OSU Open Campus

A PARTNERSHIP FOR STUDENT SUCCESS: How do we work together to support transfer students from K-12 through university graduation
Open Campus Mission

Open Campus provides **local access** to education through community-based partnerships and unique programming, meeting needs of the Oregon communities we serve.
Open Campus Goals

1. COLLEGE & CAREER ACCESS
   - MIDDLE SCHOOL & HIGH SCHOOL STUDENTS

2. DEGREE COMPLETION SUPPORT
   - COMMUNITY COLLEGE & DPP STUDENTS
   - OSU STUDENTS

3. COMMUNITY VITALITY
   - OREGON COMMUNITIES
Connecting to K-12, DPP, and Community Colleges

- Work is based around student's community cultural wealth (Yosso, 2005), shifting away from deficit model (not what students lack but what "we," as higher education, can improve).

- Use of Community Cultural Wealth forms of capital:
  1. Aspirational
  2. Familial
  3. Social
  4. Navigational
  5. Linguistic
  6. Resistance

  Aspirational: Open Campus, Juntos, Native & Tribal Programs
  Our Focus Today: Navigational Capital

- We provide tools and resources to help build student capital, including connecting to many of you
Who We Are! (And Who We Are Not)

- We are University Extension...
- Often, we are also community college...
- 'Boundary Spanners' - connecting community colleges to universities, communities to OSU
- Advocating for students, recognizing their 'capital' and leveraging ours to support them through post-secondary and/or transfer
- Not just OSU – support students going/transferring anywhere
- Not OSU or community college advisors
- Do work closely with community college advising/HS counselors teams – partnerships key to this work!
Pre-Transfer Support: Why We Do This Work

2. DEGREE COMPLETION SUPPORT

COMMUNITY COLLEGE STUDENTS

• Many students (80%) who choose a community college, have a desire to transfer to a four-year institution

• Yet, only 10-15% of students who begin at a community college will complete a four-year degree

• Bachelor’s degree completion rates are disproportionately lower for historically marginalized populations, including Students of Color, lower-income, and rural students when compared to:
  • White, higher-income, and urban or suburban counterparts

• Higher income community college students are almost 2x as likely to transfer and complete a bachelor’s

(Nuñez & Yoshimi, 2017; Horn, 2009)
(Adelman, 1988; Shapiro et al., 2018; Jenkins & Fink, 2016)
(Miller, 2018; Pierce, 2022; Shapiro et al., 2017).
(Shapiro et al., 2017)
Using The Menti Link/QR Code, Please Share 3 Of The Top Barriers You've Seen Transfer Students Face

- https://beav.es/cap
Barriers Reported By Students

Familial barriers:
• Intergenerational decision-making
• First-generation college students

Social barriers:
• Lack of belonging once at the university

Navigational barriers:
• Issues with transferring credits
• Help choosing courses that articulate to degree

(Sherman-Duncan, 2024)
Two Quick Takeaways:

Oregon study of Latina/o and Hispanic, post-transfer, students enrolled in a large PWI

- Pre-transfer: 100% of students used intergenerational decision-making when choosing college aspirations, including on whether to transfer
- Post-transfer, 100% had issues with credits transferring, however 64% found the navigational capital needed for university success

(Sherman-Duncan, 2024)
"When" Navigational Capital Is Delivered, Matters

Students who received information about how courses were articulated (either by someone or finding the information themselves), were on track to graduate between 3.5-4 years
"When" Navigational Capital Is Delivered, Matters

Students who relied solely on themselves for figuring out transfer, and were not aware of how credits transfer until after university enrollment, described, "basically starting over" (Daniel, 2024).
A Case Study: Daniel

“I'm not trying to complain about this [but] I'm going to be in school [university] for three years and I'm going to have a 270-credit bachelor's degree and it’s just insane and I like met with advisors. I talked, I tried to like highlight the absurdity of this" (Daniel, 2024).

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<tr>
<th>Participant</th>
<th>Yrs. to bachelor comp.</th>
<th>Primary Source of Navigational Capital</th>
<th>Secondary Source of Navigational Capital</th>
<th>Tertiary Source of Navigational Capital</th>
<th>Timing of beginning to understand how courses would transfer</th>
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<tr>
<td>Daniel</td>
<td>8+</td>
<td>Self</td>
<td>n/a</td>
<td>n/a</td>
<td>After university enrollment</td>
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And, we can all work together!

Resistance Capital Network Conceptual Model:

- **Navigational**
  - Choosing courses, advising, transfer support, dual enrollment advisor.
  - Support can be derived from institutions, family, friends, programs, throughout transfer.

- **Familial**
  - Parents, siblings, close friends supporting higher education journey. Familial support is needed throughout the higher education journey.

- **Resistance**

- **Social**
  - Peers, Friends from Classes, teammates, acquaintances in clubs.
  - After transfer, friends and acquaintances need to also be at the university.

- **Aspirational**
  - Higher Education resources, exposure, and understanding. Derived from people or programs: counselor, college tours, AVID Juntos, etc.
Best Practices: Depending On Your Role/Institution, Share Some Of The Best Practices You've Seen

What stage(s) should these happen? Who helps?

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<td>Ex: Complete FAFSA/ORSAA</td>
<td>HS Counselor</td>
<td>Ex: Complete FAFSA/ORSAA</td>
<td>Self</td>
<td>Ex: Complete FAFSA/ORSAA</td>
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Best Practices: Institutions

2. Degree Completion Support

• Advising, financial aid, relationships to faculty, sense of belonging, and support services are directly tied to student success
  • Rarely applied by a singular professional or personal contact

• Institutional partnerships and collaborations between high schools, community colleges, and universities are key

• Dual enrollment/co-enrollment positively influence student outcomes but equity gaps exist for Students of Color

• This has to be the university's job – otherwise inadvertently placing the full burden of understanding complex transfer pathways into seemingly infinite university paths onto community college advisors and students
Best Practices: Open Campus Model

• We embed pre-transfer coordinators at community colleges
• These coordinators work closely with community college advising teams, university partners, high schools, and community organizations to provide individualized support to prospective transfer students. Key components include:
  1. Implementing research-based pre-transfer best practices
  2. Conducting real-time evaluation to inform program improvements and share learnings
  3. Fostering local and regional partnerships to create seamless transfer pathways
  4. Building a statewide network of pre-transfer coordinators and community college partners
Best Practices: Partnerships

- Community Colleges
- Academic Advisors (university and CC)
- Other College Support Programs (CAMP, TRIO, ASPIRE, GEAR UP, AVID)
- High school counselors, teachers, Future Centers, and other K-12 partners
- Migrant Education
- Internship/work experience coordinators/CTE
- Economic Development Councils
- Chambers of Commerce
- Local businesses
- Healthcare/hospitals
Share Out on Partnerships
Questions?