



ADVISING
COMMUNITIES

TRANSFER TUESDAY: MONTHLY NEWS FROM THE ADVISING COMMUNITY ON TRANSFER STUDENTS FEBRUARY 2023

Happy February and we hope that you're enjoying the NISTS Conference! This month, we want to draw attention to our upcoming transfer talks and our publication spotlight.

As always if you have any suggestions for us, please email Monica Cottrell at cottrellm@moravian.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.

Looking for a way to be more active in the Transfer Community? Please fill out this [interest form](#) to let us know!

This message will include:

- 1) Transfer Talks
- 2) Recent Listserv Threads
- 3) Publication Spotlight
- 4) NACADA Annual Conference 2023

Transfer Talks

Advising When Portfolios/Auditions Are Required

Thursday, February 16 - 2pm Central | RECAP by Holly Herrera

With over 30 in attendance, this transfer talk focused on advising students who are transferring into programs that require auditions and/or portfolios. Several attendees shared innovative approaches to auditions, including Kelli Davis from South Texas College who described their

multi-day audition event where area high school students join current South Texas College students to audition for multiple transfer-receiving institutions at the same time. And, while all institutions had different advising approaches, it was clear that relationships with admission departments as well as faculty within the disciplines played crucial roles in supporting advisors for transfer student success.

NISTS 2023 Annual Conference Recap

Thursday, March 23 - 2pm Central | [Register Now](#)

This session is designed as an open-ended conversation reflecting on the NISTS 2023 Annual Conference (virtual and in-person). Join us to hear from attendees and to share your own experience if you attended!

April Transfer Talk: Topic Coming Soon

Thursday, April 20 - 2pm Central | [Register Now](#)

Transfer student data may be in short supply on many campuses, but providing data can be a valuable tool when seeking permission or funding for new initiatives. This Transfer Talk will begin with a brief overview of best practices for data collection and usage followed by open discussion and opportunity to ask questions.

May Transfer Talk: Bring Your Own Topic

Thursday, May 18 - 2pm CST | [Register Now](#)

This session is designed as an open-ended Bring Your Own Topic (BYOT) conversation. Join us and discuss anything that is on your mind pertaining to advising transfer students!

Recent Listserv Threads

The listserv is a great way to engage with our community asking great questions and sharing research, readings, and promising practices. Chalk it up to starting a new year and a new term, but the listserv has been relatively quiet since our last newsletter.

- Inquiry about guided pathways success metrics and process improvements (1/25/2023)

As a reminder from NACADA Leadership: Job postings are prohibited on NACADA Listservs. Please make sure to use NACADA's Position & Announcement site instead.

NACADA 2023 Annual Conference

The [Call for Proposals](#) for the October 2023 NACADA Annual Conference is open! Proposals are due February 23, 2023. We encourage you to share your expertise by submitting a proposal for the conference. Transfer focused proposals are part of the Advising Special Populations track and the steering committee gets to select two transfer proposals to be Community Sponsored at the conference.

Publication Spotlight

Newsletter segment contributed by:

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Assistant Director of Partnership Programs | University of Colorado Boulder

Publication:

Gelsey, M. & LaViolet, T. (2021). *Rural transfer pathways: Balancing individual and community needs*. <https://tacklingtransfer.org/wp-content/uploads/2021/08/Rural-Transfer-Pathways.pdf>.

Summary of Report:

This 2021 report, supported by the Aspen Institute College Excellence Program, HCM Strategists, and Sova addresses the unique challenges in transferring between two-year and four-year institutions faced by students from rural and small towns. Since students from rural communities often have to choose between staying at home or leaving to attend a four-year college, and those who choose to leave often find employment in more urban areas after graduation (an issue known as outmigration), smaller communities are often left worse off. Rural community colleges serve as an asset and hub for workforce development, yet bachelor's degree attainment in rural areas remains a challenge. Despite similar college enrollment rates, and higher rates of high school completion, people living in rural areas have fewer bachelor's degrees than those in urban areas (due in great part to outmigration). Many rural areas have a diverse and complex employment scene, with many jobs requiring bachelor's degrees likely are not offered from their local two-year university.

The authors highlight three case studies of effective models for increasing rural student opportunities for bachelor's degree completion without encouraging outmigration from rural communities in order to do so. The first of these models (Lindsey Wilson College and community colleges across Appalachia) places university faculty in the small town for which the student resides, essentially bringing the entirety of the degree to them. The second (Shasta College and university partners in Northern California) allows students to start in the traditional community college setting, and then transition to upper division online coursework from a four-year university while still accessing spaces and services of their local two-year institution. A final case study (Johnson Community College, Johnston County Public Schools, and North Carolina State University) features intentional pathways for rural students to return to their home community for employment opportunities after transferring to complete their bachelor's degree in another (likely more urban) location. Each of these models highlights a transfer pathway that meets the needs of both the rural student and the rural community, promoting college completion while retaining local talent in rural and small towns. The report concludes with recommendations for higher education leaders and community partners to better support transfer pathways that align rural labor markets and strengthen rural communities.

Brief Response:

Gelsey and LaViolet (2021) mention in this report that "excellent colleges shape their transfer pathways to fit their uniquely rural contexts" and I wholeheartedly agree. This includes knowing the local workforce needs, geography, college-going culture, financial

landscape, and legislative or higher education demands. Many rural communities, like the one I grew up in, have limited four-year university options physically nearby, or none at all (areas known as education deserts). Additionally, it can be understandably difficult for rural community members to encourage rural youth to leave their hometowns for higher education pursuits, if they believe it's unlikely they will return.

Rural pathway models like the three offered in this report provide promising solutions to these complex issues and academic advising professionals (both in the two-year and four-year setting) serve an essential role in executing such programs. Implementation of successful rural transfer models depend on buy-in from the local community, strong leadership in multiple institutions of higher education, and understanding the needs of students themselves. Academic advisors can serve as the hub to connect a multitude of resources for student success, including transfer equivalencies, workforce opportunities, and financial aid. Often these rural transfer pathways are complex, and skilled academic advisors and coaches can serve to demystify and explain the transition from one institution to another.

Since this report was published, the Alliance for Research on Regional Colleges has created a definition for Rural-serving Institutions (RSIs, found at www.regionalcolleges.org/project/ruralserving) which can serve to identify institutions best situated to implement rural transfer pathways, as well as influence policy makers and transfer policies overall. I encourage those interested in better supporting rural student transfer pathways, whether at a rural or urban, two-year or four-year university, to look to these case studies and determine what may best serve your institutional and community needs, as you are the experts with your particular student population. Pass along this report to decision-makers on your campus, as the results may benefit a multitude of institutions of higher education, communities, and students.