

## ENTERING CLASS LEVEL (TRANSFER VERSUS “NATIVE” STUDENTS)

**SUMMARY:** In this section we compare the self-reported experiences of students who transferred to UCSD from another institution of higher education (mostly California Community Colleges) with those of students who entered UCSD directly from high school (i.e., “native” students). While there are several differences in the background characteristics of the two student groups, there are few differences between the two on measures captured by the CSEQ. The most obvious factor that distinguishes transfer students from native students is the length of time exposed to the educational environment at UCSD – and age. The average transfer student, who enters UCSD as a junior, is approximately four years older than the average native student. In addition, transfer students are far more likely than native students to be first-generation college students (39% and 20%, respectively), engineering or science/math majors, work 20 hours per week, and have a university teaching career objective (see Table 8D). Transfer students tend to be less involved in the social life of the campus (e.g., clubs, organizations, campus recreational facilities) than native students and significantly less likely than native students to characterize their relationships with other students as being “friendly” and “supportive”. Beyond these factors, there are no significant differences between transfer students and native students in terms of the amount of time and effort devoted to academic related activities, in their perceptions of the campus environment, in the quality of their relationships with faculty and administrative personnel, or in their self-reported academic, personal, social, or vocational developmental gains.

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### I. The Academic and Co-Curricular Experiences of Students by Entering Status (Native Versus Transfer Student)

- ◆ There are no meaningful differences between native and transfer students in the amount of time and effort devoted to course-related, writing, or science/quantitative related activities. Worthy of attention, however, is the significant increase since 1994 in the proportion of transfer students who report significant involvement in Science/Quantitative related activities (28% in 1994, and 43% in 1999).
- ◆ Compared to native students, transfers students tend to be less involved in the social life of the campus. Whereas, nearly one-third (32%) of all students report being involved “often” or “very often” in Art/Music/Theater type activities, only 25% of all transfer students report a similar level of participation. Compared to the average undergraduate, transfer students are less likely to participate in Clubs/Organizations, or in recreational activities associated with Campus Facilities available on campus (see Table 2D).

## II. Perceptions of the Campus Environment by Entering Status

- ◆ **Environmental emphasis on the academic, personal, social and vocational development of students:** Both transfer and native students perceive the academic environment at UCSD as one that strongly emphasizes the academic, critical and evaluative qualities of students. Where native and transfer students differ is in their perceptions regarding the practical value of the curriculum. Transfer students tend to see the course offerings at UCSD as having greater personal relevance and practical value than do native students.
- ◆ **Quality of relationships between students, faculty and administrative personnel:** Compared to the average undergraduate (64%), transfer students are significantly less likely to characterize their relationships with other UCSD students as being “friendly” or supportive” (53%). The quality of their relationships with faculty and administrative personnel is reportedly similar for both native and transfer students, however.

## III. Student Development Gains by Entering Status

- ◆ Compared to the average undergraduate, transfer students report significantly greater progress in Science/Technology development (48% and 58%, respectively). In all other student development areas measured by the CSEQ (i.e., intellectual, general education, personal, social, vocational), there are no differences between students based on whether they matriculated from high school or from a transfer institution.

## IV. Student Satisfaction by Entering Status

- ◆ Compared to the campus average, transfer students are more satisfied with the academic advising associated with their attendant college and with their major department. Only in the area of residential life, where transfer students have substantially less experience than native students, are satisfaction ratings significantly lower for transfer students (27%) than for native students (44%).