Navigating the Student Transition
Combing Student Voice with Data

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Purpose: Data is powerful; combing data with student voice narrating their experience is even more powerful. This session aims to explore how challenges first-year and transfer students experience were presented to Oregon State University campus through student voice and institutional data. I provide space for you to consider your own institutional context and focus mainly on the transfer student experience here.

Content Expectations: My focus in each section is to provide general overview of what types of research questions to ask, and at times, offer suggestions on where to find relevant data. I follow up with examples of how I combined student voice and data within my own institution. The session presented here was developed in 2018, so many data pieces are no longer relevant to our institution. There are some content in which the original presentation covered internal use only data, so in those instances you will see a disclaimer about the data being false.

Questions: If you would like to ask a question or learn more, please don’t hesitate to reach out to me! I, by no means, would consider myself a data professional. However, I am a data curious person and am always learning and asking questions. I would love to brainstorm with you on how you can work to become more data informed in your practice.
Poster sections

In-Class Experiences

Academic Advising

Student Finances

Resource Use

Data definitions and landscape

Action Steps
Data definitions and landscape
Audit your institution

Before you can start combining student voice and data, you need to know where to access that information.

1. Scour your institutional website to see if you have Institutional Research departments

2. Search for other units on campus that provide “raw” data

3. Identify any campus-wide student surveys. Which units are responsible for those surveys?
1) Institutional Research department:
   • Some of the key aggregate reports I use are the: New Student Profile; Enrollment & Demographic reports

2) Other units on campus that provide “raw” data
   • Institutional Analytics and Reporting (IAR) is the central resource for official university data, analytics and reporting.
   • This is where I access a variety of CORE (web-based reporting tool) reports and various interactive data dashboards.
   • They also host the Data Reference Desk – with a data dictionary (how we define terms within OSU’s data) and a Data Lab where I can go with any questions on data for support.

3) Campus-wide student surveys and which units are responsible for those surveys
   • Student Affairs Assessment hosts the NSSE, and our own in-house Inclusivity Survey
   • A few other central departments have conducted “Transitions and Advising Survey”
   • I reach out to folks I know on campus connected to these surveys and ask if they know of any others being done
Define your Definitions

In order to have confidence in sharing student voice and data, you need to ensure you’re all referencing the same students.

- How do you define “Transfer Student” and is this agreed upon across your institution?

- Are there other student populations that tend to get lumped in with transfer students? Do you need to clarify who IS and who IS NOT part of this group?
Define your Definitions: The Oregon State Lens

[Transfer Student]
Based on “student type”
• Students that complete 24+ credits at another institution prior to attending OSU
• Students that attend OSU as their first institution post- High School graduation (Winter or Spring start) with 24+ college based credits (not including AP/IB/CLEP)
• Students who meet progression requirements through INTO OSU Program

[Degree Partnership Program Student]
Based on “DPP Indicator”
• Admitted OSU student taking courses at partnered Community College:
  - Dual enrolled at 2 institutions concurrently
  - Enrolled solely at partnered school for up to 10 terms
• May be First-Year or Transfer student type

[First Year Student]
Based on “student type”
• Students that attend OSU as the first institution post-High School graduation (Summer or Fall start) regardless of credit amount
Now what?

You’ve audited your campus and identified sources of ‘raw’ data and student voice.

Now... begin to find ways these two converge!!

What themes begin to emerge? What areas students are sharing their challenges or frustrations? Can you identify data to support their claims?

In looking through student surveys and in various data reports, OSU identified the following were areas that were commonly a challenge for our incoming students:

- Student Finances
- In-Class Experiences
- Academic Advising
- Campus Resource Use & Awareness

We highlighted how Transfer and First-Year students experienced these challenges similarly, but also how they differed.
Audit Review: Student Finances

• Review what students have shared about their finances.

• What else can you find to better understand their experience navigating the financial responsibilities for attending your institution?
  • Speak with Financial Aid and Scholarships offices to better understand their systems for transfer students.

Provide consistency in presentation of data:
Student Expectations

- Access to timely, accurate, and clear information related to all costs of attending OSU

But what we found out...
When first-year students were asked,

**What I wish I knew...**

- 55% Blindsided by hidden costs of attending OSU
- 33% It’s really expensive for a student to attend OSU
- 27% I really love being a student here
- 19% Feelings of sadness or loneliness
- 12% My teachers don’t email me back

They provided examples of the hidden costs they referenced:

- $ Adaptive technologies
- $ Learning Analytics sites
- $ Supplemental online labs
- $ Additional texts
- $ Texts purchased that aren’t necessary
Of those 61% who work while enrolled, 15% work two or more different jobs.

61% Cannot afford to attend OSU without working

#1 Academic Challenge Self-Reported by Students: Time Management
In 2018, **Summer & Fall admits** are eligible for **auto-award, merit-based scholarships** with renewal opportunities. These students may also apply for departmental aid in the 1st academic year, to be awarded AY year 2. **Winter admits** are not eligible for auto-awarded scholarships ever. These students may apply for departmental aid in the 1st academic year, to be awarded AY year 2. **Spring admits** are not eligible for auto-awarded scholarships ever. These students must wait to apply for departmental aid in the 2nd academic year, to be awarded AY year 3.
OSU’s Call to Action:

• Provide students with adequate financial literacy.
  • Costs of higher education, exploration on how to finance their education, develop a living budget, and practice prioritization of wants & needs.

• Make holistic financial advising accessible to students.

• Be transparent and timely on cost of attending OSU:
  • Provide the value added of differential tuition, adaptive course technology, and other required materials so students can better understand their investment.
In-Class Experiences
Audit Review: In-Class Experiences

• What have students shared about their class experiences – expectations, faculty interactions, required technology or course materials.

• What other pieces of data are important to telling this narrative?
  • Look at high enrollment course, courses with high rates of students not receiving credit (grades of D, F, or Ws).

Provide consistency in presentation of data:

Student Expectations  Supporting data  Call to Action
92% of students are confident they can be successful at OSU

88% of students can describe the academic strategies that work for me in achieving academic success

90% of students know where and how to access academic support resources as I need them

### What are the Top 10 Courses Taken by Transfers students within their first year?

<table>
<thead>
<tr>
<th>Course</th>
<th>lecture capacity</th>
<th>credits</th>
<th>Total FY</th>
<th>Transfers</th>
<th>dfwui count</th>
<th>%dfwui</th>
<th>total cost of dfwu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course1</td>
<td>500</td>
<td>2</td>
<td>Total</td>
<td>Lots</td>
<td>Some</td>
<td>10%</td>
<td>$46,203</td>
</tr>
<tr>
<td>Course2</td>
<td>200</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Many</td>
<td>31%</td>
<td>$117,094</td>
</tr>
<tr>
<td>Course3</td>
<td>45</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Few</td>
<td>5%</td>
<td>$14,771</td>
</tr>
<tr>
<td>Course4</td>
<td>25</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Some</td>
<td>12%</td>
<td>$34,348</td>
</tr>
<tr>
<td>Course5</td>
<td>40</td>
<td>2</td>
<td>Total</td>
<td>Lots</td>
<td>Few</td>
<td>2%</td>
<td>$3,647</td>
</tr>
<tr>
<td>Course6</td>
<td>100</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Many</td>
<td>40%</td>
<td>$106,165</td>
</tr>
<tr>
<td>Course7</td>
<td>100</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Few</td>
<td>16%</td>
<td>$42,154</td>
</tr>
<tr>
<td>Course8</td>
<td>65</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Many</td>
<td>25%</td>
<td>$67,291</td>
</tr>
<tr>
<td>Course9</td>
<td>250</td>
<td>4</td>
<td>Total</td>
<td>Lots</td>
<td>Some</td>
<td>8%</td>
<td>$20,296</td>
</tr>
<tr>
<td>Course10</td>
<td>180</td>
<td>3</td>
<td>Total</td>
<td>Lots</td>
<td>Few</td>
<td>2%</td>
<td>$3,650</td>
</tr>
</tbody>
</table>

**Cost of DFWU for top 10 courses:** $455,618

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**Questions:**

1. **How many transfer students receive at least one DFWUI grade in their first year?**
2. **What are the class sizes for their first year?**
3. **Anything notable to call out as good or areas to improve?**

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*Course details are made up and may not reflect accurate counts at OSU.*
### Break it down.

We know D/Fs vs. Ws vs. U/NP all mean different things towards student academic progress.

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Transfer</th>
<th>dfwui count</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>U</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course1</td>
<td>Total</td>
<td>Some</td>
<td>Many</td>
<td>Some</td>
<td>Some</td>
<td>Few</td>
<td>Few</td>
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<tr>
<td>Course2</td>
<td>Total</td>
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<td>Some</td>
<td>Many</td>
<td>Some</td>
<td>Few</td>
<td>Few</td>
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<td>Course3</td>
<td>Total</td>
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<td>Some</td>
<td>Many</td>
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<td>Few</td>
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<td>Many</td>
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<td>Few</td>
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<td>Many</td>
<td>Few</td>
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<td>Few</td>
</tr>
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<td>Course6</td>
<td>Total</td>
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<td>Many</td>
<td>Few</td>
<td>None</td>
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<td>Few</td>
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<td>None</td>
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<td>Some</td>
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<td>None</td>
<td>Few</td>
</tr>
<tr>
<td>Course10</td>
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<td>Many</td>
<td>Some</td>
<td>Few</td>
<td>Some</td>
<td>None</td>
</tr>
</tbody>
</table>

|            | 40% | 32% | 22% | 5%  | 1%  |

### How many unsuccessful attempts were earned?

### What % of all unsuccessful attempts resulted in grades of D or F

Course details are made up and may not reflect accurate counts at OSU.
### Visual of DFWUNI counts are made up and may not reflect accurate counts at OSU

### Transfer students

- Total new students [Black]
- Count of 1+ DFWUNI [Orange]
- Count of 4+ DFWUNI [Light Gray]
- Count of withdraw from term [Dark Gray]

### Dig into your data to find out:

Are these counts from INDIVIDUAL students earning 1 unsuccessful attempt or FEW students earning multiple unsuccessful attempts?

### The Oregon State Lens

When possible, visually showcase your data

### Transfers

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Transfer count</th>
<th>dfwuni count</th>
<th>D</th>
<th>F</th>
<th>W</th>
<th>U</th>
<th>i</th>
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</thead>
<tbody>
<tr>
<td>Course1</td>
<td>Total</td>
<td>Some</td>
<td>Many</td>
<td>Some</td>
<td>Some</td>
<td>Few</td>
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<td>Few</td>
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<tr>
<td>Course3</td>
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<td>Few</td>
<td>Some</td>
<td>Some</td>
<td>Many</td>
<td>Few</td>
<td>Few</td>
</tr>
<tr>
<td>Course4</td>
<td>Total</td>
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<td>Many</td>
<td>Many</td>
<td>Some</td>
<td>Few</td>
<td>Few</td>
</tr>
<tr>
<td>Course5</td>
<td>Total</td>
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<td>Some</td>
<td>Many</td>
<td>Few</td>
<td>Some</td>
<td>Few</td>
</tr>
<tr>
<td>Course6</td>
<td>Total</td>
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<td>Some</td>
<td>Few</td>
<td>Many</td>
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<td>None</td>
</tr>
<tr>
<td>Course7</td>
<td>Total</td>
<td>Few</td>
<td>Some</td>
<td>Few</td>
<td>Some</td>
<td>Few</td>
<td>Few</td>
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<tr>
<td>Course8</td>
<td>Total</td>
<td>Many</td>
<td>Some</td>
<td>Some</td>
<td>Few</td>
<td>None</td>
<td>None</td>
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<td>Course9</td>
<td>Total</td>
<td>Some</td>
<td>Many</td>
<td>Some</td>
<td>None</td>
<td>None</td>
<td>Few</td>
</tr>
<tr>
<td>Course10</td>
<td>Total</td>
<td>Few</td>
<td>Many</td>
<td>Some</td>
<td>Few</td>
<td>Some</td>
<td>None</td>
</tr>
</tbody>
</table>

| % | 40% | 32% | 22% | 5% | 1% |
Tech Woes

Showcasing the number of platforms students use can be powerful.

Even the best of intentions doesn’t always work the way we’d like.
OSU’s Call to Action:

- **Disaggregate the Data**
  - We need to understand the narrative of DFUI rates, and rates of withdraws for our various student populations.

- **Technology in the classroom**
  - Explore the role that technology plays both in-class and out-of-class.
  - Ensure that we are utilizing it to enhance engagement and experience, rather than creating barriers.

- **Clear & Consistent Expectations**
  - Establish common set of digital tools faculty employ.
  - Makes grades accessible in a timely fashion so students may make informed decisions on change of grading and withdraw options.
Academic Advising
Audit Review: Academic Advising

• How is academic advising conducted on your campus? Do you have centralized or decentralized advising? Do you have transfer student advisors, or do they meet with any advisor? Do you require advising, and if so, how often?

• Do you students change majors? Does each major have a common advising experience?

Provide consistency in presentation of data:
Student Expectations of their Academic Advisor

- Be an Advocate
- Help individualize education plan
- Make connections to resources
- Stay current
- Clarify Information
Students must navigate decisions and deadlines every quarter.

- **Classes Begin**
- **Last day to add classes with instructor approval**
- **Last day to S/U or Withdraw, no refund**
- **Last day to withdraw from the term**
- **Grades Posted; academic standing rolls; holds placed for STAR**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Finals</th>
<th>Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to add online without approval, Last day to drop; receive 100% tuition refund</td>
<td>Last day to withdraw and receive 50% tuition refund</td>
<td>Winter quarter priority registration begins</td>
<td>Term ends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Peak Advising:** Harder to access your academic advisor
While attending OSU, if you were to encounter ______________ challenge, to whom would you most likely go for help?

- Financial
  - Family
  - Advisor
  - Peers

- Academic
  - Professor
  - Advisor
  - Peers

- Personal
  - Peers
  - Family
  - Advisor
Students must navigate many large decisions with strict deadlines throughout their academic quarter at OSU.

1. Students must navigate many large decisions with strict deadlines throughout their academic quarter at OSU.

2. They reach out to their advisor for advice & support.

3. But... do they know when or how to reach out to their advisor?
The Oregon State Lens

Academic Advising Experience for Transfer Students

**Where is my advisor?**

- **Centralized**
  - Business
  - CEOAS
  - Forestry
  - PHHS
  - UESP
- **De-centralized**
  - Ag Sci
  - Engr
  - CLA
  - Science

**Mandatory?**

- **Quarterly**
  - Ag Sci
  - Engr
  - Forestry
  - PHHS
  - UESP
- **Annually**
  - CEOAS
  - CLA
  - Science
  - In-Class
  - Business

**Scheduling**

- Methods vary by college
  - Phone
  - In-Person
  - In-Class
  - Email advisor directly
  - Time trade
  - Other online scheduling

**Academic Standing**

- No standardized program to support transfer students

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Transfer students may have:
- Central college (all majors) or major-specific advisors
- Professional or faculty advisors

The minimum number of required advising appointments for the year depends on transfer students’ college.

There is no consistency in how students schedule advising appointments across each college, and at times within each college.

Students Taking Academic Responsibility (STAR)
All First Year Students with below 2.0 term GPA: Required quarterly In-Person Advising, Academic Contract, and registration hold until they’ve completed program.
OSU’s Call to Action:

In recognizing that students may change their major/college and must learn a new system of operation, we recommend:

- **Consistency**
  - Format and minimum content on each college’s academic advising webpages

- **Scheduling**
  - Shift to a common scheduling system for all advisors to use.

- **Cultural Shift**
  - Incentivize students to engage with their advisors early, and beyond just registration conversations
  - Advisors can proactively assist students navigating the many and frequent decisions and deadlines across the quarter
Audit Review: Resource Use

• What resources are available at your institution to support your students?

• Do you know why your students use or why they do not use various resources?

As much as possible, provide consistency in presentation of data:
The Oregon State Lens

Students selected offices and services they used and didn’t use during their first year at OSU and provided additional insight into their decision to engage or not engage.

Top 3 Used FY Freshmen
1. Social
2. Physical
3. Occupation

Top 3 Used FY Transfer
1. Occupation
2. Physical
3. Social

Top 3 NOT Used
1. Spiritual
2. Environmental
3. Emotional

Of all the offices or services that you have utilized... what made your engagement possible?

- I knew I needed this so I engaged
  - TR 53% | FY 43%

- My scheduled matched up with the times they were open
  - TR 53% | FY 65%

- I know that going would benefit me
  - TR 50% | FY 58%

- A friend went with me
  - TR 24% | FY 47%

Of all the offices you WANT to visit, but have NOT... what is getting in the way?

- I didn’t know about this service until taking this survey
  - TR 46% | FY 34%

- My schedule doesn’t match up with the times they’re open
  - TR 46% | FY 34%

- I’m intimidated to go by myself
  - TR 32% | FY 44%

- I don’t know what to say when I get there...
  - TR 30% | FY 34%

2019 Resource Use Survey (sent to all FY and TR students in their first year)
OSU’s Call to Action:

• Friendly introduction
  • Aim to provide clarity on how students should engage with that office/service space for the first time.

• Scheduling
  • Provide a variety of times and modalities for engaging

• Awareness
  • Share information of office or service and what students can expect from that office or service.
  • Provide information in a variety of modalities (social media, email, posters around campus, websites)
Action Steps
Audit Review: Action Steps

TAKE IT HOME...

Consider your institution.

How accessible is data at your institution? Where would you begin your data journey? Who would you want to share your findings with?
The Oregon State Lens: Where to find our data

- Campus Inclusivity Project: studentaffairs.oregonstate.edu/sarep/campusinclusivity
- OSU Transitions & Advising Survey: studentaffairs.oregonstate.edu/CCSI/data
- Transfer Student Experience Initiative: leadership.oregonstate.edu/provost/signature-lecture-series/osu-impact-studio/impact-studio-portfolio/transfer-student
- IAR – Reports & Dashboards: iar.oregonstate.edu/reference
  - DataLab: iar.oregonstate.edu/DataLab
- CORE & Jaspersoft reports referenced: iar.oregonstate.edu/about
- IR – Enrollment & Demographic Reports: institutionalresearch.oregonstate.edu/enrollment-and-demographic-reports
- College Board – OSU Data: Request data from OSU Admissions
- Academic Advisor & Advisee Expectations: advising.oregonstate.edu/expectations-advising
- First Year Student Focus Groups: studentaffairs.oregonstate.edu/CCSI/data
Call to Action:

• Audit your institution
  • Identify any institutional data, student surveys, and relevant stakeholders.

• Identify themes
  • What are challenges your students facing? Can you identify any discrepancies or commonalities in what they say and what the data shows?

• Be open to alignment with others
  • When possible, provide examples of how your student’s population reacts similar to others, and how it differs.
  • Evaluate your incoming TR students to their FY peers; disaggregate data to understand how some transfer student populations are disproportionately impacted compared to others.

• Share your data
  • Present your data! You’ve done the work, now share it!
  • Provide expectations, whether the data confirms or disproves the expectations, and leave with a call to action.

Action Steps
Thank you!

undergraduate.oregonstate.edu/transfer-transitions

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