

**Midlands Technical College  
Achievement Of Students Transferring  
From Two- To Four-Year Institutions.  
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**Summary of Fall 2001 Cohort**

Midlands Technical College (MTC) assesses transfer activity and performance of students who transfer from MTC to four-year institutions through data provided by these institutions. Every two years, each public SC four-year institution provides summary information on the Fall MTC first-time transfer cohort: number of MTC students who applied, were accepted, and actually enrolled in the four-year institution and a comparison of the MTC transfer student cohort Fall GPA to the native first-time student Fall GPA, grouped by hours completed and gender-ethnicity categories.

There were two objectives included in the 200-01 action plan. The results of these objectives are provided below.

Objective A: Design a system for tracking transfer students to get information to supplement data provided by the four-year institutions.

Midlands Technical College in conjunction with USC has developed a model to provide more detailed information on transfer students. The model will be tested in 2002-2003 and then evaluated for application for all Technical Colleges.

Objective B: Design a system for evaluating assigned advising when it is fully implemented in the AA and AS programs.

The system has been designed and implementation has begun, but is not yet complete. The original plan was to assign entering students who indicated a TRANSFER education goal to a permanent faculty advisor. Advisor's are divided by specialty such as USC's College of Liberal Arts, Darla Moore School of Business, College of Science and Mathematics, Benedict College (all majors), Francis Marion University (all majors), Clemson University (all majors), etc.

In the next implementation phase, continuing students indicating a TRANSFER education goal will be assigned to permanent advisor. At this time, there are approximately 35 AA or AS advisors on each the Belton and Airport campus'. Each of the advisors has approximately 25 assigned advisees at this point. This means that about 1750 students have been assigned to permanent advisors. The process for assigning continuing students will continue throughout the 2002 – 2003 school year. At that time, almost all of the AA and AS students should have a permanent advisor. We will then begin to evaluate the success of this process.

Although most faculty have expressed positive comments about the process, there are problems to be addressed. Two of these are how to handle advisees of faculty who do not teach during the

summer term and how to best coordinate faculty advising hours and students making the appointments.

Historically, the majority of MTC transfer students transfer to USC-Columbia. In fall 2001, almost 69% of the MTC students transferring enrolled in USC-Columbia (compared to 64% in fall 1999). The number of transfers at Francis Marion, Lander and Winthrop Universities increased somewhat in 2001, but dropped or remained constant at the other 4-year institutions. (Table 1) MTC was one of four Technical Colleges that had students transfer to all 11 senior institutions in fall 2001. This indicates that the college has been successfully at articulating transfer agreements with the states' 4-year colleges and further suggests that MTC has made tremendous strides in implementing strategies to achieve its mission of allowing students "to transfer to senior colleges and universities."

<b>Table 1: Comparison of MTC First-Time Transfer Enrollments at SC Public Four Year Institutions (Fall 1999 and Fall 2001)</b>				
	<b>Fall 1999</b>		<b>Fall 2001</b>	
<b>Four Year Institution</b>	<b>Transfers</b>	<b>Percent Transfer</b>	<b>Transfers</b>	<b>Percent Transfer</b>
<b>The Citadel</b>	4	1.5%	3	1.1%
<b>Clemson University</b>	16	5.9%	10	3.6%
<b>Coastal Carolina University</b>	6	2.2%	6	2.2%
<b>College of Charleston</b>	18	6.7%	18	6.6%
<b>Francis Marion</b>	2	0.7%	3	1.1%
<b>Lander University</b>	6	2.2%	11	4.0%
<b>SC State University</b>	8	3.0%	6	2.2%
<b>USC-Aiken</b>	14	5.2%	9	3.3%
<b>USC-Columbia</b>	174	64.7%	188	68.6%
<b>USC-Spartanburg</b>	5	1.9%	1	0.4%
<b>Winthrop</b>	16	5.9%	19	6.9%
<b>Total</b>	269		274	

Due to confidentiality issues, the data is provided in a summary format which makes it difficult to develop any succinct conclusions. Another problem with the summary data is that it is impossible to determine if a student applied to transfer to more than one college. In 2001, more MTC students applied for transfer than in 1999 (1120 to 1062), but fewer actually completed the application process (746 to 771). The number of 2001 applicants who completed their applications and who were accepted was also slightly less than fall 1999 (564 to 570). Table 2 on the last page presents the data.

Of the 1120 MTC student applying for transfer to the senior institutions for the first time in 2001, 746 completed the application process, 179 were rejected and 564 were accepted, for a 76%

acceptance rate of those who completed the application process. Of these 564 students, 274 actually enrolled for the Fall 2001 term, for a 49% enrollment rate of those accepted.

<b>Table 2: MTC First-Time Fall 2001 Transfers to SC Public Four Year Institutions (Applications, Acceptances, and Enrollments)</b>				
<b>Four Year Institution</b>	<b>Total MTC Transfer Applications</b>	<b>Total MTC Completed Transfer Applications</b>	<b>Total MTC Students Accepted</b>	<b>Total MTC Students Enrolled</b>
The Citadel	8	7	4	3
Clemson University	26	23	11	10
Coastal Carolina University	9	7	7	6
College of Charleston	26	20	18	18
Francis Marion	6	4	3	3
Lander University	21	17	17	11
SC State University	25	24	20	6
USC – Aiken	60	35	26	9
USC-Columbia	888	567	417	188
USC-Spartanburg	25	18	18	1
Winthrop University	26	24	23	19
TOTAL	1120	746	564	274

Demographic data was only provided for students who actually enrolled at the four-year institutions. Non-white students comprised 22 percent of the fall 2001 MTC first time transfers cohort and 50 percent of the cohort were female.

The analysis of transfer performance is limited to the comparison of the MTC transfer Fall GPA to that of the native student population. The data was grouped by ethnicity (white and non-white) gender, and hours completed (0-29, 30-59, and 60 hours and above). The number of transfers at 10 of the 11 colleges was not large enough for analysis of GPA. The information on the 188 students enrolling at USC-Columbia provides some insight on actual student performance, but only from the perspective of comparing average GPA's.

Overall, the USC-Columbia Native Students (2.71 GPA) performed slightly better than the MTC Transfer Students (2.26 GPA). The non-white male (0-29 hours) and the White male (60 + hours) MTC transfer groups performed better than their native student counterparts, and the Non-White Male with 20-59 hours completed group had a GPA higher than that of the corresponding native group. Table 3 displays the GPA data for the transfers and native students by institution.

<b>Table 3: Comparison of GPA of MTC First-Time Fall 2001 Transfers and Native Populations at SC Public Four Year Institutions</b>				
	<b>MTC</b>		<b>Native</b>	
<b>Four Year Institution</b>	<b>MTC Transfer Students</b>	<b>Average G.P.A.</b>	<b>First Time Native Students</b>	<b>Average G.P.A.</b>
<b>The Citadel</b>	3	1.93	1794	2.77
<b>Clemson University</b>	10	2.57	16522	2.83
<b>Coastal Carolina University</b>	6	2.23	886	2.83
<b>College of Charleston</b>	18	1.92	1959	2.71
<b>Francis Marion</b>	3	2.23	1718	2.62
<b>Lander University</b>	11	2.57	1116	2.53
<b>SC State University</b>	6	2.56	2461	2.46
<b>USC – Aiken</b>	9	2.26	1210	2.71
<b>USC-Columbia</b>	188	2.69	7322	2.93
<b>USC-Spartanburg</b>	1	3.5	99	3.01
<b>Winthrop University</b>	19	2.44	3398	2.76
<b>Indicates that MTC students had a higher Average GPA than the native students</b>				

The following objectives will be initiated in 2002-2004:

- Objective A: Explore strategies for expanding transferable course offerings in AA/AS programs.
- Objective B: Continue to work with the Transfer Advisory Board to match AA/AS degree with the general education requirements of senior institutions and to ensure transferability of courses from MTC to senior institutions.
- Objective C: Continue the implementation and feasibility analysis of the MTC-USC Transfer Student Tracking Model.
- Objective D: Continue the implementation of the assigned advising system and design of the evaluation process.