

NISTS 2022

FROM MOMENT TO MOVEMENT: SHAPING THE FUTURE OF TRANSFER
FEBRUARY 2-4 | ST. LOUIS • FEBRUARY 23-24 | VIRTUAL

The following presentation was given at the 20th Annual Conference for the National Institute for the Study of Transfer Students. In some cases, photos have been removed to avoid possible copyright infringement. Please cite responsibly and direct questions to the original presenter(s).

Educational Session

2393 - Getting to Know You: Best Practices for Serving Performing Arts Transfer Students

Special Populations, Transition Programs and Services

In addition to the typical issues transfer students face in their transition to a four-year institution, performing arts transfer students are faced with unique challenges such as complex credit transfer and articulation, high expectations from studio instructors, employment goals not easily served by campus career centers, and more. Join an experienced music advisor and admissions officer to explore common obstacles faced by performing arts transfer students and solutions for student success.

Emily Spitz, *Associate Director of Admissions*

The UCLA Herb Alpert School of Music

Getting to Know You:

Best Practices for Serving Performing Arts Transfer Students

UCLA Herb Alpert School of Music



Emily Spitz

Associate Director of Admissions
The UCLA Herb Alpert School of Music

Agenda

- I. Review common challenges faced by all transfer students
- II. Examine obstacles and solutions for performing arts transfer students
- III. Assess which strategies may be applicable to your institution

During this session, you will be asked to participate in Mentimeter response activities; it's easiest to use a phone/tablet to participate, but you can also open another window on your computer to do so.

What is the most common challenge transfer students face at your institution?



UCLA Arts Admissions



Admissions By School per Term

Term: Fall 2021
Admit Level: Transfer

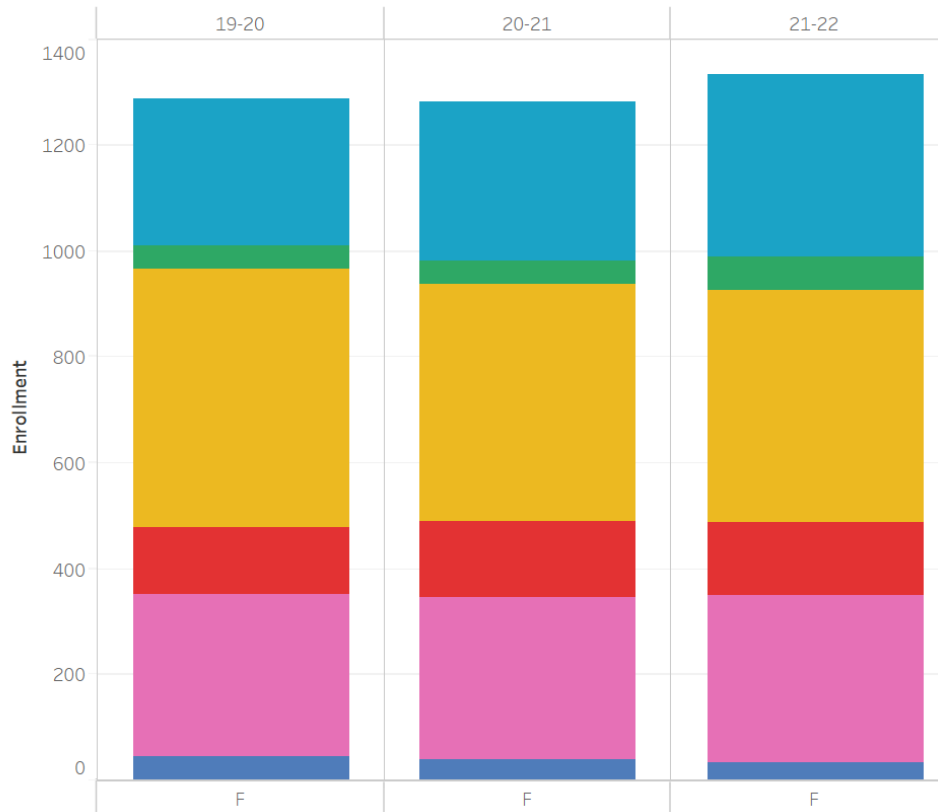
	Applied	Admitted	Enrolled	Admit Ra..	Yield
College of Letters and Science	21,550	4,990	3,100	23%	62%
Henry Samueli School of Engineering	4,311	473	228	11%	48%
Herb Alpert School of Music	210	37	31	18%	84%
UCLA School of Nursing	404	10	10	2%	100%
UCLA School of the Arts and Architecture	1,023	85	51	8%	60%
UCLA School of Theater, Film, and Television	1,147	27	16	2%	59%
Overall	28,645	5,622	3,436	20%	61%

Admissions By School per Term

Term: Fall 2021
Admit Level: Freshman

	Applied	Admitted	Enrolled	Admit Ra..	Yield
College of Letters and Science	94,493	11,944	5,354	13%	45%
Henry Samueli School of Engineering	31,373	2,519	881	8%	35%
Herb Alpert School of Music	968	196	118	20%	60%
UCLA School of Nursing	5,429	50	46	1%	92%
UCLA School of the Arts and Architecture	3,292	173	112	5%	65%
UCLA School of Theater, Film, and Television	3,935	146	76	4%	52%
Overall	139,490	15,028	6,587	11%	44%

UCLA Arts Enrollment



Key

- Undergraduate, HERB ALPERT SCHOOL OF MUSIC, Freshman, , , ,
- Undergraduate, HERB ALPERT SCHOOL OF MUSIC, Transfer, , , ,
- Undergraduate, SCHOOL OF ARTS AND ARCHITECTURE, Freshman, , , ,
- Undergraduate, SCHOOL OF ARTS AND ARCHITECTURE, Transfer, , , ,
- Undergraduate, SCHOOL OF THEATER, FILM & TELEVISION, Freshman, , , ,
- Undergraduate, SCHOOL OF THEATER, FILM & TELEVISION, Transfer, , , ,

	Admit Level	19-20	20-21	21-22
MUSIC	Freshman	280	304	344
	Transfer	41	44	64
ARTS & ARCHITECTURE	Freshman	488	446	440
	Transfer	129	146	137
THEATER, FILM & TELEVISION	Freshman	307	306	316
	Transfer	46	41	34
		1,289	1,285	1,335

Friday, Feb. 4, 2022

DAILY BRUIN



By Daily Bruin Staff

Jan. 14, 2015 2:32 a.m.

Grueling, lonely, overwhelming, tough, intimidating, disappointing, isolating, stressful, exciting, adaptable, opportunistic, roller coaster, secluding, unexpected, full of homesickness; these are words commonly expressed by our Transfer Student Representative staff describing their first quarter at UCLA.

Mostly coming from community colleges, new transfer students at UCLA often find it challenging to assimilate to the rigorous academic life UCLA has to offer. While community colleges run on a semester system, UCLA and other schools from the University of California system (except UC Berkeley and UC Merced) have a 10-week quarter system. Not only does this adjustment pose a challenge to fresh transfer students at UCLA, but it also ignores the challenges transfers undertake. For the most part, students and teachers are under the impression that it's extremely easy to be admitted to UCLA as a transfer and that we cannot reach our full potential as a four-year student would. This stigma remains within transfer culture and because of this we often feel unmotivated and overwhelmed with the curriculum at UCLA.

Bias & Barriers

- Performing arts applicants not only have to meet the academic standards of the institution, but also the **creative** ones (talent-based admissions)



An Issue of Access

- From *Listening for Whiteness: Hearing Racial Politics in Undergraduate School Music*, published in 2008 by Julia Eklund Koza: “...because the performance caliber of the applicants has risen, students who have not already studied voice privately prior to auditioning have little chance of being admitted. In other words, the school music offered in K-12 settings does not, in itself, sufficiently prepare students who aspire to attend this university” (147).

An Issue of Access

- **Issues of arts access at the K-12 level and the growing affluence gap perpetuate issues of access when it comes to performing arts transfer admission to postsecondary institutions, leading to a perception of transfer students as “less prepared” than their generally more privileged first year competitors**

Addressing Systemic Issues at the Postsecondary Level

- Education sessions for faculty and staff (anti-bias, transfer-specific challenges, etc.)
- Pipeline partnership programs and mentorship
- Review admissions requirements and remove barriers
- Transfer advocacy in the admissions process: **holistic review**

Complexity of the Admissions Process

- Transfer students have a different set of academic requirements for admission than first year applicants
- Separate application for performing arts (additional creative elements)
- Uncertain who to contact for help (transfer advisor? admissions officer?)
- Not as consistently empowered to do things in the performing arts community that are considered widely acceptable in this process

Possible Solutions

- **Dedicate space** to transfer applicants
 - Web materials
 - Webinars/tours
- **Build a pipeline** by forging relationships with local institutions
 - Reach out directly to their performing arts administrators/faculty
 - Present in their classes
 - Offer office hour time
 - Create shared events/concerts/performances

Complex Credit Transfer / Prescribed Curricula

- Most likely, not all performing arts courses will cleanly articulate for these students
- Students may have to retake courses to meet the artistic expectations of faculty
- Students may have such a dense curriculum that they cannot explore other interests (minoring, double majoring, doing internships, etc.)

Possible Solutions

- Articulation agreements
- **Impactful and individualized advising**
 - Get to know your students, their backgrounds, and their goals for the program and beyond
 - Research and understand the resources your campus has to offer to better guide your students (network across campus)
 - Help them build a community
- Survey current students and advocate for curriculum revision

Lack of Specialized Career Advising

- Campus career centers generally do not offer relevant services for performing arts students due to a lack of creative specialists



Possible Solutions

- Design **in-school programming** related to audition preparation, performance resume building, etc.
- Create **partnerships with external programs/companies** to provide opportunities such as internships and job shadowing

TIME MANAGEMENT! *



* and staffing 😊

Staying Grounded in the Work

- The following are key to remember on the journey to elevating transfer student success:
 - Be a reflective administrator
 - Listen to your students
 - Be consistent and intentional in the work
 - **Be creative! Embrace innovation! Make mistakes! Learn!**



What is one way you see yourself using this information to help serve/support performing arts transfer students at your institution?

References

- Daily Bruin Staff. 2015. "Submission: Transfer student stereotypes must be eliminated." *The Daily Bruin*.
<https://dailybruin.com/2015/01/14/submission-transfer-student-stereotypes-must-be-eliminated>.
- Gandara, P., Alvarado, E., Driscoll, A., and Orfield, G. 2012. *Building pathways to transfer: Community colleges that break the chain of failure for students of color*. Los Angeles, CA: The Civil Rights Project.
<https://www.gao.gov/assets/gao-17-574.pdf>.
- Koza, Julia Eklund. 2008. "Listening for Whiteness: Hearing Racial Politics in Undergraduate School Music." *Philosophy of Music Education Review* 16 (2): 145–55. <http://www.jstor.org/stable/40327298>.
- Woodworth, K. R., Gallagher, H. A., Guha, R., Campbell, A. Z., Lopez-Torkos, A. M., and Kim, D. 2007. *An Unfinished Canvas: Arts Education in California: Taking Stock of Policies and Practices*. Menlo Park, CA: SRI International. <https://nasaa-arts.org/wp-content/uploads/2017/06/UnfinishedCanvasSummaryReport.pdf>.



Thank You!

Feel free to reach out:
espitz@schoolofmusic.ucla.edu