

Student Success Conference

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Transfer Student Success

Are they transfer ready?

National Articulation and Transfer Network (NATN)

- An organization dedicated to sharing research and effective practices to support transfer readiness and community college-to-university transfer.
- Maricopa's team:
 - Today's three presenters
 - Jeffry Ricker – SCC Psychology Faculty Member
 - Rose Rojas – Coordinator of Transfer Articulation
 - Sylvia Manlove – Interim Assoc. Vice Chancellor for Student Affairs

A 4-Part Presentation

1. Maricopa and transfer student success
2. What the research tells us about transfer readiness and success
3. Maricopa's transfer partners
4. Barriers and opportunities

Maricopa Community Colleges

- Transfer is core to our mission.
- Nearly half of MCCCD students enrolled in fall 2007 planned to transfer to a university.
- Maricopa students who “successfully” transfer perform well at the three state universities.
 - (See University Transfer Briefing Paper)
- However, a large percentage who state intent to transfer, and demonstrate “transfer behavior”, do not transfer.
 - Consistent with research nationwide (see reference list)

Arizona Transfer Rate Study

- Statewide collaborative effort to document a transfer rate.
- Identifies cohorts of students who state an intent to transfer and who exhibit transfer course-taking behavior.
- Maricopa rate is about the same as the statewide average.
- There is plenty of room for improvement.

Maricopa Transfer Rate: From the Az Transfer Rate Study

First year at MCCD	Share of Maricopa Students Demonstrating Intent and Transfer Course-taking Who Transfer to an Arizona Public University *			
	After 3 years	After 4 years	After 5 years	After 6 years
2001-02	22%	27%	29%	30%

** Does not include transfer to other universities.*

Data Source: Arizona State System for Information on Student Transfer and Office of Institutional Effectiveness

The Research

Research findings on community college to university transfer

Factors Associated with Successful Transfer

- Socio-economic background
- Expectation of earning a bachelor's degree
- Academic preparedness
 - Completed basic high school curriculum
 - Successful completion of college-level math
 - Completion of at least 48 community college credit hours
- Complete four or more transfer-eligible courses each semester
- Continuous enrollment

California Study: The First Semester Matters!

The majority of young adults in community colleges enter with the goal of transferring to a four-year college to earn a bachelor's degree, but only a minority make it past the first semester with their goals intact.

Driscoll, 2007

Students who **start fast**,

that is, who take a heavy course load of transfer-eligible courses in their first semester and do well in them, are much more likely to achieve the goals of transferring to a four-year college.

Driscoll, 2007

- A successful first semester is a critical predictor of continuing persistence and transfer success.

It's all about momentum!



Are they transfer ready?

Momentum =

- High school math beyond Algebra 2
- More than four dual enrollment credits
- More than eight summer school credits
- At least 24 credits earned in first CC year
- At least 4 credits in Lab Science earned first CC year

Adelman, 2006

But what if they lost the momentum before they got to us?

- Developmental
- Gaps in learning
- Low motivation
- Disengaged
- Poor study habits
- Finances
- Low aspirations
- Family support
- Part-time students
- Other



Developmental Education in Maricopa

(below 100-level English, Math, Reading)

Almost 15,000 MCCD students were enrolled in a developmental course fall 2007 45th day.

- 58% female
- 67% day
- 69% full time
- 70% age 24 or younger
- 57% underrepresented minority

Successful completion of developmental courses

- Math: 50%
- English: 62%
- Reading: 70%
- Math and English are below the median for a national benchmarking group of 178 community colleges

(Source: Office of Institutional Effectiveness)

Full-time, Part-time

- For developmental education students, 69% attend college full time.
- For the total Maricopa student population, only 25% attend college full time.

.... Implications???

Our Reality – Our Balance



Are they transfer ready?

Change our vocabulary... change our thinking



Guidelines for Transfer Articulation Agreements

- Establish agreements with regionally accredited postsecondary institutions
- Establish agreements using existing Maricopa curriculum and degrees
- Create program-specific transfer advising guides for disciplines not accommodated by existing degrees

Criteria for Transfer Partner Institutions

- Institutional and program accreditations
- Number of Maricopa students transferring or enrolled at institution
- Flexible transfer policies
- Incentives for students (e.g., number of Maricopa credits accepted, transfer scholarships, reserved spaces, guaranteed admission into university and program)
- Agreement to exchange data
- Student services and online resources available to transfer students

Maricopa Transfer Agreements

The Maricopa Community Colleges have established articulation agreements with more than 50 colleges and universities.

Faculty Support for Transfer

- Instructional Councils
- District-wide Curriculum Committee
- Participation in Statewide Articulation Task Forces
- New Course and Program Development

Student Services Support for Transfer

- Academic Advising
- Admissions and Records
- Career Services
- Financial Aid
- Assessment

Barriers and Opportunities

- What's working? How can we do more?
- What's not working?
- What can we change/improve systemically, strategically, operationally, in the classroom, in advisement, in other areas of our colleges?

Your turn

References

- Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education
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- Roksa, J. & Calcagno, J.C. (2008). Making the transition to four-year institutions: Academic preparation and transfer. CCRC Working Paper No. 13.