

TRANSFER STUDENTS

CREATING AN ENGAGING & INCLUSIVE ENVIRONMENT



WHAT IS IT?



Transfer students represent a diverse collection of often nontraditional backgrounds and experiences; as such, these students have needs and expectations of their university educations that can be much different than their peers on more traditional pathways (Lester, Leonard, & Mathias, 2013)¹.

RESEARCH...



Given the lower costs of attending less expensive 2-year colleges, transferring is a popular option among students from a variety of underrepresented populations, including first-generation students, veteran students, and those from low socioeconomic backgrounds (Durosko, 2017; Fauria & Fuller, 2015).

Since they may face a variety of challenges outside of school which could significantly impact school performance, instructors can help promote success by being willing to work with transfer students if/when their extracurricular responsibilities (i.e., employment or commuting schedules, family demands, veteran or nontraditional age status) interfere with their curricular ones.

DATA ...



33% of newly enrolled UCD undergraduate students are transfer

7,779 is the total number of UC Davis transfer students enrolled in the 2018-19 school year (UCOP INFO CENTER, 2018)

¹List of all references in the complete JITT Guide.

TEACHING STRATEGIES...



- **Implement active and collaborative activities** and encourage students to work with a variety of peers in class, so that they can **establish new connections and networks**.
- Integrate **authentic activities** and assignments, with **emphasis on how content will apply to work in the future**.
- Make **timely feedback** (written or oral) an integral part of class, so that students can integrate your comments/suggestions into their next assignment.
- **Encourage** students to come to office hours and **create opportunities** for student-instructor interactions.
- **Self-identify** if you were a transfer student.
- **Vary your approach** when working with veterans or nontraditionally-aged students by considering their **life experiences** and age. **Honor and build upon** these unique **perspectives** during discussion.

STUDENTS SAY...



“Once I knew about the campus [Transfer Center](#) (because a professor provided the link on her syllabus and Canvas page), I was able to connect with other transfer students and access some of the resources available to me.”

“When instructors use open-source textbooks or software, it is very helpful to the financial burden that my education places on my family.”

REFLECTION...



- *How can you encourage students to make use of their prior knowledge, perspectives, and experiences?*
- *How are you able to be transparent and make students aware of your high expectations for them?*



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