Responding to Motivational and Non-Cognitive Issues Facing our Transfer Students

Dr. Mari Normyle
Assistant Vice President for Retention Solutions
Focus of our time together

1. The emerging focus on transfer students
2. Elements of transfer student success
3. An overview of transfer student attitudes and motivation
4. Implications for campus action
5. Questions and discussion
1 Emerging focus
“The future ain’t what it used to be.”

Yogi Berra
Emerging focus on transfer students

Key ingredient in strategic enrollment planning
Elements of transfer student success
Who are our transfer students?

Are our decisions determined by myth or by data? **Common myths:**

- Transfer students come with a plan (major, career choice, etc.)
- Transfer students have “done” college already
- Transfer students are already well prepared for college-level achievement
- Transfer students don’t need or want the programs and services we have to offer our other new students
- Transfer students are ready to be successful students.
One-third of all students change institutions

Of those who transfer:

- 37 percent transfer in their second year
- 22 percent transfer as late as their fourth or fifth years
- 25 percent transfer more than once
- 27 percent transfer across state lines
- 43 percent transfer into a public two-year college

Transfer and Mobility: A National View of Pre-Degree Student Movement in Postsecondary Institutions
February 2012
Outcomes six years after transfer

*This figure is based on data shown in Appendix C, Table 1.

**This completion rate includes bachelor’s degrees and higher completed at four-year institutions. About 1% of students in the cohort completed an associate’s degree at a four-year institution. These completions were not included in the four-year degree completions shown here.
Too many assumptions

Student-focused assumptions

• Over-confidence and under-confidence
• Previous vs. new school syndrome
• Invisibility of the peer group
  – Transfer identity vs. class identity
• “c2c2c” behavior

Institution-focused assumptions

• Adequate preparation
• Exclusionary policies
• Homogeneity—one size fits all philosophy

Too many differences

- Campus geography
- Vocabulary
- Academic policies and procedures
- Academic standards and faculty expectations
- Academic advising structures
- Computer systems
- Course scheduling priorities and procedures
- Traditions and cultures

(Grites, 2013)
Higher Ed Benchmarks

Noel-Levitz Report on Undergraduate Trends in Enrollment Management

2013 Student Retention and College Completion Practices Report for Four-Year and Two-Year Institutions

What's working to increase student retention and college completion rates at the undergraduate level? To find out, Noel-Levitz conducted a 37-item, Web-based poll of campus officials in the spring of 2013 as part of the firm's continuing series of benchmark polls for higher education. For context, the report includes some comparative findings from parallel Noel-Levitz studies in the springs of 2011, 2009, and 2007.

Among the findings:

- Academic support programs, honors programs, and first-year student programs emerged as the top-ranked, most effective strategies and tactics across higher education for improving student retention and college completion rates.
- Tracking students' persistence and progression patterns, term by term, ranked at or near the top for four-year private and public institutions in a new category in this year's report: "Top 10 internal operations practices."
- Programming designed specifically for students of color was rated a top practice in 2013 for two-year public institutions but was only being used by approximately one-third of respondents from this sector.
- Improvements in recent graduation rate trends were reported by at least 41 percent of the poll's respondents across sectors while another 40 to 46 percent reported stable rates, and only 13 to 14 percent reported declines.
- Using a "reverse transfer" process to help students finish degrees at their previous institution made this year's list of the "five least-used strategies and tactics" among respondents from four-year private and public institutions—but this practice received positive ratings from the majority of these respondents who were using it.
- Less than half of respondents across sectors reported having a campuswide committee for student retention that they felt good about, and less than half of respondents reported having a current, written plan for student retention and college completion that they felt good about.

Readers are encouraged to compare the findings in this report to the most and least effective practices on their campus. For past rankings of student retention practices, and for additional reports, visit www.noellevitz.com/BenchmarkReports.
Number of campuses with programs for first-year and transfer students

- Four-year private: 94% first-year, 65% transfer
- Four-year public: 98% first-year, 62% transfer
- Two-year public: 86% first-year, 27% transfer

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2013 Student Retention and College Completion Practices Report
Effectiveness of first-year and transfer programs

Noel-Levitz Blog Post, January 28, 2014
Are campuses supporting transfer students enough?
A look at recent data
Transfer student attitudes and motivation
2013 Noel-Levitz Research Report

The Attitudes and Motivations of College Transfer Students

To strengthen pathways to college completion, many in higher education are zeroing in on improving completion rates among transfer students—a growing undergraduate subpopulation on campuses of all types.

To support this effort, this report looks beyond transfer students’ test scores and grade point averages at a range of “non-cognitive” attitudes that influence their motivation, engagement, persistence, and college completion. The report is based on student survey responses drawn from a sizable sample of transfer students enrolled at four-year and two-year institutions from 2010 to 2012.

Among the findings:

- Ninety-three percent of respondents in this study showed a high commitment to finishing college and a strong determination to succeed.
- Between 12 and 24 percent of the transfer students in this study acknowledged that they lacked confidence in their academic abilities.
- Many transfer students—up to 62 percent of respondents from four-year public institutions—wanted help preparing a written academic plan for graduation.
- Three-quarters of the respondents from four-year private and public institutions were interested in identifying work experiences and internships related to their major, as were 60 percent of the respondents from two-year public institutions.
- In an assessment of their satisfaction and dissatisfaction, the transfer students in this study across institution types rated their frequency of communication with academic advisors relatively low at 4.83 on a seven-point scale but gave higher marks to their frequency of interaction with instructors (5.57).
- Only 47 to 49 percent of respondents across institution types were able to affirm “I have the financial resources I need to finish college.”

What are the Implications for transfer students’ success and college completion?

For Insights into strategies that may help transfer students sustain their efforts toward completion, see page 10 (Appendix A).
Between 2010 and 2012

1,708 transfer students completed the motivational assessment
What information is captured through the Second-Year Student Assessment?

Student information, including:

- Major selection
- Intent to re-enroll
- Study plans
Students’ Attitudes and Motivations

Motivational Assessment
Your level of agreement with each of the scales below:
(Scale score of 100% = complete agreement)

**Academic Motivation**
- Academic Confidence: 82.1%
- Commitment to College: 50.0%
- Engaged Learning: 78.6%

**Social Motivation**
- Leadership: 78.6%

**General Coping**
- Transition: 45.7%
- Family Support: 42.9%
- Sense of Financial Security: 28.6%

**Miscellaneous**
- Internal Validity: Excellent
# Students’ Receptivity to Assistance

<table>
<thead>
<tr>
<th>Received assistance last year</th>
<th>Would like to receive assistance this year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Received assistance last year</th>
<th>Would like to receive assistance this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 Get help with study skills (time management, taking notes, exam skills, etc.)</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>41 Find tutors in one or more of my courses.</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>42 Select an academic program or major.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>43 Prepare a written academic plan for graduation.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>44 Figure out the impact of my grades on my desired major.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>45 Discuss transfer questions and issues.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>46 Define goals suited to my major or career interest(s).</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>47 Explore advantages or disadvantages of my career choice.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>48 Identify work experiences or internships related to my major.</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>49 Find ways to balance the demands of school with work.</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

## Needs and Interests

**Mane’s receptivity to assistance in each area below:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Received assistance last year</th>
<th>Wants to receive assistance this year</th>
<th>Potential sources of assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Assistance</strong></td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Get help with study skills (time management, exam skills). Find tutors in one or more of my courses.</td>
<td></td>
<td></td>
<td>Talk with your instructors or your advisor about learning skills services available at your institution.</td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Select an academic program or major.</td>
<td>No</td>
<td>Yes</td>
<td>Talk with your advisor or an instructor to assist you with questions about your major, plans, grades, or transfer.</td>
</tr>
<tr>
<td>Prepare a written academic plan for graduation.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Figure out the impact of my grades on my desired major.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Discuss transfer questions and issues.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Career Planning</strong></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Define goals suited to my major or career interest(s).</td>
<td>No</td>
<td>Yes</td>
<td>Visit your career services office to explore career options and work experiences that are right for you.</td>
</tr>
<tr>
<td>Explore advantages or disadvantages of my career choice.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Identify work experiences or internships related to my major.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Finances</strong></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Find ways to balance the demands of school with work.</td>
<td>No</td>
<td>No</td>
<td>Visit your financial aid office to get information about services available to assist you in one or more of these areas.</td>
</tr>
<tr>
<td>Discuss options for financing my education.</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Manage personal finances (loans, work, and credit cards).</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Support</strong></td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Discuss difficulties in personal relationships or social life.</td>
<td>No</td>
<td>Yes</td>
<td>The office of student affairs can direct you to services in these areas.</td>
</tr>
<tr>
<td>Receive help with family issues that are distracting me.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Find ways to deal with emotional tensions bothering me.</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Students’ Institutional Impressions

Institutional Impressions

Level of satisfaction with each of the areas below:
Each item is ranked by its satisfaction score (1 = low, 7 = high)

Marie’s Score

1. Variety of majors available here 7
2. Variety of courses available in my (desired) major 7
3. Degree of academic challenge in my classes here 7
4. My overall experience as a student at this institution 6
5. Frequency of interactions with my instructors 5
6. Frequency of communication with academic advisor 4
7. Opportunities: events and activities related to my major 4
8. Availability of service learning, internships, etc. 4
9. Adequacy of financial assistance available to me 4
10. Leadership opportunities in student government/other 4
11. Level of interaction with other students 4
12. Sense of belonging to the college community 4
13. Social life (both on and off campus) 3
Advisor/Counselor Report

Second-Year Student Assessment™

Marie Doe
Advisor/Counselor Report

Instructions
This is a report of Marie’s responses to the Second-Year Student Assessment. To help Marie connect with the services she needs, you might focus on the following areas:
- Motivational Assessment - If the scale score is less than 60% for any of the individual scales or less than 8 on any item score.
- Institutional Impressions - If the item score is less than 8.
- Student Needs and Interests - If it wants to revise a class within this year is indicated on any item.

Motivational Assessment
Marie’s level of agreement with each scale and item below:
(A scale score of 100% = complete agreement. For each item, lower agreement and a high agreement)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Student scale score</th>
<th>Student item scores (1-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Academic Confidence
- I was good at figuring out what material is most important for an exam.
- I am able to grasp complex ideas.
- During exams, I’m able to concentrate and keep my thoughts well organized.
- Overall, I could do 80-85% of the things I would do if I could do it right now.
- The total college experience is very rewarding.
- I am never distracted or thinking about college - no matter what obstacles get in the way.
- I am slightly less focused on college-related goals.

- Engaged Learning
- I feel energized by the ideas I’m learning in most of my classes.
- I feel like I’m learning things that are worthwhile and are relevant to me as a person.
- I can usually find ways of applying what I’m learning in college to something else in my life.

- Leadership
- Most people have a lot of respect for me.
- I think I am a leader.
- I am willing to take responsibility for the things that happen.

- Transition
- I have been very successful in making friends in college.
- I feel comfortable with the changes in life style that occur in college.
- I have many friends and feel at home here.
- I have been very successful in adapting to my college living arrangements.
- I feel good about the things I have adopted to the college social environment.

- Family Support
- I have always felt that the rest of my family was family behind me.
- I feel comfortable discussing important issues with my family.
- My family respects my opinion on most decisions.
- My family understands each other’s point of view.

- Financial Security
- I have the financial resources that I need to finish college.
- I don’t have any financial problems that will interfere with my studies.

Student scale score: 82.1%
Student item scores (1-7):
5.0
7.0
6.0
5.0
50.0%
3.0
5.0
2.0
4.0
### Aggregate data

**Summary and Planning Report for Sample College**

**Completion Date:** MM/DD/YYYY to MM/DD/YYYY

#### Section B

<table>
<thead>
<tr>
<th>Campus Results</th>
<th>National Comparison Group Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Academics</strong></td>
<td><strong>Student Academics</strong></td>
</tr>
<tr>
<td><strong>Academic Motivation</strong></td>
<td><strong>Academic Motivation</strong></td>
</tr>
<tr>
<td>Students’ level of agreement with each of the scales and items below (Scale score of 100% = complete agreement; for means, 1 = low, 7 = high)</td>
<td><strong>Academic Motivation</strong></td>
</tr>
<tr>
<td><strong>Scale score</strong></td>
<td><strong>Responses: 1-score range</strong></td>
</tr>
<tr>
<td><strong>Aggregate Confidence</strong></td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Academic Confidence</strong></td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Engaged Learning</strong></td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Student Needs and Interests</strong></td>
<td><strong>Student Needs and Interests</strong></td>
</tr>
<tr>
<td>Students’ receptivity to assistance in each area below:</td>
<td><strong>Student Needs and Interests</strong></td>
</tr>
<tr>
<td><strong>Scale score</strong></td>
<td><strong>Responses: 1-score range</strong></td>
</tr>
<tr>
<td><strong>Aggregate Assistance</strong></td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Academic Assistance</strong></td>
<td>71.8%</td>
</tr>
</tbody>
</table>

#### Section C

<table>
<thead>
<tr>
<th>Campus Results</th>
<th>National Comparison Group Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Advising</strong></td>
<td><strong>Student Advising</strong></td>
</tr>
<tr>
<td><strong>Academic Motivation</strong></td>
<td><strong>Academic Motivation</strong></td>
</tr>
<tr>
<td>Students’ level of agreement with each of the scales and items below (Scale score of 100% = complete agreement; for means, 1 = low, 7 = high)</td>
<td><strong>Academic Motivation</strong></td>
</tr>
<tr>
<td><strong>Scale score</strong></td>
<td><strong>Responses: 1-score range</strong></td>
</tr>
<tr>
<td><strong>Commitment to College</strong></td>
<td>86.1%</td>
</tr>
<tr>
<td><strong>Student Needs and Interests</strong></td>
<td><strong>Student Needs and Interests</strong></td>
</tr>
<tr>
<td>Students’ receptivity to assistance in each area below:</td>
<td><strong>Student Needs and Interests</strong></td>
</tr>
<tr>
<td><strong>Scale score</strong></td>
<td><strong>Responses: 1-score range</strong></td>
</tr>
<tr>
<td><strong>Advising</strong></td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Career Planning</strong></td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Institutional Impressions</strong></td>
<td><strong>Institutional Impressions</strong></td>
</tr>
<tr>
<td>Students’ level of satisfaction with each of the areas below:</td>
<td><strong>Institutional Impressions</strong></td>
</tr>
<tr>
<td><strong>Scale score</strong></td>
<td><strong>Responses: 1-score range</strong></td>
</tr>
<tr>
<td><strong>Aggregate Impressions</strong></td>
<td>71.8%</td>
</tr>
</tbody>
</table>

#### Section D

Part of the Retention Management System Plus™ from Noel-Levitz
## Transfer students’ commitment to college

<table>
<thead>
<tr>
<th>Selected survey items</th>
<th>Students at 4-year private institutions</th>
<th>Students at 4-year public institutions</th>
<th>Students at 2-year public institutions</th>
<th>OVERALL percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am strongly dedicated to finishing college—no matter what obstacles get in the way.</td>
<td>92.6%</td>
<td>93.1%</td>
<td>92.6%</td>
<td>92.7%</td>
</tr>
<tr>
<td>I am quite confident that my decision to go to college was right for me.</td>
<td>90.4%</td>
<td>91.7%</td>
<td>93.4%</td>
<td>91.9%</td>
</tr>
<tr>
<td>The total college experience is very rewarding.</td>
<td>81.4%</td>
<td>79.3%</td>
<td>82.9%</td>
<td>81.3%</td>
</tr>
</tbody>
</table>
Transfer students’ plans for college and degree completion

- 93.8% of students plan to complete their degree at this college or university.
- 93.7% of students plan to complete their degree at this college or university.
- 4.5% of students plan to transfer to another college or university to complete their degree.
- 4.8% of students plan to transfer to another college or university to complete their degree.
- 54.6% of students have not made a decision about their plans to re-enroll in college next term.

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What is most important to transfer students?

<table>
<thead>
<tr>
<th>Area</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>“Gap”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of my courses within my major is valuable.</td>
<td>94%</td>
<td>70%</td>
<td>24%</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>94%</td>
<td>70%</td>
<td>24%</td>
</tr>
<tr>
<td>I am able to register for classes I need with few conflicts.</td>
<td>93%</td>
<td>58%</td>
<td>35%</td>
</tr>
<tr>
<td>There are sufficient courses within my program of study available each term.</td>
<td>92%</td>
<td>54%</td>
<td>38%</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>92%</td>
<td>72%</td>
<td>20%</td>
</tr>
<tr>
<td>Tuition paid is a worthwhile investment.</td>
<td>92%</td>
<td>55%</td>
<td>37%</td>
</tr>
<tr>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
<td>90%</td>
<td>65%</td>
<td>25%</td>
</tr>
<tr>
<td>The campus staff are caring and helpful.</td>
<td>89%</td>
<td>62%</td>
<td>27%</td>
</tr>
<tr>
<td>I receive the help I need to apply my academic major to my career goals.</td>
<td>89%</td>
<td>62%</td>
<td>27%</td>
</tr>
<tr>
<td>Students are made to feel welcome here.</td>
<td>88%</td>
<td>70%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Four areas of challenge for transfer students
During an exam, I’m able to concentrate and keep my thoughts well organized

- **Four-year private institutions**: 73.5%
- **Four-year public institutions**: 72.6%
- **Two-year public institutions**: 82.2%
I am good at figuring out what material is most important for an exam

- Four-year private institutions: 74.6%
- Four-year public institutions: 75.3%
- Two-year public institutions: 82.4%
Most transfer students think they will need to study more

- Four-year private: 74.9%
- Four-year public: 64.1%
- Two-year public: 58.0%
Transfer students’ receptivity to assistance

I would like to find tutors in one or more of my courses

<table>
<thead>
<tr>
<th></th>
<th>Four-year private</th>
<th>Four-year public</th>
<th>Two-year public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would like to receive help</td>
<td>22.8%</td>
<td>23.4%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Previously received help</td>
<td>47.7%</td>
<td>49.6%</td>
<td>37.3%</td>
</tr>
</tbody>
</table>
Transfer students’ receptivity to assistance

I would like to get help with study skills

<table>
<thead>
<tr>
<th>Institution</th>
<th>Previously received help</th>
<th>Would like to receive help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year private</td>
<td>20.8%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Four-year public</td>
<td>25.4%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Two-year public</td>
<td>22.0%</td>
<td>35.5%</td>
</tr>
</tbody>
</table>
## Satisfaction with Academic Items

<table>
<thead>
<tr>
<th>All survey items</th>
<th>Students at 4-year private institutions</th>
<th>Students at 4-year public institutions</th>
<th>Students at 2-year public institutions</th>
<th>OVERALL mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of academic challenge in my classes here</td>
<td>5.75</td>
<td>5.67</td>
<td>5.81</td>
<td>5.75</td>
</tr>
<tr>
<td>Frequency of interactions with my instructors</td>
<td>5.57</td>
<td>5.34</td>
<td>5.77</td>
<td>5.57</td>
</tr>
<tr>
<td>Variety of majors available here</td>
<td>5.62</td>
<td>5.48</td>
<td>5.45</td>
<td>5.52</td>
</tr>
<tr>
<td>Variety of courses available in my (desired) major</td>
<td>5.54</td>
<td>5.40</td>
<td>5.30</td>
<td>5.41</td>
</tr>
<tr>
<td>Opportunities to get involved in activities and events associated with my (desired) major</td>
<td>5.27</td>
<td>4.94</td>
<td>4.85</td>
<td>5.02</td>
</tr>
</tbody>
</table>
Advising
I would like help preparing a written academic plan for graduation

- Four-year private: 27.4% previously received help, 58.7% would like help going forward
- Four-year public: 26.4% previously received help, 62.3% would like help going forward
- Two-year public: 24.5% previously received help, 49.7% would like help going forward
I would like to figure out the impact of grades on my desired major.

- **Four-year private**
  - Previously received help: 30.1%
  - Would like help going forward: 58.7%

- **Four-year public**
  - Previously received help: 32.7%
  - Would like help going forward: 64.5%

- **Two-year public**
  - Previously received help: 33.8%
  - Would like help going forward: 50.6%
## Satisfaction with Advising Items

<table>
<thead>
<tr>
<th>Selected survey items</th>
<th>Students at 4-year private institutions</th>
<th>Students at 4-year public institutions</th>
<th>Students at 2-year public institutions</th>
<th>OVERALL mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of communication with my academic advisor</td>
<td>4.97</td>
<td>4.65</td>
<td>4.83</td>
<td>4.83</td>
</tr>
</tbody>
</table>
I have the financial resources that I need to finish college

- **Four-year private institutions**: 48.5%
- **Four-year public institutions**: 46.7%
- **Two-year public institutions**: 48.0%
Plans to work

- 0 (I do not work) 35.5%
- 1 to 10 hours 14.1%
- 11 to 20 hours 18.0%
- 21 to 30 hours 12.8%
- 31 to 40 hours 10.2%
- Over 40 hours 9.5%
Would like to discuss options for financing their education

- Four-year private
  - Previously received help: 37.1%
  - Would like help going forward: 60.2%
- Four-year public
  - Previously received help: 34.6%
  - Would like help going forward: 62.9%
- Two-year public
  - Previously received help: 35.6%
  - Would like help going forward: 54.5%
Find ways to balance the demands of school with work

- Four-year private: 18.8% Previously received help, 40.3% Would like help going forward
- Four-year public: 21.8% Previously received help, 46.4% Would like help going forward
- Two-year public: 19.9% Previously received help, 36.1% Would like help going forward
Find better ways to manage my personal finances, including loans, work and credit cards.

<table>
<thead>
<tr>
<th>All survey items</th>
<th>Students at 4-year private institutions</th>
<th>Students at 4-year public institutions</th>
<th>Students at 2-year public institutions</th>
<th>Difference (A-B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find better ways to manage my personal finances, including loans, work, and credit cards.</td>
<td>45.7%</td>
<td>17.9%</td>
<td>27.9%</td>
<td>48.7%</td>
</tr>
</tbody>
</table>
Satisfaction with Financing Items

<table>
<thead>
<tr>
<th>All survey items</th>
<th>Students at 4-year private institutions</th>
<th>Students at 4-year public institutions</th>
<th>Students at 2-year public institutions</th>
<th>OVERALL mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of financial assistance available to me</td>
<td>4.55</td>
<td>4.49</td>
<td>4.88</td>
<td>4.65</td>
</tr>
</tbody>
</table>
I would like to identify work experiences or internships related to my major.
I would like to explore advantages and disadvantages of my career choice

- Four-year private: 27.0% previously received help, 62.3% would like help going forward
- Four-year public: 29.5% previously received help, 65.8% would like help going forward
- Two-year public: 29.8% previously received help, 47.0% would like help going forward
## Satisfaction with Career Items

<table>
<thead>
<tr>
<th>All survey items</th>
<th>Students at 4-year private institutions</th>
<th>Students at 4-year public institutions</th>
<th>Students at 2-year public institutions</th>
<th>OVERALL mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of service learning, internships, and/or other work experiences associated with my career interests</td>
<td>5.16</td>
<td>4.76</td>
<td>4.66</td>
<td>4.86</td>
</tr>
<tr>
<td>Leadership opportunities in student government and other organizations</td>
<td>5.05</td>
<td>4.83</td>
<td>4.86</td>
<td>4.92</td>
</tr>
</tbody>
</table>
4 Implications for campus action
Three organizing principles

1. Design everything to meet your retention goals.
2. Deliver the right thing at the right time.
3. Promote relationship, affiliation, affirmation, and confidence.
Academics

• Connect transfer students early with academic resources (tutoring, writing/math centers, etc.)

• Connect new transfer students to faculty

• Provide faculty development opportunities about transfer students and their needs

• Provide prompt feedback on academic performance
• Apply “sensors” and “early-alert” systems to new transfer students
• Support new transfer students through peer mentors/advisors
• Inform transfer students of academic honorary recognition opportunities
• Target transfer students in outreach efforts to promote internships, study abroad, undergraduate research
Advising and Career Development

• Communicate often between admission and through orientation
• Require orientation participation (target those with a “gap” in enrollment)
• Ensure that transfer students receive regular support in developing and monitoring their academic plans
• Provide transfer guides for every major on the web; keep these up-to-date!
• Inform transfer students of their transfer credit analysis at the time of admission
Advising and Career Development (continued)

- Advocate for the maximum in transfer credits
- Provide regular training for faculty/staff serving as transfer advisors
- Imbed career development counseling in the admissions/orientation process
- Provide resources for career development and internships in every departmental web page
- Target internship opportunities directly to transfer students
Financial and other campus resources

- Offer meaningful scholarships for transfer students
- Provide financial counseling to transfer students
- Target transfer students for on-campus employment
- Monitor progress of transfer students who are working more than 20 hours/week
Other campus resources

• Operate with a “one stop shop” mentality
• Ensure that transfer students are connected to all of the support services available
• Promote social integration of transfer students
• Monitor success metrics for transfer students
• Celebrate the success of transfer students!
Turning transfer students into thriving students:

We can make a difference if we employ data-informed planning to create targeted student-success initiatives for our transfer students.
5 Questions and discussion
Noel-Levitz Retention Management System Plus™
Non-Cognitive Student Surveys and Predictive Modeling

- **Intake**
  - CSI & SRP: College Student Inventory; Student Retention Predictor

- **Year One**
  - MYSA: Mid-Year Student Assessment™

- **Years Two through Graduation**
  - SYSA: Second-Year Student Assessment™

- **Graduation**
Retention Management System *Plus* suite

Assessment Tools

**College Student Inventory**

**Mid-Year Student Assessment**

**Second-Year Student Assessment**
The surveys measure

- Non-cognitive attitudes
- Students’ interests and requests for assistance
- Institutional impressions and satisfaction
Join us and share the invitation for these upcoming events

**Fall 2014 webinar series**

**Wednesday, November 19, 2:00 PM EST**
“Building Student Success Strategies Based on Students’ Motivational Needs”

**Wednesday, December 17, 2:00 PM EST**
“Extending Your Reach: Student Success Strategies for the Freshmen and Sophomore Years

Register: https://www.noellevitz.com/events
A focus on college completion initiatives
Are campuses supporting transfer students enough? A look at recent data

by Janene Panfil

College transfer students have been a significant yet understudied student population. Thankfully, recent studies have uncovered valuable findings on transfer students.

In July 2013, the National Student Clearinghouse Research Center released Baccalaureate Attainment: A National View of the Postsecondary Outcomes of Students Who Transfer from Two-Year to Four-Year Institutions. The report, which tracked more than 230,000 students, included some informative data about students transferring from two-year institutions to four-year institutions:

1. 61.6 percent completed their degree at a four-year institution six years after transfer, and 7.8 percent were still enrolled at a four-year institution.
2. Those transferring with a two-year degree or certificate graduated at a rate 15.7 percent higher than those who did not (71.6 percent compared to 55.9 percent).
3. Those who transferred to a four-year institution within a year of completing their two-year degree or certificate graduated at a rate 26.3 percent higher than those who transferred after more than one year (60.3 percent compared to 40 percent).

Benchmarking yourself against these data and sharing them with institutional constituents pushing for higher completion rates, greater accountability, and affordability could inform the completion agenda, partnerships, articulation agreements, advising, and student support.
Thank you for joining us today

Let’s keep the conversation going!