

Psychosocial Factors Influence Post-transfer Adjustment and Success of Transfer Students in STEM

#2145520: CAREER:Levelling the Playing Field in STEM: Post-transfer Success for Underrepresented Racial Minority Community College Students

Post-transfer Adjustment and Success

Transfer Students Struggle to Earn a Bachelor's Degree



80% of new community college students aim to earn a bachelor's.



30% of these students transfer to a four-year college within six years.



13% earn a bachelor's within six years of starting college.

Community college transfers suffer from a lower likelihood of degree attainment due to various post-transfer challenges



Increased class size



Levels of academic rigor



Lack of a sense of belonging

Transfer Shock: A temporary dip in GPA in the first or second semester immediately after transfer

Methods

- Multi-phase mixed-methods design: explanatory sequential
- Four annual surveys and Four rounds of interviews in one public, research-intensive university.
- Link survey responses to students' transcript data.
- Conduct structural equation modeling to test the theoretical model that focus on psychosocial factors.

The Stigma of Being a Transfer Student

Internalized transfer stigma

Internalized self-stigma

Attitudes towards community colleges

Enacted transfer stigma

Lack of support from non-transfer peers, instructors, admins, and staff

Perceived judgement through interactions with non-transfer peers and instructors

- STEM transfers had a stronger feeling of lack of support compared to those in social science majors.
- Non-White transfers had a higher level of perceived negative judgement and a lower level of internalized stigma compared to White transfers.

The Integrated Psychosocial Model for STEM Transfer Success

- Transfer Stigma
- STEM self-efficacy
- STEM Identity
- Transfer Receptive Culture
- Social and Cultural Capital



Challenge Area

- How does student's major (STEM vs non-STEM, different STEM majors, etc.) play a role in post-transfer adjustment and success?
- Tips about collaborating with student affairs division to implement evidence-based interventions.



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