Educational Session

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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Admit Level</th>
<th>Admit Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2021</td>
<td>Freshman</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Admit Ra..</th>
<th>Yield</th>
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</thead>
<tbody>
<tr>
<td>College of Letters and Science</td>
<td>21,550</td>
<td>4,990</td>
<td>3,100</td>
<td>23%</td>
<td>62%</td>
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<tr>
<td>Henry Samueli School of Engineering</td>
<td>4,311</td>
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<td>228</td>
<td>11%</td>
<td>48%</td>
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<tr>
<td>Herb Alpert School of Music</td>
<td>210</td>
<td>37</td>
<td>31</td>
<td>10%</td>
<td>84%</td>
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<tr>
<td>UCLA School of Nursing</td>
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<td>10</td>
<td>10</td>
<td>2%</td>
<td>100%</td>
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<tr>
<td>UCLA School of the Arts and Architecture</td>
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<td>51</td>
<td>8%</td>
<td>60%</td>
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<tr>
<td>UCLA School of Theater, Film, and Television</td>
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<td>2%</td>
<td>59%</td>
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<tr>
<td>Overall</td>
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<td>5,622</td>
<td>3,436</td>
<td>20%</td>
<td>61%</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Applied</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>Admit Ra..</th>
<th>Yield</th>
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</thead>
<tbody>
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<tr>
<td>UCLA School of Nursing</td>
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<tr>
<td>Overall</td>
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UCLA Arts Enrollment

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<th>21-22</th>
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<tr>
<td>MUSIC</td>
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<tr>
<td>Freshman</td>
<td></td>
<td>280</td>
<td>304</td>
<td>344</td>
</tr>
<tr>
<td>Transfer</td>
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<td>41</td>
<td>44</td>
<td>64</td>
</tr>
<tr>
<td>ARTS &amp; ARCHITECTURE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
<td>488</td>
<td>446</td>
<td>440</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td>129</td>
<td>146</td>
<td>137</td>
</tr>
<tr>
<td>THEATER, FILM &amp; TELEVISION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
<td>307</td>
<td>306</td>
<td>316</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td>46</td>
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<td>34</td>
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<tr>
<td></td>
<td></td>
<td>1,289</td>
<td>1,285</td>
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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.
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
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
The Biggest Obstacle for Administrators…

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?


Thank You!

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