TRANSFER STUDENT DILEMMA
(The “Other” First-Year Student)

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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
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

www.calstate.edu
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

www.calstate.edu
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)
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Population</th>
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<tbody>
<tr>
<td>African American</td>
<td>209,083</td>
</tr>
<tr>
<td>AI/Alaskan Native</td>
<td>23,466</td>
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<tr>
<td>Asian</td>
<td>334,065</td>
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<tr>
<td>Filipino</td>
<td>93,811</td>
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<tr>
<td>Hispanic</td>
<td>820,838</td>
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<tr>
<td>Pacific Islander</td>
<td>20,570</td>
</tr>
<tr>
<td>Other non-white</td>
<td>60,256</td>
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<tr>
<td>White/non Hispanic</td>
<td>954,135</td>
</tr>
<tr>
<td>Unknown/non respondent</td>
<td>260,256</td>
</tr>
</tbody>
</table>

(www.ccc9.edu/Community Colleges/tabid/830/Default.aspx)
# AGE GROUPS

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Count</th>
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<tbody>
<tr>
<td>19 OR LESS</td>
<td>701,012</td>
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<tr>
<td>20-24</td>
<td>716,350</td>
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<tr>
<td>25-29</td>
<td>348,139</td>
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<td>30-34</td>
<td>217,040</td>
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<td>35-39</td>
<td>177,970</td>
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<td>40-49</td>
<td>275,760</td>
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<td>50+</td>
<td>325,938</td>
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<tr>
<td>Unknown</td>
<td>14,175</td>
</tr>
</tbody>
</table>

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