

# Best Practices in Statewide Articulation and Transfer Systems

## ASSESSMENT OF TRANSFER



# Assessment

- Highlighted practices
  - Assessment Reporting
  - Assessment Initiatives
- Texas Partnership and Transfer101.org
- Evaluation of Web portals



# Assessment Reporting

- **Expand the reporting of results of transfer and articulation assessments.**



# Florida

- State Board of Education's Articulation Coordinating Committee
  - Articulation Accountability Report
- Board of Governors of the State University System
  - Accountability Report
- Department of Education
  - Studies and reports
- Legislature's Office of Program Policy Analysis and Government Accountability
  - Reports



# Minnesota

- Minnesota State Colleges and Universities
  - Track individual students within and outside the System
    - The number of credits and the number of students transferring into the system increased
    - Cumulative GPA at graduation, cumulative credits at graduation, persistence rate, three and six year grad rate



# Oklahoma

- Oklahoma State Regents for Higher Education
  - Data on student retention and graduation statewide
  - Both community colleges and universities recognized for transfer student performance



# Assessment Initiatives

- **Evaluate and assess transfer and articulation policies and statutes, as well as transfer students' progress.**



# Arizona

- Evaluation of transfer and articulation policies
  - Data provided by many stakeholders
  - Transfer pathways result in fewer credits taken by transfer students who earn four-year degrees



# North Dakota

- Transfer Migration Study
  - Three transfer evaluations
  - Two reports from a review of 1500 student transcripts
  - Another report in progress
  - Examined
    - completion rates of statewide general education program
    - transfer direction
    - and many other areas



# Texas

- Texas Higher Education Coordinating Board
  - Various reports with quantitative and/or qualitative data relevant to transfer and articulation in the state
  - Advisory committees and other statewide groups provide qualitative data



# Community College Partnership



Texas Association of  
Community Colleges



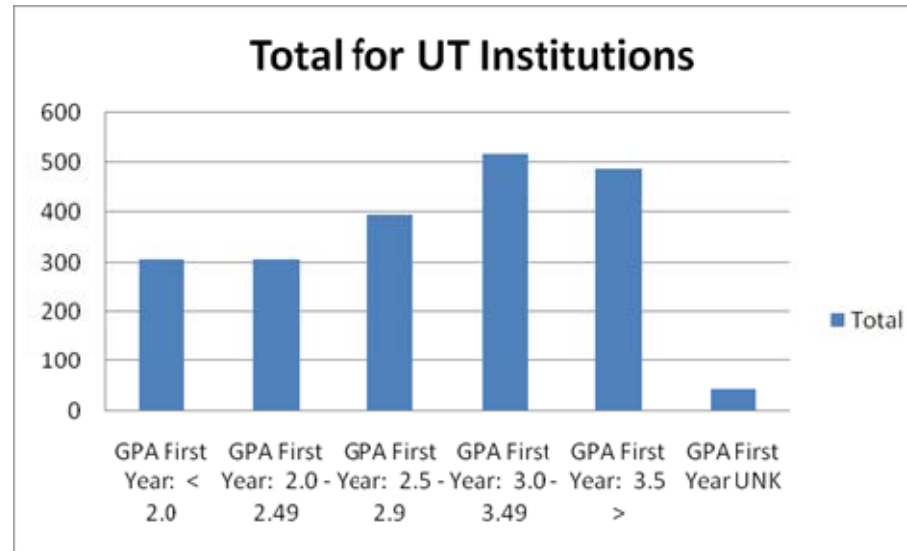
University of Texas  
System



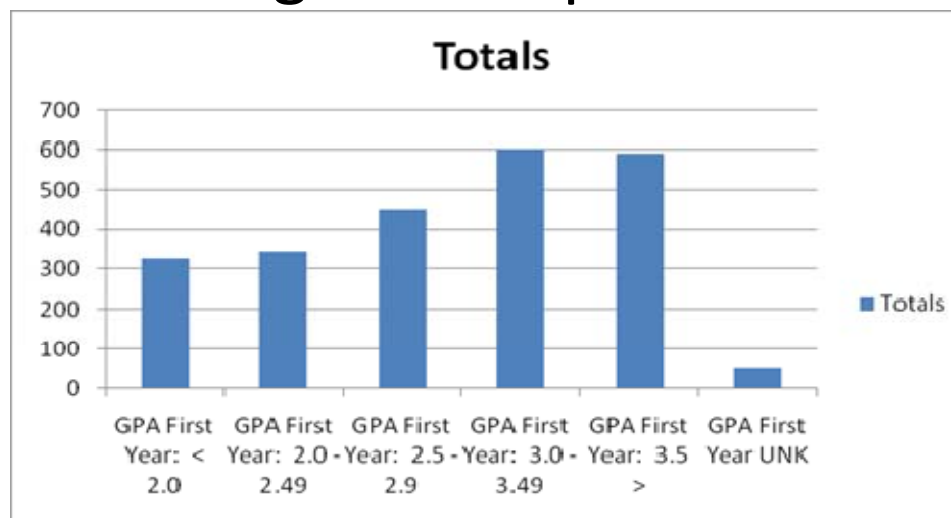
Texas A&M  
University System



## UTS: Core Completers and University GPA



## UTS: Associate Degree Completers and University GPA



## University of Texas System 6 Year and 4 Year Graduation Rates

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	<b>6 Year Graduation Rates (Native Students)</b>	<b>4 Year Graduation Rates (Community College Transfer Students)</b>
Arlington	37.0%	46.4%
Austin	76.9%	68.0%
Dallas	55.5%	62.0%
El Paso	28.8%	42.7%
Pan American	32.2%	61.2%
Permian Basin	33.9%	51.5%
San Antonio	29.1%	53.0%
Tyler	37.4%	48.9%

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*\*Source: Texas Higher Education Coordinating Board Data - 2008*



## Your Next Step Starts Here.

Making the jump from a Texas community college to a four-year university is easier than you think. Whether you're a high-school student or currently attending a community college, this portal provides a wealth of resources that will walk you through the process step-by-step.

1

### Find the right university!

So, you want to transfer? How do you do it? Transferring to a four-year school is a great idea if you want to gain more education to help you achieve your career goals — but you have to be prepared. [Learn why the first step you take may be the most important.](#)

2

### Talk to an Advisor!

We can't stress this too much: you should meet with your advisor every semester to ensure you're on track for your goal. Advisors are available to answer your questions and help you determine the best path to complete your associate and bachelor degrees and beyond. Contact them early in your college career to check your options. [Learn more about how advisors can help you determine your route and make informed decisions about your classes.](#)

3

### Financial Aid:

There are many forms of financial assistance available, including scholarships (university, transfer, major, etc.), grants, loans and GI Bill. You may qualify for more than one. Plus, there are other ways to save on costs while getting your education. [Explore the financial assistance options available to you.](#)

4

### Apply and Transfer!

It's the last step, and getting ready to transfer is as easy as 1, 2, 3! Are you ready? Congratulations! [Be sure to get the last-minute tools you'll need before you apply.](#)

### Success By Degrees

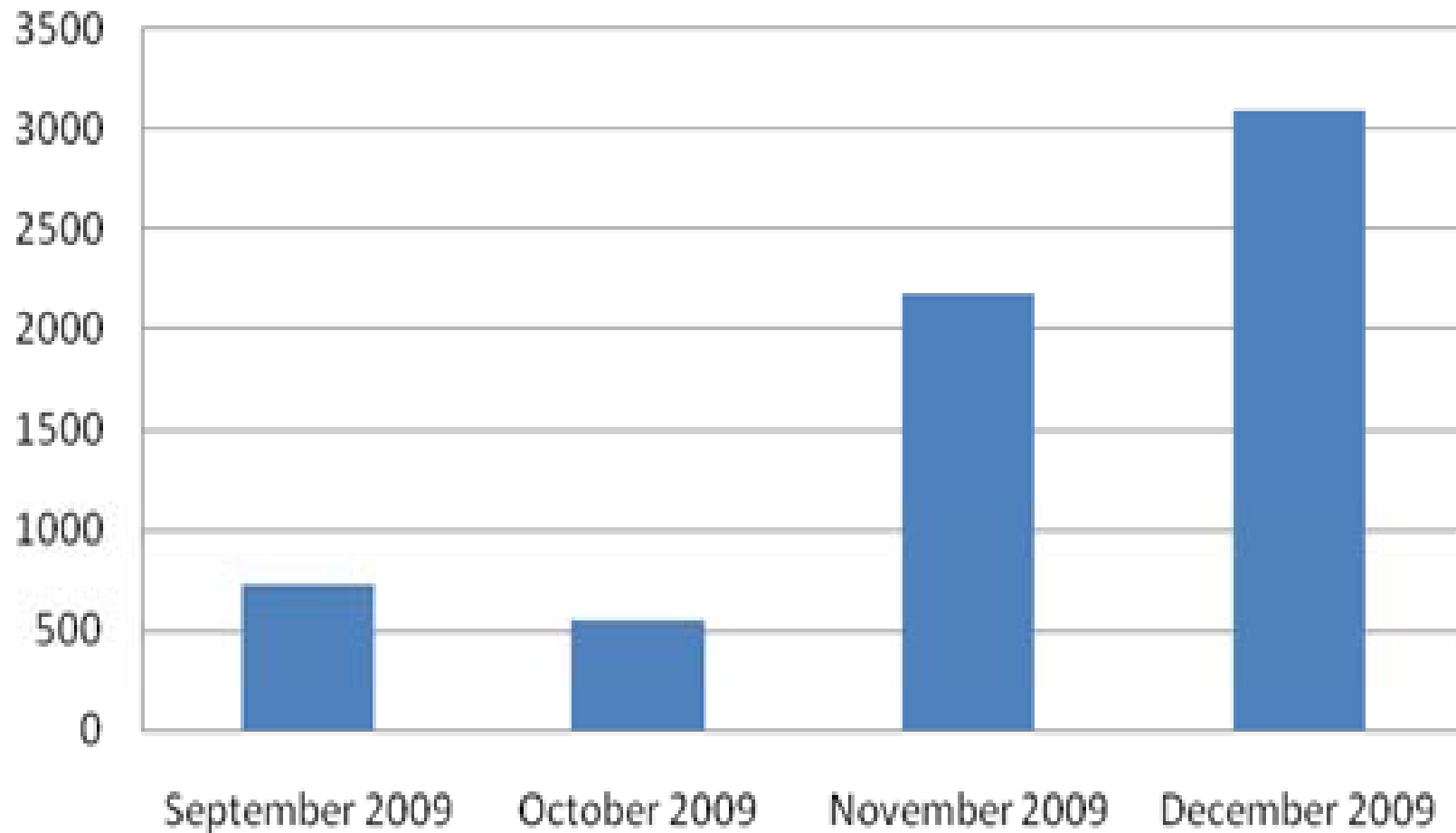


Learn why Elizabeth Benson-Landau says taking risks leads to rewards.



Follow Derek Newman's journey from Temple College to UT Austin.

## Number of hits on Transfer101.org



# November 2009 WICHE Survey

## *Facilitating Transfer Decisions Through Use of Web-based Tools*

- Budget and operations
- Commercial products
- Use of web-based resources and tools
  - Personal log-in accounts, personal portfolio, static or customizable credit transfer information, links to articulation agreements
- Role of Institutions
- Measuring Impact
- Future Plans



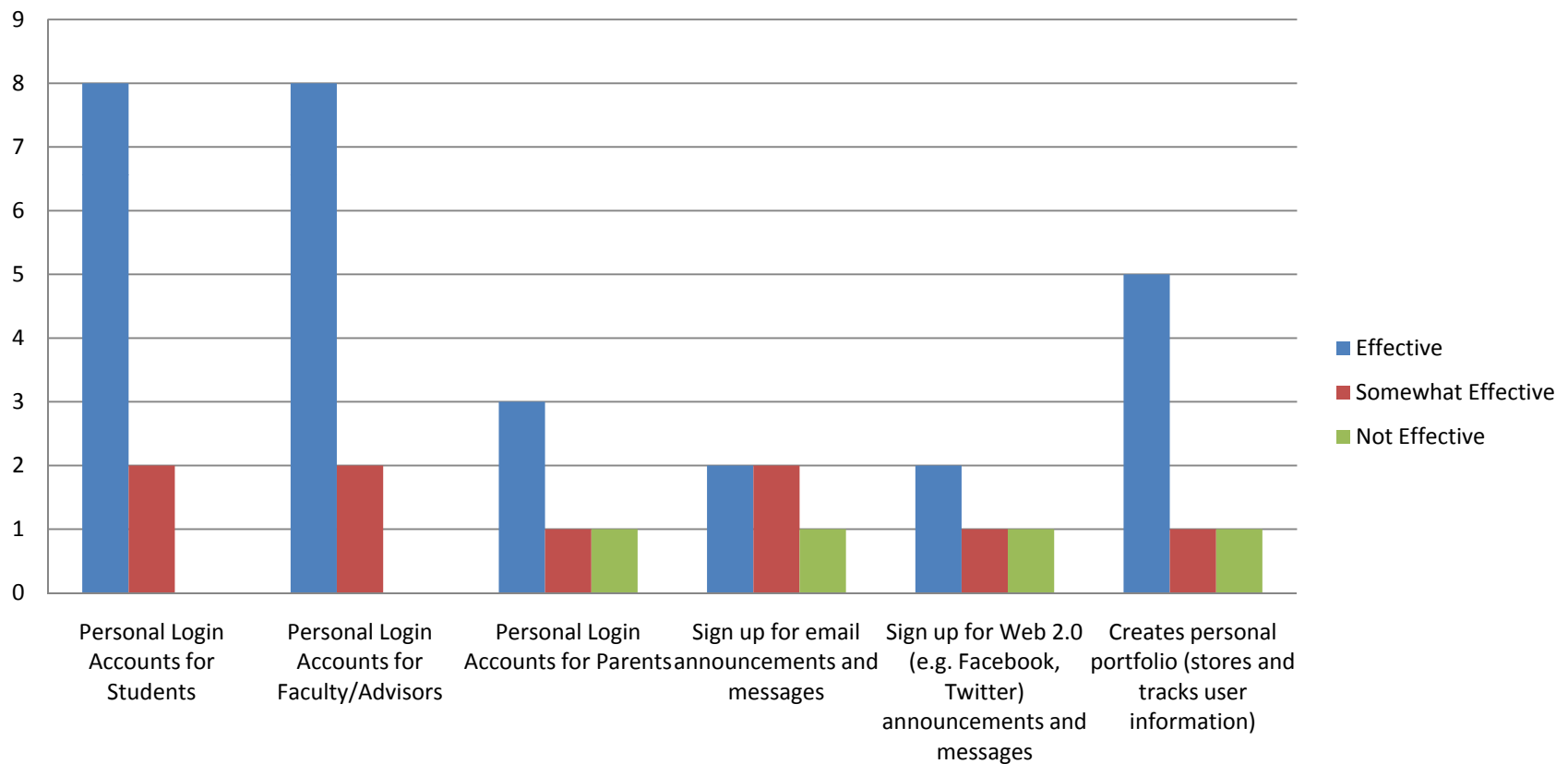
# State and System Web Portals on Transfer

- AL– STARS
- AZ –Arizona Transfer
- AR –Course Transfer System
- CA–ASSIST
- FL–FACTS.org
- HI-System Course Transfer DB
- IL–iTransfer
- IN–TransferIN.net
- KY-GOHigherKentucky
- MA-MassTransfer
- MI-Michigan Transfer Network
- MN-MNLearning Commons
- MT-Transferability Initiatives
- NH-NH Transfer
- NC-College Foundation of NC
- OH-Ohio Board of Regents
- OK- State Regents for Higher Ed
- OR-Oregon University System
- PA-Transfer & Articulation Center
- SC-Commission on Higher Ed
- TX-Transfer101.org
- VA-State Council of HE in Virginia
- VA-Virginia Education Wizard
- WI-UW Transfer Info System

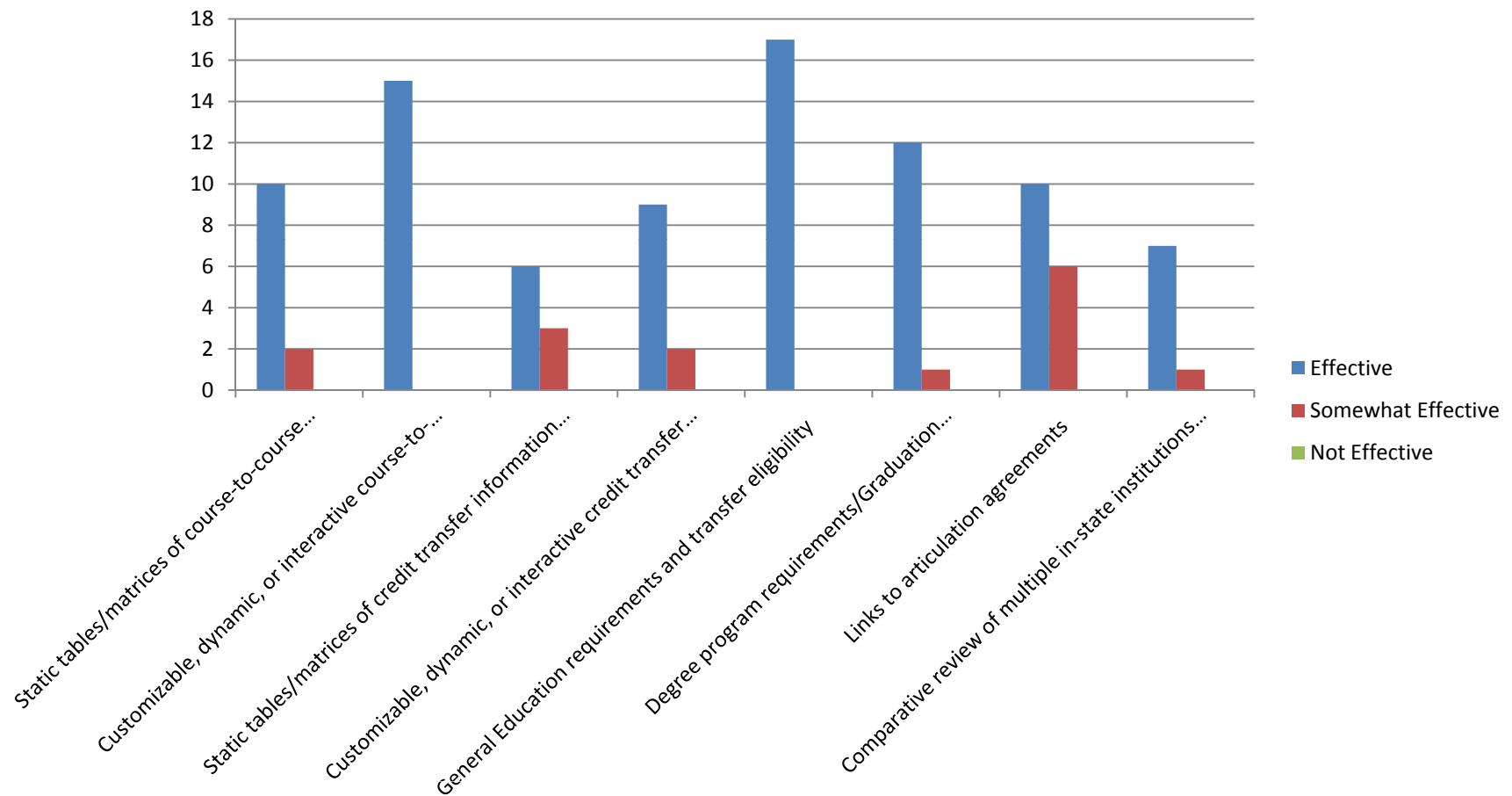


# Effectiveness of Web-enabled Tools

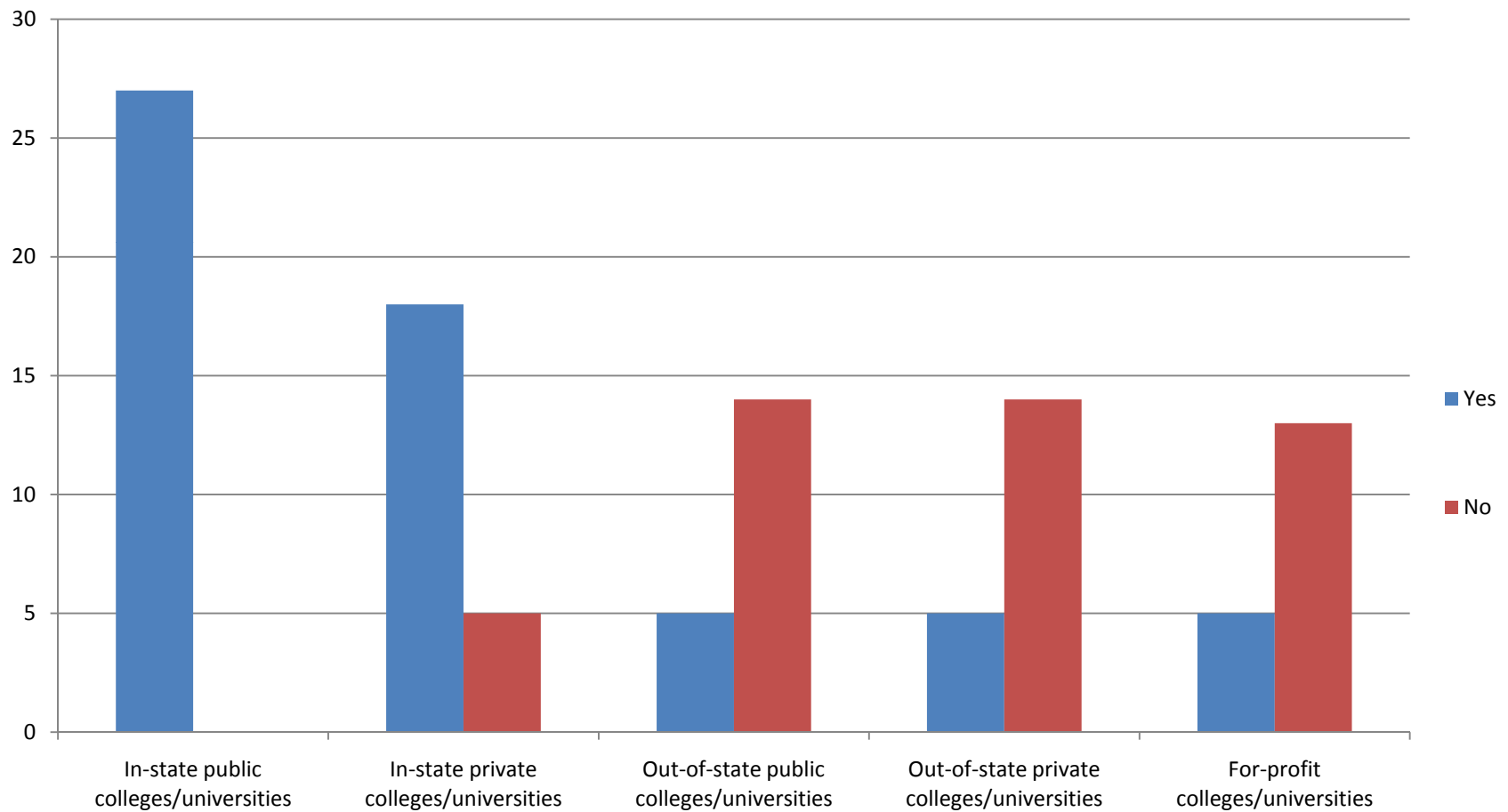
## User Accounts



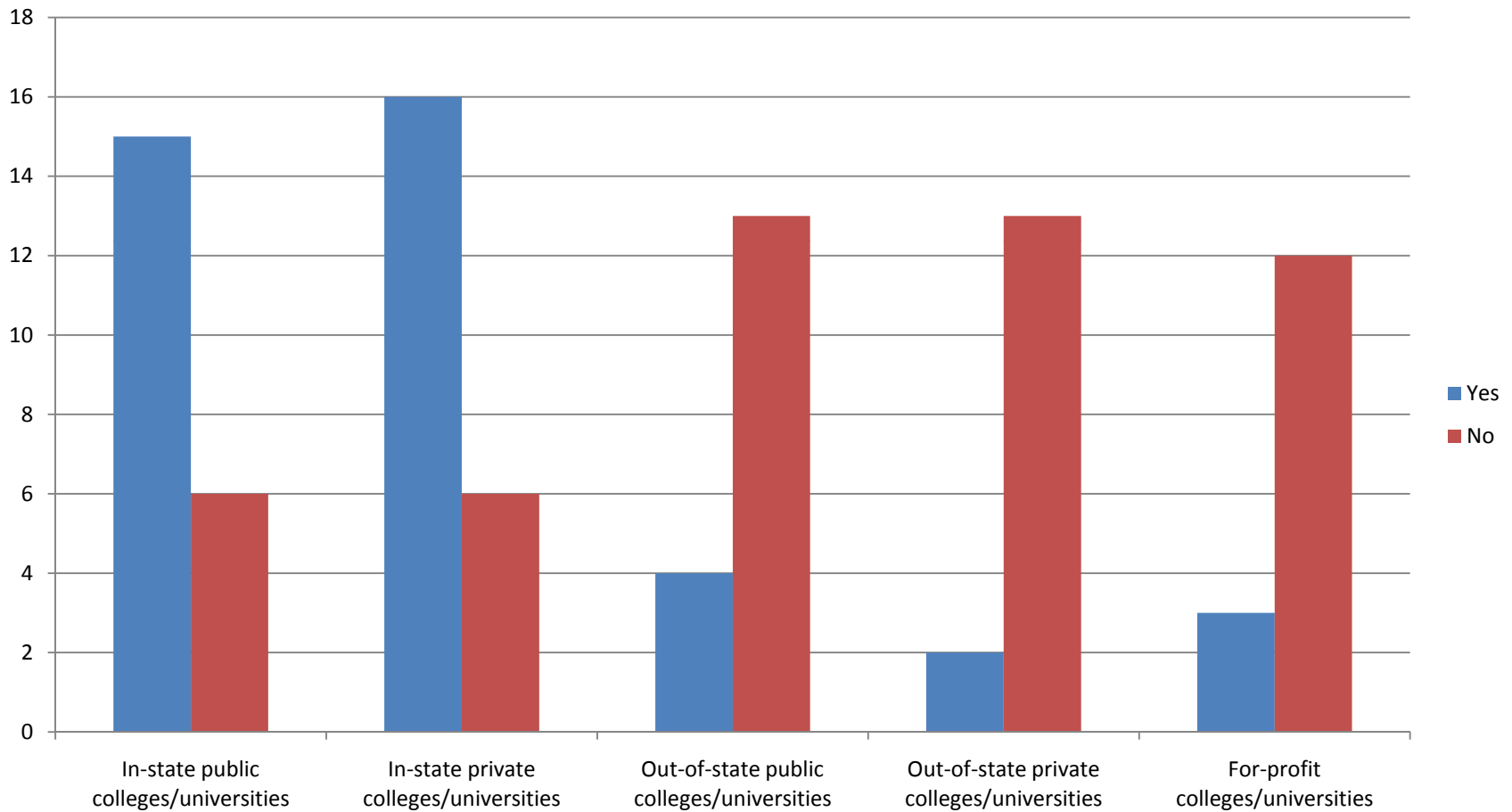
# Effectiveness of Web-enabled Tools



# Institutions Currently Represented on the Site



# Plans to Expand Representation of Institutions



## Other Enhancements Planned

- Expand number of participating institutions (74%)
- More about how students' credits will transfer at select institutions (57%)
- Tools to help student interpret the info (57%)
- Forms to take immediate action (39%)
- Web 2.0/interactive functions (30%)



# Does Portal Meet Usage Expectations?

- 58% launched w/in past 5 years; many just beginning to evaluate impact
- Better than expected – 55%
- Meets expectations – 30%
- Lower than expected – 15%



# Website Usage Data Collected

- # of total visits to site (100%)
- # of unique visitors (67%)
- # of personal accounts created (33%)
- Activity level per unique account (24%)
- # of email/feedback inquiries (33%)



# Usage/Effectiveness vs. Impact

- May depend on intended goals of the web portal.  
Two examples:
  - Increase college going rate, esp. for low income, 1<sup>st</sup> generation.
  - Provide vital info to students for a more informed, seamless process.

# Usage/Effectiveness vs. Impact

- Need to better understand who is using these web resources
- How helpful are these tools to students in their educational plans?
- Guide students on how best to use these tools, e.g. in conjunction with advising either f2f or electronically
- Some of the more comprehensive and mature sites are on a path to identify and track other measures of impact (e.g. CFNC.org)



# Presenters

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# Questions?

- For Further Information
  - <http://www.wiche.edu/stas>
- Next: Session on Collaboration and Communication Practices, Friday at 9 AM.

