

Studying Transfer Student Transitions

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Sharon A. La Voy
Director of Assessment

Chad Muntz
Senior Research and Policy Analyst

Office of Institutional Research, Planning and Assessment



Snapshot of the State of Maryland

- 16 Community Colleges
 - 120,000 total enrollment
- 13 Four-year Public Institutions
 - 11 form the University System of Maryland
 - 106,000 undergraduate enrollment
 - 18,000 Bachelor degrees annually
- 30 Independent Institutions
 - 32,000 undergraduate enrollment



Snapshot of the University of Maryland

- 25,857 Undergraduates, fall 2007
 - 30% began as transfers from other institutions
 - Majority (92% total, 82% of transfers) are full-time
 - Over 130 majors in 11 colleges
- 10,157 Graduate Students
- 6,166 Bachelor's Degrees, FY 2007
 - 30% of recipients began as transfers



The Toughest Challenge:

Crossing the 2-year/4-year Culture Divide

- 4-year university snobbishness and indifference
- 4-year aggression: we want your students
- 4-year insistence: our courses and faculty are better than yours
- 2-year snobbishness, anger, defensiveness
- 2-year fear: you will take our students too soon
- 2-year insistence: our courses and faculty are better than yours



Initial Steps

- Created Transfer Committee, Fall 2004
- Formed UM-CC committees and got to work
- Developed information sites for students and advisors
- Learned ARTSYS, the USM on-line articulation system
- Developed special recruitment and orientation events



Background

- Campus Assessment Working Group (CAWG) charged to study transfer student experiences in 2004.
- CAWG conducted a focus group study in the Spring of 2005.
- CAWG conducted an on-line survey project in Spring 2006.



Focus Group Project

- Four groups, newly admitted and returning
- Dissatisfied with admissions and transfer credit process
- Academic environment more difficult – size, rigor
- Lack of housing, insufficient information about that
- Difficulty meeting people – focus on degree



Survey Project

- To generalize the findings from the focus group study – are these transfer experiences common?
- To understand the differences between the experiences of students who transferred from 2-year and 4-year institutions.



Composition of the Sample & Sampling Effects

- Overall Response Rate: 841 out of 2446 (34.4%)
 - 58% 2-year transfers, 42% 4-year transfers
 - 65% in-state transfers, 35% out-of-state transfers
- Underrepresentation found by race/ethnicity and gender
- No differences found by other variables of interest
- Normalized sample weights to correct for these sampling effects
- Web Survey



Areas of Focus for the Survey

Admissions

Orientation

Transfer of credit

Academic advising

Academics

Finances

Social/personal issues

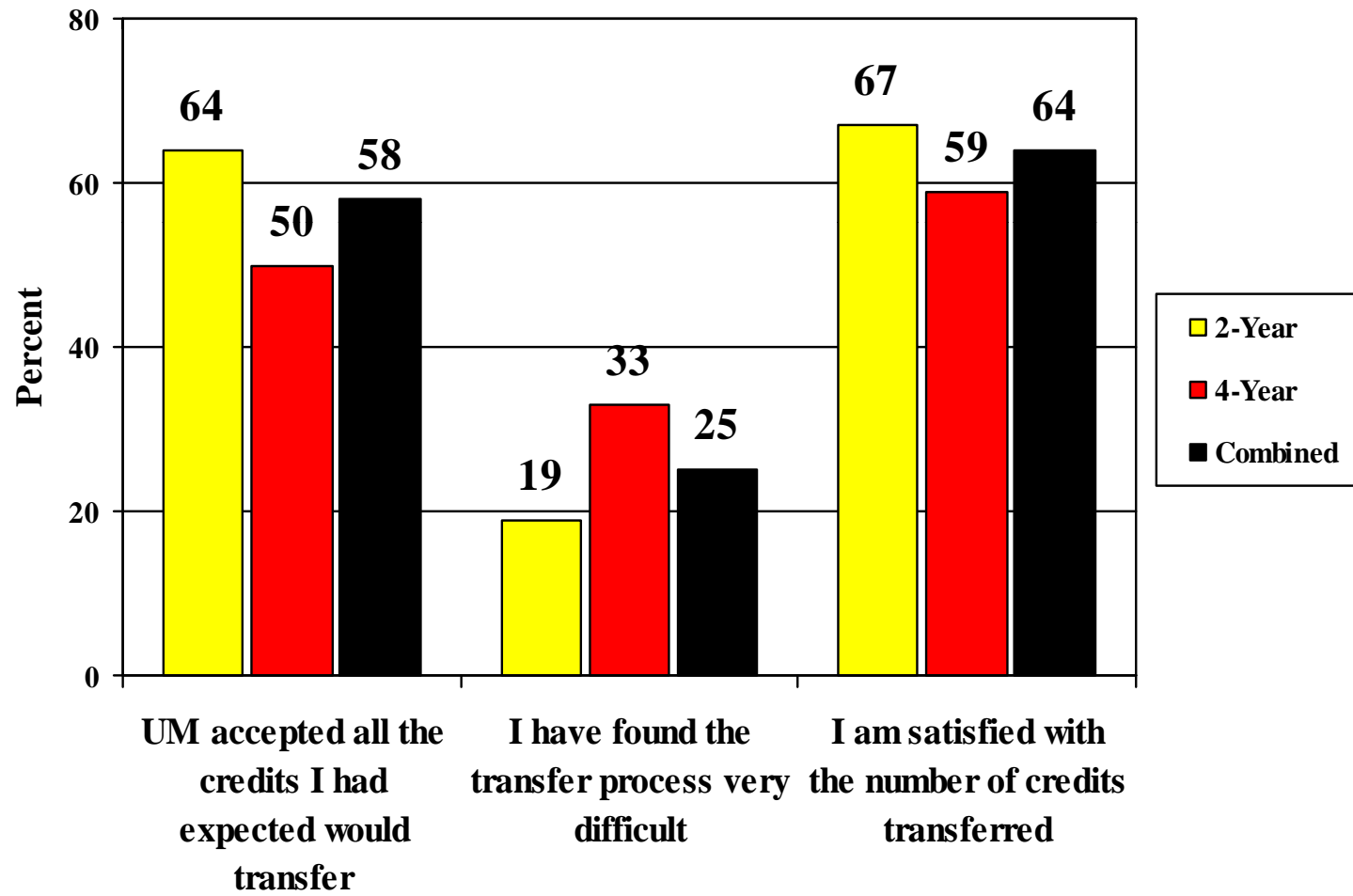


Retention & Graduation

Semester	2-Year	4-Year	Combined
Fall 2006	92.6	93.8	93.1
Spring 2007	86.4	89.8	87.9
Fall 2007	78.4	88.4	82.6



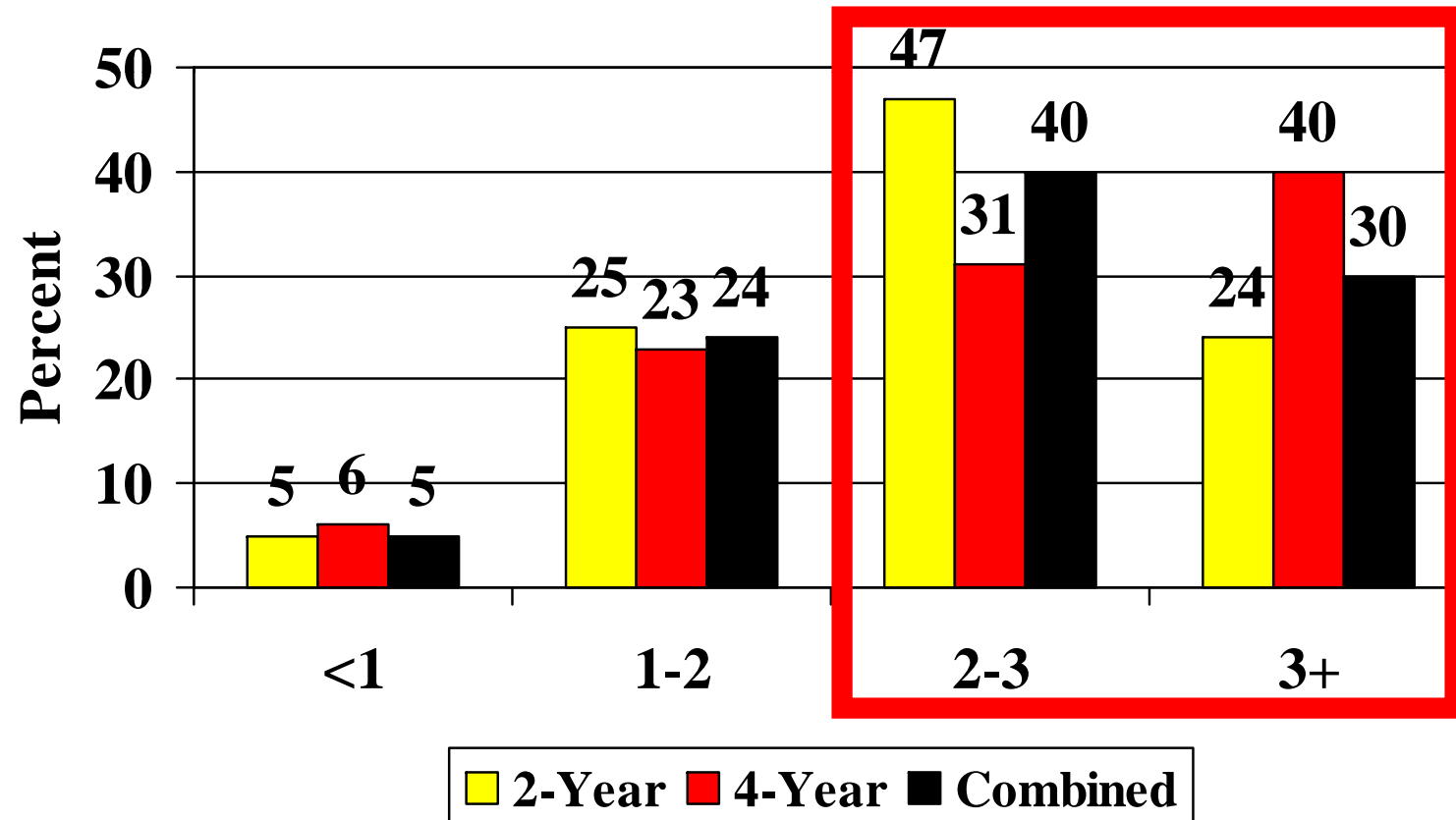
Transfer of Credit





Years To Degree

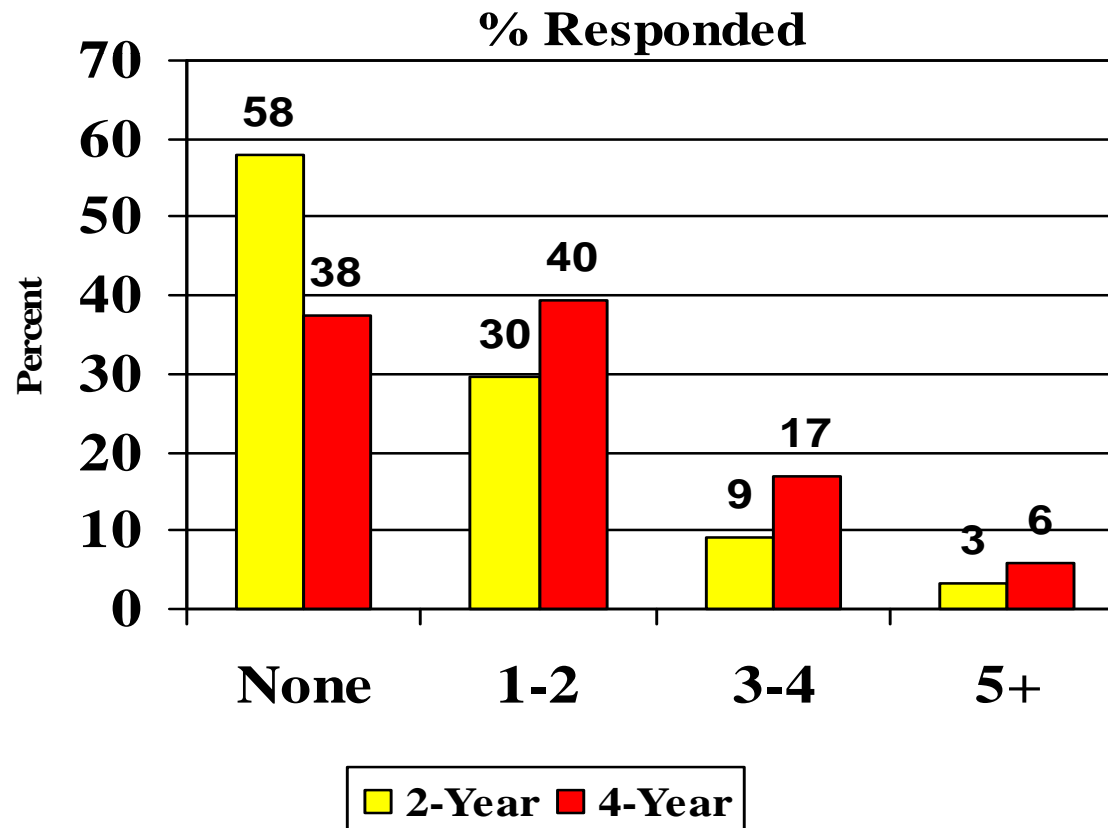
From the time I began at UM, I expect to receive my bachelor's degree in ____ years.





Transfer of Credit

How many classes do you or did you have to repeat because UM did not accept courses?

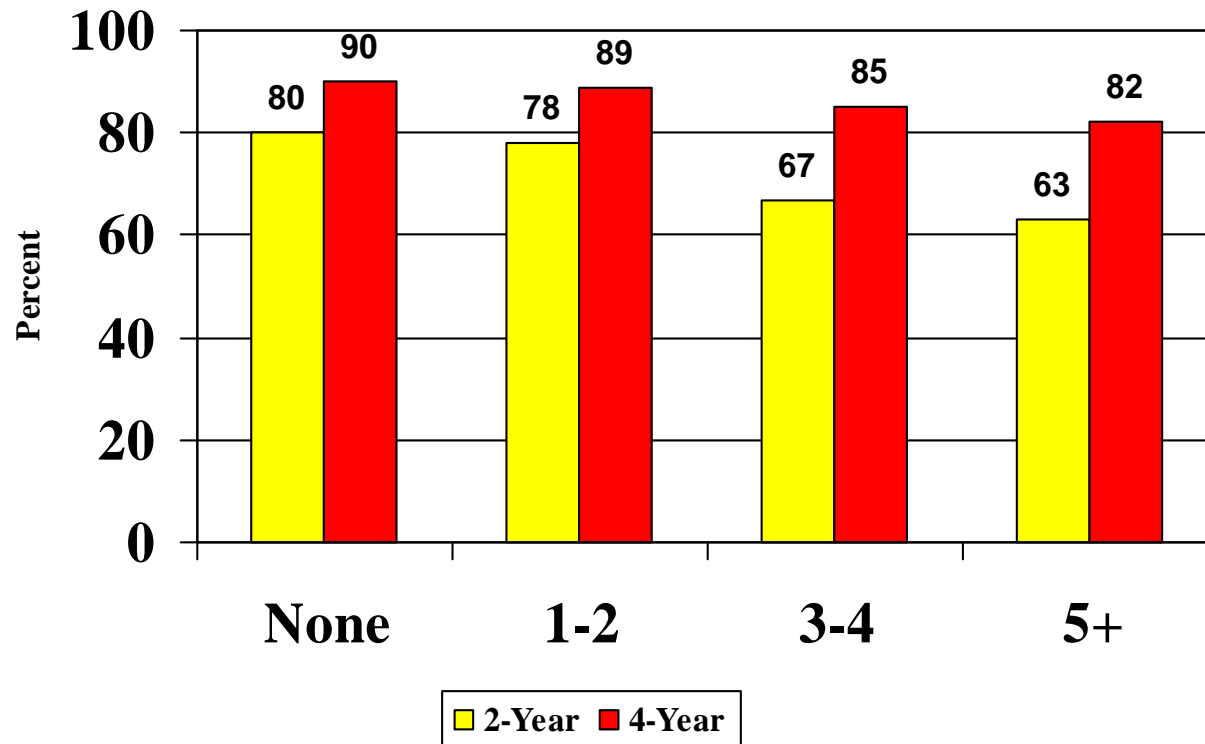




Transfer of Credit

Retention/Graduation Fall 2007

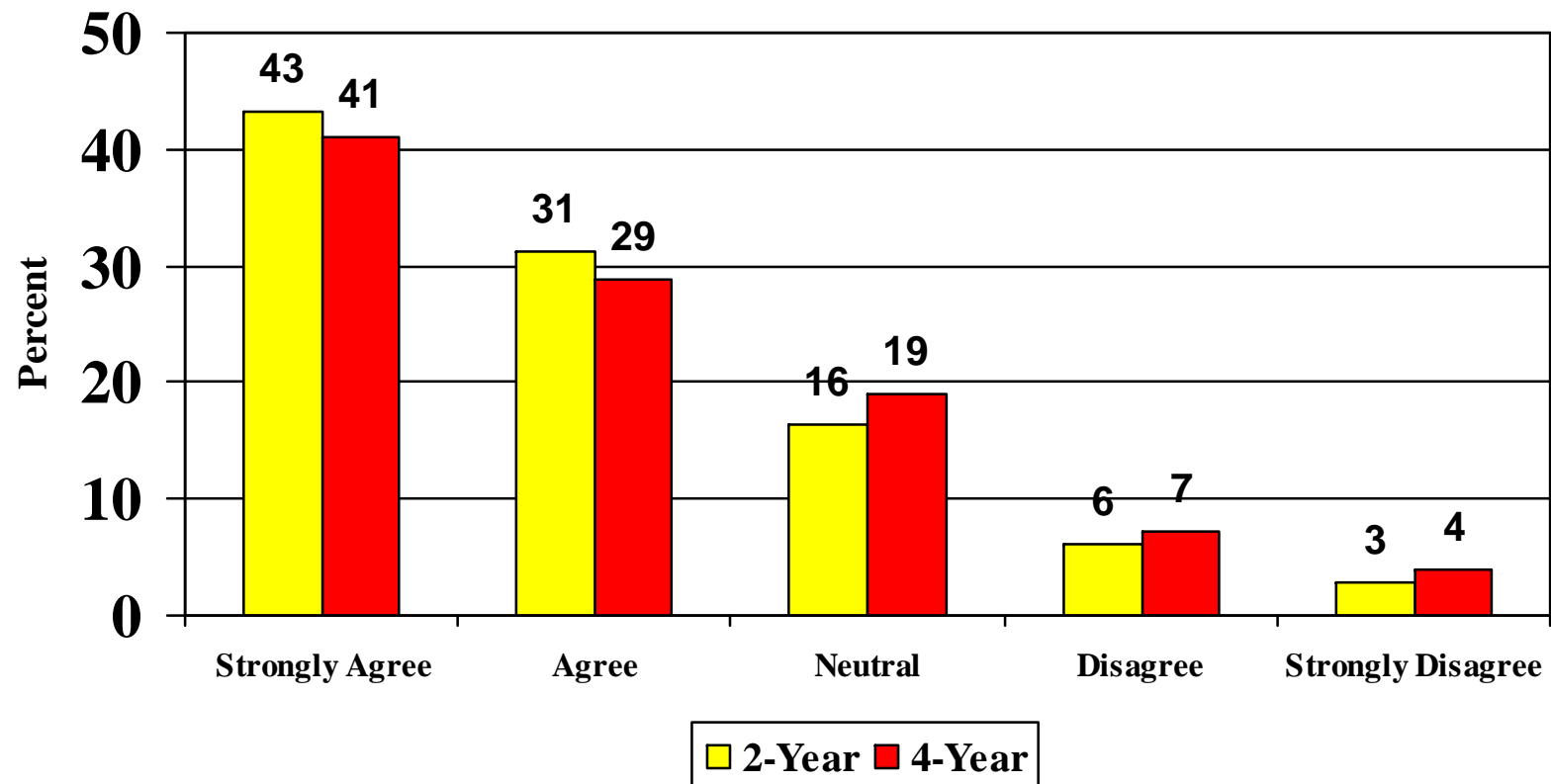
Retention/Graduation in Fall 2007
By
Number of Course Repeated





Current Major

I am glad I am in my current major...
% Responded

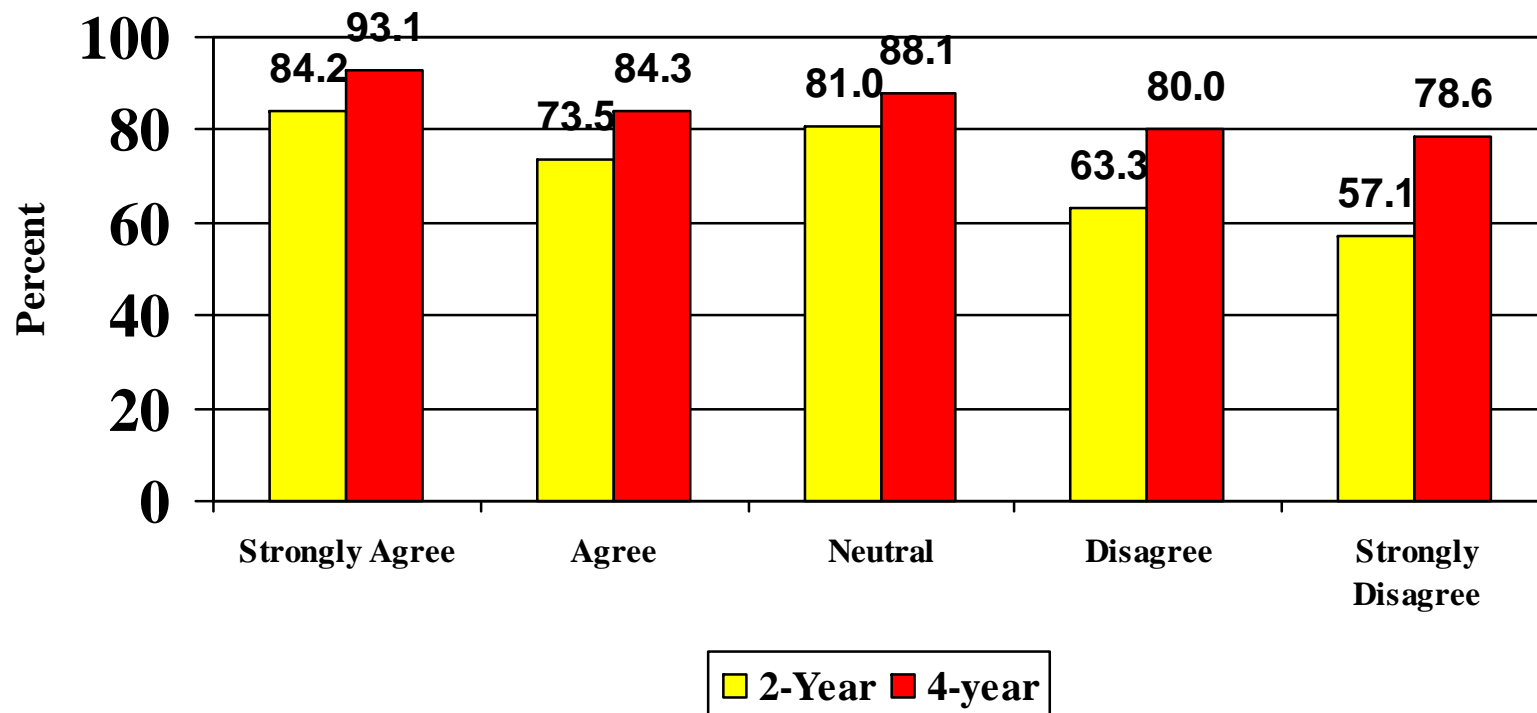




Current Major

Retention/Graduation Fall 2007

Retention/Graduation in Fall 2007
By
I am glad I am in my current major...





Academic Transition Student Learning Outcomes

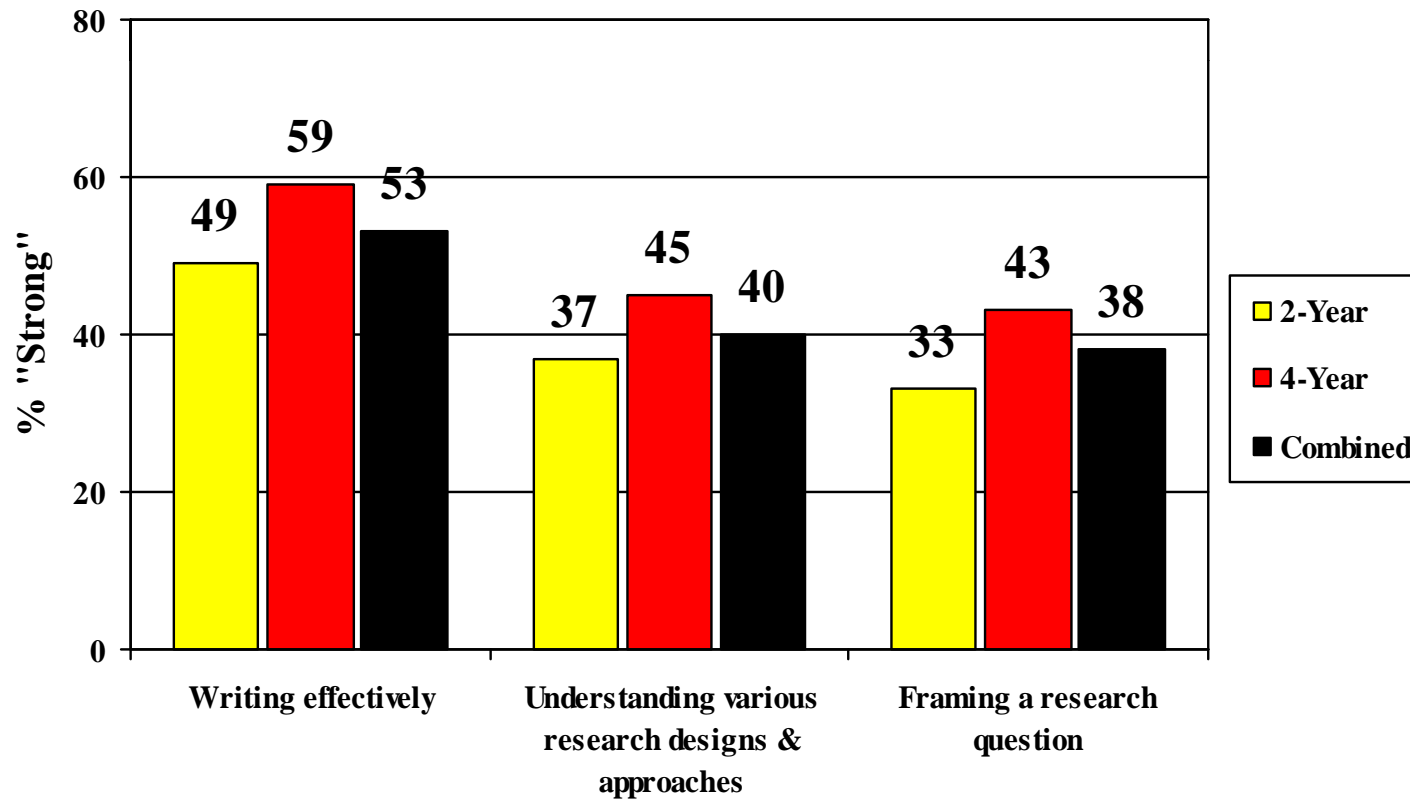
UM Learning Outcomes	% “Strong”
Using electronic information resources	70
Seeing relationships, similarities, and differences	70
Interpreting graphs, tables, and/or formulas	54
Writing effectively	53
Presenting an effective argument	49
Speaking effectively	46
Using quantitative methods to solve problems	43
Understanding various research designs	40
Framing a research question	38



Academic Transition

Student Learning Outcomes

Self Assessment of Skills 2-Year and 4-Year Differences





Academic Transition

Retained/Graduated Fall 2007

“I believe I need assistance in...”	%	➡ Ret/Grad
Data/information searches on-line	10	79
Seeing relationships, similarities, and differences	8	80
Writing effectively	31	80
Presenting an effective argument	25	86
Speaking effectively	32	81
Using quant. methods to solve problems	30	81
Understanding various research designs	21	78
Framing a research question	28	80
Tutoring in a specific content/course	30	76
Overall		83



Social Transition

% “Strongly Agree”/“Agree”

I was easily able to adjust socially at UM	52
I feel as though I am part of the UM community	49
I was easily able to meet people and make friends	51
I am satisfied with my involvement at UM	49
Within a semester, I knew enough people in my classes to form a study group	49



Social Transition

Retained/Graduated Fall 2007

% “Strongly Disagree”/“Disagree” → Ret/Grad

I was easily able to adjust socially at UM	27	79
I felt as though I am part of the UM community	25	79
I was easily able to meet people and make friends	24	79
I am satisfied with my involvement at UM	26	81
Within a semester, I knew enough people in my classes to form a study group	33	80
	Overall	83



Social Transition

Retained/Graduated Fall 2007

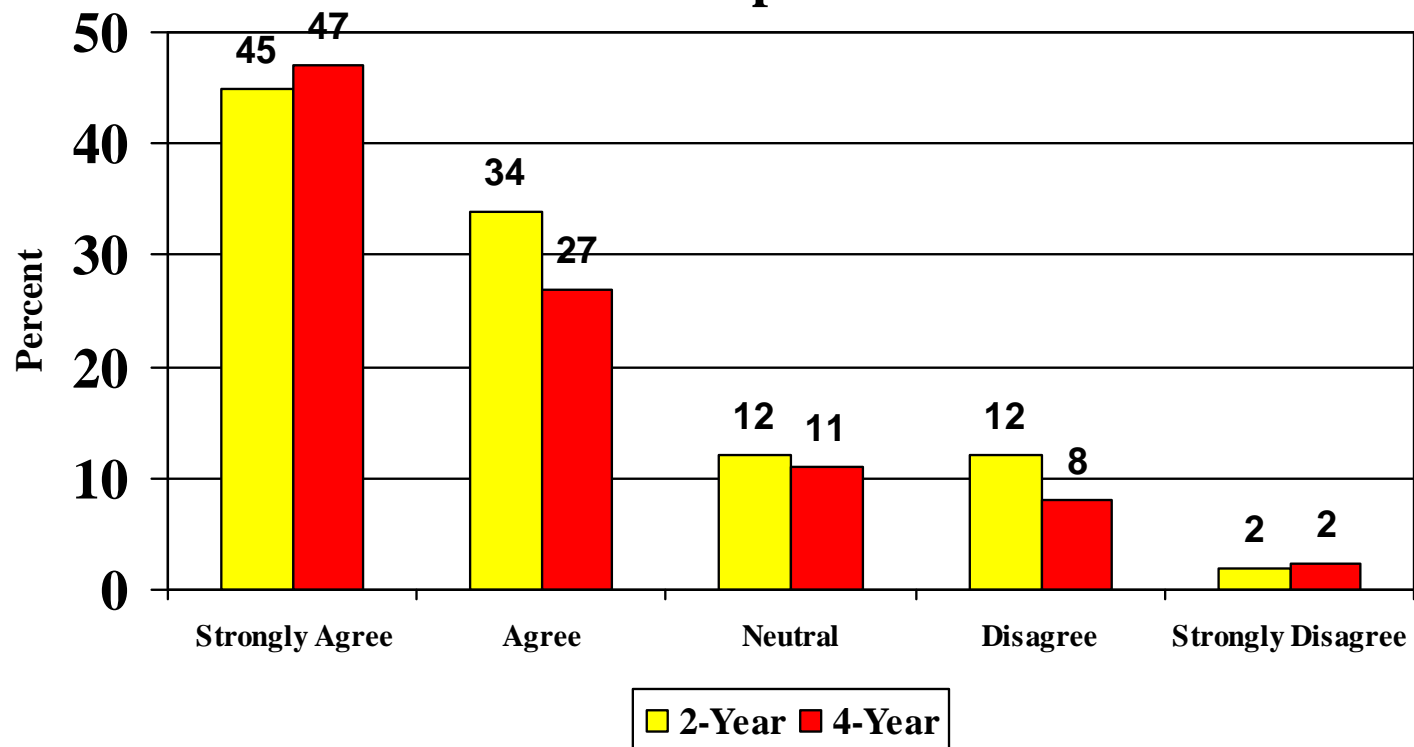
	% "Negatively Influenced"	➡ Ret/Grad
My commute	42	79
Academics/coursework	23	78
Employment	17	78
My age	14	71
Family	7	74
Friends outside UM	7	86
Friends at UM	3	65
Volunteering	2	93
Overall		83



Overall Transition

If I had to do it over again, I would still transfer to UM.

% Responded

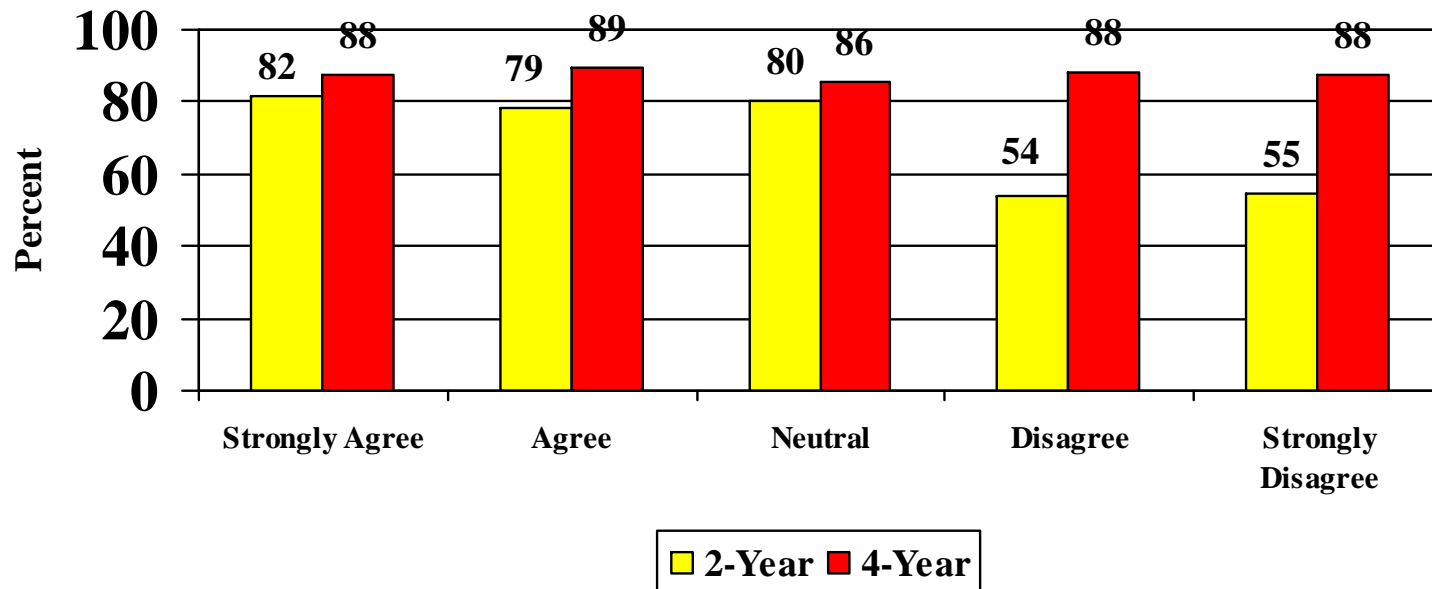




Overall Transition

Retention/Graduation Fall 2007

Retention/Graduation in Fall 2007
By
If I had to do it over again, I would still transfer
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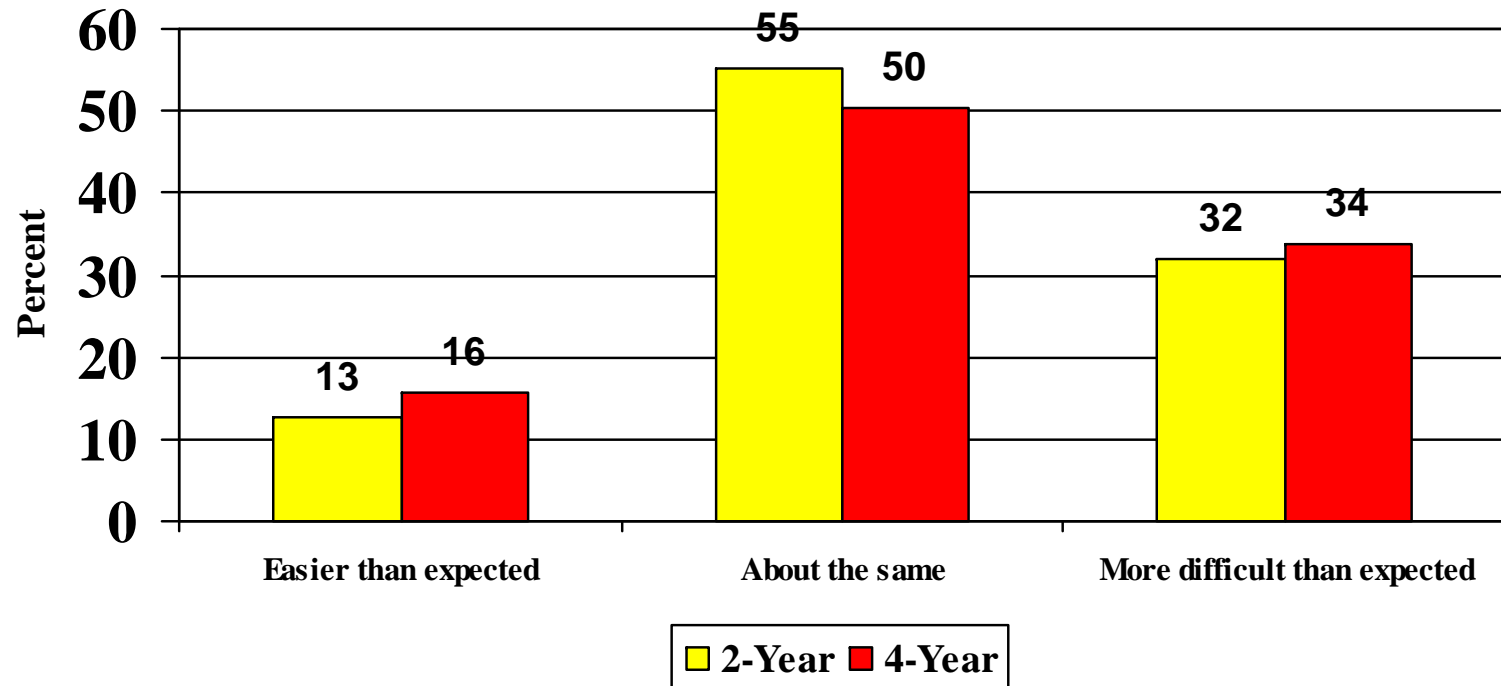




Adjustment

My adjustment to UM was ____ I expected it would be.

% Responded





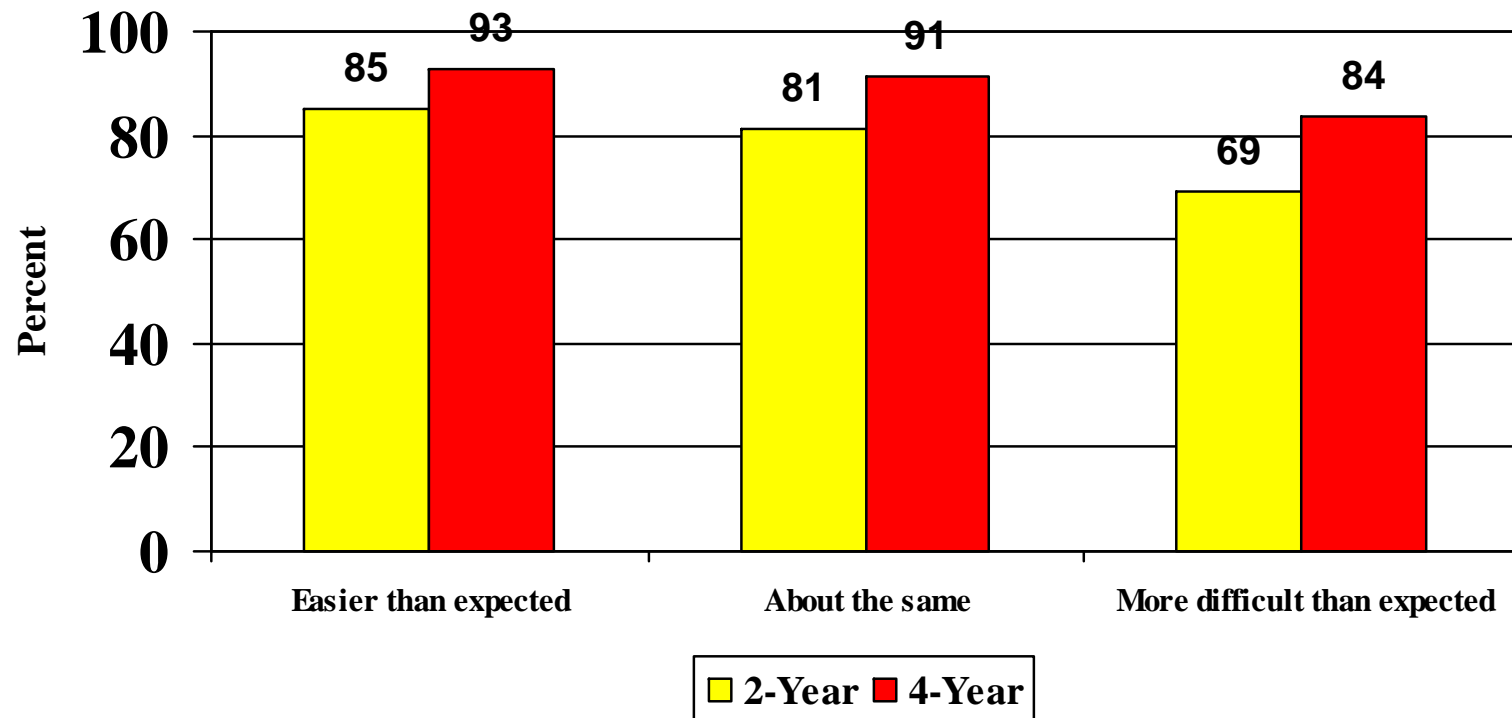
Adjustment

Retention/Graduation Fall 2007

Retention/Graduation in Fall 2007

By

My adjustment to UM was ____ I expected it would be.





Conclusions

- Generally students indicate a more positive experience than the focus group study indicated.
- More questions are raised – further study.
- There are difference between 2- and 4-year transfers, sometimes marked differences.
- Sometimes their responses indicate room for intervention.



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- For example, satisfaction with current major has admissions and advising implications.
 - Social transition had largest effects, over transfer of credit.
 - 77% of students indicate they would transfer to UM again; those that disagreed were the ones more likely not to succeed.



Current Directions

- Campus Transfer Committee (4 Groups)
 - Admission and Transfer Credit Issues
 - Scholarship/Finances
 - Application Improvement
 - Academic Transitions
 - Advising
 - Campus Involvement & Social Transitions
 - Transfer Student welcome event
 - MTAP Implementation



Major Developments

Maryland Transfer Advantage Program (MTAP) - formal agreements with 4 CCs

- A pre-matriculation program for CC students
- Ability to take up to 3 courses at UM at reduced rate
- Guaranteed admission with 3.0 gpa

Transfer Profiles

- Consistent data for UM and CC partners
- CCs see info on their students at UM
- UM programs see the same

Scholarships