

Q1 What are the MOST CRITICAL LEARNING NEEDS of transfer students?

Answered: 22 Skipped: 0

#	Responses	Date
1	Academic expectations	5/23/2017 8:26 AM
2	Time management, study skills, staying on top of work and turning in assignments on time; having ownership of their own degree plan	5/22/2017 8:49 AM
3	How to communicate effectively-- whether it be verbal or written.	5/22/2017 2:50 AM
4	understanding course requirements and pre-requisites, career exploration (understanding the why behind the what), in-depth exploration on defining their purpose and goal clarification	5/18/2017 3:32 AM
5	They want to know what credits will transfer over and how much financial aid and scholarships are going to be offered to them.	5/18/2017 2:56 AM
6	Students need to understand the curriculum requirements at the senior institutions.	5/18/2017 1:25 AM
7	Students tend to struggle with the math and sciences. Even though MAT 171 is a higher level than college algebra, the students struggle with MATH 1065 at ECU even more due to how the class is structured. They really need to have that before transferring as many of the majors in our area require that within the first year or they are held up getting into higher level classes. If they have started the remedial process, they should finish it at the community college. they have to start over when they get to ECU if they don't have a transferable math that we can use in their major.	5/17/2017 6:40 AM
8	navigating campus	5/17/2017 2:44 AM
9	Study habits, They need to LEARN material and NOT memorize it as they may be used to.	5/16/2017 1:39 PM
10	If considering the health sciences for undergraduate or graduate school--math, science, and writing. Some of the most common pitfalls of pursuing competitive programs are students who struggle in math and science prerequisites. Other faculty have noticed that some students (and specific transfer students) are very poor writers. Altogether, this hurts them in their pursuit of these types of programs, leads to lower MCAT and GRE scores, etc. As a quick example, one program I work with requires a significant amount of math, chemistry, and biology courses as prerequisites. I have never had one incoming freshmen student or incoming transfer student ever earn admission to this program (in nearly six years) if they had to first take ECU's remedial math course. It's the biggest predictor of attrition for this particular program.	5/16/2017 7:27 AM
11	Understanding how courses transfer into a specific institution	5/16/2017 7:19 AM
12	How to study, test-taking, and reading comprehension	5/16/2017 7:06 AM
13	Adjusting to the new college or university and understanding that policies are different at every institution	5/16/2017 6:53 AM
14	study skills, test prep and time management	5/16/2017 3:47 AM
15	Time Management; Maximizing use of resources--studying the syllabus; availing themselves of faculty office hours; support services; etc.	5/12/2017 1:46 AM
16	Change in study habits. Students need to be open to doing things a bit differently than they had previously, and know there is access to more help.	5/11/2017 4:40 AM
17	The transfer policies and curriculum requirements of the intended major	5/11/2017 4:11 AM
18	BDPs, implications of changing POS and college	5/10/2017 3:01 AM
19	Expectations will change. More self-responsibility. Policy changes, for example, a grade replacement policy is different at each institution.	5/10/2017 12:46 AM
20	Students need to be made aware of how the transfer process works and all that is involved. This includes awareness of the BDPs and how they are supposed to function. If students are not aware of the BDPs, then they have no idea of what plan they should be following. They also need to know information about the guarantees and protection of the CAA. This will help them better understand whether they should complete the Associate's degree before transferring or not.	5/10/2017 12:36 AM

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21	transfer and degree planning -- undertaking a realistic analysis and then having the resources to research so they can follow through. 2. Adapting strategies that worked in one academic setting to another. We can teach a college transition course for our students and point them to specific resources etc. Students in ACA 122 need to learn generalities and then apply them when they transfer	5/9/2017 11:19 AM
22	Understanding of BDPs and how to use them in CC course planning.	5/8/2017 5:52 AM

Q2 What are the GREATEST CHALLENGES that transfer students encounter at the senior institution?

Answered: 22 Skipped: 0

#	Responses	Date
1	Understanding preparation for transferring	5/23/2017 8:26 AM
2	Larger campus and population which results in advisors, faculty, and staff members to not be as readily available as transfer students are used to as their community college; Class size and difficulty of course material/expectations	5/22/2017 8:49 AM
3	How to navigate and access academic help/resources.	5/22/2017 2:50 AM
4	the level of difficulty in the content, understanding program requirements, aware of resources available, being able to secure necessary classes for graduation transition from on campus to off campus, again understanding purpose and goal clarification	5/18/2017 3:32 AM
5	Timing from applying to enrolling and registering happen much earlier in the process than what they are used to.	5/18/2017 2:56 AM
6	Social and academic acclimation	5/18/2017 1:25 AM
7	While i think the community college is a great step for some students to see the transition from high school work to college work, some still struggle with the level of work and self-discipline needed to be successful and apply themselves. It's not just transfer students that struggle with this maturity... Class availability is also a problem we have with transfer students. often that first semester, they are signing up for classes late and we struggle to get them the hours they need or classes they need. There isn't much that we can do there other than to ask them to contact an advisor as soon as they are done with orientation and not wait till the last minute. I feel that getting into classes is easier at the community college so when they get here at the last minute for classes, they are shocked and deterred that they can't get the classes they want. Also some majors are competitive and have certain prerequisites that they didn't bother to explore before getting here.	5/17/2017 6:40 AM
8	timing of classes	5/17/2017 2:44 AM
9	They don't look ahead at their transfer school to see what courses are required for their major. They bring in a lot of unnecessary credit that counts against tuition surcharge.	5/16/2017 1:39 PM
10	Transfer students have told me that the biggest challenges they've faced are that the campus is larger, the classes are larger, and courses/faculty might be more rigorous and competitive (real or perceived). I hate saying this, but certain students transferring in from certain institutions (not Pitt) have labeled their former institutions "a joke" in preparing them to succeed at ECU. Some or maybe a lot of that might fall on the student, if they are unprofessional or adopt a slack student approach. Treating school like a full time job is a must. I stress this with ALL of my students.	5/16/2017 7:27 AM
11	They have taken too many courses at the community college that do not apply to our degree. Sometimes an associates degree is not the best answer for a transfer student!	5/16/2017 7:19 AM
12	Not understanding timelines and how things work here. Registration is earlier, and students are responsible for taking ownership of their course planning and registering themselves.	5/16/2017 7:06 AM
13	I think it is the adjustment to a new environment	5/16/2017 6:53 AM
14	Time to graduation- not having completed necessary prerequisite courses. Planning to wait to take certain courses at the 4 year institution (math) holds them up greatly.	5/16/2017 3:47 AM
15	Discovering that they may have taken appropriate courses (e.g., yes, the course transfers) as opposed to the best (most strategic) courses. Realizing that oftentimes deadlines come much sooner--the importance of adhering to deadlines. Program prerequisites and course sequencing. Different policies and protocols ("that's not the way they did it at my previous institution"). GPA doesn't transfer--they will have advance class standing and credit hours, but whatever they make in their first semester is their cumulative GPA. Recognizing that application deadlines are when all requested/required information should be received by the senior institution--not the date by which they should merely submit the application.	5/12/2017 1:46 AM
16	Expectations of faculty are increased since they have already experienced college.	5/11/2017 4:40 AM
17	The increase in rigor; not having the correct prerequisite courses completed for intended major	5/11/2017 4:11 AM
18	I would assume transfer shock, though I do not work at a senior institution.	5/10/2017 3:01 AM

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19	Resiliency and change in expectations. Policies that impact their registration and declaration time.	5/10/2017 12:46 AM
20	Adapting to the culture of the senior institution can be difficult, particularly since they haven't had the same freshman experiences as the native students. They can feel separate and isolated, but many universities have specialized programs to help transfer students acclimate. They can also experience frustration over how their credits transfer, if they are not educated on the intricacies of the CAA.	5/10/2017 12:36 AM
21	Figureing out what it takes to be successful	5/9/2017 11:19 AM
22	Loss of credit/excess credits. Plus lack of a good cohort group as they are advanced academically, but new to the uinversity environment.	5/8/2017 5:52 AM

Q3 List additional TOPICS and/or COMPETENCIES that should be included in the course.

Answered: 20 Skipped: 2

#	Responses	Date
1	Strategic academic planning (following plans)	5/23/2017 8:26 AM
2	Taking ownership of their degree plan; learning how to use office hours and resources available on campus and at their school they want to transfer to.	5/22/2017 8:49 AM
3	More time on exploring degree options- making sure it's the best fit for the student's interests, their GPA (some programs are very competitive to get into), and what they want to do with their future/careers,etc.	5/22/2017 2:50 AM
4	In depth Career Exploration -why did they choose this major, what are they currently doing to build their resume other than taking courses?/ Really digging into an application piece. How does the class relate to my career...what skills do I obtain that will help me to be successful?	5/18/2017 3:32 AM
5	students should be required to interview an admissions representative from the senior institution they are interested in attending. The focus should be on fit and not facts and figures of the institutions.	5/18/2017 1:25 AM
6	If ferassible, I would use ECU academic plans and show the transfer students how what they take at PCC counts for classes at ECU and have them develop a 4 year plan that will show them what are the appropriate classes to take and when would be a good time to transfer and include the reverse graduation picture. then I would have them search other schools if they were not going to ECU. We could even come to a class or transfer event and critique the 4 year plans. If students want to go into a medical program, they really need to test themselves with the sciences and not wait till they get into ECU. This helps them to know what they can do and they are not as far behind on degrees that are sciences intensive. This can also cause them to take the "easier" classes at the community college and then once at ECU, they take the "harder" classes and get a poor GPA that is hard for them to pull up.	5/17/2017 6:40 AM
7	Financial aid or money management. Education is expensive. And they need guidance looking forward to their career. Many come to us with plans of a career in OT or PT. or pharmacy etc but have done no research on the education required for it!	5/16/2017 1:39 PM
8	Professionalism; understanding the highly competitive nature of many undergraduate and graduate programs; Excellence; Leadership; Mental health; Resilience; Maybe even presenting and discussing specific students (or bring in/skypping in speakers, former students) who have acheived great success as transfer students (I have worked with many)	5/16/2017 7:27 AM
9	Research institutions course requirements per specific major via web. Course requirements/checksheets are on the webpage! (do not call as we have current admitted students we work with). Research Course Equivlency charts - each 4 year institution should have equivlancy and how courses transfer in. Understand 140 hour rule thta is a NC state requirement regarding surcharges. 4 year institution coursework is different and often times the thought by our faculty includes you are a student first and they do not care if you work "x" amount of hours per day - you must be able to keep up with the work!	5/16/2017 7:19 AM
10	Resilience, realistic expectations regarding career goals and potential income, financial wellness, mental health, substance abuse	5/16/2017 7:06 AM
11	Major exploration - it's not good to be undecided once you transfer to the senior institution, especially if you transfer with an Associate's Degree. At that point it is time to start taking major classes	5/16/2017 6:53 AM
12	major and career exploration (identifying a major prior to transfer and understanding course sequencing	5/16/2017 3:47 AM
13	Satisfactory Academic Performance involves Pace (percentage of hours attempted successfully completed) and Performance (GPA). A student can be place on warning or suspension for failing to meet either or both. Understanding that admission to the university and admission to a specific program are not always one and the same, and may be two separate processes handled by different units of the university.	5/12/2017 1:46 AM
14	Understanding transferability of courses - know those specifics will likely look different a different school.	5/11/2017 4:40 AM
15	dual curriculum mapping; career planning; financial planning	5/11/2017 4:11 AM
16	Personal responsibility.	5/10/2017 3:01 AM

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17	Coming from a community college where I advised transfer students and presented in ACA 122 courses, and now advising transfers once they get to the university, I would say they mainly comment about how much harder it is at the university. They need to expect CHANGE and have a skillset to overcome any difficulties they might encounter. Also, WHEN to transfer for a specific school or major. Transferring at the wrong time can prolong the process.	5/10/2017 12:46 AM
18	(1) Study the BDP plans and how they work. (2) Discuss acclimatization to the senior institution.	5/10/2017 12:36 AM
19	Financial literacy, specifically as regards paying for college and navigating financial aid.	5/9/2017 11:19 AM
20	Strongly recommend that students complete a minimum of 4 CC degree plans based on BDPs, including one each of the same major at two different universities and two based on two different majors at the same university.	5/8/2017 5:52 AM

Q4 Other comments about transfer success and/or the course

Answered: 14 Skipped: 8

#	Responses	Date
1	Connect students with transfer institutions earlier	5/23/2017 8:26 AM
2	Making sure that they are taking courses that go toward the bachelor degree they wish to pursue.	5/22/2017 8:49 AM
3	Prior to getting to the senior institution, we see transfers struggling with basic steps in the admissions and enrollment process (submitting transcripts, signing up or completing orientation, contacting advising for registration, etc.).	5/22/2017 2:50 AM
4	Consider where students are at developmentally. This is a very pivotal moment for this typical age group which is usually 19-21. There are sooo many transitions and growing pains as they move into adulthood.	5/18/2017 3:32 AM
5	have students observe or shadow someone in their field of career choice. Research the program they want to go to on the univeristy website. Many students are great with social media but horrible at finding anything online. using the catalog, directory, etc...	5/17/2017 6:40 AM
6	Thanks for all you do for these transfer students. We know it isn't an easy task but having them do career exploration early on is key. When a transfer student gets to us, we shouldn't have to do career exploration but we do. All the time. By then they feel they can't afford to change majors.	5/16/2017 1:39 PM
7	I'd say, try to eliminate the fluff. I always approach teaching my first-year course as an advising session, and not as an academic class. We have some lively discussions at times, and we want them to dig deeper into their presumed major or field, and really know what they're getting into. Some of that can get heavy, when looking at the statistics/admission stats of what they want.	5/16/2017 7:27 AM
8	The soonest a transfer student is able to come to a four year, I think they should get here. Unfortunatley, the community college has to keep up with every 4 year public insitution inthe state of NC and each requirment is different as such, it is not possible to know all for all. Getting them through your doors to ours is the best course of action or if they are staying at the C.C. for two - three years then the student needs to know how to find the info they are lookingat their 4 year institution of choice for via our web pages.	5/16/2017 7:19 AM
9	Invite guest speakers from partner universities to speak to individual classes	5/16/2017 3:47 AM
10	The importance of communicating and working with senior institution admission counselors and staff even as a prospective transfer student--before time to apply, and taking advantage of visitation programs and opportunities.	5/12/2017 1:46 AM
11	Good to explain and inform that admission into a university may not make one admissible into the choice of major. Again, each institution is different - but that is very likely for all 4-yr schools in NC system.	5/11/2017 4:40 AM
12	We still have the challenge of students "avoiding" the course or failing to take it altogether.	5/10/2017 3:01 AM
13	The course really needs to be taken within the first year of the student's coursework at the community college. General study skills are important to learn, but it is more important that students know which websites and links provide access to the information that they need to make informed decisions about transfer.	5/10/2017 12:36 AM
14	Making sure students understand thier rights under the CAA and how to advocate for those rights after transfer.	5/8/2017 5:52 AM