



**Purpose:** To bridge the gap with transfer students! How to prepare and conduct your own focus groups. Learn from our experience and explore ways to address topics that might be specific to your campus and make the connections with colleagues to continue the discussion.

**A. Transfer Network**

Regional Network Representatives needed (Openings in Regions 3&4),  
Network email list serve sign up.

**B. Who is here? institution type, size, % of transfers**

**I. Icebreaker**

A. People bingo

**II. Cal Poly 2005 student information**

- A. 18,475 total students (17,488 undergrad-987 post-baccalaureate)  
incoming for '05, transfers – 898 (26%) freshman – 3,420
1. Week of Welcome – freshman and transfer orientation groups
  2. Summer Advising Program

**III. Conducting your own focus Groups**

A. Preparation

1. contacting resources
2. inviting students
3. permission as needed (taping permission, photo releases)

B. Logistical considerations

1. Time and place
2. The sessions
  - a. choosing and preparing the best facilitators
  - b. creating a script can help with uniformity and validity of session information

C. Our discoveries

**IV. Focusing on our transfer students**

- A. Discuss the topics or information needed from transfers on your campus.
- B. What are you doing well on your campus in regard to transfer students?
- C. What challenges does your school face?

**V. Reminders: sign ups for Network resources, follow-up questions**

**VI. Evaluations and Prize drawing**

**For an electronic version of any the following resources mentioned today:**

1. Example focus group leader script
2. Sample focus group questions
3. Our focus group findings for transfer programming changes
4. People bingo activity sheet and instruction write-up
5. Transfer student trends and myths information sheet
6. Email invitation letter
7. Other things mentioned that you have questions about



### **Our focus group findings and recommendations for programming changes and improvements**

- Market specifically to Transfer Students
  - Use “For Transfer Students” in text / do not send “Freshmen” materials
  - Tell them *why* they need it
- Evaluations
  - Have evaluations available
  - Provide information on understanding your evaluation
- Provide a map with locations of important resources
  - Help them process resources, names and services can differ from their original campus
  - Connect them with all resources including career services, faculty advisors, financial aid, graduate programs office, etc.
- Have experienced students as co-advisors during the Advising Session
  - Preferably students that are also transfer students
- Have a general session
  - policies and procedures (adding/dropping classes, GWR, USCP, petitions, etc.)
  - difference between quarter and semester systems
  - differences between community college and
- Transfer only sessions with resource representatives
  - Time to ask individual questions
  - Remind the resource representatives and presenters know that the students are not freshman and have different needs



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