The Transfer Student Success Conference is partially funded by the U.S. Department of Education College Access Challenge Grant, P378A120017.
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## 2012 Transfer Student Success Conference

### Overview

**Keynote Address**

### Morning Sessions:

*Creating a Seamless Transition*

- 10:15 a.m. – 11:30 a.m.

1. Student Veterans and the Military Process
2. Establishing a Transfer Student Articulation Office: A Case Study
3. Data Trends of Transfer Students across the UNC System
4. Partnership Pathways: A Collaborative Effort

### Afternoon Presentations:

*Addressing the Needs of Transfer Students*

- 1:00 p.m. – 2:15 p.m.

5. Transfer Orientation: Encouraging Early Engagement
6. Creating a Positive Transfer Environment
7. Making an Early Connection: ECU Extends
8. Credit beyond the ACE Evaluation: A Deep Dive into Military Training and Education

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Overview

The 2012 Transfer Student Success Conference goal was to raise awareness of the experiences of transfer student and identify the challenges and the solutions that lead to their success. Additionally, with the inclusion of community colleges this conference aimed to serve as a catalyst for bridging the gap between two and four year learning.

The eight sessions presented throughout the conference covered many topics and challenges specifically related to transfer students. The proceeding report will cover these main points and share the feedback from those in attendance.

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It is difficult to assess the number of transfer students due to a lack of common definition. Because there are many different types transfer students, the greatest challenge is serving their unique needs. There are several national and state implications regarding transfer student success – greater emphasis on accountability from legislature and U.S. Department of Education; greater emphasis on earning a bachelor’s degree; enhanced role of the community college; funding based on access, performance and success, not just enrollment. There is a need to focus on transfer students and establish a transfer friendly environment. By assessing campus culture and programs, evaluating data, developing policies and procedures and building strong partnerships, institutions can better prepare students for transfer and enhance their engagement.

Transfer Pathway is the creation of an institution – wide vision that includes transfer students. The purpose is offering devotion similar to first-year students in outreach, admission, academics, and student affairs. The core values in a successful Transfer Pathway are collaboration, advocacy, engagement, and success. Collaboration is needed to build strong partnerships and relationships between faculty, staff, and students. Institutions must advocate for transfer students by creating a transfer friendly environment, developing good policies and procedures, and identifying their unique needs. Student engagement is important and establishing roles for student leaders may aid in student success. This success can be aided by preparing students for transfer, focusing on the transition, emphasizing academic success and measuring student outcomes. Examples of programs and services to offer are a transfer center, transfer orientation and welcome week, success seminars, parent/ family programs, peer mentoring, financial management workshops, veteran programs, and online transfer guides.
I. Student Veterans and the Military Process
10:15 a.m. – 11:30 a.m., Carolina Ballroom A
Presenter(s) – Dr. Anne Marie Beall, Associate Director, Transfer, Non-Traditional & Military Liaison for the Office of Admissions, University of North Carolina Wilmington

This presentation specifically addressed the need to expand the definition of transfer student to better assist active military and veteran students. These students face particular issues as they may not meet the traditional admissions requirements. The main suggestion is offering full credit and consideration for military training and transfer status including high school, college credit, and years of service/ level of training. This would allow military training to be used as prior course credit and lead to consideration of transfer status. There is a need for stronger military support services such as central contact points, connecting with other veterans, educating the community, and orientation specifics for their needs.

Attendance:
9 UNC System Schools
3 NC Community Colleges
0 NC Independent school
0 NC System offices
1 Out of state

Those in attendance would like to implement: Point of contact list (9); Website (4); Military task force (4); Award academic credit (3); Veteran student organizations (3); Reception/ programming (2); Partner with community colleges for veterans (2); Employer- veteran event (1); Transition program (1); Veteran mentoring (1); Military breakout in orientation (1); Letter to faculty from Provost (1); Getting faculty involved (1).

The barriers in developing this program on attendee’s campus: Getting campus support (6); Dissemination of information (3); Small military student population (2); Lack of influence (2); Making it a priority (2); Organizing all the areas (2); Fitting it into our current set up (2); 9/11 regulations (1); Lack of staff (1); Getting veterans involved (1); Funding (1).

Additional information needed: Programming information (4); G.I. Bill information (2); Mental disorder support (2); This presentation (2); ACE credit (2); Information from UNC GA (1); Campus awareness (1); Data on military student population (1); Admissions contract with community college (1); Copy of faculty letter (1); Marketing of website (1).

Additional resources needed: More staff, time, funding, space, and faculty buy-in (11); Contacts and more campus partnerships (6); Details on the structure of events and marketing (2); How to get the information to faculty (1); Support from administration (1); Data on population (1); More training on ACE credit (1); Military specific website (1).

The next steps that those in attendance will take: Open communication on campus with other campuses and employers (9); Find out what we are currently doing and what is available (4); Develop step-by-step procedures (2); Set up more contacts (1); Visit UNC W website for ideas (1).
New information that attendees learned: The needs of military students and military dependents (7); Unique programming – faculty letter, veterans lounge, military website (7); The need for specific contacts for military students (4); How ACE evaluates military training and how admissions approaches credit (3); How differently school are set up (1); Statistics about military on campus (1); Military task-force (1).

Additional comments from attendees: Great presentation and lots of important information (10).
II. Establishing a Transfer Student Articulation Office: A Case Study
10:15 a.m. – 11:30 a.m., Carolina Ballroom B
Presenter(s) – Jane Rex, Director, Office of Transfer Articulation, Appalachian State University
Denise Goetz, Academic Advisor, Appalachian State University
Amanda Harper, Associate Director Admissions Office, Appalachian State University

The necessity of the Articulation Office was determined based on student needs, the campus culture, articulation in admissions, and the idea of new general education. Prior to opening the Articulation Office, a task force was used determine the issues, make recommendations, and search for staff. The task force concluded issues resulted from lack of communication between offices, unclear roles, decentralized articulation, and difficulty using the website.

Overall, the Articulation Office is a centralized location that aids in rolling admission of transfer students, preliminary evaluation of prospective students, completing articulation and reverse transfer. The office also aids in the assessment of procedures and policy changes through Transfer Advisory Board, articulation agreements, petition process and visiting coursework.

The Articulation Office continues to evaluate its impact through various assessments and data collection. The results of these efforts have shown many positive outcomes – making the process less stressful and minimizing roadblocks for students, centralizing information sources, enhanced quality control, ensuring consistent services, and campus collaboration.

Attendance:
9 UNC System Schools
1 NC Community Colleges
1 NC Independent school
1 NC System offices
0 Out of state

Those in attendance would like to implement: Transfer advisory board/office in one location (9); More accessible information and preliminary evaluation process (4); Students being able to meet advisors and have transcripts evaluated in one visit (3); Creating transfer student profiles (1); Electronic petition for transfer credit (1).

The barriers in developing this program on attendee’s campus: Staffing, funding, space and buy-in (10); Determining which office is responsible (4); Changing the attitudes and perceptions of transfers and process (3); Building a partnership between community college and universities (2); Creating and initializing a database (2); Low enrollment of transfer students (1).

Additional information needed: Process of developing this type of office and activities that occur (3); Data and outcomes/assessment (3); Reverse transfer program (2); Petition and articulation (2); Online transfer orientation (1); Number of students who walk in during peak transfer advising (1).

Additional resources needed: Staff, money, space, and buy-in (5); Data for enrollment (2); Partnerships with other departments and between community college and universities (2); Information on how to start a program/ training session (2).
The next steps that those in attendance will take: Share information with campus/ start a committee (8); Open internal and external communication (6); Evaluate the current situation / gather information; Reach out to schools that currently use the system (1).

New information that attendees learned: Application, rolling admissions and new general education (4); New ideas to be implemented (2); How a variety of institutions evaluate transfer credit (1); Identify student needs and develop new plan (1); Great ideas that support our need for articulation center (1).

Additional comments from attendees: The UNC system needs to streamline general education (1); Community colleges and universities need to have better relationships (1).
III. Data Trends of Transfer Students across the UNC System

10:15 a.m. – 11:30 a.m., Carolina Ballroom C

Presenter(s) – Dan Cohen-Vogel, Senior Director of Institutional Research, UNC General Administration

The current Higher Education environment is posing several challenges that include increasing the total cost of attendance, reducing need-based financial aid and reducing overall campus budgets. Along with these challenges, the current comprehensive articulation agreement was produced 15 years ago and narrowly defines the process and who qualifies for transfer status. This poses several problems because not only has curriculum varied, but the types of transfer students has increased. These changes call into question whether the current agreement is serving students best, specifically whether core general education and pre-majors are appropriate and sufficient.

The Joint CAA Review Steering Committee has been charged to complete several tasks to promote student success. These tasks include developing a research framework, reviewing and redesigning the process and developing recommendations for policy and process changes that will enhance transfer student success.

Attendance:
7 UNC System Schools
4 NC Community Colleges
0 NC Independent school
2 NC System offices
0 Out of state

Those in attendance would like to implement: Using the data reports on UNC GA website (3); Re-evaluate how data is collected (3); How to define transfer student success (3); Strengthen advising to increase AA/AS (3); Keep up with transfer articulation changes (3); Track transfer students better (3); Re-evaluate campus data (2); Rework credit evaluation (2); How to communicate about earned credit (1); Sharing common core metric with faculty and staff (1); Use transfer student data better (1); Identify successful transfer student on our campus (1).

The barriers in developing this program on attendee’s campus: Data tracking (4); Bringing campus stakeholders together (3); Other campus priorities (3); Non-degree transfer students (3); Inconsistent "transfer student" definitions (2); Inconsistent "transfer student success" definitions (2); Collaboration with other campuses (2); Interpreting data (2); Not enough available data (1); How to compare students (1); FERPA (1); AA/AS advising issues (1); Staff shortage (1); Ability to collect data (1); Administration listening to campus needs (1).

Additional information needed: More data needed (7); How UNC GA tracks students in database (4); More communication between UNC GA and campuses (4); How to access the data (3); Definition of metrics (2); More detailed trend information (1); Transfer student definition (1); Clear university transfer policy (1); What data is available to the campuses (1); Reverse transfer information (1); Data collection from private colleges (1).
Additional resources needed: More data (4); More information from UNC GA (4); Technology skills/tools (2); Staff (2); Getting started (2); Funding (1); Space (1); Metrics (1); Links to data (1); Transfer requirements (1); Better ways to track students (1); Time (1); Tracking majors (1).

The next steps that those in attendance will take: Review with colleagues (4); Review campus data (4); Use the UNC GA data tool (3); Tracking transfer students (2); Feedback from transfer students (2); Review policies (2); Metrics/ using GA metrics (2); Define “transfer student” (1); Plan how to use Transfer data (1); Change tactic with transfers (1); Common core (1).

New information that attendees learned: GA data available on website (8); The data available is questionable (4); Graduation rates for 2 year transfers (3); More work is needed in this area (3); System agenda/policies (2); Reverse degrees/transfer (2); Performance funding (2); Metric definitions are unclear (2); Non-traditional students (1); Electronic transcripts (1); Transfer Articulation (1).

Additional comments from attendees: No additional comments listed.
IV. Partnership Pathways: A Collaborative Effort

10:15 a.m. – 11:30 a.m., Carolina Ballroom D

Presenter(s) – Kara Battle, Assistant Dean, Arts, Science & University Transfer, Durham Technical Community College
Tenita Philyaw-Rogers, Director of Transfer Services, North Carolina Central University

A collaborative partnership between university and community college is important in increasing matriculation. In order to create a partnership, there must be a clear identification of the roles each campus performs and the utilization of a Transfer Service Office. The Transfer Service Office allows for centralized communication that serves and educates the students while interacting with other offices. Creating academic agreements and study tracks is beneficial to the partnership to ensure easier transfer of credits and transition to higher level courses in a timely manner.

The collaboration between university and community college is necessary in the Pathway to Success, the reverse transfer process. This program is an option for students who no longer meet the requirements to continue at the university and therefore transfer to a community college to pursue an associate’s degree. After successful completion, students may apply for readmission to complete their major. A collaborative partnership is needed to ensure students are staying informed and progressing in their study plan to obtain readmission. This includes offering information session to stay connected to campuses, regular progress and grade review, monthly meetings, and activities with cohorts.

Other initiatives used to improve the approach to learning and academic performance are transfer scholarships, Orientation on the Road, Transfer Tuesday, Lunch N Learn, and creating a virtual transfer center. Proposed partnerships to promote transition include access to facilities such as Student Recreation Center and access to campus residency through Residence Life for certain transfer bound students.

Attendance:
10 UNC System Schools
5 NC Community Colleges
0 NC Independent school
0 NC System offices
0 Out of state

Those in attendance would like to implement: Increase campus awareness and partnerships with community college/ university (9); Academically themed presentation to community college students (7); Reverse transfer program (6); Orientation on the road (4); Study tracks, honor societies and scholarships (4); Lunch N Learn (3); Virtual campus center (2).

The barriers in developing this program on attendee’s campus: Staff, funding, facilities, organization, and time (16); Communication and awareness (7); Collaboration and changing mindset (7); Not knowing where to begin or how to make contact (4).

Additional information needed: How to develop study tracks (6); Data on student success and Pathway Program (6); Transition policy, credit transfer forgiveness and the difference if student has an...
Associate’s degree (5); Establishing transfer student scholarships (4); General transfer process and how advising occurs (4); Lunch and Learn and virtual transfer center design (3).

**Additional resources needed:** Funding, staff, facilities, and time (15); Technology (11); Open communication, collaboration, and participation (3); Data and demographics (2).

**The next steps that those in attendance will take:** Open communication internally and externally and begin discussions (12); Evaluate current situation and develop a transfer committee (8); Support attendance at university visits (2); Strengthen programs currently being used (1); Update website, publications and other information being posted (1); Research scholarships (1).

**New information that attendees learned:** Reverse transfer process (7); Study tracks (5); Transfer scholarships (5); Seeing a collaborative and effective partnership (4); Transfer resource center (3).

**Additional comments from attendees:** Great presentation (2).
V. Transfer Orientation: Encouraging Early Engagement

1:00 p.m. – 2:15 p.m., Carolina Ballroom A

Presenter(s) – Dr. Rachel Murphy Brown, Academic Advisor College of Arts and Sciences, UNC Chapel Hill
Dennis Soberl, Academic Advisor, UNC Chapel Hill

The Transfer Orientation process was altered to increase pre-orientation communication and engagement for students. First, welcome letters were sent to transfer students which included links to important campus resources and the Transfer Student Advising Guide – this guide included a PowerPoint, access to a podcast, and a guide to planning. There was increased pre-orientation communication, email correspondences, students were invited to a Welcome Reception, and to schedule summer advising appointments.

Transfer Orientation 2012 was redesigned in order to encourage engagement. This year, attendance was mandatory to the three one-day sessions which consisted of large group presentations organized by major and small 4-5 student group advising meetings in the Student Union.

Attendance:
13 UNC System Schools
1 NC Community Colleges
0 NC Independent school
1 NC System offices
1 Out of state

Those in attendance would like to implement: Transfer specific welcome letter, transfer guide, and transfer welcome reception (10); Videos and sharing student stories (6); Centralizing advising and using Skype/email (4); PowerPoint presentation (3); Registration before mandatory orientation (2).

The barriers in developing this program on attendee’s campus: Time, funding and getting faculty/staff involved (9); Changing transfer orientation – more online options/Skype, register earlier so orientation isn’t all about registration (5); How slowly new publications (videos, guides) take to produce and approve (2); Showing faculty and students that orientation is important and making it mandatory (2).

Additional information needed: Documents – welcome letter, transfer seminar syllabus and video (6); The overall transfer process (registration, advising) and how the program was started (4); Scheduling courses (restricted, closed) and advising (3); Emotional factors (1); Programs offered to transfer students (1).

Additional resources needed: Time and funding (7); Cooperation and collaboration from faculty/staff (5); Documents – PowerPoint, transfer guide, contacts (1); Specific transfer advisors (1); Best practice summary from UNC System Schools (1).

The next steps that those in attendance will take: Evaluate current situation, determine the next steps and who to talk to (5); Open communication between departments on the issue (5); Create similar documents (video, guide) and plan reception (2); Bring in a student panel or focus group (1); Discuss early registration (1); Identify stakeholders (1).
**New information that attendees learned:** How important the transition is for transfer students, transfer student support and especially advising (3); Assessing the current situation and implementing changes that need to occur (1); Think about the tone of the letter (1); Using deadlines instead of rolling enrollment so that transfers register early to get courses (1); Transfer student reception, videos, and testimonies (1).

**Additional comments from attendees:** More information on general advising (1); Great information, loved the video (2); Following up with transfers second week of semester/ getting testimony about challenges of first year (2); Transfer student reception – the more social aspect of orientation (1).
VI. Creating a Positive Transfer Environment

1:00 p.m. – 2:15 p.m., Carolina Ballroom B
Presenter(s) – Dr. Cynthia Wolf Johnson, Associate Provost for Academic Services, UNC Charlotte

Transfer students have unique needs and their success is a complex process. In 2004, UNC Charlotte identified a concern over the decrease in returning transfer student enrollment and one year retention rates of transfer students. The creation of the Transfer Student Advisory Committee in 2005 allowed for specific issues to be addressed. This committee shared existing support services, reviewed good practices, initiated student focus groups, and examined data to develop a shared understanding.

The committee’s report in 2007 provided numerous recommendations in key areas: admissions, orientation/transition, advising and curriculum, campus engagement, career development, and a transfer student services office. All recommendations were supported except a new office. Since 2007, several recommendations have been addressed including: several new staff positions related to transfer student services, monthly community college visits, improved admissions website, increased communications and organized orientations for transfer students, specialized academic advising, transfer seminars, general education transfer-only courses, and focused career planning for transfer students. These efforts also resulted in a transfer student assessment plan to better understand the impact of these improvements.

Several keys to creating a positive transfer student environment became evident as a result of the committee’s work – gaining a full perspective of the diverse transfer student population, increasing collaboration with internal and external partnerships, strategic planning, and transfer support networks to promote student engagement.

Attendance:
13 UNC System Schools
3 NC Community Colleges
1 NC Independent school
0 NC System offices
0 Out of State

Those in attendance would like to implement: Transfer only courses (5); Collaborative work groups between universities and community colleges (5); Living learning communities and other organizations for transfer students (4); Increased opportunity for transfer support similar to new student services but specifically tailored for transfer students (4); Hosting virtual orientation/ requiring transfer orientation (3); Data collection (3); Creating an environment and culture at community colleges before student transition to university (1).

The barriers in developing this program on attendee’s campus: Staffing and resources (13); Keeping students attendance and promoting campus culture (3); Very top-down approach/ need high level administration support (3); Tracking retention/ data collection (2); Offices with different agendas/ getting everyone to collaborate; Size of campus (1); Enrollment standards/ students who only meet the minimum requirements (1).
Additional information needed: How the committee was formed and how to make the initial connection between community college and university (4); Survey questions/ data collection process (3); Retention stats and transfer student assessment plan (2); How the transfer only courses were developed and scheduled (2); The early transfer process and how to grow a campus going culture (2); The roles of other community colleges and universities in the program (1); Issues related to financial need and aid (1).

Additional resources needed: Support from faculty, staff and administration (6); Data to support initiating similar program (4); Internal and external collaboration (4); Funding (3).

The next steps that those in attendance will take: Increase outreach to community college and collaborate with offices (6); Create a focus group, including students, to evaluate the current situation (6); Present this information to administration (4); Look to create a similar program by creating a transfer student office and requiring orientation (2); Start data collection for transfer students (1).

New information that attendees learned: The difference in data between full and part time students and the influence of financial aid on graduation and success (7); LLCs and other initiatives used to support transfer students (4); The collaborative work group process (4); Transfer only courses (1); The factors that impact retention and success of transfer students (1).

Additional comments from attendees: Great presentation, very informative and helpful- thank you (1); Being from a community college, I wanted to see what universities were doing specifically (1); Concerns: not getting transcripts in a timely manner from community colleges (1).
VII. Making an Early Connection: ECU Extends

1:00 p.m. – 2:15 p.m., Carolina Ballroom C
Presenter(s) – Angela Marshall, Assistant Director, Transfer Student Services, East Carolina University

The ECU Extends program places transfer students on the same playing field as first year and native students while creating a sense of belonging to the university community. The program provides an enhanced view of transfer requirements and procedures while providing resources to transfer students. ECU Extends utilizes a collaborative partnership between the university and community colleges to meet the individual needs while creating a holistic experience for transfer students.

ECU Extends is an easily adaptable and cost effective way to take responsibility for student success by providing the best opportunities for transfer students. This program bridges the gap between the community college and university and has received positive responses from personnel and students. ECU Extends benefits students by providing clarity on the transfer process, requirements and expectations. These benefits have decreased the level of transfer anxiety and have helped students to understand what it takes to be successful.

Attendance:
10 UNC System Schools
6 NC Community Colleges
1 NC Independent school
0 NC System offices
0 Out of state

Those in attendance would like to implement: Better relationship with community college and having faculty/ staff participation (4); Create programs or contacts on campus for transfer students (4); Create a general transfer fair (3); Continue current program/ expand to new institutions (3); Invite university advisors to community colleges/ community college advisors to university campus (3); Bring advisors on visits with students who are undeclared (1).

The barriers in developing this program on attendee’s campus: Time commitments from faculty, staff and advisors and general excitement to be involved (11); Collaboration between departments and institutions (6); Funding (6); Universities not visiting smaller community colleges (1); Finding the right people to work with at the community college/ university level (1).

Additional information needed: The breakdown of the schedule of events and making information of the event readily available (4); Results/data on the event outcomes (3); Who are the right people to contact both at community college and university/college level? (2); Video calling/Skype chat/ global classrooms to make more accessible (1); More advisors that are willing to travel (1); Adding undeclared advisors (1).

Additional resources needed: Personnel and advisors able to contribute that much time (6); Funding and financial support (4); More information and data on transfer students – what they need (3); Internal and external collaboration (3).
The next steps that those in attendance will take: Talk to college leadership and advisors/ have meetings (8); Make connection/ communicate with community college advisors to see what students need (7); Evaluate what the school is currently doing and open communication (4).

New information that attendees learned: About programs that universities offer to transfer students, specifically ECU Extends (5); Colleges will willingly come to community college campus and partner up (3); When and how events and programs work (3); How to maximize visits (1).

Additional comments from attendees: Form an interest group/ committee that included personnel from colleges and community college across NC so there is active communication and contacts (2); Have information readily available online for students and advisors (2); Create transfer student clubs at community college and potentially get mentors (1).
VIII. Credit beyond the ACE Evaluation: A Deep Dive into Military Training and Education

1:00 p.m. – 2:15 p.m., Carolina Ballroom D

Presenter(s) – Dr. David L. Brand, Vice President for Academic and Student Services, Fayetteville Technical Community College

Military training is a combination of training, experience and education and is accredited in similar ways as colleges and universities. Schools often deny credit for military training because they do not fully understand ACE credits or military training and are concerned that it may disadvantage military students. There is also concern that it will lessen the quality of the degree or the institutions accreditation.

ACE created a basis for recognizing military educational experiences in terms of civilian academic credit through review standards – documentation and overview, assessment strategies, and set evaluative criteria for courses. ACE credit recognizes college level knowledge and skills, affirms that veterans matter to schools and motivates them to complete degrees.

While the ACE evaluation is beneficial in securing course credit for military training, it is overall a recommendation. There is a need to go more in depth in the evaluation to allow colleges and universities more accurate determination of credit. PLA fulfills this role and aids in reducing the period to graduation, increases persistence and increases the graduation rate of military students. It is important to offer PLA because it saves time and money in degree completion, serves adult learners, instills greater persistence and recognizes the value of learning outside the classroom.

Attendance:
5 UNC System Schools
1 NC Community Colleges
0 NC Independent school
1 NC System offices
0 Out of state

Those in attendance would like to implement: ACE recommendations and review process (2); Providing more specific credit for military training (2); Need to award ACE recommendations at lower level (2); Understanding all standards and lists of POI (2); Course by course evaluation (1); UNC system looking at ways to use military credit in degree completion (1); ACE only scratches the surface – need to dig deeper (1).

The barriers in developing this program on attendee’s campus: Faculty buy-in/ approval of coursework and credits (9); Not within power to make changes needed or accept credits (3); Lack of knowledge of ACE (1); Academic stigma and training for admissions officers and registrars (1).

Additional information needed: More information and access to POI (4); More about campuses and programs where ACE are easily accepted (4); Documentation of ACE standards and course descriptions (1); How to waive ACE credit from counting towards tuition surcharge (1).
Additional resources needed: Informing faculty and administrators and gaining cooperation (4); Documentation of ACE standards and course descriptions to ensure better evaluation (2); Information on POIs (1); Already accepting ACE credit for major coursework (1); How to dig "deeper" and contact resources (1).

The next steps that those in attendance will take: Evaluate current situation and bring ACE officials to give details to administrators and faculty (5); Check how campus is viewing credits and work with existing programs that are successful (3); Advocate for course to course equivalences (1); Review ACE website for more information on how to create better equivalent process (1).

New information that attendees learned: SOF degree programs, how to obtain POI and ACE accreditation process (4); The challenges facing course-to-course equivalent (1); Beneficial to go beyond ACE recommendations and dive deeper (1); How the school is currently effective in this process (1).

Additional comments from attendees: No additional comments listed.