



Helping Our Transfers: Increasing Academic Support for Vulnerable Sub-populations

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Importance of Study

- Nationally, we face a critical shortage of teachers of Color (Lewis, Bonner, Byrd, & James, 2008).
- Concurrently, public schools are increasingly becoming more diverse (National Center for Education Statistics, 2007).
- Community Colleges are considerably more diverse and can provide the supply of a more diverse pre-service teaching force (Cohen & Brawer, 2008).
- Transfer Shock as traditionally defined impacts under-represented transfers at predominantly White universities (Berger & Malaney, 2003).



Research Questions

- How do under-represented transfer populations attending a predominantly White pre-service teacher training program perceive their educational environment?
- What are the criteria that must be in place for students of color to succeed in a predominantly White pre-service teacher training program?



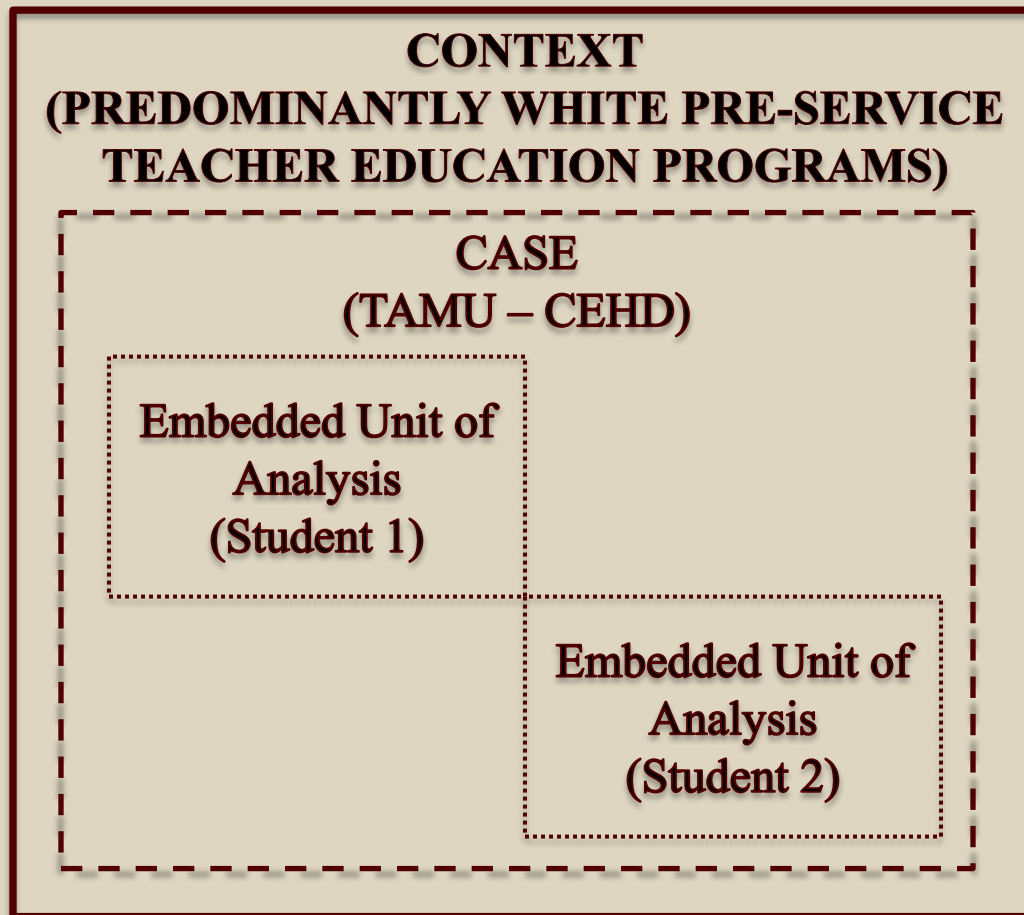
Transfer Learning Communities

- Phenomenology as the theoretical tradition (Patton, 2002; Holstein & Gubrium, 2005)
- Data collection included standardized open-ended interviews, informal conversational interviews, participant journals, and persistent engagement.
- Trustworthiness was assured via (1) Truth Value, (2) Applicability, (3) Consistency, and (4) Neutrality (Lincoln & Guba, 1985).
- Data was analyzed through constant comparative (Lincoln & Guba, 1985) and placed in a conceptually clustered matrix (Miles & Huberman, 1994). The findings were presented using *in vivo* coding (Charmaz, 2006).



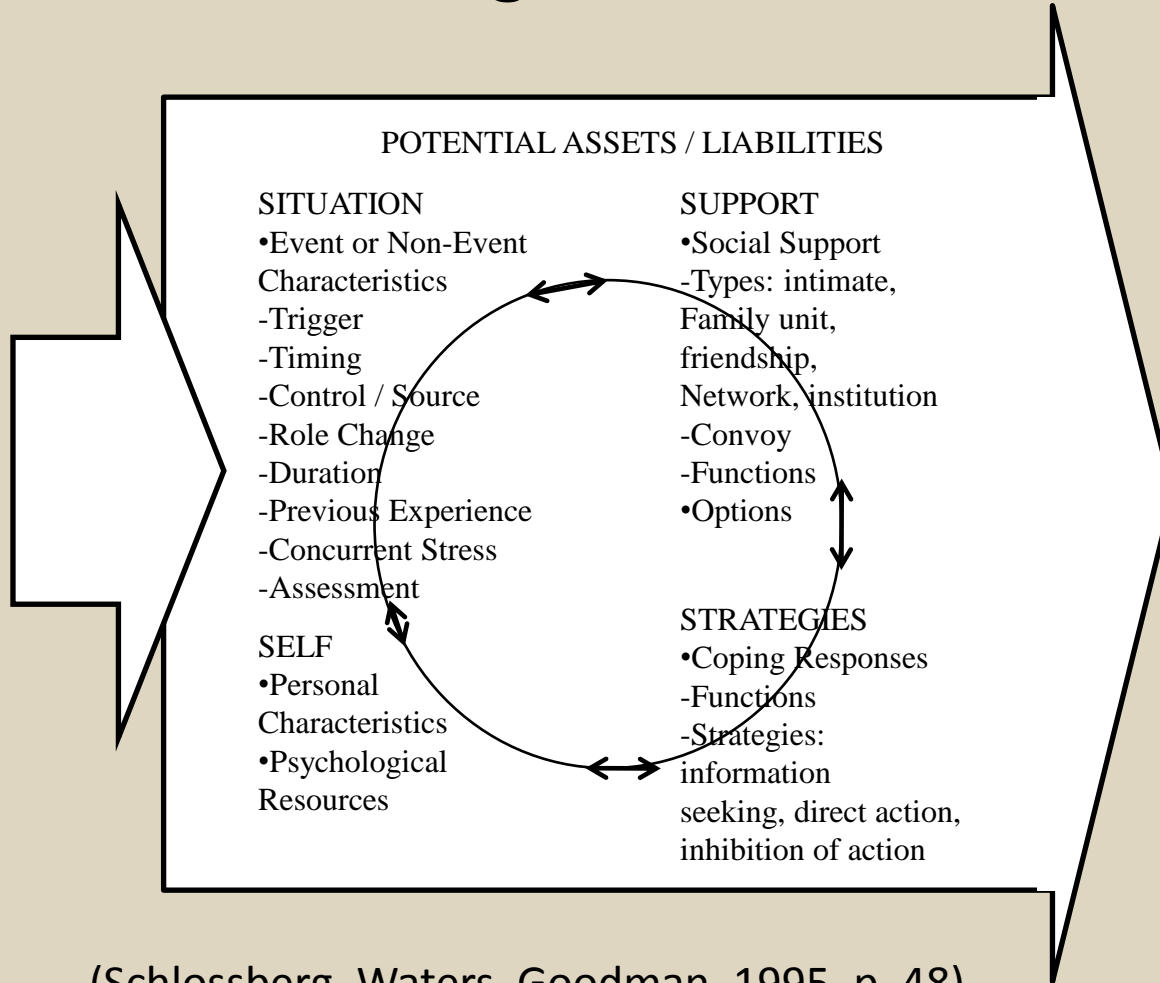
Research Design

Embedded Single-Case Design (Yin, 2009, p. 46)



Theoretical Framework

Schlossberg's Transition Theory



(Schlossberg, Waters, Goodman, 1995, p. 48)

Theoretical Framework

Schlossberg's Transition Theory

MOVING IN

New Roles, Relationships,
Routines, Assumptions

Learning the Ropes;
Socialization

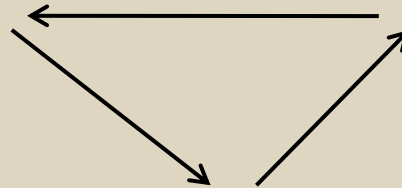
Hang-over identity

MOVING OUT

Separation or Endings

Role Exit

Disengagement from Roles,
Relationships, Routines,
Assumptions



MOVING THROUGH: BETWIXT OR BETWEEN

Period of Liminality

Groping for new: Roles, Relationships, Routines, Assumptions

Neutral Zone: Period of Emptiness and Confusion

(Schlossberg et al., 1995, p. 44)



Participant Sample

Student	Race/Ethnicity	Age	Gender	Transfer Institution(s)	Note
Amy	Hispanic	22	Female	Lone Star College & Blinn College	
Cindy	Hispanic	21	Female	Collin County CC & Blinn College	
Hope	African American	29	Female	Blinn College	Single Mother
Julie	African American	22	Female	Victoria College	Supporting Younger Children
Lulu	Hispanic	24	Female	Blinn College	Married Mother
Mario	Hispanic	22	Male	Blinn College	
Rae	African American	33	Female	Central Texas College & Blinn College	Single Mother



Themes

- More Good Days than Bad: Perceptions of Under-Represented Transfers
 - Amazing or Awful: Pre-University Advising
 - This is Really What I'm Supposed to Be Doing: The Importance of Starting with an End in Mind
 - I Was Just Lost All the Time: Perceptions of Post-Admission Orientation
 - It Really Doesn't Matter that I was a Transfer Student: Individual Perceptions
- I Don't Know Where I Would Be without Their Help: The Role of Intimate Support Structures
 - These People Can Help with Venting: The Role of Friends
 - It Will Open Doors for Them As Well: The Role of Family
 - Faith is a Big Thing For Me: The Role of Religious Beliefs

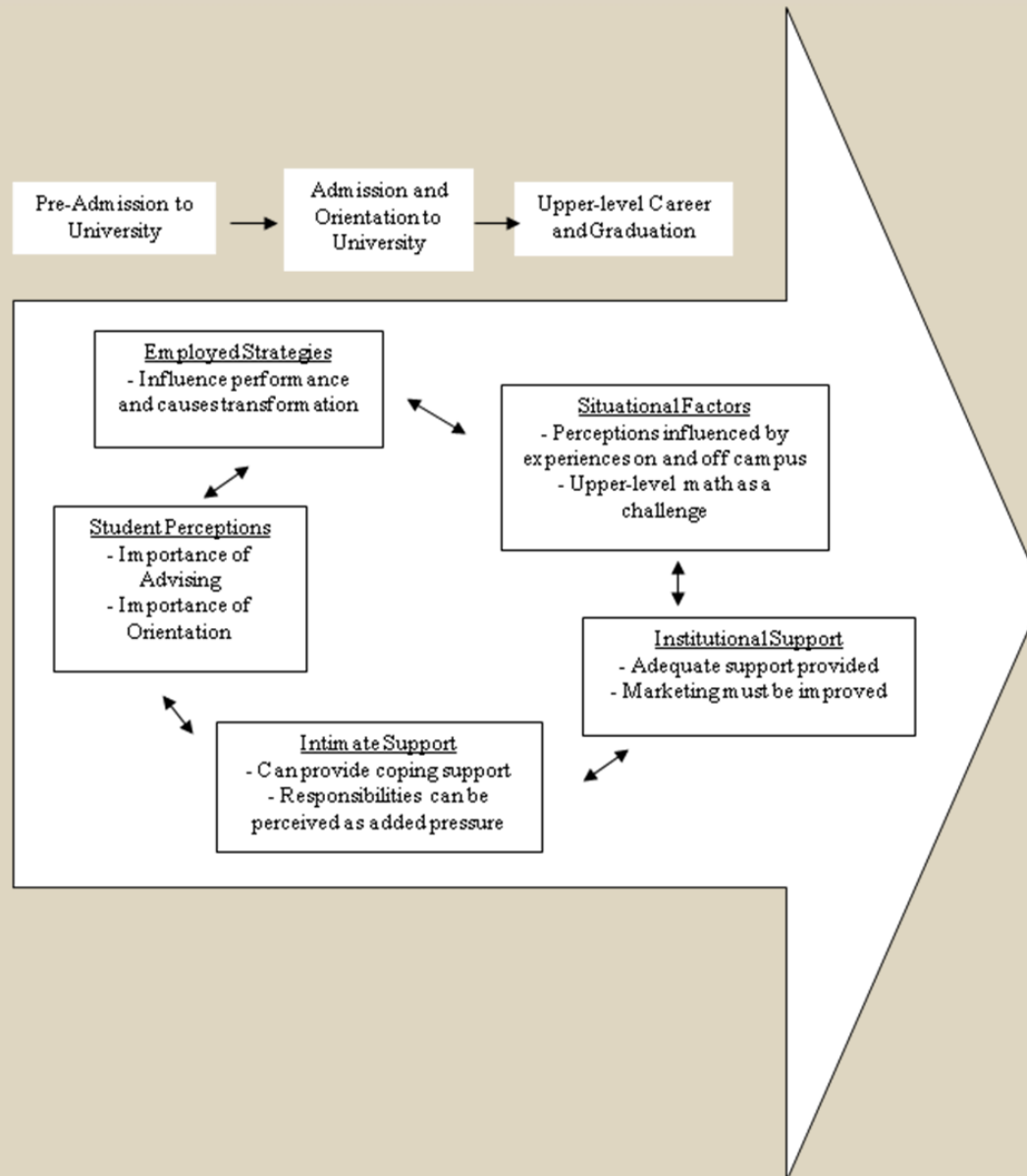


Themes, Cont.

- Providing All We Need: Institutionalized Support Structures
 - I Don't Really Know How to Go About It: Reluctance to Use Services
 - They Want to Help You Excel in Your Dream: University Faculty and Advisors
- Challenging But Rewarding: Confronting Situational Factors
 - It Wasn't Like That at All: Perceptions of Campus Climate
 - You Have to Be Challenged to Learn Something: Experiences in Teacher Education
 - Are They Trying to Weed Me Out? Math as a Challenge
- It Takes More Time and Commitment: Employed Strategies by Transfers
 - You Just Have to Keep Trying: Responding to Setbacks
 - Just Take It One Class, and One Semester at a Time: Pursuing Manageable Goals
 - I'm Proud of Myself: Personal Changes
 - That Would Be Helpful: Recommended Institutional Strategies



Amending Schlossberg



Recommendations from Study

Pre-Admission

- Increased Outreach
- Improved Community College Partnerships
- Re-train Community College Advisors

Orientation

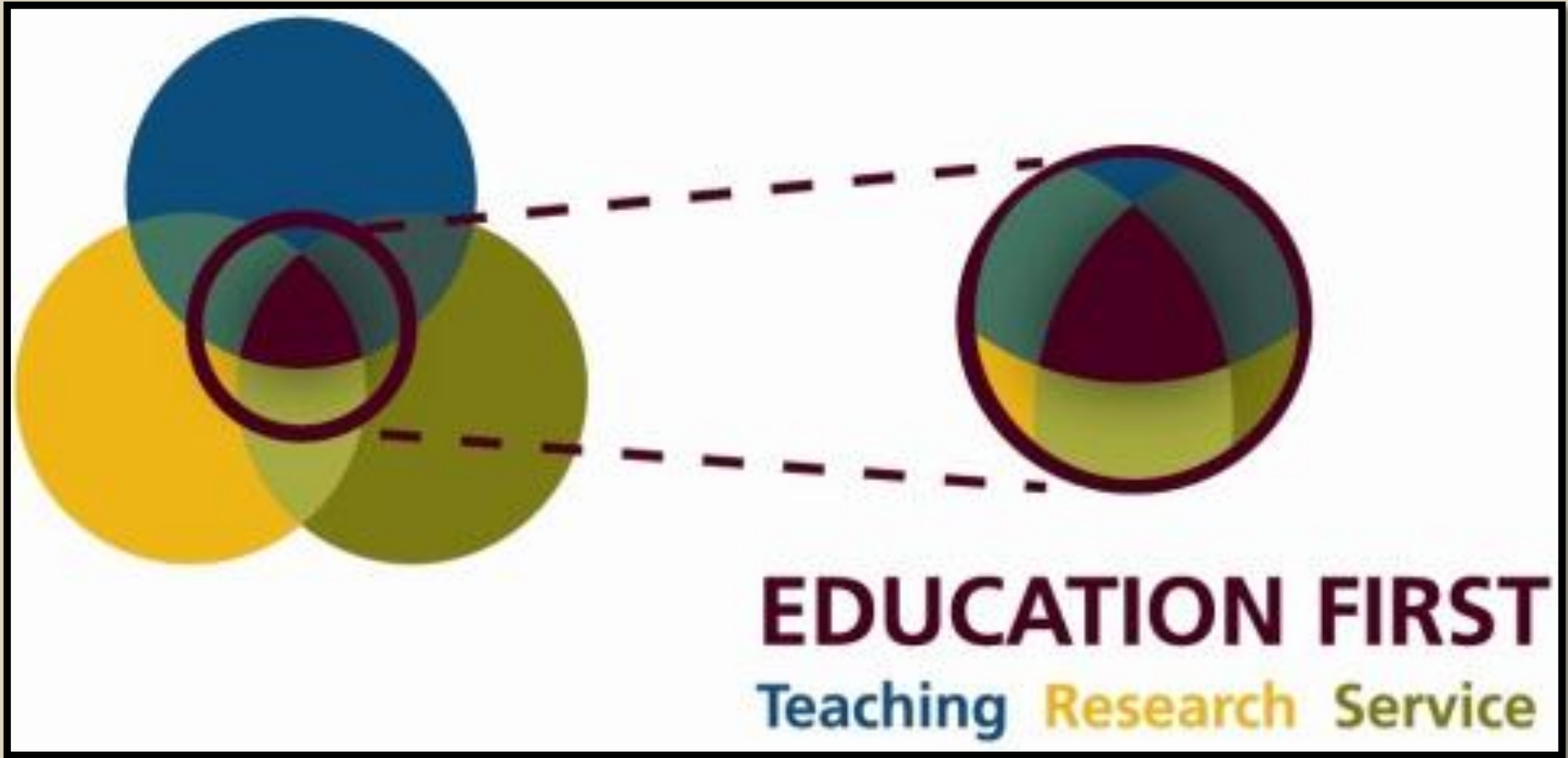
- Improve representation of Byrne Center at Conferences
- Provide increased academic resources at T-Camp
- Create a Transfer Student Organization

Pre-Graduation

- Improve advertisement of tutoring
- Develop Byrne Center Ambassadors
- Increase financial aid for pre-service teachers

- Address the issue of *information camouflage*.
- Keep the unique attributes of transfers in mind when designing retention programs.

Action 2015: Education First



CEHD Action 2015 Initiatives

- I. Virtual Advising
- II. On-line Scheduling for Undergraduate Advising
- III. College-Wide Learning Communities
- IV. Aggies Commit (Service learning)
- V. Capstone Experiences
- VI. Domestic and International Learning Experiences

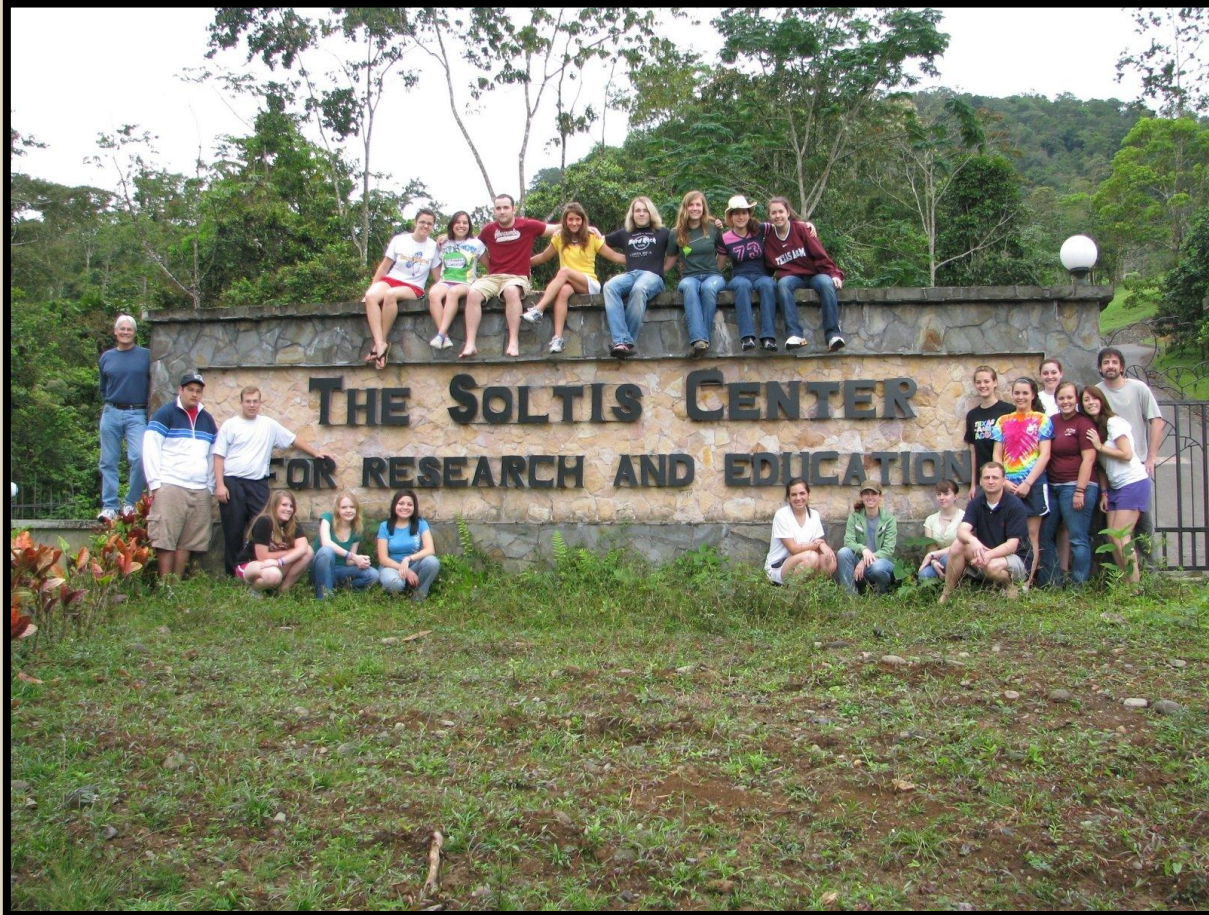


Transfer Learning Communities

- INST 322 – Foundations of Education in a Multicultural Society
- Learning community enhances engagement between faculty and students through experiences outside class
- Experiences include dinner at professor's home, evening visits to Opera and Performing Arts Society events, and a long-term field trip to the Soltis Center in Costa Rica



Soltis Center – Costa Rica



Practical and Innovative Solutions

- Implement intentional, intrusive, and caring advising to increase student retention.
- Couple teacher education courses with difficult general curriculum or content courses in which students struggle to create a teacher education learning community
- Develop transfer student organizations to increase peer mentoring
- Discuss how you market your support resources – Improve communication!



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