Leadership Academy for Student Success

# Module 3: Improving Transfer at Scale

## Participant Toolkit

# Learning Objectives

* Articulate scaled strategies and practices to improve excellence in students’ transfer and bachelor’s attainment outcomes, including through effective partnerships with four-year colleges and universities
* Practice strategies to better understand the student experience

# Module Overview

* Welcome and Overview
* Framing the Module and Defining the Issue
* Strategies for Improving Transfer Outcomes
* Transfer—Models of Excellence
* Student Experience: College Website Deep Dive and CCCSE Video Review
  + Activity: Website Deep Dive
  + Activity: Understanding the Student Experience
* Panel Discussion: Practitioner Perspectives on Improving Transfer
* Closing: Debrief and Reflections

# Framing the Module and Defining the Issue

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| **GUIDING QUESTION:** Why does this work matter? |
| **KEY IDEAS:**   * The majority of students who enroll at a two-year college plan to earn a bachelor’s degree. Most don’t make it there. * Students lose lots of credits during the transfer process. * Even when students can transfer credits, those credits often don’t count toward their major. * Broken transfer processes harm students most who can least afford it. * Transfer is a shared problem and a shared opportunity for two- and four-year colleges. |
| **NOTES:** |

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# Aspen’s *Transfer Playbook 2.0*—Strategy 1

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| **GUIDING QUESTION:**  How can you apply these strategies to your context and/or role? |
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# Aspen’s *Transfer Playbook 2.0* —Strategy 2

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| **GUIDING QUESTION:**  How can you apply these strategies to your context and/or role? |
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# Aspen’s *Transfer Playbook 2.0*—Strategy 3

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| **GUIDING QUESTION:**  How can you apply these strategies to your context and/or role? |
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# Transfer—Models of Excellence

# ***Directions:*** *Review the transfer sections of the Models of Excellence case studies for Alamo Colleges District, Imperial Valley College, and Valencia College. Then, independently reflect on the questions below.*

How do you see elements of the framework we just discussed show up in these examples?

How are these transfer case studies different from what you see in traditional transfer practices?

What are you wondering?

# Activity: Website Deep Dive

***Directions:***

* *Imagine you are a student registering at your community college using* ***one*** *of the Student Persona Cards. Put yourself in the shoes of this student.*
* *Next, go to your college’s website and try to find the information you need to select your community college courses and transfer to the four-year institution.*
* *Then, go to the four-year university’s website and try to confirm you are taking the right classes.*
* *Answer the questions below. Questions are aligned to the* Transfer Playbook 2.0’s *three main strategies.*

**Prioritize Transfer at the Presidential Level to Achieve Sustainable Success at Scale:**

What classes will you need to take your first semester if you want to transfer into your program of interest at the four-year university?

**Align Program Pathways and High-Quality Instruction to Promote Timely Bachelor’s Completion within a Major:**

Is there a structured pathway—often reflected in a program map—to transfer to the four-year university and study your area of interest?

How easy or difficult was it to find this information on the website? How many clicks did it take?

**Tailor Transfer Advising and Nonacademic Supports to Foster Trust and Engagement:**

What career options are available after you transfer and complete a degree? What do salaries look like for these career options? Is this information available on either website?

How do you register and get started? Are the next steps clear? Is it clear who you should talk to for more information?

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# Activity: Understanding the Student Experience

***Directions:*** *After watching the student experience videos on transfer, answer the questions below.*

What resonated with you from the videos?

What is one thing you learned from the videos that prompts you to rethink transfer practices?

Based on that reflection, what is one next step you might take (e.g., a conversation, reading, data review, etc.) to more fully explore this different way of thinking?

# Panel Discussion: Practitioner Perspectives on Improving Transfer

**NOTES:***Use the note-catcher below to capture reflections during the presentation and discussion.*

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| **IDEAS** | **QUESTIONS** |
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| **OPPORTUNITIES** | **CHALLENGES** |
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# Module 3 Reflections: Improving Transfer at Scale

*Take a few minutes to reflect independently on the following prompts:*

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| What are your takeaways from the module? What questions do you have? |
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| As a result of this learning, what might you: |
| …keep doing? |
| …stop doing? |
| …start doing? |