BREAKOUT SESSION MINUTES

Session: Transfer Student Transitions

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See PowerPoint Presentation
NACADA – Six Action Areas:

- Transfer Credit Issues
- Transfer Student Orientation/Transition Programs
- Technology Resources
- Transfer Student Groups with Special Needs
- Assessment of Transfer Students
- Discipline-based Transfer Student Advising

Transfer Credit Issues
- Conversion semester to quarter and vice versa
- Acceptance Vs. applicability
- Leading or misleading information
- Limited number of transfer credit
- How evaluated- direct equivalence and where credit counts
- Do D grades transfer and do they count?
- What is minimum expectation for transfer student admission, GPA, credit hours
- Common transfer matrices
- Consistent fair process for evaluating credit
- Articulation agreements
- Do you advise students prior to transfer
- Given the best options for the student rather than for the institution
- Is there a statewide model for course equivalents
- Transfer Assurance Guides (TAGS) Business, Education, Biology, etc. not agriculture

Transfer Student Orientation/Transition Programs
- Need to feel welcome; not second class citizen
- Do you work with them before they arrive?
- How complicated is the process?
- How is credit applied up front?
- Need to know what to do next; Direction need to clear and concise.
- Curriculum before orientation
- Exceptions entered as soon as the transfer decision is made; no later than end of first quarter
- Give a list of remaining requirements
- Separate orientation programs
- Separate University survey course
- Invite to a gathering before classes start
- Transition into sequence of courses may be difficult, help prepare them
- Need an assigned adviser
- Need to feel comfortable asking questions
- Don’t assume the know and understand policies
- Sometimes hard to teach old dogs new tricks
- Make them aware of resources available: housing, parking, bus system, off-campus student services, tutoring, etc.
- Connect with student organizations
- Campus involvement (community integration)
- Differences in “campus culture”

Technological Resources
- Course Applicability System (CAS)
- College Source On-line
- Computerized Degree Audit
- University web sites for transfer students

See electronically displaying courses completed at their institution and how transfers to the institution’s degree requirements

Issues: students come in with AP or HS/College credit. May not be as rigorous as what the university offers

Transfer Student Groups with Special Needs
- Transfers from regional/extended campuses
- Remedial math and English
- Coming from two vs. four year institutions
- Families or single parent families
- First generation college
- Lower tier of those admitted
- Working adults
- Internationals
- Veterans, national guard or current military

Assessment of Transfer Students
- Advisory teams or focus groups
- Evaluate what doing well vs. needs improvement
- Goals of the university for transfer student admission/enrollments/graduation rates
- Use Zoomerang surveys to determine issues and concerns
- Exit interviews with all students

Discipline-based Transfer Student Advising
- Most know what they want and ready to get started
- Focused and change institutions for a reason
- Apply transfer credit and have information available for orientation
- Must have an adviser on the major who encourages and assists

Discussion:
- How to get students to go to the university web sites for information.
- Need a reliable database to get names for potential students
- Issues of non-full time students who are about to transfer, i.e. Iowa State’s model; students get university benefits including pre-advising, ISU gets student names
- How to build schedules for incoming who can not get courses? As soon as priority registration ends, transfers can register, some orientation coincide
- Late acceptance is a problem
- Those denied send letter for extended campuses/Two year institution as options to transfer back to the institution. Keep contact.
- The denied group may not be pursued
- Pre-professional advising, pre-vet advising especially poses problems for sequence of courses. Guides and information on the web
- Internal transfers need to meet with an adviser; orientation specific to that group
- Internal transfers may need to meet required course, GPA, application deadlines during the semester, limited seats available.
- General admits go to general college – must move into degree programs or dismissed. MN – Access to Success in 3 colleges. Students list choices and may be admitted to one of the three to begin prepare for majors in the college

Evaluation/Follow-up studies
- Assess particular programs such as the Two year program or university wide retention rates
- Find that some students have challenges with on-campus general ed classes so students enroll at community college: issue is how do vet schools, professional schools look at those. If 75% of the class overlaps, then course is an equivalency