

TRANSFER STUDENT DILEMMA

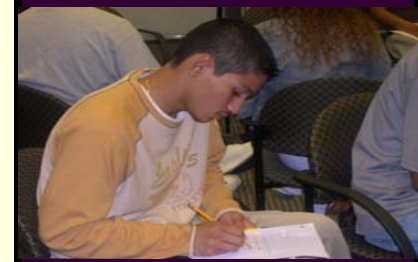
(The “Other” First-Year Student)

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The
Educational
Opportunity
Program



THE GOAL

To inform and develop awareness of the issues and challenges that a transfer student faces.

THE PROBLEM

- Like the freshmen counterpart, the transfer student transitions into an “unknown” environment often leaving students:
 - **Intimidated**
 - **Unfamiliar**
 - **Anxious**
 - **Confused**

CSU COMMITMENT

- According to Title 5 and Chancellor Reid, “highest priority” should be given to the community college transfer student.

DEMOGRAPHICS

- 2007-08
- CSU TRANSFER POPULATION
 - **65,165 Undergraduate Transfers**
 - **55,015 First Time Freshmen**

ANNUAL NUMBER OF CSU GRADUATES

- 2006-2007 COHORT
- 73,132 DEGREES
- 40,337 CCT'S
- 55.3 PERCENT

www.calstatela.edu

ANNUAL NUMBER OF UC GRADUATES

- 2006-2007 COHORT
- 42,416 DEGREES
- 12,488 CCT'S
- 29.4 PERCENT

COMMUNITY COLLEGE SYSTEM

- FALL 07-08
- 72 Districts
- 110 Colleges
- 110 EOP&S
- 2,776,384 million students

(http://www.ccc9.edu/Community_Colleges/tabid/830/Default.aspx)

STATEWIDE CCC POPULATION

■ African American	209,083
■ AI/Alaskan Native	23,466
■ Asian	334,065
■ Filipino	93,811
■ Hispanic	820,838
■ Pacific Islander	20,570
■ Other non-white	60,256
■ White/non Hispanic	954,135
■ Unknown/non respondent	260,256

(http://www.ccc9.edu/Community_Colleges/tabid/830/Default.aspx)

AGE GROUPS

■ 19 OR LESS	701,012
■ 20-24	716,350
■ 25-29	348,139
■ 30-34	217,040
■ 35-39	177,970
■ 40-49	275,760
■ 50+	325,938
■ Unknown	14,175

(http://www.ccc9.edu/Community_Colleges/tabid/830/Default.aspx)

TRANSFER RATE

2000-01 to 2005-06

- FTF with intent to transfer: 152,245
- FTF with intent that transferred: 61,901
- Statewide transfer rates: 40.7 %
- Number of colleges: 108

California Community Colleges Chancellor's Office (CCCCO) (2007).
Focus on Results: Accountability Reporting for California Community Colleges
(ARACC)

CHALLENGES AND ISSUES

- No guarantee of major
- May lose units upon transfer
- Timely course articulation
- Financial aid – “early deadline”
- Do not know structure of the university
- New environment and culture
- Resources (or lack of them)

TRANSITIONAL AND ADJUSTMENT ISSUES

- Transportation
- In a big hurry
- Managing time
- Learn the culture
- New rules and regulations
- Losses
- Need a “hand hold”



- STRATEGIES FOR STUDENTS AND STAFF

HOW DO YOU AS A STUDENT RAISE THE BAR?

- Avoid mediocrity
- Do not accept disengagement
- Be prepared

(audio@higheredhero.com)

DEFINING AND UNDERSTANDING HOW YOU LEARN

- Move from being a receiver
- Use your own style
- Take active and positive steps

(audio@higheredhero.com)

ARE YOU FIRED UP OR ARE YOU BURNED OUT?

- Do all that you can.
- Check your motor.
- What strategies can you use?
- Can you apply information?

(audio@higheredhero.com)

UNLOCKING ALL OF YOUR POSSIBILITIES FOR SUCCESS

- Learn
- Make meaning
- Think critically
- Focus
- Understand
- Explore

“Mount Up on Wings As Eagles” (Topic by Joyce Meyer)

AVAILABLE RESOURCES AND SERVICES

- IHE UNIV 301
- Recommended Auxiliary Workshops
- University Tutorial Center
- ASI and the Cross Cultural Centers
- Students Taking Action for Retention and Success (Cross Cultural Centers)
- University Career and Development Centers
- Leadership Course
- Links Workshops- Computer Workshops
- Empowerment Workshops
- University Library (Library course or Workshop)
- University Writing Center
- Writing Proficiency Exam (WPE) Prep Workshops
- University Health Center
- Parking and Transportation office
- Work-study job

WHAT CAN WE DO?

1. First year programs
 - a. What they desire
 - b. Transitional issues
2. Deliberate and intentional efforts
 - a. Initial “hand hold”
 - b. Institutional culture & environment
 - c. Focused training.
 - d. Link efforts
 - e. Seek Support
 - f. Create partnerships

FINALLY....

- A list of key components of a successful academic program developed by Tym, et.al (2004):
 - Set high standards
 - Provide personalized attention
 - Provide role models
 - Facilitate peer support
 - Provide strategically timed interventions

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- Provide a bridge between sending and receiving institutions
 - Provide scholarship assistance
 - Design evaluations that attribute results to intervention