State Transfer Workshop

Strengthening Transfer Student Outcomes
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

Fall 2007 CC Entrants

- All Students: 14%
- Lower-income: 10%
- Higher-income: 16%

Fall 2010 CC Entrants

- All Students: 16%
- Asian: 23%
- Black: 9%
- Hispanic: 11%
- White: 19%

Jenkins & Fink, 2016
Shapiro et al., 2017
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.
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

1. Transfer-Out Rate
2. Transfer-with-Award Rate
3. Transfer-Out Bachelor’s Completion Rate
4. Transfer-In Bachelor’s Completion Rate
5. Community College Cohort Bachelor’s Completion Rate
These are the bachelor’s completion rates for transfer students, by individual community college.

There’s a lot of variation.
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

- Transfer-out Rate: 32% (National Average), 0% (State Average)
- Transfer-with-Award Rate: 34% (National Average), 0% (State Average)
- Transfer-out Bachelor's Completion Rate: 42% (National Average), 0% (State Average)

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

- Private Non-Profit 4-years: 39% (National Average), 0% (State Average)
- Public 4-years: 47% (National Average), 0% (State Average)

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/.

Source: National Student Clearinghouse Research Center Signature Report #13, which replicates CCRC’s 2016 Tracking Transfer report.
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
### Table 2. Transfer-out Rates

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

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

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>10%</td>
</tr>
<tr>
<td>Health Professions</td>
<td>2%</td>
</tr>
<tr>
<td>Arts, Humanities, &amp; English</td>
<td>19%</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>20%</td>
</tr>
<tr>
<td>Science &amp; Mathematics</td>
<td>16%</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>4%</td>
</tr>
<tr>
<td>Computer &amp; Information Sciences</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>2%</td>
</tr>
<tr>
<td>Engineering</td>
<td>13%</td>
</tr>
<tr>
<td>Applied Technology</td>
<td>0%</td>
</tr>
<tr>
<td>Public Services &amp; Administration</td>
<td>0%</td>
</tr>
</tbody>
</table>

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.
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>
<thead>
<tr>
<th>All Students</th>
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### 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)

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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.
Data Reflection

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)?
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 hypothesis 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.
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
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.
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

- 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

- 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
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.

<table>
<thead>
<tr>
<th>Overall thoughts: Looking at your self-assessment tool and data report, what jumps out at you? What makes you hopeful? And what raises concerns?</th>
</tr>
</thead>
</table>

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?

<table>
<thead>
<tr>
<th>Prioritize Transfer</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Create Clear Programmatic Pathways with Aligned High-Quality Instruction</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provide Tailored Transfer Student Advising</th>
</tr>
</thead>
</table>

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

1. Transfer-Out Rate
2. Transfer-with-Award Rate
3. Transfer-Out Bachelor’s Completion Rate
4. Transfer-In Bachelor’s Completion Rate
5. Community College Cohort Bachelor’s Completion Rate
Kick-Off Day 2
Model(s) of Success
Action Planning for Success

College Teams
## 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.

<table>
<thead>
<tr>
<th>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 Fell-eligible transfer students’ Bachelor’s completion rates by X% (within X years of beginning community college)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Fell-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- &amp; 4-yr) to assess data and develop initial plans towards our long-term goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major actions you will take to achieve the one year goal(s)</th>
<th>Who will be involved?</th>
<th>Anticipated result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 6 months...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within 12 months...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. Transfer-Out Rate
2. Transfer-with-Award Rate
3. Transfer-Out Bachelor’s Completion Rate
4. Transfer-In Bachelor’s Completion Rate
5. Community College Cohort Bachelor’s Completion Rate
Lunch
Action Planning for Success

Regional Partnership Teams
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 20 minutes discuss the following questions based on what we have discussed in college teams so far today:

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Notes from Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In what areas is this region implementing transfer policies and practices implemented at scale?</td>
<td></td>
</tr>
<tr>
<td>2. 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?</td>
<td></td>
</tr>
<tr>
<td>3. 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?</td>
<td></td>
</tr>
<tr>
<td>4. What improvement strategies and action steps might you take as a region to achieve these aspirations?</td>
<td></td>
</tr>
<tr>
<td>5. How will you know you have achieved those goals? On what timeline will you assess progress?</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Timeline</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

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

1. Transfer-Out Rate
2. Transfer-with-Award Rate
3. Transfer-Out Bachelor’s Completion Rate
4. Transfer-In Bachelor’s Completion Rate
5. Community College Cohort Bachelor’s Completion Rate
Share-Out & Reflection

Regional Partnership Teams
Thank you!

To Our State Partners:
{List here}

To Our National Partners:
{List here}
Thank you!


*Citations for icons:*