



Standards and Guidelines Manual  
of the  
New York State Transfer and  
Articulation Association  
(NYSTAA)

The New York State Transfer and Articulation Association would like to extend a special thank you to our colleagues who contributed to the development of the Standards & Guidelines Manual

Gail Akin	SUNY Oswego
Sarah Anderson	SUNY College at Buffalo
Gloria Battaglia	Onondaga Community College
Billie Bedford	Finger Lakes Community College
Colleen Butler	Regents College
Maria A. Corso	SUNY Oswego
Lynne P. Dooley	Regents College
Patricia Durgin	Cazenovia College
Howard Gordon	SUNY Oswego
Gery A. Kopryanski	D'Youville College
Jennifer Mailey	Corning Community College
William J. Mein	Clarkson University
Norman Muir	Keuka College
Donald Young	Wells College

NYSTAA would also like to thank the following individuals who contributed their time towards the revision of the Standards & Guidelines Manual

Christopher Belle-Isle	Monroe Community College
Jennifer Gottdeiner	University of Buffalo
Jennifer Mailey	Corning Community College
Susan Manfred	SUNY Potsdam
Marian M. Nicoletti	Rochester Institute of Technology
Roger Sullivan	SUNY Oneonta

Thank you for your dedication to NYSTAA, your time and willingness to share your expertise



**New York State Transfer and Articulation Association****Standards and Guidelines Manual****Table of Contents**

<b>Introduction</b>	<b>1</b>
<b>Articulation Agreements</b>	<b>6</b>
<b>Advocacy</b>	<b>8</b>
<b>Eliminating Barriers to Transfer</b>	<b>10</b>
<b>Recruitment and Marketing</b>	<b>12</b>
<b>Admissions Process and Procedures</b>	<b>14</b>
<b>Academic Advisement</b>	<b>16</b>
<b>Credit Evaluation Policies</b>	<b>20</b>
<b>Registration</b>	<b>22</b>
<b>Access to High Demand Programs</b>	<b>24</b>
<b>Support Services for Transfer Students</b>	<b>26</b>
<b>Transfer Student Referrals</b>	<b>28</b>
<b>Dissemination of Information to Students</b>	<b>30</b>
<b>Institutional Partnerships</b>	<b>32</b>
<b>Financial Assistance and Scholarship Opportunities</b>	<b>35</b>
<b>Training and Orientation Programs</b>	<b>36</b>
<b>Conduct and Ethics</b>	<b>38</b>

# **Introduction**

## PURPOSE OF NYSTAA AND THE STANDARDS AND GUIDELINES MANUAL

The New York State Transfer And Articulation Association, NYSTAA, was established in 1993 and includes an ever-growing membership of higher education professionals representing two-and four-year colleges and universities in New York State and the northeast. NYSTAA was established to facilitate the mobility of transfer students in higher education and to promote the professional development of its members. It provides a forum for discussion, debate, and the exchange of ideas pertaining to transfer issues activities and new developments in the field. Through the work of NYSTAA, the transfer of college students between institutions will continue to be enhanced.

NYSTAA was also created to establish, disseminate, revise, and advocate professional standards and guidelines for practitioners working with transfer students and transfer issues. Since college faculty and staff have diverse backgrounds and varied responsibilities, this manual was developed to assist professionals in serving transfer students and addressing transfer and articulation policies, concerns, and practices.

The initiatives and work performed by NYSTAA is on-going. The standards and guidelines will change as the knowledge and practices associated with transfer issues in higher education continue to evolve. In the effort to keep The STANDARDS AND GUIDELINES MANUAL current, information and materials will be reviewed and updated regularly.

## WHO SHOULD USE THE STANDARDS AND GUIDELINES MANUAL

The following professionals will find the information contained in the *Manual* helpful in working with transfer students and serving their needs.

Academic Advisors  
Academic Affairs Professionals  
Admissions Professionals  
Career Counselors  
College Deans  
Department Chairpersons  
Enrollment Management Officers EOP/HEOP Counselors  
Faculty  
Financial Aid Advisors  
Fiscal Services Professionals  
Registrars  
Secondary School Counselors  
Students  
Transfer/Articulation Coordinators Transfer Credit Evaluators

## NYSTAA GOALS AND OBJECTIVES

The primary purpose of **NYSTAA** is to facilitate the transfer of students in higher education and to promote professional development of its members. The organization was formed in order to accomplish the following specific objectives:

- Act as a forum for members to explore transfer issues and discuss possible solutions.
- Assist in the development of articulation and transfer agreements.
- Bring together professionals to share knowledge and resolve transfer issues.
- Conduct research on transfer issues.
- Promote professional development.
- Establish **NYSTAA** as the authority on transfer and articulation.
- Develop a statewide presence by establishing leadership in the field of transfer.
- Work with other professional organizations to promote transfer, articulation agreements and the development of ethical transfer policies.
- Maintain professional transfer standards and guidelines.
- Develop, distribute, and analyze data pertinent to transfer issues.
- Make significant contributions to knowledge about transfer issues.
- Promote the use of advanced technology in the transfer process.
- Conduct research to ensure continuous quality improvement related to transfer issues and practices.
- Expand and diversify organizational membership.
- Increase organizational visibility through conference participation, professional publications, transfer workshops and regional meetings.

## PROMOTING TRANSFER OPPORTUNITIES

Transfer is an increasingly common occurrence in higher education. Professionals working with transfer students have an obligation to identify and enhance transfer opportunities. This requires close working relationships between faculty and staff at both two- and four-year institutions. Eliminating transfer and articulation barriers allows qualified students to move from one educational level to another, or from one institution to another, without unnecessary roadblocks being put in their way.

### What Can Be Done to Promote Transfer:

- Establish statewide articulation and transfer agreements and encourage uniform transfer policies and practices.
- Establish offices to provide services for transfer students on two and four year college campuses.
- Formulate strategies for the delivery of services to transfer students.
- Develop and communicate institutional policies that support transfer students and the transfer process.
- Develop joint/dual admission opportunities.
- Create course equivalency/articulation guides.
- Encourage similar academic calendars.
- Provide cross registration options.
- Identify prospective transfer students.
- Provide accurate and timely academic advisement.
- Promote college fairs and transfer programs .
- Identify and meet the informational needs of transfer professionals and students.
- Develop on-going training programs for professionals involved with transfer issues.
- Promote early awareness of transfer opportunities and the transfer process in secondary schools.

## SERVING DIVERSE TRANSFER POPULATIONS

The external environmental factors which will influence the future of higher education include the continuing evolution of the lifelong learning culture, increasingly diverse and variously prepared learners, and an expanding array of providers of college-level learning. Diversity is one of the most critical issues facing higher education today. Professionals working with transfer students strive to integrate the concept of diversity into all aspects of the educational process. Through the recruitment and retention of students who reflect the society in which we live, through curriculum and academic advising, through the delivery of services to students, and the support of practices that contribute to the diversity of campus life. We support the diversity of ethnic and cultural traditions and of different perspectives related to gender, age, race, ethnicity, disability, sexual orientation, and religion. NYSTAA is committed to the education of all students for a pluralistic world and to environments which can embrace diversity.

# **ARTICULATION AGREEMENTS**

## ARTICULATION AGREEMENTS

**NYSTAA** supports and encourages the use of articulation agreements between institutions of higher learning. Transfer articulation agreements should be written to meet the following objectives:

- Articulation agreements should be designed to enhance the transfer process for both student and institution by providing an unencumbered transition of courses and credits from one college or university to another.
- Articulation agreements should be routinely reviewed by cooperating institutions to make proper adjustments or modifications within the document and to reflect any changes in academic requirements or institutional policies.

Every institution should designate a professional staff position to facilitate transfer agreements. This staff member should be responsible to communicate regularly with other colleagues involved in the transfer process. Effective professional training for this position should foster an understanding of transfer admission and enrollment policies. The responsibilities of this position include:

- Facilitate the signing and implementation of transfer articulation agreements. Update articulation agreements on a continuous basis.
- Establish professional relationships through campus visitation and communication.
- Communicate regularly with Admissions and other appropriate offices on issues and concerns related to transfer and articulation.
- Be involved in curricula changes, college policies, or requirements that may impact student transferability.
- Facilitate faculty involvement in the transfer articulation process.
- Participate in college committees responsible for academic policies, curriculum, admission requirements, registration, and other transfer-related issues.
- Routinely prepare reports on the academic progress of transfer students and other related data. Share this information with all appropriate internal and external colleagues.

# **ADVOCACY**

## ADVOCACY PRACTICES

**NYSTAA** encourages recognition and support of transfer students through a well-defined program of proactive advocacy. A major goal of advocacy initiatives is coordination of students' needs with available services and resources to ensure educational opportunities for all students. To accomplish this important service, professionals working with transfer students will find the following activities helpful:

- Provide on-site training for transfer counselors and faculty advisors in the areas of academic policies, course equivalencies, and new or revised programs.
- Provide access to articulation agreements.
- Coordinate regular meetings between two and four-year transfer coordinators to review articulation agreements, admission procedures, changing department or degree requirements, and student issues and concerns.
- Work with students at two-year campuses to assist in their understanding of the transfer process.
- Provide advocacy for transfer issues on appropriate campus committees.
- Establish relationships with academic departments to ensure a smooth transition for transferring students.
- Serve as an ombudsman for transfer students, providing assistance with advisement, career development, credit evaluation and other transfer related issues.

# **ELIMINATING BARRIERS TO TRANSFER**

## **ELIMINATING BARRIERS TO TRANSFER**

Colleges and universities that commit themselves to facilitating transfer and articulation recognize transfer as an opportunity to attract additional students, establish relationships with other institutions, and diversify the college community. All too often however, transfer students discover difficulties that impede a smooth transition to the transfer institution. The following suggestions can enhance and improve the transfer process:

- Inform students of existing articulation agreements. Advise them of the appropriate program for transfer.
- Encourage students to pursue their educational goals.
- Encourage the discussion between faculties regarding issues related to course and program equivalency and comparability.
- Prepare and assist students throughout the transfer process.
- Design special orientation programs for incoming transfer students.
- Promote early transfer planning and application.
- Communicate admissions policies, procedures and deadlines, to assist students with the transfer process.
- Offer college publications or literature aimed at the transfer population.
- Assist students with individualized academic planning.
- Be sensitive to the unique backgrounds and needs of transfer students. These students are a highly diverse group in transition who may require special programs and services.
- Provide transfer students with a welcoming and supportive environment.

# **RECRUITMENT AND MARKETING**

## RECRUITMENT AND MARKETING

Developing key recruitment and marketing strategies is integral to the planning process for academic institutions. These strategies should be designed to satisfy the needs of transfer students and provide access to transfer programs. The following are suggested guidelines for conducting effective recruitment initiatives:

- Provide clear, accurate information in an admissions brochure designed specifically for transfer students. This includes information about curriculum, transfer of credit, admissions, financial aid, campus life, and off-campus opportunities. Review and update brochures and literature on an ongoing basis.
- Identify and explain admissions requirements, application procedures, deadlines, and tuition and student fees in application materials.
- State all anticipated institutional expenses a student can expect to incur from the point of applying for admission to enrollment. Be clear about financial aid procedures, opportunities and deadlines. This includes merit-based and need-based financial aid.
- Establish expanded financial advising programs as a customer service for transfer students.
- Ensure individuals representing the institution (alumnae/alumni, faculty, students, and staff) are trained and have accurate, up-to-date information. Additional training for the recruitment of transfer students should be provided.
- Conduct special events and campus visits for transfer students.
- Dedicate time and institutional resources on prospective transfer. Gear recruitment efforts toward attracting those students who can best be served by the institution.
- Develop and maintain relationships with key representatives from other campuses including admissions, transfer and placement, financial aid, and counseling professionals.

# **ADMISSIONS PROCESS AND PROCEDURES**

## ADMISSIONS PROCESS AND PROCEDURES

Many students transfer from one college to another each year. To ensure a smooth transition from one institution to another, students need specific information about the transfer process, admission procedures, and policies of the schools to which they are applying. The following may be helpful in facilitating the admission process for transfer students:

- Encourage students to begin the transfer planning process as early as possible. Help students identify possible curriculum choices to pursue, thus providing a strong foundation for the eventual transfer.
- Advise students to take courses that are equivalent/articulated matches to courses at the four-year school. Suggest any courses that may ultimately benefit the transfer student.
- Work closely with the admissions or other appropriate offices to review transfer credit and provide a clear understanding of remaining academic requirements.
- Formalize articulation agreements and foster transfer guarantees between institutions. Update agreements on a regular basis.
- Provide clear and precise information to transfer students about admission procedures and standards established by various schools. This includes accurate information regarding admission deadlines, conditions for acceptance, registration procedures, and financial aid.
- Encourage students to request credit evaluations prior to admission. Information should include applicable transfer credits earned to date, applicable transfer credits in progress, and remaining degree requirements after transfer.
- Maintain current information about financial aid opportunities and scholarships including required financial aid forms.
- Encourage students to develop a checklist of application requirements for each institution to which they are applying. Items may include fees, official college/high school transcripts, letters of recommendation, SAT or ACT scores, other placement test scores, interview requirements and financial aid forms.
- In order to ensure proper program planning, ease of transfer and assurance of credit applicability, provide transfer students with a contact person at the receiving institution.
- Encourage students to establish a checklist of post-acceptance requirements, which may include the payment of tuition, housing, or other deposits, as well as the submission of final official transcripts, health forms, and financial aid materials.

# **ACADEMIC ADVISEMENT**

## ADVISOR RESPONSIBILITIES

Good academic advising involves helping transfer students define and develop realistic goals and successfully matching individual needs with available institutional resources. The following are suggested responsibilities of the academic advisor:

- Know each student well enough to be aware of individual academic, educational, or special needs and how these needs affect the student's educational career goals.
- Be available to students on a regular basis and maintain a schedule of office hours for advising appointments.
- Help transfer students obtain maximum benefit from their educational experience by helping them understand the opportunities offered by the institution.
- Maintain complete and accurate records for all advisees.
- Provide assistance to transfer students in the exploration of educational options and the planning of an optimal academic program.
- Encourage personal and academic self-sufficiency and self-confidence in each student.
- Know and understand the institution's degree requirements, prerequisites, resources, and policies.
- Refer students to campus resources and services to meet their individual needs.
- Attempt to understand transfer students' concerns from the student's point of view.
- Evaluate the effectiveness of the advising process on a continual basis.
- Serve as a student advocate when necessary.
- Be sensitive to the diversity of transfer students recognizing the individual issues they bring to campus.

## **TRANSFER STUDENT RESPONSIBILITIES**

Transfer students share responsibility for the success of the advisement process. In order to do this effectively, the student should:

- Take initiative in seeking advisement and developing a relationship with their advisor.
- Become familiar with the institution's advising services. career development center, student services office, and other campus resources.
- Be prepared; obtain necessary forms, applications and other relevant materials.
- Request current information on academic policies, procedures, requirements and deadlines. Read the catalog.
- Accept responsibility for academic choices.
- Develop academic, career, and personal goals.
- Seek help and guidance from an advisor when needed.
- See that official academic records from other colleges/universities are sent and received for evaluation.
- Verify that evaluations of transfer credit are complete and accurate.
- Consult with an advisor before changing majors, transferring to another college, or withdrawing from the institution.
- Maintain copies of degree plans, progress reports, general education evaluations, transfer credit evaluations, and other documents.
- Discuss career opportunities and options with an advisor knowledgeable in that specific area.
- Follow through with the appropriate action after each advising session.

## **RESPONSIBILITIES OF THE INSTITUTION**

Transfer and transfer-related issues are important components of academic advising at both two- and four-year institutions. The manner in which colleges and universities handle and deliver advisement services will vary with the special needs of their students and programs. The following guidelines are suggested for meeting the needs and expectations of transfer students.

- Provide students, faculty, academic advisors, and administrators with information concerning the college's programs, policies, procedures, and services.
- Coordinate the delivery of advisement services to transfer students.
- Formulate and administer academic advising programs to meet the diverse needs of students.
- Maintain individual student records, including transfer credit evaluations.
- Develop, update and disseminate academic advising materials and forms to academic advisors.
- Conduct training sessions and workshops for faculty and academic advisors.
- Review, evaluate and revise advisement programs and services on a regular basis.

# **CREDIT EVALUATION POLICIES**

## CREDIT EVALUATION POLICIES

A successful collaboration between institutions is based on transfer credit policies and comprehensive articulation agreements which address the transfer of credit-bearing course work from one institution to another. Policies for the evaluation of credit are integral to the agreement. The process of transfer credit evaluation can be facilitated by the following:

- Use computer-based articulation systems which help to standardize information and distribute it more efficiently.
- Identify course work applicable to transfer-degree programs.
- Be familiar with any special information regarding transfer courses and credits.
- Encourage faculty, administrators and transfer counselors to take an active part in the credit evaluation process and the formulation of transfer credit policy.
- Increase communication and contact between two- and four-year schools to learn more about degree offerings, transfer of credit and credit evaluation policies.
- Develop and implement procedures and policies which optimize and ensure the transferability of credit between institutions.
- Evaluate course work to determine its applicability to transfer programs. Develop a comprehensive master list of all transferable courses offered by the transfer institution. Indicate how each course fulfills curriculum requirements. Communicate this early and clearly to transfer students.
- Make clear to students how transfer credits will apply toward degree requirements. Identify the remaining courses, credits and requirements a student will need to complete at the receiving institution.
- Inform students of alternative credit sources, i.e., college proficiency examinations, nontraditional/distance learning courses and portfolio assessment options.
- Review and re-evaluate transfer credit to reflect changes in academic program requirements and curriculum offerings. Communicate this to other college departments and institutions.
- Utilize faculty as a resource for evaluation of course content and credit transfer.
- Maintain on-going working relationships with instructional departments and articulation representatives at transfer institutions.
- Prepare and regularly update advising manuals, transfer documents and scheduling guidelines to provide uniform and accurate information regarding credit-evaluation policies

# **REGISTRATION**

## REGISTRATION

The course registration process on college campuses should be student centered and user-friendly.

- Conduct presentations relating to procedures for academic advising, course changes, cancellations, or additions and registration guidelines and deadlines for transfer students.
- Develop a special registration program for new transfer students. This process would allow these students to register early, or at the same time as currently enrolled students.
- Implement degree-program auditing for effective collaboration between professionals working with transfer students. By utilizing this technology, professionals are freed from routine tasks and are better able to serve the academic and personal needs of students.
- Implement and/or support systems, services and publications that support and facilitate the registration process for transfer students.
- In conjunction with academic advisement, develop a system which would improve transfer students opportunity to obtain required sequential major courses their first semester.
- Conduct regular evaluation of the registration processes.

# **ACCESS TO HIGH DEMAND PROGRAMS**

## ACCESS TO HIGH-DEMAND PROGRAMS

High-demand programs are popular academic disciplines which have limited enrollment for a variety of reasons including costs, state regulations and other conditions external to the institution. Transfer students now make up a large portion of the incoming class at four-year institutions. They enter with many of the general education courses completed. These students are at risk for not obtaining the courses required for their major. To avoid this, professionals at both the sending and receiving institutions need to work together to ease the transfer process. Transfer counselors can assist students who are considering transferring to high demand programs by:

- Supporting potential transfers in exploring the career opportunities for graduates of high demand programs, the real nature of the field, and the skills needed to succeed in that particular career.
- Working with transfer students as well as academic advisors at both sending and receiving institutions to maximize program articulation and the transferability of credit.
- Encouraging transfers to begin the admissions process to all high demand programs in a timely fashion.
- Linking transfer students with key departmental advisors and/or student advocates at four year receiving institutions.

Professionals working with transfer students at the four year receiving colleges should:

- Help prepare incoming transfer students for disciplines they are entering. Make sure students are aware of all required courses in their major.
- Encourage transfer students to take responsibility for their academic program. They should be expected to ask questions, read relevant program material, consult with faculty or advisors and have materials ready for the registration process. This will increase the likelihood of getting into a high-demand program with its attendant coursework.
- Make sure transfer students work closely with an advisor when required courses are not available. Alternative program planning should be discussed.
- Understand that transfer students who are accepted to their program should be treated as a valuable component of their student body and recognize their need to have access to high-demand classes.
- Keep the registration cap high on particularly high-demand classes in order to provide access for incoming transfer students
- Encourage students to take course work that will prepare them for higher-level courses or move them forward toward degree completion.
- Prepare long-range schedules for subsequent semesters to facilitate program planning and completion.

# **SUPPORT SERVICES FOR TRANSFER STUDENTS**

## STUDENT SUPPORT SERVICES

Student support services assist transfer students in adjusting to their new college environment, determining their educational goals, and encouraging individual development and growth. The following can serve to enhance the transfer student's college experience:

- Offer transfer support services designed to advise and counsel students in selecting a transfer college. These may include a computer-assisted college search database, an extensive and up-to-date library of college catalogues and assistance through the application process.
- Provide help to students who have concerns relative to their educational plans and progress, including transfer to a four-year college or university. Counselors should be available to provide expert individual assistance.
- Establish an atmosphere in which students feel free to speak openly with advisement staff, knowing what is discussed will be held in confidence.
- Promote student self-advocacy.
- Recognize that academic success is affected by many aspects of life outside the classroom.
- Advocate support services beneficial to transfer students, including such programs as child care services, veterans' affairs services, and programs for students with special needs.
- Recognize transfer student needs and make appropriate referrals for support services.
- Develop and promote orientation programs that address issues relevant to transfer students. Topics should include institutional policies and procedures, academic standards and requirements and code of conduct.
- Inform transfer students of available campus-sponsored activities and organizations. These include advisement for registration, career development and transfer, clubs and student organizations, student government, sports and cultural programs, library and media services and computer resources.
- Encourage participation in academic honors programs.
- Provide a forum for recognition of transfer student achievement.
- Promote social functions which encourage transfer students to interact and share information and resources.
- Assist in transfer students' adjustment by developing support groups, mentoring programs, buddy systems, or other initiatives to help students achieve and thrive in their new environment.

# **TRANSFER STUDENT REFERRALS**

## TRANSFER STUDENT REFERRALS

Advisors and other professionals working with transfer students should be familiar with the referral resources available to students with many types of needs and concerns. Transfer students frequently come to an institution with unique concerns which involve articulation, credit transfer, and adjustment to the new campus. Effective support for incoming transfer students can be achieved by the following:

- Conduct transfer orientation programs for students who are new to the campus. Such programs should familiarize students with academic requirements and emphasize personal and social adjustment.
- Design and distribute a comprehensive student handbook/resource materials which provide information about the institution. This handbook should include information about academic advisement, career placement, computer resources, financial support, library and learning resources, campus life, safety and crime reporting, disabled student assistance, community resources, recreational opportunities, health services, substance abuse treatment, professional counseling, etc.
- Be aware of transfer students' unique needs and concerns, providing them with appropriate and realistic resolutions to their problems. Make appropriate referrals.
- Encourage students to take advantage of the opportunities and campus resources that will help them be successful students and citizens.
- Exhibit a caring attitude toward students and assist them in solving problems.
- Maintain confidentiality and respect students' rights to privacy.

# **DISSEMINATION OF INFORMATION TO STUDENTS**

## **DISSEMINATION OF INFORMATION TO STUDENTS**

Timely and accurate information regarding the transfer process is essential to the success of all transfer students. The following activities and procedures are recommended:

- Develop a comprehensive orientation program for transfer students which addresses admissions requirements and deadlines, academic offerings and requirements, financial aid opportunities, institutional resources, and support services.
- Communicate as early as possible transfer procedures to students interested in transferring to other institutions. Encourage personal responsibility.
- Provide transfer information to students, faculty, and other professionals through newsletters, college newspapers and radio, communication with faculty, individual meetings with students, and transfer workshops and presentations.
- Develop and conduct transfer workshops and presentations designed to provide students with information about transfer services and options. Keep the audience in mind, i.e., traditional students, returning adult students, or students with special needs.
- Organize transfer nights or fairs in collaboration with other colleges and universities to maximize participation.
- Establish a transfer library which includes college catalogues, resource materials, financial aid/scholarship programs, electronic databases/internet access.
- Incorporate current technologies, such as e-mail, in communicating with transfer students.
- Identify key personnel/colleagues at other institutions to smooth the transfer process for students.
- Create opportunities for transfer students to network. Utilize former transfer students and alumni if available.
- Establish a transfer services component on your institution's home page.
- Provide handouts, student handbooks, credit-evaluation checklists, or other materials which identify transfer policies and procedure at various institutions.
- Develop and utilize a transfer-credit evaluation form which identifies all transferable credits and the requirements they fulfill. Indicate additional credits and requirements that will need to be completed. Make sure students clearly understand the pre-enrollment assessment.
- Promote and encourage students to attend any available orientation or mentoring sessions and stress the importance of receiving timely and accurate information regarding transfer issues.
- Serve as an advocate for transfer students by easing their transition between colleges.
- Examine and evaluate transfer policies and procedures as well as advisement services, to ensure student needs are being met.

# **INSTITUTIONAL PARTNERSHIPS**

## INSTITUTIONAL PARTNERSHIPS

An accurate and consistent flow of communication and information between institutions is required to establish close working relationships. The following ideas and activities are useful in promoting information sharing in an effort to better serve transfer students:

- Establish articulation agreements with other colleges and maintain regular communication.
- Establish professional relationships with the educational community at other institutions to ensure an on-going exchange of information.
- Identify the information and data needed to be shared between institutions such as: student demographic profiles, available degree programs and requirements, changes in curriculum, admissions policies, fees, financial aid and scholarship offerings, learning resources, advisement and support services, catalogues, publications, and promotional materials, and statistical data regarding enrollment, retention, graduation rates, and career placement.
- Communicate changes regarding institutional programs, policies, and offerings.
- Meet periodically to share information and discuss transfer issues and concerns, or resolve problems.
- Devise a tracking process conforming to FERPA guidelines which monitors the progress of transfer students. This may include data related to academic progress, graduation rates, etc.
- Maintain current course-equivalency data.
- Coordinate and conduct activities designed to increase communication and information sharing which include transfer fairs, regional meetings, professional staff training sessions, and workshops.
- Utilize computer-assisted technology for the exchange of information between institutions.

# **FINANCIAL ASSISTANCE & SCHOLARSHIP OPPORTUNITIES**

## FINANCIAL ASSISTANCE AND SCHOLARSHIP OPPORTUNITIES

Access to financial aid and scholarships is an important consideration for most transfer students. The following guidelines are suggested in order to better serve transfer students in their effort to finance a college education:

- Provide and promote financial assistance and scholarship programs for essential elements in ensuring transfer student success.
- Create a flexible, equitable financial aid program which responds to the needs of transfer students.
- Communicate financial aid policies, procedures, programs, and deadlines to transfer students. Keep current regarding financial aid issues such as changes in regulations, funding, disbursements, etc.
- Encourage the development of transfer scholarships
- Provide transfer students with current financial aid information including the forms and instructions necessary to accomplish transfer to another institution, application deadlines, etc.
- Develop a financial aid checklist. Be sure that students are aware of their responsibilities, which include:
  - Providing verification of continuing enrollment for student loan deferment purposes.
  - Providing a financial aid transcript from the first institution (sent to the receiving institution).
- Encourage students to follow existing exit processes.

# **TRAINING & ORIENTATION PROGRAMS**

## TRAINING AND ORIENTATION PROGRAMS

Professionals working with transfer students should participate in training and development experiences that will prepare them to provide of services for these students. Training efforts should also reflect the unique needs of an institution. Effective advisement requires extensive and on-going staff training efforts. The following suggestions and activities are recommended:

- Establish goals and objectives for the training program which:
  - Provide staff with accurate and timely information about institutional policies and procedures which affect the transfer student.
  - Provide professionals with additional knowledge and skills required to act in their positions. i.e., insight into the transfer perspective.
  - Increase student satisfaction with the transfer process.
  - Develop a comprehensive approach to serving the transfer population.
- Determine training needs and identify participants including: admissions counselors, orientation personnel, academic and career advisors, and faculty advisors.
- Identify the content of the training program. Common themes include:
  - Conceptual issues such as the relationship between staff and transfer students, rights and responsibilities of both groups, the role of advisement in student development and transfer student expectations.
  - Information essential for professionals to perform effectively, This relates to academic offerings, policies and procedures, student information systems, referral services and other institution-specific concerns.
  - Professional skills and behaviors necessary to work effectively with transfer students. These include interpersonal and communications skills, decision-making skills, development of trust and rapport, etc.
- Determine the training method and materials appropriate for the audience.
- Design training sessions with the audience in mind. This includes:
  - Having a clear understanding of the needs of the individuals to be trained.
  - Recognize the level of experience of the trainees.
  - Determine willingness of staff to participate.
- Create an evaluation process which incorporates feedback from the participants.

# **CONDUCT AND ETHICS**

## CONDUCT AND ETHICS

Transfer professionals involved in the recruitment, advisement, or enrollment of students are expected to conduct their affairs with a high standard of service and commitment to both the student and institution. The following guidelines should be observed to ensure professional and ethical behavior:

- Comply with all requirements of the *Family Educational Rights and Privacy Act* (FERPA).
- Maintain confidentiality of all student records and private communications.
- Ensure transfer students are provided access to services on a fair and equitable basis.
- Avoid conflict of interest in order to deal objectively with transfer students.
- Provide an accurate and honest representation of institutional programs and policies, avoiding comparisons of other colleges and universities.
- Provide full disclosure during the transfer process (and before enrollment) of credits transferred, courses needed to graduate, and time and credits needed to complete degree requirements.
- Maintain student needs above institutional needs.



Standards and Guidelines Manual of the  
New York State Transfer and Articulation Association  
(NYSTAA)

revised March 1999