

# Increasing Access Through Transfer

November 3, 2009

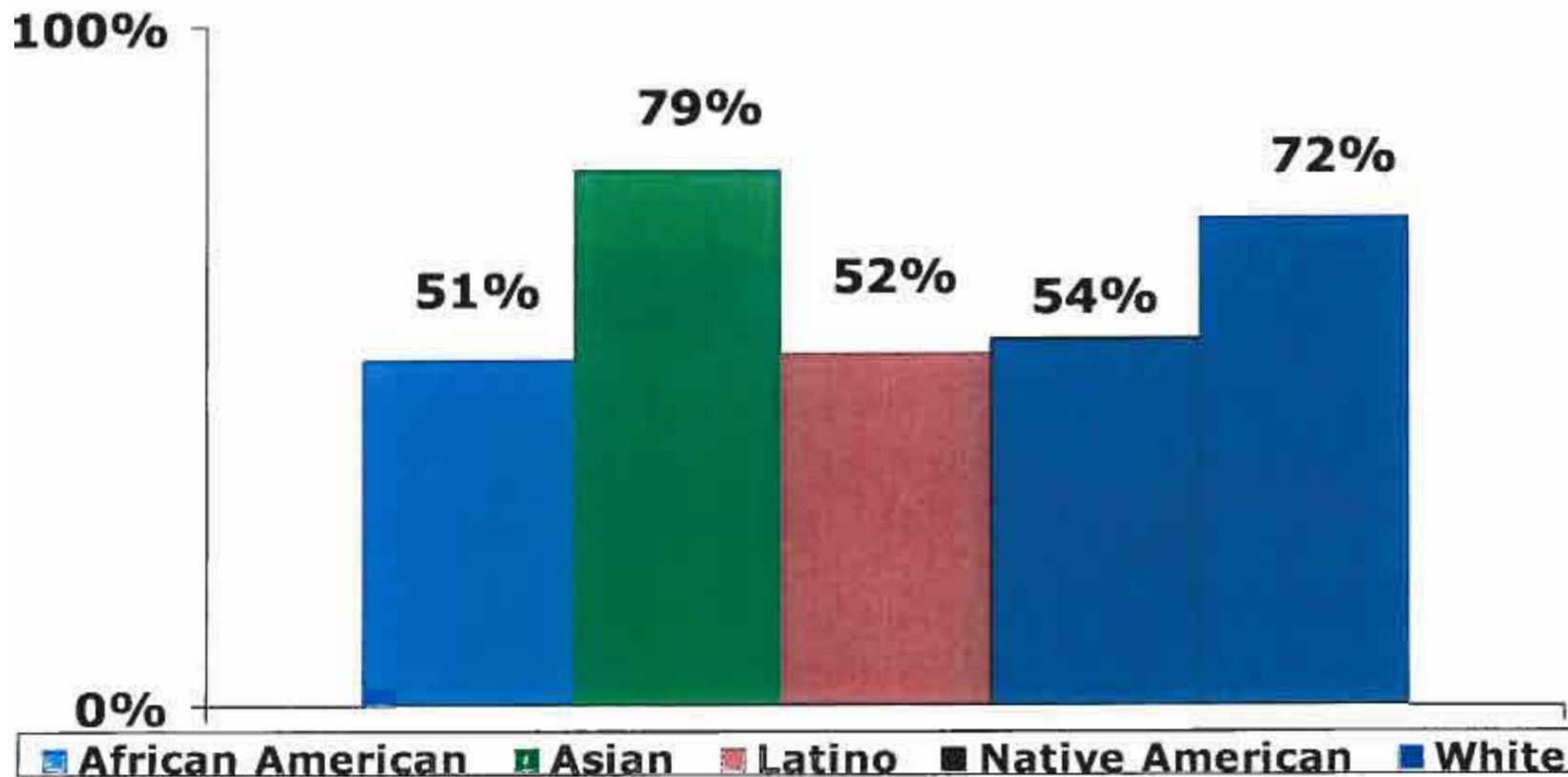
# In a nutshell

- Less than 40% of community college students persist to the bachelor's degree six years after graduating from high school.
- Better than 68% of students obtaining the associate degree persist through bachelor degree attainment.

# Critical Factors

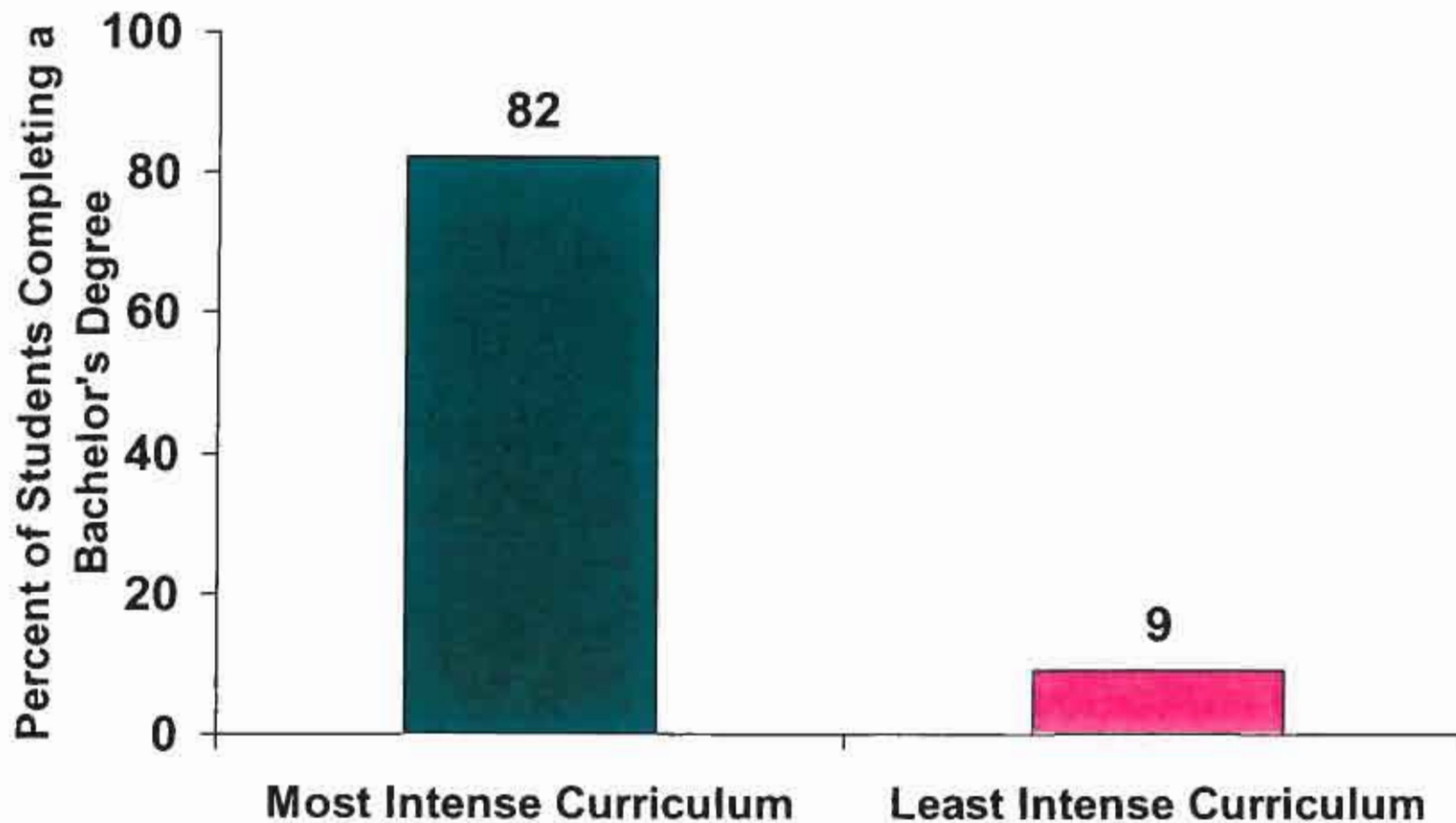
# Students Graduate From High School At Different Rates

\* 4-Year Graduation Rates



**Source:** Jay P. Greene and Greg Forster, "Public High School Graduation and College Readiness Rates in the United States," Manhattan Institute for Policy Research, September 2003.

# High School Curriculum Intensity is a Strong Predictor of Bachelor's Degree Completion



Curriculum quintiles are composites of English, math, science, foreign language, social studies, computer science, Advanced Placement, the highest level of math, remedial math and remedial English classes taken during high school.

Source: Clifford Adelman, U.S. Department of Education, *The Toolbox Revisited*, 2006.

# Solutions

# ABC's of Successful Programs

- Strong, concise articulation agreement
- Commitment of key administrators
- Established peer to peer faculty relationships
- Periodic review and program assessment conferences
- Will to overcome any and all obstacles
- 🏠 Create reverse transfer agreements

## More Effective Institutions Will:

- Have an institutional focus on student retention and outcomes, not just enrollment.
- Have targeted support for underperforming students.
- Have well-designed, well-aligned, and proactive student support services.
- Have support for faculty development focused on improving teaching.
- Experiment with ways to improve the effectiveness of instruction and support services.
- Use institutional research to track student outcomes and improve program impact.
- Manage the institution in ways that promote systemic improvement in student success.



## The Pell Institute Suggests That Major Gains Can Be Realized if Colleges:

- Have educational innovations, including courses to help students adjust to college life, and academic support through tutoring, group study, supplemental instruction, and mastery of courses.
- Have focus on retention and graduation rates, setting ambitious goals well beyond current performance.
- Have intentional academic planning for students through “intrusive” advising, orientation courses, and academic reviews for students in trouble.
- Provide small class sizes
- Have special programs that provide advising and academic support to students, especially those at academic risk.
- Have a dedicated faculty, most of whom teach full time and are easily accessible to students.

*“The significant problems we face  
cannot be solved at the same level of  
thinking we were at when we created  
them.*

*Einstein*

# **DCCCD ARTICULATION AGREEMENTS**

**Texas University and College Articulation Agreements- 31**

**Online University/College-Articulation Agreements- 15**

**Out of State-Articulation Agreements- 17**

# Program to Program cont.

Texas A&M University - Commerce - BS in Photography

Texas A&M University - Commerce - Bachelor of Applied Arts & Sciences

Texas Woman's University - AS Degree with an Emphasis in Teaching EC-4 (except early childhood specialization), 4-8, EC-12

Texas Woman's University - AS Degree with an Emphasis in Teaching EC-4 Early Childhood Specialization Only

University of North Texas-Computer Engineering and Electrical Engineering

University of Texas at Arlington-Electrical Engineering

\*University of Texas at Dallas- Electrical Engineering

\*Texas A&M University -Electronics Engineering Technology

\*Texas A&M University-Commerce-Industrial Engineering

University of North Texas - Peace Studies

Oklahoma State University Institute of Technology - Information Assurance and Forensics

University of Texas at Dallas - Mass Communications

University of Texas at Dallas - Arts and Technology     **(Total 13)**

# Concurrent-Pre-Admission Agreements (7)

*Pre-admission allows a student to pre-enroll at a university while still attending DCCCD. Students must fill out Pre-Admission Form.*

Prairie View A&M University  
Sam Houston State University  
Texas A&M-Commerce  
Texas Southern University  
Texas Woman's University  
University of North Texas  
University of Texas at Dallas

## Reverse Transfer Agreements (3)

*The Reverse Transfer Credit Agreement gives DCCCD students who transfer to UNT, UTD, SHSU prior to earning their associate's degree the opportunity to apply hours earned at the University toward an associate degree from DCCCD.*

Sam Houston State University - **New Reverse Transfer Credit Agreement (Pilot Program)- with Northlake College**  
University of North Texas-Denton –**Signed New agreement in 2009**  
University of Texas-Dallas – **New Comet Connection Agreement with “Fixed Tuition for 4 years”**

**\*\*DCCCD has signed over 45 new (general, program to program, pre-admissions, reverse transfer) agreements in the last 4 to 5 years**



# Voluntary Mechanical Engineering Transfer Compact



This voluntary agreement is among the signatory institutions of higher education within the State of Texas.

- Its purpose is to foster enhanced transfer processes for students pursuing a bachelor's degree in mechanical engineering, and to increase the number and preparedness of students matriculating from a two-year mechanical engineering pre-engineering program (PMENG) at community colleges into a baccalaureate mechanical engineering program (BSMENG) at four-year universities.
- The intention of this transfer compact is not to change the curriculum of a four-year institution.
- The intention of this agreement is to provide guidance to students with respect to what courses offer the best mechanism for obtaining a BSMENG degree. The State of Texas has -
  - ❖ 15 Universities
  - ❖ 6 Community College Systems involved in this compact

# Reverse Transfer

**UNT helps DCCCD transfer students earn associate's and bachelor's degrees**

**Gretchen M. Bataille**, president of the University of North Texas, and **Wright Lassiter**, chancellor of the Dallas County Community College District, signed a reverse transfer credit agreement between the two institutions.

The University of North Texas and the Dallas County Community College District have signed an agreement **giving DCCCD transfer students an opportunity to earn an associate's degree** for work completed at UNT.

The **more than 1,400 DCCCD students who transfer to UNT annually** will be able to take advantage of this new opportunity. This new agreement is complimentary to other agreements UNT already has in place with DCCCD.

A smooth transition ensures success for transfer students, which is a growing student population for four-year universities. About one-half of undergraduate students will transfer during their college career. In Texas, the number of students transferring from two-year to four-year institutions increased 40 percent since 2000. **UNT leads Texas and is sixth in the nation among public universities** for the number of transfer students enrolled. **DCCCD accounts for UNT's largest group** of transfer students

The Reverse Transfer Credit Agreement gives DCCCD students who transfer to UNT prior to earning their associate's degree the opportunity to apply hours earned at UNT toward an associate's degree from DCCCD. Through this agreement, **UNT and DCCCD will handle the legwork so students can easily get their associate's degree in hand.** "Once a former DCCCD student completes the required courses and has 60 total credit hours, we will notify the student that they are eligible for an associate's degree from DCCCD," **Rebecca Lothringer**, UNT's director of admissions, says, "If the student wishes to receive the associate's degree, we will send the student's transcripts to the community college district." The UNT-earned hours will be combined with the DCCCD-earned hours to fulfill the community college district's degree requirements.

**Gretchen M. Bataille** and **Wright Lassiter**, chancellor of DCCCD, Signed the agreement in August 2009.



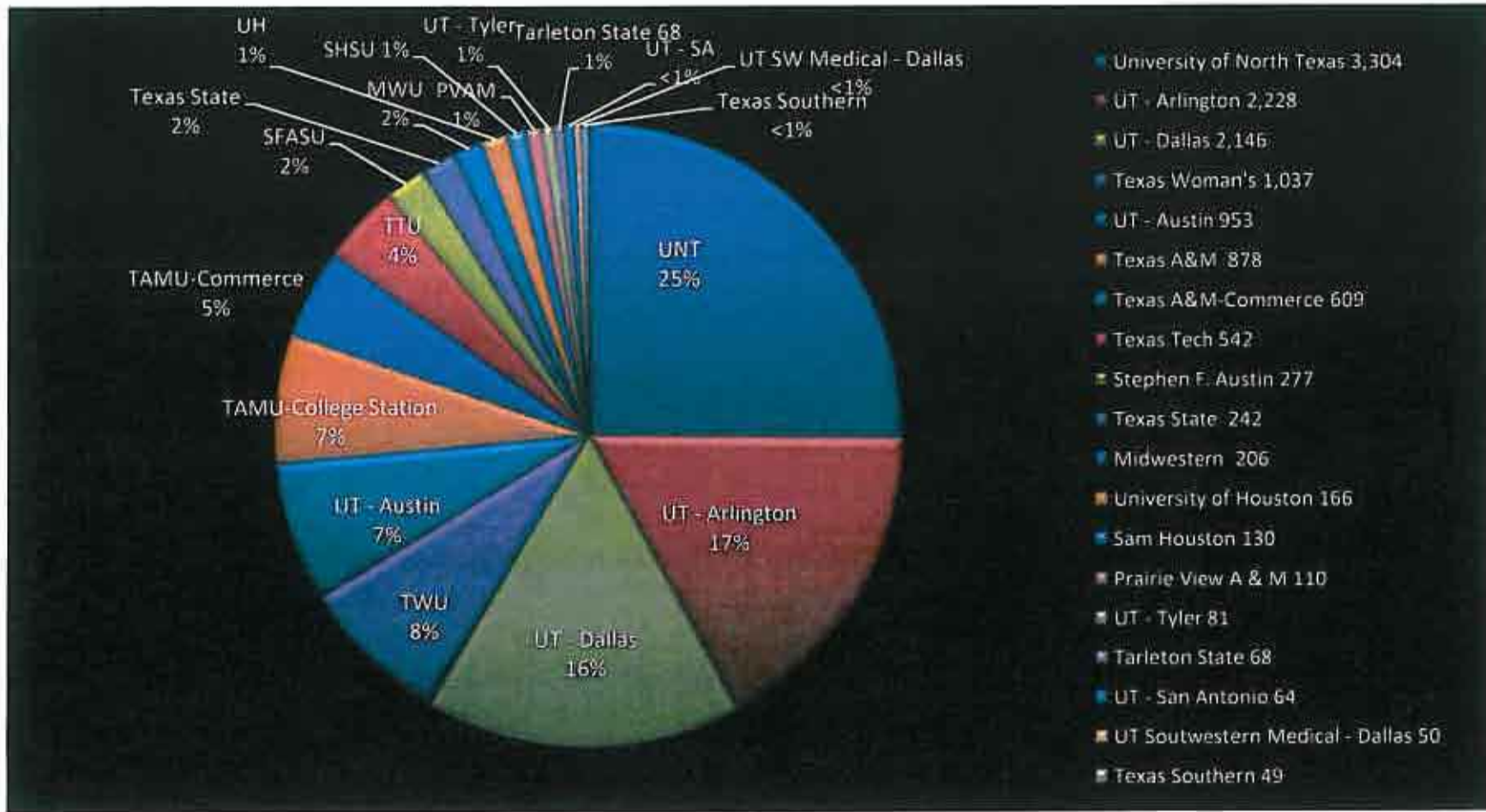
DCCCD currently has reverse agreements with:

- UNT-Denton
- Sam Houston State University
- University of Texas-Dallas

and is currently working on agreements with:

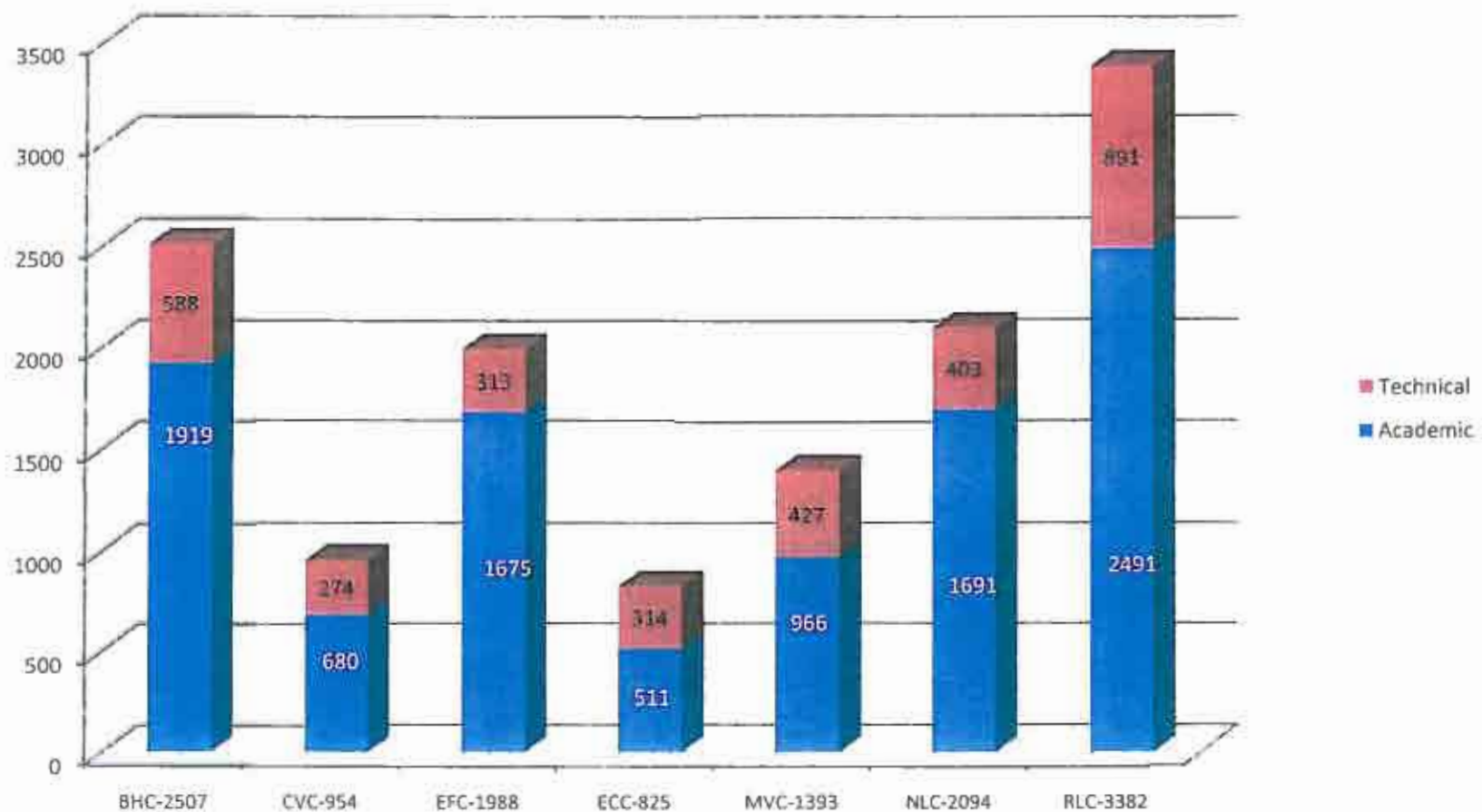
- UT-Arlington
- UT-Austin
- TWU
- TAMU-Commerce
- SFASU

# Where DCCCD Students Transfer 2007-2008





# Academic and Tech Student Transfers 2007-2008



# Transfer Initiatives

In the spring of 2007 we began planning a comprehensive transfer strategy, known as The "Transfer Initiative". The purpose of the Transfer Initiative was to create and enhance our existing partnerships; to meet the needs of our students, faculty and staff through extreme collaboration between all seven of the colleges. The Transfer Initiative's objectives are to:

1. Disseminate information to internal stakeholders. Faculty are asked to share information with all interested students in their classes and made aware of Transfer Representative who can come speak about the Transfer Process.
2. Make available five transfer student workshops. Additionally, a seven-minute informational video, "Creating a Successful Transfer Experience," has been developed that can be shown in Human Development classes and to other interested students.
3. Provide all seven colleges with the tools and resources to share a consistent message of transfer services with students through the delivery of transfer workshops and transfer promotional material. (See Transfer Packet)

**Return-on-investment,** To date, more than 16,000 students, faculty and staff have been served since 2007.

**What is the TSAUR Office/District Doing to Improve Transfer?  
X-TREME COLLABORATION!**

**DCCCD'S TRANSFER AWARENESS WEEK:**

For the last three years, the third week in October, has been designated as DCCCD's Transfer Awareness Week. Transfer Awareness Week includes:

- Transfer Kick-off Luncheon-staff and students
- Transfer Fair- students
- Transfer Forum –faculty, staff & transfer partners

**Virtual Transfer Fair (will launch January 2010)** - DCCCD students will be able to access 25 to 30 DCCCD Transfer Partners via internet/online 24 hours a day. Students accessing the *Virtual Transfer Fair* can view videos, take a virtual tour of the campus and get contact information from a virtual representative.

**DCCCD and University Faculty collaboration on course curriculum**-to strengthen and bring about more faculty collaboration between four year partners .

**Transfer e-Newsletter (launched in 2007)** - newsletter for faculty and staff with-up-to date local and state-wide transfer information.

**Transfer student e-Newsletter (launched in 2009)** - newsletter for student who are interested in transferring to a four year institution.

# Q & A