

Conference on Credit Transfer Practices in Higher Education: Partnership for Success

Parallel Sessions – Institution 's Perspective

Challenges and Support for Transfer Practices in Hong Kong Higher Education

Kin CHEUNG

kin.cheung@polyu.edu.hk

(Project Leader of SYA Project)

Background



- Transfer/articulation from community college to university
 - Highly complicated process with academic and social adjustments
- Academic and social involvement/integration
 - Important notions of student involvement (Astin 1984) and student attrition (Tinto, 2012)
- Research findings in three aspects:
 - Academic/students' performance, Social, Mental Health

Academic Aspect



- *Heavier study workload*
 - Higher award GPA and Lower dropout rate when compared to non-SYA.
- *Insufficiently structured and supported Transfer pathway*
 - *Inadequacy of agreements* on credit transfer and articulation
- *Differences between sub-degree & degree*
 - *Learning mode*
 - *Critical thinking / evidence-based*
 - *General Support*

Academic Aspect (Cont.)



- *Transfer Shock*
 - Similar to foreign research results
 - Drastic drop of GPA in 1st semester
 - Change of teaching and learning mode
 - Change of schooling experience
 - Heavier study load
 - Individual factors



RESEARCH ARTICLE

Differences in study workload stress and its associated factors between transfer students and freshmen entrants in an Asian higher education context

Kin Cheung^{1*}, Tsz Leung Yip², C. L. Johnny Wan², Hilda Tsang¹, Lillian Weiwei Zhang¹, Anna Parpala³

1 School of Nursing, The Hong Kong Polytechnic University, Hong Kong, China, 2 Department of Logistics and Maritime Studies, The Hong Kong Polytechnic University, Hong Kong, China, 3 Centre for University Teaching and Learning (HYPE), Faculty of Educational Sciences, University of Helsinki, Helsinki, Finland

Table 7. Comparisons between 2yCCT students and freshmen entrants in eight factors.

Factors	2yCCT Students	Freshmen Entrants	Overall	p-value for T-test
	Mean (SD)	Mean (SD)	Mean (SD)	
Teaching for understanding & encouraging learning	3.58 (0.63)	3.64 (0.54)	3.61 (0.58)	.038
Peer support	3.75 (0.66)	3.83 (0.62)	3.79 (0.64)	.010
Alignment & constructive feedback	3.53 (0.63)	3.59 (0.60)	3.56 (0.62)	.056
Deep & organized approach	3.54 (0.51)	3.54 (0.50)	3.54 (0.51)	.760
Surface approach	3.24 (0.61)	3.12 (0.62)	3.17 (0.62)	<.001
Self-efficacy	3.50 (0.68)	3.58 (0.61)	3.54 (0.65)	.015
Generic skills	3.67 (0.59)	3.71 (0.52)	3.69 (0.55)	.080
Study workload stress	3.45 (0.77)	3.23 (0.76)	3.33 (0.77)	<.001



BMJ Open Challenges of university nursing transfer students in an Asian context: a qualitative study

Shirley S Y Ching, Lillian Weiwei Zhang, Gwendoline Yuanyuan Guan, Kin Cheung



Open access

Table 2 Summary of categories and subcategories

Categories	Subcategories
Expectation at the beginning of the programme	<ul style="list-style-type: none"> ▶ Setting a clear goal to become a professional nurse ▶ Aiming at a high academic performance ▶ Anticipating university life
Challenges during transition	<ul style="list-style-type: none"> ▶ Similarity between community college and university studies facilitated adjustment ▶ Heavy study workload but limited time ▶ Transition from passive to independent learning
Coping by prioritising	<ul style="list-style-type: none"> ▶ Understanding of curriculum arrangement ▶ Prioritising of the scope of subject materials to study ▶ Prioritising based on the their goal and GPA
Our world is small	<ul style="list-style-type: none"> ▶ Mental exhaustion ▶ Limited exposure and enjoyment of university life

Social Aspect



- *Challenges to self-identity & social integration*
 - Self-stigmatization
 - Campus culture shock
 - Inactive participation in social activities
 - Limited social connection at university
 - Insufficient university support



Article

Factors Affecting Direct and Transfer Entrants' Active Coping and Satisfaction with the University

Kin Cheung ^{1,*}, Jeremy Ng ¹, Hilda Tsang ¹, Kelvin K. L. Pang ², C. L. Johnny Wan ²
and Kristin Moser ³

Table 8. Comparison in experience and perceptions between 2yTEs and DEs.

Factors	Overall	2yTEs	DEs	Sig. <i>t</i> -Test
<i>Perceived disparity: transfer vs non-transfer students ^a</i>				
Resources and stigma	2.94 ± 0.72	3.03 ± 0.73	2.87 ± 0.70	< 0.0001
Academic study	3.17 ± 0.77	3.40 ± 0.77	2.97 ± 0.71	<0.0001
<i>Adjustment process at the university</i>				
Social adjustment	3.26 ± 0.58	3.23 ± 0.59	3.29 ± 0.56	0.025
Transition adjustment	3.07 ± 0.69	3.20 ± 0.67	2.95 ± 0.68	<0.0001
<i>University support</i>				
General support and advising	2.85 ± 0.58	2.76 ± 0.57	2.92 ± 0.59	<0.0001
Academic experience and advising	2.89 ± 0.56	2.85 ± 0.55	2.93 ± 0.56	0.002
Institutional attributes	2.90 ± 0.53	2.86 ± 0.54	2.94 ± 0.53	0.001
Overall university satisfaction ^b	2.96 ± 0.63	2.89 ± 0.67	3.01 ± 0.59	<0.0001
<i>Coping style at the university</i>				
Coping style: avoidance	2.74 ± 0.83	2.73 ± 0.83	2.74 ± 0.83	0.775
Coping style: emotional	3.10 ± 0.72	3.07 ± 0.72	3.12 ± 0.72	0.115
Coping style: active ^c	3.53 ± 0.55	3.50 ± 0.56	3.55 ± 0.53	0.042
Coping style: escape	2.78 ± 0.79	2.78 ± 0.78	2.78 ± 0.80	0.996
<i>Social support at the university</i>				
Social connections	3.34 ± 0.54	3.30 ± 0.55	3.37 ± 0.53	0.008
Sense of belonging	3.31 ± 0.81	3.28 ± 0.85	3.34 ± 0.77	0.083



Mental Health Aspect



- Psychological challenges
- Higher stress, anxiety and depression level



ELSEVIER

Contents lists available at [ScienceDirect](#)

Journal of Affective Disorders

journal homepage: www.elsevier.com/locate/jad

Research paper

Depression, anxiety and stress in different subgroups of first-year university students from 4-year cohort data

Dr. Kin Cheung^{a,1,*}, Dr. Kin Yuen Tam^{b,2}, Ms. Hilda Tsang^{a,3}, Dr. Lillian Weiwei Zhang^{a,4},
Dr. Siu Wai Lit^{c,5}

Highest Study load

SYA students have more mental health concerns (Stress, Depression & Anxiety)

Higher GPA than other student groups

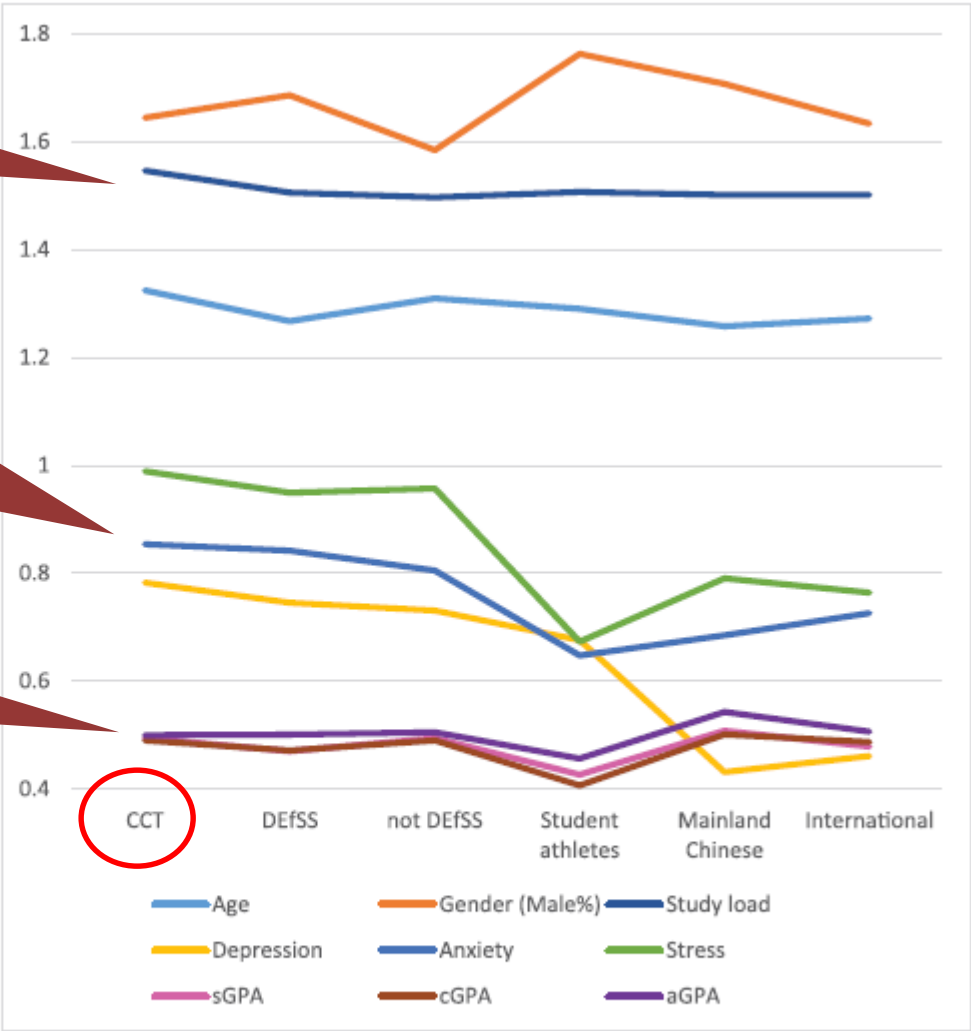


Figure 1. Comparisons of age, gender, study load, mental health profiles and academic performances among the six student groups.
 Note: y-axis value in logarithmic scale
 Top panel: Gender, study load, age
 Middle panel: DASS score
 Bottom panel: GPAs

Summary / Implications



These study results showed SYA students have:

1. Higher academic achievement
2. Higher study workload
3. Higher risk of mental health issues including study-related stress
4. Poorer transition to university
5. Less resources or support

Implications and Discussion:

1. Collaboration between sending & receiving institutions
2. Roles and responsibility of sending & receiving institutions
3. Collaborative and transfer receptive culture
4. Credit transfer practices
5. Preparation of prospective SYA students to experience U experience
2. SYA students' transition process of becoming a university student should receive more attention

References & Publications



Reference:

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel*, 25(4), 297-308.
- Tinto, V. (2012). Moving from theory to action: A model of institutional action for student success. *College student retention: Formula for student success*, 2, 251-266.

SYA Project Publications:

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- Ching, S.S.Y., Zhang, L.W.W., Guan, G.Y.Y., & Cheung, K. (2020). The challenges of university nursing transfer students in an Asian context: A qualitative study. *BMJ Open*, 10:e034205.
- Ching, S.S.Y., Fong, D., Zhang, L.W.W., Guan, G.Y.Y., & Cheung, K. (2020). Perceptions of English use of college transfer nursing students in a non-English speaking city: A qualitative study. *International Journal of Environmental Research and Public Health*, 17, 462.

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Thank You!

Project contact: sya.project@polyu.edu.hk; 3400 8184
Kin Cheung: kin.cheung@polyu.edu.hk; 2766-6773