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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Unpacking the Transfer Playbook: How Colleges Can Improve Transfer Outcomes

TAAC Conference
May 31st, 2017

John Fink
Research Associate
Community College Research Center


#TacklingTransfer
Tackling
TRANSFER
PUBLIC AGENDA
CCRC COMMUNITY COLLEGE RESEARCH CENTER
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NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

20 YEARS

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Tracking

New Measur
Effectiveness
College Stud
Degrees

January 2016

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How and Why Does
Influence Baccalaurea
Labor Mar

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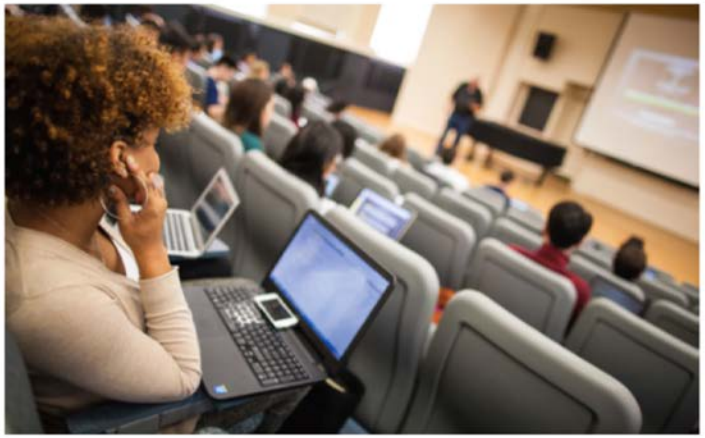
THE ASPEN INSTITUTE

COLLEGE EXCELLENCE PROGRA

Google

A Longitudinal Analysis of Community College Pathways to Computer Science Bachelor's Degrees

2016



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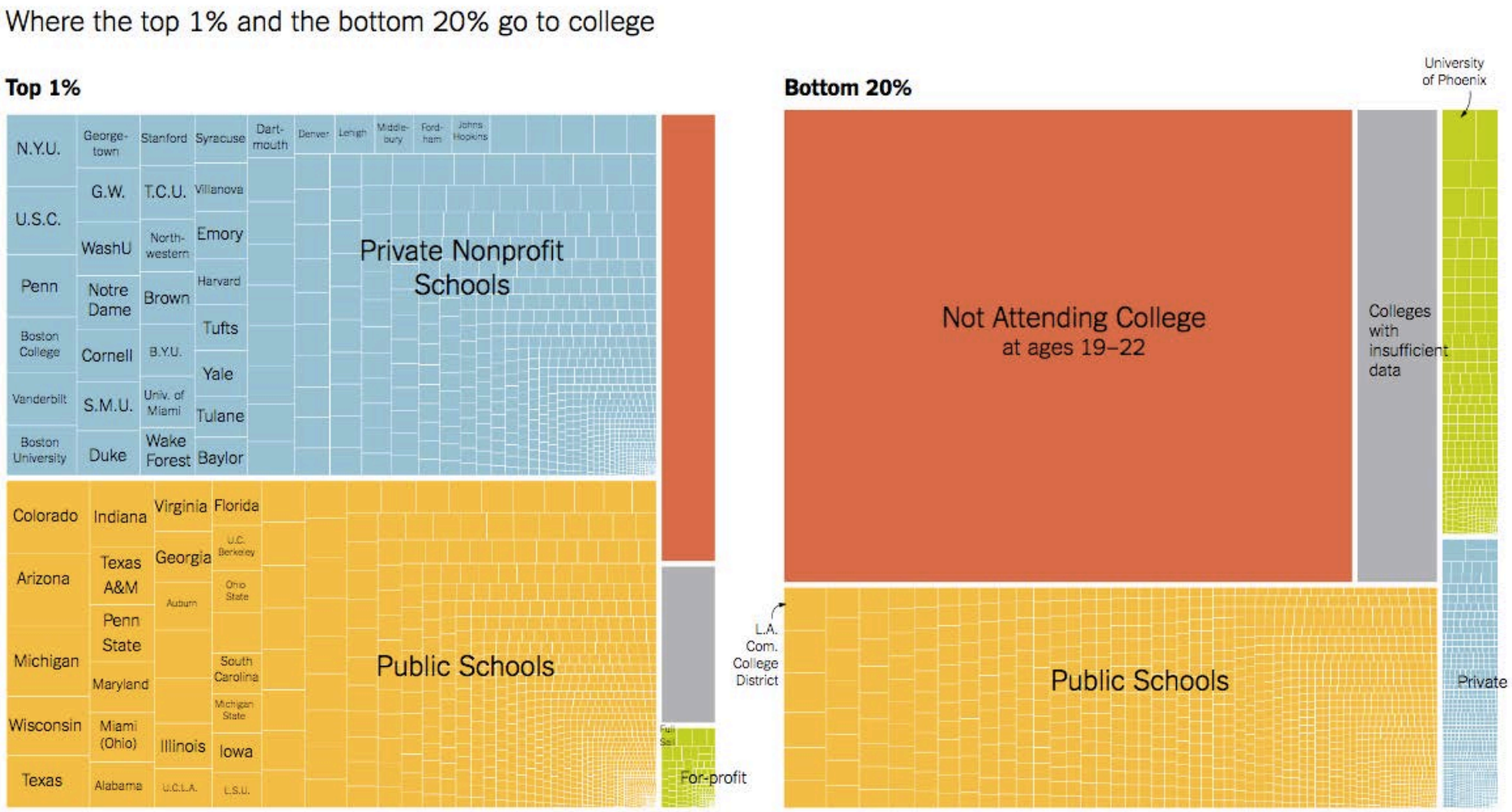
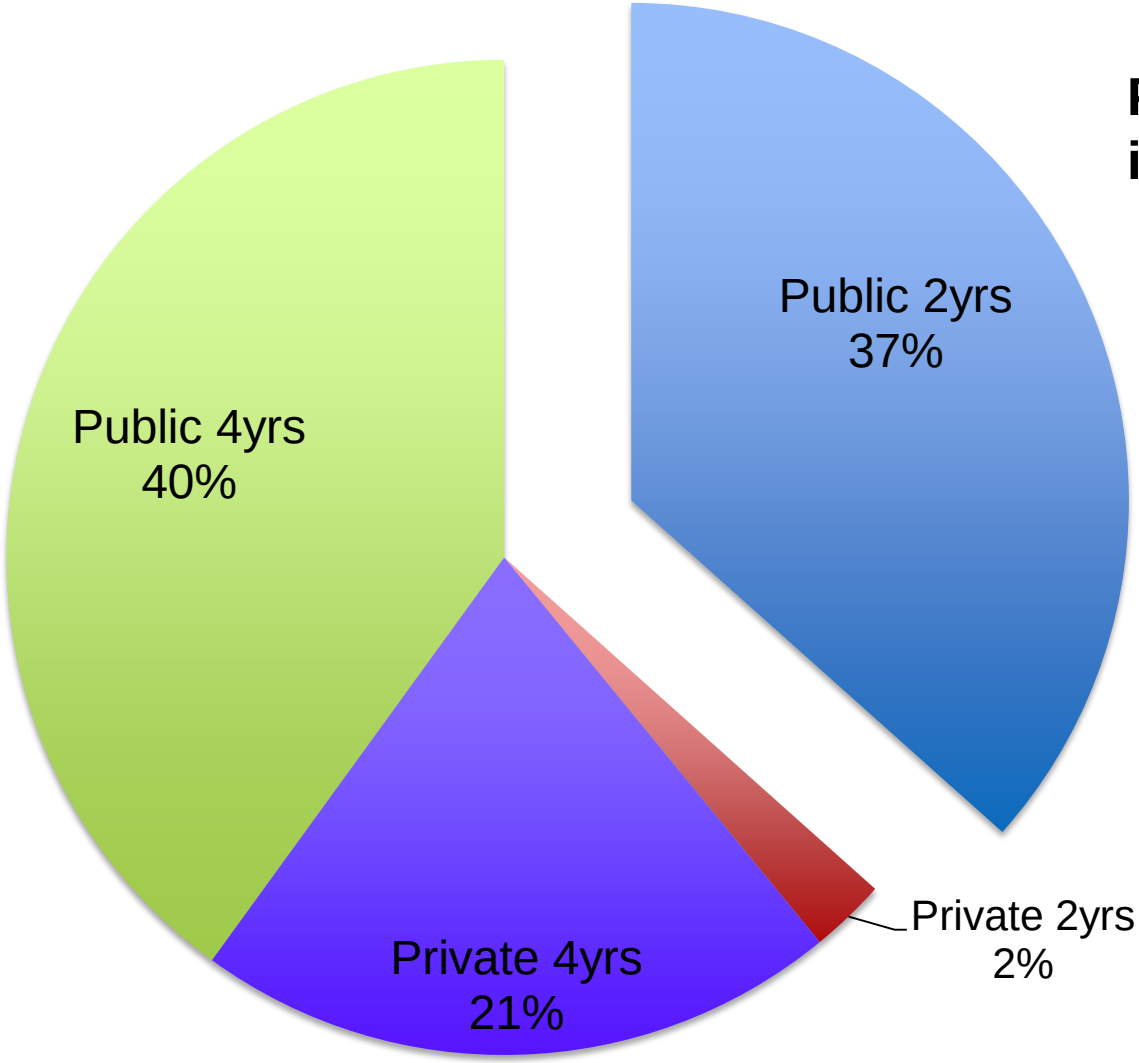
Does college "level the playing field" or produce more stratification?

THE UPSHOT | Some Colleges Have More Students From the Top 1 Percent Than the Bottom 60. Find Yours.



Fall 2014: 2.9 Million First-time Degree-seeking Students



Potential of Transfer to increase Social Mobility:

Community Colleges accounted for 37% of all new students starting college in the fall of 2014

Approximately 80% intend to transfer and earn a bachelor's degree

Source: Digest of Ed. Statistics, Table 305.10

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

Most never make it.

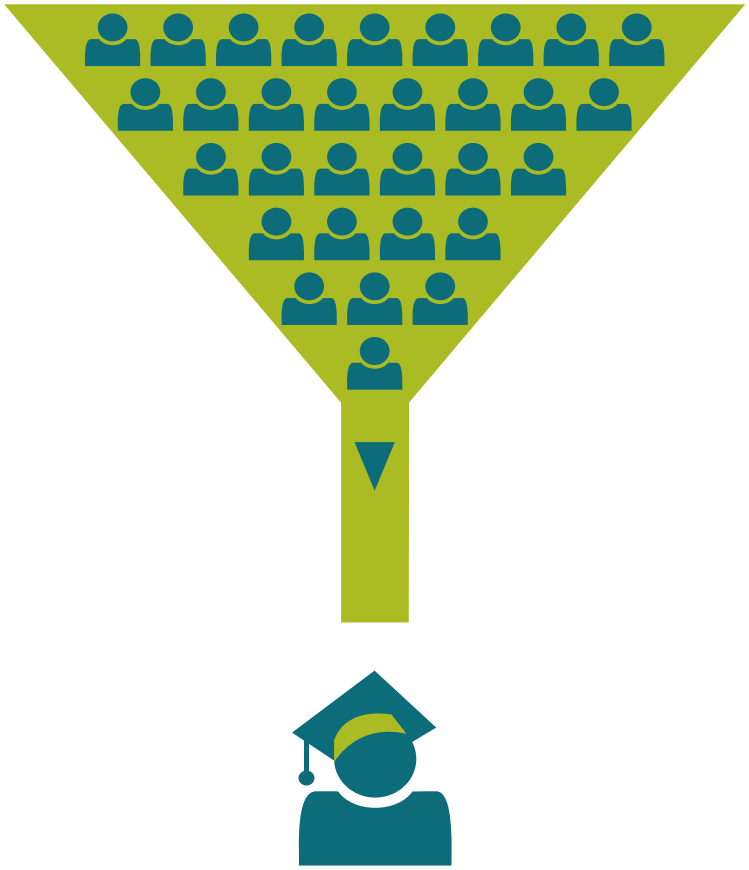
1.7 Million

new students enroll in a community college each year

80%

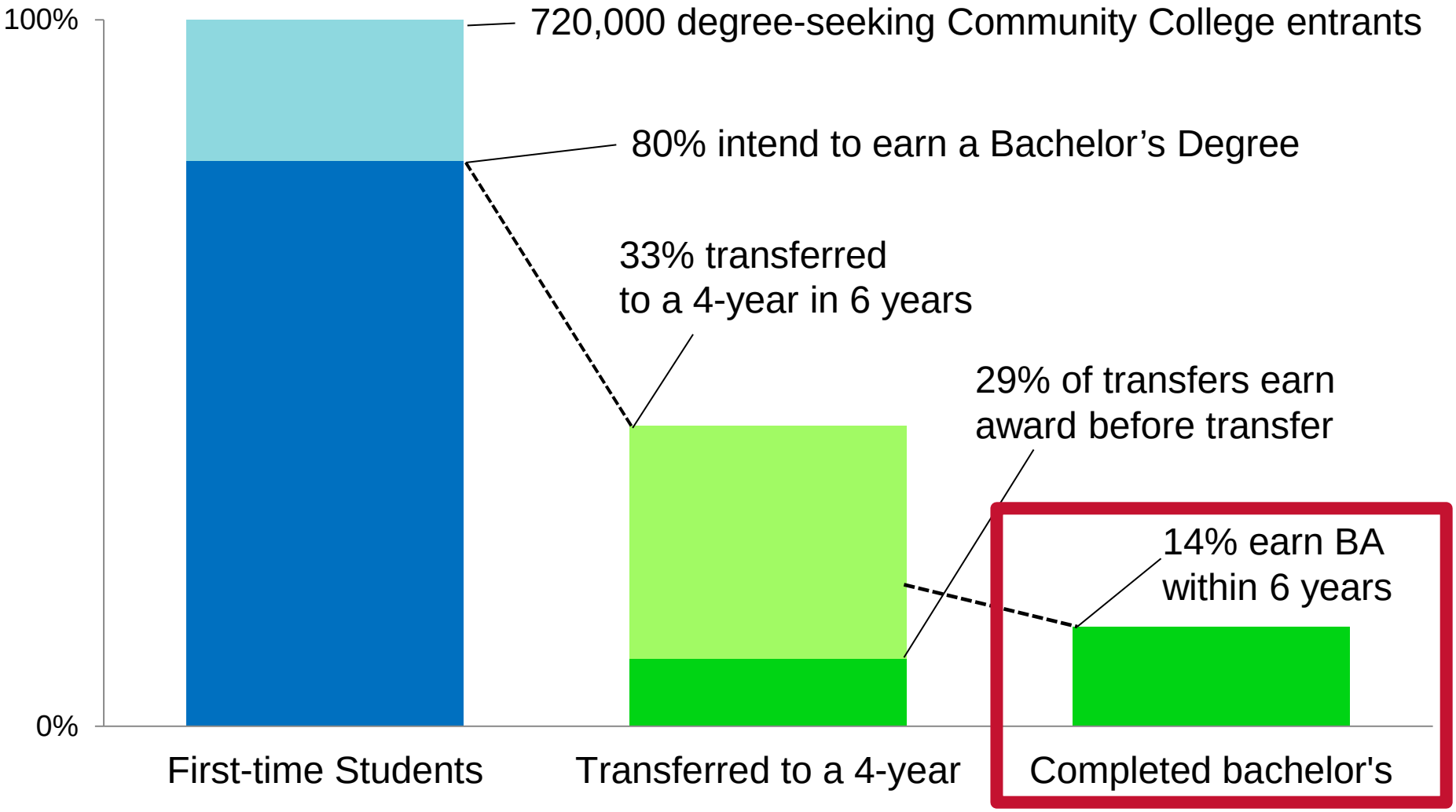
plan to get a bachelor's degree or higher

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

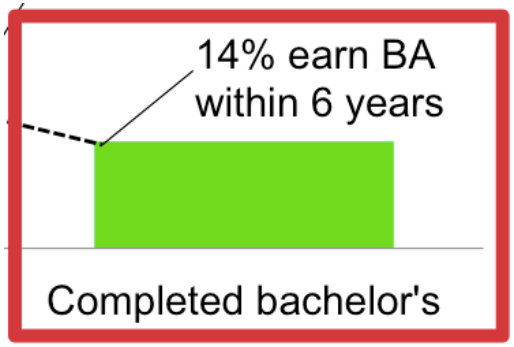


Only 100,000 earned a bachelor's after 6 years

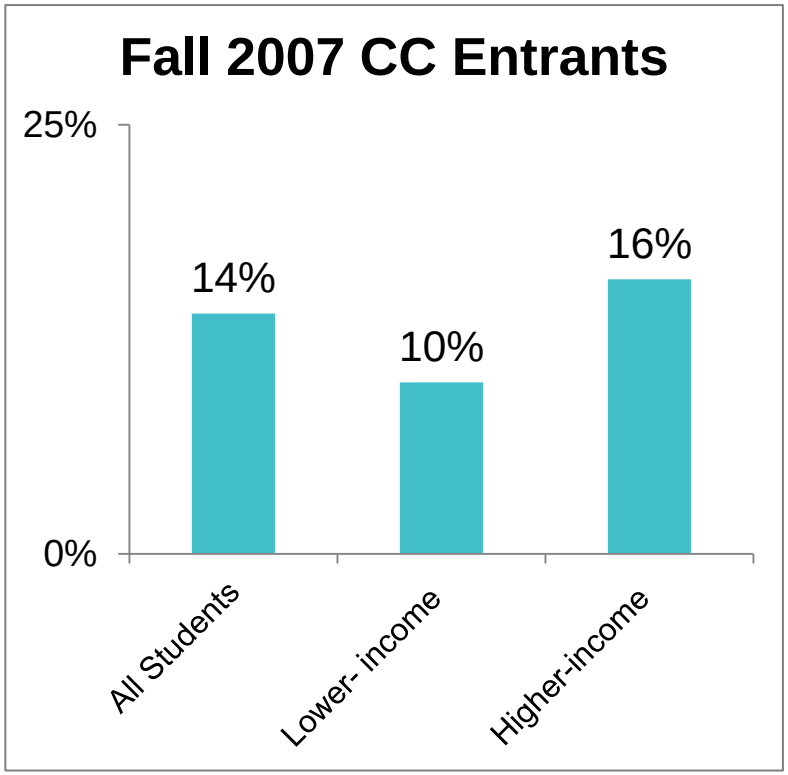
Few Transfer, Even Fewer Complete



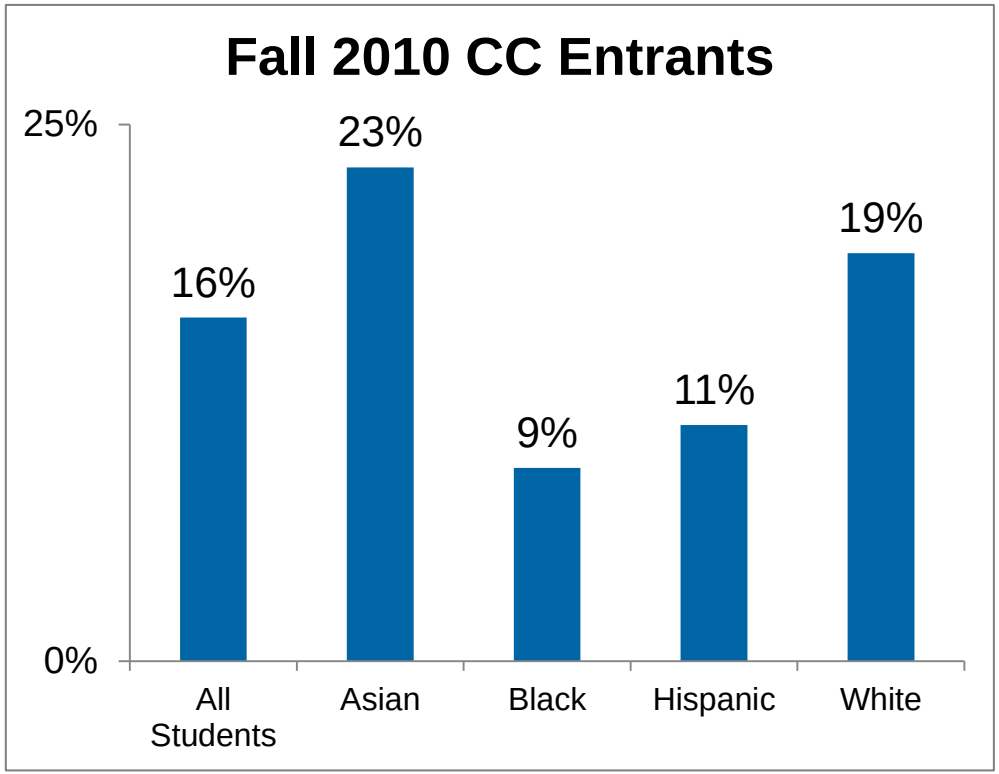
Source: Jenkins & Fink (2016)



Achievement gaps, by Race & Income



Jenkins & Fink, 2016



Shapiro et al., 2017

Tracking Transfer: Five New Measures

COMMUNITY COLLEGE

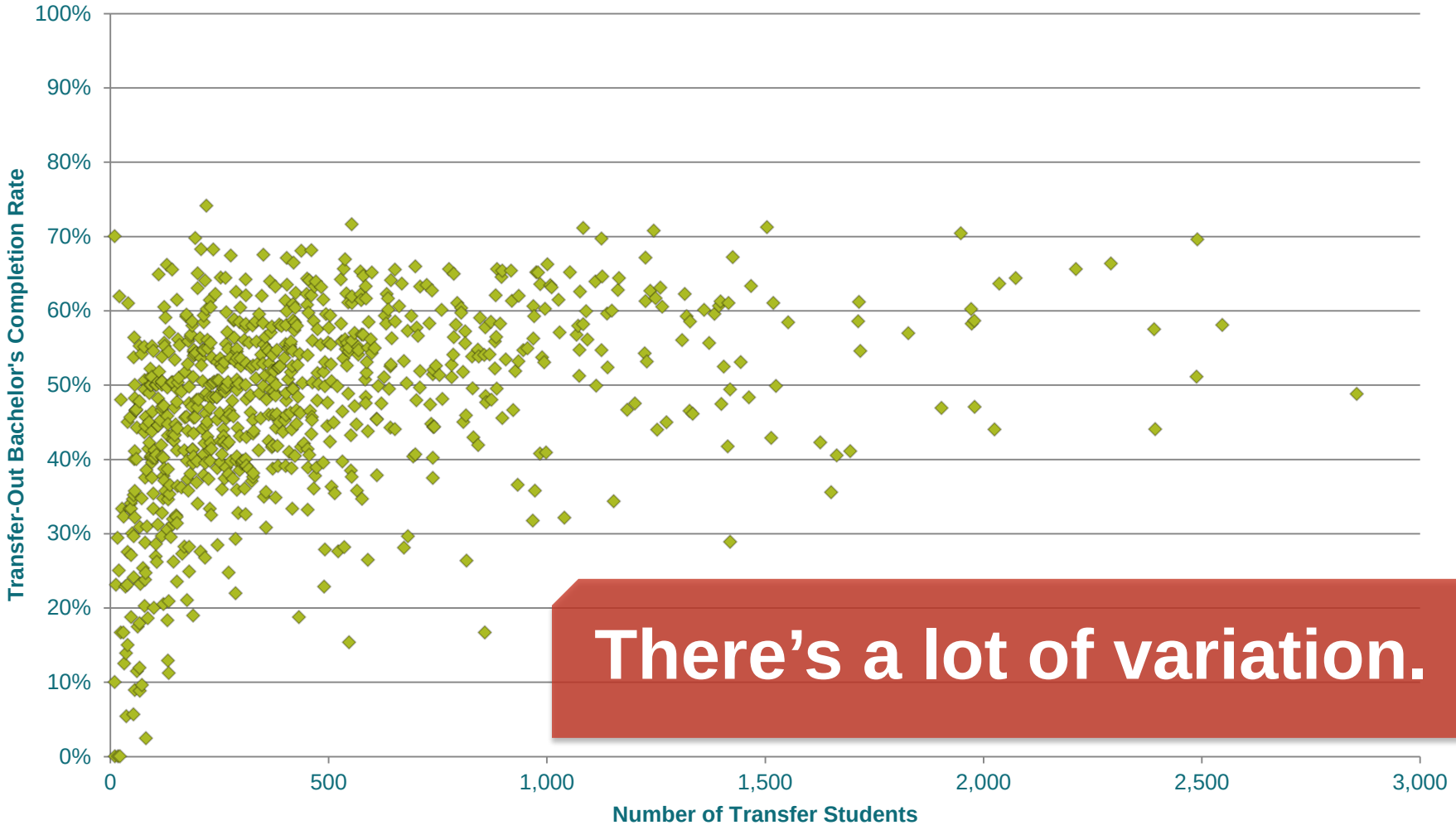
1. Transfer-Out Rate
2. Transfer-with-Award Rate
3. Transfer-Out Bachelor's Completion Rate

5. Community College Cohort Bachelor's Completion Rate

4. Transfer-In Bachelor's Completion Rate

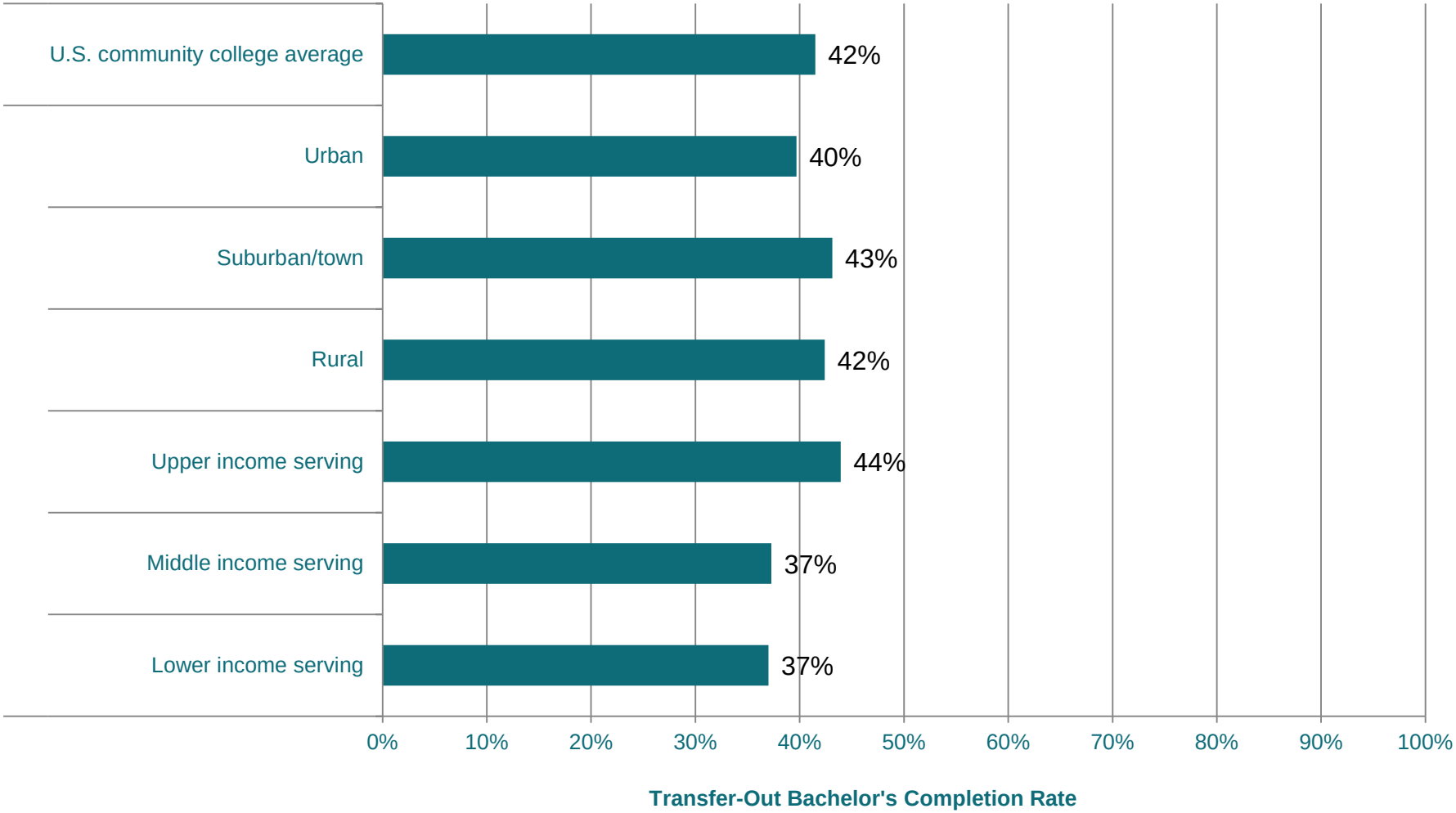
FOUR-YEAR COLLEGE

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

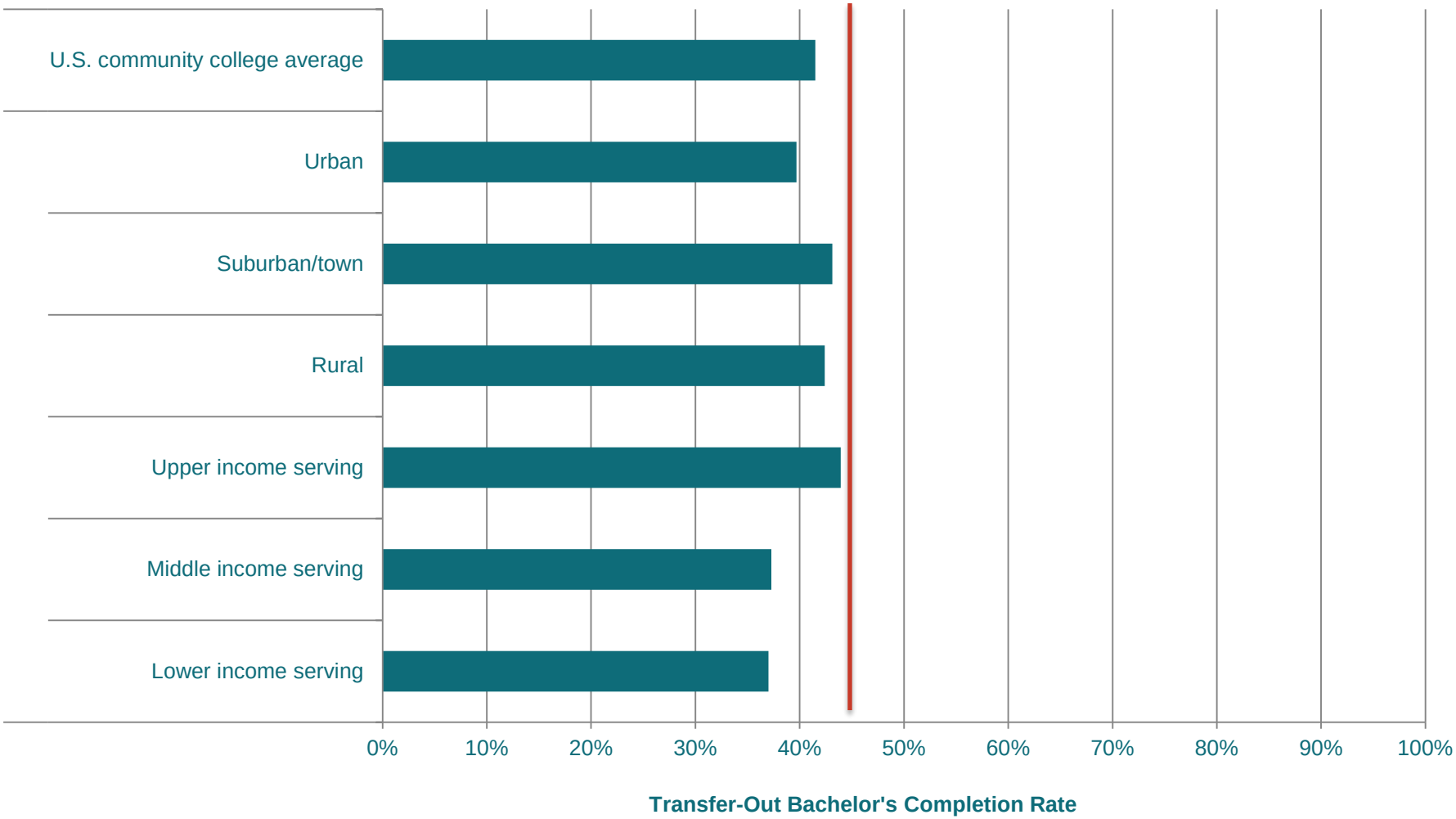


There's a lot of variation.

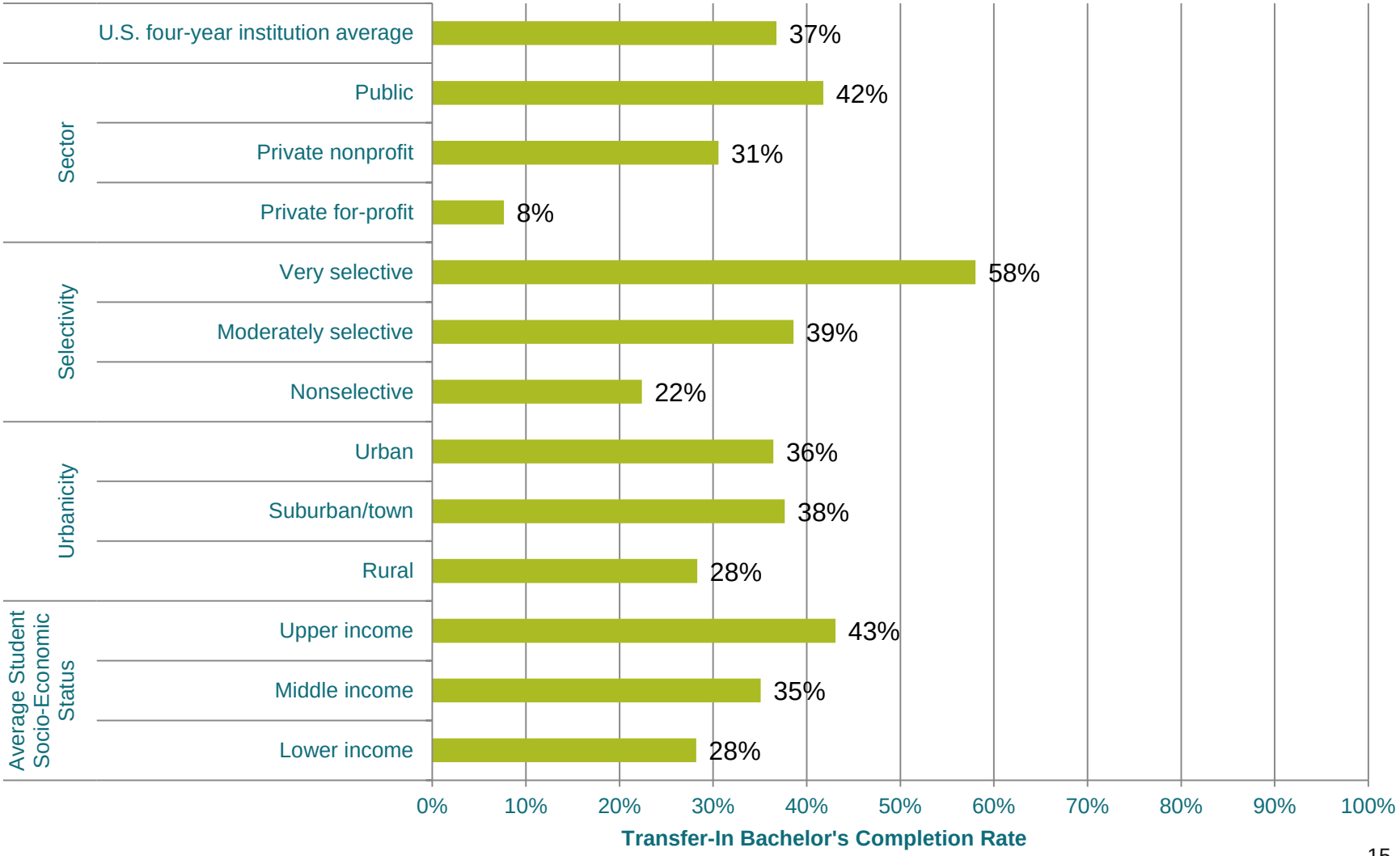
Average Transfer-Out Bachelor's Completion Rates by Institutional Characteristics



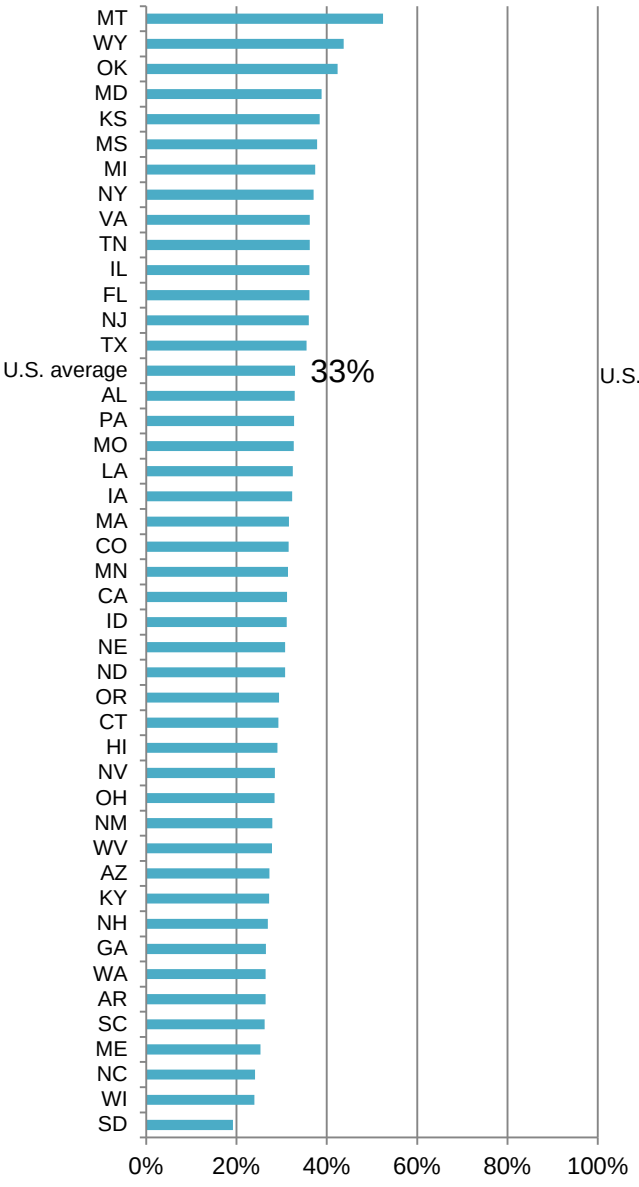
While outcomes at community colleges vary, what we might imagine would predict variation **doesn't**.



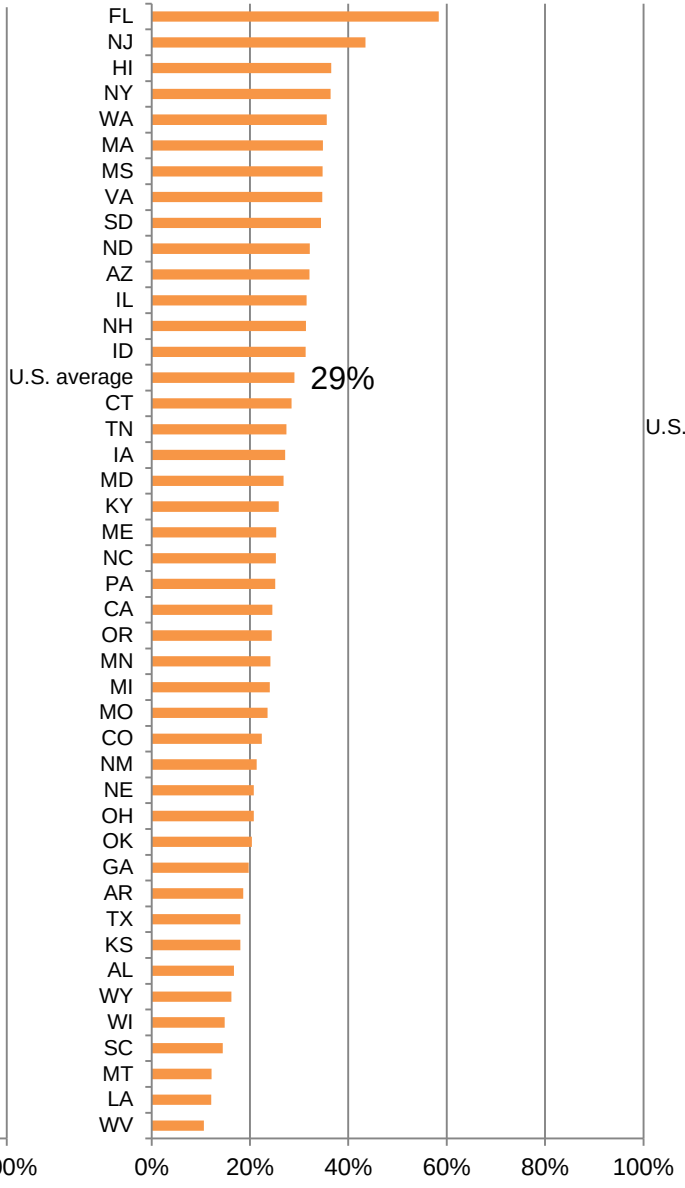
On the other hand, the characteristics of 4-year schools matter when it comes to how many transfer students get a bachelor's.



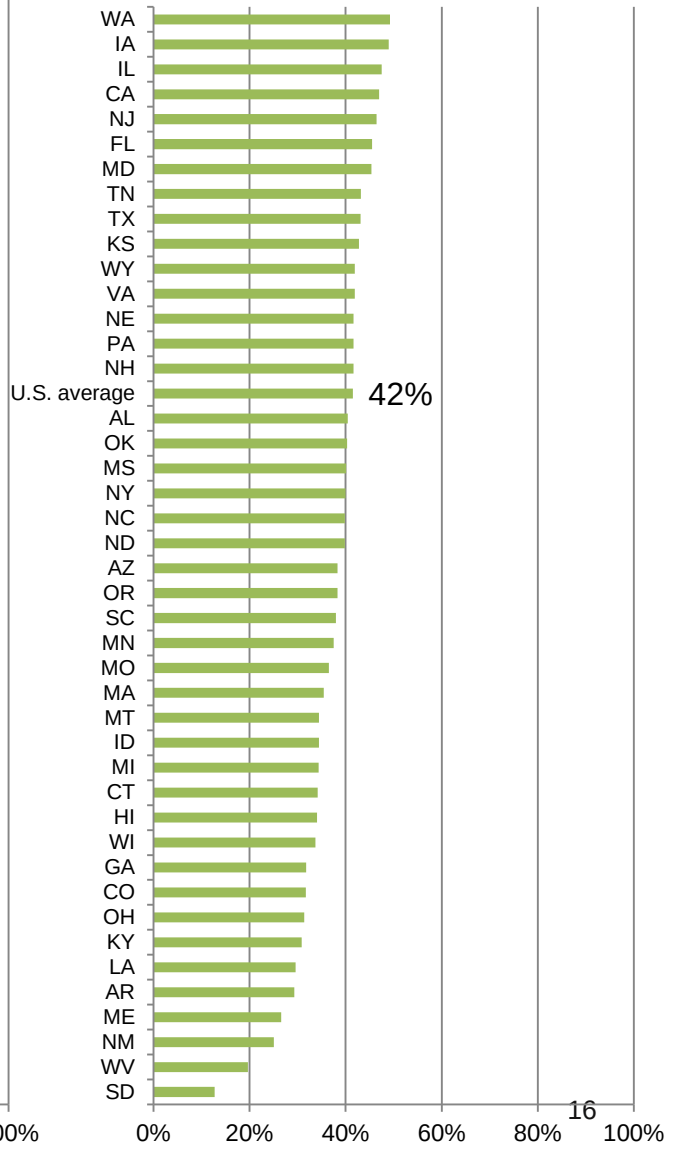
Transfer-Out Rates



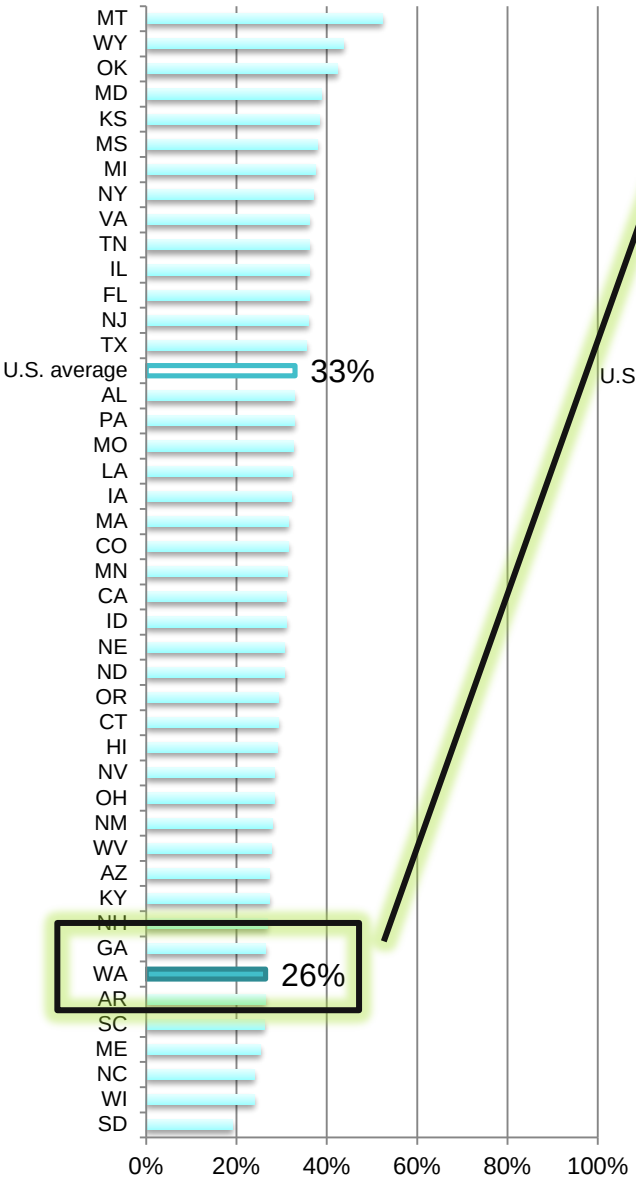
Transfer-With-Award Rates



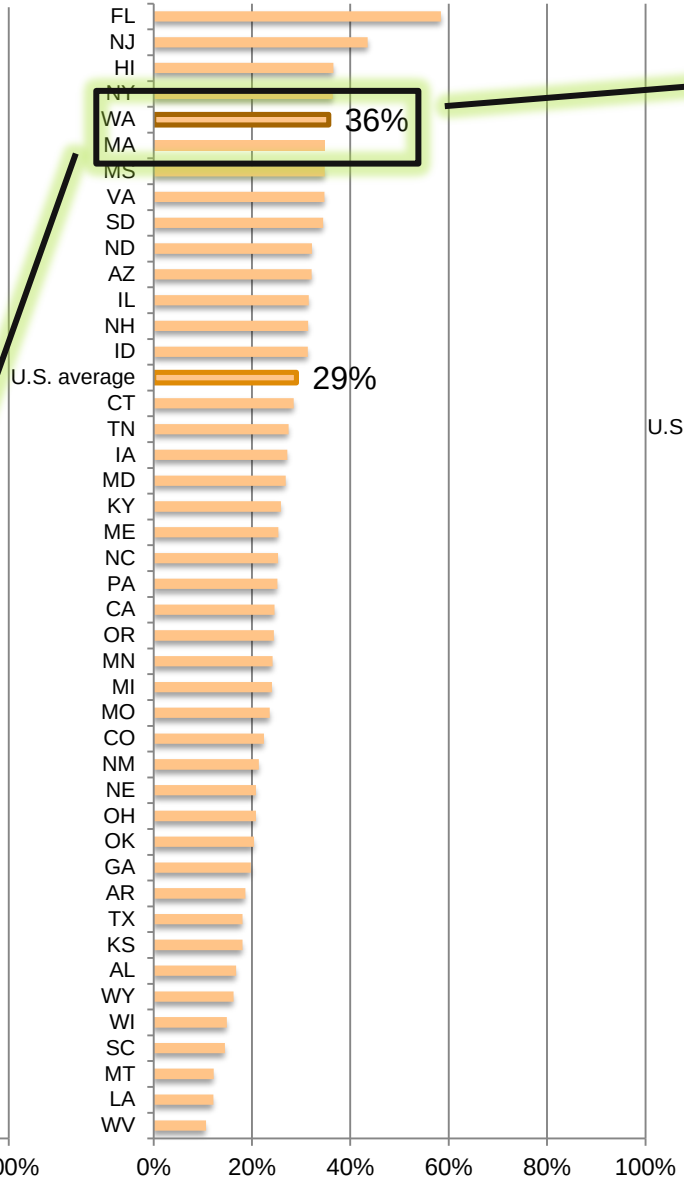
Transfer-Out Bachelor's Completion Rates



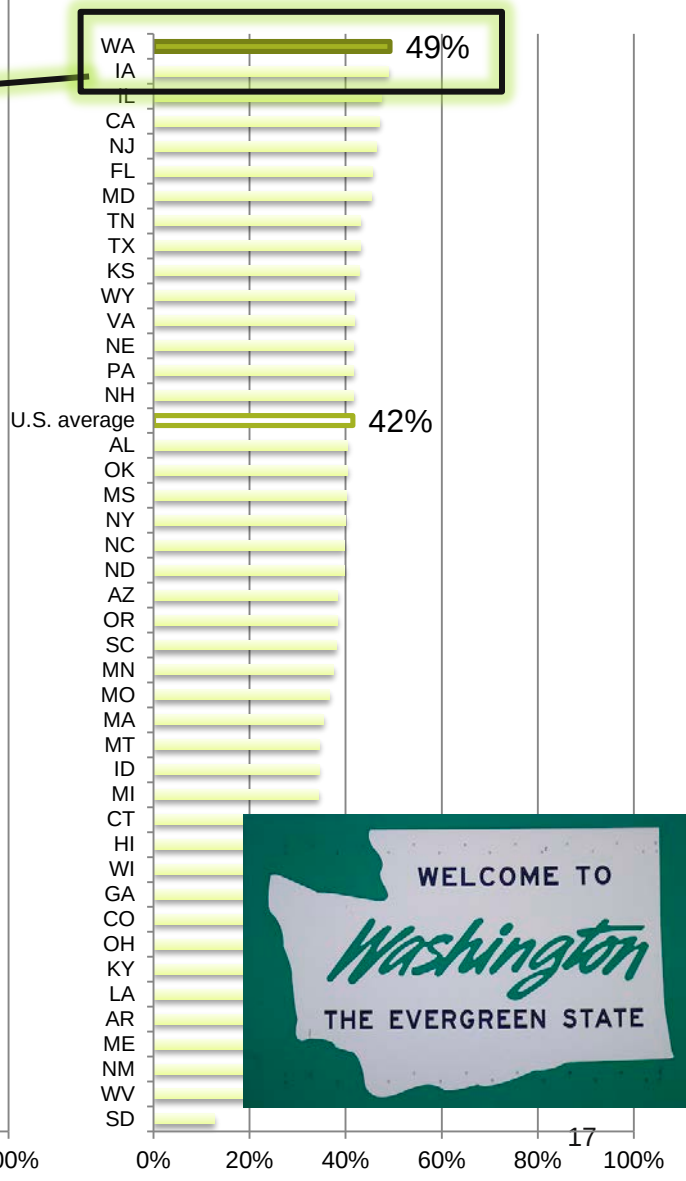
Transfer-Out Rates

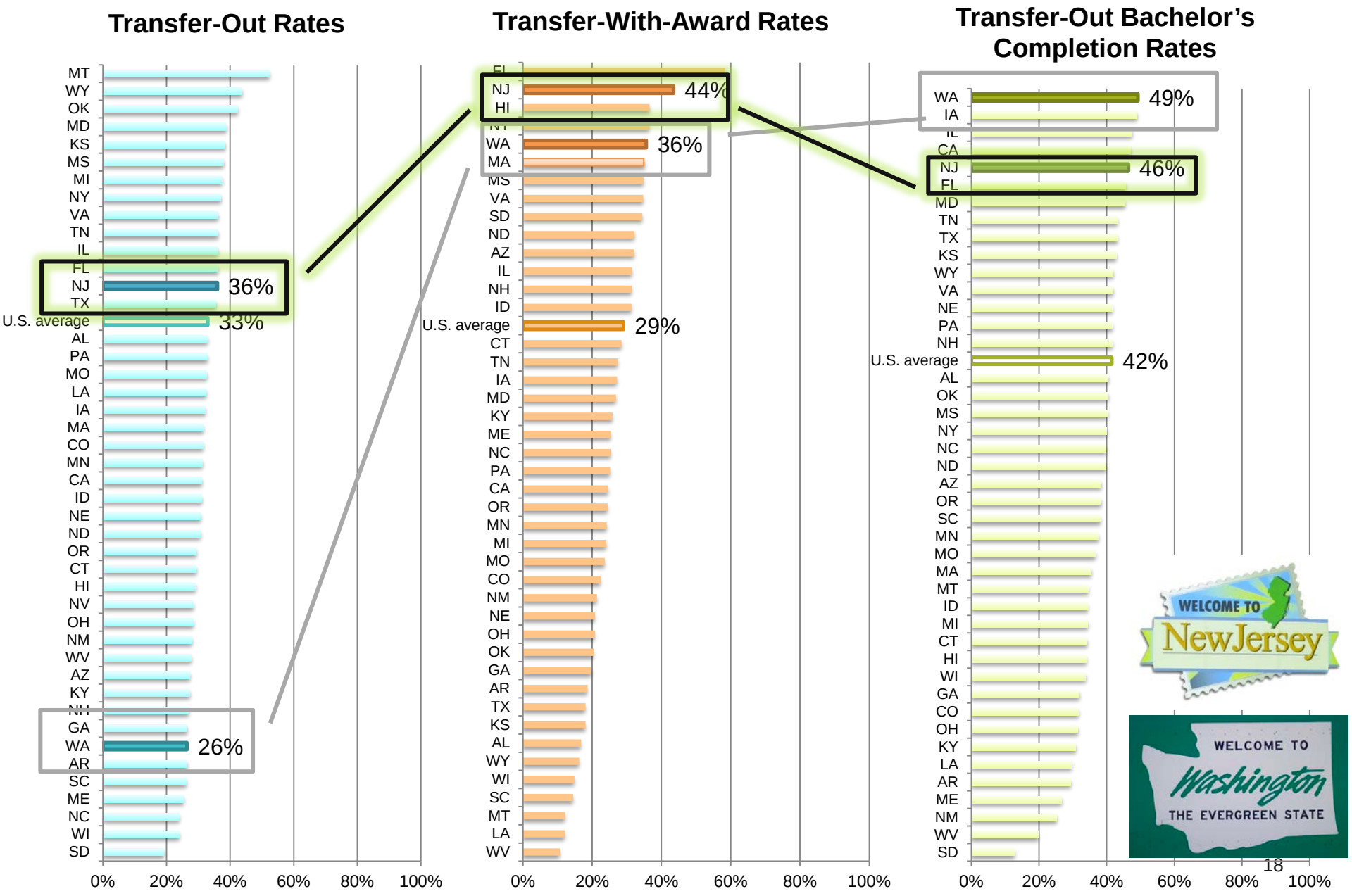


Transfer-With-Award Rates

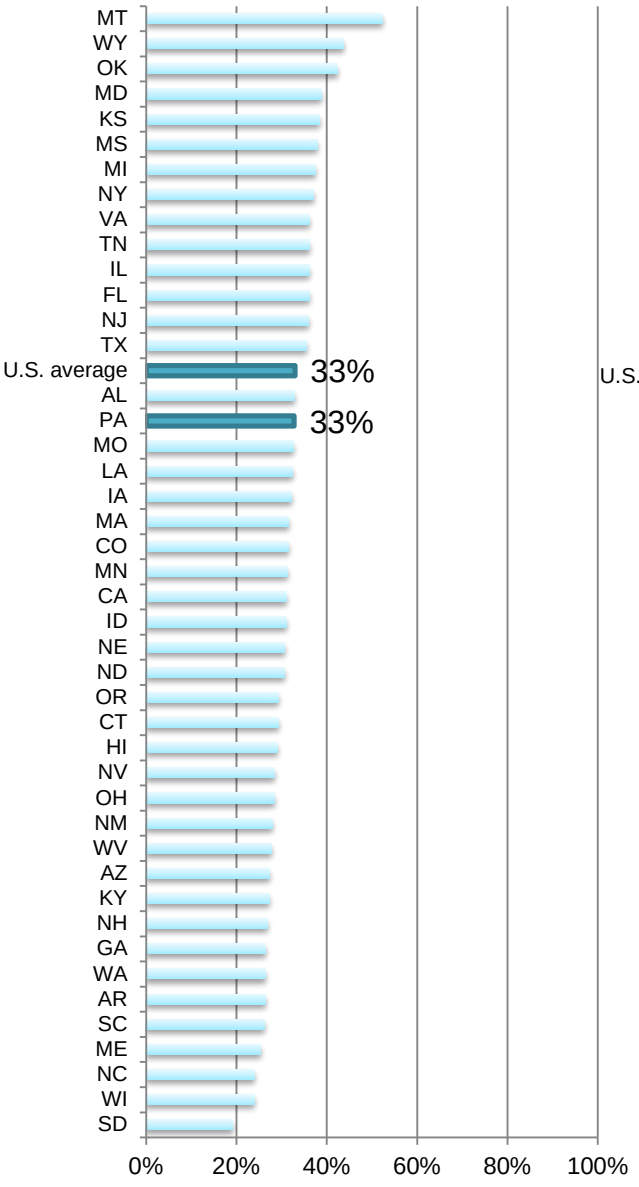


Transfer-Out Bachelor's Completion Rates

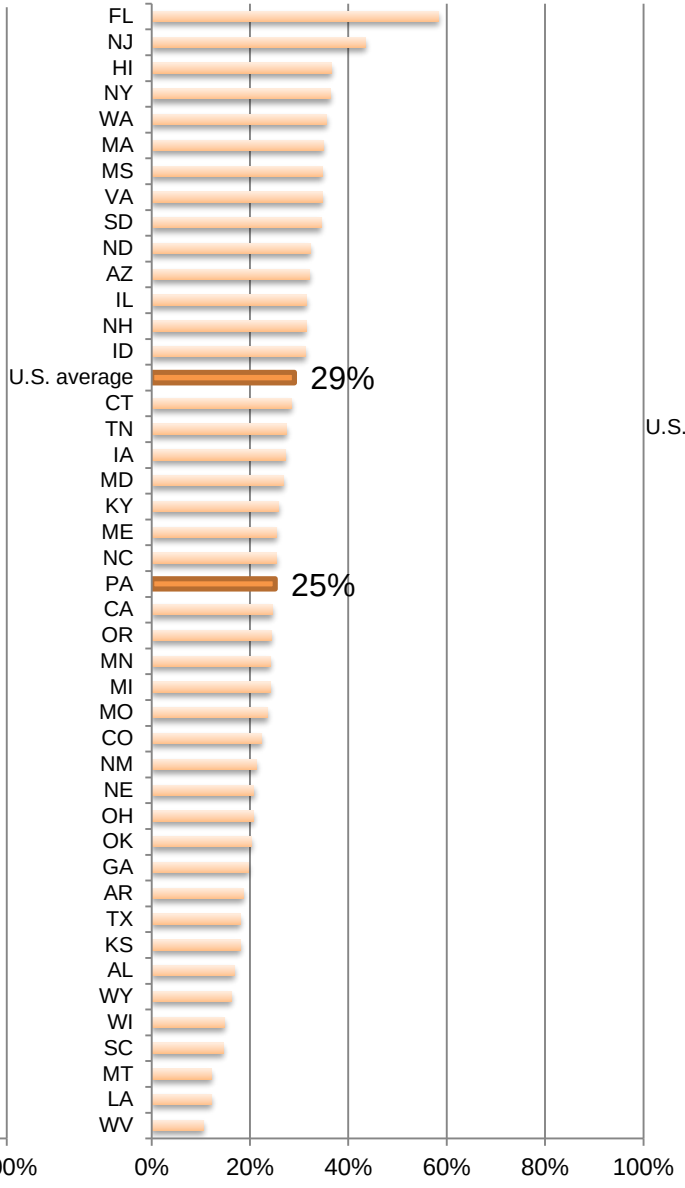



Transfer-Out Rates
MT
WY
OK
MD
KS
MS
MI
NY
VA
TN
IL
FL
NJ
36%
TX
U.S. average
33%
AL
PA
MO
LA
IA
MA
CO
MN
CA
ID
NE
ND
OR
CT
HI
NV
OH
NM
WV
AZ
KY
NH
GA
WA
26%
AR
SC
ME
NC
WI
SD
0%
20%
40%
60%
80%
100%
Transfer-With-Award Rates
FL
NJ
44%
HI
WA
36%
MA
MS
VA
SD
ND
AZ
IL
NH
ID
U.S. average
29%
CT
TN
IA
MD
KY
ME
NC
PA
CA
OR
MN
MI
MO
CO
NM
NE
OH
OK
GA
AR
TX
KS
AL
WY
WI
SC
MT
LA
WV
0%
20%
40%
60%
80%
100%
Transfer-Out Bachelor's Completion Rates
WA
49%
IA
IL
CA
NJ
46%
FL
MD
TN
TX
KS
WY
VA
NE
PA
NH
U.S. average
42%
AL
OK
MS
NY
NC
ND
AZ
OR
SC
MN
MO
MA
MT
ID
MI
CT
HI
WI
GA
CO
OH
KY
LA
AR
ME
NM
WV
SD
0%
20%
40%
60%
80%
100%
WELCOME TO
NewJersey
WELCOME TO
Washington
THE EVERGREEN STATE

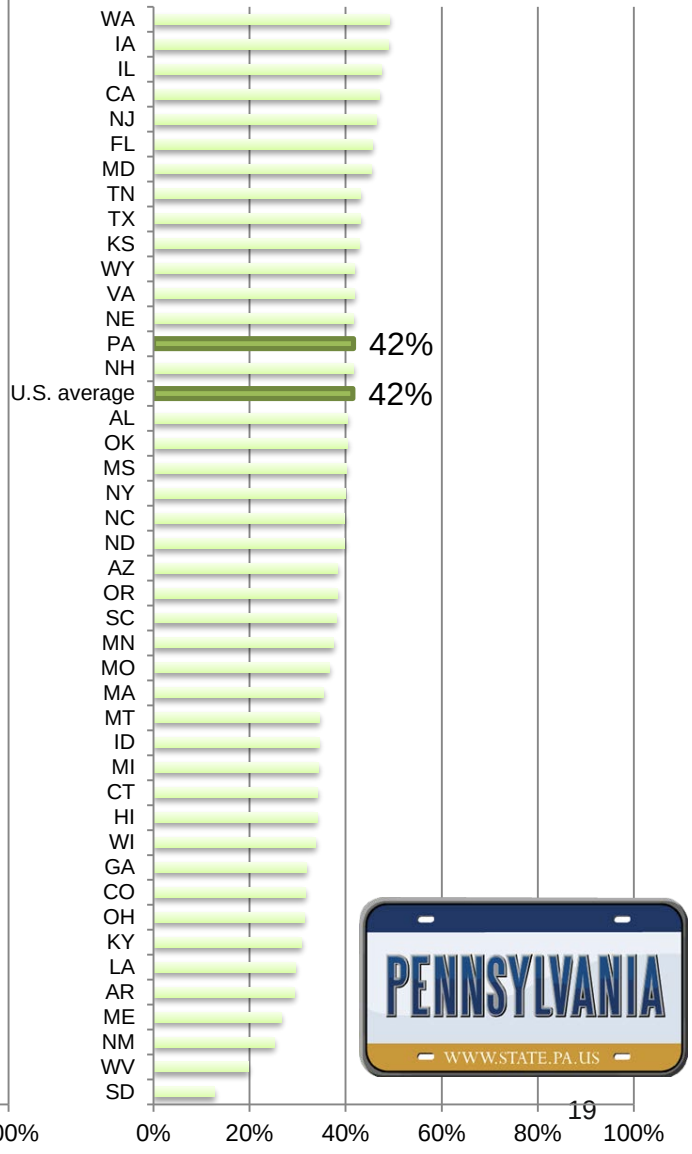
Transfer-Out Rates



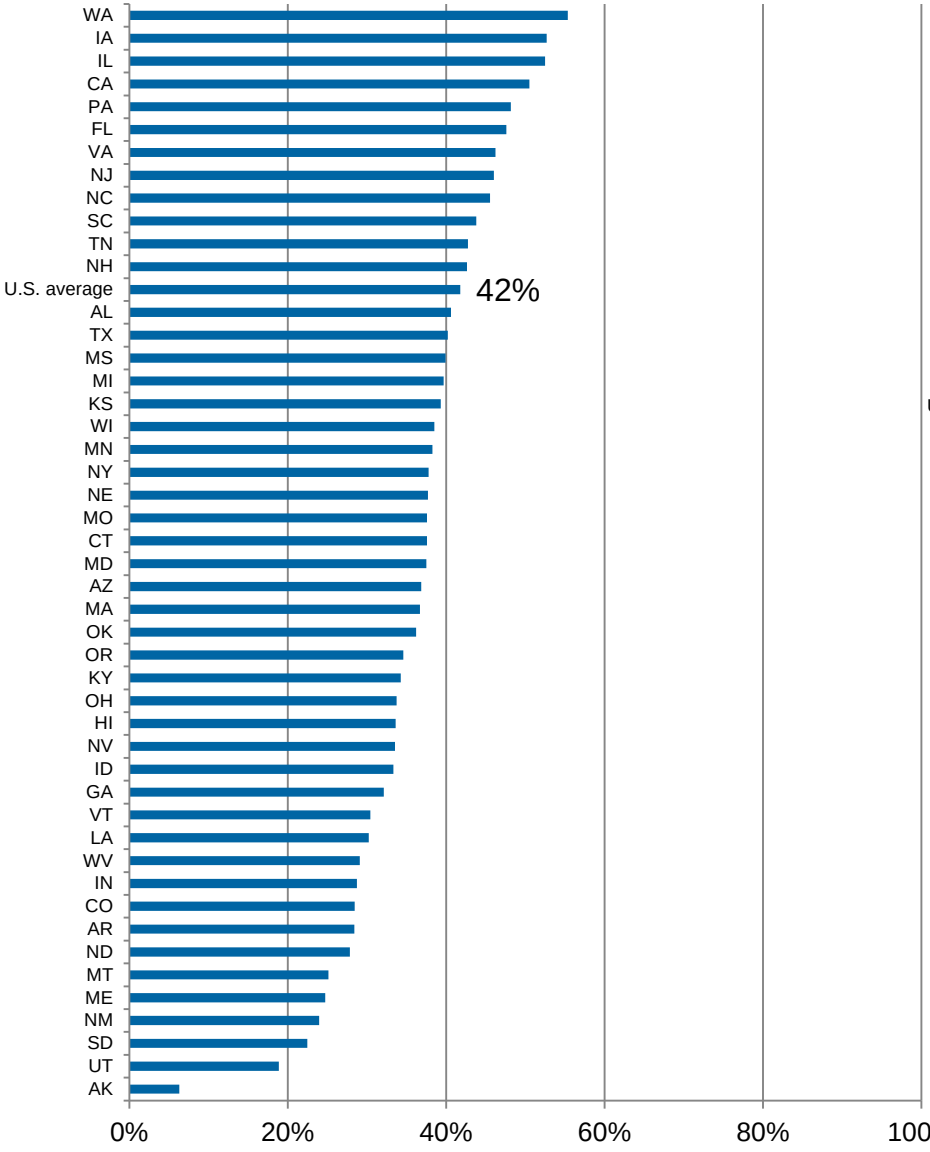
Transfer-With-Award Rates



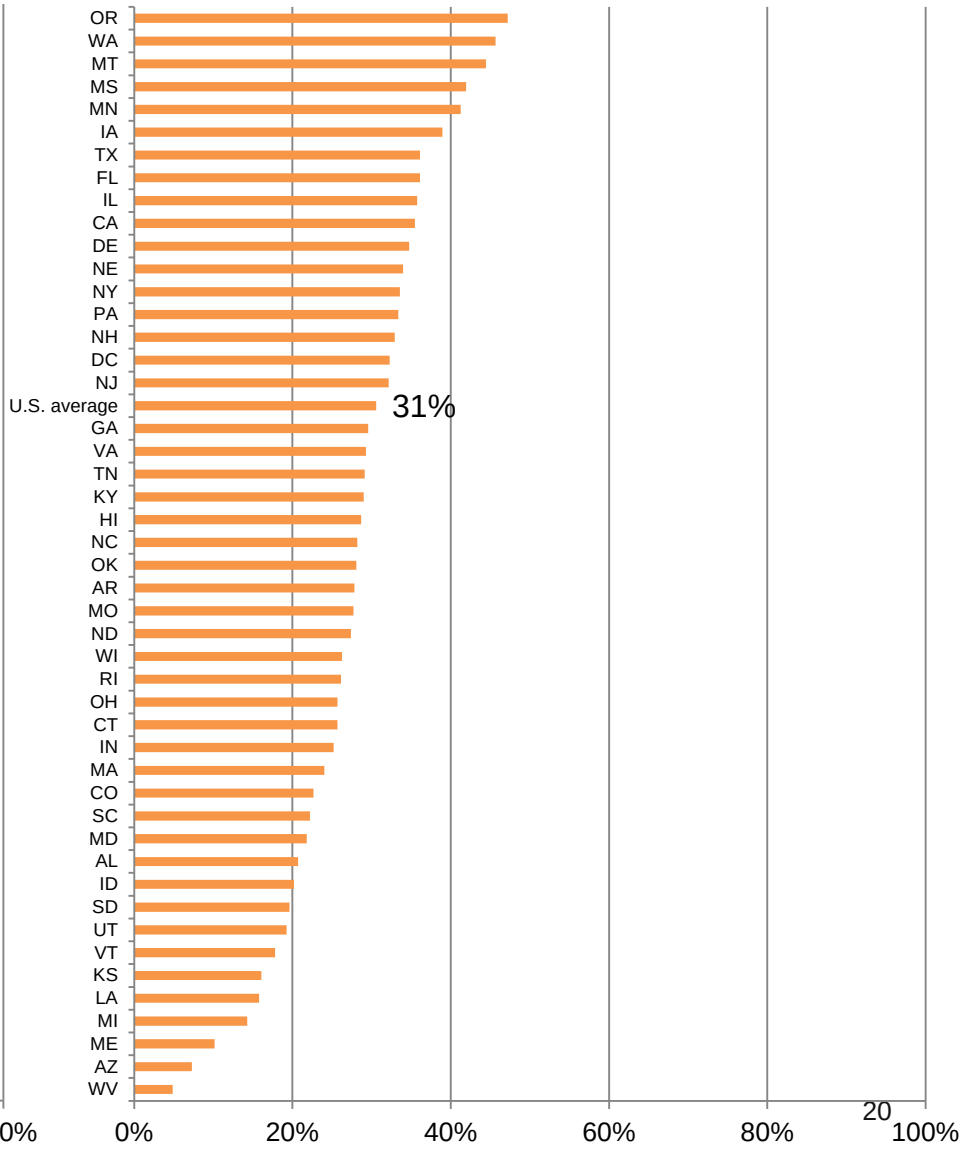
Transfer-Out Bachelor's Completion Rates



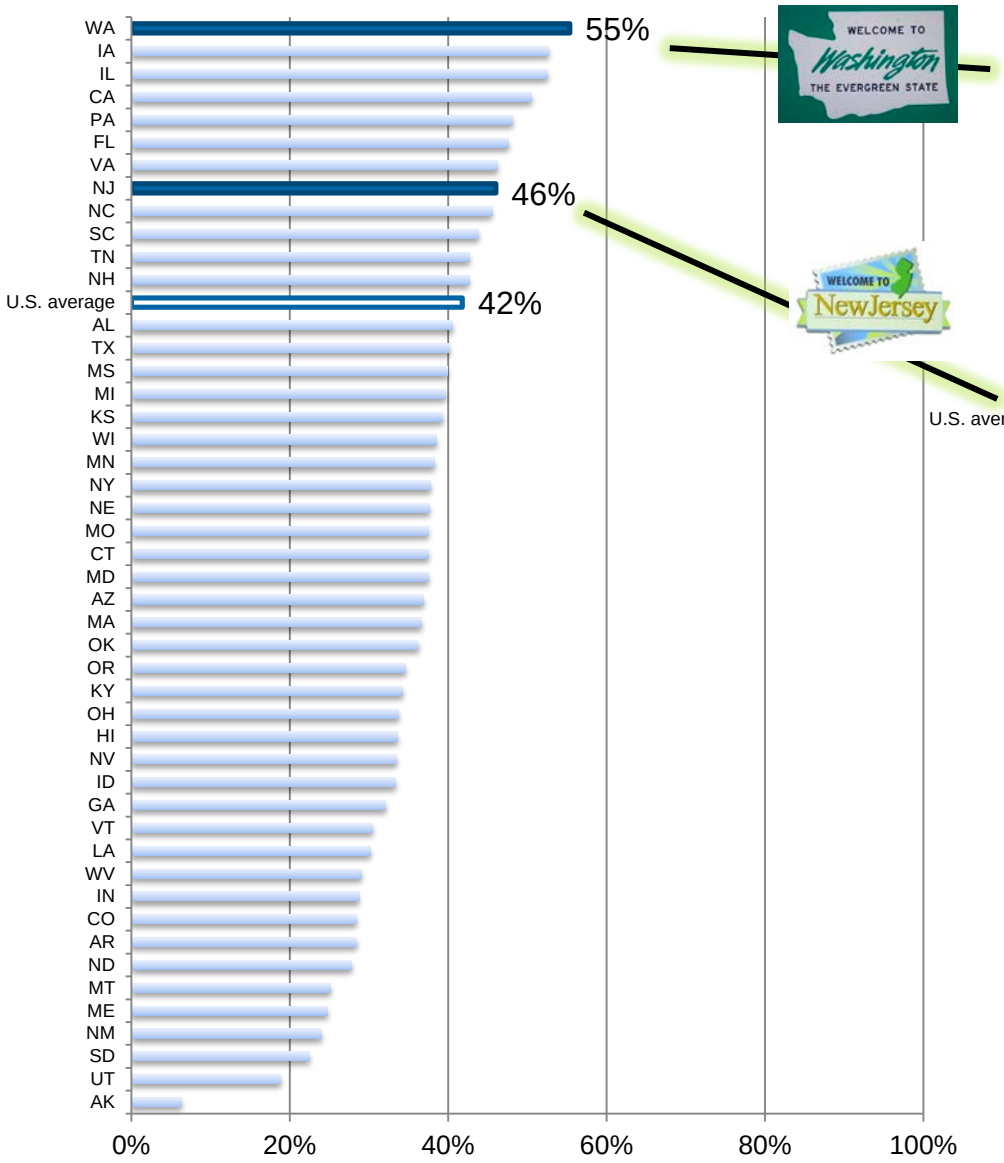
Transfer-In Bachelor's Completion Rates at Public Four-Year Institutions



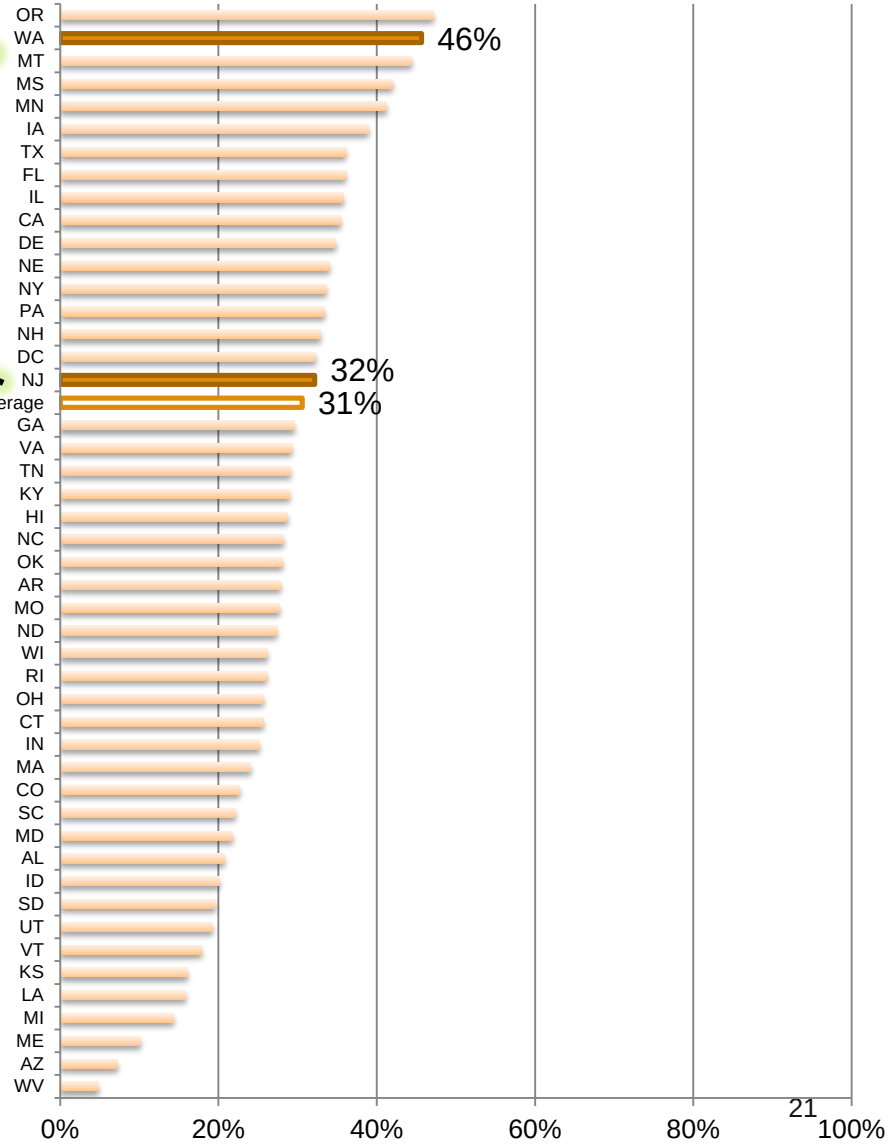
Transfer-In Bachelor's Completion Rates at Private Nonprofit Four-Year Institutions



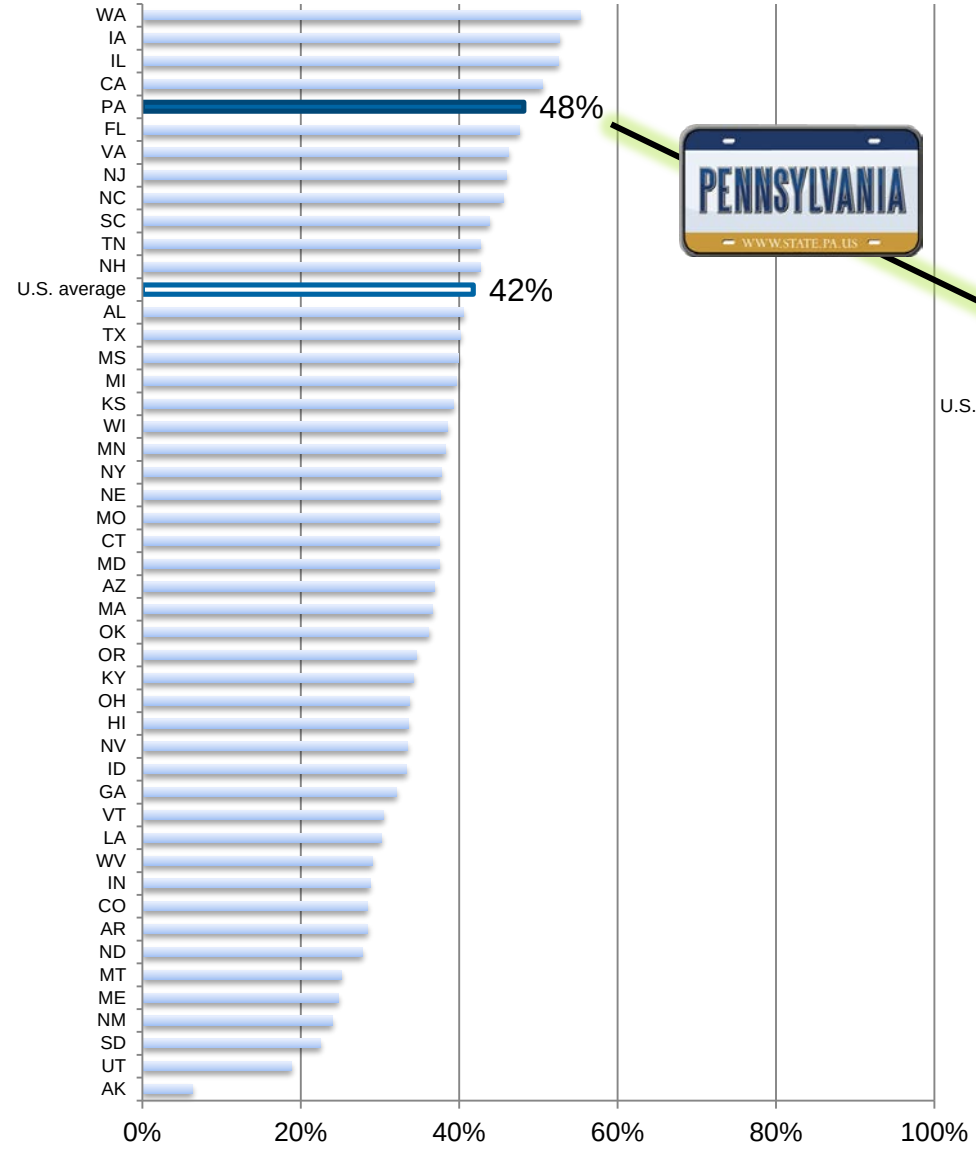
Transfer-In Bachelor's Completion Rates at Public Four-Year Institutions



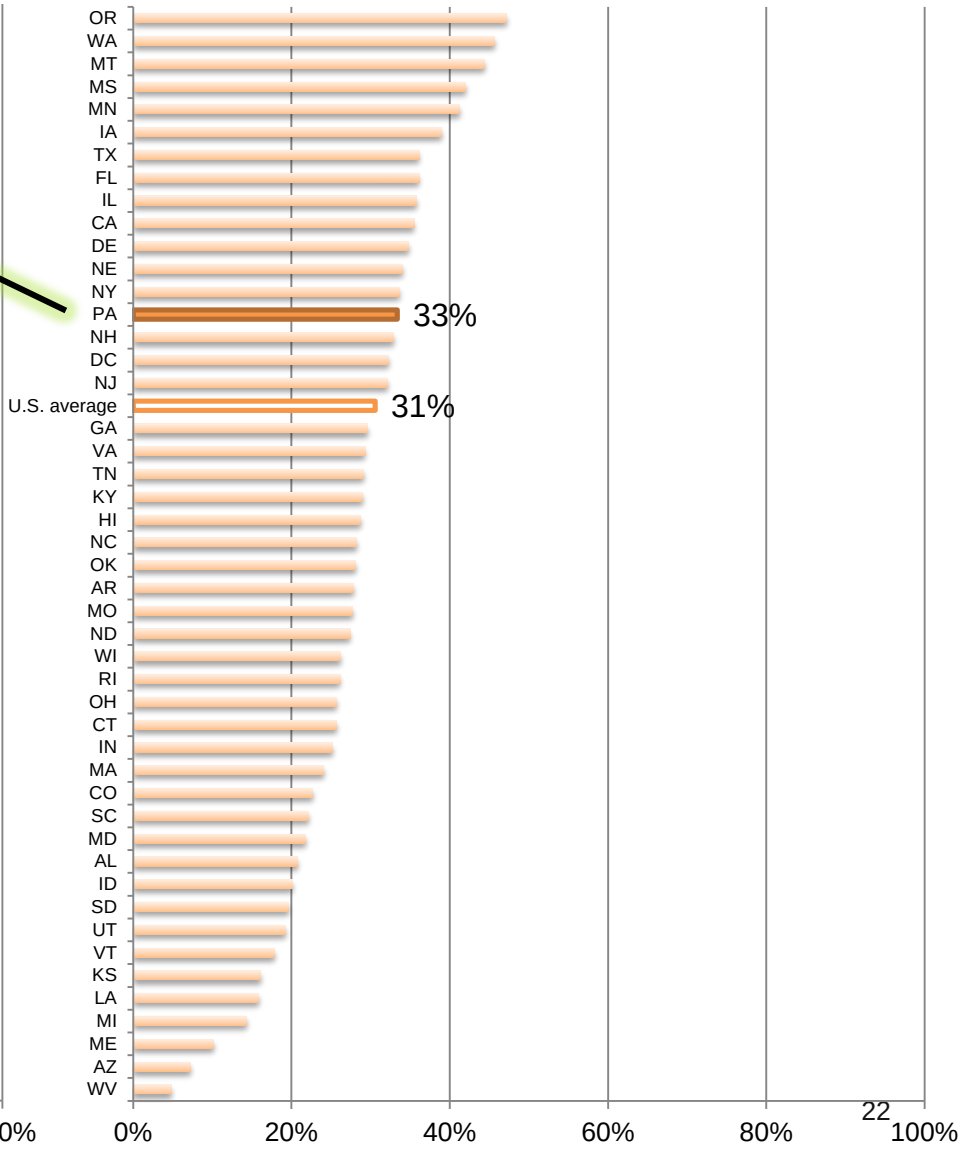
Transfer-In Bachelor's Completion Rates at Private Nonprofit Four-Year Institutions

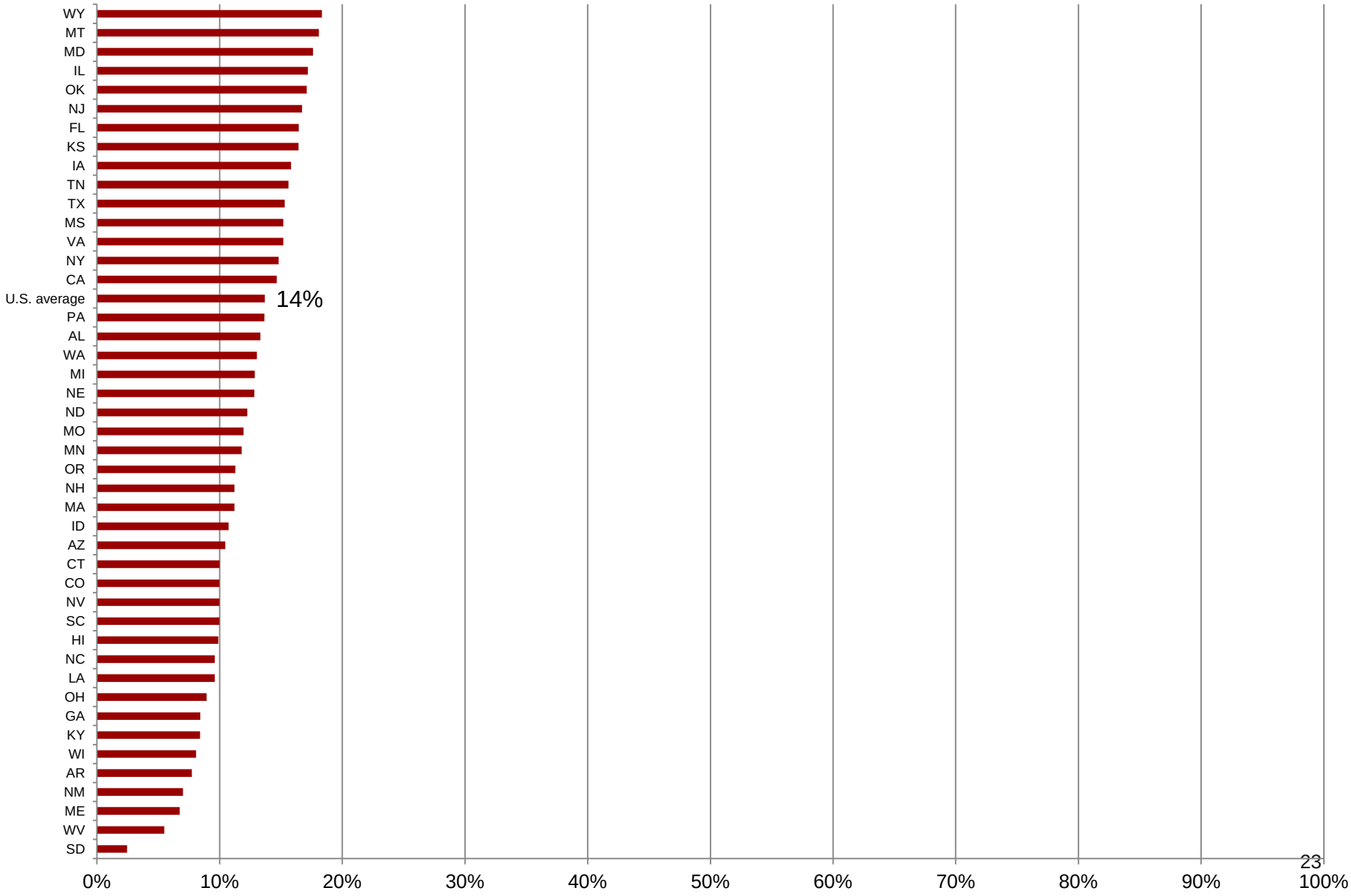


Transfer-In Bachelor's Completion Rates at Public Four-Year Institutions

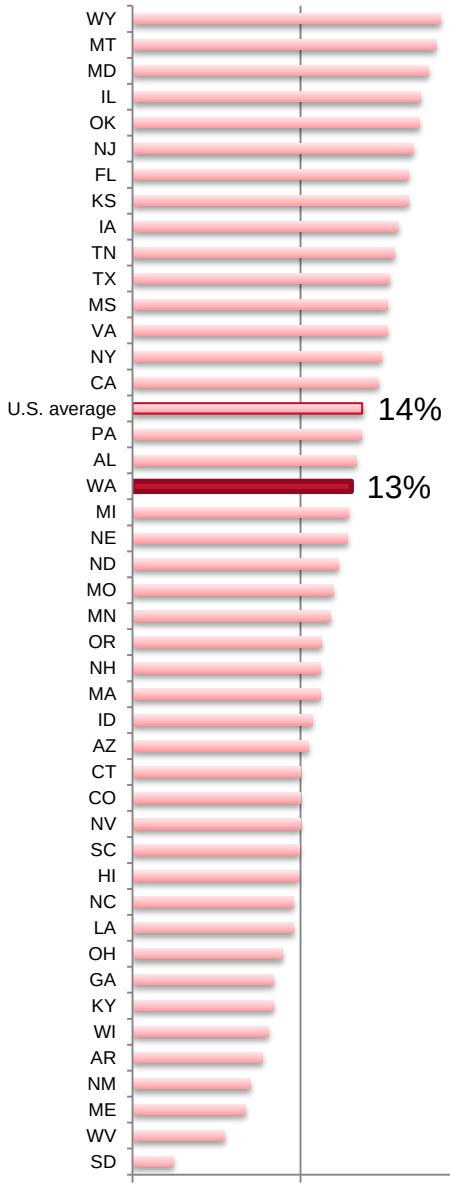


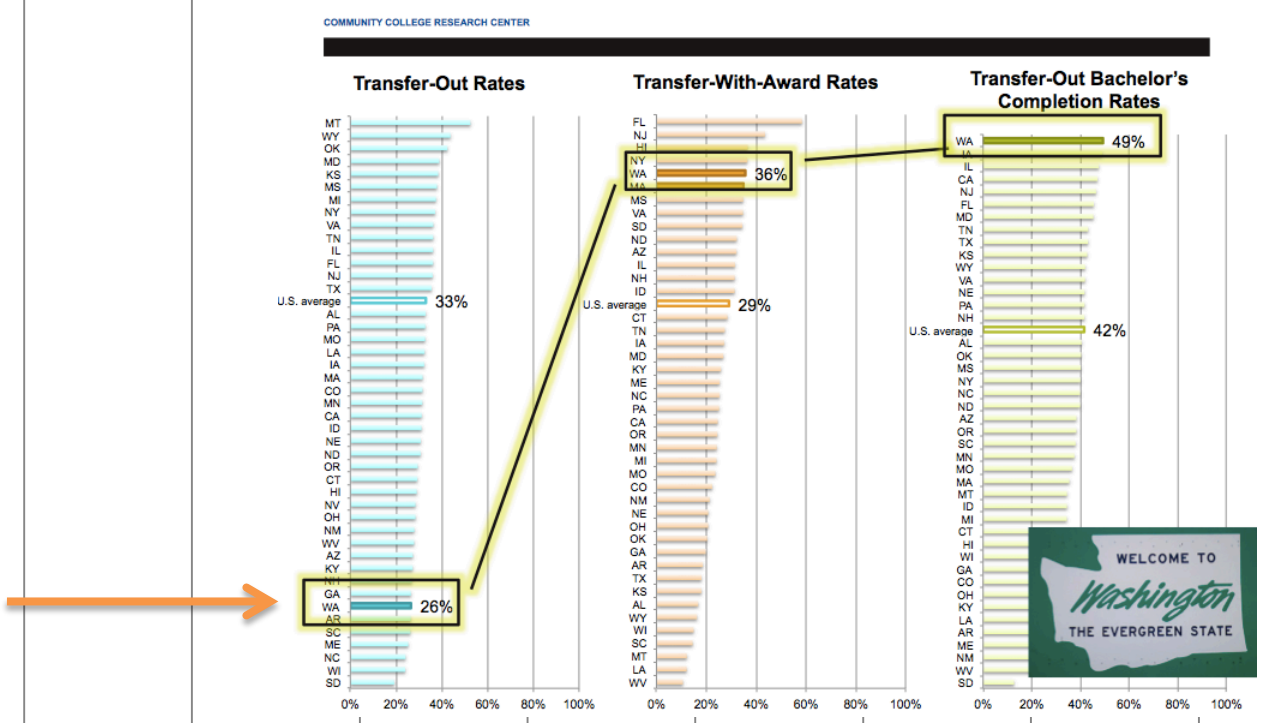
Transfer-In Bachelor's Completion Rates at Private Nonprofit Four-Year Institutions



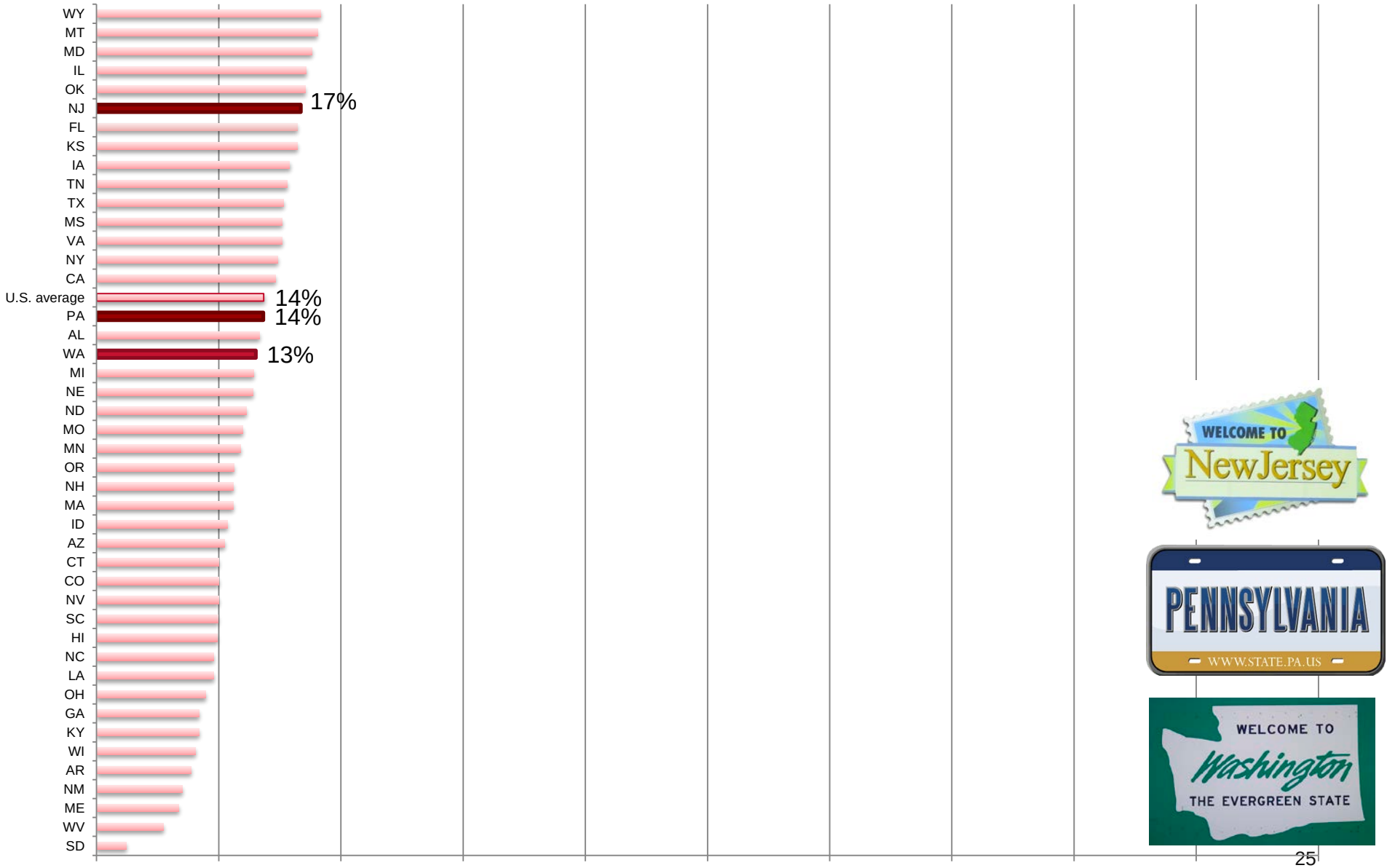

Community College Cohort Bachelor's Completion Rates by State
WY
MT
MD
IL
OK
NJ
FL
KS
IA
TN
TX
MS
VA
NY
CA
U.S. average
14%
PA
AL
WA
MI
NE
ND
MO
MN
OR
NH
MA
ID
AZ
CT
CO
NV
SC
HI
NC
LA
OH
GA
KY
WI
AR
NM
ME
WV
SD
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
23

Community College Cohort Bachelor's Completion Rates by State

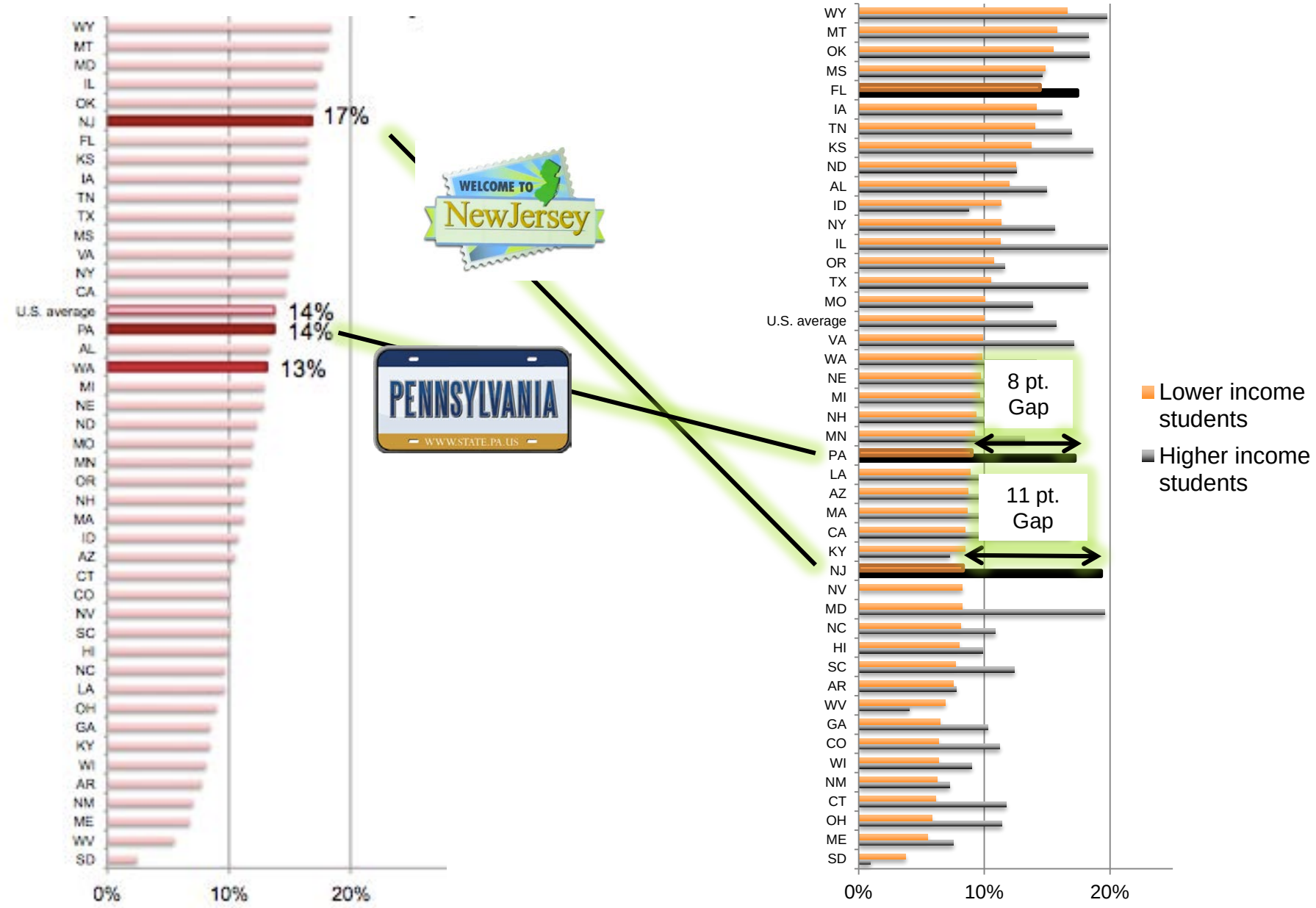




Community College Cohort Bachelor's Completion Rates by State

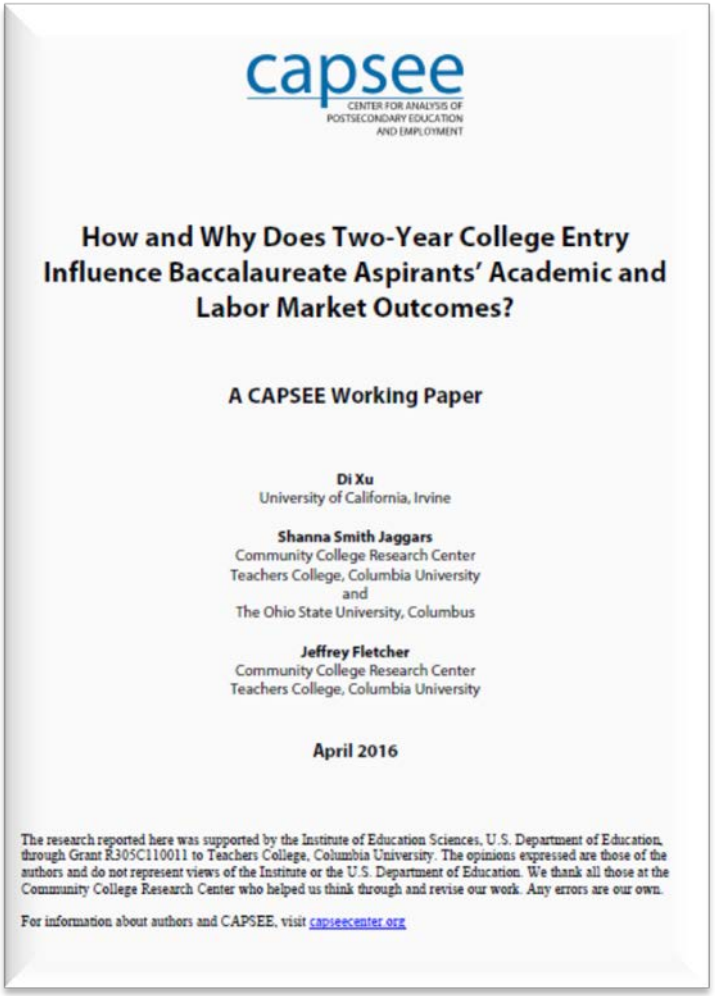


Community College Cohort Bachelor's Completion Rates, by Student Income



Understudied Barriers to Transfer Success

1) Lack of early momentum
2) Students make progress, don't transfer
3) Transfer paths unclear
4) Transfer credit loss



capsee
CENTER FOR ANALYSIS OF POSTSECONDARY EDUCATION AND EMPLOYMENT

How and Why Does Two-Year College Entry Influence Baccalaureate Aspirants' Academic and Labor Market Outcomes?

A CAPSEE Working Paper

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The Ohio State University, Columbus

Jeffrey Fletcher
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Teachers College, Columbia University

April 2016

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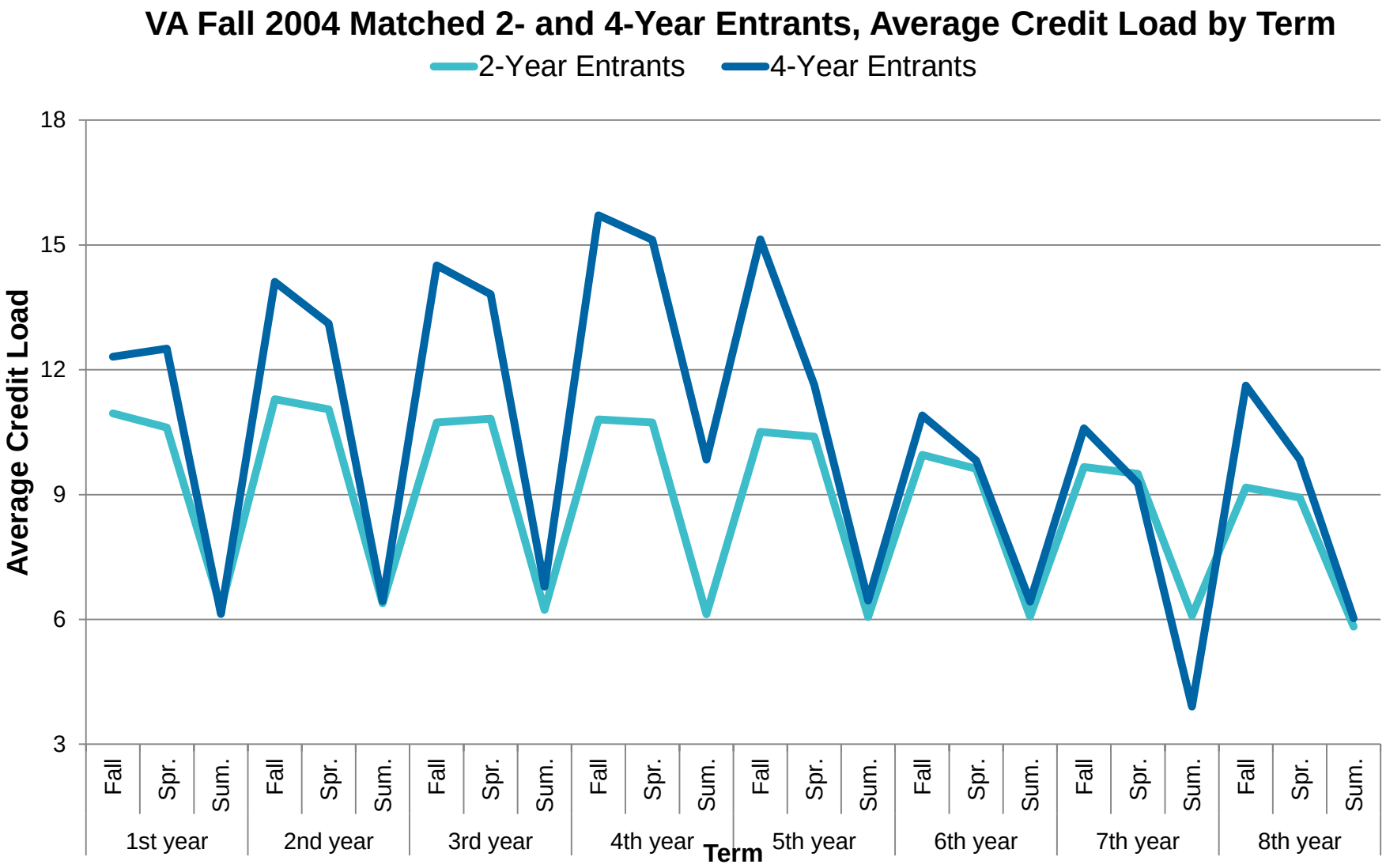
Understudied Barrier #1

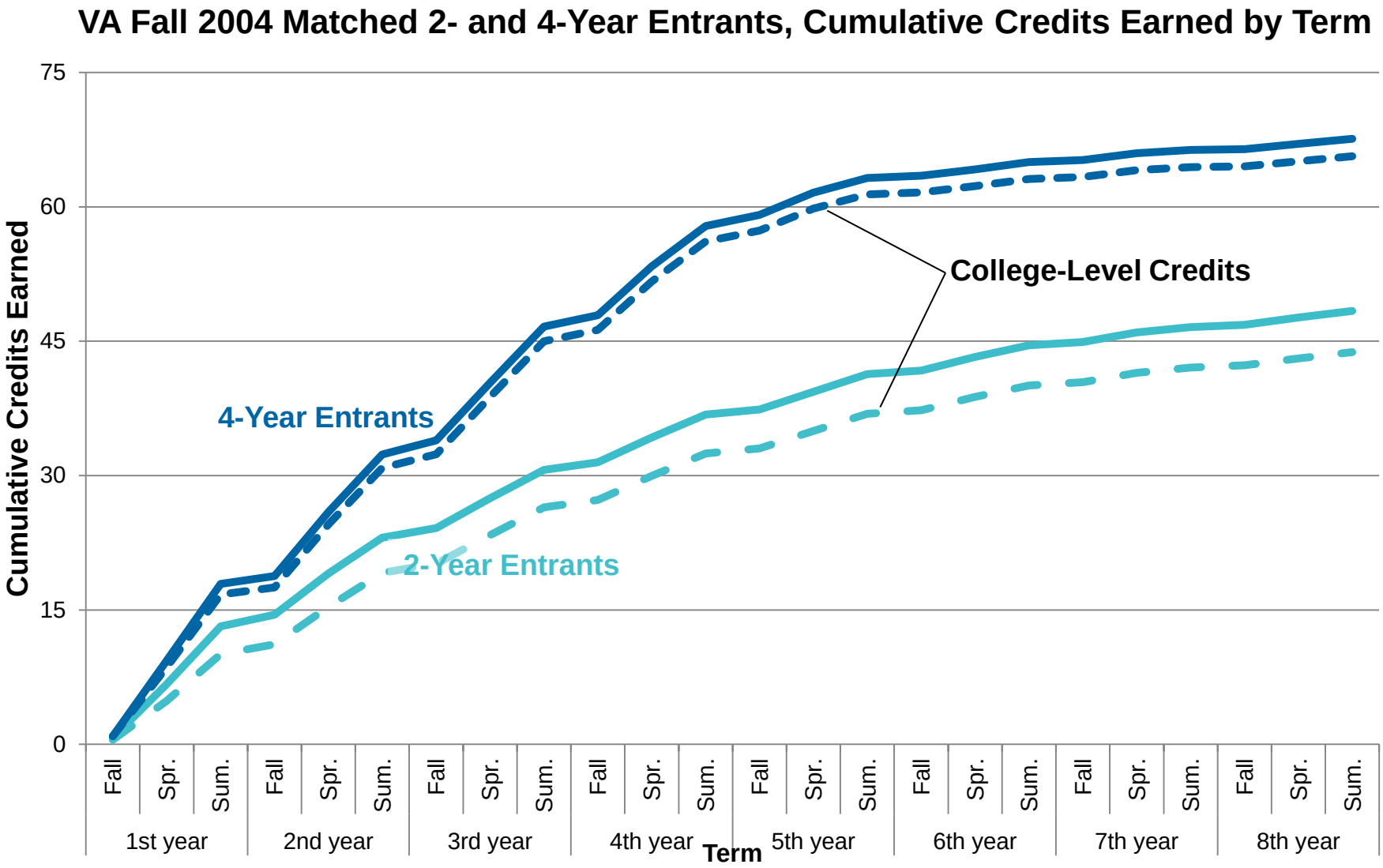
Lack of Early Momentum

Understudied Barrier #1: Lack of Early Momentum



Source: Xu, Jaggars, & Fletcher, 2016.

Understudied Barrier #1: Lack of Early Momentum



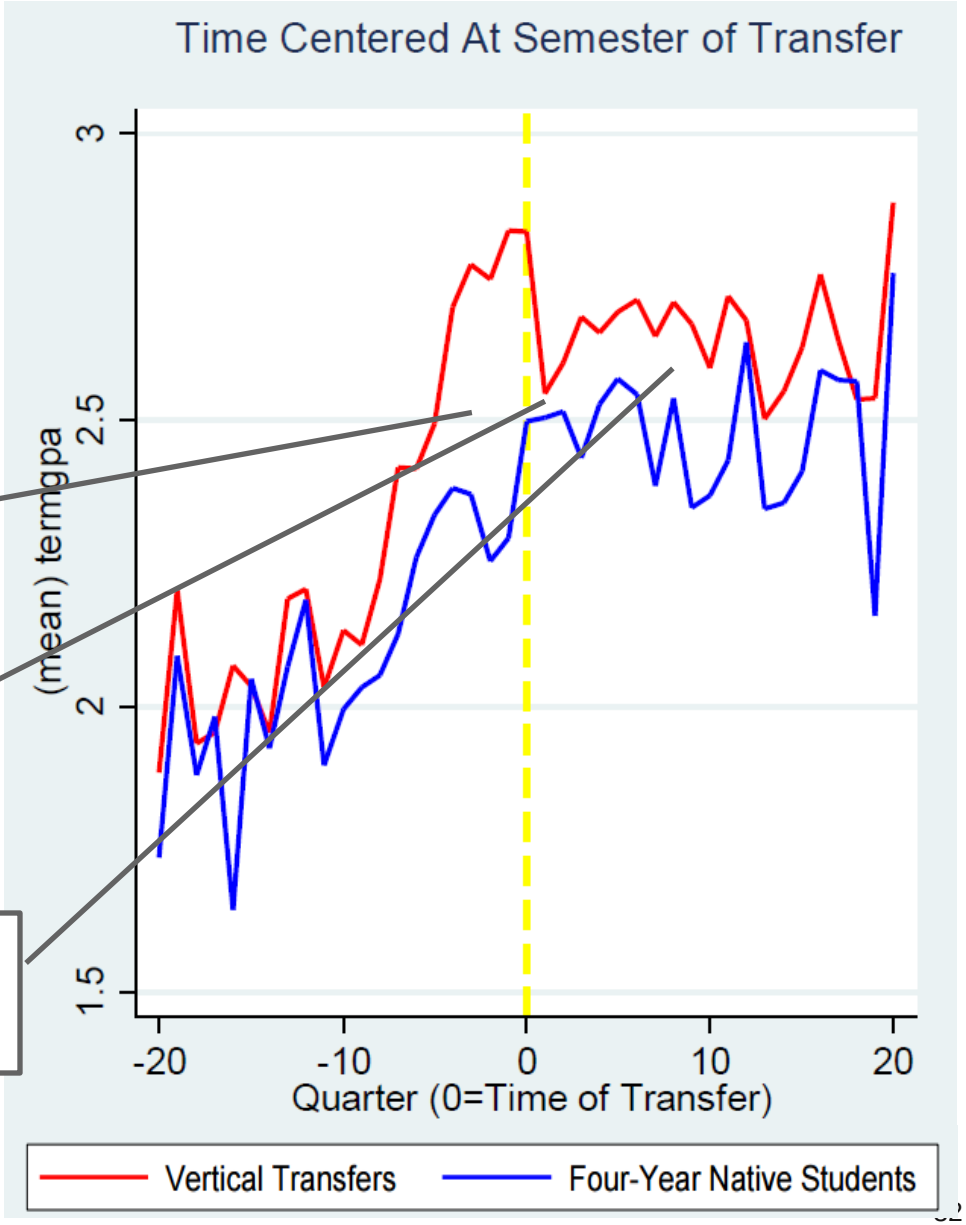
Source: Xu, Jaggars, & Fletcher, 2016.

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

Transfer student community college GPAs pre-transfer much higher than matched sample of 4-Year Entrants

"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



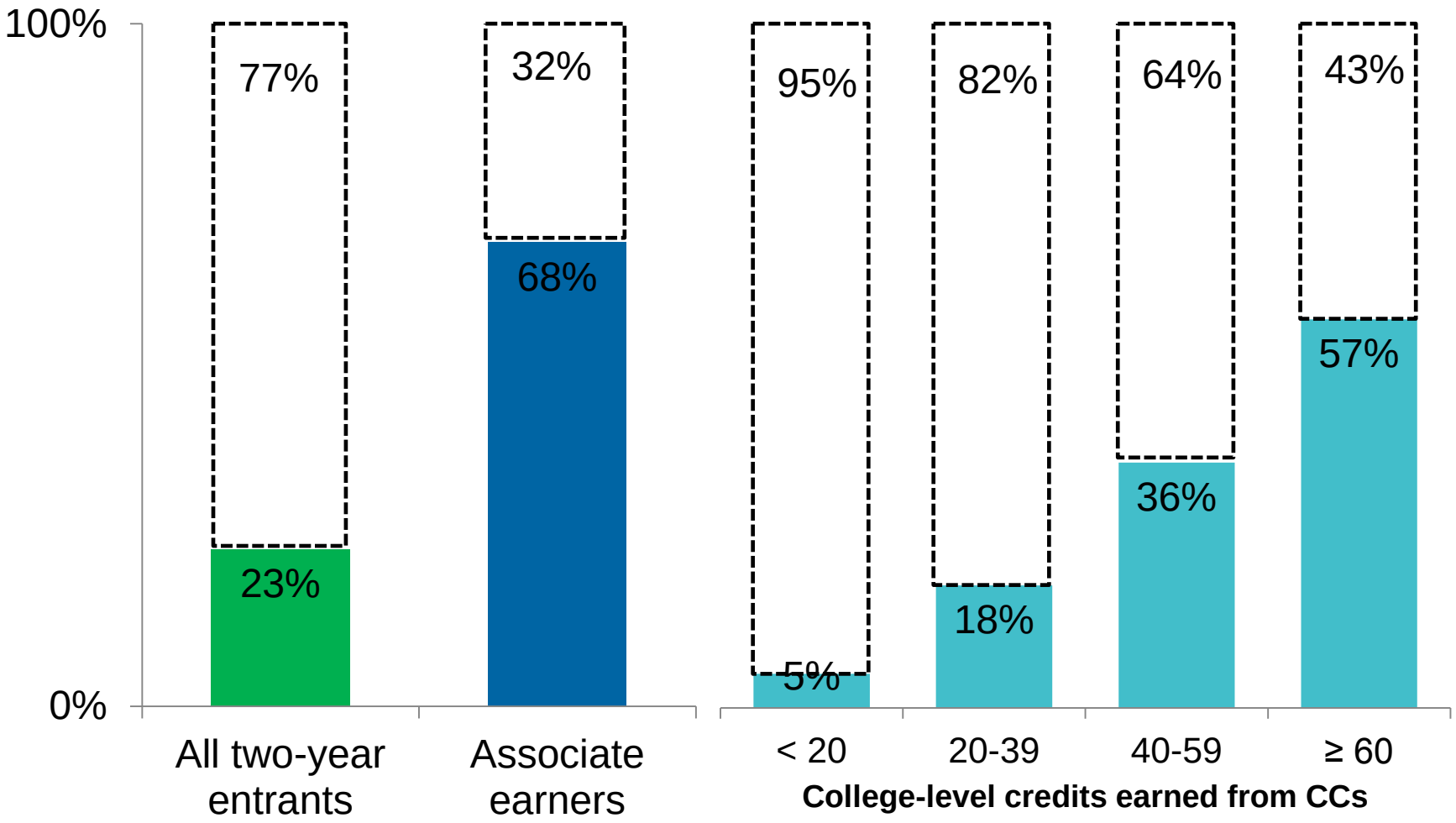
Source: Xu, Jaggars, & Fletcher, 2016, Figure 4.

Understudied Barrier #2

Students make progress, don’t transfer

Understudied Barrier #2: Students make progress, don't transfer

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



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

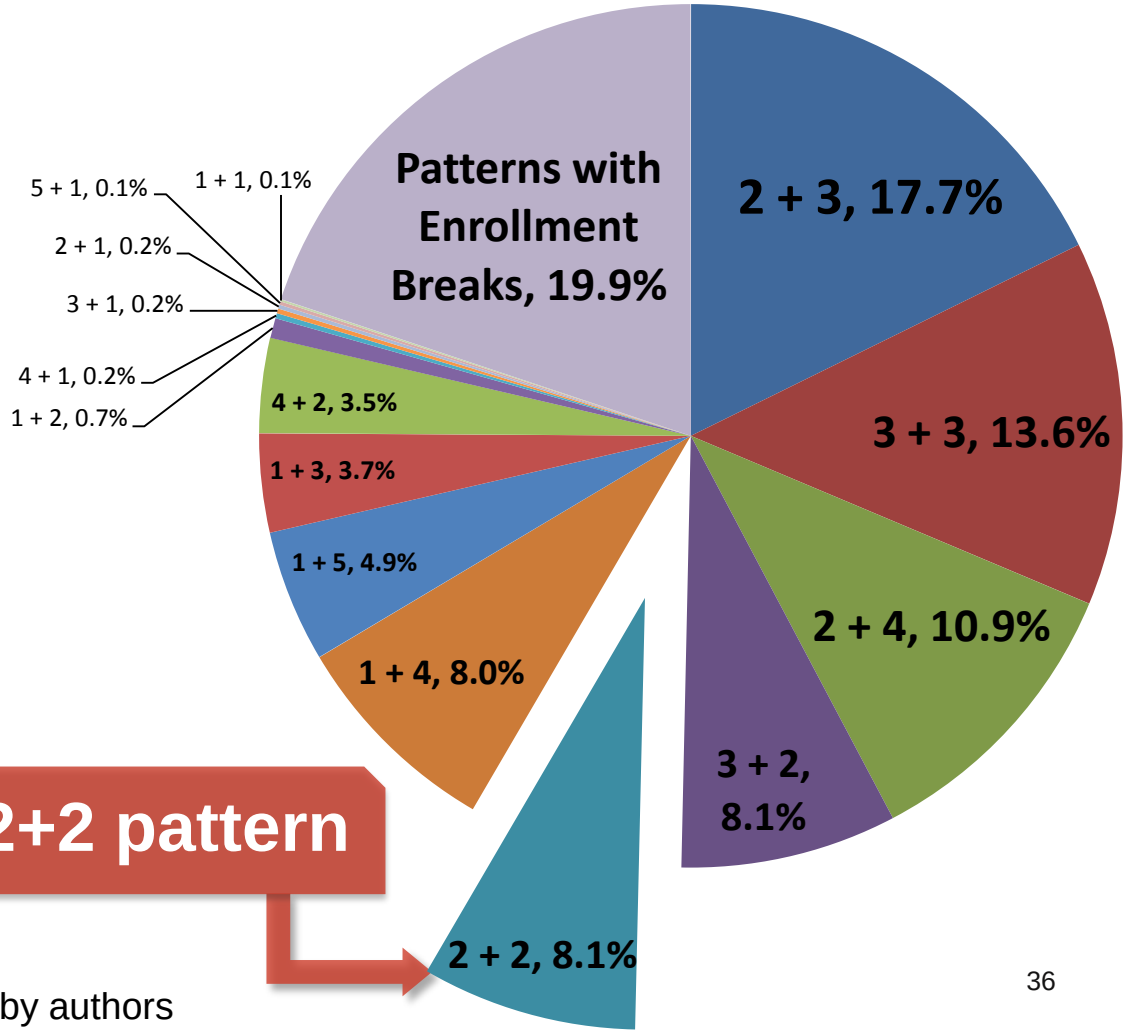
Understudied Barrier #3

Transfer paths unclear

Understudied Barrier #3: Transfer paths unclear

Enrollment Patterns among ~100K Bachelor's Degree Completers who Started at a Community College

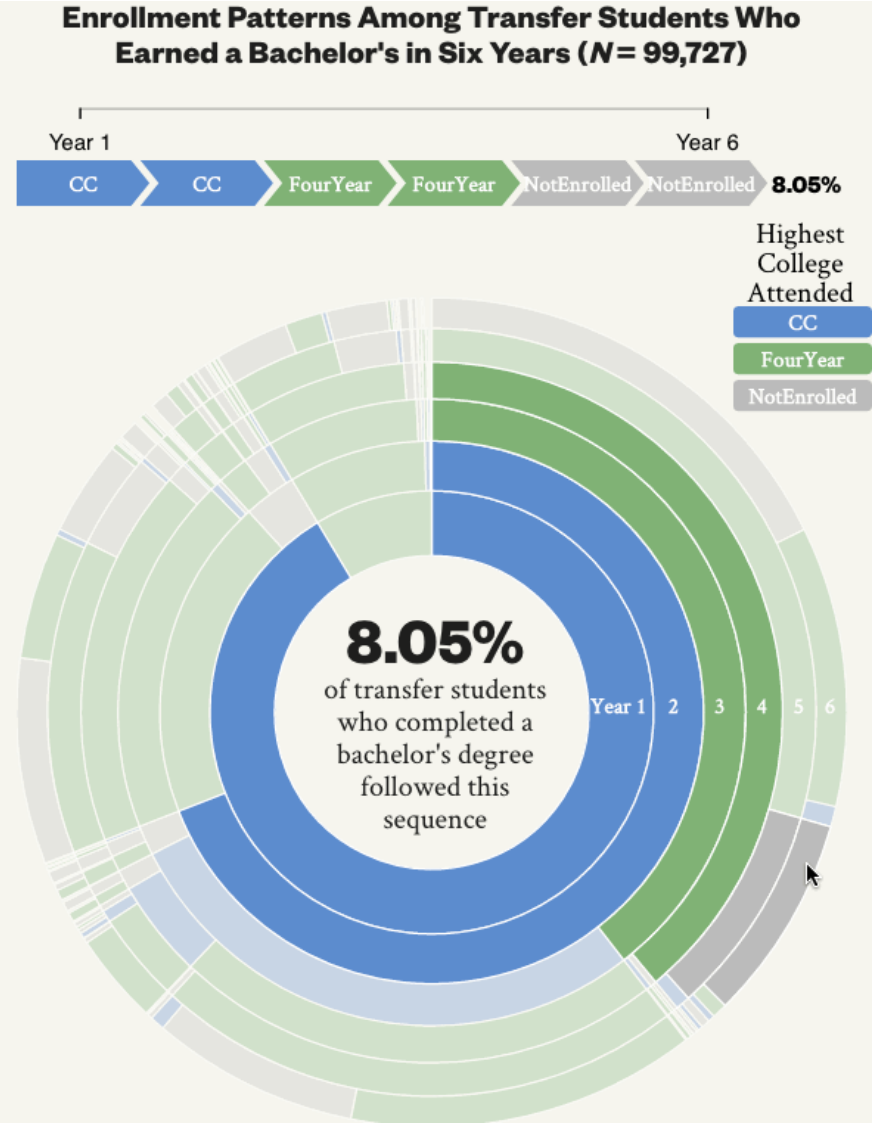
years at CC
+
years at 4yr



Few graduates follow 2+2 pattern

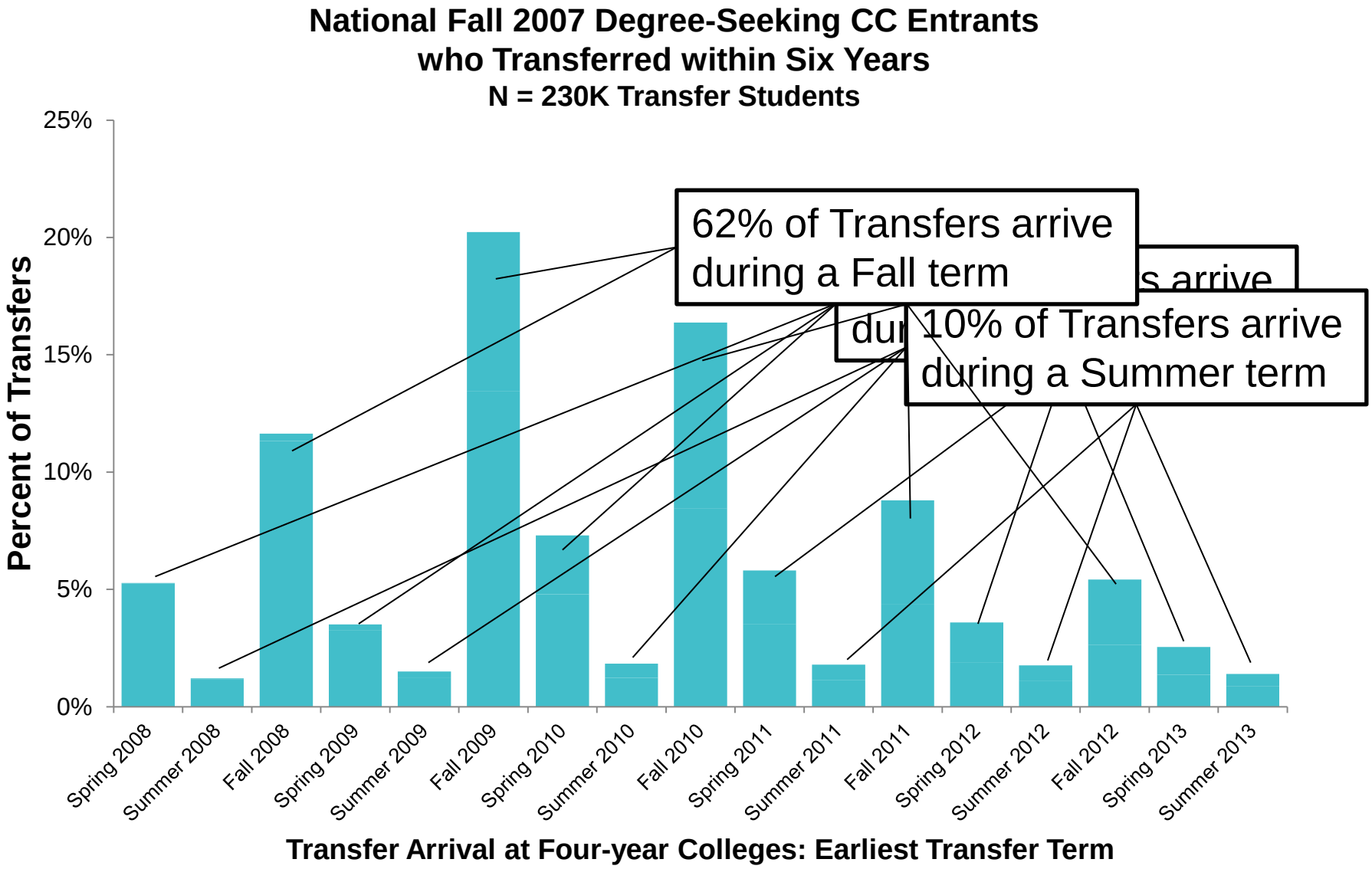
Jenkins & Fink, 2016; Further disaggregation by authors

Understudied Barrier #3: Transfer paths unclear



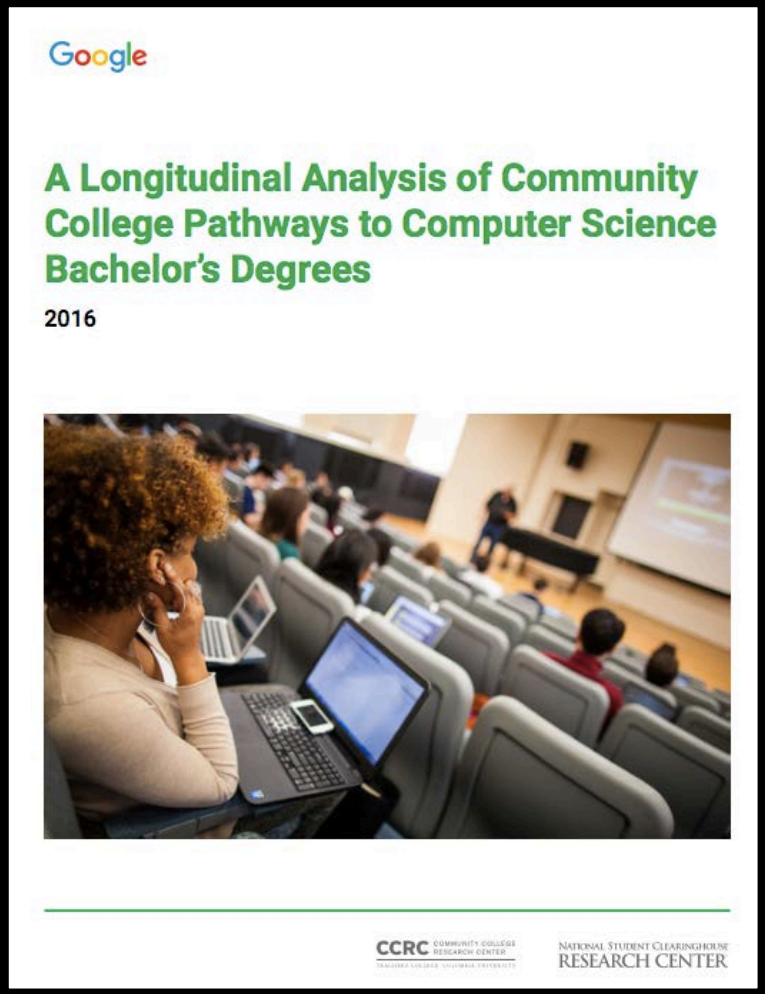
Fink, J. (2017, March). Visualizing the Many Routes Community Colleges Students Take to Complete a Bachelor's Degree. Retrieved from http://ccrc.tc.columbia.edu/announcements/visualizing-many-routes-bachelors-degree.html

Understudied Barrier #3: Transfer paths unclear



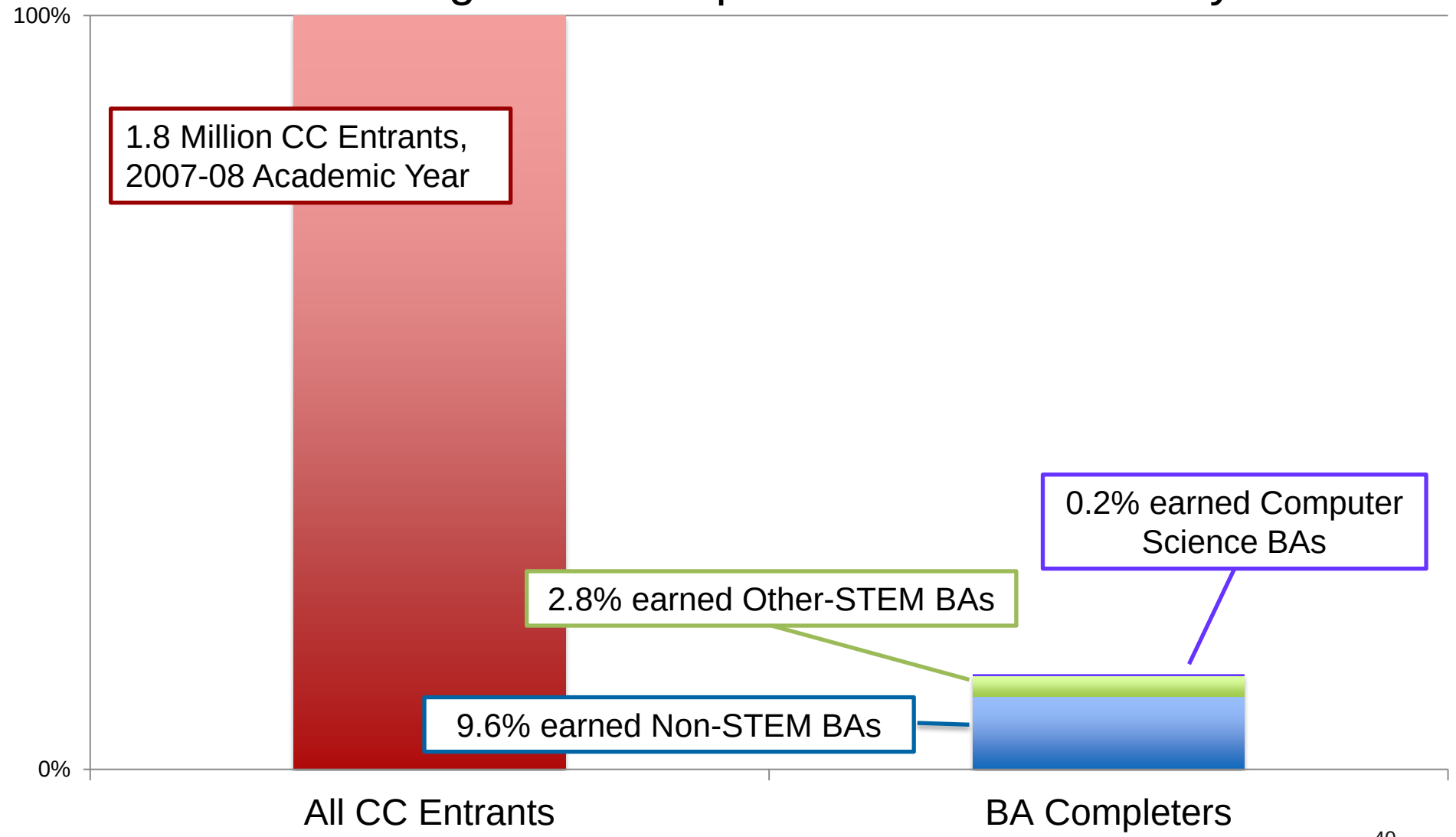
Jenkins & Fink, 2016; Further disaggregation by authors

No “Well-Trodden” Transfer Pathway to Degrees in STEM and Computer Science

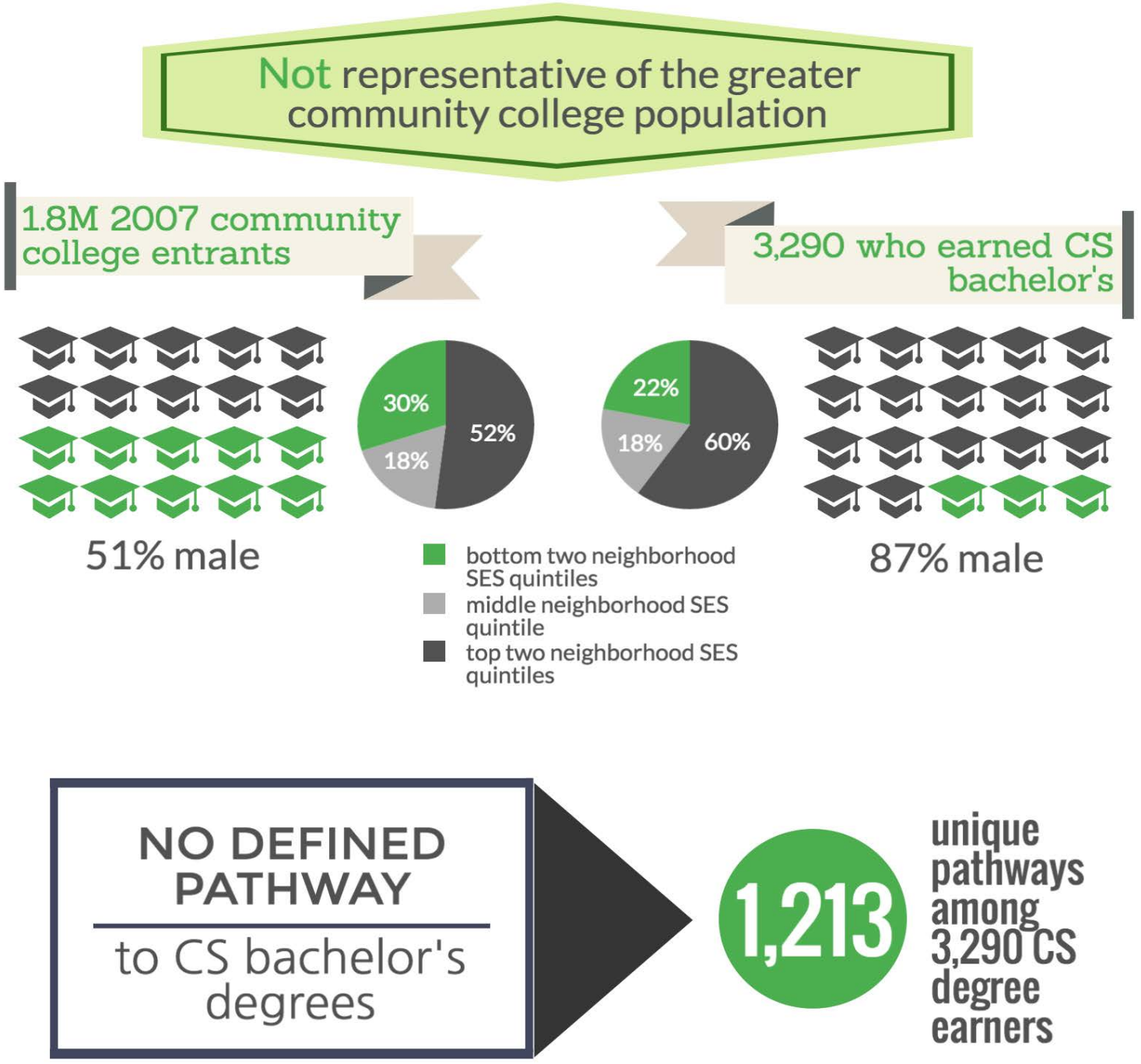


Jaggars, Fink, Fletcher, & Dundar, 2016

Few students who started at a Community College earned a bachelor's degree in Computer Science within 7 years



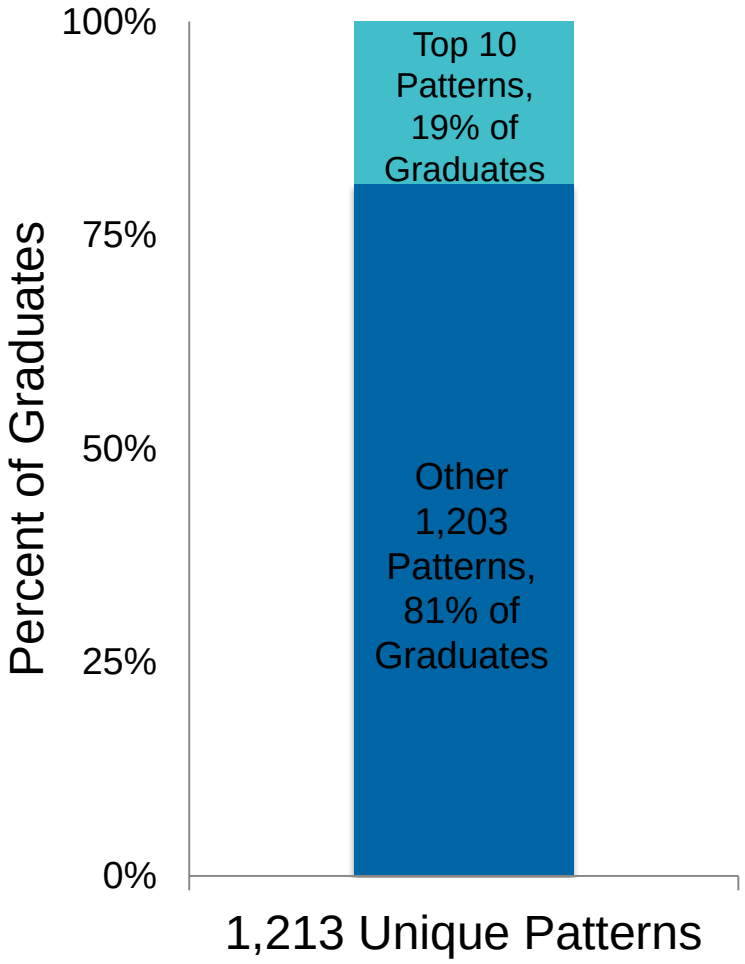
Source: Jaggars et. al, 2016



Source: Jaggars et. al, 2016

No "Well-Trodden" Transfer Pathway:

Unique, Term-by-Term Enrollment Patterns among 3,290 Computer Science Graduates



Top Pattern, 5% of CS Graduates:

1 Year at Community College

+

4 Years at Four-Year Institution

'Traditional' Transfer Pattern:

2 Years at Community College

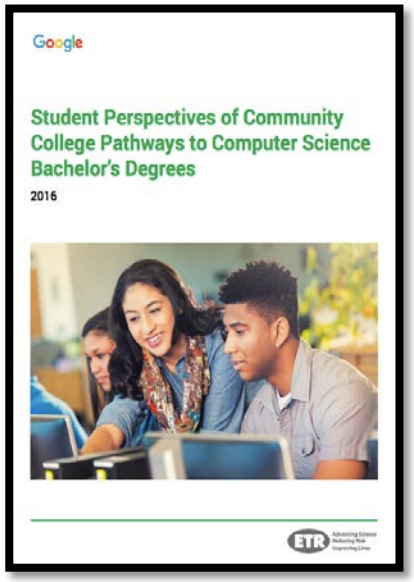
+

2 Years at Four-Year Institution

Accounts for 1% of CS Graduates

Source: Jaggars et. al, 2016

Companion report surveyed prospective CS students at two California Community Colleges



Key themes:

- Students are confused about transfer pathways in CS
- Students struggle to progress through complex chain of prerequisites in preparation for transfer into CS major
- Students have limited knowledge of CS profession

Barriers to students' development of interest and progression into CS:

- Necessary prerequisite classes are over-enrolled
- Math requirements are "daunting"
- Students lack confidence to succeed in needed courses
- Competing responsibilities interfere

Lyon & Denner, 2016

Understudied Barrier #4

Transfer credit loss

Understudied Barrier #4: Transfer Credit Loss

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

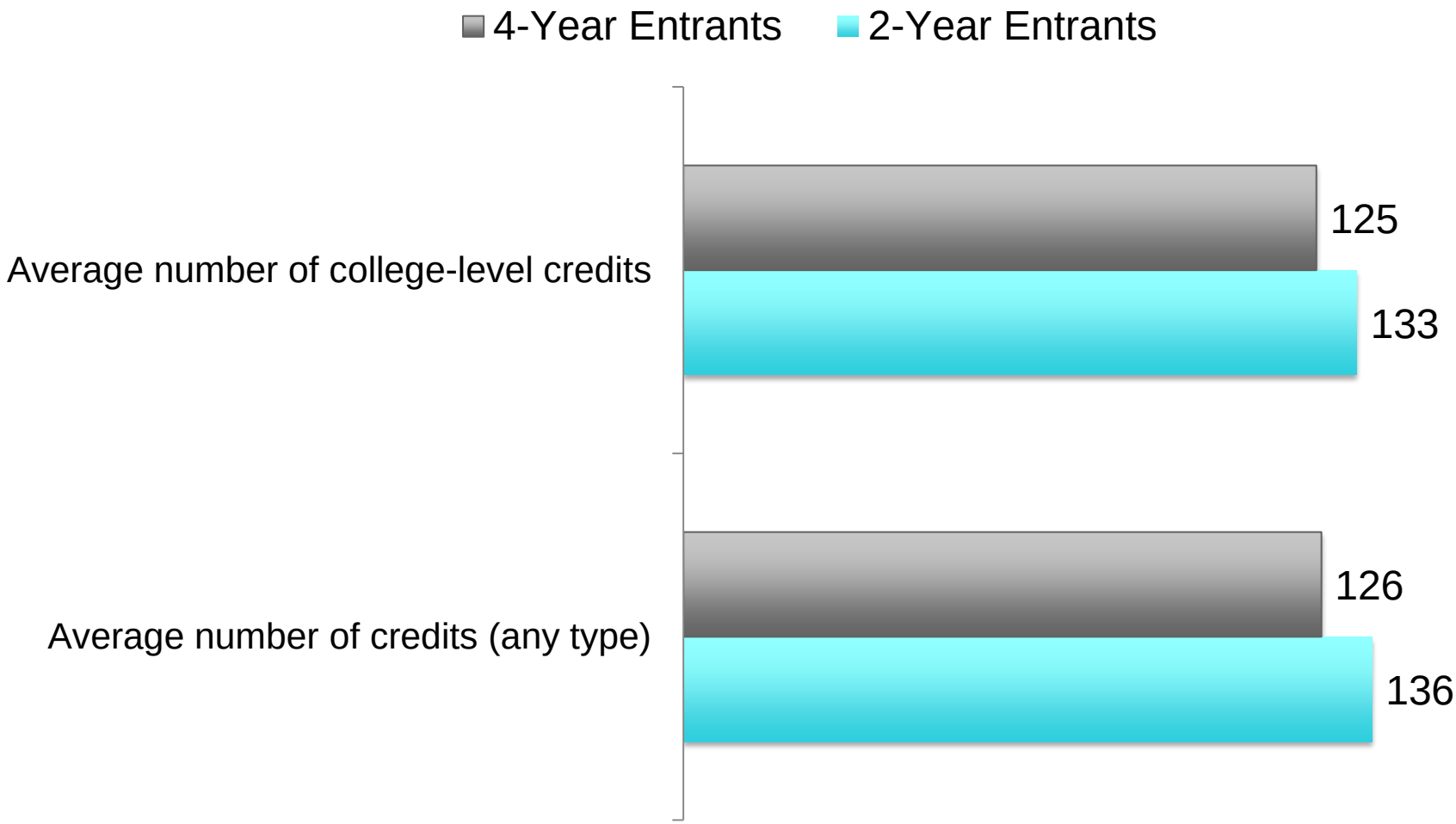
And **15%** can't transfer any credits at all.

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

Source: BPS data, Monaghan & Attewell, 2015.

Understudied Barrier #4: Transfer Credit Loss

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



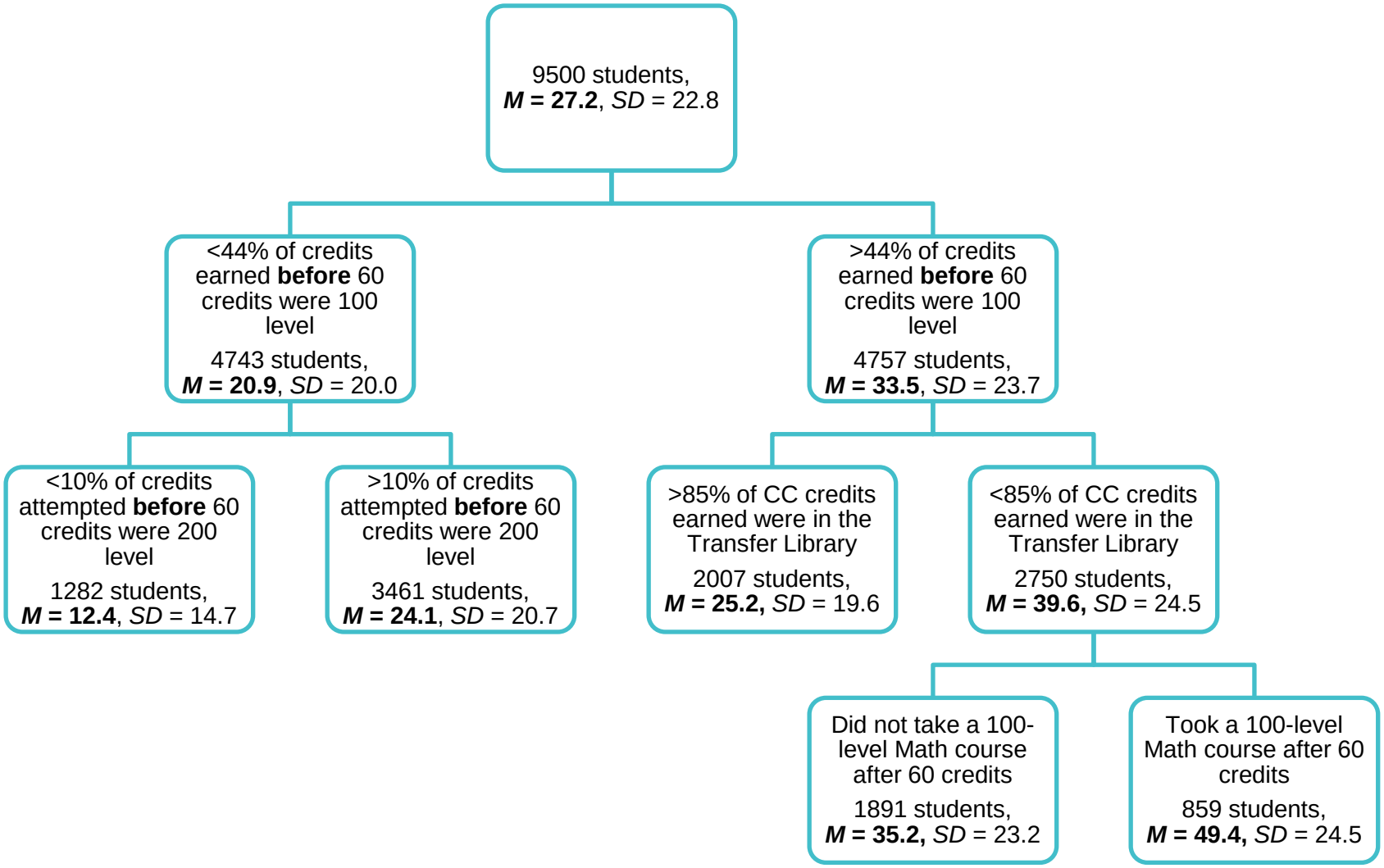
Source: Xu, Jaggars, & Fletcher, 2016, Table 10.

Credit Transfer Efficiency

- Important to understand: both a barrier to completion and source of extra cost
- Measures of credit transfer efficiency:
  - **Transferability**: Credits are accepted at receiving institution
  - **Applicability**: Credits are counted toward major/degree at receiving institution
  - **Excess Credit**: Students attempted/earned more credits than the total required for their degree
- APPAM 2016: Exploratory study of excess credits among BA completers who started a two- and four-year institutions in two states:
  - Created a rich set of variables to capture the curricular pathways students take in pursuing a bachelor's degree
  - Used data mining techniques to identify variables associated with efficient or inefficient bachelor's degree pathways
  - Dependent Variable: Excess Credits among BA completers

Simplified Partition Tree:

State B, **2-year Entrants**, Excess Credits Attempted



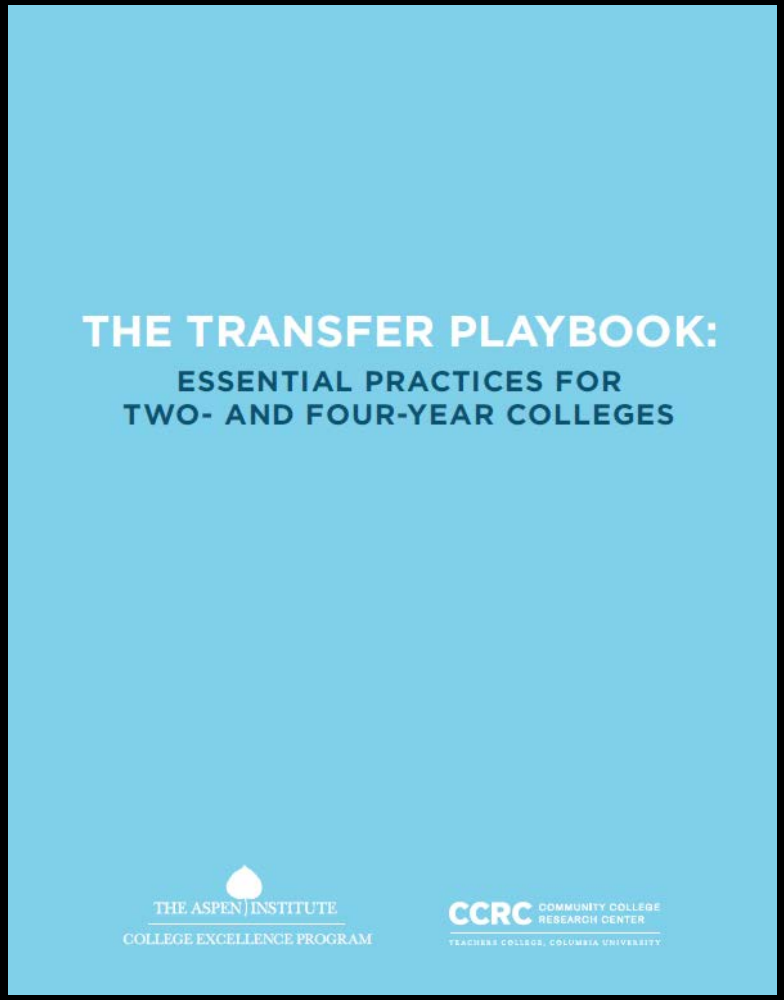
Source: Fink, Kopko, Ran, & Jenkins. “Course-level Indicators of Two- to Four-Year College Credit Transfer Efficiency,” Paper presented at APPAM 2016, Washington, DC.

Understudied Barriers to Transfer Success

1) Lack of early momentum
2) Students make progress, don't transfer
3) Transfer paths unclear
4) Transfer credit loss

What can we do to address these barriers?

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



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

- ✓STRATEGY 1: Prioritize Transfer
- ✓STRATEGY 2: Create Clear Programmatic Pathways with Aligned High-Quality Instruction
- ✓STRATEGY 3: Provide Tailored Transfer Student Advising
- \+ Build strong transfer partnerships

STRATEGY 1: Prioritize Transfer

- ✓ Communicate transfer as a key component of the institution's mission
- ✓ Share data to increase understanding of the need to improve transfer student outcomes – and the benefits of doing so
- ✓ Dedicate significant resources to support transfer students

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

— STUDENT AT HOLYOKE COMMUNITY COLLEGE

GENERAL EDUCATION REQUIREMENTS

(Select 12 courses from this list of more than 300)

Basic Liberal Studies Requirements: [2 courses must include the Diversity (D) overlay]

English Communication: 6 credits; 3 credits must be in a writing course

Writing (ECw): ELS 112, 122 (nonnative speakers); HPR 326; WRT 104, 105, 106, 201, 227, 235, 302, 303, 304(D), 305(D), 333.

General (EC): COM 100(D), 110(D); LIB 120; PHL 101.

Fine Arts and Literature (A): 6 credits; 3 credits in Fine Arts and 3 credits in Literature

Fine Arts: ARH 120(D), 251(D), 252(D); ART 101, 207; FLM 101(D), 203(D), 204(D), 205(D); HPR 105, 124, 201A, 202A, 324; LAR 201; MUS 101(D), 106(D), 111, 292(D), 293(D); PLS 233; SPA 320(D); THE 100, 181, 351(D), 352(D), 381, 382, 383.

Literature: AAF 247(D), 248(D); CLA 391(D), 395(D), 396(D), 397(D); CLS 160(D); ENG 110(D), 160(D), 241(D), 242(D), 243(D), 247(D), 248(D), 251(D), 252(D), 260(D), 262(D), 263(D), 264(D), 265(D), 280(D), 300(D), 302(D), 303(D), 304(D), 317(D), 355(D), 357(D), 358(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HPR 105, 125, 201A, 202A; RUS 391(D), 392(D); SPA 305(D), 306(D), 307(D), 308(D); WMS 317(D).

Language/Culture (FC): 6 credits

- Demonstration of competence through the intermediate level by examination or successfully completing through 104 (living language) or 302 (classical language)
- Two-course sequence (or one course at the 113 level) in a previously studied language through at the appropriate level (all D): ARB 103, 104; CHN 103, 104; FRN 103, 104; GER 103, 104; GRK 301, 302; HBW 103, 104; ITL 103, 104, 111; JPN 103, 104; LAN 193, 194; LAT 301, 302; POR 103, 104; RUS 103, 104; SPA 103, 104, 111, 113, 210.
- Two-course sequence (or one course at the 111 level) in a language not previously studied (or studied for less than two years in high school) through the beginning level: ARB 101, 102; CHN 101, 102; FRN 101, 102; GER 101, 102; GRK 101, 102; HBW 101, 102; ITL 101, 102; JPN 101, 102; LAN 191, 192; LAT 101, 102; POR 101, 102; RUS 101, 102; SPA 101, 102.
- Study abroad in an approved program for one semester
- Major in a foreign language
- Formerly registered international students, students with recognized immigrant status, or naturalized citizens (at Dean's discretion)
- Two courses in Cross-Cultural Competence: CPL 300(D); FRN 309(D), 310(D), 320(D), 391(D), 392(D), 393(D); HIS 132(D), 171(D), 172(D), 180(D), 311(D), 327(D), 374(D), 375(D); HPR 201F, 202F; LET 151L(D), 151Q(D), 151R; NRS 300; PHL 331(D); RLS 131(D); SPA 320(D), TMD 224(D); six credits of a full-semester approved Intercultural Internship in a foreign country through the Office of Internships and Experiential Education

Letters(L): 6 credits

AAF 150(D), 201(D), 355(D), 356(D); APG 327; BGS 392(D); CLS 160(D), 235; EGR 316(D); ENG 110(D), 160(D), 243(D), 251(D), 252(D), 280(D), 355(D), 356(D); FRN 391(D), 392(D), 393(D); HIS 111, 112, 113(D), 114(D), 116, 117, 118(D), 130(D), 132(D), 141(D), 142(D), 145(D), 146(D), 150(D), 160(D), 171(D), 172(D), 180(D), 304, 305, 310(D), 311(D), 314, 323(D), 327(D), 332(D), 333(D), 340(D), 341(D), 346(D), 351(D), 355(D), 356(D) , 374(D), 375(D); HPR 107, 201L, 202L, 307; JOR 110(D); LAR 202(D); LET 151L(D), 151Q(D), 151R(D); NUR 360(D); PHL 101, 103, 204, 210(D), 212(D), 215, 217(D), 235, 314, 316(D), 321, 322, 323(D), 325(D), 328(D), 331(D), 346, 355; PSC 341, 342; PSY 310; RLS 111(D), 125, 126, 131(D); WMS 220(D), 315(D), 320(D)

Mathematics(MQ): 3 credits satisfied by MTH 141

BUS 111, CSC 101, 201; HPR 108, 201M, 202M; MTH 106, 107, 108, 109, 111, 131, 141; PSC 109; STA 220.

Natural Sciences(N): 6 credits; satisfied by PHY

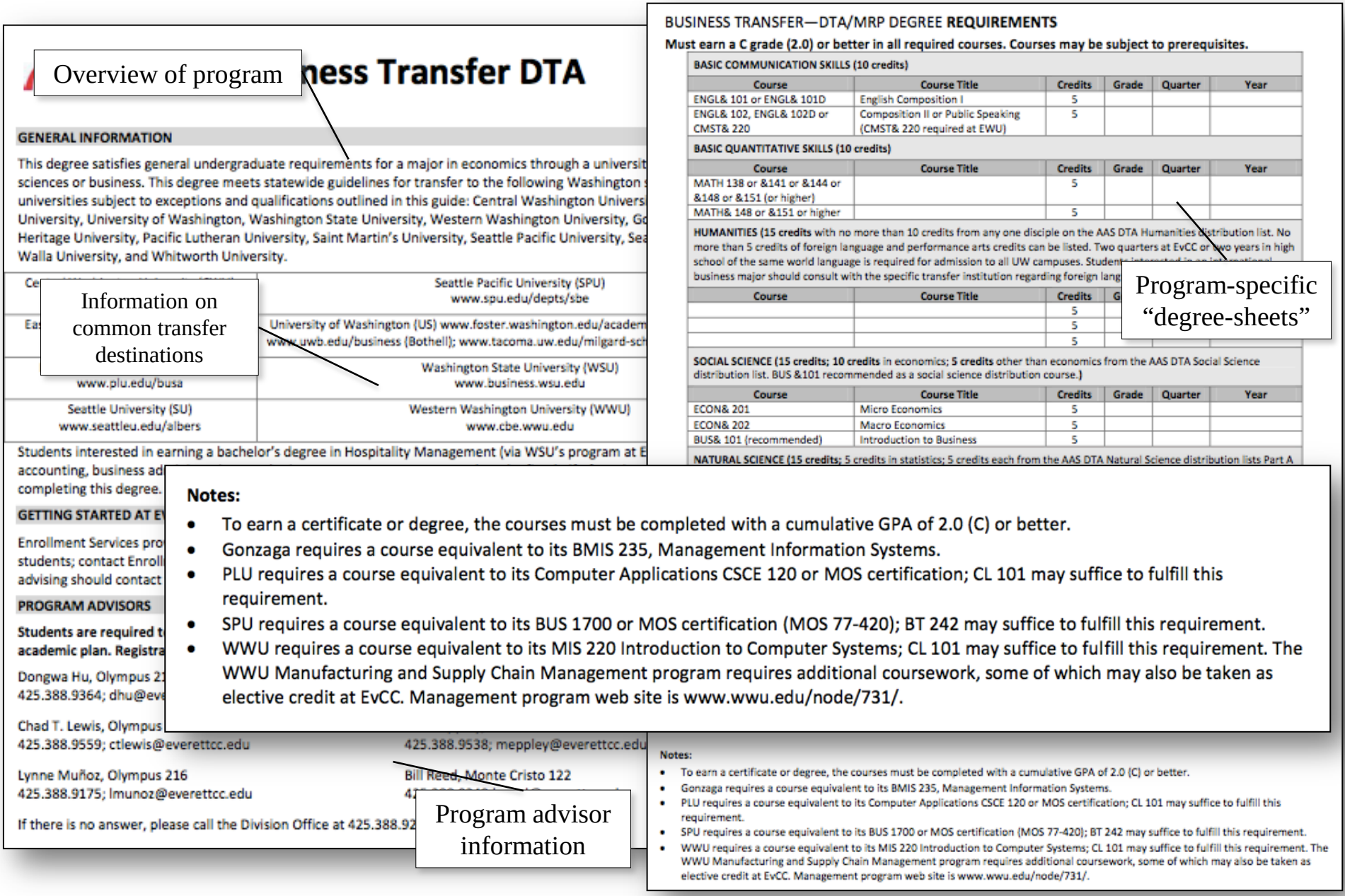
AFS 190, 210, 211; APG 201(D); AST 108, 118; AVS 101(D); BCH 190; BIO 101, 102, 105, 106, 286(D); BPS 201; CHM 100, 101, 103, 112; GEO 100, 102, 103, 110, 113, 120; HPR 109, 201N, 202N; MIC 190; NFS 207; NRS 190; OCG 110, 123, 131; PHY 109, 111, 112, 140, 185, 186, 203, 204, 205, 273, 274, 275; PLS 150, 190; TMD 113

Social Sciences(S): 6 credits

APG 200(D), 202, 203(D), 301(D); CPL 202(D); ECN 100(D), 201, 202, 306, 381(D); EDC 102(D); EEC 105, 310, 356; GEG 101(D), 104(D), 202(D); HDF 225; HPR 110(D), 201S, 202S; HSS 130; JOR 110(D); KIN 123(D); LIN 200(D); MAF 100; NUR 150(D); PSC 113(D), 116(D), 274(D), 288; PSY 103(D), 113(D), 232(D), 235(D), 254(D), 255(D); SOC 100(D), 212(D), 230(D), 240(D), 242(D), 274(D); TMD 224(D), WMS 150(D)

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

- ✓Work collaboratively with colleagues from partner institutions to create major-specific program maps
- ✓Provide rigorous instruction and other high-quality academic experiences to prepare students for four-year programs
- ✓Establish regular, reliable processes for updating and improving program maps
- ✓Design unconventional pathways, as necessary



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, Go
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
Eas	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 21
425.388.9364; dhu@eve

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

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

425.388.9538; meppley@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.

Program-specific "degree-sheets"

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. Students interested in an international business major should consult with the specific transfer institution regarding foreign lang

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:

- 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.
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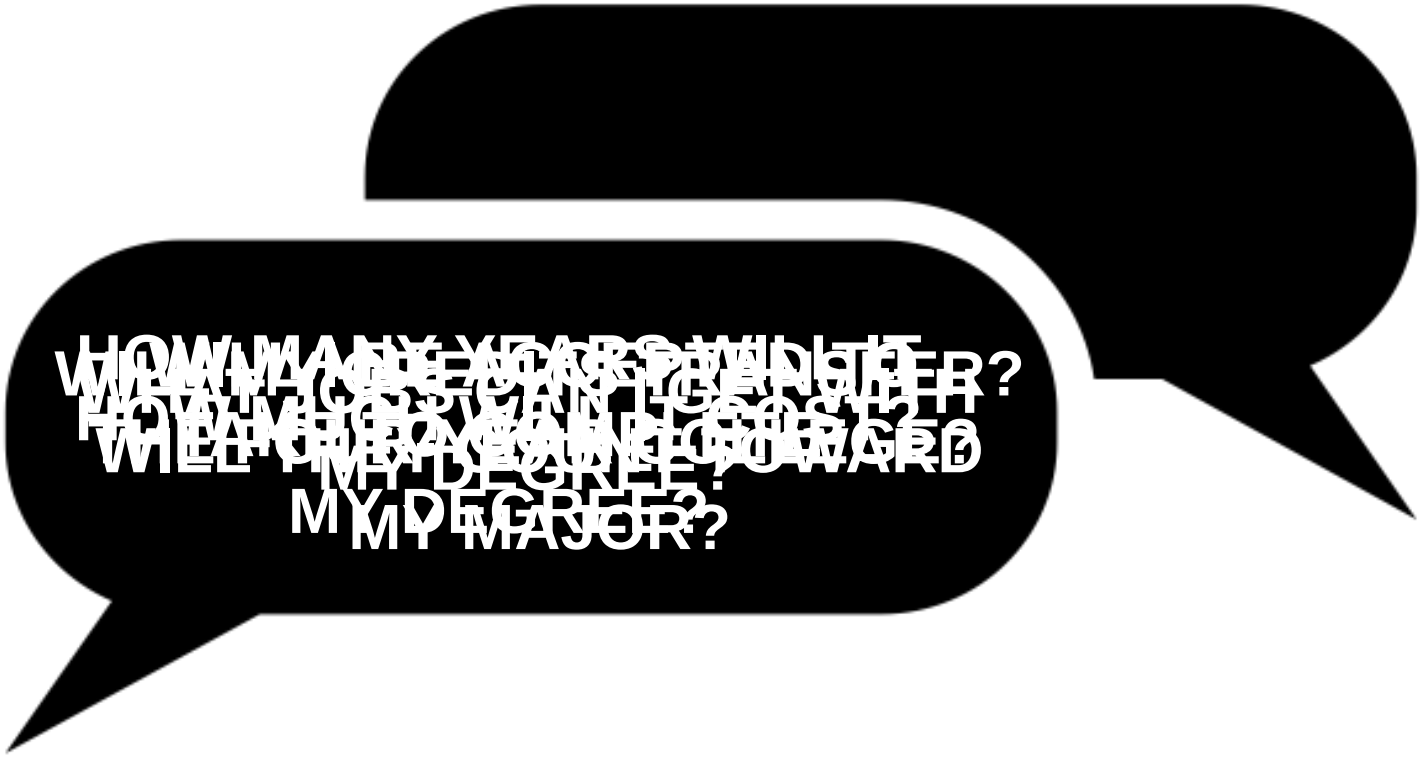
https://mymajor.fiu.edu/

STRATEGY 3: Provide Tailored Transfer Student Advising



For a complete list of questions, see page 34 of The Transfer Playbook.

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

WEBSITE EXERCISE

Imagine you are a student about to register for classes at your community college.

You want to study marketing and transfer to a local four-year university. Go to **YOUR COLLEGE'S** website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter the marketing program at the four-year institution.

Think about the following questions AS THE STUDENT:

Getting Off on the Right Start: What marketing programs are available at nearby universities? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?

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

Locating In-Person Help: Who would you need to go at **YOUR COLLEGE** to get information on transfer in marketing? Where would you go to on your campus to find that person? How easy or difficult was it to find this information on your website?

STRATEGY 3: Provide Tailored Transfer Student Advising

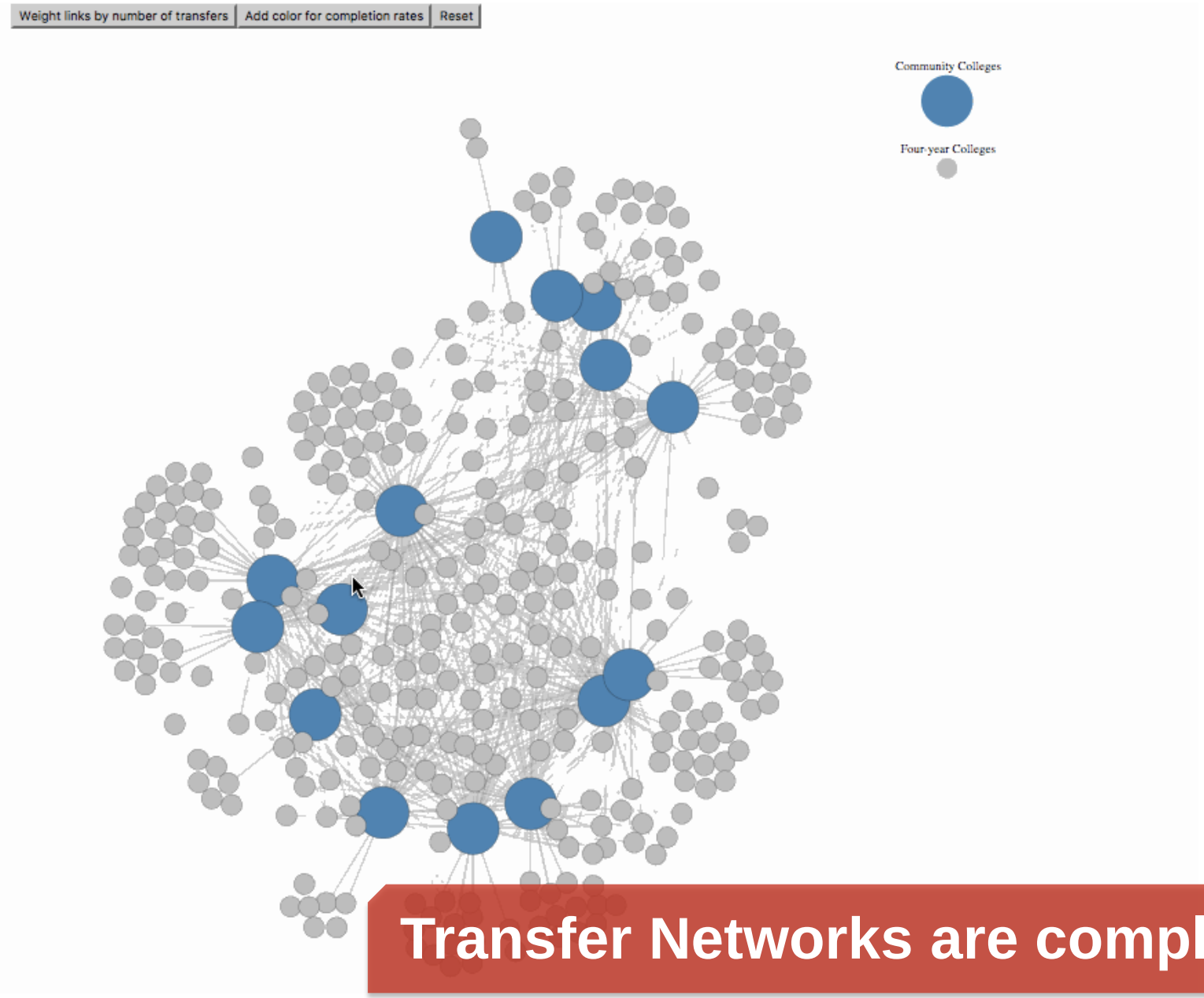
FOUR-YEAR COLLEGE ADVISING PRACTICES

- ✓ 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

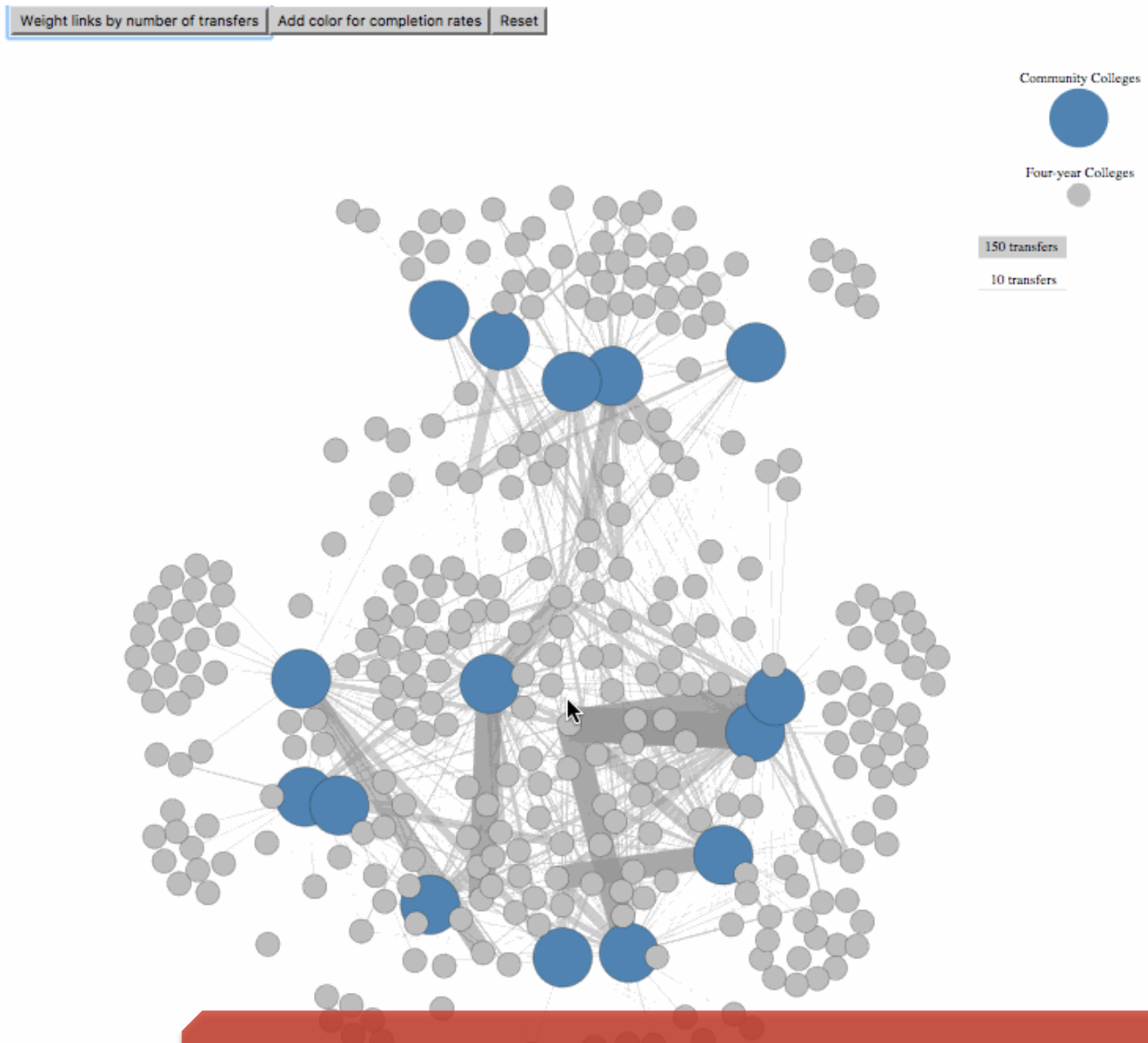
"I APPLIED TO [A FOUR-YEAR UNIVERSITY] AS A FRESHMAN AND GOT SCHOLARSHIPS. THEN I APPLIED [TO THE SAME UNIVERSITY] AS A TRANSFER STUDENT AND DIDN'T GET [SCHOLARSHIPS]. WHERE DID THEY GO?"

— CURRENT COMMUNITY COLLEGE TRANSFER STUDENT

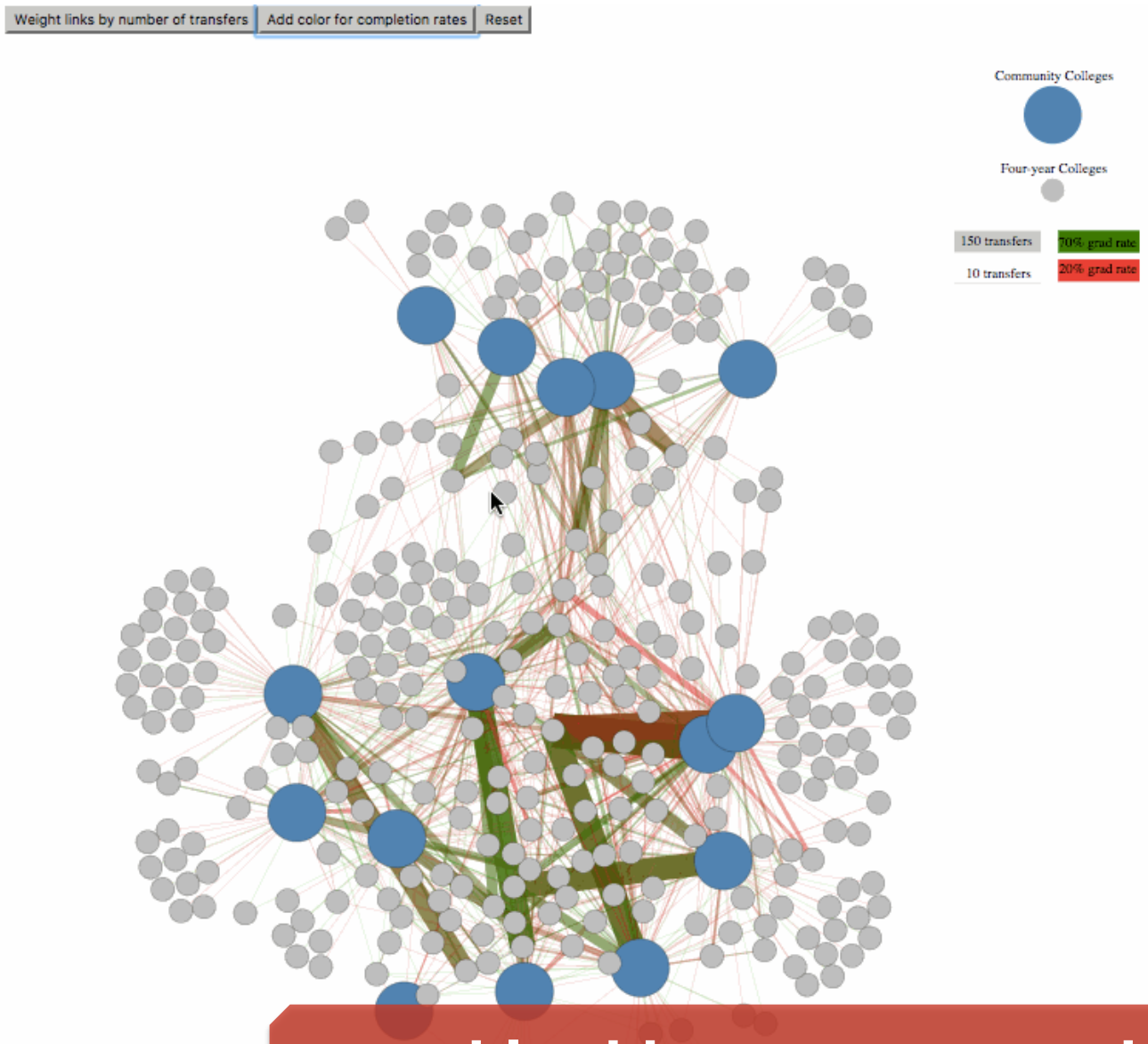
Build Strong Transfer Partnerships



Transfer Networks are complex



Colleges are prioritizing major partners



…and looking at success by partner

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” to serve as liaisons to transfer partners.

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

DRAFT FOR FIELD TESTING AND REVIEW
COMMENTS WELCOME

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Institution Name: _____

Overview: This tool is design
Essential Practices for Two-
Research Center at Columbi
have achieved exceptional t
characteristics).

How to use this tool: The ass
3) provide tailored transfer a
systematically each sub-prac
and that it is part of the
space to identify possible ne

Scale of A
(1) Minima
(2) Beginn
(3) Buildin
(4) System

We recommend that a core
that serve transfer students.
student services deans or di
should then engage others a
of faculty and staff. Ideally th
transfer students, and motiv

For help using this tool: Cont

To share feedback or comments o

THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

DRAFT FOR FIELD TESTING AND REVIEW
COMMENTS WELCOME

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

THE TRANSFER PLAYBOOK:
TOOL FOR ASSESSING PROGRESS TOWARD ADOPTION OF ESSENTIAL TRANSFER PRACTICES FOR FOUR-YEAR COLLEGES

Institution Name: _____ **Date:** _____

Overview: This tool is designed to help your institution assess the alignment of your community college transfer student practices with those described in *The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges*, published in May 2016 by the Aspen Institute's College Excellence Program and the Community College Research Center at Columbia University's Teachers College. These practices were identified based on research on two- and four-year institutional partnerships that have achieved exceptional transfer and baccalaureate completion rates for students who start at community colleges (controlling for student and institutional characteristics).

How to use this tool: The assessment is organized around four categories of essential practices: 1) prioritize transfer, 2) create clear, rigorous program pathways, 3) provide tailored transfer advising, and 4) build effective transfer partnerships. Within the four categories, please use the following scale to rate how systematically each sub-practice is implemented at your college. **By "systemic," we mean that the practice is implemented routinely and at scale, and that it is part of the regular operation and culture of the college.** The tool offers questions to consider as you conduct the assessment, and space to identify possible next steps.

Scale of Adoption	Definition
(1) Minimal	The college does not engage in this practice in a significant way (i.e., routinely and/or at scale)
(2) Beginning	The college is beginning to engage in this practice, but has not moved toward systematizing it
(3) Building	The college engages in this practice and is moving toward systemic implementation
(4) Systemic	The college engages in this practice systemically

We recommend that a core team be assembled to complete the assessment to ensure that those with relevant knowledge of transfer student practices and policies are included. Possible members of the team might include: deans from at least two colleges or academic divisions, department chairs from at least two academic divisions, a financial aid staff member, and advisors who work with transfer students. Once a diverse, inclusive core team has completed the assessment, members should then engage others at the institution in conversation about the results, beginning with the president and her/his cabinet and followed by a broader group of faculty and staff. Ideally these discussions should help refine the assessment, build shared understanding of the ways your institution does and does not support transfer students, and motivate college leaders to continue to engage the wider college community in planning and implementing improvements.

For help using this tool: Contact Josh Wyner of the Aspen Institute (josh.wyner@aspeninstitute.org) or Davis Jenkins at CCRC (davisjenkins@gmail.com).

ESSENTIAL TRANSFER PRACTICE #2: CREATE CLEAR, RIGOROUS PROGRAM PATHWAYS	Stage of Adoption at Our Institution	Questions to Consider	Next Steps: Easy Wins and Opportunities for Long-Term Improvement

a. Programs of study for community college transfer students are clearly mapped.	☐ Minimal
	☐ Beginning
	☐ Building
	☐ Systemic
		• Do the transfer maps clearly indicate:
		  ○ recommended lower-division courses, course sequences, and progress milestones by academic term for specific majors?
		  ○ clear information on special requirements and procedures for specific majors or colleges?
		  ○ notes to clarify particularly confusing articulation with major feeder colleges?
		  ○ information on career opportunities in each field?
		• Are the maps easily accessible on the institution's website?
		• Is there a mechanism for keeping transfer program requirements and maps up-to-date?	

b. Community college coursework and extra-curricular activities provide students with rigorous preparation aligned to expectations for their junior and senior years at your institution.	☐ Minimal ☐ Beginning ☐ Building ☐ Systemic	• What does your institution do to ensure that the lower division instruction offered by partner community colleges is aligned with the requirements for your major programs, both in content and level of rigor? • Are your academic departments actively involved in reviewing the content and quality of partner community college offerings? • Is there a process for your academic departments to communicate needed improvements to partner community colleges? If so, how well does this process work?	
c. Alternatives to traditional 2+2 transfer pathways have been developed for circumstances where those are not the best routes to a bachelor's degree.	☐ Minimal ☐ Beginning ☐ Building ☐ Systemic	• For which students or programs do 2+2 arrangements work best? For which does the 2+2 arrangement work least well? • What new structures have been put in place to improve outcomes (e.g., 1+3; 3+1; reverse transfer)?	

For more information

Please visit us on the web at

http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We're also on Facebook and Twitter.

Community College Research Center
Teachers College, Columbia University
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu Telephone: 212.678.3091

20 YEARS
CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY