ADVISING COMMUNITY ON TRANSFER STUDENTS

Transfer Talks

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GUIDELINES

• This is a Meeting Zoom format, rather than Webinar format. As such, for guests joining today, please do the following:
  • We have the meeting set up so your microphones and cameras are automatically turned off when entering the room. Please only unmute your microphone when you are speaking
  • Please do not share your screen
  • Please type questions/ comments in the chat feature – when selecting who to send to, please select ALL
To dialogue, ask questions, or share comments, you may also use the chat feature.

To speak or share a viewpoint on the topic, please raise your hand. Our moderator will ask you to unmute yourself when we’d like you to share.
Facilitators
Steering Committee Members

- Tony Lazarowicz (Chair) University of Nebraska-Lincoln
- Angela Dorsey – Olympic College
- Tania Alvarez – Old Dominion University
- Amanda Avci – The New School
- Jennifer Brown – University of Hawaiʻi at Mānoa
- Monica Cottrell – Lehigh Carbon Community College
- Amber Kargol (Previous Chair and Cluster Representative) – Iowa State University
OVERVIEW

• Advising Community updates
• Dr. Eileen Strempel and Dr. Stephen Handle will lead discussion and conversation on current topics in transfer literature and research
• Questions and Answers
• Closing Statements and Reminders
Today’s Guest Speakers

Dr. Eileen Strempel
Senior Vice Provost for Academic Affairs at University of Cincinnati

Dr. Stephen Handel
Executive Director for Higher Education at The College Board
Transitions and Transformations: Trends and New Research on Transfer Student Success

• Webinar Focus:
  – Highlight the continuing importance of transfer in American higher education.
  – Describe a framework for college counselors and advisors to use as they advocate for the needs of transfer students at their institutions.
  – Summarize the research findings of a new generation of scholars who are committed to improving transfer student outcomes.
Transfer/Transition—
An “Audacious Conceit”

“The challenge for American higher education is to provide access to all talented students, regardless of their socio-economic status. Fixing the transfer process is absolutely essential. There is too much at stake, for our students and our country.”
Two-thirds of students at two-year campuses have a household income below $50,000 a year.

Two-thirds of our nation’s community college students are Pell-eligible.

Nearly half of all undergraduates in America begin postsecondary education in a two-year college, over 7 million students at 1,123 institutions (American Association of Community Colleges, 2015).
Students at Two-Year Institutions

Traditionally underrepresented students attend two-year institutions in significant numbers:

- Hispanics: 57%
- African Americans: 52%
- Native Americans: 61%
- Asian Americans: 50%
Students at Two-Year Institutions

• Most first-time community college students want to transfer and earn the baccalaureate degree.

• This has been revealed in a variety studies and surveys.

• Yet transfer rates remain low.
Degree Intentions of CC Students

1966-1999

Year

AA Degree  BA Degree  BA + Graduate Degree
Students want to earn a four-year degree

<table>
<thead>
<tr>
<th>Selected Student Characteristics</th>
<th>1989-90</th>
<th>1995-96</th>
<th>2003-4</th>
</tr>
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<tbody>
<tr>
<td>Total</td>
<td>70.7</td>
<td>79.2</td>
<td>81.4</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>71.3</td>
<td>83.0</td>
<td>83.6</td>
</tr>
<tr>
<td>Female</td>
<td>70.3</td>
<td>75.6</td>
<td>79.7</td>
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<tr>
<td><strong>Race/Ethnicity</strong></td>
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<td></td>
<td></td>
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<tr>
<td>White</td>
<td>68.6</td>
<td>78.8</td>
<td>79.1</td>
</tr>
<tr>
<td>Black</td>
<td>81.7</td>
<td>72.5</td>
<td>83.0</td>
</tr>
<tr>
<td>Latino</td>
<td>75.1</td>
<td>86.2</td>
<td>85.4</td>
</tr>
<tr>
<td>Asian/Pacific Islander¹</td>
<td>–</td>
<td>–</td>
<td>88.8</td>
</tr>
<tr>
<td>American Indian/Alaska Native²</td>
<td>–</td>
<td>–</td>
<td>55.0²</td>
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<tr>
<td><strong>Age When First Enrolled</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>18 or younger</td>
<td>80.9</td>
<td>91.1</td>
<td>90.4</td>
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<tr>
<td>19–23</td>
<td>70.3</td>
<td>84.4</td>
<td>83.7</td>
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<tr>
<td>24–29</td>
<td>55</td>
<td>59.8</td>
<td>78.1</td>
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<tr>
<td>30 or older</td>
<td>48.9</td>
<td>46.8</td>
<td>61.3</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Lowest 25 percent</td>
<td>73.9</td>
<td>81.8</td>
<td>84.2</td>
</tr>
<tr>
<td>Middle 50 percent</td>
<td>70.3</td>
<td>78.0</td>
<td>82.3</td>
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<tr>
<td>Highest 25 percent</td>
<td>67.6</td>
<td>79.0</td>
<td>76.8</td>
</tr>
</tbody>
</table>
Stephen J. Handel, Ph.D., is the Associate Vice President—Undergraduate Admissions for the University of California (UC) System. In this capacity, Dr. Handel provides leadership concerning freshman and community college transfer admissions policy and practice for the nine UC undergraduate campuses. Prior to this position, he served for nearly a decade as the Executive Director of the National Office of Community College Initiatives at the College Board. At the College Board, Handel advocated for and conducted research with community colleges nationally and internationally, with a special focus on initiatives that advance educational access and equity for all students.

Dr. Handel also served as UC’s first Director of Community College Transfer Enrollment Planning, where he initiated strategic enrollment policies focusing on the needs of community college transfer students. During this time, he worked closely with colleagues at the California Community College Chancellor’s Office to increase significantly the number of community college students transferring to a UC campus. He is the author of the Community College Counselor Sourcebook as well as other publications focusing on higher education issues, including Under Match and the Community College Student, Remediating Remediation (with Ronald Williams), Strengthening the Nation By Narrowing the Gap (with James Montoya), and Second Chance, Not Second Class: A Blueprint for Community College Transfer. Dr. Handel earned his Ph.D. and M.A. degrees from the University of California, Los Angeles, a B.A. from California State University, Sacramento, and an A.A. from Cosumnes River Community College.

Dr. Eileen Strempel is Senior Vice Provost for Academic Affairs at the University of Cincinnati. A Presidential Scholar, Strempel spent the last 15 years at Syracuse University, most recently as assistant vice president with a wide range of academic responsibilities, including strategic planning and student success. She formerly served as associate dean of the Graduate School, where she was a Kaufmann Foundation eProfessor in the department of art and music histories.

An American Council of Education Fellow hosted by Colgate University, Strempel has served as principal investigator of a Jack Kent Cooke Foundation grant to foster the transfer of community college students to four-year universities in addition to other NSF and Department of Education grants aimed at broadening participation. Her work has centered on enhancing programmatic capacity to nurture the academic achievement of students, particularly underrepresented students, through concerted efforts to secure new external support for these critical endeavors, eliminating barriers and facilitating collaborations across programs and responsibly managing and leveraging resources. A graduate of the Eastman School of Music, with a doctorate from Indiana University, her other research interests focus on the music of women composers, song literature, and issues of performance practice.

$24.99
Transitions and Transformations (Vol 1): Focuses on the “lived experiences” of transfer advocates and practitioners, and describes the steps needed to build a “Transfer-Receptive Culture,” with a focus on:

- Strategic Planning
- Curricular Innovation and Initiatives
- Outreach and Advising
Transfer Strategic Planning

• Mission-Focused
  o Strategy vs. Tactics

• Partnership-Minded
  o Community College + Four-Year Institutional Commitment

• Student-Centered
  o Focus on what transfer students bring to your campus
Curricular Innovations and Initiatives

• **Goal**
  - Preparation and Academic Success

• **Strategy**
  - Alignment and Articulation

• **Innovative Models**
  - Meta Majors
  - Block Schedules
  - Guided Pathways
Transfer-Friendly Outreach and Advising

• The Necessity of Planning
• The Practicality of Guidance
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$24.99
Transition and Transformations (Vol 2) presents new research from emerging scholars

• Three Major Components:
  – Advancing Theory and Research to Foster Transfer Student Success
  – Establishing Transfer-Student-Affirming Institutional Ecosystems
  – Refining Public Policies to Support Transfer Students
Advancing Theory and Research to Foster Transfer Student Success

• *How can different disciplinary theories help us understand the transfer process?*
• *What precepts are most central to understanding the needs of transfer students (e.g., social capital, critical race theory)?*
• *What research methodologies—qualitative, quantitative—are most needed now to advance transfer?*
Establishing Transfer-Student-Affirming Institutional Ecosystems

• What are the specific responsibilities of four-year institutions in supporting transfer? How can advocates inform the practice of these institutions?

• What are the specific responsibilities of two-year institutions, especially given the multiple and varied missions of community colleges?
Refining Public Policies to Support Transfer Students

• How do “top-down” federal and state policies serve the transfer agenda?
• How do we move the legislative focus from “regulation” to “education?”
• To what extent do current state policies serve students who intend to transfer?
• Are there transfer best practices that can be exported nationally?
Discussion and Q&A

1) What stage is your institution in regarding transfer?
2) What are the most compelling challenges your institution faces in helping students prepare for transfer or transition as transfer students to your campus?
3) Who are your campus allies in advocating for transfer? Who still needs to be converted?
4) How can your allies help win over your detractors?
5) Advocating for needed public policy changes and investments...What’s your context and how can you help move the dial?
“AS A NATION, IF WE RECRUIT, ADMIT, ENROLL, AND SUPPORT MORE COMMUNITY COLLEGE STUDENTS, ENSURING THEIR SUCCESSFUL TRANSFER AND BACCALAUREATE DEGREE COMPLETION, WE WILL POSITIVELY IMPACT THE GROWING ECONOMIC DISPARITY IN OUR COUNTRY.”

Transition and Transformation: Transfer Student Success
Handel and Strempel, 2016.
Transitions and Transformations: Trends and Research on Transfer Student Success

A Webinar for Members of the National Academic Advising Association—NACADA: The Global Community for Academic Advising

November 30, 2018

• Eileen Strempel, University of Cincinnati
• Stephen J. Handel, The College Board
Presenters

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Questions and Answers
Updates and Announcements

• National Conference- October 20- Oct 23 (Louisville, KY)
  • Call for proposals opens December 14th and closes February 21st
• Recruiting Steering Committee Members
  • New document will be available with a recruitment e-mail to go over the advising community group soon.
  • https://go.unl.edu/nacadatransferacsteeringcommittee
• Advising Community Survey – Coming in January!
• We will plan to host additional discussions (similar format to today) in the future. If you have ideas, please e-mail us.
• Please utilize our social media outlets
  • Listserv - advtransfer@listserv.ksu.edu
  • Facebook (NACADA Advising Community on Transfer Students)
  • Twitter - @NACADATransfers
• Please take a quick 2 minute survey to help us assess today’s Transfer Talk. It can be found at and I will put it in the chat box as well.

https://go.unl.edu/nacadatransfertalk
THANKS FOR JOINING