

From Day 1: Connecting STEM Transfer Students

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Purpose

- Utilization of transfer shock and retention research and its relation to retention and persistence to graduation
- Evolution of programming for engineering transfer students in an advising center to support transfer success
- How college advisors may utilize lessons learned to improve the outreach, onboarding, connection, retention, and persistence of their transfer population

Transfer Research

- **Retention Theory** (Tinto, 1993) - Both academic and social integration are crucial for student retention and success
- **“Transfer Shock”** (Hills, 1965) - The tendency of GPA drops in first term transfer students to a four year institution
- **Five Dimensions of Transition** (Flaga, 2006) – Learning Resources, Connecting, Familiarity, Negotiating, Integrating

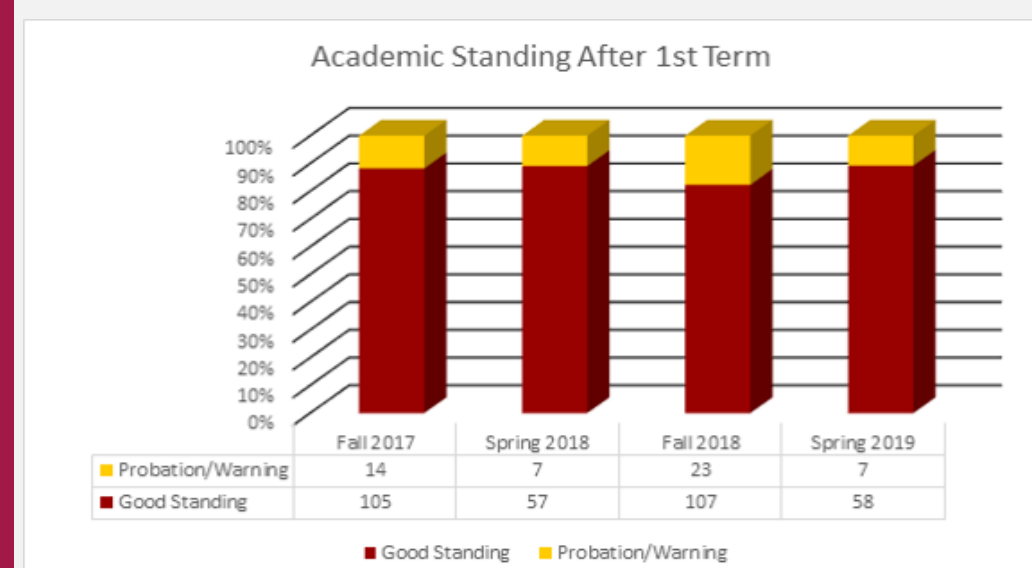
Quick Facts

	Ira A. Fulton Schools of Engineering (Fulton)	School for Engineering of Matter, Transport & Energy (SEMTE)
Undergraduate Immersion Population	12,927	3,177
Transfer Immersion Population	2,718	535

- SEMTE Majors:
 - Aerospace Engineering
 - Chemical Engineering
 - Materials Science and Engineering
 - Mechanical Engineering
- All SEMTE Undergraduate Programs = Immersion

SEMTE Data Comparison

Term	New Transfer Students	% Retained to Term 2	% Persisted to Term 3	Activities Available
Fall 2017	127	117 (92.91%)	102 (80.31%)	Advising Session (Overview and Advising Only)
Spring 2018	65	56 (86.15%)	48 (73.85%)	Advising Session (Overview and Advising Only)
Fall 2018	132	132 (100%)	106 (80.3%)	Transfer Success Workshop; Transfer Student Night; Transfer Mingle; Career Field Engagement; Advisor Outreach
Spring 2019	67	57 (85.07%)	Spring 2020	Transfer Advising/Success Workshop; Transfer Student Lunch; Transfer Mingle; Career Field Engagement; Advisor Outreach



Participation in at least one event during 2018-2019 = 31.2%

New SEMTE Practices and Events

- **Transfer Session Workshop** (06/2018 – 07/2018; Voluntary) - Faculty Q&A, Engagement, academic success presentation, and student advising
- **Pre-Session Homework** (01/2019; Required) - Google site - academic integrity, department structure, school leadership, student portal, and next steps
- **Transfer Student Lunch/Night** (10/2018 & 02/2019; Voluntary) - group advising session, meet with advisors, engage peers in conversation, and create connections
- **Transfer Mingle** (03/2019; Voluntary) - connection lunch between new and continuing transfer students
- **Career Field Engagement** Presentation (04/2019; Voluntary) - alumni presentations on industry “day in the life of” information

Summary

Student End of Term Surveyed Feedback of Activities

- Requested resources on time management techniques (e.g. balancing commute time with study time, avoiding procrastination) as well as more guest speakers
- Appreciated information on campus resources, including tips for navigating campus
- Noted importance of attendance at lectures and office hours

Data Analysis

- Increase in activities offered correlated with increase in retention for Fall 2018 admits
- Persistence remained similar for Fall 2018 admits – need to increase connections and resources in second term

Next Steps

- Need more terms of tracking in order to see long term benefits and successes
- Decrease number of activities per term in order to increase participation numbers
 - Avoid advisor and student burnout
- Research and develop more efficient means to improve academic standing after first term
- Build and continue Transfer Student Organization = more participation across campus, not just within department

References

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- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2ndEd.). Chicago: University of Chicago Press.