



**TRANSFER & REGIONAL CAMPUS
CHANGE STUDENT DEMOGRAPHICS
COMPARED TO NEW FIRST
QUARTER FRESHMEN**

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NUMBERS OF STUDENTS BY TYPE AUTUMN 2008

NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
6041	2005	1195
Target 2009 = 6300	Target 2009 = similar or more	No Target Estimate 1200- 1250



ACADEMIC YEAR AUTUMN 2007 ~ SPRING 2008

STUDENTS BY TYPE

NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
6321	3461	1362



Five Year Enrollment Trends Autumn Quarters

	NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
Autumn 08	6041	2005	1195
Autumn 07	6110	2198	939
Autumn 06	6162	1972	765
Autumn 05	5860	1795	678
Autumn 04	5980	1807	594



GENDER AUTUMN 2008

	NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
Female	50.2%	47.3%	39.6%
Male	49.8%	52.7%	60.4%



DIVERSITY AUTUMN 2008

	NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
Afr Amer	5.8%	5.6%	5.2%
Hispanic	3.2%	2.4%	2.5%
Native Am	0.3%	0.4%	0.3%
Asian Am	5.8%	4.0%	3.7%
International	3.9%	7.9%	---



AVERAGE AGE AUTUMN 2008

NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
18.1	21.2	19.8



QUALITY CHARACTERISTICS

AUTUMN 2008

NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
27.3 ACT 54% in Top 10% 91% in Top 25%	3.09 GPA from sending institution	2.95 GPA from regional campus



RESIDENCY AUTUMN 2008

	NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
Ohio Residents	81.6%	82.9%	99.8%
Domestic Non- Residents	14.5%	9.2%	0.2%
International Students	3.9%	7.9%	---

The Top Ten High Schools:

- Dublin Coffman High School
- Sycamore High School (Cincinnati)
- William Mason High School (Mason)
- Worthington Kilbourne High School
- Solon High School
- Centerville High School
- Lincoln High School (Gahanna)
- Upper Arlington High School
- St. Xavier High School (Cincinnati)
- Strongsville High School



FRESHMEN ~ Where are they from? AUTUMN 2008

TOP TEN STATES	TOP TEN OH COUNTIES
Ohio	Franklin
Pennsylvania	Cuyahoga
Illinois	Hamilton
New York	Montgomery
Texas	Summit
Maryland	Delaware
Michigan	Stark
Virginia	Butler
New Jersey	Lucas
California	Warren

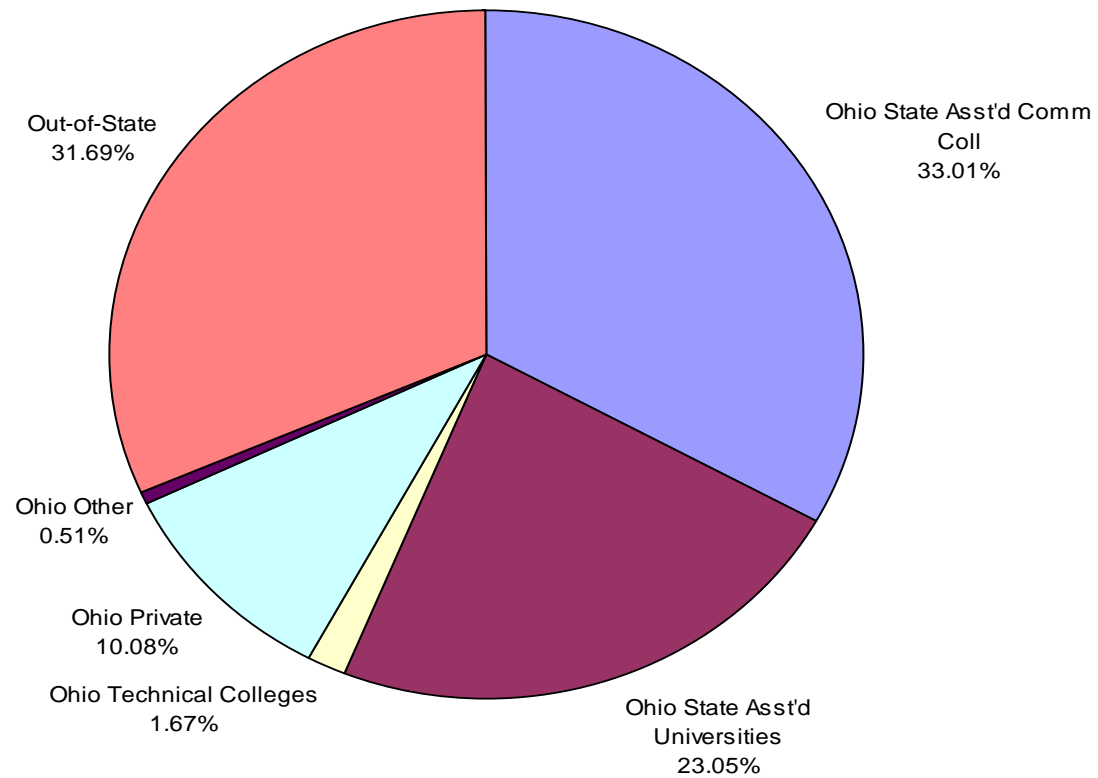


TRANSFERS ~ Where are they from? AUTUMN 2008

TOP TEN STATES	TOP TEN OH COUNTIES
Ohio	Franklin
New York	Cuyahoga
California	Montgomery
Illinois	Hamilton
Pennsylvania	Delaware
Florida	Lucas
Texas	Warren
New Jersey	Fairfield
Michigan	Summit
Kentucky	Butler

TRANSFERS ~ where are they from?

UNDERGRADUATE TRANSFERS TO OHIO STATE BY TYPE INSTITUTION





REGIONAL CAMPUS CHANGE STUDENTS ~ where are they from?

RANK ORDER BY REGIONAL & PERCENTAGE:

- Newark 45%
- Mansfield 19%
- Marion 18%
- Lima 13%
- ATI 5%



SUCCESS MEASURES ~ 6-Year Graduation Rate

NFQF	Rank 1 TRANSFERS	Rank 2 TRANSFERS	REGIONAL CAMPUS CHANGE*
72.7%	58.3%	72.3%	63.8%

* Students who campus change within the first two years of enrollment



SUCCESS MEASURES ~ GPA end of First Year

NFQF	TRANSFERS	REGIONAL CAMPUS CHANGE
3.17	2.78	2.80



Questions???

For further information or clarification:

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Transfer Student Involvement Patterns: Findings from the 2006 OSU Involvement Survey

Xueli Wang and Daniel Newhart



Ohio State Student Involvement Survey

An Overview

- Conducted in Spring, 2006
- Surveyed all freshman-entry and transfer students who had entered the University in the last 3 years
- Large responses (1,393 transfer and 4,343 freshman-entry) to allow analysis controlling for multiple demographic differences
- Enrollment records linked to the data to tie survey response to both current and future academic performance

Ohio State Student Involvement Survey

Purposes of the Survey

- To assess undergraduate student involvement in social and academic activities and support services
- To explore student perceptions on the accessibility and quality of support services and their needs and expectations for specific services
- To compare transfer student and freshman-entry students in their involvement patterns
- To investigate how involvement patterns for both transfers and non-transfers are related to academic performance

Ohio State Student Involvement Survey

Theoretical Framework

- An involved, motivated student expends substantial vigor to studying, spends a good deal of time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, an uninvolved student neglects studies, spends little time on campus, abstains from extracurricular activities, and has infrequent contact with faculty members or other students (Astin, 1984).

Ohio State Student Involvement Survey

Methods of Analysis

- Six scales of involvement constructed using a combination of 42 items (Cronbach's alpha).
- T-test to detect possible differences in involvement between the two groups (transfers vs. non-transfers)
- OLS regression to control for potential effects of background characteristics other than transfer status
- Partial correlations to identify the associations between various forms of involvement and academic performance

Ohio State Student Involvement Survey

Involvement Scores by Mode of Entry

Involvement Scales	Transfer	NFQF
Independent and Active Learning	53.9	52.4
Outside Class Academic Related Interaction	12.8	13.4
Social Involvement*	13.8	15.5
Student Organization Participation *	1	2.1
Awareness of Student Services *	12	13.1
Use of Student Services *	23.7	26.3

Ohio State Student Involvement Survey

- **Involvement Patterns: Overall Findings**
- Transfer students and freshman-entry students demonstrate similar degree of involvement in *Active and Independent Learning* and *Outside Classroom Academic-Related Interaction*.
- Transfer students indicate significantly lower level of *social involvement, participation in student organizations, awareness and usage of support services*.
- After the controls (age, gender, ethnicity, parental education, educational aspiration, number of hours the student works per week, residence, and time enrolled at the university) were introduced, the effects of transfer status on involvement retain similar patterns.

Ohio State Student Involvement Survey

- **The Association Between Involvement and Academic Performance: Overall Findings**
- Three of the involvement scales: *Independent and Active Learning*, *Student Organization Participation*, and *Student Awareness of Services* positively predict student academic performance measured by their college GPA.
- Transfer student involvement is related to academic success in much the same pattern as freshman-entry students.

For further information...

- For further information or clarification:
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Discussion questions:

- Was there any information presented today that strikes you in particular given your knowledge/practice with transfer students?

Discussion questions:

- What specific programs or marketing initiatives does your office currently have for transfer students? What seems to work and why (either from research or practice)?

Discussion questions:

- What sorts of special academic support can our offices provide for transfer students that might be identified early on as possibly high risk (i.e. of not persisting through graduation)?

Discussion questions:

- Some research (Hilmer, 1997) has found that students that transfer from community colleges generally end up at more selective institutions than they would straight out of high school. Given Ohio State's quest for eminence, what can you do to insure that the students who choose to come here persist through completion?