

Wednesday, March 26, 2025

Transfer Conference for Counselors



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Student Voices: Actionable Insights to Support Hispanic & African American Students for Transfer



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Agenda

- Meet the Team
- Leading from the Middle (LFM) Context
- Fresno City College Student Focus Group & Triangulation Results
- Using Student Voices to Create a Transfer Culture
 - Institutional Transfer Culture
 - Counseling Transfer Culture
 - Instructional/Faculty Transfer Culture
 - Student Transfer Culture
- Questions



Meet the Team



- Dr. Apryl Lewis| English Instructor
- Amanda Mason| Communication Arts Instructor
- Kat Callahan| Mathematics Instructor
- Celeste Hernandez| Senior Research & Planning Analyst
- Shivon Hess| Librarian
- Jessica Shadrick| Transfer Center Coordinator/Counselor



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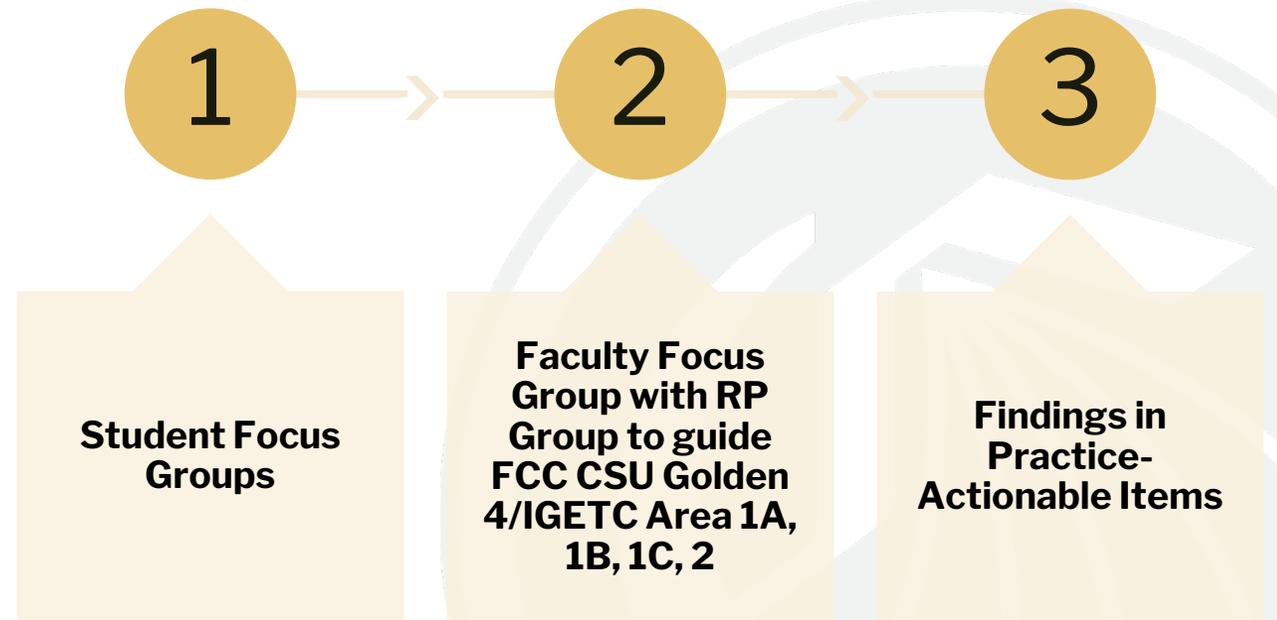
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LFM Context

- 2023-2025 Leading from the Middle Cohort
- Our Why: Increase transfer rates among our DI groups
 - African American/Black
 - Hispanic/Latin/a/o/e
- 15 Month Project grounded in research (perpetuity)

Project Phases





Student Focus Groups: Insights and Actions from Student Voices at FCC

Overview of Student Focus Groups

- **Objective:** Understand how FCC students' experiences impact their transfer journeys.
- **Participants:** 18 students (African American/Black, Hispanic/Latin/a/o/e)
- **Criteria:** Students who had completed at least one key course (CSU GE Golden 4 or IGETC Area 1A, 1B, 1C or Area 2) and other criteria.





Methodology Highlights

- **Student Selection:** based on transfer intent and demographic criteria.
- **Research Framework:** Critical Race & Liberation Theories.
- **Team Approach:** positioned to center and amplify student voices.



Key Findings Overview



1. Student Reflections on FCC:
Initial feelings evoked by
FCC visuals
2. Classroom Experiences
3. Counseling Services
4. Special Programs
5. Student Recommendations



Opening Reflections: Student Perspectives on FCC Visuals

*"Sometimes I do feel like **'where's everybody at?'**... - where can we hang out?"*

*"I do see a lot older and younger people like around my age. But like a lot of adults or even older people - that's nice to see them going into the programs, going to their classes... like I **see such a variety of ages**. I think it's nice, **I think it's wholesome.**"*

"left out"





Classroom Experiences



Impact of Faculty:
Empathetic and inclusive instructors positively influence student success.

*"I was homeless for like six months when I was here, and my **professor checked in** with me and she was like "What's going on?" and like **"How can I help you?"** - not like limited to class. If there's something else - it's so like we had that conversation, and she hooked me up with a program that could help me get housing."*



Teaching Style: Collaborative, patient teaching approaches appreciated. Callous or indifferent faculty discourage participation, while supportive faculty positively impact students' educational journeys.

*"... sometimes they [faculty] kind of **forget**...that we're still learning and...just to try to remember when they were in our shoes so that they're able to remember how it was and just be patient...and try to **give us the best example** so that we can work. Some of us are still barely learning."*



Counseling Services

Power Dynamics:
Desire for empowerment and autonomy in counseling.

Consistency:
Prefer continuity with a single counselor.

Guidance Needs:
Clarity on transfer processes.

*“Last semester, I took a tour of... UC Berkeley. And like, it's not something that I could go out and see on my own. So being given that opportunity was like very **eye-opening**, like there's **more out there for me.**”*

*“I wanted for a little bit to go to a school in Oregon and she would not help me at all. She didn't know what to do or what kind of requirements I needed... I wasn't sure how to look for that stuff. And she was like **“I don't know either, good luck.”**”*



Transfer Counseling Services

- Positive interactions with transfer counselors who have **supported them extensively** in their transfer journeys, fostering partnerships, autonomy, and empowerment.
- Students highly appreciate events like **Transfer Day**, which allow them to directly engage with different college campuses, verify information, and **explore available opportunities**.

*"What I liked about those days [Transfer Day] is that I could see like right there like **how many of those students' kind of look like me** or do they have these same types of programs or is this program better at this school or better at that school, and it was good to go and actually sit and compare during transfer days."*

*"She **broke it down for me**. We looked... [at] three of them... and she helped me look at what classes I would need, how much it would cost...we even went as far as looking [at] the area."*

Special Programs



Programs like **Puente** and the **Ram Pantry**: Help create peer connections and mentorship and alleviate financial hardship.



Faculty **awareness** and integrating campus services to promote student success.

*"I'm only surviving on the Pell Grant, so like my money situation is super tight. And I'm genuinely **worried about being homeless** anytime soon. So, the **RAM Pantry has been really helpful** like to alleviate food costs."*

*"I just feel like, sometimes I feel like I'm **not being directed to the right services** sometimes."*



Student Triangulation Activity



- Three 1-hour sessions
- 142 responses collected
- Location: FCC Library & West Fresno Campus
- 4 questions from focus groups
- Post-its, pencils & gratitude candy provided
- Activity validated student focus group findings

Student Triangulation Activity

What student support services have been impactful?

EOPS (17), Ram Pantry (11), Tutoring (10), Counseling (7), ETC (5)

What are the classroom vibes?

“Respectful, supportive, fun, quiet”

What are your experiences with transfer counselors?

“I haven’t met up with them yet, but I would love to meet them bc I want to transfer and make sure I’m doing everything right.”

Share an impactful experience with an instructor in any of your courses.

“During one of the hardest times in my life, all of my instructors were compassionate and cared for me.”



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Student Recommendations for FCC

During the focus groups, students were asked to provide feedback for faculty and counseling services.

The feedback below summarizes major themes that emerged.

- Students shared the desire for faculty to show **empathy**, be **patient**, and relate to students' experience.
- Students highlight the need for counselors to **listen** to their aspirations and **guide** them toward paths that align with their goals.
- Students share that they value counselors who **offer advice** but **respect their autonomy** in decision-making, understanding that guidance should be supportive rather than authoritative.





Using Student Voices to Create a Transfer Culture



Institutional Transfer Culture



- **Increase Collaboration:** Foster greater collaboration between academic departments, special programs, and student support services to provide a holistic support system for students.



- **Improve Resource Visibility:** Increase the visibility and accessibility of campus resources, ensuring that all students are aware of and can effectively utilize the support available to them.



- **FCC Actionable Steps:** Restructuring Guided Pathways, Student Equity Plan, Ram REAL (Racial Equity Action Lab), Leveraging Constituency Groups- Academic Senate, College Council, Classified Senate



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Instructional/Faculty Transfer Culture



- **Enhance Faculty Development:** Implement professional development programs such as Ram REAL, NEEA, etc. that equip faculty with the skills to create inclusive, empathetic, and engaging classroom environments.



- **FCC Actionable Steps:**

- Center for Teaching & Learning:
- Equitable Teaching Pedagogy Recommendations embedded in New Employee Equity Academy
- Guided Pathways restructuring to connect instructional faculty to link transfer and career opportunities
- Canvas Simple Syllabus- Connect students & faculty to campus resources



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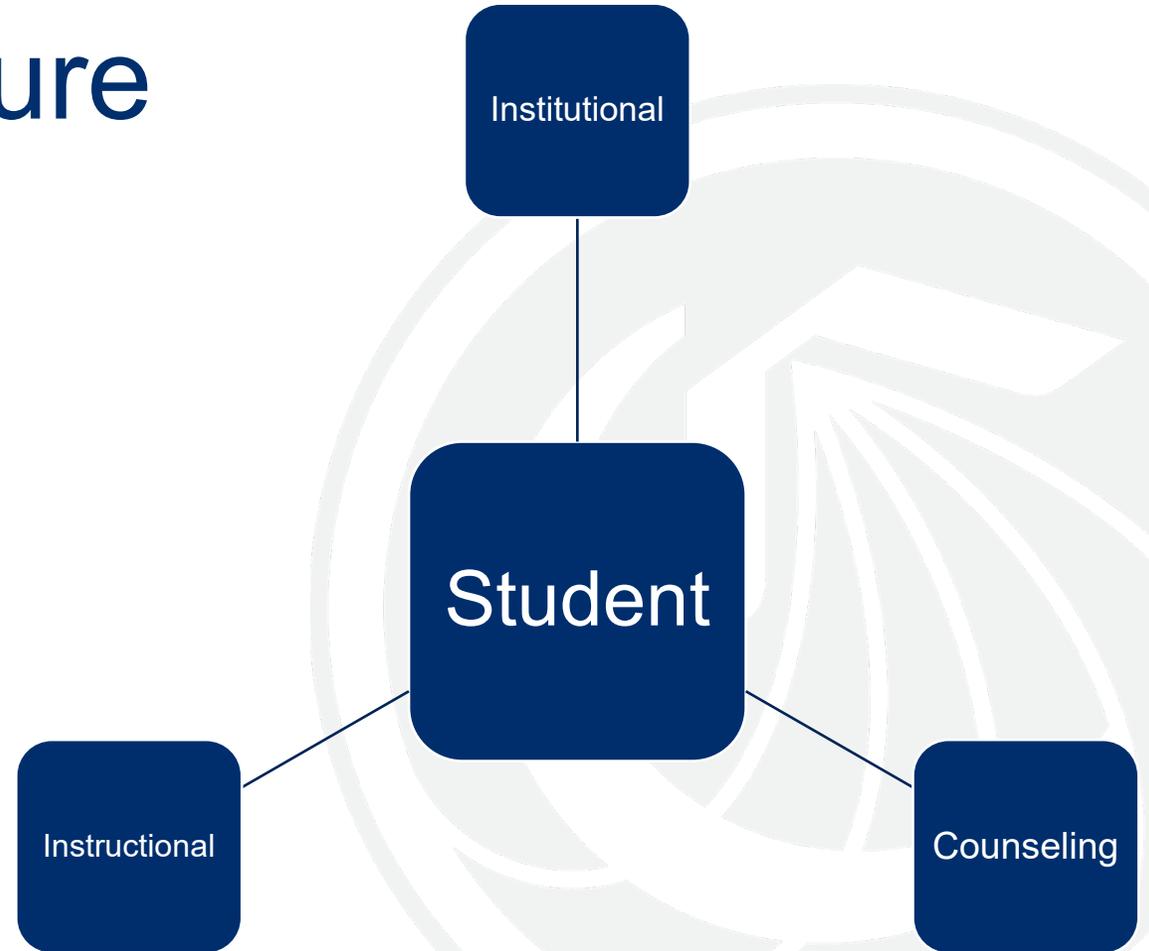
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Counseling Transfer Culture

- **Student-Centered Counseling:** Encourage counseling practices that prioritize listening to and respecting student autonomy, while providing tailored guidance that aligns with their individual goals.
- **Transfer Counseling:** Transfer Center will provide persistent & on-going Transfer Counseling. Email & Marketing Communication with students.
- **FCC Actionable Steps:**
 - Student Equity Plan
 - Instructional Counseling Classes
 - Transfer Data Dashboard
 - Adjunct Counselor Training
 - RP's Through the Gate
 - UC & CSU MOU Partnerships
 - Guided Pathways
 - HBCU Partnerships

Student Transfer Culture

- Listen when students speak
- Associated Student Government (ASG)
 - Use Senators in decision making spaces
- Communication/Marketing
- Building a sense of community
 - Affinity Spaces



Access Reports



Report
Summary



Student to Student
Advice



Contact Us

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