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# **BIENNIAL TRANSFER STUDENT REPORT**

2001-02 and 2002-03 Academic Years

Office of Institutional Effectiveness  
April 2005



# **Biennial Transfer Student Report**

## **2001-02 and 2002-03 Academic Years**

Office of Student Outcomes Assessment  
April 2005



**TIDEWATER COMMUNITY COLLEGE**

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

## **EXECUTIVE SUMMARY**

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 (76%) of transfer students were enrolled in a college transfer degree program with the highest concentrations in General Studies (20%), Business Administration (20%), and Social Science (15%), and Unclassified (21%).  
(R7/20/05)
- 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; currently, 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.
- For students who applied and were accepted at a four-year institution, Va. Tech. and NSU had the highest enrollment rates of TCC students (100% and 91%, respectively). Conversely, CNU and RU had the lowest enrollment rates (53% and 54%, respectively).
- 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. The average GPA of transfer students at TCC was 3.22 and decreased to an average of 2.82 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.
- Students who did not enroll in a developmental English course at TCC had a statistically significant higher cumulative GPA at both TCC and at the four-year institutions.
- Students who did not take developmental mathematics at TCC performed significantly better at TCC prior to transfer compared to students who took developmental mathematics.

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 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%.
- 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.

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## **BIENNIAL TRANSFER STUDENT REPORT**

### **2001-2002 AND 2002-2003 ACADEMIC YEARS**

#### **INTRODUCTION**

A critical component of TCC's mission core is to prepare students for successful completion of a baccalaureate degree. Currently, about half of the students enrolled at TCC do so with the intent to transfer to a four-year institution. To assess the college's effectiveness in preparing students for transfer, perceptual and performance data was collected and analyzed for students who transferred to a four-year institution in Virginia beginning in fall 2001 and fall 2002. Students' opinions on the transfer process were gathered via the 2003 Transfer Survey, while performance data were received from 9 of the 15 public four-year institutions and one private institution within the college's service area.

To encourage the dissemination of performance data from the public four-year institutions to the community colleges, the State Council of Higher Education for Virginia (SCHEV) established Guideline 8. This guideline, endorsed by the State Committee on Transfer in 1995, set forth standards and requirements that facilitate information sharing. Specifically, four-year institutions are required to provide aggregated data on acceptance and enrollment rates. Data required on individual students enrolled at four-year institutions include the student's major at the four-year institution, the number of credit hours accepted from the community college, the number of credit hours attempted and earned at the four-year institution, and the cumulative grade point average (GPA). Lastly, transfer institutions are required to provide data on courses taken at the four-year institution and the student's performance in each course.

To more accurately determine the impact that a student's education at TCC had on his or her performance at the four-year institution, certain conditions must have been met for a student to be included in this analysis. First, the student must have completed a minimum of 12 credit hours at TCC prior to transferring. Second, the student must have been enrolled at TCC during the year immediately preceding transfer to the four-year institution. For example, students entering a four-year institution in fall 2001 must have been enrolled at TCC between summer 2000 and summer 2001. Similarly, students entering a four-year institution in fall 2002 must have been enrolled at TCC between summer 2001 and summer 2002.

This report is organized into three major components. The first component describes the basic characteristics and demographic profile of the transfer students. Baseline data are provided on the number of transfer students at each four-year institution, declared majors at the four-year institutions, ethnicity, degree type and curriculum prior to transfer, and enrollment status in developmental education.

The second component addresses the Guideline 8 data, or performance data, of transfer students while attending TCC and after transfer to the four-year institutions. Critical performance data presented herein include acceptance rates, enrollment rates, and grade point averages. Data are disaggregated and further analyzed by ethnicity, TCC graduate status, degree types, curricula/programs, and enrollment in developmental education. Additional analysis is provided for the three four-year institutions that enrolled the highest number of TCC transfer students.

The final component provides perceptual data based on a survey of transfer students aimed at capturing students' opinions about the transfer process. Surveys were mailed in spring 2003 to students who entered a four-year institution during the 2001-2002 academic year, as indicated by the four-year institutions. This third component describes the survey sample size,

data source, and findings. Together, the three major components provide a broad perspective from which to examine the transfer process.

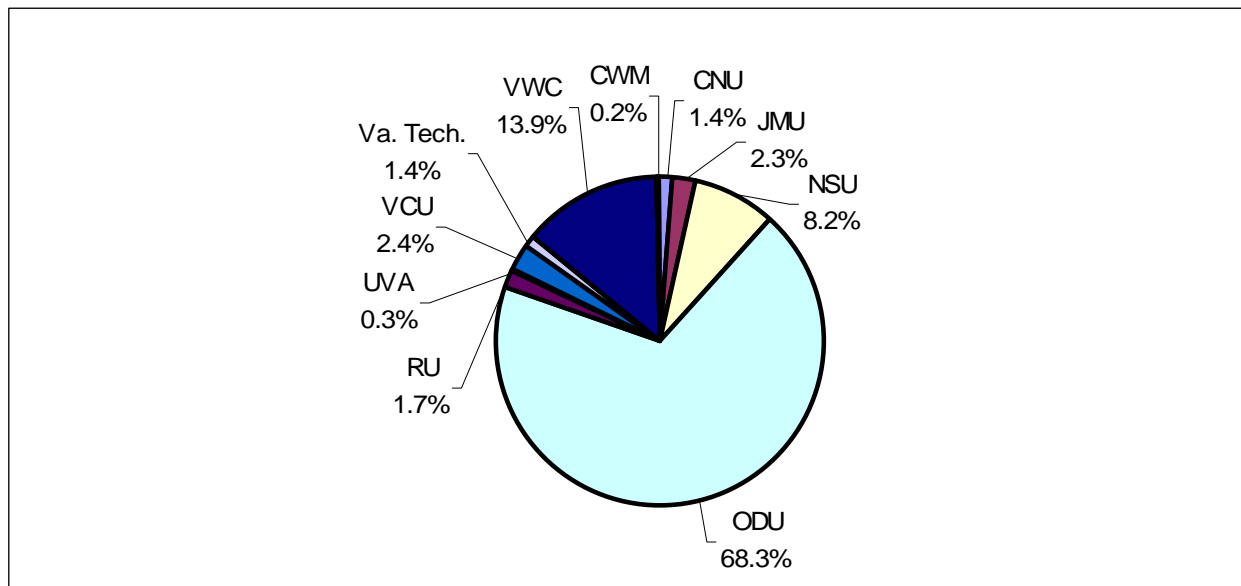
## TRANSFER STUDENT PROFILE

Four-year institutions provided data for 2016 students that had previously attended TCC; however, 790 did not meet the aforementioned definition. As a result, this report provides an analysis of 1226 students who met the definition and transferred from TCC during the 2001-2003 reporting period. Of these students, 588 transferred in the fall 2001 semester and 638 transferred in the fall 2002 semester.

The number of transfer students analyzed in this report represents a considerable increase (+47%) from the previous report (1999-2001) where a total of 833 transfer students were reported by 12 four-year institutions. The reader should note that an additional 446 students from TCC applied for transfer to a four-year institution during the 2001-2003 period but did not enroll. Of these students, 314 were accepted but chose not to enroll at the institution to which they applied. The remaining 132 students were not admitted by the four-year institution.

### TCC Students at Four-Year Institutions

Nine of the required 15 public, four-year institutions and one private institution provided transfer data to TCC. Appendix A provides a list of these institutions and their abbreviations. As seen in Figure 1, the majority of TCC students (n=837) transferred to Old Dominion University (ODU). Virginia Wesleyan College (VWC) was the second largest transfer institution (n=170), followed by Norfolk State University (NSU) with 101 transfers. Virginia Commonwealth University (VCU) was the fourth largest transfer institution this reporting period with 2.4% of all transfers, representing a slight decrease from the previous reporting period.

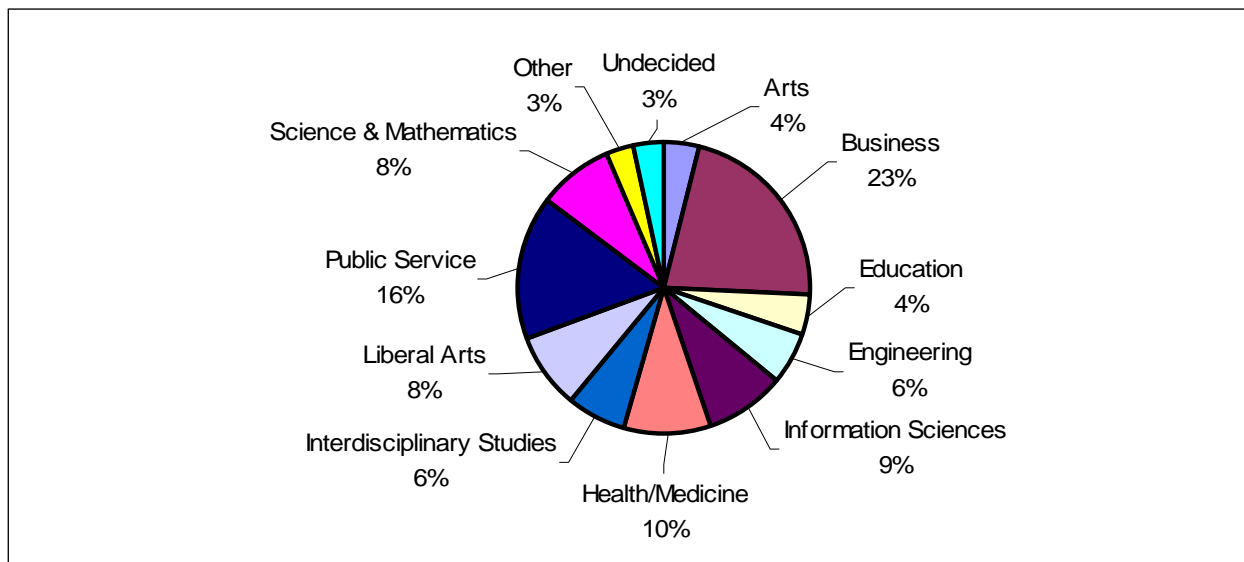


**FIGURE 1.** Percentage of Transfer Students by Four-Year Institution (2001-2003)

### Declared Majors at Four-Year Institutions

After transferring to a four-year institution, TCC students declared over 75 majors within 11 different categories. A detailed chart of students' majors can be found in Appendix B. Figure 2 displays the categories of majors declared by students. The most frequently declared majors

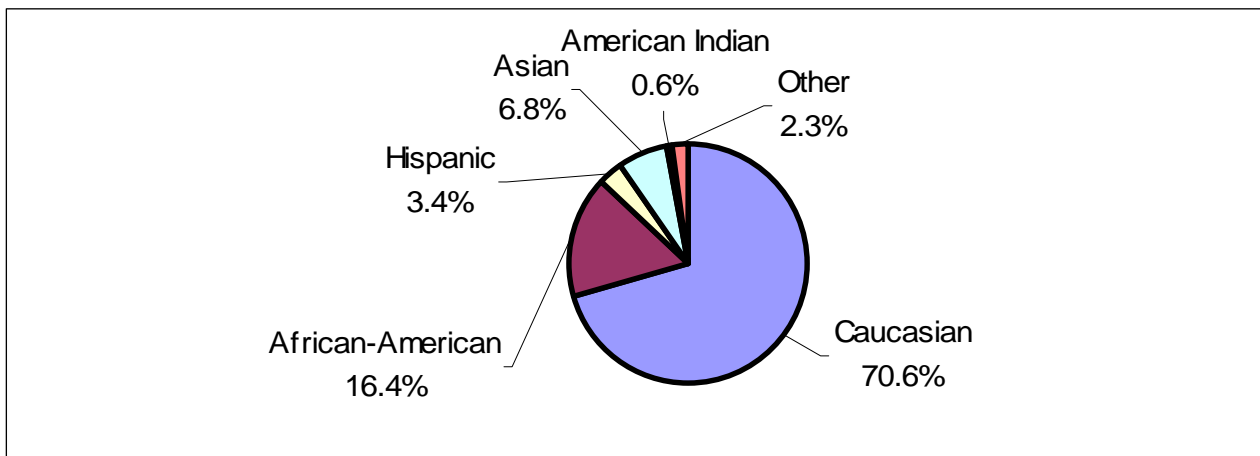
were in the areas of Business (23%), Public Service (16%), Health/Medicine (10%), and Information Sciences (9%).



**FIGURE 2.** Percentage of Transfer Students by Categories of Majors at Four-Year Institutions

### Ethnicity

Figure 3 illustrates the ethnic background of TCC students who transferred to a four-year institution. The majority (71%) of TCC students who transferred to a four-year institution were Caucasian. The percentage of African-American transfer students decreased slightly from 18% in the 1999-2001 reporting period to 16% in the current reporting period. Additionally, the percentage of Asian transfer students decreased from 10% to 7%. However, the percentage of Hispanic students who transferred increased slightly from 2% in 1999-2001 to almost 4%.



**FIGURE 3.** Percentage of Transfer Students by Ethnicity

The percentage of minority transfer students did not appear to closely match the college's student demographic profile. Twenty-nine percent (29%) of transfer students were of an ethnic minority, while minorities represent 42% of the TCC student body.

Table 1 presents the percentages of transfers to each four-year institution by ethnicity. While overall, Caucasian students were the largest group of transfers, the ethnicity rates did vary somewhat by four-year institution. NSU was the only institution where the majority of

transfer students were African-American (62%), which represented a nominal decline from the 66% cited in the 1999-2001 report.

Four-Year Institution	Ethnicity					
	Caucasian	African-American	Hispanic	Asian	American Indian	Other
CNU (n=17)	94%	0%	0%	0%	0%	6%
JMU (n=28)	96%	0%	0%	4%	0%	0%
NSU (n=101)	27%	62%	3%	4%	2%	2%
ODU (n=837)	72%	13%	4%	8%	0%	3%
RU (n=21)	95%	0%	0%	0%	0%	5%
UVA (n=4)	100%	0%	0%	0%	0%	0%
VCU (n=29)	90%	10%	0%	0%	0%	0%
Va. Tech. (n=17)	76%	0%	6%	18%	0%	0%
VWC (n=170)	75%	15%	4%	4%	<1%	2%
CWM (n=2)	100%	0%	0%	0%	0%	0%
Total (n=1226)	71%	16%	3%	7%	1%	2%

**TABLE 1.** Percentage of Transfer Students at Four-Year Institutions by Ethnicity

### Degree Type Prior to Transfer

TCC transfer students were enrolled in several degree programs before transfer. The Associate in Arts (AA) and Associate in Science (AS) degree programs are designed to prepare students for transfer. The Associate in Applied Science (AAS) degree programs and certificate programs can also lead to transfer; however, they are considered occupational/technical in nature and designed to prepare students for specific career fields. Students are categorized as “unclassified” if not enrolled in a particular degree or certificate program (e.g., coursework for personal satisfaction, career exploration, upgrading employee skills, and non-degree transfer).

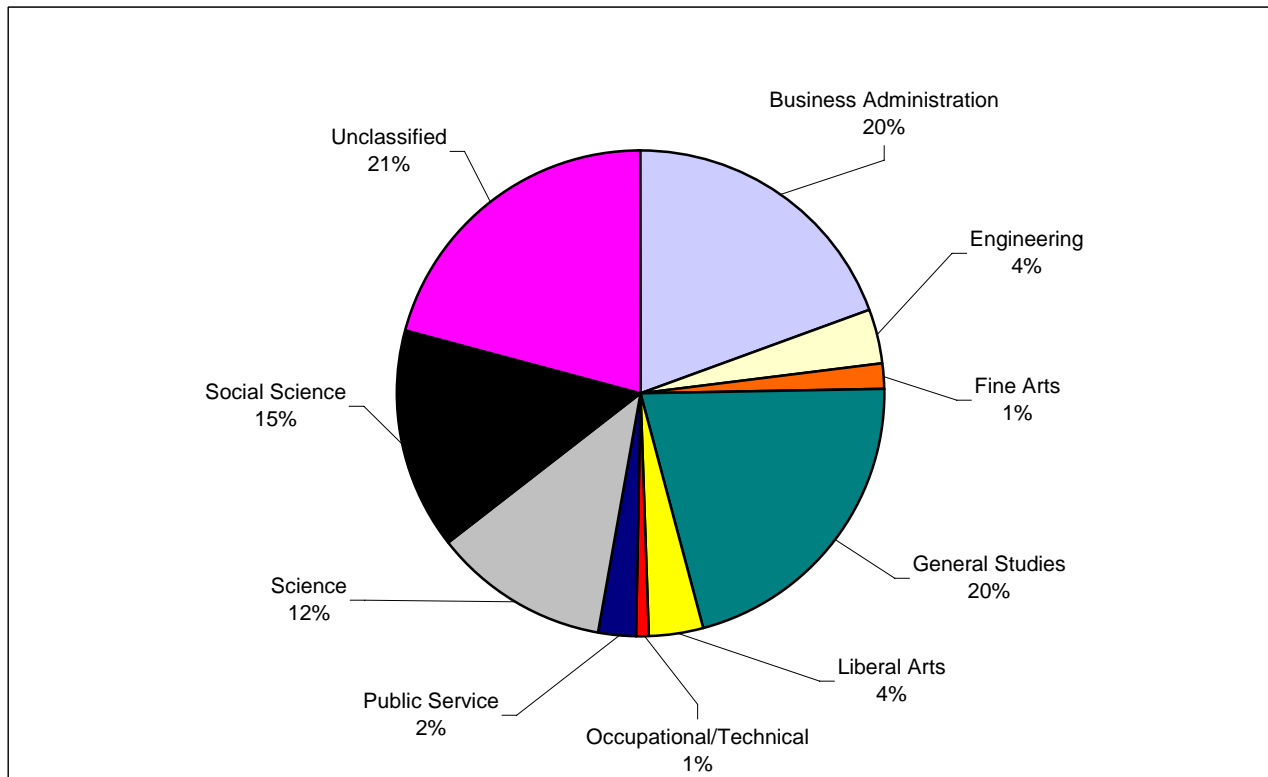
Prior to attending a four-year institution, 81% of transfer students were enrolled in a college transfer degree program with 57% in an AS degree program and 24% in an AA degree program. Nine percent (9%) were enrolled in an occupational/technical program (AAS/Certificate), and 9% were unclassified.

Approximately 49% (n=597) of transfer students completed a degree at TCC prior to transferring to a four-year institution. While this was a slight increase from the 46% cited in the 1999-2001 transfer period, it represented a substantial increase (+26%) from the 1996-1998 reporting period when 23% of transfer students graduated from TCC.

### Curriculum Prior to Transfer

TCC students were enrolled in various curricula before transferring to a four-year institution, which are pictured below in Figure 4. The greatest portions of transfers were enrolled in General Studies (20%), Business Administration (20%), and Unclassified (21%). Most percentages were similar to those cited in the 1999-2001 report. However, compared to this previous reporting period, the Business Administration curriculum experienced the largest gain (+5%) where Unclassified was not considered a unique curricula, while the Occupational/Technical category had the largest decline (-9%).

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**FIGURE 4.** Percentage of Transfer Students by TCC Curriculum

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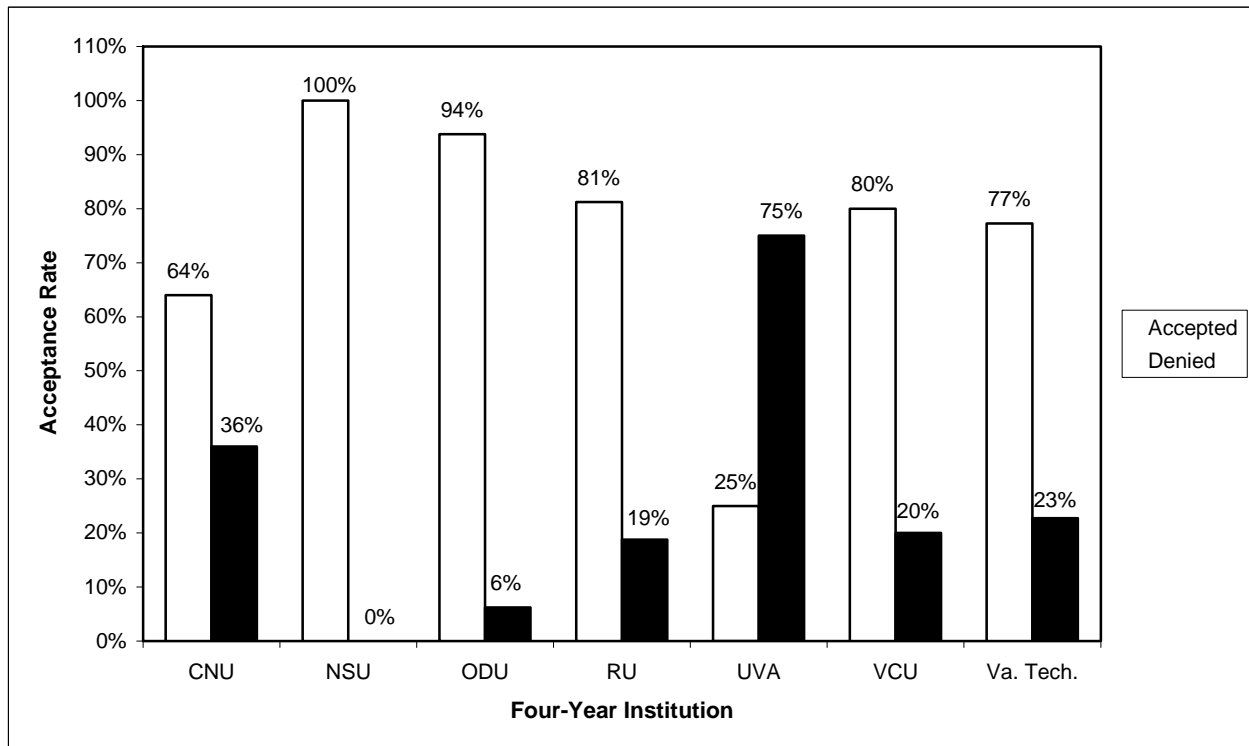
### Developmental Education Prior to Transfer

Fifty-nine percent (59%) of the 1226 transfer students completed a developmental English and/or mathematics course at TCC prior to transfer. Twenty-six percent (26%) of transfer students enrolled in developmental English during the 2001-2003 reporting period, which represented a decline from the 35% cited in the 1999-2001 report. Fifty-seven percent (57%) of TCC transfer students enrolled in developmental mathematics. This percentage, however, was similar to the 59% cited in the previous report.

## PERFORMANCE DATA ANALYSIS

### Acceptance Rates

Seven of the 10 four-year institutions that provided transfer data, included acceptance and enrollment rates (CNU, NSU, ODU, RU, UVA, VCU, Va. Tech.). Figure 5 displays acceptance rates at each of these institutions. NSU and ODU had the highest acceptance rates of TCC students (100% and 94%, respectively), while UVA and CNU had the lowest acceptance rates (25% and 64%, respectively). Of the institutions that provided acceptance data during both the 1999-2001 and 2001-2003 reporting periods, Va. Tech. had a noteworthy difference. The acceptance rate of transfer students at Va. Tech. was 39% in 1999-2001 and 77% in this reporting period, representing a 38% increase.



**FIGURE 5.** Acceptance Rates of TCC Students at Four-Year Institutions

#### Acceptance Rates by TCC Graduate Status

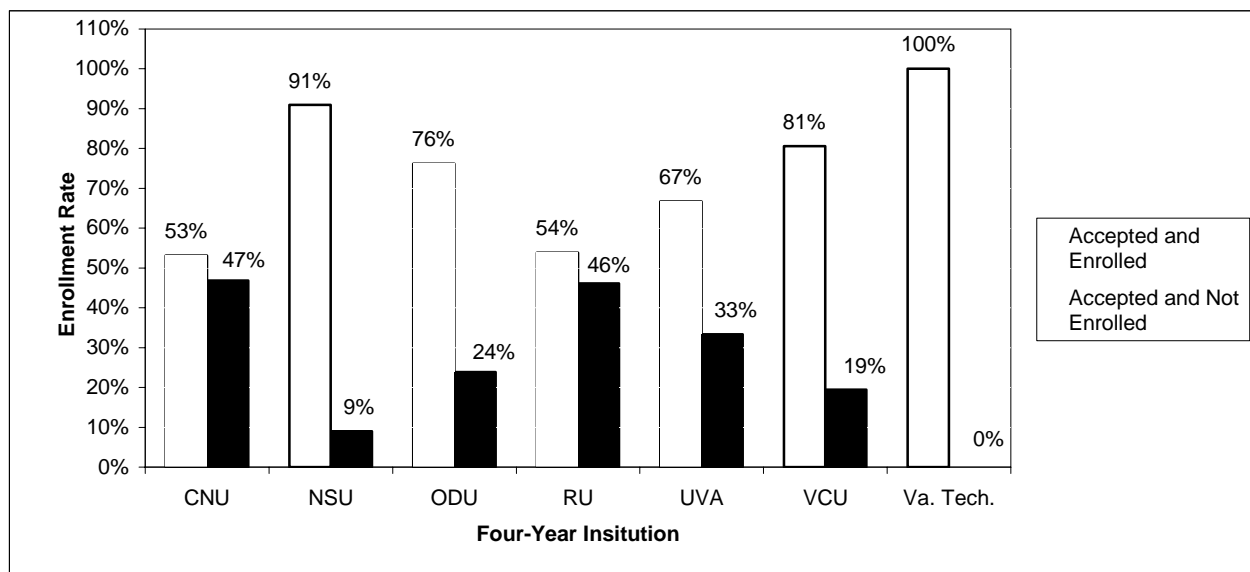
As previously mentioned, approximately 49% of transfer students earned a degree at TCC prior to transferring to a four-year institution. To evaluate the importance of obtaining a degree from TCC, acceptance rates at each four-year institution were disaggregated by graduate status. Analysis of acceptance data by graduate status yielded varied rates by school. As shown in Table 2, acceptance rates for graduates were equal to or higher than non-graduates at most of the institutions reporting this data. VCU was the exception, having a higher acceptance rate for non-graduates (89%) compared to graduates (69%). Most institutions that provided acceptance data during both the 1999-2001 and 2001-2003 reporting periods showed increased acceptance rates for both graduates and non-graduates. Acceptance rates for graduates increased substantially for UVA and Va. Tech. (+45% and +34%, respectively). The largest improvement in acceptance rates for non-graduates was Va. Tech. (+67%).

Four-Year Institution	Acceptance Rate (Number Applied/Number Accepted)		
	Graduate	Non-Graduate	Total
Christopher Newport University	88% (n=16)	53% (n=34)	64% (n=50)
Norfolk State University	100% (n=41)	100% (n=70)	100% (n=111)
Old Dominion University	97% (n=535)	91% (n=607)	94% (n=1142)
Radford University	100% (n=8)	78% (n=40)	81% (n=48)
University of Virginia	100% (n=2)	0% (n=4)	25% (n=6)
Virginia Commonwealth University	69% (n=26)	89%(n=19)	80% (n=45)
Virginia Tech.	100% (n=7)	91% (n=11)	77% (n=18)
Total	79% (n=635)	72% (n=785)	74% (n=1420)

**TABLE 2.** Acceptance Rates at Four-Year Institutions by TCC Graduate Status

## Enrollment Rates

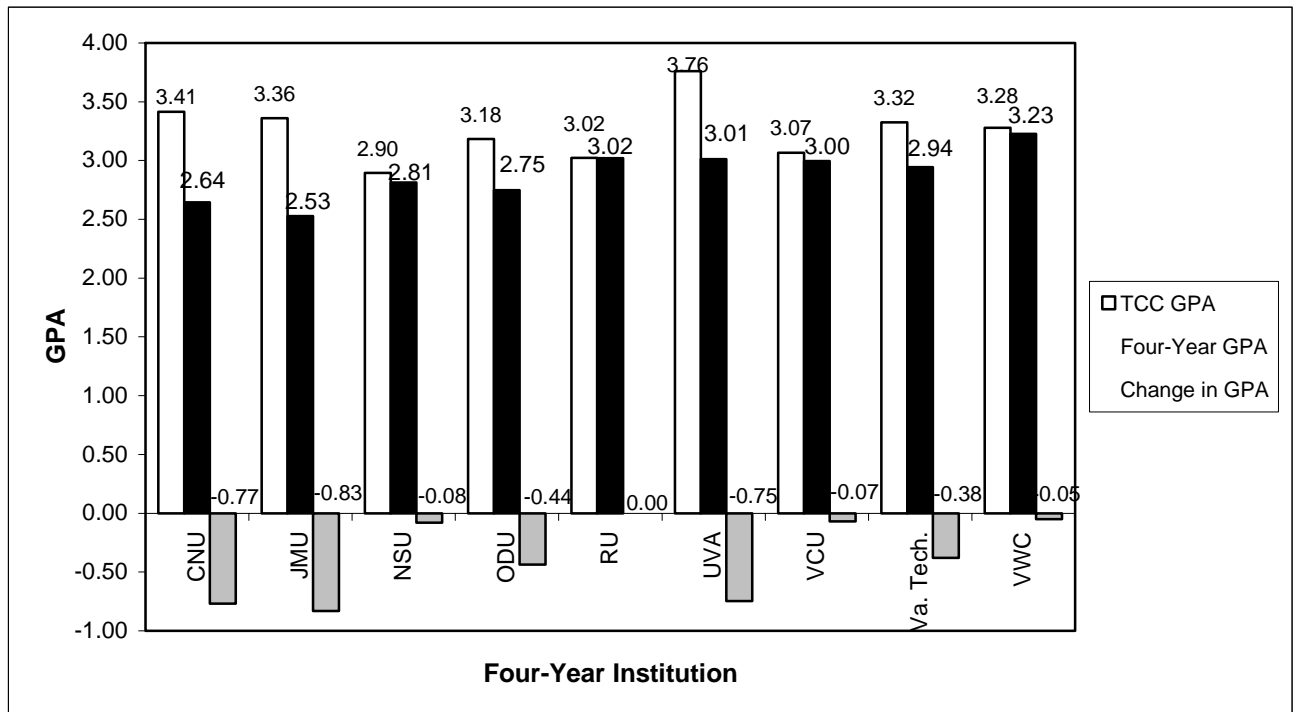
Figure 6 displays enrollment rates, or the percentage of students that are accepted and subsequently enroll, for each institution that contributed data for this report. Va. Tech. and NSU had the highest enrollment rates of TCC students (100% and 91%, respectively), while CNU and RU had the lowest enrollment rates (53% and 54%, respectively). Five of the seven institutions listed in Figure 6 provided enrollment data during both the 1999-2001 and 2001-2003 reporting periods (ODU, RU, UVA, VCU, Va. Tech.). Enrollment rates increased from those cited in the previous report for four of these institutions (ODU, VCU, RU, Va. Tech.). The enrollment rates of TCC transfer students increased 10% at VCU, 8% at RU, 4% at ODU, and 3% at Va. Tech.. Only UVA experienced a decrease in enrollment rate (-9%).



**FIGURE 6.** Enrollment Rates of TCC Students Accepted at Four-Year Institutions

## Grade Point Averages

Academic literature often cites the term, “transfer shock,” to describe the difference in academic performance as students progress from community colleges to four-year institutions (Laanan, 2001). Similar to findings noted in previous reports, students experienced a slight decline in average GPA after transferring to a four-year institution; the average GPA at TCC was 3.22 and 2.82 at the four-year institutions. Figure 7 details academic performance at TCC and at each transfer institution. Average GPA of transfer students at TCC ranged from 2.90 to 3.76. After transferring to a four-year institution, the average GPA at the four-year institutions ranged from 2.53 to 3.23. The largest declines in GPA occurred for those students enrolled at James Madison University (JMU), CNU, and UVA.

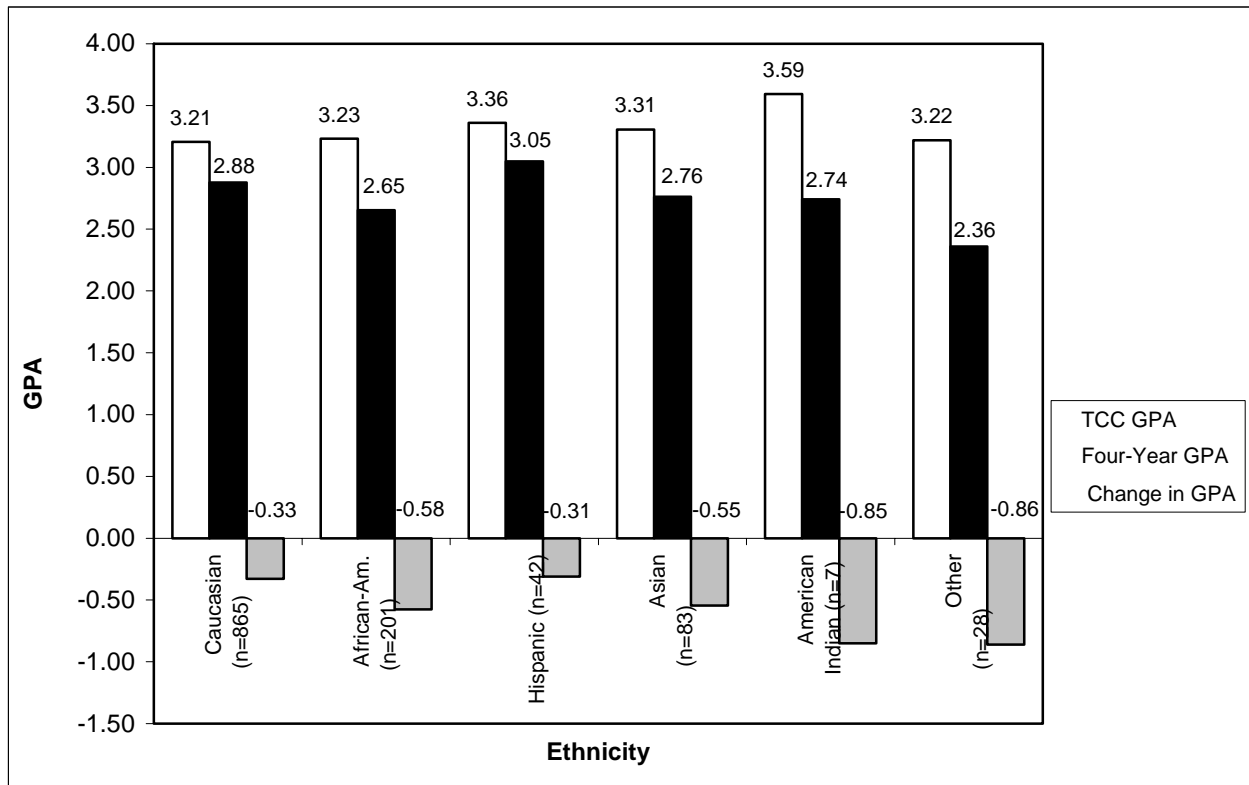


**FIGURE 7. GPA at TCC and Four-Year Institutions**

Because the majority of TCC students transfer to ODU, the performance of these students compared to that of ODU's native students is especially important. It is difficult to directly compare performances of native ODU students and TCC students who transferred to ODU due to confounding variables that can influence GPA. Some of these factors include a student's class standing, the curriculum in which the student is enrolled, and the number of credit hours completed. Academic performance of students who transferred from TCC to ODU was similar to that of native students who began their education at ODU. During their first year at ODU, the average GPA for former TCC students was 2.75 for 2001-2003. According to information provided by ODU, the average GPAs for all ODU native students of junior status were 2.74 for 2000 and 2.70 for 2001.

### GPA by Ethnicity

In addition to identifying where TCC students of various ethnic backgrounds transfer, an examination of the performance of students from different ethnicities could indicate the degree to which TCC adequately prepares all students for successful transfer. Figure 8 displays GPA at TCC and at the transfer institution disaggregated by ethnicity. As one can see, "transfer shock," or declines in GPA averages, were experienced by all ethnicities after transferring to four-year institutions.



**FIGURE 8.** GPA at TCC and Four-Year Institutions by Ethnicity

### GPA by TCC Graduate Status

Table 3 shows the number of graduates and non-graduates at each transfer institution along with the respective average GPAs. Similar to previous transfer reports, the data indicated that graduates had a higher average GPA at the four-year institutions (2.97) compared to non-graduates (2.84). With the exception of Va. Tech., JMU, and UVA, students who graduated from TCC prior to transfer earned a higher GPA than students who did not graduate from TCC. Given the stringent admissions standards at these three institutions, one might assume that the non-graduate transfers had an advanced academic background.

Four-Year Institution	GPA		
	Graduate	Non-Graduate	Difference
Christopher Newport University	3.01 (n=8)	2.32 (n=9)	-0.69
James Madison University	2.52 (n=10)	2.63 (n=18)	0.11
Norfolk State University	2.87 (n=37)	2.83 (n=64)	-0.04
Old Dominion University	2.83 (n=437)	2.66 (n=400)	-0.17
Radford University	3.35 (n=4)	2.91 (n=17)	-0.44
University of Virginia	2.84 (n=2)	3.19 (n=2)	0.35
Virginia Commonwealth University	3.09 (n=16)	2.89 (n=13)	-0.20
Virginia Tech.	2.90 (n=7)	2.98 (n=10)	0.08
Virginia Wesleyan College	3.31 (n=74)	3.16 (n=95)	-0.15
College of William and Mary	3.54 (n=2)	N/A (n=0)	N/A
Total	2.97 (n=597)	2.84 (n=628)	-0.13

N/A = Not Applicable

**TABLE 3.** GPA at Four-Year Institutions by TCC Graduate Status

## GPA by TCC Degree Type

As shown in the table below, students in all degree types experienced a decline in GPA after transferring. Students in the AA degree and AAS degree/certificate programs experienced the largest changes in GPA (-.48 and -.46, respectively), while students in the AS degree program and those categorized as unclassified were below the college average and experienced the smallest changes in GPA (-.35 and -.19, respectively). These results were slightly different from those cited in the previous report in that the AA degree cohort experienced the smallest change (-.19) during the 1999-2001 reporting period.

Degree Type	GPA		
	At TCC	At Four-Year Institutions	Change
AA (n=298)	3.24	2.76	-0.48
AS (n=703)	3.20	2.84	-0.35
AAS/Certificate (n=114)	3.24	2.78	-0.46
Unclassified (n=110)	3.22	3.03	-0.19
Total (n=1225)	3.22	2.82	-0.40

**TABLE 4.** GPA at TCC and Four-Year Institutions by TCC Degree Type

## GPA by TCC Graduate Status and by Degree Type

As previously mentioned, the average GPA earned by all transfer students at the four-year institutions was 2.82. Three groups of transfer students had an average GPA that was lower than this overall average: graduates earning AA degrees, non-graduates enrolled in AS degree programs, and non-graduates enrolled in AAS/Certificate programs.

Table 5 presents GPA information for graduates and non-graduates within each of the various degree types (AA, AS, AAS/Certificate, unclassified). Graduates in the AS degree and AAS/Certificate programs performed better than non-graduates at the four-year institution. Conversely, AA degree graduates did not perform at a higher level as compared to non-graduates.

Institution	Graduate Status	Degree Type				
		AA	AS	AAS/Certificate	Unclassified	Total
GPA at Four-Year Institution	Graduate	2.79 (n=158)	2.90 (n=372)	2.92 (n=58)	N/A	2.83 (n=588)
	Non-Graduate	2.88 (n=140)	2.72 (n=331)	2.75 (n=56)	3.03 (n=110)	2.75 (n=637)
GPA at TCC	Graduate	3.35 (n=158)	3.23 (n=372)	3.24 (n=58)	N/A	3.24 (n=588)
	Non-Graduate	3.33 (n=140)	3.17 (n=331)	3.27 (n=56)	3.22 (n=110)	3.20 (n=637)

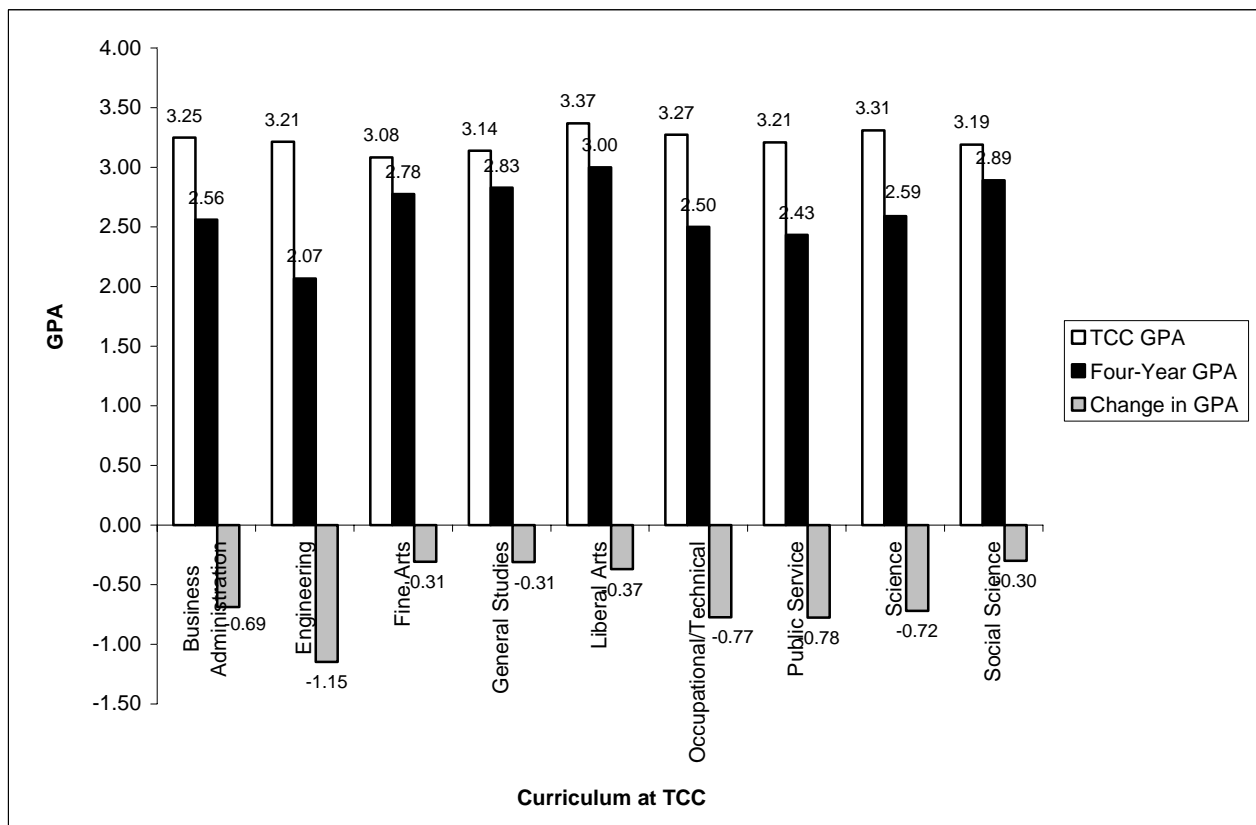
N/A = Not Applicable

**TABLE 5.** GPA at TCC and Four-Year Institution by TCC Graduate Status and by Degree Type

## GPA by TCC Curriculum

An important question is how enrollment in various curricula prepared TCC students for successful transfer to four-year institutions. Figure 9 illustrates how GPA at TCC and at the four-year institution varies depending on a student's curriculum while attending TCC. In all programs except Engineering, the change in GPA for TCC students was less than one grade point. Similar to results from the 1999-2001 reporting period, students in the Social Sciences curriculum experienced one of the smallest changes in GPA.

(R7/20/05)



**FIGURE 9.** GPA at TCC and Four-Year Institutions by TCC Curriculum

(R7/20/05)

### Developmental English Success

Table 6 depicts a comparison of GPA at TCC and the transfer institution disaggregated by enrollment status in a developmental English course while at TCC. Students who did not enroll in a developmental English course at TCC had significantly higher cumulative GPAs at TCC and at the four-year institutions ( $t(1224)=8.83$ ,  $p<.0001$ ) and ( $t(1224)=7.70$ ,  $p<.0001$ ), respectively). In addition, both groups of transfer students had significantly lower GPAs after transferring to the four-year institutions, which is consistent with the aforementioned “transfer shock” theory.

Enrollment Status – Developmental English	GPA		
	At TCC	At Four-Year Institution	Change
Enrolled in Developmental English at TCC (n=324)	3.02	2.56	-0.46*
Not Enrolled in Developmental English at TCC (n=902)	3.29	2.92	-0.37*
Difference	-0.27*	-0.36*	

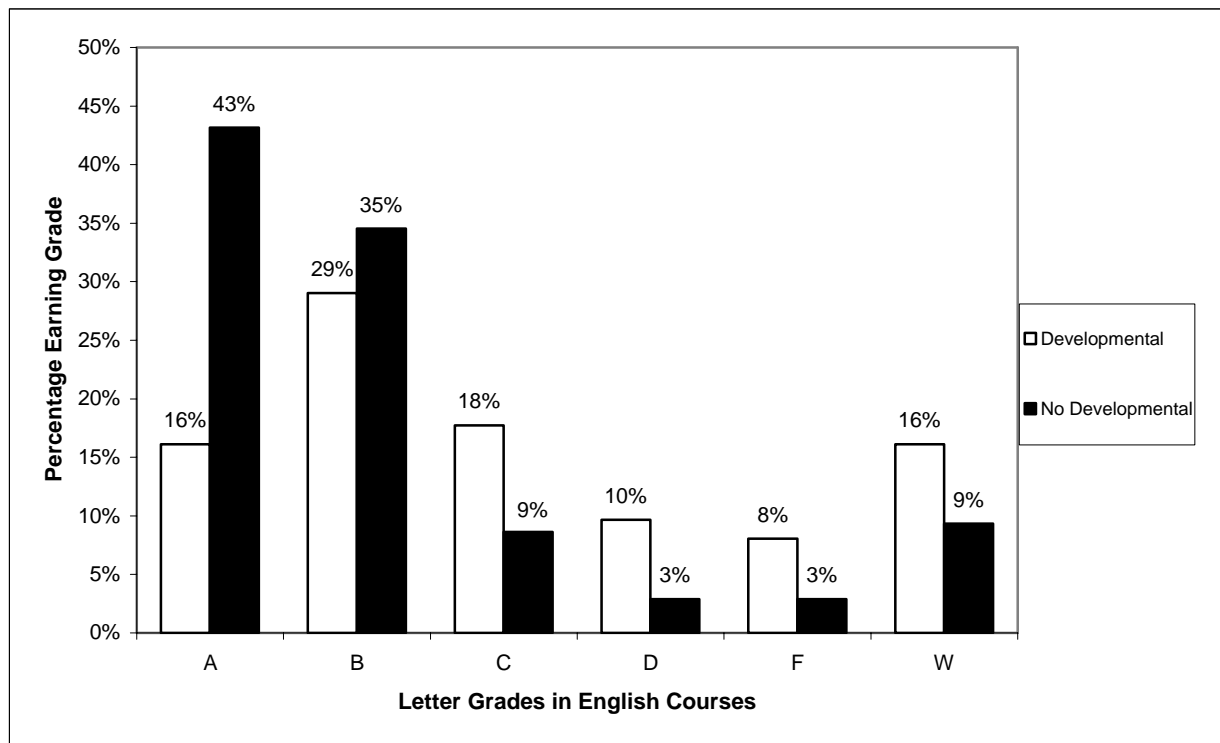
\*Statistically significant

**TABLE 6.** GPA at TCC and Four-Year Institutions by Enrollment in Developmental English

Further analysis tracked student success in English courses at the four-year institutions. After transferring, 201 TCC students enrolled in an English course at their four-year institution. Of these 201 students, 139 (69%) had not enrolled in developmental English at TCC, while 62 students (31%) had enrolled in developmental English. Figure 10 shows the percentage of students receiving various grades in English courses with disaggregation by enrollment in

developmental English. In cases where students enrolled in more than one English course, the performance in the lowest numbered English course was used for this analysis.

As illustrated in Figure 10, students who did not enroll in developmental English had a higher success rate (87%) in English courses at transfer institutions as compared to students who initially enrolled in developmental English at TCC (63%).



**FIGURE 10.** Grade Distribution in English Courses at Four-Year Institutions by Enrollment in Developmental English

### Developmental Mathematics Success

As stated previously, the majority of transfer students (57%) enrolled in developmental mathematics at TCC. A comparison of GPA at TCC with GPA at the transfer institution is shown in Table 7, disaggregated by enrollment status in developmental mathematics at TCC. Students who did not take developmental mathematics at TCC performed significantly better at TCC prior to transfer compared to students who took developmental mathematics, ( $t(1224)=-6.4$ ,  $p<.05$ ). However, the difference in GPA at the four-year institution for developmental and nondevelopmental mathematics students was not significant, ( $t(1224)=1.63$ ,  $p=.05$ ). This suggests that developmental mathematics course completion did not significantly influence a student's performance at the transfer institution as developmental English status did. These findings are similar to the 1999-2001 reporting period.

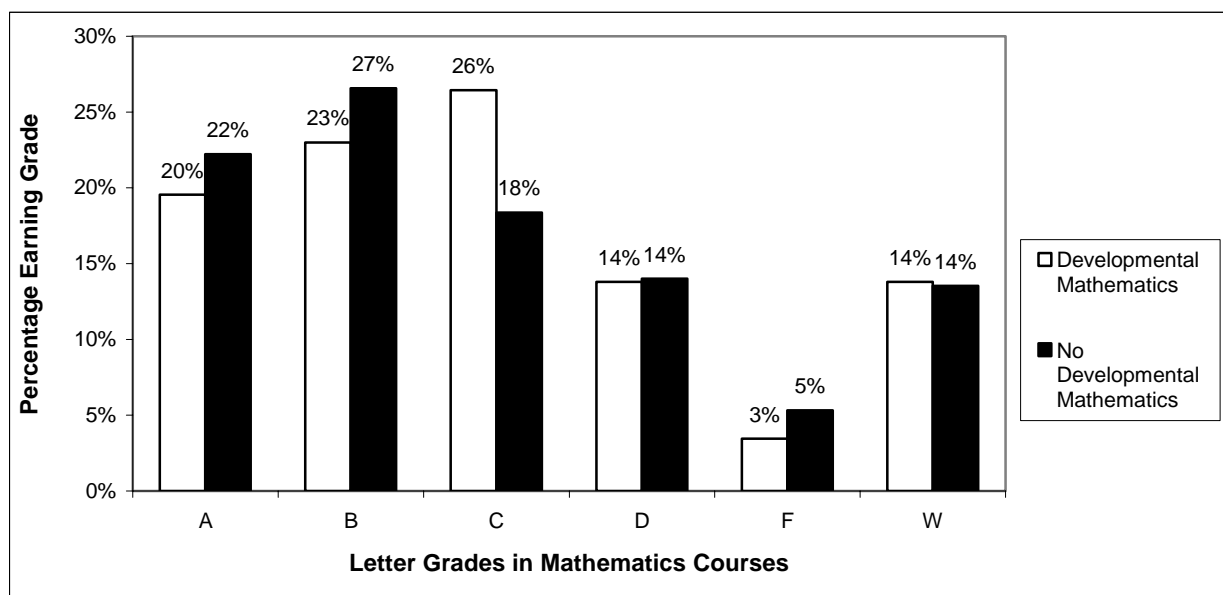
Enrollment Status – Developmental Mathematics	GPA		
	At TCC	At Four-Year Institution	Change
Enrolled in Developmental Mathematics at TCC (n=668)	3.11	2.86	-0.24
Not Enrolled in Developmental Mathematics at TCC (n=503)	3.29	3.00	-0.29
Difference	-0.18*	-0.14	

\* Statistically significant

**TABLE 7.** GPA at TCC and Four-Year Institutions by Enrollment in Developmental Mathematics

Further analysis tracked student success in mathematics courses at the four-year institutions. After transferring, 294 TCC students enrolled in a mathematics course at their four-year institution. Of these students, 207 students (70%) did not enroll in developmental mathematics at TCC, while the remaining 87 students (30%) completed a developmental mathematics course.

Figure 11 shows the percentage of students receiving various grades in mathematics courses disaggregated by enrollment in developmental mathematics. For students enrolled in more than one mathematics course, the performance in the lowest numbered course was used for this analysis. Overall, there were no substantial differences in the success (receiving a grade of C or better) and non-success (receiving a grade of D, F, or W) rates of transfer students based on their enrollment in developmental mathematics. Although a larger percentage of students who did not take developmental mathematics at TCC received math grades of A and B at their four-year institutions, they also had a greater percentage of failures (F grade).



**FIGURE 11.** Grade Distribution in Mathematics Courses at Four-Year Institutions by Enrollment in Developmental Mathematics

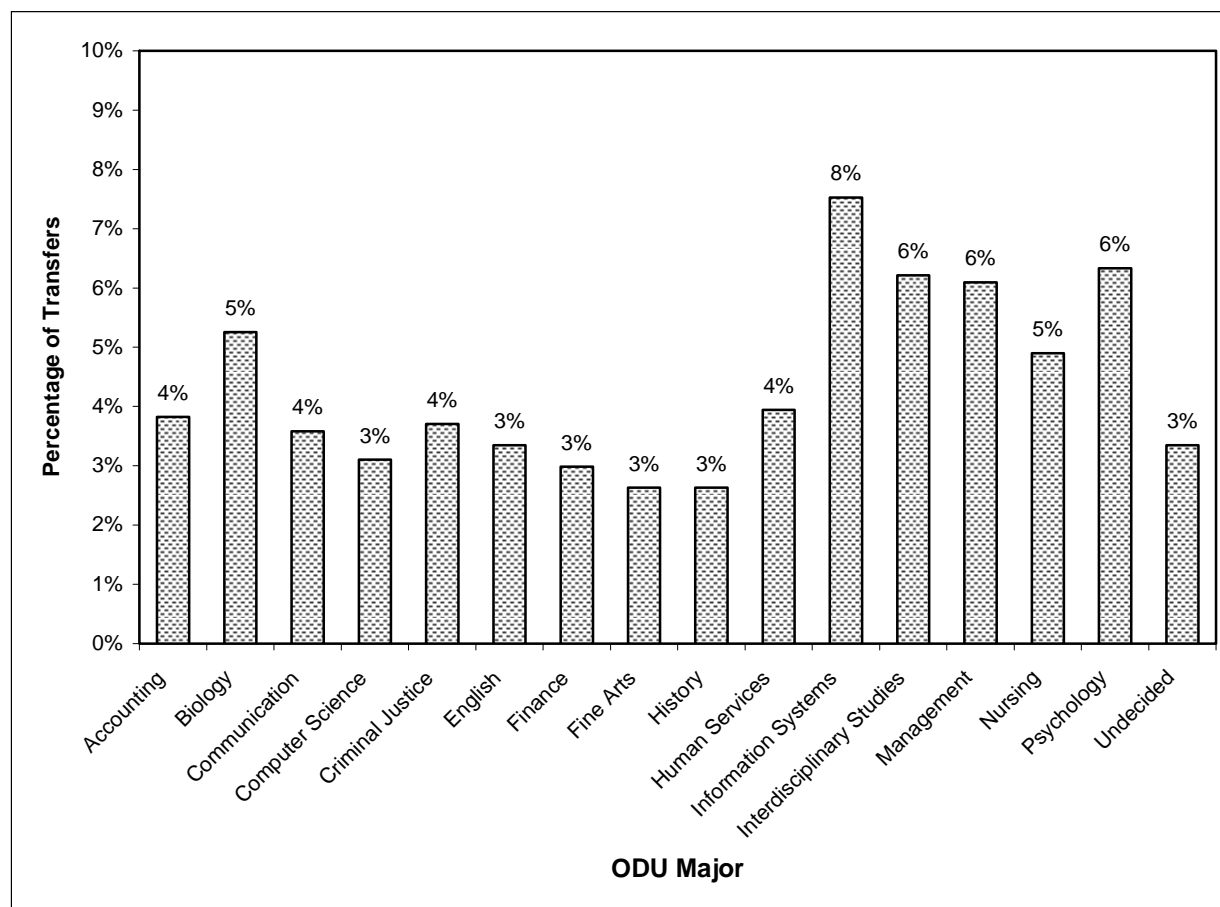
## PERFORMANCE DATA ANALYSIS OF TOP THREE TRANSFER SCHOOLS

To provide a more detailed analysis of the transfer data received from four-year institutions, data specific to the top three transfer schools is presented in this section. The majority of TCC students transferred to ODU (68%), VWC (14%) and NSU (8%). An examination of data from each of these three institutions will provide a better understanding of how TCC prepared 90% of its transfer students for success at a four-year institution.

### Old Dominion University

ODU has consistently been the largest transfer institution for TCC students. For the 2001-2003 transfer period, 68% of transfers chose ODU. This percentage represented a 13% increase from the 55% cited during the 1999-2001 reporting period and an increase of 5% from the 1996-1998 period (63%). A total of 837 TCC students transferred to ODU, with 398 transferring in fall 2001 (48%) and 439 transferring in fall 2000 (52%). While at TCC, 86% of

these students were enrolled in a transfer degree curriculum (AA/AS), compared to 7% enrolled in an occupational/technical curriculum (AAS/Certificate) and 7% categorized as unclassified. Seventy-eight percent (78%) of students were enrolled at TCC in one of four programs: General Studies (24%), Business Administration (23%), Science/Computer Science (16%), and Social Science (15%). Figure 12 displays the various majors chosen by 3% or more of the transfer student cohort. Information Systems, Interdisciplinary Studies, Management, and Psychology were the four most frequently chosen majors at ODU.



**FIGURE 12.** Majors at Old Dominion University

Of the 837 students who transferred to ODU, 437 (52%) graduated from TCC prior to transfer. This was somewhat higher than the overall graduation rate of 49% for students who transferred during this time period. The following table displays GPAs and credit averages for graduates and non-graduates at TCC and at ODU. Graduates' GPAs at TCC and at ODU were higher than non-graduates, and their decline in GPAs from TCC to ODU were not as pronounced.

Variable	Graduate (n=437)	Non-Graduate (n=400)	Total (n=837)
Average Credits Completed at TCC	72	33	53
Average Credits Attempted at ODU	20	20	20
Average Credits Earned at ODU	17	17	17
GPA at TCC	3.26	3.19	3.22
GPA at ODU	2.83	2.55	2.69
Change in GPA	-0.43	-0.64	-0.53

**TABLE 8.** GPA and Credit Averages at TCC and ODU

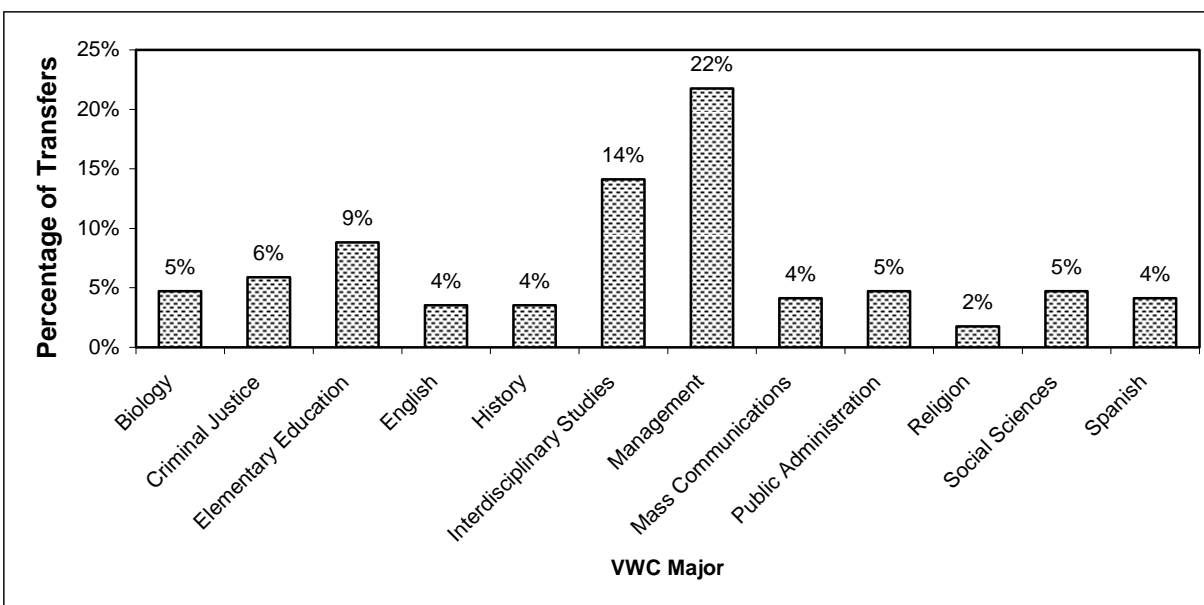
The number of students that transfer from TCC to ODU will likely continue to grow due to enrollment growth rate at TCC, close geographic proximity, and its newly established articulation agreement with ODU. President Deborah M. DiCroce and Old Dominion University President Roseann Runte signed a transfer agreement on July 6, 2004 to guarantee qualified TCC graduates admission to ODU to pursue a baccalaureate degree. The agreement is part of a larger statewide strategy to link workforce development and community college education with opportunities to earn a baccalaureate degree.

### Virginia Wesleyan College

VWC was the second largest transfer institution for TCC students this reporting period, representing 14% of transfers. This was the first time since 1989 that VWC, a private institution, provided transfer follow-up data to TCC. Due to the relatively large number of students who transferred from TCC to VWC, it is important that TCC continues to obtain and analyze data from this institution.

A total of 170 TCC students transferred to VWC, with 70 transferring in fall 2001 (41%) and 100 transferring in fall 2002 (59%). While at TCC, 69% of these students were enrolled in a transfer degree curriculum (AA/AS), 12% in an occupational/technical curriculum (AAS/Certificate), and 19% categorized as unclassified. Forty-four percent (44%) of students who transferred to VWC completed a degree at TCC prior to transfer, slightly less than the graduation rate of transfers to ODU (52%), and all transfers in general (49%).

The majority of students who transferred to VWC were enrolled in one of three curricula at TCC: Social Sciences (25%), General Studies (22%), and Business Administration (12%). After transferring to VWC, there were four majors that attracted the majority of students: Management (22%), Interdisciplinary Studies (14%), Elementary Education (9%), and Criminal Justice (6%). Only one (1) student was undecided about his/her major at VWC, a noteworthy difference from the 3% at ODU and 10% at NSU.



**FIGURE 13.** Majors at Virginia Wesleyan College

Of the 170 students who transferred to VWC, 75 (44%) graduated from TCC prior to transfer. Table 9 displays GPAs and credit averages for graduates and non-graduates at TCC and at VWC. Of the top three transfer institutions, Virginia Wesleyan College is the only reporting institution where non-graduates had a statistically significantly higher GPA at TCC

compared to graduates ( $t(170)=1.74$ ,  $p<.05$ ). Based on the VWC transfer data, TCC graduates and non-graduates performed similarly at VWC. The difference between graduate and non-graduate GPAs at VWC was not statistically significant ( $t(170)=-0.22$ ,  $p>.05$ ).

Variable	Graduate (n=75)	Non-Graduate (n=95)	Total (n=170)
Average Credits Completed at TCC	60	30	45
Average Credits Attempted at VWC	28	24	26
Average Credits Earned at VWC	26	21	24
GPA at TCC	3.23	3.39*	3.32
GPA at VWC	3.31	3.16	3.23
Change in GPA	0.08	-0.23	-0.09

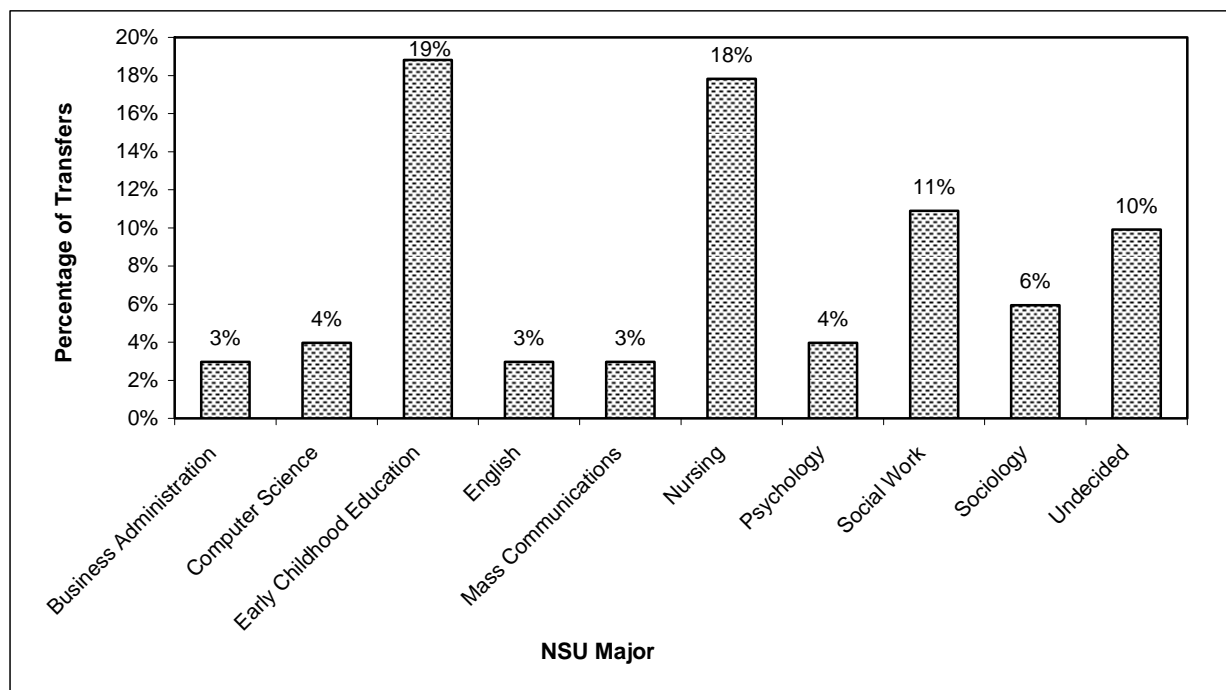
\* Statistically significant

**TABLE 9.** GPA and Credit Averages at TCC and VWC

### Norfolk State University

Until this reporting period, NSU had consistently been the second largest transfer institution for TCC students. Eight percent (8%) of transfers attended NSU during the 2001-2003 transfer period, which represented a slight decrease from the 1999-2001 reporting period when 14% of transfers chose NSU. This decline is relatively small considering the actual number of transfers only decreased by 13 students.

A total of 101 TCC students transferred to NSU, with 63 transferring in fall 2001 (62%) and 37 transferring in fall 2002 (37%). While at TCC, 75% of the students were enrolled in a transfer degree curriculum (AA/AS) and 23% in an occupational/technical curriculum (AAS/Certificate). While enrolled at TCC, the majority of students were enrolled in General Studies (35%), Social Science (18%), and Science/Computer Science (11%). After transferring to NSU, there were several popular majors as depicted by Figure 14. Early Childhood Education and Nursing were the most frequently chosen majors at NSU (19% and 18%, respectively).



**FIGURE 14.** Majors at Norfolk State University

Of the 101 students who transferred to NSU, 37 (37%) graduated from TCC prior to transfer. This was somewhat lower than the overall graduation rate of 49% for students who transferred during this time period. Table 10 displays GPAs and credit average information for graduates and non-graduates at TCC prior to transfer and once enrolled at NSU. On average, graduates attempted and earned slightly more credit hours at NSU compared to non-graduates. Graduates had a slightly higher GPA at NSU, but non-graduates had a higher GPA while attending TCC. Neither of these differences were statistically significant ( $t(76)=.27$ ,  $p>.05$  and  $t(130)=1.34$ ,  $p>.05$ , respectively). The data indicates that while TCC graduates attempted and earned more credit hours than non-graduates at NSU, both graduates and non-graduates performed similarly.

Variable	Graduate (n=37)	Non-Graduate (n=64)	Total (n=101)
Average Credits Completed at TCC	48	24	36
Average Credits Attempted at NSU	24	20	22
Average Credits Earned at NSU	20	17	19
GPA at TCC	2.92	2.96	2.94
GPA at NSU	2.87	2.78	2.83
Change in GPA	-0.05	-0.18	-0.11

**TABLE 10.** GPA and Credit Averages at TCC and NSU

## TRANSFER SURVEY ANALYSIS

### Sample Size and Data Source

During the spring of 2003, the TCC Office of Institutional Effectiveness obtained student perceptions of the transfer process to four-year institutions through the biennial Transfer Survey (see Appendix C). The 18-item questionnaire was mailed to 613 students who transferred during the 2001-2002 academic year and met the aforementioned definition requirements for a transfer student. This allowed ample time for transfer students to reflect on their education at TCC and how well it prepared them for success at the four-year institution. Completed surveys were received from 152 students enrolled at 8 different four-year institutions, representing a 25% response rate. The majority of respondents attended Old Dominion University (66%), followed by Virginia Wesleyan College (12%), Norfolk State University (8%), and Christopher Newport University (5%). Three percent (3%) of respondents each attended James Madison University and Radford University. These percentages closely mirrored those of all students who transferred to the various institutions in 2001-2002.

### Findings

When asked about their primary educational objective upon first enrolling at TCC, 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. After completing their coursework at TCC, 81% of students applied to only one institution for transfer. Several students applied to two (14%), three (2%), or more than three institutions (3%). Ninety-two percent (92%) of students were able to attend the college of their first choice.

When asked when they decided on their current major, 41% of respondents made their decision during the time they were enrolled at TCC, 38% decided prior to enrolling at TCC, and 21% decided after they transferred to the four-year institution. Over three-fourths of students (77%) reported that all of their TCC credits expected to be accepted at the transfer institution

were accepted. This percentage represented a steady increase from 73% in the 1999 survey and 75% in 2001.

As of spring 2003, 92% of respondents indicated that they were attending a four-year institution either full- or part-time. Ninety-seven percent (97%) of students expected to complete their four-year degree. Thirty-five percent (35%) reported that they had already graduated or expected to graduate in spring 2003, 14% needed one more semester, 21% expected to graduate in one year, and 30% expected to need one and a half or more years to graduate.

Overall, 87% of students rated their transfer experience as at least good, with 30% rating their transfer experience as excellent, 30% as very good, and 27% as good. When asked about their satisfaction with the overall preparation for transfer provided by TCC, 92% indicated a positive perception. Twenty-six percent (26%) of students felt that TCC was excellent at preparing them for transfer to a four-year institution and 37% felt that TCC was very 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. When asked if they had any problems associated with transferring, 71% said 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.

Ninety-five percent (95%) of respondents felt that the information they received from TCC about the transfer process was at least somewhat accurate, with 66% of those students perceiving the information as very accurate. Regarding students' perceptions of 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.

Students were asked to evaluate several TCC resources and services that were available to them to assist with the planning of their program of study. Results are shown in Table 11. Seven of the eight services were used by the majority of responding students, with academic counseling and the college catalog having a usage rate of nearly 90%. All eight services and resources were positively perceived by at least 80% of respondents, ranging from 80% (faculty advising) to 92% (college catalog). When asked to provide a general comment about the transfer process, many students expressed satisfaction with various and assorted services such as Transfer Day seminars and personal counseling provided by TCC advisors.

Resource/Service	Usage Rate	Satisfaction Rate			
		Excellent	Very Good	Good	Total Positive
Academic Counseling	88%	24%	24%	33%	81%
College Catalog	88%	23%	35%	34%	92%
Transfer Guide	80%	25%	27%	30%	82%
Curriculum Sheets	79%	25%	37%	25%	87%
Student Handbook	70%	22%	27%	38%	87%
Faculty Advising	66%	24%	27%	29%	80%
TCC Website	64%	28%	29%	27%	84%
Career Counseling	32%	24%	35%	26%	85%

**TABLE 11.** Usage and Satisfaction Rates with TCC Resources for Program Planning

The survey also questioned students about TCC's proficiency in preparing them for various demands of a four-year institution. Table 12 displays the percentages of students who felt that TCC was excellent, very good, and good at preparing them for the rigors of a baccalaureate institution. Several new items were added to the 2003 survey, and as a result,

comparison figures from 2001 were not available. Satisfaction rates with the preparation provided by TCC ranged from 63% (multimedia presentation skills) to speaking skills (92%). At least 80% of students found that TCC satisfactorily prepared them to meet 15 of the 18 demands required at four-year institutions. Study skills/study habits was the only item to decrease in students' positive perception, from 82% in 2001 to 80% in 2003.

Demand of 4-Year Institution	Satisfaction Rate				
	Excellent	Very Good	Good	Total Positive (2003)	Total Positive (2001)
Speaking Skills	22%	37%	33%	92%	92%
Math Skills	23%	37%	30%	90%	85%
Vocabulary	17%	33%	39%	89%	89%
Word Processing Skills	22%	36%	31%	89%	*
Computer Skills	23%	39%	25%	87%	86%
Creative Thinking	20%	28%	39%	87%	*
Difficulty/Amount of Reading	16%	29%	40%	85%	79%
Writing Skills	21%	32%	32%	85%	82%
Problem Solving Skills	24%	30%	31%	85%	84%
Critical Thinking	22%	32%	30%	84%	80%
Ability to Locate Information	23%	30%	31%	84%	*
Internet Research Skills	23%	29%	32%	84%	*
Library Research Skills	22%	24%	35%	81%	*
Study Skills/Study Habits	21%	24%	35%	80%	82%
Spreadsheet Skills	21%	25%	34%	80%	*
Knowledge in Major	23%	29%	22%	74%	*
Database Skills	19%	20%	34%	73%	*
Multimedia Presentation Skills	15%	17%	31%	63%	*

\* Item not included in survey.

**TABLE 12.** Satisfaction Rates in Preparation for Demands of Four-Year Institutions

Students were also asked about skill areas where they felt they could have received better preparation at TCC. Based on the frequency of responses, students wanted more preparation in writing at TCC. According to one student, "there is a drastic difference in the increase in required writing" at the four-year institution. Other students mentioned the amount of reading required at their four-year institutions was "nearly triple" the amount required at TCC. Students felt that they could have been better prepared in the following skill areas in order of frequency of responses: multimedia presentation skills (PowerPoint), study or note-taking skills, research skills, computer skills, math skills, and public speaking skills.

## CONCLUSION

In conclusion, the current transfer student report provides a picture of the preparation of various groups that transfer from TCC to four-year institutions. These groups included graduates and non-graduates, students from both transfer and occupational/technical programs, students of various ethnicities, and developmental and non-developmental English and mathematics students. Based on the results, several conclusions can be drawn concerning the relative preparation of students in these groups.

Students who graduated from TCC with a degree prior to transferring seemed to have two advantages. First, graduates tended to have a higher acceptance rate at the transfer

institution compared to non-graduates. This could be due in part to the fact that graduates typically complete more credit hours at TCC prior to transferring, and this may be an important factor in admissions decisions. Overall, graduates performed better than non-graduates at the transfer institutions as measured by GPA. However, results also showed that this was not the case at every four-year institution. Results for the top three transfer schools showed that while graduates performed better than non-graduates at ODU and NSU, this was not true at VWC. Detailed analyses showed that the type of degree that a graduate received influenced performance at the four-year institution. Students who graduated with a transfer degree (AA/AS) performed better than those who graduated with an occupational/technical degree (AAS/Certificate). Students who graduated with an AA degree showed the strongest performance.

The majority of students were enrolled in the Fine Arts, General Studies, or Business Administration curricula at TCC prior to transfer. While the majority of students did exhibit the expected “transfer shock” phenomenon, or decline in GPA after transfer, students in the Social Sciences curriculum experienced the smallest decline in GPA after transfer. Students enrolled in the Engineering curricula experienced the largest decline in GPA. Students who enrolled in the more selective four-year institutions, such as JMU and UVA, tended to have a larger decrease in GPA after transfer.

The analysis of developmental English and mathematics students showed that while developmental English status seemed to be an important indicator of performance at the transfer school, developmental mathematics status was not. Nondevelopmental English students performed better than developmental English students at the transfer institution, but both nondevelopmental and developmental mathematics students performed similarly.

Overall, TCC students who transferred to a four-year institution felt that the transition was uncomplicated, and the majority of students reported that they experienced no major problems associated with transferring. Most students indicated that all of their TCC credit hours were accepted, and nearly all students indicated that they would recommend TCC. Students felt that they were well prepared for the demands of a four-year institution. Results showed that nearly 90% of students felt prepared for various demands of a four-year institution including reading, writing, speaking, mathematics, computer skills, problem solving, and study skills. Consistent with these self-perceptions, GPA performance data from four-year institutions showed that TCC transfer students were successful. Transfer student performance was above average or average during the first year of enrollment at the transfer institution. Further evidence suggests that performance of TCC students at ODU, the largest transfer institution, was equivalent to the performance of ODU’s native students.

**Appendix A:**  
**Four-Year Institution Abbreviations**

<b>Four-Year Institution</b>	<b>Abbreviation</b>
Christopher Newport University	CNU
James Madison University	JMU
Norfolk State University	NSU
Old Dominion University	ODU
Radford University	RU
University of Virginia	UVA
Virginia Commonwealth University	VCU
Virginia Polytechnic Institute and State University	Va. Tech.
Virginia Wesleyan College	VWC
College of William and Mary	CWM

**Appendix B:**  
**Transfer Students' Majors by Category and by Four-Year Institution**

Major	Four-Year Institution									
	CNU	JMU	NSU	ODU	RU	UVA	VCU	Va. Tech.	VWC	CWM
<b>Arts (n=47)</b>										
Art		1					3			
Art History				7			1			
Fashion Design							1			
Fine Arts			2	22						
Music Performance			1	1					2	
Theatre and Dance		1		5						
<b>Business (n=271)</b>										
Accounting		1		32				1		
Business Administration			3	11		2	2	2		
Communication				30						
E-Commerce				3						
Economics		1		2						1
Finance		2		25						
Hotel/Restaurant Management		2								
Management				51				2	37	
Marketing		2		16						
Mass Communications			3		1		1		7	
Political Science		2	1	10	3				2	
Public Administration	4								8	
Technical Writing		1								
<b>Education (n=53)</b>										
Early Childhood Education			19							
Education				1						
Elementary Education									15	
Physical Education		1		14						
Special Education			1						2	
<b>Engineering (n=71)</b>										
Architectural Engineering			1							
Civil Engineering				4						
Civil Engineering & Technology				5						
Computer Engineering			1	7						
Electrical Engineering			1	12						
Electrical Engineering Technology				12						
Engineering				2			1			
Mechanical Engineering			2	17	2		1			
Mechanical Engineering Technology				3						
<b>Health/Medicine (n=120)</b>										
Dental Hygiene				20						
Food and Nutrition								1		
Health Administration			1							
Health Sciences				16				1		

Major	Four-Year Institution									
	CNU	JMU	NSU	ODU	RU	UVA	VCU	Va. Tech.	VWC	CWM
Medical Diagnostics Services							1			
Medical Technology				1						
Nuclear Medicine Technology				1						
Nursing	1	1	18	41			15			
Pharmacy					1		1			
<b>Information Sciences (n=107)</b>										
Computer Science	1		4	26	4			3		
Information Systems		2		63	2			2		
<b>Interdisciplinary Studies (n=79)</b>										
Interdisciplinary Studies			2	52	1				24	
<b>Liberal Arts (n=104)</b>										
English	3		3	28	1			1	6	
Foreign Languages				3					1	
History			1	22	1				6	
Liberal Arts		2		1					3	
Philosophy				2					1	
Spanish									7	
Social Studies Education									2	
Social Sciences		2							8	
<b>Public Service (n=192)</b>										
Criminal Justice				31					10	
Human Services Counseling				33						
Psychology	3	3	4	53	2	1			5	1
Social Work			11							
Sociology	2		6	12	1	1			3	
Speech Pathology/Audiology		1		9						
<b>Science &amp; Mathematics (n=103)</b>										
Biochemistry				3				1		
Biology		1	2	41	1		1		8	
Chemistry								1		
Geography				4						
Geology				3					2	
Mathematics			2	15				1	1	
Ocean and Earth Science				7						
Physics				5						
Physiology			2							
Science and Technology		1		1						
<b>Other (n=37)</b>										
Forestry								1		
International Studies		1		6					2	
Natural Resource Conservation									1	
Occupational/Tech Studies				12						
Parks and Recreation	1			5	1				3	

Major	Four-Year Institution									
	CNU	JMU	NSU	ODU	RU	UVA	VCU	Va. Tech.	VWC	CWM
Religion									3	
Women's Studies				1						
<b>Undecided (n=42)</b>										
Undecided	2		10	28			1		1	

**Appendix C:  
Transfer Student Survey Instrument**

**TIDEWATER COMMUNITY COLLEGE  
Transfer Student Survey**

- 1 How many hours per week did you work while attending TCC?  
       \_\_\_ Didn't work    \_\_\_ Under 10 hrs    \_\_\_ 10-20 hrs    \_\_\_ 21-30 hrs    \_\_\_ More than 30 hrs
- 2 What was your primary educational objective when first enrolling at Tidewater Community College?  
**(check only one)**  
       \_\_\_ A. Prepare to transfer to another college or university  
       \_\_\_ B. Improve career/occupational skills  
       \_\_\_ C. Remedy or review basic skills  
       \_\_\_ D. Study topics of interest or for self-improvement  
       \_\_\_ E. Complete a 2-year degree at TCC  
       \_\_\_ F. Other **(please** \_\_\_\_\_  
       \_\_\_\_\_
- 3 Did your primary educational objective change? \_\_\_\_\_ Yes    \_\_\_\_\_ No  
       If YES, what influenced the \_\_\_\_\_  
       \_\_\_\_\_
- 4 Did you graduate with an AS, AA, or AAS degree at TCC before transferring?    \_\_\_ Yes    \_\_\_ No
- 5 Please rate any of TCC's services listed below that you used in planning your program of study:

USED SERVICE ?		Please use ✓ marks					
YES	NO	STUDENT SERVICES	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
		Academic counseling					
		Curriculum sheets					
		Faculty advising					
		Transfer guide					
		Catalog					
		Student handbooks					
		Career counseling					
		Other					

- 6 How many colleges/universities did you apply to for transfer? \_\_\_\_\_
- 7 What college/university was your 1<sup>st</sup> choice? \_\_\_\_\_
- 8 What college/university did you ultimately choose? \_\_\_\_\_

9 Was the college you ultimately chose your

_____	1 <sup>st</sup> choice
_____	2 <sup>nd</sup> choice
_____	3 <sup>rd</sup> choice
_____	Other

10 Did your four-year college/university accept all of TCC's credits? \_\_\_\_\_ Yes \_\_\_\_\_ No

If **NO**, which credits were not \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11 Did you have any major problems associated with your transfer? \_\_\_\_\_ Yes \_\_\_\_\_ No

If **YES**, please \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12 When you left TCC, were you prepared for the academic atmosphere of a four-year college? \_\_\_\_\_ Yes \_\_\_\_\_ No

If **NO**, in what areas could TCC have better prepared \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13 Rate TCC's proficiency in preparing you to be successful in meeting the following demands of a college:

Please use ✓ marks					
	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Difficulty/amount of reading					
Writing skills					
Vocabulary					
Speaking skills					
Study skills/habits					
Math skills					
Think critically					
Computer skills					
Problem solving skills					

14 Would you recommend TCC to your friends or acquaintances? \_\_\_\_\_ Yes \_\_\_\_\_ No

15 Overall, how would you rate the preparation you received at TCC for transfer?

_____	Excellent
_____	Very Good
_____	Good
_____	Fair
_____	Poor

16 Please indicate your educational status as of Spring 2001.

_____	Full-time
_____	Part-time
_____	Not continuing education at this time

17 Do you expect to complete your four-year degree? \_\_\_\_\_ Yes \_\_\_\_\_ No  
If YES, approximately how long before you graduate?

_____	expect to graduate spring 2001
_____	1 semester
_____	1 year
_____	1 ½ years
_____	2 years
_____	Other ( <b><i>please explain</i></b> )

_____
_____
_____
_____
_____

18 If you have any ideas on how to improve the transfer process, please comment in the space below.

_____
_____
_____
_____
_____
_____
_____
_____
_____