

SS&WA Standing Committee Meeting

SHEEO/Gardner Institute State Transfer Policy Project

April 24, 2023



SHEEO/Gardner Institute State Transfer Policy Project

Findings and Recommendations

Colorado has...

Convened a transfer task force as one of four project states (CO, NC, SC, WA)

Worked with equity, culture, and policy-focused experts on improving transfer policy

Engaged in a self-study with six committees focused on separate “dimensions of transfer”

Completed two surveys—one of transfer students and one of staff who work with transfer

Participated in multi-state convenings to share insights and learn from others

Developed draft transfer policy standards and recommendations based on study findings

Key Findings

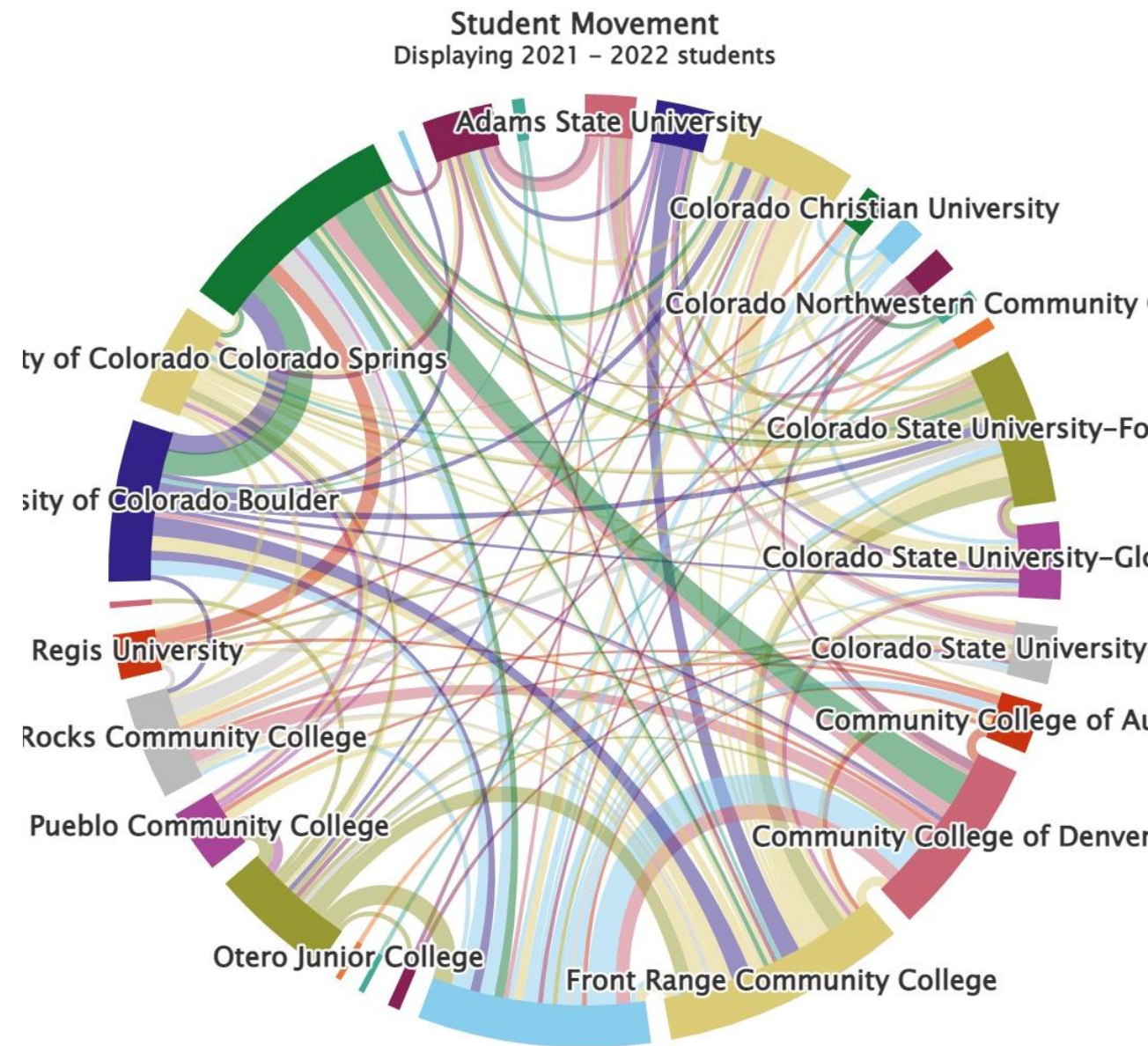
- 40% of institutional personnel surveyed feel Colorado has a unified approach to transfer issues
- 25% of institutional personnel surveyed indicated that their IHE has a procedure to regularly assess students' intent or interest in transferring
 - 70% of students surveyed indicated that their academic advisors did not ask about their interest to transfer during their meetings
- 72% of institutional personnel surveyed indicated students were informed on the transferability of their courses at a *high to a very high degree*
 - 41% of students surveyed indicated they were informed on the transferability of their courses at those same levels

Add'l. Key Findings

- 78% of institutional personnel surveyed indicated the degree to which their IHEs were able to help students make efficient progress toward their academic goals while saving as much money as possible was *high to very high*
 - 48% of students surveyed indicated that they either did not receive the assistance or received the help to a slight degree

Data Visualization

- Project task force members were able to visualize enrollment patterns and movements of students between institutions by cohort year
 - Filters include: first gen, gender, race/ethnicity, Pell eligibility



How can we move toward implementation?



Recommendation 1: Adopt a more clearly defined transfer philosophy/rationale statement with principles grounded in equity, stating clear state priorities, which is grounded in data and widely communicated.



Recommendation 2: Improve the transparency of how transfer credits are evaluated, including the decision-making process by institutions and the rationale for outcomes.



Recommendation 3: Develop a uniform process for identifying students intending to transfer at the point of admission, periodically assess interest in transfer among students, and develop a process to track the success of transfer students as they progress.

How can we move toward implementation?

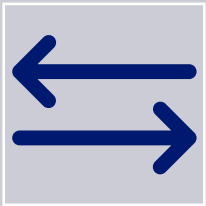


Recommendation 4: Incentivize efforts to support more coordination between institutions that send transfer students and those that receive transfer students in the arenas of academic advising, academic support, and financial counseling.



Recommendation 5: Ensure a consistent and transparent process of documenting transfer student success with regular sharing and reporting of disaggregated student data.

How can we move toward implementation?



Revise CCHE Policy Section I, Part L: Statewide Transfer and GT Pathways Policy, to include a more clearly defined transfer philosophy/rationale statement with principles grounded in equity and data. A draft statement will be circulated to GE Council members for review and an opportunity for feedback and revision will be provided prior to adoption.



Include the transfer student story in the work on HB22-1349 (Postsecondary Student Success Data System). This will allow a deeper understanding of what the data is telling us about student transfer in Colorado.

A group of graduates in silhouette stands on a hill at sunset, celebrating with their arms raised and caps flying in the air. The word "Questions?" is overlaid in white text in the center of the image.

Questions?

Thank You!

April 24, 2023

