

Student Achievement Team
Out-of-State Student Retention, Persistence and Graduation
Subcommittee Report

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Introduction

Appalachian State University continues to work towards meeting the goals set by UNC General Administration, UNC Board of Governors and the Board of Trustees to improve persistence, retention and graduation rates of its undergraduate students. Appalachian State University has introduced new programming and changed academic policies that have resulted in improve first year to second year retention rates from 85.8% for the 2006 freshman cohort to 87.6% for the 2011 cohort. In order to continue to improve retention and graduation rates, a new focus has been placed on identifying subpopulations of students at-risk for not completing their degree on time or who have historically been retained at lower rates. Examples of these groups include males, students with unmet financial needs, under-represented minority students and out-of-state students. Non-North Carolina residents are a subpopulation of students that historically have lower retention rates, however little attention has gone towards finding out the why. The Student Achievement Team annually reviews institutional data, policies, and services that can be further developed to positively affect the academic and social integration of students into the campus community. The Out-of-State Student Retention, Persistence, and Graduation Subcommittee was established to identify reasons why non-resident students are retained at a lower rates than North Carolina natives and recommend strategies to positively influence out of state student retention.

Overview

The Out-of-State Student Retention, Persistence, and Graduation subcommittee has been meeting regularly for nearly a year to identify major factors that negatively impact the persistence of non-resident students at Appalachian State University. The report includes an analysis of institutional data on retention and graduation rates, assessment of the Intent to Not Return form, an examination of Out of State (OOS) student perceptions as related to persistence rates and finally a review of non-resident athletes versus resident athletes in response to the question, “Do student athlete’s academic and social support systems positively influence persistence, retention and graduation rates?” Our subcommittee sought to identify services that could be utilized to improve ways that non-resident students are socially integrated into the campus community at Appalachian State University. Finally the report outlines recommendations and suggestions for improved practices and services that we believe will improve the persistence and retention of non-resident students.

Findings:

A. Retention and Graduation Rate Comparison of Resident and Non-Resident Students

The 2011 Freshmen class retention rate was 87.6%. Out of 2,971, 368 did not return to ASU.

Retention and Home Residence

Fall FR Cohort	% Retained	
	In-State	Out-of-State
2008	87.8%	76.4%
2009	88.0%	78.6%
2010	88.1%	83.3%
2011	88.2%	83.0%

B. Out of State Student Athlete Persistence and Graduation Patterns

OOS Student Athletes were found to have higher retention and graduation rates than non-athletes. We believe that OOS student athletes are retained at higher rates because they have such strong peer networks, academic support systems and a high level of structure in their daily schedule. Non-athletes have to put more effort into seeking out peer networks, academic support and they must be responsible for time management and setting schedules that promote academic success. Because we know that OOS Student Athletes have strong support networks and that their retention rates are high we would like to try to replicate this for non-athlete OOS students.

C. Analysis of Intent to Not Return Form

234 responses were recorded and matched with the student data file. The top reasons that were reported for not returning were:

- Transfer to different school
- Other
- Family Crisis

Primary Reason for Withdrawal From Appalachian Fall 2012 "Intent Not To Return" Online Form Data

	In-State		Out-of-State	
	Count	%	Count	%
Transfer to Another School	14	10.1%	4	26.7%
Financial Difficulties	8	5.8%	0	.0%
Offered a Job	9	6.5%	0	.0%
Wanted to Get Practical Experience	1	.7%	0	.0%
Got Married or Planned to Get Married	1	.7%	0	.0%
Some Type of Family Crisis	12	8.6%	3	20.0%
Alcohol or Drug Problem	2	1.4%	0	.0%
Health Problems	15	10.8%	1	6.7%
Thought That School Work Was Not Relevant	7	5.0%	0	.0%
Did Not Like Appalachian	3	2.2%	2	13.3%
Failing or Not Doing as Well as I Wanted	15	10.8%	0	.0%
Joining the Military/Being Deployed	2	1.4%	0	.0%

Problem with or Getting On-Campus Housing	0	.0%	0	.0%
Problem with Off-Campus Housing	1	.7%	0	.0%
Can't Get Needed Classes	0	.0%	0	.0%
Personal Expectations about College Life Not Met	7	5.0%	1	6.7%
Academic Expectations about College Life Not Met	0	.0%	0	.0%
Other	42	30.2%	4	26.7%
Total	139	100.0%	15	100.0%

Students who chose “Other” cited a variety of reasons including financial and personal reasons.

D. Out of State Student Perceptions of Factors Related to Persistence

Focus groups and interviews of out-of-state students were conducted by subcommittee members in December 2012 and January 2013 (see Appendix). The results of the OOS Student Focus groups gave insight into factors, both positive and negative, that influence how these students are integrated into campus. The table below highlights areas that were both positive and negative influences.

Themes Identified that Positively or Negatively Impact OOS Student Retention			
Findings	% of Students Answering		
	Yes	No	N/A
Have lived in an RLC (+)	91.7%	0.0%	8.3%
Experienced Isolation in Residence Halls (-)	33.3%	0.0%	66.7%
Experienced Transportation Issues (-)	75.0%	0.0%	25.0%
Noted Distance from home (-)	75.0%	0.0%	25.0%
Noted Finances as a general concern (-)	41.7%	8.3%	50.0%
Supported the creation of an OOS RLC (+)	91.7%	0.0%	8.3%
Supported the Creation of an OOS Club (+)	75.0%	0.0%	25.0%

N/A = Students did were not asked a specific question or did not have a chance to respond

Students were asked if ASU could do anything to improve your experience here what would it be. The most frequent recommendations were to add programs or services that would make them feel more welcome and a part of the campus community. The addition of an OOS RLC and OOS Student Club and Mentor Program would be appropriate response to meet the needs of non-resident students. Another key take from was that 91.7% of those who participated in focus group currently lived or had lived in an RLC and in their individual responses they commented again and again on the benefits of living in an RLC including: ability to make friends, feeling connected to the university and how it has encouraged them to get involved in other campus groups and organizations. This fact helps explain the high percentage of students in favor of adding an RLC at 91.7% and for adding an OOS Student Club at 75%. Two major areas of concern for non-resident students are Transportation and Distance from home.

Our subcommittee believes that implementation of these recommendations have a high probability of enhancing the first & second year experiences for out OOS students which we predict will have a positive impact on OOS student persistence and retention rates.

Recommendations, Rational & Suggestions for Implementation

Recommendation #1: Establishment of an OOS Residential Learning Community

Rationale: Residential learning communities provide students with a living arrangement that encourages smaller communities, specific programming and seminars, peer networks, and opportunities to engage in learning outside the classroom. An assessment report on the MAP-Works Fall 2011 Cohort noted OOS students rated themselves lower in Self-Assessment of Analytical Skills and Financial Means. Specific programming could be developed for OOS students based on the findings of the MAP-Works survey which could result in floor meetings where that RLC could discuss ideas and tips for financial planning and saving in college or reflection activities that would help strengthen analytical skills.

Suggestions for Implementation: The goal would be to create an Out of State RLC that would be available for incoming freshmen in the Fall of 2013 or Fall of 2014. Begin by working Sarah and Mike, two CSD Graduate students researching non-resident student persistence, retention and graduation, to develop a survey that would help determine interest levels in an OOS Student RLC. We suggest that this survey be administered to admitted OOS students through the Office of Admissions and be advertised on the Housing website. There were students who participated in the focus groups who indicated that they would be interested in establishing and in holding leadership positions in an OOS RLC and one student who volunteered to be an RA. (These students gave permission for our subcommittee to contact them at a later date with an update on how this report) We recommend these students be approached again to see if they would like to begin the planning process of starting up an OOS RLC.

Recommendation #2: Creation of an OOS Student Club that includes an OOS Mentor program.

Rationale: ASU currently has several student organizations that provide support and programing for populations that tend to struggle in terms of retention, persistence and graduation. Two examples of these types of organizations are the Hispanic Student Association and the Minority Men's Leadership Circle. The goals of the Hispanic Student Association are to promote cultural diversity and acceptance on campus by means of active participation in university events, community service and Hispanic Awareness events. The Minority Men's Leadership Circle is a group that seeks to unite and uplift minority male leaders on campus. Non-resident students tend to have more difficulty placing themselves into a community because they initially identify with their home state. (i.e. Student identifies as a Georgia resident, Virginia resident, etc.) A goal would be to congregate non-NC students together to learn if there are common themes associated to challenges of receiving an out-of-state education. Examples may be issues related to transportation, holiday isolation, and difficulty getting oriented with the campus and local community. This would provide OOS students an opportunity to discover what connects them together and realize that despite the state they hailed, they are in fact part of a more expansive group of students representing Out of State.

Suggestions for Implementation: Two graduate students in the Masters of Arts, College Student Development program have approached our subcommittee regarding our research on non-resident student persistence, retention and graduation. Both students are involved in a research methods course and are also exploring OOS student experiences. They have agreed to help us on this initiative. Self-reported feedback from the Out-of-State focus groups and findings from the MAP-Works report have identified a need for an organization that would cater to the needs of non-resident students. To ensure that a significant interest level exists, we recommend a survey be administered to all newly admitted out-of-state students, and returning out-of-state students that would inquire about the level of interest in in OOS student club and mentor program. The findings of this survey would be shared with CSIL and student development to demonstrate the need for this type of student support service. There were students who participated in the focus groups who indicated that they would be interested in establishing and in holding leadership positions in an Out-of-State Student Club. These students gave permission for our subcommittee to contact them after this report was presented to give them an update on how the recommendations were received.

Recommendation 3: Enhancement and addition of OOS Student programming and activities in Phase I&II Orientations.

Rationale: Many OOS students choose to attend the last Orientation session of the year so that they do not have to make multiples trips before classes start. The last Orientation session of the year is condensed, due to timing and planned activities, which could influence how well these students become engaged with the campus community. Like transfer students, OOS students have distinctive needs and face certain issues that do not apply to resident students. Orientation and Advising has been consulted on this recommendation and support the potential addition and expansion of out of state specific programming at phase I&II sessions.

Suggestions for Implementation: Our subcommittee suggests that conversations between the Student Achievement Team and Orientation and Advising continue to look at implementing new programming in phase I&II sessions for the class of 2014. Specific ideas to consider in targeting OOS students in Orientation include:

- A “Concurrent Session” for OOS Students. The concurrent sessions for OOS students would be led by an advisor, and OOS SOULs.
- An OOS Student group for orientation. Also led by a specific advisor and one OOS SOUL. (Note: Some OOS students would be excluded because they will be in groups based on RLC’s, certain majors, Athletes, etc.)
- Develop an OOS Student Resources handout to be used during the Concurrent Sessions and also make this resource available to other advisors.
- Highlight the following resources: Ride Share, Housing, Employment, Clubs, etc.

Future Research:

The Out-of-State Student Retention, Persistence, and Graduation Subcommittee intends to assess the effectiveness of these programs and report back to SAT should the recommendations be implemented.

Appendix:

Methodology Focus Groups:

Qualitative data was collected through one-on-one interviews with non-resident students and through three small focus group meetings. The Registrar's office provided out subcommittee a distribution list of all enrolled OOS students which was used to reach out to a large population of OOS students. Our subcommittee also was assisted by University Housing in attempts to target smaller populations by having Resident Assistants sent out e-mails to their floors informing them of the research our subcommittee was doing and offered the opportunity for OOS students to participate in one of three focus groups. Advising also made recommendations of non-resident students that they believed would be interested in participating. The results of the focus group meetings and one-one-one interviews has provided insight and a better understanding of the issues that face OOS Students and how those influence how this subpopulation of students are integrated into campus.

Appalachian State University Out-of-State Student Focus Group

5	1 Introductions <ul style="list-style-type: none">■ Introduce moderator and assistant■ Explain purpose■ Explain how they were selected■ Cover ground rules
5	2 Tell us a little about yourself – your name, your major, your favorite class so far, what you like about Appalachian State <u>OR</u> living in Boone?
10	3 Tell us about some of the challenges you've faced as an out-of-state student.
10	4 How many of you have had friends or students you know leave App State before graduating? What do they say about why they are leaving?
15	5 Now I'd like you to think about some of the challenges you've faced and some of the reasons other students left before graduating. If App State could create your dream environment where out-of-state students felt more comfortable and got the support they needed to graduate, what would that look like?
10	6 Let's take a closer look at those ideas. I'd like you to think about the top 3 things that would improve your life as an out-of –state student.
5	7 What do you think of the results? Do you have any other thoughts?

Participants Focus Group January 1/29/2013:

P.N. is a freshman from Texas who came to ASU because she was ready to get away from home, she is an only child and her favorite class so far has been American History. P.N. applied to other schools including Northern Arizona, Arizona State University and Austen College. She had never visited App State before accepting her offer of Admissions. She currently lives in Frank Hall and is a part of the Green Living RLC. (She found out about the RLC by looking on the Housing webpage). She was home sick at the beginning and the distance from home freaked her out early on. Transportation was difficult and her first visit was very complicated. She flew from TX to Charlotte and then she had to take another flight from Charlotte to Greensboro because Greensboro was the only place that had a bus scheduled to go to Boone. She then had to take a taxi from the Greensboro airport to the bus stop and then board the bus that took her up to Boone. This whole process was extremely difficult for her (traveling along) and the logistics of the planning the trip took a lot of planning (her and her parents had to look up all this information on their own). P.N. did meet a girl from Wilmington who she went home with over short breaks but she never went home to Texas unless it was an extended Holiday Break. She has gotten involved in Solar club, Community planning club and HILLEL. She did say that it was appealing that ASU had a synagogue near campus. P.N. went to the last orientation session and also participated in the Trailhead program through outdoor programs.

C.C. is a junior from PA who is currently an RA in Frank and helps lead the Green Living RLC. His favorite classes so far have been his gender race class and principals in sustainable development. C.C. originally played in the band when he came up as freshmen but ended up not returning to the program. He really likes the community feel at ASU and the geography were positives for him when applying. He is majoring in community and regional development and is interested in the College Student Development graduate program. C.C. did say he had a difficult transition until the end of his freshmen year until he began to meet some other students that had similar interest. He decided to join the RA program in housing to help him make connections with other students and help them if they were having transition issues. He currently has 2 residents from KY who both had boyfriends in other states but since then they have both ended their relationships and gotten more involved on campus. He also had two 2 residents from GA (1 left b/c of cost) one who loved it but had to leave because of cost.

I.G. is a SOUL and Secondary Math Education major decided to come to ASU because it was 3 hrs. I.G. is a NC resident but wanted to participate so he could share his experience working with out of state students during orientation. He did mention that he sees more out of state students in the last orientation session and that these students typically come with fewer registered courses in ERA. Favorite classes are his math classes.

QUESTION if you had a perfect idea of ASU.

P.N. responded that it would be helpful if Tuition lower.

QUESTION: Do you have any suggestions on improving Orientation etc.?

- Skype meetings to go over ERA and schedules would have helped.
- Data base where all general education courses could have been found with codes

QUESTION: Would you be interested in participating in an RLC's specifically for OOS Students?

C.C. and P.N. were in strong support of this RLC and P.N. even said she would be willing to be an RA for this type of learning community. They both suggested that this type of RLC could be linked to a course on Appalachian studies that could help student become more acquainted with the area and with a new state.

Participants Focus Group January 1/30/2013:

K.J. is a freshman from Williamsburg, VA and both of her parents attended ASU. Her major is Exercise Science and her favorite class right now is History. She did attend a campus tour at ASU and she said that of the schools she was looking at in VA most of them were about equal in in cost to ASU out of state tuition. One of the things that was hard for her was that she is very close to her parents and she missed being close to them and close to her friends. While she did say she missed her parents she said her parents were very supportive of her and reminded her that she was not that far away and to go and just enjoy being at college. She mentioned when she came in that she was involved in ROTC and is part of an Active Living LLC in Hoey dorm. K.J., W.B. and E.F. all live on the same floor and are very close. K.J. went on to explain that they have a very supportive RA who encourages them to be engaged with the students on their floor and to be involved in other groups across campus.

E.F. is a freshman from VA Beach, VA and was drawn to ASU because of the Exercise Science Program here. E.F. is majoring in Exercise Science and his favorite class is his Sociology class, Intimate Relationships. E.F. is roommates with W.B. and acknowledged that he is close with his dorm mates. One of the things that were an adjustment for him was weather and the cold but it has never made him consider transferring to another school. E.F. said that while distance from home can be difficult it is very helpful to have such involved RA on his floor who can talk to him if he is having issues being homesick. In addition he mentioned there are other RA's in his dorm that are from out of state, one from Chicago and one that has family in Germany, who have been great to talk to about missing family. E.F. mentioned that he is still close to many of the students who were in his Orientation group.

W.B. is a freshman from Louisville, KY majoring in Technical Photography and his favorite course is his First Year Seminar class. His parents had vacationed around the area and he had visited campus before. He attended a campus tour where it poured rain but he still loved the area. While he was telling the group about his campus tour K.J. realized that they were on the same one. K.J. and W.B. also were in the same orientation group. W.B. loved the "good vibes" that he got when he was at ASU and he also enjoys the recreational activities available to him in the area and he is a part of the ASU cycling team.

R.D. is a junior from New Jersey and her favorite class is research methods. She came to ASU because she wanted to go to a school that was far away and where she could meet new people. She did not really consider schools in NJ for that reason but would have been paying more to attend a college in her state. To attend ASU it cost her \$21,000.00 a year and it would have been close to \$26,000.00 a year if she had applied to Rutgers or other NJ universities She had some issues transitioning her freshmen year because of the distance and it was just such a culture shock because she was very different from the other girls she lived with and that most of the people on her hall went home on the weekends. She said as much as she felt secluded at times it forced her to make connections with people different from herself and people outside of her residence hall. She later got involved in clubs became a SOUL which has been very helpful

for her and she has enjoyed her college experience much more since she became more engaged with students and other campus organizations.

OBSERVATIONS:

Each of the students participating in the focus group today were extremely outgoing, appeared to not have problems affording out of state tuition and had fallen into a great residential community that has positively impacted their experiences at ASU. All of the participants in the focus group on January 30th (K.J., E.F., and W.B. & R.D.) displayed strong social skills, were academically driven and had goals and ambitions to enjoy the academic and recreational community available to them at ASU. The two non-resident students that participated in the focus groups on January 29th (P.N. and C.C.) opposite in some of their characteristics; coming across as more introverted and were more reserved in their social communication skills. They also give the impressions that they were not as self-motivated to get involved at least in their first semester. While P.N. and C.C. were more introverted they were both extremely artistic and showed interest in the more organic and natural resources of the area.

QUESTION: Would you be interested in an Out of State RLC if it was offered to you?

(K.J., E.F., W.B.) Worry that an OOS RLC's would limit their ability to meet other students that are from NC. While there was some hesitation on the OOS RLC my observation was that the students liked the idea but didn't want to be labeled or identified as "out of state" and further distance themselves from meeting other students. These students are currently in an RLC so they cannot see the added benefit of an OOS RLC because they are already reaping the benefits of the Healthy Living RLC they are in.

QUESTION: Can you share your thoughts on the MAPWORKS survey?

K.J. said that it showed her where she had weaknesses and helped her address what areas she needed to focus on improving. (Not specific but mentioned time management etc.). She also mentioned that the survey showed her certain area that she was dedicating too much attention to which she said that was helpful to know so she doesn't continue to improve in areas where in which she excels in.

QUESTION: What type of impact has Transportation had on your experience here?

K.J. Does not have a car here) first time I tried to go home-to WS (grandparents live in Winston Salem) bus left her in Boone (it was full)

W.B. (has a car here and parks at State Farm) complained the AppalCART routes are limited especially around the holidays he has walked from State Farm to Hoey multiple times. It takes him around 7-8 hours to get home from Boone.

E.F. (does not have a car here) He usually takes the bus home but it is very tedious and to get from Boone to VA Beach it takes him 14 hours.

R.D. (does have a car here) When she first came to ASU it was by herself, she flew into Greensboro, took a bus from the airport to the bus station then took another bus to Boone. She mentioned that since she knows how hard transportation is if she knows of any student who needs a ride and lives between Boone and NY she will offer to drive them home over breaks.

Other Comments on Transportation:

- Car - Online Post for Class 2016 you see carpooling
- AppalCART is horrible-routes did not run consistently
- Parents do not want to pay for a car to sit 75% of the time

R.D. said she almost transferred but her involvement in SOULS and religious organizations allowed her to get more involved. She also mentioned that the lack of Diversity was a small issue to her in the beginning.

K.J. said part of whether you leave or not depends on your attitude-but you have to suck it up. It sounded like she had parents who kept reminding her to stick it out.

- Orientation really needs to have an out of state students.
- Recommendation to pair out of state students in rooms together.
- Recommendation to have an out of state roommate at orientation
- June-orientations all attended
- All had registered for classes (2nd term of freshmen year)

Participants Focus Group January 1/31/2013:

T.R. (Freshman) FL, Tampa. Graduate student. His advisor went to ASU. Major is college student development and he currently works on campus with Greek life. He likes the welcoming culture and he liked the sports and football team. Likes living in Boone comes from large city and King Street is not what his idea of a down town was.

D.I. (Senior) PA, Havertown. A communications studies major, entrepreneur minor. Favorite Intro class was communications (intro to communications). She ended up here after transferring in from Johnson and Whales (Philadelphia). She had family in Mooresville and knew the area. Once she changed her interest she came up here with her aunt. She did a tour it was pouring rain but she still loved it. She loves Boone because she came from a big city but the biggest adjustment for her was that there are hardly any public transportation options.

J.K. Is in his first year of graduate school and is from Coral Springs, FL. He is an industrial design major concentration in product design. His favorite class is intro to production design. He did say that ASU was not his first choice; Drexel University in PA was where he thought he wanted to go because his mom was from South Philly. He enjoyed the big city feel but it was a little intimidated and when he toured ASU and he realized it was a perfect middle ground. J.K. was familiar with the area because he had started skiing on Beach Mountain on winter break and had vacationed in the area. When he realized ASU had his major and no FL school had it he said it was a no brainer.

T.R. he just did not know what to do for recreational fun to meet people. He found it difficult to find out more about the area and community and very hard to find out about housing options.

D.I. coming from the north she felt that she was constantly reminded she was an out of state student (accent) but knowing that you are that minority can come back to her. She grew up in an environment (parents are deaf) and it is hard to sugar coat things on top of being from Philly where people are harsh

and blunt she had to train herself to be aware of her sarcasm. D.I. transferred here was asked to be a part of the Watauga Global community where she did meet a ton of great people and she lived in the LLC. Not only was she an out of state student she was also a transfer new student. She felt she had such a different perspective and that she did not have the ability to talk about or share her adjustment issues she was experiencing as a transfer student because most of the students she lived with were first time freshmen and it was tough for her as an older student. (D.I. transferred in after one full year at Johnson and Whales in Charlotte)

QUESTION: do you know anyone who has transferred:

D.I. was an RA (Mountaineer) last year and she had 2-3 students who transferred out (both were upperclassmen) one girl was a theater major and went to a better program.

J.K. Made comments that some of the most difficult parts for him is not being close to home, people badmouthing Florida, living 14 hours away, leaving friends and most of all leaving all of his family (all of which live somewhere in Florida). He said it was difficult to leave but once he got here he felt like he eased in ok. He lives in Cannon and is a part of an outdoor living RLC which he found out about on the web (his mom pointed them out to him). He said that his closest 23 friends up here are in his RLC.

QUESTION if you had a perfect idea of ASU.

J.K. said that everyone has been very accommodating but that finances are an issue. Not only tuition but money in general is tight. He would like to see more transportation options because he currently has no car on campus.

T.R. Cheaper Flights! He said he wished that ASU could work with the airlines to see if we could work out deals or discounts for cheaper flights. He also suggested that if there were more options for paid internships that would be nice. He has sold his car since enrolling to get extra money.

D.I. had a different view (financially there are not scholarship) Scholarship money is not there and it stinks. Major problem, she came from a private school where there was more opportunity for scholarships. She has fought for residency but has not been granted instate residency because she has moved from Charlotte to Boone and she lived in a dorm for a year.

QUESTION: Would you join an out of state student RLC

J.K, T.R., and **D.I.** said yes to that question. D.I. suggested that there be programming during the breaks for students who cannot get home OOS socials/Fall Break Social or a service learning program over breaks. D.I. said she would be interested in starting it an OOS RLC and club)

Additional Feedback from Out of State Students:

Marissa, Tower Lakes, IL

- “I thought the transition was really easy, actually. Being in the RLC definitely helped! Before school even started, I had a group of people I had classes with and knew of. I think it would have been much harder for me to get used to being away from home if I hadn't been in it. I would

definitely recommend joining an RLC. If that isn't an option for some, then put yourself out as much as possible by keeping an open mind, trying new clubs, and getting to know people.”

Christian, Louisville, KY

- “The RLC helped. I had a fear that everyone already knew each other, and I wouldn’t know anyone. I also did the First Ascent trip which I enjoyed and keeps me in touch with many people including ASU staff.”
- Likes to try thing and get involved...this is what people recommend, and this is what worked for him
- Connected to others from hometown that are here, and that helps with travel

Kayla, Louisville, KY

- In Green Living RLC, and attributes much of her transition ease to this.
- Suggested club or organization for OOS students
- Thinks ASU is “Perfect.”
- Wants to live on campus as a sophomore and was notified on Fri that she was in.
- Finances biggest concern for her

Focus Group and Students Interviewed-Break out by State of Residence

There were 12 non-resident students who participated in the focus groups or who had one-on-one interviews. The table below is a break out of those students by state.

Focus Group Break-Out by State	
State of Residence	# from State
KY	3
FL	2
PA	2
VA	2
IL	1
NJ	1
TX	1