Educational Session

Not-So-Secret Strategies for Serving Transfers: A University and Community College Pipeline for Student Success
Partnerships and Collaboration, Transition Programs and Services

Many first-generation students, who include low socioeconomic backgrounds, students of color, and non-native English speakers, have completed baccalaureate degrees due to this 20-year partnership between a community college and university in rural northeast Texas. Best practices include lessons learned from the partnership; examples of how data informs decisions; overcoming state funding and policy challenges with state officials and university leaders; and identifying strategies for successful transfer partnerships.

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NOT-SO-SECRET STRATEGIES FOR SERVING TRANSFERS: A UNIVERSITY AND COMMUNITY COLLEGE PIPELINE FOR STUDENT SUCCESS

- The National Institute for the Study of Transfer Students (NISTS) Conference
- February 2021
OVERVIEW OF PRESENTATION

- Introduction
- Historical Significance: Lessons Learned from 20 Years
- The Partnership—Both Sides Win
- Data Tells the Story
OBJECTIVES OF TODAY’S PRESENTATION

- Explain lessons learned from 20 years of a community college/university partnership

- Outline roles of university and community college partners in serving transfer students

- Discuss examples of how data informs decisions

- List advising practices that work for transfers from the community college to the university
Community colleges in the United States are essential to the higher education landscape, but questions arise often regarding the community college students’ aptitude and preparedness as transfer students attend baccalaureate institutions (Aulck & West, 2017).

Enrollment at universities and community colleges has doubled, particularly at the community college (Rosenbaum et al., 2016). Forty-four percent of undergraduate students begin at a community college; however, these students face hurdles in continuing their educational journeys at four-year universities (Nuñez & Yoshimi, 2017).
LOCATION: Rural Northeast Texas

DATE ESTABLISHED: 1999

PURPOSE: Regents’ Initiative for Excellence, a comprehensive action plan to address teacher recruitment and retention

PARTNERS:
- Texas A&M University-Texarkana (A&M-Texarkana)
- Northeast Texas Community College (NTCC) in Mount Pleasant, Texas

RATIONALE:
- To address place-bound students
- Nearest transfer school is 75 miles away
- Distance perceived as barrier by students
LESSONS LEARNED FROM 20 YEARS

From the Community College….

- Ask for specific ways to make transfer easier
- Reach out and make relationships
- Look for opportunities to create partnerships
- Be an advocate for the students
- Solicit faculty, staff and leadership support.

From the University….

- GO TO the community college
- Seek to remove barriers
- Educate academics on the advantages of accepting transfers
- Engage all departments in recruitment
- Secure faculty, staff and leadership support
- Create pathways and pathway system
- Engage with the community
- Work community college on recruitment
SUPPORT FOR TRANSFERS: WHO DOES WHAT?
COMMUNITY COLLEGE OR THE UNIVERSITY

Community College

- Provides general education courses for the student’s field of study or technical degree to graduate with associate’s degree
- Works closely with community college faculty for pathway programs
- Works closely with university on advising for pathway programs

University

- Creates pathways for students with the help of community college faculty
- Encourages university faculty to work with community college faculty
- Oversees articulation/pathway logistics
- Works closely with community college on advising for pathway programs
- Host update meetings one to two times a semester
PARTNERSHIP MARKETING EXAMPLES

What universities do NTCC students transfer to?

<table>
<thead>
<tr>
<th>University</th>
<th>Number of Students Transfering</th>
</tr>
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<tbody>
<tr>
<td>TAMUT</td>
<td>65</td>
</tr>
<tr>
<td>TAMUC</td>
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<td>UNT</td>
<td>8</td>
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</tbody>
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TAMUT is NTCC’s #1 Transfer University!!


Register for this event, please email mon Reynolds at sreynolds@tamut.edu

Join us to discuss:
- How to Apply for Admissions
- Financial Aid Options
- A&M-Texarkana at NTCC Degree Options
- A&M-Texarkana Degree pathways
- Q&A Session
WHAT STORIES DO DATA REVEAL?

- For me, the advisors and people on campus were helpful, but at the same time, it takes a little bit of knowing what you want people to help you better, and I didn't, I don't really feel like I had all of that, but community college instructors are great as well. - African American Male Student

- Transfer team was up to date with all the information they provided, so that they can provide accurate and timely information to the students that are trying to transfer. - White Male Student

- I didn't even know what that (pathway) was. - White Female Student

- Big cost difference between community and university. I had to apply for student loans, which tripled the amount in two years. Then I’m going to have to pay back which is a barrier. - African American Female Student

- Give us a better understanding of the enrollment process moving forward after community college. - Latino Male Student

- So, some of this is on the federal government, they really don’t provide a lot of services to students as they just provide us with to set us up for failure. – African American Male Student
BEST ADVISING PRACTICES

- Embrace core complete.
- Provide a one-stop shop for transfers.
- Adopt a success coach model between community college and university advisors and faculty.
- Create a communication system that works for advisors, faculty and administrators.
- Create a transfer center.
- Assign a person(s) to address transfer issues.
A true testament of successful transfer partnerships is the significant efforts spent by administrators and faculty leaders to establish and reinforce the importance of transfer students from both institutions (Wyner et al., 2016).

**BEST PRACTICES UNIVERITY AND COMMUNITY COLLEGE**

The Aspen Institutes suggests three essential practices to support strong community college and university partnerships:

1. Communicate transfer as a key component of the institution’s mission.
2. Share data to increase understanding of the need to improve transfer student outcomes and the benefits of doing so.
3. Dedicate significant resources to support transfer student success. (p. 2)
GUIDING PRINCIPLES FROM IGNASH AND TOWNSEND (2000)

- Parity of students with equal treatment for both natives and transfer students.
- Faculty, as the content area experts, with primary responsibility for statewide articulation agreements.
- Articulation agreements for students who transfer without an associate’s degree.
- Agreements in specific program majors, as well as the transfer of major program courses.
- Private colleges and universities included in statewide articulation agreements.
- Data-driven evaluation evident to just how well statewide articulation agreements are working. (p. 2-3)
QUESTIONS/COMMENTS

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REFERENCES


