

The background features large, stylized letters 'A' and 'C' in a light green color, set against a dark green background. The 'A' is on the left and the 'C' is on the right, both rendered in a bold, sans-serif font.

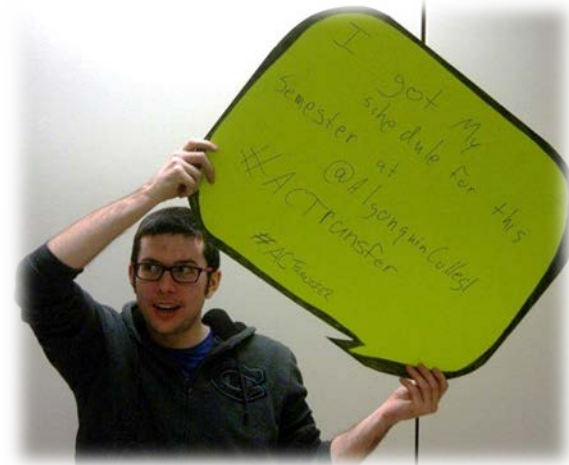
ALGONQUIN
COLLEGE

**THE TRANSFER
STUDENT
EXPERIENCE
ALGONQUIN COLLEGE**

**Renay Dixon
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April 28, 2014**

Agenda

1. Research Efforts
2. Study Results
3. Gaps & Improvements



RESEARCH EFFORTS



Reasons for Research

- With funding from CTIG.
- Limited reverse & lateral data.
- 60% of AC have prior postsecondary experience.
- Registration of university grads at AC has increased 40% over the last 5 years.



Purpose

- Previous and current levels of engagement.
- Are students happy with their decision to attend AC?
- Do transfer students intend to continue their education?



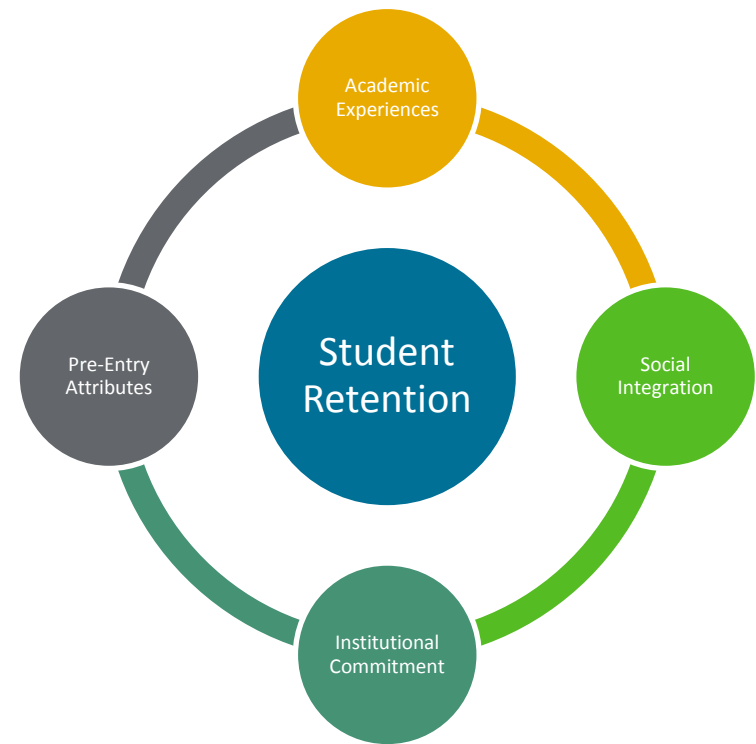
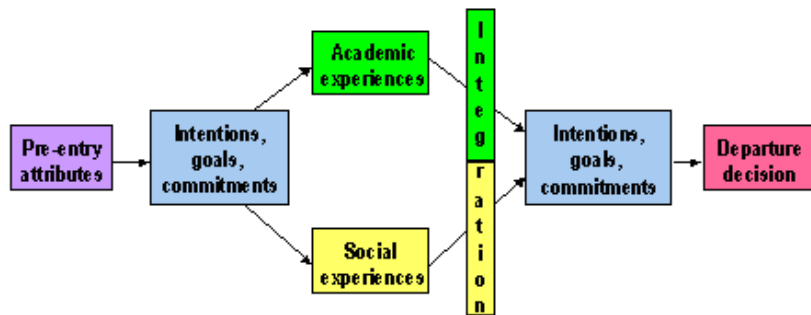
Building The Survey

- Extracted questions from other surveys of transition and engagement.
- Two part survey conducted within the first and the last two weeks of term.



Survey based on Tinto

Tinto's model of student departure (simplified)



Challenges to Reaching Students

- Students do not identify
- Various levels and fields of study
- Difficulty obtaining accurate lists



Study

- Over the past 3 semesters we have collected data on the transfer student population.
 - 23,746 data points
 - 311 respondents
 - 139 completed surveys



STUDY RESULTS



Pre-Entry Attributes

- ~ 60% of transfer student parents have completed some level of postsecondary education.
- Grades in B+ to A- range
- Very supported by friends and immediate family.



Institutional Commitment

- 98.5% intend to graduate from AC.
- 73% graduated from their previous institution.
- 67% are not continuing their studies in a related field.
- 31.5% expect grades in A range.

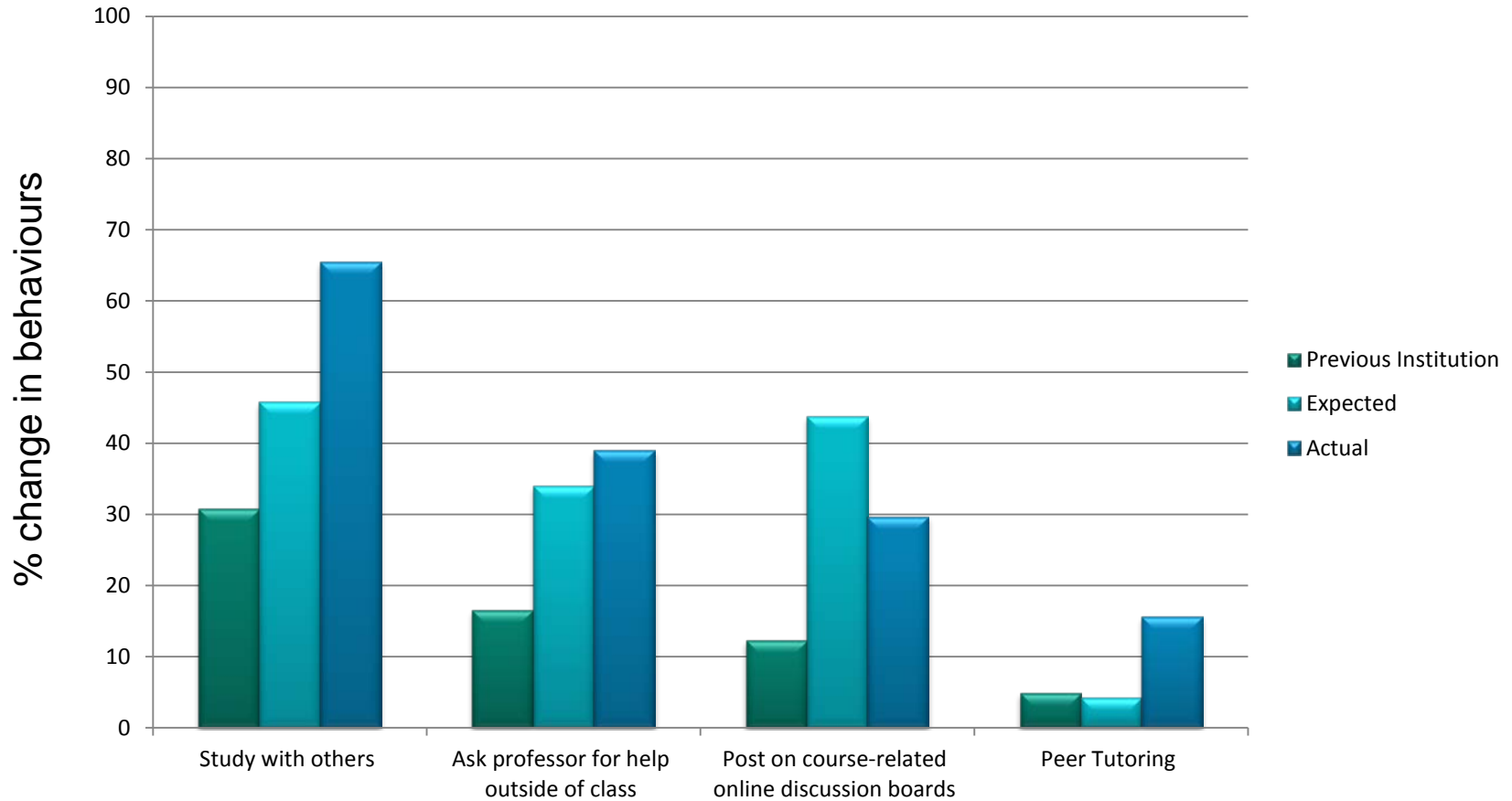


Academic Expectations

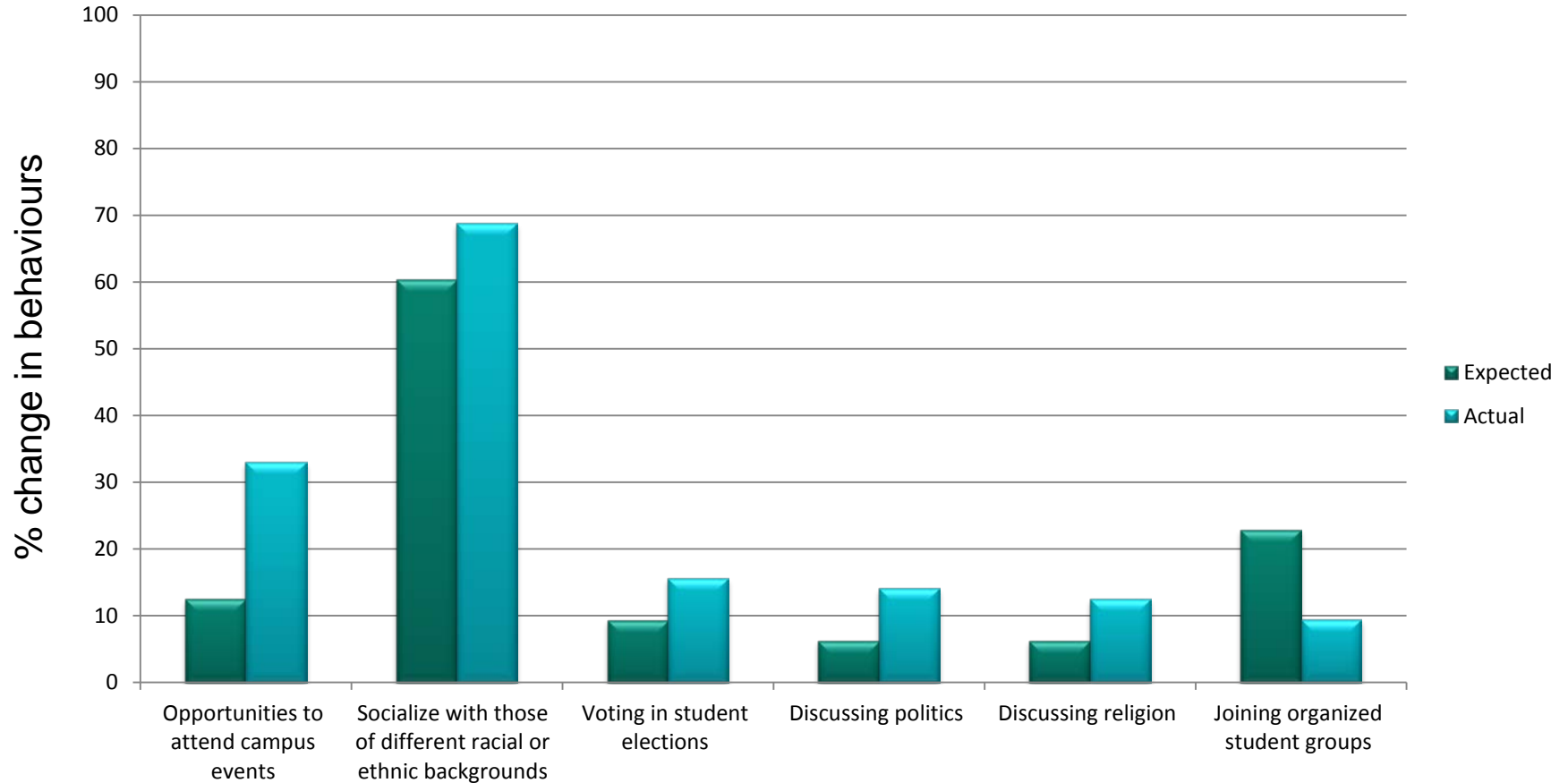
- Tripled the amount of time spent studying per week – previously 1-5 hours now 16-20 hours.
- Perception of academic ability is lower than actual ability with two exceptions.



Academic Expectations Con't

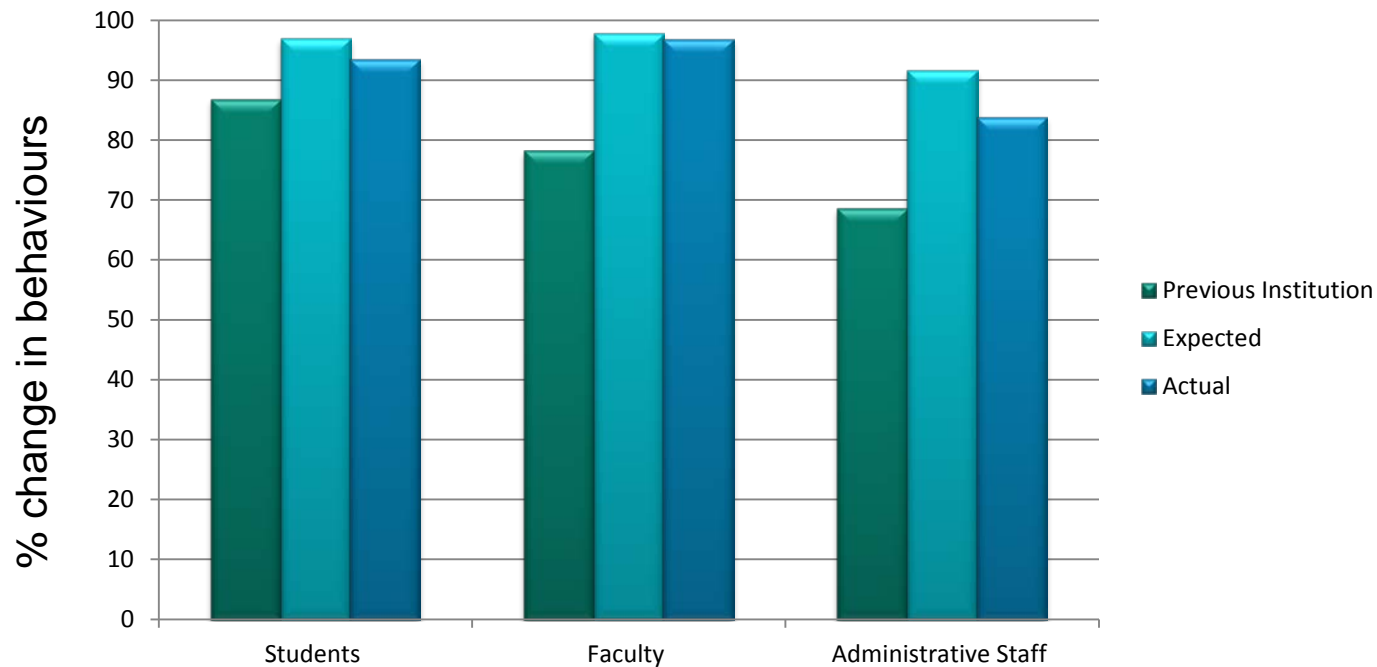


Social Integration

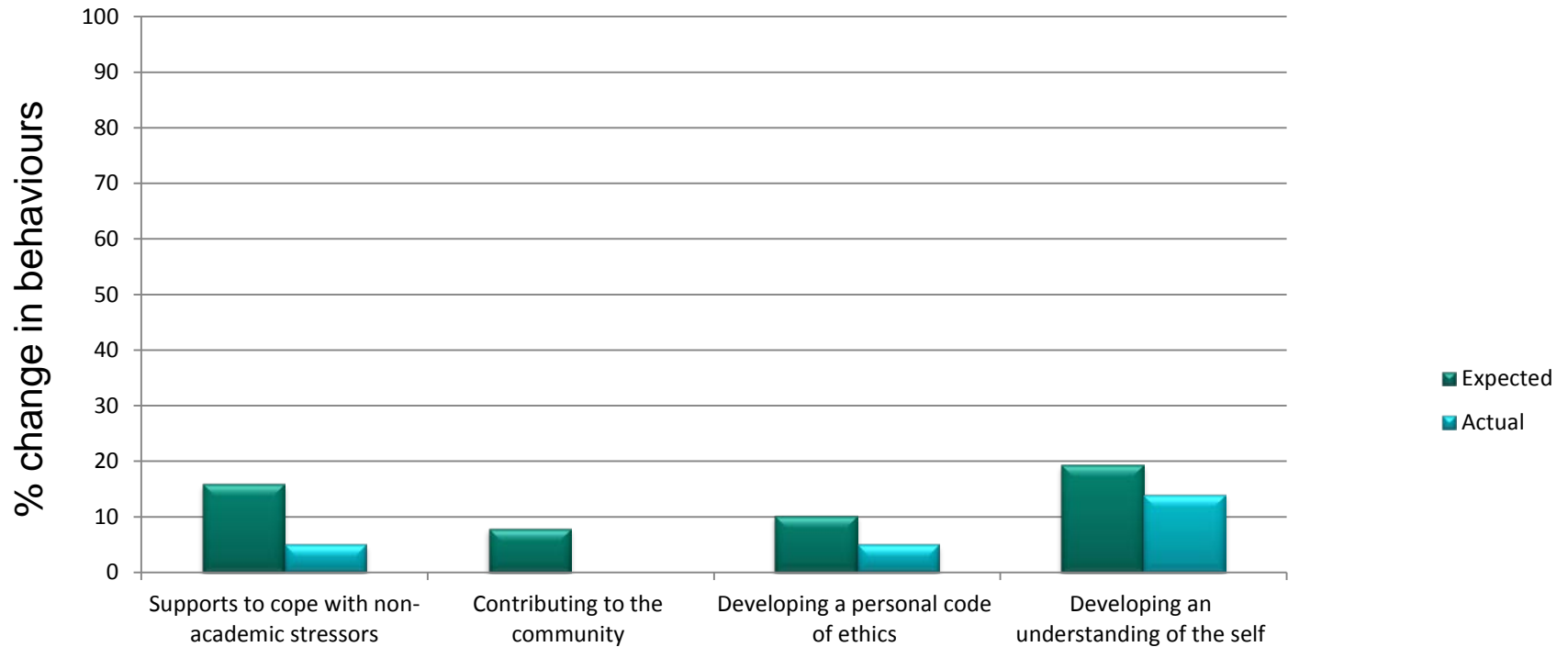


Social Integration Con't

- Change in supportive encounters.



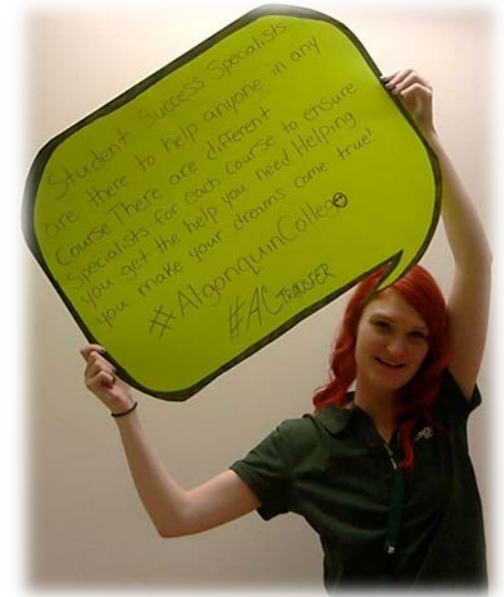
Social Integration Con't



Demographic Profile

Jessica

- Canadian citizen who does not consider herself to be a visible minority.
- Graduate of her previous institution.
- Lives within driving distance of campus.
- Does not work during the academic year.



GAPS & IMPROVEMENTS



5 Key Findings

1. Reverse and Lateral transfers are typically successful academically at their previous institution.
2. Transfer students take appropriate steps to increase their grades.
3. Respondents would like more information on joining clubs and student organizations.
4. 36% of transfer students work more than 11 hours a week off campus.
5. Increase emphasis on existent community contribution opportunities.



Research Gaps

- Narrow options to determine from where students transfer.
- Determine the age of transfer students.
- Connecting with all students with PPSE:
 - Increase existing awareness for transfer student services.
 - Determine motives of lateral and reverse transfers.



Current Improvements

- Streamlined survey tool.
- Reduced completion time.
- Created plan to reach more students.
- Created plan for transfer students to associate with the 'transfer student' label.



Future Improvements

- Link Indicator to Assessment in order to further compare and analyze data.
- Outline sections of the survey to better inform of time requirements.



Reach Plan

- Pilot – email new students aged +21.
- Invite them to self-identify as transfer students

