

The Language of Transfer: Results from Website and Articulation Agreement Analyses at the City University of New York

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CITY UNIVERSITY OF NEW YORK

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OPPORTUNITY PROJECT (TOP)



Acknowledgements

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The City University of New York

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- Largest urban public university in the United States
- 24 campuses spanning all five boroughs of New York including community, senior, and graduate schools
- Enrolls over 270,00 degree-seeking students
- Students enroll at CUNY from across the globe but serves as the center of higher education for graduates of the New York City public school system

Website Evaluation Study

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Goals for Study

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- To understand how campus websites communicated information to students, families, and staff
- To underscore the differences in how information regarding transfer is presented
- To offer recommendations that could help streamline university website information regarding transfer

Current Website Operations

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- Each CUNY campus maintains its own unique website
- There is a great deal of variability in how campus websites are organized and in what information is presented
- There are no centralized or uniform standards for how information related to transfer is to be presented

Methods

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- A pilot study evaluated six CUNY campuses using a set of open-ended questions to identify common streams of information related to transfer across all CUNY websites
- Using information from this pilot study, the research team designed a quantitative, close-ended rubric to evaluate how effective all 19 CUNY undergraduate campuses were in presenting transfer information on their websites

Results: Credit Evaluation

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- **63% of colleges received the highest score for credit evaluation**
- **In almost all cases, campuses specified how general education credits transferred under the 2013 Pathways policies**
- **Some campuses offered a web-based tool or database for incoming transfer students to run hypothetical what-if scenarios for their earned credits**
- **Few campuses offered clear information on how degree credits transferred by major**

Results: Advising

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- 42% of colleges received the highest score for advising
- 15% of colleges received a score of 2 or lower
- Top-performing campuses included information on how transfer-specific advising services, student/advisor placement processes, and/or offered virtual advising opportunities
- Lower-performing campuses included **no** transfer-related advising information or made reference to advising with little or no instruction for how transfer students were to make the transition

Results: Articulation Agreements

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- 36% of colleges received the highest rating for articulation agreements
- 31% of colleges received a 1 or 0 for this category
- Successful campuses included well-maintained links to and descriptions of current articulation agreements
- Lower-performing campuses included out-of-date, inaccurate, and/or incomplete articulation agreement information
- Some campuses made no reference to articulation agreements

Articulation Agreement Study

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Goals for Study

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- To catalog the articulation agreements available on websites for each of the 19 CUNY undergraduate colleges
- Determine the accuracy of presentation of articulation agreements on campus websites through an evaluation of active and available URLs
- Understand which degree programs are most likely to be represented in articulation agreements

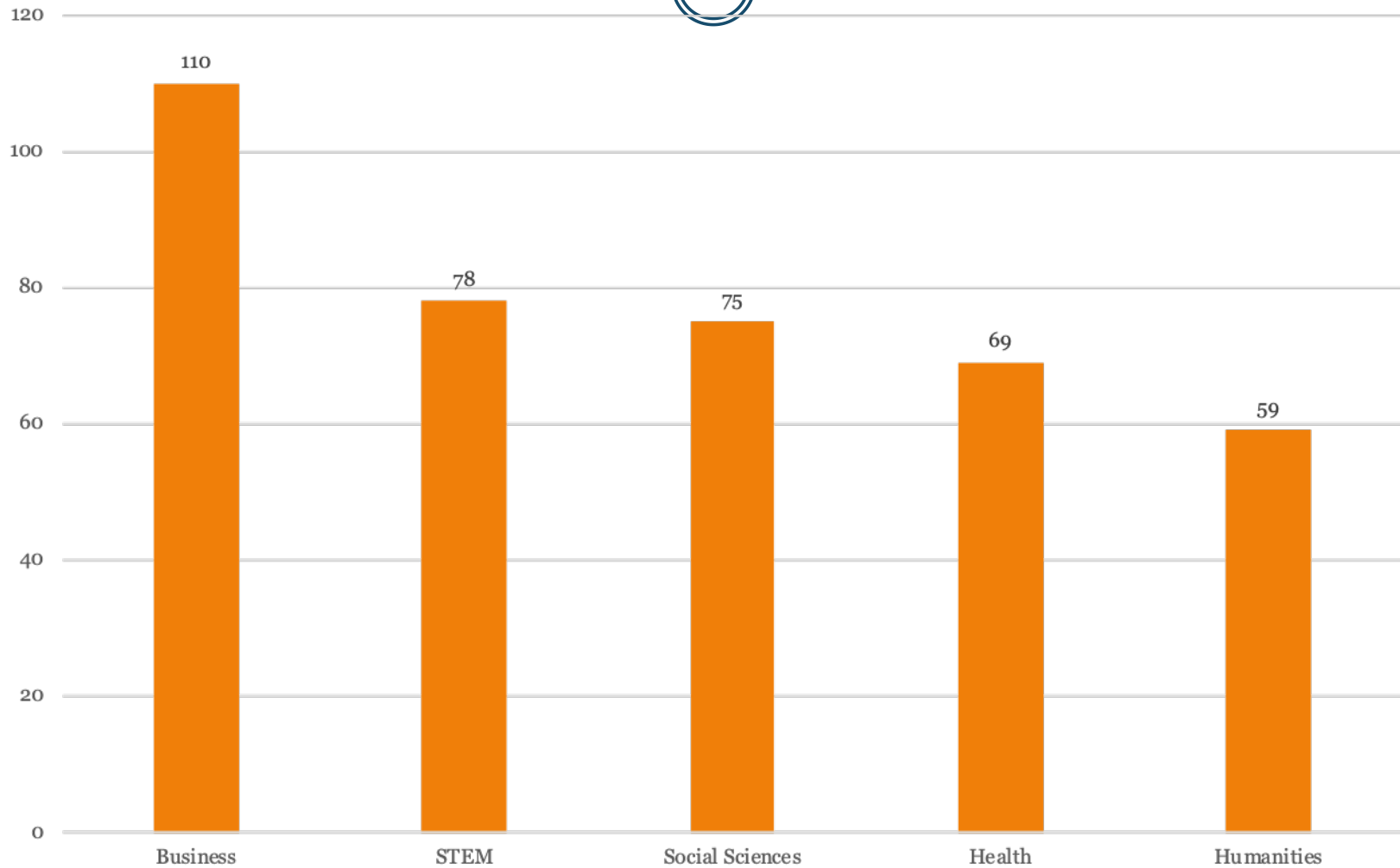
Methods

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- **Catalog the articulation agreements for each college in the system**
- **Determine if the link from the sending college accurately links to and is appropriately represented by the receiving college**
- **Organize articulation agreements by college and discipline**

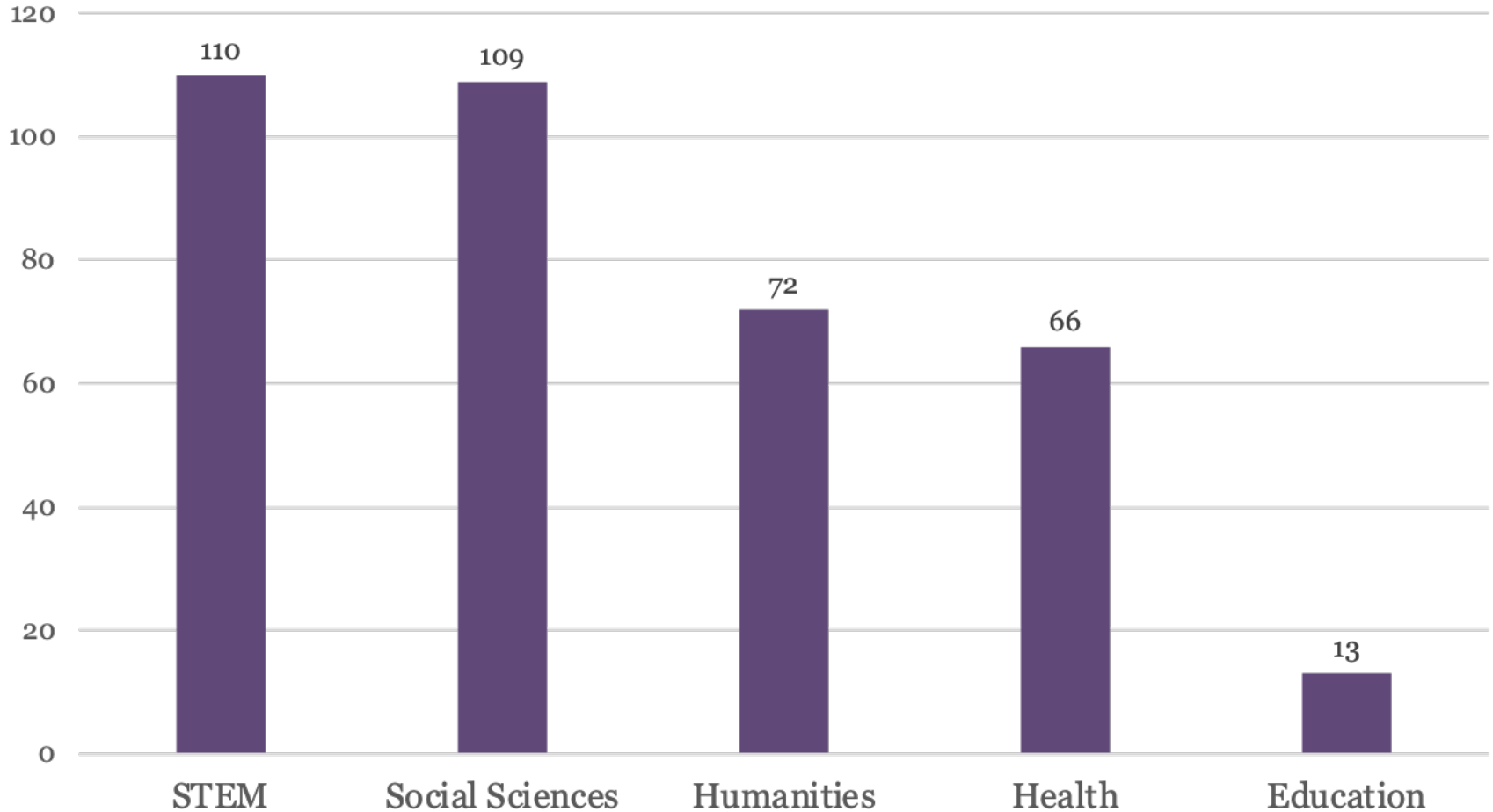
Sending colleges most often report articulation agreements for Business majors...

15



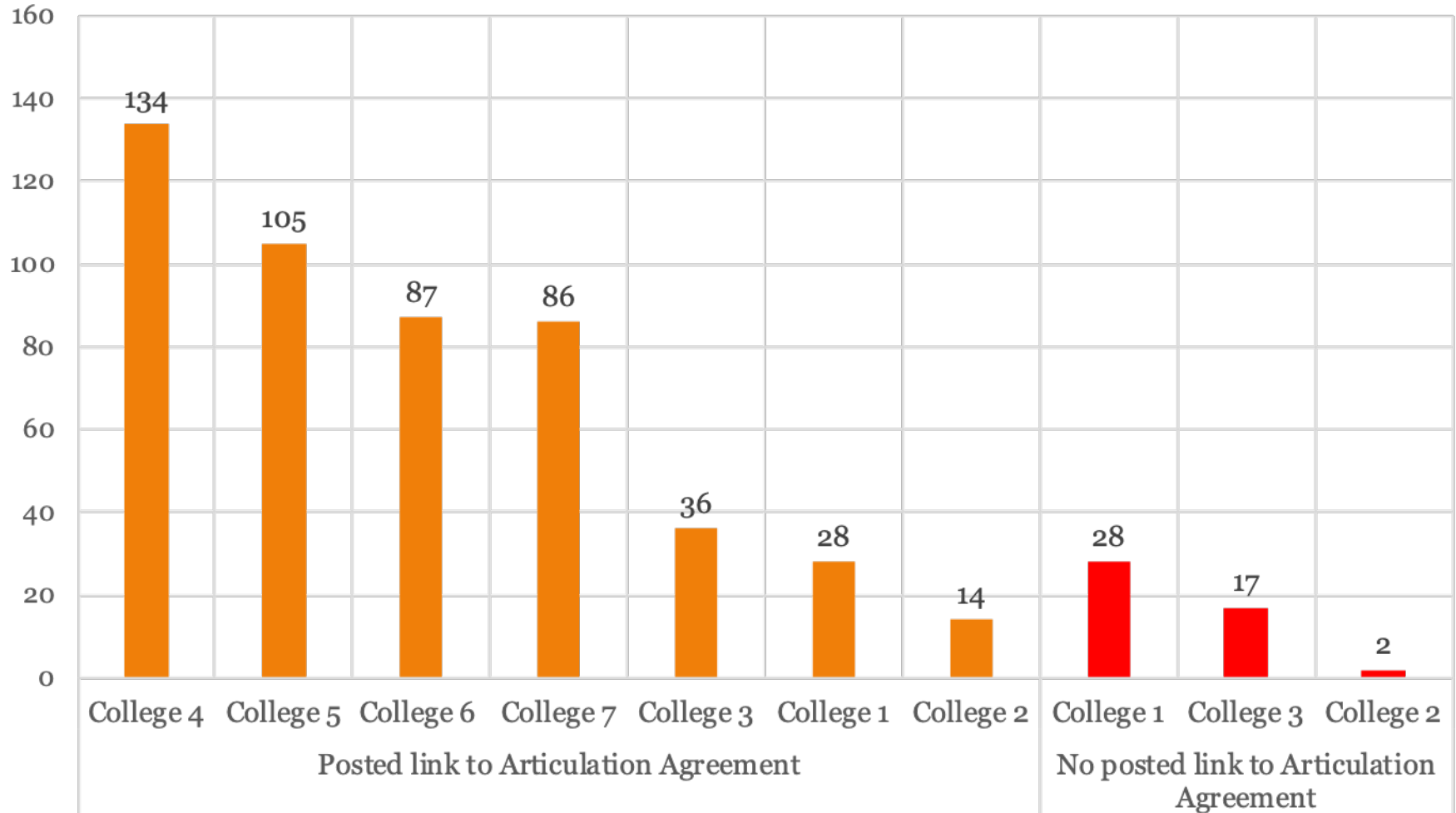
Receiving colleges most often report articulation agreements for STEM majors...

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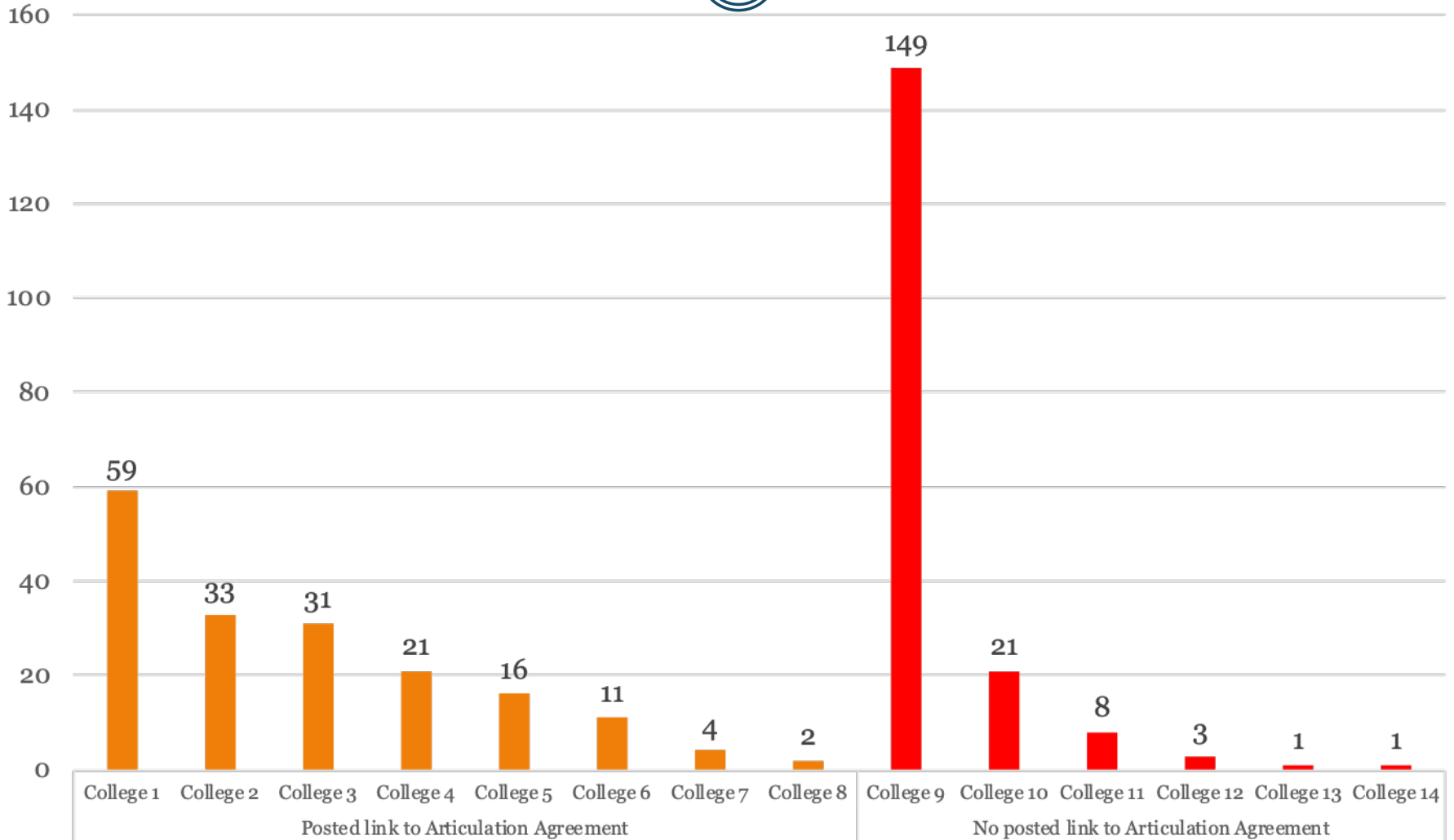
Sending colleges have far more available articulation agreement links on campus websites...

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Receiving colleges have far fewer links on campus websites...

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Discussion

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- **Community Colleges have far more active articulation agreement links available on their websites**
- **There are more articulation agreements available for STEM students than Humanities students**
- **There is a great deal of variation among the colleges of the CUNY system in what information related to articulation agreements is presented to students, families, and advisors**

Implications

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- **Without central oversight over articulation agreements, there is no accountability for their maintenance**
- **The wide variation in information available for campus articulation agreements makes it difficult and confusing for students to utilize them**
- **The large number of articulation agreements could result in under-utilization since campus advisors and faculty are not aware of their existence**

Contact Information

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Thank You!

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QUESTIONS & COMMENTS