John N. Gardner Institute
FOR EXCELLENCE IN UNDERGRADUATE EDUCATION

National Views of Transfer Practitioners

Results of a JNGI Survey

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JNGI – National Survey of Transfer Practitioners

In February 2017, JNGI began distributing an online survey as a component of a planning grant from a major national philanthropic foundation to improve transfer student outcomes among low income, minority, and first generation students. Through this survey, JNGI hoped to harvest the opinions of the individuals on campus who work most closely with this student population.

The survey was distributed to transfer-related Email listservs of the National Resource Center for First Year Students and Students in Transition, to attendees at the National Institute for the Study of Transfer Students (NISTS), followed by a distribution to email lists maintained respectively by NISTS and the National Association of College Admissions Counselors (NACAC). Responses were also solicited from two regional transfer organizations at whose conferences JNGI staff were presenting – the New England Transfer Association (NETA) and the New York State Transfer and Articulation Association (NYSTAA). These various groups are largely comprised of primary "front line" professionals who deal most often with transfer students and their shared reality on campus.

The survey covered a number of transfer-related topics including institutional commitment to transfer, programs and policies that were seen as generating positive effects on transfer student outcomes, potential barriers to transfer efforts, and "wish lists" for philanthropic contributions that could improve the national state of transfer efforts.

The survey had two sections – a forced choice section and an open-ended response section. The open-ended responses were reviewed and categorized. The responses were given initial codes – and then re-coded into broader thematic categories.

Over 100 professionals from 27 U.S. states, the District of Columbia, and British Columbia responded to the survey. A summary of the responses is below. Full results of the open-ended responses are in the following section. Results of the closed-ended responses, qualitative coding, and open-ended raw responses are included as appendices.

Summary

Closed-ended responses (n=113)

Among the respondents:

- 75.9% indicated that they were from transfer-receiving institutions.
- 20.4% indicated that their institution had a "low" commitment to transfer with 49.6% indicating a "medium" level of commitment.
- However, 59.3% of respondents indicated that their institutional priority for transfer had increased in the past two years, with another 33.6% stating the priority had stayed the same.
- A little over half (54%) indicated that their institution did have an undertaking that improved transfer outcomes in the past three years.
- The most common location on the campus organization chart for the "home" of transfer was in Enrollment Management, with 48.3% of the institutions reporting, followed by 19.3% in Academic Affairs, 14.9% in student affairs, and 17.5% "somewhere else" – which includes combinations of departments.

- Only 29% of the respondents indicated that their institution had a comprehensive transfer plan.
- 45.6% of respondents stated that they did not have an "institutional advocate" for transfer and 59.7% stated that there was no institutional stakeholders group to examine and problem solve transfer issues. Only 35.7% stated that they had a structured process to share information about transfer within the institution.
- 70.2% stated that their institution did not have a Transfer Center and 76.1% said that they did not offer any kind of transfer seminar.
- A little over half of both transfer sending and receiving institutions said that they either included transfer information in new student orientation (54.1%) or required transfer students to attend orientation (57.6%), respectively.
- The bulk of respondents said that their institutions had good relationships with their transfer partners. Only 15.7% said that their partnerships were "weak" or "nonexistent."
- Over half (52.2%) of the institutions said that they had more than five transfer partners.
- Two-thirds of institutions said that their institution participates in a state or regional network that focuses on transfer.

Open-ended responses

Among the open-ended questions, respondents were asked for their opinions about what makes an institution transfer friendly, collaboration, motivating institutional leaders, research needs, state policy, and big ideas for philanthropic organizations who might be considering assisting with transfer initiatives.

Considering what makes an institution "transfer friendly," the majority of responses touched on how an institution structures itself to work with transfer students, that dedicated transfer staff is a must, and that transfer information such as pathways, admission standards, and course equivalencies must be clear and readily available. Institutions which are transfer friendly are very open about their transfer mission and actively supportive of the efforts of the students whose paths lead them to the necessity of transfer.

Considering collaboration, the practitioners suggest that the joint creation of supportive academic curricula, backed by appropriate levels of staff and student services, with frequent communication and updates between transfer partners about transfer-related issues. Professional development surrounding relevant transfer-related information can be used to build on formal connections, as well as used as a method to educate all members of a campus community about the importance of transfer.

Institutional leaders are seen as less supportive as they could be of transfer efforts because they are largely lagging in their knowledge of transfer data. Those data not only include transfer students' effects on enrollment, persistence, and graduation numbers – but the financial impact of the presence of transfer students on campus, both in tuition revenue and as reflected in performance measures upon which state budget decisions are made. Also, there is often little promotion of transfer from state governing bodies, which can put these issues on the back burner for institutional leaders.

The research requested by practitioners, both at the institutional and national level, reflected a desire to increase the ease of data driven decision making. They want to ask “Who are transfer students?” “What are their outcomes pre- and post-transfer?” “How successful are programmatic interventions that institutions have designed to support these students?” and “How do these students decide both where to begin their academic career and their eventual transfer destination?”

In the arena of state policy, policy interventions surrounding transfer credit acceptance by four year schools were seen as very beneficial. These interventions included required acceptance of general education courses and block general education transfer, alignment of curricula and course learning outcomes, and statewide efforts to standardize prior learning assessment. Policies seen as hindering transfer included budget cuts, the use of performance metrics that do not reflect transfer success, and lack of direct funding for statewide transfer efforts.

Also, respondents were asked what kind of state policy initiatives might help private schools in the transfer process. Most commonly, they mentioned working with private schools to reduce tuition liability for students, which could be done through additional scholarships at the institutional level, or allowing state scholarships to be used at private schools. Also, helping private schools adopt the credit transfer policies of public partners was mentioned as a potentially effective intervention.

Finally, among “institutional wishes,” respondents largely saw funding for dedicated transfer space and staff, additional scholarship money, facilitation services to help create and improve pathways and partnerships, and technological improvements to the transfer process as most impactful, as well as institutional self-studies on transfer readiness and processes.

More detailed responses and information follow.

Q2 - Transfer-Student Friendly: What is most essential for an institution to have, do, or provide, to earn the descriptor "transfer-student-friendly?"

Category	Responses	Percentage
Policy	98	32.13%
Staff	54	17.70%
Programs	39	12.79%
Academics	37	12.13%
Leadership	24	7.87%
Info	24	7.87%
Infrastructure	18	5.90%
Financial	11	3.61%
Grand Total	**305**	

Far and away – with almost twice as many mentions as any other category – having an effective set of institutional policies governing transfer was seen as key to transfer student friendliness. The policies are reflections of both the current infrastructure surrounding transfer and the institutional priorities for transfer. Within that realm, half of the responses relating to policy reflected the need effective processes for awarding students transfer credit they've earned and minimization of lost credit, efficient credit evaluation – especially pre-admission, and equitable admissions policies for transfer students which are easy to understand. Prior learning assessment and registration processes which do not penalize transfer students were also mentioned.

Having dedicated, visible staff tasked with assisting transfer students was seen as next most important. Transfer advising was seen as specifically important – whether this was working with students at sending institutions to assure that they were enrolled in the correct coursework to prepare them for the transition to a baccalaureate granting institution or helping students at receiving institutions plot their best course for earning their bachelor's. The human element of the transfer staff as a friendly, knowledgeable point of student engagement was seen as key.

Academics landing third in the relative level of importance might seem a bit surprising until taking into account that the bulk of survey respondents were staff, not faculty. In the academic realm, the need for accurate, publicly available academic pathways leading from sending to receiving institution made up the bulk of those responses, followed by articulation agreements. In reviewing the responses, it quickly became clear that these two terms – articulation agreements and pathways – were often used interchangeably by the survey population[1]. Offering a transfer seminar was also mentioned as a marker.

Under the programs heading falls an effective, mandatory transfer orientation, academic support and tutoring, opportunities for honors programs, and other student groups dedicated to transfer.

[1] This was a consistent phenomenon throughout the survey. In general, the "Academic Pathway" piece is seen as more relevant to students and practitioners than the legal articulations.

The leadership tag was reflective of an institutional priority both to create an integrated, positive experience for transfer students and ongoing assessment of the effectiveness of the various efforts undertaken to provide this experience. The coherent engagement and support of upper administration, faculty, and student affairs staff – not just the front-line practitioners – was key, as was regular professional development for the campus community about the realities of the transfer student experience and promising practices to support those students.

Information access for students, faculty, and staff included readily available sources of retention and graduation data for transfer students – both in reaching the "transfer point" and their success at the receiving institution; easily understood academic requirements (including admissions requirements) for the student's desired major, financial aid information, regular communication with these students, and marketing strategies targeted at increasing transfer interest.

The Infrastructure tag referred to items like a dedicated campus Transfer Center space and living learning communities for transfer students. The financial tag, least mentioned, referred to providing equitable scholarships and aid with educational funding for students on a transfer path.

In summary – almost 60% of responses touched on how an institution sets itself up to work with transfer students, the people tasked with working with this population, and having clear curricular information so that students can make informed, supported choices along their academic path. These items all reflected the "outward face" of the institution – and that number rises even higher with the inclusion of the Programs, Infrastructure, and Information categories. Thus, an institution which is transfer-friendly is very open about the transfer mission and actively supportive of the efforts of the students who decide to follow a path which requires making that leap.

Q3 - Collaboration: Name one replicable approach you have used or observed that is effective for accomplishing collaboration between transfer partners.

Academic Partnerships	47	29.19%
Cross-Institutional Review	41	25.47%
Student Services	26	16.15%
Staffing	25	15.53%
Information Availability	17	10.56%
Professional Development	3	1.86%
Statewide Efforts	2	1.24%
Grand Total	**161**	

Q4 - Collaboration: What is your institution doing that is really working well to accomplish the goal of collaboration?

Academic Partnerships	38	23.90%
Student Services	27	16.98%
Cross-Institutional Review	24	15.09%
Staffing	23	14.47%
Professional Development	19	11.95%
Institutional Policy	18	11.32%
Information Availability	7	4.40%
Statewide Efforts	2	1.26%
Academics w/i Institution	1	0.63%
Grand Total	**159**	

The results of the Collaboration questions, not surprisingly, fell along similar response patterns.

Academic partnerships led the way for both questions. The bulk of the responses for these partnerships referred in some way (again, interchangeably) to both pathways and articulation agreements. This category also included mentions of reverse transfer, 3+1 programs, offering classes at four year institutions to community college students, and completer degrees for technical associate earners.

The Cross-Institutional Review category involved regular meetings among faculty and staff at sending and receiving institutions, regular reviews of course equivalencies and curricula by representatives from both institutions, discussions between admissions offices about how to effectively partner in recruiting transfer students, and relationship building activities between front-line staff beyond advising and admissions that regularly work with transfer students.

Student Services involves a broad array of transfer-related activity which includes campus visits, pre-admission credit evaluation, bridge programs and orientation for transfer students, transfer advising, faculty and peer mentoring, and transfer student groups. Transfer Center operations also fell into this category. Student services is somewhat logically listed above cross-institutional

items in the question about what a respondent's particular institution is doing, as a respondent would be reporting on something with a high level of campus visibility.

As well, Professional Development landed higher on the "own campus" question – as respondents would have personal exposure to those efforts on their own campus. Transfer update workshops – both inter- and intra-institution – fall here, as does advising training and meetings and conferences for campus leadership.

Staffing, broadly, refers to the existence of specific, designated "transfer staff" on a campus. This involves both a campus employing transfer professionals at the leadership level as well as designated advisors. Additionally, many four-year institutions embed staff at primary two-year feeder institutions to serve as a resource for those students.

The "own campus" question also indicated an Institutional Policy set of responses that did not exist in the "replicable practice from other institutions" question. Those policies included creating intracampus workgroups to examine, discuss, and assess institutional practices surrounding transfer and exploring alternative admissions programs for transfer students.

In the categories yielding less than 10% of overall responses, Information Availability included readily available course equivalencies, promotion of special scholarships for transfer students, and opportunities for gaining knowledge about transfer, such as transfer fairs, seminars, and classroom presentations. Statewide efforts focused on block transfer for general education courses which led to institutional collaboration.

Consolidating these responses, the practitioners seem to be suggesting that collaboration is largely driven by the creation of supportive academic curricula, backed by appropriate levels of staff and student services, with frequent communication and updates between campuses about transfer related issues. Professional development surrounding relevant transfer-related information could be seen as a way to build on those kind of formal connections.

Q5 - Motivating institutional leaders: What would help to make transfer issues a higher priority for your institutional leaders?

Provide Relevant Outcome Data	55	38.73%
Financial Impact of Transfer	31	21.83%
Marketing	19	13.38%
Faculty & Staff Engagement	16	11.27%
Professional Development	10	7.04%
Staffing	6	4.23%
Institutional Self-Study	5	3.52%
Grand Total	**142**	

When practitioners were asked how best to involve the upper levels of campus leadership in making transfer a higher priority, the answers overwhelmingly surrounded the provision of data. Specifically, demographic data on transfer students and their place in the makeup overall student body, their retention and graduation rates, and levels of student satisfaction with campus life. The financial data speaks to the impact on the institutions budget that transfer students have, as well as information about financial barriers that this population might face. Taken together, the practitioners are calling for greater awareness among leadership about who these students are – as this implies a disconnect between how the institution is set up to serve transfer students and their actual needs.

Marketing surrounding transfer – an institution's public statement that transfer is important – comprises items like collecting student testimonials about transfer success, an increased focus on marketing both to transfer students and the pathways that exist from sending to receiving institutions, and join marketing between transfer partners were all seen as impactful. Additionally, state system-level promotion of transfer and transfer can help focus institutional priorities.

Faculty & Staff Engagement refers to the engagement of faculty in the curriculum alignment and course equivalency processes as part of their normal distributions of effort, as well as departmental and academic area leadership making the case to upper administration about the importance of transfers. These items do require grassroots buy-in about the importance of transfer, working from below to affect the leadership by stating transfer as a priority.

The under 10% items were Professional Development (helping faculty and staff understand the realities of transfer), Staffing (which referred to an increased commitment by the institution to transfer services, which seemed to be putting the cart before the horse), and performing an institutional self-study to examine institutional culture aspects of the transfer experience and designing action plans to build on the positives as well as address the negatives. The resulting reports could feed into the data mentioned in the first responses.

Q6 - Research: In your opinion, what are the gaps in national transfer research that need to be addressed?

Transfer Student Outcomes	36	24.32%
Descriptive Data	34	22.97%
Institution and Major Choice Process	18	12.16%
Support Program Evaluation	17	11.49%
Effects of State and Federal Policy	13	8.78%
Institutional Policy Impact	13	8.78%
Improving Funding Performance Measures	5	3.38%
Interstate Transfer Effects	4	2.70%
Curriculum and Course Number Alignment	3	2.03%
Postgraduate Outcomes	3	2.03%
Professional Development	2	1.35%
Grand Total	**148**	

Q7 - Research: What are the gaps in research on your campus that you don't have but need for informed decision making regarding transfer?

Transfer Student Outcomes	52	37.41%
Descriptive Data	29	20.86%
Institution and Major Choice Process	16	11.51%
Support Program Evaluation	12	8.63%
Credit Transfer	10	7.19%
Student Experience	9	6.47%
Cross-Institutional Data	7	5.04%
Faculty & Staff Info	4	2.88%
Grand Total	**139**	

Once again, the top responses for the sorts of research that practitioners see as most helpful surround basic questions related to data-driven decision making: “Who are transfer students?” “What are their outcomes pre- and post-transfer?” “How successful are the programmatic interventions that institutions have designed to support these students?” and “How do these students decide where they’re going to both start and continue their journey towards a bachelor’s degree?

A great deal of overlap exists in the requests for research between student outcomes and descriptive data. The descriptive data responses indicated that they wanted more study of a particular group of students, like dual enrollment students, veterans, underrepresented populations, middle income students – and the impact those types of students have on both the overall student body and the financial bottom line of the institution. The outcome data also pointed to these groups, as well as transfer students as a whole – looking at retention, graduation

rates, reverse transfer rates, credit accumulation, gateway courses, success rates by major and residential vs. non-residential comparisons. Additionally, there were requests for easier access to these sorts of data and professional development surrounding how to use those data.

Support Program Evaluation is a desire to know how well individual programs move the needle for transfer outcomes, student engagement, and best practices surrounding the creation of transfer seminars. Also included in this group were how well registrar's offices were supplying courses for transfer students. Institution and Major Choice Process refers to the decision making that transfer students use as they progress along their academic path. From choosing their initial institution, to choosing a major, to deciding upon and matriculating to another institution, practitioners want more information about how students go about this process.

Among the less mentioned responses, on the national level, respondents wanted more information about the effects of state and federal policy (i.e. financial aid, free college, and differences in regional policies) on the transfer process; the impact of various institutional policies on transfer – for instance, why transfer students complete a baccalaureate with so many more credits than native students; how to improve performance measures to perhaps get more funding; the effects of transfer across state lines; how to write effective grants and how transfer students behave as alumni.

At the institutional level, there were also requests for research on the transfer student experience on campus; curricular alignment and course equivalency needs; predictive analytics; identifying better student tracking information; and attitudes and effectiveness of faculty and staff towards transfer students.

Q8 - State policy: Which, if any state higher education policies have been most helpful for encouraging and enabling transfer?

Transfer Credit Acceptance	44	46.32%
Articulation	29	31.58%
Transfer Process	15	15.79%
Financial Support	3	3.16%
Technology	3	3.16%
Grand Total	**94**	

Q9 - State policy: Which, if any, state higher education policies have had a detrimental impact on transfer?

Budget/Performance Measures	14	32.56%
State Academic Policy	7	16.28%
Financial Aid/Scholarship Inequity	7	16.28%
Lack of Enforcement	6	13.95%
Lack of Clear Guidelines	4	9.30%
Private/Public differences	3	6.98%
Institutional Policy	2	4.65%
Grand Total	**43**	

Q10 - State policy: In addition to policy directives to public institutions, what public policies might increase the interest and capacity of private institutions to serve transfer students?

Participation in State Policy	21	28.77%
Financial aid/Tuition	16	21.92%
Academic Partnerships	12	16.44%
Credit Transfer Process	11	15.07%
Outreach to Privates	7	9.59%
Institutional Mission	4	5.48%
Cultivate high achieving students	2	2.74%
Grand Total	**73**	

State academic policy has a major “downstream” impact on both two and four-year institutions. These policies can affect efforts individual institutions make to improve transfer-related efforts. We asked practitioners to consider the policies that might help or hinder their progress, as well as gathering suggestions for what states might consider to improve transfer outcomes among independent, not-for-profit institutions.

Among beneficial policies, the majority of responses fell into policy interventions around transfer credit acceptance by four-year schools. These sorts of interventions included required acceptance of general education course categories, alignment of curricula and course learning outcomes, block transfer of completed general education requirements, requiring lower-level courses to apply both in the general education and major requirement categories, and statewide efforts to standardize the process of prior learning assessment.

Articulation and articulation-related policy work was also considered helpful. The creation of state transfer pathways, common course numbering, and the creation of subject-specific associate degrees designed for four-year transfer were noted. Also, state interventions into the transfer process could be helpful, such as guaranteed admission to four-year colleges by associate degree earners who meet certain benchmarks, robust reverse transfer processes, and facilitation of electronic transcript exchange.

Other items mentioned by a few respondents were financial related (performance based budgeting criteria which include transfer and additional scholarships for transfer students) and technology related (comprehensive online transfer portal and statewide participation in a system like TES).

Some state policies, however, might have a negative effect on transfer, intentionally or unintentionally. The most populous category of detrimental policies fell under budgetary and performance measures. Those policies often go hand in hand. Budget cuts, completion metrics that don't reflect transfer student success, and lack of direct funding for statewide transfer initiatives were mentioned.

Another area mentioned was in state-directed academic policy. State limits on total credit acceptance, articulation agreements that limit credit transfer, and difficulties in creating statewide course equivalency tables were noted.

Financial aid and Scholarship availability were noted by a few – that encompassed limited state scholarships and financial aid options for transfers, such as shorter scholarships and fixed tuition for first-year students but not transfers.

Respondents also noted that there was often a lack of enforcement of established guidelines such as curricular alignment mandates by state entities. As well, a lack of clear guidelines, such as no common course numbering, no policy on prior learning assessment, or no policy for reverse transfer was noted.

Finally, a few respondents mentioned free tuition or mandating gen ed block transfer from public schools negatively affecting private schools' recruiting, lack of residential options for transfers, and developing bachelor's degrees at community colleges (which draws attention from transfer).

Some state policies aimed at public colleges also effect the realities of transfer at private and independent institutions, so respondents were asked to consider what governments could do policy-wise to assist private schools in their respective states.

The most common response category surrounded working in partnership with private schools to find ways for the private receiving institutions to participate in their lower-division transfer efforts, such as curriculum and general education alignment. Allowing the use of transfer scholarship dollars at private schools was also noted to be beneficial.

Financial aid and tuition policies at the private schools themselves, reflecting an active interest in transfer, was noted as important. Committing to funding students in financial need, provision of better transfer scholarships, and lowering tuition for high-achieving students to in-state rates were suggested.

Improving the credit transfer process was seen as key. Allowing learning outcome-based course transfer, in manners like the WICHE Interstate Passport, was seen as helpful, as were gen ed block transfer policies, acceptance of more AP/CLEP credit, reverse transfer, and electronic transcript exchanges.

Other items mentioned, in general, included dialogues between private and public partners and more readily available information about private schools via outreach; funding honors programs at CC's to promote high achieving students; making the public school core more rigorous; and establishing transfer receiving cultures at private schools, including making more space in incoming classes specifically for transfers.

Q11 - Big Ideas: If you had the opportunity to seek a grant to ask for support to do something new, bold, scalable, out of the box, to improve transfer at your institution, what would you propose?

Space and Staffing	46	34.85%
Partnerships and Pathways	18	14.88%
Technology Improvements	12	9.92%
Financial Support	12	9.92%
Transfer-Specific Academics	10	8.26%
Institutional Self-Study	10	8.26%
Pre-Enrollment Support	9	7.44%
Student Engagement	7	5.79%
Transfer Credit Acceptance	7	5.79%
LIMFG-Related Programs	1	0.83%
Grand Total	**132**	

Q12 - Big Ideas: If you were a foundation program officer recommending activities to the foundation's board to fund what would really make a difference to the success of transfer students, what would you recommend for foundation investment?

Financial Support	23	20.35%
Space and Staffing	20	17.70%
Partnerships and Pathways	13	11.50%
Student Engagement	13	11.50%
Technology Improvements	11	9.73%
Promote Promising Practices	10	8.85%
Policy Engagement	8	7.08%
Research -- Programmatic	7	6.19%
Transfer Specific Academics	5	4.42%
Research -- Students	3	2.65%
Grand Total	**113**	

Not surprisingly, asking a broad range of practitioners about what would be best for their institutions to seek transfer-related grant support – and where they think would be high-impact areas for philanthropic organizations to target their resources yielded similar results.

Among campus wishes, Space and Staff was the largest single category. Specific wishes included a fully-resourced Transfer Center, dedicated advisors to assist transfer students, and embedding four-year advisors at two-year schools.

Next was funds to build Partnerships and Pathways between institutions. Creating pathway-building consortia, dual admissions programs with community colleges and four-year schools,

building common learning outcomes and course numberings, bringing private institutions into statewide transfer efforts, and research on best practices around partnerships were the items in this category.

Financial support – through additional financial aid and scholarships, housing support for transfer students whether on or off campus, and improvements in the financial aid packaging process were all called for. Nearly as many respondents asked for improvements in technology, such as a statewide or nationwide transfer information system, electronic tools that show course equivalencies, and electronic transcript processing systems were all wishes in this area.

A certain number of respondents requested institutional self-studies focused on pedagogy and learning, assistance with gateway courses, and implementation of the Transfer Playbook. Next was a "Pre-Enrollment Support" category, which included summer bridge programs for transfer students, boot camps for students in developmental coursework, and honest, individual pre-enrollment assessments of transfer "fit."

Next most mentioned was aid for Transfer-Specific Academics (creation of transfer seminars, learning communities, and more flexible paths into specific majors) and improved processes around Transfer Credit Acceptance, including reverse transfer.

The other mentions included wraparound services such as family support and TRiO programs; student engagement programs like transfer fairs, peer mentors, and transfer orientation; and linking transfer efforts to campus cultural activities.

Looking more broadly at where foundations should place their support, the respondents' answers fell into many of the same general categories as the previous question, referencing almost identical specific items, at least for the top four categories.

Following those, Promoting Promising Practices refers to expansion of professional development – both on campus and nationally – surrounding transfer issues, disseminating portfolios to practitioners of high-impact practices, and scalable PLA strategies.

The respondents also thought it important that foundations back support at the state level for common course numbering and learning outcome/curricular alignment, support of performance-based policies which emphasize transfer, and influencing state and federal policy to acknowledge the reality of the transfer student's situation. There was also interest for support of transfer seminars, tutoring, undergraduate research grants, and summer bridge programs for transfer students.

Finally, there were specific requests for research and assessment on the effectiveness of transfer programs, studies of the transfer process between partnered institutions, and the impact of mandatory orientation on transfer students; as well as additional research on transfer outcomes and the student perception of the transfer experience.

In summary, the practitioners are asking for funds in support of the work that they actually do, which seems to imply that institutional support may not be available or possible for what they see as necessary interventions to improve outcomes among this population of students.

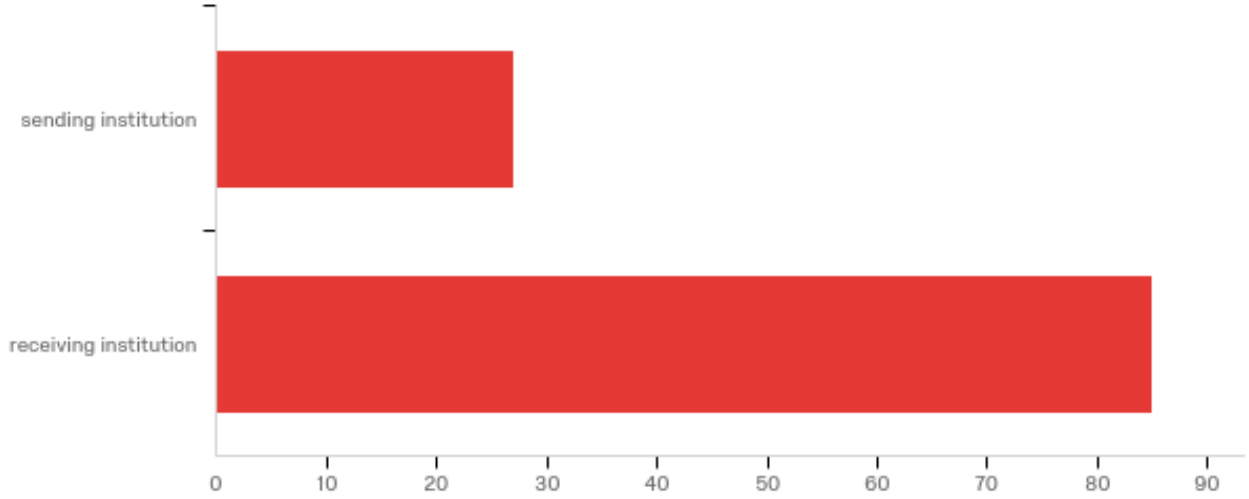
Appendix A: Responses to Forced-Choice questions

All responses

Improving Transfer

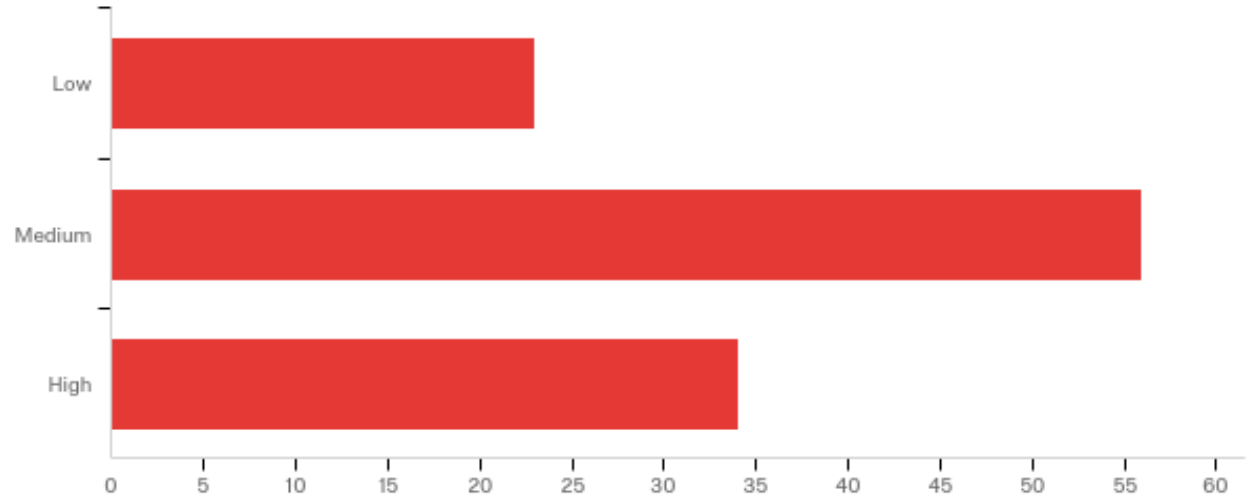
June 21st 2017, 9:43 am EDT

Q14 - Is your institution primarily a transfer



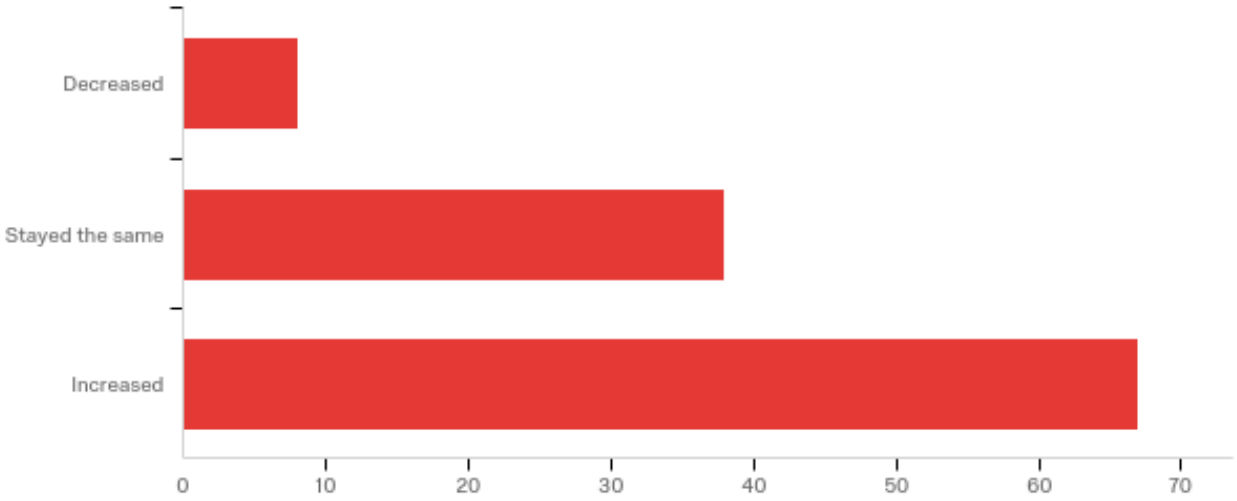
#	Answer	%	Count
1	sending institution	24.11%	27
2	receiving institution	75.89%	85
	Total	100%	112

Q15 - How would you rate your own institution's current commitment to transfer?



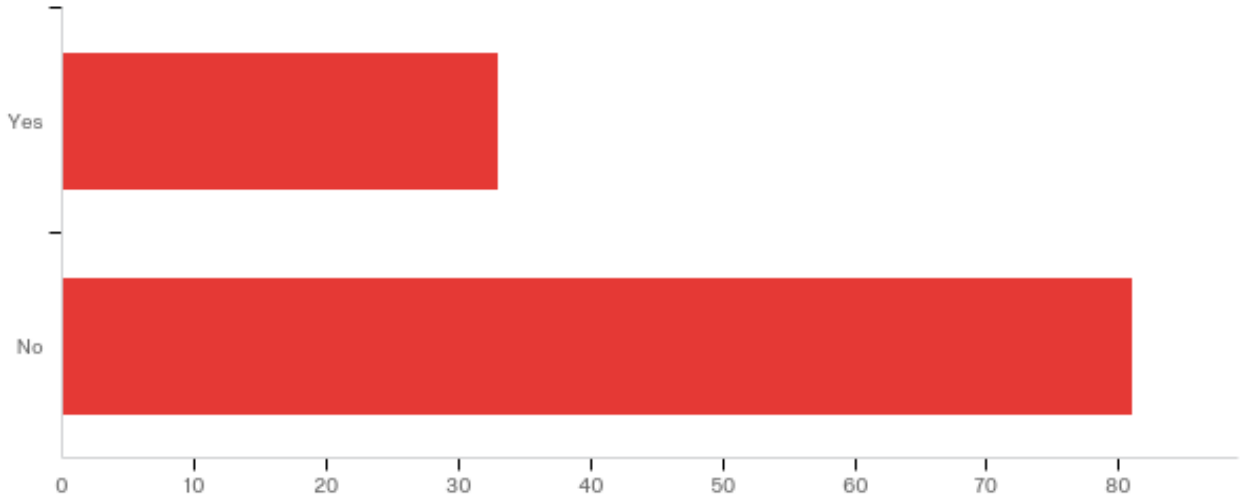
#	Answer	%	Count
1	Low	20.35%	23
2	Medium	49.56%	56
3	High	30.09%	34
	Total	100%	113

Q16 - Over the past two years has your institutional priority for transfer



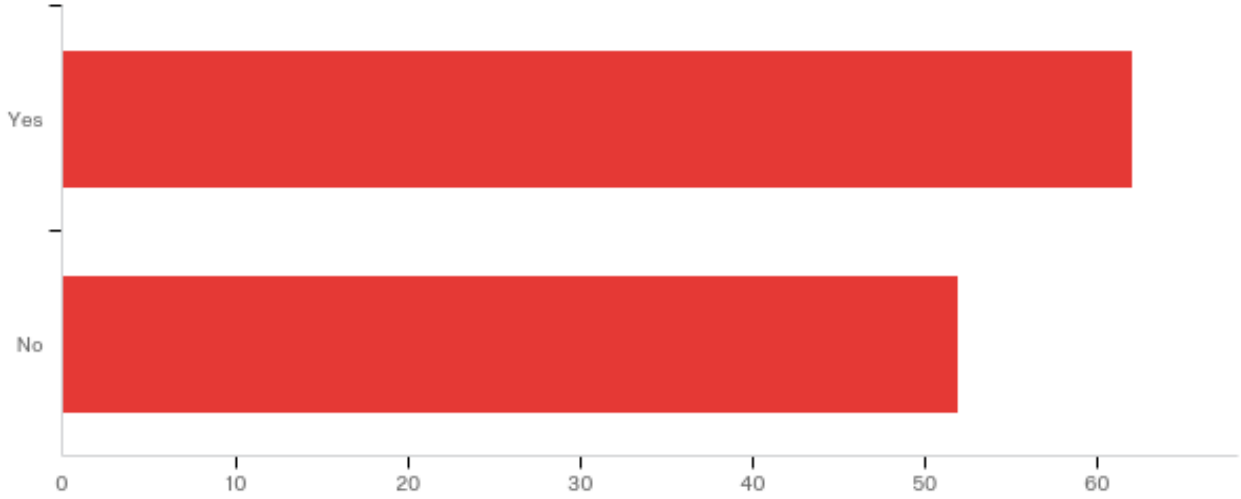
#	Answer	%	Count
1	Decreased	7.08%	8
2	Stayed the same	33.63%	38
3	Increased	59.29%	67
	Total	100%	113

Q17 - Does your institution have a comprehensive plan to improve transfer?



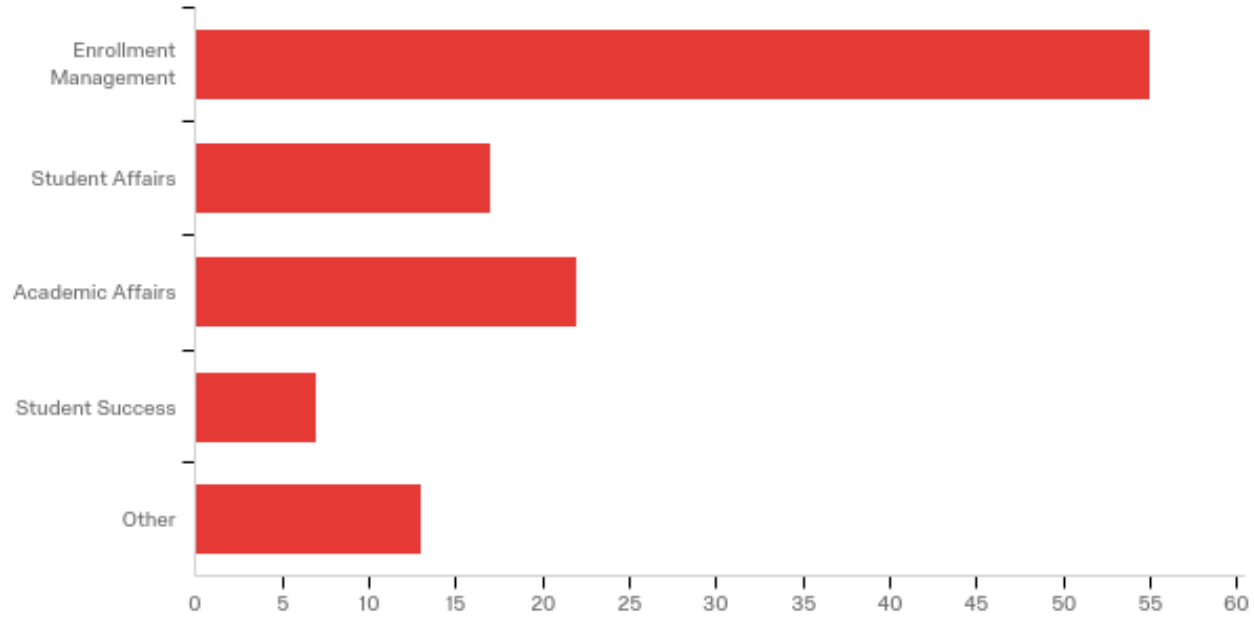
#	Answer	%	Count
1	Yes	28.95%	33
2	No	71.05%	81
	Total	100%	114

Q18 - Does your institution have an "advocate" for transfer, beyond Enrollment Management? ("Advocate" is defined as a senior leader/office with vested responsibility for coordinating transfer support post admission or pre transfer sending.)



#	Answer	%	Count
1	Yes	54.39%	62
2	No	45.61%	52
	Total	100%	114

Q19 - In your current institutional structure, who is the more likely primary "owner" of transfer advocacy?



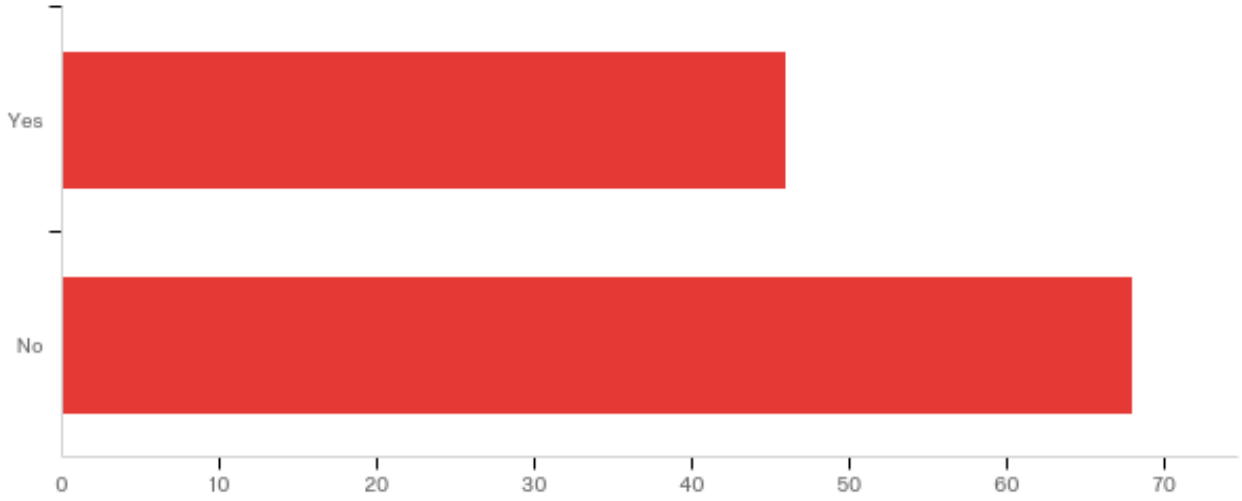
#	Answer	%	Count
1	Enrollment Management	48.25%	55
2	Student Affairs	14.91%	17
3	Academic Affairs	19.30%	22
4	Student Success	6.14%	7
5	Other	11.40%	13
	Total	100%	114

Other

Other
College President
Our Admissions Team, Advising Team, and Registrar's Office along with our Student Success division partner to create a strong transfer team
The Transfer Center
orientation
Transfer Advisors within the Colleges

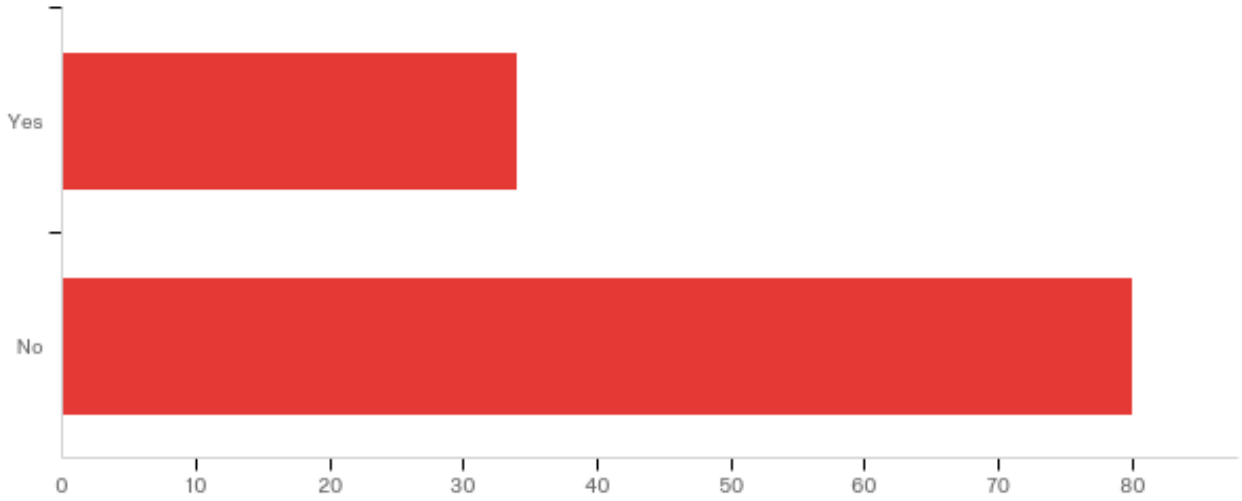
transfer recruitment coordinator
Student Success Leadership Institute team
Both Admission and Student Affairs
Admissions
Advising Department
Enrollment Management & Student Affairs combined division

Q20 - Does your institution have any kind of institution-wide transfer stakeholders' group to problem solve, study, advocate for transfer students (analogous to similar groups for first-year students at many institutions)?



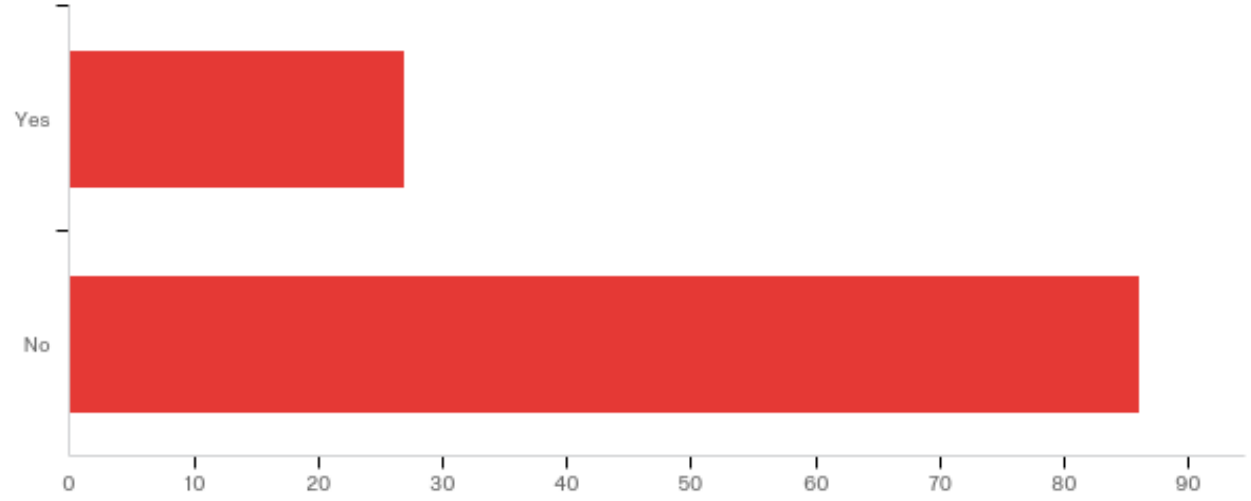
#	Answer	%	Count
1	Yes	40.35%	46
2	No	59.65%	68
	Total	100%	114

Q21 - Does your institution have a transfer office or transfer center?



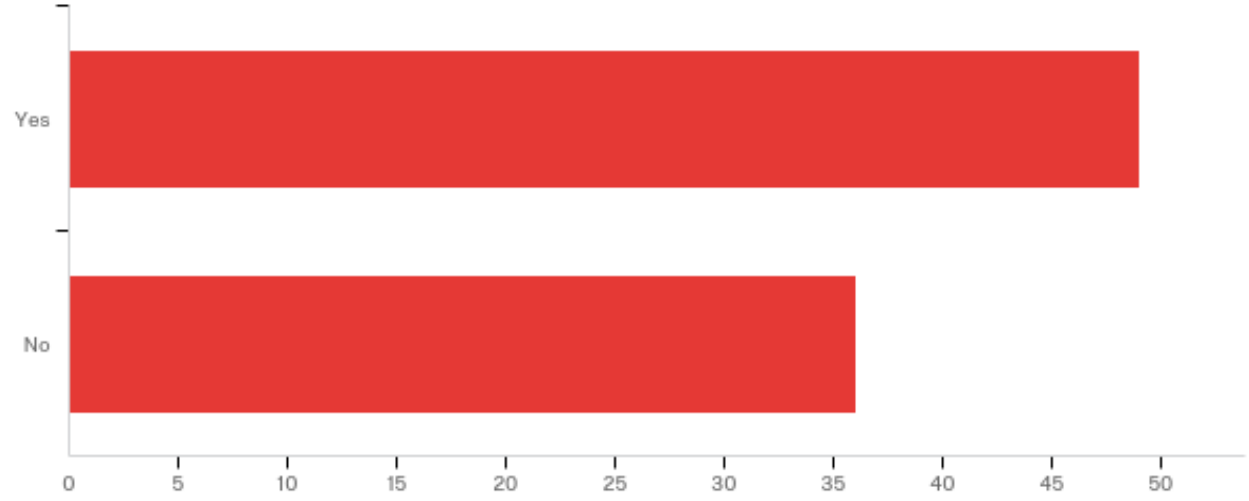
#	Answer	%	Count
1	Yes	29.82%	34
2	No	70.18%	80
	Total	100%	114

Q22 - Do you offer a credit-bearing college success seminar course for either transfer-bound or incoming-transfer students?



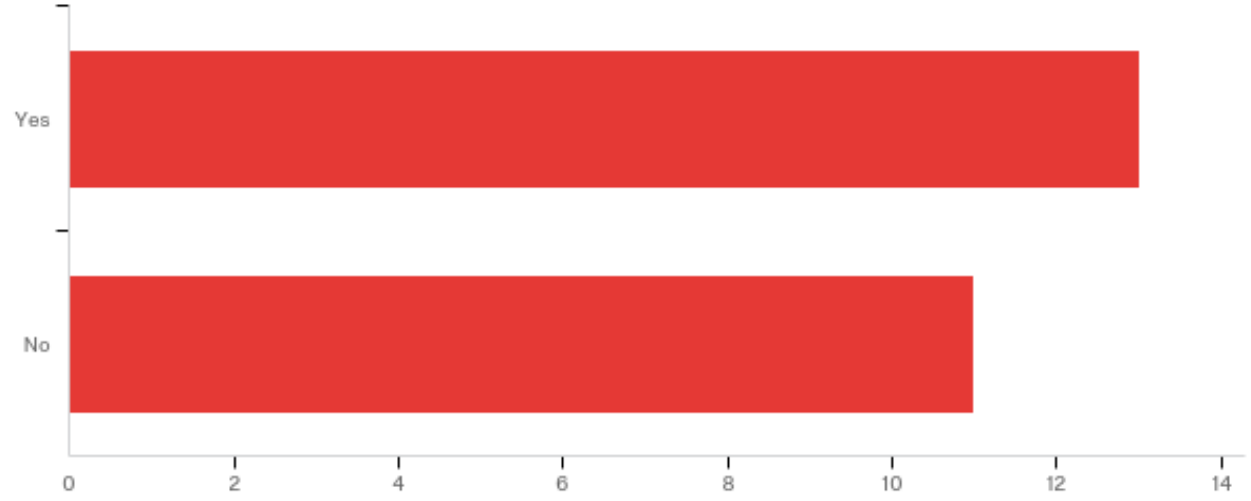
#	Answer	%	Count
1	Yes	23.89%	27
2	No	76.11%	86
	Total	100%	113

Q23 - For transfer-receiving institutions, do you require transfer students to participate in pre-term orientation?



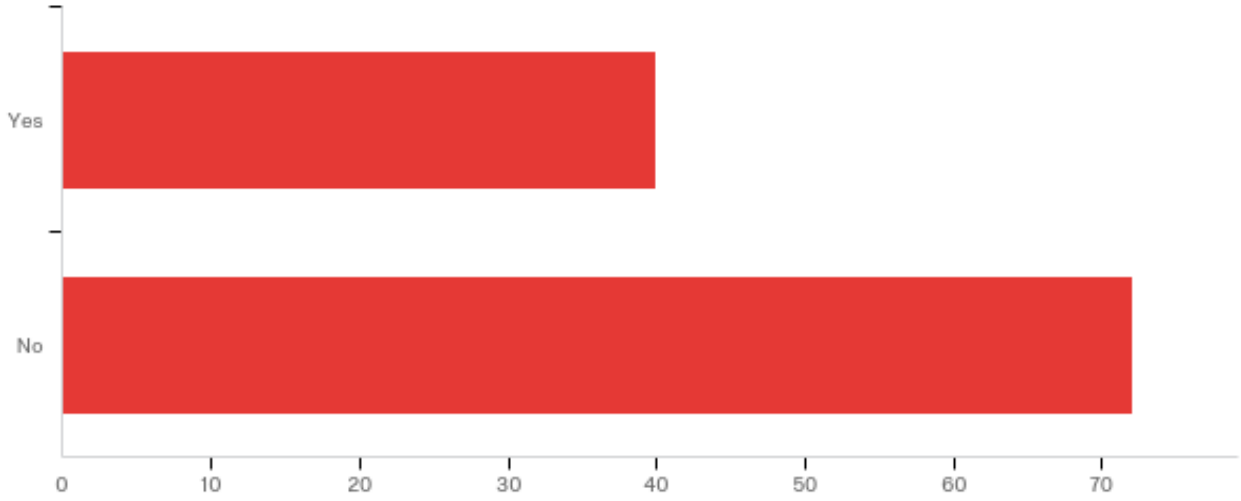
#	Answer	%	Count
1	Yes	57.65%	49
2	No	42.35%	36
	Total	100%	85

Q24 - For primarily transfer-sending institutions, is the transfer process and/or transfer services introduced as a part of new student orientation?



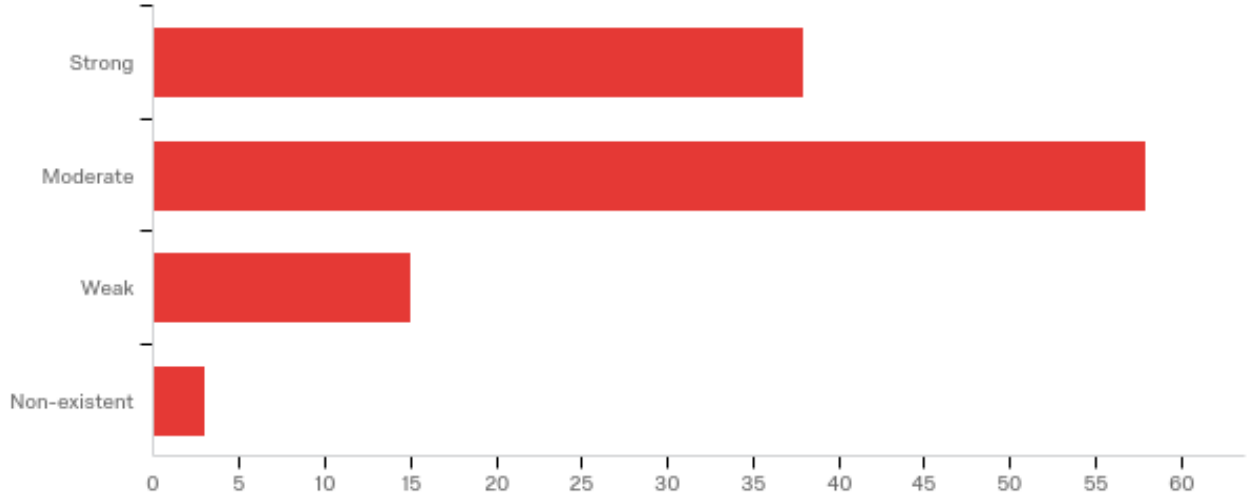
#	Answer	%	Count
1	Yes	54.17%	13
2	No	45.83%	11
	Total	100%	24

Q25 - Is there a structured process at your institution to periodically share and discuss data and information about transfer (transferring in or out) at your institution?



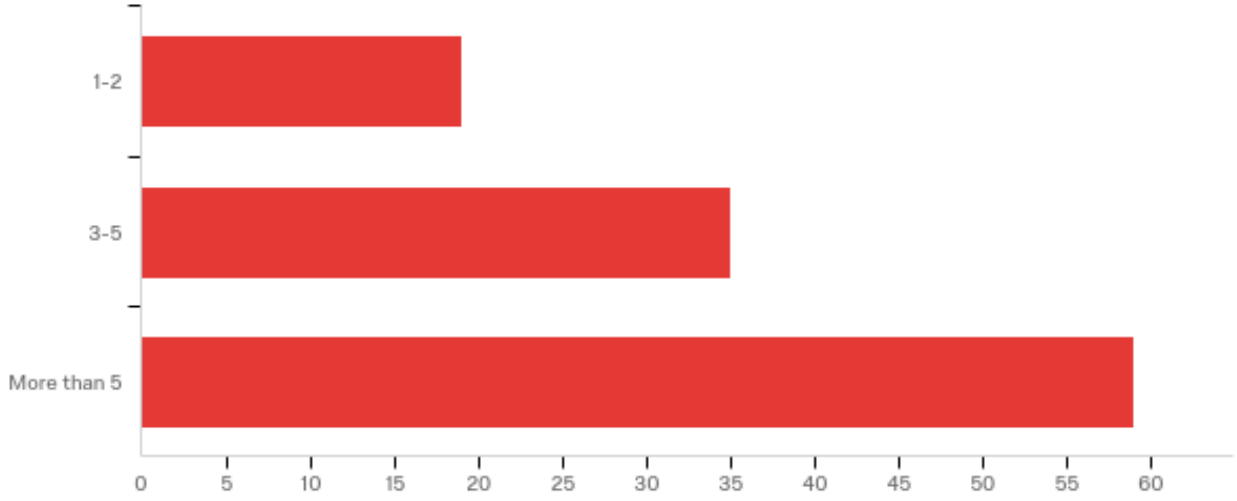
#	Answer	%	Count
1	Yes	35.71%	40
2	No	64.29%	72
	Total	100%	112

Q26 - How would you rate your institution's transfer partnerships with your primary sending/receiving institution?



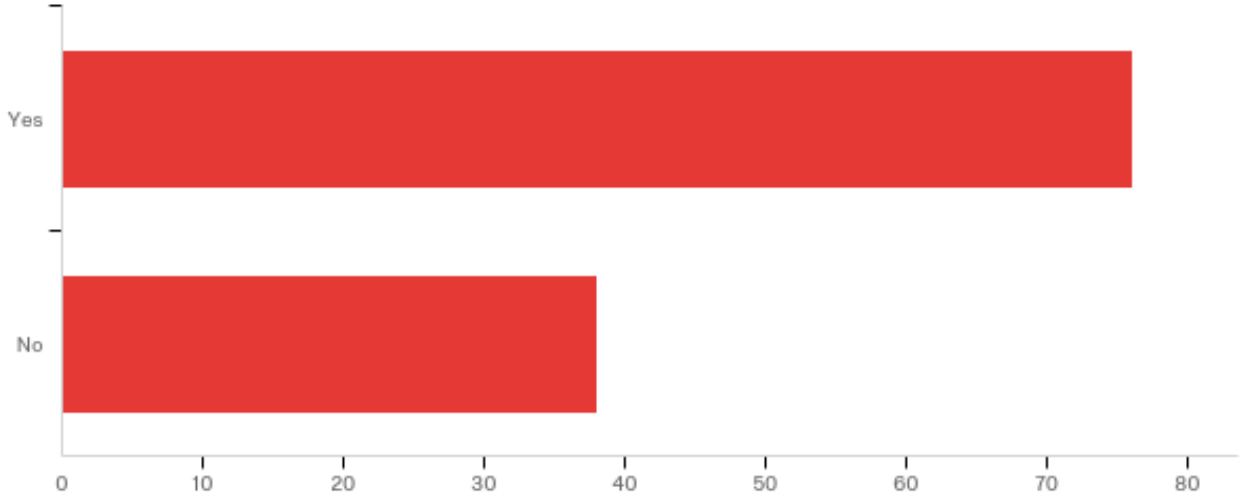
#	Answer	%	Count
1	Strong	33.33%	38
2	Moderate	50.88%	58
3	Weak	13.16%	15
4	Non-existent	2.63%	3
	Total	100%	114

Q27 - Approximately how many transfer-institution partners does your institution have?



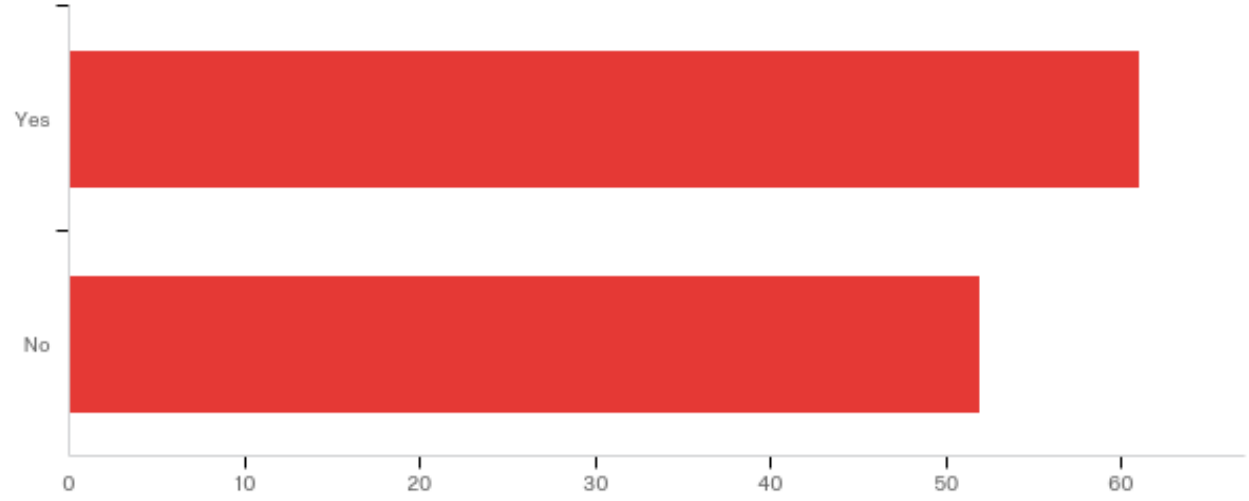
#	Answer	%	Count
1	1-2	16.81%	19
2	3-5	30.97%	35
3	More than 5	52.21%	59
	Total	100%	113

Q28 - Does your institution participate in a state or regional network that focuses on transfer?



#	Answer	%	Count
1	Yes	66.67%	76
2	No	33.33%	38
	Total	100%	114

Q29 - Has your institution done anything in the past one to three years that has significantly improved transfer outcomes?



#	Answer	%	Count
1	Yes	53.98%	61
2	No	46.02%	52
	Total	100%	113

Appendix B: Open-Ended Raw Responses and Codings

Q2 - Transfer-Student Friendly: What is most essential for an institution to have, do, or provide, to earn the descriptor “transfer-student-friendly”

- acceptance of credits from 2 year program as well scholarship availability
- In order to earn the descriptor "transfer-student-friendly", an institution should have plenty of resources whether it be literature, online, or a person(s) of contact to answer their questions. Also, departments across the board should be on the same page in reference to knowing the correct information on how to guide them and to provide customer service.
- Counselors that are well trained to help students transfer.
- Clear communication and a sense of urgency and understanding for transfer student needs. If an institution does not clearly communicate what transfer services they offer, how will they serve them?
- From a community college perspective, the college is "transfer friendly" if the college accepts all the credits that the student brings with them from their previous college.
- A coherent transfer credit policy that maximizes the student's prior experience.
- Clear transfer guidelines and requirements are great, however, Transfer Advising Services and Transfer Orientation are essential to be transfer-student-friendly.
- Dedicated personnel who assist with the entire transition process
- ease of transferring courses; clear policies and practices published on a college's website, catalog, etc,.; ways to appeal how courses transferred that are easy; availability of transfer professionals
- Clearly defined pathways to graduation that are reasonable
- Someone who can explain the transfer process to the public, answer questions, etc..
- * Preliminary Transfer Credit Evaluations prior to admission
  * Transfer Credit Evaluations prior to making a deposit
  * Include transfers in all activities/events - Orientation, Admitted Student Days
  * Transfer Open House
  * Transfer 101 Seminar
  * Transfer Student Housing
  * Create a Transfer Center (all-inclusive with admission, financial aid, and advisement)
  * Plan Ahead: Make sure upper level classes are available for new transfers (who usually register after continuing students)
  * Special Transfer Advisers in Financial Aid Office, Admissions, Advisement (if can't create a Transfer Center)
  * Package transfer students for financial aid along with first-year students. Don't make them wait until after first-year's are packaged
- Be accessible for questions, be accommodating to transfer students, and have a great transfer credit policy.
- Transfer Center
  Transfer Fair and workshops
  Transfer Week

- a transition office for transfer students to provide them a group of people they can reach out to in order to gain help in between admission and start of classes. This is not the same as a transfer services center which can isolate transfer students from the general population. The transition office is there to serve as a stop gap between admission and registration. Normally transfer students are left sort of twisting in the wind after they are admitted until they are able to register and go to classes. Sometimes a strong orientation program can fill this gap; however, orientation programs are usually only one day and the orientation office typically has too much going on to assist students in transitioning.
- Staff dedicated to transfer students, with knowledge of policies and practices.
- Support services for non-traditionally aged college students,flexible transfer credit policies, and competitive scholarship and aid.
- Have a "transfer person" in admissions, academic advising, registrar, and any other important offices on campus. Having someone with this area of expertise helps create the "transfer friendly" environment. In addition to transfer orientation, transfer first year experience courses, and a transfer student association.
- Programming for new transfer students, easily transfer credits and count towards general education/major requirements, transfer seminars, academic advising, transfer center, mentor programs, Admissions specific events
- Accept as many transfer credits as possible. All if at all possible
- Policies and resources that support direct pathways for transfer credit. Dedicated staff for transfer students. Academic help and advisement. Connection through clubs and activities.
-
- Institutions should have a primary focus on assisting transfer students through the unique challenges they face and acknowledge when their programs, practices, and policies fail to meet their needs. This should manifest itself in dedicated staff and resources for this population and a reliance on those staff members to serve as an expert resource for all other faculty and staff. All members of the university community (prospective and current students, faculty, and staff) should know who to direct transfer student questions to and ideally, it is a centralized staff member or office dedicated to transfers or at least a person in each major department is identified as a point of contact for transfers and well-versed on this populationâ€™s needs. To be deemed â€œtransfer-student friendlyâ€, an institution should be tailoring programs and services to this population and periodically reviewing those programs and services to determine if they are continuing to properly serve transfer students. For instance, it is not enough to say â€œwe have an orientation for transfer students,â€ but instead institutions should be saying, â€œHow does this orientation meet the needs of this unique population?â€ In addition, to understand the answer to that question, institutions need to seek out the guidance of their students and evaluate their experiences, successes, and failures to determine if they are meeting transfer student needs.
- A comprehensive set of low-touch resources and tools that maximize students' abilities to understand their position on their academic path as a transfer; blended with high touch services that support students to minimize duplication of academic content, contain increases in time to graduation, and reduce unnecessary costs for transfers' undergraduate education.
- Clear and published pathways between 2 and 4 year insitutions

- Accepting credits from prior institutions easily and through an automatic process. Being transparent to potential transfers about what will transfer.
- Enrollment services, programs, and staff for transfer students that parallel those available for transfer students.
- Have, make available, and communicate credit articulation rules/agreements
  Have a student-centered, no-hassle undistributed credit resolution process

  Provide a transfer-specific new student experience (e.g. orientation, mentoring)

  Have dedicated staff to transfer student needs (e.g. admissions counselor, transfer center, academic unit transfer specialists)
- From the community college stand point, we somehow need to get the message out early how important it is for student to "think" transfer early and start planning. I've seen too many students who will wait until they almost have the associates degree before they realize that they have to see the Transfer Coordinator.
- Human resources available to advise this population, orient them to campus, and answer questions
  Clear content online regarding transfer student eligibility/criteria and transfer course info
  Available housing for transfer students
- Have very clear and easily-accessible transfer guidelines. It's fine for the school to be hard to get into--the eligible paths and the process just need to be made clear. Too often need-to-know info is buried in web pages where only those already in-the-know know to look.
- For an institution to be considered "transfer-student-friendly" they must have complete wrap-around services for transfer students. This means accepting transfer credit, offering pre-advising before they submit an application, having transfer-student specific programming. it also means that faculty and staff understand the transfer process and that students may need some assistance adjusting, but have similar outcomes as native students.
- Make transfer students part of the enrollment plan. Recruit them, give them merit scholarships, and clearly provide course equivalency information for planning.
-
- Orientation with validated learning outcomes, ability to meet with academic/faculty advisor early in the transition process (even before application/acceptance), clear pathways for course applicability and degree attainment
- A dedicated office just for Transfer Students.
- Centralized office to serve transfer students. Clear information on major requirements and how courses transfer. Transfer advising. Unofficial transcript review.
- Recognize that transfer students - their path, needs, and resources - are different than first-year students. An institution needs to provide specific staff, resources, and events (like Orientation, housing, programming) specifically for transfer students. In addition, this mindset of understanding the needs of transfer students must be institution-wide. It can not just be one office, the whole campus must recognize their specific needs.
- Administrator Dedicated to 1. Transfer Pathways (partnerships with universities, community colleges and k-12 partners, Transfer Admission Guarantees, special programs) 2. Creating a Transfer Receiving/Sending Culture 3.Funding to support Transfer related programs and services, staffing to support implementation of transfer initiatives.

- I think having a dedicated residential community and some special training of live-in staff are both essential
- Inclusive policies, literature and outreach
- An institution must have clear pathways from the 2-year to the 4-year institutions to help facilitate a seamless transition for the student(s).
- accept transfer credits, articulations, generous scholarships
- Appropriate level of support for the transfer student and the transfer process.
- From Enrollment Management perspective - honest accurate information on how courses transfer and apply to the degree the student is admitted into.
  From an Academic Perspective, a course preferably credit bearing that keeps students engaged in the university, makes faculty aware of the challenges facing transfer students and connects these students to all the services provided at the university for student success.
- Fair and equitable transfer-articulation policies that assess equivalency with respect to original intent and allowing for elective and specific course credits help create a transfer-student-friendly institution.
- Dedicated staff who can support new transfers at the university
-

  In order to be a transfer friendly institution, there must be equity in the treatment and understanding of transfer students as well as programming for this population. This would include equitable admission practices from recruitment to admission standards, comparable scholarship opportunities, relevant and effective orientation and welcome programming as well as consideration for honors. The transfer process should be transparent and easy to navigate.

  Most institutions publish a general student body profile and/or a freshman class profile. In order to make data driven decisions about the transfer population, transfer student profiles as well as persistence, retention and graduation rates also need to be tracked.

  The ease of transferability and application of transfer credit to academic programs is also crucial to being a transfer friendly institution. Ease of transferring credit includes the how quickly credit is evaluated, how students are notified the evaluation has been completed, tools used to help students understand the credit evaluation and, finally, a simple re-evaluation process for credit that has not transferred directly or specifically applied to a degree program.

  Lastly, an institution should have dedicated staff that understand the needs of transfer students and can act as advocates on their behalf. In addition, the general faculty and staff should be educated in transfer student issues and policies and have pre-determined competencies related to this student population.
- The ability to answer the question for the student of what will transfer and possible time for completion of the degree.
- The ability to provide an accurate evaluation as quickly as possible.
- Timely, accurate information, especially about what credits will transfer and financial aid.
- Provide services unique to transfer students.
- Have all administrators, faculty, and staff on board with making transfer a priority.
- Liberal transfer credit policies.
- A student needs to know in advance what courses/learning experience will transfer and how they will articulate. A student also needs access to an orientation service for transfer students.

- Have transfer students represented in admissions material information. Provide timely transfer credit evaluation information so students are able to make informed decisions. Have staff available to assist with transfer student needs. Offer a transfer orientation and/or transitional seminar or support to new students.
    - #NAME?
- Consistent and enthusiastic advising for students transferring out or into an institution.
- Transparency of requirements, easy access to advisement, institutional commitment and expectations of transfer, seamless transfer from 2-year to 4-year colleges and universities. Attention to the unique needs of diverse students, especially first-generation, low income, and racial minority students.
- It is most essential for the institution care about graduating transfer students.
- Being transfer friendly starts with the admissions process: clear articulation agreements and a smooth advising and transfer of credits process. Next, orientation, housing and other socialization activities (individual and distinct transfer orientation, transfer mentors, transfer residence hall communities etc..) are important to a students transition and integration. Lastly, academic support, especially for vertical transfers is important to help students adjust to academic rigor and the new learning environment. Overall, a smooth admissions process, intentional socialization mechanisms and then academic support. Transfer friendly campuses seek to increase and enhance the transfer capital (Laanan) that incoming students have upon arriving on campus and learning to navigate the new campus community.

  Above and beyond would be training for faculty and staff on how to work with transfers to avoid transfer stigmatization.
- Relationships with transfer-sending institutions and publicly accessible knowledge of "how my credits transfer"
- personalized, substantiative contact with knowledgeable staff on the front end of matriculation
- 1) Provide pathways that allow students to transfer and complete a degree as efficiently as possible.

  2) Be more accepting of transfer work - primarily basic core - already completed.

  3) Allow students to register with current students in order to get courses needed to complete the degree.
- The institution needs to provide support services specifically directed for transfer students instead of placing them in a category with new incoming freshman.
- Seamless transfer, where students not only transfer all their courses hassle-free, but also are able to feel integrated into the community.Too often transfer students are the "after-thoughts" of the institution. They don't feel as integrated into the college community as a freshman.
- An institution should have its own Transfer Student Center
- 2+2 Programs with area community colleges or technical schools.
- Early advising, flexibility for transferability core courses and scholarships/aid
- a transparent system of block transfer for lower division gen ed and visible pathways into majors.

- Clear pathways and communications with Community College staff and prospective transfer students.
  Programming and support location/staff on campus for admitted/current transfer students
- Having a centralized semblance of a "Transfer Center" coordinating the large myriad of services (course equivalencies, financial aid, admission, advising, co-curricular) available to these students goes a long way in encouraging dialogue between the institution and the transfer students. Whether the Transfer Center is responsible for these services or not is a separate question, but having a centralized place/office/person to serve as a concierge of sorts will surely make transfer students believe the institution is transfer-friendly. Ideally, an institution who takes this approach, would also take a more meaningful approach to ensure fairness in the treatment and opportunities for this important student population.
- A partnership with all college programs to link with transfer services.
  An orientation for all in coming transfers
- Clear transfer pathways and easily identified support systems.
- Ease of transfer. This means making policies understandable and clear with regard to what transfer credits will be accepted, which will not, and procedures in place to have them reconsidered. Making sure that the student gets the most out of their previous credits and experiences is important.
- Communication; timely and accurate information
- Easy to understand transfer guides by major for most frequently transferred to 4-year colleges.
- Provide initial welcoming and supportive services that allow student to transition to becoming institutions student not merely a transfer students.
- The essential to have in an institution is understanding, and experience. Knowing that a transfer student has more on there plate than just transferring. Knowing that transfer students have worked hard and are on a mission to reach their ultimate goal, that degree.
- An awareness of why/how transfer students are different than traditional admits (and programs that support that)
- To be considered transfer-friendly, institutions of higher learning should have a system by which students can receive course equivalency and/or transfer credit for previous coursework whenever possible, including a streamlined pathway for degree completion, and a transition plan in place to help transfer students acclimate seamlessly to their new institution.
- Meet with and work with students pre-transfer. Without a doubt this is key. It shows students that the institution is invested in their success right away.
- At the core, regardless of what services a institution has, it is important for all necessary information a transfer student needs to succeed to be easily accessible and understandable.
- Institutions must provide up to date transfer credit policy and recommendations. As well as inclusive orientation and programming for transfer students.
- Clear directions for transferring. Clear information on how credits will transfer.
- The most essential things that an institution can have or do to be "transfer-student-friendly" would be to have a Transfer Center on campus where transfers students know that they can stop in there with any questions they may have about transferring, how to navigate their new campus, how to read their transcripts, etc.
  The word "transfer" needs to be included in the mission and purpose of each and every office as the word "freshman" is.
- accept credits, financially match as best they can, allow access to programs as any student can.

- Provide helpful information online or in person so that students understand what they need in order to qualify to successfully transfer. This includes, deadlines, general education requirements that are clearly outlined. Information about how to apply for financial aid is also important. Maybe also provide a list of potential pitfalls that other transfers have experienced. Transparency and accessibility are critical. Transfers don't have a college counselor guiding them through the process. They are for the most part on their own. And while I understand that general education requirements are important don't be so stringent that it discourages kids from trying to move forward.
- Institutions must make transfer a priority and include it as an important component of their mission. Community colleges specifically must partner with four year institutions to develop major-specific pathways that show students what courses they must take at both institutions to earn a bachelor's degree. Third, students should be helped early to choose a program of study and advised of their transfer option.
- Clear guidelines and documented procedures for identifying and awarding credit for approved transfer courses
- - Transfer credit evaluations before expecting a student to deposit (or make their decision otherwise to attend).
  - Holistic advising for transfer students to understand how their previous credits / degrees may impact their current courses and financial a
- Offer credit evaluations in admissions, have space for commuting students with lockers and a study area, and have housing to meet their needs.
- Clear, concise, and logical pathways. They also need clear and concise information about how courses transfer to and from institutions. Not just two year to four year, but the opposite as well. Students transfer from 4 year to two year all the time, and this population often has no idea how their credits transfer.
- Separate transfer orientation (or at least separate workshops w/in the general orientation), transfer advising, transfer student groups, housing available and the opportunity to live on-campus for non-traditional students (even if in graduate housing, where appropriate).
- They have clear and accurate information about how their courses transfer to other institutions and how other institutions' courses transfer to their institution.
- Clear and specific comments about the requirements.
- Transparency. Institutions can only be transfer friendly if prospective transfer students can gather enough information through the receiving institutions website or admissions staff to know what they can expect in regards to their transfer credit. Institutions that are not transparent about how they review transfer credit will make transfer students weary. Even if institution X takes fewer transfer credits than institution Y, institution X can still be transfer friendly as long as it is clear and transparent about why they don't accept certain transfer credits.
- Awareness of outside life factors of the students in the staff, faculty, and administration of the institution.
- Clear transfer articulation policies, including credit review and awarding of credit for equivalent courses
- To be transfer-student-friendly, it is essential that an institution accepts as many transfer credits as possible to satisfy General Education and Major requirements towards graduation.
- Dedicated, transfer-specific staff who can cover all of the nuances of the transfer process, including - but not limited to - financial aid, transfer of credit (ideally along the lines of

seamless transfer credit and clear expectations), and the "cultural feel" for arriving transfer students.

- It is important for institutions to be helpful for students that are transferring in and transferring out. Students should be able to clearly see on an interactive web site how the courses of the home school would align to the transfer school in specific programs. An academic plan would then be created for the student showing exactly what the student needs to take each term on the entire pathway between the two schools. For a receiving institution it is important to have a clear and prompt process for transfer credit evaluation while communicating the process and outcomes.
- Competitive scholarships for transfer students and be open with credits accepted to the institution.
- Have clear cut instructions on website that cover admissions, deadlines, financial aid, credit transfer policies - along with statistics to help students put this information in context.
- Institutions need to make the transfer process "hassle-free." An entering transfer student should be celebrated by an institution, just like an entering freshman. Without dashing from office to office, a transfer student should be able to apply and have their transcripts reviewed for transfer credit in one visit. A dedicated Transfer Admission Counselor or Transfer Academic Advisor should help students through the process.
- Easily accessible information on what courses will transfer.

- Easy and timely access to information related to transfer admission, credit evaluation, and financial aid.
- Clear details for the student regarding transferability of coursework. Assistance in advising while the student is still at the community college for course selection that will help them transition seamlessly.
- Make it easy not only to transfer credits, but to see exactly how long it would take to graduate given what credits have transferred. This information should be provided in advance, when the student is first applying, rather than at the point of admission or the point of deposit. This is the single most essential thing.
- Transparency to understand course transfer before enrollment commitment, or - even better - before admission application.
- Orientation programs
- In order to be identified as "transfer student friendly," an institution must value transfer students on their campus as an integral part of the student body, and not just an addendum to the often more valued direct from high school students. Furthermore, the institution must provide prospective and new transfer students with important, timely information on transfer agreements, application of transfer credits, transfer scholarships, and transfer admissions via multiple avenues, such as, academic advising, transfer fairs, campus visits, web pages, brochures, and more.
- Ability to easily transfer in credits in a way where students do not feel that their prior college experience was not a waste of their time. Transfer scholarship opportunities. Transfer student orientation program.
- Transfer students need a number of things to support easy transfer. They need transfer planning advising (i.e. what courses can I take at my community college that will apply toward baccalaureate degree requirements when I transfer? Also, what courses can I take at my community college that will both meet requirements for my associate degree AND my baccalaureate degree?) As part of this pre-transfer advising, they need to know the

admission criteria at the four-year program of interest. They need information about the transfer process. They need early (before admission confirmation) transfer credit evaluation as this is essential to their decision to complete the transfer process. They need transition advising and orientation to their new (likely larger) campus.

- Provide clear information on transfer credit and transfer programs for two year transfers and appropriate advising and support for students interested in transferring four year to four year or two year to two year institutions. Designate staff with expertise to assist with admission processes as well as other student services.
- Provide clear curriculum pathways to earn a bachelor's degree
- Transparency in process
- To provide the accurate information, and resources to the student in the transition period, to make it a seamless process, like we do for all freshman applicants
- Transparent, easily used and followed transfer pathways to partner institutions
- Have a dedicated transfer staff to help ease the transition and make the transfer process as smooth as possible. I think it's also helpful to have dedicated transfer academic advisers who understand that transfer students are different then first year students.
- To provide the appropriate staffing to guide students through the process of transfer and to make sure that the process is completed efficiently and in a timely manner. The transfer process should always keep the students best interests in mind.
- Articulation agreements are always appreciated. The best example I can think of is the CUNY system in NY. Students know their credits from 2 year institutions will transfer to the 4 year institutions within the system.

  Private colleges do not often have articulation agreements in my experience, but the more they can make clear what will and what will not transfer over in terms of credits, the better.

  Options for off-campus housing or housing that is different than a traditional dorm.
- To me, a "Transfer-student-friendly" four year university is one that makes the process of transferring from a community/junior college to the four year school easy and seamless. There should be minimum barriers for transfer students and they should be held to the same standards/rules as those who are native to the four year institution. They should also accept the Associate of Arts and Science as a whole and honor General Education courses as satisfied.
- provide academic advising (or accessible resources) BEFORE transfer regarding which courses to take for specific majors.

  provide quick turn around (or accessible resources) DURING transfer regarding how courses will count toward a specific major.
- In place and enforceable articulation agreements that are easily understood by students, faculty and staff
- I believe transfer students biggest concerns are about how their credits will transfer, how long it will take them to complete their desired degree, and how much it's going to cost them to complete their degree. Being able to provide answers to those questions early in the process is what I believe is necessary to be considered transfer-student-friendly.
- Most essential would be to have a curriculum that's flexible enough to incorporate as much of a transfer student's previous coursework as possible and options to take courses during the day, night, weekend and online.

- The University as a whole needs to support a transfer initiative. It can not come solely from the enrollment side. Administration, faculty and staff all need to understand the great benefit transfer students bring to the campus community and the class room experience and be willing to support these students by providing transfer focused faculty advising, orientation, peer groups/mentorship, etc.
- Clearly visible on-boarding process for new students: a transfer center where prospective students can get academic advice and guidance regarding university resources, colleges, etc., clear pathways for degree completion, etc.
- The academic standards must not be extreme because most transfers had to catch up with their academic work. Example, if your current students GPA average is 3.10, don't make the transfers population achieve higher to be admitted even from a less competitive institution. Provide the students a reasonable evaluation of how courses will transfer and what courses they will be expected to complete for a degree. Look for options to provide some need-based aid.
- Continue to identify, evaluate and serve the needs of transfer students.
- Transfer Friendly institutions have to have room to admit transfer students and provide housing if possible regardless of first-year enrollment. Beyond this, students look for the three C's

  1) Courses - Does the institution offer the courses I need in my major to continue in my degree
  2) Credits - Will the institution honor the credits I received from my previous institution(s). Are they equivalent to courses at that institution.
  3) Completion - Will I be able to graduate "on-time" at the new institution, or at a minimum is it clear how long it will take to complete my degree at the new institution.
- Degree programs that combine bright job prospects with a course plan that will transfer in all/nearly all of a student's community college coursework, well-publicized.
- It is essential for students to have access to a person(s) who is able to answer questions unique to this population.
- The most essential issue for transfer friendly institutions is to be "present" for the transfer students.
  - Accommodating staff; to interact with transfer students
  - Continual support from the Advising staff at both institutions
  - Publications talking about the process
- Clear articulation guides, or the ability to tell a student early in the application process which of their transfer credits will fit into the program at the receiving school. A website that's easy to navigate. Support services (academic and social) for transfer students. Strong transfer scholarships
- Limited barriers for students to achieve a degree from the transfer institution.
- Transparent/easy to access information, transcript processing time & follow up advising.
- Guided pathways demonstrating how courses completed at the community college will be accepted at the university.
- It is vital for students to have a clear expectation of degree requirements, including how external coursework helps satisfy these requirements and the anticipate time to completion. Institutions that clearly articulate this information serve students well.

- A transparent transfer process that includes coursework and all other PLA related opportunities for credit. A plan in place for advising and departmental contacts, a process for appeal, and clear pathways for student success.
- transfer specific policies
  transfer friendly staff, educated on the needs of transfer
  transfer advocate
  transfer friendly web sites= ease of access
- Very clear curricular information. Without that, other kinds of assistance come up short.
- Offering pre transfer planning services to prospective students including preliminary credit evaluations and services to help students navigate their new college/university following their enrollment. Mandatory orientation for new transfer students.
- Seamless transferability from 2-year to 4-year colleges or universities. Knowledgeable staff on assisting students in the transfer process.
- Have an accurate and timely process to evaluate and award appropriate institutional credit based on transfer credit completed.
- Ease of services, helpful, transparent, truthful
- Mostly a quick response time, to application status/decision, award of credits, applicability of credits, estimate of time and/or credits to complete the intended degree, etc.
- 1. Clear, established transfer credit equivalencies that are accurately maintained in an easy-to-find public-facing database.
  2. A culture of respect for the role of the transfer student and willingness to scan institutional policy to assure transfer students are treated the same as native students and not disadvantaged by certain business practices or institutional policies.

Initial Category	Code	Recoded	Count	Percentage
Academics	Transfer Seminar	Academics	4	1.31%
Academics	Pathways	Academics	29	9.51%
Academics	Articulation Agreements	Academics	4	1.31%
Admissions	Scholarships/Funding	Financial	11	3.61%
Information Accessibility	Retention/Graduation Data	Info	2	0.66%
Information Accessibility	Major Requirements	Info	3	0.98%
Information Accessibility	Communication	Info	8	2.62%
Admissions	Marketing	Info	5	1.64%
Admissions	Financial Aid information	Info	6	1.97%
Infrastructure	Transfer Center	Infrastructure	11	3.61%
Infrastructure	Housing	Infrastructure	7	2.30%
Leadership	Transfer Culture & Assessment	Leadership	21	6.89%
Leadership	Professional Development	Leadership	3	0.98%
Admissions	Transfer credit policies	Policy	52	17.05%
Admissions	Registration Processes	Policy	2	0.66%
Admissions	PLA	Policy	1	0.33%
Admissions	Credit Evaluation Process	Policy	25	8.20%
Admissions	Admissions Policies	Policy	18	5.90%
Services	Transfer Orientation & Mentoring	Programs	22	7.21%
Services	Support Systems	Programs	16	5.25%
Academics	Honors	Programs	1	0.33%
Services	Transfer Advising	Staff	26	8.52%
Infrastructure	Dedicated Transfer Staff	Staff	28	9.18%
			305	

Q3 - Collaboration: Name one replicable approach you have used or observed that is effective for accomplishing collaboration between transfer partners.

- Start with individuals who share an understanding, passion, or appreciation for the transfer student experience. Often, we do not take the time to find those people who can champion the transfer student cause within each department and it can be as simple as asking the question. There is also a lot of merit in finding the people on your campus who have a transfer experience. As that is becoming more the norm in higher education, it will become easier and easier to find faculty and staff at your institution who have a personal transfer experience that they can draw from to assist students with similar experiences on your campus.
- Participation in the Interstate Passport initiative that enables students to transfer in a block their lower division general education requirements from one Passport institution to another Passport institution unbounded by state lines.
- Inviting potential transfers on campus for a tour, advising and a student panel
- We (the 4-year) have established a Transfer Office on the campus of the partner 2-year institution. It is staffed with advisors and admissions reps from the 4-year specifically to work with students for transfer planning.
- Strong communication and strategies between major institution and feeder institutions on transfer partnership agreements, including communication between major-feeder transfer administrators and major-feeder transfer staff.
- Joint-funded units between the 4-year and the CC partner
  -- provides annual meeting between institution
  -- facilitates authorship of 2+2 agreements
- Articulation Agreements
- Articulation agreements
- Regular meetings between advisors at the both schools to keep all parties well-informed regarding academic policies at both schools affecting students transferring between them.
- The Parkland Pathway to Illinois program offers a structured concurrent enrollment program between a highly selective, research I institution and their local community college.
- advisor in residence programs
- Transfer-specific Admissions Counselor
- Working with an institution that is respected, experienced and credible.
- Transfer recruiter physically located in transfer services office. Identification of Transfer Faculty Mentors (faculty in various departments who understand the challenges faced by transfer students and are willing to help).
- Degree Plans for students to follow pre-transfer to ensure that their classes all transfer seamlessly. Ideally states would have a common course number system so classes taken at the community colleges or other four-year institutions come in as the same course at the transferring institution. Since that is rare, it's important to provide easy to follow plans that will be upheld by the receiving institution. If courses change, everyone needs to recognize the ramifications for students beyond their own school.
- UCLA Center for Community College Partnership program with East Los Angeles College
  GO ELA (Greater Outcomes East Los Angeles) partnership with LAUSD K - 12 and CSU Los

Angeles
Loyola Marymount Undergraduate Research Scholars Program for East Los Angeles College students

- We have had students volunteer to be Transfer Leaders to help the incoming transfer students feel comfortable in August when they show up.
- Transfer partners as defined by a community college and 4 year school would be communication between schools involving the academic areas examining success or struggles within courses.
- Working closely with Community College Advisors, especially those from feeder schools, to create pathways and to keep both parties up-to-date on changing curricula.
- We have used previous transfer students and other interested students in a volunteer capacity to arrive early in the fall and help with Transfer Orientation in the residence halls.
- Internal collaboration has been developed and sustained by appointing a staff person to implement a transfer experience program. This staff person works closely with established organizational mechanisms to identify and address issues related to transfer student engagement and retention.

  We have participated in state mandated collaboration regarding the transfer of credit. This collaboration focuses on the transfer of general education courses, grade types, course level, lower level major courses, AP credit, CLEP and Military credit.

  We have participated on state level advisory boards that seek to address articulation issues. We also have an articulation and alternative credit director to oversee the viability of articulation agreements.

- Having a current table of classes and what their equivalent course is between the colleges.
- The utilization of articulation agreements to provide the most seamless program transfer
- Embedding university advisors at the community college, with regular hours (not just occasional visits). Obviously this occurs only when there is substantial transfer from the cc to the university, but it seems to work and relieves the community college advisors from the nearly impossible task of really knowing what credits will be accepted, and how, by the university.
- Reverse transfer.
- Inviting transfer partners to come to the four-year campus and having a program that gives them a campus tour with specific information, time to meet with stakeholders on your own campus, and discussions with admissions and those who do the orientation and transition programs.
- Interstate Passport
- Having a point person to contact with questions or the ability to refer individuals to them.
- transfer pipelines that provide distinctive information on transfer programs
  dual admissions/advising that students can receive information from both institutions
- Direct contact persons at each institution - Advisors need to be able to personally connect the student with the single transfer contact at a college.
- The approach I see working best for my four year public institution is when we treat our two year counterparts as partners rather than competition. It's okay if a student needs to start at a two year. It's even okay if a student finishes there if he leaves with a credential that helps him meet a workforce need. When we behave that way, I see the two years more willing to guide students to us.

- Creating a specialized transfer admissions, registration and orientation process. Rather than always grouping transfer students in with first year students, provide individual programs and events.
- 1:1 conversations between advisors or coordinators (boots on the ground) at the sending and receiving institutions
- Transfer degree worksheets.
- Collaborating with advising.
- Shared resources between transfer partners. For example, having a space for a 4-year representative on a 2-year campus.
- The Starting Point Mentorship Program connects community college students with transfer student mentors at UC Berkeley.
- College fairs at 2-year institutions, preview nights specifically for potential transfer students, financial aid nights, and transfer specific 2+2 programs.
- on site meetings with students (at the local CC)
- Degree maps
- We host an annual conference, between our 4-yr university and invite all Community Colleges from the state. Mostly for academic advisers to hear from our university staff around updates to majors or admissions processes/timelines, and it also offers a professional development opportunity for all that present and participate.
- relationship building! Finding those within the college who directly work for/with transfers - take them to lunch, talk about ways to collaborate and make transfer student experiences better.
- Meeting with all advisors across divisions to formalize referral system to transfer
  Providing staff training on transfer across the board
- gen-ed block transfer on a statewide initiative
- We have a dedicated Transfer Coordinator who works with community colleges within the state to create, manintain, and simplify transfer pathways for students. This allows her to form relationships that are conducive to attracting and retaining transfer students.
- University advising at the community college
- Easy to understand transfer website:
  http://www.brcc.edu/services/advising/transfer/
  Link to easy to transfer advising friendly advising site:
  http://www.brcc.edu/services/advising/transfer/advising-guides/jmu
- Utilizing face to face sit down with key administrators and boots on the group staff to identify how to make programs and polices a win-win situation for all partners.
- On campus visits (both ways) between 2 yr and 4 yr schools for faculty, staff and students.
- Coordinated and focused efforts between admission offices, community college partners and transfer offices can be effective, especially when clear pathways for degree completion at both institutions is the foundation for the collaboration.
- Pre-transfer (unofficial) credit evaluations and advising appointments to help students build their particular bridge to the institution.
- Clear curricular maps between degrees provides all parties the necessary information for a timely completion of the 4-year degree, without excessive resources in advising needed without one.

- I am in charge of creating curriculum paths for our community college transfer students. I always recommend that the faculty at each institution meet, IN PERSON, to talk about ways to ease the transition, as well as promote each other's programs.
- Johnson County Community College and University of Kansas in the Overland Park area.
- Our department - The School of Management- has created simple flow sheets that are much easier for our students to understand for transferring credit as opposed to an articulation agreement. It has made it easier for transfer students to see how their credit will transfer and how long it will take for graduation.
- Having Registrars who are willing to spend the necessary time to review transcripts both of applicants and students who have just arrived and doing some advocacy work for those kids. So many times, people just shut students down instead of helping them.
- The University Partnership at Lorain County Community College in Elyria, Ohio was created to bring bachelorâ€™s and masterâ€™s degrees to the residents of the County. Under this partnership, 12 colleges and universities in Ohio currently offer programs to students on the Elyria and North Ridgeville campuses. The four-year institutions offer all courses required for the completion of the bachelorâ€™s degree programs or the fulfillment of requirements for graduate or certificate programs. The University Partnership coordinates the delivery of the degree programs. Partner institutions provide the faculty and curriculum.
  The 12 colleges and universities currently participating in the University Partnership offer over 50 degree programs (associate, bachelors, and masters) and 9 certificate and licensure programs. Partner institutions currently include, Ashland University, Bowling Green State University, Bowling Green State University-Firelands, Cleveland State University, Hiram College, Kent State University, Lake Erie College, Notre Dame College, Ohio University, University of Akron, University of Cincinnati, University of Toledo, and Youngstown State University.
  Many of these programs are 3+1 agreements, saving students thousands of dollars.
- Articulation agreements
- Articulation agreements between 2 year and 4 year schools that provide seamless pathways for students.
- articulation agreements with community colleges and local colleges and universities so that classes and the process is transparent
- Agreed upon transfer pathways such as the Tennessee transfer pathways. Also, the state of Wisconsin has an online transfer information system to help students better understand how their credits transfer before they even apply. This saves them time and money.
- We have established transfer agreements between specific universities that show how our courses directly transfer to the university in order to complete both our associates degree and the partner bachelor degree.
- In person or phone contact with answers to specific questions
- In Washington, we have a number of inter-college meetings throughout the year. The Washington Council hosts a bi-annual meeting of the Inter-College Relations Commission (ICRC) where policy makers and transfer coordinators meet to discuss challenges and developments in statewide transfer initiatives. There are other sub-groups, like NW STEP, that gather 2-year transfer advisors and 4-year transfer admissions staff to share conversation about success and challenges each side face in transfer advising on the front line. These meetings create the best opportunity for networking and inter-college collaboration.

- Bi-monthly meetings between two- and four-year institutions to provide program and policy updates, networking, and professional development.
- Constant and consistent communication between transfer policy making institutions and group and the 2-year and 4-year institutions implementing these policies - includes email, meeting, professional development opportunities
- Blinn Team at Texas A&M University
- Four year institutions having a presence at two year institutions so students do not need to leave their current campus to learn more about how to transfer to another school.
- A prescriptive/defined transfer pathway that follows a clearly laid out curriculum.
- Sinclairâ€™s UD Academy and Wright State dual degree programs are good examples of transfer partnerships. These partnerships are very helpful in navigating a student through the transfer process. It is also very important for these partnerships to include clear academic pathways. Also, information about scholarship achievement can help a student make an informed decision about where to transfer.
- The SUNY system generally does a fine job in identifying which community college classes meet requirements.
- The local community college provided a dedicated office space for our transfer counselor. Students could arrange to meet with her on their campus, and have their transcripts evaluated. Our campus referred all students who were not academically eligible for admission to the same community college.
- Having a "transfer admissions counselor" that is directly responsible for being a point of contact for community college students but also for community college counselors. The "transfer admissions counselor" should be responsible for professional development and training of community college counselors to ensure they are aware of current policies.
- Guaranteed admission agreements with the state's community colleges and regular meetings and events for community college counselors and advisors to strengthen communication and ensure that the transfer process is seamless for students.
- Posting transferable courses online. Articulation agreements (not just guaranteed admission agreements).
- They're not without their problems (namely, the work required is immense!), but articulation agreements are great.
- Florida common course numbering systeming
- Articulation agreements
- Providing on-campus visits is an effective way to reach prospective transfer students at feeder institutions. This can include dual enrollment (or partnership) program information, on-site academic advising, and transfer scholarship workshops, to name a few.
- Monthly visits with local community colleges and instant decision days for local transfer students
- The creation of detailed, course-by-course, articulation agreements that include both course articulation and (what we call) 2+2 guides. The 2+2 guides map out the courses a student will take in their first two years at a communication college and the courses they will take in their third and fourth years at the four-year institution for a specific major/program.
- Transfer agreements
- Curriculum Transfer Planning Guides for feeder 2-yr schools to help students select coursework

- transparent database/on-line list of approved credit transfer
- Constant Contact, and open to brainstorming ideas with their specific college and demographic to work with each school individually, essentially everyone is different, and finding the best way will encourage them to work more with you.
- We have had success with intentionally designing experiences for students at the home institution to explore and become comfortable at the receiving institution before graduation and transfer.
- Program guides! These are so helpful for students in having a pathway that students can follow to make the partnership more effective and transfer friendly.
- Meeting with all involved parties at both institutions and having a presence on the campus of the transferring institution.
- Hiring transfer counselors who work with students through the admissions process, financial aid and credit transfer.
- The community college I work at has set up a 3+1 program where students attend the community college all four years. The first three years are taught by our faculty at our tuition rates. During the first three years, students will complete and Associates of Applied Science as well as complete the General Education courses required as well as any other lower division prerequisite courses. The fourth year is taught in our classrooms but by the partner institutions faculty and at a discounted tuition rate of our partner institutions. This allows our students to earn their Bachelor's Degree by exclusively attending our campus.
- online tools - University of Northern Iowa
- Create solid communication with community colleges and their transfer counselors. Make sure that what admissions counselors talk and walk is consistent and "true" - create articulation agreements that are understandable.
- I have observed other 4-year institutions who have office space on 2-year school campuses. While I think that would be a great approach for our institution, resources are too limited to make that a feasible option. I do think it's a great approach for schools who are able to make that work.
- Defined institutional transfer "pathways" that guide students from community college to a four year degree.
- On the spot admission events held at local community colleges
- Regular meetings of senior leadership from partner schools to follow up on initiatives and organize the implementation of new ones.
- Provide 2 year colleges with the list of transfer courses you have accepted from their institution. How, those courses fit int degrees form your institution (catalog). Then, give them a reasonable level of admission factors. Then, they can advise and promote transferring accurately to their enrolled students. Help them help their students get to your college.
- Creating articulation agreements and 2+2 'road maps' with our community college partners. (We currently have 6).
- Communication. We have begun to have "transfer summits" with our big three community colleges near our campus. Just by opening the lines of communication, listening to the Community college advisors about what is important to transfer students, and meeting regularly, we have seen an increase in interest and applications because of this.
- Four year school counselors working with students AND academic advisors at the CC locations.

- I think we are each open to the other with regard to answering questions quickly and effectively. Onsites help with keeping current on student's needs from that particular institution.
- Launch events - College of Western Idaho (2-year) and Idaho State University have developed 'Bengal Bound' transfer portal. CWI hosted a launch event for CWI students looking to attend ISU. ISU brought staff and faculty for a 3 hour period to interact and show that ISU/CWI is strong and viable. http://cwidaho.cc/news/news-room/idaho-state-university-and-cwi-launch-bengal-bound-program
- At a previous institution, we had complete articulation guides for our community college partners and our institution. It made it incredibly easy to tell a student exactly how their coursework would count toward degree attainment at our institution.
- Communication
- Working not only with upper administration but with the people on campus that on a daily basis work with the transfer populations so that they can help be a voice at the table with articulations and pathways are created!
- We host the university and respective deans/decision-makers on our campus for a meeting with our deans. If the university is too far away, we've used online meetings.
- Ohio University maintains strong relationships with our institutional partners. In addition to an annual convening of partners to solicit feedback, OHIO embeds staff members at each of its community college partners to ensure an on campus presence is present to engage students, faculty and staff.
- transfer guides that have been developed by both transfer partners and listed on both institutional websites.
- guaranteed transfer agreements (admissions, audit, access to limited access programs
  curriculum alignment- course & program
  joint admission/recruitment/orientation programming
  joint advising positions/shared space
  shared information/ pathway development
- A template for transfer purposes that is clear to both the sending and receiving institution and that can be made even clearer to students. This assumes, of course, that the community college has cultivated a transfer partner successfully.
- Programming on community college campuses for students planning to transfer. An example would be an RN to BSN college fair for Nursing students.
  Regular meetings with stakeholders from two and four year colleges to review policies, procedures, and programs which impact transfer students.
- Detailed articulation agreements.
- Strong relationships yielding detailed articulation agreements (bi-lateral agreements)
- Building a good, honest working relationship between individuals at both institutions
- Reciprocal visitations for students, faculty, and/or administrators.
- Regional, or statewide, alignment of associate and baccalaureate requirements to achieve efficient, effective transfer pathways that offer incentive for both the associate and bachelor's degree completion. A completion scholarship or tiered pricing structure that rewards students for completing the associate degree and perhaps lessens the burden of tuition as the student continues is an interesting thought but I haven't seen data to support this practice as of yet.
-
- orientation/welcome programs specifically for incoming transfer students as well as admission sessions

- I work for CSTEP. We connect our students with CSTEP staff at the next college. We take the students on transfer trips and connect them.
- Forming a Transfer Initiative Committee that is cross departmental, including Admissions, Student Activities, Academic Services, Financial Aid, Career Services and Registrar.
- hold meetings in person such as an academic summit
- N/A
- Programs that advertise articulation agreements between 2 and 4 year college's. (on department web pages, curriculum outlines/flyers, etc.)
- * Information Sessions at Community Colleges for transfer counselors, faculty, and students
  * Transfer Counselor events at 4-year colleges: Invite key members of the administration and faculty
- Meeting with Community Colleges to brainstorm and plan events that meet the needs of the community college partners.
- Having a transfer or admissions counselor on the community college campus and transfer agreements between the schools.
- It seems that the most important part of creating a good relationship between transfer partners is faculty conversations between campuses. Curriculum discussion and alignment (including things like using the same textbooks) can ensure that transfer students are best prepared to enter the four year school.
- Web-published policies and transfer equivalency charts
- Establishing a singular point of contact for their office and that this relationship is cultivated monthly.
- I developed a joint degree program with a community college. We had a lot of students transferring between two programs and the faculty wanted to set up the program. Once it worked and we had a lot of success, we were able to use that example to try and gain the confidence of other faculty members who we needed help in developing articulations and other agreements.
- Academic Advising Update Sessions with local community college partner - asking them what majors they would like to know more about and bringing campus members to them to go over their majors, updates, courses they should be recommending for their students and resources available. This type of partnership ensures a clear communication between schools, effective advising and a smooth process for the students served.
- Having faculty from both institutions meet and discuss courses/programs
- Advising guides designed for program to program transfer and course to course.
-

JNGI – National Survey of Transfer Practitioners

Initial Category	Code	Recoded	Count	
Academics	Pathways	Academic Partnerships	21	13.04%
Academics	Articulation agreements	Academic Partnerships	19	11.80%
Academics	Reverse Transfer	Academic Partnerships	1	0.62%
Academics	Four-year schools offering degrees on two-year campus	Academic Partnerships	3	1.86%
Statewide efforts	Statewide gen ed block transfer	Academic Partnerships	3	1.86%
Admissions	Admissions Office Partnerships	Cross-Institutional Review	4	2.48%
Admissions	Admission requirements + agreements	Cross-Institutional Review	5	3.11%
Institutional Partnerships	Regular institutional meetings	Cross-Institutional Review	20	12.42%
Faculty	Cross-institution faculty + staff meetings	Cross-Institutional Review	8	4.97%
Staff	relationship building with transfer-related faculty + staff	Cross-Institutional Review	4	2.48%
Academics	Current course equivalencies	Information Availability	5	3.11%
Students	Scholarship information	Information Availability	2	1.24%
Technology	Transfer Advising Information Website	Information Availability	10	6.21%
Institutional Partnerships	Transfer workshop for feeder colleges	Professional Development	2	1.24%
Staff	Training on Transfer Advising	Professional Development	1	0.62%
Staff	Designated Transfer Person	Staffing	11	6.83%
Staff	Four-year academic advisor at two-year school	Staffing	14	8.70%
Academics	Statewide common course numbering	Statewide Efforts	2	1.24%
Admissions	Pre-Transfer Credit Evaluation + Advising	Student Services	2	1.24%
Institutional Partnerships	Institution-specific partnership	Student Services	8	4.97%
Institutional Partnerships	Specialized Transfer Onboarding Process	Student Services	3	1.86%
Institutional Partnerships	College Fairs	Student Services	2	1.24%
Institutional Partnerships	Campus Visits	Student Services	7	4.35%
Faculty	Faculty Transfer Mentors	Student Services	1	0.62%
Students	Peer mentoring	Student Services	3	1.86%
Students	Linked programs at 2 and 4 year	Student Services	1	0.62%
			161	

Q4 - Collaboration: What is your institution doing that is really working well to accomplish the goal of collaboration?

- Developing and maintaining mutually beneficial relationships that honor each institutions' internal locus of control over curriculum and intended student learning outcomes, but also seek to maximize benefits for transfer students who desire to move from one institution to another.
- One Advisor in our college (engineering) is the liaison with one of our local community colleges and meets monthly with representatives from the community college to discuss issues and ways to collaborate.
- Improved communication and strategies with feeder college.
- See previous response re: joint-funded unit
- The 4 year partner school is obligated to attend events on the campus at least twice a year.
- My institution offers pre-advising, transfer-specific programming, and we invite the staff from the local community college to visit our campus (and we visit theirs regularly).
- advisor in residence, promoting articulation
-
- Transfer specific Admissions Counselor, transfer pathways
- Reaching out to partners that we have had previous arrangements with and providing them with program maps to ensure transparency for the students.
- Since we don't have one single large feeder school, it's important to keep all the 58 community colleges up-to-date on what we are doing. Our Transfer Advisor holds webinars for community college advisors that cover important information and changes.
- Leaders from all institutions are meeting together and have agreed to support and promote transfer pathway.
- We bring key individuals together from relevant offices - commuter student coordinator, admissions, first year student orientation, housing and res life.
- We have satellite offices set-up at feeder community colleges that has produced an increase in student satisfaction.
- Regular meeting with articulation schools to examine how credits are transferring, change in course content etc.
- Publishing online equivalency tools and pathways, hosting drive-in conferences
- We have a few committees from across divisions that discuss the transfer experience and ways we can make things better. We also have a residential transfer community created as special interest housing
- Transfer student orientation is a cross division collaborative effort that include Student Success and partners with their freshman orientation, academic advising, admissions, the Credit Transfer office, Parking Services, Academic Success, the One Stop, Dining Services, Student Affairs, Technology Services, Center for Student involvement and many others. Because of the dedicated collaboration of these various offices, the transfer orientation program continues to evolve and is an important part of our new transfer student experience.
- Working with the advisors at the other college. Collaboration needs to be with the people that are actually working with the students.
- Articulation agreements as well as alternative admission programs
- Not at institution at this time.
- Very little.

- Working with 4 year institutions to establish articulation agreements, transfer fairs, transfer workshops, and different colleges on campus.
- Agreements with community college partners that include having an advisor from our 4-year institution over on the community college campus at least one day a week to advise students. Transfer guides with our top feeder schools by major. Classroom presentations at the community colleges. Open communication between admissions and all other stakeholders on campus to ensure smooth transitions.
- N/A--don't represent an institution
- With our partner schools we have a strong relationship and open collaboration.
- streamlined communication within our institution to make sure we are all communicating the same message externally
- h
- What works is offering career development and transfer advising that reassures the student, guides their action & research, and reflects their goals; broad discipline area knowledge is helpful as well (Natural & Physical Sciences, Social Sciences, Humanities, Etc).
- We have formed a K-16 education collaborative in our county. Every partner in the collaborative is committed to education students and helping them find or advance careers. We do it through partnership.
- We have open communication with our admissions department which allows for smooth transfer credit evaluations, class registration and orientation. Transfer students are recognized for the unique experiences and challenges that they bring. Not treated as FY students.
- Reverse transfer, Transfer Center, traveling transfer advisors
- I cannot speak for my institution, but my particular College within the institution has created a transfer advising center that works solely with all new, incoming transfer students. We will work with prospective transfers to give them an idea of how their courses will transfer and what they probably want to take prior to transfer. We have created 8 semester worksheets for transfer students to follow prior to transfer.
- I can't think of anything.
- The collaboration between me, the 4-year institution transfer advisor, and the 2-year institution advisors continues to strengthen. There is a lot of work being done to create and implement transfer pathways/articulations between our institutions and both sides are doing their part.
- The UC system has created PATHWAYS, a streamlined approach for students to prepare for transfer to a particular major.
- We have a grant funded mentoring/grad coaching program, transfer student seminar courses, 2+2 programs and transfer student specific admissions events.
- Pre-Admission programming; coordinated effort with our school and the 2-year partner school
- As a state agency, we are working to bring academic leadership and faculty together to re-align our state level transfer policy
- Our UW/CC Conference that I just spoke about. We also have a Commuter & Transfer Commons space in our Union Building.
- sadly, I don't think we are. Colleges are independent of one another and their approach to transfer. I'd like to see a more university-wide approach.
- Working closely with ASAP, College Discovery, EDGE (program for students on public assistance).

- We meet quarterly with our biggest feeder schools to make sure communication is consistent
- We are working on gettting the right people in the right places. Although we are in a bit of a transition time, that transition should help us to gain and attract transfer students as it is something they are willing to focus on.
- Annual workshop for community college advisers on university campus; annual workshop on local community college campus; open discussions between faculty across institutions
- Have a Transfer Center/Provide office space and computer access to student information system information for visiting transfer advisors from 4-year colleges/face-to face early-onsite admission meeting for students who do not meet GAA requirements--these students find out whether they will be admitted before spending the $70 application fee/offer FREE Transfer Tours to most popular 4-year transfer colleges--tours include lunch on campus and transportation/host transfer application seminars to assist students with the application process to the 4-year colleges of their choice/once students are accepted offer help in computer lab getting on-boarded at new institution (help students set up their computer accounts and register for orientation etc..
- Institution works closely with its feeder community college to establish programs, events, policies etc. that minimizes harm to both partners.
- My institution has a partnership with the local community college, and having a counselor on campus representing the institution. The student that are interested in transferring to my institution can come to him with questions on admissions, classes that will transfer over, financial aid and scholarships.
- Working with university partners to establish annual events that build bridges through faculty and staff at both institutions.
- As stated previously, three offices work together - the admission office and transfer services office at our institution, and the offices responsible for university partnerships at the local community college. We have developed articulation agreements and pathways around degree completion.
- Admissions has two specific transfer counselors. We also have a bridge program designed to take local high school students from high school to the community college and then to the 4 year institution with advising and support throughout the transfer process.
- Working with key partners to align curriculum and courses to ensure student success in subsequent courses and the latter years of a program.
- We work closely with local community colleges to provide transfer guides and 2+2 programs for out most popular programs. We also work with our community college partners to provide transportation to our campus and encourage faculty guest lecture opportunities between both campuses.
- We have a transfer student committee made up of both student affairs and academic affairs to bring all constituents to the table for the greater good of our transfer population.
- I am a counselor at a high school. So I simply do the best I can to respond in a timely fashion to students' requests for supporting documents and I provide them with information about the process and questions they should ask when applying.
- As I mentioned in the previous response, our development of the University Partnership program has been effective in negotiating agreements with many institutions in our region. The Associate Provost for the University Partnership oversees the programs and facilitates conversations between faculty and administrators from both institutions.
- maintaining articulation agreements, seeking additional
- N/A

- transfer lounge space, a dedicated transfer admissions officer who works with students at local community colleges, explains credit evaluations, and meets with students on campus in the evenings
- I work for a non-profit that works to increase access for low-income students of color to transfer to competitive 4-yr schools. We reach out to colleges to set up meetings to explain our program and, when possible, introduce them to our program scholars so they can see how amazing they are and what they would bring to the campus community.
- On an annual basis we review the state transfer equivalency files to determine if the universities have made any changes to the transferability of our courses.

  The current challenge in Michigan is that the universities sometimes do not change the database and do not inform other colleges that they are making changes. A state transfer steering committee is working on seeking state funding to create a new database and gain commitments from the all colleges and universities to regularly update it.
- We try as many means as possible. There is no proven method.
- I work at a 4-year public institution that maintains strong relationships with the statewide CTC (2-year) system by building transfer policy that works well with degrees offered in the statewide 2-year system. The 2-year CTC system has worked hard to create a number of "Direct Transfer Agreements" (DTA degrees) that have been carefully constructed to prepare students for transfer to a 4-year institution. To maintain strong relationships, we as the public 4-year agree to prioritize students for admissions, and a block of 2 years of transfer credit if they have a designated "DTA" associate's degree.

  We also maintain a special transfer program called the Upside Down Transfer Program that allows students from our state CTC system to transfer into our 4-year university even without a "DTA" degree. Students earning technical associate's degrees can qualify for a special program that awards them a total of 2-years of lower division credits for their technical degree, after they complete 2 terms at our institution.
- Research between departments and offices on campus to determine and update transfer policies within the institution
- Building collaborative relationships with local community/technical college partners, including: hosting a counselor/advisor-specific mini-conference each fall; transfer visit days that encompass specific transfer populations (e.g. STEM, TRIO, professional programs, etc.); and office hours on-site to meet with students seeking to transfer in.
- Sinclairâ€™s UD Academy and Dual Degree program with Wright State are good starts, but we are also working on an ODHE Innovations grant with Columbus State to improve transfer pathways. Also, Sinclair Administration recently created a new position, Director of University Partnerships, which will administer and serve as the college point of contact for all dual enrollment/transfer partnerships created with four year institutions. This position will also be responsible for fostering and developing new collaborative partnerships with four year college/universities.
- I am a high school counselor.
- I'm not currently working on a campus, but when I did, I would put it this simply..."Communicating."
- Utilizing a "transfer admissions counselor" to work directly with community college counselors to train them on admissions requirements.

Planning transfer days, where students are welcomed to campus for transfer student specific programming.

- We currently participate in a state wide community college transfer fair event where we travel to different community colleges to recruit transfer students. Additionally, I visit community colleges to meet with individual prospective transfer students to discuss their transfer plans and with academic advisors to answer any questions that they have about the transfer process.
- We host annual transfer summits to discuss the needs of transfer students and where both parties (VSSC schools and my institution) need to improve. We have a liaison that the community colleges can go to for assistance that can connect program directors, faculty, and students to the appropriate person at our institution.
- To be honest we're not doing that well-- we have a handful of articulation agreements but we don't really have the staffing to support establishing new ones and keeping the old ones up-to-date when we change our curriculum.
- Bucknell Community College Scholars Program (http://www.bucknell.edu/CommunityCollegeScholars.xml)
- One admission counselor committed to transfers
- We have a healthy transfer agreement program with a dozen different institutions, which includes transfer agreements for all of our top transfer majors.
- We send students their transfer credit evaluation before they are required to deposit so they know exactly how their credits will come in before committing financially.
- We have created an academic advising center specifically for transfer students and prospective transfer students. This center is not focused on the admission process. Advisers in this center are trained in the academics of transfer advising and are familiar with all of the undergraduate programs offered by our campus. They are trained to assist students in developing a realistic path to achieve their educational goals.
- Developing relationships with faculty at two-year schools to better facilitate communication with prospective students and provide appropriate advising and course selection.
- Increasing our visibility in community colleges; creating a transfer specific leadership group at the university to tackle transfer related issues/barriers
- educating the prosective transfer student of the steps and timeline
- We try and reach out to all of our schools, as well as hold transfer days at more populated transfer schools that come to us
- Our community college has transfer centers that work with students when they first start attending to ensure they are following the pathway and developing relationships at the receiving institution. Most of our students go to the area 4 year public institution making this an easy target.
- Program guides and open communication with our partner institutions.
- We have developed two partnerships with two different community colleges. On both of those campuses we have staff members to help guide the students. In addition, we have additional staff members visit the campuses regularly.
- I'm on the high school side, so we really handle students directly when they request a transcript from us to apply for transfer. When I did work on the college side in admissions at a private institution, we were clear that our faculty would not take all credits from other schools. To complete the rigorous program, students would have to repeat some classes. I think being clear about that from the beginning is important.

- Our 3+1 program is the greatest example of collaboration. We also host the Transfer Summit for the Illinois Association for College Admission Counseling. This is a one day professional development opportunity for high school counselors, admission representatives from both two year and four year institutions as well as Academic Advisors and other administrators. I actually coordinate this event.
- continuous outreach, improving online tools, securing academic buy in across the academy
- Not currently with an institution, but at my prior institution we recognized the completion of an Associate's degree (mainly Liberal Arts) from an accredited 2 year institution as fulfilling General Education requirements for a bachelors degree with the exception of those specific courses that were needed for upper level coursework (mainly in the math and sciences)
- Our institution just launched a new initiative to engage Phi Theta Kappa students. These students have been successful at their 2-year institution and historically have done really well at Fontbonne. Our initiative also allows us to communicate with the PTK advisors, who are often faculty members at the 2-year schools. We are just getting started with this initiative so I don't have too much to share, however one campus has invited us to present to their members about the transfer process in general. This will hopefully bring some awareness of our institution but also help educate students about the right questions to ask, when and how to get started, etc.
- Articulation agreements and specialized scholarship opportunities.
- On the spot admission events at local community colleges; multiple transfer only registration events with faculty advising throughout the summer; transfer focused orientation; transfer peer mentors
- Developing program by program articulated pathways that result in earned associate's and bachelor's degree after eight full-time semesters. Annual "summit" involving advisors, counsellors, and other staff members from both campuses. Reverse transfer and dual admission agreements.
- We have direct partnerships with nearby 2 year colleges so they can promote the relationship to encourage students interested in their college. With one we have a set program Bridge program that we invite non-admitted freshman to enroll.
- Our biggest partnership is with Tulsa Community College. We have a robust articulation agreement that includes over 50 2+2 programs and permanent office/counter space on 2 of their 5 campuses where we spend at least 2-3 days/week meeting with students there.
- Listening to the needs of community college students and trying as much as possible to change our process to accommodate these needs.
- Working in direct collaboration with area CC advisors, building articulation sheets providing a 2+2 path to degree completion at our institution.
- On site admissions at the local colleges. Transfer workshops at Open House and Admitted Student Days.
- We are allowing the 4-year partners to maintain regular visit hours in 3 different buildings, launch events of transfer partnerships, installation of a "Transfer Wall" in our one-stop admission office.
- We have developed a more robust articulation system that is easily accessed on our website. We have also loosened the restrictions on which core classes are mandatory and which can be waived for transfer students.
- Providing information to partner schools

- Working with highs school partners to start student off with concurrent enrollment options while in high school, making partnerships with not only same system partners but also outside of our system with private colleges.
- We maintain open conversation with the universities on what is working well, struggles students are facing, and areas where we could improve.
- Ohio University works closely with our institutional partners to listen-- to the needs of the institution's senior leadership, to the feedback from academic advisors at the institution, and to the institution's students. OHIO works to ensure its practices and offerings align with our partners' mutual interests.
- working groups that are focused on achieving institutional goals as defined by our strategic plan,
  In an environment that is being stretched thin to do more with less, we are dividing and conquering and building an awesome team and active in the strategic plan process.
- courses taught on 4-year campus for students in the 2-year college
  joint enrollment (primarily enrolled at 2 year but eligible to be a transient student a 4 year school
- Both administrator to administrator and faculty to faculty collaborations that continue beyond initial agreements.
- Working with four year partners to maintain accurate and current transfer equivalency guides for students and counseling faculty to use in pre-transfer advising appointments.

  Collaboration with feeder institutions to develop streamlined pathways.

  Regular visits from four year colleges are strongly encouraged and promoted to students.
- Meeting routinely with 4-year college and university partners to discuss transfer and articulation opportunities.
- Encouraging transfer of students after the completion of an associate's degree
- Having regularly schedule meetings each month to discuss issues and concerns across both campuses AND scheduling twice a year faculty to faculty breakfast meetings that allow faculty to meet and discuss curriculum and specific transfer issues between programs.
- Responding to requests for articulations and adjusting the conditions that are favorable to both institutions, for example, reverse transfer, dual admission, guaranteed admission, applying in-state options to out-of-state students.
- having 4 year partners with visibility on-campus
- We have a Transfer Initiative Committee that is comprised of administrators of different departments that come together to discuss and implement ways to make sure the institution is transfer friendly. We all come from different areas which allow for a variety of insights and ideas.
- With CSTEP we connect with all of the areas colleges and build those connections.
- Our cross-departmental committee brings together key stakeholders and advocates for transfer student services. We are paying close attention to the needs of transfers, and utilizing our campus partners to help us drive new initiatives and disseminate information.
- N/A
- Offering days when students may schedule an appointment with a 4 year representative.
- * Transfer Services Committee at the 4-year college
  * Creating a Transfer Center

* Information sessions / advisement at 2-year colleges
* Articulation Agreements

- Working together with the community colleges to find out what their needs are and see how we can better serve them.
- Having transfer counselors come at least once a month or attending open house or counselors events at their campus as well.
- Dedicated transfer staff in regular contact with local partners
- Informational meetings with select community colleges each term to discuss new programs, etc.
- Our institution is heavily involved in NYSTAA, has a "transfer person" in many offices around campus, and promotes transfer specific events and open houses.
- SUNY Cortland is partnering with two local community colleges to provide academic advising once a week throughout the entire semester for interested students or students looking to start the transfer process. With this collaboration, students can get resources from Cortland without having to leave their campus. It has also provided open communication between Cortland and the community colleges in several areas.
- We are a SUNY school. In order to meet the SUNY Seamless requirements we have changed quite a few of our degree requirements and updated courses to better meet what the four year colleges are looking for.
- Creation and continual maintenance of transfer advising guides, advisor in residence appointments at the partnership community colleges. Outreach to faculty for collaboration.
-
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Initial Group	Initial Code	Recode	Count	Percent
Academics	Pathways	Academic Partnerships	16	10.06%
Academics	Articulation agreements	Academic Partnerships	11	6.92%
Academics	Reverse Transfer	Academic Partnerships	4	2.52%
Students	Transfer counseling in high schools	Academic Partnerships	2	1.26%
Admissions	Programs for technical associate earners	Academic Partnerships	1	0.63%
Academics	3+1 Program	Academic Partnerships	1	0.63%
Academics	Consortium classes	Academic Partnerships	2	1.26%
Institutional capacity	Local K-16 collaborative	Academic Partnerships	1	0.63%
Academics	Transfer Seminar	Academics within Institution	1	0.63%
Communications	Transfer Advisor meetings	Cross-Institutional Review	12	7.55%
Academics	Intercampus faculty discussions	Cross-Institutional Review	8	5.03%
Institutional capacity	Institutional Review of four-year equivs	Cross-Institutional Review	4	2.52%
Communications	Online Equivalency Tools	Information Availability	3	1.89%
Institutional capacity	Transfer Fairs	Information Availability	2	1.26%
Admissions	Special Scholarships	Information Availability	1	0.63%
Academics	Classroom presentations at two year schools	Information Availability	1	0.63%
Admissions	Alternative admission programs	Institutional Policy	9	5.66%
Communications	Intra-collegiate workgroups	Institutional Policy	9	5.66%
Communications	Leadership meetings + conferences	Professional Development	10	6.29%
Communications	Transfer Update Webinars + Meetings	Professional Development	9	5.66%
Staffing	Satellite staff at two-year colleges	Staffing	15	9.43%
Admissions	Transfer Admissions Counselor	Staffing	6	3.77%
Academics	Create leadership positions	Staffing	2	1.26%
Academics	Gen Ed Block Transfer	Statewide Efforts	2	1.26%
Institutional capacity	Transfer Center	Student Services	7	4.40%
Admissions	Campus visits	Student Services	6	3.77%
Institutional capacity	Transfer Bridge Program	Student Services	3	1.89%
Advising	Transfer + Career Advising	Student Services	3	1.89%
Admissions	Pre-Admission credit eval	Student Services	2	1.26%
Institutional capacity	Transfer Student Orientation	Student Services	2	1.26%
Students	Peer Mentoring	Student Services	2	1.26%
Institutional capacity	Residential transfer Community	Student Services	1	0.63%
Students	Connection with Phi Theta Kappa	Student Services	1	0.63%
			159	

Q5 - Motivating institutional leaders: What would help to make transfer issues a higher priority for your institutional leaders?

- Ensuring that transfer students count in institutional data. I know that it has been an issue discussed for a long time in higher education, but we truly need to focus efforts nationwide on changing the way we show student success in data and identify transfers in degree completion statistics. We should no longer focus on the retention of first time, full-time freshmen to identify an institutionâ€™s successes or failures and should be more holistic in our data to show the full story of a studentâ€™s degree completion.
- A clearer grasp by institutional leaders of the cost-benefit and return on investment in streamlining transfer nation-wide.
- Higher number of transfer students; more of our leaders being past transfer students themselves; legislation requiring it.
- If there was evidence of significant positive financial and/or academic impact of transfer students, that would make a difference.
- Greater funding of transfer staff and easier online tools for transfer students to access
- Increased institutional data re: transfer student success/outcomes

  National data re: rise in transfer numbers/success
- Sell it to the professors. Students see professors more than they do the Advising Staff. If professors see how important it is then they more than likely will have the discussion with the students during the semester.
- My institution would make transfer issues a higher priority if we could track and include their graduation rate in our completion numbers.
- faculty input
-
- Connecting transfer students to the financial sustainability of the institution - through state funding models, tuition revenue, etc.
- While 1/3 of our students are transfer students, after their first semester they are considered "continuing" students. I think if they truly got it they would recognize that the transition isn't over after the first semester. We try to do education but even though we have a central somewhat large transfer office, we are not funded at the same level as the other departments in Enrollment Management. It makes it hard to do the type of professional development we want to do both on and off campus.
- Data that reflects student needs, goals, and completion success.
  Successful models to garner support in giving transfer the highest priority on campus
- We are looking at declining enrollment of traditional students in the first year class and marketing to transfers and providing a strong and supportive community on campus helps increase our full time student population and can also help us with retention.
- Data. Only by truly showing how the transfer population is affecting the landscape of higher education will it truly make an impact.
- tracking student success of specifically transfer students and publicizing that success. Oftentimes when they become university students they get buried in the entire population so no one really knows how they as a group perform, which ones become college leaders etc.

- Institutional leaders at my institution recognize that transfer students make up a diverse student population and have different needs than Freshmen or first-year students and have developed an Ambassador program for our transfer students
- Create a dedicated office with funding and staffing to help with this group like we do for First Year Students.
- Data that shows what transfer students contribute to the campus would help to motivate our leaders. There also needs to be a financial incentive at the state of national level to increase transfer student retention and graduation.
- Money, the advantages of the monetary advantage of having students transfer to UC.
- If transfer students were lucrative to the institution (that is, counted in the State numbers)
- Provide data on the number of transfers and their progress/completion. Often faculty and staff have no idea about the scale of transfer, where students go or come from, or how they do.
- Data specific to transfer student patterns.
- Increased completion rates
- Solid data that proves we need to do a better job of serving our transfer students.
- For most institutional leaders, it would help if they were more aware of the percent of students who transfer within and across state lines. It would also help to have data on the number of students who apply to transfer and then don't because of the process or drop out after the first term because of transfer issues.
- More accessible data on how student perform and the benefits of developing seamless transfer agreements.
- increase in transfer enrollment
  financial resources available to help support transfer students and transfer practices
- j
- Proof that advising actually improves a students transfer experience and successful transfer.
- Legislative incentives and mandates
- The best motivator for leaders at my institution to care about transfer issues would be for the federal government to count transfer graduation rate as an effective message of institutions of higher education.
- We have to talk dollars and cents. When we look at national rankings and important performance indicators like retention and persistence, we know that transfer students "don't count" towards this data. So the motivation is not there from that perspective. Transfer students are often viewed as enrollment management tools - that is, they fill vacancies that FY student attrition leaves. But we need to start reporting on the retention, persistence and graduation of transfer students. There is an opportunity but if transfers are enrolling only to transfer again, then this opportunity is lost. Thus we need to compel administration via the financial incentives to want to increase retention and success of transfer students.
- Focus on numbers that are increasing (transfer) instead of numbers that are decreasing (FTFT Freshmen)
- transfer student retention and graduation data? (i.e. proof that our institution was the last one chosen to complete the degree?)
- A funding formula that includes COMPLETION and not just Graduation Rates of First-Time/Full-Time.
- Seeing a need through monies, graduation, and data.

- As one of only 2 individuals involved with transfer at my institution, I believe we need to have a stronger voice. Published research or presenting at a conference or getting acknowledgement would help my institution see that transfer issues deserves a higher priority.
- Faculty support and advocacy.
- Assessment data
- high yield rates with matching retention/graduation
- More/better reporting of transfer student success outcomes data, tying those metrics to funding.
- They have recently been made a higher priority from our executive offices, due to a Community College Engagement Initiative, that was a one year self study done by our Associate Vice President for Alumni Relations. It was presented to our Board of Regents in August 2016 and we have developed a 50% position that is focusing on moving these recommendations forward and into implementation over a two-year period.
- Great question. Once I have this information, maybe I could encourage them to help support transfer issues, or at least an investigation into where we are, and where we could go based on the first part.

  My guess, though, would be for someone high up in the hierarchy to either decide we should take a look at our "state of transfers" or for there to be some kind of shift in budgetary constraints that result in taking a deeper look into transfer student "stuff." Also, if there was some external force (statewide policy) that created a reason for us to look within at transfer issues.
- Support from leaders to brand transfer, or operationalize the transfer experience to include faculty, staff and students
- I think if we did a better job of assessing why transfer students leave (instead of anecdotal ideas) administration might be more incentivized to help retain them
- I think there is a view that transfer students are transitory, and more willing to move than a first year freshman student. I don't believe this is the case and I think that finding better ways to show our retention and graduation rates of these students would help to increase the priority these students are given.
- State funding based on transfer students vs freshmen retention, graduation rates, etc
- Student testimonials and data.
- Knowledge that transfer number are need to increase overall enrollment, Degree production tied to state supported funding, Data on the imp[act of transfers to the overall institutional graduation rate
- Knowing that transfer student are important.
- A realistic look at graduation and transfer rates. Not just looking at FTIC or full time students. Having clearer ideas of how many students ARE transfer students would help get support.
- An effort toward joint programming, recruitment and marketing to students at local community colleges to develop a plan for growth in our transfer population.
- Information on what other schools are doing and their success rate. Hard data.
- Once transfer retention numbers are more readily tracked and monitored, great priority will be placed on transfer student enrollment and success.
- Numbers. Unfortunately, it is almost always about numbers. Fortunately, we are FINALLY at a time where transfers are becoming just as important as their first year counterparts.

- This is hard to say. It would help if they acknowledged transfer students are more than just padding to their enrollment numbers but part of our community.
- To make transfer a bigger priority at our institution, we have shared data on the number of our students who transfer. Doing so has helped our leaders realize that much more needs to be done to help students earn a bachelor's degree. We know that our students who do transfer are very successful, but too few of our students actually transfer. Sharing the data has been an important strategy.
- Data showing success rates of students who have transferred to other institutions, data showing success rates of students who have transferred credit in.
- Including transfer students in institutional success data (e.g. graduation rates, retention rates, etc.).
- an increase in the number of incoming transfer students
- n/a
- It is already among my institution's highest priorities. I serve on the state committee to improve transfer and the leadership team is fully committed to making any changes to improve course transferability.
- Descriptions of courses
- Proof of the fact that the number of students who complete a bachelor's degree and attend more than one college or university to do so is rising. There are more and more students transferring, and seeking admissions to an institution with some previously earned college credit. Strong policies, procedures and advising needs to be in place to ensure transfer students are successfully on-boarded into our institutions. If institutions choose not to make transfer students a top priority, they will be loosing out on a growing demographic of college seeking students.
- Recognizing the impact transfer students have upon campus and the wealth of knowledge they bring to campus.
- It is already a high priority, but probably like many institutions, more staff is always desirable.
- If the state raised visibility on the importance of clear and effective transfer pathways. If the state passed policy such as what is in Florida to ensure a 2+2 alignment between community colleges and universities, it would prompt more serious attention.
- Transfer students have become a higher priority as the demographics shifted and there were fewer traditional freshman in the region.
- A larger state initiative for transfer students. My institution is solely focused on high achieving first time freshman based mostly on state initiatives. Despite pleas that transfer student retention and persistence rates affect overall institutional benchmarks like graduation rates - we still get no support.

- Our transfer numbers and success rates are directly tied to university goals so transfer issues are a priority at our school.
- I feel like it usually all boils down to money, even for a non-profit. I think we all want to help students of all types but unless a funding flow decreases somewhere else or if dealing with transfer issues can increase a funding flow I'm not sure you can make others aware of the priority level.
- If we suddenly started to struggle with our freshman class, then transfer would be a higher priority. And that's the problem-- if you wait until then, it's too late. You need to build a steady transfer pipeline so the students don't think they're an afterthought.

- Opportunity to enroll additional students, students that are interested in less-popular programs, and/or student that help advance diversity goals
- Showing how many their are
- I believe numbers talk, so data goes a long way in telling the story of transfer students in the state, at the 2-year schools, at the 4-year schools, and more importantly at your institutions. It is also critical to convince institutional leaders to include transfer students on advisory boards, as ambassadors, and in student government because then the concept of "transfer students" takes on a face and becomes real in a critical way.
- Hearing from transfer students about their transfer experience, having transfer coordinators from local community colleges visit campus
- Institutions need a champion for transfer students at a high level. We are fortunate to have this support from our Provost's Office. This type of support trickles down into improved processes, policies and procedures that benefit transfer students. Another aide is educating staff and faculty about the importance of transfer students. At our institution, for example, each baccalaureate graduating class is comprised of roughly 40% transfer students. That's a powerful statistic that's not widely known.
- Recruiting transfer students is expensive and somewhat of a mystery. Transfer students are important, but the formula for identifying and recruiting transfer students is not as clear as it is for first year students, so it is difficult to advocate for resources for programming and recruitment. We often simply need more staff to build relationships. Budget constraints make it difficult to ask for more reporting lines. I think the short answer is it is not as cost effective.
- Quantify the costs of recruiting, enrolling, and retaining transfer students compared to traditional first year students so institutional leaders can make informed decisions on resource allocation in budgets, staffing, etc.
- prove relative higher retention/success rates of transfer students
- Pulling the data, listing the issues, gathering a big picture and identifying options to help move and change in the list you made. This will bring a priority to the table if you have everything laid out and planned for movement forward.
- Our processes were supported and in some cases driven by the college presidents publicly committing to the partnership. The City also provided some scholarship funds for students that graduated from city high schools and were successful at the community college and then transferred to the 4 year institution.
- Making them realize that they are not first year students. And while there may not be as many transfer students as first year students, they are still valuable to the university community. Transfer students bring a different perspective and often transfer to the institution because they feel as if it is going to be a better fit than their last institution.
- I am not really sure because right now it is not a priority or the areas that deal with transfer students would not be poorly staffed. Perhaps an institute like the Gardner institute needs to tell them what should be done.
- National Student Clearinghouse data that show the high rates of students transferring.
- As a community college, graduation/completion rates should be top priority.

  For four year institutions, the decline of enrollment (at least in Illinois) due to lack of confidence in the state government to adequately fund four year public universities, they should be pumping more resources into the recruitment of transfer students. Enrollment should be the factor that make transfer issues being a top priority!

- Negatives re transfer right now -
  right now transfer work is perceived as a loss of income
  faculty like to produce graduates with as much native credit as possible, and as much time on campus as possible to take advantage of all our opportunities for leadership, involvement, internships, study abroad, etc.
  To overcome these -
  how can we as a U be rewarded monetarily for accepting TR work?
  how can we as a U be measured on TR success? (instead of focus on First-time Freshmen and dinged for swirl)
  how can we elevate or safeguard the 4-year UG experience? (which is very developmentally appropriate for emerging adults)
- Data needs to be collected, and used by the Department of Education that validates and encourages the use of transfer student completion rates. Those of us who have spent our careers working with transfer students know that their completion rate is higher if they have an associates degree prior to transferring, that they are motivated, but many times leaders are so hung up on using data that the Department of Education makes them report, such as 4-6 year graduation rates.
- Our undergraduate population is about 50/50 students who start as freshman and those who start as transfers. Despite that, so much more time, energy, and resources are dedicated to incoming freshman. At our institution, we recently conducted a focus group with transfer students to find out what they like about our institution, what issues they've had, if any, what they want us to know about the transfer population. Overwhelmingly they said that they want people to recognize that transfers are different from incoming freshman and also from one another. Each transfer student has unique background and needs. I've been trying to communicate this to leadership and with student voices behind it, it's starting to be heard.
- If the transfer student population was a higher percentage of the student body it would probably warrant more attention and higher priority.
- I do feel transfer already is a high priority for our institutional leaders.
- A sense that it is possible to increase the numbers of transfer students coming to the 4-year school (in the context of declining community college enrollment). Senior leadership believe this is not likely.
- Point out the advantage of your university not having to provide as many general education course options to the transfer population. Track and show the retention and graduation success of transfers. Point out less merit or recruitment aid needed for them to enroll (higher yield normally).
- We have recently created a 'Transfer Student Experience' university committee that is hoping to drive and advocate for increased budget, attention, and data tracking for all transfer students.
- It can be tough to motivate leaders because at my current institution we are in a period of growth. If first year enrollment is increasing every year that leaves less space (housing) for transfer students.
- A continued drop in our freshman enrollments from our local geographic area.
- Knowledge that this is a population that must be recognized. More focus on ways to make the transition more seamless are in place but I still believe some leaders look at these students as not be "as good" as our native students.
- Outcomes - a surplus of data and stories of how CWI helped the students journey would go along way to help promote the process.

- Honestly, if it could be proven that transfer students would increase net revenue, they would jump at the chance.
- Not being able to meet freshman numbers and relying on transfers to fill that gap
- Transfer is one of the ways the community college I work at measures student success. Retention, graduation & transferability our big three markers and the majority of our students currently actually transfer on at greater rates then they graduate from our institution (though I know that administration would love of the graduation and then transfer of our students but in many cases based on the program a student wishes to pursue does not allow for that).
- We are a college with a history on applied degrees versus transfer degrees. Making transfer a focus with goals established would increase the priority.
- OHIO works tirelessly to ensure all students to persist efficiently and effectively to reaching their educational goals. This is already a top priority of the institution's leadership.
- For us, this has been made a priority as we have a new President and VP for Enrollment Management. Finally, we are seeing the value in transfer students and incorporating them in the recruitment and marketing plan. I would like to see additional guidance in developing agreements with community colleges. I would also like an occasional site visit from ODHE to keep our faculty/staff invested in the process.
- It is a pretty high priority now.
- Degree completion is part of the funding formula for Ohio public colleges/universities. This has had a positive impact on offering additional pre transfer planning services at our community college because these types of programs and services encourage completion of AA/AS degrees.
- It is a high priority.
- more research to show the institutional impact these students have on completion rates
- Better understanding of the issue of transfer credit evaluation and the impact of academic policies on transfer students. Few senior administrators understand the complexity of transfer credit evaluation, federal financial aid, and the institution's own policies and practices.
- Accurate and recent data that might not have been sued before.
- In addition to making a case for curricular alignment by doing more transcript-based studies to show the duplication of credits or loss of credit during transfer, more emphasis on the "bottom-line" may be helpful. Cost/benefit analyses and long-term studies that show the efficacy of transfer students who persist, both from an enrollment/tuition perspective but also how making it easier for students in the transfer pipeline to persist will have longer-term financial implications based on performance funding (if applicable) or continued relationship with the institution, perhaps through alumni giving.

- monetary incentives
- I think if it the issues are brought up to institutional leaders frequently so that they are aware of just how high of a priority it is. Meetings should be established where these issues are discussed.
- not sure
- The understanding that they are just as likely as first time students, if not more, to succeed in the classroom and graduate. That they are the future, with the rising decrease of high school graduates.
- More outside funding

- * Educating them on enrollment trends pertaining to transfer students. More students are graduating from colleges that they did not begin at. Need more services for transfers

  * Showing them how transfer policies (i.e. admission, transfer credit etc.) affect the overall ENROLLMENT, BUDGET, and TUITION REVENUE of the institution
- Bringing transfer concerns to the President and senior staff.
- Statistics of completion.
- making transfer student goals part of the institutions goals through our strategic plan. Showing the upper administrators data so that they can see in black and white how big a part of our institution transfer students are already.
- I think it's already a high priority.. based on the ration of transfer to freshman intakes.
- Providing data to support the fact that transfer enrollment makes up for a fifth of the incoming class.
- It would help if leaders would see the benefit of updated articulation agreements and joint degree programs. I feel as though it comes from the admissions counselors and the counselors have to try and gain the leaders support. The leaders don't work with the students each day who are hurt by the lack of programs.
- Within my office transfer issues are a high priority. With new initiatives recently happening, I can see that transfer issues are a high priority at a high level here.
- If we could retain more students for graduation that would get their attention. Because so few of our students graduate prior to transfer, they don't have much interest.
- Not sure - often finances are a motivating catalyst.

Category	Code	Recode	Count	Percentage
Campus Climate	Transfer-Supportive Leadership	Faculty & Staff Engagement	9	6.34%
Academics	Course-Curriculum Alignment	Faculty & Staff Engagement	4	2.82%
Outreach	Faculty Support and Advocacy	Faculty & Staff Engagement	3	2.11%
Funding	Institutional Financial Impact	Financial Impact of Transfer	16	11.27%
Funding	State/National Financial Incentive	Financial Impact of Transfer	15	10.56%
Campus Climate	Institutional Self study	Institutional Self-Study	5	3.52%
Admissions	Increase transfer enrollment	Marketing	9	6.34%
Information	Student Testimonials	Marketing	4	2.82%
Outreach	Publicizing Transfer Student success	Marketing	2	1.41%
Public Relations	Increased Marketing to Transfers	Marketing	2	1.41%
Public Relations	Joint marketing with transfer partners	Marketing	1	0.70%
Public Relations	State-level promotion of transfer	Marketing	1	0.70%
Outreach	Professional Development	Professional Development	10	7.04%
Information	Student Outcome Data	Provide Relevant Outcome Data	55	38.73%
Campus Climate	Financial resources-more staff made available	Staffing	6	4.23%
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Q6 - Research: In your opinion, what are the gaps in national transfer research that need to be addressed?

- Transfer Student Engagement. We need to look at student engagement through the transfer student lens to identify the best practices for institutions to invest in with connecting to new transfer students. It is difficult to predict how a transfer student will engage with their new campus community because of the diversity within that population and the unique characteristics that each student brings, but there should be more research on the reasons students transfer and how that relates to their personal engagement at a new institution.
- While we know some aggregate measures of transfer challenges - like overall increases in time to completion for transfers and the associated costs with that additional time - we don't know the specific areas that cause transfers the greatest barriers: examination by discipline, fields of study, and courses that block student transfer and force replication of previously completed academic content. We also don't know enough about the lost opportunities where students discontinue their academic pursuits and never reappear nationally DUE TO the obstacles they encounter regarding transfer when they inquire.
- What transitional services do transfers students most need/want after starting at a 4 year.
- More discussion on value of transfer student capital, assessing efficiency in transfer partnership programs, assessing accessibility & clarity of transfer information for student (from CC and from Univ), assessing rates of transfer-ability of CC students who indicate intent to transfer, assessing CC's advisement tracking programs to help students interested in transferring
- Programs/Services yielding most impact (e.g. retention, graduation)
- Student retention i.e. how to keep the student at the community college long enough to obtain the associate's degree.
- The adjustment and acclimation of structured concurrent enrollment students.
-
- I know it's early, but sustainable is "free community college" -- meaning are there really more students in the transfer pipeline AND are they transferring? If so, where and are there more popular majors than other?
- The definition of completion needs to be redefined so that community colleges are more comfortable sending us their transfers prior to completing the associate degree if that's what's best for their program (STEM, Education ,etc). Research that shows this and redefines national computation of completion rates would be good. Also, we need to look at research beyond just the credit evaluation - what are the programs and support that are essential for a successful transfer all the way through to graduation.
- National awareness of all current transfer related research -perhaps monthly newsletter with links keeping us all informed
- not sure I know enough to answer this one.
- I don't feel I'm an expert in this area although how credits transfer and general rules for transfer credits are not highly publicized since they become so specific to each university. But in general shouldn't there be some uniformity in this area?
- Students have difficulty understanding that pathways don't necessarily cross state lines and that transfer credit at one institution does not guarantee transfer credit at another

institution. National research should focus on how students may lose credit state-to-state and how to consider creating more flexible pathways.

- I'm not aware of much research on Transfer students as a population like we have for other groups. I'm aware of research on the First Year Student Experience, Senior Year Experience and now the more current Sophomore Year Experience. But not so much on the Transfer Experience.
- Other than Schlossbergâ€™s Transition Theory, there are few student development theories designed specifically toward conducting research or programing for this population. Transfer students are not homogenous. There is a need for a typography of transfer students that looks at the interplay of class standing at the time of transfer. We need research that looks at multiple variables such as age, first generation status, veteran status, race, class, gender, gender identity etc. Not much is known about the decision-making practices of transfer students that may give us more information about why they "swirl" between multiple institutions before graduating. There is very little information about transfer students as alumni and their interactions with their past institution(s). There is not much research on secondary students enrolled in college level coursework. Another research topic would focus on students taking transient/guest work at a host institution while enrolled at their home institution.
- Transfer between bachelor degree granting colleges and universities and the reasons why. Since these are students that we don't "recruit" how are they making their transfer decisions? What are the reasons, are they mostly social (friends and significant others) or academic?
- How to find grant money or funding for transfer projects like online orientation.
- How transfer students choose their transfer institutions.
- Lost credit hours. Transfer student satisfaction after they transfer. Alumni giving implications. Graduation rates of students who reverse transfer and then transfer back to the original institution.
- How many students go on and complete their bachelors degree in 4 years total without additional credits.
- Research on transfer retention. Research on underrepresented populations of transfer students. 4-year to 4-year transfer student research.
- A high percentage of transfer students are 4-year to 4-year but most of the focus is on students transferring from 2-year to 4-year. More research needs to be done on the former to understand why students are transferring and what its affect is on their completion.
  On 2 to 4 year transfer, there should be more focus on timing of transfer related to student success in a major--especially STEM and the cost of transferring at various points.
- transfer practices between different populations and cultures
  transfer practices for the population - non-traditional by gender (to increase awareness and supportive practices for STEM fields with non-traditional gender students - e.g. women in welding, men in nursing)
- u
- Specifically identify where transfer does not currently work - As a community college institution in a state that developed state-level transfer policies - I have a difficult time understanding how baccalaureate degree granting institutions can opt to ignore transfer credit. Flagship institutions tend to exert a great deal of political power and unwillingness to accept transfer credit because "it isn't good enough" in their eyes.

- General education requirements, seamless pathways, federal involvement, outcomes of underrepresented groups (especially those achieving above-average success)
- I am too ignorant to address this question.
- The gaps are the lack of research and understanding of the various types of transfer students and their experiences. Most of what we know is base don the vertical transfer experience in the ways that 2 and 4 year institutions compare. But more and more students are transferring laterally, swirling reverse transferring and have gap terms or stop out. These movements and enrollment patterns influence their experience. Receiving institutions need information and tools to help them serve all of these populations and to not "clump" all transfer students together as one homogeneous experience.
- Don't know enough about current research to answer
- Ways to get legislation at the state and federal level changed to provide funding based on completion rates and not just First-Time/Full-Time.
- American Indian transfer students.
- Retention and persistence.
- 1. Research on the best practices for developing and facilitating transition courses.
  2. Research on the experiences of transfer students at the 4-year university using interview methods
- Data for underrepresented or minority student populations.
- Tracking trends in transfer application to 2- & 4-year schools annually - to mark upward or downward trends in the funnel and connect it to reasons for drops or increases in applications (i.e. job market up; transfer apps down etc.)

  Tracking where transfer students tend to apply (2-year school transfers) - 30 mile from current school? National similar to first year?

  Tracking the most popular major for transfers and the major that yields best; graduates best.
- Accumulated/lost credits for transfer students vs. native/direct entry students. We know that TSs accumulate more credits per degree -- why?
- What pathways/information they need/want PRIOR to transferring institutions.
  Why they are leaving institutions and when is the critical period for a university to "catch" them before they feel the need to leave the institution.
  What programs/services they want/would participate in at the university
  Do they want transfer specific programming, or programming that is focused on where they are in their educational career?
- General Education credits transferability.
- First gen transfer students, why do transfer students not finish, what can institutions do to create emotional attachment to the second (or third, or sixth) institutions?
- I think there is a definite lack of understanding in traditional 4 year institutions of the general goals and services of community and 2 year colleges. So few of their faculty and administration ever attend or work with them that I think there is a definite misunderstanding as to their goals as well as the content and rigor of the courses offered at these two year schools.
- How to better assist students who attend many institutions.
- Focus on the middle income and middle academic achievement student. Students who have really high grades and low income are fine--scholarships and acceptance follow. The student who is not eligible for financial aid or limited financial aid because they that two working

parents and earn "good but not great" grades, are highly capable students without the financial support to get through their final 2 years at the 4-year school smoothly and quickly. These students attend part-time while working full-time. Need more scholarships for this middle group of students.

- Transfer impact on institutional Graduation rate
  Transfer degree completion
  Transfer Retention rate

- finding a way for schools to come together on core classes
  finding a way to help military students get a degree
  finding a way to help all ethnicities receive an education
  showing that having an education is the way to go

- Preparation from two year institutions to help ensure success once our students leave us.
- Research around success strategies and completion rates for transfer students.
- The lack of transfer support services within community colleges. Many students tell us that they do not have a transfer specific counselor or staff member to help them in their transition from the CC.
- It would be interesting to know how well students who transfer across state lines do compared to those who stay in-state, and where best practices are in that area.
- Stop outs and completion for all students. I think there is a big gap in degree attainment for students who chose not to complete an associate degree or certificate before transferring and then stopped out at the four-year university. There HAS to be a way to award these students the degree that they earned. I am focusing my dissertation on this subject.
- My opinion is addressing the struggle academically for transfer students once at their bachelor earning institution. Our department has noticed in the last five years that our students coming from community colleges with a 3.2, drop on average to a 2.6 after one semester at our institution. What are further ways we can support them academically?
- A significant area of focus should be the impact of dual enrollment programs on student credit accumulation and transfer. It's not clear that dual enrollment students are on pathways that are aligned well with bachelor's degree program requirements. Also, community colleges need course/credit applicability data on students who transfer from their institutions and time it takes them to complete 4 year degrees after they transfer. Itâ€™s not enough to know the number of credits/courses that transfer without knowing how those credits were applied and reduced the time to a 4 year degree.
- State to state comparisons, perhaps? Region to region? Are there regional disparities?
- Graduation rates, retention rates, considering transfer students who graduate an overall success even though it counts as a drop out for their original school
- I'm not sure how much national research there currently is
- Nationally, research needs to determine if transfer students are as successful as those who begin at a school freshman year. They also need to explore what supports that exist (see my first response) help ensure those strong outcomes.
- I think more study needs to occur in those states that lack a system-wide approach to transfer. The system states have achieved higher rates through state directed mandates. For states like Michigan that lack a system, it is much more difficult to establish comprehensive

transfer systems. More research on how transfer successfully occurs in such states would be helpful.

- National associate degree transfer to help associate degree earners transfer more easily out-of-state. Awarding dual credit and how to transcribe dual credit so that students cannot be granted duplicate credits for AP scores, for example. Portfolio based learning as transfer credit.
- Financial aid options - federal, state, and scholarship opportunities
- I think there needs to be research directed into financial aid and scholarship awarding that mirrors the actual timeline to completion (5+, 6+ plus years to a degree) that the vast majority of transfer students are on. The 4-year, straight-through-to-college from high school model is a damaging assumption and a thing of the past - it would be nice if research could influence the distribution of these two abovementioned factors in terms of how students are actually taking courses and completing their degrees.
- How to ensure that courses transfer and count toward the program of study in the receiving institution to decrease excess credits taken by the student.
- This is huge, but imagine the day when there are common course numbers nationwide!
- ARTICULATION!!!!!!!!

  I have worked with the transfer population in three states - and every state has articulation issues.
- More research on the reverse transfer (students who start at a four-year college and transfer to a two-year college prior to transferring again to another four-year college), how veterans play into the transfer process when they separate from the military and re-enroll in college, and the overall social implications for transfer students when they transfer.
- Degree completion rates, how transfer students fund their education, and how transfer students can make time for meaningful college experiences (if they have to work a full or part time job to support dependants they can't do research or internships or co-ops, and how do employers view the students who can't fit those experiences in the curricula).
- We need to learn more about non-traditional transfers. We also need to include transfer students in the Common Data Set (for example, if a student transfers in with a year of credit, and graduates three years later, that should count towards a school's success!)
- N/A
- How students find transfer friendly institutions
- There are so many issues with research, including the difficulty of simply defining a transfer student. As more and more high school graduates come with some college credit, and as native students choose to take courses--often online--while attending our institutions, the amount of transfer credit is increasing while the number of students defined as "transfers" in our systems may not. Terms like lateral transfer, reverse transfer, vertical transfer, swirlers, transfer ecstasy, and transfer shock have helped define concepts, but there are still too many disparate numbers in the research. For example, I have read vastly different statistics on 1) the percentage of students who start at a 2-year school with the intention of earning a bachelor's, 2) the percentage of those students who transfer to a 4-year school, and 3) the percentage of those students who earn a bachelor's. Some articles quote twice the percentage as other articles, so who is right?
- I think that faculty in particular see transfer students as less prepared than native students. I believe statistical data would dispel this belief.
- Transfer students are overlooked when discussing retention and completion rates.

- Transfer student graduation outcomes, satisfaction data
- not sure
- There is not a whole lot of research to begin with, but the reasons students do not transfer, or why they do not continue, and why they transfer to where they do.
- Transfer in urban areas. Equity issues in transfer. Availability of transfer scholarships at private 4 year research institutions.
- How many states have set pathways for students between community colleges and 4-year institutions? Why don't more set pathways exist? I would also like to see more information on veterans.
- the needs of the transfer student need to be outlined better
- Students crossing state lines to transfer. It becomes harder to track those. Graduation rates as they relate to transfer, even if a student doesn't graduate from School A, she might from School B. I think we could get more information about financial aid and how students are paying for college if transferring.

- I would love to see more research into the funding of community/junior colleges. I would also like to see more research on the correlation of students who start at a community/junior college and transferring to institutions that are in state versus out of state. Finally, I would love to see more research on both scholarship programs at community colleges for in coming first time college enrolled students as well as what the four year institutions are offering to transfer students in terms of scholarships (and the amount of credit hours required to qualify for transfer scholarships).
- less focus on First Time Freshmen grad at first institution - more focus on graduation outputs (regardless of where students start) and measurement of if First Time Freshmen finish - anywhere
- Data
- Generally speaking there is just far less research and data on the transfer population in comparison to first-year students, despite the fact that statistics show that 1/3 of all students will transfer at some point in their academic career. We need to better understand the transfer population, what their needs are, how we can best serve them, etc.
- Lack of a clear definition of "success" for transfer students (the equivalent of 4 and 6-year graduation rates for cohort students). Data on the number of "wasted" credit hours students take (unneeded courses or courses that don't transfer).
- Graduation rates of transfers from 4 year colleges especially those starting at 2 year colleges. Also, is their a transfer GPA and completed hours that shows a good threshold of success. Do student who transfer after 30 semester hour do as well are ones who have 45 - 60 hours. Does it matter if a student had a 2.80 or a 3.20 for success. This would give transfers ideas of when they are ready and really prepared to transfer, not just do it as soon as possible.
- There's honestly not a lot out there in comparison to the focus on first time freshmen. IPEDS data reporting is starting to shift to be more inclusive of transfer students but it's really frustrating that these numbers currently only encompass the FTF population.
- 1. Real reasons students stop-out while in CC transfer programs.
  2. A long-term study of the factors that are indicative of bachelor degree attainment success among CC transfers - for example, is there a baseline GPA in a group of core courses that can predict success or failure?
  3. Course leakage - how many hours do transfer students have completed when they finish their degrees, and how does that compare to one-school students? Is there an opportunity

for cost savings by increasing efficiency in course selection, thereby lowering the number of 'extra' courses/semesters students have by the time they graduate?

- Ways to partner with senior institutions. More uniformity in the State of NJ with regard to community colleges and senior institutions. Laws are in place to make this a seamless transfer but there is no consistency with programming.
- 2-year colleges are often looked down upon, or less-worth institutions when over 42% of college students attend. Changing this mindset is imperative to help with transfer data, research of viability, and helping the national education level of students studying in the US.
- I think it really goes back to the college search and selection process in high school. When students don't complete a comprehensive search coming from high school, they don't persist at the school they've chosen, and become "swirlers." From working with transfer students, too, I don't think the level of advising at the community colleges is adequate to give students a clear path to a four-year degree. I worked with many students coming from a community college who had semesters worth of classes that didn't amount to much progress when we transferred them into our program.
- Pathways for students to earn degrees from 4 year schools
- Look at reverse transfer, look at between 2 yr institutions look at concurrent high school students who have earned X number of credits in high school going on to college, look at 2 yr to 4 yr... not enough research exists currently on this topic.
- Students earn credit but not towards their major. The student may have completed a course at the community college but is required to repeat it at the university based on course numbering instead of learning outcomes. Learning outcomes should be the focus.
- Some states have developed robust networks that ensure transfer alignment, while others have not. Research regarding the effectiveness of those networks relative to student mobility-- e.g. does a statewide system really affect student behavior? Are students in one of those state systems more likely to transfer outside of the normal profile (within a certain geography, etc)?
- open access admission institutions accomplishing great success given the obstacles of open access.
- specifics on specialized populations (veterans, military, part-time, underrepresented
  Why transfers persist and graduate? why are they graduating but others are not
  Why aren't more students actually transferring from CC?
- There is confusion about who started where and transferred. The data often include students from one institution who take one or two courses at another institution.
- Research on why students are fearful to leave their community college and transfer to a four year college/university--a fear of transfer shock, unable to cope at new institution.

  Data on success of which pathways/partnerships between colleges and universities have the highest success rates/benefit students. Example: Common course numbering system, guaranteed admission, transfer guides for specific programs, Dual Admission programs, etc.
- Too many colleges put unique requirements on transferring in courses. For example, they may have an English Comp 1 course that has one very unique component to it thus making it impossible to transfer in English Comp 1 from another college.

  Four year colleges and universities commonly accept transfer credit as electives, not as courses directly in the major. This makes students retake courses in which they have already received a passing grade.

- Reporting transfer each term instead of fall only. Failing to identify how many students attempt to transfer but are stopped by institutional practices and policies especially with grades.
- Probably the simplest and most obvious is the intentional, systematic reporting and use of transfer student retention and completion data.
- Transcript studies that show the misalignment of curriculum requirements at the 2-year and 4-year level and gives more information on "gateway" courses where transfer students lose credits, do not succeed academically, or begin a stop-out pattern for any other reason.

- counting of transfer students
- retention rates
- Maybe time frame research. ie- WHEN does a student decide to become a transfer student? Prior to their first semester in college, after their third semester, etc..

  Maybe comparing the process of transferring to a Master degree program with undergraduate transfer issues?
- * What is the graduation rate of transfer students as opposed to first-time full-time freshmen?

  * What are the reasons why transfer students may not graduate "on time" and how can it be addressed (i.e. transfer credit policies, etc.)

  * More research on transfer credit policies!! They differ too much from college to college, even between state systems

  * More research comparing the success rate of those who begin at a 2-year college and those to begin at a 4-year college.

  * Are students who graduate in 4 year or "on time" more successful than those who take longer? What is the incentive to finish "on time" besides it costing less?
- ?
- Seamless transfer-Community College Students losing too many credits when transferring to a 4 year.
- I think it'd be interesting to study those students who do not complete at the four year university after moving on from a two year. There is research on why they succeed at the four year (recently done by CCRC at Columbia) but I'd be curious to know why are they leaving. What's happening that makes them drop out? Is it personal issues or curriculum issues? Knowing the why might help us build programs and services to prevent it.
- Not known.
- The impact of placing importance on the outdated model of articulation agreements.
- The swirling transfer student phenomenon.
- We need to encourage students to obtain the AA or AS degree prior to transfer. Four-Year colleges need to create policies that encourage this such as accepting the entire degree and giving additional scholarship money to students who complete the degree.
- Not sure

JNGI – National Survey of Transfer Practitioners

Category	Code	Recode	Count	Percent
Institutional Partnerships	Benefits of Credit Transfer Uniformity	Curriculum/Course Number Alignment	3	2.24%
General Research	Research on Underrepresented Populations	Descriptive Data	10	7.46%
General Research	Typography -- Who are transfer students?	Descriptive Data	10	7.46%
General Research	Four Year to Four Year Transfer	Descriptive Data	5	3.73%
General Research	Dual Enrollment Students	Descriptive Data	4	2.99%
General Research	Veterans	Descriptive Data	3	2.24%
Institutional Partnerships	Consortium Students	Descriptive Data	1	0.75%
General Research	Middle Income/Middle Achievement students	Descriptive Data	1	0.75%
State Level Policy	Effect of State/Regional Policies on Outcomes	Effects of State and Federal Policy	7	5.22%
Federal Policy	Financial Aid	Effects of State and Federal Policy	4	2.99%
State Level Policy	Free Community College outcomes	Effects of State and Federal Policy	1	0.75%
Federal Policy	Federal involvement in transfer	Effects of State and Federal Policy	1	0.75%
State Level Policy	Definition of Completion	Improving Funding Performance Measures	4	2.99%
State Level Policy	Community College Funding Models	Improving Funding Performance Measures	1	0.75%
General Research	Decision Making Processes around transfer	Institution and Major Choice Process	11	8.21%
General Research	Transfer Admission trends	Institution and Major Choice Process	2	1.49%
General Research	Most popular majors, locations	Institution and Major Choice Process	2	1.49%
General Research	Effect of Transfer Timing on Success	Institution and Major Choice Process	3	2.24%
General Research	Credit Loss in Transfer	Institutional Policy Impact	13	9.70%
Interstate Efforts	Credit Loss across state lines	Interstate Transfer Effects	3	2.24%
State Level Policy	Outcome differences -- in state vs. out of state	Interstate Transfer Effects	1	0.75%
General Research	Transfer Students as Alumni	Postgraduate Outcomes	3	2.24%
Staff Development	Reseach summaries for practitioners	Professional Development	1	0.75%
Interstate Efforts	Grant funding -- effective grants	Professional Development	1	0.75%
Institutional Efforts	Effectiveness of transfer programs and support	Support Program Evaluation	13	9.70%
General Research	Transfer Student Engagement	Support Program Evaluation	3	2.24%
Institutional Efforts	Transfer Seminar best practices	Support Program Evaluation	1	0.75%
Institutional Partnerships	Reverse Transfer	Transfer Student Outcomes	3	2.24%
General Research	Transfer Student Outcomes	Transfer Student Outcomes	29	21.64%
General Research	Transfer Student Satisfaction post-transfer	Transfer Student Outcomes	4	2.99%
			148	

Q7 - Research: What are the gaps in research on your campusâ€”data that you don't have but need for informed decision making regarding transfer?

- Better tracking of students post-transfer. I do not currently have data on how long transfer students stay enrolled and whether or not they are successfully completing degrees at our institution. We also do not have a good method for continuing to follow them after their first semester because they blend in with our continuing/returning student populations.
- We have not adequately studied transfer overall. We are so busy with day-to-day operations, surviving budget reductions and increased state accountability for funding measures we do not study transfer. All of our information to date is anecdotal brought to us haphazardly by student complaints and staff frustrations. We would require a grant to focus attention on transfer pitfalls locally and better access to research on promising practices to reduce transfer barriers.
- Graduation rates broken down to 2 year, 2 year and a quarter; 3 year etc.; graduation rates of those who use our services vs those who don't; average GPAs of those who use our services vs those that don't; retention rates and why students leave.
- In the last year, we have started getting lists of applicants who are transfers, so that is useful for weeding out data. Institutionally, we need data tracking persistence/retention of transfer students.
- Research on success/assesment of orientation and recruitment programs
- School-level breakdown of transfer benchmarks (e.g. retention, graduation, engagement)
- Barriers to transfer; anecdotal evidence coupled with institutional data.
- Oh wow...not enough space to write it here! The transfer student population is largely invisible and enroll here more b/c of our location instead of our efforts to recruit/retain them.
- The biggest thing we hear from faculty are that transfer students, primarily community college, students are not successful - we need to be able to track students in their classes to see where the biggest struggles are and then go back and realign curriculum with community colleges. The obstacles are one, getting the data but also two, community colleges have a hard time aligning their curriculum with multiple transfer institutions. Why would they work with us over others? How can we all get on the same page?
- Qualitative Data from students currently on our campus and also from students whom have already transferred.
- I would like to see more detailed information
  1. From where are these students transferring?
  2. What is the retention percentages of these students?
  3. Do we retain a higher percentage of them when they live on campus?
  4. How many are first generation?
- Follow-up on transfer students who enter the school and what the graduation rates are from the feeder institutions.
- Graduation stats on transfer students specifically
- If we don't already, we should have a survey for transfer students to better understand their overall transfer experiences. This may be a piece our Admissions office offers.
- We need to share more of the data we are collecting on the transfer students. I'm not sure who collects it and what avenues we have to share this.
- Currently, there is very little assessment of transfer students at my campus. But we have started a transfer student profile, completed a transfer student survey and assess various

programs that have been initiated for transfer students. My division is developing a research agenda and transfer students are a significant part of the focus.

We lack data on credits that do not transfer and apply to individual student records (we can't track credit that didn't transfer). We don't know how connected students feel at our institution so that we can improve their level of engagement and connectedness. We don't know what their expectations are or what their catalyst was for transferring.

- Why our university when a student is making decisions to transfer from another bachelor degree granting university.
  Is this price driven or academic driven?
  What will get us more 4 year college transfer students, lower price or higher academics?
- None that I am aware of
- Not on a campus.
- Transfer patterns and success rates of each.

  Transfer student satisfaction.

  Contributions to lost credit hours.
- Data on who our transfer students really are. Research on the transfer student experience.
- Not on a campus
- k
- We need accurate data that reflects transfer rates by type of institution and degrees chosen; currently it appears that we have very few students transfer out and people wonder if it is because private institutions' data are not included.
- We track transfer enrollments in raw numbers as part of reaching our total enrollment goals. But do we graduate those students? As we seek to increase our federal graduation rate, we focus on first time, full time students, but can we get some easy wins with transfers to raise the total number of alumni in our region quickly?
- We need more information on why our transfer students choose our campus and why they leave. We are a residential college yet 70% of new transfers commute to campus. So it is confusing about why they chose to enroll and what they are hoping to get. I believe that many are not looking for a traditional residential experience but in order to serve them i need to know what they are hoping to get from the experience.
- How many transfers each semester? What is their financial impact to campus? What is their alumni giving rate?
- not sure. the data probably about who they are and what they need probably exists, but staff don't have easy/regular access to it. one possible/likely barrier to matriculation is class availability upon transfer.
- 1) What is the completion rate of transfer students?
  2) What are the gateway courses that seem to be problematic to our transfer students?
  3) What majors are experiencing the biggest attrition of transfer students?
- Retention rates, time to graduation, first-generation, financial support.
- Retention! We have campus numbers, but I do not have numbers for the students in my specific transfer program in terms of retention after they successfully transfer.
- How well are transfer students doing by major? Which are the majors that have the least success rate for transfer students? Who are the advisors that transfer students have the most difficulty with in regards to advising and support? What is the faculty perception of transfers?

- Data on underrepresented student populations, and a centralized area for transfer resources online.
- funnel - historical
- comparison of student success data for different kinds of transfer students (AS/AA degree obtaining, statewide "block degree", etc) vs. direct entry
- Average age of transfer students
  What programming they want/need
  When are they leaving the university and at what point
  Time to graduation
  What part of the transfer process was the most difficult/stressful - i.e. what part of the process do we need to focus on.
- ALL OF THE DATA!
- a comprehensive data base for transfer purposes
- Transfer graduation rates, transfer needs, feedback on the transfer process
- We need better ways to show that transfer students are not transitory. That just because they have attended more than one university or college in their academic career that does not make them more likely to move after they have selected a 4 year university.
- online transfer students; persistence, graduation, how to better support
- Impact of working 3/4 or full time and time to degree completion.
- Transfer impact on institutional Graduation rate,Transfer degree completion,Transfer Retention rate completed annually
- Quicker information on where our students are going (all, not just first time in college, or full time), and what majors they are pursuing
- We are just starting to look at various ways to better track transfer students and their success so I have no clear answer at this time.
- The number of students who do not enroll when campus departments refuse to talk to them until they are enrolled current students. The impact this has on our yield.
- I would like to see a comparison of transfer student success compared across our various programs or colleges (i.e. business v engineering)
- We don't have a great handle on why students are transferring out with such high credit level attainment, especially those that came to us from another institution. I would also like more information on why transfer students did not choose my university. I am pretty sure it is due to the lack of course offerings, etc... but I need data to back this up.
- Departments do not have access to National Student Clearinghouse Data. Only admissions and enrollment management is. It would be helpful to have this data so we could determine where our students are going if they do not enroll at our institution or how many different institutions they have attended before deciding to come to ours.
- We need better access to data on the success of our students once they transfer to our partner institutions. Also, we need to know soon after students enroll about their intent to transfer. Often students know their major but donâ€™t know which school to transfer to. Just as students must make the decision about a program/career pathway earlier, they also need to know where they want to transfer to as soon as possible in order to create an individualized transfer plan.
- Turnover in IR department has made consistency of data gathering difficult. Need to make greater use of NSCH data.
- N/A

- n/a
- We remain dependent on the information coming from the universities. Having better assurance that the data is accurate would help with this gap.
- Graduation rates of different types transfer students as a receiving institution. Assessment on academic success at our institution based on what program type a student transferred in from.
- Alternative class schedule options and integration of students into the campus and community
- We do a fairly good job of capturing data, both as a private college system and institutionally.
- Which courses typically transfer and count toward the major and which do not.
- When I was on a campus, it would have been helpful to gather more data on which transfer students were most successful. This information would have been beneficial as the admission office made their recruitment plan.
- Our campus is direct apply - so transfers need to apply directly to their major. GPA targets for each major since they vary drastically. Deny rates by major and for what reasons.
- I feel that we have the data that we need in order to make informed decisions. We also have strong partnerships with other offices on campus that directly impact transfer students (Financial Aid, Academic Advising, etc.) so that we have constant communication about what issues we are facing.
- pre-reqs. My faculty seem adamant about having certain courses before allowing transfers but I feel like we might be missing out or deterring students who could be successful. What is truly necessary to find qualified applicants into a transfer STEM program
- We need to know more about how to market to transfers outside of community college transfer fairs.
- How current academic programs could be more transfer-student friendly
- How our transfer students find us
- I wish my institution could provide persistence, graduation, and other success data for each of our five primary feeder schools, but our office of institutional research is overwhelmed and unable to provide this. Without this data, how do we know what is working well and where we may need to focus efforts?
- We know what degree programs students are admitted to at our institution, but are lacking in data about the transfer student's first choice of program. Having this data would assist us in targeting our articulation agreement development to the programs of interest and assist in targeting our advising efforts to better enable students to be admitted to their program of choice upon transfer instead of a later time after transfer when all requirements are met.
- course content details of requested transfer credit
- We have the data, but with changes, and new employees, have not accessed the data to help. So now locating and using what will be helpful will fill a large gap on our campus
- How successful our students are once they transfer.
- Why are students choosing our institution? Why isn't a student choosing our institution? Financial aid and scholarships for transfer students. More research on our veteran students and their needs.
- How to increase retention among transfer students.
- There is the concept of students going far from home for college and realizing after the first semester or year that they don't want to be so far from home and transferring to a local

college, or completing an intervening semester at a community college and returning to a four year college. I think these points are hard to track.

- As a community college, we do very little for reverse transfer. There needs to be more data and information provided to the administration on the importance and value of reverse transfer (students leaving the community college before completing degree requirements and then completing them at the four year institution and sending them back to the community/junior college to complete the Associates Degree).
- we are producing a lot now - national would help for our location conversations
- Qualified staff and leaders who understand the importance of transfer students
- Again, resources on our campus are focused much more on first-year freshmen and so is our data. That said, I serve on a retention committee that is focused on studying the sophormore experience and the transfer experience which is allowing us to further study these two areas that are not as commonly focused on.
- We need to have the ability to predict/project transfer success based on a number of markers such as rigor of previous college, grade point average, types of foundational courses taken, etc.
- Good data on course grades at feeder schools that predict academic success after transfer.
- We know in general the hours and GPAs that make transfer students successful. However, might be interesting to break the data down by sending institutions, type of coursework, and amount of course work.
- Similar to my last response, up until now, IPEDS reporting was only mandated on the FTF population so this was an area that was simply overlooked. We're making progress, but it's difficult when we don't have historical data for comparison.
- We need to do a better job of tracking our transfer students and their successes, esp in relation to incoming GPA's/core course transfer. Some programs cite anecdotal evidence about struggling transfer students in an effort to raise their entry GPA requirement. We need to better use our existing data for those decisions.
- It would be nice to have some documented success stories to encourage more of our leaders to see the value in this population.
- My institution is 8 years old. We find it hard to find data for all of our graduates and the ones that did persist to a 4-year, how many were able to attain 4-year BA degrees.
- We have a pretty robust institutional intelligence department. Transfers are just not a priority at our school.
- Pathways that explain exactly what will transfer in and count towards the student's major or minor
- Where students are transferring to once they leave our campus. This would be super helpful for planning partnerships with articulations or pathways as well as address other items when working with students.
- We don't have a goal established for transfer students so the data isn't track at the same level as it is for other students.
- As is the case with all aspects of enrollment management, we are closely monitoring trends of quantitative data; we also seek out qualitative data to capture feedback on the student experience.
- completion rate and fixed cost for program/major offerings.
  formula which institutions are awarded funding for transfer students
- Success of transfers
  GPA, Graduation etc

impact of credit evaluation
need for on-line, evening courses

- Information about performance at four years institution.
- Where are our students transferring to and what are their new majors and levels of success and completion at the baccalaureate level.
- How many of our high school students who take college courses while in high school matriculate into college? What colleges do they go to?
- how much credit is being transferred, but is not applicable? why is there transfer swirl?
- There is very little data gathered and shared, e.g. the number of transfer who come from each partner, the programs of study chosen, their completion rates as opposed to native students - there is almost no campus conversations on transfer - not mentioned in planning, budget, etc.
- I have been fortunate to be able to receive pretty much every data request that I have made re: transfer students.

- What are transfer students looking for, outside of an admission decision and financial aid. What else can we offer to help them make their transfer decision, and aid them in succeeding at the university?
- We have some of this data now, because I requested it:

  * Average GPA of the admitted incoming transfer class
  * Average GPA of transfers after their first year at the 4-year college
  * What percentage of transfer students have an associate's degree when they transfer to the 4-year college? Is there a correlation with having an associate's degree and graduation rates at the 4-year college?
  * What is the average number of credits that a student transfers in that "applies" to one's degree (not just transfers)?
  * What factors contribute to transfer students not completing their bachelor's degree?
- Information on what major people come with from community college, what apply for, and what ultimately graduate with.
- There is no research actively being done on my campus regarding transfer students. Our campus is compromised of a high majority of transfer students and I think even some basic survey data from transfers after their first semester, first year, etc. would be helpful to have to answer questions on what is needed to ease their adjustment. I'd also like to see research and data on what majors students arrive with and what they leave with so we can analyze curriculum issues. I'd also think it would be helpful to see if some of your non-returning transfer students transfer elsewhere and whether or not they complete at their next university.
- Direct comparison of transfer success versus 4 year success (tabular data, measuring GPA). There is a stereotype that transfer students are not well prepared for our campus.
- Retention
- As a transfer admissions counselor I recently wrong my master's these on transfer student type: swirling, horizontal, and vertical based on our campus population. I learned where we are successful and where we need to make improvements. However, campus leaders don't seem interested in the information. Transfer students make up 30% of our incoming fall class.
- Readiness of transfer students. We plan to run GPA data for transfer students in their first semester to see what gaps we can help fill for them.
- We don't follow up on why students transfer prior to obtaining a degree.

- More detailed tracking of transfer student success or failure and the reasons why.

Category	Code	Recode	Count	Percent
Academics	Courses that do not transfer	Credit Transfer	7	5.04%
Academics	Curricular alignment needs	Credit Transfer	3	2.16%
Descriptive Data	Predictive analytics for student success	Cross-Institutional Data	5	3.60%
Descriptive Data	Identifying Transfer Sending Institutions	Cross-Institutional Data	2	1.44%
Descriptive Data	Student profiles	Descriptive Data	7	5.04%
Descriptive Data	Success rates for different types of transfer students	Descriptive Data	7	5.04%
Descriptive Data	LIMFG data	Descriptive Data	3	2.16%
Institutional Capacity	Financial impact of transfer students	Descriptive Data	2	1.44%
Descriptive Data	Veterans	Descriptive Data	1	0.72%
Descriptive Data	DUal Enrollment Students	Descriptive Data	1	0.72%
Institutional Capacity	Alumni giving rate	Descriptive Data	1	0.72%
Institutional Capacity	Identify data collectors	Descriptive Data	3	2.16%
Institutional Capacity	Improve access to data for staff	Descriptive Data	4	2.88%
Academics	Most effective academic advisors	Faculty & Staff Info	1	0.72%
Academics	Faculty perception of transfer students	Faculty & Staff Info	3	2.16%
Descriptive Data	Transfer destinations	Institution/Major Choice Process	4	2.88%
Students	Decision making process	Institution/Major Choice Process	11	7.91%
Institutional Capacity	How to market to transfer students	Institution/Major Choice Process	1	0.72%
Students	Transfer Student Experience	Student Experience	8	5.76%
Descriptive Data	Impact of employment on success	Student Experience	1	0.72%
Institutional Capacity	Support Program Outcomes Assessment	Support Program Evaluation	5	3.60%
Academics	Class availability post-transfer	Support Program Evaluation	3	2.16%
Descriptive Data	Financial aid and support	Support Program Evaluation	2	1.44%
Institutional Capacity	Online transfer resources	Support Program Evaluation	2	1.44%
Descriptive Data	Success rates post-transfer	Transfer Student Outcomes	7	5.04%
Academics	Reverse Transfer impact	Transfer Student Outcomes	1	0.72%
Descriptive Data	Retention - Persistence	Transfer Student Outcomes	15	10.79%
Descriptive Data	Graduation rates	Transfer Student Outcomes	14	10.07%
Academics	Success rate by major	Transfer Student Outcomes	12	8.63%
Academics	Identify gateway courses	Transfer Student Outcomes	2	1.44%
Descriptive Data	Residential student success	Transfer Student Outcomes	1	0.72%
			139	

Q8 - State policy: Which, if any state higher education policies have been most helpful for encouraging and enabling transfer?

- Statewide general education articulation agreements, common course numbering (and implied content similarity), and funding performance measures that acknowledge completions as both successful transfer from us to another institution, AND successful transfer to us in completion metrics.
- There is a current executive order in California requiring graduation rates to improve drastically. Our curriculum is not transfer friendly (i.e. many of our majors have to take 3 years due to sequencing). I hope this order forces our faculty to revise the curriculum, but nothing so far
- establishing a transfer partnership between feeder CC and univ
- Transfer Single Articulation Pathways (mostly)
- Illinois Articulation Initiative
- TN Promise, TN Transfer Pathways, Reverse Transfer
- NC has a state articulation agreement that makes the four-year institutions take specific classes. This has been helpful.
- need more information about national practices in order to determine which policies have been most helpful
- We accept students automatically from our 2 year community colleges through a system wide agreement
- None since we are a private institution
- North Carolina's Comprehensive Articulation Agreements have been very helpful in creating successful pathways and automated course-for-course transfers.
- I'm not sure of any state policies that would encourage this other than our recent agreement to automatically accept graduates of the two year community colleges into our four year colleges and universities.
- State mandated requirements to align credit and learning outcomes. (AP, OTM, TAGS, Military Credit, CTAGs - Career Tech, transfer of D grades).
- Mandatory acceptance of transfer credit.
  State encouragement of the 2+2 concept.
- The ability to "double dip" on general education and major requirements
- Florida is leader of the pack, with earning an associate degree before transfer driving up associate degree completion rates. Florida also seems to have tighter curriculum alignments between two and four-year schools than is the case in many states.
- Not sure.
- SUNY Transfer Agreement
- There is a policy that our campus must accept the Associate of Art degrees and the transfer curriculum to waive all general requirements which helps get students done in a more timely manner once they transfer.
- Guaranteed transfer from two-year to four-year for some majors
- |
- TAG, OTM
- CA SB1440 Associate Degree for Transfer

- Our state has a policy that completing the core (or general education) requirements at one system school means that they are completed at any other school in the system. Though we do not have a common core, the state policy mandates that we make the credits work so long as a student has earned enough credits to complete the core.
- None that i know of. PA does not have a standard community college system or transfer system. If anything, this biggest challenge for transfer students is access to financial aid, scholarships and grants. This is a place where the state could be influential.
- Kentucky state-wide transfer agreement HB 160 - standardization of general education courses
- some schools have articulation agreements, but they are not mandated or necessarily encouraged, to my knowledge
- We have ACT 182 which states that any transfer student completing an AA/AS at one of our state institutions can transfer to any other state institution with assurance that General Education courses are completed. Two primary exceptions to this rule:
  1) ALL courses must be completed at a state institution (nothing transferred from another state)
  2) Lower level Gen Ed courses can be required as part of the major.
- California
- In Indiana, the TSAP's have been incredible helpful. Especially now that both the 2-year and 4-year institutions are encouraging them.
- The Master Plan for Higher Education.
- N/A
- For many years, our statewide transfer degrees addressed a need, but they require realignment/reform
- Common General Education requirements
  common course numbering among state systems
- Pathways for AA and AS degrees, guaranteed credits accepted
- transfer gen ed 42 credit block
- State-wide general education. Makes transfer much easier within state, and also helps with out of state schools who have similar categories.
- Core curriculum
- Uniform transfer of credit by state colleges.
- Statewide Block Transfer
- The intent of the Texas Common Core Curriculum (even though not all institutions abide by it)
- Ohio has an Ohio Transfer Module (OTM) that all state schools must accept in transfer. As a private institution, we have based many of our policies on the framework created by the OTM.
- N/A
- Our state has helped cover the cost of DegreeWork's TESS system that will help students know the status of their transfer credit equivalencies and degree audits, prior to application and admission.
- In Illinois we have the Illinois Articulation Initiative, which mandates a state general education core between all public institutions. Students can complete the IAI GECC without attaining the Associate's degree.

- We are part of SUNY Seamless and that has helped with encouraging and enabling our transfer students that if they go from SUNY to a SUNY it is guaranteed to only be an additional 2 years.
- Through Ohio's Articulation and Transfer Policy students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities and equitable treatment in the application of credits to admissions and degree requirements. The Ohio Transfer Module identifies general education coursework that students can complete and transfer. The Ohio Transfer Module (OTM) is either a subset or the complete set of an institutionâ€™s general education requirements in Associate of Arts (AA), Associate of Science (AS), and baccalaureate degrees. Students can complete specified General Education courses anywhere in the public system.

  In response to the legislative requirement (Ohio Revised Code 3333.16) to develop and implement a universal course equivalency classification system, discipline-specific Transfer Assurance Guides (TAGs) were established. The purposes of the TAG initiative are not only to improve advising and empower students to make more informed course selection decisions at the sending institution, but also to avoid unnecessary duplication of coursework that students had successfully completed after transfer. To support the development and ongoing implementation of the course equivalency classification system, TAGs were established to match course content to a common set of learning outcomes and/or third-party standards. The system is designed to not only promote uniform evaluation and application of transfer credit at receiving institutions, but also progressive student success and advancement to higher levels of educational attainment without sacrificing the educational rigor and quality.

  Ohio Revised Code 3333.162 advanced articulation and transfer through the Career-Technical Credit Transfer (CT)Â² initiative, which led to the development of Career-Technical Assurance Guides (CTAGs). CTAGs are statewide articulation agreements that guarantee the recognition of learning which occurs at public adult and secondary career-technical institutions and the awarding of equivalent college credit specific toward technical courses/programs at public higher education institutions without unnecessary duplication of work or institutional barriers. Once posted on the studentâ€™s college or university transcript, CTAGs facilitate the transfer and applicability of such credit in technical courses/programs among other public higher education institutions. To support the future development and ongoing use of CTAGs, as well as to reduce unnecessary variability in the transfer credit evaluation process, a universal course/program equivalency process relates course/program content to a common set of learning outcomes and/or third-party standards. Some of the CTAGs require third-party program accreditation, credentialing, and/or other industry standards.

  Pertinent to the Ohio Revised Code 3333.16 (C), not later than December 1, 2018, the Chancellor of the Ohio Department of Higher Education shall update and implement the policies and procedures to ensure that any associate degree offered at a public institution of higher education may be transferred and applied to a bachelor degree program in an equivalent field at any other public institution of higher education without unnecessary duplication or institutional barriers. The policies and procedures shall ensure that each transferred associate degree applies to the student's degree objective in the same manner as equivalent coursework completed by the student at the receiving institution
- Ohio Department of Higher Ed's transfer initiative in the University System of Ohio: Identifying the Ohio Transfer Module, Transfer Assurance Guidelines, Career Transfer

Assurance Guidelines, Military Transfer Assurance Guidelines. Creates seamless transfer for matched courses in these categories.

- Allowing transfer students to get TAP independent of their previous GPA
- none
- The recent creation of the Michigan Transfer Agreement in Michigan has been a significant improvement for transferring at least 30 general education credits to the universities.
- Washington state created the state-wide Associate in Arts - Direct Transfer Agreement back in the 1980s and this degree has been accepted across WA by 4 year institutions as a block of 2 years of credit, and as fulfilling most, if not all, general education requirements. Knowing that all of the CTC's offer the AA-DTA makes transfer easy for students who want to.
- Within Washington, the Washington Student Achievement Council's "Ready-Set-Grad' program and the development of the Common Course numbering system and DTA options at the WA community colleges.
- The Minnesota State system's Transfer Pathways initiative - while not fully actualized yet - is intriguing. Having once worked in that system, I think it's what students desire in terms of clarity.
- The state policies and resources for Ohio Transfer Module (OTM) classes and Transfer Assurance Guide (TAG) courses.
- ORC 3333.16
- NONE. Each policy only convolutes the process. i.e. California's Associate degree for transfer program does NOT assist in enabling students in the practical approach.
- Guaranteed admission agreements between the community college system and the four-year public schools in the state.
- I belong to an SREB state so state wide transfer policies and bi-lateral policies govern how students transfer into our program.
- n/a, as we are a private school
- Florida and California systems to ensure transfer from community college to senior universities
- N/A
- The Ohio Transfer Module and Transfer Assurance Guides have helped with statewide application of credits in general education and specific majors.
- CCAP program
- The State of Ohio has many effective transfer initiatives. The most effective have been the Transfer Assurance Guides (TAGS) programs and the exchange of electronic transcripts.
- Common course numbering
- not sure
- Texas Core Cirriculum where all core classes should transfer to any texas education system.
- common course numbering and transfer courses
- definitely the ease and transferability of credits from school to school
- Articulation agreements within state systems.

- The Illinois Articulation Initiative (IAI)
- Iowa
- Hawaii has none except for public institutions and the state community college system reports to the state university system. I don't see that as a positive

- The Missouri Reverse Transfer Initiative has been great in helping more Missourians get more degrees. It also helps our partnerships with 2-year institutions in that sometimes it makes sense, based on course sequencing, for a student to leave their 2-year school prior to completing their associate's degree. We don't want making that recommendation to hurt our relationship with the 2-year institution, so this allows us to encourage transfer at the right time as well as encourage completion of the 2-year degree.
- I feel the Texas Common Course Numbering System helps transfer students see which courses will transfer from one school to the next.
- State transfer module, while cumbersome, has had the effect of reducing redundant general education requirements imposed on transfer students.
- We are required to publish transfer course equivalences from other colleges in our state. It gives students a reasonable way to see how much of a degree they have completed or what they may still need to complete before they make the transfer decision.
- State course equivalency tables and free college to college electronic exchange are the two largest initiatives is most helpful for us.
- the cc-to-state school course articulation guidelines help the state schools (at the expense of private schools in those states).
- The Lampitt Law in NJ.
- In Illinois, the itransfer website changed the game, truly.
- NA
- MN State system has an inter system policy that states for general education courses if they are earned in a specific category at one system school that they must be accepted at another system school as meeting that category, even if the courses is not considered equivalent.
- The state included transfer as a performance-based funding measure, which brought it to the attention of leadership.
- transfer assurance guides, the beginning stages of transfer pathways 2 + 2, education for veterans, PLA with a purpose,
- common general ed core
  common program prerequisites
  required admission to 4 yr. if a student does/meets specifics
  Curriculum alignment from high school to community college to university
- The entire transfer policy apparatus, which is based in collective faculty decisions, has been essential.
- The Ohio Transfer Module and Transfer Assurance Guides provide pathways for students and counselors and also provide guarantees for transfer within the state system.
- Affordability and efficiency in higher education initiatives in Ohio.
- The Ohio articulation and transfer policy established a good foundation for all transfer at Ohio's public institutions
- Guaranteed transfer such as TAGS, Ohio Transfer Module, etc.
- The NJ Comprehensive State-Wide Transfer Agreement.
- I'm anxious to see what the 2+2 efforts in many states will produce. I hope states will monitor persistence and completion following these efforts and keep the pathways properly aligned and consider the best way to train admissions and advising staff on how to use these pathways in addition to considering outreach campaigns to draw more students in to the transfer pathway as a lower cost alternative to achieving their educational goals.

- SUNY Pathways when recognized
- Placing a HARD CAP on the MAXIMUM number of credits needed to earn associates degree.
- * Having a common core and/or a common course numbering system (not in NYS, but in other states)
  * New York State needs more higher education policies for transfers!!!!
- ?
- SUNY Seamless Transfer, however, it may not be as seamless in some 4 year SUNY Campuses.
- I think SUNY has made a valiant effort with Degree Works Transfer Finder but the implementation has been shoddy and stressful. The creation of Transfer Path policies also appears helpful on the surface but there is, I think, a lack of understanding of how that program is supposed to work.
- NY has been aggressive with a "transfer mobility" path requirement for all SUNY campuses.
- NYS discourages transfer to private institutions.
- Guaranteed transfer admission at a public institution with an associates degree
- SUNY Seamless encourages completion of the AA/AS degree.
- Consistency in transfer credit.

Category	Code	Recode	Count	Percentage
Academics	State Transfer Pathways	Articulation	17	17.89%
Academics	Common Course numbering	Articulation	8	8.42%
Academics	Specific associate degree for transfer	Articulation	4	4.21%
Academics	Hard Cap on Max Credits to earn Associates	Articulation	1	1.05%
Financial	Performance based budgeting includes transfer	Financial Support	2	2.11%
Financial	Community College Scholarship	Financial Support	1	1.05%
Admissions	Comprehensive online transfer portal	Technology	2	2.11%
Third Party	Statewide use of TES	Technology	1	1.05%
Academics	Required gen ed acceptance	Transfer Credit Acceptanc	17	17.89%
Academics	Learning Outcome/curriculum alignment	Transfer Credit Acceptanc	14	14.74%
Academics	Gen ed block transfer	Transfer Credit Acceptanc	10	10.53%
Academics	Statewide Prior Learning Assessment	Transfer Credit Acceptanc	2	2.11%
Academics	Gen Ed/Major "double dip"	Transfer Credit Acceptanc	1	1.05%
Admissions	Guaranteed admission	Transfer Process	11	11.58%
Academics	Reverse Transfer	Transfer Process	2	2.11%
Admissions	Electronic Transcript Exchange	Transfer Process	2	2.11%
			94	

Q9 - State policy: Which, if any, state higher education policies have had a detrimental impact on transfer?

- Lack of acknowledgement in funding policies the amount of effort to help transfers be successful.
- There is a state-mandated lower-division state constitution class that precludes us (a 4-year) from block accepting general education patterns from out-of-state institutions. (This precludes us from participation in the WICHE Passport.)
- Lack of consistency between CC and university course codes
- Transfer Single Articulation Pathways
- Not enforcing a uniform core curriculum, which allows for standardized transfer across the state.
- NC is implementing fixed tuition which is great for first-year students but is becoming hard to figure out when it starts for transfer students. Since community college students often work, need to take developmental classes, etc. we are afraid this will disregard transfer students.
- Housing had been difficult to obtain in years past, but we have made that an easier process with more availability over the past 3 years.
- Making education free at state schools may impact freedom of choice for students seeking to move on.
- Sometimes Comprehensive Articulation Agreements are too specific or prescribed and can limit a University's ability to give specific course credits.
- Not aware of any except that our state tuition is one of the highest in the country. (NH)
- The lack of state funding for transfer student initiatives or financial incentives discourages upper administration to focus primarily on recruitment and retention efforts aimed at transfer students.
  Non funding or transferability of remedial coursework is detrimental to student progress.
- None that I am aware of.
- None
- Not sure.
- Not sure but Georgia does not promote reverse transfer.
- State policies that limit the number of credits that can be accepted by the institution.
- Guaranteed transfer can be problematic if there are not many seats for transfer students.
- None known yet.
- I am unaware of any state policies that are detrimental for transfer students. However, my knowledge of state policy is not exhaustive.
- Kentucky overall budget cuts to higher ed
- ?? I do not know. However, we need a common course number system for the State; if not for the State, at least for College Systems within the State!
- N/A
- The failure to support 4-year universities with the funding that is necessary to keep tuition costs low for first-generation, low-income students.
- N/A
- Core requirements mandated by the State of Texas for public institutions. As a private institution, our core is different and the appearance that a student will have more credits

accepted and applied toward their major at another public 4-year school (unfounded and not always the case) does hurt private institution app #s

- No incentive for institutions to align lower division curriculum or learning outcomes for transferability.
- Lack of funding. Our state set-up has one pool for K-higher ed. This means that there is a definite lack of funds in higher education unlike states that often have a different set-up. Education ranks very low in the budget and our state is currently ranked 49th for per student spending, and that is in K-12. Higher ed is often left out entirely.
- excess undergraduate hour rule
- na
- Unsure.
- Unknown.
- N/A
- Our state recently mandated a course equivalency threshold that is hard to gauge and use across the various levels of higher education institutions within the state.
- They recently changed the AS in Illinois to be more STEM friendly, but it has caused a lot of confusion in the State. There was also talk in counting the completion of the IAI GECC as "completion" for the community college. This would have allowed for more flexibility in transfer, but the community colleges were not interested in that it would also means the loss of potentially 20 credit hours in tuition.
- Our state-mandated transfer majors called TSAPs (Indiana).
- N/A
- A lack of state guidelines on acceptance and transfer of credit for prior learning has been a barrier, but is being addressed at the state. The state is developing policy on the awarding of credit for CLEP exams, has established a series of Military Transfer Assurance Guides that guarantee the awarding and transfer of college credit for specialized military training, experience, and coursework.
- None noted.
- TAP for only 4 years since often when students transfer, they lose credits and take more than 4 years to graduate.
- proposing free state tuition
- The lack of a state system is the most important. Michigan lacks a common course and numbering system. Similar courses have different numbers, names and credit hours.
- An increase of articulation agreements between individual 2-year colleges and individual 4-year colleges has created some confusion. Students completing a degree that is designated to transfer through an articulation into just one university, into just one major, limits and confuses students. Thus technical degree students completing associate in applied science - transfer (AAS - T) degrees are upset when they can't really transfer anywhere, only to the school and one major approved through articulation.
- Anything limiting financial aid options for students.
- Not sure. Maybe more collective research needs to be done on this question system-wide within our state!
- Students can transfer individual OTM and TAG course prior to graduation, consequently there is less incentive to graduate before transfer.
- NA

- Associate Degree for Transfer program in California

  The California State University system for priority of local feeder community college students
- None
- Funding cuts on dollars spent per student. While overall funding is going up the amount supplemented per student is going down. Students can't focus on their education if they have to work full time jobs just to pay for a class or two.
- n/a (private school)
- Reduction of State funds
- I cannot say that any stat policy has been detrimental to students. There can be some confusion surrounding transfer of AP credit posted from a prior school, because my institution may actually give more credit than the prior school based on a student's actual AP score, but a student may not send us the score but rather rely upon the transfer of credit. I also am watching the CLEP policy unfold with interest because it may force us to post college credit in areas like English composition where students may not have met the learning objectives or be prepared for advanced coursework.
- We have a policy that states that when the first school a student attends awards credit for an exam such as Advanced Placement (AP), the transfer institution will accept the first school's evaluation and not require the student to submit AP scores a second time. The intent is to save the student from submitting scores multiple times. This turns out to be detrimental to the student as comparisons have shown that the award a student receives as transfer credit as compared to the award received based on exam scores is often inferior. This is due to differences in curriculum between institutions. Another factor is that four-year schools frequently award more credit for a higher score where two-year institutions typically do not. Another problem with this policy is that students who submit their scores to the transfer institution may receive duplicate credit.
- unknown
- The collaboration of faculty from a variety of institutions was a good and bad thing. Yes, everyone needs to be at the table but the faculty didn't understand each other's culture or students very well.
- Not all TAG courses are created equal and often will put students behind the eight ball when taking sequential courses in their programs.
- Potentially financial aid policies because for example, a student is limited to 6-8 semesters of NYS Tuition Assistance. With transfer, completion might require more semesters.
- Lack of Illinois state government to pass a budget that adequately supports higher education!
- unknown
- No separate entities between community colleges and the state university system
- reduction of the Cal Grant; possibly free tuition for local students at community colleges.
- Encouraging the development of bachelor's-level programs at community colleges encourages 2-year schools to think first about developing those programs rather than promoting transfer. Encouraging 3+1 programs also tends to make community colleges focus on their interests, rather than on collaborative agreements in which both partners benefit.
- We are not under any at this time. However, it was proposed that students completing 2 year associated degrees would be allow to transfer with little to no additional evaluation.

However, we admit to major/program. Some of the programs have limited space that is difficult for us to even managed for our continuing students. Also, a student may have grades and courses that fit well for a Business degree, but they want Engineering. We cannot make blanket decisions to promote transferring because it will set some student for failure in majors they are not really prepared. If a person had a degree in Sign Language, you would not expect them to go to Graduate School in Physics without having some Physics background courses. This type of policy only gets student in as atransfer, but it does not set them up for success and graduation.

- None at this point
- ?
- Decreasing higher education budgets. Over-reliance on testing and not enough critical thinking.
- NA
- We have great policies in the state but don't have penalties for colleges if they are not followed. As a result, universities are not accepting credit but know that they don't have to worry if they don't do so. Fines or other penalties need to be established for those that don't comply.
- none at this time
- Limiting retakes or withdrawals that carry across institutions
  4 yr. or 6 yr. rates for all students; if transfers are non-traditional & part-time, a specific year rate is detrimental especially if funding is attached
- Lack of enforcement of some state transfer policies causes confusion for students and counselors planning their transfer to partner institutions.
- Cannot think of any specific.
- The only merit-based financial aid award (NJ Stars) requires the student receive an Associates degree in order to continue the award at a 4-year institution; further, the State does not fund the 4-year portion, so the chosen institution is obligated to those costs.
- Funding formulas that do not consider transfer out for community colleges or transfer completion for universities provide disincentives to transfer in both sectors.

  Some states have complicated programs/processes for transfer programs that have not been well studied to determine efficacy - in some cases, a more streamlined approach may require less resources to keep up and yield the same or better student outcomes.

- * TAP (Tuition Assistance Program) in NY State. More strict regulations on keeping financial aid (i.e. taking applicable coursework, SAP - Satisfactory Academic Progress) - More difficult when you have transfer credits

- Excelsior Scholarship Program
- n/a
- cost of community colleges
- Some of the four-year colleges refuse to follow the rules of SUNY Seamless. They don't want to be told what to do, so they tell the state they are doing one thing, but then turn around and don't do it for transfer students
- Not sure

JNGI – National Survey of Transfer Practitioners

Category	Code	Recode	Count	Percentage
Financial Issues	Budget cuts to higher education	Budget/Performance Measures	8	20.51%
Transfer Student Inequity	Completion metrics don't reflect student success	Budget/Performance Measures	3	7.69%
Unintended Consequences	Changes in completion metrics reduce revenue at CC	Budget/Performance Measures	2	5.13%
Transfer Student Inequity	Lack of funding for transfer initiatives.	Budget/Performance Measures	1	2.56%
Transfer Student Inequity	Limiting financial aid/scholarship options	Financial Aid/Scholarship Inequity	4	10.26%
Transfer Student Inequity	Fixed Tuition for First-Year Students, not transfers	Financial Aid/Scholarship Inequity	2	5.13%
Transfer Student Inequity	Scholarships not extending long enough to be useful	Financial Aid/Scholarship Inequity	1	2.56%
Institutional Policy	Lack of residential options for transfers	Institutional Policy	1	2.56%
Unintended Consequences	Development of CC bachelor's draws energy from transfer issues	Institutional Policy	1	2.56%
Lack of Enforcement/Promotion	No common core/course numbering	Lack of Clear Guidelines	2	5.13%
Lack of Enforcement/Promotion	Not promoting reverse transfer	Lack of Clear Guidelines	1	2.56%
Lack of Enforcement/Promotion	No guidelines on PLA acceptance	Lack of Clear Guidelines	1	2.56%
Lack of Enforcement/Promotion	Not enforcing state policy	Lack of Enforcement	4	10.26%
Lack of Enforcement/Promotion	No incentives to align curricula	Lack of Enforcement	2	5.13%
Unintended Consequences	Free Tuition at State Schools (for Private Schools)	Private/Public differences	2	5.13%
Unintended Consequences	Mandating core -- harms private schools	Private/Public differences	1	2.56%
Transfer Student Inequity	State limits on transfer credit acceptance	State Academic Policy	2	5.13%
Transfer Student Inequity	Excess credit limitations	State Academic Policy	2	5.13%
Unintended Consequences	Articulation agreements limiting credit transfer	State Academic Policy	1	2.56%
Unintended Consequences	Statewide course equivalencies -- hard to apply at all levels	State Academic Policy	1	2.56%
Unintended Consequences	AP credit not reevaluated at each school	State Academic Policy	1	2.56%
			43	

Q10 - State policy: In addition to policy directives to public institutions, what public policies might increase the interest and capacity of private institutions to serve transfer students?

- Reliable, student learning outcome based, transfer guides that streamline transcript evaluation.
- n/a
- Reduction of Illinois MAP grants and other state-funding.
- Holding tuition near that of state schools
- Articulation Alignment, Establishment of strong Transfer Receiving culture, commitment to funding students (beyond federal and state aid)
- Sorry, I don't know much about any private universities in NH
- Private institutions should pay special attention to regional accreditation standards and should try to link into Comprehensive Articulation Agreements or create pathways for their students to potentially transfer to or from a public institution. While private institutions may serve a different need, they should work with public institutions and model some practices after those institutions.
- I really can't answer this.
- Better align coursework from private institutions to ease the transfer and applicability of credit.
- None, they are private for a reason and have the ability to be selective about what they will accept according to their principles.
- Unable to answer
- Not sure.
- Not a clue.
- They may have enough funding to provide better scholarships.
- Basing transfer on a common set of learning outcomes could open up opportunities for more seamless transfer here. Interstate Passport is open to both public and private institutions for participation in its learning outcomes based block transfer for general education.
- reverse transfer initiatives would be helpful for students
- j
- Great question.
- I tend to see that private institutions are willing to work with any student if the fit is right and the student can afford to attend. Therefore, I would say that allowing our state lottery-funded scholarship to pay more at private institutions could help.
- Separate state funding to support the financial needs of transfer students. It is often difficult for them financially so if we want to encourage private institutions, we can do so by supporting aid packages specifically for transfer students. Especially for vertical transfer students, the cost of private institutions compared to public ones is a lot. Many students don't even look at private institutions because they believe they can't afford them. Creating Pipelines from Community Colleges to partner private institutions where students get access early on.
- Block transfer agreements of AA or AS degrees
- ??
- n/a

- Some private institutions in CA should be ashamed of themselves for offering so few spaces to transfer students. Policies should be in place to require greater access to these institutions.
- Cost
- Create a math (higher than algebra), science w/lab, and 2nd language requirement for all students to complete as part of their core (public institutions)
- Invite them to the table so they can talk about what makes their transfer students successful (they in general are doing a better job of helping students keep the credit they earn)
- Many private colleges still conduct course by course evaluations vs. waiving general education courses.
- Scholarships
- Anything that will provide financial support for students
- Our institution is already utilizing state policy directives to state institutions to formulate how we best serve transfer students.
- N/A
- N/A
- Mandated the IAI GECC to these institutions as well. As a former recruiter for a private institution this was often a road block.
- I know that with the free tuition offer in NYS for students to attend a community college, it's going to put high pressure on private institutions to then look for transfer students as more students may opt to begin at a community college.
- Structured transfer pathways which outline for students exactly what they need to take would be helpful at both public and private institutions. It would benefit students if private institutions were required to accept AP credit and dual enrollment credit. Many private institutions do transfer extremely well and are very welcoming to students, but there are some outliers that hesitate to accept these credits. Private institutionsâ€™ participation in Transferology (articulation) and the statewide Ohio Transfer Module would definitely increase their capacity for stronger transfer services. Also, unlike public institutions in Ohio, private schools are not obligated to accept courses in which students earned D grades. This could be an effective policy change as well if the policy was consistent between public and private.
- Incentives to develop more transfer agreements.
- state and federal aid to be available for all students to take with them to any not for profit institution
- In a system-less state, I am not sure how to address this. Currently, the best way transfer happens with private schools is through articulation agreements. But the data shows that transfer is weaker between community colleges and the privates than with the public schools.
- Increased funding to community college systems for honors programs and other high achievement programs at the community college level.
- Again, financial aid. While this may be difficult for private institutions to make headway in the state and federal arenas, if there were to be more options (grants, promotion of or increasing awareness of need for scholarships for transfer students only) beyond taking out more loans students may have a higher likelihood of transferring to and completing degrees at private institutions.

- It would be nice to see an increase in the MN state grant funding, especially given the uncertainty of federal financial aid policies under the new administration.
- If private institutions had a state incentive to honor TAG and OTM classes as a public institution, this could help the way private institutions serve transfer students.
- Private schools could align their entry level courses with the state Transfer Assurance Guides (TAGs).
- Tuition assistance. My students are scared of even applying based on money alone.
- I feel like the answer is going to be money again. Show how transfer students can make them money or save them money and they will care more.
- 1) directives around transfer credit, and more importantly, transparency of transfer credit policies. 2) consistency in course numbering systems across community colleges
- Increased information for transfer students about the private school admission and aid process
- In Ohio, private institutions can submit courses for the Ohio Transfer Module and Transfer Assurance Guides, but to my knowledge none have. I'm not sure what would drive privates schools to participate.
- grant from the state for students who attend private college/universities, more transfer scholarship opportunities
- In Ohio, private institutions would benefit and improve their service to transfer students if they were permitted to participate in the exchange of electronic transcripts.
- State wide articulation programs
- unknown
- Common numbering and transfer of core liberal arts courses.
- I do not believe that private institutions want to streamline their coursework to fit in with state policy. The like the autonomy they have by not relying on state funding.
- Expansion of state financial aid programs.
- Scholarships, scholarships and scholarships. Also, the ability of them to accept the Associates Degree as completion of General Education requirements.
- would not want to drive to private for profit - lots of abuse on military there...unsure for private non-profits...national transfer clearinghouse for gen eds might be good
- Hawaii has none - private institutions receive no funding so there are no directives given
- We are a private institution and have tried to stay aware of what is going on in the state that we can implement in order to best serve transfer students. MRT has been one of the most recent.
- Expansion of state grants to help offset tuition expenses. Reverse articulation agreements to apply toward completion of Associate's Degrees.
- Increased public funding for scholarships and other forms of student support.
- I have found cost and information are the 2 biggest issues that face private institution that they can control. Many don't provide enough of a discount or need-based aid to make it an attractive option. The depth of information especially with course equivalences are not as promoted or public to students at 2 year colleges. Also, they have a natural barrier in that most 2 year college students went to public high schools, and they think private colleges are for wealthy students. Must find specific programs or paths that make the student see it is okay for them to attend and have success.
- Including them in our state course equivalencies to make it an easier transition

- voluntary inclusion in CC-to-state school articulation agreements. Offer a financial incentive as well. While public schools are outstanding options for many/most transfers, it is a known fact that many students benefit greatly from the more personal attention they'll receive at a private institution. This would also help those schools with enrollment at a time when many are struggling.
- NA
- I don't know that there's a specific public policy, but a greater awareness of the financial opportunities at private schools. So often, the final decision for transfer students is solely monetary.
- Open Carry
- Private campuses should take the MNTC in its entirety and not pick it apart.
- Private institutions are more open to 3+1 agreements, accepting transfer credit for higher level courses, etc. We can be more creative with some private institutions than we can be with public at times.
- Private institutions could participate in aspects of statewide transfer guarantees; however, the perception of a unique curriculum and policies that are absolute dissuade institutions from doing so.
- unknown
- Focus and emphasis on success for transfers that has a similarity to freshmen. We need to add transfer to Dashboards/ College Facts etc
  Privates will participate if it can increase enrollment and their bottom line.
- Most private institutions in Ohio have become "de facto" participants in the transfer network of policies.
- If the state of Ohio chose to offer free tuition for community colleges, more students would choose to begin their college careers at a community college which would increase the number of transfer students in the pool for private colleges/universities.
- Acceptance of courses directly into the major instead of as electives.
- policies that increase the volume of students on campus - tied to completion.
- I have never worked in a private institution, but I assume that anything that enhances the student's financial ability to attend would be a high priority.
- The private institutions in our state are given the opportunity to participate in the transfer work being done by the public institutions.

- Ironically, many privates tend to have more flexibility with transfer credit decisions because they are not restricted by public/State policies. I presume they want increased enrollment as well. Are there studies that compare/contrast transfer outcomes between privates and public institutions?
- * Regulations on evaluating transfer credit
  * Financial Aid Regulations (on the state and federal level)
  * Requiring colleges to accept transfers at some point! (Some private colleges have not accepted transfers until recently - i.e. Princeton)
  * Requiring articulation agreements with partner community colleges
- Increase pell and tap awards.
- n/a
- Reverse transfer agreements between private institutions and community colleges.

- Additional financial aid for these students.
- I know that TAP is being increased in light of the Excellsior Scholarship, however public schools may need some additional funding in light of this new program. Maybe offer more funding with the same arrangement that students must stay in NY State following graduation for a certain number of years.
- I would imagine the same.

Initial Category	Code	Recode	Count	Percent
Academics	Pathways creation	Academic Partnerships	6	8.22%
Academics	Curriculum/Coursework alignment	Academic Partnerships	4	5.48%
Academics	Common Course numbering	Academic Partnerships	2	2.74%
Academics	Learning Outcome-based transfer (interstate passport, etc)	Credit Transfer Process	4	5.48%
Academics	Block transfer for AA/AS degrees	Credit Transfer Process	3	4.11%
Academics	Accept more AP/CLEP credits	Credit Transfer Process	1	1.37%
Academics	Reverse Transfer	Credit Transfer Process	2	2.74%
Infrastructure	Electronic transcript exchange	Credit Transfer Process	1	1.37%
Financial	Funding honors programs at CC's	Cultivate high achieving students	1	1.37%
Campus Culture	Make public school core more rigorous	Cultivate high achieving students	1	1.37%
Financial	Commitment to funding students	Financial aid/Tuition	8	10.96%
Financial	Provide better scholarships	Financial aid/Tuition	5	6.85%
Financial	Tuition closer to public schools	Financial aid/Tuition	3	4.11%
Campus Culture	Establishing transfer-receiving culture	Institutional Mission	2	2.74%
Campus Culture	Offering more space in entering class to transfers	Institutional Mission	2	2.74%
Academics	More readily available info about private schools	Outreach to Privates	3	4.11%
Campus Culture	Public-Private school dialogues	Outreach to Privates	4	5.48%
Campus Culture	Follow state policy for public school transfers	Participation in State Policy	12	16.44%
Financial	Allow state-funded aid at private schools	Participation in State Policy	9	12.33%
			73	

Q11 - Big Ideas: If you had the opportunity to seek a grant to ask for support to do something new, bold, scalable, out of the box, to improve transfer at your institution, what would you propose?

- I would propose restructuring our transfer credit evaluation processes and advising specific to new transfer students. This would probably mean hired transfer evaluators/advisors who can assist prospective transfer students before they apply to our institution. Currently, we focus on evaluating credit and advising students after they decide to attend, but we really should be helping those students long before then. Assisting students to understand what credit they have and how that relates to our degree programs could be a way to encourage them to come to our institution, but, in most cases, they do not know that information until they are ready to register for courses.
- A national shift from course credits accumulation (the Carnegie unit) to student learning outcomes (Assessed learning units) based awarding of badges, certifications, and degrees that motivate students' progression and completion. To be truly effective, the learning outcomes must be easily charted and assessed on nationally agreed upon categories of required and preferred knowledge, skills, abilities, and attitudes for each discipline and fields of study. These outcomes leading to badges --> certificates --> degrees must be latticed and laddered to reward student learning of ALL students, including transfers.
- First, we need a system to more automate the articulation and course evaluation process. It is very manual now.

  I would love to have our faculty design courses specifically for transfers to catch up and get on track so they can graduate in 2 years and work with our feeder schools to align the curriculum.

  I think a peer mentoring program- transfer to transfer - would be amazing. I would match them when they are admitted to get advice from the get go to ease the transition and help prepare the new transfer students. Our transfer numbers are small, so they feel lost and left out when starting on campus. This would help alleviate this.
- I would fund positions to 1. analyze data for transfer recruitment 2. create a campaign of engagement materials/events through the transfer process and 3. create articulation agreements with out-of-state schools.

  I would fund a scholarship for transfer bloggers to document their experience at UNLV for prospective students.

  I would start a peer-to-peer program to pair up prospective transfer students with current students on campus for events and visits.
- A centralized transfer center including:
  -- rotating office hours by academic advising transfer specialists from each unit, admissions counselors, partner offices (joint-funded CC office, veteran & military personnel staff)
  -- director, assistant director, program coordinator, and student staff (3)
  -- transfer student mentoring space
  -- transfer student lounge
- It is probably not out of the box, but I would love to have funds to bring prospective transfer students to my campus so that they can be a student for the day - attending a class

or two, having lunch in the dining facility, maybe meeting with other transfer students in their intended college/major. Seems simple, but our institution is not interested in spending money in this way. I would also like to offer a transfer symposium to talk about transfer students to faculty and staff...to eliminate some of the myths surrounding the population.

- A fully developed Transfer Student Center, that includes advising, recruitment, co-curricular involvement (such as Tau Sigma, peer leaders, tutors, etc.), academic support, lounge, etc.
- We are hoping for a Transfer Student Center in our student union. Our office is currently housed in the Admissions Building on the edge of campus. We'd like a Transfer Center for current students - similar to Women's Center, Multicultural Center, LGBT Center, and the Veterans Center. We'd also LOVE more transfer housing (only 20% of transfers get to live on campus).
- Something related to the developmental math and English education sequence which are barriers/gate keepers to Transfer. Especially math*

Our campus offers many programs and services to engage students in the transfer process but numerous students are held up or stop out because of the time it takes to get through developmental ed sequences

- a dedicated office and meeting center in the Student Union. And a full time Dedicated staff member for this population.
- I would propose the implementation of a Transfer Student Center.
- Developing a transfer student center.
- My institution would create a consortium or organize a workshop with our local community colleges and partner institutions to review, revise, and create new transfer pathways and address common transfer issues. We would also be interested in training other institutions on our very automated transfer processes which use image processing software to extract data from transcripts and have made our processes much more efficient, focusing on institutions and credit rather than one student, one transcript at a time. When we have presented, we have found that other institutions would be interested in learning more about our model if they had the funding for the initial image processing tools.
- Create a Transfer Assistance Center someplace on campus. Multi purpose center with dedicated student and full time staff there to help.
- The biggest issues with students transferring to my institution seem to cluster around transfer credit, cost of attendance and housing. A big idea would be to ensure that all credit from regionally accredited institutions would apply appropriately toward graduation. Nationally standardized major and upper division courses for various majors including STEM. Guarantee affordable housing either on or off campus, and limit the cost of attending by lowering out of state tuition fees and increasing scholarships to transfer students.
- On campus transfer fair where we would arrange for community college students to tour campus and meet with advisers.
- Online orientation with an advising component
- I'm not at an institution, but I'd want grants to embed university advisors at community colleges.
- A study of the impact of a mirrored transfer center on two-year and four-year neighboring institutions that are in sinc. Is the impact greater than the sum of its parts?
- Research and follow community college students who transfer to a 4 year institution and see the reasons they cannot complete their degree on time. Look into the different circumstances

that may causes students to complete their degree to take longer than the total 4 years such as limited flexibility of courses at a 4 year school, costs, credits accepted.

- I would propose a grant for a transfer center or I would propose a grant for additional transfer staff.
- Not at an institution.....
- k
- It's not original, but I would build a transfer center. The main resource our campus needs is more personnel dedicated to dealing with transfers.
- I would propose a summer institute for new incoming transfer students that would allow them to take summer classes prior to enrolling in the fall. This would be offered at a discount and would allow students to catch up on general education requirements, receive remedial coursework when needed to help them bridge between institutions and would help them to socialize and meet other transfer students. This would be like a 6-8 week bootcamp where students could live on campus for free, take classes and get to know faculty and staff. This would be a flexible program too so that students who work full time or have other obligations could take night and weekend classes etc...
- More traveling transfer advisors that could work 1:1 with a sending institution and faculty
- hire dedicated transfer advisors--and an adequate number to actually serve all transfers (not just 1-2 people serving hundreds)

  i'd like to focus on post-application but pre-admission communications regarding whether our school is the best "fit" for their degree plans. seems like a lot of students assume we will have the classes/program they want without actually researching availability. a tool like degreeworks (but fancier/prettier) might help, IF transfer credits are articulated prior to admission.
- A transfer course designed to help with the transition to the institution.
  A true Transfer Central Office with advisors who can evaluate course credit in a more timely, efficient manner.
- More resources and staff.
- We do not have a TRIO program on our campus, but something similar that would include transfer students would be extremely beneficial. Our campus only requires a 2.0 GPA for admission. Students who transfer in on the low end are already at-risk.
- I would propose a summer program for transfer students. One that will give them a headstart on their first year at Cal. We would introduce information on research programs, enrichment and leadership development opportunities, resources, and community building events. The goal would be to position transfers to go into the fall semester with greater direction towards those opportunities aligned with their own interests and goals. Since transfers only spend, on average, 2 years at Cal, the summer program would allow us to front load information on navigating the research university so that transfer students can go into the fall semester with greater confidence. In my dreams, this would be a residential program so that transfers can build greater familiarity with the institution and be part of a supportive learning community.
- Graduate coaching for all transfer students
- I would propose funding for a transfer center with t team that met all admission & transition needs of our transfer students - to include personalized early admission, FinAid and academic advising to all new incoming transfer students.
- A statewide transfer student information system that helps students and advisors easily find academic pathways for all students.

- mentorship program for transfers, that had them working in a physical space for transfer students, mentoring new transfer students, and developing/staffing programs for transfer students.
- Have a grant that includes all transfer components, career exploration, college choices (transfer specialist), resources that would enable students to remain in school when in a crisis, increased articulation agreements, data specialist, transfer advisors.
- Transfer Learning Communities - allowing students to opt into learning communities (take block classes), anything that lends to High Impact Practices, transfer student leadership retreat, on campus transfer orientation
- Ability/personnel to work with prospective transfer students to ensure ability of courses to transfer
- Grant to provide scholarship for the capable students in the middle of the academic and financial pack. Students with working parents are not getting the financial support they need to move through the degree completion process quickly. Could loans be paid off or reduced if students completed in a certain amount of time? Students and families are hesitant to take out huge loans to pay for college.
- Packing Transfer financial aid earlier, True dual admission between feeder community college and receiving 4yr
- Giving scholarship to student that have made the grades.
  Full rides for students that have a GPA of 3.5 and above no matter of major
  Pushing grants for students that want to go in the education field
- Development of a student success course that focuses on transfer specific steps for student success.
- I would want to create targeted programs for specific populations and engage faculty in their development. Finding flexible formats, engaging curriculum and clear pathways for these students is key. Student populations would include veterans, non-traditional working adults, and student with credits from multiple institutions but no degree.
- Appoint a transfer-specific support role in each Academic College
- Our university currently lacks a centralized transfer student success office, and normalized reverse transfer process.
- I would expand the thought to look at the whole picture. Identifying students who transferred, then stopped out without attaining a bachelor's, but with enough credits for an associate degree. Work with those students FIRST for their associate's and then provide academic and career advising on what they are missing from the Bachelor's degree. We also need to partner with schools that provide flexibly pathways for degrees, but are also non-profit.
- I would propose a transfer center! We do not have a place for transfer students to go with questions or concerns. It's spread out over all different offices and it's intimidating for our new students. They tend to get bounced around a lot and there is no specific office or person for them to speak with.
- We would develop a comprehensive campus-wide initiative to improve transfer student outcomes based upon the recommendations offered to community colleges by the Aspen Instituteâ€™s Transfer Playbook. The steps include forming a Transfer Task Force composed of faculty, students, staff, and administrators who would provide leadership on the following steps:
  Collect and analyze data on how our campus currently supports students seeking to transfer , the outcomes of students who do transfer, and then identify opportunities for improvement.

This first phase would also explore practices of community colleges that have successfully improved their student transfer outcomes. Next, this Task Force would engage the campus community in a project to improve outcomes for students seeking to transfer. This would include efforts to build on-going relationships with transfer destination partners and create a vision and plan for improvement.

This work would ensure (among other things) that:
Our students identify a program of study and a transfer institution soon after enrolling
Our college develop additional 3+1 agreements with 4 year institutions in our region
Our students have easy access to program maps aligned with degree requirements at 4 year institutions to which students most often transfer.
Each student has a clear student success plan that is mapped to a bachelorâ€™s degree pathway at a specific transfer institution. Advisors and program coordinators must monitor student progress.

- Money to hire people for database development and maintenance
- Partner with a CBO that supports transfer students from their previous institution.
- I would create a system of freshman and sophomore courses that were uniform in their names, numbers, learning outcomes, and credit hours. I know that this is not a new idea but for Michigan, it would be a radical change and help assure better transferability for our students.
- I would propose an automated transfer evaluation system where students from a state CTC could upload their unofficial transcripts and receive a transfer credit estimate automatically.

- I would ask for a grant that would fund a state-wide summer program for high school students currently enrolled in a two-year community or technical college, but who plan to apply to and enroll in various 4-year institutions after their Associates degrees are earned.

  The 4-year institutions would be of a different type - private, public MN-State system, public UM-system - and students would rotate for one week-long visit throughout the summer (June, July, and August), each week covering a different aspect of the transfer process, how to declare a major, and other various components to transferring.

  The idea would be to expose high school students to the various transfer pathways at the beginning, rather than transfer counselors doing so at various two-year institutions to students in hindsight.
- Scaling programs such as the UD/Sinclair Academy to incentivize students to complete their degrees at the community college and transfer seamlessly to the university. This includes student supports, academic advising and a pathway through both institutions.

  Funding to develop a designated space (Transfer Center) that would serve transfer students by introducing transfer options, exploring transfer pathways and assisting with the development of a seamless transition plan.
- Transfer Center with outreach to FIRST YEAR, FIRST SEMESTER community college students.
- I would love to be able to offer merit aid to transfer students. Additionally, I currently host monthly prospective transfer events on my campus which allows prospective transfer students and their families the opportunity to learn about the transfer process from the

application phase to the enrollment phase. There is no funding for this event and I would love to have additional resources to enhance the program that we provide for students and their families.

- An advising program. It would allow students to make the most at their original institution and have a shorter time to graduation at the 4 year institution. If I had a huge grant I would provide a small scholarship (or grant) for students that participate in the program.
- I would love to create a big transfer credit database (for example, like the ones at Northeastern or UMass Lowell) which make it a snap for students to see their transferability immediately.
- To make programs in management and liberal arts and sciences more flexible to draw wider range of potential 2d and 3d year transfers.
- Creating articulation agreements with community colleges across the country
- To give an appropriate answer I would need time to think of an idea and plan a proposal. I have always wished I could have a full-time academic advisor/recruiter on-site at our primary feeder institution.
- an easy to use tool for our website that would show exactly how credits transfer from one school to ours.
- I would expand on our current processes so that prospective transfer students could come to our institutional website, enter the coursework they have taken at other institutions and generate a Credit Evaluation Report. This would allow them to see how their coursework will transfer to UC. I would expand that further to allow them to then run a "what if" degree audit using transfer credit for the major of their choosing. I would also expand existing scholarship funds for transfer students.
- Develop a state wide online transfer portal for the state of Wisconsin. Right now, only a UW system resource is available.
- north american database of approved credit transfer between accredited public and private institutions, including USA and Canada.
- A bridge for all courses that they need to take at the community college that will transfer to our institution for every major and minor offered. This way the transition is seemless, and they have the appropriate classes and can come over and not worry if they will lose credits.
- Connecting with students in high schools....drive a realistic career path that the student is committed to completing
- A transfer center that includes admission reps as well as specific transfer academic advisers. I would love to have a One Stop shop for transfers at my institution. I feel like this would help to fill in the gaps that my institution seems to have when it comes to transfers. We do great on the admission side, but I feel like it's the hand off to other offices that always causes issues for our students.
- I do not think that this is out of the box thinking by any means, but I would create a transfer center on campus that serves the needs of the student from recruitment, to advisement, to evaluation, and any other needs that the transfer student may have.
- I would look at a program to serve the family, not only the student. Possibly including childcare within that proposal.
- A grant to expand the 3+1 program to more partner institutions and academic programs.
- project mgmt to get info in academic advisors heads into system for transfer planning
  then
  dual advising with ccs using this tool

- Allow initiatives with the state Department of Education that bring private institutions to the table in decision making, like P-20 initiatives. That allow private institutions to create a level playing field and provide students with options rather than just having them consider state institutions.
- As a small institution with limited resources, most people wear many hats. I would love to have a transfer center or a general student resources center that offers centralized advising for all students (though students would also be paired with a faculty mentor in their program), financial aid assistance, academic resources (tutoring, testing, etc.). We have many of these resources for students but they're spread out all over campus. Advising for transfer students is my biggest concern as I've seen and heard of students who have gotten registered for classes they don't need. This is a huge issue for all students, but specifically for transfer students.
- As a small private liberal arts institution with 95% of students traditional age, I would propose some after hours child care for non-traditional students with children. This would allow them to come back to campus for study sessions, group projects, research in the library, etc. This could be coordinated with our Education Department to allow education majors direct contact with children building teaching, mentoring and leadership skills.
- Additional scholarships. In the end that is what it comes down to for all students. I think it would be interesting to offer housing scholarships to transfer students in addition to merit and need based aid towards tuition
- We have ALREADY proposed a project to develop a data-sharing arrangement with a partner school to enable course-level predictive analytics (what grades in what courses predict academic success).
- Our college does very well with transfer students overall. We get transfers from both 2 year and 4 year colleges. It makes up about 25% of our new students each year. However, it would be wonderful to set-up a social economic or minority based program with one of our 2 year or a transfer friendly 4 year institution. It would be nice to place as a cohort in a program for 1 to 2 years at a nearby institution. They could get academic advising and group interaction from our students. It would create a natural support group for success when they transfer. The grant would need to cover need-based aid up through cost of residential life.
- One of our campuses is only juniors and seniors with an average age of 31. Most have families with children and are trying to complete degrees for career advancement or obtainment. NSU was founded as the 'teaching school' of the state and we pride ourselves on our Education program. I would love to see a 'lab school' added to our campus to provide childcare for our working adult students and hands-on, immersive learning opportunities for our education students.
- I work at a private institution. I want to build pipeline programs/joint admission programs at community colleges that would allow students to start and complete their associate's degree at one school and seamlessly "transfer" to our institution. Public institutions already do this, I want to create a private institution equivalent to show students who may not be ready for a 4 year degree right out of high school a pathway to a private education.
- I would offer a year-long boot camp - a '13th grade' for students coming out of HS who are faced with the prospect of at least 50% of their first year CC courses being remedial in nature. I would use that year to get them prepped for the next four years of college and life. Many of our area public HS's do not adequately prepare their students for college, or life. There would be a service element for the students, it would be residential and it would place an emphasis on bringing in students from underrepresented populations. And it would work. Yes it would

require an extra year of school, but MOST of the students this program would benefit would not be on a four year plan anyway - most wouldn't even have a plan, period.

- One stop shopping from admission through registration.
- College of Western Idaho has a Hispanic Initiative for our campus. I would love to add to this process to include data and support to these Hispanic students wanting to transfer to 4-year colleges. This could include on campus Spanish speaking events, guest speakers, cultural events to showcase the culturally inclusive transfer partners.
- I would create a program for students where advising was collaborative between the two-year and four-year school, whether in-person or via Skype. The student would know the parties at both schools, and could use the resources at either to make sure he or she was completing the classes needed to maintain a four-year graduation path. I would also create a hybrid scholarship to provide more financial resources for the transfer student. Finally, I would allow the prospective transfer to utilize the resources on our campus (fitness center, reduced ticket cost, career services) to help him or her feel more a part of campus life from the very beginning, reducing the transition issues that may arise.
- More scholarship money, research opportunities, transparency, job connections
- Transfer specific admission advisors who could evaluate transcripts or take evaluated transcripts and meet with prospective students (currently we have transfer specialists but they are in the records office & do not meet with students and Admission advisors who work with students but do not have the availability to evaluate transcripts).
- Develop a process to cross-walk learning outcomes for courses, and a policy to support doing so, versus focusing on course numbering for the transfer process.
- Homesick Scholarship or completion grant for Shawnee State University
  Often times students decline local scholarship dollars to go away to school. Within the first term/first year, students are wanting to return to the local university. Unfortunately, they are no longer eligible to receive their original scholarship dollars. I would love for us to be able to offer monies/support for these students to be able to attend SSU with less cost burden and achieve degree completion. Transfer students are often struggling financially and I would love to offer to them an opportunity to continue their studies at a reduced rate and debt.
- Developing more scholarships & financial aid
  Completion grants for transfer students within 30 hours of graduation
  Summer institutes for transfers to help in the transition
  more undergraduate research
- Funding to offer transfer centers/pre transfer planning services at all Ohio community colleges and public universities would help students navigate the process and increase completion rates.
- Initiate a transfer center on campus where students would have one-stop "shopping" to learn about transferring to 4-year institutions. Reps from other colleges could be present in this center and be readily available to students, not only those who attend our campus, but anyone in the community interested in talking to a college rep.
- statewide/nationwide type of degree audit system to accurately show all transfer options - similar to the concept of Transferology.
- A campaign to inform parents and students about transfer - so little is known that parents and students don't know the questions to ask - there remains a real disconnect between high schools, community colleges and 4 year post-secondary institutions on the message of transfer. The state has made attempts but the message has to be local - and there is no one to pay for it.

- To develop a way to enable ALL new transfers to select and enroll in a course that is only available to them. Since we use only regular faculty and staff to fulfill our demand, we can only meet about 20% of the new transfer population. We need to be able to "scale" this effort to all new transfers.
- Funds to put toward faculty alignment work to build streamlined transfer pathways, along with many institutions' efforts around Guided Pathways, will set a foundation for a new way to think about transfer. Funds will also be needed for outreach and communication to let advising staff and students at-large know about these options.

  This work cannot ignore the adult student, however. Streamlined transfer pathways will make a difference for students and families who want to choose this route from HS but, in my opinion, the only way to aggressively make up the pace toward many states' attainment goals, we must provide opportunities for the "some college, no degree" population to find success that capitalizes on their previous educational or employment experiences using non-traditional transfer strategies like prior learning assessment or creating and/ore marketing flexible degree-completion degrees that will make it easier for these adult students to complete a general studies associate or bachelor's degree to improve their employment outcomes in the long-term and contribute to the states attainment goals.

- A Transfer Center!
- For all colleges: A website that displays a State by State matrix of the most commonly transferred degrees (not courses) between two and four year institutions.
- * Create/Expand a "Transfer Center" with all-inclusive services (Admissions, financial aid, advisement, etc.)

  * Create a "fast-track" degree program for transfer students
- Create a transfer team in our admissions office.
- First year experience course that will include knowledge about transferring.
- I'd like to create a transition office at my campus to run summer programs and act as a liaison between the acceptance mark and the first day of classes. The office would run peer-to-peer mentorship programs, faculty-student mixers, as well as student major mixers. They'd also hold a find your classes day where the peer mentors would take groups of students around campus so they can become familiar with where all the classes are or this could also be done on a one-to-one basis to help make the experience more personalized. All of these activities would be outside of the already mandated transfer student orientation. The programs would be run one a week day, a week night, and a weekend to maximize the number of students we could service in a given year. A lot of transfer student services are also limited to just summer and just winter where this office would offer year round assistance and programming. Also, the transition office would create and run a for credit transfer transitions course for two credits that would run in a half semester format for the first half of the semester. The transitions course would go over all the information presented in the other programming but also serve as a place to gain data and information on each new group of transfer students.
- An entrance exam to gauge preparedness for particular expectations in particular majors.
- A one-stop center for transfer, veteran, and adult students where they would have access to admissions, financial aid, and academic advising.
- I would propose the creation of a transfer center. It would be a place for prospective and current students. Prospective students would be able to come, get resources all in one place

just for them. For current students, it would be a place where they can meet other transfers, engage in dialogue, hold programming.

- I would implement intrusive transfer counseling into first year courses. 80% of students entering our community college say they intend to pursue a BA degree. Why do only 15% do so? They need to have information about transfer the first day they walk in the door. They need to be told exactly what to do to meet their goals. And intrusive counseling for transfer (and personal) would be very helpful.
- More and continual connection to someone on campus who cares about transfer students and their success.

Category	Code	Recode	Count	Percent
Financial	Provide financial assistance/scholarships	Financial Support	10	7.58%
Infrastructure	Housing Support for Transfer students	Financial Support	1	0.76%
Financial	Improve financial aid packaging	Financial Support	1	0.76%
Research	Student outcomes research	Institutional Self-Study	4	3.03%
Academics	Study of pedagogy and engagement for transfer populatic	Institutional Self-Study	3	2.27%
Infrastructure	Implementation of the Transfer Playbook	Institutional Self-Study	1	0.76%
Academics	Gateway course assistance	Institutional Self-Study	1	0.76%
	Professional Development	Institutional Self-Study	1	0.76%
Infrastructure	Link Transfer Efforts to Cultural Initiatives	LIMFG-Related Programs	1	0.76%
Academics	Consortium to create pathways	Partnerships and Pathways	8	6.06%
Academics	Dual Admission with CC and 4 year	Partnerships and Pathways	3	2.27%
Academics	Create common learning outcomes/numberings	Partnerships and Pathways	2	1.52%
Research	More research on transfer partnerships	Partnerships and Pathways	2	1.52%
State efforts	Bring private institutions to state transfer efforts	Partnerships and Pathways	2	1.52%
Research	Predictive analytics with transfer partners	Partnerships and Pathways	1	0.76%
Student Services	Summer bridge program for transfers	Pre-Enrollment Support	4	3.03%
Student Services	Communication on whether school is best transfer "fit"	Pre-Enrollment Support	2	1.52%
Student Services	Boot camp for students in developmentals	Pre-Enrollment Support	1	0.76%
Student Services	Pre-college career advising	Pre-Enrollment Support	2	1.52%
Infrastructure	Transfer Center fully-developed	Space and Staffing	26	19.70%
Infrastructure	Dedicated Transfer Staff	Space and Staffing	11	8.33%
Infrastructure	Transfer Advising expansion	Space and Staffing	6	4.55%
Student Services	Four year advisors at 2 year schools	Space and Staffing	3	2.27%
Infrastructure	Transfer fairs	Student Engagement	2	1.52%
Student Services	Transfer Peer Mentors	Student Engagement	3	2.27%
Student Services	Transfer Orientation	Student Engagement	1	0.76%
	Student experience documentation (blogging)	Student Engagement	1	0.76%
State efforts	Statewide transfer information system	Technology Improvements	4	3.03%
Infrastructure	Electronic tool to show credit transfers	Technology Improvements	4	3.03%
Infrastructure	Electronic transcript processing	Technology Improvements	2	1.52%
State efforts	Participate in national credit eval database	Technology Improvements	2	1.52%
Academics	Improved transfer credit acceptance process	Transfer Credit Acceptance	4	3.03%
Academics	Reverse Transfer	Transfer Credit Acceptance	3	2.27%
Academics	Transfer Seminar	Transfer-Specific Academics	5	3.79%
Academics	More flexible majors to attract transfer students	Transfer-Specific Academics	3	2.27%
Academics	Transfer Learning Communities	Transfer-Specific Academics	1	0.76%
Academics	Bachelor's completer degrees	Transfer-Specific Academics	1	0.76%
Student Services	Support for families of transfer students	Wraparound Services	4	3.03%
Student Services	TRiO Programs	Wraparound Services	1	0.76%
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Q12 - Big Ideas: If you were a foundation program officer recommending activities to the foundation's board to fund what would really make a difference to the success of transfer students, what would you recommend for foundation investment?

- I would recommend establishing better transfer credit articulations at the state level in states that are still new to the transfer world. Some states and systems of higher education have begun to align curriculums to support the concept of transfer, but there is still a lot of work to be done. How helpful would it be for these students if courses had the same course codes or at least the same names, at least for general education or core curriculum requirements? The issue with those initiatives is that it is time-consuming and often takes new/additional resources to be established and maintained, so that is something I think foundations can be supporting on a larger scale.
- Invest in promising practices focused on student learning and outcomes based achievements that move U.S. higher education from the abstractions and antiquated mystique of faculty sages to the practical and scalable innovations found in learning research that best prepare students for real world application of knowledge acquisition.
- Transfer students most care about what transfers over- getting max credit. So I would recommend funding efforts to increase articulation, evaluation, having pre-evaluations so potential transfers can accurately know what they would get credit for before committing to the university. Also, making sure the curriculum is design to allow students to get out in 2 years. Other recommendations would be transitional programs that foster a sense of community among fellow transfers.
- Is there a software package that readily combines and standardizes the myriad of equivalency tables so a transfer student can self-advise as much as possible? That might help.
- We are also looking for a funding source. Being part of Academic Affairs, we are not allowed to use state funds for food or activities which makes it next to impossible to host student events (because they want to eat). We team up with Student Activities when possible. In addition, the amount of transfer scholarships compared to first-year scholarships is embarrassing. We need to better fund and recognize our incoming transfer students.
- community college/university partnership programs where students can experience university life prior to transfer. These types of programs and services have a HUGE impact on students, helps them to solidify their goals, gives them personal confidence in envisioning possibilities for themselves and links them to appropriate programs and services that will secure their personal, academic and professional goals.
- A completely revamped web site that was transfer friendly. The site would tie into a Center for Transfers in the student union or student activities area of the campus.
- Transfer specific academic advisers. The ability to create an academic road-map early, combined with continuous follow-up for a transfer student is essential to their success.
- Additional scholarship dollars designated to specific populations of transfer students.
- I would want to see institutions working with 21st century tools to make sure their transfer processes are fair, equitable, and efficient.
- I would spend money on Marketing and Web design. This is sometimes a lower level priority for many offices and even when there are good programs, they don't get the visibility that can help with success of the program or success with the transfer students.
- I would recommend funding programs that are data driven and focus on the retention, engagement and graduation of transfer students. The concerns at schools may differ so

addressing those concerns will vary. Knowing that, I would not recommend any one type of investment. The outcomes should be the focus.

- Advising that is transfer specific.
- Online orientation and an advising component
- Again, embed university advisors in community colleges. Ratchet up capacity of receiving institutions to provide accurate, timely information on financial aid and credit transferability. Don't spend time on elaborate articulation agreements, which are good for public relations but, the evidence shows, aren't broadly effective in facilitating transfer. Here's a big one: help faculty recognize that credits from courses that are "close enough" should transfer; sometimes--perhaps often--faculty believe no other school can teach courses with the same content, rigor and approaches as occur at their institutions, and therefore refuse to award transfer credit.
- Study of the impact of a mandated transfer orientation vs four-year institutions that do not require one.

Campus climate toward transfer students at the receiving institutions.

Barriers, intentional or otherwise, during the transfer application process.

- Partnerships between 2 year and 4 year institutions to help the transfer process become flawless and more credits can transfer and less credits will be lost in the transfer process and helping students transition from one institution to the next.
- More investment put into research on the post-transfer experience.
- A nationwide focus on transfer, its current effect on students, and a portfolio of good practices to be replicated.
- Guided pathways, intrusive advising
- We need to change the way the federal government tracks students through the higher education system. A student who transfers out and graduates elsewhere still has a useful degree.
- We need to look into a better system of supporting transfer nationally. Some states have create community college and state transfer systems (i.e. Michigan's credit when credit is due program). We need to make it easier for students to transfer between and within states. Furthermore, we need to financially compel institutions to pay attention to retention, persistence and graduation of transfer students. Foundations should look to influence the higher education community to find a better way to support transfer.
- fund numerous transfer scholarships - and make them widely known/available

fund transfer student research grants (i.e. do something to connect new transfer students to faculty in their field on the front end of the admission cycle)

fund transfer student study abroad opportunities

- A true transfer central office where advisors can evaluate course transfer work in a more timely, efficient manner.
- Support services and staff.
- Transfer students need financial support for food, housing, books, transportation and more. If they didn't have to work 1 or sometimes 2 jobs, then they could really immerse themselves in this experience.
- 4-year school transfer centers (private & public)

- Better research on specific policy interventions: how do we measure the effect of a particular poilcy, law, or other state level intervention on transfer
- scholarships for transfer students/endowment
  Space on campus
  Staff dedicated to supporting the transfer process
- Look into how we can relate Kuh's high impact practices to student success
- easier ability to accept course credit
- Grants for middle income and capable, but middle achieving students (GPA of 2.5-2.9)
- Providing funding to met the gap between financial aid available and total tuition bill
- Knowing that there is funding out there for student that make the grade
  Helping students that are working minimum wage get an education to become more
- Any transfer education program that students complete and can receive a financial bonus/stipend/grant/scholarship at the end to go towards their education
- Creating independent staff positions that serve as transfer liaisons between a network of institutions would help students find the path that is the best fit. These individuals could work with students at community colleges and assist them in the selection of and transfer of coursework to universities in the network. Too many times, there are boundaries between institutions and communication with students prior to transfer is limited. The more work and planning that is done prior to transfer helps make for a smooth transition.
- Leadership seminars to encourage transfer students to engage with their new campus upon enrollment.
- Additional scholarships for transfer students is an area that our institution could greatly benefit from.
- A way to utilize transferology.com more universally. Work with their programmers to develop a transfer tool that not only indicates WHAT transfers, but what does it mean for their degree.
- Tutoring for transfer students to assist them academically, a living and learning environment in a dorm for transfer students.
- Transfer students at four year institutions often do not have the same access to scholarships as native students. I would create a scholarship program focused specifically on transfer students.
- Funding for software, training, manpower
- I would recommend the funding of a joint project of community colleges and public universities to establish a system of course transfer that would create pathways in every program of study that would assure students that they could achieve their associates degree in two years and complete their bachelors in two more years (or in the case of Engineering in five or six semesters).
- Tying financial aid and scholarship awarding to realistic time-to-completion for students, and informed research of programs that are already doing this and doing it well.
- A statewide credit system that allowed institutions to access transfer credits from one institution to another. This would allow students to transfer easier and it would create a seamless reverse transfer process.
- Scholarships for transfer students.
- Scholarships that make meaningful impacts.
- A national transfer credit database of all schools, private and public.
- Best practices from institutions that enroll high proportion of transfers, especially into full-time programs.

- Funds distributed to promote transfer specific support groups and orientation programs on 4 year campuses
- More transfer scholarships would help alleviate some of the pressure on transfer students.
- I would recommend the development of a massive, nationwide web resource for prospective transfer students that pulls all of the resources and initiatives together in one place where students can explore opportunities for scholarship, online programs, state initiatives they may not be award of in their own state, reciprocity agreements, Transferology, etc. It would have to be extremely well organized so that the massive amount of data this one-stop-shop would contain could be easily navigated and used.
- not sure
- transfer events, getting them involved with students already on campus. to create that inclusion in the university they are seeking that they have not always had at a community college
- transfer scholarships for students moving from a 2 year institution to a 4 year institution
- A comprehensive transfer center that works with the student before they transfer until they graduate.
- Grants for transfer student completion.
- Professional development opportunities (like the IACAC Transfer Summit) for admissions professionals and academic advisors. Knowledge is power and with power professionals can be better advocates for transfer students and initiatives to benefit them!
- monetary rewards to public institutions for amount of credit awarded to degree-seeking transfer students!
- Scholarships for students completing associate degrees that enable them to make choice on transferring, funding transfer centers at 4-year institutions that transfer student have access to with transfer counselors who understand transfer student issues.
- I would recommend any kind of program or activity that allows transfer students to obtain any/all necessary information to make informed decisions about their transfer - academic and financial road maps - as well as continued support for them once enrolled.
- I would focus on first semester transition from community college to 4 year colleges.
- Faculty mentorship
- Programming that expanded scholarship opportunities for transfer students.
- Need-based Aid to covert direct cost and enrichment grants to help transfer participate in other outside the classroom learning.
- The lab school that I mentioned previously. I would also increase scholarship funding for our transfer students. Everything is so FTF focused in the higher ed world that we tend to ignore our transfer students because they are only here for half the time. Funding to assist with Reverse Transfer initiatives would be helpful as well.
- College prep programs - students starting in remedial courses in CC's have a much more difficult time earning a credential and moving on to a four year program. A possibility is an intensive summer-long program in writing and math courses, possibly residential, and including some community service.
- I would find or create a database of outcomes of previous transfer students. I believe that prospective transfer students need to continually "see" that the transfer process has been done and they too can succeed! I would find the right alumni to showcase and display around transfer and common areas to highlight transfer options. CWI has an "Opening Doors Gala" to showcase these options and alumni. A great Foundation event to further the CWI mission.

- Advising. Advising. Advising.
- Connecting them with transfer students from the institution that are in careers they want to go into
- Transfer students still need an orientation to the college, even if it is online. This offers them a chance to get used to policy & procedure and how to navigate student services at the campus and know what resourced are available to them.
- Promote starting at a community college to support student success, lower likelihood of student loan default, and increased revenue to spend in the local community.
- Curricular alignment at the 2 year institution level
- invest in Ohio's students... internships, co-ops, scholarships for students who earn degrees while in high schools. Continue to offer training opportunities for university personnel.
- Opportunities where local, regional, or state efforts for curriculum alignment from high school to CC to university
  Get more students who intend to get a bachelors when they enroll in CC to actually earn it. Why are only 14% of AA graduates earning the bachelors?
- Transfer Scholarships. Students often use much of their aid at community colleges.
- Investing in a common course numbering system in Ohio would offer financial resources which are not currently available for the University System of Ohio to coordinate and implement.
- Encourage programming where common courses are developed among partner colleges. The two-year colleges offer the first two years of the curriculum; the four-year colleges / universities only offer the final two years for a bachelor's degree along with master's and doctorate degrees.
- Good degree audit software
- Regular meetings with an academic advisor during at least the first year at the new institution and regular scheduled meetings with career advising to better understand career options. Few instituitons fund these positions so there is little effort to really assist students with course selection and its relationship to their career advancement.
- Influence state and/or federal legislation or policies that recognize the success of transfer students so that institutional leaders and legislators will support (and fund) these efforts accordingly.
- Emphasis on scalable PLA strategies (such as the good work being done to articulate military experiences to academic credit, when appropriate), adult completion degrees, and discipline-specific faculty alignment convenings to create statewide 2+2 transfer pathways.

- * Transfer Orientations

  * Scholarships upon admission

  * Mentoring programs for transfers

  * Faculty/Presidents/VPs Education Programs. This suggestion may sound odd, but the issue with the success of transfers partially lies in the stigma that these students have - not prepared, not driven. Faculty regularly express these views, no matter how untrue it is. Higher level administrators may even express these views at more selective institutions). They simply do not feel that transfers are "as good" as "first year" students.
- Create Transfer Team

- More services to help transfer students transition and early knowledge of a plan for transferring out students to reduce losing too many credits.
- Besides transition offices like I've already mentioned. I think that proper preparation for college and transfer really starts at the high school level so while I'd love to see donations and programs for four year colleges to help transfer students from two year colleges I think it is also necessary to inform and address the problems of students moving from the high school to the community college. If a student is entering community college just because he or she is told that they need to go to college that doesn't make them ready and that student that isn't ready then won't necessarily be ready when they go to transfer to a four year college. Perhaps looking at doing research on these types of students. The underachievers who go to community college and what happens to them there and then at the four year if they make it. And then discussing why they didn't make it. We should not always be looking at the students who have succeeded to find out what works but looking toward those who did not succeed to find out what went wrong so we can make changes.
- Study Abroad specifically for transfer students. SAB has the biggest impact on student maturity and responsibility, but most transfer students are in a hurry to complete requirements on campus.
- Finding faculty members who were transfer students and holding programs where they can speak to new and incoming students about what it is like to be a transfer student.
- Intrusive counseling works! Hire more counselors to work CLOSELY with students to help them get the information they need to meet their goals. those same counselors can work to create more agreements with four year colleges that benefit transfer students.
- Financial support, pathways for transfer credit, academic support and advisement. Emotional support and a campus environment of caring for all students.

JNGI – National Survey of Transfer Practitioners

Initial Group	Initial Code	Recode	Count	Percentage
Grants	Transfer Scholarships	Financial Support	20	17.70%
Student Services	Financial Support for living expenses	Financial Support	3	2.65%
Partnerships	Pathways/Articulation creation	Partnerships and Pathways	6	5.31%
Partnerships	2yr/4yr dual enrollment programs	Partnerships and Pathways	4	3.54%
Academics	Creation of guided pathways	Partnerships and Pathways	2	1.77%
Academics	Reverse Transfer	Partnerships and Pathways	1	0.88%
Grants	Help with funding gaps caused by state policy	Policy Engagement	3	2.65%
Academics	Support state efforts for common course numbering	Policy Engagement	2	1.77%
Policy	Support performance-based policies to fund transfer	Policy Engagement	2	1.77%
Policy	Influence state/federal legislation to recognize transfer reality	Policy Engagement	1	0.88%
Partnerships	Professional Development on transfer	Promote Promising Practices	6	5.31%
Research	Develop portfolio of promising practices	Promote Promising Practices	3	2.65%
Student Services	Scalable PLA strategies	Promote Promising Practices	1	0.88%
Research	Programmatic Evaluation of Transfer Services	Research -- Programmatic	4	3.54%
Research	Examine transfer process between partner institutions	Research -- Programmatic	2	1.77%
Research	Impact of mandatory Orientation on transfers	Research -- Programmatic	1	0.88%
Research	Student Transfer Experience	Research -- Students	1	0.88%
Research	Transfer Outcomes	Research -- Students	2	1.77%
Staffing	Transfer Center	Space and Staffing	7	6.19%
Student Services	Expansion of transfer advising	Space and Staffing	6	5.31%
Staffing	Transfer Advisors/Staff	Space and Staffing	6	5.31%
Student Services	4 yr advisors at 2 yr schools	Space and Staffing	1	0.88%
Student Services	Online Orientation	Student Engagement	3	2.65%
Infrastructure	Improve Alumni connections	Student Engagement	2	1.77%
Research	Support transfer specific programs	Student Engagement	2	1.77%
Student Services	Study Abroad for Transfer Students	Student Engagement	2	1.77%
Academics	Faculty mentoring for transfer students	Student Engagement	3	2.65%
Infrastructure	Housing for transfer Students (living, learning community)	Student Engagement	1	0.88%
Technology	Software package to standardize equivs	Technology Improvements	8	7.08%
Technology	Revamped website	Technology Improvements	2	1.77%
Technology	National consolidation of online web resources	Technology Improvements	1	0.88%
Academics	Transfer Seminars	Transfer Specific Academics	2	1.77%
Staffing	Tutors for Transfer STudents	Transfer Specific Academics	1	0.88%
Research	Undergraduate research grants for transfer students	Transfer Specific Academics	1	0.88%
Academics	College prep/summer bridge	Transfer Specific Academics	1	0.88%
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