7. Transfer Student Results

Transfer Student Experiences Since High School

Since graduating from high school, which of the following have you done? 1,135

- Military service: 3%
- Worked full time: 64%
- Worked part time: 30%
- Stayed home: 17%
- Volunteered: 55%

Which of the following types of school have you attended other than this institution? 1,125

- Vocational or school: 17%
- Community or junior college: 96%
- 4-year college or university: 22%
- Another type of institution: 12%

What were most of your grades at the other institution(s) you attended? 1,092

- A: 32%
- A-: 11%
- B+: 15%
- B: 28%
- B-: 7%
- C+: 8%
- C- or lower: 8%

About how many credits do you expect to transfer to this institution? 1,135

- More than 60: 68%
- 46-60: 29%
- 31-45: 5%
- 12-30: 2%

How many more years do you expect it will take to complete your bachelor's degree? 1,103

- 1 year: 46%
- 2 years: 25%
- 3 years: 5%
- 4 years or longer: 2%

Will you take at least one course from another college or university while attending this institution? 1,095

- No: 50%
- Not sure: 40%
- Yes: 10%

During the coming school year, which do you think will cause you stress? 1,003

- Transitioning back to being a student: 20%
- Balancing school and other responsibilities: 40%
- Not having enough money for things: 60%
- Not having enough time: 80%
- Choosing a career: 100%
- Commuting to campus: 80%
- Personal relationship: 60%
- Personal safety: 40%
- Roommate relationship: 20%
- Other: 0%
Students spend time on many activities—studying, working, co-curriculars, socializing, etc.—and often expect to apportion their time similarly in the first year of college (Mu & Cole, 2019). However, the past is not a perfect predictor of the future. The results below show how much time your students expect to devote to the following activities during the upcoming academic year. Some of these activities facilitate learning (e.g., studying or preparing for class), while others may distract from learning (e.g., too many hours spent working for pay). Understanding these expectations helps campuses plan resources to support student learning and engagement.

**Studying or preparing for class**

1,043 expected hours per week

**Participating in co-curricular activities**

1,051 expected hours per week

**Working for pay**

1,045 expected hours per week

**Relaxing and socializing**

1,055 expected hours per week

**Providing care for dependents (children, parents, etc.)**

1,085 expected hours per week

**Commuting to campus (driving, walking, etc.)**

1,103 expected hours per week
<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying or preparing for class</td>
<td>20.0</td>
</tr>
<tr>
<td>Participating in activities</td>
<td>3.4</td>
</tr>
<tr>
<td>Working for pay</td>
<td>18.8</td>
</tr>
<tr>
<td>Relaxing and socializing</td>
<td>8.0</td>
</tr>
<tr>
<td>Commuting</td>
<td>5.8</td>
</tr>
<tr>
<td>Caring for dependents</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Average expected hours per week: 1.005
Almost all students need academic help at some point. Some will seek out campus resources while others look to family and friends. Using the filters above, you can learn more about where your entering transfer students intend to seek academic help. This information can help your campus to better inform your students of important campus academic resources. Advisors can also use the individual student advising reports to inform students about where to go when they need help.

During the coming school year, about how often do you expect to seek help with coursework from the following sources?

- Faculty members
- Academic advisors
- Learning support services (tutoring, writing center, success ...)
- Friends or other students
- Family members
- Other persons or offices

**Advising Sources**

- Very often
- Often
- Sometimes
- Never

**Expected Academic Difficulty:** All

**Administration Year:** 2021su
Your entering transfer students have experienced a tumultuous year. Are you ready for their arrival on your campus? How has the past year shaped and formed their expectations and beliefs about college? Amid the uncertainty about this incoming class is a great potential to respond to their experiences and leverage institutional support. This year BCSSE included several pandemic-related questions specifically for entering students. The results to these questions from your students are below. Use the filters above to dig into the data.

As a result of the COVID-19 pandemic, to what extent, if any, has your concern about the following increased?

- Future opportunities
- Ability to socialize
- Ability to pay bills
- Having enough food
- Your health and safety
- Friends’ or family’s health and safety
- Inadequate medical care

As a result of the COVID-19 pandemic, to what extent, if any, have you experienced an increase in the following?

- Depression
- Hopelessness
- Inability to concentrate
- Loneliness
- Mental exhaustion
- Sleeping difficulty

To what extent, if any, has the COVID-19 pandemic interfered with the following?

- Your college plans
- Your ability to succeed as a student
- Your ability to pay for college and living expenses