

# Transition Experience

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## **Abstract**

The 2030 Laramie County Community College (LCCC) Strategic Plan identifies a goal of establishing an inescapable transition experience for students entering the workforce or transferring to a university. The design of the LCCC Transition Experience (TREN) is a product of industry research, literature review, LCCC surveys, LCCC focus groups, and additional vetting. The result of this work includes LCCC degree program reports outlining existing capstone-type courses, applied learning opportunities, and imbedded industry-credentials; the TREN course in Canvas including competencies, assignments, resources and grading rubrics; an assessment plan for the impact of the Transition Experience; an implementation timeline and communication plan, and communication materials.

The following deliverables are complete as of January 3, 2023:

- A comprehensive analysis including recent literature review of where these types of experiences and courses are being used and how they should be designed.
- Analysis of LCCC programs and Pathways to see where transition experiences are currently being implemented, and the opportunity/challenges to incorporate this experience into current programs. (Appendix K)
- A vetted set of competencies to be assessed based on impact of the Transition Experience (TREN).
- A vetted set of activities, assignments, and assessment that align with the Transition Experience (TREN) competencies.
- A Canvas Master Course for the inescapable Transition Experience (TREN).
- A vetted rubric for assessing the summative Transition Experience competencies. (Appendix I)
- A communication and training plan to ensure campus-wide understanding of the Transition Experience. (Appendix F)
- Communication and training materials. (Appendix G and H)
- An implementation plan and timeline from approval to integration. (Appendix F)

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## Introduction

The world of work is changing. Employers are struggling to find qualified workers and there is a hiring trend that prioritizes skill sets over degree credentials (Carlson, 2022). The rising cost of college and the public awareness of the student loan crisis is adding to a cultural shift in which many have decided a college degree is not worth the debt. Coupled with this fact are the statistics ... “the biggest difference between graduates who successfully launched careers after college and the two-thirds of students who struggled is how they navigated their undergraduate years” (Selingo, 2016). “Most college graduates are ‘totally unprepared’ for financial

**The transition experience is about higher education accountability**

responsibilities, the stress of living on their own, balancing work and personal life and dealing with all types of people and personalities” (Ovenshine, 2022). It is the responsibility of higher education to ensure graduates’ successful transition to their next steps and are able to articulate how their education and experiences translate to transferable skills in the workplace. “The wage premium on a college degree has risen dramatically over the past 40 years and colleges have traded on that over the years. To keep that status, they need to show employers why it matters that their institutions’ names are on resumes (Atkins, 2022). The transition experience is about higher education accountability.

The Laramie County Community College (LCCC) 2030 Strategic Plan contains the following Goal Three:

*Establish an inescapable experience for all graduates that helps prepare them for and succeed in their transition after LCCC – either to a good job or advanced standing at a transfer institution.*

This goal applies a required transition experience to all degrees, credit diplomas, and certificates.

Advanced standing will be achieved when a student transfers coursework that leads to junior

standing at a partner institution. The team, shown in

Table 1, includes leaders from campus organizations and

representatives of specific areas that influence the

design, feedback, and assessment of a transition

experience.

The need to require a transition experience course

at LCCC stems from a combination of national research

and a look at the College's own statistics. "Students

should not make academic decisions in a career-

development vacuum, whether they expect to get jobs or pursue graduate study after they

graduate" (Carlson, 2022). Research has shown that, while some colleges and universities are

doing pockets of transition work (and even some of the LCCC degree programs), a consistent,

required, measurable, campus-wide transition experience is unique to higher education.

The career transition data in Figure 1 shows how LCCC compares nationally and where

there are opportunities for improvement. Most students (72%) planning to enter the workforce

upon graduation from LCCC indicated they knew where to find job openings, but only 52% felt

prepared to start looking for a job and 55% felt unprepared to negotiate a job offer. LCCC

students are even with the national average in which more than half of students anticipate a

difficult transition from college to work (Fischer, 2022). This anxiety over the post-graduation

transition is on the rise as a 2010 study in the Journal of Counseling and Development put the

number at 40% of students anticipating a difficult transition from college to career. LCCC

**Table 1**

*Transition Experiences Team*

Dr. Kari Brown Herbst  
Project Sponsor

Dr. Jill Koslosky  
Project Lead

Nick Colsch  
Faculty Senate President

Stephanie Fiedler  
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Andrew Brasile  
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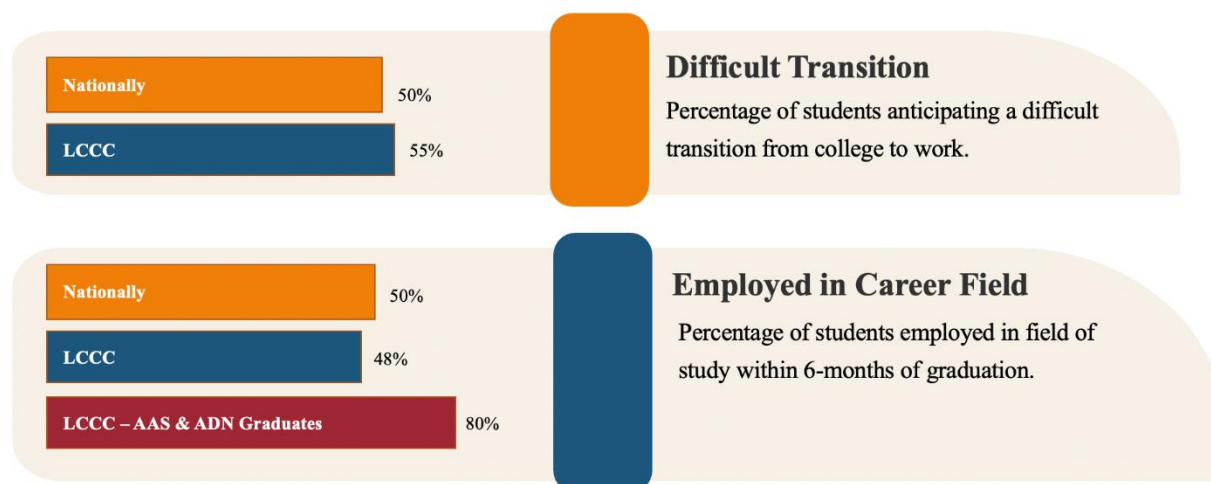
Dana McCammon  
Institutional Research

Kaycie Kilmurray  
Student Services Staff

J. O'Brien  
Project Manager

students are also on par with the national average of around 50% when it comes to employment in their career field within six months of graduation. LCCC students in applied programs do significantly better than the national average (80%), as do many students in career and technical education programs, in term of post-graduation employment.

**Figure 1**  
*Career Transition*

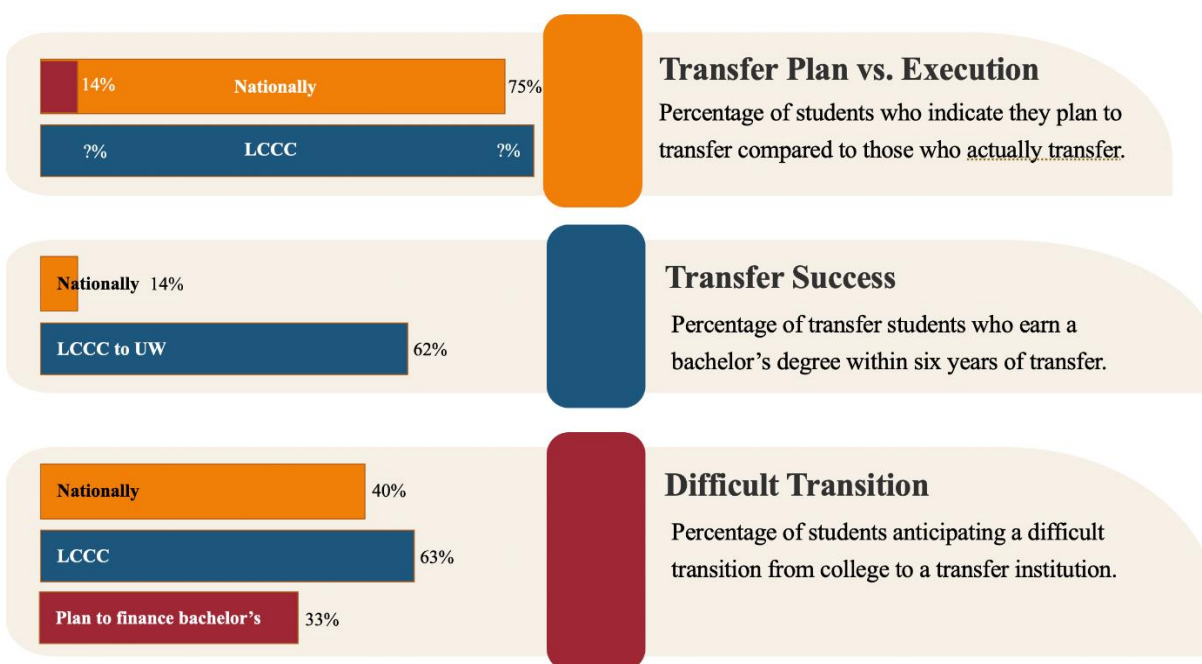


The transition experience for transfer students at LCCC is influenced heavily by the Wyoming Hathaway Scholarship and the 86% of LCCC students who transfer to the only university in the state. The scholarship and the University of Wyoming make higher education very affordable for Wyoming students, but there remain gaps in both data and transition assistance for all students as seen in Figure 2. According to the Community College Review, nationally, 75% of first-year, first-time community college students aim to complete a bachelor's degree, but only 14% go on to complete that degree (Maliszewski Lukszo & Hayes, 2019). The Jack Kent Cooke Foundation identified similar numbers, with 81% of community college students expressing a desire to earn a bachelor's degree, but only 33% actually transferring to a four-year institution within six years (Glynn, 2019). While LCCC knows the number of students

who actually transfer, the College does not have a system to identify transfer intent at the admissions process.

The LCCC students who do transfer to the University of Wyoming far exceed the national average of 14% in terms of completing a bachelor's degree within six years of transferring (Laviolet & Wyner, 2020). According to the Aspen Institute, "65% of students who start at a four-year institution complete a credential within six years, but only 14% of students who start at the community college complete the bachelor's degree ... a statistic that points to persistent inefficiencies in the pathway" (Laviolet & Wyner, 2020). According to the UW Transfer Report, 62% of LCCC students who transfer to UW earn a bachelor's degree within six years, putting these students' success more in line with those who start at the University.

**Figure 2**  
*Transfer Transition*



Forty percent of current LCCC students anticipate challenges in the transfer process and they are the same challenges documented in research. The Jack Kent Cooke Foundation



identified insufficient financial resources, lack of transfer advising and limited course planning as the major reasons for students not completing the transfer (Glynn, 2019). The Aspen Institute identifies unnecessary costs, lost momentum, and longer time to degree as reasons for students not completing the transfer process (Laviolet & Wyner, 2020). While 63% of current LCCC students feel like they have a clear and well-defined path to transfer, only 33% have a plan for financing their bachelor's degree.

LCCC is not the only institution committed to a focus on career and transfer transition - Drew, John Hopkins, Wake Forest, the University of Richmond, the University of California-Davis, and others have added similar goals to their strategic plans in the last three years. Extensive resource found many colleges implementing individual pieces of a transition process – dual-advising, articulation agreements, optional workshops to grow Transfer Student Capital and help with career transition, networking with employers, and transfer degrees. There were no examples of a holistic transition experience that encompassed all of these areas and no institutions requiring such activities of all students. LCCC is one of the only known community colleges to put a required experience into action. This puts LCCC at the forefront of highly impactful work that has the potential to be a change agent for higher education, to the benefit of students and employers.

## **Literature Review and Research**

The research demonstrates the need for a transition experience, provides design recommendations, identifies industry input, lists specific research on transfer transition and career transition, shows examples of what other institutions have implemented, and identifies how the experience is being assessed. Research was conducted using library tools to find peer-reviewed research, searching common respected industry organizations such as the Aspen Institute and the Chronicle of Higher Education, conducting personal interviews with professional at Aspen Award-winning institutions, and Google searches for programs on various college and university websites. Peer recommendations were used to find institutions who were doing work in helping students' transition. The research can be categorized into six areas that influence the design of the LCCC Transition Experience:

1. The changing environment of higher education and work
2. Why a transition experience
3. Transfer transition
4. Career transition
5. Design
6. Assessment

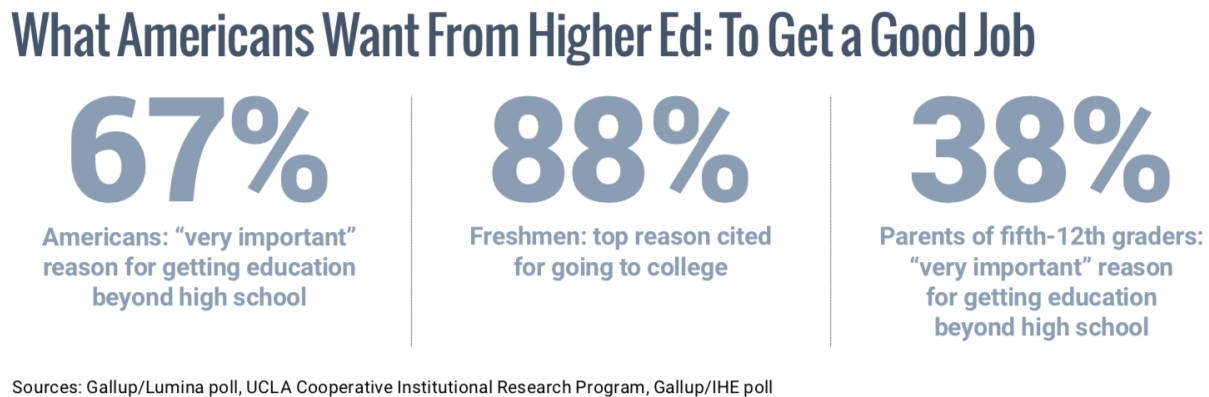
### **The Changing Environment of Higher Education and Work**

A college education at any level remains a significant factor in life satisfaction and health. Over a lifetime, a college degree may increase lifetime earnings by more than a million dollars - nearly \$30,000 more a year than a high school graduate according to the U.S. Bureau of Labor Statistics (BLS) (Kumok & Hayn, 2022). Data shows that a college degree and subsequent credentials also leads to more job security. BLS data shows the unemployment rate in December

2021 for workers with a college degree at 2.1%, compared to 4.6% for those with a high school education (Kumok & Hayn, 2022). According to the Chronicle of Higher Education, the college degree is what Americans want as shown in Figure 3.

**Figure 3**

*What Americans Want from Higher Education*



*Note. Example from Building Tomorrow's Work Force, by S. Carlson, 2022.*

While it is what American's want, the perceived reality of whether colleges are preparing graduates for work is a staggering low statistic. According to Carlson (2022), while 95% of college academic officers believe higher education is effective at preparing graduates for the world of work, only 13% of Americans strongly agree, and only 11% of business leaders strongly agree. Higher education has spent decades focusing on how to help students transition into college. Orientation, advising, mentors, freshmen success classes, parent weekends, and student life have developed robust systems for supporting the entry of students into college. The exit of those students to the workforce has not been a consistent priority of higher education and this fact may be the reason Americans and industry feel graduates are not prepared. While the goal of graduates is to find a meaningful job after graduation, most are worried about executing that goal. "More than eight in 10 first-year students say improving their chances of getting a better job is very important to them." (Fischer, 2022). In an Inside Higher Education/College

Pulse poll, more than half of students are worried about finding that job (Fisher, 2022). This aligns with the 55% of LCCC students polled who indicated a difficult transition from college to work.

Most agree a college education should be a goal of all students, however, the changing work environment is forcing a conversation about how a degree influences a lifetime of work. “The ‘Emerging Degree Reset,’ a 2022 report from Burning Glass Institute, found that between 2017 and 2019, employers changed degree requirements for 46% of middle-skill jobs and 31% of high-skill occupations” (Carlson, 2022). It isn’t a question of entry-level career-specific skills and whether college prepares students to do those skills. Colleges are very good at ensuring nurses can complete patient assessments, IT graduates have earned industry certifications, agriculture students apply skills in internships, future teachers complete student teaching, and so on.

Where colleges are falling short is helping students identify the transferable skills that help them move up in a career or change jobs. It is critical that students are able to articulate skills learned from class assignments, team participation, volunteer projects, student work, internship, and group work. These articulated skills should demonstrate the talents a graduate will bring to an organization. The ability to demonstrate skills learned is a critical part of work success and a graduate’s ability to navigate the many times their job will change over the course of a career. “As more jobs call for a mash-up of skills, colleges must help students to evaluate their experiences” (Fischer, 2022).

With career-specific expertise and identified transferable skills, there is one additional aspect of the changing workforce that emphasizes the need for transition work at the college level. Teenagers are working less than they used to and lack understanding of the work world.

“Only about 35% of teenagers work today, compared to 60% more than 40 years ago” (Carlson, 2022). “Only about one-third of teenagers hold part-time or summer jobs” (Fischer, 2022). The traditional summer or weekend job has been replaced by volunteer work and club sports. While those activities hold value in their own skill development, college graduates do not understand the job application process, work dynamics, and advancement skills.

In the arena of college transfer, articulation agreements are antiquated and cumbersome and yet they remain the primary tool to help students move from the community college to a four-year university. Articulation agreements have limitations, are costly and time-consuming to develop and maintain, and lack the clarity and assurance students need to complete degree programs without delay (Laviolet & Wyner, 2020). A lack of systematic change comes at a time of staggering transfer numbers. “More than 70% of students transfer laterally ... and vertical transfer is no longer the dominant pathway” (Maliszewski Lukszo & Hayes, 2019). The LCCC student survey showed most students do not understand these options and how a reverse transfer can assist with degree completion. According to Maliszewski Lukszo & Hayes, 2019, the eight different patterns of transfer are:

1. Vertical transfer
2. Lateral transfer
3. Reverse transfer
4. Swirlers
5. Alternating enrollees
6. Dual credit
7. Dual enrollment
8. Transient

There is significant research around the impacts of transfer shock and a number of resources that help students build Transfer Student Capital (TSC). The impact of a limited focus on transition for transfer students is a shockingly low completion rate. “Although 75% of first-year, first-time community college students aim to complete a baccalaureate degree, only one quarter of these students go on to transfer and only 14% complete a bachelor’s degree” (Maliszewski Lukszo & Hayes, 2019).

## Why a Transition Experience

The need for a transition experience is best found in the voices of current LCCC students and alumni (LCCC current student survey, 2022; LCCC alumni survey, 2022):

- “I’m worried about actually continuing on to a university instead of just planning, having the proper financial backing to afford the university, and choosing the right career path that allows for actual opportunities.” – current student
- “I’m worried all of my credits won’t transfer or I haven’t taken the correct classes for my career path.” – current student
- “I’m worried about the cost of a transfer institution and how to pay for it.” – current student
- “I’m intimidated by the transition from student to worker.” – current student
- “I’m worried I don’t have the hands-on experience required of jobs.” – current student
- “I’m worried about the transition from being a student to having a job and no school. School has been a constant in my life and change is intimidating to me.” – current student
- “I’m worried about the number of hours in a full-time job as I have never worked 40 hours a week.” – current student

- I'm worried that I won't actually be able to get into the career field I want, or that the pay will be significantly lower than expected." – current student
- I'm worried about failing at the career I'm working so hard to get." – current student
- "I was well prepared for the classroom. The teachers at LCCC were harder on us, but more available. I wish I had known how to get a job in the field after a bachelor's degree." – LCCC alumni
- "I feel like I would have been better prepared when I transitioned from LCCC if an advisor informed me of what curriculum was required for a four-year degree." – LCCC alumni
- "I wish the LCCC staff had provided more assistance with my transfer to UW. I felt unprepared and had to navigate the transition alone. I would have liked to have an advisor available for questions and a bit of guidance." – LCCC alumni
- "I wish I had more security in my credits that I took. When I transferred to UW, I lost 16 credits which put me back..." – LCCC alumni
- "I wish I had known more options for what I can do with my major." – LCCC alumni

The need for an inescapable transition experience is shown in the changing demands of industry, the perception of difficult transitions by students, the data that shows the failure of graduate transitions, and in the lack of confidence by the American public that higher education is actually preparing graduates for work success. Community colleges across the U.S., while perfectly positioned to help both career and transfer students with transition to their next steps, have failed to create a consistent and scalable system that ensure equity of transition resources for all students. A required transition experience that allows for all students to build a personalized post-graduation plan and take real steps needed to find success, is good for students,

fiscally responsible, and ultimately demonstrates higher education's accountability to students, parents, taxpayers, and industry.

### **Good for Students**

A transition experience that focuses on a career should start early in a student's college time. Early engagement in career exploration and transition helps students "see the relevancy of their degree and think more intentionally about what they want out of their time in college" (Fischer, 2022). An early focus on post-graduation careers for all students (career and transfer) can raise retention by five to six percent (Fischer, 2022).

All community college students (career and transfer) will eventually transition to the workforce and "90% of students and parents rate 'preparing for a fulfilling career' as a very or extremely valuable benefit of a college education" (Fischer, 2022). The changes in the work world and the move away from reliance on majors and grades in hiring means students must be able to articulate their skills as job candidates (Fischer, 2022). In order for students to identify and articulate those skills, faculty need to be more direct in connecting assignments to skills in the workplace. "Students have difficulty making the link between course assignments and work skills because the learning process is opaque to them ... there is so-called hidden curriculum where students don't know why they are doing it" (Fischer, 2022).

A transition experience that helps students understand work life, how to complete hiring paperwork, professional communication, and career promotion is particularly critical for those 65% of traditional-age students who have never held a job. A transition experience will significantly impact career trajectory by providing the professional skills and knowledge to put students who have work experience, and those who do not, on an even playing field upon graduation from college (Carlson, 2022).



A significant proportion (49%) of college students in the U.S. use the community college as a gateway to a 4-year degree (Maliszewski Lukszo & Hayes, 2019). The statistical chances that those students will successfully complete that transfer are dismal – only 14% (Maliszewski Lukszo & Hayes, 2019). It is critical that colleges use a transition experience to develop strategies that ease the transition from community college a transfer institution and improve students' chances for completion.

### **Fiscal Responsibility**

A transition experience is fiscally responsible to positively impact the cost to students and taxpayers. According to the Education Data Initiative in 2022, nationally, the mean average student loan debt for students with a bachelor's degree from a public university is \$33,600 (\$16,800 after the first two years of the degree) (Hanson, 2022). LCCC graduates average student loan debt, including all types of credentials, is \$12,500.

Excessive time to degree and unused credits in transfer significantly increase costs to both students and taxpayers. A study by the Greater Texas Foundation showed excess credits cost students and taxpayers \$120 million a year (Laanan, 2010). In California the creation of an Associate Degree for Transfer (ADT) streamlined the transfer of students from community colleges, increased the number of students completing bachelor degrees to 50% and saved California more than \$10 million in 2019-2020 by reducing unnecessary credit hours by 6.5 (from a high of 91.9 credits at transfer). If California can reach the goal of students having no more than 60 credit hours at transfer it would save \$40.6 million a year. (College Campaign, 2021).

**Higher Education Accountability**

A transition experience that increases the number of students who transfer while reducing transfer credit loss and increasing Student Transfer Capital (to reduce Transfer Shock), will result in more baccalaureate degree earners. A transition experience that guides students to articulate how their education and experiences translate to workplace skills will increase the number of students successfully place in their field of study within six months of graduation. Requiring this work of all graduates from the college will ensure that the appropriate steps for transition are completed under the guidance and support of college faculty and staff. A system-wide focus on ensuring students successfully transition after college will better align how effective higher education believes it is at preparing students for work and how the American public and industry perceive that preparation. This alignment will demonstrate higher education accountable for ensuring student success.

**Transfer Transition**

Students and parents are becoming savvy to the cost savings of starting a bachelor's degree at the community college level, however many are finding the next level of transitioning to a university to be complex and challenging. The transfer transition requires adjustment on many different levels and too many transfer students are impacted by unnecessary costs, a longer time to degree completion impacted by a loss of credit hours, a loss of momentum and, in large numbers, a failure to complete the transfer process. The transfer transition is even more challenging for first-generation students (56% of all undergraduate students in the U.S. in 2015-16 (RTI International, 2019)) and those who come from challenging socio-economic environments. The idea that the pathway from high school-to-community college-to-university is cleared of hurdles and accessed by all highly talented students, including those from lower-

income backgrounds, is a false narrative (LaViolet et. al. 2018). It is important to understand the factors that impact a student's transition to a transfer institution in order to identify and implement resources and systems to improve the transfer process. There are four factors to consider in the transfer transition:

1. Data
2. Transfer shock
3. Transfer Student Capital (TSC)
4. Transfer institution relationship

### **Data**

The data further demonstrates the ineffectiveness of current higher education transfer transition systems. According to the U.S. Department of Education, 34% of students have all credits accepted in the transfer process. The national average of excess credit hour that are not applied to a bachelor's degree is 22 (Laviolet & Wyner, 2020). A full-time student takes at least 12 credit hours a semester. This means more than half of students are completing coursework that doesn't count when transferring and completing a bachelor's degree. In Wyoming the transfer student data is better than the national average. According to a new report from University of Wyoming regarding LCCC transfer students: in the last five years, 1,248 credits out of 88,769 credits were not applicable (not accepted) (.1%). Of the 88,769 credits, 21,875.5 were accepted as elective credits (25%); 65,644.5 percent of credits were accepted as equivalent transfer (74%). The focus in Wyoming should be to ensure those 25% of elective credits are not impacting time to degree.

**Transfer Shock**

The term transfer shock is not new to higher education and remains a factor in transfer student success. “The term transfer shock was first coined in 1965 to describe the initial maladjustment that students experience upon enrolling in a 4-year institution; typically, this maladjustment (or shock) is illustrated through a lower GPA that recovers after the shock has past” (Maliszewski Lukszo & Hayes, 2019). Transfer shock is a culmination of factors such as a student’s understanding of the differences between the community college and the university including things like class sizes, rigor, and study requirements, whether they know university faculty and where their classes are located, if they have a plan for financing their degree, and confidence in the courses they are taking contributing to completing a degree. In multiple studies, pre-transfer advising and activities (including formal advising, meeting with faculty and alumni about transfer, touring campus, etc.) had the most impact on reducing transfer shock (Maliszewski Lukszo & Hayes, 2019). All of these activities contribute to a student’s Transfer Student Capital (TSC).

**Transfer Student Capital (TSC)**

Transfer Student Capital (TSC) is how community college students accumulate knowledge to negotiate the transfer process (Maliszewski Lukszo & Hayes, 2019). Community colleges and universities must work together to build a student’s transfer capacity through four essential factors:

1. University affordability
2. School-life balance
3. Pathway navigation
4. Support network

This framework provides a more holistic and integrated approach to helping students reach their goals of a bachelor's degree and economic mobility for themselves and their families (Cooper, et. al, 2020). Peers, immediate and extended family members, and high school staff emerged as the top sources of TSC, however, community college staff and faculty also provided key information to students about the transfer process. For first-generation students, support from the community college is even more critical to their transfer success.

The cost of a university degree is often significantly more than the community college. “Finances are the biggest hurdle students cite regarding transfer regardless of age, gender, or racial/ethnic background” (Cooper, et. al, 2020). A transition experience that includes a student's identification of the true cost of the transfer institution degree, financing options, and even the cost of expenses beyond tuition and fees (life expenses such as rent and transportation), can help students plan for these expenses. “Students reported higher levels of satisfaction with their transfer experience when they had solid understanding on financing their education and positive interactions with university faculty members” (Maliszewski Lukszo & Hayes, 2019).

Students who understand the differences between learning at the community college level versus the university level (class size, rigor, faculty expectations, etc.) are better prepared to navigate those differences. Students who engage with activities outside of the classroom are statistically more successful, however that balance can be different at the university level. Meeting current university students in the same program of study and talking to transfer institution faculty are ways to build a TSC in the area of school-life balance.

Pathway navigation is most easily addressed by program maps that bridge study at the community college through the baccalaureate degree. This requires regular collaboration between university and community college faculty to align and update curriculum requirements.

Technology solutions that help students access up-to-date information on transfer requirements and facilitate dual advising with both institutions can be effective tools to increase TSC in pathway navigation (Cooper, et. al, 2020).

A student's support network is critical for building self-efficacy and TSC. Family and peers who have completed a transfer transition are the first line of support, however community college faculty and advisors, in both formal and informal ways, can significantly impact transfer student success. Community colleges can help students grow TSC by facilitating student engagement with the transfer institution through tours, meeting of faculty, and by completing advising and program maps through the bachelor's degree. "Students share that they need personalized support and encouragement no matter where they are on the transfer continuum" (Cooper, et. al, 2020).

### **Transfer Institution Relationship**

The partnerships and work built between community colleges and their primary transfer partners is a critical factor in student transfer transition success. For the state of Arizona, maintaining articulation agreements became unfeasible and they looked to students for ideas on how to improve the transfer transition. "When we held student focus groups, over and over we heard that students were unaware of articulation agreements, or they took community college courses that had equivalency to university courses without understanding that those courses may not have been relevant to their major. We felt a real sense of urgency to build clear, easy-to-read transfer pathways that were online and directly accessible to students and advisors" (Laviolet and Wyner, 2020). In Arizona and other statewide systems, the collaborative work began with eliminating articulation agreements. Instead, they developed more holistic transfer systems that included program maps, clear and consistent communication, robust advising, and routines of

collaboration. These program maps started at the community college and outlined a path to a bachelor's degree and beyond to clearly show students how the transfer path leads to jobs and careers. Clear and consistent transfer communication ranges from tools provided to advisors and faculty to state-wide websites. Information must be current and accurate in order to be effective. It is critical that transfer policies are translated into user-friendly communication and that tools are provided for students and advisors. The effectiveness of advising transfer students is dependent upon strong credit transfer policies and practices. The most effective transfer student advising is one that involves both the community college and the transfer institution from the very beginning. This kind of transfer advising requires dedicated resources from both the two- and four-year institutions.

Successful transfer institution relationships are built on routines of collaboration with both academic affairs and advising. The best transfer partnerships have consistent processes of communication at multiple levels (discipline faculty, advisors, academic affairs administration) and they share reliable quantitative and qualitative data about transfer students in both directions – from the community college to the university and the university to the community college (Laviolet & Wyner, 2020). Regular communication builds the trust needed to advance transfer student success.

### **What Others are Doing in Transfer Transition**

While most community colleges remain committed to maintaining articulation agreements, there are some who are taking into consideration ways to build Transfer Student Capital. There are statewide initiatives driving this work and even some universities creating transition resources to help undergraduate students prepare for graduate school. The idea of Guided Pathways extending beyond the community college to the transfer institution is providing

templates for things like course mapping. While there is no common format of how others are addressing the transfer transition, their ideas can provide examples for the LCCC Transition Experience as seen in Table 2.

**Table 2**  
*Examples of Transfer Transition*

	Transfer Student Capital	Transfer Plan and Application	Dual Advising (CC's and Universities)	Transfer General Degree	Articulation Agreements	Transfer Program Maps
Front Range Community College	X			X	X	
Arizona Community Colleges			X			X
Mount Holyoke						X
California Community Colleges	X	X		X		
Lake Area Technical College		X	X			
Florida Community Colleges	X	X				X

Front Range Community College in Colorado is using a “Bridge to Bachelor’s Degree Program” to work with university partners and better communicate articulation agreements and transfer requirements. The program engages sophomore-level students through conferences in conjunction with alumni engagement. Arizona community colleges and state universities eliminated articulation agreements and worked together to develop four-year transfer maps. The state has an e-advising system that all public institutions of higher education are using together to dually advise transfer students. Arizona community college students build their four-year



pathway in their first semester. Mount Holyoke College, a private liberal arts college in Massachusetts, replaced articulation agreements with four-year transfer program maps.

California Community College offer an Associate Degree for Transfer (ADT). Transfer students enrolled in this degree are on a guaranteed path to transfer to a public university within the state. California also utilizes Assist.org to communicate to all students changes in program and transfer requirements. Lake Area Technical College in South Dakota houses a transfer advisor from their primary university transfer institution. This allows Lake Area students to have dual advising with the university from their first day on campus. The College also uses Pathways to keep students on track through the bachelor's degree. Advising of students is intrusive every semester until they graduate. A Florida Transfer Student state law requires all community college freshmen who indicate transfer as a goal to meet with a career specialist during their first semester and develop a four-year plan.

## **Career Transition**

Whether students plan to enter the workforce following their community college graduation or transfer to complete a bachelor's or advanced degree, the career transition process starts at the freshmen level. "Landing a good job is the single most important reasons students give for going to college, but many wait too long to focus on career planning" (Fischer, 2022). The job market is strong, especially for associate degree graduates as seen in Figure 4, yet only 50% of graduates are employed in their career field (Cachero, 2022). Two in five U.S. employers report difficulty filling jobs due to a lack of talent (Davidson et. al, 2019). The primary challenge lies in the fact that the career-specific skills that students learn in courses is only part of what employers want to see from graduates. "Noncognitive skills and behaviors are difficult to teach outside of experiences in school and life, and they are often very important for employers to find in

applicants” (Atkins, 2022). In many cases students have learned and applied these soft skills, but they have not identified or articulated those skills in their transition to work. It is important to understand the factors that impact a student’s transition to work in order to identify and implement resources and systems to improve the transition to career. There are three factors to consider in the career transition:

1. Work world
2. Career competencies
3. Application and articulation of skills

### Work World

Skills to navigate the work world are learned through experience and a significant number of college graduates haven’t had those experiences. Graduates are learning job skills such as the application process, interview and negotiation, orientation and hiring paperwork, understanding employer expectations, professionalism and communication through either trial and error or in a guided process of education and mock practice. These are just the skills to get into that first job, knowing how to self-advocate for raises and advances are mostly learned through trial and error over a lifetime of work. Employers struggle to understand how a college-educated graduate doesn’t have the soft skills of employment. “Hiring of community college career and technical graduates is contingent on the applicants’ job-related skills and social competency... employers report new employees lack employability skills, higher order of thinking, social mobility, motivation and

**Figure 4**  
Hiring Plans

### Hiring Plans by Size of Organization

#### Organizations with fewer than 99 employees

Degree	Number of employers	New hires in 2020-21 (average)	New hires anticipated in 2021-22 (average)	Percent change from 2020-21
Associate	91	2.8	3.4	20%
Bachelor's	254	5.3	5.6	5%
M.B.A.	59	3.5	4.1	17%
Master's	89	2.1	2.5	20%
<b>Total</b>	<b>271 unique</b>	<b>7.3</b>	<b>8.2</b>	<b>12%</b>

#### Organizations with 100 to 499 employees

Degree	Number of employers	New hires in 2020-21 (average)	New hires anticipated in 2021-22 (average)	Percent change from 2020-21
Associate	95	5.2	7.6	46%
Bachelor's	188	12.2	13.2	8%
M.B.A.	61	2.7	2.7	No change
Master's	68	7.5	7.3	- 2%
<b>Total</b>	<b>194 unique</b>	<b>18</b>	<b>19.9</b>	<b>11%</b>

Note: Master's includes all non-M.B.A. programs.

Sources: Michigan State University's "Recruiting Trends Survey and Report," fall 2021

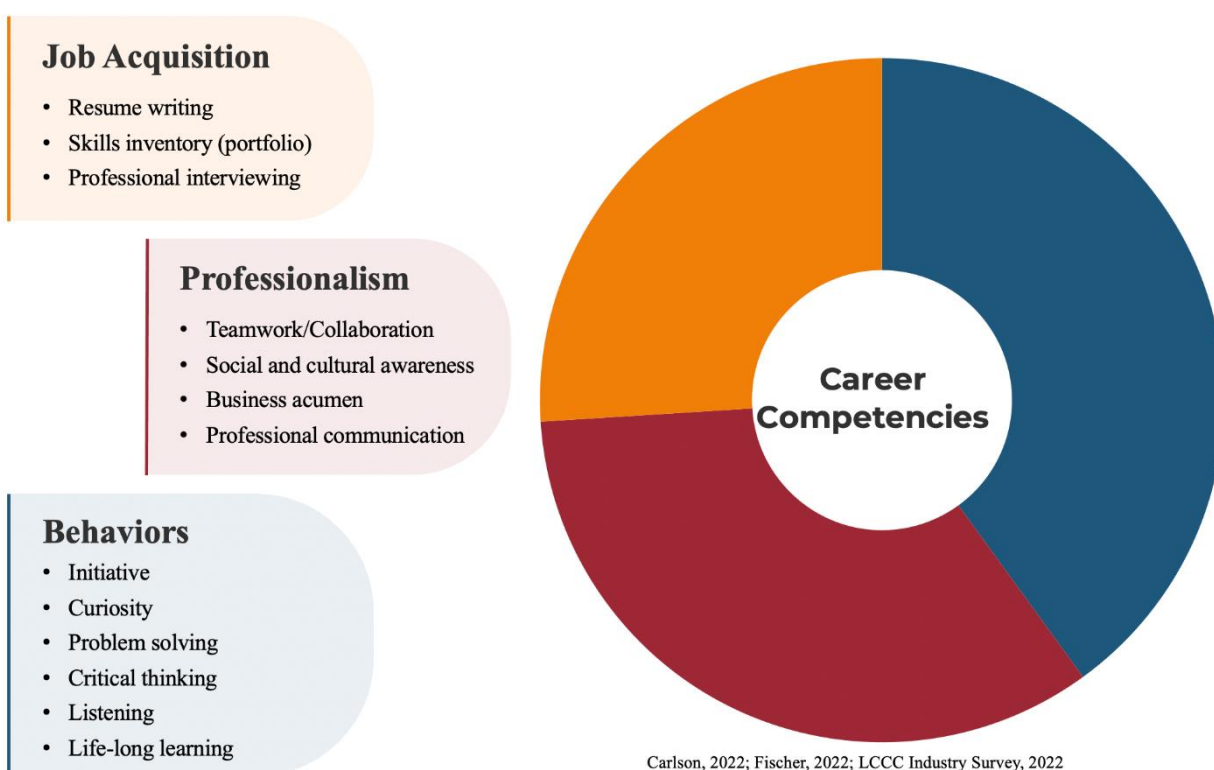
*Note. Example from Building Tomorrow's Work Force, by S. Carlson, 2022*

positive self-efficacy” (Gauthier, 2020). LCCC’s surveys in fall 2022 further emphasize the need for understanding the work world. Students surveyed for the transition experience project listed their highest resource need for career transition as negotiation skills and understanding employment packages. LCCC Industry partners indicated “how to be an employee (interview skills, how to fill out employment paperwork, professionalism,)” as one of the largest areas they are having to train all new employees. The top two skills LCCC alumni surveyed wished they had learned at LCCC were job search and internship experience.

### Career Competencies

Career competencies are defined as “knowledge and skills that are central to career development and can be influenced by the individual” (Grosemans & Cuyper, 2021). Research,

**Figure 5**  
Career Competencies



*Note. Adapted from Building Tomorrow’s Work Force, by S. Carlson, 2022; New Pathways from College to Career, by K. Fischer, 2022; and the LCCC Industry Survey, Fall 2022.*

backed by responses from the fall 2022 LCCC industry survey, point to a list of common career competencies across all industries, that employers look for in recent graduates as shows in Figure 5.

Research clearly establishes the importance of career competencies for achieving career success. These competencies act as a starting point for active employability development during transition and career success (Grosemans & Cuyper, 2021). While most of these career competencies, are taught in the classroom, on the athletic field, in clubs and through a student's volunteer or work activities, they are not identified clearly for students. The challenge is identifying these competencies as they are taught in lessons or learned in activities and helping students to articulate what they learned and how it applies to their career.

### **Application and Articulation of Skills**

The demand for applied learning through educational opportunities such as internships, apprenticeships, or clinical type experiences is becoming more critical in the transition to work. The definition and type of applied learning experiences is broad, and colleges have the opportunity to be creative in helping students gain applied experience in all degree programs. These applied experiences include the career competencies that employers are looking for in the hiring process. To identify career competencies, more colleges are encouraging students to develop portfolios or to complete career inventories (Fischer, 2022). Even more critical than developing a portfolio, is the ability to articulate portfolio examples, what was learned and how it applies to individual job expectations. "College graduates can no longer rely on their degree to accurately signal their fitness for a job. Instead, they will need to clearly spell out the competencies they have acquired" (Fischer, 2022).

### What Others are Doing in Career Transition

Some individual programs at community colleges and universities (and at LCCC) have created career transition experiences for their degree graduates, however, campus-wide initiatives for guiding the student transition from college to work are hard to find and generally focus only on the job application process. The transition opportunities provided to students are not required and engage an average of 20% of a college or universities' enrolled student population. Career Centers are still popular at many institutions, although there is a movement to integrate those services in academic affairs. A holistic approach can be formed from examples of what others are doing to help students transition to work as shown in Table 3.

**Table 3**  
*Transition Examples*

	Financial Planning	Portfolio	Job hunt	Interview and Negotiation	Netwo rking	Entrepreneur ship Intrapreneur ship	Professional etiquette and promotion	Self-Care and Work/Life Balance
Slippery Rock University	X		X	X	X		X	
Pennsylvania State University	X		X	X		X		X
Valencia College		X	X	X	X		X	
James Madison University	X	X	X	X			X	X

Stockton University	X		X	X				X
University of Nevada Las Vegas					X	X	X	
John Hopkins University			X	X	X		X	X
Project QUEST	X		X	X				
Hartwick College		X	X					
Creighton University		X						
Steven's Institute of Technology			X		X			
Mercy College			X	X				
Oregon State University		X	X	X	X		X	

Slippery Rock University in Pennsylvania offers college seniors a Life After College Mini-Conference. The conference is offered in conjunction with alumni engagement. Pennsylvania State's Senior EXIT program engages seniors in monthly workshops. The workshops are optional and cost students \$10 each. Valencia College in Florida uses a program

called “Life Map” that engages students transitioning to work through a developmental advising model. The model loops a system of services, programs, and interventions around students as they prepare to transition to work. Life Map includes a one credit-hour course in job search skills (resume, portfolio, job search and mock interviews).

James Madison University provides a series of optional conversations called Adulting After College. Stockton University’s Graduation Plan to Success (GPS) transition program starts in a student’s second year and involves various requirements (portfolio completion, job applications, etc.) each semester through graduation. Stockton also offers a Pick 6 Challenge series of programs that support student goals. The Pick 6 Challenges are optional and themed by academic excellence, post graduate success, belonging, engagement and development, financial wellness, safety, health and wellness.

The University of Nevada Las Vegas (UNLV) Grad Rebel Advantage is a program of mentorship, workshops, and professional development opportunities for select students. Students apply and must be accepted to the program. They receive a \$600 scholarship once they have completed the workshops and written a one-page summary. There are three mandatory workshops, 16 elective workshops, research and cultural experience options offered in the program. Grade Rebel Advantage is designed to prepare UNLV undergraduate students for graduate studies. John Hopkins University’s Life Design Lab is a resource that connects students to services on campus based on individual needs. The Lab also offers intersession activities to help students prepare to transition to a career.

Project QUEST in San Antonio, Texas, is one example of a community-based organization that partners with colleges and employers to support students through CTE training programs and the transition to work. QUEST supports these students through weekly group

meetings, job placement support, financial support (scholarships and living expenses) and developing partnerships with employers. Hartwick College's first year seminar introduces career development, writing resumes, and starting a portfolio. At Creighton University students develop a comprehensive portfolio through the four-year program.

At Steven's Institute of Technology, first year students are assigned a career advisor and an alumni mentor. During the winter intersession, these students complete job shadowing opportunities. Mercy College in New York provides Career Modules in which students complete web-based exercises in work transition areas such as interview skills, critical thinking, and writing resumes. Oregon State University provides an optional course for students called Transitioning from College to the Workplace. The class covers topics in preparing to exit (gathering references, portfolio completion), communicating skills, job search and networking, interviewing, job offers, negotiation, time management, and professionalism.

### **Transition Experience Design**

A transition experience must be comprehensive and yet flexible enough to allow students to find value and engage in activities that will improve their success in transfer and career. Whether students enter the workforce after one, two, four, or more years of college, transitioning to or advancing in a career is the goal of most students. In LCCC surveys of current students and alumni, regardless of whether they were transfer students, the demand for career transition activities was high. The design of a community college transition experience must consider career planning services research, student behavior, and equity, as well as industry requirements.

### **Career Services**

The role of career service office at colleges and universities is changing. The one-on-one career counseling has not been scalable with small numbers of career services staff. The optional



nature of career counseling has shown only 22% of students utilize these services (Carlson, 2022). “If career development is truly an institutional priority, no longer can it be just the work of a career office. Career readiness instead draws on the wisdom, the expertise, and the commitment of the whole college, most especially its faculty” (Fischer, 2022). The student-faculty relationship, particularly at the community college level, includes career mentorship. Faculty are the people who spend the most time with students and according to the Gallup and Strada Education Network, “two-thirds of students who had a college mentor said it was a faculty member. Nine in 10 students turn to professors for career advice” (Fischer, 2022). “These relationships have been seen as a pathway to careers, particularly for women in STEM” (Lopez & Jones, 2017). There is evidence that combining career services, advising and experiential learning with an integrated pedagogical philosophy, helps students explain the reason behind their studies (Carlson, 2022). Career services must move from a service office to a systemic part of a student’s entire experience at college. “Make career planning a standard part of academic advising, infuse career education across curricula, and guarantee internships, co-ops, and professional on-campus work experiences for all students” (Fischer, 2022).

### **Student Behavior**

Kay McClenney’s quote “students don’t do optional” is support by data when it comes to transition experiences (Claybourne, 2021). The college and universities offering workshops, classes, and other transition experiences are doing these as optional for students and they see a 20% participation rate. The same low percentage of students have taken advantage of career services offices. “Students don’t participate in anything they don’t get credit for,” says Phil Gardner, executive director of the College Employment Research Institute at Michigan State. The National Survey of Student Engagement (NSSE) found “significant gaps in the career-

preparation steps new students planned to take and the steps that they actually did take. Student planned to interview and job shadow, yet only about one third of seniors had actually interviewed or job shadowed and only a quarter had engaged in networking.” (Fischer, 2022). Student behavior points to the need for an inescapable transition experience for all students.

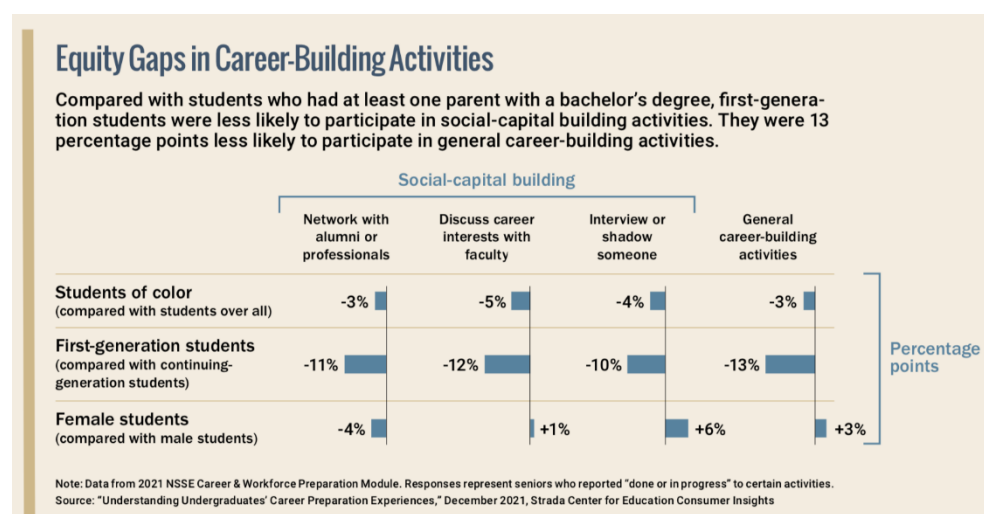
## Equity

The design of a transition experience must keep equity in mind. Optional services and academic offerings, in-person only applied learning opportunities, and varied access to networking and career development do not serve all students. First-generation students represent 56% of all college enrollment. These students may lack role models to turn to for advice in navigating college, the transfer to a four-year institution, and the transition to work. “If you are a first-generation student, you have no idea that you actually need resources... you think your college degree alone is enough, and it’s simply not” (Fischer, 2022). “When it comes to career-building activities, there are clear gaps by class and color. First-generation and underrepresented students are less

likely to take part in the educational experiences and opportunities that are broadly seen as contributing to employability”

(Fischer, 2022).

**Figure 6**  
*Equity Gaps*



*Note: Adapted from New Pathways from College to Career, by K. Fischer, 2022.*

The equity gaps in career-building activities are clear in Figure 6.

“Low-income students are three times as likely to start at a community college as high-income students and research estimates that more than 50,000 high-achieving community college students from lower-income families are academically ready to transfer but do not, including 15,000 with a GPA of 3.7 or higher” (Glynn, 2019). For universities and transfer institutions, this is an opportunity for engaging with community colleges to grow enrollment and better serve students.

### **Industry Requirements**

To fully recognize the potential of a transition experience for students, college programs must engage extensively with industry employers. Who those employers are is tricky and considerably more diverse than most college program faculty realize. Part of the issue is the available jobs data is difficult to navigate. “Labor market data is easy to misanalyse, leading to profound misunderstandings of jobs available to graduates, job growth, and labor-market saturation” (Carlson, 2022). In an American Community Survey (ACS), part of the U.S. Census, more than 80% of graduates worked in career fields in which they were not directly prepared. Eighty-two percent of the Bureau of Labor Statistics (BLS) job-growth projections in a 10-year span between 2012 and 2019, were off by 50% or more (Carlson, 2022). The Integrated Postsecondary Education Data System (IPEDS), one of the main data tools for higher education, puts hundreds of thousands of online degree holders in the wrong geographic markets (Carlson, 2022). There is a hidden job market where positions are not posted to traditional search sites and in this market lies 80% of the jobs (Carlson, 2022). These employers represent a broad set of opportunities for students, including those who may not be household names for students or those that follow what may be considered a traditional employment path from a degree.

The U.S. economy is incredibly complex and volatile which makes it difficult to predict, especially when the data tools measure specific skills tied to jobs and not the soft skills that industry is looking for. Companies are turning to in-house training for the specific industry skills and turning to higher education to develop employees with the soft skills to grow within a career. “Employers value the holistic college experiences (in and out of the classroom) and that should drive colleges to promote experiences that expose students to unscripted environments and real-world problems” (Carlson, 2022).

The ability for students to gain applied learning experience is one of the most desired skills by industry. However, there are many opportunities for colleges and employers to work more closely. “Allow employers’ voices a more prominent place in the classroom – as guest lecturers, mentors, or even instructors” (Carlson, 2022). Networking events, industry assessment of portfolios, employer engagement with mock interviews and negotiations... the ideas are limitless in how faculty and programs can engage with industry to better serve students. If done well, a structured relationship with varied employers not only introduces students to various career opportunities but allows them to network and build relationships with future employers.

## Assessment

If accurately designed and assessed the transition experience will provide the data and examples of student success that make higher education accountable. “Good data makes good college choices” (Fischer, 2022). “Without a closer focus on outcomes, higher education risks being marginalized” (Carlson, 2022). The metrics used to evaluate the transition experience must inform action and continuous improvement. Leading indicators including semester-by-semester data on credit accumulation, GPA, and retention should be disaggregated by academic degree, race, ethnicity, and income (Laviolet & Wyner, 2020). Employment tracking disaggregated by

degree programs must be tracked (Fischer, 2022). A comprehensive assessment of the transition experience will include both quantitative and qualitative data. Regular surveys to understand the transfer student experience as well as the transition to work will lend graduates a voice in shaping continuous improvement of the transition experience.

### **Research Conclusion**

The need for a transition experience is clear however higher education practices have yet to meet the demand for a holistic and required approach to helping students successful move to their next goal. While higher education understands many of the issues students are facing as they transition to the next steps, the implementation of transition strategies lacks comprehensive support and remain optional for students. These factors not only impact the effectiveness of the resources and interventions, but result is low engagement by students. A broad view of the issues and what other institutions are providing for students can provide the road map to creating an effective transition experience that ensure student success, meets the demands of industry employers and transfer institutions, and ultimately allows students to articulate the broad set of competencies they learn inside and outside of the community college classroom.

## Methods

This project is a culmination of research, personal interviews with industry experts, literature review, four formal feedback opportunities and regular transition experience team meetings to re-write drafts of the deliverables.

### Inservice

The first opportunity to provide input on the Transition Experience was during the August 2022 Inservice Academic Affairs meeting. Faculty worked in pre-determined groups that mixed CTE, transfer, and general education programs. The groups worked through two exercises to identify preferred modalities for a transition experience and draft competencies. A list of draft modalities was drawn from research and what other colleges and universities were doing in similar transition offerings. Faculty were asked to provide pros and cons on those six modalities for delivery of a transition experience. The groups could also provide their own alternative modality. Feedback from faculty regarding preferences for the Transition Experience modality is provided in Appendix A. In the second exercise, LCCC faculty worked in teams to brainstorm competencies (Appendix B). From this work there were 10 themes that developed and were used to draft the final course competencies. The modality feedback and draft competencies were further vetted in a faculty/staff survey.

### Surveys

In September 2022, four groups were surveyed (current students, faculty and staff, alumni, and industry partners). The surveys were conducted using Baseline and administered through the LCCC Institution Research Office. An outline of the survey questions may be found in Appendix C.

### **Current Student Survey**

Of the 2,354 currently enrolled students in fall 2022, 408 responded to the survey for a 17.3% response rate. Current students were incentivized to complete the survey with \$1,000 in prizes. Students identified a goal of transfer or career post-graduation from LCCC and were asked questions about preparedness for that transition. A summary of results include:

- 63% said they feel like they have a clear and well-defined path to transfer
- 32% said they have a plan to finance their bachelor's degree
- 73% did not know about reverse-transfer options
- 53% knew about articulation agreements
- 78% knew where to find potential job openings (22% on job posting sites; 19% on company websites)
- 47% felt somewhat prepared to start looking for a job; 24.68% felt very prepared
- 30% felt somewhat prepared to negotiate a job offer; 15% felt very prepared
- Credits not transferring is the number one concern of students
- Bigger class sizes and more expensive are primarily what students believe will be the difference between the community college and university
- In the transition to work, most students are concerned about finding a job

### **Faculty and Staff Survey**

The goal of the faculty/staff survey was to further narrow down initial ideas developed during the August 2022 Inservice. These ideas included course modality, timing of a transition experience class, comfort in talking about transition to career or transfer, competencies, and assessment metrics. Faculty surveyed included adjuncts and 169 of 655 responded (24.27%).



When asked what transition experience competencies should be required, faculty responded with:

- 24.48% - Create a post-graduation plan
- 24.48% - Apply program skills and competencies in a real-world situation
- 21.91% - Apply transfer skills to actions specific to an individual education plan
- 15.28% - Develop a portfolio to demonstrate skills/competencies

Forty-nine percent of faculty and staff recommend that the course be offered prior to the final semester. While 41% of faculty recommended decreasing the STRT1000 class by one credit and using that for the transition experience, 36% preferred a one credit hour flexible option for programs to incorporate, 33% wanted to add the competencies to existing capstone courses, and 19% preferred to embed the competencies throughout a series of existing classes in the program.

Faculty and staff lack of preparedness to discuss transfer and job placement with students was relatively high and points to a need for training as the course moves forward. Faculty and staff surveyed indicated the following:

- Preparedness to discuss transfer with students – 38% somewhat prepared; 29% somewhat unprepared; 19% not at all prepared
- Preparedness to discuss job placement – 22% very prepared; 36% somewhat prepared; 28% somewhat unprepared; 13% not at all prepared

### **Alumni Survey**

The goal of the alumni survey was to evaluate preparedness for the steps after graduation from LCCC and gather information those former students wish had been part of their degree programs at the College. Degree program faculty were asked in August to provide a list of

alumni they would recommend for a survey related to the transition after LCCC graduation.

Those recommended alumni were added to a list from Institutional Research that pulled students who graduated in the past one to three years, but not in spring 2022. The Spring 2022 graduates were included in a separate survey and removing them from the transition experience survey eliminated the risk of survey fatigue.

Of the 1,563 alumni who were surveyed, the initial response was very low at 7%. A follow-up calling campaign was conducted to reach another 100 alumni for a final response rate of 13.4%. Of the alumni who responded, 52% were employed full-time in their degree field and 23% were unemployed. In terms of feeling prepared to transition to the next step after LCCC (transfer or career) – 44.98% felt somewhat prepared; 38.28% felt very prepared; 11.48% felt somewhat unprepared; and 5.36% were not at all prepared. The most important things they wish had been part of their education at LCCC:

- 15.53% of all respondents considered “advanced personal financial capability”
- 14.24% of all respondents considered “job search (resume, recommendation letters, portfolio, interview skills, negotiating salaries, understanding benefits)”. A higher percentage of transfer students considered this (15.65%) vs. career students (12.29%)
- 11.17% transfer resources and options (with 2.73% of career students wanting this information as well)
- The top two skills alumni wished they had at LCCC: - Job search (resume, recommendation letters, portfolio, interview skills, negotiating salaries, understanding benefits); and Internship experience.
- The top skill or knowledge alumni needed in the workplace that they didn’t get at LCCC – hands-on/practical application

## **Industry Survey**

The industry survey list was built from the Pathway Advisory Committees. Industry partners from all eight LCCC Pathways responded to questions about skills that new hires were lacking in transitioning after college to the workplace. The response rate was exceptional as 31% of the 207 industry partners responded. The skills that LCCC industry partners wished new hires already knew or had more experience in included: critical thinking (22.54%); communication skills (written and verbal) (22.54%); and initiative (20.66%). The skills industry is having to train all new hires included: work ethic/how to be an employee (initiative, how to fill out a W2, dress code, attendance, punctuality, communication, interview skills, insurance, retirement plans, FMLA); critical thinking, and time management.

## **Focus Groups**

In November 2022, five focus groups were held in which participants were presented with national and LCCC specific data related to transition to transfer and career, and a first draft outline of the Transition Experience (TREX) course. Focus groups included the Academic Standards Committee, Faculty Senate, Staff Senate, Student Government, and the Pathway Coordinators. A presentation and draft proposal (Appendix D) were emailed to members of the focus groups to review and opportunities for feedback were given through in-person and email. The focus groups identified areas of consideration including a renewed consideration of the type of portfolio platform, the duplication of some of this work throughout programs now and the opportunity to bring it together in this single course, the need for training, how other areas such as the tutoring center could support the TREX course, and logistics of implementation (Appendix E). Across all groups, there were two common themes:

1. As a zero-credit hour class, there is concern that students will just transfer without completing it and/or the course be a barrier to completion.
2. Some students may not need all of the deliverables listed in the proposal and could there be an option to have students personalize the class from a list of requirements.

## Vetting Process

Over a six-month period and multiple avenues for feedback from stakeholders, the transition experience formed. The areas that morphed through feedback include the modality, competencies, course outline, and timeline. The modality discussion began as an exercise in pros and cons of various ways the transition experience could be provided to students. The ideas ranged from a traditional semester course to leadership weekends and winter intersession. The diversity of programs and needs of students led to a final proposal that allows the flexibility of programs to implement TREX in a way that best meets the needs of students.

The initial draft of the TREX course was built from examples of what other institutions of higher education were doing (mostly as optional seminars), research recommendations, and industry and alumni identified needs. The two main changes to the TREX course through feedback sessions was combining of initial assignments to make them more robust and valuable in grading and the addition of the Graduate Plan to Success (GPS) assignments. The value of the TREX assignments is enough that student may skip only one of the GPS assignments in order to pass the class. This was a hard learned lesson from assignments in the STRT1000 course and the transition experience team didn't want to repeat that mistake in the TREX course design. The GPS assignments were a product of student feedback requesting more options that help students build an individualized post-graduation plan. The GPS assignments also meet the needs of

students who are remaining in their current jobs (not transferring or entering a new workforce) but wanting to advance in their current career.

The parameters of ensuring online students have access to the course and activities, the required use of rubrics for grading, a standard set of competencies, and a limit of a single credit hour course ensure consistency across all programs. The timeline for implementation has morphed through three iterations primarily with the addition of recommendations that support the TREX course including portfolio development throughout programs and faculty training to support conversations around transfer and career. The third timeline includes the communication plan.

In the spirit of continuous improvement minor modifications to the course will continue as faculty review the completed course in Canvas and meet during the January 2023 Inservice. All current students will also have an opportunity to provide feedback as they see the course outline in the student life newsletter in January. The pilot group of programs will make the final changes prior to implementation in fall 2024.

## Discussion/Results

The Transition Experience (TREX) course pulls together work that started in 2017 with the Pathways 2.0 project. The implementation of Strategies for Success as a growth mindset course for LCCC freshmen serves as the launching pad for student success. While the work of teams across campus in Pathways 2.0 was rudely interrupted by the Covid Pandemic, the Transition Experience serves as an opportunity to pull together some of the pieces started five years ago (portfolio communication, entrepreneurial mindset, synthesis, and application). The TREX course will serve as a bookend to a student's time at LCCC and provide the space and evaluation of students' portfolio application of work in all courses as well as the avenue for students to articulate their successes and lessons learned inside and outside of the classroom. In some ways the Transition Experience expands on the Pathways Model including the development of a program map through the baccalaureate degree for transfer students, connecting the entrepreneurial mindset to application in the workforce, and the synthesis of learning through the completion and articulation of a portfolio.

Initially in the vetting of the Transition Experience, an idea was recommended to reduce the STRT1000 course by one credit hour and add that credit to the TREX course. The Transition Experience team pulled that idea as an option based on feedback from the Pathway Coordinators teaching STRT1000. The STRT1000 course is hitting its stride and reducing the credit hours of that class would negatively impact the effectiveness of the course. The team believes there is space and creative ideas for TREX without impacting the learning that is happening in STRT100. "It's not a question of what does and doesn't work for individual programs, it's about supporting students," said LCCC Vice President of Academic Affairs, Kari Brown-Herbst.

The diversity and differing demands of the 75 degrees offered at LCCC resulted in a course design that allows for flexibility of delivery based on programmatic need. The course is ready for the classroom with the understanding that LCCC will learn from the pilot and apply continuous improvement. Full implementation in all degree programs is set to begin with the fall 2024 freshmen class.

## **TREX**

The Transition Experience (TREX) course design is a culmination of research and literature review, and extensive vetting through LCCC surveys and focus groups, and the research of the Transition Experience team members in working with their peer groups. The graduation requirement of TREX stems of extensive research and examples that students do not do optional work. Of the higher education institutions who have implemented some of the similar strategies that TREX will use, the average engagement from students is 20%. Rather than a lecture-based course, TREX is a combination of seminars and a set of deliverables in which students are coached to create individual plans. “Students today are looking less for standardized classroom learning. They want a much richer mix: customized, quality, convenience, novelty, and speed to market” (Carlson, 2022). The TREX Master Course in Canvas including three modules containing 10 assignments and grading rubrics. The three modules are: Financial Planning, Portfolio, and GPS – Graduate Plan to Success. The two required pieces of all graduating students (financial planning and the portfolio) are heavily documented as needs for all students through research and the LCCC surveys. The GPS modules asks students to choose three activities based on their own individual needs and post-graduation plan. The GPS module addresses the concerns of faculty regarding duplication of some of this work already imbedded in some programs and, primarily from student feedback, the opportunity to make this Transition

Experience meaningful to individual student needs. All assignments and activities in the TREX course align to the three identified competencies:

- Students will effectively communicate skills learned at LCCC.
- Students will utilize resources to demonstrate personal skills for transition to career or transfer.
- Students will create a post-graduation plan.

The assignments were built by combining examples of what other schools are doing including Valencia, Penn State, Slippery Rock University, James Madison University, UNLV, Lake Area Technical College, and what research articles and input from current LCCC faculty and students have identified as critical in the transition of students. Subject matter experts were asked to weigh-in on specific assignments and resources including entrepreneurship faculty assistance with the entrepreneurship/intrapreneurship assignment and the psychology faculty assistance with the self-care and work/life balance assignment. The program map for transfer students was built from the AACC Pathways Project Program Map Template. The portfolio assignment includes demonstration of the LCCC Core Competencies and will require programs and general education courses to ensure students are identifying and uploading assignments to their portfolio throughout their time at LCCC. The LCCC Center for Excellence in Teaching (CET) and Canvas experts were consulted to ensure appropriate grading of the three optional GPS assignments and instructions will be part of faculty training. The assignments and grading rubrics provide the guard-rails for guidelines and limits for the size of the course as it is implemented in different ways across campus. The common rubrics used for grading will allow student engagement and learning to be graded across all programs.



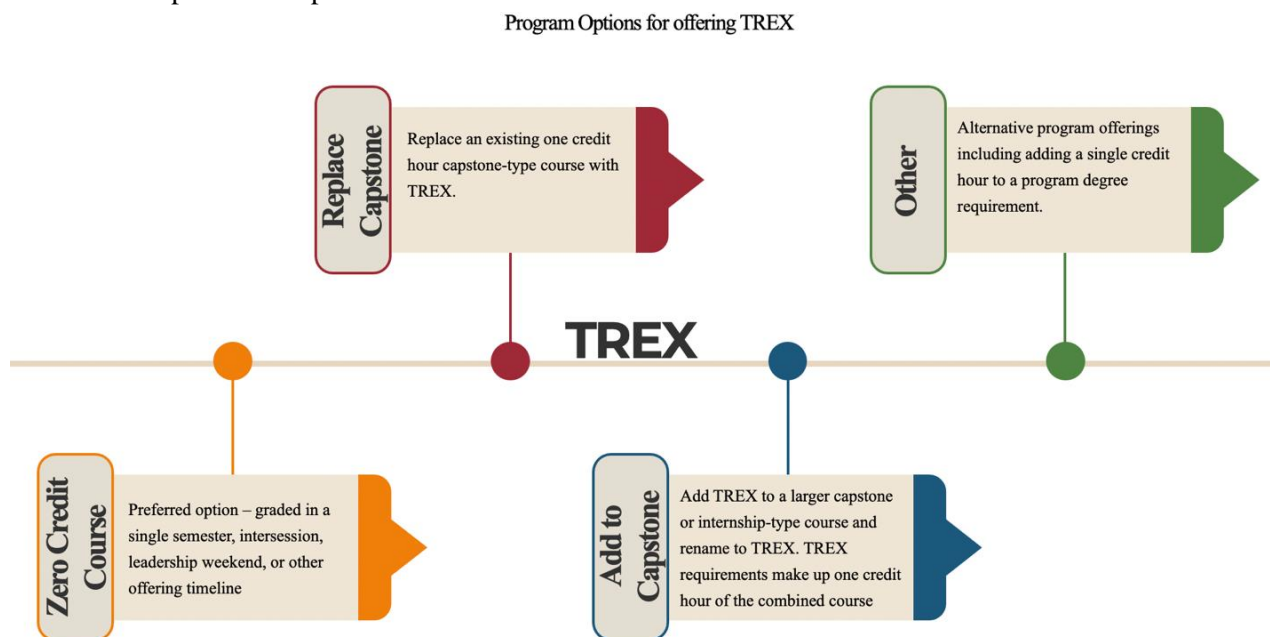
**Logistics**

The TREX course implementation in each of the degree offerings at LCCC is left flexible to the design of the programs. Program faculty and directors will identify how they will implement TREX in their individual programs through the Academic Standards Committee (ASC) process. A new committee in ASC will evaluate and recommend-for-approval each program's implementation plan.

All programs must consider the online and HyFlex students when implementing TREX. All seminars and activities including the financial planning seminar, transfer seminar, career fair, networking, and mock interviews, will be built in a HyFlex/online modality to ensure equity with all students.

The preferred design of a zero-credit graduation requirement that is implemented based the individuality of the degree programs allows for greater buy-in by faculty and meets the request of 93% of faculty who do not want to add another credit hour to the programs or another credit hour of expense to students (41% prefer decreasing STRT100 by one credit to create the one credit hour class; 33% would add to an existing capstone class; 18% would embed competencies through a series of existing classes). The zero-hour class is something LCCC is already familiar with (Music Convocation). While the preferred implementation of the course is as a zero-credit hour graduation requirement, programs may present alternatives through ASC for consideration as shown in Figure 7. Such alternative designs options for programs to consider include replacing a program capstone class with TREX, adding the TREX requirements to a larger capstone or internship type class, or adding a one-credit hour TREX course as a degree requirement. In all cases, the final class will be called TREX and the assignments and grading rubrics will be implemented consistently across the campus.

**Figure 7**  
Transition Experience Implementation



### Pilot

In January 2023, each LCCC Pathway will be asked to identify at least one program to pilot the TREX course starting in fall 2023. The diversity of Pathways will allow the pilot to include a combination of transfer and career degree programs. The pilot will be a graduation requirement of incoming freshmen in fall 2023 and optional for sophomores in those programs. The pilot group will navigate the new ASC committee, training and implementation as a team and help with assessment and continuous improvement of the course prior to full implementation in fall 2024.

## **Timeline and Communication Plan**

The transition experience timeline begins in January 2023 and culminates in campus-wide implementation by fall of 2024. The timeline and communication plan (Appendix F), include required and recommended actions that support students in their transition after LCCC. The goal of the timeline and implementation is to allow programs to use what they may already be doing and add that work in a structured course. The same theory applies to the assessment of TREX in that we add to the metrics already being measured and make the system more robust rather than reinventing something completely different. To implement this plan as a pilot in fall 2023 requires action by the Vice President of Academic Affairs (VPAA) to approve the new course and program modifications outside of the Academic Standards Committee (ASC) timeline. The Chair of ASC and the LCCC Registrar recommend an administrative memo outlining the changes as a way to expedite the approval process. A new TREX committee in ASC will review and recommend for approval the plans for implementation from each program. Further information about the transition experience may be provided starting with the 2023-2024 LCCC Catalog.

### **Communication Pieces**

The transition experience has been communicated to the campus through the August in-service, surveys, focus groups, and the student newsletter. Communication will continue as outline in the timeline (Appendix F). There are three draft designs of communication pieces including a Program Advisory Committee (PAC) handout, faculty postcard, and student services information sheet (Appendix G). The transition experiences committee will work with Human Resources and the Marketing departments to create materials for newsletters, the website, and additional communication pieces as needed.

## Training

Two training opportunities for faculty and student services staff are required for seamless execution of the transition experience. Research indicates students often fail to connect what they are learning in the classroom to skills they will need in a career (Fischer, 2022). Those connections need to be made clearly and directly and become imbedded pieces of every course. It is important to “teach staff members how to help students clarify and sharpen their vocational purpose and translate that purpose into language that will appeal to employers” (Carlson, 2022) LCCC own research demonstrates opportunities for training to help faculty and staff become more confident in conversations about careers and transfer. “Faculty provide important transfer information but also serve in a critical role of building students’ self-efficacy for transfer rather than merely passing along transfer information” (Maliszewski Lukszo & Hayes, 2020). The training outline drafts (Appendix H) are designed with active learning in mind and will allow faculty to do the work required of the transition experience with the support of the CET and members of the transition experience team. The goal is to offer multiple training sessions in both live and online synchronous options. Degree program faculty will create effective plans best if they are trained as a team and can outline their plans during that time.

The all-faculty training workshop will be required of full-time program faculty members (recommended for adjunct faculty) and is designed with three goals:

- Faculty will apply transfer and career discussion to individual course lessons and discussion.
- Faculty will identify at least one assignment from each course in which students will upload to a portfolio.

- Faculty will identify and speak to career and transfer skills developed through each course they teach.

In this training, faculty will work as a team to brainstorm, identify assignments, assess the impact program-wide and develop an implementation plan. There is no one-size-fits-all strategy and faculty will identify what works best in their classrooms and programs. It is as simple as asking students, if this course was the only experience in college – what would you put on your resume (or in your portfolio) (Fischer, 2022). Programs who volunteer to pilot TREX in fall 2023, will be required to have a degree program portfolio plan as well. Deans and program directors will review portfolio plans prior to implementation. It is recommended that programs engage with industry-partners and/or in PAC meetings to help identify what types of portfolio submissions would be most effective in the interview and hiring process.

The TREX instruction training workshop will be required of faculty who will guide students through the activities of TREX. Including the student success coaches ensures understanding of the TREX course and communication with students about the graduation requirement from the very first interaction with LCCC. The goals of this training workshop include:

- Faculty and student success coaches will understand the expectations of the TREX course including modules, activities, assignments, and grading rubric usage.
- Faculty will create program specific examples and information for identified assignments in the TREX course
- Faculty will recognize the campus-wide nature of the TREX course and the limits of change and grading.

Faculty will work in program teams to create degree-specific examples and information to apply to assignments. It is recommended that programs consider areas where industry-partners can be engaged such as review of student portfolios, mock interviews, and in the networking seminar. Regular training, offered annually, will ensure consistency of instruction across campus as well as an opportunity for all TREX faculty to provide input and guide continuous improvement.

## Assessment

The assessment of the transition experience will be an annual activity and require engagement from faculty who instruct the course, institutional research, students, industry partners, transfer institutions. In August 2023, faculty identified metrics that they believe would show the impact of the transition experience. Through vetting in fall 2022, those metrics have been narrowed to the draft presented in Appendix I. The TREX timeline finalizes these metrics with the LCCC institutional research team in spring 2023. The TREX assessment plan is designed in two-parts: the pilot assessment and long-term assessment. As each degree program has the flexibility for how TREX is implemented, it will be two years (2024) before the impact of the transition experience is realized in students who participate in the pilot starting in fall 2023. However, there are qualitative assessments recommended in the first year to evaluate pain points of implementation, the value of the assignments, and the evaluation of the plan by industry and transfer partners.

Some of the identified metrics are already being collected by LCCC, other metrics will require the development of tools including surveys to track the impact of the transition experience. It is recommended that LCCC assess the programs who are currently tracking their students' post-graduation employment and transfer, and use those tools to develop a consistent, campus-wide post-graduation assessment.

The annual assessment of the impact of the Transition Experience should lead to data that may be used publicly to promote programs and student success. James Madison University uses an easy to read career outcomes dashboard to highlight the success of each graduating class. The uniqueness of a required transition experience should not only give students at LCCC an

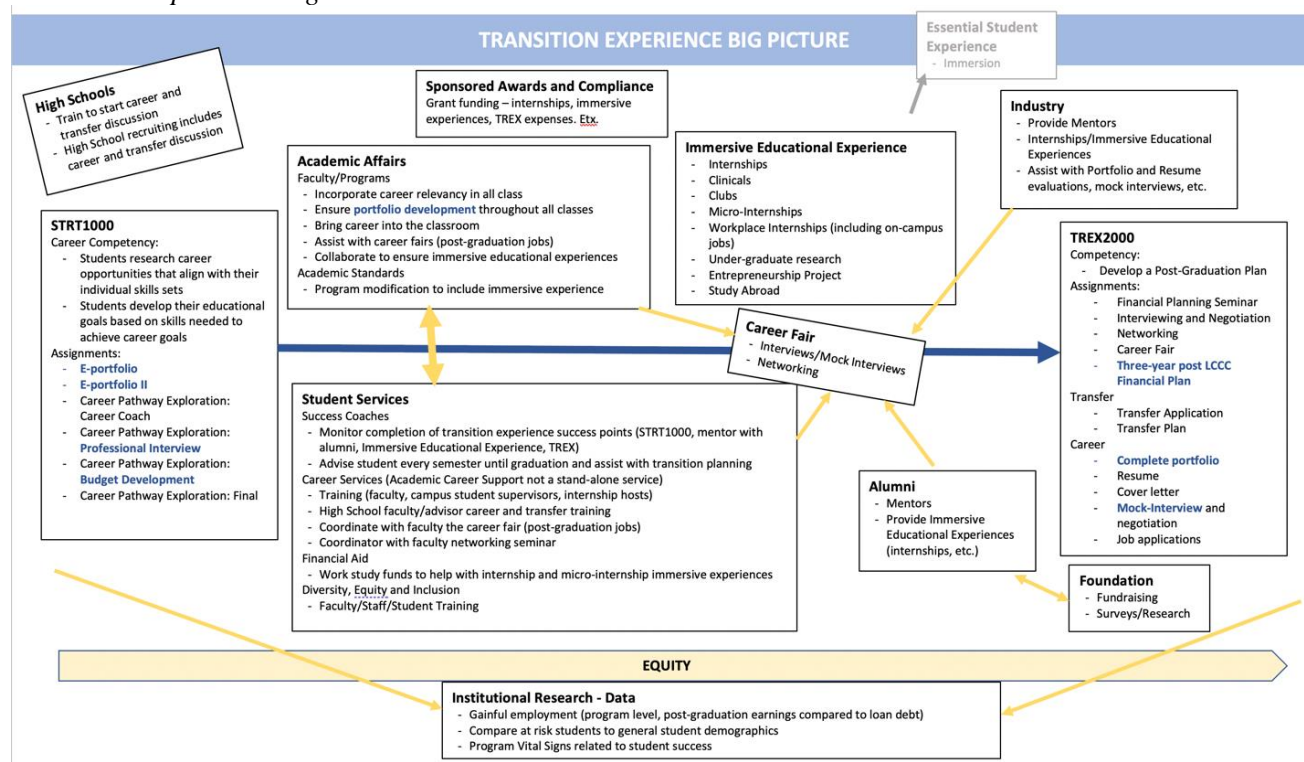
advantage as they move to their next goal, but it should provide LCCC with data that makes programs more marketable to potential new students and their parents.



## Additional Recommendations

In addition to adding a required transition experience course, the timing is right to consider other opportunities to improve the transition to transfer and work. Research has shown that the transition experience must be a campus-wide initiative and one that starts when a student first enters the college. LCCC already has some of the components of making the transition experience a comprehensive opportunity for students. The opportunity to pull together the work of a number of areas across campus and unify the transition experience work is shown in the big picture in figure 8.

**Figure 8**  
*Transition Experience Big Picture*



Recommendations for improving student transfer focus primarily on the University of Wyoming (UW) (the number one choice for LCCC students transferring by 86% (Appendix J)). UW is moving to use the same advising tracking tools as LCCC – Navigate. This could allow the two institutions to work together and dually advise transfer students from the very start of their collegiate work. This dual advising model combined with transfer program maps that show a student's program plan course-by-course from the first semester to graduation with a bachelor's degree, have been shown to be more effective than articulation agreements (Laviolet and Wyner, 2020). The Wyoming institutions of higher education completed common course numbering work in 2022 that ensures more seamless transfer of courses.

There remains significant work to be done in development and re-development of articulation agreements and alignment of coursework in transfer between LCCC and UW. LCCC should work with UW to evaluate and understand transfer policies and practices and ensure the academic articulation summit focuses on the work of aligning programs and courses (creating and updating transfer program maps). A second summit should be considered to bring advising departments from all institutions together to further help ensure consistent communication with students. Assessing transfer student experiences and outcomes via a regular survey and sharing data both from and to the university will help identify areas for continuous improvement. UW and LCCC should provide clear and consistent transfer information to advisors and faculty annually.

Career exploration and engagement with industry is part of the Strategies for Success (STRT1000) course required for most freshmen students. There are two competencies in STRT1000 that tie directly to the work students will complete in TREX. There are four major assignments in the STRT1000 course that directly impact the transition experience including the

portfolio introduction, portfolio career exploration presentation, professional interview, and budget as seen in Figure 9. Due to the direct connection of the two classes and the need for all students to start career work early in their college education, it is recommended that the waiver option for STRT1000 be eliminated and that the course be required for graduation by all students.

**Figure 9**  
*STRT1000 and TREX Connection*

<b>STRT1000</b>	<b>TREX</b>
<b>Competencies</b>	<b>Competencies</b>
Students research career opportunities that align with their individual skill sets	Students will effectively communicate skills learned at LCCC.
Students develop their educational goals based on skills needed to achieve career goals	Students will utilize resources to demonstrate personal skills for transition to career or transfer.
	Students will create a post-graduation plan.
<b>Assignments</b>	<b>Assignments</b>
<b>E-Portfolio I and II (set up Portfolium; career exploration final presentation)</b>	<b>Complete Portfolio (Gen Ed and all class input; immersive educational experience reflection)</b>
<b>Career Pathway Exploration: Budget Development</b> (career and life budget based on degree choice)	<b>Three-year post LCCC Financial Plan</b> (attend financial planning seminar) (debt reduction, paying for bachelor's, retirement planning, insurance choice, major purchasing plans, etc.)
Career Coach	Graduate Plan to Success (GPS) – Choose Three: <ul style="list-style-type: none"> <li>• Career – Resume, Cover Letter, Job Application, Career Fair</li> <li>• Career – Interviewing and Negotiation</li> <li>• Networking Seminar</li> <li>• Transfer Student Capital</li> <li>• Transfer Plan and Application</li> <li>• Professional Etiquette and Promotion</li> <li>• Entrepreneurship/Intrapreneurship</li> <li>• Self-Care and Work-Life Balance</li> </ul>
Career Pathway Exploration: Final	
Career Pathway Exploration: Professional Interview (or job shadow)	

Of the 75-degree programs currently offered at LCCC, 53% (40 programs) already provide an applied learning experience through internships, clinicals, capstones or something similar ([Appendix K](#)). The opportunities to take this number to 100% and provide all students

with an immersive educational experience not only meets the demonstrated need from research and industry, but would also meet the LCCC 2030 Strategic Plan Goals 3 – 4 Program Health Strategy:

“Integrate required and meaningful Applied Learning experiences into all degree/certificate programs”

“Majors themselves are becoming less important as a screening device for employers of new college graduates. The NACE survey found that students’ major and grade-point average, as well as the college they graduated from, matter less to employers than do internships and firsthand experience” (Fischer, 2022).

Research points to a number of strategies that allow all learners (even non-traditional and online students) the opportunity to apply their knowledge in real world situations. From micro-internships to leveraging on-campus work to provide students in accounting or electrical programs the opportunity to work with LCCC staff, the ideas for adding applied learning opportunities are endless. “Part-time work experience can be more valuable than high grades or an alma mater’s elite reputation” (Carlson, 2022). While unpaid internships are not an equitable option, there are examples from other higher education institutions who leveraged grants to provide micro-loans to small businesses who would otherwise not be able to afford an intern. In addition to a preliminary investigation of other opportunities, the LCCC Sponsored Awards and Compliance office identified additional funding sources including:

- Strada Education Network
- Andrew W. Mellon Foundation
- DeBruce Foundation
- Department of Workforce Services

- Ellbogen Foundation
- Wyoming State Foundations
- Perkins Grants
- NACCE Grants

The LCCC Financial Office also indicated there are ways to utilize financial aid and work-study monies to help students gain program-specific experience.

Forty-three of the 75 LCCC programs currently include at least one industry certification earned by students (Appendix M). Industry-recognized certifications is another area of opportunity that industry and research have shown as improving the transition of students-to-work. Embedded industry-recognized credentials ensure relevancy and give students a head start in meeting regulatory requirements of their profession (Swift & Bing, 2021). It is recommended that where possible, industry-recognized certification should be added to degree programs and included as part of a student's portfolio.

The design and graduation requirement of the transition experience at LCCC is unique to higher education and even more unusual at the community college level. For this reason, it is recommended that white papers and presentations be written to demonstrate the design and positive impact we believe this experience will have on student success. "Celebrate! Celebrate! The number of graduates, where they are employed, what they make and your transfer numbers," said Deb Shepard, former President of Lake Area Technical College. (J. Koslosky, personal communication, August 17, 2022) "It is really important to talk about why we (higher education) are here ... to have these outcomes." This work should be used to impact the higher education industry as a whole.

## Conclusion

Research indicates a strong need for a student transition to better support graduates in finding success after college. Excellent grades in the classroom and acquired industry-specific skills are not enough to reduce the stress of the post-graduation transition and ensure that students meet the goals they have set for themselves. Research clearly points out the gaps in the system and the student and alumni voices of LCCC reiterate that in the fears they have of making the transition and the things they had wished they had known before leaving the College.

There are many institutions of higher education who have focused on individual areas of the transition such as helping students create a resume. The LCCC Transition Experience (TREX) takes all of the individual post-graduation best practices in the industry and offers students a comprehensive and holistic set of requirements that address the common issues in students transition to transfer and work. TREX allows students to access resources specific to their needs and build their own individual post-graduation plan. TREX is proposed as a set of competencies in which degree programs will offer in a format that works best for their students and industry. The flexibility of design and in how students interact with the competencies and deliverables will ensure buy-in from faculty and students. The TREX design provides opportunity for industry to influence examples, assess student work, and engage in a networking with future employees.

TREX will accomplish the 2030 LCCC Strategic Plan Goal Three of establishing an inescapable transition experience for students entering the workforce or transferring to a university. The assessment of the impact of TREX will increase all of the quantitative markers that demonstrate student success and change the student and alumni narrative to:

- “I was well prepared and found help in applying and accepting my first job.” – future LCCC alumni
- “I transferred to UW without losing any credits and I’m on the path I designed with my advisors and faculty to graduate with my bachelor’s degree.” – future LCCC alumni
- “I’m not worried about my transfer to UW because I have a four-year plan of the classes I need to graduate and I’ve received enough transfer scholarship money to pay for my degree.” – future LCCC student.
- “I’m not worried about my transition to work because I have already applied and accepted a position with an employer in my chosen career field who I met early in my degree program.” – future LCCC student.

The LCCC required transition experience will ensure that students have all the skills and competencies to successfully navigate today’s college transfer and employment systems. The TREX model can be easily adapted to other institution of higher learning and, with demonstrated success, may become a model of best practice adopted by community colleges nationwide. Ensuring student success in the post-graduation transition demonstrates why the LCCC degree matters to students, parents, and employers. TREX will demonstrate higher education accountability.

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## **Appendix A. Pros and Cons TREX Delivery Method Results**

- Complete a series of workshops all throughout the degree – break into manageable pieces, practice opportunities
- Bring in experts for major sections in financial aid, advising, etc.
- Add 3-5 Transition Experience competencies to an existing capstone, internship, or clinical type course (add course to programs where none exist).
- Add a one-hour class to all programs and increase the total credit hour limit of each program by one credit.
- Create a one credit hour intersession or mid-semester 3-day intensive retreat/conference for each program.
- Create a one credit hour series of workshops presented throughout a semester (final for career; third for transfer).
- Create a one credit hour intersession or mid-semester series of workshops.
- Create a one credit hour collaborative program where academic programs and student services work together to advise transitioning students.
- Decrease STRT1000 (Strategies for Success) to a two-credit hour class and move the one credit to a capstone-type class at the end of the program.
- Create a one credit hour flexible option for programs to incorporate the Transition Experience competencies in a way that best fits the program. Programs will use consistent campus-wide rubrics that will measure the competencies in a way that provides useful institutional data
- Zero credit required class or workshops to complete steps.
- Embed competencies and activities through a series of existing classes.

## Appendix B. Faculty Inservice Competencies

Items in green were added as questions to the follow-up faculty/staff survey

### Transfer Student Competencies

- **Create (Design) a post-graduation plan**
  - Create a S.M.A.R.T Goal and a plan to carry out transfer.
    - Develop professional goals related to attaining and maintaining employment in chosen field
- **Apply college transfer skills in actions specific to an individual education plan.**
  - Students will create a comprehensive transfer plan
  - Identify a mentor (student/teacher/advisor) at your transfer institution
    - Develop connections to mentors / role models at transfer institution.
  - Create career related networks and networking opportunities.
    - Demonstrate a familiarity with associations, organizations, etc. in field.
  - Collaborate with transferring institution to practice in platform
  - Advocate for self in platform navigation, wayfinding, demonstrate initiative to find information
    - Demonstrate self-advocacy skills
    - Navigating and advocating for resources at the new institution
  - Create a plan of action for transfer preparation and outline course requirements to complete BA/BS.
  - Identify key components of successful transfer to a 4-year institution (e.g., Application timelines; increased workload)

- Create an action plan with transfer that includes transfer deadlines and all people and phone numbers needed to connect at transfer institution.
- Skills – application, scholarships, program map
- Research and apply to at least three institutions that best fit your career and academic goals
  - Successfully research, self-selected college application or transfer processes
- Knowledge/familiarity with navigating financial aid (financial planning/budgets/taxes)
  - Budgeting for increased cost applying for financial aid
- Research program map and credit transferability at desired institution
- Develop a list of questions to ask upon meeting with an advisor at a transfer institution and meet with this advisor
- Outline the transfer process (how to investigate schools, apply, find scholarships, local resources on a new campus)
- Investigate what assessments will be required for entry and/or course placement.
- Ability to present oneself favorably to transfer programs
  - Students will demonstrate interpersonal and interprofessional skills
  - Develop and practice field specific communication skills
  - Demonstrate standards of professionalism (society and profession based).
- Navigation applying at a transfer institution
  - Navigate the current system vs. the system they are going to
  - Plan for application cycle

- **Develop a portfolio to demonstrate skills/competencies for transfer school**
  - Demonstration artifact of email or other professional written communication and understanding professional etiquette and interactions, including problem solving, conflict resolution and critical thinking.
  - Demonstrate competency in General Education (written and verbal communication, critical thinking, collaboration)
    - Problem solving, creativity
  - Professional communication
  - Advanced academic research and writing
  - Demonstrate verbal and non-verbal communication skills
  - Develop portfolio focused on cognitive and practical skills developed through Gen Ed and program classes
  - Demonstration motivation
  - Demonstration emotional intelligence
  - Demonstration reflection on what you did well in College vs what you can improve
    - Reflect on educational experiences that prepare you for success at 4-year institution
- **Research and participate in an internships/job shadowing type of experience “in-field”**
  - Apply course work in relevant real-world situations
  - Identify potential career opportunity from transfer institution
- Resume, interview skills, time management skills

- Students will explore resources for transfer effectively
- Develop individualized research project in degree field
- Relate critical thinking skills to academic or career challenges.
- Time Management
- Field trip to a transfer institution
- Develop “back-up” plan – SWOT/Critical analysis of how skills can pivot if your field or first choice goes away
- Analyze skills that are relevant to career/transfer goals
- **Develop financial literacy and create a personal financial plan**
  - Develop a financial plan that correlates with future academic and professional goals
- Life navigation – how to be successful in life (taxes, etc.)

### **Career Student Competencies**

- **Create (Design) a post-graduation plan**
  - Students will create a comprehensive career plan
  - Develop a post-associates degree plan (academic trajectory)
  - Create a S.M.A.R.T Goal and a plan to carry out career transition.
  - Develop professional goals related to attaining and maintaining employment in chosen field
  - Develop a career trajectory plan (not necessarily moving up, but staying relevant)
- **Demonstrate career readiness skills through action specific to career field**
  - Demonstrate collaboration/teamwork
  - Demonstrate professional written communication

- Demonstrate professional verbal communication
  - Demonstrate confidence
  - Demonstrate problem-solving skills/initiative
  - Skills-professionalism, interview, resume, portfolio
  - Plan and prepare for job applications and interviews
  - Develop and practice job related specific communication skills
  - Students will demonstrate interpersonal and interprofessional skills
  - Identify key components of job readiness (resume, interview skills)
  - Demonstrate social skills
  - Demonstrate collaboration
  - Demonstration management
  - Demonstration emotional intelligence
  - Demonstrate creativity
  - Demonstration motivation
- Connect with an industry professional in field or locate industry standards and create a list of five core values/professional regulations for that career – link artifact/demonstration of those items.
- Define your responsibilities vs. the industry and employers' responsibilities
- Require site visit/practical experience that results in reflection of skills needed to be successful and list a plan to meet those expectations.
  - Apply coursework in relevant real-world situations
- Ability to present oneself favorably to potential employers
- Life navigation – how to be successful in life (taxes, etc.)



- **Career application, resume, cover letter, interviewing skills specific to careers**

(questions to ask – what’s your first day like, benefits, etc.)

- Clear Readiness (Resume, portfolio, interview skills, etc.)
  - Develop a resume/cover letter
    - Create outcomes-based resume/cover letter
  - Participate in a mock or live interview
  - Develop a presence in an online job board (Indeed, LinkedIn, Zip Recruiter, etc.)
  - Participate in a mentor/interview conversation with a professional in industry
  - Develop interview/professionalism/resume skills/competencies
  - Develop interviewing and job search skills (includes investigating where the job is – i.e., cost of living, housing availability)
- **Develop financial literacy and create a personal financial plan**
    - Develop a financial plan that correlates with future academic and professional goals
    - Budgeting, money management
  - **Demonstrate employability competency**
    - Evaluate your performance skills to self-initiate performance improvement plans
    - Demonstrate involvement/participation in professional organizations in a career field
      - Create career related networks and networking opportunities.
      - Demonstrate a familiarity with associations, organizations, etc. in field.
  - Demonstrate standards of professionalism (society and profession based)
  - Students will produce a career portfolio

- Apply the training from knowledge and skills from coursework across the credential to complete a capstone project
- Portfolio with artifacts
- Create a summative portfolio including cover letter, resume, assessments, and experiences
  - Develop a portfolio/resume for interviews
- Develop “back-up” plan – SWOT/Critical analysis of how skills can pivot if your field or first choice goes away
- Demonstrate verbal and non-verbal communication skills.
- Problem solving
- Relate critical thinking skills to academic or career challenges.
- Demonstrate competency on industry-standard certification exam (complete mock exam during program)

#### OTHER

- Resume building specific to their post-graduation (LCCC) plan
- Success coaches helping with applications and next steps
- Increase use of (or opportunity for) industry certifications while in school
- How to find a job – where to look, how to stand out
- How can we make internships/work study easier for students to participate (time, money) – time built into course schedules?
- Help students learn the reality/catches of situations (tricks of the trade) – free software, buying own tools, etc.
- Figure out which courses can assess these competencies to avoid overlap

## Appendix C. Survey Questions

### **Current Students** (*under 18 excluded from the list*)

- Do you plan to earn a bachelor's degree from a college other than LCCC? YES or NO
  - If YES move to transfer questions
- Do you plan to get a job related to your LCCC program of study immediately after leaving LCCC? YES or NO
  - If YES move to career questions

*NOTE: if "NO" to either question about post-LCCC plans, the survey should end after \**

- Transfer
  - Desired area of study at a transfer institution?
    - Agriculture and Equine
    - Health Science and Wellness
    - Trades and Technical Studies
    - Business and Accounting
    - Human and Public Service
    - Information Technology
    - Communication and Creative Arts
    - Science, Technology, Engineering and Math
    - Other: \_\_\_\_\_
  - What are you worried about in the transfer process? (required answer)
  - Do you feel like you have a clear and well-defined path to transfer? YES or NO

- Do you have a plan for financing your bachelor's degree? YES or NO  
(add in process)
- Do you know that if you attend a university after LCCC, you have the option to return to the community college and apply some of those credits to your degree at the community college? YES or NO (reverse transfer question)
- Do you know that community colleges and universities often have written agreements that guarantee certain classes are accepted in transfer? *YES OR NO (articulation agreement question)*
- What do you believe will be the differences between your community college experience and the experience you will have at the university?
- Career
  - What career field are you planning to work in?
    - Agriculture and Equine
    - Health Science and Wellness
    - Trades and Technical Studies
    - Business and Accounting
    - Human and Public Service
    - Information Technology
    - Communication and Creative Arts
    - Science, Technology, Engineering and Math
    - Other: \_\_\_\_\_
  - Do you know where to find potential job openings? YES or NO

- Where do you go for information on job openings? (choose all that apply)
  - Company Websites (John Deere, Cheyenne Regional Medical Center, Wells Fargo Bank, etc.)
  - Job Posting Sites (Monster, Indeed, Wyoming at Work, etc.)
  - Social Media (Facebook, Instagram, LinkedIn)
  - Newspapers
  - Friends
  - Family
  - Faculty
  - Advisor
  - Career Center
  - I have never looked for a job before
  - Other: \_\_\_\_\_
- How prepared do you feel to start looking for a job?
  - Very Unprepared (1)
  - Somewhat Unprepared (2)
  - Somewhat Prepared (3)
  - Very Prepared (4)
- How prepared do you feel to negotiate a job offer (including salary and benefits packages)?
  - Very Unprepared (1)
  - Somewhat Unprepared (2)
  - Somewhat Prepared (3)

- Very Prepared (4)
- What resources do you feel you need to transition to work?
  - How to complete Resume
  - Complete Cover Letter
  - Interview skills
  - Networking skills
  - Negotiation skills
  - Career Fair
  - Industry Contact
  - Understanding of a complete employment package (salary/hourly rate, insurance, retirement, taxes, etc.)
  - Other: \_\_\_\_\_
- What are you worried about in the transition to work? (required answer)
- What do you believe will be the differences between your community college experience and the experience you will have when you enter the workforce?
- \*What are you worried about after graduation? (required answer)

**Faculty/Staff Survey:****Questions:**

- Consider a student's pathway through a transfer program. When is a transition experience appropriate?
  - First semester of the final year
  - Between the last two semesters

- Final Semester A Block
  - Final Semester B Block
  - Other: \_\_\_\_\_
- Consider a student's pathway through a workforce preparation program. When is a transition experience appropriate?
  - Final Semester A Block
  - Final Semester B Block
  - Prior to the last semester
  - Other: \_\_\_\_\_
- Choose up to three modality preferences for how the Transition Experience is provided to students. You may assume that the transfer and career students will have separate offerings.
  - Add 3-5 Transition Experience competencies to an existing capstone, internship, or clinical type course (add course to programs where none exist).
  - One-hour class added to all programs and increase the total credit hour limit of each program by one credit.
  - One credit hour intersession or mid-semester 3-day intensive retreat/conference for each program.
  - One credit hour series of workshops presented throughout a semester (final for career; third for transfer).
  - One credit hour intersession or mid-semester series of workshops.
  - One credit hour collaborative program where academic programs and student services work together to advise transitioning students.

- Decrease STRT1000 (Strategies for Success) to a two-credit hour class and move the one credit to a capstone-type class at the end of the program or workshop offerings.
  - One credit hour flexible option for programs to incorporate the Transition Experience competencies in a way that best fits the program. Programs will use consistent campus-wide rubrics that will measure the competencies in a way that provides useful institutional data
  - Zero credit required class or workshops to complete steps.
  - Embed competencies and activities through a series of existing classes in each program.
  - Other: \_\_\_\_\_
- Think about what you know about student's transfer experiences to another institution. If you had to discuss this topic with a current student, how prepared would you feel to provide accurate information?
  - Not at all prepared (1)
  - Somewhat unprepared (2)
  - Somewhat prepared (3)
  - Very prepared (4)
- Think about what you know about student's job placement experiences. If you had to discuss this topic with a current student, how prepared would you feel to provide accurate information?
  - Not at all prepared (1)
  - Somewhat unprepared (2)



- Somewhat prepared (3)
  - Very prepared (4)
- What should be the three competencies for the Transition Experience for transfer students (choose up to three) (*these were suggestions from faculty during the Inservice workshop on Transition Experience*)
  - Create a post-graduation plan
  - Apply transfer skills to actions specific to an individual education plan (examples: identify mentors, network, self-advocate, transfer action plan, research transfer institutions, develop transfer course map, etc.)
  - Develop a portfolio to demonstrate skills/Competencies (examples: written and verbal communication, general education competencies, professional communication, emotional intelligence, etc.)
  - Apply program skills and competencies in a real-world situation (internship, job shadow, etc.)
  - Demonstrate financial literacy (personal financial plan, etc.)
  - Other: \_\_\_\_\_
- What should be the 3 competencies for the Transition Experience for career and technical education students (choose up to three) (*these were suggestions from faculty during the Inservice workshop on Transition Experience*)
  - Create a post-graduation plan
  - Demonstrate career readiness skills through actions specific to career field (professional communication (verbal and written); problem solving, professionalism, social skills, etc.)

- Demonstrate employability (networking, resume, application, interview, etc.)
  - Develop a career portfolio (artifacts from classes; reflection, etc.)
  - Demonstrate financial literacy (personal financial plan, etc.)
  - Other: \_\_\_\_\_
- What metric(s) would tell you the Transition Experience program is successful?
  - Transfer
  - Career
- What do you believe are the differences between a community college experience and the experience students have at a university?

**Recent Graduates (1-3 years – not including spring 2022 grads)**

Questions:

- Which statement best describes your current employment status?
  - Employed full time in my degree field
  - Employed full time outside of my degree field
  - Employed part time in my degree field
  - Employed part time outside of my degree field
  - Unemployed, actively seeking employment
  - Unemployed, not seeking employment
  - Unemployed, current student
- How prepared were you to transition to your next step after LCCC (transfer or career)?
  - Not at all prepared (1)
  - Somewhat unprepared (2)
  - Somewhat prepared (3)

- Very prepared (4)
- List skills or knowledge that you needed in your current college that you did not acquire while attending LCCC.
- List skills or knowledge that you needed in the workplace that you did not acquire while attending LCCC
- Choose up to five of the most important things you wish had been part of your education at LCCC:
  - Transfer resources and options (how to get involved at a university, transfer scholarships, applications, and timing)
  - Basic personal financial capability (budgeting, using credit, understanding credit scores, banking)
  - Advanced personal financial capability (understanding loans and interest, insurance, real estate markets and home ownership)
  - Investing (stocks, bonds, retirement planning, etc.)
  - Building relationships at work
  - Finding community post-college
  - Job search (resume, recommendation letters, portfolio, interview skills, negotiating salaries, understanding benefits (health insurance), etc.)
  - Job soft skills (conflict resolution, communication, leadership, supervision, time management, professional etiquette)
  - Internship experience
  - Developing and communicating a professional brand
  - How to transition between jobs (career transitions)

- Continuing education opportunities (ways to keep learning...)
  - Other: \_\_\_\_\_
- If you attended a university after LCCC, what were the differences between your community college experience and the experience you had at the university?

### **Industry Partner Survey**

- What is your industry? (based off the North American Industry Classification System)
  - Agriculture, Forestry, Fishing and Hunting
  - Mining, Quarrying, and Oil and Gas Extraction
  - Utilities
  - Construction
  - Manufacturing
  - Wholesale Trade
  - Retail Trade
  - Transportation and Warehousing
  - Information
  - Finance and Insurance
  - Real Estate and Rental and Leasing
  - Professional, Scientific, and Technical Services
  - Management of Companies and Enterprises
  - Administrative and Support and Waste Management and Remediation Services
  - Educational Services
  - Health Care and Social Assistance
  - Arts, Entertainment, and Recreation

- Accommodation and Food Services
  - Other Services (except Public Administration)
  - Public Administration
- Of the following, what are areas you wish new hires already knew or had more skills in (check all that apply):
  - Technical skills for the job
  - Conflict Resolution
  - Building work relationships
  - Critical Thinking Skills
  - Initiative
  - Personal Financial Management
  - Business Financial Management (how to manage a budget in the job)
  - Self-advocacy
  - Communication Skills (written and verbal)
  - Understanding job offers, salary, insurance, and other benefits
- What are other areas are you having to train all new hires that could be taught in school?

## Appendix D. Focus Group Draft Proposal

### Modality

\_\_\_\_\_ 0700 – 500 TREX – Transition Experience - Transfer

\_\_\_\_\_ 0701 – 501 TREX – Transition Experience – Career

- Example WELD-0700-501 TREX

Zero-hour credit class designed to be the equivalent of a one credit hour class = 15 hours.

This course will be a graduation requirement of all credit diploma and degree programs. Each program and/or Pathway will determine how the TREX course will be delivered based on the individual needs of the program. The course is only required one time for students who are stacking credit diplomas, however, it may be repeated up to three times. This may be applicable to students who start in a credit diploma and continue to another degree and a new transition.

### Why

#### Current Students

Per the current student survey, 63.14% of transfer students felt they have a clear and well-defined path to transfer and only 32.63% have a plan for financing their bachelor's degree. While 78.84% of students know where to find potential job openings, only 24.68% of respondents felt very prepared to start looking for jobs (27.85% felt unprepared). Of the career students, 55% felt unprepared to negotiate a job offer and the highest resource need from respondents was in negotiation skills and understanding a complete employment package.

### Faculty

The design of a zero-credit graduation requirement that is implemented based the individuality of the degree programs allows for greater buy-in by faculty and meets the request of 93% of faculty who do not want to add another credit hour to the programs or another credit hour of expense to

students (41% prefer decreasing STRT100 by one credit to create the one credit hour class; 33% would add to an existing capstone class; 18% would embed competencies through a series of existing classes). When asked about the competencies that should be required, faculty responded with:

- 24.48% - Create a post-graduation plan
- 24.48% - Apply program skills and competencies in a real-world situation
- 21.91% - Apply transfer skills to actions specific to an individual education plan
- 15.28% - Develop a portfolio to demonstrate skills/competencies

### **Class Design and Competency**

Rather than a lecture-based course, this will be a combination of seminars and a set of deliverables in which students are coached to individual plans. The course will have a single competency – develop a post-graduation plan. Comments from faculty include the repetitiveness of the competencies proposed and that these could be achieved by the single competence. Course completion requirements are based on research (the literature review of this project), feedback from alumni and current students about needs, and the metrics that faculty identified that would show what a successful Transition Experience would look like. Those metrics include:

#### **Transfer**

- Successful transfer to a bachelor's degree and persistence through the degree
- Transfer student credits align with university program requirements with limited or no loss of credits or additional credit requirements
- Reduction of transfer shock (students are prepared for all aspects of transfer- housing, financial (class and life), class size and rigor, finding community at new school, etc.)
- Student completion of a bachelor's degree within four years of transfer

## Career

- Successful job placement in field of study within six months of graduation
- Employment retention and progression (wage growth) of graduates
- Employer satisfaction

**Competency:** Develop a post-graduation plan.

## Requirements:

Seminars (held multiple times throughout the semester – open to all majors) (8 hours)

- Financial Planning Seminar (student loan repayment, focus on 401K and retirement planning, insurance, taxes, purchasing vehicles and mortgage information, investing, etc.)
- Interviewing and Negotiation Seminar (includes Dress for Success and connection to the new Professional Clothing Closet and Mock Practice, understanding employment packages (benefits, insurance, retirement, etc.) (required of career students, optional for transfer)
- Networking Seminar (Required of career students, optional for transfer)
- Transfer Seminar (required of transfer students, optional for career students)
  - Transfer fair with UW, LCCC BAS options, and other schools
  - Include discussion on transfer shock and skills to prepare for class size, rigor, and other university expectations
  - Could do a UW campus tour and group visit each semester
- Career Fair (required of career students, optional for transfer) – this would be a spring career fair with industries looking for graduates in specific fields

Transfer (7 hours)



- Application to at least one transfer University (if students are delaying the transfer, they will research deferred-enrollment options and identify the process required to apply at a later date)
- Complete transfer plan (housing, financial aid, enrollment in courses, identification of university resources, etc.)
- Identification of program map including any potential loss of credit hours or needed classes, with options to pick these up prior to transfer
- Participation in a campus tour and/or meeting with transfer institution advisor and develop report
- Participate in Transfer Seminar and reflection
- Completed three-year post LCCC financial plan

#### Career (7 hours)

- A completed portfolio and the ability to articulate skills (orally and written)
- A resume specific to career field
- A cover letter specific to career field
- Successful completion of mock-interview and negotiation
- Complete networking seminar and reflection
- Actively participate in career fair and reflection
- Submission of three job applications
- Completed three-year post-LCCC financial plan

#### Logistics

Logistically, the zero-hour class is something LCCC is already familiar with (Music Convocation). The seminars recommended would be presented as HyFlex.

Option One (Pilot)

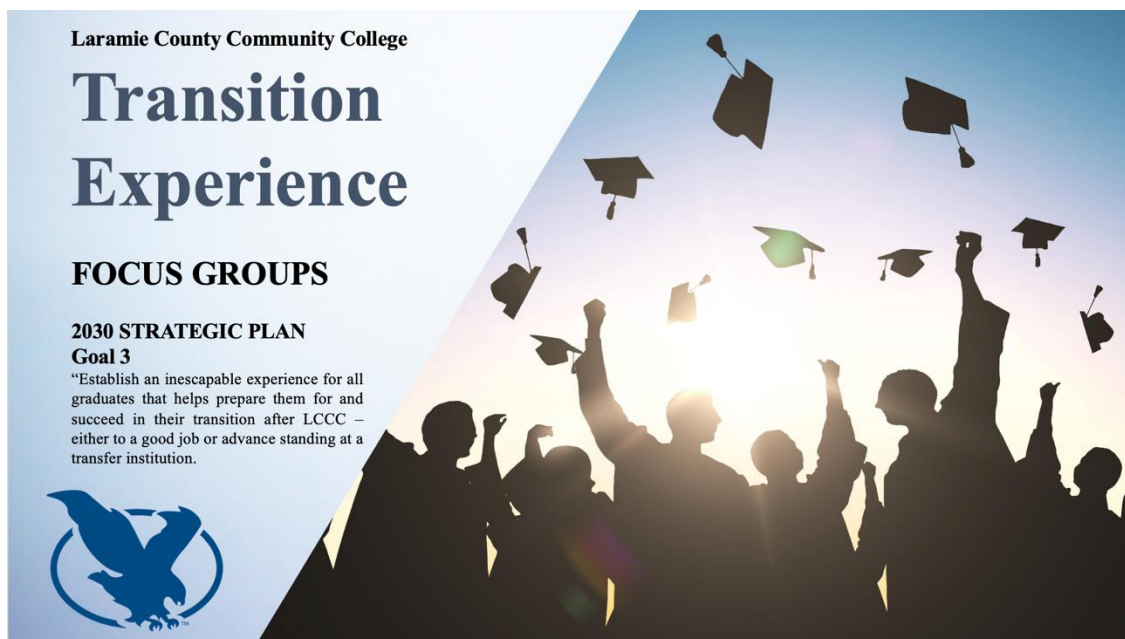
Program faculty interested in piloting the Transition Experience (at least one from each Pathway and a combination of transfer and career) will identify the semester in which the Transition Experience will be required. Through an administrative memo in early 2023, this requirement can be considered by Academic Standards for implementation in the 2023 -24 Catalog. As this course and program changes are out of the ASC Timeline, this will require action by the Vice President of Academic Affairs.

Option Two

Full implementation for all programs starting fall 2023.

Option Three

Work within the parameters of Academic Standards and add the course to new programs during the modification submission timeline in fall 2023 to be implemented in fall 2024.

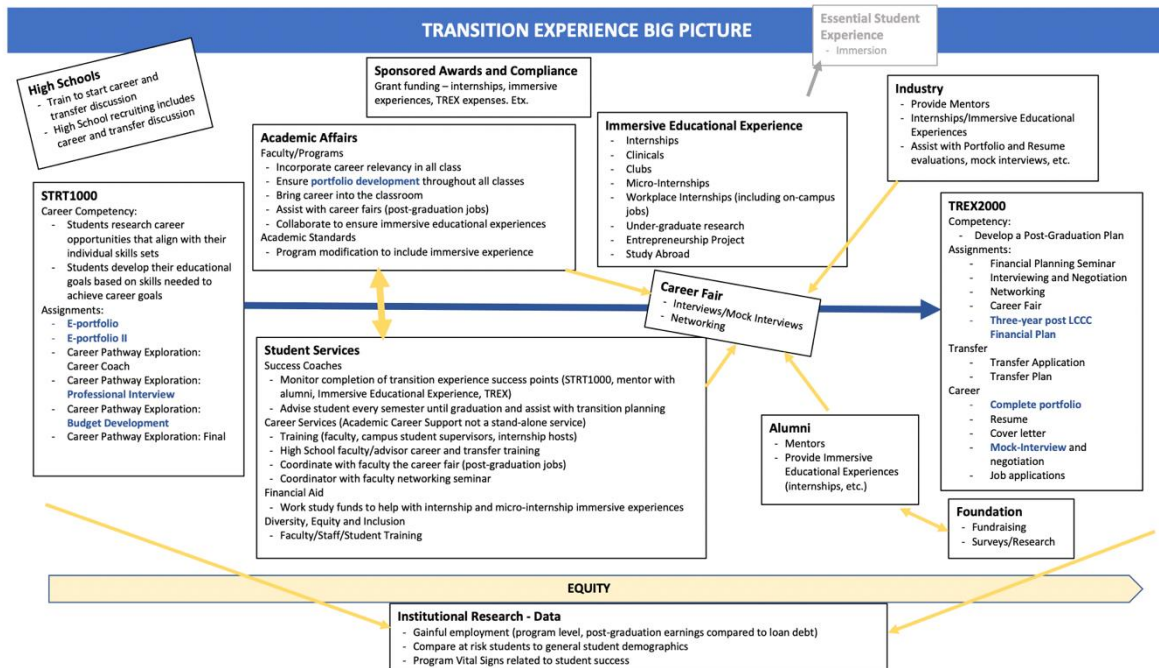
**Focus Group Presentation**

## Why Transition Experience

Nationally	LCCC
The biggest difference between graduates who successfully launched careers after college and the 66% of students who struggled, is how they navigated their undergraduate years (Harvard Business Review, 2016)	63% of transfer students felt they have a clear and well-defined path to transfer but only 33% have a plan for financing their bachelor's degree. While 79% of students know where to find potential job openings, only 25% of respondents felt very prepared to start looking for jobs. (LCCC current student survey fall 2022)
50% of graduates are employed in their career field (Bloomberg News, 2022)	LCCC – 48% of all LCCC graduates are employed in their career field within 6 months of graduation (AA, AAS, ADN, AS) (alumni survey)
73% of employers believe that requiring college students to complete an applied learning project will better prepare them for careers. ("How Colleges Can Better Help Students Transition to the Real-World Workplace" 2022)	53% (40 of 75) of LCCC Programs offer a capstone, clinical, internship, or similar type of course.
14% of students graduate with a bachelor's degree within six years of transferring. (College Excellence Program.- Aspen Institution)	62% of LCCC students who transfer to UW graduate with a bachelor's degree within six years. (UW Transfer Report)

## Why Transition Experience

Nationally	LCCC
"students have difficulty making linkages between classroom assignments and career work... faculty can help with work translation... early career exploration can raise retention by 5-6%. Career readiness draws on the wisdom, the expertise, and the commitment of the whole college, most especially faculty." (Fischer - Chronicle of Higher Education, 2022)	Faculty preparedness to discuss <b>transfer</b> with students – 67% prepared; 33% not prepared ... ... to discuss <b>job placement</b> – 58% prepared; 42% unprepared (LCCC faculty and staff survey fall 2022)
Three out of 10 Americans told Pew that a degree did not adequately prepare graduates for work. The academic experience has gotten much better ... what's often missing is an intuitive sense of how business works. Only 35% of teenagers work compared to 60% 40 years ago. (Carlson - Chronicle of Higher Education, 2022)	Industry is having to train students in areas of work ethic and how to be an employee (initiative, how to fill out a W2, dress code, attendance, insurance, retirement planning, FMLA, etc.) (LCCC industry survey fall 2022)
"NSSE found significant gaps in the career-preparation steps new students planned to take versus the steps that they <u>actually take</u> . Only about a third of seniors had interviewed or job-shadowed a person, and just a quarter had engaged in networking." (Fischer - Chronicle of Higher Education, 2022)	14% of alumni wished job search skills were part of their education at LCCC (resume, recommendation letters, portfolio, interview skills, negotiating salaries, understanding benefits.) A higher percentage of transfer students wished this (15.65% vs. career students at 12.29%) (LCCC alumni survey fall 2022)



## TREX Proposal

- Zero-credit class equivalent to one credit hour
- Graduation requirement of all credit diploma and degree programs (may be repeated)
- Programs determine how course is delivered based on individual needs of the program/students
- One Competency – Develop a post-graduation plan
  - Attend Seminars:
    - Financial Planning (student loan repayment, 401K and retirement, insurance, taxes, purchasing vehicles and mortgage information, investing)
    - Interview and Negotiation Seminar – complete mock-interview
    - Networking Seminar – complete reflection
    - Transfer Seminar
    - Career Fair – complete reflection
  - Complete:
    - Apply to a transfer institution
    - Complete transfer plan
    - Identify program map
    - Participate in campus tour
    - Complete three-year post LCCC financial plan
    - Complete portfolio
    - Complete resume and cover letter

## Appendix E. Focus Group Feedback

November 2022

### Pathway Coordinators

- Overall like the concept. How does the PLT help with TREX? Is there time? Who monitors TREX?
- Must be experience based!
- PACS could help with mentoring – mentoring faculty AND students
- “E-portfolio should be changed to Linked-In – limited industry participation on Portfolium; need to go where the network is – i.e., Linked In; Linked-In is realistic – back up could be Portfolium” (all of the PCs agree on this point)
- Networking – real and mock events
- Make sure this is built for the online student as well
- Davis First-Gen students did mock interviews
- Mentor idea – is there capacity? Where do we find mentors?
- Will students just transfer without completing TREX?
- Incentive to complete TREX? Students need money...
- Make sure we are connecting all the dots in TREX
- TREX impacts STRT1000
  - Look into the STRT1000 Interview Assignment and how many students do not complete it. It is only worth 20 points – need to make this worth more
  - What happens if students don’t take STRT1000 – Trent and Sheridan were working to eliminate the STRT1000 waiver, PCs said effective fall 2023, the waiver is Dean’s Discretion?

- What about Credit Diplomas where STRT1000 is not required? Is it possible to put STRT, TREX and HMDV together into one class for the shorter programs?

### **Academic Standards**

- Who pays for this class?
- Metrics – at what point is our work done – what metrics are in our control (after first semester of transfer; after first year of career?)
- Is this a barrier to completion? Students may not finish it. How do faculty help with this?
- Require specific things – students may not need all of the deliverables listed – could they have a list to choose from?
- This is a one credit equivalent class for 40 students? How many per class”. Workload concerns.
- Graded as pass/fail
- Make sure the online student can complete this (asynchronous)
- Do we see ASC reviewing each plan for the programs?
- SLA – is this separate or part of General Education? How does this impact the Passport (email from Melanie Young)?
- Must train faculty
- Is this a pass/fail course?
- Course vs. program competency?
- What about using institutional outcomes in Canvas – apply multiple competencies to the Transition Experience; demonstrate competency through artifacts – use institutional rubrics and pull data from these? Track by using badging.... Like Essential Student Experiences.

**Student Government**

- Will this impact graduation rate? Will students just transfer without it?
- “we don’t care about statistics” – on senator
- Make sure students know that the work is personal and not general – this is what they need for this time and to help them with the next step
- How we frame this will be critical – look to how we navigated Pathways
  - When asked what that looks like – they said the presentation really clarified the importance of the Transition Experience – could we do more of those presentations?
- Split up the financial planning to provide options based on student need
  - Add savings to the financial information
- Consider the “required” piece – some students are already doing this – could there be a list to choose from?
- “Do what makes students stronger even with short term work”
- Need to look at how a zero-credit class impacts military students- if it doesn’t count toward 12 credit hours or full time, the military won’t pay for full-time enrollment or child-care, the housing payment is affected. Recommend checking with Kevin Yarbrough.
- Consider doing another focus group with students, especially with non-traditional students. Could do this in January but put the information in a student newsletter that Zeke will be putting out at the start of December??
- Could LCCC offer follow-up services after graduation – example: continue to help with job acquisition or changes to a different transfer school?

**Staff Senate**

- How can the tutoring center support the Transition Experience? Help with Resumes?
- Kevin Yarbrough – make sure student veterans are not using this to get to full-time status (won't count as zero credit)
- Success Coaches will need training
- Who/what office carries this initiative forward?

**Faculty Senate**

- How do we train faculty?
- Consider naming this course “professionalism” to help with transfer... will that be an issue?
- Should we waive the class for military?
- Could programs add one credit hour if they wanted rather than offer as a zero-credit class?
- Concern about zero credit and student not completing
- “we control the curriculum – would like to reconsider the 2-in-1 bookend idea of dropping STRT to 2 credits and pulling that 1 credit to TREX. There are 33 competencies (might be assignments) in STRT – not all speak to Gen Ed practices (?) – could some of these be reduced?” –
  - J. spoke to this at the meeting. Would need to be a broader conversation with the PCs.
  - Susan Hibbs teaches STRT1000 and said she would not want to touch that class and loves all aspects of the curriculum.
- Be careful not to put more on general education faculty – watch for capacity issues



- Hard to get students engaged
- Use faculty to do seminars? In areas of expertise (such as finance)
- Are the seminars required?
- Should these be program competencies rather than a class competency?
  - Track the competencies imbedded in various classes v. offering a separate TREX class
- Make sure we are not duplicating what is already being done
- Think of TREX as the exit exam
- Is this beyond what we should be doing as a community college?
- On the transfer piece – we need to work with other Wyoming community colleges to have better transfer with UW
- Be mindful of adding more to the student load
- Chase – “students need to engage in this for it to work – they should do some of this work without us telling them”

### **Other**

- Based on research in this project, consider Strategic Plan Goal 3 – 4 Program Health Strategy: “Integrate required and meaningful Applied Learning (synthesis and application) experiences into all degree/certificate programs.

## Appendix F. TREX Timeline and Communication Plan

<b>Date</b>	<b>Required</b>	<b>Recommended</b>	<b>Communication Plan</b>
<b>January 2023</b>	<ul style="list-style-type: none"> <li>- Inservice: presentation and feedback session on the Canvas course (shell, assignments, rubrics) proposal and timeline and request for volunteers for the pilot course (request from CET)               <ul style="list-style-type: none"> <li>o Programs submit to pilot course (minimum of 8, 1 from each Pathway; no one semester/first semester credit diplomas)</li> <li>o Pilot group will complete the design for the Career Fair, Transfer Fair, Financial Planning Seminar, and Interview and Negotiation Seminar</li> </ul> </li> <li>- Work with admissions to develop method for students to document transfer intent when starting at LCCC.</li> <li>- ASC selects TREX committee for proposal review (Jill to chair)</li> </ul>	<ul style="list-style-type: none"> <li>- Work with admissions to add “intent to transfer” on the LCCC application. Use this as a tracking tool for IR.</li> </ul>	Spring Inservice Presentations (Audience – Faculty) Student Life Newsletter
<b>February 2023</b>	<ul style="list-style-type: none"> <li>- To ASC for approval of course and addition to the programs that volunteered for fall 2023 (requires Vice President of Academic Affairs action)               <ul style="list-style-type: none"> <li>o These will include how the programs plan to deliver TREX (required of freshmen in 2023; optional for all program students)</li> </ul> </li> <li>- Collaborate with IR to develop metrics and tools used to measure impact of the Transition Experience (example: percentage increase of students who indicate transfer and who actually transfer)</li> </ul>	<ul style="list-style-type: none"> <li>- Work with CET, General Education faculty and program directors to develop portfolio training for all courses</li> <li>- Assess programs that are tracking employment and transfer. Use this to develop a campus-wide tracking plan. Work with IR</li> </ul>	2023-24 Catalog description of the Transition Experience
<b>March 2023</b>	<ul style="list-style-type: none"> <li>- Work with CET to finalize Trainings:               <ul style="list-style-type: none"> <li>o Portfolio and Career Discussion Training (all faculty)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Implement Portfolio training and workshop for all courses</li> <li>- Work with CET to develop all faculty training on</li> </ul>	HR Newsletter (Audience: All of Campus) Advising Information Sheet (Audience: Student Success Coaches and

	<ul style="list-style-type: none"> <li>○ TREX Course training (faculty, success coaches, and Pathway Coordinators)</li> <li>- Work with Pathway Coordinators to determine Portfolio platform – Portfolium, Linked-In, other? Make implementation changes to STRT1000 and TREX as needed for fall 2023.</li> </ul>	<p>communication about career and transfer.</p> <ul style="list-style-type: none"> <li>- *Work with Deans and program directors to develop goals of creating applied learning opportunities in the 35-degree programs (out of 75) that do not have them.</li> </ul>	<p>all of Student Services) Faculty Postcard Information (Audience: all faculty)</p>
<b>April 2023</b>	<ul style="list-style-type: none"> <li>- Conduct Trainings:               <ul style="list-style-type: none"> <li>○ Course training and work session for faculty teaching the pilot (will add program specific pieces to the class)</li> <li>○ Portfolio training for pilot programs</li> <li>○ Success Coach/Pathway Coordinator Training (how to talk about TREX)</li> </ul> </li> <li>- Work with Pathway Coordinators to begin revising and planning post-graduation career fair for spring 2024.</li> </ul>	<ul style="list-style-type: none"> <li>- Review portfolio plans for all courses (directors/deans)</li> <li>- Provide portfolio training for faculty in all courses.</li> </ul>	
<b>Spring/ Summer 2023</b>	<ul style="list-style-type: none"> <li>- Committee to design Financial Planning Seminar (online/in-person options)</li> <li>- Committee to design Interviewing and Negotiation Seminar (online) – work with Communications department and tools to allow for mock interviews, find experts to present live as well.</li> <li>- Pathway Coordinators to develop Networking Seminar (industry, community leaders, etc.)</li> <li>- Committee to design Transfer Seminar (online and in-person)</li> </ul>		<p>Website Press Release?</p>
<b>Fall 2023</b>	<ul style="list-style-type: none"> <li>- Pilot launches for students starting fall 2023 and optional for all other students</li> <li>- ASC approval of TREX addition to all programs for fall 2024 (including program plans)</li> <li>- Work with Pathway Coordinators, Faculty, and Student Services to plan Career Fair for early spring 2024 (in-person and online) for</li> </ul>	<ul style="list-style-type: none"> <li>- Implement campus-wide transfer and employment tracking plan.</li> <li>- *Program modifications begin to add applied learning to the 35 programs.</li> </ul>	<p>GEM Newsletter Navigate Student Life Newsletter (Audience: all students Program Advisory Committee (PAC) Information Handout</p>

	industries looking to hire graduates. - Coordinate with Universities, LCCC BAS programs, and Program Directors, to bring transfer schools to campus for a Transfer Fair – late fall 2023 - Launch Transfer Seminar		
<b>Spring 2024</b>	- Launch of new Career Fair - Launch Interviewing and Negotiation Seminar - Launch of Financial Planning Seminar - Launch Networking Seminar - TREX faculty training - Portfolio training for all faculty	- *Apply for grants to help pay for applied learning opportunities (mini-internships, small business grants to hire interns, etc.)	Spring Inservice (Audience: all faculty)
<b>Spring/ Summer 2024</b>	- Assess first year of Transition Experience and make appropriate modifications. Work with pilot programs, deans, PCs, and directors.		
<b>Fall 2024</b>	- Full launch with all programs		GEM Newsletter Navigate Student Life Newsletter (Audience: all students Program Advisory Committee (PAC) Information Handout

*\*Data strongly points to applied learning as a desire of industry and of alumni.*

## Appendix G. Communication Materials

### Program Advisory Committee (PAC) Handout

In fall 2023, LCCC will pilot a new Transition Experience (TREX) course. The course will be a graduation requirement of students starting in fall 2023 (optional for continuing students). This pilot will inform the full implementation of this transition experience course for all programs starting in fall 2024. The course will prepare students for success in their transition after LCCC – either to a good job or advanced standing at a transfer institution. The design of the draft course is based on research, surveys of LCCC current students, alumni, and industry partners, and feedback from focus groups conducted in November 2022. Please review the course outline provided.

### Industry Role

There are a number of opportunities for industry input and engagement with students (future employees) through the TREX course. Each program at LCCC will implement the TREX course in a way that best suits the needs of those program students. Your involvement is critical to the success of students in these programs. Consider the following:

- Provide financial planning information specific to your industry. Example, does your company provide matching retirement savings or other benefits employees will consider?
- Assist program faculty in identifying assignments that provide examples of skills that are most valued in industry.
- Assess student application of portfolio skills to job postings in your industry.
- Provide feedback on student resumes and cover letters.
- Participate in the career fair and interview and engage with students/potential employees.

- Participate in mock interviews and negotiations and provide feedback based on the process in your industry.
- Participate in a networking seminar with students/potential employees.
- Provide information on workplace expectations including professionalism and how promotion and advancement are completed in your industry.
- Provide information on industry practices for self-care and work/life balance.
- Provide other ideas that support a student's transition from college to a career.

## **TREX – Transition Experience**

### **Course Outline**

### **Course Competencies:**

Students who are successful in this course will:

- Effectively communicate skills learned at LCCC.
- Utilize resources to demonstrate personal skills for transition to career or transfer.
- Create a post-graduation plan.

### **Pass/Fail**

### **Required course for graduation**

### **Assignment 1: Post-Graduation Financial Plan Assignment**

1. **Attend Financial Planning Seminar. Topics include:** How to build wealth, understanding real estate markets (buyers vs sellers markets) and home ownership, understanding credit and how to manage it, investing 101; debt repayment strategies; good debt vs. bad debt; how to maximize employer benefits; advantages of saving and

investing early; retirement planning; the difference between a mutual fund and an IRA; and healthy financial habits.

**2. Review additional financial planning resources.**

**3. Develop a three-year post-LCCC Financial Plan**

**Assignment 2: Final Portfolio**

**Complete portfolio**

- Collect at least two written references from faculty, coaches, campus employers, advisors, internship mentors, club sponsors, etc. and upload to portfolio.

**Apply portfolio example skills:**

- Find a position within your chosen career and use two aspects of your portfolio to identify how your skills meet the position requirements.
  - Apply effective written communication in application of portfolio to job position requirements
  - Apply effective verbal communication in application of portfolio to job position requirements
- Identify and communicate (upload to your portfolio) application (written or verbal) of at least one example from course work, internships/clinicals, a job, clubs, teams, activities, or volunteering that show each of the following:
  - Reasoning and problem solving (analysis, critical thinking, analytical thinking, creativity)
  - Information literacy (the ability to access, evaluate, and synthesize appropriate resources for a project, and to use resources ethically)

- Self-Management and Human Culture (resiliency, curiosity, flexibility, active learning, social and cultural awareness, decisiveness, initiative)
- Technology proficiency (applicable to career)
- Collaboration and Teamwork (the ability to foster teamwork, consider the needs of partners, navigate conflict resolution, apply leadership skills, and work toward a specific goal as part of a team)

**Assignment 3: GPS – Graduate Plan to Success Assignments (choose three)**

- **Career – Resume, Cover Letter, Job Application(s) and Career Fair**

- Identify two different job ads to work in your chosen career field
- Write a career-appropriate resume and cover letter for each of them
  - Identify transferable skills that you have and articulate their applicability to the job
  - Identify at least three of your portfolio items and articulate how each is applicable to the position
- Attend LCCC Career Fair (present resume to companies looking to hire you)
  - Complete reflection on the experience at the Career Fair (what would you do different; what went well; what were your first-hand impressions of the companies you visited?)

- **Career – Interviewing and Negotiation**

- Prepare and participate in mock interview
  - Dress appropriately for the career position
  - Develop your elevator speech



- Research chosen career job organization and develop at least two questions for the interview
  - Identify the skills and talents that you will bring to the position/organization
- Prepare and participate in mock negotiation for a job
- Write reflection based on interview and negotiation feedback
- Demonstrate understanding and complete the sample forms of employment: (W9 tax forms, insurance, and other benefit elections (Healthcare, life insurance, disability)).
- **Networking Seminar**
  - Prepare for and participation in networking seminar
  - Write a reflection based on the networking experience.
- **Transfer Student Capital**
  - Attend transfer fair and seminar (alumni panel; Transfer Shock working session and discussion; optional loan exit counseling session; Understanding credits and financial aid limitations on your way to a bachelor's degree)
  - Recommend: Campus tour and meet with program faculty
  - Complete assessment of own Transfer Student Capital and develop a plan for improving TSC (to reduce Transfer Shock)
- **Transfer Plan and Application**
  - Apply to at least one transfer University (if you are delaying transfer, research deferred-enrollment options and identify the process required to apply at a later date)

- Submit copy of application.
- Write a summary of application process including where and when you applied; and demonstrate understanding of transfer policies and procedures including requirements, fees, and timelines.
- Identify bachelor's degree program map (including both LCCC classes and university classes) including any potential loss of credit hours or needed classes, with options to pick these up prior to transfer.
  - Submit program map using provided template.
  - Identify existing transfer articulation agreements
  - Plan class schedule and modality for the first year and set appointment with advisor to enroll in first transfer semester courses
- Develop plan for financing your bachelor's degree:
  - Identify the true cost of the bachelor's degree including tuition, fees, books, housing, transportation, food and other.
  - Apply for transfer scholarships
  - Complete FAFSA for financial aid (as needed)
  - Identify additional sources of funding (Hathaway scholarship, family, work)
- **Career Growth – Professional Etiquette and Promotion**
  - Identify workplace expectations relevant to your chosen career including attire, time management, and professionalism (speech, behavior, dependability, initiative). Assess your current resources and identify areas of improvement.

- Complete a self-evaluation of your current work and participate in a mock conversation about evaluation and a raise request (work ethic, teamwork, ability to focus, ability to learn from mistakes, contributions to the organization or department).
- Identify the skills and experience you have that justify a raise (including continuing education accomplishments).
- Demonstrate your intrapreneurial mindset – how can you help solve a program or meet a goal of the company you work for? Where are opportunities for your skills and experience to better help the organization?
- **Career Growth - Entrepreneurship/Intrapreneurship**
  - Identify one area of your work or business that needs improvement and develop a 1-year proposal for implementation. Present proposal in a written document and verbal request in practice to prepare for a conversation with your supervisor.
- **Career Growth – Self-Care and Work/Life Balance**
  - Complete a self-evaluation of your current work/life balance.
  - Research self-care opportunities and identify three ways in which you can incorporate self-care.
  - Implement those three self-care plans over a 2-4-week time period and complete a reflection.

**Student Services Information Sheet**

- Review the [TREN course](#) in Canvas.
- The course will prepare students for success in their transition after LCCC – either to a good job or advanced standing (junior status) at a transfer institution.
- TREN is designed with two requirement assignments - Financial Planning and Portfolio; and a third module in which students will select the three assignments that best meet their individual needs. This course provides structure and support for students completing individual plans that are known to improve the transition after graduation.
- Each program will implement TREN in a way that best fits their students and industry. The course will be titled “TREN” across all programs but may be implemented in differing semesters and timelines.
- TREN is a graduation requirement. All freshmen entering in the following pilot programs in fall 2023 will be required to complete the TREN course. Sophomore students have the option to complete the course.
  - Psychology
  - \_\_\_\_\_
  - \_\_\_\_\_
  - ...
- Full implementation of TREN in all degree programs – Fall 2024
- Training will be provided for all Student Success Coaches starting in spring 2023. All student services staff are welcome to attend in order to better speak with students about the TREN graduation requirement.

## Faculty Postcard

	Laramie County Community College <b>Transition Experience (TRES)</b>
	<ul style="list-style-type: none"> <li>• LCCC 2030 Strategic Plan Goal 3:             <ul style="list-style-type: none"> <li>○ “Establish an inescapable experience for all graduates that helps prepare them for and succeed in their transition after LCCC – either to a good job or advanced standing at a transfer institution.”</li> </ul> </li> <li>• Required course for graduation (pilot 2023; all 2024)</li> <li>• TRES prepares students for success in their transition after LCCC</li> <li>• TRES addresses the top stressors identified by research and LCCC students and alumni. Lessons included topics on financial planning, portfolio development, skills articulation, job application process, employment navigation, Transfer Student Capital, transfer student planning, career etiquette and promotion, career entrepreneurship/intrapreneurship, <u>self-care</u> and work/life balance.</li> <li>• TRES involves flexible implementation based on program and student needs</li> <li>• TRES offers multiple opportunities for industry engagement</li> </ul>

	<b>TRES Outline</b>
	<p><b>Module 1 - Post-Graduation Financial Plan Assignment</b></p> <ol style="list-style-type: none"> <li>1. Attend Financial Planning Seminar.</li> <li>2. Develop a three-year post-LCCC Financial Plan</li> </ol> <p><b>Module 2 - Complete portfolio</b></p> <ul style="list-style-type: none"> <li>• Collect at least two written references</li> <li>• Apply portfolio example skills</li> </ul> <p><b>Module 3 - GPS – Graduate Plan to Success Assignments (choose three)</b></p> <ul style="list-style-type: none"> <li>• Career – Resume, Cover Letter, Job Application(s) and Career Fair</li> <li>• Career – Interviewing and Negotiation</li> <li>• Networking Seminar</li> <li>• Transfer Student Capital</li> <li>• Transfer Plan and Application</li> <li>• Career Growth – Professional Etiquette and Promotion</li> <li>• Career Growth - Entrepreneurship/Intrapreneurship</li> <li>• Career Growth – Self-Care and Work/Life Balance</li> </ul> <p>Full course may be viewed at: <a href="https://lccc-wy.instructure.com/courses/11547/modules">https://lccc-wy.instructure.com/courses/11547/modules</a></p>

## Appendix H. Training Outline

### **All Faculty Training Workshop (2 hours)**

**Lesson:** Portfolio and Career Discussion

**Context/Abstract:** In this training, faculty will work as a degree program team to brainstorm and identify assignments that students will upload to their portfolio. General education faculty will work as a team. There is no one-size-fits-all strategy and faculty will identify what works best in their classrooms and programs. It is recommended that programs engage with industry-partners and/or in PAC meetings to help identify what types of portfolio submissions would be most effective in the interview and hiring process.

#### **Scope**

##### Audience

- All Laramie County Community College full-time faculty (adjunct faculty are encouraged to attend as well)

##### Materials

- Access to the portfolio tool

##### Time Required for Learning Experience (2 hours)

- Review portfolio samples – 15 minutes
- Brainstorm ideas – 45 minutes
- Create outline of assignments for classes within a degree program – 1 hour

##### Targeted Skills

- Ability to discuss student transfer planning with students specific to course and degree program.
- Ability to discuss career planning with students specific to course and degree program.

- Application of course assignment to a portfolio in a way that demonstrates skills (hard and soft) required by employers
- Ability to instruct students in how to communicate career and transfer skills learned in each course

#### Prior Knowledge

- Understanding of skills students need to demonstrate competency in the industry
- Knowledge of current industry trends and needs relevant to the course

#### Required Resources

- Portfolio management
- Personal course outline and lessons

#### Objectives

- Faculty will apply transfer and career discussion to individual course lessons and discussion.
- Faculty will identify at least one assignment from each course in which students will upload to a portfolio.
- Faculty will identify and speak to career and transfer skills developed through each course they teach.

#### Outline

- Review portfolio examples and how they are applied to resumes specific to job descriptions.
- Brainstorm assignments from each course in a program that best demonstrate competencies required by industry. Competencies should be specific to the career and include soft skills common across all employment.

- Consider input from industry-partners and what they look for in a resume and portfolio examples.
- Create an outline of the portfolio submissions for each degree offering.

### **TREX Instruction Training and Workshop (2 hours)**

**Lesson:** How to Guide students in TREX

**Context/Abstract:** Faculty will work in program teams to create degree-specific examples and information to apply to assignments. It is recommended that programs consider areas where industry-partners can be engaged such as review of student portfolios, mock interviews, and in the networking seminar. Including the student success coaches ensures understanding of the TREX course and communication with students about the graduation requirement from the very first interaction with LCCC.

#### **Scope**

Audience

- All Laramie County Community College faculty who will guide the instruction in TREX and student success coaches.

Materials

- Canvas TREX master course shell

Time Required for Learning Experience (2 hours)

- Generation instruction information (15 minutes)
- Review of each module, assignment, and grading rubric (45 hour)
- Apply degree-specific examples and information to pre-determined assignments (1 hour)

Targeted Skills



- Application of degree-specific examples to assignments
- Coaching and instruction of students to develop individual plan.
- Grading execution utilizing rubrics

#### Prior Knowledge

- Canvas course management and use of grading rubrics
- Degree program TREX delivery plan

#### Required Resources

- Portfolio tool management

#### Objectives

- Faculty and Student Success Coaches will understand the expectations of the TREX course including modules, activities, assignments, and grading rubric usage.
- Faculty will create program specific examples and information for identified assignments in the TREX course
- Faculty will recognize the campus-wide nature of the TREX course and the limits of change and grading.

#### Outline:

- Role as a faculty member in TREX
- How to grade assignments in TREX
- Financial Planning Module
- Portfolio Module
- GPS- Graduate Plan to Success
  - Career – Resume, Cover Letter, Job Application, and Career Fair
  - Career – Interview and Negotiation

- Networking Seminar
  - Transfer Student Capital
  - Transfer Plan and Application
  - Professional Etiquette and Promotion
  - Entrepreneurship/Intrapreneurship
  - Self-Care and Work-Life Balance
- Apply specific degree program and career requirement examples to the following assignments:
  - Resume
  - Cover Letter
  - Career Fair design
  - Mock Interviews
  - Networking Seminar design
  - Transfer Student Capital (transfer information specific to degree program, existing articulation agreements)
  - Transfer programs and application information including costs, program maps, etc.
  - Career-specific stressors and how the industry provides opportunities for self-care

## Appendix I. Assessment Metrics

### Pilot Assessment (year one)

Metric		New or Modifications of Assessment Tool
Identified pain points in the implementation		Faculty survey
Value of TREX to students		Student survey
Evaluation of the TREX Model by industry		PAC survey
Evaluation of engagement opportunities by transfer institutions		Transfer institution survey

Metric	Existing Assessment Tool	New or Modifications of Assessment Tool
<b>Transfer</b>		
Transfer intent vs. actual transfer		Add transfer intent to the admissions application and track through IR
Successful transfer to a bachelor's degree program (first semester)	Transfer Dashboard, Alumni Survey,	Add tracking of the Passport and number of hours completed at transfer.
Reduction of transfer credit loss	Transfer Dashboard	Add the number of hours completed at transfer. Program-specific data – dual-advising between institutions, articulation agreements, etc.
Student completion of bachelor's degree within 4 or 6 years	UW Transfer Report and Alumni Survey	
Reduction of impacts of transfer shock		Transfer student survey
Program transfer success	Program Vital Signs	Program Tracking Tool
Semester-to-semester credit accumulation, GPA, and retention		Program Tracking Tool
<b>Career</b>		
Successful job placement in field of study within 6 months of graduation	Alumni Survey	Program Tracking Tool campus-wide report
Employer satisfaction with LCCC graduations		Program Tracking Tool
Student employment retention and progression (wage growth and promotion)	Alumni Survey	Add a question related to wage growth and promotion to the alumni survey; Program Tracking Tool
Track Industry Certifications and Licensure		EAEC Statewide Tracking Tool; Program Tracking Tool
Program and Pathway post-graduation employment success	Program Vital Signs	Program Tracking Tool

## Appendix J. LCCC Top Transfer Institutions

### 20-21

University Of Wyoming	248
Western Governors University	15
Colorado State University	14
University of Northern Colorado	6
American Public University System	5

### 19-20

University of Wyoming	234
Western Governor's University	10
West Texas A&M University	6
American Public University	5
Valley State University	5
Colorado State University	5

### 18-19

University of Wyoming	253
University of Northern Colorado	8
Colorado State University	7
Western Governor's University	6
Valley State University	5

### 17-18

University of Wyoming	255
Colorado State University	14
University of Northern Colorado	7
Valley State University	7
Western Governor's University	7

### 16-17

University of Wyoming	292
Western Governor's University	15
Colorado State University	7
University of Northern Colorado	6
Chadron State College	6

## Appendix K. LCCC Programs with Applied Learning Opportunities

Program	Type	Cap-stone	Intern-ship	Clinical	Other	None	Course Name	Notes
Ag and Equine								
Ag Production Technology	CD		1				AGRI 2470 - Agriculture Internship	
Equine Management	CD		1				EQST 2970 - Equine Internship	
Ag Business	AS					1		
Ag and Equine	AAS					1		
Animal Science	AS					1		
Natural Resource Management	AS	1					AECL 2395 - Ag Science Research Methods Capstone	this is an "or" class with REWM 2400 - Range Ecosystems and Plants
Business and Accounting								
Business - Entrepreneurship	CD					1		
Applied Management	BAS	1	1				MGT 4800	
Business and Accounting	AS					1		
Business - Accounting Services	AAS	1	1				ACCT 2800	Internship is optional
Business - Applied Management	AAS		1					Internship is optional
Business - Financial Services	AAS		1					Internship is optional
Communication and Creative Arts								
Spanish in the Workplace	CD					1		
Art	AA					1		

Communicati on and Creative Arts	AA					1		
Music	AA					1		
Theatre	AA					1		
Health Sciences and Wellness								
Echo- cardiography	CERT	1	1	1			IMAG 2600 - Cardiac Registry Review is the capstone didactic course and IMAG 2630 - Cardiac Sonography Clinical Experience III would be the final capstone clinical course (and would be the course that would have students actually performing the job skills.)	These are actually preceptorship hours performed at a clinical setting (there is a difference in faculty workload for internship hours vs. clinical, but we call all of them clinical experiences as far as students are concerned.
Medical Claims Coding Associate	CD	1	1				EMGT 2620 Paramedic Vehicular I: requires competencies to be completed and evaluated by their preceptor in the field.  EMGT 2630 Paramedic Vehicular II: requires competencies to be completed and evaluated by their preceptor in the field.  EMGT 2700 Paramedic	EMGT competencies are dictated by our accrediting agencies. EMGT students have competencies for all courses within the program including part of the didactic and labs/skills. The program approves the minimum number of the required

							<p>Capstone: Between the completion of EMGT 2630 Paramedic Vehicular II and Capstone 2700, students are required to have demonstrated 50 Team Leads (calls) that they were competent in their patient care, enough that their preceptor did not need to intervene. We also utilize an electronic exam based on our national certification exam for our students as a cognitive measure.</p>	<p>skills needed to be performed competently to meet the program requirements. The “paramedic education” is the same for the CD and AAS. For the AAS degree, the remaining general education course/requirements would need to be completed by the student or transfer the credits for the required general education/course requirements to satisfy the AAS degree.</p>
Emergency Medical Services - Paramedic	CD	1					PEPR 2100 - Theory of Coaching	
Exercise Science - Coaching	CD	1	1				KIN 2137 - Personal Trainer Education II; KIN 2450 - Exercise Science Internship & KIN 2470 - Exercise Science Practicum I	
Exercise Science - Personal Trainer	CD	1	1				SLPA 2602 - Internship Management and Procedures & SLPA 2970 - SLPA Internship	

Medical Office Essentials	AAS	1	1	1	1		DHYG 1410, DHYG 1425, DHYG 2435, DHYG 2445 = clinical; DHYG 2440 DH Seminar III capstone	all these courses have an internal AND external clinical rotation except DHYG 1410, all clinical is completed on campus for this course. DHYG 2440 has a program project completed in this course (final term) that is a capstone project. Other courses have a big project they must complete at the end of the course.
SLPA - Post-Baccalaureate	AAS	1	1	1			IMAG 2535 - Registry Review II is the capstone didactic course and IMAG 2520 - Sonography Clinical Experience III would be the final capstone clinical course (and would be the course that would have students actually performing the job skills.)	These are actually preceptorship hours performed at a clinical setting (there is a difference in faculty workload for internship hours vs. clinical, but we call all of them clinical experiences as far as students are concerned.



Dental Hygiene	AAS	1					<p>EMGT 2620 Paramedic Vehicular I: requires competencies to be completed and evaluated by their preceptor in the field.</p> <p>EMGT 2630 Paramedic Vehicular II: requires competencies to be completed and evaluated by their preceptor in the field.</p> <p>EMGT 2700 Paramedic Capstone: Between the completion of EMGT 2630 Paramedic Vehicular II and Capstone 2700, students are required to have demonstrated 50 Team Leads (calls) that they were competent in their patient care, enough that their preceptor did not need to intervene. We also utilize an electronic exam based on our national certification exam for our students as a cognitive measure.</p>	<p>EMGT competencies are dictated by our accrediting agencies. EMGT students have competencies for all courses within the program including part of the didactic and labs/skills. The program approves the minimum number of the required skills needed to be performed competently to meet the program requirements. The “paramedic education” is the same for the CD and AAS. For the AAS degree, the remaining general education course/requirements would need to be completed by the student or transfer the credits for the required general education/course</p>
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								requirements to satisfy the AAS degree.
Diagnostic Medical Sonography	AS		1				PEPR 2475 - PETE Practicum III	
Emergency Medical Services - Paramedic	AS	1					KIN 2490 - History & Philosophy of Sport	This is the final course in the last semester of the program
Exercise Science - PE Teacher Education	AS		1				KIN 2471 - Exercise Science Practicum II & KIN 2450 - Exercise Science Internship	Both of these courses occur in the last semester of the program
Exercise Science - Sport Management	AAS	1		1			HIT 2970 Professional Practice Experience, HIM - Capstone	40 hour externship at a healthcare facility is required, 4th semester
Exercise Science	AS					1		No capstone or clinical experience for this program.
Health Information Technology and Management	BAS	1					HCA 4395 - Healthcare Administration Capstone	

Health Sciences and Wellness	CD					1	One semester sequence of courses with CD, no capstone	N/A
Healthcare Administration	CERT	1			1		HIT 1970 Professional Practice Experience, Coding - Capstone	AHIMA Virtual Lab coding simulation, skill building with state-of-art software
Nursing	ADN	1		1			<p>NURS2400 Professional Care of Patients with Complex Illness - Capstone &amp; Clinical Rotations, Internship Available</p> <p>NURS2300 Professional Nursing Care of Patients with Acute Illness - Internship opportunity available concurrently &amp; Clinical Rotations</p> <p>NURS1200 Professional Nursing Care of Patients with Chronic Illness - Clinical Rotations</p> <p>NURS1100 Professional Nursing Care in Health Promotion - Clinical Rotations</p>	<p>Additional course competencies would be challenging in these courses as they already carry many competencies and do so in alignment with our consortium partners with ReNew Nursing Education. In the last academic year we added three competencies for NURS1200 to eliminate the Practical Nursing (PN) Exploration Course to streamline our program map and increase completion rates for our PN seeking students which begins this fall (AY</p>

								'22-'23). Internship opportunities are offered with the successful completion of NURS1200 or concurrent with NURS2300/ NURS2400
Physical Therapist Assistant	AAS	1	1	1			PTAT 2971- PTA Clinical Practicum II: Capstone and Clinical Rotation requirements.	Additional course competencies and assignments would be very challenging to add in this course since their are several items built into the course already. These include a preparatory national exam completed with a passing score, capstone project on a case study report, completion of clinical experience at entry level performance, ethical case study

							reviews/discussions, and career preparation and resume building. We may already be completing similar items for program completion that would meet the requirements that are being developed.
Radiography	AAS	1	1			Capstone: RDKT 2900-Radiography Seminar; I/P/P: RDKT 1503-Introduction to Radiography (70-71 hours of preceptor hours), 1590- Clinical Education I (180 hours), 1713- Clinical Education II (212 hours), 2510-Clinical Education III (315 hours), 2613- Clinical Education IV (315 hours)	All of RDKT Clinical courses are considered Preceptorship per ASC Policies, therefore I identified them here as Internship since it is defined the same in the Workload procedure (I/P/P). As for competencies additional competencies , our courses are usually at the ASC limit but may already have similar competencies . Will be more clear once the additional competencies are available.

Speech-Language Pathology Assistant	AAS	1	1				Capstone: SLPA Seminar; SLPA 2602 - SLPA Internship	SLPA 2602 - Internship Management & Procedures may also work as a capstone course
Sports Performance and Coaching	AS	1	1				KIN 2450 - Exercise Science Internship; KIN 2146 - Sport Nutrition II, KIN 2247 - Strength & Conditioning for Sport, and PEPR 2100 - Theory of Coaching	This is a new program being offered for the first time starting Fall 2022. At the end of the program, students are eligible to take the NCSF Strength & Conditioning Specialist Exam and the NCSF Sports Nutrition Specialist exam, so both KIN 2146 & KIN 2247 are capstone courses, along with PEPR 2100
Surgical Technology	AAS	1		1			The capstone course is SURG 2895. However, the final clinical course is SURG 2850. Also, SURG 2850 is preceptorship and according to RDTK program director above, this may need to be classified as an internship. The course name is Surgical	

							Technology Clinical II, so I am unsure of how to classify this.	
Program	Type	Caps tone	Intern ship	Clinical	Other	None	Course Name	Notes
Human and Public Services								
Paralegal	CERT		1				LEGL 2990 Paralegal Internship	Not inescapable. It's an elective in the program.
WHP Basic Academy	CD					1		
Wyoming Highway Patrol Academy	CD					1		
Criminal Justice	AA					1		
Elementary and Early Childhood Education	AA				1		EDUC Practicum in Teaching	Practicum
Human and Public Services	AA					1		
Paralegal	AAS		1				LEGL 2990 Paralegal Internship	Not inescapable. It's an elective in the program.
Patrol Peace Officer	AAS					1		
Psychology	AS	1					PSYC 2395 Psychology Capstone	One Credit
Secondary Education	AA				1		EDUC 2100 Practicum in Teaching	Practicum
Information Technology								
Cybersecurity Professional	CD					1		no capstone courses in any IT

Data Analytics Systems Administrator	CD					1		program, but looking to add them as modifications for fall 2023. There are capstone projects in each course. Would like to use the Portfolium product to track projects from classes and build a capstone. Will add to AS/AAS, but not the CDs
Datacenter Specialist	CD					1		
Network Administrator (CCNA)	CD					1		
Telecommunications Specialist	CD					1		
Virtualization and Cloud Administrator	CD					1		
Cybersecurity	AAS					1		
Data Analytics	AAS					1		
Information Technology	AAS					1		
STEM								
Biology	AS				1			
Biomedical Sciences	AS				1			INBRE research option
Computer Science	AS				1			
Engineering	AS				1			
Physical Science	AS				1			
STEM	AS				1			
Trades and Technical Studies								
Automotive Tech - Automotive Fundamentals	CD					1		
Automotive Tech - Automotive Service	CD					1		
Craft Brewing	CD		1				BREW 1970 - Craft Brewing Internship	



Culinary Arts	CD					1		high school only offering
Diesel Technology	CD	1					DESL 2515 - Capstone Course for Diesel Technology	currently not in the CD requirements - modification for fall 2023
Electrical Technology	CD					1		
Industrial Maintenance	CD					1		
Industrial Systems Technology (IST)	CD					1		
Welding Technology - Advanced Pipe Welding	CD					1		
Welding Technology - Combination Welding	CD					1		
Trades and Technical Studies	AAS					1		

## Appendix L. LCCC Programs with Industry Credentials

<b>Program</b>	<b>Type</b>	<b>Industry Credential Yes or No</b>	<b>Name of Industry Credential(s)</b>	<b>Tested post- program</b>	<b>Awarded as part of the program</b>
Ag and Equine					
Ag Production Technology	CD	Yes	Artificial Insemination (AI)		X
Equine Management	CD	Yes	Certified Horsemanship Association - Equine Management and Teaching Riding		X
Ag Business	AS	No			
Ag and Equine	AAS	No			
Animal Science	AS	No			
Natural Resource Management	AS	Yes	Pesticide Applicator License		X
Business and Accounting					
Business - Entrepreneurship	CD	No			
Applied Management	BAS	No			
Business and Accounting	AS	No			
Business - Accounting Services	AAS	Yes	Certified Bookkeeper	X	
Business - Applied Management	AAS	No			
Business - Financial Services	AAS	No			
Communication and Creative Arts					
Spanish in the Workplace	CD	No			
Art	AA	No			
Communication and Creative Arts	AA	No			
Music	AA	No			
Theatre	AA	No			
Health Sciences and Wellness					

Echocardiography	CERT	Yes	Registered Diagnostic Cardiac Sonographer (RDCS) through ARDMS or through Cardiovascular Credentialing International (CCI)	X	
Medical Claims Coding Associate	CD	Yes	AHIMA: Certified Coding Specialist (CCS or CCSP)	X	
Emergency Medical Services - Paramedic	CD	Yes	NREMT (after); During: ACLS, PALS, PHTLS, AMLS	X	x
Exercise Science - Coaching	CD	Yes	CPR (American Red Cross)		X
Exercise Science - Personal Trainer	CD	Yes	During: CPR (American Red Cross) After: ACE, NSCA, or ACSM	X	X
Medical Office Essentials	AAS	No			
SLPA - Post-Baccalaureate	AAS	Yes	SLPA; ASHA - American Speech-Language-Hearing Association	X	
Dental Hygiene	AAS	Yes	Registered Dental Hygienist (RDH), American Dental Association	X	
Diagnostic Medical Sonography	AS	Yes	Registered Diagnostic Medical Sonographer (ARDMS); exams in ABD, OB, Vascular	X	
Emergency Medical Services - Paramedic	AS	Yes	NREMT (after); During: ACLS, PALS, PHTLS, AMLS	X	X
Exercise Science - PE Teacher Education	AS	Yes	CPR (American Red Cross)		X
Exercise Science - Sport Management	AAS	Yes	CPR (American Red Cross)		X
Exercise Science	AS	Yes	CPR (American Red Cross)		X
Health Information Technology and Management	BAS	Yes	AHIMA: RHIT (Registered Health Information Technician)	X	
Health Sciences and Wellness	CD	No			
Healthcare Administration	CERT	No			
Nursing	ADN	Yes	Registered Nurse (RN); National Council of State Boards of Nursing	X	
Physical Therapist Assistant	AAS	Yes	PTA; Federation of State Boards of Physical Therapy	X	

Radiography	AAS	Yes	R.T.(R) (Registered Technologist, Radiography); American Registry of Radiologic Technologists	X	
Speech-Language Pathology Assistant	AAS	Yes	SLPA; ASHA - American Speech-Language-Hearing Association	X	
Sports Performance and Coaching	AS	Yes	During: CPR (American Red Cross) After: ACSF (Strength & Fitness Specialist) and NCSF (Nutrition Specialist)	X	X
Surgical Technology	AAS	Yes	CST; National Board for Surgical Technologists & Surgical Assistants	X	
Human and Public Services					
Paralegal	CERT	No			
WHP Basic Academy	CD	No			
Wyoming Highway Patrol Academy	CD	No			
Criminal Justice	AA	No			
Elementary and Early Childhood Education	AA	No			
Human and Public Services	AA	No			
Paralegal	AAS	No			
Patrol Peace Officer	AAS	No			
Psychology	AS	No			
Secondary Education	AA	No			
Information Technology					
Cybersecurity Professional	CD	Yes	CompTIA PenTest+; CompTIA CySA+; Cisco CyberOps Associate Certificate		X
Data Analytics Systems Administrator	CD	Yes	Microsoft Fundamentals; Microsoft PowerBI; Microsoft Dynamics 365; Azure		X
Datacenter Specialist	CD	Yes	CompTIA A+; CompTIA Server+; Cisco Certified Network Associate (CCNA) Cert.		X
Network Administrator (CCNA)	CD	Yes	CompTIA Security+; Cisco Network Devices 1 (ICND1); Cisco Certified Entry-Level Network Technician (CCENT); Cisco Certified Network		X

			Associate (CCNA) Cert; Linux LPIC-1		
Telecommunications Specialist	CD	Yes	Cisco Certified Network Associate (CCNA)		X
Virtualization and Cloud Administrator	CD	Yes	Azure Fundamentals; VMWare;		X
Cybersecurity	AAS	Yes	CompTIA PenTest+; CompTIA CySA+; Cisco CyberOps Associate Certificate		X
Data Analytics	AAS	Yes	CompTIA A+; CompTIA Server+; Cisco Certified Network Associate (CCNA) Cert.; Microsoft Fundamentals; Microsoft PowerBI; Microsoft Dynamics 365; Azure		X
Information Technology	AAS	Yes	CompTIA A+; CompTIA Server+; Cisco Certified Network Associate (CCNA) Cert.		X
STEM					
Biology	AS	No			
Biomedical Sciences	AS	No			
Computer Science	AS	No			
Engineering	AS	No			
Physical Science	AS	No			
STEM	AS	No			
Trades and Technical Studies					
Automotive Tech - Automotive Fundamentals	CD	Yes	Automotive Service Excellence (ASE),	X	
Automotive Tech - Automotive Service	CD	Yes	Automotive Service Excellence (ASE),	X	
Craft Brewing	CD	Yes			
Culinary Arts	CD	Yes			
Diesel Technology	CD	Yes	Automotive Service Excellence (ASE), OSHA-10, 3M Climb Safety, CPR/First Aid		
Electrical Technology	CD	Yes	OSHA-10, 3M Climb Safety, CPR/First Aid		X
Industrial Maintenance	CD	Yes	OSHA-10, 3M Climb Safety, CPR/First Aid		X

Industrial Systems Technology (IST)	CD	Yes	OSHA-10, 3M Climb Safety, CPR/First Aid		X
Welding Technology - Advanced Pipe Welding	CD	Yes	OSHA-10, 3M Climb Safety, CPR/First Aid		
Welding Technology - Combination Welding	CD	Yes	3G Pipe,		X
Trades and Technical Studies	AAS	Yes	OSHA-10, 3M Climb Safety, CPR/First Aid		