



THE UNIVERSITY OF TEXAS AT EL PASO

# STUDENT CENTERED TRANSFER ADVISING

Transfer Advising Institute  
May 17 2022



## SUPPORT FOR INCREASING TRANSFER STUDENT ACCESS AND SUCCESS

Of the graduates who earned a bachelor's degree in the 2020-21 academic year:

- 84% of students were Hispanic, with 52% reporting a family income in the lowest quartile
- 46% of graduates started as transfer students
- 73% of students had transfer credit on their final transcript

### GOALS

1. Ease the transition for students transferring to UTEP
2. Maximize academic and technical credits applied toward a four-year degree
3. Create a sense of belonging and engagement



# SUPPORT FOR INCREASING TRANSFER STUDENT ACCESS AND SUCCESS



## College Readiness

Facilitate training for high school College and Career Readiness Coaches and Counselors

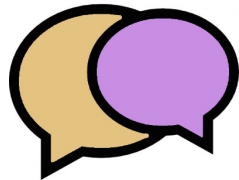


## Academic Pathways

Develop pathways through CTE and Early College programs

## Coaching

Go Centers to support students advancing beyond high school



## College Fairs and Visits

Provide career, admission, financial aid, and scholarship information

## Transfer Student Scholarships

Funding availability for transfer scholarships/grants



## Transfer Fairs and Advising at EPCC

Provide transfer pathways, career, admission, financial aid, and scholarship information

## College-Choice Decision

## Transfer Student Orientation

Provide resources and advising specific to transfer student needs



## Online Resources

Provide online information for specific for prospective transfer students, such as articulation tables and transfer guides



## College Experience

Develop partnerships with 2-yr institutions to develop academic pathways to make the transfer experience easier for students



## Advising

Provide holistic and accurate advising for transfer students



## Career Preparation

## Workforce Development

Work with industry to ensure that paid internships are available to accommodate the needs of adult learners



## Community Partnerships

Work with local employers to ensure that academic pathways meet industry needs and create opportunities for career growth



Video goes here: <https://vimeo.com/708826514>



# TRANSFER PATHWAYS

- Renewed UTEP/EPCC articulation agreement in Fall 2021
- Developed transfer articulation website for faculty in January 2022
- Developing EPCC/UTEP Transfer Data Dashboard
- Building face-to-face and online pathways between Associates in Applied Science (AAS) into Bachelor of Applied Arts and Sciences (BAAS)
- Building transfer guides & academic pathways
- Building articulation agreements with other two-year institutions



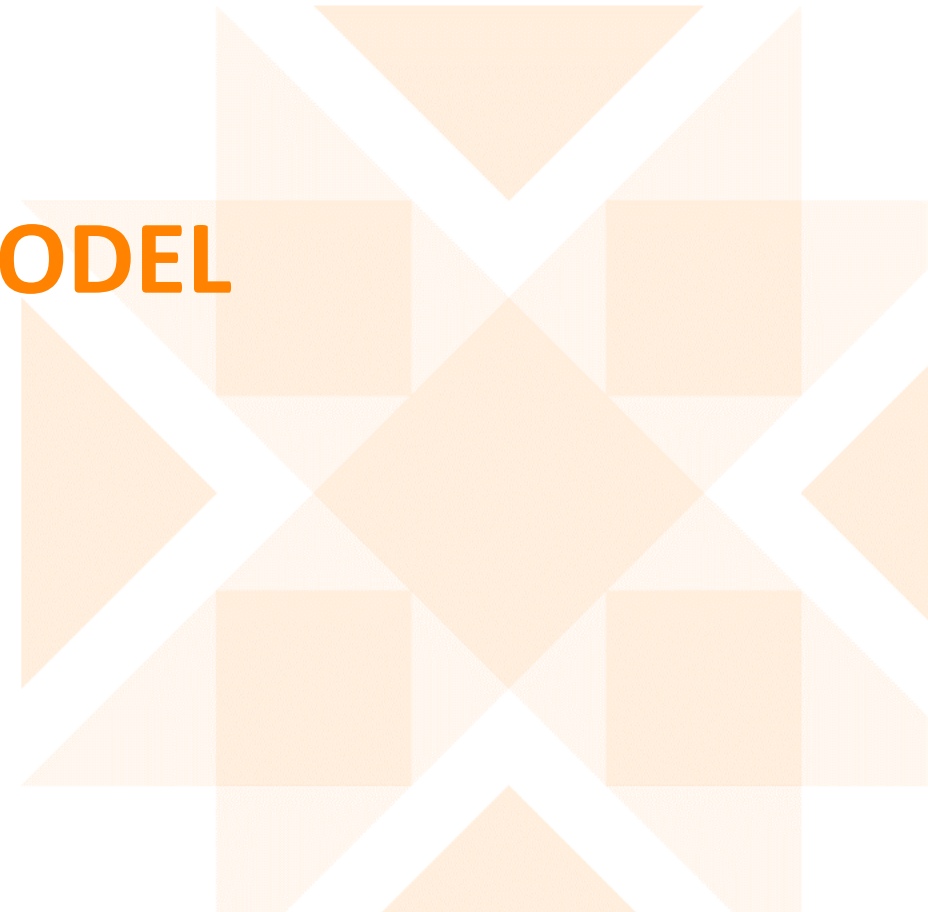


## STRATEGIES TO IMPROVE QUALITY EXPERIENCE FOR TRANSFER STUDENTS

- ❖ Holistic advising model that integrate transfer students' realities:
  - Academic
  - Financial
  - Social
- ❖ Create a sense of belonging and engagement



# INTEGRATED & HOLISTIC ADVISING MODEL







## UTEP'S INTEGRATED & HOLISTIC ADVISING MODEL

- In 2016, UTEP received a \$1.2 million Quantum Leap Grant from UT System to redesign advising.
- In 2017, UTEP implemented the model to provide every student personalized advising through the first 45-hours of enrollment.





# UTEP'S INTEGRATED & HOLISTIC ADVISING MODEL

## Advocacy

Integrate students' academic, financial, and social realities in a cohort model where every student is assigned an advisor.

## Engagement

Engage students in developing academic and co-curricular pathways to degrees based on interests, aspirations, and commitments.

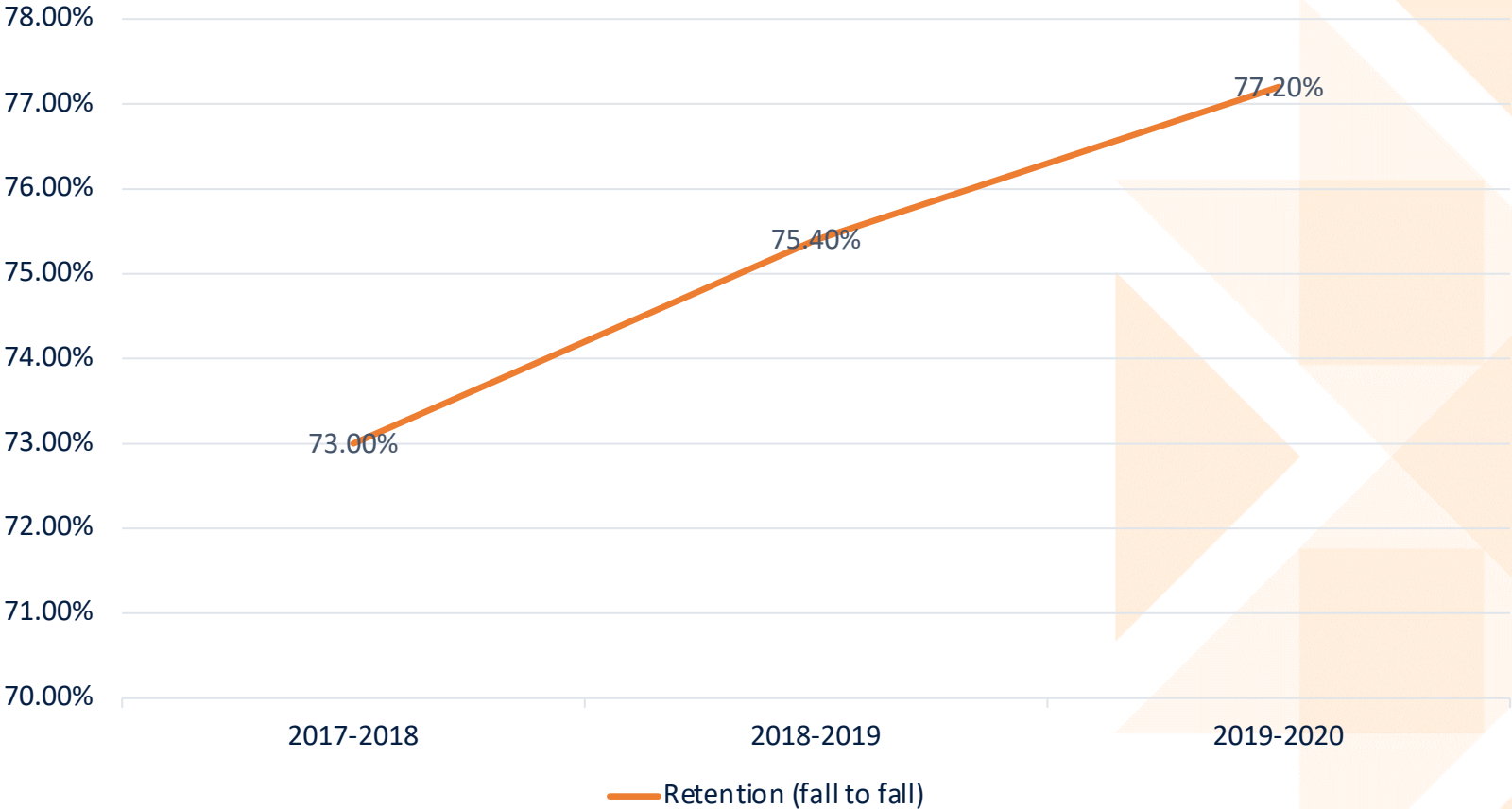
## Empowerment

Empower students to manage the circumstances and complexities of their lives, cultivate their assets, and persist to graduation.



# UTEP'S INTEGRATED & HOLISTIC ADVISING MODEL

## Improved First Year Retention (fall to fall)





# SCALE HOLISTIC ADVISING CAMPUS-WIDE (FALL 2021)

- 18 new professional advisors to deliver holistic advising campus-wide
- Deliver holistic advising in a professional caseload-model with consistent ratios
- Equitable opportunity to quality advising for every student from admissions to graduation
- Increase student retention and success by 5% by 2026





# TRANSFER STUDENT ADVISING

- **Holistic advising model is dedicated to transfer advising**
- **Centralized team of transfer advisors to provide holistic advising services upon enrollment to mitigate risks that impact transfer students, including assistance with:**
  - matriculation and transition
  - credit applicability
  - financial wellness and social support services
- **Develop co-advising and co-training partnerships with EPCC**





# INTEGRATED AND APPLIED LEARNING EXPERIENCES



# UTEPEDGE

- Born out of the QEP required by SACS-COC – 10-year plan to improve student learning or student success. **The Edge is in its 5th year.**
- The central goal of the Edge is to **provide integrated and applied learning experiences** to build on student strengths and assets.
- The Edge is meaningful because it **makes learning relevant and helps students articulate skills** needed for the future of work/graduate school.
- The Edge is important to UTEP because it provides **shared ownership of student success** across the university.







## EDGE PHILOSOPHY

- **Talented Students:** UTEP students have talent, motivation, and life experiences that will enable them to succeed on our campus, in the world of work, and in the global community.
- **Enriching Experiences:** Students will build on these talents and skills through a variety of high-impact experiences tailored to individual needs and aspirations.
- **Lifelong success:** Combined, these talents and high-impact experiences equip students with a competitive advantage for success in their academic, professional, and civic lives.



# UTEPEDGE EXPERIENCES



RESEARCH AND  
SCHOLARLY ACTIVITY



STUDENT  
EMPLOYMENT



COMMUNITY  
ENGAGEMENT



CAPSTONE  
EXPERIENCES



CREATIVE  
ACTIVITIES



LEARNING  
COMMUNITIES



INTERNSHIPS



STUDENT  
LEADERSHIP



STUDY ABROAD/  
STUDY AWAY



FIRST-YEAR  
EXPERIENCE





# KEY FINDINGS

## IMPACT ON RETENTION

HIP	First-Term Retention	First-Year Retention
<b>UNIV 1301</b>	Students who took UNIV 1301 in their first semester were <b>13% more likely to be retained</b> in their second semester compared to students who did not take UNIV 1301 in their first semester.	Students who took UNIV 1301 in their first year were <b>6% more likely to be retained</b> in their second year compared to students who did not take UNIV 1301 in their first year.
<b>Service Learning Courses</b>	Students who took at least one SL course in their first semester were <b>4% more likely to be retained</b> in their second semester compared to students who did not take a SL course in their first semester.	Students who took at least one SL course in their first year were <b>25% more likely to be retained</b> in their second year compared to students who did not take a SL course.
<b>On-Campus Employment</b>		Students who worked during their first year were <b>44% more likely to be retained</b> in their second year, compared with students who did not work during their first year.



# KEY FINDINGS

## INCREASED LIKELIHOOD TO BE RETAINED

HIP	First-Year Retention	First-Year Retention by Risk		
		Low	Medium	High
<b>UNIV 1301</b>	Students who took UNIV 1301 in their first year were <b>6% more likely to be retained</b> in their second year compared to students who did not take UNIV 1301 in their first year.	-	7%	<b>37%</b>
<b>Service Learning Courses</b>	Students who took at least one SL course in their first year were <b>25% more likely to be retained</b> in their second year compared to students who did not take a SL course.	3%	9%	<b>46%</b>
<b>On-Campus Employment</b>	Students who worked during their first year were <b>44% more likely to be retained</b> in their second year, compared with students who did not work during their first year.	6%	28%	<b>128%</b>



# KEY FINDINGS

## IMPACT ON GRADUATION RATES

	Graduation within 4 Years	Graduation within 6 Years
<b>Service Learning Courses</b>	First-time students who took at least one SL course were <b>87% more likely to graduate</b> within 4 years.	First-time students who took at least one SL course were <b>57% more likely to graduate</b> within 6 years.
<b>On-Campus Employment</b>	First-time students who work on campus are <b>128% more likely to graduate</b> within 4 years.	First-time students who work on campus are <b>73% more likely to graduate</b> within 6 years.
<b>RSRC 4033</b>	First-time students who took RSRC 4033 are <b>140% more likely to graduate</b> within 4 years.	First-time students who took RSRC 4033 are <b>95% more likely to graduate</b> within 6 years.



# THANK YOU!

## CONTACT US

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