**General Feedback:**

* BDPs are helpful in guiding student toward transfer so that they can visualize what their schedule might be each semester.
* Transfer Toolbox website has been helpful to CC advisors since all information about BDPs, etc. is in one place to use for helping students. It can be difficult to navigate access on institutional websites for students who are not as familiar with the different webpages.
* BDPs can be a little overwhelming for students as they begin at the CC. This is especially true for Career and College Promise students. However, there is an understanding of the need for transparency in requirements and user-friendly presentation.
* The BDP makes graduation and transfer tangible processes, increasing retention.

**Use at the Community College:**

* CCs are introducing the use of BDPs in their ACA 122 courses and students are required to investigate and select a BDP to follow during the class. In some cases, students select a preferred major and a backup major during the course. Students use the BDP to map out their own academic plan for their time at the CC. At some CCs, the calendar of advising events is synced with the curriculum in ACA 122 so that students can focus on their BDP during normal advising conversations.
* There is a mix at the CCs of professional and faculty advisors. Training is centralized in some locations and occurs during on boarding or during the summer. Training is handled by advising centers or by departments depending on the institution. In some CCs, training is more limited, but information is readily available. For CCs that use faculty advisors, they have expressed frustration with the lack of uniformity in BDPs across institutions.
* ACA 122 classes are introducing the BDPs in their courses. They are using the language in the CAA (Baccalaureate Degree Plan). Having different names across UNC institutions creates confusion with students.

**Helpful Items to Include:**

* Indicating specific math (especially), foreign language, and prerequisite courses for upper level classes is very helpful if clearly outlined.
* Courses that are indicated as “required” is important. If the institution does not have a preference for a particular course (ex: any social science class), then having it indicated as such is beneficial. Indicating “Preferred” for courses that are encouraged, but also indicating other options that are acceptable is beneficial. Students can be literal and if they see a particular course listed, they believe that is the only course allowed when other options may be available.
* Using course equivalencies – CC course numbers listed with corresponding 4-year course is also useful.
* Information about any requirements for establishing a certain GPA prior to being admitted into a program is beneficial. In addition, any GPA requirements related to a degree is an important component for students to understand ahead of time.
* Having a contact or link to a contact is helpful for students. A link to the program website/contact would be advantageous as well.
* Having all 4 years mapped out is very helpful.
* A best practice is indicating if the school recommends transferring before completing the associate’s degree on the BDP.
* Sharing on the BDP if a class is not a part of the CAA can be helpful.
* Having a short title for the courses would be nice if can fit it in.
* Clear information about competitive programs is essential (ex: Nursing).
* Focusing on required courses right away is advantageous. When these are buried in a BDP, it can create issues. If there are ways to emphasize specific courses, it helps, so students do not miss them.

**Format:**

* Like having any specific warnings/tips at the top of the BDP is good (example: If it is better for a student to transfer after 30 hours, GPA requirements, additional requirements not outlined in course lists)
* Using links to important information (if current) is beneficial as well.

**Challenges:**

* BDP formats vary across institutions that can present challenges when a student is looking at different schools to transfer to. All look different institution to institution, the information provided varies - STUDENTS want the information that is easy to understand and interpret; if not, they are moving on to another school’s plan that they can interpret.
* For CCs, a challenge is making sure all students take ACA 122 early on and decide on a major and then making sure they come in for regular advising so that information about transferring and planning can be shared.
* It can be hard for students to decide and stick to a university plan.
* Navigating university-specific requirements such as Writing Intensive courses or special designation (like Global Diversity) can be a challenge. It would be very helpful to have a list of courses that will meet these requirements without going to the institution's catalog.
* Some of the majors are not covered by BDP at some university. Students begin frustrated when a BDP for their intended program major is not available or provided (ex: Fine Arts degrees)
* Degree plans are working well, but one thing that is challenging is that if the student wants to obtain an AA, there is only one science required. Degree plans indicate two sciences at some schools in non-science majors.
* Mapping out all 4 years by semester is a good thing in that it provides a big picture view. However, some CC students freak out if they see a particular course in a semester and they cannot take it due to it being full or not offered. Having language at the top of the BDP that says something to the effect, “To be successful in this degree, students should plan to complete a minimum of 14-15 hours per semester.” Also, to indicate that the course sequence can be flexible in terms of when to take it.
* The plans for UAAs can be difficult to find.

Final Thoughts:

* The CCs are willing to offer feedback on specific BDPs if desired by the university.
* Having students look over BDPs would be helpful so can address user-friendly format/language.