Who Are Community College Transfer Students?: A View through the Faculty Lens

Lisa Castellino

Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

Recommended Citation
http://knowledge.library.iup.edu/etd/438

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.
WHO ARE COMMUNITY COLLEGE TRANSFER STUDENTS?:
A VIEW THROUGH THE FACULTY LENS

A Dissertation
Submitted to the School of Graduate Studies and Research
in Partial Fulfillment of the
Requirements for the Degree
Doctor of Philosophy

Lisa Castellino
Indiana University of Pennsylvania
May 2013
Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of Sociology

We hereby approve the dissertation of

Lisa Castellino

Candidate for the degree of Doctor of Philosophy

____________________
Robert Heasley, Ph. D.
Professor of Sociology, Advisor

____________________
Valerie Gunter, Ph. D.
Professor of Sociology

____________________
Thomas Nowak, Ph. D.
Professor of Sociology

ACCEPTED

____________________
Timothy P. Mack, Ph. D.
Dean
School of Graduate Studies and Research
According to Tinto’s (1975) model of student attrition, the level of student success is influenced by how well students integrate and perform within the academic system. Many studies focused on community college transfer students have considered portions of Tinto’s model from the perspective of the student but not of the faculty. This study focused on one portion of Tinto’s model, the academic system and answered the following questions: 1) How do faculty at a four-year, public institution conceptualize the community college transfer students’ academic preparedness; 2) to what degree, if any, does that conceptualization differ within the disciplines and 3) is there evidence that these perceptions are based on actual student outcomes in course performance?

Using a mixed methodological approach, the study found faculty held specific perceptions about community college transfer students. Some of these perceptions, such as the idea that community college transfer students were not performing at the same level as students who started at the four-year institution, were not completely confirmed through outcomes assessment.