University Housing Services
Transfer Student Program Model
Assessment Report
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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: January 2019

Date of Report: June 2019

Purpose of Assessment

Transfer students are a distinct population. Their characteristics lead to a qualitatively different student experience at a 4-year university or college. As the cost of a college education increases in value, more students are beginning their college education at a local community college before transferring to a 4-year institution (Lester, et. Al, 2013). There are many research articles that support the ideas that transfer student engagement is a critical part of the student success (Astin 1984, 2001; Kuh, Kinzie Schuh, 2005; Pasacarella & Terenzini, 1991, 2015). Student engagement focuses not on what students bring to college but on what students do in and college and how student behaviors, opportunities, and environments mediate college retention and graduation. Astin's (1984) theory of student retention and involvement emphasizes how student development is facilitated by participation in academically purposeful activities. The more involved a Transfer student is, the more persistence, learning, and person growth happens.

There is a lot of research conducted on Transfer student success outside of the classroom, but not necessarily in the in the department of housing. The lack of information presented in the research on how a Transfer curriculum focused community could present a barrier on how to further retain and support Transfer student in their time at a 4-year institution. This assessment examines the experiences of Bonita Transfer student experience at California State University, Pomona in the University Housing Department (UHS).

Division Learning Outcome Social & Civic Engagement

Targeted Learning Outcome

By completing this assessment, UHS will be able to:
- Develop better understanding of the needs of the Transfer student residents living in the suites
- Provide an opportunity to build community and campus engagement
- To learn how UHS staff can become more effective and intentional with curriculum and program development for the first-year Transfer student community

Assessment Methodology

An online assessment survey was created to measure the Transfer residents' level of campus connections, knowledge of resources, participation in campus activities, and academic excellence, and feel for community in their suite.

Transfer Student Survey
1. Did you participate in any of your Resident Advisor's programs/events? If yes, what did you learn?
2. Are you involved on campus? If yes, please list all your involvement.
3. Name one campus resource that assisted you with your transition to college.
4. Did you have any type of interaction with residents in your building? If yes, explain in what capacity.
5. What is one thing that you believe that the Vista Bonita staff could've done to make your residential experience more memorable?

Results

The survey was given out to all 492 residents in the building with a return rate of about 32%. Of the percentage of residents that responded to the survey, approximately 54% state that they were involved with at least one organization on campus and felt some sort of connection to their college of choice. Most of the participants would have preferred stronger relationships to their peers in the building but not seem to have an effect on their academics or pursuit to accomplish their goals for graduation. Of the residents, 34% wanted to see more programming in the halls that related to current events and more "adult" events. One resident stated, "The programs seem to be really chill on and not as interesting as I would have liked. I would like to see more programs that the residents are interested in." The theme of providing more programs that cater to older students trying to obtain a degree. More program that involve the career center, campus resources, and areas of interests for the community. Throughout the survey, result inferred that Transfer student are interested in being

academically integrated into the campus with interest in more academic focused programming. 86% of students were able to connect to a resource on campus, specially, the Housing office, CAPS, an academic advisor, and the Bronco Student Center. Most if not all respondents commented on the need for some opportunity for social engagement in the suites. Many stated that night programming would be the most opportune time to engage in social activities as well as activities. Programming ideas that were mentioned involved more trips to places outside of campus with low cost and travel provided.

Conclusion
The number of individuals seeking social engagement in the suites is high and will continue to grow as the Transfer student population grows. This assessment provides a greater understanding of Transfer student engagement in the suites and how to implement a more intentional programming model for this student population. The results indicate that it is a beneficial for more intentionality focused on community building with the emphasis on night programming to accommodate student schedules. Based on the results, it is essential to create a separate programming model for the Transfer students to meet their needs and assist with their transition. The staff learned that collaboration with other similar community would be beneficial to provide more sense of community.

Implications for Practice
- Currently, Transfer students are placed in Vista Bonita with the intention of academic success program initiatives. With more emphasis on a Transfer programming model, there would be more influence on the Transfer experience and community building in the building.
- The programming model for Transfer students should incorporate strong academic college campus partners as well as a social programming component. These parameters should include specific insight for the RA staff. Specifically, recruitment of RAs that share a Transfer identity to fully understand the needs of the population.
- Collecting data at the beginning of the semester to gauge interest in programming for the community is going to essential for RAs and the AC to deliver the best programs possible.
- Collaboration with PolyTransfers on the changing needs of the Transfer student population is essential for the growing student population.