BREAKING DOWN TRANSFER BARRIERS

Ensuring Seamless Transitions for Adult Students

Introduce yourself in the chat!
Name, institution, favorite fall activity

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Session Outcomes

- Understand the student-ready perspective within the context of the adult learner transfer experience
- Explore some of the key challenges adult learners and institutions face in the transfer process
- Identify specific strategies to support adult transfer students

SRS MISSION

Our mission is to **partner, plan, and problem-solve** with colleges and universities as they evolve to ensure the success of diverse students with complex lives.

Institution by institution, toward a student-ready world.

EVERY STUDENT CAN SUCCEED

Core belief 1

Disparities in outcomes based on race, income level, and other demographic factors are neither acceptable nor inevitable.

Core belief 2

"Every system is perfectly designed to get the results that it does."

-W. Edwards Deming

Core belief 3

What are our transfer systems designed to do?

Put your thoughts in the chat.

Accommodate students' career and life goals

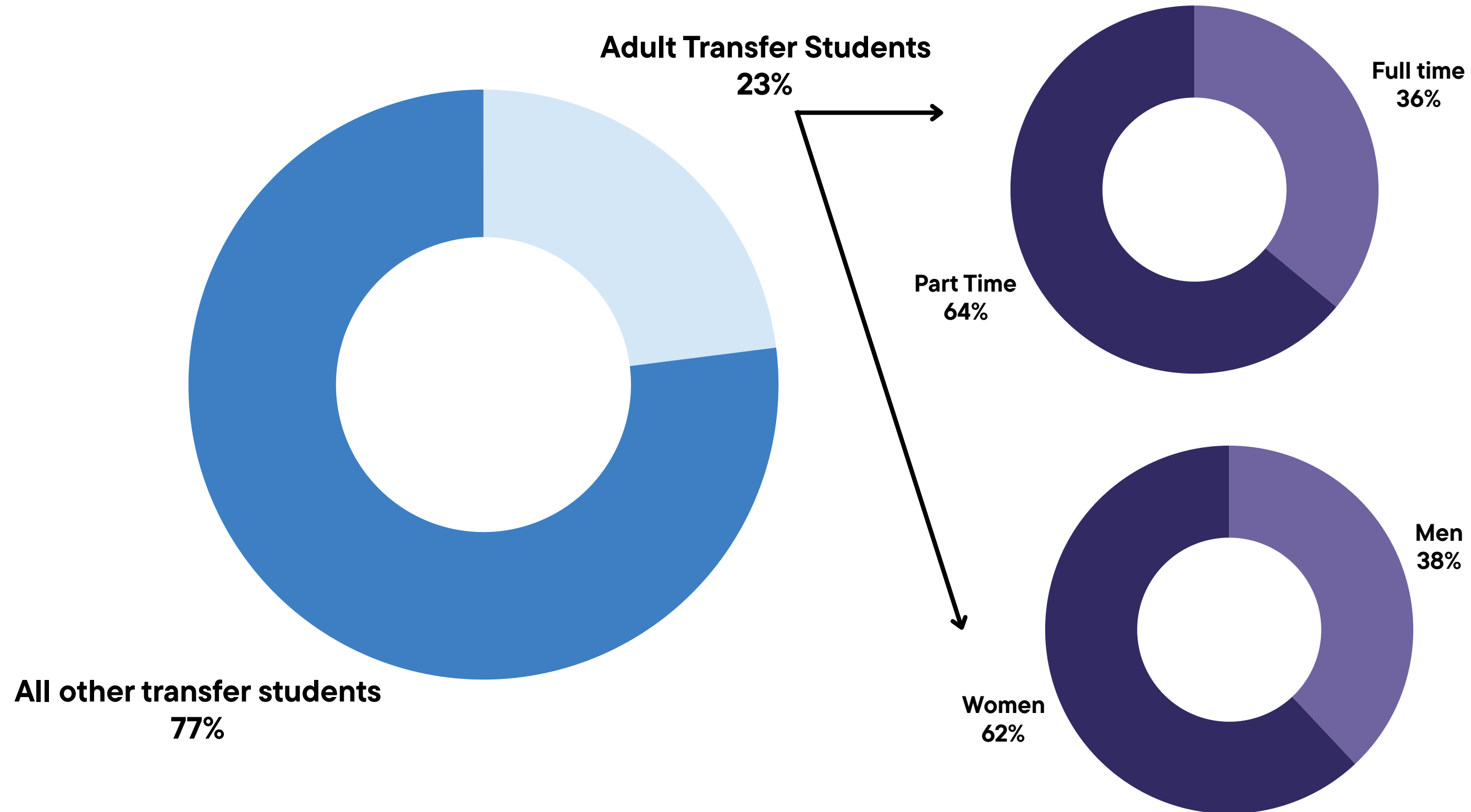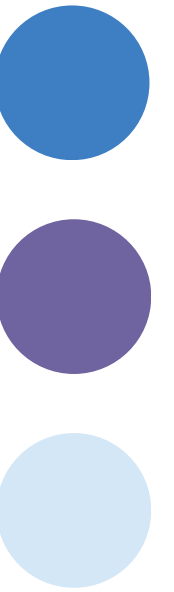**Serve the "traditional" college student**

Transfer credits, AND apply them to a program
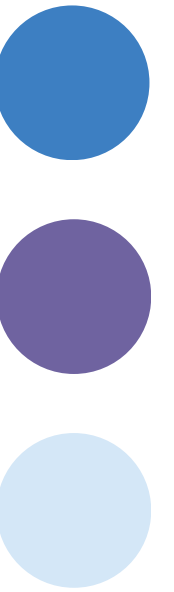
Increase institutional enrollment

Support students in adapting to a new academic environments
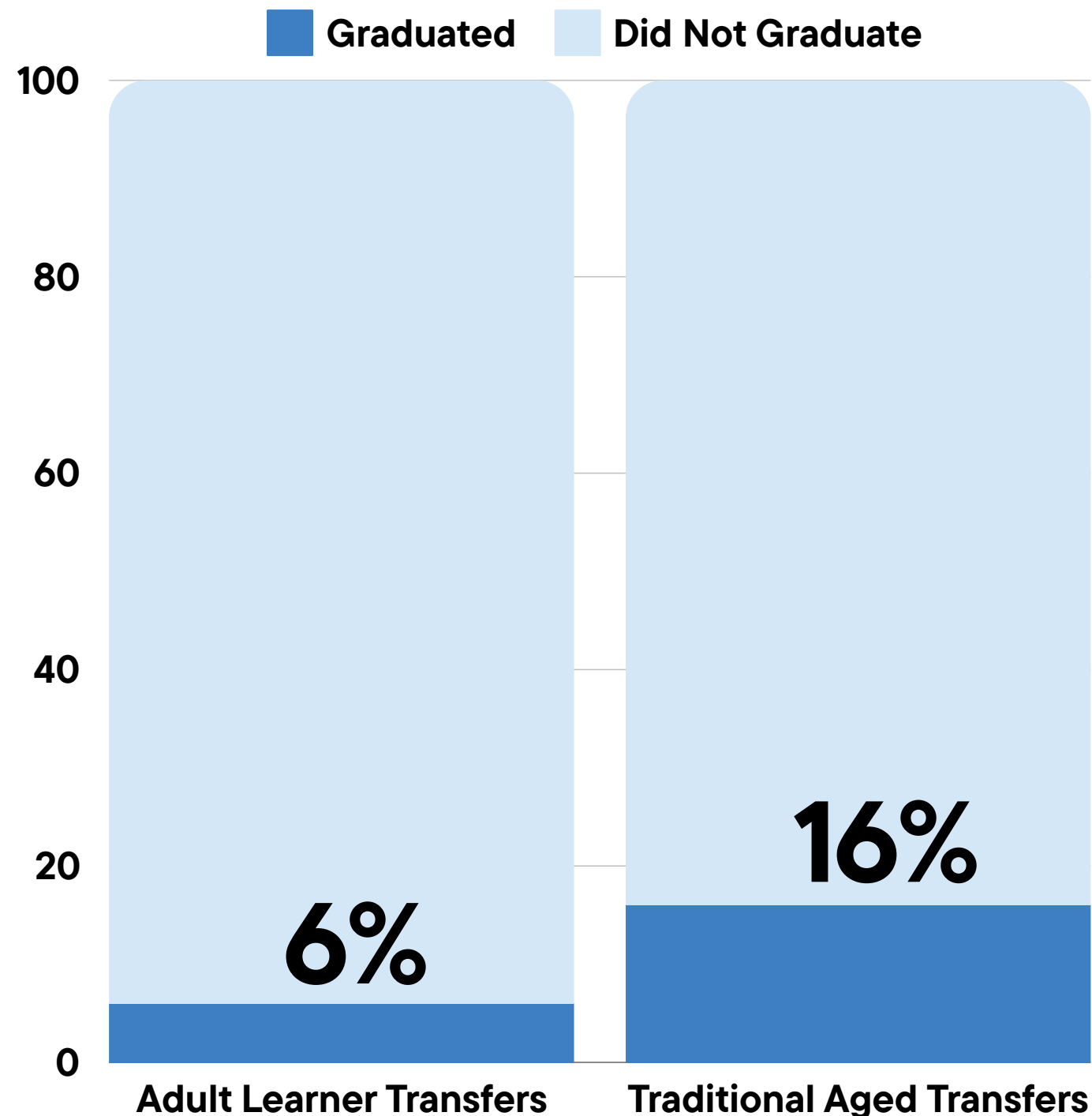
Give students an affordable option.

Adult Learner Transfer by the Numbers

Adult Transfer Students
23%
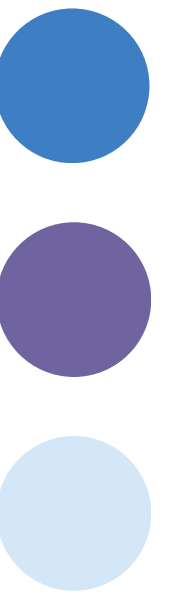
Full time
36%

Part Time
64%

All other transfer students
77%

Men
38%

Women
62%

Adult Student Transfer by the Numbers

Bachelor's degree completion within 6 years of starting community college

■ Graduated   ■ Did Not Graduate

100	
80	
60	
40	
20	16%
	6%
0	
Adult Learner Transfers	Traditional Aged Transfers

11.8% increase in transfer enrollment of adult learners aged 40 and up from Fall 2022 to Fall 2023

Retrieved from: National Student Clearinghouse Research Center. Transfer and Progress Fall 2023 Report.

Adult Student Transfer by the Numbers

Bachelor's degree completion within 6 years of starting community college

Legend: Graduated | Did Not Graduate
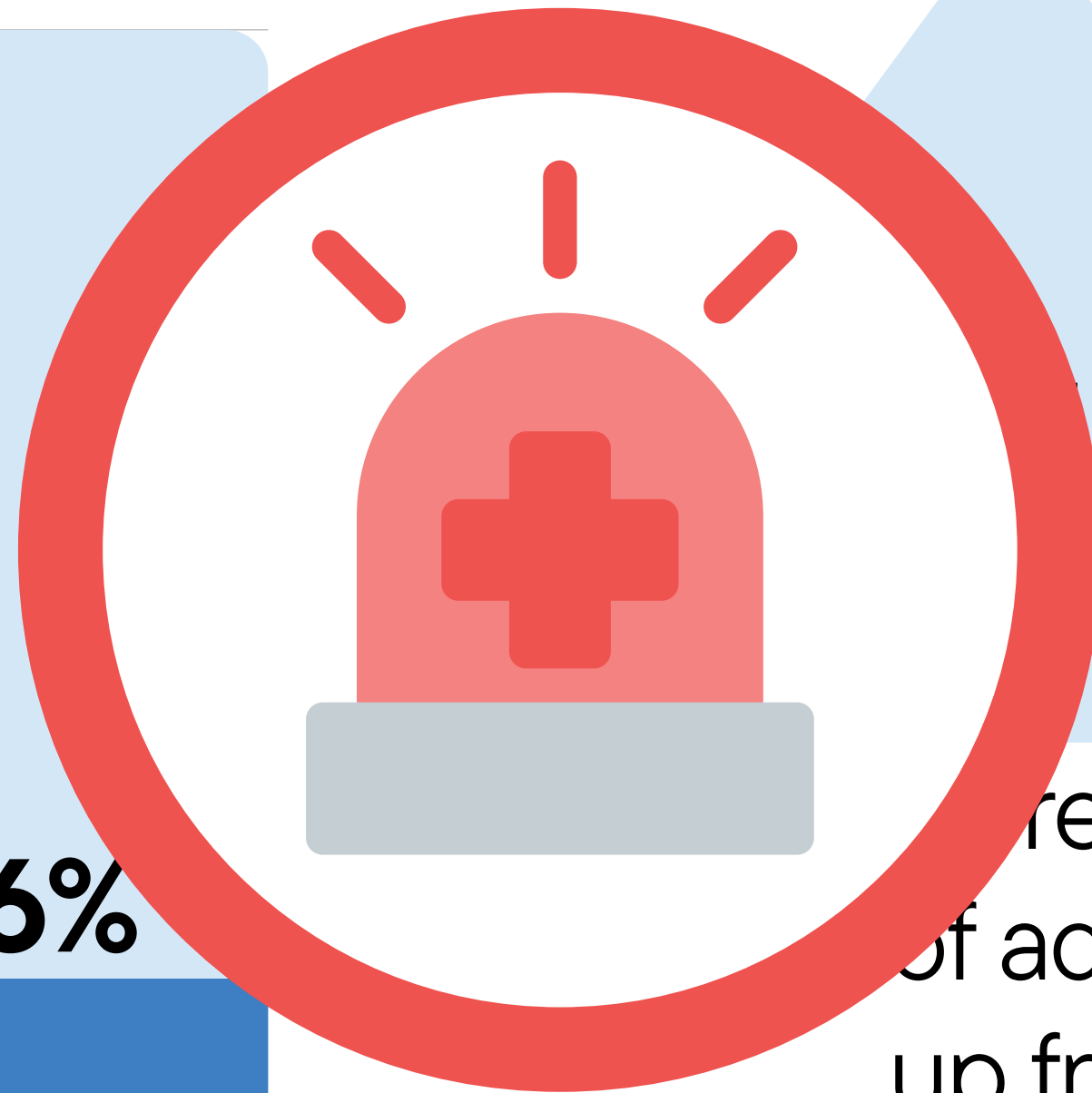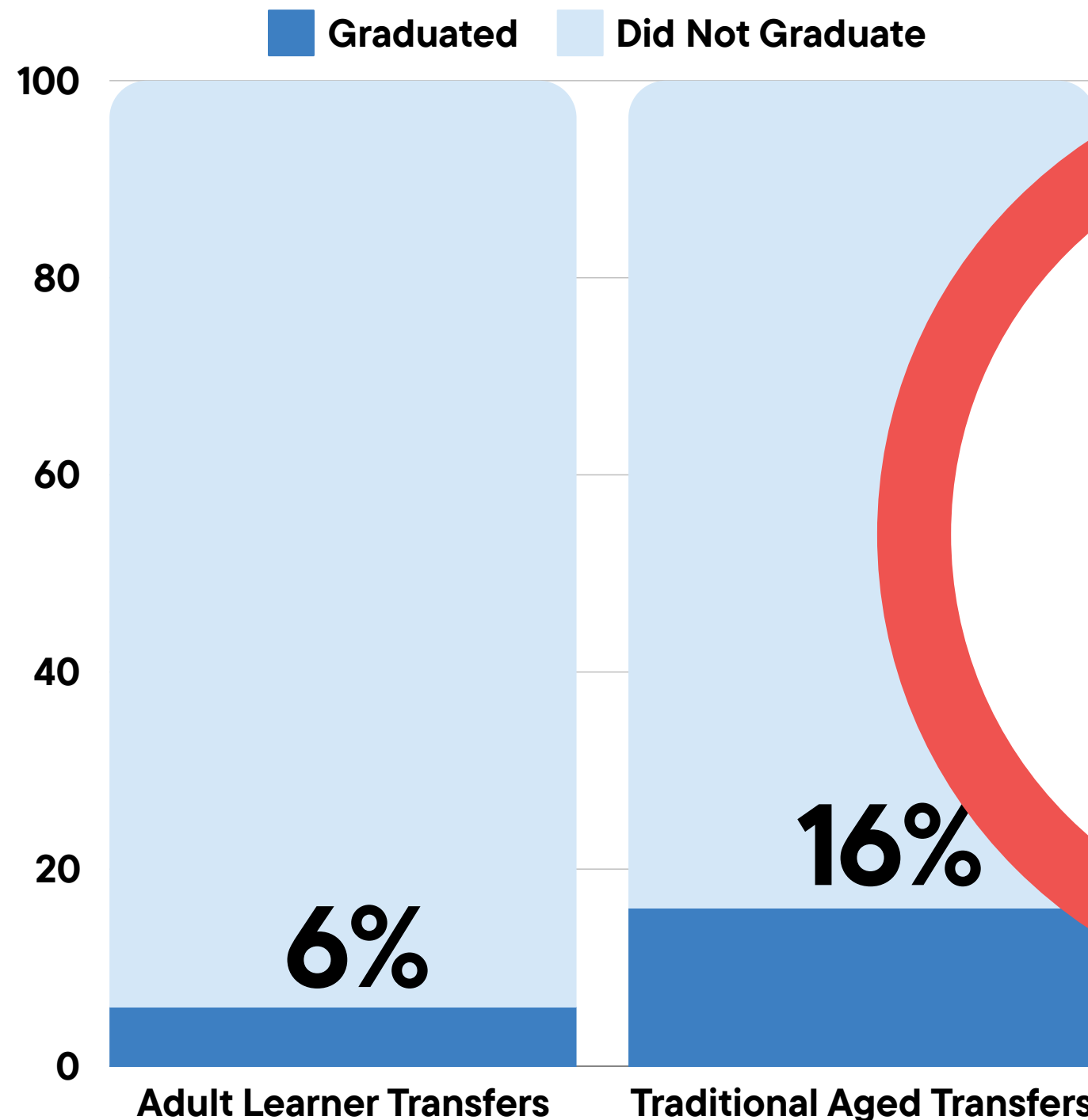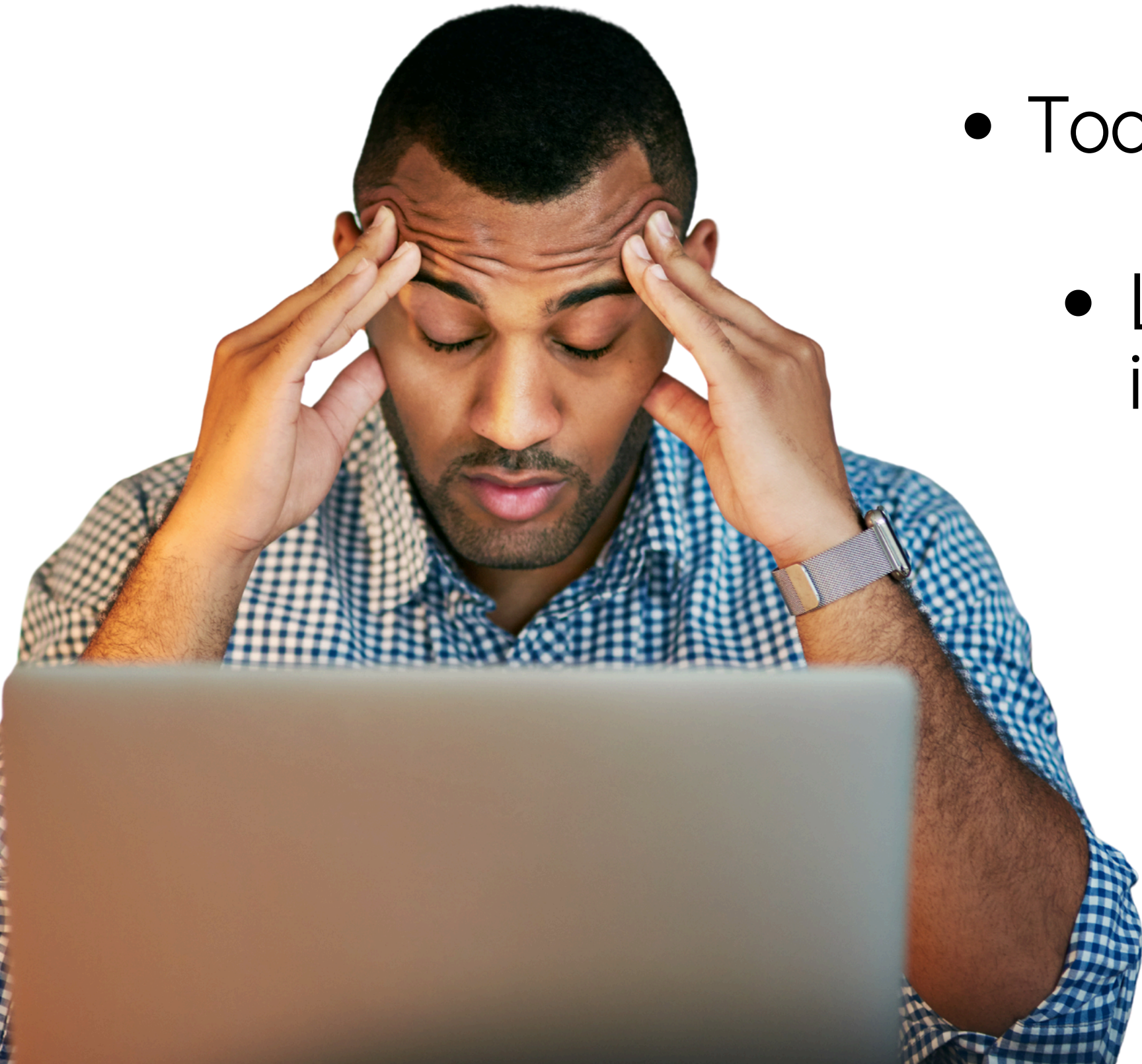
100
80
60
40
20
0

6%
Adult Learner Transfers

16%
Traditional Aged Transfers

1.8%
...rease in transfer enrollment ...f adult learners aged 40 and up from Fall 2022 to Fall 2023

What Makes Transfer Complicated?
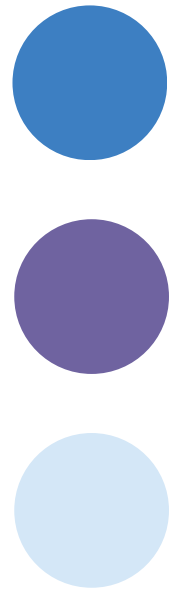
- Too many contingencies

  - Lack of curricular consistency across institutions

    - Different perceptions of transfer versus native students

      - Disjointed and overly burdensome processes

All of those Transfer System Barriers + More Barriers to Transfer for Adult Learners
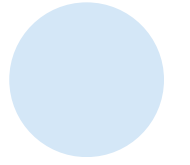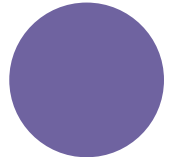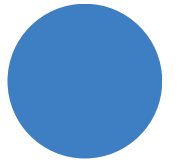
Practical Limitations

- Capacity
- Time
- Finances

Other challenges

- Campus Cultural Shock
- Credit expiration
- Misaligned hours for supports

POP QUIZ

"Having children reduced the likelihood for community college transfer students to graduate from four-year institutions by **XXX** percent, on average."

Degree Completion Among Nontraditional College Students. Hiromi Taniguchi and Gayle Kaufman. Social Science Quarterly
Vol. 86, No. 4 (December 2005), pp. 912-927.

A. 6%

B. 29%

C. 48%

D. 73%

A. 6%

B. 29%

C. 48%

D. 73%

COLLEGE-READY

Students must adapt to the systems and structures put in place by the college

ADULT STUDENT-READY

The college has **redesigned systems** to equitably serve **adult** students

College-Ready Transfer Structures:	Adult Student-Ready Transfer Structures:
Are complex	
Often result in credit loss, which increases the cost and time-to-degree for transfer students	
Do not adequately account for different types of credits	
Require more advising than we are often able to give	
May funnel adult transfer students into remedial courses	
Result in poor and inequitable student outcomes related to transfer rates and degree completion	

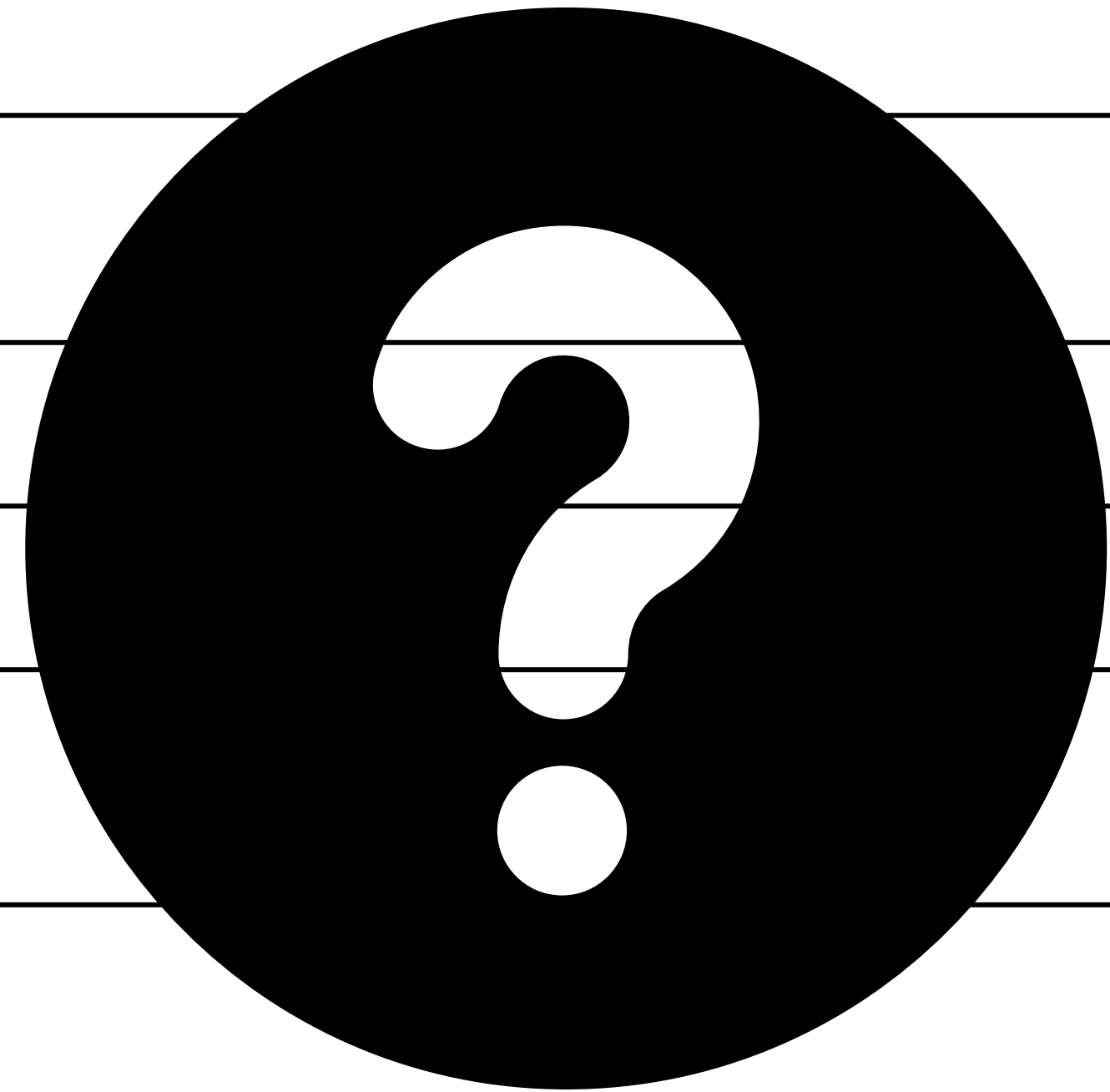| College-Ready Transfer Structures:	Adult Student-Ready Transfer Structures:
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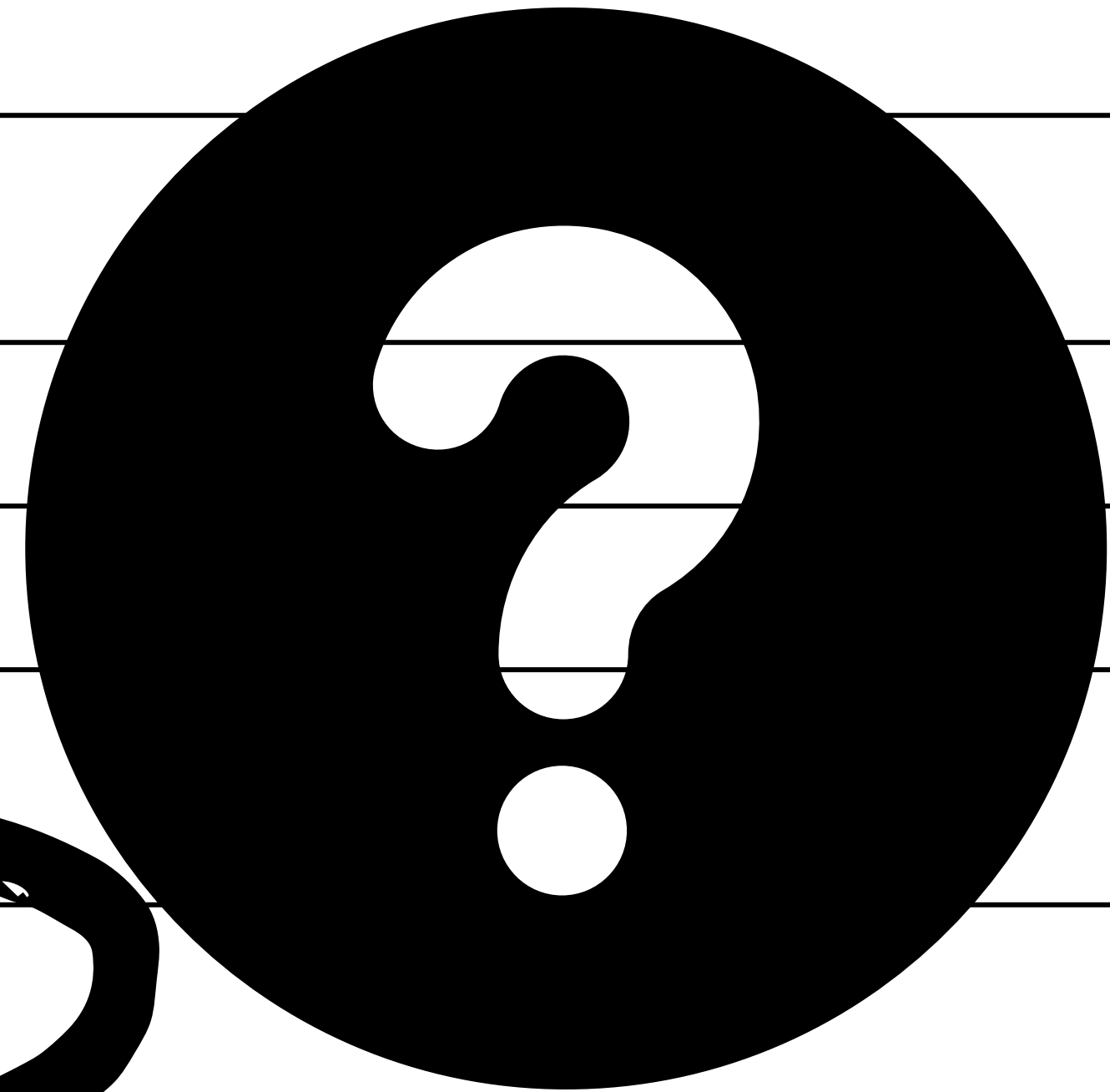
Group Discussion

What **barriers** are you and your adult learners facing at your institution related to transfer?

Put your thoughts in the chat.

| College-Ready Transfer Structures:	Adult Student-Ready Transfer Structures:
Are complex	Are streamlined and simple to find, learn about, and use
Often result in credit loss, which increases the cost and time-to-degree for transfer students	Aim to give the maximum amount of applicable credits possible and ensure those credits apply toward bachelor's degree program requirements, not just electives
Do not adequately account for different types of credits	Account for all types of credit a student may bring in, including diverse opportunities for CPL
Require more advising than we are often able to give	Are easy to advise on because they are simple and student-centered
May funnel adult transfer students into remedial courses	Ensure that transfer students are placed with multiple measures and have access to corequisite support for college-level math and English
Result in poor and inequitable student outcomes related to transfer rates and degree completion	Result in equitable outcomes for adult transfer students

Transfer Transformations
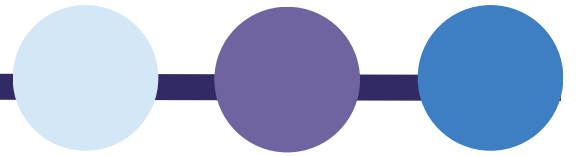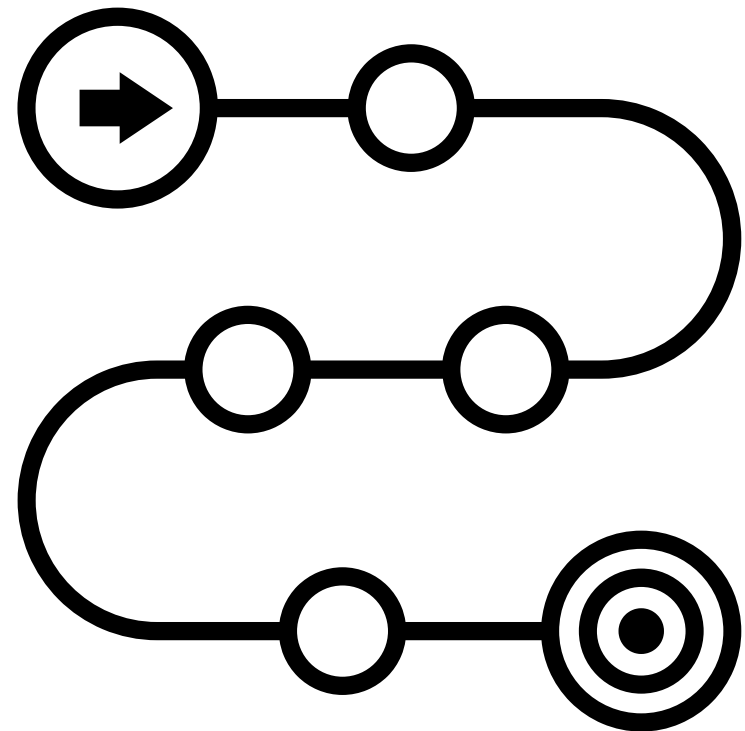
Pathways

Policy
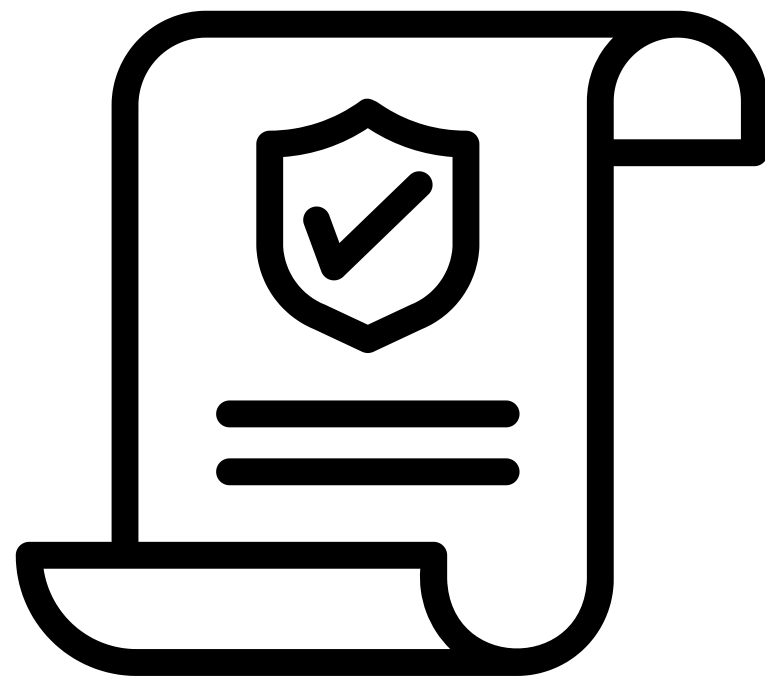
Process
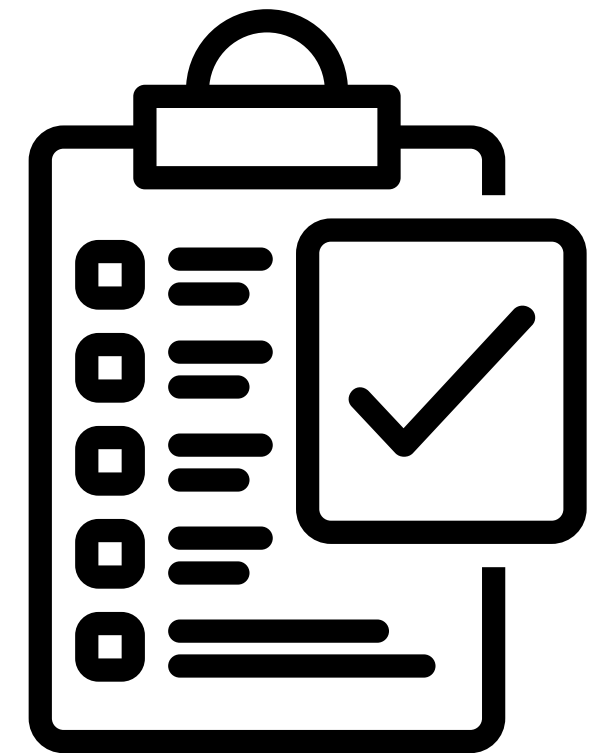
Transfer Transformations
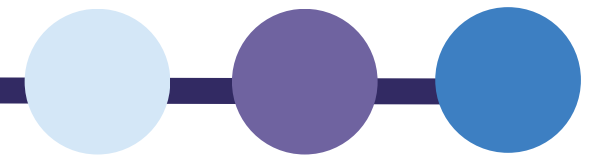
Pathways

State-level Guaranteed Transfer Pathways

Statewide guaranteed transfer of an associate degree: Guarantees students who are awarded an associate degree before transfer to a four-year institution can transfer all of their credits to the four-year institution and enter at the junior-standing level. The majority of policies state that students are not required to complete any further general education courses.

https://reports.ecs.org/comparisons/transfer-and-articulation-2022-03

**???
states**

POP QUIZ

??? states

have state-level guaranteed transfer pathways

A. 5

B. 16

C. 24

D. 35

POP QUIZ

??? states

have state-level guaranteed transfer pathways

A. 5

B. 16

C. 24

D. 35

Locally Developed Partnerships

- Intentional partnerships among 2- and 4-year postsecondary institutions can foster stronger transfer pathways for students (*Mathien et al., 2016*)

- **Regional transfer agreements can include:**
  - Guaranteed admission
  - Scholarships
  - Cross-institutional advising and degree maps
  - Access to sporting events and student activities at both institutions

Immediate Actions:

- **Determine what policies your state, system, or institution has in place.**
  - **Key question to answer:** *If they exist, how well is your institution aligning to those policies?*

- **Reach out to your most frequent transfer partners to set up a meeting.**
  - **Key question to answer:** *How will we make sure credits not only transfer, but count toward degree requirements?*

Transfer Transformations

Institutional Policy
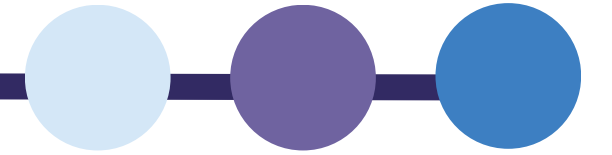
Institutional Policies that Impact Transfer Students:

- Acceptance and application of transfer credits
- Admissions criteria
- Advising requirements
- Course scheduling
- **Credit for Prior Learning**
- Excess credit hours
- **Credit expiration**
- Financial aid
- Graduation requirements
- **Placement**

Blue, bold text:
Policies we will cover today

Credit for Prior Learning

Do you have a CPL policy?

Does it have many different avenues for earning CPL? (e.g., CLEP, DSST, ACE, portfolios, institutional exams)

What requirements are on the institution to communicate and support this policy?

Does the CPL policy **structurally connect** to your institution's transfer policy and process?

Placement

How are transfer students placed?

What math and English will they have to take?

- Allow self-reported grades

- Use multiple measures to place transfer students

- Ensure that transfer students have access to corequisite support for college-level math and English if their previous math and English doesn't transfer or they didn't take the the math necessary for their program of study before transferring

Credit Expiration
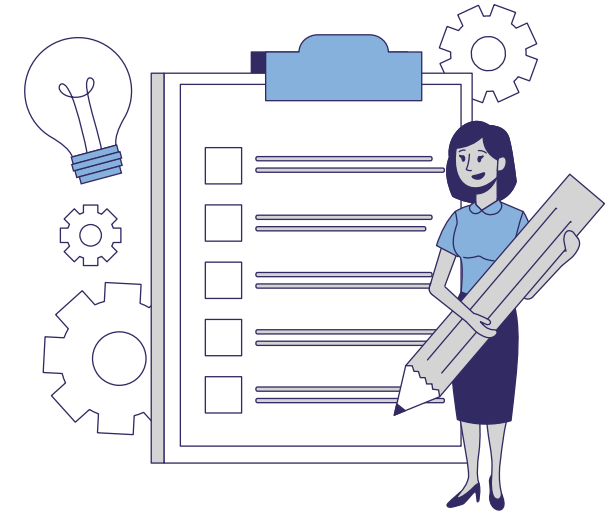
Ensure these policies **make sense** and are **discipline-specific.**

e.g., Did Early European history change in the last 10 years? *Accept the credit.*

Policy's impact is not uniform

Example Policy: First-year students must live on campus

What does the policy mean for:

- A traditional direct-entry student

- An adult student who is FTIC

- A transfer student who already completed an associate degree

- A former dual enrollment student

Immediate Action:

Review your institutional policies that may impact adult transfer students.
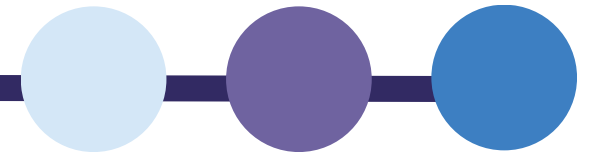
- **Key questions to answer:**
  - *What policies need to be examined? What steps need to be followed to change them?*

Read our paper!

DECEMBER 2023

INSTITUTIONAL POLICY
The Foundation for Equitable, Sustainable Transformation

Student-Ready
STRATEGIES

dent-Ready Strategies
ort from the Bill & Melinda Gates Foundation

Transfer Transformations

Process

Dedicated Transfer Coaching

Before they transfer:

- Train community college advisors and coaches to help aspiring students with course selection, weighing transfer options, and navigating transfer processes

- Ensure re-enrollment concierges for stopped out students are able to advise on transfer policy and process

While they transfer:

- Dedicate 1+ positions at 4-year institutions to provide in-depth support to students from the point at which they express interest in transferring until they have completed all articulation and transcript evaluation processes

- Empower these coaches to advocate on behalf of students to minimize loss of credit and maximize CPL

Communications

- All students need **accurate, up-to-date, and jargon-free information** on how to successfully transfer

- Communications should be **tailored to the appropriate audiences** and incorporate **actionable, engaging, and culturally responsive messaging**

- Communications should be done through **channels and platforms where adult students are already engaging**

- What does your website say?

- Do you include transfer information on your institution's social accounts?

- Are you getting clear information in multiple ways to your frequent transfer partner schools?

Evaluation

- **Monitor metrics like:**

  - Average percentage of transfer credits accepted for adult students compared to younger students

  - Graduation rate of adult transfer students compared to younger transfer students, native adult students, and native younger students

  - Average time to degree post-transfer for adult students compared to younger students

- **Disaggregate these metrics** by other factors, such as race and income

- **Monitor improvements over time**, specifically after any significant transfer transformation is implemented

Immediate Actions:

- **Determine the feasibility of creating adult transfer coach positions or re-assigning a current coach or advisor to the role.**
  - **Key questions to answer:** *Could we do this with with the staff we have? Do we need to hire?*

- **Review your website content.**
  - **Key question to answer -** *How well does our transfer content communicate to adult learners?*

- **Determine how to get the student data on adult transfer students at your institution.**
  - **Key questions to answer -** *Is this data disaggregated? Who can help analyze it?*

Webinar Reflection

How are we feeling?

- **Empowered**
- **Ready to take action**
- **Overwhelmed**
- **Need help getting started**

What piqued your interest most?

- **Pathways**
- **Policy**
- **Process**

Student-Ready
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How can we partner to create a more student-ready world?

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