



# Influencing Transfer Policies and Enrollment Practices at a University System of Diverse Institutions

APLU CIMA Summer Meeting  
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# Key Takeaways

- Transfer are an increasing number of the undergraduate population
- Important to define who is a transfer student
- Data is a powerful tool to bring awareness inside and outside the institution
- Coordinate with all stakeholders about student success
- Collaborative analytical study and analyses across the institution and stakeholders improves advocacy
- With advocacy the transfer population grew as did the resources needed to support student success
- Our growing subset of part-time transfers require new approaches

## University System of Maryland

- 170,000 Students at 12 institutions and 3 regional centers representing Land-grant, AAU Flagship, Research institutions (with and without medical and professional schools), regional comprehensives, HBCUs, and online/global
- Enroll at least 50,000 new undergraduate students each fiscal year
- Two-thirds of the admits are classified as transfer students.
- Award nearly 28,000 baccalaureate degrees annually

In short – most of USM students and baccalaureate degree recipients transferred credit

## Important to Define a Transfer Student

- Community College – Any former student enrolled at a 4-year institution
- 4 Year College/University -- more nuanced depending on profile and policy
- Reporting and Accountability
- Admission Policies
  - First-time
  - Transfer
  - First-time Advance Standing

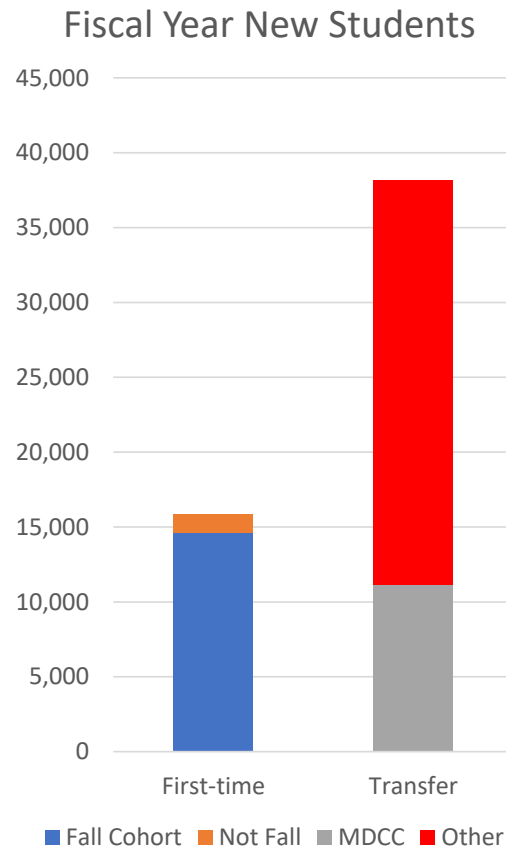
Practical Definition: Not First-time, Full-time “New Freshmen”

## Awareness-- Two-Thirds of New Students in a Fiscal Year are Transfers at the University System of Maryland

### Maryland Community College (MDCC)

- Maryland Articulation Agreements
- Defined Pathways
- Guaranteed admission

This group influences perceptions about transfers.



### “Other” Transfers

- Primarily Non-MD Community College
- Some MD four-year universities
- Alternative ways to confer credit

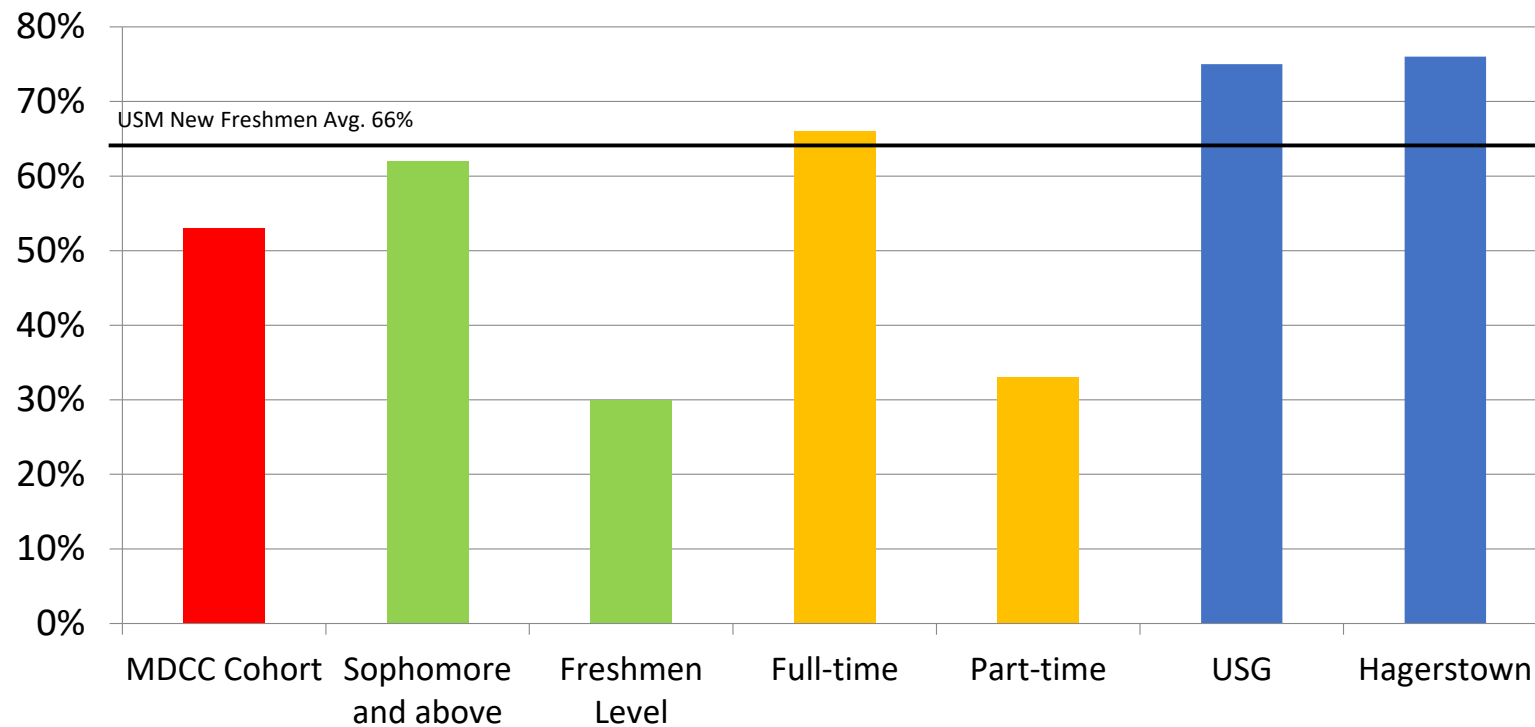
This group is growing and needs more study and support.

## Changing Perceptions about Community College Transfer Students

### Data-Informed Awareness

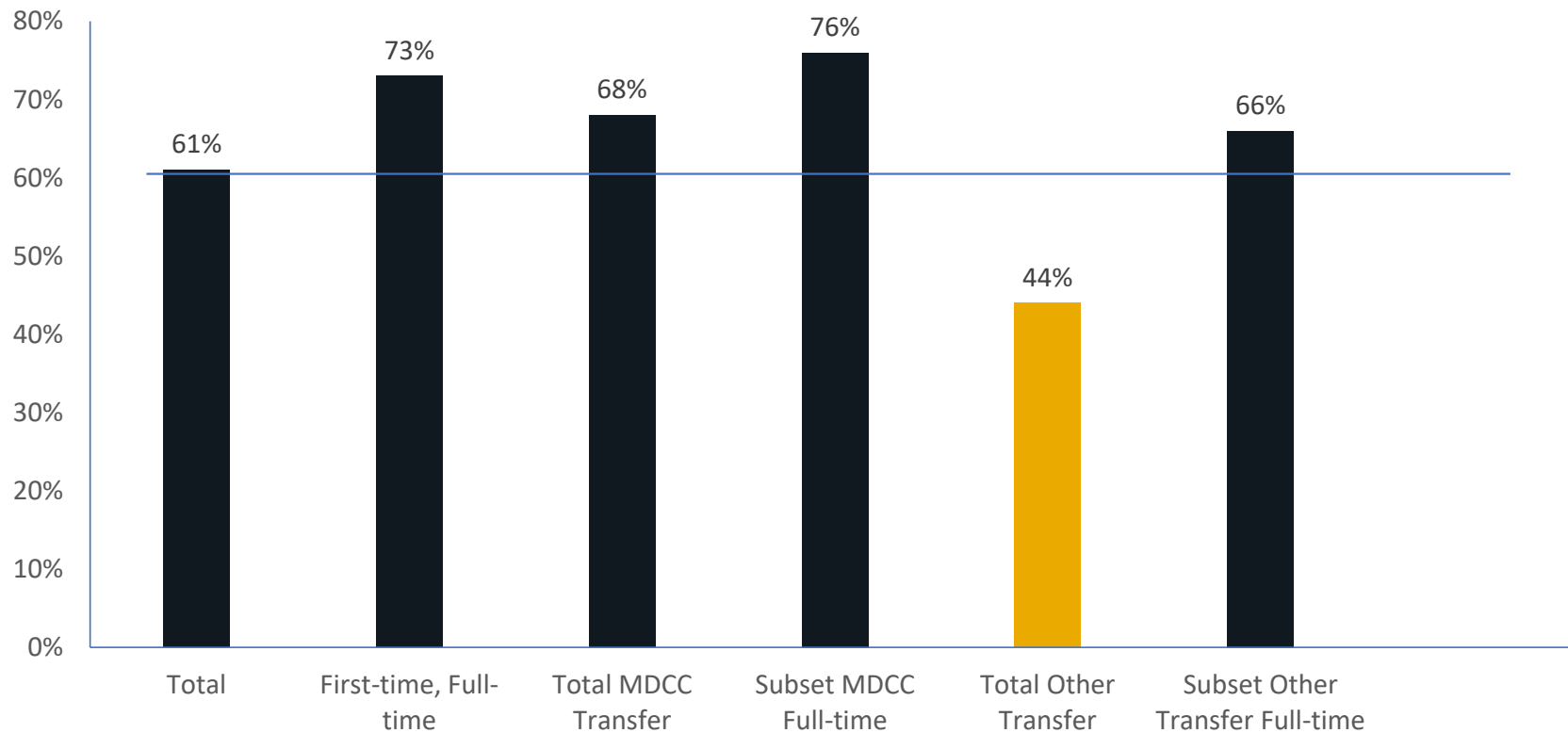
- Maryland Community College Student Success
  - Student Level & Attendance Status
  - Regional Center Participation
  - Strategies for Enrollment and Degree Production to meet state goals
- Financial Aid
  - Aid Sources
  - Students Debt
- Institutional Studies
  - **Faculty-lead**
  - Student engagement findings

## Awareness of Maryland Community College Graduation Success Rates Helped Bolster Existing Pathways and Shaped New Pathways



One of the first data analysis that helped change transfer perceptions subset transfers with success rates like the first-time freshmen cohort

## Students from Degree-Seeking Pathways Attending Full-time Yield High Graduation Rates



**However, new students attending part-time with transfer credit from multiple, non-Maryland community college institutions are increasing and not as successful.**



## Awareness and Collaboration has Brought Positive Changes

- Increased new transfers by 58%
  - Campus enrollment plans reflected new transfer recruitment strategies
  - Increased 2+2 programs and regional Center enrollment
  - Developed pipeline programs in partnership with local public schools and community colleges
- Increased financial aid
  - 3X more institutional aid
  - New state aid focused on transfer students
- Increased student graduation success by 8%
  - Increased full-time enrollment
  - Increased credit-hours transferred
- Policy & Practices
  - Articulation agreements and curricular alignment
  - New state scholarship incentivizing student success at the community college
  - Reverse Transfer
  - First-time admission with advance standing

## Questions and Discussion

# THANK YOU

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