4-27-2022

The Transfer Equity Program a Plan to Increase Baccalaureate Attainment for Students of Color

Olivia M. Knodel
Grand Valley State University

Follow this and additional works at: https://scholarworks.gvsu.edu/theses

Part of the Higher Education Commons

The Transfer Equity Program a Plan to Increase
Baccalaureate Attainment for Students of Color
by
Olivia Knodel
April 2022

Master's Project
Submitted to the College of Education
At Grand Valley State University
In partial fulfillment of the
Degree of Master of Education

Acknowledgements

Abstract

The primary goal of a higher education institution is to provide students with a quality education and help them obtain a bachelor's degree. By earning a bachelor's degree this provide an opportunity of a social mobility. The racial institutional stratification in higher education continues to be problematic for underrepresented students and their baccalaureate attainment goals. This issue is important to address, for students of color who start at a community college and transfer to a degree granting institution. The project will explain institutional barriers that students of color face in their post-secondary transition. The project will offer specific services and resources to help alleviate transfer barriers.

Table of Contents

Chapter One: Introduction

Problem Statement

The institutional stratification in higher education continues to be problematic for low-income and racially marginalized students (Baker et al., 2018, Rosinger et al., 2020, Posselt et al., 2012) and negatively impacts baccalaureate attainment for students of color (Bastedo & Jaquette, 2011; Long & Kurlaender, 2008). While overall access to higher education increases, low-income and racially marginalized students are less likely to matriculate and persist (Provenzo & Provenzo, 2009). Students of color are more likely to enroll or be admitted into non-degree granting institutions or open access institutions (Baker et al., 2018). Students from low-income backgrounds are highly concentrated in community colleges and do not complete postsecondary degrees at the same rates as higher-income students. Bastedo and Jaquette (2011) examined the relationship between college attendance and a student's socioeconomic status (SES) and found that students from high-SES households are more likely to have the means and educational preparation to attend a selective college, while low-SES students are at a disadvantage largely because cost of attendance represents a barrier to enrollment.

Education is recognized as a tool to drive a person's social mobility (Torche, 2011). The idea that a student's social mobility is not only linked to whether a student attends college, but where they enroll also matters (Baker et al., 2018). Community colleges can serve as a pathway to a baccalaureate degree, yet students are 13% less likely to graduate with a bachelor's degree if they attend a community college first

instead of a four-year institution (Long & Kurlaender, 2008). This can produce consequences for marginalized students who disproportionately rely on community college as the primary portal for postsecondary entry (Long & Kurlaender, 2008). Educational policymakers and higher education leaders must examine current institutional policies and programs that support community college students. Changes must be made to help marginalized low-income and racially marginalized students transfer to four-year institutions reach their intended goal of obtaining a bachelor's degree.

Importance and Rationale of the Project

College access, participation, and degree attainment in higher education for all populations is important in creating a more equitable and democratic society (Duranczyk et al., 2004). Despite the progress of college accessibility, students from marginalized communities continue to struggle to obtain a bachelor's degree compared to those who are not from minoritized backgrounds. These disparities are not unique to first year college student as students who transfer from community college completion rates vary from race. Nationwide, 54% of students who began their college career at institution in Fall 2010 completed a degree or certificate within six years. The racial and ethnic breakdown of these students showed that Asian and White students had a higher completion rate at 63.2% and 62%, while Hispanic and Black students' degree completion at 45.8% and 38%. These rates include transfer students, full time, and part time students (Shapiro et al. 2017).

Higher education professionals often overlook the institutional barriers students of color face when trying to improve retention and graduation rates (Banks & Dohy, 2019). Transfer programs should re-examine current institutional barriers and services to better support marginalized populations and improve educational matriculation and baccalaureate attainment. This can be achieved through access to seamless academic pathways for students, a transparent tuition plan, and opportunities for meaningful engagement, service and learning experiences on multiple campuses (Collins et al., 2020).

Background of the Project

Underrepresented community college transfer students are often neglected by policymakers and higher education leaders when it comes to evaluating baccalaureate attainment (Banks & Dohy, 2019). As institutions of higher education, colleges and universities should support all students' educational aspirations and reflect on the institutional barriers for students of color and their lower graduation rates. Espinosa et al. (2019) examined six-year completion rates at both private and public degree granting institutions. They found Latinx students enrolled at a private four-year institution completed at 72% rate and Black students at 57% compared to 81.9% of White students. While public four-year institutions, the six-year completion rates were 71% for White students, and 55.7% for Latinx students and 46% for Black students. In addition to the lower graduation rates, students of color are highly concentrated at community colleges (Baker et al., 2018). The goal of the project is to provide to an equitable transfer

path for students of color at a community college may help to increase their bachelor's degree attainment.

Statement of Purpose

The purpose of this project is to address specific institutional barriers that racially marginalized students face in their attainment of bachelor's degree. This begins with focusing on students of color at the community college level and designing an equitable transfer program to assist in the transition and retention processes to enhance the experiences of students of color who transfer. Specifically, the program seeks to aid in their development, social and academic integration, retention, and student engagement. The program created will utilized community college and four, four-year institutions (two private and two public) which will provide students with a choice in selecting a four-year institution; rather than a direct partnership between two colleges. To assist in the conceptualization of the project, the namesake of the participating colleges are Aquinas College, Grand Rapids Community College, Grand Valley State University, and Hope College.

Objectives of the Project

The objective of the project is to increase post-secondary degree attainment among students of color while working towards reducing racial and socioeconomic barriers through an equitable transfer program. The program offers a robust and unique 2+2 transfer service that specifically includes: collaborative academic advising, a dual admission process, a peer-to-peer cohort, and targeted workshops. Collaborative academic advising at both the community college and four-year

institutions is vital for a student's persistence and conversations around academic plans, career opportunities and campus resources. A dual admission process will ensure admittance to a four-year institution. A peer-to-peer cohort will provide a sense of belonging and allow for informal peer to peer mentorships that will help students develop a greater sense of purpose. The targeted workshops for students of color will help students navigate institutional process from orientation, academics, financial literacy, and student employment. The transfer equity program strives to assist communities of color in their baccalaureate attainment, which will ultimately improve transfer partnerships between community colleges and four year institutions.

Definition of Terms

Racially Marginalized Students/Students of Color will be used interchangeably and is a term used for students who identify as Black, Hispanic/Latinx, Asian, Native American and/or multiple of the racial identities.

Scope of the Project

The boundaries of this program will examine a unique population's college experience as they navigate multiple institutions through academics and social integration and student involvement. These factors can influence a student's decision to continue their education and earn a bachelor's degree. A transfer equity program will help increase community college students who are students of color and their post-secondary degree attainment. The focus on community college students and transfer practices of this population will help address the racial and economic inequalities in high education in a tangible way. While there is limited research on

effective transfer programs, Collins et al. (2020) examined the current practice of a transfer program at the University of Dayton and Sinclair Community College in Ohio. This will provide a basis for an encompassing transfer program that provides a seamless transition from a community college to a selective university. In addition, the project will incorporate different ideas from a dual enrollment program between community colleges and 4-year institutions. For example, Columbus State Community College and Otterbein University's Dual Admission Program, provides students a pathway to earn an associate degree and bachelor's degree at a fraction of the cost when compared to students who begin at a four-year public (CSCC Otterbein, n.d.).

The program will not address transfer students that transfer from other four-year institution. The concept of the transfer equity program will broadly tackle transfer partnerships between a community college and 4 four-year institutions to provide more options for students who begin their college career at a community college. To make this theoretical concept tangible, I will use local colleges as examples for higher education professional. The colleges used are: Grand Rapids Community College, Aquinas College, Ferris State University, Grand Valley State University, and Hope College.

Chapter 2: Literature Review

Introduction

The literature review will provide support of an equitable transfer program for students of color to assist in their attainment of a baccalaureate degree. The research examines different theoretical frameworks that will guide the approach to program. The literature reviewed revealed three themes that contribute to degree completion rates for students of color: racial stratification in higher education, socioeconomic stratification in higher education, and current community college partnerships.

Theoretical Framework and Rationale

To examine baccalaureate attainment issue, two theorists help support and provide rationale for a transfer program: Tinto's (1975) theory of student departure and Pascarella's (1978) model of assessing student change. The exploration of person-environment interactive theories helps explain the complexity of the college experience in relation to student persistence.

Students may leave higher education without completing a degree because of the quality and nature their interactions with the university (Tinto, 1975). The level of a student's academic and social integration, and student engagement determine their commitment to the institution and goal of earning a post-secondary degree. A student's departure to leave an institution, may be influenced by the student's socioeconomic class, family support, cultural and social values, and individual purpose. An equitable transfer program facilitated by student affairs professionals will assist students make their academic and social transition into the selected

university. This can be achieved through student access (enrollment) to seamless academic pathways (academic advising), a transparent tuition plan (financial aid), and opportunities for meaningful engagement, such as, service and learning experiences on multiple campuses (Collins et al., 2020).

Pascarella's (1978) model of assessing student change model examines different variables that can influence a student behavior in/post college. In this model, Pascarella defines pre-college traits as socioeconomic background, educational preparation, and demographic traits. Pascarella suggests that student growth and development are affected by four independent variables: the university's structural or organizational characteristics, the institutional environment, interactions between peers and faculty, and the quality of effort the student puts in. Furthermore, students who are less involved because of work or family obligations have decreased access to institutional personnel and may not persist (Stern, 2014). An equitable transfer program, however, can provide academic advising, career guidance, and financial counseling in a holistic way through provision of these services (Collins et al., 2020).

Research/Evaluation

Community College

Community colleges hold a unique space in the higher education landscape, as they provide postsecondary educational opportunities to students who might not otherwise be able to access higher education (Long & Kurlaender, 2008). The mission of community colleges has evolved over time and now offer a range of associate degree programs, vocational classes, and personal development courses (Bailey & Averianova, 1998). Transfer preparation, however, remains at the core of the mission

8

of many community colleges, creating an important pathway to bachelor's degree attainment (Neault & Piland, 2014). Despite the critical role community colleges play to baccalaureate attainment, neither the federal government nor most states collect data on the performance of these transfer students (Xu et al., 2018). According to a College Board report on student transfer, "community colleges and four-year institutions are rarely acknowledged for the work they do on behalf of transfer, and where transfer-related metrics exist, they are often imprecise, inadequate, or misapplied" (Handel et al., 2012, p.19).

While open-door policies at community colleges have improved access to higher education, "critics of community colleges believe that this increased educational *opportunity* does not necessarily result in increased educational *attainment*, particularly the attainment of the baccalaureate degree" (Alfonso, 2006, p. 847). The community college transfer pathway is complex as students and counselors navigate through a network of varying general education patterns, course numbering systems, challenges with course availability, and inconsistent academic preparation for different universities, even within the same system (Moore et al., 2009). Neault and Piland (2014) examined the complexities of the California transfer system and found the transfer option is becoming less reliable for many students marginalized in higher education. Four-year universities do not provide adequate capacity or inclusive admission requirements to meet the demand for transfer students. Neault and Piland (2014) explored the impact on students' educational decisions after they were denied admission to transfer to their local public university. They found the inadequate

capacity at public institutions for transfer students has the potential to continue to disenfranchise the low-income students and students of color. Higher education heavily relied on community colleges to prepare students to transfer successfully to four-year colleges, yet researchers find these colleges should equally support students' academic success *throughout* the transfer process (Xu et al., 2018).

Transfer Rates

The definition of a transfer student varies from study to study, but the national rate of transferring from community colleges to four-year colleges is in the 25 percent range (Townsend & Wilson, 2006). Rendón (1993) argues the individuals who stand to lose from tolerating low transfer rates are students of color. Students need to be pushed to a four-year college because the longer a student is enrolled at a community college, the less likely they will obtain a bachelor's degree (Mourad & Hong, 2011). Students who begin their college career at community colleges are significantly less likely to earn a bachelor's degree compared to those who start at a four-year institution (Alfonso, 2006). Specifically, students of color who attend community college may not have a clear understanding on transfer process, college prep programs and vocational-technical programs (Rendón, 1993).

Xu et al. (2018) examined transfer students' success based on vertical transfers for baccalaureate attainment. They found community colleges focused on occupational education are associated with lower vertical transfer rate compared with schools driven by academics. Xu et al. (2018) argued that this result does not mean

community colleges do not prepare to transfer students, but that this may be because students enrolled in occupational education are less transfer oriented.

Racial Stratification in Higher Education

Access to higher education has increased over time while patterns of racial stratification within it persist (Posselt et al., 2012). The root cause of racial stratification can be linked to the educational disparities of the K-12 system which directly impact racially marginalized students and their baccalaureate attainment (Bell & Gándara, 2021). The United State education system was historical reserved for the social elites –White, male, wealthy children; overtime more racial, socioeconomic classes gained access to the school system (Ladson-Billings, 2018).

Welner and Carter (2013) acknowledged that disparities in opportunity exist before students enter higher education institutions, which can ultimately impact access and achievement. These opportunity gaps include health, housing, nutrition, safety, and enriching experiences (Welner & Carter, 2013). Student access to resources and opportunities both in and out of school that assist in the preparation for college and career readiness will impact their choice of where to enroll (Baker et al., 2018, Welner & Caret, 2013). Open access institutions (i.e community colleges) can provide an accessible pathway based on their open-access admission requirements. For example, many at-risk students with lower grade point averages have limited options to pursue education (Open access institutions – ACPA developments, n.d). The racial stratification in higher education will continues unless there are admission policy changes and equitable access programs in place.

Enrollment

Racially marginalized students often begin their higher education studies at a community college (Posselt et al., 2012). According to the 2019 American Council on Education (ACE) report:

"In 2015-2016, over half of all White (50.5 percent) and international (61.5 percent) undergraduates and almost half of Asian undergraduates (49.3 percent) were enrolled in public or private nonprofit four-year institutions. While American Indian or Alaska Native (60.1 percent), Native Hawaiian or other Pacific Islander (56.9 percent), Hispanic (55.4 percent), and Black (44.0 percent) undergraduates were more likely to be enrolled at public two-year institutions than in any other sector," Espinosa et al., 2019, p. 49).

Baker et al. (2018) measured college enrollment by race-ethnicity and found that *where* a student enrolls matters more than *if* a student enrolls in college. Although Baker et al., measured college enrollment, the study was difficult to measure because of hierarchical structure of higher education and enrollment levels vary from institution to institution. There is a robust body of research that examines college choice and the importance of various factors (e.g., geography, tuition, selectivity, and family) upon that choice. However, there is limited research on the community college transfer decision. Jabbar and Edwards (2020) examined the decision-making processes of community college transfer students, specifically the institutional characteristic associated with Texas community college transfer students' decisions about where to enroll. Students of color reviewed the racial demographics

of the institutions to determine if they were adequately reflected in the institution. Transfer students in particularly enrolled in public institutions for two reasons: racial stratification and cost of attendance. Students who share similar racial demographics to the university helped determine a student's enrollment. The cost of attendance is a barrier that low-income students face.

Socioeconomic Status

Baker et al. (2018) studied the correlation of cost of attendance, a student's socioeconomic status (SES) and the decision to enroll at a community college or a four-year institution. Students from high-SES households are more likely to have the means and educational preparation to attend a selective college, while students from lower socioeconomic backgrounds are at a disadvantage because cost of attendance at selective institutions is a more significant barrier to enrollment (Bastedo & Jaquette, 2011). Barron's (2013 & 2017) *Profile of American Colleges* defines selective colleges based on high school rank, high school grades, standardized test scores of the incoming class, and the institution's selectivity rate. Colleges are categorized as competitive, very competitive, or highly competitive (Bastedo & Jaquette, 2011).

Students of color have considerably lower levels of income and wealth, impacting their ability to pay for college (Dettling et al., 2017). Universities and educational policies have attempted to alleviate the financial burdens of their students (Banks & Dohy, 2019). For example, the University of Texas created the Student Employment Initiative (SEI) which recognizes that working part time is essential to Latino students' ability to stay enrolled and graduate on time (Stern, 2014). Stern

(2014) examined the issue when students work part-time off campus, they may view themselves as employees first and students second. Therefore, to contest this issue, the SEI program allows students to work on campus part time in jobs geared towards their academic interests. These may include tutors, teaching assistants and student workers in human resources or business affairs offices (Stern, 2014).

Programs like the Student Employment Initiative from the University of Texas have financial, academic, and career benefits. By alleviating the some of the financial concerns, this program yields higher graduation rates and faster time to degree (Stern, 2014). Minority students demonstrated higher retention and graduation rates when some of the financial burden was relieved (Banks & Dohy, 2019). Policymakers must help students from lower socioeconomic backgrounds obtain the same level of academic preparation of students from higher socioeconomic backgrounds or the higher education system will remain highly stratified (Bastedo & Jaquette, 2011).

Graduation Rates

Graduation rates by race shows there are disparities between marginalized students of color and their counterparts. Shapiro et al. (2017) examined the six-year completion rates at four-year institutions in the United States and found that Black students were the least likely to graduate (45.9%) followed by Hispanic students at 55 percent, while Asian students had the highest attainment at 71.7 percent, followed by White students at 67.2 percent. These disparities are not isolated to first-year college students, as completion rates of students transferring from community colleges also

revealed differences by race. One in 4 Asian and 1 in 5 White transfer students

graduated, while only 1 in 10 and 1 in 13 of Hispanic and Black students graduated.

Mourad and Hong (2011) examined different pre-college traits that impact a

student's decision to choose to start at a community college or a four-year college.

Race and ethnicity are two traits that influenced a seamless transfer progression.

Black transfer students' baccalaureate attainment yield at 29% compared to 51% of

White students and 44% Asian students. The results from this study, lower graduation

rates of Black transfer students are inconsistent with the idea that community colleges

provide an equitable pathway.

Current Transfer Pathways/Programs

To improve transfer partnerships, colleges must create universal metrics to

measure how community colleges and four-year institutions serve transfer students

(Xu et al., 2018). Furthermore, Xu et al., 2018, found that transfer practices must

account for characteristics of students and the resources available to the institutions or

the results are misleading. The current transfer rates show, "98% community college

students transfer to public universities, with 74% to research institutions" (Jabbar and

Edwards, 2020, p. 172). This is not surprising considering private four-year colleges

have a higher cost of attendance.

Admissions

College admission practices reveal four-year institutions enroll a significant

number of wealthy and White students compared to low-income and racially

marginalized students (Baker et al., 2018, Rosinger et al., 2021). The current

admission practices and the criteria used do not adequately provide low-income students and students of color opportunities to be admitted into selective universities. Bell and Gándara (2021) declared there are abundant of administrative barriers associated with enrolling and persisting in college. These include meeting deadlines, understanding program requirements, financial aid letters and filling the FASFA.

Collins et al. (2020) offered a collaborative admissions process for the University of Dayton Sinclair Academy starting with a free online application into the program. The admissions requirements vary for high school students and current community college students but are at the discretion of the University of Dayton. Four-year institutions must work together with community colleges to help provide an effective transfer pathway. Another opportunity to alleviate the complexities of the transfer admission process is a guaranteed transfer program. According to the article, The Foreign Service Journal (2020) this program allows students to begin at community college and transfer after two years to four-year institutions. The stipulation of the program is the student must maintain and earn a certain grade point average and fulfill other requirements to be accepted. Kelly (2020) states this initiative can elevate the status to attend a community college first.

Academic Advising

Xu et al. (2018)'s found that providing tailored transfer advising was crucial to a student's ability to earn a bachelor's degree. Collins et al. (2020) review how the University of Dayton and Sinclair Community College Academy (UD Sinclair Academy) utilizes a dual advising model that designates an academic advisor from

University of Dayton (UD) and Sinclair Community College (SCC). UD Sinclair Academy requires students to meet with their UD advisor once a semester to make sure they follow their academic pathway and connect students to resources at UD (Collins et al., 2020).

A collaborative advising model provides an opportunity to help solve the transfer credit mobility issues; but it does not come without a challenge. Hodara et al. (2017) found advising high volume of students with a variety of needs is more difficult because one would need to have an expansive knowledge base required to be successful. Transferring credits is tough for students when each school has a different categorization policy; these include 2+2 models, credit equivalency systems, and institutional-driven systems (i.e articulation agreements or institutional transfer pathways). Each of these offer a different opportunity for transfer students to utilize but are complex and state driven (Hodara et al., 2017). Individual academic advising provides an opportunity to help students navigate the robust transfer system.

Financial Impact

UD Sinclair Academy supports students financially with affordable tuition credits at the community college level and locks in University of Dayton tuition at the rate students begin their courses at Sinclair (Collins et al., 2020). To minimize costs, academy students are awarded both merit-based scholarships and financial aid including federally funded grants like Pell (Collins et al., 2020). Bell & Gándara (2021)'s Tulsa Achieve program was designed as a "last dollar" structure of aid, which resulted in environment "in which the beneficiaries of the program are

disproportionally White and higher income" (p.1168) The distributional implications of financial aid to those higher income students made the program less efficient. When financial aid is given to students who need the aid the most, rather than based on academic merit, it is more effective at increasing degree attainment (Dynarski, 2000, Dynarski & Scott-Clayton, 2013).

Program Design

Banks & Dohy (2019) examine the barriers of persistence, retention, and graduation of students of color; they provide different solutions for higher education professionals and policymakers. One notable approach was from the University of Texas where the university partnered with a community college to increase the effort of on-time graduation. Students will take one class their first year at University of Texas and the rest of their course load at a community college. This too, creates a sense of belonging on both campuses.

Reader et al. (2020) program was designed as a successful year-long program target specifically for high-achieving community college students interested in advanced health careers. The pipeline program was structured in three cohorts and application cycles over three years. Reader et al. program offered a variety of workshops for students to learn more about campus resources and academic preparation. In addition, the program provided a space where students could build one on one relationships with faculty and staff.

Federal TRIO programs, specifically TRIO Student Support Services (TRIO SSS) are one of the best programs positioned to promote successful outcomes for

transfer students (Sabay & Wiles, 2020). Sabay and Wiles (2020) reviewed South

Seattle College and the University of Washington transfer partnership through TRIO

SSS to find the best and promising practices. These practices can be utilized both

TRIO and non-TRIO campuses. Transfer support programs should provide activities

that promote a growth mindset and focuses on navigating the four-year institutions

that the student will enroll in. Furthermore, programs must seek out partnerships from

state, regional, and national association networks to establish connections between

community colleges and universities. Finally, transfer programs must align with the

institutional mission and goals of both universities to promote access, diversity,

retention, and graduation (Sabay & Wiles, 2020).

Sense of Belonging

Banks and Dohy's (2019) study highlight's the work Dr. Tim Renick of

Georgia State University who examines issues of persistence and has found that

cohort models help minimize students feeling overwhelmed with navigating campus.

Students' sense of belonging has been recognized as a potential lever to promote

success, engagement, and well-being in college (National Academies of Sciences,

Engineering, and Medicine [NAS], 2017). Furthermore, Gopalan & Brady (2020)

found that when underrepresented student populations do not feel a strong sense of

belonging on their campus, it will impact how they integrate, perform, and persist.

Gopalan and Brady (2020) measured the sense of belonging at both four-year

and two-year institutions of minority students and first-generation students utilizing a

"belonging scale" for first-year students. The researchers found that first-year

students at both institutions "somewhat agree" that they belong on their campuses. A students' sense of belonging is important, when students feel connected to their institution and university community, they are more likely to remain at university (Pedler et al., 2021). Racially marginalized students had a higher sense of belonging at two-year colleges than their counterparts' four-year colleges (Gopalan & Brady, 2020).

Summary

The research in chapter two supports the theories/rationale of Tinto (1975) and Pascarella (1978) on a comprehensive cohort transfer program on issues that are specific to students of color and their baccalaureate attainment. A comprehensive cohort transfer program at both a community college and four-year institution will offer a guaranteed pathway for students to earn a bachelor's degree. Higher education professionals must recognize the barriers of access to higher education and the different precollege traits that influence a student's choice in enrolling at community college first. Furthermore, the complexities of the transfer system for students, advisors, and other institutional actors across a broad range of systems has its challenges (Hodara et al., 2017). A comprehensive cohort transfer program, however, can alleviate some of the challenges by provide academic advising, career guidance, and financial counseling in a holistic way through provision of these services (Collin et al., 2020).

Conclusion

Postsecondary credentials are on the rise and often required for a growing

number of jobs in America (Espinosa et al., 2019). By 2020, 65% of all jobs in the United States will require education or training beyond high school, but nationwide only 42% of the adults aged 25 and older have at least an associate degree (Carnevale, Smith, & Strohl, 2013). Looking at the national degree attainment rates by race clearly shows there are disparities between students of color and their (Banks & Dohy, 2019). Colleges and universities struggle to provide, retain, and graduate students of color to the same degree as their White and Asian counterparts (Duranczyk et al., 2004) which is problematic for institutions who want to create an equitable and more democratic society. The chapter two literature review discusses the barriers that students of color face when navigating the higher education system.

Chapter two also establishes how important a comprehensive cohort transfer program for racially marginalized students is to the postsecondary educational system. Both the community college and four-year institutional leaders must share the responsibility for the outcomes of community college students (Xu et al., 2028). By providing a unique transfer program will allow students to feel connected, supported, and encouraged to help them stay at institution. The research from chapter two provides the foundation on which chapter three is written and designed.

Chapter 3: Project Description

Introduction

The displacement of racially marginalized students at four-year institutions creates barriers that affect students of color's baccalaureate attainment. To help eliminate or assist navigating these barriers, it's important to higher education leaders

to work together across institutions to build a transfer equity program (Xu et al., 2018, Neault & Poland, 2014). As evidenced by the literature reviewed in chapter two, higher education leaders have created different programs to address barriers through retention programming, dual enrollment, and articulation agreements. This project will aim to design a program that will support racially marginalized students in the transition between a community college and a four-year institution. Many low income and underrepresented minority students begin their path toward higher education attainment at community colleges (Reader et al., 2020). This program hopes to reduce educational barriers that students of color face and provide an equitable practice that higher education professionals can utilize in transfer sector.

This chapter will explain the project components, project evaluation, and a plan for implementation for a transfer equity program (TEP) to assist students of color achieve their desired academic outcomes, which may include obtaining a bachelor's degree. Tinto's (1975) theory of student departure and Pascarella's (1978) model of assessing student change will provide a foundation for the program to address access and retention barriers racially marginalized students face. The transfer equity program offers a collaborative service that offers various high-impact practices students can utilize throughout their transition from the community college to their four-year institution of their choosing. The components of the program will include a dual enrollment process, dual academic advising, service learning (experiential learning) opportunities, and cohort model. The students will join a cohort of their peers when they participate in the transfer equity program. The evaluation section

will explain how assessment is conducted, how frequently, and what will be done with the collected data. The conclusion will address the root cause of the problem and provide a solution. Finally, the last section, will demonstrate how the project will be implemented and assist community college students transfer to a four-year university.

This program represents a plausible partnership is between one community college and two four-year institutions (public and private). This allows for flexibility with planning and implementation at different institutions.

Project Components

The transfer equity program will provide an opportunity for students of color who seek to attain a bachelor's degree through an integrative transition program from a community college. For the program to be successful, higher education leaders must understand the components of the program. The program components include collaborative academic advising center, the enrollment process, the financial impact, and a cohort model.

Collaborative Academic Advising

The primary component of the program focuses on a collaborative academic advising approach. Academic advising is crucial to student success and degree attainment, specifically, providing tailored transfer advising (Xu et al., 2018). To increase baccalaureate attainment for racially marginalized students, students will utilize academic advisors on both campuses. Students will meet with their designated academic advisor based on which four-year college they indicate on their pre-college

survey (Appendix A) once a semester. The advising appointment will consist of conversations around academic plans, career opportunities, resources and experiences on both campuses that will support their educational goals. The collaborative advising model is two academic advisors, one from the community college and the other from four-year institution. For the collaborative advising model to work, educational policies and transfer agreements must be made in conjunction with these programs objectives and services being offered.

The case-management for academic advisors is relatively low which is intentional, averaging about four to five students each year and will have the opportunity to continue to meet with academic advisors as institutional support regardless of if the student is taking full time classes at the four-year institution. These academic advisors act as resources for an average of 40 students per year. In addition, the academic advisors are required to meet with prospective students who are interested in CECTP overall. This provides rationale for full-time academic advisors at the community college, public institution, and private institutions.

Academic advising is crucial to the academic integration of students. Students understand which courses to enroll in, what course sequence is needed, and what academic resources are available (i.e tutoring centers, writing centers, math labs, and office hours). Students will be able to utilize the collaborative academic advisors to understand the different policies and procedures each university has.

Enrollment Process

  The next component of the program is the enrollment process. The transfer equity program has a simple application and enrollment process for students. The program will be advertised on the Grand Rapids Community College website with an application (Appendix A). Students will return the application to GRCC Admission Office or email directly to GRCC Admission Liaison. A paper copy and electronic copy will be available to ensure that students have equitable access to this program.

  To pilot this program there will be 25 students each year for six years to participate in this program with the possibility of students joining the cohort during their second year for five additional seats in the cohort. Four-year institutions will have the opportunity to recommend students who were denied general admissions and recommended to start a community college. This is intended to bridge a gap between the institutions and work together as a successful partnership.

  The stipulations of participating in the transfer equity program students will need to meet certain requirements (Appendix B) that include maintaining a certain grade point average, meet with academic advisors on a regular basis, and participate in cohort activities. Once accepted into the program students will fill out a pre-enrollment survey (Appendix C), this will connect them to an academic advisor at the four-year college the student is interested in. This will help students understand which courses they need to take and save money by not taking unnecessary courses.

Financial Impact

Racially marginalized students often come from lower income families therefore may have to work for pay alongside their academic programming. To help alleviate the financial concerns and based on the pre-college enrollment survey, the program will offer a unique work-study program. Students will be guaranteed the opportunity for on-campus employment if they wish to work while in school. The Assistant Director of the transfer equity program will be responsible for the student employment opportunities and will work directly with each school's student employer relations. For example, University of Texas's Student Employment Initiative (SEI) provides students with an opportunity to work in positions that are geared towards their academic interests working as tutors, research assistants, teaching assistants, or as student workers in human resource office or business department (Stern, 2014).

The campus employment initiative will be employed on both set of campuses and will utilize work-study funds from the Federal Student Aid based on the FAFSA documentation. One population that is often excluded in higher education attainment policies are the DACA/UNDOCA students. The students who identify as DACA/Undocumented students, will not be able to participate in this part of the program, but may benefit from other ways of the program (mentorship, extracurriculars, etc). DACA/UNDOCA students have additional financial barriers they must overcome. To address this issue in a practical level, scholarship workshops will be provided by financial aid coordinator. The financial aid coordinator will help students locate scholarships they are eligible for and equipping them with necessary

knowledge. Students will learn how to write a scholarship, build a résumé, create a monthly budget, and understand the student loan process.

Cohort Model

The cohort component of this program allows students create a sense of belonging to the university and to their peers. Research has shown support that cohort programs help with retention and persistence of college students. In 2018, Georgia State University implemented Meta Majors, an initiative that involves placing students into cohorts, of no more than 25 students that share common academic interests to minimize the overwhelming feelings associated with navigating campus life. Tinto (1978) theory of student departure claims that social integration is vital to a student's commitment to the university. Therefore, social integration opportunities early on in a student's higher education career is important for new students entering college, as they are building new building an entirely new social network and support system.

<center>**Project Evaluation**</center>

To evaluate the program implemented to increase baccalaureate attainment for racially marginalized students, it's important to look at both national and statewide data of graduation rates. Specifically, data focused on community colleges transfer students and the current programming for these students like articulation agreements. After the data is collected from previous years, a comparison will be evaluated after four-year graduation mark and the six-year graduation mark. To evaluate the short-term effects of the program, students will be asked to reflect on their first-year

experience at the community college and their first year at their four-year institution through a survey (Appendix E). This survey will evaluate the transfer equity program and to examine what types of resources are most frequently used by students.

The Pre-College Enrollment Form will also be evaluated each year to make sure higher education leaders are still focused on the target population to meet their unique needs. Pre-College Enrollment Form evaluation will address the root of the problem of inequitable practices in higher education. The form will also provide an opportunity to an inclusive and equitable approach to student support for higher education professionals. This will allow higher education professionals to proactively identify services or resources that would be helpful to students. In addition, the student success team staff, other colleagues from different functional areas (Admissions, Advising, Financial Aid, Accessibility Services, Business Office, Success Coaching, Institutional Effectiveness/Assessment/Evaluation) will be consulted in creating and evaluating the pre-college enrollment form. The questions addressed in the form will be reviewed each year to ensure relevance as circumstances mature and evolve. For example, will the questions being asked to be related to services that will be available in the future. By reviewing and evaluating the results often allow the student success team to readily identify resource gaps.

The student success team will have the opportunity to provide feedback and help evaluate programming. It's important to incorporate feedback from the staff and campus partners to not only offer our best services, but to establish ownership and

buy in from the community. Higher education professionals should have ownership of the program and allow for flexibility and change to meet the needs of students.

Project Conclusion

Policymakers and higher education professionals often disregard the needs of community college transfer students, specifically students of color when it comes to assessing postsecondary attainment. Colleges and universities should support all students' educational goals and examine on the institutional barriers for marginalized populations which challenges their degree attainment. Furthermore, this tackles the issue of social mobility in the United States, a college degree gives an opportunity for students who views education as a mean to upward mobility.

The research cited in the program plan shows that a comprehensive, transfer equity program is needed for marginalized populations to help them persist in college. Students who take advantage of the current articulation agreements, or transfer programming will benefit from this wrap around service that creates holistic services through academic advising, career guidance, and financial counseling. This program elevates the transfer population as well as the racially marginalized students in higher education.

Plans for Implementation

The plan for implementation for the program to be the most successful, higher education leaders must create buy in from faculty, staff, administrators, and later policymakers. Once the program proposal is approved, a joint budget must be created for the employment of staff on all campuses (e.g., Grand Rapids Community College

(GRCC) and Aquinas College, GRCC and Ferris State University, GRCC and Grand

Valley State University, Grand Rapids Community College, and Hope College). This

budget would also include programming funds for cohort events and student

emergency situations (i.e food insecurity or textbooks). Once the financial resources

are secured, the next step will be to hire the student success team.

The job postings will be posted internally and externally in the hopes that

internal candidates will apply. This will allow higher education professionals to use

their institutional knowledge and specifically their specialty (academic advising,

financial aid, or student engagement) towards an underrepresented population. In

addition, having a mixed team of professionals who are new, the institutions and

veterans will allow cross-collaboration and firsthand knowledge of campus culture. A

focus on students of color should have an equitable approach to help them navigate

the higher education system.

The program will employ multiple full-time higher education professionals

that will work with the cohort of racially marginalized students and low-income

students, who must navigate a higher education system that typically does not provide

equitable accessible pathways. The staff must have a substantial understanding of the

barriers racially marginalized students face such as cost of attendance, food

insecurity, etc. The following outlines the roles of the full-time staff members

designated to work with the cohort. The organization chart (Appendix D) will show partnerships between the initiative, staff, and universities.

Student Success Team will have a Financial Aid Coordinator, Collaborative Academic Advisors, Student Engagement Coordinators, Diversity and Inclusion Advocate, Admission Liaison, Assistant Director of Transfer Equity Program, and the Director of Transfer Equity Program. Each of these roles is vital to the student's success in their educational journey. Tinto's (1975) theory of departure and Pascarella's (1978) model of assessing student change suggest that a student's persistence is influenced by the institution's engagement and student investment by faculty, staff, and administrators. The rationale for the number full time staff is based roles and responsibilities, the depth of knowledge, and the case load numbers. These positions will be referred to the student success team in the project. Employment and direct reports are vital in understanding the roles of each position within the success team. For example, each of the student engagement coordinators report to the Director of Transfer Equity Program at Grand Rapids Community College and their home institutions Office of Student Life. While the Collaborative Academic Advisors report to the Director of Transfer Equity Program at Grand Rapids Community College and their home institutions Academic Affairs.

After the success steam is hired, the recruitment process will occur with outreach to local high schools, the community college, and the four-year institutions. As mentioned prior, four-year institutions admission applicants who do not meet their admission criteria will be directed or funneled to the community college. These

students will have the opportunity to apply to the transfer equity program that guarantees admission to the four-year institution. This will provide an opportunity to seamless transition from a community college to four-year institution which in turn helps a student's persistence in college. Community college and high school students will also be able to apply to directly to the program.

After students apply to the transfer equity program, students will be connected to campus resources, beginning with the collaborative academic advising center and workshops. Collaborative academic advisors will continue to meet with the students each semester to discuss their educational and career goals. The academic advisors will help educate students on the different educational pathways based on their interests and career goals. It is important to recognize that not all career goals need a bachelor's degree and that not all students want to pursue a four-year degree. But with the program supports and the academic advisors' encouragement to pursue a bachelor's degree, student will have a greater chance of earning a degree.

Finally, the success team will create workshops on various topics including financial aid, FAFSA 101, enrolling in classes, and campus jobs etc. These workshops will have campus partners from all institutions talk about the different resources available on all five campuses. It's important for students to have options in their educational pathway from both public and private institutions.

References

Baker, R., Klasik, D., & Reardon, S. F. (2018). Race and stratification in college
enrollment over time. AERA Open, 4(1), 233285841775189.
https://doi.org/10.1177/2332858417751896

Bailey, T. R., and Averianova, I. (1998). Multiple Missions of Community Colleges:
Conflicting or Complementary? Community College Research Center,
Teachers College, Columbia University, New York.

Bailey, T., Jenkins, D., Leinbach, T., & Columbia Univ., N. Y. N. T. C. (2005). What
We Know about Community College Low-Income and Minority Student
Outcomes: Descriptive Statistics from National Surveys. *Community College
Research Center*.

Banks, T., & Dohy, J. (2019). Mitigating barriers to persistence: A review of efforts
to improve retention and graduation rates for students of color in higher
education. *Higher Education Studies*, *9*(1), 118-131.
https://doi.org/10.5539/hes.v9n1p118

Bastedo, M. N., & Jaquette, O. (2011). Running in place: Low-income students and
the dynamics of higher education stratification. *Educational Evaluation and
Policy Analysis*, *33*(3), 318-339. https://doi.org/10.3102/0162373711406718

Brunner, E. J., & Johnson, E. B. (2016). Intergenerational conflict and the political
economy of higher education funding. *Journal of Urban Economics*, *91*, 73-
87. https://doi.org/10.1016/j.jue.2015.11.006

Bell, E., & Gándara, D. (2021). Can free community college close racial disparities in

   postsecondary attainment? How Tulsa achieves affects racially Minoritized

   student outcomes. *American Educational Research Journal*, *58*(6), 1142-

   1177. https://doi.org/10.3102/00028312211003501

Carter, P. L., & Welner, K. G. (2013). *Closing the opportunity gap: What America*

   must do to give every child an even chance. Oxford University Press.

Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery: Job growth and education

   requirements through 2020. Washington, DC: Georgetown University, Center

   on Education and the Workforce.

Collins, K., Welch, C., & Thompson, J. (2020). Supporting an Evolving Transfer

   Partnership in Ohio: The UD Sinclair Academy. *New Directions for*

   Community Colleges, *2020*(192), 79–87. https://doi.org/10.1002/cc.20425

Dettling, L. J., Hsu, J. W., Jacobs, L., Moore, K. B., & Thompson, J. (2017). Recent

   trends in wealth-holding by race and ethnicity: Evidence from the Survey of

   Consumer Finances. Board of Governors of the Federal Reserve System.

Duranczyk, I. M., Higbee, J. L., & Lundell, D. B. (2004). Best Practices for Access

   and Retention in Higher Education. *Center for Research on Developmental*

   Education and Urban Literacy, University of Minnesota.

Dynarski, S. (2000). Hope for whom? Financial aid for the middle class and its

   impact on college attendance. *National Tax Journal*, *53*(3), 629-

   661. https://doi.org/10.3386/w7756

Dynarski, S. M., & Scott-Clayton, J. (2013). Financial aid policy: From research. Education Policy Initiative, University of Michigan. https://edpolicy.umich.edu/sites/epi/files/uploads/wp-dynarski-scott-clayton-financial-aid-policy-2013.pdf

Espinosa, L. L., Turk, J. M., Taylor, M., & Chessman, H. M. (2019). *Race and ethnicity in higher education: A status report*. Washington, DC: American Council on Education

Gopalan, M., & Brady, S. T. (2020). College Students' Sense of Belonging: A National Perspective. *Educational Researcher*, *49*(2), 134–137. https://doi.org/10.3102/0013189X19897622

Handel, S. J., & Williams, R. A. (2012). The promise of the transfer pathway: Opportunity and challenge for community college students seeking the baccalaureate degree. *College Board Advocacy & Policy Center*.

Hodara, M., Martinez-Wenzl, M., Stevens, D., & Mazzeo, C. (2017). Exploring Credit Mobility and Major-Specific Pathways: A Policy Analysis and Student Perspective on Community College to University Transfer. *Community College Review*, *45*(4), 331–349. https://doi.org/10.1177/0091552117724197

Jabbar, H., & Edwards, W. (2020). Choosing transfer institutions: examining the decisions of Texas community college students transferring to four-year institutions. *Education Economics*, *28*(2), 156–178. https://doi.org/10.1080/09645292.2019.1690636

Ladson-Billings, G. (2018). The social funding of race: The role of

    schooling. *Peabody Journal of Education*, *93*(1), 90-

    105. https://doi.org/10.1080/0161956x.2017.1403182

Long, B. T., & Kurlaender, M. (2008). Do community colleges provide a viable

    pathway to a baccalaureate degree?

    https://doi.org/10.3102/0162373708327756

Long, D. (2012). Theories and models of student development. In L. J. Hinchliffe &

    M. A. Wong (Eds.), *Environments for student growth and development:*

    Librarians and student affairs in collaboration (pp. 41-55). Chicago:

    Association of College & Research Libraries.

Moore, C., Shulock, N., & Jensen, C. (2009). *Crafting a student-centered transfer*

    process in California: Lessons from other states (pp. 1-28). Sacramento, CA,

    USA: California State University, Sacramento, Institute for Higher Education

    Leadership & Policy.

Mourad, R., & Hong, J. (2011). Factors associated with bachelor's degree attainment

    by community college transfer students. *Journal of Applied Research in the*

    Community College, *18*(2), 13-20

National Academies of Sciences, Engineering, and Medicine. (2017). *Supporting*

    students' college success: The role of assessment of intrapersonal and

    interpersonal competencies. National Academies Press.

Neault, L. C., & Piland, W. E. (2014). Facing the Closed Door: What Community

    College Students Do After Being Denied Transfer Admission. *Community*

    College Review, *42*(3), 184–200. https://doi.org/10.1177/0091552114529813

Pascarella, E. T., Terenzini, P. T., & Hibel, J. (1978). Student-Faculty Interactional

    Settings and Their Relationship to Predicted Academic Performance. *The*

    Journal of Higher Education, *49*(5), 450–463.

    https://doi.org/10.2307/1980509

Pedler, M. L., Willis, R., & Nieuwoudt, J. E. (2021). A sense of belonging at

    university: student retention, motivation, and enjoyment. *Journal of Further &*

    Higher Education, 1–12. https://doi.org/10.1080/0309877x.2021.1955844

Posselt, J. R., Jaquette, O., Bielby, R., & Bastedo, M. N. (2012). Access without

    equity: Longitudinal analyses of institutional stratification by race and

    ethnicity. *American Educational Research Journal, 49*(6)*,* 1074–1111.

    DOI:10.3102/0002831212439456

Provenzo, E. F., & Provenzo, A. B. (2009). Minority student access to higher

    education. In *Encyclopedia of the social and cultural foundations of education*

    (Vol. 1, pp. 505-506). SAGE Publications, Inc.,

    https://dx.doi.org/10.4135/9781412963992.n244

Open access institutions – ACPA developments. (n.d.). ACPA Developments.

    https://developments.myacpa.org/category/series/open-access-institutions/

Rendón, L. I. (1993). Eyes on the prize: Students of color and the bachelor's

degree. *Community College Review*, *21*(2), 3-

13. https://doi.org/10.1177/009155219302100202

Rosinger, K. O., Ford, K. S., & Choi J., (2021). The role of selective college

admissions criteria in interrupting or reproducing racial and economic

inequalities. *Journal of Higher Education, 92*(1), 31-55.

DOI:10.1080/00221546.2020.1795504

Shapiro, D., Dunda, A., Huie, F., Wakhungu, P. K., Yuan, X., Nathan, A., & Hwang,

Y. (2017). A National View of Student Attainment Rates by Race and

Ethnicity--Fall 2010 Cohort (Signature Report No. 12b). *National Student*

Clearinghouse.

Sabay, S., & Wiles, K. (2020). How Trio enhances equity for community college

transfer students. *New Directions for Community Colleges*, *2020*(192), 109-

119.

Stern, G. M. (2014). Part-time job program for Latinos boosts college success. *The*

Education Digest, *79*(9), 55.

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent

research. Review of Educational Research, 45(1), 89-125.

https://doi.org/10.3102/00346543045001089

Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal

character of student leaving. *The Journal of Higher Education*, *59*(4),

438. https://doi.org/10.2307/1981920

Torche, F. (2011). Is a college degree still the great equalizer? Intergenerational

    mobility across levels of schooling in the United States. American Journal of

    Sociology, *117*(3), 763-807. https://doi.org/10.1086/661904

Townsend, B. K., & Wilson, K. B. (2006). The transfer mission: Tried and true, but

    troubled? *New Directions for Community Colleges*, *2006*(136), 33-

    41. https://doi.org/10.1002/cc.257

Xu, D., Ran, F. X., Fink, J., Jenkins, D., & Dundar, A. (2018). Collaboratively

    clearing the path to a baccalaureate degree: Identifying effective 2- to 4-Year

    college transfer partnerships. *Community College Review*, *46*(3), 231-

    256. https://doi.org/10.1177/0091552118772649

Appendix A

Application/Interest Form for the Program

Name: Click or tap here to enter text.   Date: Click or tap to enter a date.

Student ID: Click or tap here to enter text.

Parent Income: Choose an item.

Why do you want to be a part of the transfer equity program?

Click or tap here to enter text.

What are three things you hope to gain from being a part of the program?

Click or tap here to enter text.

What is your intended major or academic interest?

Click or tap here to enter text.

Please select the universities you are interested in exploring for your bachelor's

degree? Choose an item.

Please check the universities you are interested in ones:

☐Aquinas College   ☐Ferris State University

☐ Grand Valley State University   ☐Hope College

☐Undecided

Program Requirements

Fall Semester

- Meet with Dual Advisor
- Meet with Student Engagement Coordinator
- Attend a Community Event on either campuses (community college or four-year college)

Winter Semester

- Meet with Dual Advisor
- Meet with Student Engagement Coordinator
- Attend a Community Event on either campuses (community college or four-year college)

Fall & Winter Semester (Complete 2 Per Semester)

- **Passion, Purpose, and Career Preparation**
  - Attend a resource or support program or participate in an experience related to passion, purpose, and career prep.
    - Examples (Career Fair, Meet with career advisor, Participate in internship)
- **Leadership**
  - Attend a resource or support program or participate in an experience related to leadership.
  - Examples (Serve on Executive Board of a register student organization, lead a committe or initiative for a student organization, present at a conference)
- **Community**
  - Participate in a community event or organization that is meaningful to you.
  - Examples (Volunteer at nonprofit, join a cultural registered student organization, engage with a social justice center on any campus).
- **Academic Support**
  - Make an appointment with the academic support center
  - Examples (Math Lab, Writing Center, Tutoring Center)

*Adapted from the Grand Valley State University Laker Connections Programs

Appendix C

Pre-college Enrollment Survey

Name: _____

Preferred Name: _____

Education - Intended Four Year Institution: Choose an item.

Student ID: _____

Preferred email address: _____

Preferred phone number: _____

What is your status at Community College? Choose an item.

Intended Major: _____

Intended Minor: _____

How confident are you about your choice of major? 1   2   3   4   5

What would your ideal dream job?

What is your ultimate career goal after receiving your degree?

Tell us more about your goals and background: Choose an item.

My current employment status: Choose an item.

Do you have any concerns that may hinder your ability to complete your degree?

(Check all that apply, if any)

☐Paying for my education   ☐Lack of transportation

☐Poor study habits   ☐Returning to school after a long break

☐Health Issues   ☐Balancing Work/School/Family/Other

☐Childcare   ☐Disability or learning difference

☐Lack of support from family or friends   ☐Prefer not to answer

        Other:Click or tap here to enter text.

What is your top motivation for attending college? (You may select up to 3)

☐Get a good job

☐Make more money

☐College University Athletics

☐Meet new friends

What do you plan to do after graduating from the transfer equity program 2+4?

Click or tap here to enter text.

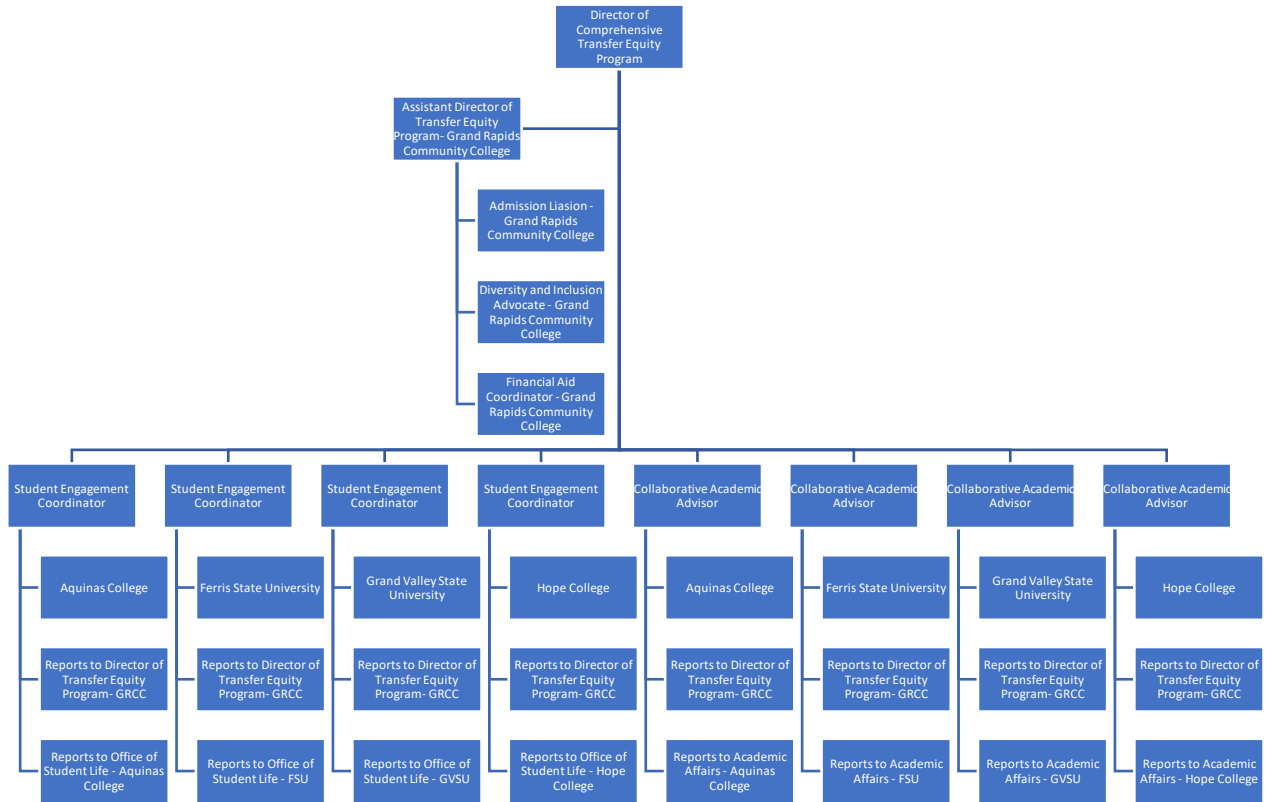Do you need access accommodation (ex: IEP-504, mobility, sight, etc)?

Click or tap here to enter text.

Are you interested in participating in Transfer Equity Program? Choose an item.

*Adapted from Central Carolina Community College – New Student Intake Form

Appendix D

Organizational Chart

Director of Comprehensive Transfer Equity Program

Assistant Director of Transfer Equity Program- Grand Rapids Community College

- Admission Liasion - Grand Rapids Community College
- Diversity and Inclusion Advocate - Grand Rapids Community College
- Financial Aid Coordinator - Grand Rapids Community College

Student Engagement Coordinator
- Aquinas College
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Office of Student Life - Aquinas College

Student Engagement Coordinator
- Ferris State University
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Office of Student Life - FSU

Student Engagement Coordinator
- Grand Valley State University
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Office of Student Life - GVSU

Student Engagement Coordinator
- Hope College
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Office of Student Life - Hope College

Collaborative Academic Advisor
- Aquinas College
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Academic Affairs - Aquinas College

Collaborative Academic Advisor
- Ferris State University
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Academic Affairs - FSU

Collaborative Academic Advisor
- Grand Valley State University
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Academic Affairs - GVSU

Collaborative Academic Advisor
- Hope College
- Reports to Director of Transfer Equity Program- GRCC
- Reports to Academic Affairs - Hope College
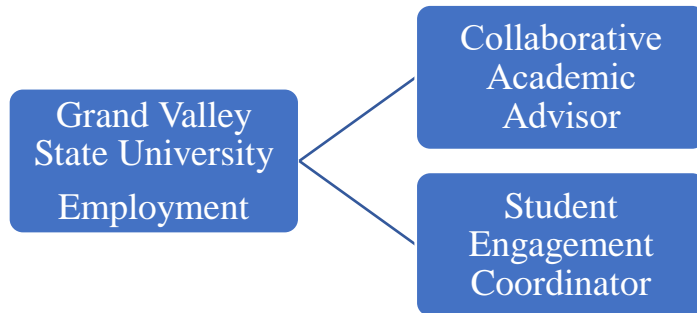
Appendix D

Employment Section by College

Appendix D

Employment Section by College

```
                                    ┌─────────────────┐
                                    │  Collaborative  │
                    ┌───────────────│ Academic Advisor │
  ┌──────────────┐  │               └─────────────────┘
  │ Ferris State │──┤
  │  University  │  │               ┌─────────────────┐
  │ Employment   │  └───────────────│     Student     │
  └──────────────┘                  │   Engagement    │
                                    │   Coordinator   │
                                    └─────────────────┘



                                    ┌─────────────────┐
                                    │  Collaborative  │
                    ┌───────────────│    Academic     │
  ┌──────────────┐  │               │     Advisor     │
  │ Grand Valley │──┤               └─────────────────┘
  │State University│ │
  │ Employment   │  │               ┌─────────────────┐
  └──────────────┘  └───────────────│     Student     │
                                    │   Engagement    │
                                    │   Coordinator   │
                                    └─────────────────┘
```

Appendix D

Employment Section by College

GRAND VALLEY
STATE UNIVERSITY
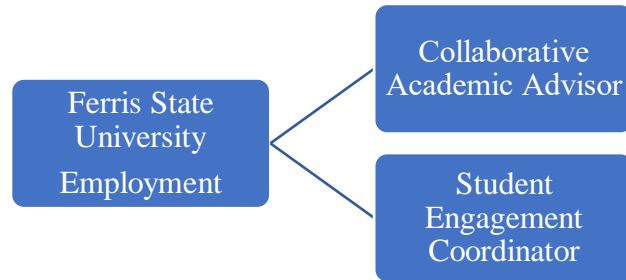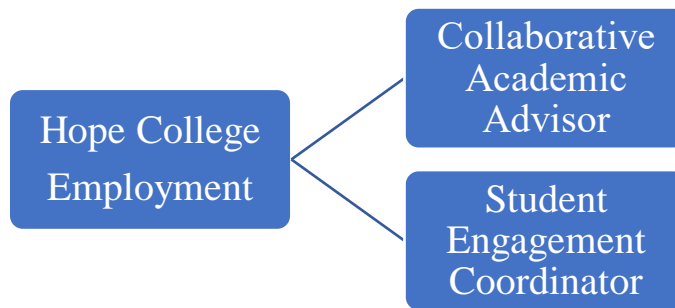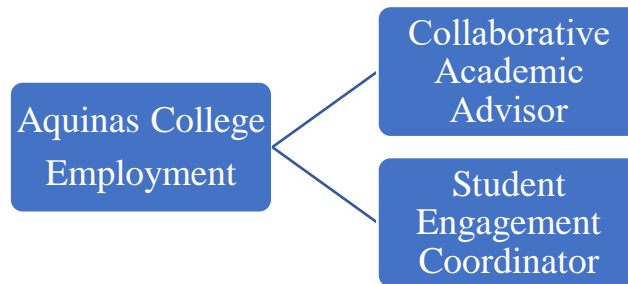
The signature of the individual below indicates that the individual has read and approved the project of Olivia Knodel in partial fulfillment of the requirements for the degree of M.Ed. in Higher Education, College Student Affairs Leadership.

_____
Karyn Rabourn, Project Advisor   April 27, 2022

Accepted and approved on behalf of the   Accepted and approved on behalf of the
M.Ed. in Higher Education Program   Ed. Leadership and Counseling Dept.

_____   *Catherine Meyer-Looze*
Karyn E. Rabourn, Graduate Program Director   Catherine Meyer-Looze, Unit Head
April 27, 2022   April 27, 2022