

BEYOND A TWO YEAR INSTITUTION: Helping Administrative And Academic Faculty Understand The Importance Of Their Role As Transfer Agents

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INTRODUCTION

The UNLV/CSN Transfer Program (UCTP) consists of transition advisors from a 4-year university housed in a 2-year community college. We work closely with various University and College student services to support students' transfer by creating a positive transfer culture and fostering transfer agents' development. This poster will illustrate why Administrative and Academic Faculty play a significant role in students' successful transition from a 2-year institute to a 4-year institute and how to incorporate transfer into classrooms and offices via simple measures.

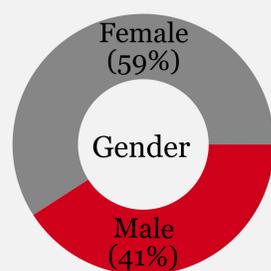
POSTER OBJECTIVES

- Demonstrate how data supports the importance of transfer.
- Provide an explanation of positive transfer culture.
- Define and address ways to navigate transfer shock.
- Propose ways to create transfer culture

Each of these dimensions supports the mission of creating "transfer champions, agents, connectors, and advocates who challenge the status quo to improve the transfer student experience."

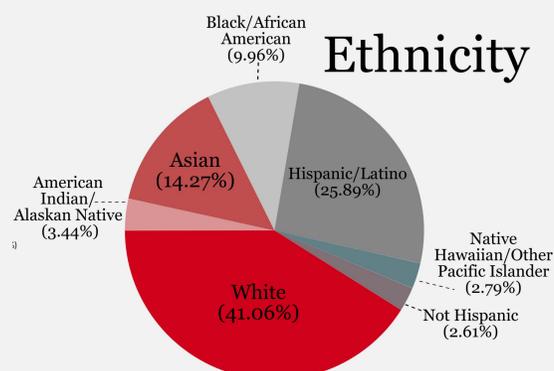
TRANSFER SNAPSHOT 2020

UCTP data is used to help advocate for our transfer student population. These metrics help to showcase the importance of implementing additional support programs, strengthening partnerships, solidifying departmental relationships, and more.



1,943
Total Number of
CSN Transfers

26
Average Age



▲ .37
increase in GPA for transfer students that met with a UCTP Advisor

POSITIVE TRANSFER CULTURE

Supporting a positive transfer culture involves stakeholders at both institutions. Academic and Administrative Faculty can have an impact on the students' mindset around transferring. Research suggests that instructors play a critical role in how students think about and act on plans to transfer to 4-year colleges and universities.

- Requires social-emotional support for the student.
- Awareness of transfer services and resources.
- Provide opportunities that support diversity and inclusion.

WHAT IS TRANSFER SHOCK?

Transfer students are susceptible to a significant drop in GPA during their first semester at the university regardless of their academic performance at the community college (Hills, 1965). Community college transfer students who corrected this drop in GPA within their first two semesters at the university are:

- More likely to perform similarly to native students.
- Persist academically.
- Graduate on-time.

The longer it takes to correct transfer shock, the more likely the transfer student would drop-out (Hills, 1965; Lockwood et al., 2013; & Ivins et al., 2016).

NAVIGATING TRANSFER SHOCK

UCTP utilizes the assistance of transfer agents at community college to minimize the effects of transfer shock by:

- Advising students using transfer articulation worksheets and transfer agreements.
- Attending and hosting events at the community college to connect with students and staff.
- Hosting a faculty-specific transfer workshop for community college faculty teaching core courses like English, Communication, First-Year Experience.
- Hosting annual Partnership events at the university and inviting community college partners like advisors, counselors, TRiO, the international student center, Admissions, career advisors, etc.
- Collaborating with the university academic advising centers to host workshops for prospective transfer students at the community college.

CREATING TRANSFER CULTURE

ACADEMIC

- Include transfer services in the syllabus.
- Offer research opportunities to support student engagement.
- Connect course learning activities to transfer (i.e. 4 year degree).
- Incorporate transfer related activities into the curriculum.
- Invite transfer programs to class.
- Offer to write letters of recommendation or serve as a reference.

ADMINISTRATIVE

- Have transfer flyers inside your office.
- Course and Degree applicability to career.
- Forward marketing material to students via email.
- Use self as a role model and discuss own experience and success.
- Get to know students' aspirations and goals.
- Build partnerships to solidify reverse transfer.

CONCLUSION

The inclusion of stakeholders is often a recommendation of school climate and curriculum design frameworks (Branson, et al., 1975; Cohen, 2006, 2010; Kurt, 2017) that focus on educational goals. As intermediaries between two institutions, our unique vantage point highlights the importance of faculty and staff playing an active role in the transfer process. We work with various departments to provide knowledge and tools that can be utilized to assist students in the classroom that have plans to transfer and/or complete a degree. Essentially, these individuals become the front line for a positive transfer culture.

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