Mapping Pathways to Transfer

AACC PATHWAYS WORKSHOP

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PLANNING

ESSENTIAL CONDITIONS
Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college’s large-scale transformational change:
- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data

PREPARATION/AWARENESS
Understand where you are, prepare for change, and build awareness by:
- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers

SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students by:
- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocation of resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs to transfer and career and include these features:
- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH
Require these supports to make sure students get the best start:
- Use of multiple measures to assess students’ needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with these supports:
- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/programs to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING
Use these practices to enrich and assess student learning:
- Scaled high-quality, program-relevant, applied learning experiences
- Intentional and sustained student engagement
- Evidence-based, high-impact teaching practices across modalities
- Institution-wide commitment to equity-minded, asset-based teaching improvement
- Quality assessment of program learning outcomes that lead to credentials, further education, and/or gainful employment

EARLY OUTCOMES
Measure key performance indicators, including:
- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student’s first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students’ first academic year
- Equity in outcomes

EVALUATION
Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.
Traditional Transfer Path

General Education (Core) Courses → Degree Plan → University Transfer Plan

Transfer Student Goal

AA/AS → BA/BS → Employment/Graduate School
6-year Community College Transfer Success

80% Of Community College Students Want a Bachelor's Degree

33% Of Community College Students Transfer to a Four-Year Institution

14% Of Community College Students Earn a Bachelor's Degree Within 6 Years of Transfer

Source: Beyond Articulation Agreements
Bachelor’s Completion Rate Half for Minorities

Earned Bachelor’s after 6 years:

- 1 in 5 White
- 1 in 10 Hispanic
- 1 in 12 Black

Source: Why Transfer Success Matters
Question to consider

To what extent are your faculty, staff, and leadership aware of and familiar with data on transfer rates and success by program of study?

Very, generally, somewhat, not much, not available

Are the data disaggregated by race and ethnicity?
Today’s Topics

- Make transfer success a priority of institution
- Create clear programmatic pathways with aligned high-quality instruction
- Provide tailored transfer student advising

Source: The Transfer Playbook. Essential Practices for Two-and-Four Colleges
Panel

Andrew Dorsey, President
  Front Range Community College
  Westminster, Colorado

Joyce Walsh-Portillo, Associate Professor &
  Program Manager for Business Administration
  Broward College
  Fort Lauderdale, Florida

Robert Vela, President
  San Antonio College
  San Antonio, Texas
Making Transfer an Explicit Priority
Making Transfer an Explicit Priority

- Commitment
- Communication
- Policy and Practice
- Resources
- Partnerships
- Faculty Role
Commitment

• Data
  • Start with clear look at data
    • Student goals
    • Transfer success
    • Success by partner
  • Cohort success tracking using Clearinghouse
  • Disaggregate

• Leadership buy-in
  • Leaders at all levels need to buy in
  • VPs to chairs to advising directors
  • Combination of goals, persuasion, conversation
Communication and Engagement

• Sharing the story to the college
• Clarify the “why”
• Propose manageable change
• Continue, continue, continue
College Policy and Practice

• Support for Transfer has to be widespread and reinforced
  • Advising – training, support
  • Scheduling – ensuring we schedule transferable courses
  • MAPS – not easy, but critical
  • Reporting – regular, clear
  • Celebrations – especially important to reinforce faculty partnerships
  • Marketing
  • Grants – making transfer grants a priority
Resources

- Budgeting
  - Advising is key
  - Transfer center?
  - Supporting MAPS

- Advising
  - Adequate numbers
  - Training
  - Performance management

- Technology
Partnerships, Relationships, and Agreements

• Successful transfer relationships requires partnerships at all levels
  • Statewide
  • President to President
  • Advisor to advisor
  • Faculty – often very critical but under-supported
    • Invaluable
    • How do you incentivize faculty to create relationships?
    • Remove obstacles

• Statewide Policy – maybe the most important!
  • Colorado has common course numbering, statewide articulation agreements, guaranteed transfer courses
Final Thoughts

• Support faculty to faculty relationships
• Statewide policy
Mapping Pathways to Transfer
AACC Workshop #2
Dr. Joyce Walsh-Portillo
November 15, 2021
Essential Practice #1: Prioritize Transfer

State statutes work in our favor

State articulation between the 28 Community/State Colleges and 12 Universities with a common course numbering system

Thirty-six hours of General Education as part of the A.A. coupled with 24 Pathway credit hours cannot be “picked apart” after transfer. The A.A. is whole.

How the Pathways meet the Gen Ed requirements and “use” those 24 hours is key.
Essential Transfer Practice # 2
Create Clear, Rigorous Pathway Programs

- Dual Enrollment and Early Admission
- Associate Degree with Embedded Certificates
- Collaborative Planning and Execution of Pathway with Four-Year Partners
Associate of Science in Business Administration - 2119
CAREER PATHWAY: BUSINESS

Location(s): Courses for this program are offered at all BC locations.

Program Entrance Requirements: HS Diploma or GED

Program Description: The Associate of Science degree in Business Administration trains individuals to assume management or supervisory positions in business, industry, and government. It provides basic skills in a broad range of business functions including accounting, computer usage, management, and marketing. Visit the program’s website for more information.

BUILD YOUR EDUCATION

Business Specialist (TC1) 6288
Business Operations (TC2) 6320
Business Management (TC3) 62671
Business Development & Entrepreneurship (TC4) 6350
Business Administration AS 2119
Business Administration Applied Science

MANAGEMENT SPECIALIZATION TRACK - A

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Term 3 | Term 3 | ENG1401 | Composition I | 3 |   |     |     |
Essential Practice #3: Provide Tailored Transfer Advising

Curricular Design and Map Sequencing completed by Discipline Experts for PT and FT students

Advisors, Generalists and Pathway Specialists, partner with Academic Experts to identify and close any gaps

Institutional Research provides data on wages, employment opportunities, and growth.

Not a “one and done!”
- This is an iterative process which requires regular review.
- Who updates the maps?
- Who communicates changes?
Essential Practice #4
Build Strong Transfer Partnerships

Ideally you are co-advising starting at 30 earned credit hours and students identify with both institutions.

- **Shared office space with regular advising hours**
- **Scholarship incentives for transferring CC graduates**
- **Regular discipline faculty meetings with both institutions to monitor progress**
- **Regular Administrative meetings to support programs, events, and yearly summits**

**It is a Win-Win**

For the institutions, but especially for the students who depend on our expertise.
THANK YOU
Next Steps

✓ Collect data on transfer student support and outcomes
✓ Discuss and determine your institution’s commitment to make support of transfer students a priority of the college
✓ Review and expand college’s relationship with major transfer institutions—begin with 1-3 top transfer institutions
✓ Review the supports available at your college for transfer
  ◦ What happens in onboarding including orientation and/or first-year course
  ◦ Information provided about “pre-majors” linked with career and job information
  ◦ Program maps through the bachelor’s degree for one or more major transfer partners
  ◦ Ongoing advising with expectations for transfer and completion of the bachelor’s degree
  ◦ Financial information about completing the 4-year degree
✓ Create a vision and plan for improvement
Resources


