

Best Practices for Supporting Transfer Students

Friday, February 12, 2016

Illinois ACAC Transfer Summit

The NACAC logo is located in the bottom right corner of the slide. It features the letters "NACAC" in a blue, sans-serif font. A stylized blue swoosh or arc is positioned between the "A" and "C", partially overlapping them.

NACAC

Introduction



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NACAC



Agenda

- Recent Transfer Data
- Defining “Transfer Agents”
- Transfer Access for Low-Income and Underrepresented Students
- NACAC Focus Group Findings on Transfer
- How You Can Be a “Transfer Champion”
- 2013 Admission Trends Survey/NACAC Resources
- Discussion/Q & A



American Association of Community Colleges (2015)

- There are 1,123 community colleges in the U.S.
 - In 2013, 45% of all first-time college students started at one of them.
- 36% of community college students are first-generation
- 50% of students enrolled for credit are White, followed by 21% Hispanic and 14% Black

National Student Clearinghouse (2015)

- Fall 2008 Cohort, First-Time entrants: 3.6 million students
 - 37.2 percent transferred to a different institution at least once within six years
- Two-year public: 39.5 percent transfer rate
 - Transferred to a Four-Year: 24.4 percent
 - Transferred to another Two-year: 15 percent



National Student Clearinghouse

- Four-year public: 36.5 percent transfer rate
- Four-year private non-profit: 34.4 percent transfer rate

Reverse Transfer

- Credit When It's Due (CWID) Initiative
 - 2012-2014 (16 states)
- State Policies:
 - CO, FL, ME, MI, MO, OR, RI, TN, TX
- Board policies, institutional agreements
- Implementation
- Challenges



Defining “Transfer Agents”

Who are “Transfer Agents?”

“Individuals who bring a critical consciousness to help students understand the specialized language of higher education and take advantage of the resources available to help them.”

Dowd, A. (2011). Improving transfer access for low-income community college students. In A. Kezar (Ed.), (pp. 217-231), *Recognizing and serving low-income students in higher education: An examination of institutional policies, practices, and culture*. New York: Routledge.

Taking it to the next step... Defining what is means to be a “Transfer Champion”

“In this role, apart from their direct interactions with students, faculty influence institutional policies in areas such as curriculum, counseling and advising, financial aid, and assessment of student learning and institutional effectiveness. They draw on their organizational funds of knowledge to reshape institutional cultures and structures to make them more amenable to low-income transfer students.”



Transfer Access for Low-Income and Underrepresented Students

Transfer Access Low-Income Students

- Low-income students tend to transfer to four-year institutions at a significantly lower rate than their affluent counterparts.
- “Transfer agents” can assist these students in the process by using their institutional knowledge base to educate them on the resources and opportunities that are available.
- These students need to know that they are capable and worthy to transfer to a four-year institution.

Dowd, A. (2011). Improving transfer access for low-income community college students. In A. Kezar (Ed.), (pp. 217-231), *Recognizing and serving low-income students in higher education: An examination of institutional policies, practices, and culture*. New York: Routledge.



Transfer Access Underrepresented Students

- Community colleges enroll 51% of all Latino and 41% of African-American college students in the U.S (Chronicle of Higher Education, 2012).
- California has the nation's largest postsecondary system where 69% of Latinos and 65% of African-Americans begin their education in community college compared to 60% of White and 42% of Asian-American students (Gandara et al., 2012).
- However, out of first-time students in 2003-2004, only 40% of African-American and 35% of Latino students successfully earned a degree or certificate and/or transferred to a four-year institution within six years (U.S. Department of Education, 2012).



NACAC Focus Group Research



Understanding that there is more than just one traditional path for freshman students.

*“And I’m not quite sure a lot of the high school counselors **understand the different options** more than just they didn’t get into the four-year school of their choice so they’re going to go to community college.”*

-Postsecondary Admission Professional



Removing the stigma attached to attending a community college and the transfer process.

*“And I think we have to do sort of a better job of professional development in those areas so that we help **to take some of the stigma away** in our community. Because I think once we sort of take the stigma away, I think that trickles down to families. I think it happens probably quicker than we actually realize it does.”*

-Secondary School Counselor



Providing the necessary resources to fully explain the transfer process.

*“There’s some colleges and universities that are creating transfer centers now. Do counselors know about those? What does this transfer center do for their high school student? How could they assist their high school student? So it’s about **making sure that the resources that you have on campus are known throughout the community** so that someone has a Joe they can go to at said university to answer all of those questions.”*

-Postsecondary Admission Professional

Understanding articulation agreements and how credits will transfer.

*“I think the other staff members are so freshman-focused that the minute you mention the word transfer, they kind of cringe because **it’s going to mean more that they have to understand about the whole transfer process**, and the colleges, and the community colleges, and the credits, and what will transfer and what will not. And I just think at times that they feel like they’re in over their head with the transfer, so it’s easier for them to say, ‘Oh, well, **I’ll give you the contact information for the person who handles the transfer students.**”*

–Postsecondary Admission Professional



Ensuring that all admission staff have an understanding of the transfer process.

*“However, when I was not there, it was difficult for the other staff because they didn't know how to counsel the students. So, we made a decision that we would do away with the director of transfer admission, and have **the entire staff be –become knowledgeable on the process** so that they would be able to counsel a student.”*

-Postsecondary Admission Professional



How You Can Be a Transfer Champion



How You Can Be a “Transfer Champion”

- Encourage community college students to start with the end goal in mind so they can determine what their path will be.
- Ensure that the entire admission staff is informed about the transfer process as well as articulation agreements, not just the “transfer counselor.”
- Assist faculty in seeing the lack of transfer access for low-income students as a problem of institutional practice.
- Connect with staff at local community colleges, high schools, and four-year colleges and universities to effectively communicate transfer policies.



How You Can Be a “Transfer Champion”

- Identify and be an advocate for the transfer student on and across campuses.
- “Extra mile advising.”
- Conduct action inquiry to identify needs and create special programs for transfer students.
- Question norms that make structures difficult for transfer students to navigate- take action to enact change.

Academic Research: Advising as a Lynchpin to Student Success

- Counseling is key to obtaining the knowledge that will lead them through community college, yet student to counselor ratios at community colleges are on average approximately 1000:1 (Moon, et al., 2006).
- Supports needed: personal attention (95 percent), academic integration (88 percent), social interaction (51 percent), and technology (67 percent) (Owens, 2007).
- Certain populations- especially first-generation and female students- are less likely to rely on institutional agents for information (O'Brien, 2011).
- Students are aware that colleges offer a wide range of services, but they report that finding the specific information or services they need often requires going on a “wild goose chase” and navigating silos (WestEd, 2012).



2013 NACAC Admission Trends Survey

Admission Trends Survey (ATS)

- 2013: 352 Responses

Table 2. NACAC 2013 Admission Trends Survey respondent characteristics compared to national college/university characteristics

	NACAC respondents	All colleges	NACAC public respondents	All public colleges	NACAC private respondents	All private colleges
Total	100%	100%	32.4%	34.0%	67.6%	66.0%
Enrollment						
Mean enrollment	6,006	3,896	14,031	7,979	2,310	1,793
Region						
New England	12.5%	8.8%	7.0%	6.4%	15.1%	10.0%
Middle States	19.3	20.1	16.7	17.0	20.6	21.7
South	17.6	24.6	18.4	27.7	17.2	23.0
Midwest	32.1	26.5	34.2	23.1	31.1	28.3
Southwest	4.5	6.9	5.3	9.9	4.2	5.4
West	13.9	13.1	18.4	15.9	11.8	11.7

Admission Trends Survey (ATS)

Table 29. Percentage of institutions reporting change in transfer admission numbers over past five years: 2013

	Increased	Stayed the Same	Decreased
Transfer applicants	44.0	24.3	31.7
Transfer admits	39.5	31.7	28.8
Transfer enrollees	37.6	29.4	33.1

Source: NACAC Admission Trends Survey, 2013.

Admission Trends Survey

Table 31. Mean selectivity and yield rates for first-time freshmen and transfer students, by institutional characteristic: 2012-13

	Mean Transfer Selectivity	Mean Freshman Selectivity	Mean Transfer Yield	Mean Freshman Yield
Total	62.6%	64.7%	54.4%	32.7%
<i>Control</i>				
Public	67.7	66.2	61.1	37.2
Private	60.0	64.1	51.3	30.7
<i>Total Enrollment</i>				
Fewer than 3,000 students	63.1	66.7	52.2	32.6
3,000 to 9,999	62.3	62.5	55.2	31.7
10,000 or more	61.4	61.5	59.9	35.2
<i>Transfer Selectivity</i>				
Accept fewer than 50 percent of applicants	33.7	44.5	54.9	31.9
50 to 70 percent	59.6	65.7	52.0	30.5
71 to 85 percent	77.7	74.3	58.5	34.3
More than 85 percent	93.3	87.7	54.4	31.7
<i>Transfer Yield</i>				
Enroll fewer than 30 percent of admitted students	55.5	66.2	21.9	23.0
30 to 45 percent	61.2	66.1	38.5	22.8
46 to 60 percent	62.2	67.6	54.3	31.0
More than 60 percent	64.8	63.6	71.1	42.4
<i>New 2012-13 Transfer Enrollment</i>				
Fewer than 50 transfers	52.9	61.0	49.1	31.1
51 to 200 transfers	63.9	69.7	51.6	28.5
201 to 350 transfers	73.2	71.2	54.9	34.3
More than 350 transfers	65.7	64.0	61.5	36.3

Note: Freshman figures refer to admission of first-time, full-time freshmen students for the Fall 2013 admission cycle. Transfer figures refer to admission of transfer students during the 2012-13 academic year. Figures in italics should be interpreted with caution due to low cell size (fewer than 15 institutions).

Source: NACAC Admission Trends Survey, 2013.

Admission Trends Survey

Table 32. Mean percentage of newly enrolled transfer students at four-year colleges who transferred from a two-year institution: 2012-13

	Mean
Total	53.2%
<i>Control</i>	
Public	66.0
Private	48.3
<i>Total Enrollment</i>	
Fewer than 3,000 students	48.2
3,000 to 9,999	56.4
10,000 or more	64.4
<i>Transfer Selectivity</i>	
Accept fewer than 50 percent of applicants	43.8
50 to 70 percent	53.3
71 to 85 percent	64.9
More than 85 percent	56.7
<i>Transfer Yield</i>	
Enroll fewer than 30 percent of admitted students	<i>70.6</i>
30 to 45 percent	49.2
46 to 60 percent	56.8
More than 60 percent	51.2
<i>New 2012-13 Transfer Enrollment</i>	
Enrolls fewer than 50 transfers	38.1
51 to 200 transfers	54.1
201 to 350 transfers	64.5
More than 351 transfers	64.5

Note: Figures in italics should be interpreted with caution due to low cell size (fewer than 15 institutions).

Source: NACAC Admission Trends Survey, 2013.

Admission Trends Survey

Table 33. Colleges' expectations about how the importance of transfer students to overall recruitment strategy will develop over the next three years, by institutional characteristics: 2013

	More Important	Stay the same	Less important
Total	57.9%	40.5%	1.6%
Control			
Public	67.1	31.7	1.2
Private	53.5	44.7	1.8
Total Enrollment			
Fewer than 3,000 students	55.7	42.7	1.5
3,000 to 9,999	59.4	37.5	3.1
10,000 or more	56.8	43.2	0.0
Transfer Selectivity			
Accept fewer than 50 percent of applicants	40.3	58.1	1.6
50 to 70 percent	67.5	31.2	1.3
71 to 85 percent	60.4	35.4	4.2
More than 85 percent	61.5	38.5	0.0
Transfer Yield			
Enroll fewer than 30 percent of admitted students	83.3	16.7	0.0
30 to 45 percent	56.5	40.3	3.2
46 to 60 percent	65.1	33.7	1.2
More than 60 percent	47.2	51.4	1.4
New 2012-13 Transfer Enrollment			
Enrolls fewer than 50 transfers	44.8	53.4	1.7
51 to 200 transfers	58.1	39.2	2.7
201 to 350 transfers	61.9	38.1	0.0
More than 351 transfers	65.3	33.3	1.3

Note: Figures in italics should be interpreted with caution due to low cell size (fewer than 15 institutions).

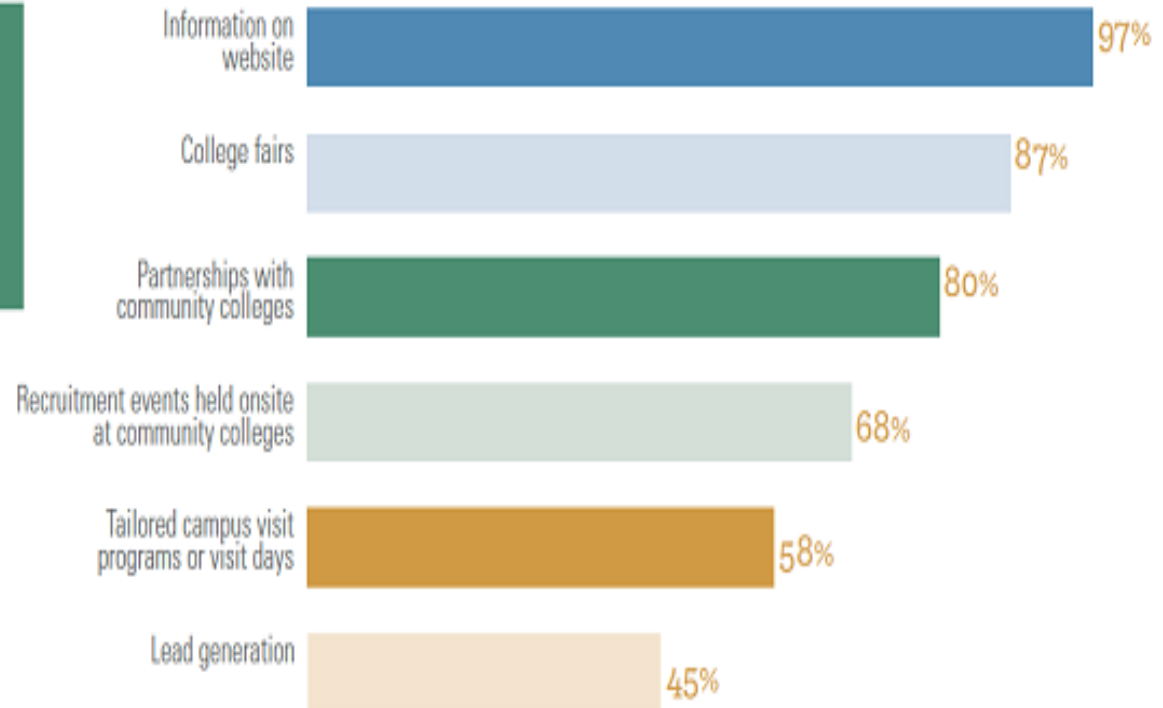
Source: NACAC Admission Trends Survey, 2013.

Admission Trends Survey

TRANSFER STUDENT RECRUITMENT STRATEGIES

Four-year colleges are using the strategies below to recruit transfer students.

Websites and college fairs are the top strategies used by four-year colleges to recruit transfers.



Admission Trends Survey

Table 36. Percentage of four-year colleges reporting "frequent communication" with community college staff, by institutional characteristics: 2013

	Percent
Total	40.3%
Control	
Public	52.4
Private	34.3
Total Enrollment	
Fewer than 3,000 students	31.5
3,000 to 9,999	46.2
10,000 or more	60.5
Transfer Selectivity	
Accept fewer than 50 percent of applicants	30.6
50 to 70 percent	43.4
71 to 85 percent	52.1
More than 85 percent	42.5
Transfer Yield	
Enroll fewer than 30 percent of admitted students	<i>50.0</i>
30 to 45 percent	27.4
46 to 60 percent	43.0
More than 60 percent	51.4
New 2012-13 Transfer Enrollment	
Enrolls fewer than 50 transfers	12.1
51 to 200 transfers	39.5
201 to 350 transfers	55.0
More than 351 transfers	62.2

Note: Figures in italics should be interpreted with caution due to low cell size (fewer than 15 institutions).

Source: NACAC Admission Trends Survey, 2013.

Table 37. Percentage of institutions with grant aid that is dedicated for transfer students, by institutional characteristics: 2013

	Percent
Total	53.3%
Control	
Public	46.0
Private	56.3
Total Enrollment	
Fewer than 3,000 students	53.9
3,000 to 9,999	60.3
10,000 or more	40.5
Transfer Selectivity	
Accept fewer than 50 percent of applicants	40.0
50 to 70 percent	58.7
71 to 85 percent	58.3
More than 85 percent	56.4
Transfer Yield	
Enroll fewer than 30 percent of admitted students	<i>66.7</i>
30 to 45 percent	47.5
46 to 60 percent	57.8
More than 60 percent	51.4
New 2012-13 Transfer Enrollment	
Enrolls fewer than 50 transfers	39.3
51 to 200 transfers	59.5
201 to 350 transfers	81.0
More than 351 transfers	47.9

Note: Figures in italics should be interpreted with caution due to low cell size (fewer than 15 institutions).

Source: NACAC Admission Trends Survey, 2013.

Resources From NACAC

- Transfer Knowledge Hub
 - Featuring information for professionals who advise, support, and recruit transfer students.
- Transfer Admission Application Fee Waiver
 - Students can visit www.nacacnet.org/studentinfo/feewaiver to download the fee waiver to send to colleges.
- Planning to Transfer Tip Sheet (JKCF)





Discussion

- What does your institution/organization have in place to support and highlight transfer issues and opportunities?

Questions?

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