The Transfer Student Experience

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Session Agenda:

1. Who are transfer students?

2. Transfer experience for non-traditional students:
   • Student Veterans
   • Adult Students
   • Students with disabilities

3. Transfer Transition Program
Who are transfer students?
National Transfer Trends

- 33% of all undergrads are transfer students
- 70% persistence rate
- 67% experience transfer shock
- More likely to live and work off campus
- 3 out of 4 are of traditional college age (18-24) & their average age is decreasing.
- Institutions nationwide have not addressed their needs.
Transfers at UW-Madison

- 22% of our new students
  - 64% transfer from WI institutions
  - 8% are international
- 2-year and 4-year institutions
- 33% are first generation
- 86% of new transfers are under age 25
- Higher financial need
- 80% live off campus
Transfers at UW-Madison

- **Evidence of transfer shock:**
  - Ave. transfer GPA = 3.4
  - Ave. 1st semester GPA = 2.9

- **Retention the following year:**
  - 90% of sophomores
  - 74.3% of juniors

- **Graduation by end of 5th year:**
  - 88.6% of sophomores
  - 74% of juniors

- As seniors, less satisfied with overall student experience
Transfer Student Experience:

Veteran Students

John Bechtol
Student Assistance and Judicial Affairs,
Division of Student Life
Transfer Student Experience:

Adult Students

April McHugh
Adult and Student Services Center, Division of Continuing Studies
Transfer Student Experience:

Students with Disabilities

Johna Phillipson
McBurney Disability Resource Center,
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Transfer Transition Program

Mission

- To understand and improve the transfer student experience at UW-Madison

Goals

1. Ease academic and social transition
2. Increase participation in WI Experience
3. Decrease retention/graduation gap
4. Strengthen life-long connections to UW-Madison
Transfer Transition Diagram

PREPARATION  TRANSITION  GRADUATION

Office of Admissions  Transfer Transition Program  Schools & Colleges
Initial Action Steps

- Benchmarking & assessment
- Review/restructure transfer orientation: SOAR & Wisconsin Welcome
- Resource center (web, email)
- Improve transitional advising for transfers
- Transfer initiatives grant
- Identify faculty/staff who were transfers
“An individual in transition has the potential for feeling marginalized.”

Schlossberg, 1989

“Transfer students must barter with one school using the currency of the other. Like long-distance travelers without the academic equivalent of a Fodor’s, they encounter differences in language and culture, and they often find that academic assets acquired in one setting are lost in transit or refused at customs.”

Change, vol 27, 1995