



NISTS 2020

REIMAGINING THE TRANSFER STUDENT EXPERIENCE FEBRUARY 5-7, 2020 • ATLANTA, GEORGIA

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Facilitated Discussion

Reimagining the Curriculum for Transfer Student Success

Curricular Alignment or Degree Pathways, Matriculation Trends and Issues

Curriculum is most often designed with the first-time college student in mind – so, transfer students may not get the same experiences and this can even impact their time to degree. This session will take participants on a journey of reimagining the transfer student experience at Columbia College Chicago, beginning with curricular-analysis, general education re-development, and re-building of academic partnerships. Attendees will leave with tools to evaluate their academic programs with a transfer-centric focus.

Holly Herrera, Associate Provost for Transfer Initiatives and Academic Partnerships

Keri Walters, Registrar

Columbia College Chicago



FEBRUARY 4, 2020

REIMAGINING THE CURRICULUM FOR TRANSFER STUDENT SUCCESS

Holly Herrera, PhD
Keri Walters, MS

Columbia
COLLEGE CHICAGO

SETTING THE STAGE

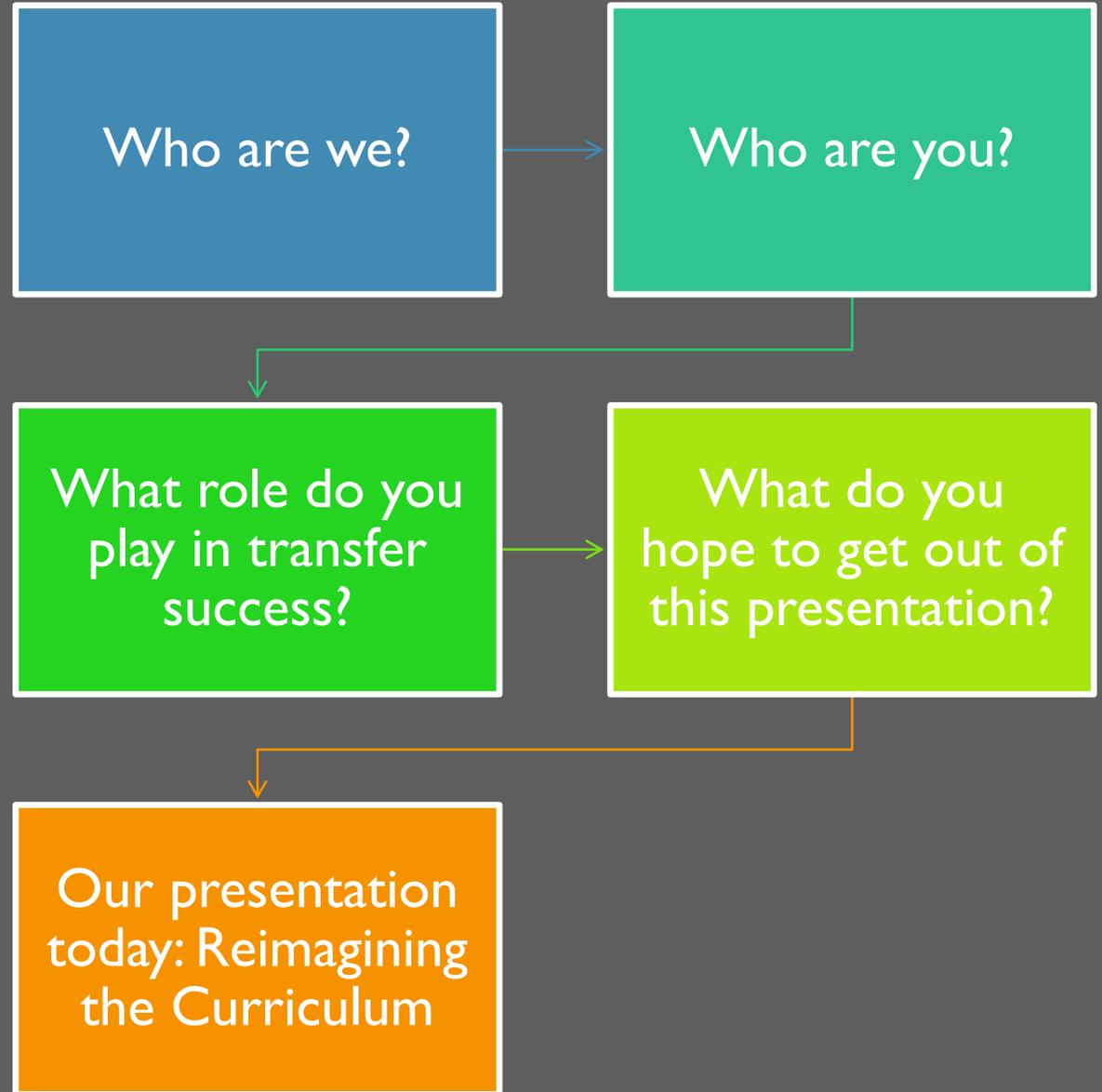
Who are we?

Who are you?

What role do you play in transfer success?

What do you hope to get out of this presentation?

Our presentation today: Reimagining the Curriculum



SESSION LEARNING OUTCOMES

- Session attendees will be able to evaluate their academic programs with a transfer student lens.
- Session attendees will be able to articulate the value of transfer students in the classroom and at their institution.
- Session attendees will have the tools to implement new policies and procedures for the evaluation of future academic programs.

WHO IS COLUMBIA?

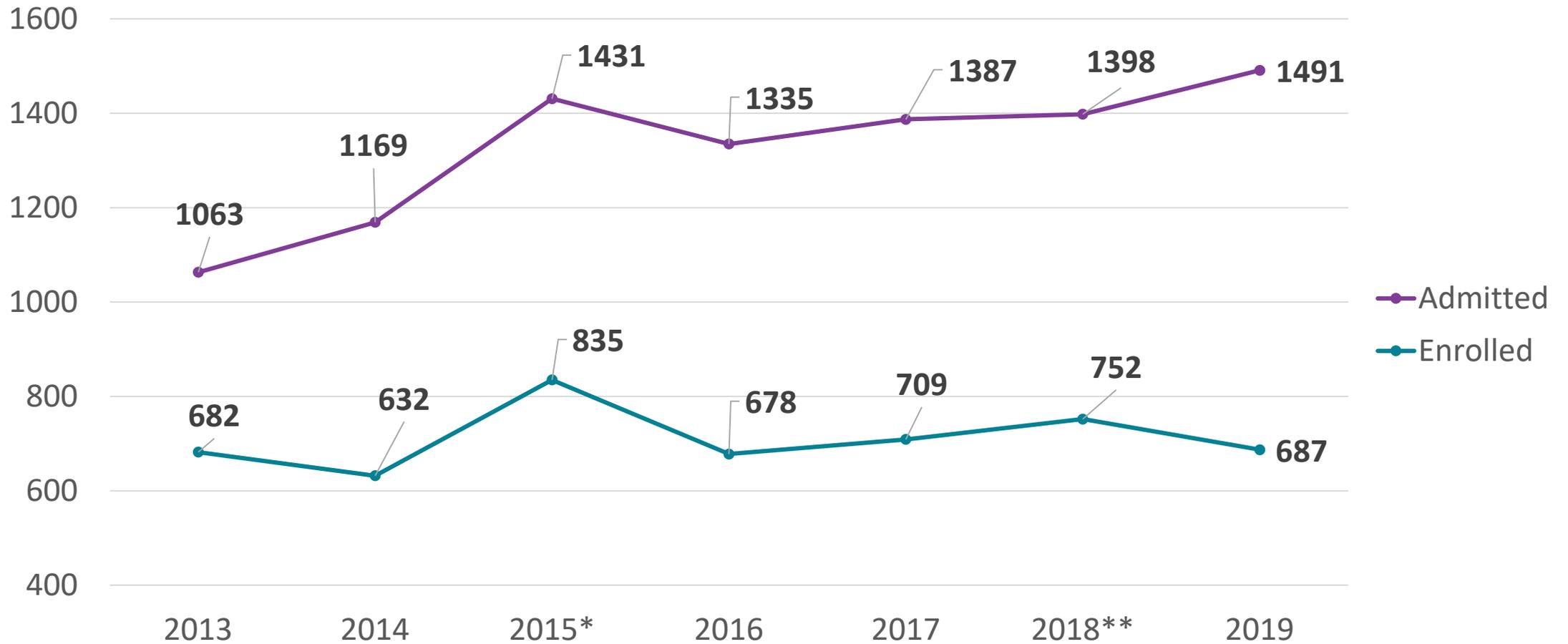
Private, nonprofit, urban college in the heart of Chicago

Unique curriculum that blends creative and media arts, liberal arts, and business

- Generous admission policy to extend educational opportunity
- Welcoming and inclusive campus climate
- Practical application of subject matter
- Just over 6,700 undergraduates



FALL TRANSFER TRENDS



THE HISTORY OF TRANSFER AT COLUMBIA

- Early 2000's – Thriving transfer student population
- 2006 – Provost froze articulation agreement development
 - Transfer enrollment fell dramatically
- 2012 – New provost directed formation of an ad hoc committee focused on transfer initiatives

TRANSFER INITIATIVE COMMITTEE GOALS

- Define what “transfer friendly” means at Columbia
- Guide prospective students in their course selection process
- Build positive, mutually beneficial relationships
- Attract and retain well-prepared transfer students



WHAT ASPECTS OF THE CURRICULUM CAN MAKE TRANSFERRING DIFFICULT?



REBUILDING

Transfer-focused curricular audit

- Form sent to every department chair
- Reviewed every major and concentration
 - How many terms to complete?
 - Where are the gateway courses?
 - What prerequisites are actually necessary?
- Results were used to compare programs and determine transfer-friendliness.
- Audit determined which programs were ready to move on to create transfer plans and partnerships.

Example A

Transfer Audit of Academic Programs Undergraduate Catalog 2013

Please complete the following questions for each undergraduate degree/major/concentration on IRIS by April 1, 2013.

Please answer all questions using degree requirements in effect for Fall 2013.

Degree: BFA BA BMus BS

Major: *Interior Architecture*

Concentration (if applicable): *N/A*

1. Total credits required for major completion: *128*

2. Course sequencing: *Answer each question in this section for a transfer student who has completed all LAS Core courses, and no major courses.*

a. Considering all pre-requisites, how many full-time terms will it take to complete this program? *8*

b. Considering all pre-requisites, how many credits in the major can a student take each term? List no more than 16 credits per term.

Term 1: *6*

Term 2: *12*

Term 3: *15*

Term 4: *13*

Term 5: *10*

Term 6: *9*

Term 7: *6*

Term 8: *6*

Example B

Transfer Audit of Academic Programs Undergraduate Catalog 2013

Please complete the following questions for each undergraduate degree/major/concentration on IRIS by April 1, 2013.

Please answer all questions using degree requirements in effect for Fall 2013.

Degree: BFA BA X BMus BS

Major: *Arts, Entertainment and Media Management*

Concentration (if applicable): *all concentrations*

1. Total credits required for major completion: *120*

2. Course sequencing: *Answer each question in this section for a transfer student who has completed all LAS Core courses, and no major courses.*
 - a. Considering all pre-requisites, how many full-time terms will it take to complete this program? *3*
 - b. Considering all pre-requisites, how many credits in the major can a student take each term? List no more than 16 credits per term.
Term 1: *15*
Term 2: *15*
Term 3: *15*
Term 4: *0*
Term 5: *0*
Term 6: *0*
Term 7: *0*
Term 8: *0*

CONTINUING TO REBUILD...

Residency and Transfer Policy

- Reviewed all policies
- Increased accepted transfer credits from 62 to 75

Transfer Plans and Web Presence

- Created transfer admissions website
- Transfer plans added to college catalog
- Implemented unofficial credit evaluation process

Rebuilding Partnerships

- Curricular audits drove articulation agreements
- Columbia faculty created draft agreements
- Reached out to two-year partner institutional stakeholders
- Joined Illinois Articulation Initiative as receiving-only

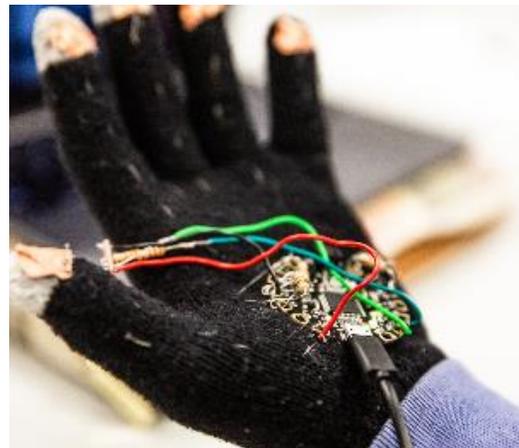


ADDITIONAL INITIATIVES

- Registrar staffing restructure
- Admissions structure
- Transfer Suite @ Open House
- Transfer orientation
- Core requirements reviewed

BUT WE WANTED MORE...

- Continuing transfer orientation
- Transfer onboarding course
- Online placement process for major courses
- Guaranteed admission program
- Reverse transfer



NEW FOUNDATION IS BUILT AND THE WALLS ARE UP. NOW WHAT?

Transfer Enrollment Subcommittee – Fall 2017

Charge:

- Develop and draft a strategic recruitment plan
- Develop an implementation plan
- Develop a process for annual review, assessment, and adjustment



WHAT WE HAVE BEEN DOING (REGISTRAR)

Systems Upgrade

- Implemented the uAchieve suite from College Source
- New transfer evaluation form communicates more effectively to students
- Degree audit can now be run on any program in Transferology

Changes to Transfer Credit Processing and Review

- Include in progress courses in evaluation
- Shorten the turnaround time for faculty review of unknown course equivalencies
- Communicate the reason for non-transferable courses
- Communicate the status of unknown equivalencies:
 - Faculty review
 - Placement
 - More information

WHAT WE HAVE BEEN DOING



Admissions

- Hired additional transfer admissions representatives
- Moved to a case-management model
- Intensive training on programs of study

Faculty

- Increased inter-institutional discussions (and made them seem organic)



WHAT CAN YOU DO TO TRANSFORM YOUR CURRICULUM FOR TRANSFER STUDENT SUCCESS?



FEBRUARY 4, 2020

THANK YOU!

Holly Herrera, hherrera@colum.edu

Keri Walters, kwalters@colum.edu

Columbia
COLLEGE CHICAGO

“Reimagining the Curriculum for Transfer Student Success”

NISTS Annual Conference

February 2020

Presented by:

Holly Herrera, PhD, Associate Provost for Transfer Initiatives and Academic Partnerships

and

Keri Walters, MS, Registrar

Columbia College Chicago

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Transferability Audit of Academic Programs

Please answer all questions using degree requirements in effect for the [year] _____ catalog.

Degree type:

Major and concentration (if applicable):

1. Total credits required for major completion:

2. Course sequencing: *Answer each question in this section for a transfer student who has completed all general education course requirements, and no major courses.*

- a. Considering all pre-requisites, how many full-time semesters will it take to complete this program?
- b. Considering all pre-requisites, how many credits in the major can a student take each term? List no more than 16 credits per term.

Term 1:

Term 2:

Term 3:

Term 4:

Term 5:

Term 6:

Term 7:

Term 8:

3. Do you accept transfer credit toward the major?

- a. What is your process for evaluating transfer credit in the major, and when does it occur? Please describe.
- b. In a general sense, what types of major required courses do you typically accept in transfer?
- c. Have you established a minimum number of credits in the major that must be taken in residence?
- d. Do you require auditions, portfolio reviews, placement testing, or other special assessments? When does this occur?
- e. Who is your year-round, primary contact in the department for transfer student inquiries?

4. Please attach a transfer plan for this major using the minimum length of time to completion. (For example, this may look like a 2-year plan). Please only include major requirements.

5. Do you have any ongoing special partnerships with any 2-year institutions that are unique to this major? Please explain.

6. Is there anything else we should know about this program in order to effectively position it to prospective transfer students?

Keri Walters and Holly Herrera, Columbia College Chicago

NISTS Annual Conference, February 2020

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PREPARED: 09/19/19 - 12:20 PM
 Jasmine Student
 PROGRAM CODE: TREVAL
 Columbia College Chicago

STUDENT ID#
 GRADUATION DATE: SP 2024
 CATALOG YEAR: 2020FA

Official Transfer Course Evaluation

Start Term: 202009
 Advisor: Christopher Peak
 Major Declared Date: Major Not Declared
 Classification: Transfer
 Applied for Graduation:

A Total of 75 Transfer Credits May Apply to Degree

+ Please see your degree audit for information about how your transfer credits fulfill degree requirements.

IAI GECC Eligible

You have been assigned the IAI GECC core.
 If you have questions about the GECC, please contact your academic advisor or transfer@colum.edu

EVALUATED TRANSFER COURSEWORK BY SCHOOL

EARNED: 58.0 CREDITS

IN-PROGRESS 6.0 CREDITS

* 1) Harper College
 Abbreviated on Audit as HARPER C

27.0 CREDITS ADDED 11 COURSES TAKEN

IN-P --->		6.0 CREDITS	2 COURSES TAKEN	
Term	Course	Credits	Grade	Title
18SU	ELEC 1XX	3.0	TA	Collegewide Elective HARPER C: ART100
19SP	CHEM 101	3.0	TC	Liberal Arts Chemistry HARPER C: CHM110
19SU	BUSE 210	3.0	TA	Managerial Economics HARPER C: ECO211,212
19SU	ENGL 111	3.0	TA	Writing and Rhetoric I HARPER C: ENG101
19SU	SOSC 2XX	3.0	TA	Social Science GenEd Transfer HARPER C: ECO211,212
19SU	THEA 111	6.0	TB+	Theatre Foundation I: Theatre HARPER C: THE212,216
19FA	ARTS 199A	1.0	TB	>R Topics in Foundation Skill: HARPER C: GRA101
19FA	ARTS 199A	1.0	TB	>R Topics in Foundation Skill: HARPER C: GRA101
19FA	ARTS 199A	1.0	TB	>R Topics in Foundation Skill: HARPER C: GRA101
19FA	FASH 205	3.0	TIP	IP Textiles Survey HARPER C: FAS107
19FA	FASH 230	3.0	TIP	IP Patternmaking and Constructio HARPER C: FAS104
19FA	PLMT 1XX	1.0	TA	>R Requires Placement HARPER C: MUS101
19FA	PLMT 1XX	2.0	TB	>R Requires Placement HARPER C: MUS115

* 2) College Of Dupage
 Abbreviated on Audit as COL DUPG

15.0 CREDITS ADDED 5 COURSES TAKEN

Term	Course	Credits	Grade	Title
18FA	ANTH 101	3.0	TD	Introduction to Anthropology COL DUPG: ANTHR1101
18FA	BUSE 105	3.0	TB	Introduction to Management an COL DUPG: BUSIN1100
18FA	GRDE 131	3.0	TA	Survey of Typography COL DUPG: GRDSN1104
18FA	GRDE 340	3.0	TA	Website Design II COL DUPG: GRDSN2206
18FA	THEA 133A	3.0	TB	Makeup Techniques: COL DUPG: THEAT1115

*

3) CLEP Exam

Abbreviated on Audit as CLEP

3.0 CREDITS ADDED 1 COURSE TAKEN

Term	Course	Credits	Grade	Title
19SP	LITR 1XX	3.0	CL	>R Literature GenEd Transfer CLEP: CLEP C02

*

4) International Bacc

Abbreviated on Audit as IB

3.0 CREDITS ADDED 1 COURSE TAKEN

Term	Course	Credits	Grade	Title
19SP	LITR 1XX	3.0	IB5	>R Literature GenEd Transfer IB: LANG 193

*

5) AP- Advanced Placement

Abbreviated on Audit as AP

4.0 CREDITS ADDED 1 COURSE TAKEN

Term	Course	Credits	Grade	Title
19SP	HUMA 1XX	4.0	AP3	Humanities GenEd Transfer AP: AP28

*

6) Indiana University-South Bend

Abbreviated on Audit as IN U SBD

3.0 CREDITS ADDED 1 COURSE TAKEN

Term	Course	Credits	Grade	Title
16SP	EVAL 1XX	3.0	TA	Awaiting Evaluation from Dept IN U SBD: BUS-F 151

*

7) DeVry College of New York

Abbreviated on Audit as DEVRY NY

3.0 CREDITS ADDED 1 COURSE TAKEN

Term	Course	Credits	Grade	Title
14FA	BUSE 303	3.0	TA	Finance DEVRY NY: ACCT212

COURSEWORK THAT REQUIRES PLACEMENT OR MORE INFORMATION

Coursework has been accepted as a Collegewide Elective
while awaiting additional review as described below.

1) Faculty Review Required

Currently being reviewed by faculty for equivalency

Term	Course	Credits	Grade	Title
16SP	EVAL 1XX	3.0	TA	Awaiting Evaluation from Dept IN U SBD: BUS-F 151

2) Placement Required

Equivalency pending placement exam or activity

Contact Admissions or Advising for more information

Term	Course	Credits	Grade	Title
19FA	PLMT 1XX	1.0	TA	>R Requires Placement HARPER C: MUS101
19FA	PLMT 1XX	2.0	TB	>R Requires Placement HARPER C: MUS115

3) More Information Required

Syllabi or other information needed from student

Term	Course	Credits	Grade	Title
18SU	ELEC 1XX	3.0	TA	Collegewide Elective HARPER C: ART100 >>MATCHED AS: INFO XXX

COURSEWORK THAT DOES NOT TRANSFER

1) Does Not Transfer: School Not Accredited

Term	Course	Credits	Grade	Title
10SP	NRAC XXX	0.0	TA	Does Not Trans - No Reg Acc SAE INST: MUSC 111

2) Does Not Transfer: Score

Term	Course	Credits	Grade	Title
19SP	NOCR XXX	0.0	CL	Score Not Accepted CLEP: CLEP P04
19SP	NOCR XXX	0.0	IB2	Score Not Accepted IB: SOCSOI 01

3) Does Not Transfer: Subject Matter

Term	Course	Credits	Grade	Title
18SU	DISP XXX	0.0	TA	Does Not Trans Discipline HARPER C: CNA101

4) Does Not Transfer: Developmental

Term	Course	Credits	Grade	Title
19SP	DEVL XXX	0.0	TA	Does Not Trans Developmental HARPER C: RDG085

5) Does Not Transfer: Grade

Term	Course	Credits	Grade	Title
18FA	PHOT 251	0.0	NTD	History of Photography I COL DUPG: PHOTO1105

*****LEGEND*****

>R = Course Repeatable For Credit

>X or >D = Repeated Course, Lost Credit

RP = Repeated Course, Kept Credit

IP Grade = In Progress Course

T* Grade = Transfer Course plus Grade Earned

NT* = Non transferable grade

AP, IB, CL Grades = Exams

1XX and 2XX = Lower-level course equivalency

3XX and 4XX = Upper-level course equivalency

Questions? Email transfer@colum.edu

***** END OF ANALYSIS *****

Guidelines and Expectations for Transfer Articulation Designates

Thank you for serving as a transfer articulation designate in your department! In this important role, you help to ensure that incoming transfer students are placed at an appropriate level in their courses which will set them up for success.

Transfer Evaluation System (TES)

Columbia College Chicago uses the Transfer Evaluation System (TES) to manage the work associated with determining the transfer articulation of courses. Courses will be assigned to you in TES for your review by the Office of the Registrar. TES provides the course description for convenience. Once your decision is made, the course will be returned to the Office of the Registrar for processing.

The Transfer Student Experience

Incoming transfer students are expected to submit transcripts from all other institutions attended with their application for admission to the college. These transcripts are then reviewed by the Office of the Registrar. Any coursework needing department articulation will be routed to you through TES for a decision. The student is informed that the course is pending faculty review and is waiting on your decision.

Expectations of Transfer Articulation Designates

The department chair appoints one transfer articulation designate for their department each academic year. In some departments, articulation designates are appointed by academic discipline. The work of the transfer articulation designate is time sensitive. Transfer articulation designates are expected to:

- Log into TES regularly
- Complete each articulation request within 5 business days
- Work with others in the department to ensure accuracy and consistency
- Let the Office of the Registrar know immediately if other materials, such as a syllabus, are needed
- Work with the Office of the Registrar to establish articulation criteria for courses

Articulation Criteria

Academic departments are invited to establish articulation criteria for lower division courses and provide it to the Office of the Registrar for inclusion in the articulation manual. When clear criteria are established, the Office of the Registrar will make equivalency decisions on behalf of the department and the TES workflow will not be necessary in these cases.