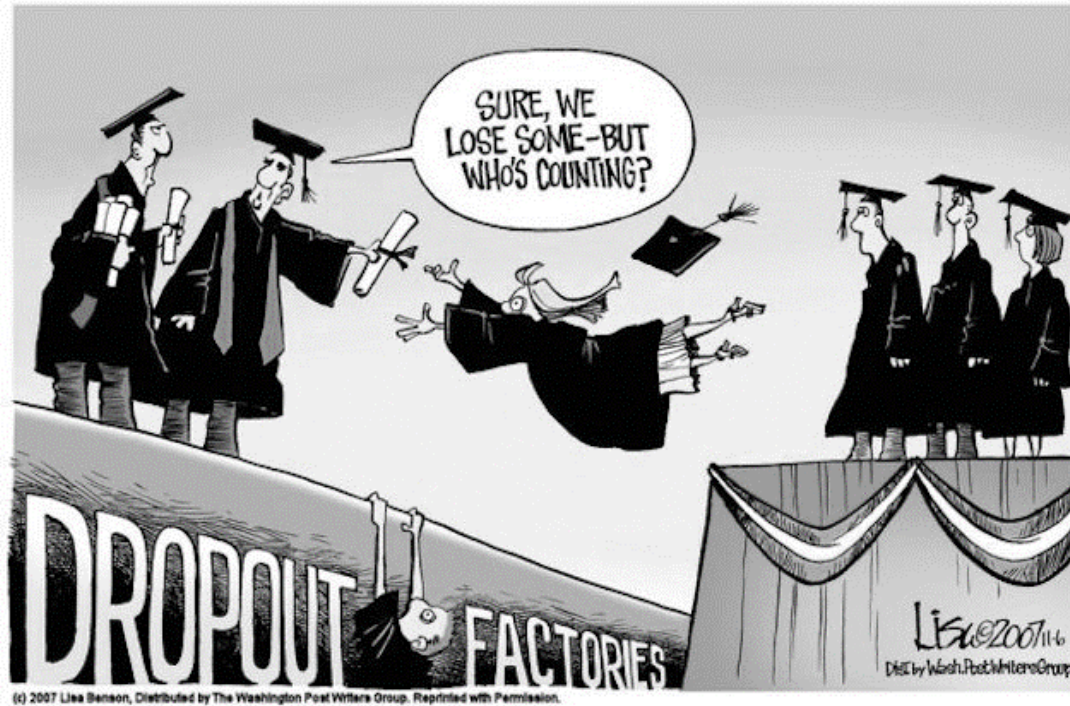# Ensuring Transfer Student Success During Critical Transitions

Linda C Martin
Vice President
Academic Affairs & Student Success

February 28, 2018

THE UNIVERSITY OF TENNESSEE

Transfer Student Success

Sure we lose some – but who's counting

Ensuring Transfer Student Success

National Trends

Student Development Theory

Factors Contributing to Transfer Student Success

Inter-institution Practices to Facilitate Degree Completion

Initiatives & Best Practices

Transfer Tools

Prior Learning Assessment

What's Next for TN?

Transition *(tran·si·tion)*

noun:

the process or a period of changing from one state or condition to another

synonyms:

change; metamorphosis; alteration; handover; changeover; segue; shift; switch; jump; leap; progression; progress; development; passage; move; transformation; conversion; evolution; flux

verb:

undergo or cause to undergo a process or period of transition

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Oxford
Dictionaries

Transition *(tran·si·tion)*

Think:

- Think of a recent transition (job, promotion, new supervisor, marriage, divorce, lifestyle change, death, move…)
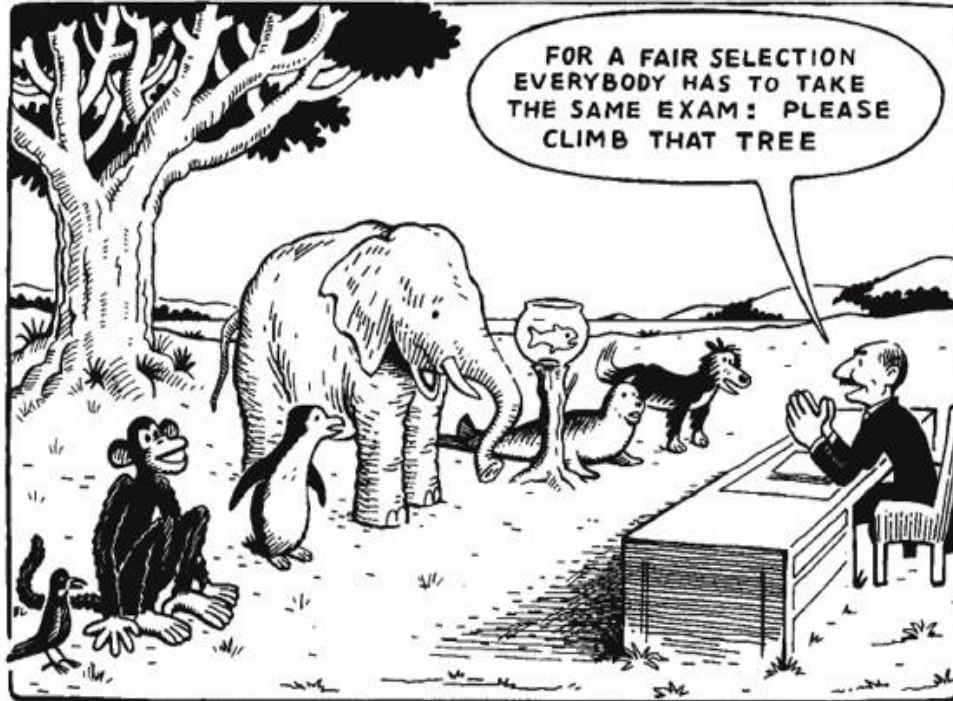- What feelings/uncertainties did you experience? How did the transition affect you? (make a list)

Pair:

- Find a partner

Share:

- Share how this transition affected you (feelings, behaviors…)
- *Do not share the transition; do not share beyond your comfort level.*

Transition ≠ Transition ≠ Transition

For a fair selection everybody has to take the same exam:
please climb that tree

National Trends: Potential Community College Transfers

- About 4 million community college students intend to transfer to 4-year colleges, but don't.

- For 4-year institutions, the prospective community college student pool is nearly 2 times as large as that of first-time, first-year student pool.

- Over 75% of potential transfers report they are unsure about to which institution they wish to transfer.

- Over 50% of potential transfers find the 4-year admission process confusing.

Booth (2017)
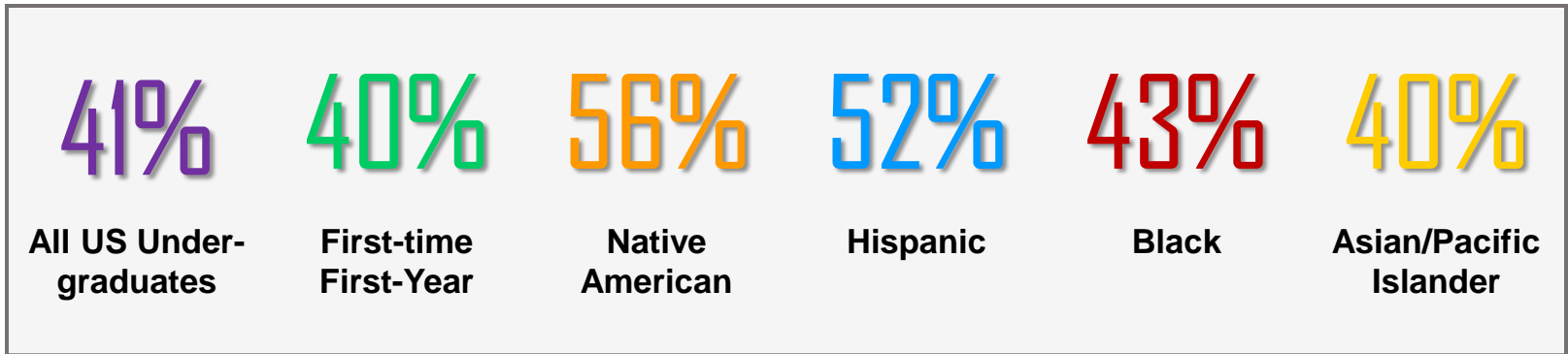
UT THE UNIVERSITY OF TENNESSEE
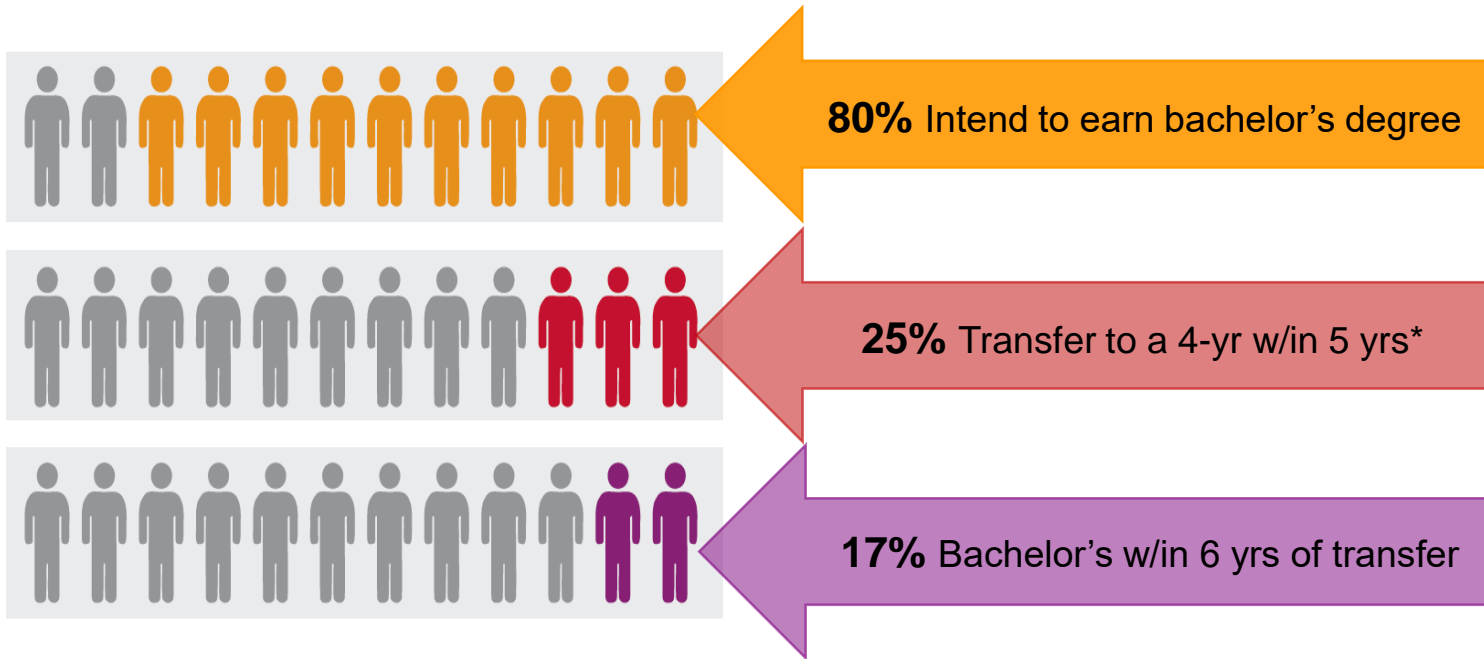
National Trends

Representation of Community College Students
Among all US Undergraduates

41%	40%	56%	52%	43%	40%
All US Under-graduates	**First-time First-Year**	**Native American**	**Hispanic**	**Black**	**Asian/Pacific Islander**

Sixty percent of all community college students attend part-time.

Jenkins & Fink (2016)

National Trends

80% Intend to earn bachelor's degree

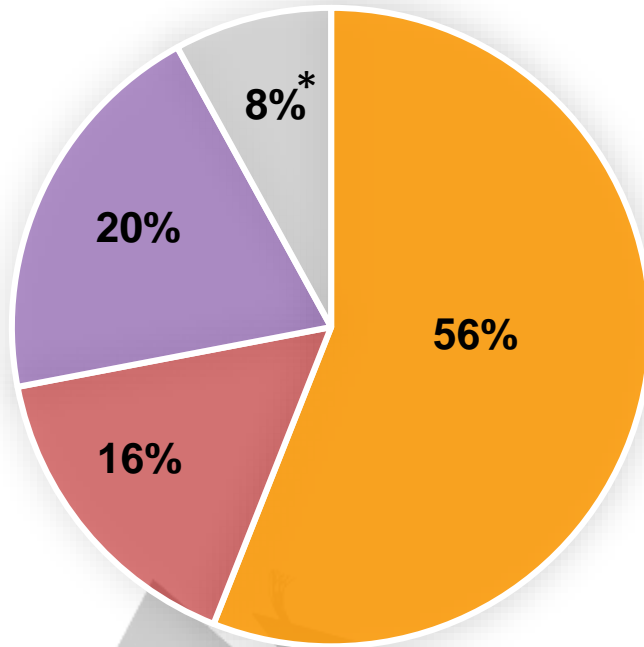**25%** Transfer to a 4-yr w/in 5 yrs*

17% Bachelor's w/in 6 yrs of transfer

20% earn associate degree or certificate first

Community Colleges serve as the entry point for approximately 40% of US undergraduates

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

January 2015

THE UNIVERSITY OF TENNESSEE

Where Students Transfer

- Public 4-yr
- Public 4-yr Selective
- Private Non-Profit
- Private For-Profit

72% Transfer to Public Institutions

28% Transfer to Private Institutions

*A disproportionate number of Black and Hispanic students, lower performing students and those accruing fewer credit hours transfer to Private For-Profit institutions.

CCRC COMMUNITY COLLEGE RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

January 2015

National Trends: Completion Rates Following Transfer

Bachelor Degree Completion Rates w/in 6 Years of Transfer		
Institution Type	**Share of Transfers**	**Completion Rate**
Public	72% 18	65% 12
Private Non-Profit	20% 5	60% 3
Private For-Profit	8% 2	35% 1

25/100

Of the 25% who transfer from a 2-yr college, approximately 62% earn a bachelor's degree.

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

January 2015

Time to Bachelor's Degree

Time From Associate to Bachelor's Degree

33.7%

Category	Percentage
≤1yr	4.50%
>1-2 yrs	25.90%
>2-3 yrs	36%
>3-4 yrs	18.60%
>4-5 yrs	10.20%
>5-6 yrs	4.90%
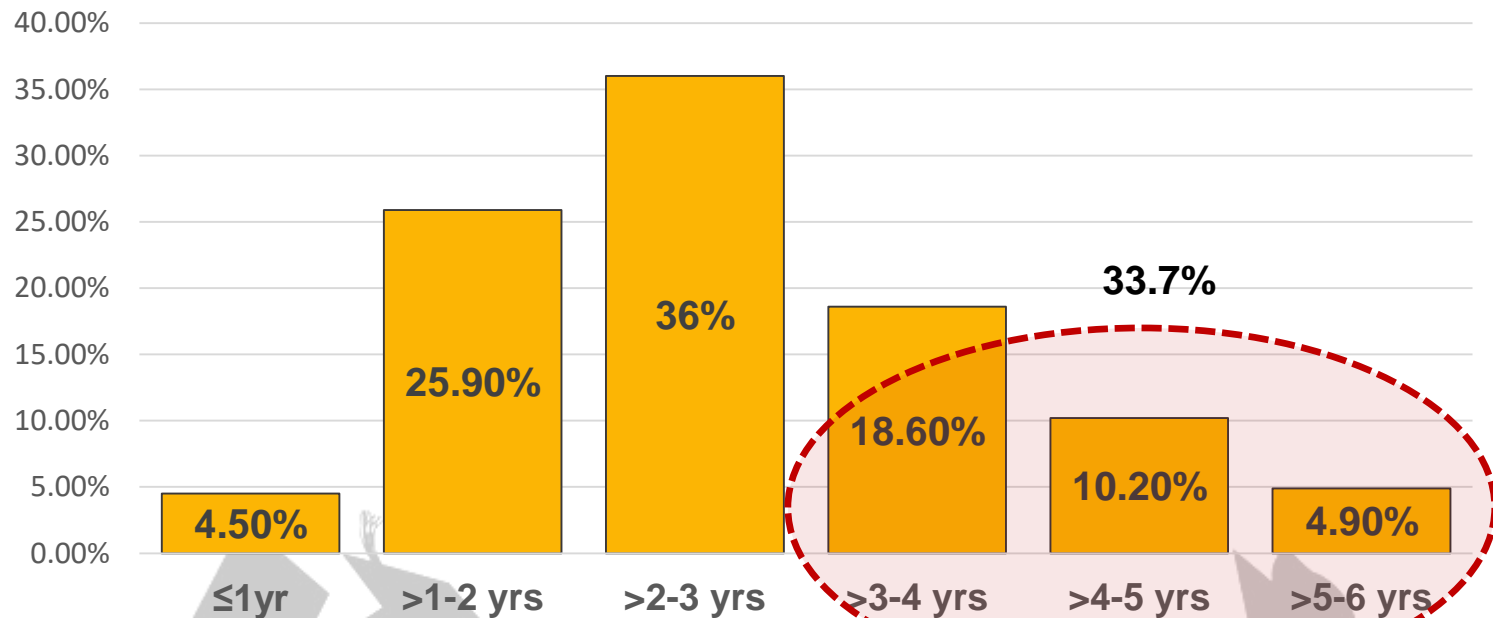
Mean number of years from associate to bachelor's degree completion was 2.8 years.

Over 33% take 3-6 years to finish a bachelor's degree.

NATIONAL STUDENT CLEARINGHOUSE

August 2017

Ur THE UNIVERSITY OF TENNESSEE

Time to Bachelor's Degree

Degree Completion of Students Transferring from 2- to 4-year Institutions
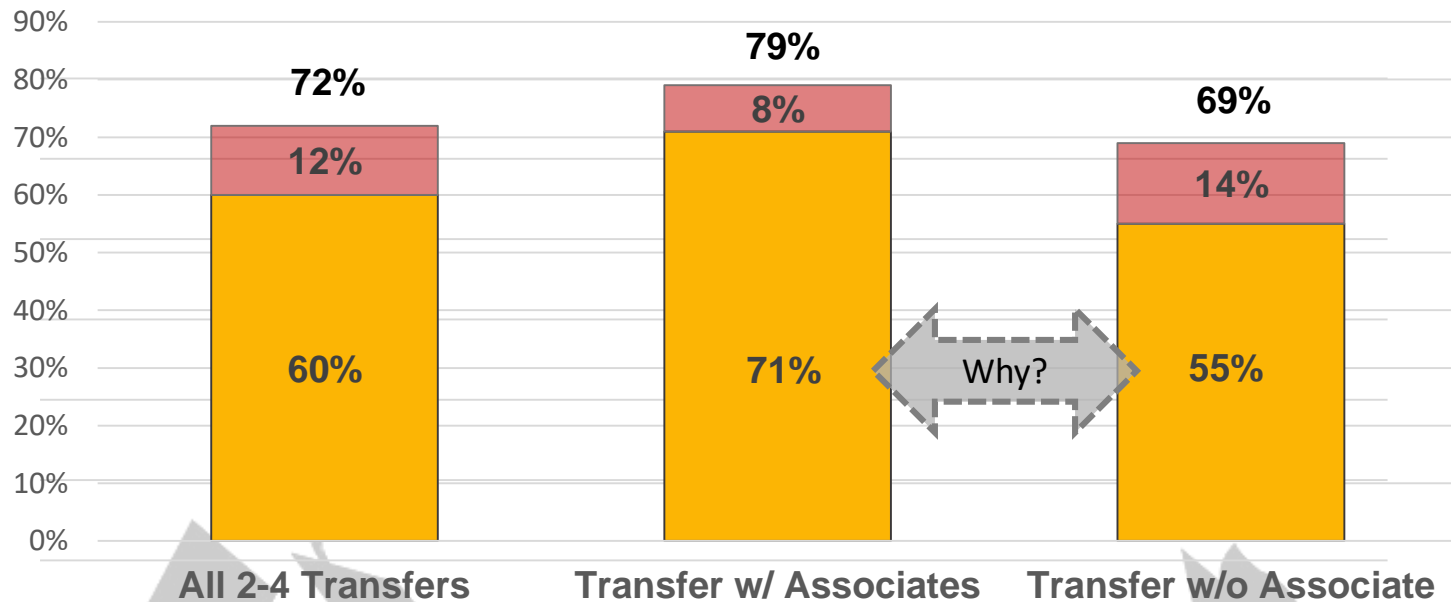
Of transfers, 72% have earned a bachelor's degrees or are still enrolled w/in 6 years of transfer

National Trends: Transfer Student Differences Across States

Percent Transferring-Out and Percent Earning Bachelor's
w/in Six Years of Beginning Associates

State	# Institutions	Transfer-Out Rate*	Transfer-Out Completion Rate [†]
1. Montana	5	52%	34% (28)
2. Wyoming	7	44%	42% (11)
4. Oklahoma	9	42%	40% (17)
3. Maryland	14	39%	45% (7)
5. Kansas	11	38%	43% (10)
10. Tennessee	13	36%	43% (8)

Success requires both high transfer-out and completion rates.

* Percent transferring-out institution ($\overline{X} = 33\%$)
[†] Of transfers, percent earning a bachelor's degree w/in 6 years ($\overline{X} = 42\%$)

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

January 2016

Tracking Transfer

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Free Community College Legislation as of November 2016
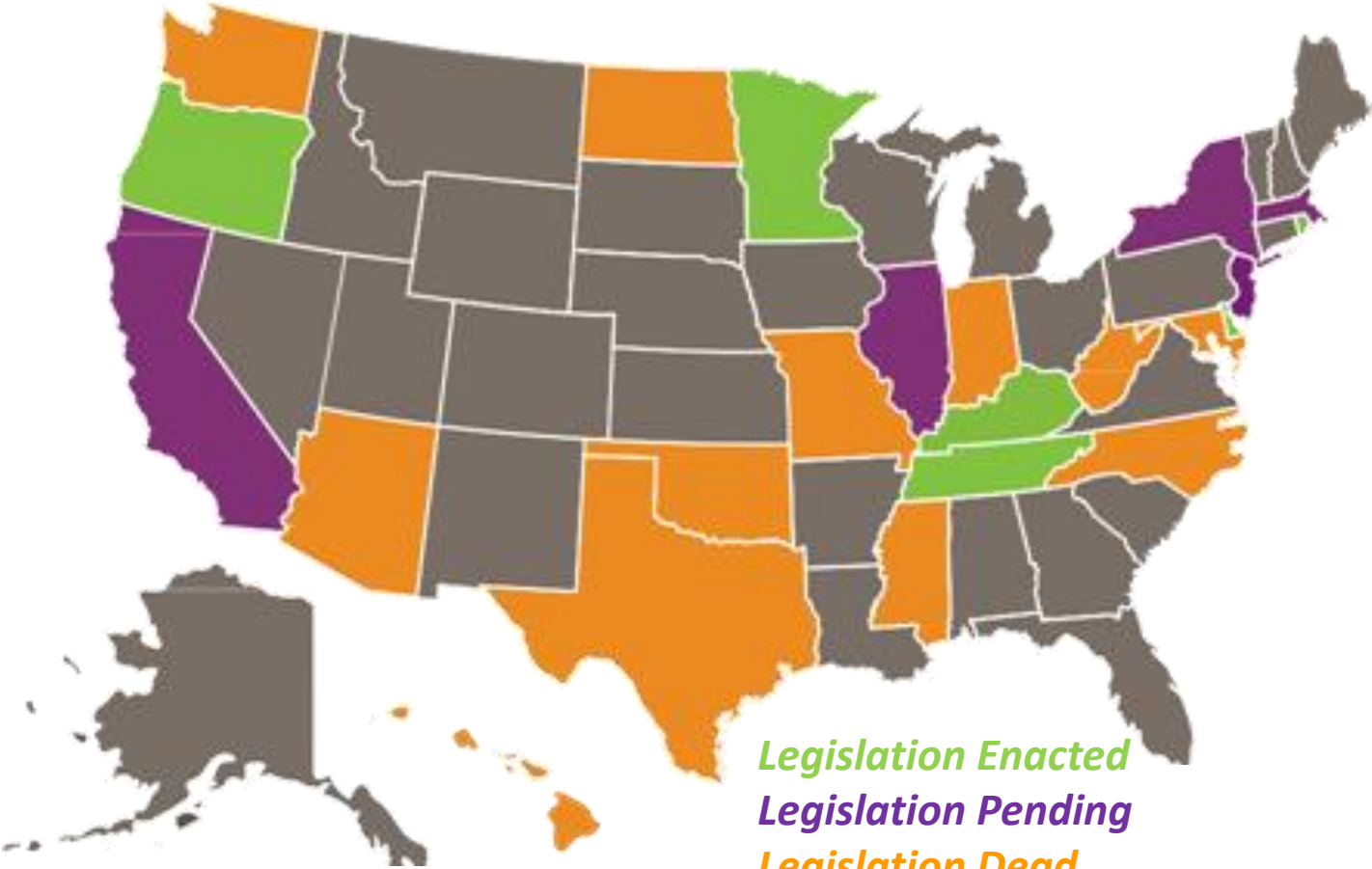
Legislation Enacted
Legislation Pending
Legislation Dead

EDUCATION COMMISSION
OF THE STATES
Your education policy team.

THE UNIVERSITY OF TENNESSEE

National Trends: Low-Income Students

Percent Low-Income Students Earning Bachelor's Degrees w/in Six Years

State	# Students	Completion Rate*
1. Iowa	973	47%
2. Florida	5606	44%
4. Washington	761	42%
3. Mississippi	2622	42%
5. Tennessee	2062	41%
46. West Virginia	113	25%
47. Maine	184	24%
48. New Mexico	514	24%
49. Ohio	2102	
50. South Dakota	72	

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January 2016

*Percent earning bachelor's degree within 6 years ($\bar{X}$ = 36%)

Transfer Student Success
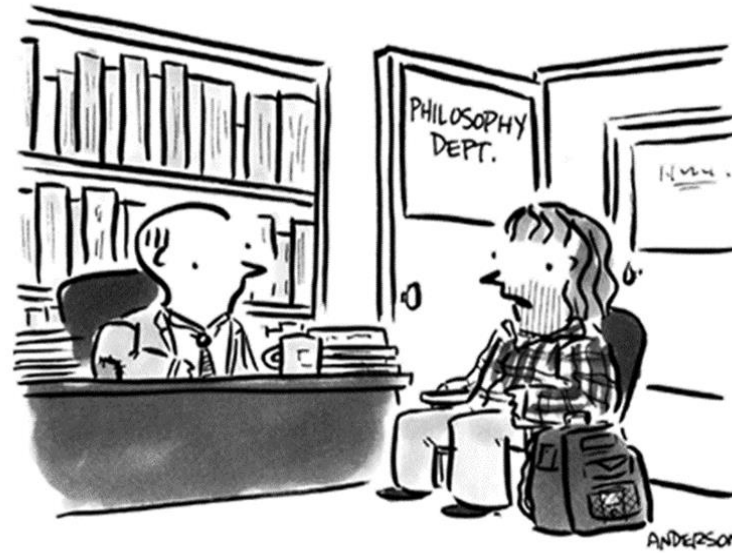
"I'm thinking of transferring to another school of thought…"

Transfer Student Success

Transfer Student Success

Student Success Initiatives
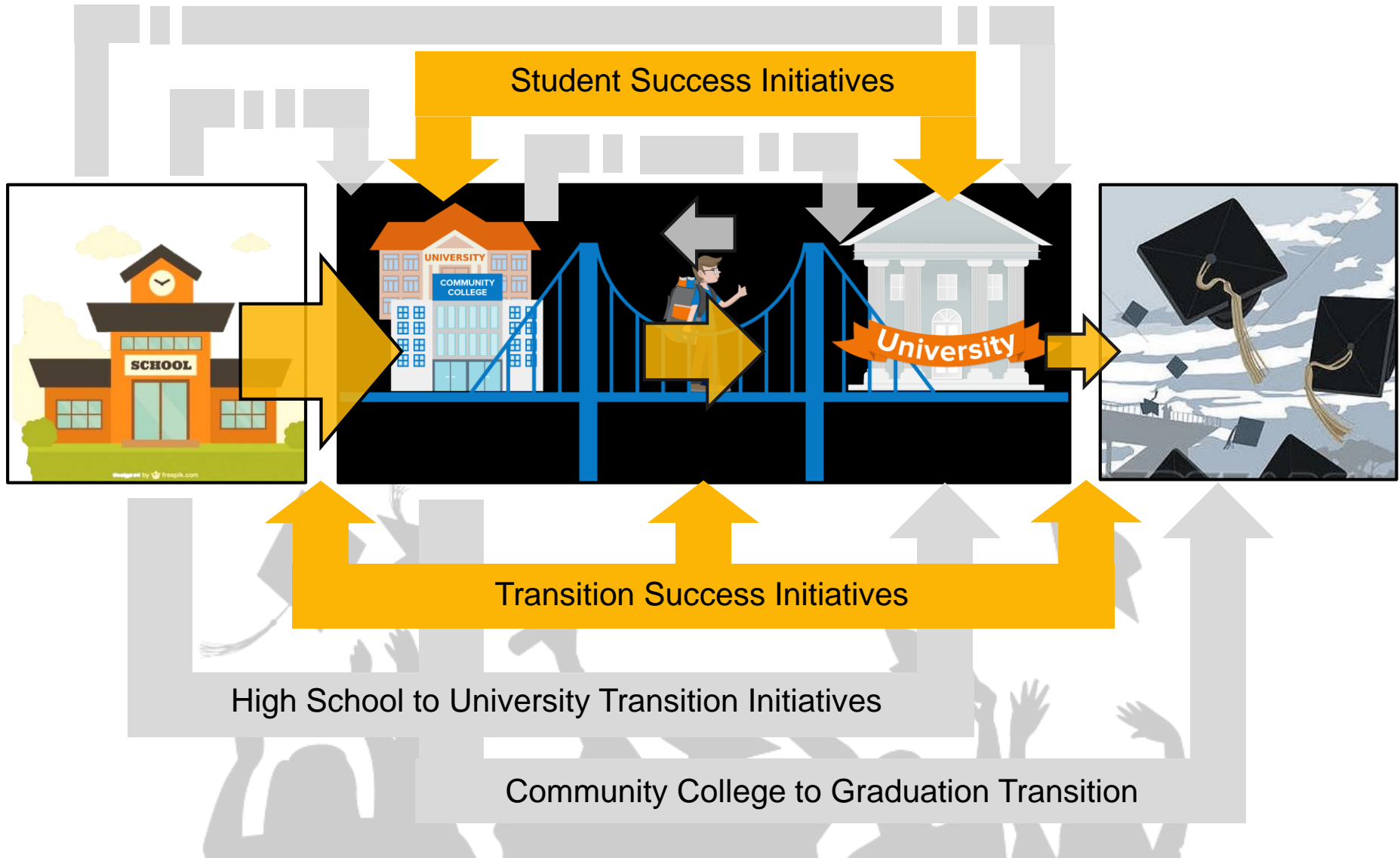
Transition Success Initiatives
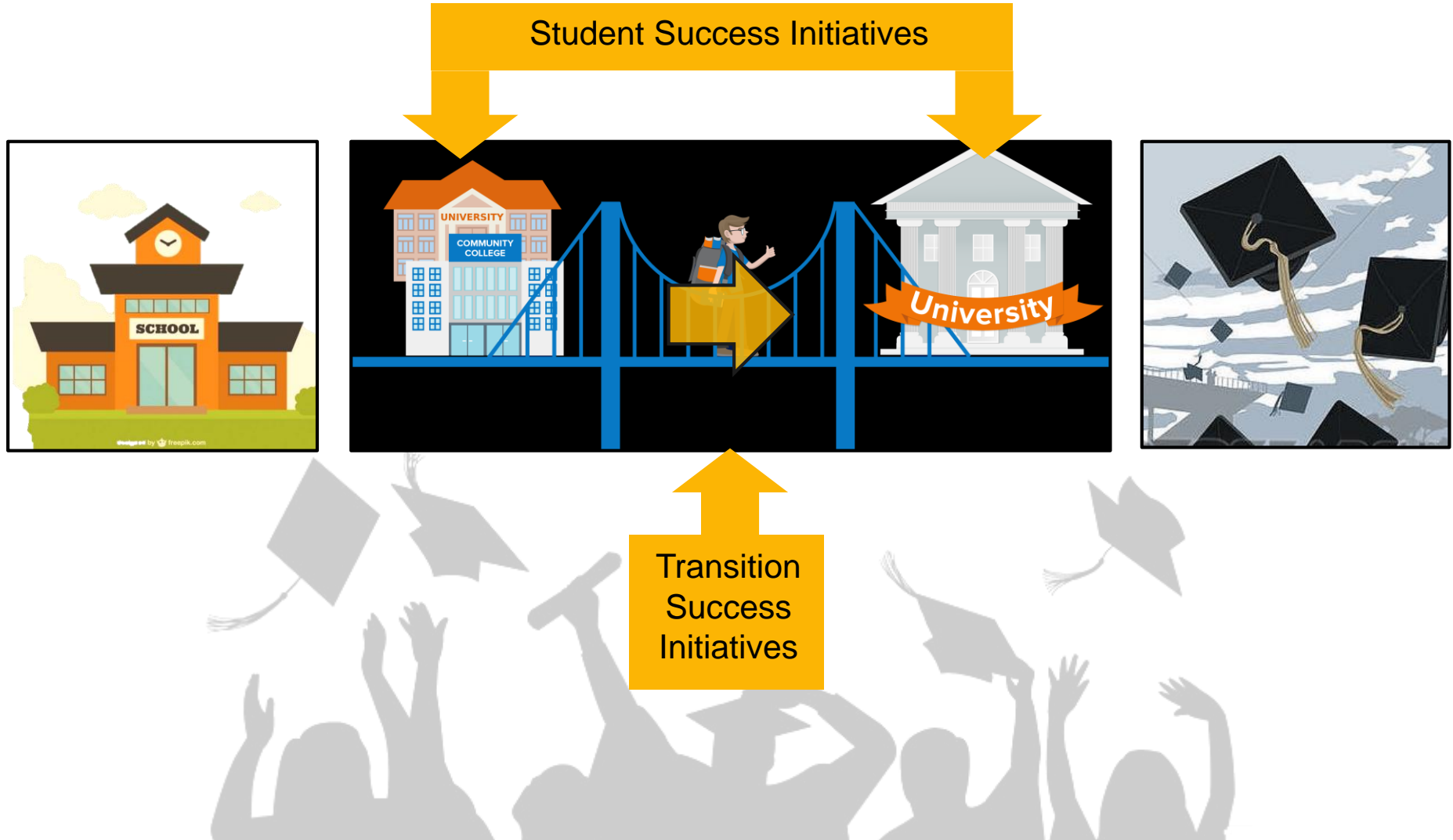
Community College Student Characteristics

- More focused; students have a career in mind

- Often have competing career, family and financial obligations

- More likely to be non-traditional, first-generation, working students with high financial need

- Diverse life experiences

- Experience lower levels of student engagement on campus

- Have greater need for developmental coursework

- Often seeking second career/return to civilian life

- More likely to "stop out" or to have "stopped out"

Monroe & White, Noel-Levitz (2014)

RUFFALO
NOEL LEVITZ

Why Students Choose to Start at 2-yr Institutions?

- Affordability
- Open/flexible admissions
- "Test the Waters"
- Academic Flexibility
- Work-life integration
- Smaller class sizes
- Teaching-centered faculty
- Personalized attention

- Technical expertise
- Location/convenience
- Academically underprepared
- Poor high school GPA/test scores
- Easier transition
- Less intimidating; smaller campus
- Academic support services
- Enhance academic credentials

Factors Influencing Upward Transfer

- Students declaring a major were more than 1.5 times as likely to transfer.

- Students participating in co-curricular activities were more than twice as likely to transfer.

- Students living on campus are more likely to transfer.

- Females were 32% less likely to transfer than male counterparts.

- Socioeconomically-advantaged students were 47% more likely to transfer than those at the socioeconomically-challenged end of the continuum. ▲

Turk & Chen (2017)

Institutional Departure

Transfer Transition
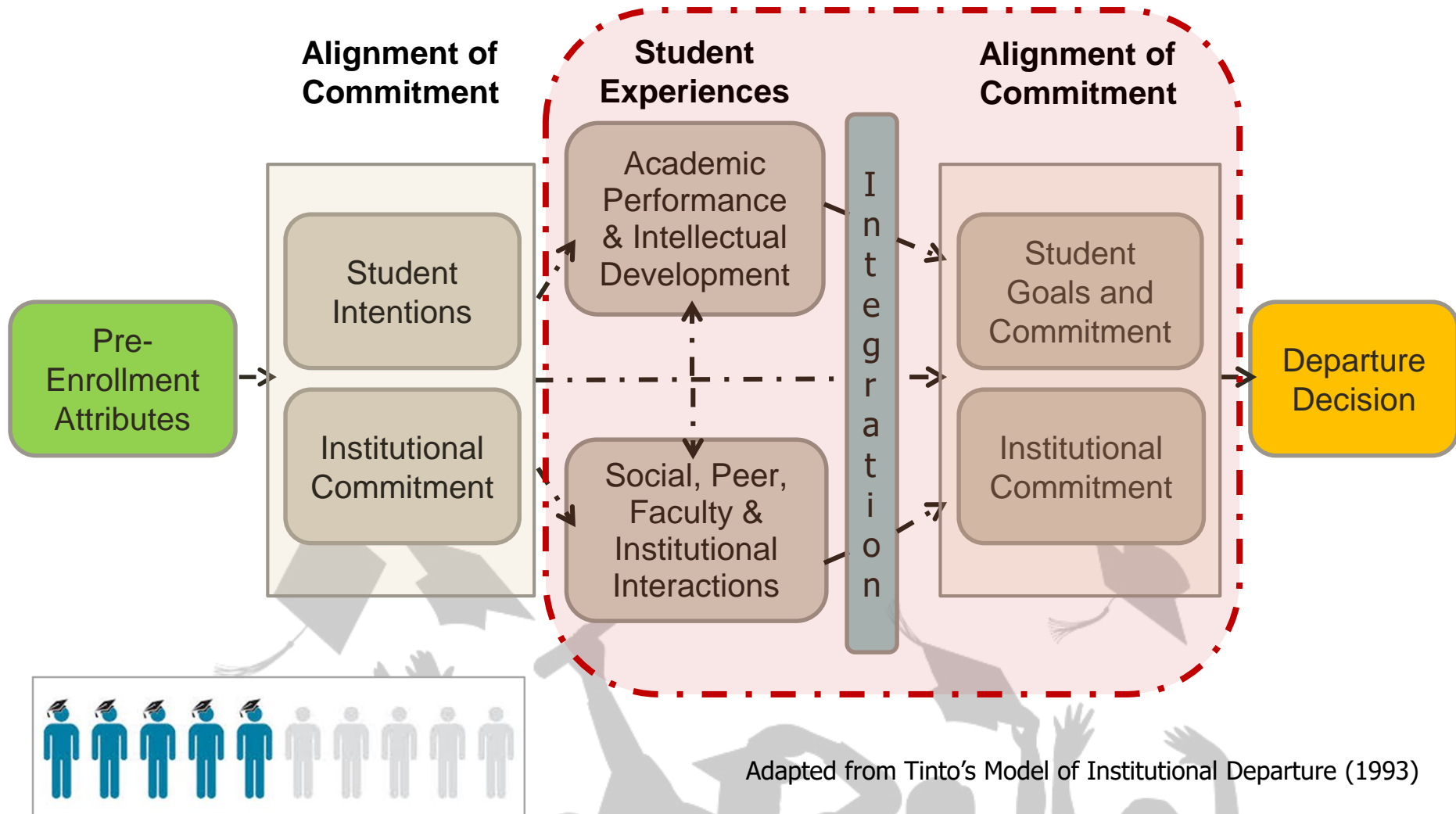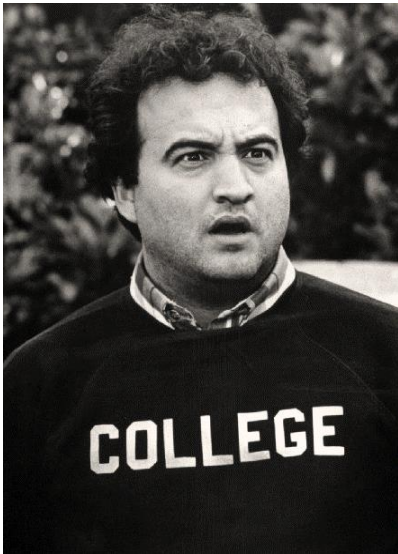
Alignment of Commitment

Student Experiences

Alignment of Commitment

Pre-Enrollment Attributes

Student Intentions

Institutional Commitment

Academic Performance & Intellectual Development

Integration

Social, Peer, Faculty & Institutional Interactions

Student Goals and Commitment

Institutional Commitment

Departure Decision

Adapted from Tinto's Model of Institutional Departure (1993)

Why Students Leave

- Academic difficulties; under-preparedness
- Inability to resolve educational & occupational goals
- Availability of major/program
- Failure to become or remain connected to the intellectual & social life of the university
- Satisfaction and/or institutional integrity
- Peer culture; social network
- Lack of a caring environment
- Financial challenges
- Health and/or family circumstances
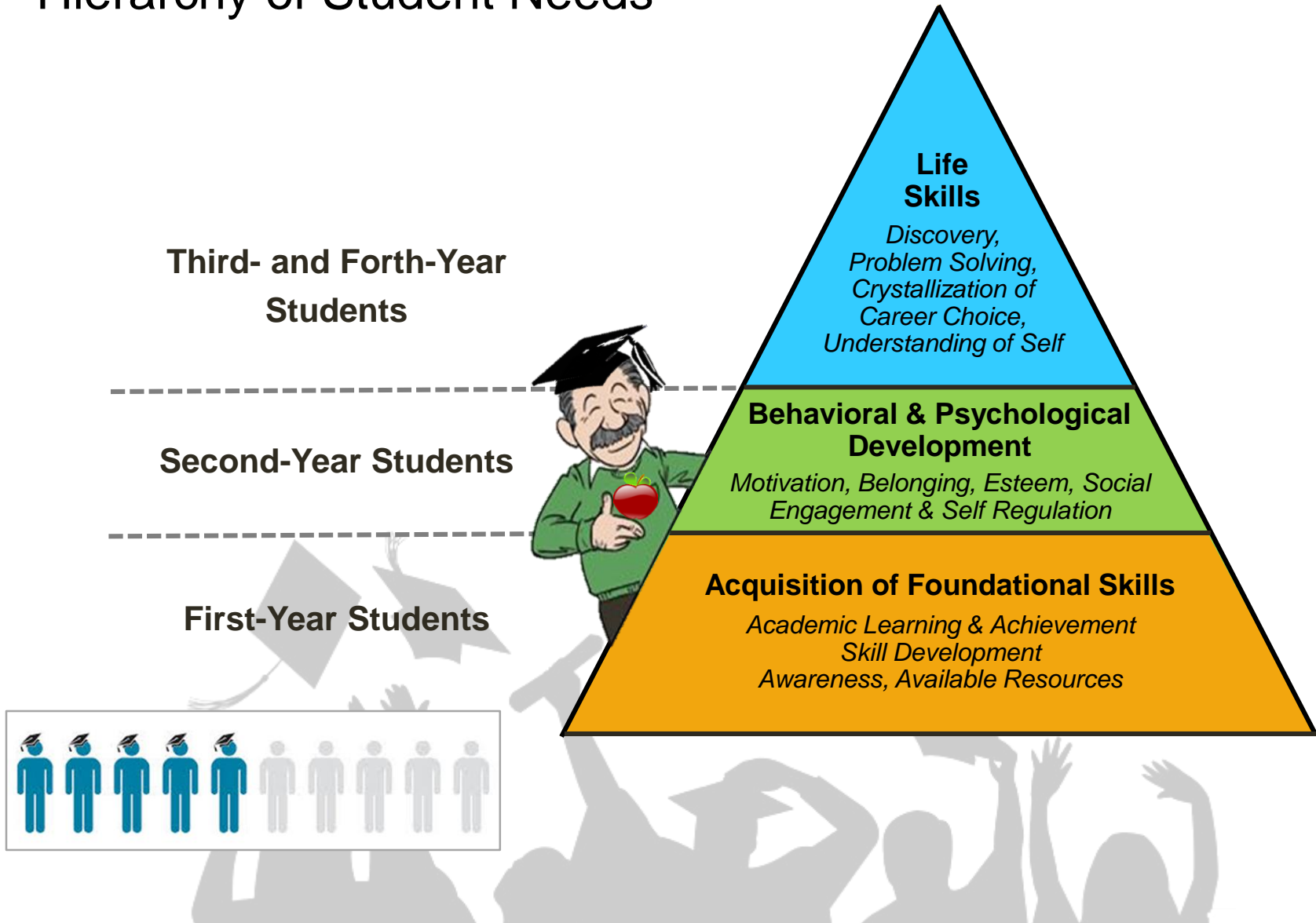- Job-related issues

Why Students Leave
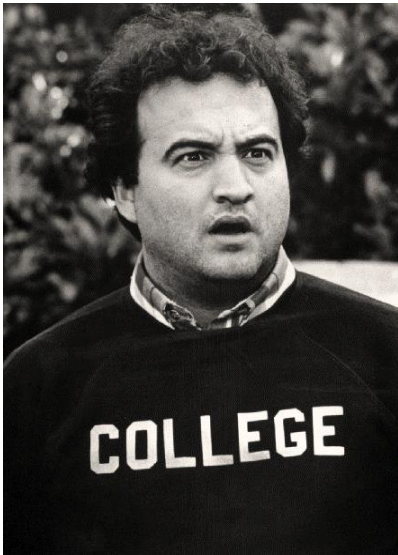
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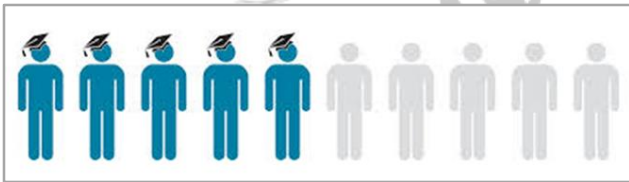
When Students Leave

Transfer Transition
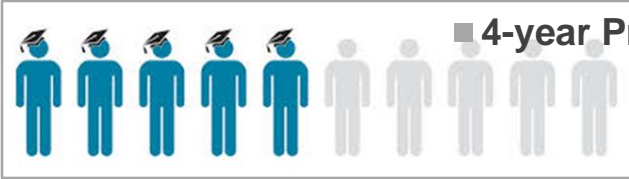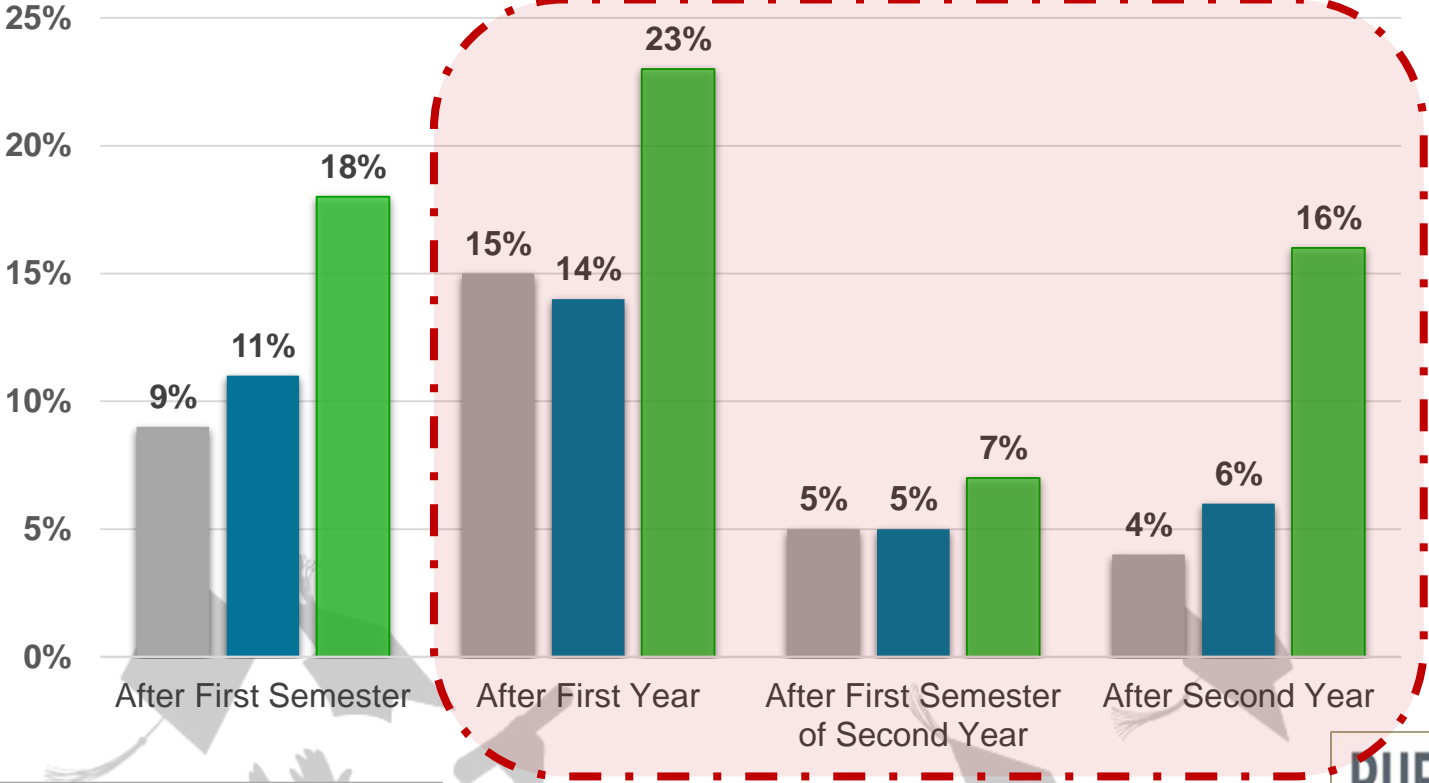
* Does not include students earning a degree

Noel-Levitz (2017)

4-year Private · 4-year Public · 2-year Public

After First Semester · After First Year · After First Semester of Second Year · After Second Year

Hierarchy of Student Needs

Third- and Forth-Year Students

Second-Year Students

First-Year Students

Life Skills

Discovery, Problem Solving, Crystallization of Career Choice, Understanding of Self

Behavioral & Psychological Development

Motivation, Belonging, Esteem, Social Engagement & Self Regulation

Acquisition of Foundational Skills

Academic Learning & Achievement
Skill Development
Awareness, Available Resources

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Academic Learning & Achievement Skill Development Awareness, Available Resources

Why Students Stay

- Competent and caring faculty & staff
- Student-faculty interaction inside and outside of the classroom
- Concerned & aware administration
- Institutional & academic support
- Clear expectations of success
- Quality academic advising
- Positive peer interpersonal interactions
- Programmatic peer interaction
- Involvement in co-curricular activities & engagement on campus.
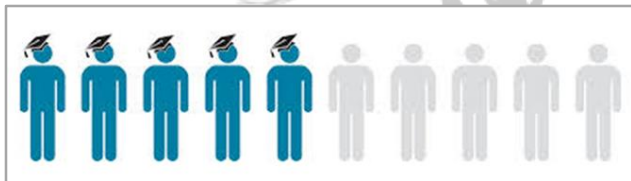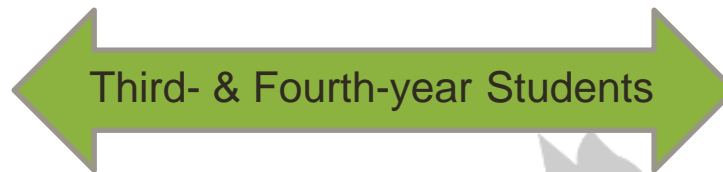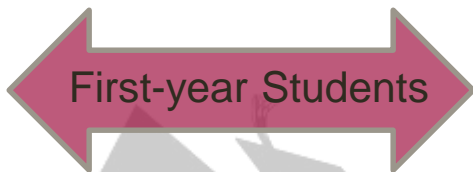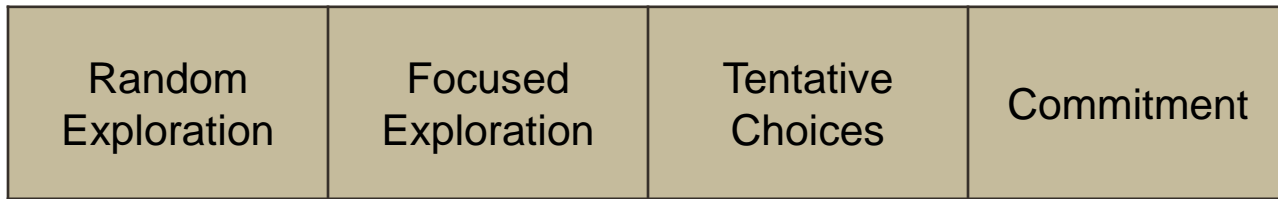
Student Development Theory

Second-year Students

| Random Exploration | Focused Exploration | Tentative Choices | Commitment |

First-year Students

Third- & Fourth-year Students

Schaller (2006)
Students in Transition Conference

THE UNIVERSITY OF TENNESSEE

Student Development Theory

4-year

2-year

Second-year Students

Random Exploration	Focused Exploration	Tentative Choices	Commitment

First-year Students

Third- & Fourth-year Students

Schaller (2006)
Students in Transition Conference

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Student Development Theory

Random Exploration	Focused Exploration	Tentative Choices	Commitment

First-year Students

Schaller (2006)
Students in Transition Conference

THE UNIVERSITY OF TENNESSEE
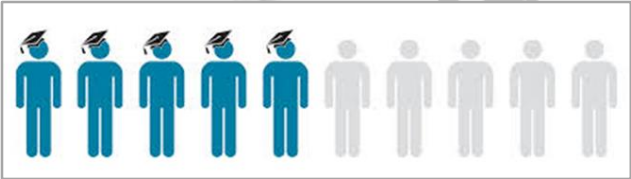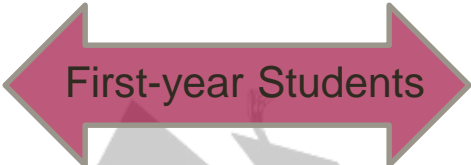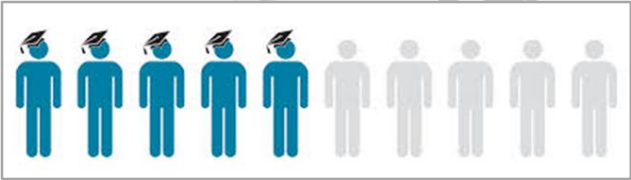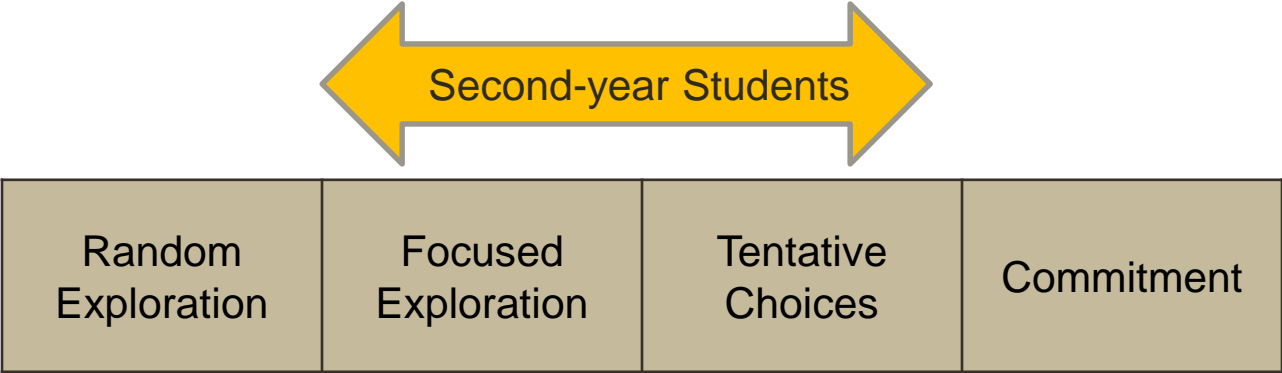
First-year Student Success

- Support transition from high school to college
- Address first-year issues
  - *academic preparedness*
  - *financial challenges*
  - *academic & social integration*
  - *appropriate level of involvement*
  - *engagement w/ campus life*
- Connect students with campus resources
- Connection with college and department
- Peer mentoring
- Connection to faculty
- Early warning
- Required academic advising.
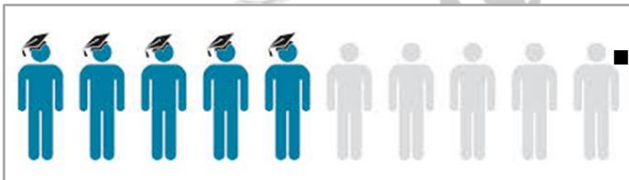
Schaller (2016)

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Student Development Theory

Second-year Students

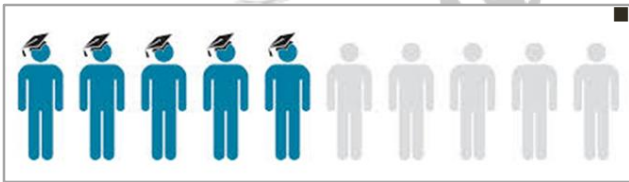| Random Exploration	Focused Exploration	Tentative Choices	Commitment

Schaller (2006)
Students in Transition Conference

# Second-year Student Success

- Self-awareness
- Guided exploration
- Develop a sense of direction and establish purpose
- Decision making (particularly as it pertains to choice of major)
- Identify and develop life skills
- Encourage campus engagement & leadership opportunities
- Establish and strengthen sense of community
- Student-faculty interaction
- Required academic advising

Schaller (2016)

Student Development Theory

| Random Exploration	Focused Exploration	Tentative Choices	Commitment

Third- & Fourth-year Students
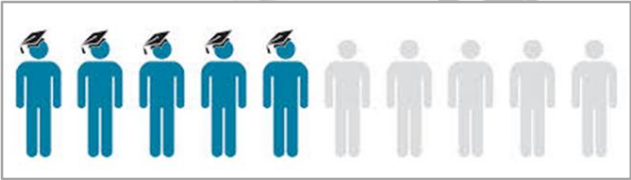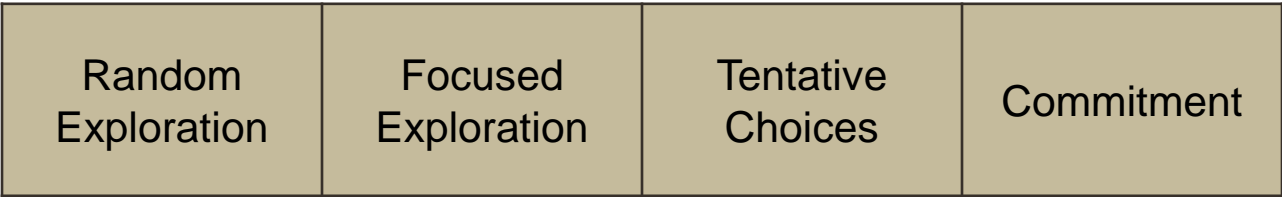
Schaller (2006)
Students in Transition Conference

Third and Fourth Student Success

- Expand global awareness and intellectual curiosity
- Expand comfort zone and broaden horizons
- Connections w/ academic stakeholders including alumni and industry
- Enhance academic and intellectual engagement
- Networking
- Life and decision-making skills
- Professional development and leadership
- Build experience and confidence
- Meaningful interaction with faculty inside and outside of the classroom
- Mentoring.
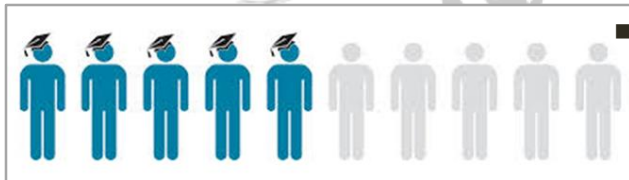
Schaller (2016)
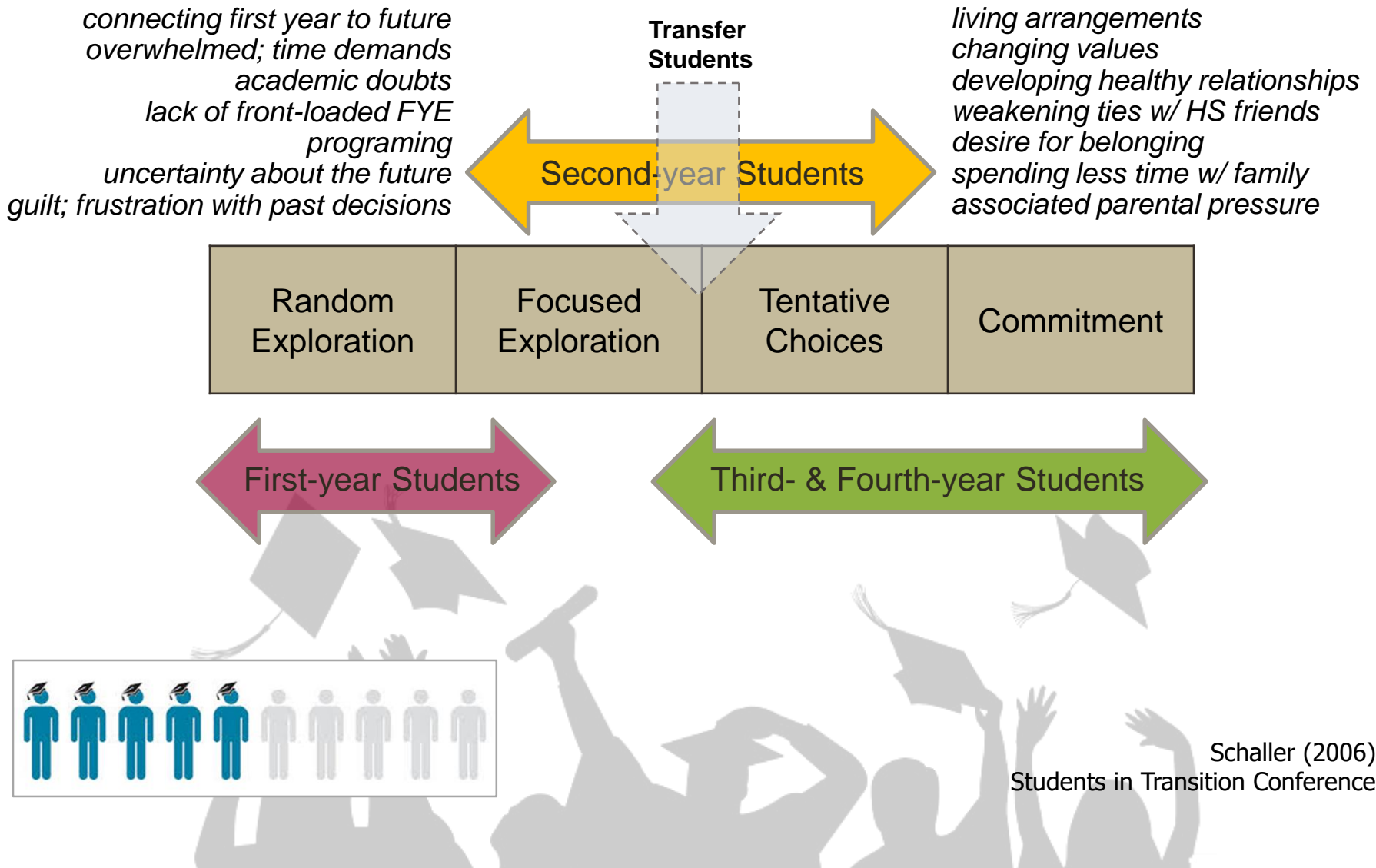
Student Development Theory

connecting first year to future
overwhelmed; time demands
academic doubts
lack of front-loaded FYE
programing
uncertainty about the future
guilt; frustration with past decisions

Transfer Students

living arrangements
changing values
developing healthy relationships
weakening ties w/ HS friends
desire for belonging
spending less time w/ family
associated parental pressure

Second-year Students

Random Exploration	Focused Exploration	Tentative Choices	Commitment

First-year Students

Third- & Fourth-year Students

Schaller (2006)
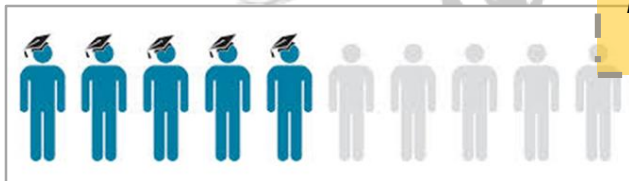Students in Transition Conference

Student Development Theory

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Second-year Students

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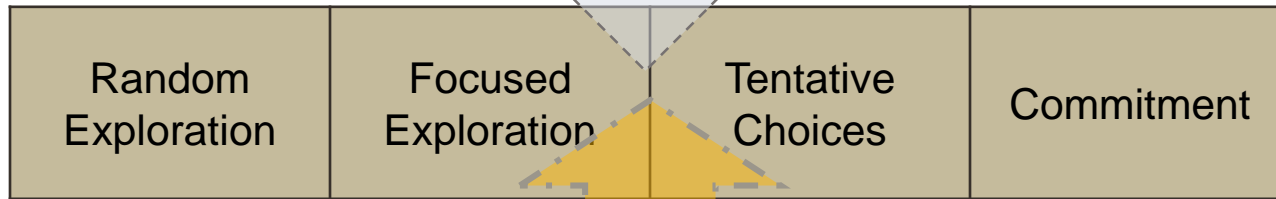
connecting with a faculty member
Institutional belonging
academic mentoring
connection with a major
connecting coursework w/ future
co-curricular engagement
*interpersonal success & belonging*
self-efficacy

Schaller (2006)
Students in Transition Conference

Underlying Factors Associated with Student Success

- Enhanced student experience NOT retention should be the goal.

- Integration of student life and academic affairs is essential.

- Retention is based upon successful integration of academic and non-academic components of the undergraduate experience.

- Retention efforts must be systematic and based on student development needs.

- Student-centered policies, procedures and programing is essential.

- While single causal factors are difficult to identify; some attrition is predictable and preventable.
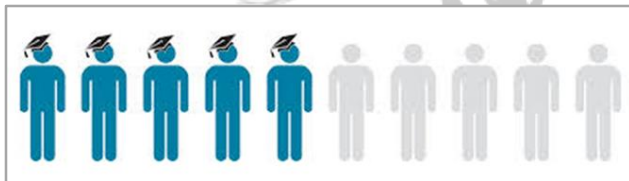
- Attrition is costly!
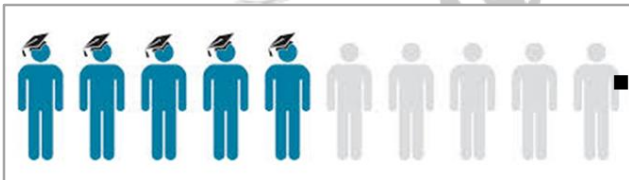
Noel-Levitz (2008)

# Underlying Factors Associated with Student Success

Nothing can
compensate for the
absence of competent,
caring and engaged
faculty and staff.

Noel-Levitz (2008)

Transfer Student Success: Remaining Questions

- How can we better meet the developmental needs of our transfer students?

- How will the transition through which the student is navigating affect their needs?

- Have we worked to fully integrate academic and student-life success strategies?

- What are the ways we can work to "enhance the transfer-student experience?"

- How can we increase the number of students who transfer?

- What are the student incentives for earning an associate degree? For reverse transfer?
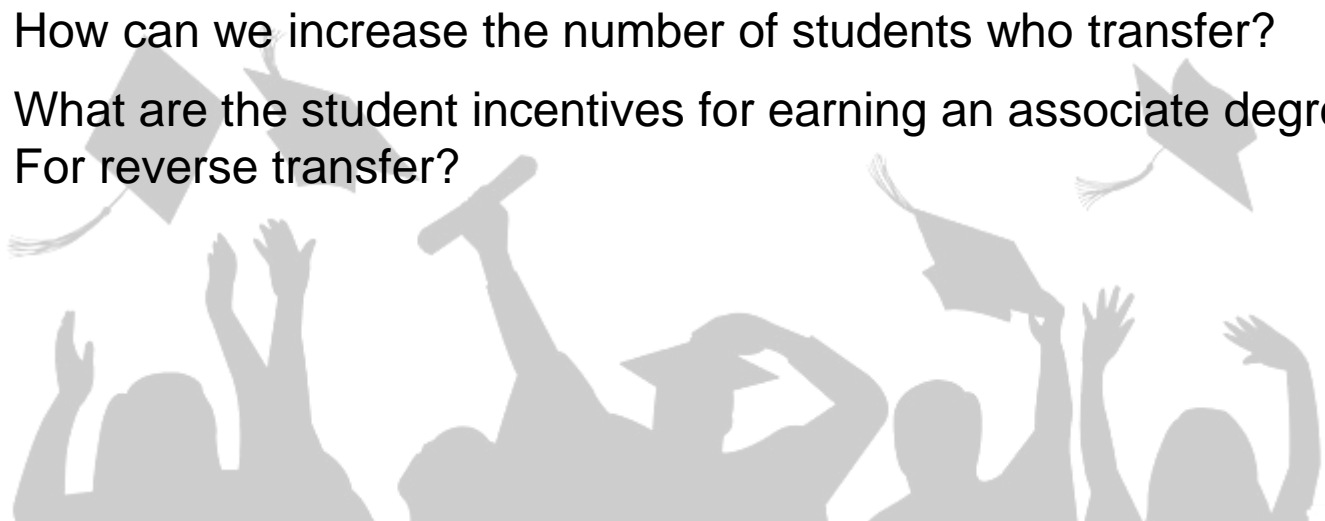
Transfer Student Success: Remaining Questions (continued)

- How is transfer success measured; who is responsible for tracking success measures?

- What information do community colleges need from 4-year institutions?

- Do outcomes differ for male/female; first-generation; low-income; and under-represented students?

- Which partnerships are most successful? Supported by data?

- Which partnerships need to be strengthened/formed?

- Next steps?

- Who?

Student Success

One
person
can make
a
difference.

Questions, Comments and/or Discussion?