The Transfer Promise: An Investigation of Impediments to Academic Success and Persistence in a Mid-Sized Urban University

Mary H. Duggan

Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/urbanstudies_etds
Part of the Academic Advising Commons, and the Urban Education Commons

Recommended Citation
Duggan, Mary H., "The Transfer Promise: An Investigation of Impediments to Academic Success and Persistence in a Mid-Sized Urban University" (2002). Doctor of Philosophy (PhD), dissertation, Old Dominion University, DOI: 10.25777/p5e9-e228
https://digitalcommons.odu.edu/urbanstudies_etds/16

This Dissertation is brought to you for free and open access by the School of Public Service at ODU Digital Commons. It has been accepted for inclusion in Theses and Dissertations in Urban Studies by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
THE TRANSFER PROMISE: AN INVESTIGATION OF IMPEDIMENTS TO ACADEMIC SUCCESS AND PERSISTENCE IN A MID-SIZED URBAN UNIVERSITY

by

Mary H. Duggan
B. A., June 1975, Virginia Polytechnic Institute and State University
M. S., December 1979, Old Dominion University
M. S., August 1995, Old Dominion University

A Dissertation Submitted to the Faculty of Old Dominion University in Partial Fulfillment of the Requirement for the Degree in

DOCTOR OF PHILOSOPHY

URBAN STUDIES

OLD DOMINION UNIVERSITY

December 2002

Approved by:  

Christopher Love (Chair)

Janice Kline (Member)

J. Worth Pickering (Member)
ABSTRACT

THE TRANSFER PROMISE: AN INVESTIGATION OF IMPEDIMENTS TO ACADEMIC SUCCESS AND PERSISTENCE IN A MID SIZED URBAN UNIVERSITY

Mary H. Duggan
Old Dominion University, 2002
Director: Dr. Chris Lovell

This study adapted and validated, for use with transfer students, an existing freshman survey instrument designed to identify patterns of noncognitive factors related to academic performance and persistence. This study also explored the transfer experience by combining a qualitative interview approach with that of a survey, thus developing a method to ascertain those transfer students who were at risk of attrition.

To identify noncognitive predictors, the researcher examined the percentage of transfer students in academic difficulty for every response to each of the 152 items on a Transfer Student Survey (TSS). Respondents were separated into 4 groups based on their restrictive levels and locations: main campus freshmen transfer students, main campus sophomore transfer students, main campus upper division (junior and senior) transfer students, and distance learning transfer students. A scoring method was developed to produce probation scores (noncognitive predictor). A cognitive predictor (transfer GPA) and demographic predictors (gender, race, and age) were used in the analyses. In every instance, the noncognitive predictor loaded first in a stepwise logistical regression. Second loading predictors varied, however, depending upon student level and location.

Each student group differed with regard to barriers to persistence as shown through the differing questions included in the probation scores. Also of interest was the
qualitative data gathered through open ended questions on the TSS and the in depth interviews with selected transfer students, providing an even greater insight into what makes transfer students successful or what causes them difficulty. Information derived through these qualitative methods underscored several noncognitive areas identified through the survey: participation in campus and community based activities, time management, stress, and a supportive university environment.

A wealth of possibilities for research on transfer student success and persistence exists based on this research, and much still remains unknown about this ever-growing population. The results of this study show promise in giving four-year institutions the ability, for the first time, to identify at risk transfer students, pinpointing areas of need for appropriate interventions.
This dissertation is dedicated
to my husband, John, for his love,
his sacrifices, and his support throughout this process.
TABLE OF CONTENTS

LIST OF TABLES ........................................... viii
LIST OF FIGURES ........................................... xii

Chapter

I. INTRODUCTION .............................................. 1
   BACKGROUND ............................................. 1
   STATEMENT OF THE PROBLEM ................................ 6
   DEFINITION OF TERMS ..................................... 8
   RESEARCH QUESTIONS ..................................... 11
   HYPOTHESES ............................................. 13
   SIGNIFICANCE OF THE STUDY ................................ 13
   RELATIONSHIP TO URBAN SERVICES
       AND COUNSELING ..................................... 15
   RETENTION METHODOLOGIES ................................ 16
   DELIMITATIONS AND LIMITATIONS .................................. 19
   CONCLUSION ............................................. 22

II. REVIEW OF RELATED LITERATURE .................................. 24
   TRANSFER STUDENTS: THE POPULATION .................. 24
   PERSPECTIVES ON PERSISTENCE .......................... 42
   CONCLUSION ............................................. 82

III. METHOD ........................................................... 84
   DESCRIPTION OF RESEARCH METHODOLOGY ............ 85
   RESEARCH DESIGN ......................................... 88
   CONCLUSION ............................................. 102

IV. RESULTS .......................................................... 103
   REVIEW OF THE DATA COLLECTION
       METHODOLOGY .......................................... 103
   RESPONDENTS ............................................. 105
   RESPONDENT DEMOGRAPHICS ................................ 106
   STUDY VARIABLES ......................................... 110
   THE STUDY'S RESEARCH QUESTIONS
       AND HYPOTHESES ..................................... 112
   RESPONSES TO OPEN-ENDED QUESTIONS ................. 150
   CHAPTER SUMMARY ......................................... 154

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCLUSION</td>
<td>183</td>
</tr>
<tr>
<td>V. DISCUSSION</td>
<td>185</td>
</tr>
<tr>
<td>RESEARCH QUESTIONS &amp; HYPOTHESES</td>
<td>186</td>
</tr>
<tr>
<td>INSTRUMENT</td>
<td>189</td>
</tr>
<tr>
<td>PROBATION SCORES</td>
<td>191</td>
</tr>
<tr>
<td>LIMITATIONS</td>
<td>198</td>
</tr>
<tr>
<td>IMPLICATIONS</td>
<td>201</td>
</tr>
<tr>
<td>RECOMMENDATIONS FOR FURTHER RESEARCH</td>
<td>212</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>216</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>217</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td>A. COPIES OF THE TSS</td>
<td>240</td>
</tr>
<tr>
<td>B. SURVEY PROTOCOL</td>
<td>306</td>
</tr>
<tr>
<td>C. INTERVIEW QUESTIONS AND PROTOCOL</td>
<td>312</td>
</tr>
<tr>
<td>D. PROBATION SCORES</td>
<td>319</td>
</tr>
<tr>
<td>E. SAS CODES</td>
<td>329</td>
</tr>
<tr>
<td>F. STUDENT PROFILE</td>
<td>359</td>
</tr>
<tr>
<td>VITA</td>
<td>363</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age by Level: Survey Respondents</td>
<td>106</td>
</tr>
<tr>
<td>2. Age by Level: All University Transfer Students</td>
<td>107</td>
</tr>
<tr>
<td>3. Gender by Level</td>
<td>108</td>
</tr>
<tr>
<td>4. Race by Level: Survey Respondents</td>
<td>109</td>
</tr>
<tr>
<td>5. Race by Level: All University Transfer Students</td>
<td>110</td>
</tr>
<tr>
<td>6. University Transfer Student Academic Difficulty Rates By Student Level</td>
<td>111</td>
</tr>
<tr>
<td>7. Summary of Cronbach Coefficient Alpha of Transfer Student Probation Scores</td>
<td>112</td>
</tr>
<tr>
<td>8. Freshman Probation Score: Basic Statistical Measures ( n = 53 )</td>
<td>114</td>
</tr>
<tr>
<td>9. Summary of Stepwise Logistical Regression Analysis for Predicting Academic Difficulty in Main Campus Freshman Transfer Students ( n = 53 )</td>
<td>115</td>
</tr>
<tr>
<td>10. Sophomore Probation Score: Basic Statistical Measures ( n = 168 )</td>
<td>116</td>
</tr>
<tr>
<td>11. Summary of Stepwise Logistical Regression Analysis for Predicting Academic Difficulty in Main Campus Sophomore Transfer Students ( n = 53 )</td>
<td>117</td>
</tr>
<tr>
<td>12. Upper Division Probation Score: Basic Statistical Measures ( n = 136 )</td>
<td>118</td>
</tr>
<tr>
<td>13. Summary of Stepwise Logistical Regression Analysis for Predicting Academic Difficulty in Main Campus Upper Division Transfer Students ( n = 136 )</td>
<td>119</td>
</tr>
<tr>
<td>14. Distance Learning Probation Score: Basic Statistical Measures ( n = 81 )</td>
<td>120</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>15. Summary of Stepwise Logistical Regression Analysis</td>
<td>121</td>
</tr>
<tr>
<td>for Predicting Academic Difficulty in Main Campus Distance Learning</td>
<td></td>
</tr>
<tr>
<td>Transfer Students (n = 81)</td>
<td></td>
</tr>
<tr>
<td>16. Summary of Pearson Correlation between Persistence</td>
<td>122</td>
</tr>
<tr>
<td>and Main Campus Probation Scores</td>
<td></td>
</tr>
<tr>
<td>17. Summary of Pearson Correlation between Persistence</td>
<td>123</td>
</tr>
<tr>
<td>and Distance Learning Probation Score</td>
<td></td>
</tr>
<tr>
<td>18. Degree of Importance in University Choice</td>
<td>125</td>
</tr>
<tr>
<td>19. Previous College Experience</td>
<td>127</td>
</tr>
<tr>
<td>20. Abilities and Traits</td>
<td>128</td>
</tr>
<tr>
<td>21. Self-Descriptions</td>
<td>129</td>
</tr>
<tr>
<td>22. Predictions about Academic Success</td>
<td>131</td>
</tr>
<tr>
<td>23. Predictions about Involvement</td>
<td>133</td>
</tr>
<tr>
<td>24. Work-Career Experience</td>
<td>134</td>
</tr>
<tr>
<td>25. Transfer Experience</td>
<td>135</td>
</tr>
<tr>
<td>26. All Four Groups: Reasons for Attending College</td>
<td>157</td>
</tr>
<tr>
<td>27. All Four Groups: Degree of Importance in University Choice</td>
<td>158</td>
</tr>
<tr>
<td>28. All Four Groups: Degree of Importance in University Choice,</td>
<td>159</td>
</tr>
<tr>
<td>continued</td>
<td></td>
</tr>
<tr>
<td>29. All Four Groups: Previous College Experience</td>
<td>160</td>
</tr>
<tr>
<td>30. All Four Groups: Previous College Experience,</td>
<td>161</td>
</tr>
<tr>
<td>continued</td>
<td></td>
</tr>
<tr>
<td>31. All Four Groups: Previous College Experience,</td>
<td>162</td>
</tr>
<tr>
<td>continued</td>
<td></td>
</tr>
<tr>
<td>32. All Four Groups: Abilities and Traits</td>
<td>163</td>
</tr>
<tr>
<td>33. All Four Groups: Abilities and Traits, continued</td>
<td>164</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>34. All Four Groups: Attitudes about being a College Student</td>
<td>165</td>
</tr>
<tr>
<td>35. All Four Groups: Self-Descriptions</td>
<td>166</td>
</tr>
<tr>
<td>36. All Four Groups: Self-Descriptions, continued</td>
<td>167</td>
</tr>
<tr>
<td>37. All Four Groups: Predictions about Academic Success</td>
<td>168</td>
</tr>
<tr>
<td>38. All Four Groups: Predictions about Academic Success, continued</td>
<td>169</td>
</tr>
<tr>
<td>39. All Four Groups: Predictions about Academic Success, continued</td>
<td>170</td>
</tr>
<tr>
<td>40. All Four Groups: Predictions about Involvement</td>
<td>171</td>
</tr>
<tr>
<td>41. All Four Groups: Predictions about Involvement, continued</td>
<td>172</td>
</tr>
<tr>
<td>42. All Four Groups: Predictions about Involvement, continued</td>
<td>173</td>
</tr>
<tr>
<td>43. All Four Groups: Work-Career Experience</td>
<td>174</td>
</tr>
<tr>
<td>44. All Four Groups: Transfer Experience</td>
<td>175</td>
</tr>
<tr>
<td>45. All Four Groups: Transfer Experience, continued</td>
<td>176</td>
</tr>
<tr>
<td>46. Demographics of Four At-risk Upper Division Transfer Students: Previous Institution</td>
<td>192</td>
</tr>
<tr>
<td>47. Demographics of Four At-risk Upper Division Transfer Students: Current Institution</td>
<td>193</td>
</tr>
<tr>
<td>48. Comparison of Probation Scores for Four Upper Division Transfer Students: University Choice</td>
<td>194</td>
</tr>
<tr>
<td>49. Comparison of Probation Scores for Four Upper Division Transfer Students: Previous College Experience</td>
<td>195</td>
</tr>
<tr>
<td>50. Comparison of Probation Scores for Four Upper Division Transfer Students: Self-Descriptions</td>
<td>196</td>
</tr>
<tr>
<td>51. Comparison of Probation Scores for Four Upper Division Transfer Students: Predictions about Academic Success</td>
<td>197</td>
</tr>
</tbody>
</table>
52. Comparison of Probation Scores for Four Upper Division Transfer Students: Predictions about Involvement ............... 198
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Enrollment, academic difficulty, and attrition figures for both main campus</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>students and distance learning transfer students who entered the university</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in the fall of 1999</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Academic success and attrition figures by student level for transfer</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>students who entered the university in the fall of 1999</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Tinto’s (1975) model of dropout from college</td>
<td>71</td>
</tr>
<tr>
<td>4.</td>
<td>Kember’s (1990) model of drop out from distance learning</td>
<td>74</td>
</tr>
<tr>
<td>5.</td>
<td>Bean and Metzner’s (1985) model of nontraditional student attrition</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>Chartrand’s (1990) model of nontraditional student dropout, based on Bean</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Metzner (1985)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Cabrera, Nora, and Castenada’s (1993) integrated model of student</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>retention</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

The current economy requires a more educated workforce than ever before. Less-educated workers, consequently, quickly fall behind in earnings, making the decision of how far to continue one’s education one of the most important decisions an American worker makes, despite age, gender, or ethnicity. Educational attainment plays a critical role in virtually every career since, on average, the more education people have, the more likely they are to find jobs, earn higher wages, and retire with a pension. Obtaining a college degree, therefore, continues to grow in importance. Students who, in the past, had not considered pursuing such a degree are now attending college and trying to balance work, family, and community obligations with achieving their educational dreams. The pursuit of such dreams often leads these students to start their education in one institution, then, for a variety of reasons, transfer elsewhere to continue it. These transfer students often bring with them a variety of barriers and frequently find themselves in situations requiring skills they neither possess nor, in some cases, even know they are lacking. Although retention programs have been designed to support the traditional college freshman, few such programs exist to help the transfer student. This study explores the impediments to academic success and persistence faced by the 21st century transfer student and, in so doing, creates a method of identifying those students at risk.

Background

Much research over the past eight decades has centered on transfer student patterns of persistence and attrition at four year institutions (Congdon, 1932; DeRidder, 1951; Elliott, 1972; Hartman & Caple, 1969; Knoell, 1965; Laanan, 1995; Martorana &
Williams, 1954; Pincus & DeCamp, 1989; Showman, 1928; Siemens, 1943). To understand such patterns with the goal of influencing them, researchers need to explore all facets of being a transfer student. One such facet concerns why students choose to leave one institution of higher education and attend another. Students transfer for diverse reasons, including finances, personal growth, grades, living accommodations, and career aspirations (Brandenberg, 1974; Graham & Donaldson, 1996; Nickens, 1975; Peng, 1977; Pincus & DeCamp, 1989). These reasons for transferring often combine with another area of transfer student research, that of barriers to persistence. Researchers have identified a variety of barriers that can influence transfer student persistence and attrition, ranging from issues of institutional support (Laanan, 1995) and personal/friend/familial support (Berkove, 1979; Brandenberg, 1974; Leavitt, 1989; Vaala, 1998) to goals (Kinnick & Kempner, 1988), academics (Graham & Hughes, 1994; Townsend, McNerny, & Arnold, 1993), time of transfer (House, 1989), and racial makeup of the faculty (Liu & Liu, 1999).

Other research on transfer students has addressed the seemingly simple act of defining the term transfer student. The task of describing transfer students can be intimidating, however, since no precise outline exists. Some transfer students have attended a community college prior to transfer (Fredrickson, 1998; Piland, 1995); others have attended another four year institution (Eimers & Mullen, 1997). Some students have transferred in only a few credits while others have transferred in entire associate’s degrees (Baldwin, 1994; Peng, 1977). Some transfer students are married and have children (Leavitt, 1989); others are single parents and displaced homemakers (Hooper & March, 1980). Transfer students have included all races and ages from the traditional
transfer student to the adult or nontraditional student (Kinsella, 1998; Martin, 1988; Miller, 1989). They work full-time and part-time and attend school both full and part-time (Beutell & O'Hare, 1987; Fredrickson, 1998). While some transfer students live on campus, others commute, and still others enroll in distance learning programs, seldom setting foot on a university campus (Cookson, 1989; Dillon, Gunawardena, & Parker, 1992; Garrison, 1987). Distance learning transfer students comprise still another heterogeneous group containing both traditional and nontraditional students, employed and non-employed, parents and non-parents, as well as those coming from a community college or another four-year institution.

Research has shown that transfer students often drop out at higher rates and have lower GPAs when compared to their native student counterparts (Al-Sunbul, 1987; Congdon, 1932; Knoell & Medsker, 1965; Showman, 1928). Identifying students at-risk for attrition has previously been accomplished primarily through the use of cognitive variables such as previous GPA and standardized test scores. Such variables, however, only accounted for between 20% and 33% of the variance in persistence (Weidman, 1985). Noncognitive variables (attitudes and behaviors) combined with cognitive and demographic variables (age, gender, and socio-economic status) have been found to be quite accurate in predicting persistence and academic success of freshmen (Pickering, Calliotte, & McAuliffe, 1992). The question remains, however: can these variables and their predictive validity be extended to the transfer student population, be it those students enrolled on the main campus or those enrolled at a distance?

Distance learning has brought its own plethora of research, including such topics as specific distance education instructional methods, student outcomes, student reasons...
for dropout, student profiles, and institutional factors (Caffarella, 2000; Cookson, 1989; Moore, 1989). More recent research has centered on web based learning and technology in the classroom (Caffarella, 2000; Mclassac & Gunawardena, 1995; Molenda & Sullivan, 2000). Distance learning retention, however, has been studied since Sir Isaac Pitman’s invention of the correspondence course in 1840, but more recently has focused on retention in web-based courses (Boshier, Wilson, & Qayyum, 1999; Carr, 2000), with retention defined as course completion (Frew, 1995; Garland, 1993; Shin & Kim, 1999). Little research has been done on program retention, however, and none of these studies has focused on retention in programs offered entirely through interactive television.

The advent of distance learning has necessitated a shift in education over the last decade. Students who in the past had not dreamed of attending a four-year institution are now doing so at ever-increasing rates. Arriving on campus (or through a distance learning center) as transfer students, they share the goal of attaining a baccalaureate degree. Satellite technology and the Internet have brought education literally to the students’ doorsteps. Completing classes during the nontraditional hours of weekends, evenings, and even through asynchronous means (web-based classes allowing students to “attend” at any hour of the day or night) has provided an attractive option to students who often juggle a forty-hour workweek with family and community commitments. Yet powerful evidence suggests (Carr, 2000) that these students do not attain degrees at the same rate as native students.

A case can be made, therefore, for paying special attention to transfer students and their retention issues. Identifying what puts transfer students at-risk for poor academic performance and for non-persistence would, in turn, help the university create
interventions to retain those students that it has worked so hard to attract. Creating a survey to assess such barriers to retention and academic success would easily help this process, allowing the university to better keep its implied promise to help transfer students become successful.

This study developed the Transfer Student Survey (TSS), a series of attitude and opinion scales designed to identify noncognitive factors that were social or psychological in nature. Based on a freshman survey in use for over 10 years, the TSS included questions exploring barriers believed to be common to transfer students as well as open-ended questions designed to increase the university's knowledge about both main campus and distant learning transfer students.

Research is mixed in its estimates of the importance of cognitive and demographic factors (e.g., community college GPA prior to transfer, completion of an associate's degree, student age, and year in college) in accounting for variance in persistence. Some researchers have reported no difference in achievement between native and transfer students (Al-Sunbul, 1987) while other researchers have found that cognitive variables account for as much as 20 to 33% of the variance (Weidman, 1985). Therefore, the remaining variance may belong to the noncognitive realm, demographic variables, or measurement error. Significant noncognitive factors affecting patterns of persistence and attrition for entering freshmen have previously been identified (Pickering et al., 1992), and successful identification of the significant noncognitive factors affecting such patterns for transfer students will yield results that can be used to enhance the transfer experience and assist transfer students in attaining their degrees. A question remains,
however, whether these noncognitive variables and their predictive validity with a freshman student population can be extended to the transfer student population.

Statement of the Problem

This study explored the barriers affecting patterns of persistence and attrition in both on-campus and distance learning transfer students. The goal of this study was twofold: (a) to adapt and validate, for use with transfer students, an existing freshman survey instrument designed to identify patterns of noncognitive factors related to academic performance and persistence, and (b) to describe and clarify transfer issues and difficulties through the use of qualitative interview methods. A corresponding goal was that of developing a method of identifying those transfer students who were at risk.

This study was conducted at a mid-sized doctoral research-extensive urban university offering a large distance learning program through interactive video as well as more traditional on-campus programs. The university offered 64 baccalaureate programs, 19 of which were available through distance learning. Figure 1 reports enrollment, academic difficulty, and attrition figures for both main campus and distance learning transfer students who entered the university in the fall of 1999.
Transfer Students Entering Fall 1999

<table>
<thead>
<tr>
<th>Group</th>
<th>% in academic difficulty</th>
<th>% not returning fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus (N=914)</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>Distance Learning (N=355)</td>
<td>31%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Figure 1. Enrollment, academic difficulty, and attrition figures for both main campus and distance learning transfer students who entered the university in the fall of 1999 (Pickering, 2001).

Transfer Student academic success and persistence also varied by level as shown in Figure 2.

Transfer Students Entering Fall 1999 by Level

<table>
<thead>
<tr>
<th>Class Levels</th>
<th>% academic difficulty</th>
<th>% not enrolled fall 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman (n=176)</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Sophomore (n=42)</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>Junior (n=501)</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td>Senior (n=151)</td>
<td>20%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Figure 2. Academic success and attrition figures by student level for transfer students who entered the university in the fall of 1999 (Pickering, 2001).
Although the problem of persistence and retention is not a new phenomenon, it is a major concern as the university enters the new millennium with its mission to meet the challenges of the twenty-first century. Identifying transfer students who may be at risk for academic difficulty and attrition will give the university an opportunity to help these students build on their weaknesses, turning them into strengths, thus increasing their likelihood of success.

Definition of Terms

For the purposes of this study, the following definitions of key terms are provided:

\textit{AA}: An Associate in Arts degree.

\textit{AS}: An Associate in Science degree.

\textit{Academic difficulty}: Student GPA of below 2.0 when measured at the end of the fall 2001 and spring 2002 semesters.

\textit{Academic success}: Student GPA of 2.0 and above when measured at the end of the fall 2001 and spring 2002 semesters.

\textit{At-risk student}: A student with a GPA below 2.0.

\textit{Attrition}: Departure of a student from a college or university before completing a degree.

Attrition was reported as a percentage of those students who withdrew or who were withdrawn during a specific period of time.

\textit{Cognitive factors/variables}: Academic performance variables such as pre-admission test scores and GPA prior to transfer.
Community college transfer student: A student who took courses in, but was not necessarily enrolled in, a two-year program leading to an AA degree or an AS degree for the purpose of transferring to a university to pursue a baccalaureate degree.

Degreed student: A student who transferred in with an awarded AA or AS degree from either a two- or four-year institution.

Demographic factors/variables: Background or classification variables or factors such as age, gender, socio economic status, number of credits completed prior to transfer, completion of an associate’s degree, and enrollment status at senior institution.

Distance learning student: A student who completed all or most of his or her courses toward the baccalaureate degree through an interactive television educational center or through asynchronous (web-based) means.

First year transfer student: A student who was in his or her first year of attendance at the four-year institution.

Four-year institution: A public or private institution of higher education that provided a bachelor’s degree requiring four years of study.

Freshman transfer student: A student who transferred into the university with less than 26 transferable credits from either a two-year or four-year institution.

Graduate: A student who has successfully completed all coursework for his or her baccalaureate degree.

Horizontal transfer student: A student who transferred from one four-year institution to another four-year institution.
**Junior transfer student:** A student who transferred into the university with between 58 and 89 transferable college credits and/or an awarded AA or AS degree from either a two-year or four-year institution.

**Native student:** A student who has been enrolled at the university for his or her entire pursuit of the baccalaureate degree.

**Noncognitive factors/variables:** Affective factors or variables such as social integration, aspirations, lack of interest in the subject matter, self-esteem, anxiety, and college satisfaction.

**Non-degree student:** A student who transferred in credits earned from either a two- or four-year institution but lacked an awarded AA or AS degree.

**On campus/Main campus student:** A student who took courses toward a baccalaureate degree offered on the main campus.

**Persistence/Retention:** Student re-enrollment in courses at the university during fall 2002.

**Probation score:** A score derived through an examination of the percentage of transfer students in academic difficulty for every response to each of the 152 items on the Transfer Student Survey.

**Senior transfer student:** A student transferring into the university with at least 90 transferable college credits from a combination of two-year and four-year institutions.

**Sophomore transfer student:** A student transferring into the university with at least between 26 and 57 transferable college credits from either a two-year or four-year institution.

**Transfer GPA:** GPA determined by multiplying each student’s transfer GPA by the number of credit hours on which that GPA was based for the previous three institutions attended.
Transfer shock: A term coined by Hills (1965) that described the “culture shock”
experienced by students moving from a two-year institution to a four-year institution who
sometimes found the new culture less personal, more selective, and more critical than
their previous two-year experiences.

Transfer student: A student who moved from one educational institution to another for
the purpose of continuing his or her education.

Two-year institution: A public or private institution of higher education providing only
certificate programs and two-year degrees (associate’s degrees).

Upper division student: A transfer student with junior or senior status, thus transferring in
at least 58 credits.

Research Questions

Based on a review of the literature, several items stood out as possibly being
predictive of academic success and persistence for transfer students. Noncognitive factors
such as student attitudes, predictions about success, and self-ratings, for example, were
identified as predictors of persistence and academic success in freshmen (Pickering et al.,
1992). Some research showed a lack of emotional support from family, friends, or work
as a barrier to persistence and academic success (Malin, Bray, Dougherty, & Skinner,
1980; Murgatroyd, 1982; Rubenson, 1986). Finances were also a barrier to success and
persistence (Fredrickson, 1998; Rhine, Milligan, & Nelson, 2000). In addition,
researchers cited the importance of relationships between faculty and staff members with
students (Eaton, 1990, 1991; Ozgaand & Sukhnandan, 1998) along with previous
academic preparation and experiences (Cejda, Rewey, & Kaylor, 1998; Kennedy &
Powell, 1976) as connected with persistence and academic success.
Factors predictive of academic success and persistence for main campus transfer students may not necessarily be the same for distance learning transfer students as little research has been done with regards to generating a description of students who enter distance learning degree programs (Caffarella, 2000; Forster & Washington, 2000; Lyons, MacBrayne, & Johnson, 1994). While distance learning transfer students may share a few characteristics such as age, employment status, and marital status with main campus transfer students, many other factors may have affected their academic success and persistence that were simply not as predictive for main campus transfer students. Another concern was that retention research related to distance learning students often disagreed on the importance of such variables as social integration, issues of support, institutional commitment, and disciplinary content with regards to academic success and persistence (Cabrera, Nora, & Castenada, 1993; Garland, 1993).

Several overarching research questions guided this study:

1. Are there noncognitive variables that can be used to predict academic success for first year main campus transfer students?
2. Are there noncognitive variables that can be used to predict academic success for first year distance learning transfer students?
3. Are there noncognitive variables that can be used to predict persistence for first year main campus transfer students?
4. Are there noncognitive variables that can be used to predict persistence for first year distance learning transfer students?
5. Do the barriers affecting main campus transfer students differ from those affecting distance learning students?
Hypotheses

The following hypotheses, derived from the research questions, directed this study:

H1  Noncognitive variables as identified by the probation score on the Transfer Student Survey will be the best predictor of academic success or difficulty as measured by GPA at the end of their second semester for main campus transfer students.

H2  Noncognitive variables as identified by the probation score on the Transfer Student Survey will be the best predictor of academic success or difficulty as measured by GPA at the end of their second semester for transfer students in a distance learning setting.

H3  There is a negative relationship between noncognitive variables as identified by the probation score on the Transfer Student Survey and main campus transfer student persistence into the second year.

H4  There is a negative relationship between noncognitive variables as identified by the probation score on the Transfer Student Survey and distance learning student persistence into the second year.

Research Question 5 did not have an associated hypothesis due to its being answered through the use of qualitative methodologies, combined with information gained from the quantitative portion.

Significance of the Study

Research denoted a variety of factors associated with transfer student persistence and attrition, including cognitive, noncognitive, and demographic factors. The majority of these studies compared the academic success of the native student to that of the transfer
student, with the success of the transfer student often found to be lacking. Several theories of student persistence and attrition have also evolved, founded primarily, however, on the traditional age campus-based student. Modern transfer students are not all of traditional age; instead, they include single parents, re-entry students, and a variety of adult learners, all of whom bring a differing set of noncognitive factors related to academic performance and persistence to the forefront. Transfer students entering the distance education-based programs often bring additional transfer-related issues. Main campus freshmen and sophomore transfer students, in particular, have an increased risk of attrition, as do the older students balancing multiple roles. Retention theories designed for the traditional student, however, may not be appropriate when applied to the transfer student.

This study had two goals. The first goal was to identify which noncognitive factors were related to persistence and academic performance of the various transfer student populations, thus allowing the university to identify those transfer students who may experience difficulty during their first semester in a four-year setting. Once the university was able to predict who would be at risk of academic failure or attrition, then the university could refer these students to appropriate resource, hopefully changing the at-risk transfer students into academically successful transfer students who will persist until graduation. A second goal of this study was to explore the transfer experience through the use of several open-ended questions on the survey as well as through student interviews. Listening to the experiences of being a transfer student provided additional information not easily identifiable through a standard survey.
Successfully validating the results of the TSS enhanced the ability of four-year institutions to develop the interventions appropriate to the various transfer populations: those transferring to main campus from other four-year institutions, those transferring to main campus from community colleges, and those students entering the university’s distance education programs. Blending information obtained from the survey with that gathered from personal interviews provided a more full, rounded description of the transfer student including subjective aspects as well as objective ones. Being able to identify at-risk transfer students during their first semester allowed the university to be better able to decrease academic difficulty and increase persistence.

Relationship to Urban Services and Counseling

This study took place at a mid-sized, public, urban, southeastern doctoral research extensive university with a strong interest in distance learning and technology. Located physically in a census-defined MSA level A region (a Metropolitan Statistical Area with over 1 million in population), the university had a diverse population with 88% of its students commuting to classes, leaving 12% to live in university housing. Responding to the need to accommodate large numbers of students without brick and mortar, the university, through grants and other resources, invested large sums in the various distance learning programs, including staff and technology, allowing the university to broadcast 19 degree programs across the United States and into the Bahamas. The burst of activity in distance learning affected on-campus students in the urban environment by introducing them to a non-urban environment at the same time as the non-urban students were interacting with those in an urban setting. This research allowed the university to develop
interventions appropriate for the various transfer student populations to help increase persistence and academic success.

Retention Methodologies

Research on persistence and attrition of college students has flourished, yet frequently disagrees, thus establishing the need for further research on the topic of transfer students. Retention studies targeting the traditional college student, age 18 to 22, often focused on factors salient during late adolescence, such as social involvement in the college environment (Pascarella, 1980; Tinto, 1975, 1987). This variable may have been important for the traditional-age transfer student, but according to Chartrand (1992), it was not particularly relevant for nontraditional students who often were involved in family, career, and community activities outside of the educational environment. Pincus and DeCamp (1989) disagreed and found that the most important factor differentiating graduates from non-graduates was the degree of social integration into both the two-year and four-year institutions. Bradley and Graham (2000) expanded involvement to include educational ethos, dealing with faculty-student interaction and living-learning environments in the residence halls as influencing retention and academic success. Determining the effect of social environment on transfer student retention and academic performance as well as re-examining its definition required much closer attention and further research.

No single solution to predicting persistence and academic success currently exists. For example, some research showed a less than 50% chance that a student who attended a community college would transfer to a four-year institution. Even if the student did transfer, he or she had a less than 50% chance of attaining a baccalaureate degree (Pincus
& DeCamp, 1989). Yet other research showed a positive relationship between attending a community college and baccalaureate degree achievement (Gilroy, 1998).

Some research suggested raising the academic bar (Bradt, 1956), while other research suggested instituting articulation agreements and increasing contact between the transferring institutions (Smith, Opp, Armstrong, Stewart, & Isaacson, 1999; Wechsler, 1989) as methods to increase transfer student persistence. Still other research suggested that an interaction between student factors and the institution itself affected persistence (Ozgaand & Sukhnandan, 1998)

Researchers have identified additional factors affecting persistence. Achievement motivation (Kinnick & Kempner, 1988; Spanard, 1990) and satisfaction with college (Donohue & Wong, 1997; Hatcher, Kryter, Prus, & Fitzgerald, 1992) have been connected to attrition rates as have the need for clear goals and direction (Kinnick & Kempner, 1988). The presence of psychological support (Kirk & Dorfman, 1983; Manis & Mochizuki, 1972) was found to be a factor in retention and academic performance of nontraditional women students. A change in teaching strategies to include those more appropriate for returning women and other nontraditional students was also linked to improved retention (Hugo, 2000; Keller, Mattie, Vodanovich, & Piotrowski, 1991; McGlynn, 2000).

A variety of models has been developed to explain attrition and persistence as well. However, in their desire to meet the needs of transfer students, researchers often applied retention models originally designed for traditional students to the nontraditional student population. The most often applied model was Tinto’s (1975) model of student attrition. This model suggested that attrition from college was a longitudinal process of
interactions between the student and the academic and social systems of the college or university. Bean and Metzner (1985) proposed a conceptual model of dropout for the nontraditional undergraduate student based on four sets of variables: student academic performance in high school, student intent to leave, student background and defining variables, and environmental variables. These two studies have served as the springboard for a variety of retention studies of traditional, nontraditional, and distance learning students (Bernard & Amundsen, 1989; Cabrera, Castenada, Nora, & Hengster, 1992; Chartrand 1990; Pascarella, Smart, & Ethington, 1986).

To date, no one piece of research exists that pulls together the information from these previous studies regarding barriers to persistence and academic success into one study of the modern transfer student. Consolidating this research, then, and applying it to the contemporary transfer student may help other four-year institutions in meeting the needs of their own transfer student population.

Although a great deal of research exists on the topic of retention, little research has been done on the retention of the transfer student of today due to the constantly evolving definition and changing characteristics of the population. In fact, according to Anglin, Davis, and Mooradian (1995), “. . . it remains difficult to determine under what specific conditions and settings transfer students are most likely to be successful in completing the baccalaureate” (p. 324).

Other than adding to the literature on retention and academic success, these quantitative studies did little to explore the qualitative side of persistence from the transfer student’s perspective. Information gathered from these studies needs to be re-examined to determine its applicability to the modern transfer student. Exploring these
students’ needs with a more qualitative approach can provide the university with the necessary information to help these students succeed in their college experience. Possessing such knowledge leads to the question of what to do with this knowledge to help the student persist, thus requiring the university to address the students’ needs through developing interventions deemed appropriate through current research.

Delimitations and Limitations

Surveys have two crucial areas of concern: the development of a valid and reliable instrument and the selection of the sample (Girden, 1996). The TSS was based on a Freshman Survey (FS) in use for over 10 years at the university, successfully predicting at-risk students who then were referred to a variety of interventions.

Since the intent of this study was to generalize the results to the entire transfer student population, the survey was offered to the university’s entire 2001 transfer student population. Every first-semester transfer student who attended Transfer Preview (an orientation for transfer students) was encouraged to participate by filling out a survey either web-based or in paper-and-pencil format. Since the transfer student population was so diverse (18 year-olds and older, horizontal and community college transfer students, main-campus and distance learning students), this approach of surveying all transfer students attending Transfer Preview provided a more representative view of the transfer population.

Another issue regarding survey research was that students were not always willing or able to respond to a survey, be it in paper-and-pencil format or web-based. Therefore, although the study offered each transfer student who attended Transfer Preview the opportunity to participate, not every one chose to do so. In this case, students
participating in both main campus and distance learning Transfer Preview sessions were given the survey during their orientation sessions. Those transfer students who did not attend their orientation sessions were encouraged to participate through letter and email reminders as well as by their academic advisor and/or distance learning site staff. Even so, respondents may have differed from non-respondents, which could place a limitation on the extent to which the findings were generalizable to the university’s transfer student population.

Another possible limitation was the tendency of respondents to self-report in a socially desirable manner. Transfer students may have responded by giving the answers they thought the university wanted to hear, rather than by answering truthfully. How information was gathered from the qualitative survey questions as well as the interviews may place limitations as to the generalizability of the data. While an open-ended question that the student was encouraged to answer in his or her own words may have provided for a greater depth of response, extracting the essence of that response may have proven difficult, resulting in researcher bias. Questionnaires and interviews are intrusive in the sense that the subjects know they are being observed. Their awareness of being observed may have affected their behavior as well. Students may, therefore, inadvertently invalidate the results by being inaccurate or dishonest. Students may even have taken on a role of trying to be someone else while completing the survey, also invalidating their responses. Pickering et al. (1992) did not find this to be a problem, however, with the Freshman Survey.

One concern, however, was the possibility of labeling a student as “at-risk” or a “problem.” This is why it was so important to explore these students’ issues in greater
depth to better understand them, not just “name” them. Care needs to be taken by
advising staff to help students survive and grow during their first year at the four-year
institution, not to feel as though they are a "problem."

Another limitation of survey research was that surveys, as limited instruments,
may oversimplify complex issues by reducing them to responses to a limited number of
questions (Reinharz, 1992). Interviewing at-risk and successful students identified by this
survey supplemented the survey component of this study to provide a much-needed
balance giving a descriptive, more full view of transfer students and their issues.

Finally, the results of the study were impacted by the return rate of the surveys.
The hope was that all transfer students attending the on-campus orientation would have
time to complete the survey during the Preview session itself. Those who did not have the
time, however, were given a self-addressed stamped envelope and encouraged to
complete the survey and mail it in. Distance learning students were surveyed in a slightly
different manner. Their Orientation lasted two hours and was a combination of on-air
satellite broadcast, an on-site tour of facilities, and university assessments. The on-air
segment was videotaped and video-streamed to allow students to “attend” at their own
convenience. During Orientation, students were informed of the need to take the survey
that was offered to them while they were completing their university Writing Sample
Placement Test (WSPT). While all students were encouraged to complete the survey,
some students did not do so.

Personal characteristics of the interviewer may also have been a limitation. The
gender, age, educational level, racial background, and socioeconomic level of the
interviewer could have influenced the interviewee's responses (McMillan & Schumacher, 1993).

Conclusion

To summarize, today's economy requires a more educated workforce than ever before. According to the United States Department of Labor (1999), in 1979 the average college graduate earned 38% more than the average high-school graduate. Currently, a college graduate earns 71% more than a high school graduate. Less-educated workers, then, are quickly falling behind in earnings, making the decision of how far to continue in education one of the most important decisions an American worker makes, despite age, gender, or ethnicity. Educational attainment plays a critical role in virtually every career since, on average, the more education people have, the more likely they are to find jobs, earn higher wages, and retire with a pension. Nearly 83% of all adults age 25 and over have completed high school, and 24% have earned at least a bachelor's degree. This is a dramatic increase from just 30 years ago, when less than 54% of this same group completed high school, and less than 10% completed college (Day & Curry, 1998). As the younger population ages, the average educational attainment increases. Eighty-seven percent of young adults, 25 to 29 years old, completed high school in 1997. Between 1997 and 2000, the National Center for Education Statistics (2000b) projects an increase in college enrollment of 6% for people under the age of 25 along with an increase of 3% in the number of people over the age of 25 enrolling in higher education. Obtaining a college degree, therefore, continues to grow in importance.

The increased need for education will spur an increase in the number of students transferring to universities. It is contingent upon the university to provide these students
with an environment that enhances their opportunities for academic success and persistence. To do so, university staff needs to understand and meet the needs of transfer students.

A strong economy requires an educated workforce, and four-year institutions provide opportunities for people to attain the baccalaureate degrees necessary to create this workforce. An educated workforce means more than a strong economy, however. It means a workforce that knows how to learn. Such a workforce will return to institutions of higher education as the need drives them. To meet the needs of these students, the university needs to be able to respond to transfer students on a variety of levels, helping them become academically successful so they will persist to graduation. Identifying those transfer students at-risk for dropping out, then, benefits not only the university but the students themselves who, once they succeed at the undergraduate level, may choose to return to the university for additional education.
CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II provides a comprehensive review of the literature related to the study. This literature review is presented in two sections. The first section, entitled Transfer Students: The Population, provides information on traditional and nontraditional students, community college students, distance learning students, and reasons why students transfer. The second section, Perspectives on Persistence, explores distance learning and persistence, transfer students and persistence, barriers to persistence, and models of persistence.

Transfer Students: The Population

Early Studies: 1927–1964

Eels first studied the transfer student phenomenon in 1927 in his detailed comparative study of the records of over 1200 students in the upper levels of Stanford University. At that time, a transfer student was defined as any student who did not originally start his or her higher education at that same institution, with no attention given to any other descriptors. Other early studies also omitted any exploration of characteristics of transfer students, instead concentrating only on their academic achievement after transferring (Congdon, 1932; DeRidder, 1951; Martorana & Williams, 1954; Showman, 1928; Siemens, 1943; Young, 1964). Early research, then, viewed transfer students based on achievement without demonstrating a need to know more about them as people. This was soon to change.
Later Studies: The Next Three Decades

In 1965, Knoell and Medsker presented a landmark study of over 7,000 students nationwide who transferred from junior colleges to four-year institutions and reported that transfer students mirrored the native students. These students were “mostly white, Protestant, of native-born parentage, and under twenty-one years of age when they entered the senior institutions” (p. 18). Men greatly outnumbered women, although the women’s high school records were better than those of the men. Transfer student parents tended to have less formal education and a lower family income than the parents of the native university students since the fathers of many transfer students worked in the semiskilled or skilled occupations. The “typical” transfer student had completed a general or college preparatory program while in high school and graduated in the top half of his or her class. In this first study to closely examine the characteristics of transfer students, Knoell and Medsker laid the groundwork upon which the next round of research was based.

Nickens’ (1975) study of the academic progress of over 26,000 students transferring from a Florida community college into one of the universities in the Florida State University System during fall 1973 showed definite changes starting to take place in the definition of “transfer student.” In Florida, African American students accounted for 4.6% of the total community college population, while Hispanics accounted for 2.4%. The median age for transfer students was between 21 and 22, showing a slight increase in student age since Knoell and Medsker’s study (1965).

Cohen and Brawer (1996) reported a variety of changes between 1970 and 1994 that even further altered the definition of the traditional transfer student population. The
mean age for transfer students increased from 27 in 1980 to more than 31 by 1993 as large numbers of adult learners returned to college to acquire and upgrade skills. Females, who were originally outnumbered by males in 1978, now outnumbered the males (55% to 45%) in 1991. Minority enrollment increased from 20% in 1976 to 25% during that same period. Part-time students increased from 49% of the student population to more than 65% of the population by 1992.

Six years ago, the National Center for Educational Statistics (1996) reported that approximately 45% of college undergraduates were 25 years of age or older. Projections for the next nine years suggest more changes with an increase in the traditional college-age population of 18- to 24-year olds from 8,369,000 in 1998 to 10,477,000 in 2010, bringing traditional-age students from 57% to almost 60% of the total enrollment. According to the National Center for Educational Statistics (2000a), enrollment of students over the age of 25 is expected to increase slightly from 6,074,000 in 1998 (42%) to 6,756,000 by 2010 (39%).

Summary and Critique

Research on transfer students, as well as the description of transfer students themselves, has evolved greatly over the past 75 years. In 1927, Eels originally studied the records of Stanford University transfer students simply to determine whether or not the "junior" college had failed in its "preparatory function" (p. 170), not with any intent to determine why these students made the grades they did or even to explore who they were. This approach of comparing the grades of transfer students to those of native students without exploring who these transfer students were continued over the next few decades. Knoell and Medsker (1965), the first researchers to document a profile of the
transfer student, characterized transfer students as similar to native students, this time using information gleaned from a questionnaire sent to nearly 8,500 students nationwide, not simply using university files and records. These researchers not only relied on more than university records to learn about transfer students, but they used a nationally distributed questionnaire to increase their knowledge. Unfortunately, later transfer student researchers returned to the process of examining university records when 10 years later Nickens (1975) studied Florida’s transfer student population. At that time he documented a shift in this population that included minority students as well as some students who were older than those documented earlier by Knoell and Medsker (1965). Nickens, however, based his findings on information gathered only from university files and records without gathering data from the students themselves that would have provided a more clear, rounded view of these students. It should be noted that shifts in Florida’s transfer student population at that time may not be representative of shifts in transfer student populations elsewhere in the nation.

With the exception of the work of Knoell and Medsker (1965), who stepped out of the more accepted framework of merely reviewing records to send out questionnaires to their sample, previous research on transfer students has been somewhat limited and flat. This trend in investigation started to shift, however, as researchers started to expand their methods from reviewing previous records to surveying transfer students to learn more about them. Cohen and Brawer (1996) noted still other changes in the description of transfer students that included shifts in attendance patterns from full-time students to part-time students. With this shift in attendance patterns came the discovery of two types of transfer students: traditional transfer students and nontraditional transfer students. At
this same time, Terenzini, Pascarella, and Blimling (1996) defined a traditional transfer student as one between the ages of 17 and 23 who attended college to insure future employment. Likely to pursue postsecondary education immediately after high school, the traditional transfer student lived on or near campus, attended full-time, and became involved in campus organizations. Such students were also more likely to attend college for social and academic reasons and because it was the traditional path to take upon graduation from high school (Tinto, 1975). These shifts in number, age, gender, and patterns of attendance further emphasize the need for expanding the definition of the transfer student to include aspects of both the traditional transfer student as well as the nontraditional transfer student.

The Nontraditional Transfer Student

Age

A description of the nontraditional transfer student is still emerging, but has been based primarily on research of the nontraditional student with the term transfer added later. The nontraditional student has been defined as one who was 24 years of age or older (Terenzini et al., 1996) who attended college for career advancement and intellectual stimulation (Chism, Cano, & Pruitt, 1989; Malin, Bray, Dougherty, & Skinner, 1980; Martin, 1988), as well as personal satisfaction and self-fulfillment (Aslanian & Brickell, 1988; Bean & Metzner, 1985; Billingham & Travaglini, 1981; Graham & Donaldson, 1996). Nontraditional students, however, should not be considered a single population as they defy generalization (Hughes, 1983). For example, the cutting point that defined the bottom limit of the nontraditional cohort ranged from that of 22 (Leckie, 1978; Weathersby & Tarule, 1980) to a point over the age of 25 (Lynch &

**Background, Gender, and Race**

To add to the confusion, nontraditional students have been given a variety of names: re-entry students, returning students, stop-outs, older students, adult learners, and minority students (Graham & Donaldson, 1996; Hughes, 1983; Pincus & DeCamp, 1989; Shere, 1988). Martin (1988) defined a nontraditional student as one who had deferred entering college for at least three years after graduating from high school. These students may be homemakers who interrupted their studies to have children, or they may be business executives who wanted to change careers (Chism et al., 1989). They lived off campus (Hirschorn, 1988) and considered developing knowledge to be important (Graham & Donaldson, 1996), along with an increased love of learning (Kasworm, 1990a, 1990b). White (1981) defined the older student as one currently employed or had been employed, married or had been married, had a family, and was a tax-paying citizen. Females were more likely to outnumber males (Lynch & Bishop-Clark, 1993), be enrolled part time (Lynch & Bishop-Clark, 1993; Miller, 1989), and work full time (Martin, 1988; Miller, 1989).

Nontraditional students differed from their younger classmates in two major ways: their primary role was not that of student, and the classroom was not the focal point of their lives (Leckie, 1978; Solomon & Gordon, 1981). They were, first and foremost, businesspeople, technicians, homemakers, parents, or community volunteers, with their experiences as students comprising only a small portion of their lives.
These adult learners were less involved in campus activities and more involved in
caring for family and in off campus community service or cultural events than were
traditional students (Brower, 1992; Graham & Donaldson, 1996; Hirschorn, 1988).
Nontraditional students were entering college for the first time or returning to college for
additional undergraduate work (Slaney, 1986; Yarbrough & Schaffer, 1990) and were
referred to as a very heterogeneous group (MacKinnon-Slaney, Barber, & Slaney, 1988;
Swift, Colvin, & Mills, 1987). They were single Anglo women who were or had been
employed in technical, professional, or business occupations (Martin, 1988), as well as
minority women (Rice, 1999).

Conflicting Roles

Nontraditional students faced the challenge of numerous conflicting roles and
often juggled the responsibilities of being an employee, homemaker, and parent, with
those of being a student (Beutell & O’Hare, 1987; Brower, 1992; Chism et al., 1989;
Graham & Donaldson, 1996; Leavitt, 1989; Meier, 1993; Smallwood, 1980). These
multiple roles often resulted in work, family, and community responsibilities outside of
educational environment. Unlike their more traditional counterparts, these students were
no longer in the developmental phase of negotiating an identity which characterized early
to middle adulthood, but they were in the developmental phase of realizing occupation
and goals (Rodgers, 1984). Therefore, family and friends outside of the school
environment served as their primary sources of emotional support (Malin et al., 1980).

Single parents also comprised a segment of the nontraditional student population.
Hooper and March (1980) suggested that trying to attain additional higher education
often compounded the problems faced by this population due to the inflexibility of many
Those single parents who succeeded at this effort needed to be creative, highly adaptive, profoundly committed to their goal, and future-oriented.

**Summary and Critique**

Modern transfer students comprise a very heterogeneous group including those who are traditional-age college students, ethnic minorities, low-income, and of non-traditional college age. This collection of single parents, displaced homemakers, workers, and business people often faced a plethora of role conflicts as they tried to negotiate their pathways through the educational system. One of the first conflicts along their educational path came with the decision to transfer.

**Community College Students**

Community colleges often serve as a springboard to additional education for students who want to further their education, but may not want or be able to attend a four-year institution at the time of their initial enrollment. Originally designed to offer transfer and occupational education, two-year colleges often attracted two different populations with different educational goals. One group planned to pursue a bachelor’s degree while the other group planned to enter the workforce before or after completing some type of terminal degree (Fredrickson, 1998). Research since the 1980s suggested that many community college students did not always follow clearly defined pathways (Barkley, 1993; Cohen & Brawer, 1996). Cohen and Brawer (1996) suggested that almost half of all community college students who transferred to four-year institutions came from occupational programs, thus blurring the lines between vocational, technical, and college transfer programs and their students. In fact, “community college programs do not stay in
neat categories when the concepts underlying them are scrutinized. Collegiate, career, and continuing education—all are intertwined” (p. 19). What was at one time easy to define, a typical, traditional transfer student may now be much more difficult to describe as students feel free to move back and forth between programs, changing majors, and even returning to college for additional credits and degrees. Exploring the characteristics of community college transfer students, then, may help four-year institutions to better understand student motivations for deciding to transfer. Once institutions understand why students choose to attend, the institutions have a better chance of serving and retaining these students.

*Characteristics of Community College Students*

Students at two-year institutions differed in many social aspects from those attending four-year institutions (Laanan, 1995; Rhine, Milligan, & Nelson, 2000). A major difference was age, as two-year institution students were often older than the more traditional age students who entered the four-year institution directly from high school (Pascarella, 1999; Rhine et al., 2000). Students transferring from community colleges to four-year institutions ranged in age from 18 to 49, with the mean age at transfer varying from 22 to 26 (Fredrickson, 1998; Piland, 1995). This meant that most transfer students who continued on to complete a bachelor’s degree were an average of 30 years old, rather than the traditional age of 22 (Piland, 1995). Their community college experiences, however, may have differed depending upon whether or not they originally planned to transfer (Laanan, 1995).
Other Issues Affecting Community College Students

Community college students shared several other characteristics. For example, finances were a major consideration (Fredrickson, 1998; Knoell, 1965; Kitzner & Wattenbarger, 1985; Montondon & Eikner, 1997; Pascarella, 1999; Rhine et al., 2000). Community college students were often from working-class families, necessitating that they work at least part-time while they attended college (Knoell & Medsker, 1965; Pascarella, 1999). These students were more likely to be non-white and first-generation college students as compared to their counterparts at the four-year institution (King, 1993; Pascarella, 1999; Wechsler, 1989). These financial factors often made scheduling difficult for community college students who tried to arrange classes around work and family commitments (Fredrickson, 1998). Financial aid, therefore, often became the sole determining factor of a student's choice of college (Rhine et al., 2000).

Community college students frequently had a difficult time completing an associate's degree in two years, thus lengthening the amount of time they need to complete a bachelor's degree (Piland, 1995). Reasons for extending the time it took for them to complete a degree varied. Community college students typically alternated between full- and part-time enrollment, often due to work or family commitments, frequently completing less than 15 credit hours each semester (Piland, 1995). Holtzclaw (1980) suggested that a lack of time due to these family and work commitments often served as a barrier preventing non-traditional students from participating in on-campus social groups. In addition to the previously mentioned issues, community college students often changed their academic majors several times, frequently moving from vocational to transfer programs (Fredrickson, 1998). They also often took time off between completing
their two-year program and beginning their four-year program, again due to financial or familial obligations. According to Fredrickson (1998), only one-third of community college students moved directly from a two-year institution to a four-year one. Once these students transferred to the four-year institution, however, they often completed their degree in a more timely manner (Piland, 1995).

Summary and Critique

Community college transfer students were no easier to define than were transfer students in general. Community college transfer students were almost any age, with any level of education. While primarily choosing the community college for financial reasons, these students often balanced work and family commitments, even among those students viewed as more traditional. Research on characteristics of this population has been primarily limited to quantitative measures using demographic variables such as income level, age, gender, and ethnicity along with cognitive variables such as entrance examination scores and current GPA. Most of the qualitative research on community college students focused on related areas such as retention and academic success (to be reviewed later in this chapter).

Distance Learning Students

The advent of technology has allowed another student population to join that of an already heterogeneous transfer student population. Web-based courses and interactive television are just the more recent course delivery modes in a long line of methods of reaching students at a distance. These new technologies, however, are bringing a four-year degree within reach of far more students than ever before, thus adding a new
component to the definition of transfer students with the inclusion of distance learning transfer students.

Brief Overview of the History of Distance Learning

Distance learning has been studied since Sir Isaac Pitman’s invention of the correspondence course in 1840 (Matthews, 1999). Over the next 30 years, extensive distance learning programs became available in the United Kingdom, Sweden, Germany, the United States, and Japan (Curran, 1997). Direct university involvement during this early period of distance learning was hesitant. Instead, private companies and individuals responded to the need for further educational opportunities for advancement due to the growth of industry and the expansion of the private sector at this time. By the 1900s, the University of Chicago established its first department of correspondence teaching, with Australia following in 1911. Half a century later, the United Kingdom’s Open University offered the first national distance learning delivery system in 1969 (Matthews, 1999). Home study had established itself firmly within the military, in industrial training, and in the lifelong education movement. Currently, hundreds of businesses encourage their employees to study by correspondence courses through tuition reimbursement programs (Ludlow, 1987). Today more than 2.5 million Americans are enrolled in Distance Education and Training Council (DETC)-accredited institutions. Estimations are that since 1890 over 130 million Americans have taken some form of distance learning/correspondence courses, with more than 60 distance education institutions accredited by the Accrediting Commission of DETC (2000).
Characteristics of Distance Learning Students

Until recently, distance education students have been interested only in some form of correspondence course. Some were full-time employees whose businesses offered a tuition reimbursement program for completion of certain correspondence courses (Ludlow, 1987). Others were based in the military (Brittain, 1970). Still others enrolled in four-year institutions to complete individual courses rather than programs (Garrison, 1987). Primarily adults, distance learning students of the 1960s and 1970s were often depicted as those who have been rejected, overlooked, or not been attracted to the conventional educational system (Harper & Kember, 1986; Rumble & Harry, 1982).

The advent of on-line (web-based) courses has opened up education even further (Ridley, Bailey, Davies, Hash, & Varner, 1997). Students can now enroll in one on-line class or an entire program of study, making only such contact with the institution as is necessary to complete assignments and obtain a grade. Often juggling several classes as well as employment, these students sometimes vanished due to a lack of personal attention and being overwhelmed (Carr, 2000). The newer distance learning format, that of interactive television, has only just begun to be studied, and little research has been done with regards to generating a description of students who enter current distance learning degree programs (Caffarella, 2000; Forster & Washington, 2000; Lyons, MacBrayne, & Johnson, 1994).

Summary and Critique

Although distance learning students were not new to correspondence education, they are only now starting to appear in four-year institutions as these institutions begin to offer web-based and interactive video courses. Previous research on this population has
focused on the correspondence course and the students attracted to it. Correspondence course students, then, may or may not be similar to current distance learning students. More information is needed about this population in general as it has now joined the ranks of the current transfer student population.

*Why Students Transfer*

Students transfer to four-year institutions from junior/community colleges as well as from other four-year institutions for a variety of reasons. Research on this topic, however, did not begin until Peng’s (1977) longitudinal study reported through the National Longitudinal Study of High School Seniors. This study was followed by several other much smaller studies over the next 20 years.

Peng’s (1977) longitudinal study of over 18,000 high school seniors is the most comprehensive study to date exploring the transfer phenomenon, reporting that reasons for transfer varied depending on the type of transfer and when the students transferred (freshman or sophomore). Freshmen horizontal transfer students (those moving from one four-year institution to another) most frequently stated that they transferred in order to attend an institution leading to better job opportunities than their previous one (51.17%). Their next most frequent reasons for transfer included: (a) attending an institution where they could better maximize their intellectual and personal development (48.82%); (b) more group or social activities of interest (41.51%); (c) a change in their interest to a program not offered by their previous institution (35.29%); and (d) to attend an institution closer to home (33.39%).

Freshmen transferring from two-year institutions to four-year ones were more differentiated in their reasons for transferring (Peng, 1977). These students were...
interested in transferring in order to attend an institution offering better career opportunities, but at a higher rate (75.32%) than that of horizontal transfer students. Sixty percent also transferred in order to maximize their intellectual and personal development as compared to 48.82% of the horizontal transfer students. Their interests had changed (45.57%), but 44.54% transferred to a larger institution, 42.53% wanted more group or social activities of interest, and 33.61% wanted to attend an institution further away from home.

Sophomore transfer students provided different reasons for transferring. Sophomore horizontal transfer students cited the desire to attend an institution where they could maximize their intellectual and personal development (51.05%), followed by the desire to attend an institution that provided better career opportunities (44.98%), a change of interest to a program not offered in previous institution (35.69%), more group or social activities of interest (26.26%), and to attend an institution closer to home (23.99%). Students transferring from a two-year to a four-year institution did so to continue their education (91.82%), followed by the desire to obtain better career opportunities (37.07%), to maximize their intellectual and personal development (33.92%), the desire to attend a larger institution (18.25%), and to attend a more prestigious institution (17.95%; Peng, 1977).

Pincus and DeCamp (1989) agreed that the most obvious reason why community college students transferred was to complete their baccalaureate degree. Another reason that students transferred from a two-year institution, however, concerned why they may have started there originally: finances. Economics and the high cost of tuition at four-year institutions may contribute to the decision to further one’s education through the
community college where education comes with a cheaper price (Lorentz & Benedict, 1996; Pincus & DeCamp, 1989). Students often moved from private institutions to public ones (Jones, 1991). Some researchers proposed that minority students might choose two-year institutions for racial comfort (Wechsler, 1989). Students also transferred at a variety of times, from after their first semester to their senior year, possibly affecting their chances of academic success (House, 1989).

Summary and Critique

Although Peng’s (1977) study was the first to explore reasons for transferring, it was based on transfer students from that time, those often labeled traditional. These students attended college immediately after high school, were full-time students, and did not face such issues as balancing multiple roles, finances, and work conflicts. What held true for those students may not be true for today’s transfer students who differ greatly in age, motivation, commitment, and educational background. Peng’s (1977) study did provide researchers, however, with their first glimpses as to motivating factors behind the decision to transfer, a topic that had previously been ignored. Later research added to those reasons cited in Peng’s study by suggesting economics and racial comfort may be behind some students’ decisions to transfer. Distance learning transfer students and their motivations for transferring, however, have been overlooked in the literature, leaving a gap in transfer student research. These students’ motivations for transferring to institutions offering distance learning programs needed to be identified so that their new institution can offer more appropriate services. Another problem with current research on reasons why students transfer concerned the way this information had been collected. Using only quantitative approaches to obtaining such data has limited researchers to
simply finding out more about what they already know without allowing them to learn new motivations behind a student's decision to transfer. Adding a qualitative component to the research through student interviews and open-ended survey questions would have allow researchers to enrich their data, making it more applicable to the current transfer student population.

Section Review

The transfer student population is a diverse population that defies generalization. Probably best defined as comprising any student who leaves one institution of higher learning to attend another institution, these students do not fit neatly into one category. Instead, the categories are as varied as the students' pasts, often blending into one another across loose boundaries.

Transfer students can be classified into one of two overarching types, as they are either traditional or nontraditional. Traditional transfer students complete high school, begin a college degree at one institution (be it a two-year institution or another four-year institution), and then transfer to a four-year institution to finish their degrees. Often ranging in age from 18 to 22, these students are more likely to be full-time students, live on campus, and work fewer hours, but that description does not necessarily apply to all traditional transfer students. Although many traditional transfer students live on campus, many do not. Some live at home with family and commute to the four-year institution for classes; others are distance learning transfer students who live at home, commuting to a distance learning site to participate in an interactive video course. Some of these distance learning transfer students may even attend class from the comfort of their homes through online coursework. With this broad variety of students, perhaps the term traditional
transfer student should be altered to traditional-age transfer student since the other characteristics do not necessarily apply. Current research, though, seems to ignore the possibility that distance learning students are also part of this group, which may impact how these students respond to courses, stress, and the accompanying barriers to academic success and persistence.

Generally, all other transfer students belong to the group called nontraditional transfer students, but this group is even more difficult to describe than the traditional-age transfer student. These students are older and often have more life experiences. Life experiences, though, may have affected these students’ educational choices due to pregnancies, children, divorce, work, and a variety of other issues. What does seem to hold true for this group of transfer students is that they often take a longer amount of time to complete their degrees than their more traditional-age counterparts, perhaps due to their multiple roles and other constraints that will be discussed in the next section of this chapter.

Community college students can be traditional-age transfer students or nontraditional-age transfer students and can include distance learning students as well. An even smaller group of transfer students that lacks research is that of the horizontal transfer student who moves from one four-year institution to another. Peng’s (1977) study is the only comprehensive study to date that separates these students and their characteristics/reasons for transfer from those of other transfer students. Although this group may be smaller than the others, it still needs to be studied if the four-year institution is to help these students persist until graduation.
Increasing the knowledge base of why 21st century students decide to transfer is also important. While one reason for transferring is, obviously, to attain a baccalaureate degree, researchers also need to examine the student's decision-making process itself to see where the institution can assist. Discovering why students choose to enter a distance learning program, why community college students choose to transfer, and why students from another four-year institution choose to transfer will help student support staff better design interventions to increase persistence and academic success for each population. While these populations may have a few commonalities, they probably have significant differences, making different interventions a necessity, not a luxury.

What seems most noticeable about the research reviewed up to this point is the lack of qualitative research on the topics of transfer student characteristics as well as reasons for transfer. Supplementing this quantitative research with open-ended survey questions and student interviews would provide a much more clear picture of the life of a transfer student, including why he or she decided to transfer and what adjustments he or she makes while attending the new four-year institution. Including the distance learning student in this population for purposes of comparison will also increase the knowledge base, hopefully improving the four-year institution's retention methods for all segments of the transfer student population.

Perspectives on Persistence

**Distance Learning and Persistence**

*Overview of the History*

Garrison (1987) stated that no area of research in distance education has been more studied than the topic of student dropout. In the late 1950s, the United States Armed
Forces Institute discovered that half of its 300,000 correspondence students had failed to submit even one assignment, and that 90% failed to complete the course in which they enrolled (Brittain, 1970). Bradt (1956) recommended effective counseling at the time of recruitment as well as during the course as a strategy to reduce non-completion. James and Wedemeyer’s (1959) study of adults enrolled in correspondence courses through the University of Wisconsin found that those adults who had been uncertain about their goals for taking the course and those who had more difficulty with the first assignment were more likely to drop out of a correspondence course. A variety of studies on course retention ensued over the next decade (Harter, 1969; Hartsell, 1964; Sloan, 1966; Spencer, 1965). The evidence appeared to indicate that a substantial student support effort, especially at the time of recruitment, could decrease the high dropout rate associated with correspondence courses. These were just some of the reasons researchers have suggested for a lack of course persistence among distance learning students.

The establishment of a national distance learning delivery system through the British Open University in 1969 provided a new opportunity for testing and research for distance education students (Matthews, 1999). Since 1971, the Open University has provided courses for more than a quarter-million adults who had been rejected, overlooked, or not attracted to the conventional educational system. Seventy thousand such students successfully complete a course at home each year, with another 50,000 adult learners completing a program of noncredit continuing education (Rumble & Harry, 1982). The Open University attributed its success to two factors: high quality course design and high-quality student support (Moore, 1989).
In 1987, the number of adults in the United States who pursued university education through distance learning was four times the number in Great Britain (Ludlow, 1987). Rather than a national approach to distance learning, the United States provides a pluralistic one, with private and public universities, as well as Armed Forces, Fortune 500 corporations, and the Public Broadcasting Services offering training and development (Moore, 1989).

**Barriers to Persistence in Distance Learning**

*Submission of assignments and course persistence.* One common theme of the research completed during the 1960s regarding persistence in correspondence courses concerned student submission of assignments. In 1968, Donehower explored the relationships between 12 variables and completion rates for 905 students between the ages of 16 and 72 who were enrolled in one correspondence course at the University of Nevada. The variables studied included the following: gender, age, achievement, completion, withdrawal, reason for enrolling, distance from the correspondence center, educational background, and the time that had elapsed between enrollment and the submission of the first assignment. Donehower (1968) found a significant relationship existed between the completion rate and the following variables: the lapse of time between enrollment and the submission of the first assignment, the distance from the center, the reason for enrollment, previous education, age, and gender. No attempt was made, however, to determine why assignments were not submitted earlier or the reasons behind some of the other factors’ contribution to non-persistence. Interviewing students to explore their reasons for non-or late submissions of assignments might have provided a
great insight into some of their barriers and how the four-year institution could have possibly intervened.

Harter’s (1969) study of SUNY correspondence students noted that the most frequently given reason for not completing an independent study class concerned the instructor’s late return of corrected assignments. Other reasons for discontinuing their education included: (a) problems involving the instructor and administrative procedures (24%), (b) the student’s motivation and learning orientation (22%), (c) additional demands on the student’s time (19%), (d) new developments and changes in the student’s plans (15%), (e) content of the course itself (15%), and (f) miscellaneous reasons (5%). Seventy-five percent of those students responding did not complete more than one-quarter of the assignments, with 34% submitting no assignments at all. Despite discontinuing the class, 63% of the respondents stated that they had learned something from the course, and 40% planned to repeat it in the future. Pfeiffer and Sabers’ (1970) study at the University of Iowa indicated a similar finding: once the students began to actually submit assignments during a correspondence course, chances were good that the students would complete the course. Again, why students were late in submitting assignments was not explored.

*Other research on barriers to persistence.* Kennedy and Powell (1976) suggested paying attention to students’ characteristics (motivation, stage of adult development, educational background, personality, aptitude, and educational self-concept) along with their circumstances (occupation, family and peer group relationships, health, finance, and support from the institution) when considering students for distance education classes. Their study of all British Open University students who withdrew from their courses in
1974 attempted to "reconstruct the phenomenon of drop-out from the point of view of the student on the basis of detailed case-study information" using the reports from the students' counselors as a primary source of data (Kennedy & Powell, 1976, p. 62). The researchers felt that the counselors were "in the position to offer a professionally sound judgement in such matters," thus providing a far higher level of validity than the responses from students themselves (p. 62). Combining the qualitative input from the counselors with the quantitative data from files provided the first look at persistence from the viewpoint of the distance learning student.

Nicholson (1977) had other suggestions for consideration when addressing persistence in distance learning students. He proposed that many distance learning students had a deficit of skills, requiring remediation in any one or a combination of the following: reading, mathematics, note-taking, essay writing, test-taking, and time management. Such a deficit in skills may have included the lack of social skills. In extreme cases a lack of social skills can be as disabling as any other deficiency, making group work or other interactions difficult. A second problem area for distance learners arose from role conflicts, including conflicts between the demands of study and home life as well as the demands of study and work life. These conflicts were not recognized and confronted at their inception, but glossed over unrealistically. Maintenance of motivation also affected persistence. Early enthusiasm with a degree program often gave way to inertia over long programs of study. Acquisition of a degree or career promotion after graduation may not have seemed any closer after one year of a part-time course of study. Students working in isolation in the distance learning environment also posed problems, as the isolation of working alone often seriously affected their emotional adjustment. The
changes in personality and lifestyle that accompanied education frequently affected student persistence. Students may have narrowed their horizons and have decreased self-esteem following a fear of, or the experience of, failure. On the opposite side, the educational experience may take students into a new and entirely unfamiliar world of ideas and experiences that can alter personality and lifestyle. Experiencing a new way of life within the setting of one's old life often imposes unmanageable strains upon familial and occupational relations. Cognitive changes that take place may not be consonant with more ingrained beliefs and habits. This could make the assimilation of change more apparent than real, and the cumulative effect on the person can be disintegrative.

In 1982, Murgatroyd studied 1,000 students to discover that over half of them cited planning and scheduling problems along with the tension between the demands of part-time study and those posed by family and friends. A third source of difficulty came from the unrealistic expectations with which learners often entered distance education. Students expecting job promotions within their current place of employment frequently discovered that the promotions were not there, requiring them to change jobs as well as locations, which was seldom easy. Murgatroyd also found anxiety to be an underlying factor in many of the other problems cited by students.

In 1983, researchers began looking at barriers to persistence according to a framework for classification. Woodley and Parlett (1983) attributed student dropout to a variety of factors, including course factors, study environment factors, and motivational factors. They discovered that students were more likely to drop a course that was badly designed, had a high workload, or was uninteresting than they were to drop a well-designed, interesting course. Study environment factors included such events as illness of
a student or relative, change in marital status, birth of a child, and moving. Changes in work-related factors, financial circumstances, and lack of support by a spouse or employer were other important environmental factors. Motivational factors included issues such as students withdrawing when they have achieved their goals that led them to study or when their goals changed. The researchers incorporated other issues such as a fear of examinations and of accidents such as showing up for the wrong examination or for the wrong course as possible factors affecting persistence and academic success.

Other researchers were beginning to view barriers to persistence as a series of factors that classified into types. Rubenson (1986) provided a partial framework in which to examine some of the impediments to persistence, classifying them into situational, institutional, and dispositional barriers. Situational barriers arose from a person’s life situation and involved such issues as time constraints and a changed employment situation. Institutional barriers included admissions requirements, course pacing, and limited support services. Dispositional barriers incorporated the personal problems that impacted the student’s behavior, such as one’s attitude, learning style, self-esteem, and motivation.

Garland’s (1993) ethnographic study of 17 non-persisting and 30 persisting distance learning students in British Columbia suggested a fourth barrier to student persistence, that of disciplinary content or epistemology. This fourth barrier included course difficulty or the relative perceived difficulty of the course. Garland (1993) defined difficulty as “a value term that reflects a subjective view of the disciplinary content, specifically a lack of congruency between the learner’s affective and cognitive characteristics and those reflected in the subject matter” (p. 182). Again, most of the
students who had withdrawn cited time constraints as their reason for withdrawal, but the ethnographic approach revealed more complex higher order reasons in all four barrier areas (Garland, 1993).

In 1991, Dille and Mezack studied community college telecourse students to relate retention and academic success to locus of control (determined by Rotter’s Internal-External Locus of Control Scale, also known as RIELC Scale; Rotter, 1966), learning style (determined by Kolb’s Learning Style Inventory, also known as LSI; Kolb, 1981), and selected demographic variables. Their sample of 155 students enrolled in one or more telecourses suggested that the high-risk telecourse student was 25 years old or older, divorced, with fewer than 30 college credits completed, a GPA of less than 2.9, a higher than average Rotter score (external locus of control), a higher concrete score. Dille and Mezack suggested testing all students interested in taking a telecourse with the Rotter Internal-External Locus of Control scale (RIELC) and the Kolb’s Learning Style Inventory. Students falling into the high-risk categories were then encouraged to enroll in an equivalent on-campus course. The names of those students insisting on enrolling in a telecourse were given to their instructor for assistance in early intervention.

Research involving secondary students also provided insight into retention-related variables. In 1992, Laube surveyed 181 secondary students enrolled in the British Columbia Ministry of Education Correspondence and Distance Learning Branch. He tested six integration variables: (a) the educational goal commitment of the student, (b) student effort, (c) family assistance with completing assignments, (d) student-initiated contact with the correspondence school, (e) student attitudes toward faculty, and (f) student attitude toward missing peer group interaction. The results showed no consistent
trend between the findings of these integration variables and those found in adult education. Student goal commitment, effort, and attitude towards faculty were found to have a positive relationship with persistence. His findings indicated that student support services should accompany the distance education student’s entire career from pre-enrollment, through enrollment, to exit from correspondence studies.

Looking for a deep interplay of reasons behind distance education student non-persistence, Morgan and Tam (1999) completed in-depth unstructured interviews with nine non-persisting students in a University of Sydney Advanced Diploma of Horticulture course offered solely through distance learning. They discovered that the student barriers affecting persistence were interrelated, making classification into Garland’s (1993) four categories very difficult. Student interviews demonstrated that the four sets of variables (situational, institutional, dispositional, and epistemological) contributed directly or indirectly and interacted in producing outcomes of performance and the decision to stay in or leave a course. Unlike the previous researchers, Morgan and Tam (1999) proposed that student persistence could be attributed to no single factor. Instead, it was the interaction of various factors (situational, institutional, dispositional, and epistemological) that produced the outcome of persistence or non-persistence.

Shin and Kim’s (1999) longitudinal study examined factors affecting 4,668 distance learners’ achievement and dropout in Korea National Open University, which used a correspondence delivery system. The researchers selected the variables of job load, social integration, willingness, the amount of study time, planned learning, and face-to-face supplemental exercises. They found learner achievement as measured by
GPA to be most influenced by study time. Face-to-face activities and social integration variables were significant in predicting subsequent enrollment.

Summary and critique. Research on distance education retention has changed greatly over the past 30 years. In the 1960s, retention research (Donehower, 1968; Harter, 1969; Pfeiffer & Sabers, 1970) concentrated on course completion and variables that were outside of the students' control (e.g., distance from their site, amount of time instructors took to return assignments, and demographics). Although retention was still defined as course completion, later research (Garland, 1993; Kennedy & Powell, 1976; Nicholson, 1977; Rubenson, 1986; Woodley & Parlett, 1983) shifted to an emphasis on the connection between student characteristics and student persistence. Kennedy and Powell (1976) provided the first glimpse into persistence and attrition from the viewpoint of the distance learning student. Twenty years later Morgan and Tam (1999) were the first researchers to consider the interplay of these variables rather than just looking at each variable's individual contribution although they still only looked at retention in terms of course completion.

These 30 years of research coalesced into four main groups of barriers to retention: situational, institutional, dispositional, and epistemological. The first group, situational barriers, included those arising from a person's life situation, such as time constraints, changed marital situation, having a baby, study not related to job, problems with study environment, and changed employment situations. Institutional barriers included difficulties students experience with the institution, such as admissions requirements, course pacing, learning materials arriving late, insufficient/unsatisfactory communication with instructor, and limited support services. Dispositional barriers
included the personal problems that may influence the student’s persistence behavior (attitude, confidence, learning style, personal study problems, time management problems, self-esteem, deficit of skills, and motivation). The final barrier, that of epistemology, included impediments caused by the disciplinary content of the course, such as the perceived difficulty of the course, course not interesting enough, or the student lacked the prerequisite knowledge. According to Morgan and Tam (1999), however, not all barriers fit ideally into one of these categories, so researchers need to consider the interactions between these variables rather than just their existence. Also, some persisters may have possessed several of these same variables, so researchers needed to look at how the persisters respond to these events and use that information to help the non-persisters.

A survey that identified transfer student barriers could identify those students at risk, allowing the university to intervene and/or monitor students. Morgan and Tam’s (1999) use of student interviews to determine these barriers and their interactions has provided some very important information with regards to persistence. But more qualitative studies are needed to add to the literature.

Models of Distance Learning Support

Several models for distance learning student support services have been proposed. The Open University of the United Kingdom, for example, combined retention strategies with recruitment efforts, trying to offset the impersonality of the centrally-produced course materials and the mass media used in communication by providing students with a locally available advisor specially trained to help distance learning students (Rumble & Harry, 1982). Another model included the use of study centers which offered special
sessions in selecting courses, deciding about career change, learning about funding resources, and developing study skills and test-taking techniques (Thompson & Jensen, 1977). Some institutions provided a professional counselor based at the institution and accessible to the student through traveling to the institution, through letter, or through telephone (Rumble & Harry, 1982). Australia (Coltman, 1983) and Canada (Salter, 1982) have used itinerant counselors to increase retention.

These models do address many of the institutional barriers as well as several situational and dispositional barriers. Providing such services is not enough, however. Often students who need special services are unaware that these services exist. Even if students are aware of these services, they may not think that such services would help them or are even appropriate for them. Identifying these at-risk students when they first enter would allow the university to assist them before their barriers have enough time to really hurt them with regard to classes. Such interventions could help the students prevent the problems which will likely happen without intervention by teaching them how to respond in more healthy ways to their various barriers.

Transfer Students and Persistence

General Research

Retention and graduation rates of transfer students have been the focus of much discussion and research. One early study concluded that although native male students often required more help than females in adjusting to academic life, transfer men and women were equally likely to be on probation (DeRidder, 1951). In their research on academic probation, Graham and Dallam (1986) discovered that transfer students from local community colleges were no more likely to be placed on academic probation than
were those students transferring in from all other types of institutions. Native students, however, were still less likely to be placed on academic probation than were transfer students. Some researchers reported that the retention of transfer students was lower than the retention rates for native freshmen (Avakian, MacKinney, & Allen, 1982). Elliott (1972) reported that most of the transfer students who dropped out left after their first semester at the four-year institution. Several studies suggested that transfer students who completed two years at the two-year institution were more likely to graduate on schedule than students who transferred in with fewer credits (Best & Gehring, 1993; Dennison & Jones, 1970; Eimers & Mullen, 1997; Graham & Hughes, 1994; House, 1989).

**Degree of Social Integration**

In their study of academically skilled minority students, Pincus and DeCamp (1989) found that the degree of social integration in both the two-year and four-year institution differentiated the graduates from the non-graduates. This sample consisted of 24 pairs containing one bachelor’s degree recipient and one non-recipient, matched on the following criteria: gender, race/ethnicity, age, parents’ education and occupation, and initial community college major. The issue of academic integration was not as important in this study although financial aid and economic well being of the students were very important issues.

**Interaction between Student and Institution**

Wechsler (1989) suggested the need to decrease the distance between two- and four-year institutions and directed attention to facilitating transfer rather than adding obstacles. He identified seven main barriers: (a) academic and articulation barriers, (b) inadequate support systems, (c) economic barriers, (d) bureaucratic barriers, (e)
geographical barriers, (f) age impediments, and (g) racial and ethnic concerns. Wechsler recommended that reforms undertaken to facilitate student transfer needed to be institutionalized rather than undertaken in a piecemeal approach and thus designed a handbook for administrators and faculty at four-year institutions.

Ozgaand and Sukhnandan's (1998) qualitative study of 169 students who had withdrawn from a university during 1994-1995 showed how the process of withdrawal for conventional (traditional) students differed from that of mature (nontraditional) students. This model suggested that the causes of attrition were best understood as a complex social process in which the main factors were student preparedness and compatibility of choice. These factors should not be regarded as solely a problem of the student's but as a result of the interaction between student and institution. For example, conventional students' perceptions of higher education tended to revolve around stereotypical assumptions about university life due to their dependence on indirect sources of information, such as friends, their high school teachers, and that of their family. Reasons for the mature students' attrition, however, were not reported.

*Academic Involvement*

In 1992, Farrell and Mudrack studied the academic involvement of nontraditional students by surveying 213 adult part-time students enrolled at the Ryerson Polytechnical Institute (located in Toronto, Canada). Collecting data over a two-year time period, the researchers targeted students who worked full-time (for remuneration) and were enrolled in no more than two classes at a time. This study adapted two measures from Kanungo (1982), originally designed to measure job and work involvement, to develop a 10-item questionnaire. The other academic involvement measure used two graphic representations.
where students were asked to place a check under the one that most closely represented their level of involvement. Findings were varied. Final grade and academic involvement were unrelated with these part-time students despite the fact that those who were involved academically tended to miss fewer classes. Another finding was that academic involvement was unrelated to age for the total sample although female students were measured as being more academically involved than were the male students. Reasons for nonattendance were not explored.

Student Goals, Motivation, and Preparation

Kinnick and Kempner (1988) suggested that factors affecting a community college student’s likelihood of achieving a bachelor’s degree included clear goals and direction, high motivation to achieve the degree, early contact with the four-year institution, and rigorous high school course preparation. They examined the patterns of association among the variables rather than a correlation between variables. This study’s goal was to understand how specific variables affected the different educational paths taken by the students.

Completion Rates and Other Factors

Pascarella (1999) suggested that students planning to pursue a bachelor’s degree yet beginning their postsecondary education at a two-year institution were almost 15% less likely to complete a bachelor’s degree in the same amount of time as native students. This difference in completion rate persisted despite controls for such variables as academic ability, family social origins, high school grades, overall degree plans, work responsibilities, and college grades (Alba & Lavin, 1981; Dougherty, 1987, 1992, 1994;

Postsecondary researchers suggested a number of explanations for these discrepancies in completion rates between transfer students and native students. Terms such as “cooling out” (Pascarella et al, 1995) and “transfer shock” (Hills, 1965) have been coined, and a variety of issues have been explored, including, but not limited to, the effect of the attainment of an associate’s degree prior to transfer (Best & Gehring, 1994; Cejda et al., 1998), of articulation agreements (Towsend, McNerny, & Arnold, 1993; Wechsler, 1989), and of GPA (Baldwin, 1994; Eimers & Mullen, 1997; Towsend et al., 1993). Even such topics as gender, age, and attendance have all been explored with an eye toward predicting persistence and academic success (Al-Sunbul, 1987; Hughes & Graham, 1992; Palmer & Eaton, 1991).

“Cooling out” phenomenon. Pascarella et al. (1995) discovered that community college students were 20% to 30% more likely to lower their academic plans to attaining less than a bachelor’s degree by the end of their second year at the community college than were similar students who started at four-year institutions. This study controlled for the pre-college educational plans, socioeconomic status, academic motivation, academic ability, and college grades of students from five community colleges and 18 four-year institutions which participated in the federally funded National Study of Student Learning. Results were even stronger in McCormick’s (1997) study of the nationally representative High School and Beyond database. After controlling for demographic factors, family factors, initial educational plans, high school preparation and ability, McCormick discovered that the likelihood of lowering plans to attain a baccalaureate
degree was about 60% higher for those students who started at a community college than for students who initially enrolled in a four-year institution. Neither study, however, explored reasons for students changing their plans.

*Effect of attaining an associate’s degree prior to transfer.* Community college students who transferred to four-year institutions after completing an associate’s degree earned higher GPAs, had higher graduation rates, and had lower dropout rates when compared to transfer students who had not completed a two-year degree (Best & Gehring, 1994; Cejda et al., 1998). Best and Gehring’s (1994) study followed students transferring from a community college to a state university in Kentucky. They discovered that students who transferred after completing a full two years of study at a community college earned GPAs similar to those earned by native students enrolled at the same state university. Their dropout rates also mirrored those of native students. Despite the similarities in GPA and in dropout rates, native students still tended to graduate at a higher rate than did transfer students.

Cejda et al. (1998) studied traditional age associate of art (AA) degree recipients who were enrolled full-time at their community college prior to pursuing their same majors at a four-year private, midwestern liberal arts college. The public, four-year institutions had a statewide policy of accepting general education courses as equivalent to their own requirements, along with accepting all credit hours completed in the AA degree. Essentially, all private four-year institutions had adopted a similar understanding with the community college system. A sample of 250 students was placed into four discipline categories according to their majors: fine arts and humanities, mathematics and sciences, social sciences, and professions. Using pre- and post-transfer GPA data, this
study showed mixed results. Students in the fine arts and humanities as well as the social sciences disciplines experienced GPA increases, also known as transfer ecstasy (Nickens, 1972). These increases, however, were not statistically significant. Students in the professional category experienced a slight GPA decrease; students in the math and sciences category experienced a statistically significant decrease.

Eimers and Mullen (1997) reported that one eighth of all transfer students entered the University of Missouri with an associate’s degree; nearly 64% of those students graduated. This graduation rate came close to matching that of students who transferred in without an associate’s degree: 63%. Transfer students who entered the university with a GPA of less than 2.5 had only a 50% chance of graduating. As the entering GPA increased, however, so did the likelihood of graduating.

Graham and Hughes (1992) studied the relationship between the personal and academic characteristics of community college students and their performance in a four-year setting. They discovered that a high transfer GPA and receipt of an associate’s degree were both forerunners to a higher university GPA. In fact, students who transferred in with associate’s degrees averaged GPAs approximately two-tenths of a point higher than those of other transfer students.

Baldwin’s (1994) study using transcripts from Miami-Dade Community College and the Florida State University System tried to identify predictors of the upper-division GPA earned by the community college students. These students had transferred to the five State University System Colleges after earning an associate of arts degree in business/management, computer science, or engineering. She discovered that satisfactory completion of an associate’s degree did not predict success in the upper division courses.
Instead, she found that academic behaviors such as compliance with university major course requirements and grades earned in critical courses in the curriculum had the greatest influence on academic performance in the upper division courses.

*Effect of having an articulation agreement.* Transferring credits to a four-year institution often created a variety of academic obstacles for two-year institution students (Towsend, McNerny, & Arnold, 1993; Wechsler, 1989). The new institution expected that the transfer student’s mastery level of a completed course equaled that of a native student completing the same course at the four-year institution, having them both ready to start the next course in this sequence. Unfortunately, this was not always the case, so students who arrived at a four-year institution with transfer credits often found they had to complete far more courses than they expected in order to attain a baccalaureate degree. Another problem transfer students frequently faced was that four-year institutions often treated transfer credits as elective credits rather than as required credits (Wechsler, 1989). The more transfer credits accepted by the four-year institution, however, the greater the likelihood of enrollment (Eimers & Mullen, 1997). Because of this, articulation agreements have become extremely important to transfer students and administrators as the agreements allow students to more smoothly transfer credits from one institution to another (King, 1993; Smith, Opp, Armstrong, Stewart, & Isaacson, 1999). According to Jones (1991) articulation agreements increased a student’s chance of success at the four-year institution. Such contracts let the community college or two-year institution know what courses were equivalent to those taught at a four-year institution and what courses were not. This type of agreement ensured that a university obtained students with the same background in the fundamentals as that of the native students.
Research also demonstrated a relationship between the number of credits completed at the two-year institution and academic performance at the four-year institution. Students transferring in with an associate's degree or completion of at least 60 credits often experienced a lesser degree of transfer shock than those transfer students who completed fewer credits (Best & Gehring, 1993; Graham & Hughes, 1994; House, 1989; Knoell, 1965). According to Eimers and Mullen (1997), the more credit hours students transferred to a university, the greater the likelihood that they would graduate.

Effect of GPA upon transfer. Literature also revealed a relationship between the cumulative two-year institution GPA and academic performance at the four-year institution (Baldwin, 1994; Eimers & Mullen, 1997; Towsend et al., 1993). Eimers and Mullen (1997) studied students transferring from community colleges to the University of Missouri and discovered that transfer students who entered the University with a GPA of less than 2.5 had only a 50% rate of graduating. As the entering GPA increased, however, so did the graduation rate. Students who entered with a GPA between 3.5 and 4.0 had a 79% graduation rate.

Effect of transfer upon student academic performance. Researchers have debated the effect of transfer upon academic performance. Showman (1928) studied 53 junior college transfer student and 250 native students entering the University of California in Los Angeles in 1926. The native students had a mean upper division average of 1.54 (based on 2.0) versus the transfer students’ mean upper division average of 1.32 (based on 2.0). Showman did not, however, provide data to judge the equality of the academic potential of these groups. Watt and Touton (1930) conducted a similar study at the University of Southern California by comparing transfer students entering the university.
between 1922 and 1928 to 100 randomly chosen native students. Their findings were similar. Although the transfer students had maintained .30 higher averages in the junior college than did the native students in the university, this difference dropped to less than .10 during the transfer students' first semester at the university. By the eighth semester, the native students' grades were .40 higher than those of the transfer students.

Siemens (1943) found the exact opposite to be true in his research of students entering the University of California between 1928 and 1938 to study engineering. He compared 583 native students with 243 students transferring from large California junior colleges, all of whom eventually graduated in engineering. In their engineering classes, the transfer students averaged a grade of 1.37 (based on 2.0) as compared to the average grade of 1.29 (based on 2.0) obtained by the native students. One concern with this study, however, is Siemens' focusing on just those transfer students who came from large junior colleges whereas the previous studies had included all transfer students, regardless of the type or size of junior college. Another concern is the lack of data provided on the equality of the students' academic potential.

Martorana and Williams (1954) followed 251 students who previously attended a two-year institution for one to two years of study before transferring to the State College of Washington between September 1947 and 1949. Equal numbers of native students were matched to the transfer students to comprise 160 student pairs. These researchers proposed that when students were considered in large groups, there was no significant difference in their academic success. Students who spent one year in a two-year institution prior to transferring were more successful than the native students who had attended the four-year institution for an equal amount of time. In engineering and

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
physical sciences, the transfer students as a group outscored their native counterparts (Martorana & Williams, 1954).

After reviewing more than 20 studies of the academic performance of the junior college transfer student, John Hills (1965) coined the term "transfer shock" to describe the phenomenon of the decreasing academic performance experienced by junior college students after transferring to four-year institutions. By this point, researchers had studied hundreds of institutions and thousands of students with the primary result being that students transferring from junior colleges into four-year institutions often experienced a drop in their academic performance during their first or second semester after transferring. Declines in academic performance have continued to be a common finding since Hills' study (Elliott, 1972; Knoell, 1965; Vaala, 1998; Young, 1964).

Knoell and Medsker's (1965) study of over 7,000 junior college students nationwide who enrolled in baccalaureate programs through four-year institutions also noted a drop in academic performance after student transfer. In the first study of its type, these researchers investigated the junior college transfer function of the 1960s. They explored student characteristics, academic performance, and attrition, among other topics. Transfer students who were more likely to be successful in the four-year institution were those who had performed well in both high school and in the junior college. Factors affecting student performance varied.

Hartmann and Caple (1969) also studied academic achievement of native versus transfer students at the University of Missouri-Columbia. Their findings, however, differed somewhat from the pattern found in earlier studies. They found that first semester grade point averages for native students in the College of Education and the
College of Arts and Science were significantly higher than the grade point averages of the junior college transfer students. This did not hold true for students in the College of Business and Public Administration where no significant difference existed in the grade point averages of transfer and native students during their first or second semesters in their junior year.

Townsend et al. (1993) focused on students in an urban setting. They studied all full-time students who transferred from a large suburban community college (after completing at least 20 transfer credits) to a nearby private urban university between the fall of 1987 and the fall of 1990. Several characteristics were identified for each student in this study: gender, ethnicity, age upon entering the university, ACT or SAT score, high school GPA, and high school class rank. Other characteristics of pre-transfer behavior included program of study, total number of credit hours earned at the community college, cumulative GPA, and associate degree status. Aspects of the student’s behavior at the university were also included: program of study upon entrance, first-term GPA, cumulative GPA after last term in attendance, and persistence. The most significant predictor of GPA at the university was GPA at the community college, although the mean cumulative GPA at the community college was 2.90 and the average first-term GPA at the university was 2.40.

Students who transfer to a four-year institution often have to adjust to an increase in class and campus size along with a change in campus culture and, possibly, in academic rigor. Laanan (1995) proposed studying the social and psychological adjustment process in reference to the concept of transfer shock. His study of the Transfer Alliance Program, offered by the University of California at Los Angeles (UCLA),
investigated the academic performance of students who transferred from California community colleges to UCLA in 1993, while exploring the students' experiences in adjusting to the university. Laanan's findings showed something unexpected: the characteristics of transfer students had changed since the earlier studies. More nontraditional students (those over the age of 25) were enrolling in community colleges and transferring to four-year institutions. Another shift concerned admission standards. Competition for admission at UCLA had caused an increase in admission standards, so current transfers had higher community college GPAs than did their predecessors.

Cejda and Kaylor's (1997) study explored the academic performance of students after they transferred from a community college to two private liberal arts colleges. Their sample included students transferring into Benedictine College and Saint Vincent College from fall 1989 through fall 1994 semesters. All students had completed at least 24 credit hours at the community college prior to transfer. The researchers found that the total sample of students experienced transfer shock with a mean GPA decline of only .09. Almost half of the sample (48%), however, achieved a slight increase in GPA or suffered no decline. Since this study only explored those students who transferred to private institutions, these results may not be applicable to the transfer population as a whole.

Cejda et al. (1998) cited student failure rates of 18% and 22% for transfer students after their first semester attendance at a four-year institution. Rhine et al. (2000) suggested that the term “transfer shock” should not only refer to the decrease in academic performance after transferring to a four-year institution, but should encompass other academic and social factors that can result in attrition and the failure to complete a baccalaureate degree.
Few studies have examined transfer shock by majors. Webb (1985) identified two four-year institutions receiving the most transfer students from a California community college then tracked these transfer students’ first semester progress according to their various majors. He also divided the subjects by pre-transfer GPA. Webb found dips from .30 to .50 by major and pre-transfer GPA, thus concluding that students with higher pre-transfer GPAs showed lower transfer shock. Data also showed that students majoring in mathematics and sciences experienced the greatest decline in GPA.

**Effect of gender upon transfer success.** Unlike other researchers (Cejda et al., 1998; Hartman & Caple, 1969; Laanan, 1995; Rhine et al., 2000; Towsend et al., 1993), Al-Sunbul (1987) found no significant difference in achievements between transfer students and native students. Results also indicated that age, high school location, year in college, college choice, transfer GPA, and level at the time of transfer had no significant impact on transfer student achievement. What he found was that gender had a direct influence on transfer success. Female transfer students achieved significantly higher than male transfer students although he gave no reason for this occurrence.

**Attendance during community college.** In 1992, Hughes and Graham studied 348 community college students with diverse experiences and backgrounds who transferred to a four-year institution. Approximately 50-60% of the students’ parents had a high school education or less. Ninety-eight percent of these students indicated that their parents supported their college attendance, and almost half indicated that their families were helping them financially. The community college transfer students who were academically successful at the four-year institution did not differ significantly from those who did not make satisfactory academic progress based on age, gender, parents’
educational background, previous high school coursework, educational aspirations, attitudes about interactions with community college faculty and advising staff, family support they received, or type of financial aid they planned to use. The study found that students who missed five or more classes per semester while attending community college were less likely to achieve in the four-year setting. Hughes and Graham (1992) stated that these findings were unexpected and “suggested a great deal of complexity in attempting to understand the performance of community college transfer students” (p.40). They also noted:

These findings imply that academic performance cannot be accounted for by personal and environmental factors alone. While some of the variables could be seen as only tangentially associated with academic performance, it was puzzling to find that receipt of an associate’s degree, previous high school academic coursework, parents’ educational background, and previous study habits were unrelated to academic performance at the senior institution. (p. 42)

Hughes and Graham (1992) suggested that students who attended community colleges may have lacked confidence in their ability to succeed at a larger institution despite their academic backgrounds. These students may have felt overwhelmed by the competitive atmosphere at the new institution. Another possibility, according to the researchers, was that students may have found the student culture and the related services to differ greatly from those at the community colleges, allowing them to flounder at first. Also, behaviors appropriate in the community colleges may not have been appropriate in the larger institution. Interviews with these students would have provided a more clear
insight into their transition, relieving researchers of the need to guess at what students experienced upon transfer.

**Faculty collaboration as an aid for reducing transfer shock.** Collaboration between two-year faculty and four-year faculty also affected persistence and academic success. Eaton (1990, 1991) recommended an academic transfer model requiring collaboration between faculty members at the two- and four-year institutions. Viewing transfer as an academic matter, he proposed a three-requirement model. First, faculty involvement is key in improving the transfer process for students. Second, the institution needs to commit to the evaluation of transfer. Finally, institutions must demonstrate a willingness to examine the institutional culture and its impact on student transfer (Palmer & Eaton, 1991). Eaton (1990, 1991) also suggested three key factors necessary for developing close faculty relationships: (a) a connection between classroom practice and transfer student success; (b) collaboration between two- and four-year faculties in curriculum development; and (c) the perception of transfer being a shared responsibility among the faculties at both institutions.

Cejda (1994) explored the effect of faculty collaboration on transfer shock in students transferring from Highland Community College to Benedictine College over a six-semester time period. This study focused on two groups. One group, the education majors, transferred into a field of study in which faculty collaboration had occurred. The other group transferred into fields that had experienced no faculty collaboration. Both groups experienced transfer shock. The education majors experienced mean GPA decline of .04 while the other group had a mean decline in GPA of .36. Since both groups entered Benedictine College with similar GPAs, Cejda found that faculty collaboration reduced
the amount of transfer shock. Whether or not the two groups were similar prior to transfer was not explored, so factors other than faculty collaboration may have influenced student GPAs.

Additional barriers to persistence. Knoell and Medsker (1965) found that economic factors affected attrition among transfer students. Some had transferred without a plan as to how they would meet their expenses while at the four-year institution. Others had family illness or unanticipated expenses draining them of their savings. Still others dropped out because of employment or business ventures too lucrative to ignore. Motivational problems were cited as contributing to attrition after transfer. These motivational problems included a lack of clearly defined interests, values, career plans, and a realistic self-image. Women were more likely to withdraw for personal reasons with good grades while more men were dismissed with poor grades.

In 1980, Holtzclaw surveyed adult learners from Indiana University to explore the problems faced by those entering or returning to higher education. He divided these findings into three categories: inaccessibility, inflexibility, and insensitivity to adult personal and social development. Inaccessibility included such issues as costs, time (part time takes longer), and support services (the need for extended hours for library, counseling services, registration). Inflexibility referred to the lockstep approach to traditional education: (a) a curriculum that centered around a subject rather than around a problem to be solved; (b) career and general education (concern about job advancement and the need for courses to fill the gaps in programs previously begun); (c) residency; and (d) scheduling (weekend classes, offering classes in conference rooms in malls, evening, and through correspondence). The third barrier concerned the institution's insensitivity to
adult personal and social development. This barrier included the assumption that as a person grew and matured, a person’s self-concept moved from that of total dependency to one of increasing self-directedness. The adult learners surveyed noted that they mainly saw gaining a college degree as contributing to their pride and self esteem. The role of experience (ability to receive credit for learning experiences) was also important for these students, as was their readiness to learn (product of developmental tasks required for the performance of their social roles).

**Summary and Critique**

Research has identified a variety of barriers to transfer student persistence, from gender to a deficit of skills to student behaviors and a lack of institutional support. Researchers have even coined new terms, such as transfer shock (the lowering of a student’s GPA after transferring) and transfer ecstasy (the increasing of a student’s GPA after transferring). One concern with many of these earlier studies was their focus on demographic and cognitive variables with very little mention of the effect of noncognitive variables on persistence and academic success. Researchers studied transcripts, files, and records of students, but seldom asked the students themselves about their transfer experiences. This changed only a few years ago when Ozgaand and Sukhnandan’s (1998) ethnographic study looked at the interaction between student behaviors and institutional behaviors, giving credence for the first time to the voices of the students rather than just surveying them or reviewing transcripts and other records. While a great deal of quantitative information was available, little qualitative data from the students had been gathered to test current beliefs. Instead, transfer students have
frequently been described through simple numbers and figures in a record or on a transcript, instead of being fully explored to determine the reasons behind the numbers.

Models of Persistence

Tinto (1975)

One of the most frequently discussed persistence models was that proposed by Tinto (1975) to explain attrition for traditional students. This model (see Figure 3) proposed that the process of dropout from college can be:

viewed as a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems continually modify his goal and institutional commitments in ways which lead to persistence and/or varying forms of dropout. (p. 94)

Figure 3. Tinto's (1975) model of dropout from college
As shown in Figure 3, individuals entered institutions of higher education with a variety of characteristics (gender, race, and ability), pre-college experiences (GPA, academic and social achievements), and family backgrounds (social status, values, expectations). Each of these characteristics directly and indirectly impacted performance in college. These background characteristics also influenced the development of educational expectations and commitments that the individual brought with him or her to the college environment. The goal and institutional commitments were important predictors of and reflections of that person's experiences in the college environment. Tinto (1975) further argued that a person's integration into the academic and social systems of the college best predicted persistence in that college. The higher the degree of integration of the student into the college systems, the greater the student’s commitment will be to that institution and the greater the likelihood of college completion. Finally, it was the interplay between the student’s commitment to the goal of college completion and the student’s commitment to the institution that determined whether or not the student would decide to drop out from college.

Tinto's (1975) model of traditional college student dropout served as a framework for some of the later research regarding persistence in distance learning students. Sweet (1986) found Tinto's model provided a useful framework within which to investigate student attrition in a distance education institution in his study of 356 adult home-study students in Canada's Open Learning Institute. Sweet's adaptation of Tinto's model to investigate persistence/withdrawal decisions of a nontraditional population met with some criticism, however, due to his omission of the influence of full-time employment (Kember, 1989a).
Pascarella et al. (1986) applied Tinto's (1975) model of persistence to students who attended two-year colleges. Their research followed 825 students (over a nine-year period) who initially enrolled in two-year institutions during 1971. Despite a difference in the factors associated with persistence for men and women, Pascarella et al. (1986) confirmed the importance of person-environment factors as an influence on degree persistence and completion in postsecondary education. The variables of academic and social integration had the most significant positive effect on persistence and degree completion while much of the influence of student pre-college traits was considered to be indirect. Only four student background characteristics and initial commitments were found to have significant direct effects on the persistence measures. For men, secondary school achievement had a positive direct effect on degree completion; a lack of commitment to the initial institution of enrollment negatively influenced male degree completion. Women's degree persistence, however, was positively affected by socioeconomic status, and secondary school social involvement positively influences degree completion. The two variables with the most consistent pattern of significant positive effects on degree persistence and degree completion were academic and social integration.

*Kember (1989a, 1989b, 1990)*

In 1989, Kember attempted to reorient the Tinto variables into a more appropriate form for distance education and for the nontraditional student usually enrolled in such courses. He proposed a five-component linear process model of dropout from distance education courses (see Figure 4). The first component dealt with student characteristics (individual, family and home, work, and educational). The second component, goal
commitment, centered on intrinsic and extrinsic motivation. Environment, the third component, divided into that of academic as well as social and work environment. The fourth component dealt with academic, social, and work integration. The final component was a cost-benefit analysis by the student. Before dropping out, the student had to consider whether the opportunity costs of time spent studying are worthwhile in view of the perceived benefits the student may derive from studying. Kember (1989b) used case studies to "illustrate the model, to justify the presence of components within the model and to amplify the interpretation of the model" (p. 197). He later explored interventions or policies that might reduce the dropout rate from distance education correspondence courses (Kember, 1990). Distance education students of today, however, are not necessarily the same as the correspondence students he studied, and other variables may well affect persistence that have not been noted in this model. The question remains, however, whether or not this model would be appropriate for today's transfer student.

Bean and Metzner (1985)

Bean and Metzner's (1985) research on nontraditional students suggested a model of nontraditional student retention, stating that the reasons behind nontraditional student

![Figure 4. Kember's (1990) model of drop-out from distance education.](image-url)
attrition have not been well understood (see Figure 5). Focused on the differences between traditional and nontraditional students, this model was the first one to explore nontraditional undergraduate student persistence. Nontraditional students often experience less interaction in the college environment with peers or faculty members and less interaction through extracurricular activities due to living off campus and having other outside commitments. This model reflected a decrease in the importance of these social integration variables and an increase in the importance of environmental variables.

The first stage of this model included background (educational goals, high school performance, ethnicity, and gender) and defining variables (age, enrollment status, and residence). Academic variables, also prominent in Tinto's (1975) model, comprised part of the next stage and have indirect effects on dropout through GPA, through the psychological outcomes, and through intent to leave. The environmental variables (finances, hours of employment, outside encouragement, family responsibilities, and opportunity to transfer) were factors over which an institution has little control, yet these factors often pull students away from an institution. A lack of finances, working for long hours, family responsibilities, lacking encouragement, and a perceived opportunity to transfer had direct effects on persistence decisions along with indirect effects on persistence through the psychological outcome variables (Bean & Metzner, 1985).

Academic outcomes included the somewhat predictable effect of GPA upon persistence: students who failed to meet a minimum level of performance are dismissed according to institutional policy. Psychological outcomes (utility, satisfaction, goal commitment, and stress) were the results of the academic and environmental variables with an indirect effect of increasing the student's intent to leave (Bean & Metzner, 1985).
Figure 5. Bean & Metzner's (1985) model of Nontraditional Student Attrition.

Chartrand (1990, 1992)

Chartrand (1990) proposed a model of nontraditional student adjustment based on Bean and Metzner’s (1985) model and featuring developmental factors such as family support and career-related variables (see Figure 6). Academic (certainty of major, satisfaction with courses and advising, and perceived study skills) and non-college environmental variables (family and friend support, difficulty financing education, hours
of employment, and family responsibilities) were predictive of institutional commitment and an absence of psychological distress. This, in turn, predicted persistence. Three variables (certainty of having chosen the correct major, satisfaction with courses and advising, and family and friend support) were identified as major predictors of nontraditional student adjustment, thus affecting academic success and persistence.

This model emphasized the prediction of psychological outcomes and the intent to continue at the same university and differs from that of Bean and Metzner (1985) in

---

Figure 6. Chartrand's (1990) model of nontraditional student dropout, based on Bean and Metzger (1985)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
several ways. One difference included the removal of the linkage between age and family responsibilities and between age and number of hours worked because of the researcher’s feeling that these relationships were not necessarily linear. Another deviation from the original was the linking of variable educational goals directly with intent to continue rather than indirectly related through certainty of major. The final difference concerned the operationalizing of the psychological outcome variables into institutional commitment, academic adjustment, and psychological distress (Chartrand, 1990, 1992).

**Integrating Theories**

While many researchers have suggested reasons for student attrition over the last three decades, only two theories provided a comprehensive framework explaining college persistence: that of Tinto (1975) and that of Bean and Metzner (1985). Tinto’s Student Integration Model has prompted a steady line of research over the last two decades as researchers applied his theories to a variety of populations (Bernard & Amundsen, 1989; Boyle, 1989; Kember, 1989a; Nora, Attinasi, & Matonak, 1990; Pascarella et al., 1986; Stage, 1988, 1991; Sweet, 1986). This held true for Bean and Metzner (1985) whose Student Attrition model has been applied to nontraditional as well as traditional student populations (Bean, 1980, 1982, 1983, 1985; Cabrera et al., 1992; Chartrand, 1990). Since both theories attempted to explain the same phenomenon, in 1993 Cabrera et al. merged these theories to enhance the understanding of the process that affects students’ decisions to remain in college (see Figure 7).
These models demonstrated several commonalities. Cabrera et al. (1993) showed persistence as the result of a set of interactions over time. These researchers argued that pre-college characteristics affected how well the student eventually adjusts to the institution. Cabrera et al. (1993) also demonstrated that the match between the student and the institution affects persistence. These theories differed in several areas as well. Bean and Metzner (1985) emphasized the role of factors external to the institution as affecting both attitudes and decisions. Tinto (1975) regarded college grades as an outcome variable resulting from academic experiences and social-psychological processes (Cabrera et al., 1992).

The integrated model presented in Figure 7 accounted for 45% of the variance observed in Persistence and for 42% of the variance observed in Intent to Persist (Cabrera et al., 1992). The largest total effect on Persistence was accounted for by Intent to Persist, followed by GPA and Institutional Commitment. These results indicated that combining
these two theories provided a better understanding of the persistence process. Whereas Tinto (1975) limited the role of environmental factors to merely shaping commitments, Cabrera et al. (1993) suggested that these factors influenced the socialization and academic experiences of the students. This finding supported Bean and Metzner's (1985) propositions that environmental factors should be taken into account in explaining persistence processes.

Summary and Critique

Institutions need an integrative framework in which to understand the interplay among individual, institutional, and environmental variables in the college persistence process. College administrators need to focus on variables that are highly predictive of students' intent to re-enroll as target variables meriting intervention strategies. The question still remains of whether or not these theories are appropriate for explaining transfer student persistence in the 21st century. The two most popular theories, those of Tinto (1975) and Bean and Metzner (1985) were merged by Cabrera et al. (1992) to determine the accuracy of both theories in explaining student persistence. The concern here is the student population used in this study. Only entering freshman, under the age of 24, at a large southern urban university composed this sample. While the findings may have been valid for that population, they might not apply to the current transfer student population. Kember's (1989a, 1989b, 1990) model, although applied to correspondence school students, at least included a qualitative component in the case studies used to test it. Again, its generalizability to the entire transfer student population is in doubt, but at least it was tested on a nontraditional population that was possibly closer to that of the 21st century transfer student. The patterns of academic success and persistence may vary.
by institution and by the composition of the transfer student population. Institutions should, then, use these theories as a starting point in investigating transfer student retention to determine what best fits their student populations.

Section Review

Theories about persistence and academic success abound. Researchers have developed theories to explain persistence for traditional students, nontraditional students, community college students, commuter students, and distance learning students, all of which combine to make up today’s transfer student population. The same barriers to persistence and academic success keep surfacing through this research although placing these barriers in a precise category may not always be easy. Researchers seem to agree that students enter higher education with a variety of barriers that divide into clusters that may be labeled environmental, academic, and psychological variables. Researchers differ in the weight attributed to each variable and sometimes even whether or not a certain variable even impacts persistence. The next step is to develop an integrative framework to understand the interplay of these variables in transfer student retention. Four-year institutions that attract transfer students need to become more vigilant about applying inappropriate models of student learning and persistence. Correctly identifying the variables directly affecting persistence, as well as the interplay between them, would allow four-year institutions to create interventions that address those variables that can be manipulated. Failing to use models appropriate to the population will continue to allow that population to flounder as transfer students continue to face barriers to success and persistence.
Conclusion

The so-called “typical” transfer student is anything but typical. The current transfer population comprises students of all ages, all backgrounds, all family environments, and those who can attend class either directly in front of an instructor or miles away from campus. The foregoing review of the literature revealed several approaches to predicting persistence and academic success, all encompassing many of the same variables, whether the approach targeted traditional students, nontraditional students, or distance learning students. Common barriers included previous GPA, family commitments, work commitments, and finances, along with a variety of student behaviors and attitudes toward education. Not recognizing the diverse needs of the transfer student population will result in decreased persistence along with a decreased chance of academic success. Determining what these students need to be successful allows the four-year institution to develop interventions better suited to meet student needs. Continuing to ignore the fact that students have changed sets up these students for an increased likelihood of failure when the four-year institutions spend more time, money, and energy to attract students than they do to keep them. Technology has brought the university to students who, in the past, had only dreamed of attending a four-year institution. First generation college students are transferring from two-year institutions into universities in ever increasing numbers. Older students are returning to college to complete the education they started several years ago. Companies are reimbursing their employees for further training and education. The traditional student still exists as well, as the need for increased education makes job-hunting more difficult for those with only a high school education.
Current research suggests that barriers to success and persistence for all segments of the transfer student population include a variety of cognitive variables, noncognitive variables, and demographic variables. The objective of this study, then, is to use this research to develop a survey that identifies transfer students who may be at-risk for non-persistence and academic failure while investigating barriers that transfer students face when attending four-year institutions.
CHAPTER III

METHOD

The goal of this study was to investigate barriers affecting academic success and persistence in both on-campus and distance learning transfer students at a four-year urban university. The steps to doing so were twofold: (a) to adapt and validate an existing Freshman Survey instrument for use as a Transfer Student Survey (TSS) designed to identify noncognitive factors that may be used to identify transfer students at risk for academic difficulty, and (b) to complete qualitative interviews with select transfer students to explore the transfer phenomenon further through their stories.

This study examined and identified noncognitive factors used to predict transfer student academic success and difficulty, along with retention and attrition, for both the main campus transfer students as well as the distance learning transfer students. The TSS was based on a survey validated at a four-year urban university for use with entering freshmen and has since become part of an ongoing assessment process. Open-ended survey questions along with qualitative interviews with a select group of transfer students explored student barriers to academic performance and how the university might decrease those barriers. Theoretical considerations and an historical review of the literature were presented in Chapter II.

This chapter is divided into three sections. The first section describes the study’s research methodology. The following section on research design is separated into two parts, with one part describing the quantitative portion of the study and the other part describing the qualitative portion. This is then followed by the conclusion.
Description of Research Methodology

This study used a feminist multiple methods approach combining qualitative interviews with a quantitative, correlative design. Also referred to as triangulation (Creswell, 1994; Miles & Huberman, 1994; Reinharz, 1992), the multiple methods approach combines a variety of methods, sources, and theories in order to generate corroborating evidence, allowing the researcher to illuminate previously unexamined or misunderstood experiences. According to Miles and Huberman (1994), “numbers and words are both needed if we are to understand the world” (p. 40). Blending qualitative and quantitative components helped paint a descriptive, current portrait of the various transfer populations, giving the university the opportunity to create appropriate interventions to assist these students through their transition into the university.

This study blended the threads of three components: survey research, interview research, and feminist action research. The survey research component included a revision of the current university Freshman Survey into the TSS to help identify on campus and distance learning transfer students who were at risk. As a part of the validation, selected students were interviewed during their first year and given the chance to voice their opinions (and self-narratives) as to ways of negotiating barriers to transfer as well as their rationale for transferring.

Surveys serve a variety of purposes, from recounting the incidence, frequency, and distribution of characteristics in an identified population to exploring relationships between variables (Girden, 1996; McMillan & Schumacher, 1993). In fact, asking people questions about themselves through a survey is often the only way to obtain facts about some populations (Fowler, 1988). Palomba and Banta (1999) viewed surveys as “one of
the best approaches for examining the values and attitudes of students" (p. 181). Surveys may also search for relationships between variables as a central objective (Sonquist & Dunkelberg, 1977). This study met all of these purposes through combining a survey with selected student interviews.

According to Black (1989), feminist research “insists on the value of subjectivity and personal experience” (p. 75) and does so using a diverse range of methods. Not relegated to simply studying women and their issues, feminist research strives to understand a phenomenon and to find a way of communicating that understanding through speaking out for those being studied, preferably in the people’s own voices (Elshtain, 1981; Reinharz, 1992). Providing a perspective-free voice to those groups who have previously been ignored is another component of feminist research (Reinharz, 1992). Olesen (2000) suggested that feminist research “sets the stage for other research, other actions, and policy that transcend and transform “ (p. 215). Feminist researchers are concerned with “whether their research will respect or appreciate those with whom they work” (Olesen, 2000, p. 230). Although a plethora of research exists on transfer students of the past, the new transfer students, those of the 21st century, have not been studied to a great extent. The fact that this population is a blend of traditional age, nontraditional age, main campus, and distance learning students means that this population may have faced different challenges to academic success and retention from those faced by their predecessors. The open-ended questions on the TSS combined with the interviews allowed transfer students the opportunity to communicate easily and freely.

Reinharz (1992) saw the purpose of feminist action research as creating new relationships and improving institutions as part of a more general program of social
change. Research may uncover the needs of transfer students, and policy may be developed to meet those needs, but implementation of those policies is necessary to change the conditions under which students transfer to the university and perform. Expanding the university's knowledge of transfer students and their issues might help the university faculty and staff create new, more supportive relationships. Another aspect of feminist research is the process of continuous change, with an attempt to change people's behavior while gathering data in traditional or innovative ways.

Surveying students has been a traditional form of research, and the Freshman Survey, on which the TSS was based, has been a part of ongoing assessment at the university since 1988 (Pickering, Calliotte, & McAuliffe, 1992). While the university has developed a retention program addressing freshmen student needs based, in part, on results from that survey, very little had been done prior to this study to address transfer student retention needs other than creating a one-day voluntary orientation session. Surveying and interviewing transfer students to hear their views on the transfer process along with exploring their personal barriers may serve as an effective intervention by giving students an opportunity to reflect upon their experiences and explore their options. The very action of voicing their fears about completion as well as discussing barriers to their progress may help these students to better face those same issues previously ignored. The interview itself could motivate the student. Noting the students' nonverbal as well as verbal responses may give the interviewer a greater insight into the student (McMillan & Schumacher, 1993). Komarovsky (1985) suggested that interviews provided internal validity for statistical patterns uncovered by surveys along with providing additional information about experiences unobtainable in surveys. Therefore,
combining these methods increased validity while providing more information about the population being studied.

Research Design

This study used a correlational design to examine barriers to persistence in a cohort of main campus and distance learning entering transfer students. A correlational design was appropriate since the study investigated the predictive validity of a new instrument while clarifying the relationships and patterns of relationships among the variables (Best & Kahn, 1998; Girden, 1996; McMillan & Schumacher, 1993).

The Transfer Student Survey

Variables

A correlational study attempts to establish relationships between two or more variables using criterion and predictor variables (Isaac & Michael, 1995). A complex form of correlational study, the prediction study provides a more accurate estimation of prediction than is available through a simple correlational study. In a prediction study, the predictor variable is measured before the criterion variable whereas in a simple correlational study both variables are measured at about the same time (McMillan & Schumacher, 1993). The criterion variables of interest in this study, academic success and persistence, were quantitative in nature. One criterion variable was academic difficulty or success as measured by GPA at the end of transfer students' second semester of attendance. In the original study by Pickering et al. (1992), academic success was defined as a GPA at or above a 2.0 at the end of the first year with academic difficulty defined as a GPA of below 2.0. The same definition was used here. The second criterion variable was the classification of transfer students as "retained" or "not retained." As in the
original study, “retained” referred to re-enrollment in the following fall semester and “not retained” as those students who did not return the following fall. The predictor variables of interest in this study were quantitative with the predictor being the probation score composed of responses to various questions in the TSS.

Threats to Validity

Correlational research risks four major kinds of threats to validity, categorized as selection, instrumentation, implementation, and population (Macmillan & Schumacher, 1993). Internal validity is concerned with controlling as many extraneous variables as possible to minimize or eliminate the possibility that some other source of variance could have contributed to any change in the criterion.

Selection. Selection refers to differences in subjects (Isaac & Michael, 1997). With regard to selection, internal validity is maintained by the use of random assignment and control groups; when one or both of these procedures are not possible, internal validity is threatened (McMillan & Schumacher, 1993). In this study, students could not be randomly assigned to be either main campus or distance learning transfer students, nor could students be assigned to persist or be academically successful. Also, transfer students could not be assigned to take the survey or not. Therefore, random assignment was not possible. In addition, since this was a correlational study, the use of control groups was inappropriate.

Instrumentation. Instrumentation threats can be defined as differences in test characteristics such as reliability or validity between groups or times of administration that may be mistaken as variation in a response (Isaac & Michael, 1997). Subject-characteristic variables such as gender, for example, may have affected ratings in a
Likert-type scale (Chun, Campbell, & Yoo, 1974). Also, students may have been tired or distracted when they completed the survey, possibly affecting their ability to complete the survey accurately. Offering the survey in two formats, web-based and paper-and-pencil, was an additional area of concern, so much care was taken to keep the surveys identical. Transfer students who elected to take the survey in the paper-and-pencil version may have differed from transfer students who took the survey in its on-line format as well.

Implementation. The greatest concern was implementation. Since the survey was administered both on campus and off campus, in both paper-and-pencil and web-based versions, the same conditions may not have existed for all students. Some students completed their surveys on campus with a proctor present while others took a copy with them to complete and submit at a later date. Students who completed the web-based version may or may not have been alone, and they may have taken different amounts of time for completion. Students may have answered differently depending on the presence/absence of a proctor or even due to the use of a computer. Students who took a survey with them to complete and then submit later may have filled out the survey under much different conditions than other students. These conditions could have affected the way students responded to the survey questions.

Population. Population threats concerned whether the subjects who participated in the study were representative of the population being studied. Great care was taken to ensure that all transfer students attending Transfer Preview had the opportunity to complete the TSS.
**Selection of subjects.** Sampling error is a major concern with any study and could lead to a Type I (rejecting a true null hypothesis) or Type II error (failing to reject a false null hypothesis). To decrease the possibility of a sampling error, the TSS was available on-line to the entire first semester transfer population, a form of population sampling. All first semester transfer students (Fall 2001) were asked to complete the survey beginning in summer orientation (Preview) and during their first few weeks at the university. This population’s responses were used to validate the instrument and to provide some of the qualitative data on why students transfer as well as some of the barriers they face.

**Reliability**

Internal consistency estimates reliability by grouping questions in a questionnaire that measure the same concept, and such consistency is essential in any kind of research to minimize the influence of chance or other variables unrelated to the intent of the measure. If an instrument is unreliable, then the data obtained may be ambiguous, inconsistent, or useless (Aiken, 2003; McMillan & Schumacher, 1993). Due to the use of attitudinal or Likert scales in the TSS, a Cronbach Alpha was the best choice for testing the reliability of the various probation scores (Ary, Jacobs, & Razavieh, 1996).

**Pilot Studies**

The use of pilot studies or pre-testing is an invaluable part of the instrumentation process (Fowler, 1988; Isaac & Michael, 1997). The main goal for a self-administered questionnaire is to make it easy to use, and pilot testing helps the researcher to meet that goal (Fowler, 1988). The TSS was piloted in two ways. The paper-and-pencil version was given to a group of 20 first and second semester main campus transfer students. A discussion was held immediately after this group completed the survey in order to
examine question clarity and appropriateness, to ascertain the ease of directions, and to
determine the length of time needed for administration. A second group of 25 distance
learning transfer students pilot tested the web-based version. These students then
prepared a written critique of their experiences with the survey and submitted it via email
to the researcher.

**Instrumentation of the Survey**

The goal of this segment of the study was to determine whether noncognitive
variables could be identified and used to predict academic performance and persistence in
a transfer population. The instrument adapted for this use was designed and validated for
use with an urban freshman student population. Pickering et al. (1992) developed an
instrument to identify and measure the noncognitive predictors of academic difficulty
and/or success and persistence/retention. Their study showed that noncognitive factors
alone were better predictors of persistence and academic success than were demographic
or cognitive factors. Combining all three types of factors (cognitive, noncognitive, and
demographic variables) most successfully predicted academic success and persistence.
Permission to adapt this survey was obtained from the survey’s developers.

The TSS consisted of 152 items arranged, primarily, in a Likert-type response
format, including 5 open-ended questions. Likert or summative scaling was appropriate
here because of the use of unidimensional constructs (Cox, 1996; Trochim, 1999). This
survey covered the following areas:

1. Reasons for attending college – 8 items rated on a scale of 1 (not important) to
   5 (very important);
2. Reasons for choosing this university – 11 items rated on a scale of 1 (not important) to 5 (very important);

3. Number of hours spent per week in a variety of activities during their previous college experience – 8 items rated on a scale of 0 (0 hours) to 4 (more than 20 hours);

4. Frequency of occurrence for a number of academic and socially related experiences occurring during their previous college experience – 11 items rated on a scale of 1 (never) to 3 (frequently) plus an open-ended question asking students to describe any additional experiences that affected their academic success;

5. Self-ratings of various abilities and traits compared with peers – 14 items rated on a scale of 1 (lowest 10%) to 5 (top 10%);

6. Attitudes about being a college student – 9 items rated on a scale of 1 (strongly disagree) to 6 (strongly agree);

7. Self-descriptions – 14 items rated on a scale of 1 (strongly disagree) to 6 (strongly agree);

8. Predictions about academic success – 16 items rated on a scale of 1 (no chance) to 3 (very good chance) plus a multiple choice item (choose between statements that student will complete a degree and 10 reasons for not doing so);

9. Estimates of likelihood of involvement in variety of academic and socially related activities while attending – 13 items rated on a scale of 0 (never) to 3 (very often) with a parallel set of items for distance education students;
10. Estimates of the likelihood of the occurrence of a variety of academic, career, and socially related situations—7 items rated on a scale of 1 (no chance) to 3 (very good chance);

11. Ratings of the degree of importance of a variety of academic, career, and socially related reasons for transferring at this time—9 items rated on a scale of 1 (not important) to 3 (very important);

12. Rating of the overall transfer experience—1 item rated on a scale of 1 (very poor) to 5 (excellent) plus open-ended questions allowing students to provide additional information about their reason(s) for transfer and about their experiences—4 items; and

13. Demographic questions covering the institutional origin of the student and the number of credits transferred to the university.

Items were ordered in the same way as those in the Freshman Survey. Other demographic data such as gender, race, and age were obtained through merging survey data with the university database. Two versions of the survey were developed: a web-based version in Inquisit (Catapult Systems Corp, 2000) and a paper-and-pencil version scorable through Bubble Publishing Form Shop (2000). A scoring method using SAS (SAS Institute, 1999-2000) was developed to produce probation scores for transfer students (Appendix E).

Although the content validity of the original instrument had been determined, the content validity, as well as face validity, of the new survey still needed to be determined (Cox, 1996). This was done using several methods. First, the instrument was given to the developers of the original Freshman Survey to obtain their suggestions. Then, the survey
was given to the Provost and to several university administrators, faculty, and staff.
Administrators reviewing this survey for validity included the Associate Vice President for Academic Affairs, the Director of Counseling and Advising Services, the Director of Distance Learning Site Development, and the Associate Director of Institutional Research and Assessment. Several faculty members with strong backgrounds in student development and retention also reviewed this survey, including the Department Chair for Educational Leadership and Counseling, the Graduate Program Director for Counseling, the Graduate Program Director for Higher Education, an Associate Professor of Educational Leadership and Counseling, and an Assistant Professor of Educational Leadership and Counseling. The instrument was given to four university Academic Advisors, two community college counselors, and one Community College Director of Student Development for their review. The university Academic Advisors and the community college counselors all possessed at least a master's degree in counseling with five or more years of experience with the transfer student population. All others possessed doctorates, and all but one of the faculty were tenured. Information and suggestions were then implemented to result in a final survey of 152 items. In total, 17 experts reviewed the survey prior to its distribution. This review resulted in no changes that needed to be made.

*Procedure*

Permission from the university Provost, the Office of Institutional Research and Assessment, and the Orientation (Preview) Office was obtained to administer the TSS during the six scheduled summer orientations (Transfer Previews). Transfer students then had the option to complete the survey either web-based or through a pencil-and-paper
version that was computer scored. Students who did not have time to complete the survey during Transfer Preview received a packet including the following items: a letter from the Provost explaining the purpose of the survey and providing the URL for the web-based version, a paper-and-pencil copy of the survey, and a postage paid return envelope for those who wished to use the paper version rather than the web-based version (Appendices A and B).

The Director of Distance Learning Site Development was contacted for permission to distribute the survey to all 45 distance learning sites. Staff from Institutional Research and Assessment presented an informational session regarding university assessments, and the TSS designers then explained the importance of the survey. Surveys were distributed to each distance learning site, along with survey protocol and a cover letter from the Provost. Distance learning site staff then asked first year transfer students to take the survey either on the web or using the paper-and-pencil version during their scheduled assessment time. Distance learning students attending a broadcast version of Transfer Preview were also apprised of the need to take the survey during that session. A copy of both survey formats and accompanying letters may be found in Appendices A and B. A copy of the survey protocol is in Appendix B.

Data Collection and Recording

Surveys distributed through the on-campus Transfer Preview were collected, dated, and scored using the university’s Bubble (2000) program, as were the mail-in surveys received. Surveys from the distance learning sites were scored separately from those completed on campus and dated accordingly. Web-based submissions through Inquisite (Catapult Systems, 2000) were downloaded after each Preview.
Approval to administer the survey during transfer student orientation was obtained from the Provost and through the office of Institutional Research and Assessment. Permission to conduct the study was obtained from the College of Education Human Subject Review Committee. Students were advised of the research nature of their participation in this study and were asked to mark a release statement on the survey allowing the university to share their information with their academic advisor and/or distance learning site staff. The survey was administered to students who attended the transfer orientation seminar as well as those who attended the on-air distance learning orientation seminar. Both groups were given packets describing the survey and its purpose, including the URL for the survey and directions for accessing it. Since this survey was available over the Internet, access was unlimited but only surveys completed by those students who had been accepted to the university as transfer students were used. All first semester transfer students who did not attend the orientation sessions were urged to take the survey through email reminders and by distance learning site staff during the first few weeks of the fall semester.

Data Analysis and Statistics

Stepwise logistical regressions were used in testing hypotheses 1 and 2 to identify which of the variables being tested (probation score, transfer GPA, gender, race, and age) had the strongest relationship with the categorical variable academic success/difficulty for main campus transfer students (hypothesis 1) and for distance learning students (hypothesis 2). A stepwise approach was used to eliminate variables based on a likelihood ratio statistic. Stepwise logistical regression was the appropriate statistical choice due to its ability to be tailored to fit a categorical dependent variable, such as
academic difficulty (Allison, 1999; Derr & Everitt, 2002). Logistical regression was also the best choice due to the inclusion of the categorical variables of age, race, and gender (SAS, 2000). Hypotheses 3 and 4 were tested using a Pearson correlation to determine the relationship between the probation score and student persistence. This choice was appropriate because of the linear relationship between these variables (Kachigan, 1986). An alpha level of .05 was used for all statistical tests.

Open-Ended Questions and the In-Depth Interview

Along with a quantitative element, this study also contained a qualitative component in an effort to further understand the barriers to persistence and success experienced by transfer students, thus answering Research Question 5. Open-ended questions on the TSS as well as interviews with a select group of transfer students comprised this segment of the study.

Five open-ended questions were included on the TSS, allowing respondents to provide information that may not have been covered through the objective portion of the survey. Questions encouraged students to provide information on such topics as additional experiences that affected their previous academic success, their primary reasons for transferring to the university, and suggestions to improve the transfer process. Students were permitted to write in a question they wished we had asked and answer it, but few students did so.

Selected main campus and distance learning transfer students were interviewed during their second semester at the university to thoroughly explore their experiences. The data collected through these interviews was used to expand the university’s knowledge of transfer students and their barriers, thus assisting the university in
developing interventions to increase this population’s academic success and persistence. During the interviews, students were given an opportunity to reflect upon their experiences and their actions during their first year after transferring. The interviews explored issues pertaining to the students’ backgrounds, academic and social adjustment to the university, life roles, transitions, and support systems. Great care was taken to maintain the anonymity of the students being interviewed, and data were reported in group form and without names.

 Threats to Validity

Whereas some threats to validity for experimental research are not considered threats in qualitative research, other threats can be troublesome (McMillan & Schumacher, 1993). History and maturation, while often a threat to qualitative studies, were, in this case, actually being studied as part of the research’s focus. The in depth interviews documented changes that occurred in transfer students between the time they completed the TSS and the beginning of their second semester at the university while exploring transfer students’ approaches to their perceived barriers. Maturation of the students may account for changes in transfer students’ perceptions and their responses to barriers, and history may also affect their responses. The in depth interview, then, addressed these areas in particular. Since attrition was a concern with this study, the researcher tried to interview enough students to maintain an appropriate sample size. Another possible problem area was the selection of the students interviewed, requiring that all transfer students have an equal chance of being interviewed. An additional area of concern was the study’s external validity, also known as the generalizability of the study. Information gleaned during the in-depth interviews may not be generalizeable to the
entire transfer student population but may, instead, simply increase the body of knowledge about the transfer student of the twenty-first century. Blending the data gathered from the quantitative section with that of the qualitative section addressed these areas of concern, decreasing their impact on this study.

Development of Interview Questions

The interview questions, based on the transfer literature regarding barriers to persistence and academic success, may be found in Appendix C. These questions explored, among other topics, the students' experiences at the university and their expectations upon entering the university, as well as their predictions with regards to their own success. Additional questions asked transfer students to consider any adjustments they had to make academically, socially, within their family, and regarding employment.

Procedures

Permission from the Human Subject Review Committee was obtained prior to beginning the interview process. Main campus and distance learning transfer students were interviewed in a face-to-face setting, with the entire interview recorded on a cassette player. Interviews were then transcribed. Additional interview protocols can be found in Appendix C.

Selection of Subjects

The qualitative portion of this study used a random purposeful sampling approach in which all students who submitted a TSS had an equal chance of being selected for interviewing. The goal was to allow selected voices of all portions of the transfer population to be heard, permitting the opportunity to elaborate on earlier findings, seek exceptions, and look for any variations.
Interviewing selected transfer students took place after they had completed their first semester at the university. Selected main campus and distance learning transfer students who completed the TSS were interviewed to explore the transfer experience through their eyes. The questions were semistructured, suitable here because they allowed for individual responses. Open-ended, but specific in their intent, such questions provided a high degree of objectivity and uniformity while allowing for probing and clarification (McMillan & Schumacher, 1993). Students were interviewed once during their second semester at the university.

*Data Collection and Recording.*

Students using the paper-and-pencil version of the TSS handwrote their responses to the open-ended questions. These responses were typed into a list, organized by date, and then collated. Those students taking the web-based version typed their answers directly in the response boxes. These responses were downloaded using Inquisite (Catapult Systems, 2000). Responses from the web-based version were combined with the paper-and-pencil version prior to analysis. Responses were then hand-coded for common themes.

As mentioned previously, the interviewees were identified based on random purposeful sampling procedures, and the interviews were recorded on a cassette tape player. The interviewer followed the interview protocol, and the interviews took place either on campus or off campus, to meet the needs of the interviewees. Consent for the interview was obtained verbally from each interviewee prior to the beginning of the interview itself. The interviews were then transcribed.
Data Analysis and Statistics

The researcher reviewed the interview transcripts for common themes and patterns within each individual interview as well as between the interviewees. Responses were coded by hand and compiled by theme. The results from these interviews along with the responses from the open-ended questions were used to respond to the fifth research question, which compares the barriers facing main campus transfer students to those faced by distance learning students.

Conclusion

The strength of this study came from combining quantitative research with qualitative research. This multiple methods approach allowed the researcher to offer a descriptive, current portrait of the transfer student, providing an opportunity to improve the institution as the university designs more appropriate interventions to assist this population in its transition into the university. Using a survey with both close- and open-ended questions along with interviewing selected students permitted the researcher to investigate the hypotheses using information gathered from several approaches, rather than relying on one. Expanding the university’s knowledge of transfer students and their issues could help the university faculty and staff create new, more supportive relationships that are more mindful of transfer student needs. Doing so would allow the university to do more than simply attract students to its classrooms; the university would now be better able to retain transfer students, thus fulfilling the unspoken promise.
CHAPTER IV

RESULTS

The overarching goal of this study was to investigate barriers affecting persistence along with academic success in both on-campus and distance learning transfer students at a four-year urban university. This chapter provides a brief review of the data collection methodology for both the Transfer Student Survey (TSS) and the in depth interviews, a description of the study’s population, and selected demographic characteristics of the respondents. The review is followed by a description of the study’s variables. The research questions with the accompanying hypotheses are presented next, including the statistical procedures used in the study. An analysis of the qualitative data from both the open ended questions as well as the in-depth interviews follow. The chapter ends with a summary of the results.

Review of the Data Collection Methodology

Quantitative Component

This study began during summer 2001 and ended during the fall 2002 semester. Before administering the survey (see Appendix A), the researcher piloted the survey with a small group of distance learning and main campus transfer students to test question clarity and appropriateness, to ascertain the ease of directions, and to determine the length of time needed for survey administration. Average completion time was 25 minutes whether taken online or in the paper-and-pencil version.

The survey was administered during the six scheduled main campus summer orientations known as Transfer Previews. Transfer students completed the university’s Writing Sample Placement Test (WSPT) first, followed by the TSS, with the option to
complete both the WSPT and survey in either a web-based or paper-and-pencil format. Students who did not have time to complete the survey during Transfer Preview received a packet including a letter from the Provost explaining the purpose of the survey and providing the URL for the web-based version, a paper-and-pencil copy of the survey, and a postage paid return envelope for those who preferred to use the paper version rather than the web-based version. The paper-and-pencil surveys were then scored using university’s Bubble (2000) program, and the web-based submissions, scored through Inquisite (Catapult Systems, 2000), were downloaded after each Preview.

In August 2001, all 45 distant learning sites received the surveys, along with the survey protocol and a cover letter from the Provost. Distance learning site staff asked transfer students to complete either the web-based or the paper-and-pencil version during their scheduled placement testing time prior to the beginning of the fall 2001 semester. No major problems occurred during the administration of the survey. These surveys were scored in the same manner as those completed during Transfer Preview.

Qualitative Component

This study also contained a qualitative component in an effort to understand the barriers to persistence and success experienced by transfer students. Open-ended questions on the TSS as well as interviews with a select group of transfer students comprised this segment of the study. All transfer students who completed the TSS were invited to be interviewed, but only 10 students elected to do so. Selected on-campus and distance learning transfer students were interviewed between February and April of their first year at the university to thoroughly explore their transfer student experiences. The
interviews explored issues pertaining to the students' backgrounds, academic and social adjustment to the university, life roles, transitions, and support systems.

Respondents

This study focused on first semester transfer students at a mid-sized urban university, a group composed of main campus students and distance learning students, resulting in a total first semester population of 1,496. The TSS was administered to all transfer students attending the on campus Transfer Previews during the summer of 2001. Attendance at Transfer Preview was voluntary for students transferring 24 or more credits, but adult freshmen (and freshman transfers) 21 years of age or older were required to attend one of the offered sessions. Those freshmen transfer students under the age of 21 were required to attend Freshman Preview.

Those students who attended Transfer Preview but did not have time to complete the TSS during that same day were given the opportunity to complete their surveys at a later date and mail them in to the researcher, but only a few of those arrived. All transfer students who had not completed the survey during Preview received an email request to do so, but only a few returned surveys at that time. Site staff at the distance learning sites received emails requesting their assistance as well in having first semester transfer students complete the surveys. This resulted in a total of 450 surveys completed, representing 30% of the entire university first semester transfer student population. Seven hundred and twenty-seven transfer students attended Transfer Preview, and 369 of those completed the survey for a return rate of 51%. An additional 75 students at distance learning sites completed the surveys as well. It should be noted that 6 distance learning students attended the main campus Transfer Preview, so their surveys were added to the
distance learning group. Six surveys were removed from analysis because those students did not enroll in classes after attending Preview. The overall university Transfer Student academic difficulty rate was 25.8%. Out of the 450 students who returned the survey, 26% were in academic difficulty by the end of the spring 2002, and 21% of those transfer students taking the survey did not return for fall 2002.

Respondent Demographics

Summary statistics for selected demographic variables are shown in Tables 1 through 5. The total sample included in the study consisted of 444 students. The mean age of the main campus respondent was 23 with a mean age of 29 for distance learning respondents. Survey respondents were, overall, representative of the transfer population at large.

Table 1

*Age by Level: Survey Respondents*

<table>
<thead>
<tr>
<th>Category</th>
<th>Main Campus Respondents</th>
<th>Distance Learning Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n = 363)</td>
<td>(n = 81)</td>
</tr>
<tr>
<td>Category</td>
<td>Range</td>
<td>M</td>
</tr>
<tr>
<td>Freshmen</td>
<td>18 – 27</td>
<td>20.39</td>
</tr>
<tr>
<td>Sophomores</td>
<td>19 – 42</td>
<td>21.98</td>
</tr>
<tr>
<td>Upper Division</td>
<td>19 – 45</td>
<td>25.69</td>
</tr>
</tbody>
</table>
Table 2

*Age by Level: All University Transfer Students*

<table>
<thead>
<tr>
<th>Category</th>
<th>$N$</th>
<th>Range</th>
<th>$M$</th>
<th>$SD$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>157</td>
<td>17 – 55</td>
<td>22.17</td>
<td>6.45</td>
</tr>
<tr>
<td>Sophomores</td>
<td>498</td>
<td>18 – 52</td>
<td>23.99</td>
<td>6.41</td>
</tr>
<tr>
<td>Juniors</td>
<td>565</td>
<td>18 – 54</td>
<td>27.78</td>
<td>7.97</td>
</tr>
<tr>
<td>Seniors</td>
<td>216</td>
<td>19 – 65</td>
<td>32.82</td>
<td>8.77</td>
</tr>
<tr>
<td>Total</td>
<td>1436</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 3

*Gender by Level*

<table>
<thead>
<tr>
<th>Category</th>
<th>Freshmen</th>
<th></th>
<th>Sophomores</th>
<th></th>
<th>Upper Division</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td><strong>Main Campus Respondents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>41.67</td>
<td>50</td>
<td>29.76</td>
<td>40</td>
<td>29.41</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>58.33</td>
<td>118</td>
<td>70.24</td>
<td>136</td>
<td>70.59</td>
</tr>
<tr>
<td><strong>Distance Learning Respondents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>27.16</td>
</tr>
<tr>
<td>Female</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>59</td>
<td>72.84</td>
</tr>
<tr>
<td><strong>All University Transfer Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66</td>
<td>39.76</td>
<td>193</td>
<td>37.19</td>
<td>278</td>
<td>34.28</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>60.24</td>
<td>326</td>
<td>62.81</td>
<td>533</td>
<td>65.72</td>
</tr>
</tbody>
</table>
Table 4

*Race by Level: Survey Respondents*

| Category | Freshmen | | Sophomores | | Upper Division | | Distance Learning |
|----------|----------|----------|-------------|-------------|-----------------|-----------------|
|          | n | % | n | % | n | % | n | % |
| Race     |          |          |          |          |          |          |          |          |
| Black    | 15 | 25.00 | 30 | 18.45 | 21 | 15.44 | 16 | 19.75 |
| White    | 37 | 61.67 | 124 | 74.40 | 99 | 72.79 | 59 | 72.84 |
| Asian    | 3  | 5.00  | 6   | 4.76  | 8  | 5.88  | 1  | 1.93  |
| Hispanic | 3  | 5.00  | 4   | 2.38  | 4  | 2.94  | 4  | 4.94  |
| Other    | 2  | 3.33  | 4   | 7.15  | 4  | 2.95  | 1  | 1.23  |
| Total    | 60 | 100   | 168 | 100   | 136 | 100   | 81 | 100   |

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 5

Race by Level: All University Transfer Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Freshmen</th>
<th></th>
<th>Sophomores</th>
<th></th>
<th>Juniors</th>
<th></th>
<th>Seniors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>50</td>
<td>30.12</td>
<td>101</td>
<td>19.46</td>
<td>101</td>
<td>17.15</td>
<td>40</td>
<td>18.02</td>
</tr>
<tr>
<td>White</td>
<td>92</td>
<td>55.42</td>
<td>359</td>
<td>69.17</td>
<td>426</td>
<td>72.33</td>
<td>426</td>
<td>72.33</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>6.63</td>
<td>25</td>
<td>4.82</td>
<td>26</td>
<td>4.41</td>
<td>16</td>
<td>7.21</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>3.01</td>
<td>13</td>
<td>2.50</td>
<td>16</td>
<td>2.72</td>
<td>7</td>
<td>3.15</td>
</tr>
<tr>
<td>Native</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.19</td>
<td>2</td>
<td>.34</td>
<td>1</td>
<td>.45</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>4.2</td>
<td>20</td>
<td>3.85</td>
<td>18</td>
<td>3.06</td>
<td>11</td>
<td>4.95</td>
</tr>
<tr>
<td>Total</td>
<td>166</td>
<td>11.10</td>
<td>519</td>
<td>34.69</td>
<td>589</td>
<td>39.37</td>
<td>222</td>
<td>14.84</td>
</tr>
</tbody>
</table>

Study Variables

Noncognitive, cognitive, and demographic variables were used in this study. The noncognitive variable, the Probation Score, was derived through an examination of the percentage of transfer students in academic difficulty for every response to each of the 152 items on the TSS. An item was included in the probation score if a disproportionate number of respondents who chose a specific answer to a question were in academic difficulty at the end of the second semester. In this instance, the percentage of transfer students in academic difficulty varied greatly from one level to the next (see Table 6 for academic difficulty rates), as did student responses to the survey questions. Therefore, the
researcher decided to develop four different probation scores based on transfer student level. The resulting levels of transfer students included Freshman, Sophomore, Upper Division (Junior/Senior) Main Campus, and Distance Learning. Cronbach Alphas were used to test the reliability of the various probation scores, and the correlation coefficients ranged from $\alpha = .42$ (low correlation) for the Sophomore Probation Score to $\alpha = .77$ (high correlation) for the Freshman Probation Score. Results of the Cronbach Alphas are presented in Table 7. A complete discussion regarding the derivation of each level’s probation score is provided later in this chapter with the accompanying statistics. A detailed listing of the components of each Probation Score can be found in Appendix D.

Table 6

*University Transfer Student Academic Difficulty Rates by Student Level*

<table>
<thead>
<tr>
<th></th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36.14%</td>
<td>29.67%</td>
<td>21.90%</td>
<td>18.92%</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Table 7

*Summary of Cronbach Coefficient Alpha of Transfer Student Probation Scores*

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Probation Score</td>
<td>60</td>
<td>.77</td>
</tr>
<tr>
<td>Sophomore Probation Score</td>
<td>168</td>
<td>.42</td>
</tr>
<tr>
<td>Upper Division Probation Score</td>
<td>136</td>
<td>.58</td>
</tr>
<tr>
<td>Distance Learning Probation Score</td>
<td>81</td>
<td>.57</td>
</tr>
</tbody>
</table>

The cognitive variable, Transfer GPA, was determined by multiplying each student’s transfer GPA by the number of credit hours on which that GPA was based, adding those totals across up to the previous three institutions attended, and dividing by the total number of credit hours earned. Gender and race, demographic variables, were set up as dummy variables. Student age was also used as a demographic variable. Academic difficulty was defined as a GPA of less than 2.0. Persistence was defined as re-enrollment during the fall 2002 semester.

**The Study’s Research Questions and Hypotheses**

Five research questions guided this study, with four of them expressed through the study’s hypotheses. The final research question was explored through combining the quantitative data from the TSS with the in-depth student interviews. The hypotheses are restated here along with the statistics used to test them.
Research Question 1

Are there Noncognitive Variables that can be used to Predict Academic Success for First Year Main Campus Transfer Students?

H1 Noncognitive variables as identified by the probation score on the Transfer Student Survey will be the best predictor of academic success or difficulty as measured by GPA at the end of their second semester for main campus transfer students.

This research question and hypothesis proposed a relationship between noncognitive variables as identified by the probation score on the TSS and academic success or difficulty as measured by GPA at the end of their second semester for main campus transfer students. As mentioned previously, four different probation scores were developed and tested due to the vast differences in both the percentage of transfer students in academic difficulty per level as well as the differing responses per level to the survey. A discussion of each level follows.

The Freshman Probation Score (Appendix D) was derived from an examination of the responses given by main campus freshman transfer students in academic difficulty versus those who were academically successful. An item was included in the Probation Score if a disproportionate number of freshman transfer students who chose a specific response were in academic difficulty at the end of their spring 2002 semester. Five percent was added to that number to determine the cutoff for inclusion. This number was a university research convention from the previous research on the university’s Freshman Survey on which the TSS was based. Since 36.14% of freshmen transfer students were identified as being in academic jeopardy at the end of their second semester, an item was included if at least 41.14% of the students who chose that item on the TSS were also in
academic jeopardy. This criterion generated a total of 31 items for inclusion in the Freshman Probation Score. Basic descriptive statistical measures for the Freshman Probation Score are reported in Table 8. Scores ranged from 9 through 31, with a mean of 20.18.

<table>
<thead>
<tr>
<th>M</th>
<th>SD</th>
<th>Mode</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.18</td>
<td>5.92</td>
<td>15</td>
<td>22</td>
<td>9</td>
<td>31</td>
</tr>
</tbody>
</table>

A stepwise logistical regression was performed using the noncognitive variable Freshman Probation Score, the cognitive variable of transfer GPA, and the demographic variables of race, gender, and age. The results of this logistical regression are reported in Table 9. The significance levels required for variables to enter and stay within the regression were .20 and .25, respectively. The noncognitive variable of probation score loaded in first, followed by the demographic variables of black and female loaded in second and third, respectively. The small sample size of the Freshman group (n = 53) and the actual number of variables being tested, however, may have affected the validity of the model for this group. It should be noted that the cognitive variable, transfer GPA, did not stay in the regression once it entered.
Table 9

*Summary of Stepwise Logistical Regression Analysis for Predicting Academic Difficulty in Main Campus Freshman Transfer Students* (n = 53)

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>$X^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Probation Score</td>
<td>1</td>
<td>9.21***</td>
<td>.00</td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>5.36*</td>
<td>.02</td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>5.81**</td>
<td>.01</td>
</tr>
</tbody>
</table>

*NOTE: *** p <.001. ** p <.01. * p <.05.*

The Sophomore Probation Score was derived in the same manner as that for the Freshman Probation Score. In this case, since 29.67% of sophomore transfer students were identified as being in academic difficulty at the end of their second semester, an item was included if at least 34.67% of the students who chose that item on the TSS were also in academic difficulty. This criterion generated a total of 16 items that were included in the Sophomore Probation Score. Basic descriptive statistical measures for this probation score are reported in Table 10. Scores ranged from 2 to 16 with a mean of 8.40.
Table 10

* Sophomore Probation Score: Basic Statistical Measures (n = 168) *

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>Mode</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40</td>
<td>2.89</td>
<td>9</td>
<td>14</td>
<td>2</td>
<td>16</td>
</tr>
</tbody>
</table>

A stepwise logistical regression was performed using the noncognitive variable Sophomore Probation Score, the cognitive variable of transfer GPA, and the demographic variables of race, gender, and age. The results of this logistical regression are reported in Table 11. As with the earlier logistical regression, the significance levels required for variables to enter and stay within the regression were .20 and .25, respectively. The Sophomore Probation Score loaded into the regression first, followed by transfer GPA. The demographic variables of race, gender, and age did not attain enough significance to stay in the regression and were removed.
Table 11

*Summary of Stepwise Logistical Regression Analysis for Predicting Academic Difficulty in Main Campus Sophomore Transfer Students (n= 168)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>$X^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore Probation Score</td>
<td>1</td>
<td>42.35***</td>
<td>.00</td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer GPA</td>
<td>1</td>
<td>3.85*</td>
<td>.04</td>
</tr>
</tbody>
</table>

*NOTE: *** $p < .0001$. * $p < .05$.*

As with the other probation scores, the Upper Division Probation Score was derived from an examination of the responses given by main campus upper division (junior and senior) transfer students in academic difficulty versus those who were academically successful. In combining the responses from the transfer juniors and seniors, the researcher added 5% (university convention used during the previous study on which this one is based) to the average of the recorded academic rates scores for those levels (the average of 21.90% and 18.92% equals 20.41% plus 5% for total rate of 25.41%). An item was included in the Probation Score if a disproportionate number of upper division transfer students who chose a specific response were in academic difficulty at the end of their spring 2002 semester. This criterion generated a total of 12 items that were included in the Upper Division Probation Score. Basic statistical...
measures for this probation score are reported in Table 12. Scores ranged from 0 through 12, with a mean of 3.08.

<table>
<thead>
<tr>
<th>$M$</th>
<th>$SD$</th>
<th>Mode</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.08</td>
<td>2.4</td>
<td>2.0</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

A stepwise logistical regression was performed using the noncognitive variable Upper Division Probation Score, the cognitive variable of transfer GPA, and the demographic variables of race, gender, and age. The results of this logistical regression are reported in Table 13. As expected, the Upper Division Probation Score loaded into the regression first, followed by transfer GPA. The demographic variables of race, gender, and age did not attain enough significance to stay in the regression and were removed.
Table 13
Summary of Stepwise Logistical Regression Analysis for Predicting Academic Difficulty in Main Campus Upper Division Transfer Students (n = 136)

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>$X^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Probation Score</td>
<td>1</td>
<td>26.09***</td>
<td>.01</td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer GPA</td>
<td>1</td>
<td>2.31****</td>
<td>.13</td>
</tr>
</tbody>
</table>

NOTE: *** $p < .001$. **** $p < .10$.

The significant chi-squares for the Sophomore and Upper Division Probation Scores support Hypothesis 1: noncognitive variables as identified by the probation score on the TSS is the best predictor of academic success or difficulty as measured by GPA at the end of their second semester for transfer students on the main campus. The demographic variables of gender, race, and age did not reach enough significance to stay in the logistical regressions for the sophomore and upper division groups. The results for the freshman group, however, are inconclusive due to the sample size and the number of variables tested (i.e., the African American freshman transfer students comprised 25% of the freshman sample, the 3 Asian American transfer students represented 5%). Therefore, Hypothesis 1 is confirmed for sophomore and upper division main campus transfer students.
Research Question 2

Are there Noncognitive Variables that can be used to Predict Academic Success for First Year Distance Learning Transfer Students?

H2 Noncognitive variables as identified by the probation score on the Transfer Student Survey will be the best predictor of academic success or difficulty as measured by GPA at the end of their second semester for transfer students in a distance learning setting.

The second research question and hypothesis proposed that noncognitive variables as identified by the probation score on the TSS would predict academic success or difficulty as measured by GPA for distance learning students. As with the other probation scores, the Distance Learning Probation Score (Appendix D) was derived from an examination of the responses given by main campus upper division (junior and senior) transfer students in academic difficulty and using the same cutoff of 25.41% for inclusion. This criterion generated a total of 34 items that were included in the Distance Learning Probation Score. Basic statistical measures for this probation score are reported in Table 14. Scores ranged from 12 through 34, with a mean of 24.30.

Table 14

Distance Learning Probation Score: Basic Statistical Measures (n=81)

<table>
<thead>
<tr>
<th>M</th>
<th>SD</th>
<th>Mode</th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.30</td>
<td>4.64</td>
<td>22</td>
<td>22</td>
<td>12</td>
<td>34</td>
</tr>
</tbody>
</table>
The noncognitive variable Distance Learning Probation Score loaded into the logistical regression first with a significant chi-square of 13.65, as shown in Table 15. The significance levels required for variables to enter and stay within the regression were .20 and .25, respectively. The other variables, transfer GPA and the demographic variables of gender, race, and age did not reach enough significance to remain in the regression and were removed. The results of this regression support the hypothesis that noncognitive variables as identified by the probation score on the TSS can be used to predict academic success or difficulty as measured by GPA at the end of their second semester for transfer students in a distance learning setting.

Table 15

Summary of Stepwise Logistical Regression Analysis Predicting Academic Difficulty of First Year Distance Learning Transfer Students (n = 81)

<table>
<thead>
<tr>
<th>Variable</th>
<th>df</th>
<th>$X^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Learning Probation Score</td>
<td>1</td>
<td>13.65***</td>
<td>.00</td>
</tr>
</tbody>
</table>

NOTE: ***$p < .001$.  

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Research Question 3

Are there Noncognitive Variables that can be used to Predict Persistence for First Year Main Campus Transfer Students?

H3 There is a negative relationship between noncognitive variables as identified by the probation score on the Transfer Student Survey and main campus transfer student persistence into the second year.

Research question 3 concerned the relationship between noncognitive variables and a main campus transfer student’s persistence into the second year. The corresponding hypothesis was set in a negative direction because theory posits that an elevated level of at-risk behaviors and attitudes should show an inverse correlation with persistence. The correlations with persistence reported for the freshman \( r = -.28 \), sophomore \( r = -.15 \), and upper division \( r = -.18 \) as reported in Table 16 support this hypothesis.

Table 16

Summary of Pearson Correlations between Persistence and Main Campus Probation Scores

<table>
<thead>
<tr>
<th>Variable</th>
<th>( N )</th>
<th>( r )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Probation Score</td>
<td>60</td>
<td>-.28*</td>
<td>.02</td>
</tr>
<tr>
<td>Sophomore Probation Score</td>
<td>168</td>
<td>-.15*</td>
<td>.05</td>
</tr>
<tr>
<td>Upper Division Probation Score</td>
<td>136</td>
<td>-.18*</td>
<td>.03</td>
</tr>
</tbody>
</table>

Note: \(* p < .05\).
Research Question 4

Are there noncognitive variables that can be used to predict persistence for first year distance learning students?

H4 There is a negative relationship between noncognitive variables as identified by the probation score on the Transfer Student Survey and distance learning transfer student persistence into the second year.

As with research question and hypothesis 3, hypothesis 4 is set in a negative direction as the elevation of at-risk attitudes and behaviors of distance learning students are expected to have an inverse correlation with academic persistence. The Pearson correlation ($r = -.29$) supports this directional hypothesis: noncognitive variables as identified by the probation score and persistence are negatively related. Table 17 presents the results of this correlation.

<table>
<thead>
<tr>
<th>Variable</th>
<th>$n$</th>
<th>$r$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning Probation Score</td>
<td>81</td>
<td>-.29***</td>
<td>.00</td>
</tr>
</tbody>
</table>

Note: *** $p < .001$
Research Question 5

Do the Barriers Affecting Main Campus Transfer Students Differ from those Affecting Distance Learning Students?

Data answering this research question were collected using both quantitative and qualitative methods. The quantitative component was the TSS questions and responses included in the probation scores while the qualitative component used responses from the in-depth interviews with selected survey respondents. Students entered the university’s distance learning program after completing their lower level or general education requirements elsewhere; thus, distance learning students were normally juniors and seniors. For this reason, the researcher decided to compare the responses of the main campus upper division transfer students to those in the distance learning setting, with both groups comprised of juniors and seniors. A summary of TSS questions comprising the probation scores and responses to the in-depth interviews is provided in the following sections to answer this research question.

Probation scores.

The TSS probation scores, and the responses used to create them, differed greatly both in number and in content between upper division main campus transfer students and distance learning transfer students (see Appendix D). For example, the Upper Division Probation Score (UDPS) contained 24 questions while the Distance Learning Probation Score (DLPS) contained 47 questions, with the probation scores for these groups sharing only 10 questions. Out of these 10 shared questions, at-risk students responded the same across groups in only 3 cases. The questions and the responses that comprised both probation scores will be presented according to their order of appearance on the TSS.
The survey section labeled “Choosing [name of university]” (see Table 18), asked respondents to rate the degree of importance they would attach to a list of items as a reason for attending the university. Only one item from this section was included in the probation scores for both distance learning and upper division transfer students, that of cultural diversity. The appearance of this question in both probation scores does not imply a similarity between the groups, however. Upper division transfer students in academic difficulty responded that cultural diversity had been very important in their choice to attend the university. Distance learning transfer students in academic difficulty stated the exact opposite: cultural diversity was not a reason behind their choice to attend the university.

Table 18

Degree of Importance in University Choice

<table>
<thead>
<tr>
<th>Question</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the degree of importance you would attach to each of the following items as a reason for choosing [name of university].</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Financial Aid</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14. Cultural Diversity</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>19. Opportunity to attend classes and work part-or full-time</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Note: X denotes the inclusion of the question in the probation score.*
The survey section labeled Previous College Experience contained questions that asked students to review their experience at their previous institution. Respondents noted the amount of time they had spent in a variety of activities, the frequency of occurrence of certain experiences, and the amount of time they had missed from classes and the accompanying reasons (see Table 19). The probation scores only shared two questions in this segment. The first one concerned the amount of time students spent partying during their previous college experience. Responses that were common with those students at risk for academic difficulty differed, however between the two groups. Upper division students in academic difficulty often responded they partied anywhere from 16 hours a week or more while distance learning students in academic difficulty had responded to this question with having partied anywhere from 1 to 5 hours or 6-15 hours during their previous college experience. Another question that appeared in both probation scores concerned failure to complete a homework assignment on time. This time both groups who were at-risk academically gave the same responses. Other questions that entered the probation scores focused on the number of hours of class per week that students had missed and their reasons for doing so. The questions here differed as well.
### Table 19

**Previous College Experience**

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much time did you spend in each of the following activities during the average week in your previous college experience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Socializing with friends</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>22. Talking with instructors outside of class</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>23. Partying</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>25. Participating in organized clubs or groups</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Now indicate how frequently each of the following occurred during your previous college experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Failed to complete a homework assignment on time</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>29. Had difficulty concentrating on assignments</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>30. Skipped class</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>31. Made careless mistakes on tests</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>32. Felt overwhelmed by all I had to do</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Please indicate how much time you missed from classes during your previous college experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Being the primary caregiver of an elderly parent</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>38. Experiencing work conflicts</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*Note: X denotes the inclusion of the question in the probation score.*
The next section of the TSS focused on student abilities and traits. Questions included in the probation scores differed far more than they were alike (see Table 20). For example, the UDPS included questions on mathematical ability and concentration and memory, sharing only one ability/trait, that of study skills, with the DLPS. The DLPS included 8 questions not found in the UDPS.

Table 20

*Abilities and Traits*

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate yourself on each of the following abilities or traits compared to the average student your age.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Mathematical ability</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>42. Reading comprehension</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>43. Study skills</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>44. Time management skills</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>45. Writing ability</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>46. Computer skills</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>47. Problem-solving skills</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>48. Concentration and memory</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>50. Leadership ability</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>52. Self-confidence</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>53. Interpersonal communication skills</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Note:* X denotes the inclusion of the question in the probation score.
The Self-Description section of the TSS further accentuated the difference between these two probation scores (see Table 21). The UDPS, for example, contained 7 questions, and the DLPS contained 3 questions, all of which were shared with the upper division group’s probation score. Once again, the responses of students in academic difficulty differed from one group to the next, despite the questions’ inclusion in the two different scores.

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>64. I don’t seem to make decisions by myself.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>65. I have confusion about who I am</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>67. I lose my sense of direction</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>68. It’s easier for me to start than to finish projects</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>73. I have no one to turn to with my problems</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>74. I fear I am not smart enough to pursue a degree</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>75. I feel guilty spending time, money, and/or energy on my</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: X denotes the inclusion of the question in the probation score.*
Probation scores also differed regarding student predictions on their academic success (see Table 22). The UDPS included 5 questions from this section. The DLPS, on the other hand, contained 9 questions, 3 of which were shared with the UDPS. At-risk student responses to these questions were the same, whether they were upper division main campus or distance learning transfer students.
Table 22

*Predictions About Academic Success*

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in your predictions about how successful you will be in your career at [name of university]. Please select the best answer to each question. How great are the chances that the following situations will happen to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81. Earn at least a “B” average</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>83. Fail one or more courses</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>84. Find my courses boring</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>85. Receive emotional support from my family and/or friends</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>regarding my personal, social, academic, or career decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Complete a bachelor’s degree at [name of university]</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>87. If needed, seek assistance for personal, career, or academic</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>problems from the appropriate university office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88. Be placed on academic probation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>89. Drop out of college temporarily</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>90. Transfer to another college</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>92. Be satisfied with [name of university]</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>93. Have serious disagreement with my family and/or friends</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>regarding my personal, social, academic, or career decisions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note:* X denotes the inclusion of the question in the probation score.
The next section of the TSS included questions asking students to estimate their involvement in university activities during the upcoming year (see Table 23). Questions included having students predict the importance of attending the university for them. They next identified themselves as being either a distant learner or a main campus student, leading them to complete a differing set of questions, depending on their location. In this case, the probation scores shared no questions, with the UDPS containing 2 questions from this section and the DLPS containing 5 questions.
Table 23

*Predictions about Involvement*

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in your estimates about how involved you might be in various activities at the university in addition to your courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94. How significant a part of your life do you expect your attendance at [name of university] to be?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>95. I consider myself to be a student at one of the higher ed centers</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Involvement on the main campus in [name of city]. During your first year, how often do you expect to

| 101. Use the University Center as a place to eat/socialize with friends | X    |
| 104. Read articles or books or have conversations with others on campus that will help you to learn more about yourself | X    |

Involvement as a Distance Learning student. During your first year, how often do you expect to

| 111. Telephone and/or email faculty informally outside of class | X    |

How great are the chances that the following situations will happen to you?

| 122. Work full-time while attending college | X    |
| 123. Work part-time while attending college | X    |

*Note: X denotes the inclusion of the question in the probation score.*
The Work-Career Section on the TSS explored the importance of working while taking classes along with students' career plans (see Table 24). None of the questions from this section appeared in the probation score for the upper division transfer students, yet all 4 were included in the DLPS.

Table 24

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>129. Are you currently working for pay?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>130. How many hours a week do you currently work?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>131. What is your current working situation?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>132. Please check the description that you feel best represents your career goals at this time.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*Note: X denotes inclusion of the question in the probation score.*

The final section on the survey asked students about the transfer experience itself in an attempt to understand their reasons for transferring from one institution to another. Once again, the probation scores shared no questions from this section with the UDPS including 2 questions and the DLPS 4 questions (see Table 25).
Table 25

Transfer Experience

<table>
<thead>
<tr>
<th>Question</th>
<th>UDPs</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in finding our why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>133. Are you entering [name of university] from another university, college, or technical institute?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>135. I completed an associate’s degree</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>137. I wanted to attend a school farther away from home</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>138. I wanted to attend a school that would give me better career opportunities</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>142. I wanted to attend a school where there were more groups or social activities of interest</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>148. I consider myself to be a four year college/university transfer student</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Note: X denotes the inclusion of the question in the probation score.*

*In depth interviews.*

Data collected through the in depth student interviews were used to answer research question 5: Do the barriers affecting main campus transfer students differ from those affecting distance learning students? The in depth interviews took place over the span of two months, from February to April 2002. The researcher interviewed 6 main
campus transfer students and 4 distance learning students to explore the transfer experience as seen through the students’ eyes. Every student who completed the TSS had an equal chance of being chosen to participate. Students were chosen randomly from those who had completed the TSS, and emails were sent out inviting participation. Interviews were arranged with all who responded (24 students), but only 10 transfer students attended their actual interviews. All who attended were academically successful their first semester, with one student’s GPA dropping below 2.0 for her second semester of attendance. The researcher emailed and telephoned other students who had not been academically successful during the previous semester but none responded to either the email or telephone messages. In many cases, students answered questions before they were asked, allowing the researcher to recap, and then to delve more fully into those topics later during the interview. Each interview question and a summary of its responses follow.

The first interview question, “Tell me about your experiences so far at this university,” garnered many positive remarks at first. Several students, however, then touched upon problems concerning the transfer of credits and negative experiences with instructors. Main campus students were quick to mention roommate relationships, an interest in campus-based social activities, and the difficulty in balancing classes with children/spouses. Distance learning students immediately compared their previous experiences in the traditional classroom setting with their online and interactive satellite classes while stating how impressed they were with the university’s use of technology. Several students (including both main campus and distance learning) were married and/or had children, and their references to social life included how to create a university social
life that was family-based. One single main campus student explained how he created his social group and the types of activities in which they participated. Another main campus student showed an interest in getting involved in group activities but seemed unsure of how to do so. All students mentioned the need for family adjustments, including needing to reassign household chores, parents needing to learn how to use email, and spouses needing to set aside time to be together.

The next interview question was, “What did you expect when you entered this university?” Most of these transfer students had high expectations with regard to attending the university, citing the university’s reputation, talented faculty members, and the large nontraditional population that had attracted them in the first place. One distance learning student explained that he had expected the university to be a continuation of the high caliber instruction he received at his community college, and he found this was so. A main campus student shared that he had high expectations of his previous institution, but after he was “let down” by the other institution, he tried to enter this university with expectations regarding himself, not the university in general. Several main campus students had expected problems with the transfer of credits and were surprised to have as many credits transfer as they did. They all, however, knew someone else who had trouble transferring credits and were very quick to share those stories.

The third interview question asked transfer students to compare their experiences at this university to those at their previous institution. Responses to this question varied. One main campus student said that he had viewed the community college as a continuation of high school but that he accomplished what he needed to accomplish while he was there. One commuter student saw no real difference between her previous
institution and this one. Another commuter student remarked on the structure provided at the university that she felt had been missing in her previous college experience. The distance learning students mentioned that they had needed some time to get used to not being face-to-face with instructors, but that distance learning site staff had helped them adjust. While some distance learning students enjoyed using email to communicate with instructors, others did not and found that they missed the personal contact.

Stress and procrastination were mentioned when students compared their experiences at their previous institutions to those at their current institution. Several main campus students found their courses to be more stressful than they had anticipated, and financial stresses also forced them to seek employment when funds for tuition were not available. Another factor contributing to stress was class load, as both main campus and distance learning students tried to balance full-time classes with work and family commitments. One main campus student stated that he felt more stress as a student than he did when he was in the military because of the newness of this role. Feeling comfortable with the routine of military life, he stated that he never had enough time as a student.

The next interview question asked students to explore how well their experiences at their previous institutions prepared them for this institution. Responses to this question varied as well. One main campus student mentioned that she felt well prepared educationally for the university, despite her associate’s degree in applied science from an out-of-state community college not being accepted. Another main campus student explained that she would not have done as well had she not started out at the community college. She felt that the individualized attention at the community college gave her the
necessary background to do well at the university. The military transfer student stated that finishing training in the special operations community taught him that he could do whatever he wanted to do as long as he tried, so he knew he could be successful at the university if he put his mind to it. One distance learning student suggested that the independent study courses she had completed at the community college had prepared her well for the nontraditional distance learning setting. All agreed that the study skills they learned previously had helped them since they transferred. These students also felt well prepared with regard to math, writing, and science.

The responses to the question, "How much time do you spend studying each week," ranged from 2 to 25 hours a week while students were enrolled in anywhere from 9 to 18 credits. Main campus students spent their remaining time at work, with their spouses/children, in university activities, and with friends. The distance learning students took courses at their community college in addition to those at the university. Spouses, children and their activities, church activities, employment, and volunteering took up any remaining time for distance learning transfer students.

The next question asked the students how well they did academically the previous semester and whether or not they did as well as they had expected. Fall 2001 GPAs for interviewees varied from 2.4 to 4.0 overall, with a median of 3.05 for main campus students and 3.68 for the distance learning students. Main campus students were less satisfied with their grades and had expected higher grades than they had received. One student with a 2.4 had expected A’s and B’s. Another student with a 2.8 had expected all A’s. Several students referred to one “problem” class that they felt had kept them from achieving their academic goals, resulting in a final grade one or two letter grades lower.
than anticipated. These students also mentioned problems with instructors (unwillingness to work with students with regard to office hours and flexibility of class attendance). The distance learning students were, on the whole, pleased with their grades, with only one student commenting upon her dissatisfaction with an instructor and the subsequent grade. She also stated that she was pleased to earn the C from that class, despite her other grades being A's.

When asked about adjustments made academically during the previous semester, interviewees gave two primary responses: they increased their study time and increased the amount of time they spent at the library. Other adjustments made the previous semester by main campus students included asking parents to baby-sit more often, taking fewer classes, learning how to do research, studying alone rather than with a group, reading the text when assigned to do so, getting more sleep, and procrastinating less. Adjusting to a change in scheduling affected several of the distance learning students as they struggled with rearranging activities and getting used to taking classes at night and on weekends. Only one student stated he made no adjustments academically during the previous semester.

A few students had to make adjustments to their social lives. One main campus student learned how to tell her friends that she would not be able to go out with them on the weekends. Another student started to reward herself for studying by going to a movie with friends on Sundays once she completed her homework. Several distance learning students decided to reduce the number of community-based activities in which they were participating.
Students also had to make family-related adjustments. Both main campus and distance learning parents mentioned not seeing their children as often as a major adjustment. For one main campus student with a child less than a year old, doing so was very difficult as she struggled with the idea of letting her child stay in day care longer in order to give her more study time at the library. Students also mentioned the need to find better and more dependable babysitters and alternative methods of arranging for children to get to their after-school activities. One student related her negotiating with her children for individual study time as well. Another student who had been married only a few years spoke of the need to set up a regular "date" with his wife to ensure that they spent time with one another. Still another mentioned the need to reassign household chores to ensure that the household continued to run smoothly. These adjustments were the same whether the student was a main campus student or a distance learning student.

Students had to make work-related adjustments as well. One main campus student had made an agreement with her parents that she could work as long as her grades were good, but eventually had to drop work half way through her first semester when she saw her grades starting to suffer. Another main campus student was working 20 hours a week, but decided to reduce those hours and ask her father to help out more with tuition. Since she was from out-of-state, she felt as though she needed to help out with expenses, and asking for financial help from her father was difficult for her. Other students who had originally thought about part-time jobs changed their minds as the semester progressed. The distance learning students interviewed all worked, whereas only half of the main campus students worked. Two distance learning students were trying to work only part-time, allowing them to work and attend classes while children were in school. They were
substitute teaching in the public schools and started to turn down subbing requests when they needed time to study. Another distance learning student ran an in-home daycare serving local teachers and averaged anywhere from two to six children in her home five days a week. The fourth distance learning student worked full time with a 45-minute commute. His workplace assisted him with tuition, and he frequently completed homework assignments between clients.

The next interview question asked about student involvement in campus or community activities, groups, or clubs. Most of the students interviewed were involved in some type of activity, whether university-based, community-based, or children-based. One main campus student was involved with Reserve Officer Training Corps (ROTC). Another student who planned to enter Officer's Candidate School for the Marine Corps after graduation spent 10 hours each week rowing, 5 hours working out, and was an active member in the university chapter of the American Criminal Justice Society. One student was active in the Student Virginia Education Association (SVEA) and was looking for other clubs and organizations in which to participate. Still another was a peer educator at the university and looking for another activity. Two other students were looking for activities with which to be involved but were unsure of how to find out what was available. These students earned the lowest GPAs during the previous semester (2.4 and 2.5). One of these was interested in any activity to which she could bring her family.

The distance learning students were very active as well, although not with university-based activities. They were members of the local Parent Teacher Associations, Boards of Directors for several community groups, and a variety of church-sponsored groups. They attended soccer, basketball, horseback riding, gymnastics, football, and
track with their children. Although several main campus students were searching for other groups and activities, the distance learning students frequently found themselves turning down requests to serve on a variety of committees.

Interviewees were asked to predict how well they expected to do academically during the current semester. With the exception of one student, those interviewed did well with predicting their grades for the Spring 2002 semester. Overall, the GPAs of the interviewees ranged from 1.84 to 4.0 with a median GPA of 3.01 for the main campus students and 3.8 for distance learning students. Three students earned the same GPA as the previous semester: 3.5, 4.0, and 4.0. Two students' GPAs dropped: one from 2.53 to 1.84 and another from 2.84 to 2.61. The remaining students' GPAs improved since fall 2001.

When asked, “What changes, if any, have you had to make since this semester started,” students were much more specific in their responses with regards to the current semester than they had been for the previous semester. One main campus student announced that she now set aside Tuesdays and Thursdays and one day on the weekend to prepare for class. Several mentioned that they set up schedules early in the semester to avoid procrastinating. Still another student stated she had been working more with time management and learning how to balance everything in her life: family, classes, work, and church. The distance learning student who operated an in-home daycare stated that she was now taking more time during the week to review, making test time easier. Those who were working also mentioned reducing work hours when papers were due. One of the distance learning students mentioned that she was learning to work smarter by putting
more effort into doing her best. Only one student (distance learning) stated that he had made no adjustments, and his GPA stayed the same both semesters: 3.5.

The next question asked the interviewees, “If you could make any changes in yourself right now, what would they be.” The majority of the changes these students wanted to make were related to their academic success and future. One male student wished that studying could come as easily to him as it did to his sisters. He also would have taken more care not to injure himself in high school as he missed certain sports he could no longer play - football and soccer. Another male student said that he would not be as hard on himself and that he would like to stop making quick decisions when angry since he often regretted those decisions. A third student wished that she was less fearful of her potential, then mentioned that she often had a difficult time focusing and perhaps had attention deficit disorder that kept her from achieving her potential. One student was much more class-specific: to take the time to do a better job with writing.

Several distance learning students mentioned that they would stop putting too much pressure on themselves to achieve and that accepting a B or a C in a hard class should be okay. Another distance learning student regretted not finishing college 20 years ago when he first began. Only two students mentioned a change that had nothing to do with their success at the university but with regards to their families. One distance learning mother of three teenagers wanted to become more structured with her children’s homework. Another distance learning mother of two younger children wished that she could be more organized and patient with her children.

The next question allowed the students to give the university advice: “What could the university have done to make your transition easier?” Suggestions ranged from
personal to a more broad based assistance for transfer students. One main campus student suggested that the university create some type of incentive to help encourage the younger transfer students to excel, stating that earning a high GPA or graduation itself may not be enough of an incentive to excel. He was unable to give any examples of what such an incentive might be, however. Another suggestion was to allow transfer students to room with students who were already familiar with the campus rather than grouping new transfer students together in a dorm room or apartment. Several students also suggested that the university be more lenient with what coursework transfers. As to coursework completed while in the military, one student noted that military coursework did not transfer well; thus, the student repeated coursework that he felt he had already completed. Several main campus students suggested the university needed to place more focus on transfer students through offering special scholarships and activities. One student suggested that the university should offer activities directed toward parents and families. Other student responses centered on instructors themselves, suggesting that professors needed to take into consideration the other responsibilities that nontraditional students may have. When they missed a class, they did not miss because of partying or just to cut a class. Instead, they missed to meet family and work-related responsibilities; thus, faculty members needed to work with them more to help them make up work missed.

Transfer Preview was the topic of several responses by main campus interviewees. Students suggested that more in-depth instructions be given during Transfer Preview, rather than providing color-coded handouts for students to follow on their own. A request was also made to have Preview Counselors who were more familiar with the transfer process. Another student noted that there was too much to do during Preview
with not enough time allowed for what the students really needed to do: tour the campus and talk with their advisors. One suggestion was to encourage transfer students to check out the booths during Preview, to make them feel welcomed. This student felt that more booths provided information appropriate for freshmen than they did for transfer students. Instead, Transfer Preview needed to offer more advertisements of the clubs and activities going on across campus and for the university to continue to publicize such activities into the school year.

Only the distance learning students stated that the university could have done nothing else to ease their transition and that all went well for them. They mentioned that knowledgeable site staff helped them through the first semester and through the application process as well. They viewed the application process as easy, and one student stated that she already had enough background to know what to look for and what questions to ask, so transfer was not an issue for her.

The next question asked what the university could do currently to help them. Responses to this question covered several different areas as well. One main campus student suggested the creation of a military science minor due to the number of courses required for participation in the ROTC. Currently, ROTC students needing to complete a minor are required to take an additional semester of classes, costing them money and time. Another main campus student had searched for tutoring during her first semester but discovered that she did not qualify for tutoring services because of her parents' income. She suggested that the university provide tutoring for people who do not meet the financial need requirement. She stated that if a student asked for help, then the university needed to be willing to offer help. Credit for coursework already completed
was the topic for another interviewee. She stated that since the curriculum had changed, she was no longer able to obtain credit for coursework completed that had received credit in the past. One student suggested turning the Student Virginia Education Association into a type of support group to build a community among those students majoring in education. Two of the distance learning students stated there was nothing that the university could do to help them at this time because it was their responsibility to do well, not that of the university. The other two distance learning students suggested that scheduling was a problem for them, and that offering distance learning classes more frequently and at different times would be helpful.

The following question asked students to give their reasons for transferring to the university. One main campus student loved the water and wanted to have greater access to it. Two students transferred because of the programs: business and nursing. One main campus student had visited another local university first, but did not like the environment. A friend had suggested she visit this university and when she did, an advisor here sat down with the entire family and explained her program of study and the transfer process. Because of this individualized attention, she enrolled. Several students were already local which prompted them to enroll. One owned his home and had lived in the area since 1993. Another local student had heard that the university had a lot of nontraditional students, and that attracted her.

Some of the distance learning students had similar motivations for transferring to the university. Two chose the university simply because it had a distance learning program that allowed them to attend a four year institution. For a third student, this university was originally her second choice, but when she did not hear back from her first
choice, she looked into the distance learning program as an option. Then she talked to other students who had only positive things to say about university and the program. The fourth student chose this university because of the ages of the students: she felt she would be more comfortable taking classes with students her own age. The distance learning courses were smaller, and she liked that as well.

The final interview question was, “Is there anything else you feel might be helpful for me to know?” Only four students offered a response to this question. One main campus student offered information about a friend of hers who had problems transferring credit. Her friend’s transcript did not get evaluated prior to the beginning of classes, causing the student to retake a course for which she had already received credit. The course was finally approved as a transfer course, unfortunately, after the date to drop the course had passed. One distance learning student suggested encouraging instructors to use the technology rather than just lecture. Another distance learning student stated that she tended to stay on top of things because she did not like last minute surprises. For her, keeping on top of information was very important, and she felt that a lot of problems come from distant learning students not communicating with the site offices and the offices not communicating with the students.

Research Question 5 (do barriers affecting main campus transfer students differ from those affecting distance learning transfer students) was answered in the affirmative through combining data gathered from the probation scores with that of the in-depth interviews. While main campus upper division at-risk students shared some barriers with those at-risk distance learning students, their barriers differed more than they were alike. Probation scores for upper division and distance learning transfer students shared 10
questions, but only 3 of those 10 questions produced the same responses from the students.

The interview responses provided some additional information to answer Research Question 5 as well. Communication and environmental support were important issues for both groups, and distance learning students, in particular, cited the need for supportive and well-informed site staff because of the students’ distance from the university. Also of interest was the need for community and/or campus involvement in both groups. Main campus students seemed to feel they should be involved with activities, but the problem for them came from not knowing how to find activities of interest to them on campus. Those main campus transfer students interviewed who lacked local activities had the lowest GPAs. The distance learning students, on the other hand, had no problem finding community activities; their problem was in having too many activities. They reported having to let go of several activities and turn down requests to pick up additional ones. Both groups interviewed worked, and the students quickly learned to cut back on work hours or learn to use their time better. Learning how to make better use of their time seemed to have posed a larger problem for the main campus interviewees than it did for the distance learning ones. Scheduling of classes was more of a barrier to the distance learning students than it was to the main campus interviewees, perhaps due their need to schedule classes around work, family, and community activities. Another concern for the distance learning students was the mere availability of classes. Main campus transfer students had more sections from which to choose to fit into their schedules; distance learning transfer students lacked that luxury, as often only one section of a course was available each year.
Responses to the Open-ended Questions

As a qualitative component, the TSS contained 5 open-ended questions designed to augment the university's knowledge about its transfer students by providing insight into barriers that may have affected their previous success, reasons for transfer, and suggestions for improving the transfer process. Respondents who completed the paper-and-pencil form handwrote their responses into boxes provided on the survey. Those responses were later typed and compiled into one list. Respondents using the web-based format typed their responses, which were later downloaded and also compiled into one list. Both lists were then merged into one complete list for each of the five questions. Since these questions were optional, the responding group was much smaller. Common themes were then coded by hand and new lists compiled showing these themes. In some cases student responses fit under several topics. These responses were noted accordingly. Salient questions and a summary of their responses follow.

The first open-ended question, “Please describe any additional experiences that affected your academic success,” resulted in responses from 123 students or 23% of the survey respondents. The overwhelming majority of the responses (95%) mentioned some form of barrier to student success. The remaining students cited reasons for their success, such as the availability of assistance when needed and the supportive environment of the previous institution. The most frequently mentioned barrier to success concerned personal illness (17%), including surgeries, flu, migraines, and simple illnesses. Related categories included illness of a family member (5%) and death of a family member (5%). The next most often mentioned barrier to success was work-related (15%). These responses included work schedule conflicts, the need to work full-time which then took
time away from studying and attending class, and long work hours as experiences that impacted their success. Mental health issues and stress (15%) also had an effect on success. Respondents cited depression, anxiety over returning to classes, and a variety of other personal issues. Lacking a supporting environment at the previous institution was also mentioned (9%), with respondents referring to instructors who would/could not help students prepare for tests, conflicts with instructors, apathy among faculty and staff, and a lack of knowledge of available resources to assist students. A few respondents noted family obligations (7%), a lack of motivation on their part (5%), socializing (5%), involvement in the military (4%), and participation in sports (4%) as affecting their success. The remaining responses were divided among transportation problems, time management, pregnancy, relocation, and technology.

One finding was the discrepancy between the prominence of personal illness among student responses in the open-ended questions and their responses 12 questions later in the survey. When asked to rate themselves as compared to others with regard to their physical health, very few respondents rated their personal health as below average (5.62%) or in the lowest 10% (45%) as compared to 17% in the open-ended responses. With regard to work-related issues, 65% of survey respondents rated the opportunity to attend classes and work part- or full-time as somewhat important or important in their decision to attend the university. Forty-seven percent stated that they had worked over 20 hours a week during their previous college experience, yet only 25% reported having missed classes due to work conflicts.

Responses regarding support and environment were also worth noting here. The few positive references citing support received at previous institutions (5%) underscored...
the importance of this issue, especially when taking into consideration the responses that mentioned non-supportive environments (12%). Related questions on the survey included how great was the likelihood that the student would need to seek assistance for personal, career, or academic problems from the appropriate university office (69% responded with very good chance) and how great was the likelihood that the student would develop a relationship with at least one faculty member or advisor (48% responded with very good chance). Issues surrounding environmental support were extremely important for this group of transfer students.

The next open-ended survey question, "What was your primary reason for transferring to this university," was designed to help the university increase its knowledge of transfer students' motivation in choosing this particular university. Three hundred and eighty-eight students (87%) responded to this question. Over 40% cited the university's location as their primary reason for transferring. Specific reasons within this topic included the university's location being closer to home, family, church, friends, and job (32.5%); relocation due to work or military (4%); convenience (2%); and the ability to obtain a degree via distance learning (2%). Thirty-one percent cited the availability of their particular degree program as their reason for transfer. Over 14% noted the university's reputation as a reason for transfer. Eight percent mentioned financial reasons, including lower tuition/cost, the ability to work while attending classes, and the availability of financial aid/scholarships. Other reasons for transferring included dissatisfaction with their previous institution (3%), diversity (1%), and the availability of internships and co-op programs (1%). In a number of instances, the respondents provided several reasons for transferring to the university.
The responses provided through this open-ended question mirrored some of those marked in the survey as well, although with a different emphasis. For example, over 45% of respondents rated the university's good academic reputation as an important consideration in attending, and 67% percent noted the availability of their chosen major as important. Over 17% listed the university's cultural diversity as important, and 50% stated that living near home was important in their choice. Over 30% cited financial aid as being an important factor in their decision, yet 38% rated the cost of attending the university as important for them in their decision to attend.

The third open-ended question asked respondents, "If there was one thing you would suggest to improve the transfer process, what would it be?" Seventy-three percent of the respondents answered this question, with comments ranging from very negative to very positive. Categorizing these responses proved extremely difficult as the boundaries between categories often blurred, making clear-cut distinctions impossible. Students frequently offered more than one suggestion, again making it difficult to categorize the responses. The responses seemed to center on several topics, however: environmental support from the university, communication, and Transfer Preview itself. Issues of environmental support included such suggestions as extending the office hours to meet the needs of working students, providing more assistance to transfer students prior to Transfer Preview, and making more information available online for students to access.

Students offered numerous ideas for improving communication, suggesting that the topic was an important one to transfer students. Respondents remarked upon the necessity of increased timeliness on the part of the university with regards to sending out acceptance letters, reviewing transcripts, and even responding to telephone calls. Students
also commented on their need to better understand the transfer process itself, noting that they were not entirely aware of what credits transferred or how this was determined.

Respondents offered several suggestions for improving Transfer Preview as well. While some students requested a shorter Preview, others suggested a variety of changes/inclusions: having more resources such as Financial Aid available during Preview itself; offering evening sessions; scheduling more Preview dates; making Preview more interactive; separating Preview into groups based on previous college experience; and providing more activities in which spouses, parents, and family members who accompanied the transfer student can participate. Other suggestions included allowing more time for the campus tours and making provisions for individual schedules.

Despite the numerous ideas for improving the transfer process, survey respondents appeared pleased overall in their ratings of the process. Thirty-four percent rated their experience as excellent, with 53% labeling their experience as good and 11% as fair.

The final two open-ended questions were, “What question about the transfer process do you wish we had asked?” and “What is your answer to this question?” Responses to these questions echoed those of the earlier questions and students mentioned such topics as transfer of credits, placement tests, timeliness of university contact, financial aid, transfer preview, and customer service issues.

Chapter Summary

The results of this study indicated that noncognitive variables (goals, behaviors, and attitudes) were related to academic success and difficulty for transfer students, as well as to student persistence and attrition. In fact, an elevated level of at-risk behaviors
and attitudes show a direct inverse correlation with persistence as measured by re-enrollment the next fall semester. While previous research (Astin, 1984; Dwinell & Higbee, 1989; Pickering, Calliotte, & McAuliffe, 1992; Sedlacek, 1996; Tracey & Sedlacek, 1985) had connected noncognitive variables to academic success and persistence for college freshmen, until now, no such research has done the same for transfer students.

A peripheral finding included the differences among the transfer student responses according to level. Freshman transfer students were more likely to be at risk than sophomore or upper division transfer students. Unfortunately, the number of freshman transfer students participating in the sample was too small to allow the researcher to explore the effect of noncognitive behaviors on this population's academic success and persistence. That, in itself, was important, as only adult freshmen over the age of 21 were required to attend Transfer Preview. The younger freshman transfer students would have attended Freshmen Preview, thus having no opportunity to participate in this study. Sophomore transfer student responses to the TSS differed from those of the upper division transfer students, as well as from responses given by distance learning transfer students. Hence, four different transfer student populations existed instead of one all-inclusive group.

Probation Scores

How many at-risk behaviors did a transfer student need to possess before he or she was considered at risk for academic difficulty? This, too, varied with the level of the student. Since each probation score was derived from survey responses as per level, the number of items included in each probation score varies, as do the cut-off scores that
determine academic difficulty. A complete list of the items in each probation score along with their responses is available in Appendix D. Tables 26 through 45 compare the questions comprising the four probation scores (Freshman Probation Score [FPS], Sophomore Probation Score [SPS], Upper Division Probation Score [UDPS], and Distance Learning Probation Score [DLPS]) by section from the TSS. The response noted in the probation score appeared in that group’s probation score. It should be noted that only two questions in appeared in all four probation scores. Both questions are in the section labeled Self-Descriptions (Tables 35 and 36) where the students were asked “I don’t seem to make decisions by myself” and “I have no one to turn to with my problems.”
### Table 26

**All Four Groups: Reasons for Attending College**

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To be able to get a better job</td>
<td>Very</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 To broaden my perspective</td>
<td>Very</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 To be able to make more money</td>
<td>Very</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 To learn more about things which interest me</td>
<td>Very</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 To develop interpersonal skills</td>
<td>-</td>
<td>Moderately</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 To respond to a change in my role as a spouse, parent, homemaker, or worker</td>
<td>Somewhat</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>important</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 27

*All Four Groups: Degree of Importance in University Choice*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the degree of importance you would attach to each of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>following items as a reason for choosing [university].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10  [university] students who are friends or acquaintances</td>
<td></td>
<td>Very</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>12  [university's] good academic reputation</td>
<td>Very</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>very important</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13  Financial Aid</td>
<td>Important</td>
<td>Moderately</td>
<td>-</td>
<td>Not important</td>
</tr>
<tr>
<td></td>
<td>Important</td>
<td>or Very</td>
<td>important</td>
<td>or Very</td>
</tr>
<tr>
<td>14  Cultural Diversity</td>
<td>-</td>
<td>Moderately</td>
<td>Very</td>
<td>Not important</td>
</tr>
<tr>
<td></td>
<td>Very important</td>
<td>or Very</td>
<td>important</td>
<td>or Very</td>
</tr>
<tr>
<td></td>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 28
*All Four Groups: Degree of Importance in University Choice, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the degree of importance you would attach to each of the following items as a reason for choosing [university].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Living near or at home</td>
<td>Very important</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17 Cost of attending [university]</td>
<td>Very important</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>19 Opportunity to attend classes and work part-or full-time</td>
<td>Very important</td>
<td>Important or Moderately important</td>
<td>-</td>
<td>Very important</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Table 29

**All Four Groups: Previous College Experience**

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much time did you spend in the following activities during the average week in your previous college experience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Socializing with friends</td>
<td>-</td>
<td>16 -20 hours</td>
<td>-</td>
<td>0 hours or or &gt;20 hours</td>
</tr>
<tr>
<td>22 Talking with instructors outside of class</td>
<td>-</td>
<td>-</td>
<td>16 - 20 hours</td>
<td>0 hours or or &gt;20 hours</td>
</tr>
<tr>
<td>23 Partying</td>
<td>-</td>
<td>6-15 hours or 16-20 hours or &gt;20 hours</td>
<td>16 - 20 hours</td>
<td>1-5 hours or or &gt;20 hours</td>
</tr>
<tr>
<td>24 Working for pay</td>
<td>16 - 20 hours</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>25 Participating in organized clubs or groups</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0 hours</td>
</tr>
</tbody>
</table>
Table 30

*All Four Groups: Previous College Experience, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Occasionally or or Occasionally or or Frequently Frequently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Failed to complete a homework assignment on time</td>
<td>Never - or Never or Occasionally Frequently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Had difficulty concentrating on assignments</td>
<td>Frequently - - Never or Frequently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Skipped class</td>
<td>- - - -</td>
<td>Occasionally or or Frequently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 Made careless mistakes on tests</td>
<td>- Never -</td>
<td>Occasionally or or Frequently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Felt overwhelmed by all I had to do</td>
<td>Never Never -</td>
<td>Never or Frequently</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 31

*All Four Groups: Previous College Experience, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate how much time you missed from classes during the average week during your previous college experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34 Transporting family members/others to appointments and activities</td>
<td>-</td>
<td>1-2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hours <strong>or</strong> 3-5</td>
<td>hours <strong>or</strong> 6 or more</td>
<td></td>
</tr>
<tr>
<td>35 Being the primary caregiver of an elderly parent</td>
<td>-</td>
<td>-</td>
<td>1-2 hours <strong>or</strong> 3-5 hours <strong>or</strong> 6 or more</td>
<td></td>
</tr>
<tr>
<td>38 Experiencing work conflicts</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1-2 hours <strong>or</strong> 3-5 hours <strong>or</strong> 6 or more</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 32

*All Four Groups: Abilities and Traits*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>41 Mathematical ability</td>
<td>-</td>
<td>Above</td>
<td>Lowest 10% or Below Average</td>
<td></td>
</tr>
<tr>
<td>42 Reading skills</td>
<td>-</td>
<td>-</td>
<td>Lowest 10% or Below Average</td>
<td></td>
</tr>
<tr>
<td>43 Study skills</td>
<td>Average</td>
<td>-</td>
<td>Lowest 10% or Below Average</td>
<td></td>
</tr>
<tr>
<td>44 Time management skills</td>
<td>Lowest 10% or Below Average</td>
<td>Lowest 10% or Below Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 Computer skills</td>
<td>-</td>
<td>Above</td>
<td>Average or Top 10%</td>
<td></td>
</tr>
</tbody>
</table>

Please rate yourself on each of the following abilities or traits compared to the average student your age.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>47   Problem-solving skills Above</td>
<td>Top 10%</td>
<td></td>
<td></td>
<td>Average or Above</td>
</tr>
<tr>
<td>average or Top 10%</td>
<td></td>
<td></td>
<td></td>
<td>Average or Top 10%</td>
</tr>
<tr>
<td>48   Concentration and memory</td>
<td>-</td>
<td>-</td>
<td>Lowest 10% or Below Average</td>
<td>-</td>
</tr>
<tr>
<td>50   Leadership ability Top 10%</td>
<td></td>
<td></td>
<td></td>
<td>Lowest 10% or Below Average</td>
</tr>
<tr>
<td>52   Self-confidence</td>
<td>Above</td>
<td></td>
<td></td>
<td>Lowest 10% or Below Average</td>
</tr>
<tr>
<td>average or Top 10%</td>
<td></td>
<td></td>
<td></td>
<td>Average or Top 10%</td>
</tr>
<tr>
<td>53   Interpersonal communication skills</td>
<td>Above</td>
<td></td>
<td></td>
<td>Lowest 10% or Below Average</td>
</tr>
<tr>
<td>average or Top 10%</td>
<td></td>
<td></td>
<td></td>
<td>Average or Top 10%</td>
</tr>
</tbody>
</table>

Please rate yourself on each of the following abilities or traits compared to the average student your age.

47. Problem-solving skills: Above average or Top 10%
48. Concentration and memory: Lowest 10% or Below Average
50. Leadership ability: Top 10%
52. Self-confidence: Above average or Top 10%
53. Interpersonal communication skills: Above average or Top 10%

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Table 34

**All Four Groups: Attitudes About Being a College Student**

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate yourself on the extent to which you agree with each of the following statements about being a college student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57 I will be proud to do well academically in college</td>
<td>Strongly agree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>58 I find learning to be fulfilling</td>
<td>Strongly agree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>59 I will allow sufficient time for studying in college</td>
<td>Strongly agree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>60 I see myself continuing my education in some way throughout my entire life</td>
<td>Strongly agree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 35

*All Four Groups: Self-Descriptions*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s hard to find a reason for working</td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I don’t seem to make decisions by myself</td>
<td>Strongly disagree</td>
<td>Moderately disagree or Strongly disagree</td>
<td>Slightly agree</td>
<td>Moderately Disagree or Strongly Disagree</td>
</tr>
<tr>
<td>I have confusion about who I am</td>
<td>Strongly disagree</td>
<td>Moderately disagree</td>
<td>Slightly</td>
<td>Disagree</td>
</tr>
<tr>
<td>I lose my sense of direction</td>
<td>-</td>
<td>-</td>
<td>Slightly agree</td>
<td>Moderately Disagree or Strongly Disagree</td>
</tr>
<tr>
<td>It’s easier for me to start than to finish projects</td>
<td>-</td>
<td>-</td>
<td>Moderately Disagree</td>
<td></td>
</tr>
<tr>
<td>I don’t seem to get going on anything important</td>
<td>Strongly disagree</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Table 36

*All Four Groups: Self-Descriptions, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPs</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wonder where my life is headed</td>
<td>Strongly</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>After awhile I lose sight of my goals</td>
<td>Strongly</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I have no one to turn to with my problems</td>
<td>Strongly</td>
<td>Moderately</td>
<td>Moderately</td>
<td>Strongly</td>
</tr>
<tr>
<td>I fear I am not smart enough to pursue a degree</td>
<td>Strongly</td>
<td>-</td>
<td>Strongly</td>
<td>-</td>
</tr>
<tr>
<td>I feel guilty spending time, money, and/or energy on my education</td>
<td>Strongly</td>
<td>-</td>
<td>Strongly</td>
<td>-</td>
</tr>
</tbody>
</table>

The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item.
Table 37

*All Four Groups: Predictions about Academic Success*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in your prediction about how successful you will be in your career at Old Dominion University. Please select the best answer to each question. How great are the chances that the following situations will happen to you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81 Earn at least a “B” average</td>
<td>No chance</td>
<td>No chance</td>
<td>or Some chance</td>
<td>or Some chance</td>
</tr>
<tr>
<td>83 Fail one or more courses</td>
<td>Some chance</td>
<td>Some chance</td>
<td>or Very good chance</td>
<td>or Very good chance</td>
</tr>
<tr>
<td>84 Find my classes boring</td>
<td>No chance</td>
<td>No chance</td>
<td>Some chance</td>
<td>No chance</td>
</tr>
<tr>
<td>85 Receive emotional support from my family and/or friends if I experience problems in college</td>
<td>No chance</td>
<td>No chance</td>
<td>or Some chance</td>
<td>or Some chance</td>
</tr>
<tr>
<td>86 Complete a bachelor’s degree at [university]</td>
<td>No chance</td>
<td>No chance</td>
<td>or Some chance</td>
<td>or Some chance</td>
</tr>
</tbody>
</table>
Table 38

*All Four Groups: Predictions about Academic Success, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in your prediction about how successful you will be in your career at Old Dominion University. Please select the best answer to each question. How great are the chances that the following situations will happen to you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>87 If needed, seek assistance for personal, career, or academic problems from the appropriate university office</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No chance or Some chance</td>
</tr>
<tr>
<td>88 Be placed on academic probation</td>
<td>-</td>
<td>Some chance or Very good chance</td>
<td>Some chance or Very good chance</td>
<td>-</td>
</tr>
<tr>
<td>89 Drop out of college temporarily</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Some chance or Very good chance</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 39

*All Four Groups: Predictions about Academic Success, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in your prediction about how successful you will be in your career at [university]. Please select the best answer to each question. How great are the chances that the following situations will happen to you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90  Transfer to another college</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Some chance or Very good chance</td>
</tr>
<tr>
<td>92  Be satisfied with [university]</td>
<td>-</td>
<td>-</td>
<td>No chance or Some chance</td>
<td></td>
</tr>
<tr>
<td>93  Have serious disagreements with my family and/or friends regarding my personal, social, academic, or career decisions</td>
<td>-</td>
<td>-</td>
<td>Very good chance</td>
<td>Some chance or Very good chance</td>
</tr>
</tbody>
</table>
In this section, we are interested in your estimates of how involved you might be in various activities at the university in addition to your courses.

94. How significant a part of your life do you expect your attendance to be? Less attention or Same amount

95. I consider myself to be a student at one of the higher education centers yes
<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement on the main campus in [city]. During your first year, how often do you expect to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 Use the university center as a place to eat and/or socialize with friends</td>
<td></td>
<td></td>
<td>Never</td>
<td></td>
</tr>
<tr>
<td>104 Read articles or books or have conversations with others on campus that will help you to learn more about yourself</td>
<td></td>
<td></td>
<td>Never</td>
<td></td>
</tr>
<tr>
<td>107 Use what you learn in classes in your outside life?</td>
<td></td>
<td>Never or</td>
<td>Occasionally</td>
<td></td>
</tr>
</tbody>
</table>
Table 42
*All Four Groups: Predictions About Involvement, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement as a distance learning student. During your first year, how often do you expect to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>111 Telephone and/or email faculty Informally outside of class</td>
<td></td>
<td></td>
<td></td>
<td>Never</td>
</tr>
<tr>
<td>How great are the chances that the following situations will happen to you:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>122 Work full-time while attending college</td>
<td>Some chance</td>
<td>-</td>
<td></td>
<td>Some chance or Very good chance</td>
</tr>
<tr>
<td>123 Work part-time while attending college</td>
<td>Very good chance</td>
<td></td>
<td></td>
<td>No chance or Some chance</td>
</tr>
<tr>
<td>125 Do volunteer work</td>
<td></td>
<td></td>
<td>No chance</td>
<td>-</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>129 Are you currently working for pay?</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>130 How many hours a week do you currently work</td>
<td>Over 40</td>
<td>-</td>
<td>-</td>
<td>31-40 or Over 40 hours</td>
</tr>
<tr>
<td>131 What is your current working situation</td>
<td>No path</td>
<td>-</td>
<td>-</td>
<td>No path or Change</td>
</tr>
<tr>
<td>132 Please check the one description below that you feel best represents your career goals at this time</td>
<td>-</td>
<td>Foreclosed</td>
<td>-</td>
<td>ID Achieved</td>
</tr>
</tbody>
</table>
Table 44

*All Four Groups: Transfer Experience*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDP</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>133 Are you entering [university]</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Directly from another university, college, or technical institute</td>
</tr>
<tr>
<td>134 My interests changed, and my former school did not offer the program I wanted</td>
<td>-</td>
<td>Very important</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>135 I completed an associate’s degree</td>
<td>-</td>
<td>Somewhat important</td>
<td>-</td>
<td>Very Important</td>
</tr>
<tr>
<td>137 I chose to attend a school farther away from home</td>
<td>Not important</td>
<td>-</td>
<td>Very important</td>
<td></td>
</tr>
</tbody>
</table>

In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.
Table 45

*All Four Groups: Transfer Experience, continued*

<table>
<thead>
<tr>
<th>Question</th>
<th>FPS</th>
<th>SPS</th>
<th>UDPS</th>
<th>DLPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138 I wanted to attend a school that would give me better career opportunities</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Very Important</td>
</tr>
<tr>
<td>139 I chose to attend a school where I felt more like I belonged</td>
<td>Very</td>
<td>Very</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>140 I chose to attend a school where I could maximize my intellectual development</td>
<td>Very</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>142 I wanted to attend a school where there were more groups or social activities of interest</td>
<td>-</td>
<td>-</td>
<td>Very important</td>
<td></td>
</tr>
<tr>
<td>148 I consider myself to be a Four-year college/university transfer student</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Although the results of the logistical regression for freshmen transfer student academic success were inconclusive for the second place-loading variable, the first variable to load in was that of the FPS. Composed of 41 items, the FPS was the second largest score. Questions in this score covered such topics as reasons for attending college, previous college experience, student abilities and traits, attitudes about being a college student, self-description, predictions about their academic success, predictions about their involvement at the university, their work-career experience, and their transfer experience. FPSs ranged from 9 to 31, with a mean of 20.18 and a standard deviation of 5.92. A score of 25 (one standard deviation above the mean) was set to identify a freshman transfer student as high risk. Thirty-two percent of the freshmen transfer students who completed the survey earned a score of 25 or above. As stated earlier, the results of the logistical regression may have been inconclusive due to the small sample size, but the data gathered about the freshmen transfer students themselves through their responses on the TSS were still extremely useful in adding to the university’s knowledge base.

The SPS contained 27 items, the second smallest probation score. Scores ranged from 2 to 29, with a mean of 8.40 and a standard deviation of 2.89. The cutoff score for this group was set at 10 or above by adding one standard deviation to the mean. Twenty-five percent of the sophomore transfer students who participated in this survey received a probation score between 11 and 16. Out of these 27 items, 11 of them also appeared in the FPS, 7 in the UDPS. The SPS shared all of its questions with the DLPS, but the responses that placed those questions into the score differed between groups (see Appendix D).
The probation score developed for the upper division transfer students contained 24 items, including such topics as low self-ratings in mathematical skills, study skills, and concentration and memory. Scores ranged from 0 to 24, a mean of 3.08 and a standard deviation of 2.4. The cutoff score for this group was set at 5, approximately one standard deviation above the mean, with 12% of the upper division transfer students scoring a 6 or above.

The DLPS contained 47 items with a mean of 24.30, a standard deviation of 4.64, and a range of 12 to 34 items. The cutoff score to identify at-risk distance learning students was set at 28, approximately one standard deviation above the mean, with 15% of the population identified as at-risk.

**Themes**

Also of interest were the qualitative data gathered through open-ended questions on the TSS and through in-depth interviews with selected transfer students. These data provided greater insight into what made transfer students successful and what did not, providing information to use planning transfer student orientation activities. In addition, information derived through these qualitative methods also further emphasized several noncognitive areas identified through the survey: participation in campus- and community-based activities, time management, stress, and a supportive university environment.

This study’s blend of quantitative and qualitative research yielded several themes: themes derived from a convergence of data from responses to the objective survey questions, from the survey’s open-ended questions, and from the in-depth interviews with selected transfer students. These themes included the need for communication,
knowledge of how to navigate the system, and the need to balance class, work, family, and community obligations.

Communication

The overall theme was that of being heard — whether it was by admissions and financial aid staff, Transfer Preview staff, advisors, distance learning site staff, or by university faculty themselves. The survey asked several questions related to communication. Forty-eight percent of those surveyed responded “very good chance” to the question, “How great are the chances that you will develop a good relationship with at least one faculty member or an advisor,” emphasizing the transfer student’s expectation of being supported by university staff. Another question asked, “How great are the chances that you will, if needed, seek assistance for personal, career, or academic problems from the appropriate university office.” Sixty-nine percent responded with “very good chance.” Many students had no hesitation about contacting university staff for assistance. Their concerns focused on not feeling heard.

In the open-ended questions, students referred to a lack of communication with faculty and staff as having affected their academic success at their previous institutions. When given an opportunity to suggest improvements to the transfer process, an overwhelming number of responses concerned the topic of communication. Suggestions included the following: students not feeling as though they were being heard; the need for a more timely return of telephone calls and admission letters; and the need to hire friendlier, more helpful staff who wants to work with transfer students. Even the in-depth interviews contained a thread of the communication theme, as students mentioned the need to find out more about the transfer credits, about university activities, about
programs, and about coursework as well. Students who spoke highly of their transfer process mentioned the importance of communication between student and staff and attributed that same communication to their own success.

Transfer students seemed to enter this university with an expectation, as well as a need, of being heard and supported by university faculty and staff. When this expectation was not met, students responded in a variety of ways. Most did well in spite of any communication problems, but many did not. These students may have asked for help, and when turned down, were nonplussed as to how to proceed. Other transfer students were unaware of how to seek out the support they needed, thus bringing in the next theme: navigating the system.

**Navigating the System**

Learning how to navigate the higher education system was not as easy as one would think. Transfer students faced a variety of hurdles that may not have been a part of their previous institutions. For example, although many of them may have already been familiar with services such as financial aid, tutoring, and library services at their previous institutions, this familiarity may have varied drastically. Depending upon the size of their previous institutions, students may have had financial aid officers, for example, who took them step-by-step through the financial aid process, possibly completing the students' financial aid applications for them. A smaller college or community college setting may have allowed for that particular luxury, but a busy four-year institution cannot do the same. Other students may have been more independent in this regard, filling out their own applications, searching and applying for appropriate grants and scholarships on their own. Students who had not learned how to navigate this part of the university system may
have faced a great deal of difficulty in trying to find assistance once they determined what type of assistance they may need. The size of the previous institution, communication with university staff, and the transfer students' previous experiences all affected how well they adjusted to their new surroundings.

Another aspect of navigating the system concerned knowing what sort of help one needed. Again, some students entered a class, determined to be independent and do well, yet, by the time they discovered they were not doing as well as they had hoped, they had little idea of where to go for help or even if help existed for them. The knowledgeable ones went to their advisors, to a faculty member, or to a savvy friend who guided them along. The unknowledgeable ones floundered, not sure of what went wrong or how to fix it.

Some students lacked the problem-solving skills necessary to determine not only the type of help that is needed, but from where to get such help. Several students, for example, mentioned that their transcripts had not been evaluated in time for Preview, and other students interviewed spoke of students who had to retake courses they had already completed because their transcripts had not been evaluated. Yet, how many of these students thought or knew to bring an original transcript with them to show to their advisor? While this would not have hastened their transcript evaluation, their advisors would at least have had a better feel for what classes the students truly needed. Thinking ahead to bring a transcript, for example, often comes through having already had a similar experience or through knowing someone else who has done so. Few students generate this type of behavior on their own without prompting.
Use of the phrase "increase study time" also indicated how well a student navigated the system. When a student did poorly in a class, the student normally knew that he or she needed to increase study time. But what did this mean? Did this mean read the same chapter twice? Study for two hours instead of one hour? Take better notes? Form a study group? Go to the library and research? Talk to the instructor? Again, students who were comfortable navigating the system seemed to know what to do, or if they did not know exactly, they either tried different methods until something worked, or they went elsewhere for help.

*Achieving Balance*

Another theme was the need to balance work, family, classes, and community activities. As students at a commuter university, the majority of the students commuted to classes everyday. Many chose to attend this university because of the opportunity to attend classes and work part- or full-time. In fact, 68% of the survey respondents marked this reason as "moderately important" and "very important." Sixty-five percent stated that they worked 20 hours a week or more during their previous college experience, and 75% stated that they were employed. Eighty-five percent of the respondents were working more than 20 hours a week.

Work was not the only way students were spending time when not in classes. Only one question on the survey mentioned volunteering, but 44% responded with "some chance" or "very good chance" when asked about the possibility of volunteering. Family obligations and community activities were mentioned in the responses to the opened-ended questions and through the interviews as additional student responsibilities. Along with attending classes and working, the university's transfer students were involved in
sports (both personally and as a spectator of their children's games), local clubs and organizations, and church-related activities. Several respondents mentioned the importance of scheduling with regard to the university's offering of classes and activities. In response to the open-ended questions, students mentioned scheduling classes around work and family, emphasizing the need to pay bills and to provide financially for their families as their first priority. Other students expressed concern that courses would not be offered at times that meshed with their already cramped schedules. Distance learning students, in particular, pointed out the difficulty in completing degrees within a two-year time-span when classes were only offered once a year or had an enrollment cap of 50 students. While students were willing to give up university-based, community, and church-based activities, they stated that giving up more family time or work time was not an option.

These students described situations where they were aware of being out of balance. Although this imbalance may have been easy for them to detect, solving it was difficult. Not all of the transfer students possessed the skills necessary to identify exactly which part of their lives were out of balance and which parts they could adjust most easily. Not knowing how to adjust those portions of their lives was also an issue.

Conclusion

Based upon the results and the analyses, several important conclusions may be drawn:

1. Transfer students do not fit into one general population. Instead they separate into several groups, according the number of credits completed prior to transfer and according to location of classes taken: main campus freshmen
transfer students, main campus sophomore transfer students, main campus upper division transfer students, and distance learning transfer students.

2. Although transfer students do share some characteristics and barriers to success and persistence, these barriers differ between groups, particularly between main campus and distance learning students transfer students.

3. Communication, navigating the system, and achieving balance are important for transfer students, resulting in barriers to academic success and persistence when missing or not addressed.

4. Transfer Preview needs to be revised to better meet the needs of both main campus and distance learning transfer students.

5. More research needs to be completed with regards to transfer student persistence and retention.

This chapter has presented the results of the investigation, both quantitative and qualitative, along with an initial effort to set those results within the context of certain themes. A discussion on findings of the study, including implications and recommendations for additional research are presented in Chapter V.
CHAPTER V
DISCUSSION

The primary goal of this study was to investigate barriers affecting persistence along with academic success in both main-campus and distance learning transfer students at a four-year urban university. Some research points to cognitive variables as being predictive of academic success (Demitroff, 1974; Weidman, 1985). Other research suggests that demographic factors may be involved (Beil & Shope, 1990; Weidman, 1985). Still other research purports the importance of noncognitive variables in predicting academic success and retention (Dwinell & Higbee, 1989; Hodges, 1988; Pickering, Calliotte, & McAuliffe, 1992). Previous research has centered primarily on traditional freshmen; do findings from this same research hold true for transfer students? Another question arises: how can the university use this data to increase academic success and persistence within its transfer student population? This final chapter addresses these and other pertinent issues as it summarizes and discusses the findings of this study, including implications and recommendations for further research.

This study confirmed that noncognitive factors can predict academic success and persistence for first year main campus and distance learning transfer students. In fact, an elevated at-risk score on the Transfer Student Survey (TSS) was correlated with persistence into the second year. A second finding was that the noncognitive variables related to academic success and persistence differed depending on the level of the student (freshman, sophomore, or upper division transfer students), as well as whether the student was a main campus student or a distant learning student. A separate finding was that transfer student GPA loaded in second during the logistical regressions for sophomore...
and upper division transfer students, resulting a load of only two items as correlated with academic success: noncognitive variables defined by the probation scores on the TSS, followed by the cognitive variable of transfer student GPA. This finding disagreed with some of the earlier literature suggesting that demographic variables were predictors of persistence (Bean & Metzner, 1985; Farrell and Mudrack, 1992; Pascarella, Smart, & Ethington, 1986; Pincus & DeCamp, 1989; Tinto, 1975; Townsend et al, 1993).

Research Questions and Hypotheses

The first research question explored in this study was answered in the affirmative through the findings of Hypothesis 1: noncognitive variables as identified by the probation score on the TSS will predict academic success or difficulty as measured by GPA at the end of the second semester for main campus transfer students. The results of the logistical regression indicated that the noncognitive variables derived from the calculation of a probation score to predict academic success or difficulty successfully differentiated between the two groups ($p < .01$ level for main campus sophomore and upper division transfer students). Although the results may be suspect due to sample size, another logistical regression indicated a similar finding for freshmen transfer students ($p < .01$). Nevertheless, the actual identification of individual noncognitive variables making up each probation score remains an ongoing task.

The second research question in this study was answered affirmatively through hypothesis 2: noncognitive variables as identified by the probation score on the TSS will predict academic success or difficulty as measured by GPA at the end of the second semester for transfer students in a distance learning setting. As with the first hypothesis, the results of this logistical regression indicated that the noncognitive variables derived
from the calculation of a probation score to predict academic success or difficulty differentiated between the two groups \((p < .05)\) for distance learning transfer students. As noted above, the actual identification of individual noncognitive variables for distance learning students, as well, remains difficult.

Research Question 3 was answered affirmatively through the third hypothesis: a negative relationship exists between noncognitive variables as identified by the probation score on the TSS and main campus transfer student persistence into the second year. The correlations with persistence reported for the freshman \((r = -.28)\), sophomore \((r = -.15)\), and upper division \((r = -.18)\) supported this hypothesis \((all \ at \ p < .05)\).

The fourth research question was answered affirmatively through hypothesis 4: a negative relationship exists between noncognitive variables as identified by the probation score on the TSS and distance learning transfer student persistence into the second year. The Pearson correlation \((r = -.28)\) supported this directional hypothesis \((p < .05)\).

Research Question 5 was answered affirmatively using the probation scores and the responses given during the in-depth interviews. Barriers to success and persistence for main campus upper division transfer students do differ from those identified for distance learning transfer students. As mentioned previously, because distance learning students enter the university having completed the majority of their general education requirements, the researcher decided to compare them to the upper division main campus group rather than all of the main campus transfer students. The TSS probation scores, and the questions and responses used to create them, differed greatly both in number and in content between upper division main campus transfer students and distance learning transfer students (see Appendix D). The Upper Division Probation Score (UDPS) and
Distance Learning Probation Score (DLPS) shared only 10 questions. Out of these 10 shared questions, at-risk students responded the same across groups in only 3 cases. All three questions were part of the self-descriptions section of the TSS and were as follows: I don’t seem to make decisions by myself, I lose my sense of direction, and I have no one to turn to with my problems.

The probation scores and the in-depth interviews revealed several barriers to transfer student persistence. One major barrier was that of institutional environment. An institution that does not keep the diverse needs of its student body in mind risks losing those same students. Independent, self-motivated students can still succeed in a non-supportive environment, but the at-risk student cannot. Another barrier related to institutional environment was the need for solid communication between the transfer student and the institution, whether through email, telephone calls, meetings with advisors/site staff, or well-done web pages. Distance learning students noted the necessity of site staff being responsive and maintaining communication with students. The need for students to maintain communication with the institution was mentioned. A lack of communication on either party’s part can contribute to academic difficulty.

Clarifying transfer credit policies, in particular, was cited as very important to transfer student success. Students who had a difficult time understanding the transfer process may feel unwanted and unwelcome, thus increasing their sense of isolation, leading to academic difficulty. A very important barrier to success was that of not knowing how to navigate the higher education system. Achieving balance in class, work, home, and community was very important to transfer students, and an imbalance in any of those areas tipped the scales toward academic difficulty.
Although distance learning students shared the above barriers to success with main campus students, they also possessed a few of their own. More distance learning students worked than did their main campus counterparts, and they worked longer hours. While this spoke to the balance issue, it also spoke to their time management and scheduling needs. Students who do not manage time well or lacked organizational skills may be less successful because of their inexperience in planning a class schedule when courses were only offered once a year. Another distance learning-related barrier may well be that of being a distance learning student. Not all students did well in a classroom without an instructor. Those students who are not self-motivated may find success difficult for them when separated from an instructor or other students. Distance learning students also seemed to enter the university feeling less secure about their own skills, possibly due to juggling their many roles on a daily basis, but also due to their frequently being older and returning to education after several years in the workforce. This insecurity and the physical distance from the main campus could serve to keep the students from obtaining help, especially if communication with all the necessary parties had not been made easy for them.

Instrument

Based on a freshman survey in use at the institution for over 12 years, the TSS has yielded a notable peripheral finding: the discovery of the need to develop separate probation scores based on student level. It may well be that once the survey has been given over the course of several years and a large enough sample size is attained, those levels could well change. For the first time, however, the university has a method of identifying at-risk transfer students.
The open-ended questions on the TSS yielded some useful information as well. Student input is extremely important for program development, and including open-ended questions on the survey gave students the chance to provide some valuable input on their transfer experiences, allowing them to feel heard. Continuing to gather such information could benefit the transfer program in many ways.

The TSS is now in its second year of use at the university and has been through its first revision. One concern was the spread of student responses across all choices, sometimes making it difficult to determine which responses were more associated with academic difficulty than others. To remedy this, the first two sections of the 2002 TSS use only a three-response scale rather than a five-response scale. The hope here is that limiting students’ responses to fewer choices would make it easier to determine the question/response pairs for the probation score. Several questions that the researcher had expected to be integral to the study did not become part of the probation score because the numbers of responses for all choices were so widespread.

Several other revisions have been made. Question 27 originally asked students to note the amount of time they spent “using the Internet” during their previous college experience. That question now uses the phrase, “using the Internet for recreation.” This change was made to distinguish between using the Internet for research and using it for games or chat rooms. Another change was the addition of two demographic questions at the end of the survey. One asks for the student’s current marital status. The second question asks if the student has dependent children, parents, spouse or other relatives for whom he or she may be responsible. These questions were added to provide more demographic data, helping to add to the description of the university’s transfer student.
Probation Scores

The number of items in each probation score (Appendix D) calls for discussion. The TSS included 152 items, with every item having the potential of becoming part of the probation score. Each group generated its own probation score, each with a different number of questions, all according to the distinct responses from that particular group. In some cases, a probation score has zeros due to the inclusion of certain responses that no one chose. For example, question 34 asked students to indicate the number of hours they missed from class during an average week in their previous college experience due to transporting family member/others to appointments and activities. In the sophomore responses, 26% of students in academic difficulty reported they had missed no hours for that reason. Thirty four percent had missed 1-2 hours a week, and 50% in academic difficulty missed 3-5 hours a week. Although no one chose the 6 or more hours a week response, the researcher determined that if the response rate for the second and third response were to be included in the probation score, then any student who chooses the last response would also likely be in academic difficulty. A similar assumption was made in several other cases as well. An increase in the number of surveys completed on each level would allow for further adjusting of each probation score, hopefully increasing each score's ability to identify students who may be at academic risk.

Assigning similar probation scores to students does not mean that each at-risk student is alike. What it does mean is that each at-risk student is unique and may well present different barriers to success from those presented by another at-risk student. An item (or question) that shows up in one person's probation score profile may not show up in another person's score. To demonstrate, Tables 46 and 47 provide demographic
information for four at-risk upper division transfer students with a probation score of 5.
All four were in academic difficulty at the end of their first semester, and 3 did not return for fall semester 2002.

Table 46

Demographics of Four at-risk Upper Division Transfer Students: Previous Institutions

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of institutions attended prior to transfer</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Last institution attended</td>
<td>Community college</td>
<td>University</td>
<td>Four-year institution</td>
<td>University</td>
</tr>
<tr>
<td>Number of credit hours accepted</td>
<td>65</td>
<td>90</td>
<td>73</td>
<td>77</td>
</tr>
</tbody>
</table>
Table 47

Demographics of Four at-risk Upper Division Transfer Students: Current University

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Civil Engineering</td>
<td>Electrical Engineering</td>
<td>Accounting</td>
<td>English</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>Male</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>Race</td>
<td>White</td>
<td>Black</td>
<td>Asian</td>
<td>White</td>
</tr>
<tr>
<td>Fall 2001 GPA</td>
<td>0</td>
<td>.55</td>
<td>.85</td>
<td>0</td>
</tr>
<tr>
<td>Hours attempted</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Fall 2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2002 GPA</td>
<td>0</td>
<td>.55</td>
<td>2.0</td>
<td>0</td>
</tr>
<tr>
<td>Hours attempted</td>
<td>3</td>
<td>0</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2002 GPA</td>
<td>Not enrolled</td>
<td>Not enrolled</td>
<td>Not enrolled</td>
<td>1.0</td>
</tr>
<tr>
<td>Hours attempted</td>
<td>Not enrolled</td>
<td>Not enrolled</td>
<td>Not enrolled</td>
<td>13</td>
</tr>
<tr>
<td>Fall 2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>0</td>
<td>.55</td>
<td>1.54</td>
<td>.25</td>
</tr>
</tbody>
</table>
Tables 48 through 52 are presented according to their section in the TSS. An X represents an at-risk response given by the student. An empty cell means the response given was not an at-risk one. Further discussion follows Table 52.

<table>
<thead>
<tr>
<th>Question</th>
<th>At-risk response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Cultural diversity</td>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Please rate the degree of importance you would attach to each of the following items as a reason for choosing [name of university]
Table 49

*Comparison of Probation Scores for Four Upper Division Transfer Students: Previous College Experience*

<table>
<thead>
<tr>
<th>Question</th>
<th>At-risk response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much time did you spend in each of the following activities during the average week in your previous college experience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Partying</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>&gt;20 hours</td>
<td></td>
</tr>
<tr>
<td>Now indicate how frequently each of the following occurred during your previous college experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Failed to complete a homework assignment on time</td>
<td>Occasionally or</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please indicate how much time you missed from classes during the average week during your previous college experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Being the primary caregiver of an elderly parent</td>
<td>1 or more hours</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Table 50

*Comparison of Probation Scores for Four Upper Division Transfer Students: Self-Descriptions*

<table>
<thead>
<tr>
<th>Question</th>
<th>At-risk response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. I don’t seem to make decisions by myself</td>
<td>Slightly agree</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. I have confusion about who I am</td>
<td>Slightly disagree</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. I lose my sense of direction</td>
<td>Slightly agree</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>68. It’s easier for me to start than to finish projects</td>
<td>Moderately disagree</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. I have no one to turn to with my problems</td>
<td>Moderately disagree</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>74. I fear I am not smart enough to pursue a degree</td>
<td>Strongly agree, Moderately agree, or Slightly agree</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Table 51

*Comparison of Probation Scores for Four Upper Division Transfer Students: Predictions about Academic Success*

<table>
<thead>
<tr>
<th>Question</th>
<th>At-risk response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How great are the chances that the following situations will happen to you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81. Earn at least a “B” average</td>
<td>No chance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some chance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>88. Be placed on academic probation</td>
<td>Some chance</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Very good chance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>92. Be satisfied with [name of university]</td>
<td>No chance</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some chance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>93. Have serious disagreements with my family and/or friends regarding my</td>
<td>Very good chance</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>personal, social, academic, or career decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 52

*Comparison of Probation Scores for Four Upper Division Transfer Students: Predictions about Involvement*

<table>
<thead>
<tr>
<th>Question</th>
<th>At-risk response</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section we are interested in your estimates of how involved you might be in various activities at [name of university] in addition to your courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During your first year, how often do you expect to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101. Use the university center as a place to eat and/or socialize with friends</td>
<td>Never</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Despite these four students having the same probation score, it should be noted that no one question appeared in all four probation score profiles, and only one question (how frequently the student had failed to complete a homework assignment on time during his or her previous college experience) appeared in three of the four profiles. Thus, despite the identical scores, each student possesses a unique blend of barriers to academic success and persistence. Appendix F provides a more detailed view of student 3, along with suggestions for working with the student in an advising session.

Limitations

A major methodological concern of this study was the generalizability of results. The findings of correlational research do not infer a cause and effect relationship between variables (Ary, Jacobs, & Razavieh, 1996; Borg & Gall, 1983). Thus, a correlation between noncognitive variables and academic success did not prove that noncognitive
variables cause academic difficulty, only that a relationship existed between these items. Sample size was also a concern in this study. Although the overall sample size of 444 was large, breaking this sample into the four different groups reduced the sample size significantly. The number of freshmen transfer students who completed the survey was small (n= 60 or 37%) when compared to the total in the transfer population. The size of the distance learning group alone (n=81 or 15% of all distance learning transfer students) was small when compared to the total number of distance learning transfer students (n = 531). Small sample size in both the freshmen and distance learning groups generated numbers in several of the responses, necessitating that the researcher disallow those responses. Thus, results from this survey may not be generalizeable to the freshmen group or to the entire distance learning transfer student population, but the data collected does provide a starting point for discussion.

Another consideration was the sample itself. Since main campus students who attended Transfer Preview were given the opportunity to complete the TSS, it could be argued that these were not representative since they volunteered for Preview itself. Emails were sent to other transfer students, inviting them to participate, but few did so. Also, this research was completed using only admitted students, not applicants to the university, meaning that all transfer students who completed the survey had transferred in with a GPA of at least a 2.2, thus restricting the range to a more academically successful population. Another possible limitation was the tendency to self-report in a socially desirable manner. Some transfer students may have responded by giving the answers that they thought the university wanted to hear, rather than by answering truthfully.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
How data was gathered from the open-ended survey questions as well as the interviews also placed limitations as to how the data could be generalized. While open-ended questions encouraged the students to answer in their own words to provide for a greater depth of response, extracting the essence of that response often proved difficult. Questionnaires and interviews are intrusive in the sense that the subjects know they are being observed. Their awareness of being observed may also have affected their behavior. Students may, therefore, inadvertently have invalidated the results by being inaccurate, defensive, or dishonest.

Another limitation concerned the in-depth interviews. Those interviewed were transfer students who responded to the interview request, thus were self-selecting. All of those interviewed were persisters, and only one was in academic difficulty at the end of her second semester. The group sizes here varied as well. Those interviewed were sophomores and juniors, but no freshmen were available for interview. The results gathered from these interviews, although extremely useful, provided data on a very limited segment of the transfer student population.

Despite these limitations, the university now has an instrument to use to begin identifying at-risk transfer students. In fact, the characteristics of this student population were generally representative of the university’s transfer student population. The administration of the TSS, then, would be applicable in this university’s setting and possibly in those with a similar transfer student population.
Implications

Administrators

As enrollment increases at institutions of higher education, retention efforts often get overlooked as universities struggle to meet the physical demands of dormitory space and overloaded classes. The mobility and complexity of the transfer population often leaves administrators perplexed regarding identifying a student’s needs, much less how to reach and assist that student. Thus, keeping students enrolled becomes just as difficult a task as recruiting them was in the first place.

Requiring all transfer students to complete the web-based TSS, after university admittance and prior to attending Transfer Preview, would allow the university to identify at-risk transfer students before they begin classes. This way transfer students could be reached and interventions started during those crucial first few weeks of class. Completing the web-based version, along with being less expensive than producing the paper-and-pencil format, would allow for faster scoring, thus the results could be delivered to advisors and distance learning site staff much more quickly. Notifying students of the need to complete this survey could be done through their university’s admission letter and links posted through the university’s website. As the university develops its portal, eventually students could directly access their files online, with a direct link to the TSS from their account. The portal will generate automatic emails to remind students of the need to complete the survey quickly.

Once the university has a clearer profile of its transfer students, the next step should be to train faculty and staff in the “unique” nature of these transfer students. Their needs differ from those of the more traditional students, and using the same approaches
and services for them as the university does with traditional freshmen often does not work. Faculty and staff may not understand that these students are balancing many roles and need feedback as quickly as possible to help them plan for time missed from work or arranging for babysitting. Staff work schedules may need to shift in order to increase their availability to this population. The university’s web site provides a wealth of information for transfer students; still, sometimes these students just need to speak with someone. Transfer students frequently work a variety of schedules and may be unable to call the university from their workplace, necessitating a telephone call in the evening. Even if they leave a message for university staff to return the telephone call, workplaces are not often supportive of personal telephone calls while on the job, starting a type of telephone tag where students and staff simply leave messages for one another. Arranging staff schedules to allow them to be available one evening a week and advertising that availability would greatly strengthen the lines of communication between students and all staff members.

Students starting anew at the university come in with a history; exploring that history provides keys to understanding their barriers to success. Examining what students have identified as having affected their previous success suggests the university focus on all aspects of customer service, beginning with the transfer process itself. Although universities require students to be timely on their submissions of applications and transcripts, universities are not always as timely in their responses to the students. That needs to change if the university wants to create the supportive environment necessary to help new students feel more comfortable and welcome, a condition described by respondents in the qualitative component of the study as increasing the likelihood of their
success. Telephone calls and emails need to be returned as quickly as possible, allowing this population to do the detailed planning necessary to balance their education, work, family, and community obligations. Having transfer students complete quick surveys of university services at the time they are utilizing them would allow the university to know just how well all departments are doing.

Another implication for administrators is the need to locate additional funds for grants and scholarships, even internships, for transfer students. Increased financial assistance could not only help defray the cost of the students' education, but might allow them to work fewer hours and increase their success. Programs requiring internships, in particular, are often difficult for transfer students who not only have to find a way pay for an internship but take the time off from work to complete this valuable experience in one semester. Finding the money to pay for internships along with offering internships over a two-semester time span would greatly benefit these students, thus increasing their success and persistence.

Scheduling of classes also needs to be reviewed. Transfer students working around jobs need assurance that the classes they need to take will be available for them, and this knowledge needs to come prior to choosing their major. Does the university offer classes that are designed to fit with faculty schedules or with those of the students? While schedules should fit the needs of both groups, faculty requests often take priority over those of the students who need the particular course. Some departments post their schedules online, showing students what semester and time each class will be offered, allowing them to plan ahead. Having all departments do this would not only benefit the students but the departments too, as students could be referred to the website through
program brochures, emails, and other forms of communication. Planning ahead helps the department better handle its budgetary needs, a great benefit in this time of budget deficits. While planning these schedules, perhaps a rotation of certain courses from day to evenings from one semester to the next would also benefit the students, allowing those students with conflicts to plan accordingly. For example, if students need evening classes and know that a particular class is only offered at 7 p.m. on Monday during the fall semester, they can plan accordingly, being sure to leave that time period clear for that class. Posting course schedules for all programs is particularly important for distance learning classes, some of which are offered only once each year or limit student enrollment.

As the distance learning program continues to grow, administrators need to determine how to meet the needs of these students as well. Again, this begins with knowing the characteristics of these students. Faculty and staff may need additional training in supporting as well as teaching this particular population. Instructional techniques change quickly as the technology changes, and successful, innovative techniques need to be shared and rewarded. Although scheduling of classes for these students has been mentioned previously, support issues are often dealt with by main campus faculty and staff as well as by distance learning site staff. Main campus program coordinators need to keep site staff apprised of program changes to be passed on the students. Program coordinators also need to consider how program information is disseminated to transfer students. Program web pages are an easy and inexpensive way to post information and particularly easy to update. Offering on-air broadcasts of program information sessions or video-streaming of such sessions would not only increase the
dissemination of information, but empower the students by providing them with the knowledge they need, not encouraging them to rely on someone else to supply the information. The difficulty, however, is determining the correct balance between technology and the ever-present student need for human contact.

Developing additional web-based courses also needs to be considered as a way of meeting the scheduling needs of transfer students. Special care needs to be taken, however, to match up technology savvy faculty with such courses and to provide pertinent training to assist faculty in meeting the challenge of the new course design. Again, the need for flexible scheduling on the student's part needs to be tempered with the need for individual contact. Other issues to consider include appropriate class size, readiness of students, and support for the faculty member in terms of training, grading, and course releases for development time. Again, consideration needs to be given as to how to provide personal contact to those students completing asynchronous classes.

One final issue for administrators to consider is how to define the term “persistence.” Historically, persistence has been defined as re-enrollment the following year. While an appropriate definition for the traditional freshman population, this definition may not be appropriate for the transfer student population. Enrollment at a university does not preclude enrollment at a community college at the same time. In fact, if no courses fitting a transfer student's schedule are offered during a particular semester, the student often enrolls elsewhere to take a course, and then transfers the credits to the university at a later date. This is especially true for coursework taken to fulfill the general education requirements. Transfer students who are not enrolled at the university may not really be non-persisters; instead, they may simply be enrolled elsewhere, still working
toward the university degree, just not enrolled at the university. Transfer students also may have to stay out a semester due to finances, work conflicts, or family obligations, but this does not mean they would not return. Redefining the term persistence to "program completion" or "course persistence" may be a better approach than assuming students who miss a semester at the university are non-persisters. Special efforts need to be extended to keep in touch with students during their semesters away, however. They need to know that their coursework taken elsewhere will transfer, preferably before they take their courses, and they need to know that the university is concerned about their well-being and is interested in helping them be successful and graduate.

Advisors/Site Staff

The use of the TSS as an advising tool to assist advisors and distance learning site staff shows promise. When transfer students were asked (question 152) for permission to release their scores to their academic advisors, 97.72% responded "yes." Students evidently felt that the information gathered from the survey was important enough to share, especially if doing so might help them become more successful academically.

The survey's information could allow advisors and distance learning site staff to more successfully advise and support transfer students, guiding them through the perilous first semester after transfer. Having survey results for each transfer student advisee would allow advisors to plan their support activities, permitting them to design the appropriate workshops, study sessions, seminars, support groups, and individualized sessions necessary to train students in navigating the university system. Being able to view each student's at-risk areas would provide great insight that could increase the advisor's effectiveness. Advisors and distance learning site staff could possibly develop an early
alert system for their at-risk students, allowing them to collect information about the student’s progress from faculty while students still have a chance to change their academic paths.

One concern, however, is the possibility of labeling a student as “at-risk” or a “problem.” This is why it is so important to explore these students’ issues in greater depth to understand them, not just “name” them. Great care needs to be taken by advising staff to help students survive and grow during their first year at the four-year institution, not to feel as though they are a “problem.”

Transfer Preview

Revising the Transfer Preview programs to incorporate information gathered through the TSS would help these orientations meet the needs of the university’s diverse transfer student population. The university offers two types of Preview for transfer students: one for main campus students and the other for distance learning students. Since the organization of both Previews as well as the delivery methods differ greatly, changes to both programs will be discussed separately.

Main Campus Transfer Preview

Since the responses from the main campus transfer students divided them into levels for probation scores, perhaps the idea of one Transfer Preview for all is outmoded. Currently, freshman transfer students under the age of 21 are required to attend Freshman Preview and, while there, complete a Freshman Survey. Adult freshman transfer students are required to attend Transfer Preview, doing so with sophomore, junior, and senior transfer student volunteers. One concern here is that adults who may not have attended college in the past are now grouped together with students who have already had that
experience. Students who feel as though they are “old hands” at college life quickly grow bored with Transfer Preview as they do not see it meeting their needs. The new adult freshmen, however, feel overlooked when treated as transfer students who already know how to navigate the system. Age, however, would preclude them from attending Freshman Preview where they might feel even more isolated and unwelcome.

One approach is to divide Transfer Preview into two groups: adult freshmen and sophomore transfer students for one group and upper division (junior and senior) transfer students for the second group. The adult freshmen would then be attending with students who had a little more experience in higher education than they did, but not much more. This segment of Preview could cover certain topics in much more depth: a campus tour; financial aid; tutoring and other special support services; clubs, organizations, and other campus-based activities; and other topics pertaining to navigating the university system. The smaller group size would make Transfer Preview more inviting and more intimate, allowing students to meet each other a little more easily and to begin forging bonds with one another. Individual issues identified through the TSS could be handled through the advisors, briefly during their afternoon session, but more in depth once classes begin.

Topics for the lower division group could vary within the group itself. Transfer credit would certainly need to be included as a topic of discussion for many of these students, but instead could be offered in a smaller seminar setting allowing students to choose between attending a seminar on transfer credit and one on adjusting to life as an adult college student. Another seminar choice could be that of dorm life or commuter life. One would provide information on the dorms, resident advisors, campus-based activities, health services, meals, LAN access in the dorms, and rules and regulations pertaining to
the resident student. The alternative session would target the needs of the commuter student: parking rules and regulations, campus-based activities, meals, LAN access in the classrooms, and health services. Assessments (Writing Sample Placement Test, known as WSPT, and TSS) could be taken either before students attend Transfer Preview (preferred) or in the morning of Transfer Preview, with advising sessions and the appropriate seminars/workshops taking place in the afternoon. Employed transfer students could better manage their time off from work, having the option of completing Preview in one day or by breaking it into sections by completing assessments ahead of time.

Transfer Preview for the upper division transfer students would differ from the one provided for the lower division group because the student needs differ. All members of this group will need a session on transfer credits as well as financial aid, since scholarships and grants often differ from one institution to the other. Workshop options could include dorm/commuter, but all upper division transfer students would benefit from a session on campus/community clubs and activities, as well as one on the university’s internship program. Ideally, assessments would again be completed prior to Transfer Preview, but still allowing the option of completing them in the morning with the workshops, then meeting with the advisors beginning in the afternoon. As with the lower division group, individual issues identified through the TSS could be handled through the advisors, briefly during their afternoon session, but more in depth once classes begin.

One option to be considered for main campus transfer students is that of offering evening Transfer Previews. Although labor intensive (thus budget-intensive) for the university, offering a few evening preview sessions might not only increase attendance at
Transfer Preview, but might allow the university to better meet the needs of the students who have to balance a full day of work with classes. Again, assessments (WSPT and TSS) could be given on one evening, with workshops at another time. Possible topics could include commuting, financial aid, transfer credit evaluation, meeting with advisors, time management, balancing commitments, and internships. Workshops could be offered over several different evenings, allowing students to register in advance for the ones of interest. Saturday Transfer Previews are another option.

*Distance Learning Transfer Preview (New Student Orientation)*

Transfer Preview for distance learning students, or New Student Orientation, differs greatly from that currently offered for main campus students, the primary difference being that of delivery. The main campus Transfer Preview is an in-person, live, interactive daylong orientation at the university. The distance learning transfer preview is a two-hour orientation that includes the WSTP, presentations on financial aid, library usage, and a site orientation. The profile of the distance learning student tends to be that of one who works at least 20 hours a week while balancing family and community obligations, and is strapped for time, thus the reason for the shortened Transfer Student Orientation. Unfortunately, just because these students already have a lot of claims on their time, does not mean that they do *not* need a more lengthy Orientation. That they have many commitments, coupled with distance from the instructor, may put these students in just as much need of a Transfer Student Orientation as the main campus transfer students. The mode of delivery for such an Orientation, though, is the concern. The current method of a broadcast coupled with site tours simply may not be enough to meet the needs of this extremely diverse group.
Distance learning transfer students complete their programs in a variety of ways: online classes, interactive video via satellite/virtual classrooms, and video streaming. Online classes are asynchronous, allowing students to complete their assignments at a time and a location convenient for them. Interactive video via satellite/virtual classes are broadcast from the main campus to specific sites in Virginia, North Carolina, Indiana, Georgia, Washington, Arizona, District of Columbia, and the Bahamas. Students attend classes at the specific sites where they see and hear their professors along with taking an interactive part in the class through satellite and/or video streaming. Video streaming delivers a live course over a computer with classroom interaction taking place through a secure Internet chat application. Students are able to communicate via this chat application, which in turn is viewed over the video stream. Using a variety of approaches and methods to deliver the New Student Orientation may allow more students to attend and provide them with the information they need to be successful.

As with the main campus upper division group, these students are working and need a flexible approach to exploring the university’s delivery of services. New Student Orientation, then, could be offered in a variety of formats, either allowing students to choose their preferred format or allowing them to experience all types of formats. The WSPT and TSS would need to be completed online at least a week prior to Transfer Preview to give the staff at the main campus time to score and return the appropriate information to the sites before the Orientation. New Student Orientation itself would take place over several evenings or mornings (or combination thereof), blending all three types of delivery, thus introducing students to the variety of delivery modes to which they will be exposed in their coursework. Part of the New Student Orientation could be video
streamed, allowing students to interact with main campus staff regarding financial aid/scholarships, disability services, and other support services. Students could participate in this from home or from work. Those who lacked the technology requirements at home or work could participate in the computer lab at their distance learning sites. Again, great care needs to be taken to ensure that these students continue to receive individualized attention from their distance learning site staff.

Program information, including details regarding the transfer of credits, varies according to the chosen program of study. Thus, each program could prepare its own 30-minute presentation that could be recorded for later viewing should the students have questions. A schedule of such program informational sessions could be offered, allowing students to register to watch a segment about their particular program at a certain time, thus giving them some scheduling flexibility.

Another consideration for New Student Orientation is the creation of online modules that students could complete on their own time and at their own pace. These modules could contain the same type of information provided through the other formats, but to target the asynchronous group who may not be able to attend a more traditional Orientation. Video streaming could still be a part of the online presentation, along with short review quizzes and activities to help the students better understand policies and procedures.

Recommendations for Further Research

This study represents a first step in providing institutions of higher education with a nuanced, research-based portrayal of transfer student success and persistence.

Continuing to gather data about transfer students, in particular transfer freshmen and
distance learning students, is vital to understanding transfer student academic success and difficulty. Identifying and assisting at risk students becomes more important with each transfer student who drops out, dissatisfied with his or her higher education experience, thus affecting the future of all involved. Developing a more accurate profile of these students is now possible through the TSS.

**Freshmen Transfer Students**

Several possibilities for research exist concerning this population. Currently, freshmen transfer students under the age of 21 are required to attend Freshmen Preview, thus taking the Freshmen Survey. At this time, nothing is known as to how appropriate the Freshman Survey may be for these particular students as compared to the TSS. The Freshmen Survey may or may not correctly identify at risk freshmen transfer students. Allowing freshmen transfer students to complete the TSS instead of the Freshman Survey would allow the university to increase its knowledge of this high risk group, allowing for better planning of interventions. Comparing younger freshmen to adult freshmen may also be useful in creating interventions.

**Distance Learning**

A small group of distance learning transfer students completed the survey and participated in the interviews. To increase knowledge about distance learning and success, more distance learning students need to complete the TSS and participate in the interviews. Several smaller groups compose the distance learning population and may differ with regards to academic success as well. Students who are successful in asynchronous classes may differ from those who are successful in interactive video classes. These students may differ as well from those completing courses through video
streaming. Exploring the similarities and differences among these groups, along with the noncognitive variables affecting their academic success could help the university better assist these students toward success. Exploring noncognitive variables affecting the academic success of students in asynchronous classes as opposed to synchronous forms of learning is particularly important with the growth of the university's distance education program.

**Interviews**

The qualitative component of this study needs to be continued, with additional emphasis placed on interviewing main campus non-persisters as well as those from distance learning settings. Requiring exit interviews would be one way to continue to increase the university's knowledge about this population. Determining why these students were not successful would lead the university to discover how to increase its responsiveness to the at-risk population. Successful transfer students need to be interviewed, as well, to help reinforce what the university is doing correctly. Asking what advice transfer students would give to an incoming transfer student might generate extremely useful information. More data need to be collected on barriers to success, but also on what has made students successful. A concerted effort needs to be made to interview all levels of transfer students in an attempt to further clarify the similarities and differences in the barriers to success.

**Interventions**

Once the TSS has been revised and the sample size increased accordingly, the university will need to explore various interventions currently in use to discern which are helpful and which are not. New interventions will need to be developed as well. The
university already has an intervention program for freshmen at risk for academic difficulty, and transfer students need that same level of support and attention. Interventions could range from individual sessions with the advisor or distance learning site person to group interventions. Creating a program that teaches transfer students how to maintain balance and navigate the system would greatly improve their persistence. Such interventions could help the students prevent the problems that will likely happen without intervention by teaching them how to respond in more healthy ways to their various barriers.

*Horizontal Transfer Students*

Albeit a small group, horizontal transfer students also need further research. These students move from one four-year institution to the other and may well have their own unique set of barriers. Currently, not much research exists on this population. Peng's (1977) study is the only comprehensive study to date that separates these students and their characteristics/reasons for transfer from those of other transfer students. Although this group may be smaller than the others, these students still need to be studied if the four year institution is going to help them persist until graduation.

*Why Students Transfer*

Increasing the knowledge base of why students decide to transfer is also important. While one reason for transferring may be to attain a baccalaureate degree, researchers also need to examine the student’s decision-making processes to see where the institution can assist. Discovering why students choose to enter a distance learning program, why community college students choose to transfer, and why students from another four year institution choose to transfer will help student affairs staff better design
interventions to increase persistence and academic success for each population. While each population may have a few commonalities, they probably have significant differences, making separate interventions a necessity, not a luxury.

Conclusion

This study provided a glimpse into the life of the 21st century transfer student. These transfer students are older than their native counterparts and are involved in a variety of activities. Finances are extremely important to this group, often forcing the students to choose between work and attending classes. Although many of them are female, male transfer students are on the rise, and many transfer students are married with children. These conflicting roles as child/spouse/parent/worker/student often require transfer students to balance many more roles than that of the native student. Communication and environmental support are important to this group along with the need to learn to navigate the higher education system to be successful.

For the first time, this study has presented evidence that noncognitive variables can be used to predict academic success and persistence for transfer students. These noncognitive variables, however, differ depending on whether the person is a freshman, sophomore, upper division, or distance learning transfer student. Barriers to transfer student success differ between groups as well.

A wealth of possibilities for research on transfer student success and persistence exists based on this research, and much still remains unknown about this ever-growing population. The TSS provides a firm step on the path to increasing the knowledge base of this population, allowing the university to perform a better job of retaining its transfer students, thus fulfilling the unspoken promise.
REFERENCES


Barkley, S. M. (1993). The community college transfer function: Current issues in


Bacon.


Elliot, E. S. (1972). The academic achievement of transfer students and the college comprehensive test. *Journal of College Student Personnel*, 13, 266-269.


Hatcher, L., Kryter, K., Prus, J. S., & Fitzgerald, V. (1992). Predicting college students...


Women as learners: The significance of gender in adult learning (pp. 185-215).


Kember, D. (1989b). An illustration, with case studies, of a linear process model of dropout from distance education. Distance Education, 10(2), 196-211.

Kember, D. (1990). The use of a model to derive interventions which might reduce drop-


persistence in distance education. *Research in Distance Education, 4*(1), 2-5.


the performance and satisfaction of adult men and women attending college.

Research in Higher Education, 13, 115-130.


Personnel and Guidance Journal, 50(7), 594-599.


Contemporary Education, 64(3), 159-161.


Solomon, L. C., & Gordon, J. J. (1981). The characteristics and needs of adults in


The National Center for Educational Statistics (1996). Table 172.—Total fall enrollment...


Appendix A
Old Dominion University

2001

Transfer Student Survey

DEVELOPED BY

J. Worth Pickering, Ed.D.
Molly Duggan, M.S.Ed

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The purpose of the Transfer Student Survey is to help us to better understand the backgrounds, attitudes, and motivations of Old Dominion transfer students so that we can provide the kind of assistance needed to support each student's academic success. It is therefore important that you answer the questions on the Transfer Student Survey as accurately and as honestly as possible. We are requesting your name and social security number to enable us to combine this information with other data forms you have completed for Old Dominion University. Only data on transfer students as a group will be reported and your responses will be kept confidential. However, we would strongly encourage you to release this information to your Academic Advisor so that she or he may discuss the results with you and assist you in resolving any potential problems that could interfere with your academic success during your time here at Old Dominion. Item #152 on the Transfer Student Survey gives you the opportunity to release your results to your Academic Advisor. After completing the following items, please answer the remaining questions from the Transfer Student Survey directly on this form using a No. 2 pencil.
Reasons for Attending College*

Please indicate how important each of the following reasons was in your decision to attend college.

1. To be able to get a better job
2. To broaden my perspectives
3. To be able to make more money
4. To learn more about things which interest me
5. To attain feelings of accomplishment and self-confidence
6. To prepare myself for graduate or professional school
7. To develop interpersonal skills
8. To respond to a change in my role as a spouse, parent, homemaker, or worker

Choosing Old Dominion

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

9. Talking with an Old Dominion University representative
10. Old Dominion students who are friends or acquaintances
11. Old Dominion faculty members
12. Old Dominion’s good academic reputation
13. Financial aid
14. Cultural diversity
15. Living near or at home
16. Availability of my chosen major
17. Cost of attending Old Dominion
Choosing Old Dominion (cont.)

Very Important  Moderately Important  Important  Somewhat Important  Not Important

18. Moved to area with spouse/family
19. Opportunity to attend classes and work part- or full-time

Previous College Experience

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0 hours</th>
<th>1-5 hours</th>
<th>6-15 hours</th>
<th>16-20 hours</th>
<th>&gt;20 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Studying or doing homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Socializing with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Talking with instructors outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Partying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Working for pay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Participating in organized clubs and groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Playing computer/video games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Using the Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now please indicate how frequently each of the following occurred during your previous college experience.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Failed to complete a homework assignment on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Had difficulty concentrating on assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Skipped class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Made careless mistakes on tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Felt overwhelmed by all I had to do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Was too bored to study</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please indicate how much time you missed from classes during the average week during your previous college experience.

<table>
<thead>
<tr>
<th>0 hours</th>
<th>1-2 hours</th>
<th>3-5 hours</th>
<th>6 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. Transporting family members/others to appointments and activities
35. Being the primary caregiver of an elderly parent
36. Having transportation problems
37. Dealing with childcare issues
38. Experiencing work conflicts
39. Please describe any additional experiences that affected your academic success in the box below:

### Abilities and Traits

Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Top 10%</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Lowest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. General academic ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Mathematical ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Study skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44. Time management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Abilities and Traits (cont.)

<table>
<thead>
<tr>
<th>Abilities and Traits</th>
<th>Top 10%</th>
<th>Average</th>
<th>Below Average</th>
<th>Lowest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentration and memory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive to achieve</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attitudes About Being a College Student

Please rate the extent to which you agree with each of the following statements about being a college student.

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>54. It is important to me to be a good student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55. I expect to work hard at studying in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>56. I am committed to being an active participant in my college studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>57. I will be proud to do well academically in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58. I find learning to be fulfilling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. I will allow sufficient time for studying in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Attitudes About Being a College Student (cont.)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. I see myself continuing my education in some way throughout my entire life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. I want others to see me as an effective student in college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. I feel really motivated to be successful in my college career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-Descriptions**

The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>63. It's hard to find a reason for working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. I don't seem to make decisions by myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. I have confusion about who I am</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66. I have more ideas than energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67. I lose my sense of direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68. It's easier for me to start than to finish projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69. I don't seem to get going on anything important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70. I wonder where my life is headed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71. I don't seem to have the drive to get my work done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72. After awhile I lose sight of my goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Self-Descriptions (cont.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>73. I have no one to turn to with my problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. I fear I am not smart enough to pursue a degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. I feel guilty spending time, money and/or energy on my education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>76. I have no idea what to do after I graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Predictions About Your Academic Success

In this section we are interested in your predictions about how successful you will be in your career at Old Dominion. Please select the best answer to each question.

77. About 50% of Old Dominion University students typically leave before receiving a degree. If this should happen to you, which one of the following do you think would be the MOST LIKELY cause?

- I am absolutely certain that I will obtain a degree
- To accept a good job
- To enter military service
- It would cost more than my family could afford
- To get married
- Disinterested in study
- Lack of academic ability
- Inefficient reading or other study skills
- Courses not scheduled when I can attend
- Friends and/or family not supportive of my attending college
- Home responsibilities

- 7 -
Predictions About Your Academic Success (cont.)

How great are the chances that the following situations will happen to you?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Very Good Chance</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>78. Graduate with honors</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>79. Miss more than one class per week</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>80. Develop a good relationship with at least one faculty member or an advisor</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>81. Earn at least a &quot;B&quot; average</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>82. Study with other students</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>83. Fail one or more courses</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>84. Find my courses boring</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>85. Receive emotional support from my family, and/or friends if I experience problems in college</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>86. Complete a bachelor's degree at Old Dominion</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>87. If needed, seek assistance for personal, career, or academic problems from the appropriate university office</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>88. Be placed on academic probation</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>89. Drop out of college temporarily</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>90. Transfer to another college</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>91. Return for the fall semester of my next year at Old Dominion University</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>92. Be satisfied with Old Dominion</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>93. Have serious disagreements with my family and/or friends regarding my personal, social, academic, or career decisions</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Predictions About Your Involvement with Old Dominion

In this section, we are interested in your estimates about how involved you might be in various activities at Old Dominion in addition to your courses.

94. How significant a part of your life do you expect your attendance at Old Dominion to be?

- Old Dominion will be the MAJOR FOCUS of my life while I am attending.
- Old Dominion will receive MORE ATTENTION than the other activities and responsibilities in my life (family, work, friends, etc.)
- Old Dominion will receive about the SAME AMOUNT OF ATTENTION as the other activities and responsibilities in my life (family, work, friends, etc.)
- Old Dominion will receive LESS ATTENTION than the other activities and responsibilities in my life (family, work, friends, etc.)

95. I consider myself to be

- an on-campus student on the main campus (go to #96)
- a TELETECHNET student (go to #109)
- a student at one of the higher education centers (go to #109)

Involvement on the main campus in Norfolk

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>96. Use the library as a place to study?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☀</td>
</tr>
<tr>
<td>97. Use the library for research for your classes?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>98. Talk with faculty outside of class?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>99. Think about course material outside of class and/or discuss it with other students?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>100. Participate in cultural events (art, music, theater) on campus?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☀</td>
</tr>
<tr>
<td>101. Use Webb University Center as a place to eat and/or socialize with friends?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>102. Use campus athletic facilities for individual or group recreational activities?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Predictions About Your Involvement with Old Dominion (cont.)

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>103.</td>
<td>Participate in campus clubs and organizations?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>104.</td>
<td>Read articles or books or have conversations with others on campus that will help you to learn more about yourself?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>105.</td>
<td>Make friends with students who are different from you (age, race, culture, etc.)?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>106.</td>
<td>Have serious discussions with students whose beliefs and opinions are different from yours?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>107.</td>
<td>Use what you learn in classes in your outside life?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>108.</td>
<td>Actively participate in your classes?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Involvement as a TELETECHNET student

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>109.</td>
<td>Use the library and other on-site facilities as a place to study?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>110.</td>
<td>Use VIVA and other on-line library resources to do research for your classes?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>111.</td>
<td>Telephone and/or e-mail faculty informally outside the class?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>112.</td>
<td>Think about course material outside of class and/or discuss it with other students?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>113.</td>
<td>Participate in cultural events (art, music, theater) within your community or offered through the host campus?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>114.</td>
<td>Use on-site facilities or the host campus as a place to eat and/or socialize with friends?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>115.</td>
<td>Use on-site facilities or the host campus for individual or group recreational activities?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Predictions About Your Involvement with Old Dominion (cont.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>116. Participate in clubs and organizations at the local host campus?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>117. Read articles or books or have conversations with others on site or through classes that will help you learn more about yourself?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>118. Make friends with students who are different from you (age, race, culture, etc.)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>119. Have serious discussions with students whose beliefs and opinions are different from yours?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120. Use what you learn through classes in your outside life?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>121. Actively participate in your classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[All students return to the main survey]

How great are the chances that the following situations will happen to you:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Very Good Chance</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>122. Work full-time while attending college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>123. Work part-time while attending college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>124. Attend college part-time for one or more semesters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>125. Do volunteer work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>126. Establish some close relationships with students I meet during my first year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>127. Feel overwhelmed occasionally by all that I have to do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>128. Find a job after college in my major field</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
129. Are you currently working for pay?
   Yes (continue)
   No (skip to #132)

130. How many hours a week do you currently work?
   Less than 10 hours a week
   Between 11 and 20 hours each week
   Between 21 and 30 hours each week
   Between 31 and 40 hours each week
   Over 40 hours each week

131. What is your current working situation?
   I am working in a career path in which I plan to continue and grow professionally. (skip to #13)
   I am working in a career path but seriously considering a change. (continue)
   I am working, but not in a career path. (continue)

132. Please check the one description below that you feel best represents your career plans at this time.
   I have NOT made a career choice at this time and do not feel particularly concerned or worried about it.
   I have NOT made a career choice and am concerned about it. I would like to make a decision soon and need some assistance to do so.
   I have chosen a career, and although I have not investigated it or other career alternatives thoroughly, I think I would like it.
   I have investigated a number of careers and have selected one. I know quite a lot about the career, including the kinds of training or education required and the outlook for jobs in the future.
133. Are you entering Old Dominion University
   directly from another university, college, community college, or technical institute? (continue)
   after a period of 1 or more years off in which you pursued other life roles/activities (skip to #143)

In this section we are interested in finding out why you chose to transfer at this time.
Please rate the degree of importance you would attach to each of the following items.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>134. My interests changed, and my former school did not offer the program I wanted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>135. I completed an associates degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I wanted to attend a school:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136. closer to home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>137. farther away from home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138. that would give me better career opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>139. where I felt more like I belonged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140. where I could maximize my intellectual development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141. where I could maximize my personal development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142. where there were more groups or social activities of interest</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

143. How would you rate your overall transfer experience at Old Dominion University at this time?
   ○ Excellent
   ○ Good
   ○ Fair
   ○ Poor
   ○ Very Poor

- 13 -
144. What was your primary reason for transferring to Old Dominion University?

145. If there was one thing you would suggest to improve the transfer process at Old Dominion, what would it be?

146. What question about the transfer process do you wish we had asked?

147. What is your answer to that question?
Demographic Questions

148. I consider myself to be a:
- community college transfer student
- four-year college/university transfer student
- a foreign college/university transfer student

149. I transferred to Old Dominion University with:
- less than 26 credits completed
- 26-57 credits completed
- 58-89 credits completed
- 90 or more credits completed

150. I expect to complete my bachelor's degree at Old Dominion within:
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- Do not expect to complete my bachelor's degree at Old Dominion University

151. How long has it been since you last attended college?
- Less than 1 year
- 1-4 years
- 5-9 years
- 10-19 years
- more than 20 years
152. I understand that my responses to this survey will be used to assist Old Dominion University faculty and staff to help transfer students to be more successful. I understand that only group results from these research projects will be presented, and that I will not be identified.

Previous research studies have assisted Old Dominion University faculty and staff to develop a method for identifying students who may need some additional support. I agree to have my responses released to my Academic Advisor and/or Site Director so that I may take advantage of this research and that they may be better able to assist me in succeeding at Old Dominion.

☐ Yes
☐ No

Thank you for taking the time to complete the Transfer Student Survey. Good luck to you during your time at Old Dominion University.

Credits

* Selected items on the Old Dominion University Transfer Student Survey were adapted from the Freshman Survey conducted by the Higher Education Research Institute at UCLA.

+ Items 63-72 contributed by Dr. Steven Robbins, Virginia Commonwealth University

^ Item #77 contributed by Dr. William Sedlacek, University of Maryland

# Questions 134-141 were adapted from Transfer Students in Institutions of Higher Education, National Center for Education Statistics

- 16 -
The purpose of the Transfer Student Survey is to help us to better understand the backgrounds, attitudes, and motivations of Old Dominion University transfer students so that we can provide the kind of assistance needed to support each student’s academic success. It is therefore important that you answer the questions on the Transfer Student Survey as accurately and honestly as possible. We are requesting your name and social security number to enable us to combine information with other data forms you have completed at Old Dominion University. Data on transfer students as a group will be reported and your responses will be kept confidential. However, we would strongly encourage you to release this information to your Academic Advisor and/or Site Director so that he or she may discuss the results with you and assist in resolving any potential problems that could interfere with your academic success during your time here at Old Dominion. The final item on the survey gives you the opportunity to release your results to your Academic Advisor and/or Site Director.

Thank you in advance for taking the time to fill out this survey.

Last name

First name

Middle name

Social security number

Next >  Save
# Reasons for Attending College

Please indicate how important each of the following reasons was in your decision to attend college.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To broaden my perspectives</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To learn more about things which interest me</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

< Back | Next > | Save
### Reasons for Attending College, continued

Please indicate how important each of the following reasons was in your decision to attend college.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>To attain feelings of accomplishment and self-confidence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To develop interpersonal skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To respond to a change in my role as a spouse, parent, homemaker, or worker</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Choosing Old Dominion

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking with an Old Dominion University representative</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Old Dominion students who are friends or acquaintances</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Old Dominion faculty members</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Old Dominion's good academic reputation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Choosing Old Dominion, continued

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Moderately Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural diversity</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Living near or at home</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Availability of my chosen major</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Cost of attending Old Dominion</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Moved to area with spouse/family</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Opportunity to attend classes and work part- or full-time</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
### Previous College Experience

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0 hours</th>
<th>1-5 hours</th>
<th>6-15 hours</th>
<th>16-20 hours</th>
<th>&gt;20 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying or doing homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socializing with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking with instructors outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[< Back] [Next >] [Save]
### Previous College Experience, continued

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0 hours</th>
<th>1-5 hours</th>
<th>6-15 hours</th>
<th>16-20 hours</th>
<th>&gt;20 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working for pay</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Participating in organized clubs and groups</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Playing computer/video games</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Using the Internet</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>
Now please indicate how frequently each of the following occurred during your previous college experience.

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failed to complete a homework assignment on time</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Had difficulty concentrating on assignments</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Skipped class</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Made careless mistakes on tests</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Felt overwhelmed by all I had to do</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Was too bored to study</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
### Previous College Experience, continued

Please indicate how much time you missed from classes during the average week during your previous college experience.

<table>
<thead>
<tr>
<th>Issue</th>
<th>0 hours</th>
<th>1-2 hours</th>
<th>3-5 hours</th>
<th>6 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transporting family members/others to appointments and activities</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Being the primary caregiver of an elderly parent</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Having transportation problems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Dealing with childcare issues</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Experiencing work conflicts</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

< Back   Next   Save
Previous College Experience, continued

Please describe any additional experiences that affected your academic success in the box below:
# Abilities and Traits

Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th></th>
<th>Top 10%</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Lowest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General academic ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time management skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Top 10%</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Lowest 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Concentration and memory</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Drive to achieve</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Physical health</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Interpersonal communication skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

< Back  Next >  Save
### Attitudes About Being a College Student

Please rate the extent to which you agree with each of the following statements about being a college student.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to me to be a good student</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I expect to work hard at studying in college</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am committed to being an active participant in my college studies</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Attitudes About Being a College Student, continued

Please rate the extent to which you agree with each of the following statements about being a college student.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be proud to do well academically in college</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I find learning to be fulfilling</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>I will allow sufficient time for studying in college</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Please rate the extent to which you agree with each of the following statements about being a college student.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I see myself continuing my education in some way throughout my entire life</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I want others to see me as an effective student in college</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel really motivated to be successful in my college career</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's hard to find a reason for working</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I don't seem to make decisions by myself</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have confusion about who I am</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have more ideas than energy</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lose my sense of direction</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It's easier for me to start than to finish projects</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I don't seem to get going on anything important</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I wonder where my life is headed</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t seem to have the drive to get my work done</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>After awhile I lose sight of my goals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have no one to turn to with my problems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I fear I am not smart enough to pursue a degree</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Self-Descriptions, continued*

The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel guilty spending time, money, and/or energy on my education</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I have no idea what to do after I graduate</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

*Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.*
**Predictions About Your Academic Success**

In this section we are interested in your predictions about how successful you will be in your career at Old Dominion. Please select the best answer to each question.

About 50% of Old Dominion University students typically leave before receiving a degree. If this should happen to you, which one of the following do you think would be the MOST LIKELY cause?

<table>
<thead>
<tr>
<th>Option</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ I am absolutely certain that I will obtain a degree</td>
<td></td>
</tr>
<tr>
<td>○ To accept a good job</td>
<td></td>
</tr>
<tr>
<td>○ To enter military service</td>
<td></td>
</tr>
<tr>
<td>○ It would cost more than my family could afford</td>
<td></td>
</tr>
<tr>
<td>○ To get married</td>
<td></td>
</tr>
<tr>
<td>○ Disinterested in study</td>
<td></td>
</tr>
<tr>
<td>○ Lack of academic ability</td>
<td></td>
</tr>
<tr>
<td>○ Inefficient reading or other study skills</td>
<td></td>
</tr>
<tr>
<td>○ Courses not scheduled when I can attend</td>
<td></td>
</tr>
<tr>
<td>○ Friends and/or family not supportive of my attending college</td>
<td></td>
</tr>
<tr>
<td>○ Home responsibilities</td>
<td></td>
</tr>
</tbody>
</table>
Predictions About Your Academic Success, continued

How great are the chances that the following will happen to you?

<table>
<thead>
<tr>
<th></th>
<th>Very Good Chance</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate with honors</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Miss more than one class per week</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Develop a good relationship with at least one faculty member or an advisor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Earn at least a &quot;B&quot; average</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Study with other students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Fail one or more courses</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### Predictions About Your Academic Success, continued

How great are the chances that the following will happen to you?

<table>
<thead>
<tr>
<th>Event</th>
<th>Very Good</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find my courses boring</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Receive emotional support from my family and/or friends if I experience problems in college</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Complete a bachelor's degree at Old Dominion</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>If needed, seek assistance for personal, career, or academic problems from the appropriate university office</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Be placed on academic probation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
How great are the chances that the following will happen to you?

<table>
<thead>
<tr>
<th>Event</th>
<th>Very Good Chance</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop out of college temporarily</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Transfer to another college</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Return for the fall semester of my next year at Old Dominion University</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Be satisfied with Old Dominion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have serious disagreements with my family and/or friends regarding my personal, social, academic, or career decisions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Predictions About Your Involvement with Old Dominion

In this section, we are interested in your estimates about how involved you might be in various activities at Old Dominion in addition to your courses.

How significant a part of your life do you expect your attendance at Old Dominion to be?

- Old Dominion will be the MAJOR FOCUS of my life while I am attending.
- Old Dominion will receive MORE ATTENTION than the other activities and responsibilities in my life (family, work, friends, etc.)
- Old Dominion will receive about the SAME AMOUNT OF ATTENTION as the other activities and responsibilities in my life (family, work, friends, etc.)
- Old Dominion will receive LESS ATTENTION than the other activities and responsibilities in my life (family, work, friends, etc.)
Predictions About Your Involvement with Old Dominion, continued

I consider myself to be

- an on-campus student on the main campus
- a TELETECHNET student
- a student at one of the higher education centers
### Predictions About Your Involvement with Old Dominion

**Involvement on the main campus in Norfolk**

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the library as a place to study?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use the library for research for your classes?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Talk with faculty outside of class?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Think about course material outside of class and/or discuss it with other students?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Involvement on the main campus in Norfolk, continued

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in cultural events (art, music, theater) on campus?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Webb University Center as a place to eat and/or socialize with friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use campus athletic facilities for individual or group recreational activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in campus clubs and organizations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Involvement on the main campus in Norfolk, continued

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read articles or books or have conversations with others on campus that will help you to learn more about yourself?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make friends with students who are different from you (age, race, culture, etc.)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have serious discussions with students whose beliefs and opinions are different from yours?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use what you learn in classes in your outside life?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively participate in your classes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Involvement as a TELETECHNET student

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the library and other on-site facilities as a place to study?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use VIVA and other on-line library resources to do research for your classes?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Telephone and/or e-mail faculty informally outside of class?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Think about course material outside of class and/or discuss it with other students?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in cultural events (art, music, theater) within your community or offered through the host campus?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use on-site facilities or the host campus as a place to eat and/or socialize with friends?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Use on-site facilities or the host campus for individual or group recreational activities?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## Involvement as a TELETECHNET student, continued

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in clubs and organizations at the local host campus?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Read articles or books or have conversations with others on site or through classes that will help you learn more about yourself?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Make friends with students who are different from you (age, race, culture, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

1 of 1
**Involvement as a TELETECHNET student, continued**

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have serious discussions with students whose beliefs and opinions are different from yours?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Use what you learn through classes in your outside life?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Actively participate in your classes?</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Predictions About Your Involvement with Old Dominion, continued

How great are the chances that the following will happen to you:

<table>
<thead>
<tr>
<th></th>
<th>Very Good Chance</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work full-time while attending college</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Work part-time while attending college</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Attend college part-time for one or more semesters</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Do volunteer work</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
**Predictions About Your Involvement with Old Dominion, continued**

How great are the chances that the following will happen to you:

<table>
<thead>
<tr>
<th></th>
<th>Very Good Chance</th>
<th>Some Chance</th>
<th>No Chance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish some close relationships with students I meet during my first year</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feel overwhelmed occasionally by all that I have to do</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Find a job after college in my major field</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Work/Career Experiences

Are you currently working for pay?

- Yes
- No
Work/Career Experiences

How many hours a week do you currently work?

- Less than 10 hours a week
- Between 11 and 20 hours each week
- Between 21 and 30 hours each week
- Between 31 and 40 hours each week
- Over 40 hours each week

What is your current working situation?

- I am working in a career path in which I plan to continue and grow professionally.
- I am working in a career path but seriously considering a change.
- I am working, but not in a career path.
Please check the one description below that you feel best represents your career plans at this time.

- I have NOT made a career choice at this time and do not feel particularly concerned or worried about it.
- I have NOT made a career choice and am concerned about it. I would like to make a decision soon and need some assistance to do so.
- I have chosen a career, and although I have not investigated it or other career alternatives thoroughly, I think I would like it.
- I have investigated a number of careers and have selected one. I know quite a lot about the career, including the kinds of training or education required and the outlook for jobs in the future.
Transfer Experience

Are you entering Old Dominion University

☐ directly from another university, college, community college, or technical institute?
☐ after a period of 1 or more years off in which you pursued other life roles/activities?
In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>My interests changed, and my former school did not offer the program I wanted</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I completed an associates degree</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.

I wanted to attend a school:

<table>
<thead>
<tr>
<th>Item</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>closer to home</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>farther away from home</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>that would give me better career opportunities</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>where I felt more like I belonged</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>where I could maximize my intellectual development</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>where I could maximize my personal development</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>where there were groups or social activities of interest</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Transfer Experience, continued

How would you rate your overall transfer experience at Old Dominion University at this time?

- Excellent
- Good
- Fair
- Poor
- Very poor
Transfer Experience, continued

What was your primary reason for transferring to Old Dominion University?

If there was one thing you would suggest to improve the transfer process at Old Dominion, what would it be?
Transfer Experience, continued

What question about the transfer process do you wish we had asked?

[Blank space for text]

What is your answer to that question?

[Blank space for text]
Demographic Questions

I consider myself to be a:

- [ ] community college transfer student
- [ ] four-year college/university transfer student
- [ ] foreign college/university transfer student

I transferred to Old Dominion University with:

- [ ] less than 26 credits completed
- [ ] 26-57 credits completed
- [ ] 58-89 credits completed
- [ ] 90 or more credits completed
Demographic Questions, continued

I expect to complete my bachelor's degree at Old Dominion within:

- [ ] 1 year
- [ ] 2 years
- [ ] 3 years
- [ ] 4 years
- [ ] 5 years
- [ ] 6 years
- [ ] Do not expect to complete my bachelor's degree at Old Dominion University

< Back  |  Next  |  Save
How long has it been since you last attended college?

- less than 1 year
- 1-4 years
- 5-9 years
- 10-19 years
- more than 20 years
Thank you for taking the time to complete the Transfer Student Survey. Good luck to you during your time at Old Dominion University.

Credits

Selected items on the Old Dominion University Transfer Student Survey were adapted or adopted from the Freshman Survey conducted by the Higher Education Research Institute at UCLA.

Items 63-72 contributed by Dr. Steven Robbins, Virginia Commonwealth University

Item contributed by Dr. William Sedlacek, University of Maryland

Item adapted from Transfer Students in Institutions of Higher Education, National Center for Education Statistics
I understand that my responses to this survey will be used to assist Old Dominion University faculty and staff to help transfer students to be more successful. I understand that only group results from these research projects will be presented, and that I will not be identified.

Previous research studies have assisted Old Dominion University faculty and staff to develop a method for identifying students who may need some additional support. I agree to have my responses released to my Academic Advisor/Site Director so that I may take advantage of this research and that they may be better able to assist me in succeeding at Old Dominion University.

- [ ] yes
- [ ] no
August 2001

Dear Transfer Student:

Welcome to Old Dominion University! We are pleased that you have chosen to continue your education at Old Dominion and wish you the best of success in your studies. May I ask for your help in learning more about what we can do to assist you to be successful at the University?

I worked with a committee during spring semester 2001 and charged them with learning more about transfer students and making recommendations to me to enable us to better serve our transfer students. In order to complete their task, they developed the attached Transfer Student Survey. It should take you only about 25 minutes to complete, and the information you provide will be of great assistance to us in learning how we can better meet your needs.

For your convenience we created both the attached paper-and-pencil version of the survey and a web version. Please complete the Transfer Student Survey now and return it to our Assessment Office through TELETECHNET mail. Or, if you prefer to take the Web version, the URL is listed below. Please note that it is case sensitive.

http://www.odu.edu/esdp

If you have any questions about the Transfer Student Survey or its results, please contact Dr. Worth Pickering in the Assessment Office at (757) 683-3158 or via e-mail (jpickeri@odu.edu).

Thank you once again for your time and assistance. Good luck in your courses.

Sincerely,

David R. Hager
Acting Provost

Old Dominion University is an equal opportunity, affirmative action institution.
1. Explain that this is a survey, not a test, and this process should take 30-40 minutes.

2. Hand them the letter from Dr. Hagar and ask them to take a few moments to read it.

3. After they've read the letter, ask the students to take their time to think about their answers and to answer the questions honestly.

4. Their answers will help Old Dominion University help transfer students:
   - With classes
   - With programs
   - With services
   - With facilities

5. Encourage the students to take the survey on-line if at all possible. Please bookmark the site (http://www.odu.edu/esdp) for them.

6. Students who are unable to use the web-based version need to use a #2 pencil and answer the questions directly on the survey itself. Encourage students to color in the bubble completely. They cannot use check marks, X’s or squiggly lines as these will not scan.

7. When students have completed the survey, please check each page to make sure that students did not skip any questions or mark the survey incorrectly. Also make sure each student has answered question #152.

8. Send the completed surveys through the normal TELETECHNET mail directly to Assessment/University Planning and Institutional Research, 218 Koch Hall.

9. Do not make copies of the survey as it printed in a scanable format that can only be produced through a professional printer. Should you need more copies, please Worth Pickering at jpickeri@odu.edu.
Setup for Transfer Preview

- At least a day prior to Transfer Preview, contact the Testing Center to find out how many additional copies of the Transfer Survey packets they will need for students in the labs. Box these and deliver them to the Center preferably 24 hours in advance of the testing.

- Expect to arrive at Preview around 7:30 a.m..

- Pack up the dolly ahead of time with the following items:
  - Make sure that you have plenty of Transfer Student Surveys to accommodate the number of students you anticipate for that preview.
  - Make sure that you take plenty of sharpened, #2 pencils for students that do not have them.
  - Take several staple removers to take the cover pages off the Transfer Student Surveys after the students turn them in.
  - A good piece of reading material to keep you occupied while they are working on the surveys.

- Before the students arrive, place all the required materials NEATLY on the table in front of each seat. Remember: "Presentation is Key." Skip one seat between each survey.

- As the groups of students arrive, welcome them. Allow them to take a seat and get settled before beginning the explanations of the assessment survey (SEE: Transfer Preview Remarks). Of course there will always be stragglers, so be prepared to explain the instructions more than once. It is best to seat these students at a separate table, so that you do not disturb the other students once they have begun their surveys.

- Make sure that you take a count of the number of students in each group, so that you know how many students have taken the survey. This will be helpful at the end.

- Once the students complete their surveys, have them bring them to you. Check each page of the Transfer Student Survey to make sure that they have filled in the bubbles completely and that they included their name and SSN. Make sure that you collect the pencils if they borrowed one.

- Remove the front cover page to the Transfer Student Survey and place it in a stack for recycling. After the student surveys for each group have been collected, again count to make sure that the appropriate amount of surveys were returned. Record this number on a master sheet for scanning verification purposes.

- After a few groups have finished and only one or two more groups of students are expected, one of you can leave with the surveys to get a head start on scanning. Any students who have not started the survey by 9:30 should be given a survey, a letter containing the URL for the Inquisite version, and a SASE. Encourage them to complete as much as they can before they have to leave for the next scheduled event and to work on the survey sometime during the day and turn it in to one of the Preview staff.

- Keep track of the number of students to whom you have given mail-in packets.
I. Welcome

II. Introductions

III. What are we doing here? – SURVEY not a TEST!
   A. This process should take 30-40 minutes
   B. Please take your time and think about your answers
   C. Research shows that the first 6 weeks of the first semester are critical to your success in college
   D. Your answers will help academic advisers help YOU
      1. With course decisions
      2. With career decisions
   E. Your answers will help Old Dominion University help YOU
      1. With classes
      2. With programs
      3. With services
      4. With facilities

IV. Transfer Student Survey
   A. The survey was locally developed at Old Dominion University for Old Dominion University transfer students
   B. Please answer on the survey itself, both sides of the page, and fill in bubbles completely (No checks, Xs, slashes, squiggly lines!)
   C. We encourage you to answer YES to Q # 152 to permit us to give this information to the advisers so they can help you with the decisions you must make when you meet with them

V. When finished with your surveys today...
   A. Bring your papers and pencils to the front of the room
   B. We will check to be sure they are filled in correctly
   C. Please leave quietly, as others will still be working
   D. Go to the South Cafeteria (?)

VI. Tips to make the afternoon’s data analysis easier:
   A. Walk around the room while students are filling out the surveys. Students are more likely to ask a question when you are walking past than they are to ask one when you are sitting at a table at the front of the room. Walking around also helps you to see and stop students from using checks, X’s, or squiggles. This gives them plenty of time to correct their errors.

   B. When students have finished and bring their papers to you...
      1. Explain, “Thank you! I just need to check a few things before you go.” Quickly scan each page looking for name, SS#, check marks, skipped pages, and for an answer to question 152. If any of these is incomplete, have the student correct them and hand them back. When the survey is complete, remove the front cover and place the survey in a chair behind you.
2. Thank the students for filling out the survey and ask them to now return to the South Cafeteria.

C. For students who do not have time to either begin or complete the survey . . . .
   1. Hand each student a survey, a copy of the letter containing the URL, and a SASE.
   2. Emphasize the importance of them completing the survey as soon as possible, and encourage them to use the web-based version.
   3. Encourage students who aren't comfortable with the web-based version to complete the survey during the day and return it to their Preview Counselors who will, in turn, route the survey to us.

Remember, the more corrections completed by the student, the easier and quicker scanning and cleaning the data will be in the afternoon.

Table setup:
Appendix C
Interview Protocol
Main-Campus Transfer Students

Call the student a week before the scheduled interview to confirm the meeting time and place.

Then meet the student, introduce yourself, and establish rapport.

"Old Dominion University would like to know more about your experiences as a transfer student. I would like to talk with you to learn about your experiences during your first year at Old Dominion University."

"I would like to tape record our conversation if that is okay with you, so that I will have an accurate record. Our conversation will be confidential. I will not use your name in any discussions or in the any writings related to the research. Only group data will be reported. Is that okay?"

<Be sure to tape record the above paragraphs and the student's answer.>

"Do you have any questions about this project? Shall we begin?"

1. "Tell me about your experiences so far at Old Dominion University."
Topics to be used for probing questions to use if students cannot think of any experiences or do not mention these areas:
- Dorm and/or family life
- Class/instructor
- Social life, participation
- Transfer process
- Finances
- Time management
- Work

2. "What did you expect when you entered this University?"
Topics to be used for probing questions to use if students cannot think of any expectations or do not mention these areas:
- Dorm and/or family life
- Class/instructor
- Social life
- Transfer process
- Time management

3. "How do your experiences at this University compare to those of your previous institution?"
Topics to be used for probing questions to use if students cannot think of any experiences or do not mention these areas:
4. "How well do you think your experiences at your previous institution prepared you for this University?"
Topics to be used for probing questions to use if students cannot think of any experiences or do not mention these areas:
- Study habits
- Course work
- Social life
- Support services

5. "How much time do you spend studying each week?"

6. "How do you spend the rest of your time? Are you involved in any campus activities/groups/clubs or community organizations?"
Topics to be used for follow up questions if students answer yes to this question:
- Identify activities, etc., and amount of time spent in them per week
- How students heard about these activities, etc.
- Other activities, etc., in which student is considering participating

"Are you working on or off campus?"
Topics to be used for probing questions to use if students answer yes to this question:
- Where employed
- Number of hours employed
- How long employed
- Effect of working upon grades, homework, social life, etc.

7. "How well did you do academically last semester? Did you do as well as you expected? Please explain."

8. "What adjustments, if any, did you have to make last semester?"
Topics to be used for probing questions:
- Academically
- Within your family
- Socially
- With regards to work
- Behaviors
9. "How well academically do you expect to do this semester?"
   Topics to be used for probing questions:
   • How do you know this?
   • What plans have you made to accomplish this?

10. "Have you had any problems so far?"
    Topics to be used for probing questions to use if students answer yes to this question:
    • What were they
    • Effect on coursework
    • How problems were handled

11. "What adjustments, if any, have you had to make since this semester started?"
    Topics to be used for probing questions:
    • Academically
    • Within your family
    • Socially
    • With regards to work
    • Behaviors

12. "If you could make any changes in yourself right now, what would they be?"

13. "What could the University have done to make your transition easier?"
    Topics to be used for probing questions:
    • Instruction
    • Faculty/staff
    • Transfer issues
    • Support

14. "What could the University do to help you at this point?"
    Topics to be used for probing questions:
    • Instruction
    • Faculty/staff
    • Transfer issues

15. "Why did you decide to transfer to Old Dominion University?"

"Thank you for taking the time out of your busy schedule to meet with me today. Is there anything else you feel would be helpful for me to know? ......... Again, thank you very much. Have a wonderful semester!"
Schedule an appointment with each student for this personal interview. Call the student a week in advance to confirm the appointment. On the day of the appointment, reintroduce yourself and establish rapport.

"Old Dominion University would like to know more about your experiences as a transfer student. I would like to talk with you to learn about your experiences during your first year at Old Dominion University."

"I would like to tape record our conversation if that is okay with you, so that I will have an accurate record. Our conversation will be confidential. I will not use your name in any discussions or in the any writings related to the research. Only group data will be reported. Is that okay?"

<Be sure to tape record the above paragraphs and the student's answer.>

"Do you have any questions about this project? Shall we begin?"

1. "Tell me about your experiences so far at Old Dominion University."
Topics to be used for probing questions to use if students cannot think of any experiences or do not mention these areas:
- Dorm and/or family life
- Class/instructor
- Social life, participation
- Transfer process
- Finances
- Time management
- Work

2. "What did you expect when you entered this University?"
Topics to be used for probing questions to use if students cannot think of any expectations or do not mention these areas:
- Dorm and/or family life
- Class/instructor
- Social life
- Transfer process
- Time management

3. "How do your experiences at this University compare to those of your previous institution?"
Topics to be used for probing questions to use if students cannot think of any experiences or do not mention these areas:
• Instruction
• Faculty/staff
• Grades
• Level of difficulty of the classes
• Physical layout
• Stresses
• Pros and cons

4. "How well do you think your experiences at your previous institution prepared you for this University?"
Topics to be used for probing questions to use if students cannot think of any experiences or do not mention these areas:
• Study habits
• Course work
• Social life
• Support services

5. "How much time do you spend studying each week?"

6. "How do you spend the rest of your time? "Are you involved in any campus activities/groups/clubs or community organizations?"
Topics to be used for follow up questions if students answer yes to this question:
• Identify activities, etc., and amount of time spent in them per week
• How students heard about these activities, etc.
• Other activities, etc., in which student is considering participating

"Are you working on or off campus?"
Topics to be used for probing questions to use if students answer yes to this question:
• Where employed
• Number of hours employed
• How long employed
• Effect of working upon grades, homework, social life, etc.

7. "How well did you do academically last semester? Did you do as well as you expected? Please explain."

8. "What adjustments, if any, did you have to make last semester?"
Topics to be used for probing questions:
• Academically
• Within your family
• Socially
• With regards to work
• Behaviors

9. "How well academically do you expect to do this semester?"
Topics to be used for probing questions:
- How do you know this?
- What plans have you made to accomplish this?

10. “Have you had any problems so far?”
Topics to be used for probing questions to use if students answer yes to this question:
- What were they
- Effect on coursework
- How problems were handled

11. “What adjustments, if any, have you had to make since this semester started?”
Topics to be used for probing questions:
- Academically
- Within your family
- Socially
- With regards to work
- Behaviors

12. “If you could make any changes in yourself right now, what would they be?”

13. “What could the University have done to make your transition easier?”
Topics to be used for probing questions:
- Instruction
- Faculty/staff
- Transfer issues
- Support

14. “What could the University do to help you at this point?”
Topics to be used for probing questions:
- Instruction
- Faculty/staff
- Transfer issues

15. “Why did you decide to transfer to Old Dominion University?”

“Thank you for taking the time out of your busy schedule to meet with me today. Is there anything else you feel would be helpful for me to know? ........ Again, thank you very much. Have a wonderful semester!”
## Reasons for Attending College

Please indicate how important each of the following reasons was in your decision to attend college.

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To be able to get a better job</td>
<td>Very important</td>
</tr>
<tr>
<td>2</td>
<td>To broaden my perspectives</td>
<td>Very important</td>
</tr>
<tr>
<td>3</td>
<td>To be able to make more money</td>
<td>Very important</td>
</tr>
<tr>
<td>4</td>
<td>To learn more about things which interest me</td>
<td>Very important</td>
</tr>
<tr>
<td>8</td>
<td>To respond to a change in my role as a spouse, parent, homemaker, or worker</td>
<td>Somewhat important</td>
</tr>
</tbody>
</table>

## Choosing Old Dominion

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

<table>
<thead>
<tr>
<th></th>
<th>Reason</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Old Dominion's good academic reputation</td>
<td>Very Important</td>
</tr>
<tr>
<td>13</td>
<td>Financial Aid</td>
<td>Important</td>
</tr>
<tr>
<td>15</td>
<td>Living near or at home</td>
<td>Very important or Not important</td>
</tr>
<tr>
<td>17</td>
<td>Cost of attending Old Dominion</td>
<td>Very important</td>
</tr>
<tr>
<td>19</td>
<td>Opportunity to attend classes and work part-or full-time</td>
<td>Very important or Moderately Important</td>
</tr>
</tbody>
</table>

## Previous College Experience

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Working for pay</td>
<td>16-20 hours</td>
</tr>
</tbody>
</table>

Now indicate how frequently each of the following occurred during your previous college experience.

<table>
<thead>
<tr>
<th></th>
<th>Event</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Failed to complete a homework assignment on time</td>
<td>Never</td>
</tr>
<tr>
<td>29</td>
<td>Had difficulty concentrating on assignments</td>
<td>Frequently</td>
</tr>
<tr>
<td>32</td>
<td>Felt overwhelmed by all I had to do</td>
<td>Never</td>
</tr>
</tbody>
</table>

## Abilities and Traits

Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th></th>
<th>Ability</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>Study skills</td>
<td>Average</td>
</tr>
<tr>
<td>44</td>
<td>Time management skills</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>47</td>
<td>Problem-solving skills</td>
<td>Above average or Top 10%</td>
</tr>
<tr>
<td>50</td>
<td>Leadership ability</td>
<td>Top 10%</td>
</tr>
<tr>
<td>52</td>
<td>Self-confidence</td>
<td>Above average or Top 10%</td>
</tr>
<tr>
<td>53</td>
<td>Interpersonal communication skills</td>
<td>Above average or Top 10%</td>
</tr>
</tbody>
</table>
Attitudes about being a College Student

Please rate the extent to which you agree with each of the following statements about being a college student.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>57 I will be proud to do well academically in college</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>58 I find learning to be fulfilling</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>59 I will allow sufficient time for studying in college</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>60 I see myself continuing my education in some way throughout my entire life</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Self-Descriptions

The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 It’s hard to find a reason for working</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>64 I don’t seem to make decisions by myself</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>65 I have confusion about who I am</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>69 I don’t seem to get going on anything important</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>70 I wonder where my life is headed</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>72 After awhile I lose sight of my goals</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>73 I have no one to turn to with my problems</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>74 I fear I am not smart enough to pursue a degree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>75 I feel guilty spending time, money, and/or energy on my education</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Predictions About your Academic Success

In this section we are interested in your predictions about how successful you will be in your career at Old Dominion. Please select the best answer to each question.

How great are the chances that the following situations will happen to you?

<table>
<thead>
<tr>
<th>Situation</th>
<th>Chance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>83 Fail one or more courses</td>
<td>Some chance or Very good chance</td>
</tr>
</tbody>
</table>

Predictions about your involvement with Old Dominion

How great are the chances that the following situations will happen to you:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Chance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>122 Work full-time while attending college</td>
<td>Some chance or Very good chance</td>
</tr>
<tr>
<td>123 Work part-time while attending college</td>
<td>Very good chance</td>
</tr>
</tbody>
</table>

Work-Career Experience

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 How many hours a week do you currently work</td>
<td>Over 40 hours</td>
</tr>
<tr>
<td>131 What is your current working situation</td>
<td>No path</td>
</tr>
</tbody>
</table>

Transfer Experience

In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.

<table>
<thead>
<tr>
<th>Reason for Transfer</th>
<th>Importance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>137 I chose to attend a school farther away from home</td>
<td>Not important</td>
</tr>
<tr>
<td>139 I chose to attend a school where I felt more like I belonged</td>
<td>Very important</td>
</tr>
<tr>
<td>140 I chose to attend a school where I could maximize my intellectual development</td>
<td>Very important</td>
</tr>
</tbody>
</table>
OLD DOMINION UNIVERSITY
2002 TRANSFER STUDENT SURVEY

Fall 2002 Probation Score for Regularly Admitted
Main Campus Sophomore Transfer Students

### Reasons for Attending College

Please indicate how important each of the following reasons was in your decision to attend college.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop interpersonal skills</td>
<td>Moderately重要或Very重要</td>
</tr>
</tbody>
</table>

### Choosing Old Dominion

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Dominion students who are friends or acquaintances</td>
<td>非常重要</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>一般重要或非常重要</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>一般重要或非常重要</td>
</tr>
<tr>
<td>Cost of attending Old Dominion</td>
<td>非常重要或不重要</td>
</tr>
<tr>
<td>Opportunity to attend classes and work part-or full-time</td>
<td>重要或一般重要或非常重要</td>
</tr>
</tbody>
</table>

### Previous College Experience

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing with friends</td>
<td>16 - 20小时或&gt; 20小时</td>
</tr>
<tr>
<td>Partying</td>
<td>6-15小时或16-20小时或&gt; 20小时</td>
</tr>
</tbody>
</table>

Now indicate how frequently each of the following occurred during your previous college experience.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made careless mistakes on tests</td>
<td>Never</td>
</tr>
<tr>
<td>Felt overwhelmed by all I had to do</td>
<td>Never</td>
</tr>
</tbody>
</table>

Please indicate how much time you missed from classes during the average week during your previous college experience.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transporting family members/others to appointments and activities</td>
<td>1-2小时或3-5小时或6小时或更多小时</td>
</tr>
</tbody>
</table>

### Abilities and Traits

Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical ability</td>
<td>Above average</td>
</tr>
<tr>
<td>Time management skills</td>
<td>Lowest 10%或Below Average</td>
</tr>
<tr>
<td>Computer skills</td>
<td>Above Average或Top 10%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>Top 10%</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>Above average或Top 10%</td>
</tr>
<tr>
<td>Interpersonal communication skills</td>
<td>Top 10%</td>
</tr>
</tbody>
</table>
### Self-Descriptions

The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Agreement Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>I don't seem to make decisions by myself</td>
<td>Moderately disagree or Strongly disagree</td>
</tr>
<tr>
<td>65</td>
<td>I have confusion about who I am</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>73</td>
<td>I have no one to turn to with my problems</td>
<td>Moderately disagree</td>
</tr>
</tbody>
</table>

### Predictions About your Academic Success

In this section we are interested in your predictions about how successful you will be in your career at Old Dominion. Please select the best answer to each question.

**How great are the chances that the following situations will happen to you?**

<table>
<thead>
<tr>
<th></th>
<th>Situation</th>
<th>Chance Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>Be placed on academic probation</td>
<td>Some chance or Very good chance</td>
</tr>
</tbody>
</table>

### Predictions about your involvement with Old Dominion

In this section, we are interested in your estimates about how involved you might be in various activities at Old Dominion in addition to your courses.

**Involvement on the main campus in Norfolk**

During your first year, how often do you expect to:

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Frequency Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>Use what you learn in classes in your outside life?</td>
<td>Never or Occasionally</td>
</tr>
</tbody>
</table>

**How great are the chances that the following situations will happen to you?**

<table>
<thead>
<tr>
<th></th>
<th>Situation</th>
<th>Chance Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>Do volunteer work</td>
<td>No chance</td>
</tr>
</tbody>
</table>

### Work-Career Experience

132 Please check the one description below that you feel best represents your career goals at this time

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreclosed</td>
<td></td>
</tr>
</tbody>
</table>

### Transfer Experience

In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Importance Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>134</td>
<td>My interests changed, and my former school did not offer the program I wanted</td>
<td>Very important</td>
</tr>
<tr>
<td>135</td>
<td>I completed an associate’s degree</td>
<td>Somewhat important or Very important</td>
</tr>
<tr>
<td>139</td>
<td>I wanted to attend a school where I felt more like I belonged</td>
<td>Very important</td>
</tr>
</tbody>
</table>
OLD DOMINION UNIVERSITY
2002 TRANSFER STUDENT SURVEY

**Fall 2002 Probation Score for Regularly Admitted Main Campus Upper Division Transfer Students**

### Choosing Old Dominion

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Diversity</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

### Previous College Experience

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking with instructors outside of class</td>
<td>16 - 20 hours or &gt;20 hours</td>
</tr>
<tr>
<td>Partying</td>
<td>16 - 20 hours or &gt;20 hours</td>
</tr>
</tbody>
</table>

Now indicate how frequently each of the following occurred during your previous college experience.

<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failed to complete a homework assignment on time</td>
<td>Occasionally or Frequently</td>
</tr>
</tbody>
</table>

Please indicate how much time you missed from classes during the average week during your previous college experience.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being the primary caregiver of an elderly parent</td>
<td>1-2 hours or 3-5 hours or 6 or more hours</td>
</tr>
</tbody>
</table>

### Abilities and Traits

Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical ability</td>
<td>Lowest 10% or Below Average</td>
</tr>
<tr>
<td>Study skills</td>
<td>Lowest 10% or Below Average</td>
</tr>
<tr>
<td>Concentration and memory</td>
<td>Lowest 10% or Below Average</td>
</tr>
</tbody>
</table>

### Self-Descriptions

The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't seem to make decisions by myself</td>
<td>Slightly agree</td>
</tr>
<tr>
<td>I have confusion about who I am</td>
<td>Slightly Disagree</td>
</tr>
<tr>
<td>I lose my sense of direction</td>
<td>Slightly agree</td>
</tr>
<tr>
<td>It's easier for me to start than to finish projects</td>
<td>Moderately Disagree</td>
</tr>
<tr>
<td>I have no one to turn to with my problems</td>
<td>Moderately Disagree</td>
</tr>
<tr>
<td>I fear I am not smart enough to pursue a degree</td>
<td>Strongly agree or Moderately agree or Slightly agree</td>
</tr>
<tr>
<td>I feel guilt spending time, money, and/or energy on my education</td>
<td>Strongly agree or Moderately agree</td>
</tr>
</tbody>
</table>
### Predictions About your Academic Success

In this section we are interested in your predictions about how successful you will be in your career at Old Dominion. Please select the best answer to each question.

How great are the chances that the following situations will happen to you?

<table>
<thead>
<tr>
<th>Question</th>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 Earn at least a “B” average</td>
<td>No chance or Some chance</td>
</tr>
<tr>
<td>83 Fail one or more courses</td>
<td>Some chance or Very good chance</td>
</tr>
<tr>
<td>88 Be placed on academic probation</td>
<td>Some chance or Very good chance</td>
</tr>
<tr>
<td>92 Be satisfied with Old Dominion</td>
<td>No chance or Some chance</td>
</tr>
<tr>
<td>93 Have serious disagreements with my family and/or friends regarding my</td>
<td>Very good chance</td>
</tr>
<tr>
<td>personal, social, academic, or career decisions</td>
<td></td>
</tr>
</tbody>
</table>

### Predictions about your involvement with Old Dominion

In this section, we are interested in your estimates about how involved you might be in various activities at Old Dominion in addition to your courses.

#### Involvement on the main campus in Norfolk

**During your first year, how often do you expect to**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Use Webb University Center as a place to eat and/or socialize with</td>
<td>Never</td>
</tr>
<tr>
<td>friends</td>
<td></td>
</tr>
<tr>
<td>104 Read articles or books or have conversations with others on campus</td>
<td>Never</td>
</tr>
<tr>
<td>that will help you to learn more about yourself</td>
<td></td>
</tr>
</tbody>
</table>

### Transfer Experience

In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>137 I wanted to attend a school farther away from home</td>
<td>Very important</td>
</tr>
<tr>
<td>142 I wanted to attend a school where there were more groups or social activities of interest</td>
<td>Very important</td>
</tr>
</tbody>
</table>
OLD DOMINION UNIVERSITY
2002 TRANSFER STUDENT SURVEY

Fall 2002 Probation Score for Regularly Admitted
TELETECHNET Upper Division Transfer Students

Choosing Old Dominion

Please rate the degree of importance you would attach to each of the following items as a reason for choosing Old Dominion University.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not important or Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>Opportunity to attend classes and work part-or full-time</td>
<td>Very important</td>
</tr>
</tbody>
</table>

Previous College Experience

How much time did you spend in each of the following activities during the average week in your previous college experience?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Бр W</th>
<th>0 hours or 1-5 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socializing with friends</td>
<td></td>
<td>0 hours or 1-5 hours</td>
</tr>
<tr>
<td>Talking with instructors outside of class</td>
<td></td>
<td>0 hours or 1-5 hours</td>
</tr>
<tr>
<td>Partying</td>
<td>1-5 hours or 6-15 hours</td>
<td>0 hours</td>
</tr>
<tr>
<td>Participating in organized clubs or groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now indicate how frequently each of the following occurred during your previous college experience

<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failed to complete a homework assignment on time</td>
<td>Occasionally or Frequently</td>
</tr>
<tr>
<td>Had difficulty concentrating on assignments</td>
<td>Never or Frequently</td>
</tr>
<tr>
<td>Skipped class</td>
<td>Occasionally or Frequently</td>
</tr>
<tr>
<td>Made careless mistakes on tests</td>
<td>Occasionally or Frequently</td>
</tr>
<tr>
<td>Felt overwhelmed by all I had to do</td>
<td>Never or Frequently</td>
</tr>
</tbody>
</table>

Please indicate how much time you missed from classes during the average week during your previous college experience

<table>
<thead>
<tr>
<th>Event</th>
<th>Time Рас W</th>
<th>1-2 hours or 3-5 hours or 6 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiencing work conflicts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Abilities and Traits

Please rate yourself on each of the following abilities or traits compared to the average student your age.

<table>
<thead>
<tr>
<th>Ability</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading comprehension</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Study skills</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Time management skills</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Writing ability</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Computer skills</td>
<td>Average or Above Average or Top 10%</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
<tr>
<td>Interpersonal communication skills</td>
<td>Lowest 10% or Below Average or Average</td>
</tr>
</tbody>
</table>
**Self-Descriptions**
The following statements reflect various ways in which we can describe ourselves. Please read each statement, then rate the extent to which you agree with each item. There are no right or wrong answers, so please make your best judgment.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 I don’t seem to make decisions by myself</td>
<td>Moderately disagree or Strongly disagree</td>
</tr>
<tr>
<td>67 I lose my sense of direction</td>
<td>Moderately Disagree or Strongly Disagree</td>
</tr>
<tr>
<td>73 I have no one to turn to with my problems</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

**Predictions About your Academic Success**
In this section we are interested in your predictions about how successful you will be in your career at Old Dominion. Please select the best answer to each question.

<table>
<thead>
<tr>
<th>How great are the chances that the following situations will happen to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 Earn at least a “B” average</td>
</tr>
<tr>
<td>83 Fail one or more courses</td>
</tr>
<tr>
<td>84 Find my courses boring</td>
</tr>
<tr>
<td>85 Receive emotional support from my family and/or friends if I experience problems in college</td>
</tr>
<tr>
<td>86 Complete a bachelor’s degree at Old Dominion</td>
</tr>
<tr>
<td>87 If needed, seek assistance for personal, career, or academic problems from the appropriate university office</td>
</tr>
<tr>
<td>89 Drop out of college temporarily</td>
</tr>
<tr>
<td>90 Transfer to another college</td>
</tr>
<tr>
<td>93 Have serious disagreements with my family and/or friends regarding my personal, social, academic, or career decisions</td>
</tr>
</tbody>
</table>

**Predictions about your involvement with Old Dominion**
In this section, we are interested in your estimates about how involved you might be in various activities at Old Dominion in addition to your courses.

<table>
<thead>
<tr>
<th>How significant a part of your life do you expect your attendance at Old Dominion to be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 Less attention or Same amount</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I consider myself to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 A student at one of the higher education centers</td>
</tr>
</tbody>
</table>

**Involvement as a TTN student**
During your first year, how often do you expect to

<table>
<thead>
<tr>
<th>Telephone and/or email faculty informally outside of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 Never</td>
</tr>
</tbody>
</table>

**How great are the chances that the following situations will happen to you:**

| Work full-time while attending college | Some chance or Very good chance |
| Work part-time while attending college | No chance or Some chance |

**Work-Career Experience**

| Are you currently working for pay | yes |
| How many hours a week do you currently work | 31 - 40 hours or Over 40 hours |
| What is your current working situation | No path or Change |
| Please check the one description below that you feel best represents your career goals at this time | I have investigated a number of careers and have selected one. I know quite a lot about the career, including the kinds of training or education required and the outlook for jobs in the future. |
In this section we are interested in finding out why you chose to transfer at this time. Please rate the degree of importance you would attach to each of the following items.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>133</td>
<td>Are you entering Old Dominion University</td>
<td>Directly from another university, college, or technical institute</td>
</tr>
<tr>
<td>135</td>
<td>I completed an associate’s degree</td>
<td>Very important</td>
</tr>
<tr>
<td>138</td>
<td>I wanted to attend a school that would give me better career opportunities</td>
<td>Very important</td>
</tr>
<tr>
<td>148</td>
<td>I consider myself to be a</td>
<td>Four-year college/university transfer student</td>
</tr>
</tbody>
</table>
Appendix E
OPTIONS ERRORS=0;

* THIS STEP READS IN THE SCHV ADMISSIONS DATA BASE TO ESTABLISH *
* THE COHORT AND MERGES IN PERFORMANCE DATA (ASAD = RETENTION) *;
* INPUT saved retention sas dataset *

PROC FORMAT;
VALUE $gnrdr ' 1= 'Male' 2= 'Female';
VALUE $race ' 2= 'Black' 3= 'Native' 4= 'Asian' 5= 'Hispanic' 6= 'White';
VALUE $GNRACEF ' 0= 'ALIEN MALE' 01= 'ALIEN MALE' 02= 'AA MALE' 03= 'AA FEMALE' 04= 'NATIVE MALE' 05= 'NATIVE FEMALE' 06= 'ASIAN MALE' 07= 'ASIAN FEMALE' 08= 'HISPANIC MALE' 09= 'HISPANIC FEMALE' 10= 'WHITE MALE' 11= 'WHITE FEMALE';
VALUE $collf ' 0= 'Arts & Letters' 1= 'Business & PA' 2= 'Education' 3= 'Engineering & Technology' 4= 'Sciences' 5= 'Health Sciences' 6= 'Unclassified/Unclassified';
VALUE $RESHALF ' 0= 'WHITEHURST HALL' 1= 'ROGERS MAIN (FY2)' 2= 'ROGERS EAST' 3= 'GRESHAM' 4= 'POMHATAN APARTMENTS' 5= 'NOT APPLICABLE';
VALUE $asadf ' 0= 'Acad Diff' 1= 'Acad Sucs';
VALUE $SSAT1O ' 01= '850' 02= '860' 03= '870' 04= '880' 05= '890' 06= '900' 07= '910' 08= '920' 09= '930' 10= '940' 11= '950' 12= '960' 13= '970';
14='97070979'
15='98070989'
16='99070999'
17='100071009'
18='101071019'
19='102071099'
20='GE1100';

VALUE $SAT50F
01='LT500'
02='85070999'
03='90070949'
04='95070999'
05='100071049'
06='105071099'
07='110071149'
08='115071199'
09='120071249'
10='125071299'
11='130071349'
12='135071399'
13='140071449'
14='145071499'
15='150071549'
16='GE1550';

VALUE $SAT100F
01='LT850'
02='95070949'
03='100071049'
04='105071149'
05='GE1150';

VALUE $GPA10F
01='LT250'
02='25070259'
03='26070269'
04='27070279'
05='28070289'
06='29070299'
07='30070324'
08='32570349'
09='35070374'
10='37570400'
11='GT400';

VALUE $GPA25F
1='LT250'
2='25070274'
3='27570299'
4='30070324'
5='32570349'
6='35070374'
7='GE375';

VALUE $GPA50F
1='LT250'
2='25070299'
3='30070349'
4='GE350';

VALUE $GRDSATF
1='LT 850'
2='850 TO 874'
3='875 TO 899'
4='900 TO 924'
5='925 TO 949'
6='GE 950'
7='NO SAT';
<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
</table>
| $GRSAT2F | 1 = 'LT 850'
2 = '850 TO 949'
3 = '950 TO 1049'
4 = '1050 TO 1149'
5 = '1150 TO 1249'
6 = '1250 TO 1349'
7 = 'GE 1350'
8 = 'NO SAT' |
| $GRSAT3F | 01 = 'LT 350'
02 = '350 TO 359'
03 = '360 TO 369'
04 = '370 TO 379'
05 = '380 TO 389'
06 = '390 TO 399'
07 = '910 TO 919'
08 = 'GE 920'
09 = 'NO SAT' |
| $MSATF | 01 = 'LT 850'
02 = '850 TO 899'
03 = '900 TO 949'
04 = '950 TO 999'
05 = '1000 TO 1023'
06 = 'ST 1023'
07 = 'LT 250'
08 = '250 TO 259'
09 = '260 TO 269'
10 = '270 TO 279'
11 = '280 TO 289'
12 = '290 TO 299'
13 = '300 TO 309'
14 = '310 TO 319'
15 = '320 TO 329'
16 = '330 TO 339'
17 = '340 TO 349'
18 = '350 TO 359'
19 = '360 TO 369'
20 = '370 TO 379'
21 = '380 TO 389'
22 = '390 TO 399'
23 = 'GE 400'
24 = 'NO HSGPA' |
| $GRDGP AF | 01 = 'LT 250'
02 = '250 TO 259'
03 = '260 TO 269'
04 = '270 TO 279'
05 = '280 TO 289'
06 = '290 TO 299'
07 = '300 TO 309'
08 = '310 TO 319'
09 = '320 TO 329'
10 = '330 TO 339'
11 = '340 TO 349'
12 = '350 TO 359'
13 = '360 TO 369'
14 = '370 TO 379'
15 = '380 TO 389'
16 = '390 TO 399'
17 = 'GE 400'
18 = 'NO HSGPA' |
| $GRGPA2F | 01 = 'LT 250'
02 = '2.5 TO 2.59'
03 = '2.6 TO 2.69'
04 = '2.7 TO 2.79'
05 = '2.8 TO 2.89'
06 = '2.9 TO 2.99'
07 = 'GE 3.0'
08 = 'NO HSGPA' |
| $GRGPA3F | 01 = 'LT 2.5'
02 = '2.5 TO 2.59'
03 = '2.6 TO 2.69'
04 = '2.7 TO 2.79'
05 = '2.8 TO 2.89'
06 = '2.9 TO 2.99'
07 = 'GE 3.0'
08 = 'NO HSGPA' |
| $MHS GPA | 01 = 'LT 2.5' |
2= '2.5 TO 2.59'
3= '2.6 TO 2.69'
4= '2.7 TO 2.79'
5= '2.8 TO 2.89'
6= '2.9 TO 2.99'
7= '3.0 TO 3.13'
8= 'GT 3.13';

VALUE $oduGPAF 1='LT 2.00'
2='2.00 to 2.24'
3= '2.25 to 2.49'
4= '2.50 to 2.74'
5= '2.75 to 2.99'
6= '3.00 to 3.24'
7= '3.25 to 3.49'
8='3.50 to 3.74'
9='GE 3.75';

*------------------------------------------*
libname retain v8 '1:\Planning\Retention\sas';
DATA ret2001;
  set retain.ret2001_ret200210;
  if hoststat = '2' and hostpvl in ('21', '22', '41', '42');
* tgpa2 = tgpa / 100;
run;

* THIS STEP READS IN THE SAVED ESDF SURVEY SAS DATA SET TO FIX TRGPA;*
* THIS STEP READS IN THE SAVED ESDF SURVEY SAS DATA SET TO FIX TRGPA;*
* THIS STEP READS IN THE SAVED ESDF SURVEY SAS DATA SET TO FIX TRGPA;*
libname esdf v8 '1:\planning\banner data mart\admissions\';
*DATA survey3;
DATA survey3 (keep = pidm stud_age points1 a_prev_coll_hours_1 a_prev_coll_gpa_1 record1 points2 a_prev_coll_hours_2 a_prev_coll_gpa_2 record2 points3 a_prev_coll_hours_3 a_prev_coll_gpa_3 record3 pointstot hourstot records trgpa2 trgpa3);
  SET esdf.adfsurvey_200110;
*-------------------------------------------------------------------*
  if stud_age > 75 THEN stud_age=.;
*-------------------------------------------------------------------*
  record1 = 1;
  record2 = 1;
  record3 = 1;
  if a_prev_coll_hours_1 = 0.0 and a_prev_coll_gpa_1 = . THEN do;
    record1 = 0;
    a_prev_coll_gpa_1 = 0.00;
  end;
  if a_prev_coll_hours_2 = 0.0 and a_prev_coll_gpa_2 = . THEN do;
    record2 = 0;
    a_prev_coll_gpa_2 = 0.00;
  end;
  if a_prev_coll_hours_3 = 0.0 and a_prev_coll_gpa_3 = . THEN do;
    record3 = 0;
    a_prev_coll_gpa_3 = 0.00;
  end;
  points1 = a_prev_coll_gpa_1 * a_prev_coll_hours_1;
  points2 = a_prev_coll_gpa_2 * a_prev_coll_hours_2;
  points3 = a_prev_coll_gpa_3 * a_prev_coll_hours_3;
  pointstot = points1 + points2 + points3;
hourstot = a_prev_coll_hours_1 + a_prev_coll_hours_2 + a_prev_coll_hours_3;
records = record1 + record2 + record3;
	trgpa2 = pointstot / hourstot;
trgpa3 = round ((a_prev_coll_gpa_1 + a_prev_coll_gpa_2 + a_prev_coll_gpa_3) / records, .01);

---------sort survey3---------------------------*
* if hoststat = '2' and hostdlvl in ('21', '22', '41', '42');
run;
%*-------------------------test proc--------------------*
%*proc contents data=survey3;
%*run;
%*-------------------------------------------------------*
proc sort data=survey3;
by pidm;
proc sort data=ret2001;
by pidm;
DATA ret2001b;
MERGE ret2001 (IN=ret) survey3 (IN=s3);
BY pidm;
IF ret;
run;

* THIS STEP READS IN THE SAVED TSG BAS DATA SET *
*-----------------------------------------------*
PROC FORMAT;
value reasonf 5='very important'
4='moderately important'
3='important'
2='somewhat important'
1='not important';

value choosef 5='very important'
4='moderately important'
3='important'
2='somewhat important'
1='not important';

value prevf 0='0 hours'
1='1-5 hours'
2='6-15 hours'
3='16-20 hours'
4='>20 hours';

value freqf 3='frequently'
2='occasionally'
1='never';

value missf 0='0 hours'
1='1-2 hours'
2='3-5 hours'
3='6 or more hours';

value abilf 5='top 10%'
4='above average'
335

value attf 6 = 'strongly agree'
5 = 'moderately agree'
4 = 'slightly agree'
3 = 'slightly disagree'
2 = 'moderately disagree'
1 = 'strongly disagree';

value goalf 1 = 'strongly agree'
2 = 'moderately agree'
3 = 'slightly agree'
4 = 'slightly disagree'
5 = 'moderately disagree'
6 = 'strongly disagree';

value causef 0 = 'obtain degree'
1 = 'accept good job'
2 = 'enter military'
3 = 'family costs'
4 = 'marriage'
5 = 'disinterest'
6 = 'lack acad ability'
7 = 'inefficient skills'
8 = 'sched conflicts'
9 = 'lack support'
10 = 'home respons';

value succesf 3 = 'very good chance'
2 = 'some chance'
1 = 'no chance';

value inv94f 4 = 'major focus'
3 = 'more attention'
2 = 'same amount'
1 = 'less attention';

value cons95f 1 = 'on campus'
2 = 'ttn'
3 = 'higher ed center';

value mainf 0 = 'never'
1 = 'occasionally'
2 = 'often'
3 = 'very often';

value ttnf 0 = 'never'
1 = 'occasionally'
2 = 'often'
3 = 'very often';

value sitf 3 = 'very good chance'
2 = 'some chance'
1 = 'no chance';
<table>
<thead>
<tr>
<th>Variable</th>
<th>Value 1</th>
<th>Value 2</th>
<th>Value 3</th>
<th>Value 4</th>
<th>Value 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>payf</td>
<td>'yes'</td>
<td>'no'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workf</td>
<td>'less than 10'</td>
<td>'11 to 20'</td>
<td>'21 to 30'</td>
<td>'31 to 40'</td>
<td>'over 40'</td>
</tr>
<tr>
<td>curf</td>
<td>'grow'</td>
<td>'change'</td>
<td>'no path'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>careerf</td>
<td>'ID diffused'</td>
<td>'moratorium'</td>
<td>'foreclosed'</td>
<td>'ID achieved'</td>
<td></td>
</tr>
<tr>
<td>enterf</td>
<td>'other college'</td>
<td>'time off'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transf</td>
<td>'very important'</td>
<td>'somewhat important'</td>
<td>'not important'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expf</td>
<td>'excellent'</td>
<td>'good'</td>
<td>'fair'</td>
<td>'poor'</td>
<td>'very poor'</td>
</tr>
<tr>
<td>originf</td>
<td>'comm college'</td>
<td>'four year college'</td>
<td>'foreign'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>creditf</td>
<td>'less than 26'</td>
<td>'26 to 57 credits'</td>
<td>'58 to 89 credits'</td>
<td>'over 90'</td>
<td></td>
</tr>
<tr>
<td>yearsf</td>
<td>'1 year'</td>
<td>'2 years'</td>
<td>'3 years'</td>
<td>'4 years'</td>
<td>'5 years'</td>
</tr>
<tr>
<td>histf</td>
<td>'less than 1'</td>
<td>'1 to 4 yrs'</td>
<td>'5 to 9 yrs'</td>
<td>'10 to 19 yrs'</td>
<td>'over 20 yrs'</td>
</tr>
<tr>
<td>releasef</td>
<td>'yes'</td>
<td>'no'</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
value linstf 
  1='VA HS'
  2='Other HS'
  3='GED'
  4='Trade Sch'
  5='VA CC'
  6='VA 4 Year'
  7='Other 4 Year'
  8='Home'

/*-------------------D2YF01E: TRANSFER SURVEY DATA-------------------*/
libname transfer v8 ':I:\planning\assessment\TransferSurvey\';
/*---------------------LABEL VARIABLES---------------------*/
DATA TRANSFR;
  *set tssdate.4 ;
  set transfer.tss2001_complete;
  Label
  reason1='to get a better job'
  reason2='broaden my perspectives'
  reason3='be able to make more money'
  reason4='learn more about own interests'
  reason5='feelings of self confidence'
  reason6='prepare for grad or prof school'
  reason7='develop interpersonal skills'
  reason8='respond to change in role'
  choose9='talking with ODU rep'
  choose10='ODU students who are friends'
  choose11='ODU faculty'
  choose12='ODU academic reputation'
  choose13='financial aid'
  choose14='cultural diversity'
  choose15='living near home'
  choose16='availability of major'
  choose17='cost of attending ODU'
  choose18='moved to area w/ spouse/family'
  choose19='attend class and work'
  prev20='studying or homework'
  prev21='socialize with friends'
  prev22='talk to instructors outside class'
  prev23='partying'
  prev24='working for pay'
  prev25='participate in organized clubs'
  prev26='playing computer/video games'
  prev27='using the internet'
  freq28='failed to complete hwk on time'
  freq29='difficult concentrate on assignments'
  freq30='skipped class'
  freq31='careless mistakes on tests'
  freq32='felt overwhelmed'
  freq33='too bored to study'
  miss34='transporting others to appt'
  miss35='primary caregiver of elderly parent'
  miss36='transportation problems'
  miss37='dealing with child care issues'
  miss38='experiencing work conflicts'
abi40='general academic ability'
abi41='mathematical ability'
abi42='reading comprehension'
abi43='study skills'
abi44='time management skills'
abi45='writing ability'
abi46='computer skills'
abi47='problem-solving skills'
abi48='reading comprehension'
abi49='study skills'
abi50='leadership ability'
abi51='physical health'
abi52='self-confidence'
abi53='interpersonal communication skills'

att54='important to be a good student'
att55='work hard at studying in college'
att56='active participant in studies'
att57='proud to do well academically'
att58='find learning fulfilling'
att59='allow sufficient time for studying'
att60='continue education throughout life'
att61='others see me as effective student'
att62='motivated to be successful in college'

goal63='hard to find reason for working'
goal64='do not make decisions by myself'
goal65='have confusion about who I am'
goal66='have more ideas than energy'
goal67='lose my sense of direction'
goal68='easier to start than finish projects'
goal69='do not get going on anything important'
goal70='wonder where my life is headed'
goal71='lack the drive to get work done'
goal72='lose sight of my goals'
goal73='have no one to turn to with my problems'
goal74='fear I am not smart enough'
goal75='feel guilty spending time/money/energy'
goal76='have no idea what to do after graduate'

cause77='most likely cause to leave ODU'
succes78='graduate with honors'
succes79='miss more than 1 class per week'
succes80='dev good relationship w/ prof mem or advisor'
succes81='earn at least a B average'
succes82='study with other students'
succes83='fail one or more courses'
succes84='find my courses boring'
succes85='receive emotional support from family'
succes86='complete ODU bach degree'
succes87='seek assistance for problems'
succes88='be placed on academic probation'
succes89='drop out temporarily'
succes90='transfer to another college'
succes91='return fall of next year'
<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>sucs92</td>
<td>be satisfied with ODU</td>
</tr>
<tr>
<td>sucs93</td>
<td>disagree with family about decisions</td>
</tr>
<tr>
<td>inv94</td>
<td>significance of ODU in life</td>
</tr>
<tr>
<td>cons95</td>
<td>consider myself to be</td>
</tr>
<tr>
<td>main96</td>
<td>use library to study</td>
</tr>
<tr>
<td>main97</td>
<td>use library for research</td>
</tr>
<tr>
<td>main98</td>
<td>talk w/ faculty outside of class</td>
</tr>
<tr>
<td>main99</td>
<td>think about course &amp; discuss w/students</td>
</tr>
<tr>
<td>main100</td>
<td>participate in cultural events</td>
</tr>
<tr>
<td>main101</td>
<td>use Webb to eat &amp; socialize</td>
</tr>
<tr>
<td>main102</td>
<td>use campus ath. facilities</td>
</tr>
<tr>
<td>main103</td>
<td>participate in campus clubs &amp; organznls</td>
</tr>
<tr>
<td>main104</td>
<td>read/have conversations to learn about self</td>
</tr>
<tr>
<td>main105</td>
<td>make friends different from self</td>
</tr>
<tr>
<td>main106</td>
<td>discuss w/sts w/diff beliefs</td>
</tr>
<tr>
<td>main107</td>
<td>use what lrmn in class in outside life</td>
</tr>
<tr>
<td>main108</td>
<td>actively participate in class</td>
</tr>
<tr>
<td>ttn109</td>
<td>use lib &amp; on-site facil to study</td>
</tr>
<tr>
<td>ttn110</td>
<td>use lib &amp; VIVA for research</td>
</tr>
<tr>
<td>ttn111</td>
<td>talk/email w/ faculty</td>
</tr>
<tr>
<td>ttn112</td>
<td>think about course &amp; discuss w/students</td>
</tr>
<tr>
<td>ttn113</td>
<td>participate in cultural events</td>
</tr>
<tr>
<td>ttn114</td>
<td>use site facil to eat &amp; socialize</td>
</tr>
<tr>
<td>ttn115</td>
<td>use site ath. facilities</td>
</tr>
<tr>
<td>ttn116</td>
<td>participate in campus clubs &amp; organznls</td>
</tr>
<tr>
<td>ttn117</td>
<td>read/have conversations to learn about self</td>
</tr>
<tr>
<td>ttn118</td>
<td>make friends different from self</td>
</tr>
<tr>
<td>ttn119</td>
<td>discuss w/sts w/diff beliefs</td>
</tr>
<tr>
<td>ttn120</td>
<td>use what lrmn in class in outside life</td>
</tr>
<tr>
<td>ttn121</td>
<td>actively participate in class</td>
</tr>
<tr>
<td>sit122</td>
<td>work full-time during college</td>
</tr>
<tr>
<td>sit123</td>
<td>work part-time during college</td>
</tr>
<tr>
<td>sit124</td>
<td>attend coll p/t 1 or more sem</td>
</tr>
<tr>
<td>sit125</td>
<td>do volunteer work</td>
</tr>
<tr>
<td>sit126</td>
<td>est. close friendships w/ others</td>
</tr>
<tr>
<td>sit127</td>
<td>feel overwhelmed</td>
</tr>
<tr>
<td>sit128</td>
<td>find a job in major after college</td>
</tr>
<tr>
<td>pay129</td>
<td>currently working for pay</td>
</tr>
<tr>
<td>work130</td>
<td>hours worked each week</td>
</tr>
<tr>
<td>cur131</td>
<td>current working situation</td>
</tr>
<tr>
<td>career132</td>
<td>current career plans</td>
</tr>
<tr>
<td>enter133</td>
<td>status upon entering ODU</td>
</tr>
<tr>
<td>trans134</td>
<td>interest chngd/program not offrd</td>
</tr>
<tr>
<td>trans135</td>
<td>completed an assoc degree</td>
</tr>
<tr>
<td>trans136</td>
<td>closer to home</td>
</tr>
<tr>
<td>trans137</td>
<td>farther away from home</td>
</tr>
</tbody>
</table>
trans138='give me better career opp'
trans139='I felt like I belonged'
trans140='max. intell development'
trans141='max. personal development'
trans142='w/ groups or social activities'

exp143='rating of overall trans exp'

origin='consider myself to be'
credit='transferred to GDU with'
years='expected time to complete degree'
hist='how long since last in college'

release='responses released to acad advisor';

*-------------------Create New Transfer Survey Variables--------------------- *
*-------------------CREATE TN UD Transfer Student PROBATION SCORE----------- *
*-------------------NUMBER----------;
IF CHOOSE13=1 OR CHOOSE13=5 THEN TN13=1; ELSE TN13=0;
IF CHOOSE14=1 THEN TN14=1; ELSE TN14=0;
IF CHOOSE19=5 THEN TN19=1; ELSE TN19=0;
IF PREV21=1 OR PREV21=0 THEN TN21=1; ELSE TN21=0;
IF PREV22=1 OR PREV22=0 THEN TN22=1; ELSE TN22=0;
IF PREV23=1 OR PREV23=2 OR PREV23=3 OR PREV24=4 THEN TN23=1; ELSE TN23=0;
IF PREV25=0 THEN TN25=1; ELSE TN25=0;
IF FREQ28=2 OR FREQ28=3 THEN TN28=1; ELSE TN28=0;
IF FREQ30=2 OR FREQ30=3 THEN TN30=1; ELSE TN30=0;
IF FREQ31=2 OR FREQ31=3 THEN TN31=1; ELSE TN31=0;
IF FREQ32=1 OR FREQ32=2 THEN TN32=1; ELSE TN32=0;
IF MISS38=1 OR MISS38=2 OR MISS38=3 THEN TN38=1; ELSE TN38=0;
IF ABIL42=1 OR ABIL42=2 OR ABIL42=3 THEN TN42=1; ELSE TN42=0;
IF ABIL43=1 OR ABIL43=2 OR ABIL43=3 THEN TN43=1; ELSE TN43=0;
IF ABIL44=1 OR ABIL44=2 OR ABIL44=3 THEN TN44=1; ELSE TN44=0;
IF ABIL45=1 OR ABIL45=2 OR ABIL45=3 THEN TN45=1; ELSE TN45=0;
IF ABIL46=1 OR ABIL46=2 OR ABIL46=3 THEN TN46=1; ELSE TN46=0;
IF ABIL47=1 OR ABIL47=2 OR ABIL47=3 THEN TN47=1; ELSE TN47=0;
IF ABIL50=1 OR ABIL50=2 OR ABIL50=3 THEN TN50=1; ELSE TN50=0;
IF ABIL52=1 OR ABIL52=2 OR ABIL52=3 THEN TN52=1; ELSE TN52=0;
IF ABIL53=1 OR ABIL53=2 OR ABIL53=3 THEN TN53=1; ELSE TN53=0;
IF GOAL64=5 OR GOAL64=6 THEN TN64=1; ELSE TN64=0;
IF GOAL67=5 OR GOAL67=6 THEN TN67=1; ELSE TN67=0;
IF GOAL73=6 THEN TN73=1; ELSE TN73=0;
IF SUCCESS81=1 OR SUCCESS81=2 THEN TN81=1; ELSE TN81=0;
IF SUCCESS83=2 OR SUCCESS83=3 THEN TN83=1; ELSE TN83=0;
IF SUCCESS84=2 OR SUCCESS84=3 THEN TN84=1; ELSE TN84=0;
IF SUCCESS85=1 OR SUCCESS85=2 THEN TN85=1; ELSE TN85=0;
IF SUCCESS86=1 OR SUCCESS86=2 THEN TN86=1; ELSE TN86=0;
IF SUCCESS87=1 OR SUCCESS87=2 THEN TN87=1; ELSE TN87=0;
IF SUCCESS89=2 OR SUCCESS89=3 THEN TN89=1; ELSE TN89=0;
IF SUCCESS90=2 OR SUCCESS90=3 THEN TN90=1; ELSE TN90=0;
IF SUCCESS93=2 OR SUCCESS93=3 THEN TN93=1; ELSE TN93=0;
IF INVT94=1 OR INVT94=2 THEN TN94=1; ELSE TN94=0;
IF CONS95=3 THEN TN95=1; ELSE TN95=0;
IF TIN111=0 THEN TIN111=1; ELSE TIN111=0;
IF SIT122=2 OR SIT122=3 THEN TIN122=1; ELSE TIN122=0;
IF \text{T}123=2 \text{ THEN } \text{T}123=1; \text{ ELSE } \text{T}123=0; 
IF \text{PAY}129=1 \text{ THEN } \text{T}129=1; \text{ ELSE } \text{T}129=0; 
IF \text{WOR}K130=0 \text{ OR } \text{WOR}K130=5 \text{ THEN } \text{T}130=1; \text{ ELSE } \text{T}130=0; 
IF \text{CUI}R131=1 \text{ OR } \text{CUI}R131=2 \text{ THEN } \text{T}131=1; \text{ ELSE } \text{T}131=0; 
IF \text{CARE}ER132=3 \text{ THEN } \text{T}132=1; \text{ ELSE } \text{T}132=0; 
IF \text{ENT}ER133=1 \text{ THEN } \text{T}133=1; \text{ ELSE } \text{T}133=0; 
IF \text{TRANS}135=3 \text{ THEN } \text{T}135=1; \text{ ELSE } \text{T}135=0; 
IF \text{TRANS}138=3 \text{ THEN } \text{T}138=1; \text{ ELSE } \text{T}138=0; 

\text{IF OR IS IN 2 } \text{ THEN } \text{T}148=1; \text{ ELSE } \text{T}148=0; 

\text{-----------------------MK3} 
\text{T} \text{m} 
\text{UD T r a n f e r S t u d e n t P R O B A T I O N S C O R E} 
\text{-----------------------MK3} 
\text{PROTPFA} = \text{T}13 + \text{T}14 + \text{T}19 + \text{T}21 + \text{T}22 + 
\text{T}23 + \text{T}25 + \text{T}28 + \text{T}29 + \text{T}30 + 
\text{T}31 + \text{T}32 + \text{T}38 + \text{T}42 + \text{T}43 + 
\text{T}44 + \text{T}45 + \text{T}46 + \text{T}47 + \text{T}50 + 
\text{T}52 + \text{T}53 + \text{T}64 + \text{T}67 + \text{T}73 + 
\text{T}81 + \text{T}83 + \text{T}84 + \text{T}85 + \text{T}86 + 
\text{T}87 + \text{T}89 + \text{T}90 + \text{T}93 + \text{T}94 + 
\text{T}95 + \text{T}111 + \text{T}112 + \text{T}113 + \text{T}129 + 
\text{T}130 + \text{T}131 + \text{T}132 + \text{T}133 + \text{T}135 + 
\text{T}138 + \text{T}148; 

\text{*-------------CREATE FALL SEMESTER PROBATION SCORE FOR TTN U.D. TRANSFER STUDENTS-----*;} 

\text{-----------------------ADD FALL SEMESTER PROBATION FACTOR FOR TTN U.D TRANSFER STUDENTS-----*;} 

\text{----------------------- CREATE MC U D Transfer Student PROBATION SCORE-----------------------} 

\text{IF CHOOSE14=5 \text{ THEN } MC14=1; \text{ ELSE } MC14=0;} 
\text{IF PREV22=3 \text{ OR } PREV22=6 \text{ THEN } MC22=1; \text{ ELSE } MC22=0;} 
\text{IF PREV23=3 \text{ OR } PREV23=6 \text{ THEN } MC23=1; \text{ ELSE } MC23=0;} 
\text{IF FREQ28=2 \text{ OR } FREQ28=3 \text{ THEN } MC28=1; \text{ ELSE } MC28=0;} 
\text{IF MISS35=1 \text{ OR } MISS35=2 \text{ OR } MISS35=3 \text{ THEN } MC35=1; \text{ ELSE } MC35=0;} 
\text{IF ABIL41=1 \text{ OR } ABIL41=2 \text{ THEN } MC41=1; \text{ ELSE } MC41=0;} 
\text{IF ABIL43=1 \text{ OR } ABIL43=2 \text{ THEN } MC43=1; \text{ ELSE } MC43=0;} 
\text{IF ABIL48=1 \text{ OR } ABIL48=2 \text{ THEN } MC48=1; \text{ ELSE } MC48=0;} 
\text{IF GOAL64=3 \text{ THEN } MC64=1; \text{ ELSE } MC64=0;} 
\text{IF GOAL65=4 \text{ THEN } MC65=1; \text{ ELSE } MC65=0;} 
\text{IF GOAL67=3 \text{ THEN } MC67=1; \text{ ELSE } MC67=0;} 
\text{IF GOAL68=5 \text{ THEN } MC68=1; \text{ ELSE } MC68=0;} 
\text{IF GOAL73=5 \text{ THEN } MC73=1; \text{ ELSE } MC73=0;} 
\text{IF GOAL74=1 \text{ OR } GOAL74=2 \text{ THEN } MC74=1; \text{ ELSE } MC74=0;} 
\text{IF GOAL75=1 \text{ OR } GOAL75=2 \text{ THEN } MC75=1; \text{ ELSE } MC75=0;} 
\text{IF SUCCESS81=2 \text{ OR } SUCCESS81=1 \text{ THEN } MC81=1; \text{ ELSE } MC81=0;} 
\text{IF SUCCESS83=2 \text{ OR } SUCCESS83=3 \text{ THEN } MC83=1; \text{ ELSE } MC83=0;} 
\text{IF SUCCESS88=2 \text{ OR } SUCCESS88=5 \text{ THEN } MC88=1; \text{ ELSE } MC88=0;} 
\text{IF SUCCESS92=1 \text{ OR } SUCCESS92=2 \text{ THEN } MC92=1; \text{ ELSE } MC92=0;} 
\text{IF SUCCESS93=3 \text{ THEN } MC93=1; \text{ ELSE } MC93=0;} 
\text{IF MAIN101=0 \text{ THEN } MC101=1; \text{ ELSE } MC101=0;} 
\text{IF MAIN104=0 \text{ THEN } MC104=1; \text{ ELSE } MC104=0;} 
\text{IF TRANS137=3 \text{ THEN } MC137=1; \text{ ELSE } MC137=0;} 
\text{IF TRANS142=3 \text{ THEN } MC142=1; \text{ ELSE } MC142=0;} 

\text{----------ADD MC U D Transfer Student PROBATION SCORE----------*;} 

\text{PROMCFA} = \text{MC14} + \text{MC22} + \text{MC23} + \text{MC28} + \text{MC35} + 

\text{Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.}
MC41 + MC43 + MC48 + MC64 + MC65

+ MC67 + MC68 + MC73 + MC74 + MC75

+ MC81 + MC83 + MC88 + MC92 + MC93

+ MC101 + MC104 + MC137 + MC142;

"---------CREATE FALL SEMESTER PROBATION SCORE FOR MC UD TRANSFER STUDENTS--------- *

"---------ADD FALL SEMESTER PROBATION FACTOR FOR MC UD TRANSFER STUDENTS--------- *

"---------CREATE MC Freshman Transfer Student PROBATION SCORE--------- *

IF REASON1=5 THEN F1=1; ELSE F1=0;
IF REASON2=5 THEN F2=1; ELSE F2=0;
IF REASON3=5 THEN F3=1; ELSE F3=0;
IF REASON4=5 THEN F4=1; ELSE F4=0;
IF REASON8=2 THEN F8=1; ELSE F8=0;
IF CHOOSE12=5 THEN F12=1; ELSE F12=0;
IF CHOOSE13=3 THEN F13=1; ELSE F13=0;
IF CHOOSE15=5 THEN F15=1; ELSE F15=0;
IF CHOOSE17=5 THEN F17=1; ELSE F17=0;
IF CHOOSE19=5 THEN F19=1; ELSE F19=0;
IF FREQ24=3 THEN F24=1; ELSE F24=0;
IF FREQ28=1 THEN F28=1; ELSE F28=0;
IF FREQ29=5 THEN F29=1; ELSE F29=0;
IF FREQ32=1 THEN F32=1; ELSE F32=0;
IF ABIL43=3 THEN F43=1; ELSE F43=0;
IF ABIL44=2 OR ABIL44=1 THEN F44=1; ELSE F44=0;
IF ABIL47=6 OR ABIL47=5 THEN F47=1; ELSE F47=0;
IF ABIL50=5 THEN F50=1; ELSE F50=0;
IF ABIL52=6 OR ABIL52=5 THEN F52=1; ELSE F52=0;
IF ABIL53=6 OR ABIL53=5 THEN F53=1; ELSE F53=0;
IF ATT57=6 THEN F57=1; ELSE F57=0;
IF ATT58=6 THEN F58=1; ELSE F58=0;
IF ATT59=6 THEN F59=1; ELSE F59=0;
IF ATT60=6 THEN F60=1; ELSE F60=0;
IF GOAL63=5 THEN F63=1; ELSE F63=0;
IF GOAL64=5 THEN F64=1; ELSE F64=0;
IF GOAL65=5 THEN F65=1; ELSE F65=0;
IF GOAL69=5 THEN F69=1; ELSE F69=0;
IF GOAL70=6 THEN F70=1; ELSE F70=0;
IF GOAL72=6 THEN F72=1; ELSE F72=0;
IF GOAL73=5 THEN F73=1; ELSE F73=0;
IF GOAL74=6 THEN F74=1; ELSE F74=0;
IF GOAL75=5 THEN F75=1; ELSE F75=0;
IF SUCCESS83=2 OR SUCCESS83=3 THEN F83=1; ELSE F83=0;
IF ST122=2 OR ST122=3 THEN F122=1; ELSE F122=0;
IF ST123=3 THEN F123=1; ELSE F123=0;
IF WORK130=5 THEN F130=1; ELSE F130=0;
IF CUR131=1 THEN F131=1; ELSE F131=0;
IF TRANS137=1 THEN F137=1; ELSE F137=0;
IF TRANS139=3 THEN F139=1; ELSE F139=0;
IF TRANS140=3 THEN F140=1; ELSE F140=0;
*-------------ADD Freshmen Transfer Student PROBATION SCORE---------
-------------*;

\[
\text{PROFFA} = \begin{array}{cccccccc}
F1 & + & F2 & + & F3 & + & F4 & + \\
F8 & + & F12 & + & F13 & + & F15 & + \\
F17 & + & F19 & + & F24 & + & F28 & + \\
F29 & + & F32 & + & F43 & + & F44 & + \\
F47 & + & F50 & + & F52 & + & F53 & + \\
F57 & + & F58 & + & F59 & + & F60 & + \\
F63 & + & F64 & + & F65 & + & F69 & + \\
F70 & + & F72 & + & F73 & + & F74 & + \\
F75 & + & F83 & + & F122 & + & F123 & + \\
F130 & + & F131 & + & F137 & + & F139 & + \\
F140 & \\
\end{array}
\]

*-------------CREATE FALL SEMESTER PROBATION SCORE FOR MC Freshmen TRANSFER
STUDENTS---*;

*------ADD FALL SEMESTER PROBATION FACTOR FOR MC FRESHMEN TRANSFER
STUDENTS---*;

*-------------CREATE MC Sophomore Transfer Student PROBATION SCORE--------
-------------*;

\[
\text{IF REASON7=6 OR REASON7=5 THEN S7=1; ELSE S7=0;}
\text{IF CHOOSE10=5 THEN S10=1; ELSE S10=0;}
\text{IF CHOOSE13=6 OR CHOOSE13=5 THEN S13=1; ELSE S13=0;}
\text{IF CHOOSE14=6 OR CHOOSE14=5 THEN S14=1; ELSE S14=0;}
\text{IF CHOOSE17=1 OR CHOOSE17=5 THEN S17=1; ELSE S17=0;}
\text{IF CHOOSE19=3 OR CHOOSE19=5 THEN S19=1; ELSE S19=0;}
\text{IF PREV21=3 OR PREV21=4 THEN S21=1; ELSE S21=0;}
\text{IF PREV23=2 OR PREV23=3 THEN S23=1; ELSE S23=0;}
\text{IF FREQ31=1 THEN S31=1; ELSE S31=0;}
\text{IF FREQ32=1 THEN S32=1; ELSE S32=0;}
\text{IF FREQ33=3 THEN S33=1; ELSE S33=0;}
\text{IF MISS34=1 OR MISS34=2 OR MISS34=3 THEN S34=1; ELSE S34=0;}
\text{IF ABIL41=4 THEN S41=1; ELSE S41=0;}
\text{IF ABIL44=1 OR ABIL44=2 THEN S44=1; ELSE S44=0;}
\text{IF ABIL46=4 OR ABIL46=5 THEN S46=1; ELSE S46=0;}
\text{IF ABIL47=5 THEN S47=1; ELSE S47=0;}
\text{IF GOAL64=5 OR GOAL65=5 THEN S64=1; ELSE S64=0;}
\text{IF GOAL65=5 THEN S65=1; ELSE S65=0;}
\text{IF GOAL73=5 THEN S73=1; ELSE S73=0;}
\text{IF SUCCE88=2 OR SUCCE88=3 THEN S88=1; ELSE S88=0;}
\text{IF INV94=1 OR INV94=2 THEN S94=1; ELSE S94=0;}
\text{IF MAIN107=0 OR MAIN107=1 THEN S107=1; ELSE S107=0;}
\text{IF STT125=4 THEN S125=1; ELSE S125=0;}
\text{IF CAREER132=2 THEN S132=1; ELSE S132=0;}
\text{IF TRANS134=3 THEN S134=1; ELSE S134=0;}
\text{IF TRANS135=2 OR TRANS135=3 THEN S135=1; ELSE S135=0;}
\text{IF TRANS139=8 THEN S139=1; ELSE S139=0;}
\]

*-------------ADD Sophomore Transfer Student PROBATION SCORE--------
-------------*;

\[
\text{PROSFA} = \begin{array}{cccccccc}
S7 & + & S10 & + & S13 & + & S14 & + \\
S17 & + & S19 & + & S21 & + & S23 & + \\
S31 & + & S32 & + & S34 & + & S41 & + \\
S44 & + & S46 & + & S47 & + & S52 & + \\
\end{array}
\]

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
S53 + S64 + S65 + S73 +
S88 + S94 + S107 + S125 +
S132 + S134 + S135 + S139;

/*--------CREATE FALL SEMESTER PROBATION SCORE FOR MC SOPHOMORE TRANSFER
STUDENTS----*/;

/*--------ADD FALL SEMESTER PROBATION FACTOR FOR MC SOPHOMORE TRANSFER
STUDENTS----*/;

/*---------------------------------------------*/

*If cause77='0' then earnba='0';
*       else if cause='1' or cause='2' or cause='3'
*           or cause='4' or cause='5' or cause='6'
*           or cause='7' or cause='8' or cause='9'
*           or cause='10' then earnba='1';
*       else earnba='.';
transsur='yes';

/*--------Format Variables---------------------------------------------*/

format reason1-reason8 reasonf.
choose9-choose19 choosef.
prev20-prev27 prevf.
freq28-freq33 freqf.
miss34-miss38 missf.
abil40-abil53 abif.
att54-att62 attf.
goal63-goal76 goalf.
cause77 causef.
succes78-succes93 succesf.
inv94 inv94f.
cons95 cons95f.
main96-main108 mainf.
ttn109-ttn121 ttnf.
sit122-sit128 sitf.
pay129 payf.
work130 workf.
curl31 curlf.
career132 careerf.
enter133 enterf.
trans134-trans142 transf.
exp143 expf.
origin originf.
credit creditf.
years yearsf.
hist histf.
release releasef.;

run;

/*-------------------------------------Test Procs---------------------------------------------*/

proc freq data=transfr;
  tables reason1-reason8 choose9-choose19 prev20-prev27
           freq28-freq33 miss34-miss38 abil40-abil53 att54-att62
           goal63-goal76 cause77 succes78-succes93 inv94 cons95
           main96-main108 ttn109-ttn121 sit122-sit128 pay129 work130
           curl31 career132 enter133 trans134-trans142 exp143 origin
           credit years hist release;
  title 'Transfer Student Survey';
  title2 'Fall 2001 Data';
run;

/*------------------------- merge data sets ---------------------------------*/
proc sort data=transfr;
   by pidm;
proc sort data=ret2001b;
   by pidm;
DATA tasmrg1;
   MERGE ret2001b (IN=es) transfr (in=tssx);
   BY pidm;
   IF es;
*-------------new variables-----------------------------------------------*;
if stud_age > 75 THEN stud_age=.;

if transsur in (',',',') then transsur='no';
campus='missing';
   if cons95='l' and transsur='yes' then campus='yes';
   if cons95 ne 'l' and transsur='yes' then campus='no';
   group='tn';
   if campus='yes' and studlvl='21' then group='mcfresh';
   if campus='yes' and studlvl='22' then group='mosoph';
   if campus='yes' and studlvl in ('41','42') then group='m cud';

*atrisk='no';
*if profall ge 12 then atrisk='yes';
*---------------------dummy coding--------------------------------------*;
femalex=1;
   if gender='1' then femalex=0;
whitex=1;
   if race ne '6' then whitex=0;
blackx=1;
   if race ne '2' then blackx=0;
asianx=1;
   if race ne '4' then asianx=0;
hispanicx=1;
   if race ne '5' then hispanicx=0;

asad200120r=1;
   if asad200120=1 then asad200120r=0;
stat200210x=1;
   if stat200210='Missing' then stat200210x=0;

*---------------------------------------------------------------*;
*if levelss in (','),'','') then do;
  * if credit='l' then levelss='21';
  * if credit='2' then levelss='22';
  * if credit='3' then levelss='41';
  * if credit='4' then levelss='42';
*end;
run;

OPTIONS ERRORS=0;
*-------------------------------------------------------------------*;
* THIS STEP READS IN THE SAVED SURVEY SAS DATA SET *;
*-------------------------------------------------------------------*;
PROC FORMAT;
VALUE $gndrF 1='Male'
   2='Female';

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
VALUE $raceF 2='Black'
3='Native'
4='Asian'
5='Hispanic'
6='White';
VALUE $genderF
0='ALIEN MALE'
1='ALIEN FEMALE'
2='AA MALE'
3='AA FEMALE'
4='NATIVE MALE'
5='NATIVE FEMALE'
6='ASIAN MALE'
7='ASIAN FEMALE'
8='HISPANIC MALE'
9='HISPANIC FEMALE'
10='WHITE MALE'
11='WHITE FEMALE';
VALUE $collF 'AL'='Arts & Letters'
'BU'='Business & PA'
'ED'='Education'
'EN'='Engineering & Technology'
'SC'='Sciences'
'HS'='Health Sciences'
'XX'='Unclassified/Undeclared';
VALUE $reshallF 'A'='WHITEHURST HALL'
'B'='ROGERS MAIN (FYE)' 
'C'='ROGERS EAST'
'D'='GRESHAM'
'E'='OWHATTAN APARTMENTS'
'F'='NOT APPLICABLE';
VALUE $asadF 1='Acad Diff'
0='Acad Sucs';
VALUE $SAT10F
01='LT850'
02='850TO859'
03='860TO869'
04='870TO879'
05='880TO889'
06='890TO899'
07='900TO909'
08='910TO919'
09='920TO929'
10='930TO939'
11='940TO949'
12='950TO959'
13='960TO969'
14='970TO979'
15='980TO989'
16='990TO999'
17='1000TO1009'
18='1010TO1019'
19='1020TO1099'
20='G1100';
VALUE $SAT50F
01='LT850'
02='850TO899'
03='900TO949'
04='950TO999'
05='1000TO1049';
00 = '1050 TO 1099'
01 = '1100 TO 1149'
02 = '1150 TO 1199'
03 = '1200 TO 1249'
04 = '1250 TO 1299'
05 = '1300 TO 1349'
06 = '1350 TO 1399'
07 = '1400 TO 1449'
08 = '1450 TO 1499'
09 = '1500 TO 1549'
10 = '1550 TO 1599'

VALUE $SAT100F
  0 = 'LT 250'
  1 = '250 TO 299'
  2 = '300 TO 324'
  3 = '325 TO 349'
  4 = '350 TO 374'
  5 = '375 TO 400'
  6 = 'GT 400'

VALUE $GPA10F
  0 = 'LT 250'
  1 = '250 TO 259'
  2 = '260 TO 269'
  3 = '270 TO 279'
  4 = '280 TO 289'
  5 = '290 TO 299'
  6 = '300 TO 324'
  7 = '325 TO 349'
  8 = '350 TO 374'
  9 = '375 TO 400'
 10 = '400 TO 400'

VALUE $GPA25F
  0 = 'LT 250'
  1 = '250 TO 274'
  2 = '275 TO 299'
  3 = '300 TO 324'
  4 = '325 TO 349'
  5 = '350 TO 374'
  6 = '375 TO 375'

VALUE $GPA50F
  0 = 'LT 250'
  1 = '250 TO 299'
  2 = '300 TO 349'
  3 = '350 TO 375'

VALUE $GRDSATF
  0 = 'LT 850'
  1 = '850 TO 874'
  2 = '875 TO 896'
  3 = '900 TO 924'
  4 = '925 TO 949'
  5 = '950 TO 950'
  6 = '950 TO 950'
  7 = 'NO SAT'

VALUE $GRSAT2F
  0 = 'LT 850'
  1 = '850 TO 949'
  2 = '950 TO 1049'
  3 = '1050 TO 1149'
  4 = '1150 TO 1249'
  5 = '1250 TO 1349'
  6 = '1350 TO 1350'
  7 = 'NO SAT'

VALUE $GRSAT3F
  0 = 'LT 850'
  1 = '850 TO 859'
  2 = '860 TO 869'
  3 = '870 TO 879'

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
VALUE $MSATF 1='LT 850'
   2='850 TO 999'
   3='900 TO 949'
   4='950 TO 999'
   5='1000 TO 1023'
   6='GT 1023';

VALUE $GRDGPASF 1='LT 250'
   2='250 TO 299'
   3='300 TO 349'
   4='350 TO 399'
   5='400 TO 400'
   6='NO HS GPA';

VALUE $GRGPA2F 01='LT 250'
   02='250 TO 259'
   03='260 TO 269'
   04='270 TO 279'
   05='280 TO 289'
   06='290 TO 299'
   07='300 TO 309'
   08='310 TO 319'
   09='320 TO 329'
   10='330 TO 339'
   11='340 TO 349'
   12='350 TO 359'
   13='360 TO 369'
   14='370 TO 379'
   15='380 TO 389'
   16='390 TO 399'
   17='400 TO 400'
   18='NO HS GPA';

VALUE $GRGPA3F 01='LT 2.5'
   02='2.5 TO 2.59'
   03='2.6 TO 2.69'
   04='2.7 TO 2.79'
   05='2.8 TO 2.89'
   06='2.9 TO 2.99'
   07='3.0 TO 3.09'
   08='3.1 TO 3.19'
   09='3.2 TO 3.29'
   10='3.3 TO 3.39'
   11='3.4 TO 3.49'
   12='3.5 TO 3.59'
   13='3.6 TO 3.69'
   14='3.7 TO 3.79'
   15='3.8 TO 3.89'
   16='3.9 TO 3.99'
   17='4.0 TO 4.09'
   18='NO HS GPA';

VALUE $MHSGPAF 1='LT 2.5'
   2='2.5 TO 2.59'
   3='2.6 TO 2.69'
   4='2.7 TO 2.79'
   5='2.8 TO 2.89'
   6='2.9 TO 2.99'
   7='3.0 TO 3.13'
   8='3.13 TO 3.13'

VALUE $oduGPAF 1='LT 2.00'
   2='2.00 TO 2.24'
   3='2.25 TO 2.49'
   4='2.50 TO 2.74'
   5='2.75 TO 2.99'
<table>
<thead>
<tr>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>reason</td>
<td>5= 'very important'</td>
</tr>
<tr>
<td></td>
<td>4= 'moderately important'</td>
</tr>
<tr>
<td></td>
<td>3= 'important'</td>
</tr>
<tr>
<td></td>
<td>2= 'somewhat important'</td>
</tr>
<tr>
<td></td>
<td>1= 'not important'</td>
</tr>
<tr>
<td>choose</td>
<td>5= 'very important'</td>
</tr>
<tr>
<td></td>
<td>4= 'moderately important'</td>
</tr>
<tr>
<td></td>
<td>3= 'important'</td>
</tr>
<tr>
<td></td>
<td>2= 'somewhat important'</td>
</tr>
<tr>
<td></td>
<td>1= 'not important'</td>
</tr>
<tr>
<td>prevf</td>
<td>0= '0 hours'</td>
</tr>
<tr>
<td></td>
<td>1= '1-5 hours'</td>
</tr>
<tr>
<td></td>
<td>2= '6-15 hours'</td>
</tr>
<tr>
<td></td>
<td>3= '16-20 hours'</td>
</tr>
<tr>
<td></td>
<td>4= '&gt;20 hours'</td>
</tr>
<tr>
<td>freqf</td>
<td>3= 'frequently'</td>
</tr>
<tr>
<td></td>
<td>2= 'occasionally'</td>
</tr>
<tr>
<td></td>
<td>1= 'never'</td>
</tr>
<tr>
<td>missf</td>
<td>0= '0 hours'</td>
</tr>
<tr>
<td></td>
<td>1= '1-2 hours'</td>
</tr>
<tr>
<td></td>
<td>2= '3-5 hours'</td>
</tr>
<tr>
<td></td>
<td>3= '6 or more hours'</td>
</tr>
<tr>
<td>abilf</td>
<td>5= 'top 10%'</td>
</tr>
<tr>
<td></td>
<td>4= 'above average'</td>
</tr>
<tr>
<td></td>
<td>3= 'average'</td>
</tr>
<tr>
<td></td>
<td>2= 'below average'</td>
</tr>
<tr>
<td></td>
<td>1= 'lowest 10%'</td>
</tr>
<tr>
<td>attf</td>
<td>5= 'strongly agree'</td>
</tr>
<tr>
<td></td>
<td>4= 'moderately agree'</td>
</tr>
<tr>
<td></td>
<td>3= 'slightly agree'</td>
</tr>
<tr>
<td></td>
<td>2= 'slightly disagree'</td>
</tr>
<tr>
<td></td>
<td>1= 'strongly disagree'</td>
</tr>
<tr>
<td>goalf</td>
<td>5= 'strongly agree'</td>
</tr>
<tr>
<td></td>
<td>4= 'moderately agree'</td>
</tr>
<tr>
<td></td>
<td>3= 'slightly agree'</td>
</tr>
<tr>
<td></td>
<td>2= 'slightly disagree'</td>
</tr>
<tr>
<td></td>
<td>1= 'moderately disagree'</td>
</tr>
<tr>
<td></td>
<td>6= 'strongly disagree'</td>
</tr>
<tr>
<td>causef</td>
<td>5= 'obtain degree'</td>
</tr>
<tr>
<td></td>
<td>4= 'enter military'</td>
</tr>
<tr>
<td></td>
<td>3= 'family costs'</td>
</tr>
<tr>
<td></td>
<td>2= 'marriage'</td>
</tr>
<tr>
<td></td>
<td>1= 'disinterest'</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
value sucessf 2='very good chance'
   2='some chance'
   1='no chance';

value inv94f 4='major focus'
   2='more attention'
   2='same amount'
   1='less attention';

value cons95f 1='on campus'
   2='ttn'
   3='higher ed center';

value mainf 0='never'
   1='occasionally'
   2='often'
   3='very often';

value ttnf 0='never'
   1='occasionally'
   2='often'
   3='very often';

value sitf 3='very good chance'
   2='some chance'
   1='no chance';

value payf 1='yes'
   2='no';

value workf 1='less than 10'
   2='11 to 20'
   3='21 to 30'
   4='31 to 40'
   5='over 40';

value curf 3='grow'
   2='change'
   1='no path';

value careerf 0='ID diffused'
   2='moratorium'
   2='foreclosed'
   3='ID achieved';

value enterf 1='other college'
   2='time off';

value transf 3='very important'
   2='somewhat important'
   1='not important';
value expf 5='excellent'
  4='good'
  3='fair'
  2='poor'
  1='very poor';

value originf 1='comm college'
  2='four year college'
  3='foreign';

value creditf 1='less than 26'
  2='26 to 57 credits'
  3='58 to 89 credits'
  4='over 50';

value yearsf 1='1 year'
  2='2 years'
  3='3 years'
  4='4 years'
  5='5 years'
  6='6 years'
  7='will not complete';

value histf 1='less than 1'
  2='1 to 4 yrs'
  3='5 to 9 yrs'
  4='10 to 19 yrs'
  5='over 20 yrs';

value releasef 1='yes'
  2='no';

value linstf 1='VA HS'
  2='Other HS'
  3='GED'
  4='Trade Sch'
  5='VA CC'
  6='VA 4 Year'
  7='Other 4 Year'
  8='Home';

libname transfer v8 'L:\Planning\Assessment\TransferSurvey';
DATA tssmr1;
  SET transfer.tss2001_retain_12202002;
  *---------------------------------------------------------------*
  *------------new variables and values--------------------------*
  *ptft961us = 'pt';
  *if div = '01' and (oncortot + ofortot) ge 12.00 then ptft961us = 'ft';
  *lhalf961 = 'no';
  *if div = '01' and (oncortot + ofortot) le 5.00 then lhalf961 = 'yes';
  adult = 'no';
  if stud_age ge 25 then adult = 'yes';
  run;
  *---------------------------------------------------------------*
  proc sort data=tssmr1;
   by studlvl;

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
PROC FREQ DATA=TTT12001;
* tables (asad200120 stat200130) * studlvl;
* tables transsur * (asad200120 stat200210) * studlvl;
    tables campus * (asad200120 stat200210) * studlvl;
* tables (transsur=miss34-miss37 abil35-abil32 att54-att52
goal53-goal78 cause77 success78-success93 inv94 cons95
msin96-main108 tt109-tn121 sit122-sit128 pay129
work130 cur131 career132 enter133 transl36-transl42 exp143
origin credit years hist release gender race) * asad200110;
* by studlvl;
* where campus = 'yes';
* where campus = 'yes' and studlvl in ('21','22');
    where campus = 'yes' and studlvl in ('41','42');
* where campus = 'no' and studlvl in ('21','22');
* where campus = 'no' and studlvl in ('41','42');
* tables credit studlvl credit * studlvl;
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Campus Freshmen & Sophomores';
title3 'Campus Juniors & Seniors';
title3 'Campus Students by Class';
title3 'TTT Freshmen & Sophomores';
title3 'TTT Juniors & Seniors';
run;
PROC FREQ DATA=TTT12001;
* tables transsur * (studlvl cons95 campus);
* tables studlvl * (cons95 campus);
* tables site* campus;
* tables gender*race campus*studlvl;
    tables femalex whitex blackx asianx hispanicx;
where transsur='yes';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
run;
PROC FREQ DATA=TTT12001;
* tables (miss34-miss37 sit122-sit124 pay129 work130 cur131)
adult;
    tables miss37 * adult;
where transsur='yes';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
run;
PROC MEANS DATA=TTT12001;
    var profa prosea promofa protnfa trgpa2 stud_age
    ern200110 ern200120 ern200130
gpa200110 gpa200120 gpa200130;
where transsur='yes';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
run;
PROC MEANS DATA=TTT12001;
    var stud_age;
* where campus='yes' and transsur='yes';
where campus='no' and transsur='yes';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
* 
title3 'MC 2001 Student Age Data';
title3 'Distance Learning Student Age Data';
run;
proc means data=tssmr1;
  var stud_age;
  * 
  where campus='yes' and transsur='yes' and studlvl in ('41','42');
  where campus='no' and transsur='yes';
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
  * 
  title3 'MC Upper Division Student Age Data';
title3 'Distance Learning Student Age Data';
run;
proc sort data=tssmr1;
  by group;
proc means data=tssmr1;
  var profa prosfa promcfa protnfa trgpa2
er200110 er200120 er200130
gpa200110 gpa200120 gpa200130;
  where transsur='yes';
  by group;
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
run;
proc print data=tssmr1 double;
  var idno tgpa2 hsgpa studlvl;
  where transsur='yes';
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
run;
proc print data = tssmr1 double;
  var pidm idno
    a_prev_coll_hours_1 a_prev_coll_hours_2 a_prev_coll_hours_3
    a_prev_coll_gpa_1 a_prev_coll_gpa_2 a_prev_coll_gpa_3
    points1 points2 points3 pointstot hourstot
    record1 record2 record3 records trgpa2 trgpa3;
  where enrflag = '1' and stat = '2' and studlvl = '21';
  title 'Admissions File 200110';
title2 'TGPA Data for Transfer Students';
run;
*============== Molly's Analyses ===============================*;
proc freq data=tssmr1;
  tables gender race asad200120 stat200210;
  * 
  tables promcfa * asad200120;
  * 
  tables prosfa * asad200120;
  * 
  tables profa * asad200120;
  * 
  where transsur='yes' and campus = 'yes' and studlvl in
    ('41','42');
  * 
  where transsur='yes' and campus = 'yes' and studlvl = '22';
  * 
  where transsur='yes' and campus = 'yes' and studlvl = '21';
  * 
  where transsur='yes' and campus = 'no';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
* title3 'Mollys Analyses -- MC / UD';
* title3 'Mollys Analyses -- MC / SO';
title3 'Mollys Analyses -- MC / FR';
* title3 'Mollys Analyses -- TTN / UD';
run;
proc freq data=tssmrg1;
  tables stat200210 * stat200210x;
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses';
run;
proc gplot data=tssmrg1;
  plot trgpa2 * gpa200120;
  where transsur='yes';
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses';
run;
proc gchart data=tssmrg1;
  vbar trgpa2 gpa200120;
  where transsur='yes';
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses';
run;
proc univariate data=tssmrg1 normal plot;
  var promcfa trgpa2 gpa200120 stud_age;
* var prsfa trgpa2 gpa200120 stud_age;
* var prnfa trgpa2 gpa200120 stud_age;
* where transsur='yes' and campus = 'yes' and studlvl in
  ('41','42')
* where transsur='yes' and campus = 'yes' and studlvl = '22';
* where transsur='yes' and campus = 'yes' and studlvl = '21';
  where transsur='yes' and campus = 'no';
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses';
* title4 'Mollys Analyses -- MC / UD';
* title4 'Mollys Analyses -- MC / SO';
* title4 'Mollys Analyses -- MC / FR';
title4 'Mollys Analyses -- TTN / UD';
run;
proc logistic data=tssmrg1 descending;
  model asad200120 = trgpa2 femallex whitex blackx stud_age
  promcfa /
    corrb details slentry=0.20 slstay=0.25 selection=stepwise;
    where transsur='yes' and campus = 'yes' and studlvl in
    ('41','42')
    title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses -- MC / UD';
run;
proc logistic data=tssmrg1 descending;
model asad200120r = trqpa2 femalnex whitex blackx stud_age profa
/
corrb details slentry=0.20 slstay=0.25 selection=stepwise;
where transsur='yes' and campus='yes' and studlvl = '22';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses -- MC / SO';
run;
proc logistic data=tssmrgl descending;
model asad200120r = trqpa2 femalnex whitex blackx stud_age profa
/
corrb details slentry=0.20 slstay=0.25 selection=stepwise;
where transsur='yes' and campus='yes' and studlvl = '21';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses -- MC / FR';
run;
proc logistic data=tssmrgl descending;
model asad200120r = trqpa2 femalnex whitex blackx stud_age profa
protnfa /
corrb details slentry=0.20 slstay=0.25 selection=stepwise;
where transsur='yes' and campus='no';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses -- TTN / UD';
run;
proc print data=tssmrgl;
var idno asad200120 trqpa2 femalnex whitex blackx asianx
hispanicx profa;
where transsur='yes' and campus='yes' and studlvl = '21';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'Mollys Analyses -- MC / FR';
run;
proc corr data=tssmrgl;
* var promfa stat200210x;
* var profa stat200210x;
* var profa stat200210x;
var protnfa stat200210x;
* where transsur='yes' and campus='yes' and studlvl in
('{41','42'});
* where transsur='yes' and campus='yes' and studlvl = '22';
* where transsur='yes' and campus='yes' and studlvl = '21';
* where transsur='yes' and campus='no';
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
* title3 'Mollys Analyses -- MC / UD';
* title3 'Mollys Analyses -- MC / SO';
* title3 'Mollys Analyses -- MC / FR';
* title3 'Mollys Analyses -- TTN / UD';
run;
*-------------------Cronbach Alphas-------------------*;
title 'Transfer Student Survey';
title2 'Fall 2001 TSS Data';
title3 'Cronbach Alpha -- MC / UD';
proc corr data=tssmrgl alpha nomiss nosimple nocorr;
var MC14 MC22 MC23 MC28 MC35 MC41 MC43 MC48 MC64 MC65 MC67 MC68

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
MC73 MC74 MC75 MC81 MC83 MC88 MC92 MC93 MC101 MC104 MC137 MC142;
where transsur='yes' and campus = 'yes' and studlvl in ('41','42');
run;
  title 'Transfer Student Survey';
title2 'Fall 2001 TSS Data';
title3 'Cronbach Alpha -- MC / SO';
proc corr data=tsmrg1 alpha nomiss nosimple nocorr;
var S7 S10 S13 S14 S17 S19 S21 S23 S31 S32 S34 S41 S44 S46 S47 S52
S53 S64 S65 S73 S88 S94 S107 S125 S132 S134 S135 S139;
where transsur='yes' and campus = 'yes' and studlvl = '22';
run;
  title 'Transfer Student Survey';
title2 'Fall 2001 TSS Data';
title3 'Cronbach Alpha -- MC / FR';
proc corr data=tsmrg1 alpha nomiss nosimple nocorr;
var F1 F2 F3 F4 F8 F12 F13 F15 F17 F19 F24 F28 F29 F32 F43 F44 F47
F50 F52 F53 F57 F58 F60 F63 F64 F65 F69 F70 F72 F73 F74 F75
F83 F122 F123 F130 F131 F137 F139 F140;
where transsur='yes' and campus = 'yes' and studlvl = '21';
run;
  title 'Transfer Student Survey';
title2 'Fall 2001 TSS Data';
title3 'Cronbach Alpha -- TTS / CD';
proc corr data=tsmrg1 alpha nomiss nosimple nocorr;
TN42 TN43 TN44 TN45 TN46 TN47 TN50 TN52 TN53 TN64 TN67 TN73 TN81
TN83 TN84 TN85 TN86 TN87 TN89 TN90 TN93 TN94 TN95 TN111 TN112
TN123 TN129 TN130 TN131 TN132 TN133 TN135 TN138 TN148;
where transsur='yes' and campus = 'no';
run;
*--This begins the case study portion of the analyses----*------------------------;
proc freq data=tsmrg1;
tables (reason1-reason8 choose9-choose19 prev20-prev27
freq28-freq33 miss34-miss38 abil40-abil53 att54-att62
goal63-goal76 cause77 succes78-succes93 inv94 cons95
main96-main108 ttn109-ttn121 sit122-sit128 pay129
work130 cur131 career132 enter133 trans134-trans142
exp143 origin credit years hist release gender race)
* asad200110;
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'MC/UD PS Case Studies';
where transsur='yes' and campus = 'yes' and studlvl in ('41','42')
  and promcfa = 5;
run;
proc print data=tsmrg1;
var idno gpa200110 gpa200120 stat200210 CHOOSE14 PREV22 PREV23
FREQ28 MIS335 ABIL41 ABIL43 ABIL48 GOAL64 GOAL65 GOAL67 GOAL68
GOAL73 GOAL75 SUCCES81 SUCCES83 SUCCES98 SUCCES92 SUCCES93
MAIN101 MAIN104 TRANS137 TRANS142 origin credit years hist
release gender race asad200110;
  title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'MC/UD PS Case Studies';
where transsur='yes' and campus = 'yes' and studlvl in ('41','42')
and promcfa = 5;
run;

*----------Case studies MC SOPHOMORE---------------------------;
proc freq data=tssmrg1;
   tables (reason1-reason8 choose9-choose19 prev20-prev27
              freq28-freq33 miss34-miss38 abl140-abl153 att54-att62
gole63-gole76 cause77 succes78-suces93 inv94 cons95
main96-main108 ttn109-ttn121 sit122-sit128 pay129
work130
cur131 career132 enter133 trans134-trans142 exp143
origin
credit years hist release
gender race) * asad200110;
title "Transfer Student Survey";
title2 'Fall 2001 Data';
title3 'MC/SO PS Case Studies';
where transsur='yes' and campus = 'yes' and studlvl = '22'
   and prosf = 10;
run;

proc print data=tssmrg1;
   var idno gpa200110 gpa200120 stat200210
   reason1 reason2 reason3 reason4 reason5 reason6 reason7 reason8
   choose9 choose10 choose11 choose12 choose13 choose14 choose15
   choose16 choose17 choose18 choose19 prev20 prev21
   freq22 freq23 freq27 freq31 freq32 freq33 miss34 miss35 miss36
   abl141 abl142 abl143 abl144 abl145 abl146 abl147 abl148 abl149
   abl150 abl151 abl152 abl153 att56 att57 att58 att59
   att60 goale63 goale64 goale65 goale66 goale67 goale68 goale69
   goale72 goale73 goale74
gole75 succes83 sit122 sit123 sit124 sit125 sit126 sit127 sit128
   pay129 work130 cur131 career132 enter133 trans134-trans142
   exp143 origin
credit years hist release gender race) * asad200110;
title "Transfer Student Survey";
title2 'Fall 2001 Data';
title3 'MC/SO PS Case Studies';
where transsur='yes' and campus = 'yes' and studlvl = '22'
   and prosf = 10;
run;

*----------Case studies MC FRESHMAN---------------------------;
proc freq data=tssmrg1;
   tables (reason1-reason8 choose9-choose19 prev20-prev27
              freq28-freq33 miss34-miss38 abl140-abl153 att54-att62
gole63-gole76 cause77 succes78-suces93 inv94 cons95
main96-main108 ttn109-ttn121 sit122-sit128 pay129 work130
work130
cur131 career132 enter133 trans134-trans142 exp143 origin
credit years hist release gender race) * asad200110;
title "Transfer Student Survey";
title2 'Fall 2001 Data';
title3 'MC/Freshman PS Case Studies';
where transsur='yes' and campus = 'yes' and studlvl = '21'
   and prosf = 26;
run;

proc print data=tssmrg1;
   var idno gpa200110 gpa200120 stat200210
   reason1 reason2 reason3 reason4 reason5 reason6 reason7 reason8
   choose9 choose10 choose11 choose12 choose13 choose14 choose15
   choose16 choose17 choose18 choose19 prev20 prev21
   freq22 freq23 freq27 freq31 freq32 freq33 miss34 miss35 miss36
   abl141 abl142 abl143 abl144 abl145 abl146 abl147 abl148 abl149
   abl150 abl151 abl152 abl153 att56 att57 att58 att59
   att60 goale63 goale64 goale65 goale66 goale67 goale68 goale69
   goale72 goale73 goale74
gole75 succes83 sit122 sit123 sit124 sit125 sit126 sit127 sit128
   pay129 work130 cur131 career132 enter133 trans134-trans142
   exp143 origin
credit years hist release gender race) * asad200110;
title "Transfer Student Survey";
title2 'Fall 2001 Data';
title3 'MC/Freshman PS Case Studies';
where transsur='yes' and campus = 'yes' and studlvl1 = '21' and profifa = 26;

proc freq data=tssmr1;
tables (reason1-reason8 choose9-choose19 prev20-prev27 freq28-freq33 miss34-miss38 abil40-abil53 att54-att62 goal63-goal76 cause77 succes78-suces93 inv94 cons95 main96-main108 ttn109-ttn121 sit122-sit128 pay129 work130 cur131 career132 enter133 trans134-trans142 exp143 origin credit years hist release gender race) * asad200110;
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'TELETECHNET PS Case Studies';
run;
proc print data=tssmr1;
var idno gpa200110 gpa200120 stat200210
CHOOSE13 CHOOSE14 CHOOSE19 PREV21 PREV22 PREV23 PREV25 FREQ28 FREQ29 FREQ30 FREQ31 FREQ32 MISS38 ABIL42 ABIL43 ABIL44 ABIL45 ABIL46 ABIL47 ABIL50 ABIL52 ABIL53 GOAL64 GOAL67 GOAL73 SUCCES81 SUCCES83 SUCCES84 SUCCES85 SUCCES86 SUCCES87 SUCCES89 SUCCES90 SUCCES93 INV94 CONS95 TTN111 SIT122 SIT123 PAY129 WORK130 CUR131 CAREER132 ENTER133 TRANS135 TRANS138 ORIGIN credit years hist release gender race asad200110;
title 'Transfer Student Survey';
title2 'Fall 2001 Data';
title3 'TELETECHNET PS Case Studies';
where transsur='yes' and campus = 'no' and protnfa = 30;
run;
proc freq data=tssmr1;
tables (gender race) * hostdlvl;
title 'Transfer Student Demographics';
title2 'Entering Fall 2001 Data';
run;
proc means data=tssmr1;
var stud_age trgpa2 ern200110 ern200120 ern200130
gpa200110 gpa200120 gpa200130;
title 'Transfer Student Demographics';
title2 'Entering Fall 2001 Data';
run;
proc sort data=tssmr1;
by hostdlvl;
proc means data=tssmr1;
var stud_age trgpa2 ern200110 ern200120 ern200130
gpa200110 gpa200120 gpa200130;
by hostdlvl;
title 'Transfer Student Demographics';
title2 'Entering Fall 2001 Data';
run;

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Appendix F
Student Profile

NAME: Student 3

RACE & GENDER: Asian Female

STATUS: Junior, having transferred 73 credits from ABC Institute

MAJOR: Accounting

PROBATION SCORE: 5 (At Risk)

SURVEY RESPONSES:

Previous College Experience

- Frequently failed to complete homework assignments on time
- Missed 1-2 hours a week from classes due to being the primary caregiver of an elderly parent

Self-Descriptions

- I don’t seem to make decisions by myself
- I lose my sense of direction
- It’s easier for me to start than to finish projects

ADVISING & INTERVENTIONS

The above responses to the Transfer Student Survey (TSS) demonstrate a pattern of time management, self-esteem, and familial concerns that may well merge to negatively impact this student’s academic success and persistence. Despite the student’s report of frequently failing to complete homework assignments on time, she seems to have submitted enough homework assignments on time to complete 73 credits at ABC Institute. How does this student define “frequently”? Her definition may differ greatly.
from that of her advisor, and helping the student to solidify and voice that definition may help her see this discrepancy. Since she has completed some assignments in a timely manner, then she might be able to generate her own model of behavior to follow. Her advisor can start the session by persuading the student to talk about her previous institution, what she liked and did not like, what worked for her and what did not, eventually exploring what kept the student from completing her homework in a timely manner at ABC Institute and how often this occurred. Looking at the differences in the class assignments that she did complete on time and exploring the differences between those completed and those not completed would help her determine exactly what kept her from completing her work. Was it a lack of study skills, time management skills, or knowledge of the subject area that kept her from completing those assignments? Too many familial commitments? Once these areas of concern have been identified, then the advisor and student can work together to strengthen them, either through meeting one-on-one with the advisor or through referral to Advising Services for seminars in study skills and/or time management. The advisor also needs to address (or at least be aware of) the three areas listed under Self-Descriptions and their impact on completion of assignments in a timely manner.

The family may play a part here as well. Her response mentions that she missed between 1-2 hours a week from classes due to being the primary caregiver of an elderly parent. The advisor needs to find out how often this happened and explore options other than the student missing class to care for elderly parent: schedule appointments at other times, take fewer classes, obtain assistance in caring for an elderly parent. The advisor will need to keep the student’s culture in mind and may want to explore her position in
the family, along with its responsibilities and family expectations. While there may be someone else who could help the student with the care-taking responsibilities, seeking such assistance could be difficult or uncomfortable for the student. Assisting the student in developing assertiveness skills could be beneficial by helping her learn to make decisions on her own. It is often easy to lose one’s sense of direction and finish what one has started when one has not had much input into the decision-making process.

The balance between helping a student to grow and “enabling” that student is a precarious one and should be considered when determining follow-up meetings and interventions. While it is up to the advisor to assist students in attaining those skills necessary for learning, it is ultimately the student’s responsibility to change attitudes and behaviors that are inconsistent with academic success and persistence.
VITA

MARY H. "MOLLY" DUGGAN
737 Lanier Crescent
Portsmouth, Virginia 23707
(757) 399 – 4111
URL: http://web.odu.edu/mduggan

EDUCATION

Doctoral Studies in Urban Services, Counseling Cognate.
Old Dominion University, 1997 – present. Expected date of completion: December 2002.

Master of Science, Education. Counseling.
Old Dominion University, 1995. Emphasis in higher education.

Master of Science, Education. English.
Old Dominion University, 1979. Emphasis in teaching composition.

Bachelor of Arts, English.
Virginia Polytechnic Institute and State University, 1975. Minor in Music and Education.

EXPERIENCE

Human Services Counseling Telechnet Coordinator, Department of Educational Leadership and Counseling, Old Dominion University, Norfolk, VA: June 2000 – present.
- Handling all program coordination duties, such as scheduling, assigning instructors, and the hiring and training of graduate assistants
- Maintaining files for students requesting internship
- Developing and maintaining web sites for the Human Services Counseling TELECHNET program (HSC TELECHNET site, Internship Handbook, Site Adjunct Instructor’s Handbook, HSC Summer Institute 2002, Site Supervisor’s Handbook)
- Designing program-related brochures (Informational Pamphlet for Prospective Internship Sites, Human Services Counseling Summer Institute 2002)
- Teaching COUN 468 and COUN 344 each semester
- Teaching COUN 444 for TELECHNET students during Summer Institute 2002

Site Adjunct Instructor, Old Dominion University TELECHNET Program, Human Services Counseling, Paul D. Camp Community College Site, Franklin, VA: 1999 – 2000.
- Maintaining a list of possible internship sites
• Assisting interns in locating appropriate sites and in making changes, when necessary
• Handling and reviewing all associated paperwork
• Conduct Teletechnet site classroom seminars, including facilitation of case studies
• Visiting internship sites
• Working both individually and in groups with interns to assist them in their transition into the field
• Keeping Teletechnet site director and university professor informed of all progress, problems, or concerns

• Directing a $75,000 federal grant providing crisis counseling; personal counseling; academic advising; career counseling; support groups; and psychoeducational instruction in career decision-making, study skills, self-esteem, time management, assertiveness, and interpersonal communication skills for single parents, displaced homemakers, and single pregnant women
• Serving as a community gender equity resource by promoting math and science for women and minorities and providing seminars for local clubs and organizations
• Writing the program’s renewal grants
• Creating and maintaining the program’s website
• Coordinating activities with other appropriate units within the community college to assure effective communication
• Creating and distributing a monthly newsletter containing career and parenting information for over 100 non-traditional college students
• Creating brochures for the college on stalking, dating violence, and rape prevention
• Designing brochures and handouts for individual and group use regarding job search procedures (including use of the World Wide Web), properly filling out an application, writing a resume, and interviewing techniques
• Training students in accessing and researching using VIVA and the Internet
• Planning and coordinating social activities for program participants promoting networking and providing peer support
• Preparing and working within the yearly budget
• Supervising clerical support staff

Counselor, Smithfield Center, Paul D. Camp Community College, Smithfield, VA: August 1993.
• Providing academic, personal, transfer, and career counseling to new students (an emergency temporary position as start-up counselor at a new site)
• Setting up a site transfer center

Co-director, Pre-College Awareness Program, Paul D. Camp Community College, Franklin, VA: July 1993.
• Providing academic and career counseling, along with psychoeducational instruction in career
decision-making, time management, study skills, and interpersonal communication skills for 36 “at-risk” high school students

- Arranging career-related speakers and career-related field trips to local businesses and industries, along with culturally-enhancing field trips
- Presenting Gender Equity and Careers information to students and arranging for a speaker from CHROME
- Working within the prescribed budget


- Designing a 40-hour psychoeducational training program for welfare recipients on such tropics as self-esteem, problem-solving skills, interpersonal communication skills, career exploration, job search, and interviewing skills
- Networking with local Social Service agencies to provide counseling, career assessments, and workshops for AFDC and Food Stamps recipients

**Adjunct faculty member**, Paul D. Camp Community College, Franklin and Suffolk campuses, Smithfield Center: January 1983 – 2000.

- Student Development courses taught: Personal Development from a Woman’s Perspective, Orientation, Preparation for Employment, Career Education, Coordinated Internship Seminar
- English courses taught: College Composition I and II, Practical Writing I and II, Basic Occupational Communication, Preparation for College Writing

**English Instructor**, Grades 9-12, average and remedial classes. Virginia Beach City Public Schools, Virginia Beach, VA: September 1975 – June 1982

- Integrating special education students, developmental students, and ESL students into a mainstream high school English class
- Organizing a writer's lab for developmental English students and a high school ESL lab
- Serving as 10th grade level chairperson for two years

**PUBLICATIONS**


Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
RESEARCH PAPERS AND PRESENTATIONS
AT PROFESSIONAL MEETINGS


A Team Approach to STD 105: Personal Development from a Woman's Perspective. Presentation with other faculty members. Virginia Community College Association Fall Conference, Roanoke, VA: October 1998


A Group Career Development/Counseling Program for Displaced Homemakers and Single Parents at the Community College. VCGSA & VACES Graduate Student Conference, Charlottesville, VA: April 1998


CONSULTATIONS (SEE COMMUNITY SERVICE)

Exploring Career Options. 27th Annual Spring Conference, sponsored by the Tidewater Clerical League of Social Services, Norfolk, VA: April 2000.

Stress Reduction for the Holidays. Phoenix Center, Suffolk, VA: December 1999

Workplace Communication Skills. Louise Obici Memorial Hospital, Suffolk, VA: September 1999

De-Stress Your Distress. 26th Annual Spring conference, sponsored by the Tidewater Clerical League of Social Services, Norfolk, VA: April 1999


Education, the Key to Your Child's Future. Powell Associates, Chesapeake, VA: September 1997

Making Welfare Reform Work. Municipal Breakfast, sponsored by the Franklin City Department of Social Services, Franklin, VA: July 1997

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The World of Work. Family Resource Center, Suffolk, VA: May 1997


RESEARCH AND PROJECTS IN PROGRESS

Dissertation: The Transfer Promise: A Study Investigating Impediments to Academic Success and Persistence in a Mid-Sized Urban University. Expected date of completion: December 2002

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

National Organization of Human Services Educators, 2000 -- present
Virginia Counselors Association, 1994 -- present
• Virginia Association of Marriage & Family Counselors, 1997 -- present
• Virginia Career Development Association, 1994 -- present
• Virginia Counseling Graduate Students Association, 1998 -- present
Paul D. Camp Community College Faculty Association, 1997 -- 2000
Teachers of English in Two-Year Colleges, 1996 -- 1999
Virginia Community College Association, 1995 -- 2000

UNIVERSITY AND COLLEGE SERVICE

Serving on the following college committees at Old Dominion University:
• TELETECHNET Academic Advisory Committee (2002-present)
• Standard 2 Response Committee (2002- present)
• Search Committee: Lecturer in Human Services Counseling (Summer 2002)
• Academic Advising Committee (2000 – present)
• Academic Advising Survey Subcommittee (2000 – 2001)
• Member of the Recreational Sports Council (2000 – present)
• Member of University Women's Caucus (2000 – present)
• HSC Summer Institute Committee, Coordinator (2000-present)
• Serving as the Educational Leadership and Counseling library liaison (2000 – present)
• Member of the Undergraduate HSC Program Committee (2000 – present)
• Member of the Internship Review Subcommittee (2000 – 2001)

Making TELETECHNET Site visits

Attending the Open House for the Northern Virginia Higher Education Center and advising

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
potential students interested in a B. S. Human Services Counseling, MS Ed. Counseling, and MS. Ed. Educational Administration (August 15, 2000)

Serving as the Paul D. Camp Community College CWEP Site Coordinator for Franklin and Southampton County Department of Social Services clients (providing on-campus work experience and pre-employment training sessions in basic office skills, computer skills, communication skills, anger management skills, problem-solving skills, and job readiness skills for TANF recipients), 1996-2000

Researching and preparing several chapters of the Paul D. Camp Community College Student Development Crisis Intervention Manual detailing counseling procedures and interventions for dealing with battered women and men, child abuse, depression, eating disorders, rape and sexual assault, stalking, and suicide, 1995, 1999

Organizing and coordinating various on-campus life skills seminars (parenting skills, stress-reduction, conflict mediation, developing healthy relationships, improving decision-making skills, study skills, self-esteem, etc.) for college’s student population, 1993-1999

Representing Paul D. Camp Community College at the 1996 WEPAN conference, Williamsburg, VA

Organizing Women’s Month activities, 1995-2000

Serving on the following committees while at Paul D. Camp Community College
- E-mail Etiquette Committee, April 1999
- Teaching, Learning, and Technology Roundtable, 1996-2000
- Educator of the Year Committee, 1997
- Writing Across the Curriculum Committee, 1996-1997
- Search Committee for Gender Equity Opportunity Center position, 1996
- Student Development Committee, 1993-2000
- Educational Programs Committee, 1993-1995

COMMUNITY SERVICE

Serving on the following community committees:
- Family Self-Sufficiency Program Steering Committee, sponsored by Franklin Redevelopment and Housing Authority, 1994-present
- Advisory Board for the Family Resource Center, Suffolk, 1996
- Exit Committee for Southampton High School’s special education seniors, 1999

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Making referrals to local battered women’s shelter, various substance abuse programs (AA, hospital-sponsored programs, etc.), New Outlook Mental Health, Western Tidewater Mental Health, Family Services, Consumer Credit Counseling, and other professionals

*Non-Disciplinary Community Service:*

Volunteer during Hurricane Floyd clean-up, September – October 1999

Overseeing publicity for a neighborhood Centennial Celebration, entailing television and radio spots, writing and editing a script for a videotape, organizing ticket sales, fund-raising, and writing news releases including feature articles, interviews, and advertisements, 1990-1991

Assisting with La Leche League and Mothers of Twins club with part-time counseling of new mothers on parenting skills, 1987-1991

Managing publicity for five craft shows, involving soliciting artists and crafters, designing posters, and preparing news releases, 1986-1991

Serving as president of local civic league for two years and on the board for five years, 1985-1990