

# Transfer Out Advising

**Heather N. Maietta, Philip D. Gardner**

**Community College Transfer Guide (2nd Edition)** Don Silver, 2014-11-14 This is the only book of its kind for students. Although designed primarily for student use, counselors can use the book, too, for one-on-one counseling and as a textbook for counseling workshops and classes. It is a lot more complex transferring from a community college to a four-year college or university than it is going directly from high school. The Community College Transfer Guide spells out step by step, from start to finish, what every student needs to know and do to transfer to a four-year college or university. This inexpensive book shows students how to plan and navigate their way through the maze of course and transfer requirements as well as the application and financial aid procedures.

*Advising Transfer Students, Second Edition* Thomas Joseph Grites, Catherine Duncan, 2012

**Building Transfer Student Pathways for College and Career Success** Sonya Joseph, Mark Allen Poisel, 2018-10-04 Published in partnership with the National Institute for the Study of Transfer Students. Analysis of bachelor's degree completion suggests that only about a third of college graduates attend a single institution from start to finish. More than one quarter earn college credits from three or more schools before completing a degree. For most, these student-defined pathways lead to increased time-to-degree and higher costs. Many will simply drop out long before crossing the finish line. Ensuring college completion and success requires an understanding of the evolving nature of transfer transitions and a system-wide approach that reaches beyond two-year and four-year institutions to include high schools participating in dual enrollment programs and military college initiatives. A new edited collection offers insight into institutional and statewide partnerships that create clearly defined pathways to college graduation and career success for all students.

Ensuring Success for Students Who Transfer Heather N. Maietta, Philip D. Gardner, 2024-01-29 Transfer students face a unique set of challenges when trying to get acclimated to their new environment. In the current transfer literature, there is an absence of career development in all its forms including career resources, career advising, career coaching/counseling, professional readiness, and job search strategizing. Ensuring Success for Students Who Transfer: The Importance of Career and Professional Development works to fill this void. This publication presents anecdotal and data-driven evidence of career development and professional readiness being infused at various universities to offset the imperceptible career voice in current transfer literature.

Advising Transfer Students Thomas J. Kerr, Margaret C. King, Thomas Joseph Grites, 2004

*Student Completion Rates* Victoria. Office of the Auditor-General, 2012

Advising Transfer Students Thomas J. Kerr, Margaret C. King, Thomas J. Grites, 2004-01-01

**Analysis of Student Satisfaction with Academic Advising/counseling Services** Erica R. Johnson, 2002

**Academic Advising in the First Year of College** Virginia N. Gordon, Julie Levinson, Tim Kirkner, 2020-06-25 Published in partnership with NACADA, The Global Community for Academic Advising As the focus on college completion and gainful employment intensifies, the stakes for students entering higher education and the institutions that serve them have never been higher. Yet, new students and their families may not understand the value of an educational plan for helping them stay on track and achieve their goals. They may have even less knowledge about how to create one. This brief guide focuses on the role of academic advisors in helping students chart a course for success and suggests how parents and family members can be partners in the journey. A glossary of key terms and list of frequently asked questions help demystify the college experience and highlight the many purposes of the academic advising relationship. A particularly useful resource for the families of first-generation college students and ideal for distribution at recruitment events, orientation, or parent and family programs. \$2.00 each when purchased in multiple copy pack of 100.

*The College Transfer Student in America* Bonita C. Jacobs, 2004

**Transition and Transformation** Stephen Handel, 2016-01-05 The transfer function is well positioned to address a number of compelling problems facing higher education in America. Transfer serves families by providing an affordable avenue to higher education while minimizing the impact of crippling loan debt. It serves the public at large by leveraging scarce state resources over the long-term. And it provides a path to higher education for students who might not otherwise have access to it. However, none of these outcomes will be realized unless we improve the transfer process. Although community colleges can and do provide a more affordable avenue to the baccalaureate, the transfer process has remained convoluted, complicated, and complex. Our most vulnerable students begin their postsecondary education at a community college, yet these students are often the least equipped to navigate the frequently choppy waters of transfer in the middle of their undergraduate career. The three broad categories of this book address some of the most pressing issues by focusing on key aspects of the transfer process: strategic planning, curricular innovations and initiatives, and outreach and advising. Many of the articles recognize that transfer is a shifting landscape, and the most imaginative promising practices now emphasize deep collaboration, and shared implementation over the long-term. All of the practices shared evoke a general movement away from transactional gestures towards the building of genuine relational connections with transfer students. This book highlights the experience of practitioners involved in the day-to-day work of serving students in a variety of institutional contexts: public and private, two-year and four-year. The authors hail from institutions around the country, as

well as foundations and organizations that are devoted to the important work of improving American higher education. Their insight—often culled from years of experience—provides a set of strategies that will be useful to two- and four-year institution faculty and staff who are interested in improving the transfer process. In addition, this publication will inform policymakers who are grappling with state and national higher education issues and who seek new ideas about closing the achievement gap and increasing higher education completion rates.

*Academic Advising and the First College Year* Jenny R. Fox, Holly E. Martin, 2017-09-14 Published in partnership with NACADA: The Global Community for Academic Advising Academic advisors help students learn to make the most of their college years, not merely by completing requirements toward a degree but also by growing intellectually and developing all aspects of their identity. Yet, many professional and faculty advisors are new to academic advising and may feel ill-equipped to do more than help students register for classes. This new edited collection provides an overview of the theory and best practice undergirding advising today while exploring the transition challenges of a wide-range of first-year college students, including those attending two-year colleges, coming from underrepresented backgrounds, entering underprepared for college-level work, and/or experiencing academic failure.

*Advising Students who Plan to Transfer from Stephens College to Other Colleges Or Universities* Weldon Perry Shofstall, Stephens College, 1936

*The Art of Academic Advising - The Five-Step Process of Purposeful Advising* Jeffrey Hoffman,

*The New Advisor Guidebook* Pat Folsom, Franklin Yoder, Jennifer E. Joslin, 2015-08-21 This is an exciting time to be an academic advisor—a time in which global recognition of the importance of advising is growing, research affirms the critical role advising plays in student success, and institutions of higher education increasingly view advising as integral to their missions and essential for improving the quality of students' educational experiences. It is essential that advisors provide knowledgeable, realistic counsel to the students in their charge. The New Advisor Guidebook helps advisors meet this challenge. The first and final chapters of the book identify the knowledge and skills advisors must master. These chapters present frameworks for setting and benchmarking self-development goals and for creating self-development plans. Each of the chapters in between focuses on foundational content: the basic terms, concepts, information, and skills advisors must learn in their first year and upon which they will build over the lengths of their careers. These chapters include strategies, questions, guidelines, examples, and case studies that give advisors the tools to apply this content in their work with students, from demonstrations of how student development theories might play out in advising sessions to questions advisors can ask to become aware of their biases and avoid making assumptions about students to a checklist for improving listening, interviewing, and referral skills. The book covers various ways in which advising is delivered: one-to-one, in groups, and online. The New Advisor Guidebook serves as an introduction to what advisors must know to do their jobs effectively. It pairs

with Academic Advising Approaches: Strategies That Teach Students to Make the Most of College, also from NACADA, which presents the delivery strategies successful advisors can use to help students make the most of their college experience.

*The Transfer Experience* John N. Gardner, Michael J. Rosenberg, Andrew K. Koch, 2023-07-03 Co-published with At last there is a handbook that everyone in higher education can use to help increase transfer student success. This comprehensive resource has been brought together to meet the need for a truly holistic approach to the transfer experience. The book brings together research, theory, practical applications, programmatic illustrations, case studies, encouragement, and inspiration, and is supplemented by an online compendium for continual updates of resources, case studies, and new developments in the world of transfer. Based on a totally different way of thinking about, understanding, and acting to increase transfer student success, *The Transfer Experience* goes far beyond the traditional, limited view of transfer as a technical process simply about articulating credits, a stage of student development, or a novel enrollment management strategy. Rather, the book introduces a stimulating array of new perspectives, resources, options, models, and recommendations for addressing the many needs of this huge cohort – making the academic, civic, and social justice cases for improving transfer at both transfer-sending and transfer-receiving institutions.

**Academic Advising in the Community College** Terry U. O'Banion, 2019-12-10 Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college—instruction—will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion. The purpose of academic advising is to help students select a program of study to meet their life and vocational goals. As such, academic advising is a central and important activity in the process of education. Academic advising occurs at least once each term for every student in the college; few student support functions occur as often or affect so many students. But while there is general agreement concerning the importance of academic advising for the efficient functioning of the institution and the effective functioning of the student, there is little agreement regarding the nature of academic advising and who should perform the function. In this seminal work on academic advising, the authors of three overarching chapters address the key issues and challenges of academic advising followed by the authors of four of the most innovative and successful programs of academic advising in the nation.

**University of Wisconsin-System Academic Advisors' Perceptions of Their Advising Interactions with Undeclared Transfer Students from the Wisconsin Technical College System**, 2012 Students transferring from the Wisconsin Technical College System into University of Wisconsin baccalaureate institutions consistently trail the general student population in first-year grade point average, second-year retention rate, and six-year graduation rate. The purpose of this research was to explore the perceptions of professional academic advisors at University of Wisconsin baccalaureate institutions regarding their advising interactions with transfer students from the Wisconsin Technical College System. Due to

the one-on-one nature of academic advising interactions, academic advisors' insight into the barriers Wisconsin Technical College System students encounter when transferring into University of Wisconsin baccalaureate institutions is valuable. This study also aimed to provide better understanding of professional academic advisors' approaches to foster Wisconsin Technical College System transfer students' academic success. Nineteen professional academic advisors at four University of Wisconsin baccalaureate institutions were interviewed for this qualitative, inductive study. Study participants were asked to share their perceptions of their position's role, practice, and impact on student outcomes before reflecting upon their advising interactions with Wisconsin Technical College System transfer students. Research techniques commonly associated with phenomenological and grounded theory studies were used to analyze participants' responses. Though a common approach to advising practice failed to materialize, this study found that participants' perception of their position's roles and objectives largely adhere to the Centralized Standards for Academic Advising (Gordon, Habley, & Associates, 2000). In addition to fulfilling these Standards, relationship-building emerged as an important component to the student-academic advisor interaction. Participants viewed academic advising as a process that prepared students to become competent and confident decision-makers regarding their academic career. Student persistence represented an outcome participants believed they can impact as an academic advisor, but not an outcome that measures advising effectiveness. In focusing on their advising interactions with Wisconsin Technical College System transfer students, participants expressed that these students often exhibit more circumstances to consider when academic-planning. However, academic advisors did not alter their facilitation of the advising process when working with Wisconsin Technical College System transfer students. Implications and recommendations in response to these findings are also discussed.

Survey of College Policies to Retain Students at Risk of Withdrawal Primary Research Group, 2013 The 275-page study looks closely at how colleges are developing special programs to retain at risk populations such as students in need of remedial help, immigrants, students with limited financial means, and other categories of student at risk of withdrawal. The study examines the effectiveness of programs in remedial mathematics and writing, English as a Second Language, special programs for at-risk veterans, financial literacy programs, specialized tutoring, and other programs and approaches designed to identify and help students at risk of withdrawal. The study helps administrators to answer questions such as: what are the most effective methods of helping such students? Tutoring? Counseling? Peer Advising? Specialized classes? How are such programs paid for? What kinds of programs get the most budgetary support? What is the role of grants and other forms of outside support? How are programs assessed?

*The Transfer Student* Arthur Sandeen, Thomas Goodale, 1976

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