



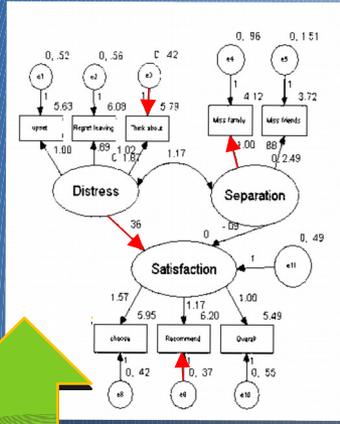
***Why Do First-Year
Commuter Students
Struggle with
Transitioning to College?***

Jennifer P. Hodges, Ph.D., University of Akron
Greg Dieringer, University of Akron

Session Overview

- ***A brief introduction to MAP-Works***
- ***College transition for Commuter students***
- ***Comparing Commuters and Residential students at different types of institutions***
- ***Interventions at The University of Akron***
- ***Outcomes at The University of***

MAP-Works Retention Process



Identify

A screenshot of the MAP-Works dashboard. The 'Welcome!' section displays several key metrics: High Priority Students (12), Open Alerts (0), and Non-Responders (30). Below these are sections for 'Student Lists' and 'Surveys', including a 'Spring Check-up' section with a progress bar.

Motivate

A screenshot of the MAP-Works student profile for Mum, Christina. The profile includes a 'Weaknesses' section with a red arrow pointing down and a 'Strengths' section with a green arrow pointing up. The 'Weaknesses' section lists areas like 'Spring Check-Up: Student Self-Reflection' and 'Spring Check-Up: Student Self-Reflection'. The 'Strengths' section lists areas like 'Spring Check-Up: Student Self-Reflection' and 'Spring Check-Up: Student Self-Reflection'.

Inform

A screenshot of the MAP-Works 'All My Students' table. The table has columns for 'Students', 'Risk', 'Status/Activity', and 'Direct Contact'. It lists various students with their corresponding risk levels (e.g., High, Medium, Low) and status (e.g., Active, Inactive). The table is filtered to show 'All My Students'.

Manage



Intervene

Coordinate



College Transition for Commuter Students

Transition to College for Commuter Students

- **Commuter Students** – defined by Jacoby (1989, 2000) as all students who do not live in institution-owned housing on campus
 - Research has most often treated Commuter Students as a homogeneous group and compared Commuters to Residential students to explore the transition to college
- **Transition Challenges for Commuter Students**
 - *Involvement with Peers* (Krause, 2006)
 - *In-person vs. Online Interactions*
 - *Needs emerging from “The Act of Commuting”* (Jacoby & Garland, 2004)
 - *Transportation challenges*
 - *Need for expanded office hours*
 - *Students must “Start Over” each term* (Roe Clark, 2006)
 - *Issues specific to Non-Traditional Age Students*

Categorizing Commuter Students

- **“Commuter” Student vs. “Off Campus” Student**
 - Distance from campus (Kuh et al., 2001)
 - Living with family members vs. living with others (Roe Clark, 2006)
- **Traditional vs. Non-Traditional Age Commuters**
 - How to categorize traditional age students with “adult” experiences (e.g., military service, marriage, parenthood)
- **Percentage of First-Year Class**
 - Predominantly Residential – 75% or more live on-campus; residency requirement for all with strict exceptions only
 - Hybrid – 25-75% of first-year students live on-campus; residency requirement for only certain students (if any)
 - Predominantly Commuter – 75% or more live off-campus; no specific residency requirement



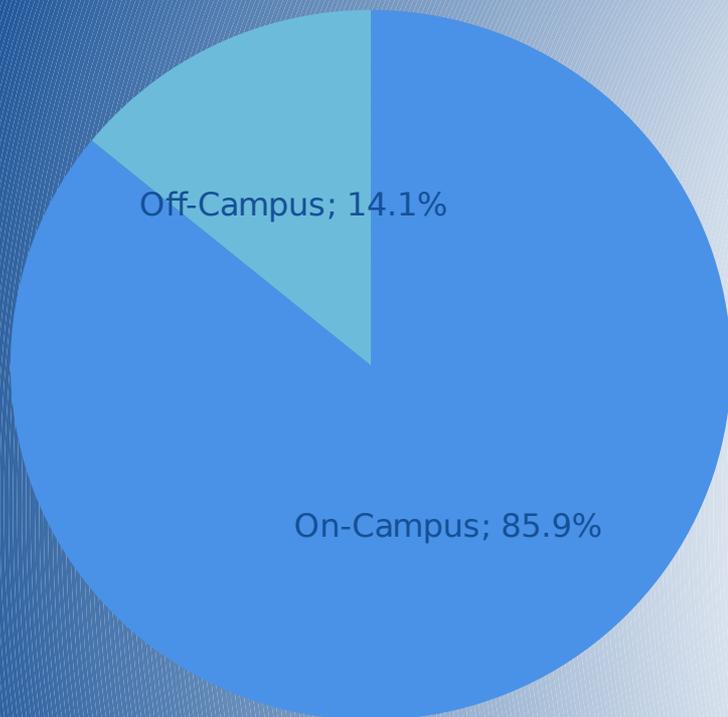
***The Assessment Project:
Commuter Institutions vs.
Residential Institutions***

MAP-Works Data Sets

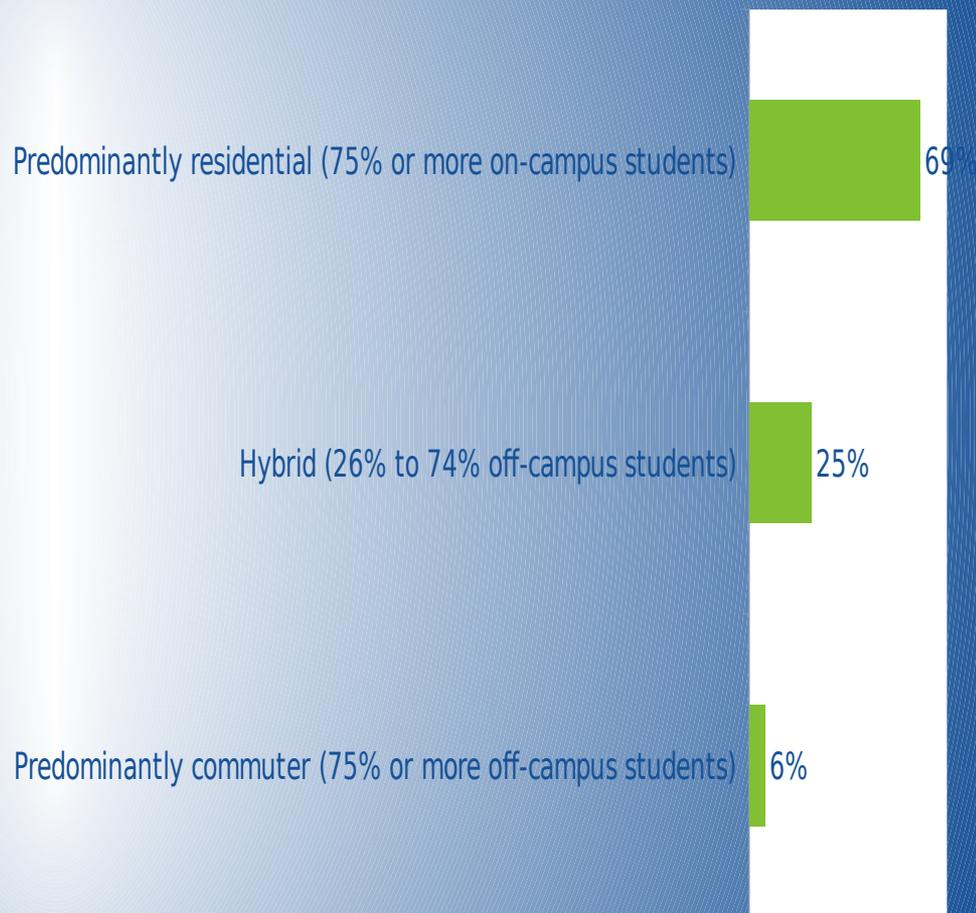
- ***Data Sets***

- Incoming student characteristics collected on 108,393 students
- Fall Transition for Four-Year Institutions: 74 institutions surveyed; avg survey date was 9/14/2009; avg response rate, 72.1%
- Fall Check-Up for Four-Year Institutions: 47 institutions surveyed; avg survey date 11/2/2009 (10th week); avg response rate, 32.8%
- Fall term outcomes: GPA, credits earned, and persistence to spring term

Off-Campus Population

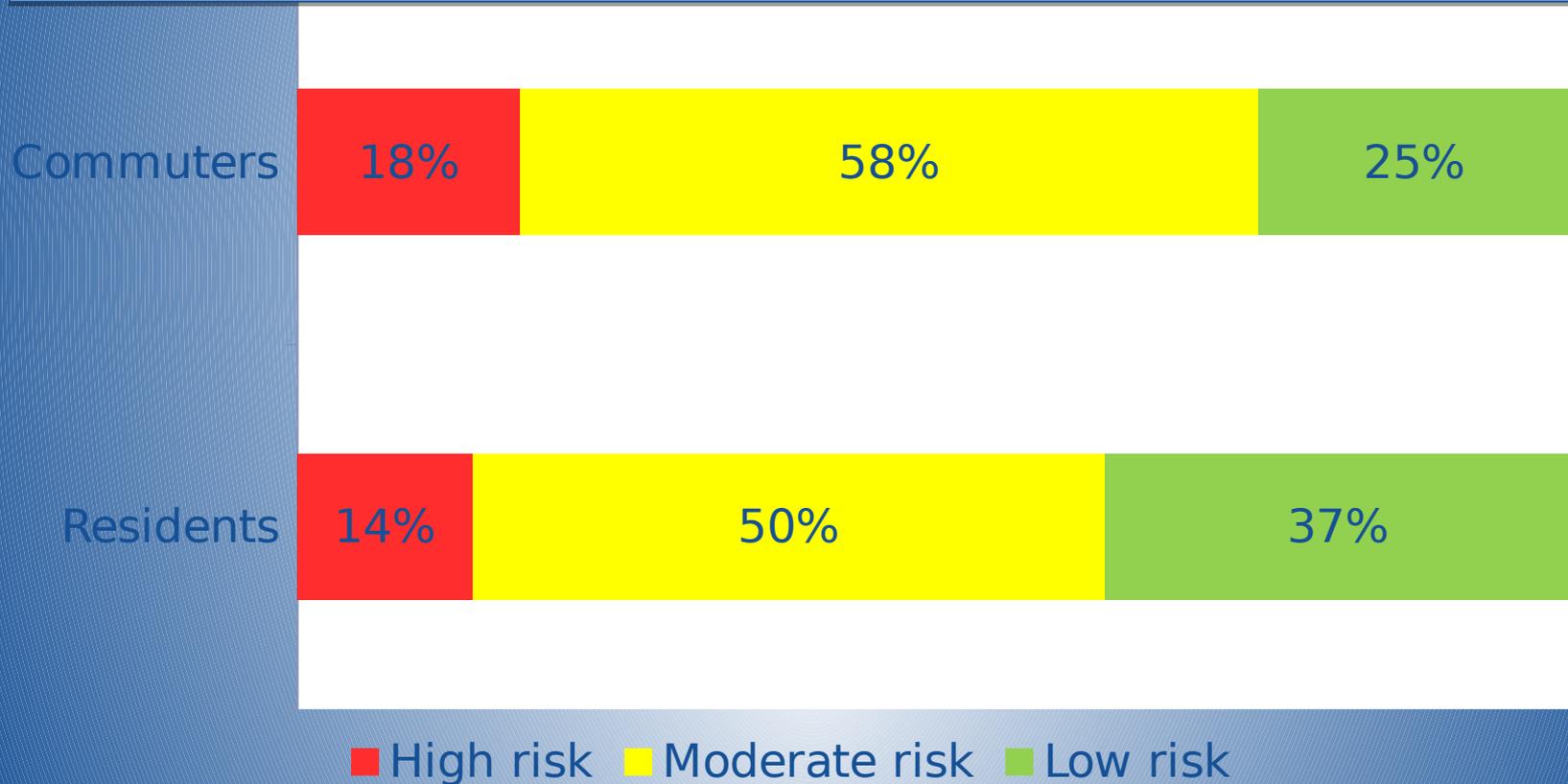


Few schools have a sizeable first-year commuter population



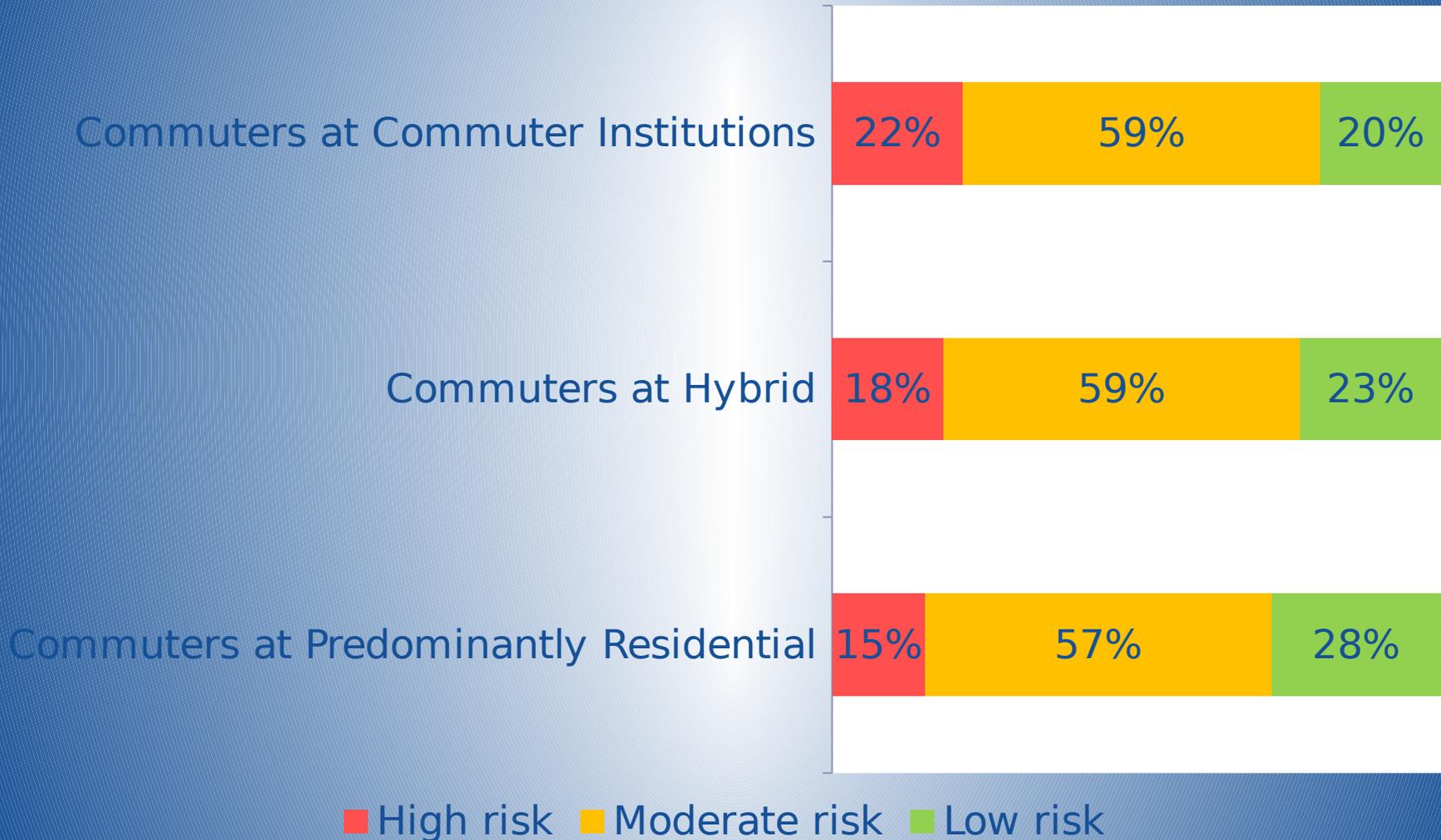
MAP-Works Risk Indicator

A higher percentage of commuters are at-risk for persistence and poor academic performance than residents



NOTE: Data from the Fall 2009 MAP-Works Fall Transition Survey for Four-Year Institutions

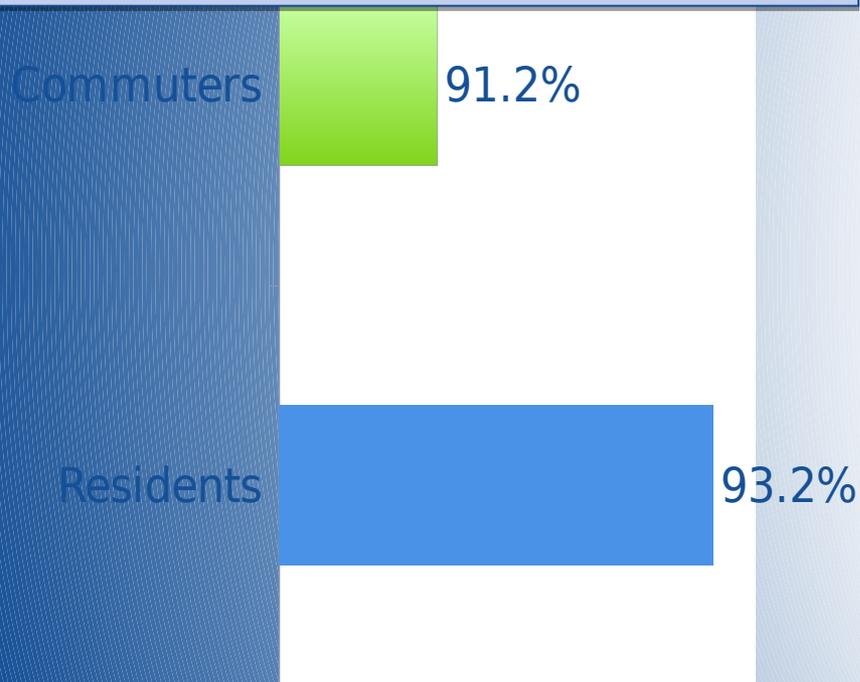
MAP-Works Risk Indicator by Inst Type



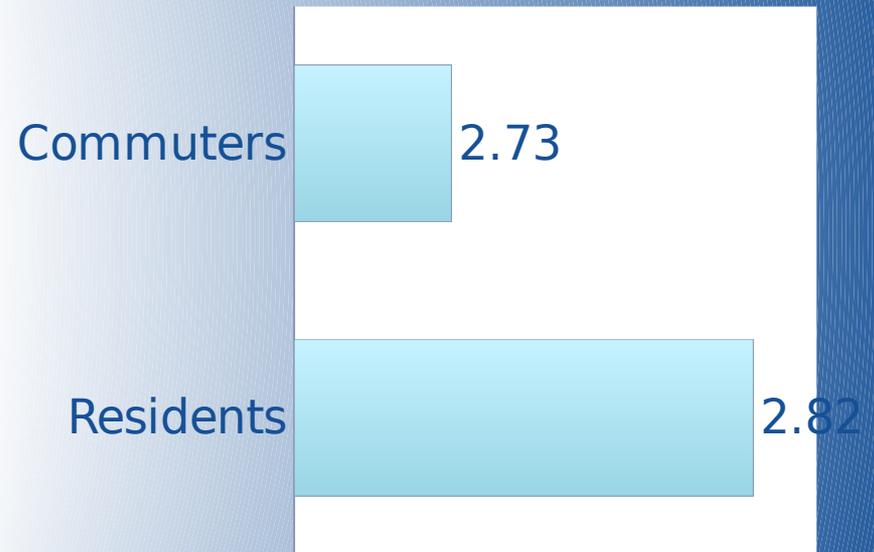
NOTE: Data from the Fall 2009 MAP-Works Fall Transition Survey for Four-Year Institutions

Outcomes: All Institutions

Commuter fall-to-spring persistence rate is 2% less than Residents



Commuters earn a statistically lower fall term GPA compared to residents ($p < .001$)

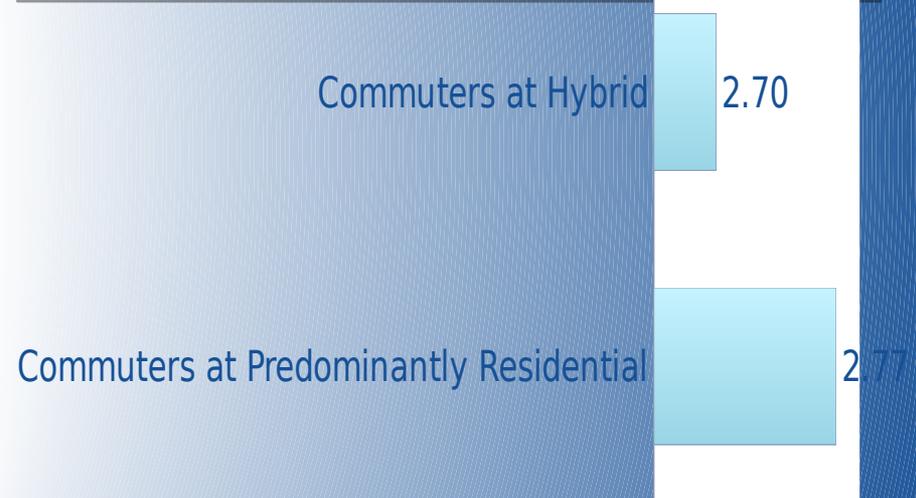


Outcomes by Institutional Type

No difference in persistence rates for Commuter Students at Hybrid or Predominantly Residential Institutions



Average fall term GPA for commuters at Hybrid institutions is statistically lower than the average fall term GPA for commuters at predominantly residential institutions ($p < .01$)



NOTE: Data from the Fall 2009 MAP-Works Fall Transition Survey for Four-Year Institutions. Persistence outcomes data was provided by "predominantly commuter institutions."

Off-Campus Population

- ***Similarities with on-campus students***
 - As likely to have chosen a major
 - Have similar educational goals
 - As likely to be attending their first-choice school
 - Expect to earn grades similar to on-campus students
 - As likely to attend classes

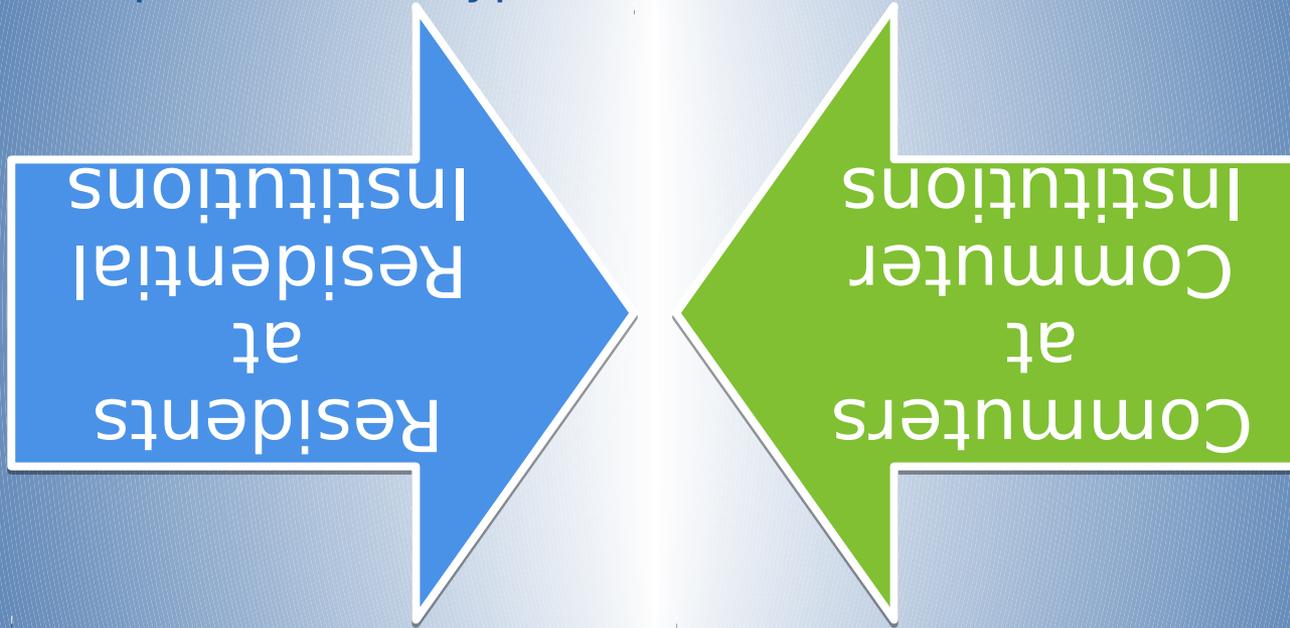
Off-Campus Population

- ***Differences from on-campus students***

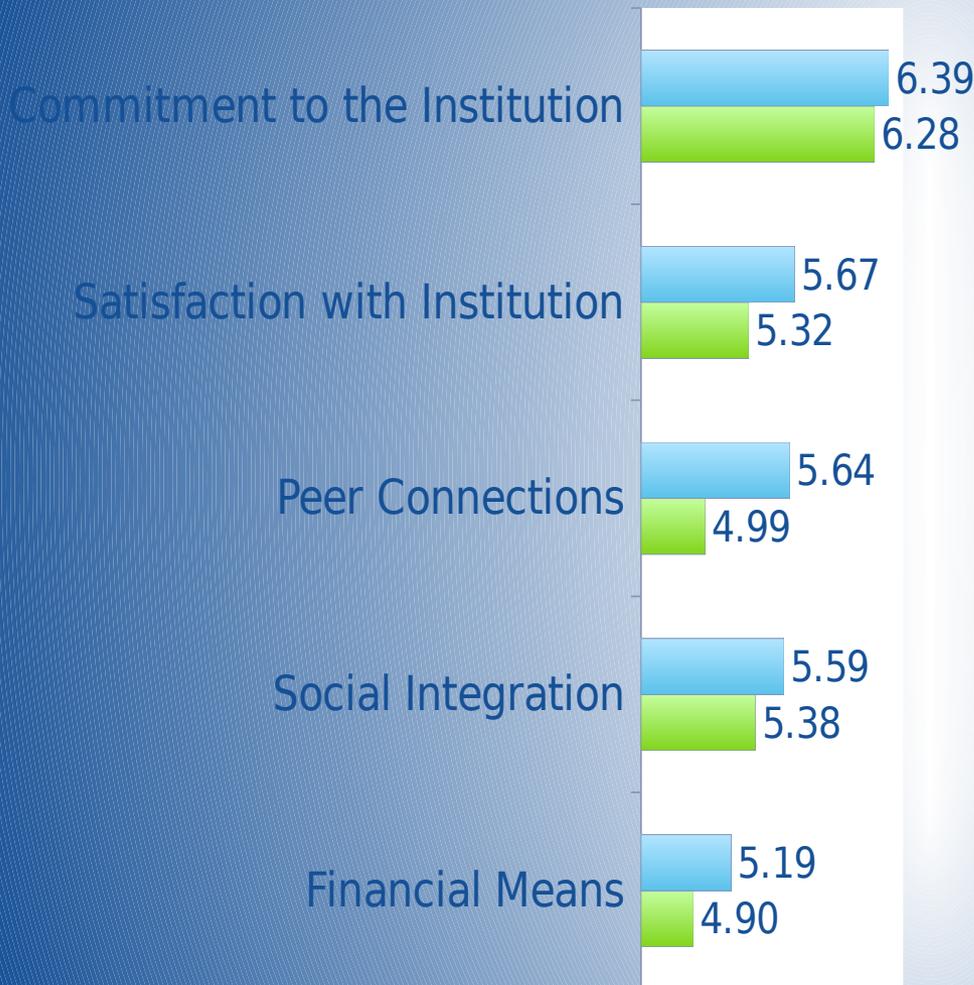
- More first-generation students
- Have lower High School GPA
- Fewer advanced placement courses
- More non-native English speakers
- Taking fewer classes
- Less likely to say they're struggling in a course
- Less time spent relaxing/socializing/exercising
- More time spent working at a job

Residential vs. Commuter Institutions

Question: How does the “majority” population compare at both types of institutions?



Residential vs. Commuter Institutions



■ Commuters at Commuter Inst
■ Residents at Residential Inst

Residents at predominantly residential institutions rate items like social/peer connections higher than commuters at predominantly commuter institutions

NOTE: Comparing residents at predominantly residential institutions to commuters at predominantly commuting institutions.

Residential vs. Commuter Institutions



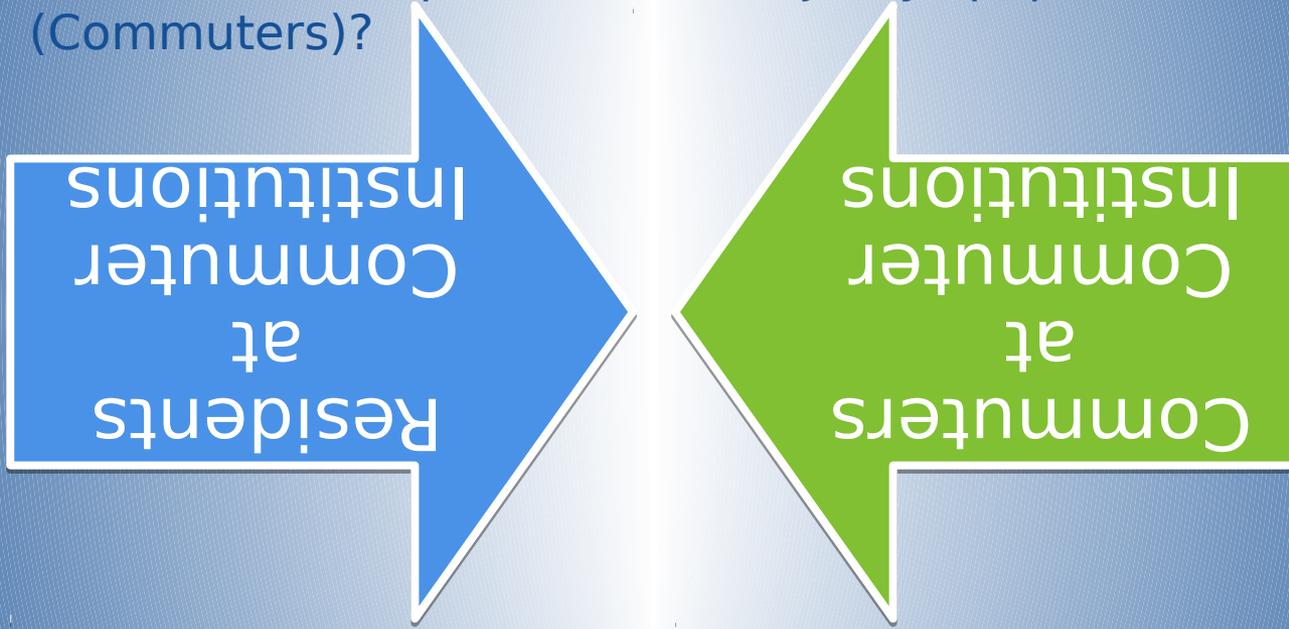
Commuters at commuter institutions rate items like academic integration and self-efficacy higher than residents at residential institutions

■ Commuters at Commuter Inst
■ Residents at Residential Inst

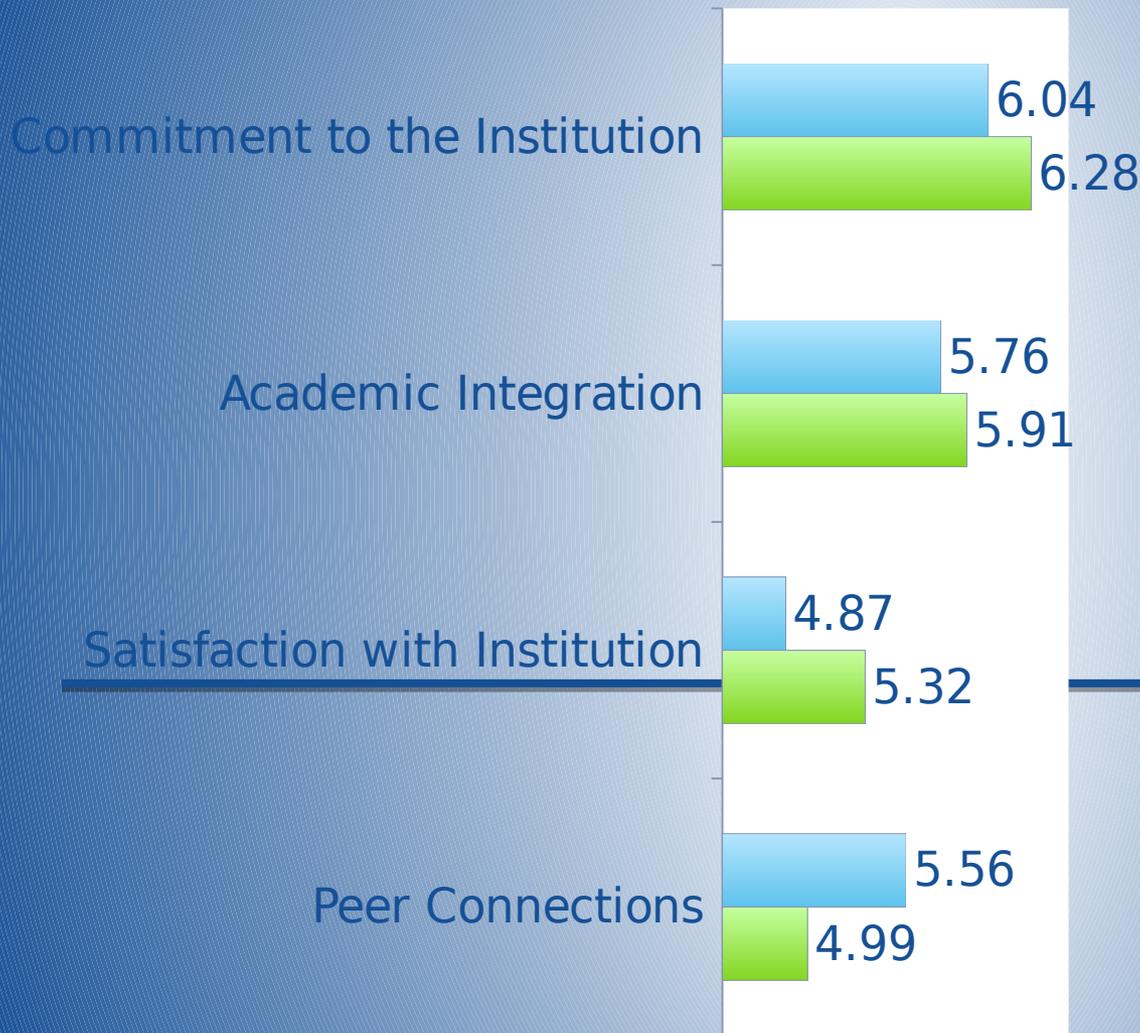
NOTE: Comparing residents attending predominantly residential institutions to commuters attending predominantly commuter institutions.

Predominantly Commuter Institutions

Question: How does the “minority” population (Residents) compare to the “majority” population (Commuters)?



Predominantly Commuter Institutions



Commuters at commuter institutions (majority) rate these items higher than residents at same institution (minority)

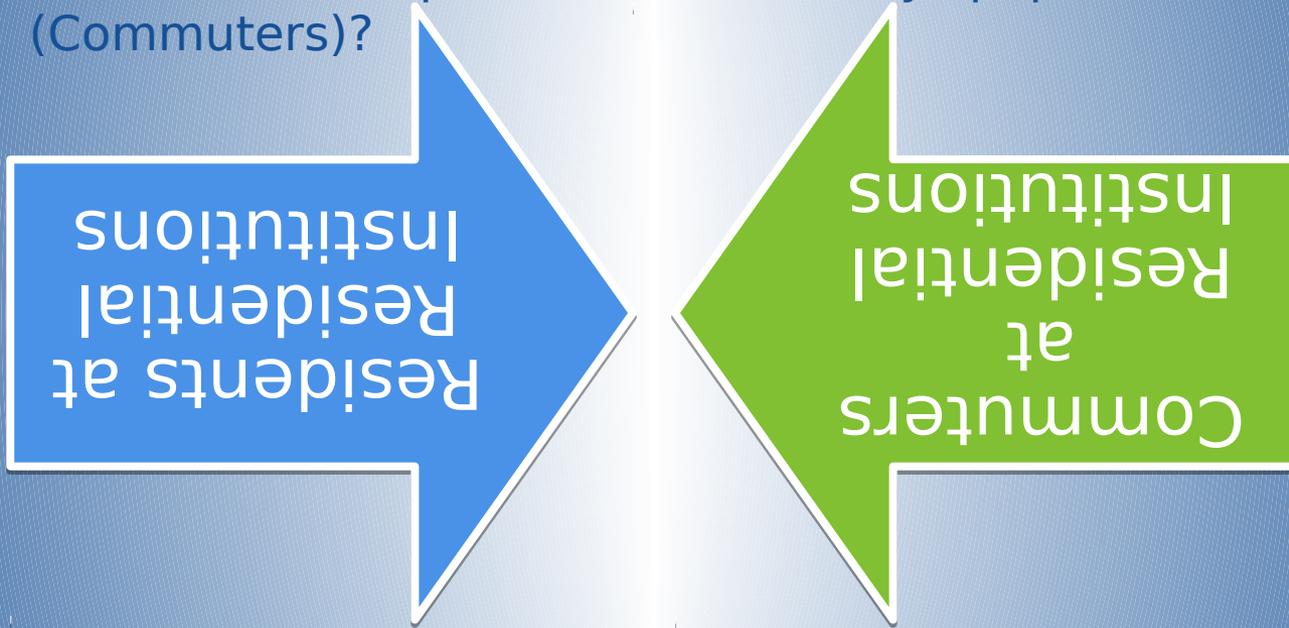
Residents at predominantly commuter institutions (minority) rate Peer Connections higher than commuters at same institution (majority)

■ Commuters at Commuter Inst
■ Residents at Commuter Inst

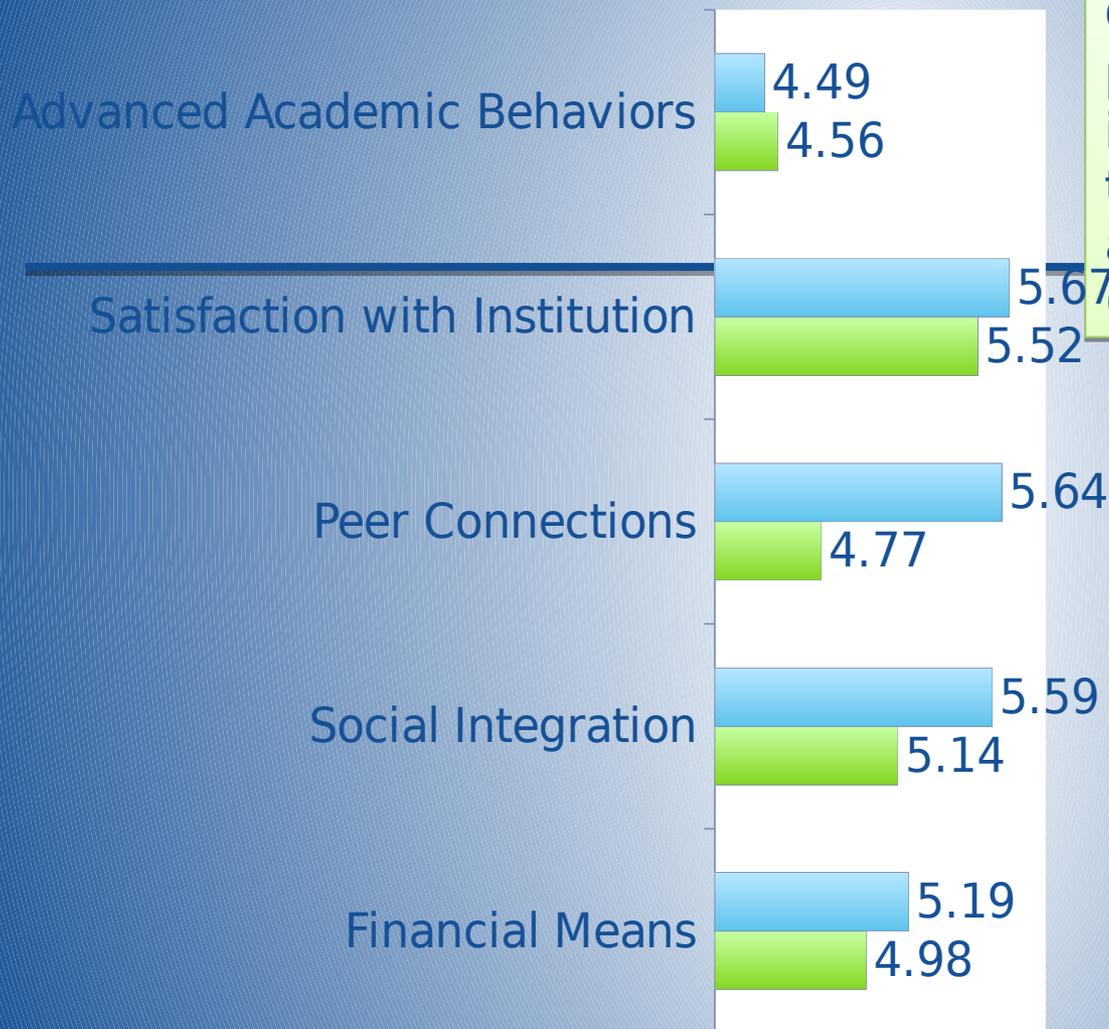
NOTE: Comparing commuters and residents attending predominantly commuter institutions

Predominantly Residential Institutions

Question: How does the “majority” population (Residents) compare to the “minority” population (Commuters)?



Predominantly Residential Institutions



Commuters at predominantly residential institutions (minority) rate this higher than residents at same institution (majority)

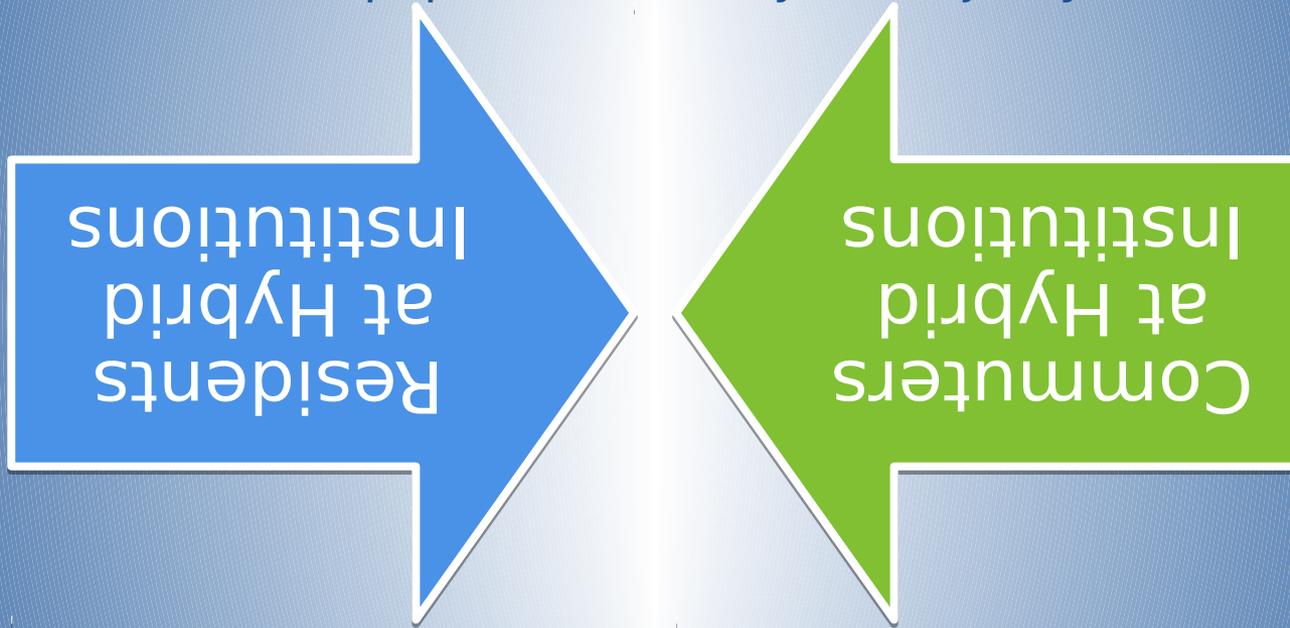
Residents at predominantly residential institutions (majority) rate these items higher than commuters at same institution (minority)

■ Commuters at Residential Inst
■ Residents at Residential Inst

NOTE: Comparing commuters and residents attending predominantly residential institutions

Predominantly Hybrid Institutions

Question: How do Residents compare to Commuters when neither population is truly a “majority”?



Predominantly Hybrid Institutions



Commuters at hybrid institutions rate these higher than residents at same institution

Residents at hybrid institutions rate these items higher than commuters at same institution

■ Commuters at Hybrids ■ Residents at Hybrids

NOTE: Comparing commuters and residents attending hybrid institutions, p <

Summary for Commuters...

Outcomes

- Lower persistence rates than residents
- Lower fall term GPA than residents

Academic Indicators

- Commuters at commuter institutions > residents at commuter institutions
- Commuters at commuter institutions > residents at residential institutions

Social Indicators

- Residents at residential institutions > commuters at commuter institutions
- Residents at commuter institutions > commuters at commuter institutions
- Residents at residential institutions > commuters at residential institutions

Audience Participation

- What strikes you about this data? What conclusions could you make from this data?***
- How would you use this information in creating interventions to enhance commuter student success?***
- What else would you want to know from your commuter students, beyond what is presented here, to create an intervention?***



Interventions with Commuter Students

Who is The University of Akron?

- **Campus Stats (Fall 2010)**

- Located in Akron, OH
- Undergraduates: 24,601
- Total enrollment: 29,251
- 77% of undergraduates are full time students
- 50% male / 50% female for undergraduates
- **Almost 50% of first-year students live on-campus (16% of undergraduates live on-campus)**
- 24% of undergraduates are 25 or older
- 96% are from Ohio
- Carnegie Classification:
 - Research Universities (very high research activity)



The University of Akron (hybrid)

- ***Off Campus Student Services***

- 3 professional staff and 7 peer mentors
- Off Campus Housing List, Housing Fair, and Landlord outreach
- Peer Mentor Program, Newsletter, & Listserv
- Commuter Lounge
- Good Morning/Good Afternoon Commuters
- Pizza with the Police & Safety tips

- ***Campus-wide Efforts***

- UA Adult Focus
- Representative New Student Orientation staff
- Targeted sections of First-Year Seminar
- Extended office hours

UA Off Campus & On Campus Students

	Off Campus	On Campus	Overall
Direct Admits	16.9%	27.9%	22%
Standard Admits	49.6%	53.9%	51.6%
Non-Traditional	17.3%	.4%	9.4%
Provisional Admits	16.2%	17.8%	17%
Overall	53.5%	46.5%	
	Off Campus	On Campus	Overall
Neither parent has a college degree* <small>*respondents only</small>	43.9%	36.1%	39.2%
	Off Campus	On Campus	Overall
100% of financial need met by financial aid* <small>*respondents only</small>	37.7%	27.8%	31.8%

• ***Which of the following best describes your living arrangements?***

I live with family members, including at least one parent	813	67.5%
I live with family members, but not with my parent(s)	129	10.7%
I live with both family members and individuals who are not related to me	35	2.9%
I live with one or more roommates, none of whom are related to me	165	13.7%
I live alone	63	5.2%

• ***Which of the following best describes your proximity to campus?***

I can walk, bike, or take the Roo Express to campus.	135	11.2%
My drive/ride to campus typically takes less than 5 minutes.	91	7.5%
My drive/ride to campus typically takes between 6 and 15 minutes.	444	36.7%
My drive/ride to campus typically takes between 16 and 30 minutes.	412	34.1%
My drive/ride to campus typically takes between 31 and 60 minutes.	122	10.1%
It typically takes me more than an hour to get to campus.	5	0.4%

Commitment to UA and graduating

	Off Campus	On Campus
UA was First Choice	73.8%	67.6%
Commitment to Earning Degree	91.6%	93.5%
Commitment to Earning Degree at UA	71.2%	70.8%
Likely to Return Spring semester	89.5%	88.9%
Likely to Return next Fall	81.9%	79.1%

UA Fall 2010 Outcomes

	Off Campus	On Campus	Overall
Good Standing	68.6%	77%	72.5%
Academic Probation	31.4%	23%	27.5%
Overall	53.5%	46.5%	

	Off Campus	On Campus	Overall
Enrolled Spring 11	85.2%	88.5%	86.7%
Not Enrolled Sp11	14.8%	11.5%	13.3%

MAP-Works inspired interventions - Off Campus Outreach Team

- ***MAP-Works questions used to identify 297 students***
 - Intent to Return for Spring and Next Year
 - Commitment to Institution
 - Commitment to Completing Degree
 - Sense of Belonging
- ***Off Campus Outreach Team***
 - Volunteers from various Student Affairs departments
 - Assigned an average of 11 students each
 - Trained on MAP-Works
 - Guidelines and Scripts

- ***I contacted one student who told me that he had figured out his finances for the rest of this year but is worried about 2011-2012 now. I asked him about his FAFSA and he literally had no idea what it was. Imagine my surprise and guess who is now on my calendar for a follow-up in February.***
- ***A student told me her financial aid had changed right before school started and wasn't even sure if she was going to be able to make her final payment, let alone afford next semester. I set up a time with a financial aid officer, had her come in, and by the end of the meeting she had been given many options to the point that she wasn't even going to have to make her final***

- ***Email received from a student “I can’t believe I just now found your email. It somehow ended up in my spam folder (which I never check because I never get spam?) Weird, but never the less I wanted to say thank you for taking me to a financial adviser. One of the options didn’t work out but I was able to get my Pell Grant back! This should hopefully be enough to bring my payments down to something more reasonable, than almost \$600 a month. If I need help again, you are certainly the first person I am going to ask! Thank you so much! ☺ “***

Off Campus Outreach Fall 2010 Outcomes

	Off Campus Outreach	No Special Outreach	Off Campus Overall	On Campus Overall
Good Standing	78.8%	67.2%	68.6%	77%
Academic Probation	21.2%	32.8%	31.4%	23%
	Off Campus Outreach	No Special Outreach	Off Campus Overall	On Campus Overall
Enrolled Spring 11	92.9%	84.1%	85.2%	88.5%
Not Enrolled Sp11	7.1%	15.9%	14.8%	11.5%

Audience Participation

- ***What interventions have you implemented to help your commuter students transition to college?***
- ***What attempts have you made to gather information about your commuter student experience?***



***Finding and Linking
Commuter Student
Data Sources***

Finding Data Sources

- ***Office of Institutional Research***
 - Does your campus participate in any national surveys that you could use to explore commuter student experiences?
- ***Student Information System***
 - What descriptive information could you collect using the student information system?
- ***Where are students really living?***
 - Local address vs. Home address vs. Mailing address
 - How far are they driving from? Area code? Zip code?
- ***Finding a captive audience for surveys and other data collection***
 - Are there common course you could use to find commuter students who would share their experience?
- ***What questions need to be asked on national surveys to better measure the commuter student experience?***



Discussion / Questions

Jennifer Hodges, Ph.D., jhodges@uakron.edu

Greg Dieringer, gdierin@uakron.edu

Darlena Jones, Ph.D., Darlena@webebi.com

Dig Deeper into Issues Concerning Katie...

MAP-Works Welcome, Vonda Smith | North State University | Sign Out **EBI** Educational Benchmarking

Home Student Tracking **Individual Student** Alerts All Students More >> Student Search (name, email, ID) [Search] [Refresh]

Students

Show students:
All My Direct-Connect Students [Dropdown]

Search [Input] [Go] [Refresh]
(name, email, studentID)

hide

- Sabata, Daniel
- Saillant, Hannah
- Sampson, Gretchen
- Sandoval, Megan
- Schafer, Derrick
- Schimmel, Denise
- Schroeder, Kaylyn
- Schubert, Christina
- Scott, Aaron
- Scott, Katie

: Inactive Page 1 of 13 [Previous] [Next]

MAP-WORKS RISK INDICATOR

Scott, Katie

ID: 20110018N
Last Reviewed: [You have not reviewed this student](#) (Click to mark the student reviewed)

Options ▾

Talking Points About the Student Contacts/Notes/Alerts Survey/Dashboard

Information found on this page comes from either survey data or institutional data uploaded about the student.

- Weaknesses:** Information either potentially places that student at risk or are areas that, if addressed, could potentially improve their success.
- Strengths:** These are items that the student excels at or are things that are positive for the student.

Weaknesses

Thu Sep 9
Fall Transition - Number of Study Hours Per Week
Expects to study less than 10 hours a week. Research shows this is likely not an adequate amount. Discuss how difficult college work can be and the need to devote an adequate amount of time.

Fall Transition - Entrance Test Scores
Low entrance test scores. Predictor of academic performance. Maintain regular communication to determine if the student is struggling. Monitor academic performance.

Doesn't expect to study much...

Fall Transition - Basic Academic Behaviors
Reports good basic academic behaviors. Students typically overestimate these skills; may still need some improvement. Ask about grades on assignments/tests.

Fall Transition - Campus Involvement
Very interested in being involved in campus activities. Support efforts to get involved.

Fall Transition - High School Cumulative GPA

View All Communications with Katie

 Welcome, Vonda Smith | North State University | [Sign Out](#)
 Educational Benchmarking

Home Student Tracking **Individual Student** Alerts All Students More >>
Student Search (name, email, ID)

Students

Show students:

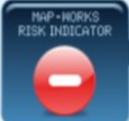
(name, email, studentID)

[hide](#)

- Sabata, Daniel
- Saillant, Hannah
- Sampson, Gretchen
- Sandoval, Megan
- Schafer, Derrick
- Schimmel, Denise
- Schroeder, Kaylyn
- Schubert, Christina
- Scott, Aaron
- Scott, Katie**

: Inactive

Page 1 of 13



Scott, Katie

ID: 20110566N
Last Reviewed: [You have not reviewed this student \(Click to mark the student reviewed\)](#)

[Options](#)

Talking Points
About the Student
Contacts/Notes/Alerts
Survey/Dashboard

Contacts/Notes/Alerts

[Download Notes \(csv\)](#)
[Log new contact](#) | [Add new note](#) | [Add new alert](#)

Student Summary >> Note(s): 0 | Contact(s): 3 | Alert(s): 3

Show: Sort By: Descending

* The following list does not include private notes saved by other faculty/staff users or alerts not assigned to you.

	In Person Meeting Katie stopped by and said she is doing much better.	Dean, Roger (Director of Enrollment Management) 7/30/2010 3:15 PM
	Direct Alert Has not attended class in two weeks	Dean, Roger (Director of Enrollment Management) 6/25/2010 12:12 PM
	In Person Meeting Met with her and she took SIGI	West, Andrew (Director of the Career Center) 6/22/2010 3:45 PM
	Email Sent to Student Anyone interested in hall council needs to come to meeting tomorrow at 4pm	Foley, Shay (Residence Hall Student Staff) 6/17/2010 11:26 AM

DESTINATION: GRADUATION

Sign Out

Welcome, Katie Scott!

Fall Transition

Survey Not Available

Interactive Report (Flash)

Take the survey

Printable Report (PDF)

Step 1 of 4

Home

Traveler's Friends

Sights to See





Hello Katie Scott
North State University welcome

MAKING

What does it look like?

Basic Academic Skills

Yellow: You said you have moderate basic academic skills (writing, reading, math, or problem-solving). It's not uncommon for students to get to college and feeling underprepared. There are a variety of campus resources available to help you build these skills.

Think about:

- It takes time and effort to improve your academic skills, but it's worth it regardless of your current skill level.
- There are Campus Resources (listed below) available to help you improve your academic skills.

Examples of concrete steps you could take:

- If you indicated any low basic academic skills, talk to your academic advisor about opportunities for academic assistance like tutoring.
- Practice, practice, practice! If you are weak in a certain major area of study like math or writing, the best way to improve is to work math problems or write. Avoiding your weaknesses will further delay your improvement.
- Explore opportunities for courses, workshops, or any other opportunities to improve these skills.

First Steps:

Setting specific goals will likely create positive outcomes. List the

- _____
- _____
- _____

Scott, Katie (Student: 20110566N)

Scott, Katie (Student: 20110566N)

Sense of Belonging

Red: You said that you feel you don't belong or fit in at this institution. It's likely that you have not yet connected with people who share your interests, values, or professional goals. There are opportunities (social/professional organizations, intramural sports, community service) to meet people on your campus with whom you share interests.

Think about:

- Making connections often takes time. Your D Connect Faculty/Staff (see list below) can provide strategies that have helped other students in similar situations.
- College can be a time to meet people from places you miss this opportunity to explore common interests.

Examples of concrete steps you could take

- Reach out to others who may be struggling; ask for help who reach out to you.
- Consider joining a social/professional organization. You'll make friends and learn skills that will help you.
- If your institution doesn't have a club that fits your institution's student activities/student life interests, consider starting one.

First Steps:

Setting specific goals will likely create positive outcomes. List the

- _____
- _____
- _____

Scott, Katie (Student: 20110566N)

Campus Resources

The following is a list of resources available to assist you at North State University:

Career Center

Phone: 222-555-1187
Website: www.NorthState.edu/CareerCenter
Email: Andrew@northstate.edu
Location: East Hall, Room 312

Disability Services

Phone: 222-555-1163
Website: www.NorthState.edu/DisabilityServices
Email: Kathy@northstate.edu
Location: East Hall, Room 156

Health Center

Phone: 222-555-5234
Website: www.NorthState.edu/HealthCenter
Email: Amy@northstate.edu
Location: Northeastern Health and Wellness Complex

Library

Phone: 222-555-5493
Website: www.NorthState.edu/Library
Email: Martha@northstate.edu
Location: Wellington Library

Recreation Services

Phone: 222-555-2531
Website: www.NorthState.edu/RecreationServices
Email: Scott@northstate.edu
Location: Northeastern Health and Wellness Complex

Veteran Student Services

Phone: 222-555-1387
Website: www.NorthState.edu/VeteranServices
Email: Derek@northstate.edu
Location: East Hall, Room 523

Counseling Center

Phone: 222-555-1186
Website: www.NorthState.edu/CounselingCenter
Email: Abby@northstate.edu
Location: South Hall, Room 123

Financial Aid

Phone: 222-555-1190
Website: www.NorthState.edu/FinancialAid
Email: Robert@northstate.edu
Location: West Hall, Room 34

Learning Center

Phone: 222-555-1188
Website: www.NorthState.edu/LearningCenter
Email: Chih-Yi@northstate.edu
Location: West Hall, Room 523

Multicultural Center

Phone: 222-555-1185
Website: www.NorthState.edu/MulticulturalCenter
Email: Sam@northstate.edu
Location: West Hall, Room 231

Student Life

Phone: 222-555-1189
Website: www.NorthState.edu/StudentLife
Email: Paul@northstate.edu
Location: North State Student Union, Room 253

Writing Center

Phone: 222-555-9234
Website: www.NorthState.edu/WritingCenter
Email: Elizabeth@northstate.edu
Location: East Hall, Room 152

Direct Connect Faculty/Staff

The following is a list of faculty/staff available to assist you at North State University:

Shatlock, Vonda

Faculty and Retention Committee member
(Retention Groups: Last Name S-Z)
Phone: 222-555-1170
Vonda@northstate.edu

Smith, Jessica

Residence Hall Director
(Residence Halls: Washington Hall)

Mell, Zachary

Professor, Engineering
(FYE Course Sections: Section 009 FYS MW 7pm)
Phone: 222-555-1182
Zachary@northstate.edu

Woodruff, Christy

Academic Advisor
(Undeclared Advising: Undeclared Advising Group 1)

Scott, Katie (Student: 20110566N)