Building Strong, Successful, Transfer Ecosystems

Establishing Effective Partnerships Through Strategic Collaboration and Communication

Today's Presenters

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An ecosystem of mobile learners with digital wallets and portfolios that documents all of a student's competencies and earned accomplishments, whether acquired in the multiple educational domestic or international institutions, professional certificates, corporate training, Employer issued-certifications, Straighterline, MOOCs, alt ed platforms (e.g. Coursera).

Are you prepared to receive these mobile, diverse, sophisticated learners?

Student Journeys

JANET ADVANCES IN HIGH-WAGE CAREER	CHRISSY FAST-TRACKS POSTSECONDARY ED	JACK RE-ENROLLS IN COLLEGE
Jordan completes an IT pathway in systems networking and earns a Network+ IT certification while in high school. After graduation, she decides to apprentice as a systems networking specialist, which leads to immediate employment upon completion, plus additional industry-valued credentials she can build on in the future. Her work will provide tuition assistance for a degree so she returns to school.	After graduation, Chrissy enrolls at a nearby community college as a sophomore and completes an internship coordinated by the local chamber of commerce. She earns an associate degree in an engineering pathway program with a partnering university. She is admitted to the university as a junior and is on-track to graduate with a BSE before she turns 21.	Taylor's advanced manufacturing job is eliminated due to automation. He holds a bachelor's degree and decides to re-enroll in a local community college to earn an AAS in Nursing. Having a degree before, he takes advantage of their transfer and prior learning program to start a micro-cert at his local community college.

Session Overview (Stephen Handel)
Why is communication so important across institutions?
Why is communication essential to initiate inter-institutional faculty dialogs?
Why all of this is so important for student success?

Case Study:

Maricopa Community Colleges

Rose Rojas

Who We Are...

10 Colleges, 2 Skill Centers, and a Corporate College
(credit, clock hour, non-credit, workforce training)

- Total enrollments: 97,164
- Student Intent: 35% intend to transfer a university
- Number of transfer partners: 55
- New student transfer to the Arizona public universities in 2019-20 (ASU, NAU, and UA):6,939
- Awards Conferred (Transfer and Occupational): 27,131

Universities:

Arizona State University
Northern Arizona University
University of Arizona

Community Colleges:

Arizona Western College
Central Arizona College
Cochise College
Coconino Community College
Dine' College
Eastern Arizona College
Maricopa Community Colleges
Mohave Community College
Northland Pioneer College
Pima Community College
Tohono O'odham Community College
Yavapai College

Arizona Transfer Model

AZTransfer supports successful transfer of credits and degree completion for students in all public postsecondary institutions in Arizona.

- AZTransfer.com website
- Full-time staff, Steering Committee, AZ Board of Regents
- Articulation Task Forces
- Institutional Facilitators
- Shared Resources and Technical Systems

Transfer Articulation Models

2+2 years or 60/60 credits

75/45 credits AAS to BAS (Associate in Applied Science
to Bachelor of Applied Science)

3+1 years or 90/30 (credits

Concurrent Enrollment (Enrolled in community college and university
courses simultaneously)

Reverse Transfer (University credits applied to an Associate's Degree

Signature Level Support Services

- ❏ Prescriptive degree pathways
- ❏ Joint admission (as deemed appropriate by both institutions)
- ❏ Reverse transfer (as deemed appropriate by both institutions)
- ❏ Joint transfer events and presentations at conferences
- ❏ Potential grant collaboration
- ❏ Maricopa Student Information System (SIS) support, including sub-plan codes
- ❏ Data sharing (within FERPA regulations)
- ❏ Transcript exchanges

Premium Level Support Services

- ❏ Opportunity to meet and/or correspond with Instructional Councils
- ❏ Joint development of advising resources and marketing materials
- ❏ Sharing (as deemed appropriate by both institutions)

Standard Level Support Services

- ❏ Website placement
- ❏ Invitations to transfer fairs and other college events
- ❏ Student Success Conference sponsorship opportunities
- ❏ Distribution and posting of partner-supplied marketing materials at the colleges
- ❏ Inclusion of articles in Transitions and Transfer Focus newsletters
- ❏ Opportunities to meet with faculty and academic advisors
- ❏ Review and promotion of partner-supplied/hosted marketing materials, webinars, and events
- ❏ Opportunity to request Maricopa student directory information in compliance with all federal, state, and local laws

SYA

Institution to Institution

WHAT ARE WE DOING?

- Transfer fairs (general, and specific-e.g. Allied Health Day, Male Empowerment Network Conference, discipline-specific events)

- Student Success Conference sponsorship opportunity

- Distribution and posting of partner-supplied marketing materials at the colleges

- Inclusion of articles in Transitions newsletter

- Opportunities to meet with faculty and academic advisors

- Review and marketing of partner-supplied webinars and transfer guides

- Data sharing agreements and surveys to track trends, outcomes, and student satisfaction

- Yearly articulation task force meetings (faculty, advisors, admissions, etc.)

Institution to Students: Prospective Learners

WHAT ARE WE DOING?

- Creating clear, coherent pathways to support high school and transfer students

- Mapping and aligning dual enrollment and high school offerings with community college certificates and degrees

- Providing embedded milestones and identifying critical touchpoints

- Leveraging Prior Learning Assessment (PLA) and articulated credit

- Promoting micro-certs to displaced and incumbent workers

- Integrating Prior Learning and Competency Based Education principles to support pathways

- Stacking and weaving industry, micro, or other credentials and using them as part of guided pathway

Institution to Students: Prospective Learners

- Gained approval to recognize transfer credit from other accrediting bodies

- Reduced Prior Learning Assessment (PLA) fees to support affordability

- Revised graduation requirements to maximize application of transfer credit and PLA

- Removed restrictions for academic residency

- Proposed policy change for the application of PLA and transfer credit from other accrediting bodies to the Arizona General Education Curriculum

- Creating business processes to streamline intake process and support policy implementation

Institution to Students: Current Learners

Advisement
- Personalized, full education plan by the end of each student's first semester
- Case management advising model (in progress)
- Common tools used district-wide: Degree Progress Report, Pathway Planner, Advisor Management Tool

New Student Orientation
- Mandatory for all new degree/certificate/transfer students (enrollment hold in system until completed)
- Provide identical competencies, with variation in type of experience at each college, for all students

9 Fields of Interest
- All front-line staff know how to direct a student to gain support in selecting a FOI at the point of admission
- All staff supporting students in the application process will understand the value of FOIs and will be able to assist a student in selection
- Colleges began to provide academic/student support services targeted to FOIs in Fall 2020

Curriculum & Transfer
- ALL curriculum (1000s of courses, certificates and degrees) reviewed, mapped, and aligned with learning outcomes
- Clear pathways to universities embedded in degrees
- System-wide Curriculum redesign in progress to improve and streamline process, strengthen collaboration
- Reverse Transfer program

Faculty to Faculty

Councils and Committees

- Instructional Councils (internal)

- Articulation Task Forces (statewide)

- Faculty General Studies Representative (Maricopa and Arizona State University)

- Maricopa Representatives on Arizona State University Curriculum Committees

- Community of Interests: Developmental Education, Honors, and Prior Learning Assessment

Communication Methods:

- Annual Articulation Task Forces meetings

- The **Arizona Course Equivalency Tracking System** (ACETS) is a web-based application that tracks course equivalency decisions

- The **Academic Curriculum Review and Evaluation System** (ACRES) provides a method of electronically submitting and routing curricular proposals and other online forms

- The **Arizona State System for Information on Student Transfer** (ASSIST) is a relational database containing enrollment and degree information on students attending Arizona's public universities and community college districts

Transfer Inventory

Transfer Counseling Services for Students
Key Considerations: Accuracy, Consistency, Prominence, and Organization of Information.

Financial Support for Students Seeking to Transfer to Four-Year Institutions
Key Considerations: Fundraising/Publicity Regarding Scholarships for Transfer Students, Affordability.
Example: Financial packages/scholarships designed to specifically support student transfer are available from your college.

Institutional Transfer Policies and Practices
Key Considerations: Curriculum Articulation, Communicating Academic Standards, Pedagogy, and Assessment Practices. Example: Curriculum alignment (e.g. sequenced course numbering, general education, course content, etc.)

Partnerships and Collaboration with Four-Year Institutions
Key Considerations: Shared Four-Year and Two-Year Leadership of Planning Groups and Committees, Discussions of Academic Standards, Data Sharing, Pedagogy, and Effective Assessment, Institutional and External Research Funding, Access to Meeting Spaces. Example: Joint research projects.

Case Study:

University of California, Los Angeles

Dr. Eileen Strempel

Communication: Institution to Institution

3 Levels of Connection:
Leader to Leader
Faculty to Faculty
Student to Student

1 Key Facilitator:
Transfer/Articulation Officer

Communication: Institution to Institution

President/Chancellor/Provost/Dean Provides:

*Vision for the partnership
*Authority to forge agreements
*Ability to dedicate resources (money, time and people)
*Power to incentivize faculty
*Symbolic leadership as transfer champions
*Relationship builders

Communication: Faculty to Faculty

Issues:

*lack of trust

*lack of respect (elitism and teaching prowess)

*lack of curricular alignment and successful articulation

Communication: Faculty to Faculty

How to Build Faculty Connections:

*by **discipline**

*by featuring shared **student success** (performances, research posters/presentations)

*with **data** (time-to-degree, graduation rates, post-graduation career transformation)

Communication: Faculty to Faculty

"I began to realize in a new way that UCLA is a public institution, and funded by our government ostensibly to educate all of our citizens. Most transfer students didn't have all the advantages [wealth, power] coming into UCLA, and so they really deserved—more than anyone else–this extra effort and chance from me."

--UCLA faculty member

Institution to Students: Prospective Learners

***Peer-to-peer connections** with

UCLA Transfer Troubadours

(webinars, chat office hours)

***Financial incentives** (transfer student specific scholarships)

***Dedicated days** for admitted transfer student

Institution to Students: Current Learners

Importance of a "proactively welcoming ecosystem"

*Tailored **transfer student orientation** led by current transfer students

*Transfer **student affinity group** (peer support network)

*Dean's transfer student **welcome lunch**

Chief Articulation Officer = Chief Communication Officer

Formal Communication Channel at all Levels:
***Institutional** level: maintains and updates the institutional agreements, keeps leaders updated annually

***Faculty** level: facilitates curricular changes (on both sides) with both advance notice and advance planning

***Student** level: point of contact for students (prospective and admitted)

Communication = Collaboration = Transfer Student Success

"Community college students often face a variety of obstacles that delay or prevent them from attaining their degrees." Christine Park, Los Angeles Community College

"I love that LACC has helped so many low-income students who, despite their financial challenges, have succeeded in maintaining a strong commitment to education and to self-improvement." Herb Alpert
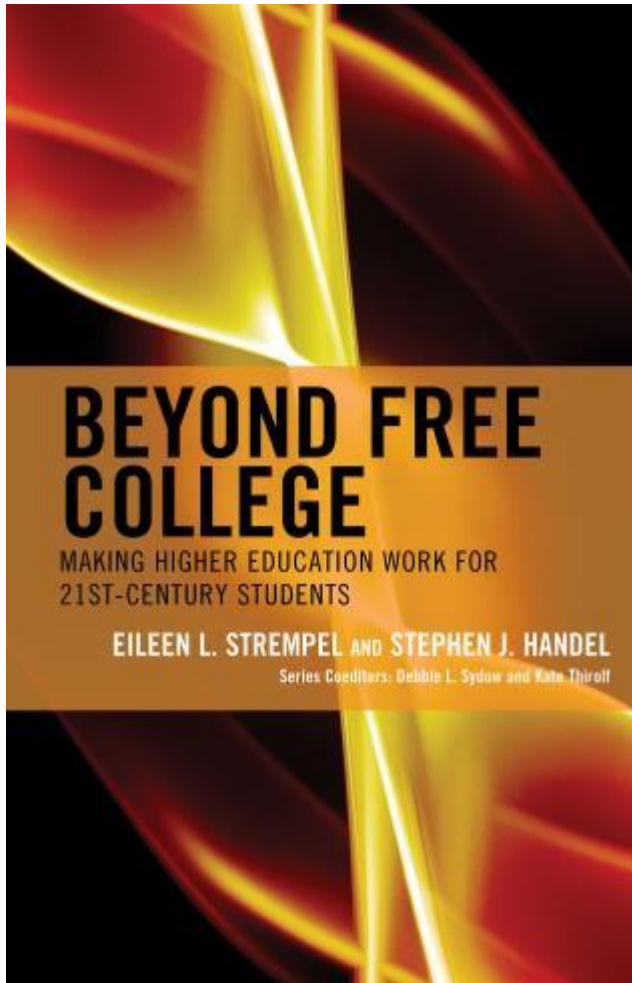
Beyond Free College's goal is as simple as it is urgent: To galvanize higher education advocates in an effort to reorganize, reorient, and reignite the transfer function to serve the needs of a neotraditional student population that now constitutes the majority of college-goers in America; and in ways that advance *completion*, not just access to higher education.

https://rowman.com/ISBN/9781475848649/Beyond-Free-College-Making-Higher-Education-Work-for-21st-Century-Students
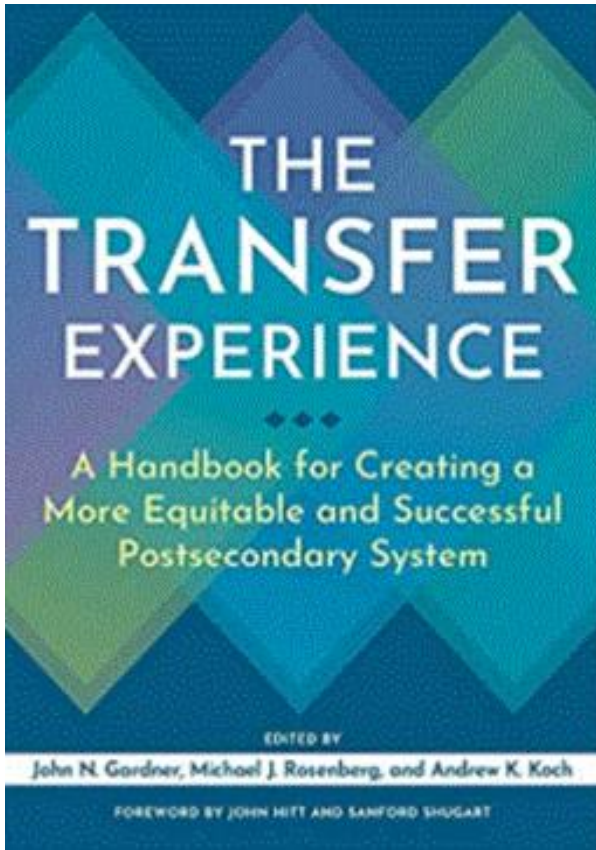
"Transfer is a vital mechanism for closing the racial and income equity gaps in higher education, as well as an unnecessarily complex issue that too often leaves students stranded on their academic journeys. I share the authors' holistic philosophy of the transfer student experience and particularly appreciate their emphasis on the student's pre-transfer academic preparation. This handbook is an essential tool for ensuring these students are propelled to degree

Janet L. Marling, Executive Director, The National Institute for the Study of Transfer Students - University of North Georgia

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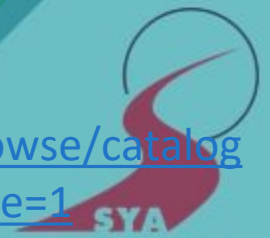
Question and Answer

Facilitated by Dr. Stephen Handel