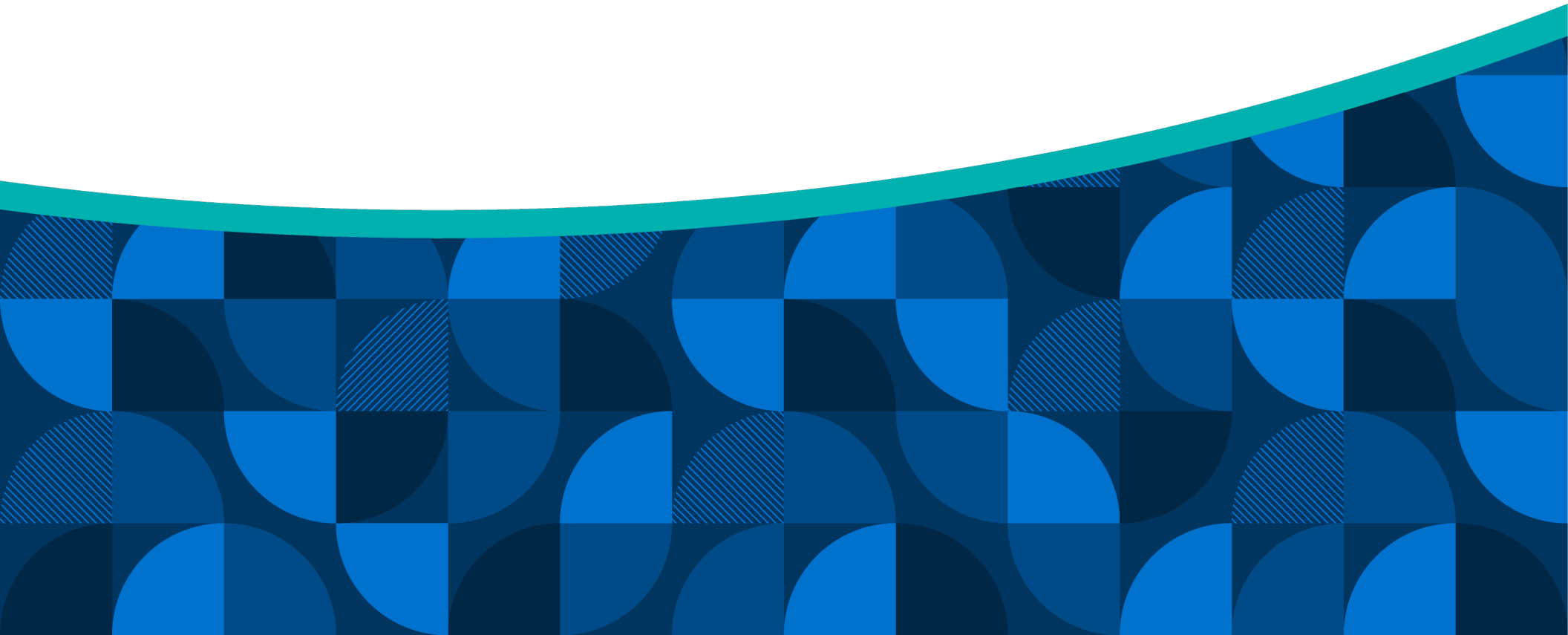




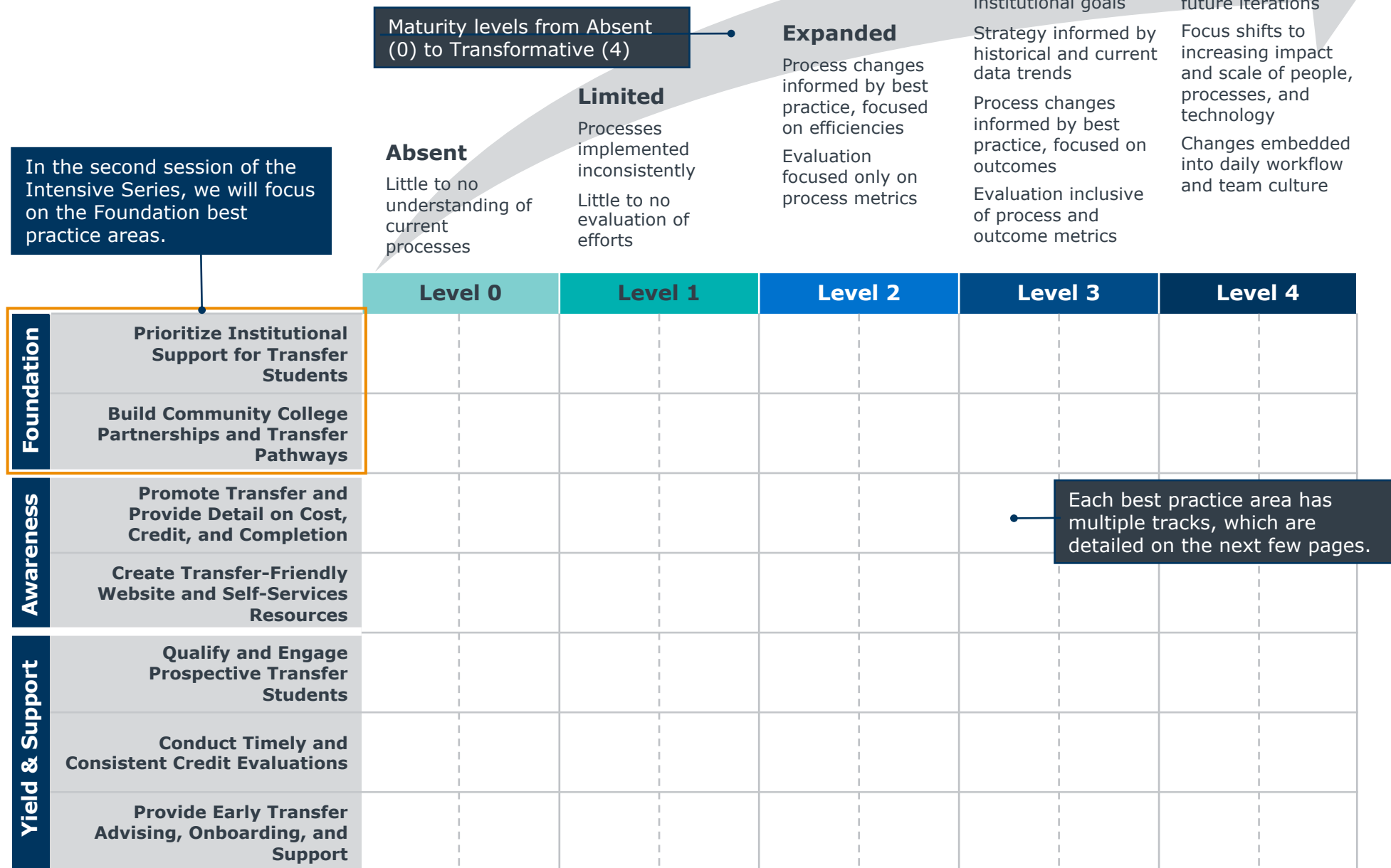
TRANSFER PORTAL

Pre-Work: Intensive Series, Session II



Transfer Maturity Curve

Spanning the student lifecycle from foundation, awareness, to yield and support





Best Practice 1: Prioritize Institutional Support for Transfer Students

Transfer Maturity Curve, Foundation

- 1 What are your institution's top transfer-related goals?
- 2 Do you have a formal strategic enrollment management plan and/or a transfer recruitment plan for achieving these transfer goals?
- 3 What barriers currently exist (if any) that might inhibit your team from achieving these goals?

Check the box in the column that best corresponds to your institution and enter your response to the question below.

Absent	Limited	Expanded	Strategic	Transformative
Level 0	Level 1	Level 2	Level 3	Level 4
Transfer enrollment and success data are not available.	Transfer enrollment and success data are available and shared with unit leadership on an ad-hoc basis.	Transfer enrollment and success data are available and regularly reviewed by unit leadership.	Transfer enrollment and success data regularly reviewed by senior leadership and community college partners; data are used to inform decisions.	Transfer enrollment and success data are reviewed by senior leadership and are used in real-time adjustments in business processes and strategy; data sharing agreements are in place with top community college partners.
☐	☐	☐	☐	☐

1 How are transfer enrollment and success data tracked and shared internally (e.g., faculty and staff) and externally (e.g., community college partners)?

Check the box in the column that best corresponds to your institution and enter your responses to the questions below.

Absent	Limited	Expanded	Strategic	Transformative
Level 0	Level 1	Level 2	Level 3	Level 4
Enrollment management committee (EMC) and/or a Student Success Committee are not in place; transfer student barriers unknown. ☐	EMC/SSC is in place, but transfer is not an area of focus and essential participants are not consistently included (e.g., Admissions, Registrar, Faculty); transfer student barriers anecdotally known. ☐	Cross-functional EMC/SSC is in place, with transfer-specific charge; common transfer student barriers have been identified and supporting interventions in development. ☐	Cross-functional EMC/SSC is in place, with clear transfer-specific charge; regular checks in place to assess transfer student barriers and student experience (e.g., student survey and focus groups); interventions deployed. ☐	EMC/SSC deploys transfer services that are optimized to best support the student experience and address barriers; use data to determine ideal offerings and ensure resources are allocated accordingly. ☐

1 Are there any existing taskforces, committees, or groups looking at transfer student enrollment or student success?

2 Does this group assess possible transfer student barriers and gaps in the student experience?



Best Practice 2: Build Community College Partnerships and Transfer Pathways

Transfer Maturity Curve, Foundation

Check the box in the column that best corresponds to your institution and enter your responses to the questions below.

Absent	Limited	Expanded	Strategic	Transformative
Level 0	Level 1	Level 2	Level 3	Level 4
Institution may have top feeders based on historical enrollment patterns, but strategic community college partnerships have not been identified; peer (recruiter, faculty) relationships do not exist. ☐	Some transfer enrollment and graduation data from community colleges are available and partnership identification is in early stages; some peer relationship exist but activities are not coordinated. ☐	Transfer enrollment and graduation data from community colleges are analyzed to inform partner identification; peer relationships exist, and activities are coordinated. ☐	Community college partner identification is based on regional high-demand programs; strong faculty, staff, and senior leadership relationships exist with community colleges, activities are highly coordinated with a strong communication and engagement plan in place. ☐	Strategic initiatives in place to ensure community college students can readily transfer and earn bachelor's degrees (e.g., dual enrollment and dual admission programs); cross-institutional executive planning happens regularly (at least annually) to ensure shared goals and activities are in place to support transfer students in regions. ☐

1 How are community college partners identified?

2 Which of your current feeders do you consider to be the strongest partners and why? Describe peer (staff, faculty, executive) relationships between institutions.

3 How big of a priority is strengthening your community college partnerships?

Check the box in the column that best corresponds to your institution and enter your responses to the questions below.

Absent	Limited	Expanded	Strategic	Transformative
Level 0	Level 1	Level 2	Level 3	Level 4
Admissions staff do not visit community college partners.	Admissions staff visit community colleges infrequently (1-2 times a semester).	Admissions staff visit community colleges monthly, efforts are focused on tabling and high-level advisor contact.	Admissions staff visit community colleges weekly, efforts are focused on early lead identification and connecting with advisors to ensure awareness of transfer program.	Dedicated university transfer liaison in place for each community college focused on creating trusted relationships and addressing transfer issues; admissions staff have a dedicated office; student appointments and classroom visits encouraged.
☐	☐	☐	☐	☐

1 What kind of admissions activities are in place with your community college partners?

2 How frequently are admissions staff at community colleges and what do you expect from them when visiting? Do you have dedicated space on community college campuses?

3 Are these visits coordinated across all departments? What other staff visit colleges (e.g., advisors, faculty)?

Check the box in the column that best corresponds to your institution and enter your responses to the questions below.

Absent	Limited	Expanded	Strategic	Transformative
Level 0	Level 1	Level 2	Level 3	Level 4
Articulation agreements are not in place and/or transfer pathways have not been developed. ☐	Institution-level articulation agreements are in development but effectiveness as a transfer pathway from community college are not addressed (e.g., overlapping credit, course sequencing issues). ☐	Program-level articulation agreements are in place, with varying levels effectiveness as a transfer pathway from community colleges, faculty are not engaged in development process. ☐	Faculty are highly engaged in transfer pathway development and are active participants in credit gap analysis; program-level articulation agreements in place support transfer pathways. ☐	Faculty across institutions within region meet at least annually to discuss changes to programs, course sequencing, and actively work to align lower-division course curriculum and programs of student/meta-majors; detail on course sequencing and major requirements is available in a student-friendly format that is up to date and available online. ☐

1 Describe any transfer pathways efforts and level of faculty participation.

2 Do you have program-level articulation agreements in place? How is the process managed and coordinated across your institution?

3 Is curriculum alignment considered in the development process and are faculty involved in the transfer pathways process?



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