Brainstorming comments by themes

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

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

Outreach and Transfer Preparation

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

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

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

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

**Orientation, Advising and Registration**

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

August only for Out-of-State

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

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

4. **Registration**
   - Registration process is particularly difficult for transfer students who come in late in the summer - need better options for them/more support.
   - Hold seats in classes for transfer students
   - Work with departments to better predict course seats needs
   - Could we dialog with department chairs to solve the dilemma to be sure transfer students are able to enroll in the classes they need
   - Is there any fix that can happen at the departmental level to hold classes for transfer students? We would need to review the historical data to identify what classes transfer students are taking.
   - Priority registration or holding seats in classes that are gateway classes for their majors.
   - Timing of registration for transfer students needs to be re-worked.
Utilize features of Banner, e.g. course reserves and wait listing, to help ensure that transfer students get the courses they need
- Reserve seating for key courses for first semester transfer students (see BIO plan)
- When transfer students come in for advising, many times all the required classes are full. We need to create better system for class registration for these students.
- Should we consider having more courses in the fall and spring - skill set would be different

Engagement

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

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

3. Departmental level
   - Educate faculty about the need to reach out to and be welcoming/friendly/supportive of transfer students
   - Adding "I am a transfer" to course or departmental information sheets.
   - Designate specific areas on each department or building (such a display or bulletin board) that highlights transfer student success stories from ASU
   - Pair students up with other current students in their major so they can get to know people w/in the college. Organize a departmental mixer.
   - Coding transfer students in a way that faculty will know if students are transfers
   - Week 3 or so of the semester: departments sent a list of new transfers that plan to major in their dept; Then an info session about curriculum, clubs, research opportunities, etc. can be held with them AFTER the rush of orientation/start of semester
   - More faculty outreach to transfer students -- extra-curricular meetings, presentations, etc.
4. **Classroom level**
   - Within a class, provide opportunities for native and transfer students to work together either on projects or even service learning (for upper division major classes)
   - Consider the different approaches to teaching
   - Educate faculty and staff about the transition period/window during which transfers need extra support (and consider themselves transfer students), as well as the fact that they transition out
   - Identifying as a transfer student
   - Indicating on a class roster for faculty that a student is a first semester transfer student; only first semester as transfer students want to eventually be known just as ASU students
   - Faculty being more aware of there class make-up; determining who was a transfer; or randomly assigning group projects

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

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

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

3. General
   - Many transfers are focused on the Health Science majors. How can we better serve those students? Offer more course sections?
   - Need more opportunities to introduce them to departmental policies and faculty early on in their experience.
   - Need to be more educated to support transfer student
   - Only certain departments are looking at transfers individually - inconsistent from the depts
   - Provide a workshop for faculty members to educate them about our transfer students (needs, demographics, challenge/support/growth, successes, etc.)
   - Training for departments to better understand best practices for orientation to new transfers coming in
   - Use Mapworks data to identify health/wellness concerns of transfer students, then email them with resources from Health Services and the Wellness Center
   - A pathway into peer career ASAP for undeclared majors for transfer students
   - Dean's offices and other places on campus where potential transfer students call before attending should get information about Jumpstart to distribute
   - Evaluate having transfers come directly to the college of major since they declare their major rather quickly and they need advising in the major
   - How can we better support parents of transfer students
• Is there a designated person within each college/department that is a contact for the Jump Start program to connect transfer students to who has expertise in working with their specific needs?
• Providing a forum for departments to talk to one another about best practices for social integration for students
• We need to develop a tracking system for the 'lost' transfer students.
• Identify specific courses in each department that are problematic for transferring credit (i.e. students requested that their courses transfer but were denied)
• Identify the majors in which transfers are struggling the most and provide support and resources
• Students seem to get lost between majors. Is there any way to detect these students up front, before they get to their last semester in the major?

Miscellaneous

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

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

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

4. Labeling
   • Changing the label - removes the stigma
   • Sometimes the student's do not want the transfer label

5. Other
   • Articulation module - technology
   • Many departments are considering moving to a more selective admission process to satisfy the demands of the programs.
   • If OTA circulates recommendations (based on this meeting, committees, reports, or other), can you divide it up based on what departments and/or faculty can do versus policy recommendations?
• Military students have specific needs and it would be helpful for them to have either a point of contact or panel that is there to assist them.
• Should we be making certain things mandatory like we do for the freshman - think about what should be required
• Transfer symposium for state wide system
• Transfer students are categorized on what we think they are not what they really are
• Adopt the transfer services team recommendations
• Could we consider a UNC System Gen Ed
• We just need open communication
• Do we monitor when and why transfer students leave ASU? We need to monitor the reasons so that we can provide the appropriate support.
• Change/advertise that you are a "new" student
• Can our department (Chemistry) - help with Jump Start