Educational Session

2805 - The Power of Intention: Designing an Inclusive and Thriving Community College Transfer Center
Partnerships and Collaboration, Transition Programs and Supports

In this session, we will discuss the building of a community college transfer center funded by a Title V grant. The central goal of the transfer center was to combat equity gaps in retention completion and transfer metrics at the college. We will cover the framework and theory used to design the center’s programming, student resources, and policies. We will expand upon the center’s timeline, impact on institutional transfer culture, early outcomes, and stakeholders engaged.

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The Power of Intention: Designing an Inclusive and Thriving Community College Transfer Center

NIST CONFERENCE 2023
NELLY MARCIAL, NANCY GUZMAN
Introductions
Ice breaker
Triton at a Glance
Identifying the problem
Establishment of the Transfer Center
Incorporation of a Transfer Culture
Impact and Maintenance
INTRODUCTIONS

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COLLEGE OF DUPAGE
FORMER TRANSFER SPECIALIST AT TRITON COLLEGE
GETTING TO KNOW YOU!

Who is in the room?

• Poll 1: Community College or University?
• Poll 2: Do you have a transfer center at your institution?

What do you hope to take away from this session?

• bit.ly/NISTS23
TRITON COLLEGE AT A GLANCE

Triton College is a community college located 14 miles from downtown Chicago and serves a diverse demographic community and student body.

- Approximately 10,000 students.
- 150 degrees and certificates
- 43% Latino/a, 13% African-American
- 41% first-generation students
- 33% Pell eligible
- Hispanic Serving Institution (HSI) and a Minority Serving Institution
TRANSFER AS LEVER FOR EQUITY

University Transfer increases economic mobility

Potential to change outcomes for individuals across generations

Large equity gaps exist

- 80% of students enrolling in community college intend to transfer; studies show that 35% transfer, and only 14% complete bachelor's degrees within 6 years (7).
- Low-income first-generation and minority students face disproportionate barriers in transfer (7;3).
- Sometimes students guided away from transfer into vocational programs (2).

Students face significant barriers, advising issues, credit loss, financial aid, and stigma (5;9).

### Identifying the Problem

#### Low Retention

Sixty-two percent (62%) of academically underprepared Hispanic students and 56% of low-income students enrolled F2015 returned F2016 compared to 72% of college-ready students.

#### Low Degree Completion

Eight percent (8%) of underprepared Hispanic and of low-income students completed an associate degree within three years.

#### Low Transfer

Eight percent (8%) of underprepared Hispanic and 11% of low-income students transferred within three years.

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Data collected from the Triton College Title V Grant Project Narrative, written and submitted in 2017.
TITLE V GRANT: ACHIEVING EQUITY IN EDUCATIONAL OUTCOMES FOR HISPANIC AND LOW-INCOME STUDENTS

Transfer Center funded by Title V Grant awarded to Developing Hispanic Serving Institutions

Multi-project award

Grant ID #P031S180154

Award amount total: $2,748,698

Approximately 22 % ($605,114) awarded for transfer center over course of the 5 years

In 2018 grant awarded to address the gaping equity gaps in retention, completion and transfer among students of color at Triton College
GOALS OF TRANSFER CENTER

- Centralize transfer support in highly visible hub
- Increase quantity and quality of transfer services available
- Foster strong partnerships with universities
- Increase articulations and partnership
- Pilot innovative advising practices to drive improvements to student retention and completion
- Increase transfer outcomes at Triton College
ESTABLISHING THE TRANSFER CENTER

May 2019
Transfer Director is hired

Aug. 2019
Construction begins

Sep. 2019
Events begin and Partnerships are established

Nov. 2019
Transfer Specialist is hired

Feb. 2020
Construction ends
Grand Opening

Mar. 2020 – Apr. 2021
Remote Transfer Center

May 2021
Office Assistant is hired
BEFORE THE TRANSFER CENTER

Office of Admissions

5 cramped cubicles
Centralized

Resources for students

Highly visible location
ENHANCING PARTNERSHIPS

Communication Improvement

Hospitality for representatives

Expand partnerships with top transfer destinations

Access and transparency
TRANSFER ADVISING COHORTS

Test v. Control
groups to measure
outcomes for grant

Cohort students
include:
- IPEDS (fall start, first-time, full-time students)
- Placement in college level
  math or English
- Enrolled in an A.S./A.A.
  GPA 2.0+

Quickly innovate
and scale up best
practices across
college
ESTABLISHING FUNDAMENTAL EVENTS

**Workshops**
- Transfer 101
- Ready to Apply
- Financial Aid Award Letters
- Approximately 12 workshops offered per semester

**Events**
- Transfer Fairs
- Table Visits
- Instant Admissions
- Major specific events
- Approximately 35 events and 150 table visits offered per semester

* Attending a workshop is required in order to meet one on one with the Transfer Center.
### CREATING A TRANSFER CULTURE

- Advocating for resources and a prominent place at the institution.
- Collaborating with student-facing departments for transfer awareness and advocacy.
- Engagement of the college stakeholders through the representation of vital committee work.
- Professional development for advisors, faculty, and staff.
- Students can identify the Transfer Center services, events, and location. Students intentionally engage at all stages of their transfer journey, and their transfer success is celebrated.
COLLABORATION WITH ACADEMIC ADVISING

Transfer advising onboarding for new Academic Advisors and Retention Specialists

• Monthly professional development
• Invitation to all college & university transfer updates
• Provide access and communication regarding transfer guides and updates

Established an Articulation of Boundaries; triaging between the following departments:

• Counseling/Advising
• Admissions
• Transfer Center
COLLABORATING AND GAINING ALLIES

- Guided Pathways
- Faculty Transfer Coaches
- Alumni Relations- Success Stories
- Research & Analytics
- Curriculum
- Center for Teaching Excellence
TRANSFER CENTER VISIBILITY

Website
- Events listed
- Transfer Guides and Partnerships
- Scholarship & Resources
- Transfer Success Stories

Newsletter
- Sent weekly to student email
- Upcoming Events (internal and external)

Marketing
- Promotion through flyers, articles, and plasma screens
- Signage and infographics

Social Media
- Instagram, Facebook
- Managed by Student Ambassadors
STUDENT RESOURCES

Checklists for commonly asked questions
- Transfer Milestones
- Ready to Apply

Library of college and university materials

Application support

Fee waiver processes

Selective admission coaching

Student Ambassadors

*Examples of the handouts will be provided are part of the materials for this presentation.
Objective: Degree completion and transfer within three years increases as a result of Transfer Center pilots.

Y2 Cohort (N=300)
• Fall 2020-Fall 2021 retention is 71%, compared to the 54.8% for IPEDS

Y3 Cohort (N=400)
• Fall 2020-Fall 2021 retention is 82.3%, compared to the 58.9% for IPEDS

*Year 3 was the most recent data that could be acquired through the Annual Performance Report (APR)*
In Y2 there were 201 One on One Advising with Transfer, we doubled the amount in Y3 with 439.

Types of Touchpoints | Number of students Y3 | Number of students Y2
--- | --- | ---
One on One Advising with the Transfer Center | 439 | 201

881 | 724

Transfer Fairs were difficult to track on virtual platforms, in Y2 there were a total of 595 students who attended. This data is not reflected in the totals above.

Transfer Center Satisfaction Survey Results*

• 81% satisfaction rate in Fall 2020.
• 86% satisfaction rate in Spring 2021
## TRANSFER CENTER PARTNERSHIPS

- Started with 55 partnerships in 2018 added 90 more by 2022. Total: 145
- 163% increase

### Guaranteed Admissions agreements
- transfer guides
- 3+1 agreements
- AAS articulations
LESSONS LEARNED

Challenges
• No admin support
• High foot traffic due to centralized location
• Confusion around clarity of roles

Solutions
• Cross campus collaboration
• Articulation of boundaries
• Model of triaging students

Impact
• Data tracking to justify additional resources
• Coalition of support across campus
• Advocate for transfer awareness through cross-college engagement and representation
IMPACT AT COLLEGE OF DUPAGE

- Improvements to transfer services within a decentralized model
- Foster collaboration across units
- Development of new student tools
- Development of new service offerings
- Enhancements to support available
- Future establishment of Transfer Center
CONNECT WITH US

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Transfer Nation Podcast

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