Transfer Student Success

Transfer Services Discovery Inventory

To assist you and your team in preparing for the December 1 convening, the CSU Student Success Network is providing this inventory activity. The inventory is intended to help enable a shared understanding of your campus's transfer landscape among team members, and to surface areas for further exploration at the convening.

We hope that filling out this inventory together will be a helpful process for your team, as it may help you identify more policies and practices than you could individually. The inventory may not be exhaustive, but we hope it helps provide a comprehensive snapshot of what your team collectively knows. We suggest using one of two approaches – either meeting as a group and completing it together, or completing it individually and combining answers.

Regardless of how you choose to work together, **please make sure each member of your team has access to your collective list on December 1,** because it will be the starting point for group activities at the convening. You do not need to send it to CSU Network staff prior to the meeting,

The tables below are organized to help you identify as many transfer-oriented institutional policies and practices as you are able, and are separated by phase of the student life cycle. For the purposes of this exercise:

- ***Institutional policies*** are broad-based, codified approaches to improving transfer outcomes, such as articulation agreements or guaranteed fee waivers. Policies often shape what is and is not possible. You may not be able to immediately influence policies, but they are important context for program-level work.

- ***Institutional practices*** are programs, services, or other strategies you use to support transfer student success. Practices are more-immediately actionable, although they may not reach all students who could benefit from them.

Institutional policies (i.e. articulation agreements, transfer credit, budgetary allocations for transfer students, financial aid policies, transfer-focused data use, impaction)	**Description**

	Practices and programs	Description
Admissions and outreach (e.g., activities with feeder community colleges)		
Targeted financial aid (e.g., dedicated transfer scholarships, institutional gap-funding for students close to graduating)		
Communications practices (e.g., websites to convey transfer information; presentation of transfer requirements)		
Academic programming (e.g., orientation courses, transfer-specific placement practices, e-portfolios)		
Support programming (e.g., advising, transfer-focused pre-matriculation orientation, transfer honor societies, transfer student mentoring)		

POWER TO THE TRANSFER

Dimpal Jain, Santiago N. Bernal Melendez, and Alfred R. Herrera

Critical Race Theory and a Transfer Receptive Culture

TRANSFER RECEPTIVE CULTURE DEFINITION

"As an accompaniment to a college-going culture and a transfer sending culture, a transfer receptive culture [TRC] is a commitment from the baccalaureate-granting institution to provide the support needed for students to transfer and graduate successfully. A transfer receptive culture is grounded in critical race theory in education and **centers the experience of race and racism in the vertical transfer process.** Transfer receptive institutions must assist students with navigating the community college, provide guidance on the appropriate developmental and transfer level coursework, allot resources that inform students about the university application and enrollment processes at the university, and ultimately retain students so that they can successfully earn a baccalaureate degree as well as continue through graduate school (Jain et al., 2011)." *p. 12*

THE 5 TRC ELEMENTS

1. HIGH INSTITUTIONAL PRIORITY:

"Traditionally, we think that top management creates and is responsible for high institutional priority for transfer students of color at a baccalaureate-granting institution. However, more often than not, this process is more bottom up than top down, with transfer students and the staff that work more closely with transfer students creating the institutional need and pressure for management to prioritize it." *p.55*

PRETRANSFER

2. TRANSFER SPECIFIC OUTREACH:

"Instead of written stories, peer mentors are living counter stories. They carry with them the potential to share their narratives with other community college students of color that would help bridge the cultural chasm that exists between both institutions. We say potential because often for transfer students, there is an explicit or implicit insistence to silence their community college existence." *p. 61*

CRITICAL RACE THEORY IN EDUCATION

POSTTRANSFER

3. TRANSFER SPECIFIC ACADEMIC AND FINANCIAL SUPPORT:

"The University of California, Los Angeles, the largest of the campuses in terms of student enrollment, has both the largest number of transfer students and undocumented students enrolled… The advisory board focused not on changing students, but changing the university to meet the needs of the students." *p. 77-78*

4. COMMUNITY AND FAMILY SUPPORT:

"When we consider students with dependents with a critical race theory lens, we see the importance of intersectional identity between race and gender. Those who are raising children while in higher education are most likely women of color (IWPR, 2014)." *p. 81*

5. RESEARCH AND ASSESMENT:

"In this model [Laanan and Jain2(2017)], theoretical frameworks are centered such as critical race theory, community cultural wealth, social capital, and transfer student capital. The model utilizes these frameworks to make certain that transfer students of color are seen as assets to their campus communities rather than challenges that must be addressed and remedied." *p. 105*

The Posttransfer elements can increase the transfer sending culture at community colleges.

The Pretransfer element informs transfer students about TRC spaces and can increase their academic success.

ASSESSING/IMPLEMENTING/ENHANCING A TRANSFER RECEPTIVE CULTURE

ELEMENT 1: **High Institutional Priority for Transfer Students**	ELEMENT 2: **Transfer-Specific Outreach Resources**	ELEMENT 3: **Transfer-Specific Financial & Academic Support**	ELEMENT 4: **Transfer Students' Community & Family Support**	ELEMENT 5: **Transfer-Appropriate Research & Assessment**
Rate the level of Priority at your campus (1 being the lowest): 1 2 3 4 5 6 7 8 9 10	Rate the level of Outreach at your campus (1 being the lowest): 1 2 3 4 5 6 7 8 9 10	Rate the level at your campus (1 being the lowest): Financial Support: 1 2 3 4 5 6 7 8 9 10 Academic Support: 1 2 3 4 5 6 7 8 9 10	Rate the level at your campus (1 being the lowest): Community Support: 1 2 3 4 5 6 7 8 9 10 Family Support: 1 2 3 4 5 6 7 8 9 10	Rate the level at your campus (1 being the lowest): Research: 1 2 3 4 5 6 7 8 9 10 Assessment: 1 2 3 4 5 6 7 8 9 10
Who are 3 key administrators that can impact this element? 1. 2. 3.	List 3 departments that conduct/ could conduct transfer outreach: 1. 2. 3.	List 3 departments that offer/ could offer financial support: 1. 2. 3.	List 3 departments that offer/ could offer community support: 1. 2. 3.	List 3 faculty members that conduct/could conduct transfer research: 1. 2. 3.
Who are 3 key students that can impact this element? 1. 2. 3.	List 3 student groups that conduct/could conduct transfer outreach: 1. 2. 3.	List 3 departments that offer/ could offer academic support: 1. 2. 3.	List 3 activities that support/ could support transfer students' families: 1. 2. 3.	List 3 type of assessments that are currently focused/could focus on transfer success: 1. 2. 3.
What are 3 sources/potential sources of funding? 1. 2. 3.	What are 3 key partners/ potential partners at your local community colleges? 1. 2. 3.	List 3 student-initiated activities that offer/could offer financial or academic support: 1. 2. 3.	List 3 student-initiated activities that offer/could offer community or financial support: 1. 2. 3.	List 3 local or national entities that conduct transfer research/ assessment that can provide support to your campus: 1. 2. 3.

Mapping Transfer Spaces - Santiago Bernal

Transfer Hotspots	Transfer Friendly	Transfer Must-Be
• Intentional	• May or may not be intentional	• May not be intentional
• Caters to and advocates for transfer students	• Caters to all students but also outreaches to transfer students	• May already work with transfer students
• Explicit in their name and/or mission	• Not explicit in their name or mission	• Essential to transfer student success
• Known to transfer students and to those who work with transfer students	• Transfer students feel welcome	• May need to improve their outreach to transfer students

Mapping the TRANSFER RECEPTIVE CULTURE landscape

(place a checkmark under Transfer Hotspot, Transfer-Friendly or Transfer Must-Be)

SPACE Is this a central location? Is it an adequate space for the services it provides? Is it adequately staffed?	**TRANSFER HOTSPOT** Intentional; Caters to and advocates for transfer student; Explicit in their name and/or mission; Known to transfer students and those who work with transfer students	**TRANSFER-FRIENDLY** May or may not be intentional; Cater to all students but also outreaches to transfer students; Not explicit in their name or mission; Transfer students feel welcome	**TRANSFER MUST-BE** Not intentional; May already work with transfer students; Essential to transfer student success; May need to improve their outreach to transfer students	**NOTES:** Contact information; Name of transfer allies; Any other important information
YOUR OFFICE:				
UNDERGRADUATE ADMISSIONS				
TRANSFER OUTREACH:				
TRANSFER SERVICE OFFICE:				
FINANCIAL AID OFFICE				
COUNSELING				
STUDENT GOVERNMENT				
STUDENT CLUB(S)				
HOUSING/FAMILY HOUSING				
Use the space below to list other offices/spaces that are essential to the success of transfer students and/or where transfer students congregate				

Transfer Receptive Culture – Questions to Consider

High Institution Priority (Putting transfer experiences at the forefront of our minds)	Does your campus have a dedicated space for transfer student?	Yes	No	Not sure
	Can you name more than one current transfer student in your program/dept/area?	Yes	No	Not sure
	Do you have transfer leaders in your committees & decision-making spaces?	Yes	No	Not sure
	Does your campus have leadership roles/jobs for students that require 1+ year(s) of on campus experience to apply?	Yes	No	Not sure
Transfer-Specific Outreach (Connecting to students before they step foot on campus)	How do you recruit Transfer Students?			
	Does your program/dept/area have intentional partnerships with community colleges?	Yes	No	Not sure
	Does your program/dept/area participate in Transfer Orientation?	Yes	No	Not sure
Academic and Financial Support (Providing support in the transition of academic rigor)	Does your campus have scholarships exclusively for Transfer students?	Yes	No	Not sure
	Are there academic advisors who specialize in Transfer needs?	Yes	No	Not sure
Family and Community Support (Acknowledged lived experiences and intersectionality)	Is there childcare available on your campus?	Yes	No	Not sure
	Do parenting students receive priority registration?	Yes	No	Not sure
	Is family housing available on your campus? Is it featured in new student outreach/orientation?	Yes	No	Not sure
	Does your campus have a Transfer Alumni Network?	Yes	No	Not sure

Research and Assessment (Evaluate, assess and enhance programs for transfer receptivity)	Do you know where to find data on your college's Transfer Students?	Yes	No	Not sure
	How does your campus assess the effectiveness of their Transfer student support services?			
	Are Transfers a population automatically split out of large-scale campus-wide survey to assess differences in experience?	Yes	No	Not sure
Racial Climate (How can you work on the racial climate on campus & create a holistically supportive environment for our diverse transfers)	Do you know where to find data on your college's Transfer Students?	Yes	No	Not sure
	How does your campus assess the effectiveness of their Transfer student support services?			
	Are Transfers a population automatically split out of large-scale campus-wide survey to assess differences in experience?	Yes	No	Not sure

Total	Yes	No	Not sure