



ADVISING
COMMUNITIES

TRANSFER TUESDAY: MONTHLY NEWS FROM THE ADVISING COMMUNITY ON TRANSFER STUDENTS FEBRUARY 2022

I hope your spring terms are off to a strong start! 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 me 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 for three new Steering Committee Members
- 2) Spring Transfer Talks announcements
- 3) NACADA Annual Conference Call for Proposals Open
- 4) NACADA Transfer e-tutorial - *New opportunity*
- 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 of them this month:



Rachel Fulton (she/her/hers)

*Wright Path Program Manager, Wright State University
Region 5*

Rachel has been involved in NACADA since 2015 through presentations and advising community engagement, and is excited to join the Steering Committee. In her role at Wright State University, she focuses on supporting students in the Wright Path partnership programs and creating a holistic transfer experience while the student is enrolled at one of the five partner institutions through their first term at Wright State. Prior to joining Wright State in July 2021, Rachel served in articulation, advising, and transfer professional roles at two public, urban, research institutions and a statewide community college. She has served higher education as a transfer champion with an advising heart since 2010.



Justin Farr Ed. D., ATC (he/him/his)

*Director or Advising/Associate Professor of Health
Sciences, Thomas More University
Region 3*

Justin joined NACADA in 2021 when he took over the Quality Enhancement Program for Advising at Thomas More University. At Thomas More, Justin serves as the Clinical Coordinator for Exercise Science students in addition to directing the advising center that houses academic coaches and advisors. Justin serves as the faculty advisor for his college and was awarded Faculty of Year honors for 2019.



Elizabeth Guimond (she/her/hers)

Academic Advisor

River Valley Community College

Region 1

Elizabeth joined NACADA in 2021 and is looking forward to contributing as a new member of the Steering Committee. At River Valley Community College, Elizabeth advises Accounting, Business, Early College, and non-matriculated students. She is also involved in developing transfer and articulation agreements with four-year institutions. Elizabeth has worked in higher education since 2019.

Over the next few newsletters, we'll spotlight each of the new Steering Committee members so you can get to know each of us a bit more.

TRANSFER TALKS

Transfer Talk: Advising LGBTQA Transfer Students

Join the Transfer Advising & LGBTQA Advising and Advocacy Communities on February 17th at 2pm CST for an engaging discussion focused on advising LGBTQA transfer students. The college experience often provides space for students to explore their affectional and gender identities; but changing schools can complicate the experience. This transfer talk will provide tools and resources for all attendees to grow their competencies and better advocate for their LGBTQA students.

Register in advance for this meeting:

<https://ksu.zoom.us/meeting/register/tJckcu2vqzwwEtX9Jo2xVi4xwrVVDEdcMQjd>

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, March 24, 2022
- Thursday, April 28, 2022
- Wednesday, May 25, 2022

NACADA ANNUAL CONFERENCE CALL FOR PROPOSALS

The [Call for Proposals](#) for the October 2022 NACADA Annual Conference is open! Proposals are due February 21, 2022. I 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.

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. In February, a [Transfer e-Tutorial](#) will be offered for the first time. The Transfer 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 January as we have all been busy with the start of a new term. There was not any specific active topic, but one friendly reminder:

- Job Announcements: Not to be posted on ADVTRANSFER and instead should be shared on [NACADA's Position Announcement Site](#).

SPOTLIGHT ON RESEARCH & RESOURCES

Richard, L. H., Plaisance, J. M., Scott, B., & Poché, R. J. (2021). High Impact Practices and Professional School Acceptance in Health Science Concentrations. *NACADA Journal*, 41(2), 18-26.

Problem: Graduate school health care programs are extremely selective and thus create difficulty for students' admittance.

- Admittance rates range from 17-32%
- Schools advertise minimums of 3.0 GPA, however the average is 3.5
- Schools require additional requirements, such as shadow hours and specific prerequisites
- Minimum score requirements on exams (e.g. GRE, MCAT, DAT) vary from school to school.

- Advisors must identify how to help students differentiate themselves from other applicants.

Question: Can the use of high impact practices, such as out of classroom learning experiences enhance the opportunities for admission to graduate school for graduating undergraduate students?

Methodology & Analysis:

- High Impact Practices (HIPs)
 - Study Abroad
 - Electronic Portfolios
 - Service Learning
 - Internships
 - Undergraduate Research
 - Capstone Courses
- Population
 - 386 student who graduated in health science field from 2012-2018
 - Data was provided from the student's National Survey of Student Engagement (NSSE)
 - Data was also provided from the National Student Clearinghouse (NSC)
- Results
 - Pearson Correlation identifies a significant positive association between GPA and professional school acceptance, and between Capstone Completion and professional school acceptance.

Discussion: Richard et al. (2021) identifies that while there is a positive association between obtaining a minor and admission to graduate school, there is very little research in this area. However, it is noted that high GPAs and completion of capstone experiences positively affect admission. It was noted that advisors should help students manage academic loads to assist in GPA and to review admission standards for professional school throughout the curriculum rather than waiting. Additionally, advisors should encourage the HIP of completing an internship or shadowing experience as part of a capstone to their experience in college as a way to enhance their chance of admission to graduate programs.

Advisor Sidenote: As an advisor who handles a large number of transfer students who intend to apply for professional school applications, I can say that it is important to

encourage students to do more than the minimum number of experiential hours for application. Many schools only require 50 hours of shadowing time with patients, and I have found that students have a hard time understanding the field in which they intend to apply in such a short period of time. I have the fortune of coordinating clinical rotations for my students in a variety of health related settings, but I would encourage advisors to help their students explore the health fields, before setting their sights on only one. -Justin Farr