

Pathways to Student Success: Digging into Transfer versus FTIC Student Engagement

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Purpose

The purpose of the study is ...

Understand the role of out-of-the-classroom engagements in transfer student success in comparison to first-time freshmen ...

In order to ...

... develop a deeper understanding of the factors that contribute to transfer student retention and success.

So that ...

libraries and universities can structure support systems and services to help this important population succeed and graduate.

University Profile

- Urban, Research Institution
- Doctoral University, Higher Research Activity
- 30,448 Students, 24,116 undergraduates
- 3rd largest undergraduate enrollment in UNC System
- 77% Acceptance Rate & 85% Persistence Rate
- 62% FTIC freshmen (4,256); 38% Transfers (2,605)



Project Partners

Co-Curricular Partners

- Library
- Career Center
- UCAE (Tutoring)
- Writing Center
- Speaking Center
- Education Abroad
- Undergraduate Research

Student Affairs

- Greek Life
- University Recreation Center
- Venture Outdoor Education & Leadership

Institutional Research

- Demographics
- Pre-College
- Success Measures

Other Departments & Programs

- Undergraduate Learning Communities
- 1st Year Writing Program
- Center for Teaching & Learning
- Registrar
- Niner Central (Student Services Help Desk)
- ITS (Technology) Help Desk

Data Set

A comprehensive, longitudinal dataset at the individual student level of all undergraduate students who matriculated into the university from 2012-2013 to the present. Data include:

1. Yearly engagements with each co-curricular & extracurricular partner, at "type of activity" level of specificity.
2. Pre-College data (EX: HS GPA, ACT/SAT Scores, # of Incoming Credits)
3. Demographic data (EX: Race, Ethnicity, Pell Status, College, On/Off Campus Residence, Learning Communities)
4. Measure of Success Data (EX: Year-to-Year Retention, GPA, and Graduation Rates)

2012-2013

2013-2014

2014-2015

2015-2016

2016-2017

2017-2018



Data Organization & Analysis

Our Approach

- Controlled for confounding variables using propensity score matching,
- Disaggregated the data based on FTIC freshmen and Transfer students and the number of incoming credits, and
- Used binary logistic regression to calculate the degree to which each type of engagement increased chances for student success based on admission/incoming credits and measure of student success.



Used Propensity Score Matching to control for ...

- Pre-Academic Readiness (ACT/SAT)
- Socioeconomic Status (Pell)
- College of Enrollment
- Underrepresented Minority Status
- High Impact Practice Participation (e.g., experiential education, study abroad, etc.)

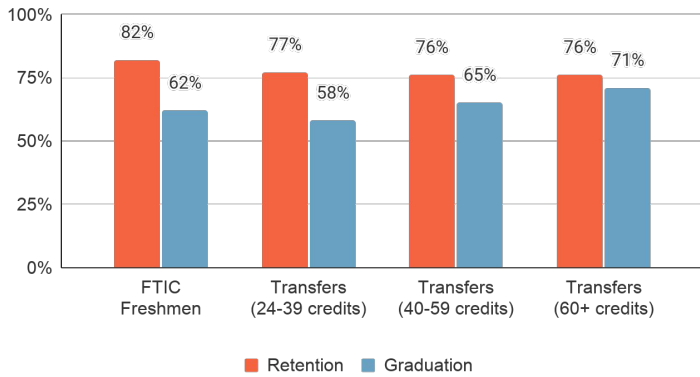
Controlled for Admission Status & Incoming Status by creating population subgroups ...

- First Time in College (FTIC) Freshmen
- Transfer Students with 24-39 Incoming Credits
- Transfer Students with 40-59 Incoming Credits
- Transfer Students with 60+ Incoming Credits

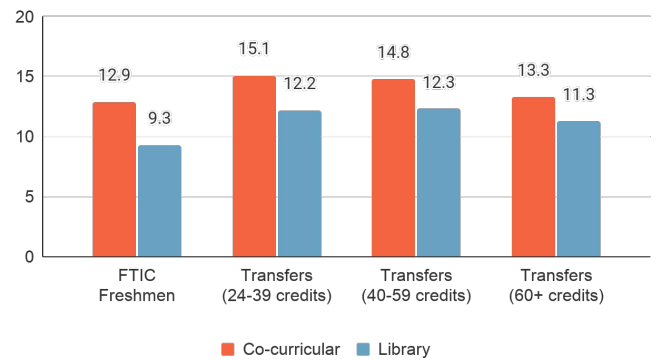


Engagement Patterns across Population Subgroups

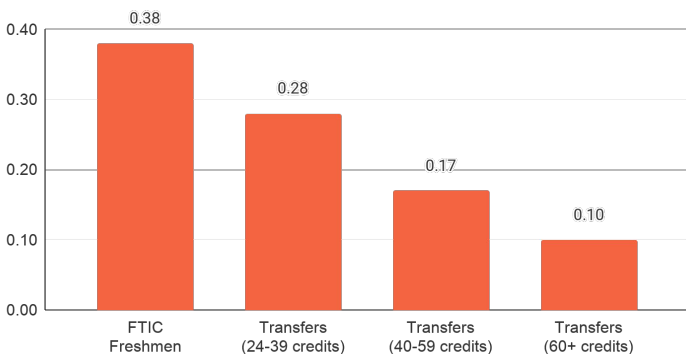
Year-1 to Year-2 Retention Rates & 6-Year Graduation Rates



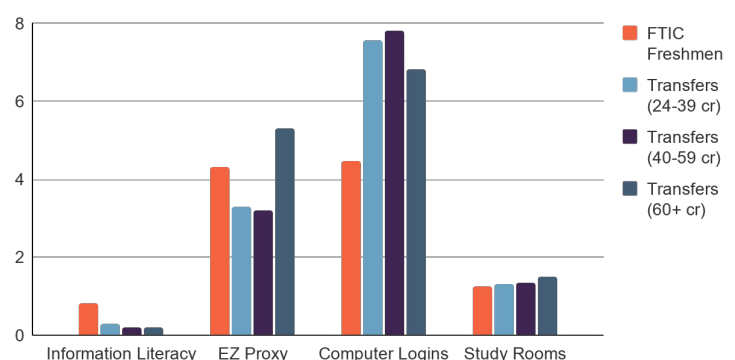
Average Number of First Year Engagement in Co-Curricular Activities and Library Activities



Average Number of First Year Extracurricular Memberships



Library Engagement Trends Differ Based on Type of Activity & Population Subgroup



Key Findings

Year 1 Engagement Pathways that Increase the Odds of Returning for a Second Year of Study (Top 5 Activities)



| | Co-curricular (any) | UCAE (any) | Extracurricular (any) | Library (any) | Library EZ Proxy | Library Computer Login | Library Book Checkout |
|--|---------------------|------------|-----------------------|---------------|------------------|------------------------|-----------------------|
| FTIC Freshmen | X | | X | X | X | X | |
| Transfers with 24-39 incoming credits | X | | X | X | X | X | |
| Transfers with 40-59 incoming credits | X | X | | X | X | | X |
| Transfers with 60+ incoming credits | X | | | X | X | X | X |

Engagement Pathways that Increase the Odds of Earning an Above-Average (2.50+) 4 Yr GPA (Top 5 Activities)



| | Career Center (any) | UCAE (any) | Writing Center (any) | Extracurricular (any) | Library Information Literacy Instruction | Library Study Room Reservations |
|--|---------------------|------------|----------------------|-----------------------|--|---------------------------------|
| FTIC Freshmen | X | X | X | X | X | |
| Transfers with 24-39 incoming credits | X | X | X | X | X | |
| Transfers with 40-59 incoming credits | X | X | X | | X | X |
| Transfers with 60+ incoming credits | X | | X | X | X | X |

Engagement Pathways that Increase the Odds of Graduating in 6 Years or Less (Top 5 Activities)



| | Co-curricular (any) | Career Center (any) | Writing Center (any) | Extracurricular (any) | Library Info. Literacy Instruction | Library Study Room Reservations | Library Book Checkout |
|--|---------------------|---------------------|----------------------|-----------------------|------------------------------------|---------------------------------|-----------------------|
| FTIC Freshmen | X | X | X | X | X | | |
| Transfers with 24-39 incoming credits | X | X | X | X | X | | |
| Transfers with 40-59 incoming credits | X | X | X | | X | X | |
| Transfers with 60+ incoming credits | X | X | X | | X | | X |



Takeaways

- Engagement in specific co-curricular and extracurricular activities significantly increases the odds for success.
- Engagement pathways for success differ significantly depending on admission status and number of incoming credits.
- Controlling for pre-college, demographic, and other variables helped pinpoint which key engagement activities increase the odds for success for each population subgroup.

On average, transfer students coming in with less than junior status (< 60 credits)..

- Are less likely to persist than FTIC freshmen, and
- Have lower GPAs and 6-year graduation rates than FTIC freshmen and transfer students with 60+ incoming credits.

Universities can help transfer students overcome their "first year" shock and succeed by structuring support systems and services to help them engage academically.



Impact

- First study of its kind to compare out-of-classroom engagement of transfers with 3 ranges of numbers of credits and FTIC freshmen students.
- Two-fold model:
 - a. Analyzed typical engagement behaviors (library, other co-curricular, and extracurricular activities) of students based on their enrollment (FTIC vs. transfer) and credit status.
 - b. Identified the key engagement activities that significantly increase each group's odds for success.



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