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Literature Review

- **Review existing literature on High Impact Practices (HIPs) and their effect on transfer student outcomes, including job placements, internships, job shadowing, networking events, career panels, and more.**
- **Examine the role of tailored career development assistance in reducing stress and anxiety among transfer students, especially those who are first-generation students.**
- **Discuss the conceptual framework for transfer efficacy, including mastery experiences, social persuasion, and stress reduction.**
- **Highlight the gap in the literature regarding career readiness post-integration to the university for transfer students.**

Notes for consideration of literature review –

- Job Placements, Internships, Job Shadowing, Networking Events, career panels, career pathway info videos, and testimonials from the prior cohort as part of High Impact Practices to a clear pathway to transfer student career readiness.
- Career development assistance tailored to the transfer students, first-gen, timelines, websites, and assessment tools that create lower levels of stress and anxiety.

Sources of transfer self-efficacy include: 1) mastery experiences; 2) vicarious experiences provided by social models; 3) social persuasion; and 4) reduction of stress around negative emotional proclivities.

- High Impact Practice (HIP's) for transfer students include cohort programs structured as learning communities to foster a student's sense of belonging and increase the likelihood of their success.
- Additional articles to explore
<https://www.aacu.org/liberaleducation/articles/from-college-to-career-success-how-educators-and-employers-talk-about-skills> and <https://scholarsjunction.msstate.edu/cgi/viewcontent.cgi?article=4203&context=td>
- UC Berkeley had a transfer student summit offering great insight on what works - check it out
<https://www.nacweb.org/diversity-equity-and-inclusion/best-practices/uc-berkeley-career-summit-connects-transfer-students-employers/> I found that dual marketing campaigns resonate with students... something to explore

Individual Summaries/Analysis of provided links

Link: <https://nscresearchcenter.org/transfer-and-progress/>

Introduction:

This report provides an in-depth analysis of the National Student Clearinghouse Research Center's "Transfer and Progress" data, focusing on transfer student outcomes. The analysis was done in conjunction with the goals listed above which include reviewing High Impact Practices (HIPs), examining tailored career development assistance, discussing the conceptual framework for transfer efficacy, and identifying gaps in the literature regarding career readiness post-integration for transfer students.

High Impact Practices (HIPs) and Their Effect on Transfer Student Outcomes

Transfer Enrollment Trends:

- Highlights a 5.3% increase in transfer enrollment compared to Fall 2022, with transfers representing 13.2% of all continuing and returning undergraduates. Upward transfers, particularly from community colleges to four-year institutions, showed a notable increase of 7.7% (39,000 students). Disadvantaged students, including those from lower-income backgrounds, Black and Hispanic groups, and rural community colleges, experienced larger increases in transfer enrollment, indicating that HIPs targeting these groups are effective.
- Internships and Job Placements: These HIPs are crucial for transfer students, providing them with practical experience and professional connections. The report indicates that significantly increased transfer students moving to more selective institutions, which often offer better internship and job placement opportunities, suggesting that access to HIPs at these institutions is a key factor in the career readiness of transfer students
- Networking Events: The increase in transfer rates to selective institutions also points to the importance of networking events as they offer transfer students valuable insights into their chosen fields and help them build professional networks
- Disparities and Recovery Trends: The report reveals that CC's, the most affected sector during the pandemic, are beginning to recover. The number of students transferring from community colleges to four-year institutions is increasing, especially among those from middle and low-income backgrounds. This trend highlights the effectiveness of HIPs in supporting economically disadvantaged students and enhancing their educational and career outcomes.

Tailored Career Development Assistance and Stress Reduction

- Individualized Career Counseling: The report underscores the importance of tailored career development assistance in supporting transfer students. Individualized career counseling helps transfer students navigate the transition to a new institution, identify career goals, and develop a plan to achieve them. The data shows that transfer students, particularly those from disadvantaged backgrounds, benefit significantly from personalized support, which reduces their stress and enhances their career readiness.

- Workshops: Tailored workshops on resume writing, interview skills, and job search strategies equip transfer students with the tools they need to succeed in the job market. The increase in transfer rates to selective institutions, which often provide such workshops, suggests that these HIPs are effective in enhancing the career readiness of transfer students.
- Peer Mentoring Programs: These programs provide transfer students with a sense of community and support, which are crucial for reducing stress and building confidence. Furthermore, the report indicates that transfer students from rural community colleges benefit from increased access to mentoring programs. These programs help transfer students acclimate to their new environment and succeed academically and professionally.

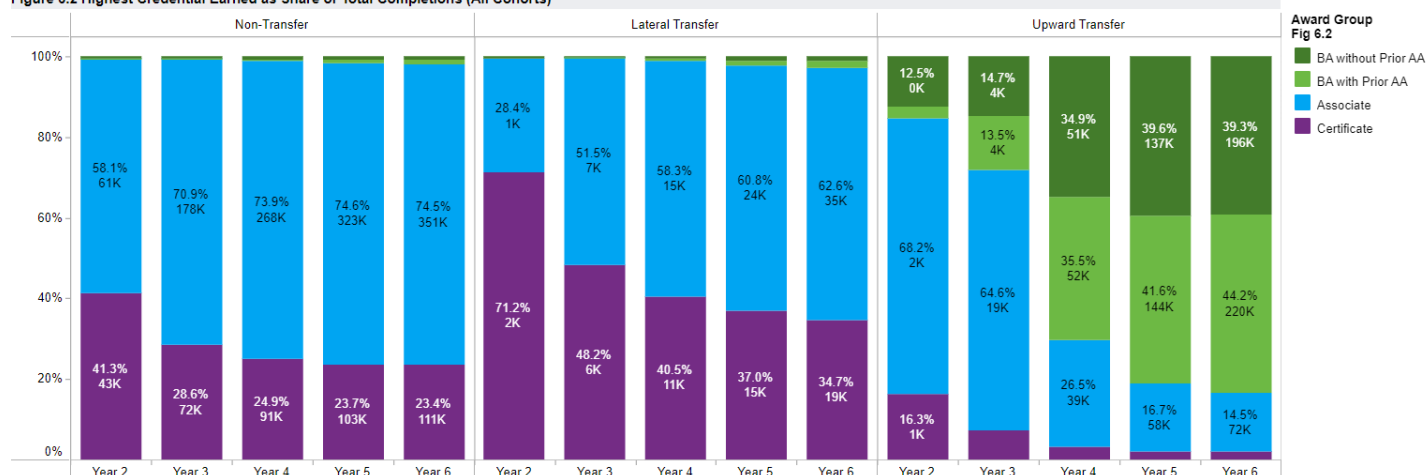
Conceptual Framework for Transfer Efficacy

- Mastery Experiences: The concept of transfer efficacy includes mastery experiences, where students achieve success through their efforts. The report shows that transfer students who engage in HIPs such as internships, job shadowing, and undergraduate research report higher levels of confidence and competence. These mastery experiences are essential for building self-efficacy and preparing transfer students for successful careers.
- Social Persuasion: Positive reinforcement and encouragement from peers, faculty, and advisors significantly impact transfer students' self-efficacy. The data indicate that transfer students who receive consistent support and feedback from their mentors and supervisors are more likely to succeed. This underscores the importance of social persuasion in enhancing transfer efficacy and career readiness.
- Stress Reduction: Effective stress management strategies are crucial for transfer students, who often experience higher levels of stress due to the transition to a new institution. Providing resources such as mental health services, stress reduction workshops, and peer support groups helps students manage their stress and improve their overall well-being. Having tailored support programs significantly reduces stress especially among disadvantaged groups of students.

Career Readiness Post-Integration to University

- The report identifies a gap in the literature concerning the long-term career readiness of transfer students post-integration. Following 3 different types of transfer groups: Non-transfer, Lateral transfer, and Upward transfer; looking at the graph below it is evident that those in the upward transfer group were significantly likely to earn higher degrees by the end of Year 6 relative to the other two groups. Unfortunately, there is no data that follows any transfer cohort after they graduate. This lack of data itself indicates a disparity and lack of knowledge in this area as we don't know the impact of long-term career readiness for transfer students should they not receive support from the university, staff, and faculty. However, we can infer from the group of upward transfers, a group that transferred into more well-supported institutions, and their outcomes. These institutions are much more likely to support transfer students with programs in place to help them with their career readiness. From this, we can infer the impact these transfer support programs have on these students and their ability to be successful in their professional career.

Figure 6.2 Highest Credential Earned as Share of Total Completions (All Cohorts)



- **Support Programs:** There is a need for more research on support programs that address not only academic and career development but also the social and emotional well-being of transfer students. The report indicates that transfer students who receive holistic support, including access to mental health services, career counseling, and peer mentoring, report higher levels of academic and career success. Implementing best practices in career services, such as individualized career counseling, workshops, and peer mentoring programs, can significantly enhance the career outcomes of transfer students. This includes understanding the unique challenges faced by first-generation transfer students and developing targeted interventions to support their career readiness.

Data Analysis from Graphs:

Transfer Enrollment Trends

- **Graph Analysis:**
 - **Trend:** The graph shows a 5.3% increase in transfer enrollment compared to Fall 2022.
 - **Details:** Transfers represent 13.2% of all continuing and returning undergraduates, with upward transfers from community colleges to four-year institutions increasing by 7.7% (approximately 39,000 students).
 - **Interpretation:** The increase in transfer rates suggests that initiatives facilitating transfer pathways are gaining traction, particularly benefiting disadvantaged students from lower-income backgrounds, and Black and Hispanic groups.
- **Potential Reasons for Trends**
 - **Expanded Transfer Pathways:** Policies and programs designed to streamline the transfer process and provide more support for transfer students.
 - **Economic Factors:** Economic and financial instability may drive more students to start at community colleges and transfer to four-year institutions to save on tuition costs.
 - **Increased Awareness:** Growing awareness of the benefits of completing a bachelor's degree, including better job prospects and higher earning potential.

Transfer Rates by Demographics

- Graph Analysis:
 - Trend: Significant increases in transfers among Black and Hispanic students.
 - Details: The increases are particularly notable in upward transfers from community colleges to four-year institutions.
 - Interpretation: This indicates that HIPs targeting underrepresented minority groups are effective, helping these students access better educational opportunities and improve their career prospects.
- Potential Reasons for Trend:
 - Targeted Support Programs: Increased availability of scholarships, mentorship programs, and support services for minority students.
 - Community Outreach: Enhanced outreach and partnership programs between community colleges and minority-serving institutions.
 - Policy Changes: Legislative changes aimed at improving access to higher education for underrepresented groups (TAG, TAP, Honors to Honors, etc)

Transfer Rates by Income Level

- Graph Analysis:
 - Trend: Students from middle and low-income backgrounds show the most significant increases in transfer enrollment
 - Details: The data indicates a recovery upward trend post-pandemic for these students
 - Interpretation: highlights the effectiveness of HIPs and tailored career development assistance in supporting economically disadvantaged students, enhancing their career readiness and academic success
- Potential Reasons for Trend:
 - Financial Aid Programs: Increased availability of financial aid and grant programs aimed at supporting low-income students
 - Economic Recovery: Economic recovery post-pandemic may provide more opportunities for students to invest in their education.

Upward Transfer Trends

- Graph Analysis:
 - Trend: There is a notable increase in the number of students transferring from community colleges to four-year institutions.
 - Details: The trend is especially pronounced among students from rural community colleges.
 - Interpretation: HIPs and tailored support services are effectively promoting upward mobility for students from rural areas, providing them with greater access to higher education.
- Potential Reasons for Trend:
 - Expanded Transfer Agreements: More articulation agreements between community colleges and four-year institutions.

Long-term Outcomes

- Graph Analysis:
 - Trend: Transfer students who engaged in HIPs report higher levels of academic and career success.
 - Details: These students exhibit greater persistence and higher graduation rates, underscoring the importance of HIPs in fostering long-term success for transfer students.
- Potential Reasons for Trend:
 - Continued Support: Ongoing support and resources provided through HIPs help maintain student engagement and success. HIPs also equip students with the skills needed to succeed academically and professionally.
 - Networking Opportunities: Increased networking opportunities through HIPs lead to better job prospects and career readiness.

Link:

<https://www.aacu.org/liberaleducation/articles/from-college-to-career-success-how-educators-and-employers-talk-about-skills>

Introduction:

This report explores the alignment and communication of essential skills between higher education institutions and employers. This exploration is part of a larger initiative to enhance career readiness among graduates by identifying and addressing gaps in essential learning outcomes (ELO). The College to Career Success Project (C2C) was designed to build connections, establish effective communication, and cultivate partnerships between faculty members and employers. This is then used to build career related assignments/experiences meant to integrate the necessary ELO skills (mentioned below) for students to develop and take with them into their careers.

Essential Learning Outcomes (ELOs): Some key learning outcomes ranked highly by managers in the C2C project include *problem solving, critical thinking, teamwork, oral communication, written communication, creative thinking, inquiry and analysis, quantitative literacy, ethical reasoning, foundations & skills for lifelong learning, global learning, intercultural knowledge and competence, integrative learning*.

Collaboration Between Educators and Employers:

- A significant component of the project involves collaboration between educators and employers to ensure that the skills taught in colleges align with those required in the workforce. This includes conducting focus groups with line managers and other industry professionals to gather insights on skill expectations and deficiencies.

Identifying Gaps:

- One of the primary goals is to identify where graduates fall short in terms of skills. Critical thinking and written communication have been pinpointed as areas where graduates often lack proficiency.
- By understanding these gaps, educators can develop strategies to better prepare students for their careers.

Detailed Insights

- Critical Thinking
 - Employer Expectations: Employers highly value critical thinking, defined as the ability to analyze complex problems, evaluate information critically, and develop reasoned conclusions. This skill is essential for making informed decisions and solving problems in the workplace.
 - Educational Challenges: Despite its importance, many graduates struggle with applying critical thinking in real-world scenarios. Universities face the challenge of not only teaching the theoretical aspects of critical thinking but also providing practical applications that resonate with students.
- Written Communication
 - Employer Feedback: Written communication is another critical skill that employers find lacking in many graduates. The ability to convey ideas clearly and effectively in writing is crucial for professional success.
 - Educational Strategies: Improving written communication involves more than just grammar and syntax; it requires an understanding of audience, purpose, and context. Institutions need to integrate more writing-intensive courses and real-world writing assignments to help students develop this skill.

Many of the other skills fall under one of the listed categories for educational challenges/strategies with employers often listing the need for development of these critical skills through practical applications

Recommendations for improvement:

- Enhancing Curriculum
 - Integrative Learning: Educators are encouraged to adopt integrative learning approaches that combine different disciplines and perspectives, fostering a more holistic development of critical thinking and communication skills.
 - Experiential Learning: Incorporating experiential learning opportunities such as internships, co-ops, and project-based learning can provide students with practical experience and a better understanding of how to apply their skills in professional settings.
- Employer Involvement
 - Partnerships and Feedback: Developing stronger partnerships with employers can facilitate continuous feedback and ensure that educational programs remain relevant to industry needs.
 - Skill Assessments: Employers can also play a role in assessing students' skills through internships and co-op programs, providing valuable insights into areas that require further development. They can also help institutions by providing feedback in qualities or areas students

lack, however a strong relationship between the employer and the institution is essential with a consistent flow of information and communication

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Link: <https://scholarsjunction.msstate.edu/cgi/viewcontent.cgi?article=4203&context=td>

### Student Employment & Transferable skills

- What effect does participation in student employment that includes specialized training modules have on students gaining and/or strengthening their transferable job skills based on NACE indicators via the Team URec evaluation rubric (i.e., teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication) when comparing student employees' level of skill at the beginning and end of the academic year based on the students' self-evaluation of their skills?
  - Student employment that includes specialized training modules strengthens students' transferable job skills in teamwork, self-efficacy, adaptability, mentoring, unity, respect, excellence, and communication. "All pre-evaluation and post-evaluation competency comparisons showed significant growth of  $p < .05$ ; however, mentoring and self-efficacy both showed the highest mean difference in growth between the pre-evaluation and post-evaluation out of all Team URec competencies (Townsend, 2020 p. 49)."
- What are the differences in students gaining and/or strengthening their transferable job skills when comparing native student employees to transfer student employees?
  - "While transfer students may not have the volume of engagement opportunities that a 4-year institution offers, the smaller community college campus culture provides a confidence building atmosphere with an inviting environment (Umbach, Tuchmayer, Clayton, & Smith, 2019). These scores along with the research indicate that transfer students have a propensity to step onto a 4-year campus with confidence and skill development (Townsend, 2020 p. 50).
    - Note: This hasn't taken into account the effect of the pandemic on transfer students; an effect that is still seen today even as we return in-person. Many CC's have not returned to the high volume engagement that may have existed before the pandemic and are still struggling to increase their engagement amongst students.
- What are the differences in supervisors' post-evaluation of student growth in transferable skills compared to students' post-evaluation?
  - "GPA has been a focus for universities as a whole, but definitely an indicator for campus recreation to satisfy the assumption that frequent usage of a recreation facility may lead to a higher GPA and retention through graduation as well engagement through employment or organized clubs may positively impact the student's GPA (Table 3). Students who work an overabundance of hours in a non-motivating setting may result in a lower GPA, however those students who balance time-management and work in a culture of positivity tend to have a higher GPA (Gleason, 1993; Hackett, 2007) (Townsend, 2020 p. 52)."

- “Transfer students’ post-evaluation ratings were closely related to those of their supervisors, whereas native students generally rated themselves higher than did their supervisors on their post-evaluation perceived competency ratings (Townsend, 2020 p. 51).”

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Link:

<https://www.nacweb.org/diversity-equity-and-inclusion/best-practices/uc-berkeley-career-summit-connects-transfer-students-employers/>

Introduction:

The article "UC Berkeley Career Summit Connects Transfer Students, Employers" on NACE's website describes an annual virtual event designed to bridge the gap between transfer students and employers, enhancing career readiness for these students. The event includes speed mentoring, resume reviews, alumni panels, and collaborative presentations. The summit aims to support transfer students, who often feel disadvantaged, by providing them with tools, resources, and professional connections. This initiative also educates employers on the value of hiring transfer students and promotes equitable recruitment practices.

Key Components of the Summit:

- Speed Mentoring
 - Impact: Speed mentoring provides students with brief, impactful interactions with industry professionals. This format allows for rapid exchange of insights and advice, helping students gain a clearer understanding of various career paths and the skills required to succeed in them. Immediate feedback and diverse perspectives offered by multiple mentors can significantly boost students' confidence and broaden their professional networks.

Potential Recommendations for Improvement:

- Mentor Diversity: Ensure a diverse pool of mentors from various industries and backgrounds.
- Follow-Up Opportunities: Establish mechanisms for students to maintain contact with mentors beyond the summit, such as virtual mentorship programs or LinkedIn groups.

Intended Outcome: Engaging with multiple mentors helps transfer students build self-efficacy by receiving validation and constructive feedback, which reinforces their belief in their ability to succeed professionally. Furthermore, it provides transfers a glimpse into career fields as well helping many of them to build their networks and community early

- Resume Reviews
 - Impact: Personalized resume reviews by industry professionals enable students to refine their resumes to better highlight their skills and experiences. Constructive feedback on formatting, content, and presentation helps students create stronger, more compelling resumes that can catch the attention of potential employers. This component is crucial in helping students present themselves more effectively in the competitive job market.

Potential Recommendations for Improvement:

- Utilize Technology: Incorporate AI-driven resume review tools for additional insights and recommendations (we are after all aiming for “*Leadership in a digitally driven world*”)
- Follow-Up Reviews: Offer follow-up review sessions for continuous resume improvement.
- Workshops: Conduct workshops focused on resume building and *tailoring resumes for specific industries*

Intended Outcome: Receiving personalized feedback on resumes enhances self-efficacy by equipping students with the skills to present their qualifications effectively, thus boosting their confidence in job applications.

- Alumni Panels
 - Impact: Alumni panels featuring former transfer students who have successfully navigated the transition from college to career serve as powerful role models. Their stories and advice offer relatable and practical insights into overcoming challenges, leveraging unique experiences, and achieving career success. This component helps demystify the job market and provides actionable strategies for students. It allows transfer students a chance to see someone who made it (representation really matters).

Recommendations for Improvement:

- Ensuring Panel Diversity: Ensure a wide representation of alumni from different industries and career stages.
- Alumni Mentorship: Establishing an alumni mentorship program for ongoing support and guidance.

Intended Outcome:

Alumni panels enhance self-efficacy by providing transfer students with relatable success stories and actionable advice, reinforcing their belief in their potential to achieve similar outcomes.

- Collaborative Presentations
 - Impact on Students: Presentations by employers and career services staff on job search strategies, interviewing techniques, and industry trends equip students with practical knowledge and skills. These sessions help students understand what employers are looking for and how to effectively market themselves. The collaborative nature of these presentations ensures that the content is relevant and up-to-date.

Recommendations for Improvement:

- Interactive Elements: Incorporate interactive elements such as mock interviews and role-playing exercises; helps foster engagement and community amongst students and encourages students to stay engaged with the school

Intended Outcomes: Collaborative presentations boost self-efficacy by providing students with up-to-date knowledge and practical skills, reinforcing their confidence in their job search and interview abilities.

Topics mentioned in prior years:

“What I Wish I Had known When I First Transferred to Cal” transfer student panel;

“Crafting Your Life Experiences: Telling Your Story,” presented by a Proctor & Gamble;

“Acing Your Interview!” watch party, presented by Abbott Labs, followed by personalized mock interviews and individual evaluation by career center professionals;

“Creating a Competitive Application to Health Professional Schools,” presented by the UCLA Geffen School of Medicine;

“How to Network...How to Begin and Prepare,” presented by Peet’s Coffee; and

“Effective Internship Search Techniques for Transfer Students,” presented by LinkedIn.

Tips for hosting:

- Include a variety of perspectives—Make sure to include all different perspectives throughout all stages of planning and implementation. As Stanners notes, diversity of perspective is the catalyst for innovation. Make sure all voices are heard.
- Employ a dual marketing campaign—What resonates with students is different from what resonates with employers. Address both sides and what they will gain in separate marketing efforts for the event.

Recommendations for Overall Improvement of the Summit

- Extend the Duration
 - Extending the event beyond five hours or adopting a multi-day format can provide more opportunities for students to engage deeply with each component without feeling rushed.
- Increase Employer Participation
 - Actively recruiting a diverse array of employers from various industries can broaden students' exposure to different career paths and enhance the learning experience.
- Follow-up Sessions
 - Implementing follow-up sessions throughout the academic year can help maintain momentum and provide continuous support for students' career development.
- Leverage Technology
 - Utilizing advanced technology such as AI-driven tools and virtual reality can enhance the learning experience and better prepare students for the digital job market.
- Expand Alumni Network
 - Strengthening the alumni network through a mentorship program can provide ongoing support and networking opportunities, fostering long-term professional relationships.
- Evaluate and Adaption
 - Regular evaluations through surveys and feedback can help identify areas for improvement and ensure the program remains relevant and effective.