



TIDEWATER COMMUNITY COLLEGE

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Brief No. 05-01

April 2005

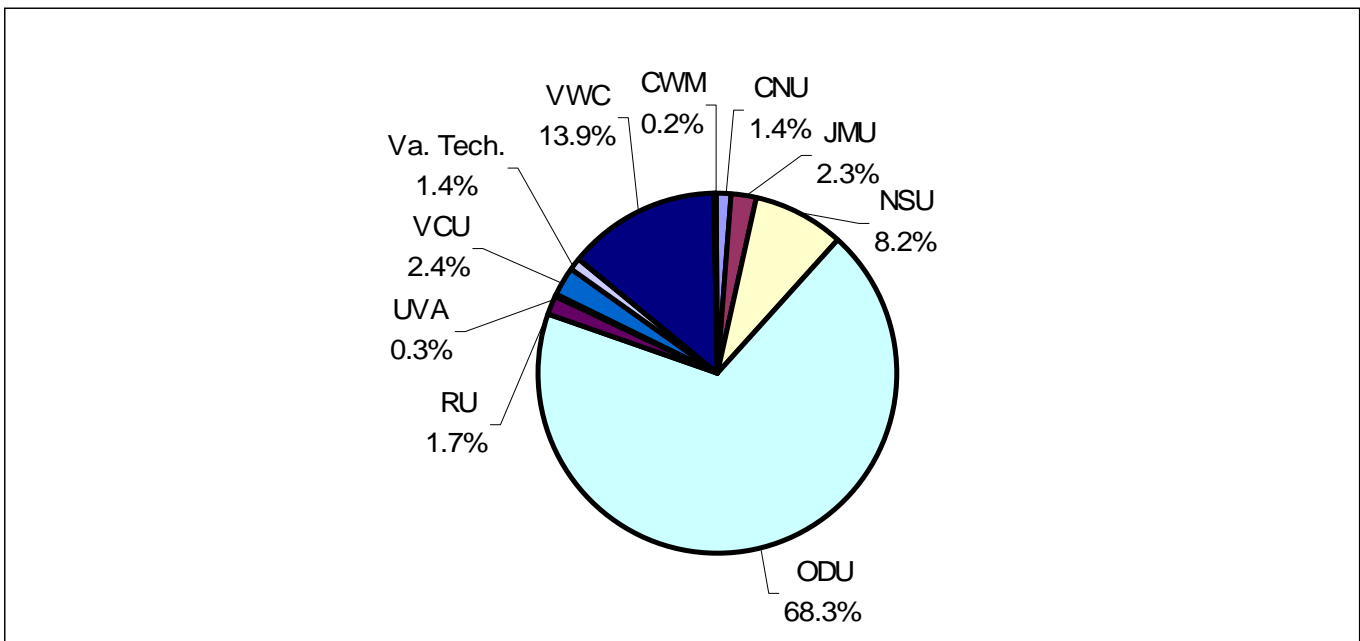
INSTITUTIONAL EFFECTIVENESS BRIEF

BIENNIAL TRANSFER STUDENT REPORT 2001-02 AND 2002-03 ACADEMIC YEARS

In order to evaluate Tidewater Community College's (TCC) effectiveness in preparing students for transfer, the Office of Student Outcomes Assessment publishes the Transfer Student Report each biennium. This report provides an analysis of TCC students who transferred to a four-year institution in Virginia beginning in fall 2001 or fall 2002. To determine the impact that a student's education at TCC had on performance at the transfer institution, the student must have completed 12 or more credits at TCC prior to transferring, and the student must have been enrolled at TCC during the year immediately preceding transfer. Major findings from the analysis of 1226 students included in this study revealed the following:

- Ninety percent (90%) of TCC students transferred to three four-year institutions within the college's service region: Old Dominion University (68%), Virginia Wesleyan College (14%), and Norfolk State University (8%).
- Prior to transferring to a four-year institution, the majority (81%) of transfer students were enrolled in a college transfer degree program with the highest concentrations in General Studies (23%), Business Administration (19%), and Social Science (17%).
- After transfer, students most frequently declared majors in the areas of Business (23%), Public Service (16%), Health/Medicine (10%), and Information Sciences (9%).
- Over the course of the last five years, the percentage of students who completed a TCC degree prior to transfer has more than doubled; the most recent data indicate that almost half (49%) of the students completed a degree prior to transfer compared to 23% in the 1996-98 reporting period.
- Generally, acceptance rates for TCC graduates were equal to or higher than rates for non-graduates. NSU and ODU had the highest acceptance rates of TCC students (100% and 94%, respectively), while Va. Tech. stood out as having the greatest increase (+38%) in the acceptance rate of TCC students.
- Overall, students were in good academic standing after transfer. TCC students tended to experience "transfer shock" upon their initial change of environment to a four-year institution, a phenomenon cited repeatedly in academic literature, where performance drops slightly immediately after transfer.
- GPA performance of TCC students who transferred to ODU, which accounted for the majority of transfer students, was equivalent to the GPA performance of ODU's native students.
- Fifty-nine percent (59%) of the transfer students enrolled in a developmental English or mathematics course at TCC prior to transfer. Twenty-six percent (26%) enrolled in English and 57% enrolled in developmental mathematics.

- Students who did not enroll in a developmental English course at TCC had a statistically significant higher cumulative GPA at the four-year institutions. However, developmental mathematics course completion did not significantly influence a student's performance at the transfer institution.
- According to the most recent Transfer Survey, 92% of respondents indicated that their goal was to prepare for transfer. Of those students preparing for transfer, 78% aimed to complete a two-year degree at TCC prior to transferring, while the remaining 22% did not intend to complete a degree.
- When asked about their satisfaction with the overall preparation for transfer provided by TCC, 92% of survey respondents indicated a positive perception. When asked if they had any problems associated with transferring, 71% reported they did not. For those who experienced problems, the most common concern was sending transcripts from TCC to the transfer institution in a timely manner.
- Students are increasingly satisfied with their preparation for the academic environment of a four-year institution: 86% of respondents indicated that they were prepared compared with 78% of respondents in the 2001 survey.
- Seven of the eight student services offered to students for program planning were used by the majority of responding students, with academic counseling and the college catalog having a usage rate of nearly 90%. Students also expressed satisfaction with Transfer Day seminars and personal counseling.
- Eighty-seven percent (87%) of survey respondents rated their transfer experience as excellent, very good, or good. Reflective of the overall high degree of satisfaction with their experience and preparation while at TCC, 96% of students indicated that they would recommend TCC to other potential students.
- Transfer students clearly held very positive self-perceptions of success, which appear consistent with the academic performance data analysis cited in this report. TCC is providing a quality two-year foundation for its students who elect to pursue the baccalaureate degree.



Percentage of Transfer Students by Four-Year Institution (2001-2003)