

# Advising and Transfer Mobility

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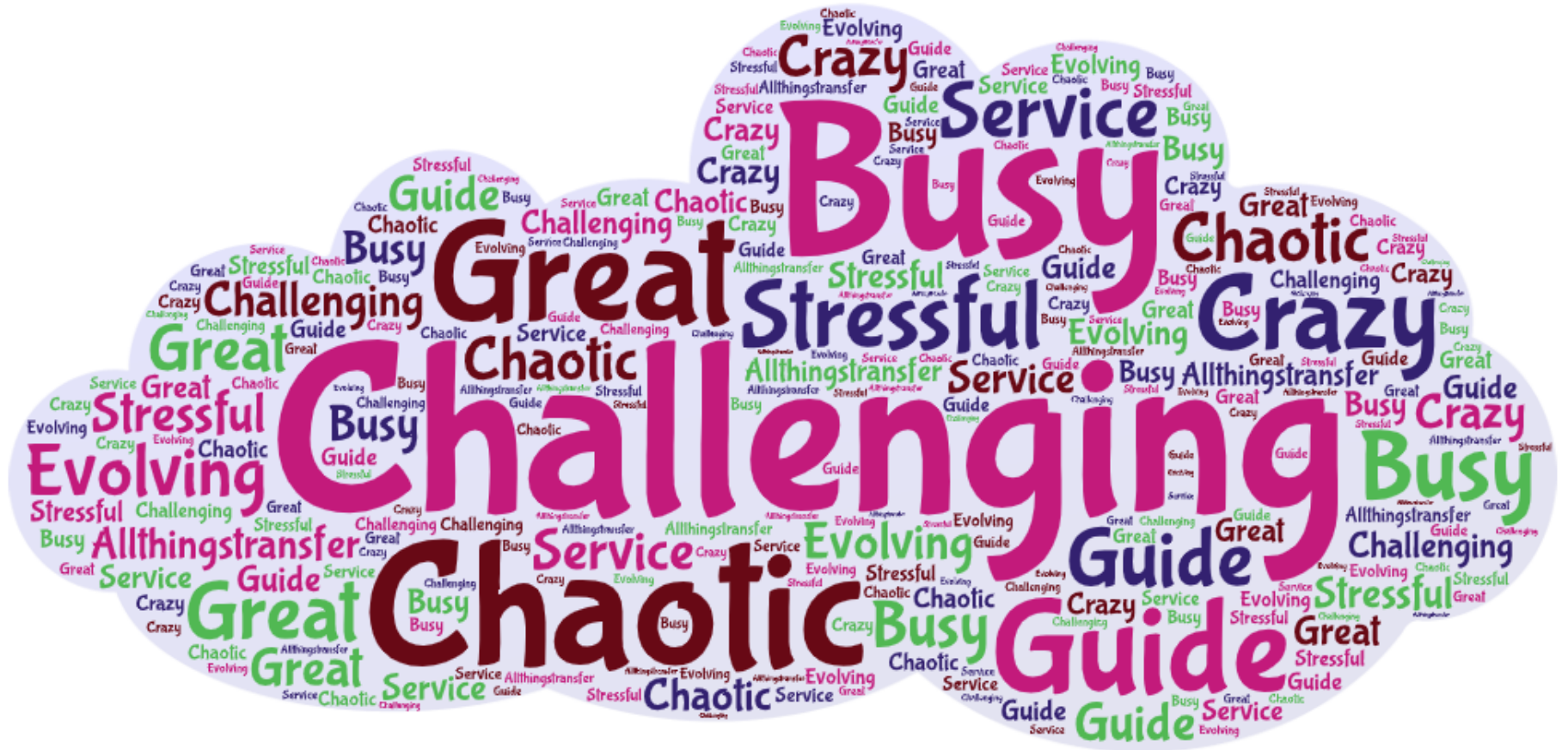
NYSTAA PROFESSIONAL DEVELOPMENT

FRIDAY, MARCH 12, 2021

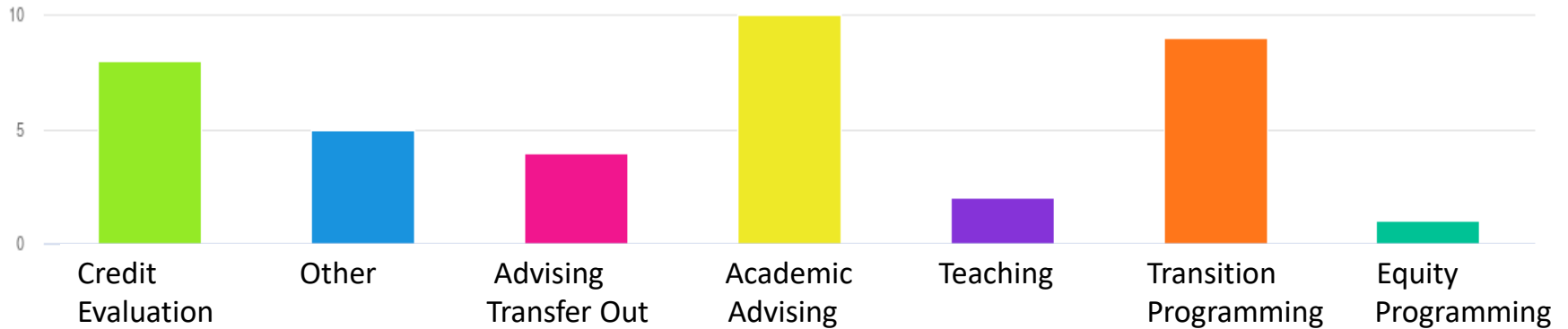
CAROL VAN DER KARR, PHD



There are No Words for This Year...oh wait...



# Who Are We?



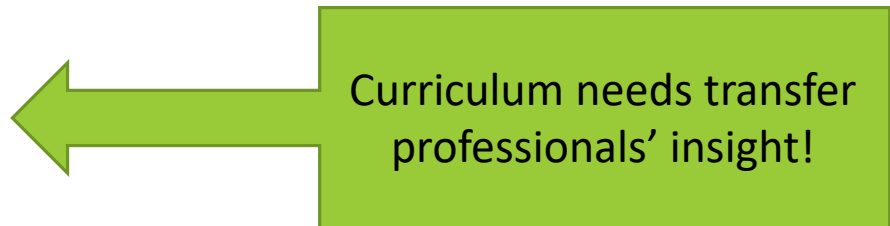
## Additional Roles

- Articulation Development
- Graduate Admissions
- Distance Learning
- Admissions and Recruitment: File review, marketing, communication, application process

# Impact

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- Helping transfers navigate the transfer process
  - Empowering students in their academic planning and decision making
  - Supporting students with intersecting issues
  - Transfer student persistence
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- Educating staff about transfer issues
  - Recruitment of transfer students
  - Educating faculty about transfer issues
  - Creation and development of policy that affects transfers
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- Academic skills for transfers
  - Curriculum development



# Transfer and Meaningful Mobility

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In general, two-year colleges:

- Greater access: location, cost, acceptance, recruitment
- More diverse enrollment in terms of race/ethnicity, socioeconomic situations
- Support for a learners to address achievement gaps, preparedness, student support on intersecting issues

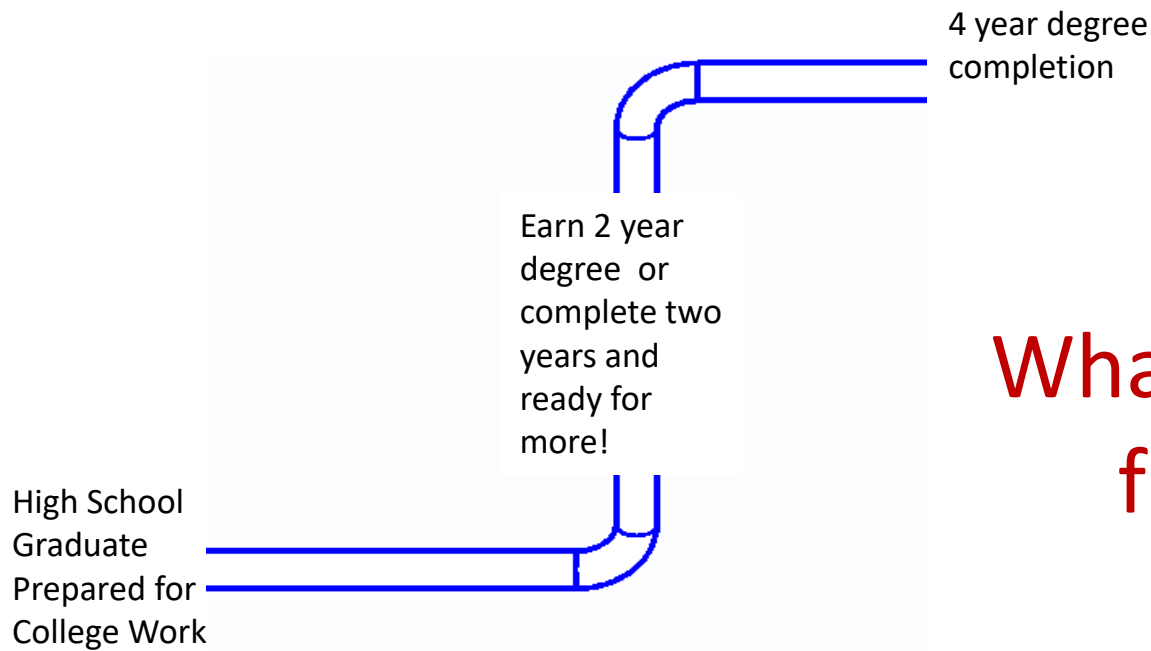
In general, four-year colleges:

- Are not as accessible
- Are not as diverse
- Do not have the same types of support and teaching

The diversification of 4 year colleges relies on successful transfer systems.

# The Seamless, Transfer Pipeline

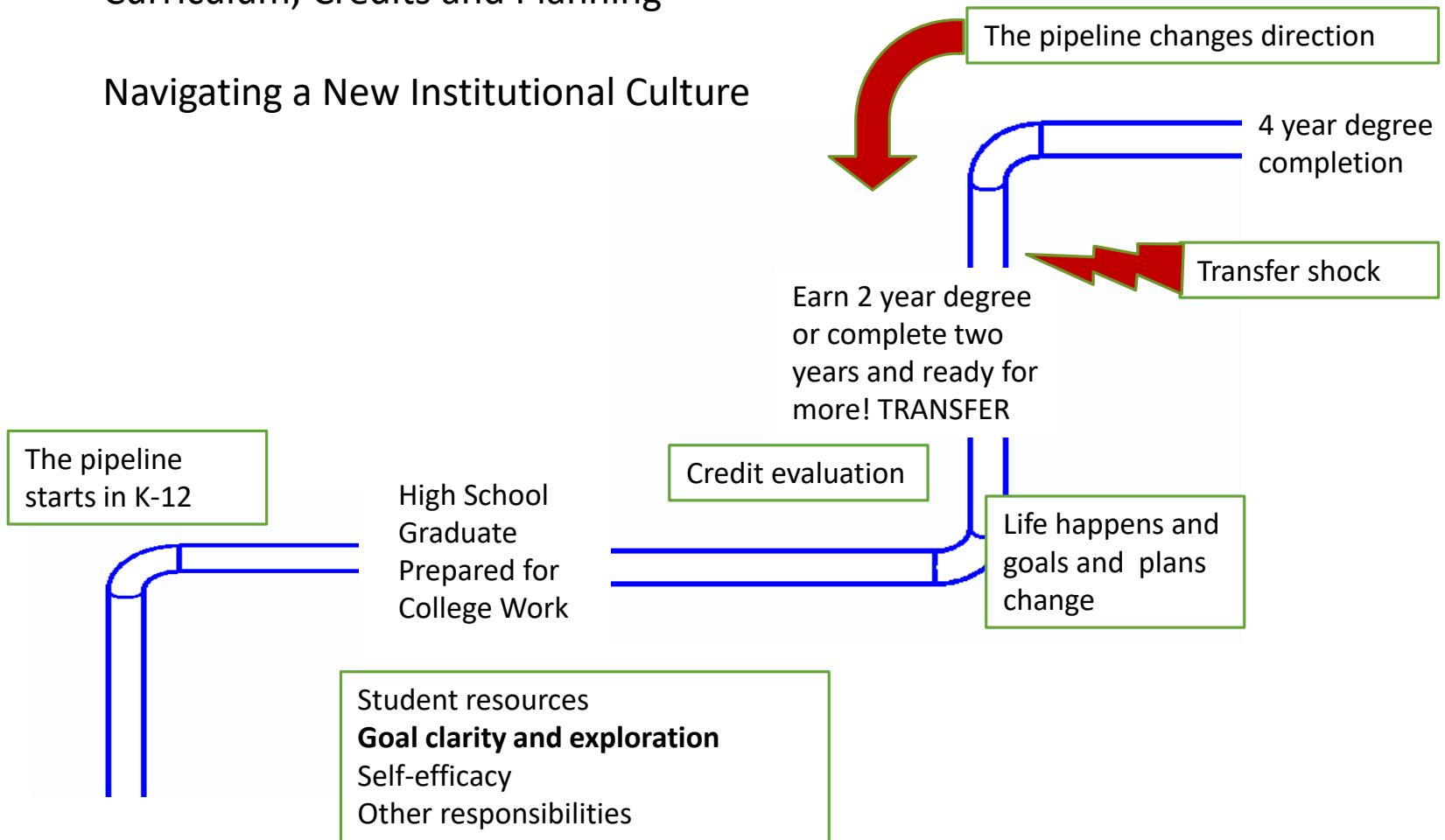
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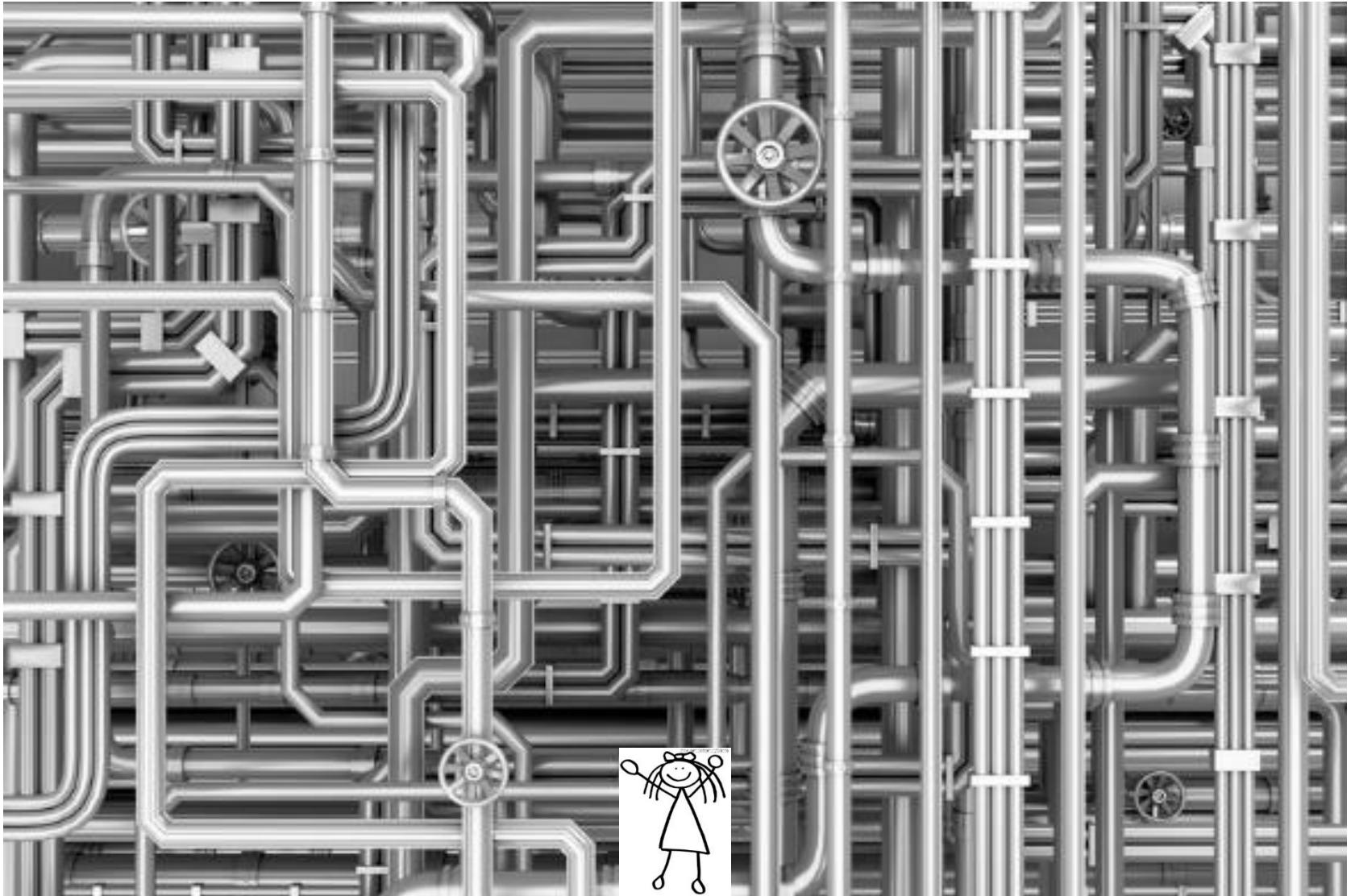
**What is missing from this model?**

# Curriculum, Credits and Planning

## Navigating a New Institutional Culture



# The Real Transfer Pipeline

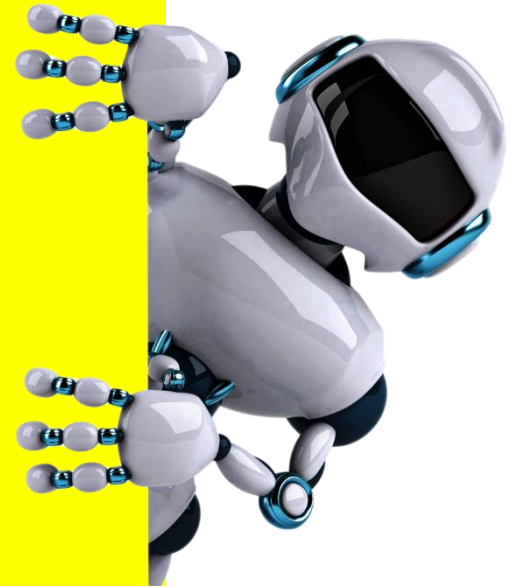




# Effective Practices in Policy and Literature

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Insert story about former system provost that I will later deny sharing.



# Advising Perspectives

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Looking at the college experience as one--maybe long, maybe complicated—continuous path for the student

- Time is money and poor support can mean financial burden
- Clarify evaluations as soon as possible
- Flexibility in many ways (deadlines, credit eval)
  - When can incoming transfers access advising at our institution? Registration?
  - Designing curriculum and academic policy with transfers in mind
- Design advising support that acknowledges the journey
- Networking of advisors and faculty between institutions

# Advising Perspectives

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## From Generalized Expectations to Individual Realities

- Learning the story beyond the transcript; narrative advising intake
- Educate campus on how transfer really works (how students experience transfer versus how we design transfer)
- **They belong to subgroups and have dimensional identities that intersect**
- Differences in Preparedness

# Advising Perspectives

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## Self-Awareness and Self-Efficacy

- How can advising encourage reflection?
- Do we help with authentic self-assessment of skills, preparedness?
- Seeing transfer shock as adjustment, not summation of ability
- Earlier assessment and referral
- **Find out how they best communicate**

We are often very busy with the credit evaluation and other important administrative pieces that we have to find time for this reflective piece. And motivate the students to engage!

# Advising Perspectives

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## Valuing and Validating

- They should feel just as important as any other students in all ways
- Different from a first-year, but still need support!
- What validates them? Customized programs, peers, good advising
- Valuing the expertise and abilities of those that work with transfers

# New Branding for Transfer

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## **Moving from**

- Transfer friendly to transfer fortunate
- Do they deserve to be here to we deserve to have them at our institutions?
- Complicated to complex
- Espousing the value of equity to supporting a system of mobility

# Conditions for Success

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Based on what we know transfer students need, what are some of the conditions/requirements that are necessary to provide great transfer advising?

# In-Take Questions for Transfer Advising

## Basic academic information and planning.

Prior institutions attended and what major programs they pursued previously.

Credit review: How did credits transfer? Do they understand the credit review process or have any questions? Do they question how credits applied?

Do you understand the academic program requirements? When do you plan on graduating and do they have an academic plan to meet that timeline?

## Academic goals and preparedness.

How would you describe your level of preparedness for coursework at this college?

In which subjects did you excel at your previous college?

What subjects were more challenging? Which courses were the most challenging?

What are your academic goals for this semester (e.g., overall GPA; GPA in major)?

What academic competencies/skills do you need to build upon in order to be successful (e.g., writing, reading comprehension, quantitative skills, content knowledge)?

How confident are you in your study strategies and preparation for tests/assignments?

Describe how you manage your academic workload?

Are you interested in applied learning experiences such as study abroad, internships, or undergraduate research?

## Transition and engagement.

What activities were you involved with at your prior college?

What are you interested in participating here?

Do you know other students that attend here?

Are you living on campus or commuting?

What did you find interesting about this campus along with the academic programs?

Do you have concerns about finding ways to become involved at this campus?

How are you feeling about your decision to attend?

## Support and resource awareness.

- At your last college, what services did you utilize to help with your academics? (e.g., tutoring services, academic advising)
- Did you meet with faculty during office hours or utilize study groups?
- Do you have questions about resources on campus?

## Expectations for advising.

- What was advising like at your previous institution?
- What do you expect of your academic advisor?
- What do you see as your role in academic advising?



# Resources

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National Resource Center: First Year Experience and Students in Transition <http://www.sc.edu/fye/>

Journal of the First-Year Experience & Students in Transition

NACADA: The Global Community for Academic Advising <https://www.nacada.ksu.edu/>

NACADA Journal

Academic Advising Today quarterly electronic publication

Journal of Academic Advising <https://scholarworks.iu.edu/journals/index.php/jaa>

National Institute for the Study of Transfer Students <https://www.nists.org/> and Association for the Study of Transfer Students

John N. Gardner Institute for Excellence in Undergraduate Education

National Student Clearinghouse: Research Center <https://nscresearchcenter.org/>

The Mentor: An Academic Advising Journal from Penn State Division of Undergraduate Studies <https://dus.psu.edu/mentor>

National Center for Education Statistics Institute for Education Sciences <https://nces.ed.gov/>

Transferability of Postsecondary Credit Following Student Transfer or Coenrollment (2014)