



A Symposium on Transforming the Foundational  
Postsecondary Experience

# Transfer Focus Workshop

Transfer

# Agenda Transfer Track Day 2

[gardnerinstitute.org](http://gardnerinstitute.org)

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Welcome and Reflections

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A Model for Redesigning the Transfer Experience

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Activity: Biggest Challenges to Redesigning Transfer

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Break and Grab Lunch

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Gateway Courses and Transfer Student Equity

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Strategic Connections for Transfer Priorities

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Activity: Engaging Institutional Stakeholders

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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

[gardnerinstitute.org](http://gardnerinstitute.org)

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



# 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



# 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**



## 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



## 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

## 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





## 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

# 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 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



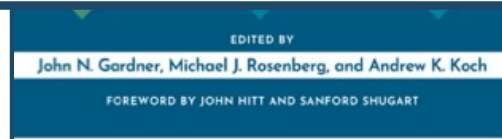
► Sources of Evidence

## Scholarship Supporting Information Asymmetry in Transfer

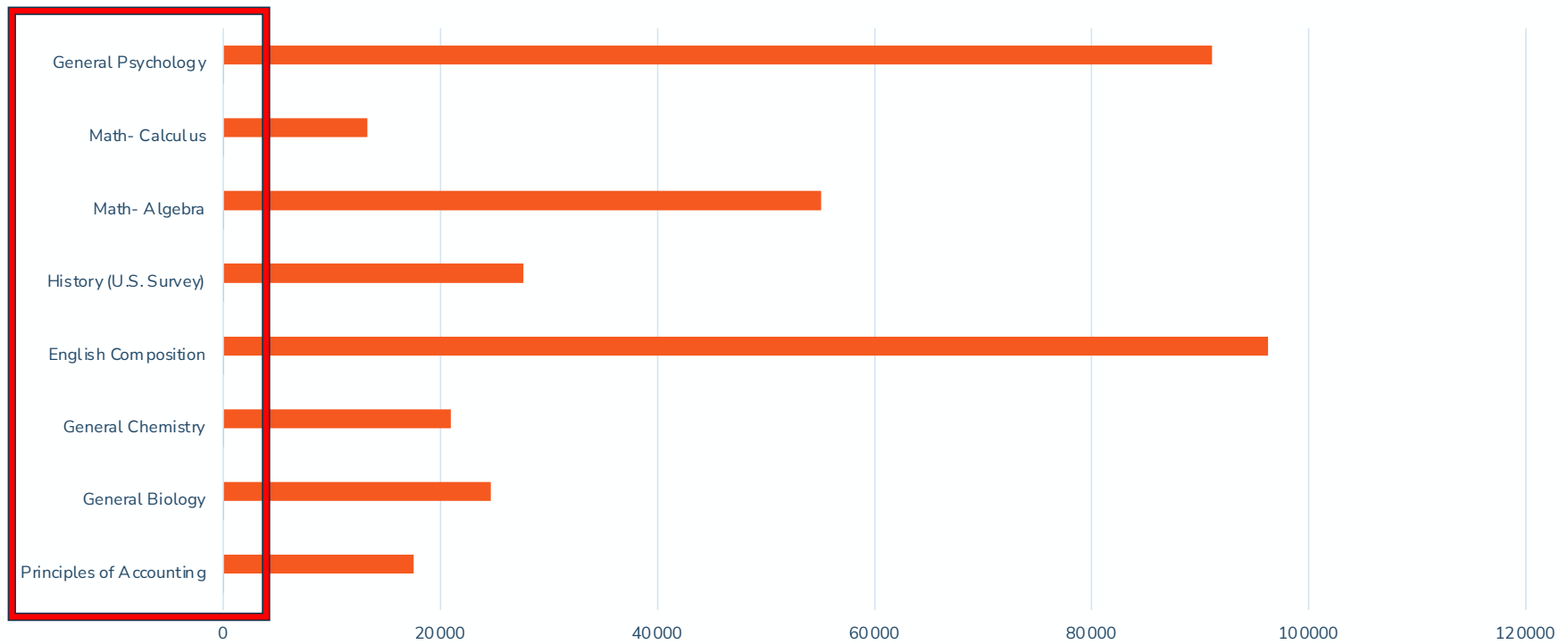


Momentum Stoppers and Equity Blockers: The Implications of Gateway Courses for Students at Their Transfer-Receiving Institutions

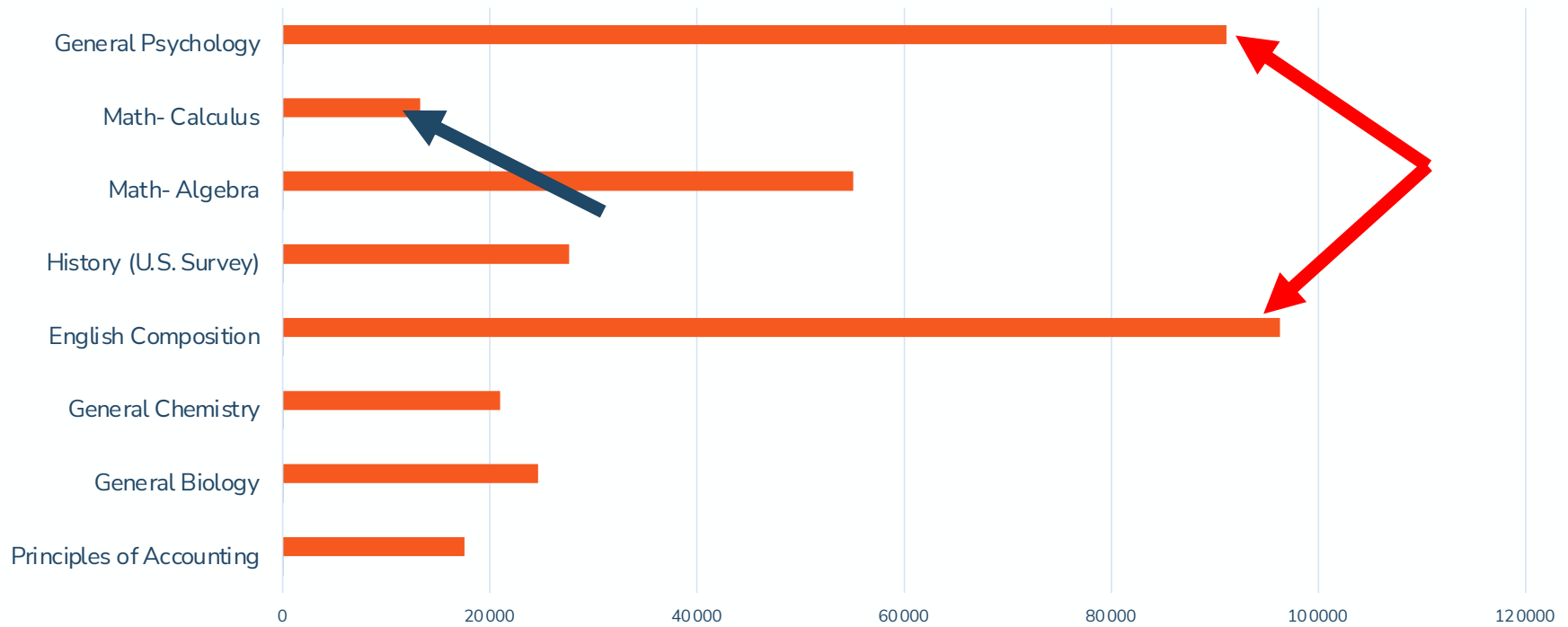
Andrew K. Koch  
Brent M. Drake



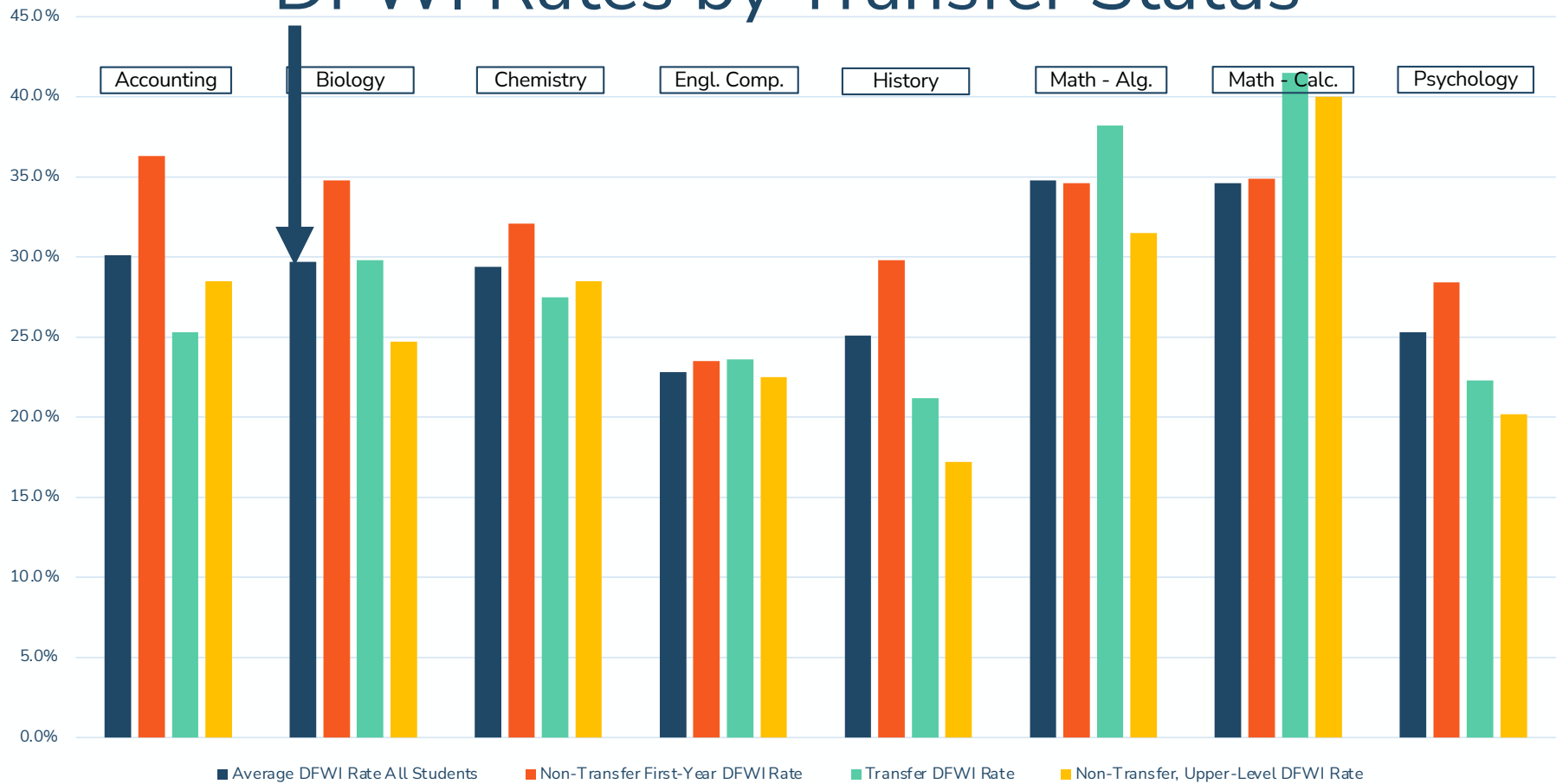
# The Context – Gateway Courses



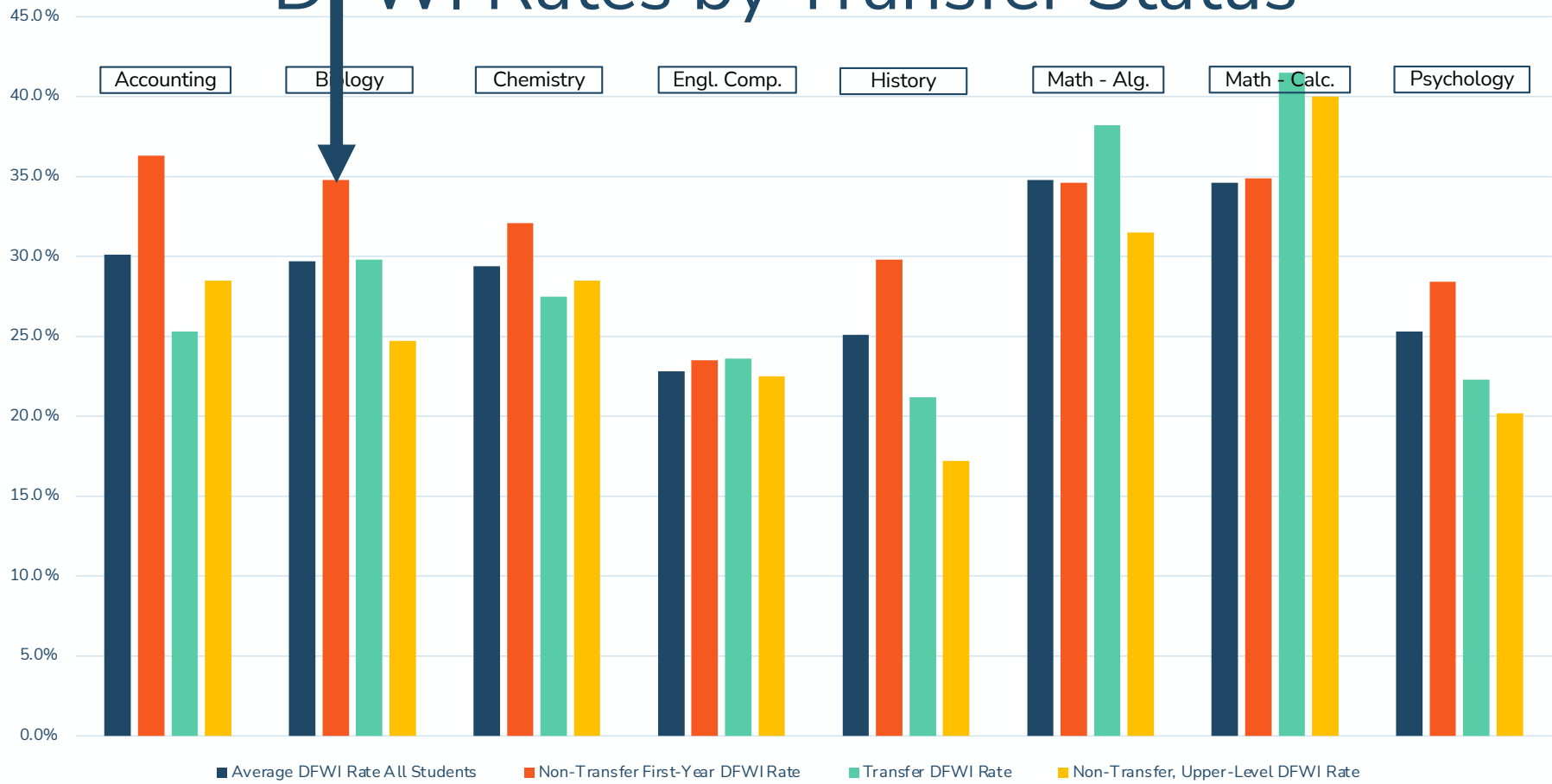
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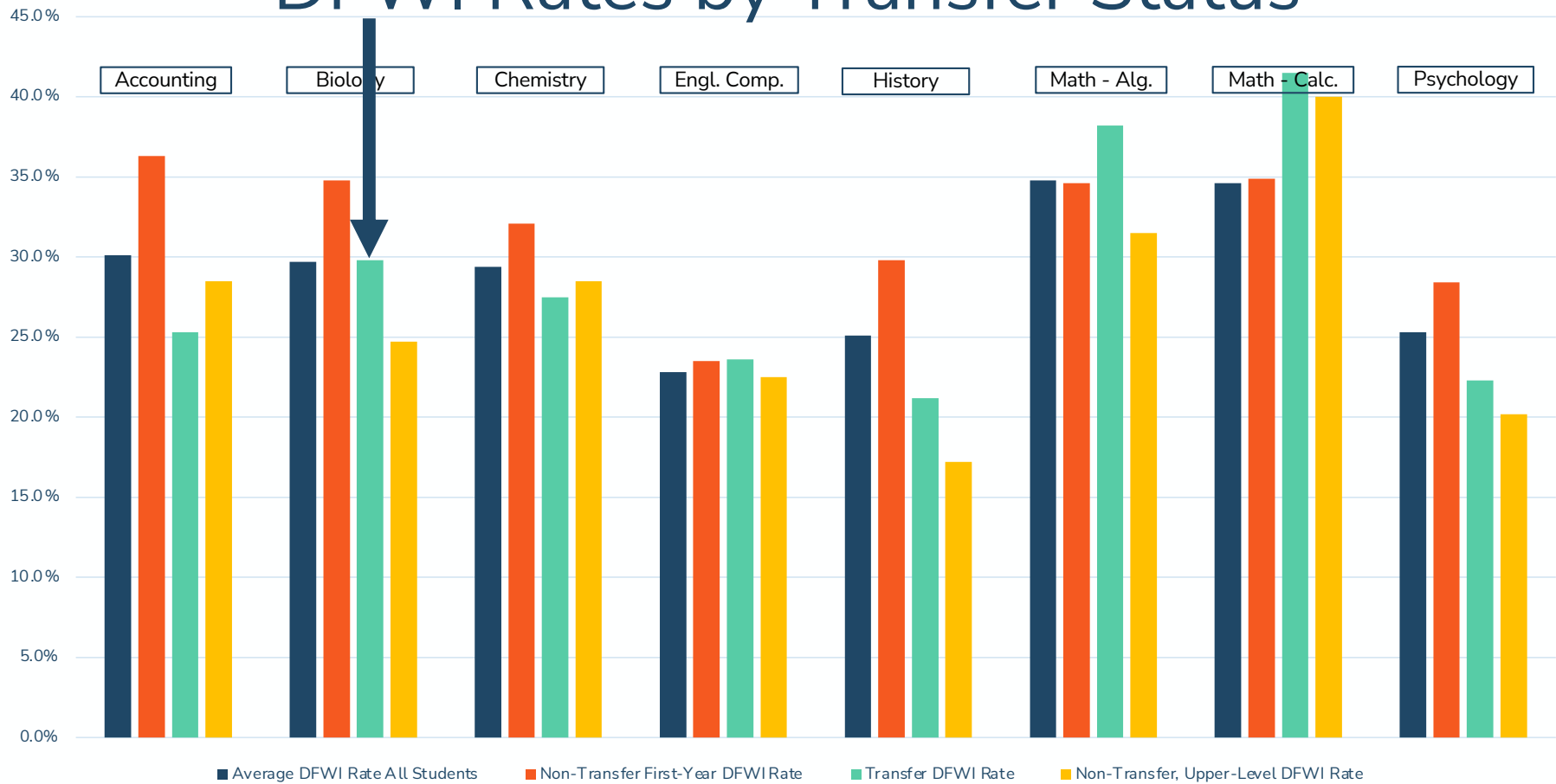
# DFWI Rates by Transfer Status



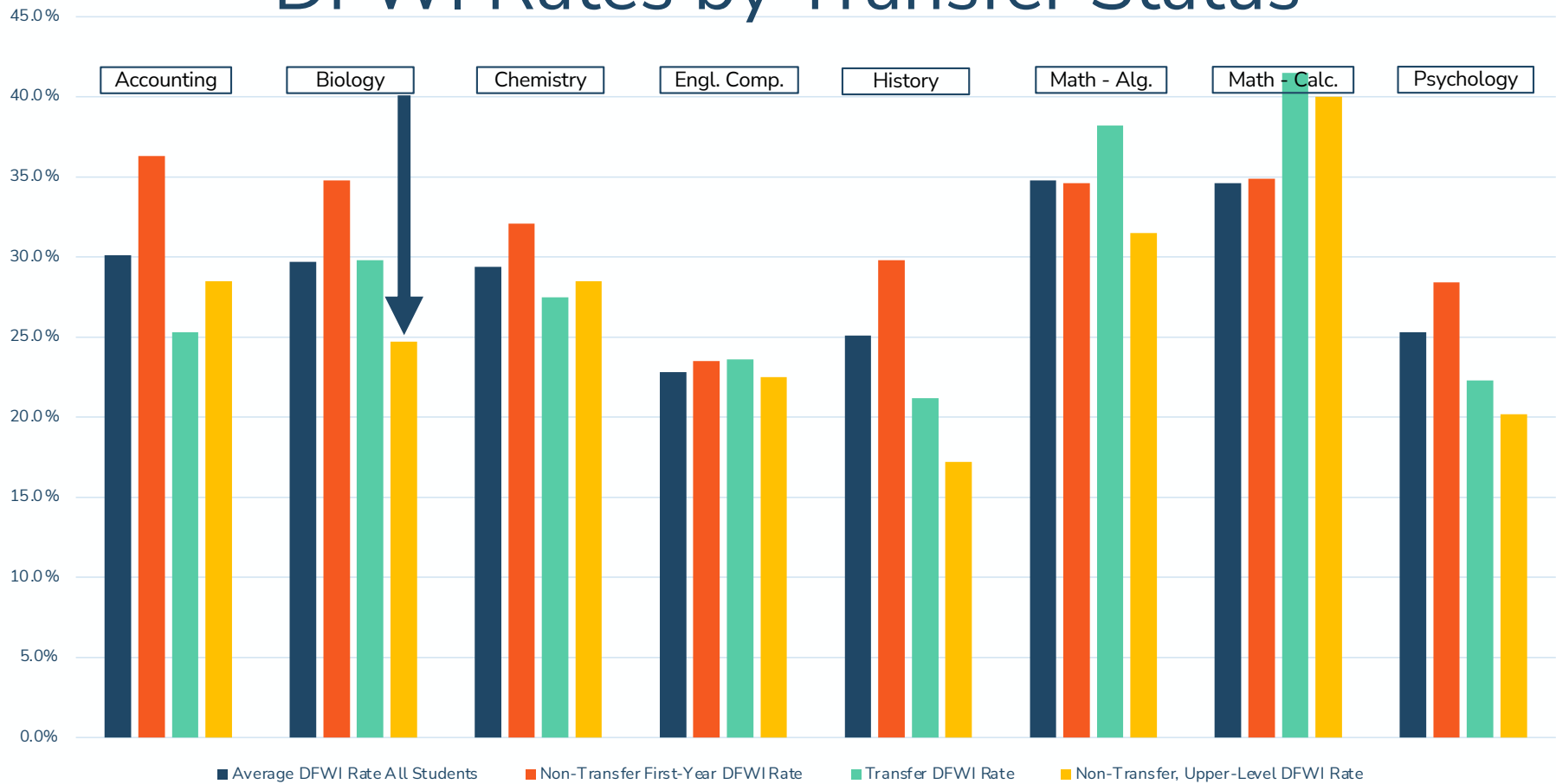
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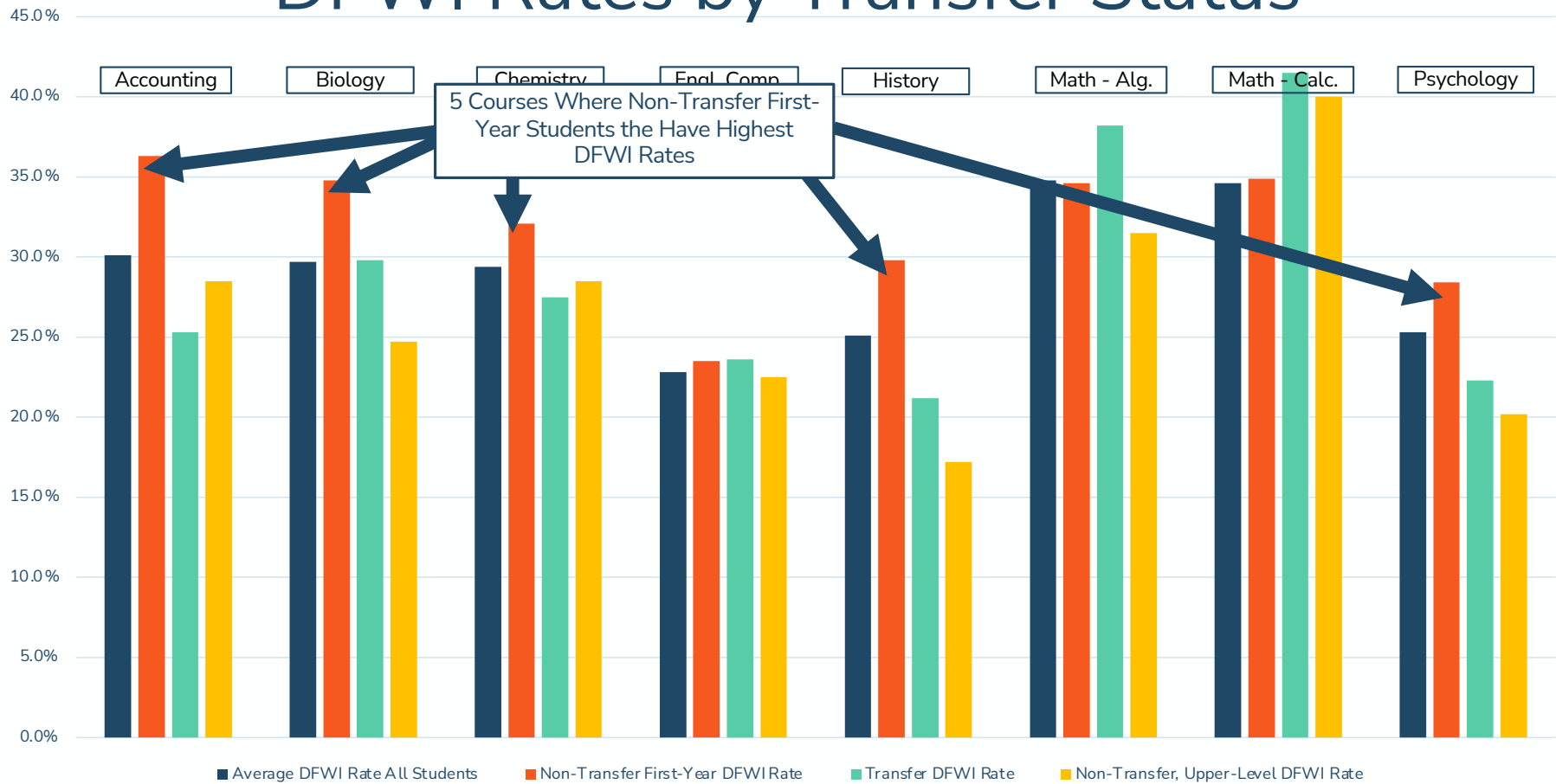
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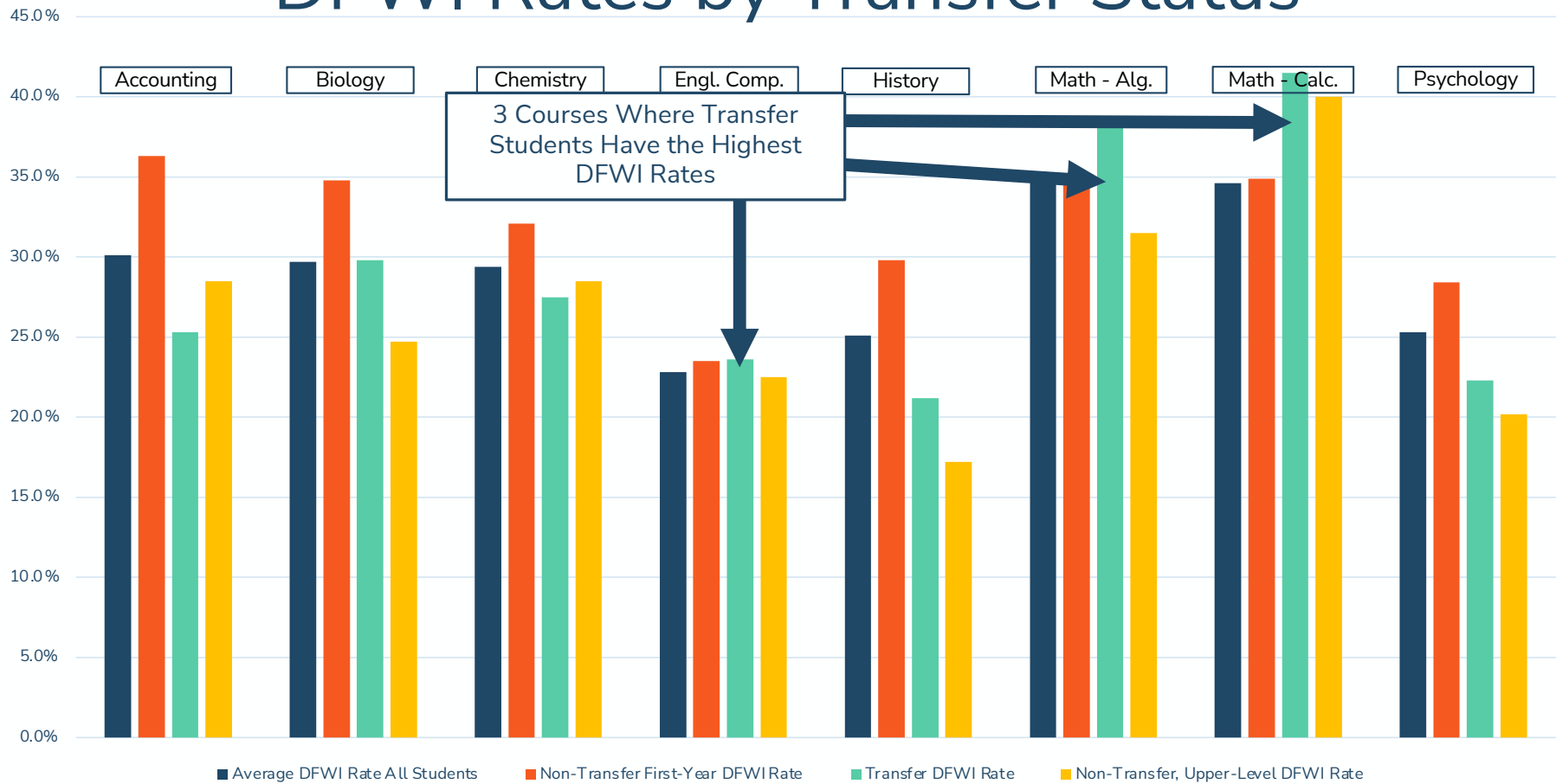


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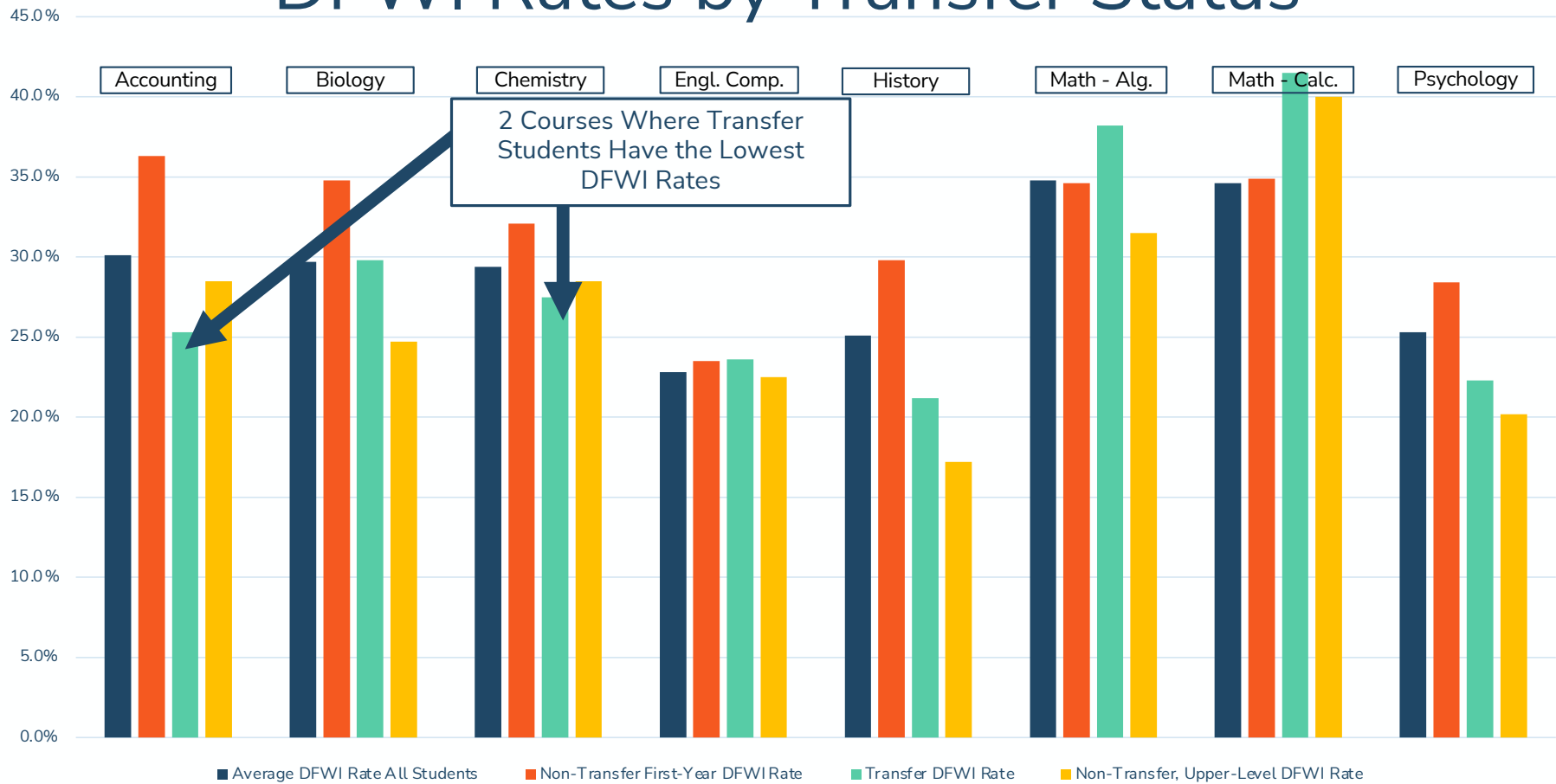




# DFWI Rates by Transfer Status



# DFWI Rates by Transfer Status



# Summary

Transfer Standing Matters in Complex Ways

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

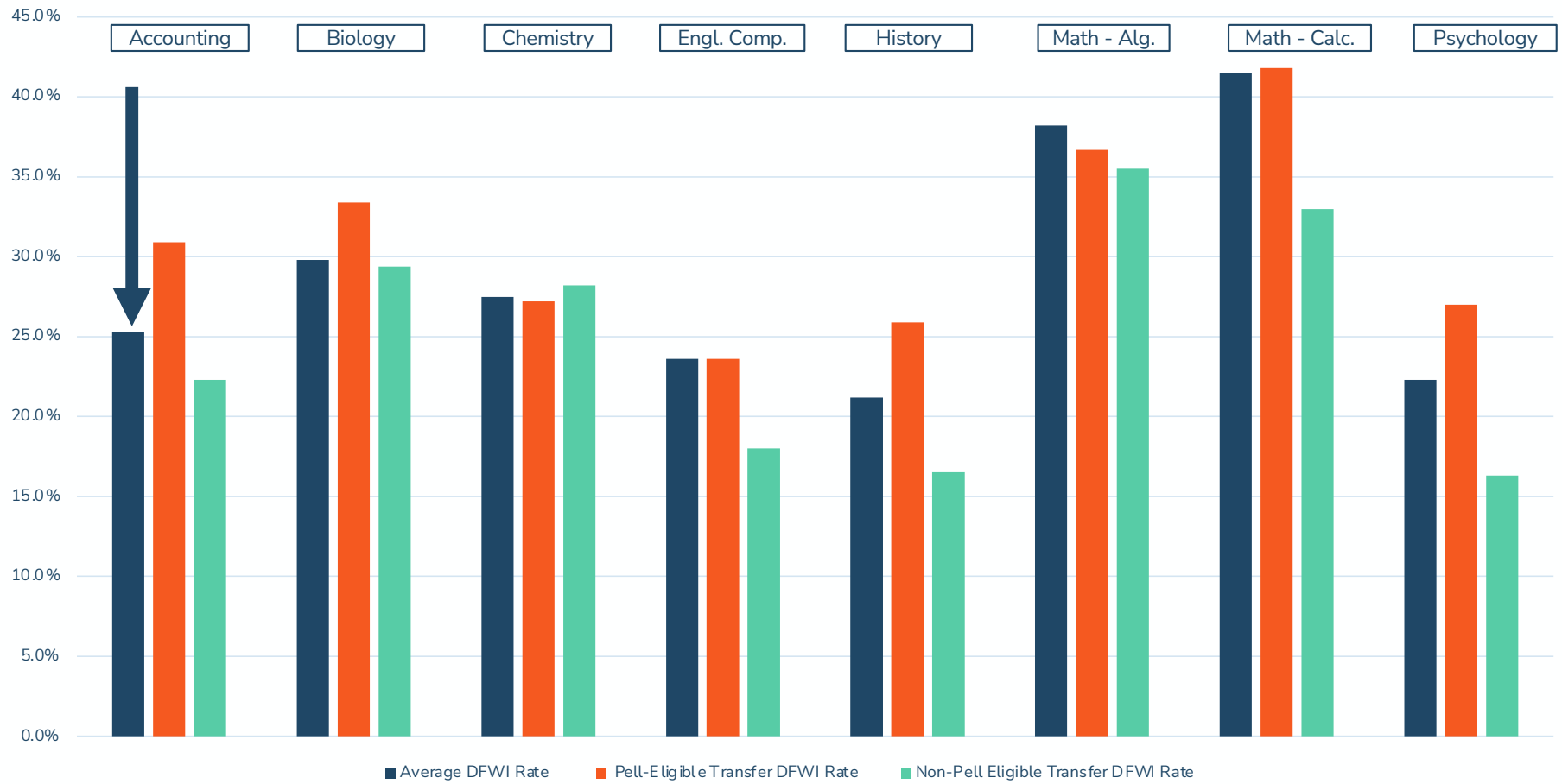
- Mathematics

Information Asymmetry in Accounting and Chemistry

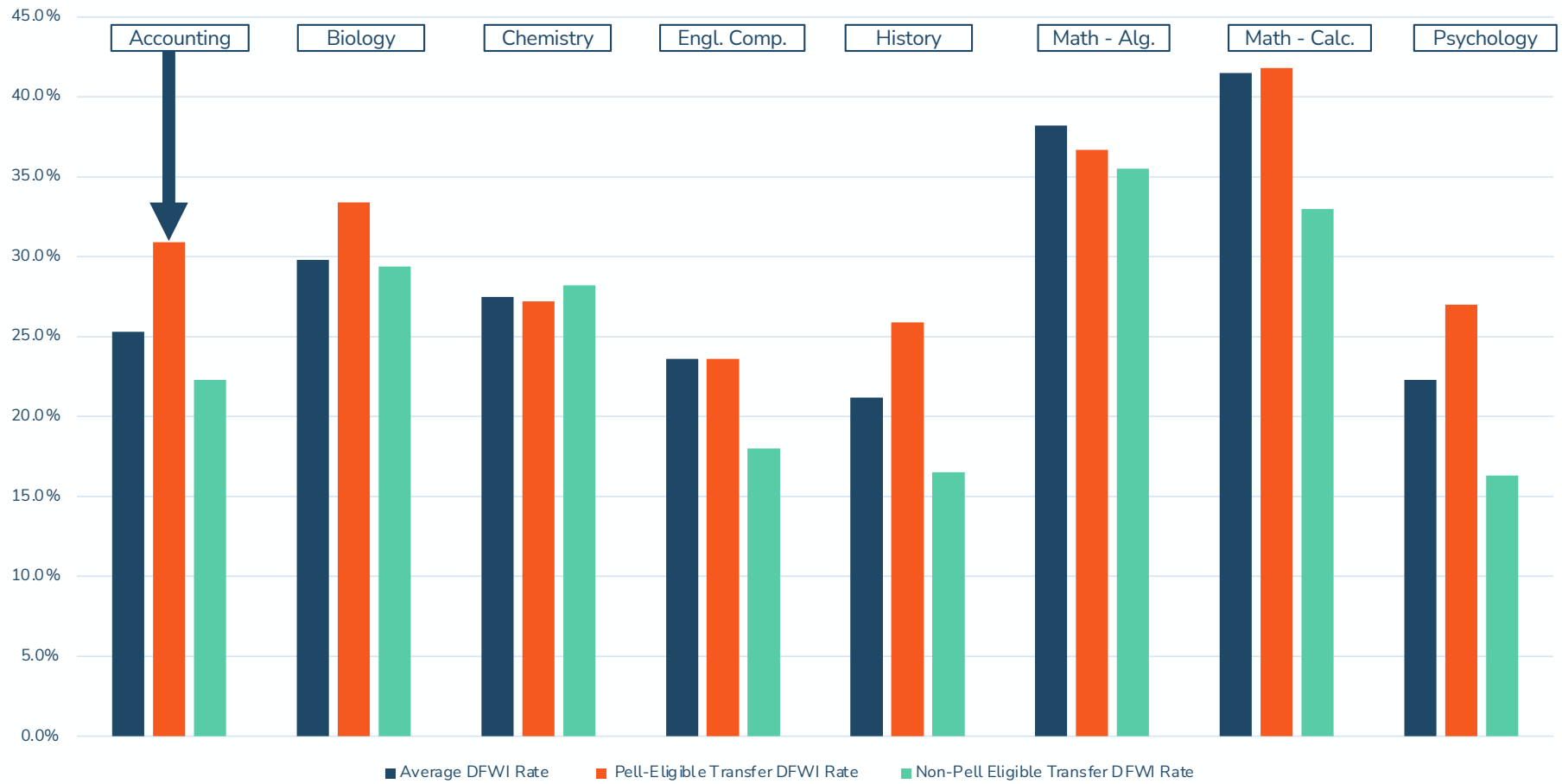
- Inefficiency and Inequality

Unjust Design of Policy and Practice

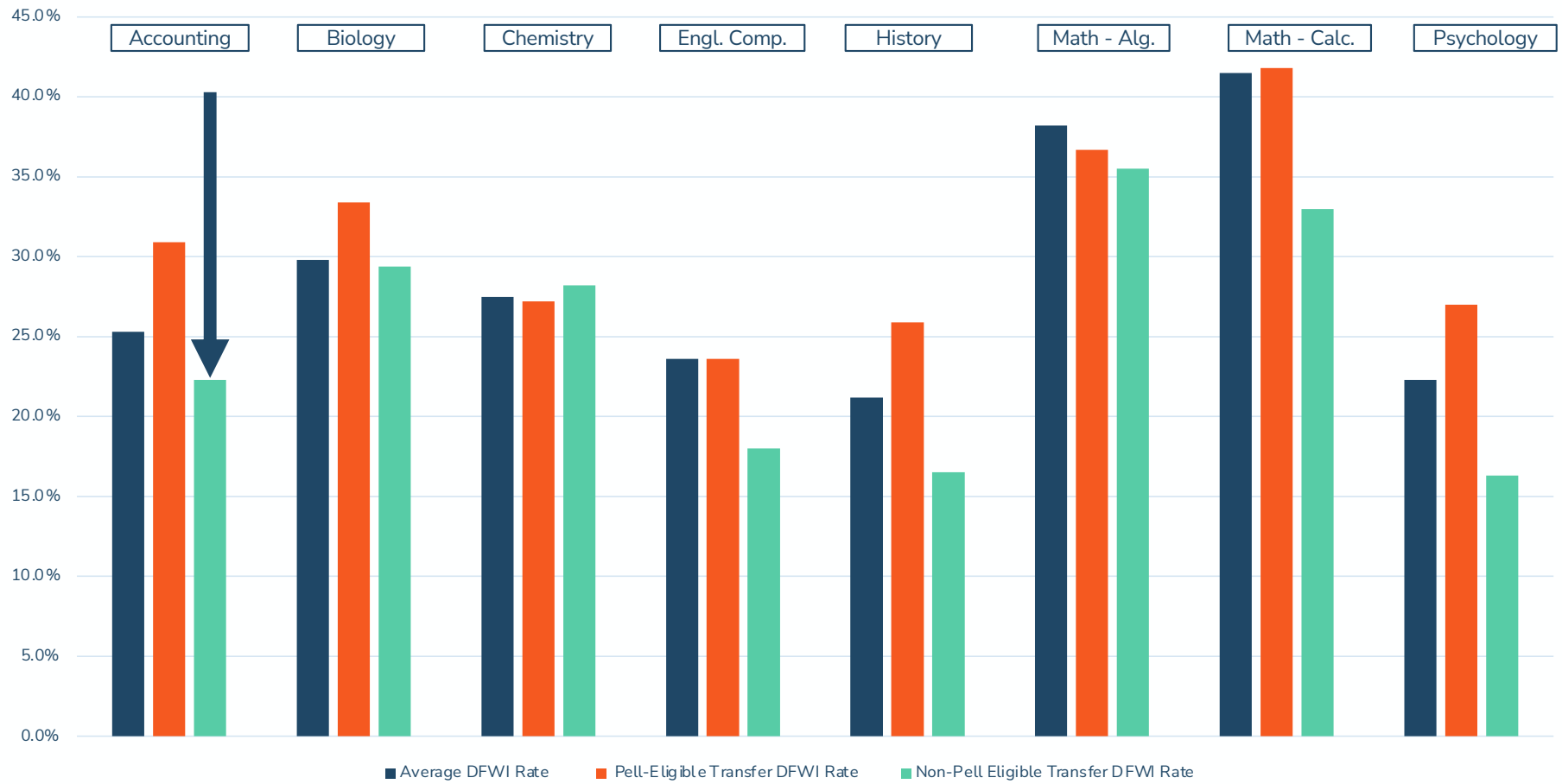
# DFWI Rates for Pell and Non-Pell Students



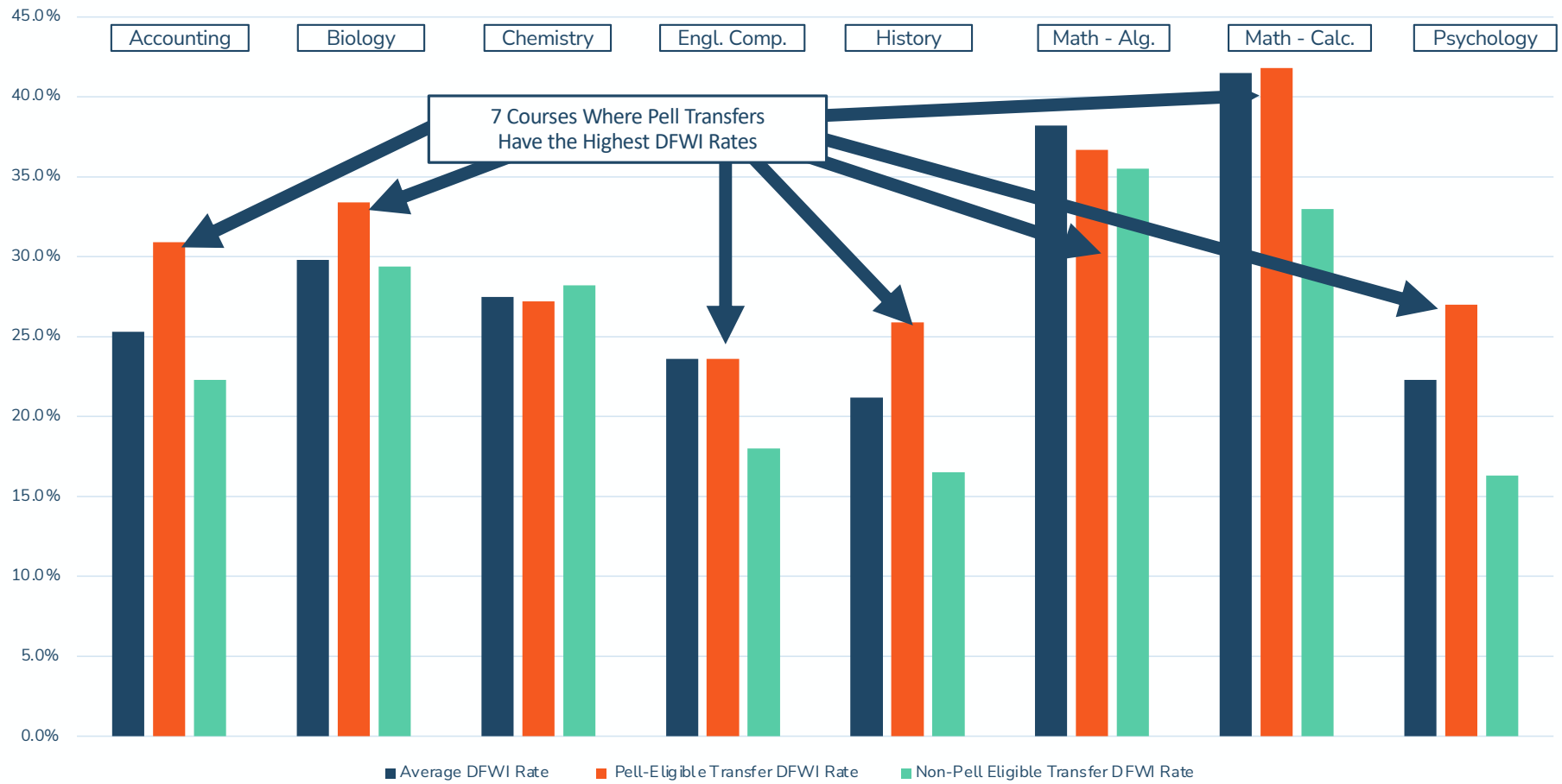
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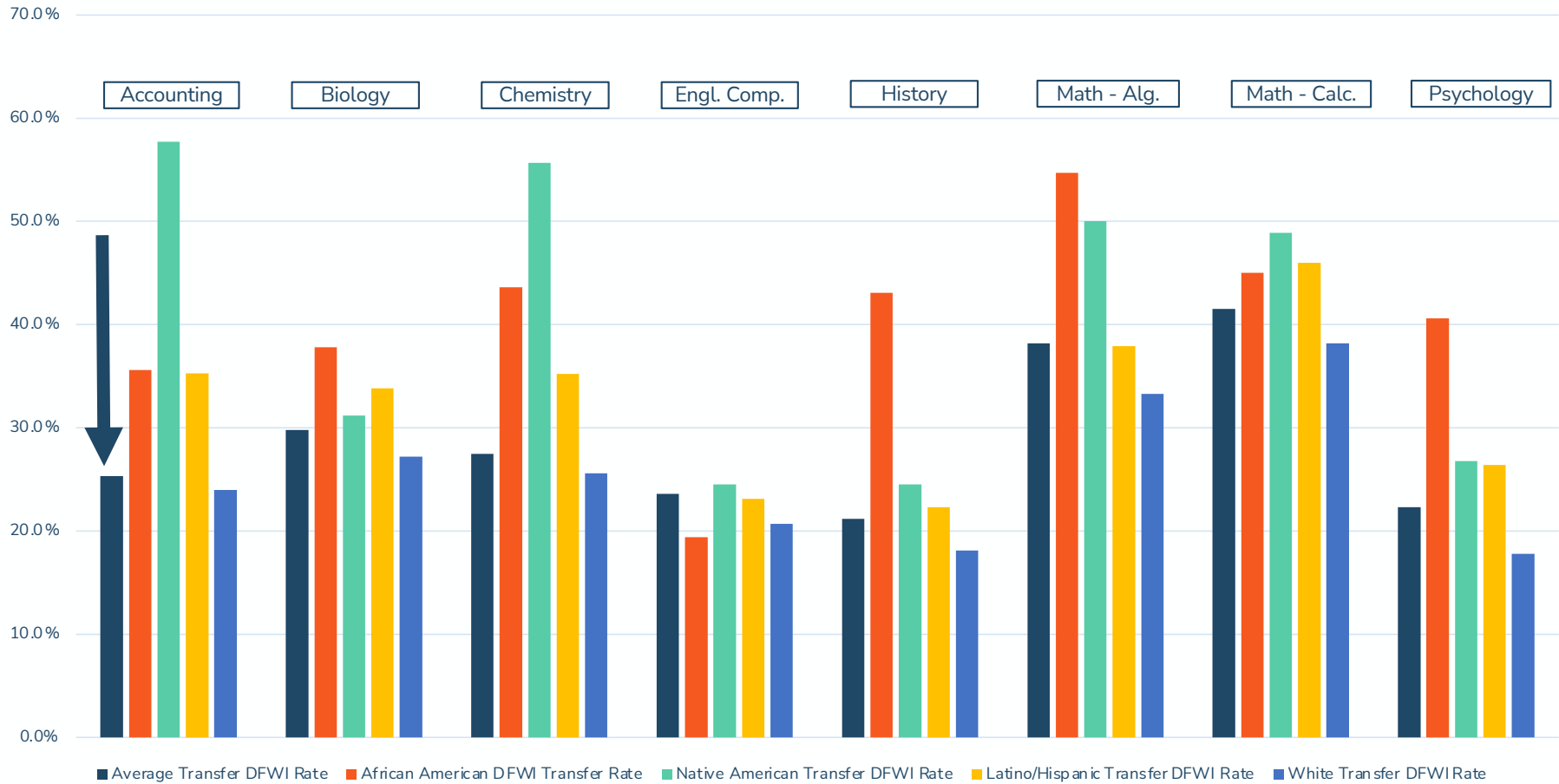
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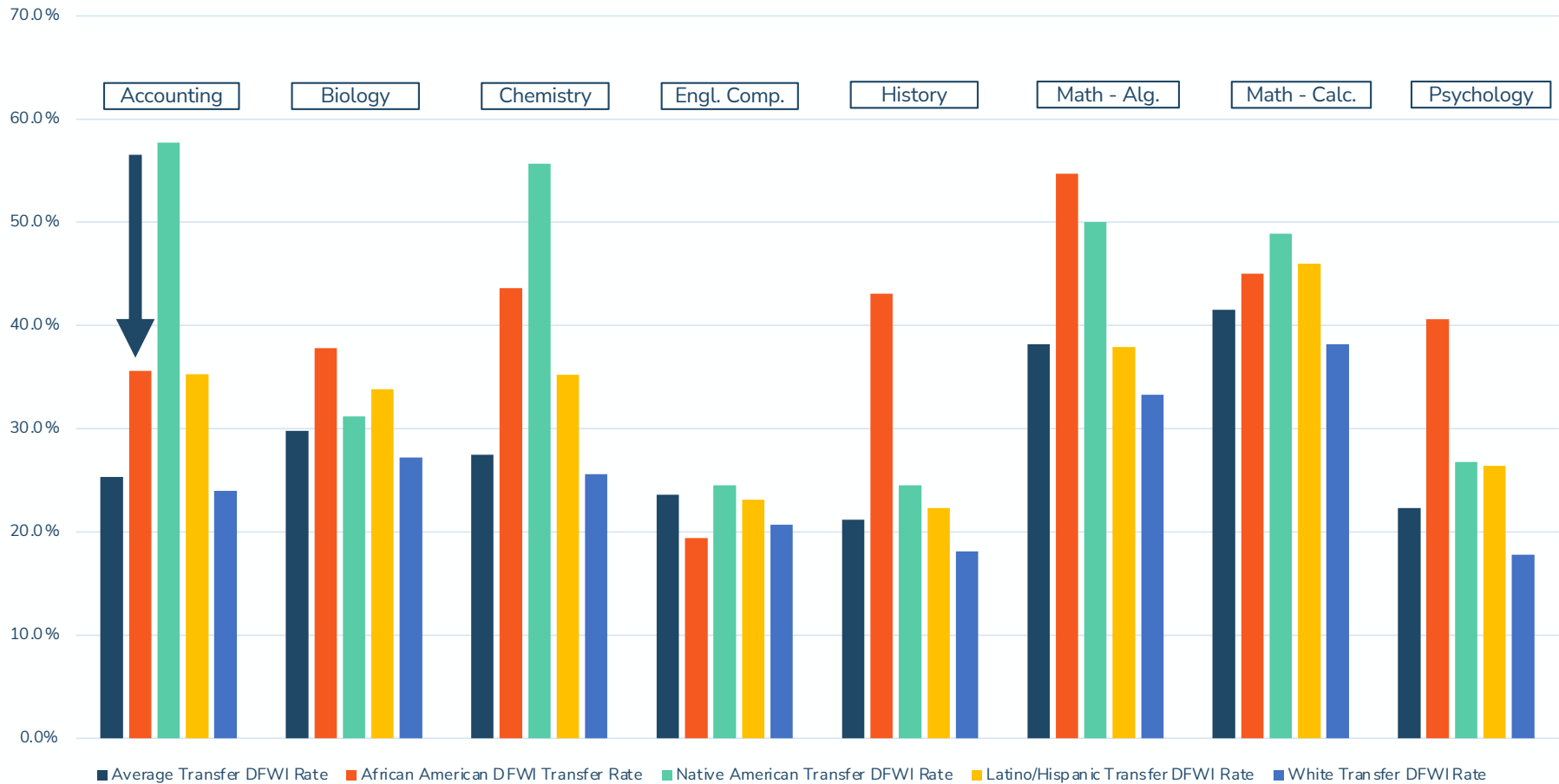


# DFWI Rates for Transfer Students by Race/Ethnicity

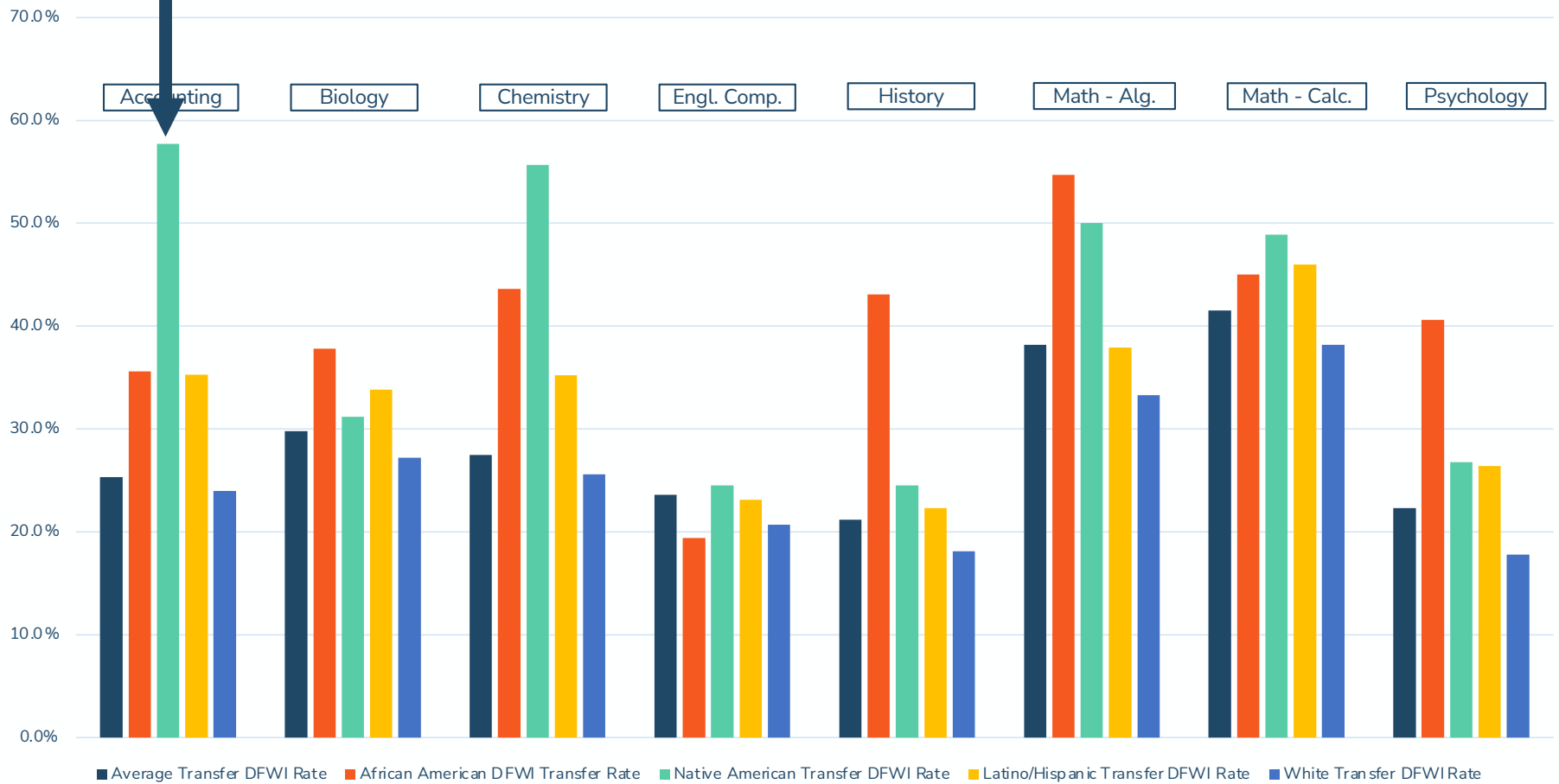




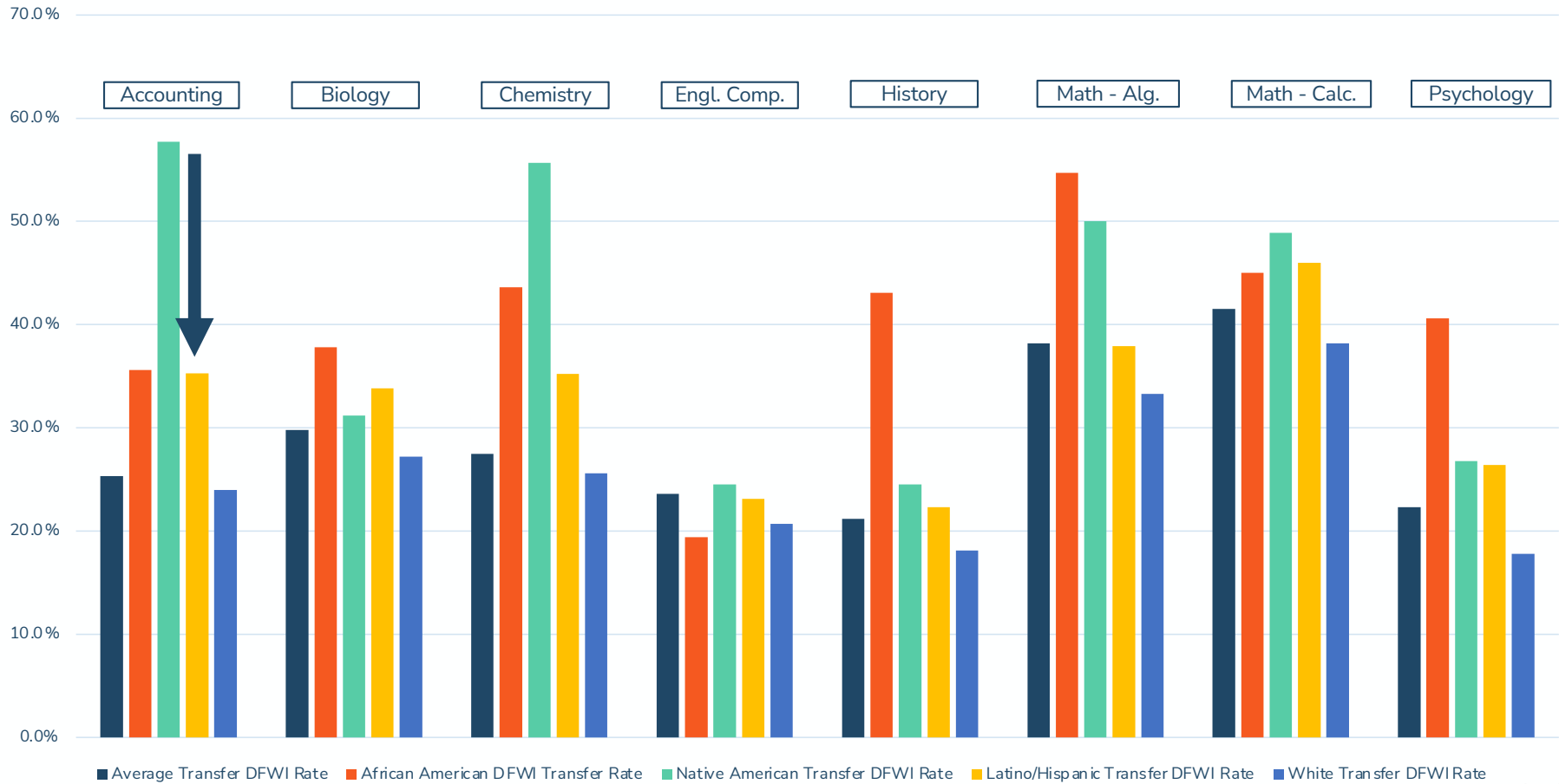
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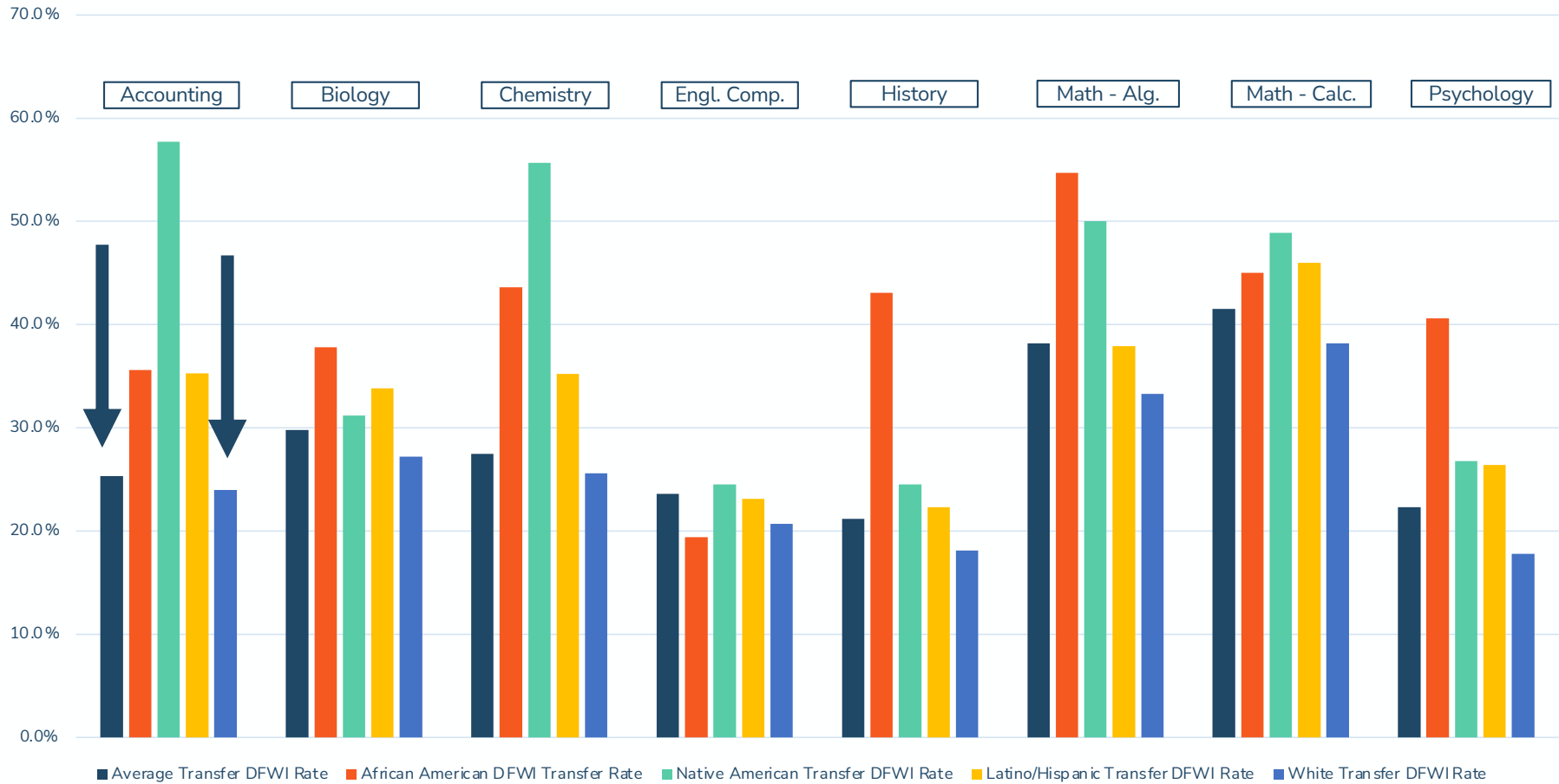
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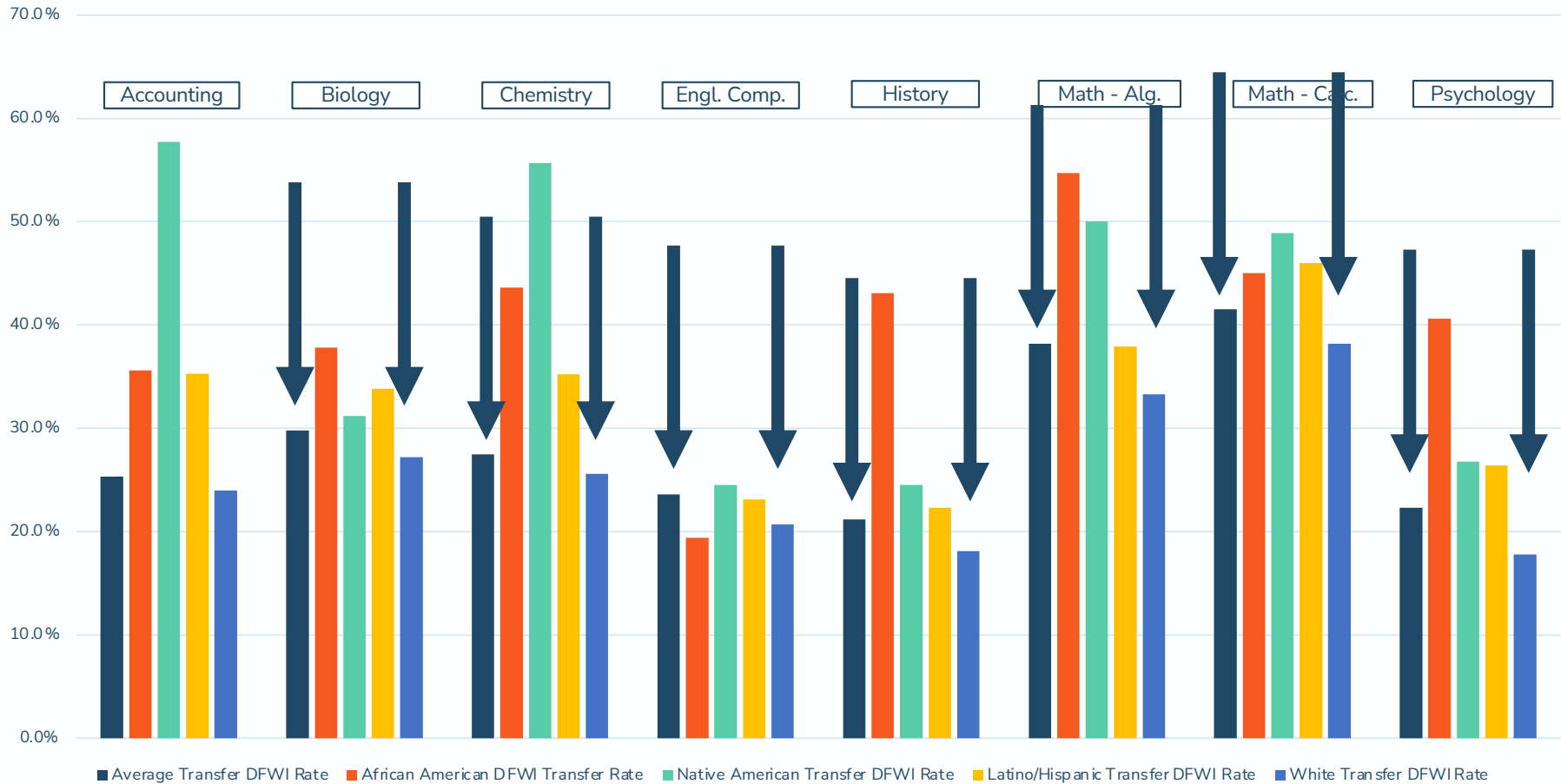
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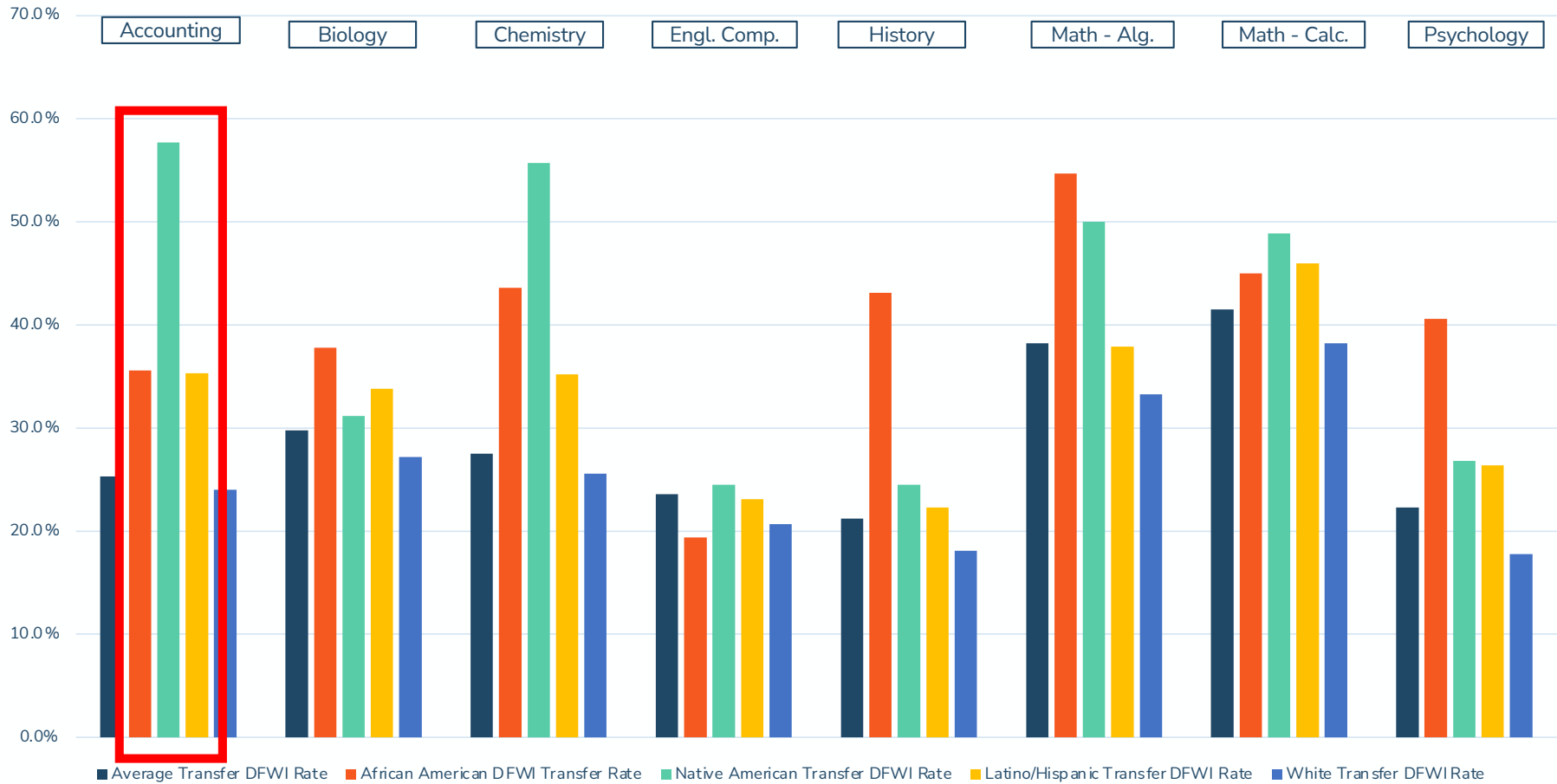
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# DFWI Rates for Transfer Students by Race/Ethnicity



# Summary

Transfer Standing Matters in Complex Ways

Race / Ethnicity Matter

Family Wealth Matters

Unjust Design of Policy and Practice



▶ The Context

## Gateway Courses

- ▶ 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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