Examining the Transfer Experiences of the Elementary Education Junior Level Cohort Group

Dr. Melinda Schoenfeldt

Ms. Barbara Wylie
### The Colleges

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<th>Ball State University</th>
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2 + 2 Agreement Structure

- 2010 first 2 + 2 agreement between the institutions
- Students receive all general education courses at Ivy Tech
- All EDUC courses are modeled after BSU’s EDUC courses
- Students would receive AS then transfer to BSU as Junior
- Admission guaranteed (dependent on passing PRAXIS scores)
Purpose of the Study

- Document the experiences of the junior level teacher education transfer cohort from Ivy Tech Community College currently enrolled at Ball State University.
- Inform future policies, articulations, and practice between the two institutions.
- Identify areas of need so resources can be put in place to effectively support and retain transfer students.
Methodology

- Mixed methods study
- Data sources
  - Examination of records (meeting minutes, student academic data)
  - Focus groups (faculty, admin, advisors)
  - Surveys
    - Transfer Students
    - Faculty, admin, advisors at both institutions
Findings

- Low transfer success in initial cohort
  - Admitted to BSU prior to completion of Ivy Tech program
  - Limited student interactions prior to transfer
Findings (cont.)

- Excellent academic preparation
- Regular administrative meetings
- Close course collaboration
  - Syllabi
  - Showcase presentations
From the Students

- All had researched BSU before transferring
- All had visited campus
- Only one had talked with others who had been transfer students
From the Students (cont.)

- Felt Education coursework at Ivy Tech had prepared them for BSU coursework
- Didn’t feel other coursework had adequately prepared them
From the Students (cont.)

- Most did not discuss career plans with BSU advisors

- All reported high stress levels during their first 2 semesters at BSU
Final Student Thoughts

- Big isn’t bad
- It doesn’t suck here
- Coursework is not as bad as we thought
Faculty Survey Findings

- All BSU faculty agreed/strongly agreed that the transfer students exceeded expectations.
- All BSU faculty reported that the transfer students approached them for help/advice.
End of Year One Meeting

- We’re still learning about how to create a great articulation agreement and the data is very encouraging.
- This could be a model for all our programs.
# DP1 Portfolio

## 2012-13 cohort

**Ivy Tech | Ball State**

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## 2013-14 cohort

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Ivy Tech | Ball State
## DP2 Disposition

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# DP2 Praxis / GPA

Ivy Tech

2013-14 cohort

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Recommendations

- Limited student ID
- Included in LLC activities
- Opportunities during instructional time to visit BSU campus
- Specific orientation for Ivy Tech cohort students
- One assigned advisor for all Ivy Tech cohort students
- Further Research
Question and Answer

What types of things do you do with your students to support them socially and emotionally for transfer?

How do articulation agreements develop highly effective k-12 educators and ultimately the k-12 students?