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## *Facilitated Discussion*

### **2355 - Designing a Mixed-Method Transfer Student Climate Study Using an Assets-based Framework**

Diversity and Inclusion, Partnerships and Collaboration

The research team from a public research university will share methods and processes for designing a Transfer Student Climate Study. The strengths of our approach are the use of mixed methods and an assets-based, multidisciplinary framework. The design of the study involved collaborative input from many voices: transfer student researchers, undergraduate/graduate students, and staff/faculty from various departments. Participants will discuss strategies to design a study that is appropriate for their institutional context.

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# Designing a Mixed-Method Transfer Student Climate Study Using an Assets-based Framework

— Vanessa Woods, Charlene Macharia, Malaphone  
Phommasa, Nathaniel Ilo, & Matthew Aghazarian —

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**UC SANTA BARBARA**

# Land Acknowledgement

We take this time to acknowledge the lands on which we gather. The University of California campus represented by the speakers exist on the unceded land of Indigenous peoples. We are honored and grateful to be here today on their traditional Chumash lands. We also acknowledge that the University of California was founded upon exclusions and erasures of many Indigenous peoples, including those on whose land our institutions are located.



<https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/>

# Welcome

Our presentation team welcomes you and your contributions to this important conversation.

We are a team of faculty (Woods), staff (Phommasa), graduate (Macharia), and undergraduates (Ilo & Aghazarian) from the Office of Undergraduate Education, and Departments of Psychological and Brain Sciences and Education who came together to investigate important questions about transfer student experiences.

# Presentation Norms

It is our goal to have this presentation be as interactive as possible, so please

- Type into the chat with questions or comments you have as soon as you think of them and we will have stopping points to check the chat

# Learning Outcomes

- 1) Time to examine a multidisciplinary framework and associated mixed methods approach to characterize the climate for transfer students
- 2) Engagement in conversation on the importance of support for marginalized students when considering the effects of university climate on transfer students
- 3) Engagement in conversation on the importance of considering the complexity of the intersecting identities and assets that transfer students bring to the university
- 4) Leverage the opportunity to reflect on how they might design a transfer student climate survey that fits the context of their institution
- 5) Observe the strengths of developing a collaborative research team that centers students' voices

# Whose in the Audience?

Type into the chat:

- Your name, pronouns and institution you represent
- Characteristics of your institution (e.g., public/private, small liberal arts/large, urban/rural, MSI, HSI, AANAPISI, or HBCU, community college, predominantly white institution etc.)
- What are your initial questions related to creating a transfer climate survey?

# Why a Transfer Student Climate Survey?

- Capture diverse experiences of transfers
- Lifting up student voices to the campus community
- Narrative to combat deficit framing

# What Informed our Approach?

## Multidisciplinary Frameworks

- Community cultural wealth (Yosso, 2005)
- Counterspaces (Solórzano et al., 2000)
- Self determination theory (Ryan & Deci, 2001)

# What Informed our Approach?

## Commitment to Mixed Methods

- Survey captures a large number of transfer students to identify what are shared experiences of climate at UCSB and what are differential experiences of climate at UCSB
- Qualitative give transfers space to express who they are and go into more details about their experiences
- Both are important to lift up diverse student experiences

# What Informed our Approach?

Commitment to Honoring Transfer Students Intersecting Identities

Acknowledging that Many Transfer Student Identities are Marginalized Identities in Higher Education

# Discussion

Please unmute or type into the chat

In your experiences on your campus how do you see some of the frameworks and intersectional identities of transfers impacting the nature of the support offered for transfer students?

# Homework for the Survey

Many Conversations with:

- Staff in Institutional Research (IR) who look at student response to UC wide survey data
- Faculty in Education who had recently (past 2 years) done a climate survey looking at health and wellness of all students
- Former and current transfer students
- Colleagues and graduate students who had a vested interest in transfer student research and experiences

# Decisions on Guiding Values

## Mixed Methods Approach to Value Diverse Voices

- Represent the diverse nature of transfer experiences using both a large scale survey and smaller focus groups

## Asset-based Approach to Capture Holistic Experiences

- All questions (survey and focus group) should allow for reporting of both positive and negative experiences

# Decisions on Guiding Values

Asset-based Reporting to Campus

Shift institutional culture away from a deficit-based model

- Move towards asset-based
  - **What is the experience and how can we provide support aimed at student success?**
- To get away from deficit models
  - What is the problem with students and how do we fix it?

# Discussion

Please unmute or type into the chat

Now that you heard some of the ideas about our framework and assets based approach: 1) what questions do you have? 2) How do you see this impacting a climate survey you might design for your institution?

# Nitty Gritty of the Survey

## Four Main Sections

- Context for your transfer student college experience and your transfer student identity
- General climate for transfers
- Experience transitioning to UCSB
- Experiences with networking, connections, and resources

# Nitty Gritty of the Survey

## Transfer Student Context & Transfer student Identity

- Interdependent/independent motives for college
- Academic self efficacy, self regulated learning
- Imposter phenomenon
- Cultural incongruence
- Brief Resilience scale

## General Climate for Transfers

- Respect and reputation of transfers on campus and in maor
- Welcoming, support, & belonging
  - Do you have spaces here that feel like home?
- Microaggressions and microaffirmations

# Nitty Gritty of the Survey

## Experience transitioning to UCSB

- Academic, social, housing, and financial transition
- Advising and adjustment
- Access and involvement in opportunities/high impact practices
- Pressure of being a transfer student
  - Obligations outside of academics
  - Graduation timeline
  - Financial pressure

## Experiences with networking, connections, and resources

- Networking and connections
- Support spaces
- Utilization of campus services and resources

# Nitty Gritty of the Focus Group Questions

- Motivations for being in college
- Comparing experience from previous institution
- Factors influencing transition
- Involvement in high impact practices

# Nitty Gritty of the Focus Group Questions

- Exploring transfer student identity and reputation on campus
- Giving voice to student experiences
  - We want to give you an opportunity to voice how you feel as a transfer student. What do you want your professors to know about transfer students?
  - In a similar vein, what do you want the administration (people who make decisions about policies related to transfer students) to know about transfer students?

# Current Progress

Currently analyzing data. There is A LOT of data!

Final results from our study will hopefully be shared at next year's NISTS conference!

# Discussion

Please unmute or type into the chat

What questions do you have or how can we help you plan your climate survey?

# Thank you!

## Acknowledgements

The awesome transfer students participants who participated in our survey and focus groups

The Transfer Student Center team for coordinating survey dissemination

Our Office of Undergraduate Education for administrative support and our amazing Institutional Research data team for help with data collection

Our Diversity, Equity, and Inclusion office for supporting the survey and focus group compensation, and graduate and undergraduate research assistants with financial resources