A Transfer Champion Tune-Up:

Reflecting on Practice as Agents, Connectors, and Advocates

Transfer Champion Self-Check

Directions: Think about the past 12 months. For each statement, circle the number that shows how often it describes you.

1 Rarely · **2** Sometimes · **3** Often · **4** Consistently

Answer based on the work your job actually involves. If something seldom comes up for you, Rarely is the right answer.

Agent

	How often does this describe you?	Rarely	Sometimes	Often	Consistently
1.	I ask about transfer students' prior experiences and point out the strengths they bring.	1	2	3	4
2.	I let transfer students know I see them as capable of reaching their goals at our institution.	1	2	3	4
3.	I explain the terms, processes, and rules of our institution that transfer students might not know.	1	2	3	4
4.	I review my area's emails, webpages, forms, and resources for jargon and unwritten assumptions, and make them clearer for transfer students.	1	2	3	4
5.	I encourage transfer students to keep asking questions, including ones they might think are basic.	1	2	3	4
6.	I follow up with transfer students after we talk to see how things turned out.	1	2	3	4

Your Agent scores

Anchor	Statements	Score
1)	1 + 2	_____ out of 8
2)	3 + 4	_____ out of 8
3)	5 + 6	_____ out of 8
Agent total	**1–6**	**_____ out of 24**

Connector

	How often does this describe you?	Rarely	Sometimes	Often	Consistently
7.	When I refer transfer students to faculty, staff, mentors, or other transfer students, I introduce them directly.	1	2	3	4
8.	I coordinate with colleagues in other offices or institutions so transfer students aren't left to sort things out between us.	1	2	3	4
9.	I make sure transfer students hear about opportunities like research, internships, study abroad, leadership roles, and scholarships.	1	2	3	4
10.	I encourage transfer students to pursue experiences they might assume aren't for them, and help them take the first step.	1	2	3	4
11.	I help transfer students see how their current courses, work, and other activities connect to their larger goals.	1	2	3	4
12.	I help transfer students adjust their plans and find a path forward when their goals or circumstances change.	1	2	3	4

Your Connector scores

Anchor	Statements	Score
1)	7 + 8	_____ out of 8
2)	9 + 10	_____ out of 8
3)	11 + 12	_____ out of 8
Connector total	**7–12**	**_____ out of 24**

Advocate

	How often does this describe you?	Rarely	Sometimes	Often	Consistently
13.	When a transfer student gets stuck because of a policy or process, I step in to help.	1	2	3	4
14.	When the same problem affects multiple transfer students, I keep a record of it.	1	2	3	4
15.	I ask how decisions might affect transfer students during meetings and conversations with colleagues.	1	2	3	4
16.	When I hear inaccurate assumptions about transfer students, I help colleagues understand both what students might be up against and the assets they bring to our institution.	1	2	3	4
17.	I share problems affecting transfer students with colleagues, my supervisor, or others who can address them.	1	2	3	4
18.	When I raise a problem, I suggest a possible solution or next step.	1	2	3	4

Your Advocate scores

Anchor	Statements	Score
1)	13 + 14	_____ out of 8
2)	15 + 16	_____ out of 8
3)	17 + 18	_____ out of 8
Advocate total	**13–18**	**_____ out of 24**

Your overall results

Role	Score
Agent	_____ out of 24
Connector	_____ out of 24
Advocate	_____ out of 24
Overall	**_____ out of 72**

AI-assisted draft for reflection and discussion purposes only. Concepts are drawn from transfer research, and all wording was carefully reviewed by the presenter. Please adapt to your campus context and apply professional judgment.