Educational Session

2807 - Using A University-Wide Initiative to Fuel Transfer Reforms: Transfer Explorer At CUNY
Credits and Degree Pathways, Partnerships and Collaboration

This session provides an overview of the continued development of Transfer Explorer, a tool introduced at the 2022 NISTS conference that aims to reduce loss of transfer credit, and its adoption at the City University of New York (CUNY) as part of a University-wide initiative to improve vertical transfer. Strategies and ideas will be presented on how attendees can advance transparent policies and procedures at their own institutions.

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Lehman College, City University of New York

Christopher Vickery, Emeritus Professor of Computer Science
Queens College, City University of New York

Kara Heffernan, University Assistant Dean for Student Success Initiatives and Deputy/Chief of Staff to the Associate Vice Chancellor for Academic Affairs
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Using A University-Wide Initiative To Fuel Transfer Reforms: Transfer Explorer at CUNY

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Today's Session

1. Introduction to Partners
2. T-Rex Developments
3. Transfer at CUNY
4. Closing and Q&A
Associate's to Bachelor's Degree Transfer

The Challenge

• Nationally, 80% of first-year cc students aspire to a bachelor’s degree

• 11% or fewer earn one within six years

• Lack of credit transfer and applicability is one of the many hinderances for transfer students who aspire to achieve a bachelor’s degree

The ACT Solution

• Make credit transfer information transparent, accessible, and actionable through public resources, advising tools, and administrative policy changes
About CUNY

- Largest urban University
- **220,000** degree-seeking students
- **25** colleges across 5 boroughs
  - 7 community colleges
  - 13 senior colleges
- Over **1,500** undergraduate degree programs
  - Associate: 323
  - Bachelor’s: 1,304

Pell Recipients
- 44% Did Not Receive Pell
- 56% Received Pell

First Gen Status
- 46% Not First Gen
- 54% First Gen

Race/Ethnicity
- American Indian or Native Alaskan: 48,481
- Asian or Pacific Islander: 54,556
- Black: 64,262
- Hispanic: 44,883
- White: 7,602
Almost 9 in 10 CUNY students who start in an associate degree indicate that they intend to earn a bachelor’s degree or higher, yet just one reaches their goal within six years.

(Source: Transfer Opportunity Project)

**Transfer @ CUNY**

10,000 The number of vertical transfer students who entered a CUNY 4-year college to pursue a bachelor’s degree in Academic Year 2021-2022.

>50% The percent of students graduating from a senior college who entered as transfer students. For at least the past ten years.

53% 53% of students who transferred from an associate program to a baccalaureate program with a degree in Fall 2018 graduated with a bachelor’s degree within four years.

(Source: Transfer Opportunity Project)
Not-for-profit research and consulting service focused on student postsecondary access and success, with a particular focus on supporting Black, Latinx, lower-income, and other students who have long been underserved in higher education. Ithaka S+R is a part of ITHAKA, a not-for-profit organization dedicated to expanding access to knowledge and education around the world whose services include Artstor, JSTOR, and Portico.

Funding from Heckscher Foundation and Petrie Foundation to:
- improve processes for evaluating transfer credit and,
- improve the information and advising provided to transfer students

Funding from Ascendium Education Group, Heckscher Foundation, Petrie Foundation, Robinhood, The Dell Foundation, ECMC Foundation, and the Ichigo Foundation to:
- Transfer Explorer
- Degree Works Archiving
- Community of Practice
- Enhance the existing site at CUNY
- Disseminate and train CUNY stakeholders in using T-Rex
- Conduct research and evaluation of T-Rex data and usage
- Expand and replicate T-Rex beyond CUNY
What information would you like to see in a transfer tool at your institution?
Provide Clear Transfer Information
Display organized, searchable, and user-friendly information on how every course in the CUNY catalog (as well as non-CUNY courses, trainings and exams that have been assessed) will transfer and apply across any number of undergraduate institutions in CUNY.

Transparency
Provide transparency to students and all other stakeholders in the transfer process by making the equivalencies and program requirements public.

Facilitate Ongoing Communication & Review
Create a mechanism by which faculty and administrators can communicate effectively across campuses and efficiently about course equivalencies. Equivalency changes can be suggested, or existing ones can be validated.
T-Rex: Features

- View Course Equivalencies
- How Does This Course Transfer
- CUNY Course Catalog
- Frequently Transferred Courses
- Transfer Equivalency Review (workflow)
T-Rex: Usage Statistics

- T-Rex is already an active resource, supporting thousands of users across the University – and continues to grow.
- Since we started tracking on May 21, 2020:
  - 81k+ unique users
  - 154k+ sessions
  - 674k+ page views
  - 4:21 average time spent on site per visit (at the top of overall internet benchmark)

**Data as of January 30, 2023**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average New Users per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>1095</td>
</tr>
<tr>
<td>2021</td>
<td>2151</td>
</tr>
<tr>
<td>2022</td>
<td>3521</td>
</tr>
<tr>
<td>2023</td>
<td>4870 (less than 1 month)</td>
</tr>
</tbody>
</table>
New Feature: Non-CUNY courses, trainings, and exams

- View how all currently equated non-CUNY courses, trainings, and exams will transfer and apply
- Search just one CUNY college, or multiple at one time
- Mix and match courses with other experiences
- In the works: Process to request that CUNY evaluate a prior learning experience
New Feature: Transfer Plans (requires login)

- Gather student's transfer plans as early as possible
- Provide actionable data extracts to both sending and receiving colleges
- Identify mismatches to help guide a student accordingly along their transfer journey
New Feature: My Course History (requires login)

- CUNY students can log in to see how courses they have taken (or are currently taking) will transfer and apply across CUNY.
- All of this information is still available publicly, but this will make it easier for students to view their own record.
New Feature:
What Requirements Does This Course Satisfy

If this course is taken or given as transfer credit...

- **PSY 166: General Psychology**
  - Lehman College

Requirements: None
Credits: 3
Hours: 3 (LEC)

Introduction to the fundamental concepts and methods of modern psychology. Consideration of the scientific basis of psychology and of the significant problems in the areas of learning, motivation, emotion, individual differences, physiological bases of behavior, perception, developmental processes, personality, and social behavior.

**NOTE:** There is a research requirement for this course that students can fulfill either by writing about their participation as a subject in approved studies or by writing their reactions to approved articles or colloquia. **NOTE:** All of the following PSY courses carry PSY 166 as a prerequisite. Additional prerequisites are indicated where appropriate.

This course is currently being offered:
(Flexible Core - Individual and Society)

... The course will satisfy the following requirements

- Electives (2)
- General Psychology (6)
- Select 6 credit from List C (1)

- Through the parsing of DegreeWorks scribe data, we can now show the major and minor requirements that every course can apply to across CUNY
- We are associating each course across the platform with a link to this page, for easy navigation
New Feature: Understand CUNY major and minor requirements

Through the parsing of Degree Works scribe data, we can now show the full major and minor requirements across CUNY.

User will see requirements as scribed in Degree Works.

Ability to see what courses can be taken in transfer to satisfy those requirements.

<table>
<thead>
<tr>
<th>Transfer Courses</th>
<th>Lehman College Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Statistics or Probability and Statistics</td>
<td>MAT 120 Introduction to Statistics</td>
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<tr>
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<td>MAT 120</td>
<td>MAT 120 Introduction to Statistics</td>
</tr>
</tbody>
</table>

Credits needed to complete this program: 35-45.5 credits
Minimum number of credits that must be taken at Lehman College: 11.5 credits

The courses listed below in the grey boxes are the requirements to complete the program you have selected.

Select Transfer College to select which colleges you are transferring from, to review any courses that can be taken to satisfy these requirements.

This page shows requirements as they are programmed in Degree Works, and we know there are errors. Our translation might look different from what's in the published bulletin. Therefore, the bulletin should not be reviewed to fully understand a degree program.

This page is still very much a work in progress, so please report any issues or feedback to us, we want to hear from you!
Recent Transfer Context @ CUNY

- Gateway Course Alignment
- Promising Practices
  - Bronx Transfer Affinity Group (BTAG)
  - New Academy Models
- Transfer Tools
- Transfer Research Projects
- Transfer Steering Committee
- Academic Momentum Campaign 2.0
Academic Momentum Campaign (AcMo) 2.0

- Builds on Academic Momentum Campaign 1.0
- Provides coherent framework for amplifying/extending transfer work already happening across CUNY
- Recognizes shared responsibility of all institutions to support students along their entire CUNY transfer journey
- With declining new student enrollment, offers opportunity to increase retention of students on a transfer pathway
Broaden Adoption of T-Rex

CUNY OAA
• Project management & reporting to funder
• Technical assistance and guidance

College Ambassadors
• Become resident expert and point of contact at each college
• Turnkey training to staff/faculty
• Identify opps to integrate T-REX into college operations
• Liaise with the CUNY OAA and report on activities/outcomes
• Support setup of admin workflow

Lehman College
• Lead trainers

Over AY 22-23, working to train faculty, advisors, and other stakeholders across CUNY colleges.

Goals:
• Train 50% of advisors
• Increase T-Rex usage by 50%
Broaden Adoption of T-Rex

By the Numbers

~1,200 Number of staff and faculty trained.

~65% Percent of advisement staff trained.

^27% The change in average monthly new T-Rex users from the time we began our ambassador work.

Other Accomplishments

• Begun to build community of practice
  • Active TEAMS channel
• Rolled out administrative module
T-Rex: Administrative Module Dashboard

526 approvers set up
1242 cases opened
• 91.1% positive or neutral/unknown

Dashboard updated regularly to keep track of changes.

Data as of: Friday, January 27, 2023
Looking Ahead: Transfer @ CUNY and T-Rex

TRANSFER
• Transfer has become an even higher priority at CUNY
  • One of the priorities in a forthcoming strategic plan
• New system-wide work getting underway

T-REX
Ongoing
• User-experience testing
• Collaboration with CUNY OAA and T-Rex Ambassadors across CUNY to build out the faculty workflow.

By June 2023
• Incorporation of transfer timelines and other “leader boards”
• Site design refresh
• Personalized transfer and degree program recommendations via SSO integration
# Sessions By Our Colleagues

### Wednesday February 1

<table>
<thead>
<tr>
<th>Virtual Concurrent Session Breakout 1</th>
<th>Virtual Concurrent Session Breakout 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:05-3:55pm EST</td>
<td>4:10-5:00pm EST</td>
</tr>
</tbody>
</table>

**The True-Life Story of Transfer Students’ Credits: The Bad and the Good**

Logue, A.W., Gentsch, K., Yoo, N., & Chellman, C.

**Faculty Views about Student Transfer from Community to Bachelor’s-Granting College**

Rabinowitz, V., Oka, Y., & Logue, A. W.

### Friday February 3

**Virtual Concurrent Session Breakout 3**

12:00-12:50 pm EST

**On-Demand Video**

**Students, Faculty, and Staff Views on Transfer: Text Analysis of 34 Focus Groups and 35,000 Surveys**

Wutchiett, D., Logue, A. W., & Gentsch, K.

**Advantages of Humanities Transfer Students: Differences in GPA, Graduation, and Graduate Study**

Wutchiett, D., & Rabinowitz, V.
PLEASE COMPLETE A SESSION EVALUATION
(via the conference app)

This session's id# is: 2807