

Inter-Institutional Practices	Cooperation	Coordination	Collaboration	Alliance
Advising	Advisors direct students to look online for information about the partner institution.	Advising staff refers students to a particular person at the partner institution. Advisors communicate with each other to address specific questions or problems.	Advisors visit partner institution on a regular basis to do pre-advising. Advisors at partner institutions communicate regularly with each other on changes or updates.	Institutions share staff and have a co-advisor representing both institutions. Advising staff from both institutions meet regularly to improve process.
Recruitment & enrollment	Institutions send students back and forth to each other using passive recruitment strategies (brochures, etc).	There is some deliberate effort to send and recruit students to/from the particular partner institution. University staff attend recruitment events.	May have university centers, co-located courses, or co-located degrees. They may staff a recruiter at the partner institution on a regular basis. Have access to partner institution information on their website.	Institutions partner to create a formal, co-branded, co-enrolled transfer program. Community college students may be able to begin participating in some events at the four-year college.
Financial aid	Staff at both institutions share information with each other about scholarships and other policies affecting transfer students.	Community college staff explain to students how course-taking will impact financial aid options at the four-year institution. Four-year staff are aware of scholarships for transfer students.	Staff at both institutions help transfer students to obtain financial aid when they are concurrently enrolled at both schools. They offer financial incentives to complete the associates degree before transferring.	Specific scholarship programs are offered to students who transfer from one institution to the next. Staff at both institutions advise students about financial aid throughout the transition.
Faculty practice	Some faculty work with their counterparts at the other institution on projects that are short-term and specific to their own interests.	Sets of faculty work together (by discipline) on articulation agreements, with some sets of faculty revisiting these agreements on a regular basis.	Some deans and faculty work closely with their counterparts on improving pathways and curricular alignment.	Most deans and chairs work with counterparts at partner institution to create ongoing opportunities for faculty in multiple departments to collaborate to improve curriculum alignment.
Data sharing	Minimal data sharing takes place between institutions. Data sharing may occur informally between two counterparts on an as-needed basis.	Partner institutions have some informal procedures for data sharing on degree progress and completion. They use their own institutional data to help transfer students.	Data sharing about transfer outcomes is developed at the institutional or program level. Regular meetings are scheduled to examine data with the goal of improving the student experience. (e.g. curriculum alignment)	Partner institutions create regular data sharing exchanges or systems to share data in real-time about transfer students. This includes qualitative and quantitative data used to understand the transfer student experience.

Wetzstein, L. and Yeh, T. L., (2020, February). *How Students Experience Transfer Partnerships*. Presented at National Institute for the Study of Transfer Students (NISTS) Conference.