From Kayla Bottrell: I think there's a typo on the third question of the poll

From Dawn Krause: I think there are some bandwidth issues with her audio

From Jennifer Joslin: Don't forget to mute if you're not sharing!

From Angie Allred: I'm at UNC-Greensboro. Our Admissions department hosts a Transfer Information Program twice a semester. If students attend, they get a waiver for their application fee.

From mcottrell: That's a great incentive Angie!!

From Catherine: I'm with Ferris State University on the Macomb Community College campus. The advisors there send their students directly to my office. It is a great way for students to work with advisors at both institutions.

From Kristel: University of Michigan's College of Engineering has developed partnership community colleges as well. Admissions coordinators will visit those school and provide transfer admission advising on their campus.

From Catherine: Yes!

From Tony Lazarowicz: If you are wanting to join in and share, feel free to push the Raise Hand button everyone and we'll be sure to call on you. Thanks all.

From Kristel: We used to have one, but it wasn't required and the enrollment couldn't justify keeping a transfer course. In our department, we're discussing providing a seminar for students to help transition to the College of Engineering

From Amber Kargol: transfer seminars is a HUGE topic

From Angie Allred: All community colleges in NC offer ACA 122 which is College Transfer Success

From Amber Kargol: that is great!

From Rebekah Pichotta: We have a transfer specific seminar in our department.. Chris we do too.. and it is also 10 weeks and mandatory in our curriculum

From Angela - Olympic: How many credits is it Angie?

From Amber Kargol: my transfer seminar is a joint seminar and learning community

From mcottrell: Kristel, we've had the same issue here at LCCC.
13:16:09 From abaysinger: hi! What are some of the topics that you would cover in a transfer seminar course?

13:16:30 From Amber Kargol: email me at akargol@iastate.edu and I can give you my syllabus.

13:16:46 From Ginny Cottrill: I work exclusively with online bachelor completion students. Anyone else here work with online transfer students?

13:16:50 From abaysinger: Thanks!

13:17:11 From Angie Allred: In NC, one of the assignments is to plan out a graduation plan for the degree you want to pursue at a 4 year institution.

13:17:48 From Rebekah Pichotta: At CSU in our department we cover our specific majors & 4 year planning, how do I get involved (again 4 year institution).

13:18:01 From jfasulo: I wanted to add how important it is to defer or waive the fee for dual admission...we at PCC have dual admission agreements with PSU and OSU.

13:19:18 From Chris Kirchhof: Agree!

13:19:28 From Erin Mulvey: I can send my syllabus if you email me, too! erin.mulvey@oregonstate.edu - it's for first term enrolled transfer students at 4 year institution.

13:19:42 From Dawn Krause: The chat transcript will be provided, as well as a recording as soon as tomorrow on the AC on Transfer Students webpage: http://www.nacada.ksu.edu/Community/Commission-Interest-Groups/Advising-Specific-Populations-II/Advising-Transfer-Students-Commission.aspx.

13:19:48 From Dawn Krause: I'm sure we'll post to Facebook as well.

13:20:13 From Susan Scott: Is there a site where institutions can share their syllabi for transfer courses and other documents that may be helpful?

13:20:48 From Amber Kargol: Susan, I am not sure if sites like this exist, you can email me for my syllabus at akargol@iastate.edu.

13:20:58 From Kristel: We mandate that external transfer students attend orientation, but cross-campus transfer students are not required to attend.

13:21:15 From Lisa Ginder, Ritchie Fils, & Luis Tapia: For those at Community Colleges specifically, how many require REVERSE TRANSFER students to attend an orientation? What made you decide to go in this direction?
From Amber Kargol: We have both an online or campus orientation, but it is required.

From Jenn Brown: We are building the resources page for the Advising Community perhaps this is a resource we could include.

From Catherine: I am at an off-campus location, and the online orientation is required.

From Samantha: I'm not sure where this question fits in, but do you find the transfer experience different for traditional aged-and older transfer students during orientation/seminars/etc?

From kaylapoling: At West Virginia University transfer orientation is not mandatory. Transfer students are welcome to attend traditional orientation and we have a transfer academy during move in/welcome week.

From Angela - Olympic: Good question Samantha!

From E. Day: At the University of North Texas, we have similar "Student Success Sessions." One in particular is actually a parallel pathways session -- you've come to UNT for business, but you're now seeing how you fit into business (or insert your major here) and that doesn't look appealing. Don't leave - we have lots of great options on campus for you.

From Lauren Haugh: How many schools with mandatory orientation have registration during orientation? What does that look like?

From mcottrell: Lisa Ginder: at LCCC we not require that reverse transfer students attend orientation, but they are welcome to attend if they so choose.

From Kristel: I have found that older students are more conscientious about graduating early/on time, because they feel they are "old" and find it awkward to be around teenagers.

From jfasulo: Coming from a community college, I am aware that our partner university, PSU, does have a mandatory transfer orientation before beginning at the college. Jim

From Amber Kargol: Yes Kristel!

From Samantha: Thanks, Kristel

From Lisa Ginder, Ritchie Fils, & Luis Tapia: Thank you, @ MCOTTRELL!

From Jenn Brown: Orientation is mandatory at the community college here but not at the four year. Sadly many of our local students choose not to attend orientation.
From Kristel: Tony: yes! we have a very traditional population

From kaylapoling: Hi! I do not have a mic but I’m happy to share via chat

From Kristel: Lauren: We mandate orientation. Students will attend a general university orientation (resources, culture, involvements, etc) and then go to their majors/departments to meet with advisors for registration

From Amanda Avci- The New School: We also tell students orientation is mandatory but many transfer students do not attend or are not in the area until a day before classes. We host a transfer student social which is optional that has had positive turnouts both fall and spring this academic year.

From Lauren Haugh: Thanks Kristel!

From kaylapoling: Our academy is focused on getting to know campus, campus services, etc. In my department we work with students from the time they are admitted to get them registered once their priority reg. date occurs. Ideally, they are registered long before getting to campus.

From Catherine: Off-campus students at Ferris State have a registration hold until they complete the online orientation.

From DCL: Research on community college students shows "students don't do optional."

From mcottrell: YES! @ DCL

From jfasulo: I would concur that students skip session that are labeled optional

From DCL: Tania~exactly!

From Amber Kargol: International students typically have a late registration as well

From Amanda Avci- The New School: We also have a lot of students who are on the waitlists that wait until those are purged after the first day of classes.

From DCL: It is an important developmental learning opportunity for students who are "latecomers" to experience the consequence of not being able to register for classes/sections at popular times in popular courses.

From Angie Allred: Our office does something similar to what Tania is describing, we do walk ins all day during drop/add

From Angie Allred: Yes DCL! "learning opportunity"
From Jenn Brown: @DCL I agree. I am at a 4 year public institution that often accepts late applications through summer - we spend a lot of time talking with students about the consequences of late application —> late reg —> delayed Fin Aid info —> may not be able to get university housing, etc.

From Amber Kargol: the differences in timelines between 2 and 4 year institutions really plays a role here.

From Angie Allred: something we encounter a lot from transfer students is the misleading info (sometimes) from CCs that they will not have any more General Ed to complete. Sometimes that is the case but I would say more often than not, they still have some Gen Eds they need to complete.

From Jenn Brown: @Amber - YES. So many of the CC students I see are surprised by how much earlier they need to do things at the 4 year. Again, we are flexible with admissions deadlines but there are so many other things affected by lateness.

From Samantha: Not academically, but socially-based on my literature research, transfer students (esp underserved students) want to be connected with faculty/organizations that they identify with (race, LGBT, ethnicity, etc) to create a smoother transfer into the new school. These connections play a big role in retention!

From Amber Kargol: Sense of belonging needs to be intentional, a learning community is a great way to begin this process.

From kaylapoling: allowing transfer students to register with current students has been good for our retention.

From Rebekah Pichotta: Link would be nice please.

From Tony Lazarowicz: I agree Kayla and I too think it helps show that they are valued as much as the current students rather than an after thought.

From DCL: @ Amber~yes, the link would be great!


From Rebekah Pichotta: We have a TTE Tenative Transfer Evaluation that they can get before they apply with the registrars office.

From Amber Kargol: on page 9 of 15
From Jenn Brown: @kayla Our dual admission students register as continuing students and it is a major plus for them. There is also no application fee for this program which helps. We also just moved our new student registration up last year - it used to be in August but now is in late May.

From Amanda Avci - The New School: Managing expectations!

From Kristel: Transfer students receive a transfer credit evaluation summary report shortly after they are admitted.

From Catherine: @Rebekah Pichotta we have something similar. Especially with students attending an off campus location.

From Kristel: there are also evaluation databases that are public and students can access whenever.

From Susan Scott: Another key point for me (2-year college) in the NACAC CEPP is #3 regarding schools publishing lists of articulation agreements along with courses and credits will transfer.

From Rebekah Pichotta: @Catherine yes I work with completely online transfer students.

From Kristel: what does AA or AS stand for?

From Rebekah Pichotta: @Kristel do you use Transferology? thats the one we use.

From Amber Kargol: Iowa State University has a specific transfer plan website which has plans and agreements with all Iowa community colleges here: http://www.admissions.iastate.edu/transfer/plans.php

From Angie Allred: @Kristel AA Associate of Arts, AS Associate of Science :)

From Amanda Avci - The New School: @Kristel Associates of Arts or Associates of Science

From Kristel: @Rebekah, no, we have an internal database.

From Kristel: Thanks Angie and Amanda!

From Rebekah Pichotta: Amber YES! that is so true! We really struggle with that.

From Catherine: Michigan has a Michigan Transfer Agreement (MTA) that can be helpful with General Education https://macrao.org/Publications/MTA.asp

From Tony Lazarowicz: https://admissions.unl.edu/nebraska/equivalency/
From Kristel: @Rebekah, it looks like this: http://apps.engin.umich.edu/equivalencies/

From Tony Lazarowicz: Here is Nebraskas equivalency table...we also use Transferology as well

From DCL: We used TES (Transfer Equivalency System) and Transferology at my previous institution. Implementing TES at my current institution.

From Jenn Brown: We have a system database that is available to the public. https://www.hawaii.edu/transferdatabase/

From Rebekah Pichotta: @kristel Transferology is national anytime our registrar adds something from a university/cc its added to this data base... and it is accessible for students

From Amanda Avci- The New School: Thank you @Jenn!

From Angie Allred: For Gen Eds, there is an online petition form if something doesn't "transfer"

From Angie Allred: More specialized courses are a departmental decision

From Susan Scott: So, to make sure I understand, 4-year schools update Transferology themselves - so the information is reliable?

From Kristel: @Rebekah, yeah, I don't think we use it. I didn't even know that existed!

From Samantha: @Rebekah I second Susan's question

From Tania Alvarez: we have a public equivalency database called Monarch Transformation: https://www.leoonline.odu.edu/plsql/web/SWKTRNA.P_WS_FIND_STATE and we also have created curriculum sheets with the equivalencies for the Virginia Community Colleges which we update every year: https://www.odu.edu/academics/programs/curriculum-sheets/2017-2018-transfer

From DCL: @Tony~yes! If there was one thing I could communicate to transfer students is SAVE YOUR SYLLABI.

From Jenn Brown: Appeals process depends: for a major requirement it could be decided by the department without requiring the course be labeled equivalent OR the department could require that the review be completed by Admissions/offering department and labeled equivalent in order to count it.
From Rebekah Pichotta: @kristel here is the website https://www.transferology.com/

From Kristel: Students can submit additional information to our Transfer Credit Office, if the initial evaluation determines that certain topics are missing. In our department, we are very strict when it comes to their Math credits and Math prep. So those evaluations or petitions are fairly inflexible.

From Rebekah Pichotta: Yes! How do we talk to students about this? I often struggle because this is normally the first conversation I have with a student & they leave my office deflated...

From DCL: Architecture schools with NAAB accreditation must evaluate potential transfer courses carefully to be sure they meet the SPC's required for the course.

From Hailey Miller: In Florida, we have a state common numbering system, so if a student takes COM 1010 at a CC, it will automatically come in as COM 1010 or 2010 at a 4 year institution, as long as the last 3 numbers in the course number are the same. It really helps the transfer process, as well as the dual-enrollment process. It makes it easier on students and advisors alike. If a 4 year institution doesn't offer a direct equivalent, students can submit a syllabus to be reevaluated to satisfy an elective or a prerequisite for another course.

From Ginny Cottrill: That is something we struggle with - students from CC expecting to be able to do the whole admissions through registration process in a couple of days.

From Rebekah Pichotta: We use a seminar format & also transfer specific orientatin

From Kristel: Yes, we have a Google Website with an Acronym Decoder and little community factoids

From Kristel: It's fun :)
https://campusinfo.umich.edu/acronyms

From Amber Kargol: Orientation prints out a "Talk like an Iowa Stater" list of these acronyms, etc. and I print that and put it in my transfer seminar packet

From DCL: The overall message to students at community colleges (and in high school prior) is that they can do 2 years at a CC and transfer in as a junior. Unfortunately, this does not address all of the exceptions-like performing arts majors, STEM majors, architecture majors, etc. And for states without a common numbering system (which is most of them) there is a hodge-podge of transfer guides based on transfer school and major.
From Jenn Brown: We just started a transfer newsletter this semester - not weekly yet. One of our transfer student ambassadors is the lead on it and has taken on topics that she felt she needed when she started last semester.

From Kristel: @DCL, yes! We're in a very tough program, and the credit load doesn't always equate the best work load for a student to succeed.

From Tony Lazarowicz: [link to PDF]

From DCL: So yes, these conversations are very difficult when students (and parents) don't have the social or cultural capital to learn about the differences. Managing expectations is hard when their expectations have been set by a general message they have heard for years about transfer.

From Jenn Brown: Yes @ DCL - we have articulated programs (ASNS engineering to BS in the Engr majors) that could be 2+2 but realistically is more 3+2 or 2.5+2.5. A lot depends on math placement for that program.

From Jenn Brown: Some CC students come in with the idea of “getting my liberals” in two years and then transferring and finishing in 2 years. But then are missing prerequisites and now its going to take longer.

From Dawn Krause: On behalf of NACADA, I want to thank the AC on Transfer Students and all the presenters!

From DCL: @ Jenn~Yes. I saw so many students who want to major in a STEM field who place into the lowest level of developmental math.

From Amanda Avci- The New School: [link to NACADA page]