



## Transfer Access

### Self-Assessment Inventory:

### *Four-Year College Version*

Names of Individuals completing the inventory:

Name \_\_\_\_\_  
Title \_\_\_\_\_  
Email \_\_\_\_\_  
College \_\_\_\_\_

**Transfer Access**  
**Self-Assessment Inventory:**  
**Four-Year College Version**

**Section Guide**

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*The Transfer Access Self-Assessment Inventory was designed by Dr. Alicia C. Dowd, Dr. Estela Mara Bensimon, Dr. Glenn Gabbard with assistance from Brad Arndt and Thara Fuller of the New England Resource Center for Higher Education at the University of Massachusetts Boston, Lindsey Malcolm of the Center for Urban Education at the University of Southern California, and Dr. Elsa Macias of the Tomás Rivera Policy Institute at the University of Southern California. Development of the inventory was supported by funding from the Jack Kent Cooke Foundation, the Lumina Foundation for Education, and the Nellie Mae Education Foundation.*  
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# 1. Recruitment, Admission, and Orientation Services for Transfer Students

**Name:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Institution:** \_\_\_\_\_

Institutional Coding	
<input type="checkbox"/>	<input type="checkbox"/>

(Recommended respondents include the vice presidents or directors of enrollment management and student services and associate deans of the colleges.)

In this section, please indicate the types of services your institution offers to community college transfer students and how often these are offered. At the bottom of the table, please indicate the extent to which this level of service is sufficient to facilitate successful transfer from community colleges to your institution.

Service Offered	Frequency						NOTES
	<i>Never</i>	<i>Less than once a year</i>	<i>Once a year</i>	<i>Each semester</i>	<i>Monthly</i>	<i>Weekly</i>	
<b>1. 1.</b> Brochures addressing specific needs of transfer students available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1. 2.</b> Transfer application materials addressing specific needs of transfer students available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1. 3.</b> Admissions materials mailed to community colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1. 4.</b> Admissions officers visit community colleges to provide information about the college and admissions requirements to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1. 5.</b> Admissions officers visit community colleges to provide information about the college and admissions requirements to faculty and/or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1. 6.</b> Faculty assigned to meet with transfer students during orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*(Please continue to the next page.)*

## 1. Recruitment, Admission, and Orientation Services for Transfer Students

In this section (continued from above), please indicate the types of services your institution offers to community college transfer students and how often these are offered. At the bottom of the table, please indicate the extent to which this level of service is sufficient to facilitate successful transfer from community colleges to your institution.

Service Offered	Frequency						NOTES
	<i>Never</i>	<i>Less than once a year</i>	<i>Once a year</i>	<i>Each semester</i>	<i>Monthly</i>	<i>Weekly</i>	
1. 7. Community college students invited for special pre-admission campus tours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 8. Community college students invited for special pre-admission overnight stays in residence halls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 9. Special academic programs for prospective community college transfer students (e.g., a summer program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 10. Schedule of admissions workshops addressing needs of transfer students available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 11. Dedicated web-based information specifically related to transfer students available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 12. Admissions workshops for prospective transfer students available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 13. Student life orientation workshops specifically for enrolled transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. 14. Academic enrichment programs/workshops specifically for enrolled transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1. 15. Overall, how effective are these services in facilitating successful transfer?</b> <input type="checkbox"/> Not at all <input type="checkbox"/> Minimally <input type="checkbox"/> Moderately <input type="checkbox"/> Extremely <input type="checkbox"/> Don't Know							

**END OF SECTION 1**

## 2. Financial Aid for Transfer Students

**Name:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Institution:** \_\_\_\_\_

Institutional Code
<input type="checkbox"/> <input type="checkbox"/>

(Recommended respondents include the vice presidents or directors of enrollment management and financial aid.)

In this section, indicate the types of financial aid your institution offers to community college transfer students and, if offered, how awards compare with those offered to incoming freshmen. At the bottom of the table, indicate the extent to which this level of services is sufficient to facilitate successful transfer from community colleges to your institution.

Financial Aid Offered	No	Yes	If Yes, award amounts compared to freshmen with comparable need:			NOTES
			<i>Less Than</i>	<i>About the Same</i>	<i>More Than</i>	
2. 1. Institutional need-based grants/scholarships available for transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 2. Institutional merit-based grants/scholarships available for transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 3. Institutional interest-free student loans available for transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 4. Institutional interest-free parent loans available for transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 5. Federal Pell Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 6. Federal Work-Study Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 7. Special scholarships for transfer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. 8. Special scholarships for transfer students with associate's degrees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. 9. How effective is this level of financial aid in facilitating successful transfer?</b> <input type="checkbox"/> Not at all <input type="checkbox"/> Minimally <input type="checkbox"/> Moderately <input type="checkbox"/> Extremely <input type="checkbox"/> Don't Know						

**END OF SECTION 2**

### 3. Personnel

**Name:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Institution:** \_\_\_\_\_

Institutional Code	
<input type="checkbox"/>	<input type="checkbox"/>

(Recommended respondents include the vice presidents or directors of enrollment management, financial aid, and human resources.)

In this section, indicate the number of people with responsibility for recruiting, admitting, and advising community college transfer students. In the spaces provided, please note clarifying information about types and levels of staffing as needed. At the bottom of the table, indicate the extent to which this level of staffing is sufficient to facilitate successful transfer from community colleges to your institution.

<b>Institutional Staff</b>	<b>Function</b>					<b>NOTES</b>
	<i>Recruiting</i>	<i>Admissions</i>	<i>Financial Aid</i>	<i>Student Life Advising</i>	<i>Academic Advising</i>	
<b>3. 1.</b> Counselors, advisors, and administrative assistants with a part-time focus on transfer						
<b>3. 2.</b> Counselors, advisors, and administrative assistants with full-time focus on transfer						
<b>3. 3.</b> Counselors, advisors, and administrative assistants with a special focus on transfer from community colleges						
<b>3. 4.</b> Executive administrators, directors, or managers with a part-time focus on transfer						
<b>3. 5.</b> Executive administrators, directors, or managers with a full-time focus on transfer						
<b>3. 6.</b> Executive administrators, directors, or managers with a special focus on transfer from community colleges						
<b>3. 7.</b> No one in this area						

*(Please continue to the next page.)*

### 3. Personnel

In this section (continued from above), indicate the number of people with responsibility for recruiting, admitting, and advising community college transfer students. In the spaces provided, please note clarifying information about types and levels of staffing as needed. At the bottom of the table, indicate the extent to which this level of staffing is sufficient to facilitate successful transfer from community colleges to your institution.

	Function			NOTES
	<i>Outreach</i>	<i>Advising</i>	<i>Other</i>	
<b>Others</b>				
<b>3. 8. Faculty</b>				
<b>3. 9. Students</b>				
<b>3. 10. Alumni</b>				
<b>3. 11. How adequate is this staffing level in facilitating successful transfer?</b> <input type="checkbox"/> Not at all <input type="checkbox"/> Minimally Staffed <input type="checkbox"/> Well-Staffed <input type="checkbox"/> Extremely Well-Staffed <input type="checkbox"/> Don't Know				

**END OF SECTION 3**

## 4. Publicity and Public Statements

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Institution: \_\_\_\_\_

Institutional Code
<input type="checkbox"/> <input type="checkbox"/>

(Recommended respondents include the vice presidents or directors of enrollment management, external relations, public affairs, or publications.)

In this section, indicate how prominent articles or publicity features (e.g. photos with identifying captions or student profiles) about community college transfer students have been in the following types of marketing and public relations materials *during the past year*. At the bottom of the table, estimate the extent to which these publicity features have contributed to an institutional commitment to supporting community college transfer students.

Type of publication or media:	<i>Not at all</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Extremely</i>	NOTES
4. 1. Admissions brochures/view book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 2. Web sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 3. College catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 4. Course brochures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 5. Press releases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 6. Public speeches and statements by administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 7. Student orientation materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 8. Alumni magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. 9. Institutional newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4. 10. To what extent does publicity about transfer students contribute to promoting the institution's commitment to transfer access?</b> <input type="checkbox"/> Not at all <input type="checkbox"/> Minimally <input type="checkbox"/> Moderately <input type="checkbox"/> Strongly <input type="checkbox"/> Don't Know					

**END OF SECTION 4**

## 5. Institutional Transfer Policies and Practices

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Institution: \_\_\_\_\_

Institutional Code
□ □

(Recommended respondents include the vice presidents or directors of enrollment management, or external relations)

In this section, indicate whether or not your institution had the following types of transfer policies and practices in place during *the past academic year*. At the bottom of the table, characterize the effectiveness of these policies in facilitating successful transfer.

Policy:	No	Yes	
5. 1. Formal articulation agreements	<input type="checkbox"/>	<input type="checkbox"/>	If Yes, please list the name(s) of partnering community college(s) (attach page if needed):
			<b>NOTES</b>
5. 2. Linkage between institutional and state policy	<input type="checkbox"/>	<input type="checkbox"/>	
5. 3. Limit on number of transfer credits allowed? (Include number maximum allowed here: _____)	<input type="checkbox"/>	<input type="checkbox"/>	
5. 4. Curriculum alignment with community colleges (e.g. sequenced course numbering, prerequisites, course content)	<input type="checkbox"/>	<input type="checkbox"/>	
5. 5. Guaranteed admission for associate's degree holders from partnering community colleges to specialized programs	<input type="checkbox"/>	<input type="checkbox"/>	
5. 6. Guaranteed general admission for associate's degree holders from partnering community colleges	<input type="checkbox"/>	<input type="checkbox"/>	
5. 7. Transfer enrollment restricted by a cap on two-year and four-year transfers	<input type="checkbox"/>	<input type="checkbox"/>	
5. 8. Transfer enrollment restricted by a cap on two-year transfers only	<input type="checkbox"/>	<input type="checkbox"/>	

*(Please continue to the next page.)*

## 5. Institutional Transfer Policies and Practices

In this section (continued from above), indicate whether or not your institution had the following types of transfer policies and practices in place during *the past academic year*. At the bottom of the table, characterize the effectiveness of these policies in facilitating successful transfer.

Practice:	No	Yes	NOTES
5.9. Policies exist for waiving standardized test scores for admission	<input type="checkbox"/>	<input type="checkbox"/>	
5.10. Clear policies and related guidelines for assessing transfer credit are provided to staff	<input type="checkbox"/>	<input type="checkbox"/>	
5.11. Clear policies and related guidelines for assessing transfer credit are provided to students	<input type="checkbox"/>	<input type="checkbox"/>	
5.12. Transfer credit equivalencies are available on-line	<input type="checkbox"/>	<input type="checkbox"/>	
5.13. Regularly scheduled workshops are conducted for personnel conducting transfer evaluations	<input type="checkbox"/>	<input type="checkbox"/>	
5.14. Transfer credit evaluations are conducted by designated, trained personnel	<input type="checkbox"/>	<input type="checkbox"/>	
5.15. Transfer credit evaluations are sent to students with acceptance letters	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5.16. To what extent are these policies effective in facilitating successful transfer?</b> <input type="checkbox"/> Not at all <input type="checkbox"/> Minimally <input type="checkbox"/> Moderately <input type="checkbox"/> Extremely <input type="checkbox"/> Don't Know			

**END OF SECTION 5**

## 6. Partnerships and Collaboration with Community Colleges

**Name:** \_\_\_\_\_  
**Title:** \_\_\_\_\_  
**Institution:** \_\_\_\_\_

Institutional Code
<input type="checkbox"/> <input type="checkbox"/>

(Recommended respondents include the vice presidents or directors of research, community relations, or external relations, department chairs, associate provosts, or deans of students.)

In this section, indicate whether or not your institution had the following types of collaborative joint partnerships with community colleges during *the past academic year*, and, if any, indicate the names of the collaborating community colleges. At the bottom of the table, describe the effectiveness of these partnerships in facilitating relationships that foster successful transfer.

Policy	No	Yes	If Yes, please list the name(s) of collaborating community college(s)	NOTES
<b>6. 1.</b> Joint faculty research projects	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 2.</b> Joint workshops, activities, or projects focused on pedagogy or the improvement of teaching	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 3.</b> Joint community service projects or committees	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 4.</b> Jointly received external funding	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 5.</b> Joint curriculum or program development projects	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 6.</b> Jointly sponsored academic programs	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 7.</b> Jointly sponsored admissions and/or scholarship programs	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 8.</b> Community college faculty or administrators serve on institutional committees	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 9.</b> Community college events or activities hosted on your campus	<input type="checkbox"/>	<input type="checkbox"/>		
<b>6. 10. To what extent do these collaborations foster relationships that facilitate successful transfer?</b> <input type="checkbox"/> Not at all <input type="checkbox"/> Minimally <input type="checkbox"/> Moderately <input type="checkbox"/> Strongly <input type="checkbox"/> Don't Know				

**END OF SECTION 6**

## 7. Barriers to Transfer Access (multiple respondents)

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Institution: \_\_\_\_\_

Institutional Code
<input type="checkbox"/> <input type="checkbox"/>

To complete this section, have four or more individuals on your campus (copy additional sheets as needed) evaluate the following factors according to whether they present a challenge to increasing transfer access for students from community colleges.

Recruitment and Admissions:	Poses a challenge to increasing transfer access from community colleges:				NOTES
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
7.1. Exclusive focus on recruiting freshmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2. Focus on recruiting international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3. Admissions standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4. SAT scores required for application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5. Distance from “feeder” colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6. Relationships with community colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Financial Considerations:	Poses a challenge to increasing transfer access from community colleges:				NOTES
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
7.7. Tuition and other costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.8. Financial aid eligibility criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.9. Limited institutional aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.10. Work-study aid allocated to entering freshmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.11. Full-time study required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*(Please continue to the next page.)*

## 7. *Barriers to Transfer Access* (multiple respondents)

To complete this section (continued from above), have four or more individuals on your campus (copy additional sheets as needed) evaluate the following factors according to whether they present a challenge to increasing transfer access for students from community colleges.

<b>Academic Standards:</b>	<b>Poses a challenge to increasing transfer access from community colleges:</b>				<b>NOTES</b>
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
7. 12. Rigor of coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 13. Curriculum prerequisites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 14. Faculty expectations for student performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 15. Perceptions of student quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Physical Resources:</b>	<b>Poses a challenge to increasing transfer access from community colleges:</b>				<b>NOTES</b>
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
7. 16. Classroom space limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 17. Residence hall space limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 18. Off-campus housing space limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Institutional Goals:</b>	<b>Poses a challenge to increasing transfer access from community colleges:</b>				<b>NOTES</b>
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
7. 19. Trustee priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 20. Strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*(Please continue to the next page.)*

**7. Barriers to Transfer Access (multiple respondents)**

To complete this section (continued from above), have four or more individuals on your campus (copy additional sheets as needed) evaluate the following factors according to whether they present a challenge to increasing transfer access for students from community colleges.

Institutional Reputation:	Poses a challenge to increasing transfer access from community colleges:				NOTES
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
7. 21. Institutional indicators of quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 22. Accreditation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 23. National ranking systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. 24. Competition with peer institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**END OF SECTION 7**

## 8. Institutional Mission

Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Institution: \_\_\_\_\_

Institutional Code
<input type="checkbox"/> <input type="checkbox"/>

To complete this section, have four or more respondents (copy additional sheets as needed) review your institutional mission statement and evaluate the extent to which your institution's transfer practices support your mission.

Aspects of Institutional Mission:	Mission expresses commitment to:				Transfer practices demonstrate commitment to:				NOTES
	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	<i>Not at All</i>	<i>Slightly</i>	<i>Moderately</i>	<i>Strongly</i>	
8. 1. Serving the public good/public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 2. Civic engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 3. Serving low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 4. Serving groups of students under-represented in higher education (minority students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 5. Creating a diverse student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 6. Promoting equitable access to higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 7. Creating a just society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. 8. Developing civic leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**END OF SECTION 8**