CONTENTS

Deciphering the Data

CHAPTER ONE
BY BRUCE CLEMETSON, LEE FURBECK, AND ALICIA MOORE
Understanding the Data and Best Practices for Supporting Transfer Students .......... 3
Transfer Student Characteristics ......................................................... 6
Transfer Students and National Data Trends ........................................... 6
Defining and Managing Different Types of Student Swirl ......................... 9
Institutional Partnerships to Support Swirlers ........................................ 12

CHAPTER TWO
BY PAUL ATTEWELL AND DAVID MONAGHAN
Lost Credits: The Community College Route to the Bachelor’s Degree ................ 15

Enrollment Management

CHAPTER THREE
BY NORA MANZ
Transfer Student Success and Retention .............................................. 23
Addressing Different Needs ................................................................. 25
Elements of Student Success ............................................................... 25
Retention and Persistence ................................................................. 27
Establishing Successful Practices ...................................................... 27
Statewide Initiatives ........................................................................... 27
Institutional Initiatives ........................................................................ 30
Orientation ......................................................................................... 30
Articulation Agreements ................................................................. 31
Transfer Shock ............................................................................... 32
Faculty Workshops ..................................................................... 33
Campus Visits ............................................................................. 33
Mentor Programs and Transfer Seminars ............................................. 34
Transfer Information Week ............................................................... 34

CHAPTER FOUR
BY SUSAN DAVIES, JANE REX, AND LORI STEWART GONZALEZ
Creating Institutional Teamwork for Transfer Student Success ......................... 37
Creating a Case for Institution-Wide Transfer Programming and Service Initiatives ................................................................. 39
Strategies to Enhance Collaboration across Campus: Frameworks for Change .... 41
Creating Transfer Student Success through the Transfer Transition Process .......... 45

CHAPTER FIVE
BY SHANEE R. CREWS AND JOANNE E. JENSEN
Recruiting Transfer Students ................................................................ 51
The Big Picture ............................................................................... 54
Understanding the Market ................................................................. 54
Developing a Recruitment Plan .......................................................... 55
Communications, Marketing, and Events ............................................. 57
Helping Transfer Students Transition from Two-Year to Four-Year Institutions .... 59
CHAPTER SIX
BY MARIE-JOSÉ CARO AND EDWARD F. TROMBLEY III

Non-Traditional Students and Transfer: A Focus on Military and Veteran Students .............................................. 63

Military and Veteran Students .............................................. 65
Enrollment Trends of Non-Traditional Students ...................... 66
Enrollment Trends of Military and Veteran Students ............... 68
Admissions Challenges of Non-Traditional Students .............. 68
Transferring Military Credits ............................................. 69
Social and Cultural Challenges for Student Veterans ............... 71
Tools to Serve the Non-Traditional Student ......................... 74

CHAPTER SEVEN
BY NANCY KROGH

Transfer and Technology ................................................... 79

Historical Tools and Technology ......................................... 82
Technology Today ........................................................... 83
Public Expectations ......................................................... 86
Future Trends ................................................................. 87

CHAPTER EIGHT
BY KELLY BROOKS

Writing a Transfer Policy: Principles and Practices .................. 89
Lessons from Journalism School ........................................ 92

Transfer of Credit

CHAPTER NINE
BY CHRISTINE CARTER

Military Transcripts and Transfer Credit .............................. 99

Thomas Edison State College .......................................... 102
The Joint Services Transcript .......................................... 102
TESC Transfer Equivalencies ........................................... 103
Regionally-Accredited Institutions .................................. 104
TESC Academic Program Review Credit ......................... 104
Fort Sam Houston Program ............................................ 105
Examination Programs .................................................... 105
Military Transfer Policies ................................................ 105

Degree Requirements ....................................................... 106
Resources for Military Students and Veterans ..................... 107

CHAPTER TEN
BY CHRISTY FRY

International Transfer Credit Evaluation and Methodology ...... 109

Reacquaintance with the U.S. Education System ................. 111
Institutional Profile .......................................................... 112
Evaluation Methodology .................................................. 113
Admissions Placement ....................................................... 114
Accreditation ................................................................. 115
Institutional Type ............................................................ 117
Evaluating Grades ............................................................ 118
Transfer Credit Evaluation ............................................... 119
Applicability Versus Transferability ................................... 119
Credential Type ............................................................... 120
Course Content and Level ............................................... 120
Reporting Formats and U.S. Conversion .............................. 121
Subject-Based Conversion ............................................... 123
Study Abroad ................................................................. 124
Advanced Standing ......................................................... 124
English as a Second Language (ESL) Courses ...................... 124
Articulation Agreements .................................................. 125

CHAPTER ELEVEN
BY ANN M. KOENIG AND ED DEVLIN

Fighting Fraud: Verifying Credentials ................................ 131

Common Types of Document Fraud .................................. 133
Document Fraud in Transfer Admissions ............................ 134
Degree Mills, Accreditation Mills, and Bogus Foreign Credential Evaluation Services .............................. 134
Assessing Transcript Legitimacy ....................................... 137
Counterfeit Academic Documents from Real Institutions ....... 139
High School Documents and Fraud ................................... 140
Protecting Your Institution: Best Practice in Document Review and Verification .......................... 141
Document Review: A Step-by-Step Approach ...................... 143
Considerations for Policies on Fraud ................................. 145
Best Practice is the Key: Being Informed, Remaining Vigilant, Verifying Documents .................... 147
Resources on Fraud ........................................................ 147

The Transfer Handbook: Promoting Student Success
Regulations

CHAPTER TWELVE
BY MICHELLE BLACKWELL

FERPA and Reverse Transfer ........................................ 151
FERPA Rules and Regulations ...................................... 153
Sample Scenarios ....................................................... 155
Ensuring FERPA Compliance ..................................... 155

CHAPTER THIRTEEN
BY ANDREW CARDAMONE

NCAA Regulations for Transfer Student-Athletes .............. 157
Triggering Transfer Status .......................................... 160
Initial-Eligibility Certification ..................................... 160
Assessing “Qualifier” Status ....................................... 160
The Basic Transfer Rule ............................................ 161
Two-Year (2–4) Transfers ........................................... 161
Four-Year (4–4) Transfers .......................................... 161
Graduate Student/Post-Baccalaureate Participation .......... 166
Assistance from the NCAA Staff ................................ 168

CHAPTER FOURTEEN
BY ANGELA CRAWFORD AND HEIDI HOSKINSON

NAIA Regulations for Transfer Student-Athletes .............. 169
Opportunities and Challenges .................................... 172
Emerging Trends ...................................................... 172
NAIA History .......................................................... 173
Campus Partners and Other Resources ......................... 173
Recruiting and Contact Rules ................................... 175
Residency Rules ....................................................... 176
Definition of a NAIA Transfer Student Athlete ............... 177
Transfer Forms ........................................................ 177
National Student Clearinghouse ................................ 178
Admissions Application and Eligibility Center Registration 179
FERPA Considerations ............................................. 179
Conference Rules ..................................................... 179
Key Transfer Eligibility Rules .................................... 179
Transfer Students ..................................................... 181
Institutional Credit Hours .......................................... 183
Gaps and Competitive Experience ............................... 185
International Transfer Students ................................. 185
Transferring Student-Athletes to Other NAIA Institutions 188
Graduate Transfer Students ....................................... 188
Legislative Appeals Process ..................................... 188

Partnerships

CHAPTER FIFTEEN
BY FRANK YANCHAK AND JACK MINER

Reverse Transfer: The Newest Pathway to Student Success .... 195
Reverse Transfer Defined .......................................... 195
Statewide Reverse Transfer Initiatives ......................... 197
Benefits for the Student ......................................... 198
Benefits for the Institution ..................................... 199
Public Institution Model .......................................... 200
Private Institution Model ......................................... 201
Supporting Reverse Transfer .................................... 201
Student Processes .................................................. 202
FERPA Considerations ........................................... 202
Residency Considerations ....................................... 204
Territory Issues .................................................... 204
Cost and Revenue Considerations ............................. 205
Future of Reverse Transfer ..................................... 206

CHAPTER SIXTEEN
BY CATHERINE WALKER, PATRICIA SHEA, AND ROLAND SQUIRE

The Interstate Passport: A New Framework for Transfer ...... 209
Phase I ................................................................. 212
Phase II ............................................................... 213
Passport Learning Outcomes and Proficiency Criteria .... 214
Passport Tracking System ...................................... 215

Case Studies

CHAPTER SEVENTEEN
BY STEPHEN J. HANDEL, SHAWN BRICK, ADAM PARKER, AND LIZ TERRY

Strengthening Community College Transfer to Highly-Selective Research Institutions: A University of California Case Study ..... 219
Background and Context ....................................... 221
Findings and Recommendations ........................................ 222
Strengthening the Transfer Pathway ................................ 228

CHAPTER EIGHTEEN
BY JASON L. TAYLOR
Implementing Reverse Transfer in Ohio:
A Case Study ................................................................. 229
   Credit When It’s Due Initiative ........................................ 232
   The Ohio Context ....................................................... 232
   Reverse Transfer Implementation Strategies .............. 233
   Five Steps of Reverse Transfer Implementation ....... 235
   Preliminary Outcomes ............................................... 236
   Successes .................................................................... 236
   Challenges ................................................................... 236

CHAPTER NINETEEN
BY CHARLES HANNON
Facilitating Transfer Students’ Transition
to a Liberal Arts College ............................................. 241
   Evaluating Student Transcripts .................................. 244
   Nuts and Bolts .............................................................. 246
   Room for Improvement .............................................. 248

References ........................................................................ 275

Appendices

APPENDIX A
Who Handles Transfer Articulation? ............................... 251

APPENDIX B
Sample Articulation Agreement:
Colorado Statewide Transfer Articulation Agreement ........ 253

APPENDIX C
List of Statewide Articulation Agreements ..................... 259

APPENDIX D
WICHE Passport Guidelines for Registrars ...................... 261

APPENDIX E
Joint Statement on the Transfer and Award of Credit ....... 269
ABOUT THE AUTHORS

Paul Attewell teaches in the Ph.D. program in sociology at the Graduate Center of the City University of New York. His research focuses on the intersection of social stratification and education, and especially on processes affecting undergraduates from low-income backgrounds in non-elite colleges. His latest book, co-authored with David Monaghan, is titled “Data Mining for the Social Sciences: An Introduction.”

E. Michelle Blackwell is the Director of Reverse Transfer at the University of North Carolina–General Administration. She previously served as Director of Transfer Student Services at Middle Tennessee State University, where she established one of the first reverse transfer agreements in the state with Nashville State Community College. She earned her bachelor’s degree in psychology and master’s degree in child and family studies from the University of Tennessee (UT), Knoxville. She served as Assistant Director of the University Honors Program at UT for eight and half years. She has presented at national and regional AACRAO conferences on reverse transfer and the National Summit on Reverse Transfer sponsored by the National Student Clearing House.

Shawn Brick is Associate Director of Undergraduate Admissions at the University of California–Office of the President (UCOP). He has worked on admissions policy issues for the 10-university UC system for five years. Shawn also serves as the UC representative and Chair of the www.assist.org Executive Management and Oversight Committee. Prior to his work in admissions, Shawn was a financial aid policy expert for UCOP and a financial aid director at the California College of the Arts. He holds a B.A. in History and Anthropology from the University of Wisconsin at Madison and will complete his master’s degree in public policy at UC Berkeley in 2015.
Kelly L. Brooks, MPA, is Registrar at Capella University in Minneapolis, Minnesota. Her higher education career spans more than 20 years, including positions at the University of Minnesota–Twin Cities campus as the School of Nursing’s Undergraduate Enrollment Manager, as well as Medical School Registrar. Brooks has also served as Degree Audit Coordinator, Registrar’s Office Supervisor, and Admissions and Transfer Officer at Capella University. She holds an undergraduate degree in print journalism and a master’s degree in public affairs in policy analysis and higher education administration.

Andrew Cardamone is an Associate Director of Academic and Membership Affairs at the National Collegiate Athletics Association. Andrew joined the NCAA in September 2008 and currently serves on the academic, interpretations, and operations teams. Specifically, Andrew serves as lead for academic, transfer, and academic integrity related interpretations. He is also an academic team lead for business performance management and technology initiatives.

Prior to joining the NCAA he was Assistant Registrar for Athletics Eligibility and Certifications at Georgetown University and the compliance coordinator at Temple University. He also worked as an academic counselor in the Prentice Gautt Academic Center at the University of Oklahoma.

Andrew holds his undergraduate degree in psychology from Saint Joseph’s University where he was a member of the baseball team. He also holds a master’s degree in counseling and psychological services from Springfield College.

Marie-Jose (M.J.) Caro is Registrar at Embry-Riddle Aeronautical University, Daytona Beach. She has 18 years of experience in higher education and higher education consulting, having served as a software consultant for Ellucian, Inc., Director of Student Affairs at the Pennsylvania Academy of the Fine Arts, Registrar and Associate Director of Admissions at Florida Gulf Coast University, and Assistant Director of Enrollment Services at Lehigh Carbon Community College. She holds a master’s degree from Jones International University and bachelor’s degrees from Moravian College and Embry-Riddle Aeronautical University.

Christine Carter is a Senior Evaluator in the Office of the Registrar at Thomas Edison State College, where she has worked for nine years. She earned her bachelor’s degree at Georgetown University, and her M.Ed. at the University of Virginia. Christine has presented at the AACRAO Technology and Transfer conference, as well as the AACRAO Annual Meeting on topics including military and non-traditional transfer credit.

Dr. Bruce Clemetsen is currently Vice President for Student Affairs at Linn-Benton Community College in Albany, Oregon. Bruce earned degrees from Willamette University, Michigan State University and Bowling Green State University. Bruce has worked in various student affairs roles at multiple
types of institutions. He is an adjunct faculty member at Oregon State University, teaching in the College Student Services Administration and the Community College Leadership programs. Bruce serves on the Oregon Community College Student Success Oversight committee. His areas of interest include institutional partnerships, equitable student success and completion, and student progression.

**Angela M. Crawford** is the Manager of Marketing and Communications for the National Association of Intercollegiate Athletics (NAIA). She earned her bachelor’s degree in public administration and public communication at Truman State University in Kirksville, Missouri, and her master’s degree in communications and quantitative research methods at the University of Kansas.

Angela was among the initial group hired by the NAIA to help develop the processes for the Association’s new Eligibility Center, leading to its opening in 2010. For her first two years at the NAIA, she oversaw academic eligibility decisions for students transferring to NAIA schools and conducted the staff training for academic eligibility decisions. Currently, Angela coordinates the education and communication efforts of the NAIA Eligibility Center for all external groups.

**Shaneé Crews** is the Associate Director for Transfer Recruitment at Virginia Commonwealth University. She received her bachelor’s degree in psychology from Hampton University, and her Master of Education in Counselor Education, with a concentration in College Student Development and Counseling, from VCU’s School of Education. She began her career in higher education at VCU in August 1999, and has served in various capacities: in the Office of Records and Registration, the VCU Transfer Center, the School of Business, and currently in the Office of Admissions. In her current role, she is responsible for leading the coordination of marketing and communications, recruitment, and the application review process for the VCU Office of Admissions’ transfer admissions efforts.

**Susan Davies** earned her B.A. in English from Georgia Southern University and her M.A. in College Student Development from Bowling Green State University. She is currently writing her dissertation on student price responsiveness in college enrollment decisions to complete a Ph.D. in Educational Studies from the University of North Carolina at Greensboro. Susan has served as Associate Vice Chancellor of Enrollment Management at Appalachian State University since 2009 and created the Office of Transfer Articulation, which has now expanded to an Office of Transfer Services. Prior to her time at Appalachian, Susan held various positions that impacted transfer student recruitment and retention, including Coordinator of Orientation and Parent Programs and Director of Admissions, over eleven years at Georgia Southern University.

**Ed Devlin** is currently a foreign credential evaluator with AACRAO International Education Services and previously held the posi-
tion of Director of Special Projects. He has worked in international education for more than 40 years, directing the International Student Program at Monterey Peninsula College (MPC), California, and directing English language and academic orientation programs at Stanford, MPC and the University of California Santa Cruz. He has also worked in international admissions at Golden Gate University in San Francisco and as a consultant for many schools and programs in the United States and abroad.

Mr. Devlin served on the AACRAO International Admissions Committee and several NAFSA committees. He has given presentations, workshops and training sessions at numerous AACRAO and NAFSA conferences, and has contributed many articles for publications from both associations. The author of the AACRAO publication *Australia: Education and Training* and co-author/editor of the PIER workshop reports on Poland and the Czech/Slovak Federated Republics, Ed developed the first model for the AACRAO EDGE (Electronic Database for Global Education). Ed Devlin is a Life Member of NAFSA.

**Christy M. Fry** is the Associate Director of International and Diversity Recruitment at Colby-Sawyer College where she is charged with all international and transfer enrollment initiatives. For the past four years, she was the lead international credential evaluator for both International Graduate and Undergraduate Admissions at Johnson & Wales University. Christy has been an international education practitioner for nearly fifteen years, where she has held public, private and government positions in Malta, Sicily, Italy, and the United States. These positions have afforded her experience in immigration and compliance, credential and transfer evaluation, training and assessment, student services, and articulation agreement management. Christy’s M.A. was obtained from SIT Graduate Institute in International Education and Advising; her B.A. was completed in Psychology. She enjoys presenting and facilitating sessions, especially on the topic of credential evaluation, having done so at AACRAO, NAFSA, and UK NARIC conferences.

**Lee Furbeck, Ph.D.**, currently serves as Director of Undergraduate Admissions and Student Transition at Cleveland State University and directs the transfer program for AACRAO’s Technology and Transfer Conference. She has published and presented extensively on transfer-related topics, student access and equity, and admissions recruitment. Lee previously served as chair of AACRAO’s Transfer and Articulation Committee and has worked with transfer students and transfer credit policy at the institutional and state levels in multiple states. She has also served as chair of AACRAO’s Professional Development Committee and in several regional leadership roles. Lee earned a doctorate in English at the University of Missouri in Columbia, Missouri, and master’s and bachelor’s degrees from the University of Kentucky.

**Lori Stewart Gonzalez, Ph.D.**, obtained her B.A. from the University of Kentucky’s Com-
munication Sciences and Disorders program. She received her M.A. in Communication Disorders from Eastern Kentucky University, and her Ph.D. in Communication Disorders from the University of Florida. She began her academic career at Southern Illinois University at Carbondale in 1988. In 1991, she returned to the University of Kentucky as an assistant professor in the Communication Sciences and Disorders program. She spent twenty years at the University where she served on the faculty and also served as Associate Dean of Academic Affairs. In 2005, she was appointed UK’s third Dean of the College of Health Sciences serving in that capacity for seven years. Dr. Gonzalez served as Provost and Executive Vice Chancellor at Appalachian State University in Boone, North Carolina from 2011 until 2014. During her time as provost, she focused on student success initiatives including transfer student programming. She currently serves as the Senior Advisor to the Senior Vice President for Academic Affairs at the University of North Carolina General Administration.

**Stephen J. Handel** is the Associate Vice President–Undergraduate Admissions for the University of California (UC) System. In this capacity, Handel provides leadership around freshman and community college transfer admissions policy and practice for the nine UC undergraduate campuses. Prior to this position, Steve served for nearly a decade as the Executive Director of the National Office of Community College Initiatives at the College Board. At the College Board, Handel advocated for and conducted research with community colleges nationally and internationally, with a special focus on initiatives that advance educational access and equity for all students. Handel is the author of the *Community College Counselor Sourcebook* as well as other publications focusing on higher education issues, including *Remediating Remediation* (with Ronald Williams), *Strengthening the Nation by Narrowing the Gap* (with James Montoya), and *Second Chance, Not Second Class: A Blueprint for Community College Transfer*. Handel holds a Ph.D. from UCLA and a bachelor’s degree from California State University, Sacramento.

**Charles Hannon** is Associate Dean of the Faculty and Professor of Computing and Information Studies at Washington & Jefferson College in Washington, Pennsylvania. He teaches courses in human-computer interaction, the history of information technology, data presentation, project management, and gender and women’s studies. He has recently published in *Smashing Magazine and Interactions*, and is the author of *Faulkner and the Discourses of Culture* (2005), which won the C. Hugh Holman prize in southern literary studies. He holds a B.A. in English and German from James Madison University; an M.A. in Modern Literature from the University of Kent at Canterbury; and a Ph.D. in English from West Virginia University.

**Heidi Hoskinson** is Interim Vice President of Academic Affairs at Friends University in Wichita, Kansas. A higher education profes-
About the Authors

Heidi Geiser has been a professional for over 20 years, she has worked in the areas of student affairs, enrollment management, and academic affairs. Heidi is finishing a Ph.D. in Adult and Higher Education with an emphasis in Administration from the University of Oklahoma and previously earned a Master of Science in Educational Leadership from Central Connecticut State University and an undergraduate degree from Fort Lewis College, Durango, Colorado. Active in AACRAO, Heidi has served on the Small College Issues and Academic Progress and Graduation Committee and currently serves as the Vice President for Outreach for the Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO). She has served as Chair of the NAIA Registrars Association for the past year as well as serving on the NAIA Competitive Experience Committee.

Joanne Jensen is the Director of Marketing and Communications for Virginia Commonwealth University’s Division of Strategic Enrollment Management, which includes admissions, financial aid, military student services, new student and family programs, records and registration, student accounting, summer and intersession programs, the transfer center, and university academic advising. Jensen earned her bachelor’s degree in English and her master’s degree in English composition and rhetoric from VCU. Prior to her work in higher education, Jensen worked as an account coordinator and writer in the fields of advertising and public relations, and as an editor for a newspaper. Jensen has served in several roles during her tenure at the university. She began her career in higher education as a teaching assistant and adjunct instructor in the VCU Department of English. In 1999, she joined the staff in undergraduate admissions where she was responsible for overseeing marketing and publications. In her current role, Jensen leads all marketing and communications activities and programming for SEM.

Ann M. Koenig is an Associate Director with AACRAO International Education Services. Her career in international education spans more than 25 years, including foreign credential evaluation with IES and other professional evaluation services, and campus-based work in international undergraduate and graduate admissions, student records management, academic advising, and transfer credit evaluation. She has worked with Cardinal Stritch University in Milwaukee, a University of Maryland University College program in Germany, Golden Gate University in San Francisco, and the University of California, Berkeley.

As a respected expert in academic document review and fraud detection, Ms. Koenig has contributed to several AACRAO publications on the topic and shared her insights and recommendations for best practice at numerous workshops and conference sessions. Her achievements in international education include in-depth research and writing on education in several countries. She has presented at professional development and training events sponsored by AACRAO, NAFSA, NAGAP, EAIE, and several other or-
ganizations in the U.S. and Europe. Ms. Koennig has served on the NAFSA national ADSEC committee and the AACRAO International Education Committee.

**Nancy Krogh** currently serves as a Senior Consultant for Sierra-Cedar Inc. She previously worked at the University of Idaho and the University of North Dakota as university registrar and at Rocky Mountain College as the registrar and director of institutional research. Nancy earned her Ed.D. and M.Ed from Montana State University and a B.A. from the University of North Dakota. She has 25 years of experience in higher education including in registration, transfer, admissions, institutional research, residence life, and the administration and implementation of technology.

Nancy served on AACRAO’s Board of Directors as vice president for finance. She has also served on several committees and task-forces including as chair of the Institutional Research and Enrollment Planning and Information Systems and Technology Committees and as the co-chair of the AACRAO Task Force on Association Governance. Nancy was awarded AACRAO Honorary Membership in 2015.

**Nora Manz** is the Associate Director of Transfer and Articulation at Delaware County Community College. She has an M.A. in Counseling, an Ed.M. in Psychological Counseling from Teachers College, Columbia University, and a B.A. in Psychology from Alfred University. She has been with Delaware County Community College for almost nine years, where she is responsible for managing the Transfer Office.

Over the last 13 years, Nora has worked in various roles in higher education including admissions, counseling, advising, and student activities. In recent years she served on the Board of Directors of SSI at West Chester University, and was invited to serve on NACAC’s Transfer Advisory Committee. Nora has presented at local and national conferences regarding transfer student transitions, advising and adjustment, as well as Transfer Check. She is currently a member of the New York State Transfer and Articulation Association (NYSTAA), and is a founding member of the Transfer Advising and Admissions Committee of Pennsylvania (TAAC).

**Jack Miner** is Director of Registrar Operations at The Ohio State University. He holds a bachelor’s degree in political science and a master’s degree in public policy and management, both from The Ohio State University. In addition, Miner has been recognized with the University’s Distinguished Alumni Award and a scholarship named in his honor.

Jack has served as president and treasurer of the Ohio Association of Collegiate Registrars and Admissions Officers and serves on the Articulation and Transfer Credit Steering Committee for the Ohio Board of Regents. He has also served as vice chair of Nominations and Elections, chair of the LGBT Caucus, and on various committees for the AACRAO. Jack is currently the Vice Chair of the Program Committee and will be chair for the annual
meeting in Phoenix in 2016. Jack is a recipient of the 2015 Thomas A. Bilger Award for service and leadership within AACRAO.

David Monaghan is a Ph.D. candidate in Sociology at the Graduate Center of the City University of New York (CUNY), and completed his undergraduate education at Tufts University. His research focuses on non-traditional students and open-access higher educational institutions, and in particular on how the stratified structure of American higher education reproduces educational inequality among college entrants. His research has been published in *Educational Evaluation and Policy Analysis, Sociological Focus,* and *Social Science Research.* He is completing his dissertation, which explores college enrollment among working-aged adults.

Alicia Moore, Dean of Student and Enrollment Services for Central Oregon Community College (COCC) and Senior Consultant with AACRAO Consulting, bring more than 17 years of leadership experience in the field of student and enrollment services. Ms. Moore emphasizes the need for campus-wide leadership in strategic enrollment management and providing opportunities for individuals across the campus, regardless of their position, to engage with the planning and implementation process.

During her tenure at COCC, Ms. Moore helped the College navigate record-setting enrollment goals, including doubling institutional enrollment in five years. Through her collaborative efforts, she has helped the campus develop a SEM plan and associated student success strategies initiative, partnerships between high schools and universities, as well as a new comprehensive one-stop service center that includes admissions, registration, placement testing, academic advising, student account/bursar, and financial aid. Ms. Moore has also played a key role in the design of COCC’s new Campus Center and student housing, and coordinated the development of ongoing efforts towards a successful institution-wide strategic enrollment management plan.

Ms. Moore has presented at numerous conferences on topics including strategic enrollment management, assessment in student services, student engagement and retention, and institutional branding, and has written several articles for AACRAO’s *College and University* journal. She has a bachelor’s degree from Willamette University, a master’s degree from Colorado State University, and is currently pursuing her doctorate in educational leadership from Oregon State University.

Adam Parker is a Policy and Program Analyst at the University of California, Office of the President. He has worked on higher education issues including admissions, financial aid, and student diversity, for the last fifteen years. As an independent consultant, Adam works with nonprofits and foundations on issues relating to education and poverty. Adam has an M.A. in Public Policy from UC Berkeley, an M.A. in History from the University of Wisconsin-Madison, and a B.A. in History from UC Berkeley. Adam also has written
three books on California history for elementary school students.

**Jane Rex** received her Bachelor of Science in Health and Physical Education from Slippery Rock University in 1979 and a Master of Arts in Student Development from Appalachian State University in 1989. Jane was a 23-year veteran of the North Carolina Community College System before directing the Office of Transfer Articulation. Established by Appalachian State University in 2010 to address the needs of transfer students, particularly as it relates to the seamless transfer of credit, the office has evolved into a one-stop center for transfer students. In addition to the challenges of creating a new office, Jane serves on numerous committees on campus and across the state to advocate for transfer-friendly policies and practices that address transfer student needs. Jane is a frequent presenter at state, regional, and national conferences and was recently awarded the Bonita C. Jacobs Transfer Champion Award by the National Institute for the Study of Transfer Students.

**Douglas T. Shapiro, Ph.D.,** is the Executive Research Director of the National Student Clearinghouse Research Center, where he is responsible for leveraging the nation’s largest student-level longitudinal dataset of college enrollment and degree information to help improve institutional practice, inform policy and increase student success. The Research Center publishes annual reports detailing trends in student enrollment, persistence, transfer, mobility and completion. The Center also provides data services that track student enrollment and progress in postsecondary education for high schools, districts, states, postsecondary institutions, researchers and other educational organizations.

Shapiro has 15 years of experience conducting and publishing research on students in higher education, including 11 years of building and managing student-level research datasets at the institution, state and national level. Prior to joining the Clearinghouse, he was the Director of Institutional Research at The New School. Before that, he served as Vice President for Research and Policy Development at the Minnesota Private College Council. Shapiro spent his early career managing alumni development campaigns, teaching mathematics, and leading one of the largest graduate student labor unions in the nation. He holds a Ph.D. from the University of Michigan’s Center for the Study of Higher and Postsecondary Education, an M.A. in Mathematics from the University of Michigan, and a B.A. in History from the University of Chicago.

**Patricia (Pat) Shea** is the principal investigator for the Interstate Passport Initiative. She holds an M.Ed. in Educational Administration and Supervision from George Mason University. As the Director of Academic Leadership Initiatives for the Western Interstate Commission for Higher Education (WICHE) in Boulder, Colorado, Shea oversees the activities of three membership organizations based there: the WICHE Internet Course Exchange, the Western Academic...
Leadership Forum, and the Western Alliance of Community College Academic Leaders. She also directs WICHE’s involvement in two other regional collaborative projects: the North American Network of Science Labs Online (NANSLO) and the Consortium for Healthcare Education Online (CHEO).

**Roland Squire** is the University Registrar for Utah State University. He earned his bachelor’s degree in computer science from Utah State University. He has had a career in information systems; first with Salt Lake City and then as the Management Information Services Director for the Utah Department of Public Safety. While at Public Safety Roland was named by the Governor as the Enterprise Executive for the information technology component of the state’s homeland security efforts. He has worked for USU for ten years and has worked on the WICHE Passport project from the start of the project.

Roland served four years in the Air Force. After receiving electronics training he was assigned to the White House Communications Agency in Washington, D.C. where he served for over three years.

**Jason L. Taylor** is an Assistant Professor in the Department of Educational Leadership and Policy at the University of Utah. He received his Ph.D. in Higher Education from the University of Illinois at Urbana-Champaign with a research specialization in evaluation methods and concentration in public policy. His broad research interests are at the intersection of community college and higher education policy and educational and social inequality. He has conducted and led several quantitative and mixed methods studies on college access and college pathways, including topics such as college readiness, developmental education, adult pathways to college, dual credit/enrollment and early college experiences, reverse transfer and transfer policy, career and technical education, LGBTQ students, and educational access and equity.

Jason is the Co-Principal Investigator for the research associated with the Credit When It’s Due initiative, and is investigating the implementation and impact of reverse transfer programs and policies in the 15 states participating in Credit When It’s Due. He has published in journals such as *American Behavioral Scientist, Community College Review, Community College Journal of Research and Practice, Education Policy Analysis Archives*, and *New Directions for Community Colleges*. Prior to transitioning into academia, Jason was an academic advisor at Illinois State University and the Registrar at Chaparral College in Arizona.

**Liz Terry** is a Policy and Program Analyst at the University of California, Office of the President, focusing on Undergraduate Admissions. She holds a master’s degree in public policy from the Harvard Kennedy School and a bachelor’s degree in mathematics from Brown University.

**Edward F. Trombley III** is Registrar at Embry-Riddle Aeronautical University, Worldwide. With more than 25 years of experience in ed-
ucation, he has served as Senior Operations Manager of the Registrar’s Office at Walden University; Registrar at DeVry University in the Philadelphia and Washington, D.C., metro regions; and Dean of Administration at Bryant & Stratton College. He holds a bachelor’s degree and master’s degree from the State University of New York at Oswego.

Catherine Walker is the project manager for the Interstate Passport Initiative, which is managed by Western Interstate Commission for Higher Education (WICHE). She holds a bachelor’s degree in music history and a Master of Arts in Teaching from The Colorado College. Walker is also a founder and partner in The Third Mile Group, an education policy and research firm that conducts project management, program evaluation, research, writing, editing, and constituent communication and relations. Her work has focused on education leadership, alternative education, teacher preparation and compensation, and expanded learning opportunities. Previously she held numerous positions at the Education Commission of the States and the State Higher Education Executive Officers.

Frank Yanchak is University Registrar at Franklin University in Columbus, Ohio. He has been in higher education for more than 20 years and earned a Bachelor of Arts from West Liberty University and a Master of Business Administration from Wheeling Jesuit University. He has served on AACRAO’s Mentor Services Committee and the Transfer and Articulation Committee.

Frank has been very active in Ohio ACRAO as President, Vice President of Mentoring and Membership, member of the Records and Registration Committee and Professional Development Committee, and Co-Chair of the Local Arrangement Committee. He was also selected by his peers to serve on the Ohio Board of Regents Articulation and Transfer Credit Steering Committee.
In January 2015, President Barack Obama announced an ambitious proposal to offer two years of community college tuition-free to qualifying students, including non-traditional and part-time students excluded from similar state initiatives. Community colleges are a relatively recent American invention, starting with Joliet Junior College in Chicago nearly 100 years ago. Since then, community colleges have established a proud tradition as open-access institutions educating a wide variety of students ranging from first-time college students and military veterans to adult learners and new immigrants. According to the College Board, many of the millions of students enrolled in credit-bearing programs in community colleges are doing so with the intention of transferring to a four-year college or university and earning a bachelor’s degree (Hossler et al. 2012).

With more options available for where and when they can access and complete courses, these students engage in multiple patterns of attendance, moving between four-year and two-year schools, and between public and private institutions. Any transfer student may be at a greater risk of not completing a degree, but they don’t have to be. Partnerships between institutions as well as college and university support services can help transfer students succeed and graduate.

AACRAO has a history of being at the forefront of transfer, and for over 80 years has published Transfer Credit Practices of Designated Educational Institutions (TCP), a voluntary exchange of information regarding practices for acceptance of transfer credit. The much-needed publication The College Transfer Student in America: The Forgotten Student was published in 2004 just as institutions and state and federal government were turning an eye toward transfer. This guide translates research into practical advice on attracting, re-
taining, and graduating transfer students, and addresses strategies for orientation and advising, curricular issues, articulation agreements, and particular types of transfer. Not long after, AACRAO’s Accreditation Mills (2007) was released as the first publication of its kind to explore accreditation fraud. The book gives a historical perspective of the problem, explores the relationship between degree mills and accreditation mills, and defines tactics used by mills to deceive the public.

One year later, in 2008, the AACRAO Transfer Conference was born as the association recognized the need to bring professionals working with transfer students together to address common issues and to take a stance on proposed federal legislation which would have shifted transfer credit decision-making from institutional control to the federal government. Since then, 300 to 400 transfer professionals continue to meet each year to share challenges and successes and to provide a venue for collaboration. In 2012, AACRAO’s Transfer and Technology Conferences officially co-located for the first time, creating opportunities for attendees to explore the connections between the two while retaining the original focus of the meeting.

Now, AACRAO has once again filled the void for admissions, advising, enrollment, financial aid, registrar, and retention professionals working with transfer students. Individual chapters in this book cover enduring topics such as trends, transfer of credit and articulation, transfer policy, two-year to four-year pathways, credential verification, recruitment, transfer student athletes, advising, partnerships, and regulations with a fresh and timely perspective. Other chapters address more recent phenomena such as adult learners, growing numbers of military veterans, reverse transfer, technology, and student swirl.

With so few resources devoted entirely to the topic, this publication stands alone as a comprehensive publication on all things transfer. The best thing about working with transfer students is that no two days are the same. Whether you are just beginning your journey with this fascinating student population or charting the course for transfer student success at your institution, you will find a valuable source of information here.
Transfer is a large and growing part of students’ experience of postsecondary education today, and thus it is increasingly important for student professionals, institutional registrars, admissions officers, and enrollment managers to understand. Student mobility, generally referring to any of the multiple-institution pathways that students follow in pursuit of their educational goals, can include all directions of transfer, such as “traditional” transfer from a two-year to four-year institution; “lateral” transfer from one two-year to another two-year institution or from a four-year to another four-year institution; “swirling” from one institution to another and back again to the starting point; “reverse” transfer from a four-year to a two-year institution; and concurrent and dual enrollment patterns that may include simultaneous enrollment in more than one institution, such as an online university, a local evening or weekend program, or even a high school. Understanding these patterns and their implications for student success is increasingly vital to institutions as they seek to improve how they serve their students, how they meet increasing demands for accountability from state and federal policy makers, and how they meet their own institutional goals.

There are very few institutions remaining for which students arrive only as first-time freshmen and leave as newly-minted graduates (or dropouts). Trying to measure the scale of student transfer can present difficulties, however, because of the slipperiness of the phenomenon and the need for multi-institutional data to track individual student movements from campus to campus. Recent research by the National Student Clearinghouse Research Center has found that the numbers depend upon the vantage point for viewing the student pathways and the amount of time spent in observance. Tracking a cohort of students from their very first postsecondary enrollment, for example, shows that one-third of students will enroll at a different institution from where they started within their first five years and before
earning any degree or certificate. This number is fairly consistent regardless of whether that first institution is a community college, public four-year, or private non-profit four-year institution (Hossler et al. 2012). These are the students who entered your campus as first-time freshmen. Add the ones who transferred in and, for the average institution, the proportion of mobile students reaches one-half.

Looking at a graduating cohort instead of a starting cohort confirms that this is not just a matter of the struggling students trying to find their footing, but includes the successful ones as well; half of all students who earned their first degree or certificate between 2003 and 2013 had enrolled in more than one institution along the way (Shapiro et al. 2014b). Many of these are “swirlers,” but even excluding those who leave and come back, the data shows that over a quarter of those who completed degrees within eight years of their first enrollment in 2006 had actually earned them at a different institution from the one they started in (Shapiro et al. 2014a). Taken as a whole, it is a safe assumption that the share of students who are on a multi-institution pathway, either transferring in, transferring out, or both, makes up a larger part of the enrollments on the average college campus than many student professionals would think.

Not only are the numbers of mobile students large, but their pathways are also complex. More than one-quarter of students who have enrolled in more than one institution have also crossed state lines in the process (Hossler et al. 2012). Nearly 16 percent of new, first-time entrants into postsecondary education are now entering as dual-enrollment students while still in high school, meaning that when they enter college as “freshmen” after graduating from high school, they may also expect to bring transfer credits with them (Shapiro et al. 2013a). Students starting at four-year institutions are, when they transfer or swirl, equally likely to switch to a two-year college as to another four-year. The same is true of students starting at two-year institutions. Some of them will eventually want to bring their new credits “back home” to their original institution; others, perhaps not. Indeed, most who start at a two-year institution and transfer to a four-year without completing an associate degree may not know that “reverse transfer”—sending four-year credits back to their starting institution in order to receive the associate degree if, by chance, they do not complete their bachelor’s—is even possible. Yet, many state policies now encourage it, and there are as many as two million students nationwide who may be eligible (Shapiro et al. 2014b).

The growth of non-traditional students, particularly adults, part-time enrollees, or those returning to college after a long stop-out, is often assumed to contribute to trends of increasing student mobility and the growth of transfer students. Surprisingly, however, non-traditional students are often among the least mobile on many campuses. They tend to have less geographic freedom than traditional-age students, largely due to employment and family constraints, and thus find themselves more tied to the specific programs at specific institutions and locations that best
meet their needs. They are also considerably less likely than traditional-age students to pursue a bachelor’s degree by starting at a two-year institution (Shapiro et al. 2013a). Students in the military and student veterans, however, appear to be an exception to this rule. Their frequent stop-outs and geographic dislocations due to service demands and redeployments make them more likely to change institutions than their non-veteran adult peers (Cate 2014). Thus, the growth in the student-veteran population, expected to continue to accelerate, may lead to a reversal in the overall trend for non-traditional students.

Student mobility is important to institutions because of its impact on their efforts to manage enrollments and retain students. For many students, the process of transferring credits among the institutions in their increasingly complex educational pathways is often fraught with unexpected hurdles and barriers that can create frustration and dampen momentum (Monaghan and Attewell 2015). Recent attention to the challenges of credit transfer has led to many policy initiatives, particularly at the state level, to address the perceived inefficiencies of “lost” credits through regulation. Institutions that find ways to further streamline this process may be better positioned to avoid undesirable regulation while also becoming more effective at supporting progress and success for their mobile students.

Student mobility and transfer are also important at the overall system of postsecondary education, and particularly in terms of national and state-level goals for increasing college completion and attainment rates. Unfortunately, the resulting focus on institutional accountability and measures of student success often includes measures of success that do not count students who transfer, such as institution-based retention and graduation rates, and our national attention to these measures thus causes both institutions and the public to greatly underestimate the real rates of postsecondary student success. This leads to a diminished public perception of the effectiveness of higher education, and of the value that it returns to students, families, and society’s investment. It also causes students to suffer from a narrowed horizon of opportunity and reduced capacities to plan realistic pathways to goal achievement, because neither they nor their advisors and counselors typically have access to complete or accurate statistics on the availability of multi-institutional pathways and their successful outcomes. By improving their understanding of the transfer pathways of students, enrollment professionals will be better able to counter these trends and support the goals and expectations of their mobile students.