

**UWM/MATC Transfer Equity Study
Final Report
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Executive Summary

The *Wisconsin Transfer Equity Study* is a collaboration between the University of Wisconsin, Wisconsin Technical College System, and the USC Center for Urban Education to increase collegiate transfer, especially for minority students. Evidence teams comprised of faculty, staff, and administrators at MATC and UWM inquired into transfer practices and policies with a special focus on equity – that is, examining how to achieve parity in successful transfer outcomes across racial and ethnic groups. The evidence teams engaged in a mix of quantitative and qualitative inquiry activities.

Quantitative Analyses

The quantitative analyses involved using the Benchmarking for Equity and Student Success Tool (BESST) to track cohorts of students, disaggregated by race/ethnicity, through selected milestones. The BESST models (i.e. milestones) for MATC and UWM are shown on p. 3 of this report. Briefly, the MATC BESST model featured milestones to track application, enrollment, credit accumulation, and transfer-out from the Liberal Arts (LAS) transfer program, while the UWM BESST model featured milestones to track application, enrollment, credit accumulation, and graduation for students transferring from MATC to UWM. Selected findings are shared below:

- Less than half of the first-time LAS students completed at least 12 credits in 200-level (transferrable) courses within the first year. Asian Americans had the highest success rate at 54%, and African Americans had the lowest success rate at 29%. Transfer rates for this population were low, ranging from 18% for white students and 15% for targeted minority students. (The total percentage of students who transferred to any four-year school was 34%.)
- Less than a quarter of UWM's target transfer population (i.e., MATC students who completed at least 12 credits) submitted completed transfer applications, a prerequisite for admission. African American, Latino, and Native American students were least likely to submit completed applications.
- Admission and yield rates for MATC students who submitted complete transfer applications were roughly comparable across the different racial/ethnic groups, with admission rates at around 90% or higher, and yield rates at around 82% or higher.
- Of the MATC students who transferred to UWM, 41% graduated within six years of their initial enrollment at MATC. Differences in graduation outcomes by race/ethnicity are notable, with Latino (56%) and white (45%) students experiencing significant higher graduation rates than African American (8%) and Southeast Asian (0%) students.
- Transfer students tend to drop out early in the enrollment cycle. Students who complete at least 36 credits at UWM within two academic terms are highly likely to meet the subsequent credit accumulation milestones and graduate.
- Transfer students from MATC, especially targeted minorities, are more likely to be placed in developmental education at UWM. However, the remedial African American, Latino, and Southeast Asian students were more likely than their college-ready peers to progress through the milestones and graduate.

Quantitative Analyses

Based on their findings from the initial quantitative analyses, the campus teams engaged in a series of qualitative inquiry activities, including administering an electronic survey to transfer students; conducting focus groups and interviews with students; analyzing campus websites for information pertinent to transfer and diversity; and conducting a “mystery shopper” activity. Findings include the following:

- Minority students at MATC completed fewer transferrable credits although they are enrolled for more semesters compared to their white peers. Further, they were less likely to transfer to four-year institutions and reported less confidence in meeting the costs associated with four-year college attendance. (MATC survey)
- Students reported a need for timely, consistent, and trustworthy information on transfer, as well as dedicated staff to whom they could turn to for help on transfer (MATC and UWM focus groups and interviews)
- Website information on transfer, articulation, and multicultural resources was unclear, disorganized, difficult to find, and at times, non-existent. (MATC and UWM website review)
- The thirteen schools/colleges and university functional units contacted for a “mystery shopper” exercise at UWM tended to be much more responsive to requests for information made via email as opposed to telephone calls or voicemail messages. Some of the units did not allow an opportunity to leave a message if called after hours.

Recommendations

MATC and UWM have set equity and actionable goals for improvement in outcomes for selected milestones using the BESST. Equity goals are long-term benchmarks for improvement within five years, while actionable goals are short-term benchmarks to be achieved on an annual basis. The goals for each campus are presented on pages 16 and 18. Selected recommendations are as follows:

- Create a dual MATC/UWM officer to operate within MATC’s transfer center to identify and assist potential transfer students
- Work closely with transfer students at MATC to enhance their success, including offering targeted workshops, creating an advising check-list, and monitoring progress by contacting instructors
- Provide other support systems so students at MATC and UWM succeed, including improving the website, and providing professional development opportunities for faculty and staff, creating a designated transfer resource office at UWM, and connect developmental transfer students to resources at UWM’s Academic Opportunity Center

1. Purpose and Background

The *Wisconsin Transfer Equity Study* is a collaboration between the University of Wisconsin, Wisconsin Technical College System, and the USC Center for Urban Education to increase collegiate transfer, especially for minority students. Students of color are disproportionately more likely to use two-year institutions as their gateway to higher education. This project ties into a larger state-wide effort to increase the pool of baccalaureate degree holders in Wisconsin. Closing the gap in baccalaureate degree attainment between white and minority students will improve Wisconsin's overall educational profile, the benefits of which will accrue to all Wisconsin residents. Teams comprised of faculty, staff, and administrators from MATC and UWM enquired into transfer practices and policies with a special focus on equity – that is, examining how to achieve parity in successful transfer outcomes across racial and ethnic groups. (CUE, 2010)

2. Model and Assumptions

For the Wisconsin Transfer Equity Study, MATC and UWM created a model of transfer student behavior starting with enrollment at MATC and ending with graduation from UWM. (See Figures 1 and 2). Using the Benchmarking Equity in Student Success Tool (BESST), UWM and MATC were able to determine where in the process students as a whole were not progressing and where gaps existed between majority students and those in targeted groups.

The models defined for use in this study focused on examining the students who began their college careers at MATC in the Liberal Arts Transfer Program. First-time program applicants to the MATC program starting in the fall terms of 2001, 2002 and 2003 constituted the study cohort. MATC tracked applicants through the admissions process that narrowed the cohort under consideration within the UWM model and represented those who had been fully or conditionally admitted to MATC and subsequently completed a minimum of 12 credits in 200-level courses with their first year with an average grade of C or better at MATC.

UWM tracked these students through the admissions process at UWM to determine how many applied, were accepted for transfer and subsequently enrolled. Further, for those who eventually enrolled, UWM tracked students' performance through 3 milestones, each of which built upon the last in term of accumulation of credit, satisfactory performance and major completion.

It is important to note several conditions built into the models, both of which were included as a means to account for time-to-degree. First, in terms of transferring to UWM, a time limit of 3 years from initial MATC enrollment was imposed. Second, graduation from UWM had to occur within 6 years of the initial MATC enrollment. Finally, in order to achieve timely degree achievement, the model also assumed at least one fall and one spring of consecutive full-time enrollment at UWM.

Figure 1: BESST Model for MATC

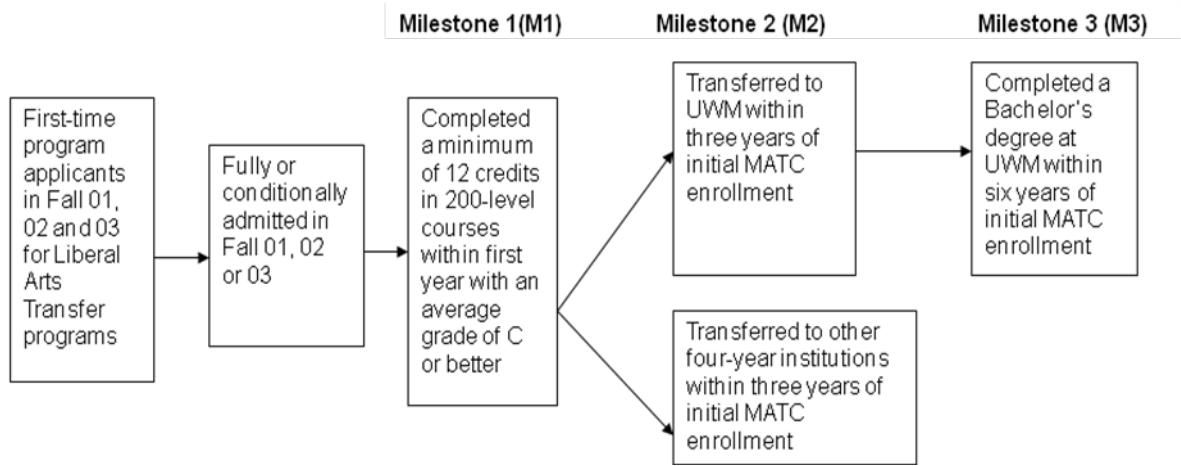
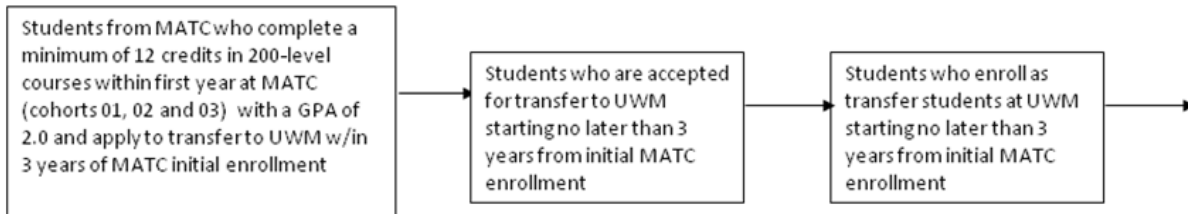
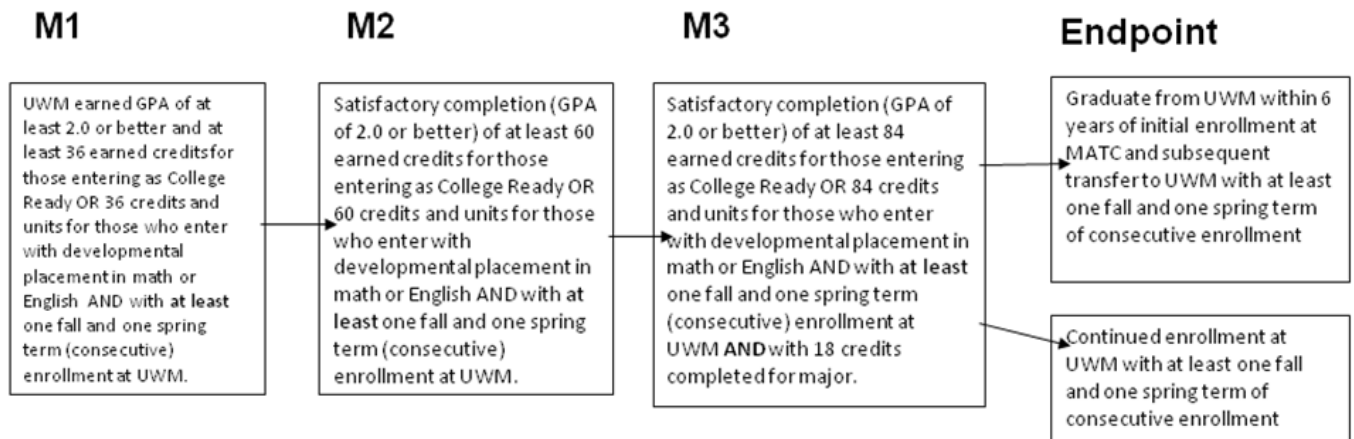


Figure 2: BESST Model for UWM

Application and Yield



Progress towards Degree



3. MATC Model Findings

The BESST model for MATC focuses on how many of the students who started their LAS transfer program as first-time students actually reached the first milestone at UWM, which is enrollment at UWM and other four-year institutions. Later, because the findings from UWM indicated the unpreparedness of MATC transfer students, a new milestone of college readiness of MATC students was added as another milestone.

As Table 1 shows, a total of 1,545 LAS transfer program students were fully or conditionally admitted and enrolled as first-time students at MATC during Fall 2001, 2002 and 2003 semesters. Among these students, 40% reached the first milestone, which was to complete a minimum of 12 credits in 200-level course within first year with an average grade of C or better. Among the different ethnic groups, Asian American students had the highest rate of 54% and the Black students had the lowest rate of 29%.

Among those who reached the first milestone, 17% enrolled at UWM within three years of initial MATC enrollment. Among the different ethnic groups, White students had the highest rate of 18%, and the other groups had similar rates at about 15%. We also found that among those who reached the first milestone, about 17% transferred to a four-year school other than UWM, with American Indian students had the highest rate of 29% and the Hispanic students had the lowest rate of 8%. The total percentage of students transferred to a four year school within three years was 34%. Please see Appendix III to see the other four-year schools to which MATC students have transferred.

Since our model specifies how many years students take to transfer to a four-year school and we only count those who have reached the first milestone at MATC, the transfer rates reported in the BESST model are lower than what we usually report. The transfer rates within 7-9 years among all the MATC LAS transfer programs students would be higher at about 45% if we do not limit the tracking to those conditions in the BESST model.

The UWM analysis showed that many MATC students who were admitted and enrolled at UWM did not place in college level courses for math and or English. As a result, this became one of the milestones incorporated into the MATC model. As shown in Table 2, the overall percentage of college-ready students at UWM was 22%. Hispanic students had the lowest rate of 11% and the Asian American students had the highest rate of 23%.

In order to see the students who are less likely to complete the first UWM milestone, i.e. enroll at UWM and need remedial work at UWM, we took a look at students' admission statuses and its relationship to their achievement. As shown in Table 2, students who were fully admitted were more likely to reach the first milestone at MATC (45% for ADM vs 29% for CAD). They are also more likely to enroll at UWM within three years among Hispanic and White students but not among Black and Asian American Student. College readiness at UWM is associated more with full admission status at MATC for Black and Hispanic students. Further analysis is needed to see whether the courses taken at MATC have any impact on the preparedness of MATC students.

Table 1. Summary of MATC Milestones by Ethnicity

Ethnic Group	Total	Reached MATC M1		Enrolled at UWM within 3 years		College Ready at UWM		Transfer to another 4-year school within 3 years		Total enrolled at a 4-year school within 3 years	
		N	%	N	%	N	%	N	%	N	%
American Indian/Alaskan Native	22	7	32%					2	29%	2	29%
Asian American	68	37	54%	6	16%	2	33%	4	11%	10	27%
Black	326	94	29%	15	16%	3	20%	19	20%	34	36%
Hispanic	155	61	39%	9	15%	1	11%	5	8%	14	23%
Unknown	46	12	26%	1	8%	0	0%	2	17%	3	25%
White	928	407	44%	75	18%	17	23%	75	18%	150	37%
Total	1545	618	40%	106	17%	23	22%	107	17%	213	34%

Table 2. Summary of MATC Milestones by Ethnicity and Admission Status

Ethnic Group	Admission Code	Total	Reached MATC M1		Enrolled at UWM within three years		College Ready at UWM		Transfer to another 4-year school within three years		Total enrolled at a 4-year school within 3 years	
			N	%	N	%	N	%	N	%	N	%
American Indian/Alaskan Native	ADM	13	5	38%					1	20%	1	20%
	CAD	9	2	22%					1	50%	1	50%
Subtotal		22	7	32%					2	29%	2	29%
Asian American	ADM	38	25	66%	3	12%	1	33%	3	12%	6	24%
	CAD	30	12	40%	3	25%	1	33%	1	8%	4	33%
Subtotal		68	37	54%	6	16%	2	33%	4	11%	10	27%
Black	ADM	175	61	35%	10	16%	3	30%	9	15%	19	31%
	CAD	151	33	22%	5	15%	0	0%	10	30%	15	45%
Subtotal		326	94	29%	15	16%	3	20%	19	20%	34	36%
Hispanic	ADM	89	41	46%	7	17%	1	14%	4	10%	11	27%
	CAD	66	20	30%	2	10%	0	0%	1	5%	3	15%
Subtotal		155	61	39%	9	15%	1	11%	5	8%	14	23%
Unknown	ADM	37	11	30%	1	9%	0	0%	2	18%	3	27%
	CAD	9	1	11%							0	0
Subtotal		46	12	26%	1	8%	0	0%	2	17%	3	25%
White	ADM	697	332	48%	68	20%	14	21%	63	19%	131	39%
	CAD	231	75	32%	7	9%	3	43%	12	16%	19	25%
Subtotal		928	407	44%	75	18%	17	23%	75	18%	150	37%
Grand Total	ADM	1049	475	45%	89	19%	19	21%	82	17%	171	36%
	CAD	496	143	29%	17	12%	4	24%	25	17%	42	29%
Grand Total		1545	618	40%	106	17%	23	22%	107	17%	213	34%

3. UWM Model Findings

UWM Application to Enrollment Yields

Detailed application to enrollment data tables and reports can be found in Appendix I.

The BESST model for UWM focuses first on examining how many of the potential MATC students apply, are admitted and enroll at UWM. For the MATC cohorts under study, there were a total of 618 students who satisfactorily completed 12 200-level credits within their first year at MATC in the Liberal Arts Transfer Program. These students comprise the starting cohort for the UWM model.

Of the potential 618 students, 158 students, or more than 25%, started an application for UWM. However, only 130 or 21% *completed* the application to UWM. Proportionately more targeted minority students start an application compared to majority students, but in terms of completing an application, which is a prerequisite for admission, the proportions overall of targeted and majority students are roughly equal at around 21%. There is some differentiation amongst the various groups including 19% for the African American, 14% for American Indian, 18% for Latino/a with an additional 5 Southeast Asian students completing a UWM application. *(Please note: Because MATC does not differentiate Southeast Asian from other Asian students whereas UWM does, we are unable to provide yield information for Southeast Asians until they apply to UWM and designate their ethnic status within the UWM databases. Given this data discrepancy, Asian and Southeast Asian application yields are difficult to assess.)*

Once students apply, the probability of admission is very high. The only two groups which do not have 100% admit yields are whites at 92.2% and African Americans at 88.9%. As a group, majority and targeted minority students both have admit yields around 93%.

The yields of those admitted to enrollment are also generally quite high with around 89% of majority students enrolling and 85% of targeted students enrolling. There are some differences amongst the different groups, e.g. the enrollment yield for white and African American students is 88% but is only 82% for Latino/as and 0% for American Indians. However, in that particular case, there was 1 student who applied and was admitted but s/he did not enroll at UWM.

In sum, of the total 130 potential MATC transfer students who completed a UWM application, 121 were admitted and 106 enrolled. Of the 7 students who completed an application but were not admitted only 1 was denied outright with the remaining 6 falling out of the study time limits due to term change requests initiated by the applicant.

In an effort to determine if more recent cohorts experienced different application behavior, we also examined student who began at MATC in Fall 05, 06 and 07. In total, there were 687 students who began the Liberal Arts Transfer program at MATC in those terms. Roughly 29%, or 197, started a UWM application, 25%, or 170, completed the

application, 97%, or 164, of those who completed an application were admitted to UWM and 87%, or 142, of those admitted ultimately enrolled.

Overall, in more recent cohorts, more students both in sheer volume and as a percent of the total started an application for UWM (29% v 25%) and more students completed that application (25% v 21%). As before, there are high yields from a completed application to admission (97% v 95%) and a high enrollment yields (87% v 88%). Of note is that for earlier cohorts proportionately more TRE student started and completed an application compared to majority students. Just the opposite is true in more recent cohorts. Nevertheless we still see high yields of admit and enroll if an application is completed. Indeed, for almost every ethnic group, we see a yield rate of 100% or nearly 100%.

Finally, for comparative purposes, the experiences of transfer students from UW-Waukesha were also examined to see if there were any discernable differences in their application experiences. In an effort to make the data comparable, we limited the students we examined from UW-Waukesha to those who began their college careers and subsequently applied to UWM during the same time frames we established for MATC students. Applications from UW-Waukesha are more likely to be completed with 91% of those starting an application completing the application versus 81% for MATC students. There are far fewer targeted students from UW-Waukesha making comparisons by subgroup difficult. Like students from MATC, the vast majority of those who complete an application are admitted, 92% for UW-Waukesha compared to 95% for MATC, and once admitted most enrolled, 84% for UW-Waukesha compared to 88% for MATC.

UWM Enrollment Milestones

Detailed enrollment milestone data tables and reports can be found in Appendix II.

Of the 103¹ MATC transfer students who enrolled at UWM 42, or 41%, graduated within 6 years of their initial MATC enrollment. An additional 5 students were still enrolled. By race/ethnicity, there are some notable differences. Specifically, while 45% of white students graduated, only 8% of the African American students did so. However, 56% of the Latino/a students graduated. None of the 5 initially enrolled Southeast Asian students graduated within 6 years and there were no American Indian students who enrolled.

The quantitative analysis reveals that students drop out, if they drop out, early in the enrollment cycle. If a student makes it to the first milestone, defined as satisfactorily accumulating 36 credits and/or units with at least one fall and one spring of consecutive full-time enrollment, they are highly likely to make it through the successive milestones. Indeed, of those who make it through the first milestone, 100% of all sub-groups, except white students at 96%, complete the second milestone and of those who complete the second milestone 100% of all sub-groups except white students at 91%, complete the third milestone. As for graduating, however, only 79% of those who complete the third milestone do so within 6 years of their initial MATC enrollment including 83% of the Latino/as but only 25% for African Americans.

¹ Of the 106 students from MATC who met the first MATC milestone and subsequently enrolled at UWM, only 103 transferred 12 credits. The other 3 did not transfer 12 credits to UWM and were dropped from the study.

The team attempted further analyzes of the cohorts by placement level. However, we found that unlike new freshmen at UWM, transfer students do not take placement tests at the time of admission. Consequently, we were unable to determine if there were differentiations among those who place at college versus developmental levels. Of the 103 enrollees, only 26 students actually took a placement test.

By comparison, while there are fewer African-American transfer students from UW-Waukesha, 4 compared to 13 from MATC, 3 completed the first milestone, 2 completed the second milestone and 1 completed the third milestone. The same sort of pattern can be seen for Latino/as, i.e. there is less attrition compared to MATC in the first milestone. However, of those who do complete the first milestone, there is less success in completing the second and third. For white students, the attrition pattern for MATC and UW-Waukesha students are roughly similar with 68% of the UW-Waukesha students completing the first milestone compared to 62% of the MATC students.

Full-time consecutive enrollment condition

The team was repeatedly struck by the condition placed within the model that assumed consecutive terms of full-time enrollment. Did that condition define success too narrowly? In order to explore this more fully, the condition was removed from the model and success rates re-examined. An additional 17 students completed the modified first milestone including 4 additional African-American, 2 Southeast Asian, 10 white and 1 unknown students. In total, of the 44 students who enrolled but did not meet M1, 17 were not enrolled for 2 consecutive terms even though as a group they had on average accumulated 78 credits over the 6 years with an average GPA of 2.65. They are clearly making progress towards a degree. They are simply not doing so as per the model specifications. The results are certainly being driven by the assumptions included in the model of what constitutes timely progress towards degree. Those assumptions may or may not be the same as the expectations students have for themselves.

5. MATC Qualitative Analyses

Survey

In order to learn about transfer program students' experiences at MATC, email invitations were sent to 2238 students who have transfer program codes and are actively enrolled in SP2010. Out of these students, 200 students responded, giving a response rate of 8.9%. Analyses have been conducted to see whether there are significant differences between minority students and white students. Please see Appendix IV for detailed report. Here are the major findings:

- Minority students report to have been more aware of, put in use, and satisfied with MATC transfer services. They have applied for admission at four-year institutions at the similar rate as white students. More minority students also report using MATC

resources for their transfer information over white students and more minority students than white students report knowledge of the transfer requirements.

- However, minority students completed fewer transferable credits although they have enrolled at MATC more semesters than white students. As a group, minorities have not transitioned to 4-year institutions to the degree that white students are admitted to four-year institutions. The survey data also indicates minority students report less confidence than white students in meeting the cost for the four-year school.
- Our minority survey population has more risk-factors than the white students. More specifically, a higher percentage of the minority students have dependents; a high school GPA lower than 2.4; and received GED or HSED alternative credentials. In addition, they show a lower level of self-efficacy than white students.
- Analyses of the data also indicate that student overall satisfaction with their transfer experiences at MATC is determined by his or her satisfaction with general information and services provided by MATC. Unfortunately, too many students, both minority and white, are either unaware or have never used transfer services.

Focus Groups

While the closed and open-ended survey questions yielded strong indication of the need to revise methods of transfer student support, the opportunity to drill down to a richer understanding of the transfer student experience was presented in the four focus group inquiry. Our team jointly developed the protocol where questions were clustered to determine career goal clarity; experience in getting information & taking appropriate courses; and understanding of the selection and application to a 4-year school. The sixteen-question protocol is in Appendix V. Students in the first focus group were contacted after volunteering participation on the surveys. Because of the difficulty in coordinating volunteers, two teachers in the transfer science and Teacher Education program volunteered to canvass their students for focus groups. One science group (May 5) and two teacher education groups (May 10 & 11) resulted. The focus group data is summarized below. Please see Appendix V for details.

Major Findings

- All four focus groups had a strong commitment to a career or academic discipline that required transfer to a 4-year institution;
- Discussants identified a need for timely consistent and trustworthy information on transfer that is presented in a manner that facilitates comparisons between institutions and programs;
- Students suggested the appointment of dedicated staff and resources to support student transfer and they valued the role of a “helper” who could provide on-the-ground information on the transfer experience and process;
- Finally, regardless of number of credits completed, each group had individuals who were not sure what the transfer process was to apply to a four-year institution.

Website Review

Based on a review of the MATC webpage, we found that it does not present a process for general transfer. Process pages have been created for Badger and Panther tracks. The pages assume a certain decision on transfer has already been made and the page is a supplement to provide information. As revealed in comments from focus group students, who suggested information on transfer be presented in a manner that would allow students to compare information. Similarly, students revealed a lack of knowledge of the transfer process. A calendar of transfer events would allow students to plan attendance and coordinate the steps toward transfer. Information on transfer is not presented to any specific population (entering students; students with 15 credits or more etc.) nor to specific needs. Only program articulations are presented. Contact information needed to be updated and names along with roles or titles would help students in understanding who could assist with the different aspects of the transfer process. Please see Appendix VI for details.

6. UWM Qualitative Analyses

The data findings suggested to the team a variety of activities that could enhance our understanding of the barriers students' experience. UWM engaged in three qualitative processes including secret shopping activity (where a student posed as a potential transfer to assess the ease of obtaining information); a website review; and a series of focus groups to hear feedback from recent transfer students. Findings from those activities are detailed below.

Secret Shopping

A current UWM student "shopped" UWM as a prospective transfer student from MATC. The student identified herself as Hispanic. Fourteen units across campus were contacted including each school/college as well as Financial Aid, Transfer & Admissions, and the Multicultural Student Center. In the first round of contacts, information was requested via email and website forms if available. A second round was conducted by contacting the units by phone both in the morning and evenings from 5-7 p.m. where voicemails were left including a call back number.

Generally, contacts via email were returned quickly and efficiently. Schools and colleges responded very well to email requests with personalized messages and/or links and provided or offered appointments. Results from the phone calls were less impressive. Only 4 of the 13 units responded within 24 hours and 4 of the 13 did not return the phone call at all. Further, 3 of the units called did not allow an opportunity to leave a message if called after hours.

Overall, email contacts produced more helpful responses than phone calls. The secret shopper was left with the impression that the schools and colleges cared more about responding and providing information than university functional units. Voice mail could not be left for some units after hours including the School of Business and the College of Letters and Science although they did respond to email. Finally, some units did not include

a welcoming letter when sending information. Rather it appeared that information was “shoved into an envelope” and only the School of Business included a transfer brochure.

The secret shopper was also left with several impressions of the website and navigation including:

- While you cannot call Financial Aid, their website was the most useful of all UWM websites due to the ‘Ask the Panther’ application.
- Where a transfer student would or should go was not always clear as the word transfer was not always present on web pages
- Very few schools/colleges have transfer specific information on their website
- There were too many broken links and pages could not be found, mostly related to cultural information searches.

Website Analysis

Simultaneous to the activities of the secret shopper, another member of the team conducted a website analysis specifically as a potential minority transfer student looking for diversity and transfer related information and as a generic potential MATC transfer student. The experience of the secret shopper was confirmed in this analysis, i.e. there were several broken links, finding information was not always intuitive or easy, there were too many “clicks” between start to finish in finding information and all too often information specific to diversity issues or transfer related topics was buried in text or not clear to someone new to the institution.

A team at UWM has been working on reformulating the transfer web-resources at UWM. The findings of the website analysis have been forwarded to that group for their consideration. Simultaneous to our review, that working group developed a new web presence for transfer students that we think will address many of the issues identified. The URL for the new website is www.transfer.uwm.edu.

Focus Groups

Finally, in order to hear about the experiences of current transfer students from MATC, focus groups were held to learn more about their decision to attend UWM, the process of getting started and services and experiences upon enrollment. All currently enrolled students who transferred from MATC (a total of 1,051 students) were invited to attend 5 focus group sessions where incentives offered included pizza, door prizes and the chance to win a bookstore gift card. Ultimately 18 students spoke with members of the team either within the context of a focus group or at one-on-one meetings. Interestingly, students who participated did so because of a desire to share their experiences and feel part of an identified group. One noted specifically that it was the first time s/he was asked to be a part of something geared towards the transfer experience.

Generally students reported being and feeling successful at UWM. However, the process of getting to UWM was not always easy. Many of the participants were older students with

children and many reported full or part-time work responsibilities. Majors represented spanned the university from business to education to the arts.

Questions to the focus group participants focused on the process of choosing a transfer destination, their experiences of getting institutional support and their recommendations for improving the process. The process of choosing a transfer destination was for many very simple. They did not consider many alternatives and UWM was a natural choice due to location and cost. While a few reported they had originally planned to attend college elsewhere, i.e. outside of Milwaukee, other more immediate concerns changed their plans.

A consistent theme echoed by many participants regarding the process of transferring and getting institutional support was the need for clear and accessible information. While there were many examples shared of assistance offered by helpful staff both at MATC and UWM, there were many examples of poor experiences as well. Students wanted information available on-line as well as via a personal contact who they felt could answer their questions and meet their unique needs. Orientation was often thought of as something for new freshmen if they saw the invitation to attend at all. Some felt there was too much communication and it was difficult to differentiate that which was helpful and necessary versus that which was not.

In terms of clarity, some students felt expectations were clearly conveyed. This seemed particularly true for those students entering programs for which strong program connections have been made between UWM and MATC, e.g. education. Others felt that if they talked to the “right” person they learned a lot. Others felt the information they received was inconsistent and difficult to evaluate.

A clear concern for students was transferring coursework, especially for credits that were not applied towards UWM degree programs. Students reported feeling as if they had wasted time and money on courses they felt should have transferred but did not, especially when they then had to take a course at UWM which appeared to them to mirror that which they already completed at MATC. And placement testing for math and English was seen as unnecessary if they had already taken courses at MATC. However, from the quantitative data we know most of the MATC transfer students do place in developmental level coursework.

Transfer shock also emerged as a theme for these students. Many felt overwhelmed when first coming to the UWM campus, did not feel as if they fit it, found the size of UWM intimidating after MATC, found the population of UWM more homogeneous than MATC which made them feel even more like an “outsider”, felt there was a stigma attached to being a MATC transfer student, were unused to the expectations of higher level work and perceived that resources were available to help freshmen but not transfers make the transition to UWM.

Recommendations the students suggested included the following:

- Provide a checklist specifically for transfer students

- Make no assumptions that they understand simply because they have been enrolled elsewhere
- Provide a more personalized and personal approach
- Develop a model for mentoring and/or a student organization to allow for peer-to-peer networking
- Increase the UWM presence at MATC on all campuses
- Increase visibility of Transfer Information System for students

7. MATC BESST Model—Actionable and Equity Goals

After review the MATC BESST model data, the evidence team decided to set equity and actionable goals for three milestones: to increase the percentage of students reaching the M1, to increase enrollment in a 4-year school in 3 years and to increase the percentage of students that are considered college ready for UWM. As shown in Table 3, Equity Goals are the overall goals for a five-year period and the Actionable Goals are the goal for each year during that five year period.

The goal selected was 5% higher than the highest percentage among all the ethnic groups. For reaching M1, the Asian American students had the highest rate at 54%; therefore, the goal is set at 59%. For increasing enrollment at UWM in 3 years, the White students had the highest rate at 18%; therefore, the goal is set at 23%. For increasing college readiness at UWM, the Asian American had the highest rate at 33%; therefore, the goal is set at 38%. The corresponding numbers of students needed to reach the goals are also calculated based on the total number of students in the study cohorts. Since the study was a three-year cohort, we may not need as many as shown in Table 3 to reach the goals.

Table 3. MATC Actionable and Equity Goals

	Equity Goal: Increase In Percent Needed to Achieve Target in 5 Years			Actionable Goal: Percent Difference Each Year over 5 Years		
	Reaching M1 (Goal = 59%)	Enrollment at UWM in 3 years (Goal=23%)	College Readiness (Goal=38%)	Reaching M1	Enrollment at UWM in 3 years	College Readiness
American Indian/Alaskan Native	27%	23%		5.4%	4.6%	
Asian American	5%	7%	5%	0.9%	1.4%	0.9%
Black	30%	7%	18%	6.0%	1.4%	3.6%
Hispanic	20%	8%	27%	3.9%	1.6%	5.4%
Unknown	33%	15%	38%	6.6%	2.9%	7.6%
White	15%	5%	15%	3.0%	0.9%	3.1%
All (including unknown)	19%	6%	16%	3.8%	1.2%	3.3%
	Equity Goal: Increase in Volume Needed to Achieve Target in 5 Years			Actionable Goal: Volume Difference Each Year over 5 Years		
	Reaching M1	Enrollment at UWM in 3 years	College Readiness	Reaching M1	Enrollment at UWM in 3 years	College Readiness
American Indian/Alaskan Native	6	3	1	1	0	0
Asian American	3	3	1	1	1	0
Black	98	29	14	20	5	2
Hispanic	30	12	7	6	2	1
Unknown	15	5	2	3	1	0
White	141	51	31	28	9	5
All (including unknown)	293	103	56	59	18	8

8. UWM BESST Model—Actionable and Equity Goals

Given the results of the quantitative analysis and qualitative studies, the team focused on determining action and equity goals as per the BESST model, a complete version of which is available in Appendix 3. Please note: figures used in the BESST model are based on three years of activities—actual numerical targets presented below are for one year.

There are several caveats worth noting when addressing the establishment and eventual evaluation of progress for the actionable and equity goals. When assessing the achievement of the first enrollment milestone, the assumption of two consecutive terms of full-time enrollment will need to be monitored. As we found in the initial review of the

data, there were many transfer students who had, in fact, met all conditions for the milestones with the exception of that condition. They were making progress towards a degree—simply not in the manner in which the model prescribed. Other concerns and caveats revolve around data issues including the record keeping differences between UWM and MATC that prohibit the ability to track how many Southeast Asian students complete an application and the absence of any Native Americans enrolling in UWM in the study cohort which prohibits establishing numeric goals. Finally, there was one Southeast Asian student who enrolled and eventually graduated and is reflected in the BESST model with 100% success through the various milestones. The team determined that making a goal of 100% based on the experience of one student was unreasonable.

It was clear from the quantitative analysis that there were two specific points in the process where the greatest impact could be made: encouraging complete applications and achieving the first milestone after enrollment. Regarding complete applications, the group with the highest yield was White students at 22%. The team recommends an equity goal of 27% for all groups with a 5 year timeline for achieving that goal. Regarding achieving the first milestone enrollment, the group with the highest current performance is Latino/a students at 67%. The equity goal set by the team was 72% with a 5 year timeline.

Detailed in the table below are the equity and actionable goals for each group presented as both a percent and simple numeric target. For example, in order for African American students to achieve the equity goal of 27% of the cohort from MATC completing a UWM application, there needs to be a 8% increase overall or a 1.6% increase each year for 5 years. That translates into approximately 2.3 additional total applications or .5 applications each year. In order to achieve the equity goal of 72% of all enrolled students reaching the first enrollment milestone, the rate of success for African Americans needs to increase 43%. Over the course of 5 years, the rate would need to increase 8.6% each year. While those figures seem large, in terms of numbers of students, it requires 3.3 additional African Americans reaching the first milestone to achieve equity or an additional .7 student each year for 5 years. The numeric targets are based on cohort sizes from 2001-2003 which will not precisely match future cohort size or diversity but provide some guidance regarding the volume of change we seek to make.

Table 4. UWM Actionable and Equity Goals

	Equity Goal: Increase In Percent Needed to Achieve Target		Actionable Goal: Percent Difference Each Year over 5 Years	
	Completing Applications (Goal = 27%)	Achieving Enrollment M1 (Goal=72%)	Completing Applications	Achieving Enrollment M1
African American	8%	43%	1.6%	8.6%
Latino/a	9%	5%	1.8%	1.0%
Southeast Asian		52%		10.4%
Other Asian	24%	0	4.8%	0.0%
Native American	13%	72%	2.6%	14.4%
White	5%	12%	1.0%	2.4%
All (excluding unknown)	7%	17%	1.4%	3.4%
	Equity Goal: Increase in Volume Needed to Achieve Target		Actionable Goal: Volume Difference Each Year over 5 Years	
	Completing Applications	Achieving Enrollment M1	Completing Applications	Achieving Enrollment M1
African American	2.3	3.3	0.5	0.7
Latino/a	1.7	1.0	0.3	0.2
Southeast Asian	0.0	1.0	0.0	0.2
Other Asian	3.0	3.0	0.6	0.6
Native American	0.3		0.1	
White	6.7	7.0	1.3	1.4
All (excluding unknown)	14.0	15.3	2.8	3.1

9. MATC Recommendations

In order to increase the percentage of students reaching MATC M1, becoming college-ready and enrolling at UWM, MATC will need to create a Transfer Center to centralize the resources and supports for transfer students. The Transfer Center will be staffed by specialist, cross-trained counselor, advisor and clerical support as well as equipped by computers at all four campuses. The Transfer Center will assist transfer students in the following areas.

- Initiate and maintain transfer agreements with colleges, universities and programs within the region as well as across the country.
 - Update information on transfer agreement, required credits and courses needed for transfer to a specific institution and program
 - Create tools for students to compare all aspects of transfer programs to help students choose a program
 - Update contact information and transfer procedures involved to transfer to a specific institution and program to assist students in their efforts to apply to a four-year institution
- Work closely with transfer students to enhance their success.

- Offer orientation to new transfer students to review the requirement of transfer, transfer agreement and procedure, course sequence, what transfers in Math and English, what course are needed, etc.
- Identify students at-risk and minority students early on and communicate with them on a regular basis to provide assistance as well as develop and recommend College Success Course for transfer students.
- Monitor transfer students' progress by contacting instructors and tracking students' academic performance and offer intensive advising by aggressive follow-up and assist students along their way to reach the first mile stone at MATC.
- Create Advising Check List, a two-ply document, one for advisors and one for students to help students identify and plan the courses they need to transfer as well as specify improvement plan if needed.
- Create workshops and activities that are specific to transfer students at different stages in the transfer process, such as, students just started the transfer program at MATC, students who are midway through the transfer program, and students who have almost completed the program and are ready to apply to a four-year institution. These targeted workshops would address students' different needs and help them create a calendar to assist in the transfer "steps".
- Provide other support systems that will help student succeed.
 - Create a transfer student mentoring or "buddy" program of graduates and current students who can help each other to go through the process.
 - Provide training or Professional Development Credit to faculty advisor, counselor, staff to be able to give students answers on transfer promptly and correctly.
 - Reexamine and redesign the transfer webpage, which will include the up-to-date and accurate information on transfer.
 - Raise profile of transfer and promote transfer resources and services with assistance from marketing department to increase students' awareness and usage.
 - Review the course work students have taken at MATC and the policy MATC has as regards to what are required and make modification when necessary.
 - Standardize information & processes.

10. UWM Recommendations

- Increasing Complete Applications from MATC
 - Create a dual MATC/UWM office to operate within the MATC Transfer Center staffed with a point person whose mission is to identify potential transfer students and assist them by:
 - Providing more and greater detailed information on specific majors and deadlines at UWM
 - Coordinating with UWM to identify and assist students who were part of pre-college experience at UWM

- Coordinating with UWM to identify MATC students who applied to UWM, were denied admission and subsequently enrolled at MATC in order to encourage them to re-apply after successful enrollment at MATC
 - Evaluating and admitting students to UWM
 - Coordinating advising partnerships/opportunities for prospective transfer students
 - Recruit UWM advisors when their services are needed for on-site advising at MATC e.g. when there is sufficient interest in an area to warrant a site-visit in any area ranging from Business to Engineering to Criminal Justice to Social Welfare to the general liberal arts, i.e. students who want to transfer but haven't determined a major
 - Enhance advising during registration of classes at MATC with an eye towards ensuring all parties are fully aware of what will and what won't transfer to UWM
 - Create more meaningful contact and recruitment opportunities with prospective transfer students, e.g. expand the current calling campaign and include multicultural student centers for transfer student calls
 - Establish a mentoring program for prospective transfer students, perhaps using current UWM transfer students from MATC
 - Hold an exclusive Preview Day for MATC students
 - Web-site cleanup with enhanced transfer links easily identified
- Increasing Completion of Enrollment M1
 - Hold a more visible and accessible orientation for transfers
 - Mentor transfer students to assist with “transfer shock”, perhaps by continuing mentoring relationships begun as prospective students.
 - Create a transfer site/office along the model of the African American Student Center
 - Enhance skill building practices for remedial placed students with the assistance of the Academic Opportunity Center
 - Conduct orientation sessions designed to introduce AOC transfer students to advisors from school/colleges/departs of interest to facilitate transition to a major
 - Hold mandatory monthly meetings with AOC advisors to monitor progress, identify potential issues and direct students to appropriate resources
 - Hold monthly workshops to allow AOC transfer students to network
 - Engage in expectation setting via mentors and advisors to address transfer shock and adjustment to UWM

Appendix I: UWM Application to Enrollment Yield Data

MATC Application to Enrollment Yields

		All	Started UWM Application		Completed UWM Application			Admitted to UWM		Enrolled	
		#	#	% Of Pool	#	% Of Pool	% Of Started Applications	#	% of Completed Apps	#	% of Admitted
Cohort = Fall 01, 20 and 03 MATC Students who Completed MATC M1											
Not Targeted	White	407	105	25.8%	90	22.1%	85.7%	83	92.2%	73	88.0%
	Asian American	37	3	8.1%	1	2.7%	33.3%	1	100.0%	1	100.0%
	Unknown	12	4	33.3%	4	33.3%	100.0%	4	100.0%	4	100.0%
Not Targeted Total		456	112	24.0%	95	20.8%	84.8%	88	92.6%	78	88.6%
Targeted	African American	94	24	25.5%	18	19.1%	75.0%	16	88.9%	14	87.5%
	American Indian	7	3	42.9%	1	14.3%	33.3%	1	100.0%	0	0.0%
	Latino/a	61	14	23.0%	11	18.0%	78.6%	11	100.0%	9	81.8%
	SE Asian		5		5		100.0%	5	100.0%	5	100.0%
Targeted Total		162	46	28.4%	35	21.6%	76.1%	33	94.3%	28	84.8%
Total		618	158	25.6%	130	21.0%	82.3%	121	93.1%	106	87.6%

Recent MATC Application to Enrollment Yields

		All	Started UWM Application		Completed UWM Application			Admitted		Enrolled	
		#	#	% of Pool	#	% of Pool	% of Started Apps	#	% of Applied & Completed Apps	#	% of Admitted
Cohort = Fall 05, 06 and 07 MATC Students who completed MATC M1											
Not Targeted	White	474	145	30.6%	125	26.4%	86.2%	120	96.0%	101	84.2%
	Asian American	37	5	13.5%	4	10.8%	80.0%	4	100.0%	4	100.0%
	Unknown	25	17	68.0%	17	68%	100.0%	17	100.0%	17	100.0%
Not Targeted Total		536	167	31.2%	146	27.2%	87.4%	141	96.6%	122	86.5%
Targeted	African American	89	13	14.6%	11	12.4%	84.6%	11	100.0%	10	90.9%
	American Indian	4	0	0.0%	0			0		0	
	Latino/a	58	12	20.7%	8	13.8%	66.7%	8	100.0%	8	100.0%
	SE Asian American		5		5		100.0%	4	80.0%	2	50.0%
Targeted Total		151	30	19.9%	24	15.9%	80.0%	23	95.8%	20	87.0%
Total		687	197	28.7%	170	24.7%	86.3%	164	96.5%	142	86.6%

Comparative Yield Data: UW Waukesha

Cohort = Students starting at UW-Waukesha Fall 01, 02 and 03 and applying to UWM										
		Started UWM Application		Completed UWM Application			Admitted		Enrolled	
		#	% Of Pool	#	% Of Pool	% of Started App	#	% of Complete App	#	% of Admitted
Not Targeted	White	419	94.2%	381	85.6%	90.9%	350	91.9%	293	83.7%
	Asian American	7	100.0%	6	85.7%	85.7%	5	83.3%	4	80.0%
	Unknown	8	100.0%	8	100.0%	100.0%	8	100.0%	8	100.0%
Targeted	African American	7	100.0%	4	57.1%	57.1%	4	100.0%	4	100.0%
	American Indian	4	100.0%	4	100.0%	100.0%	4	100.0%	4	100.0%
	Latino/a	16	94.1%	14	82.4%	87.5%	13	92.9%	10	76.9%
	SE Asian American	2	100.0%	2	100.0%	100.0%	2	100.0%	1	50.0%
Total		463	94.5%	419	85.5%	90.5%	386	92.1%	324	83.9%

Appendix II: UWM Enrollment Milestones

MATC Transfer Student Progress through UWM Milestones

Number Meeting Milestone:		Enrolled	M1		M2		M3		Graduated	Still Enrolled	Discontinued
			#	%	#	%	#	%			
Not Targeted	White	71	44	62.0%	42	95.5%	38	90.5%	32	1	4
	Asian American	1	1	100.0%	1	100.0%	1	100.0%	1		
	Unknown	4	3	75.0%	3	100.0%	3	100.0%	3		
Targeted	African American	13	4	30.8%	4	100.0%	4	100.0%	1	2	
	American Indian										
	Latino/a	9	6	66.7%	6	100.0%	6	100.0%	5	1	
	SE Asian American	5	1	20.0%	1	100.0%	1	100.0%		1	
Total		103	59	57.3%	57	96.6%	53	93.0%	42	5	4

UW Waukesha Transfer Student Progress through UWM Milestone

Number Meeting Milestone:		Enrolled	M1		M2		M3		Graduated	Still Enrolled	Discontinued
			#	%	#	%	#	%			
Not Targeted	White	293	199	67.9%	194	97.5%	146	75.3%	106	7	25
	Asian American	4	3	75.0%	3	100.0%	2	66.7%	1	1	0
	Unknown	8	3	37.5%	3	100.0%	2	66.7%		1	0
Targeted	African American	4	3	75.0%	2	66.7%	1	50.0%			1
	American Indian	4	2	50.0%	2	100.0%	1	50.0%		1	0
	Latino/a	10	8	80.0%	7	87.5%	5	71.4%	1	1	3
	SE Asian American	1	1	100.0%	1	100.0%	1	100.0%	1		0
Total		324	219	67.6%	212	96.8%	158	74.5%	109	11	29

Removal of Consecutive Terms of Full-time Enrollment Condition

Number Meeting Milestone:		Enrolled	M1		M2		M3		Graduated	Still Enrolled	Discontinued
			#	%	#	%	#	%			
Not Targeted	White	71	54	76.1%	49	90.7%	42	85.7%	32	3	6
	Asian American	1	1	100.0%	1	100.0%	1	100.0%	1	0	0
	Unknown	4	4	100.0%	4	100.0%	4	100.0%	4	0	1
Targeted	African American	13	8	61.5%	6	75.0%	5	83.3%	1	2	0
	American Indian										
	Latino/a	9	6	66.7%	6	100.0%	6	100.0%	5	1	0
	SE Asian American	5	3	60.0%	2	66.7%	1	50.0%	0	1	0
Total		103	76	73.8%	68	89.5%	59	86.8%	43	7	7
Additional Students Meeting Milestone			17		11		6		1	2	3

Appendix III: Distribution of Four-year Schools to which MATC Liberal Arts Transfer Program Student Transferred

Attached are three tables that present the "Distribution of Four-year Schools to Which MATC Liberal Arts Transfer Program Student Transferred" for cohorts of FA2002, FA2003 and FA2004.

Among all three cohorts, UW-Milwaukee is the four-year school that received about half of the transferred students (40% among FA2002 cohort, 44% among FA2003 cohort, and 45% among FA2004 cohort).

The other half of the transferred students have transferred to about a few dozens of other four-year schools (47 schools among FA2002 and FA2004 cohorts and 52 schools among FA2003 cohort).

In this analysis, only the first four-year schools to which the students have transferred to are included.

Table 1. First Four-year Schools to which MATC FA02 Liberal Arts Transfer Program Students Transferred in Nine Years by May 2010

Four-year Schools	Number of Transfers	%
UNIVERSITY OF WISCONSIN - MILWAUKEE	93	40%
ALVERNO COLLEGE	19	8%
CARDINAL STRITCH UNIVERSITY	11	5%
UNIVERSITY OF PHOENIX	9	4%
UNIVERSITY OF WISCONSIN - WHITEWATER	8	3%
CARROLL UNIVERSITY	7	3%
CONCORDIA UNIVERSITY- WISCONSIN	6	3%
MILWAUKEE SCHOOL OF ENGINEERING	6	3%
UNIVERSITY OF WISCONSIN - OSHKOSH	6	3%
LAKELAND COLLEGE	5	2%
UNIVERSITY OF WISCONSIN - MADISON	5	2%
MARQUETTE UNIVERSITY	4	2%
MOUNT MARY COLLEGE	4	2%
UNIVERSITY OF WISCONSIN - PARKSIDE	4	2%
UPPER IOWA UNIVERSITY	4	2%
UNIVERSITY OF WISCONSIN - GREEN BAY	3	1%
ASHFORD UNIVERSITY	2	1%
CARTHAGE COLLEGE	2	1%
ITT TECHNICAL INSTITUTE	2	1%
UNIVERSITY OF WISCONSIN - STEVENS POINT	2	1%
BRYANT & STRATTON COLLEGE - MILWAUKEE EAST	1	0%
BRYANT & STRATTON COLLEGE - MILWAUKEE WEST	1	0%
CALDWELL COLLEGE	1	0%
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO	1	0%

COLLEGE OF SOUTHERN NEVADA	1	0%
CULINARY INSTITUTE OF AMERICA	1	0%
DEPAUL UNIVERSITY	1	0%
DEVRY UNIVERSITY - DUPAGE	1	0%
EASTERN ILLINOIS UNIVERSITY	1	0%
INDIANA UNIVERSITY KOKOMO	1	0%
LE MOYNE COLLEGE	1	0%
MINNESOTA STATE UNIVERSITY MOORHEAD	1	0%
OTTAWA UNIVERSITY-MILWAUKEE	1	0%
ROCHESTER INSTITUTE OF TECHNOLOGY	1	0%
SAN DIEGO STATE UNIVERSITY	1	0%
SPRINGFIELD COLLEGE	1	0%
TEXAS SOUTHERN UNIVERSITY	1	0%
TOURO UNIVERSITY - INTERNATIONAL	1	0%
UNITED STATES MERCHANT MARINE	1	0%
UNIVERSITY OF ALASKA - ANCHORAGE	1	0%
UNIVERSITY OF MINNESOTA-TWIN CITIES	1	0%
UNIVERSITY OF WISCONSIN - EAU CLAIRE	1	0%
UNIVERSITY OF WISCONSIN - ONLINE	1	0%
UNIVERSITY OF WISCONSIN - PLATTEVILLE	1	0%
UNIVERSITY OF WISCONSIN - STOUT	1	0%
WAYNE STATE COLLEGE	1	0%
WESTERN INTERNATIONAL UNIVERSITY	1	0%
WINONA STATE UNIVERSITY	1	0%
Grand Total	230	100%

Note: The table reflects the first four-year schools these students transferred to after MATC.

Table 2. First Four-year Schools to which MATC FA03 Liberal Arts Transfer Program Students Transferred in Eight Years by May 2010

Four-year Schools	Number of Transfers	%
UNIVERSITY OF WISCONSIN - MILWAUKEE	106	44%
ALVERNO COLLEGE	17	7%
CARDINAL STRITCH UNIVERSITY	11	5%
UNIVERSITY OF PHOENIX	7	3%
UNIVERSITY OF WISCONSIN - PARKSIDE	7	3%
CONCORDIA UNIVERSITY- WISCONSIN	5	2%
MARQUETTE UNIVERSITY	5	2%
UNIVERSITY OF WISCONSIN - WHITEWATER	5	2%
BRYANT & STRATTON COLLEGE - MILWAUKEE WEST	4	2%
CARROLL UNIVERSITY	4	2%
ITT TECHNICAL INSTITUTE	4	2%
UNIVERSITY OF WISCONSIN - MADISON	4	2%
UNIVERSITY OF WISCONSIN - OSHKOSH	4	2%
BRYANT & STRATTON COLLEGE - MILWAUKEE EAST	3	1%
CENTRAL STATE UNIVERSITY-OH	3	1%
SPRINGFIELD COLLEGE	3	1%
UPPER IOWA UNIVERSITY	3	1%
DEVRY UNIVERSITY - MILWAUKEE	2	1%
EDGEWOOD COLLEGE	2	1%

LAKELAND COLLEGE	2	1%
MOUNT MARY COLLEGE	2	1%
UNIVERSITY OF WISCONSIN - GREEN BAY	2	1%
UNIVERSITY OF WISCONSIN - LA CROSSE	2	1%
UNIVERSITY OF WISCONSIN - STEVENS POINT	2	1%
WESTERN GOVERNORS UNIVERSITY	2	1%
WINONA STATE UNIVERSITY	2	1%
ARGOSY UNIVERSITY - ONLINE	1	0%
AUGUSTANA COLLEGE	1	0%
BLACK HILLS STATE UNIVERSITY	1	0%
BRIGHAM YOUNG UNIVERSITY	1	0%
BRYANT & STRATTON COLLEGE-BAYSHORE	1	0%
CARTHAGE COLLEGE	1	0%
DEVRY UNIVERSITY - CHICAGO	1	0%
DEVRY UNIVERSITY CENTER	1	0%
EMBRY-RIDDLE AERONAUTICAL UNIV.-WORLDWIDE CAMPUS	1	0%
GRAMBLING STATE UNIVERSITY	1	0%
JACKSON STATE UNIVERSITY	1	0%
MARIAN UNIVERSITY	1	0%
MIAMI DADE COLLEGE	1	0%
NORTHEASTERN ILLINOIS UNIVERSITY	1	0%
NOVA SOUTHEASTERN UNIVERSITY	1	0%
OTTAWA UNIVERSITY-MILWAUKEE	1	0%
REGENT UNIVERSITY	1	0%
ST CLOUD STATE UNIVERSITY	1	0%
TEXAS SOUTHERN UNIVERSITY	1	0%
THE UNIVERSITY OF MEMPHIS	1	0%
UNIVERSITY OF HOUSTON	1	0%
UNIVERSITY OF MARYLAND - COLLEGE PARK	1	0%
UNIVERSITY OF MIAMI	1	0%
UNIVERSITY OF MINNESOTA-TWIN CITIES	1	0%
UNIVERSITY OF WISCONSIN - RIVER FALLS	1	0%
UNIVERSITY OF WISCONSIN - STOUT	1	0%
WESTERN INTERNATIONAL UNIVERSITY	1	0%
Grand Total	240	100%

Note: The table reflects the first four-year schools these students transferred to after MATC.

Table 3. First Four-year Schools to which MATC FA04 Liberal Arts Transfer Program Students Transferred in Seven Years by February 2010

Four-year Schools	Number of Transfers	%
UNIVERSITY OF WISCONSIN - MILWAUKEE	90	45%
CARDINAL STRITCH UNIVERSITY	11	6%
ALVERNO COLLEGE	7	4%
CONCORDIA UNIVERSITY- WISCONSIN	7	4%
UNIVERSITY OF PHOENIX	6	3%
UNIVERSITY OF WISCONSIN - OSHKOSH	5	3%
LAKELAND COLLEGE	4	2%
MARQUETTE UNIVERSITY	4	2%

MOUNT MARY COLLEGE	4	2%
UNIVERSITY OF WISCONSIN - PARKSIDE	4	2%
CARROLL UNIVERSITY	3	2%
ITT TECHNICAL INSTITUTE	3	2%
MILWAUKEE SCHOOL OF ENGINEERING	3	2%
UNIVERSITY OF WISCONSIN - WHITEWATER	3	2%
BRYANT & STRATTON COLLEGE - MILWAUKEE EAST	2	1%
DEVRY UNIVERSITY - MILWAUKEE	2	1%
EDGEWOOD COLLEGE	2	1%
IOWA WESLEYAN COLLEGE	2	1%
MINNESOTA STATE UNIVERSITY - MANKATO	2	1%
UNIVERSITY OF HOUSTON-DOWNTOWN	2	1%
UNIVERSITY OF WISCONSIN - MADISON	2	1%
UNIVERSITY OF WISCONSIN - STEVENS POINT	2	1%
UNIVERSITY OF WISCONSIN - STOUT	2	1%
UPPER IOWA UNIVERSITY	2	1%
BRIGHAM YOUNG UNIVERSITY - IDAHO FALL/WINTER	1	1%
BRYANT & STRATTON COLLEGE - MILWAUKEE WEST	1	1%
CARTHAGE COLLEGE	1	1%
COLUMBIA COLLEGE-EV SESSION	1	1%
COPPIN STATE UNIVERSITY	1	1%
DEVRY UNIVERSITY - DUPAGE	1	1%
JOHNSON & WALES UNIVERSITY	1	1%
KEENE STATE COLLEGE	1	1%
LAKE SUPERIOR STATE UNIVERSITY	1	1%
LIFE UNIVERSITY	1	1%
MIDLAND LUTHERAN COLLEGE	1	1%
MINNESOTA STATE UNIVERSITY MOORHEAD	1	1%
MONTANA STATE UNIVERSITY - BOZEMAN	1	1%
MONTANA STATE UNIVERSITY-BILLINGS	1	1%
NEW YORK UNIVERSITY	1	1%
OAKWOOD UNIVERSITY	1	1%
ROOSEVELT UNIVERSITY	1	1%
SOUTHERN POLYTECHNIC STATE UNIVERSITY	1	1%
TREVECCA NAZARENE COLLEGE	1	1%
UNIVERSITY OF ARIZONA	1	1%
UNIVERSITY OF MINNESOTA-TWIN CITIES	1	1%
UNIVERSITY OF NORTH CAROLINA - CHARLOTTE	1	1%
UNIVERSITY OF WISCONSIN - GREEN BAY	1	1%
WINONA STATE UNIVERSITY	1	1%
Grand Total	198	100%

Note: The table reflects the first four-year schools these students transferred to after MATC.

Appendix IV: Analysis of 2010 MATC Student Transfer Survey

Executive Summary

In order to learn about transfer program students' experiences at MATC, email invitations were sent to 2238 students who have transfer program codes and are actively enrolled in SP2010. Out of these students, 200 students responded, the response rate is 8.9%. Analyses have been conducted to see whether there are significant differences between minority students and white students. Here are the major findings.

- Minority students report to have been more aware of, put in use, and satisfied with MATC transfer services. They have applied for admission at four-year institutions at the similar rate as white students. More minority students also report using MATC resources for their transfer information over white students and more minority students than white students report knowledge of the transfer requirements.
- However, minority students completed fewer transferable credits although they have enrolled at MATC more semesters than white students. As a group, minorities have not transitioned to 4-year institutions to the degree that white students are admitted to four-year institutions. The survey data also indicates minority students report less confidence than white students in meeting the cost for the four-year school.
- Our minority survey population has more risk-factors than the white students. More specifically, a higher percentage of the minority students have dependents; a high school GPA lower than 2.4; and received GED or HSED alternative credentials. In addition, they show a lower level of self-efficacy than white students.
- Analyses of the data also indicate that student overall satisfaction with their transfer experiences at MATC is determined by his or her satisfaction with general information and services provided by MATC. Admittedly, it is evident that a very high percentage of both minority and white students are not aware of nor have they used transfer services, such as, the transfer specialist and information at transfer fairs.

In summary, here are some recommendations:

- Students with at-risk factors, especially minority students, should be given special attention and intervention early on to assist them with their course choice at MATC.
- MATC website, information flyers and services for transfer students should be streamlined and repeatedly and widely shared with students to increase awareness and usage.
- Advisor, counselor, staff and faculty should be trained to give students answers on transfer promptly and correctly. Mandatory orientation, intensive advising and aggressive follow-up is also desirable.
- Minority students rely on resources offered by MATC as primary sources of information and their needs should be addressed more attentively with advocates who may make the transition to a four-year institution possible.

Detailed Findings

Background Information

In Table 1, students' background information is analyzed by minority status. It is found that minority students have significantly higher percentage of following:

- Have Dependent Children or Elderly ($P \leq 0.001$)
- High School GPA below 2.4 ($P \leq 0.01$)
- Received GED or HSED ($P \leq 0.1$)
- Provided sole income for family ($P \leq 0.1$)

In previous studies, low High School GPA and GED recipients have shown to be related to students at-risk of academic failure.

Students' Awareness, Usage of MATC Transfer Services

In Table 2-A, students' awareness and usage of MATC transfer services are analyzed. In responding to the satisfaction questions of various transfer services, if a student chose "Not Applicable" or left it blank, his/her response is considered lack of usage or awareness. As seen in Table 2-A, in most cases, minority students have lower percentage of students choosing "Not Applicable" or leaving it blank than white students. Two differences are statistically significant:

- MATC's transfer specialist has been helpful to me. (Minority: 30% vs. White: 47%)
- The annual MATC Transfer Fair has been helpful to me. (Minority: 34% vs White: 58%)

It seems that minority students are more aware of and have used more MATC transfer services than white. However, there is a high percentage of both minority and white students who do not know or use these services.

Students' Satisfaction with MATC Transfer Services

In Table 2-B, students' satisfactions with MATC transfer services are analyzed. It is found that minority students have been in general more satisfied than white students with the following significant differences between the two groups:

- The annual MATC Transfer Fair has been helpful to me. ($P \leq 0.05$)
- MATC provides the information needed to handle difficulties involving transfer to another institution. ($P \leq 0.1$)

The only thing that minority students rated lower than white student is "I have enough information about how to transfer from MATC to a four-year institution", although the difference is not statistically significant. The more positive feedback from minority students could be due to their low expectations since many of them are first generation students and may not know what to expect.

Self-efficacy

In Table 3, students' responses to self-efficacy questions are analyzed. It is found that minority students in general seem to have a little bit lower self-efficacy. One statistically significant difference between the two groups is on the measure of "I can solve most problems if I invest the necessary effort" ($P=0.052$) where minority students scored lower.

Reasons to Attend MATC

In Table 4, students' reasons to attend MATC are analyzed. No significant differences are found between white and minority students.

Source of Transfer Information

In Table 5-A, sources of transfer information are analyzed. Minority students seem to have higher percentage of usages of the resources offered by MATC than white students. Particularly, more minority students get information from "Instructor" than white student and the difference is statistically significant ($p=0.042$). However, white students have significantly higher percentage of students using resources outside of MATC ($P=0.002$). Please see Table 5-B for categories of other sources of information.

MATC Enrollment and Transfer Efforts

In Table 6, students' enrollment history at MATC and their transfer efforts are analyzed. No statistically significant differences are found at 0.05 significance level; however, a few differences are found to be close to 0.1 significance level. They are:

- Minority students have completed less transferrable course credits (5 credits) than white students.
- There are 9% more minority students than white student who reported that they knew which courses at MATC are transferrable to a four-year institution.
- There are 10% less minority students than white students who reported that they had other plans for covering the tuition costs at the four-year institution(s).

Regression Analysis of Students' Overall Satisfaction with Transfer Services

In Table 7, regression analysis has been done to see what factors predict students' overall satisfactions with their transfer experiences. The following three factors turn out to be significant predictors:

- Understanding transfer requirements is straight-forward.
- MATC's staff and faculty are helpful resources in handling my transfer needs.
- Academic support services at MATC have been helpful in my transfer efforts.

Logistic Regression Analysis of Students' Transfer Application Action

In Table 8, logistic regression analysis has been done to see what factors predict students transfer application action. It is found that female students are less likely to apply for a four-year school and students with stronger commitment to their transfer program are more likely to apply for a four-year school.

Student Comments Analysis

Item analysis has been done with student responses to the question “What we can we do to improve our services in support of student transfer needs?” The following are the main categories derived from their responses:

- Information, such as, lack of information, not clear about transfer requirement, no information on four-year schools without articulation with MATC, website not helpful, and not aware of the existence of transfer specialist and transfer fair.
- Services, such as, lack of advising and faculty help, run around and non-responsive from MATC staff, services not available at convenient time, and feeling alone.

These findings support the results from the regression analysis on the predictors of overall satisfaction of transfer experience and may become the focus of further investigation and future improvement.

Table 1. Background Information

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)
Female	Yes	83	67%	-1%	-.223	.824
	No	116	69%			
Provide sole income for family	Yes	82	38%	13%	1.940	.054
	No	116	25%			
Attended College Previously	Yes	82	54%	4%	.564	.573
	No	115	50%			
Work 20 Hours or More	Yes	84	48%	-1%	-.091	.927
	No	116	48%			
Have Dependent Children or Elderly	Yes	83	42%	22%	3.507	.001 ***
	No	116	20%			
HS_GPA below 2.4	Yes	80	33%	16%	2.672	.008 **
	No	116	16%			
Received GED or HSED	Yes	79	51%	12%	1.713	.088
	No	115	38%			
First Generation	Yes	80	43%	11%	1.519	.130
	No	116	32%			
Lack Reason for Attending MATC	Yes	84	2%	-1%	-.435	.664
	No	116	3%			
Lack Commitment to Transfer Program	Yes	83	27%	-11%	-1.066	.288
	No	116	38%			
Having Serious Barriers to Success	Yes	83	66%	9%	1.334	.184
	No	116	57%			

Note:

* P<=0.05, **P<=0.01, ***P<+0.001.

Table 2-A. Lack of Awareness and Usage of MATC Transfer Services

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)
I am satisfied with the program application process I completed before being admitted to the Liberal Arts Transfer Program	Yes	83	18%	3%	.476	.635
	No	116	16%			
I am satisfied with MATC's financial aid application process.	Yes	83	17%	-5%	-.818	.414
	No	116	22%			
I have enough information about how to transfer from MATC to a four-year institution.	Yes	83	17%	6%	1.148	.252
	No	116	11%			
The information regarding	Yes	83	17%	-5%	-.818	.414

transfer to a four-year institution on MATC's website is useful to me.	No	116	22%				
MATC's transfer specialist has been helpful to me.	Yes	83	30%	-17%	-2.479	.014	*
	No	116	47%				
The annual MATC Transfer Fair has been helpful to me.	Yes	83	34%	-24%	-3.426	.001	***
	No	116	58%				
My faculty advisor has been helpful in my transfer efforts.	Yes	83	28%	-8%	-1.259	.210	
	No	116	36%				
Academic support services at MATC have been helpful in my transfer efforts.	Yes	83	29%	-12%	-1.810	.072	
	No	116	41%				
MATC provides the information needed to handle difficulties involving transfer to another institution.	Yes	83	20%	-8%	-1.276	.203	
	No	116	28%				
Accessing MATC's transfer information and resources is easy.	Yes	83	18%	-3%	-.457	.648	
	No	116	21%				
Understanding transfer requirements is straightforward.	Yes	83	17%	1%	.254	.799	
	No	116	16%				
MATC's staff and faculty are helpful resources in handling my transfer needs.	Yes	83	20%	-1%	-.181	.856	
	No	116	22%				
Overall, MATC has been helpful in my efforts to transfer.	Yes	83	18%	-4%	-.744	.458	
	No	116	22%				

Note: The mean percentage in this table reflect how many students choose "Not Applicable" or leave it blank in responding to the satisfaction questions. These are considered lack of usage or awareness.

Table 2-B. Student Satisfaction with Transfer Services

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)	
I am satisfied with the program application process I completed before being admitted to the Liberal Arts Transfer Program	Yes	68	3.926	.131	.776	.439	
	No	98	3.796				
I am satisfied with MATC's financial aid application process.	Yes	69	4.029	.271	1.613	.109	
	No	91	3.758				
I have enough information about how to transfer from MATC to a four-year institution.	Yes	69	3.116	-.195	-1.038	.301	
	No	103	3.311				
The information regarding transfer to a four-year institution on MATC's website is useful to me.	Yes	69	3.594	.034	.216	.829	
	No	91	3.560				
MATC's transfer specialist has been helpful to me.	Yes	58	3.086	.086	.399	.691	
	No	61	3.000				
The annual MATC Transfer Fair has been helpful to me.	Yes	55	3.600	.437	2.224	.028	*
	No	49	3.163				
My faculty advisor has been	Yes	60	3.617	.292	1.327	.187	

helpful in my transfer efforts.	No	74	3.324			
Academic support services at MATC have been helpful in my transfer efforts.	Yes	59	3.492	.050	.259	.796
	No	68	3.441			
MATC provides the information needed to handle difficulties involving transfer to another institution.	Yes	66	3.636	.287	1.782	.077
	No	83	3.349			
Accessing MATC's transfer information and resources is easy.	Yes	68	3.676	.187	1.130	.260
	No	92	3.489			
Understanding transfer requirements is straight-forward.	Yes	69	3.507	-.013	-.076	.940
	No	98	3.520			
MATC's staff and faculty are helpful resources in handling my transfer needs.	Yes	66	3.652	.190	1.051	.295
	No	91	3.462			
Overall, MATC has been helpful in my efforts to transfer.	Yes	68	3.632	.210	1.180	.240
	No	90	3.422			

Note: The answer scale for this set of questions is as follows: 5=Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree, 1=Strongly Disagree, Missing=Not Applicable.

Table 3. Self-efficacy

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)
I can always manage to solve difficult problems if I try hard enough.	Yes	70	3.414	-.075	-.711	.478
	No	94	3.489			
If someone opposes me, I can find the means and ways to get what I want.	Yes	70	2.943	-.047	-.417	.677
	No	94	2.989			
It is easy for me to stick to my aims and accomplish my goals.	Yes	69	3.188	.008	.072	.943
	No	94	3.181			
I am confident that I could deal efficiently with unexpected events.	Yes	70	3.343	-.051	-.488	.626
	No	94	3.394			
Thanks to my resourcefulness, I know how to handle unforeseen situations.	Yes	70	3.286	-.055	-.522	.602
	No	94	3.340			
I can solve most problems if I invest the necessary effort.	Yes	70	3.400	-.191	-1.961	.052 *
	No	93	3.591			
I can remain calm when facing difficulties because I can rely on my coping abilities.	Yes	69	3.261	.037	.324	.746
	No	94	3.223			
When I am confronted with a problem, I can usually find several solutions.	Yes	70	3.229	-.091	-.868	.387
	No	94	3.319			
If I am in trouble, I usually think of a solution.	Yes	69	3.377	-.081	-.823	.412
	No	94	3.457			
I can usually handle whatever comes my way.	Yes	68	3.294	-.050	-.497	.620
	No	93	3.344			

Note: The answer scale for this set of questions is: 1= Not at all true 2= Hardly true 3= Moderately true 4= Exactly true.

Table 4. Reasons to attend MATC

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)
Get a job	Yes	84	30%	-6%	-.826	.410
	No	116	35%			
Improve existing skills	Yes	84	35%	6%	.914	.362
	No	116	28%			
Pursue personal interest	Yes	84	33%	5%	.738	.461
	No	116	28%			
Change career	Yes	84	21%	2%	.428	.669
	No	116	19%			
Transfer to a four-year institution to pursue bachelor's degree	Yes	84	89%	5%	.978	.329
	No	116	84%			
Not Sure	Yes	84	2%	-1%	-.435	.664
	No	116	3%			

Table 5-A. Source of Transfer Information

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)
Faculty Adviser	Yes	84	51%	7%	1.008	.315
	No	116	44%			
Instructors	Yes	84	35%	13%	2.051	.042 *
	No	116	22%			
Classmates/Friends	Yes	84	19%	3%	.488	.626
	No	116	16%			
Family members	Yes	84	15%	6%	1.286	.200
	No	116	9%			
Counselors	Yes	84	42%	5%	.780	.436
	No	116	36%			
Other Sources	Yes	83	13%	-18%	-3.113	.002 **
	No	116	31%			

Table 5-B. Other Sources of Transfer Information

Sources	Minority	White
Website in general	5	8
Website or people from another school	1	15
MATC website		2
Own research	4	5
Other (orientation, program plan, etc.)	1	5
Total	11	36

Table 6. MATC Enrollment and Transfer Efforts

	Minority	N	Mean	Mean Difference	t	Sig. (2-tailed)
Terms Enrolled at MATC	Yes	81	7.21	1.192	1.215	.226
	No	114	6.02			
Number of Transferrable Course Credits	Yes	65	21	-5	-1.627	.106
	No	101	26			
Knew which courses at MATC are transferrable to a four-year institution	Yes	77	91%	9%	1.721	.087
	No	111	82%			
Applied_4year_school	Yes	83	24%	-2%	-.282	.778
	No	116	26%			
Current admission statuses at four-year institutions- Admitted	Yes	84	11%	-6%	-1.138	.257
	No	116	16%			
Current admission statuses at four-year institutions- denied	Yes	84	1%	0%	.229	.819
	No	116	1%			
Current admission statuses at four-year institutions- in process	Yes	84	14%	1%	.275	.783
	No	116	13%			
I met with a transfer advisor from the institution to which I am transferring.	Yes	84	29%	4%	.703	.483
	No	116	24%			
I have visited the four-year institution(s).	Yes	84	36%	0%	-.071	.943
	No	116	36%			
I have information about the tuition costs at the four-year institution(s) to which I am transferring.	Yes	84	46%	3%	.465	.642
	No	116	43%			
I have discussed tuition assistance with a transfer advisor at the four-year institution(s).	Yes	84	21%	3%	.583	.560
	No	116	18%			
I have other plans for covering the tuition costs at the four-year institution(s).	Yes	84	15%	-10%	-1.635	.104
	No	116	25%			

Table 7. Regression Analysis of Students' Overall Satisfaction with Transfer Services

	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	
(Constant)	0.31	0.23		1.37	0.175	
Understanding transfer requirements is straight-forward.	0.45	0.10	0.47	4.49	0.000	***
MATC's staff and faculty are helpful resources in handling my transfer needs.	0.30	0.09	0.31	3.24	0.002	**

Academic support services at MATC have been helpful in my transfer efforts.	0.19	0.08	0.19	2.35	0.021	*
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Notes:

a. Dependent Variable: Overall, MATC has been helpful in my efforts to transfer.

b. Independent Variable: Minority, Female, ESL, Work 20 Hours or More, Have Dependent Children or Elderly, HS_GPA below 2.4, Received GED, First Generation, Lack Reason to Attend MATC, Lack Commitment to Transfer Program, Have Serious Barriers to Success, questions on satisfaction with individual services, self-efficacy questions.

Table 8. Logistic Regression Analysis of Students' Transfer Application Action

	B	S.E.	Wald	df	Exp(B)	Sig.	
Female	-1.147	0.433	7.016	1.000	0.318	0.008	**
Lack of Commitment to Transfer Program	-1.188	0.528	5.070	1.000	0.305	0.024	*
Constant	0.132	0.355	0.138	1.000	1.141	0.710	

Notes:

a. Dependent Variable: Applied four-year school

b. Independent Variable: Terms Enrolled at MATC, Transferrable Course Credits, Minority, Female, ESL, Work 20 Hours or More, Have Dependent Children or Elderly, HS_GPA below 2.4, Received GED, First_Generation, Lack Reason to Attend MATC, Lack Commitment to Transfer Program, Have Serious Barriers to Success, questions on satisfaction with individual services, self-efficacy questions.

Table 9. Analysis of TES Survey Open Comments

The Transfer Equity Study Survey – provided 70 open comments which yielded 13 themes below. These themes were independently clustered into 2 areas in need of improvement: *Information & Services*. When compared to the closed-answer survey data, the themes and clusters supported the open-ended data analysis.

Comment Frequency Tables

Information

Unclear requirements & difficulty w/ credits	10.0
Inadequate website	4.3
Lack of understanding of process	26.0
Not aware of transfer services	8.6
More articulations needed	7.1
Total Percentage of Comments	56%

Services

Lack of response	6.0
Low availability of Service	7.1
Low level of faculty follow-up	10.0
Inconsistent advising	11.4
Late assistance	4.3
Feeling alone	3.0
Total Percentage of Comments	42%

The 2 major clusters of open comment frequency on the transfer survey, reveal student concerns are approximately 10% points apart in frequency between improvements in transfer information and transfer services. Even though the need for more information is a greater concern, both areas provide a unique opportunity for change. Four specific items are highlighted because they registered overall higher levels of concern within the 13 themes: lack of understanding of the process; inconsistent advising; unclear transfer requirements; and low level of faculty follow-up. These four categories were identified by survey respondents as areas of greatest dissatisfaction.

Appendix V: MATC Focus Group Summaries

April 27, 2010 Room M206

3 students (3 females-- all minority); 1 IT & 2 LAS/Music -- Human Svc.

Discussants in this focus group had taken the Transfer Equity Study survey and the desire for more transfer information and assistance was apparent in their comments. They expressed a high level of commitment to transfer to attain a bachelor's degree. These students had clear career and transfer goals and expressed a need for programs to be accredited and reputation known to assist in transfer choices as not all programs are equal. Students described the need for a common website where course syllabi are available, so transfer programs could evaluate credit level. Students also further indicated MATC transfer information was not enough and suggested a counselor should be available just for transfer. Hence, the idea of a "helper" was readily accepted as a valuable role. They admitted UW Milwaukee's location was attractive for reasons of convenience, but because they didn't always get calls returned and class sizes were large, they were not sure it was a good fit. These participants also wanted a site where comparative information on transfer institutions was available and where information was more easily accessible.

May 5, 2010 Room M614

5 students (1 male 4 females-- all minority); all RN

This second group of student discussants was excited by the subject of Biotechnology and their instructor. They were all in the RN program and committed to further study on this new wave of genetic knowledge. Discussants expressed a desire to go to a 4-year institution with a strong reputation in Bio Tech— making themselves more marketable was a significant motivation as was the awareness of the competition in their field to distinguish themselves from others. They also indicated that it was important to avoid certain instructors who made earning grades and transfer more difficult. Participants expressed a clear understanding of the need for a friend or person who could provide an "on-the-ground" understanding of what they need to transfer. The participants also felt MATC information on transfer was inadequate and inconsistent. They suggested mandatory transfer orientations and workshops and felt the current transfer days were ineffective because each institution was interested in "selling" its product. Focus Group participants were interested in acquiring assistance in making a match to a 4-yr institution that would meet their particular needs for a small classroom experience. They wanted information they could trust.

May 10, 2010 Room C304

12 students (3 males 9 females -- 4 non-minority); all TEP

The third group of students is part of a unique group within the Liberal Arts and Sciences Division: in an education track with a separate program office, advisors and transfer charts; they exhibit a strong commitment to a career in teaching. The structure of the teaching track, provides a strong context where the expectation is that students will transfer. Awareness of transfer for this sub-set of Liberal Arts & Sciences students is high. For students in TET, transfer is linked to their career goal. Career goals that include transfer, work to facilitate transfer and prepare students to match receiving institutions' requirements. As a result of having a program created for transfer, while students have opted to _not_ transfer and to become Para-professionals, clear goal, purpose and understanding of the demand for teachers increase students' transfer commitment; still, these students made clear the need for current information on course transfer that could make the difference in time and money to repeat courses.

Student discussants want the transfer process to be seamless and "easy." They recognized the transfer option as important in saving them time and money to earn a Bachelor's degree. When pressed, they explained that "easy" would not be time -intensive and information would be readily available or provided in an integrated manner. Additionally, students wanted to feel comfortable with the transfer college. Having a friend that had transferred or speaking to someone they trusted so they could anticipate challenges or know what to expect, was a critical part of making the selection of a transfer location. Depending on how long they had been in the program, some students had no knowledge of the transfer application process and were not sure what to expect. More senior students were surprise at how much leg-work was needed to provide documents and complete transfer. Students suggested shadowing another student who successfully transferred and also thought a workshop on transferring would also be helpful. These students also suggested a transfer center where they could get up-to-date and trustworthy information.

May 11, 2010 Room C310

7 students (4 males 3 females -- 4 non-minority); all TEP

Participants in the fourth focus group had a clear career goal and purpose for transfer. They emphasized the utility of transfer charts with accurate information that is updated annually. Students also wanted to have a name of a contact at the transfer institution and wanted assistance in making contact with the program (not the university). Information on financial support should also be available; students commented that they were relying on word of mouth on ways to meet the cost of transfer. Discussants recognized the importance of the "helper" role and how time consuming it is to provide transfer information to each particular student. They suggested a transfer center with a dedicated counselor; likewise they thought visits from program representatives and information updates would be very helpful.

Appendix VI: MATC Website Analysis

Wisconsin Transfer Equity Study: Website Reflection Protocol for Two-Year Institutions

Instructions: Go the webpages on your institution's website where you would expect *aspiring transfer students* to visit. As you review the information presented in each relevant section or sub-section of the website, ask yourself, Are there dedicated sections of the website for aspiring transfer students? If so, how is transfer information communicated in these webpages? How are students of color in particular encouraged and supported in pursuing transfer? For each section/sub-section reviewed, enter your *observations* in the green table using the guiding questions below. Then enter your summative *analysis* in the purple table using the guiding question below.

Institution: Milwaukee Area Technical College

Website-Section: Current Students tab on Information Bar

Website Sub-Section: Transfer

URL: <http://matc.edu/student/currentstudent/credittransfer>

<i>Imagine you are an aspiring transfer student...</i>	
Briefly provide a summary of the webpage content. What transfer-related information is provided?	Two clicks lead to the menu of 12 selections : an explanation of Liberal Arts & Sciences credit transfer; an explanation of what the Badger Track agreement with Madison involves; a similar summary of the parameters of the transfer agreement with UW Milwaukee; information on UW System Transfer; Transfer agreements listed by program; contact numbers at 4-year institutions; how to transfer credits to MATC; a listing of high school initiatives to encourage transition to college; teacher education transfer information button explains that a 2-year degree at MATC can transfer to area 4-year colleges where students can earn a Bachelors in teaching; link to request a transcript with information on in-person, telephone, mail or fax requests. Costs and required information is also listed;
How easy is it to find this webpage? How many tabs/links did you click through to get here?	Two clicks lead to the menu of 12 selections : a title from our advertising campaign to "Start Here, Go Anywhere" and with a link to a 10 minute video an explanation of Liberal Arts & Sciences credit transfer; an explanation of what the Badger Track agreement with Madison involves; a similar summary of the parameters of the transfer agreement with UW Milwaukee; are all accessible information with one more click. The website is also available in Spanish and provides contact address and telephone number of two people no longer directly involved with college transfer. The first page "Start Here" has a picture of a minority male and the video also has clips of minority students

	<p>getting information at an Open House and Transfer Day event. No direct content addresses minority students or directs them to Multicultural Services.</p>
<p>How accessibly is information in this page presented?</p>	<p>An answer from the focus group interview has greater resonance after review of our transfer webpages. Information is presented as the colleges and programs prepare them to attract students. Information is not presented with analysis or with charts to make the data comparative, comprehensive and integrated. Presently, transfer information is presented in separate, different and disparate agreements. Moreover, information is not connected to the transfer process or application for transfer. If students are not familiar with the process of transfer they are not likely to gain that understanding through a review to the webpages. The fact that contact information on specific questions or a list of FAQ are not available, also provides support to student comments on the lack of timeliness of responses to transfer questions. Our web pages do present some important concepts and vocabulary of transfer: Junior standing; declaration of intent; guaranteed admission; minimum requirements; transfer contract; 200 level courses; up to 72 credits; National and local transfer and UW Transfer Information System(TIS). The presentation of our ad slogan "Start Here..." presents the familiar language to students in a effort to connect with them. Similarly, an effort has been made to welcome diverse students with pictures of minority students and with the webpage text being available in Spanish. I am not sure the extent to which the information assumes these minority students are first-generation college attendees.</p>
<p>How easy is it to find office locations and contact information for students of color seeking additional information?</p>	<p>Information needs for students of color are not addressed separately on our webpages. There is no contact information or links to the Multicultural Office.</p>

Other Comments?	It does not appear that our transfer webpages were created from the point of view of the students; additionally we could consider providing an explanation of the concept of an advisor since our students first meet counselors and may not be aware of the difference. We should have a link to an advisor by 4-year institution or 4-year program matriculation interest as this would support the way in which transfer occurs.
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Would you say enough information is presented in the above webpage(s) to enable aspiring transfer students and students of color to take the next step in pursuing transfer (e.g. getting in touch with an advisor, attending a transfer fair, etc.). Why or why not?	The webpage does not present a process for general transfer. Process pages have been created for Badger and Panther tracks. The pages assume a certain decision on transfer has already been made and the page is a supplement to provide information. As revealed in comments from focus group students, who suggested information on transfer be presented in a manner that would allow students to compare information. Similarly, students revealed a lack of knowledge of the transfer process. A calendar of transfer events would allow students to plan attendance and coordinate the steps toward transfer. Information on transfer is not presented to any specific population (entering students; students with 15 credits or more etc.) nor to specific needs. Only program articulations are presented. Contact information needed to be updated and names along with roles or titles would assist students in understanding who could assist with the different aspects of the transfer process.
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Appendix VII: UWM Summary of Qualitative Activities

Available on request in power point format.