

A photograph of a college campus in winter. A wide, snow-covered path leads from the foreground towards a large, multi-story brick building with many windows. A skybridge connects the building to another structure on the left. Several people are walking on the path. The sun is shining brightly in the sky, creating a lens flare effect. The text "TRANSFER PATHWAYS MONITORING REPORT" is overlaid in large, bold, yellow capital letters.

TRANSFER PATHWAYS MONITORING REPORT

JANUARY 2017

GRCC



Strategic End: Transfer Pathways

“GRCC prepares students to transfer to the college or university of their choice.”



Context: In national surveys of community college students...

- 10 million students attend community colleges each year
- 81% intend to transfer for a Bachelor's Degree
- 3-year (150%) graduation rate for Associate's Degree: 12.9%
- Only 25% have transferred after 5 years
- Only 15% have earned that Bachelor's Degree after 6 years

Source: Community College Research Center, 2015



Not all those who wander are lost.

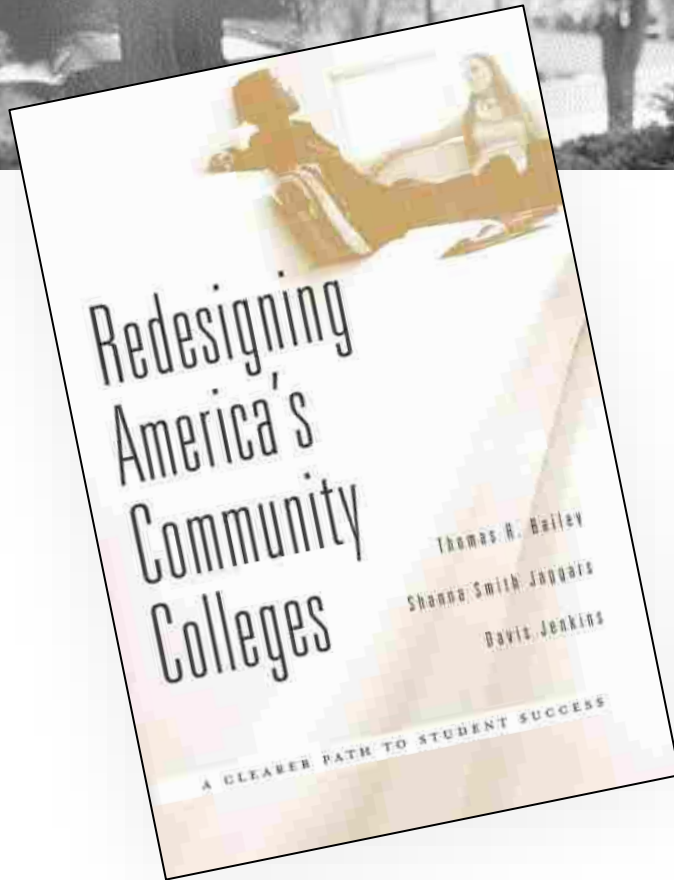
-- JRR Tolkein



Not all those who wander are lost.

-- JRR Tolkein

*But, when it comes to completion and transfer, a lot of them
SEEM TO BE PRETTY LOST!*



Bailey, Jaggars & Jenkins, 2015



Leveraging two broad strategies to address this:

- 3.1 - *Enhancements to Transfer Knowledge and Infrastructure*
- 3.2 - *Enhancing Student Transfer Pathways*



Transfer Update preview

- Transfer is *one of three* Ends in the 2014-17 Strategic Plan
- This is the **third** year the Transfer End is being presented
- Numerous projects from across the college support student transfer
- Two College Action Projects (CAPS) target this End
 - 3.1.4 - The Guided Pathways Initiative
 - 3.2.1 - Integrate services for students on a transfer pathway



College Action Project 2.1.3 and 3.1.4

Guided Pathways Initiative (GPI)

The principles behind the Guided Pathways model are that:

- Programs and services align with student end goals.
- Choices are simplified through program maps and academic plan default options.
- Students are supported with advising throughout the process.

<http://ccrc.tc.columbia.edu/media/k2/attachments/What-We-Know-Guided-Pathways.pdf>



CAP 2.1.3 and 3.1.4

Guided Pathways Initiative (GPI)

Purpose

To design a framework that brings together current initiatives at GRCC that support student success and to unite these initiatives toward the goal of helping students select, persist in, and successfully complete an academic program in a minimal amount of time.

Strategy 3.1 – Transfer Infrastructure



Major Goals

- Review processes to ensure support of student needs from intake to completion
- Develop Pathways that align with student goals of gainful employment and/or further education
- Align curriculum with the designated Pathways
- Align developmental education and ease the movement of students into well planned programs of study
- Design course schedules so that students with a variety of needs can complete their program in a timely manner
- Ensure that students are provided feedback and support as they move through their chosen program so that they understand the requirements for success
- Identify indicators of success and implement assessment processes that measure the degree to which proposed outcomes were met

Strategy 3.1 – Transfer Infrastructure



CAP 2.1.3 and 3.1.4 - The Team

- Dillon Carr (Social Science)
- Vikki Cooper (English)
- Katie Daniels (IS)
- Bill Faber (Phy. Science)
- Sheila Jones (IS)
- Rosario-Montes Sutton (SS&RT)
- Pam Miller (SWD)
- Deborah Nordman (Rad. Tech.)
- Michael Vargo (SAS)
- Matheta Righa (Business)
- Matthew Mekkes (OTA)
- Patrick Kamau (SS&RT)
- Vicki Maxa (SS&RT)
- Valerie Butterfield (Records)
- Leah Nixon (Communications)
- Amanda Kruzona (Records)
- Donna Kragt (IRP)
- Eric Mullen (SA)
- Michael Passer (IT)
- Raynard Ross (SS&RT)

Strategy 3.1 – Transfer Infrastructure



CAP 2.1.3 and 3.1.4 - Accomplishments

- Selected 10 Pathways
 - Health and Exercise Sciences
 - Human Services, Education, and Social Sciences
 - Humanities, English, Language, and Communication Studies
 - Music and Theatre
 - Art, Architecture, and Mechanical Design
 - Math, Science, and Engineering
 - Manufacturing and Applied Technology
 - Computer Information Systems
 - Culinary Arts, Hospitality, and Brewing
 - Business

Strategy 3.1 – Transfer Infrastructure



CAP 2.1.3 and 3.1.4 - Accomplishments

- Working with DH/PDs and advisor liaisons, developed curriculum for each Academic Pathway, which will lead to an A.A. degree
- Developed language to guide/inform students for the Application, MyDegreePath, and the Catalog
- Redesigned College's application/process
- Held discussions about students with AFP placements and their ability to on-ramp into Academic Pathways
- Shared information about GPI with the broader College community at Faculty Learning Day and the fall SWD and SAS semester start-up meetings

Strategy 3.1 – Transfer Infrastructure



CAP 2.1.3 and 3.1.4 - **Work in Progress**

- Finish student Orientation materials related to GPI
- Meet with DH/PDs/Liaisons to finalize Academic Pathway Curriculum and complete process in Curriculog
- Work out details for students with AFP placements
- Work out details for students who wish to enter programs with secondary admissions
- Work with Communications Department on website development and communication with students
- Hold additional student focus group meetings

Strategy 3.1 – Transfer Infrastructure



College Action Project 3.2.1 - **Integrate services for students on a transfer pathway**

Purpose:

- Integrate services for students on a transfer pathway

Goals:

- Encourage students to explore the opportunity to continue their education through transfer
- Ensure successful transfer

Strategy 3.2 - Student Pathways



CAP 3.2.1 - The Team

- Vicki Maxa
- Michael Schavey
- Jodi Gee
- Brent Spitler
- Jason Schueller
- Evan Macklin
- Morgan Brown(student)
- Lynnae Selberg (Co-Champion)
- Erin Busscher (Co-Champion)



CAP 3.2.1 - Major Accomplishments

- Departmental Name Change
- Transfer Center
- Classroom Presentations
- 4 Year Collaborations
- Website Enhancements
- Events
- Faculty Training
- Transfer Guides
- Workshops

Strategy 3.2 - Student Pathways



CAP 3.2.1 - Future Plans

- Transfer Center
- Website Enhancements
- Pre-Majors & Articulations
- Transfer & Pathways
- Transfer Videos
- Event Collaboration



Strategy 3.2 - Student Pathways



GRCC Dashboard Indicators

END 3.0 Transfer Pathways

GRCC prepares students to transfer to the college or university of their choice

Indicator of Success	Prior Year	Current Year	Benchmark	Trend
3.1 GPA comparison of GRCC transfers vs. native students at top two transfers (GVSU, Ferris)	3.10	3.10	3.11	
3.2 Six year completion or transfer rate (with or without graduating first)	54%	51%	54%	



Indicator of Success

SS3.1 – Student performance at transfer colleges compared to native student performance (Grade Point Average)

Key Findings

- GRCC students are well prepared to be successful at their transfer institutions

Activities and Initiatives

- Close partnerships with transfer institutions
- Strong curriculum and faculty

Trend



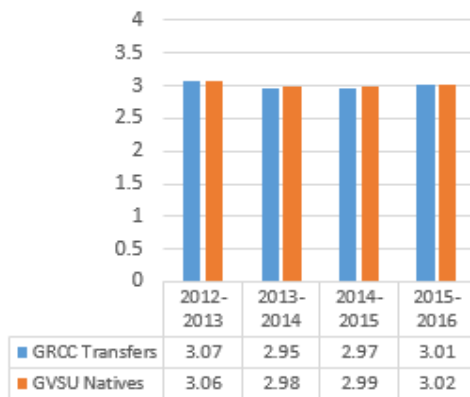
2015
3.10

2014
3.10

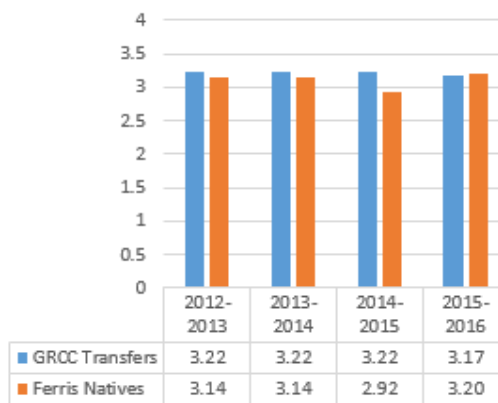
Benchmark
3.11

Chart Area: Student Performance at Two Largest Transfer Institutions (GVSU, Ferris)

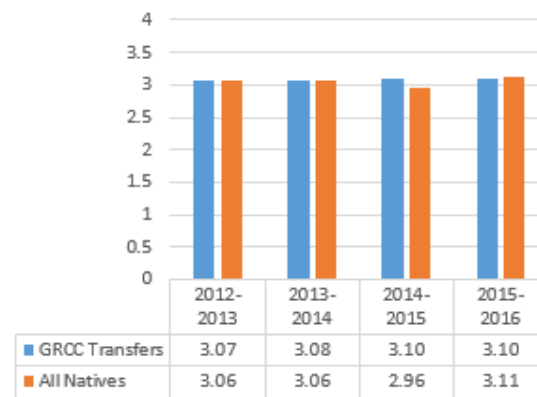
GRCC Transfer Student GPA
vs. GVSU Native Student GPA



GRCC Transfer Student GPA
vs. Ferris Native Student GPA



GRCC Transfer Student GPA
vs. All Native Student GPA





Indicator of Success

SS3.2 – Percent of students who successfully transfer or graduate within 6 yrs of first attending GRCC (either earning a degree first or not)

Key Findings

- Transfer and graduation rates declined from last year, but still demonstrating strong upward trend over last 5 years

Activities and Initiatives

- Multiple initiatives to promote degree attainment and to facilitate smooth transfer

Trend

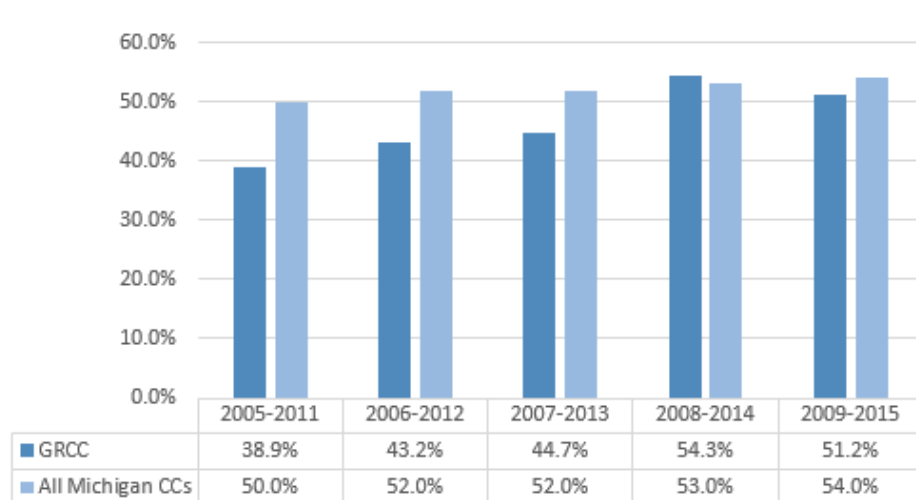


2015
51.2%

2014
54.3%

Benchmark
54.0%

Indicator: Six-Year Graduation and Transfer Rate (for first-time, degree-seeking students)



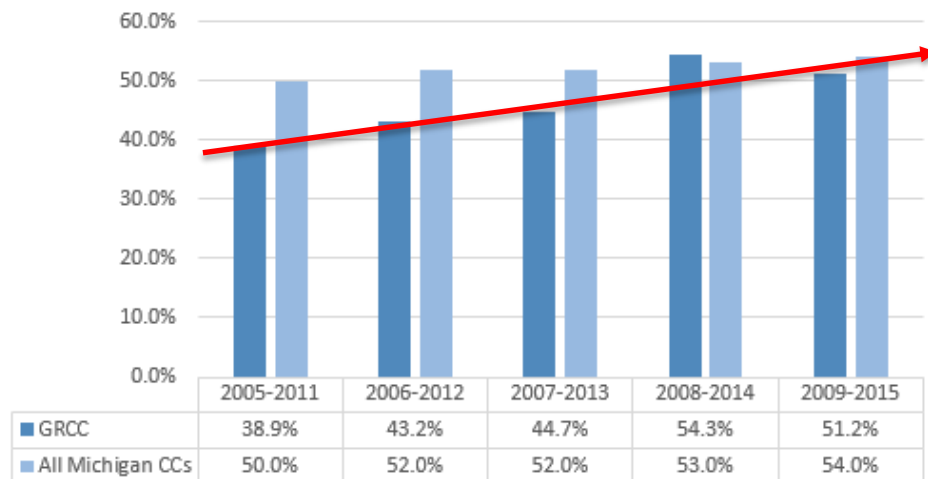
This chart shows the percent of students who successfully completed a degree, earned a certificate or transferred to another institution within six years of first enrollment at GRCC. The information is then disaggregated by gender, ethnicity, age, and full-time/part-time status.

Source: IRP, Michigan Dashboard, National Student Clearinghouse

Status: 2016 Target – 54.3%, Normal range – 38.9% to 54.3%, Action required <38.9%

Benchmark: State of Michigan Dashboard

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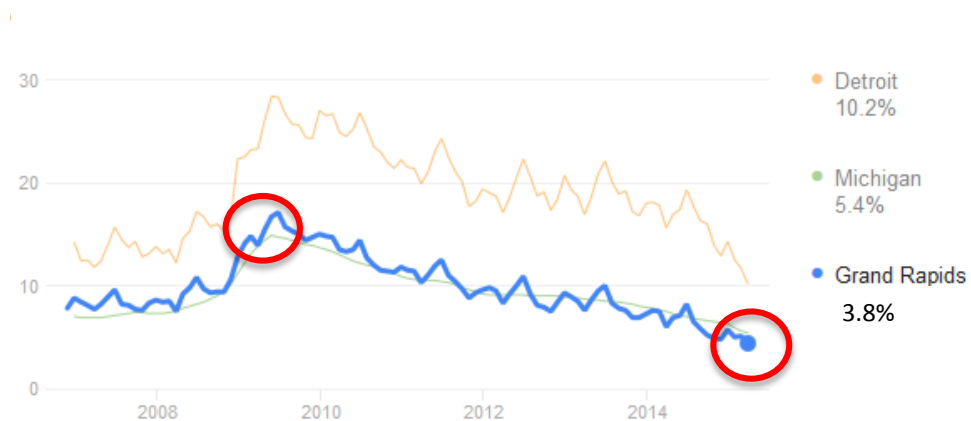
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Status: 2016 Target – 54.3%, Normal range – 38.9% to 54.3%, Action required <38.9%

Benchmark: State of Michigan Dashboard



Grand Rapids Unemployment Rate



[Explore more](#)

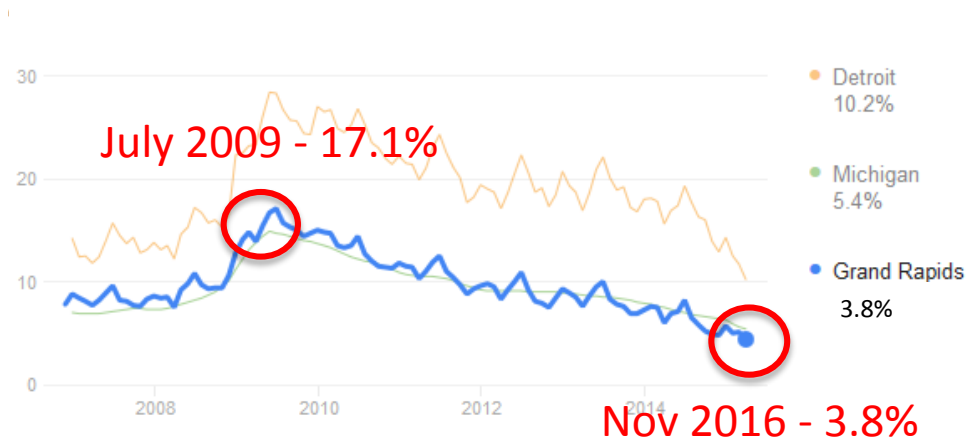
Sources include: Bureau of Labor Statistics

[Feedback](#)

Grand Rapids-Wyoming, MI - US Bureau of Labor Statistics



Grand Rapids Unemployment Rate



 [Explore more](#)

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Grand Rapids-Wyoming, MI - US Bureau of Labor Statistics

Thank you!

Questions/Comments?

GRCC