The following presentation was given at the 18th Annual Conference for the National Institute for the Study of Transfer Students. In some cases, photos have been removed to avoid possible copyright infringement. Please cite responsibly and direct questions to the original presenter(s).

SPOTLIGHT ON: TRANSFER FAMILIES

Special Populations, Transition Programs and Services

Reimagining the (Complete) Transfer Student Experience with Families

While many institutions emphasize the role and relationship of families in the transition and success of first-year (freshman) students, rarely are the same/similar focus and attention given to the families of transfer students. This program will describe potential efforts to develop a holistic approach to the transition of transfer students into their new institutions by intentionally including families in the process.

Thomas Grites, Assistant Provost & **Jennifer Radwanski,** Director for Parent and Family Partnerships
Stockton University

Developing a Student-Parent Affirming Culture in Higher Education

This research evaluates the effectiveness of Parenting Student Summer Intensive Transfer Experience (PS SITE), a pre-transfer mentoring initiative designed for student parents. PS SITE was a result of a partnership between two-year and four-year colleges in developing a student-parent affirming culture on different campuses. The findings show that PS SITE was successful in providing interpersonal, academic, and institutional affirmations to student-parent participants who were often left out of the college narrative.

Cherry Lai, Program Coordinator
UCLA Center for Community College Partnerships

By a show of hands...

Academic Administrators	Academic Advising	Admissions/ Enrollment Management
Student Affairs	Faculty	Other

SOME DIFFERENCE

- Campus geography
- Vocabulary
- Academic policy & procedure
- Academic standards; faculty expectations
- Peer groups (   )
- Advising structures
- Computer systems
- Course scheduling procedures
- Culture and traditions
- Residential life
- Campus resources

Common Transfer Barriers to Success:

Transfer of Credits:

- Equivalencies
- Timing of receipt and evaluation of transcripts
- Credit vs. competency question

Definitive "Pathways:"

- Articulation
- Sequencing
- Pre-requisites
- State policies

Limited Programs/Services:

- Scholarships
- Honors,
- Learning communities
- Orientation/ Registration
- Seminar courses

Unforeseen Expectations:

- Academic rigor
- Social integration
- Major/course availability
- Other differences

Absence of a Culture of Transfer:

- Welcoming
- Designated office for assistance
- Strength of academic advising personnel and practices; advocacy

REIMAGAGINITHG (COMPLETE) TRANSFER STUDENT EXPERIENCE WITH FAMILIES

Jennifer Radwanski,

Director for Parent & Family Partnerships

Stockton University

ABOUT STOCKTON UNIVERSITY

Public Liberal Arts Institution – Founded 1969

Located in Galloway and Atlantic City, New Jersey

Fall 2019 Enrollment:

    9,934 full- and part-time undergraduate and graduate students

    1,535 first-time, full-time freshmen

    1,061 new, full-time transfer students

One third Residential

Fall 2019 reorganization to create Office of Parent & Family Partnerships

POSITIVE FAMILY INVOLVEMENT

LIMITATIONS

- FERPA – Family Educational Rights and Privacy Act
- HIPAA – Health Insurance Portability and Accountability Act

DESIRED OUTCOME

- Stay informed
- Be involved
- Encourage student autonomy

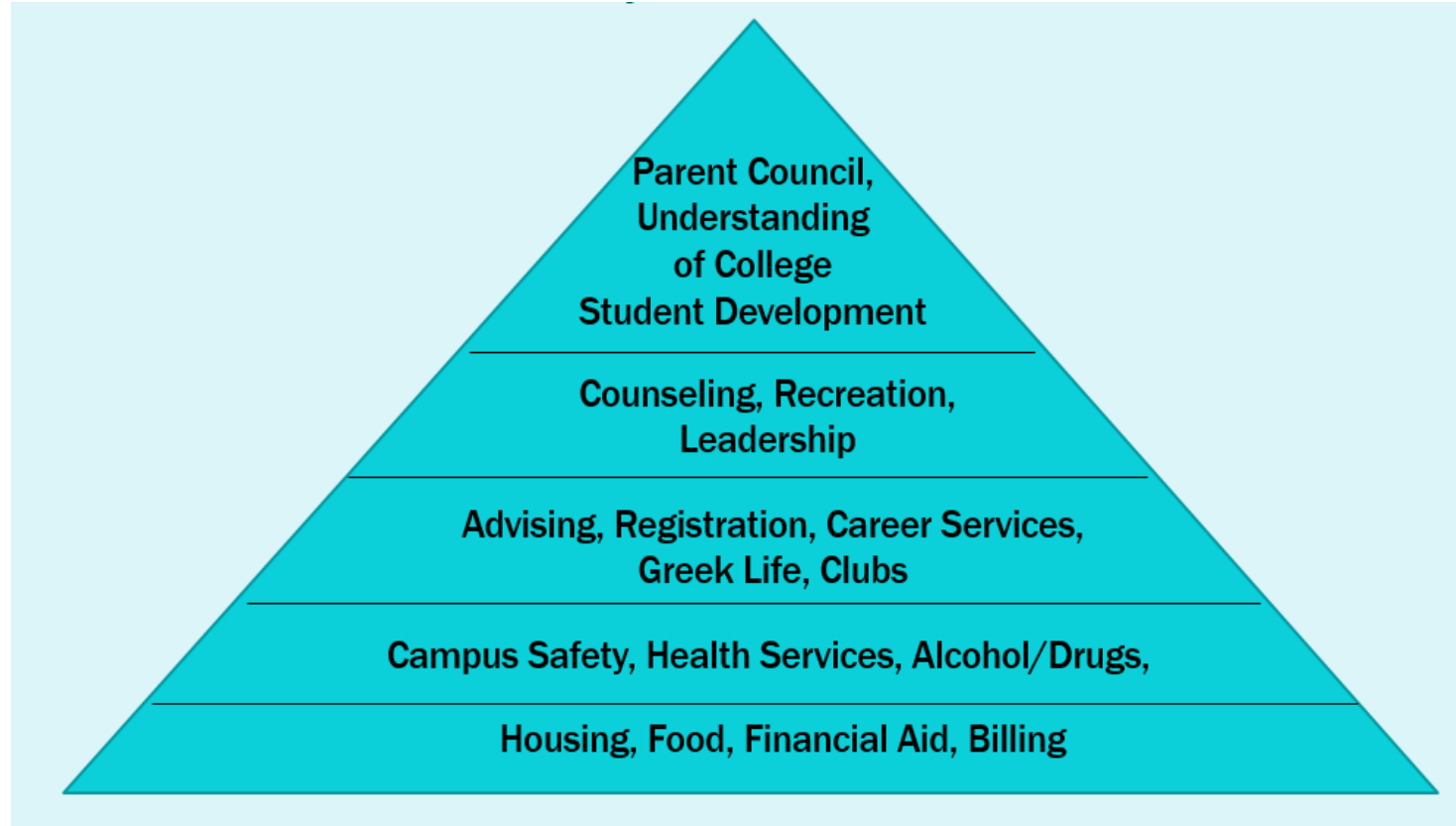# TRANSFER FAMILY TIMELINE

Transfer
Open House

Transfer
Orientation

Year long
Communication
&
Events

Richard Mullendore's
Hierarchy of Parent Needs

Parent Council,
Understanding
of College
Student Development

Counseling, Recreation,
Leadership

Advising, Registration, Career Services,
Greek Life, Clubs

Campus Safety, Health Services, Alcohol/Drugs,

Housing, Food, Financial Aid, Billing

#NISTS2020

Orientation & Registration

Family Check In
- Folder
- PFA Registration and Giveaways
- Welcome Remarks

Separate from Students

Academic Advising

University Services Video and Panel

Lunch

Orientation & Registration

ARRIVAL & CHECK IN	8:00 a.m. Campus Center Grand Hall	Orientation materials will be distributed at this time and students will have their ID photo taken.
WELCOME REMARKS	8:30 a.m. Campus Center Event Room	University administrators, faculty and student leaders will also be introduced.
ASSEMBLY OF GROUPS	8:50 a.m.	Students will be grouped with TALONS (Transition Activity Leaders Of New Students) and will be escorted to their group session meeting rooms. Family members and guests will remain in the Event Room.

Family members and guests will attend programming designed especially for them. Students will remain in their assigned groups to be advised by faculty, staff, and student leaders. They will also register for their spring courses. It is important that students take personal responsibility for the registration process. Space in the registration labs is extremely limited, so your cooperation is appreciated. Faculty and academic advisors will advise students in need of specific scheduling assistance.

ACADEMIC ADVISING OVERVIEW	9:00 a.m.	Family members will receive a curriculum overview and learn about the Stockton goPortal, our student information and registration system.
BREAK	9:45 a.m. - 10:00 a.m.	
PARENT & FAMILY PARTNERSHIPS OVERVIEW	10:00 a.m. – 10:45 a.m.	Family & guests will learn about the ways they can communicate with the University and stay connected to what is taking place on campus.
UNIVERSITY SERVICES	10:45 a.m. - 12:00 p.m. Campus Center Event Room	This session will introduce you to the college environment and the services available to students. In addition, individuals representing these services offered at the University will discuss their programs, especially as they relate to transfer students. Wellness Center • Campus Police • Athletics & Recreation • Information Technology Services Career Education & Development • Residential Life • Student Development Chartwell's Dining Services • Global Engagement • Military & Veteran Affairs First Ospreys • Care & Community Standards
LUNCH	12:00 p.m. - 1:00 p.m. Campus Center Food Court	Please relax and enjoy your complimentary lunch prepared by Chartwell's Dining Services.
HELP WITH FINANCIAL AID	1:00 p.m. - 3:00 p.m. Campus Center Event Room	Meet with Financial Aid Office staff to review your financial aid awards. Alternative loan providers will be on-site to discuss their loan products.
BURSAR INFORMATION SESSIONS & BILL PAYMENT	1:00 p.m. - 3:00 p.m. Campus Center Event Room	The Bursar's staff will demonstrate how to view your bill, make payments and enroll in a budget plan.
RESIDENTIAL LIFE CHECK-IN	1:00 p.m. - 3:00 p.m. Campus Center Event Room	Students who will be residing on campus for the Spring semester will check in with Residential Life Staff and move into their assigned housing.

FACEBOOK PAGE

Links

Live Video

INSTAGRAM

Flyers

Event Photos

EMAIL/ WEBSITE

COMMUNICATION

Newsletter

Olark

EVENTS & PROGRAMS

UNIVERSITY WEEKEND

SOCIALS & RETREATS

SIBS & KIDS

STUDENT PARENTS

ONLINE SOCIAL SUPPORT

In partnership with:
- Women's Gender and Sexuality Center
- Care and Community Standards

Search on Facebook and join

"Stockton Student Parents"

To support and connect with fellow Osprey Parents!

STOCKTON | PARENT & FAMILY
UNIVERSITY | PARTNERSHIPS

In the 2015-2016 academic year, what percentage of students in postsecondary education are parents?

A.5%

B.12%

C.22%

D.42%

3.8 million student parents are enrolled in postsecondary educational institutions, accounting for 22% of all undergraduate students in the United States

(Reichlin Cruse et al. 2019).

Non-student-parents have higher grade point average than students with dependents.

True or False?

False. student parents are often motivated by the desire to improve their children's lives and achieve higher grade point average (GPA) than non-parenting students

(Reichlin Cruse et al. 2019).

Student-parenthood is a racialized and gendered phenomenon.

True or False?

20

True. student parents are more likely to be students of color. Black student parents hold more student debt than parents of every other racial/ethnic background, borrowing an average of $18,100 compared to an average of $13,500 among all students

(Reichlin Cruse et al. 2019).

STUDENT PARENT AFFIRMING CULTURE

- **Works against deficit models in education**
- **Acknowledges and collects data on student parents**
- **Develops student-parent identity as a source of motivation**

LITERATURE REVIEW

- Lack of cooperation between 2-year and 4-year colleges

- Student parents' barrier to academic success (Mahaffey 2015)

- Much research recommends ways to improve retention and reduce attrition (van Stone et al. 1994; Mahaffey 2015; Peterson 2016; Cox and Salle 2017)

- Few research focus on organizational praxis or programmatic approach
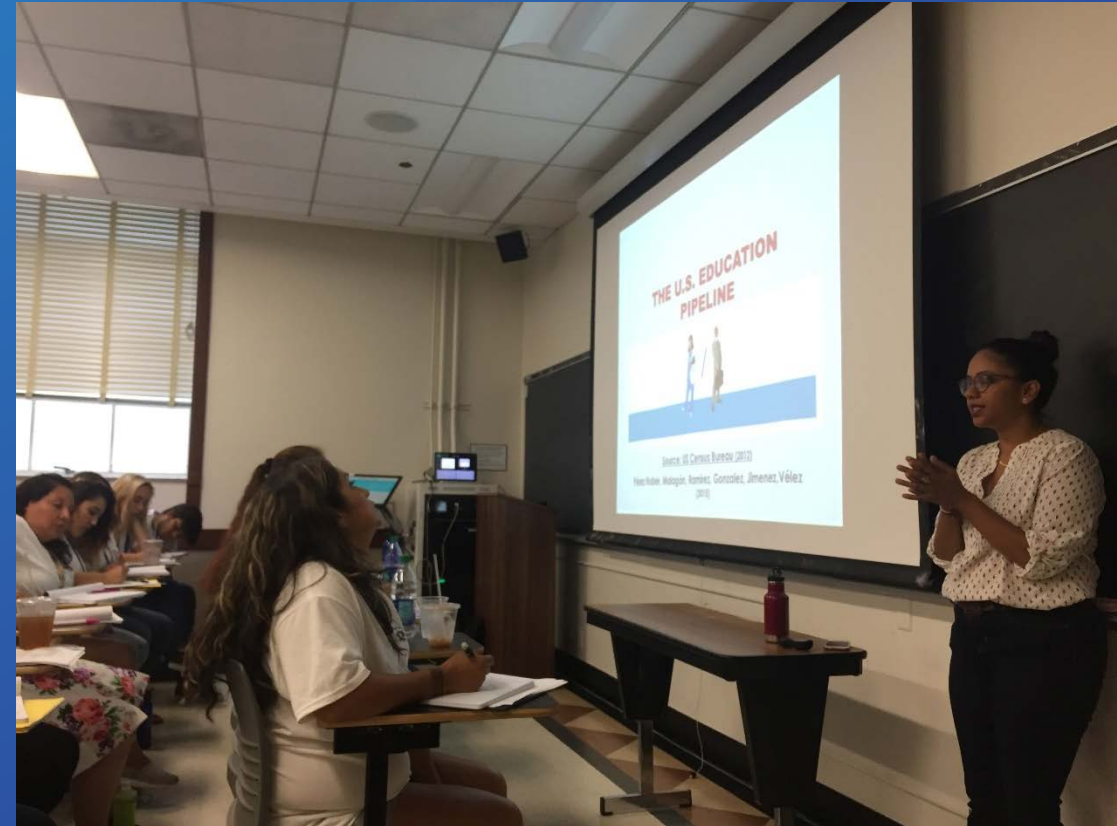
RESEARCH QUESTIONS

1. What impact did PS SITE have on participants' educational goals both during and after the program?
2. In what ways did student parent affirming culture impact participants' views of themselves as student parents, during and after the program?
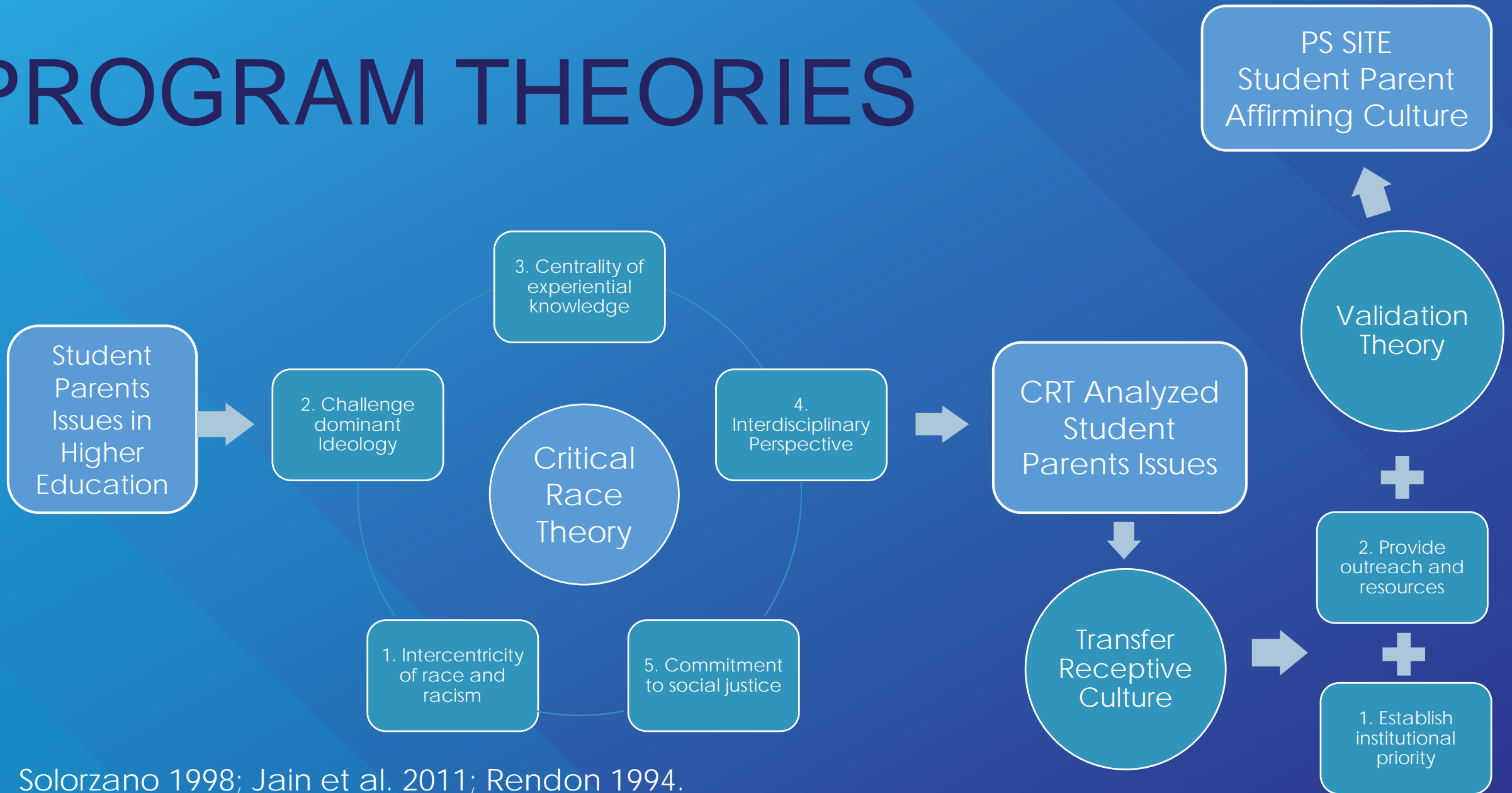
PROGRAM THEORIES

Student Parents Issues in Higher Education

→ 2. Challenge dominant Ideology

3. Centrality of experiential knowledge

Critical Race Theory

4. Interdisciplinary Perspective

1. Intercentricity of race and racism

5. Commitment to social justice

→ CRT Analyzed Student Parents Issues

Transfer Receptive Culture

Validation Theory

PS SITE Student Parent Affirming Culture

2. Provide outreach and resources

1. Establish institutional priority

Solorzano 1998; Jain et al. 2011; Rendon 1994.

METHODS

- **Convenient sampling of 12 program participants**
  - Age range 25-43
  - 9 Latina/Chicana, 1 black, 1 white, and 1 Asian student mothers
  - 8 single student mothers

PARENTING STUDENT SITE PROGRAM EVALUATION STUDY

Do you want to be part of an important student parent research study?
Do you want to share your experiences in the CCCP PS SITE program?

The purpose of this research is to evaluate the programming of PS SITE, and assess the effectiveness of PS SITE programming in improving the transfer of student parents from community colleges to 4-year institutions. Given that the PS SITE program is in its first year of implementation, it will be important to receive continual feedback throughout the evaluation to inform and improve future programming.

Study participation involves one (60-75 minutes) session of individual interview in person or over the phone.

All adults (over the age of 18 years of age) in the PS SITE program are eligible to participate.

Cherry Lai, a M.A. student in the Department of Sociology at California State University, Northridge is conducting this study for her Master's thesis. If you are interested in participating or need more information, please contact her at cherry.lai.194@my.csun.edu or (626) 390-0439.
CSUN IRB #1718-126

RESULTS

1. Challenges
2. Student-Parent Identity
3. Sources of Affirmation
4. Understanding the Transfer Landscape
5. Community and Advocacy
6. Suggestions for Improvement

1. CHALLENGES

Life challenges: lack of financial resources, time management, guilt, and lack of institutional support

I just recently had to drop a class because I had no one to watch my kids, and I needed to take my midterm, and I had no one. I asked, I tried, and no one really stepped in, and I had to get a W in my class because the professor said, you know what that's something you cannot make up, and you'll have a D or an F in class, so…

-Vera, 28, single mother of 4

CHALLENGES

Microaggressions and gendered stereotypes

[My husband] and I booked our appointments back to back, and I went in, and I was talking to the counselor about what school options I have, and telling her that we were going to go up to Berkeley…, and she said well, you know, I don't know how strong your chances are. You've got this, you've got that, and I have one W (withdraw)...and she was like that W looked really bad, and she said to me...maybe you should just slow down. You've got a kid, you need to be at home, and etcetera. [My husband] went in straight after me. We're talking about the same child in question, same counselor everything. He's got the same GPA (grade point average) as me, and she said to him, like this looks so good. You can talk about your parenting. It's so incredible that you're studying and raising a child... I don't understand what the difference is here, other than the fact that I'm female and he's male. -Cindy, 35, mother of 1

2. STUDENT-PARENT IDENTITY

Back then, I didn't think that there was such an identity. I felt that it was split, like you couldn't be a student parent, you were a student or a parent, and it's partially because a lot of professors portray it that way, like oh, when you're in my classroom or when you're doing work for my class, you're a student and that's your goal. And in reality is like no, it's not, because I have to always make sure my phone is handy to make sure that if something happens to my kid…Or my head is somewhere else because my kid is sick. So after going through the SITE, it kind of showed me that like you're allowed to be both, and you're allowed to advocate for yourself and say I am both, like I'm not just one side of that spectrum. I am both at all times.

-Lynn, 27, single mother of 1

3. SOURCES OF AFFIRMATION

- **Interpersonal, academic, and institutional**

INTERPERSONAL AFFIRMATION

[PS SITE] was overwhelming because just receiving...support not only from the [peer mentors], from the staff there, but from other students who were in the same shoes as I am. It was just very overwhelming because I have NEVER received...in and out from community college for the last 10 years of my life, and I have never received that kind of support EVER. So to see someone who was basically in the same struggles I am, and how they're carrying themselves, and how they have goals. It impacted me by saying if they have those, why can't I? -Vera

ACADEMIC AFFIRMATION

- **Academic affirmation happens when validation agents, in or out of class, actively assist students to "trust their innate capacity to learn and to acquire confidence in being a college student" (Rendon 1994: 40).**
- **Hid student-parent identity due to microaggressions.**
- **Parenting status treated as academic disability**
- **Sense of pride as student-parents brought on positive reaction from faculty members.**

ACADEMIC AFFIRMATION

I heard from the counselors at school that I basically didn't have a chance, and [the admission officer] was like, "I really don't understand what you're worried about. You are fine."... And so to have a major concern, am I good enough for UCs taken off like in one sentence. She was like you have nothing to worry about, keep doing what you're doing was pretty incredible for me… You can hear something from your parent or from your friend and it means nothing, and then you hear it from a professional who's engaged in that industry, and it means everything.

-Cindy

INSTITUTIONAL AFFIRMATION

- **Product of CRT, TRC & Validation Theory**
- **Institutional affirmation focuses on ways in which institutional agents commit resources to develop and foster an environment that affirms the experiences of students.**
- **PS SITE as institutional commitment to student parents**
- **Physical space as institutional affirmation**

INSTITUTIONAL AFFIRMATION

It's almost like [PS SITE staff] make us feel seen, and [PS SITE staff] make us feel like no, you belong here, we just have to kind of keep working so that they finally understand that you belong here… I think the one thing that's always stuck with me is the space that was carved for us… You have a space to kind of come into to thrive as a student parent.

-Susan, 27, single mother of 1

Like going to Parenting SITE, UCLA being like a...to my family's considered like prestigious, you know. They were like wow, like she went to dorm over there, to them was like a big thing, you know, and they start accepting the fact that I'm going to stay in school, and they don't really tell me anything anymore.

-Reyna, 25, single mother of 1

4. UNDERSTANDING THE TRANSFER LANDSCAPE

- **Transfer Roadmap** provides transfer knowledge and clarity to students (i.e. transfer requirements, assist.org, etc.)

- **Transfer Resources** in pre- and post-transfer process (i.e. EOPS, CalWORKs, housing information, transfer center, etc.)

- **Financial Aid** is the greatest concerns for low-income student parents.

5. COMMUNITY AND ADVOCACY

- **In order to sustain a student parent affirming culture, student parents not only need to become self-advocates, but also build a community of student parents and allies to empower student parents at all levels of education.**
- **Importance of student-parent identity on campus**

ADVOCACY WORKSHOP

We have signs on our campus, it says "children aren't allowed." We get emails from our EOPS counselors saying if you bring your child to your appointment, you won't be seen. And then you, then you're out of compliance and you lose your EOPS funding, you lose your access to textbooks, you lose everything. And how do you take your classes if you don't get the textbooks? -Cindy

GENERAL RECOMMENDATIONS

1. The **transfer of student parent is the responsibility of both the 2-year and 4-year institutions**, and as such, partnerships between 2-year and 4-year colleges are essential in developing comprehensive programs for student parents in the transfer process.

2. The development of a **student-parent identity provides positive self-image and institutional recognition to student parents** in higher education who are often overlooked or treated as exceptions by colleges.

GENERAL RECOMMENDATIONS

3. Programs that target student parents should go beyond the individualistic approach to include institutional support or campus-wide support for student parents.

4. Two-year and four-year institutions should review and assess campus climates and classroom policies (i.e. implicit biases, signage and syllabi) with the goal of providing an inclusive environment to student parents. And if needed, invite consultants to provide more in-depth training in working with student parents.

GENERAL RECOMMENDATIONS

5. Pre-transfer programs that bridge resources between 2-year and 4-year colleges are especially important to student parents because they do not transfer alone.

6. The combination of interpersonal, academic, and institutional affirmation is essential in the development of a student-parent affirming culture.

LIMITATIONS & IMPLICATIONS

- **Self-selected participants, retrospective data, small sample**
- **Comparative studies between UC and CSU**
- **Longitudinal study in pre- and post-transfer**

QUESTIONS?

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