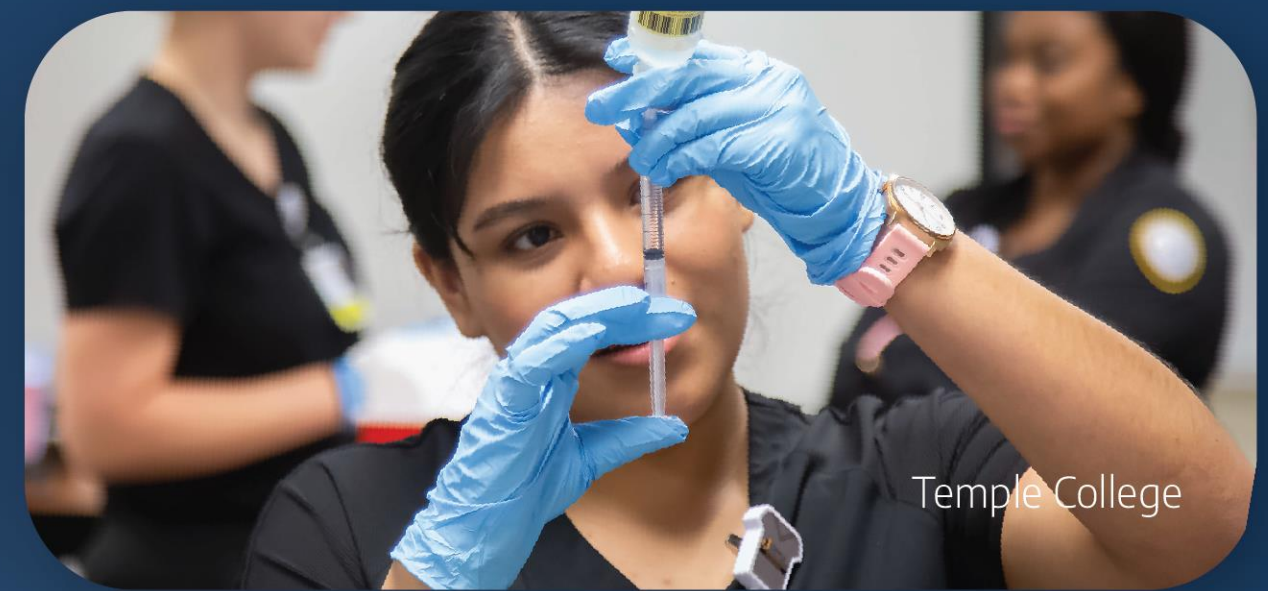


**We will start in
a few moments**





Redesigning Onboarding for Transfer Success

Pre-Institute Workshop

April 10, 2024



Texas Success Center

tacc.org/tsc

Redesigning Onboarding for Transfer Success

Dr. Linda Garcia

Executive Director, Center for Community College Student
Engagement

Aurely Garcia Tulloch

Senior Research Assistant, Community College
Research Center



Texas Success Center

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Transfer Data Dive

- National & Texas Transfer Data
- Incentives for Improving the Transfer Student Experience



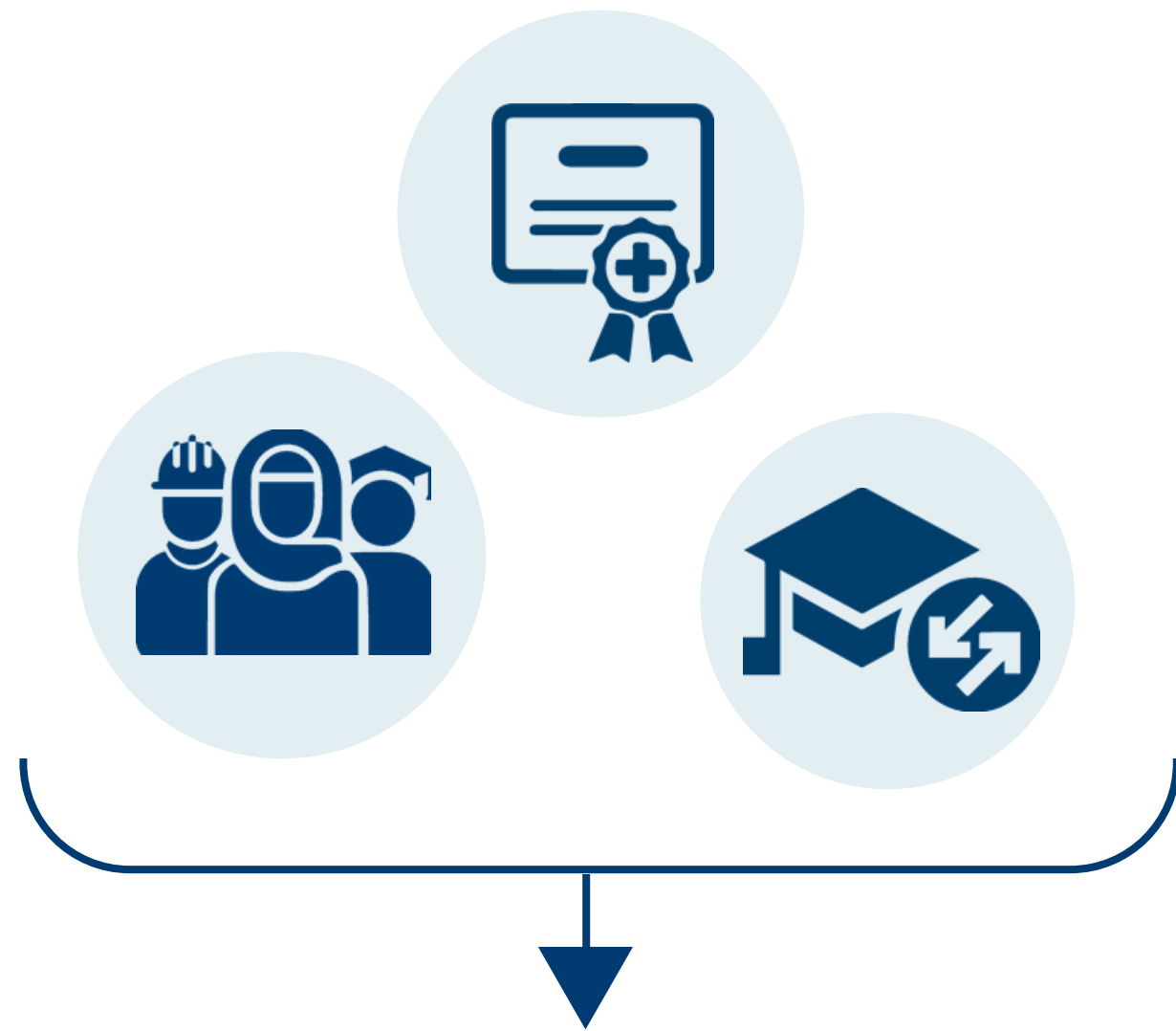
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**What's one thing your college
does **WELL** to support
the transfer experience?**

**What's one thing
you want to CHANGE about
the transfer experience?**

Performance Tier



**Performance
Tier Funding**

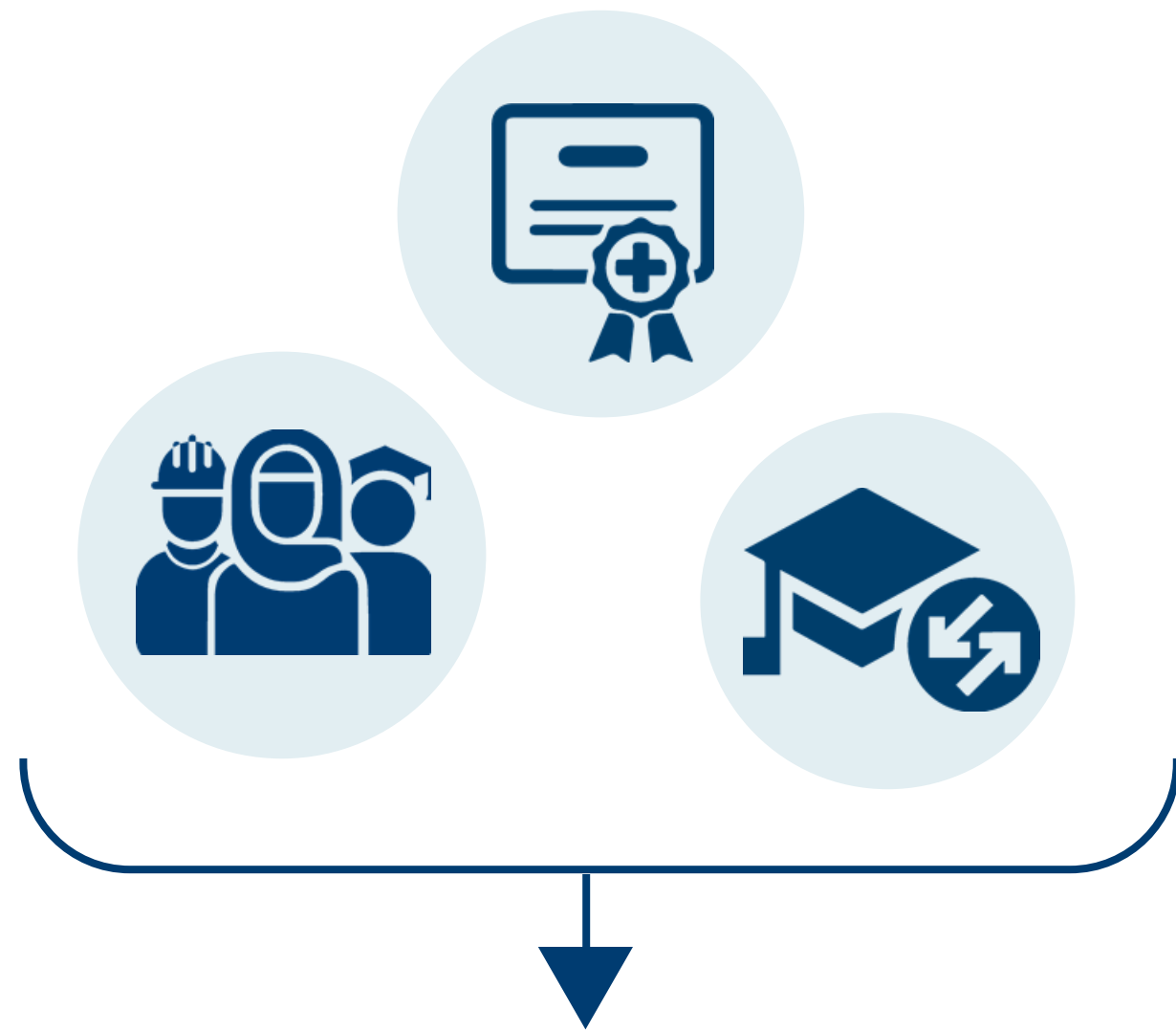
Outcomes

- **Credentials of value**, including credentials from credit and non-credit programs
- Credentials of value awarded in **high-demand fields**
- Students who **transfer with at least 15 SCH** to four-year universities
- Students who complete a **sequence of at least 15 SCH in dual credit** courses

Weights

- Economically disadvantaged
- Academically disadvantaged
- Adult learners (25 years of age or older)

Performance Tier



**Performance
Tier Funding**

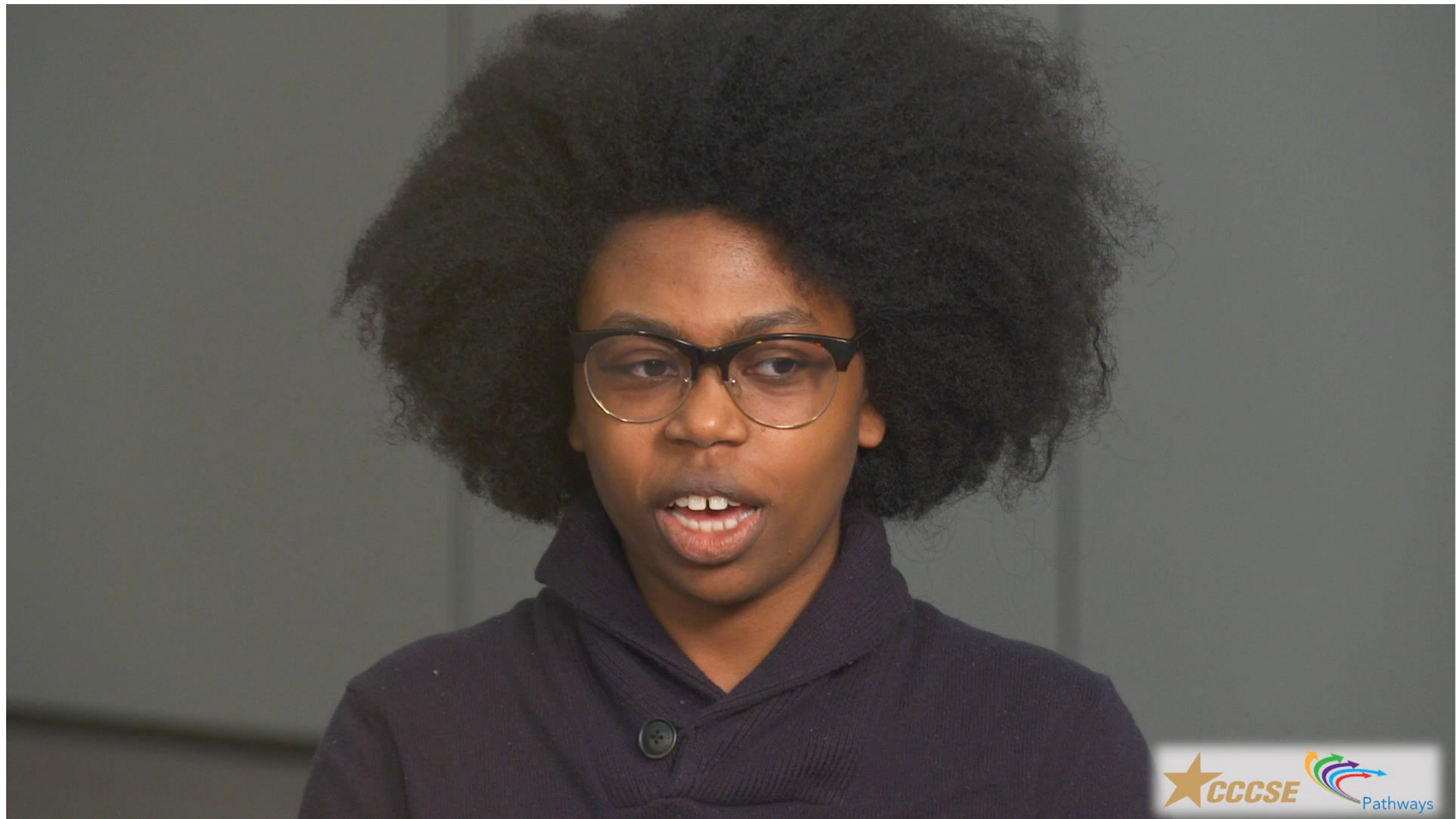
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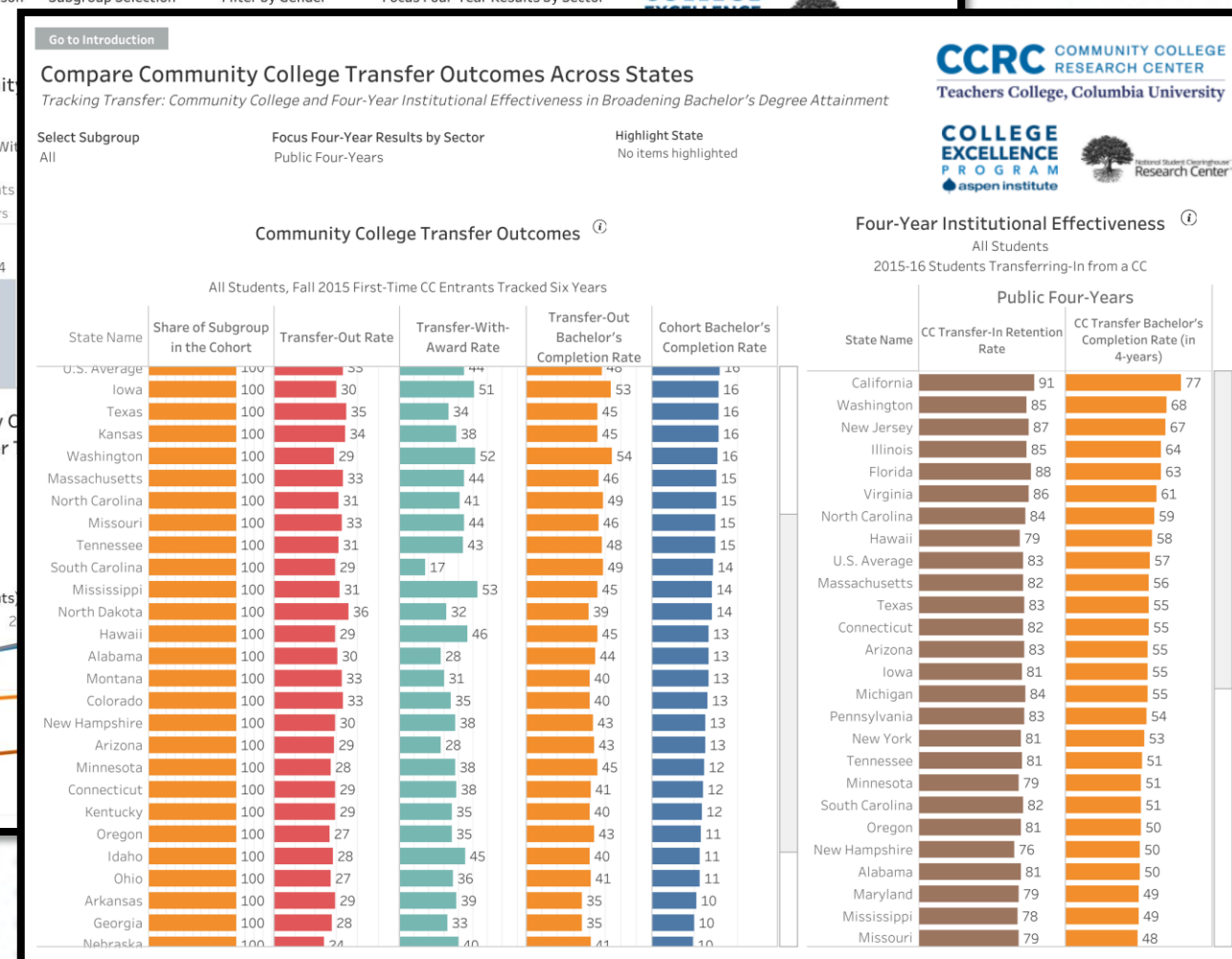
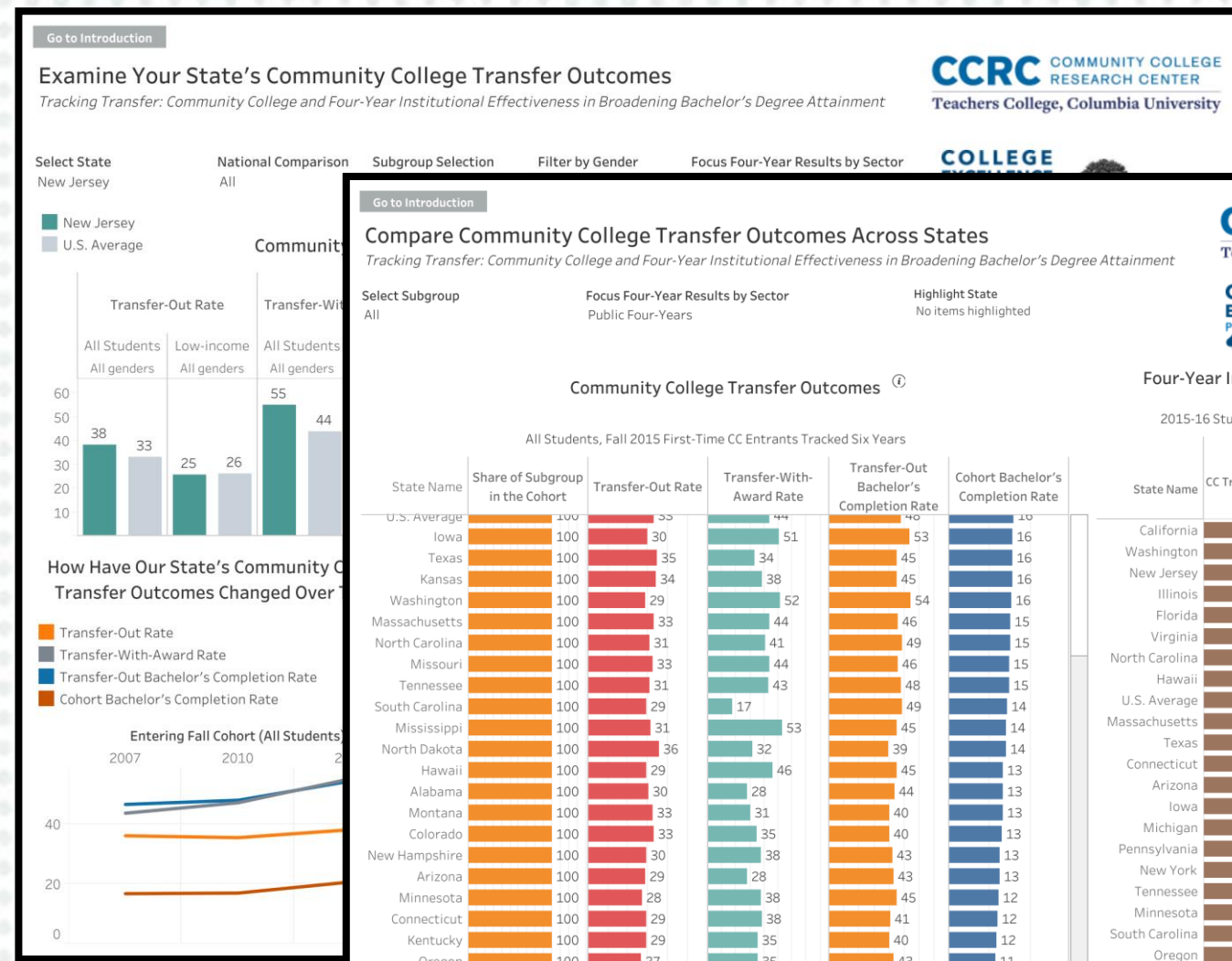




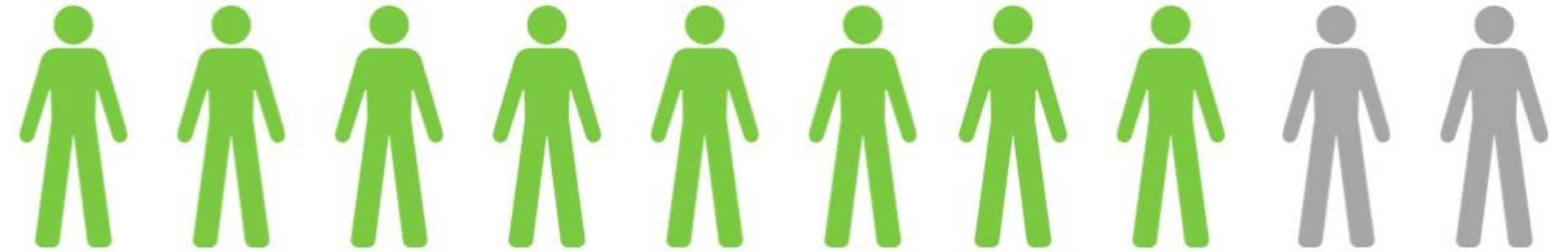
Tracking Transfer: Community College and Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

TRACKING TRANSFER
Four-Year Institutional Effectiveness
in Broadening Bachelor's
Degree Attainment

CCRC COMMUNITY COLLEGE RESEARCH CENTER
COLLEGE EXCELLENCE PROGRAM
NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER



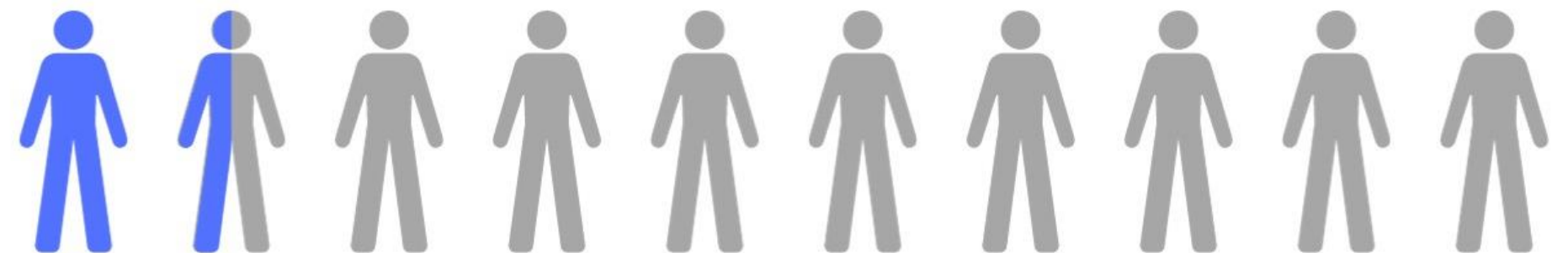
80% of community college students want a bachelor's degree



33% of community college students transfer to a four-year institution



16% of community college students will graduate with a bachelor's degree within six years of starting college



Source: Velasco et al., 2024: [Tracking Transfer: Community College and Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment](#)

There is no state where at least 25% of their community college students complete a bachelor's degree within six years.



TRACKING TRANSFER
Four-Year Institutional Effectiveness
in Broadening Bachelor's
Degree Attainment

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Teachers College, Columbia University

**COLLEGE
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PROGRAM**
aspen institute

NATIONAL STUDENT CLEARINGHOUSE
RESEARCH CENTER

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
Teachers College, Columbia University

**COLLEGE
EXCELLENCE
PROGRAM**
aspen institute

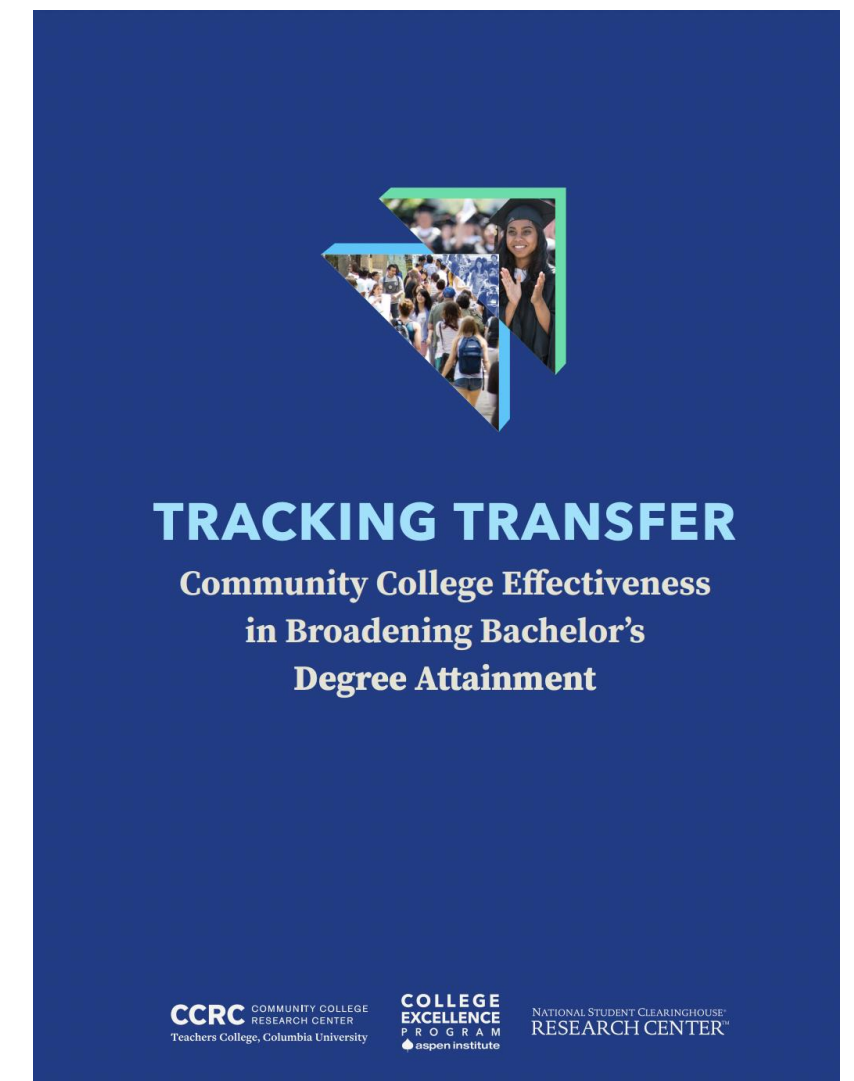
NATIONAL STUDENT CLEARINGHOUSE
RESEARCH CENTER

**COLLEGE
EXCELLENCE
PROGRAM**
aspen institute

CCRC

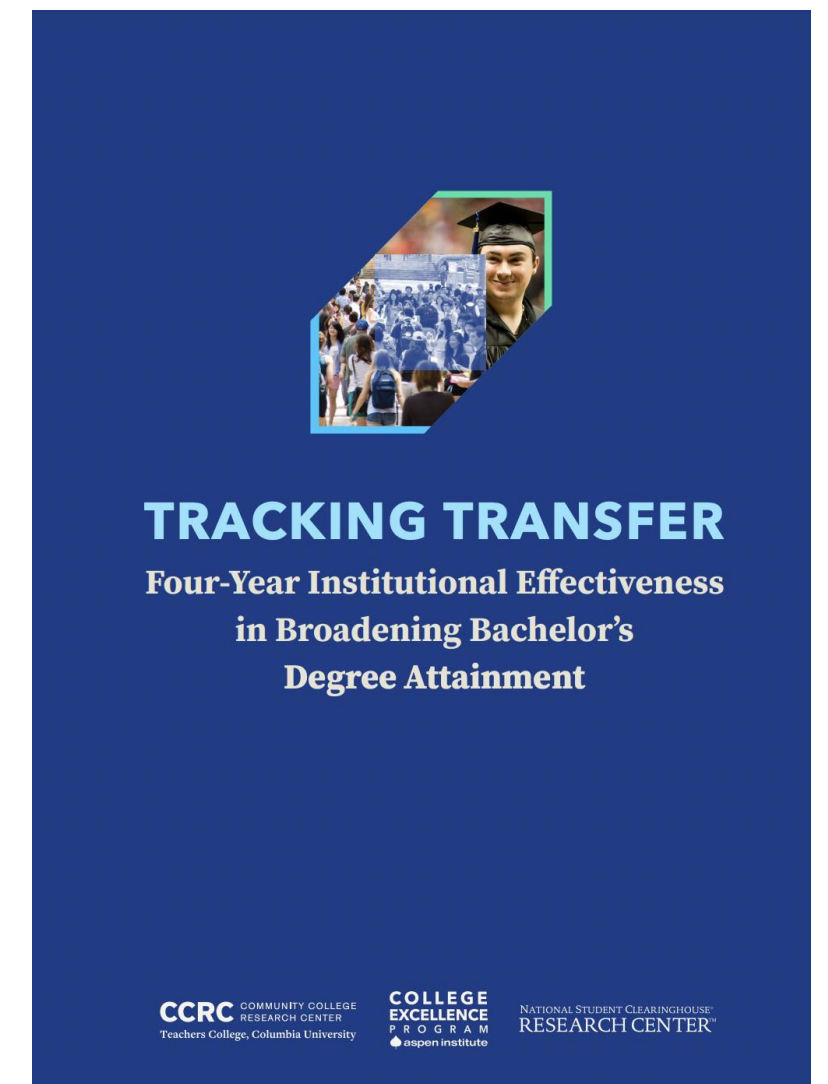
Key Findings: Tracking *Community College* Effectiveness in Broadening Bachelor's Attainment

- Nationally, **transfer and bachelor's completion rates are low**, especially for populations underrepresented among bachelor's degree holders.
- A **small** but noteworthy **number of colleges achieve strong transfer outcomes** for Black or Hispanic students.
- Transfer outcomes of **prior high school dual enrollment students are stronger** than those of students without having taken any dual enrollment courses.



Key Findings: Tracking *Four-Year Institution* Effectiveness in Broadening Bachelor's Attainment

- **Outcomes** for community college transfer students **after they arrive at four-year institutions are low** overall and even lower for low-income, Black, and older transfer students.
- Transfer students who earn a **pre-transfer community college award** have much stronger post-transfer outcomes.
- **AANAPISIs and HSIs** exhibit **strong** transfer outcomes. (And for-profits and POIs were weakest)



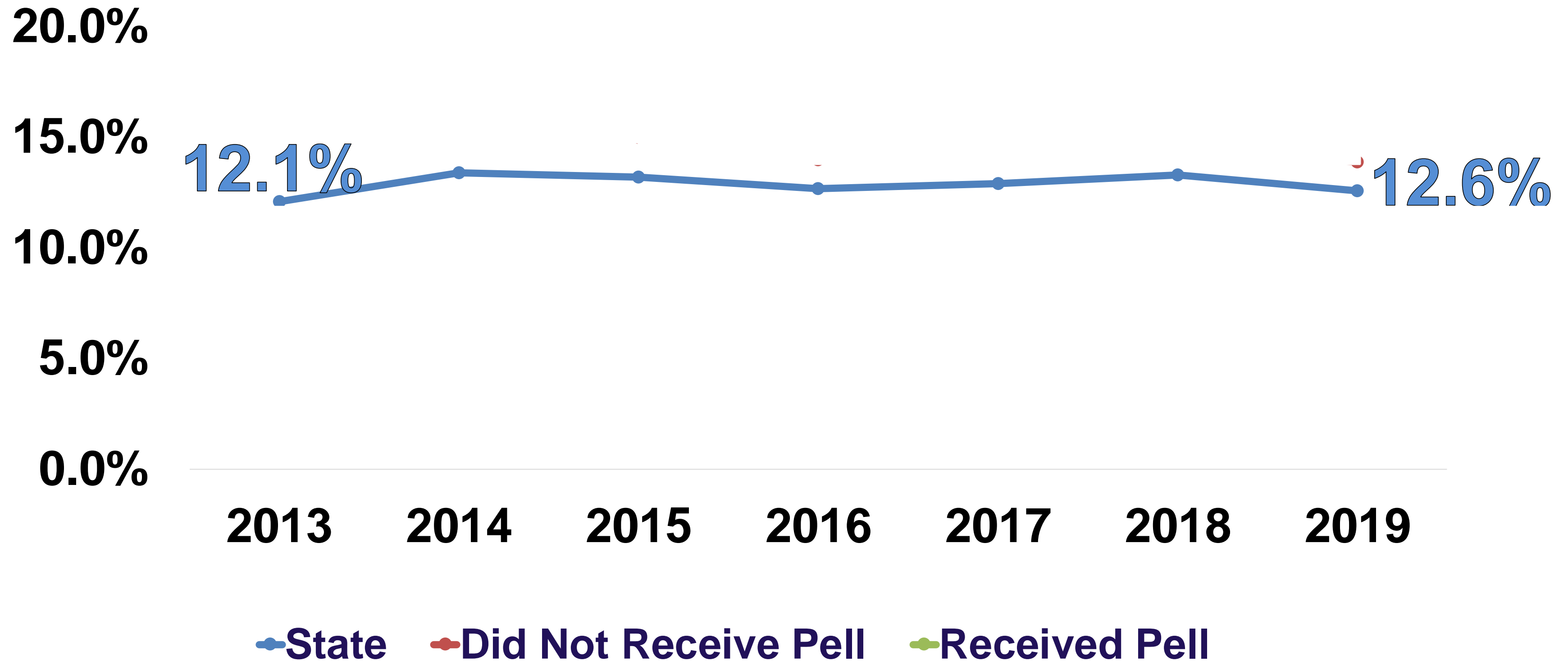
Texas Community College Students: Transferred to a 4-Year University With at Least 15 College Level Credits Within 3 Years by PELL RECIPIENTS

20.0%
15.0%
10.0%
5.0%
0.0%

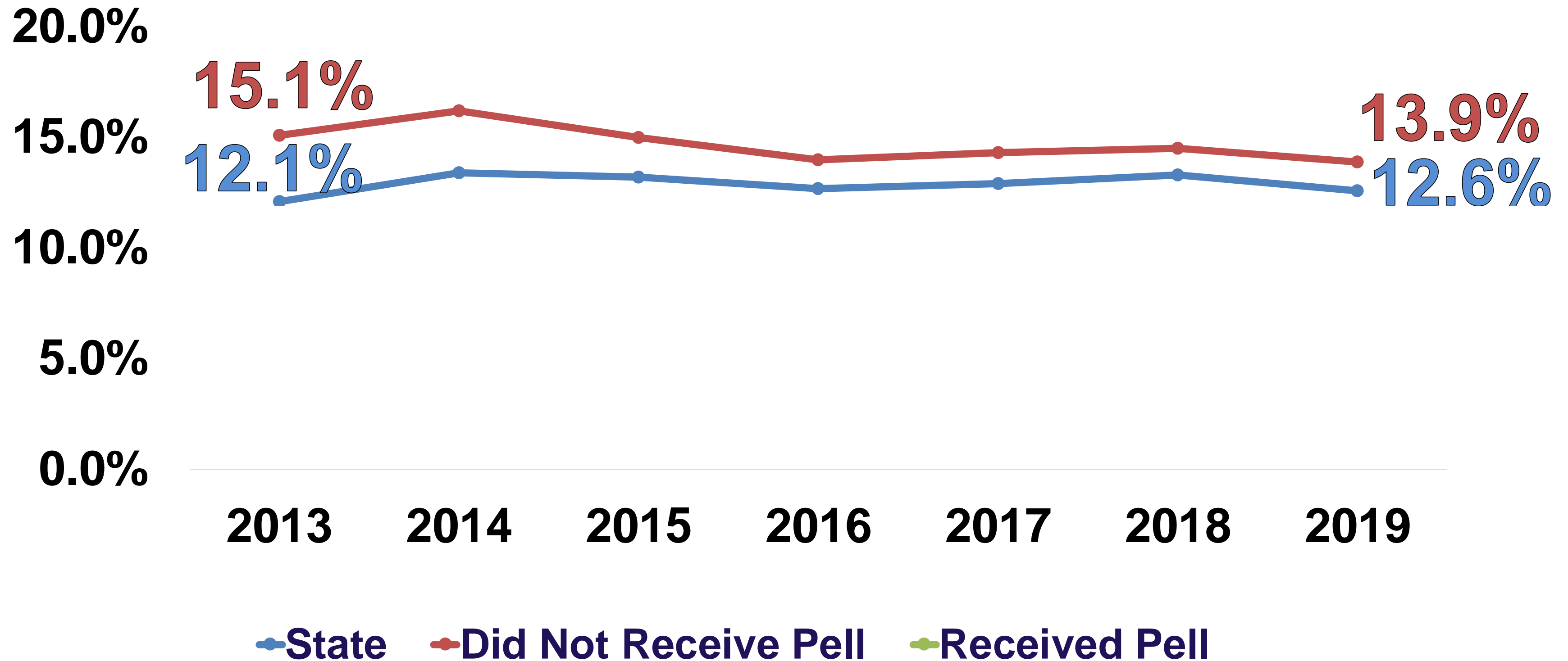
2013 2014 2015 2016 2017 2018 2019

— State — Did Not Receive Pell — Received Pell

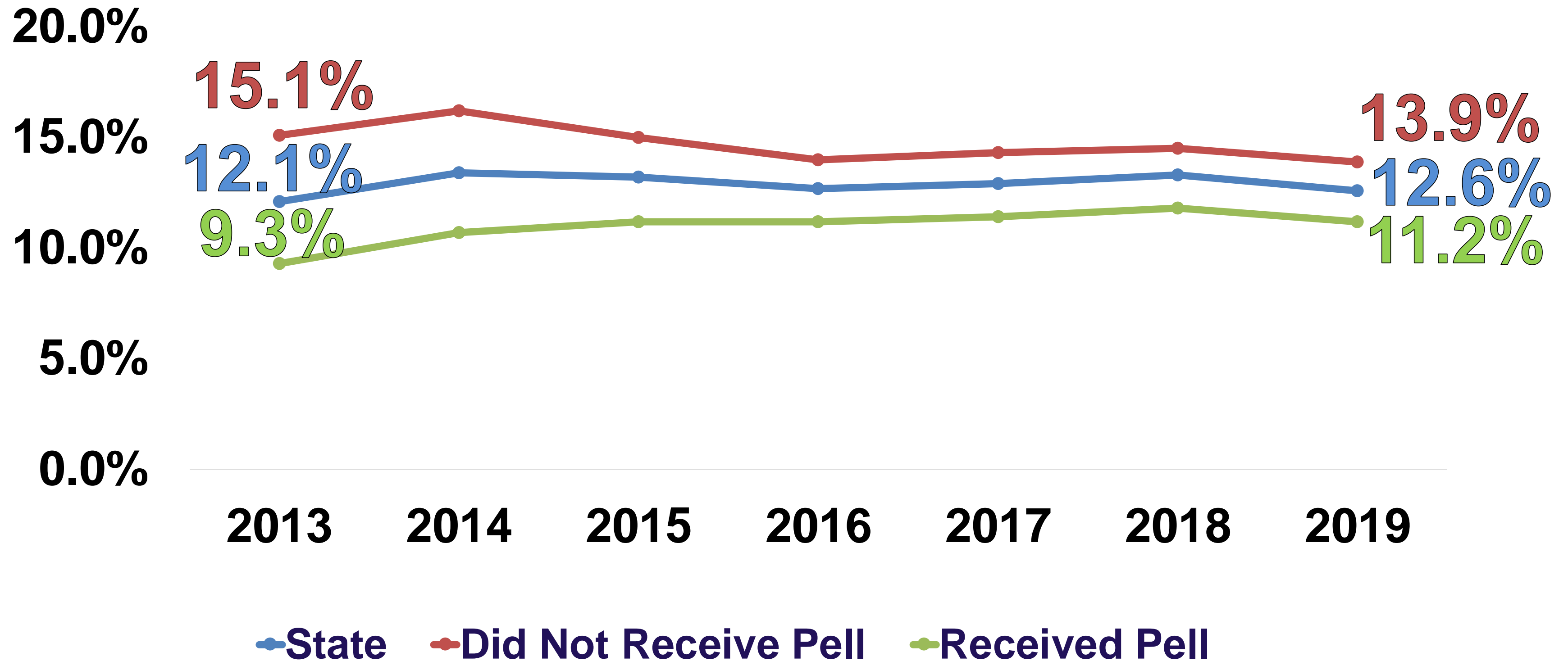
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Texas Community College Students: Transferred to a 4-Year University With at Least 15 College Level Credits Within 3 Years by DUAL CREDIT

30.0%

20.0%

10.0%

0.0%

2013

2014

2015

2016

2017

2018

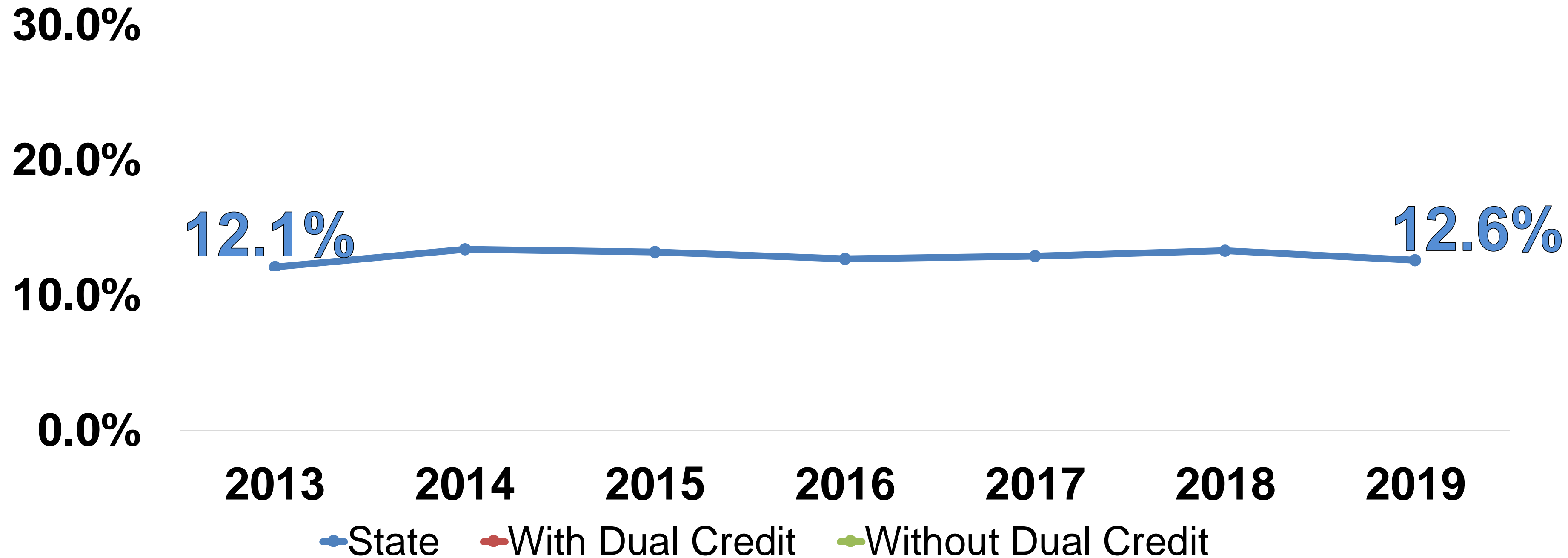
2019

— State

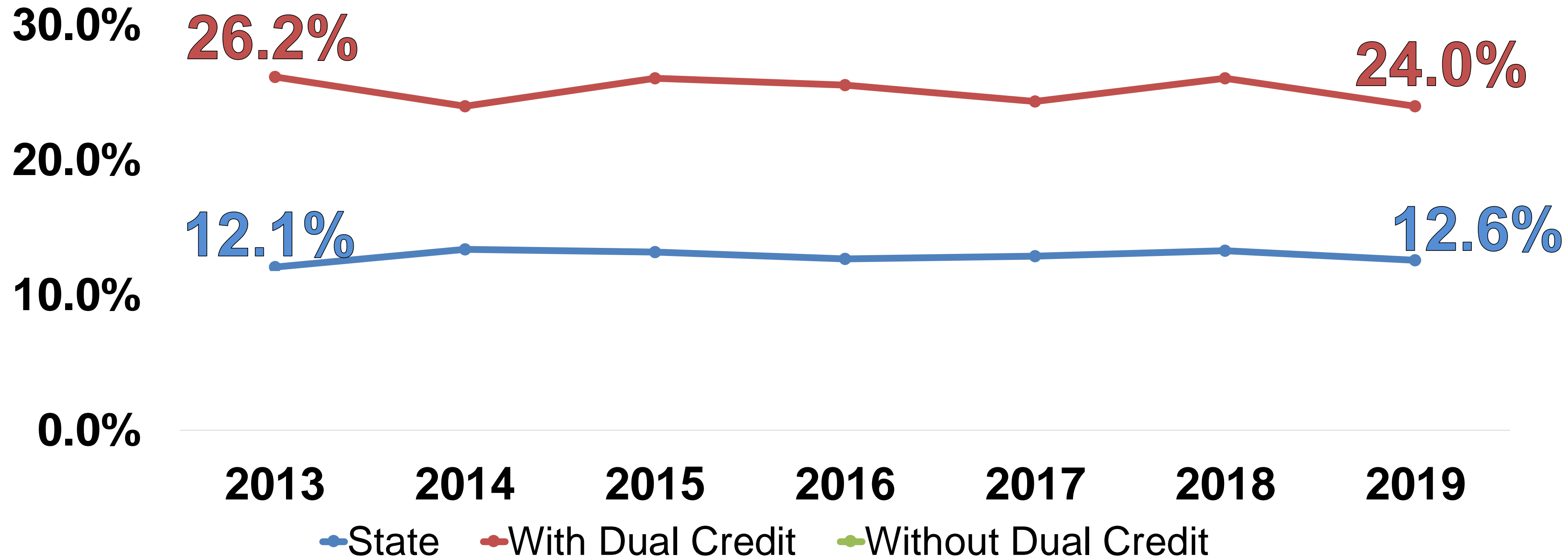
— With Dual Credit

— Without Dual Credit

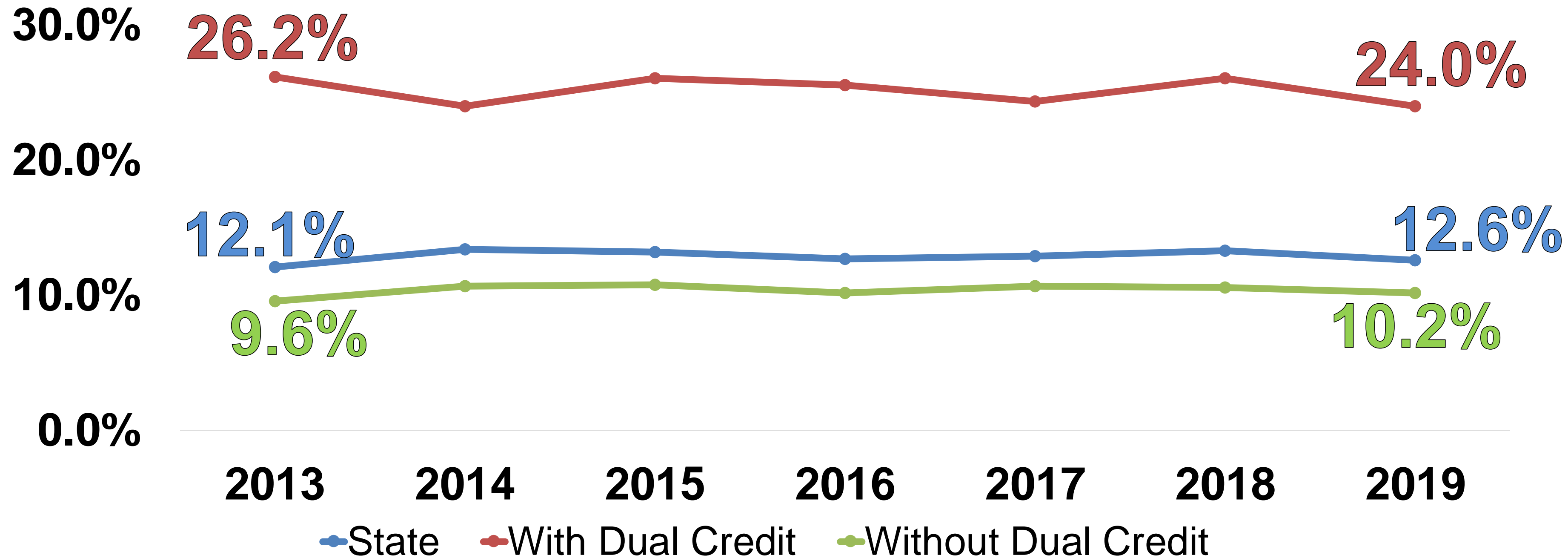
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Texas Community College Students: Transferred to a 4-Year University With at Least 15 College Level Credits Within 3 Years by RACE/ETHNICITY

20.0%
15.0%
10.0%
5.0%
0.0%

**African
American**

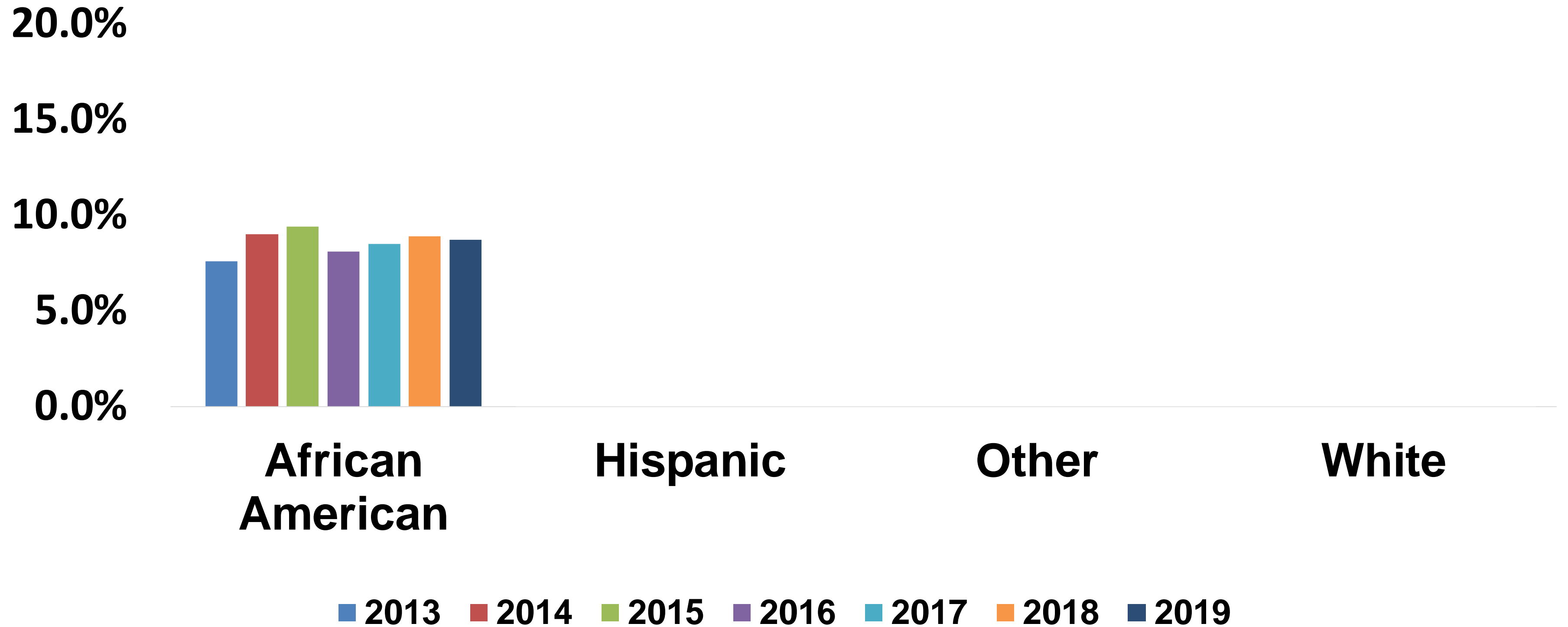
Hispanic

Other

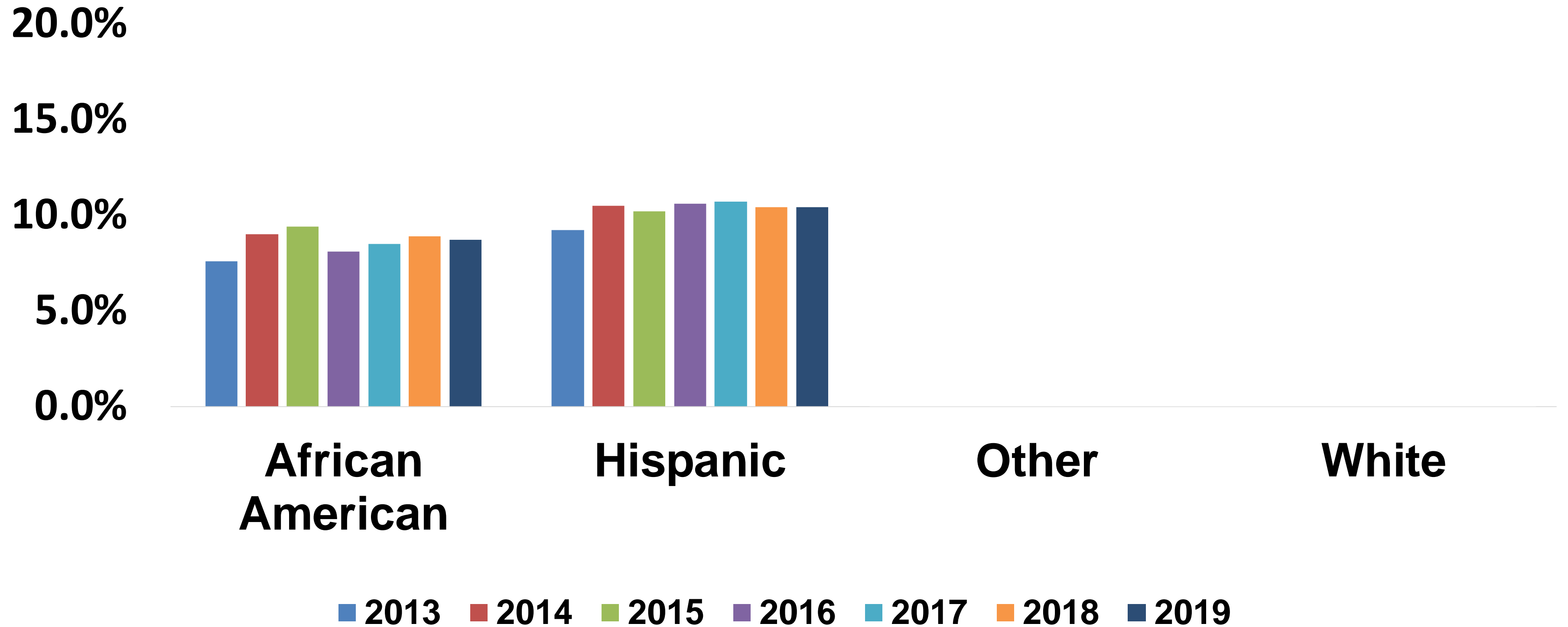
White

■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017 ■ 2018 ■ 2019

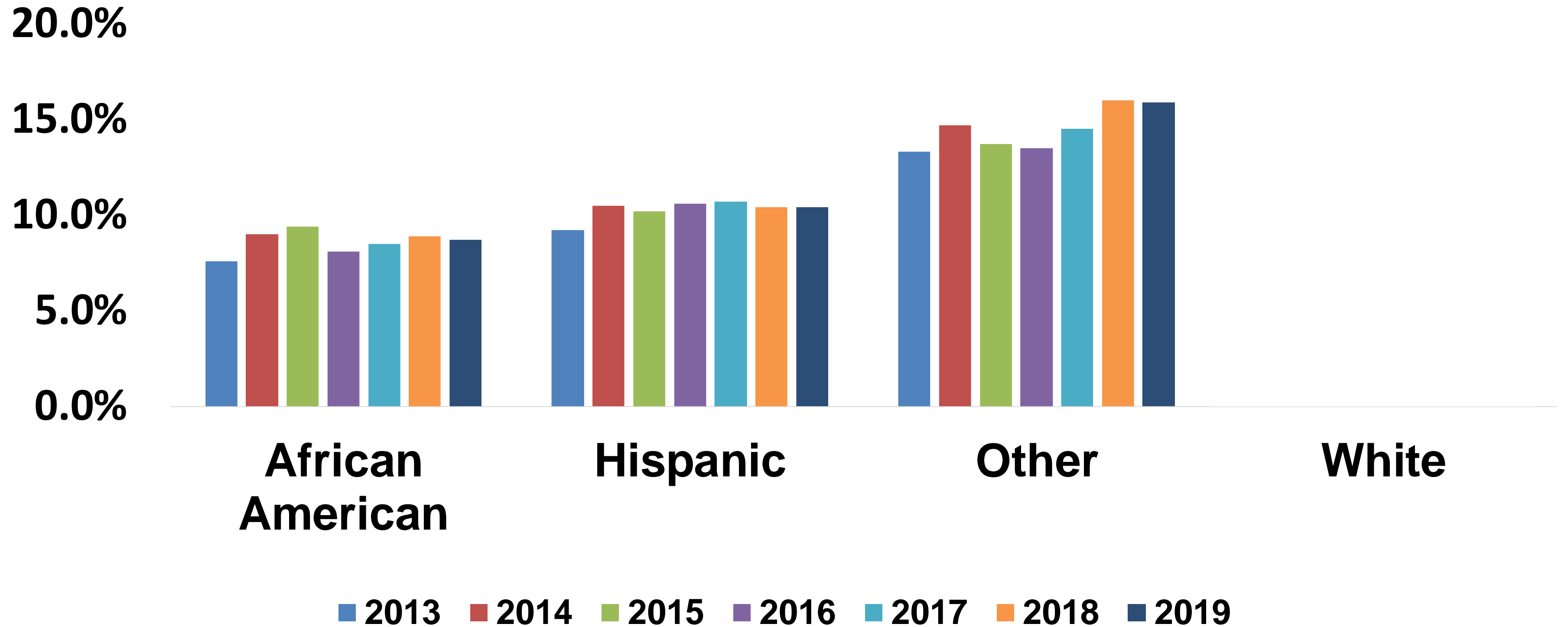
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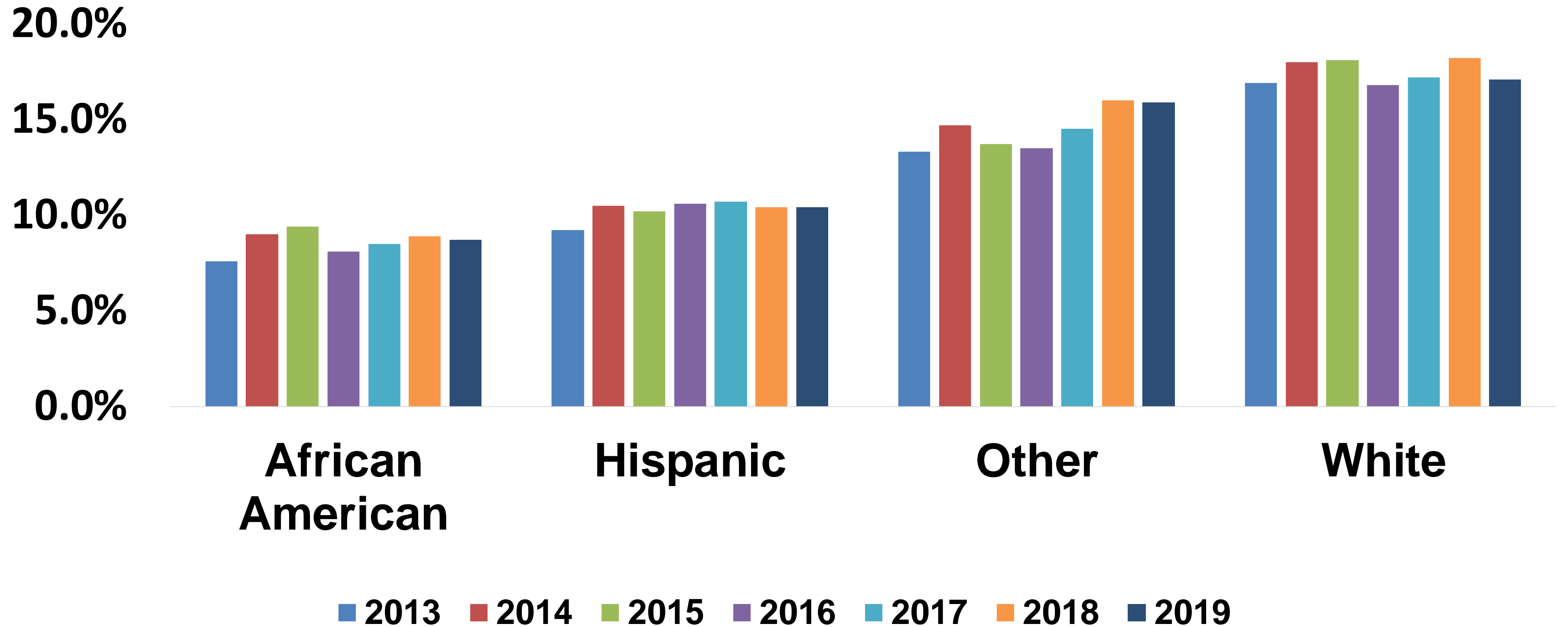
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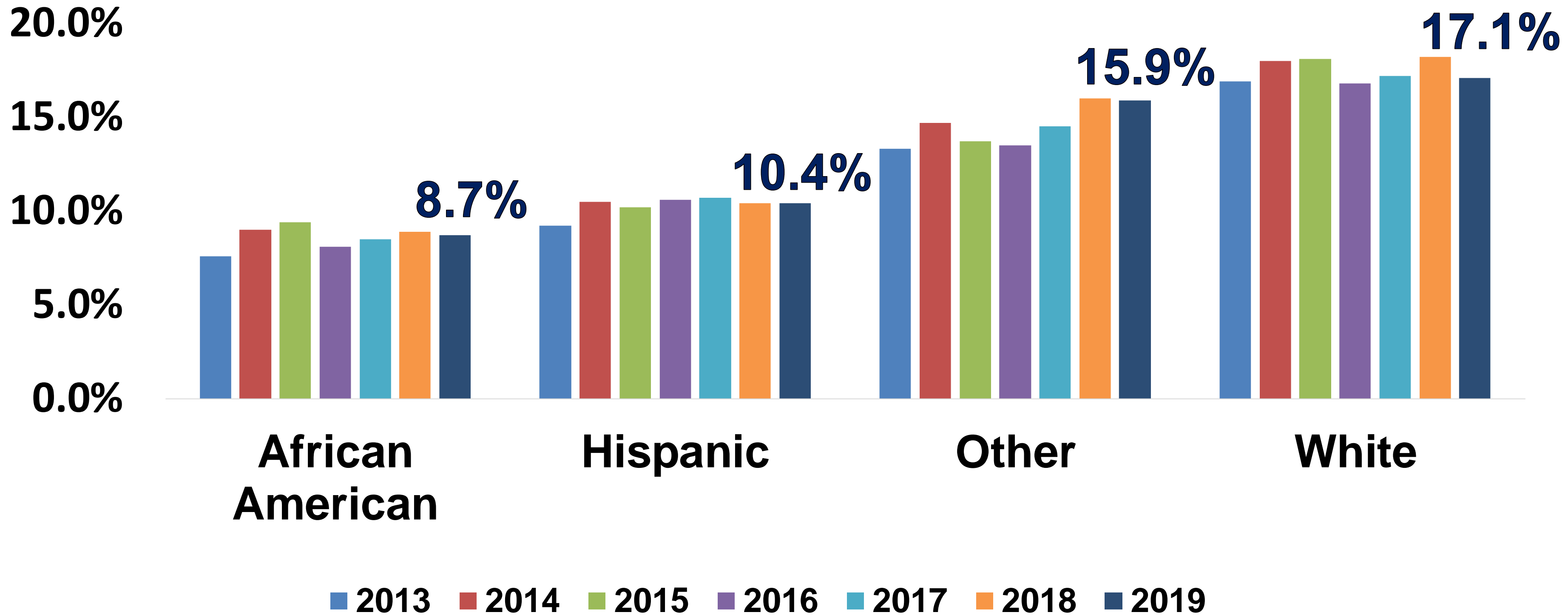
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68%

Texas student responders say **TRANSFER** to a 4-year college or university is the **REASON THEY ARE ATTENDING THE COMMUNITY COLLEGE**



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Texas student responders say **TRANSFER ADVISING & PLANNING** is an **IMPORTANT SERVICE** at this college



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80%

Texas student responders say **TRANSFER ADVISING & PLANNING** is an **IMPORTANT SERVICE** at this college

61%

Texas student responders say they **NEVER UTILIZED TRANSFER ADVISING & PLANNING** during the current academic year

Helping Community College Students

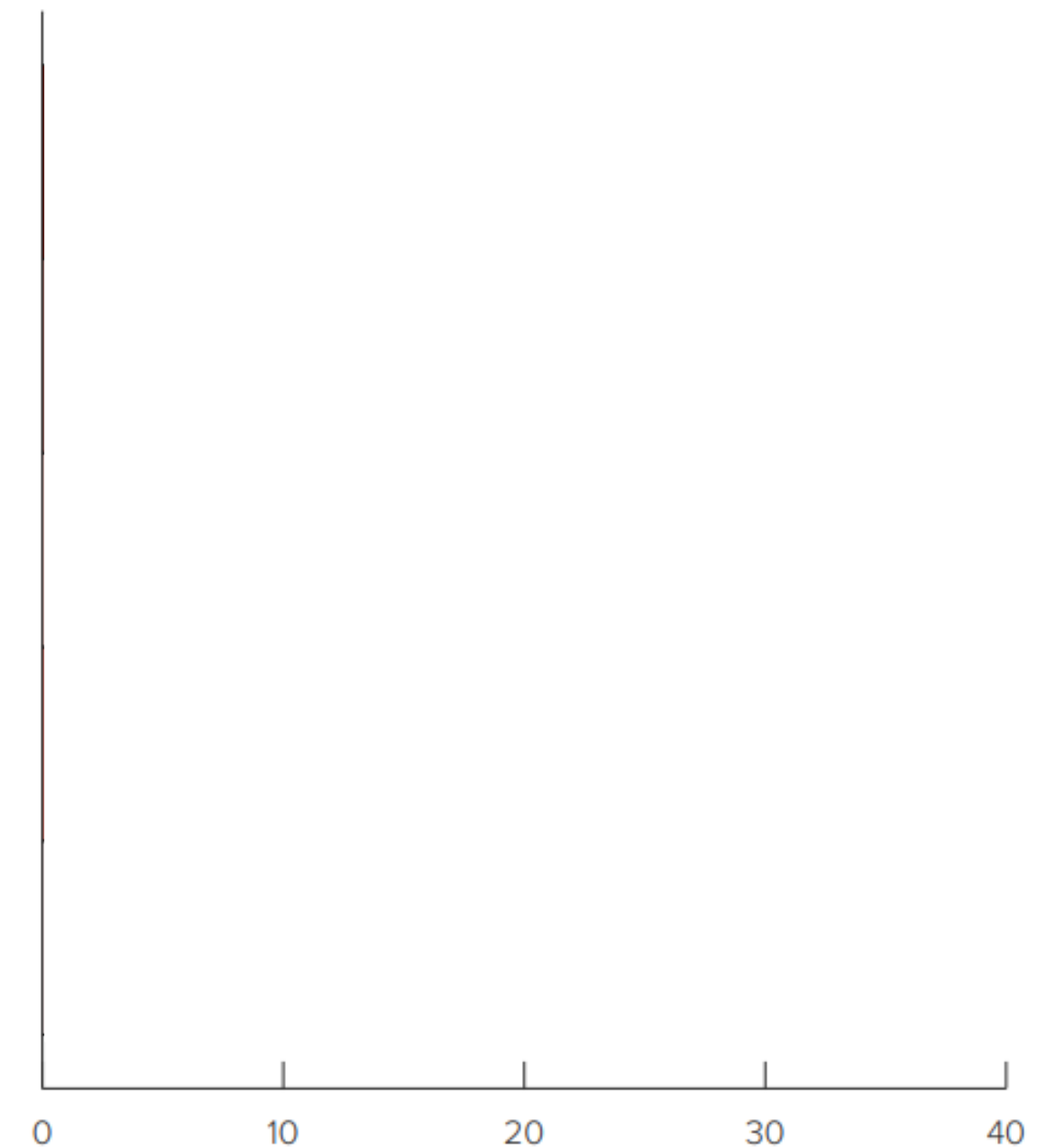
Climb the Transfer Ladder



What Students Say About Their Plans Around Transfer

Students' intentions regarding transfer to a four-year college or university

N = 7,572



Helping Community College Students

Climb the Transfer Ladder



What Students Say About Their Plans Around Transfer

Students' intentions regarding transfer to a four-year college or university

N = 7,572

Know where they want to transfer and what they want to study.



35%

0 10 20 30 40

Helping Community College Students

Climb the Transfer Ladder



What Students Say About Their Plans Around Transfer

Students' intentions regarding transfer to a four-year college or university

N = 7,572

Know where they want to transfer and what they want to study.



35%

Know where they want to transfer but not what they want to study.



9%

0 10 20 30 40

Helping Community College Students

Climb the Transfer Ladder



What Students Say About Their Plans Around Transfer

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28%

0 10 20 30 40

Helping Community College Students

Climb the Transfer Ladder



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28%

Don't know where they want to transfer or what they want to study.



12%

0 10 20 30 40

Helping Community College Students

Climb the Transfer Ladder



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12%

Not planning to transfer.



17%

0 10 20 30 40

Helping Community College Students

Climb the Transfer Ladder



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12%

49%

Students Need More Guidance About Transfer

Helping Community College Students

Climb the Transfer Ladder

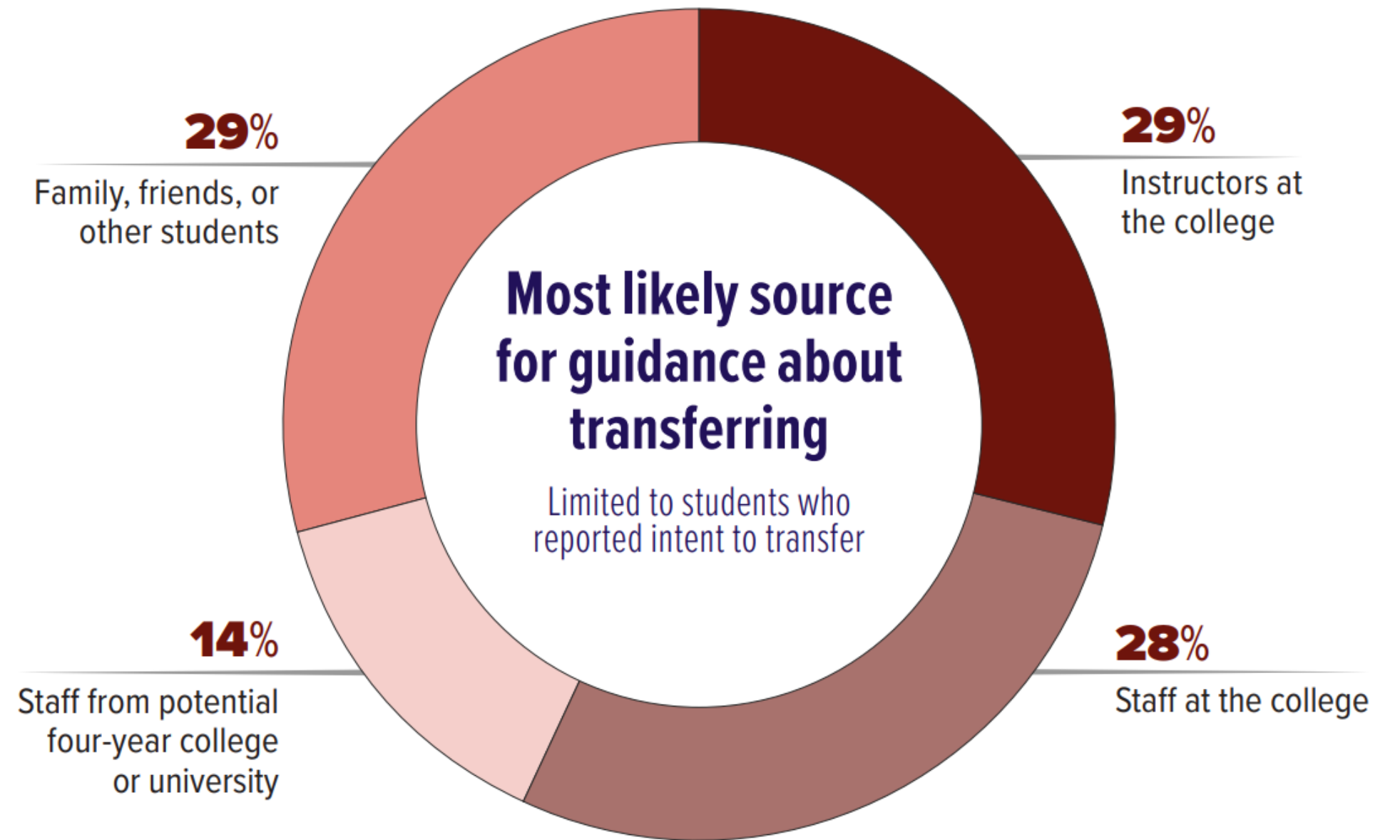


Most likely source for guidance about transferring

Limited to students who
reported intent to transfer

Helping Community College Students

Climb the Transfer Ladder



What Helps Students Know More About Transfer Plans

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What Helps Students Know More About Transfer Plans

Know where they want to transfer
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What Helps Students Know More About Transfer Plans

Know where they want to transfer and what they want to study.



...▶ *Having a Program, Major, or Pathway of Study*



Video 6

What Helps Students Know More About Transfer Plans

Know where they want to transfer and what they want to study.



...▶ *Having a Program, Major, or Pathway of Study*



What Helps Students Know More About Transfer Plans

Know where they want to transfer and what they want to study.



...▶ *Having a Program, Major, or Pathway of Study*

44%

Texas student responders say they **DO NOT HAVE AN ACADEMIC PLAN** by the end of their first academic term at the college

Source: CCSSE 2023 Cohort



What Helps Students Know More About Transfer Plans

Know where they want to transfer and what they want to study.



•••▶ *Having a Program, Major, or Pathway of Study*

•••▶ *Finding Useful Information on the College Website*



Video 8

What Helps Students Know More About Transfer Plans

Know where they want to transfer and what they want to study.



- ▶ *Having a Program, Major, or Pathway of Study*
- ▶ *Finding Useful Information on the College Website*
- ▶ *Talking With Someone About Transfer Plans*



Questions for Consideration

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Are you **AWARE** of challenges the college is experiencing in its work with transfer-intending students?

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How are you supporting the college in its **STRATEGIC PLANNING** around transfer?

Questions for Consideration

Are you **AWARE** of challenges the college is experiencing in its work with transfer-intending students?

How are you supporting the college in its **STRATEGIC PLANNING** around transfer?

How are you **INFORMING** your community about the transfer opportunities at your college?

The Student Experience

- Student Perceptions and Website Exercise
- Lunch with Austin Community College Transfer Students



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**Why Aren't More
Students Transferring?**



.....
“....There is about six courses that I’ve taken that will not transfer to the university that I want to go to. I felt mad. I was annoyed, and I felt like they were just treating me like a number....”
.....

“.... I just wish that I could have got the information sooner from the advisor....”



Transfer

When is the best time to talk about transfer?



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

You want to study biology and transfer to a local four-year university. Using **YOUR COLLEGES** website, respond to the following questions:

1. What biology programs are available at nearby universities?
2. What career options are available to you after you transfer and complete your degree?
3. Who would you need to go to at **YOUR COLLEGE** to get information on transfer in biology? Where would you find this person on campus?
4. What are requirements for admission to one of your local university's biology program?
5. What classes do you need to take at **YOUR COLLEGE** if you want to transfer into a biology program at one of your local university's?





Turn to a partner, *and reflect!*

- Did you get through all of the questions?
- What information was the easiest for you to find on your website? What was the most difficult?
- How many clicks did it take for you to find what classes you needed at your college take to transfer?

Lunch with Austin Community College Transfer Students

12:15 –
12:45 PM



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What Can We Do Differently?

- **The Transfer Playbook**
- **Ask-Connect-Inspire-Plan Framework**



THE TRANSFER PLAYBOOK:
ESSENTIAL PRACTICES FOR
TWO- AND FOUR-YEAR COLLEGES


THE ASPEN INSTITUTE
COLLEGE EXCELLENCE PROGRAM

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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

**COLLEGE
EXCELLENCE
PROGRAM**
 aspen institute

CCRC

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

State	Community College	Universities
Colorado	Front Range CC	Colorado State U
Connecticut	Manchester CC	Easter Connecticut State U
Florida	Broward CC	Florida International U Florida Atlantic U
Louisiana	LSU-Eunice	U of Louisiana - Lafayette
Massachusetts	Holyoke CC	U Mass Amherst
Washington	Everett CC	U of Washington Western Washington U

Wyner, Deane, Jenkins & Fink, May 2016.

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

Essential 2- and 4-Year College Transfer Practices

1. Prioritize transfer student success
2. Create clear program pathways with aligned high quality instruction
3. Provide tailored transfer student advising and support

Aspiring transfer students encounter college-created barriers



- Students not helped to explore career/college options, and develop a plan—and their progress isn't monitored
- Transfer paths unclear, “get your gen eds out of the way” can mislead students
- Early momentum matters,
 - Too many entering students weeded out through dev ed
 - Poorly resourced instruction in uninspiring gen ed
 - Too few experience high-quality active learning

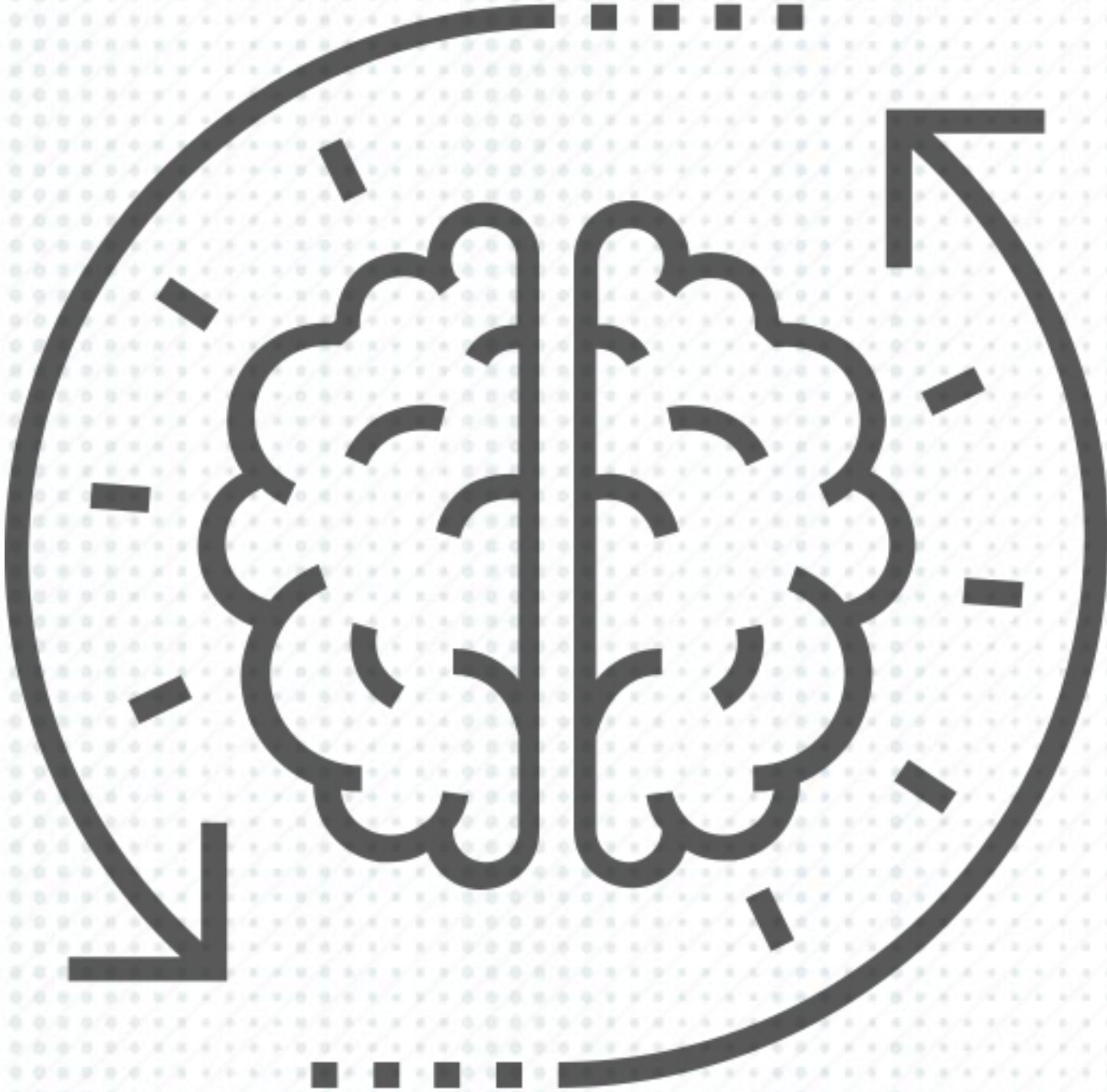
Aspiring transfer students encounter college-created barriers



- Unreceptive transfer cultures upon arrival at the four-year, exclusionary practices limit access to high impact practices (HIPs)
- Dual enrollment (dual credit) offerings not designed to help students actively explore interests and develop goals for college and careers

Strengthening transfer pathways requires a *change in mindset*

Are students ready to transfer?



Are we ready for transfers?

Strengthening transfer pathways requires a *change in mindset*

Are students ready to transfer?

Four-years only take responsibility for **transfer student success post-transfer**



Are we ready for transfers?

Four-years build **transfer supply chains** at the program-level, including pre-transfer advising and proactive outreach

Strengthening transfer pathways requires a *change in mindset*

Are students ready to transfer?

Static inter-institutional **articulation agreements** to answer the Q: 'will my credits transfer?'



Are we ready for transfers?

Individualized transfer plans based on regularly updated institution- and major-specific transfer guides to answer the Q: 'will my credits apply to my degree?'

Strengthening transfer pathways requires a *change in mindset*

Are students ready to transfer?

Transfer program **information** made available to students



Are we ready for transfers?

Support for all students to **explore** career and academic options, **connect** with people/programs in fields of interest

Strengthening transfer pathways requires a *change in mindset*

Are students ready to transfer?

Dual credit for
**“baccalaureate-bound”
students**



Are we ready for transfers?

**Dual credit as on-ramp
to high-opportunity
bachelor’s pathways for
underserved students**

**What is the typical
student experience
onboarding to your
college?**



To achieve more equitable outcomes, colleges need to reimagine program onboarding.



ASK



CONNECT



INSPIRE



PLAN

Read more about Ask-Connect-Inspire-Plan here:
<https://ccrc.tc.columbia.edu/blog/acip-reimagining-onboarding.html>

CONNECT

ASK



Connect students to faculty, peers, and others with similar interests.



Ask students about their interests, strengths, and aspirations.

PLAN

INSPIRE



Help students develop a full-program **plan** by the end of their first term.



Inspire students with coursework that “lights the fire” for learning in their first term.

To achieve equity in outcomes for underserved students, **it is critical** to tailor onboarding support to meet the needs of different student groups.

Goal Setting



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Coastal Bend College

The TSC team
wants to
know how we
can improve.

Thanks! We
appreciate
your
feedback.



<https://bit.ly/tpi3pre>



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tacc.org/tsc

Reflection Activity

Discussion Question	Notes
<p>What are your big takeaways regarding opportunities and strategies for improving the student experience in onboarding and transitioning?</p> <p>Who else do we need to engage in looking at the data and furthering the discussion in your organization?</p> <p>What further learning, discussion, and planning do you need to further develop a shared vision for building connection and a sense of belonging at the transition point(s) into a program pathway at your institution?</p>	



Action Planning

Based upon what you learned in this workshop, what single goal would you like to take to your Pathways leadership team for consideration for inclusion in your College Action Plan?

Actions	Leader Person responsible for leading the goal?	Collaborators Who do we need to accomplish the goal?	Timeline Be as specific as possible	Short-term Assessment Measures Milestones to monitor action/goal progress on timeline	Student Success Measures What data point are you trying to move the needle on? Who is your target population?	Baseline Measure Value Year and %/#	Target Measure Value Year and %/#
Goal 1:							
Action:							
Action:							
Action:							



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www.cccsee.org



ccrc.tc.columbia.edu



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