

NISTS 2022

FROM MOMENT TO MOVEMENT: SHAPING THE FUTURE OF TRANSFER
FEBRUARY 2-4 | ST. LOUIS • FEBRUARY 23-24 | VIRTUAL

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Educational Session

2403 - An International Lens on How to Service the Transfer Student Population

Partnerships and Collaboration, Special Populations

International admission and transfer evaluation services are working with two special student populations: International transfer students and adult students with international transcripts. Interdepartmental collaboration is key to streamline the process of recruitment, admission, and enrollment of transfer students in a large, public, research 4-y university. We will share matriculation trends, data, and post-COVID issues we encountered during the last 2 years, and how we have addressed them.

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Florida International University

FLORIDA INTERNATIONAL UNIVERSITY



An International Lens on How to Service the Transfer Student Population

Elizabeth Carrillo, Associate Director
Transfer and Transition Services

Delver Retana, International Admissions Officer III, DSO

Presentation Outline

1. Florida International University and its Miami Context
2. International Admission
3. Transfer and Transition Services
4. Transfer Students Populations
5. Collaboration Accomplishments - COVID
6. Best Practices and Recommendations

FIU: Urban, Public, Research University

- Top producer of Hispanic graduates
- Ranked #2 of colleges that enroll most transfer students (Jan 2021)
- Earned #1: FL SUS performance metrics (June 2021)
- FIU is Locally Engaged and Globally Connected
- Marriott Tianjin China Program
- Business & Engineering International Partnerships

U.S. News & World Report & Washington Monthly Magazine.

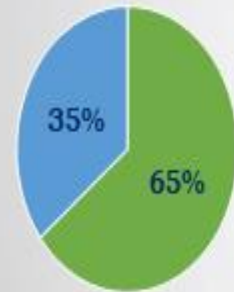
Background



FIU Transfer Students

AY2020 - 2021: 9,676 New Transfer Students!

Enrolled Students



- Transfer
- First time in College (FTIC)

- 70% from FL Community/State College
 - 51% from Miami Dade College
 - 15% from Broward College
- 19% are International
- 58% are Women
- 54% are Hispanic/Latino + 13% African American
- 21% are First Generation College Students
- 19% are Online Students



Role of International Admissions

- Recruitment efforts – educating students on the documentation needed
- 1st Stage: Admission
- In house Evaluation
- English Proficiency for the students from Non-English-speaking countries
- College Readiness – Assessment for transfers (ENC and Math)
- Strength: Early intervention Approach
- 2nd Stage: Matriculation
- Once Students Matriculate – Time for Equivalencies!

Transfer and Transition Services

- TTS Overview
- Emphasis on transferability of courses (Syllabi)
- TTS Equivalency Evaluation (Core Curriculum- Pre-reqs)
- Rule vs Student Specific (TES- Catalogs)
- TED <https://transfer.fiu.edu/>
- Credits by Exam
- Military
- ACE approved providers



Transfer International Students: 2020-21 to 2021-22

Percentage Change: 2020-21 to 2021-22

International	Summer	Fall	Spring	Total
Applied	-1%	5%	11%	5.89%
Admitted	15%	15%	3%	11.74%
Matric	18%	18%	-20%	7.52%
Enrolled	21%	16%	7%	14.62%

From: EMS Business Analyst Report

International Transcripts Data

Data International	2020	2021
Unique Students	1169	1254
Unique Transcripts	1196	1311
Courses entered/updated	32913	35708

From: EMS Business Analyst Report

Top Countries -Transcripts Data 2020-2021

Top Countries 2020	Count of ID
CHN	620
DOM	65
CUB	50
ESP	43
COL	40
VEN	31
PER	30
CAN	24
BRA	17
FRA	17
Grand Total	937

Top Countries 2021	Count of ID
CHN	568
DOM	81
CUB	60
COL	56
CAN	52
PER	41
VEN	33
JAM	27
BHS	24
BRA	24
Grand Total	966

Inter-Departmental Collaboration

International Admissions and
Transfer and Transition Services



Students from International
Universities or Domestic Students
With International Coursework

FIU

- IA+ TTS evaluate transfer individually/course-by-course to determine how they satisfy [FIUs University Core Curriculum \(UCC\)](#)
- Award a maximum of 60 lower-division credits toward the bachelor's degree
- Faculty consultation for STEM pre-requisites
- Meet UCC and Award up to 30 upper division credits (Students with Bachelor's Degree from an Accredited Institution Seeking a 2nd Bachelor's)
- Each respective academic unit evaluates Upper-division courses. Students are required to provide course descriptions and/or syllabi (In English).

Transfers Students Populations

International
Transfers on visa
with foreign
transcripts only

Transfers on visa
from domestic
institutions

AA from FCS with
foreign
transcripts

Domestic
transfers with
mixed transcripts

Returning adult
learners with foreign
degrees or 100+ cred

Challenges for International Equivalencies

Transferring Directly from foreign institutions

- Transcript Issues
- NACES evaluation helps, but at a cost to the student.
- UCC does not facilitate foreign education.
- Understanding what a Syllabus is.

- Transferring from USA colleges (not Florida)
- FLENT/FLEX
- HS transcripts
- Excess Credits.
- No Articulation
- TES – TED access.

AA Transfers & Returning Adult Learners

- **Florida State Colleges** articulation closes UCC
- Less than 60 AA?
- Honoring former equivalency
- More than 60?
- Check for additional UD
- **BA/BS from accredited institutions** close UCC
- 90 transfer cred: 60 LD + up to 30 UD
- Prerequisite's check
- Career redirection
- Challenge: Syllabi
- Opportunity: Graduate!

International Transfers Graduate



FIU

International Student Success Metrics

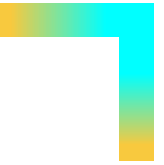
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
FT FTIC 4 year graduation Rate	53.2%	40.7%	46.5%	16.30%		
FT/PT FTIC 6 year graduation Rate	69.5%	57.7%	55.5%			
FT FTIC Academic Progress Rate	80.5%	81.2%	82.2%	82%	89.5%	87.8%
FT AA Transfer 2 year Rate	80.5%	35.8%	45.9%	29.9%	55.1%	23.5%
FT/PT AA Transfer 4 year Rate	82.4%	73.5%	81.6%	81.1%	71.1%	

Data source: FIU Analysis and Information Management

Covid Recruitment & Outreach



- Due to school closure, as well as our University mail room closing, our team began accepting Unofficial transcripts for admissions purposes only!
- Solution: Email transmission- accepting transcripts directly from school officials or HS counselors. This applied as well to examination reports such as IB, AP, and international exams.
- COVID Recruitment adapted to an online modality and adopted a virtual fair model. This allowed students to have one-on-one conversations with recruiters and allowed for future preparations for student arrival which includes gathering of syllabus.
- This resulted in an increase of applications, however, this also created delays with posting credits as students would turn in documents closer to the beginning of the terms.



Best Practices – Lessons Learned

- Enhance Pre-Enrollment Advising:

Target countries and institutions

Specific academic programs

FIU Online Recruitment Center Marketing Model

- Retention Efforts:

Sharing check lists or written materials to student prior to arrival

Improve and update Online resources

Early Communication – early enrollment

Career intervention and major redirection

Weekend and late hours support services

Best Practices – Recommendations

- Articulation Agreements
- Transfer Equivalency Database
- Internal Institutional Collaboration
- External Partnerships
- Planned Proactive Rule Building
- International Database (Ex. Business)
- Expand Credits by Exams (Lebanese, German, Caribbean, etc.)

Questions?

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Visit our web resources:

tts.fiu.edu

iadmiss.fiu.edu

transfer.fiu.edu

[Business Database](#)