

Transfer Ready Campus Designation Rubric

This rubric is designed to ensure a consistent and transparent evaluation process. Each section will be assessed on predetermined criteria and rated using three levels: **E (Exceeds Standard)**, **M (Meets Standard)**, and **D (Does Not Meet Standard)**. Each section will be examined carefully, considering the evidence and documentation provided in the application and ratings will be assigned using the following guidelines:

- **E (Exceeds Standard)**: The institution demonstrates exceptional clarity, completeness, and alignment with the criteria. Evidence is thorough, well-organized, and goes beyond the minimum expectations.
- **M (Meets Standard)**: The institution adequately satisfies all required criteria. Information is clear, accurate, and sufficient to support the evaluation without notable deficiencies.
- **D (Does Not Meet Standard)**: The institution fails to address one or more required criteria. Information may be missing, unclear, incomplete, or insufficient.

An institution must receive either an **E** or an **M** rating in every section to be designated as a Transfer Ready Campus. Institutions receiving a **D** in any section will not qualify for the designation and may be asked to submit additional documentation or revise the relevant sections before being reconsidered.

ALIGNED - 1A: Credit Mobility and Academic Alignment

Intentional credit mobility and thoughtful course alignment are essential practices that reduce credit loss and strengthen academic alignment for transfer students. An institution's approach to evaluating, articulating, and applying transfer credit should demonstrate a clear commitment to supporting seamless and well aligned transfer of credit. Provide an overview and documentation of your institution's innovative approach to credit acceptance across various major credit types. Additionally, demonstrate your institution's intentional course alignment strategies that enhance transfer credit effectiveness, prevent unnecessary duplication of coursework and encompasses students' varied learning experiences.

CRITERIA		RATING	FEEDBACK
Institutional policies and procedures clearly outline a uniform system of credit acceptance that is aligned to academic programs. Policies and procedures encompass various types of credit for learning including traditional credit, technical credit from Tennessee Colleges of Applied Technology and Associate of Applied Sciences programs, military careers and service, dual enrollment, credit by examination, competency-based education, and credit for prior learning. Documentation includes policies, procedures, websites, catalogs, etc. that are consistent and indicate the institution's focus on credit acceptance and course alignment that supports completion and the overall success of transfer students.			

ALIGNED - 1B: Collaboration and Partnerships

Alignment through collaboration among postsecondary institutions increases the success of students with transfer credit. Provide an overview and documentation that reflects intentional and sustained transfer partnerships.

Criteria	RATING	Feedback
The institution has sustained relationships and partnerships with other institutions that support seamless student transitions. Documentation includes evidence of engagement with external partners through active articulation agreements, memorandums of understanding, dual admissions agreements, or joint programming. Active agreements submitted have been signed or updated within the past five years.		

ALIGNED - 1C: Participation in Transfer and Articulation Initiatives

Participating in transfer and articulation initiatives not only supports seamless student transitions, but it strengthens institutional professional development and expertise related to transfer students. Provide an overview and documentation that indicate the institution's engagement in statewide articulation and transfer efforts.

CRITERIA	RATING	FEEDBACK
The institution maintains consistent, proactive, and documented engagement in nationwide or statewide transfer initiatives. Participation and professional opportunities indicate an intentional alignment with goals for seamless student transfer. This includes participation in events (convenings, webinars), committees, councils, and when applicable, transfer pathways and reverse transfer initiatives.		

ACHIEVABLE - 2A: Student-Centered Transition Resources

The transition for transfer students often comes with a variety of challenges, making it essential for them to understand the resources available to support their journey and provide a positive transfer experience. Provide an overview and documentation of your institution's onboarding and offboarding strategies to ensure transfer students have the necessary support when transitioning.

CRITERIA	RATING	FEEDBACK
The institution has implemented a comprehensive onboarding process designed to support transfer students throughout all enrollment phases and effectively orient them to the campus. Likewise, the institution maintains an offboarding process for outgoing transfer students that ensures all institutional requirements are completed. As part of these processes, the institution completes credit evaluations before or at acceptance for new students and processes outgoing transcripts within seven (7) business days when requested. Documentation indicates processes that are relevant, clear, and well-communicated.		

ACHIEVABLE - 2B: Support

Supporting transfer students helps remove barriers and overcome challenges that can hinder students' persistence and completion. Provide an overview and documentation of resources specific to transfer students to ensure student success outside the classroom. This includes, but is not limited to, scholarships, dedicated space for transfer students on campus, access to dedicated computer hardware and software, book assistance or scholarships, transportation assistance, food resources, housing support, mental health services, and childcare/caregiving assistance.

CRITERIA	RATING	FEEDBACK
The institution's internal or outsourced resources include a comprehensive list of services that offer intentional transfer supports that are transparent and well-communicated. Documentation shows that supports are established, accessible, and inclusive of transfer student needs.		

ACHIEVABLE - 2C: Campus Support and Training

It is important for the campus community to ensure they are knowledgeable of transfer students' needs and their sense of belonging. Provide an overview and documentation of how faculty and staff receive communication, resources, and training to help address both academic and basic needs for transfer students.

CRITERIA	RATING	FEEDBACK
Institutional resources for faculty and staff include defined campus-wide communication and training to support transfer students. Documentation indicates resources and training are both consistent and well-communicated.		

AGILE - 3A: Proactive and Adaptable

Using informed decisions to be proactive and adaptable enables institutions to remain agile and respond effectively to the evolving needs of transfer students. Provide an overview and documentation of data or feedback (internal or external) gathered from a variety of stakeholders and used to make informed decisions or changes to policies and procedures related to transfer students. Stakeholders can include transfer students, peer/partner institutions, staff and faculty, potential employers and alumni.

CRITERIA	RATING	FEEDBACK
The institution consistently researches or gathers feedback that has been used to make informed decisions and remains adaptable to the changes and needs of transfer students. Documentation indicates the institution's practice of gathering input (i.e., reports, dashboards, survey data, focus groups, advisory boards) that tracks and responds to the needs and success of transfer students on campus.		