

TRANSFER STUDENTS AND THE SUCCESS OF REGISTRATION PROGRAMS ON
DEGREE COMPLETION AND RETENTION RATES

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Transfer Students and the Success of ~~_____~~ and Registration

Programs on Degree Completion and Retention Rates

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ABSTRACT

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A transfer student has different needs than a first-year student. For this reason, many four-year institutions have developed orientation and registration programs for transfer students. The transfer orientation and registration programs differ from the traditional programs that a first-year student attends and are potentially designed to meet the wide scale needs of a diverse transfer student population. Have these programs had any effect on the academic success of transfer students? Research on the effectiveness of these programs is scarce.

The purpose of this study was to determine if attending registration programs developed at North Dakota State University improved degree completion and retention rates for transfer students, how these numbers differ regarding different characteristics of these students, and if these students eventually completed a degree elsewhere if they did not complete at North Dakota State University. This paper explored the effectiveness of the types of registration programs a transfer student attends when transferring to North Dakota State University compared to the transfer student registering on his or her own. It compared the degree completion and retention rates of the transfer students in the study and looked for evidence that the programming offered transfer students to facilitate registration for their course work is beneficial to their academic success.

This paper is an analysis of the data provided by North Dakota State University and the National Student Clearinghouse on a group of transfer students who matriculated from

a transferring institution to North Dakota State University in the fall of 2006. These students transferred from two- and four-year institutions and their data was compared in a number of patterns to ascertain the effectiveness of registration programs offered at North Dakota State University. From the analysis of this data emerged recommendations as to how to improve transfer student programming to ensure transfer student success at North Dakota State University.

ABOUT THE AUTHOR

Heather Soleim began her career in higher education as the transfer specialist at North Dakota State University over eight years ago. She was the first person to hold the position and has since molded the transfer portion of the registration and records office into a successful working model. In her current position, assistant registrar, she oversees the transfer staff of four full time individuals whose duties include coordinating articulation, building automated degree audit, evaluating transfer credit, and determining course equivalencies.

Soleim has attended conferences and workshops focusing on the transfer student and has brought back information to develop programming and policies to help students transfer to North Dakota State University. She has served on the state transfer steering committee and is involved with state issues concerning the General Education Requirements Transfer Agreement and common course numbering. She serves on all discipline groups for North Dakota State University and polices policies and procedures concerning articulation and transfer at the state level.

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DEDICATION

In memory of Dr. Mark Schmidt who saw me through the majority of this journey. Without his persistence, his encouragement, his confidence, his wisdom, and his unending love of learning, I would never have written this paper. I'm grateful to have gotten to know him and privileged to have learned from him. God bless you, Mark.

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CHAPTER ONE: INTRODUCTION

Statement of the Problem

Students have been transferring from one institution to another for as long as higher education has been in existence. Before the 1960s (Jacobs, Lauren, Miller, & Nadler, 2004), these students were handled on a case by case basis as the numbers who attempted transfer were very low. Administrators were able to individually assess each student's incoming course work and apply it to their desired program. Individual attention was given to those transfer students savvy enough to demand credit for their prior work. Many transfer students started over, unable to navigate the paper work and procedures required to obtain credit for their previous coursework. Programming and services designed to assist transfer students often did not exist.

As transfer student numbers grew, admission directors and recruiters began to see the possibility of attracting transfer students to their institutions, thus boosting enrollment. Laanan, Poisel, and Savoca (2005) stated, "The majority (58%) of all baccalaureate-degree recipients in American higher education attend more than one postsecondary institution prior to degree completion" (p. 10). In response to this, transfer students have been recruited with more vigor, admission counselors specializing in transfer emerged, and programs aimed specifically at transfer students were developed.

Today, as enrollment of first-year students at community colleges increases, so does the need to develop effective programming to aid student transfer to four-year institutions (Helm & Cohen, 2001; Jacobs, Lauren, Miller, & Nadler, 2004; Rhine, Milligan, & Nelson, 2000). Two-year institutions continue to create and hone new programming for transfer students, but the programming required to assist the transfer students once they reach the

four-year institution is in the infant stages of development. Jacobs, Lauren, Miller, & Nadler (2004) discuss the transfer student.

Many four-year campuses think of students only as new freshmen, continuing students, and graduate students, and fail to fully recognize that transfer students compose a significant percentage of their campus community and, in addition, are a unique group of students with their own needs, challenges, and contributions. (p. 11)

Transfer student orientation and registration programming is gaining attention in the student affairs sector, however, it has a long way to go at the four-year institutions.

Transfer students are sometimes perceived as unorganized drifters by faculty; they struggle to find a voice and advocates for their issues as they move from campus to campus.

Laanan, Poisel, and Savoca (2005) discussed the possible paths for a transfer student.

Transfer patterns can encompass several directions; community college to community college (two-year lateral), community college to four-year college or university (vertical), four-year college or university to community college (reverse), four-year college or university to four-year college or university (four-year lateral), summer programmers (four-year and courses taken at two-year during summer), four-year/two-year/four-year (swirling). (p. 7)

These numerous patterns paint a negative image of transfer students, presenting a random pattern of academic activity. Students who transfer often and in these patterns also prolong their studies, taking longer to complete a degree. The statistics concerning graduates who have attended multiple institutions and took longer to complete their degree are disheartening.

Those who attended only one institution averaged 51 months between postsecondary entry and completion of a bachelor's degree, compared with 59 months for those who attended two institutions and 67 months for those who attended three or more institutions (National Center for Education Statistics, 2009). Students who attend three or more institutions take on average almost one and a half years longer to complete their degree. This increases the amount of debt transfer students leave school with and delays the transfer student from entering the workforce.

Programs unique to transfer student needs are slowly being implemented, but the effectiveness of these programs is still in question. Kippenhan (2004) recognized the need for data analysis in this area when she stated, "Institutions need to gather data about the retention and success of students transferring into their college or university since there is little information beyond enrollment numbers" (p. 17). A great need exists to study the transfer student further and investigate effective programming aimed at the transfer student to ensure academic success at a four-year institution.

Purpose of the Study

The purpose of this study was to determine if attending a registration program developed at North Dakota State University improved degree completion and retention rates for transfer students, how these numbers differ regarding different characteristics of these students, and if these students eventually complete a degree elsewhere if they did not complete at North Dakota State University. Support programs have proven to be essential elements in the success of first-year students in their academic performance and baccalaureate degree attainment. Such successes are often used as recruitment tools for various colleges and universities. Eggleston and Laanan (2001) suggested that support

programs tailored toward community college transfer students would have the same effect. Busby, Gammel, and Jeffcoat (2002) indicated that there is a strong correlation between freshman orientation attendance and a student's persistence towards graduation. There is no reason to believe that the same assumption cannot be made for transfer students, suggesting that programming developed solely for the support of transfer students is essential to their success. This paper will explore if this relationship does exist.

Research Questions

1. Does the type of registration program a transfer student attends affect the completion rates of the student?
2. Does the type of registration program a transfer student attends affect the retention rates of the student?
3. Does the number of credits a student transfers to North Dakota State University affect the completion and retention rates?
4. Are the completion and retention rates different for students transferring from a two-year institution than those transferring from a four-year institution?
5. How many transfer students who leave North Dakota State University eventually earn a degree?

Importance of the Study

Until recently, transfer student orientation and registration programs have been relatively rare. Research is slowly emerging concerning their effectiveness. However, the number of students transferring from institution to institution is on a dramatic rise, and it is important the literature continues to explore transfer student program research to evaluate its usefulness. Schluchter (2005) stated, "Some transfer students believe that institutions

themselves have erected barriers that inhibit a smooth transition” (p. 17). Barriers such as those discussed in Chapter Two may be averted by well designed orientation and registration programming geared exclusively towards the transfer student.

Definition of Terms

The following terms were used in this paper and may be unknown to the common reader. These terms are defined as they exist at North Dakota State University and may differ from the definitions of other institutions of higher learning.

Transfer Student – Lauren (2006) defines transfer students as, “one who, after attending one postsecondary education institution, seeks admission to another postsecondary institution, with the express purpose of furthering progress toward an undergraduate degree” (p. 260). This definition is in accordance with North Dakota State University’s policies and procedures.

Matriculation – The act of admitting a student to North Dakota State University.

Articulation – Lauren (2006) defines articulation as the “carefully determined evaluation, matching, and substitution of courses deemed “equivalent” to some portion of the receiving institution’s curriculum” (p. 261). This definition is in accordance with North Dakota State University’s policies and procedures.

Degree Completion – Completing all the requirements needed to obtain a degree offered by North Dakota State University.

Retention – The act of continuing enrollment at North Dakota State University until degree completion.

Classification – Four levels of undergraduate students based on their completed semester credits; freshman (less than 27 completed semester credits), sophomore (27-59 completed

semester credits, junior (60-89 completed semester credits), senior (90 or more completed semester credits) (North Dakota State University, 2010).

Off-Site Registration Program – A registration program for transfer students in which North Dakota State University admission and registration and records staff traveled to the sending institution to register students who were attending fall 2006. These programs were offered at Lake Region State College on April 3, at Minot State University – Bottineau on April 4, at Bismarck State College on April 5, at Turtle Mountain Community College on April 6, at North Dakota State College of Science on April 7, at Central Lakes Community College on April 17, and at Minnesota State Community and Technical College – Fergus Falls on April 18, 2006.

On-Site Registration Program – A registration program for transfer students in which the potential transfer students came to the North Dakota State University campus to register for the fall 2006 semester. These programs were offered on campus on April 22, June 16, 23, 27, 28, 29, and 30, July 10, 11, 12, and 13, and August 21, 2006.

Stop Out – A term used to describe students who discontinued attending classes without earning a degree at North Dakota State University.

Limitations of the Study

The findings in this paper may only refer to transfer students who registered for classes at North Dakota State University during the fall semester of 2006. The findings are only conclusive for students entering this semester and registering for classes during this time. Further analysis of a number of years should be studied to establish a pattern as there may have been outside contributors to this specific term.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

The research concerning transfer students relative to community college programs, transfer student mechanics, transfer student patterns, and the recommendation for specific transfer student programming covers many aspects of the transfer student experience. The research concerning transfer student orientation and registration programming discusses the possible effects on transfer students who attended this programming. Kippenhan (2004) suggested that, besides advisement, possibly the most important aspect of transfer student success is targeted orientation programs. Schluchter (2005) suggested that institution specific barriers inhibit matriculation and retention.

Although both suggestions may have merit, the data available to prove these statements is limited. Orientation and registration programming at many four-year institutions for transfer students is new and in need of development when compared with the community college approach and the immense attention paid to first-year students. Busby, Gammel, and Jeffcoat (2002) stated the goal of the first-year orientation program.

To serve as a transition structure between a student's past and future learning experiences. An orientation program should familiarize new students with campus procedures and administrative regulations, acquaint students with student services, provide an opportunity to meet faculty and staff, and introduce students to campus organizations. Overall, most orientation programs focus on the specific goal of encouraging the academic success of the first year college student . . . Orientation programs are designed to teach incoming freshman about campus procedures and college life. (p. 45)

Transfer students need these tools as well to succeed in retention and graduation. Jacobs, Lauren, Miller & Nadler (2004) recognized the gap in transfer student services.

When one observes policy and practice on many campuses, it becomes clear that many of our colleagues have neither fully embraced nor constructively responded to the transfer student phenomenon. Useful as this new mobility is to students, it creates many challenges for them as they seek to negotiate a path to academic success. In other words, enrollment management issues specifically related to transfer abound. (p. 29)

These issues, although recognized as a problem at most four-year institutions, do not have many solutions, and the few solutions in place do not have significant research results to prove they are working. Meanwhile, as the cost of tuition increases, students choose to start at a community college closer to home, as underrepresented populations begin to seek a baccalaureate degree, they search for affordable options, and as the competition for jobs increases, students search for the perfect career. All of these factors contribute to the rise in transfer student numbers, and the four-year institution is ill-equipped to handle them.

The Community College Research

The research involving community colleges and their programs and initiatives used to assist students in transfer to a four-year institution is important. Eggleston and Laanan (2001) proposed this research is important to advance transfer student services.

A review of the current literature on support programs tailored to assist community college transfer students and literature that deals with the retention, academic performance, and persistence of transfer students provides information to assist

administrators and faculty members at four-year colleges and universities in addressing the needs of transfer students through support programs. Understanding the elements that hinder or enhance academic performance, persistence, and graduation rates among transfer students can advance the knowledge currently available regarding the performance and success of community college transfer students at senior institutions. (p. 87)

The transfer student, who begins their academic career in higher education at the community college, must have the required aid and knowledge about services at this important jumping off place to be successful. Helm and Cohen (2001) suggested that this aid and knowledge only comes with proper preparation and advising. “Colleges need to be more aggressive in helping students limit the number of courses that transfer as electives and to focus on courses that meet general education or program requirements” (p. 100). It is imperative the community college utilize every resource to ensure success when students transfer to a four-year institution.

The transfer function was, and still is, one of the most important functions of community colleges (Glass and Harrington, 2002). Helm and Cohen (2001) had the same observation.

A volume concerning transfer students, their successes, the obstacles they face, and the various influences affecting their progress should include a note about policies and practices that institutions adopt to make transfer retain its place as a central community college function. From the beginnings of community colleges more than one hundred years ago, transfer has been at the heart of the institutions. . .

More than 20 percent of their students transfer each year to in-state public universities, a figure that has not deviated for more than a decade. (p. 101)

This 20 percent figure is in spite of the community colleges' best efforts not to be known as a funnel to a four-year institution. Even though community colleges have made a concerted effort to develop their own programming, offering associate level degrees in liberal arts and even offering four-year degrees when allowed to carve out their own niche, community colleges continue to be an engine to a baccalaureate degree. However, it takes students longer to obtain this degree than students who start at a four-year institution.

Students who begin at public 2-year institutions must transfer to another institution in order to complete a 4-year degree. Students who did so took about a year and one-half longer to complete a bachelor's degree than students who began at public 4-year institutions (71 vs. 55 months). (National Center for Education Statistics, 2009)

The literature describing the community college function concerning transfer students is extensive and provides many ideas and suggestions for implementing programs and tools for this group. A search through the literature for program ideas and statistics at the four-year level yields little as the four-year institution has always been more enamored with the first-year student (Jacobs, Lauren, Miller, and Nadler, 2004).

The First-Year Student

Orientation and registration programs for first-year students have been developed and honed to address the academic, financial, emotional, and social issues these students encounter during their college careers. First-year students are given the tools needed to cope with every aspect of the college process as two- and four-year institutions do

everything in their power to attract, retain, and graduate them. These retention strategies begin with orientation and registration and continue with additional programming throughout their first year concerning academic services, campus involvement, family events, and resident life.

The transfer student, on the other hand, is often left to fend for themselves, as they transition to their new institution. Jacobs, Lauren, Miller, and Nadler (2004) stated, “For an institution (two- or four-year) to fully understand the transfer student population, it must realize, at the outset, that the students bring with them quite varied backgrounds, experiences, and academic portfolios” (p. 3). As institutions spend countless resources to court incoming first-year students, programming for transfer students is hastily added to summer orientation and registration programs or haphazardly thrown together to try to meet transfer student needs. Many times these programs are stripped of all the service and social information afforded to first-year orientation events and consist mainly of registration for the upcoming semester.

Four-year institutions are not addressing the varied backgrounds of their transfer students and their inherent needs to succeed academically. Eggleston and Laanan (2001) believed transfer students need programming designed specifically for them.

New student orientation programs should be developed specifically to help transfer students navigate institutional structures and the campus community. There is a strong need for these programs to be exclusive to transfer students. These orientation programs should not be intertwined with freshman student orientations.

(p. 90)

Even though many four-year institutions offer separate transfer student orientation and registration programs, they are often inadequate. Transfer student programming should offer all that the first-year orientation and registration program does.

The four-year institutions that do not offer separate orientation and registration programs for transfer students, all too often, invite the transfer students to first-year programs. As transfer student orientation and registration programming is in its infancy, with some schools still not having a separate programming option for the transfer student, the transfer student struggles to find the resources needed to succeed. So much attention is focused on first-year student numbers and class size; it is difficult for administrators to re-direct resources to transfer students as the first-year class is always the biggest news.

During fall semester 2008, North Dakota State University enjoyed tremendous success and recognition in its accomplishment of a first-year class 23% larger than the fall before (North Dakota State University, 2009). These statistics were local, regional, and national news. Every year the National Center for Education Statistics collects data from institutions in the form of the Integrated Postsecondary Education Data System (IPEDS). Even this exhaustive data set shows a bias towards transfer students by leaving them out of specific recorded cohorts and focusing on students who start and end their academic career at the same institution (National Center for Education Statistics, 2009).

With all the attention focused on first-year students, a transfer student orientation and registration program is often an afterthought. The National Orientation Director's Association seemed to gloss over transfer student orientation and registration programming as well. From the year 2000 to 2009, *The Journal of College Orientation and Transition* devoted only five articles to the sole orientation and registration experience of the transfer

student. The journal has published innovative ideas and programming for other populations, students with learning disabilities, minorities, athletes, and students with mental health issues; populations much smaller than the transfer student population, but continues to ignore the basic needs and issues involving the transfer student.

The Four-Year Institution Mechanics

Most of the four-year institution literature concerning transfer students focused on the mechanics of the transfer process, more specifically, the use of databases to track student progress and keep track of equivalencies and articulation. To optimize improvements in the environment for transfer students, institutions must have convenient access to multi-institutional databases or to systems that include information on the students they send and receive (Welsh, 2002). Consistent policies and procedures concerning transfer students and their prior course work are imperative to ensure an easy transfer. Lauren (2006) suggested, “Having a permanent record of the transferability of a course, not only for the student immediately involved but for future students, means that the course is articulated, not merely evaluated” (p. 259). Not only can this information be easy and convenient for the transfer student who has decided to transfer, it can also provide decisive information to the transfer student shopping for a new institution thus creating a recruiting tool. Many state governing boards have taken this lesson to heart as legislation concerning transfer students continues to explode in state government.

State-level support is very important for the transfer student and the four-year institution. The priorities and initiatives of state higher education offices and boards profoundly affect the priorities and initiatives of institutions. Welsh and Kjørlién (2001) discussed the importance of transfer environment and policy. “If state higher education

offices and boards make improvement of the transfer environment a policy and operational priority, it is likely that it will become a greater priority for institutions” (p. 318).

Involvement at the state level unifies the public two- and four-year colleges, ensuring both types of institutions seriously consider the impact they have on the experience of transfer students. Jacobs, Lauren, Miller, and Nadler (2004) suggested that states are beginning to address transfer problems for the traditional transfer student but still need work within other populations.

The states are doing a good job of addressing transfer problems in state in the most traditional form of transfer; from two- to four-year institutions. However, they are only beginning to address horizontal transfer (2-2 or 4-4). Similarly, the states are addressing the transfer of general education (“core courses”) and associate degrees. Beyond that, fewer states have evolved common course numbering systems or clear systems for the transfer of courses within the major, although many are working to develop such mechanisms. (p. 115)

Regionally, states have initiated a variety of measures to ensure seamless transfer. Tools such as common course numbering, transfer specific websites, articulation agreements involving programs and general education, and specific personnel dedicated to transfer at the state level have propelled North Dakota and neighboring states forward in the advancement of transfer student issues.

North Dakota is a perfect example of a state that embraces a number of these initiatives, taking the transfer process very seriously by developing common course numbering and the general education requirement transfer agreement.

In March 1994, the State Board of Higher Education adopted the "General Education Requirement Transfer Agreement" (GERTA). This agreement was created to help students when they transfer between institutions comprising the North Dakota University System. By knowing what general education classes and credits will transfer prior to actually transferring, students can better plan and make use of their time and money. (North Dakota University System, 2008, p. i)

When North Dakota adopted these policies, the state public institutions were required to follow, fostering an environment of cooperation and unity in the issues of transferring course work. At this same time, the state hired a director of articulation and transfer to enforce and continue to hone these transfer processes, making transfer in North Dakota a very simple business.

Minnesota has also taken a great amount of care to simplify the transfer process by using an intricate student information system in conjunction with a licensed website to arm the transfer student with accurate information concerning their coursework and how it will transfer to a new institution. At the Minnesota Transfer website, a student can find abundant information about transferring in and out of Minnesota. The administrators and staff charged with upkeep and content of this website are employed by a state run entity, Minnesota State Colleges and Universities (Minnesota State Colleges and Universities, 2008). When Minnesota decided to license u.select, they joined with 226 other institutions in 17 states to provide the best possible information to transfer students. The site, developed by Miami University in Oxford, Ohio, links the transfer equivalencies of all the participating institutions to provide a self service tool to transfer students. The student can input all courses taken at the college level and find out how they will transfer to any

program at any participating institution, in essence, providing an automated degree audit to the shopping transfer student (Red Lantern, 2008).

These mechanics have a significant impact on transfer students by boosting retention and completion rates. They ensure transfer students are well informed when they transfer within and between North Dakota and Minnesota, and they give transfer students the information needed to make informed educational decisions. Some would suggest, however, it is the emotional and social aspects of the transfer student experience that may have a larger impact. The phenomenon of transfer shock, a drop in cumulative GPA after the first semester at the new institution, has been exhaustively studied (Busby, Gammel, and Jeffcoat, 2002; Glass and Harrington, 2002; Rhine, Milligan, and Nelson, 2000), but little attention has been paid to the mechanics of dealing with this phenomenon. If a transfer student cannot adapt to the new college environment emotionally and socially, how their courses transferred or whether their program of choice is offered will make no difference as they will still fail to graduate. Orientation programs are a beginning to the social programming necessary to ensure transfer students are matriculating successfully (Kippenhan, 2004).

Summary of Literature Findings

In summary, the review of the literature finds ideas and information on community college programs crucial to transfer student success. The literature begins to touch on four-year institutions, some best practice recommendations (Welsh, 2002; Kippenhan, 2004), and some transfer research instrument designs (Laanan, 2004), but little exists regarding statistical evidence that these programs and mechanics work. Although more research needs to be conducted in this important area, Kippenhan (2004) suggested that the

information regarding the social and emotional issues affecting community college student transfer into four-year institutions is especially lacking. “The transfer process goes beyond simply attending a community college and then enrolling at a four-year institution. It should include academic and social integration into the new institution” (p. 15).

With so many community college students transferring to four-year colleges and universities, both institutions must have steps in place to ease this transition (Rhine, Milligan, and Nelson, 2000). Most quantitative research deals with the phenomenon of transfer shock and transfer student GPA. However, a limited amount of research has explored the transfer student’s adjustment process, once he or she has reached the senior institution (Eggleston and Laanan, 2001; Kippenhan, 2004). A gap exists in the research concerning four-year institutions, the programming they offer for incoming transfer students regarding registration and orientation, and their statistical effectiveness. This study is designed to begin to fill that gap.

CHAPTER THREE: METHODOLOGY AND PROCEDURE

Purpose of the Study

The purpose of this study was to determine if attending registration programs developed at North Dakota State University improved degree completion and retention rates for transfer students, how these numbers differ regarding different characteristics of these students, and if these students eventually complete a degree elsewhere if they did not complete at North Dakota State University. As previously stated, orientation and registration programs for transfer students are important programs needed to ensure transfer student academic success. Used mainly for incoming first-year students in the past, these programs ignored the transfer students' issues, problems, and concerns. Developing these programs for transfer students may have a direct impact on their degree completion and retention rates. These rates may also be influenced by additional transfer student characteristics.

Research Questions

1. Does the type of registration program a transfer student attends when transferring to North Dakota State University affect the completion rates of the student?
2. Does the type of registration program a transfer student attends when transferring to North Dakota State University affect the retention rates of the student?
3. Does the number of credits a student transfers to North Dakota State University affect the completion and retention rates?
4. Are the completion and retention rates different for students transferring from a two-year institution than those transferring from a four-year institution to North Dakota State University?

5. How many transfer students who leave North Dakota State University eventually earn a degree?

Participants

The participants of this study were transfer students who entered North Dakota State University fall semester 2006. The group included 654 students with varying numbers of transfer credits in all classifications. They matriculated from two-year and four-year institutions.

Data Collection

The data was collected via the Admission and Registration and Records offices at North Dakota State University. An Informed Consent Alteration or Waiver Request was submitted to the institutional review board at North Dakota State University to ask for permission to use the data without informing the participants. It was believed this was appropriate as none of the data is identifying and all in an aggregate format. The request was approved. Lists were obtained to identify transfer students as attending an on-campus registration program, an off-campus registration program, or no registration program at all. The registration programs included visiting with a North Dakota State University faculty advisor, professional advisor, or staff from the admission or registration and records offices to identify transfer courses eligible to complete program requirements and the remaining courses required for graduation. Faculty and staff helped the transfer students pick courses to register for the upcoming semester and to develop a schedule to further their degree completion goals. The study grouped students according to which registration programs they attended or no attendance at all. The student's progress was tracked each semester until the student left North Dakota State University or completed a degree. The National

Student Clearinghouse tracked non-completers to determine whether they completed a degree at another institution.

Data Analysis

A query of the student information system pulled the domestic, undergraduate transfer students who matriculated to North Dakota State University during the fall semester of 2006. Three groups were identified using registration dates: students who registered on their own, students who attended an on-site registration program, and students who attended an off-site registration program. Each member of each group was classified as matriculating from a two- or four- year institution. Their classification at matriculation was determined based on the number of semester credits they transferred to North Dakota State University.

Each transfer students' academic record was tracked for each semester of attendance, including the number of credits they earned each semester, how many semesters they attended, and if they completed a degree at North Dakota State University. Students were identified as a student that stopped out, a student who was currently enrolled at the time of this study, or a student who completed a degree at North Dakota State University. The rates of retention, the number of semesters each student who stopped out attended, and degree completion were calculated for each of the three groups.

The three groups were broken down further and compared for stop out and degree completion. The study analyzed the data based on student classification and the type of institution from which they transferred. Non-completers were tracked through the National Student Clearinghouse database to determine if they earned a baccalaureate degree elsewhere.

CHAPTER FOUR: RESULTS

The purpose of this study was to determine if attending registration programs developed at North Dakota State University improved degree completion and retention rates for transfer students, how these numbers differ regarding different characteristics of these students, and if these students eventually complete a degree elsewhere if they did not complete at North Dakota State University. Of the 654 students who transferred to North Dakota State University in the fall of 2006, 163 attended an on-site registration program, 72 attended an off-site registration program, and 419 registered on their own. These numbers were used to evaluate the following questions.

Question #1: Does the type of registration program a transfer student attends when transferring to North Dakota State University affect the completion rates of the student?

Of the 654 transfer students who matriculated to North Dakota State University in the fall of 2006, 216 (33%) completed a degree at North Dakota State University and 163 (25%) were still enrolled at the time of this study. Table 1 provides a break down that reflects the type of registration program transfer students attended relative to the percentage of students who completed a degree at North Dakota State University. The table illustrates that a slightly higher percentage of the currently enrolled students (27% versus 24%) attended some type of registration program. A slightly higher percentage of students (43% versus 40%) who registered on their own stopped out. However, the percentage completing a degree was 33% both for students who registered on their own and for students who attended either the on- or off-site registration programs.

Table 1. Degree Completion Based on Type of Registration Program

Program	Currently Enrolled		Stopped Out		Completed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
On Own	100	24%	181	43%	138	33%
Orientation and Registration Program						
Off Site	16	22%	18	25%	38	53%
On Site	47	29%	76	47%	40	24%
Total	63	27%	94	40%	78	33%

This result would suggest that whether or not a transfer student attended a registration program or chose to register on his or her own, the way the student registered had no bearing on whether they completed a degree at North Dakota State University.

Students who attended an off-site registration program had the lowest percentage of students who stopped out (25%) and the highest percentage of students who completed (53%). Conversely, students who attended the on-site registration program had the highest number stop out (47%) and the lowest number complete (24%). Apparently, the act of attending the on-site registration program at North Dakota State University had no bearing on whether or not the transfer students completed a degree at North Dakota State University, but the off-site registration program may have had an impact.

Question #2: Does the type of registration program a transfer student attends when transferring to North Dakota State University affect the retention rates of the student?

In the Appendix of this paper are found Tables A1, A2, and A3 which provide the retention rates of transfer students based on the type of registration program they attended; registered on their own, attended an on-site registration program, or attended an off-site registration program. From this data, we are able to construct Table 2 which illustrates the percentage of transfer students who stopped out, when they stopped out, and the initial registration procedure they used.

Table 2. Students Who Stopped Out In Consecutive Semesters by Registration Method

Number of Semesters	Registered On Own		Registered On-Site		Registered Off-Site		Total Who Attended Program
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%
1-2	107	59%	45	59%	6	33%	54%
3-4	50	28%	16	21%	8	45%	26%
5-7	22	12%	12	16%	4	22%	17%
8 or More	2	1%	3	4%	0	0%	3%

The students who attended registration programs off-site, at the campus they were transferring from, seemed to be more set in their decision to attend North Dakota State University. Of those transfer students who stopped out in the first two semesters, the off-site group had a much smaller percentage (33%) than the other two groups of students, those who registered on their own (59%) and those who registered on-site (59%). This result may be further proof that the group of transfer students who attended the off-site registration programs benefitted more from the program. Also, not until the third through

seventh semesters did the off-site group have higher percentages of stop-out, concluding attending the off-site registration program might have influenced better retention rates.

When combining the two groups who attended registration programs, the percentages of stop outs after each semester compared to the students who registered on their own were very close. This fact would seem to suggest the registration programming in place for transfer students, while maybe prolonging retention, had no effect on whether or not the transfer student completed a degree.

Question #3: Does the number of credits a student transfers to North Dakota State University affect the completion and retention rates?

Table A4 found in the Appendix provides a breakdown of the study participants according to classification. Table 3 illustrates a comparison of degree completion versus classification and the registration program the transfer students attended.

Table 3. Degree Completion Based on Classification by Registration Program ($n = 216$)

Classification	Registered On Own		Registered On-Site		Registered Off-Site	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Freshman	5	4%	2	5%	0	0%
Sophomore	54	39%	15	37.5%	13	34%
Junior	55	40%	16	40%	16	42%
Senior	24	17%	7	17.5%	9	24%
Total	138	100%	40	100%	38	100%

Table 1 provided the information that degree completion for both sets of students – those that registered on their own and those that attended a registration program – was 33%

(216). Table 3 shows that the percentage was greater than 33% for the students who entered as sophomores or juniors in each group. The students that registered off-site had slightly higher percentages if they matriculated as juniors or seniors than the group who registered on their own or attended an on-site registration program. This agrees with the previous findings that these students had already chosen North Dakota State University and had strong intentions of matriculating. However, once again, there does not seem to be evidence that attending a registration program had any benefit for transfer students as far as earning a degree, as their completion rates are not significantly different than those that registered on their own no matter the number of credits the student transferred to North Dakota State University.

Table 4 indicates that students who transferred when they were still freshmen had a much lower stop out rate for the first two semesters than did the other classifications.

Table 4. Percent of Students Who Stopped Out Based on Classification

Classification	1-2 Semesters	3-4 Semesters	5-6 Semesters	7-8 Semesters
Freshman	42%	36%	17%	5%
Sophomore	64%	23%	10%	3%
Junior	62%	22%	14%	3%
Senior	59%	29%	10%	2%

However, once the transfer student retained past semester three, his or her percentage was higher than the other classifications. Sophomores had the worst stop out rate in the first two

semesters at 64%. The junior (62%) and senior (59%) stop out rates were not much better in the first two semesters, suggesting if a transfer student is going to stop out, they are going to do so fairly quickly.

Tables A5, A6, A7, and A8 found in the Appendix show the stop out rates based on classification for transfer students who registered on their own, who attended an on-site registration program, and for those who attended an off-site registration program. Table 5 illustrates that when comparing these rates, the type of program may have had an influence on retention rates the first two semesters.

Table 5. Stop Out Rates Based on Classification and Registration Option

Class	1-2 Semesters		3-4 Semesters		5-6 Semesters		7-8 Semesters	
	On Own	Program	On Own	Program	On Own	Program	On Own	Program
Freshman	64%	36%	79%	21%	45%	55%	67%	33%
Sophomore	71%	29%	75%	25%	70%	30%	33%	67%
Junior	60%	40%	29%	71%	44%	56%	50%	50%
Senior	75%	25%	75%	25%	100%	0%	0%	100%

The percentage of students who stopped out during the first two semesters was much higher among all classifications for those transfer students who registered on their own compared to transfer students who attended an on- or off-site registration program. The same held true for stop outs during the third and fourth semesters for every classification except juniors. These rates suggest attending a supervised registration program may have an influence on the longevity of the student's academic career at North Dakota State University. Once the student attends for at least five semesters, the type of

program, whether on- or off-site, becomes insignificant as it seems likely other factors influence the student's academic success.

Question #4: Are the completion and retention rates different for students transferring from a two-year institution than those transferring from a four-year institution to North Dakota State University?

Of the 654 transfer students compared in this study, 258 transferred from a two-year institution, 332 transferred from a four-year institution, and 64 had course work transfer from both types of institutions. Table 6 provides degree completion rates based on the type of institution the student transferred from.

Table 6. Completion Percentages Based on Type of Transferring Institution

Program	Currently Enrolled		Stopped Out		Completed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2-Year	68	42%	117	43%	73	34%
4-Year	83	51%	129	47%	120	56%
Both	12	7%	29	10%	23	10%
Total	163	100%	275	100%	216	100%

A much larger percentage of transfer students who completed a degree (56%) matriculated from a four-year institution. Also, of those currently enrolled at the time of the study most (51%) matriculated from a four-year institution. This may suggest that transfer students who transferred from a four-year institution and went on to complete were on target with their academic decisions. They were prepared to transfer to North Dakota State

University, they were acclimated to a four-year institution, they had specific educational goals, and they had the tools they needed to be successful.

When comparing the rates dependant on how the transfer student registered, once again, the off-site registration program stands out. Table 7 illustrates little difference between the degree completion rates based on the type of institution the student is transferring from for the students who registered on their own or those that came to campus for a registration program. The data suggests matriculation from a two- or four-year institution does not change the completion rates.

Table 7. Comparison of Degree Completion Rates Based on Registration Program

Program	On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2-Year	39	28%	23	61%	11	28%
4-Year	84	61%	11	29%	25	62%
Both	15	11%	4	11%	4	10%

Once again, the off-site registration program proves to be different. The rates are reversed as 61% of the students who transferred from a two-year institution completed a degree, the reverse of the students who registered on their own or on-site. However, the majority of students who registered at an off-site registration program attended a two-year institution, and the registration programs were held at the transferring two-year institutions, so this results reversal does not necessarily prove the program affected the degree completion rates.

Tables A9, A10, and A11 in the Appendix compared the students who stopped out based on the number of semesters they attended, whether they transferred from a two- or four-year institution, and what type of registration program, on- or off-site, they attended if they chose to do so. In almost every instance, the transfer students who registered on their own stopped out sooner than those that attended an on- or off-site registration program.

Table 8 compares the type of institution the student transferred from, two- or four-year, and the percentage who stopped out over the next six semesters.

Table 8. Stop Out Rates Based on Type of Transferring Institution and Registration Option

Institution	1-2 Semesters		3-4 Semesters		5-6 Semesters	
	On Own	Program	On Own	Program	On Own	Program
2 Year	59%	41%	54%	46%	38.5%	61.5%
4 Year	74%	26%	79%	21%	67%	33%
Both	71%	29%	88%	12%	100%	0%

Table 8 illustrates that students who transferred from a four-year institution and registered on their own stopped out at a very high rate. Again, the students who transferred from a two-year institution continued to attend through the first four semesters, finally stopping out during the fifth and sixth.

Question #5: How many transfer students who leave North Dakota State University eventually earn a degree?

Of the 275 transfer students who stopped out, the data obtained from the National Student Clearinghouse showed 52 or 19% went on to earn a degree elsewhere. Table A12

in the Appendix lists the types of degrees earned by the transfer students who matriculated to North Dakota State University in the fall of 2006 without completing a degree.

Table 9 illustrates the breakdown of degree types earned elsewhere. An associate degree was considered a two-year degree usually earned as an Associate of Art or an Associate of Science degree. A baccalaureate degree was considered a four-year, undergraduate degree. A Master's Degree was considered a graduate degree. A technical degree was considered an Associate of Applied Science degree or any other type of technical certificate. The majority of transfer students who eventually earned a degree went on to complete a baccalaureate degree at another institution.

Table 9. Types of Degrees Earned Elsewhere by Transfer Students Who Stopped Out

Type	<i>n</i>	%
Associate Degree	7	14%
Baccalaureate Degree	34	65%
Masters Degree	1	2%
Technical Degree	10	19%
Total	52	100%

Table 10 illustrates the relationship between the degrees completed elsewhere and the type of registration program the transfer student attended at North Dakota State University. The type of registration program the transfer student attended at North Dakota

State University did not seem to have a significant effect on whether or not the transfer students who stopped out completed a degree of any type elsewhere.

Table 10. Degree Types Eventually Earned by Non-Completers Based on Program

Program	Associate		Baccalaureate		Masters		Technical	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
On Own	5	14%	23	64%	1	3%	7	19%
Off-Site	0	0%	3	100%	0	0%	0	0%
On-Site	2	15%	8	62%	0	0%	3	23%

This conclusion was made by comparing the transfer students who attended an on-site registration program and finding they had a slightly higher percentage of students who completed a two-year degree, associate or technical (38% to 33%), as to students who registered on their own. Students who registered on their own versus those that registered on-site, had a slightly higher percentage that completed a four-year degree (64% to 62%). However, this may have more to do with the type of school from which they transferred than the type of registration program they attended.

The transfer students that attended the off-site registration program, if they went on to complete a degree elsewhere, only completed baccalaureate degrees. This may be further evidence the transfer students who attended the off-site registration programs had very specific academic goals.

Table 11 illustrates the relationship between the types of institution the transfer student matriculated from compared to the type of degree they eventually earned.

Table 11. Degree Types of Non-Completers Based on Type of Institution Transferred From

Type of Institution	Associate		Baccalaureate		Masters		Technical	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Two-Year	5	22%	11	48%	0	0%	7	30%
Four-Year	2	8%	20	80%	1	4%	2	8%
Both	0	0%	3	75%	0	0%	1	25%

The transfer students who matriculated from a four-year institution had the highest percentage of non-completers (80%) who went on to finish a baccalaureate degree elsewhere. This could indicate once a student starts at a four-year institution, if they are going to earn a degree, it will be a baccalaureate degree. They seem to be on a clear academic path. The transfer students who started at a two-year institution and then transferred to North Dakota State University had much more variety in the type of degree they eventually earned, suggesting they were not on as clear an academic path as the four-year starters.

Summary of the Findings

The type of registration program the transfer student attended had little effect on their degree completion rates. Although a slightly higher percentage who attended a program were still currently enrolled at the time of this study, and a slightly higher percentage who registered on their own had stopped out, the percentage of completers for each group was 33%. This suggests the type of registration program had no bearing on degree completion. This held true no matter how many credits the transfer student

transferred into North Dakota State University or whether or not they transferred in from a two- or four-year institution.

The type of registration program the transfer student attended did seem to have an effect on their retention rates. The students who attended an off-site registration program retained the longest. Also, no matter the transfer student's classification or the type of institution they transferred from, when entering North Dakota State University, those that attended a registration program retained the longest.

CHAPTER FIVE: SUMMARY

The Purpose of the Study

The purpose of this study was to determine if attending a registration program developed by North Dakota State University improved degree completion and retention rates for transfer students, how these numbers differ regarding different characteristics of these students, and if these students eventually complete a degree elsewhere if they did not complete at North Dakota State University. The study answered five questions.

Question #1. Does the type of registration program a transfer student attends when transferring to North Dakota State University affect the completion rates of the student?

A slightly higher percentage of transfer students who attended a registration program were still currently enrolled at the time of the study. Also, a slightly higher percentage of stop out occurred for transfer students who registered on their own. Regardless, a comparison of transfer students who registered on their own with transfer students who attended a registration program yielded no difference in completion rates.

Question #2. Does the type of registration program a transfer student attends when transferring to North Dakota State University affect the retention rates of the student?

Transfer students who attended the off-site registration program retained longer, three to four semesters, compared to those who attended an on-site registration program or those that registered on their own where stop out occurred in the first or second semester. However, regardless of the type of registration program transfer students attended, they still eventually stopped out at similar rates.

Question #3. Does the number of credits a student transfers to North Dakota State University affect the completion and retention rates?

This study concluded the number of credits a transfer student transferred to North Dakota State University did not have an effect on degree completion rates for these students. Regardless of whether or not the transfer student attended a registration session, the degree completion rates in each classification were comparable for each group's type of program. Sophomores and juniors had higher completion rates in each category, but registration program type was irrelevant.

If the transfer student was not going to complete a degree, they were more likely to stop out quickly. However, transfer students who entered as freshmen were more likely to retain to the third or fourth semester, which was longer than the other classifications. Also, no matter the classification, those that registered on their own stopped out sooner than those who attended a registration program.

Question #4. Are the completion and retention rates different for students transferring from a two-year institution than those transferring from a four-year institution to North Dakota State University?

Students who transferred from a four-year institution were more likely to complete a degree at North Dakota State University. Even though the off-site registration program seemed to have higher completion rates for a two-year institution, the fact the program was held on the two-year campus likely skewed this result. This study concluded the type of institution the student transferred from had no effect on degree completion rates.

When comparing retention rates, the students who registered on their own stopped out sooner than those transfer students who attended a registration program. The students

who transferred from a four-year institution and registered on their own stopped out every semester at much higher rates than the students who attended a program. The students who transferred from a two-year institution and registered on their own stopped out at a higher rate for the first four semesters but at a smaller margin than the four-year transfers. The students who transferred from a two-year institution did not stop out at as high a rate until the fifth and sixth semesters where the students who attended a registration program dropped off. Whether transferring from a two- or four-year institution, the transfer student who attended a registration program, prolonged his or her academic career.

Question #5. How many transfer students who leave North Dakota State University eventually earn a degree?

Of the 275 transfer students who stopped out before completing a degree, 52 or 19% went on to complete an associate's, technical, or baccalaureate degree elsewhere, and the highest percentage earned a baccalaureate degree (65%). The type of registration program the transfer student attended seemed to have no effect. The data also showed that of the four-year non-completers, 80% earned a baccalaureate degree elsewhere.

Summary of the Study

This study examined the methods in which the transfer student registered, on their own, at an off-site registration program, or at an on-site registration program. One conclusion was: whether or not the transfer student attended a registration program did not have an influence on degree completion rates in any of the factors studied. However, transfer students who registered at an on- or off-site registration program had lower stop out rates and higher retention rates than those transfer students who registered on their own for the first four semesters.

Students who registered at an off-site registration program had slightly higher degree completion rates, slightly lower stop out rates, longer retention rates, and came primarily from two-year institutions. This statistic may be due to better planning by the student and better advisement on the two-year campus. As stated previously, community colleges are in the business of transfer. Jacobs, Lauren, Miller, and Nadler (2004) stated, “Community colleges are awarded with positive public esteem and, in some cases, enhanced funding when they increase the numbers and percentages of students transferring to four-year universities” (p. 6). Thus, community colleges provide their students with the tools needed to transfer successfully.

The transfer students in this study who registered at an off-site registration program, for the most part, started at a two-year campus. They likely planned to transfer to a four-year institution and earn a baccalaureate degree when they enrolled at the two-year institution. They received advising and academic tools from their transferring institution to make this change successfully. Students who were sure of their choice to continue their education at North Dakota State University did not need to attend an event on campus. They were confident in their decision to register with North Dakota State University staff at the two-year institution they were currently attending. Also, these students, if they did stop out and go on to complete a degree elsewhere, only completed baccalaureate degrees which may offer further proof they had definite academic goals.

Perhaps the students transferring from a two-year institution who chose one of the on-site registration programs at North Dakota State University were not sure they were making the right decision. They may have chosen the on-site registration option to further explore the institution. These students may have still been shopping for a new campus

when they chose to register on-site. The students who registered off-site, content on their decision, took advantage of the opportunity to register without having to travel to North Dakota State University. They were likely set on their decision and did not need to visit or explore the campus further. When they chose to stop out, if they did, it was more than likely due to other reasons.

Evidence from further study suggests the reason for stop out may be due to issues after matriculation to the receiving institution. Jacobs, Lauren, Miller, and Nadler (2004) discuss the importance of transfer programming after the transfer student starts attending classes.

Transfer students often believe that the change in their collegiate environment will remedy any past academic issues. One means of addressing this issue is for orientation staff to introduce numerous programs and services available to assist students with academic difficulties and to make sure that these programs and services are reintroduced to students after the “orientation period” is over. . . A transfer student’s social adjustment is dependent above all on his mindset; thus it is incumbent on the orientation program to address issues such as involvement, desire to belong and institutional fit, and social adjustment. (pp. 57-58)

North Dakota State University does not address any of the social aspects in its registration programs for transfer students. All transfer registration events are programmed as a drop-in format. No formal presentations on university services and life skills occur as in the first-year orientation and registration programs.

Recommendations

In a recent survey conducted by North Dakota State University staff in October 2008 (Allar, Schluchter, and Sherlin, 2008), transfer students suggested that social influences had implications on their academic success. For transfer students who transferred from two- and four-year institutions, 17% from both groups said friends assisted with the academic transition. For two- and four-year transfer students, 60% and 39% respectively said having former transfer students at orientation and registration programs mingling and assisting would be extremely helpful.

Jacobs, Lauren, Miller, and Nadler (2004) have specific recommendations concerning transfer registration programs.

1. The institution must be committed to the transfer process.
2. Appropriate resources should be available for the creation, implementation, and evaluation of the transfer student orientation program.
3. For transfer student orientation programs to be successful, families should be included in the process.
4. Institutional expectations should be clearly communicated.
5. To be successful, orientation programs must provide ample opportunity for student interaction.
6. Before the students arrive, campuses must ensure that they have adequate information to successfully complete such essential transfer credit processes as registering for classes.
7. A basic tenet of the transfer student orientation program must be to include student life and support services, both in and outside of student affairs.

8. To be successful implementing effective transfer student orientation programs, campus personnel must develop relationships with the staff and faculty of traditional transfer feeder institutions.
9. To facilitate transfer students' adjustment and transition from another institution, campuses must work together to create transfer environments.
10. Implement a comprehensive evaluation and assessment of your transfer programs.
11. Utilizing transfer students in the planning and implementation of the transfer orientation program will significantly enhance your program.
12. For a transfer student orientation program to be successful, it is essential that the campus community understand the unique needs of transfer students. (p. 65-67)

North Dakota State University, while doing a commendable job in the majority of these suggestions, does not include a family or student life and support services component to its transfer registration programs. Also, student interaction is limited to registering alone with their advisor, and no opportunities exist to meet former or new transfer students, to get involved in organizations, or to learn about academic and social programs offered once the semester begins. I recommend the introduction of this type of programming and to adhere to a more formalized orientation format.

I also recommend that further study be conducted on the degree completion and retention rates of transfer students for the subsequent years following this study to deduce if these findings are relevant to additional fall classes of transfer students or if they are unique to the fall 2006 semester. Also, a survey could be administered to the transfer students who stopped out to deduce if there were other contributing factors to the student's

unsuccessful matriculation to North Dakota State University that could be addressed. I recommend the continued tracking of the students who were currently enrolled at the time of this study and compare all completion and retention rates once these students have stopped out or completed a degree.

Conclusion

Although the data suggests the registration programming has nothing to do with completion and retention rates for transfer students who matriculate to North Dakota State University, the continued honing and improvement of orientation and registration programming aimed at transfer students must continue. The number of transfer students is on the rise and every institution, whether a two- or four-year institution, will benefit from orientation and registration programming specific to this population.

The plight of America's economy and high unemployment rates will continue to lend to the transfer student trend. In the case of the transfer student, four-year institutions must remember these students need guidance through social orientation programming as much, if not more, than guidance on the mechanics of earning their degree. Attendance at another institution does not guarantee knowledge of university life nor does it suggest academic success. Unfortunately, the book Jacobs, Lauren, Miller and Nadler (2004) edited six years ago remains a useful tool today as the transfer student is still forgotten.

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APPENDIX

Table A1. Semesters Attended by Students Who Registered on Their Own

Number of Semesters	Currently Enrolled		Stopped Out		Completed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1	0	0%	49	27%	2	2%
2	0	0%	58	32%	9	7%
3	1	1%	27	15%	3	2%
4	2	2%	23	13%	13	9%
5	3	3%	11	6%	14	10%
6	5	5%	9	5%	31	22%
7	6	6%	2	1%	41	30%
8	33	33%	2	1%	17	12%
9	34	34%	0	0%	6	4%
10	13	13%	0	0%	2	2%
11	3	3%	0	0%	0	0%

Table A2. Semesters Attended by Students Who Attended an On-Site Program

Number of Semesters	Currently Enrolled		Stopped Out		Completed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1	1	2%	19	25%	0	0%
2	0	0%	26	34%	3	7.5%
3	1	2%	4	5%	0	0%
4	0	0%	12	16%	6	15%
5	1	2%	6	8%	4	10%
6	0	0%	4	5%	10	25%
7	3	7%	2	3%	3	7.5%
8	17	36%	3	4%	10	25%
9	16	34%	0	0%	4	10%
10	7	15%	0	0%	0	0%
11	1	2%	0	0%	0	0%

Table A3. Semesters Attended by Students Who Attended an Off-Site Program

Number of Semesters	Currently Enrolled		Stopped Out		Completed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1	0	0%	0	0%	3	8%
2	0	0%	6	33%	3	8%
3	0	0%	4	22%	0	0%
4	0	0%	4	22%	6	16%
5	0	0%	3	17%	6	16%
6	1	6%	1	6%	6	16%
7	2	12.5%	0	0%	10	26%
8	6	37.5%	0	0%	2	5%
9	3	19%	0	0%	2	5%
10	4	25%	0	0%	0	0%
11	0	0%	0	0%	0	0%

Table A4. Classification of Transfer Students and Their Registration Program

Classification	Registered On Own		Registered On-Site		Registered Off-Site	
	<i>n</i>	%	<i>N</i>	%	<i>N</i>	%
Freshman	78	19%	0	0%	35	21%
Sophomore	178	42%	27	38%	70	43%
Junior	108	26%	32	44%	44	27%
Senior	55	13%	13	18%	14	9%

Table A5. Student Retention Rates by Classification: 1-2 Additional Semesters

Classification	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Freshman	18	64%	0	0%	10	36%
Sophomore	47	71%	3	5%	16	24%
Junior	24	60%	3	8%	13	32%
Senior	18	75%	0	0%	6	25%

Table A6. Student Retention Rates by Classification: 3-4 Additional Semesters

Classification	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Freshman	19	79%	0	0%	5	21%
Sophomore	18	75%	2	8%	4	17%
Junior	4	29%	3	21%	7	50%
Senior	9	75%	3	25%	0	0%

Table A7. Student Retention Rates by Classification: 5-6 Additional Semesters

Classification	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Freshman	5	45%	0	0%	6	55%
Sophomore	7	70%	0	0%	3	30%
Junior	4	44%	4	44%	1	12%
Senior	4	100%	0	0%	0	0%

Table A8. Student Retention Rates by Classification: 7-8 Additional Semesters

Classification	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
Freshman	2	67%	0	0%	1	33%
Sophomore	1	33%	0	0%	2	67%
Junior	1	50%	0	0%	1	50%
Senior	0	0%	0	0%	1	100%

Table A9. Student Retention Rates by Type of Institution: 1-2 Additional Semesters

Institution	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Two-Year	37	59%	4	6%	22	35%
Four-Year	58	74%	2	3%	18	23%
Both	12	71%	0	0%	5	29%

Table A10. Student Retention Rates by Type of Institution: 3-4 Additional Semesters

Institution	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Two-Year	20	54%	6	16%	11	30%
Four-Year	23	79%	2	7%	4	14%
Both	7	88%	0	0%	1	12%

Table A11. Student Retention Rates by Type of Institution: 5-6 Additional Semesters

Institution	Registered On Own		Off-Site		On-Site	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Two-Year	5	38.5%	3	23%	5	38.5%
Four-Year	12	67%	1	5%	5	28%
Both	3	100%	0	0%	0	0%

Table A12. Type of Degrees Earned by Transfer Students Who Completed Elsewhere

Type of Degree	<i>n</i>	%
Associate of Applied Science	9	17%
Associate of Art	3	6%
Associate of Science	4	8%
Bachelor of Art	9	17%
Bachelor of Business Administration	3	6%
Bachelor of Science	21	40%
Bachelor of University Studies	1	2%
Beauty School Certificate	1	2%
Master of Science	1	2%