



INDIANA UNIVERSITY

Transfer Action Caucus

# REPORT

Moving Forward with Access | Accuracy | Application

June 2021



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## MISSION OF UNIVERSITY TRANSFER OFFICE

*...is to ease student transition through improved access, accuracy, and application of credit toward degree attainment.*

## EXECUTIVE SUMMARY

The Transfer Action Caucus focused on students and credits. It invited campus representatives to audit transfer processes and aid in **removing leaks in the transfer pipeline** to enable maximum campus ROI on enrollment and admission metrics through a 'pivot fast' decision-making model.

*"Becoming transfer friendly has been a strategic priority for IU since 2015. Transfer matters and so do the students who see IU as their degree home. ... it is imperative students who transfer to Indiana University find us to be inviting, informative, and supportive in the pursuit of their academic goals"*

*-EVP Applegate*

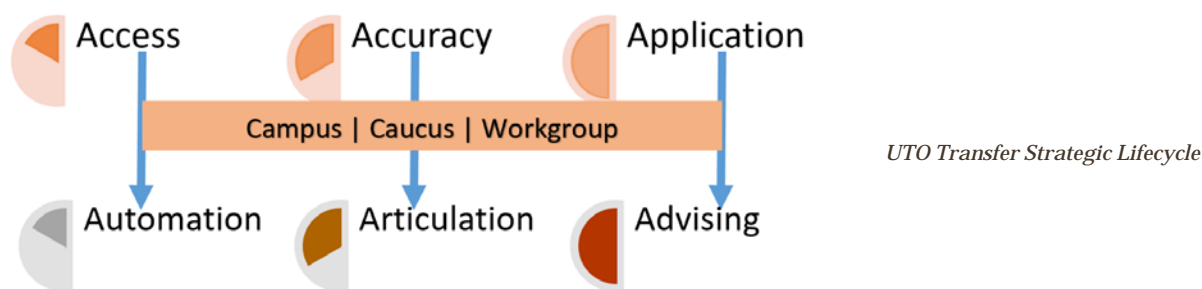
The primary recommendation of the Indiana University Articulation & Transfer Committee is that faculty purview be the most significant driver in the final decisions of any transfer of credit or transfer credit policies and that these general guidelines serve as the building blocks for a University-wide policy on transfer credit.

Translating faculty determinations on course articulation to enrollment decisions is key to connecting prospective transfer students to Indiana University. Through the work of the Transfer Action Caucus, the University Transfer Office continues to build on the mission of Access, Accuracy, and Application toward a refinement of process automation, curriculum-focused articulation pathways, and student-centered information available for advising conversations.

In the past decade, Indiana University has evolved, like many other universities and colleges nationally. The shift from creating institutional ways to help high school students transition (recruitment>application>admissions) to a shift in credit transfer for all students ushers in new outcomes. At IU our focus is on access, accuracy, and application of all credits for all student types. To accomplish this, we launched transfer initiatives, practices, policies, partnerships, and transparency supports around the concept of *transfer active*<sup>1</sup> students—any student who brings credit into IU.

In expanding the focus of transfer from the traditional definition (those coming to the university with 12 or more postsecondary credits after high school graduation) to *all* students with prior or outside credit, IU makes use of credit and articulation policies to bridge the way students construct their educational experience with the learning application defined by the faculty. This means that whether students are easing into their postsecondary experience or creating their own sprint process, credit application facilitates cost and time savings while maintaining the integrity of the curriculum.

IUs strategic transfer lifecycle enables the focus of this work to be centered on our mission – 3A’s—**A**ccess, **A**ccuracy, and **A**pplication measured through success markers in—**A**utomation, **A**rticulation, and **A**dvising accomplished through coordinated efforts with campus, caucus partners, and specialized workgroups.



## HISTORICAL TRANSFER BACKDROP

Indiana University has welcomed new students through a number of different pathways, both traditional and non-traditional. The more recent interest and efforts on the part of the state to support and further develop student pathways has been the impetus for many of our more recent strategies. The state statutes and strategic planning directives resulted in the enactment of the

1. Transfer Single Articulation Pathway (TSAP)
  - 20 such pathways with two-year colleges

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<sup>1</sup> In 2019, UTO reclassified transfer at IU in order to encompass transfer credit brought into IU by any student. Transfer was relabeled as *transfer activity* with the definition of any credit processed prior to and after IU degree seeking enrollment.

2. Alignment of the Core Transfer Library (CTL) with equivalences
  - Now mapped to over 1,388 course offerings of which, 551 are offered at IU
  - CTL follows common course numbering for 88 courses in six clusters
    - 1) Business,
    - 2) Communication/English/Literature,
    - 3) Humanities/Fine Arts,
    - 4) Life and Natural /Physical Sciences,
    - 5) Math, and
    - 6) Social and Behavioral Sciences.
3. Statewide Transfer Articulation Leadership Committee,
4. Degree map establishment required
  - IU now has 633 active degree maps over 308 degrees
5. Degree credit thresholds
  - 120 credit for bachelors and 60 associates degree
6. Requirement for all new bachelor's degrees to have an established articulation agreement with Indiana's 2-year institutions (IvyTech Community College and Vincennes University) prior to their approval
  - *Now IU has over 50 such active plans and growing with each new degree*

## ICHE Policies

- [Degree Maps \(Indiana Code § 21-12-14\)](#)
- [Approval or Disapproval of Branches, Degrees, and Programs \(Indiana Code § 21-18-9-5\)](#)
- [Common Course Numbering System \(Indiana Code § 21-18-9-7\)](#)
- [Undergraduate Degree Programs: Number of Credit Hours \(Indiana Code § 21-18-9-8\)](#)
- [Transfer of Credits Among State Educational Institutions: \(Indiana Code § 21-42-3-2\)](#)
- [Statewide Transfer General Education Core \(Indiana Code § 21-42-3-5\)](#)
- [Establishing Campus Admission Policies \(ACA-54\)](#)
- [Transfer Credit Military Service \(ACA-78\)](#)

## ILLUSTRATION OF OUTCOMES

Since 2012 Indiana, as a state, has made considerable inroads with and for transfer students. Governing policies around block credits, required articulation agreements in new degrees, thresholds on credits, requirements for degree mapping and more have enabled a more consistent structure. Adoption of these measures has offered IU guardrails for access, policy, practice, partnerships, transparency, incentives, acceptance of block credits, increase in retention, time-to-degree improvements, reduction in credit loss, and opportunities to respond to equity in acceptance and distribution of credit.

In 2013, IU established its transfer standards alongside the birth of the University Transfer Office in the Office of the Executive Vice President for University Academic Affairs. This spurred on the adoption of 21 action steps to make IU Transfer Friendly. In the adoption EVP Applegate wrote:

*“Transfer is an increasingly important part of American university students’ experience, and so it is imperative that students who transfer to Indiana University find IU to be inviting, informative, and supportive in the pursuit of their academic goals. With the number of Indiana Transfer Statewide Articulation Pathways (TSAP), the number of higher education options, and student mobility growing, we have seen an increasing use of transfer credit.*

*It is equally important that the movement of credit within Indiana University support our students’ ability to achieve their academic goals in a timely and efficient manner and without needing to compile excess credit. It is inconsistent with our structure as a single university (as opposed to a system) – and it is incomprehensible to students, their parents, and external audiences – that navigation among campuses creates uncertainties and disputes regarding adequate preparation for subsequent coursework, acceptance for general education or major requirements, and transfer of credit.*

*Transfer is a shared responsibility between the university and individual campuses. The 21 action items identify and organize the most important campus and University transfer practices for assuring that students’ credit is transferred accurately and appropriately, with the goals of setting priorities and implementing these practices where they are not yet in place.”*

## INTERNAL OUTCOMES

Internal work and the establishment of the University Transfer Office surrounded the implementation, compliance, and on-going response to these and newer mandates. Success in our response is evident when comparing national averages. The ICHE does not aggregate student completion numbers filtered by transfer students. The National Student Clearinghouse only aggregates national data. These limitations inhibit institutional level comparisons. Yet, from 2013-2019 we can illustrate that outcomes for transfer students at IU are significantly above national averages for the comparative cohorts, though growth in total students is a strategic goal.

As shown in the table below, 65.7% of full-time transfer students—who began as juniors in the 2013 cohort—earned an IU degree after 4 years, almost 19 percentage points above the national average which sits at 46%. Our current 2015 cohort of 516 students with IU degrees, sits at 69.4% of 745 students who began.

Internally, we focused on easing the transfer transition and improving internal processes.

## National vs IU Transfer: Six-Year Student Outcomes

Outcome	Fall 2013 Cohort	Transfer Students	Fall 2013 IU 6-Year	Fall 2015 IU Current 6-Year*
Earned a Bachelor's Degree	14%	46%	65.7%	69.4%
<b>Number of Students</b>	<b>674,940</b>	<b>207,470</b>	<b>529**</b>	<b>516</b>

*\*4 years after their 2-year certificate or associates degree*

**\*\*** After 4 years. The Fall 2013 cohort was at 65.7% with 529 students and it ended at 68.6% for the Fall 2016 cohort, representing 578 students out of the 842 students who began as full-time Juniors.

## HIGHLIGHTS

- More than 1K former Ivy Tech and Vincennes University students invited since 2018 to “reverse transfer,” or receive their associate’s degree while pursuing an IU bachelor’s degree
- Accepted transfer credits from more than 2,250 other colleges and universities, resulting in a 5.8% increase in credits for first-time undergraduates between 2016 and 2020
- Now offer more than 80 direct admit programs with waived application fees—and more than 50 articulation pathways to newly developed degrees
- Grew the retention of transfer students by 4% between 2015 and 2019 cohorts
- 80% rated IU as “transfer friendly” in a new national benchmark survey for transfer students pioneered by UTO

We have shown consistent growth following establishment of numerous practices and initiatives, including:

- Reverse Transfer Agreements,
- Guaranteed Admissions pathways,
- Articulation Audits,
- Feeder school inventory assessment,
- a university-wide data-sharing agreement with IvyTech and IU,
- degree articulation plans,
- systems infrastructure for workflow with TES,
- enhancements to CTS,
- milestone tags,
- uncoupling of general education,
- bordering states reciprocity agreements,

- establishing intercampus enrollment and intercampus transfer definitions and practices,
- new guidance documents,
- training courses,
- revised policies,
- establishment of student advisory boards,
- a dynamic data dashboard with annual data campus reporting and presentations,
- university-wide transfer symposium, and
- annual best practice nodes evaluation

By illustration we have seen rise in retention rates, increase in female students and students bringing credits, continuing students are doing well, graduate enrollments up, over 80% of transfer students nationally still have a dream of earning a bachelor's degree even if they use alternative routes like credit for prior learning and regardless of modality.

From our transfer survey, students report satisfaction with campus supports, being admitted to program of choice, explanation of non-admittance, being accepted to campus of choice, time to register, and advising. They report anticipation of enhancements in financial Aid options and Sports/Athletics, timing of receipt of credit advising, articulation/credit decision timing, articulation clarity, and articulation consistency. We are currently learning from non-matriculated students, those who got accepted but chose not to come to IU, what impacted their decisions. Most are reporting life circumstances, cost, and credit decisions as their top three concerns.

## CALL TO ACTION

During the spring 2020 term, a global pandemic unseated higher education's transfer practices, demanding a change in transfer policy, credit processing, and credit acceptance. Attention to closing equity gaps and reducing credit loss bookended the conversations to increase higher education access and outcomes. The National Student Clearinghouse reported a 4.4% decrease in fall 2020 undergraduate enrollment nationally mainly due to decreases at public two-year institutions. IU also observed a 4.6% decrease in undergraduate transfer applications during the fall 2019 and 2020 terms. As a result of the pandemic, an enrollment crisis spurred calls for immediate action to address items such as stranded credit as well as to continued support for transfer active students bringing credit to IU. Other factors, such as a decrease in high school enrollment statewide, projected impact of the Indiana College Core (previously known as the Statewide Transfer General Education Core) completion in high school, and siloed approaches to transfer across the IU system have also played a role in IU's response to identify bottlenecks and streamline processes to support transfer.

Countless markers are used to track transfer success; often in determining engagement and outcomes. IU, through the University Transfer Office used 10 nodes as pillars for best practice transfer success. All IU campuses self-reported their assessment of meeting each node. On average **100%** of nodes were met at varying percentages with 100% campuses reporting 'yes' to using data to inform practice, having a central website, and engaging in communication. Most



campuses answered the unavailability of a transparent appeals process (29%). This is despite IU standards suggesting...

#### **“Student Appeals:**

- Students may appeal the decision on transfer coursework from non-IU institutions that was accepted at one IU campus and rejected at the IU destination campus through processes established at the destination campus. The student may request information from the originating IU campus with regard to the academic rationale for accepting the credit and present it to the destination campus as part of the case for acceptance along with any other requirements that the destination campus may have. The decisions of the faculty on the destination campus are final.”

With no consistent plan, use of resources, or targeted efforts for transfer, an IU system-wide transfer action caucus was enacted in spring 2021. Guided by the framework of students +credits. Through the lens of the student experience, the caucus sought to examine transfer practices, structures, and policies to uncover and address bottlenecks in the pipeline. We concluded that there are 91 possible action steps that can be implemented in the next year focused on actions taken by the campus (25), actions for current caucus (32) and actions for specialized workgroups (35). (See Appendix C- Memos and Next Step Actions)

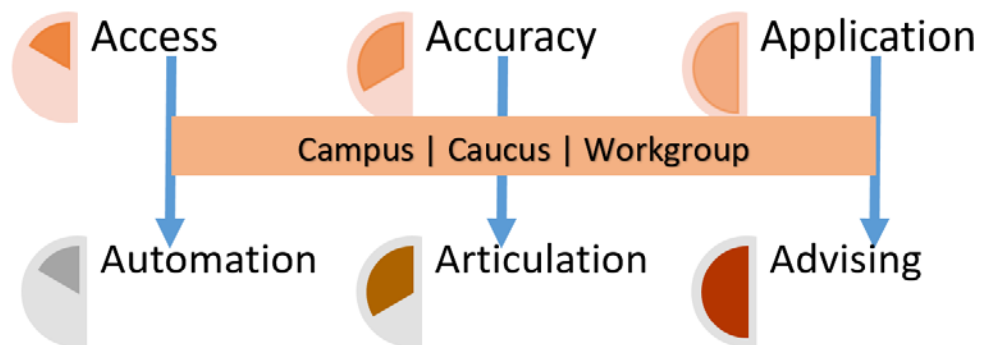
## **WHERE TO FROM HERE**

The challenges IU faces in attracting all students and helping them succeed rests in having a single source of truth that is consistently and efficiently updated with new and relevant information as new knowledge is introduced. For IU this is a CARMIN like system for transfer course evaluation by faculty and an agreed upon storage catalogue to be accessed publicly. In support of student transfer and the academic integrity of the curriculum, certain courses are marked as equivalent, such that students may not receive credit for more than a single course in an equivalency group. Currently, there are 3,935 course equivalency groups which apply to more than 8,000 numbered courses. There are over 93,642 course ID listings in the IU internal Course Inventory and counting. This system is a text-driven list indicating course numbers deemed equivalent. It is highly abbreviated for combinations of departmental codes, subject sub-codes, and numerical identifiers.

**Credit Transfer** remains a consistent marker of equity in higher education. Its transactional nature fuels concerns of bias and skepticism of fairness. Institutional change comes not from notations of friendliness but from adaptations in policies and procedures where the end-to-end process is not an afterthought. Critical components must include response to our missions 3 As (Access, Accuracy, and Application) supported by success markers in **Automation**—to remove biases, establish rules, and speed assessment; **Articulations**—to map curriculum pathways, allow planning and ascertain costs; and **Advising**—to personalize the transfer of maximum

credits. *Credit is currency in education; it must be portable to be used; and have value to count.* To remain competitive attention must be on aligning our internal systems and processes, prioritizing transfer credit evaluation, and investing heavily in what fuels the institutions bottom-line.

In order for IU to best honor the efforts of students toward the attainment of their degree while still respecting the primacy of Master Course Inventory in University policy, we must improve the accessibility of remonstrated transfer course equivalencies for use in advising, credit application, and articulation, and prospective student consideration of an IU degree. This recognition of students and their credit, as assessed for academic competency, and accepted without differentiation for mode or type of credit – while continuing to honor the diverse accreditation requirements of our uniquely classified campuses – is a necessity for IU to compete.



# Transfer Action Caucus **21by21**

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## CAUCUS SUMMARY

### What is the TAC?

The Transfer Action Caucus (TAC) convened to **audit, activate, and respond** to critical leaks in transfer pipeline with a focus on students + credits using lens of IU's 21 Transfer-Friendly Standards.

#### Aims:

1. Optimize Impact-collective ownership and broad buy-in (*all campuses, students and credits*)
2. Incentivize Regular Usage and tracking of standards and progress
3. Align Efforts with data, changing demographics, shift in higher ed, strategic plans, future IU

#### Specific tasks:

- Audit IU's 21 transfer friendly standards (4 categories: **Hand-off | Policy | Rules/Systems/Communication | Data**)
- Activate standards still relevant but not implemented
- Respond to standards unmet/in-progress

#### How?

- Met weekly for **8 weeks** every Thursday 8-8:50 (7am for IUN)
- **Co-led an Adoption area** – interrogated practices and examined structures with the student experience in mind
- Investigated related standards, presented findings, hosted 50min dialogue on next step, identified gaps, reported metrics
- Followed roadmap timeline

## CAUCUS DIRECTIVES

To aid IU in further supporting transfer active students during this critical time, the following charge and success markers were presented with support from the Executive Vice President for University Academic Affairs, John Applegate and led under the leadership of Carolyn Gentle-Genitty, Assistant Vice President for University Academic Policy and University Transfer Office Director.

#### **Charge**

With a pandemic, an enrollment crisis, and a recurring need to pivot fast we must take action. Pioneering a bold plan to fully activate IU's 21 transfer friendly standards<sup>2</sup> in 8 weeks, IU's Transfer Action Caucus (TAC) is dedicated to solving critical issues impacting transfer vital for student success. The TAC brings together delegated campus representatives, charged with decision making powers, through workgroup consultation, to take immediate action on metrics and consistency for transfer. The TAC will review the past, audit progress, chart action, implement changes, define benchmarks, and track measurable outcomes.

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<sup>2</sup> The 21 standards align with IU policies, practices, and standard operating across the IU system and demonstrate IU's commitment to transfer and transfer friendliness.

### **Success markers**

1. Increase in use of centralized systems at IU
2. Increase in new applicants, enrollees, and graduates
3. Increase in retention
4. Increase in speed of credit processing and evaluation
5. Increase in list of active faculty who are trained to process credit for each academic unit
6. Increase in rule making for credits coming in consistently but specifically application towards degree
7. Increase in acceptance of block credit and speed of completion
8. Increase in active articulation agreements for smooth and transparent transfer

### **Meeting Structure**

Members were expected to meet once a week during a pre-scheduled 50-minute timeframe over an eight-week period. Each week focused on a new topic relating to the theme 21by21 students + credits. Members were placed into pre-determined groups based on professional background to act as co-leads for discussions in weeks 3-6. These four co-lead groups correlated with the four working themes into which the 21 standards were organized: a) Infrastructure and handoffs, b) data and tracking, c) rules/systems and communications, and d) policies. Co-leads were responsible for reporting on the assigned week's standards, noting key areas for discussion, inviting group discussion, and offering suggestions for next steps.

### **Communications**

Microsoft TEAMS was used as the virtual meeting platform as well as for caucus document storage and information sharing. Weekly notes were compiled and disseminated by UTO to membership. In addition, a one-page memo was crafted to provide campus leadership with an overview of weekly discussion items, upcoming meetings, and make it happen steps.

### **Caucus Membership**

Membership was comprised of one transfer champion from each IU campus and representation from University Institutional Research and Reporting (UIRR), K12-Partnerships, Office of Online Education (OOE), University Student Services & Systems (USSS), and the University Transfer Office (UTO; organizing team).

The TAC brought together delegated campus representatives, charged with decision making powers, through workgroup consultation, to take immediate action on metrics and consistency for transfer. Members: *Campus representative also charged with establishing campus workgroup.*

IUB - Sacha Thieme  
IUPUI - Stephanie Lovett  
IUPUI - Dave Chappell  
IUPUC- Scott McIntyre  
IUE - Michelle Malott / TJ Rivard  
IUK - Christina Downey  
IUSB - Raman Adaikkalavan  
IUNW- Kathy Spicer  
IUS - Donna Dahlgren

UAA Representative Units  
UTO – Carolyn Gentle-Genitty,  
Jeff Weber,  
Amber Huff,  
Donneisha Baker  
UIRR - Oniffe Grizzle  
USSS - Dan McDevitt  
OOE - Whitney Shay  
K12-Partnerships – Michael Beam

Grad Students/Faculty: Sowmya Karpurapu, Bhushan Prakash, Professor Comer

## RE-FRAMING THE 21 IU TRANSFER STANDARDS

At the time of the 2016 adoption of the 21 Indiana University Transfer Standards, Indiana's transfer landscape was taking shape in its most coordinated fashion yet. At the state level, (1) the Core Transfer Library, build around commonly available courses in general education, had been established; (2) the Statewide Transfer General Education Core (now the Indiana College Core) had been recently implemented; and (3) the first set of Transfer Single Articulation Pathways had been recently adopted for implementation. Since then, high school students have increasingly engaged in dual and concurrent college credit, additional legislation aimed at facilitating transfer acceptance of military training for credit has been enacted, additional Transfer Single Articulation Pathways have been implemented, and institutions have continued to develop their own articulation plans and agreements. At the national level, there has been a surge in the availability and use of online credit, and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) introduced their Transfer Bill of Rights for both student and institutions.

Along with the University Transfer Office having adopted the mission to “to ease student transition through improved access, accuracy, and application of credit toward degree attainment,” the convening of the Transfer Action Caucus has fostered a deeper understanding and a strengthened commitment to transfer. We now have an understanding of which standards are in need of increased support for implementation and the need for clear and concise directives to foster shared understanding, but we can also view the IU standards across the AACRAO Statements in the published Bills of Rights. On a preliminary comparison, there are several AACRAO statements that provide opportunity to continue to tune and enhance IU's 21 Standards. Now is an opportune time to assess these standards within the new context.





# ASSESSMENTS

PART 1 – SUMMARY • PART 2 – WORKGROUPS • PART 3 – OVERALL (PRE/POST)

## ASSESSMENTS

There were four co-lead groups 1) Infrastructure and handoffs, 2) Policies, 3) Rules/Systems and Communications, and 4) Data and Tracking. Utilizing the Strategic Doing Model, co-leads provided an overview and lead a discussion on standards related to their themes. A recurring theme in the TAC process was the realization of a deeper understanding of the standards and how they may guide campus actions. Below are the general findings and recommendations.

*Note: The TAC agreed to continue its work into perpetuity connecting periodically to respond to transfer leaks. However it also determined work would fall either to: Campus | Caucus | Special Taskforce.*

1. **Task Force Actions:** For the Task force, we ask your help as co-leads to lead your related items. Other members can be recruited and sub-groups forms.
2. **TAC Actions:** Items slated for the Caucus decision were discussed on Thursday. On April 29<sup>th</sup> (our back-up Thursday meeting) all other caucus items will be discussed for action.
3. **Campus Actions:** For the items slated for campuses, we ask your help to take it back to your workgroup and leadership and ascertain the best way to make decisions in moving the items forward.

All three areas will have a **3-month time frame for completion** and decision making for an *August launch* or renewed transfer vision and focus. Thank you for the exemplary partnership in responding to these challenges and the ones ahead by thinking not retroactively but proactively for ALL students bringing credit to IU and being transparent in such efforts.

## PART 1 – WORKGROUP PROCESS AND FINDINGS

### **Group 1. Theme: Infrastructure & Handoffs**

- Standards: (Infrastructure) 6, 18, 19, 20;  
(Handoffs) 12, 16, 21
- Co-leads: Christina Downey (IUK), Kathy Spicer (IUN), Whitnie Shay (OOE)
- Brief Summary: Utilizing the Strategic Doing Model, co-leads provided an overview and lead a discussion on four standards (6, 12, 19, 20) with lowest “met” status across all campuses. The vision included utilizing a rating process and center work around impact and ease.
- Recommendations: (1) Improve efficiencies, transparency, and automation.  
(2) Improve partner collaboration through: a) Improving early-career transfer recruitment at feeder institutions, b) Improving early advising at feeders, c) Increasing attainment of Indiana College Core at feeders.  
(3) Strengthen financial aid advising for transfer through: a) Improving availability of financial aid information to transfers, b) Improving application process for transfer-specific financial aid, c) Expanding



campus-specific financial aid programs to students who have exhausted federal aid.

(4) Strengthen campuses availability of at least one transfer-specific student group (ex. TSAB) and one transfer-focused program available to students.

### **Group 2. Theme: Policies**

Standards: (Policies) 1, 2, 3, 7, 8, 9, 10, 11, 13, 17

Co-leads: Donna Dahlgren (IUS), Michelle Malott (IUE), Sacha Thieme (IUB), and Mike Beam (UAA)

Brief Summary: The group conducted a broad review of the alignment of transfer policies and standards, including implications for undistributed credit and movement across IU campuses.

Recommendations: (1) Review current processes on PLA/CBE credit, and with an increase in transparency and common understanding of expectations related to the review process.  
(2) Maximize the application of transfer credit through scheduled review of undistributed credit usage, use of back office to enhance workflow, and enhance reporting opportunities to show trends on the use of undistributed credit usage.  
(3) Foster faculty leadership discussion regarding expectations surrounding inter-campus movement and supporting students on their path to an IU degree.

### **Group 3. Theme: Rules/Systems & Communications**

Standards: (Rules/Systems) 1, 2, 4, 6, 14, 15;  
(Communications) 2, 5, 12, 14, 15, 21

Co-leads: Dave Chappell (IUFW), Dan McDevitt (USSS), and Scott McIntyre (IUPUC)

Brief Summary: Combined the six standards into three focus areas: Access and transparency of transfer information (standards 1, 2, 14, 15), explanations of transfer (21), and transfer appeals process (5).

Recommendations: (1) Develop and implement a common (enhanced approach to the Credit Transfer Service infrastructure and review campus websites for ease of access.  
(2) Clear interpretation of standards and how these may differ across campuses  
(3) Clearly developed appeals process at campuses and within the standards.

### **Group 4. Theme: Data & Tracking**

Standards: (Data) 3, 17;  
(Tracking) 3, 4

- Co-leads:** Raman Adaikkalavan (IUSB), Oniffe Grizzle (UA), Stephanie Lovett (IUPUI)
- Brief Summary:** Met with UTO and all university IR directors, discussing various data initiatives, including: UTO survey of “admitted Not Enrolled” students; retroactive assessment of student needs; the challenge of tracking initial appeals credit processing and delays; and, UIRR plans to revisit dashboards on posted transfer credits.
- Recommendations:**
- (1) Rewrite all standards with clear and concise directives and built-in assessment
  - (2) Campuses should analyze aids and obstacles to transfer student success at campus level.
  - (3) Analyze effect of credit processing delays, undistributed/distributed credits, and financial aid with respect to yield%, persistence, and retention at program, unit, and evaluator levels etc.
  - (4) Public Display and Tracking of articulation agreements (2+2; high school), CTL Currency, TSAP, STGEC/ICC, Military, etc.
  - (5) Collaborate with Registrar Council to improve data integrity of TSAP/CTL/STGEC/Military/etc. designation in SIS

## PART 2 – AUDIT ASSESSMENT

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### PRE ASSESSMENT

Prior to the first meeting, members were asked to self-report on met-ness of each standard using the following metric:

- 1.0=standard has been met,
- 0.5=in-progress,
- 0.0= not met (see Appendix D for results).

TAC progress was mapped and shared with membership in week two. At a high-level, **57.7%** of standards were reported as met, followed by **28%** in-progress, and **14.3%** un-met.

- Data and Tracking, which consisted of three standards, yielded the lowest average percentage of standards with only 29.6% met, followed by 63% in-progress.
- Policies, which consisted of six standards, had an average 81.5% met reported across the six standards with standard 8 (*Credit transfer without regard for modality*) receiving a 100% met across all IU campuses.
- Rules/Systems and Communications, which consisted of XXX standards, had largest gap with almost 50% of standards, on average, identified as in-progress or un-met.
- Infrastructure and Handoffs,

In addition to campus self-reporting of standards, UTO crafted and disseminated a document detailing available data sources, metric benchmarks, and targets for each standard to aid in driving conversation during the upcoming weeks' discussion. It should be noted that some working themes do not have solid benchmarking data and may rely on data from USSS and UIRR.

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### POST ASSESSMENT

In the post-assessment survey (See Appendix E), members were again asked to complete a Qualtrics Survey, assessing the status of each of the 21 transfer standards. The survey allowed for the same "met" categorizations as in the pre-assessment survey. This time a trait rubric was provided. If each of the 5 items were met on the rubric an item was considered met, if absent it was considered un-met, if only some were present the item was marked in progress with a tag of what items are remaining to be notated as met. It is interesting to note that there are slight declines in some of the "met" score. These are generally noted as being due to a deeper understanding of the standards as a result of the TAC process.

## Rubric

### *Standard Assessed for presence of:*

- a) Data (Is data collected or stored on this measure?),
- b) Contact person or workgroup, (Is data collected or stored on this measure?)
- c) Support, (Is data collected or stored on this measure?)
- d) Reporting, (Is data collected or stored on this measure?)
- e) Mission alignment (Is data collected or stored on this measure?)

In general, the mean scoring on the status of each standard stayed close, with a slight overall decrease being generally attributed to a deeper understanding of the standards as a result of the caucus process. In the post-assessment survey, 60.3% of the standards were reported as being met, while 30.7% were reported in-progress and 9% unmet. The most significant decrease in reported level of being met was within standard 11 (*Movement of credit among IU campuses should be equivalent, per the policies of Indiana University*) with a decreased mean of 1.0 to 0.63. Caucus discussions surrounding credit equivalency and evaluation discussions included: lack of consistency across the IU campuses, location of information storage, single source of truth, key personnel involved in the evaluation process, and lack of consistent evaluation timeline. The largest scoring increase occurred for standard 10 (*Courses accepted for undistributed credit receive full consideration w/in degree programs*), with an increase from a mean score of 0.7 to 1.0. All five standards in the rules/systems and communications working theme saw a decrease in percentage met from the pre- to post-assessment which may be attributed to better understanding of the associated nuances in a standard and/or overlap of items to meet 'met' status in a standard that hold true for another standard.

Among the items indicated as in-progress toward meeting the standards, the most frequently cited area was in having a person or workgroup assigned to addressing the particular standard, followed by support for meeting the standard, and the availability of data. The overall in-progress scores by type, based on the total value of campuses indicating in-progress on a standard are:

- 1. Data usage in relation to the standard ..... 24.0
- 2. Contact person or workgroup to respond to the standard ..... 32.0
- 3. Support for responding to the standard ..... 29.0
- 4. Reporting capacity on the standard ..... 18.0
- 5. Alignment with campus mission ..... 16.0

## IMMEDIATE SUCCESSES

During the eight weeks, caucus members and campus leadership were provided with next step action items. Immediate successes during this time frame included:

- Standard 7 (Regionally accredited institution credit treated comparably to course at IU campus without regard to source) of the Policies working theme achieved a 100% met status after week 4 discussion.
- Increased enrollment in the transfer canvas training courses.
  - 12 new enrollments in the “staff” training course, 11 of which were faculty from IUS and one from IUB International Services.
  - 13 new enrollments in the “faculty” training course, 92% of which were IUS faculty from various departments.
  - One new IUS faculty enrollment in the “administrator” training course.
  - Six IUS faculty members enrolled in two training courses and one enrolled in all three.
- New language around how transfer credit is processed via collaborative degrees retroactively and proactively
- Immediate work began on making appeals process transparent and new definitional structures determined
- New criteria established for determining what it means for a standard to have been fully, partially, or not met.
- Campuses identified one official leader in transfer for their campus and the liaison between leadership and faculty
- Campuses held countless faculty, leadership, and program conversations around transfer, transfer policies, transfer systems, and areas for growth
- Campuses conducted audits of their transfer website and assessed the location of information for prospective students
- Within a single recruitment cycle, campuses were able to invest over 1500 hours on transfer improvements

## CHALLENGES

During the caucus, transfer challenges were noted at the campus and system level.

- Knowledge of the 21 standards as markers for IU was limited
- Interpretation of the 21 standards varied across the IU campuses. Through discussions in weeks 3-6, this became apparent as co-leads reported on the met-ness of each individual standard and prompted caucus discussion of next steps. Membership felt some standards were similar which provoked discussion of combining standards. A rubric was developed for continued discussion toward additional focus and clarity across the standards.

The UTO also recognizes that external challenges relating to the pandemic, degree offerings, growing first-year cohort sizes, demographic shifts, two-year enrollment declines and dual credit may also impact transfer at IU. For example, more Independent Colleges of Indiana are offering degree programs similar to IU, thus students may choose cost over brand.

## CONCLUSIONS

Though strides were made during the caucus, further work needs to be done to support transfer active students. Continued partnership with faculty in facilitating transfer remains key to successful student transfer in both credit application and degree completion. The standards, processes, and technologies of credit transfer will continue support and inform this important role of IU faculty. Data, then, is the mechanism to level the playing field on how we characterize what we do and how well we do it. Normalizing data across the context of each campus and elevating data sets, such as undistributed credit metrics, into institutional metrics can help aid in campus awareness of IU and campus level transfer in order to determine next steps in supporting students with transfer activity. In addition, IU is a dynamic and distinctive system comprised of distinctly classified institutional types, which results in some siloed operations. Though unified in university and transfer policy as well as in practices through the aid of guidance documents and articulation agreement forms, it is imperative that processes and systems utilized be streamlined across the system where possible to best support transfer active students.

To aid in moving the standards toward 100% met status, TAC separated the 21 standards into one of three action groups: TAC, campus, or separate task force action group. All areas will have a 3-month completion time frame with an August 2021 launch. In addition to this next evaluation phase, the following serve as the UTO's vision for transfer in 2021 and 2022:

- a) Further examining and addressing barriers in credit evaluation across IU,
- b) Embracing changes in the Indiana transfer activity landscape as a result of alterations to the Indiana College Core, focus on credit for prior learning, and other initiatives driven by the Indiana Commission for Higher Education, and
- c) Exploring and implementing best practices that can be clearly understood and interpreted while continuing to be a transfer friendly system.

**Thank you to all who made this  
report and its work possible.**

## **APPENDICES**

Appendix A: – Caucus Roadmap

Appendix B: – 21 Transfer Friendly Standards

Appendix C: – Caucus 8 Week Memos

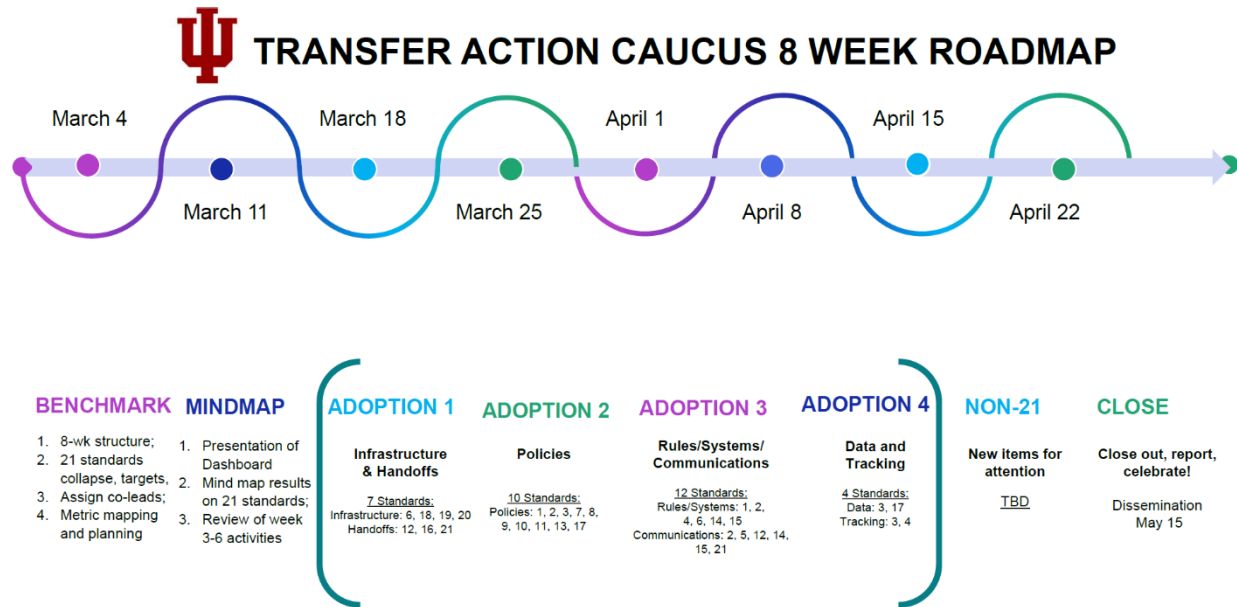
Appendix D: – Baseline Ratings and Evaluation – Pre-Assessment

Appendix E: – Baseline Ratings and Evaluation – Post Assessment

Appendix F: – AACARO Transfer Bill of Rights



## APPENDIX A: – Caucus Roadmap



Indiana University Transfer Action Caucus (TAC) 2021 - 8-week Roadmap [uto@iu.edu](mailto:uto@iu.edu)

## APPENDIX B: – 21 Transfer Friendly Standards

### IU's 21 Transfer Friendly Standards Adopted 2016

To demonstrate a commitment to transfer and transfer friendliness IU adopted 21 standards. These standards align with our policies, practices, and standard operating procedures all cross all IU campuses. They serve as a seal of our commitment to our students, their credits, and student success.

#### TRANSFER SYSTEM

- 1) General rules for credit transfer (*e.g., accreditation, state and federal statutes, University Policies*) are readily accessible to prospective and enrolled students.
- 2) Prospective and current students can readily gain access to current and authoritative information concerning the transferability (in general and as credit toward a degree) of all courses, tests, military credit, etc. proposed for transfer. In addition, equivalencies, and pre-requisites are readily available.
- 3) Transfer student success is tracked and compared against campus and University benchmarks with analysis of aids and obstacles.
- 4) Evaluation for transfer of individual courses that are not in the database occurs within a week of receipt of a request with the required information.
- 5) The appeal process for transfer decisions is easily located, transparent, and renders decisions within two weeks of appeal filed.
- 6) Back-office transfer systems that support the recording of articulation rules; including coursework, test scores, credit-by-credential, etc.; are as efficient, transparent, and as automated as possible.

## **APPLICATION OF TRANSFER CREDIT**

- 7) Once accepted in transfer, a course from a regionally accredited institution is treated in the same way as the comparable course at the campus without regard to source (community college, private non-profit, private for-profit, etc.)
- 8) Once accepted in transfer, a course is treated in the same way as the comparable course at the campus without regard to modality.
- 9) Once accepted in transfer, courses based on prior learning assessment (PLA) or demonstrated competency (CBE) are treated in the same way as the comparable courses at the campus.
- 10) Courses accepted for undistributed credit receive full consideration w/in degree programs. Wherever possible, faculty and departments work in advance with students to determine applicability of undistributed credit to degree.
- 11) Movement of credit among IU campuses should be equivalent, per the policies of Indiana University.
- 12) The campus maintains partnerships and collaborations with institutions, especially 2-year institutions, whose students frequently transfer to IU, to ensure that students intending to transfer have as much information as possible about baccalaureate programs as early as possible, building 2+2's whenever possible.
- 13) The campus and university assure that IU academic standards and integrity in transfer and articulation are maintained.

## **SERVICES FOR TRANSFER STUDENTS**

- 14) Transfer information and opportunities is conveniently accessible in one place on campus and university websites.
- 15) Prospective students can obtain full information about transferability before applying to the campus, including how transfer credit will apply to degree programs.
- 16) Transfer student advising and orientation is tailored to transfer needs, including an understanding of the Statewide General Education Core (STGEC), the Core Transfer Library (CTL), the Transfer Single Articulation Pathways (TSAP) and the transfer of military credit.
- 17) The accuracy of the CTL is maintained along with regular inter-institutional discussions about TSAP Degrees and the STGEC. Students are also tracked to monitor successful completion of a baccalaureate degree after attaining a STGEC from an institution other than IU or attaining a TSAP degree from ITCC or VU.
- 18) A clear explanation and application process for any financial aid reserved for transfer students will be readily available.
- 19) Financial aid advising is coordinated with transfer students as early in the process as possible, even before students have committed to transfer when possible and appropriate.
- 20) Programs and student organizations aimed at transfer students, such as the Tau Sigma National Honor Society, will be prominently displayed in web and printed materials provided to transfer students.
- 21) Explicit explanations available for students with regard to the difference in the way coursework transfers into Indiana University campuses and from one campus to another within IU, especially within degree programs.

## APPENDIX D: – Caucus 8 Week Memos

Memos were drafted based on weekly meeting summaries and distributed to caucus members for dissemination to campus leadership. These weekly memos were posted to the Transfer Action Caucus webpage (<https://transfer.iu.edu/intranet/tac.html>) and are directly linked below.

1. [Week 1 Memo – BENCHMARK & VISION](#)
2. [Week 2 Memo – BASELINE & MINDMAP](#)
3. [Week 3 Memo – Workgroup 1 – INFRASTRUCTURE & HANDOFFS](#)
4. [Week 4 memo – Workgroup 2 - POLICIES](#)
5. [Week 5 memo – Workgroup 3 – RULES/SYSTEMS & COMMUNICATION](#)
6. [Week 6 memo – Workgroup 4 – DATA & TRACKING](#)
7. [Week 7 memo – NON-21 STANDARDS](#)
8. [Week 8 memo – CLOSURE & WRAP UP/ CELEBRATION](#)

## APPENDIX E: – Call to ACTION: Next Steps

The Transfer Action Caucus members, with the University Transfer Office, are committed to continuing the work of transfer. Having identified 91 action items across all thematic TAC areas, UTO will continue to build from these items and with relevant stakeholders to continue to improve and enhance that transfer experience.

### Transfer Action Caucus – Call to ACTION: Next Steps

Campus: 25 | Caucus: 32 | Workgroup: 34 | **Total Action Items: 91**

GROUP	CAMPUS	CAUCUS	WORKGROUP
<b>Action needed</b>  <b>Infrastructure and Handoffs</b>	<ol style="list-style-type: none"> <li>1. Identify a transfer credit liaison for each unit</li> <li>2. Improve early-career transfer recruitment efforts at feeder institutions,</li> <li>3. Improve early advising at feeders,</li> <li>4. Increase attainment of the Indiana College Core at feeders.</li> <li>5. Improve availability of financial aid information to transfers,</li> <li>6. Improve application process for transfer-specific financial aid.</li> <li>7. Expand campus-specific financial aid programs such that aid is available to students who have exhausted federal aid</li> <li>8. Establish at least one transfer-specific student group (ex. TSAB) and one transfer-focused program available to students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Define policies around re-evaluation of rules (e.g. by whom, by when, how often)</li> <li>2. Improve Google Search results for transfer financial aid.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify discrepancies across IU around undistributed courses</li> </ol>
<b>Policies</b>	<ol style="list-style-type: none"> <li>1. Increase faculty awareness of available training documents and items in Canvas.</li> <li>2. Increase departmental awareness through regular updates. Referenced ACA-55 – not just for intercampus transfers, but for all new transfers.</li> <li>3. Foster faculty discussion on Movement of credit among IU campuses should be equivalent, per the policies of IU</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure articulations “treated in the same way” suggested a consistent process is administered by a department</li> <li>2. Increase transparency and understanding of PLA and CBE processes. General IU statement</li> <li>3. Create guiding principles to support consistency of expectations – creating campus-level processes</li> <li>4. Establish review schedule for common UNDI courses,</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct review of current processes for PLA or CBE – Self-acquired competency</li> <li>2. Set thresholds for credit for prior learning</li> <li>3. Update policies.</li> <li>4. Create model for use, acceptance and application</li> <li>5. Need to be more consistent in updating the MCI (ACA81) (in SiS) to permit immediate access to campus course equivalencies – build into existing trainings. Best practice – Collaborative BS Informatics Canvas page with shared training and resources.</li> </ol>

GROUP	CAMPUS	CAUCUS	WORKGROUP
	<ol style="list-style-type: none"> <li>4. Identify and leverage articulation tools/workflow,</li> <li>5. Seek opportunities for more reliable and transparency messaging around inter-campus transfer.</li> <li>6. Develop guiding principles to be supported by campus leadership and Deans to promote consistency of expectations across all campuses with the principle being to maximize students' prior credit toward degree requirements.</li> <li>7. Develop principles to take into account accreditation and credentialing requirements for the program and be included in a training program for departments to follow when introducing new faculty into the process.</li> <li>8. Identify and leverage back-office tools/workflow to allow IU faculty/staff member with the appropriate access to view articulations for courses across all campuses. (tools for faculty to create articulations – rather than email)</li> <li>9. Identify opportunities for reporting tools that would clearly show trends related to undistributed credit with the opportunity to research at the department /course level. Such a report/dashboard would support articulation specialists, policy stewards, and department leads to better assess the efficacy of their process.</li> <li>10. Foster faculty leadership discussion regarding expectations surrounding inter-campus movement and supporting students on their path to an IU degree – with appropriate and necessary accreditation considerations.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify and leverage articulation tools/workflow,</li> <li>6. Identify tools to report trends.</li> <li>7. The campus and university assure that IU academic standards and integrity in transfer and articulation are maintained.</li> <li>8. Institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program.</li> <li>9.</li> <li>10. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded.</li> <li>11. Differentiate from the more narrowly defined "transfer credit."</li> <li>12. establish best practices</li> <li>13. Training requirements and procedures for faculty participating in the credit review process?</li> <li>14. Should we have an annual review of rules to stay up-to-date?</li> <li>15. Establish schedule for the review of courses most commonly assigned as undistributed credit by a department to determine if rules could be established to automate the articulation for those courses. Schedule would also include regular review (ex: every 3 years) of set rules to determine if adjustments/updates should be made based on changes in curriculum.</li> <li>16. Create a regular schedule of reminders?</li> <li>17. Transfer Specialists may be wary of sending transfer issues to campuses due to time constraints (turnaround goals)</li> <li>18. ACA-55 addresses the question of intercampus transfer, but is also more</li> </ol>	<ol style="list-style-type: none"> <li>6. Identify those programs on each campus that offer PLA or CBE and conduct review of the processes used within each department. Determine if common themes exist to develop best-practice approach or steps taken. If possible, develop model for review that could be placed on website to help students understand how this review is conducted in a general fashion.</li> <li>7. UNDI credit information is not attractive to students considering applying to IU.</li> <li>8. Faculty need to be able to see how courses have articulated at other campuses. This is in TES, but there is no consistent use of TES. TES API is only at the regional campuses</li> <li>9. Can technology/workflow be introduced to support IU faculty/staff in review of course information and equivalencies across campuses?</li> <li>10. No emerging technology that addresses workflow for articulation rules. Need to be more consistent in updating the MCI (housed in SiS) to permit all campuses immediate access to course equivalency – could be built into existing training. Engage with Records</li> </ol>

GROUP	CAMPUS	CAUCUS	WORKGROUP
	11. Explore what the agreement looks like across each campus 12. Explore how these conversations happen and how do we foster them	broadly applicable. (Can we make a minor edit in the policy to add the wider implication for transfer and not just ICT?) 19. Important to begin to address prospective evaluation 20. UTO Fall cycle of information and processes	
Rules, Systems, /Communications	1. Review campus websites to ensure easy access to the transfer credit service.	1. Develop and implement a common (enhanced) approach to the transfer credit service infrastructure utilized across all campuses 2. Expand exposure of the degree map for prospective students 3. Identify and execute strategies to minimize differences in transfer coursework, 4. Clearly articulate differences that must remain across the campuses 5. Identify and implement a standard best practice for appeals across IU. 6. Do we define appeals as any concern related to transfer or is it limited to transfer credit evaluate/admissions appeals? How can we get better information at the start of the process to reduce UNDI appeals? Shared peer institutional examples.	1. How can we better expose our transfer rules/articulations to prospective students? There is currently disparity among the campuses
Data & Tracking	1. Campuses should analyze aids and obstacles to transfer student success at campus level. Create benchmarks, KPIs, set targets, collect data, track success and publish the reports (e.g., The UNC System Dashboard Template) 2. Analyze effect of credit processing delays, undistributed/distributed credits, and financial aid with respect to yield%,	1. Rewrite all standards with built-in assessment (data and tracking) 2. Public Display and Tracking for other standards where feasible 3. If it is important, then measure and track success 4. With measurable benchmarks, campuses will be better able to determine Met/Unmet	1. Public Display and Tracking of articulation agreements (2+2; high school), CTL Currency, TSAP, STGEC/ICC, Military, etc. 2. Should Military be in these standards? 3. How are we going to track articulation milestones? Are 2+2 milestones being coded and tracked? 4. HS students and the ICC/CTL 5. Push from ICHE to expand availability of CTL and ICC courses at HS level.



GROUP	CAMPUS	CAUCUS	WORKGROUP
	<p>persistence, and retention at program, unit, and evaluator levels etc.</p> <p>3. UIRR currently working to disaggregate credits – each campus can review</p> <p>4. Analyze effect of credit processing delays: Yield %, SIS reliable</p>		<p>6. Inaccurate assumptions about the ICC because ICHE is referring to it as “The Core” and it is confusing for HS counselors.</p> <p>7. If any campuses have particular programs for high school students who come with a lot of credits/best practices on topic, please pass along.</p> <p>8. How are HS students being advised?</p> <p>9. Work closely with ICHE to aid communication consistency</p> <p>10. Are there particular points of contact in the high schools?</p> <p>11. The commission is surveying HEI on ICC needs for HS communication (IU already has identified reps). [Can we provide who on each campus has received the survey? ICHE has provided an excel document that will be distributed.]</p> <p>12. Do we need to track HS ICC milestones differently?</p> <p>13. All campuses have a CTL coordinator</p> <p>14. 88 courses currently, ICHE wants to add another science course</p> <p>15. Annual currency review</p> <p>16. Full review every 7 years, ICHE looking at shortening audit times</p> <p>17. Murky data for TSAP tracking currently</p> <p>18. Collaborate with Registrar Council to improve data integrity of TSAP/CTL/STGEC/Military/etc. designation in SIS</p> <p>19. Mid-term audit and/or autopsy reports on where things went awry</p> <p>20. Data literacy training</p> <p>21. Create more job aids with use case scenarios (e.g., Enrollment Summary Tool, Retention by Plan/School)</p> <p>22. Development of job aids with case scenarios to model appropriate use of the data</p>

# APPENDIX E: – Baseline Ratings and Evaluation – Pre-Assessment

Pre-assessment Survey: Self-Report of Campuses Meeting 21 Transfer Standards, Nested by Theme

March 11, 2021

March 11, 2021										% 1.0, Standard met	% 0.5, Standard in-process	% 0.0, Standard un-met
CAMPUS												
Theme/Standard	IUB	IUE	IUFW	IUK	IUN	IUPUC	IUPUI	IUSB	IUS			
Data/Tracking										29.6%	63.0%	7.4%
Standard 03: Tracking and Benchmarking Transfer Student Success	0.5	0.5	0.5	0.5	0.5	0.5	0.5	1	1	22.2%	77.8%	0.0%
Standard 04: Timely Evaluation of Transfer Courses for Articulation	0	0.5	0.5	1	0.5	1	0.5	0.5	0.5	22.2%	66.7%	11.1%
Standard 17: Accuracy of Core Transfer Library Across Institutions, Milestones, Military	0.5	0	1	1	0.5	1	1	0.5	0.5	44.4%	44.4%	11.1%
Infrastructure and Handoffs										53.7%	31.5%	14.8%
Standard 06: Back-office Systems in Support of Articulation Rules	0.5	1	0.5	1	1	0.5	0.5	0.5	1	44.4%	55.6%	0.0%
Standard 12: Maintenance of Partnerships and Collaborations for Transfer	0.5	0.5	1	1	0.5	1	1	1	0.5	55.6%	44.4%	0.0%
Standard 16: Transfer Student Advising and Orientation Tailored to Transfer Needs	1	1	1	1	0.5	1	1	1	0.5	77.8%	22.2%	0.0%
Standard 18: Clear Explanation of Financial Aid for Transfer Students	1	0.5	1	1	0	1	1	0.5	1	66.7%	22.2%	11.1%
Standard 19: Coordinated Financial Aid Info with Transfer Advising	0	0	1	1	0.5	1	0.5	1	1	55.6%	22.2%	22.2%
Standard 20: Prominent Display and Access to Transfer Programs and Organizations	1	0	0	0	1	0	0.5	0.5	0	22.2%	22.2%	55.6%
Policies										81.5%	7.4%	11.1%
Standard 07: Consistent Treatment of Transfer Credit	0	1	1	1	1	1	1	1	1	88.9%	0.0%	11.1%
Standard 08: Credit Transfer without Regard for Modality	1	1	1	1	1	1	1	1	1	100.0%	0.0%	0.0%
Standard 09: PLA and CBE Credit Comparable to Courses	0	1	1	1	0	1	1	0.5	1	66.7%	11.1%	22.2%
Standard 10: Undistributed Credit Applicable to Degrees	0	1	1	1	0.5	1	1	1	0	66.7%	11.1%	22.2%
Standard 11: Equivalent Credit Treatment among IU Campuses	0	1	1	1	1	1	1	0.5	1	77.8%	11.1%	11.1%
Standard 13: Maintenance of Academic Standards in Transfer	1	1	1	1	0.5	1	1	1	1	88.9%	11.1%	0.0%

March 11, 2021

Theme/Standard	CAMPUS									% 1.0, Standard met	% 0.5, Standard in- process	% 0.0, Standard un-met
	IUB	IUE	IUFW	IUK	IUN	IUPUC	IUPUI	IUSB	IUS			
Rules/Systems/Communications										51.9%	27.8%	20.4%
Standard 01: General Rules for Credit Transfer	1	1	1	1	1	0	1	1	1	88.9%	0.0%	11.1%
Standard 02: Student Access to Information	0.5	1	0.5	1	1	0.5	1	1	1	66.7%	33.3%	0.0%
Standard 05: Transfer Appeals Process	0	0.5	0	0	0.5	1	0	1	0	22.2%	22.2%	55.6%
Standard 14: Centralized Transfer Information	0.5	0.5	1	1	1	1	0.5	0.5	1	55.6%	44.4%	0.0%
Standard 15: Transferability Information	1	0.5	0	0.5	1	1	0	0.5	1	44.4%	33.3%	22.2%
Standard 21: Explanations of Transfer	0	0.5	0	1	0.5	1	0	0.5	1	33.3%	33.3%	33.3%
Grand Total										57.7%	28.0%	14.3%

Campus Summary on Standards' Status	IUB	IUE	IUFTW	IUK	IUNW	IUPUC	IUPUI	IUSB	IUSE	ALL CAMPUSES
Percent met (1.0):	33.3%	47.6%	61.9%	81.0%	42.9%	76.2%	57.1%	52.4%	66.7%	57.7%
Percent in-progress (0.5):	28.6%	38.1%	19.0%	9.5%	47.6%	14.3%	28.6%	47.6%	19.0%	28.0%
Percent un-met (0.0):	38.1%	14.3%	19.0%	9.5%	9.5%	9.5%	14.3%	0.0%	14.3%	14.3%

# APPENDIX F: – Baseline Ratings and Evaluation – Post Assessment

## Post-assessment Survey: Self-Report of Campuses Meeting 21 Transfer Standards, Nested by Theme

May 7, 2021

Theme/Standard	CAMPUS									% 1.0, Standard met	% 0.5, Standard in-process	% 0.0, Standard un-met
	IUB	IUE	IUFW	IUK	IUN	IUPUC	IUPUI	IUSB	IUS			
Data/Tracking										48.1%	48.1%	3.74%
<u>Standard 03</u> : Tracking and Benchmarking Transfer Student Success	0.5	0.5	0.5	0.5	0.5	1	0.5	0.5	0.5	22.2%	77.8%	0.0%
<u>Standard 04</u> : Timely Evaluation of Transfer Courses for Articulation	1	1	1	1	0.5	1	0.5	1	1	77.8%	22.2%	0.0%
<u>Standard 17</u> : Accuracy of Core Transfer Library Across Institutions, Milestones, Military	0.5	0	1	0.5	0.5	1	0.5	1	0.5	44.4%	44.4%	11.1%
Infrastructure and Handoffs										61.1%	31.5%	7.4%
<u>Standard 06</u> : Back-office Systems in Support of Articulation Rules	0.5	0.5	1	1	0.5	1	1	0.5	0.5	44.4%	44.4%	11.1%
<u>Standard 12</u> : Maintenance of Partnerships and Collaborations for Transfer	1	0.5	1	0.5	1	1	1	1	1	77.8%	22.2%	0.0%
<u>Standard 16</u> : Transfer Student Advising and Orientation Tailored to Transfer Needs	1	0.5	1	0.5	1	1	1	1	1	77.8%	22.2%	0.0%
<u>Standard 18</u> : Clear Explanation of Financial Aid for Transfer Students	1	1	0.5	0.5	1	1	0.5	1	1	66.7%	33.3%	0.0%
<u>Standard 19</u> : Coordinated Financial Aid Info with Transfer Advising	1	1	1	0.5	0.5	1	1	1	1	77.8%	22.2%	0.0%
<u>Standard 20</u> : Prominent Display and Access to Transfer Programs and Organizations	0	0	0.5	0.5	0.5	1	0.5	0	0	22.2%	44.4%	33.3%
Policies										81.5%	13.0%	5.6%
<u>Standard 07</u> : Consistent Treatment of Transfer Credit	1	1	1	1	1	1	1	1	1	100.0%	0.0%	0.0%
<u>Standard 08</u> : Credit Transfer without Regard for Modality	1	0.5	1	1	1	1	1	1	1	88.9%	11.1%	0.0%
<u>Standard 09</u> : PLA and CBE Credit Comparable to Courses	1	0.5	1	0.5	1	0.5	1	1	1	66.7%	33.3%	0.0%
<u>Standard 10</u> : Undistributed Credit Applicable to Degrees	1	1	1	1	1	1	1	1	1	88.9%	11.1%	0.0%
<u>Standard 11</u> : Equivalent Credit Treatment among IU Campuses	1	0	0	1	0.5	0.5	1	1	1	44.4%	22.2%	33.3%
<u>Standard 13</u> : Maintenance of Academic Standards in Transfer	1	1	1	1	1	1	1	1	1	100.0%	0.0%	0.0%
Rules/Systems/Communications										38.1%	33.3%	14.3%

May 7, 2021

Theme/Standard	CAMPUS									% 1.0, Standard met	% 0.5, Standard in- process	% 0.0, Standard un-met
	IUB	IUE	IUFW	IUK	IUN	IUPUC	IUPUI	IUSB	IUS			
Standard 01: General Rules for Credit Transfer	1	0.5	1	1	0.5	1	0.5	1	1	66.7%	33.3%	0.0%
Standard 02: Student Access to Information	1	0.5	0.5	1	0.5	1	0.5	1	1	44.4%	55.6%	0.0%
Standard 05: Transfer Appeals Process	0	0	0	0.5	0.5	0.5	0.5	0	0	0.0%	55.6%	44.4%
Standard 14: Centralized Transfer Information	1	1	1	1	1	1	1	1	1	100.0%	0.0%	0.0%
Standard 15: Transferability Information	0.5	0	1	0.5	1	0.5	0.5	1	0.5	33.3%	44.4%	22.2%
Standard 21: Explanations of Transfer	0.5	0	1	0.5	1	0.5	0.5	0	0.5	22.2%	44.4%	33.3%
Grand Total %										60.3%	30.7%	9.0%

Campus Summary on Standards' Status	IUB	IUE	IUFTW	IUK	IUNW	IUPUC	IUPUI	IUSB	IUSE	ALL CAMPUSES
Percent met (1.0):	66.7%	66.7%	33.3%	71.4%	47.6%	52.4%	76.2%	52.4%	76.2%	60.3%
Percent in-progress (0.5):	14.3%	23.8%	38.1%	19.0%	52.4%	47.6%	23.8%	47.6%	9.5%	30.7%
Percent un-met (0.0):	19.0%	9.5%	28.6%	9.5%	0.0%	0.0%	0.0%	0.0%	14.3%	9.0%

## **APPENDIX G: – AACARO Transfer Bill of Rights**

AACRAO Transfer Student Bill of Rights

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AACRAO Transfer Institution Bill of Rights and Responsibilities

# TRANSFER STUDENT

## Bill of Rights

As members of the Higher Education Community, representatives of institutional administration, and advocates for the equitable and ethical treatment of all students, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) hereby recommends and supports that all transfer students:

### Have the right to:

- Have the right to clear, complete, and accessible information about how prior learning credit will be accepted and applied to degree requirements in their select program of study.
- Enjoy the maximization of available credit in transfer in support of reduced cost to students and the most efficient time to degree completion.
- Are entitled to educational costs that do not differ based upon transfer status.
- Be considered for available financial aid and scholarships.
- Have access to orientation, student life activities, and when possible, campus housing.
- Retain prior learning credits through experiential learning, nationally recognized exams, military training, and international educational programs as applicable to degree requirements and in accordance with institutional policies, accreditation requirements, and/or legal statute.
- Be eligible for sport and athletic programs as outlined by the NCAA, NAIA, or other governing organizations.
- Are direct beneficiaries of specific academic advising, academic success programs, tutoring programs, career services, and when possible, pre-transfer advising.
- Enter into a culture of acceptance and understanding, where institutional faculty and staff are familiar with the needs and challenges of a variety of transfer student subpopulations.
- Be admissible to all academic program when possible; non-admissible programs should be clearly identified. Likewise, pre-requisite and additional admission requirements should be documented and made available.
- Have access to the same class schedule and register for classes at the same time as the native student body, including enrollment in internships and study abroad options.
- Are ensured equal access to disability support, health and mental health services, and other such programs with the main objective to assure a safe and healthy college experience.

# TRANSFER-INSTITUTION

## Bill of Rights and Responsibilities

As members of the Higher Education Community, representatives of institutional administration, and advocates for the equitable and ethical treatment of all students, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) hereby supports that all institutions that accept transfer students:

### Have the right to:

- Define what constitutes a transfer student and have a different definition of transfer student for differing internal processes or requirements.
- Expect students to provide official transcripts and other appropriate documentation for admission and/or the evaluation of transfer credit within a stated timeline.
- Deny admission or delay enrollment/registration if required documents are not received by the stated deadline.
- Evaluate and award transfer credit using a variety of factors, including but not limited to: age of credit, minimum earned grade, comparability of content, academic level, program accreditation, direct equivalency, and applicability to specific degree programs.
- Include or exclude transfer courses when calculating the student's grade point average (GPA); differences in GPA inclusion may exist when considering a student for honors, awards, or admission to specific programs.
- Require satisfactory completion of pre-requisite coursework prior to admission or enrollment.
- Establish and publish guidelines that identify the number of transfer students admitted to the institution, and/or to specific programs.
- Decline participation in articulation, consortium, or other agreements.
- Offer a distinct intake process for transfer students.
- Accept and apply prior learning credit based on a policy to include a list of acceptable sources, minimum scores or credit recommendations, and applicability to degrees or courses; or, not to accept prior learning.
- Request a third-party review of international transfer credit or require an English translation of an international transcript.

### And, have the responsibility to:

- Abide by the individual mission of the institution.
- Clearly identify the application and admission process for transfer students.
- Comply with the policies and requirements for admission and transfer credit articulation as identified by the institution's accrediting bodies, governing boards, and as applicable, state laws.
- Maintain and regularly update the institution's transfer credit policy and procedures, publishing them in a location easily accessible to students.
- Explain how prior learning credits are accepted and applied to degree programs.
- Honor official partnership programs or agreements that may affect transfer credit, admission requirements, scholarships, housing, or other stipulations.