

Brainstorming comments by themes

The following is a list of all the comments received during the Brainstorming session of the Transfer Symposium. The comments have been grouped into themes:

- Outreach and Transfer Preparation
- Orientation, Advising and Registration
- Engagement
- Support at Appalachian
- Miscellaneous

Outreach and Transfer Preparation

1. *Articulation & 2+2*

- Creation of 2+2 programs
- Get solid articulation plans to the CCs and stick by them; better communication
- Articulation agreement collaboration and understanding with community college and ASU faculty
- Is there a need to better inform CC about what transfer credit will be acceptable to meet degree requirements?
- Curriculum alignment MUST be considered for all transfer students, including out of state transfers and four year NC institutions
- Provide each major's POS and CC course equivalencies prior to transfer
- Streamline transfer admission requirements
- Academic transfer reviews - on the right track with the 44 to the 30 hour diploma
- Is there anything that we can do in the application phase? Can we offer advising earlier in the cycle so that transfer students are better prepared?

2. *Building connections*

- Create teams of Advisors to visit Community Colleges and meet with advisors there
- Do departmental road shows at the CCs
- CC/UNC 1-to-1 faculty exchanges in courses for more thorough emersion/understanding on both sides
- Have faculty from both ASU and our partner community colleges meet and really talk about courses
- Faculty exchange program would also expose transfer prep students to rigorous expectations at 4 yr institution
- Faculty exchange program between ASU and community college
- Work more directly with community college advisors
- CC/UNC 1-to-1 faculty exchanges in courses for more thorough emersion/understanding on both sides
- How can we help student be aware/be prepared for the increased rigor/increased workload? Maybe our transfer students go back to CC to inform students thinking about transferring
- Identify courses that are foundation courses that are required to get into their desired major and reach out to transfer students w/ options to help them get into their major early.
- Invite departments to go to the NCCC

3. *Jump Start*

- Expand Jump Start program to reach more of our feeder schools
- Expand the Jump Start program to other community colleges
- Broaden Jump Start to include more community colleges

4. *Transfer Pre-Orientation Program*

- TPOP - publicize this more widely to students at our feeder schools to increase this program; Can we do that as a part of orientation for them so they ALL have to participate?
- More TPOP opportunities
- Expand T-Pop to more events or bigger events

5. *Other*

- Offering summer courses in the sciences for transfers - could we do more
- Optional summer bridge programs for those that can.
- Shadow day for incoming students
- Take orientation events to them where they are - host them off-campus and/or at community colleges

Orientation, Advising and Registration

1. *General*

- Extend orientation to be more inclusive like the freshman orientation.
- Two-day orientation option for transfer students
- Coordinate the Jump Start mentors to work more intentionally with transfer orientation
- Perhaps we should not expect one-day orientation to be the source of all the info-- looks for alternatives like multi-day, conducted over a longer period during the first few weeks of class, meetings within the major/depts/colleges, etc.
- Learn from the nursing program for orientating students
- For orientation, transfer students with AA/AS degree should have formal advising in their department
- We need more transfer Orientation sessions!
- Earlier "sampler" orientation/meet and greet? even a year ahead of pending transfer to ASU
- Have major student club reps be available at transfer orientations
- Separate, extended orientation
- More in-depth transfer orientation
- Maybe not offer Transfer and Freshman orientation, but one day and two day sessions since so many freshmen come in with credit anyway.
- Maybe go back to the direct admit transfer orientation model where those who know their majors and can declare can meet with
- College representatives at orientation
- Make mostly two-day sessions and only a few one-day sessions; students can opt for one or two day based on their needs and our
- Encouragement
- Lets bring them in to get the appcard and parking done earlier
- August Orientation problems - only for real emergency students

- Consider reserving August Orientation only for OOS students (or those who Nikki deems as true emergencies/have to go); OOS students could and are encouraged to go to earlier sessions, but August is reserved primarily for OOS students
- August only for Out- of State

2. *Role of Departments*

- Departmental/college open house
- Make Departmental involvement in Orientation much better
- Department more active role in transfer orientation
- Faculty involvement at college open house for transfer students
- Disciplinary-specific transfer orientations for those arriving with AA/AS to help students get in and through majors in timely manner
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- Divide transfer students into specific categories, e.g. Gen Ed completed, during orientation
- Need departmental mentors and department orientation to further acclimate transfer students - currently don't get enough time.
- Certain colleges are in higher demand and therefore have a harder time with advising and registering transfer students.
- Create videos/social media, etc. with students imparting major and policy information
- More departmental involvement with orientation

3. *Advising*

- Having one person in each department that would handle transfer students advising.
- We can do more advising ahead of time if we have the resources.
- Don't assume that they know anything when they come in for advising - go through everything so they don't feel under-prepared.
- Specific advisors within each department to work with transfer students
- Increase college advisor presence with transfer students - those who meet us at registration return and take advantage of resource

4. *Registration*

- Registration process is particularly difficult for transfer students who come in late in the summer - need better options for them/more support.
- Hold seats in classes for transfer students
- Work with departments to better predict course seats needs
- Could we dialog with department chairs to solve the dilemma to be sure transfer students are able to enroll in the classes they need
- Is there any fix that can happen at the departmental level to hold classes for transfer students? We would need to review the historical
- Data to identify what classes transfer students are taking.
- Priority registration or holding seats in classes that are gateway classes for their majors.
- Timing of registration for transfer students needs to be re-worked.

- Utilize features of Banner, e.g. course reserves and wait listing, to help ensure that transfer students get the courses they need
- Reserve seating for key courses for first semester transfer students (see BIO plan)
- When transfer students come in for advising, many times all the required classes are full. We need to create better system for class registration for these students.
- Should we consider having more courses in the fall and spring - skill set would be different

Engagement

1. *Housing*

- Expand on-campus housing for transfers and be intentional about those housing assignments
- Can we start to pursue the idea of university-leased housing and look to populate these with transfers
- Housing needs for non-traditional students are not being met on campus and difficult to find in town.
- Increase housing!
- More housing on-campus available -- more options than dorms such as Appalachian Heights
- More on-campus housing
- Make transfer student housing a priority in the strategic plan for overall housing
- More RLCs for transfer students
- We need to increase the on campus housing options - more comparable ratio like freshman

2. *Welcome activities*

- Ask student groups to provide a welcoming "shout out" to transfer students to invite them to get involved (on flyers, email announcements, etc.) as a way of being more "transfer friendly"
- Department level welcoming event early in each semester
- Can we have "New" student activities?
- Specific section of First Ascent for transfer students.
- Welcome week done by the colleges during a week long orientation for transfers
- Welcome weekend is really essential for Transfers - easier than changing Orientation

3. *Departmental level*

- Educate faculty about the need to reach out to and be welcoming/friendly/supportive of transfer students
- Adding "I am a transfer" to course or departmental information sheets.
- Designate specific areas on each department or building (such a display or bulletin board) that highlights transfer student success stories from ASU
- Pair students up with other current students in their major so they can get to know people w/in the college. Organize a departmental mixer.
- Coding transfer students in a way that faculty will know if students are transfers
- Week 3 or so of the semester: departments sent a list of new transfers that plan to major in their dept; Then an info session about curriculum, clubs, research opportunities, etc. can be held with them AFTER the rush of orientation/start of semester
- More faculty outreach to transfer students -- extra-curricular meetings, presentations, etc.

4. *Classroom level*

- Within a class, provide opportunities for native and transfer students to work together either on projects or even service learning (for upper division major classes)
- Consider the different approaches to teaching
- Educate faculty and staff about the transition period/window during which transfers need extra support (and consider themselves transfer students), as well as the fact that they transition out
- Identifying as a transfer student
- Indicating on a class roster for faculty that a student is a first semester transfer student; only first semester as transfer students want to eventually be known just as ASU students
- Faculty being more aware of there class make-up; determining who was a transfer; or randomly assigning group projects

5. *General*

- Facilitate connections with transfers in both semesters, because it is different in Fall and in Spring
- Have a combination of social and academic-focused opportunities for connection
- Mentoring program in each college for transfer student
- Would student clubs be the right entity to help connect students to research, academic, other needs?
- Create interventions to help transfer students by utilizing the experience of our current transfer students
- Explore other means of communication besides email - phone calls to transfers to promote activities - can we pursue transfer robo-calls?
- Peer mentors for all transfer students
- Help transfer students make a connection in some way that is at their level/desired integration so they have somewhere to turn to if they need it.
- Jump start mixer mid-semester
- Include Urec facilities in campus tours and orientation.
- Do we monitor when and why transfer students leave ASU? We need to monitor the reasons so that we can provide the appropriate support.
- Emerging Leaders program for transfers
- We need to find out what appeals or the niches for the transfer students
- Camp Broadstone is a University owned facility that could be used for transfer student "retreats".
- Give transfers an opportunity to feel needed
- Acknowledge the diversity within transfer students to attempt to meet them better where they are
- More peer activities that are focused toward Transfer students
- Much discussion has been on Orientation; there are improvements that could be made to Orientation, but let's focus more effort on
- What can we do for students once they get here; as an example, try to use Jump Start and Peer Mentors into a transfer club l
- Tap into the experience of existing transfer students to support/help incoming transfer students
- Some transfer students don't want to be engaged in the community - need to meet their needs and identify what's important to them in addition to those who do.

Support at Appalachian

1. *Scholarships*

- ACCESS scholarship for Transfers - \$ could go twice as far
- Identify scholarships for honors transfer students
- Recruit more transfer scholarships
- Reallocate some scholarships or money to transfer scholarships
- We need more scholarship funds for transfers - they are shut out of freshman scholarship money
- Target alums from local community college areas to acquire scholarship money as they move to App
- More academic scholarships for transfer students.

2. *Transfer Seminar*

- Transfer seminar/ class required -- helps to orient students and provide some social networking; our student panel clearly said they do not want to be included in 'first year student' activities
- Transfers take 1 s.h. course geared toward introducing college of major and univ resources and policy
- Workshop with incentives that acclimates transfers to college of major and univ policies and involves career development liaison - deal with GPA issues, etc.
- Include LAP staff in developing a needs assessment for transfer students. Maybe workshops that target transfers.
- Specifically introductory courses to meet and talk about
- Transfers take 1 s.h. course geared toward introducing college of major and univ resources and policy

3. *General*

- Many transfers are focused on the Health Science majors. How can we better serve those students? Offer more course sections?
- Need more opportunities to introduce them to departmental policies and faculty early on in their experience.
- Need to be more educated to support transfer student
- Only certain departments are looking at transfers individually - inconsistent from the depts
- Provide a workshop for faculty members to educate them about our transfer students (needs, demographics, challenge/support/growth, successes, etc.)
- Training for departments to better understand best practices for orientation to new transfers coming in
- Use Mapworks data to identify health/wellness concerns of transfer students, then email them with resources from Health Services and the Wellness Center
- A pathway into peer career ASAP for undeclared majors for transfer students
- Dean's offices and other places on campus where potential transfer students call before attending should get information about Jumpstart to distribute
- Evaluate having transfers come directly to the college of major since they declare their major rather quickly and they need advising in the major
- How can we better support parents of transfer students

- Is there a designated person w/in each college/department that is a contact for the Jump Start program to connect transfer students to who has expertise in working w/ their specific needs?
- Providing a forum for departments to talk to one another about best practices for social integration for students
- We need to develop a tracking system for the 'lost' transfer students.
- Identify specific courses in each department that are problematic for transferring credit (i.e. students requested that their courses transfer but were denied)
- Identify the majors in which transfers are struggling the most and provide support and resources
- Students seem to get lost between majors. Is there any way to detect these students up front, before they get to their last semester in the major?

Miscellaneous

1. *Spring Entry*

- Look at the data for transfers coming in the spring
- Need to be intentional about serving transfer students coming in the month of January
- STOP admitting spring students already - it is a horrible time to start school

2. *Honors*

- Smooth the honors transfer for students in honors at community colleges
- Specifically honors in specific departments
- Have a place on transfer application to indicate interest/eligibility for honors programs
- Honors articulation agreement
- Look at the possibility of admitting transfer students into honors programs based on GPA in CC
- More collaboration on Honors programs -- let transfer students extend their honors standing when transferring
- Need transfer GPA to see who might be eligible for departmental honors

3. *Early College*

- We will need data on ECHS applicants
- What about ECHS - what are the implications
- We need to think about Early College HS Transfer students too

4. *Labeling*

- Changing the label - removes the stigma
- Sometimes the student's do not want the transfer label

5. *Other*

- Articulation module - technology
- Many departments are considering moving to a more selective admission process to satisfy the demands of the programs.
- If OTA circulates recommendations (based on this meeting, committees, reports, or other), can you divide it up based on what departments and/or faculty can do versus policy recommendations?

- Military students have specific needs and it would be helpful for them to have either a point of contact or panel that is there to assist them.
- Should we be making certain things mandatory like we do for the freshman - think about what should be required
- Transfer symposium for state wide system
- Transfer students are categorized on what we think they are not what they really are
- Adopt the transfer services team recommendations
- Could we consider a UNC System Gen Ed
- We just need open communication
- Do we monitor when and why transfer students leave ASU? We need to monitor the reasons so that we can provide the appropriate support.
- Change/advertise that you are a "new" student
- Can our department (Chemistry) - help with Jump Start