Transfer Services Team
Appalachian State University

Final Report

June 26, 2013

Executive Summary

The Transfer Services Team was established by the Provost and Executive Vice Chancellor, Lori Gonzalez, in March, 2013, to identify the services and resources that should be available to transfer students at Appalachian. This report details responses to its six charges, and makes recommendations for improved services for transfer students based on those responses. In compiling this report, the Team used information gathered from:

- A wide range of Appalachian faculty and staff
- 45 other institutions, including Appalachian's peer and aspirational peer institutions
- The National Institute for the Study of Transfer Students
- A review of the literature regarding the issue of transfer

One of the key findings of the report is that, while there are many services and resources offered to students at Appalachian, these are scattered across campus and, often, difficult to identify. There is no single location where transfer students can go to seek assistance. The UNC Strategic Plan calls for institutions to create a Transfer and Adult Student Success Center to address this issue. Additionally, students have difficulty meeting people and becoming engaged once they transfer to Appalachian. The literature observes that student involvement and engagement are key to persistence. Further, there is little transfer student-specific programming at Appalachian.

The Transfer Services Team makes the following recommendations for best practice with regard to the services and resources that should be available to transfer students at Appalachian:

1. Create a Transfer Services Center
   The Team's vision for the Center is that it should serve as a welcoming first point of contact for transfer students. It should be one-stop shop for transfer students, a place where they can go for mentoring and advice, and assistance in connecting with the resources they need to be successful at Appalachian. The Center should be a "home" for transfer students, a place where they can meet people, make friends and develop a sense of community. In addition, the center should:

- Foster meaningful partnerships between Appalachian and its partner community colleges
- Work to create transfer plans and develop 2+2 articulation agreements
- Create programming to engage transfer students and meet their unique needs

2. Other key recommendations:
   2.1. Create and maintain an online one-stop services site for transfer students
   2.2. Expand the Jump Start Appalachian program
   2.3. Improve housing options for transfer students
   2.4. Expand the Transfer Pre-Orientation Program
   2.5. Develop a transfer seminar
   2.6. Facilitate registration for new transfer students
   2.7. Provide transfer student-specific programs to facilitate transfer engagement on campus
   2.8. Increase the number of scholarships available to transfer students
   2.9. Collaborate with the Military Affairs Committee

Table of Contents

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Final report of the Transfer Services Team

The Transfer Services Team was established by the Provost and Executive Vice Chancellor, Lori Gonzalez, in March, 2013, to identify the services and resources that should be available to transfer students at Appalachian. Additionally, the Team was charged with addressing the expectations articulated in the UNC Strategic Plan, *Our Time, Our Future: The UNC Compact with North Carolina* (UNC Strategic Plan, 2013).

The Transfer Services Team first met in late March, 2013, to accept the charge. To begin, the Team planned a series of information sessions, drawing on the expertise and experience of a wide range of Appalachian faculty and staff, with the aim of establishing a common understanding of the work of earlier committees, existing policies and practices, and the expressed needs of students transferring to Appalachian. The Team then broadened the scope of its enquiries by looking at the services and resources provided for transfer students at 45 other institutions. For this study, the Team chose to investigate institutions within the UNC System, Appalachian's peer and aspirational peer institutions, as well as institutions of best practice in terms of transfer services, as identified by the College Board Report (2011). The Team also examined transfer student services available on the web.

This report answers the questions in the charge from the Provost and Executive Vice Chancellor, and makes recommendations on how best Appalachian can improve the transfer experience.

Charge of the Transfer Services Team
The Transfer Services Team is charged with identifying the services and resources that should be available to transfer students at Appalachian, as well as addressing the expectations articulated in the UNC Strategic Plan. In particular, the Team is charged with:

1. Researching national trends related to transfer student success.
2. Utilizing current data available to identify transfer student needs and where Appalachian is meeting or not meeting those needs.
3. Reviewing the UNC Strategic Plan to ensure alignment.
4. Conducting a campus audit of transfer culture: What do we do? How do transfers fit in?
5. Examining first year programming for transfer students.
6. Making recommendations regarding the mission/vision of a Transfer Services Center and best practices in programming and services to adequately address current and future needs.

Note: Some of the findings and recommendations discussed in this report refer to outreach and support of students before they arrive at Appalachian. In discussing these initiatives, frequent mention is made of community college students. This is not to exclude students transferring from four-year institutions. Recommendations for best practice on the Appalachian campus encompass students transferring from four-year institutions as well as from two-year institutions.

Transfer Students Defined

For Office of Admissions purposes, Appalachian currently defines a transfer student as someone who has graduated from high school at least one year prior to beginning a program at Appalachian and has completed or is in progress of completing 30 or more semester hours of transferrable coursework at another accredited college/university if minimum course requirements for North Carolina were met in high school.

Students are considered freshmen if they have less than 15 hours of credit, or if they graduated from high school less than a year prior to their intended term of entry.

The Office of Admissions does not currently have a definition of adult students. However, students who are at least 24 years old are exempt from meeting the UNC system minimum course requirements for admission.

Note: The Office of Admissions is in the process of reviewing the admissions criteria for transfer students. The review, if adopted, will change the definition of transfer student.

Responses to Charge

Charge 1: Research national trends related to transfer student success.

In compiling this response, the Transfer Services Team used information gathered from other institutions about the transfer student services they offer. The team also investigated the resources of the National Institute for the Study of Transfer Students, and conducted a review of the literature regarding the issue of transfer.

The Transfer Services Team initially identified 45 institutions of interest (Appendix 1). These institutions either belong to the UNC system, are Appalachian's peer and aspirational peer institutions, or are one of the 12 institutions identified by the College Board as institutions of best practice in terms of their work with transfer students (College Board, 2011). Team members researched each institution's website and prepared detailed reports. On the basis of these reports, the Team selected 16 institutions for further research (Appendix 1). Eleven of the institutions have Transfer Services Centers or their equivalent; the other five offer services or resources that were of interest. The Team prepared a series of questions for each of these institutions and, where possible, identified a contact person at each institution (Appendix 2). Contact was established with 11 institutions, and questions were either forwarded by email, or asked during a telephone interview.

Common themes arising from the research include the importance of having:
- A one-stop transfer student service center
- A one-stop transfer student website
- Transfer student-dedicated advisors
- Meaningful partnerships with community colleges
- Peer mentorship
- A transfer seminar and transfer student-oriented workshops
- On-campus housing for transfer students
- More scholarships for transfer students

These themes are discussed further in the Recommendations section of this report.

The Team also conducted a review of the literature regarding the issue of transfer (Appendix 3). Key themes identified in the literature include:
- Transfer is a function of both sending and receiving institutional policies, practices and culture (Gelin, 1999).
- As long as four-year institutions provide the academic and social supports necessary to ease the transition, there is no reason why transfer students should graduate at lower rates than native students (Melguzio et al, 2011; Townsend, 2008).
- Transfer students exhibit a great range of diversity in terms of age, race, socioeconomic status, and previous educational experience. They bring a range of assumptions from their previous

institution, which, if held onto, can hinder their navigating the new administrative bureaucracy (Tobowolsky & Cox, 2012).

- Transfer students do not want to be treated like freshmen, but their lack of knowledge about how their new institution functions often means that this is how they end up feeling anyway (Townsend & Wilson, 2006).
- The degree of student involvement in academics, relationships with faculty, and interaction with student peer groups is key to student persistence (Astin, 1984; Wang & Wharton 2010).

The literature makes a number of recommendations for best practice. These suggestions are discussed in the Recommendations section of this report.

<u>Charge 2</u>: Utilize current data available to identify transfer student needs and where Appalachian is meeting or not meeting those needs.
The Transfer Services Team examined data provided by Appalachian's Office of Institutional Research, Assessment and Planning (IRAP). The Team also audited data from a survey of 120 admitted students who planned to transfer to Appalachian in Summer or Fall 2013. Additionally, the Team used data drawn from the Fall 2012 and Spring 2013 Map-Works surveys, which included an institutional-specific question: What is the most difficult aspect of being a transfer student at this institution?

IRAP data
- Transfer Talking Points
  - 3971 new undergraduate students enrolled at Appalachian in Fall 2012. Of these, 943 (24%) were transfer students.
  - 60% of these transfer students transferred from a community college, while 39% transferred from a four-year institution.
  - 29.1% of the 2011~12 graduating class came to Appalachian as transfer students.
  - In Fall 2012, more than 50% of transfer students entered Appalachian as sophomores; another 34% came here as juniors.
  - The average age of students transferring to Appalachian in Fall 2012 was 21.5 (IRAP, 2013).
- Sophomore one-year persistence rate
  The sophomore one-year persistence rate for transfer students is consistently lower than that for native students, with 2011 rates of 85.5% for transfer students, compared to 90.1% for native students (IRAP, 2013).
- Cumulative GPA
  In 2012, the average cumulative GPA for sophomore transfer students at the end of their first academic year at Appalachian was slightly lower than that for native students – 2.85 as against 3.11 (IRAP, 2013).
- Persistence and Housing
  A February 2013 IRAP study that looked at persistence rates for transfer students over six cohorts, from 2005 until 2011, reports that, overall, transfer students who live on campus have

better persistence rates than those who live off campus. This is particularly the case for female students. Further, transfer students living in Residential Learning Communities (RLCs) have higher persistence rates than both transfer students housed on campus but not in an RLC, and those living off campus (Appendix 4).

- Retention to second year
  For the 2011 cohort, rates of retention to the second year were similar for transfer students and freshman students, 86.1% and 87.6% respectively (Appendix 5). However, this figure masks a considerable recent difference within the transfer population: In the last two years, rates of retention to the second year have been much lower for students who transferred from a two-year institution than for students who transferred from a four-year institution (Cohort 2011 figures of 84.8% and 92.8% respectively).

- National Survey of Student Engagement (NSSE)
  As noted in the response to the first charge, the degree of student involvement in academics, relationships with faculty, and interaction with student peer groups is key to student persistence (Astin, 1984; Wang & Wharton 2010). The Team examined data for two scales from the NSSE conducted in 2012 with senior students: Student-Faculty Interaction and Supportive Campus Environment. Eight items were examined: six for Student-Faculty Interaction, two for Supportive Campus Environment. There were no significant differences found between transfer and native students in terms of the items included in the Supportive Campus Environment scale. However, there were significant differences between the transfer and native student experiences on two of the six items within the Student-Faculty Interaction scale. Transfer students reported less interaction with faculty than native students in terms of working on a research project outside course requirements, and in terms of working on activities other than coursework, such as working on committees and at orientation (Appendix 6).

Survey of admitted students

In April 2013, 120 transfer students admitted to Appalachian for Summer or Fall 2013 attended the Transfer Pre-Orientation Program. These students were surveyed about their transfer experience. The survey tool and the collated responses are given in Appendices 7 and 8 respectively. Students were asked to identify what was the most difficult aspect of the transfer process. The most common comment received mentioned issues with the transfer of credit (29% of comments received), followed by financial aid (19%), housing (12%), and difficulties with building a schedule (9%).

MAP-Works survey results

The MAP-Works survey was administered in Fall 2012 and again in Spring 2013. A total of 489 transfer students (51.9% of the total new transfer students) completed the Fall survey, while 811 transfer students (66.6% of first year transfer students) completed the Spring survey. There were 906 comments (411 in Fall, 495 in Spring) received in response to the question: What is the most difficult aspect of being a transfer student at this institution? (Appendix 9) Comments were grouped into four categories: campus engagement; classes; transition; and other. More than 48% of comments received fell in the campus engagement category, with more than half the comments in this category making some reference to the difficulty of meeting people and making friends. Transition to a new

environment and not knowing where things were also featured heavily, making up 15% of the total comments received. Transfer of credit continued to be an issue for many students, making up 6.5% of total comments.

Charge 3: Review the UNC Strategic Plan to ensure alignment.

The UNC Strategic Plan, *Our Time, Our Future: The UNC Compact with North Carolina*, documents five goals for the UNC system over the next five years, as well as recognizing the increasing demand from adult learners seeking access to higher education (UNC Strategic Plan, 2013). The five goals are:

1. Setting degree attainment goals responsive to state needs
2. Strengthening academic quality
3. Serving the people of North Carolina
4. Maximizing efficiencies
5. Ensuring an accessible and financially stable university

Goals 1, 2 and 4 make particular reference to transfer students, with Goals 1 and 2 outlining strategies that might be applied at the institutional level to improve the transfer experience.

Goal 1

The context for Goal 1 is the increasing emphasis on non-traditional students as the number of high school graduates flattens out, and the need to improve graduation and retention rates. One of the strategies listed under Goal 1 is to develop a more seamless transfer process for community college students. Of interest is the push towards a performance-funding model that provides incentives for campuses to improve productivity in educational outcomes. Additionally, Goal 1 of the Strategic Plan calls for institutions to create a Transfer and Adult Student Success Office. This requirement is discussed in detail in the response to Charge 6.

Goal 2

Goal 2 states the need for transfer students to have seamless and timely paths to graduation. At the institutional level, the Strategic Plan calls on institutions to improve advising programs to reduce the number of credit hours attempted en route to degree. At the state level, the plan calls for an exploration of an electronic advising system to include the North Carolina Community College System.

Goal 4

Goal 4 calls on institutions to develop a framework of student learning outcomes designed to improve transferability of credits between and among UNC campuses and North Carolina community colleges. The UNC General Education Council was formed in March 2013 and charged with developing common general education core competencies and a plan for assessing those competencies by May 2014. Appalachian has two representatives on the Council, Drs. Marie Hoepfl and Paulette Marty.

Seamless transfer

Seamless transfer refers to transfer without loss of credits (Townsend & Wilson, 2006). For transfer students, the non-transfer of credits is the most frequent frustration in the application process, and accurate information about which classes will transfer is crucial (Townsend, 2008). Survey results show that transfer of credit is an issue for both admitted and enrolled students at Appalachian (Appendices 8 and 9). Transfer plans, or academic roadmaps, are one way of facilitating seamless transfer (Ellis, 2013; Handel & Williams, 2012).

Western Washington University has a *Transfer Guarantee,* whereby the university guarantees that a transfer student with an AA degree can complete certain degrees in two years. The guarantee lists 17 degrees. Appalachian currently has just two such 2+2 agreements in place, both in Fermentation Sciences: one with A.B. Tech, and the second with Blue Ridge Community College. Appalachian is working on agreements with Central Carolina and Western Piedmont Community Colleges to create a 2+2 programs for Sustainable Agriculture.

Advising

The UNC Strategic Plan calls for improved advising programs to reduce the number of credit hours en route to degree. One common theme that arises in the literature is that four-year institutions should develop and foster authentic and equal partnerships with community colleges. Once such partnerships are developed, improved communication between sending and receiving institution will smooth the transfer process in a number of ways. Such partnerships would facilitate advisors from the four-year institution visiting the community college to provide up to date information on what courses transfer, thus making the transfer process more transparent, an essential ingredient for student success (Ellis, 2013; Handel & Williams, 2012; Mullin, 2012; Townsend, 2008).

A number of institutions contacted as part of the Team's research already have close relationships with their local community colleges and are working to deepen these relationships. In some instances, advisors from the four-year institution visit community colleges to work with local counselors and advisors. In other cases, advisors act as recruiters, which has increased the yield of students transferring from institutions so served. The University of Arizona has an advisor permanently based at its main local community college.

Charge 4: Conduct a campus audit of transfer culture: What do we do? How do transfers fit in?

The Transfer Services Team began by inviting faculty, staff and students from departments across campus to present information on the work they have done as it relates to transfer students. Two key presentations were from Jenny Wyatt, who chaired the Transfer Task Force, which reported in 2008, and Kendall McDevitt, who worked on the Transfer Student Services Committee. Two major recommendations of the Transfer Task Force were to create an Office of Transfer Articulation, and to establish a Transfer Advisory Board. The Office of Transfer Articulation opened in the summer of 2010. The inaugural meeting of the Transfer Advisory Board was held in September 2011. The

Transfer Student Services Committee recommended the creation of a Transfer Teacher Education Community, which was established in 2009. The Transfer Student Services Committee was also responsible for the creation of a website www.transfer.appstate.edu designed to support transfer students. Additionally, the Team heard from the following units:

- Counseling Center
- Enrollment Management
- General Education
- University Housing
- Institutional Research, Assessment and Planning
- Jump Start Appalachian
- Learning Assistance Program
- MAP-Works
- Office of Transfer Articulation
- Orientation and Advising
- Scholarships
- Transfer Advisory Board
- Transfer Student Mentors

What do we do? And how do transfers fit in?
This section of the report looks at the initiatives and services Appalachian provides to transfer students. The section is divided into several sub-sections. Outreach describes initiatives that target students before they come to Appalachian. Orientation describes services or activities that occur once students have been admitted to Appalachian. Transition describes initiatives that help students once they are here. The last section describes services that students can access at any time.

- Outreach
  - Office of Admissions
    In 2013, the Office of Admissions introduced a number of initiatives to enhance the transfer experience for prospective students.
    - Open House
      Traditionally, Open House has offered breakout sessions on the transfer of credit for prospective transfer students. In 2013, Spring Open House offered a substantially different program for transfer students, with information sessions on the transfer of credit, campus resources for student support, a question and answer panel with current Appalachian transfer students, and information on application timelines.
    - Communication Plan
      Office of Admissions and Office of Transfer Articulation (OTA) staff collaborated on a transfer student-specific communication plan to prompt applicants and admitted transfer students through the application process.

- ▪ Transfer Days
  Regular Transfer Days are being planned for the 2013~2014 academic year to offer prospective transfer students opportunities to visit campus for presentations and tours in transfer-specific groups.
- ▪ Services for counselors
  The Office of Admissions is planning an information day for school and community college counselors for Fall 2013, and has created a semi-annual community college counselor newsletter which provides updates on changes in admission requirements and the application process. While not transfer-specific, the counselor visitation day will cater to the needs of counselors working with prospective transfer students.

  o Jump Start Appalachian
  Jump Start Appalachian works with students admitted to the main Appalachian campus from Caldwell, Central Piedmont and Wilkes Community Colleges. The aim of the program is to enhance transfer student retention and completion through programming that familiarizes students with the Appalachian campus and provides opportunities to establish relationships with Appalachian faculty, staff and students early in their transition to Appalachian. Jump Start has identified more than 20 faculty to act as faculty mentors for transfer students. Jump Start transfer student mentors reach out to students before they transfer to Appalachian, then continue to engage with them once they transition here. In 2012~13, Jump Start staff visited all three partner community colleges twice a month to meet students. Programming on the Appalachian campus included: regular monthly meetings open to all Jump Start students; group attendance at events such as basketball; trips to a bowling alley; a Thanksgiving potluck luncheon; a film night; one-on-one meetings with students as requested. From August 2012 until the end of April 2013, Jump Start had more than 750 interactions with Jump Start students, either before they transferred to Appalachian or once they got here.

  o Transfer Pre-Orientation Program (T-POP)
  T-POP was new to Appalachian this year. There were two transfer pre-orientation days in April, with a total of 120 admitted students attending. The program was launched to address concerns raised by transfer students in their evaluations of their orientation experience. The aim of T-POP was to prepare students for registration and their new life as Mountaineers. The days included sessions on Campus Involvement, Advising, Transfer of Credits and a Q&A Panel with the transfer student mentors. Feedback on the event was overwhelmingly positive, with 97% of evaluation respondents reporting that the day was informative and helpful. Participants have been flagged in Banner so they can be tracked to assess whether participation in the program has an impact on persistence.

- Orientation
  o Early Registration Advising (ERA)
  Staff and students from several departments collaborated to rework the ERA online course to make it more relevant to transfer students. The new ERA went live on April 15th, 2013.

- o Registration

    Continuing students can register for Fall classes in April, with students who have more earned hours given earlier access to the web registration system than students with fewer hours. Registration for new transfer students typically opens at the beginning of May. Some transfer students report not being able to register for the classes they need to progress towards their degrees because the classes are already full by the time registration opens for them. Registration remains open until early in the semester and, as students drop and add classes, or withdraw from Appalachian, seats open up for transfer students and the issue is largely resolved. However, most classes do not have a waitlist system, which means transfer students have to check back frequently to see if space has opened in any of the classes they need, and can easily miss an opportunity to register.

    Some classes pose particular problems for transfer students. In the past, ENG 2001 has been particularly difficult as it was a required course for all new transfer students. However, in March, the English Department at Appalachian decided to accept the community college English courses, ENG 112 and ENG 114, as equivalent. This will result in an easing of the bottleneck. Majors with very sequential programs, such as Biology and Chemistry, can also pose problems for incoming transfers when they do not have all the pre-requisites. Transfer students may face delays in signing up for the relevant pre-requisites depending when these are offered in the academic year. Majors with specific admissions requirements, such as Music and Art, can also cause delays for transfer students who have not taken the required classes before coming to Appalachian.

    On the Fall 2012 and Spring 2013 MAP-Works surveys, a total of nine students (1% of all comments received) commented that the ability to register for classes was the most difficult aspect of being a transfer student. However, this result does not distinguish between students who had difficulty navigating the registration system and students unable to register for needed classes.

- o Transfer Orientation

    Appalachian holds transfer student-specific orientations for new students. Attendance is required. Orientation begins with registration and an information exchange where students can find out about some of the services and resources available to them. There is a small group advising session and opportunities to meet one-on-one with an advisor. The day also includes departmental and degree program meetings across campus.

- Transition
  - o Housing

    Appalachian has traditionally focused on housing for freshman students. Once freshmen have been housed, remaining places are given to sophomores, juniors and seniors who have applied

for on-campus housing. In Fall 2011, 81 transfer students were offered on campus housing, 40 of whom were housed in the Transfer Teacher Education Community. In 2012~13, University Housing created an additional RLC for transfer students, the Transfer RLC, with places for 44 students. As of June 10, 2013, 291 transfer students have been offered on campus housing for Fall 2013:

- Transfer Teacher Education Community – 35
- Transfer RLC – 52
- Other RLCs – 5
- Transfer-themed floors – 66
- Random assignments - 133

- o MAP-Works
  In Fall 2012 and Spring 2013, the MAP-Works survey was implemented with all new transfers to the main campus. The survey helps students find out about the campus resources available to them. MAP-Works also provides a way for all the faculty and staff who work with a student to connect and collaborate, making sure the student receives the support he or she needs to be successful at Appalachian.

- o Transfer Social and Welcome Weekend
  Welcome Weekend provides a range of activities and events designed to encourage new students to get out and meet their colleagues. However, the events are not transfer-student specific, and attendance by transfer students is very low. A Transfer Social is held in the third week of the Fall and Spring semesters to welcome new transfer students to the campus. Attendance at Transfer Socials is usually about 10% of incoming transfer students each semester.

- o Transfer-specific Student Organizations
  - Tau Sigma
    Appalachian has a chapter of Tau Sigma, the National Honor Society for transfer students. The purpose of the society is to recognize scholastic achievement during the first semester of transfer and to provide opportunities for involvement, networking and friendship.
  - Transfer Yosef
    Transfer Yosef aims to help transfer students acclimatize to campus life at Appalachian through social interaction and community service.

- Other services and resources
  - o Office of Transfer Articulation (OTA)
    The Office of Transfer Articulation is an entire department dedicated to evaluating and advocating for credit for students transferring to Appalachian. OTA also conducts preliminary evaluations and serves as a resource for students planning to transfer. OTA works within the guidelines of the North Carolina Comprehensive Articulation Agreement. The OTA website

includes information for prospective and current students, a guide to understanding credit evaluations, a course equivalency guide, and links to General Education and Undergraduate Major checksheets.

- o Point persons
  The Transfer Services Team contacted each Appalachian department to see whether there was a designated person to answer questions related to transfer or from transfer students. In some departments, the chair or assistant chair is the point person, while in others transfer issues are referred to program directors. Business and Nursing handle transfer student issues through a specialized advising office, while in the School of Music, the College of Health Sciences and the College of Education, transfer student issues are managed at the college level.

- o Web resources
  An audit of web-based transfer services at Appalachian revealed an extensive array of resources. The services that appear following a search depend on the key word used in the search. The Office of Admissions is the first site that comes up, and has a useful page for prospective transfer students. There is a Transfer Student Resources site, established by the Transfer Student Services Committee, which lists a number of resources targeting current students. However, the site is dated, and some of the links are dead. Some transfer-dedicated sites, such as Jump Start and the Office of Transfer Articulation, do not appear high in the search list when "transfer" is used as the search word.

Charge 5: Examine first year programming for transfer students.
For this section of the report, the Team considered formal aspects of first year programming such as workshops, seminars and residential learning communities (RLCs).

A growing trend among four-year institutions is to offer transfer students special transition courses in their first term on campus. These courses highlight the challenges students will face and provide strategies for overcoming them (College Board, 2011). An alternative is to develop workshops at the community college level that focus on making the transition to the senior institution smoother. Former transfer students can then be used as visiting speakers in these classes (Lanaan, 1996).

Many of the institutions researched by the Transfer Services Team offer transfer students a one- or two-hour credit-bearing course. The aim of the courses is to introduce new students to some of the resources available on campus, as well as covering such essential study skills as time management and library research. These courses also provide opportunities for transfer students to meet other transfer students early in their transition. RLCs are another way to provide formal programming.

First Year Seminar at Appalachian
From Fall 2009 until Summer 2012, Appalachian required all new transfer students who had not met General Education requirements to take a first year seminar course, UCO 1200, or an equivalent. The

three hour course offered a wide variety of topics taught by faculty from various disciplines, and was designed to help students make connections and develop academic skills, such as problem solving and library research. Initially, transfer students were enrolled in transfer-only classes. However, instructors reported high levels of frustration amongst the transfer students about having to take the course and, in subsequent semesters, class sections were made up of both transfer students and freshmen. Course evaluations indicated that the vast majority of transfer students believed they gained valuable skills in the course, but many students felt their time would have been better spent taking a class that helped them progress towards completion of their studies. Department chairs came to a consensus that, if a student had completed 30 hours before transferring to Appalachian, then he or she would already have gained the skills covered in UCO 1200. As a result, the requirement for transfer students to take the course was withdrawn in 2012. The impact of this change on transfer student retention and graduation rates has still to be assessed.

Transfer RLCs

Following a recommendation of the Transfer Student Services Committee, Appalachian's University Housing established the Transfer Teacher Education Community in 2009. Tinto and Pusser (2006) note that RLCs are a good way of providing the conditions for student success. As noted in the response to Charge 2, IRAP data suggests that transfer students living in RLCs have higher persistence rates than both transfer students housed on campus but not in an RLC, and those living off campus (Appendix 4). For this reason, a second, non-themed Transfer RLC was established in Fall 2012 with the aim of providing opportunities for more transfer students to gain from living on campus. The overall goal of the Transfer RLCs is to provide students direction in navigating the Appalachian Community.

Programming for the Transfer RLCs is focused on providing students with resources for both social and academic integration into the Appalachian community. All Appalachian learning communities complete a social program on the first day of residence. In general, the Resident Assistants (RAs) in the community complete six building-wide programs. Topics include such things as social justice, safety education, academic advising, career counseling, or a building-wide social event. RAs also complete "community building" programs. These are purely social in nature and can include a hiking trip or floor dinner to create a community feel on the floor. RAs are expected to bring their floors to four campus events each semester. They also conduct one-on-ones with each of their residents to foster genuine relationships. One-on-ones involve conversations about classes, grades, major selection and other questions related to integration with the University. Programming for the Transfer Teacher Education Community focuses around the topic of education. The community is asked to plan one community service event through the year and attend two educational workshops each semester.

Charge 6: Make recommendations regarding the mission/vision of a Transfer Services Center and best practices in programming and services to adequately address current and future needs.

The UNC Strategic Plan requires all UNC system institutions to create a Transfer and Adult Student Success Office, but offers no detail on what services, resources and facilities such an office should provide to students. The literature contains many references to such a center. A center should be a campus "home" for transfer students, acting as a one-stop shop that allows transfer students to meet others like themselves, obtain access to sustained advising and prepare for the transition to the larger campus community (College Board, 2011; Ellis, 2013; Mullin, 2012; Townsend & Wilson, 2006). Additionally, a transfer services center should provide information about the importance of campus involvement to academic success, as well as information on campus resources, and how best to meet other students out of class (Townsend & Wilson, 2006).

The Transfer Services Team contacted 11 institutions with transfer service centers. Frequently, the centers were created to address the lack of services being provided for transfer students, and in response to students complaining about getting the runaround or being given inconsistent information. Typically, the transfer student centers work with students throughout their time at the institution. Common features of these institutions' centers included:

- A convenient location, either centrally located on campus, near to parking, or near other student resource offices
- Dedicated staff, particularly advisors, who understand transfer student issues
- Access to transfer student mentors
- Information on resources available to transfer students
- Outreach by center staff to partner community colleges
- Facilities such as a lounge area, a work area, coffeemaker, refrigerator, lockers

Many of the transfer services centers the Team examined for this report have only been in operation for a year or two, and there was little firm data to demonstrate the impact of the centers on transfer student retention. Western Carolina University operates a one-stop services center for all its students and reports improved retention rates since the center began operating, from upper 60~lower 70% before the center opened, to lower 70~mid 70% since the center opened. Bowling Green State University reports that, since their Nontraditional and Transfer Student Services Office opened, persistence rates to first spring are now higher than freshman persistence rates (91.5% compared to 90.1%).

Recommendations

The recommendations section of this report is split into two parts:

1. Recommendations for a Transfer Services Center
2. Other key recommendations:
   2.1. Create and maintain an online one-stop services site for transfer students
   2.2. Expand the Jump Start Appalachian program
   2.3. Improve housing options for transfer students
   2.4. Expand the Transfer Pre-Orientation Program
   2.5. Develop a transfer seminar
   2.6. Facilitate registration for new transfer students
   2.7. Provide transfer student-specific programs to facilitate engagement on campus
   2.8. Increase the number of scholarships available to transfer students
   2.9. Collaborate with the Military Affairs Committee

1. ## Create a Transfer Services Center

   Rationale. The Transfer Services Team recommends creating a Transfer Services Centre to better meet the needs of students transferring to Appalachian. This recommendation is in line with the UNC Strategic Plan, which requires all UNC system institutions to create a Transfer and Adult Student Success Office. The recommendation mirrors that of the 2012 Finish in Four Final Report, which called for a Transfer Student Center that would consolidate currently offered services and resources in a convenient, one-stop location.

   The Team's vision for the Center is that it should serve as a welcoming first point of contact for transfer students. It should be a one-stop shop for transfer students, a place where they can go for mentoring and advice, and assistance in connecting with the resources they need to be successful at Appalachian. The Center should be a "home" for transfer students, a place where they can meet people, make friends and develop a sense of community.

   ### 1.1 Location
   The Center should be located centrally on campus in a high-traffic position, or near other student resource offices such as Financial Aid, the Office of Transfer Articulation, and the Registrar.

   ### 1.2 Staffing
   The success of the Transfer Services Center will depend on the deployment of the following key personnel: a center coordinator, dedicated transfer academic advisors, and dedicated transfer admissions counselors. Graduate students will play an important role in maintaining a presence in the center, supported by transfer student mentors.

1.2.1 Transfer Services Center Coordinator

The role of the Coordinator is to coordinate the provision of university resources and services necessary to meet the needs of students transferring to Appalachian. In particular, the Coordinator should:

- Raise awareness of transfer issues on campus
- Advocate for transfer students by sitting on committees across campus:
  - Identify contacts for transfer students within each program and/or college
  - Increase the number of scholarships available to transfer students
  - Seek increased on-campus employment opportunities for transfer students
- Collaborate with the MAP-Works coordinator to identify students at risk of leaving Appalachian, and target resources and services to support these students
- Create programming to engage transfer students and meet their unique needs
- Train and supervise graduate assistants and transfer student mentors to assist in the creation and implementation of programming
- Speak at every possible occasion to raise awareness of the Center and the services offered
- Prepare a monthly Transfer Student Newsletter and distribute to all transfer students

1.2.2 Transfer Academic Advisor

The role of the dedicated Transfer Academic Advisor is to engage with transfer students as soon as they are admitted to Appalachian, so that the academic advising process can begin early in the transition, and to continue to assist students once they transfer. As such, the Transfer Advisor provides on-going support for transfer students through the transfer and transition process. In addition, the Transfer Advisor should:

- Develop "transfer plans" which provide clear and simplified information about how community college courses align with majors at Appalachian, so facilitating seamless transfer without loss of credits
- Investigate software systems to facilitate course equivalency searches for prospective students
- Communicate with community college counselors to ensure they have the most up-to-date and accurate information
- Maintain communication with academic departments, General Education, and the Academic Policy and Procedures Committee to ensure integrity of information

1.2.3 Transfer Admissions Counselor

The role of the Transfer Admissions Counselor is to develop relationships with partner community colleges. In particular, the Counselor will, in partnership with community colleges, the transfer advisors and OTA staff, work to develop 2+2 articulation agreements that provide a clear pathway for transfer students to complete their degrees in four years. Additionally, the Counselor will serve as a point of first contact for students as they navigate the application process.

1.2.4 Graduate Assistants

The role of the graduate assistants is to maintain a presence in the Transfer Services Center, so building a sense of community, and making the Center into a campus "home" for transfer students. Graduate assistants will work to support the various populations within the transfer student community. Under the guidance of the coordinator, graduate assistants will create and provide on-going educational and social activities for transfer students with the aim of increasing the level of engagement of these students in campus life. Graduate assistants will work closely with the transfer student mentors.

1.2.5 Transfer Student Mentors

Transfer student mentors will be crucial to the success of the Transfer Services Center. As necessary, mentors will assist graduate students to staff the Center, maintaining a presence and building community, and to implement educational and social activities for transfer students to help them become engaged on campus. Mentors will provide information on how they adjusted when they first came to Appalachian. Additionally, transfer student mentors will visit partner community colleges, and establish and maintain contact with admitted students via email and Facebook. For community college students, mentors will be assigned on the basis of which community college they attended. Once students transfer to Appalachian, mentors will be assigned on the basis of mentee needs and mentor experience. For example, mentors/mentees may be grouped by major.

1.3 Services

The Transfer Services Center should act as a one-stop shop for transfer student services. These services should include:

- Advising
- Regular "expert" hours. Experts providing particular services at Appalachian hold office in the Center once a week. Suggested experts include:
  - Financial Aid
  - Career Services etc
- Information on campus resources
- Information about the importance of campus involvement

- Information on housing
- "Live chat" online assistance

1.4 Facilities

As a services and resource center, as well as a "home" for transfer students, the Transfer Services Center will require the following facilities:

- Office space for personnel
- A reception desk
- A lounge area
- Computer work stations
- Printer
- Copier
- Lockers

1.5 Hours of operation

The Transfer Services Center should be open for regular business hours. The Center should experiment with evening and weekend hours to cater to the needs of non-traditional students.

1.6 Budget

The operating budget should include:

- Hourly wages for transfer employees
- Funding for travel to community colleges
- Funding for office supplies
- Funding for events such as Welcome Weekend activities

2. Other key recommendations

The Team deems the following recommendations to be of major importance to the success of transfer students at Appalachian. Many of the recommendations would best be implemented under the auspices of a Transfer Services Center.

2.1 Create and maintain an online one-stop services site for transfer students

Rationale. There is a wide range of web-based resources available to students transferring to Appalachian. The resources are scattered, and their appearance as a hit in a search depends on the search term used. A one-stop services site for transfer students would enable students to quickly find the resources they need. Additionally, a one-stop site might prompt transfer students to investigate other available resources.

The simplest way to achieve the goal of a one-stop services site would be to revamp the existing www.transfer.appstate.edu website initiated by the Transfer Student Services Committee, but now largely dormant. The Transfer Services Team recommends:

2.1.1 Weighting the site so that it floats to the top of any search for transfer services or transfer-related resources on the Appalachian website

2.1.2 The site should include:

- An FAQs section

- Short descriptions of services and links to them

- A contact form for students with questions

- Links to transfer plans

2.1.3 The site should be monitored regularly to ensure all information is current and links remain active

2.1.4 Queries should be answered in a timely manner

2.2 Expand the Jump Start Appalachian program

Rationale. The Jump Start Appalachian program incorporates many of the recommendations for best practice documented in the literature, including:

- A transfer mentor program
- Outreach to community college students
- Opportunities for community college students to come to Appalachian and begin to familiarize themselves with faculty, students, staff and the campus
- Continued engagement with students once they transfer to Appalachian
- Meaningful partnerships with community college faculty and staff

Students from other community colleges, and from North Carolina four-year institutions, have also begun to reach out to the Jump Start program to get help as they begin to plan their transfer to Appalachian.

The Transfers Services Team recommends that the Jump Start Appalachian program be expanded as follows:

- Expand to serve the top ten transfer community colleges
- Expand Jump Start Appalachian's online outreach statewide
- Expand the Transfer Student Mentor program

2.2.1 Serve the top ten transfer community colleges

As a pilot program in 2012, Jump Start Appalachian targeted students from the three top transfer community colleges, Caldwell, Central Piedmont and Wilkes Community Colleges. In Fall 2011, students from these three colleges made up 17.6% of new transfers to the main Appalachian campus. By including the top ten transfer community colleges in the program, Jump Start would potentially be

serving 35% of all students transferring to Appalachian, or 58% of students transferring from community colleges (Fall 2012 figures, IRAP, 2013).

The top ten transfer community colleges in 2012 were:
- Caldwell CC & TI
- Wilkes
- Wake Tech
- Central Piedmont
- Catawba Valley
- Surry
- Forsyth Tech
- Gaston College
- Western Piedmont
- Asheville Buncombe Tech

All but Wake Tech are within a manageable driving distance to allow for regular campus visits by transfer student mentors and Transfer Services Center staff.

2.2.2 Expand Jump Start Appalachian's online outreach statewide

Jump Start Appalachian already has an online presence: The transfer student mentors reach out via email and Facebook to admitted students from the partner colleges. In this capacity, Jump Start acts as a first point of contact for many students with questions. The online interaction also begins the familiarization process for the admitted students.

An additional benefit of expanding the online outreach is that it would enable the program to interact with and support admitted students transferring from four-year institutions.

2.2.3 Expand the Transfer Student Mentor program

The transfer student mentors play an important role, reaching out to provide friendship, guidance and support to admitted students, then continuing to engage these students once they transition to Appalachian. Townsend (2008) observes that transfer student mentors should work with new transfer students, providing information on what they did to adjust socially and academically to adjust to the new institution, so helping the new transfer students get engaged with the campus. The Transfer Services Team recommends:

- Assigning mentors on the basis of mentee needs and mentor experience. For example, mentors/mentees may be grouped by major.
- Mentors reach out to new transfer students early in the semester

- Mentors develop transfer student-specific activities as part of Welcome Weekend
- Mentors establish a Transfer Student Club under the auspices of the Center for Student Involvement and Leadership

2.3 Improve housing options for transfer students

Rationale. In its 2011 report, *Improving student transfer from community colleges to four-year institutions – the perspective from baccalaureate-granting institutions,* the College Board points out that helping students connect to the culture at their new institution is just as important for transfer students as freshmen students, and that students who connect quickly with their new environment are more likely to be successful. The report recommends reserving housing for transfer students on campus to provide them with time to fully engage in the campus community (College Board, 2011). Tinto and Pusser (2006) state that the more students are involved on campus, the more likely they are to persist. Involvement is particularly important in the student's first year as he or she is transitioning to a new environment. Failing to become involved in campus life can lead to greater rates of attrition (Tinto, 1993). Additionally, transfer students living in RLCs have higher persistence rates than both transfer students housed on campus but not in an RLC, and those living off campus (Appendix 6). RLCs also provide opportunities for greater faculty-student interaction. While the number of transfer students housed on campus has increased in recent years, 46% of students offered housing for Fall 2013 are not being housed in transfer-specific RLCs or on transfer-specific floors in residence halls. The Transfer Services Team recommends:

2.3.1 Providing more on campus housing for transfer students

2.3.1.1   Establish more transfer student-specific housing on campus and, in particular, more transfer RLCs

2.3.1.2   Give new transfer students priority for on-campus housing over returning juniors and seniors

2.3.2 Coordinating with an apartment complex in Boone to reserve a block of apartments for transfer students

On-campus housing is at a premium at Appalachian. A transfer student-specific apartment block, especially with transfer student mentors in residence, would be an alternative way for off-campus transfer students to develop a sense of community.

2.4 Expand the Transfer Pre-Orientation Program (T-POP)

Rationale. In 2013, T-POP was a trial program, limited to two days with a capacity of 50 students on each day. The program was oversubscribed by 20% within two weeks of registration for the event opening. Feedback from students and parents was overwhelmingly positive. Students who attended T-POP report that registering for classes was much easier as

a result of the information they received. Advisors believe the program will result in students being better prepared for Orientation. The Transfer Services Team recommends:

2.4.1   Increasing the capacity of each T-POP event
2.4.2   Offering additional days in Spring to cater to the demand
2.4.3   Offering T-POP in Fall to cater for students transferring in Spring

2.5   Develop a transfer seminar
Rationale. Transfer seminars highlight the challenges transfer students will face as they transition to Appalachian, and offer strategies for overcoming these challenges (College Board, 2011). The MAP-Works survey results emphasize the difficulty transfer students face when transitioning to Appalachian, particularly in regard to meeting people and making friends (Appendix 9). Transfer seminars offer new transfer students opportunities to meet and engage with other transfer students. Transfer seminars also provide opportunities for enhanced faculty-student interaction. The degree of student involvement in academics, relationships with faculty, and interaction with student peer groups is key to student persistence (Astin, 1984; Wang & Wharton, 2010).

The Transfer Services Team recommends reinstating some form of transfer seminar with the following characteristics:
- A one-hour, half-semester course
- Required for students transferring from community colleges, and for students with low GPAs transferring from four-year institutions
- Associated with the college of the student's intended major so that sections of the curriculum can relate to the degree program the student is following
- Structured to provide opportunities for students to interact and get to know one another
- Highlights the resources available on campus to help students succeed at Appalachian

Transfer RLCs, with their requirement for programming, offer an alternative avenue of implementation for a transfer seminar.

2.6   Facilitate registration for new transfer students
Rationale. Some new transfer students have difficulty registering for the classes they need when they first try to register because the classes are already full. To address this issue, the Transfer Services team recommends:
- Encouraging departments to implement **either** a waitlist system **or** reserve seats for transfer students
- Investigating "best practice" for enrolling transfer students in gateway courses
- Ensuring Deans' designees at Transfer Orientation have the information they need to facilitate enrollment of transfer students up to the maximum capacity

2.7   Provide transfer student-specific welcome activities

Rationale. Student engagement in campus life is a key indicator of success and persistence. Roberts and Styron (2010) note that being socially integrated and connected on campus is an important factor in student persistence. Bean notes, "Few would deny that the social lives of students in college and their exchanges with others inside and outside the institution are important in retention decisions" (2005, p.227). Failing to become involved in campus life can lead to greater rates of attrition (Tinto, 1993). Data from the MAP-Works survey shows that the major concern for transfer students once they arrive at Appalachian is the difficulty of meeting people and making friends. To address this issue, the Transfer Services Team recommends:

2.7.1   Providing transfer student-specific activities during Welcome Weekend

2.7.2   Scheduling the Transfer Social in Welcome Weekend

2.7.3   Holding a transfer student breakfast before convocation so transfer students can attend as a group

2.7.4   Encouraging academic departments to hold welcome receptions for transfer students new to their departments

2.7.5   Creating on-going activities to engage transfer students and meet their unique needs

2.7.6   Investigate ways to increase transfer student participation in campus activities

2.8   Increase the number of scholarships available to transfer students

Rationale. Currently, there is just one general admissions scholarship available for transfer students. While there are departmental scholarships for which transfers are eligible, these are not available to transfer students when they first come to Appalachian. For this reason, the Transfer Services Team recommends:

- Intensifying efforts with development officers to raise awareness of the need for more scholarships for transfer students

2.9   Collaborate with the Military Affairs Committee

Rationale. The Military Affairs Committee works to support the personal and academic success of military-affiliated students. Many of these students come to Appalachian with military credit. The Transfer Services Team recommends that Transfer Services Center staff collaborate with the Military Affairs Committee to ensure the needs of these students are being met.

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<u>Appendices</u>

Appendix 1

List of institutions researched by the Transfer Services Team

Institutions investigated by the Transfer Services Team

1. Initial List of 45 Institutions
UNC System Schools
- East Carolina
- Elizabeth City State
- Fayetteville State
- NC A&T State
- NC Central
- NC State
- UNC Asheville
- UNC Chapel Hill
- UNC Charlotte
- UNC Greensboro
- UNC Pembroke
- UNC Wilmington
- UNC School of the Arts
- Western Carolina
- Winston Salem State
- NC School of Science and Mathematics

Peer Institutions
- California State University (Chico)
- College of Charleston
- Eastern Illinois
- Indiana University of Pennsylvania (Main Campus)
- James Madison
- Minnesota State (Mankato)
- Rowan
- Saint Cloud State
- Sam Houston State
- Towson
- University of Northern Iowa
- University of Wisconsin (La Crosse)
- West Chester University of Pennsylvania
- Western Illinois
- Western Washington

Aspirational Peers
- Bowling Green State (Main Campus)
- Miami University Oxford
- SUNY at Binghamton

College Board 12
- Georgetown
- Iowa State
- Syracuse
- Texas A&M
- University of Arizona
- University of California (LA)
- University of Central Florida
- UNC Chapel Hill
- University of North Texas
- University of Southern California
- Virginia Tech
- Wheaton College

2. Final List of 16 institutions
UNC System Schools
- Fayetteville State
- NC Central
- UNC Asheville
- UNC Chapel Hill
- UNC Greensboro
- UNC Pembroke
- Western Carolina

Peer Institutions
- College of Charleston
- Eastern Illinois
- Minnesota State (Mankato)
- Western Washington

Aspirational Peers
- Bowling Green State (Main Campus)
- SUNY at Binghamton

College Board 12
- University of Arizona
- University of California (LA)
- University of Central Florida

Appendix 2

Interview questions for "best practice" institutions

Interview questions for "best practice" institutions

Questions for all institutions
- Population
  - How many transfer students are enrolled?
  - What is the total student population?
- Do you feel your institution does a good job in supporting transfer students, or do you think more needs to be done? If the latter, what needs to be done?
- Recruitment and admissions
  - How do you recruit transfer students?
  - Do you have advisors/admissions staff dedicated specifically to assist transfer students?
    - If so, are those staff members able to keep up with demand?
    - How many staff are dedicated to transfer students?
    - Do the staff members meet with each transfer student in person?
- Relations with community colleges
  - What sort of relationships do you have with your feeder community colleges? How do you maintain these?
  - How do you keep your feeder institutions up to date with your institution's processes?
  - Do you have workshops for counselors and advisors from your feeder community colleges?

Questions for institutions with transfer service centers
- General
  - How long has the transfer service center been open?
  - What are the hours of operation?
  - How many people are employed in the office?
  - Which professionals are based in the office?
  - Is there a budget? How much?
  - Is the center a one-stop shop for transfer student services?
  - What services are offered?
  - How do students find out about the services offered?
  - How many students visit the center on average? Daily? Weekly? Monthly?
  - What facilities does the center have? Student work stations? Lounge area? Lockers? Photocopier? Coffee? Microwave? Etc Anything else?
  - Is the center centrally located on campus or combined with Admissions, the Registrar's office etc?
- Going deeper
  - What does your center provide that, in your opinion, is its greatest strength? Do you have data that is supportive of this function? What other functions do you believe are the most critical?
  - What were the circumstances that led to the creation of your transfer services center?
  - What support does your center provide that aids with the retention of your transfer students?
  - Do you have any data demonstrating the impact of the center on transfer student retention? Eg Retention rates before the center opened compared to rates after the center opened.
  - Have you surveyed your transfer students for their feedback? If yes, can you share the results with me?
  - Do you have any data on the types of services students visiting the center seek? Eg How many advising questions? How many housing questions? Etc
  - How does the center maintain relationships with academic departments?

- o Does the center work with transfer students throughout their time at the institution? Or are services limited to first year transfer students?

Questions about other services or initiatives
- Mentors (UNC Asheville, UNC Chapel Hill, SUNY, UNC Greensboro, UNC Pembroke, University of Central Florida)
  - o What is the specific role of the mentors?
  - o How many transfer students is each mentor student assigned?
  - o Do the transfer students need to sign up for the mentor program?
  - o How many mentor students do you have each semester?
  - o How many transfer students communicate with their mentor? Percentage?
  - o How many transfer students rate the mentor as helpful?
- Web-based resources
  - o Searchable transfer articulation program (Minnesota State) (a model for our one-stop transfer website?)
  - o Other similar programs/web resources at other institutions (UNC Asheville, WCU, Western Washington, Arizona, UNC Pembroke, Bowling Green)
    - ▪ How much did the searchable transfer articulation program cost?
    - ▪ Does the program work well? Is it reliable?
    - ▪ Do you feel it lowers the workload of the advising/admissions staff?
    - ▪ Do students feel comfortable using it?
    - ▪ How many students have used the transfer articulation program?
    - ▪ What programs can be completed in 90-quarter hours?
    - ▪ How are these programs structured?
- Tours
  - o Do you offer tours specifically for transfer students and if yes, what is provided in the tour?
- Student engagement (NC Central)
  - o Do you have any innovative suggestions as to how to get transfer students engaged and involved on campus?
- Open House and Orientation (Eastern Illinois, SUNY, UCLA, University of Central Florida, SUNY)
  - o Do you have special Open House events and or Orientations for transfer students? If yes, please describe.
- Transfer Seminar and workshops(UNC Charlotte, UNC Greensboro, University of California-LA)
  - o What workshops do you offer for transfer students
  - o How do you encourage students to take these classes?
- Special transfer events (UNC Chapel Hill, Eastern Illinois; SUNY, Arizona, UCLA)
  - o What kind of special events do you organize for transfer students?
  - o How do you encourage participation?
  - o What are the participation rates?
  - o What feedback have you received from students regarding the events?
- Housing
  - o What percentage of transfer students are housed on campus?

Appendix 3

**Transfer and transition: The challenges faced by transfer students and service best practices –
A Review of the Literature**

Introduction
There is increasing pressure to make the higher education system more accountable, with calls for
funding formulas to be based upon completion of degree courses, rather than the more traditional
enrollment numbers. In his 2020 agenda, President Obama called on colleges to set goals for
completion in order to qualify for federal funding, a shift from the traditional enrollment-based
funding formula (Field, 2010). The 2013 Strategic Plan for the University of North Carolina System
puts forward a performance funding model that will reward campuses for improving in key areas,
including graduation and retention rates (Strategic Directions, 2013). Performance-based funding has
already had an impact on Appalachian's budget (Langdon, 2013). The charge to the Transfer Services
Team includes researching national trends relating to transfer student success. This literature review
considers some of the barriers transfer students face in their transition to a four-year institution, and
best practices for overcoming these barriers.

Gelin (1999) notes that effective transfer is a function of both sending and receiving institutional
policies, practices, and culture. These responsibilities include orienting, advising and providing support
services, as well as providing opportunities for academic and social integration (Townsend & Wilson,
2006). As long as four-year institutions provide the academic and social supports necessary to ease the
transition, there is no reason why transfer students should graduate at lower rates than native students
(Melguzio et al, 2011; Townsend, 2008). Currently at Appalachian, the average cumulative GPA for
transfer students at the end of their first year at Appalachian is slightly lower than that for native
students – 2.85 as against 3.11. Additionally, the sophomore one-year persistence rate for transfer
students is slightly lower than that for native students – 85.5%, compared to 90.1% (IRAP, 2012).
How do we explain these differences, and what can be done to narrow the gap? Owens (2007)
maintains that, in order to gain a clear understanding of student persistence at four-year institutions,
those institutions need to determine the challenges students face when entering.

Transfer students exhibit a great range of diversity in terms of age, race, socioeconomic status, and
previous educational experience. They bring a range of assumptions, frequently false, from their
previous institution, which, if held onto, can hinder their navigating the new administrative
bureaucracy (Tobowolsky & Cox, 2012). Transfer students do not want to be treated like freshmen,
but their lack of knowledge about how their new institution functions often means that this is how
they end up feeling anyway (Townsend & Wilson, 2006). This effect is compounded by the fact that,
although transfer students are not always full-time, residential or traditionally aged, they are frequently
served by programs based on that model. Additionally, eligibility criteria, deadlines and other policies
related to services such as financial aid, on-campus housing, and honours programs are usually geared
towards students entering as freshman (Kodama, 2002).

Transfer and Transition
To understand some of the challenges faced by transfer students when they transfer to a new
institution, it is important to consider the process involved. There are two parts to the transfer
transition: the process itself, involving course choices at the sending institution and the application to
the receiving institution; and the adjustment to the new institution once the student has transferred
(Townsend, 2008). Hagedorn (2005) observes that the transfer process is influenced by institutional
factors, as well as individual factors, such as success strategies and personal resources.

Institutional factors impacting the transfer process can occur at both the sending institution and the receiving institution. Packard et al (2012) list three themes of institutional delay that can arise for students transferring from a community college to a four-year institution: informational setbacks; imperfect program alignment; and community college resource limitations. Informational setbacks include situations where students at the sending institution are advised to complete an Associate's degree rather than the transfer core, or where they sign up for courses that will not transfer (Packard et al, 2012). This non-transfer of credits is the most frequent frustration in the application process (Townsend, 2008). Imperfect program alignment between community colleges and four-year institutions occurs when community college courses do not transfer as expected, such as students taking three hours of mathematics at the community college without a lab, when the four-year institution requires the lab for the student to progress towards their major. The continually changing prerequisites for courses at the four-year institution also add delays for students. Additionally, resource limitations at the community college sometimes means that classes students require to work towards their proposed major at the four-year institution simply are not available (Packard et al, 2012). One further frustration is the length of time the application process takes (Townsend, 2008). Despite these themes of institutional delay, students transferring from community college generally cope better than students transferring from other four-year institutions because community college students expect challenges when transferring (Kirk-Kuwaye & Kirk-Kuwaye, 2007).

In terms of adjustment to the new institution, Flaga (2006) describes five dimensions involved in the transition process. The first dimension, learning resources, refers to the formal information resources provided by the institution, as well as the informal information resources provided by friends. Included in this dimension is the information students manage to gather as a result of their own initiative. The second dimension, connecting, involves the development of relationships with other members of the new institution. The third dimension, familiarity, develops as students internalize the information they have gathered. Flaga's next dimension, negotiating, involves students adjusting their behavior and surroundings as necessary in order to be successful. One example of this kind of behavior is when a student chooses to sit in the same place in a classroom each time, making it more likely that she or he will get to know the students sitting nearby. The last dimension, integrating, describes a developmental change that results from students' relation to the three different environments in which the dimensions of transition are situated: the academic, social and physical environments of the institution. The academic environment includes interactions in class, with faculty, with study groups, and with advisors. The social environment consists of formal and informal interactions with students outside the classroom. The physical environment includes the bricks and mortar of the institution, as well as the structure in which campus services are organized, and the culture of the campus itself.

Challenges
Transfer students face a number of barriers when transferring to a new institution. They often have to adjust to differences in class and campus size, academic rigor, and institutional culture (Lanaan, 1996). Of major concern is the culture shock transfer students experience when entering a new institution, brought about by the different institutional practices, a frequent lack of centralized information about academic requirements, and less interaction with faculty, who, from the perspective of students transferring from community colleges, appear to be less concerned about the welfare of their students than their colleagues in the two-year institutions. Other barriers include the sometimes poor academic preparation of transferring students, the lack of family support, problems with financial resources, and the need to work more hours to address this lack of financial resources, with the subsequent impact on hours available for study (Dennis et al, 2008; Packard et al, 2012). Many institutions ignore the

social challenges faced by transfer students (Tobolowsky & Cox, 2012). Mullin (2012) points out that many narratives about transfer students focus on the academic deficiencies of some transfer students, while not enough attention is given to the academically advanced transfer students in the community college student body. However, even when transfer students do well academically, they may not be socially or psychologically prepared for the transition (Kodama, 2002).

The barriers transfer students face can result in students experiencing "transfer shock", defined by Hills as a decline in GPA in the first semester (1965). There are a number of factors that contribute to this transfer shock. Firstly, native students may already have met and worked with the faculty teaching some classes, and so develop closer relationships with these faculty than do transfer students meeting faculty for the first time (Cohen & Brawer, 2003). These relationships with faculty are crucial for student persistence (Astin, 1985). Additionally, many transfer students are entering courses in their major for the first time, which are at a higher level than those to which they are accustomed, with a consequent impact on achievement (Cohen & Brawer, 2003). More recent studies suggest that transfer shock is only minor, and that most students recover in their first year (Dennis et al, 2008; Diaz, 1992). Young, low-achieving students are more likely to experience transfer shock, which highlights the need for academic support such as mentoring, tutoring, academic counseling, and learning communities (Dennis et al, 2008).

As noted above, transfer students exhibit a great range of diversity in terms of age, race, socioeconomic status, and previous educational experience (Tobowolsky & Cox, 2012). These different life experiences and situations can impact students' transfer experiences. Students who transfer with a large number of credits are more likely to be successful at their new institution (IRAP, 2012; Owens, 2007). Other factors which impact students' transfer experiences include whether or not the student lives on campus, the degree of interaction a student has with his or her peers, the degree of extracurricular involvement, whether the student is full or part time, and whether he or she is employed on or off campus (Owens, 2007). These factors all relate to how engaged the student is with campus. The degree of student involvement in academics, relationships with faculty, and interaction with student peer groups is key to student persistence (Astin, 1984; Wang & Wharton 2010). Involvement refers to the amount of physical and psychological energy a student devotes to the experience (Astin, 1984). Involvement in campus activities helps students connect and feel part of the university. Where students are significantly involved, they are more likely to have a positive transition (Flaga, 2006). Bean (2005) notes, "Few would deny that the social lives of students in college and their exchanges with others inside and outside the institution are important in retention decisions" (p. 227). Failing to become involved in campus life can lead to greater rates of attrition (Tinto, 1993). Wang and Wharton (2012) list four dimensions of student involvement: academic involvement; social involvement; participation in student organisations; and students' use of support services. Wang and Wharton note that transfer student lack of awareness of services is a factor in their lower use of these services when compared to native students (2012).

Students' personal characteristics also impact the transfer experience. Motivation, adjustment and perceptions can sometimes be more important than cognitive skills (Dennis et al, 2008). Lanaan (2007) notes that students with a low self-concept will have greater difficulty in adjusting to the new institution. Additionally, students with negative perceptions about the four-year institution will have difficulty adjusting (Flaga, 2006). Academic goals and academic-related skills such as time-management and communication skills are also strong predictors of retention (Dennis et al, 2008). While these student attributes are largely beyond the control of the institution, the conditions in which institutions place their students can be managed (Tinto & Pusser, 2006). Tinto & Pusser identify six conditions for

student success: institutional commitment; expectations; academic, social and financial support; feedback; involvement; and learning. They note that learning communities are a good way of providing the conditions for success (2006).

Students new to an institution can experience marginality arising from feelings of isolation on campus (Kodama, 2002). This experience of marginality can impact student retention rates: The more students feel marginalized, the more likely they are to leave an institution (Schlossberg et al, 1989). The availability of support services reduces feelings of marginality, as can opportunities to work on campus (Kodama, 2002).

Overcoming the barriers: Recommendations for best practice
Clearly, transfer students face a number of barriers in the process of transitioning to a new institution. What can be done to ease the transition? This section of the paper examines the literature for recommendations on how best to assist transfer students in their transition, both before they arrive, and once they enroll at the new institution. As noted in the introduction, effective transfer is a function of both sending and receiving institutional policies, practices, and culture (Gelin, 1999). Some of the recommendations discussed in this section apply particularly to the receiving four-year institution, others to the sending community college, and a third group of recommendations apply to both sending and receiving institutions. The discussion on sending institutions is limited to community colleges, since four-year institutions are unlikely to want to establish relationships with other four-year institutions for the purpose of promoting transfer.

In terms of what receiving institutions can do to better meet the needs of transfer students, one key recommendation is the creation of a transfer services center. The center should be a campus "home" for transfer students, acting as a one-stop shop for transfer students that allows them to meet others like themselves, obtain access to sustained advising and prepare for the transition to the larger campus community (College Board, 2011; Ellis, 2013; Mullin, 2012; Townsend & Wilson, 2006). The transfer services center should provide information about the importance of campus involvement to academic success, as well as information on campus resources, and how best to meet other students out of class (Townsend & Wilson, 2006). Locating services in a single location makes it easier for transfer students to find the services they need, as well as raise awareness of additional services that might be helpful.

Another recommendation for four-year institutions is that orientation should be required (Handel & Williams, 2012; Mullin, 2012). It should be transfer specific, and should be enhanced to provide better service to transfer students. Orientation should not just be an academic introduction, but should provide opportunities for students to meet and form connections (Flaga 2006; Tobolowsky & Cox, 2012; Townsend, 2008).

A third recommendation is the creation of a transfer mentor program for incoming transfer students (Lanaan, 2006). Specifically, transfer students should mentor new transfers, providing information on what they did to adjust socially and academically to adjust to the new institution, so helping the new transfer students get engaged with the campus (Townsend, 2008). A related idea is that transfer students at the receiving institution should be employed as recruiters (Ellis, 2013).

Many transfer students express concern about faculty approachability (Roberts & Styron, 2012). Negative comments are often linked to the large class sizes at the receiving institution, where teachers of the large classes are seen as not caring about individual students. To overcome this negative

perception, teachers should use techniques that allow the students in their classes to get to know each other (Townsend & Wilson, 2006).

In its 2011 report, *Improving student transfer from community colleges to four-year institutions – the perspective from baccalaureate-granting institutions,* the College Board points out that helping students connect to the culture at their new institution is just as important for transfer students as freshmen students, and that students who connect quickly with their new environment are more likely to be successful. The report recommends reserving housing for transfer students on campus to provide them with time to fully engage in the campus community (College Board, 2011). Living on campus provides increased opportunities for students to engage academically and socially, as well as enabling them to become familiar with the new environment more quickly (Flaga, 2006). In particular, transfer-specific floors in residence halls, or residence halls specifically for transfer students, are recommended (Mullin, 2012; Townsend, 2008).

Additional suggestions for best practice include: providing more scholarships for transfer students; ensuring a quick turn around in terms of the application process so that students can visit campus ahead of time; holding receptions at the departmental level for new transfer students; identifying a transfer liaison in each department or college; and keeping seats open for transfer students in gateway courses (Ellis 2013; Flaga 2006; Mullin, 2012; Tobowolsky & Cox, 2012; Townsend, 2008).

One common theme that arises in the literature is that four-year institutions should develop and foster authentic and equal partnerships with feeder community colleges (Ellis, 2013; Handel & Williams, 2012; Mullin, 2012; Townsend, 2008). Once such partnerships are developed, improved communication between sending and receiving institution will smooth the transfer process in a number of ways. Firstly, such partnerships would facilitate advisors from the four-year institution visiting the community college to provide up to date information on what courses transfer, thus making the transfer process more transparent, an essential ingredient for student success (Ellis, 2013; Handel & Williams, 2012; Mullin, 2012; Townsend, 2008). As noted above, the non-transfer of credits is the most frequent frustration in the application process (Townsend, 2008). A key component of this transparency is the development of academic road maps to guide students (Ellis, 2013; Handel & Williams, 2012).

Collaboration between the sending and receiving institution would also enable faculty and staff from the receiving institution to reach out to students in their first year of college, enabling them to establish connections (Handel & Williams, 2012; Lanaan, 1996). Townsend (2008) believes that faculty at both institutions should work together to facilitate closer alignment on expectations. Connections between receiving and sending institutions would also result in opportunities for students from the sending institution to visit the receiving institution and become familiar with the campus, this easing the transition (Ellis, 2013).

At the community college level, student services and academic advising should make every effort to ensure transfer students are well-equipped with the tools to handle the transition (Lanaan, 2007). To be effective, community college counselors should conduct focus groups to identify the information and services prospective transfer students need (Townsend & Wilson, 2006; Townsend, 2008). Transfer students typically identify a need for more and accurate information in general, and more information about which classes will transfer in particular (Townsend, 2008). In addition, community college counselors should explain the core curriculum, and provide students with clear and simplified information about degree plans (Ellis, 2013). One way to achieve this is to implement transfer seminar

courses or workshops that focus on making the transition to the senior institution (Flaga, 2006; Lanaan, 1996). Such workshops could include students from the four-year institution who themselves have transferred (Lanaan, 1996).

Conclusion

Transfer students exhibit a great diversity and face a wide range of challenges when transferring from one institution to another. The transition to a new institution can impact student achievement and persistence rates. Under performance-based funding models, this lower persistence rate impacts the budget of the receiving institution. There is no reason why transfer students should not persist and achieve as successfully as native students, provided the appropriate supports are put in place. Successful transfer and transition depends on the efforts of both the sending and receiving institutions. Meaningful partnerships between both institutions will result in better-prepared students who are able to transition to their new institution more successfully. Enhanced support services that are transfer-student focused will result in improved persistence rates.

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Appendix 4

New Main Campus Transfers Persistence to Next Fall By First Term Housing

Prepared by Heather Langdon, IRAP, February 2013

New Main Campus Transfers
Persistence* to Next Fall
By First Term Housing

Fall Cohorts

	2005 Univ Housing Count	2005 Univ Housing Percent	2005 Off Campus Count	2005 Off Campus Percent	2006 Univ Housing Count	2006 Univ Housing Percent	2006 Off Campus Count	2006 Off Campus Percent	2007 Univ Housing Count	2007 Univ Housing Percent	2007 Off Campus Count	2007 Off Campus Percent	2008 Univ Housing Count	2008 Univ Housing Percent	2008 Off Campus Count	2008 Off Campus Percent	2009 Univ Housing Count	2009 Univ Housing Percent	2009 Off Campus Count	2009 Off Campus Percent	2010 Univ Housing Count	2010 Univ Housing Percent	2010 Off Campus Count	2010 Off Campus Percent	2011 Univ Housing Count	2011 Univ Housing Percent	2011 Off Campus Count	2011 Off Campus Percent
Persisted	160	85.1%	462	85.1%	131	82.9%	526	86.2%	121	89.0%	582	86.1%	57	86.4%	690	86.1%	101	88.6%	687	84.1%	57	85.1%	708	87.5%	72	86.7%	706	86.0%
Not Persisted	28	14.9%	81	14.9%	27	17.1%	84	13.8%	15	11.0%	94	13.9%	9	13.6%	111	13.9%	13	11.4%	130	15.9%	10	14.9%	101	12.5%	11	13.3%	115	14.0%
Original Cohort Total	188		543		158		610		136		676		66		801		114		817		67		809		83		821	

By Gender

Males

	2005 Univ Count	2005 Univ Percent	2005 Off Count	2005 Off Percent	2006 Univ Count	2006 Univ Percent	2006 Off Count	2006 Off Percent	2007 Univ Count	2007 Univ Percent	2007 Off Count	2007 Off Percent	2008 Univ Count	2008 Univ Percent	2008 Off Count	2008 Off Percent	2009 Univ Count	2009 Univ Percent	2009 Off Count	2009 Off Percent	2010 Univ Count	2010 Univ Percent	2010 Off Count	2010 Off Percent	2011 Univ Count	2011 Univ Percent	2011 Off Count	2011 Off Percent
Persisted	83	86.5%	250	86.8%	38	86.4%	308	87.5%	58	89.2%	302	87.0%	26	86.7%	373	86.5%	51	87.9%	363	85.8%	22	84.6%	372	89.6%	37	82.2%	366	85.3%
Not Persisted	13	13.5%	38	13.2%	6	13.6%	44	12.5%	7	10.8%	45	13.0%	4	13.3%	58	13.5%	7	12.1%	60	14.2%	4	15.4%	43	10.4%	8	17.8%	63	14.7%
Original Cohort Total	96		288		44		352		65		347		30		431		58		423		26		415		45		429	

Females

	2005 Univ Count	2005 Univ Percent	2005 Off Count	2005 Off Percent	2006 Univ Count	2006 Univ Percent	2006 Off Count	2006 Off Percent	2007 Univ Count	2007 Univ Percent	2007 Off Count	2007 Off Percent	2008 Univ Count	2008 Univ Percent	2008 Off Count	2008 Off Percent	2009 Univ Count	2009 Univ Percent	2009 Off Count	2009 Off Percent	2010 Univ Count	2010 Univ Percent	2010 Off Count	2010 Off Percent	2011 Univ Count	2011 Univ Percent	2011 Off Count	2011 Off Percent
Persisted	77	83.7%	212	83.1%	93	81.6%	218	84.5%	63	88.7%	280	85.1%	31	86.1%	317	85.7%	50	89.3%	324	82.2%	35	85.4%	336	85.3%	35	92.1%	340	86.7%
Not Persisted	15	16.3%	43	16.9%	21	18.4%	40	15.5%	8	11.3%	49	14.9%	5	13.9%	53	14.3%	6	10.7%	70	17.8%	6	14.6%	58	14.7%	3	7.9%	52	13.3%
Original Cohort Total	92		255		114		258		71		329		36		370		56		394		41		394		38		392	

Spring Cohorts

	2005 Univ Count	2005 Univ Percent	2005 Off Count	2005 Off Percent	2006 Univ Count	2006 Univ Percent	2006 Off Count	2006 Off Percent	2007 Univ Count	2007 Univ Percent	2007 Off Count	2007 Off Percent	2008 Univ Count	2008 Univ Percent	2008 Off Count	2008 Off Percent	2009 Univ Count	2009 Univ Percent	2009 Off Count	2009 Off Percent	2010 Univ Count	2010 Univ Percent	2010 Off Count	2010 Off Percent	2011 Univ Count	2011 Univ Percent	2011 Off Count	2011 Off Percent	2012 Univ Count	2012 Univ Percent	2012 Off Count	2012 Off Percent
Persisted	45	80.4%	142	82.1%	22	81.5%	200	88.1%	47	92.2%	172	84.7%	6	100.0%	153	85.0%	15	88.2%	186	85.7%	70	90.9%	174	85.7%	1	50.0%	238	86.9%	92	93.9%	188	86.6%
Not Persisted	11	19.6%	31	17.9%	5	18.5%	27	11.9%	4	7.8%	31	15.3%	0	0.0%	27	15.0%	2	11.8%	31	14.3%	7	9.1%	29	14.3%	1	50.0%	36	13.1%	6	6.1%	29	13.4%
Original Cohort Total	56		173		27		227		51		203		6		180		17		217		77		203		2		274		98		217	

By Gender

Males

	2005 Univ Count	2005 Univ Percent	2005 Off Count	2005 Off Percent	2006 Univ Count	2006 Univ Percent	2006 Off Count	2006 Off Percent	2007 Univ Count	2007 Univ Percent	2007 Off Count	2007 Off Percent	2008 Univ Count	2008 Univ Percent	2008 Off Count	2008 Off Percent	2009 Univ Count	2009 Univ Percent	2009 Off Count	2009 Off Percent	2010 Univ Count	2010 Univ Percent	2010 Off Count	2010 Off Percent	2011 Univ Count	2011 Univ Percent	2011 Off Count	2011 Off Percent	2012 Univ Count	2012 Univ Percent	2012 Off Count	2012 Off Percent
Persisted	26	89.7%	86	80.4%	4	100.0%	130	89.0%	23	95.8%	107	87.0%	2	100.0%	92	87.6%	7	100.0%	103	87.3%	36	87.8%	101	84.9%	0	0.0%	131	92.3%	52	89.7%	107	89.2%
Not Persisted	3	10.3%	21	19.6%	0	0.0%	16	11.0%	1	4.2%	16	13.0%	0	0.0%	13	12.4%	0	0.0%	15	12.7%	5	12.2%	18	15.1%	1	100.0%	11	7.7%	6	10.3%	13	10.8%
Original Cohort Total	29		107		4		146		24		123		2		105		7		118		41		119		1		142		58		120	

Females

	2005 Univ Count	2005 Univ Percent	2005 Off Count	2005 Off Percent	2006 Univ Count	2006 Univ Percent	2006 Off Count	2006 Off Percent	2007 Univ Count	2007 Univ Percent	2007 Off Count	2007 Off Percent	2008 Univ Count	2008 Univ Percent	2008 Off Count	2008 Off Percent	2009 Univ Count	2009 Univ Percent	2009 Off Count	2009 Off Percent	2010 Univ Count	2010 Univ Percent	2010 Off Count	2010 Off Percent	2011 Univ Count	2011 Univ Percent	2011 Off Count	2011 Off Percent	2012 Univ Count	2012 Univ Percent	2012 Off Count	2012 Off Percent
Persisted	19	70.4%	56	84.8%	18	78.3%	70	86.4%	24	88.9%	65	81.3%	4	100.0%	61	81.3%	50	89.3%	324	82.2%	34	94.4%	73	86.9%	1	100.0%	107	81.1%	40	100.0%	81	83.5%
Not Persisted	8	29.6%	10	15.2%	5	21.7%	11	13.6%	3	11.1%	15	18.8%	0	0.0%	14	18.7%	6	10.7%	70	17.8%	2	5.6%	11	13.1%	0	0.0%	25	18.9%	0	0.0%	16	16.5%
Original Cohort Total	27		66		23		81		27		80		4		75		56		394		36		84		1		132		40		97	

*Graduation in first year included in persistence rate.

Appendix 5

Transfer Persistence to Graduation by Transfer Type

Prepared by Heather Langdon, IRAP, May 2013

Persistence Rates of Freshman Cohorts
First-Time Full-Time Freshman Cohorts

Persistence Rates of New Main Campus Transfer Students
All Students and By 2-Year 4-Year Institution

Freshman Cohorts

Freshman Cohorts	Original N	Retention	After Year 1	2	3	4	5
Cohort 05	2541	Number	2148	1917	1808	874	254
		Percent	84.5%	75.4%	71.2%	34.4%	10.0%
Cohort 06	2711	Number	2325	2076	1944	905	227
		Percent	85.8%	76.6%	71.7%	33.4%	8.4%
Cohort 07	2732	Number	2389	2139	2018	899	212
		Percent	87.4%	78.3%	73.9%	32.9%	7.8%
Cohort 08	2773	Number	2397	2152	2034	838	N/A
		Percent	86.4%	77.6%	73.4%	30.2%	
Cohort 09	2733	Number	2379	2159	2026	N/A	N/A
		Percent	87.0%	79.0%	74.1%		
Cohort 10	2823	Number	2472	2256	N/A	N/A	N/A
		Percent	87.6%	79.9%			
Cohort 11	2971	Number	2603	N/A	N/A	N/A	N/A
		Percent	87.6%				

Freshman Cohorts	Original N	Graduation	1	2	3	4	5
Cohort 05	2541	Number	0	0	24	954	576
		Cumulative	0	0	24	978	1554
		Percent	0.0%	0.0%	0.9%	38.5%	61.2%
Cohort 06	2711	Number	0	0	38	1052	621
		Cumulative	0	0	38	1090	1711
		Percent	0.0%	0.0%	1.4%	40.2%	63.1%
Cohort 07	2732	Number	0	0	36	1100	626
		Cumulative	0	0	36	1136	
		Percent	0.0%	0.0%	1.3%	41.6%	
Cohort 08	2773	Number	0	2	39	1184	N/A
		Cumulative	0	2	41	1225	N/A
		Percent	0.0%	0.1%	1.5%	44.2%	
Cohort 09	2733	Number	0	0	51	N/A	N/A
		Cumulative	0	0	51	N/A	N/A
		Percent	0.0%	0.0%	1.9%		
Cohort 10	2823	Number	0	3	N/A	N/A	N/A
		Cumulative	0	3	N/A	N/A	N/A
		Percent	0.0%	0.1%			
Cohort 11	2971	Number	0	N/A	N/A	N/A	N/A
		Cumulative	0	N/A	N/A	N/A	N/A
		Percent	0.0%				

Freshman Cohorts	Original N	Persistence	1	2	3	4	5
Cohort 05	2541	Number	2148	1917	1832	1852	1808
		Percent	84.5%	75.4%	72.1%	72.9%	71.2%
Cohort 06	2711	Number	2325	2076	1982	1995	1938
		Percent	85.8%	76.6%	73.1%	73.6%	71.5%
Cohort 07	2732	Number	2389	2139	2054	2035	
		Percent	87.4%	78.3%	75.2%	74.5%	
Cohort 08	2773	Number	2397	2154	2075	N/A	N/A
		Percent	86.4%	77.7%	74.8%		
Cohort 09	2733	Number	2379	2159	2077	N/A	N/A
		Percent	87.0%	79.0%	76.0%		
Cohort 10	2823	Number	2472	2259	N/A	N/A	N/A
		Percent	87.6%	80.0%			
Cohort 11	2971	Number	2603	N/A	N/A	N/A	N/A
		Percent	87.6%				

All Transfer Students

All Transfer Students	Original N	Retention	After Year 1	2	3	4	5
Cohort 05	731	Number	621	467	188	67	41
		Percent	85.0%	63.9%	25.7%	9.2%	5.6%
Cohort 06	768	Number	653	495	208	73	29
		Percent	85.0%	64.5%	27.1%	9.5%	3.8%
Cohort 07	811	Number	698	527	230	73	29
		Percent	86.1%	65.0%	28.4%	9.0%	3.6%
Cohort 08	863	Number	741	574	237	29	N/A
		Percent	85.9%	66.5%	27.5%	3.4%	
Cohort 09	930	Number	787	641	237	N/A	N/A
		Percent	84.6%	68.9%	25.5%		
Cohort 10	875	Number	764	607	N/A	N/A	N/A
		Percent	87.3%	69.4%			
Cohort 11	904	Number	778	N/A	N/A	N/A	N/A
		Percent	86.1%				

All Transfer Students	Original N	Graduation	1	2	3	4	5
Cohort 05	731	Number	1	100	266	119	31
		Cumulative	1	101	367	486	517
		Percent	0.1%	13.8%	50.2%	66.5%	70.7%
Cohort 06	768	Number	4	100	264	139	35
		Cumulative	4	104	368	507	542
		Percent	0.5%	13.5%	47.9%	66.0%	70.6%
Cohort 07	811	Number	2	107	282	138	41
		Cumulative	2	109	391	529	570
		Percent	0.2%	13.4%	48.2%	65.2%	
Cohort 08	863	Number	3	101	324	166	N/A
		Cumulative	3	104	428	594	N/A
		Percent	0.3%	12.1%	49.6%	68.8%	
Cohort 09	930	Number	1	93	376	N/A	N/A
		Cumulative	1	94	470	N/A	N/A
		Percent	0.1%	10.1%	50.5%		
Cohort 10	875	Number	1	105	N/A	N/A	N/A
		Cumulative	1	106	N/A	N/A	N/A
		Percent	0.1%	12.1%			
Cohort 11	904	Number	0	N/A	N/A	N/A	N/A
		Cumulative	0	N/A	N/A	N/A	N/A
		Percent	0.0%				

All Transfer Students	Original N	Persistence	1	2	3	4	5
Cohort 05	731	Number	622	568	555	553	558
		Percent	85.1%	77.7%	75.9%	75.6%	76.3%
Cohort 06	768	Number	657	599	576	580	571
		Percent	85.5%	78.0%	75.0%	75.5%	74.3%
Cohort 07	811	Number	700	636	621	602	599
		Percent	86.3%	78.4%	76.6%	74.2%	73.9%
Cohort 08	863	Number	744	678	665	623	N/A
		Percent	86.2%	78.6%	77.1%	72.2%	
Cohort 09	930	Number	788	735	707	N/A	N/A
		Percent	84.7%	79.0%	76.0%		
Cohort 10	875	Number	765	712	N/A	N/A	N/A
		Percent	87.4%	81.4%			
Cohort 11	904	Number	778	N/A	N/A	N/A	N/A
		Percent	86.1%				

2-Year Transfers

2-Year Transfers	Original N	Retention	After Year 1	2	3	4	5
Cohort 05	453	Number	388	284	107	44	25
		Percent	85.7%	62.7%	23.6%	9.7%	5.5%
Cohort 06	462	Number	383	286	116	44	21
		Percent	82.9%	61.9%	25.1%	9.5%	4.5%
Cohort 07	471	Number	407	305	128	40	17
		Percent	86.4%	64.8%	27.2%	8.5%	3.6%
Cohort 08	491	Number	424	316	125	45	N/A
		Percent	86.4%	64.4%	25.5%	9.2%	
Cohort 09	578	Number	495	396	140	N/A	N/A
		Percent	85.6%	68.5%	24.2%		
Cohort 10	484	Number	422	331	N/A	N/A	N/A
		Percent	87.2%	68.4%			
Cohort 11	533	Number	452	N/A	N/A	N/A	N/A
		Percent	84.8%				

2-Year Transfers	Original N	Graduation	1	2	3	4	5
Cohort 05	453	Number	1	70	167	64	22
		Cumulative	1	71	238	302	324
		Percent	0.2%	15.7%	52.5%	66.7%	71.5%
Cohort 06	462	Number	1	56	155	75	21
		Cumulative	1	57	212	287	308
		Percent	0.2%	12.3%	45.9%	62.1%	66.7%
Cohort 07	471	Number	0	70	170	80	17
		Cumulative	0	70	240	320	337
		Percent	0.0%	14.9%	51.0%	67.9%	71.5%
Cohort 08	491	Number	0	66	181	86	N/A
		Cumulative	0	66	247	333	N/A
		Percent	0.0%	13.4%	50.3%	67.8%	
Cohort 09	578	Number	1	64	241	N/A	N/A
		Cumulative	1	65	306	N/A	N/A
		Percent	0.2%	11.2%	52.9%		
Cohort 10	484	Number	1	64	N/A	N/A	N/A
		Cumulative	1	65	N/A	N/A	N/A
		Percent	0.2%	13.4%			
Cohort 11	533	Number	0	N/A	N/A	N/A	N/A
		Cumulative	0	N/A	N/A	N/A	N/A
		Percent	0.0%				

2-Year Transfers	Original N	Persistence	1	2	3	4	5
Cohort 05	453	Number	389	355	345	346	349
		Percent	85.9%	78.4%	76.2%	76.4%	77.0%
Cohort 06	462	Number	384	343	328	331	329
		Percent	83.1%	74.2%	71.0%	71.6%	71.2%
Cohort 07	471	Number	407	375	368	360	354
		Percent	86.4%	79.6%	78.1%	76.4%	75.2%
Cohort 08	491	Number	424	382	372	378	N/A
		Percent	86.4%	77.8%	75.8%	77.0%	
Cohort 09	578	Number	496	461	446	N/A	N/A
		Percent	85.8%	79.8%	77.2%		
Cohort 10	484	Number	423	395	N/A	N/A	N/A
		Percent	87.4%	81.6%			
Cohort 11	533	Number	452.002	N/A	N/A	N/A	N/A
		Percent	84.8%				

4-Year Transfers

4-Year Transfers	Original N	Retention	After Year 1	2	3	4	5
Cohort 05	277	Number	232	182	81	23	16
		Percent	83.8%	65.7%	29.2%	8.3%	5.8%
Cohort 06	301	Number	266	207	91	29	8
		Percent	88.4%	68.8%	30.2%	9.6%	2.7%
Cohort 07	335	Number	290	222	102	33	12
		Percent	86.6%	66.3%	30.4%	9.9%	3.6%
Cohort 08	372	Number	317	258	112	29	N/A
		Percent	85.2%	69.4%	30.1%	7.8%	
Cohort 09	348	Number	288	242	94	N/A	N/A
		Percent	82.8%	69.5%	27.0%		
Cohort 10	385	Number	340	275	N/A	N/A	N/A
		Percent	97.7%	79.0%			
Cohort 11	367	Number	323	N/A	N/A	N/A	N/A
		Percent	92.8%				

4-Year Transfers	Original N	Graduation	1	2	3	4	5
Cohort 05	277	Number	0	30	98	55	9
		Cumulative	0	30	128	183	192
		Percent	0.0%	10.8%	46.2%	66.1%	69.3%
Cohort 06	301	Number	2	42	109	64	14
		Cumulative	2	44	153	217	231
		Percent	0.7%	14.6%	50.8%	72.1%	76.7%
Cohort 07	335	Number	1	37	112	58	24
		Cumulative	2	38	150	208	232
		Percent	0.6%	11.3%	44.8%	62.1%	69.3%
Cohort 08	372	Number	1	37	143	80	N/A
		Cumulative	1	38	181	261	N/A
		Percent	0.3%	10.2%	48.7%	70.2%	
Cohort 09	348	Number	0	28	135	N/A	N/A
		Cumulative	0	28	163	N/A	N/A
		Percent	0.0%	8.0%	46.8%		
Cohort 10	385	Number	0	41	N/A	N/A	N/A
		Cumulative	0	41	N/A	N/A	N/A
		Percent	0.0%	11.8%			
Cohort 11	367	Number	0	N/A	N/A	N/A	N/A
		Cumulative	0	N/A	N/A	N/A	N/A
		Percent	0.0%				

4-Year Transfers	Original N	Persistence	1	2	3	4	5
Cohort 05	277	Number	232	212	209	206	208
		Percent	83.8%	76.5%	75.5%	74.4%	75.1%
Cohort 06	301	Number	268	251	244	246	239
		Percent	89.0%	83.4%	81.1%	81.7%	79.4%
Cohort 07	335	Number	292	260	252	241	244
		Percent	87.2%	77.6%	75.2%	71.9%	72.8%
Cohort 08	372	Number	318	296	293	290	N/A
		Percent	85.5%	79.6%	78.8%	78.0%	
Cohort 09	348	Number	288	270	257	N/A	N/A
		Percent	82.8%	77.6%	73.9%		
Cohort 10	385	Number	340	316	N/A	N/A	N/A
		Percent	97.7%	90.8%			
Cohort 11	367	Number	323	N/A	N/A	N/A	N/A
		Percent	92.8%				

Note: Graduation Rates from Banner; not the official UNC-GA data.

Note: Total of 2-year and 4-year cohorts may not total "All Students" due to some institution types coded as "unknown" (usually foreign institutions).

Prepared by H.Langdon, IRAP, 5/2013

Appendix 6

National Survey of Student Engagement

Report on Student-Faculty Interaction and Supportive Campus Environment, transfer and native students compared.

Prepared by Peter Wachs, IRAP, May 2013

Student-Faculty Interaction

Discussed grades or assignments with an instructor * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Discussed grades or assignments with an instructor	Never	Count	11	6	17
		% within Did you begin college (university) at your current institution or elsewhere?	2.7%	2.4%	2.6%
	Sometimes	Count	134	77	211
		% within Did you begin college (university) at your current institution or elsewhere?	32.5%	30.4%	31.7%
	Often	Count	127	94	221
		% within Did you begin college (university) at your current institution or elsewhere?	30.8%	37.2%	33.2%
	Very often	Count	140	76	216
		% within Did you begin college (university) at your current institution or elsewhere?	34.0%	30.0%	32.5%
Total		Count	412	253	665
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Talked about career plans with a faculty member or advisor * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

| | | | Did you begin college (university) at your current institution or elsewhere? | | Total |
			Started here	Started elsewhere	
Talked about career plans with a faculty member or advisor	Never	Count	40	25	65
		% within Did you begin college (university) at your current institution or elsewhere?	9.7%	9.9%	9.8%
	Sometimes	Count	156	99	255
		% within Did you begin college (university) at your current institution or elsewhere?	38.0%	39.3%	38.5%
	Often	Count	119	86	205
		% within Did you begin college (university) at your current institution or elsewhere?	29.0%	34.1%	30.9%
	Very often	Count	96	42	138
		% within Did you begin college (university) at your current institution or elsewhere?	23.4%	16.7%	20.8%
Total		Count	411	252	663
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Discussed ideas from your readings or classes with faculty members outside of class * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Discussed ideas from your readings or classes with faculty members outside of class	Never	Count	106	64	170
		% within Did you begin college (university) at your current institution or elsewhere?	25.7%	25.1%	25.5%
	Sometimes	Count	200	108	308
		% within Did you begin college (university) at your current institution or elsewhere?	48.5%	42.4%	46.2%
	Often	Count	71	50	121
		% within Did you begin college (university) at your current institution or elsewhere?	17.2%	19.6%	18.1%
	Very often	Count	35	33	68
		% within Did you begin college (university) at your current institution or elsewhere?	8.5%	12.9%	10.2%
Total		Count	412	255	667
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	Count	125	124	249
		% within Did you begin college (university) at your current institution or elsewhere?	30.5%	49.2%	37.6%
	Sometimes	Count	150	72	222
		% within Did you begin college (university) at your current institution or elsewhere?	36.6%	28.6%	33.5%
	Often	Count	86	37	123
		% within Did you begin college (university) at your current institution or elsewhere?	21.0%	14.7%	18.6%
	Very often	Count	49	19	68
		% within Did you begin college (university) at your current institution or elsewhere?	12.0%	7.5%	10.3%
Total		Count	410	252	662
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Received prompt written or oral feedback from faculty on your academic performance * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Received prompt written or oral feedback from faculty on your academic performance	Never	Count	12	7	19
		% within Did you begin college (university) at your current institution or elsewhere?	2.9%	2.7%	2.9%
	Sometimes	Count	99	56	155
		% within Did you begin college (university) at your current institution or elsewhere?	24.1%	22.0%	23.3%
	Often	Count	193	124	317
		% within Did you begin college (university) at your current institution or elsewhere?	47.0%	48.6%	47.6%
	Very often	Count	107	68	175
		% within Did you begin college (university) at your current institution or elsewhere?	26.0%	26.7%	26.3%
Total		Count	411	255	666
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Work on a research project with a faculty member outside of course or program requirements * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Work on a research project with a faculty member outside of course or program requirements	Have not decided	Count	33	55	88
		% within Did you begin college (university) at your current institution or elsewhere?	8.0%	21.6%	13.2%
	Do not plan to do	Count	239	119	358
		% within Did you begin college (university) at your current institution or elsewhere?	58.0%	46.7%	53.7%
	Plan to do	Count	44	40	84
		% within Did you begin college (university) at your current institution or elsewhere?	10.7%	15.7%	12.6%
	Done	Count	96	41	137
		% within Did you begin college (university) at your current institution or elsewhere?	23.3%	16.1%	20.5%
Total		Count	412	255	667
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Supportive Campus Environment

Quality: Your relationships with other students * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Quality: Your relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	Count	3	2	5
		% within Did you begin college (university) at your current institution or elsewhere?	.7%	.8%	.8%
	2	Count	1	3	4
		% within Did you begin college (university) at your current institution or elsewhere?	.2%	1.2%	.6%
	3	Count	12	8	20
		% within Did you begin college (university) at your current institution or elsewhere?	2.9%	3.2%	3.0%
	4	Count	17	14	31
		% within Did you begin college (university) at your current institution or elsewhere?	4.2%	5.5%	4.7%
	5	Count	63	41	104
		% within Did you begin college (university) at your current institution or elsewhere?	15.4%	16.2%	15.7%
	6	Count	152	92	244
		% within Did you begin college (university) at your current institution or elsewhere?	37.3%	36.4%	36.9%
	Friendly, Supportive, Sense of Belonging	Count	160	93	253
		% within Did you begin college (university) at your current institution or elsewhere?	39.2%	36.8%	38.3%
Total		Count	408	253	661
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Quality: Your relationships with faculty members * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Quality: Your relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	Count	1	1	2
		% within Did you begin college (university) at your current institution or elsewhere?	.2%	.4%	.3%
	2	Count	5	4	9
		% within Did you begin college (university) at your current institution or elsewhere?	1.2%	1.6%	1.4%
	3	Count	11	7	18
		% within Did you begin college (university) at your current institution or elsewhere?	2.7%	2.8%	2.7%
	4	Count	29	19	48
		% within Did you begin college (university) at your current institution or elsewhere?	7.1%	7.6%	7.3%
	5	Count	93	54	147
		% within Did you begin college (university) at your current institution or elsewhere?	22.7%	21.5%	22.3%
	6	Count	160	86	246
		% within Did you begin college (university) at your current institution or elsewhere?	39.1%	34.3%	37.3%
	Available, Helpful, Sympathetic	Count	110	80	190
		% within Did you begin college (university) at your current institution or elsewhere?	26.9%	31.9%	28.8%
Total		Count	409	251	660
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Quality: Your relationships with administrative personnel and offices * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Quality: Your relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	Count	9	6	15
		% within Did you begin college (university) at your current institution or elsewhere?	2.2%	2.4%	2.3%
	2	Count	21	17	38
		% within Did you begin college (university) at your current institution or elsewhere?	5.1%	6.7%	5.7%
	3	Count	32	27	59
		% within Did you begin college (university) at your current institution or elsewhere?	7.8%	10.7%	8.9%
	4	Count	78	44	122
		% within Did you begin college (university) at your current institution or elsewhere?	18.9%	17.4%	18.3%
	5	Count	104	58	162
		% within Did you begin college (university) at your current institution or elsewhere?	25.2%	22.9%	24.4%
	6	Count	108	51	159
		% within Did you begin college (university) at your current institution or elsewhere?	26.2%	20.2%	23.9%
	Helpful, Considerate, Flexible	Count	60	50	110
		% within Did you begin college (university) at your current institution or elsewhere?	14.6%	19.8%	16.5%
Total		Count	412	253	665
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Institutional emphasis: Providing the support you need to help you succeed academically * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	Count	14	5	19
		% within Did you begin college (university) at your current institution or elsewhere?	3.4%	2.0%	2.9%
	Some	Count	67	45	112
		% within Did you begin college (university) at your current institution or elsewhere?	16.3%	18.0%	16.9%
	Quite a bit	Count	183	100	283
		% within Did you begin college (university) at your current institution or elsewhere?	44.5%	40.0%	42.8%
	Very much	Count	147	100	247
		% within Did you begin college (university) at your current institution or elsewhere?	35.8%	40.0%	37.4%
Total		Count	411	250	661
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.) * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	Count	89	74	163
		% within Did you begin college (university) at your current institution or elsewhere?	21.7%	29.2%	24.5%
	Some	Count	166	100	266
		% within Did you begin college (university) at your current institution or elsewhere?	40.4%	39.5%	40.1%
	Quite a bit	Count	108	47	155
		% within Did you begin college (university) at your current institution or elsewhere?	26.3%	18.6%	23.3%
	Very much	Count	48	32	80
		% within Did you begin college (university) at your current institution or elsewhere?	11.7%	12.6%	12.0%
Total		Count	411	253	664
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Institutional emphasis: Providing the support you need to thrive socially * Did you begin college (university) at your current institution or elsewhere? Crosstabulation

			Did you begin college (university) at your current institution or elsewhere?		Total
			Started here	Started elsewhere	
Institutional emphasis: Providing the support you need to thrive socially	Very little	Count	43	43	86
		% within Did you begin college (university) at your current institution or elsewhere?	10.5%	17.1%	13.0%
	Some	Count	132	82	214
		% within Did you begin college (university) at your current institution or elsewhere?	32.1%	32.7%	32.3%
	Quite a bit	Count	159	83	242
		% within Did you begin college (university) at your current institution or elsewhere?	38.7%	33.1%	36.6%
	Very much	Count	77	43	120
		% within Did you begin college (university) at your current institution or elsewhere?	18.7%	17.1%	18.1%
Total		Count	411	251	662
		% within Did you begin college (university) at your current institution or elsewhere?	100.0%	100.0%	100.0%

Page 12

62

Appendix 7

Transfer Pre-Orientation Program (T-POP) Transfer Services Research survey instrument

Transfer Services Research Survey

Please complete this survey to help us identify the services transfer students need to transition successfully to the main campus of Appalachian. This survey is confidential and anonymous.

Please rate the importance of the following services to your transfer experience. Use the scale 1~5, where 1 is not very important and 5 is very important.

Advising at your current institution	1 2 3 4 5
Early Registration Advising (ERA)	1 2 3 4 5
Guidance on how credits transfer	1 2 3 4 5
Assistance with financial aid	1 2 3 4 5
Assistance with the admissions process	1 2 3 4 5
Availability of housing	1 2 3 4 5
Visits to your campus by Appalachian representatives	1 2 3 4 5
Availability of Appalachian representatives to answer questions	1 2 3 4 5
Web-based resources	1 2 3 4 5
Other: (Please list)	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5

What was the easiest part of the transfer process?

What was the most difficult part of the transfer process?

Did you request on campus housing?   Yes   No
If yes, have you been offered on campus housing?   Yes   No

Do you know what you want to major in?   Yes   No
If yes, did you seek advice from your major department or advisor before deciding?   Yes   No

Do you anticipate the classroom workload and level of difficulty at Appalachian to be:

     a. Less than your previous experience
     b. Similar to your previous experience
     c. Greater than your previous experience

Will you complete a degree before transferring to Appalachian?   Yes   No

Nearly finished! Please turn over.

Please rate the following. Use the scale 1~5, where 1 is "strongly agree" and 5 is "strongly disagree".

It was easy to access information on how my credits transferred.	1 2 3 4 5
Advisors at my current institution provided accurate information on which courses to take.	1 2 3 4 5
The admissions process was easy to understand.	1 2 3 4 5
I was able to find and access the resources I needed when I had questions.	1 2 3 4 5
I have participated in a campus tour and the information provided was helpful.	1 2 3 4 5
Appalachian faculty were available to answer questions I had about my studies.	1 2 3 4 5
Appalachian staff were available to answer questions about the services & resources I need.	1 2 3 4 5
Appalachian's web-based resources are easy to access and helpful.	1 2 3 4 5
Completing the ERA helped me understand how to register for classes.	1 2 3 4 5
I know where to find the resources I need to be successful at Appalachian.	1 2 3 4 5
Getting connected on campus will help me succeed at Appalachian.	1 2 3 4 5
I know how to get involved in Appalachian campus life.	1 2 3 4 5

Demographics

Age   _____ 18-22   _____ 23-28   _____29-35   _____36-45   _____Above 45

Sex   _____Female   _____Male   _____Other

Previous institution   _____ 2 year   _____ 4 year   _____ Other

How many credit hours were transferrable?
_____ 1-15
_____ 16-30
_____ 31-44
_____ 45-64
_____ more than 64

Additional Comments
Please use the rest of this space for any additional comments you might have.

Thank you!

Appendix 8

T-POP collected comments: What was the most difficult part of the transfer process?

T-POP Collected comments: What was the most difficult part of the transfer process?

- Transferring my credits. Waiting to see how many of my credits would transfer over. Figuring out how classes transfer. Transfer of credits. Sorting out transfer credits. I have a transfer diploma and have not found out how that applies yet. Transfer of credit. Transfer of credits. Transfer of credits. Losing credits while transferring. Transfer of credits. Transfer of credits. Seeing how classes transfer. Transfer of credits. Making sure all my credits transfer. Understanding my course transfers and credits. Making sure my credits transfer. Credit hours. Working out my hours. Getting my classes to transfer – almost none do. Trying to figure out what my credits transfer as. Transferring credits. Transfer of credits. Transferring credits. Transfer of credit. How credits transfer. The credit evaluation process. Credit transfer. (28)

- Financial aid. Financial aid. Financial aid. FAFSA. FAFSA. Financial aid. Financial aid. Gathering all the materials to be eligible for financial aid. Financial aid. Financial aid. Financial aid forms/process. Financial aid. Financial aid. Financial aid. Financial aid. FAFSA. Financial aid. Financial aid. (18)

- Housing. Housing. Arranging housing. Housing. Getting housing. Figuring out where I will be staying. Housing. Housing. Figuring out where to live. I still haven't found housing. Housing. Housing request. (12)

- Understanding how to build a schedule according to my major and Gen Ed. Determining which classes to take for entering semester. Figuring out classes. Choosing which classes to take. Not knowing which classes to pick. Finding out whether or not I need to take Gen Ed. Registering. Figuring out what classes to take. Knowing the requirements for the art program. (9)

- Gathering past college materials and documentation. Gathering transcripts and other requirements. Making sure all my paperwork was in order. Transcripts. Filling in current and past classes. Transcripts. Getting all the information together. Getting my medical history. Having transcripts sent. (9)

- Admissions. I had a hard time completing the application. Filling the application. Making sure the admissions office was aware of my specific situation.

- Everything. Understanding the entire process – credit transfers and time line.

- A demanding process.

- None. There was no difficult part. Nothing.
- Understanding different aspects of ASU websites. Online work. The MyApp site.
- The drive up here – ha ha.
- Finding a parking space.
- The ERA quiz. ERA.
- Orientation/registration.
- Understanding how to talk to an advisor/someone in your intended major.
- Navigating the campus.
- Trying to keep all deadlines organized and in order.
- Communication.

Appendix 9

MAP Works Survey Collated comments: What is the most difficult aspect of being a transfer student at this institution?

Fall 2012 and Spring 2013	#Comments				
	Fall 2012	Spring 2013	Combined	%	
Total Comments	411	495	906		
Campus Engagement				% Category	% Total
Knowing no-one	28	33	61	13.9	6.5
Other students already in groups	24	17	41	9.4	4.4
Meeting people	63	73	136	31.1	14.5
Getting involved/connected	19	29	48	11	5.1
No knowledge of campus events	3	6	9	2.1	1
Living off campus	31	32	63	14.4	6.7
Living off campus makes it difficult to meet people	0	20	20	4.6	2.1
Age	11	8	19	4.3	2
Fitting in	9	21	30	6.8	3.2
Realizing people are nice	0	1	1	0.2	0.1
Connections to professors	4	3	7	1.6	0.7
Less time to make friends	1	2	3	0.7	0.3
	193	245	438		48.3
Classes					
Transfer of credit	30	29	59	29.8	6.5
Class expectations higher	17	14	31	16.7	3.4
Class style/Teaching style	10	21	44	9.1	2
Transfer check sheet	1	1	2	1	0.1
Lack of information	4	7	11	5.6	1.2
Deciding on a major	2	2	4	2	0.4
Not being accepted in college of career path choice	0	1	1	0.5	0.1
Figuring out Gen Ed	4	5	9	4.5	1
Having to take Gen Ed	3	4	7	3.5	0.8
Ability to register for classes	6	3	9	4.5	1
Feeling behind	8	15	23	11.6	2.5
Staying on track	5	2	7	3.5	0.8
Large classes	2	2	4	2	0.4
	92	106	211		21.9
Transition					
Transition to new environment	54	34	88	45.6	9.7
Appalachian college knowlege	22	25	47	24.3	5.1
Away from home	4	3	7	3.6	0.8
Missing home/friends	4	4	8	4.1	0.9
Missing freshman experience	8	14	22	11.3	2.4
Feeling like a freshman	3	5	8	4.1	0.9
Starting from scratch again	1	6	7	3.6	0.8
Socialization	0	4	4	2.1	0.4
Lifestyle	1	1	2	1	0.2
	97	96	193		21.3
Other					
Cost of off-campus housing	6	2	8	11.9	0.9
Finding somewhere to live	6	5	11	16.4	1.2
Commuting	4	5	9	13.4	1
Inappropriate/Inadequate services	4	2	6	6	0.4
Life balance	4	8	12	17.9	1.3
Finding a job	3	3	6	9	0.7
Paperwork	1	2	3	4.5	0.3
Financial Aid	1	1	2	3	0.2
Tuition surcharge	0	2	2	3	0.2
Considered last for housing and advising	0	1	1	1.5	0.1
Disorganized orientation	0	1	1	1.5	0.1
Isolated from honors considerations	0	1	1	1.5	0.1
Out of state living accommodations	0	1	1	1.5	0.1
Appalcart	0	2	2	3	0.2
Parking	0	1	1	1.5	0.1
Beng misunderstood	0	1	1	1.5	0.1
	29	38	67		