Blog responses to the Demographics Session

At the end of the Demographics Session, attendees were asked to respond to the following questions:

• What impressions do you have about this session?
• How can you use the data/what did you learn?
• Are you aware of working with any transfer students last year?
• Did transfer students you worked with have issues that would be helpful for us to know?

Responses have been grouped into the following themes:

• Outreach and Transfer Preparation
• Orientation, Registration and Advising
• Engagement
• Support at Appalachian
• Points of interest
• Concerns
• Questions remaining
• Miscellaneous

Outreach and Transfer Preparation

1. Articulation
• Difficulty in reaching out to all community colleges re: articulations
• Articulation agreements can take a long time
• Our department is meeting to set up 2+2 programs and then actively recruit from the better programs
• More articulation needed in areas, such as foreign language

2. Collaboration with Community Colleges
• Collaborating more with community colleges is really good!
• Make sure CCs have information about what programs ASU offers
• Who in the department will/should work with community college?
• If interested in setting up connected programs, need to have prior knowledge of programs at other schools, can't make these decisions using course descriptions alone
• Maybe go to some of the major community colleges and inform them about certain majors that students don't pursue until later in their academic career

3. Preparation
• More support for prereqs over summer ahead in majors with long sequences
• They need to know the requirements before they make their advance payment
• Give students a way of knowing what ASU major aligns with their interests and what courses they've already taken

Orientation, Advising and Registration

1. *Orientation*
- We need to build in the connection-building and interaction time for transfer students during Orientation that we intentionally build in for freshmen
- Orientation might need to be longer and more intentional for transfers
- Our way of doing business hasn't changed enough to break down barriers like a one-day vs. two-day Orientations
- Discussion and assumption about 1 day for transfer Orientation - could we make a two-day Orientation optional; Mark - if they are bringing in a certain number of credits, they could opt for the longer Orientation session
- Is sometimes hard to coordinate program orientation for admitted transfers with official ASU orientation

2. *Advising*
- Many faculty advisors probably don't know that the Office of Gen Ed can and will evaluate elective transfer courses for gen ed credit
- Would like to have some transfers integrated with freshmen advising
- Faculty need a one-stop website that will quickly and easily answer their questions about advising
- Dealing with general education requirements and fitting transfer credits into that

3. *Registration*
- Transfer students have issues getting seats in classes
- Faculty member concerned that helping students at TR orientation was difficult because of seat issues
- Scheduling issues with course availability
- Can use the data to drive enrollment decisions, seats management, etc.

4. *Majors*
- Certain programs place limitations on who can enter - you must take certain courses here
- Transfer students sometimes do not meet requirements for major
- Some majors are easier for tr students to transfer into; how can we help the others?
- What if student doesn't know their major before they get here? How to support transition?
- Finding out the difference between the majors the students select and the courses they are taking.

5. *Other*
- Petitions for course credit consistently denied in dept level
- Our students are pretty savvy about pursuing credit through petition process
- MAT starting this Spring offering a 1 hour class to accommodate transfers
- Most transfers need a math because of the 3 vs 4 hour requirement common CC v ASU
- So many math courses needed because of our 4 hr requirement and they come in with 3

Engagement

1. Housing
- Good for new students of all kinds to be in residence halls to increase interaction
- Housing does room selection early so students can find off-campus housing, if necessary
- Housing is a big concern, esp. for spring semester...expressed during campus tours
- Housing seems to be an issue.
- Do transfers get housing? 100 beds opened up this year.
- Have to house freshmen and don't know how many transfers will want housing
- The fact that so many TR students live off campus and aren't quite as engaged.
- Off campus housing is 40-50% empty; how will that impact need for on-campus housing
- Housing is where freshmen make connections/friendships...expand transfer RLCs
- Freshmen have to live on campus; impacts transfer availability
- Transfer students not permitted to live on campus except in RLC's. Need to allow transfers to live on campus.
- Looking at ways to offer more on campus housing for transfer students.

2. Welcome activities
- Student clubs should be used more to welcome the TR students; but it can't be forced
- Club Expo targeted marketing for transfers
- Need a group of transfer students to help redesign Transfer Welcome Weekend.

3. Departmental level
- In the smaller departments we can do different things and we see all students - like geology picnic
- We Facebook a lot in the dept and we feel that transfers like Facebook

4. Classroom level
- The lifeline is to connect with faculty and other students. Not sure that faculty realize how important that connection is.
- Really important for faculty to help foster those connections.
- What can we do to increase the percentage of transfers who work with faculty/research projects?
- Why are our transfers not getting involved with research projects?
- Non-traditional students - relating with faculty – problems
- Faculty could pair transfers with other transfers or break up friendship groups and insert transfers (for seating assignments, group projects, etc.)
- Faculty need to be more realistic about what will be required of them
- For group projects in classes, avoid letting them make own groups
- Importance of social integration -- using teams to mix students
- Be proactive in engaging transfers in undergraduate research and other things

5. Programming
- Why aren't we giving them the same social opportunities of engagement that we offer freshmen?

- Use the students to start programs, and then faculty/staff to support those ideas and programs.
- Need to educate them more about clubs and opportunities
- Encouraging transfer students to get involved in disciplinary clubs and organizations.
- Can we arrange activities off campus to pull in students who live off campus?
- Need programming that more specifically targets transfer students

6. Other
- Surprised by transfers feeling left out; as a COB student, I can totally see how that happens though... native students have been studying together for years
- Makes sense that they have trouble with social integration, we can help.
- Socialization part: - what if you just don't do ANY socialization for any students, FR or TR. So maybe we're missing something.....
- The fact that TR students have such a hard time connecting socially is a major problem.
- MAP Works site - some of the negative feedback -- as a prevention coordinator, what could we do as far as prevention to help students connect with other students?
- How do we make current student groups more aware of transfers?
- Best students are involved in clubs (disciplinary club, etc.)
- Background that transfers bring with them makes them good candidates for campus involvement.
- Target transfer students in recruiting for Career Education Officers
- SAC designed for transfer students (liberal studies)
- Special events like dean's list functions- older transfer students do not feel like they should participation
- Lots of the transfers do not want to participate in First year family stuff - they don't feel like it is for them
- Had a transfer student who is very involved in class, may be more likely to get into campus activities, also.

Support at Appalachian

1. A one-stop shop
- Would love for them to have a center where they can go.
- What the data shows is that there is no "one stop" place for transfers to get answers, resources, etc
- One-stop Shop - just to hang out; study space
- Perhaps a lounge or physical place for TR students to hang out, do HW, make friendships and connections, etc.
- Utilize off-campus relations/OTA/Jump Start/Admissions - one-stop shop
- Students often don't know where to go or whom to ask about petitioning requirements to be counted, etc....
- Students universally are confused about where to go and who to talk to. What office do you go to when things are messed up? Not sure if that's specifically hard for transfers.... or just everybody.
- Main issues seem to be "where things are" sort of things and transfer of credits

2. Mentoring
- Love the idea of faculty members to help students connect to mentors, etc
- Peer mentors in their same major may be a way to support transfer students. It could be a service project for those current students.

3. Other
- Attitudes need to shift and we all have a part to play
- Transfer students don't know specifics about policies that they would have learned at orientation. Are not as in tuned to using the website...
- Transfer seminar is a good way to make study groups but won't they be resistant?
- Rec having honors scholarships for transfers to go with more honors programs at cc's
- It is critical to get students in the right classes at the right time to ensure they graduate in a timely manner. Support is needed to accomplish this.
- Online workshops - targeted to transfer students - good idea!
- We develop support for 1st semester freshmen, why not 1st semester transfer students?
- How do we prepare faculty to work with non-traditional students?

Points of interest
- Interested in taking another look at top majors for transfers
- Interesting looking at the difference between majors and classes
- Surprised by the break down on majors and courses. Could be more intentional about allocating resources.
- Number of transfers on the rise at ASU
- One-third of population - surprising!
- Surprised to hear that 30% of graduates are transfers
- Transfer students are still young!
- Interesting that M/F split is even when usually more females
- Not surprised by the data but good to see it
- Wasn't too surprised by the numbers overall, but surprised to see that the majority were sophomores. Thought they'd be mostly be juniors.
- Not realizing how many Juniors and Seniors are T
- Some of us are just learning about Jump Start - very impressive
- Did not know that transfer students had as many student activities, like SGA, at cc's

Concerns
- Concern about 2.6 years to degree completion, inching to 3 years
- Only have 2.6 years to get the Appalachian experience
- Anxiety on side of Community College about 30+30
- Courses that won't transfer still count toward surcharge
- Timing of changing transfer equivalencies - no courses at the community colleges that would count toward requirements. It impacts their success during the semester and can ultimately have a long-term effect on their satisfaction w/ the university.

- Being denied as a prereq for Teacher ed puts them another semester away from being admitted to teacher ed
- Some majors have a lot of degree requirements to meet once they transfer in
- CHM: have to take all their hardest classes in compressed time vs more spread out
- The size of the dept effects what you can do or can be done
- Requires a lot of staff and space resources
- Other assistance programs, e.g. writing help, may not focus on transfer students
- A lot of students are in tune with web and online interactions -- and the websites we have as a university are pretty fragmented and not up-to-date. Students have to go to multiple places to get information. How do we get info in one place?
- Transfers rely on other students for misinformation; do not know proper resources
- Concern that these conversations are encouraging too much hand-holding of transfers

Questions remaining

1. Data
- Senior Survey--is there a way to link departmental surveys with that? So they could do them both at once instead of two separate surveys? Might increase participation
- Asking questions about curriculum on graduate student survey -- could the questions be discipline-specific?
- Would like more data (e.g., how is graduation rate correlated with their entry GPA from other institution?)
- What are the specific issues with transfers, academics or acclimation?
- How many students work full-time - competing interests
- How can we do more intentional gathering points, not just at beginning?

2. Majors
- Do most TRs come in already knowing what they want to major in?
- How prepared are students for those majors? Have they met the pre-reqs? How well are they doing in those majors?
- What do they actually graduate with?

3. Time to graduation
- Does 2.6 years to graduation inc summer courses?
- Is there a total number of years "time to graduate for transfer students like the 4.5 for first year?
- Are the transfers coming in as sophomores taking 6 years because of the issues related to Gen Ed?

4. Other
- Why was there such a large jump in transfer student enrollment last year?
- How does this play out in Open House? Are there older people coming, and do we need to help them in different ways? Should we have a separate Open House for transfers?
- How can we (in the library) help those students who don't take FYS or English 2001 - where we usually interface with students? What do transfer students need to know?

- Given the average age of transfers do we need to have specific programming targeted towards them?
- Is the data that so many students were in math classes really an indication of the issue b/n our 4 hr requirement and transferring in 3?
- How can we support transfers in understanding their career choices?
- What's the difference b/t January and August transfers?
- Is MAP works conducted in January at all?
- How to recommend a question to be included on MAP Works survey?
- We saw how many credits students are coming in with but are all those articulated or are there credits we are not counting? and how many of those are we not counting?
- Faculty said they aren't really used to thinking in terms of native VS transfer; Should we single them out? Or just focus on recruiting all students into clubs, research, etc.
- Why is FDN 2400 not in same place as CI 2300 and PSY 3010?
- Caldwell cc no longer accepting financial aid?

Miscellaneous

1. Data
- Data is imperative
- I like numbers! Data tell the truth- usually.
- We need more specific data so that transfers can communicate with their department.
- Look at the courses (junior level classes) that we're placing new students into - whether they're freshmen with a lot of credits or transfer credit
- Jumpstart seems to be doing many of the things that this group suggested (such as gathering data to define the problem)

2. Characteristics of our transfer students
- So many different types of transfer students (different "classifications")
- These transfer students are on a mission and do not have time for other things
- Majority of transfer students seem to be on a more direct career path than native students
- In the distance cohorts there is more diversity - really attend to that
- They integrate so well you don't realize they are transfer students after first semester

3. Other
- Dual enrollment and early college students are coming in with misimpressions that they will be graduating in 2 years...
- Changing majors is a big deal for transfers
- Adding people at the last minute to fill in gaps really puts the student at a disadvantage because they don't get the support and time they need to acclimate and doesn't help us in the long-run. While need to mindful of timing.
- Only resources for college are director of Student Services and OTA - nice to know about Jump Start
- University is trying to be more intentional in their recruitment of transfer students, rather than just filling the gaps.

- We deal with parents as much as students at this point... true for transfer students too.
- Distance ed students have more opportunities than MC transfer students don't have to meet designators, etc.
- Transfer students not in res. living community will be freshmen
- We don't have enough transfers to fill some of our sessions.
- Not enough time permitted for the group to discuss all three questions for this section.
- Would have liked to see the 2nd presentation before the keynote presentation
- We invite them but they do not come
- Wasn't surprising.
- Like diversity training
- So many from Caldwell - not surprising