

Inquiry Guide: Equitable Transfer and Credit Mobility

Expectation: All data must be disaggregated by at least race/ethnicity, income, age, and first-generation status. Ideally, data would also be analyzed by program.

Note: Some of these data points and questions will be harder for institutions to analyze, and might need to be implemented incrementally. Those items are indicated with an asterisk (*).

Relevant data to prove meeting criteria or standards	Meaning-making conversations
<p>Mission and planning What percent of the institution's students transfer in or would benefit from credit mobility due to credits from work-based learning, dual enrollment in high school, etc.? What percent of the institution's students transfer out?</p>	<p>How is the value of students who transfer or would benefit from credit mobility reflected in the institution's mission and strategic plan? How is the value of students who transfer or would benefit from credit mobility communicated to faculty, staff, and students? How are students who transfer or would benefit from credit mobility prioritized in the budget, financial aid allocations, and strategic enrollment management plans?</p>
<p>Student outcomes (As noted above, all data must be disaggregated by at least race/ethnicity, income, age and first-generation status. Ideally, data would also be analyzed by program.) Graduation rates for students who transfer to the institution, in X years (e.g., 2, 3, 4 and 6 years). Graduation rates for students who transfer from the institution, in X years (e.g., 2, 3, 4 and 6 years). What is the average time to completion? What is the average number of credits to completion? Are the career outcomes of students who transfer comparable to the career outcomes of students who were first time in college at this institution?*</p>	<p>Are any student outcomes particularly concerning? If so, from which transfer partners? From which programs?*</p> <p>Are there particularly successful strategies that deserve to be expanded?</p> <p>Does "average credits to completion" make sense when examined alongside "average time to completion" (i.e., are students taking far longer than might be expected to complete a threshold of credits)?</p> <p>Are students who transfer acquiring the skills and knowledge they need for success after completion?*</p> <p><i>Add a qualitative lens:</i></p> <ul style="list-style-type: none"> • Pull a random sample of 10–20 recent graduates who transferred; • As a team, analyze their transcripts and the paths the students took; • Engage in a team discussion: <ul style="list-style-type: none"> ◦ What outcomes did the students achieve? ◦ Where and when did students repeat courses? ◦ What differences do we see by program? Transfer partner? ◦ What might this mean about the institution's policies and practices?

Inquiry Guide, *continued*

Relevant data to prove meeting criteria or standards	Meaning-making conversations
<p>Transfer partners What are the institution's largest transfer partners?</p> <p>For sending: How do students perform when they move to another institution?</p> <p>For receiving: How do students from particular institutions perform once they arrive at this institution?</p>	<p>What trends do the student outcomes data suggest? Are there significant differences between transfer partners? By program?*</p> <p>If there are differences, what would help to understand why (avoid conjecture and collect data and student voice through surveys, focus groups, etc.)?</p> <p>How frequently do faculty meet with faculty from primary transfer partners to discuss learning outcomes and course comparability?</p> <p>What other relationships (e.g., between presidents, provosts, transfer specialists, co-advising, etc.) support the health of the transfer partnership?</p> <p>In what ways does the institution support those conversations (e.g., providing agendas, attending to logistics and food)?</p>
<p>Credit evaluation On average, how long does credit evaluation take?</p> <p>How soon and in what manner do students receive their credit evaluation information?</p> <p>How many credits does the institution accept for transfer?</p> <p>How many credits does the institution apply to program completion?</p> <p>Are there significant differences by program? By sending institution?*</p>	<p>Do students have to register for courses before they receive their credit evaluation information?</p> <p>Are course slots held for students who transfer? What happens if the courses students need are not available?</p> <p>Are decisions to require particular prerequisites or to not accept courses from particular institutions based in evidence related to student performance? Has the institution considered ways to bridge specific, identifiable gaps (e.g., accept credit while offering co-requisite supports to students)?</p> <p>Does the institution know why courses are not transferring and applying? Are those decisions based on a documented rationale?*</p> <p>Are the reasons for not transferring and applying credits documented and communicated back to students?</p>

Inquiry Guide, *continued*

Relevant data to prove meeting criteria or standards	Meaning-making conversations
<p>Academic experience and student supports</p> <p>How many students who transfer are in capstone courses? Service learning? Learning communities? Internships?</p> <p>What student supports are in place for students who intend to transfer out and for students who transfer in?</p> <p>How many students participate in student supports (e.g., orientation, advising, etc.)? What are the characteristics of the students who participate?*</p>	<p>Do students who transfer have equal access to enriching learning experiences and high-impact practices, such as learning communities, capstone courses, service learning, internships, etc.? (See https://www.aacu.org/trending-topics/high-impact)</p> <p>Do students who transfer have equitable access to student supports?</p> <p>Do students who transfer receive an equitable proportion of financial aid?</p> <p>Are slots for housing, allotments of financial aid, and other critical student supports held for students who transfer?</p> <p>What systems are in place to identify students who want to transfer and assist them in maximizing their likelihood of credit transfer and degree completion at their destination institution? What is the institution doing to support students' transfer planning early in the process? Is it mandatory?</p> <p>To what extent are students who wish to transfer out satisfied with the guidance and support they receive about their options?</p> <p>Does the institution know who takes advantage of advising? Orientation?</p> <p><i>Add a qualitative lens #1:</i> As a team, adopt the persona of a student who intends to transfer to the institution. Work together to navigate the institution's website, trying to understand questions such as:</p> <ul style="list-style-type: none"> • How many of the student's credits will transfer? • How many of the student's credits will apply to program completion? • How long will it take the student to complete the next degree? • What types of aid will the student be eligible for and how much work will be required to apply for aid? • What will the student's full bachelor's degree cost? <p><i>Add a qualitative lens #2:</i></p> <ul style="list-style-type: none"> • Pull data on students who are taking the top three transfer courses; • Compare students' course-taking patterns with the existing method of identifying students who intend to transfer; • Reach out to those students and offer transfer supports, track, and compare student outcomes; and • Discuss: Are course-taking patterns an effective way of identifying and supporting students who intend to transfer? What does that mean for current policies and practices?



BEYOND TRANSFER POLICY ADVISORY BOARD
No Easy Answers White Paper Series