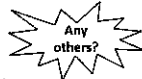


Transfer-Specific Seminars and Programs



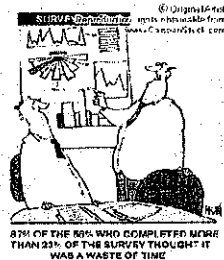
Jennifer R. Keup
Thursday, May 30, 2013
2013 Ohio Transfer Council Conference

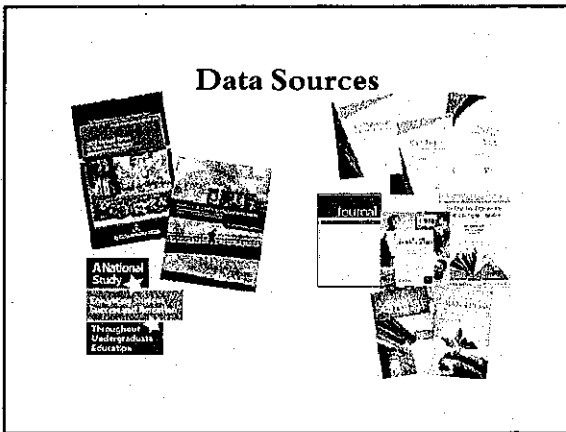
Overview

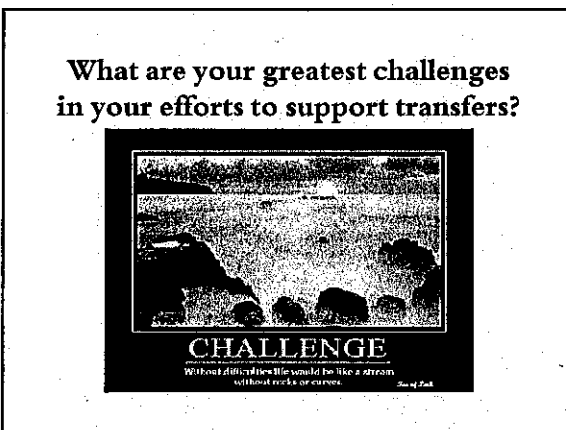


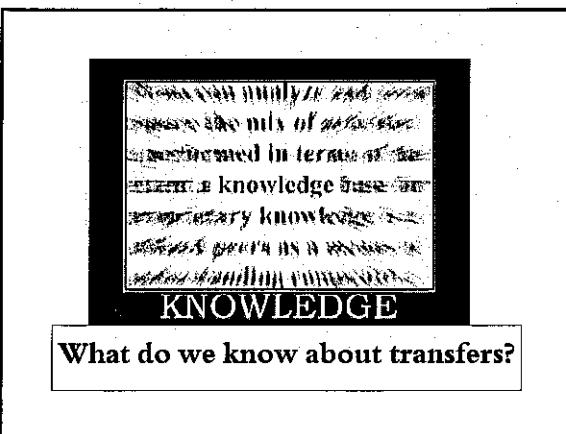
- Introductions
- Discuss who our transfer students are
- Share our challenges in working with this student population
- Discuss new student seminars as a high-impact practice for transfer students
- Identify other common institutional and systemic strategies for transfer student success

Data Sources



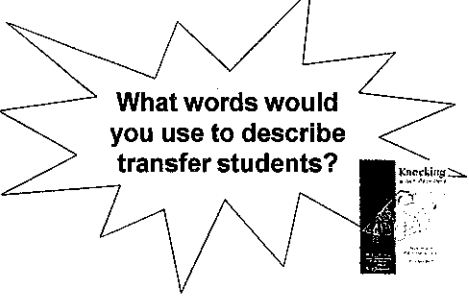






What is a "transfer student"?

What words would you use to describe transfer students?



What is a "transfer student"?

"A student who has attended a college or university and plans to continue his or her education at a different two- or four-year institution."

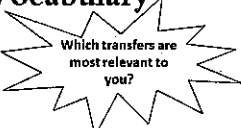
Poisel & Joseph, 2011

- > What is your working definition?
- > How does your institution define this population?

Transfer Vocabulary

- > Vertical transfers
- > Lateral transfers
- > Reverse transfers
- > Cross-level transfers, concurrent enrollment, or "double dipping"
- > Dual credit/dual enrollment
- > "Swirlers"

Which transfers are most relevant to you?



Characteristics of Transfers

- Include higher rates of non-traditional students, students of color, working students and low SES students
- Experience transition issues ("Transfer Shock")
- Report lower levels of engagement than native students
- Have a greater need for developmental coursework early in their academic career

Transfer Student Experiences

- First stage of transfer (at CC):
 - All students were concerned with the academic environment and how it would be different from CC
 - Nearly all struggled with their need for guidance and how to get support
 - Over half felt marginalized
- Second stage of transfer (≤ 8 weeks at 4-yr)
 - Students stated a need for personal support, academic & social integration, and technology
 - Lack of communication between institutions was major barrier



What can we do for transfers?

Common Institutional Strategies

- > Supplemental Instruction
- > Transfer Orientation
- > Transfer Centers
- > Recruitment
- > Developmental Education
- > Advising
- > Peer Mentors
- > Assessment
- > Transfer Seminars
- > Learning Communities
- > Early Warning/Early Academic Alert Systems
- > Service Learning
- > Undergraduate Research



"High-Impact Practices..."

...are curricular and cocurricular structures that tend to draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes; they are "teaching and learning practices that have been widely tested and have been shown to be beneficial for college students...[toward] increase rates of retention and student engagement."

Kuh, 2008

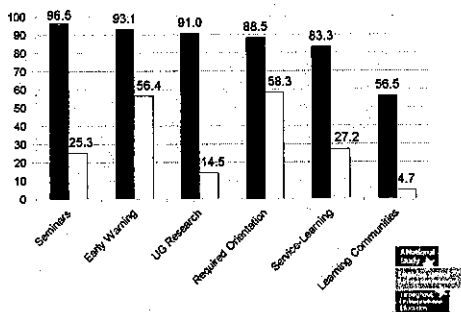
High-Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses & Projects

Characteristics of HIPs

- Creates an investment of time & energy
- Includes interaction with faculty & peers about substantive matters
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection & integrated learning
- Accountability





Common Systemic Strategies

- Transfer Centers
- Recruitment
- Articulation Agreements
- Partnerships
- Course Alignment
- Dual Admission
- Tuition Guarantee
- National Programs



What are you currently doing?

	Don't know	No	Yes	What's changed?
Advising activities				
Classroom teaching				
Grant/contract research				
Grant/contract review/monitoring				
Grant/contract proposal development				
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Student Success Seminars



What is a Student Success Seminar?

A course designed to "assist students in their academic and social development and in their transition to college. A seminar, by definition, is a small discussion-based course in which students and their instructors exchange ideas and information. In most cases, there is a strong emphasis on creating community in the classroom."

Hunter & Linder, 2005, pp. 275-276

History of First-Year Seminars

- Courses were used as an extended orientation to fulfill in loco parentis
- Use of these courses waxed and waned over the 20th century until they all but died out by the 1960s
 - End of in loco parentis
 - Faculty became disenchanted with teaching the "life skills" content
 - "Sink or swim" attitude toward student success

History of First-Year Seminars

- Resurgence of interest in first-year seminars
 - Post- World War II Baby Boom generation
 - Increased access historically underserved population
 - Underprepared students were struggling to be successful in higher education
- University 101 Programs at the University of South Carolina was an early leader
- Currently, as many as 94% of U.S. campuses offer a seminar

FYS as High-Impact Practice

First-Year Seminars and Experiences

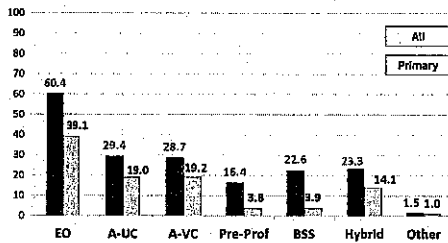
"Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research."



Types of Student Success Seminars

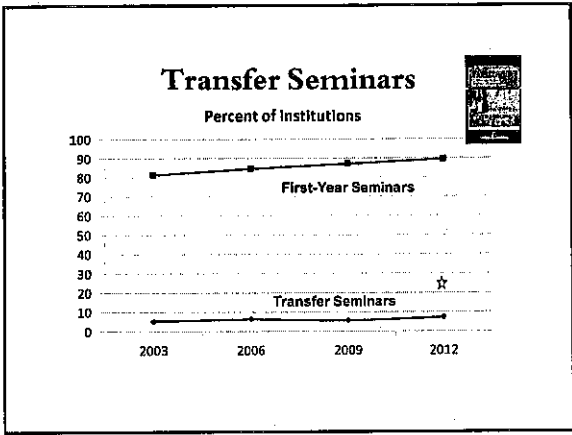
- Extended orientation seminars
- Academic seminars with generally uniform content
- Academic seminars on various topics
- Professional or discipline-based seminars
- Basic study skills seminars
- Hybrid seminars

Types of Seminars Offered



Transfer Seminars

- Emerged in 80s with success of FYS and increase in transfer pathways
 - Center changed its name to add "Students in Transition" in 1995
- Questions on National Survey of FYS
 - "Please identify unique subpopulations of students for which special sections of the first-year seminar are offered"
 - "Which students, by category, are required to take the first-year seminar?"



- ### Transfer Seminars
- Equally represented across:
 - private and public institution
 - institutional size
 - More prominent at four-year institutions
 - Are most frequently extended orientation models followed by academic seminars (of both types)
 - Very infrequently required
 - Perceived as a cost-effective intervention

- ### Transfer Seminars: To What End?
- What do you hope to achieve with a transfer student seminar?
 - Write down as many transfer seminar outcomes as you can think of.
 - Student
 - Program
 - Institutional

Transfer Seminar Goals

	Percent
Helping students make a successful transition	89
Improved retention rates	69
Connections between students and faculty	68
Connections between students	68
Introduction to a specific major	30
Other	10

- Understanding elements of campus culture
- Introduction to technology
- Oral and written argumentation
- Scholarly inquiry
- Understanding new expectations



Transfer Seminar Outcomes

	Percent
Greater understanding of the institution	49
Increased likelihood of retention/graduation	36
Improved connections with faculty	35
Improved connections between students	34
Greater understanding of the major	19

33% reported that no research had been conducted



Transfer Seminar: Recommendations

- > Seminar Type
 - Pre-professional seminars
 - Hybrid seminars that include basic study skills with elements of academic, pre-professional, and/or extended orientation
- > Seminar structure
 - For credit (3-4 credits)
 - Meaningful application of credits

Trans Sem: Recommendations

- Instruction
 - Faculty!!!
 - Academic advisors as instructors
 - Peer leadership from successful transfers
 - Coaching model
- Pedagogy
 - Writing intensive
 - Promotes collaboration and teamwork
 - Engages diversity
 - Experiential

Trans Sem: Recommendations

- Engaging pedagogies (Swing, 2002)
 - A variety of teaching methods
 - Meaningful discussion and homework
 - Challenging assignments
 - Productive use of class time
 - Encouragement for students to speak up in class and work together

Trans Sem: Recommendations

- Integration with other HIPs
 - Seminars as part of a learning community
 - Forum for service learning
 - Common reading
 - Undergraduate research
 - Senior capstone
 - FYS at previous institution

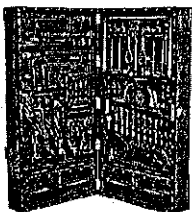
Trans Sem: Recommendations

- "Only when [HIPs and FYEs] are implemented well and continually evaluated...will we realize their considerable potential" *Kuh, 2010*
- Assessment
 - Quantitative and qualitative methods
 - National and institutional instruments
 - Integrate longitudinal models
 - Select appropriate learning outcomes
 - To students
 - To outcomes

Transfer Seminars: Examples

- | | |
|---|--|
| ➤ Auburn University | ➤ Saint Leo University |
| ➤ Berry College | ➤ Shepherd University |
| ➤ California State University Channel Islands | ➤ Southwestern University |
| ➤ East Carolina University | ➤ St. Mary's College of Maryland |
| ➤ Fayetteville State University | ➤ State University of New York College at Cortland |
| ➤ Ferris State University | ➤ State University of New York, the College at Brockport |
| ➤ Franklin College | ➤ The University of Tampa |
| ➤ Hiram College | ➤ University of Rhode Island |
| ➤ Maryville College | ➤ University of South Carolina |
| ➤ MiraCosta College | ➤ Villanova University |
| ➤ Newman University | ➤ Wayne Community College |
| ➤ Northern Illinois University | ➤ Wentworth Institute of Technology |
| ➤ Ohio University | |
| ➤ Radford University | |

Other Tools for Transfers



- Orientation
- Transfer Centers
- Articulation Agreements & Partnerships
- Assessment

ORIENTATION

Orientation: Definition

- *“a collaborative institutional effort to enhance student success by assisting students and their families in the transition of the new college environment”*
- *“orientation can be the defining moment in the transition to college for the students—a time in which basic habits are formed that influence students academic success and personal growth—and marks the beginning of a new educational experience”* (Mullendore & Banahan, 2005)

CAS Guidelines

- [Transition programming], *“at its very core must be:*
 - *integrated into the life of the institution*
 - *intentional and coherent*
 - *guided by theories and knowledge of learning and development*
 - *reflective of developmental and demographic profiles of the student population and responsive to needs of individuals, diverse and special populations and relevant constituencies”*(CAS, 2009)

The Importance of Options

- Duration
 - One-day or multi-day
- In-person, online, and/or blended
- On campus or at a satellite location
- Day, evening, and/or weekend
- Engagement of faculty, staff, and peers
- Connection to major or general introduction

Required or Optional

- Required preferred ("Students don't do optional") but participation at least strongly encouraged
- Rooted in institutional philosophy/history
- Informed by resource parameters
- Orientation is an opportunity to:
 - Foresee and limit costly errors
 - Communicate and shape institutional culture
 - Build strong alumni base
 - Shape expectations

Common Components

- Academic advising
 - Placement testing
 - Course selection
 - Holistic advising
- Financial aid and management
- Introduction to campus resources, involvement, and culture
- Student success and personal development

Orientation: Recommendations

- Offer a diverse array of orientation options
- Leverage campus collaboration to create a unified approach
 - Engage faculty
 - Include peers
- Program should be substantial and intentional
- Communication is key
 - Consistent messages
 - Avoid FYE language
- Assessment

TRANSFER CENTERS

Transfer Center: Definition

"A one-stop shop consolidating the disparate offices, departments, and entities that routinely respond to the questions & issues posed by transfer students"

(Collins, Navarro, & Stinard, 2011)

Transfer Centers

- Can be at both 2-year and 4-year campuses
- Transfer Centers at CC: Outbound perspective
- Transfer Centers at 4-year campuses: Inbound perspective
- Successful Transfer Centers require involvement of both sectors

Transfer Center Models

- Student development
 - Focus on holistic advising (transfer opportunities, financial aid, academic plans, course selection)
- Documents
 - Develop and maintain agreements about course equivalencies
 - State and legislative reporting
- Academic
 - A focus on faculty-to-faculty collaboration & alignment efforts
- Hybrid

Six Ideal Elements of a 2-Year Transfer Center

- Dedicated transfer advisors
 - Highly skilled team
 - Institutional support
 - Strong collaboration with 4-year institutions
 - Adequate funding
 - Effective evaluation and assessment
- (Joseph & Poisel, 2011)

Four Key Elements of a 4-Year Transfer Center

- Develop a vision and plan for a transfer center; design with the end in mind
- Hire and train a student-friendly staff
- Partner with faculty, staff, and transfer students to gain institutional support
- Build a communication system that involves both internal and external partners

(Joseph & Poisel, 2011)

Example: Outbound Transfer Center



- Six elements of success for BCTC
 - Dedicate transfers advisors
 - Skilled staff
 - Strong institutional support (including faculty)
 - Strong collaboration with 4-year institutions
 - Funding (mostly for personnel)
 - Evaluation & assessment plan

Example: Inbound Transfer Center



- Challenges
 - Understand & assess transfer students needs
 - Working with CC partners to help students prepare academically for transfer
 - Develop mechanisms for seamless transition
 - Create faculty & staff transfer advocates

**Example: Inbound
Transfer Center**

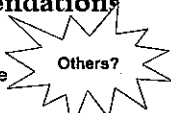


➤ Elements of Success

- Multiple means of communication among all constituents
- Peer mentor program
- Clear vision for success
 - Preparation
 - Transition
 - Progression
- Assessment

Trans Center: Recommendations

- Communication is key
 - Include all constituencies in message
 - Multiple means
- Resources should always prioritize qualified staff ("People are at the heart of successful transfer support.")
- Advisement must combine knowledge about process with counseling skills
- Don't forget connection to sending/receiving institution



**ARTICULATION AGREEMENTS &
PARTNERSHIPS**

Articulation Agreements

- "Formal agreements, even contracts, between institutions that spell out courses and/or programs that will transfer from the community college to the four-year institution" (Bers & Younger, 2011)
- Historically, they are one of the primary vehicles for communication and collaboration across 2-year and 4-year institutions

Observations about Articulation Agreements

- Often lauded as vehicles to facilitate transfer
 - For whom?
- Range from suggestive to prescriptive
- Inconsistent evidence of their effectiveness
- Can be costly to create and maintain
- Is institution focused and not student focused
 - "It assumes standardization of student experiences at the convenience and design of the institution."
(Shugart & Harrison, 2011)

"Pathways" as an Alternative

- "Want students to see their program of study, across partnering institutions, as a coherent, planned, supported pathway toward a goal that is meaningful" (Shugart & Harrison, 2011)
- Requires:
 - Alignment of curriculum and program outcomes for all majors available to transfers
 - Promised of improved likelihood toward goal
 - Collaboration between 2-year and several 4-year options
 - Shared vision, resources, & facilities across institutions

Need to Examine

- Current transfer and new student programs
- Identify program strengths and weaknesses
- Campus climate and readiness to develop or expand programming
- Current accreditation focus
- Assessment results
- Strength of formal and informal partnerships

Example: Central Florida

- History of strong articulation agreements & increased demand for higher education in the state
- Leadership of Brevard, Lake-Sumter, Seminole, and Valencia Community Colleges and the University of Central Florida started talking
- Decided on a regional strategy to expand access and meet anticipated growth


Central FL Higher Ed Consortium

CORE PRINCIPLES

- Guaranteed admission to UCF for Consortium CC
- Expansion of joint-use facilities at CC
- Collaborative philanthropy to increase financial aid options
- Development of a regional infrastructure

IMPLEMENTATION

- Co-branding
- Admission "guarantee"
- Presence of academic advising at both 2-year and 4-year institutions
- Shared facilities and programs
- New thinking re: curriculum to an integrated four-year arc

Recommendations 

- > Keep it about the students
- > Try to avoid politics and use a strategic focus
- > Establish trust between the partners
- > Agree on parameters and formalize the principles of the partnership
 - BUT don't persevere in the details: "Just do it!"
- > Focus on an area of importance to all partners; mutuality is key
- > Be selective and focus energy on a few deep partnerships

ASSESSMENT

Assessment

- > Efforts to support transfer students hinge upon knowledge of:
 - Transfer policies and programs
 - Student characteristics and needs
 - Effective evaluation of interventions
- > Most efforts to support transfer students begin and end with assessment activities
 - Beginning: Student needs & institutional capacity
 - End: Successful implementation and effectiveness

Institutional Analysis of Transfer Students

- How many transfer students are on campus?
- What do current transfer students look like, and how are they likely to change in the future?
- What are their specific needs and goals?
- Are transfer support programs effective?
- What courses are they taking, and are they succeeding?
- How many students need preparatory courses?
- Are there enough classes and services to meet their needs?

Transfer Assessment Tools

- National instruments for CC and transfers
- Existing and emerging assessment projects and processes
 - Foundations of Excellence
 - Achieving the Dream
 - Data sharing warehouses
- Increasingly sophisticated and affordable assessment services and tools for institutional efforts

Example: UCLA



- Over the years transfers had grown to over 30% of total students and 40% of new students
- Transfers showed lower rates of engagement and satisfaction
- Current assessment methods were unable to trace the source
 - No "input" data for value-added model

UCLA Transfer Student Survey

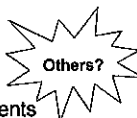


- Modeled after CIRP Freshman Survey to enhance comparability with native students
- Collaborative effort across academic & student affairs and IR
- Commitment to analysis and dissemination of findings
- Provided "starting point" to examine outcome data

Transfer Student Survey Findings

- Helped dispel deficit model re: transfer students
- Similarities between native and transfers showed areas we could combine services
- Differences guided resource decisions for interventions
- Helped partner CC identify a profile for a successful transfer student
- Served as a baseline for later data collection opportunities

Recommendations

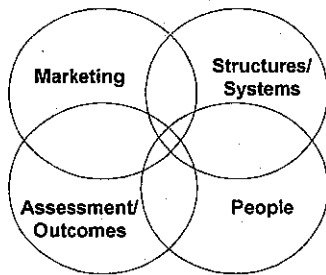


- Need to collect incoming data on students
 - Including intention for transfer at CC
 - Including past experiences and future expectations for incoming transfers
- Connect to existing assessment efforts
 - Increase comparability
 - Enhance buy-in
- Use longitudinal and trends analyses
- Qualitative methods (capture their voices)
- Disseminate to all constituencies, including students

A "Constellation" of Support

"Excellence [is] characterized by an approach to [student success] that spans the curricula and cocurriculum. This approach is central and systemic rather than appended or patched to the core institutional mission."

Barefoot et al., 2005

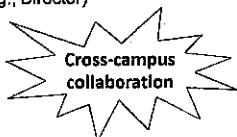


Marketing

- Logos
- Branding
 - Subsidiary of university branding
- Theme
 - Continuous
 - Annual
- Merchandise

People

- Early champion
- Task Force/Advisory Board
- Leadership
 - Formal/appointed (e.g., Director)
 - Informal
- Ambassadors
- Student leaders
- Gatekeepers
- Objectors



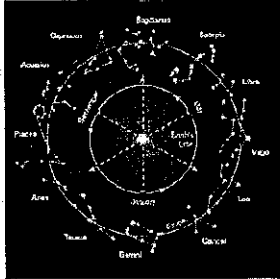
Assessment/Outcomes

- Common learning outcomes
 - Related to branding
 - Appropriate to first year
- Omnibus surveys
- Longitudinal/comprehensive assessment strategy
- Linked to accreditation/self-studies

Structures/Systems

- Shared technology and alert systems
- Common documentation
- Organizational structures
 - University College
 - FYE department
- Physical spaces
 - Student Success Centers
 - Living-Learning Environments in Residence Halls

**Draw your Constellation of
Transfer Support Initiatives**



Questions? Comments?

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