

White Paper

“Analyzing Transfer Student Success Between Central New Mexico Community College
& The University of New Mexico Anderson School of Management”

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Executive Summary

Organizational Background

Established in 1889, The University of New Mexico (UNM) is the state's flagship university with an enrollment of approximately twenty-six thousand students. The university is located in Albuquerque, New Mexico, and has five branch campuses located in rural areas across the state. UNM is considered a Minority Serving Institution (MSI) and a Research-1 university (R1). It is one of three universities in the country that share the unique distinction of an MSI/R1 university.

The UNM Anderson School of Management was founded in 1947 and has an undergraduate enrollment of approximately 2,244 students. In the last eight years, approximately 2,275 students transferred from other New Mexico institutions to the UNM Anderson School of Management, with fifty-one percent of this population transferring from Central New Mexico Community College (CNM).

Problem of Practice

Many CNM transfer students suffer credit hour loss upon transferring to the university. Credit hour loss derives from completing transferable, but not bachelor's degree applicable, credit hours earned at the community college. This loss lengthens the time and cost involved in completing a bachelor's degree in business. The Bachelor of Business Administration Degree allows for thirty-one free elective credit hours. Credit loss begins after students have completed the thirty-one hours of free elective credits. CNM students are completing a significant surplus of

free elective credit hours at the community college, resulting in lost credits, time, and thousands of dollars.

The purpose of this project was to propose a quality improvement plan, with the intent of reducing credit hour loss through a Transfer Student Capital conceptual framework.

Project Questions

Three questions were used to guide this inquiry: What resources exist for prospective CNM Transfer Students? How do prospective transfer students obtain Transfer Student Capital? How might UNM best promote the development of Transfer Student Capital?

Findings

1. Various resources exist for CNM transfer students to aid in the transfer process, including faculty and staff, academic advisors, orientations sessions, and various informational platforms providing program information. Students are fairly satisfied with these resources, but feel inaccurate information and timing reduced their Transfer Student Capital.
2. Students identified their UNM Academic Advisor and UNM Orientation Session as the main resources that contributed to their Transfer Student Capital. These findings align with the literature pertaining to transfer student success.
3. Conflicting interests between CNM and UNM cause a lack of collaboration, as both organizations heavily rely on legislative funding. Retention and graduation rates determine legislative funding, making both organizations compete for funds. CNM is cautious of its students transferring to UNM before completing their associate degree or

certificate. Transferring too early results in attrition for the community college, and therefore jeopardizes their legislative funding.

4. CNM has minimal incentive to collaborate with UNM. The main objective of the community college is to address micro-economic needs, such as producing nurses and law-enforcement officers into the economy or educating front-line managers for local credit unions. Producing transfer students was found to be a byproduct of CNM's objective.
5. Degree and curriculum paths between UNM and CNM are currently missing on informational platforms at both organizations.

Proposed Recommendations

1. UNM Anderson should market its program information by illustrating crosswalks for prospective CNM transfer students. These crosswalks may be provided in various platforms to aid in the transfer process.
2. UNM Anderson should consider creating formal Transfer Pathways for CNM students.
 - 3+1 Transfer Pathway: CNM students complete approximately three years of BBA applicable coursework at the community college, and then transfer to UNM Anderson to complete their senior year.
 - 2+2+1 Transfer Pathway: The BBA allows for thirty-one credit hours of free electives. If in good academic standing, students could apply these free elective credits at the end of their program and start taking shared graduate credits in the MBA program. The MBA courses satisfy the free elective course requirements,

and students can earn their MBA in one year instead of two. The transfer pathway would be Associate of Arts to BBA, then MBA.

3. UNM Anderson Academic Advisors have been identified as the forefront of transfer student success. The college should leverage this by investing in its advisors, providing enhanced training to implement transfer initiatives, and targeted marketing to increase transfer student capital.
4. UNM Anderson Academic Advisors should consider providing prospective transfer students with Co-Advisement Sessions with their CNM Academic Advisors. Students would sit down with both advisors and discuss exactly where they're at with their Associate Degree and BBA while ensuring they are in the appropriate transfer pathway.
5. UNM Anderson can offer recurring open-houses and Zoom information sessions for prospective transfer students to highlight their program and ensure appropriate transfer pathways.
6. UNM Anderson should leverage Reverse Transfer Credit (RTC) opportunities. RTC is when CNM transfer students complete credits at UNM and then transfer them back to CNM. This is helpful when students transfer to UNM before completing their degree or certificate at CNM. RTC results in the completion of the associate degree or certificate, and ultimately reflects a graduation rate at CNM. This is an incentive to create collaboration between the two institutions.
7. UNM Anderson may consider adding the Bachelor of Science Degree to their college while keeping the BBA specifically targeted to transfer students. This would allow UNM Anderson to keep up with industry trends while leveraging the safety net for CNM

transfer students. The Bachelor of Science degree can be marketed for traditional students starting at UNM as freshmen.

Introduction

The University of New Mexico (UNM) Anderson School of Management is experiencing several transfer students from Central New Mexico Community College (CNM) suffering from credit hour loss upon transferring to the university. Credit hour loss derives from completing transferable but not bachelor's degree applicable credit hours at the community college.

The Bachelor of Business Administration (BBA) degree allows for thirty-one free elective credit hours. Credit loss begins after students complete the thirty-one hours of free elective credits. CNM students are completing a significant surplus of free elective credit hours at the community college, resulting in loss of credits, time, and thousands of dollars.

For this project, I analyzed 298 individual student transcripts to identify credit hour loss, interviewed four UNM Administrators to determine contributors to credit hour loss, provided a voluntary Qualtrics survey to 461 students with a 9.76% response rate to assess how transfer students obtain knowledge about the transfer process and how this knowledge may contribute to credit hour loss, and assessed a variety of information resources and platforms to determine the accuracy of information and contributors to the completion of transferrable but not degree applicable credit hours.

The purpose of this project was to propose a quality improvement plan with the intent to reduce credit hour loss through a Transfer Student Capital conceptual framework.

Organizational Context:

Established in 1889, The University of New Mexico (UNM) is the state's flagship university with an enrollment of approximately twenty-six thousand students. The university is located in Albuquerque, New Mexico, and has five branch campuses located in rural areas of the state. UNM is considered a Minority Serving Institution (MSI) and a Research-1 university (R1). It is one of three universities in the country that share the unique distinction of an MSI/R1 university.

The UNM Anderson School of Management was founded in 1947 and has an undergraduate enrollment of approximately 2,244 students. Between 2015-2023, 2,275 students transferred from other NM institutions to the UNM Anderson School of Management. Fifty-one percent of this population transferred from Central New Mexico Community College.

Central New Mexico Community College (CNM) was established in 1964 and is the state's largest community college. It is located in Albuquerque, New Mexico, across the street from UNM, and has an enrollment of approximately twenty-thousand students. In 2016, CNM ranked number one in the country to award associate degrees to Native American students and continually leads the country in associate degrees and certificates awarded to Hispanic students (CNM, 2019) (USDE, 2015). In 2018, they ranked number two in the country for awarding degrees and certificates to this population of students. CNM offers over eighty associate degree and certificate options (CNM, 2019) (USDE, 2019).

Problem of Practice:

The area of inquiry analyzes the transfer efficiency between CNM and UNM. UNM Anderson is experiencing several CNM transfer students suffering from credit hour loss upon transferring to the university. Credit hour loss derives from completing transferable, but not bachelor's degree applicable, credit hours at the community college. The Bachelor of Business

Administration (BBA) degree allows for thirty-one free elective credit hours. Credit loss begins after students complete the thirty-one hours of free elective credits. CNM students are completing a significant surplus of free elective credit hours at the community college, resulting in loss of credits, time, and thousands of dollars.

In the past, the UNM Anderson School of Management has implemented various collaboration efforts with CNM, such as Articulation Agreements, Memorandum of Understandings, and most recently Common Course Numbering, but the issue persists despite various efforts to reduce the amount of credit hour loss.

Literature Review

Transfer Shock

The term “transfer shock” was first adopted in 1965 by author J.R. Hills to describe the initial maladjustment that students experience after enrolling in a university. Generally, this maladjustment is illustrated through a lower GPA that increases after the “shock” has passed in later semesters (D’Amico et. al., 2014). In 2006, Pennington found that academic rigor had a strong influence on transfer shock and was a predictor of student success (Pennington, 2006). Carlan and Byxbe (2000) and Fematt (2017) found that academic major influenced transfer shock. Ishitani (2008), Wang (2012), and Berger and Malaney (2003) found that student demographics and social economic status influenced transfer shock. This research represents an increasingly holistic approach to studying transfer student transitions by analyzing several variables that contribute to transfer shock (Maliszewski and Hayes, 2020).

Transfer Adjustment

In 1993, Tinto found that studies often examine theories of social and academic integration to analyze the long-term persistence of community college transfer students (Tinto, 1993). Deil-Amen's 2011 study found that socio-academic integration was significant for community college transfer students, and that goals and perceptions of intellectual and social congruence differ than those of traditional freshman at a university (Deil-Amen, 2011). This derives from their previous experiences at the community college, as well as their non-traditional student characteristics, such as commuting to school and working over twenty hours a week (Deil-Amen, 2011) (Maliszewski and Hayes, 2020). Lester, Leonard and Mathias (2013) found that community college transfer students obtained a sense of social integration from interactions inside the classroom environment, over interactions outside of the classroom setting (Lester, Leonard and Mathias, 2013). The authors also noted that students experienced an increased sense of engagement when faculty created opportunities for intentional interactions, including comprehensive feedback on assignments, closely analyzing their progress throughout the term, and providing supplemental support with learning the material outside of class (Lester, Leonard and Mathias, 2013) (Maliszewski and Hayes, 2020).

Davies and Dickman (1998) found that pre-transfer advising was among the most important factors when helping transfer students adjust to their new college, according to student feedback (Davies and Dickmann, 1998). Transfer advising can be facilitated in a formal setting with a college counselor, or an informal setting with faculty members and administrative staff (Davies and Dickmann, 1998). Authors note that some students express a lack of proper advising at their community college, which acts as a barrier to successful transfer (Laanan, Starobin and Eggleston, 2011) (Davies and Dickmann, 1998). Students often express that they feel advising is inadequate because the advising is too general and not tailored to their specific major of interest

(Gard, Paton and Gosselin, 2012). Wang, Wickersham and Sun (2017) argue that efficient transfer pathways require intensive cooperation between community colleges and universities, especially in the areas of pre-transfer advising (Wang, Wickersham and Sun, 2017) (Maliszewski and Hayes, 2020).

Institutional agents, such as Deans and Faculty/Academic Advisors, are noted in the literature (Deil-Amen, 2011) (Townsend, 2008) as strong drivers in facilitating transfer student success. Dowd, Pak and Bensimon's 2013 study found that students who had successful transfer experiences often referred to an institutional agent who provided them with individual support and encouragement before and after transfer (Dowd, Pak and Bensimon, 2013) (Maliszewski and Hayes, 2020).

In addition to advising, social capital and social networks are viewed as significant for student success (Starobin, Smith and Laanan, 2016) (Tinto, 1993) (Deil-Amen, 2011) (Townsend, 2008) (Maliszewski and Hayes, 2020). In 1986, Bourdieu defined social capital as the aggregation of actual or potential resources provided through social relationships or connections through social networks. Social capital and social networks provide individuals with certain benefits and key information that contributes to the individual's success (Bourdieu, 1986). Social capital is the personal networks that provide individuals with both information and opportunities (Moser, 2014). Cultural capital is an individual's experiences within specific cultural contexts (Starobin, Smith and Laanan, 2016) (Maliszewski and Hayes, 2020).

Transfer students can obtain information about the transfer process through informal networks, such as friends and family (Townsend, 2008). In some cases, Rios-Aguilar and Deil-Amen (2012) found that these informal networks, while generally beneficial, may not be as

supportive or knowledgeable about accurate transfer processes (Rios-Aguilar and Deil-Amen, 2012). Research on the specific role that these informal networks play in providing critical information about the transfer process is highly limited (Mwangi, 2015) (Maliszewski and Hayes, 2020).

Transfer Student Experience

Several studies explore the nuances of the transfer student experience. Frankie Laanan and his colleagues (Laanan, Starobin and Eggleston, 2011) analyzed characteristics beyond the transfer shock concept, by examining the Transfer Student Capital (TSC) framework. TSC refers to the knowledge gained at the community college or open-access resource that can aid in vertical transfer to a selective university (Laanan, Starobin and Eggleston, 2011). The TSC framework builds upon the ideas of social and cultural capital described above. Laanan, Starobin and Eggleston (2011) argue that four factors influence a transfer student's academic and social adjustment: the student's background and motivations for transfer; community college course learning experiences; TSC, such as academic advisement experiences and learning skills; and university experiences, such as perceptions of the university, experiences with faculty, and stigma as a transfer student (Laanan, Starobin and Eggleston, 2011).

Laanan and his team used a cross-sectional survey design and analyzed the relationship between different components of the model with academic and social transfer adjustment, as measured through a composite indicator on the survey questionnaire. The authors noted that transfer students' experience in community college courses, learning skills, and perceptions of the university were influential to their academic transfer adjustment; however, they also note that academic advisement, student motivation, and stigma as a transfer student were negatively

associated (Laanan, Starobin and Eggleston, 2011). Their study suggests that study skills and experiences in the classroom setting may be predictors of academic transfer adjustment.

Although experiences with the college administration and self-efficacy were considered, these may not be strong predictors of academic transfer adjustment. For social adjustment, experiences with faculty and satisfaction with the university environment were found to be positively related to transfer adjustment while course learning at the community college was negatively related (Laanan, Starobin and Eggleston, 2011) (Maliszewski and Hayes, 2020). Overall, their findings suggest that predictors of academic transfer adjustment and social adjustment differ.

By building on the TSC framework explored by Laanan, Starobin and Eggleston (2011), Moser argued that the transfer student experience is complicated and that traditional measures of student success are not sufficient (Moser, 2014). Moser's objective was to acknowledge this complexity by restructuring Laanan and team's model to analyze other lurking variables, such as staff and faculty validation, faculty mentoring and formal collaborations, financial knowledge, coping styles (active vs social), motivation and self-efficacy, and social support (Moser, 2014) (Maliszewski and Hayes, 2020). These variables were found to be highly related to transfer students' adjustment to the university, and collaboration and informal contact with faculty at the community college, as well as motivation and self-efficacy, significantly impacted student achievement (Moser, 2014). Moser also found that students reported higher levels of satisfaction with their transfer experience when they had adequate knowledge of financial resources to fund their education, and the knowledge to help create positive interactions with university faculty members (Moser, 2014). This suggests that relationships with faculty and knowledge about the transfer process contribute to transfer student success (Maliszewski and Hayes, 2020).

Laanan's team (Laanan, Starobin and Eggleston, 2011) and Moser (2014) illustrate important considerations to our understanding of how transfer students navigate the transfer process by analyzing and expanding upon the concept of TSC. Yet, these studies have limitations, as they primarily explore what TSC factors were associated with transfer success, and do not explore how TSC was acquired and used by transfer students. Their findings also heavily rely on survey methodology. Their quantitative research was able to illustrate how TSC is associated with transfer success, but qualitative research may potentially illustrate how TSC is acquired (Maliszewski and Hayes, 2020).

Conceptual Framework:

This capstone project sought to understand how CNM transfer students obtain knowledge about the transfer process and the Bachelor of Business Administration degree requirements when intending to transfer to the UNM Anderson School of Management. This project also sought to analyze how this knowledge might contribute to the completion of transferrable, but not degree applicable, credit hours through a Transfer Student Capital conceptual framework.

Project Questions:

1. How do CNM transfer students obtain knowledge about the transfer process and BBA degree requirements?
2. How might this knowledge contribute to the completion of transferrable, but not degree applicable, credit hours?
3. How might UNM best encourage the development of Transfer Student Capital in CNM transfer students?

Project Design

Data Collection

A voluntary Qualtrics survey was created to assess how transfer students obtain knowledge about the transfer process (Appendix I-A), and how this knowledge may contribute to the completion of transferrable but not degree applicable credit hours. Microsoft Excel was utilized to supplement the analysis of the survey. The survey was comprised of twenty-two questions, utilized a Likert scale, and was distributed via email by the UNM Anderson School of Management to 461 transfer students currently attending UNM. Forty-five students responded to the survey, yielding a 9.76% response rate. Students were provided a ten-dollar gift card to Starbucks as an incentive to complete the survey.

Four UNM administrators agreed to a voluntary, non-confidential interview conducted via Zoom (Appendix II) to obtain further context of the problem and provide insights on contributors to the issue and possible solutions to address the problem. The following UNM administrators agreed to the voluntary, nonconfidential interview: Jose Villar (Director of Student Services, UNM College Enrichment Program and Transfer Orientations), Sarah Dominguez (UNM Transfer Pathways Officer, CNM to UNM Liaison), Shannon Saavedra (UNM Academic Advisor Training Coordinator, CNM Part-Time Faculty) and Tessa Gamez (UNM Anderson Sr. Academic Advisor).

A total of 298 individual transcripts from CNM transfer students were analyzed to calculate credit hour loss (Appendix III). This sample includes students who transferred to UNM between Fall 2022 and Spring 2024. Demographic information - such as age, race/ethnicity, social economic status, and whether or not they are first-generation college students – was also

identified to determine whether a correlation exists between these characteristics and credit hour loss.

Information resources and platforms at for both institutions were assessed to determine the accuracy of information and contributors to the completion of transferrable but not degree-applicable credit hours.

Data Analysis:

Student surveys:

Overall, students expressed satisfaction when engaging with a variety of CNM and UNM resources to obtain knowledge about the transfer process. However, the survey submissions reflect that CNM transfer students primarily attribute their knowledge about the transfer process to the engagement with their UNM Academic Advisor and the UNM Orientation (Appendices I-A and VIII).

These findings are in alignment with the literature pertaining to transfer student success. For example, Davies and Dickman (1998) found that pre-transfer advising was among the most important factors when helping transfer students adjust to their new college, according to student feedback (Davies and Dickmann, 1998). Other authors note that some students express a lack of proper advising at their community college, which acts as a barrier to successful transfer (Laanan, Starobin and Eggleston, 2011) (Davies and Dickmann, 1998) (Maliszewski and Hayes, 2020).

Institutional agents, such as Deans and Faculty/Academic Advisors, are noted in the literature (Deil-Amen, 2011) (Townsend, 2008) as strong drivers in facilitating transfer student

success. Dowd, Pak and Bensimon's 2013 study found that students who had successful transfer experiences often referred to an institutional agent who provided them with individual support and encouragement before and after transfer (Dowd, Pak and Bensimon, 2013) (Maliszewski and Hayes, 2020).

It's found that only eighteen percent of students who completed the survey were in the same BBA graduation timeline as they expected after transferring to UNM. The survey also revealed that twenty-seven percent of students indicated that credit hour loss negatively impacted their academic experience at UNM (Appendix I-A).

Student Transcripts:

MyReports is a business intelligence platform and reporting tool utilized by the university to generate academic data. I generated a report through this platform to identify students who transferred to UNM between Fall 2022 and Spring 2024. The report identified 298 CNM transfer students. Ellucian Banner is a student information system utilized by the university to store academic data, such as transcripts and class schedules. I cross-referenced the report generated by MyReports to Ellucian Banner to examine individual student transcripts and degree audits and identified credit hour loss. Microsoft Excel was utilized to supplement the analysis.

Evaluation of 298 individual transcripts yields that fifty-six percent of CNM transfer students experienced an average of a twenty-three credit hour loss after transferring to UNM (Appendices III and IV). These credits are completed at the community college, count towards an associate's degree, but are not applicable to the Bachelor of Business Administration degree at UNM Anderson. The BBA requires thirty-one credit hours of free electives. Credit hour loss begins after the thirty-one free elective credit hours have been satisfied.

The transcript analysis illustrates that forty-four percent of students did not experience a credit hour loss, and had an average of eleven credit hours of free elective courses remaining after transferring to the university. This is a fairly significant comparison, as those who experience credit hour loss on average lose approximately a year of college. This results in over eight-thousand dollars of additional tuition costs for students (Appendices III and V).

I also analyzed credit hour loss for students who completed the voluntary survey. I compared the difference in credit hour loss between students who stated they considered transferring to UNM before starting at CNM to students who considered transferring to UNM after graduating from CNM. Seventy-six percent of students who considered transferring to UNM after graduating from CNM experienced an average credit hour loss of thirty-three credits. This is compared to the fifty-six percent of students who considered transferring to UNM before starting at CNM experienced an average credit hour loss of thirteen credits (Appendix VI). This is a significant difference.

I also compared the difference in remaining free elective credit hours between students who considered transferring to UNM before starting at CNM to students who considered transferring to UNM after graduating from CNM. I found that forty-five percent of students who considered transferring to UNM before starting at CNM did not experience a credit hour loss, and had an average of ten free elective credit hours remaining. This is compared to the twenty-four percent of students who considered transferring to UNM after graduating from CNM who did not experience a credit hour loss, and had an average of eight free elective credit hours remaining (Appendix VII).

The data suggests that students who consider transferring to UNM before starting at CNM are less likely to experience a credit hour loss, compared to their counter parts.

UNM Administrator Interviews:

Four UNM administrators agreed to a voluntary, non-confidential interview, conducted via Zoom (Appendix II) to obtain further context of the problem and provide insights on contributors to the issue and possible solutions to address the problem. The reoccurring feedback received during these interviews addressed various contributors to credit hour loss (Appendix II). Inaccuracy of information was indicated as a contributor. Although various resources are available to students, and students are generally satisfied when engaging with these resources, the inaccuracy of information in CNM resources results in the completion of transferrable but not degree applicable credit hours.

Lack of information is also persistent in the UNM Anderson webpages. No informational materials exist on UNM Anderson platforms providing appropriate transfer pathways and appropriate credit applicability. The combination of lack of information, and inaccuracy of information was prominent in the feedback provided during the interviews.

Lack of collaborations between the two institutions deriving from conflicting interests was also prominent. CNM and UNM both heavily rely on legislative funding to keep their operations running (Appendices I-F and M-O and Appendix II). Legislative funding is tied to enrollment and graduation rates. This creates a conflict of interest and makes collaborations difficult to maintain. CNM is cautious of students transferring to UNM before completing their associate degree or certificate. Transferring too early results in attrition for the community college.

It was also found that producing transfer students is a byproduct of CNM's objective. The main objective of the community college is to address micro-economic needs (Appendices I-B, E and G-I and Appendix II), such as educating front line supervisors for a local credit union. There is minimal economic benefit for CNM to initiate transfer initiatives with UNM. CNM operates on what we can call a centralized budgeting model (Appendix I-F). All tuition revenue is split fairly evenly across CNM divisions. Whereas, UNM has a decentralized budget model (Appendix II and Appendix I-N). For example, UNM Anderson only receives tuition from courses taught at the business school. They don't receive any financial incentives from tuition revenue streams from courses taught in Math or Science at UNM. UNM Anderson doesn't suffer financially for pre-requisite courses taken at the community college, whereas CNM will experience a loss for those courses taken at UNM.

These are examples of how information channels, lack of collaborations, conflicting interests, and differentiating strategic directions contribute to credit hour loss.

Informational Resources:

To explore the claim of inaccuracy of information, I analyzed a variety of CNM platforms. On the general CNM Business program website, it states: "*The business program fulfills the course requirements for admission to bachelor's degree programs at NM institutions. The Business program functions as both a business degree program and as offering of multiple, specialized certificates*". They provide a list of business programs students may pursue. I identified twenty-two options within business and accounting. However, only one option, the Associate of Arts in Business successfully transfers and applies directly to the requirements for

the BBA at UNM Anderson (Appendix I-T). There is no clear indication of this on any CNM platform.

I further explored the claim of inaccuracy of information and lack of cross-institutional collaborations by diving into CNM's admissions application. The application asks applicants about their overall educational goal at CNM. There is an option to select "Transfer to other college." It then prompts the student to select any of the twenty-two options in business, but no information is provided on the application for appropriate transfer degrees (Appendix I-U).

Findings:

The findings include the following as it pertains to our project questions:

How do CNM transfer students obtain knowledge about the transfer process and BBA degree requirements?

- CNM transfer students obtain knowledge about the transfer process by utilizing various resources at both institutions. These resources include information platforms, faculty, and staff at both institutions. However, survey submissions reflect that CNM transfer students primarily attribute their knowledge about the transfer process to the engagement with their UNM Academic Advisor and UNM Orientation (Appendix I-A).

How might this knowledge contribute to the completion of transferrable, but not degree applicable, credit hours?

- Interviews with UNM Administrators illustrate that they attribute this knowledge to result in credit hour loss due to; inaccuracy of information, timing of disbursement of accurate

information, and lack of collaborations between the two institutions deriving from conflicting interests (Appendix II).

- The analysis of informational platforms confirms the assertions of UNM Administrators. Inaccurate information is displayed in CNM platforms, and no guiding information exists on UNM sites (Appendices I-T and U).

How might UNM best encourage the development of Transfer Student Capital in CNM transfer students?

- Interviews with UNM Administrators illustrate that proactive early interventions are important to encourage the development of TSC. UNM cannot dictate how CNM disburses information, or the accuracy of information, and political interests make it difficult to create collaborations between the two organizations. UNM Administrators firmly believe that it's their responsibility to implement early intervention strategies to address the issue (Appendix II).
- Student survey submissions illustrate that CNM transfer students primarily attribute their knowledge about the transfer process to the engagement with their UNM Academic Advisor, and they feel that early intervention strategies would benefit them (Appendix I-A).
- The literature suggests that pre-transfer advisement and early intervention strategies are highly impactful in effective transfer processes and programming.

Recommendations:

1. UNM Anderson should market its program information by illustrating crosswalks for prospective CNM transfer students. These crosswalks may be provided in various

platforms to aid in the transfer process. This will address the issue of inaccuracy and lack of information.

2. UNM Anderson should consider creating formal Transfer Pathways for CNM students:
 - a. 3+1 Transfer Pathway: CNM students complete approximately three years of BBA applicable coursework at the community college, and then transfer to UNM Anderson to complete their senior year.
 - b. 2+2+1 Transfer Pathway: The BBA allows for thirty-one credit hours of free electives. If in good academic standing, students could apply these free elective credits at the end of their program and start taking shared graduate credits in the MBA program. The MBA courses satisfy the free elective course requirements, and students can earn their MBA in one year instead of two. The transfer pathway would be Associate of Arts to BBA, then MBA.
3. UNM Anderson Academic Advisors have been identified as the forefront of transfer student success. The college should leverage this by investing in its advisors, providing enhanced training to implement transfer initiatives, and targeted marketing to increase transfer student capital.
4. UNM Anderson Academic Advisors should consider providing prospective transfer students with Co-Advisement Sessions with their CNM Academic Advisors. Students would sit down with both advisors and discuss exactly where they're at with their Associate Degree and BBA while ensuring they are in the appropriate transfer pathway.
5. UNM Anderson can offer recurring open-houses and Zoom information sessions for prospective transfer students to highlight their program and ensure appropriate transfer pathways.

6. UNM Anderson should leverage Reverse Transfer Credit (RTC) opportunities. RTC is when CNM transfer students complete credits at UNM and then transfer them back to CNM. This is helpful when students transfer to UNM before completing their degree or certificate at CNM. RTC results in the completion of the associate degree or certificate, and ultimately reflects a graduation rate at CNM. This is an incentive to create collaboration between the two institutions.
7. UNM Anderson may consider adding the Bachelor of Science Degree to their college while keeping the BBA specifically targeted to transfer students. In the past, UNM Anderson explored offering a Bachelor of Science degree, in fields such as finance, marketing, and operations management. However, this would require removing a significant amount of free elective credit hours in lieu of advanced classes within their chosen field. As mentioned, credit hour loss begins after students have satisfied the thirty-one credit hours of free elective courses. We can consider this a safety net for CNM transfer students, and removing these free elective credit hours from the degree would be detrimental to transfer students. UNM Anderson may consider adding the Bachelor of Science degree to their college, while keeping the BBA specifically targeted to transfer students. This would allow UNM Anderson to keep up with industry trends, while leveraging the safety net for CNM transfer students. The Bachelor of Science degree can be marketed for traditional students starting at UNM as freshmen.

Conclusion:

UNM Anderson School of Management transfer students from Central New Mexico Community College suffer from credit hour loss upon transferring to the university. Credit hour

loss derives from completing transferable but not bachelor's degree applicable credit hours at the community college.

The purpose of this project was to analyze data, and design and propose a quality improvement plan with the intent to reduce credit hour loss through a Transfer Student Capital conceptual framework.

The analysis of 298 individual student transcripts, UNM Administrator interviews, transfer student survey, and assessment of a variety of information resources and platforms illustrates that the majority of CNM transfer students experience an average of a twenty-three credit hour loss upon transferring to the university.

Through this quality improvement plan, UNM Anderson may reduce credit hour loss through a conceptual framework for Transfer Student Capital.

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Appendices:

Appendix I - Supporting Documents

- A. [CNM Transfer Student Survey Results](#)
- B. [CNM Key Performance Indicators](#)
- C. [CNM Strategic Objectives 2020-2024](#)
- D. [CNM Strategic Plan Feedback Summary](#)
- E. [CNM Strategic Planning 2020-2024](#)
- F. [CNM Budget Overview 2022-2023](#)
- G. [CNM Community Master Plan Community Forums Report 2018](#)
- H. [CNM Strategic Planning External Conversations Report 2018](#)
- I. [CNM Student Focus Group Report Summary 2019](#)
- J. [New Mexico Common Course Numbering](#)
- K. [UNM 2040 Strategic Planning Framework](#)
- L. [UNM Common Dataset – Office of Institutional Analytics](#)
- M. [UNM Consolidated Revenue Report](#)
- N. [UNM Operating Budget Plan 2023-2024](#)
- O. [UNM Operating & Capital Budget Plans 2023-2024](#)
- P. [UNM 2020 Strategic Plan Final Report](#)
- Q. [UNM Transfer Dashboard Office of Institutional Analytics](#)
- R. [UNM Anderson Strategic Plan 2018](#)
- S. [UNM Anderson Pre-Admission Requirements](#)
- T. [CNM Business Program](#)

U. [CNM Application](#)

Appendix II

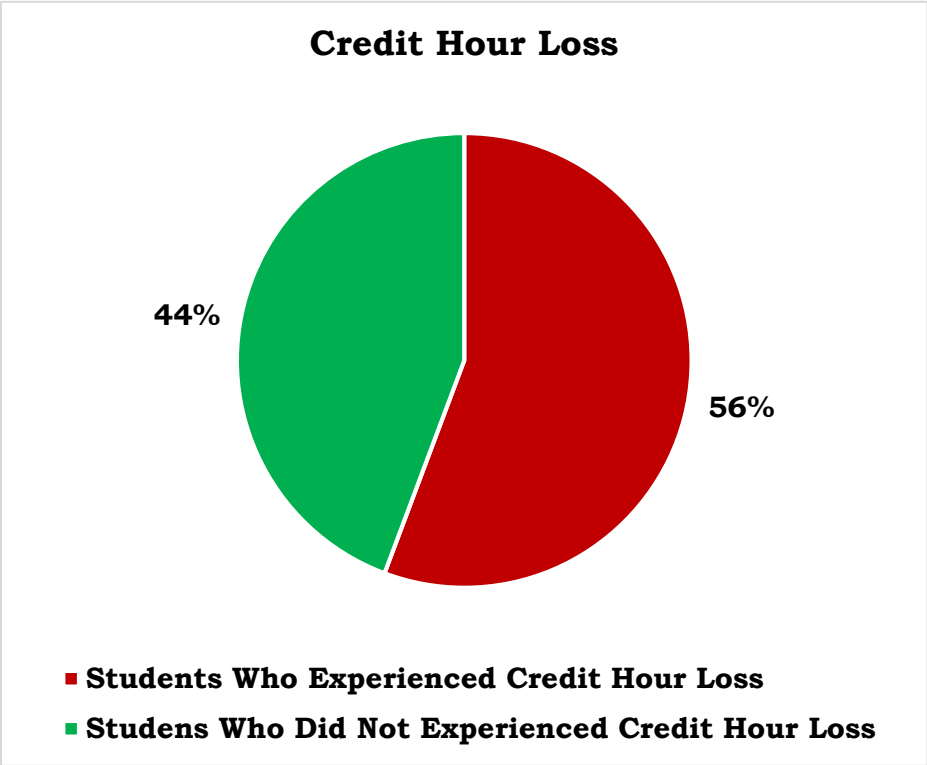
UNM Administrator Interview Recordings:

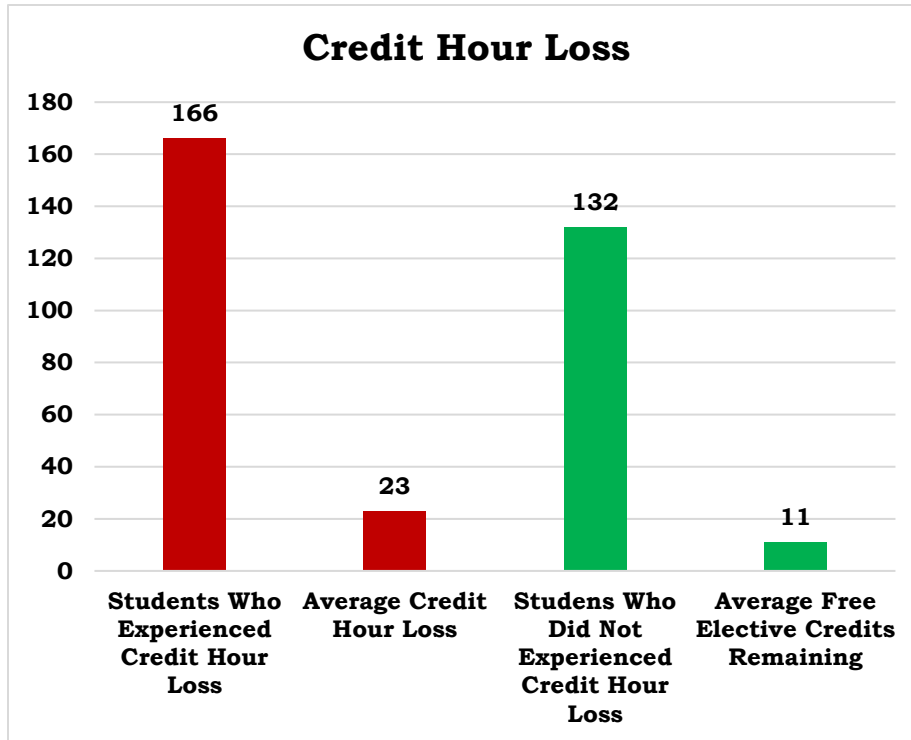
1. Jose Villar: Director of Student Services, UNM College Enrichment Program and Transfer Orientations: [Interview Link](#)
2. Sarah Dominguez: UNM Transfer Pathways Officer, CNM to UNM Liaison: [Interview Link](#)
3. Tessa Gamez: UNM Anderson Sr. Academic Advisor: [Interview Link](#)
4. Shannon Saavedra: UNM Academic Advisor Training Coordinator, CNM Part-Time Faculty: [Interview Link](#)

Appendix III

UNM Student Transcript Analysis:

<https://docs.google.com/spreadsheets/d/1zRx4IAywgH9TFlvNxT4bENh6eG8SNQLs/edit?usp=sharing&ouid=105546436237080778643&rtpof=true&sd=true>





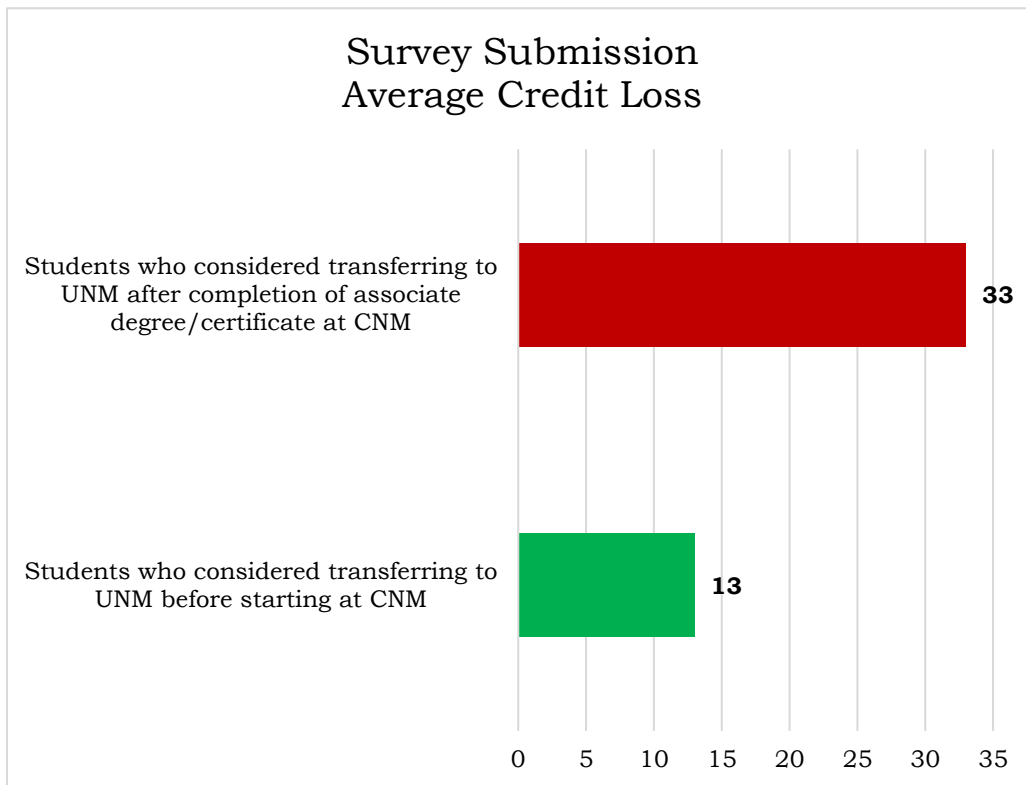
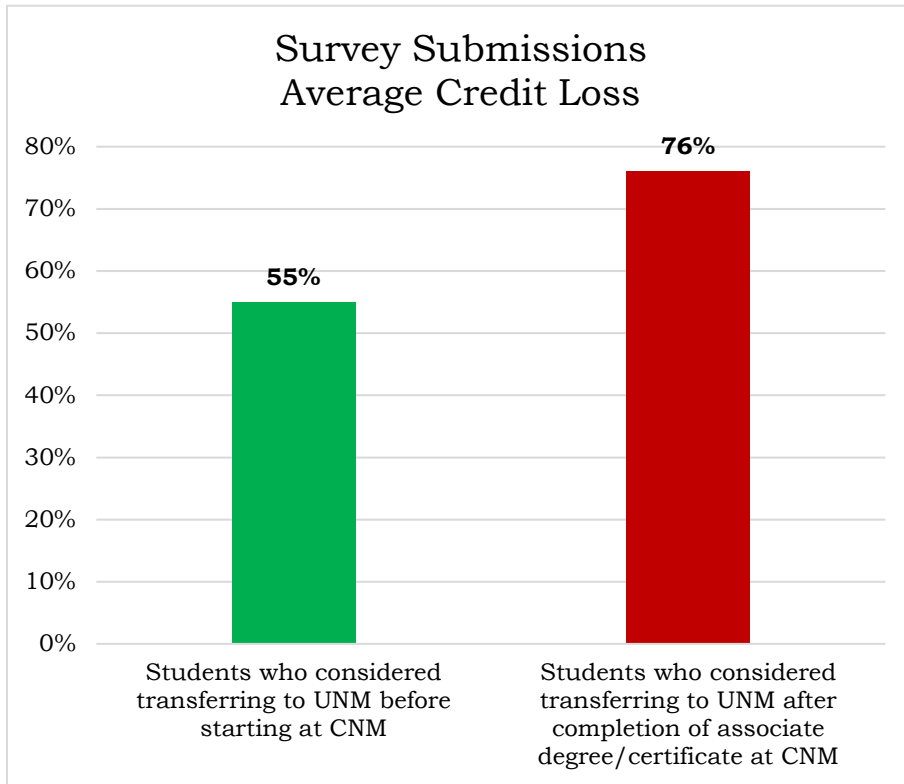
Appendix V

BBA Degree Requirements	120
ASM Pre-Admission Requirements	40
ASM Core Requirements	31
ASM Concentration Requirements	15
Upper Division Humanities Requirement	3
Free Elective Requirements	31
ASM Requirements	89

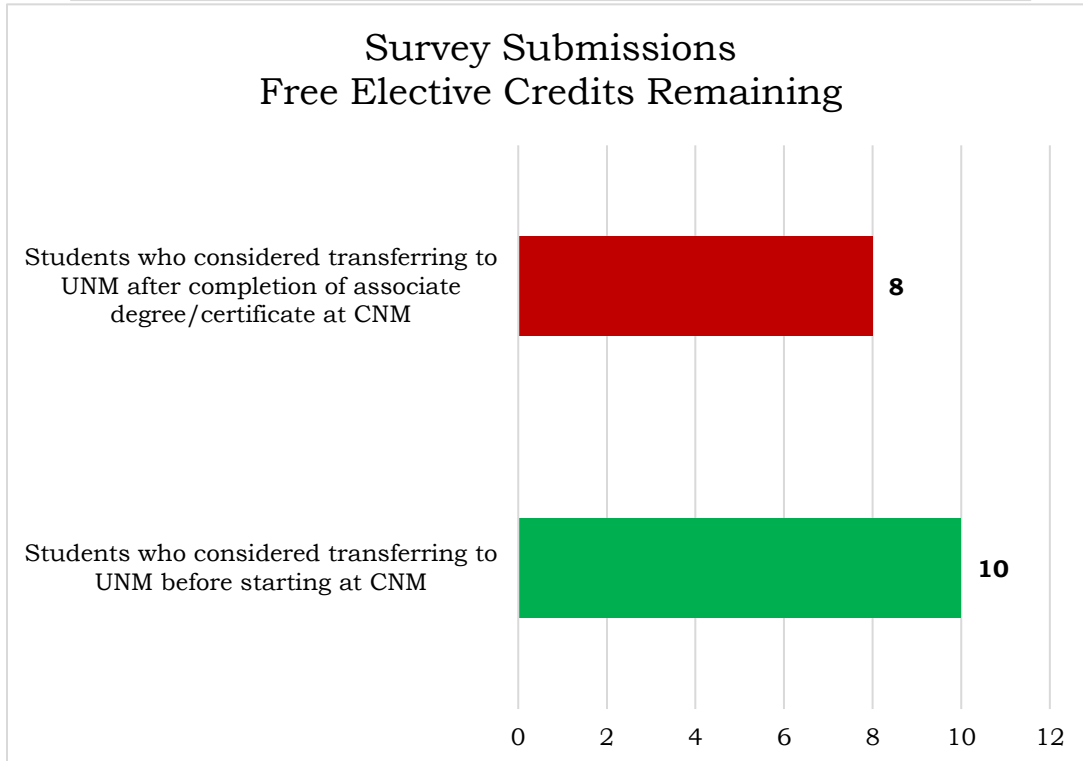
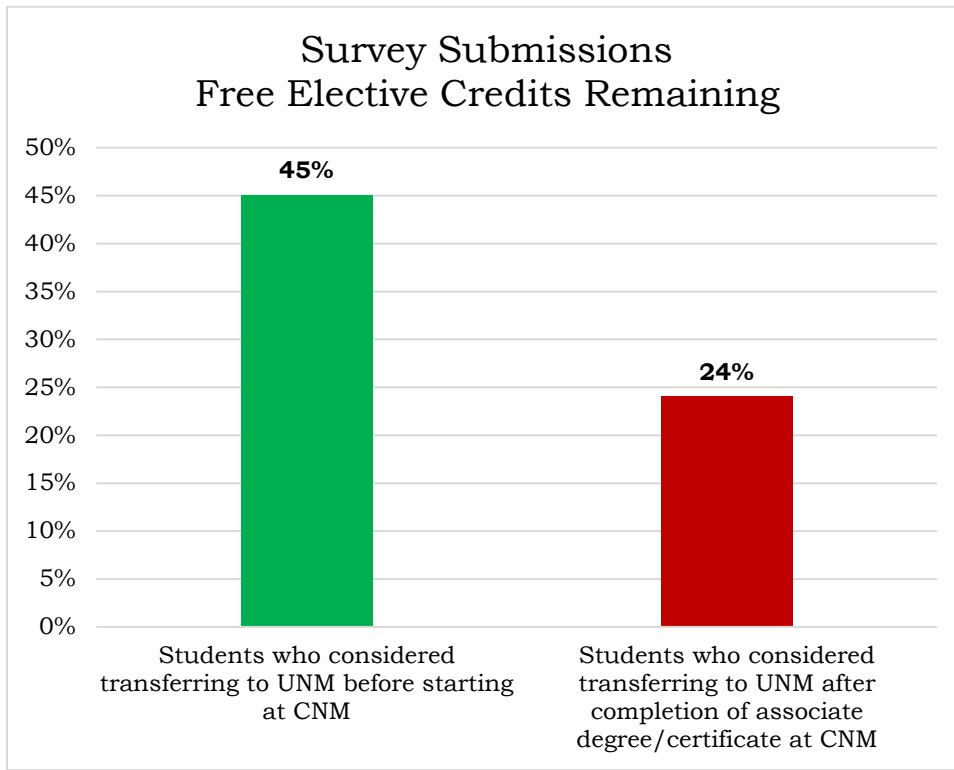
Average Credit Hour Loss	23
Tuition Per Credit Hour	\$ 353.78
Average Additional Cost Resulting from Credit Loss	\$ 8,136.94

23 Credits x 167 Students = \$ Tuition	\$ 1,358,868.98
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Appendix VI



Appendix VII



Appendix VIII

