

# Shared Journey to Successful Transfer for Students



**GENERAL EDUCATION CONFERENCE**  
*EVOLUTION AND TRANSFORMATION*  
**HONG KONG**  
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WITH GRATITUDE FOR THE INVITATION



# ROADMAP FOR OUR SESSION



- **WHY TRANSFER MATTERS**
- **PRINCIPLES FOR EFFECTIVE TRANSFER**
- **PARTNERSHIPS**
- **OVERSIGHT**
- **EXAMPLES: OTHER STATES IN US; COLORADO**
- **IMPLICATIONS FOR HONG KONG**

# CLEAR MAPS FOR STUDENTS: ALONG THE ROADS AND PATHWAYS



- Transfer is “no accident”
- The Student at the Center
- Road maps and pathways emanating from the student
- Intentionality
- Designs with the ends in mind

# CONCEPT OF ON-RAMPS AND OFF-RAMPS



- Transfer as an economic development concept
- Engaging a broader segment in higher education
- Building the workforce
- Lifting the economy
- All roads to success
  - On- and Off-ramps
  - Breadth of the workforce
- Not every path must lead to Transfer
  - Those that do must be clear
- Qualifications upgrade: Transfer may be later in career

# US: RECORD OF SUCCESS FOR TRANSFER STUDENTS



- “Students who transfer from community colleges to four-year institutions are generally well-prepared for the coursework and for navigating college life.”
  - *Inside Higher Ed*, 8 November 2012
  - Davis Jenkins, Columbia University
- One 2009 study found that community college students who transferred to public flagship universities were as likely to graduate as those who started there, and that community college students who transferred to less selective public four-year institutions had a greater chance of graduating than native students.
  - Columbia University, *CCRC Research Overview*, January 2015

# ESSENTIAL PRACTICES: RESEARCH FROM COLUMBIA UNIVERSITY AND THE ASPEN INSTITUTE

- Strategy One: Make Transfer Student Success a Priority
- Strategy Two: Create Clear Programmatic Pathways with Aligned High-Quality Instruction
- Strategy Three: Provide Tailored Transfer Student Advising

# STRATEGY ONE: PRIORITIZE TRANSFER



- Leaders at all institutions—Sub-degree and University—must communicate Transfer as a key component of the institution’s mission
- Share data to increase understanding of where outcomes need to improve—and of where successes lie
- Dedicate significant resources to support transfer student success
- **TRANSFER CANNOT BE HAPHAZARD NOR LEFT TO CHANCE**



# STRATEGY TWO: CREATE CLEAR PROGRAMMATIC PATHWAYS WITH ALIGNED HIGH-QUALITY INSTRUCTION

- Maps create clear course sequences
  - Maps include clear information about next steps
  - Maps reflect rigorous educational content
  - Maps include relevant and enriching extracurricular activities
- 
- Therefore:
  - Work collaboratively with colleagues from partner institutions
  - Provide rigorous instruction
  - Establish processes to assure up-to-date information
  - Design unconventional pathways to rigorous programs

# STRATEGY THREE: PROVIDE TAILORED TRANSFER STUDENT ADVISING



- **At the sub-degree institutions:**
  - Clearly articulate transfer options for selection as early as possible—what and where
  - Continuously monitor student progress, with interventions when needed
  - Help students develop both academic and financial plans
- **At the universities:**
  - Dedicate personnel, structures, and resources to transfer students
  - Assign specific, trained advisors
  - Encourage students even before they transfer
  - Create a “first-year” type experience for transfer students
  - Allocate financial resources to transfer students

# MAIN REASONS STUDENTS DO NOT TRANSFER: DAVIS JENKINS AT AACCC 2017



- Transfer paths are unclear
- Inadequate planning and advising
- Lack of early momentum/credit attainment
- Simply do not transfer
- Credit loss upon transfer

# GETTING STARTED: AT SUB-DEGREE INSTITUTIONS



- Collect data on student supports and outcomes
- Build an internal coalition for continuous improvement
- Build on-going relationships with transfer destination partners
- Create a vision and plan for improvement
  - Adapted From Columbia University CCRC and The Aspen Institute
  - *The Transfer Playbook*, 2016

# GETTING STARTED AT THE UNIVERSITIES



- Collect data on transfer student supports and outcomes
- Build an internal coalition for improvement
- Build on-going relationships with feeder sub-degree institutions
- Create a vision and plan for improvement

- Adapted From Columbia University CCRC and The Aspen Institute
- *The Transfer Playbook*, 2016

# SYSTEMIC *BIG* GOALS FOR SUCCESS



- Common course numbering
- Course equivalency database
- General Education core articulation
- Major-specific pathways
- Field-focused pathways
- Competency-based transfer maps
- Associate of Arts transfer guarantee
- [Common] transcript database
- Reverse transfer (credit capture)
- Data on transfer outcomes
  - Adapted From Columbia University CCRC and The Aspen Institute
  - *The Transfer Playbook*, 2016

# COHESIVE AND COLLABORATIVE ENGINEERING



- Transfer pathways must be intentionally designed by collaborators from all sectors—with appropriate success measures and supports
- Consider both conventional and unconventional pathways

# LEADERSHIP AND GOVERNING STRUCTURES MATTER



- Role of Policy-makers:

- Creating frameworks for compliance
- Enforcing opportunities
- Monitoring successes
- Telling the story
  
- Good-will is not enough to create success
- Defined processes are required
- Consider incentives, e.g. performance funding around transfer successes; joint campuses that are integrated; dually admitted students



# US EXPERIENCES



- State of the States
- US education policies generally left to the states
- Over 75% of US states have Transfer Policies

# THE COLORADO EXPERIENCE



- Exemplars
- GE Council
- Articulation Agreements: 2 Plus 2
- Degrees with Designation
- Reverse Transfer

# THE COLORADO EXPERIENCE: ROLE OF THE COLORADO DEPARTMENT OF HIGHER EDUCATION

- <http://highered.colorado.gov>
- <http://highered.colorado.gov/Academics/Transfers/Students.html>

## TWO GREAT MODELS:

Red Rocks Community College and Colorado  
School of Mines  
Valencia Community College and University  
of Central Florida

- <http://www.rrcc.edu/colorado-school-of-mines>
- <http://www.rrcc.edu/sites/default/files/transfer-CSMTransferGuide.pdf>
- <http://transfer.sdes.ucf.edu/credits>

# CLARITY AND INTEGRATED DESIGN



- Students must clearly understand their pathways and have supports to navigate

# BRIDGES TO ACCESS



- Engaging across the educational spectrum
- Providing opportunities for “second chances”

# A PURPOSEFUL JOURNEY



# IMPLICATIONS FOR HONG KONG

