

# Actionable Strategies to Support the WHOLE Transfer Student

Presented by

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*for*



*Supporting the  
whole TRANSFER student*

NYSTAA VIRTUAL CONFERENCE 2022



REIMAGINING THE OVERALL  
TRANSFER EXPERIENCE

A decorative graphic on the left side of the slide features a stylized lighthouse beam emanating from a grey lighthouse structure, with multiple light rays fanning out across the background.

# Actionable Strategies to Support the WHOLE Student

Students who attend colleges and universities come with complex lives with competing priorities that impact their engagement and decision making. Recognizing that emotional health is tied to students completing degrees at one institution or deciding to transfer to another, the focus on mental health and wellbeing is critical.

So what does it mean to support the WHOLE student?

This interactive presentation will explore various approaches and frameworks for caring for the most vulnerable student populations. In addition to helpful strategies, shifting mindsets are critical to being open to providing culturally responsive support for all students and for colleagues.



# Quick Check In

Use the chat feature to share **one word** that describes how you are feeling right now.





Our work and lives  
have been greatly  
impacted...





This has been  
a time of reflection  
and demand for  
change







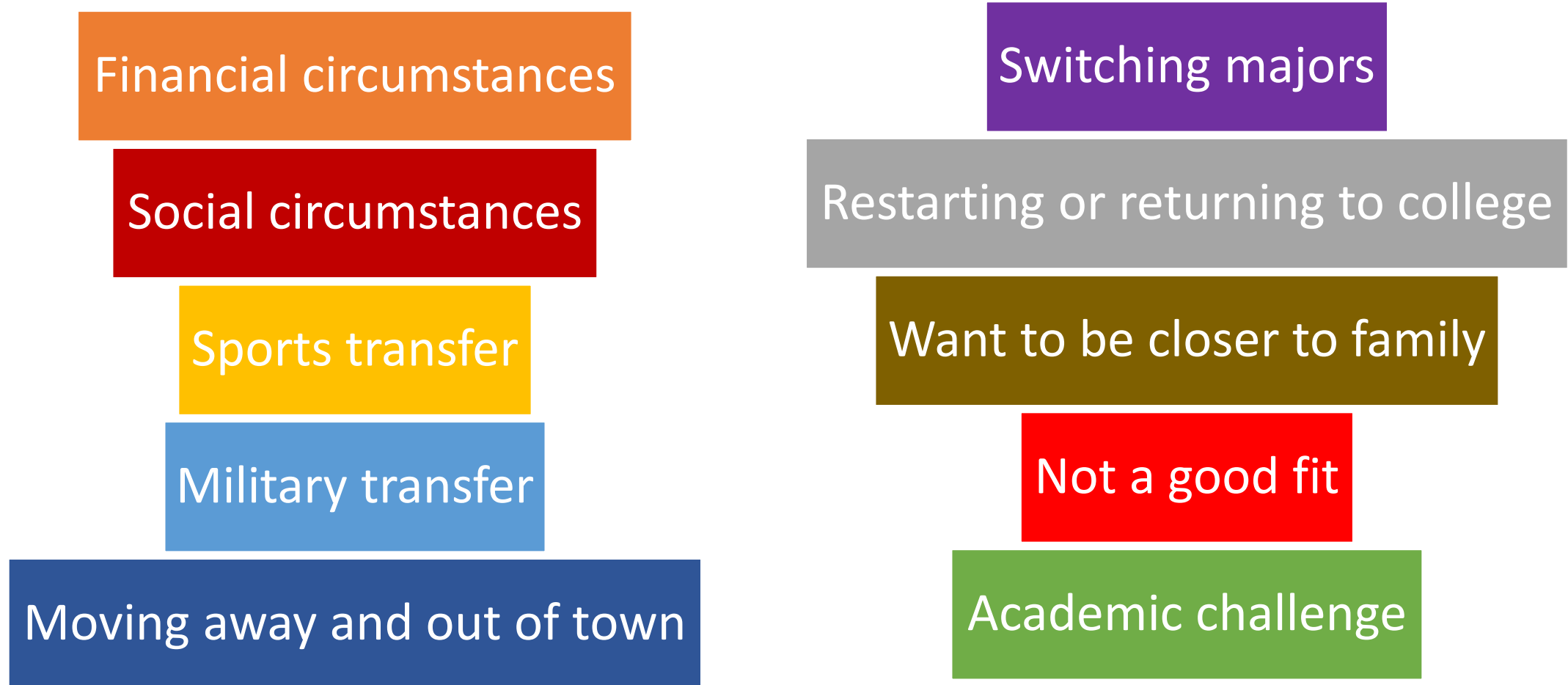


# Chat Time!

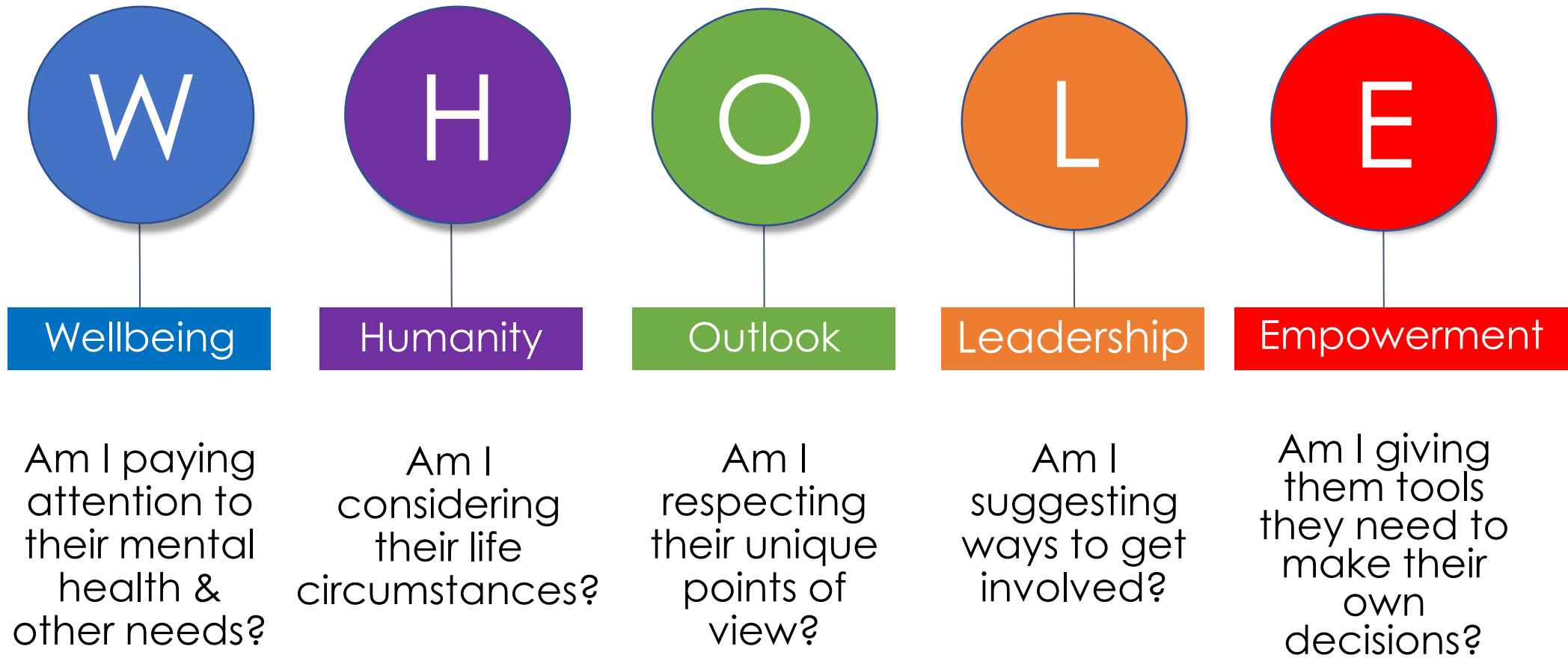
What are the top reasons  
students transfer?



# What are the top reasons students transfer?



# Supporting the **W.H.O.L.E** Transfer Student





# Chat Time!

What are some challenges you currently face when considering how to best support the WHOLE transfer student?



# Challenges for Higher Education

- Lack of time and resources
- Limited ability to stratify and review data
- Hiring and retaining diverse faculty and staff
- Not having dedicated staff with specialized knowledge and expertise
- Leadership not making the connection between mental health & wellbeing and student success & retention
- Finding culturally responsive resources
- Figuring out how to create “safe spaces” for students from underrepresented communities



# Today's College Student



**9%**

of college students are first-generation immigrants.



**9%**

of college students reported being homeless within the past year.



**64%**

of college students work, and 40% of them work full time.



**68%**

of bachelor's earners graduate with student loan debt, owing an average of \$30,100.



**42%**

of college students are students of color.



**36%**

of college students reported not knowing where their next meal was coming from.



**49%**

of college students are financially independent from their parents.



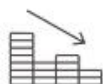
**45%-85%**

Graduates with loan debt: 85% (black), 69% (white), 66% (Latino), 45% (Asian-American).



**37%**

of today's students are older than 25.



**31%**

of college students come from families at or below the Federal Poverty Guideline. The majority of college students (53%) come from families at or below twice the poverty level.



**6%**

of college students serve or have served in the U.S. armed forces.



**\$25k+**

Average student loan debt among bachelor's holders: \$34k (black), \$30.1k (white), \$25,450 (Latino and Asian-American).



**34%**

of undergraduates are the first in their families to attend college.



**24%**

of college students have children or other dependents.



**57%**

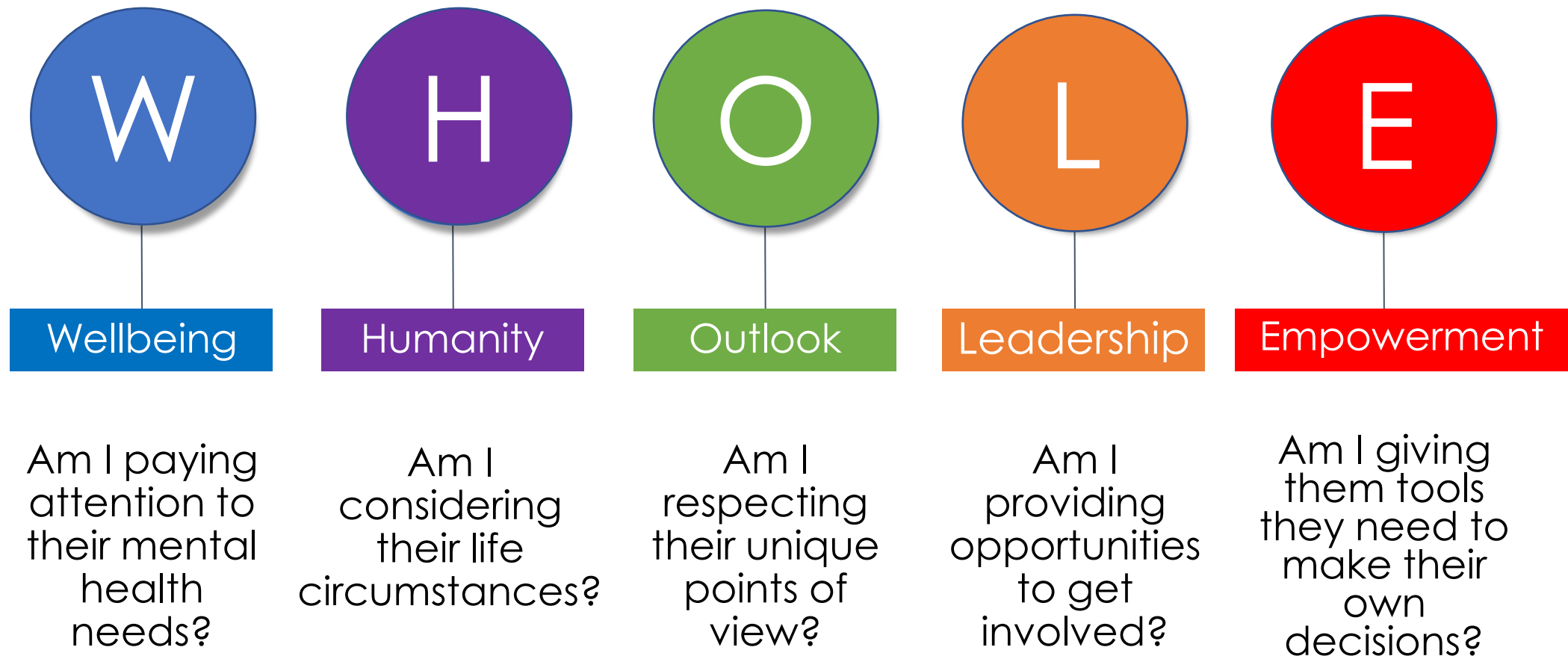
of students live independently – away from their parents or campus housing.



**\$26.9k+**

Average undergraduate student loan debt by institution type: \$26.9k (public), \$31,450 (nonprofit), \$39.9 (for-profit).

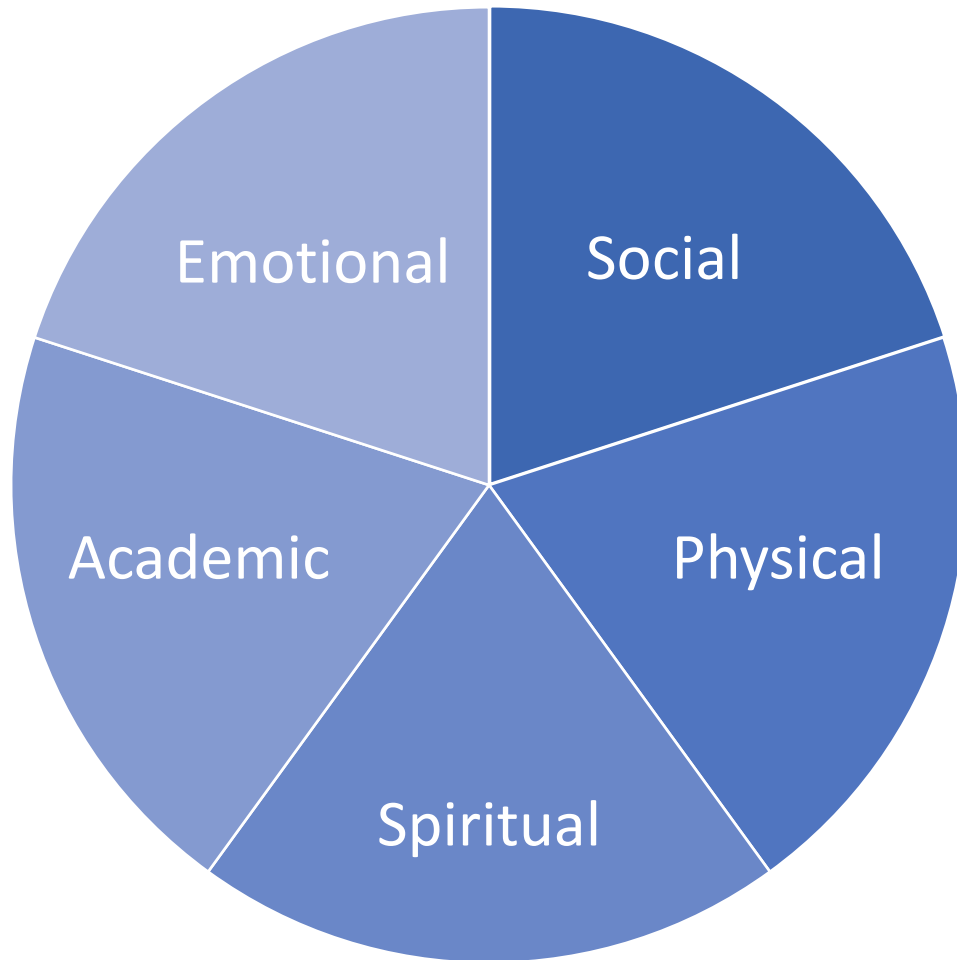
# Supporting the **W.H.O.L.E** Transfer Student





W

# WELLBEING



# Paying Attention to Student Wellbeing

What can you do?

- Create a culture of support.
- Know how to recognize when someone is in distress.
- Know how to engage, speak up and follow up.
- Know how and where to refer to campus and community resources.
- Normalize help seeking as a strength.



# Recognizing Warning Signs of Mental Health Distress

- Angry or aggressive behavior
- Poor concentration or lack of engagement in classes
- Increased tardiness or absences
- Withdrawn or silent
- Lack of connection with others
- Appearing overly anxious or worried, even fearful
- Excessive use of drugs and alcohol





# When to Worry

- Unusual or erratic changes in appearances or mood.
- Expressing guilt, hopelessness or desperation.
- Expressing intense anger.
- Withdrawal from everyday life.
- Talking about wanting to end it all.
- Giving away personal possessions.
- Asking about or actively seeking access to deadly means.
- Posting “goodbye” on social media.



# Tips for Helping Students in Distress

- Openly acknowledge that you are aware of their distress and that you are sincerely concerned about their emotional wellbeing.
- Ask open-ended questions to allow them to respond.
- Be direct and specific. Express your care and concern in behavioral, nonjudgmental terms.
  - "You look stressed. I'm concerned about you. Can you tell me what is going on?"
  - "I noticed you [description of behavior witnessed] a few minutes ago."
  - "I noticed that [indicate change in behavior that raised concern]."
  - "You seem more [description of behavior observed] than usual."
  - "Someone who cares about you shared with me his/her concern that you [describe behavior] recently."
- Give time for them to respond and listen attentively.
- *Remember to talk to them when you both have time and are not rushed or preoccupied.*
- Seek consultation and advice
- *Refer to available campus and community resources*

# Know Your Resources

- 911
- Crisis hotlines:
  - National Suicide Prevention Lifeline 1-800-273-8255(TALK)
  - Crisis Text Line 741-741
  - The Trevor Project 1-866-488-7386
- Campus Police or Public Safety Office:
  - XXX-XXX-XXXX (from off campus)
  - Extension XXX (from campus phones)





# A Few Helpful Resources





# The Knowledge Center

The Steve Fund Knowledge Center is a resource for expert information about the mental health and emotional well-being of students of color.



White papers



Expert presentations



Webinars



Interviews

<https://www.stevefund.org/knowledgecenter/>

RESOURCE CENTER

# Connection starts with *knowledge.*

Q What do you want to learn about?

Browse a topic or check out what's trending.

Sexual Orientation

Mental Health

Gender Identity

Community

Talking About Suicide

Diversity of LGBTQ Young People





# active●minds Resources

## *learn more*

STATISTICS >

SIGNS AND SYMPTOMS

>

CRISIS INFO >

SELF-CARE >

## *at your side*

BASIC V-A-R >

OFFERING HELP >

REFERRAL RESOURCES

>

DURING TREATMENT >

## *we're in this together*

**SEE VIDEO**

<https://www.activeminds.org/>



The Jed Foundation

# Frameworks to Support Vulnerable Populations

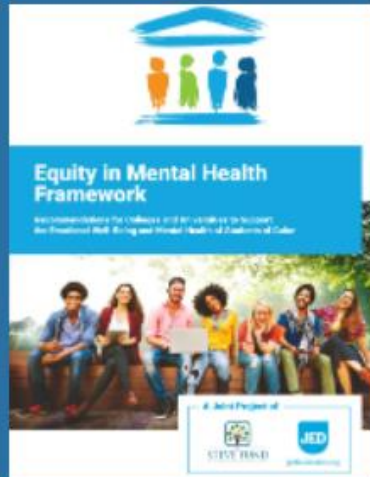
- The Equity in Mental Health Framework (with the Steve Fund)
- Improving Mental Health of Student Parents
- The Proud and Thriving Framework: Supporting the Mental Health of LGBTQ+ Students
- JED Mental Health Resource Center
- JED Resources for Diverse Identities



# Equity in Mental Health Framework

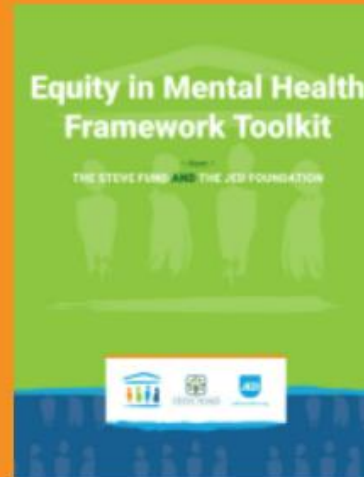


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Recommendations for colleges and universities to support the emotional well-being and mental health of students of color

DOWNLOAD



Additional resources, tips, and support to implement the recommendations outlined in the EMH Framework

DOWNLOAD



Equity in Mental Health Framework Pilot Project Implementation Report

DOWNLOAD

<https://equityinmentalhealth.org/>



# Equity in Mental Health Framework

for supporting students of color



The Jed Foundation

1. Identify and promote the mental health and well-being of students of color as a campus-wide priority.
2. Engage students to provide guidance and feedback on matters of student mental health and emotional well-being.
3. Actively recruit, train, and retain a diverse and culturally competent faculty and professional staff.
4. Create opportunities to engage around national and international issues/events.
5. Create dedicated roles to support well-being and success of students of color.
6. Support and promote accessible, safe communication with campus administration and an effective response system.
7. Offer a range of supportive programs and services in varied formats.
8. Help students learn about programs and services by advertising and promoting through multiple channels.
9. Identify and utilize culturally relevant and promising programs and practices, and collect data on effectiveness.
10. Participate in resource and information sharing (within and between schools).

<https://equityinmentalhealth.org/>



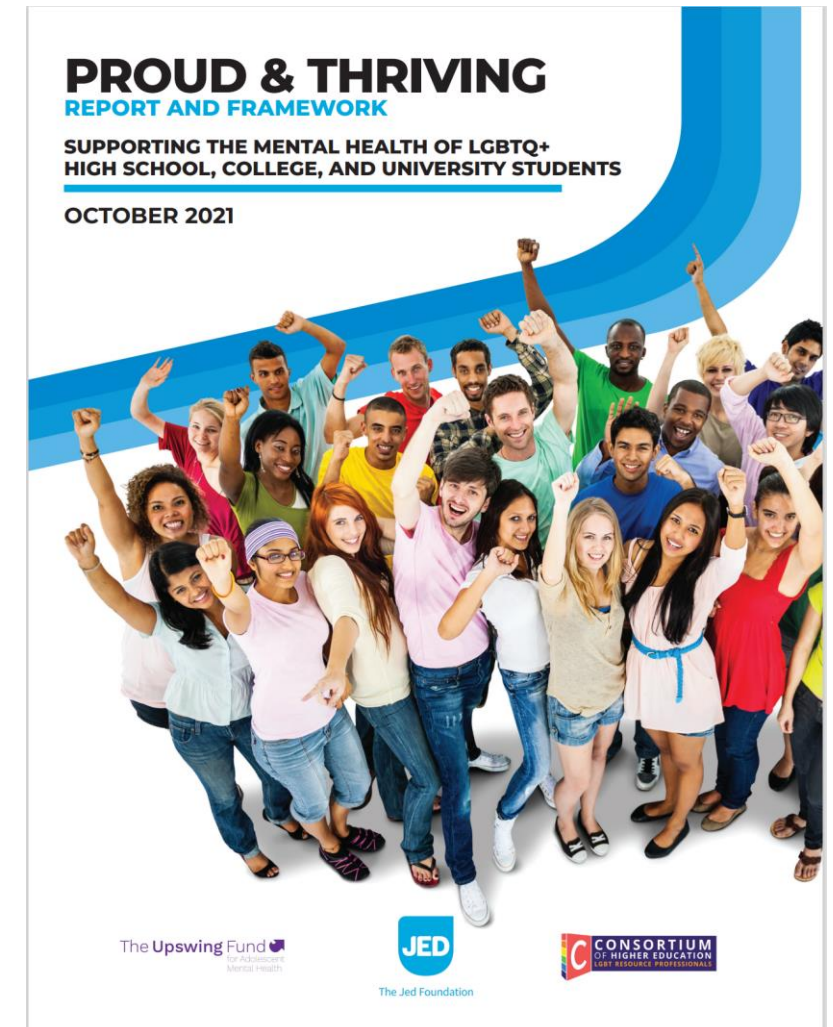
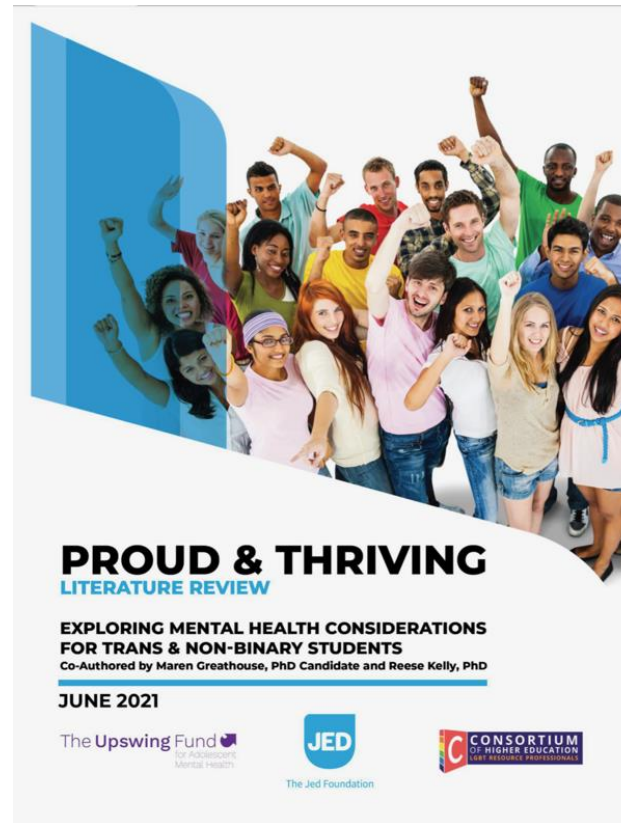
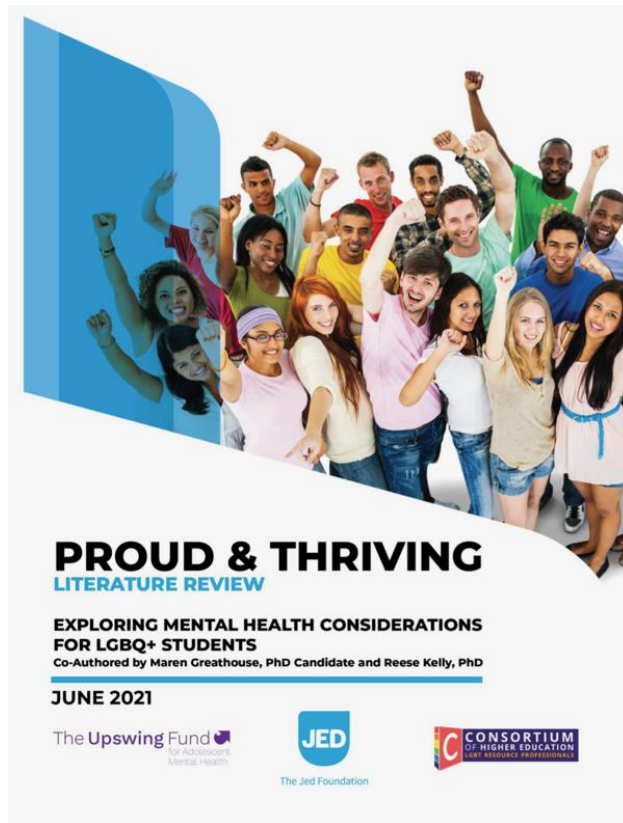
# IMPROVING MENTAL HEALTH OF STUDENT PARENTS:

A Framework For Higher Education



[https://ascend.aspeninstitute.org/wp-content/uploads/2021/05/MentalHealthFramework\\_Final.pdf](https://ascend.aspeninstitute.org/wp-content/uploads/2021/05/MentalHealthFramework_Final.pdf)

# The Proud & Thriving Framework: Supporting the Mental Health of LGBTQ+ Students



Source: <https://jedfoundation.org/proud-thriving-framework/>

# JED Resources for Diverse Identities



The Jed Foundation

I NEED HELP

I WANT TO HELP

RESOURCE CENTER

DONATE



## Resources for Diverse Identities

Locating online mental health resources that resonate with you and your individual identity can be challenging. That is why we have put together this resource list to assist you in locating therapy resources, podcasts, helplines, non-profits, and social media pages that are specifically targeted towards particular identity affiliations.

All of the resources we have listed below have been reviewed and approved by a JED clinician. Please also check out JED's [Mental Health Resource Center](#) for additional support and information around taking care of your own mental health and helping others, as well as our [JED Voices](#) video series and [JED Resources in Spanish](#).

**Learn about JED's commitment to diversity, equity, inclusion, and antiracism** →

**Explore our full Mental Health Resource Center** →



Source: <https://jedfoundation.org/our-work/resources-for-diverse-identities/>



H

# HUMANITY

Issues to consider

Life circumstances

Accessibility needs

Caregiving responsibilities

Transportation issues

Financial challenges





# Creating a Culture of Care

- Collect and **utilize** student data to prepare for their arrival or departure to or from your campuses.
- Provide education for staff, parents, and students.
- Promote social and emotional competency and build resilience among faculty and staff.
- Foster a positive and safe campus environment.
- Prioritize, enhance, and fund culturally responsive campus support systems and resources.



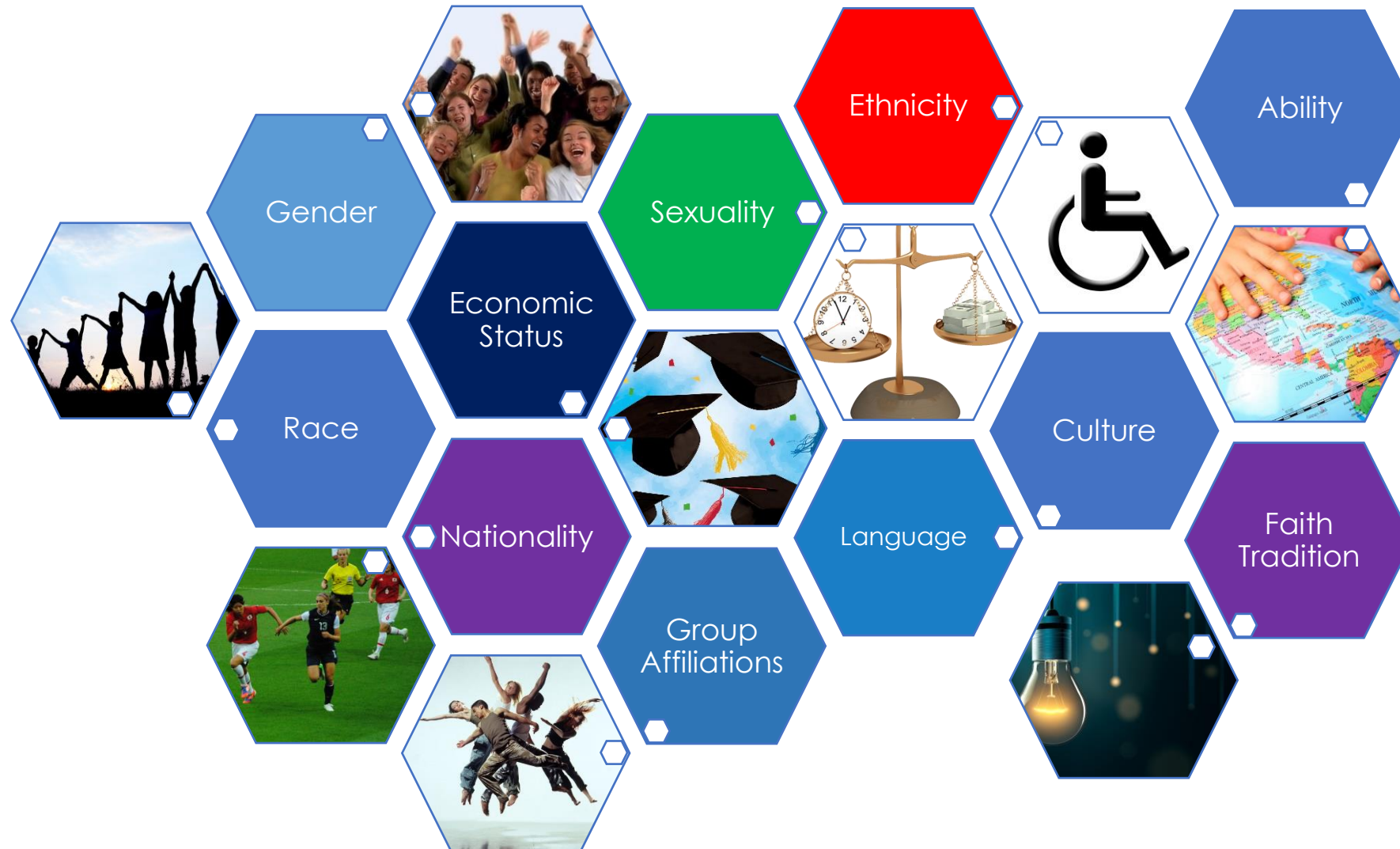




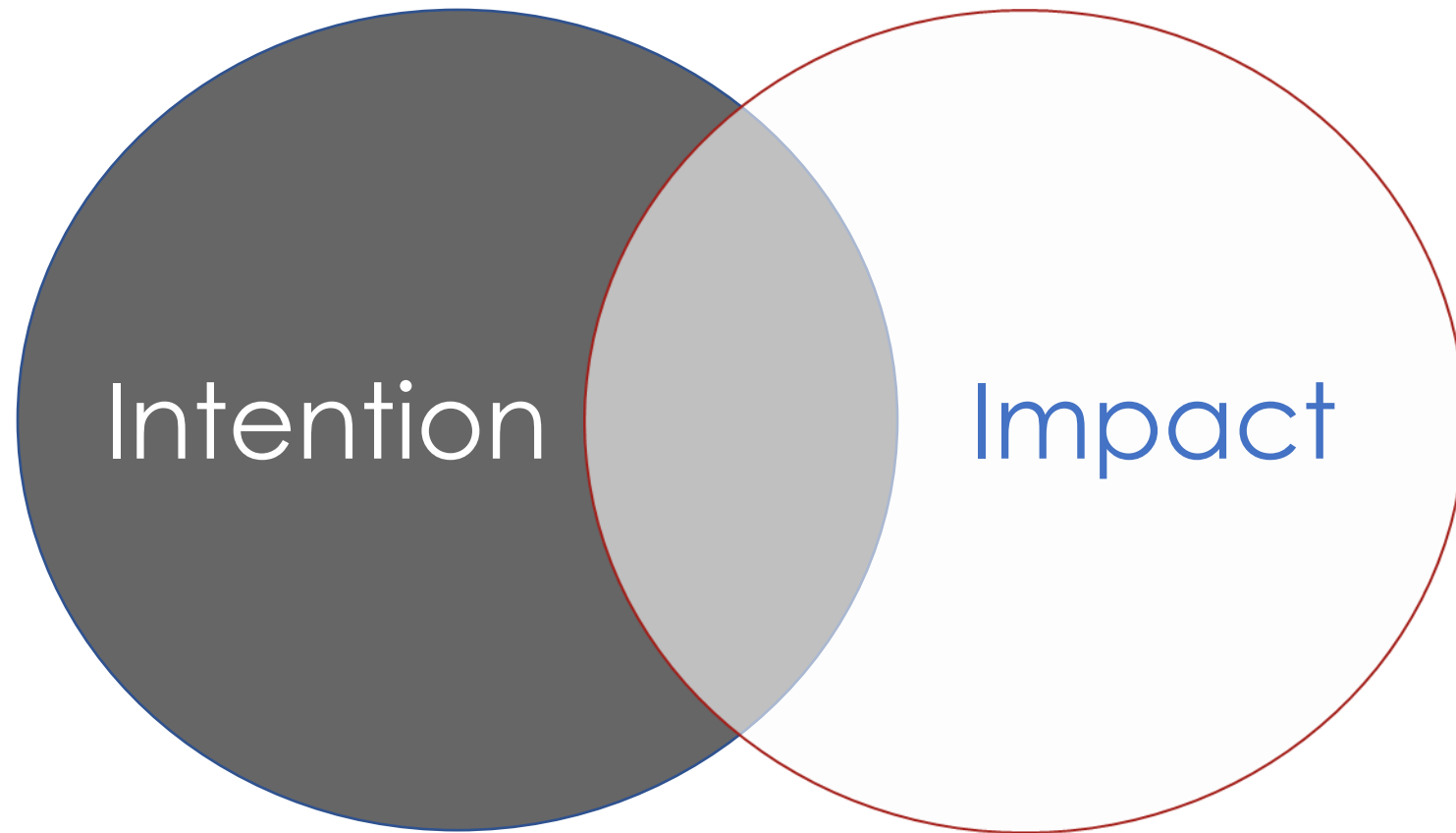
# OUTLOOK



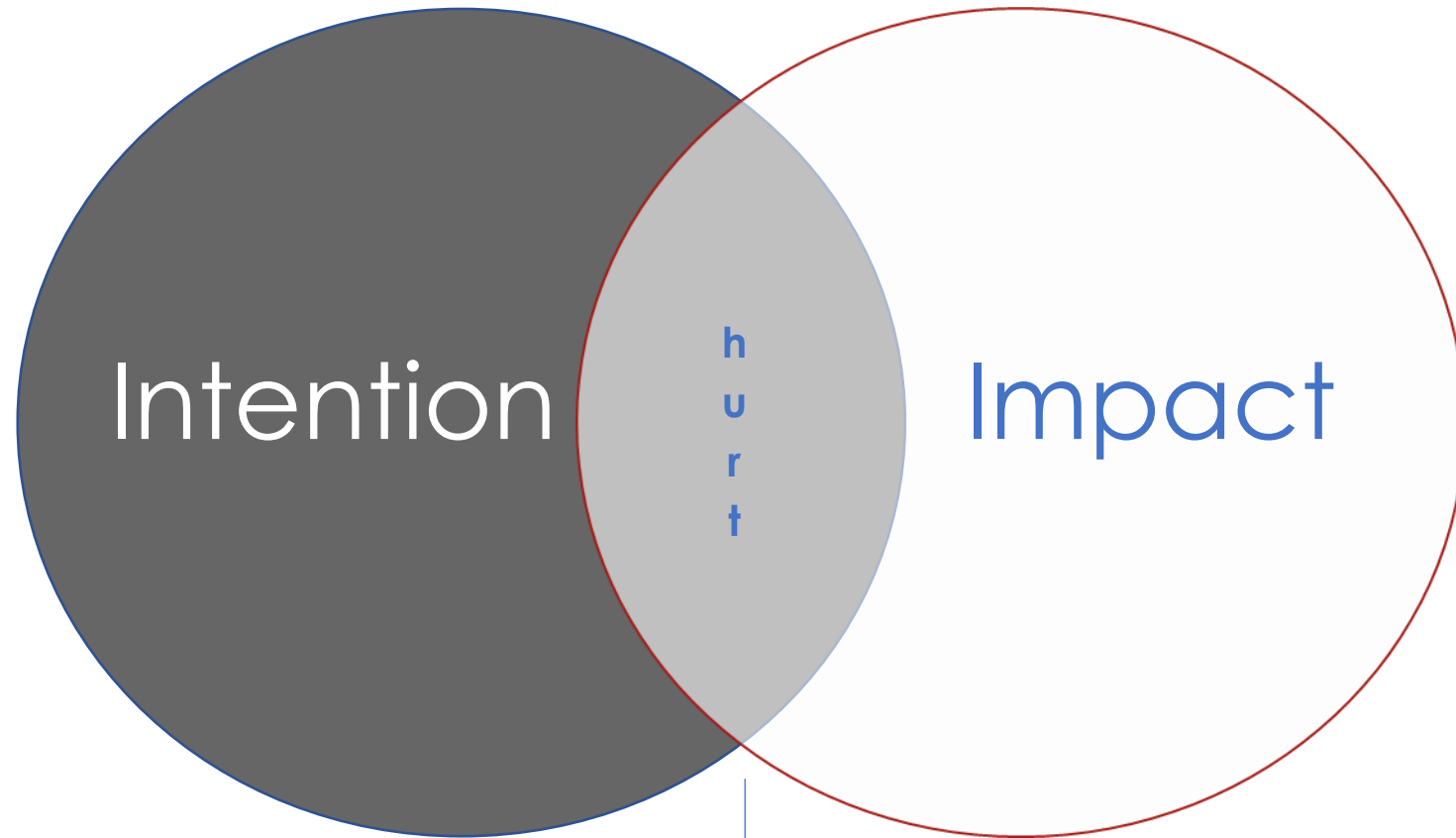
# Identity & Intersectionality Informs Students' Outlook



# Intent vs. Impact



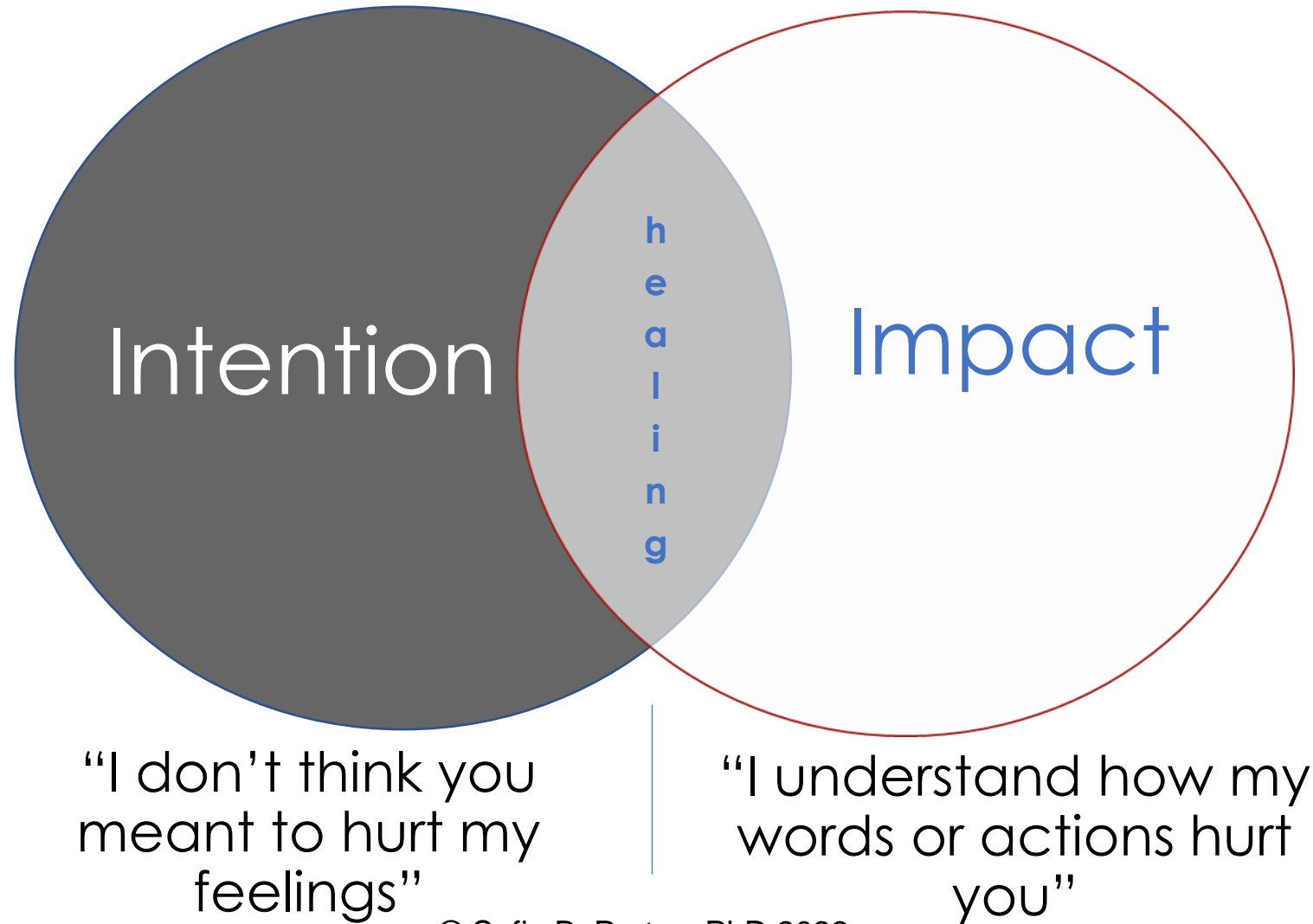
# Intent vs. Impact



“I didn’t mean it like that”

“You hurt my feelings”

# Intent vs. Impact





A stylized graphic of a lighthouse on the left side of the slide, with light rays emanating from the top. The lighthouse is dark grey and the light rays are light blue.

We judge  
ourselves  
by our  
*intentions*

Others  
judge us  
by our  
*behavior*



# Unproductive Phrases

- I'm sure "they" didn't mean that.
- How do you not know that?
- You probably think the wrong way because...
- That's not "normal"
- Maybe you're being too sensitive.
- It's going to be okay.
- You are making a mountain out of mole hills.
- Everybody has negative experiences like that.
- I'm sorry you feel that way.



# Affirming Phrases

- I hear you.
- Tell me more about that.
- I'm so glad you feel comfortable sharing.
- I'm sorry you had that experience.
- What do you think the person meant when they said that?
- What can we do to move forward?
- Can I share my perspective?
- I want to learn more about your understanding of that situation.



# LEADERSHIP

Opportunities for  
Engagement

Clubs and organizations

Volunteer & service

Professional associations

Academic societies





# EMPOWERMENT

Tools for Success

Academic resources

Mentorship connections

Career development

Internships





# Case Study



## Addressing Top Educational Barriers



**CULTURE OF CARING**  
Poverty Summit Handbook

### Pre-pandemic:

- Childcare
- Food
- Housing
- Mental Healthcare
- Transportation

### During Pandemic:

- Parking Lot Wifi Hot Spots
- Loaned out laptops
- Kept food pantries running



President Russell Lowery-Hart



### A Welcome Wagon in Uncertain Times

When Kingsborough Community College president Claudia Schrader couldn't greet incoming students on campus, she went to visit them at home. She hopes to turn the "welcome wagon" into a Kingsborough tradition.

By **Sara Weissman** // July 7, 2021

#### President Claudia Schrader



KINGSBOROUGH COMMUNITY COLLEGE  
Kingsborough Community College president Claudia Schrader (left) with incoming student Renelsie Lenesta.

# QUESTIONS FOR CONSIDERATION

What is one takeaway from this presentation?

How can your institution better support you?

What is one commitment you will make to enhance the way you support transfer students?





**You can't pour from  
an empty cup. Take  
care of yourself first.**



# Questions or comments?

Let's continue the conversation...

People will forget what  
you said, people will  
forget what you did, but  
they will never forget  
*how you made them feel.* -  
Maya Angelou

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[www.mainstreaminsight.com](http://www.mainstreaminsight.com)



**Thank you for your time and attention!**