Busting the Myth: Transfer Students Don't Need a FYE



Who We Are



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Goals

- Better understand the characteristics and needs of transfer students
- Learn how one university is positively influencing the transfer experience
- Learn a model for a transfer transition strategies course
- Discuss lessons learned and network with others who have a common interest in strengthening the transfer experience



"Transfer students must learn to navigate barriers most college students experience that make degree persistence and completing a challenge at least twice, once at their first institution and again when they transfer (Hatton, Homer, Park, 2009)."



Barriers to Transfers

- > The admissions process
- > Evaluation of transfer credits-time to degree
- Academic preparedness
- Culture change/transfer shock
- Connecting with the campus community
- Financial issues



Common Stereotypes/Assumptions

- Less qualified for university work and more likely to drop-out
- Non-traditional students
- Know more than they know because they have been in college
- Do not need first year transitional assistance



Community College: A Popular On-Ramp to Higher Education

More than one-third of all entering U.S. college students attend community college.

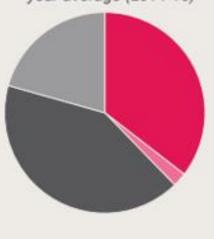
Community Colleges at a Glance:

~1,000 Public 2-Year Colleges

5,700,000 Total Fall Student Enrollment¹

> \$3,156 Average Tuition²

Proportion of total fall enrollment of entering, degree-seeking students by destination, 3year average (2014-16)3



Alte Nazazio, che serpinie elimenzazio di pranzione

American Talent Initiative (ATI), 2019



Copartment of Education (Nectional Dispert of Education Statistics, Table 303.55, 2017.

^{2.5.} Department of E-susation. National Organiz of Education Statistics. Table 220:10. National Corner for Education Statistics. 2016-17.

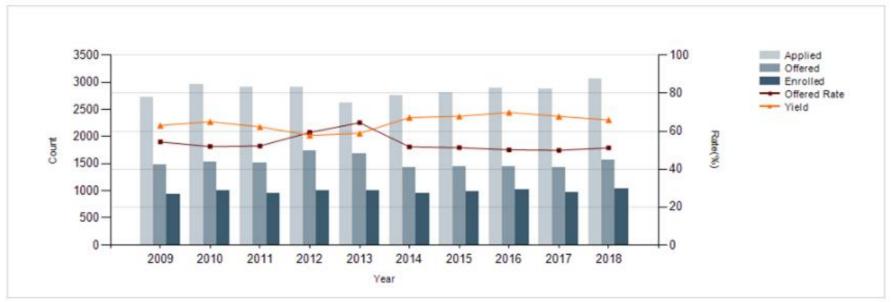
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VT's Transfer Students





Virginia Tech Admissions University Transfer Student



Freshmen	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Applied	2728	2961	2908	2910	2626	2760	2815	2890	2876	3066
Offered	1481	1536	1518	1726	1691	1427	1443	1449	1434	1568
Enrolled	933	997	945	997	995	958	979	1012	972	1033
Offered Rate (%)	54.3	51.9	52.2	59.3	64.4	51.7	51.3	50.1	49.9	51.1
Yield (%)	63.0	64.9	62.3	57.8	58.8	67.1	67.8	69.8	67.8	65.9

Institutional Research
Data Sources: Student Census Files

Summer/ Fall 2019			
Applied	2970		
Offered	1806		
Enrolled (as of 6/4)	1243		
Offered Rate %	61%		
Yield %	69%		
Census (10/15)	1116		





Transfer Students: Age Distribution	N	Percent
Younger than 17	2	0.19
17 to 19 years old	243	23.52
20 to 25 years old	721	69.8
26 to 30 years old	46	4.45
Older than 30	21	2.03

Classification	N	Percent
Freshmen (0-29 credits)	187	18.1
Sophomore (30-59 credits)	520	50.4
Junior (60-89 credits)	326	31.5



Programmatic Goals for VT Transfer Students



CONNECT with other transfer students

CULTIVATE

a sense of

community and

support

CREATE
enthusiasm
and
involvement in
campus life

WZ/~











FYE@VT...

... is the foundational course on the journey of a first-year student. It is a "value added" component of their Virginia Tech education.





FYE@VT



The courses are anchored by four foundational cornerstones:

Academic Transition - introduce the discipline, the practice of learning from experience, and the resources for successful academic transition to Virginia Tech.

Holistic Education - integrate experiences inside and outside of the classroom for a meaningful, holistic student experience.

Integrity - develop academic and personal integrity.

Community - foster a connection to the discipline and the Virginia Tech community.



These five FYE@VT essential practices demonstrate meaningful integration of practice to support a VT-shaped learning experience.



Effective Teaching and Learning

Digital and Information Literacies

Embodying Virginia Tech Principles of Community

Mentorship and Engagement

Undergraduate Academic Integrity

First-Year Experiences Virginia Tech

5363
FRESHMEN

&

TRANSFERS



102
FACULTY



302
PEER MENTORS



34

Courses that use researchbased learning to foster the engagement and the development of students.

ACADEMIC UNITS



24



COLLABORATORS

Collaborators, partners, and programs within the Community of Practice who help support FYE and incoming students.

Total Transfers 1033, transfers in FYE@VT 445, percentage 43.1%

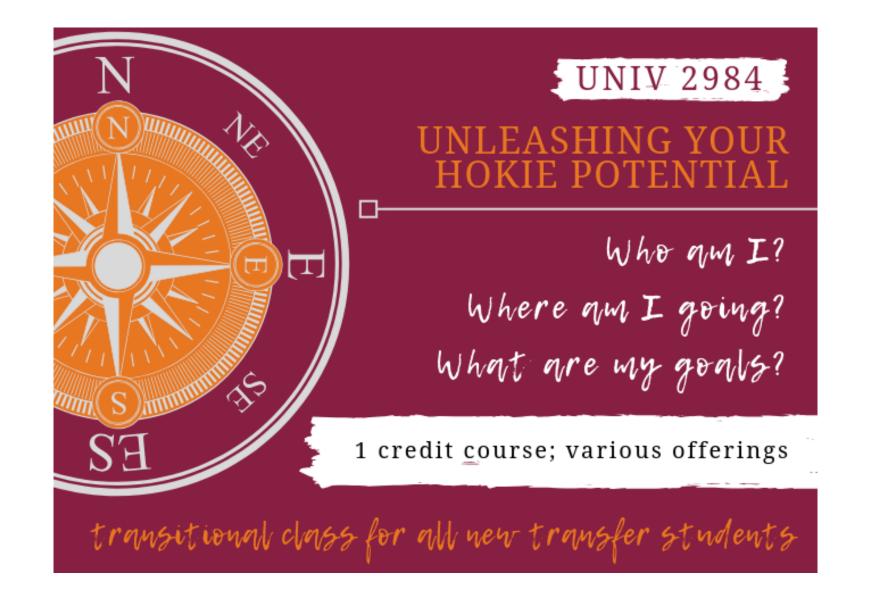
Colleges	No. of Student	Percentage
Agriculture & Life Sciences	136	13.17%
Architecture & Urban Studies	28	2.71%
Business (Pamplin)	196	18.97%
Engineering	302	29.24%
InterCollege	1	0.10%
Liberal Arts & Human Sciences	187	18.10%
Natural Resources & Environment	43	4.16%
Science	140	13.55%
	1033	



"STREAMLINING AND CLARIFYING THE PATHWAY TO A BACHELOR'S

DEGREE can go a long way toward helping students transfer and graduate. To success-fully transfer and obtain a bachelor's degree, however, students often need more than a clear map. They need guidance—to help decide which pathway to follow, to help identify resources and plan how to use them, to navigate the inevitable obstacles they encounter along the way, and, in many cases, to reassure them that they really are capable of succeeding (The

10/17/17





Implementation Of the Course

Spring 2019 pilot section:

> 10 students: (1st and 2nd semester transfers)

Fall 2019 3 sections:

> 48 enrolled-all brand new to VT

Spring 2020 1 section:

> 8 enrolled: (1st and 2nd semester transfers)



How are students aware of this course?

- Campus partners: advertised through admission packets
- Meetings with prospective transfer students
- Welcome email at time of matriculation
- Postcards at orientation
- College advisors
- Transfer.advising.vt.edu





Students learn to:

- identify their strengths,
- be alert to opportunities,
- take measured risks,
- set goals and think strategically, and
- practice the art of reflection and renewal.

These skills will help students better align their core identity with their professional and personal goals, especially in the context of their remaining time at Virginia Tech.







What is distinctive about this course?

Holistic developmental course that emphasizes self-

awareness through assessment and reflection

Uses group coaching techniques

Creates a safe space for students to build and engage in a transfer student community

Transitional elements of a FYE with an emphasis on transfer students' transitional needs









Benefits of Unleash Your HokiePotential

- Helping students address their individual transfer barriers
- Early interventions
- Developing relationships with peers and connecting transfer students with campus resources and the campus community
- Creating academic plans early to map out degree requirements and EL
- Identifying major fit and career goals





What We Have Learned

- Length of class and scheduling the class sections to meet the demand of our student
- Timing of the retreat in the semester
- Quality vs. quantity at the retreat SOCIAL TIME
- More emphasis on self, academic, and career exploration
- Students do not want another text book
- Students take this class to meet other transfer students





Evaluation highlights . . .

- > 93% of students reported that after taking this course, they can recognize and pursue opportunities that will help them reach their goals.
- After taking this course, 88% of students said they have developed a deep sense of connection with people who share similar passions or interests.
- 93% of students reported that after taking this course, they can succeed at things they put their mind to.
- After taking this course, 87% of students said that they have gained a deeper understanding of their strengths.
- > 88% of students reported that they are better able to identify and overcome obstacles, after taking this course.





What they said . . .

- "Very happy I took this course. The information about resources at VT was very helpful. The professor and the TAs were a blessing."
- "It felt like a very welcoming class. After knowing a lot of my peers, I can say that VT is my second home."
- "Meeting other people from different sections and getting to know the people in my class better. It is really helpful to know other transfer students who are going through the same thing."
- Everyone has a unique background but usually share a common trait or interest that can unite us together. Instead of alienating ourselves, being unafraid to put yourself out there with new people can lead to something unexpectedly good. We can learn so much from each other and when we communicate."



Future Direction of Unleash Your HokiePotential

- Reducing content at the retreat
- Fewer guest speakers
- Re-designing curriculum to include more personal, academic, and career self-assessments from Life Design Catalyst
- Integrating in-class activities to debrief self-assessment results
- Heavier emphasis on group coaching/discussions with TAs and peers
- Increase number of sections for Fall 2020



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Thank you! Questions? Feedback? Conversations?

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