



ADVISING
COMMUNITIES

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

MARCH 2023

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.

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) NACADA Annual Conference 2023
- 4) Publication Spotlight

Transfer Talks

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. We must be headed into priority registration season as there were no new posts to the listserv since our last newsletter!

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 has closed and reviews are underway! Make sure you've saved the date for *Reimagine the Magic of Academic Advising* in Orlando, Florida from October 4-7!

Publication Spotlight

If you are interested in contributing to the newsletter in this way, please reach out to rachel.fulton@wright.edu or equimond@ccsnh.edu for more information!

Newsletter segment contributed by:

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Publication:

Fay, M. P., Jaggars, S. S., & Farakish, N. (2022). "Lost in the Shuffle:" How Relationships and Personalized Advisement Shape Transfer Aspirations and Outcomes for Community College Students. *Community College Review*, 50(4), 366-390.

Summary of Report:

Citing an often-repeated statistic of un-realized transfer intent among community college students, the study's authors look to build on previous research that considers choice and the conditions that support or disinhibit the transfer process. Researchers acknowledge that community colleges play an essential role in supporting the nation's "historically underrepresented groups," recognizing that much of their populations are made up of students of color, a high proportion of Pell-eligible and first-generation students (Fay et al., 2022, pg. 367). Statistics have shown these students are far less likely to successfully transfer and earn a bachelor's degree, a seemingly intractable problem that negates the notion of community college being an on-ramp to academic achievement and the social mobility higher education affords. Similarly confounding is the number of academically high-achieving community college students who, despite higher transfer ambitions than more privileged peers, do not transfer and, if they do, undermatch their transfer destination choice. The research presented speaks to the identified barriers that beset meaningful transfer. Community college advisors struggle with caseloads that make personalized advising difficult and leave students feeling unseen in the process. Community colleges struggle with a transfer advising structure that relies on students to seek help and little proactive outreach. Students worry over credit mobility and hard-to-understand articulation agreements and struggle with confidence in trusting those tasked to help make sense of the process for them.

Fay et al. are interested in the strength of personal relationships that nurture students throughout the transfer process. The researchers look to expound on the concept of 'transfer agents', college personnel that act as guides and support to facilitate student transfer and conduct a qualitative study to understand the relationship between academic advising and student choice around transfer goals and destinations. Researchers compared the experiences of two student groups; one registered in an honors program that received comprehensive transfer advising and a second group of honors students who received no prescribed intervention. The researchers worked from the theoretical constructs of social capital defined by [Coleman](#) and [Nora's](#) student/institutional engagement theory. And in doing so, considered the positive relationship between dedicated advising in building a student's academic self-worth, belonging, and confidence in their ability to realize their transfer ambitions. The study's findings suggest a positive relationship between students' experience and access to intentional advising. The trust established in cultivating these meaningful connections impacted student confidence in the process, transfer planning, and the quality of transfer destinations.

The study's authors state that although their research cannot definitively establish a causal relationship between the dedicated advising available to the honors group who

received it and their improved transfer outcomes, in qualitative interviews, these students consistently remarked on the strength of the advising as an impactful element.

Brief Response:

Professional advisors have undoubtedly seen the impact of engendering trusting relationships among their advisees. It is easy to recognize the impact of investing in meaningful connections with the students we advise. For some, particularly in community colleges, we struggle with how to scale what we do to make our efforts less scattershot. The study spoke to advisor caseloads of 100 students. Our experiences may see many of us struggling with too few to support too many. The question then becomes how we institutionalize intentional advising within our unique environments. The researchers address these issues of scale and offer suggestions toward that end. Greater access might be afforded if we reconsider space and whether our offices are located to capitalize on student traffic. Could more direct contact encourage familiarity and facilitate relationship-building? Study participants saw less value in advisors' knowledge and more in how advisors can support their growing development through planning, goal setting, and nudging. All of us have grown to leverage e-advising, the use of which has proven to remove some barriers to access. Researchers re-told the benefits of requiring transfer students to attend a one-semester transfer seminar, a strategy that speaks to more intentional outreach. Perhaps the biggest takeaway from this study asks us to consider how to realize our full potential as 'transfer agents' in the lives of our advisees. The study encourages us to question advisors' role in transfer access and how we can push to counter statistics showing where systems fall short.