

TRANSFER TUESDAY: MONTHLY NEWS FROM THE ADVISING COMMUNITY ON TRANSFER STUDENTS

MARCH 2022

Welcome to our March newsletter! The start of spring is my favorite time of year to be a transfer advisor. Whether my soon-to-be community college graduates are finalizing their transfer plans for next fall, or they're preparing to enter the job market – it's exciting and so rewarding to be a part of their journey as they move through these major life steps.

Highlights in this month's newsletter include introductions for three of our new Steering Committee members, upcoming Transfer Talks announcements, a spotlight on research and resources, and much more! As always if you have any suggestions for us please email Jennifer Brown at jb26@hawaii.edu.

If you know someone who would benefit from joining our community, please forward this message to them. For those of you who are new to the group this month, welcome! We have a lot of ways to engage members and we rely on you to help make this group as robust as possible. Whether it is engaging with our listserv (directions on how to join can be found by [clicking here](#)), our [Facebook](#) and [Twitter](#) accounts, or attending an event, this group is what you make of it.

This message will include:

1. Introductions of new Steering Committee Members
2. Spring Transfer Talks
3. NACADA Annual Conference
4. NACADA Transfer e-tutorial
5. Recent Listserv threads
6. Spotlight on Research & Resources

New Steering Committee Members

As mentioned in our January newsletter, we have 7 new Steering Committee Members for 2022 and beyond. We are excited to highlight 3 more colleagues you haven't yet met this month:



Kelli Davis

*Director of University Relations
Transfer and Articulation Center | South Texas College
Region 7*

Kelli is a new member of NACADA, having joined this academic year. She has been involved with transfer since assuming the role of University Relations, Transfer and Articulation Center (URTAC) Officer in August of 2015, which was later elevated to Director. In this position, she works with all aspects of the college community on transfer related issues, from representing the college at events at other institutions, to meeting with students to advise them on courses to take in order to maximize transfer or how courses they have taken will transfer to the writing of articulation agreements. Prior to work in transfer, she was a member of the faculty of South Texas College, teaching mathematics starting in 2005. Since transitioning to

URTAC, her passion has become working with transfer students and helping them achieve their academic goals and is excited to be joining the Advising Transfer Students Steering committee.



Chelsea Hurley

*Academic Coach | Massachusetts College of
Pharmacy and Health Sciences
Region 1*

This is Chelsea's first year as a NACADA member. In her role as an Academic Coach at MCPHS she supports all undergraduate students and also serves as a member of her office's Transfer Student Advising Committee working to develop more targeted support for transfer students at the institution. Prior to joining MCPHS and the field of advising in March 2021, Chelsea served in Undergraduate Transfer Admissions roles for 4 years working directly with transfer students throughout the recruitment and

enrollment processes at both small and large private, four-year institutions. She is excited to pursue even more involvement opportunities within NACADA and the Academic Advising community.



Beth Stuewe

*DirectLink Coordinator | Kansas State University
Region 7*

Beth has been an active NACADA member since 2007 and has participated in multiple annual and regional conferences. She currently directs a dual-advising program at Kansas State University called DirectLink and advises students in one of K-State's online majors. Through her role in DirectLink, Beth connects prospective transfer students to resources and academic advisors for a seamless transfer experience to Kansas State University. Prior to coordinating the DirectLink program, Beth served as an academic advisor for 11 years at two large state institutions, working with current and prospective students. She is excited to extend her role with NACADA by joining the Advising Transfer Students Steering Committee.

Transfer Talks

Transfer Talk Recap: Advising LGBTQA Transfer Students - February 17th

The success of our February Transfer Talk highlights the focus our advising professionals have on intersectional identities and supporting students who identify as LGBTQIA+. In a joint collaboration between the Advising Community on Transfer Students and the LGBTQA Advising & Advocacy Community, Holly Herrera engaged over 65 attendees in considering the role advisors have in providing a welcoming space for LGBTQIA+ students in-person and virtually. As Transfer Talks often do, the conversation centered on the experience of transfer students who may be coming out (again) at their transfer institution as well as those that have not. As indicated by the attendance and engaging conversation, advisors continue to be transfer champions and advocates!

Next Transfer Talk: Transfer Students in Health-focused majors

Join our Advising Community on March 24th at 2pm CST for an engaging discussion focused on advising health-focused transfer students. This session will focus on assessing the specific needs of transfer students pursuing Health Sciences and Pre-Professional programs. Session moderators Justin Farr and Chelsea Hurley will present common trends

in advising Health Sciences students and facilitate a discussion around best practices of advisors from both two-year and four-year institutions in alleviating potential barriers for and ultimately better serving this student population.

Register in advance for this meeting:

<https://ksu.zoom.us/meeting/register/tJUtduCgpz0sG9XdoYD0QLo0Adtq0CzAI7WI>

Save the Dates for Future Transfer Talks:

Additional details forthcoming but mark your calendars to join our Transfer Community throughout the Spring semester. All sessions will be scheduled at 2pm CST.

- Thursday, April 28, 2022
- Wednesday, May 25, 2022

NACADA Annual Conference 2022

The Call for Proposals for the October 2022 NACADA Annual Conference has closed and reviews are underway! Make sure you've saved the date for *Building Bridges: Honoring our Past, Celebrating the Present, and Preparing for the Future* in Portland, Oregon from October 23-26!

NACADA Transfer E-Tutorial

Spring 2022 NACADA e-Tutorials are now posted on the [NACADA website](#). e-Tutorials are an opportunity to learn more about a focused area in advising in less than a month.

Check out the [Advising Transfer Students e-Tutorial](#) being offered for the first time this March and again in May and November. The e-Tutorial is an introduction to transfer students and is designed for new advisors or new-to-transfer advisors.

Listserv Threads Last Month

The listserv has been fairly quiet through February as we have all been busy with the start of a new term. There was just the one piece of information shared:

- Primary Research Group Inc. - Survey of American College Students 2022, Plans to Transfer to a New College. Additional information found [here](#).

Spotlight on Research & Resources

Mehr, K. E., & Daltry, R. (2016). Examining mental health differences between transfer and nontransfer university students seeking counseling services. *Journal of College Student Psychotherapy*, 30(2), 146–155. <https://doi.org/10.1080/87568225.2016.1140996>

Summary/Breakdown

This month I want to spotlight an article from the *Journal of College Student Psychotherapy*. As we begin transitioning back to “normalcy” on our campuses I think that we should all be mindful of the stressors that our students experience in their daily lives; and for the purposes of this letter, especially our transfers. Mehr and Daltry (2016) investigated the difference between the transfer population and non-transfer population in order to determine if there were differences in various areas of mental health. When we think about our transfers, we often assume that with the experience of college comes less stress. However, we must keep in mind the “transfer shock” factor that can come along with the new setting. Mehr and Daltry (2016) describe this as the initial decline in grades that often accompanies a student’s transfer to a new institution. However, the researchers did find that when compared to the non-transfer population, transfer students did not seem to struggle academically to a greater extent than their non-transfer peers if they were supported socially.

Knowing that transfers can succeed academically to the same extent should allow us to focus on the student’s well being and their success in the process of “transitioning,” rather than being solely focused on the student’s academic progress. Mehr and Daltry (2016) found that major factors that would hinder student’s progress academically following a transfer is acclimating themselves to their new environment socially and within their new culture. Additionally, transfers reported being more socially supported from peers they met at previous institutions rather than those at their current institution. Mehr and Daltry (2016) see this as related to transfers having more work hours rather than campus engagement time, such as athletics and campus organizations. However, transfer students are often in courses with students who have been at the institution longer and that have a better understanding of how the campus functions. Additionally, non-transfers are more likely to be engaged with the campus and have already created social networks. With this, we should

focus on improving the integration of the student, thus allowing the student to achieve their goals academically.

I try to think back to my own time as a student who transferred three times before I found the institution where I found my sense of “belonging.” I would often drive 3-4 hours home to work at my previous job, rather than staying at my campus for the weekend. I simply didn’t feel connected at the large state university where I eventually graduated. I had transferred from a regional 4 year, to a community college, back to the regional, and finally to the large four year, but simply did not have the skills to integrate myself into a campus environment. It wasn’t until I worked on an athletic team and joined the campus workforce that I began to develop my social group and network of support. Mehr and Daltry (2016) illustrate this by identifying that students who were transfers often spent more time in counseling services than their peers, reporting a lack of adjustment and interpersonal connections. As advisors, we should not forget the human in front of us and make sure that we are seeking to meet them where they are. Grades are important, but without that sense of belonging and support system students may struggle to succeed.

– Justin Farr, Ed. D., ATC