# Activating Strengths during the Transition from Community College to University

## ABOUT

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<th>Nina Mason Pulliam</th>
<th>Passport Scholars Award</th>
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## PROBLEM OF PRACTICE

This study focused on the specific needs of vulnerable students in the Nina Scholars program who transferred from community college to university.

## RQ1
What cultural capital do future Passport Scholars have to assist them when transferring to the university?

## RQ2
To what extent does a transfer preparation intervention change the sense of preparedness of Passport Scholars for their university transition?

## RQ3
To what extent does a transfer preparation intervention support Passport Scholars with their sense of ability to succeed during their university transition?

### Community Cultural Wealth
Highlights the positive attributes in marginalized communities over their deficiencies, identifying six capital concepts: aspirational, linguistic, familial, social, navigational, and resistant (Yosso, 2005).

### Transition Theory
Address the physical, mental, and emotional transition, allowing individuals to understand their own transition type, and prepare for it (Schlossberg, 1981, 2011).

### Transfer Student Capital
Identifies the factors that influence academic and social transfer adjustments of transfer students (Laanan, Starobin & Eggleston, 2011).

### THEORETICAL FRAMEWORKS

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<th>Community Cultural Wealth</th>
<th>Transition Theory</th>
<th>Transfer Student Capital</th>
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<td>Aspirational</td>
<td>Situation</td>
<td>Learning &amp; study skills</td>
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<td>Linguistic</td>
<td>Self</td>
<td>from CC</td>
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<td>Familial</td>
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<td>Social</td>
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<td>Navigational</td>
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<td>Satisfaction at the</td>
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<td>Resistant</td>
<td></td>
<td>university environment</td>
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Jo Ann Martinez, Ed.D. Doctoral Candidate, Leadership & Innovation, Mary Lou Fulton Teachers College 4/13/19
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## Methodology & Intervention

**Phenomenological Research Design**  
To explore and understand one single phenomenon

**Cultural Capital Construct**  
Descriptive Phase (CCW)

**University Transition**  
Preparation Construct  
Pre-transfer Phase (TT)  
Mid-transfer Phase (TT&TSC)

**University Transition Success Construct**  
Post-transfer Phase (TSC)

**Intervention**  
1:1 Meetings  
Peer Mentor Guidance  
Self-Reflection Journals

**Coding**  
Initial  
Emotions & Values  
Narrative

## Findings

**Descriptive Phase**  
Aspirational | Linguistic  
Familial | Social  
Navigational | Resistant

**Pre-Transfer Phase**  
Situation | Self  
Support | Strategies  
Triangulation

**Mid-Transfer Phase**  
Situation | Self  
Support | Strategies  
College Learning & Study Skills  
Triangulation

**Post-Transfer Phase**  
College Learning & Study Skills  
Experience with Faculty  
Environment Satisfaction  
Triangulation

**Changes Over Time**  
From Pre-transfer to Post-transfer

## Themes

**RQ1**  
Each scholar demonstrated strength in most of the six sub-constructs listed  
Benefited from possessing strengths when applied to transition experience

**RQ2**  
Strongest: situations had control over  
Some: managing stress to address academic or personal challenges  
Least: time management skills

**RQ3**  
Struggled: community college learning & study skills applied at university  
Succeeded: seek additional resources  
Succeeded: apply other strategies  
Struggled: engagement level

**THEMES ACROSS Q’S**  
Possessed & recognized how strengths supported their educational goals  
Felt prepared for transition to university even as some lacked certain coping skills  
Felt skills gained at community college did not fully match transition experiences & impacted sense of ability to succeed  
Able to utilize strengths at moments when lacked certain skills

## CONCLUSION

- How to assess the impact and success of our work
- Vulnerability may limit access to higher education, but does not define how students can succeed
- Personal strengths and institutional support matter in how students succeed
- Continued attention of vulnerable populations is necessary in Arizona’s colleges and universities to reach state’s college readiness goals

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