

Notes

FALL 2008 TRANSFER PROFILE

The Fall 2008 enrolled transfer student cohort was comprised of 862 students and is broken down by college as follows: 82% in CHASS, 14% in CNAS, and 4% in BCOE. The top three majors in each college for transfer students are as follows: CHASS-Business Administration/Business Preparation, Psychology, Sociology; CNAS-Biological Sciences, Biochemistry, and Neuroscience; and BCOE-Chemical Engineering, Bioengineering, and Computer Science and Electrical Engineering are tied with four students each.

Over 70% of the Fall 2008 transfer student cohort originally resided in Southern California: 31% from Riverside County, 25% from LA County, and 18% from San Bernardino County. The two categories of income that the majority of our Fall 2008 transfer student cohort identified themselves as in was either the 0/Blank category (40%) or the over \$100,000 category (16%). Finally, the ethnic profile of the Fall 2008 transfer student cohort does vary from the Fall 2008 freshman cohort: 29% Caucasian, 25% Asian, and 23% Chicano/Mexican American (whereas, the top three ethnic profiles for our incoming freshman cohort was 38% Asian, 26% Chicano/Mexican American, and 15% Caucasian).

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Transfer Student Success

UNIVERSITY OF CALIFORNIA
UC RIVERSIDE

STUDENT SURVEY BRIEF

WINTER 2009

This edition of the “Student Survey Brief” offers an analysis of retention and academic performance of New Entering Transfer students compared to Continuing Students*.

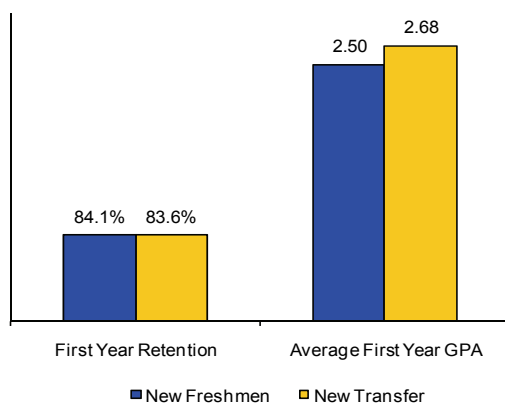
This report is meant to raise more questions than answers. Contact us with follow-up questions at: junelyn.peeples@ucr.edu and danny.kim@ucr.edu

*Continuing students are defined as students who started UCR as freshmen.

TRANSFER STUDENT SUCCESS

Are transfer students as academically successful as continuing UCR students (i.e., those who enter the university as freshmen)? We use the first-year retention rate and first-year grades, either in specific courses or the cumulative first-year grade point average, as two measures of “student success”. In comparing transfer students to continuing students, we utilize two comparisons: The first compares all transfer students with entering freshmen, on the premise that, while the two populations are different in age, college experience, and a variety of other characteristics, they are both facing their first year at a four-year research university. The second compares junior transfer students with continuing students who possess junior-level status, on the premise that, while the continuing students know UCR and have experienced UC-level academic challenges, both groups are at similar stages in their college careers.

Fall 2007 New Entering Freshmen and Transfer Students

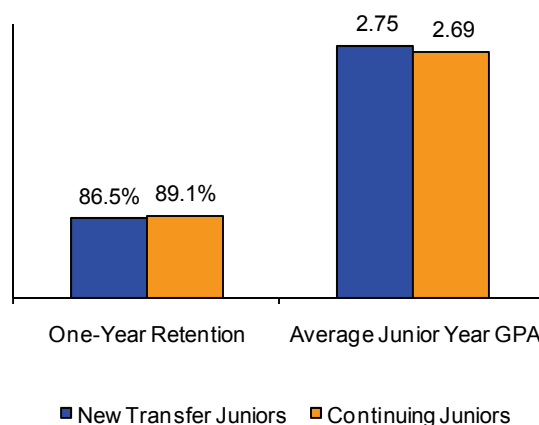


The chart above gives the retention and first-year cumulative GPA information for all transfer students and all freshmen entering the university in Fall 2007. Retention rates are very similar for these two populations. While the means suggest that transfer students are slightly more likely to be retained than entering freshmen, it is not statistically

significantly different. Additionally, when looking at the GPA comparisons across the three colleges and for the institution as a whole, although transfer students attain a cumulative grade point average that is universally higher than those of freshmen, once again the differences are not statistically significantly different. Thus, on these two measures of success, transfer students seem to be the equal of, but not significantly better than, freshmen. Note, however, that in comparing graduation rates, we see that transfer students graduate (in four years) at a higher rate than do freshmen (in six years), suggesting that attrition is lower in subsequent years for the transfer population.

The chart below gives similar information, but for a comparison of junior transfer students with continuing juniors. Here we do see significant differences in one-year retention rates, with continuing juniors having the edge over junior transfer students for the institution as a whole. However, the latter is the only comparison for which there exists a statistically significant difference. Interestingly, in a separate analysis, CNAS junior transfers are more likely to be retained than are continuing juniors and the difference is statistically significantly different. In comparing the cumulative grade point average for the 2007-08 academic year only, we see that grades are uniformly higher for junior transfer students than continuing juniors, and statistically significantly higher.

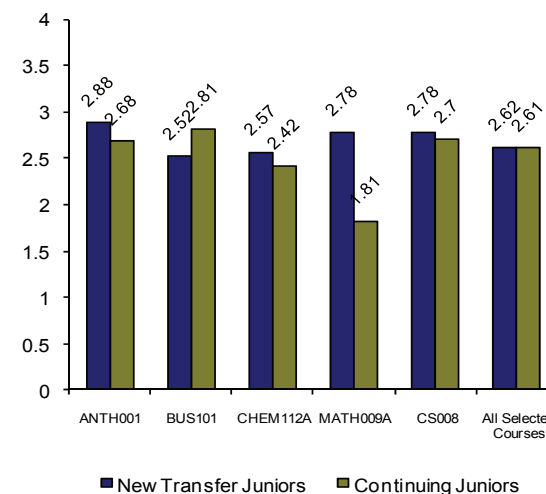
Fall 2007 New Entering Transfers with Junior Status Compared to Continuing Juniors



GPA comparisons are fraught with problems in that transfer and continuing students, whether freshmen or juniors, may be enrolled in very different courses. To get a better sense of how transfer students compare to continuing students in course grades, we compare grades of junior transfer students and continuing juniors in select courses where transfer and continuing juniors are together in the largest numbers. In the chart below, we see that junior transfer students have a slight edge over continuing juniors, except in Business 101, but the edge is only statistically significantly greater in Math 9A, where the differences is rather dramatic. Note that this comparison may be somewhat problematic, however, in that continuing students in the sciences and engineering who have not passed through the first calculus course are clearly very weak students, whereas this is perhaps less true of transfer students, who may have concentrated on breadth requirements in community college or who have come to the sciences very late in their careers.

Fall 2007 New Entering Transfers with Junior Status Compared to Continuing Juniors

GRADE COMPARISONS IN SELECTED COURSES



In summary, these comparisons suggest that transfer students generally perform at least as well academically as do continuing UCR students, and in a select few cases they perform better.