

NISTS 2022

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

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Educational Session

2307 - Engage Your Faculty & Staff for One Moment: How a Virtual Ally Training Creates a Movement of Transfer Advocates

Diversity and Inclusion, Transition Programs and Services

How do we make a transfer success training that faculty and staff WANT to attend, even when they feel over-extended? Within this session, we will review how a university created a virtual, self-paced Transfer Ally Training. We will share how we incentivized participation and engagement which continued post-training, creating a movement of transfer advocates across campus. Participants will have the opportunity to brainstorm their own training experience, and create goals, learning outcomes, and assessment strategies.

Jaclyn Duerr, *Program Manager for Transfer Student Success*

University of California, San Diego

A person's hands are shown writing on a document with a pencil. The background is a soft-focus image of a person in a white lab coat. A large teal circle is centered over the image, containing the text "Engage Your Faculty & Staff for One Moment". Surrounding the teal circle are several smaller circles in various colors (yellow, orange, red, white) containing icons: a puzzle piece, a lightbulb, and a thumbs-up gesture.

Engage Your Faculty & Staff for One Moment



How a Virtual Ally
Training Creates a
Movement of
Transfer
Advocates





Hello!

I am Jackie Duerr, Ed.D.

Let's talk about engaging your campus community in the transfer conversation!

You can find me at jduerr@ucsd.edu



A lightbulb icon inside a yellow circle, located in the top-left corner of the slide.

Today's Road Map:

1. Let's talk about YOU
 2. Let's talk about us
 3. Let's talk about growing campus awareness
 4. Let's incorporate accessibility
 5. Let's show an example
 6. Let's answer some questions!
- 
- A yellow circle containing a red gear icon, located in the bottom-right corner of the slide.
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- A thumbs up icon inside a teal circle, located in the bottom-right corner of the slide.

Today's Goals:

- Apply critical questions to identify goals and objectives to create a faculty and/or staff training about the transfer student experience
- Develop a training module framework which is not bound by space or time
- Utilize transfer student stories as the focal point of your training experience
- Create an assessment strategy for faculty and/or staff training
- Identify innovative ways to engage faculty and staff through a research-driven online Transfer 101 training experience...and beyond!



1.
Let's talk about
YOU!

How do you or your campuses
currently train or educate faculty
and staff about the transfer
student experience?

How do your campuses train or educate faculty/staff on transfer experiences?





Why does it matter?

Bringing theory into practice



Why does it matter? 1 of 2



To cultivate a transfer receptive culture, an institution needs to make transfer a high institutional priority (Jain, Melendez & Herrera, 2020)

Faculty and staff involvement within the transfer experience increases retention and belonging (Allen, Smith, & Muehleck, 2014; Thomas et. al, 2018; Volkwein, King, & Terenzini, 1986)



Why does it matter? 2 of 2



Providing thoughtful training to the campus community on the transfer student experience can increase intentional support programs and services.

Including faculty and staff in the conversation on transfer support makes transfer retention and graduation an all-campus initiative.

Building a network of transfer champions among faculty and staff may heighten the transfer experience across an institution.





2.
Let's talk about
US!

**Why did we begin our
Triton Transfer Ally
Training?**

UC San Diego: the context

- Research-based institution
- 30,794 Undergraduates
 - 7,808 transfers (~25%)
- College model with unique visions and GE patterns
- Colleges are not associated with majors
- **Result:** a matrixed organizational structure contingent on cross-campus collaboration



Student voices and staff advocacy bring about UC San Diego's first centralized transfer support!

- October 2019: Centralized transfer support announced at UC San Diego
- January 2020: Physical doors open to the first Triton Transfer Hub
- March 2020: Covid-19.

Through the wreckage comes opportunity.





3.

Let's talk about
growing campus
awareness!

How did we begin our
Triton Transfer Ally
Training?

Questions which guided our design

1. What do I want staff and faculty to know about the transfer experience?
2. How do I make it interesting?
3. How do I use student voice?
4. How do I ensure my content is valid?
5. How do I engage folx in the learning?
6. How do I assess learning and satisfaction?



What do I want
faculty and staff
to know?

- **What are my goals?**
- **How do I “chunk” it together?**



Jamboard





How articulations work

Orientation best practices

Experiences at the CC and impact at the UC

Diversity of transfer experience

Pathways

Debunk myths

Who are transfer students?

Transfer student strengths

What are articulations?

Classroom engagement

Transfer capital

Transfer shock

Demographics of transfers

How transfers find belonging

Funds of Knowledge

Involvement trends

Impact of Advising





Definitions & Demographics

Who are transfer students?

Demographics of transfers

Pathways

Transfer Beginnings

What are articulations?

How articulations work

Experiences at the CC and impact at the UC

Impact of Advising

Strengths & Barriers

Transfer capital

Funds of Knowledge

Transfer shock

Transfer student strengths

Belonging & Involvement

Classroom engagement

How transfers find belonging

Involvement trends

Orientation best practices

Debunk myths

Showcase diversity of transfer experience



Organization

Home

Modules

Discussions

Grades

Library Resources

Piazza

START HERE



Set yourself up for success by reviewing course structure.

MODULE 1



Definitions & Demographics

MODULE 2



Transfer Beginnings

MODULE 3



Strengths & Barriers

MODULE 4



Belonging & Involvement

FINALE



Discover ways to keep learning about transfer students after this training!

How do I make it interesting?



How do I make the audience feel like they are not alone in this training? How do I entice completion?

- Gamification
- Videos
- Quizzes
- Discussion boards

How do I organize content so that it “flows”?





I am a...

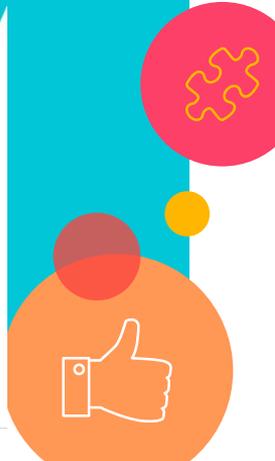
TRITON TRANSFER ALLY

This certificate of completion is awarded to

YourName Here

DATE

DR. JACKIE DUERR, TRANSFER STUDENT SUCCESS PROGRAM MANAGER





Home

Modules

Discussions

Grades

Library Resources

Piazza

▼ Pinned Discussions

[Best Practice Board](#)

All Sections

Last post at Oct 29 at 2:41pm

12 12

[Questions Cafe](#)

All Sections

Last post at Mar 30 at 12:39pm

16 23

[My Transfer Student Experience](#)

All Sections

Last post at Jul 9, 2020 at 7:58am

7 7



Good course design impacts engagement

- Incorporated a “Start Here” module telling them what to expect.
 - Created consistent structure within each module to keep engagement and interaction.
 - Ensured information built on itself (linear model).
- 

How to earn your Demographics and Definitions Badge:

1. [Read](#) the case study to meet and get to know Carla!
2. [Watch](#) the information sharing video to learn about the definitions and demographics of transfer students.
3. (Optional) [Review](#) the relevant resources and research .
4. [Watch](#) Triton Transfer Experiences.
5. [Check](#) for understanding.
6. [Apply](#) your new knowledge to the case study.
7. **Earn** your badge!
8. **Move on to Module 2: Transfer Beginnings.**



How do I
incorporate
student voice?

How have YOU ensured student voice was heard?

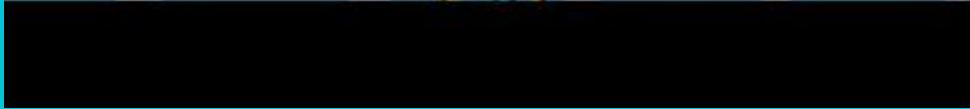
- Video montages
- Case studies
- Qualitative data pull



UC San Diego

TRITON TRANSFERS

*How has your identity influenced/impacted
your time here at UC San Diego?*

The central graphic features a heart shape outlined in yellow and blue. The background is a light blue with a pattern of white polka dots. The text "UC San Diego" is in a small, dark font at the top of the heart. "TRITON TRANSFERS" is written in large, bold, blue letters across the middle. Below the heart, the question "How has your identity influenced/impacted your time here at UC San Diego?" is written in a white, italicized font.



Meet Carla. Carla (she/her/hers) was a transfer from a local community college who studied engineering.

Before Carla attended her community college, she became the mom to a beautiful baby and worked long hours to support her small family. As a single mom, she knew it would be difficult to continue her education, but with the support of her family, she persevered.

Carla was involved in her community college's MESA (Math, Engineering, Science, Achievement) Program, which linked her with financial resources and an academic counselor. She was grateful to her MESA counselor, who had close connections with the university and was able to ensure Carla took the right classes for transfer admissions. Upon entering the university, her MESA counselor linked her to another academic advisor directly, who helped her set up a grad plan. Carla continued to touch base with her new advisor every other quarter to ensure she was on track.

However, Carla's transition to the university was not completely smooth. Carla struggled in her classes. She found herself confused often and did not understand the material - describing it as feeling like she was learning a foreign language. She struggled to find study groups and often found herself as one of the few women in her class and an older student. Carla often felt like an outsider. Within group projects, she struggled to find groupmates, and was usually given tasks such as note taker rather than engineering problem solver. She was on academic probation her first quarter and was subject to disqualification during her second.



How do I ensure my information is valid?

- **How do I ease the minds of skeptics?**
- **How do I include relevant research in a way that's interesting?**
- Incorporated relevant articles.
- Provided the chance for continuous learning during and after training.
- Refrained from using dates/information which changes consistently.

How do I engage folx in the learning?



- **How do I appeal to differences in learning?**
 - Created opportunities for reading, watching, and listening.
 - Introduced case study at the beginning and applied concepts at the end.
- **How do I ensure learning doesn't stop?**
 - Provided resources and articles for post-learning.
 - Made the Training a resource to return to via Discussion Boards.



How do I assess satisfaction and learning?

ACTIVITY



1. Create 1 goal based on your brain dump on what you want faculty and staff to know.

After participation in this ally training, faculty and staff will be able to identify strengths and assets transfer students bring to the university.

2. Create two measurable learning outcomes based on your goal.

After participating in this module, faculty and staff will be able to answer...

1. What is transfer capital?
2. What are funds of knowledge?



How do I assess satisfaction and learning?

How do I measure your learning outcomes?

- Knowledge checks at the end of each module assessing outcomes
- Goals check incorporated within the finale module, along with satisfaction survey.
- Other option: pre/post assessments



4.

Let's incorporate
accessibility!

How did we ensure all can
enjoy the training?

Let's Incorporate Accessibility

- Content portions provided as a PDF and video:
 - With music
 - Without music
 - With captions
- Photos have alternative text
- PDFs use headings and subheadings

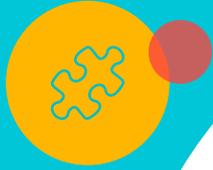


5.

Let's show an
example!

The final product.

6.
Let's do some
Q&A!



Goodbye!

We can talk anytime...

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