

Illuminating the Students in the Shadows: Background, Experiences, and Outcomes of Transfer Students



The Evergreen State College
Office of Institutional Research and Assessment



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Why Study Transfer Students?

- Nationally, 59% of baccalaureate degree recipients in 1999-2000 had attended more than one institution (NCES 2003)
- At Evergreen, transfers make up a greater proportion of the entering class than first-time, first-years
- Despite commendation for assessment of entering freshmen, NWCCU noted in 1998 that Evergreen had “not made the same level of effort to collect information about transfer students”
- Collaborative learning community programs are enriched by the range of experiences and ideas that transfer students bring with them
- Transfer students are a distinct, yet diverse population
- Their stories are often more complex than commonly appreciated
- National new student surveys generally exclude transfer students

Sources of Information

- Administrative Data from Student Records
- Evergreen New Student Survey
- Evergreen Student Experience Survey
- Transfer Student Interviews
- Statewide Accountability Reports

Evergreen's Transfer Population

Fall 2006

- 56% of degree-seeking undergraduates originally admitted as transfer students
(2,197 of 3,931)
- 100% of Tacoma Program
- 100% of Tribal: Reservation-based program
- **Olympia campus:**
 - 53% of degree-seeking undergraduates originally admitted as transfers (1,953 of 3,675)
 - 54% of new students (734 of 1,363)



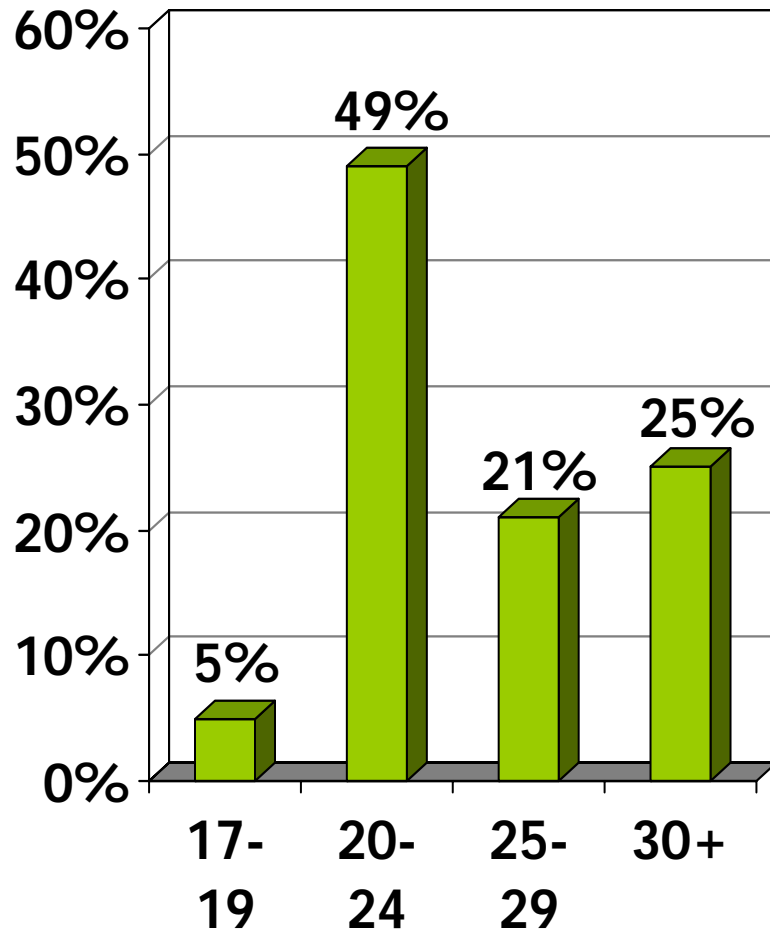
Caution - Olympia campus analysis

- Presentation focuses on Olympia campus population
- 89% of all degree-seeking students who entered as transfer students are on the Olympia campus
- Transfer student populations and curricula are very different in Tribal: Reservation-based and Tacoma Programs

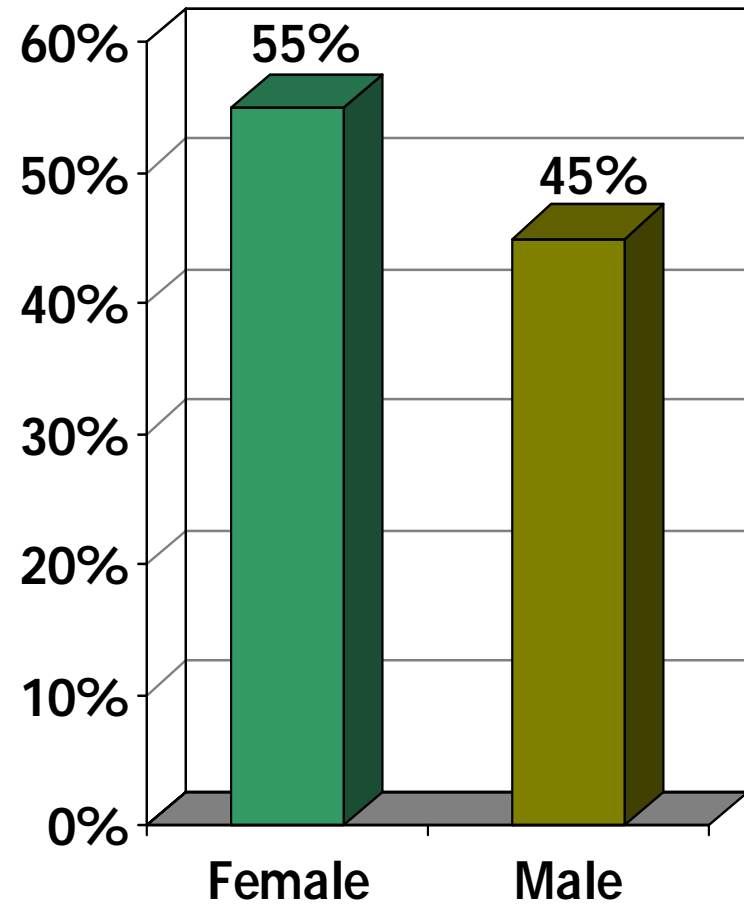


Olympia Transfer Demographics

Age Group

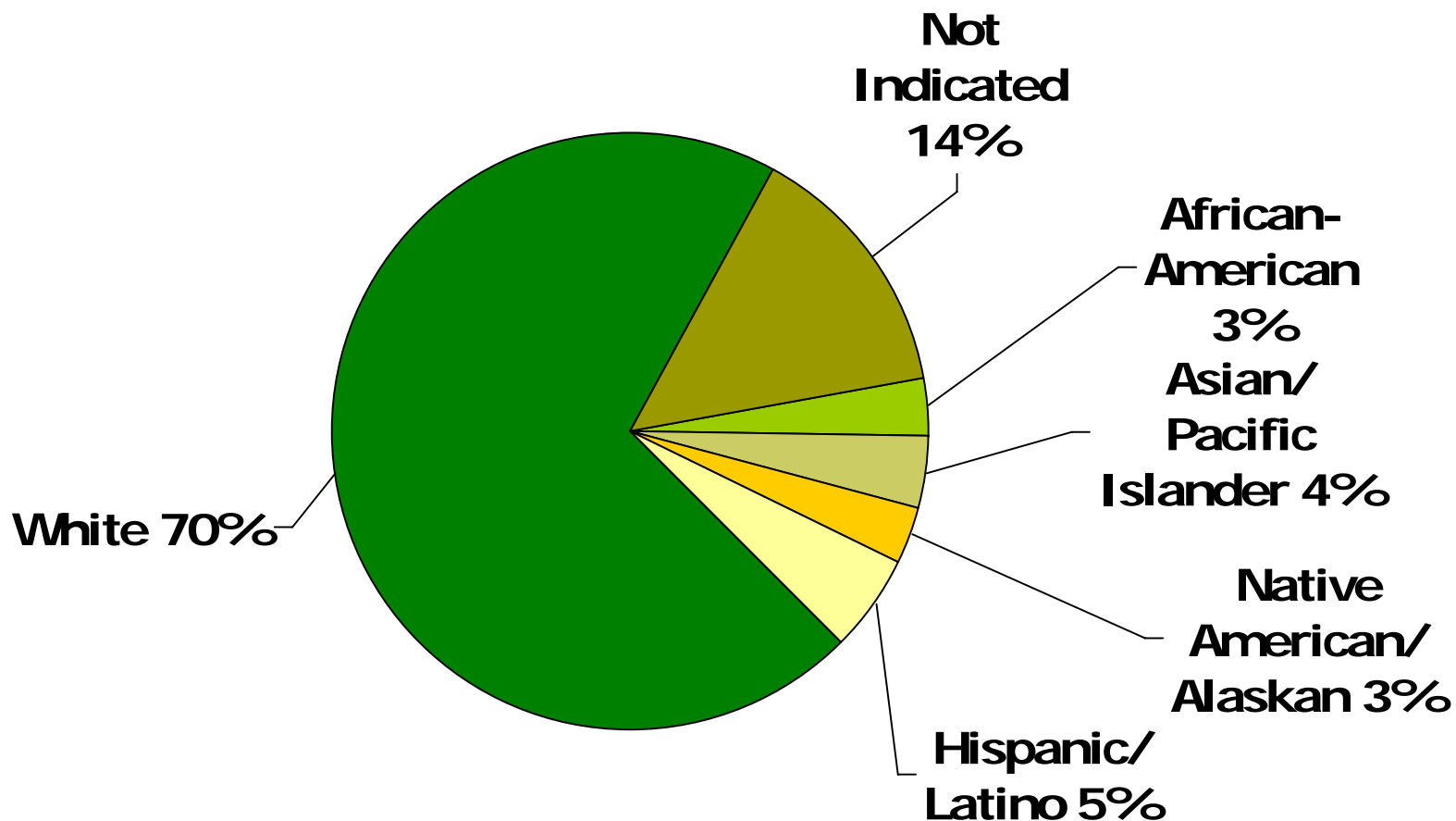


Gender



Olympia Transfer Demographics

Race/Ethnicity





Olympia Transfer Demographics

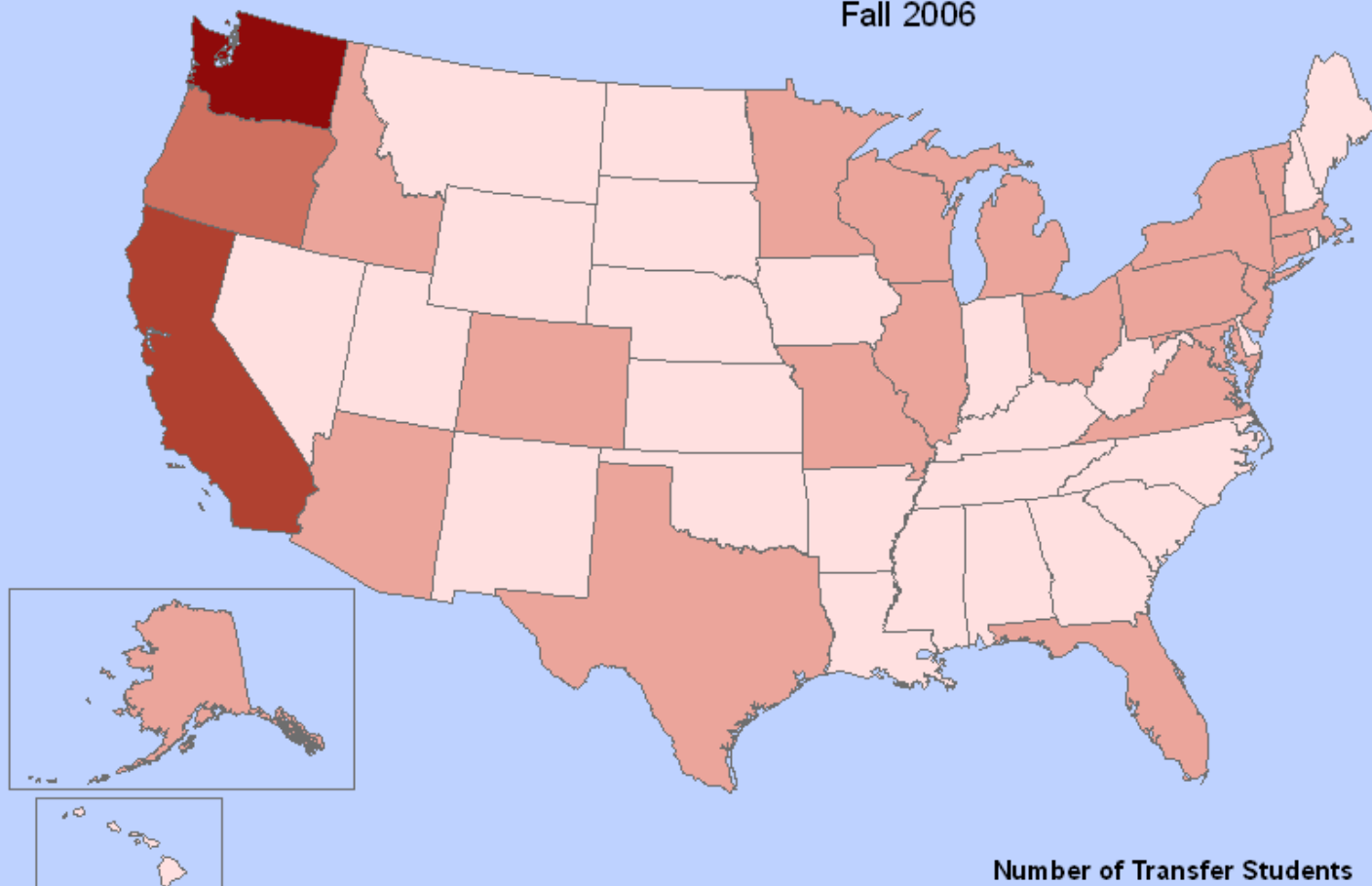
- 89% Enrolled Fulltime; 11% Part-time
- 44% Pell Grant Recipients
- 28%-45% will be First-generation Baccalaureate Degree Recipients
- 8% Reported Disabilities

Origin of Students on the Olympia Campus Undergraduates Admitted as Transfer Students

(Includes Students Admitted Prior to Fall 2006)

The Evergreen State College

Fall 2006



**Number of Transfer Students
to the Olympia Campus
by State of Origin**

- 0 - 5
- 6 - 16
- 38
- 77
- 1575

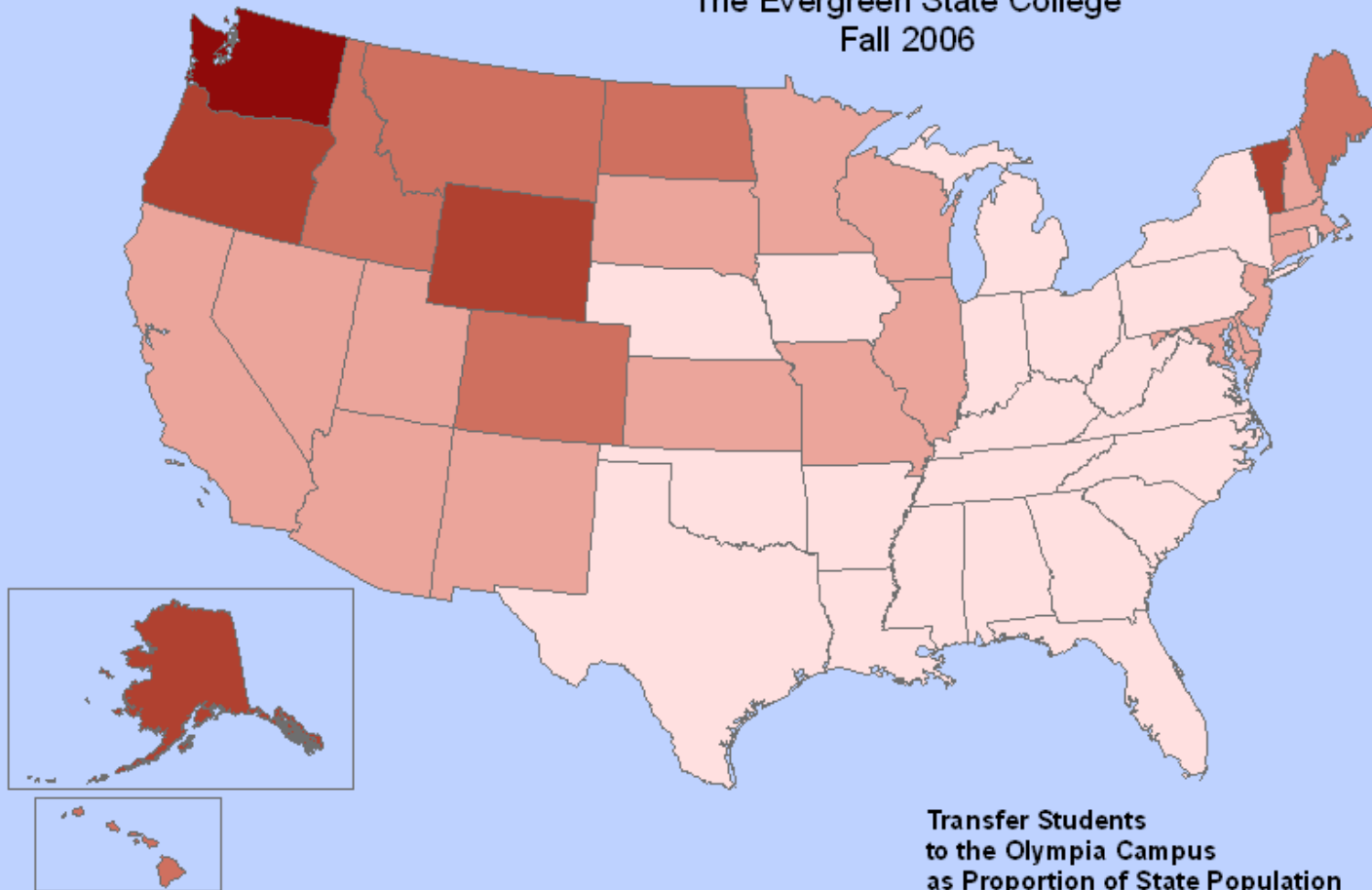
This map includes degree-seeking undergraduates as of tenth day fall 2006. The map shows headcount of students admitted as transfer students who were studying primarily on the Olympia campus by US state of origin (N=1,940). It includes those who were admitted prior to fall 2006 and also includes returning Evergreen students who are returning to Evergreen with transfer credits. Students who came from foreign countries (N=11) or US territories (N=1) or from military bases (N=1) are not displayed on above map. Students from outside the US and US territories came from Australia and Japan. Data was classified using Natural Breaks (Jenks) method.

The Evergreen State College
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Map Produced May 2007

Origin of Students on the Olympia Campus Undergraduates Admitted as Transfer Students as a Proportion of State Population

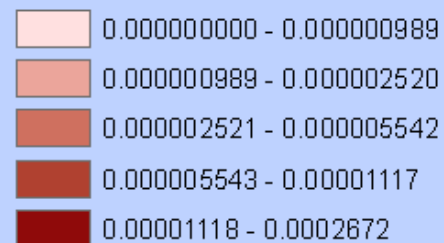
(Includes Students Admitted Prior to Fall 2006)

The Evergreen State College
Fall 2006



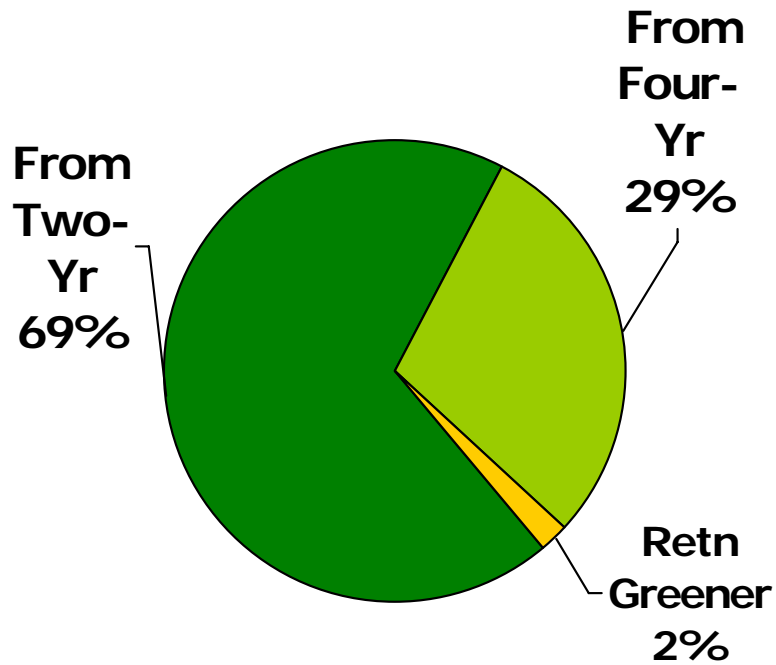
The Evergreen State College
Office of Institutional Research and Assessment
Map Produced April 2007

Transfer Students to the Olympia Campus as Proportion of State Population

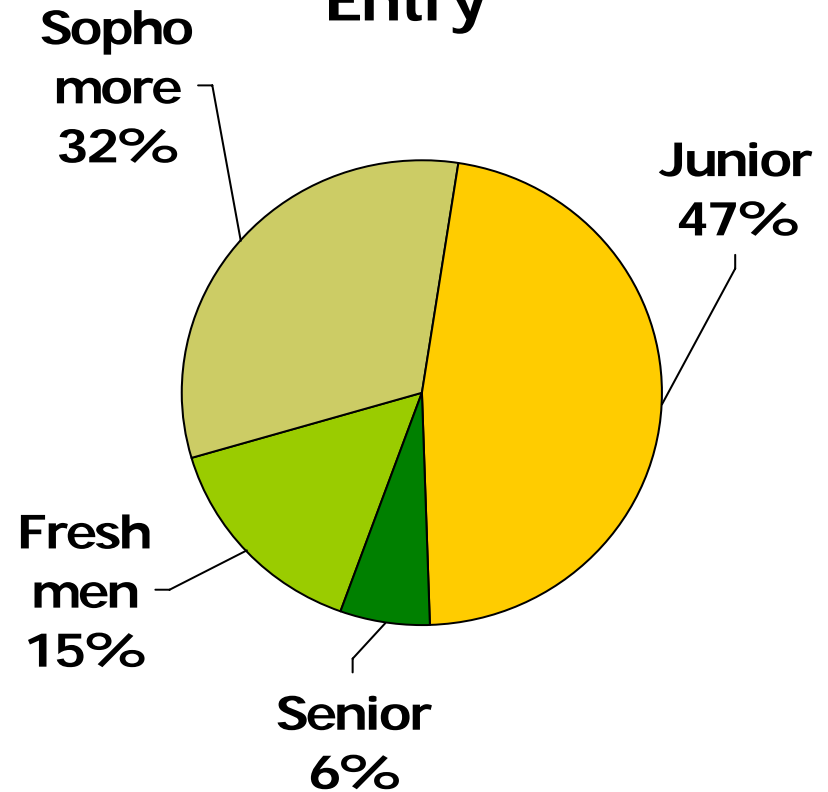


New Olympia Transfers Fall 2006

Type of Transfer Admission

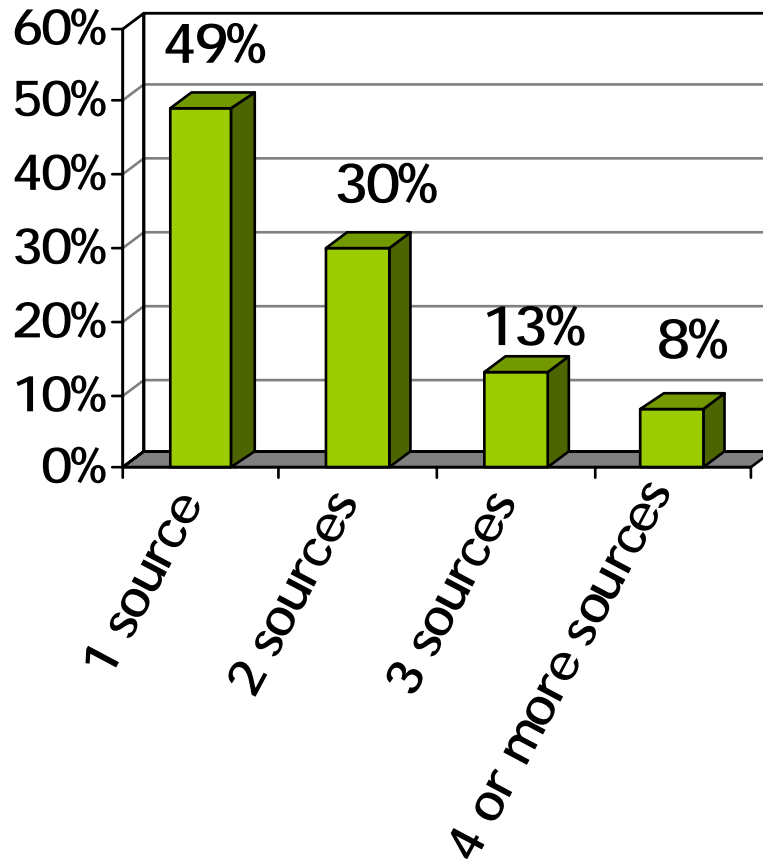


Class Standing at Entry



New Olympia Transfers Fall 2006

Number of Sources of Transfer Credit at Entry



- 26% of new transfer students came in with a transfer degree (e.g. AA, AS, ATA)

Transfers from 2-year colleges to the Olympia Campus

■ South Puget Sound Community College	113
■ Centralia College	32
■ Pierce College	30
■ Seattle Central Community College	26
■ Tacoma Community College	22
■ Olympic College	16
■ Grays Harbor College	13
■ Green River Community College	13
■ Whatcom Community College	13
■ Spokane Falls Community College	11
■ North Seattle Community College	11

(Fall 2006, accounts for 60% of new students transferring from 2-year colleges)

Transfers from 4-year colleges to the Olympia campus

■ Western Washington University	12
■ Washington State University	12
■ Central Washington University	7
■ University of Washington	7
■ Portland State University	5
■ Saint Martin's University	4
■ New College of California	3
■ Seattle University	3
■ Seattle Pacific University	3
■ Montana State University – Bozeman	3
■ Columbia College	3

*(Fall 2006, Accounts for 29% of new students from 4-year colleges.
More variation among prior colleges.)*

Evergreen New Student Survey

- Designed to be Evergreen specific and include new transfer students
- 2003, 2005, 2007 and beyond
- Subgroup analyses
 - First-time, First-years and Transfer students
 - Olympia, Tacoma, Tribal: Reservation-based
 - Residency
 - Ethnicity/Race, Other Demographics

Survey Respondents/Percent of Population

2003 Survey		
First-time, First-years	342	74.3%
Transfer Students	418	51.3%
2005 Survey		
First-time, First-years	417	68.9%
Transfer students	445	57.3%

How much influence did the following factors have on your decision to attend Evergreen?

Highest Mean Influence

- Opportunity to design your own education - *82% influential or very influential*
- Ability to study in a variety of subjects - *81%*
- Ability to study one subject through multiple disciplines or perspectives (interdisciplinary learning) - *77%*
- Ability to take integrated programs instead of individual classes - *76%*

Lowest Mean Influence

- Availability of media-related programs, film/video equipment, and/or labs - *32% influential or very influential*
- Availability of science programs, science labs – *30%*
- Availability of classes on evenings and weekends – *27%*
- Availability of computer programs, computer labs – *25%*

Transfer Student Goals

Highest Mean Importance

- Personal growth and development - 96% *important or very important*
- Achieving personal success or satisfaction – 96%
- Getting a job of your choice or making a career change – 90%
- Having expertise in a particular field – 92%
- Developing creative and effective communication skills – 89%

Lowest Mean Importance

- Having computer technology skills – 54% *important or very important*
- Making more money – 53%
- Having the ability to use quantitative reasoning skills (e.g. statistics, mathematics, etc.) – 51%
- Starting or improving a business – 32%
- Meeting the expectations of friends and family – 28%

First-time, First-year Goals

Highest Mean Importance

- Achieving personal success or satisfaction – 98% *important or very important*
- Personal growth and development – 99%
- Developing creative and effective communication skills (e.g. writing and speaking) – 93%
- Becoming an informed citizen – 91%
- Gaining an understanding of a broad range of fields of study – 94%

Lowest Mean Importance

- Having computer technology skills – 51%
- Making more money – 44%
- Having the ability to use quantitative reasoning skills (e.g. statistics, mathematics, etc.) – 40%
- Meeting the expectations of friends and family – 30%
- Starting or improving a business – 31%

Transfer Student Skills

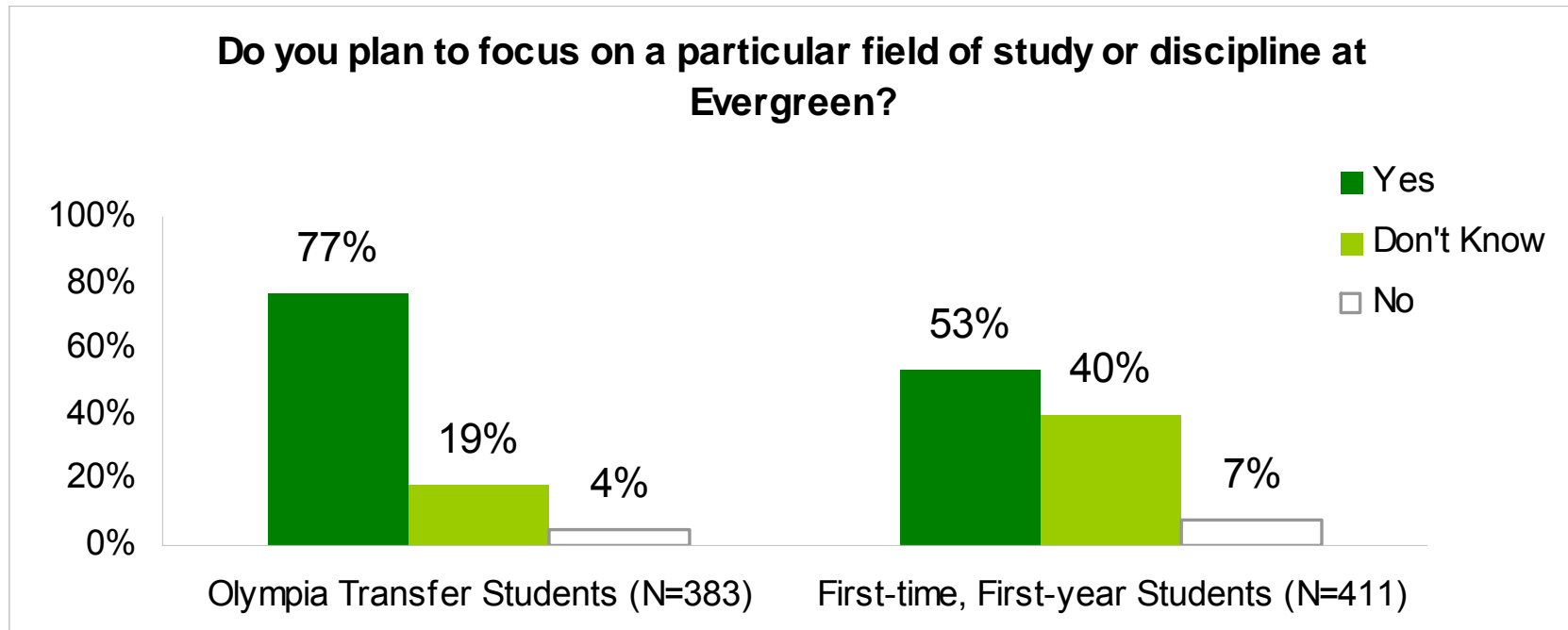
Highest Mean Level of Skill

- Learning independently
- Working cooperatively in a group
- Participating in class discussion
- Understanding and appreciating the arts
- Writing effectively

Lowest Mean Level of Skill

- Giving effective presentations
- Managing your time effectively
- Readiness for a career
- Understanding and applying scientific principles and methods
- Understanding and applying quantitative principles and methods (e.g. statistics, mathematics)

Fields of Study: Plans to Focus



Fields of Study

Analysis of responses to open-ended question re: focus or field of study.

Common themes among transfer students to the Olympia Campus grouped by CIP:

- Visual and performing arts (18.0%)
- Natural Resources and Conservation (14.6%)
- Social Sciences (13.6%)
- Education (12.9%)
- Psychology (12.5%)
- Area, Ethnic, Cultural, and Gender Studies (10.2%)
- English Language and Literature\Letters (8.8%)
- Health Professions and Related Clinical Sciences (8.1%)

Alyssa's Story



Areas of Focus:

Environmental Science, Geology,
Geochemistry

Transferred from:

Cornish College of the Arts

AA from South Puget Sound
Community College



Other available data

Evergreen New Student Survey

- Other Demographics/Useful information:
 - 77% plan to study in daytime programs, 12% plan to study in Evening and Weekend Studies, 11% both
 - 17% have dependent children that live with them
 - 42% plan to earn to Bachelor's Degree, 36% to Master's Degree, 15% PhD or other professional degree, 7% other/none
- Watch for report analysis specific to Olympia campus transfer students – not yet posted
- [View Web page](#)

Evergreen Student Experience Survey

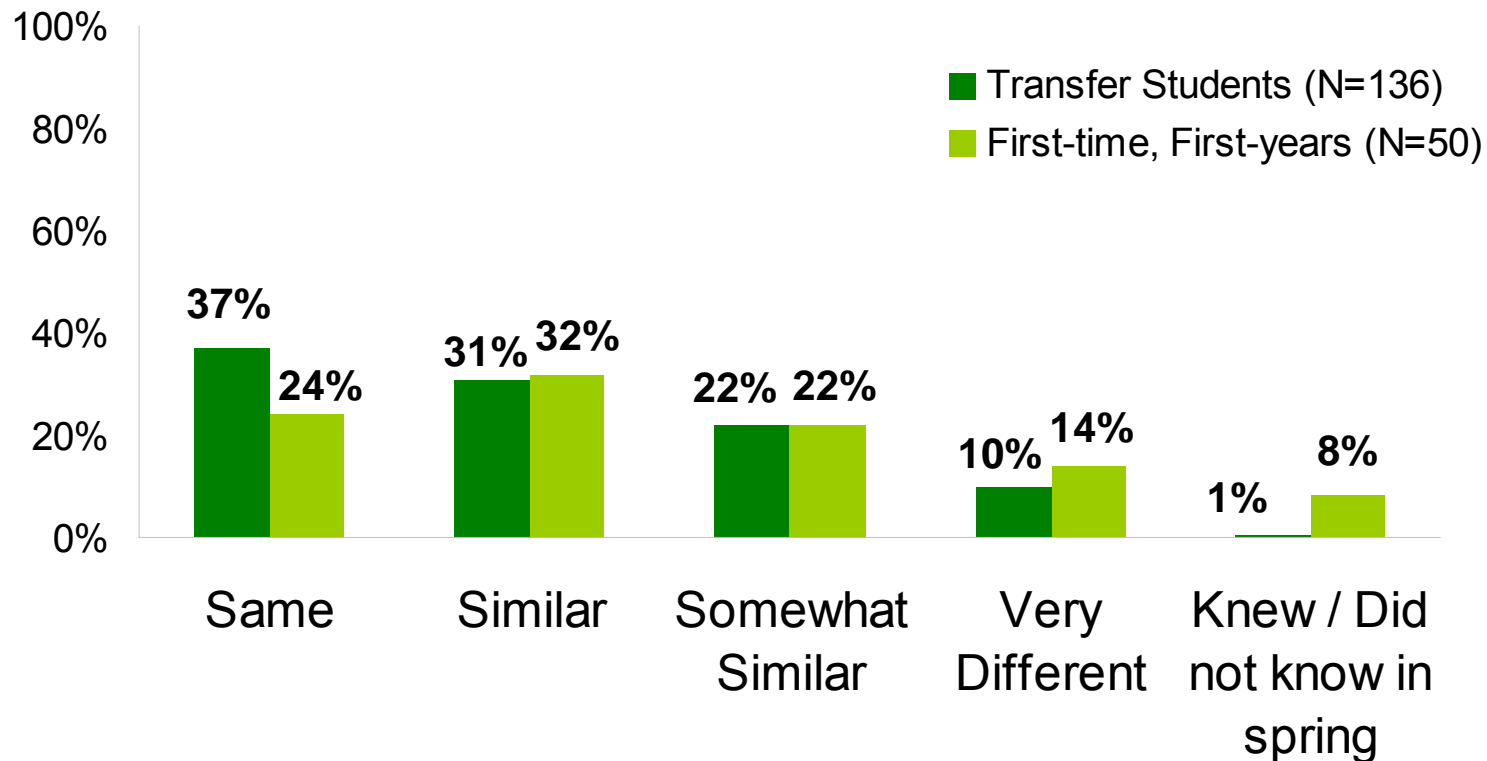
- Stratified random sample survey of undergraduates
- 2004, 2006, 2008, and beyond
- Stratified by class standing
- Methodology change in 2006, over-sampling

Survey Respondents/Response Rates

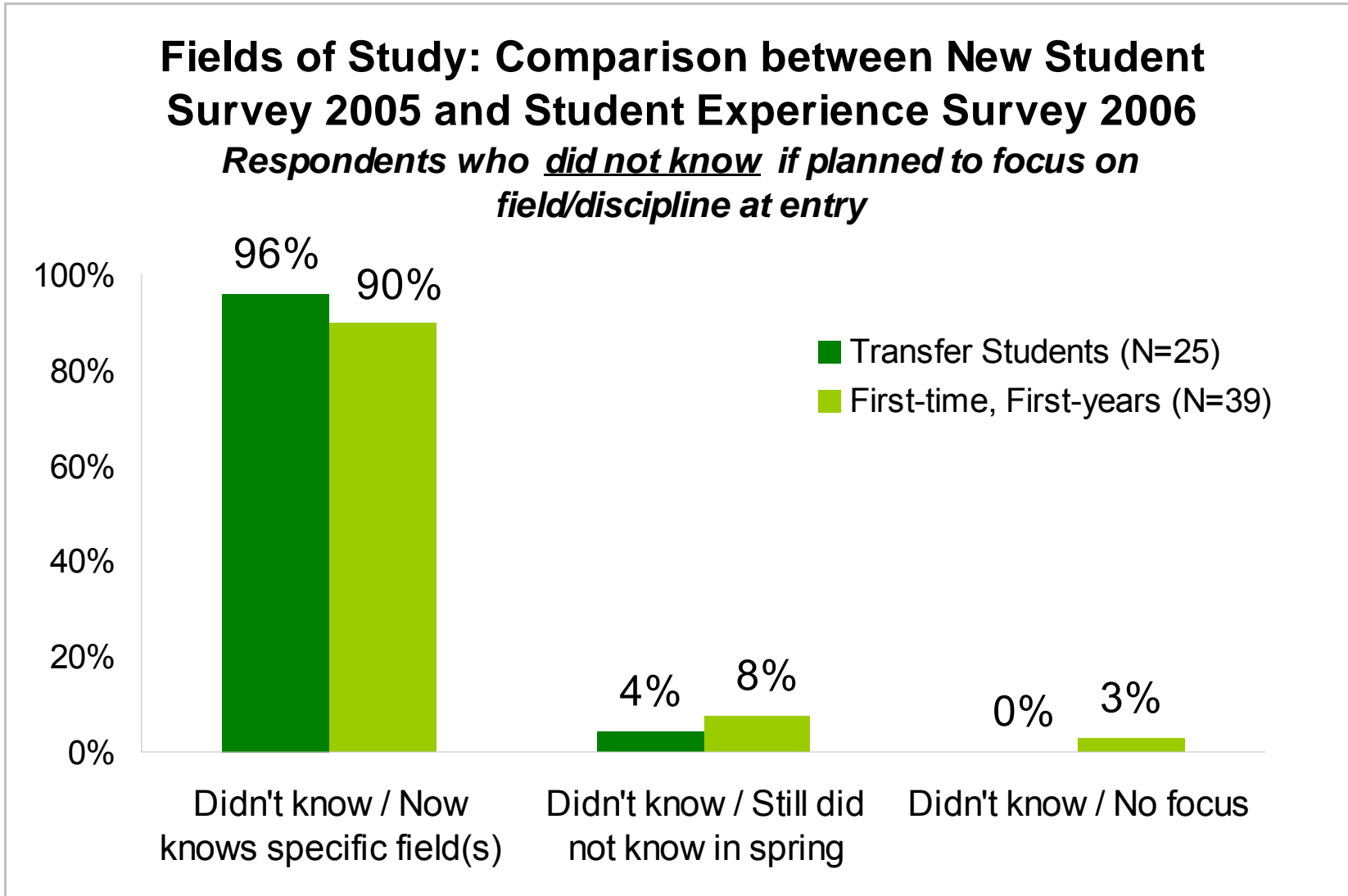
2004 Survey	Respondents	Response Rate
Stratified Random Sample	567	29%
2006 Survey	Respondents	Response Rate
Respondents from Random Sample	429	36%
Tribal: Reservation-based Students	29	66%
All Students Responded to New Student Survey	308	41%
Total Number of respondents	657 (some respondents in more than 1 sample type)	

Longitudinal Analysis of Fields of Study

Fields of Study: Comparison between New Student Survey 2005 and Student Experience Survey 2006
Respondents who indicated intended field of study at entry



What happened by spring to students who entered without knowing field of study?



Satisfaction with Evergreen Experiences

- Analyzed series of questions about satisfaction with Evergreen.
- Used admission code to determine if entered as first-time, first-year or transfer student.
- Students are at many different stages in education, different class standing, different length of time at Evergreen

Transfer Satisfaction

Highest Mean Responses

- Relationships with faculty
- Overall quality of instruction
- Narrative evaluations by faculty
- Your own progress in achieving your educational goals
- Lectures and other presentations by faculty
- Interdisciplinary approach to course content

Lowest Mean Responses:

- Your social experiences at Evergreen
- The amount of diversity at Evergreen

Averages for all items were within “satisfied” range on rating scale.

Differences in Satisfaction

Transfer students and first-time, first-years

- Tested differences in mean level of satisfaction between groups on satisfaction series.
- The following items had statistically significant differences ($p \leq 0.05$)
 - Seminars as a way of learning
 - Opportunities for community service or volunteer work
 - Your experiences with diversity at Evergreen
 - The amount of diversity at Evergreen.
- On these items, mean satisfaction *higher* for transfer students.

Anna's Story



Transferred from:

Shoreline Community College

Area of Focus: Pre-veterinary studies

Differences in Satisfaction and Search for Associations with Fall-to-Fall Retention

- Analyzed first-time, first-year students and transfer students separately.
- Added an indicator of whether retained from Fall 2005 to Fall 2006 (controlling for graduation)
- Excluded those who were not registered Fall 2005
- Series of nonparametric Mann-Whitney U tests.

Transfer Students

- Those who were *not retained* had a *higher* level of satisfaction on average on two items:
 - Your living situation (on and off campus)
 - Retained: 27% Dissatisfied or Very Dissatisfied
 - Non-retained: 0% Dissatisfied or Very Dissatisfied
 - Satisfaction with campus activities
 - Retained: 33% Dissatisfied or Very Dissatisfied
 - Non-retained: 0% Dissatisfied or Very Dissatisfied
- No other statistically significant differences between retained and non-retained transfer students!

First-time, First-years

- Those who were not retained had lower satisfaction on average on the items:
 - Interdisciplinary approach to course content
 - Group projects and peer collaborations
 - Seminars (as a way of learning)
 - Overall quality of instruction
 - Quality of faculty feedback on your work
 - Timeliness of faculty feedback on your work
 - Availability of faculty outside of class
 - Evergreen's support for your development in quantitative reasoning
 - The match between the classes you are taking and the catalog
 - Your experiences with diversity at Evergreen.
- Many on average satisfied, but not as satisfied as those who were retained.

Other available data

Evergreen Student Experience Survey

- Demographic information, other useful information, for instance:
 - 92% own a computer
 - English not first language - 3%
 - More than one first language – 0.4%
- Olympia campus analysis of differences between those admitted as first-time, first-years and transfers not yet posted.
- [View web page](#)

Transfer Student Interviews

- Ongoing qualitative interview project
- 11 interviews conducted
- Asked for students to respond to e-mail
- Recorded the stories and took photographs
- For use on website, presentations, publications

Tips:

- Minimize background noise
- Minimize your own verbalizations
- Digital equipment (voice recorders, camera)

Amadou's Story



Transferred from:
University of Dakar, Senegal

Now in
graduate school
at Evergreen.

Area of
Focus: Public
and Nonprofit
Administration

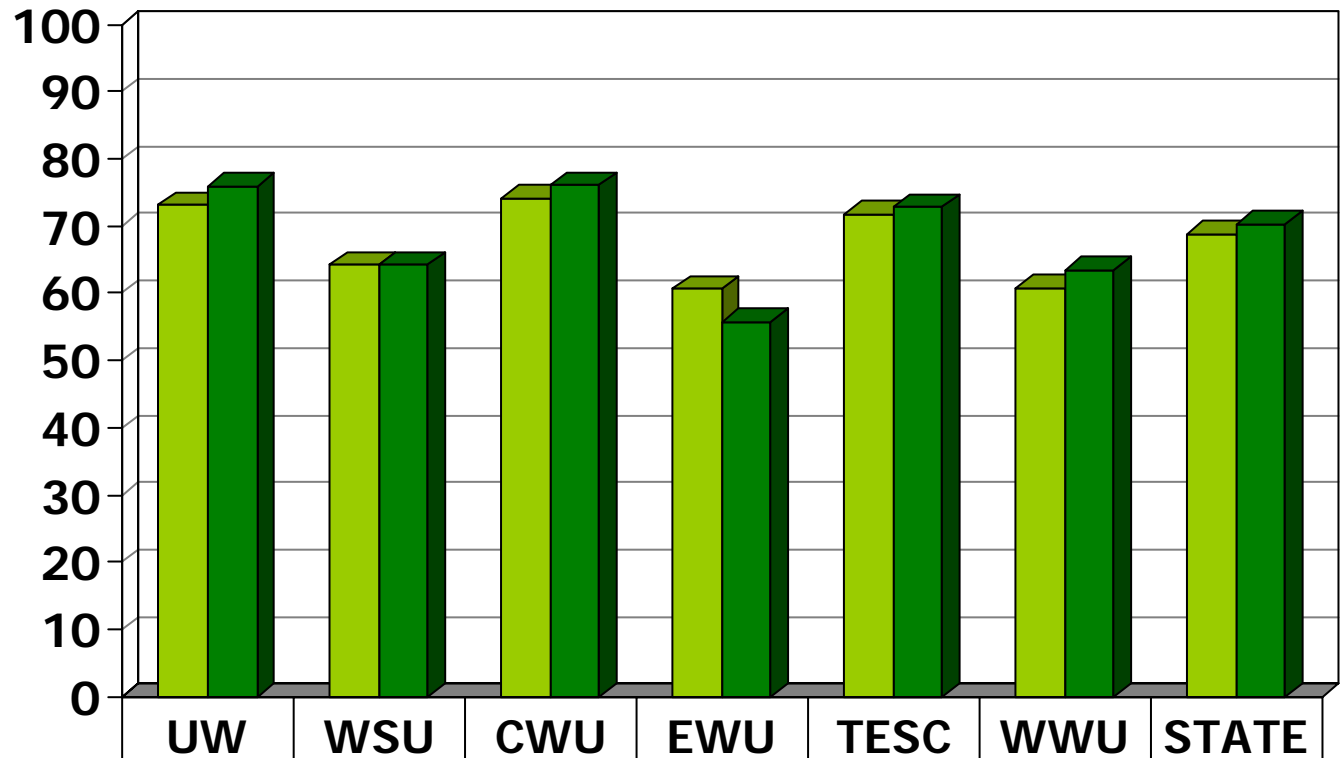


WA State Accountability

- In May 2006, OFM and HECB approved a new accountability framework for public higher education.
- "The revised framework included a measure of three-year transfer outcomes intended to show how well the two-year and four-year sectors of higher education are connecting to form a single system that works seamlessly for the student."

Source: WA HECB Accountability for Student Success in Washington Higher Education (Dec.2006)

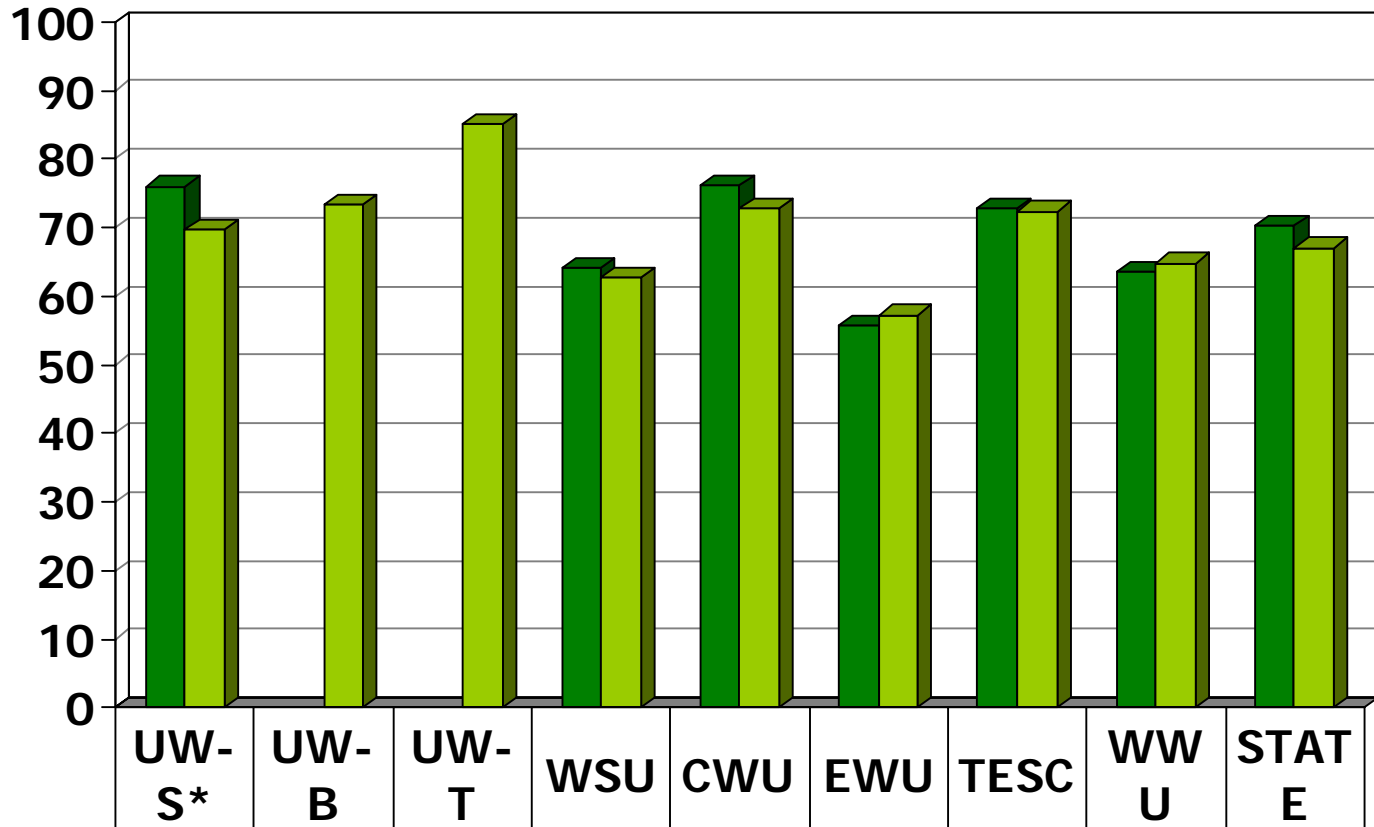
Percentage of Students Earning Baccalaureate Degree within Three Years of Transferring from WA CTC with Associate Degree



■ 3-year average 2003-2005	73.2	64.2	74.2	60.6	71.8	60.8	68.8
■ AY 2005-06	76.0	64.2	76.1	55.8	72.8	63.5	70.3

AY 2005-06 PELL RECIPIENTS compared to Overall Performance

Percentage Earning Baccalaureate Degree within Three Years of
Transferring from WA CTC with Associate Degree



■ AY 2005-06	76.0			64.2	76.1	55.8	72.8	63.5	70.3
■ PELL ONLY	69.7	73.3	85.1	62.8	72.8	57.3	72.4	64.8	67.1

* UW-S overall performance represents all campuses combined; site breakout only provided for Pell subset performance.

Alice's Story



Area of focus:
Public Administration

Transferred from:
Lower Columbia
Community College

