

WHO IS A TRITON TRANSFER?



TRANSFER STUDENT: a student who has enrolled in a regular session at a college or university after high school - *University of California Admissions*

TYPES OF TRANSFER STUDENTS

CALIFORNIA COMMUNITY COLLEGE STUDENTS WITH JUNIOR STATUS:

These students make up 90% of the UC system's transfer class

LIMITED STATUS STUDENTS:

Frequently known as a non-degree -seeking student

LOWER DIVISION TRANSFERS:

Students who are admitted into a campus before reaching junior status



SECOND BACCALAUREATE SEEKING STUDENTS:

College graduates who wish to obtain a second bachelor's degree in a different major from their first degree

TRANSFERS FROM A 4-YEAR OR OUT-OF-STATE 2-YEAR INSTITUTION

FORMER AND CURRENT UC STUDENTS:

Students returning to the same UC campus or transferring to a different UC campus

THE STATE OF THE TRANSFER AT UC SAN DIEGO

UC San Diego's transfer students make up ~33% of the incoming undergraduate population. 90% of veteran students are transfer students.

Triton Transfer students are more likely to...



BE PELL-ELIGIBLE



COMMUTE TO CAMPUS



BE OLDER STUDENTS



BE FIRST-GENERATION STUDENTS



HAVE FAMILY & WORK COMMITMENTS



EXPERIENCE FOOD INSECURITY

**Transfer is more than how students apply.
Transfer is an identity.**

ADDRESSING ASSUMPTIONS

ASSUMPTION:

All transfer students at UC San Diego come from a two-year institution and are primarily from California.

REALITY:

In 2022, 90% of transfer students came from a California Community College (CCC) and 10% of the students are international students.

ASSUMPTION:

All transfer students enter upper-division courses with the same "course-101" content knowledge.

REALITY:

Transfer students enter upper-division courses with varied content knowledge.

STRATEGY!

Ask students about their college journey - what is their academic history and what brings them to study at UC San Diego?

STRATEGY!

Provide opportunities for transfer students to review introductory level content that is necessary to understand upper-division coursework.

ASSUMPTION:

All students are non-parents or do not have work commitments outside of school.

REALITY:

Transfer students are more likely to have familial & work commitments in addition to attending class full-time.

ASSUMPTION:

Transfer students do not want to get involved in co-curricular opportunities.

REALITY:

Most transfer students want to get involved in research, on-campus organizations, and other experiences.

ASSUMPTION:

All transfer students finish their community college in 2 years and graduate in 2 years from UC San Diego.

REALITY:

The average time to transfer is 2.6 years, and 57% of transfer students are graduating in 2-years at UC San Diego.

STRATEGY!

Host in-person and digital appointments during a variety of times (morning, afternoon, evening) and ensure group work is timed far enough in advance for students with multiple out-of-class commitments.

STRATEGY!

Provide rolling applications and opportunities for leadership/involvement throughout the academic year. If there is a GPA requirement for participation, allow new transfers to use their transfer GPA.

STRATEGY!

Avoid using language like "Class of 2026!"

WHAT'S "TRANSFER SHOCK"?

Transfer shock typically refers to a dip in a student's grade point average after transferring to a different higher education institution.

LEARN MORE ABOUT TRANSFER STUDENTS

TRITON TRANSFER RESOURCES FOR FACULTY & STAFF
<https://bit.ly/3cyopr2>



SUBSCRIBE TO THE TRITON TRANSFER NEWSLETTER

<https://bit.ly/TSSNewsetter>



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ALLEVIATING "TRANSFER SHOCK"

ACKNOWLEDGE TRANSFERS AS EXPERIENCED STUDENTS THROUGH ON BOARDING AT A NEW UNIVERSITY

Options such as a choice between in-person and/or online orientations and customizing on-boarding for this group can provide an opportunity for them to build social networks and provides critical information for their transition into a new place.

ACKNOWLEDGE ALL PREVIOUS WORK EXPERIENCES AND HIGHLIGHT TRANSFERABLE SKILLS

Highlight the transferable skills attained from previous work (i.e., customer service, tutoring) that is applicable to a student's major/career path. Positively encourage talking about their previous experiences to help combat self-doubt in their chosen fields.

ADJUSTMENT FROM SMALLER CLASS AND COLLEGE SIZES TO LARGER LECTURES AND INSTITUTIONS

Incorporate paired discussion opportunities or implement the creation of small communities (i.e, starting group chats via GroupMe) within a large lecture in order for social interaction and learning to occur.

ADJUSTMENT FROM MULTIPLE SMALLER ASSIGNMENTS VERSUS JUST A FEW TESTS

Providing more in-class assignments to encourage academic involvement throughout the duration of a course could encourage more accountability for a student rather than an end-of-the-quarter final reviews.

REFERENCES:

"A hand to hold for a little bit": Factors facilitating the success of community college transfer students to a large research university (Townsend & Wilson, 2006)

The "Swirling" Student: Best Practices to engage transfer students on your campus (<https://www.higheredjobs.com/HigherEdCareers/interviews.cfm?ID=720>)

University of California, Admissions (<https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/>)

University of California, San Diego - Institutional Research (<https://ir.ucsd.edu/undergrad/stats-data/ug-retention.html>)

University of California, UCUES Data Tables 2018 (<https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-2018>)

"Your First College Year: New Freshmen vs Transfer Students" Infographic (University of California, San Diego - Institutional Research, 2017)