

Intra-SUNY Transfer Action Plan

March, 2002

Office of the
Provost
AND
Vice Chancellor

FOR ACADEMIC AFFAIRS

INTRA-SUNY TRANSFER ACTION PLAN

1. Data Collection and Analysis

- *Use currently available data to measure and compare time to baccalaureate completion for community college graduates (categorized by degree) and native rising juniors.*
- *Analyze student viewpoints relevant to transfer collected during the last three Student Opinion Surveys (SOS).*
- *Analyze National Student Clearinghouse (NSC) data to compare percentage of students completing AA/AS and AAS/AOS degrees who transfer to a SUNY baccalaureate institution with those who transfer to private colleges. This will help us gauge the competitive posture of SUNY schools.*
- *System will conduct focus groups with community college students approaching graduation to determine their views of the transfer process and the relative attractiveness of SUNY.*
- *Demonstrate System Administration's continuing interest in intra-SUNY transfer by:*
 - Making data available to all campuses and other interested parties, and monitoring trends
 - Convening periodic regional meetings to review transfer trends, exchange information, and develop system-wide improvements

2. Student Advising

- *Improve student advisement at community colleges by*
 - Ensuring that transfer advisement begins prior to first registration. Time-to-graduation will inevitably be extended if course/program selection is incorrect, particularly in credit-rich programs such as teacher education
 - Making it clear to students that AAS programs are designed to prepare them for immediate entry into the workforce. Although SUNY senior institutions generally welcome AAS graduates, such students should be advised it will not ordinarily be possible to complete a baccalaureate in only four additional semesters of full-time study. This information should be explicitly stated in the catalog and on the appropriate web pages

3. Academic Issues

- *Bring together appropriate parties to examine possible common templates for associate degree programs in disciplines with large numbers of transfers.* Teacher education is the pilot program.
- *Foster the development of additional jointly-registered programs*
 - Efforts should be made to replace existing articulation agreements with jointly-registered programs, particularly in programs with large numbers of transfer students; articulation agreements will continue to be important, particularly for transfer pathways with more limited numbers of students.

4. Mechanical Improvements

- *Make information available on the Web that is important to potential transfer students:*
 - Post baccalaureate requirements in each discipline, specifying the precise courses that community college students need to complete prior to transfer to ensure the timely completion of their baccalaureate
 - Highlight GPA requirements for students aspiring to transfer into specific programs
 - Develop a table of course equivalencies for major transfer partners
 - Publish all articulation agreements
- *Designate on each campus a person/office responsible for facilitating and coordinating transfer activities.*
- *System Administration will join the New York State Transfer and Articulation Association.* This will help System staff interact directly with campus transfer counselors
- *Ensure that at the time of acceptance students receive a complete and accurate transcript analysis setting out remaining requirements for the baccalaureate degree.*
- *Upper-division institutions will provide community colleges with program-by-program GPA data of transfer students, thereby facilitating better program matches. (System recognizes that in programs with small enrollments, FERPA considerations may constrain this reporting).*

- *Create an ombudsperson system for community college students who have difficulty transferring to an upper division SUNY*
- *Create a system for community college campuses to report to the Office of the Provost situations in which an upper division SUNY institution seemingly failed to grant appropriate transfer credit for a course. This will provide a method for addressing transfer anecdotes on a case-by-case basis.*
- *Ensure that there is adequate overall and programmatic capacity in SUNY upper-division institutions to accommodate community college graduates; as print catalogs are replaced by WEB-based documents, ensure that current URLs for this information are broadly disseminated*

5. Recruitment and Marketing

- *Develop and implement a survey for prospective transfer students/applicants. This would include an evaluation of types of promotional recruitment materials received, ease of application, timeliness of responses, and financial aid offers made.*
- *Critique current System recruitment publications to determine where information for prospective transfer students can be enhanced. Create new publications where necessary.*
- *Ensure that System transfer inquiries receive appropriate marketing information in a timely manner.*
- *Work with Office of Public Relations to create a transfer recruitment presence on the suny.edu website. Coordinate web activities with community colleges and upper division institutions to have transfer requirements, equivalency tables, and articulation agreements available on the website.*
- *Establish a mailing list of community college transfer advisors. Communicate appropriate information in a timely manner.*
- *Extend the policy of waiving the application fees from immediate SUNY community college graduates to those who graduated earlier.*
- *Engage in timely and effective advertising programs aimed at the transfer market.*
- *Ensure that the staff in the Recruitment Response Center is welcoming to transfer inquiries and knowledgeable regarding transfer policies and opportunities.*

- *Upper-division institutions will host regular meetings with current and likely feeder school transfer personnel to discuss local issues/impediments.*
- *Ensure that community colleges have an adequate supply of senior SUNY institution catalogs available for student perusal.*

6. **Finance**

- *Examine possible financial incentives for community college graduates to transfer to SUNY upper-division institutions*
- *Endeavor to increase the number of scholarships and other forms of financial aid for transfer students*