Supporting Transfer Students at UCI

Presented by SSI - Transfer Success Team - 12/3/2020

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Agenda

01 UCI TRANSFER STUDENT FACTS
What do we know about UCI Transfer students?

02 TRANSFER SUCCESS PROGRAMS
What SSI is doing to support transfers now.

03 LESSONS LEARNED
What have we learned about our transfer student needs.

04 RECOMMENDATIONS FOR SUPPORTING TRANSFER STUDENTS
What we can do to better support transfer students.
DISPELLING TRANSFER STUDENT MYTHS
Kahoot! Instructions

1. Use your cellphone to play
2. Open a browser and join our game at kahoot.it
3. Use Game Pin and enter your name
4. Selection of answers depend on response time and accuracy; each question is worth 1000 points
5. Final score rankings shared at end

Good luck! :)

Game Pin
WHAT DO WE KNOW ABOUT OUR UCI TRANSFER POPULATION?

Getting to know our transfer students
Transfers by Numbers

6588
Fall 2020 enrolled Transfers

50.1% Male / 49.9% Female
Gender

23 years old
Average Age

Data provided by UCI - CAAR Office
First Generation & Low-Income Transfers

UCI Transfer Age Ranges

- 21 or less
- 22-24
- 25-30
- 31-40
- 40 and over

2019 UCI Transfer Gender

- First Gen (only)
- Low Income (only)
- Both First Gen and Low Income
- Neither

First Generation & Low Income Transfer Enrollment 2016-2019

- First Gen, only
- Low-income only
- Both First Gen. & Low-income
- Neither

Data provided by UCI - CAAR Office
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<th>1 Year Retention</th>
<th>2 Year Grad. Rate</th>
<th>3 Year Grad. Rate</th>
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<td>52.9%</td>
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<td>92.6%</td>
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Data provided by UCI - CAAR Office
Transfer Student Hub Services

UCI’s Transfer Student Hub provides programs and services for transfer students that affirms their value to the UCI community and increases their visibility on our campus. Our programs and services are designed to GUIDE, INFORM, SUPPORT, and CONNECT all transfer students at UCI.

1-1 Counselor Appointments

30 minute consultations with a Transfer Counselor around the topics; Adjusting to UCI, Time Management, Connecting to Faculty, Graduate School & Goal Setting.

SSI Gateway Initiatives

A set of services designed to provide low-income, 1st generation students with the necessary resources, academic skills, and appropriate referrals that will allow them to reach their maximum potential. This includes: Book Loan Program, LARC Scholarship, and Workshops.

Transfer Talk Tuesdays

Transfer workshop series that occurs each quarter addressing the topics of academic, personal, and professional success.

Transfer Success Programs

We have seven cohort based programs that aim to address the more specific needs of various transfer student identities.
First Generation Transfers and First Year Transfers

Challenges

First Generation College Students
- Limited familial support in the college process.
- Disproportionately come from ethnic and racial minority backgrounds with lower levels of academic preparation. (Engle & Tinto, 2008)
- Tend to be older, less likely to receive financial support from parents, and more likely to have multiple obligations outside college, like family and work, that limit their full participation in the college experience (Engle & Tinto, 2008).

Students in Transition
- Constant learning curve
- Shorter time at the university

Transfer Success Program Support

Gateway Scholars Program
Assists majority first generation, low income students from various educational partnerships cultivated by the Center for Educational Partnerships. Four of those partnerships are with Community Colleges.

Santa Ana College Promise
Compton College Initiative
Cypress College
Fullerton College

Benefits
1-1 Counseling
Weekly Workshops
Social Activities
LARC Scholarship
Book Loan Program
SOAR Peer Mentorship

First Year Transfer Experience (FYTE)
The First Year Transfer Experience Program aims to ease and enhance the academic and social transition of first year transfer students.

All incoming transfers are encouraged to apply.

Benefits
1-1 Counseling & Academic Intervention
Transfer Workshops
Graduate School Support
Social Activities
### Pathways for Adult Learner Success (PALS)

#### Challenges and Needs
- Often balancing multiple life roles
- Challenges in students’ allocation of time for both academics and campus orgs/activities
  
  *(Ross-Gordon, 2011)*

#### PALS Program Support/Benefits
- Sense of community through events & workshops
- Flexibility in 1:1 Advising and requirements

*(Council for Adult and Experiential Learning, 2000)*
STEM Transfer Scholars

Challenge
- Hit the ground running
- Often want to get involved with research or internships early and feel extra pressure with limited time

Support
- Mentorship (Peer, Faculty, Staff)
- Open opportunities specifically for transfers

(Apriceno, Levy, & London, 2020)
Transfer Triumph is here to assist first year transfers on academic probation or academically struggling.

**TOPICS AND RESOURCES**
- Time Management/ Study Skills
- Goal Setting
- Campus Resources

**TRANSFER TRIUMPH SEMINAR OPTIONS WEEK 1**
- Tuesday: 11AM-12PM OR
- Wednesday: 4-5PM

**Participation benefits...**
- ONE-ON-ONE GUIDANCE
- ONLINE SUPPORT
- CAMPUS NETWORK

*Application filing period December 23rd - January 4th*
### Student Parents

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<th>CHALLENGES</th>
<th>SUPPORT</th>
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<td>- Higher rates of economic insecurity</td>
<td>- Fall 2020</td>
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<tr>
<td>- Access to childcare</td>
<td>○ 80% First-generation</td>
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<td>- Meeting basic needs</td>
<td>○ 90% Transfers</td>
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<td>- Balancing parenting and college</td>
<td>○ 70% Single Parents</td>
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<tr>
<td>- Working full time</td>
<td>- 1:1 Counseling</td>
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<td>- Caregiving demands</td>
<td>- Quarterly workshops</td>
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<tr>
<td>- Impacted schedules</td>
<td>- Academic support and resources</td>
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<tr>
<td>- Lack of familial and social support</td>
<td>- Graduate school preparation and career readiness</td>
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<tr>
<td>- Sacrificing mental health</td>
<td>- Community of support</td>
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Most student parents are women; a single mothers balancing parenting, school, and often work, without the support of a spouse or partner (Cruse, Gault, & Holtzman, 2020)
Former Foster Youth

CHALLENGES

- Mental health issues as a result of trauma with their foster care experience
- Lack of familial and social support
- Multiple employments
- Navigation of Financial Aid Processes/Academic Appeals
- Securing basic needs/Affordable Housing
- High debt/Lack of financial literacy
- Early pregnancy and Parenting
- Enroll part-time & academic probation

The presence and quality of supportive relationships of former foster youth are critical for a successful transition into adulthood, such as consistency, mutuality, and empathy (Fernandez, Huang, Joseph, & Rhoden, 2018)

Foster Youth Resilience In Education (FYRE) Scholars Program

- Fall 2020
  - 90% First-generation & Low-Income
  - 55% Transfers
- Priority Registration
- Priority On-Campus Housing
- 1:1 Counseling sessions
- Securing Basic Needs
- Textbook Scholarships
- Quarterly Workshops
- Academic Support & Resources
- Peer Mentors/ Community of Support
- Referrals to on-campus liaison (i.e: Campus Social Workers, Counseling, and Fresh Basic Needs Hub)
DREAM Scholars Transfers

**FALL 2020 STATS**
- 100% First-generation
- 52% First-Time Transfers in New Cohort
- 20% Do not possess a work permit
- 60-70% are Seeking Community of Support, Faculty Connections & PD Opportunities

**CHALLENGES**
- Impacted sense of belonging
- Constant discrimination and prejudice on national level
- High levels of uncertainty
- Inaccess to federal financial aid
- Risk and fear of deportation
- Temporary or no authorization to work
- High level of mental health concerns

**SUPPORT**
- Community of undocumented students
- Partnership with DREAM Center
- Newsletter & Canvas Page
- Peer Mentoring
- 1.3 unit Year-Long Seminar
- Support Navigating the Hidden Curriculum
- 1:1 Counseling Sessions
- Quarterly Workshops
- Book Loan Programs
- On-campus and Off-campus Referrals

Data obtained via Fall 2020 DREAM Scholars Needs Assessment
2nd Year Transfers

Challenges
- Pressure to graduate within two years
- Building a strong sense of community with peers and faculty
- Negotiating multiple identities and demands

Support
- Community building opportunities
- Graduate school workshops
- Career readiness workshops
- 1:1 Counseling Sessions
What have we learned about our transfer population?

Lessons learned this past summer and fall quarter.
Intervention Efforts & Mentorship

Transfer Edge - Summer 2020
6 Week Early Start Program for Transfer Students, assigned a mentor and participating in weekly events and a course curriculum. This program sets a foundation and feeds into the Academic Year.

FYTE Mentors - Academic Year 2020-2021
5 Transfer Mentors working 5 hours weekly in actively connecting with our Summer Edge Transfer Students who are continuing in this intervention effort (see below)

Mentees and Measuring Success
39 Mentees are included in this effort, and we are measuring their success, retention, and providing multiple opportunities for their feedback

Continued Training of Mentors
5 Transfer Mentors are being actively trained weekly, and they are also a part of our data collection to learn about their mentoring experience and their perceived efficacy
Why Mentorship for Transfers?

Enrollment Increase
2:1 UCOP Mandate & General Enrollment Increase

Equitable Support
A student need exists.

Literature & Exp.
We know the potential for success is high.
What are we measuring from our Mentees?

Sense of Belonging
Peer connections; knowledge/use of resources; campus involvement.

Academic Achievement
GPA; coping with stress; confidence in classroom/engaging with faculty.

Retention
Week 3 of Fall 2021 - Who is still enrolled; who graduated?

Distance Learning
Further understand the opportunities and limitations of current OP - are there implications for commuters in the future?
Role of Mentors for the Academic Year

Each mentor has a cohort of 7-8 Transfer Students that were participants in Transfer Edge, and are now participants in the First Year Transfer Experience.

Each mentor will meet with their mentee’s individually at least 1 time per quarter.

Each mentor will outreach to these students weekly.

Mentors will participate in weekly workshops and offer insight and support to all FYTE participants.
Survey Results

150 transfer students responded to our transfer student needs assessment survey.
COVID-19 Challenges

**Mental Health/Wellness**
- Higher levels of anxiety and depression
- Sleep insomnia
- Complex grief
- Less safer home environments

**Social Wellness**
- Isolation/Alienation
- Difficulty building relationships/community

**Basic Needs**
- Safety, Food Insecurity, and Housing Insecurity
- Lack of adequate technology and space to do course work

**Academic**
- Difficulty transitioning to remote learning
  - Asynchronous vs synchronous
- Lower motivation & productivity levels
- Low levels of engagement
How students are being impacted by COVID

How are you being impacted by COVID-19?

- Mental Health/Wellness
- Physical Health
- Unemployed/Loss of Income
- Lack of Motivation
- Limited access to technology/wifi
- Caring for a dependent
- Working multiple jobs
- Challenges living at home
- None of these
Survey Results

Despite being red, Mars is a cold place. It's full of iron oxide dust.

Venus has a beautiful name and is the second planet from the Sun.

Mercury is the smallest planet in our Solar System.

Jupiter is a gas giant and the biggest planet in our Solar System.

Saturn is a gas giant, composed mostly of hydrogen and helium.

Neptune is the fourth-largest planet in our Solar System.

What challenges, if any, are you experiencing with remote instruction?

- Navigating Office Hours
- Course Workload
- Pre-recorded lectures
- Communicating with faculty or TA
- Communicating with classmates
- Accessing campus resources / support
- Lack of software / access to needed...
- None of these

Students

Fall 2020 UCI Transfer Student Hub - Needs Assessment
Recommendations for Supporting Transfer Students

Empathy & Compassion
- Not normalizing the pandemic
- Flexibility with deadlines

Blended Learning
- Group discussions & canvas calendar are helpful
- Interactive lectures

Community Building
- Messaging and chat tools to promote student interaction in class or as part of programming components

Communication
- Students can’t ask questions they normally would ask in lecture to gain clarification or call academic offices.

Close Attention to Students’ Well-Being

“We are navigating the same storm in different boats”
References


Council for Adult and Experiential Learning (CAEL). (2000). Serving adult learners in higher education. Chicago, IL


Thank You!

Questions?

Transferhub.uci.edu
@UCITransferHub