

RISE 2030 | Strategic Plan Task Planning

2.2 Review Academic Needs of Transferring Students (Traditional Transfer Programs and CTE Transferable Programs)

Priority: Invest in Academic Innovation

Goal: Develop New Programs that align with workforce and transfer demands

Strategic Action: *Waubonsee will review academic needs of students who have identified the goal of transferring and identify where the College can focus academic program development to meet those needs.*

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STRATEGIC ACTION TASK PLAN

Phase 1: Assess Transfer Student Needs

1. Review Transfer Student Data Analysis
 - *Analyze enrollment, retention, and completion rates of transfer-intended students.*
 - *Research and analyze regional and national enrollment data to understand transfer student trends.*
 - *Identify common transfer destinations and gaps in current academic offerings.*
 - *Data collection should include entry term, demographic, declared major, courses completed, and intended program.*
 - *Crosscheck course-taking patterns against declared majors to identify likely transfer students early and improve major accuracy.*
2. Survey and Interview Transfer Students
 - *Conduct focus groups and student surveys to understand transfer barriers.*
 - *Identify courses or programs students feel are missing or need improvement.*
3. Engage Faculty and Academic Advisors
 - *Hold working sessions to assess how current courses support transfer program maps.*

- *Identify course sequencing issues, articulation gaps, and curriculum misalignment.*

4. Benchmark Peer and Partner Institutions

- *Research successful transfer-focused academic programs at similar institutions.*
- *Identify innovative models for structured transfer program maps.*
- *Assess community and employer needs to inform potential new transfer pathways and program development.*

Phase 2: Identify and Prioritize Academic Program Development Needs

5. Synthesize Transfer Data and Student View

- *Map common transfer program maps and gaps in academic programming.*
 1. *The transfer program maps need to be reviewed by faculty.*
 2. *Align program maps with partner institutions.*
 3. *Course-taking patterns and declaring majors.*
 4. *Determine whether WCC is losing students because a program/track does not exist.*
- *Identify subject areas with high student demand but limited program offerings.*
- *Receive faculty and advisor feedback.*
- *Determine whether the program will serve underrepresented or underserved student groups.*
- *Match transfer student majors at receiving institutions with originally declared majors at WCC and analyze patterns of change.*

6. Develop Program Expansion and Course Alignment Opportunities

- *Recommend new courses, degree tracks, or articulation improvements.*
- *Ensure alignment with transfer institution requirements.*
- *Consider if any existing academic offerings with low interest should be deprioritized to create resourcing for new transfer student program opportunities.*
- *Identify which academic programs and courses to develop and review.*
- *Create more 3+1 programs.*
- *Articulate more CTE to BS degree programs.*

7. Engage Four-Year Institution Partners

- *Meet with key transfer institutions to strengthen alignment.*
- *Update articulation agreements based on revised curriculum offerings.*
- *Engage faculty to participate.*

Phase 3: Develop and Implement Transfer-Focused Academic Programs

8. Design New or Expanded Academic Program Maps
 - *Work with faculty to develop new courses or concentrations.*
 - *Align course outcomes with four-year institution expectations.*
9. Secure Approvals and Institutional Buy-In
 - *Present recommendations to academic leadership and curriculum committees.*
 1. *Update academic plans.*
 2. *Develop program maps and program brochures.*
 3. *Recruit M&C to create program materials for students and promote programs.*
 4. *Training sessions for advisors.*
 - *Ensure compliance with state and accreditation standards.*
 - *Physical space for the new program.*
10. Launch Pilot Transfer Program Maps
 - *Select 2-3 high-priority transfer programs for initial rollout.*
 - *Schedule for FT and PT students.*
 - *Explore creating cohorts of students to create learning communities and improve retention.*
 - *Reach out to undeclared (undecided) students taking related courses.*
 - *Reach out to students taking intro-level courses related to the new programs.*

Phase 4: Evaluate, Optimize, and Scale

11. Track Transfer Student Outcomes
 - *Monitor transfer rates, student retention, and completion metrics.*
 - *Track transfer rate and undeclared majors at the transfer school.*
 - *Gather feedback from transfer students on experience and challenges.*
12. Refine and Expand Programs Based on Data

- *Adjust course offerings based on student feedback and transfer success rates.*
- *Adjust course offerings based on prerequisites and faculty input (program maps).*
- *Expand successful program maps to additional majors or institutions.*
- *Expand the successful model to other disciplines.*

TEAM AND INVESTMENT

Action Teams should include individuals who bring the following perspectives and expertise:

- Develop curriculum adjustments and program expansions
- Gather student input and support advising improvements
- Analyze student outcomes and benchmarking data
- Ensure program alignment and articulation clarity

Investment

- **Medium investment** for WCC providing:
 - Faculty workload for curriculum revisions
 - Transfer partnership expansion efforts
 - Data analysis and student feedback tools

Additional notes on needs:

- Work with program development office
- Data collection
- Instructional faculty committed to work and support course revision, articulations, and program maps
- Numbers from Coop agreement, where students are going and for which majors
- Tracking tool to identify mis matching course-to-majors