



# NISTS 2020

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

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### **Evolution of Transfer Support: Creating Centers, Removing Barriers, and Implementing Best Practices**

*Partnerships and Collaboration, Transition Programs and Services*

This session will review a community college's journey to create and implement transfer center best practices to support students' goals to transfer successfully into the community college (transfer receiving) or to a four-year school (transfer-sending). The best practice guide created was informed through a college-wide committee focused on eliminating barriers for transfer students and national best practice recommendations. The best practice guide will be reviewed and shared. Challenges and limitations will also be discussed.

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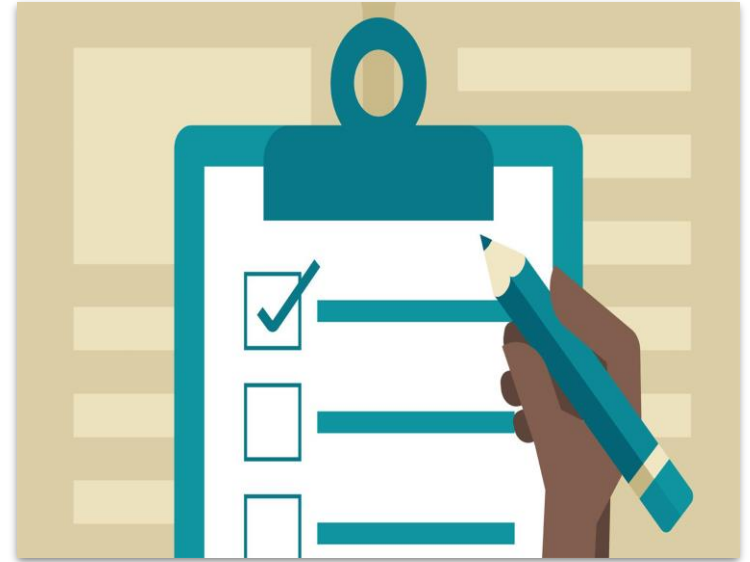
# Evolution of Transfer Support: Creating Centers, Removing Barriers and Implementing Best Practices

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LPC and Katy Braford, M. Ed.



# Learning Objectives

1. Examine your own institution as it applies to the implementation of increased transfer student support (i.e. presence of transfer centers and transfer center best practices).
2. Identify transfer best practices / student support services they can apply at your respective institution.
3. Recognize the challenges and limitations in supporting students through the transfer process.



# Introductions and Polling

Please use your laptop or  
smartphone to access the poll.

 **POPIn**

Join at  
**popin.live**  
and enter code  
**pfcvun**

# Tri-C Transfer Centers: Origins and Description

- ❑ Originally from grant-funded program between closest state school (Cleveland State University) and Tri-C - “Transfer Connection Center”
- ❑ When grant ended, the original center was kept to support all transfer-out students.
- ❑ Started with only one Transfer Center college-wide (2014) to now four Transfer Centers with appointments held at six locations (2020).
- ❑ Aligned with college mission.



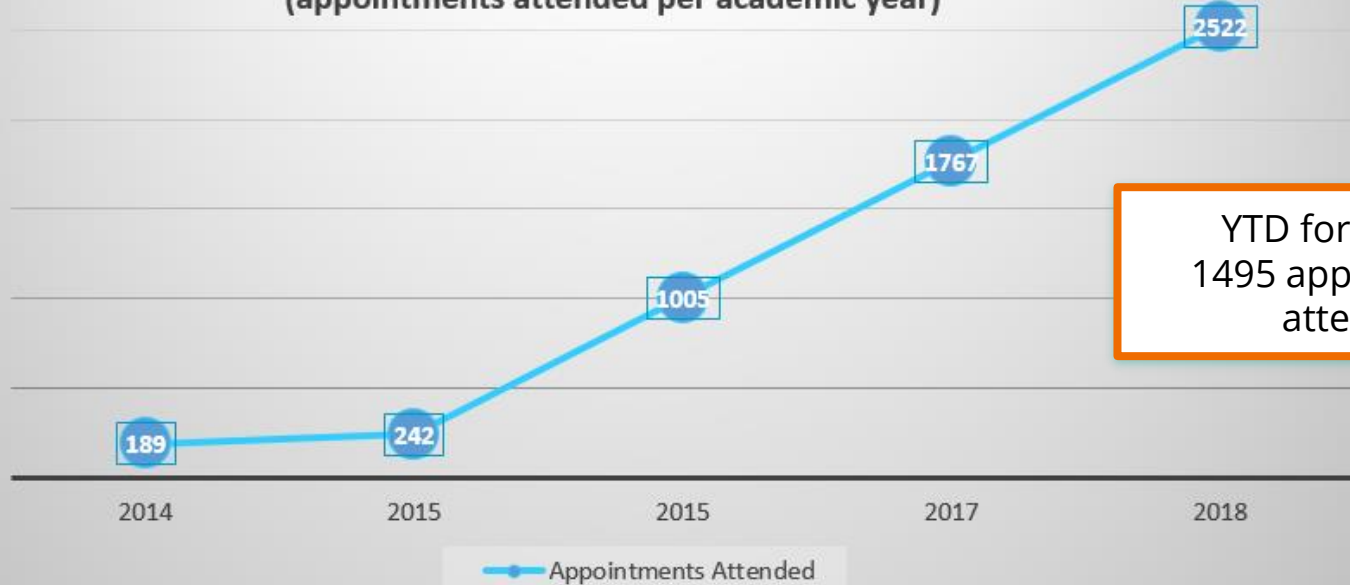
## MISSION

To provide high-quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community.

# Historic Growth

## Cuyahoga Community College Transfer Center Growth

(appointments attended per academic year)



YTD for AY 2019  
1495 appointments  
attended

# A Transfer Center Best Practice Guide

BUT WHY???????????

- ❑ College mission
  - ❑ Strategic plan with heavy focus on access and eliminating barriers.
    - ❑ The college created multiple access teams to create support for specific student populations - one of them being transfer students.
    - ❑ The Transfer Access Team determined a best practice guide would not only help the other stakeholders in college understand what the centers do, but would ensure that transfer centers were delivering the same services on each campus.
    - ❑ Guide was created by a smaller committee from the Transfer Access Team and vetted by leadership before rollout.
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# Informed Best Practices

- ❑ **The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges** (Wyner, Deane, Jenkins, & Fink, 2016)
  - ❑ “Make transfer student success a **priority**”
  - ❑ “Provide **tailored transfer student advising**”
- ❑ **NACAC Code of Ethics and Professional Practice**
  - ❑ Advocating for students during the **admission** process (incoming and outgoing)
- ❑ **Transfer as Academic Gauntlet: The Student Perspective** (Handel, 2013)
  - ❑ Helping students “**getting ready, getting in, and getting through**” the transfer process



# Section 1: Defining Services and Support

- ❑ Before saying what we did in great detail - it was important to note **WHO** we (the Transfer Centers) can help.
- ❑ Once the **WHO** was identified - we determined the **WHAT** and **HOW** in relation to the services provided to each group.
- ❑ We wanted to tap into the obvious and maybe less common groups and services.

Cuyahoga Community College (Tri-C®)

## TRANSFER CENTER Best Practices Guide



### BEST PRACTICES DEFINED

#### Transfer Center Services and Support

Transfer Centers provide services and support to CCP, Incoming New, Continuing, Returning, Transfer-In, Transient and Former students (graduates and non-graduates), as well as faculty, staff and the public.

Transfer planning services are available to potential, current and former students.

- Same level of service to all
  - Transfer planning, connection to campus resources, navigating enrollment process
- Instructional Faculty
  - Class visits, class assignments, resource sharing for student benefit
  - Support faculty in delivery of transfer-related information
- Counseling Faculty
  - Provide resources for transfer-related academic planning
  - Share updates from external advisors
- Community Members
  - Connect to appropriate department or service (if not Transfer Center)
- Staff/Other Departments
  - Provide transfer student resources
  - Assist with College mission and student success

# Section 2: Transfer Receiving

- ❑ In a community college setting, we have struggled with who helps our transfer-in students. (e.g. enrollment, counseling, registrar, transfer center, etc.)
- ❑ We created these best practices in the context of current practices at Tri-C.

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## Best Practice Recommendations: Transfer Receiving

1. Transfer-In students directed to Transfer Centers or updated online module (to be created by TCs) for assistance in navigating enrollment process (see checklist).
2. Transfer Centers utilize SARS reason code for Transfer-In.
  - Document in semester tracking reports
3. Identify Transfer-In students who might benefit from additional transfer planning support and schedule appointment with a transfer specialist. Add attribute code in Banner.
  - Existing outreach includes Student Type – Transfer
4. Check for receipt and evaluation of transcript by registrar.
5. Understand One Record information to help support Transfer-In students.
  - Cross-training so students can get most information from one place
6. Help students register for their first semester of Tri-C classes.
  - Assist with the actual process of registering on my Tri-C space (no advising)

# Section 3: Transfer Sending

- ❑ Most of our services are designed for transfer-out students
- ❑ “You’re not academic advisors? Then what do you do?”
- ❑ This section was intended to:
  - ❑ Explain how we support students
  - ❑ Clarify any potential misunderstanding
  - ❑ Set expectations for consistency among all campuses

## BEST PRACTICES DEFINED *(continued)*

### Best Practice Recommendations: Transfer Sending

1. Assist students regardless of transfer location/institution type (e.g., another community college, for-profit or four-year).
2. Help students research schools that best fit their goals.
  - Link students to credible public resources
3. Reach out to institution and/or program area when necessary.
  - Provide access to external advising or connect students to transfer school
  - Assist with transfer school application
  - Advise students of FAFSA/CSS profile
  - Update SARS/One Record notes to indicate TC appointment details
  - Update Banner attribute codes (TI, TC, TCR) to indicate student status in relation to transfer plans
4. Assist in securing unofficial evaluations (completed as part of external advising appointments, via email or online portals, etc.).
5. Assist in sending transcripts to other schools for official and unofficial review.
6. Assist in understanding how Tri-C coursework transfers toward student’s intended major at transfer school.
7. Utilize public transfer resources such as transfer guides/pathways, Transferology, institutional websites, curriculum guides and transfer equivalency databases.
  - Refer to these resources for Tri-C academic planning with counseling faculty
8. Encourage degree completion as part of pre-transfer planning.
  - Check Degree Works for existing academic plan (if created)
  - Direct referral for academic plan creation and/or updates
9. Assist Pell-eligible students in completing and submitting NACAC waiver.
10. Assist in identifying financial aid/scholarship offers from transfer schools.

# Section 4: Carrying Out Best Practices

## Transfer Sending

### Appointment Preparation →

- Review student academic record (student view)
  - GPA, Courses, Major, Attribute Codes, Credits/Transfer Credits, Degrees Awarded
- Review academic plan in Degree Works
  - Is it for the correct major?
  - Is it current? Is the student on track?
  - Does it take the student to completion?
- Review One Record
  - Interactions
  - Financial Aid Status (Pell-eligible)
  - Has student submitted a graduation petition?

#### Transfer school(s) and major identified:

- Pull literature from transfer site (transfer guide and admission requirements)
- Identify specific requirements
- Identify dual admission/enrollment opportunities

#### Only major known:

- Pull partnerships programs
- Be prepared to use College Navigator and/or BigFuture (especially helpful with obscure majors)
- Identify dual admission/enrollment opportunities
- Review program accreditations at transfer schools (health career-related)
- Pre-professional program resources

- 4 sections with detailed steps for multiple student situations:
  - Appointment Preparation
  - During Appointment
  - Post-Appointment
  - Follow-up Appointment
- Separate section with recommendations for assisting Transient/Visiting Students

# Conclusion/Discussion

- ❑ Presenting the guide to the College community
    - ❑ Who needs to be involved?
    - ❑ Reactions
    - ❑ Results
    - ❑ Next steps
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