Collaborative Transfer Meeting

WTCS and UWSA
Objectives of today’s meeting:

1. Examine the recommendations of the “Joint Statement on Transfer and Awarding of Credit” – AARAO, CHES, ACE.

2. Update on the benefits and implementation of Transferology™

3. Explore and discuss the current data each system has on transfer students.

4. Review and discuss the structure of quality articulation agreements.

5. Determine the needs and structure of the strategic communications for internal and external stakeholders.

6. Determine our next steps to move forward on enhancing transfer between UWS and WTCS.
A Shared Vision

Three important considerations

▪ Educational Quality
▪ Comparability
▪ Appropriateness
Inter-Institutional Transfer of Credit

- Accreditation: *Higher Learning Commission*
  - **Assurance** of a minimum standard of academic quality
  - Approved programs *meet* the same **rigorous standards**

- Learning Outcomes
  - *Judge courses, coursework and assessment on the clearly defined and valid measurement of learning outcomes*

- Admission and Degree Purpose
  - *Reasonable effort to minimize* credit transfer gap
Establishing Equivalencies in a Consistent Way - WIDS

TERRI JOHNSON, ASSOCIATE DIRECTOR WIDS
The WTCS is passionate about curriculum. And a key component of curriculum is OUTCOMES.
Outcomes are Important

• Drive the course
• Become the basis for transfer
• Are the basis for credit for prior learning determination
• Are the basis for designing assessments for prior learning
WIDS

1991
The WTCS colleges elected to define a common curriculum model.

1993
The WTCS colleges elected to make the model electronic by building WIDS.

2012
WIDS moved to an online platform. All WTCS colleges have a WIDS site.

2013
WTCS launched the WTCS Repository to store and share curriculum statewide.
WIDS Model

- Performance-based
- Built around course outcomes called competencies
- Defined by performance standards
WTCS Curriculum

• Created by faculty from all colleges who offer the course
  • Collaborative development
  • Faculty define the outcomes for a course

• Built in WIDS using the WIDS model
  • Linked to standards when appropriate (occupational and/or academic)
  • Vetted by industry when appropriate

• Reviewed and updated regularly
WIDS Design Chart
Above and Below the Line

Above the Line (common)

- Course number, title, credits
- Competencies
- Performance Standards

Below the Line (left up to individual faculty)

- Textbooks
- Resources
- Learning activities and assignments
- Assessments
The Course Outcome Summary Represents the Official Course Documentation in the WTCS
Competencies

• Tell learners what major skills, knowledge and attitudes they will learn
• Begin with a single action verb
• Are measurable and observable
• Require application of skills, knowledge, or attitude
• Present a clear, concise, and precise statement describing the action
• Can be accomplished within the timeframe of the course or learning experience (3–6 competencies per credit of 9–18 hours of learning)
Example: Written Communication

Course Competencies

1. Establish document purpose
2. Apply audience analysis techniques
3. Employ rhetorical strategies
4. Generate ideas for writing
5. Research outside sources
6. Synthesize information from sources
7. Organize document content
8. Write final text from drafts
9. Design document format
10. Assess document for revision
11. Edit document based on conventions of standard English
Performance Standards

• WTCS curriculum also includes Performance Standards
• Performance Standards establish expectations by which the performance is evaluated.
• Performance Standards describe satisfactory performance and provide the basis for judging whether or not performance is acceptable.
2. Create visual elements for incorporation into communication products

Assessment Strategies
2.1. creation of visual elements in one or more communication products
2.2. as an individual or as a member of a team

Criteria
2.1. visuals target one or more of the following: presentation handouts, graphics in written reports, website wireframe, instructional documents, electronic presentation
2.2. visuals are appropriate for the audience
2.3. visuals credit sources of information
2.4. visuals enhance the narrative
2.5. visuals clarify complex concepts/relationships
2.6. visuals are eye-appealing
2.7. visuals are easy to interpret
2.8. visual medium is appropriate to audience, situation, and purpose

3. Model ethics in professional communication

Assessment Strategies
3.1. all oral, written or visual communication projects
3.2. as an individual or as a member of a team

Criteria
3.1. communication adheres to copyright laws
3.2. communication is free of plagiarism
3.3. communication respects privacy and confidentiality concerns
3.4. communication demonstrates inclusive language and visual representation
3.5. communication is free of inappropriate bias
Systemwide Curriculum

- Created by faculty from all colleges who offer the course
- Vetted by industry when appropriate
- Linked to standards when appropriate (occupational and/or academic)
- Reviewed and updated regularly
- Built and stored in the WTCS Repository
- Shared to college WIDS sites from the Repository
Every WTCS has its own WIDS Site
The WTCS Repository Helps Maintain Consistency Across Multiple Colleges
WTCS WIDS Repository

December 2018
• 644 Programs
• 2422 Courses

August 2019
• 675 Programs
• 2626 Courses
Update on Transferology™

• Transferology and TES as tools to improve transfer:
  • Communication
  • Student/Parent expectations
  • Transparency and predictability of transfer processes
  • Maintenance of known equivalencies and articulation agreements
Lunch and Data Discussion
Transfer Data:
In & Out

Hilary Barker, Ph.D.
Overview

- Student transfer across the WTCS and UWS
- Available transfer data and resources
- New WTCS-UWS data sharing agreement and opportunities
> 8,000 students transfer across our systems each year
Students transferring from WTCS to UWS
Total **students** transferring **out of** WTCS
Student Demographics

52% Female

19% Students of Color

4 13% 32% 21% 29%
Native American Multiracial Hispanic Asian African American

Values may not add to 100% due to rounding.

39% 25 or older

12% 49% 39%
<20 20-24 25 and Older

Values may not add to 100% due to rounding.

Average from 2012-13 to 2016-17 UWS Memorandums
Opportunity for increased transfer:
• Wisconsin Indianhead
• Southwest
• Gateway
Student Outcomes
(2016-17 UWS Memorandum)

Student classification: 28% Freshman, 30% Sophomore, 41% Upperclass

Average first year GPA: 3.0

Second year retention rate: 73%

Six-year graduation rate: 50%
Students transferring from UWS to WTCS
Total students transferred to WTCS
UWS students transferring credit to WTCS

2017-18
Student Demographics

- 60% Female
- 15% Students of Color
- 43% 25 or older

Values may not add to 100% due to rounding.

Demographics:
- 13% African American
- 28% Asian
- 28% Hispanic
- 27% Multiracial

Average from 2012-13 to 2016-17 WTCS Data Cubes

Age Distribution:
- 57% 18-24
- 43% 25 and Older

< 18

Values may not add to 100% due to rounding.
Total credits transferred to WTCS

2017-18

- 61,700
- 29,521
- 37,231
- 10,307
- 6,430

- 43% (61,700)
- 20% (29,521)
- 7% (10,307)
- 4% (6,430)
- 26% (37,231)

WTCS UW System WAICU Out-of-State Other Total


- 130,047
- 134,698
- 135,419
- 144,780
- 145,181

- 120,000
- 130,000
- 140,000
- 150,000
UWS credits transferred to WTCS (2016-17)
Student Outcomes (2016-17 Data Cubes)

Program enrollment:
- 12% Short-term Diploma
- 15% 1-Year Technical Diploma
- 77% Technical Associate’s Degree
- 11% Liberal Arts Associate’s Degree

Values may not add to 100% due to co-enrolling in multiple programs.

Second year retention rate: 73%

Three-year graduation rate: 44%
Transfer Data Resources

- WTCS Transfer Report
- WTCS Transfer Student Patterns Brief
- WTCS Program Performance Dashboard & Data Cubes
- UWS Transfer Student Reports: Informational Memorandums and Assessment Studies
WTCS-UWS Data Sharing Agreement

Opportunities:
- Evaluate equity gaps in student transfer patterns and outcomes
- Assess programs with varying levels of transfer success

WTCS sends student information (district, age, gender, race/ethnicity, first generation) to UWS

UWS returns student outcome information (graduation, retention, first-year GPA, major)
Exploring Transfer Data
Undergraduate Transfer Students to the UW System by Entrance Status
Undergraduate New Transfer Students to the UW System by Type of Sending Institution

- Out-of-State: 32%
- UW Colleges to UW 4-Year: 15%
- UW 4-Year to UW Colleges: 3%
- WI Private: 6%
- WTCS: 25%
- International: 3%
- Among UW 4-Year: 17%
Figure 1. Total Transfer and Mobility, Fall 2011 Cohort (N= 2,816,648)*

Students Need More Information to Help Reduce Challenges in Transferring College Credits
GAO-17-574: Published: Aug 14, 2017. Publicly Released: Sep 13, 2017
National Institute for the Study of Transfer Students (NISTS)
A Beginners Guide to Gathering Transfer Student Data on Your Campus (2018)
https://www.nists.org/guide-to-gathering-transfer-student
Figure 13. Percent of Transfers from Two-Year Public to Four-Year Public Institutions by Race and Ethnicity, Fall 2011 Cohort*

*This figure is based on data shown in Appendix C, Table 10.
Note: Includes post degree transfers from 2 year public institutions (n = 47,555).

<table>
<thead>
<tr>
<th>Data Point</th>
<th>Definition</th>
<th>Importance to Transfer Data</th>
<th>Using the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>How does your institution divide up student ages? By groups (18-24, etc.) or as non-traditional vs traditional? And how is that defined? Does it vary? Does it matter?</td>
<td>Transfer students are often older than first time freshmen. It is important to know your transfer students age when they arrive on your campus. Age can be used to assess practices and policies that may negatively impact students of a particular age. This may influence changes in programing or resources for transfer students.</td>
<td>Knowing how many credit hours your students have earned and their progress toward the overall goal of graduation is important for transfer students who transfer for academic reasons. The classification of your transfers may change the type of information you provide about academics, as well as the method you use to deliver that information.</td>
</tr>
<tr>
<td>Gender</td>
<td>What information is available? Does your institution only track biological sex or a gender identity and/or expression?</td>
<td>Comparing the demographics of your general student population. Intersectionality of student identities impacts transfer students. Knowing your students may influence conversations you have with transfer students.</td>
<td></td>
</tr>
<tr>
<td>Ethnicity/Race</td>
<td>How does your institution breakdown race and ethnicity? Are students allowed to self-identify in multiple categories? What information do you collect about your students?</td>
<td>It is important to know if your transfer students come from marginalized groups, so you can think about the level and type of support they might need. Knowing a large percentage of transfer students from marginalized groups can inform which resources you highlight during your interactions with transfer students. For example, you may focus on the multicultural student affairs office or other support systems.</td>
<td></td>
</tr>
<tr>
<td>Five-Generation College</td>
<td>College Status: In general, this refers to a student whose parents did not attend college, but it could include students whose parents attended college but did not complete a degree. If your student is a transfer student, consider additional support they might need, while also incorporating the transfer perspective.</td>
<td>If your transfer students are also mostly first-generation, consider additional support they might need, while also incorporating the transfer perspective. It is important to provide support for this group of transfer students or this student group within the transfer population is at even more of a disadvantage and may require additional resources.</td>
<td></td>
</tr>
<tr>
<td>Veteran/Military Status</td>
<td>Campuses have different ways of tracking these categories. This can lead to different definitions. It may refer to students currently in the military or student veterans not on active duty.</td>
<td>With the nature of working in the military, it is highly likely that incoming military students will bring transfer credits and/or military experience to evaluate for credit. Understanding the military status of your transfers will help you know if it is necessary to provide specific opportunities to connect them with other student veterans or to specific resources.</td>
<td></td>
</tr>
</tbody>
</table>

National Institute for the Study of Transfer Students (NISTS)
A Beginners Guide to Gathering Transfer Student Data on Your Campus
https://www.nists.org/guide-to-gathering-transfer-student
Discussion

- What data are most important to understanding whether transfer is working?

- What data are most important to seeing that transfer is equitable?
Transfer Best Practice: *Supporting More Wins!*

- WTCS Presidents Association - *Task Force on Transfer*
  - *Student-centered approach*
  - *Key criteria for strong partnerships*
  - *Key components of articulation agreements*

- **UWSA Articulation Format** – [UWS Guidelines for Articulation](#)
  - *Consistency*
  - *Accreditation*
  - *Federal Compliance*
Student-Centered Approach

- Guided career pathways
- Clear communication
- Address academic and support needs
- Consistent standards for partnerships and agreements
- Rubric for evaluating high quality agreements
Key criteria for strong partnerships

• Regional accreditation
• Receiving institution models student success philosophy
• Receiving institution provides specific advisory support for transfer students
• Reasonable or low-cost tuition, discounts or scholarships are available for WTCS graduates
• Program is in high demand and aligned with employment needs
• Number of credits accepted provides WTCS graduate with junior standing or higher in program with two years or less remaining (i.e. 2+2 transfer)
Key components of articulation agreements

- Nuts and bolts of the agreement: program details, implementation dates, proper signatures, documentation
- Clear outline of how program courses are accepted
- Clear outline of third- and fourth-year course sequences, including list of remaining courses/credits
- Plan in place to clearly evaluate whether the agreement is effective and has value to students
  - Number transferring, successfully completion, time-to-degree.
This page details how your Northeast Wisconsin Technical College work will transfer to UW-Green Bay.

<table>
<thead>
<tr>
<th>Northeast Wisconsin Technical College</th>
<th>UW-Green Bay</th>
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<tbody>
<tr>
<td><strong>First Semester</strong></td>
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<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>890-101</td>
<td>College 101</td>
</tr>
<tr>
<td>804-197</td>
<td>College Algebra and Trig w Apps.</td>
</tr>
<tr>
<td>806-135</td>
<td>College Chemistry</td>
</tr>
<tr>
<td>806-114</td>
<td>General Biology</td>
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<tr>
<td><strong>Total credits earned</strong></td>
<td><strong>15</strong></td>
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</table>

<table>
<thead>
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<th>Second Semester</th>
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<tbody>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>801-136</td>
<td>English Composition 1</td>
</tr>
<tr>
<td>506-136</td>
<td>College Chemistry 2</td>
</tr>
<tr>
<td>806-154</td>
<td>General Physics</td>
</tr>
<tr>
<td>806-197</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Or</td>
<td>Calculus 1</td>
</tr>
<tr>
<td><strong>Total credits earned</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td>506-137</td>
<td>Laboratory Intern Experience</td>
</tr>
<tr>
<td>809-166</td>
<td>Intro to Ethics: Theory and App</td>
</tr>
<tr>
<td>809-172</td>
<td>Intro to Diversity Studies</td>
</tr>
<tr>
<td><strong>Total credits earned</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>
UWSA Articulation Format

UWS Guidelines for Articulation

- Consistency
- Accreditation
- Federal Compliance
**Policy: clarification and strategic planning**

- **Clarifying Current Policy**
  - Inter-institutional
  - Extra-institutional
    - Credit for Prior Learning – workplace, military, or community
    - Example of work in progress - WTCS Military Cross-walk for General Education

- **Future Need**
  - What is working?
  - What is not?
  - What is missing?
Communicating a Shared Vision

Internal Communication

- How should we define a shared vision?

- How will we demonstrate our commitment to...
  - supporting all students?
  - supporting each others mission?
Communicating a Shared Vision

External Communication

▪ How do we currently communicate with our students on transfer options between our systems?

▪ How should we be communicating to our students, families and employers?
UWS Workgroups

- UWS Transfer Policy
- UWS Articulation

Next Steps

WTCS - ongoing work/revisions

- Presidents Association Task Force
- Educational Service Manual
Thank You