

Transfer Student Capital

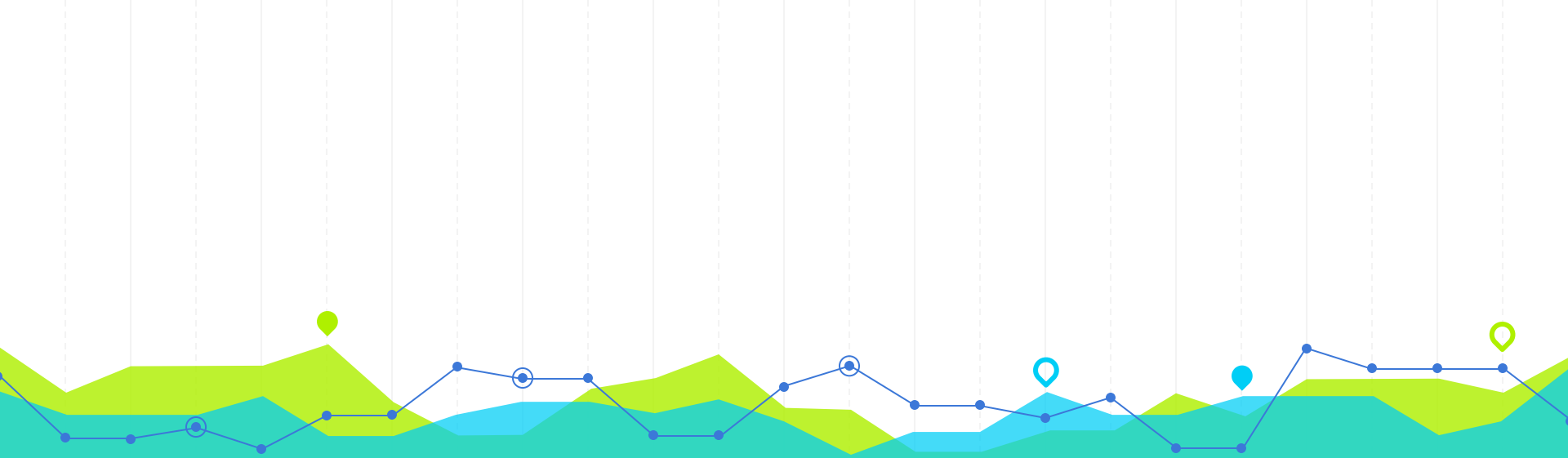
Yes We Must Coalition Webinar

March 8, 2023

Agenda

- Scholar-Practitioner Introductions
- Literature Review
- Transfer Student Capital
- Additional Theoretical Perspectives
- Practical Implications of Research





Introductions

Casey Maliszewski Lukszo, Ph.D.

Associate Director, Curriculum & Innovative Education
Northern Virginia Community College

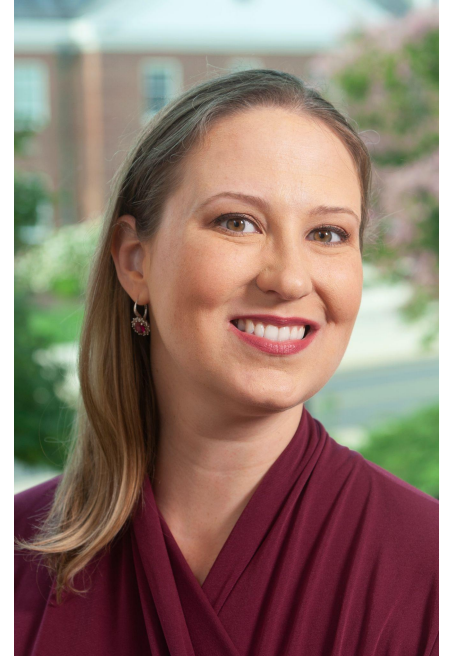
Research Focus:

Transfer student success

Transfer student choice

Community college to graduate school pipeline

State transfer policies implementation & effectiveness



Shannon Hayes Buenaflor, Ph.D.

Program Director, Transfer Student Advising & Admissions
A. James Clark School of Engineering,
University of Maryland

Research Focus:

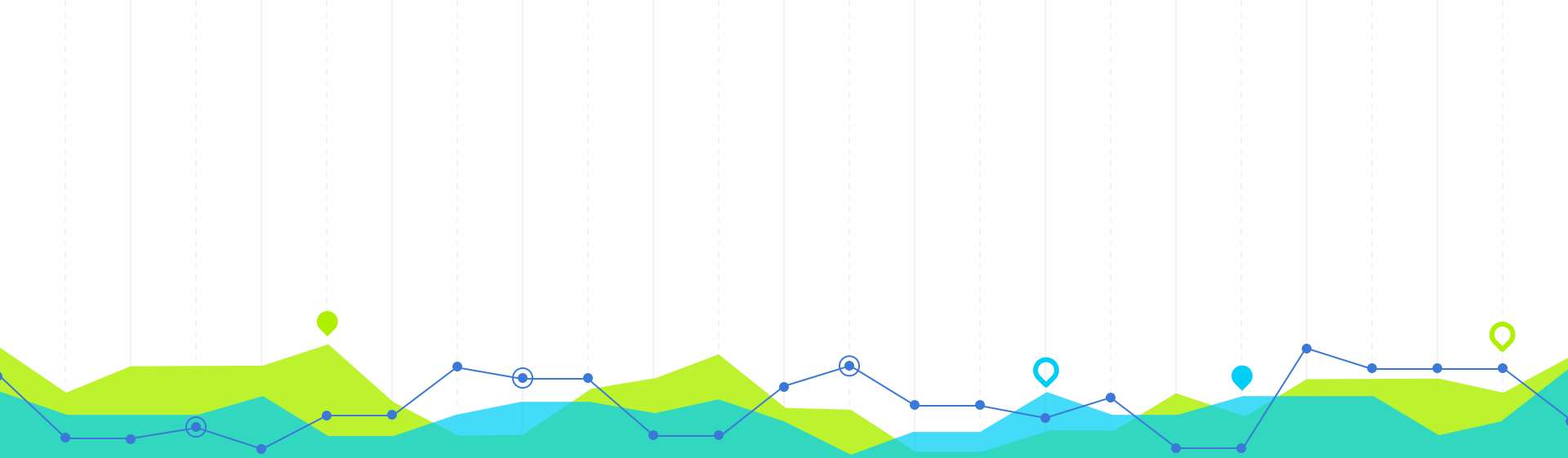
[Transfer efficacy](#)

[Transfer student capital](#)

[Transfer student choice](#)

[Engineering transfer student success](#)





Context & Significance

Introduction & Significance

- In 2020-2021, 33% of all undergraduate students were enrolled in community colleges (CCRC, 2023)
- Community college to baccalaureate completion is low
- Despite the number of community college students enrolled, the overall transfer enrollment rate declined dramatically since the start of the COVID-19 pandemic:
 - Transfer enrollments fell nearly 14% nationally (Knox, 2022)
- Given the significance of the community college pathway and post-pandemic enrollment challenges, more research is needed in order to understand what leads to transfer student success

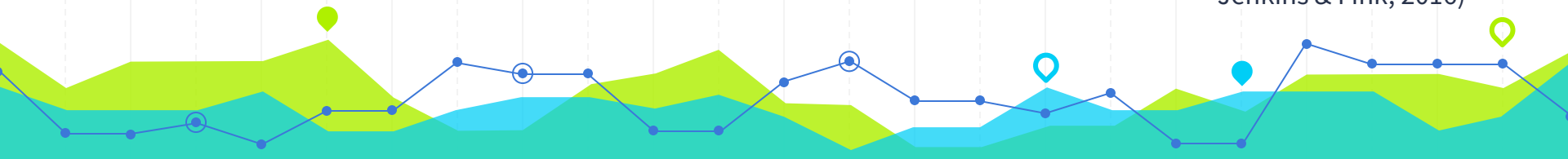
100 students
start at CC

75 aspire to
complete bachelors

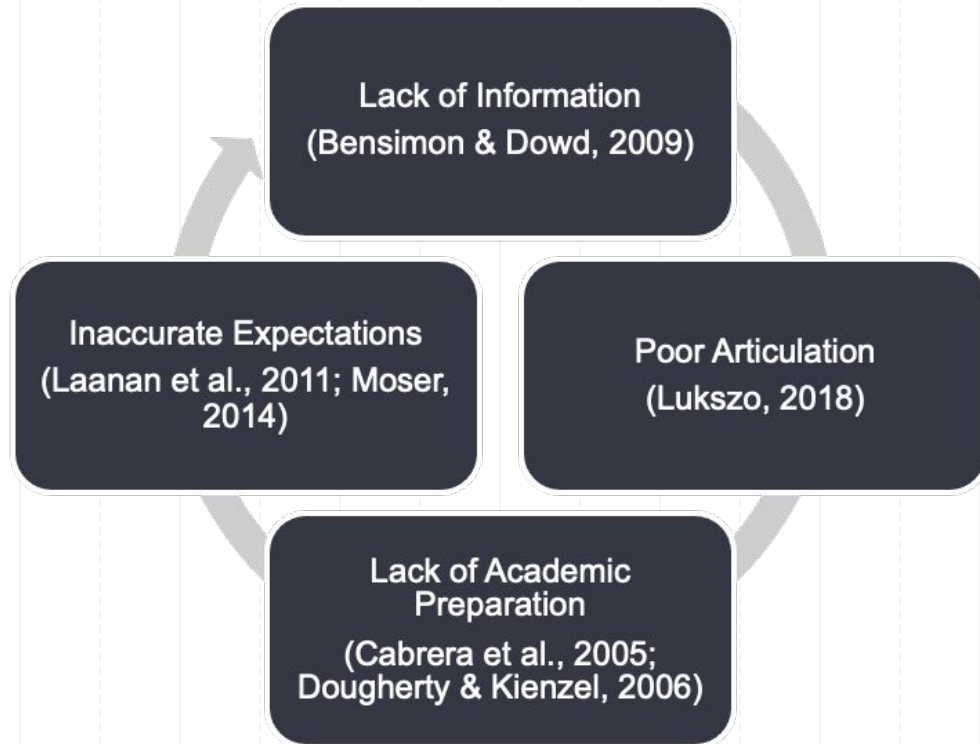
25 transfer

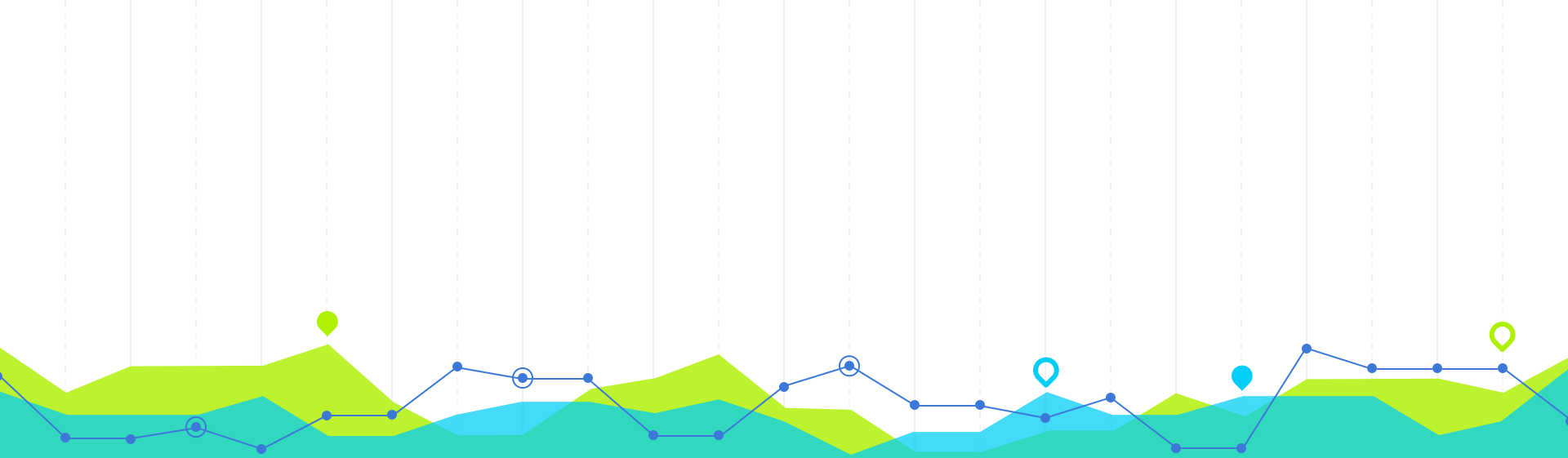
14 complete
bachelors degree

(Horn & Skomsvold, 2011;
Jenkins & Fink, 2016)



Barriers to Transfer





Transfer Student Capital & Guiding Frameworks

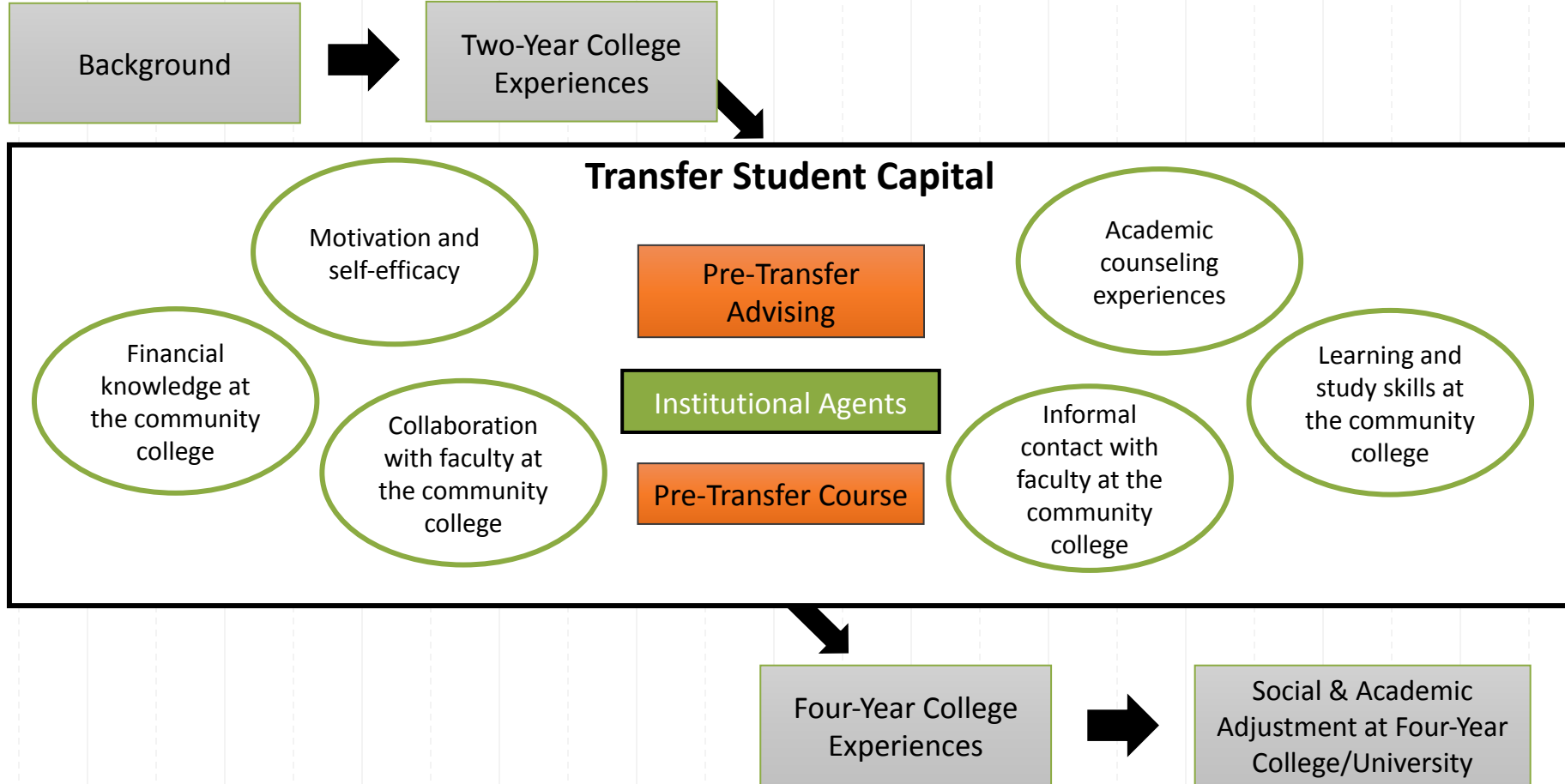
Facilitating Transfer Student Success: Exploring Sources of Transfer Student Capital

- Case study: 17 student interviews, 8 observations, document review
- Transfer Student Capital framework
- Research Questions:
 - What sources of TSC appear to be the most useful to community college transfer students in preparing to transfer?
 - How do community college transfer students acquire and use TSC to navigate the transfer process?



Conceptual Framework: Transfer Student Capital

Drawn from Laanan, Starobin, & Eggleston (2011), Moser (2014), Stanton-Salazar (1997)



Findings - Use of TSC in Navigating the Transfer Process

- TSC helps students better understand:
 - What courses would transfer to a four-year institution
 - How the transfer application process works
 - What to expect when transferring to a new college or university
- TSC also helped build students' self-efficacy for transfer



Findings - Role of TSC on Shaping Transfer Expectations

- Academic expectations
- Impact of peers, family, faculty, and staff

“Maybe the more expectations came from that time my brother didn’t get in and also just hearing other people talk about how more difficult it is at a four-year. Even community college professors. And, the Pre-Transfer advisor talked about not getting into the business school, and they made it seem hard to get into the business school. So, that just showed how maybe exclusive it is.” (Student participant)



Transfer Student Capital Framework

Adapted from Laanan, Starobin, & Eggleston (2011), Moser (2014), Stanton-Salazar (1997)

Background & High School Experiences → Two-Year College Experiences → Four-Year College Experiences

Community College Transfer Student Social & Academic Adjustment

Transfer Student Capital

Expectations about Transfer

Financial Knowledge

Learning & Study Skills

Motivation & Self-Efficacy

Transfer College Choice Knowledge

Transfer Course Knowledge

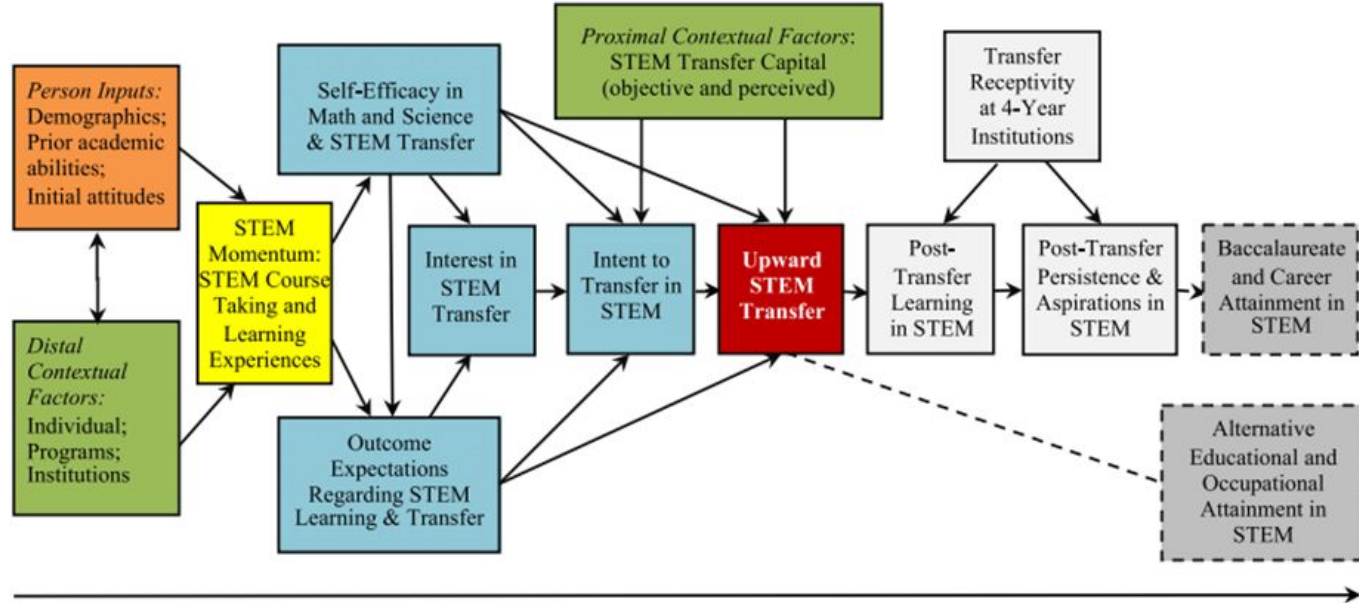
Transfer Pathway Options

Sources of Transfer Student Capital

- Community College Advising
- Community College Faculty Interactions
- Family
- High School
- Peers
- Pre-Transfer Advising at Four-Year
- Four-Year Faculty Interactions

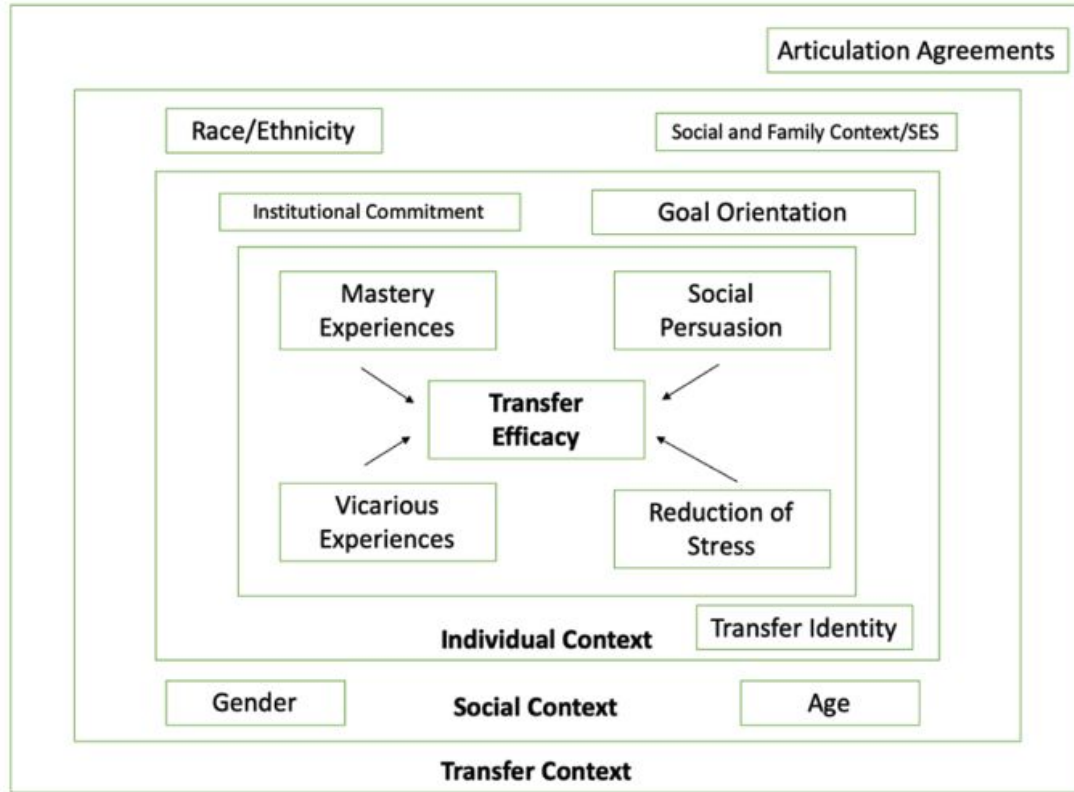
(Maliszewski Lukszo & Hayes, 2019)

Wang's (2017) STEM Transfer Model



- Upward STEM transfer outcome
- Person inputs
- Contextual factors
- Learning experiences in STEM
- Motivational factors
- Post-transfer factors and outcomes in STEM
- ▤ Alternative and post-transfer outcomes

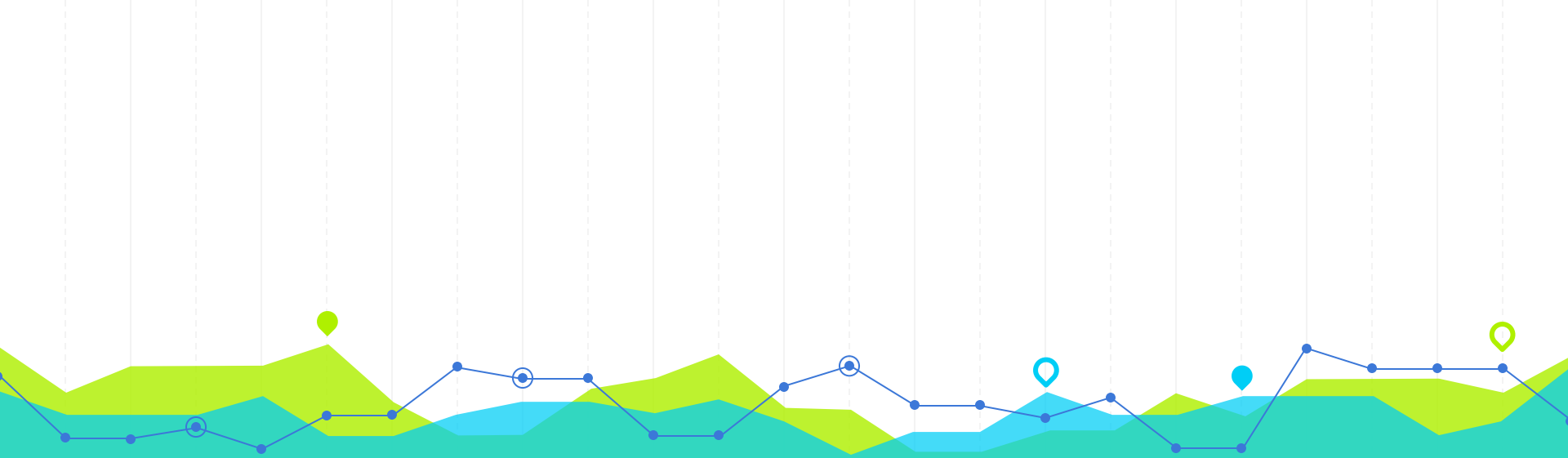
Buenaflor's (2021) Transfer Efficacy Model



Connection Between Transfer Efficacy & Transfer Partnerships

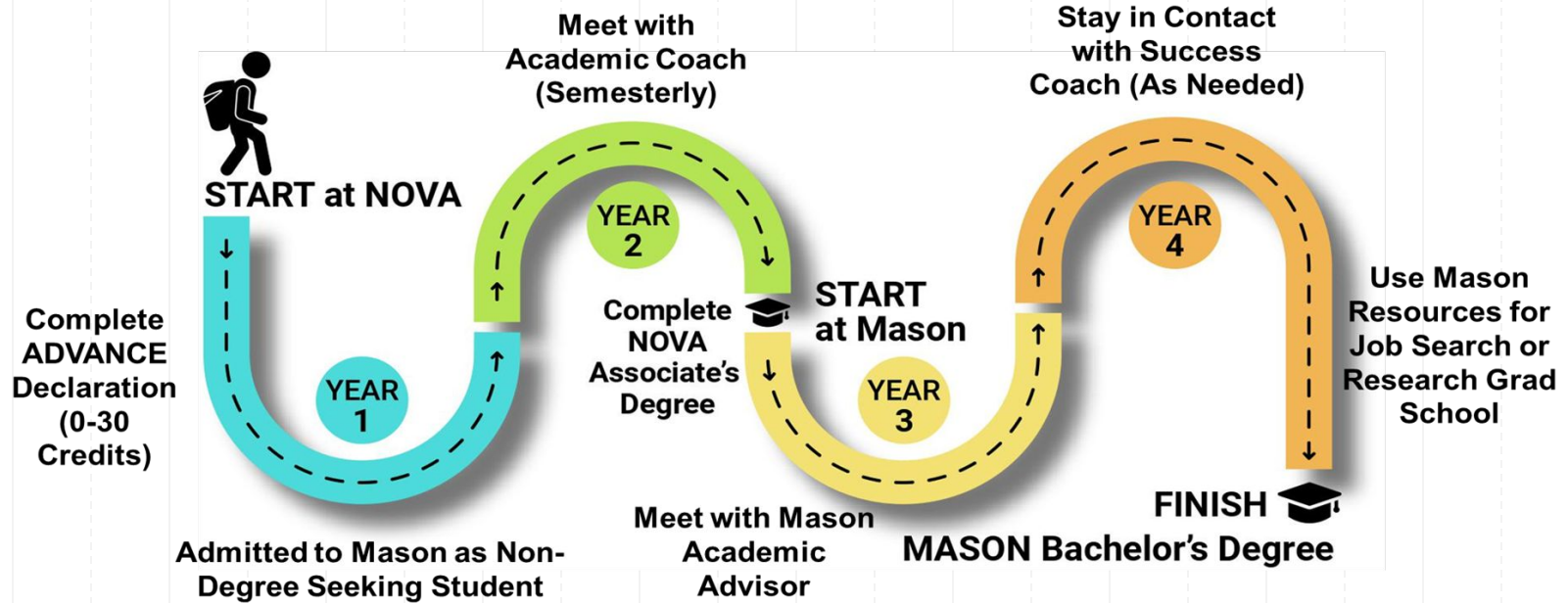
In a national survey of 1,810 community college students, data found that (1) the ability to complete general education requirements and (2) ***understanding transfer policies*** were most likely to lead to a sense of self-efficacy for transfer (Buenaflor & Cabrera, 2023).





Practical Implications

Practical Implications of Research - ADVANCE Transfer Partnership



Practical Implications of Research - ADVANCE Transfer Partnership

ADVANCE
A NOVA | MASON PARTNERSHIP

A.S. Business Administration/
B.S. Business - Accounting Concentration Pathway
Online Option Available
2022-2023

A.S. Business Administration

ADVANCE Program Milestones

ADVANCE Milestone Requirements: All ADVANCE students must adhere to the following requirements. For Milestones #1-#3, failure to meet these milestones will prevent a student from matriculating to Mason and/or result in termination from ADVANCE. For Milestones #4-#7, failure to meet these milestones may delay matriculation to Mason.

- Students must complete their NOVA degree within 4 years of being admitted into ADVANCE. Students are highly encouraged to be continuously enrolled at NOVA/Mason to support progress towards degree completion.
- Students must maintain a minimum 2.5 cumulative GPA at NOVA and must have a minimum 2.5 GPA upon matriculation to Mason.
- Students who wish to enroll at Mason for the fall semester must apply for NOVA spring graduation by March 1 or summer graduation by June 1. Students who wish to enroll at Mason for the spring semester must apply for NOVA fall graduation by October 1.
- Students must begin developmental coursework no later than the first semester in ADVANCE at NOVA.
- Students must take first college-level MTH course and ENG 111 in the semester immediately following the completion of any MDE or EDE courses (excluding summer).
- In the first 30 credits, students must complete ENG 111 and ENG 112 with a C or better.
- Students must complete a Mason Core Quantitative Reasoning course equivalent with a C or better no later than one semester before NOVA graduation. Refer to your pathway to select the appropriate MTH course(s).

NOVA DEGREE REQUIREMENT	Credits	Courses	MASON TRANSFER EQUIVALENT	MASON CORE/DEGREE EQUIVALENT
1 SDV Course	1	SDV 100 College Success Skills OR SDV 101 Orientation to Business	UNIV 100	General Elective
2 ENG 111	3	ENG 111 College Composition I	ENGH 101	Written Comm
3 CST Course	3	CST 100 Principles of Public Speaking OR CST 110 Introduction to Human Communication	COMM 100 COMM 101	Oral Comm
4 HIS Course	3	HIS 101 Western Civilizations Pre-1600 CE OR HIS 102 Western Civilizations Post-1600 CE OR HIS 112 World Civilizations Post-1500 CE	HIST 101 HIST 102 HIST 125	Western Civ
5 ITE 152	3	ITE 152 Introduction to Digital and Information Literacy and Computer Applications	IT 104	General Elective
6 MTH 161 or Higher	3	MTH 161 Pre-Calculus I	None	Prerequisite
7 BUS 100	3	BUS 100 Introduction to Business	BUS 100	Soc/Behav
8 ENG 112	3	ENG 112 College Composition II	ENGH XXX	General Elective
9 MTH 261	3	MTH 261 Applied Calculus I	MATH 108 ARTH 101	Quantitative
10 Humanities/Fine Arts #1	3	ART 100 Art Appreciation OR ART 101 History of Art: Prehistoric to Gothic OR ART 102 History of Art: Renaissance to Modern OR CST 130 Introduction to Theatre OR CST 151 Film Appreciation I OR MUS 121 Music in Society	ARTH 200 ARTH 201 ARTH 202 THR 101 ENGH L372 MUS 101	Arts
11 Science Course #1	4	BIO 101 General Biology I OR CHM 101 Introductory Chemistry OR ENV 121 General Environmental Science I OR GOL 105 Physical Geology OR PHY 100 Elements of Physics	BIO 103/105 CHEM 103 EVPP 108/109 GEOL 101/103 PHYS 103	Nat Science
12 ACC 211	3	ACC 211 Principles of Accounting I	See #17	General Elective
13 BUS 280	3	BUS 280 Introduction to International Business	BUS 200	Global
14 ECO 201	3	ECO 201 Principles of Macroeconomics	ECON 104	Major

15 Humanities/Fine Arts #2	3	ENG 225 Reading Literature: Culture and Ideas OR ENG 245 British Literature OR ENG 246 American Literature OR ENG 255 World Literature OR ENG 258 African American Literature OR ENG 275 Women's Literature OR Any 200-Level ENG Literature course ¹	ENG 202 or FRLN L330 (ENG 255 only)	Literature
16 Science Course #2	4	BIO 101 General Biology I OR BIO 102 General Biology II OR CHM 101 Introductory Chemistry OR ENV 121 General Environmental Science I OR ENV 122 General Environmental Science II OR GOL 105 Physical Geology OR GOL 106 Historical Geology OR PHY 100 Elements of Physics	BIO 103/105 BIO 102 CHEM 103 EVPP 108/109 EVPP 112/113 GEOL 101/103 GEOL 102/104 PHYS 103	Nat Science
17 ACC 212	3	ACC 212 Principles of Accounting II	ACC 203-204 ²	Major
18 ECO 202	3	ECO 202 Principles of Microeconomics	ECON 103	Major
19 BUS 224	4	BUS 224 Statistical Analysis for Business	BUS 210	Major
20 BUS 270	3	BUS 270 Interpersonal Dynamics in the Business Organization	BUS 103	Major
A. S. BUSINESS DEGREE TOTAL 61				
For academic policies and procedures, please see NOVA catalog - http://www.nvcc.edu/catalog/index.html				
B.S. Business - Accounting Concentration				
MASON DEGREE REQUIREMENT	Credits	Course	MASON CORE/DEGREE EQUIVALENT	
21 Business Foundations	3	BUS 310 Business Analytics II		Major
22 Business Core	3	BULE 303 Legal Environment of Business		Major
23 Business Core	3	ACCT 303 Accounting for Decision Making		Major
24 Business Core	3	MGMT 303 Principles of Management		Major
25 Accounting Concentration 3	3	Accounting Concentration Course ³		Major
26 Accounting Concentration 3	3	Accounting Concentration Course ³		Major
27 Business Core	3	FNAN 303 Financial Management		Major
28 Gen Ed: Written Communication (UL)	3	ENGH 302 Advanced Composition (Business Section)		Written Comm
29 Gen Ed: Information Technology/Business Core	3	MIS 303 Introduction to Business Information Systems		Info Tech & Major
30 Business Core	3	MKTG 303 Principles of Marketing		Major
31 Business Core	3	BUS 303 Professional Skills II		Major
32 Business Core	3	OSCM 303 Operations Management		Major
33 Accounting Concentration 3	3	Accounting Concentration Course ³		Major
34 Accounting Concentration 3	3	Accounting Concentration Course ³		Major
35 Accounting Concentration 3	3	Accounting Concentration Course ³		Major
36 Accounting Concentration 3	3	Accounting Concentration Course ³		Writing Intensive & Concentration
37 General Electives	3	General Elective		General Elective
38 Accounting Concentration 3	3	Accounting Concentration Course ³		Major
39 Capstone	3	BUS 498 Business Capstone		Synthesis & Major
40 General Electives	5	General Elective		General Elective
B.S. BUSINESS DEGREE TOTAL 123				
Please note: Some fully online courses may require a campus presence for orientations, tests, final exams, or labs.				

Practical Implications of Research - The Maryland Transfer Advantage Program (MTAP)

Students who participate in MTAP:

- Have access to transfer advising resources
- Can take discounted courses at UMD
- Are guaranteed admission to the university upon successful completion of the program and submission of a transfer application



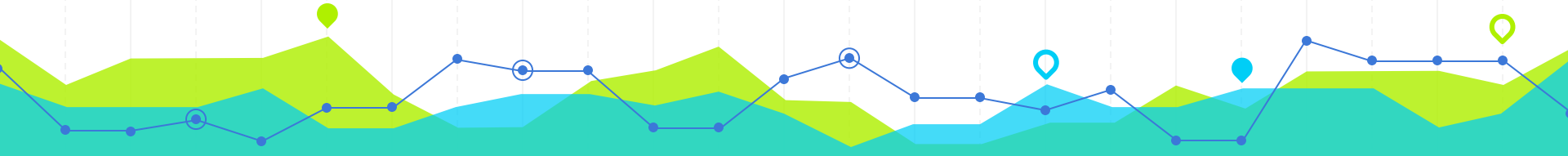
Practical Implications of Research - Pre-Transfer Advising at UMD

- Central office that focused on large-scale programming, program management, and articulation
- Six pre-transfer advisors that are housed at neighboring/feeder community colleges
- Provides academic advising to prospective students pre-transfer



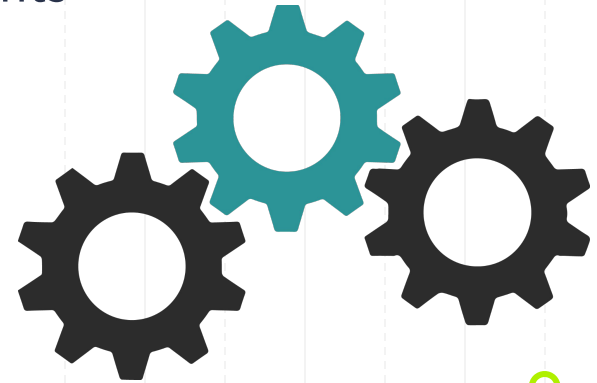
Practical Implications of Research - [Transfer2Terp](#)

- Learning community for transfer students in their first semester of transfer
- 3-credit class with reflection papers and self-assessments
- Includes required engagement activities, group project on student resources, and capstone project on their project for a project to help new transfer students adjust



Practical Implications of Research - Maryland Engineering Programming

- Fall Transfer Welcome
- Transfer student seminar
- Academic Peer Coaching for Transfer Students
- Maryland Engineering Transfer Alliance
- [Tips for academic advisors](#)



Questions

- Dr. Shannon Buenaflor (shayes@umd.edu)
- Dr. Casey Lukszo (clukszo@nvcc.edu)



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