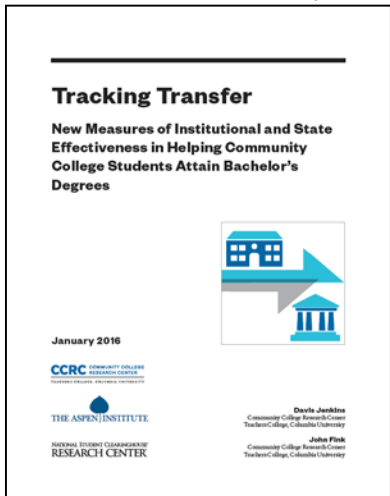
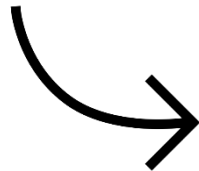
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4. Transfer-In Bachelor's Completion Rate



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Share-Out & Reflection

Regional Partnership Teams

Wrap-Up

Thank you!

To Our State Partners:

{List here}

To Our National Partners:

{List here}

Thank you!

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RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY


THE ASPEN INSTITUTE

References

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