

# Activating Strengths during the Transition from Community College to University



## ABOUT

Nina Mason Pulliam	Nina Mason Pulliam Charitable Trust	Nina Mason Pulliam Legacy Scholars	Passport Scholars Award
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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).



### Community Cultural Wealth

- Aspirational
- Linguistic
- Familial
- Social
- Navigational
- Resistant

### Transition Theory

- Situation
- Self
- Support
- Strategies

### Transfer Student Capital

- Learning & study skills from CC
- Experiences with university faculty
- Satisfaction at the university environment

## THEORETICAL FRAMEWORKS

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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

**LIMITATIONS**