Summary Report
Credit Transfer Conference

Friday, April 19
Buchanan Alumni House
University of Maine

Participants

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>faculty member</td>
<td>16.7%</td>
</tr>
<tr>
<td>academic affairs administrator</td>
<td>16.7%</td>
</tr>
<tr>
<td>student affairs administrator</td>
<td>0.0%</td>
</tr>
<tr>
<td>transfer officer</td>
<td>8.3%</td>
</tr>
<tr>
<td>student success officer</td>
<td>8.3%</td>
</tr>
<tr>
<td>enrollment management officer</td>
<td>33.3%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

Summary Results
(Scale 1-5)

Value of Conference                           4.08
Value of Working w/ Cross section of Campus Representatives 4.25
Value multiple Stakeholders at Future Meetings 4.33
Importance of Engaging as Specialized functions 4.25
Value of Campus-based Self-Study Approach    3.92
Value of Learning Outcomes as Tool           4.17

Overall Conference Rating 100% Somewhat or Very Satisfied
Q12. What things did you find most useful about the conference or will impact your work related to transfer on your campus?

- Begin to develop a campus plan to address unique needs of transfer students
- I really enjoyed the group work with fellow colleagues and faculty. It has given me some great starting points and language to use and I reach out to other faculty.
- Hearing viewpoints from all the different perspectives represented both within each campus and as a system.
- The discussions with colleagues on campus about how we might improve our outreach to transfer students.
- Discussion with campus colleagues to clarify issues

- John Gardner gave me new ways to think about transfer students.
- Issues John Gardner raised and the discussion at the table
- John Gardner’s presentation was very good. I think the suggested approach of putting together a campus task force will help us to coordinate our efforts to support transfer students. Paul Gaston’s questions, once we understood them, also helped us to think about multiple ways in which an institution can think about assessing student learning.
- We’ve learned much from our work with the First Year Experience and Foundations of Excellence initiatives. So I envision future projects with John Gardner will be rewarding as well.

- The Degree Qualification Profile was interesting. We brought a copy of our revised Gen. Ed. outcomes and courses to the meeting and reviewed the document while discussing the ‘Civic Engagement’ portion of the Degree Qualif. Profile. For the non-academic staff, that overview of our campus’ Gen. Eds. was very useful in our discussions.
- The DQP is intriguing. I would like to know more about how we think we may use it as a system.

- Two points, 1) Develop a standardized system whereby all core (program) courses and general education courses are equivalent from campus to campus (based on learning outcomes). 2) Synchronize all of the above courses in Maine Street under the same name and number. These two steps will make the transfer system effective.
If yes, **who needs to be included** (either from the campus, System or Maine Community College System perspective)?

- Faculty and VPAA's need to hash out how to solve the problem. If they can't do it because of turf wars, then the presidents and the chancellor must implement a solution.
- Faculty, faculty, and more faculty :)  
- Faculty (preferably senior faculty who have potential to garner support from colleagues) and those who will be most involved with the logistics (transfer affairs staff; advising).
- Faculty do need to participate in a Systemwide discussion which compares the learning outcomes in each of our cores/gen ed curricula and arrive at some decisions which will benefit internal transfer students.
- Faculty
- From system-- as many faculty as possible and faculty leaders of the campus unit gen ed committees (or other governance units)

- The full spectrum from Provosts through transfer officers. More Program Coordinators/Chairs would be lovely.

- All groups
- Hard to say because transfer affects many different groups.
- All stakeholders

- Maine Community College System (and more faculty!)
As your campus considers its own approach to enhancing the transfer experience, what additional resources (workshops, studies, data, etc) might be most useful?

- Data is always useful and we don't have a full-time IR person.
- Technical assistance in working with MaineStreet and ImageNow for both data crunching and setting up degree audit system.
- Data is always a great motivator! I'd like to know what are the most currently well worn paths of transfer, particularly between the MCCS and UMS (and what are the success outcomes). Also, collaborative working groups of faculty from the same (or similar) programs across UMS and MCCS discussing common outcomes, gen ed core, and challenges - breaking down the turf war!

- We need a user-friendly transfer portal on our campus and at the system level. Students, parents, and transfer source partners can’t or won’t use Maine Street to find equivalencies.

- Time for the different groups to communicate together and decide "what is possible"?

- Funds
  - I think most campuses would appreciate having additional financial support from the System to promote the work we need to do. In particular, most of our institutions would need additional staffing in order to better support our transfer students.

- The system is easy to fix, just do it.