

1995 SURVEY OF NEW UCSC TRANSFER STUDENTS

EXECUTIVE SUMMARY

This report summarizes the results of a survey of transfer students at the University of California Santa Cruz (UCSC) administered during fall 1995. Three hundred thirty-seven surveys were analyzed (a response rate of 39%). College 8 and Cowell were underrepresented in the sample, Oakes College was overrepresented, and women were more likely to return the survey than men. The composition of the respondents by ethnicity was similar to the transfer population as a whole. Highlights of this report include:

•	UCSC was the top choice college for 77% of transfer students as a whole. However, 84% of white students chose UC Santa Cruz over other schools, compared to only 68% of underrepresented minority students, and 58% of Asian students.	Page 3
•	Transfer students learned most about UCSC from informal visits, the General Catalog, and contact with UCSC staff, but students' rating of some information sources varied by their ethnic backgrounds.	Page 3
•	Transfer students chose UCSC because of the quality of instruction, the physical setting, majors or programs offered, and the academic reputation.	Page 4
•	About 60% of transfers felt orientation sessions were helpful, but most students had suggestions for improvement.	Page 7
•	Seventy percent of transfer students wanted more information about internships.	Page 7
•	About half of transfer students were very concerned about college costs, and another one-third were somewhat concerned. Students from high-income families were less concerned than students from low and middle-income families.	Page 9
•	Eighty-three percent of reentry transfers received no money from their families, and were more dependent on work and financial aid than younger transfers. Two-thirds of reentry students had no health insurance.	Page 10
•	Ninety-two percent of transfers were retained to or graduated during the spring of their second year.	Page 11
•	Transfers were most concerned about making an academic transition to UCSC: the pace, choosing majors and courses, etc., but many were also concerned about feeling isolated from the colleges and other students.	Page 14

<p>Kay Wilder prepared this report. An electronic version may be found on the World Wide Web at http://planning.ucsc.edu/irps/enrollmt/#TRANS. Additional copies may be available from IRPS, Office of Planning and Budget, University of California, Santa Cruz, CA 95064 (408/459-2446).</p>
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INTRODUCTION

In the fall of 1995, the Institutional Research and Policy Studies group in the Office of Planning and Budget mailed a survey to all new transfer students. First developed in 1993, the 1995 version was shortened and updated. Results from these locally developed instruments are intended to help campus administrators understand the expectations and difficulties of new transfer students. The report covers demographics of the survey respondents; college selection; admissions, orientation, housing, transportation and parking; finances; academic goals; attrition factors; and other concerns. A copy of the survey is appended to the report.

DEMOGRAPHICS

The survey was mailed to 856 new transfer students with addresses during the fourth week of the quarter. There were 337 valid responses¹ yielding a 39% response rate. Four respondents provided no name or student identification and couldn't be tracked for retention purposes. Students responding to the survey were a little more ethnically diverse than the population, 38% were students-of-color compared with 35% of the transfer student population. Respondents from Oakes and Stevenson colleges were overrepresented, while several other colleges were underrepresented in the survey by a few percentage points. Women were overrepresented in the sample of respondents by five percentage points. The median age was 22 years for survey respondents and for the population of transfer students. About one-quarter of the respondents and transfer population were 25 or older. The median grade point average was 3.25 for the respondents and 3.22 for the population. Ethnically, students responding to the survey were fairly representative of the transfer student population, Table 1. Analyses by sex and ethnicity have been reported when significant differences in survey results were found.

Table 1
Demographics of Survey Respondents and All New Transfer Students

	%	%	%	%	%	%	%	%
<u>Ethnicity</u>	<u>African American.</u>	<u>Asian</u>	<u>Chicano</u>	<u>Other Latino</u>	<u>Native Amer.</u>	<u>Filipino</u>	<u>Other Minority</u>	<u>White</u>
Responders	2.1	8.9	14.7	5.5	1.7	2.7	2.4	62.0
Population	1.7	9.5	12.2	5.9	1.3	1.8	2.9	64.7
<u>College</u>	<u>Eight</u>	<u>Crown</u>	<u>Cowell</u>	<u>Kresge</u>	<u>Merrill</u>	<u>Oakes</u>	<u>Porter</u>	<u>Stevenson</u>
Responders	13.5	12.0	8.7	13.2	17.1	11.1	12.3	12.0
Population	16.3	12.9	11.5	14.2	17.0	6.1	12.2	10.1
<u>Sex</u>	<u>Men</u>	<u>Women</u>						
Responders	39.0	61.0						
Population	44.0	56.0						

¹ Sixty-eight surveys were initially included from transfer students taking the 1995 Survey of New Freshpersons, but 19 of those were duplicates from students returning both surveys. A total of 49 of the unduplicated surveys have been added to the total response rate.

As in 1993, survey respondents reported a median family income of \$50,000. About 44% of students' mothers had earned a bachelors or higher degree, as had 50% of fathers. Overall, 59% of students had at least one parent with a bachelor's degree, and 35% of students came from families where both parents had earned a bachelor's degree. About one-fifth of mothers and one-quarter of fathers had earned a graduate degree; 31% of students had at least one parent with a graduate degree, and 16% of students' parents both had graduate degrees. In contrast, about 26% of students were the first in their family to attend college, up from 21% of the 1993 transfer respondents. Twelve percent of students came from families whose primary language was other than English. About 6% of students had applied or received permanent resident status, and about 2% were here on visas. These and other demographics are shown in Table 2 below.

Table 2
Other Demographics of Transfer Student Respondents

Demographics	Percentage	
	1993	1995
Have Car in Santa Cruz	63	58
Fathers with BA/BS or Higher	53	50
Mothers with BA/BS or Higher	44	44
Parents Divorced or Separated	43	39
No Financial Support from Parents	40	37
Reentry Students	31	27
First in Family in College	21	26
Fathers with Graduate Degree	29	25
Mothers with Graduate Degree	13	22
English as a Second Language	9	12
One or both Parents Deceased	14	11
Support Dependent Child	--	7
Permanent Residents	--	5
Single Parent	4	4
Part-time Students	3	4
Learning Disability	--	3
Student Visas	2	2
Physical Disability	--	2

On average, UC Santa Cruz transfer students came from college-educated middle income families; although over a quarter were the first in their family to attend college. In this sample transfer students a little less ethnically diverse, but demographically similar to new frosh except in age and class level. The 1995 sample of transfer students was also very similar to the 1993 sample of transfers. The most notable differences were more students' mothers had attained an advanced degree; fewer transfer students had a car in Santa Cruz; and more students were the first in their family to attend college in 1995 than in 1993.

COLLEGE SELECTION

College Choice

UC Santa Cruz was the first choice in four-year colleges for 77% of new transfer students, down from 81% in 1993. Significantly more white students selected UCSC as their first choice than students-of-color, Table 3. Note that students who are African American, Chicano, Latino, Native American, and Filipinos are considered together as traditionally underrepresented minority students, and compared with both Asian and White students. These groupings produced the clearest results in various analyses.

Table 3
Percentage First Choice Preference for UC Santa Cruz
By Ethnic Category

	Underrep	Asian	White	Overall
1st Choice	68	58	84	77
2nd Choice	26	27	14	19
3rd+ Choice	6	15	2	5

Sources of Information about UCSC

Students were asked to rate the importance of nine typical sources of information about UCSC. Table 4 shows the average importance ratings on a scale of 1 (Not Important) to 3 (Very Important). For perspective, the percentage of students rating each source 'Very Important', and those who had not used a source at all are also shown in Table 4. Overall, students used many sources for information, but informal visits and the UCSC Catalog were given the highest ratings. Although students were strongly affected by personal contact with UCSC staff, a large percentage had no contact. According to respondents, family, friends and guidebooks were less important than other sources of information.

Table 4
Average Ratings of Information Sources

	Average Importance Rating	% Very Important	% Not Using Source
Informal Visit	2.4	42	16
UCSC General Catalog	2.4	45	11
Personal Contact w/UCSC staff	2.3	27	41
Admissions Brochures	2.2	33	5
Official Campus Tour	2.1	23	36
Teachers or Counselors	2.0	22	25
Friends	1.9	21	21
College Guides, Magazines	1.9	15	24
Family	1.6	11	38

A breakdown of results by income and ethnic group is shown in Table 5. Income levels were collapsed into three categories, low-income (below \$30,000), middle-income (\$30,000 to \$59,000) and high-income (\$60,000 or more). Using one-way analysis of variance tests, significant differences ($p = .05$) between average ratings were examined for importance. Significant differences between groups are marked with asterisks in Tables 5, 6 and 11.

Table 5
Average Ratings of Information Sources
by Region, Ethnicity and Income

Source	Underrep	Asian	White		<30K	30-59K	60+K
<i>UCSC</i>							
Informal Visit	2.4	2.3	2.4		2.4	2.5	2.4
UCSC Catalog	2.5	2.4	2.3		2.5	2.4	2.3
Contact with Staff	2.5	2.7	2.1 *		2.6	2.2	2.2 *
Admissions Brochures	2.4	2.4	2.0 *		2.4	2.1	2.2 *
Campus Tour	2.3	2.3	1.9 *		2.1	2.0	2.1
<i>Other</i>							
Teachers / Counselors	2.2	2.5	1.9 *		2.2	2.0	1.8 *
Friends	2.0	2.0	1.9		1.9	2.0	1.9
College Guides	2.2	2.2	1.7 *		2.1	1.9	1.8
Family	1.9	1.9	1.5 *		2.0	1.6	1.6 *

Table 5 lists information sources in order of average importance, greatest to least. Significant differences are marked with asterisks to the right of ethnic grouping and by family income level. Contact with staff, admissions brochures, a campus tour, teachers and counselors, and college guides were much more important to students-of-color than to white students. Although rated less important by all transfers, students-of-color placed more importance on their families' opinions than white students. Low-income students were more reliant on contact with staff, admissions brochures, and teachers or counselors than were high-income students.

Factors Affecting Students' Decision to Attend

In addition to rating information sources, students rated the importance of thirteen factors in their decision to come to UCSC. These ratings are also shown by ethnicity and family income categories (Table 6). As in 1993, UCSC's quality of instruction, beautiful physical setting, majors offered, and academic reputation were of the greatest importance to transfer students in their decision to come here. These top-rated factors were the same regardless of students' home location, ethnicity or family income. Students from the Monterey Bay and Santa Cruz areas were most likely to want to stay close to home. On the other hand, students coming from the more distant San Diego and desert areas were more likely to value the chance to leave home. Two other regional differences were apparent. Students from the San Francisco Bay area favored small classes over local students, and those from Los Angeles valued UCSC's small residential college structure more than local students. It seems likely that students from more urban settings may be attracted to the smallness of Santa Cruz compared with other UC campuses.

Traditionally underrepresented minority students placed more importance on undergraduate research opportunities than white students. Underrepresented students felt such opportunities were more than ‘Somewhat important’, while white students regarded them as less than ‘Somewhat important’. Also, traditionally underrepresented minorities were more interested in UCSC’s small residential colleges than white students. Finally, low-income transfer students were more likely to rate the financial aid offer as ‘very important’ than either middle or high-income students.

Table 6
Average Importance Ratings of Decision Factors by Ethnicity and Income

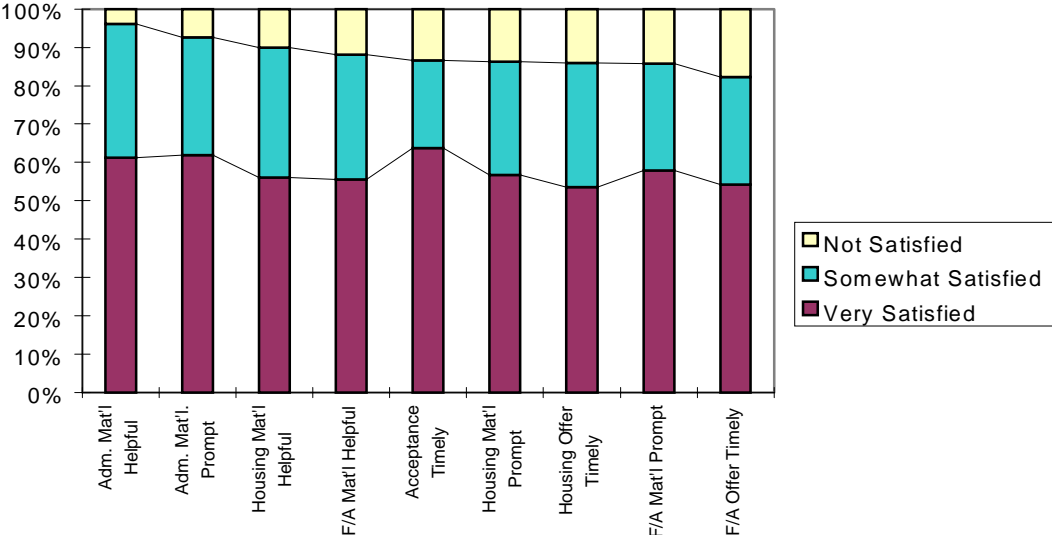
	Mean	Home Loc.	Ethnic Category			Average Income		
			Underrep	Asian	White	<30K	30-59K	60+K
Quality of Instruction	2.8		2.7	2.9	2.7	2.7	2.7	2.8
Physical Setting	2.7		2.7	2.6	2.8	2.6	2.8	2.8
Majors or Programs	2.7		2.8	2.7	2.7	2.7	2.7	2.6
Academic Reputation	2.5		2.5	2.7	2.4	2.5	2.5	2.3
Financial Aid Offer	2.4		2.4	2.7	2.3	2.7	2.2	2.1 *
Small Classes Offered	2.3	*	2.4	2.4	2.2	2.3	2.4	2.2
Liberal Environment	2.3		2.3	2.1	2.3	2.2	2.3	2.3
Chance to Stay Near Home	2.1	*	2.0	2.2	2.1	1.9	2.2	2.0
Chance to do Research	2.1		2.3	2.1	1.9 *	2.1	2.1	1.9
Chance to Leave Home	2.0	*	2.0	2.0	2.0	1.8	2.0	2.1
Small Residential Colleges	1.9	*	2.2	1.9	1.8 *	2.1	2.0	1.9
Narrative Evaluations	1.8		1.9	1.9	1.8	1.8	1.9	1.8
Friends Who Attend UCSC	1.7		1.7	1.6	1.8	1.7	1.7	1.6

ADMISSION AND ORIENTATION TO UCSC

Admissions, Housing and Financial Aid

To get an idea of students’ experiences with the process of applying to UCSC, students were asked to rate their satisfaction with admissions, financial aid and housing applications processing, see Figure 1. In general, over half of transfer students were very satisfied with each process, and more than 80% of students of students were somewhat or very satisfied. Although students were most dissatisfied with the timeliness of financial aid information and offers, levels of dissatisfaction were down from 1993 ratings. As in 1993, students were most *dissatisfied* with the timeliness of the financial aid offer, but dissatisfaction levels dropped from 28% in 1993 to 18% in 1995. Students were still concerned about the promptness of financial aid information and application, but dissatisfaction dropped from 20% to 14%. Dissatisfaction with the helpfulness of financial aid materials also dropped from 18% in 1993 to 12% in 1995. Other areas remained about the same as in 1993.

Figure 1
 Percentage of Students Satisfied and Dissatisfied with Admissions,
 Housing and Financial Aid Processes



Although students commented on a wide variety of problems, most comments were infrequent. Among the more prevalent difficulties, eleven students noted that their acceptance letter from UCSC was late. Five students said their transcripts or recommendations were lost, and five claimed they had received incorrect credit evaluations. Four students reported receiving all materials late. Four students thought there should be more personal contact and more outreach to transfer students.

Table 7
 Number of Reported Difficulties with Admissions, Housing & Financial Aid

Reported Difficulty	N
Notification of acceptance late	11
Lost transcripts and or recommendations	5
Credit evaluation incorrect	5
Not enough personal contact/need more outreach to transfer students	4
All materials late	4
Credit evaluation late	3
Housing difficulties	3
Difficulty with information about Art Major	3
Difficulty with admission into ES major	3
Problems with orientation	3
Offended by attitude of staff	2
Confused about UCSC graduation requirements	2
Received different answers from different offices	2

Housing

Students were asked where they lived and why they had chosen to live there. Most students living in residence halls wanted to meet people, experience 'dorm' life and be informed about campus activities. Students also said they wanted to live in residence halls for the convenience and to focus attention on school. A few students reported having no other choice, or having made a bad choice. Family Student Housing residents found it conveniently located, affordable, close to childcare, nearly crime-free, a good community for children, and a chance to meet other students like themselves. Those in on-campus apartments wanted the best of on and off-campus housing; they wanted to meet people and be close to classes, while enjoying the availability of a kitchen and having more space and privacy than available in the residence halls. Students living off-campus found it to be less expensive, less restrictive, with more privacy, quiet and space. Many lived with family or partners, or had pets. A number of off-campus students already lived in Santa Cruz before attending UCSC. Some also lived or worked outside Santa Cruz. Most students (83%) under the age of 21 lived on-campus, over half (54%) of those between 21 and 24 were on-campus, and 29% of students age 25 and over lived on-campus (including 13% who lived in campus student apartments). About half of all women lived on-campus compared with about 64% of men.

Orientation and Information Needs

Of the 246 students who had attended an orientation session, 213 had comments or suggestions. About 60% of attendees felt the sessions were helpful or very helpful, and 18% did not feel sessions were helpful. Fourteen students commented that sessions were repetitive or redundant and several would rather just have read the material in brochures. Five students thought there was too much information. Seven students wanted more time with advisors, and four others wanted more personal attention during orientation. Four students wished credit evaluations were ready earlier. As one student put it "This is the time when transfer credits should be given and you get advising and sign up for classes." Four students wanted more time to talk to the other transfer students, and four felt that the orientation sessions should be geared towards transfer students.

Ten students wanted more specific information about a variety of topics. These included: a checklist of steps for registering, enrolling, and applying to a major; important deadlines dates and times when an action should be taken; more information about the library; computer locations; general education requirements; and personal advice in planning majors and class schedules. Given a checklist of topics they might want to know more about, 70% of new transfer students were interested in learning more about internships and how to get them. A large percentage of transfers wanted information on campus employment, and about one-third were concerned about their majors and related career possibilities. Many transfer students also required more information to take advantage of student clubs, activities, and opportunities to study abroad, shown in Table 8.

Table 8
Percentage of Students Wanting Further Information

Topic	% Students
Internships	70
Campus Employment	40
Student Clubs	39
Recreation Activities	38
Study Abroad	37
Career Counseling	34
Majors	33
Off-campus Housing	31
Health Care Services	31
Off-campus Activities	30
UCSC Library	29
Tutoring	27

TRANSPORTATION AND PARKING

About 90% of the respondents used the buses and campus shuttles, and many said they were pleased with the services. However, shuttles were often mentioned as being too infrequent and crowded. Students wished they ran more often especially during the mornings and evenings. Students also wanted shuttles more often during the rainy season, and in both directions.

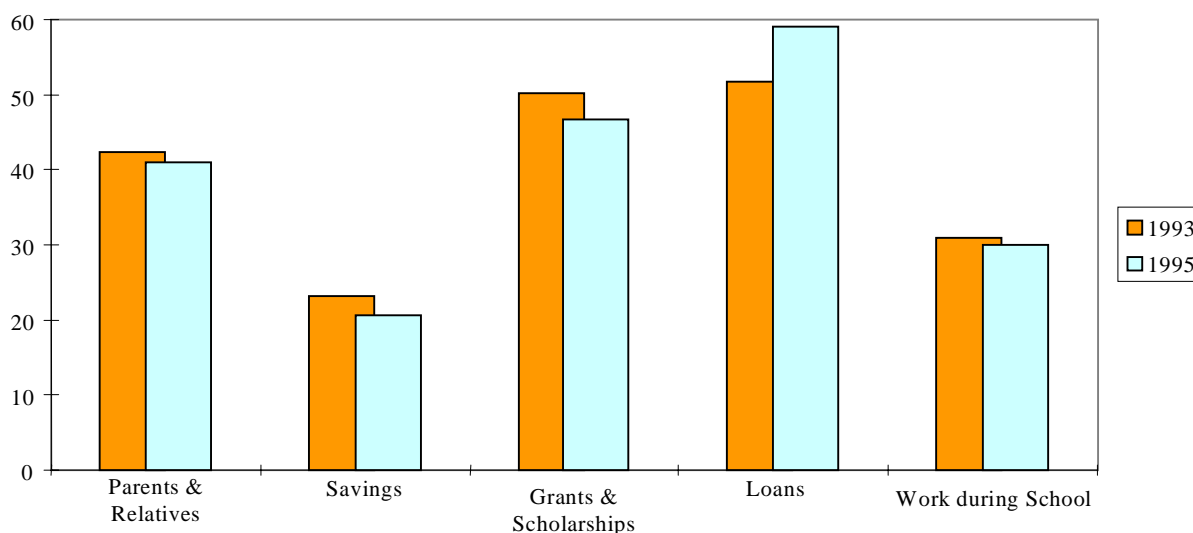
The majority of transfer respondents (58%) had a car in Santa Cruz during the fall of 1995. Of those, about 56% lived on-campus and 44% lived off-campus. Roughly 40% of all respondents had not requested a parking permit, (about the same proportion as transfers without a car). Approximately 115 respondents had requested a permit, and over a quarter of those were satisfied with their experience getting a permit and parking on campus. Several students mentioned getting their permits early to avoid the anticipated long lines. Positive comments mentioned Parking Office employees as 'helpful and courteous', 'very nice', 'wonderful' and 'great'.

Other students reported problems or offered suggestions. About 11% reported that parking permits were too expensive. Over ten percent of those requesting permits complained of waiting in long lines, and some mentioned waits of up to four-and-a-half hours. Over 20% of students who sought parking permits were dissatisfied with the lack of parking spaces, especially at West Remote. A number of students cited Crown/Merrill apartment lot as 'over sold'. Students also said they found it hard for visitors to park; parking control officers and some TAPS staff were rude; permits should be obtained through the mail; the lotto application should make clear that anyone can obtain a permit; parallel parking spaces along road could be shorter; commuters (with jobs) should be given parking preference; and there should be more metered parking.

FINANCIAL SUPPORT

As in 1993, transfer students depended most on loans, grants and scholarships, and family support to pay for their education. In Figure 2 sources of student support were similar in 1993 and 1995, but students' reliance on loans increased by seven percentage points in 1995.

Figure 2
Percentage of Students with
Income Sources of \$1,500 or More by Source



Concern about College Costs

Similar to the 1993 results, over half of transfer students were 'very concerned' about being able to pay for their college expenses and another third were at least 'somewhat concerned'. Students from high-income families, (\$60,000 and over), were less likely to be concerned about college costs than those from middle-income and low-income families. About 44% of high-income students were very concerned about costs compared to 64% of middle and low-income families. The 29 students who said they were 'not concerned' about paying for college had an average parental income of about \$78,000 in contrast to \$50,000 for students who had concerns. As expected, students' level of concern about paying for college costs increased as parental support declined. For example, 72% of students who expected under \$500 in parental support said they were very concerned about costs compared with about 30% of students who expected over \$3,000 from their family. Students taking out \$500 or more in loans were more likely to be concerned about college costs than students receiving less than \$500. Also, about 63% of students who were 'somewhat' or 'very' concerned about costs planned to earn \$500 or more from work compared to about 5% of students who were not concerned with college costs.

Reentry Students

Transfer students 25 years of age and older were more likely to be financially independent of their parents than younger students. Eighty-three percent of reentry students received no money from parents or relatives in contrast to 23% of younger transfers. Less than 10% of reentry students expected their family to contribute more than \$3,000 to their education, while 44% of non-reentry transfer students planned to accept that much. Many reentry students were disadvantaged by a lack of health insurance; about two-thirds of reentry students were not covered by health insurance compared with 24% of younger transfer students, Table 9. Older students supported themselves with grants or scholarships, loans and work during the school year more often than younger students. In spite of receiving less parental support, reentry students were no more concerned about their ability to pay for college than younger students were. Their confidence was likely the result of greater independence. Two years after being surveyed, a larger percentage of reentry students had fulfilled degree requirements than younger transfers.

Table 9
Percentage of Students Covered by Health Insurance
by Age Group

Health Insurance Coverage	% by Age Group		
	<25	25+	All
Percent of Students Covered	76	32	67
Policy Owned by Parent	65	6	51
Spouse	1	15	5
Self	6	21	10
Other	1	3	2
Not Covered	24	68	33

ACADEMIC GOALS

Major Field of Study

About two-thirds of new transfer student respondents initially showed interest in social sciences and natural sciences, (see Table 10). Men and Asian students most often proposed majoring within the Natural Sciences, while women and underrepresented minorities tended to choose a major in the Social Sciences. About 70% of new transfer students who returned for spring of 1997 pursued the same major as originally proposed in the fall of 1995. Twenty-three percent changed from one major to another, and 8% changed from undeclared. Very often, those who changed majors remained in the same academic division. Overall 91% of Arts students remained within the Arts Division, 81% remained within the Humanities, 88% stayed in the Natural Sciences, and 89% remained in the Social Sciences two years later. By spring of 1997 Social Sciences had picked up most of the undecided majors, and there was a small shift from Natural Sciences to the Social Sciences.

Table 10
Percentage of Students by Preferred Areas of Study

Fall 1995						
Division	% Men	% Women	% Underrep	% Asian	% White	% Overall
Arts	8	11	10	15	11	11
Humanities	21	15	19	8	16	16
Natural Sciences	33	22	22	42	28	28
Social Sciences	29	43	39	35	37	37
Interdisciplinary	4	3	5	0	2	3
Undecided	5	6	5	0	6	5
Total	100	100	100	100	100	100

Spring 1997						
Division	% Men	% Women	% Underrep	% Asian	% White	% Overall
Arts	7	12	11	14	10	10
Humanities	23	15	23	5	15	17
Natural Sciences	32	22	18	43	29	27
Social Sciences	34	46	44	38	41	42
Interdisciplinary	4	5	3	0	4	3
Undecided	1	0	1	0	1	1
Total	100	100	100	100	100	100

ATTRITION FACTORS

Ninety-five percent of identifiable respondents persisted for one year, and 92% remained until they fulfilled graduation requirements or returned for the spring of their second year. Of the 30 non-continuing students, 14 had academic problems and 16 left in good academic standing. Students who later left after having academic problems made comments about the pace of the quarter system, the lack of academic advising, lack of access to upper division courses, and lack of support systems for single parents. Students who left UCSC in good standing also commented on the pace of the quarter system as well as the difficulty of classes, a sense of isolation, getting lost on campus, disappointment with major programs, wishing for an apartment on campus, and the bureaucracy. Several of those in good standing had reported no real problems. There were no significant differences between continuing and non-continuing students in their ethnic backgrounds, parents' education or income, college choice, or whether they lived on or off campus. None of the students who left had been admitted by exception.

Table 11 shows the average importance ratings of factors in choosing to attend UC Santa Cruz (1=not important, 2=somewhat important, 3=very important). The average importance ratings are shown for students who left UCSC before spring quarter and those who returned for spring quarter, 1996. The results show that on average students who left UCSC within two quarters were less concerned or impressed with UCSC's majors, reputation, and closeness to home than students who remained enrolled for the first year. Average ratings for students who left UCSC during their second year are also shown. Only the average importance rating for UCSC's liberal environment was significantly lower than for second year persisters. Results for second-year persisters were similar to first-year persisters, and are not shown.

Table 11
Average Importance Ratings
In Students' Decision to Attend UCSC

Factors	1 st year Persisters	1 st year Leavers	2 nd year Leavers
Quality of Instruction	2.8	2.9	2.7
Physical Setting	2.7	2.6	2.7
Financial Aid Offer	2.4	2.6	2.2
Majors or Programs	2.7	2.4 *	2.7
Liberal Environment	2.3	2.2	1.9 *
Small Classes	2.3	2.2	2.2
Chance to Leave Home	2.0	2.1	1.9
Narrative Evaluations	1.8	2.0	1.7
Academic Reputation	2.5	2.0 *	2.6
Small Residential Colleges	1.9	1.8	1.9
Chance to do Research	2.1	1.8	2.2
Friends Who Attend UCSC	1.7	1.5	1.5
Chance to Stay Near Home	2.1	1.4 *	2.1

These results suggest there may be important average differences between students who persist and those who leave the first or second year. For example, students who have not found a satisfactory major during the first year may be more inclined to leave. However, none of the distinctions shown were able to *predict* which group of students would leave their first or second year. Therefore, differences should be interpreted only as issues for further exploration.

Table 12 shows that students who *later* left in good standing more often thought upon arrival they would need over two years to graduate, and would take time off to earn money than other students. This group believed they would need help with writing more often than other students. Those who later left after having academic problems were more likely to have believed they would need help with math and would likely repeat courses than other students. Both groups of students were more likely to think they would transfer out of UCSC than students who graduated or persisted. Again, these differences could not be used to predict who would continue and who would not, and so should only be considered issues for further exploration.

Table 12
Academic Expectations by Enrollment Status

Students Expectations	% Enrolled/ Graduated	% Left w/ Academic Problems.	% Left in Good Standing	% All Transfers
2+ Years to Degree	38	43	57	40
Need Tutoring Math	15	21	10	15
Need Help Writing	19	14	24	19
Expect Repeat Courses	5	21	10	6
Time Off: Money	5	0	29	7
Time Off: Personal	7	7	10	7
Help Choosing Major	9	7	5	8
Transfer Out	7	14	14	8
Total	100	100	100	

PROBLEMS AND CONCERNS

When asked about their problems and concerns in an open-ended question, about two-thirds mentioned some problem, concern or suggestion. About 70 students answered the question either with 'no' or 'none', and some made enthusiastic remarks such as "I am enjoying myself here and I love the campus" and "I find myself amazed and pleased at how helpful and accommodating people here have been. From Admissions to Financial Aid to board faculty – keep up the good work."

Transfer students were most often concerned about academic issues. Several asked for more advising or an orientation geared to transfers in the fall. Many worried about the pace and academic difficulty of the quarter system compared with semesters. One student wanted to know just *how* to adapt to the pace of the quarter system. Students expressed concerns with choosing or being accepted into a major, and getting into upper division classes. Two students were apprehensive about having chosen the wrong major after some experience with the department. Several mentioned limited access to their faculty advisors as a problem. A few mentioned problems with course scheduling and course offerings, and thought these obstacles would delay their graduation. A few students had a hard time using Teleslug to enroll in classes because of transcript problems, Teleslug unfriendliness, and the complication of enrolling in backup courses because of class closures. Because transfers often have work and family issues, these difficulties may pose special problems for them. One student said "Since I commute, with family schedules to juggle, there weren't many options in my major at times I could work with." Disappointment with large classes "even upper division" was a problem for two students. Some of the other academic problems were lack of informal contact with instructors outside of classes, lack of free tutoring for most students, and disappointment with the quality of TAs. Several students had problems with e-mail or UNIX, and two students mentioned computer lab assistants were unhelpful.

Many transfer students felt socially isolated from others and very different than younger students. Transfers felt isolated from the colleges and college activities as well. Some mentioned difficulty meeting people and wanting to meet other transfers; and one student suggested a function where transfers could meet each other at the beginning of the quarter. One student complained that campus life was boring, and two students felt out of touch with campus events. As one person put it, "The problem is that transfers are sort of thrown in and left to dangle." There were several comments about a lack of campus-wide ethnic or cultural diversity. One student felt others were "too liberal and crazy here. They need to grow up and experience the real world!"

Regarding their experience with the administration, students made general complaints about the 'bureaucracy', while some specifically mentioned lack of coordination between administrative offices, not getting help with problems, and not knowing where to go for help. One student described UCSC as "one of the least user friendly environment I've ever been in." Two students thought more services should be geared to transfers, "My concerns are related to services offered specifically for transfer students. Transfers are a different 'breed' of students, altogether."

As mentioned earlier, financial support was a major concern for a number of transfer students. Five students expressed a need for more support, and three were unsatisfied with their contact with the Financial Aid Office. One student suggested that phone access be divided into availability periods for groups of students similar to Teleslug registration. Housing was also cited as a problem fairly often. Seven students were uncomfortable with their on-campus living arrangements; four of those wanted to live with older roommates. Three students complained about the food served in the dining halls. One was concerned about the shortage of off-campus housing, one about the shortage of Family Student Housing apartments, and one student was worried about keeping their campus housing for the next year.

Although students were asked specifically about their experience with parking, about six students made additional comments when asked about their overall problems and concerns. Students expressed a variety of concerns about parking; two of these dealt with the Parking Office; others were about the inconvenience of parking. Two other students made comments about inconvenient campus transportation. Several students reported difficulty with finding their way around campus. A lack of large signs, and a lack of names on buildings were specifically mentioned as a problem at UCSC. Other comments were made about needing more lighting at McHenry Library; needing more copy machines and change machines on campus; and a lack of enforcement of non-smoking areas.

DISCUSSION

Although transfer students were similar to all new students in ethnicity and family socioeconomic status, differences in their experience and needs set them apart. The transition from semesters to the quarter system was difficult for many transfers, as well as a transition to more academically demanding work. Transfers could benefit from special attention early in the quarter addressing study skills and time management. Academic advising for transfers may be more pressing than for other students, and any arrangements that could be made on their behalf would be extremely important for their academic success. Orientation sessions designed for transfer students would be appreciated by many. An introduction to campus computer resources might be timely for new transfers. A resource center providing listings of internships would be especially appealing to transfers, as would information about campus employment, student clubs and recreation activities. Opportunities to learn about majors and explore possible careers would be welcomed by about a third of new transfers. Transfer students over the age of 21 were much less likely to live on campus than younger students, and were more likely to feel isolated from college and campus activities. They would benefit from social and academic opportunities to connect with other transfer students. Financially, low and middle-income and older transfer students often walked a tight rope; for example older transfer students were likely to skip health insurance. Listings of scholarships, paid internships and the like might help to serve these students. Transfer students are certainly an important part of UCSC's incoming class each year, and helping them to take advantage of UCSC's opportunities should be to the advantage of the campus community.

FOR ADDITIONAL INFORMATION

If you would like to discuss the implications of the results of this study, would like to see additional analyses, or have comments about transfer student research, please contact Kay Wilder at (408) 459-4316 or send e-mail to kay@cats.ucsc.edu.