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**Educational Session**

**2397 - Walk in Their Shoes, Hurt Your Feet: Understand What Prevents Students from Successfully Transferring to University**
Transition Programs and Services, Partnerships and Collaboration

As intermediaries between two institutions, our unique vantage point highlights the importance of faculty and staff playing an active role by becoming a part of the transfer process. We work with various departments to provide knowledge and tools that can be utilized to assist students in the classroom that have plans to transfer and/or complete a degree. Essentially, these individuals become the front line for a positive transfer culture.

**Le Quanda Cole**, Director of UNLV/CSN Transfer Program  
**Anam Qadir**, Associate Director of UNLV/CSN Transfer Program  
**Janet Hollinger**, Assistant Director of UNLV/CSN Transfer Program  
**Arosha Meegoda**, Transition Advisor  

University of Nevada, Las Vegas
Walk In Their Shoes, Hurt Your Feet: 
Understand What Prevents Students From Successfully Transferring to University

NISTS CONFERENCE 2022
Le Quanda Cole, Director
Anam Qadir, Associate Director
Look thru my eyes, see what I see

Do as I do, be what I be

Walk in my shoes, hurt your feet

Then know why I do dirt in the street
1. Mid-Tier Program Dynamics
2. Data Driven Initiatives
3. Barriers Within Transfer
4. Walk In Their Shoes
5. Create A Positive Transfer Culture
6. Conclusion & Questions
MEET THE TEAM

Le Quanda Cole
Director
(the oversimplify-er)
Oversees all program operations. Provides directives to meet and exceed department goals

Anam Qadir
Associate Director
(the overinform-er)
Assists director with day-to-day administrative tasks. Oversees completion of projects

Janet Hollinger
Asst. Director of Curriculum
(the fast-talker)
Advises Transfer students. Updates Transfer Agreement/Articulation Worksheets. Provides updates on curriculum

Arosha Meegoda
Transition Advisor
(the straight-shooter)
Primary advisor with Transfer students. Creates and distributes media for program
UCTP PROGRAM DYNAMICS
The mission of the UNLV/CSN Transfer program is to expand academic support services by collaborating with students preparing to transfer to UNLV after graduation from CSN. These services include:

- Providing accurate and timely curriculum and policy information
- Developing partnerships to coordinate resources, activities, and services across CSN and UNLV that enhance and simplify the process
- Empowering students to achieve their desired transfer goal and career objectives through the services provided by the program
UCTP PURPOSE
(why we do it)

UCTP consists of Transition Advisors from UNLV housed at the College of Southern Nevada (CSN)

• Collaborates with various university and college student services
• Supports students pre- and post- transfer
• Creates a positive transfer culture at both institutions
• Help transfer agents understand their role within the creation of a transfer receiving culture
To help CSN students successfully transfer to UNLV

**Team Philosophy**

Students are the drivers of their destiny; we serve as navigators that provide resources and transparent communication while reducing academic barriers. We aim to provide accurate and timely information in an effort to prevent students from excess expenditures of time and money. We believe in creating a safe environment for students to gather a plethora of knowledge regarding their transfer & academic plan.
Strategic Plan (SP)

1. Increase student transfer appointments (Keeling, 2013)
2. Positively impact TO staff morale by supporting individual/group accountability (Frey et al., 2009)
3. Model exemplary student advising practices (Bloom et al., 2008)
4. Meet student needs by committing to service excellence (Young Jones, 2013)
5. Meet student individual needs by implementing data-driven outreach (i.e., cohorts) and services (Jagers, 2019)

*Position tasks align with SP for easier annual evaluation completion.
Custom Comments

Communication
  - CSN email address, Microsoft Teams, access to computer software, phone
    - Oracle Peoplesoft- MyCSN, MyUNLV
  - Track referrals to CSN, dual-enrolled (top-tier), reverse transfer

Follow-up survey- raffle prizes for students that fill the survey

Provide monthly report to CSN

Program Calendar

Accept reality- split positions, 50% max
HEALTHY GROWTH

- Logos
- Swag
  - Collect old swag
- Annual Partnership Event
- Campus Partners
- Presence at all community college events
- Newsletter

- Pre-transfer post-it
- UNLV Attire
- Main phone line
- UCTP Email Address
- Webpage
- Appointment scheduler

*Obtain an operating budget. Continue to document and build justification for increases
TRANSFER PROGRAM SPECTRUM

HIGH CONNECTION

Students Contact Admissions Counselors At The 4-year Institute.
Admissions Counselors Visit 2-year Institute
Hosting Campus Tours At The Receiving Institutions
Collaborate w/CC’s* For Events Celebrating Transfers
Have Transfer Advisors Housed At Sending Institutions
Have a Dedicated Transfer Center At Main Campus
Have Scholarships & Honor Programs Dedicated to Transfer Students
Have Framework for Improving Transfer Based Of Student Feedback

LOW CONNECTION

UNLV
DATA DRIVEN INITIATIVE
TRANSFER SNAPSHOT 2021

2,102
Total Number of CSN Transfers

26
Average Age

Female (60.4%)

Male (39.6%)

1.11
increase in GPA for transfer students that met with a UCTP Advisor

CONSUMPTION

Watching 94.4%

Reading 80.7%

UNLV ADVISING COLLEGE

Business (16.45%)
Liberal Arts (16.93%)
Urban Affairs (15.02%)
Health Sciences (12.38%)
Engineering (10.14%)
Science (8.63%)
Education (8.63%)
Fine Arts (7.11%)
Hotel (3.83%)
Academic Success Center (0.88%)

3.25 AVERAGE GPA OF TRANSFER STUDENTS

Ethnicity

White (40.05%)
Asian (13.12%)
Hispanic/Latino (27.25%)
Black/African American (10.64%)
American Indian/Alaskan Native (3.33%)
Native Hawaiian/Other Pacific Islander (3.17%)
Not Hispanic (1.99%)

*45% join in recreational activities when asked but rarely initiate on their own
270 completed surveys for fall 2021
## RETENTION DATA

<table>
<thead>
<tr>
<th>Cohort Fall</th>
<th>N</th>
<th>One-Year Retention</th>
<th>Two-Year Retention</th>
<th>Three-Year Retention</th>
<th>Four-Year Graduation</th>
<th>Five-Year Graduation</th>
<th>Six-Year Graduation</th>
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<tbody>
<tr>
<td>2012</td>
<td>443</td>
<td>82%</td>
<td>60%</td>
<td>31%</td>
<td>58%</td>
<td>63%</td>
<td>66%</td>
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<tr>
<td>2013</td>
<td>471</td>
<td>82%</td>
<td>56%</td>
<td>33%</td>
<td>60%</td>
<td>65%</td>
<td>68%</td>
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<td>2014</td>
<td>575</td>
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<td>58%</td>
<td>31%</td>
<td>60%</td>
<td>65%</td>
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<td>2015</td>
<td>551</td>
<td>83%</td>
<td>58%</td>
<td>27%</td>
<td>64%</td>
<td>68%</td>
<td>70%</td>
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<tr>
<td>2016</td>
<td>595</td>
<td>81%</td>
<td>57%</td>
<td>27%</td>
<td>57%</td>
<td>63%</td>
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<tr>
<td>2017</td>
<td>585</td>
<td>78%</td>
<td>54%</td>
<td>25%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>568</td>
<td>83%</td>
<td>56%</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>563</td>
<td>83%</td>
<td>54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>542</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BARRIERS WITHIN TRANSFER
TRANSITION BARRIERS

Culture Difference
The difference in culture and structure between the community college and the four-year college may interfere with a smooth transition.

Smooth Transition
The two-year and four-year college systems may not be adequately designed to enable a smooth transition of credits.

Limited Staff Knowledge
Staff may not know how to work with transfer students or the resources these students need.
Passive Advising/Counseling
Counselors may only work with the student when they explicitly request assistance rather than proactively working to direct the student toward success

Ineffective Referrals
Appropriate referrals may not be given to the transfer students at appropriate times

Failure To Connect
At the social and cultural levels, the transfer student may fail to develop a sense of connection with the new four-year college or the people in it
Barriers to transfer can vary and translate differently for each person

- Express feelings of isolation
- Excluded from research opportunities
- Overlooked and unaware of resources
- Lack of exposure to transfer institution
Transfer/Culture Shock
- Dip in GPA
- New environment
- First or second semesters
- Early intervention is key

Imposter Syndrome
- Self-doubt
- Disregard of accomplishments
- Feelings of "fraudulence"
- Fear of failure
WALK IN THEIR SHOES
IDENTITY STATUSES
(Erikson, 1958, 1966; Marcia, 1966; Adams, 1998)

Exploration: finding meaningful alternatives outside of one’s upbringing

Commitment: the degree of personal investment the individual exhibits

Interpersonal- dating, relationships
Ideology- politics, religion

*Identity formation does not stop after adolescence it extends into adulthood

IDENTITY FORECLOSURE
HIGH commitment towards the prospect of a new career identity but LOW exploration activity. Have accepted the prospect of changing careers but unmotivated to start the process of job seeking.

IDENTITY MORATORIUM
LOW commitment to the prospect of a new career identity but HIGH level of engagement in exploring new opportunities so are more knowledgeable about possible options.

IDENTITY DIFFUSION
LOW commitment towards considering a new career. LOW motivation to explore new options. Overwhelmed or unaware of number of possibilities so inertia sets in.

IDENTITY ACHIEVEMENT
HIGH commitment to a new career identity and HIGH exploration of possible new career options. Accepting of a new career and taking positive action to explore the job market.

Identity Achievement

- Positive relationship with conscientiousness, extrovert
- Negative relationship with neuroticism

Identity Diffusion

- Positive relationship with neuroticism
- Negative relationship with extrovert, conscientiousness, agreeableness
WHY TRANSFORMATIVE SOCIAL EMOTIONAL LEARNING (TSEL)?

Extends Social Emotional Learning (SEL)
- TSEL facilitates collaborative culturally relevant discussions by focusing on four Core Competencies:
  - identity, agency, belongingness, intersectionality
- Accounts for socio-cultural differences
- Addresses racial/ethnic inequalities
  - linked to inequities
    - Health, wealth
- TSEL aims to highlight efforts which can create a more equitable outcome for students from diverse backgrounds and circumstances (Jagers et al., 2019)
Transformative Social Emotional (TSEL) framework within our services to mitigate systemic divides (i.e., wealth, health) that negatively impact academic performance and student engagement (Jagers et al., 2019)

- Identity- Provide opportunities for expression, and social interactions that help develop positive identity formation (Erikson, 1968; Jung et al., 2004)

- Agency- Empowers students to influence their own path to mastery
  
  Example: self-made plans of study, suggest they come with questions, research and come back
• Intersectionality- encompasses students' connection to various identities (i.e., gender, class, ethnicity) and supports inclusion and agency (Nagaoka et al., 2015)
  Example: minority students, nontraditional (i.e., age), first generation (i.e., class)

• Belongingness- increase multicultural competence through awareness of others’ culture
  Example: support multicultural competence, inform students of campus resources, clubs, organizations, events, and newsletters
CREATE A POSITIVE TRANSFER CULTURE
POSITIVE TRANSFER CULTURE TIPS

- Be color brave and get uncomfortable to get comfortable
  - assess your privilege
  - confront presumptions and biases that have negative effects
- Take a Multicultural Education course
  - to understand social-injustice, power, privilege, and oppression that has generational effects
- Acknowledge the cultural wealth students bring to the academic environment

(Banks, 1993; Hobson, 2014; Nieto & Bode, 2018; Yasso, 2005)
<table>
<thead>
<tr>
<th>Parents Went To College</th>
<th>Born In The U.S.</th>
<th>No Criminal Record</th>
<th>You Know Your Ancestral History</th>
<th>Native English Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable Transportation</td>
<td>You Grew Up With Health Insurance</td>
<td>Deemed Socially Attractive (thin, tall)</td>
<td>You Are White</td>
<td>Attended Elite University</td>
</tr>
<tr>
<td>Lived Outside The Country</td>
<td>Heterosexual</td>
<td></td>
<td>Grew Up In Household With Both Parents</td>
<td>You had Access To Books</td>
</tr>
<tr>
<td>Christian</td>
<td>Stable Income</td>
<td>Able-Bodied</td>
<td>Never Been Racially Profiled</td>
<td>Inherited Wealth</td>
</tr>
<tr>
<td>People Can Pronounce Your Name</td>
<td>Male</td>
<td>Parents Were Able To Vote</td>
<td>Travel Once A Year</td>
<td>No Student Loans</td>
</tr>
</tbody>
</table>
Underrepresented & marginalized communities experience “environmental pulls”

- Family responsibilities
- Full-time work
- Lower wages

- Transportation barriers
- Less acclimation to technology and access to technological devices
- Often working against societal stereotypes
- Overlooked in the construction of systems and processes

(Crisp et al., 2014; Jain, 2020; Ladson-Billings, 2006; Townsend et al., 2006)
EXAMPLES FOR FACULTY

• Offer research opportunities to support student engagement
• Incorporate transfer-related activities into the curriculum
• Invite transfer programs to class and include transfer services in the syllabus
• Write letters of recommendation or serve as a reference
• Offer financial assistance (i.e., transfer scholarships, fee waivers, gas vouchers)
• Course and degree applicability to career
• Use self as a role model and discuss own experience and success
• Build partnerships to solidify reverse transfer and guaranteed transfer programs
• Become a mentor
CONCLUSION

- Main goal is to reduce transfer student barriers
  - Accept that transfer work is often not an immediate return
  - Align your goals (i.e., strategic plan, philosophy)
  - Implement a framework to strengthen advising to account for socio-cultural differences that impact students within the learning environment
  - Partnership and collaboration is essential to success
Thank You.
REFERENCES


