Evidence Based Library and Information Practice

"Don't Make Me Feel Dumb": Transfer Students, the Library, and Acclimating to a New Campus

Matthew Harrick et Lee Ann Fullington

Citer cet article

Résumé de l'article

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Methods – A screening survey was used to recruit transfer students in their first semester at Brooklyn College (BC) to participate in focus groups. The participants discussed the issues they encountered by answering open-ended questions about their experiences on campus, and with the library specifically.

Results – Transfer students desired current information about campus procedures, services, and academic support. They often had to find this information on their own, wasting valuable time. Students felt confused and stressed by this process; however, strategic library involvement can help alleviate this stress.

Conclusion – Involving the library more fully in orientations could ease students' confusion in their transitional semester. Students desired local knowledge, and the library is in a key position to disseminate this information.

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"Don't Make Me Feel Dumb": Transfer Students, the Library, and Acclimating to a New Campus

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Abstract

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Conclusion – Involving the library more fully in orientations could ease students' confusion in their transitional semester. Students desired local knowledge, and the library is in a key position to disseminate this information.

Introduction

Transfer students are a distinct population of a college's student body. At Brooklyn College (BC), we define a transfer student as "an applicant who has attended any college, university, vocational, or religious institution after graduating from high school or receiving a GED" (BC, 2019a). A 2017 National Student Clearinghouse Research Center report found that "out of 852,439 students who first enrolled at a community college, 31.5 percent (268,749) transferred to a four-year institution within six years" (p. 9).

In our university system, the City University of New York (CUNY), which is the largest urban university in the country, transfers account for 35.3 percent of new students in Fall 2017: 25,879 out of 73,375 (City University of New York, 2018). BC, like all of the 24 colleges in the CUNY system, is a commuter institution, with a large population of first-generation students. At BC, transfer students are the largest group of new students for the same period, 43 percent, or 2,096 out of 4,883 (BC, 2018), and they feature prominently in the College's Strategic Plan (BC, 2019b).

This growing population of students is unique from traditional first-year students in many ways, not least of which in the challenges and barriers they experience when transferring from one institution to another. A commonly experienced phenomenon is "transfer shock", where transfer students "suffer a severe drop in performance upon transfer" (Hills, 1965, p. 202),

and during which they "obtain lower average grades immediately after they transfer than they received in junior college" (Hills, 1965, p. 204). Hills' research set the tone for transfer student research (Cejda 1994; Cejda, Kaylor, & Rewey, 1998; Ishitani, 2008).

In addition to transfer shock, researchers have identified other transfer student barriers and challenges in recent studies. Some common findings include: poor communication between community colleges and four-year schools (Chin-Newman & Shaw, 2013; Owens, 2010); the lack of transfer-specific orientations (Owens, 2010; Chin-Newman & Shaw, 2013; Townsend & Wilson, 2006; Townsend, 2008); transfer students do not attend orientations (Grites, 2013); weak transfer student advisement (Chin-Newman & Shaw, 2013; Owens, 2010); difficulty with academic and social integration (Grites, 2013; Townsend, 2008; Townsend & Wilson, 2006); and weak personal and institutional supports (Chin-Newman & Shaw, 2013; Grites, 2013; Owens, 2010). Grites (2013) believed transfer shock would continue alongside these other challenges.

There are many academic and social groups on college and university campuses invested in identifying and easing transfer student barriers and challenges. Not surprisingly, academic libraries are also investigating ways they can help, too. Furthermore, at a commuter campus like ours, in a system of non-residential colleges, the library becomes a place to meet, to work, or to socialize between classes, and is not just the place to check out books. As students do not live

in campus housing, transfer students at a commuter college will not have the same opportunities or mechanisms for acclimating to a new college as those at a residential campus. This research study is significant as it listened directly to transfer students to incorporate their voices in the library's mission to provide effective services and programming to ease student transition. Our findings could help other academic librarians see the importance of student voices, and offers ideas for successful intervention.

Literature Review

Research interest in this population from the academic library perspective is growing. Staines (1996) discovered that many transfer students at four-year institutions returned to use their community college libraries, as they felt more comfortable with the resources and the space. Whang et al. (2017) highlighted transfer student specific orientations involving multiple departments.

Another focus—library outreach efforts for transfer students—also identifies orientations as important (Cox & Johnson, 1992; Kraemer et al., 2004), as well as a few more strategies: a collaboration between an academic library and its local writing center in the creation of a research and writing course for transfer students (Tipton & Bender, 2006) and personal librarian programs (Coats & Pemberton, 2017; Lafrance & Kealey, 2017; Macdonald & Mohanty, 2017). McBride, Gregor, and McCallister (2017) and Sandelli (2017) reinforced the importance of librarians' commitment to working with other groups on campus, participating in orientations, establishing relationships with feeder school librarians, and providing resources tailored for transfer students.

A common thread running through research regarding transfer students is that academic libraries recognize their position on campus as possibly strategic to easing or eliminating some of the barriers and challenges transfer students

encounter. However, many academic librarians developed programming and outreach without direct input from transfer students themselves. Or, if they had transfer student input, their programming was limited in scope or scalability. Our current research confirmed that we at BC were on the right track in our initial efforts to connect with transfer students, and brought to light issues we had not yet considered. The past research also showed that it is of the utmost importance to talk with transfer students directly, and to apply their comments as holistically as possible to library outreach and programming, involving as many campus constituents as possible, and looking for longevity. Our project complements and extends recent research. First, it finds its place among other projects, such as Richter-Weikum and Seeber's (2018) study, which used focus groups and interviews to talk with transfer students at urban institutions; Roberts, Welsh, and Dudek's (2019) statewide survey of academic librarians about their perceptions of academic library outreach and instruction for transfer students; and Heinbach, Fiedler, Mitola, and Pattni's (2019) mixed-method research that reoriented librarians' approaches to supporting transfer students by focusing on their strengths. Second, our research differentiates itself from these studies, and expands them, in that we build on the knowledge that transfer students need support from the library, and use focus groups and interviews to collect data that would show us specifically how the library can better integrate itself into the transfer student experience.

Aims

This article describes an exploratory qualitative study that seeks to uncover and understand the issues facing transfer students as they acclimate to BC. BC is a public commuter college that is part of a large university system with mechanisms already in place for transferring within the system: students either earn credits at the community colleges to fulfill requirements prior to transfer for completion of Bachelor's

degrees, or complete Associate's degrees and subsequently enroll for bachelor's programs. Thus, this study also attempts to pinpoint what the library can do to assist transfer students as they navigate these processes. The data we gathered and subsequently analyzed addressed the following research questions:

1. What barriers do transfer students encounter in their transition to Brooklyn College?
2. What services do transfer students desire most?
3. How can the library support transfer student acclimation to campus?

Situating the Study

Our study took place during the 2016-2017 academic year. Of the 4,699 new students in Fall 2016, 2,169 were new transfer students (BC, 2016). The following spring, 1,300 of the total 1,367 new students were transfers (BC, 2017).

Several offices on our campus, including the Transfer Evaluations Office, are dedicated to improving the transfer student experience (including retention and graduation rates). Another example is TransferNation, which seeks to ameliorate some of the aforementioned issues by providing a semester-long onboarding program for a select, voluntary group of transfer students. At past transfer orientations, librarians promoted library services and resources, and distributed Transfer Student Library Bulletins, our publication detailing important library information.

In 2014, the college revamped transfer orientation programs, and the library's presence was reduced to tabling at campus resource fairs. Though the library had an interest in conducting research to better understand the needs of our transfer students, with this shift in orientation programming, we needed to upgrade this interest to a priority. We wanted to reestablish and subsequently build a more comprehensive library presence at orientations. To do this, it

was necessary to collect evidence to share with other campus groups that transfer students would benefit by a more robust library presence at orientation. The best way to gather this evidence was to talk directly with transfer students: learn what they need, what they already know, and how the library can help. Hence, the heightened need for our study.

Methods

We chose focus groups as our data collection method to bring together first semester transfer students in small groups to encourage interaction between the participants, with the intention that the students would share their stories and comment on each other's experiences (Glitz, 1997; Von Seggern & Young, 2003; Widdows, Hensler, & Wyncott, 1991). We conducted focus groups in both Fall and Spring semesters to capture any differences in the overall experiences transfer students had depending on which semester they entered the college.

To recruit students for the study, we created a short screening survey using SurveyMonkey and emailed students the survey via the transfer student electronic mailing list. We also hung posters with the survey link around campus, and distributed flyers at transfer student events. We wanted to recruit both CUNY and non-CUNY transfer students in the focus groups to potentially compare their experiences. The survey was open for one month. We received 77 responses in the Fall and 62 responses in the Spring semester.

We selected participants using convenience sampling and contacted all survey respondents who met the inclusion criteria of being a first semester undergraduate transfer student. We offered $25 Target gift cards as participation incentive. We emailed qualified survey respondents a Doodle poll to select dates to meet for the focus groups. We offered 5-8 sessions each semester, at times when students would likely be available, and aimed to have

groups of 4-6 students. We then assigned respondents to focus groups and sent confirmation and reminder emails to mitigate any drop outs (Billups, 2012). Ultimately, we scheduled ten focus groups (five per semester).

We identified an alternative data collection method in case only one participant showed up on any particular date. Turning someone away simply to adhere to our research design meant we would miss an opportunity to talk to a student. So, we would use an in-depth interview as a backup data collection method. Though we would miss the opportunity for interaction effects that focus groups afford, an interview would still allow us to include these student perspectives.

Our diverse pool of respondents reflected our student population, and we captured a range of experiences from students of varied ethnic and racial backgrounds, genders, and ages, as shown in Table 1. We had 21 participants in total, between all the focus groups.

Using Braun and Clarke's (2014) notion of crafting questions that "open out" (p. 117) and encourage discussion that allows for agreement and disagreement, we created a set of open-ended questions for our semi-structured focus group guide (see Appendix). Our questions were sequential, moving from broader transfer process experiences to their current BC experiences. As librarians interested in hearing about the transfer experience, and developing services to assist transfers with acclimation, we created several questions about library specific experiences. We wanted to keep the questions open-ended and avoid leading questions (such as, "Would a tour or orientation help?") as we did not want to introduce confirmation bias into the study. Thus, we phrased our library-related focus group questions to allow for more organic discussion and consideration. The broader purpose of our study was to explore their experiences rather than confirm any notions we held about the library's role in their acclimation.

Though our study did have a confirmatory element, because we needed evidence to argue for reintroducing the library to orientation, it was not the focus of the research. Seeing as we are librarians conducting research about the library, we could not however, avoid researcher bias as we both moderated and administered the focus groups.

For the actual focus groups, with participant consent, the co-investigator took notes, handled the consent forms, and recorded each session for transcription purposes. The primary investigator (PI) moderated all sessions. Dividing the labor ensured consistency: each instance of participant intake and its associated tasks was uniform, and one moderator prevented deviation from the question guide.

We analyzed our transcripts using the thematic analysis method (Braun & Clarke, 2006), which provided flexibility to allow us to understand students' stories. Using an inductive coding approach, we identified themes and patterns in the data. We outsourced the transcription of our recordings. While we awaited the transcriptions, we reviewed our notes from the focus groups to start brainstorming potential themes. We also identified common themes to use to inform our initial codes. To test these codes, we each coded one transcript separately, then compared the application of our codes to this transcript. We had near perfect agreement in how we determined and applied our codes and felt confident coding the remaining transcripts independently. We then each hand-coded a set of the transcripts. After this first round of coding, we discussed sections in our respective transcripts that were unclear or difficult to categorize and coded these sections together. The co-investigator then used NVivo to code all hand-coded transcripts in order to break our transcripts up into data extracts, which we then grouped into themes. For this article, we analyzed only data excerpts related to the library and its role in the transfer process.

Table 1
Screening Survey Data

Group 1 (Fall)	Race/Ethnicity	Gender	Age	Previous Institution/(Associate's degree)
Student 1A	Hispanic	Male	21-29	CUNYAA
Student 1B	Black	Female	21-29	CUNY 2YR
Student 1C	White	Female	21-29	CUNY
Student 1D	Middle Eastern/North African	Female	18-20	CUNY 2YR
Group 2 (Fall)				
Student 2A	Black	Female	18-20	Non-CUNY
Student 2B	Asian	Male	21-29	Non-CUNY
Student 2C	Black	Female	18-20	Non-CUNY
Student 2D	Other	Female	30-39	CUNY 2YR
Student 2E	Indian	Female	18-20	Non-CUNY
Student 2F	White	Female	18-20	Non-CUNY
Group 3 (Fall)				
Student 3A	Hispanic and African	Genderqueer	21-29	CUNY
Group 4 (Fall)				
Student 4A	Black	Female	30-39	CUNY AA
Student 4B	White	Female	18-20	Non-CUNY
Group 5 (Spring)				
Student 5A	Hispanic	Female	18-20	CUNYAA
Group 6 (Spring)				
Student 6A	Hispanic	Male	21-29	CUNY AA
Student 6B	Black	Female	21-29	Non-CUNY
Group 7 (Spring)				
Student 7A	Black	Female	18-20	Non-CUNY
Group 8 (Spring)				
Student 8A	White	Female	21-29	CUNYAA
Student 8B	Not Disclosed	Genderqueer	18-20	CUNY AA

Group 9 (Spring)				
Student 9A	Black	Male	21-29	CUNY
Group 10 (Spring)				
Student 10A	Hispanic	Female	21-29	Non-CUNY

Results

Our participants discussed early decision-making steps at their previous institutions, contacting offices at our campus before registering, their first day on campus, and beyond. Our data analysis identified patterns that coalesced in two major themes: 1) transfer process bureaucracy, and 2) acclimating to a new campus. The first theme refers to the steps the student takes: deciding to transfer, applying for admission, credit evaluation, and the processes they go through once they have enrolled and arrived on campus. The second theme encapsulates students' experiences, and the steps they take to get used to the new campus (e.g., programs they may attend, including orientation). It is beyond the scope of our article to discuss the entire transfer process, so we focused on library related sub-themes. Patterns we identified from the data show that the library plays two key roles for transfer students: library as a provider of local, campus specific knowledge and library as place.

Library as Place

Because BC is a commuter school, and our students do not live in dormitories, they do not experience immersive campus life, including opportunities to learn about local culture. The library is a space that is neither home nor dorm (places that may be full of distractions or offer no study spaces), but a place where students can be productive and collaborative (Regalado & Smale, 2015). The library was not the top reason to transfer to BC (cost and proximity to home were top two); however, several students

factored the library into their decisions to enroll at BC. CUNY libraries have reciprocal access agreements, and some students had already used the BC library before transferring, and envisioned themselves being productive there. Student 9A summarized his impression of the library as a place: "I could really get some work done here. It's clean and it's quiet. You're near people. I'm going to say it was a factor."

According to Student 8B:

> For me, it's really about spots. That's why I picked BC in the first place. I went to the library with my friend. We were like we need to come here. It is a big place where I study. I could live in the library.

Student 3A visited our library when they interned at a nearby high school, and already felt a familiarity when considering transferring here:

> I love the space. It's quiet... that's a big thing for me, having quiet spaces, having endless amount of resources both digital and print and computers… I felt accommodated by the librarians. The library was a big reason why I moved to transfer. I saw and I felt that I would do very well here just based on the library, the space.

The library as space is also a consideration for transfer students without opportunities to come to the library prior to transferring. For these students, being overwhelmed and confused pointed to a need for the library to intervene positively in their acclimation. For example,

Student 1B commented that "certain areas [of the library] I kind of had to learn on my own. Sometimes I would want to be seated at a certain area, so I wouldn't get distracted by what was going on in the library." Student 5A also felt lost, offering: "If there was a tour to the library, then I wouldn't have been confused. I literally roamed around the second floor for a good half an hour looking for a space." The library does not offer tours, so students must discover our spaces on their own, possibly adding stress to their acclimation.

Our focus group participants told us tales of frustration, bewilderment, confusion, and a lack of information. This gap in local knowledge can be visualized as transfer fog. Though most of the students figured out processes and asked clarifying questions, the fog could lift sooner if we disseminate core information earlier in their transition to campus. Staines (1996) found that students returned to previous college libraries because they were familiar with them. However, when students in our system draw on the knowledge they have of how things work at their previous institutions, this may complicate their acclimation because the way things work at a different library (CUNY or non-CUNY) is not necessarily indicative of how things work at BC.

Rather than relying on students' self-efficacy, we can intervene in the transfer process by participating in orientation and finding alternative ways to reach them prior to their first time in the library.

Acquiring Local Knowledge

Many students expressed anxiety, unease, and frustration with feeling uninformed about campus services and procedures. At BC, the library houses the college's main computer labs. The IT-related issues transfer students encounter often come to the attention of the staff at the library's service desks. Our reference desk is split into two service points: reference and computer sign-in. Though we have tried to

differentiate the service points with signage, the blending of services at service points confuses students.

Of particular confusion is our idiosyncratic computer sign-in system. At other CUNY campuses, students choose their own computer and log in with college credentials. Our system requires our staff to assign computers to users when they hand in their IDs, and for Student 2B, this was confusing: "My first day I just sat-- I didn't know the policy. I just sat at a random computer on the first floor...then someone was like, 'Oh, you're in my seat.'" Student 7A was confused, too: "Why do I have to sit at a specific computer? I had free choice at [my previous institution] of computers for was whichever one was open."

Student 1D got help:

> [I]n (sic) [my previous institution] sometimes you don't need to sign in, you can just go and sit and sign in if there's not a lot of people. I thought that was how it was here. Then the [librarian] was like, "You have to give your ID--" He was very nice about it. I felt really dumb.

As previously noted, some students rely on their experiences from previous institutions as a problem-solving technique to use services at our library, but this technique is not necessarily sustainable. Student 3A was familiar with the CUNY interlibrary loan system, and applied that knowledge at BC, stating, "For a while, I actually used [my previous] library's database for books and sent it here or picked it up there."

Library service desk staff can ease student transition. Staff members at our Circulation and Reserves desks are often the first people students ask for help, even if the question is not library related. Student 4A related that the library was the first place on campus where she got answers to her questions about college procedures:

When I first got [to BC] with my ID card, it was one of the guys from the circulation desk who explained what the card gets you. He went into explaining to me about the validation. Being new, I didn't know what it meant. He kind of explained certain things to me, gave me a little good direction.

Simultaneously, she learned about the need for memorizing her student ID number, as students use this number to log in to numerous library services. However, at her previous CUNY institution, this number was printed on her ID card, and the college used a different system for logging into services.

Our campus receives many transfer students in both Fall and Spring semesters. New students will have similar questions in both semesters, and staff may (erroneously) assume that Spring students are up to speed on how things work, not realizing they could be new first-year or transfer students. Student 5A recounted:

> I didn't know where all the computers were. So I asked one of the librarians at the reference desk, and she just handed me this big laminated sheet. They didn't explain anything, so I had to ask them, "Can I use any of these computers just to do homework or not?"

Students mentioned that an informational tour or talk at orientation would have been helpful. Student 1D notes, "I kind of wish I went to the orientation. I feel like it would've been way more helpful." Other participants agreed:

> Student 2E: They could just talk about it. Because I didn't know about the library until one of my friends brought me in and told me about it. I think if they spoke about it at orientation, it would kind of give the students a heads up.

> Student 2F: Because everybody kind of walks into the library… not really knowing how to use the library resources, yet

knowing that they're there. So maybe having an information session at orientation…maybe the library could get up there and talk a little bit about the process of getting integrated into the library.

Students would also like to meet librarians at orientation. Student 10A felt that a librarian should be present at each orientation tour because she "would have wanted to see a familiar face. Then you could feel comfortable going back to them for any more questions."

For students unconvinced that orientation or a tour would be beneficial, framing either as a moment to get insider or local knowledge may be effective to entice students to participate:

> Student 9A: I'm kind of iffy about [orientation] because as a student, you know that the library is an essential part in your education. You have to take that step and walk in the library and talk to the librarians. You don't have to have people tell you, "This is a librarian. This is what they do."

> Student 8B: I do these things because...I hate feeling like I don't know what's going on. I think the basics are where you start. Once you know the basics, it's easier to explore the college and the library. But all that stuff comes from knowing the basics and being able to walk into the library and not feel like, where the hell am I going?

Discussion

The library is a central building on our campus and serves a role similar to a student center as a place to be between classes, where students come to work and socialize. The library is also the college's largest computer lab. Addressing, during orientation, the myriad roles the library plays would help alleviate transfer students' frustration and cut through the transfer fog. Students who used our library prior to transferring noted they either felt a connection with the library space, or with librarians and

library staff. These students knew the spaces they wanted to use and felt that they would work well here. Highlighting library spaces could promote the library to transfer students who did not have the opportunity to use the BC library while attending their previous college. A tour during orientation could also address local knowledge deficiencies.

Students' near universal concerns were about the lack of local knowledge: using the library's computer labs, printing, study space locations, checking out books, using group study rooms, and the importance of the student ID. The library could transmit this local knowledge to students if we were to participate more fully in transfer student orientations. By addressing seemingly little issues, we can save students time and ease their transition, confusion, and frustration.

Though students indicated they want librarians to present at orientation, providing an overview of library resources and services in print form, and having informal conversations with students at Resource Fair events, can be enough to get students started. The main issue is to make sure all transfer students receive at least the core information about library and IT services.

Conclusion/Recommendations

The academic library is strategically situated to play a prominent role in easing transfer student acclimation to a new campus. However, because each group of transfer students is unique, not all outreach programs and services will work for all groups. There is no one common transfer experience, and therefore no one-size-fits-all solution. It is incumbent upon librarians to meet with and interview transfer students at their institutions to discover their specific and unique needs, challenges, and successes; to share the results of these discussions with constituents on campus invested in easing the transfer experience; and to develop holistic and diverse programming and partnerships to engage with

transfer students at multiple points. We found through our focus group discussions that there are particular needs the library could address, as evidenced in the Discussion section. Although we found no single solution to address transfer student needs, what is evident is that using focus groups or interviews is useful to uncover unmet needs, and to use students' feedback in creating new or improved library outreach initiatives to support their acclimation. However, we can suggest using such methods to collect information from students in order to create supports that address the idiosyncrasies of our institution.

Libraries are in prime positions to connect transfer students with library services and resources at their new institutions, and with other campus academic and social services, if librarians know what the specific issues are. The library must complement other services and offices on campus, such as the Transfer Student Center, Registration and Advisement, and Peer Mentoring/College Transfer Group, in its outreach and programming for transfer students.

As with Richter-Weikum and Seeber (2018), Townsend (2008), and Townsend and Wilson (2006), and, where researchers conducted interviews with students, our research confirmed that the value of actually talking to the students cannot be underestimated. Engaging with the students allowed us to delve deeper into understanding their needs and determine ways to meet them. A related, unexpected outcome from the focus groups was the students' enthusiasm and desire to help future transfer students, to share their experiences to try to improve the process. Student 4B proclaimed: "I'm glad I got to come and have somebody hear about my experience.... I was talking about what will help prevent some people from having the same bad experiences that we've been having."

This passion to help would not have been nearly as evident had we relied on collecting survey

responses. This is one of the benefits of qualitative research: from the tones of their voices, and from their facial expressions, we could see that our participants were angry about their transfer experiences, and they wanted to participate in our research as a way to help future students. When we deviated from our method and conducted three in-depth interviews (some students did not show up to their scheduled focus group), our nimble design allowed us to talk to these students who wanted to share their stories, rather than turning them away because they had missed their focus group appointments. The positive feedback we received, and the trust we gained from students because we were willing to listen, showed that our engagement with these students was meaningful, and our attempts to improve their experiences were appreciated.

As Cox and Johnson (1992) found, their library orientation workshops for transfer students were deemed useful by participants. Building on this, our participants also spoke of a desire for better library representation at orientations. Thus, our first next steps are local to our campus. First, we will approach Student Affairs to re-embed the library into orientation so we can impart local knowledge to incoming transfer students. We will offer a library tour to introduce students to several librarians, friendly faces they could feel comfortable approaching for help. As noted earlier, framing the tour as a way to learn insider tips for success, and about library resources and services, may increase participation. We will also modify our virtual tour, the Library Online Orientation Program, also known as The LOOP (Georgas, 2014), and its attendant quiz, to deploy to new transfer students each semester. Perhaps most importantly, library managers need to remind public services staff to treat every semester as each student's first, and to be gentle and helpful to everyone to alleviate the transfer fog that happens in both Fall and Spring.

When the above are in motion, we will look to partner with other librarians in our university

system to find collaborative ways to make the entire transfer process smoother. BC is a popular transfer destination from 2-year CUNY schools, and our university system-wide library association is our mechanism to work with librarians from these 2-year schools. We can use this association to begin a wider conversation about easing transfer student stress with library support. We could consider coordinating instruction between the junior and senior colleges by creating a new roundtable for interested librarians or as part of the current Instruction roundtable. Ultimately, we are in a unique, and uniquely strong position, in that instead of one library tackling the transfer student problem once they arrive here, we can intervene earlier by collaborating with librarians at schools where transfer students transfer from, so that, when they arrive here, a solid foundation for transfer student success has already been laid.

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Appendix
Focus Group Questions

Introduction: You've all been invited here today for this focus group to discuss your experiences transferring into BC.

1. What was the most difficult part of transferring into BC? What made this frustrating or difficult?
2. What was the easiest part of transferring? What did you enjoy about the process?
3. Think about the offices and services you may have used throughout the transfer process. Which service/office was most useful to you?
   a. Which service/office was least useful or most frustrating?
   b. How would you improve this service?
4. As librarians, we want to be of service to students and improve your experiences at BC. Have you had any interactions with librarians, or have you taken a class that came to the library? Please elaborate.
   a. Can you think of (or describe the) ways the librarians can assist with the transfer process?
   b. What role does the library play, if any, in your transfer experience?
5. Is there anything you wish you knew before you came to campus and started your BC career?
6. Is there anything else you'd like to add about your transfer experience?