

CREATING A HIGHER EDUCATION SERVICE-BASED TRANSFER
CENTER: ESTABLISHING PROCESSES TO PROMOTE ACCESS TO
HIGHER EDUCATION AND DEGREE ATTAINMENT FOR TRANSFER
STUDENTS

by

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ABSTRACT

Establishing an efficient transfer process for college students has become a major focus at many postsecondary institutions. High schools are also getting involved, focusing on increasing connections between their courses and programs and those of area colleges and universities. Legislators, too, are beginning to place a greater emphasis on the transfer processes and transfer rates for students transferring from community colleges to universities. Colleges and universities that do not have a designated department or group of employees who focus on transfer students may struggle to create, implement, and maintain processes that encourage transfer to or from the institution. Transfer Centers are designed to promote access to higher education and degree attainment by facilitating successful transfer of college and articulated credits.

Creating a Transfer Center can be a time-consuming and complicated process. As a result of this dissertation, a Guide was created that can be used by institutions interested in creating a service-based Transfer Center. The Guide originated from the need to develop a system that streamlines transfer processes for students and helps to establish a more efficient model for recruiting transfer students, evaluating transfer credits, and awarding transfer credits in a meaningful way that helps transfer students to reduce their time to degree and student debt.

The intent of this Guide is to demonstrate the value of an established Transfer Center and some of the benefits and challenges that result from such a Center. This Guide intends to provide a clear foundation for establishing a Transfer Center.

In the past, the transfer process has been a complex process that often led to frustration, loss of credits, and additional cost for students. Implementing a Transfer Center allows the postsecondary institution to create a system that streamlines processes and provides answers to what are often complicated transfer questions.

DEDICATION

This dissertation is dedicated to my family for their undying support, love, encouragement, and belief in me. I am blessed to have each of you in my life!

To my husband who encouraged me 20 years ago to start college. Who would have believed that 20 years later you would be married to a Doc. I would not be here today, if not for your love and support. Thank you for loving me enough to support my dreams even when it meant a sacrifice for the entire family.

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To my sweet grandbabies. I love you!

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TABLE OF CONTENTS

ABSTRACT.....	i
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
CHAPTER 1: INTRODUCTION	
Why do we need Transfer Centers?	1
Making Education Accessible.....	2
Transfer Center Types and Purposes.....	3
Challenges Related to Transfer Centers	3
Building Relationships	4
Collecting Data.....	4
Establishing and Measuring Goals.....	5
Internal and External Pressures	5
Student Access to Information and Services.....	6
Establishing Effective Communication Processes	6
Transfer Center’s Role with Pre-College Programs.....	6
The Purpose and Focus of this Guide.....	7
CHAPTER TWO: LITERATURE REVIEW	
Introduction.....	11
Transfer Student Characteristics	12
History of Transfer	13
Current Status of Transfer.....	13
The Process of Transfer.....	14
Challenges with Transfer	15
Transfer Legislation and Policies.....	18

Conclusion.....	20
CHAPTER THREE: THE PLAN OF THIS GUIDE	
Introduction.....	21
The Goals of a Service-based Transfer Center.....	22
Conclusion: Organization of this Guide.....	27
CHAPTER FOUR: TRANSFER CENTER PROCESSES	
Introduction.....	28
Institutional Partnership Agreements.....	29
Programmatic Articulation Agreements - Postsecondary.....	31
Reverse Transfer Agreements.....	34
Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO).....	37
Michigan Transfer Agreement.....	38
Michigan Transfer Network.....	40
Community College Transfer Guides.....	41
Course Equivalency Process.....	42
Dual Enrollment (Community College and University).....	45
Financial Aid Consortium.....	47
Transfer of Military Credit.....	50
Transferring International Credits.....	51
College Level Examination Program (CLEP) Credits.....	53
Assessment of Prior Learning Credit.....	54
Articulation Agreement – Secondary.....	56
Dual Enrollment (High School and College/University).....	60
Early/Middle College High School.....	63
Concurrent Enrollment.....	65
Advanced Placement (AP).....	68
Conclusion.....	69
CHAPTER FIVE: IMPLEMENTATION	
Implementation Processes.....	71

Establishing Effective Communication Processes	71
Establishing Effective Working Relationships	73
Curricular Change Tracking Process.....	79
Establishing and Measuring Center Goals	80
Internal and External Pressures	82
Developing Effective Student Access	83
Designing Effective Data Collection Processes	86
Conclusion.....	90
 CHAPTER SIX: CONCLUSIONS AND IMPLICATIONS	
Introduction	91
Assumptions	91
Transfer Trends	92
Blurring Levels of Education	94
Conclusion.....	95
REFERENCES	96
 APPENDICES	
A: INSTITUTIONAL PARTNERSHIP AGREEMENT (sample).....	99
B: PROGRAMMATIC ARTICULATION AGREEMENT (sample).....	101
C: REVERSE TRANSFER AGREEMENT (sample)	104
D: TRANSFER GUIDE (sample).....	106
E: SECONDARY ARTICULATION AGREEMENT (sample)	109
F: RIGOROUS PROGRAM OF STUDY (sample).....	111
G: FAX/ELECTRONIC TRANSCRIPT AGREEMENT (sample).....	113

CHAPTER 1: INTRODUCTION

Why do we need Transfer Centers?

The entire higher education landscape is changing radically. Secondary and postsecondary institutions alike are evaluating how they do business and looking at ways to create efficiencies and reduce the cost of a college education and time to degree. Establishing an efficient transfer process for college students has become a major focus at many postsecondary institutions, both those where students are transferring from and those where students are transferring to. High schools are also getting involved, focusing on increasing connections between their courses and programs and those of area colleges and universities. Legislators, too, are beginning to place a greater emphasis on the transfer processes and transfer rates for students transferring from community colleges to universities. Colleges and universities that do not have a designated department or group of employees who focus on transfer students may struggle to create, implement, and maintain processes that encourage transfer to or from the institution. In addition, institutions must establish and nurture relationships and networks with high schools, career and technical education centers, community colleges, universities, as well as local and State agencies, and facilitate a transfer relationship for students who are interested in continuing their education as a transfer student.

Within colleges and universities, Transfer Centers are designed to promote access to higher education and degree attainment by facilitating successful transfer of college

and articulated credits. For college students seeking the most appropriate degree for their skills and their future, transferring from a community college to a university can be a very complex process. Many students begin their college education at a community college and desire to transfer to a four-year college or university to complete their education. While there is a clear path for students who attend a university right out of high school, too often there is not a clear path for students who first attend a community college and then transfer to a university. Establishing a Transfer Center at both community colleges and universities can provide the institutions with a central location for communication, processes, recruitment, and course equivalency work.

A Transfer Center can also serve as the central source for all information and communication related to course transfers including earned college credit and articulated credits in high school and in college. In addition, the Center can serve as the hub for transfer communication and collaboration between high schools, career and technical education centers, early/middle colleges, postsecondary institutions, and the educational institution. Another key role for the Transfer Center is to promote transfer opportunities to all stakeholders and be the source for transfer research, best practices, and policy.

Making Education Accessible

To become successful transfer students, students must overcome barriers that arise during and after initiating the transfer process. A successful Transfer Center establishes policy and procedures that eliminate barriers for students while fostering student success by helping students to reach their educational potential. Students may choose to attend an institution if it has established collaborations and partnerships with other secondary institutions that engage students in a postsecondary experience and help

students to see themselves as college students. According to Gonzalez, “early exposure is critical to ensuring a successful transition to college, especially for students who are from low-income families or are the first in their families to go to college” (Gonzalez, 2009).

Transfer Center Types and Purposes

Transfer Centers at the college and university level are traditionally either student-focused or service-based. A student-focused Center is responsible for developing and maintaining the systems that ensure a smooth transfer experience for secondary and postsecondary transfer students including recruitment, advising, and orientation activities. While a service-based Transfer Center is not responsible for recruiting and advising of transfer students or reviewing course equivalencies, a service-based Center is responsible for developing procedures and relationships that support recruitment efforts and define processes that will have a positive impact on departments responsible for these features. When establishing a new Transfer Center, the institution must first determine the purpose of the Center.

Challenges Related to Transfer Centers

Challenges and problems will occur as a natural part of building a new Transfer Center, including the task of ensuring the integrity and quality of programs offered off campus, educating upper administration regarding options that will allow the institution to operate in a more efficient and effective manner, and understanding the culture of stakeholders, both internal and external. In addition, when an institution has multiple locations, it may be difficult to develop consistent processes, but this is an important function of the Transfer Center.

Building Relationships

A key function of the Transfer Center is to develop and nurture relationships with postsecondary partners; secondary partners; internal partners; and local, state, and national organizations. Institutions with a collaborative relationship between institutions may see an increase in transfer students from those institutions. Relationships built with transfer-related organizations will help to build support from those organizations for the Transfer Center and the institution. It is critical to develop relationships with internal offices and departments within the institution such as admissions, student support services, and advising to eliminate duplication of efforts as well as to ensure that the Transfer Center can serve as a resource to the institution. The Transfer Center collaborates with internal offices and departments to create a consistent focus on serving transfer students and creating efficient policies and processes that meet the needs of internal and external partners. As with any relationship, philosophical or cultural differences may exist between the two institutions that need to be dealt with and overcome.

Collecting Data

Designing an effective data collection process is an essential function of the Transfer Center. Data collection is an important part of implementing, maintaining, and evaluating an efficient and effective Transfer Center. In addition to collecting and analyzing transfer student data for the institution, the Transfer Center may collect and analyze data on the number of agreements that the institution has with postsecondary and secondary partners and the number of students who utilize those agreements, as well as tracking the number of students enrolled in pre-college programs, the number of credit

hours that they enroll in, persistence and completion rates, and student's academic performance after they graduate from high school.

Comparing and tracking enrollment, retention, and completion data for transfer students will provide the institution with a clear picture of how transfer students perform at the institution. Data should be collected throughout the year, researched, analyzed, and reported. Data to be collected and analyzed varies depending on the institution. The Transfer Center should serve as the department that provides the institution with transfer-related data to help inform decisions that impact transfer students. Tracking curricular changes will help to ensure that the institution has accurate course equivalency information from postsecondary partners.

Establishing and Measuring Goals

Another function of the Transfer Center is to create measurable goals and objectives for the Center. Goals should be inclusive of the institution's vision, mission, and purpose for the Center. As with any programmatic goals, the Center must develop a clear assessment model that allows staff to measure the success of the program and provides a focus for analyzing the program's achievements and making modifications to the goals where necessary for the next program year.

Internal and External Pressures

Institutional, local, state, and national politics will always play a role in setting up a Center that focuses on serving both internal and external stakeholders. Sensitive issues will arise, but if handled in a diplomatic manner, can provide common ground that can be used to develop relationships and build services that meet the needs of partners.

Communication is key to addressing and dealing with any sensitive issues.

Student Access to Information and Services

The Transfer Center may collaborate with internal and external partners to develop processes and policies that lead to student success. Two student success features that the Center will want to focus on are (1) the availability of current, up-to-date information through a web-based portal, and (2) effective advising about transfer issues.

Establishing Effective Communication Processes

Another key function of the Transfer Center is to serve as the communication hub for all transfer-related issues, processes, and functions. From serving as the initial point of contact through the web for students, advisors, and educational partners to identifying and responding to sensitive issues related to transfer to becoming the resource for transfer-related policy and procedures, the Transfer Center's communication activities must be central to its mission.

Transfer Center's Role with Pre-College Programs

Demonstrated success with Pre-College initiatives through the Transfer Center may lead to replications that focus on specialized career paths as well as on academic programs that focus on college preparation and career decision-making. By providing students with a college experience while still in high school, students become more engaged in the college process and are more likely to enroll in and complete a college education after high school graduation.

Through collaborations and partnerships with colleges and universities, the Transfer Center creates processes that help students realize their goals of earning a bachelor's degree, a master's degree, or even a doctorate. Through established partnerships and a concerted effort to reach out to community college students who have

higher education aspirations, a service-based Transfer Center builds bridges to a four-year institution allowing students to realize their educational potential through a seamless transition from a community college to a university.

The Purpose and Focus of this Guide

This Guide originated from the need to develop a system that streamlines transfer processes for students and helps to establish a more efficient model for recruiting transfer students, evaluating transfer credits, and awarding transfer credits in a meaningful way that helps transfer students to reduce their time to degree and student debt.

The intent of this Guide is to demonstrate the value of an established Transfer Center and some of the benefits and challenges that result from such a Center. This Guide intends to provide a clear foundation for establishing a Transfer Center, including

1. A description of the essential components for a successful service-based Transfer Center
2. The necessary steps to build a new Transfer Center at a college or university
3. Strategies for identifying and removing barriers to establishing a Transfer Center.

The key assumption underlying this Guide is the belief that an established Transfer Center can serve an integral role in developing policies and processes that impact transfer enrollment and relationships between and among institutions of higher education.

This Guide focuses on components of a service-based Transfer Center. Each institution must determine the best approach needed to meet the needs and requirements

of their students and organization. The information from this Guide can be adapted and applied to variances of a service-based Center.

This Guide is intended to provide information useful to most colleges and universities in the United States; however, because of the writer's experience and expertise in Midwestern institutions, much of the Guide's information centers on organizational processes related to the Midwest, and Michigan, in particular.

In addition, while this Guide provides a plan and "roadmap" for designing and establishing a new Transfer Center, each institution must determine the most logical processes and services to include in their Transfer Center.

Definition of Terms

Throughout this Guide, many terms are used which define the components and purposes of a Transfer Center. The following definitions are provided to ensure uniformity and understanding of these terms throughout the Guide.

Advanced Placement (AP)

Advanced Placement (AP) courses are courses that provide college-level course work in the high school setting that may transfer as college credit and are established and approved by The College Board.

Articulation Agreement – Secondary

A Secondary Articulation Agreement is a partnership agreement between a high school or secondary career and technical education center and a college or university that allows course content learned at the secondary to count for college credit at the postsecondary institution.

Assessment of Prior Learning

Assessment of Prior Learning occurs when a student submits a portfolio that is used by the college or university to assess learning acquired outside of an academic classroom to determine if academic credit can be granted.

College Level Examination Program (CLEP)

A College Level Examination Program (CLEP) is a national program that consists of a group of standardized tests that assess college-level knowledge and award appropriate college credit.

Community College Transfer Guides	A Community College Transfer Guide is a program of study that includes the requirements from a specific community college program and describes how it ladders into a similar program at a university.
Concurrent Enrollment	Concurrent Enrollment courses are college classes that are offered during a high school day, at a high school location, taught by a college-approved high school instructor. Concurrent enrollment may also be called direct credit, dual credit or another name at different institutions.
Course Equivalency Process	The Course Equivalency Process is a process that compares course features, including learning outcomes, requirements, and credit load, to determine course equivalencies for transfer.
Dual Enrollment (Community College and University)	A Community College and University Dual Enrollment partnership allows students to enroll in courses at two postsecondary institutions simultaneously.
Dual Enrollment (High School and College/University)	High School Dual Enrollment is a legislated mandate that provides high school students with an opportunity to take college classes while still in high school.
Early/Middle College High School	An Early/Middle College High School is a program that allows students to earn a high school diploma and an Early/Middle College technical certificate, and 60 college credits or an associate's degree, while they are still in high school.
Fax/Electronic Transcript Agreement	The Fax/Electronic Transcript Agreement allows the community college to send official college transcript by e-mail, fax, or possible other electronic means.
Financial Aid Consortium	A Financial Aid Consortium is an agreement between a community college and a university that allows the university to be the financial aid provider for students who are dually enrolled at both the community college and the university.
Institutional Partnership Agreement	An Institutional Partnership Agreement is a ceremonial statement that emphasizes collaboration and partnership between postsecondary institutions to work together.
International Credit	International Credit is credit earned by a student at a higher education institution in other countries. Transcripts are evaluated to determine if the coursework that a student earned in other countries can be translated into college credit at an institution in the United States.

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)	Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) is a state of Michigan agreement facilitating transfer between community colleges and four-year institutions by defining consistent general education requirements.
Michigan Transfer Network	Michigan Transfer Agreement is a free online tool that allows individuals to view course equivalencies for many public and private colleges and universities in Michigan.
Military Credit	Military Credit is credit earned through military experience and training that can be transferred to a college or university for college credit.
Programmatic Articulation Agreement	A Programmatic Articulation Agreement is a formal agreement that describes equivalent academic programs that have direct and complete transferability.
Reverse Transfer Agreement	A reverse Transfer Agreement is an agreement that outlines the process of transferring credits from a four-year institution to a community college, allowing for associate's degree completion at the community college.
Transfer Student	For the purpose of this guide, a Transfer Student is a college student who begins his/her education at one postsecondary institution and transfers to another postsecondary institution to continue working toward a degree or other educational goal.

Organization of this Guide

Following this opening chapter, the Guide is organized in the following chapters:

- Chapter Two: Review of literature and research related to transfer issues
- Chapter Three: Overview of the issues and processes related to establishing a Transfer Center, including an overview to the organization of the Guide's major sections
- Chapter Four: Transfer Center components
- Chapter Five: Implementation steps and issues
- Chapter Six: Conclusion and implications for the future

CHAPTER TWO: LITERATURE REVIEW

Introduction

With the increasing emphasis on providing students with a seamless transfer experience, establishing a center that focuses on creating streamlined processes related to transfer is a growing and important trend. This study and the literature reviewed will focus on the benefits and barriers to creating a service-based transfer center that serves as the hub for all transfer-related areas of a postsecondary institution.

While the term “transfer student” is widely used, not all professionals agree to what the term means. Because a common definition of a transfer student does not exist, institutions of higher education must rely on definitions as established by research, state, or federal agencies, or a definition that is created within a postsecondary institution. Definitions from early transfer literature include Cohen and Brawer’s (1987) description of transfer as an intention expressed by community college students who eventually matriculate at a four-year college or university. Kintzer (1999) refers to transfer as the mechanics of the movement process from a two-year to a four-year college or university. For the purpose of this guide, a Transfer Student is a college student who begins his/her education at one postsecondary institution and transfers to another postsecondary institution to continue working toward a degree or other educational goal.

Transfer Student Characteristics

Historically, the vast majority of transfer students are community college students transferring to a four-year institution to complete a bachelor's degree. According to Moltz (2009) and Handel (2011), universities are currently looking at transfer students to help them meet state and national requirements for more college graduates.

Fredrickson (1998) reported that the typical transfer student was female, 26 years of age, and worked part-time. Cohen and Brawer (1996) found that the mean age of transfer students was 29 and the medium age was 25. Fredrickson's study found that students who transferred to traditional transfer programs tended to be younger and students in occupational transfer programs were significantly older.

Mullin (2012) reported that 28% of individuals who earn a bachelor's degree begin their education at a community college and at least 47% of individuals who earn a bachelor's degree took at least one class at a community college. Community colleges serve a wide range of students, from students who need remediation before they are able to take college classes to students who are academically advanced. Mullin further reported that transfer students are more successful when the receiving institution places a focus on student success for transfer students.

According to Rosenbaum, Deli-Amen, and Person (2006), 50 to 80% of incoming community college students planned on transferring to a four-year college or university to complete a bachelor's degree. While all students who begin at a community college do not articulate a desire to complete a bachelor's degree when they begin college, the number of students at a community college who decide to pursue a bachelor's degree increases once a student begins working on an associate's degree.

History of Transfer

In 2013, colleges and universities are expected to be “transfer friendly” and provide assistance for students who are increasingly mobile in completing their college educations. However, transferring from one academic institution to another is a relatively new phenomenon.

Kintzer (1996) stated that transfer began in the early 1900s with foundational work from leading college presidents such as William Rainey Harper, Charles McLane, Alexis Lange, and James Angell. During this time period, researchers described the community college as a part of the public school system. Kintzer described the next step as a relationship between community colleges and senior institutions. It was at this time that transfer was looked at as a progression from high school to community college and community college to a university.

Current Status of Transfer

By 2012, discussions of transfer assumed that community colleges played a significant role in the transfer process. According to Mullin (2012), community colleges play a large role in providing transfer students to universities for degree completion. Cataldi, et al. (2011) stated that 27-28% of students in 2011 earning a bachelor’s degree started their education at a community college and at least 47% of student earning a bachelor’s degree completed at least one course at a community college.

Provasnik and Planty (2008) stated that at least 50% of all incoming community college students desire to transfer to a university to complete their bachelor’s degree. The National Center for Education Statistics (U.S. Department of Education, 2003) estimated that of the almost 6.3 million students enrolled in two-year colleges, approximately 50%

indicated that they desired to transfer to complete a four-year degree. However, of this 50%, only about 25% actually transferred to a four-year college or university within six years of enrolling at the two-year college where they began their college education. The U.S. Department released a report in 2008 that indicated that this number has increased to 66% for students who graduated in 2004 and began attending a community college the fall after their high school graduation.

Bautsch (2013) stated that one-third of students transfer from one college to another prior to earning their college degree. At the present time, transfer takes many forms; the most common forms of transfer are the progressions from (1) two-year to four-year colleges or universities, (2) two-year to two-year colleges, (3) four-year to two-year, and (4) four-year to four-year institutions. Bautsch found that students transfer from institution to institution for a variety of personal or professional reasons.

The Process of Transfer

In the current academic environment, students are led to believe that they can transfer from institution to institution with ease and without major setbacks either in terms of time or finances; however, in most cases, this is not true.

Mullins (2012) stated that 82% of transfer students earned a bachelor's degree within 150% of normal time at the transfer institution when the transfer institution accepted all of the student's transfer credits and 42% of the transfer students earned a bachelor's degree when only a portion of their college credits were accepted for transfer. While the number of transfer credits being accepted at the transfer institution can have an impact on degree completion for transfer students, other characteristics lead to degree completion and student success. Successful college students are more likely to attend

class regularly and be on time, be attentive in class, see instructors before or after class or during open office hours, and turn in assignments that are neat and complete. While Calcagno, et al. (2008) and Mullin (2012b) found that students who start at a community college are likely to exhibit fewer characteristics of a successful college graduate than students who start at the university as native students, Carlan and Byxbe (2000) and Montondon and Eikner (1997) found the reverse: that students who begin their college education at a community college and transfer to a university are as successful as native students to the university.

Carlan & Byxbe (2000), Montondon & Eikner (1997), Pascarella & Terenzini (2005), and Laanan (2001) concluded that students who begin their college education at a community college are less likely to earn a bachelor's degree compared to native students who began their education at the university. Laanan also found that the academic performance of native students and transfer students shows that transfer students have lower GPAs, higher attrition rates, and are more likely to do poorly and end up on academic probation.

While Bowen, et al. (2009) also found that while students transferring from a community college to the university are less likely to earn a bachelor's degree than their native counterparts, they found that the community college students who successfully transfer are likely to do better academically than their native university students.

Challenges with Transfer

Transfer to a university is not without challenges. Mullin (2012) found that one challenge with transfer is establishing a clear and concise definition of transfer. Other challenges include determining course equivalencies and how transfer credits fit into

transfer programs, underreporting of transfer students, capacity of the university to accommodate the transfer students, and identifying the students who actually transfer.

While a significant number of community college students intend to transfer to a four-year college or university, Adelman (2005) stated that there is not always a concerted effort to provide students with the requisite preparation or information to aid the students in the transfer process. To provide a seamless transfer from a community college to a four-year college or university, a concerted effort is need to ensure that process are in place such as updated transfer guides or articulation agreements. Both of these agreements provide students with a checklist of classes that can be completed at the community college and which classes they would still need to take when they transfer. By following a transfer guide or articulation agreement, students are able to select courses that will meet their program requirements. Many four-year colleges or universities have transfer recruiters who work closely with transfer schools to build relationships and establish their institution as a first choice for transfer for students. Transfer student orientation also provides students with resources to help make their transfer experience a pleasant experience.

While community colleges and universities collaborate to establish processes to provide a sound transfer experience for students, some research indicates that students may also experience a drop in their grade point average as they make the transition to the transfer institution. This finding is contradictory to findings from other researchers. Transfer shock is a term that, according to Hill (1965), Cejda and Kaylor (1997), and Pascarella (1999), can be used to summarize the occurrence of decreased grade point average during the first or second semester after transferring from one college to another.

Transfer shock can be a result of a transfer student trying to make an adjustment to the transfer institution. The term has been around since 1965, and research from 1965-2005 and beyond shows that it is still a relevant term. Hill also found that it is common for transfer students who experience transfer shock to experience a subsequent recovery in their grade point average after the first semester or two after transfer.

Glass & Harrington (2002) stated that four-year institutions that are interested in reducing transfer shock for transfer students should continue to seek ways of reaching out to these students. Some of the methods that Glass & Harrington believe can make a difference include transfer student counseling, tutoring, and mentoring. Each of these three support systems can help to ensure that students have the necessary tools to adjust more effectively to the academic and social life of the transfer institution. Townsend (1995) indicated that transfer students benefit from greater attention to the transition experience on the part of the college or university. Townsend also indicated that the classroom environments may also impact the transfer students' success, especially those students who are transferring from smaller colleges and are more accustomed to smaller class sizes and the feeling that they have more of an interactive relationship with their instructors.

Thurmond (2003) stated that transfer shock may be prevalent among students who transfer. Some of these reasons include relocation for employment and failed academic success at a postsecondary institution. These students may be at greater risk of transfer shock and may require individual academic advising. Laanan (2001) concluded that students who seek transfer advising from the four-year transfer institution while they are still at the two-year college have a greater possibility of being successful as a transfer

student. Laanan also concluded that this interaction provides students with opportunities to ask questions and get clarification about the admissions process, programs, social life, and student expectations at the transfer institution.

Transfer Legislation and Policies

Limited legislation and policies guide postsecondary transfer processes in the State of Michigan. As legislatures begin to have a stronger interest in working with postsecondary institutions to develop streamlined and efficient processes to better utilize resources and save students time and money, postsecondary institutions must begin to look at their own policies and processes to better meet the needs of transfer students.

In 2012, Michigan legislature included language in the community college appropriations bills that focused on improving the transferability of core college courses. This language focused on revising the Michigan Association of Collegiate Registrars & Admissions Officers (MACRAO) Agreement. A state committee, which includes five representatives from Michigan community colleges and universities as well as four Michigan legislators, was formed to revise the existing agreement and develop an agreement that better meets the needs of transfer students. As a result, the Michigan Transfer Agreement was developed and will be effective fall 2014.

The reverse transfer initiative was originally developed and supported by the State School Aid Act of 1979, 388.1813 Statewide Reverse Transfer Agreements. To meet this need, the Michigan Community College Association applied for and was awarded a “Credit When It’s Due: Recognizing the Value of Quality Associate’s Degree” grant through the Lumina Foundation, Kresge Foundation, Helios Education Foundation, USA Funds, and the Bill & Melinda Gates Foundation. The grant cycle began in October 2012

and ends in September 2014. While the ultimate goal for these students is often a bachelor's degree or a higher degree, institutions of higher education recognize that there are benefits to students to attain their associate's degree as well. As a result, all public two-year and four-year colleges and universities signed on to the "Credit When It's Due" grant. The purpose of the grant was to create consistent approaches to awarding associate's degrees to students who transfer to a four-year institution prior to earning an associate's degree. As a State, Michigan data are being tracked to determine how many students receive an associate's degree through this initiative.

The purpose of the Michigan Postsecondary Enrollment Options Act (PSEOA) 160 of 1996 and Public Act 258 of 2000, the Career and Technical Preparation Act is to provide greater access to postsecondary options for high school students by encouraging and enabling students to enroll in courses or programs in eligible postsecondary institutions. State law sets limitations of ten courses or fewer per student for dual enrollment if state funds are used to pay for the college credits. This limit does not apply if a student does not receive financial assistance from the school district to pay for the college credits.

In Michigan, students must meet the dual enrollment guidelines established by the Michigan Department of Education (MDE), the guidelines established by their local school districts, and the requirements established at the university. Requirements may vary by local school districts and by universities. For example, local school district may require that a student complete all of the courses in a sequence, such as math, before being allowed to dual enroll at the university. A university may require high school dual

enrollment students to have a higher GPA or ACT score than students who are attending the university as freshmen.

Legislation passed in 2012 establishes guidelines that allow students who are freshmen, sophomores, juniors, or seniors in high school to participate in dual enrollment programs at colleges and universities, provided they meet the established guidelines of MDE, their local school district, and the university.

Conclusion

The literature provides a picture of the many components that are associated with a postsecondary service-based transfer center. While some research associated with the components of a transfer center is available, little research is specific to postsecondary transfer centers. The research demonstrates challenges, benefits, and barriers to creating an effective Transfer Center.

CHAPTER THREE: THE PLAN OF THIS GUIDE

Introduction

Postsecondary institutions traditionally establish one of two types of Transfer Centers: student-focused or service-based. A student-focused Transfer Center focuses on the student, including recruitment, advising and transfer student orientation. The role of a service-based Transfer Center is to provide overall responsibility for ensuring effective and efficient transfer services. The Center manages agreements, course equivalencies, and other means of transfer. In addition, service-based Transfer Centers are responsible for managing relationships, politics, processes, and student access.

For the purpose of this guide, the writer will focus on the service-based Transfer Center. The service-based Transfer Center includes development of systems and processes that streamline the transfer evaluation system and improves communication with stakeholder groups.

The Center should also serve as primary communication link regarding transfer with individuals at high schools, career centers, community colleges, and transfer institutions. The Center maintains updated policies and procedures for use by all stakeholders and oversees the production and distribution of preliminary transfer recommendations, based upon established transfer equivalencies and agreements. In addition, the Center collaborates with academic colleges and program personnel as well

as off-site locations to improve transfer processes, share findings, and implement improvements.

Overall, then, the Transfer Center ensures consistency, fairness, and transparency in transfer processes. To ensure the effectiveness of these functions, the Center Director serves as a student advocate for fair efficient consideration of transfer request within the established policies, procedures, and agreements.

The Center builds a collaborative partnership approach to creating processes that provide a seamless transition for transfer students. These improved processes should also benefit the Enrollment Services or Admissions areas that retain the student recruiting role. In addition, a service-based Transfer Center works collaboratively with departments across the University to strengthen partnerships with community colleges and to provide a transfer experience for students that helps them reduce their time to degree and reduce their student debt.

The Goals of a Service-based Transfer Center

The first step in establishing, or expanding, a service-based Transfer Center is to define the goals of the Center. Goals are specific to each institution and should be established to support the institution's mission, vision, and values. These well-defined goals are the essential first step in obtaining internal commitments to the Center, as well as communicating the shared vision for the Center. The goals listed below are suggestions and may not be right for every postsecondary service-based Transfer Center. Based on the description above, your goals may resemble these:

- Goal 1: Provide prospective students with the tools to determine how their credits will transfer into the program of their choice without unnecessary repetition of courses or credits including the utilization of specialized credits such as military, international, CLEP, and prior learning.

- Goal 2: Provide current students with accurate information on course equivalencies, degree programs, and information on degree completion.
- Goal 3: Work collaboratively with community college partners to develop and implement community college agreements such as the Institutional Partnership Agreement, Programmatic Articulation Agreement, Reverse Transfer Agreement, and the Fax/Electronic Transcript Agreement.
- Goal 4: Provide internal academic entities (programs, colleges, divisions) with assistance in developing transfer guides and community college programmatic articulation agreements as well as current curriculum changes from postsecondary partners.
- Goal 5: Provide external academic entities (high schools, colleges, universities, and accrediting agencies) with accurate transfer information about university programs and courses.

Goal 1: Transfer Tools

Postsecondary institutions should provide prospective students with the tools to determine how their credits will transfer into the program of their choice without unnecessary repetition of courses or credits.

Tools include a comprehensive web page that provides access to transfer information including transfer guides, articulation agreements, general education degree requirements, and contact information for program or department chairs. In Michigan institutions, students may also access course transfer information through the Michigan Transfer Network. The Michigan Transfer Network is a statewide system that students can utilize to review course equivalencies. In addition, advisors at both the community college and university should be prepared to work with students and provide them with information on how courses transfer between the institutions as well as program requirements.

A service-based Transfer Center may be responsible for creating and maintaining a postsecondary web page that contains transfer-related information, providing course

equivalency updates to a statewide transfer equivalency system such as the Michigan Transfer Network, as well as be involved in advising training and updates for community college and university advisors.

Goal 2: Accurate Information

Postsecondary institutions should provide current students with accurate information on course equivalencies, degree programs, and information on degree completion.

This information can be included on the community college or university web page and should include an interactive course equivalency page as well as access to program descriptions and degree requirements for each program offered at the institution. An updated college or university catalog can be located on the web page with options to search the catalog online. In addition, advisors can provide students with a program check-sheet that indicates all of the requirements to complete the degree and is updated to include the students' success toward achieving their goal. Some institutions may have an online resource, such as Degree Works™, that allows students to track their progress toward reaching their intended outcome.

Goal 3: Transfer Agreements

Working collaboratively with community college partners to develop and implement community college agreements such as the Institutional Partnership Agreement, Programmatic Articulation Agreement, Reverse Transfer Agreement, and the Fax/Electronic Transcript Agreement will help to facilitate relationships between the two institutions.

Transfer agreements are designed to enhance the transfer experience for students and to establish a collegial relationship between postsecondary institutions. Some agreements, such as the Institutional Partnership Agreement, may be signed by the Presidents and Provosts/Vice-Presidents of the institutions, while other agreements are between specific departments or programs. The Fax/Electronic Partnership Agreement is traditionally signed by the registrars at each institution.

Each agreement meets the needs of both institutions. While a template is generally used to create agreements, agreements can be changed to meet the individual needs or requirements of either of the postsecondary institutions.

Goal 4: Internal Assistance

A service-based Transfer Center may provide internal academic entities (programs, colleges, divisions) with assistance developing transfer guides and community college programmatic articulation agreements as well as current curriculum changes from postsecondary partners.

The role of the Transfer Center in regard to transfer guides and programmatic articulation is to serve as the facilitator and coordinator for the process of creating the guides and agreements. The Center may be responsible for coordinating meetings between the community college and university departments or faculty to discuss program alignment. The academic program or department is responsible for the curriculum and program information that is included on the guides and agreements. The Transfer Center serves as the communication hub for transfer-related policies and processes. It is essential to coordinate efforts with internal offices and departments to ensure non-duplication of efforts as well as sharing of information. Staff from the Transfer Center attend and

participate in meetings across campus with offices and departments that have transfer-related responsibilities and work collaboratively with other when developing policies and processes.

Curricular changes from community college partners and from the university may be coordinated and maintained by the Transfer Center. Changes are tracked and sent to all applicable individuals and departments so that changes can be made on transfer guides and on the colleges or university's course equivalency web pages. The Transfer Center serves as the communication center for ensuring that community college changes are sent to the applicable university departments and that university curricular changes are sent to the community college contacts.

Goal 5: External Assistance

The Transfer Center may provide external academic entities (high schools, colleges, universities, and accrediting agencies) with accurate transfer information about university programs and courses.

While many departments and individuals are responsible for working with external academic entities, the Transfer Center may serve as the coordinating department for all transfer information that is provided to external partners. This may include written materials such as brochures, guides and presentations, as well as the postsecondary transfer web page. As transfer information changes at the postsecondary institution, this information will need to be communicated to external partners to provide to their students.

Conclusion: Organization of this Guide

This guide provides a systematic approach for colleges and universities who are interested in developing — or expanding — their existing Transfer Centers to meet these service-based goals. The following chapter will describe the key transfer processes, detailing which groups are involved in each, options for establishing these processes, and issues that you may encounter as you establish and define your own processes. These processes include various means of incoming and outgoing transfer and the various sources of transfer credits. Throughout these descriptions, to maintain a consistent approach, the writer will present the processes and agreements from the viewpoint of the university partner, discussing the community college and high school partners from this vantage point.

Following these descriptions, Chapter 5 discusses the operational aspects of the Transfer Center, including the roles and responsibilities of the Center in establishing relationships, collecting data, establishing priorities, and responding to the needs of both internal and external stakeholders. This chapter also describes the key means of communication that allow your Transfer Center's goals to be visible, usable, and manageable.

The final chapter will focus on implications for service-based Transfer Centers and further research next steps.

CHAPTER FOUR: TRANSFER CENTER PROCESSES

Introduction

A Transfer Center helps to ensure that processes are in place to promote a seamless and efficient transfer for high school and community college students. Processes may take the shape of an institutional policy, formal agreement, or program guide. The purpose of a service-based Transfer Center is to promote, support, and complement the academic mission of the institution by working collaboratively with local schools, career and technical education centers, community colleges, universities, students, faculty, and staff.

A service-based Transfer Center promotes access to higher education and degree attainment by facilitating successful transfer of college and articulated credits. The Center may serve as the central source for all information and communication related to college transfers including earned college credit and articulated credits. In addition, the Center facilitates relationships and partnerships and is the hub for collaborations between high schools, career and technical education centers, early/middle college high schools and postsecondary institutions and promotes transfer opportunities to all stakeholders. A service-based Transfer Center is often the source for transfer research, best practices, and policy.

This chapter presents detailed information about these processes and steps a new Transfer Center would need to follow to implement them.

Institutional Partnership Agreements

What is an Institutional Partnership Agreement?

The Center may facilitate Institutional Partnership Agreement between the university and community college partners. The Institutional Partnership Agreement (see Appendix A for a sample agreement) is a ceremonial statement that emphasizes collaboration and partnership between the institutions to work together to prepare their shared students for successful careers, responsible citizenship, and lifelong learning. The university and community college partners agree to work together to better serve their students and prepare those students to enter a global workforce. Additionally, this partnership helps both institutions prepare students for successful careers, responsible citizenship, and lifelong learning. The ceremonial nature of this agreement makes it a public document with great visibility for both institutions that are forming this partnership.

Who is involved in setting up an Institutional Partnership Agreement?

The Institutional Partnership Agreement is a formal agreement developed collaboratively by staff members from both institutions. Both institutions recognize that by working together, their collective efforts are much stronger than their individual efforts. The Institutional Partnership Agreement may be signed during a public ceremony or event by the president and provost of the university and the president and vice-president of instruction at the community college.

How do Institutional Partnership Agreements work?

The Institutional Partnership Agreement can include both the broad institutional and specific programmatic partnerships between the institutions. When written in this manner, the agreement can serve as the overarching agreement for formal programmatic articulation agreements between community college and university programs. The features of these agreements may include the following:

1. Any student from the community college who meets the eligibility standards, including but not limited to, an associate's degree awarded by the community college with at least a 2.00 GPA will be admitted to the target university at the junior level.
2. The parties understand that acceptance of the community college student into a specific university degree program is based on the individual student meeting the admissions conditions and considerations applicable to the specific degree program.
3. Transfer Guides will be provided to the community college by the university, for ease of transfer for the community college transfer students.
4. Representatives of both institutions agree to communicate regularly regarding any required curricular changes, including the addition of new courses and other conditions that may affect transfer students.
5. The Institutional Partnership Agreement does not preclude either institution from making a curriculum change if deemed appropriate by the institution making the change.
6. The Institutional Partnership Agreement may include a statement about the MACRAO or Michigan Transfer Agreement as it relates to transfer students between the two institutions.
7. Appropriate publications and promotional materials regarding this Institutional Partnership Agreement will be made available to community college students.
8. The Institutional Partnership Agreement may be unilaterally dissolved at any time upon mutual agreement by either institution upon 180 days written notice to the other institution.

The role of the Transfer Center with Institutional Partnership Agreements is to (1) create the documents, (2) track them through the signing by both institutions, (3) upload

the signed documents to the Transfer Center's agreement web page, and (4) maintain a file with the original signed agreements. It is also the responsibility of the Center to establish a timeline for reviewing and updating the agreements. The agreements serve as an overarching agreement of collaboration and partnership between the university and community college partner.

What are some of the potential issues related to Institutional Partnership Agreements?

Because the Institutional Partnership Agreement is a document that represents the collaborative partnership between the community college and the university, just as with any formal agreement written on behalf of the university, the agreement will need to be approved by the university president and may need to be reviewed and approved by the university's legal department as well. The community college may choose to have its legal department review the agreement prior to signing as well.

If this is a new endeavor for the institution, care must be taken to develop the agreement in collaboration with the community college partners to ensure that the agreement meets the needs of both institutions.

Programmatic Articulation Agreements - Postsecondary

What are Programmatic Articulation Agreements (postsecondary)?

The Transfer Center may be responsible for creating and maintaining programmatic articulation agreements (See Appendix B for a sample agreement) that provide the student with a specific set of classes within a program that can be taken at the community college prior to transferring to the university. Programmatic Articulation Agreements describe specific courses for specific academic programs that are equivalent

in terms of transferability. Articulation is a process for coordinating the linking of two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit (Center for Occupational Research and Development, 1989). Articulation at the postsecondary level is a collaborative agreement between a community college and a university.

A programmatic articulation agreement establishes a specific educational plan for students to ensure that the credits they earn at a community college will go toward a similar program at the university. The articulation agreement outlines specific guidelines for a seamless transfer from a program at the community college to the program at the university. The agreement states specific coursework and other criteria that a student must complete successfully in order to transfer courses or a degree from one institution to another.

The Transfer Center works as a liaison between the postsecondary faculty to ensure that the agreement is written to emphasize the alignment of programs between the two institutions. In addition to a signed articulation agreement, a program-specific transfer guide is created to provide a comprehensive list of classes that a student must take to earn the bachelor's degree. The agreement provides a way for the university department to create substitutions of courses to better meet the needs of students at a particular community college for a specific program. The University department, in coordination with the community college department and the Transfer Center, creates a transfer guide that lists the courses the student can take at the community college and the courses that must be taken at the university to ensure a seamless transfer of courses that

help the student to reach their goal of a bachelor's degree without taking classes that will not fulfill program requirements.

Who is involved in Programmatic Articulation Agreements?

Programmatic articulation agreements have different levels of “agreement” depending on the relationship between the two institutions. If the community college and university have a signed institutional partnership agreement that serves as the overarching agreement between the two institutions as well programmatic articulation agreement, then the agreement is signed by the department or program chair and the college dean from both institutions. If the community college and university do not have an institutional partnership agreement, then the programmatic articulation agreement may also be signed by the provost or vice-president and the president of both institutions.

How do Programmatic Articulation Agreements work?

The Transfer Center facilitates the collaboration between the university and community college faculty to create an effective transfer guide or plan of study. When applicable, the plan of study may include relevant information on the MACRAO or Michigan Transfer Agreement and how it relates to the program of study. Once the two groups have established the curriculum, the Transfer Center can create the agreement using the transfer center's programmatic articulation agreement template. The template includes a list of classes that students must complete at the community college and the classes that the student will need to take when they transfer to the university. The template also lists the university's admissions criteria, as well as any program-specific admissions requirements. A transfer guide/articulation template allows the university to establish a consistent look and content for all articulated programs at the university. The

Transfer Center also facilitates the signing of the programmatic articulation agreement and maintains a file with the original agreements.

What are some of the potential issues related to Programmatic Articulation Agreements?

Creating a concise, effective, and comprehensive programmatic articulation agreement takes an investment of time and energy. Because community colleges and universities have curricular changes over time that impacts an articulation agreement, regular reviews and amendments will be necessary to ensure that the agreement is up to date and accurate for students and advisors.

Also, tracking students who have relied on a formal articulation agreement becomes difficult when they transfer from one institution to another. Because most postsecondary institutions do not track students using articulation agreements, it is difficult to know if programmatic articulation agreements are more effective than a thorough transfer guide between the two institutions.

Reverse Transfer Agreements

What are Reverse Transfer Agreements?

A reverse transfer is a degree-completion opportunity for students who started their education at a community college but transfer to a university prior to completing an associate's degree. A reverse transfer agreement (See Appendix C for a sample agreement) allows students to earn associate's degrees from a two-year college while beginning a bachelor's degree at a university. Through these agreements, these students may transfer credits from the university back to the community college to meet graduation requirements at the original community college. Through a Reverse Transfer

Agreement, the students are able to earn a credential that they otherwise would not have earned, and the community college is able to count the student as a completer. The reverse transfer initiative was originally developed and supported by the State School Aid Act of 1979, 388.1813 Statewide Reverse Transfer Agreements.

To better facilitate this process in Michigan, the Kresge Foundation has supported Michigan's initiative by creating a statewide reverse transfer consortium that implemented consistent approaches to awarding associate's degrees to students who transfer from community colleges to universities. The Michigan consortium includes the 28 public community colleges and 15 public universities in the state. The grant was received in 2012 and is administered by the Michigan Center for Student Success division of the Michigan Community College Association. As a part of this grant, meetings are held to discuss the reverse transfer process, issues and concerns, as well as to share ideas and best practices.

Who is involved in Reverse Transfer Agreements?

The Transfer Center may serve as the university representative for the statewide grant, as well as the coordinating office for the development and management of the reverse transfer agreements. The Enrollment Services or Admissions office, in collaboration with data support or institutional research office, may provide lists of those students who may be potentially eligible for these reverse transfer options to community college partners, as well as send transcripts to the receiving institution. The Registrar's office is typically responsible for posting the associate's degree on the students' transcript at the university if they are awarded a reverse transfer associate's degree from the sending community college.

How do Reverse Transfer Agreements work?

One of the pre-requisites of a Reverse Transfer Agreement is an established partnership between the community college and the university. The foundation of the collaboration meets the needs of students who transfer to the university prior to earning an associate's degree. The Reverse Transfer Agreement simply allows the students' credits to flow back to the original community college.

What are some of the issues related to Reverse Transfer Agreements?

One of the primary issues related to Reverse Transfer Agreements is that each community college establishes its own residency requirements and the number of college credits that a student must complete prior to transferring to a university. The Transfer Center may be responsible for tracking the individual requirements of each community college partner and ensuring that the appropriate criteria are used when compiling lists and reports for partner institutions. In Michigan, this number ranges from 15 to 45 college credits that the students must complete at the community college prior to transferring to the university if they are interested in participating in the reverse transfer option.

Another issue, although easily corrected, is that at this time, there is no consistent format for reverse transfer agreements. Each community college and university partnership establishes its own agreements and sets its own parameters. Many universities allow the community colleges to establish the guidelines that they feel are important as a part of these agreements.

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)

What is the MACRAO Agreement?

In Michigan, postsecondary institutions may participate in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Transfer Agreement, which is a specific example of an Institutional Partnership Agreement. As described above, a function of the Transfer Services Center is to oversee the accuracy and currency of the MACRAO Agreement and to provide MACRAO updates to their institution. The MACRAO Transfer Agreement was established in the early 1970s to facilitate transfer between community colleges and four-year colleges or universities.

Effective in 2014, the MACRAO agreement will be replaced with the Michigan Transfer Agreement. The Michigan Transfer Agreement will be discussed later in this Guide.

Who is involved in the MACRAO agreement?

The Transfer Center may serve on the MACRAO Executive Committee or MACRAO subcommittee. Twenty-one of Michigan's community colleges, 15 of Michigan's public universities, and 12 of Michigan's private universities participate in the MACRAO agreement. While many of the state's institutions participate, some colleges and universities participate fully, while others have limited participation or participate with provisos. For example, some of the community colleges might require that a student take at least one or more courses with their community college before being able to request the MACRAO Stamp or a transcript. Examples of provisos at a university might include the student having to complete a quantitative reasoning course or intensive

writing course in addition to MACRAO. A component of the MACRAO Agreement is the Michigan Transfer Network.

How Does the MACRAO Agreement work?

The MACRAO Transfer Agreement establishes a process for transferability of up to 30 college credits, most meeting the university's general education requirements. The MACRAO Agreement requires that a student take six credit hours in English, eight credit hours in Science and Math, eight credit hours in Social Science, and eight credit hours in Humanities. Students may choose to complete the MACRAO Transfer Agreement as a stand-alone package or as a part of an associate's degree. Students may choose to complete the agreement as a stand-alone when their goal is to transfer from a community college to a four-year institution after they meet the general education requirements and do not desire to complete an associate's degree (MACRAO.org).

What are the key concerns in regards to the MACRAO Agreement?

The MACRAO Agreement had not been updated since it was created over 40 years ago. Because some institutions, both community colleges and universities, do not participate fully in the agreement, it may not be in the student's best interest to follow a MACRAO Agreement, as it may result in the student taking classes that do not transfer toward a student's bachelor's degree. The MACRAO Agreement will be phased out with the implementation of the Michigan Transfer Agreement that goes into effect fall 2014.

Michigan Transfer Agreement

In 2012, in an effort to improve the transferability of core classes between postsecondary institutions in Michigan, the Michigan legislature included language in the

community college appropriations bill to revise the MACRAO Agreement. The legislature put together a committee comprised of community college and university representatives as well as Michigan legislatures to facilitate and coordinate this effort. The purpose of the agreement is to establish requirements that will fulfill many of the general education requirements at public universities in Michigan and eliminates the perceived need for limited participation and provisos.

The Transfer Center may serve as a contact for coordinating the changes resulting from the Michigan Transfer Agreement at their institution. Individuals from the Center may serve on Michigan Transfer Agreement committees to provide insight and help identify potential issues relating to the new agreement and implementation.

While the MACRAO Agreement focuses on a specific number of credits in each area, the Michigan Transfer Agreement focuses on a specific number of courses in each area instead. The Agreement establishes a block of 30 general education credits that includes one course in English Composition, a second course in English Composition or one course in Communication, one course in Mathematics, two courses in Social Sciences, two courses in Humanities and Fine Arts, and two courses in Natural Sciences.

The Michigan Association of Collegiate Registrars and Admissions Officers created a Michigan Transfer Agreement Handbook and developed an implementation plan for the new Agreement in the fall of 2013. The organization will create and conduct Michigan Transfer Agreement training workshops for community college and university personnel. The workshops will take place in March 2014 and will provide postsecondary institutions with the necessary tools to implement the new program.

Michigan Transfer Network

What is the Michigan Transfer Network?

The Michigan Transfer Network is a free online tool that allows individuals to view course equivalencies for many public and private colleges and universities in Michigan. The web site is sponsored by Michigan State University and is sponsored by the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). The Transfer Center works collaboratively with Enrollment Services to provide updated institutional course equivalencies to the Michigan Transfer Network.

How does the Michigan Transfer Network work?

The Michigan Transfer Network provides an interactive tool that allows the reader to view course equivalencies between Michigan postsecondary institutions. The site allows the reader to see how the courses that they are taking, or are interested in taking, transfer from one postsecondary institution to another.

What is the key concern in regards to the Michigan Transfer Network?

The key issue that readers face related to the Michigan Transfer Network is that not all postsecondary institutions send updated course equivalency information to the Michigan Transfer Network on a regular basis. This can complicate the transfer process for students. While many postsecondary institutions maintain an updated list of course equivalencies on their institution web site, colleges and universities may not provide these updates to the Michigan Transfer Network in a timely manner, which results in students and advisors viewing inaccurate transfer information on the Transfer Network page.

Community College Transfer Guides

What are Transfer Guides?

Through collaborative partnerships with community colleges, many universities establish Transfer Guides (See Appendix D for a sample guide) to help students transfer smoothly from their community college to the university that they want to attend. Students follow the Transfer Guide to take specific classes that will fulfill degree requirements at both the postsecondary institutions.

A service-focused Transfer Center may coordinate and facilitate a project to ensure that all university transfer guides use a consistent format. The guides must contain accurate admissions and contact information, as well as program information. In a service-focused Transfer Center, the Center becomes the project coordinator assisting the academic colleges and program to remain the curriculum experts. The Center remains responsibility to update all curriculum aspects of the program Transfer Guides on a regular (annual or biannual) basis.

Who is involved in the Creation of Transfer Guides?

Within a university program, academic program faculty and department administrators create Transfer Guides for individual curricula and programs. The Transfer Center works directly with the academic program faculty and department administrators to ensure that the guides meet the university's standards, and follow university policy. In the development process, university faculty may need to contact the community college partner with questions or for clarification if necessary. Guides should establish a clear, comprehensive path from the community college academic program to the university's partner academic program.

How do Transfer Guides work?

The Transfer Center is responsible for aligning Program Transfer Guides so that they work seamlessly and most efficiently to serve students' needs. At the university level, traditionally Transfer Guides have been created and maintained by the academic college where the program resides. In the service-based Transfer Center model, coordination and maintenance of these guides becomes a Center responsibility.

To help students understand and follow their established Transfer Guides, many community colleges will link directly to the university's transfer web page so that community college students and advisors have access to all of the universities' transfer guides through one portal.

What are some of the potential issues related to Transfer Guides?

One area of concern in regard to transfer guides is how often the universities review and update their Transfer Guides. Guides must be reviewed regularly to ensure that both the university and community college curricula are current and accurate. Guides that are not reviewed and updated regularly could result in a student taking courses that are not applicable to their transfer degree, costing the student additional time to degree and student debt. Thus, in the service-based Transfer Center model, this important task can be coordinated and confirmed.

Course Equivalency Process**What is the Course Equivalency process?**

Postsecondary institutions rely on the course equivalency process to facilitate the transfer of courses from one postsecondary institution to another. For a course to transfer as an equivalent course, it must "match" a substantial percent of course content,

assignments, and possibly delivery methods. The percentage of match a course must meet for course equivalency varies by college or university.

A function of a Transfer Center is to facilitate a seamless transfer between postsecondary institutions and to maintain an Institutional Transfer Equivalency Guide. In creating this Guide, the university often requires a course-by-course internal evaluation of courses that other postsecondary institutions offer. All colleges and universities maintain a database of course equivalencies.

Maintaining a list of course equivalencies on the university's web page allow students to review course equivalencies at various institutions to determine which institution will accept the highest number of credits when they transfer. Students also check the course equivalency web pages to determine if classes taken at their community college will transfer toward their degree or major at the university.

When course equivalencies do not exist, or if students do not agree with a course equivalency decision, they may appeal the decision by presenting additional evidence or documentation such as course syllabi and assignments to an academic department for review.

Several factors determine course equivalency, including

- Course descriptions
- Learning outcomes
- Number of college credits
- Accreditation of the sending institution
- Institution term system (semester, quarters)
- Method or delivery of instruction
- Learning outcomes

- Pre-requisites
- Textbooks/key references

Who is involved in the Course Equivalency process?

Many individuals are involved in the Course Equivalency process at both the community college and university. While the Transfer Center may be responsible for coordinating the course equivalency work, the Enrollment Services department or office is usually the area where the course equivalencies are entered into the university data system. Within the academic units, faculty members from the content area traditionally review the courses to determine if an equivalency exists. Each academic college typically tracks, or somehow monitors, equivalencies for their academic areas, as the equivalency may have to be indicated on transfer guides or articulations. In addition, the university course equivalency records have to be updated and, in Michigan, the changes submitted to MACRAO for the Michigan Transfer Network. To ensure the smooth communication of these equivalencies, the Transfer Center serves as the communication hub to ensure that the changes have been distributed and that the course equivalency page is updated.

How does the Course Equivalency process work?

Typically, as noted above, faculty members from the academic area review courses from other institutions to determine if the incoming course content meets the established level at the receiving institution. Also, as noted previously, this level varies, but averages a minimum of 70% of the course content at the receiving institution. If the faculty experts determine that the course meets these requirements, the course is considered an equivalent course, and students may receive credit for completion of the course. Methods and measures used to determine course equivalencies may vary by

institution, state, region, and country. In some postsecondary institutions, the Transfer Center may be responsible for reviewing entry-level courses for equivalencies and providing that information to the Course Equivalency Coordinator to be updated in the institution's data system.

What are some of the potential issues related to Course Equivalency process?

Because of the complexity of determining course equivalencies, and because every institution potentially evaluates courses from an unlimited number of institutions, a course tracking system is essential for in-process evaluations to allow for appropriate follow-up and prompt responses internally and externally. In addition, every academic institution must have a central communication hub to ensure that changes are communicated to each academic college or program and that the course equivalencies are entered in the university system.

While these tracking and communication issues are complex and provide challenges, the most difficult aspect of the Course Equivalency process is that determining course equivalencies can be a subjective process, resulting in confusion, contradictions, and variances across institutions. The Transfer Center can help with this process by establishing a set of evaluation standards to be used by the institution.

Dual Enrollment (Community College and University)

What is a Postsecondary Dual Enrollment agreement?

A Postsecondary Dual Enrollment Partnership allows students to receive credit at both institutions simultaneously. The Agreement is a formal partnership between a community college and its university partners. These agreements may be coordinated, tracked, and monitored by the Transfer Center. These partnerships help to reduce the

repetition of classes from one institution to another and are becoming more prevalent with time-to-completion and student debt initiatives. A Postsecondary Dual Enrollment Partnership is accompanied by a Financial Aid Consortium Agreement, which will be discussed later in this guide.

Who is involved in Postsecondary Dual Enrollment Agreements?

Often through collaboration with the Transfer Center, universities and their community college partners develop a dual enrollment process that allows students to take community college and university courses simultaneously. This process requires collaboration between academic departments, registrars, admissions, and financial aid offices. Two of the most critical aspects that often need to be resolved are those determining how financial aid is processed and distributed between the two institutions involved and determining which classes are acceptable as a part of the agreement. The Transfer Center may help to facilitate and coordinate the Postsecondary Dual Enrollment Agreements.

How does a Postsecondary Dual Enrollment agreement work?

The community college and the university establish a formal collaboration to provide dual enrollment opportunities for community college students. This process requires collaboration and coordination of programs at both institutions as well as an alignment of program curricula. Postsecondary partners may choose to establish a financial aid consortium so that students can use financial aid to pay for classes at both institutions. In most situations, the financial aid consortium provides financial aid to students at the university tuition rate.

What are some of the potential issues related to Dual Enrollment agreements?

Postsecondary Dual Enrollment Agreements between two postsecondary institutions require a close collaboration between the two institutions and a willingness to share student information. When applicable, the Transfer Center may create policies and processes that help to facilitate efficient and effective processes that meet the need of both institutions while protecting the privacy of the student. Both institutions must ensure that in sharing student information that they do not violate FERPA. All courses taken as a part of a Postsecondary Dual Enrollment Agreement must be approved by the university advisor prior to the student enrolling in the courses if the courses are to be paid for through a Financial Aid Consortium.

Financial Aid Consortium**What is a Financial Aid Consortium?**

A Financial Aid Consortium is a collective agreement between a community college and a university that allows the university to be the financial aid provider for students who are dual enrolled at the community college and the university. The role of the Transfer Center with Financial Aid Consortia may be to serve on the Financial Aid Consortium Committee and to provide legislative and transfer student updates. Within an established consortium, courses at both institutions are used to calculate the students' financial aid eligibility. Under federal financial aid regulations, students can receive financial aid from only one institution; thus, within a Financial Aid Consortium, the university partner is traditionally the provider of financial aid.

Who is involved in a Financial Aid Consortium?

Just as the Postsecondary Dual Enrollment partnership requires collaboration between academic programs, admissions, registrars, and financial aid officers, the same individuals are also instrumental in creating and implementing a financial aid consortium agreement. The Transfer Center, as the coordinating department, financial aid staff, and program advisors at the community college and university play an integral role in the financial aid consortium process. Financial Aid Consortia are becoming extremely common and are established processes at most universities with close ties with local or regional community colleges.

How does a Financial Aid Consortium work?

Because the Financial Aid Consortium involves transfer students, the Transfer Center may provide insight to university or community college partners about transfer policies that impact the Financial Aid Consortium. The Transfer Center may also serve on the Financial Aid Consortium Advisory Committee.

The community college and university agree to work together to providing advising to students in a manner that allows them to complete their coursework through either institution at the same time. The university is, most often, the financial aid granting institution, as the financial aid can be distributed at the university rate instead of the community college rate.

Students must complete a financial aid consortium application each semester. The university advisor reviews the student's schedule to ensure that all classes listed on the financial aid consortium are approved classes for the student's program. Classes that are not approved cannot be paid for through the consortium.

For students to be eligible to meet most consortia agreements, their community college classes must fit within the student's declared academic plan, and the academic program must be approved for the consortium program at the community college. Students must submit a consortium form every semester that they are registered at the community college. All community classes must be approved by the university advisor prior to registration to ensure that the classes are an approved part of the student's academic program.

What are some of the potential issues related to Consortium agreements?

Financial aid staff and program advisors must ensure that students register for approved classes only. Program advisors may not always be aware of which classes are approved as a part of the consortium agreement. The Transfer Center may be responsible for working with the academic department faculty and financial aid to develop a transfer guide that contains all approved courses for a particular program. Any variations from the approved classes must be approved by the university program faculty. Most Financial Aid Consortia are well established and have clear procedures and deadlines. However, in some situations, community college partners may not allow a student to register for classes until funds are distributed from the university for consortium students. In other situations, some community colleges may require payment from the students before funds are distributed through the financial aid consortium. Because of the financial implications to students and the community college, it is important that students complete their consortium paperwork as soon as they register for their classes each semester. Submitting the form in a timely manner helps to ensure that the student's consortium funds can be released to the community college to pay for the student's classes.

Transfer of Military Credit

What is the Transfer of Military Credit?

Military credit at the university level is experience and training that a student earns through the military that can translate to college credit. The American Council on Education (ACE) created recommendations for colleges to use when determining if military experience and training equate to college credit. When individuals apply to the university as military transfer students, their documented experience and training may be reviewed and credits granted for relevant courses.

Who is involved in transferring Military Credit?

A service-based Transfer Center may be responsible for coordinating the review of the student's military transcript, as well as ensuring that the course equivalencies are entered in the course equivalency database that can be viewed from the university web site. A number of departments are involved in the transferring of military credit once the student submits a military transcript to the university. Once the transcript is received at the university, the transcript is reviewed by the appropriate individual; most often, this individual works in the Enrollment Services department. Equivalences are entered in to the Course Equivalency Database, and questions on experience and training and possible course equivalencies are forwarded to the academic department for review.

How does transfer of Military Credit work?

After the student's military transcript has been reviewed and course equivalencies have been noted and applied to the student's university transcript, service members should work with the Veterans' Administration (VA) representative at the university to determine which military benefits will best meet the student's educational needs.

What are some of the potential issues related to transfer of Military Credit?

One potential issue related to the transfer of military credit is that while the university may grant credit for the student's military experience and training, the credits may not be applicable to the student's major or program and may not reduce the time that it takes for the student to earn a college degree.

Transferring International Credits

What is transfer of International Credits?

International transfer occurs when students from another country who have earned some college credits transfer to a college or university in another country. When an international student applies to attend the university, credit may be granted to the student for college coursework that was taken outside of the United States. The Transfer Center may be responsible for evaluating international student transcripts or coordinating the evaluation of international student transcripts.

Who is involved in the transfer of International Credits?

Just as with the evaluation of a military student's transcript, a service-based Transfer Center may be responsible for coordinating the review of the student's international transcript, as well as ensuring that the course equivalencies are entered in the course equivalency database that can be viewed from the university web site. Because international transcripts are very complex, several departments at the university are involved in the transfer process for international students. Because of the complexity of international transfer, representatives from the institution's office or department are traditionally the starting point for a potential international student. The students may have their transcripts translated by an approved translation institution prior to submitting the

transcripts to the university, or the students may have their transcripts sent to the university directly from the institution where they earned the college credits. Once the transcript is received at the university, the transcript is reviewed by the international transcript evaluator, who may report to the Transfer Center. Equivalences are entered in to the Course Equivalency Database, and questions on the equivalency of international courses are forwarded to the academic department for review as well as to the International Office at the university.

How does transfer of International Credit work?

Upon translation and review of the student's transcript, course equivalencies are noted in the university course equivalency system and applied to the student's university transcript. International students work closely with the institution's International Office/Department and their program advisor to ensure that, whenever possible, the courses that they transfer in can be applied to the student's program or major.

What are some of the potential issues related to transfer of International Transfer Credit?

International transcripts can be complicated and difficult to understand. Transcripts that are translated prior to sending them to the university must be translated by an approved institution, or the transcript may not be accepted for review at the university.

Because of the complexity of international transcripts, it may be challenging for the university to determine if the credits that a student is transferring are applicable to the student's major or program and may not reduce the time that it takes for the student to earn a college degree.

College Level Examination Program (CLEP) Credits

What is the College Level Examination Program (CLEP) credit process?

In an effort to reduce the time to degree and college student debt, students may choose to participate in the College Level Examination Program (CLEP). The College Level Examination Program (CLEP) consists of a group of standardized tests that assess college-level knowledge. The CLEP program offers tests in several subject areas and students can test at many colleges and universities across the United States. Minimum scores are established for each exam, and colleges and universities award credit to students who successfully achieve the minimum scores on the tests. CLEP tests are also a good option for students who have achieved learning outside the classroom through areas such as independent study or job experiences.

Who is involved in the CLEP credit transfer process?

Departments involved in the CLEP credit transfer process may vary depending on the university. The Transfer Center may be responsible for providing updated CLEP information to the university as well as providing CLEP updates for the university web page. In addition, the Transfer Center may provide CLEP course equivalency updates for the course equivalency web page.

How does the CLEP credit transfer process work?

Students demonstrate learning by registering and taking a standardized test that allows the student to validate the learning that they have achieved through non-classroom avenues. Course equivalencies are established for each CLEP assessment through evaluation by academic college at the university. Based on the score the student receives on the CLEP assessment, the student is granted credit for a course, and in some

situations, two courses. The university's Office of Enrollment Services immediately applies credits earned through CLEP to the students' university transcript. The Transfer Center may track the number of students who use this process as well as the number of credit hours that are earned through CLEP. Tracking this information can provide the institution with data on the cost savings of the CLEP program in regards to a student's postsecondary education.

What are some of the potential issues related to CLEP transfer credit?

While CLEP tests are standard across the country, passing scores are determined by the each university and may vary. Also, universities may establish the maximum number of credits that a student can receive for each test. For example, a CLEP test may, on record, be worth four credits of English literature credit; however, the institution may decide to accept only three of these credits. In some situations, a student may not receive full credit for a CLEP exam if it is determined that they student has already completed a similar college course.

Assessment of Prior Learning Credit

What is Assessment for Prior Learning Credit?

Most institutions of higher education recognize that college-level learning can occur outside of the classroom. An Assessment of Prior Learning Credit program may allow students to earn college credit for learning that has been acquired outside of the academic classroom. Experiences that are available for Prior Learning Credit typically vary by university. Universities determine if, and how, a student may be awarded credit for prior learning. In some institutions, students may take a proficiency examination or develop a portfolio to earn prior learning credit.

Who is involved in the Assessment of Prior Learning Credit process?

The Transfer Center may be responsible for receiving and reviewing student Assessment of Prior Learning Portfolios. In addition, the Transfer Center may be responsible for creating electronic and written materials for the Assessment of Prior Learning. In addition to receiving and reviewing student applications for prior learning credit, the Transfer Center may be responsible for coordinating the academic review of the portfolios with the academic colleges. The Registrar's Office is responsible for ensuring that the appropriate credit is placed on the student's transcript once the review and approval process is complete. Students wishing to apply for APL credit should consult with their program advisor to determine if APL credit may be awarded for a particular course(s). If the faculty approve, the student should complete the Assessment of Prior Learning application and submit to the Transfer Center.

How does a Prior Learning Credit process work?

When completing the prior learning application packet for potential college credit, the students must be able to demonstrate that their prior learning experience combines theory and practice. Portfolios must contain evidence of relevant knowledge, skills, and theory that were gained through the prior learning experience. As a part of the portfolio process, students must be able to demonstrate learning that is in-depth and goes beyond the average knowledge needed to accomplish a task.

What are some of the potential issues related to a Prior Learning Credit process?

Students must be able to communicate effectively, articulate their prior learning, and demonstrate that the prior learning experience was general and applicable to various situations. In addition, students must also be able to demonstrate how their prior learning

experience was an intentional pursuit of information, perspectives, skills, or knowledge. Articulating these connections is often difficult to demonstrate and for the university to assess. The Transfer Center may serve as the liaison between the student and the academic faculty if questions arise about the student's portfolio or application for Assessment of Prior Learning Credit.

Articulation Agreement – Secondary

What are (secondary) Articulation Agreements?

Articulation is a process for coordinating the linking of two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit. Articulation at the secondary level is a partnership agreement between a high school or Career and Technical Education Center and a community college or university. The Transfer Center may be responsible for creating and maintaining secondary articulation agreements (See Appendix E for a sample agreement) that allow high school students to earn college credit for successful completion of their high school program. The postsecondary credit earned through secondary articulation agreements is held in 'escrow' until the student graduates from high school and applies or is admitted to the college or university.

Until 2010, articulation agreements between secondary and postsecondary institutions were a formal component of Carl D. Perkins Act "Tech Prep" funding at the federal level. When "Tech Prep" funding was eliminated by the legislature in 2010, the requirement for formalized articulation agreements between secondary and postsecondary institutions became a requirement of secondary Perkins grants in Michigan. Although "Tech Prep" and the funding for Articulation Agreements has been discontinued, the

Perkins Act does require Rigorous Programs of Study (See Appendix F for an example) for secondary and postsecondary programs that include smooth transitions and transfer of credits for students. All institutions that receive Perkins funding are required to have at least one Rigorous Program of Study. A Rigorous Program of Study is a structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success. For a school district to be eligible to receive funding through the Perkins Act, it must meet the grant eligibility requirements. One of the requirements is that all state-approved career and technical education programs be articulated or aligned with a program at the community college or university level. The Transfer Center serves as the link between the high school program and the postsecondary programs to assist in determining program and course alignments.

Who is involved in Secondary Articulation Agreements?

In Michigan, universities may partner with area high schools and Career and Technical Education (CTE) Centers to create a seamless and effective delivery system that provides mechanism for linking educational programs at the secondary and postsecondary levels in order to grant equivalent college credit to students for mastering identified competencies in secondary programs. Individual articulation agreements are a partnership between the university and a high school or CTE Center. Individual agreements may be created for any CTE program in the State provided there is an alignment of curriculum. Statewide secondary articulation agreements are agreements between the Michigan Department of Education, Office of Career and Technical Education, and the university.

One role of the Transfer Center may be to establish regional or statewide secondary articulation agreements. This process establishes a streamlined approach to articulation agreements that saves time for both the secondary and postsecondary institutions. Creating regional or statewide secondary articulation agreements can save a significant amount of time and expense for the university while providing articulation agreements to secondary partners across the state. One option for creating regional or statewide secondary is to create agreements for state-approved career and technical education programs using the technical skills and standards that have been established for the state-approved programs.

How do secondary Articulation Agreements work?

The Transfer Center, or another designated office, establishes and creates articulation agreements for career and technical education high school or CTE Center programs. The agreements can be established as individual, regional, or statewide agreement. While the State provides guidelines, the method of building the articulation agreements is left to each specific postsecondary institution. In 2011, the State of Michigan began working with secondary and postsecondary educational institutions to establish a template that can be used when establishing secondary Statewide Articulation Agreements.

In 2010, Davenport University (Grand Rapids, Michigan), a private institution, implemented Statewide Articulation Agreements. In 2013, Ferris State University (Big Rapids, Michigan) became the first public university in the State of Michigan to implement Statewide Articulation Agreements as a way to meet the needs of secondary partners through a streamlined and more efficient process. Secondary articulation

agreements require students to complete a career and technical education program at their high school or career and technical education center. For many colleges and universities, students must complete the program with a grade of “B” or higher and meet the criteria that are established by the program faculty at the university to demonstrate a proficiency in the discipline in order to be granted articulated credit. Each institution establishes its own criteria to determine if a student meets the requirements to earn articulated credit.

What are some of the potential issues related to Secondary Articulation Agreements?

One consideration that impacts secondary articulation partnerships is that not all community college or university programs approved through the State as Tech Prep programs are approved as Perkins’ programs. This is, in part, due to the cost of student outcome/third party assessments that are required as a part of the Perkins funding for postsecondary institutions. As a result, some formal articulations are not recognized by the State and will not meet the Perkins requirements for an articulated program. For secondary CTE programs, this loss of articulated partnerships could also mean the loss of Perkins’ funding for their programs.

A second consideration is that not all community colleges or universities are willing to develop and maintain secondary articulation agreements with secondary institutions. If a community college or university does not believe that it will see a return on the time investment to create the articulation agreements, the institution may choose not to develop agreements for its secondary partners. This becomes a significant issue for secondary partners because they are required to have and submit formal articulation agreements for all of their state-approved CTE programs. Not having a formal agreement can result in a loss of state funding for the secondary program.

To help eliminate these issues, the Transfer Center staff may work closely with the Michigan Department of Education and the Office of Career and Technical Education to help establish processes for secondary articulation that can be replicated by programs throughout the State.

While some community colleges or universities are focused on the return of investment, other postsecondary institutions collaborate with their secondary partners as a way to develop and nurture relationships. It is important to understand your institution's philosophical beliefs in regards to collaborative agreements with secondary partners and the perceived need for immediate or delayed return on investments.

Dual Enrollment (High School and College/University)

What is the Dual Enrollment process for high school and college/university?

Depending on the structure of the Transfer Center at the university, opportunities for high school students to earn college credit may be coordinated through the Transfer Center. The purpose of the Michigan Postsecondary Enrollment Options Act (PSEO) 160 of 1996 and Public Act 258 of 2000, the Career and Technical Preparation Act is to provide greater access to postsecondary options for high school students by encouraging and enabling students to enroll in courses or programs in eligible postsecondary institutions. State law sets limitations of ten or fewer courses per student for dual enrollment if state funds are used to pay for the college credits. This limit does not apply if a student does not receive financial assistance from the school district to pay for the college credits.

Dual enrollment provides students with an opportunity to take college courses that provide academic challenges beyond the high school level. The Transfer Center staff may

meet with high school students and counselors to share information about dual enrollment and help students register for college classes. Dual enrollment helps students to begin their college coursework early, which may result in less time to degree and less cost for their college education. Classes taken for dual enrollment may be used for both high school and college credit. Students must meet legislated dual enrollment guidelines to enroll for dual enrollment.

Who is involved in a High School to College/University Dual Enrollment process?

A service-based Transfer Center may coordinate the high school to college/university dual enrollment process for the university. The Transfer Center works closely with the Enrollment Management and Admissions offices to ensure that students meet college pre-requisites and are registered appropriately in their selected college classes. The Center serves as the communication hub for dual enrollment with the high school partners.

How does a High School to College Dual Enrollment program work?

In Michigan, students must meet the dual enrollment guidelines established by the Michigan Department of Education (MDE), the guidelines established by their local school districts, and the requirements established at the university. Requirements may vary by local school districts and by universities. For example, local school district may require that a student complete all of the courses in a sequence, such as math, before being allowed to dual enroll at the university. A university may require high school dual enrollment students to have a higher GPA or ACT score than students who are attending the university as freshmen.

Legislation passed in 2012 establishes guidelines that allow students who are freshmen, sophomores, juniors, or seniors in high school to participate in dual enrollment programs at colleges and universities, provided they meet the established guidelines of MDE, their local school district, and the university.

The Transfer Center staff may work with students who meet the legislation guidelines, as well as the established guidelines of their local schools and the college/university where they would like to dual enroll to register for appropriate college classes. The students must first meet with their high school counselors to discuss the possibility of dual enrolling. The counselors verify that the students are eligible to dual enroll based on the State legislated guidelines, the school's guidelines, and the university's requirements.

University requirements often vary in regards to minimum high school GPA, ACT scores, or other course prerequisites. Depending on the university, dual-enrolled students may be required to complete a special application for university admission for high school students, as well as complete the full registration process. Once accepted into the university, these dual-enrolled students are considered university students and are held to the same expectations as traditional university students.

What are some of the potential issues related to the High School/College Dual Enrollment process?

Dual Enrollment legislation includes enrollment guidelines to ensure that local schools allow students who meet these guidelines to dual enroll. When a student meets these guidelines, local schools must pay a percentage, sometimes all, of established tuition and fees for the student to dual enroll in the university class(es). Some local schools have, however, interpreted the legislation in different ways, which has resulted in

an unequal system for dual-enrollment students. For example, one school district may follow the legislation without adding additional stipulations, thus allowing a greater number of students to participate in dual enrollment. Another district may follow the legislation but require that students take all of the classes in a sequence, such as math, before being allowed to dual enroll in a math class. In this way, schools can limit the number of students eligible for dual enrollment.

Universities also interpret the guidelines differently. Some universities limit the classes available to dual-enrolled students; thus, the students don't have access to the specific courses approved by their high school and part of their academic plan.

Early/Middle College High School

What is an Early/Middle College High School?

The Early/Middle College High School initiative was created to allow high school students to earn a high school diploma and an Early/Middle College Technical certificate, as well as 60 college credits or an associate's degree while they are still in high school. Early/Middle College High Schools expose groups traditionally underrepresented in higher education to college classes in high school as a way to help them succeed at college before they graduate from high school. Early/Middle High Schools may be charter schools or a part of a public secondary school system, are traditionally housed on a college or university campus, and can grant a high school diploma. The Early/Middle College High School must have an agreement of collaboration with a public or private college or university in Michigan.

Who are the key players in Early/Middle College High Schools?

The Transfer Center may serve as the coordinator of the university's Early/Middle College High School Programs. The academic colleges are key players in that they work closely with the Transfer Center staff to identify potential college classes that may be a good fit for the high school students. Student support services are an integral component of both the Early/Middle College and enhanced dual enrollment systems. Secondary and postsecondary partners as well as the State of Michigan are also key players in this partnership.

How does an Early/Middle College High School work?

Secondary schools interested in becoming an Early/Middle College High School must prepare a number of items prior to applying to become an Early/Middle College High School. These items include the following:

- Description of the Early/Middle College (Structure, environment, grades eligible to participate)
- Description of how the student will earn college credit
- Description of college readiness curriculum and guidance and counseling services

Early/Middle High Schools may be comprised of students in the 9th-13th grades or the 11th-13th grades. Students in the 9th and 10th grade are enrolled in high school courses and are taught social skills to prepare them to enter college in their junior year of high school. Students are dual enrolled in high school and college coursework during their junior and senior and 13th year of high school.

The Transfer Center works closely with the administrators at the Early/Middle College High Schools to ensure that there is a clear path of progression for students to begin their college education while still in high school.

What are some of the issues related to Early/Middle College High Schools?

Ensuring that the high school graduation requirements are met while providing high school students with access to college courses as a part of their regular high school curriculum is often a challenge. Transfer Center staff may work with the Middle/Early College High School to ensure that the college classes the student takes as a part of this program can also meet high school graduation requirements.

While many high schools might be interested in becoming an Early/Middle College High School, in Michigan there is an application process, and the potential school must be approved by the State of Michigan. The Early/Middle College High School building is often located on the community college or university campus. An essential component of an Early/Middle College High School is to have a formal established partnership with a college or university. Preparation of college faculty and staff for the addition of high school students on campus and in their courses is critical to the success of the Early/Middle College and/or enhanced dual enrollment system.

Concurrent Enrollment

What is Secondary Concurrent Enrollment?

Through Concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. The National Association for Concurrent Enrollment Partnerships (NACEP) defines a concurrent enrollment program as one that offers college courses to high school students in the high school, during the regular

school day and taught by high school teachers. Concurrent enrollment programs provide a direct connection between secondary and postsecondary institutions and an opportunity for collegial collaboration.

Like dual enrollment, concurrent enrollment provides high school students with an opportunity to earn college credit. Concurrent enrollment provides high school students an opportunity to take true college classes as a part of their regular high school schedule. Students begin their college transcript by taking college classes taught by a college-approved high school teacher. Concurrent enrollment establishes a cost-efficient model that eliminates concerns about accessibility to a college campus and transportation to get to class. Concurrent enrollment courses provide a system that establishes rigor and relevance to the high school experience while exposing students to an enriched academic challenge of college-level coursework. Like dual enrollment, college credits are recorded on the student's college transcript and may also be used to meet high school graduation requirements.

Who is involved in Secondary Concurrent Enrollment Partnerships?

The Transfer Center may serve as the coordinator of the concurrent enrollment program and works closely with the Admissions Office, Registrar's Office, Business Office, and academic colleges at the university. In addition, the Center, as the coordinator for the program, will serve as the communication center for university and high school faculty and work closely with the National Alliance of Concurrent Enrollment Partnerships.

How does the Secondary Concurrent Enrollment Process work?

Through the guidance of the Transfer Center, the postsecondary institution may

establish a concurrent enrollment program. Concurrent enrollment facilitates close collaboration between secondary and postsecondary instructors and fosters alignment of secondary and postsecondary curriculum. Concurrent enrollment is different from dual enrollment in that high school instructors who have been credentialed to teach a college course teach the college courses.

Concurrent enrollment instructors receive training from their university counterparts to ensure that they are prepared to teach a college-level course and that they understand the outcomes and expectations of the college course. Annual professional development is required for all concurrent enrollment instructors.

Concurrent enrollment courses are true university courses, taught by qualified and approved instructors to high school students who meet the academic requirements to take university classes for college credit. Students are assessed in the same manner as students taking the same classes on campus.

What are some of the issues with Concurrent Enrollment Partnerships?

One of the main issues with concurrent enrollment partnerships is that not all colleges and universities accept credit earned through concurrent enrollment. Because concurrent enrollment is a fairly new concept in Michigan, university faculty and administrators may not understand how the program works, or understand the benefits to the institution.

Another issue that universities may face when working with concurrent enrollment is that some university faculty may feel that a high school instructor cannot teach a university level class in a high school setting. In this situation, university faculty may choose not to participate in the program. To help resolve these issues, The Transfer

Center may work closely with faculty to develop a collaborative relationship with their secondary counterparts. The Center may also provide research to faculty or administrators about concurrent enrollment.

Because participation in concurrent enrollment and acceptance of concurrent enrollment credits is not tied to university performance funding, and because Michigan does not have a Board of Regents that establishes common processes and procedures, it may be difficult to get all of the key players at the university on board with the program.

Advanced Placement (AP)

What is advanced placement?

Advanced Placement (AP) classes provide students with an opportunity to take college-level courses and exams in the high school setting. Students who take AP classes and exams can earn college credit based on the score they receive on the AP test. Universities may provide students with college credit, advanced placement in the course sequence, or both, based on the score the student receives on their AP exam. All universities do not accept AP credit.

Who is involved in accepting the credits from advanced placement?

The Transfer Center may facilitate and coordinate the acceptance of AP credit at the university. In addition, the Transfer Center may coordinate AP Credit updates to the university web page as well as publications about AP credit at the university. Depending on the structure of the university, the Assessment and Testing Center may be responsible for working with the academic colleges to determine the college credits that can be earned based on the student's score on the AP test. The Registrar's Office is responsible for ensuring that the appropriate college credits are placed on the student's university

transcript.

How does the transfer of AP courses work at the university?

Each university establishes the criteria that it uses to accept AP credits. Students may earn credits for a class or selection of classes depending on their AP score.

Academic departments review the content of the AP courses and tests to determine which college classes are equivalent to certain scores on the AP test.

What are some of the issues associated with the transfer of AP credit to the university?

Each university determines how they will accept AP credit at their institution. Some universities may provide students with academic credit based on their exam score while others may not issue academic credit, but may provide the student with advanced standing in the sequencing of courses that are required for a major.

Students who do not receive the maximum score on the AP test may not receive any credit at all, at some universities while other universities may offer the students who receive scores of 3 or 4 on their AP test a lower number of credit hours in the discipline than students who earn a perfect score. In addition, students may perform well in the class, but may not achieve a passing score on the AP exam. This results in the student not having an opportunity to earn college credit for the course.

Conclusion

Establishing a service-based Transfer Center helps to ensure that processes are in place to promote a seamless and efficient transfer for transfer students. The Center can serve as a resource to internal and external partners, providing guidance and expertise regarding transfer. Processes may take the shape of an institutional policy, formal

agreement, or program guide. The purpose of a service-based Transfer Center is to promote, support, and complement the academic mission of the institution by working collaboratively with local schools, career and technical education centers, community colleges, universities, students, faculty, and staff.

A service-based Transfer Center promotes access to higher education and degree attainment by facilitating successful transfer of college and articulated credits. The Center may serve as the central source for all information and communication related to college transfers including earned college credit and articulated credits. In addition, the Center facilitates relationships and partnerships and is the hub for collaboration between high schools, career and technical education centers, early/middle college high schools, and postsecondary institutions and promotes transfer opportunities to all stakeholders. A service-based Transfer Center is often the source for transfer research, best practices, and policy.

CHAPTER FIVE: IMPLEMENTATION

Implementation Processes

The steps for implementing a new Transfer Center or expanding your Transfer Center to be a comprehensive, service-based Transfer Center will vary based on your institutional structure and needs. This section focuses on key processes that are an important component of establishing a transfer center of any size, and for any type of institution. These are essential components of your implementation process and can be implemented in any order. Within this section of the guide you will find information on establishing effective working relationships, designing effective data collection processes, establishing effective communication processes, establishing and measuring goals, addressing political and administrative pressures, and developing effective student access and awareness.

The following order of implementation shows how each step can build on the other. Based on your institution's needs and existing structure, you may need to follow a different sequence. Once you have a clear understanding of the processes that might be a part of your institution's Transfer Center, you are ready to begin developing an implementation plan.

Establishing Effective Communication Processes

As is stated numerous times in this Guide, a key function of the Transfer Center is serving as the communication hub for all transfer-related issues, processes, and functions.

Because the structure of the Transfer Center will vary at each university, the communication functions will also vary. On the most basic level, a Transfer Center will serve as the initial point of contact for students considering a transfer to a university, or from a community college. The Transfer Center may also become the central point of contact for secondary partners who partner with the college or university on pre-college options, as well as the central point of contact for community college and university partners.

Internally, the Transfer Center may become the resource for research on transfer, reports, and collaboration between academic colleges and departments within the university, serving as a central communication hub for all areas related to transfer can help to streamline processes and ensure that everyone is informed and has access to necessary information. Thus, both internal communication processes and external communication processes are equally important.

The Transfer Center can serve as a unifying information source, especially if your institution has more than one campus or has satellite campuses. This can be extremely important if your institution is like most and has policies that vary across units or academic colleges. When the Transfer Center is built to serve as the communication center, a central location can begin working with institutional policy and each college/unit to create unified policies that are consistent for students.

An effective communication process, from a Transfer Center perspective, must involve all external and internal partners including faculty, staff, administration, and students. Several methods can be used to establish a communication system or communication network for external and internal partners, including the following:

- Developing tracking systems for information that can then be shared with others will ensure that all partners are informed and aware of transfer issues and activities.
- Establishing an electronic system for sharing information across campus to provide a single location where internal partners can look for updates and pertinent transfer information.
- Distributing a monthly newsletter to share information with external and internal stakeholders.
- Creating and maintaining a transfer web site that contains links to all areas of the university with transfer student responsibilities will allow students and external and internal stakeholders to access transfer information efficiently.

Because transfer responsibilities may not all reside within the same department or reside in the same division with the Transfer Center, sharing information and ensuring that policies and procedures are followed requires attention to detail and a well-designed system. Communication systems require an investment of time and money to develop and implement if they are to be effective and work for both external and internal stakeholders.

Establishing Effective Working Relationships

Postsecondary Partnerships

A service-based Transfer Center has responsibility for establishing and nurturing relationships with postsecondary partners. The Transfer Center communicates about the institution's course and program changes that impact transfer. By building strong relationships with primary transfer partners, the Center ensures sharing of accurate information about how students transfer to the institution, resulting in more transfer students.

Institutions with a collaborative relationship between institutions may see increases in transfer students from those institutions. Formal programmatic articulation

agreements and transfer guides provide students with the information they need to determine if they are taking the right courses to transfer to the university. By using articulation agreements and transfer guides, students can develop a plan that helps them to reduce the time to degree and possibly their long-term student debt. Community college advisors use the programmatic articulation agreements and transfer guides from the university to advise students who intent to transfer from the community college to the university. Universities and community colleges may also establish relationships in reverse transfer as well as institutional partnership agreements to strengthen their relationships as well as to provide students with additional transfer opportunities.

So how can you strengthen communication and relationships with your internal and external stakeholders? The first step is to take the time to get to know the individuals and institutions and to establish a sense of trust between individuals and stakeholders. Relationships are not built with just one contact; it takes time to nurture and build relationships. Second, remember that you are building a long-term relationship, not a short-term relationship. Relationships should establish a win-win environment.

Relationships should benefit both parties with both parties feeling valued. What can you do to help your partners garner success? Working collaboratively, you can help each other to reach your goals. Small gestures count. Send a quick e-mail to check in and see how things are going. If you are close to your contact, send a text message. Make a phone call, send a note, stop by to visit and see if your contacts need anything. Building relationships and networks takes time and energy, but if done right, will have a positive impact on personal relationships and both institutions.

How to establish effective postsecondary partnerships

Partnerships are most effective when there is a foundation of a collegial relationship between the institutions' presidents and upper administration. While postsecondary partnerships may be established through different departments at each institution or between faculty of similar programs at each institution, these will build more logically when upper administration at each institution has a vested interest in a collaborative partnership.

Getting these partnerships established is often the challenge. Initially, you may be able to establish a conversation between the institution's transfer officers as a way to meet the need of transfer students. This initial relationship may help you to build a seamless path from the community college program to a similar program at the university, or to meet legislative recommendations or requirements.

What potential issues may arise with postsecondary institution partnerships?

As with any partnerships, issues sometimes prohibit the creation of a formal partnership. Occasionally differences in administrative personalities or leadership approaches may make the initial contacts between institutions a bit strained. For example, in Michigan, recent legislation that approved the community college baccalaureate for certain programs put administration from community colleges and universities at odds with each other. When the formal partnerships require signatures from both institutions, it may be challenging to ensure that all of the appropriate parties have signed and returned the documents in a timely manner. The Transfer Center, thus, may have to work quietly behind the scenes, for the long-term benefit of the students, and the relationship between

the two institutions, while being aware of the sensitive nature of the preliminary planning.

Regional, State, and National Relationships

Not only is it important to build relationships with other postsecondary institutions, it is also important to build relationships with regional, state, and national transfer-related organizations.

Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). In Michigan, the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) coordinates efforts such as the MACRAO Agreement and will implement the Michigan Transfer agreement, maintains pages with links to Michigan colleges and universities, and houses the Michigan Transfer Network. This organization promotes professional development of higher education personnel. Some professional development opportunities focus on the articulation and transfer of college credits between postsecondary institutions. Through participation in the organization and professional development activities, individuals can develop and enhance relationships with individuals from other institutions. Participation on subcommittees and committees is encouraged and welcomed.

American Association of Collegiate Registrars and Admissions Officers (AACRAO). The American Association of Collegiate Registrars and Admissions Officers (AACRAO) facilitates opportunities for over 11,000 higher education professionals from 2,600 postsecondary institutions in more than 40 countries to network and build relationships. The mission of AACRAO is to serve and advance higher education by providing leadership in academic and enrollment services. AACRAO

members are expected to conduct themselves in a manner that balances personal, societal, institutional, and professional interests. AACRAO is committed to while focusing on providing insight into the transfer of college credits between postsecondary institutions.

AACRAO provides professional development opportunities for higher education individuals in academic and enrollment services. Through membership in this organization, postsecondary professionals may participate in activities that are designed to promote personal and leadership skills and to provide opportunities for professional to build relationships and networks with colleagues from across the country. In addition to face-to-face professional development, AACRAO also offers online courses, workshops, webinars, and publications. Just as with MACRAO, professionals may choose to become involved in leadership development, networking, and participation on committees.

AACRAO provides International Institutes for individuals who work with international admissions. Individuals who attend the institute learn about transfer practices for international students and have an opportunity to network with other professional that work with international students.

National Alliance of Concurrent Enrollment Partnerships (NACEP). If your Transfer Center is responsible for pre-college programs such as concurrent enrollment, you will want to look into membership in the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP is the only national organization that provides accreditation for concurrent enrollment programs. NACEP provides members with best practices, research, professional development, and concurrent enrollment advocacy.

With membership in 38 states, NACEP membership is comprised of 240 postsecondary institutions, 50 high schools, and nine state agencies. Membership in

NACEP provides individuals to network with colleagues from other institutions who participate in concurrent enrollment. In addition, members have access to research, data, best practices, and current information about national trends as they relate to concurrent enrollment. NACEP provides professional development opportunities through attendance and participation in Washington Policy Seminars and annual national conferences. Conferences provide members with an opportunity to network and build relationships with concurrent enrollment colleagues across the country. Members are encouraged to participate in committees and to take a leadership role in their communities and State as well as on NACEP committees.

American Council on Education (ACE). ACE's Military Programs, a program in the American Council on Education (ACE), evaluates and recommends college credit equivalents for military experience, education, and training. ACE works collaboratively with colleges and universities to translate their prior learning experiences into college credit. This process helps individuals to establish college credits that are recorded on a college transcript and may help military personnel to begin the process of earning a college credential. ACE provides institutions of higher education with online resources that are designed to help build effective veteran programs. ACE provides leadership programs for higher education personnel as well as webinars, online resources, and printed materials.

State Department of Education and Office of Career and Technical Education. Developing and maintaining relationships with departments in the State Department of Education helps to establish relationships between your postsecondary institution with these departments. Whether it is sharing information about the work that

is being conducted through your Transfer Center or your institution, or volunteering to serve on committees, these relationships will prove invaluable to you as a Transfer Center leader. The State Department of Education and the Office of Career and Technical Education provide professional development opportunities through trainings, webinars, and publications. Participation in professional development through the State Department of Education or OCTE provides individuals to gain knowledge and network and build relationships with secondary and postsecondary individuals throughout the State.

Curricular Change Tracking Process

Because your Transfer Center may be responsible for tracking and communicating all curricular changes and updates from community college partners, you will need to establish a consistent Curricular Change Tracking Process. Creating a Curricular Change Tracking Process will provide your institution with a mechanism for sharing curricular changes with postsecondary partners.

As you build a Curricular Change Tracking Process, you need to understand who you will need to work with at the other institutions to collect this information and who needs to receive changes and updates from your institution. The individual responsible for this at a community college may be the vice-president of instruction, the registrar, or another designee. Within a university, you may need to involve a representative from individual academic colleges, the registrar, the individual responsible for maintaining course equivalencies in your data system, and all articulation and transfer coordinators.

To set up an efficient Curricular Change Tracking Process, the Transfer Center must establish one central location for curricular changes to be sent to the institution from its community college and university partners. When changes or updates are received, a

staff member must log them and distribute them to the appropriate individuals or department throughout the institution for processing.

One important feature of your Tracking Process is identifying the appropriate individuals internally at your institution, as well as externally at each of the other institutions, who needs to be made aware of curricular changes. Your institution may currently be receiving curricular changes from your community college and university partners, but these changes may not be communicated to all of the appropriate individuals if you do not have a communication system in place.

This process will require a dedicated staff person who can verify curricular changes, track them in databases, and communicate the changes or updates to all applicable departments.

Establishing and Measuring Center Goals

Just as with the implementation of any department, it is essential to establish measurable goals and objectives for the Transfer Center. Start out by talking with your immediate supervisor to see if the institution developed a feasibility plan when it first established the Transfer Center. It will be important to understand the vision that the institution had for the Center, as well as to understand how the Center fits into the mission, vision, and values of the institution. Using these pieces, you can begin to set goals that can be completed in incremental steps and that have measurable outcomes.

As you begin to conduct institutional research related to transfer history, processes, current data, and establishing a purpose statement for the Transfer Center, you may discover conflicting priorities for the Transfer Center across the institution. Again, begin by working with your direct supervisor to determine the vision that the

administration has for the Center. While the Transfer Center can and will be many things to many people, it cannot and should not be everything to all people.

Your goals should cover some basic areas to begin; then you can add additional goals as the responsibilities of the Center become solidified. The following are suggestions for starting points. Some possible goals may include the following:

- Meet with leaders at your institution to determine what their goals are for your Center.
- Schedule meetings with internal and external partners to discuss the goals of the Center and get their feedback on what they feel their needs are from the Center.
- Schedule regular meetings with internal and external stakeholders to share updates and gather feedback and input from their perspective.
- Talk to other similar postsecondary institutions to see if they have a similar Center and gather best practices that you may be able to use for your Center.
- Begin creating your Center web page and marketing materials.
- Establish an internal Communication Plan, including a Transfer Center Advisory Group, monthly or quarterly update (newsletter or broadcast email), Quarterly Progress Report, and an Annual Report.
- Establish an internal Curriculum Change Tracking process with academic counselors, program directors, and others responsible for curricular changes.

Assessment of Goals

It is not enough to have sound goals if you do not assess the progress of the goals to ensure that you are meeting the needs of partner institutions, your own institution, and most importantly, your students. It is important to establish clear, measurable goals that align to the mission, vision, and values of your institution. Goals should be attainable with opportunities to achieve the goals. Throughout the year, you will want to gather, analyze, and interpret data as it relates to your goals to determine how well your

department did in meeting its goals. And finally, use the results to refine and rewrite, if necessary, your goals for the next academic year.

Internal and External Pressures

Institutional politics and “territorial” concerns will always play a role in setting up a Transfer Center. Political concerns can, however, be both negative and positive. Sensitive issues can range from the multitude of visions and roles that individuals will see as the responsibility of the Transfer Center to the “territorial” issues that fail to consider that your department reports to one individual or division within the institution. Some sensitive issues will be very obvious, and some will be more subtle, but you will need to be able to identify and recognize all of them when they arise.

Not only do you need to be aware of internal sensitive issues, you also need to be aware of external political hot buttons. In Michigan, the relationships between community colleges and universities are rife with political issues that will come into play with your Center. Legislation or pending legislation may also result in politically-charged reactions that you must be aware of as these factors will impact how your Transfer Center may operate.

These sensitive issues, whether they’re internal or external, typically have little to do with the mission of the Transfer Center — aiding students in their goal to complete a college education. Instead, they tend to focus on individuals or units groups who have — or perceive that they have — been personally affected by decisions you have made or actions you have taken.

Not surprising, many individuals, departments, and entire institutions are involved in sensitive issues related to the work of the Transfer Center. From the institution’s

president to the academic colleges or departments, off-site programming, and enrollment services, each has their own concerns and issues that you will need to be aware of when you begin building your Transfer Center. Sensitive hot-button issues, as well as the concerns of secondary stakeholders and legislative groups are all part of the external dynamics you will need to be aware of and educated about.

Communication is the key to identifying and managing sensitive issues in postsecondary education that relate to building a Transfer Center. Start by identifying the key internal stakeholders and establish regular touch-base meetings to ensure that there is buy-in for the vision of the Transfer Center and that internal stakeholders understand the purpose and mission of the Transfer Center and the work that will be conducted through the Center. Listen first, ask questions, and don't make rash decisions that affect others. Ask internal stakeholders for input and ideas.

Through conversations with internal stakeholders, identify sensitive issues with external partners and stakeholders that might affect the Transfer Center. Spend time learning about the legislation or pending legislation that might impact the Transfer Center. Maintain a list of legislative issues and review them on a regular basis to ensure that legislation that might impact the institution through transfer center issues are being addressed in a timely manner. Identifying sensitive issues requires a commitment of time to build relationships and to listen to others.

Developing Effective Student Access

Because student success is the foundation of your Transfer Center mission, one important aspect to consider is how your Transfer Center impacts student access to information and resources. Creating effective student access means that you will need to

understand the resources available at your institution as well as the type of services and programs that your students need. Student access and awareness center in two functions: (1) availability of current, up-to-day information through a web-based portal, and (2) effective advising about transfer issues.

Transfer Center Web Page

Once the Transfer Center has been created, developing a comprehensive Transfer Center web page will be an effective way to communicate with others about transfer issues and processes at your institution. The web page should be a comprehensive page that includes links to all areas of transfer at your institution. A comprehensive transfer web page will serve as the communication hub for transfer topics at your university and will provide students as well as external and internal partners with a resource to locate all transfer-related information.

The Transfer Center web page should include, at minimum, the following sections of information:

- How to transfer credits out and into the institution
- Course equivalencies across state and regional institutions
- Existing postsecondary collaborative agreements
- Links to all areas that work with transfer students throughout the university.

The first two categories of information will be the cornerstone of your web page and the most used areas of information. These sections must be extremely accessible and user-friendly in their design. Course equivalencies must be provided in searchable and sortable lists.

The third section, a repository of existing transfer agreements, is an easy way to ensure that transfer students and transfer partners have access to current formal agreements and transfer guides. Agreements and guides should be uploaded as read-only PDF documents and should carry the revision date prominently on the front page.

The fourth section should allow the student or partner institution to feel as though they are able to locate all transfer information in one location. Different components of transfer at your institution may be provided by various departments or divisions. Because of this, it is important to have one central location on the web, for students or internal and external partners to locate information.

Advising

While transfer student advising is not traditionally a component of the service-based Transfer Center, advising for transfer students is a key component to student success and can help a student to reduce the time to degree and additional student debt. It is important for your Transfer Center staff to work closely with advising staff to ensure that they are aware of transfer policies and processes and know where to find the most recent transfer guides and agreements to use as they are advising students. Transfer advising should begin at the community college where the students begin their college education. Because good advising can help students make sound decisions about their course selection and transfer plans, it is essential that transfer advisors be aware of how courses and programs transfer from one institution to another.

Advising that uses programmatic articulation agreements and transfer guides provides students with the tools to navigate course choices, from program transfer guides and articulations that guide students as they choose classes toward their degree, to

individual one-on-one advising sessions with a college or university advisor, and opportunities to work closely with program faculty.

For successful transfer of college courses, advising for the students' transfer degree should start with community college advising before the students transfer to a university. Some universities have self-serve programs that allow students to evaluate the courses that they have taken or plan on taking at the community college to see how they transfer to the university. While these programs are efficient tools to help students begin to navigate the path to transfer, to ensure a smooth transfer, students should also be required to meet with advisors to discuss their academic goals.

While individual advising is the optimal choice, it is not always possible based on staffing and the structure of advising at the educational institutions. Some colleges and universities are moving toward initial one-on-one advising for the student's first semester at the college or university, with the remainder of advising being conducted through a self-serve advising model that the student controls. While this works for some students, it does not work for all. Any assistance and information that the Transfer Center can provide to minimize problems or concerns with transferred courses is essential in either advising model. Effective, efficient access to this information is, clearly, indispensable.

Designing Effective Data Collection Processes

Why data collection is important

Data collection is an important part of implementing and maintaining an efficient and effective Transfer Center. A thorough and systematic data collection process allows you to view transfer trends and determine which programs are most sought by transfer

students. Most of these data can be gathered by working with your Institutional Research department or office.

What data to collect, and how to collect it

You will want to develop a relationship with the Institutional Research department at your institution. Through a collaborative relationship with the Institutional Research department, you will be able to track, gather, and report on data that will allow you to make informed, data-driven decisions.

It is important to determine what type of information you are looking for as well as the questions that you want to answer. Do you want to know how many transfer students are at your institution? Where are they coming from? How many students transfer out? What about the number of students who use a reverse transfer agreement or formal articulation? Once you determine what you are looking for, you can work with your Institutional Research department to create reports that provide you with historical and current statistical information.

Reporting Transfer Center Data

Your annual data should be collected and compiled in a transfer center update or annual report. These types of reports provide the Transfer Center with an opportunity to demonstrate how each area of the transfer center is progressing. Conducting studies of transfer credit information and preparing an annual transfer report for internal and external audiences will help you to highlight the work that is being conducted through your transfer center as well as the outcomes that are being met. Evaluating the effectiveness of transfer annually will help you to build on input from others, and propose improvements for your center.

A role that a service-based Transfer Center should fill is that of providing the institution with transfer-related data to help inform decision making in regards to recruitment and program reviews. From providing demographic data on transfer students to an analysis of transfer student enrollment, retention, and graduation to the programs in which transfer students enroll, the Transfer Center can provide this information and so much more.

What is new and exciting in data collection in Michigan?

In an effort to collect data across the educational levels, the State of Michigan is working with the Center for Education Performance Information (CEPI) to develop a system that allows sharing of data from pre-school through college. Currently, CEPI collects and reports data on students in public K-12 schools in Michigan. The Center for Education Performance Information is working on building the Michigan Statewide Longitudinal Data System (MSLDS). The MSLDS will establish a data system that will support the goal to increase the number of Michigan residents who earn a postsecondary certificate, degree, or credential. CEPI has been charged with including postsecondary, adult learner, and workforce data to the MSLDS to create a comprehensive educational data collection system.

The State of Michigan is committed to ensuring that students are prepared to become college and career ready. The development of a comprehensive P-20 system to track a student's academic progress provides data that can drive funding and programmatic and policy decisions in regards to education. This need provides the basis for six projects including (1) unique identifier extension, (2) e-transcripts, (3)

postsecondary student-level data collection, (4) national student clearinghouse data, (5) Michigan statewide longitudinal data system, and (6) reporting of P-20 data.

Some of the initiatives through CEPI include the P-20 data council – specifically, postsecondary adoption/use of the K-12 UIC (Unique Identification Code) for students and the transcript service. Each of these components has increased our capacity to share information between and among different levels and institutions.

Improving Retention and Student Success through MAP-Works Student Surveys

Postsecondary institutions across the country, including several in Michigan, use the MAP-Works program. MAP-Works collects student perceptions on their college experience through student surveys. The initial survey is given to students three weeks into the fall semester. Postsecondary administrators can look at the student's risk-indicators to determine if the student is struggling, based on the student's perception, and can refer the student to the appropriate department or advisor for assistance with their concerns. Using MAP-Works can provide insight into how transfer students are doing at your institution, their perception of the challenges that they face, and which services they feel would help them to be more successful. MAP-Works also provides universities with the tools to refer students to the appropriate resources and to generate reports based on the student surveys. Implementing a program such as MAP-Works, however, requires a financial and staffing commitment on behalf of your institution. Institutions can determine which groups of students that they would like to survey. The number of students to be surveyed will determine the cost of the MAP-Works program for the institution. Working closely with your institution's MAP-Works representative will help

you to build a survey that measures the key factors that are important to your institution and most importantly, to your students.

Conclusion

Creating a new service-based Transfer Center will require careful planning and consideration of the issues associated with creating a transfer center as well as a comprehensive evaluation of the needs of your institution. The steps that are outlined in this section may provide a starting point for the creation of a service-based Transfer Center at your organization. This section focused on several key processes that are an important component of establishing a transfer center of any size and for any type of institution. While these are essential components of your implementation process, they can be implemented in any order based on your institution's needs and existing structure.

CHAPTER SIX: CONCLUSIONS AND IMPLICATIONS

Introduction

A Transfer Center will not solve all of the issues or concerns related to student transfer. It would, however, provide the postsecondary institution with a central location to address those issues and concerns. As the entire higher education landscape continues to change, establishing an efficient transfer process for college students will continue to be a major focus at many postsecondary institutions.

Assumptions

This Guide provides a comprehensive picture of the impact that a service-based Transfer Center can play at a postsecondary institution as experienced by the writer and reinforced by the literature. It is the writer's assumption that creating a central location that is responsible for transfer-related functions at the postsecondary institution will help to create more effective and efficient transfer policies, procedures, and processes that, in turn, will positively impact the institution's collaborations and partnerships with other educational institutions. Ultimately, this will result in a better transfer experience for students and should result in saving students time and money in the process.

Transfer Trends

Based on the review of current literature, the current political landscape, and the experience of the writer, significant changes in the area of postsecondary transfer are already taking place.

Accountability and consistency is becoming important issues as it relates to transfer. For areas such as agreements, transfer guides, and processes, universally adopted templates used by secondary and postsecondary institutions throughout the State would bring consistency and efficiency to the work that each institution is already doing. As long as individual institutions develop their own individual formats and templates, transfer processes will continue to be confused, inefficient, and potentially contradictory. These arbitrary formats make it difficult for other institutions to understand the documents and to determine how the information translates from one institution to another. Transfer Centers must work together to establish consistent templates that can be used for specific agreements and processes. These templates could ultimately begin to create a more efficient transfer process within each State, if not across the country.

Transfer between institutions is becoming an increasing focus of attention for legislators as well. As long as legislators seek solutions for the increasing costs of education, both at the secondary and postsecondary levels, they will expect action and solutions that minimize the separation between the levels of our educational system. Legislation regarding the transfer of credits between institutions, reverse transfer, secondary/postsecondary collaborations, and concurrent enrollment are currently all in the discussion phase in Michigan and other states, and are likely to result in new legislation being proposed within this current legislative term. Each of these areas of discussion and potential legislation will impact the postsecondary institution and, while

maybe not initially, could ultimately have a financial impact on postsecondary institutions. Some of the more radical areas being considered includes Concurrent Enrollment Legislation, rolling Concurrent Enrollment under the existing Dual Enrollment Legislation, and the possibility of a P-20 education system.

The Transfer Center must be prepared to lead the institution in meeting legislative requirements and guidelines, establishing effective processes that lead to a seamless transfer for students, and serving as a resource for internal and external partners on transfer-related issues. Centers must also serve as the communication center for legislative issues related to transfer, providing input as requested and sharing information related to proposed or passed legislation with the institution. In addition, the Transfer Center may be responsible for implementing legislative requirements as they impact transfer at the postsecondary institution. Thus, knowing how to navigate the State legislative web page and staying on top of proposed and pending legislative issues will be an essential component of the Transfer Center's responsibilities.

Another educational challenge being addressed by politicians is the "completion agenda": educational institutions must be able to accurately measure student completion, the cost of their education, and the return on investment of this cost. Transfer Centers will be required to be involved in this process as well; they will be expected to identify and accurately report on transfer students' success. In addition, the Transfer Center may be responsible for developing interventions for transfer students to ensure student success during the transfer process and after the student has transferred to the transfer institution.

Blurring Levels of Education

As lines continue to blur between secondary and postsecondary institutions, the focus on creating streamlined efficiencies will need to be a top priority. With funding resources becoming more limited and many grants requiring secondary and postsecondary collaboration, postsecondary institutions must be prepared to address the issue of blurring levels of education. An increase in accountability for resources provided to fund education means that secondary and postsecondary educators may need to be more creative about sharing resources and stretching funds.

One of the areas of concern with the blurring levels of education is the educational experience. With the increase in dual enrollment and Early/Middle Colleges on college campuses, it is important to consider how having an increase in younger students might impact the educational experience of college students who are no longer in high school. The reverse is also true. Secondary and postsecondary educators should be concerned with the educational experience that high school students are receiving if they are starting college as early as the freshmen year in high school. Some high schools are now approved to offer a fifth year of high school, which allows them to receive them to receive State funding for students for an additional year. This also allows students an opportunity to earn up to an associate's degree that is paid for by the secondary school district.

With an increased focus on college and career readiness, secondary and postsecondary institutions are finding this to be another area where the lines are blurred in the educational levels. From a secondary perspective, administrators are searching for partnerships that allow them to help students become college ready before leaving high school. Postsecondary institutions are interested in this type of partnership because it

allows them to teach fewer sections of developmental classes. From a financial perspective, collaborating and helping students to become college ready before they leave high school can also help a student to save money by decreasing the time it takes to earn a college degree and may allow a student to enroll in courses that meet degree requirements rather than meet developmental requirements.

Conclusion

While the purpose of a Transfer Center is to promote access to higher education and degree attainment by promoting successful transfer of college and articulated credits, a Transfer Center can only be effective when it has institutional support and goals that are in alignment with the institution's mission, vision, and values. In the past, the transfer process has been a complex process that often led to frustration, loss of credits, and additional cost for students. Implementing a Transfer Center allows the postsecondary institution to create a system that streamlines processes and provides answers to what are often complicated transfer questions.

Establishing a Transfer Center at community colleges and universities — and in the near future, also at the secondary level — can provide the institutions with a central location for communication, processes, recruitment, and course equivalency work. The Transfer Center should not only promote transfer opportunities for all stakeholders, it should also be a source for transfer research, best practices, and policy. Establishing a Transfer Center requires research, planning, and effort on behalf of all stakeholders. With research, planning and careful consideration of goals, the Transfer Center will have a significant impact on transfer relations at the institution.

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APPENDIX

A: INSTITUTIONAL PARTNERSHIP AGREEMENT (sample)

INSTITUTIONAL PARTNERSHIP AGREEMENT

between

{UNIVERSITY NAME}

and

{COMMUNITY COLLEGE NAME}

{University Name} and {Community College Name} have reached certain mutual understandings which will enable both institutions to partner to better serve their students and prepare those students to enter a global workforce. Additionally, this partnership will help both institutions prepare students for successful careers, responsible citizenship, and lifelong learning. Both institutions recognize that by working together, their collective efforts are much stronger than their individual efforts. Both parties have signed this Institutional Partnership Agreement setting forth their mutual understandings as follows:

9. Any student from {Community College Name} who meets the eligibility standards, including but not limited to, an Associate degree awarded by {Community College Name} with at least a 2.00 GPA will be admitted to Ferris State University at the junior level.
10. The parties understand that acceptance of a {Community College Name} student into a specific {University Name} degree program is based on the individual student meeting the admissions conditions and considerations applicable to the specific degree program.
11. Transfer Guides will be provided to {Community College Name} by {University Name} for ease of transfer for the {Community College Name} transfer students.
12. Representatives of both institutions agree to communicate regularly regarding any required curricular changes, including the addition of new courses and other conditions that may affect transfer students.
13. This Institutional Partnership Agreement does not preclude either institution from making a curriculum change if deemed appropriate by the institution making the change.
14. {University Name} is a member of MACRAO, participates with the Michigan Transfer Network, and adheres to the MACRAO and Michigan Transfer Agreements.
15. Appropriate publications and promotional materials regarding this Institutional Partnership Agreement will be made available to {Community College Name} students.
16. This Institutional Partnership Agreement may be unilaterally dissolved at any time upon mutual agreement by either institution upon 180 days written notice to the other institution.

AGREED TO THIS {DAY} OF {MONTH}, {YEAR}

{University Name}
{University Address}
{University Phone Number}
{University President Name and Signature}
{University Provost Name and Signature}

{Community College Name}
{Community College Address}
{Community College Phone Number}
{Community College President Name and
Signature}
{Community College Academic Vice-President
Name and Signature}

APPENDIX

B: PROGRAMMATIC ARTICULATION AGREEMENT (sample)

Construction Management Concrete Technology Bachelor of Science Degree

{Community College Name} Transfer Guide & Articulation Agreement

General Admission Criteria

To be admitted to this degree, students must enter with a minimum of 48 credits and complete the course prerequisites with a "C" or better (2.0 on 4.0 scale). It is required PHYS 211 (PHY 121) be completed with a "C" or better prior to entry into the program. A minimum 2.5 grade point average is required, and students will need to submit all official college transcripts with their application. (University Name) only accepts transfer grades of "C" or above unless a MACRAO agreement exists.

Course Requirements

{Community College Name}

Course	University (CC Name) Course	Course Titles	Cr. Hrs.
SPE 125	COMM 121	Public Communication	3
ENG 111* or ENG 120* or ENG 123*	ENGL 150	English	3
ENG 112* or ENG 123*	ENGL 211	English	3
ECN 232* {CC Name}/ CC*	ECON 221	Economics (MACRAO)	3
{CC Name}/ CC*	VARIES	Cultural Enrichment Electives (one must be 200+ level)	9
{CC Name}/ CC*	VARIES	Social Awareness Elective (one must be 200 level)	6
CHEM 111	CHEM 114	General Chemistry	4
MTH 113	MATH 115	Intermediate Algebra	3
MTH 122	MATH 120	Plane Trigonometry	3
MTH 130	MATH 132	Calculus for Business	3
PHY 121*	PHYS 211	General College Physics	4
BUS 127	MGMT 301	Principles of Management	3
BUS 241	MKTG 321	Principles of Marketing	3
CON 121 and 123	CETM 214	Aggregates and Cementitious Materials	3
CON 124	-	-	3
CON 221	CETM 215	Placed Concrete I	3
CON 222 and 226	CETM 226	Placed Concrete II and Concrete Troubleshooting/Repair	3
CON 231 and 232; OR CON 223	CONM 111	Concrete Masonry Production and Concrete Project Lab	3
CON 227	-	-	2
CST 112	CONM 116	Building Construction Analysis	2
Total {Community College Name} CC Cr.			69



{University Name}

Course	FBU Course Titles	Cr. Hrs.
ACCT 221	Construction Accounting	3
BLAW 301	Legal Environments of Business	3
CETM 327	Hydraulics and Hydrology	3
CONM 112	Plans and Specifications	3
CONM 117	Building Information Technology	3
CONM 212	Soils and Foundations	3
CONM 121	Building Materials	3
CONM 222	Construction Administration	3
CONM 122	Construction Surveying	3
CONM 211	Construction Quantity Estimating	3
CONM 221	Statics & Structures	3
CONM 311	Formwork and Temporary Structures	3
CONM 312	Construction Scheduling	3
CONM 330	CDT Certification Prep (Optional 1 Credit)	1
ENGL 311	Advanced Technical Writing	3
CONM 321	Construction Cost Estimating	3
CONM 324	Advanced Construction Computer Technique	3
CONM 413	Construction Economics	3
CONM 423	Construction Management Professional Methods	3
CONM 430	Power and Process Plant Construction	3
CONM 424	Construction Safety and Management	3
CONM 412	Construction Contracts	3
CONM 499	Construction Project Management	3
Total {University Name} Credits		67
TOTAL CREDITS		136

Contact Information {University Contact Information}



*The MACRAO Stamp may be satisfied with these transfer credits/courses. Check with the community college that awards the MACRAO Stamp. Students must satisfy the Ferris General Education requirements for Global Consciousness and Race, Ethnicity, Gender if the MACRAO Stamp is not completed.

Delivery Locations

This degree and the {University Name} courses are offered at the following locations:

- {University Name and location}
- Select courses may be delivered online and/or in a mixed delivery format (i.e. a mix of online and face-to-face instruction at the {University Name and Location} or at an off-campus location)

Online Orientation

Orientation is required for students who register for an online course. They must first demonstrate competency. This may be done by taking a tutorial and quiz or by submitting a waiver request (for those who have already taken and passed online courses). First check with the department that offers the class to determine their particular needs regarding registration for online course work and/or your {University Name} advisor.

Advising Notes

It is recommended that potential applicants meet with an advisor to review the degree, course schedule, and have any questions answered prior to completing an application. Students who are completing the MACRAO Stamp may have different general education course requirements for the particular degree selected. Meeting with a {University Name} advisor prior to the selection of any electives or general education classes shown above could reduce the chance of completing a course that will not apply toward the selected degree. Once admitted, students must continue to meet with an advisor as they work towards graduation.

Indemnification

To the extent permitted by law, {University Name} and {Community College Name} agree to indemnify and hold one another harmless from any and all claims initiated by student participants, their parents, survivors, or agents, arising from any negligent acts or omission on the part of either institution or any of their employees.

Articulation Agreement

This Agreement shall commence as of the 6th day of February, 2014, and shall continue until terminated by either party. Termination by either party requires ninety (90) days prior written notice. {University Name} or {Community College Name} may terminate this Agreement by providing the other party with written notice, by first class mail, of the termination of the Agreement.

{University Name}
 {University Address}
 {University Phone Number}
 {University Department Chair Name and Signature}
 {University College Dean Name and Signature}

{Community College Name}
 {Community College Address}
 {Community College Phone Number}
 {Community College Department Chair Name and Signature}
 {Community College Dean Name and Signature}

Effective February 2014

APPENDIX

C: REVERSE TRANSFER AGREEMENT (sample)

**CONSORTIUM AGREEMENT
REVERSE TRANSFER ASSOCIATE DEGREE INITIATIVE**

between

{UNIVERSITY NAME}

and

{COMMUNITY COLLEGE NAME}

{University Name} and {Community College Name} have reached certain mutual understandings which will enable both institutions to partner to assist students who have transferred to {University Name} to complete an Associate's Degree at {Community College Name}. This agreement is an extension of the transfer relationship between {University Name} and {Community College Name}. This agreement applies to {Community College Name} students who have completed a minimum of {Insert Credit Hours} at {Community College Name} but who transferred to {University Name} before earning an Associate's Degree. The signatories to this agreement commit to work collaboratively to enable qualified students to obtain an additional credential. This agreement is an extension of our efforts to provide a seamless transfer experience and to increase student retention and degree completion.

Each signatory agrees to:

1. Appoint a contact person and liaison for the initiative.
2. Share student information and ensure that the sharing of information is conducted in a manner that is in compliance with FERPA guidelines.
3. Develop a method to track the success of the initiative and share results on an annual basis.
4. Follow parameters of the law and regional accrediting agencies.
5. Develop and document the system, processes, communication and timeline supporting the initiative.
6. Explore opportunities to leverage existing technology in an effort to create an effective, efficient and seamless process.
7. Outline student communication, procedures and advisement assistance to complete degree requirements.
8. Attend partner meetings to continuously monitor the agreement and its outcomes.
9. This Reverse Transfer Agreement may be unilaterally dissolved at any time upon mutual agreement by either institution upon 180 days written notice to the other institution.

AGREED TO THIS {DAY} OF {MONTH}, {YEAR}

{University Name}
{University Address}
{University Phone Number}
{University President Name and Signature}
{University Provost Name and Signature}

{Community College Name}
{Community College Address}
{Community College Phone Number}
{Community College President Name and
Signature}
{Community College Academic Vice-President
Name and Signature}

APPENDIX

D: TRANSFER GUIDE (sample)

Construction Management Concrete Technology Bachelor of Science Degree

{Community College Name} Transfer Guide

General Admission Criteria

To be admitted to this degree, students must enter with a minimum of 48 credits and complete the course prerequisites with a "C" or better (2.0 on 4.0 scale). It is required PHYS 211 (PHY 121) be completed with a "C" or better prior to entry into the program. A minimum 2.5 grade point average is required, and students will need to submit all official college transcripts with their application. (University Name) only accepts transfer grades of "C" or above unless a MACRAO agreement exists.

Course Requirements

{Community College Name}

Course	University (CC Name) Course	Course Titles	Cr. Hrs.
SPE 123	COMM 121	Public Communication	3
ENG 111* or ENG 120* or ENG 123*	ENGL 150	English	3
ENG 112* or ENG 123*	ENGL 211	English	3
ECN 252*	ECON 221	Economics (MACRAO)	3
{CC Name} CC*	VARIES	Cultural Enrichment Electives (one must be 200+ level)	9
{CC Name} CC*	VARIES	Social Awareness Elective (one must be 200 level)	6
CEM 111	CHEM 114	General Chemistry	4
MTH 113	MATH 115	Intermediate Algebra	3
MTH 122	MATH 120	Plane Trigonometry	3
MTH 150	MATH 152	Calculus for Business	3
PHY 121*	PHYS 211	General College Physics	4
BUS 127	MGMT 301	Principles of Management	3
BUS 241	MKTG 321	Principles of Marketing	3
CON 121 and 123	CETM 214	Aggregates and Cementitious Materials	3
CON 124	-	-	3
CON 221	CETM 215	Placed Concrete I	3
CON 222 and 226	CETM 226	Placed Concrete II and Concrete Troubleshooting/Repair	3
CON 251 and 252; OR CON 223	CONM 111	Concrete Masonry Production and Concrete Project Lab	3
CON 227	-	-	2
CST 112	CONM 116	Building Construction Analysis	2
Total {Community College Name} CC Cr.			69

{University Name}

Course	FBU Course Titles	Cr. Hrs.
ACCT 221	Construction Accounting	3
BLAW 301	Legal Environments of Business	3
CETM 327	Hydraulics and Hydrology	3
CONM 112	Plans and Specifications	3
CONM 117	Building Information Technology	3
CONM 212	Soils and Foundations	3
CONM 121	Building Materials	3
CONM 222	Construction Administration	3
CONM 122	Construction Surveying	3
CONM 211	Construction Quantity Estimating	3
CONM 221	Statics & Structures	3
CONM 311	Formwork and Temporary Structures	3
CONM 312	Construction Scheduling	3
CONM 330	CDT Certification Prep (Optional 1 Credit)	1
ENGL 311	Advanced Technical Writing	3
CONM 321	Construction Cost Estimating	3
CONM 324	Advanced Construction Computer Technique	3
CONM 413	Construction Economics	3
CONM 423	Construction Management Professional Methods	3
CONM 430	Power and Process Plant Construction	3
CONM 424	Construction Safety and Management	3
CONM 412	Construction Contracts	3
CONM 499	Construction Project Management	3
Total {University Name} Credits		67
TOTAL CREDITS		136

Contact Information
{University Contact Information}

Delivery Locations

This degree and the {University Name} courses are offered to students at the following locations:

- Fully online– Must have an Associate's Degree in Health Information Technology and current RHIT credentials to be eligible for admission to this program.
- {University Name and Location}
- {University Name} and {Community College Name}

Transfer Student Orientation

All new students to {University Name} are required to complete an orientation. Orientation for incoming freshmen is a one day session that occurs on campus and includes class registration. Eligible transfer students have the option of completing an online orientation or attending an on campus session.

Advising Notes

It is recommended that potential applicants meet with an advisor to review the degree, course schedule, and have any questions answered prior to completing an application. Students who are completing the MTA may have different general education course requirements for the particular degree selected. Meeting with a {University Name} advisor prior to the selection of general education or elective course work may reduce the chance of completing a course that will not apply toward the selected degree. Once admitted, students must continue to meet with an advisor as they work toward graduation.

Online Learning

The "Online Readiness Tutorial" is required for students who register for an online course or are completing an online degree. Students must demonstrate competency in FerrisConnect skills. This may be done by taking a tutorial and quiz, or, for students who have already taken and passed online courses, they can submit a waiver request. Students should check with the department that offers the class to determine its particular needs and/or the Ferris advisor regarding registration for online course work.

Michigan Transfer Agreement (MTA)

Ferris participates in the Michigan Transfer Agreement (MTA). This agreement will facilitate the transfer of general education requirements from one Michigan institution to another. Students may complete the MTA as part of a degree program or as a stand-alone package. The MTA consists of a minimum of 30 general education credit hours as identified by the college or university.

Disclaimer

This is a guide for students who plan to transfer to Ferris State University. This guide is not intended to be a contract with Ferris. The information on this guide is subject to change. Students should contact their community college or Ferris to keep informed of changes. Final responsibility for verifying all transfer information lies with the student. Please refer to the effective and/or revised date on the bottom of the guide.

Transfer Guide effective June 2013
COHP Revised November 2013
TSC/MTA updated Fall 2014

APPENDIX

E: SECONDARY ARTICULATION AGREEMENT (sample)

Tech Prep Articulation Agreement

Enter Postsecondary Institution

AND

Enter High School/Career Center Or Secondary Program Name

The purpose of this agreement is to facilitate the transition of students from high school occupational and/or Career and Technical Education (CTE) program to the **Enter Postsecondary Program Name**. Program is offered at **Enter Location Name**.



General Conditions & Requirements:

1. Enter Text for First Condition/Requirement
2. Enter Text for Next Condition/Requirement

Aligned/Articulated Courses:

Michigan Career Pathway (Secondary): _____

Federal Career Cluster (Secondary): _____

PSN from CTEIS: _____

STATE APPROVED SECONDARY PROGRAM NAME	

CIP Code Number:	_____

Aligned /
Articulated
Programs

POSTSECONDARY PROGRAM NAME	

CIP Code Number:	_____

LOCAL SECONDARY COURSE	SEGMENT

Aligned /
Articulated
with

POSTSECONDARY COURSE	COURSE NUMBER	COURSE CREDITS
		Credit(s)
Total PS Credit(s) Possible:		

Postsecondary Institution will award articulated credit to students for the secondary program according to the condition/requirements as outlined in this agreement. Tech Prep Articulated Credit applies to degrees and certificates. This agreement is valid until date of discard. Attached to this agreement is a Tech Prep 2+2 program of study for this agreement.

Secondary School Information	Postsecondary Institution Information
------------------------------	---------------------------------------

Enter High/School/Career Center Or Secondary School Name
Enter Mailing Address
Enter City, MI Enter Zip Code

Enter Postsecondary Institution
Enter Mailing Address
Enter City, ENTER STATE Enter Zip Code

Secondary Instructor's Signature 77/77/2077
Date

Postsecondary Instructor's Signature 77/77/2077
Date

Secondary Administrator's Signature 77/77/2077
Date
Enter Administrator's First & Last Name, Enter Academic Area

Postsecondary Administrator's Signature 77/77/2077
Date
Enter Administrator's First & Last Name, Enter Title Of Administrator

For the purposes of students enrolling and receiving articulated credit, this agreement remains effective for two additional years after expiration date to permit student access to agreed upon credits.

FOR OFFICE USE ONLY	
Implementation Date: _____	Expiration Date: _____

- Documentation of secondary instructional delivery/segments, which includes the postsecondary delivery (Examples - GAP Analysis, CIP Program Review Summary Document, (2010) Assessment Taken/Passed) is available for review at **Enter Agency Name, Enter Contact Person's Name, Enter Phone Number**.

APPENDIX

F: RIGOROUS PROGRAM OF STUDY (sample)

High School/CTE Agency: _____ PSN: _____
 School/College/University: _____
ENTER CAREER CLUSTER: Enter Cluster Pathway
Career Pathway Program of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers

This Career Pathway Program of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this program are only recommended coursework and should be distributed to meet each learner's educational and career goals. *The Program of Study, used to inform an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college and/or employer requirements.

Education Level	Grade	English	Math	Science	Social Studies/ Sciences	Other Required Courses, Other Electives Recommended, Electives CT 80 Activities	*Career & Technical Courses and/or Degree Major Courses For Administrative and Information Support Pathway	SAMPLE Occupations Relating to this Pathway
Secondary	8	■	■	■	■	■	■	
	10	■	■	■	■	■	■	
	11	■	■	■	■	■	■	
▶ Interest Inventory Administered and Program of Study Initiated for all Learners								
Postsecondary	Year 13	■	■	■	■	■	■	
	Year 14	■	■	■	■	■	■	
	Year 15	■	■	■	■	■	■	
▶ College Placement Assessments-Objective Career Assessment Provided								
Postsecondary	Year 16	■	■	■	■	■	■	
	Year 17	■	■	■	■	■	■	
	Year 18	■	■	■	■	■	■	
▶ Admission/LAB Credit: (If Applicable)								

APPENDIX

G: FAX/ELECTRONIC TRANSCRIPT AGREEMENT (sample)

FAX/ELECTRONIC TRANSCRIPT AGREEMENT *between {University Name} and {Community College Name}*

{University Name} and {College Name} have entered into a Fax/Electronic Transcript Agreement that will allow the community college to send official college transcripts to Ferris State University through secure e-mail, fax or possible other electronic means. Official transcripts may also be sent to Ferris via postal mail. {University Name} will send official transcripts to {Community College Name} by fax or postal mail. This agreement will create a streamlined and more efficient process for sharing official transcripts between {University Name} and {College Name}. Additionally, when applicable, this partnership will help both institutions to identify and encourage applicable transfer students to earn an associate degree from their transfer community college through the Reverse Transfer Agreement. Both institutions recognize that by working together, their collective efforts are much stronger than their individual efforts. Both parties have signed this Fax/Electronic Transcript Agreement setting forth their mutual understandings as follows:

1. {University Name} and {College Name} agree to conform to and follow agreed upon procedural and security standards to ensure the integrity of the student's transcript.
2. Each institution will provide the other institution with contact information and preferred method of transmitting fax/electronic transcripts by completing the Fax/Electronic Transcript Agreement Contact Form.
3. Transcripts received by Ferris through e-mail must be sent in a secure and agreed upon manner. Transcripts must be sent by and sent to the specified e-mail address on the contact form. Transcripts not sent utilizing this process will not be considered official.
4. Transcripts sent by fax must be sent by and sent to the specified fax number on the contact form. Transcripts not sent utilizing this process will not be considered official. Fax machines must be physically located in the Admissions or Registrar's office at both institutions.
5. Faxed transcripts must be sent on white paper for legibility. All faxed transcripts must be accompanied by a cover sheet that includes the sending school name, location and logo. The fax cover sheet must also include the number and names of transcripts being sent along with the date and time that the fax is sent and the name and title of the individual sending the fax.
6. Official transcripts may be sent by postal mail to the specified mailing address listed on the contact form.
7. This Fax/Electronic Transcript Agreement may be unilaterally dissolved at any time upon mutual agreement by either institution upon 180 days written notice to the other institution.

AGREED TO THIS {DAY} OF {MONTH}, {YEAR}

{University Name}
{University Address}
{University Phone Number}
{University President Name and Signature}
{University Provost Name and Signature}

{Community College Name}
{Community College Address}
{Community College Phone Number}
{Community College President Name and
Signature}
{Community College Academic Vice-President
Name and Signature}