

Transfer Students: Exploring Diversity of Expectations, Comfort, and Confidence Level

Overview:

- Analysis of WA Resident Transfer Students from CTC's to Evergreen Fall 2012
- Examined domains: goals for college, skill level, confidence.
- Explored differences: gender, age, first generation, Pell grant status, race/ethnicity, class standing
- Source: 274 respondents to Evergreen New Student Survey (53% of all WA Res. CTC Transfers)

1. In pursuing your education, how important are the following goals...?

Class Standing: Upper division students rated the importance of one goal significantly **higher**

- *Gaining and understanding of a broad range of ideas and fields of study*

Students of Color: Students of color rated the importance of two goals significantly **higher** than white students

- *Getting a job of your choice or making a career change*
- *Developing computer skills*

Race/Ethnicity:

African American and **American Indian** students rated the importance of one goal significantly **higher** than other race/ethnic subgroups

- *Getting involved or initiating change in community, state, or national politics*

Asian/Pacific Islander students rated the importance of one goal significantly **lower** than other race/ethnic subgroups

- *Gaining a better understanding and appreciation for differences (ethnic, political, etc.)*

First Generation: First generation students rated the importance of two goals significantly **higher**

- *Getting a job of your choice or making a career change*
- *Making more money*

Gender:

Female students rated the importance of two goals significantly **higher**

- *Making more money*
- *Developing creative and effective communication skills*

Male students rated the importance of three goals significantly higher

- *Developing the ability to understand and use science*
- *Developing the ability to understand and use mathematics or QSR*
- *Developing computer skills*

Pell Grants: Pell grant recipients rated the importance of one goal significantly **higher**

- *Making more money*

2. Indicate the level of study you are most comfortable with as you begin your studies at Evergreen.

Class Standing: Upper division students rated their level of skill significantly **higher** in two areas

- *Social Sciences*
- *Culture or International studies*

Race/Ethnicity:

African American and **American Indian** students rated their level of skill significantly **lower** in one area compared to other race/ethnic subgroups

- *Foreign language*

Asian/Pacific Islander students rated their level of skill significantly **higher** in one area compared to other race/ethnic subgroups

- *Performing arts (e.g. dance, theater, music)*

American Indian students rated their level of skill significantly **lower** in one area compared to other race/ethnic subgroups

- *Performing arts (e.g. dance, theater, music)*

Gender: Male students rated their level of skill significantly **higher** in five areas

- *History*
- *Politics*
- *Science and scientific methods*
- *Math, statistics and QSR*
- *Philosophy and Ethics*

Pell Grants: Pell grant recipients rated their level of skill significantly **lower** in one area:

- *Foreign language*

3. How confident are you that you will be able to...?

Students of Color: Students of color rated their confidence in two areas significantly **higher** than white students

- *Will fit at Evergreen socially*
- *Can manage your time effectively*

Students of color rated their confidence significantly **lower** in one area

- *Have the funding to complete your studies at Evergreen*

Pell Grants: Pell grant recipients rated their confidence significantly **lower** than non-recipients in two areas

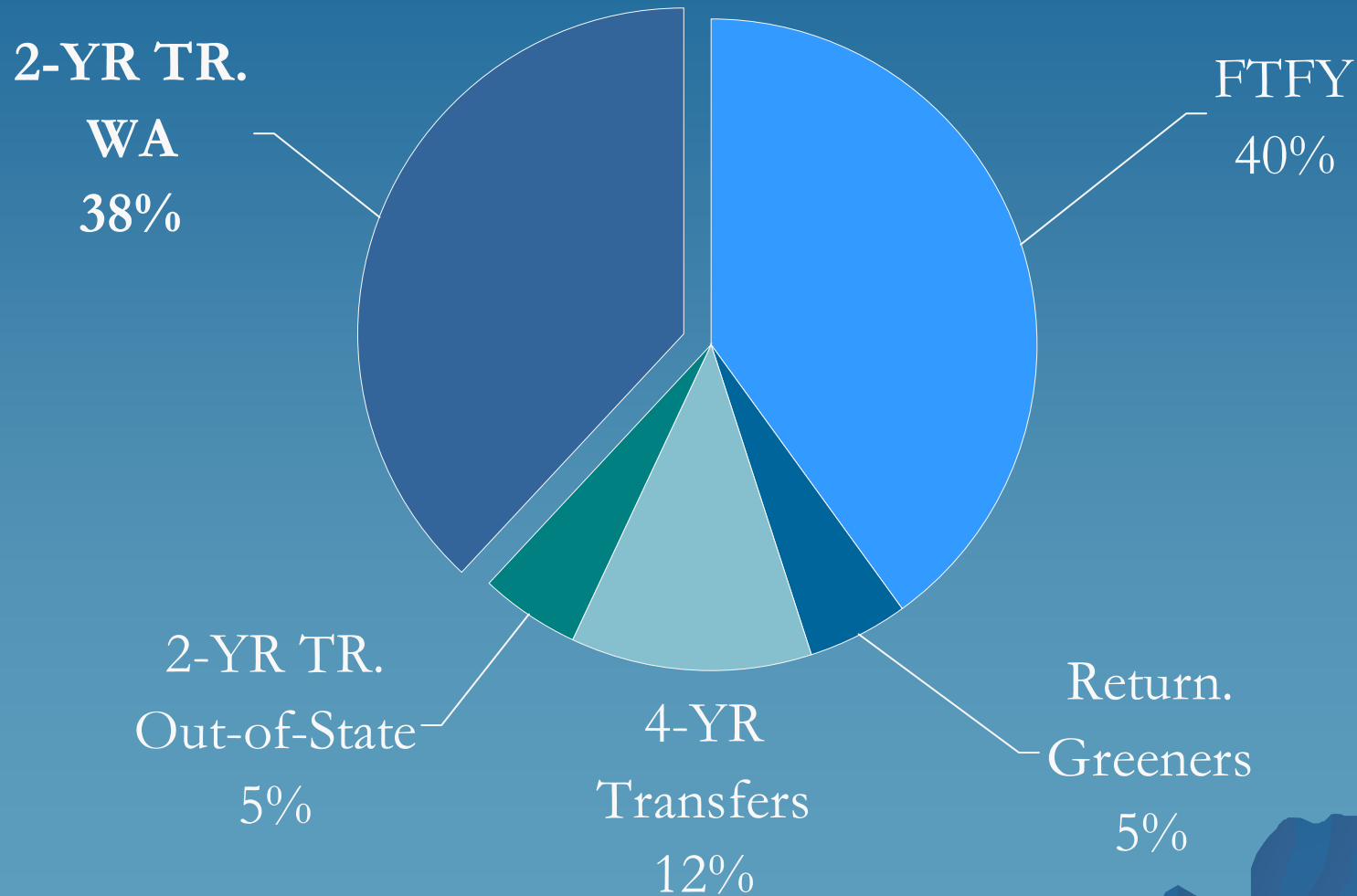
- *Will be able to pursue further education*
- *Will be able to use your education to meet life-long goals*

**Transfer Students:
Exploring Diversity of Expectations,
Comfort, and Confidence Level**

Presenters: Amadou Ba and Laura Coghlan

- **Analysis of WA Resident Transfer Students from CTC's to Evergreen Fall 2012**
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Entering UG Class Fall 2012 (N=1346)

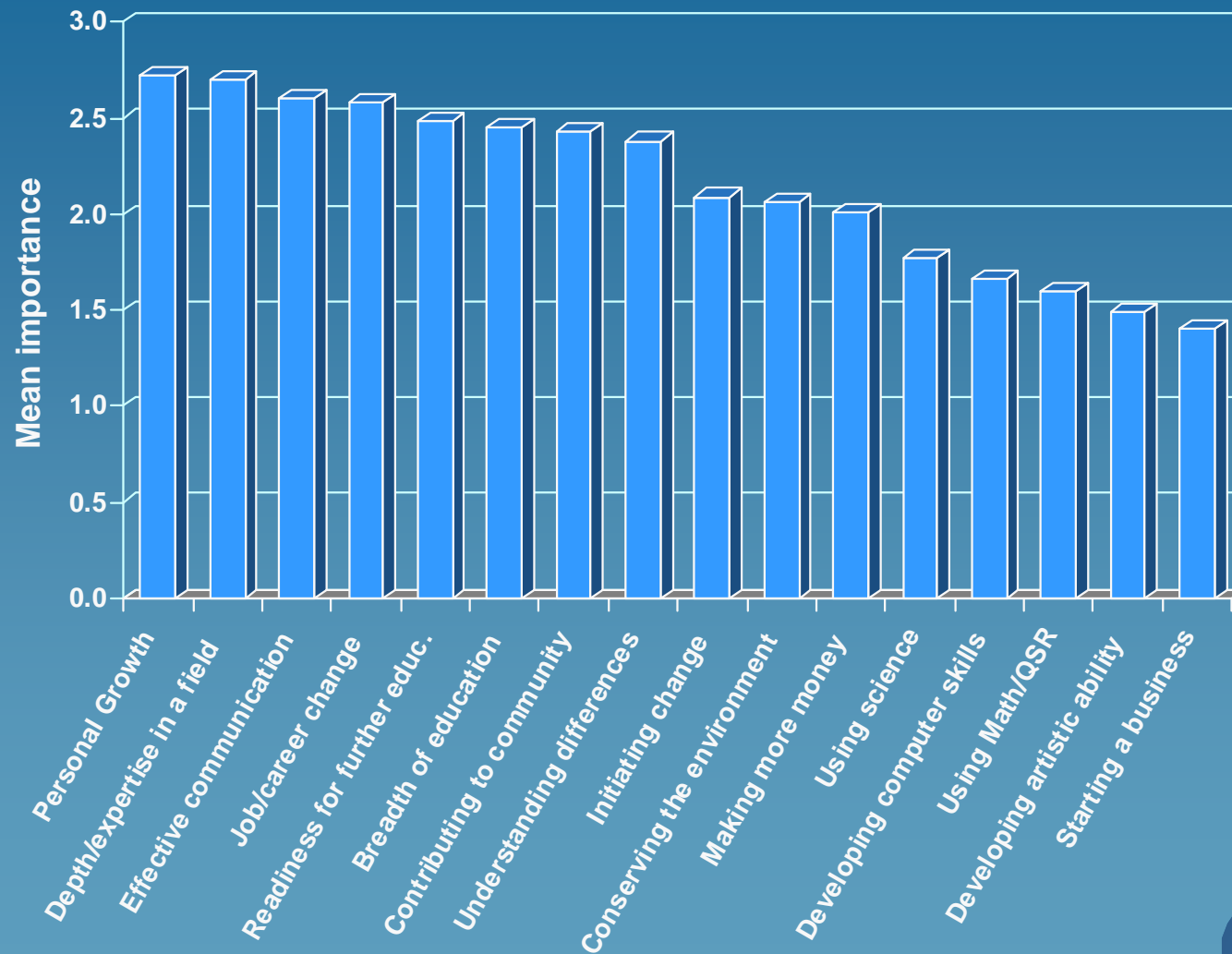


Demographic of WA Resident Transfer Students (N = 516)

	N	Percent
Students of Color	149	29%
First Generation	234	45%
Non-Traditional	315	61%
Pell Recipient	277	54%
Female	295	57%

Transfer Student Goals

In pursuing your education, how important are the following goals...?



Scale: Not Important(0); Slightly Important(1); Important(2); Very Important(3)

Class Standing

Upper division students rated the importance of one goal significantly higher than Lower division:

- Gaining an understanding of a broad range of ideas and field of study ($p=.032$)

Students of Color

Students of color rated the importance of two goals significantly higher than White students:

- Getting a job of your choice or making a career change ($p=.046$)
- Developing computer skills ($p=.009$)

Race/Ethnicity

African American and American Indian students rated the importance of one goal significantly higher than other race/ethnic subgroups:

- Getting involved or initiating change in community, state, or national politics ($p=.041$)

Asian/Pacific Islander students rated the importance of one goal significantly lower:

- Gaining a better understanding and appreciation for differences (ethnic, political, etc.) ($p=.016$)

First Generation

First generation students rated the importance of two goals significantly higher than those who are not:

- Getting a job of your choice or making a career change ($p=.011$)
- Making more money ($p=.000$)

Gender

Female students rated the importance of two goals significantly higher than Males:

- Making more money ($p=.022$)
- Developing creative and effective communication skills ($p=.048$)

Male students rated the importance of three goals significantly higher than Females:

- Developing the ability to understand and use science ($p=.004$)
- Developing the ability to understand and use mathematics or QSR ($p=.000$)
- Developing computer skills ($p=.005$)

Age

Students less than 24 years old rated the importance of one goal significantly higher than students over 30:

- Developing artistic abilities ($p=.003$)

Students between 24-29 years old rated the importance of one goal significantly higher than students under 24 and over 30 years old:

- Using Math/QSR ($p=.042$)

Students 30 and over rated the importance of two goals significantly higher than traditional age students:

- Making money ($p=.032$)
- Computer skills ($p=.028$)

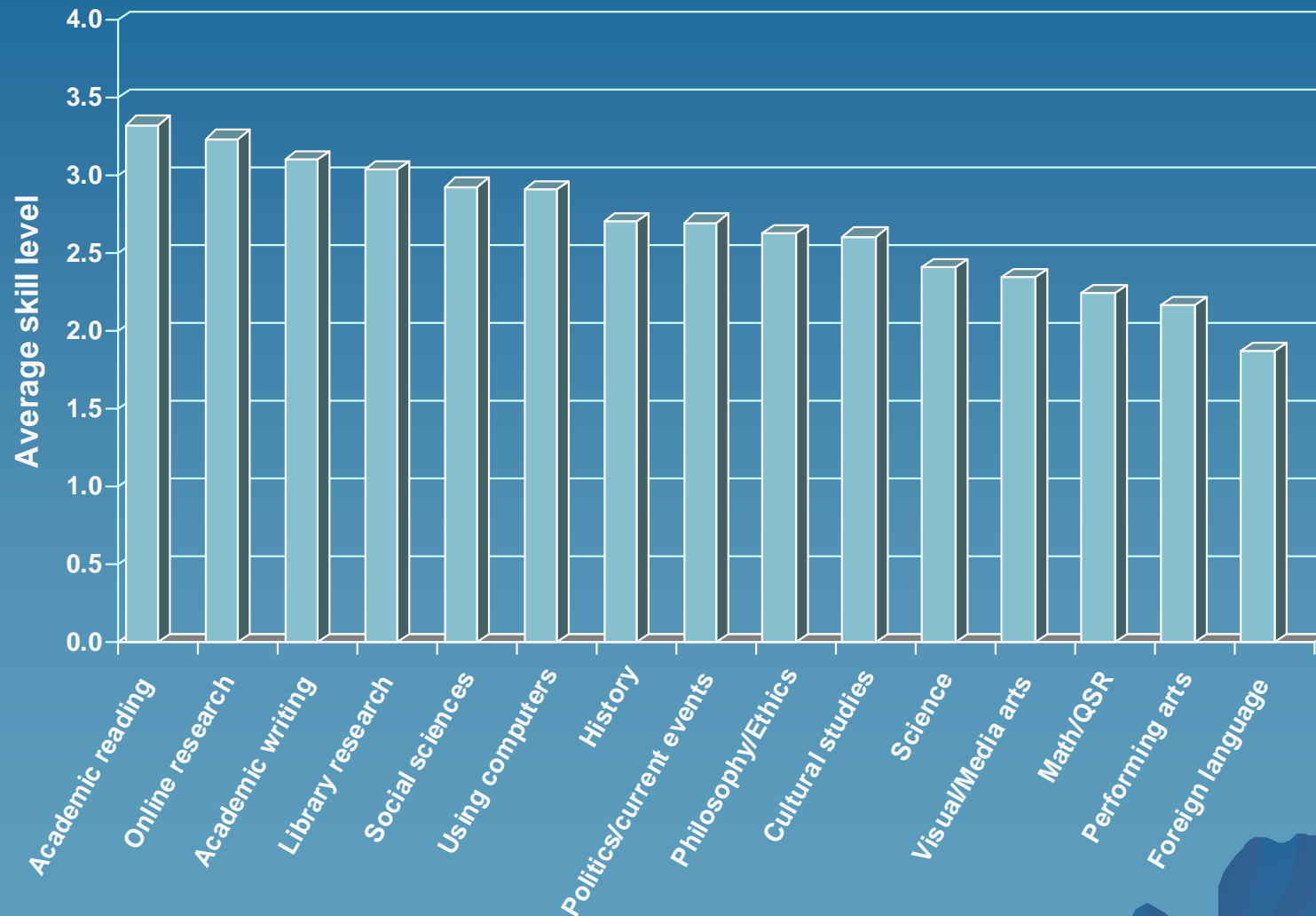
Pell Grant Fall 2012

Pell grant recipients rated the importance of one goal significantly higher than non-recipients:

- Making more money ($p=.008$)

Transfer Student Level of Study

Level of study you are most comfortable with as you begin your studies at Evergreen



Scale: Need extra help (1); Beginning/Introductory(2); Intermediate(3); Advanced(4)

Class Standing

Upper division students rated their level of skill in two areas significantly higher than Lower division students:

- Social sciences ($p=.002$)
- Culture or international studies ($p=.011$)

No Statistically Significant Difference in Level of Skill ($p < .05$)

- Students of Color vs. White
- First Generation

Race/Ethnicity

African American and American Indian students rated their level of skill significantly lower in one area compared to other race/ethnic subgroups:

- Foreign language ($p=.027$)

Asian/Pacific Islander students rated their level of skill significantly higher in one area compared to other race/ethnic subgroups:

- Performing arts (e.g. dance, theater, music) ($p=.018$)

American Indian students rated their level of skill significantly lower in one area compared to other race/ethnic subgroups:

- Performing arts (e.g. dance, theater, music) ($p=.018$)

Gender

Male students rated their level of skill in five areas significantly higher than Female:

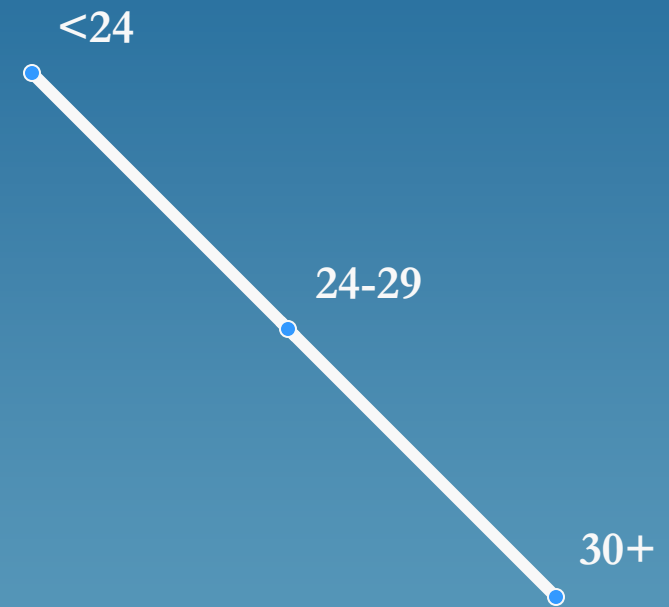
- History ($p=.002$)
- Politics and current events ($p=.000$)
- Science and scientific methods ($p=.000$)
- Math, statistics and QSR ($p=.000$)
- Philosophy and Ethics ($p=.007$)

No Difference Between Age Groups ($p < .05$)

- Philosophy
- Culture or international studies
- Math/QSR
- Politics/current events
- History

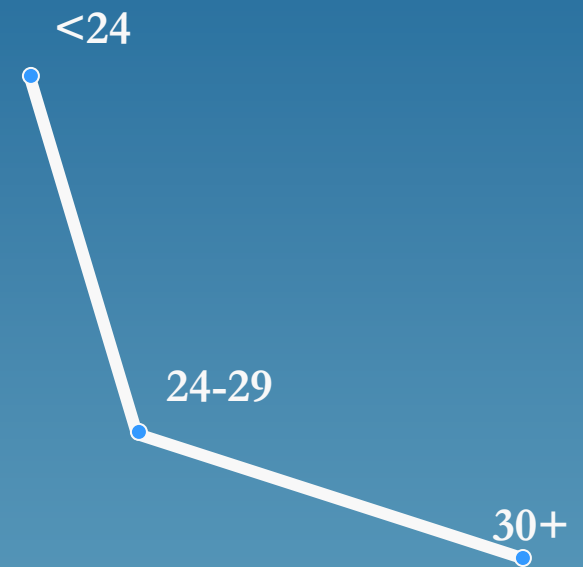
<24 higher than 30+ ($p < .05$)

- Academic writing (.000)
- Visual arts (.000)
- Science (.008)
- Social science (.026)
- Foreign language (.002)
- Online research (.001)



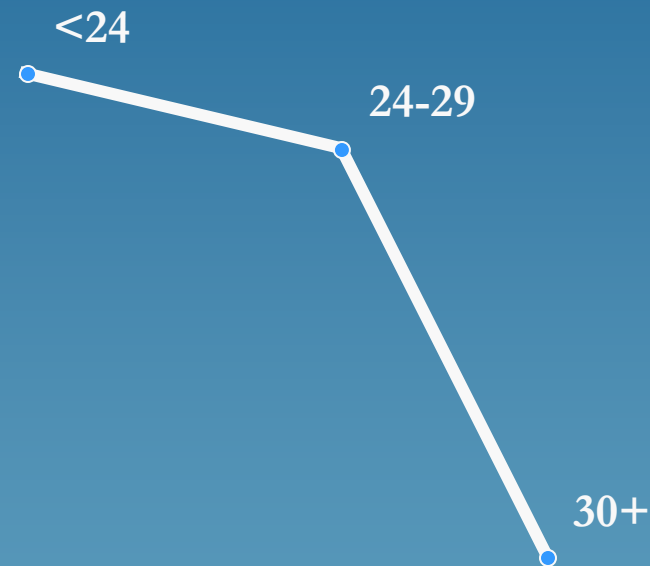
<24 higher than 24+ (p<.05)

- Performing arts (.000)
- Library research (.040/.002)



<30 higher than 30+ (p<.05)

- Academic reading
(.002/.021)
- Using computers
(.002/.014)



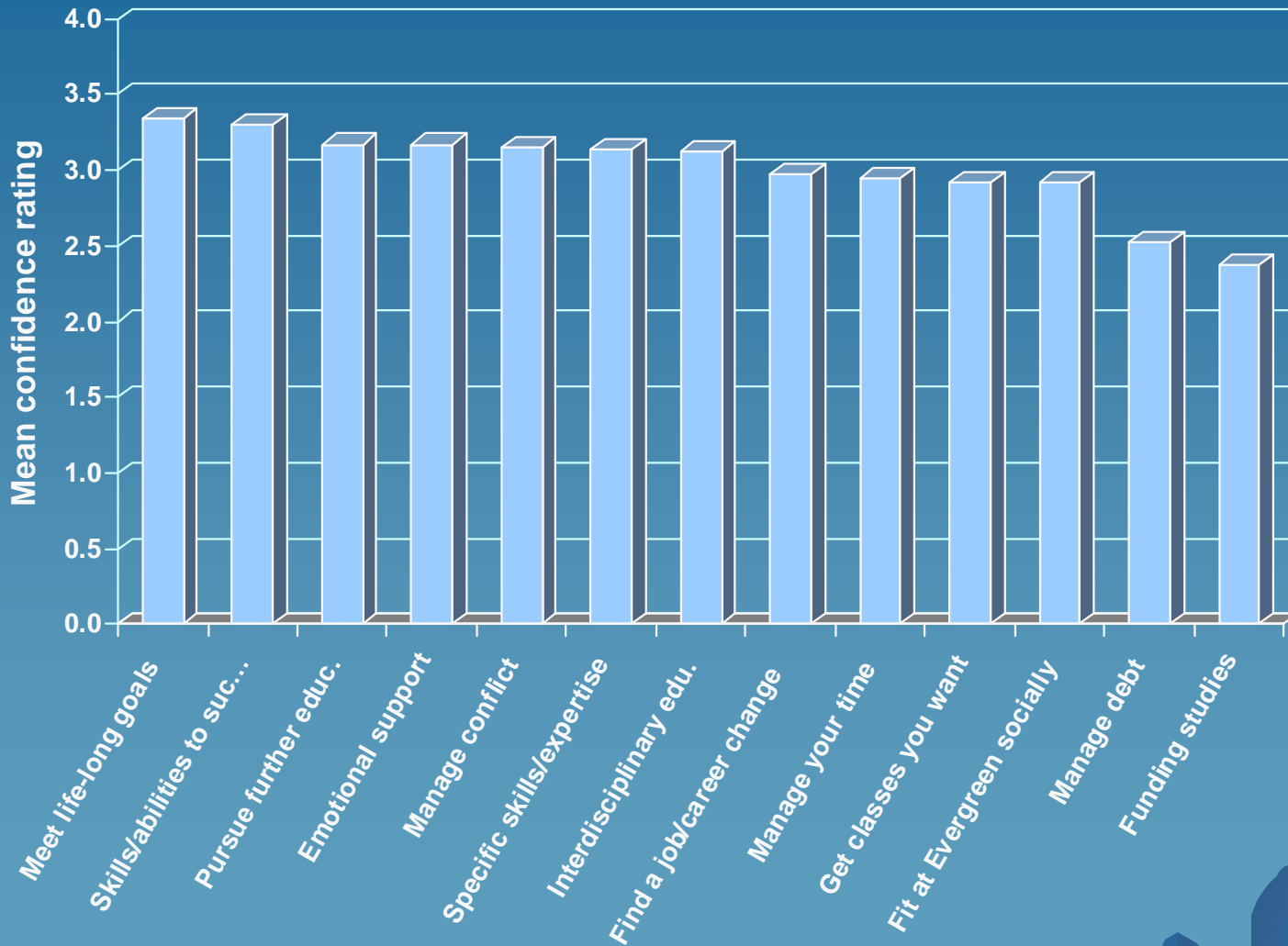
Pell Grant Fall 2012

Pell grant recipients rated their level of skill in one areas significantly lower than non-recipients:

- Foreign language ($p=.011$)

Transfer Student Confidence

How confident are you that you will be able to...?



Scale: Not at all (0); A little (1); Somewhat (2); Quite (3); Very (4)

No Statistically Significant Difference in Confidence ($p < .05$)

- Class Standing
- Race/Ethnic Subgroups
- First Generation
- Gender

Students of Color

Students of color rated their confidence significantly higher than White students in two areas:

- Will fit in at Evergreen socially ($p=.025$)
- Can manage your time effectively ($p=.042$)

Students of color rated their confidence significantly lower than White students in one area:

- Have the funding to complete your studies at Evergreen ($p=.018$)

Age

Students **less than 24 years** old rated their confidence level in four areas significantly higher than students over 30:

- Obtain interdisciplinary education ($p=.039$)
- Pursue further education ($p=.000$)
- Will have emotional support from family and friends ($p=.015$)
- Will be able to use education to meet life-long goals ($p=.014$)

Students **less than 24 years** old rated their confidence level in one area significantly higher than students between 24-29 years old:

- Pursue further education ($p=.016$)

Pell Grant Fall 2012

Pell grant recipients rated their confidence significantly lower than non-recipients in two areas:

- Will be able to pursue further education ($p=.046$)
- Will be able to use your education to meet life-long goals ($p=.014$)