Omnidirectional Transferability of Coursework
Enhanced Mobility of Transfer Students

BARFITA Conference 2015
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Hi, I’m Chris.

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Agenda

1. Introduction
2. Who Are Transfer Students?
3. Transfer @ CUNY
4. Omnidirectional Transferability of Coursework
5. Student Success
6. Q & A

Increasing Degree Attainment and Credit Mobility at CUNY
Who are Transfer Students?
Who Are Transfer Students?

**Oxford Learners Dictionary:** A student at a college or university who has completed classes at another college or university after leaving high school.

**National Center for Education Statistics:** A student that leaves the reporting institution and enrolls at another institution.

**University of Illinois at Chicago:** One who has completed a minimum of 24 semester or 36 quarter hours of transferable college classroom credit by the time of application.
Transfer Students @ CUNY

YOU ARE A ...

Freshman applicant if you are currently in high school or have not previously attended any college, university and/or proprietary school within or outside the United States since graduating from high school or secondary school.

Prepare as a Freshman

Transfer applicant if you have attended any college, university and/or proprietary school since graduating from high school/secondary school. This applies whether or not you are seeking transfer credit and/or changing a program of study.

Prepare as a Transfer

Increasing Degree Attainment and Credit Mobility at CUNY
Increasing Degree Attainment and Credit Mobility at CUNY

Beyond CUNY
In the 2013-14 academic year, 46 percent of students who completed a degree at a four-year institution were enrolled at a two-year institution at some point in the previous 10 years (NSC Snapshot Report).

Nearly one-third of students who were first-time college students in 2006 had attended at least one other institution by Summer 2011 (NSC Signature Report).
What percentage of students who start at a Community College say they want to graduate with a BA degree?

1. 45%
2. 60%
3. 80%
4. 20%
What percentage of these students earn a Bachelor’s degree within 6 years?

1. 42%
2. 26%
3. 8%
4. 15%
Transfer Students @ CUNY
CUNY Transfer Statistics

# New Enrollments

- Fall 2010 Transfer: 18,428
- Fall 2014 Transfer: 24,770
- Fall 2010 Freshman: 34,660
- Fall 2014 Freshman: 37,185

Freshman enrollment is up 7.2%
Transfer enrollment is up 34.4%

Source: CUNY Office of Institutional Research and Assessment
### Transfer Statistics @ CUNY

#### Retention and Graduation Rates of Full-time Freshman in Baccalaureate Programs (Total University)

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Total Cohort (N): 12,497</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Still Enrolled</td>
<td>84.8</td>
<td>75.8</td>
<td>69.8</td>
<td>45.1</td>
<td>19.6</td>
<td>10.1</td>
<td></td>
</tr>
<tr>
<td>% Awarded Associate Degree</td>
<td>0.1</td>
<td>1.3</td>
<td>2.0</td>
<td>2.3</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Awarded Baccalaureate Degree</td>
<td>0.0</td>
<td>1.0</td>
<td><strong>21.5</strong></td>
<td>43.8</td>
<td>52.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Baccalaureate or Associate Degree</td>
<td>0.1</td>
<td>2.2</td>
<td><strong>23.5</strong></td>
<td>46.1</td>
<td>55.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Retention and Graduation Rates of Full-time Transfers in Baccalaureate Programs (Total University)

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Total Cohort (N): 9,088</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Still Enrolled</td>
<td>77.6</td>
<td>56.0</td>
<td>29.9</td>
<td>13.7</td>
<td>6.9</td>
<td>4.4</td>
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</tr>
<tr>
<td>% Awarded Associate Degree</td>
<td>2.4</td>
<td>2.7</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Awarded Baccalaureate Degree</td>
<td>15.0</td>
<td>37.9</td>
<td><strong>53.1</strong></td>
<td>59.4</td>
<td>62.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Baccalaureate or Associate Degree</td>
<td>17.4</td>
<td>40.5</td>
<td><strong>55.6</strong></td>
<td>62.0</td>
<td>64.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: CUNY Office of Institutional Research and Assessment
Did You KNOW

According to Fall 2014 data from the CUNY Office of Institutional Research and Assessment...

- Senior colleges only admitted 536 more first-time Freshman (18,053) than they did Transfer students (17,517).
- Community Colleges admitted roughly the same number of students coming from other Community Colleges (1,156) as they did from Senior Colleges (1,048).
- Senior Colleges admitted 2,369 transfer students coming from a Community College without a degree, but also admitted 2,554 students coming from other Senior Colleges.
Adam Ahmed Atia – National Science Foundation Graduate Research Fellowship recipient. Earned BE from CCNY, now pursuing a doctoral degree at Columbia (Transferred from NYC Tech).

Carla Spensieri – Fullbright recipient. Earned BA from Hunter College and won an English Teaching Assistantship to Brazil (Transferred from St. Johns University and Orange County Community College).
Transfer students are not just a part of who we are at CUNY, they are essential to who we are.
Omnidirectional Transfer
What Does It Mean?

Transfer is not about the movement of credits, but the movement of people.
Omnidirectional Transferability

The successful movement of people in all directions at the Undergraduate level, resulting in increased student success in the form of degree completion.
Increasing Degree Attainment and Credit Mobility at CUNY
Components of Omnidirectional Transferability

• Establish how credits will transfer vs. how credits will apply towards a degree.

• Creation of a transfer friendly culture involving faculty, staff, administration, and executive leadership.

• Utilization of delivered functionality within CUNYfirst to ease the transition for students and increase efficiency for staff.
The Hypothesis

- Courses could seamlessly transfer in all directions and meet similar, if not the same, learning outcomes and degree requirements.
- If I can identify mismatches it can lower the demand on faculty and staff to evaluate an excessive amount of coursework.
- If A = B then shouldn’t B = A?
Transfer Rules Audit

• Ensure the accuracy of the Course Catalog to identify courses that are used for the purpose of granting transfer credit (BKCR Course Attribute).

• Two queries were developed:
  • Find all courses coming from a CUNY college that equate to an elective.
  • Find all courses going to a CUNY college that have a direct course equivalent.

• Utilize a simple Vlookup in Excel to analyze the results
Audit Findings: Mismatches!*

1. 1446 mismatches from BMCC
2. 1905 mismatches from Hostos
3. 1502 mismatches from LaGuardia
4. 3037 mismatches from City College

*A mismatch is defined as a course that has an equivalent in one direction, but not in both.
STUDENT SUCCESS
Impacts on Student Success

• Credits wouldn’t transfer just for the sake of transfer, they would satisfy degree requirements

• Faster time and clearer paths to degree completion

• This project can help the implementation of a CUNY wide Reverse Transfer initiative
Next Steps

• Share findings with all campuses

• Offer assistance from OUR when necessary

• Assess the impact

• Look beyond “CUNY to CUNY” courses
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