



2020 Transfer Student Experience Report

How transfer students search for a new institution to attend, based on a study of 1,100 transfer students



ENROLLMENT

Research for this report was co-sponsored by:





TABLE OF CONTENTS

ABOUT THIS STUDY	3
TRANSFER PLANNING	4
Start of transfer planning	4
Number of institutions considered	5
Did you apply to your current institution (or desired for prospective) as a high school student?	5
IMPORTANCE OF FACTORS IN THE DECISIONS TO TRANSFER	6
INFORMATION ABOUT INSTITUTIONS TO TRANSFER TO	7
How easy was it to find information in general?	7
Difficulty of finding information by topic	7
Resources transfer students use	8
TRANSFER STUDENT ORIENTATION	9
Participated in orientation	9
Type of orientation	10
Reasons for not participating in orientation	10

ABOUT THIS STUDY

This research is based on a survey of **1,125** participants conducted April-May 2020.

53% transfer students **47%** prospective transfer students

GENDER

70% Female **27%** Male

REGION

17% Northeast **20%** Midwest **33%** South **26%** West

ETHNICITY

54% White **20%** Hispanic/Latino **18%** African American **9%** Asian/Pacific Islander

4% Multiracial **2%** Prefer not to disclose **2%** Native/American Indian **2%** Middle Eastern **1%** Other

CURRENTLY ENROLLED (FOR TRANSFER STUDENTS) OR DECIDED THEY ARE TRANSFERRING TO (PROSPECTIVE) TYPE OF INSTITUTION:



49%
FOUR-YEAR PUBLIC
INSTITUTION



31%
TWO-YEAR PUBLIC
INSTITUTION

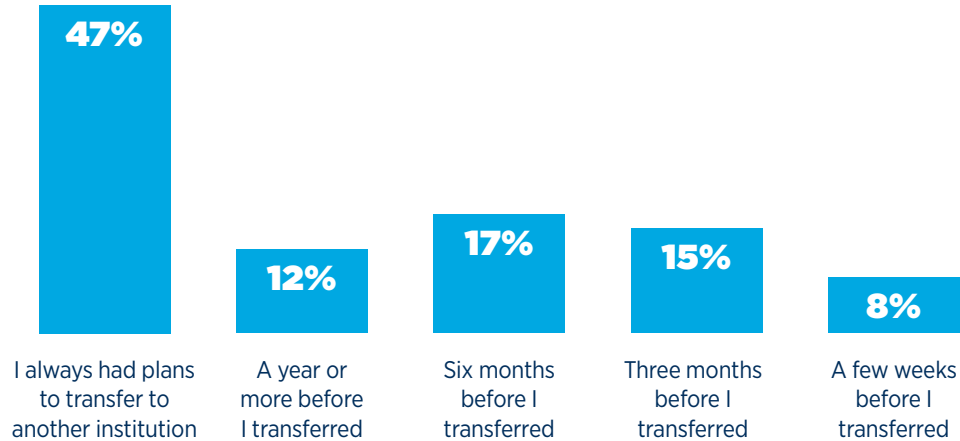


19%
FOUR-YEAR PRIVATE
INSTITUTION



TRANSFER PLANNING

Start of transfer planning



More than 9 out of 10 transfer students start planning to transfer at least months in advance. Campuses need to understand these students' plans and their anticipated application and enrollment timelines.

“I always had plans to transfer to another institution”

RESULTS BY ETHNICITY



Hispanic students	60%
African American students	51%
Asian/Pacific Islander students	42%
White students	38%

RESULTS BY INSTITUTION TYPE

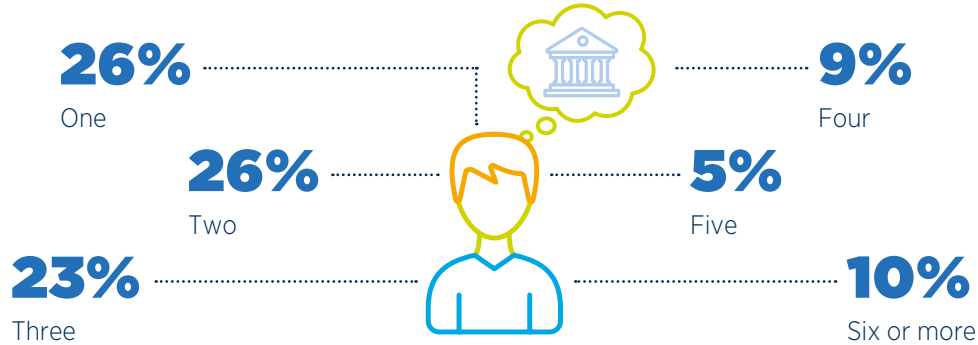


Four-year public	49%
Four-year private	47%
Two-year public	39%

Number of institutions considered

Nearly 75 percent of transfer students consider more than one institution. Institutions looking to compete for these students need to have a dedicated, transfer-centric approach so they can quickly provide key information such as time to graduate and cost that will influence a transfer student's enrollment decision.

INSTITUTIONS CONSIDERED



Did you apply to your current institution (or desired for prospective transfer students) as a high school student?



Nearly 60 percent of transfer students did not make contact with their current or desired institution as a high school student. These results suggest that campuses need to find ways to put potential transfers on their radar and grow the transfer inquiry pool more deliberately.

APPLIED AS HS STUDENT	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
Yes	49%	45%	51%	38%
No	51%	55%	49%	62%

APPLIED AS HS STUDENT	TWO-YEAR PUBLIC	FOUR-YEAR PUBLIC	FOUR-YEAR PRIVATE
Yes	64%	57%	51%
No	36%	43%	49%



IMPORTANCE OF FACTORS IN THE DECISION TO TRANSFER

ALL STUDENTS

Able to pursue a bachelor's degree	92%
Offering of a specific program/major	91%
Tuition and fees cost	84%
Career opportunities	83%
Financial aid	83%
Personal reasons	70%
Institutional fit	67%
Institutional reputation	62%
Course scheduling	61%
Co-curricular activities and programs	47%
Family responsibilities	47%
Athletics	42%
Proximity to home	41%

FOUR-YEAR PUBLIC

Offering of a specific program/major	98%
Able to pursue a bachelor's degree	97%
Tuition and fees cost	95%
Career opportunities	94%
Financial aid	93%
Personal reasons	92%
Institutional fit	91%
Course scheduling	88%
Institutional reputation	88%
Family responsibilities	74%
Co-curricular activities and programs	72%
I'm an athlete and I did not getting the playing time I want	69%
Proximity to home	66%

FOUR-YEAR PRIVATE

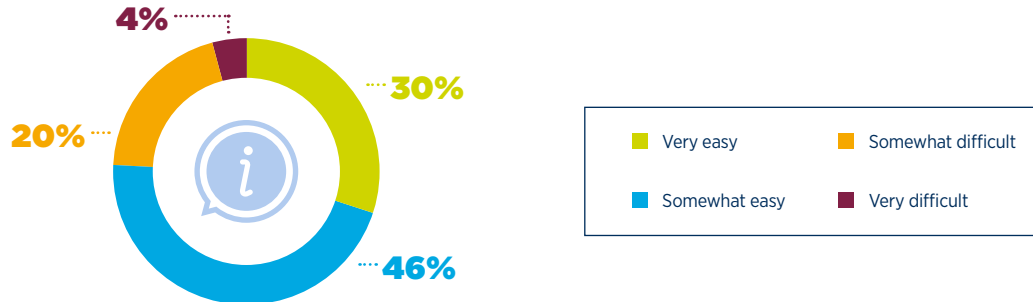
Offering of a specific program/major	95%
Tuition and fees cost	95%
Personal reasons	94%
Career opportunities	94%
Able to pursue a bachelor's degree	94%
Financial aid	93%
Institutional reputation	88%
Institutional fit	88%
Course scheduling	84%
I'm an athlete and I did not getting the playing time I want	74%
Family responsibilities	71%
Co-curricular activities and programs	71%
Proximity to home	61%

TWO-YEAR PUBLIC

Able to pursue a bachelor's degree	98%
Offering of a specific program/major	98%
Tuition and fees cost	95%
Financial aid	94%
Career opportunities	93%
Institutional reputation	89%
Personal reasons	89%
Institutional fit	88%
Course scheduling	87%
Family responsibilities	76%
Co-curricular activities and programs	68%
Proximity to home	68%
I'm an athlete and I did not getting the playing time I want	65%

INFORMATION ABOUT INSTITUTIONS TO TRANSFER TO

How easy was it to find information in general?



One in four transfer students noted it was difficult to find information on transferring. Here is how students rated the ease of finding information by the type of institution they were considering.

INSTITUTION TYPE	VERY EASY	SOMEWHAT EASY	SOMEWHAT DIFFICULT	VERY DIFFICULT
Two-year public	42%	37%	16%	4%
Four-year public	33%	45%	19%	3%
Four-year private	33%	51%	13%	3%

Difficulty of finding information by topic

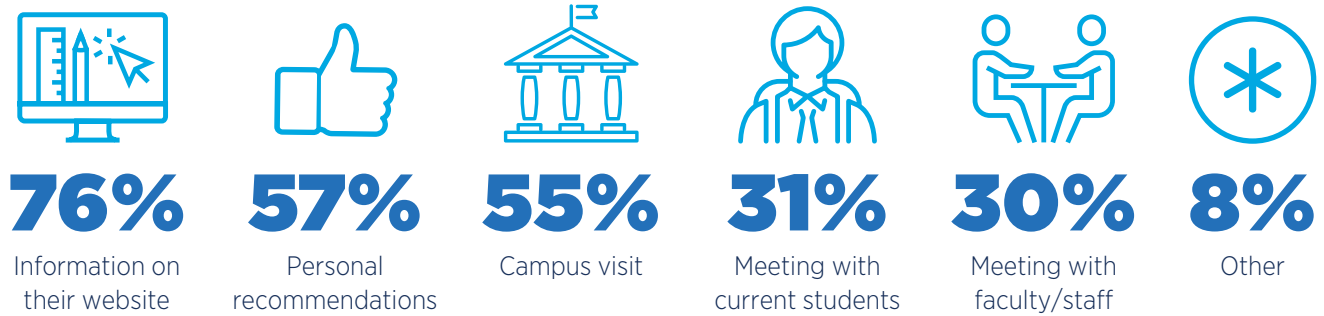
Students rated the most difficult topics as transferring credits (21%), financial aid (22%), and campus employment (28%).

ALL STUDENTS

INFORMATION	EASY	NEITHER EASY NOR DIFFICULT	DIFFICULT
Program/Major requirements	73%	12%	15%
Tuition and fees	69%	16%	15%
Transferring credits	66%	13%	21%
Academic advising	63%	19%	17%
Financial aid	61%	18%	22%
Housing options	61%	21%	18%
Transfer orientation programs	61%	23%	16%
Co-curricular activities	58%	27%	14%
Campus employment	47%	25%	28%

Resources transfer students use

Not surprisingly, the website was the most used resource, but more than half of students also relied on campus visits along with personal recommendations. Note that even as in-person campus visits and meetings are not possible, facilitating these virtually would likely remain valuable to transfer students.



RESOURCE	FOUR-YEAR PUBLIC	FOUR-YEAR PRIVATE	TWO-YEAR PUBLIC
Information on their website	73%	82%	80%
Campus visit	57%	66%	32%
Personal recommendations	57%	60%	55%
Meeting with current students	32%	36%	27%
Meeting with faculty/staff	27%	48%	18%

RESOURCE	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
Information on their website	90%	81%	72%	77%
Campus visit	57%	44%	57%	57%
Personal recommendations	53%	51%	57%	60%
Meeting with current students	40%	27%	26%	34%
Meeting with faculty/staff	27%	24%	32%	35%

TRANSFER STUDENT ORIENTATION

Participated in orientation



PARTICIPATION	TWO-YEAR PUBLIC	FOUR-YEAR PUBLIC	FOUR-YEAR PRIVATE
Yes	55%	80%	69%
No	45%	20%	31%

PARTICIPATION	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
Yes	74%	85%	70%	71%
No	26%	15%	30%	29%

PARTICIPATION	NORTHEAST	MIDWEST	SOUTH	WEST
Yes	66%	75%	78%	75%
No	34%	25%	22%	25%

Type of orientation



27%
Online



73%
On campus

Note: This research was conducted in April and May 2020.

TYPE OF ORIENTATION	TWO-YEAR PUBLIC	FOUR-YEAR PUBLIC	FOUR-YEAR PRIVATE
Online	52%	28%	12%
On campus	48%	72%	88%

TYPE OF ORIENTATION	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
Online	35%	33%	17%	27%
On campus	65%	67%	83%	73%

TYPE OF ORIENTATION	NORTHEAST	MIDWEST	SOUTH	WEST
Online	25%	18%	28%	37%
On campus	75%	82%	72%	63%

REASONS FOR NOT PARTICIPATING IN ORIENTATION



It was not required. **42%**

It was inconvenient. **19%**

I thought it was unnecessary because I went to an orientation at my previous institution(s). **18%**

The institution did not offer one. **13%**

It was not offered online. **15%**

REASONS FOR NOT PARTICIPATING IN ORIENTATION	TWO-YEAR PUBLIC	FOUR-YEAR PUBLIC	FOUR-YEAR PRIVATE
It was not required.	44%	49%	29%
It was inconvenient.	16%	25%	15%
I thought it was unnecessary because I went to an orientation at my previous institution(s).	12%	23%	15%
The institution did not offer one.	16%	11%	18%
It was not offered online.	20%	8%	15%

REASONS FOR NOT PARTICIPATING IN ORIENTATION	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
It was not required.	88%	17%	48%	41%
It was inconvenient.	38%	25%	15%	17%
I thought it was unnecessary because I went to an orientation at my previous institution(s).	13%	25%	11%	21%
The institution did not offer one.	0%	25%	11%	17%
It was not offered online.	13%	33%	15%	8%

REASONS FOR NOT PARTICIPATING IN ORIENTATION	NORTHEAST	MIDWEST	SOUTH	WEST
It was not required.	35%	45%	35%	50%
It was inconvenient.	23%	14%	12%	29%
I thought it was unnecessary because I went to an orientation at my previous institution(s).	19%	17%	21%	14%
The institution did not offer one.	19%	10%	18%	14%
It was not offered online.	13%	10%	15%	11%

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