



**DARE TO DO MORE**

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# **Transfer Policy: The Least Sexy Title Ever!**

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# Today

- Are you transfer friendly? Are you sure?
- How and where to look at policy
- Policy implications
  - Special look at the Excelsior Scholarship!
- Crafting and changing policy



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# Reflection on John Gardner

- Who here thinks transfers get the short end of the stick?
- Whose fault is that?
- Solutions?

# Of course we love transfers!

- How are they prioritized?
  - Who are your transfers?
    - Do you differentiate?
    - Are your transfers and freshmen coming from the same pool, or are they different populations?
  - What services are available?
  - Who sets the policies that impact transfers the most?
    - Enrollment managers love transfers. Faculty hate them.
  - Transfers as “other”: the difference between separation and segregation
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# Admissions

- Admissions
    - Application requirements?
      - Do they reflect holistic transfer review for student success, or are they abridged versions of freshman applications?
    - Admission dates?
      - For them, or for you?
    - Recruiting priorities?
      - Is there space created for transfers, or do transfers get available space?
    - Articulations?
      - Do you have them? Why?
  - Intentional Transfer
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# Financial Aid

- Financial Aid
    - Scholarships & Grants (Institutional, Perkins, etc.)
      - Are they available to transfers?
      - Are they available in the same way as for freshmen?
    - Honors programs/opportunities
      - Is there funding for honors? Is it available to transfers?
    - Notification of award
      - Go back to dates – how does financial aid awarding sync with admissions, deposit, orientation, and registration deadlines/start dates?
      - Is your aid package clear, transparent, and accurate to the student who it's addressed to?
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# Credit Review

- What is included in your credit evaluation?
    - Does “transferable” mean, “applicable?”
  - When is your credit evaluation available?
    - Admission, before/after deposit, after enrollment?
  - How is it presented?
    - List vs. degree audit
  - Who does the evaluation?
  - What gets evaluated?
  - How is consistency maintained?
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# Strategic Planning

- Policy Inventory
- Think outside of “transfer” policies for policies that impact transfers.
- Start with winners.
- Present the benefits to the institution, not just the students.
- I don’t know it for a fact, I just know it’s true.
- Data, data, data. Build your case.
- Work on the gatekeepers, not just your allies.
  - Allies that are not useful are just friends.
- Play the long game.
- Don’t be afraid to go big, and don’t be afraid to play taboo cards.



# Examples

- Transfer students admitted to degree or certificate programs may transfer to LaGuardia credits earned at other **accredited** colleges or universities either in the U.S. or the equivalent earned outside the U.S. for courses that are **comparable** to those offered at LaGuardia. Transfer credits are evaluated by the Transfer Credit Office, C102 **prior to or during the first semester of attendance** in a degree program at LaGuardia. The maximum number of credits to be granted toward the degree is **30 and 10** toward a certificate. Transfer or freshmen status is **determined by the student at the time of application and cannot be changed after a student registers at LaGuardia.**



## Examples

- Transfer credits in English: Transfer credits may be awarded for college-level English courses taken at post-secondary institutions in the U.S. and English-speaking countries. Results of the City University of New York's ACT placement exam affect the transferability of English courses. English credits are not awarded for a college-level English course taken at post-secondary institutions in countries where English is not the primary language.
- Transfer credits in foreign languages: Students who have taken an elementary-level foreign language course at another institution and wish to receive transfer credits must complete an intermediate-level course before transfer credit will be awarded.



# Examples

- Transfer credits in mathematics: Transfer credit will be awarded for the equivalent of statistics, pre-calculus or better provided the student has met LaGuardia's passing standard on the math skills assessment test. Those students with a math skills assessment test score below our minimum standard will be required to take remedial courses in order to receive transfer credit for their prior math courses, unless a waiver of the remedial course is granted by the Mathematics Department.
- Transfer credits in religious studies: Transfer credit may be granted for theological or religious courses where those courses come under the heading of philosophy. The chairperson of the Humanities Department shall make this decision.



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# Policy Implications

- Excelsior “Scholarship”
  - Transfer eligibility
- Satisfactory Academic Progress
- Pell and TAP eligibility
- Completion, retention, graduation
- Who is impacted? What are the long-term ramifications?
- Higher ed is not in a vacuum.

Following is a simple tool / template for you to conduct your own initial policy analysis of the relative status at your institution of the relative status of both populations of students.

Basically, this is an inventory of the policies that are directed towards transfer students and which can be used to compare with comparable policies for first-year students.

Consider then the relative policies applying to first-year  
versus transfer students for:

# Initial Policy Analysis Template

- Application deadlines for admission
- Capacity for slots: total institutional and in academic sub units in any given academic term
- Financial aid awards: institutional monies, need versus merit based, special awards for first-year versus transfer students—amounts and eligibility guidelines

# Initial Policy Analysis Template

- Continued eligibility for such awards after first year of enrollment
- Eligibility for on-campus residential accommodations
- Application deadlines for housing
- Priority for allocation of available spaces in housing
- Eligibility for participation in student organizations, clubs, teams, student government, etc.

# Initial Policy Analysis Template

- Eligibility for leadership positions in student organizations
- Allocation for admission slots into high demand majors
- Registration priority and deadlines
- Availability of student organizations devoted to supporting this cohort
- Availability of special orientation and advising initiatives to support this cohort



# Initial Policy Analysis Template

- Stipulations that certain forms of student support be required versus optional for these populations
- The existence on campus of a high level academic officer with specific responsibility for the welfare of this cohort
- In like manner, the existence of an advocate, at the institutional level, for the needs of this population, other than and beyond processing by Enrollment Management

# Initial Policy Analysis Template

- The priority for making available “High Impact Practices”
- The availability of a college success course for this cohort
- The availability of such curricular cohorts as learning communities
- Availability of opportunities for on-campus employment
- Availability of opportunities for internships, practicum experiences and study abroad (with financial aid support)

# Initial Policy Analysis Template

- Internal systems of accountability for retention and graduation rates for this population
- A priority for addressing needs of this population as expressed in the institution's strategic plan
- Being on the priority list and attention agenda for senior leaders and spokespersons
- A priority for gathering, analyzing, discussing institutional research data