

Tackling Transfer in Texas

Texas Transfer Alliance

60X30TX Regional Targets Advisory Forum

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Texas Transfer Alliance

The Texas Transfer Alliance is a **collaboration of Texas universities and community colleges** focused on improving transfer student outcomes.

The Alliance is led by the **Charles A. Dana Center at the University of Texas-Austin**, and includes executive leadership from:

- **Texas A&M University System**
- **Texas Association of Community Colleges**
- **Texas State University System**
- **University of North Texas System**
- **University of Texas System**

Tackling Transfer

3 States

- **Minnesota**
- **Texas**
- **Virginia**

3 Partners



Funders for national work



Texas only



Our Work

As partners in this work, the Texas Transfer Alliance looks forward to:

- Celebrating and **elevating** the visibility of existing and future transfer-related successes;
- Helping **deepen** transfer efforts and meet each institution's student success goals;
- **Connecting** institutions with other field leaders both in- and out-of-state; and
- Helping institutions meet their 60x30TX goals by **supporting** transfer students' success.

Progress Since work began in November 2018



Meetings in all 6 regions (2 in North Texas region) with representatives from 83 institutions



2 webinars for regional meeting attendees (142 in attendance)

Webinar attendees were encouraged to return institutional self-assessments to Tackling Transfer team (Aspen, HCM, SOVA) by May 30



8 one-on-one calls with teams from North Texas institutions (more scheduled)



Receipt of one year grant from Trellis Foundation for 2019-2020

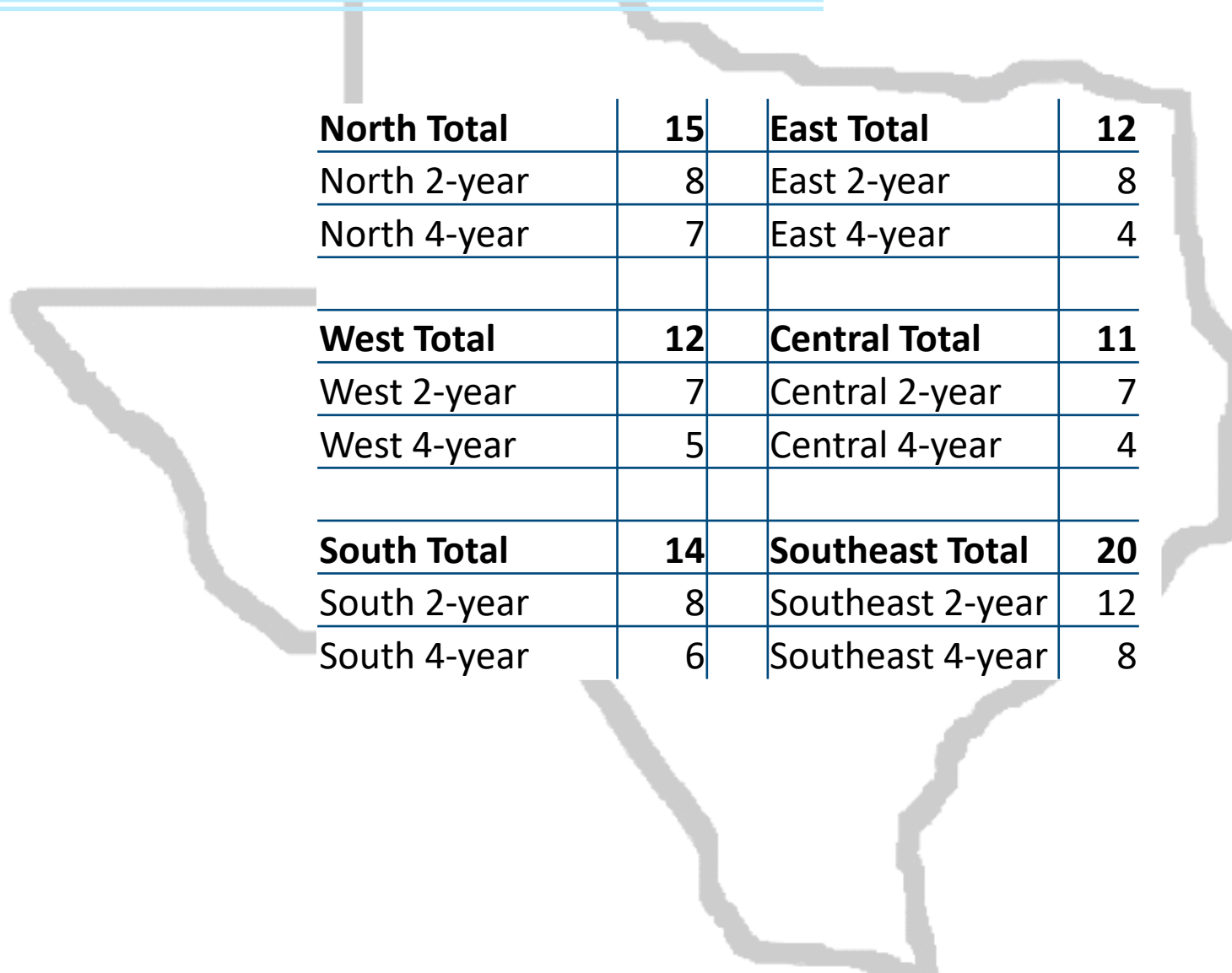
Regional Meetings: Overall Participation

Total Institutions Represented:

49 Community Colleges

34 4-Year Institutions

6 Texas Regions



North Total	15	East Total	12
North 2-year	8	East 2-year	8
North 4-year	7	East 4-year	4
West Total	12	Central Total	11
West 2-year	7	Central 2-year	7
West 4-year	5	Central 4-year	4
South Total	14	Southeast Total	20
South 2-year	8	Southeast 2-year	12
South 4-year	6	Southeast 4-year	8

Regional Meetings

PJC Transfer Practices

1. Reverse Transfer
2. Pathway Alignment with partnering schools
3. Office space for TAMU-T
4. Host University visits/presentations
5. Transfer Workshops for soph. by Advising Office
6. Provide potential transfers to partnering schools
7. University campus visits for specific programs
8. Each Spring - potential graduates no longer enrolled are cont

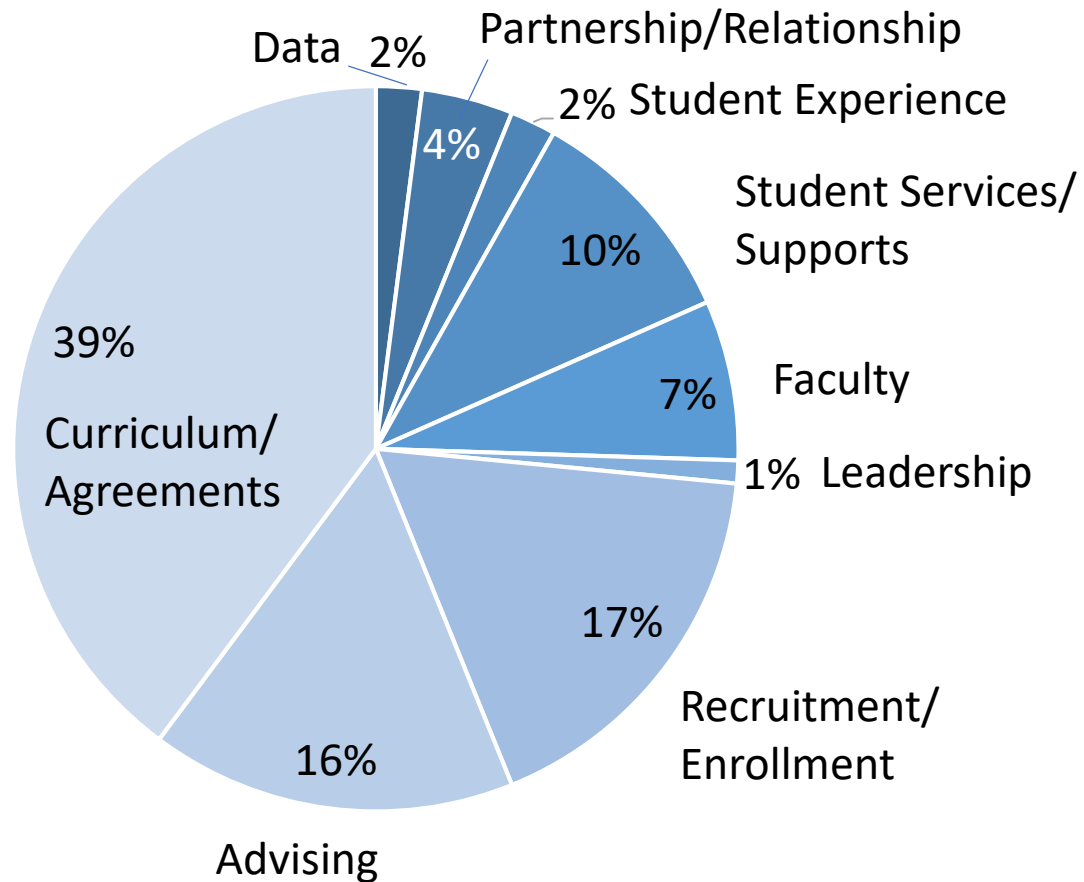
TAMUT

- * Clear pathways
- * Articulation Agreements
- * Communication w/ Community Colleges
- * Advisory Boards (NTCC, TC, PJC)
- * Completion Coaches specific for transfers (on site)
- * Administrative Support
- * Transfer Recruiters
- * Data Exchange
- ** University Upper Division Courses offered on CC campuses
- off campus University Staff/Faculty on CC
Ex: NTCC, TC, PJC

- Institutional teams discussed the following questions:
 - *Where is our institution already doing good work?*
 - *Where may there be areas for improvement?*
 - *What prevents us from moving forward?*
- Teams wrote their strong practices and areas for improvement on posters (examples to the left) and did a gallery walk to view strengths and areas for improvement at other institutions
- Teams reviewed their own student transfer data
- Teams met with transfer partners

Regional Meeting Poster Analysis: 2-Year Institutions

Overall Poster Themes



Top 5 Most Common Sub-Topics

1. Program maps/pathways (*Curriculum/Agreements*)
2. Advising
3. Articulation agreements (*Curriculum/Agreements*)
4. Reverse transfer (*Curriculum/Agreements*)
5. College fairs/transfer days (*Recruitment/Enrollment*)

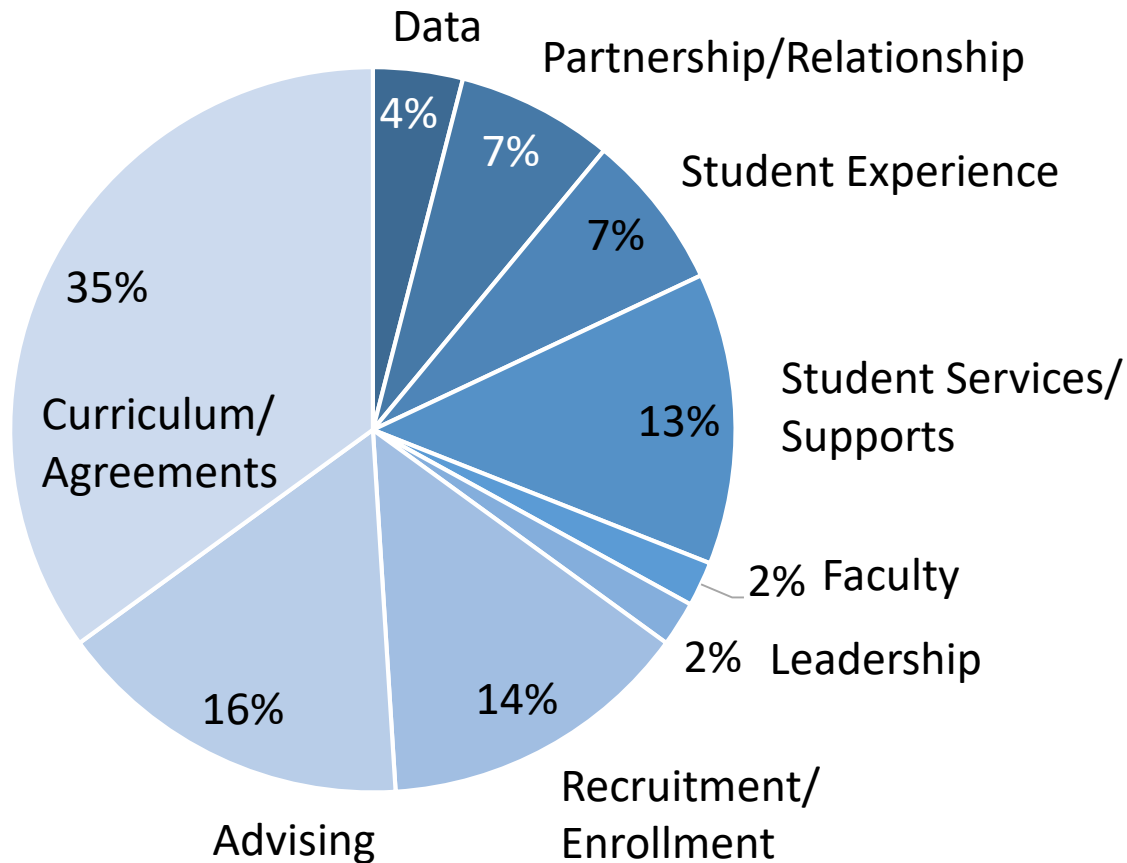
Representative Examples of Responses

Strength: “Strong institutional emphasis on transfer and transfer success within college mission and strategic plan”

Challenge: “Inclusion of all stakeholders in the continued discussions across institutions”

Regional Meeting Poster Analysis: 4-Year Institutions

Overall Poster Themes



Top 6 Most Common Sub-Topics

1. Financial aid/scholarships (*Student Services/Supports*)
2. Program maps/pathways (*Curriculum/Agreements*)
3. Articulation agreements (*Curriculum/Agreements*)
4. Reverse transfer (*Curriculum/Agreements*)
5. Transfer orientation (*Recruitment/Enrollment*)
6. Partnership/relationship-building

Representative Examples of Responses

Strength: "Full-time transfer counselors at primary feeder colleges"

Challenge: "Inaccurate perception of transfer performance"

North Texas 1:1 Calls

- Launched a set of interviews with a standard interview protocol to explore questions such as:
 - What questions do they have about the Texas Transfer Alliance?
 - What are their leading priorities and challenges around transfer?
 - How can the Alliance best support and accelerate their work and help them meet their goals?
 - Taking a big picture view of transfer in TX, if they had to choose a single focus or two, where could the greatest gains be made?
- Eight calls have been completed by May 1; the slides that follow represent a mid-point analysis.

North Texas 1:1 Call Analysis

Highlights and Observations

- Institutions indicated that they very much appreciated the opportunity to **connect** with their peers at the **regional convenings**.
- Of the eight calls, six were eager to find ways to work with us and appreciate the value of the Texas Transfer Alliance.
 - One feels that until legislative session is over, it's too hard to know what anything will look like.
 - Another was honest about suffering from initiative fatigue and felt this was not the right time for them.

North Texas 1:1 Call Analysis

Highlights and Observations (cont.)

- Concrete ways they discussed engaging with the Texas Transfer Alliance include:
 - Clarifying definitions related to transfer (e.g., who do we count as a transfer student?);
 - Serving as a neutral intermediary between institutions to facilitate partnerships;
 - Facilitating connections with peer institutions in Texas and other states;
 - Helping to identify actionable steps to implement based on best practices at other institutions; and
 - Integrating with the work of the North Texas Community College Consortium.

North Texas 1:1 Call Analysis

Common Themes and Sample Perspectives

Advising

- Four-Year Perspective: *“In the past, we’ve advised students once they get here. Transfer students are not benefiting from being able to talk to us earlier about their plans. We’re thinking through possibly placing advisors at the [2-year] campuses.”*
- Four-Year Perspective: *“We tend to focus on the policy or the articulation agreement but we could be providing professional development experiences and training for advisors so they can better communicate with their students.”*

Articulation Agreements

- Two-Year Perspective: *“We are currently considering a dual admission program rather than an articulation agreement. We have a meeting with [4-year] to discuss further. After the March 1 meeting, we are wondering if we might stop writing articulation agreements.”*
- Four-Year Perspective: *“It can start with an articulation agreement, but there’s so much more beyond that so that the process becomes meaningful.”*

Data

- Two-Year Perspective: *“IPEDS tends not to count students who complete a degree as transfer students. As we’ve put a stronger emphasis on increasing our graduation rate, our transfer rate has decreased.”*

A Framework for Working Together

A. Data and Practice Reflection

Conduct practice self-assessment to identify strengths & opportunities for improvement

Crosswalk practice self-assessment with student outcomes data



B. Goal Setting tied to 60X30TX

Set quantifiable goals for improving student success outcomes

Discuss quantifiable goals with your transfer partners



C. Action Plan

Identify practice priorities for an Action Plan (based on goals)

Discuss Action Plans with your transfer partners

Access virtual technical assistance



D. Continuous Improvement

Monitor progress, update goals and plans, access TA, share strengths and needs

Raise visibility of aspirations & successes by sharing goals and plans

Communicate / provide feedback to Texas Transfer Alliance, Dana Center, other field leaders

Evolving Strategy: Institutional Partnerships

GOAL

Acknowledging that we are seeking to work across the state on multiple levels, and to meet institutions where they are, an emerging strategy is to work with institutional partnerships that are ready and interested in receiving deeper supports.

Evolving Texas Transfer Alliance Approach, Part 1



What?

THE GOAL: IMPROVE TRANSFER STUDENT OUTCOMES

- Increase number of students that transfer from 2- to 4-year institutions, ensure they complete the baccalaureate, and close gaps by race/ethnicity and income
- Close the gap in time and credits-to-degree between native and transfer students
- Increase number of students completing gateway Math and English in the first year



Who?

TEXAS TRANSFER ALLIANCE

The Alliance is a collaboration of Texas universities and community colleges supporting a body of work that includes:

- Setting goals for transfer student outcomes improvement
- Monitoring progress on student outcomes
- Collaborating with Texas institutions on improving leadership and practices that will advance transfer student outcomes
- Creating a feedback loop to improve policy conditions and ensure good policy implementation
- Conducting research on what matters for improved transfer student outcomes

INSTITUTIONAL PARTNERSHIPS

Developing and testing improved practice to support transfer students

Evolving Texas Transfer Alliance Approach, Part 2



Who?

SUPPORTS

- Facilitated and financially supported by the Charles A. Dana Center at The University of Texas at Austin, 2018-2019, with additional support from Trellis Foundation for 2019-2020.
 - Dana Center **regional coordinators** facilitate institutional work in regions
- Supported by resources and technical assistance from Tackling Transfer, a three-state effort (MN, TX, VA) that aims to foster the conditions for scaled and measurable improvements in attainment rates for baccalaureate-seeking community college students

These support mechanisms create the connective tissue between the institutional work, policy efforts, cross-institution work via committees, and the leadership of the Alliance



How?

INSTITUTIONAL PRACTICE & LEADERSHIP

Encourage and support institutions to work collectively and individually to improve student outcomes

INSTITUTIONAL PRACTICE FRAMEWORK AND TOOLS

Provide resources and shared framework for conducting this work across all institutions

POLICY-PRACTICE FEEDBACK LOOP

Streamline policy and align policy to good practice

RESEARCH & COMMUNICATIONS

Develop data, research and communications on outcomes and what works

Texas Transfer Alliance Working Metrics

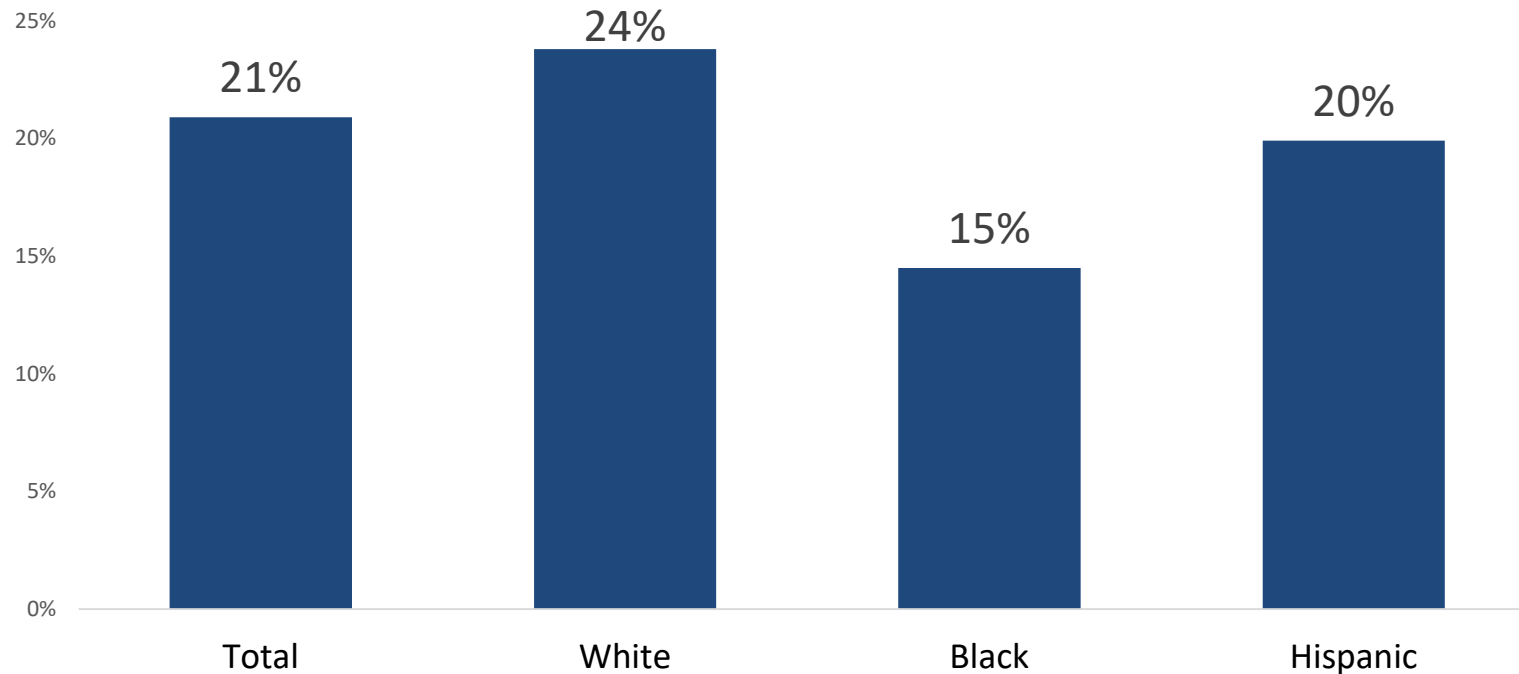
- **Mobility & Equity:** Increase the number of students transferring from 2- to 4-year institutions and close gaps by race/ethnicity and income (Pell vs non-Pell);
- **Completion:** Increase the number of students that transfer from 2- to 4-year institutions and complete the baccalaureate and close gaps by race/ethnicity and income (Pell vs non-Pell);
- **Excess Credits:** Close the gap in credits-to-degree between native and transfer students;
- **Time to Degree:** Close the gap in time-to-degree between native and transfer students; and
- **Math and English Barriers:** Increase the number of students completing gateway math and English in the first year.

Goal 1: Mobility & Equity

Increase the number of students transferring from 2- to 4-year institutions and close gaps by race/ethnicity and income (Pell vs non-Pell);

Six-Year Transfer-Out Rate, Fall 2011 Entering Cohort

*U.S. Average: 33%



Texas Transfer Alliance

Is You