



MEMORANDUM

TO: Katherine P. Frank, Provost/Vice President for Academic and Student Life

FROM: Transfer Students Work Group Members:

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|---------------|-------------------------|
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DATE: June 1, 2018

RE: Transfer Students Work Group Progress Report

As part of the Division of Academic and Student Life Work Plan, the Office of the Provost has convened a Transfer Students Work Group. This group will also support the work of the President's Baccalaureate Task Force.

This is the first progress report for the group in which we address the charges given to the group by the Provost. Digging into transfer student issues has uncovered other areas that the group feels needs to be addressed such as data and policy revisions/updates. These areas are detailed in the prioritized recommendations.

TS 01: Discuss how supporting the success of transfer students is aligned with CWU's mission, vision, core values, and core themes.

Mission

The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

Vision

Central Washington University (CWU) is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. It is distinguished regionally for the rigor of its curriculum and scholarship, for the excellence of its pedagogy, for the vibrancy of its co-curricular and residential experiences, for its commitment to providing access to higher education, and for its efforts to advance the social and economic health of the region. It is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. It has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

- Transfer students reflect key ideals and values embodied in the mission and vision of CWU including access and inclusiveness. CWU is a resource to the region and state while advancing the social and economic health of the region. Indeed, Washington State is a national leader in transfer policy¹. Our mission and vision affirm a commitment to not only provide increased access to higher education, but also embodies an entrepreneurial spirit that establishes ourselves as a national leader in higher education. Therefore, it is clear that the success of our traditional and non-traditional transfer students is an essential component in supporting our mission and vision while enabling CWU to contribute to the success and leadership of WA state in this area.
- In addition, there are 300,000 residents in the state of Washington that have started, but not finished a postsecondary credential (Complete Washington Initiative Report; <http://www.ltgov.wa.gov/higher-education-2/complete-washington-initiative/>). In response, the Complete Washington initiative aims to minimize barriers (e.g. affordability issues) and expand resources (e.g. expand advising support services) for college re-entry. The state's community and technical colleges play an important role in this process by creating access to affordable higher education for thousands of students across the state. Importantly, students who complete their DTA at a regional community college before transferring to CWU find this route to be an affordable and successful pathway to a CWU degree that might not have been available to them through traditional pathways.
- Diversity and inclusiveness is an important theme in CWU's strategic plan (Theme 2). Transfer students reflect diverse demographic and socio-economic backgrounds. They are non-traditional adult learners with varied ethnic and

¹ WA State Achievement Council Transfer Report, 2017.

economic backgrounds as well as international students. Thus, transfer students are key to enhancing diversity, one of the core values of CWU. In turn, this enables CWU to contribute to the diversity and inclusiveness of WA State's economic base.

- Effectively teaching transfer students (nontraditional older adults, with family) requires a careful consideration of the flexibility of time and place. Our faculty has responded to these needs by teaching through creative and diverse modalities including hybrid and online modes. This reflects an entrepreneurial and innovative spirit on the part of our faculty which in turn is aligned with theme 2 in CWU's strategic plan.
- Transfer students reflect a commitment to our partner community college institutions in multiple ways. This embodies theme 4 of the strategic plan which includes public service and community engagement. CWU strives to be a transfer student friendly institution.
 - CWU accepts all Associate Direct Transfer Agreement (DTA) degrees from the Washington state community college system. CWU follows the Washington 45 agreement that lists common courses at Washington state community colleges which transfer into CWU's general education program.
 - CWU also informs students who have 60 or more credits from a Washington state community college that they can take courses from CWU and transfer them back to their community college to complete their transferable associate's degree.
 - CWU offers Dual Admission to transfer students from a Washington state community college if the student has less than 60 credits complete. This program waives the \$50 application fee, provides student access to CWU resources such as advising and tutoring, and allows the student to register with their continuing class.
 - Partnerships with community colleges through CWU University Centers, particularly at the host community college, where CWU does not offer competing lower division coursework.

TS 02: Compile the current university-level and unit-level policies, practices, and procedures relevant to transfer students. Please be sure to address the following Code of Federal Regulations (CFR) and Northwest Commission on Colleges and Universities (NWCCU) requirements:

- The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.
- The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level of credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.
- Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

The following demonstrate the university practices and procedures relevant to transfer students. (See Appendix A.)

1. Transfer Student & University Rights and Responsibilities
 - Details expectations for both parties during the transfer process
2. Transfer Student Agreement & Articulation Agreement
 - Contains official transfer agreement documentation worksheet to be completed by student and CWU
3. Transfer Academic Program Plan (TAPP)
 - TAPPs are worksheets for community college students who intend to transfer to CWU into a specific degree program. They are used as a guide for selecting associate degree programs and individual courses to help streamline their transition to their major.
 - TAPPs are located at each participating CTC for students to use. We also have paid or unpaid evaluations to do prior to admission for those students "fishing" or returning. Unpaid evaluations are unofficial and can use unofficial transcripts.

4. TES and Equivalency Information
 - [CWU Link to TES Catalog](#)
 - Equivalency Archive
 - AP Credit
 - IB Credit Equivalency
 - 12 Accepted Out of State Degrees
 - College Level Exams

Please note the work group merged our responses to TS03 and TS04.

TS 03: Summarize current programs and services specifically designed to support transfer students:

- At other institutions as they prepare to apply to transfer to CWU
- During the onboarding/orientation process (during application and acceptance to, but prior to matriculation at, CWU)
- During their first term enrolled at CWU (at Ellensburg, online, and at the University Centers and instructional sites)
- Through to degree completion at CWU

TS 04: Identify the strengths, weaknesses (challenges), opportunities, and threats to the success of transfer students at Ellensburg, in online programs, and at the University Centers and instructional sites. Please pay particular attention to the following issues:

- quality of programs and services (e.g., Do transfer students receive the same quality of advising as students who begin college at CWU?)
- opportunities for inquiry-based teaching and learning (e.g., Do transfer students have the same access to experiential learning opportunities as students who begin college at CWU?)
- equity of opportunity for students with a focus on providing access for groups traditionally under-represented in higher education (e.g., How does CWU support transfer students of color; transfer students who are first in their family in college; and transfer students from lower socioeconomic status (SES) backgrounds?)
- extent and degree of transfer students' success at CWU (e.g., Are transfer students – both with and without Direct Transfer Agreements (DTAs) – able to complete their degrees at CWU in a timely fashion? Do definitions of, and expectations about, “timely fashion” differ markedly across degree programs and majors?)

Programs and services provided to students at other institutions include the following^{2,3}:

- Formalized information sessions
- Detailed descriptions of the transfer processes on their websites
- Enrollment planning tools used in consultation with advisors and faculty mentors
- Access to transfer admission counselors with specialized focus on transfer students
- Coordinated articulation services
- Detailed transfer partnerships between community colleges and universities
- Websites and marketing materials identifying community college partners, contact names and special agreements
- Course recommendations
- Policies serving transfer students

Transfer student practices at CWU include the following:

- CWU's transfer evaluators work with department chairs to establish transfer course equivalencies. They are responsible for data entry and articulate official transcripts in MyCWU; they build transfer rules in MyCWU and TES; run Transfer Credit Summary and Academic Requirement reports; build TAPPs; and interact with students in person and telephone on a regular basis. Evaluators (transfer and degree checkout) participate in orientations and help "advise" students throughout the transfer lifecycle from transfer onboarding to degree checkout.
- Each student attending an orientation with ANY transfer or test credit gets an official Transfer Summary Report in their orientation packet. A self-report system enables students to enter their courses themselves and run an unofficial AR and/or Transfer Summary reports.
- University Center orientations are held at Centers and these orientations reflect a collaboration between the center staff, academic advising, and department/colleges staff and faculty. Staff members from the Registrar's office assist with centers orientations as well.
- There is an online orientation specifically targeted at transfer students.

² <https://www.depaul.edu/admission-and-aid/types-of-admission/transfer-student/for-advisors/Pages/default.aspx>

³ <https://snl.depaul.edu/Pages/default.aspx>

- Guided Pathways are being encouraged by the state; however, CWU has had little or no faculty involvement or opportunity to participate with a CTC for a pathway to CWU.
- CWU has Transfer Agreements signed by each institution's president/provost; these are reviewed by the Registrar for accuracy of information related to transfer equivalencies and policy(s).

SWOT Analysis

Utilizing a variety of resources - NSSE, Online student's survey, student focus groups, academic advisors, faculty, and staff - a subcommittee of the Transfer Student Work Group conducted a SWOT analysis as it relates to transfer students at Ellensburg, Online and at the Centers to address TS 03 and TS 04.

Summary of the findings:

- The university should consider investing additional resources in order to improve recruitment, marketing, understanding of transfer pathways/process, and overall support to students seeking to transfer to CWU.
 - Recruiting
 - Student Qualtrics survey (N=491) indicated recruiting efforts were having a limited impact on their decision to attend CWU; especially problematic at Centers; staff and faculty at Centers SWOT report spoke to the lack of familiarity with recruiting efforts and not as involved as they could be.
 - Marketing
 - Targeted marketing for the Centers; What is the unique position or brand of CWU both at Ellensburg, online and at the Centers? Develop a more consistent positioning/branding image across all campuses (Ellensburg, Centers and Online).
 - Placement of transfer advisors at community colleges (role would be tailored to work with prospective CWU students); this will offer timely advising preparing students for success prior to enrolling at CWU and increasing the odds of them attending CWU.
 - Improved web resources designed to attract and communicate critical information for prospective transfer students.
- Improve transfer processes:
 - Regular Review of transfer processes

- Improve transfer pathways - make them clearer and easier for transfer students to know what will transfer and what will not.
- Increase faculty involvement in developing guided transfer pathways to CWU.
- The quality of academic support for transfer students can be improved and should consider the unique assessed and expressed needs of transfer students when requesting additional resources or considering the reallocation of current resources.
- Implementing new Gen-ed program: Additional transfer advising resources for a smooth transition to a new gen-ed program.
- Improved access to data. Based on the data we currently have access to, we found the following (SOURCE:IE data from 2016-2017):
 - Retention rates for DTA are approximately 10% higher than FTFTF (72.58% for full-time, first time freshman?); and 82% for transfer students.
 - DTA students are graduating in approximately 3 years
 - Missing - we do not have access to good demographic data to determine “equity of opportunity” question (Qualtrics survey does point to neutral responses related to diversity and inclusivity questions)
- Transfer students have equal access (sometime greater access in the Centers) to inquiry based learning/experiential learning (based on faculty and staff feedback).
- Further, nurture community college relationships with various stakeholders involved in the life cycle of transfer students.

| Ellensburg SWOT | | |
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| | Faculty/Staff | Student (Includes Online) |
| Strengths | <ul style="list-style-type: none"> ● Small class sizes, faculty engagement with students ● Academic Advisors who work specifically with Transfer Students ● Access to potential transfer student engagement via the University Centers | <ul style="list-style-type: none"> ● Career services and placement into jobs upon graduation ● Location & size ● Low tuition ● CWU’s overall ranking ● Experience with academic advisor ● Approachable faculty |

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| | <ul style="list-style-type: none"> ● Formation of 'Transfer Night Tuesdays' ● Formation of the 'Student Development Mentoring Initiative' ● Support and awareness for Reverse Transfer opportunities, for those students just short of DTA completion ● Stand-alone transfer orientation ● Professional Advisors work with prospective students ● High retention rates (typically in the 80-84% range) ● High graduation rates | <ul style="list-style-type: none"> ● Academic standards ● According to an analysis of the 2016 NSSEE Transfer Student comparisons with Non-Transfer Senior Students (N=2,174) – Of the ten engagement indicators analyzed, two were significantly different (alpha .05) – <u>Learning Strategies</u> and <u>Quality of Interactions</u>. <p>Note: Learning strategies is defined as how often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.</p> <p>Note: Quality of interactions is defined as how students rated their interactions with important people in their learning environment, including other students, advisors, faculty, student services, and other administrative staff members.</p> |
| Weaknesses | <ul style="list-style-type: none"> ● Quality of academic support is not the same as students who begin their college at CWU ● Lack of a transfer center ● Centralized, impersonal, time-consuming way of petitioning transfer courses for Gen Ed. ● No guaranteed housing | <ul style="list-style-type: none"> ● CWU web resources ● Marketing ● Recruitment ● Helping student adjust to the social environment (sense of belonging; relatedness) ● During transfer process we may not have enough academic advisors supporting transfer students |

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| | <ul style="list-style-type: none"> ● Running Start students are developmentally freshmen but have advising needs that are intense - they need to be treated like transfers in that respect ● Departments need to save seats for incoming transfer students ● Only 2, Transfer specific, Academic Advisors ● Underutilization of University Centers to support outreach and enrollment of prospective Transfer Students ● Transfer students are able to slip through and miss early engagement/connection with advisors ● Inconsistent engagement with Transfer Applicants through the admissions processes ● Reliance on CWU Student email to connect with prospective, applied, and pre-enrolled Transfer Students ● Program course selection limitations, particularly for DTA students, due to registration timing (orientation) ● Lack of Dual Admissions & | <ul style="list-style-type: none"> ● Capacity constraints ● Lack of understanding about what transfers ● Being placed onto waiting lists instead of directly into classes (especially problematic for incoming transfer students) |
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| | <p>Application Fee Waivers information on 'new' Admissions Application</p> <ul style="list-style-type: none"> ● The Transfer Advisor stationed at the CWU-Yakima Center is grant funded ● Campus housing opportunities for new Transfer Students, regardless of starting quarter ● Out-of-Date and limited TAPP sheets, for more effective advising of prospective Transfer Students ● Out-of-Date and limited At-a-glance equivalency sheets ● Focus on Transfer Student experience for Ellensburg students ● No required (mandatory) advising upon entrance ● Confusion on finishing admissions application ● Non-transfer friendly Gen Ed program ● Not accepting AA out of accreditation region | |
| Opportunities | <ul style="list-style-type: none"> ● From a recruiting perspective, targeting community college students who have difficulty transferring to competitive | <ul style="list-style-type: none"> ● New Transfer Student Orientation ● Expand advising – happen sooner and increase access to advising |

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| | <p>programs from other colleges (computer science, etc.)</p> <ul style="list-style-type: none"> ● Increasing collaboration with 2-year school academic advisors and counseling centers ● Out-of-State students if more liberal with allowed AA transfers - especially athletes ● Communicate transfer student emphasis in our mission ● Branding! | <ul style="list-style-type: none"> ● Hire transfer advisors located at the Centers with the purpose of recruiting, assisting with dual enrollment, DTA, and transferability of courses to CWU (they would work with prospective CWU students) ● Hire more faculty ● Current student body/student leadership with an interest in supporting transfer students ● Build an transfer ambassadors program lead by trained transfer students ● Career and job placement resources ● Branding |
| Threats | <ul style="list-style-type: none"> ● Lack of Ellensburg housing or affordable housing ● Increase in 4-year degrees (BAS) at 2-year schools; in particular at our University Center partner campuses ● The timing of when a prospective student takes steps to engage in the transfer process ● Distance to Ellensburg campus and program limitations at University Center; particularly for Eastern Washington ● Housing opportunities for new Transfer Students ● More Universities with | <ul style="list-style-type: none"> ● Difficult to navigate the website ● Lack of online resources for transfer students makes us vulnerable to outside competition ● Lack of exposure of CWU among the staff (e.g., advisors) at community colleges and what will transfer as a Gen Ed and for my major |

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| | <p>online programs</p> <ul style="list-style-type: none"> • Low diversity / non-welcoming community (off-campus locals) <p>Transition to the new gen-ed program may create confusion</p> | |
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Centers SWOT

| | Faculty/Staff | Student |
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| Strengths | <ul style="list-style-type: none"> • Location <ul style="list-style-type: none"> ○ Economic hub • Offerings <ul style="list-style-type: none"> ○ High Quality of programs, Flexible schedule, diverse course delivery e.g. hybrid/online • Partnerships <ul style="list-style-type: none"> ○ Economic councils, local chambers • Diversity of faculty/staff/students • Word of mouth referrals leading to new student acquisition • High student retention rate • Students have access to inquiry based learning/experiential learning (e.g., industrial projects, Boeing competition, company visits) | <ul style="list-style-type: none"> • Location <ul style="list-style-type: none"> ○ Close to where students live especially if they transfer from host institutions • Offerings <ul style="list-style-type: none"> ○ Flexible schedule/Small class sizes ○ Postbac offerings/Dual admissions • Ease of transfer <ul style="list-style-type: none"> ○ Transferable credits ○ Positive advisor interactions • Scholarships • Affordable tuition • Option to work on campus • Reputation of programs • Approachable faculty and access |
| Weakness | <ul style="list-style-type: none"> • Unmet student needs (e.g. high demand programs) • Limited support resources | <ul style="list-style-type: none"> • Transfer process issues. <ul style="list-style-type: none"> ○ Paperwork esp.: international students |

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| | <p>for students/faculty/staff</p> <ul style="list-style-type: none"> ● Limited data for decision-making ● Facilities (e.g. ITV issues) ● Limited resources and marketing for student recruitment ● Student and staff safety ● Capacity constraints | <ul style="list-style-type: none"> ○ Some credits are not transferable ○ Some classes are not offered at centers ○ Academic advising ○ Confusion about the transfer process. ● Confusion between enrolling in Ellensburg vs centers. ● Poor user experience with CWU website ● Lack of online resources and academic support for transfer students ● Recruitment by CWU did not influence students' decision to join CWU; shows a weakness on part of recruitment/marketing our brand ● Social environment of CWU ● Faculty to teach variety of courses |
| Opportunities | <ul style="list-style-type: none"> ● Increase in running start students ● High job growth rate in Seattle and surrounding areas ● Opportunity to open in-demand programs popular in surrounding areas ● Ability to reach potential students beyond those living in immediate proximity of the centers with new light rail expansion ● Guided pathways and AACC Pathways Project funded by the Bill and Melinda Gates Foundation | <ul style="list-style-type: none"> ● Increase resources on marketing/promotions/recruitment ● Outreach with industry/professional development ● Orientation could be updated targeted to needs of transfer students ● Expand student advising: Early advising and increased access/hire transfer advisors located at centers for purpose of recruiting/assisting with DTA/transferability to CWU (prospective students) ● Improve social environment on campus (sense of belonging) |

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| | <ul style="list-style-type: none"> • Nurture relationship with CC • Having a Transfer Advisor housed at the CWU-Yakima Center | <ul style="list-style-type: none"> • Academic support at the centers • Hire more faculty • Web resources; user-friendly web experience for students • Career and job placement resources |
| Threats | <ul style="list-style-type: none"> • Competition from UW Bothell, Tacoma etc., most extending partnerships with Community colleges (some already existing partners of CWU) • Competition from online universities • BAS degrees offered by community colleges • Due to MOUs we have limited control over resources such as rooms, technology etc. • Increasing crime in the surrounding area resulting in increased safety concerns. • Website/digital presence of competitor schools are sophisticated-this is especially important for students in the digital age who find information online. • Lack of exposure of CWU among staff of CC. | <ul style="list-style-type: none"> • Students look for information and resources online and our poor website experience and lack of online resources is a threat • In contrast competitor schools have sophisticated and user-friendly website experience/online resources for transfer students. • Competitor schools do better on marketing/recruitment • Lack of exposure about CWU/Westside among students in CCs |

Primary Sources included with this report are the following (see Appendix B):

1. Fall 2017 Transfer Student Qualtrics Survey (N=491)
2. Retention Report (IE)
3. 2016 NSSE
4. University Center Academic Advisors Lynnwood, Des Moines, Yakima
5. University Centers Group SWOT Analysis/Draft of Report

6. Student Focus Groups - Online and Lynnwood

TS 05: Based on your analysis, evaluate each of the following for transfer students at CWU:

- **Consistent with the nature of CWU’s educational programs and methods of delivery, CWU creates effective learning environments with appropriate programs and services to support transfer students’ learning needs.**
- **Programs and services for transfer students:**
 - **are based on meaningful, institutionally identified indicators of transfer student achievement;**
 - **are based on sound planning, decision making, and allocation of resources and capacity;**
 - **lead to enhancement of transfer students’ learning.**

The following student services are available at each center and online, in addition to the full array of support services provided on the Ellensburg campus.

| Location | Services |
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| Des Moines | Academic Advisor Career Services Cashiering – no cash accepted Computer Labs Dual Admission assistance Financial Aid Counselor International Advisor Library Services New Student Orientation Student Life / Student Clubs Writing/Tutor Center |
| Lynnwood | Academic Advisor Career Services Cashiering – no cash accepted Computer Labs Dual Admission assistance Financial Aid Counselor International Advisor Library Services New Student Orientation Student Life / Student Clubs Writing/Tutor Center |

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| Pierce County / JBLM | Academic Advisor – online Career Services – twice a month Computer Labs Dual Admission assistance Financial Aid Counselor – twice a month New Student Orientation Student Life / Student Clubs Writing/Tutor Center |
| Sammamish | Running Start Advisor Wireless laptops available for check out |
| Moses Lake | Academic Advising – once a month Career Services – once a month Computer Labs Dual Admission assistance Financial Aid Counselor – once a month New Student Orientation |
| Wenatchee | Academic Advising – once a month Career Services – once a month Computer Labs Dual Admission assistance Financial Aid Counselor – once a month New Student Orientation |
| Yakima | Academic Advising – Title V grant Career Services – once a month Cashiering – no cash accepted Computer Labs Dual Admission assistance Financial Aid Counselor – once a month New Student Orientation |
| Online | Academic Advising – General and Program Specific |

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| | Canvas Help Career Counseling New Student Orientation - online Tutoring for Writing, additional subject area Fall 2018 |
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TS 06: Based on TS 01 through TS 05 above, provide a prioritized list of recommendations for improving transfer students' experience:

- **At other institutions as they prepare to apply to transfer to CWU**
- **During the onboarding/orientation process (during application and acceptance to, but prior to matriculation at, CWU)**
- **During their first term enrolled at CWU (at Ellensburg, online, and at the University Centers and instructional sites)**
- **Through to degree completion at CWU**

Summarize the benefits of each recommendation.

Please note the work group did not summarize the costs for the recommendations listed below.

1. **Data needs.** Several data needs exist as related to the inability to identify, collect and distribute data related to center enrollment, retention, graduation, as well as a need for a university-wide management system to coordinate student relationships. A primary need is to create access to reliable data to track students, transfer trends, retention by location and demographics.
2. **Develop a Transfer Center.** University-wide coordination and collaboration is necessary for transfer student success at various points in the academic year and throughout the frontend throughout the student lifecycle. A center would serve as a resource to all transfer students by providing coordination of programs and activities. Coordination should include the Registrar's Office, Admissions, financial aid, career services, advisors, faculty, and staff.
3. **Design and develop marketing plans.** Develop a consistent marketing message across all entrance points into CWU – Ellensburg, Centers, Online with a focus on transfer students. Plans should include the utilization of TAPPS, increasing the CWU brand familiarity, and developing/communicating a unique differentiator for CWU among transfer students.
4. **Design and develop recruitment plans.** These plans should include the voice of faculty to support the target of appropriate pathways for prospective students. Recruitment plans should also include targeted messages for potential and diverse transfer student communities.

5. **Programs and services offered.** Develop Transfer Student Experience, much like First-Year Experience, to familiarize students with resources the university offers including academic engagement, campus community engagement (regardless of campus), relationship building, and career development. Integrate Guided Pathways into the transfer process. Students are working with community colleges on guided pathways to complete degrees based on career paths.
6. **Placement of transfer advisors.** Coordination between CWU transfer advisors and advisors at community colleges to offer timely advising in order to prepare students for success prior to enrolling at CWU.
7. **Develop TAPPS.** Registrar Services supports the development of TAPPs. These tools enable recruitment paths with prescriptive plans for transfer students. In the past, the Director of Dual Admissions identified areas where these were needed and connected student with advising before they enrolled at CWU. Additional staff should include another transfer evaluator especially to help with and smoothen the transition to the new general education (e.g. building the transfer rules in MyCWU and TES).
8. **Leverage technology.** Utilize online platforms to provide flexible services to all transfer students.
9. **Cultivate a transfer-friendly environment.** Create an internally and externally transfer-friendly environment. It is critical for admission counselors to support transfer students. Transfer articulation is a source of concern for Transfer students.
10. **Institute a policy committee.** Institute a university policy committee for regular update and review of all university related transfer procedures and policies to take place every three years. Ideally, this type of committee would be a subcommittee to an overarching university policy on policy committee.
11. **Professional development.** Cultivate a stronger culture between CWU advisors and community college advisors. Advisors are the frontline to transfer students. Providing joint training and development will enable appropriate and timely advisement.
12. **Build student engagement and community:** Develop a plan with the office of student involvement to bolster sense of belonging to the CWU community among transfer students especially at the centers.
13. **Improve online resources:** Students are increasingly accessing transfer related information online. Other institutions have sophisticated web resources (e.g. a dedicated online transfer portal at UW). Thus, additional resources for creating an online hub that delivers a consistent and user friendly experience through our website, social media, and mobile app could be particularly beneficial.
14. **Increase access among potential transfer students:** Regular information sessions for potential transfer students may be beneficial. For example, UW hosts weekly transfer Thursdays. Additional resources to support these activities (e.g. hire

transfer advisors, build a dedicated transfer center, host online live transfer sessions) could be particularly helpful to increase our visibility and accessibility among potential transfer students.