

Supporting the Academic and Social Integration of Transfer Students

**Maricopa Community Colleges
Transfer Awareness Week**

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**Everybody's talking about
transfer students...**

Indicators of Success in Washington

Two indicators focus specifically on outcomes for Washington community college students who transfer....

***Promoting Student Success Through
Greater Accountability***

**Washington H.E. Coordinating Board
April 2005**

Minnesota State Colleges and Universities (MNSCU)

Board policies for student success include transfer and graduation.

Definitions of success include students who transfer....

MNSCU Student Success Measures Project
May 16, 2007

Student Success in Connecticut

Successful transfer is one measure of success....

***Student Success in Connecticut Colleges
September 2007***

In California...

Student success should be measured through outcomes, including:

Four-year degrees conferred on transfer students.

How Are California Public Colleges Doing?

July 2007

Transfer in US Higher Ed

- **1/3 of all students will transfer at least once.**
- **43% of two-year college students will transfer at least once.**
- **20% of students will attend three or more institutions.**

Wellman, 2002; Ewell, Schild, & Paulson, 2003

Transfer in the MCCCD

The Maricopa College's mission statement defines University Transfer Education as one of seven priorities for the colleges.

MCCCD Briefing Paper, January 2008



Supporting the Academic and Social Integration of Transfer Students

Talking points...

- The special mission of community colleges in supporting student goal achievement.
- What challenges do transfer students encounter as they *move in, move through and move on* from higher education?
- How can we increase the achievement and success of multicultural transfer students?

One thing we know from learning theory:

We forget most of what we learn.

Transfer Week: provide opportunities for sharing effective strategies, generating new ideas, remembering what we may have forgotten....

Keys to transfer success

- Faculty/staff support
- Personal motivation/self discipline
- Supportive environment
- Peer support

Heidi Kippenham
University of North Dakota
AACRAO Conference, 2007

Keys to transfer success

Professional development

Colleges must assume the responsibility for teaching and developing their own educators to enhance student learning inside and outside the classroom by providing professional development programs.

Brown & Ward, 2007

Today's teachers have more pressure on them than ever before. They need the most comprehensive and relevant training available to enhance their own skills and their students' abilities

**Dr. Richard Malena, Director of Education
Mesa Community College**

A key issue and challenge...

Many community college transfer students struggle against the perception that they cannot succeed at four-year institutions....

Jack Kent Cooke Foundation, 2008

Over the years, research has consistently shown that transfer students perform as well as student who initially enroll at four-year colleges.....

Michael McCauley, 2000

Maricopa transfer students do extremely well once at the university, persist at their studies and complete baccalaureate degrees.

MCCD Briefing Paper, January 2008

**ASU focuses on outcomes-
determined excellence**

***We want to be known more
for the students we include
than for those we exclude....***

**Dr. Michael Crow, President
Arizona State University**

Community colleges are on the front lines of American higher education—providing increased opportunities for students who otherwise would be denied access....

“Advising Multicultural Populations for Achievement and Success.”

Tom Brown & Mario Rivas, 1993.

New Directions for Community Colleges

**Community colleges
make winners out of
ordinary people.**

Leslie Koltai, 1993

Obama Says Community Colleges Key to Economy.

Chronicle of Higher Education
February 18, 2008

Community colleges are hopeful places, where people gain the skills needed to make dreams come true.

George W. Bush

Community College Survey of Student Engagement (CCSSE)

- **46% of all undergraduate students are enrolled in two-year colleges**
- **59% of students are women**
- **39% are first-generation to college**
- **51% plan to transfer to four-year institutions**
- **About 15% achieve their transfer goals**

**47% of all students of color
enter higher education
through two-year colleges.**

Two-year to four-year

300,000 U.S. bachelor's degrees are awarded to students who transfer from community colleges.

Chronicle of Higher Education, 2/10/08

52% of ASU undergraduate degree recipients are transfer students from Maricopa Community Colleges.

MCCCD Briefing Paper, January 2008

Four-year to Four-year

**Only 43% of transfers to
4-year institutions are from
2-year institutions.**

Wellman, 2002

Why do students transfer?

Swirling

To take advantage of the many diverse educational opportunities available in the US higher education system.

Reverse Transfers

400,000 bachelor's degrees are earned by "reverse transfers," or students who started at four year colleges, enrolled at community colleges, then returned to four year colleges to complete their degrees.

A high percentage of students in two-year colleges indicate their plans to transfer; however, too few students achieve their goal.

Why students leave college:

- Psychological factors
- Environmental factors
- Societal factors

● Institutional factors

What about us?

What about me?

Institutions are far more likely to attribute attrition to student characteristics than to institutional characteristics.

What Works In Student Retention, 2004

 ***We build beautiful campuses,***

 **We hire distinguished faculty,**

 **We develop a challenging curriculum...**

then the “*wrong*” students show up!

**Dr. Betty Siegel, Past President
Kennesaw State University**

**What happens to students
after they enroll frequently
has a more powerful impact
on whether they persist or
leave.**

Vincent Tinto, 1993

Talking About Leaving

Students with 650+ Math SATs

40% leave engineering

50% leave biological sciences

60% leave mathematics

Why undergraduates leave the sciences
E. Seymour & N. Hewitt, 1997

Their enrollment rate clearly demonstrates the high value Latinos place on higher education. Most of the Latino achievement gap is the result of what happens after they begin postsecondary studies.

***Latinos in Higher Education:
Many Enroll, Too Few Graduate
PEW Charitable Trust, 2002***

Why do students leave college?

Incongruence

**What they encounter is not
what they expected....**

Why do students leave college?

Isolation

Inability to connect with significant members of the campus community....

I assumed that the most important and memorable academic learning goes on inside the classroom. The evidence shows the opposite is true

When we asked students to think of a specific critical incident or moment that had changed them profoundly, four-fifths of them chose a situation or event outside the classroom.

**Richard Light, Harvard University
*Making the Most of College, 2001***

Validation Theory

Success appears to be contingent on whether [faculty and staff] can validate students in an academic or interpersonal way.

Dr. Laura Rendon, 1994

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals....

Community College Survey of Student Engagement, 2005

89% of students say academic advising is *somewhat* or *very important*.

Only 43% of new students met with an advisor during the first four weeks of college.

CCSSE 2007

Academic advising is a critical link

**After instructional effectiveness,
academic advising is the next
most important area of campus life
for undergraduate students.**

**National Student Satisfaction Inventory
Noel-Levitz, 2006**

TRIAD FOR STUDENT SUCCESS



**High Quality
Teaching**

**Comprehensive
Support
Programs**

**Developmental
Academic Advising**

Ann Lynch's

***Moving in, moving through, and moving on* provides a conceptual framework for organizing support services and academic advising.**

Arthur Chickering, 1994

Moving In

Receiving institutions need to structure transfer student orientation programs to include the academic, social, psychological, and cultural aspects of campus life.

Grites, 2004

What academic issues should be addressed in orientation?

- **Academic expectations and success**
- **Meeting with department and programs**
- **Meeting with academic advisor**
- **Library and technology resources**
- **Academic support services (e.g., tutoring, study skills)**
- **Honors programs**
- **Academic research opportunities**

NACADA Transfer & Transition Survey, 2002

What social needs should be addressed in orientation programs

- **Counseling and career planning services**
- **Health and wellness**
- **Volunteer opportunities**
- **Athletics and intramurals**
- **Clubs and organizations**
- **Issues for commuter students**

NACADA Transfer & Transition Survey, 2002

What other issues need to be addressed with transfer students?

If you have not decided on a major, but plan to transfer, the best place to begin is with the Arizona General Education Curriculum (AGEC)....

Are You TRANSFER READY?
MCCD brochure

Do Students recognize the value of general education requirements?

Strongly agree/agree 23%

**Disagree/
strongly disagree 54%**

Brown Survey of Faculty, 2001-2007

**Do Students recognize the value of
general education requirements?**

Major, Major, Major!

***Students, for the most part, have
tunnel vision where their studies
are concerned***

Brown Survey of Faculty, 2001-2007

Field of Study

vs.

Major/Program

The question students should seek to answer through advising...

NOT....

“What courses do I need to take?”

The questions students should seek to answer through advising...

“How do I want to live my life?”

“What can I do at this college/university to help me move toward this vision of my future?”

Transfer in MCCCD

Students who transfer will be prepared to successfully attain their academic goals.

Transfer Shock

The tendency for a student's GPA to drop in the first semester after transfer to a new institution.

Bird, 1956; Cedja, 1994; Cantrell, 1996

Transfers often think that what they did at their previous school will be all they have to do to be successful here....

**Karen Watson, Academic Advisor
Virginia Tech**

Do students have a realistic understanding about what is required to be successful in their classes?

Disagree/Strongly disagree 68%

Agree/Strongly agree 14%

Brown Survey of Faculty, 2001-2007

Do students have a realistic understanding about what is required to be successful in their classes?

They have no clue.

They expect to take 17 credits and work fulltime!

Brown Survey of Faculty, 2001-2007

**Do students understand what is
required to be successful in
college?**

I am rolling on the floor!!!

Brown Survey of Faculty 2001-2007

Do students understand what is required to be “successful”?

How many hours did you study during a typical week in your last year of high school?

9%	More than 10 hours
77%	Five hours or less
49%	Less than two hours a week!!

2005 CIRP Freshmen Survey

How much time do community college students spend preparing for class?

21 or more hours per week 12%

10 hours or less 66%

5 hours or less 38%

CCSSE, 2006, 2007

**I have to teach students
how to study before I can
get to course content...**

Faculty Member

Odessa Community College, 2005

Preparing for a “big test”

- Say a prayer—that’s what I do.
- Eat lots of peanut butter or other “brain foods.”
- Listen to Enya the night before a test.

University of Utah
Chronicle of Higher Education
December 6, 2002

Obstacles to successful transfer

- Negative attitudes and low expectations
- Lack of adequate information about the social and academic climate of the new institution
- Course transferability issues
- Problems with registration, orientation, academic advising, housing, etc.
- Student expectations based on positive prior institutional experiences.

“Strategies for Successful Transfer Orientation”

Ward-Roof & Cawthorn, 2004

Programmatic Initiatives

1. **Articulation agreements-institution and departments/programs**
2. **Specialized transition course for transfer students (required)**
3. **Specialized transfer orientation programs**
4. **Special Web pages**
5. **Peer mentor programs**
6. **Developmental academic advising**
7. **Honors programs**
8. **Financial aid programs**
9. **One-stop centers (Transfer center)**
10. **Transfer ombudsperson**

Multiple issues...

- **Transfer students AND...**
- **First-generation students**
- **Adult and re-entry students**
- **Students of color/multicultural/international**
- **Student with disabilities**
- **Student-athletes**
- **Undecided students**
- **First-year students (at their new institution....)**
- **LGBT students**
- **Underprepared students**
- **Others??**

Supporting Multicultural Transfer Students

Arizona must address the needs of our minority population as they will create the foundations of our future work force.

Closing Participation Gaps for Arizona Minority Students
AZ Commission for Postsecondary Education (ACPE)

**As long as education is
viewed as a contest
between competing
groups...
we will have problems.**

Cookie Newsom

University of North Carolina

Chronicle of Higher Education January 2004

**Not a “zero sum” game, with
*winners and losers....***

COMPETE

Com = together

Petire = to seek

Creating *Unum* from the *Pluribus*

If all ethnic groups had the same educational attainment, total personal income in Arizona would be \$6.2 billion higher.

Arizona Minority Student Report 2007

There are large disparities in educational achievement by ethnicity and income...

If Arizona's downward trends are not addressed, they could undermine the state's ability to develop an educated workforce.

Measuring Up 2006

Differing experiences for white and multicultural students

- More difficulty adjusting to large classes
- Feel alienated upon transferring
- Feel stigmatized as a “transfer student”
- Concerns about emphasis on competition for grades
- More difficulty adjusting to academic standards.
- Greater feelings of insecurity about the university environment.

Laanan, 1999

Faculty at 4-year institutions often negatively perceive the capabilities of community college transfers.

Gonzalez, 2002

Students may have the grades, skills and supportive family structure, but still be unable to afford a higher education.

The Road to Education: Closing the Participation Gap for Arizona Minority Students, 2006

More than 1/2 of Latino parents and nearly 1/2 of Latino young adults were unable to name a single source of financial aid.

The Road to Education: Closing the Participation Gap for Arizona Minority Students, 2006

Effective interventions for Multicultural Transfer Students

- Collaboration between 2- and 4-year
- Transfer focused workshops and orientation programming
- Advisors who take the initiative to reach out and connect students to academic and student support services, financial aid, campus and community organizations, etc.
- Advisors who probe students re: major and career choices, and provide support re: personal experiences on campus, family issues, etc.
- Peer mentor programs

Laanan, 1999

Students don't have interactions with institutions, they have encounters and interactions with individuals.

Institutions don't change.

**Institutional/organizational
change happens only when
individuals take the initiative to
create change in their areas of
responsibility.**

**Peter Senge, Professor
MIT Center for Organizational Learning**