

NISTS 2023

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

Virtual • February 1-3 | Portland, OR • February 22-24

The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

Educational Session

2793 - Ethical Transfer Practices: Competing Schools Shared Mission

Leadership and Strategic Planning, Partnerships and Collaboration

Over the past two decades, the landscape of higher education has descended into an arms race. This race to attract and enroll prospective transfer students has often resulted in haphazard recruiting practices utilizing existing first-year tactics for a student population that requires much more nuance. This presentation will look at the ways that ethical and holistic advising practices for prospective transfer students can advance the mission of enrollment management and the students we serve.

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Ethical Transfer Practices: Competing Schools Shared Mission



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Major Takeaways

Competing recruitment practices cooperating for student success!

- ❖ Institutional Overview, Structures, & Services
- ❖ National Landscape: Recruitment & On the Horizon
- ❖ Case Study & Appreciative Advising Integration
- ❖ So What?

UC



Large (48K+) – Public – Urban – R1 – Founders of Co-Op

- ❖ Uptown, Blue Ash, Clermont

Transfer Demographics (Fall 2022 data)

- ❖ 66.9% White – 14.7% Black or African American – 18.4% unknown or undisclosed
- ❖ Roughly even split between traditional/neotraditional
- ❖ Over half transfer from a 2yr institution
- ❖ 1/3 are Online/Distance Learning Students
- ❖ About 2/3 attending full-time
- ❖ About 2/3 enter at freshman/sophomore class

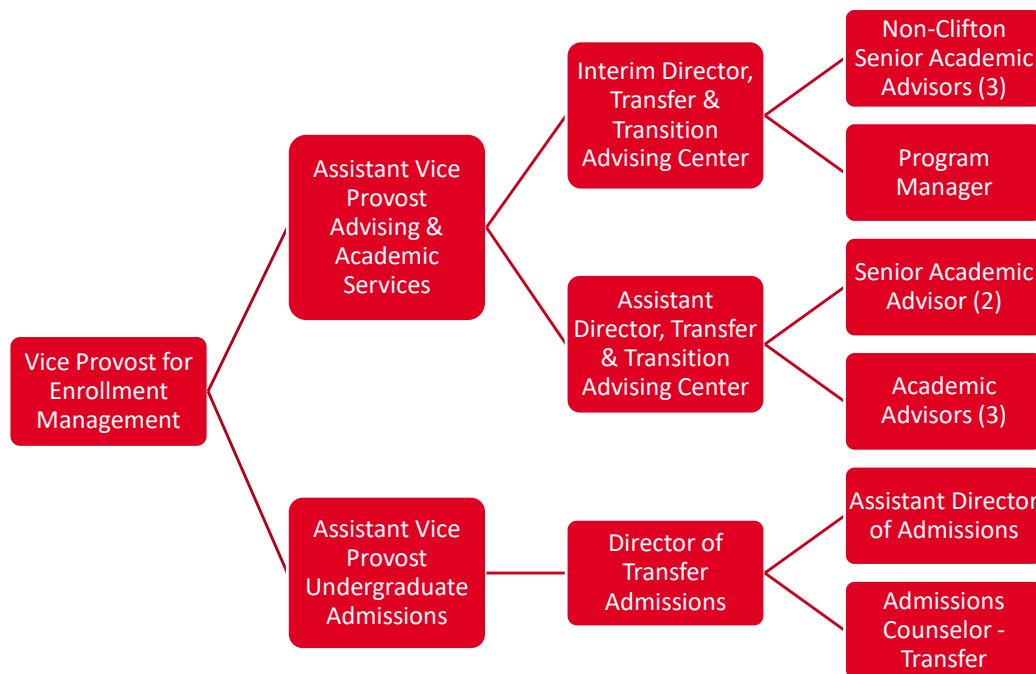
Transition students = regional transfers

Decentralized Advising Model

- ❖ Dual-advisor or Single-advisor Model (major dependent)



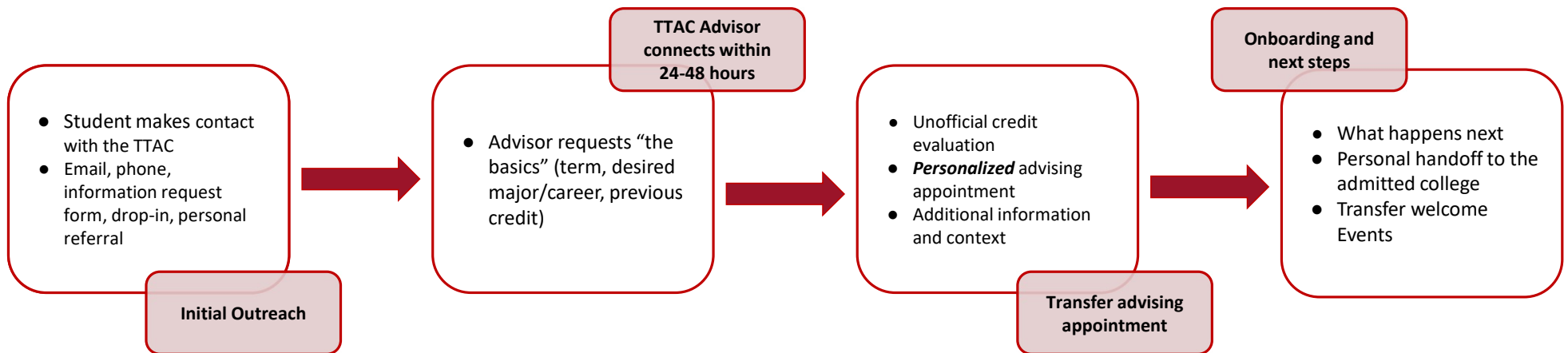
UC Transfer Recruitment



Additional supports:

- ❖ College Credit Services
 - Also reports to AVP Advising & Academic Services
- ❖ Undergraduate Admissions
 - CRM, Operations, & Processing
 - Student Engagement & Marketing

UC Transfer Advising



Wright State



Medium (10K+) – Public – Primarily Residential – R2

- ❖ Dayton & Lake (Celina) Campuses

Transfer Demographics (Fall 2022 data; n=2,334)

- ❖ 33% of undergraduate degree-seeking population
 - 25 average age (range 18-72)
- ❖ 31% of total new students (Fall 2022; n=703)
 - 27% members of underrepresented populations
 - 22 average age (range 16-72)
 - 28% earned associates degree
 - 51% Pell Eligible
 - 76% of all new military-connected/veteran students receiving benefits

Decentralized Advising Model

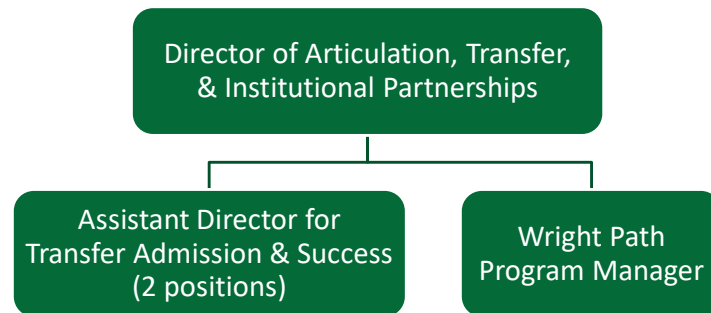
- ❖ Dual-advisor or Single-advisor Model (core vs. faculty)

Wright Path Program

- ❖ Partnership Pipeline with 5 area community colleges



Transfer Center



Additional Undergraduate Admission support:

- ❖ Application Processing
- ❖ Events/Visits
- ❖ Mass CRM Communications



WRIGHT PATH
PROGRAM

Key Benefits:

- ❖ Additional scholarship eligibility
- ❖ Opportunity to live on-campus at Wright State

Key Requirements:

- ❖ Advising at Partner Institution
- ❖ Wright State Advising Appointment

National Landscape: Recruitment

- ❖ Continuous decline in enrollment + rising tuition costs = transfer priority
(Kelderman, Gardner, & Conley 2019)
- ❖ Credit applicability weighs on transfer decision – gatekept behind deposit/commit fees
(Ott & Cooper 2014)
- ❖ September 2019 – NACAC removes provisions in Code of Ethics & Professional Practices (CEPP) related to recruitment of committed/enrolled students
(Keller, M. L. 2019)
 - Email campaigns about transferring to previous admits who chose to attend elsewhere
 - Delayed decisions while waiting for competing offers (aid, credit applicability, etc.)

National Landscape: On the Horizon

- ❖ Provision of information via admissions teams in tandem with advising staff
(Hossler & Bontrager, 2014)
- ❖ Communication Shifts:
 - Focus on expectations, credit portability, next steps linked to positive transfer outcomes
(Johnston, 2010; Monroe, 2006; Sutton, 2016)
 - Tailored marketing to specific profile indicators and unique characteristics
(Ghosh, Javalgi, & Whipple 2008)
- ❖ Assume everyone is a competitor – not just those in your region
(Dawes & Brown, 2005)

Case Study: Intro

Basic Demographics

- ❖ Dayton local
- ❖ Non-White / 25 years old

Community College Experience

- ❖ Sinclair College
 - AS Business Administration – 08/2020
 - Spring 2016-Fall 2021
- ❖ Wright Path Member

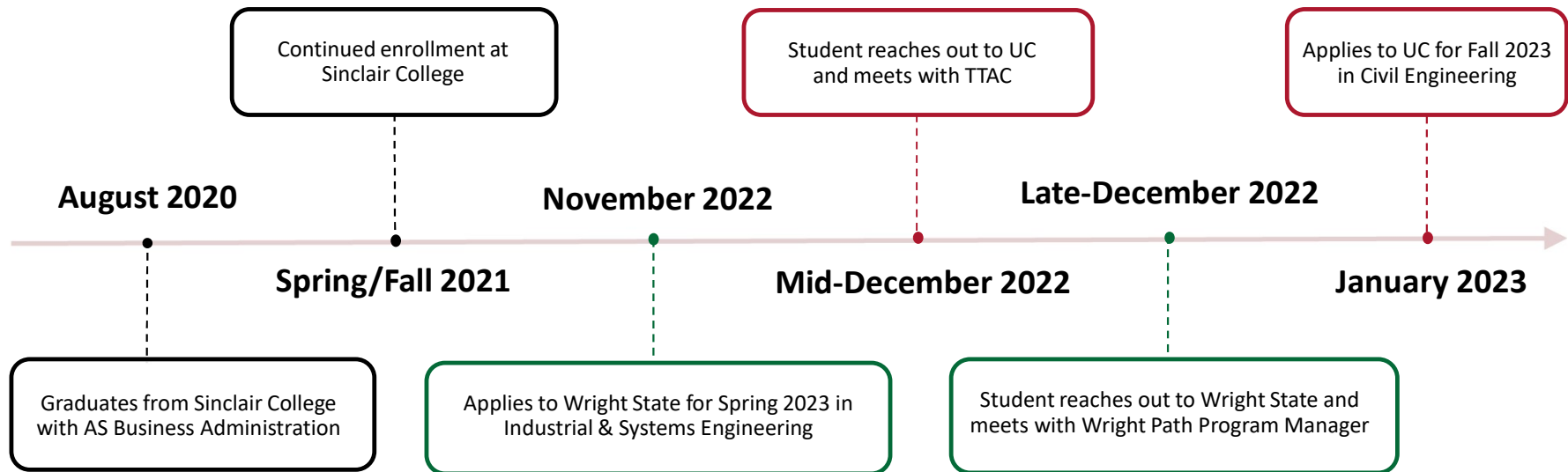
Goals

- ❖ Engineering or Business (Engineering preference)
- ❖ Efficient time-to-degree

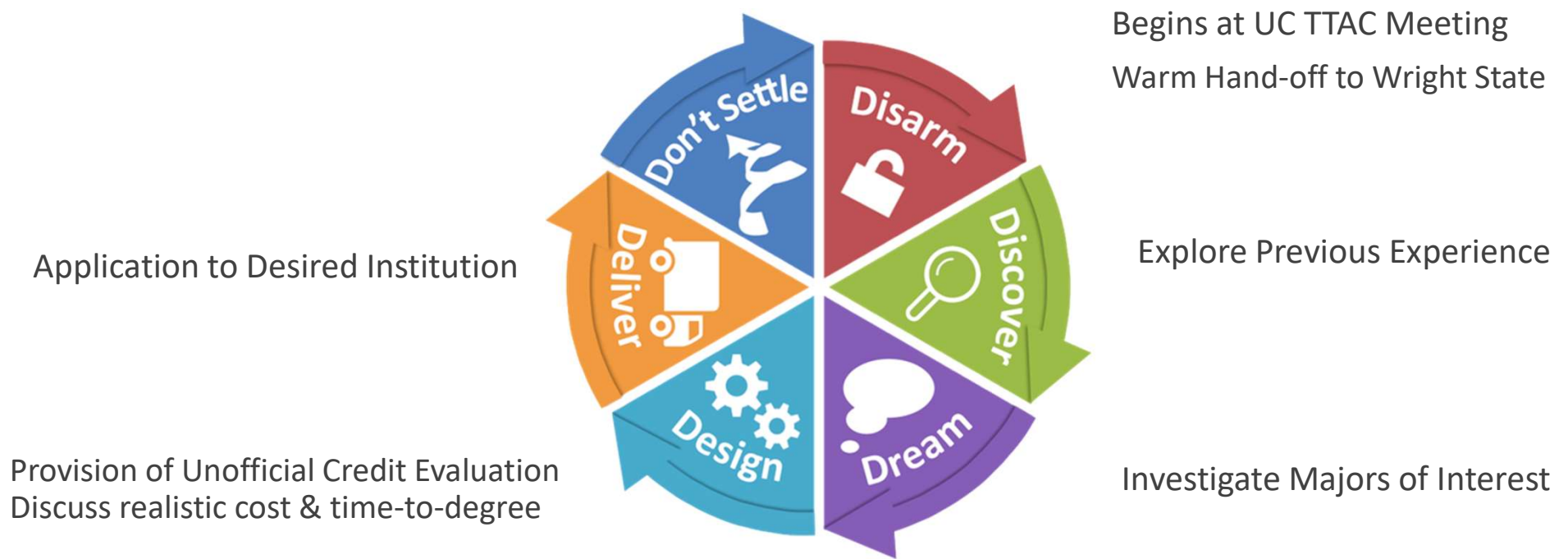
Hi! I'm **BEN**.



Case Study

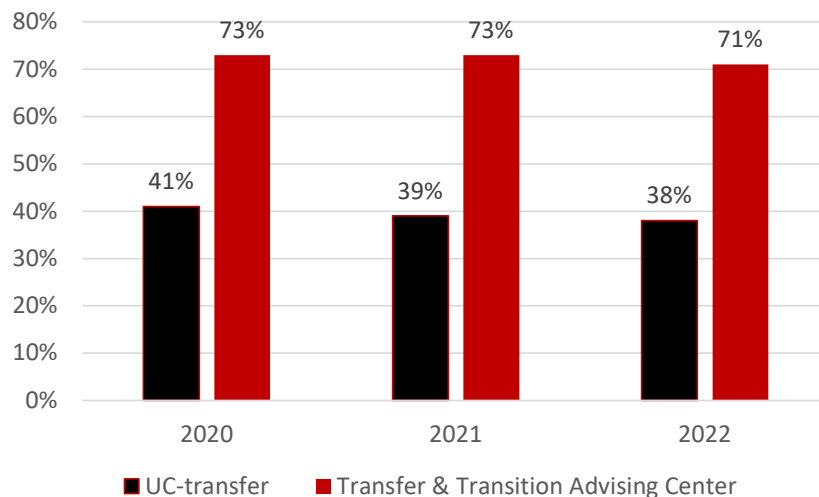


Appreciative Advising



Quantitative – So What?

Application Conversion:
Submitted → Confirmed
(Fall terms)



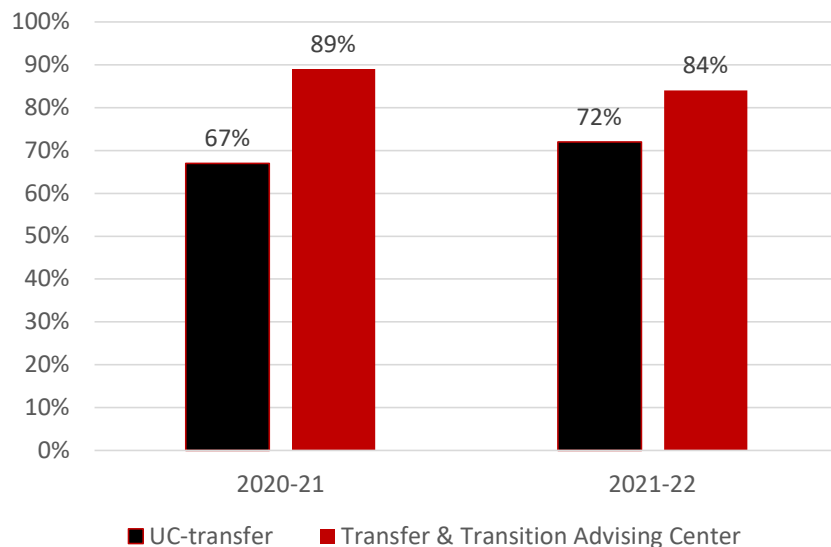
Students are more likely to follow through with confirmation and enrollment

Numbers have been consistent despite the TTAC more than doubling its share of prospective transfer students between 2020 – 2022

Individualized advising is a viable enrollment strategy at the prospective level and can be scaled up given proper funding

Quantitative – So What?

Retention: Enrolled Students
(Fall to Fall)



Students benefit long-term from individualized advising at the prospective level

Advising touches on the questions and concerns that often impact a student's ability to persist

Prospective advising benefits both enrollment management's bottom line and the students we serve

Questions?

Session Evaluation

In Conference App

Session ID: 2793

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