


November 30, 2018

Building a Strong Transfer Culture: How Faculty Can Act as Transfer Agents for Latinx Students

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#EquityMindedTeaching
#EquityAsTheNorm
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USC Rossier
School of Education

The Transfer Mission at ELAC





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CUE Tools

Policy Tools

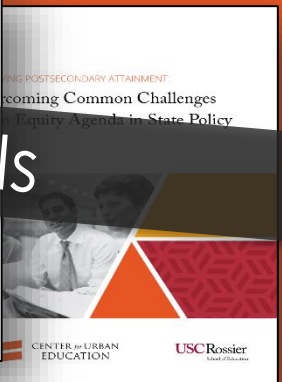
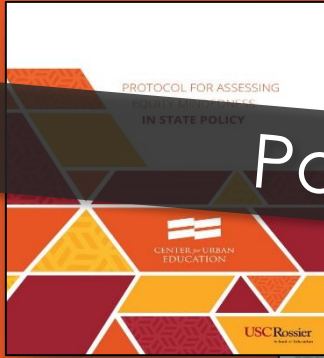
Observation Tools

Data Tools

Language Tools

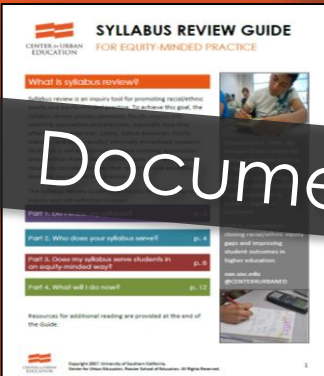
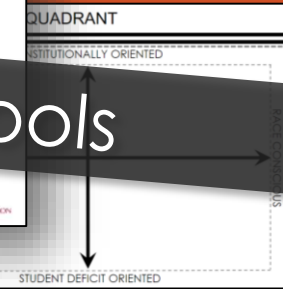
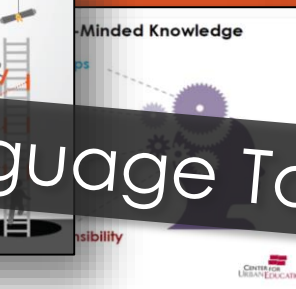
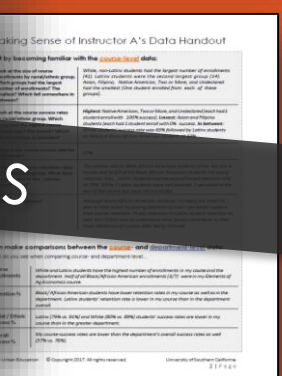
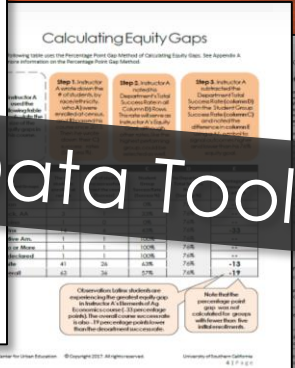
Document Review Tools

Leadership Tools



Application Completions

	Class of 2019	Class of 2020	Class of 2021
Completed	1,234	1,567	1,890
Not Completed	567	432	321
Total	1,801	1,999	2,211



Secondary Teacher

Secondary Teacher	Classroom	Classroom	Classroom	Classroom	Classroom



Why Use *Minoritized*?

Why Use *Minoritized*?

Refers to the objective outcome, experienced by “minority” racial-ethnic groups, of the exclusionary practices of more dominant groups resulting from historical and contemporary racism (Gillborn, 2005)

The use of the expression “minoritized” in preference to “minority” reflects the ongoing social experience of marginalization, even when groups subject to racial-ethnic discrimination achieve a numerical majority in the population



WARM UP

REFLECT:

Reflect on the following questions and jot down your answers on an index card

1. What was your educational trajectory? (Did you go to a community college or directly to a four-year institution? What schools did you go to? How long did it take you to earn a degree? What do you remember being challenging? What advice would you have for students, etc.)
2. Think about an influential figure that played a role in your educational or professional trajectory. Why was this person influential?

SHARE:

1. Find a partner (someone who you do not speak with frequently)
2. Take turns sharing your stories



AGENDA

- Welcome and Warm Up
- Current Transfer Climate – Quantitative and Qualitative Data
- Institutional Agents & Latinx Students Success at Community Colleges
- Building a Culture of Faculty Transfer Agents
- Acknowledgements and Evaluation



GOALS

- Define what it means to be an “Institutional Agent” and “Transfer Agent”
- Be able to answer the questions:
 - How do I already act as an institutional agent or transfer agent for Latinx students in the classroom?
 - What are additional ways I can embed transfer in my course to support Latinx transfer?
 - In what ways can the Academic Senate support a culture that encourages Faculty Transfer Agents?



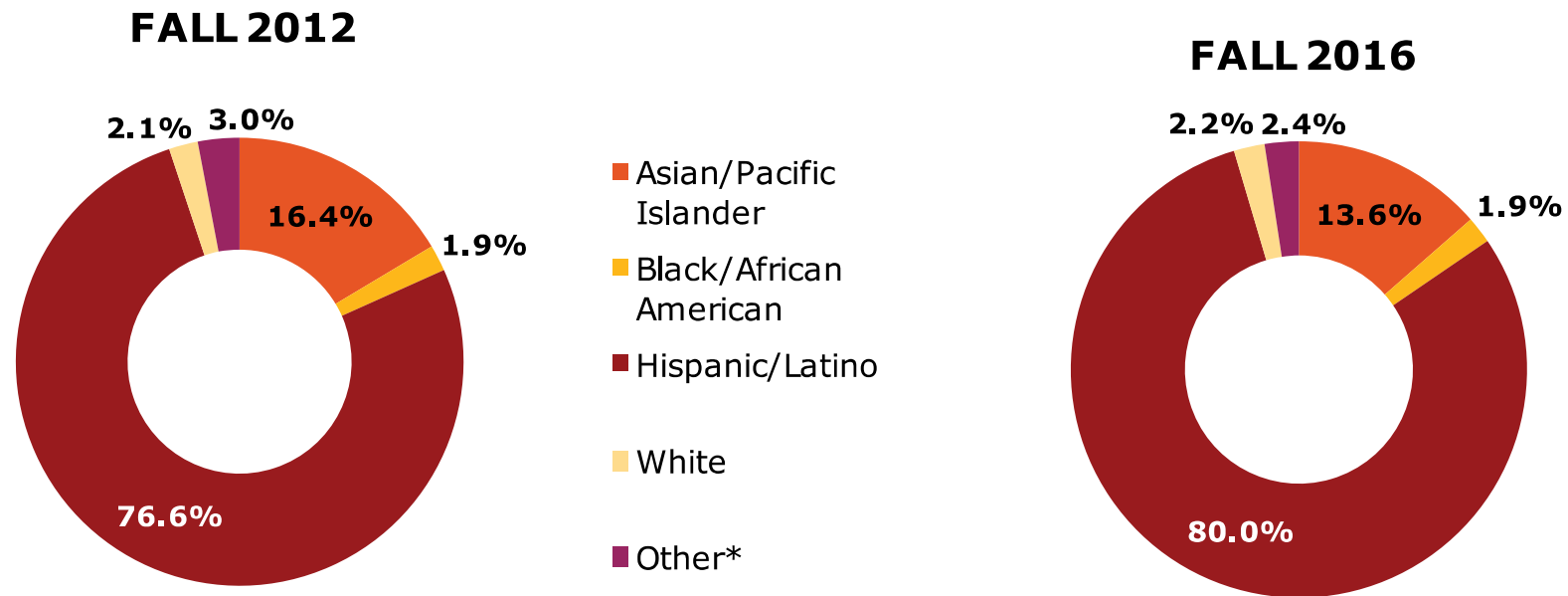


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Current Transfer Climate at ELAC: Quantitative & Qualitative Data

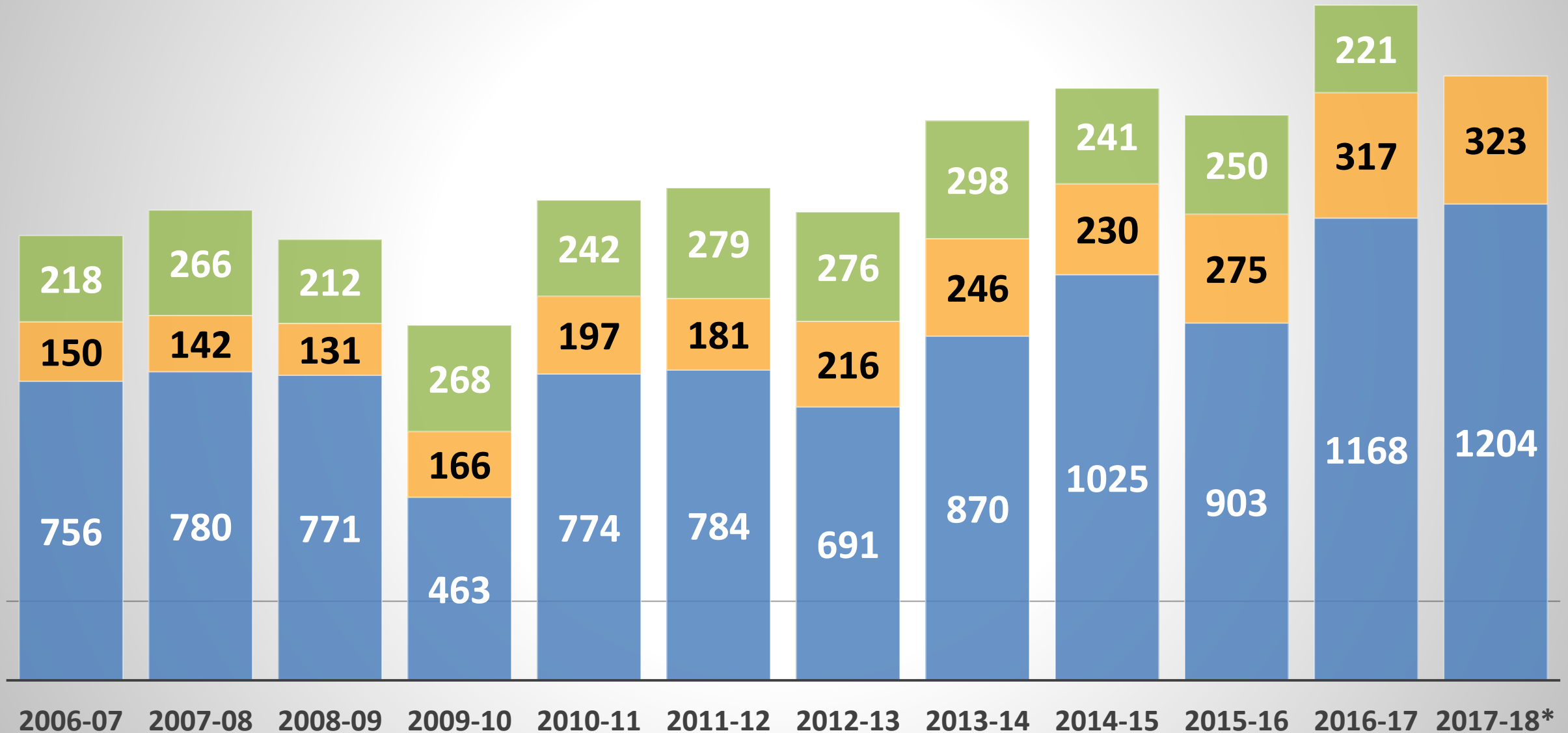
ELAC ACCESS DATA

ELAC CREDIT STUDENT POPULATION BY ETHNICITY/RACE, FALL 2012 (N = 26,235) vs FALL 2016 (N = 26,924)

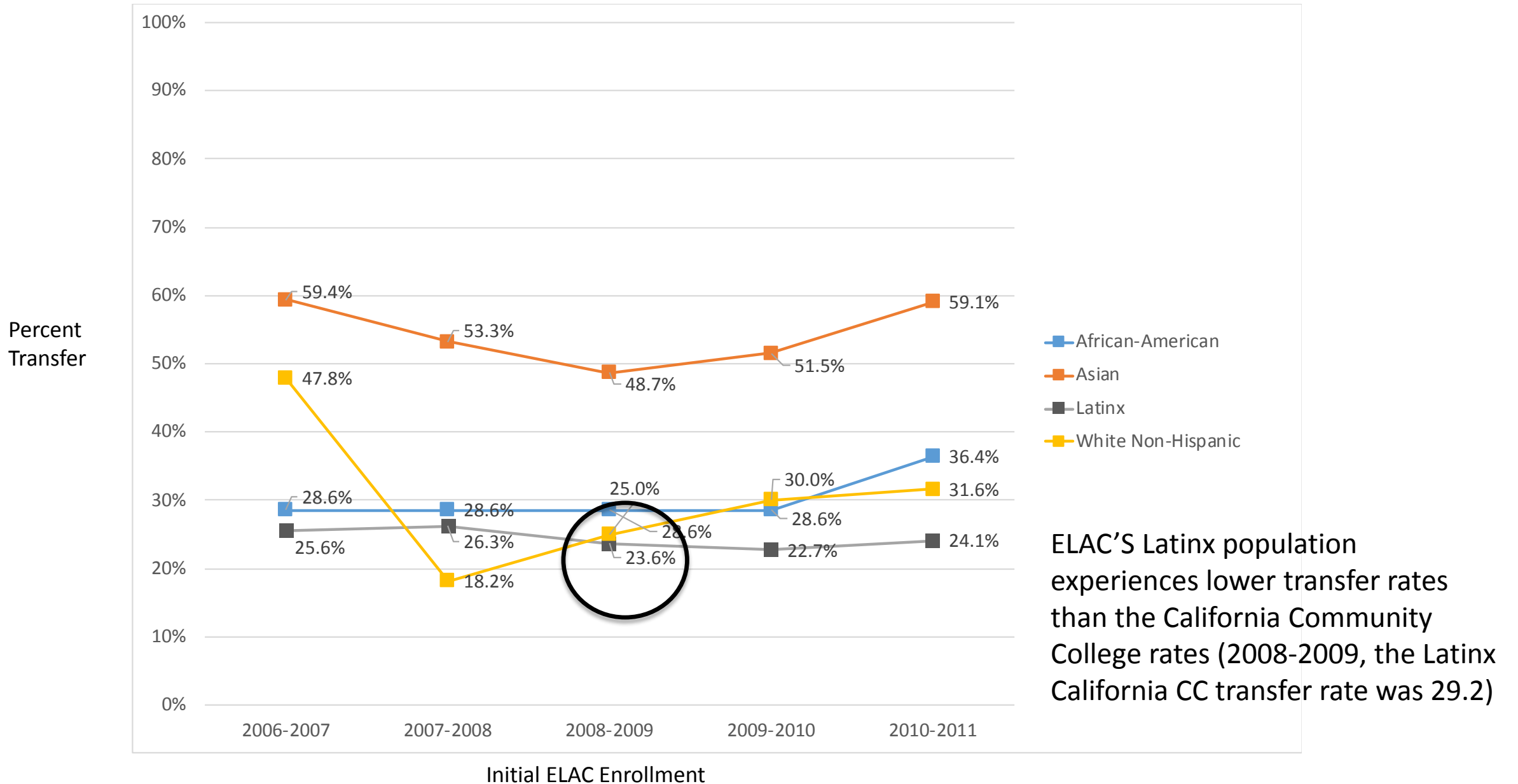


*Other includes Native American/Alaskan Native, Two or More Races, and Unreported ethnicity/race groups

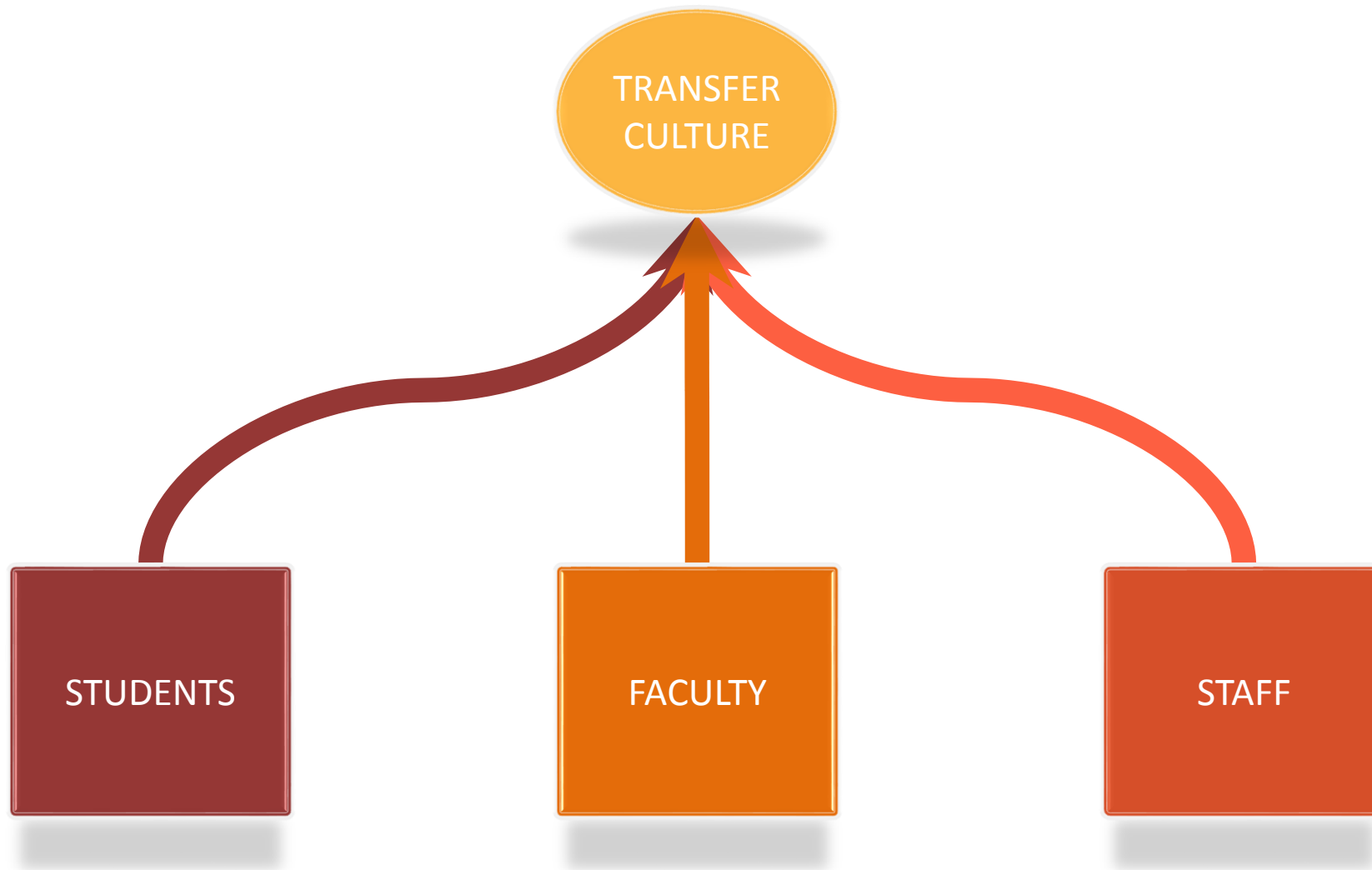
■ California State University ■ University of California ■ Out of State/Private



ELAC SIX-YEAR TRANSFER COHORT RATES



FOCUS GROUPS 2017



FOCUS GROUPS

- Goals of the focus groups:
 - Understand how transfer works at ELAC
 - Gain a better understanding of ELAC's transfer assets
 - Identify areas in which transfer can be improved
 - Learn more about ELAC's unique transfer culture from the voices of the students, faculty, and staff

FOCUS GROUP FINDINGS

STUDENTS:

1. ELAC offers many resources/programs for transfer, but there is a student desire for more availability.
2. ELAC has many faculty and staff that go "above and beyond" to help students transfer but when asked if *all* faculty are supportive of their desires and efforts to transfer, the students answered "No."

FACULTY

1. Faculty members believe that the key to Latino/a transfer is advising.
2. Faculty members agreed that while there are faculty that work to improve the transfer of Latinx students, there is little incentive to do so and no recognition.
3. Faculty members expressed a desire to mentor prospective Latinx transfer students.



FOCUS GROUP FINDINGS

STUDEN

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2. ELAC

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To realize the goal of truly being the “gateway to the baccalaureate for Latinx students” – requires broad sweeping faculty involvement in transfer

What does this look like and how can we make it happen?

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Faculty Institutional Agents

OVERVIEW

- First Year Experience
- Student Success Centers
- EOPS
- Early Warning Systems
- Learning Communities
- Etc.

....are very important

**But Alone Cannot
Eliminate Low Rates
of Retention and
Completion**

INSTITUTIONAL AGENTS

- Individuals who occupy high status positions within their institution and who know how to access high value resources, navigate complex systems and make effective action, have the potential to be institutional agents
- They possess human, social, and cultural capital
- It is only when these individuals use their capital to transmit high value resources—opportunities, privileges and services—to underserved minoritized students that they become institutional agents





- They (students) don't have much education background and they don't know what college is like
- They think college is an extension of high school
- They don't realize how much work they need to put in



Minoritized students have been deprived access to the social networks that can help them develop the

- Knowledge
- Practices
- Attitudes, and
- Aspirations



Associated with the “ideal” student

Minoritized Student Comments Regarding Transfer

“[My biggest fear is] not knowing what to ask...”

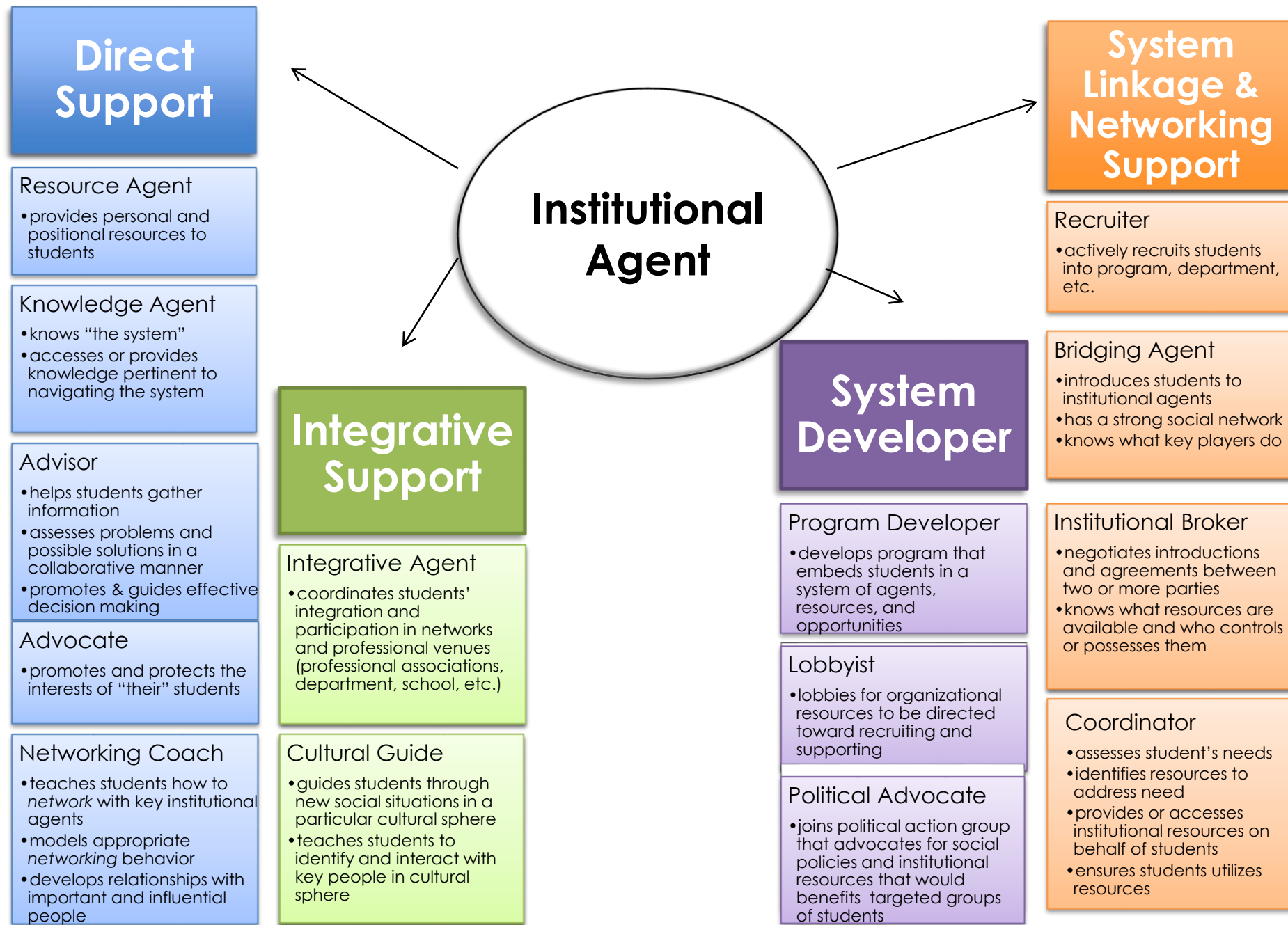
“I talked to my professors...I just didn't ask them the right questions concerning transfer”

“Professors should keep you on your toes, tell us, ‘if you want to transfer to UCLA, you guys check out the fair that will be going on.’”

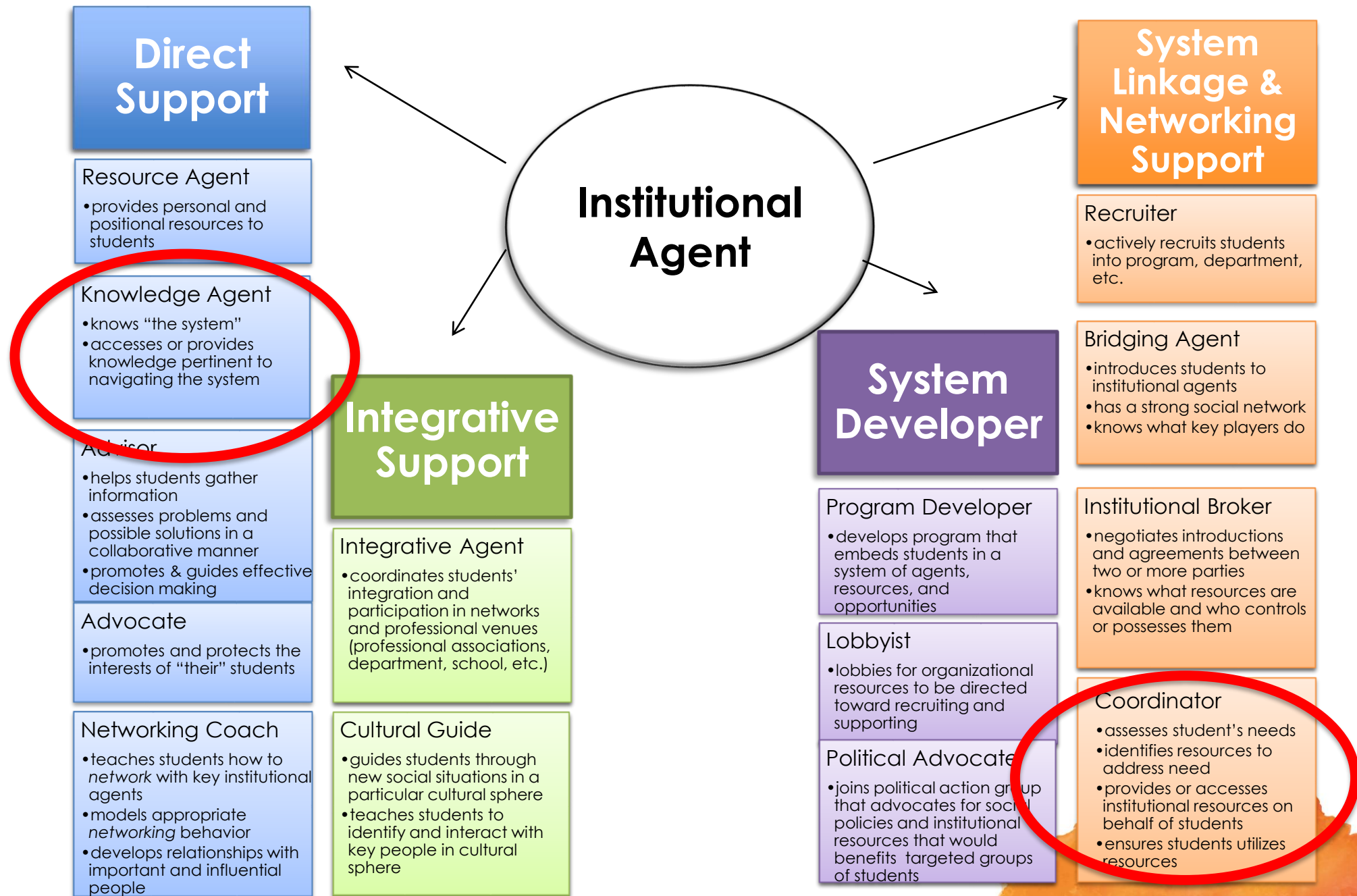
“I think that also made a difference in my realization that you can bridge from a community college to a four—year college or university....he [the instructor] brought the realization that it can be done.”

Faculty Institutional Agents are Critical

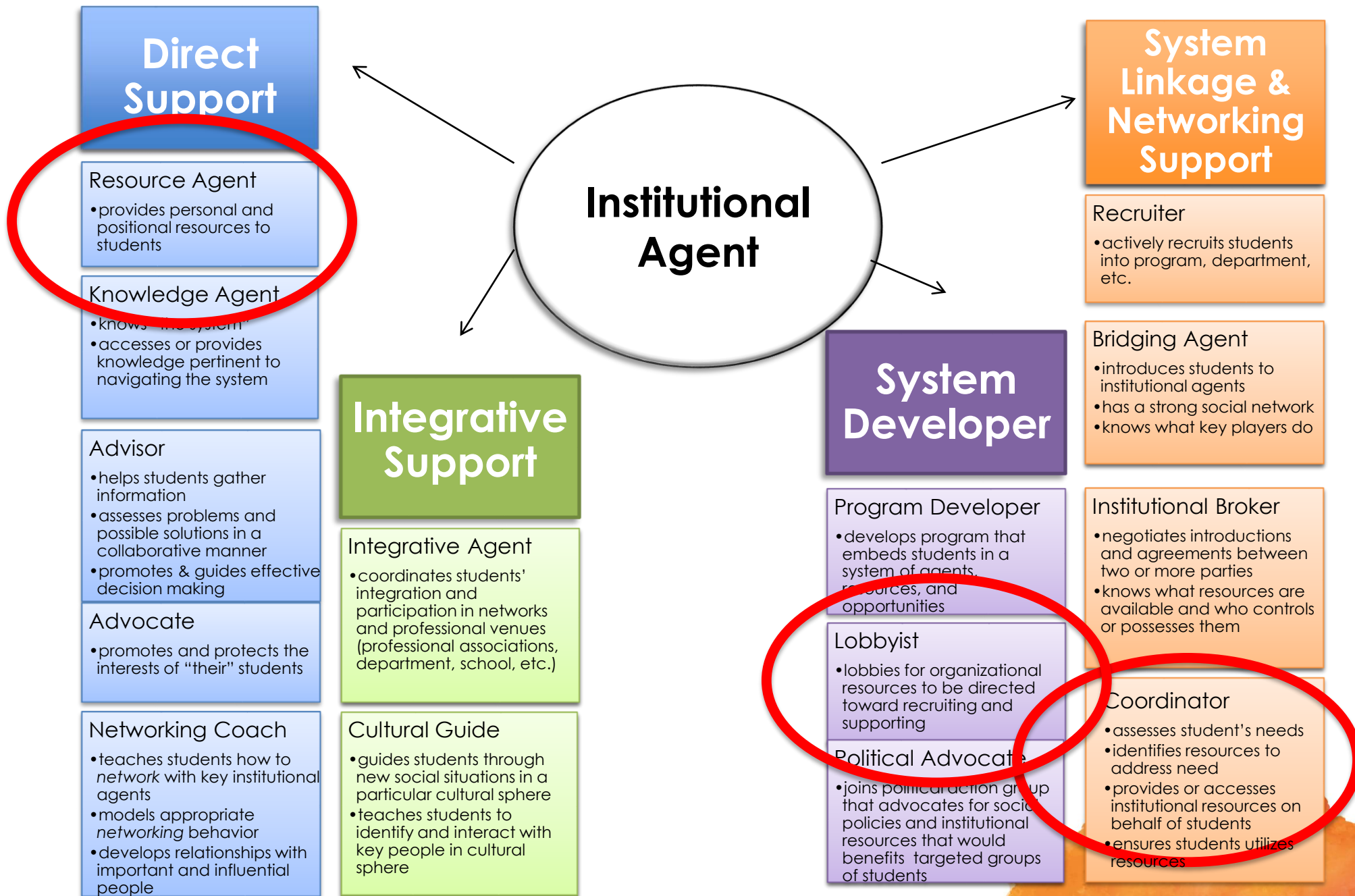
"Non-traditional students will likely find it difficult to navigate the world of college by themselves. They will be unlikely to take advantage of tutoring centers, faculty office hours, or the library, because they will be working off campus, will feel uncomfortable asking questions, and/or will not want to be viewed as stupid or lazy. Consequently, it is critical that validating agents actively reach out to students to offer assistance, encouragement, and support, as opposed to expecting students to ask questions first (Rendón-Linares & Muñoz, 2011, p. 17)



The Biology Faculty



The Welding Faculty







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Institutional Agents in Context ACTIVITY

INSTITUTIONAL AGENT CHECKLIST & POSTER ACTIVITY 10 minutes

Institutional Agent Roles	
Direct Support	
Resource Agent	Networking Coach
<input type="checkbox"/> provides or utilizes personal and positional resources to students	<input type="checkbox"/> teaches students how to network with key institutional agents
Advocate	<input type="checkbox"/> models appropriate networking behavior
<input type="checkbox"/> promotes and protects "their" students	<input type="checkbox"/> develops relationships with important and influential people
Knowledge Agent	Advisor
<input type="checkbox"/> accesses or provides knowledge pertinent to navigating the system	<input type="checkbox"/> promotes & guides effective decision making
<input type="checkbox"/> knows the system	<input type="checkbox"/> helps students gather information
	<input type="checkbox"/> assesses problems and possible solutions in a collaborative manner
Integrative Support	
Integrative Agent	Cultural Guide
<input type="checkbox"/> coordinates students' integration and participation in networks and professional venues (professional associations, department, school, etc.)	<input type="checkbox"/> guides students through new social situations in a particular cultural sphere
	<input type="checkbox"/> teaches students to identify and interact with key people in a particular cultural sphere
System Developer	
Program Developer	Political Advocate
<input type="checkbox"/> develops program that embeds students in a system of agents, resources, and opportunities	<input type="checkbox"/> joins political action groups that advocates for social policies and institutional resources that would benefit targeted groups of students
Lobbyist	
<input type="checkbox"/> lobbies for organizational resources to be directed toward recruiting and supporting	
System Linkage & Networking Support	
Recruiter	Bridging Agent
<input type="checkbox"/> actively recruits students into program, department, etc.	<input type="checkbox"/> introduces students to institutional agents
	<input type="checkbox"/> has a strong social network
	<input type="checkbox"/> knows what key players do
Institutional Broker	Coordinator
<input type="checkbox"/> negotiates introductions and agreements between two or more parties	<input type="checkbox"/> assesses student's needs
<input type="checkbox"/> knows what resources are available and who controls or possesses them	<input type="checkbox"/> identifies resources to address need
	<input type="checkbox"/> provides or accesses institutional resources on behalf of students
	<input type="checkbox"/> ensures students utilizes resources effectively

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- 1) Check the boxes that you most often occupy and circle those that you would like to occupy.
- 2) Then, answer and discuss the three prompts on the first page with a partner
- 3) Then, add a red dot  sticker to the poster under the roles you currently represent and a blue dot  sticker for roles that you would like to occupy more.

GROUP DISCUSSION QUESTIONS

- ❑ What types did you gravitate towards?
- ❑ For the types you identified you would like to do more of, what prevents
What could support you in fulfilling these types?
- ❑ What do we notice when looking at the posters around the room?

BEING A TRANSFER AGENT

***Transfer Agents* – authority figures that in helping students navigate complicated academic requirements and application procedures, validate students' educational aspirations and dispel fears of not belonging**

TRANSFER CULTURE

A college climate where transfer is encouraged and given priority.

- “Transfer is an expectation” and is manifested not only in colleges structures and policies but is present visually on campus and woven into the language, values, assumptions and way of life of the college (Dowd, Bensimon, Gabbard, Singleton, Macias, Dee, Melguizo, Cheslock & Giles, 2006)

Transfer Culture Continuum

Low Transfer Culture

Advanced Transfer Culture



- Little to no faculty involvement in the transfer process



On campuses with advanced transfer cultures, faculty...

- Regard transfer and assisting students to transfer as part of their responsibility
- Understand the transfer process
- Learn extensively about transfer and their role in transfer at faculty orientation
- Discuss transfer in their classes with students and shape assignments around going to the university

Shaw, 2001; Wassmer, Moore & Shulock, 2004; Pak, Bensimon, Malcolm, Marquez & Park, 2006; Tatum, Hayward, Monzon, 2006; Kisker, 2007; Dowd & Bensimon, 2009;

Carrasco-Nungaray & Vallejo Peña 2012



Faculty characteristics that support the transfer of Latinx students

- Takes personal responsibility for student success
- Sets high expectations for their students (i.e., the expectation of going to the four-year institution)
- Develops personal relationships with students
- Shares personal education stories with students
- Provides resources and connects students to networks





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Faculty Transfer Agent Assessment ACTIVITY

Table Share



1. What are ways that you embed transfer in your classroom?
2. What are examples of what a faculty transfer agent could do in your department (discipline or academic field) to embed transfer in their courses or curriculum??



Making IAs Less “Episodic”

1. What can the Academic Senate do to support/encourage the development of more faculty transfer agents? What opportunities are there?
2. What are strategies you can invoke to disseminate what you have discussed/learned today?
3. What challenges do you anticipate?



WHAT THINGS CAN YOU DO NOW?

- Start with the transfer agent inventory. Implement those things.
- Brainstorm with colleagues in your discipline about ways that you can embed transfer in your curriculum. What would that look like?
- Ask yourself- what ways can I have an impact? How can I further support my Latinx students to transfer? How can I be the change agent that one of my student's remembers once their time at ELAC is done?
- How can I make students feel that they belong and that transfer is achievable?



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Acknowledgements & Evaluation



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