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**Dispelling Myths with Data:
An Examination of Incoming Transfer Students**

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Our presentation



Foundations of Excellence
Transfer focus

- Preliminary findings
- Faculty perceptions

Analysis and available information

- Challenge ideas

Discussion

- How we plan to share

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Foundations of Excellence Transfer Focus

FoE Transfer

New initiative from Gardner institute

Evaluate effectiveness of transfer student experience

Self-study 2014-15



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Foundations of Excellence Transfer Focus

Primary data sources

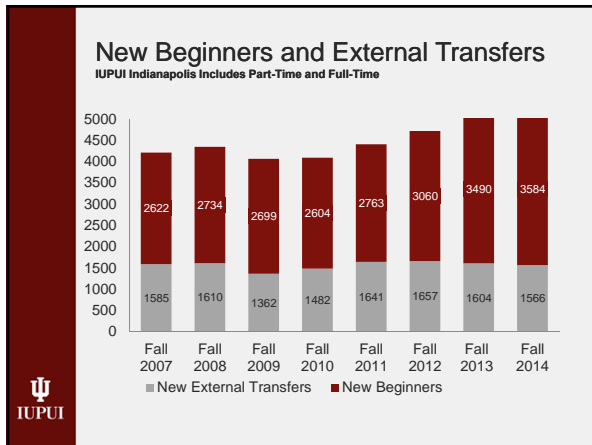
Institutional data and analyses

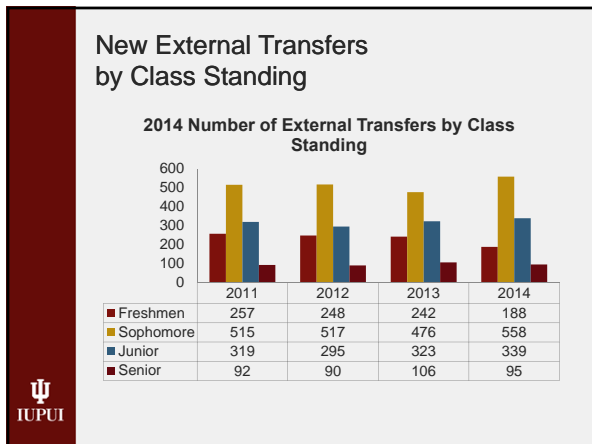
FoE Faculty Survey

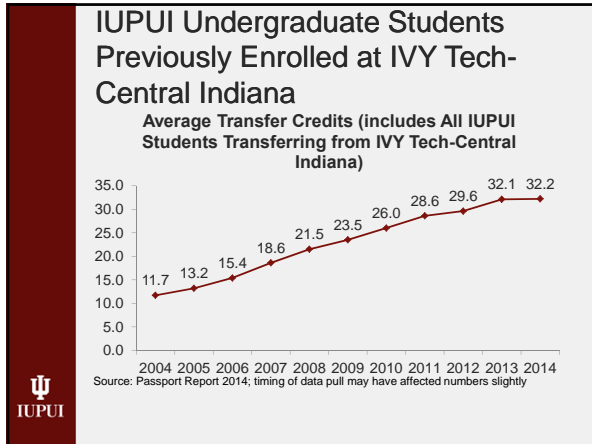
FoE Student Survey



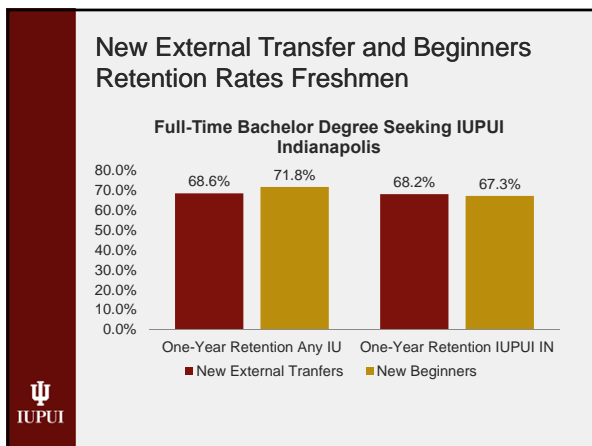
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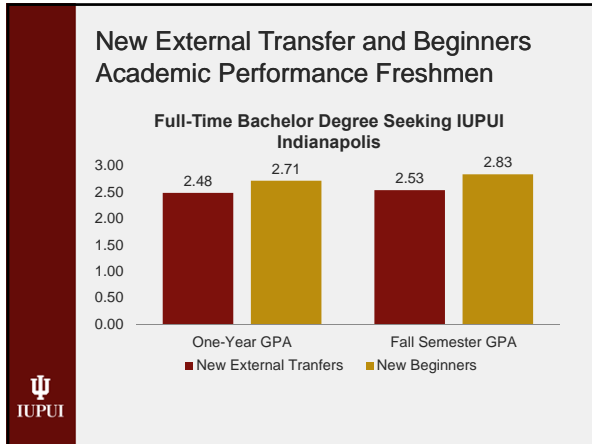












- ### Transfer Students Predictors of Success (Persistence and Academic Performance)
- Transferring in as a Junior or Senior (based on credits)
 - Being directly admitted into a school at entry
 - Being an International student
 - Being older
 - High Socioeconomic Status (SES) (not Pell Eligible)
 - Not being First Generation
 - High Transfer In GPA
 - Enrolling in 15 or more credit hours first semester
 - Placing into credit-bearing math at entry
 - Achieving satisfactory academic performance in first semester

- ### Predictors of Success (Fall-Fall Retention IUPUI IN)
- | | |
|--|--|
| <p>New Beginners</p> <ul style="list-style-type: none"> + Sense of Belonging + Institutional Commitment - Intent to transfer + Commitment to educational goals + Have a lot of will power + Think about goals intend to achieve in the future + Change study strategies when do poorly - (External Commitments) Number of hours expected to work off-campus for pay, commute to campus , take care of household responsibilities - Come to class late (past behavior) + Ability to seek out appropriate academic help (confidence) + Study skills (confidence) + Emotional health (confidence) + Plan to participate in campus events, student organizations + Plan to enroll in summer courses <p>Covariates: HS GPA, SAT score, Pell Grant</p> | <p>New External Transfers</p> <ul style="list-style-type: none"> + Sense of Belonging + Institutional Commitment - Transfer Intention + Drive to succeed - Number of hours expected to work off-campus for pay , commute to class, take care of household responsibilities - Change in family situation (reason why selected IUPUI) <p>Covariates: Transfer In GPA, Pell Grant</p> |
|--|--|

Faculty/Staff Responses

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Faculty:					
Students from Ivy Tech have difficulty with the material in IUPUI classes	3.6	19.6	31.9	25.4	19.6
Ivy Tech students come to IUPUI well prepared	17.4	41.3	21.0	1.5	18.8
Professional Staff:					
Students from Ivy Tech have difficulty with the material in IUPUI classes	2.4	22.0	36.6	6.1	32.9
Ivy Tech students come to IUPUI well prepared	3.5	34.1	25.9	2.4	34.1

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Faculty Perceptions of Transfer Students from Ivy Tech: Academic Preparation

- "Lack of being at the same level as those who have been at IUPUI from the beginning. It is a personal, emotional barrier, as well as an academic one."
- "I believe the hardest barrier to overcome for most transfers is that the coursework at a four year institution can be more rigorous and demanding."
- "Ivy Tech is not providing the same rigor IUPUI does, so students frequently perform poorly which creates a domino effect for subsequent classes."
- "They do not have an orientation toward academic excellence."

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Faculty Perceptions of Transfer Students from Ivy Tech: Academic Skills

- "Ivy Tech science and math does not adequately prepare many transfer students to succeed in higher-level courses. Students become frustrated when their 'foundations' are not strong ... faculty become frustrated when they have to teach remedial or refresher work. Loads of frustration = poor learning environment"
- Lack of understanding about how to consume and conduct social science research. Lack of math achievement.
- "I think a big issue is the lack of math skills and writing skills. They often don't realize that they don't have them and become frustrated that teachers like me expect them to have math and writing skills."

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Analysis

All Fall external (non-IU) transfers


- Fall 2011-2014

Four groups

- Indiana Public Universities
- Indiana Community Colleges
- Other 4-year universities
- Other Community Colleges
- No International

Questions


- Are there differences between groups?
- What is the relationship with academic success?

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So how do transfers from different institutions differ?

Gender	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
Female	55.9	55.2	51.4	48.2
Male	44.1	44.8	48.6	51.8


Transfers from Community Colleges are more likely to be male ($\alpha \leq 0.05$)

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So how do transfers from different institutions differ?

Admit Type	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
University College Admits	59.3	55.6	49.4	52.4
Dual/Direct Admits	40.7	44.4	50.6	47.6


Transfers from Indiana Community Colleges are more likely to be directly admitted into their school of choice ($\alpha \leq 0.05$)

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So how do transfers from different institutions differ?

First Generation	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
Not First Generation	67.1	69.2	60.0	66.4
First Generation	32.9	30.8	40.0	33.6

Transfers from Indiana Community Colleges are more likely to be First Generation ($\alpha \leq 0.05$)...




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So how do transfers from different institutions differ?

Pell Grant	Indiana public 4-year colleges and universities	Other 4-year colleges and universities	Indiana Community Colleges	Other Community Colleges
No Pell	55.5	57.7	42.4	41.4
Pell	44.5	42.4	57.6	58.6

And are more likely to be receiving a Pell grant (along with transfers from other Community Colleges) ($\alpha \leq 0.05$)




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So how do transfers from different institutions differ?

Institution Type	Mean Transfer Hours	Standard deviation	Standard Error
Indiana public 4-year colleges and universities	43.1	26.2	0.9
Other 4-year colleges and universities	41.9	27.0	0.8
Indiana Community Colleges ^{a b}	50.1	24.7	0.5
Other Community Colleges ^{a b}	50.3	28.1	1.5

^a Significant differences between this and Indiana public four year colleges
^b Significant differences between this and other four year colleges

Community College students transfer in significantly more hours




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Community College students transfer in significantly more hours




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So how do transfers from different institutions differ?

Institution Type	Mean Transfer GPA	Standard deviation	Standard Error
Indiana public 4-year colleges and universities	2.63	0.7	0.02
Other 4-year colleges and universities ^a	2.83	0.7	0.02
Indiana Community Colleges ^{a b}	3.08	0.6	0.01
Other Community Colleges ^{a b}	3.09	0.6	0.03

^a Significant differences between this and Indiana public four year colleges
^b Significant differences between this and other four year colleges

And have a higher transfer GPA




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Relationship to First-Year GPA

Label	DF	B	β	Standard Error
Intercept	1	2.69		0.10
Transfer GPA centered [^]	1	0.53	0.37	0.07
Transfer Hours centered	1	<0.01	0.07	<0.01
Received Pell First Fall Semester [^]	1	0.26	0.13	0.12
Academic Hope centered	1	0.08	0.07	0.05
Direct Admit [^]	1	0.23	0.11	0.10
First Generation flag	1	-0.01	-0.01	0.14
First Gen*Pell	1	-0.32	-0.14	0.19
Community College Flag [^]	1	-0.33	-0.17	0.10

[^] Statistically significant effect at $\alpha \leq 0.05$
 $R^2 = 0.20$



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Relationship to First-Year GPA

Institution Type	Mean first-year GPA	Standard deviation	Standard Error
Indiana public 4-year colleges and universities	2.59	1.00	0.04
Other 4-year colleges and universities	2.66	1.01	0.04
Indiana Community Colleges	2.64	0.92	0.02
Other Community Colleges	2.70	1.03	0.07

No significance differences between groups based on first-year GPA

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Relationship to Fall-Fall Retention

Label	DF	B	Odds Ratio	Standard Error
Intercept	1	-0.46		0.20
Transfer GPA ^	1	0.49	1.64	0.07
Transfer Hours (divided by 3) ^	1	0.02	1.02	<0.01
Received Pell First Fall Semester ^	1	-0.33	0.72	0.11
Direct Admit ^	1	0.27	1.31	0.09
First Generation	1	-0.22	0.81	0.14
First Gen*Pell	1	0.02	1.02	0.18
Community College Flag ^	1	-0.23	0.79	0.09

^ Statistically significant effect at $\alpha \leq 0.05$
X² = 140.4

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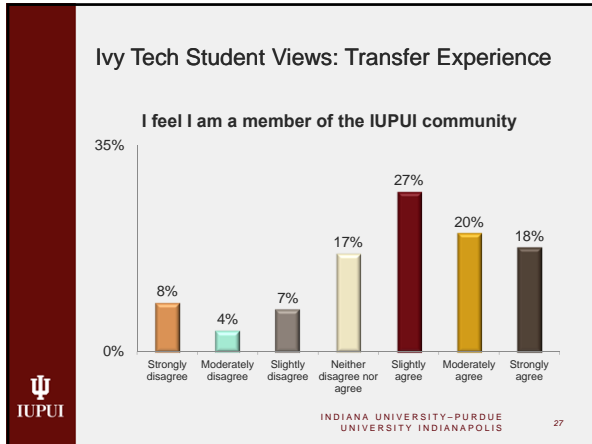
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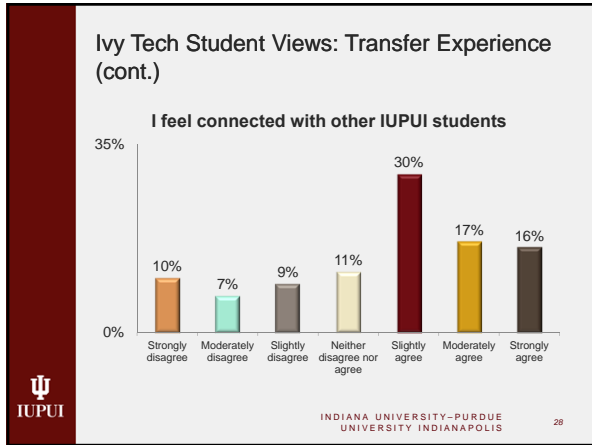
Relationship to Retention

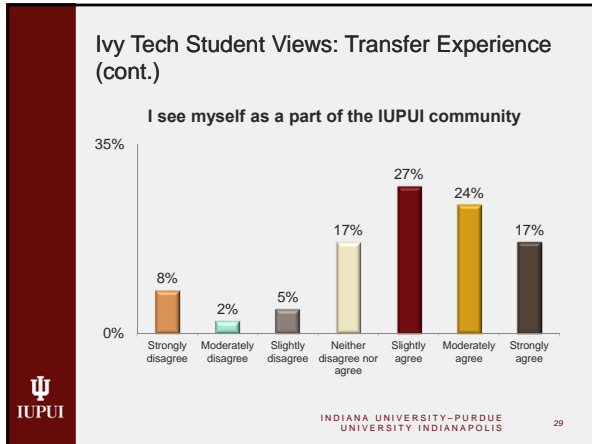
Institution Type	Continued to second year	Continued to third year or graduated
Indiana public 4-year colleges and universities	74%	64%
Other 4-year colleges and universities	74%	61%
Indiana Community Colleges	75%	67%
Other Community Colleges	70%	65%

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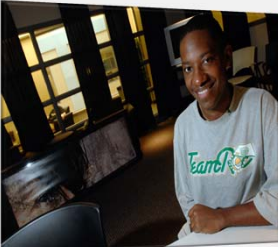
Student Views: Transfer Experience

- "IUPUI needs more research opportunities with social sciences."
- "Connections with peers of a major being considered"
- "Professors being more interested in teaching and being available to students."
- "The "Oh Well That's Just How It Is" attitude about policies and how they adversely affect transfer students."
- "I also love all of my professors that I have. They are very involved, helpful, and want us to succeed."



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Student Perceptions: Ivy Tech Pre-Engineering Program to IUPUI Engineering Program




- "I feel like I'm above or with some of my classmates."
- "As far as competence, it was equal."
- "[Ivy Tech Professors] did a good job because they're kind of hard on us ... they expect you to be at their level."
- "Multidimensional mathematics that I took didn't quite prepare me for my Calc 3 course or when I later took later algebra."

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Our message

- Transfer GPA matters for academic success
- GPA and credit hours matter in retention
- All things being equal, students from 4-year colleges and universities tend to do better
- Students feel pretty connected
- Lots of unexplained variance



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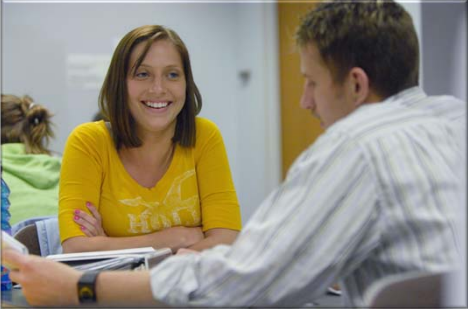
Tableau in communication



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Comments? Questions?



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