



**John N. Gardner Institute
Foundations of Excellence: Transfer Focus**

FINAL REPORT and ACTION PLAN

**Arizona State University
September 2016**

Purpose

This initiative was designed to study all aspects of the transfer student experience at Arizona State University and produce a plan for institutional improvement leading to higher levels of transfer student learning, satisfaction, and graduation. The study has focused on the College of Liberal Arts and Sciences, New College of Interdisciplinary Arts and Sciences, and College of Integrative Sciences and Arts in which students across the university take courses needed for the successful completion of their degree programs.

Definition of Transfer Students

Transfer students are defined as degree-seeking students with credit from another higher education institution. This includes two-year to four-year transfers and four-year to four-year transfers. Transfers may be full-time or part-time; classified as freshman, sophomore, junior, or senior students; and enrolled in day, evening, weekend, or online courses. This definition excludes high school students who are taking college courses (dual enrollment students) and transient or non-degree seeking students (for example, those who are seeking a degree at another institution and are taking a summer course at ASU).

Roles

1. An Executive Committee included representatives from the Provost's office and the three colleges of arts and sciences. Fred Corey, Duane Roen, Todd Sandrin, Paul LePore, and Maria Hesse guided this effort.
2. The Steering Committee was composed of the chair, co-chair and facilitator of each of the Dimension Committees, as well as representatives from Educational Outreach and Student Services, Institutional Research, and Office of Evaluation and Educational Effectiveness.
3. Dimension Committees were charged with conducting an analysis of institutional achievement on each Dimension, as defined by the Gardner Institute. By responding to performance indicators, committee members developed a better understanding of the current situation, identified strengths and challenges, and discovered opportunities for improvement. Each committee developed a Dimension report that summarized its findings and provided recommendations for the future.
4. The Survey Administrator managed the technical aspects of the Faculty/Staff and Student Surveys. Shelly Potts and her team handled this role.
5. Institutional Research staff members and data analysts were involved in compiling institutional data and in responding to other requests for data from committees. Melinda Gebel and her team handled this aspect of the project.
6. The Task Force was comprised of approximately 180 faculty, administrators, staff, and students from across the university, along with colleagues from the Maricopa Community Colleges, who met three times during the year. The Task Force included everyone who was working on any aspect of the project.
7. Two Liaisons, Maria Hesse and Kathy Yeager, organized and monitored the self-study process, served as the primary conduit of information to and from the Gardner Institute, coordinated Steering Committee and Task Force meetings, and provided ongoing communication to those involved.
8. Our Institute Advisor or consultant, John Gardner, guided the task force through the process, spoke at our January task force meeting, met individually with committees as needed, and provided written feedback on reports and institutional data.

Participants on Dimension Committees

Dimension Committee:	Philosophy	Organization	Learning	Faculty	Transitions	All Students	Diversity	Roles and Purposes	Improvement
Chair	Fred Corey, Vice Provost for Undergraduate Education	Doug Green, Associate Professor, Biological Sciences	Duane Roen, Dean, College of Letters and Sciences and University College, and Vice Provost of the Polytechnic campus	Kristin Hoffner, Lecturer, SHNP	Melissa Pizzo, Dean, Enrollment Services	Rick Herrera, Associate Professor, Political Science	Kathy Nakagawa, Associate Professor, School of Social Transformation	Becky Ball, Assistant Professor, Math and Natural Sciences	Cameron Thies, Professor and Director of the School Politics and Global Studies
Co-chair(s)	Hilairy Hartnett, Associate Professor/School of Earth and Space Exploration	Cathy Kerrey, Director, New College Advising	Pam Stewart, Lecturer, History	John Tippeconnic, Professor Emeritus, American Indian Studies	Nikki Bonnet, Academic Success Coordinator, Student Success	Brad Ryner, Associate Professor, English	Cassandra Aska, Associate Dean of Students, West	Anne Suzuki, Assistant Dean, New College	Shelly Potts, Senior Director, University Office of Evaluation and Educational Effectiveness
Facilitator	Amber Covington, Senior Research Analyst, Innovation Fellow	Casey Self, Executive Director Academic Service	Lisa McIntyre, Executive Director, Advising & Student Transfer Systems Development	Anna Wales, Communication Specialist, Engineering Communications	Gina Beyer, Academic Success Programs	Therese Aguayo, Director, Academic Services	Marisel Herrera, Director, First Year Success	Mary Dawes, Director of Major and Career Exploration	Kate Vawter, Senior Program Coordinator, Office of the Provost; Ivette Chavez, Director, University Academic Support Programs
	Paul LePore, Associate Dean, College of Liberal Arts and Sciences	Michele Daley, Senior Director, Academic Services, CLAS	Clark Presson, Professor, Psychology	Delia Saenz, Associate Professor, Psychology	James Klemaszewski, Instructor, Chemistry	Annelises Mougharbel, Academic Success Specialist, Economics	Louis Wigley, Academic Success Specialist, School of International Letters and Cultures	Larry Edmonds, Lecturer, Communication	Kim Beckett, Senior Director, College of Liberal Arts and Sciences, Dean's Office
	Sean Kenney, Manager, Lincoln Center Applied Ethics	Sandra Voller, Assistant Director, Academic Services, School of Politics and Global Studies	Donald Jones, Associate Professor, Mathematics	Miral Mahgoub, Associate Professor, School of International Letters and Cultures	Phillip Scharf, Sr. Director of Academic Services, College of Liberal Arts and Sciences	Frank Pina, Assistant Director, School of Social Transformation	Jennica Fulwider, Academic Success Specialist, School of International Letters and Cultures	Belle Edson, Associate Professor, Communication	Stacie Foster, Assistant Research Professor, School of Social and Family Dynamics
	Jim Collins, Professor, School of Life Sciences	Christina Saldy-Hannah, Assistant Professor, English	PF Lengel, Director, Academic Services, College of Liberal Arts and Sciences, Dean's Office	George Justice, Dean & Professor, CLAS	Enrico Minardi, Lecturer, School of International Letters and Cultures	Miles Orchinik, Associate Professor, School of Life Sciences	Sarah Shair-Rosenfield, Assistant Professor, School of Politics and Global Studies	J. Duncan Shaeffer, Lecturer, School of Geographical Sciences and Urban Planning	Abby Dalpra, Academic Success Specialist, Psychology
	Sree Kanthaswamy, Assoc. Prof., Mathematics and Natural Sciences	Lisa Anderson, Associate Professor, School of Social Transformation	Milton Corbin, Academic Success Specialist, Chemistry	Paul Mongeau, Professor, School of Communication	Jennifer Nelson, Academic Success Coordinator, School of Politics and Global Studies	Tyler Crisman, College of Liberal Arts and Sciences, Residential College	Virginia Downing, Academic Success Coordinator, School of Life Sciences	Nick Adamakis, Director, College of Liberal Arts and Sciences, Communications	Analisa LaCour, Transfer Coordinator, West Campus
	Kim Keck, Director, Academic Services, Online Programs	William Fabricius, Associate Professor, Psychology	Robert Culbertson, Associate Professor, Physics	Morgan Teixeira, Academic Success Specialist, Physics	Mark Adaoag, Assistant Director Academic Services, College of Liberal Arts and Sciences	Nadia Poindexter, Student	Lucy Berchini, Admin. Assoc., Humanities, Arts & Cult. Studies	Lara Ferry, Prof. and Interim Director, Math. and Natural Sciences	Alissa Ruth, Director, School of Human Evolution and Social Change
	Jennifer Sniegowski, Lecturer, Science and Math, Downtown Campus	Tracy Encizo, Program Coord., Humanities, Arts & Cult. Studies	Yasin Silva, Assistant Professor, Mathematics and Natural Sciences	Pam Marshall, Associate Professor, Mathematics and Natural Sciences	Kevin Ellsworth, Principal Lecturer, College of Letters and Science	Holly Singh, Sr. Director, International Students and Scholars	Monica Keyes, Academic Success Specialist, School of Letters & Sciences	Valerie Adams, Lecturer, College of Letters and Sciences	Paul Miller, Assoc. Prof. (Social and Behavior Sciences), Faculty Assembly Chair
	Maria Hesse, Vice Provost for Academic Partnerships	Chris Kane, Military Transition Support Specialist	Haian Wang, Professor, Mathematics and Natural Sciences	Connie Borrer, Professor, Mathematics and Natural Sciences	Steve Semken, Associate Professor, School of Earth and Space Exploration	Lindsay Romasanta, Assistant Director, First-Year Success Center	Corinne Corte, Course Manager, Academic Success Programs	Courtney Pittman, Assistant Director, Career Services, ASU Tempe	Stacey Kimbell, Exec. Admin. Support
	Sean Nonnenmacher, Student Support Specialist, Barrett Honors College	Claudia Dagnino, Student Success Retention Coordinator, American Indian Student Support Services	Suzanne Dietrich, Professor, Math & Natural Sciences	Jeff Kassing, Professor and Director, Social and Behavioral Sciences	Erin McGehean, Academic Success Specialist, New College Advising	Jessica Jones, Student Success Center Coordinator, University Academic Success Programs	Jodi Preudhomme, Title IX Coordinator and Special Counsel	Adam Henry and Dan Hart, Study Abroad Office	Jeanne Hanrahan, Director Community Outreach, University Academic Success Programs
	Jennifer Hightower, VP Student Services, Educational Outreach and Student Services	Cynthia Gaffney, Lecturer, Social and Behavioral Sciences	Melissa Dengler, Academic Success Specialist, Polytechnic	Louis Mendoza, Professor and Director, Humanities, Arts and Cultural Studies	Anna Calloway, Asst. Director, Admissions Services	Rhonda Rumble, Assistant Director, University Academic Success Programs	Rebecca Tsosie, Vice Provost for Inclusion and Community Engagement	Kellie Cloud, Exec Director of the Memorial Union	Alicia Hayden, Academic Success Specialist
	Ryan Chase, Assistant VP, EdPlus	Janelle Kappes, Faculty, Major and Career Exploration	Carol Sumner, Sr. Associate Dean of Students, Tempe	Barry Maid, Professor, Technical Communication	Melanie Stull, Academic Success Specialist, Advising	Ramsey Eric Ramsey, Associate Dean, Barrett Honors	Alonzo Jones, Associate Director, Sun Devil Athletics	Eric Swank, Assistant Director of Undergraduate Research Program (NCUIRE)	Barry Ritchie, Senior Advisor and Professor, Physics
	Kent Hopkins, Vice President of Enrollment Management and Services	Shari Gustafson, Director, Academic Support, College of Letters & Sciences	Michelle DiMuria, transfer student	Rosary "Rory" Schmitt, Lecturer, University Academic Success Programs	Nicole Wetzel, Internship Coordinator, New College	Jean Boyd, Sr. Associate Athletic Director, SDA Administration	Steve Borden, Director Tilman Center	Shyntel Del Aguila, transfer student	Sharon Smith, Dean of Students, West
	Gabby Colago, ENG transfer student	Jennifer Glawson, Senior Associate Registrar, Registrar's Office	Terry Leyba-Ruiz, Glendale Community College	Kevin Cook, Associate VP and Dean of Students, Tempe Campus	Rae Lyons, Academic Success Specialist, Psychology	Georgeana Montoya, Assistant VP and Dean of Students, Downtown Campus	Bobette Makelele, Transfer Ambassador	Melinda Gebel, Director of Institutional Analysis	
	Maria Harper-Marinick, Chancellor, MCCC	Kendra Hunter, Associate Dean of Students, Downtown Campus		Transfer students	Aubrey Fox, Academic Success Specialist, Academic Advising Services	Cindy Parnell, Director of Career Services, Downtown Campus		John Snelling, Director of Research and Institutional Effectiveness, Paradise Valley Community College	
		Aaron Krasnow, Assistant VP and Director of Counseling Services		Shereen Lerner, Mesa Community College	Wanda Weber, Lecturer, College of Letters & Sciences	Stacey Lippert, Director, Student-Centric Initiative		Juergen Gadau, Professor, School of Life Sciences	
		Joe Chapman, Director, EdPlus			Art Blakemore, Vice Provost	Anna Bermudez, Transfer Student Ambassador			
		Ryan Ortega, ENG/SILC transfer student			Regina Matus, Director of New Student Programs				
		Amber Covington, Senior Research Analyst			Matt Brown, Residential Life				
					Kathy Yeager, Senior Director, Community College Relations				
					Dena Stevens, Manager, Enrollment Communications				
					Sarah Bennett, Associate Director, University Academic Success Programs				
					Lance Harrop, Dean of Students, Exec Director DRC				
					Transfer students				
					Rose Rojas, Maricopa Community College District				

Model

The model is comprised of nine aspirational principles of excellence, termed Foundational Dimensions®. The dimensions are Philosophy, Organization, Learning, Faculty, Transitions, All Students, Diversity, Roles and Purposes, and Improvement. More information about these is located in this document's appendix.

Each Dimension Committee gathered and interpreted evidence and used it to reach a conclusion about the institution's current achievement of each dimension, using defined Performance Indicators. The committees developed specific recommendations to improve the experience of transfer students. Recommendations from all Dimension Committees have been prioritized and grouped to create this institutional plan for improvement.

The FoEtec® system (Foundations of Excellence technology system) is an electronic platform that allowed for recording and sharing committee findings, survey data, the Current Practices Inventory, and other forms of evidence. All members of the Task Force had "view access" to the FoEtec system, while Steering Committee members had "change access" to the FoEtec system so that they could upload data, survey results, collected evidence, and their committee reports.

It is important to note that the data within the FoEtec system, including student survey results pertain only to the colleges involved in the study—College of Liberal Arts and Sciences, College of Integrative Sciences and Arts, and New College of Interdisciplinary Arts and Sciences. The faculty and staff surveys include results from employees in these colleges, as well as those reporting through the Provost's Office and Educational Outreach and Student Services.

Surveys asked questions about respondents' perceptions of institutional performance on each Dimension.

- The survey of faculty and staff was administered in October 2015, with 1,982 invitations sent and 812 responses received.
- A survey of students was administered electronically in November 2015, with 13,613 invitations sent and 3,030 responses received.
- Survey results were available in the FoEtec system and could be analyzed by a variety of variables.

The Current Practices Inventory (CPI) was an inventory of current practices including programs, services, policies, and data about transfer students. New items could be added to the CPI at any time during the self-study.

Sources of Evidence – Other potential sources of evidence were used to inform Dimension Committee work including but not limited to committee members' knowledge; existing assessment data; existing documents and campus reports; and interviews, focus groups, and focused surveys.

Final Report and Action Plan – The self-study culminated with the development of this summary report and action plan.

Recommendations for Action

The Executive Committee reviewed all Dimension Committee reports. Recommendations for change or improvement were consolidated and prioritized using variables such as highest potential impact on student success and cost-effectiveness. Items are numbered for ease of tracking. Related items have the same item number, with letters (such as 1a, 1b) to further prioritize or indicate recommended sequencing.

Top Priority

Item	What is the problem?	What is the recommendation?	Who will be responsible to facilitate implementation?	Who else needs to be involved for this to happen?	In what timeframe does this need to be accomplished?	What resources will be needed?	Other notes and comments	End goal and/or intermediate measures
1a	Based on the current data structures, ASU academic units do not know which students are or are not progressing on their pathway (i.e. timeframe has expired, student stopped taking coursework)	Build a pathways dashboard or a shared reporting structure with accurate data about those who have signed up for MAPP, TAG, and GPA programs, as well as indicators of progress being made so that academic units and other ASU employees can identify those transfer students who need support	University Technology Office	Roger Lurie, Kathy Yeager, Lori Harkin	Within the year	Not yet determined	Currently 41.8% of students who sign up for MAPP/TAGs, come to ASU within 2.8 terms, and most have little or no contact from ASU academic units prior to their admission. ASU academic units will be better positioned to support transfer students interested in their programs if we can develop usable dashboards or reports for them. Once we have accurate data structures, we can establish baselines and specific future goals. There also needs to be discussion about infrastructure needs, if academic units are expected to assume responsibility for outreach to these prospective students.	The goal is to have academic units report increased satisfaction with their ability to identify and contact interested transfer students, as well as to more accurately predict potential transfer enrollment from MCCCDC. We should increase matriculation of MAPP students at ASU from 42% to 50% by the end of the 2017-18 academic year.
1b	The Pathway Tracker tool needs some refinements	Electronic transcripts from MCCCDC need to be loaded correctly for the Pathway Tracker tool to work. Issues need to be reported and resolved quickly.	Roger Lurie, Bonnie LeBlanc	Registrar's office, Lisa McIntyre	Work is already in progress	Not yet determined	If we can ensure accuracy and timeliness, these tools will be used more effectively. In 2015-16, there were 15,806 pages views with an average time on page of 4 minutes and 49 seconds.	The goal is a 15% reduction in the number of Salesforce cases related to issues with the Pathway Tracker, and 15% increased use of the Pathway Tracker tool.
1c	ASU does not know which MCCCDC MAPP students really plan to transfer to ASU	The Intent to Transfer process, which is part of the MAPP program, needs to be functional	Roger Lurie, Bonnie LeBlanc	Kathy Yeager	Work is already underway	Use existing resources	This tool prompts MAPP students to affirm their intent to transfer and supports students through the application process.	The goal would be to increase completion of the Intent to Transfer process by 100% by 2017-18.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
2	The manual labor involved in building TAG pathways is not cost-effective, and the lack of breadth of equivalent community college coursework can cause students to assume they cannot start a certain major at their community college	Use a different process to build TAGs – display the lower-division coursework on a major map, and then show the equivalent coursework from a student's community college using the Transfer Credit Guide	Gordon Wishon and Fred Corey	Lisa McIntyre, Jennifer Malerich, Maria Hesse	Within the year	Needs to be costed out. In the short-run, we can implement a set of directions for students to do this manually.	The idea is to access a major map and see what equivalent coursework is identified for a student's current institution. This would dramatically decrease the workload at the community colleges related to TAG development, while making it clear to students that they can start at their community college and then transfer to any major at the university.	The goal is to double TAG sign-ups within one year, while reducing the hours spent preparing TAGs by using this proposed new system. Also we need to determine if community college advisors and students find it easier to understand the appropriate preparation for various ASU majors.
3a	Transfer courses need to be evaluated quickly and accurately in order for students and advisors to see the coursework which applies to the ASU major	Improve timeliness of transfer course evaluation	Fred Corey	Lisa McIntyre	By January 2017	ASU needs to hire 3 more evaluators in order to improve the timeliness of course evaluations	As noted by many ASU colleges, this is a very high priority that needs to be addressed immediately. The Transfer Articulation department is developing a baseline report on average length of time for course evaluation, but it is important to reduce the time it takes for transfer coursework to be evaluated and applied in the ASU systems.	By August 2017, the goals are to reduce by 50% the time from point of submission of courses for evaluation and communication of results, and by 50% the Salesforce cases related to transfer credit and articulation issues.
3b	Some transfer student transcripts are not entered into the ASU database in a timely and accurate manner, making advising very difficult	Postsecondary transcripts need to be evaluated and loaded in the system in a timely and accurate manner for advisors to assist students	Admissions	Registrar's office, Lisa McIntyre	This is underway	Enrollment Services has already committed the resources to address this	The consultant who performed the DARS Readiness Assessment indicated that slow timeframes are due to high dependency on manual processes. Enrollment services is actively working on strategies to streamline manual processes, reducing time to admit and improving data quality.	Currently the average resolution time is 20 business days, and the goal is 10 business days. Advisors should report increased ability to support transfer student success and students should be able to become enrolled more quickly.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
4	Transfer students want a sequenced program of study from the ASU advisor	ASU advisors need a tool to show them what degree requirements have already been fulfilled and what courses a transfer student needs to complete the degree	University Technology Office	Registrar's office, Lisa McIntyre	By summer 2017	Not yet determined, but this is one of the objectives of the Student Success Suite	Currently, advisors have to manually evaluate a transfer student's completed coursework compared to ASU degree requirements to develop a sequenced time to degree map for students. A technology-based planning tool could create personalized time to degree maps for each student, minimizing advisor resources, while providing enhanced service to students. The College of Liberal Arts and Sciences has already done some work in this area which could help inform this discussion.	Advisors should report increased ability to support transfer student success. Students should be able to become enrolled more quickly, and complete degrees with less excess credit.
5	ASU's philosophy on transfer students is not visible	Disseminate philosophy statement about transfer which has been developed with extensive input and feedback	Maria Hesse	Fred Corey	By December 2016	Use existing resources	Statement needs to be (1) approved by the Provost, (2) read and discussed by academic and service units; (3) posted on ASU's website; and (4) printed in transfer student and community college relations materials.	There should be increased awareness among employees at ASU about the transfer student population and the experience that we aspire to provide for them.
6	We need to do more to ensure transfer students are welcomed in a visible, enthusiastic manner	Develop a range of Welcome Week events for transfer students at all campus locations	Safali Evans	Sarah Brice, Sarah Bennett, Regina Matos, Kathy Yeager,	This is already underway	Use existing resources	Some activities are available from Family and Parent Resources, University Academic Support Services, and academic units, but expansion of early engagement activities should be continuous. Some existing activities might be slightly modified to encourage transfer student involvement. For example, the Passport program might offer a reception or add-on for transfer students, rather than building all new programs.	Transfer students should report greater satisfaction with their university experience, and feel more connected and engaged.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
7	The needs of individual new transfer students should be addressed, but we need a mechanism to assess how they are doing and what they need	Develop a transfer student status survey	Shelly Potts	Duane Roen, Todd Sandrin, Paul LePore, Maria Hesse, Jennifer Hightower to appoint somebody	By fall 2017	Not yet determined, but believe we could use existing resources	This could be piloted with the three colleges involved in this study. It should parallel the freshmen survey, gauging satisfaction and engagement. Units need to act right away on responses. Ask how many hours students are working. Make students aware of how to engage in student clubs and organizations, research, study abroad, creative activity, writing centers, tutoring, etc.	We need to set a metric for an adequate response rate. If given in transfer onboarding course, it could increase responses.
8	Faculty and other employees assume students are familiar with the basics of ASU	Make sure students who are “new to ASU” receive appropriate communications about academic and departmental resources and opportunities	Fred Corey	Duane Roen and team; Missy Pizzo, EOSS	By summer 2017	Use existing resources	One option might be to place fundamental information in a student’s MyASU account; another option is to pre-place the information on Blackboard or direct students to the “new to ASU” website. There are transfer student orientations, but it is not possible to cover or have students remember all resources at those events, especially those that are department-specific.	Students should feel more aware of resources, and respond accordingly on transfer student surveys. Transfer students should persist to bachelor’s completion at higher rates.
9a	Organizational communication about the transfer process is desultory, and it is not clear who should be contacted about certain types of issues	Identify network of transfer advisors, key administrators, recruiters, and other contacts focused on transfer, with clear identification of roles and responsibilities	Maria Hesse	Enrollment services, academic deans, EOSS	Work on this is underway	Use existing resources	Determine how we will update and maintain this roster in some easily accessed location.	Identify someone for all key academic and service units and their roles in facilitating transfer student success.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
9b	Dissemination of and reflection about transfer-specific information needs to be better coordinated for key constituents at the university	Periodically gather key people together to review issues related to transfer students, new services or tools, and share best practices	Maria Hesse	Casey Self, Ivette Chavez, Matt Lopez, Kathy Yeager	Work on this is underway	Use existing resources	Kathy Yeager and others will schedule regular visits with appropriate people in each academic unit. Review results of transfer student success data and student surveys. There may be an occasional transfer summit with all of the key players. Email updates can also be provided, as needed.	Metrics related to transfer student satisfaction should improve. Employees should feel they have the information needed to serve transfer students well.
10	Our existing transfer metrics for success need to be revisited	Define transfer student success metrics and build reports to track those metrics	Maria Hesse	Implementation Task Force, Melinda Gebel, Sheila Ainlay, Kent Hopkins	By spring 2017	Use existing resources	Feed into the Arizona Board of Regents (ABOR) metric too	We should meet or exceed the ABOR metric and our own goals for enrollment, satisfaction, retention, and persistence.

Priority work that needs further discussion and/or has longer timeframes for implementation

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
11a	Faculty do not know if they have students who are new to ASU	Add a tag on class rosters identifying students who are new to ASU	Fred Corey	University Technology Office	Implement for fall 2017	Not yet determined	If a roster shows that many students in a course are new to ASU, the instructor might provide explanations that are different than if they assumed all students had been here for several semesters.	Survey faculty to see how they used the tool. Determine if students feel more satisfied with their classroom experiences.
11b	Some students feel faculty don't acknowledge their experience; some faculty assume that students in upper-division courses are familiar with ASU procedures	Develop a faculty transfer ambassadors program	Duane Roen	Todd Sandrin, Paul LePore	By fall 2018	Not yet determined	Start with the colleges involved in this study. Read the Faculty Committee report for clarity, then try it for one year and see if it works. Some of the faculty who were involved in the Transfer Matters initiative might assist. Consider hosting a dinner with transfer students and invite these faculty ambassadors.	Determine where a unit is now and where they hope to be within a few years, and if faculty and staff feel that this has helped them move in the right direction. Colleges can compare notes about approaches that work in terms of engaging faculty.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
12	ASU is large and can be overwhelming for incoming transfer students	Design and implement a plan for offering onboarding course(s) or experiences.	Duane Roen, Paul LePore, Todd Sandrin		By fall 2017	Not yet determined	Examine a range of options, including a one-credit ASU 301 course for all new transfer students. If there are college- or major-specific courses, instead of or in addition to an ASU 301, provide a list of common expectations and/or best practices. Use the best faculty and advisors in these courses. A college may prefer to embed student success elements into an existing course in the major.	Each unit will need to develop their own sense of what is working. Colleges can compare notes about best practices and what approaches have worked.
13	Our incoming transfer student population is very diverse, and they need to be aware of university diversity and inclusion efforts	Request that university groups charged with inclusion efforts review the full Diversity Dimension Committee report	Stanlie James	Kathy Nakagawa, Cassandra Aska, Marisel Herrera	By fall 2017	Not yet determined	Discussion needs to take place about requiring cultural competence training for all students, faculty and staff. Community of Care videos may need to be revisited. Need stronger commitment to diversity/inclusion.	All students should feel welcomed and respected at ASU.
14a	There may be an inadequate presence of ASU at the Maricopa Community Colleges	Review the staffing that needs to be embedded at community colleges to help prospective students learn about and connect to ASU	Kent Hopkins	Missy Pizzo, Matt Lopez, marketing, enrollment communications, academic deans	Within the year	Not yet determined	Assess the competitive landscape with other universities; review marketing and staffing at each community college	Community colleges should express increased satisfaction with ASU support. MAPP sign-ups and ASU enrollments should increase.
14b	The removal of the tuition guarantee for students on MAPPs continues to cause unrest at MCCC	Re-examine financial incentives, even if small, for students on the MAPP program	Kent Hopkins	Missy Pizzo, Matt Lopez, Maria Hesse	Within the year	Not yet determined	Should we waive the admissions application fee for those on pathways? Should we offer any micro-scholarships specifically for those students? Is there anything else that might encourage MAPP sign-up and completion?	Increase sign-ups for MAPP by 25% this year. Increase the MAPP students who complete the Intent to Transfer process by 50% within the year.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
14c	Financial aid options are not clear to students and community college staff	Examine financial aid packages for transfer students and work on improving the understanding of those options by community college students and staff	Kent Hopkins	Missy Pizzo, Rich Stanley, Sheila Ainlay, enrollment communications	It will be up to the group working on this issue to decide	Not yet determined	Financial literacy is connected to this (i.e., FIN123, iGrad, MidFirst Bank). Use some scholarship resources to attract high-end transfers, such as honors students	The goal is increased retention as a result of mitigating financial needs. We should be attracting better prepared transfer students who are apt to persist to baccalaureate completion.
15	Major maps are designed with freshmen in mind	Review degree programs to see if they are transfer-friendly	Deans, Fred Corey	Lisa McIntyre, Jennifer Malerich; Cathy Kerry, PF Lengel, Casey Self	To be determined	Use existing resources	Start by examining the colleges involved in this study. Take a look at Paul LePore's transfer student success data by major. Establish a gauge to determine level of transfer-friendliness.	Identify the degree programs that could be made more transfer-friendly. Over time, if changes are made, there should be increased transfer enrollment.
16	How do units know what courses the incoming transfer students will need?	Use predictive analytics for course scheduling to determine what classes to offer and when to offer them	Fred Corey	UTO, colleges, Kim Beckert, Jennifer Wilkin, Paul LePore, EdPlus representative, Martha in CLAS	The timeframe for this will be discussed after significant progress has been made on other priorities	Estimate costs for development	Identify which courses are preventing on-time graduation and predict capacity. CLAS has worked on this and may have some insight to offer others.	The goal is to have transfer graduate more quickly by having the right courses available for them.
17	ASU needs more effective predictors of academic success for incoming transfer students, in order to get at-risk students into appropriate support programs	Develop an indicator similar to the Calculated Index that uses transfer GPA, grades in predictive courses for specific majors, and completion of milestones (AGEC, associate degree)	Art Blakemore	Jennifer Wilkens' group, Melinda Gebel, Maria Hesse, Fred Corey	By fall 2017	Use existing resources	What are the attributes shared by those who do well? Certain students might be encouraged to take advantage of the Transfer Connections program, transfer peer mentoring, etc. Examine predictors of success by looking at the 4-year transfer student graduation rates in various majors.	The goal is to identify those students who need early interventions to support their success, and improve transfer student retention.

Item	Problem	Recommendation	Facilitator	Team Members	Timeframe	Resources	Notes and comments	Measure of success
18	Data about the transfer student population, their needs and general satisfaction are not well communicated	Share the results of the transfer student surveys from Nov 2015. Determine how often and when to survey transfer students on a regular basis, and what the survey instrument will look like.	Shelly Potts	Maria Hesse, Fred Corey, Deans, EdPlus	New surveys should in place by fall 2017.	Not yet determined	The colleges involved in the 2015-16 study should have access to the results of the student surveys that have already taken place. Future survey results would likely involve all colleges and the results would be shared with all colleges involved.	Employees should be more aware of transfer students and their needs. Faculty and staff should have access to this data, so that they can continue to improve the ASU experience.

Next Steps

The Provost has appointed a Transfer Matters Implementation Task Force, which will begin work immediately.

Co-Chairs:
 Maria Hesse
 Fred Corey

Members:
 Duane Roen
 Todd Sandrin
 Paul LePore
 Jennifer Hightower
 Ryan Chase

The group will provide a summary of progress to the Provost at the end of each academic year. After a two-year period of time, the Provost will revisit whether the group will continue to operate or discuss how the progress can be sustained.

Additionally, this report will be shared by the Implementation Task Force with the Deans and other administrators who should be aware of the findings. Each college and service unit will be provided with transfer student data, using the new snapshot reports developed by the University Office of Institutional Analysis. We will consider internal press and other options for making people aware of the project and the need for their involvement and support to advance transfer student success.

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APPENDIX

Foundational Dimensions and Report Card

For each of the nine defined dimensions for evaluation, the first paragraph below describes the aspirational state and the second paragraph provides additional information about the performance indicators or sources of evidence examined. After reviewing the data, each committee assigned ASU a grade for our current state.

Philosophy Dimension

Committee Grade for ASU: C-

Foundations Institutions develop intentional policies and practices related to the transfer student experience based on a clear philosophy/rationale. The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for transfer policies, practices, structures, leadership, department/unit philosophies, and resource allocation. This philosophy recognizes both similarities and differences in first-year and transfer transitions.

In deliberations about this Dimension, task force participants determined whether the institution as a whole had either an explicit (written) or implicit philosophy, purpose, or rationale for the transfer experience (i.e., first year of transfer). Participants further determined whether such philosophy(ies) were disseminated or had demonstrable influence on the nature of the transfer experience.

ASU Transfer Philosophy:

Arizona State University welcomes and values the diversity and life experiences of transfer students. We offer hundreds of degree programs and a comprehensive, responsive network of academic, financial, and social opportunities designed for the success of all students. Transfer students come to ASU with a wide range of goals and aspirations. ASU provides the tools that allow each transfer student to explore pathways to and through the university, toward personal and professional fulfillment.

Organization Dimension

Committee Grade for ASU: B-

Foundations Institutions create organizational structures that provide oversight and coordination of the transfer experience. A coherent transfer experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced through appropriate budgetary allocations. Foundations Institutions also assure communication and collaboration with sending institutions at multiple levels including senior administration, academic departments, academic advising, and other administrative units.

Performance Indicators for this Dimension asked committee members to determine how the institution is organized to support transfers, and how it coordinates with sending institutions in various functional areas. Committee members also investigated the level of specific services to transfers as well as funding and evaluation issues.

Learning Dimension

Committee Grade for ASU: B-

Foundations Institutions assure the continued development of transfer students' knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission. They coordinate with partner institutions (sending and receiving) to

determine common course goals and learning outcomes and encourage the participation of transfer students in engaging learning experiences both in and out of the classroom.

Performance Indicators for this Dimension asked committee members to determine the level of collaboration between academic counterparts in sending and receiving units in determining common course goals and outcomes. They also investigated whether the institution compares the academic performance of native versus transfer students and provides special academic opportunities for transfer students in order to increase their level of engagement.

Faculty Dimension

Committee Grade for ASU: C-

Foundations Institutions create a culture of faculty responsibility for transfer student success by encouraging awareness of and responsiveness to the unique needs of transfer students. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions' reward systems.

The Performance Indicators for this Dimension focused on the degree to which the institution and its academic units encourage a culture of faculty responsibility for transfers. Committee members were also asked to evaluate the degree to which expectations for involvement are set and rewards provided for service to transfers.

Transitions Dimension

Committee Grade for ASU: C+

Foundations Institutions facilitate appropriate transfer student transitions through policies and practices that are intentional and aligned with institutional mission. Beginning with transfer student recruitment and admissions and continuing through the first year of transfer, institutions and academic departments communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain curricular alignments and administrative linkages with sending institutions to assure a seamless transition process.

Committee members judged the effectiveness of the institution's communication to transfers about important topics using a variety of methods. They then determined how well transfer students connect with others on campus, the quality of various transfer-specific procedures, policies, and academic advising for transfers.

All Students Dimension

Committee Grade for ASU: B

Foundations Institutions serve all transfer students according to their varied needs. The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to continuous assessment and adjustment. Institutions provide services with respect for the students' abilities, prior academic experiences, current needs and interests. Institutions also ensure a campus environment in which transfer students are accepted and valued.

Performance Indicators required an analysis of the institution's effectiveness in identifying transfer students with particular needs and addressing those needs. Committee members were also asked to evaluate the degree to which the campus environments are welcoming and respectful towards transfers and assures them equitable treatment in all matters of policy and practice.

Diversity Dimension

Committee Grade for ASU: C+

Foundations Institutions ensure that all students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities. Whatever their demographic composition, institutions introduce transfer students to the standards of behavior expected in a diverse, open, and civil community.

Performance Indicators for the Diversity Dimension asked committee members to determine the institution's intentionality in including transfer students in its diversity programming and in courses that meet a diversity requirement. Committee members also evaluated the degree to which the campus conveys standards of behavior related to interaction about human and intellectual differences.

Roles and Purposes Dimension

Committee Grade for ASU: C

Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society. These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage transfer students to deepen and strengthen their understanding of the value of general education and to reexamine their motivation and monitor their progression toward personal educational goals.

Committee members were asked to investigate the degree to which academic departments help transfer students prepare for life beyond college, provide them an opportunity for examining their own motivation for college, and help them understand the rationale for major and graduation requirements.

Improvement Dimension

Committee Grade for ASU: C

Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing improvement in the transfer experience. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies that affect transfer students. As a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on transfer students and the transfer process.

Committee members were asked to investigate the level of systematic assessment of initiatives designed for transfer students and the use of that assessment. Performance Indicators also asked whether ongoing assessment has yielded better understanding of important student behaviors and characteristics and how assessment information is being disseminated. The final Performance Indicator asked whether faculty and staff are in touch with external and internal sources of information and expertise about the transfer experience.