

Creating a Transfer Receptive Classroom

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UC SANTA BARBARA

Technical Report: Experiences of Transfer Students at UCSB

Survey

- Data collection: Spring 2024
- 570 Survey Responses
- 39% First-Generation College Students
- 45% Low-Income/Working Class/Middle Class

Focus Groups

- 23 Students
- 10 Focus Groups

Key Terms

Effectors of Opportunity

In line with the university's mission to be responsive to the needs of our multicultural and global society and to help us interrogate inequities, we use an index to refer to transfer student identities as low-income, first-generation college-going, and/or minoritized. Accordingly, these identities are categorized as “effectors of opportunity” and are referred to simply as effectors in this report. Students can hold three, two, one, or no effectors.

High-Impact Practices (HIPs)

Refers to activities that have been shown to increase retention and persistence, such as engagement in research, study abroad opportunities, and internships.

Engagement in HIPs



Organization Involvement



Gaining Internship Experience



Study Abroad



Mentorship Programs



Being a Research Assistant



Student Organization Leadership



Developing Independent Research

Takeaway 1

Transfer students' campus experiences are generally positive, with nuance and areas of campus growth related to:

- 1) **Serving students with multiple effectors of opportunities**
- 2) **Providing all students with more networking opportunities**
- 3) **Supporting students' ability to engage in high impact practices (HIPs).**

Takeaway 2

Transfer students experience academic & housing transition challenges.

Academically, they encounter a change in both course and instructor interaction structures (*e.g., what is OK to ask professors?, what is the role of a TA?, 10 weeks is fast!, professors tend to prioritize research over teaching*).

Takeaway 3

Transfer students experience financial constraints that limit their engagement in HIPS and their ability to effectively network at UCSB.

Though not typical, transfer students who work on campus and stay more than two years have transcendent experiences – citing that increases in belonging (e.g., job on campus) and increased campus engagement are afforded by these experiences.

Strategies for Teaching & Learning

Be Explicit About UCSB and Course Norms

- Ten weeks is fast compared to semesters**
- The final is not during class time**
- What is section? What do I do there?**
- What is CLAS?**

Be Explicit on How to Ask for Help

- What is OK to ask professors?**
- What is the role of a TA?**
- What are office hours for? What can I ask there?**

Be Mindful of Language to Describe Students

- Avoid assumptions:**
- Age/that they are young**
- Completion of prerequisite courses at UCSB**
- Family responsibilities**
- Financial situation**

Strategies for Teaching & Learning

What High-Impact Practices Align with Your Course?

Support

- **Student preparation for research in your discipline (be explicit!)**
- **Informal and formal mentoring (UPM /ULA)**
- **Networking**

Encourage Participation in Programs that support HIPs via Class

Programs to Know:

- **McNair Scholars**
- **URCA**
- **Study Abroad**
- **99 & 199 Classes**

Be Mindful of Your Message about Teaching

Transfers noted that many professors seem to care about their research more than teaching

“I think it's also the fact that it is a much bigger class so like they're not going to know you too much as in a smaller class...Sometimes I guess I feel a little more intimidated to approach a professor here.”

“You know, we have good professors, but we don't necessarily have good teachers if that makes sense.”

“I haven't been in contact with my professors, because I used to get to know my professors a lot more at my CC, but that's not the case. If I want to get more familiar with someone in the academic world, that's the TA.”

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Transfer Students Participants & Student Researchers

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Q & A


