



SUNY TRANSFER TASK FORCE

RECOMMENDATIONS REPORT

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SUNY



Office of Student Success | Transfer and Articulation Office

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Foreword

SUNY's work to facilitate effective transfer of its students among campuses across the system dates to at least 1972, when the Board of Trustees adopted Resolution 72-302, which provided a basic guarantee that students who graduated with an A.A. or A.S. degree from one of our two-year campuses could continue their education on a full-time basis at State University baccalaureate campuses. Subsequent Board actions (e.g., resolutions 80-53, [87-114](#), and [90-196](#)) extended this guarantee. Transfer students were accorded junior status upon transfer, credit transfer for general education courses was guaranteed, preferential admission of SUNY (and CUNY) associate degree students was established, and baccalaureate and two-year campuses (especially those in geographic proximity) were directed to develop articulation agreements.

Collaboration among SUNY's system-wide governance organizations and SUNY System Administration around transfer dates to at least 2007, when the Faculty Council of Community Colleges (FCCC), University Faculty Senate (UFS), and University Provost established a Joint Committee on Transfer and Articulation to study the transfer of students within the University and make recommendations to strengthen transfer within SUNY. In 2010, the [Student Mobility Steering Committee](#) (SMSC) was established, with members from FCCC, UFS, System Administration, Chief Academic Officers (CAOs), and transfer professional staff. The SMSC produced several achievements over the years, including establishing the current SUNY [transfer paths](#), setting policy around the seamless transfer of general education, and establishing processes for students and campuses to appeal transfer decisions. Seamless transfer remains a major challenge however, and it often seemed that the SMSC lacked the critical mass and range of stakeholders to address all the issues involved. Part of the rationale for this year's Transfer Task Force has been to assemble a larger group of stakeholders, able to address the broad range of issues involved in seamless transfer.

Transfer cannot be considered in isolation; it intersects with numerous other policies and processes. For example, a core principle of the current SUNY General Education Framework is that programs at our two-year and baccalaureate campuses should be designed so students can complete general education requirements within their first four semesters to facilitate seamless transfer. Policies around credit for prior learning, micro-credentials, dual enrollment, online/distance education, internships, study abroad, academic probation, and others all have the potential to intersect with policies and procedures we put into place to promote seamless transfer, and merit further consideration.

Seamless transfer is not a simple issue to solve; if it were, SUNY would have solved it 50 years ago. This report builds on SUNY's rich history of work on transfer and articulation but extends it in significant ways. For example, we address technical components of transfer, providing new tools for tracking and promoting transfer. In addition, there are recommendations for data standards and metrics to better track transfer success; professional development and other resources to support transfer work; process and policy updates in areas related to the transfer paths, student appeals, transcript sharing and review, and the establishment of new governance structures to support future work on transfer. In these ways we can improve the environment for our students to take advantage of a full range of opportunities across SUNY in meeting their professional and personal goals.

Keith Landa, President, SUNY University Faculty Senate

Executive Summary

The State University of New York has a history of being an innovative leader in student mobility. With the introduction of the [SUNY Seamless Transfer Policy \(2012\)](#), SUNY was one of the first public university systems in the nation to introduce defined pathways from the associate through the bachelor’s degree with guarantees of course and degree requirement transfer. SUNY has long held a policy guaranteeing associate degree earners admission to four-year institutions, and the introduction of [SUNY Transfer Paths](#) in 2015 demonstrated SUNY’s system-wide commitment to reducing time to degree and guaranteeing the applicability of general education and major course credit. SUNY also added [General Education transfer guarantees](#), supported by system-wide transcription and acceptance policies that have been officially reinforced in policy and practice as recently as 2023.

These collective efforts have helped SUNY improve our overall associate degree starter transfer degree completion rate within six years from 16.5% in the 2011 cohort to 20.4% in the 2016 cohort. While SUNY has exceeded national associate degree starter average of roughly 16%,¹ this number remains significantly below SUNY’s expectations and standards for student success.

At the direction of the Chancellor and the SUNY Board of Trustees, the Office of Student Success in concert with the Office of the Provost established a Transfer Task Force in fall 2023 to build on past successes and draw on the collective expertise of the entire SUNY System. Over 100 individuals participated in working groups or subgroups in an official capacity, with a host of additional faculty, staff and students participating in various outreach efforts including surveys, campus visits, ad hoc groups, and listening sessions. The Task Force assessed SUNY’s policies, procedures and programs alongside emerging and prevailing national models to devise a next-generation approach to supporting transfer students and improving student outcomes. The chart below categorizes the various recommendations derived from the work of the Transfer Task Force into four overarching objectives.

Objective I: Maximize Credit Acceptance and Major Applicability		
1.1	Develop Early Transfer Student Indicators and Data Elements	SUNY will institute common, required, system-wide data elements and tracking mechanisms to identify transfer student intent at an early point.
1.2	Establish Student Transfer Profiles for Continued Engagement	SUNY will create a student-facing web application to help students explore and manage their transfer process and facilitate campus communication.
1.3	Include Transfer Path Information on Campus Materials and Admissions Marketing	SUNY will require campuses to include Transfer Path information and course transfer guarantees in their catalogs and admissions materials.
1.4	Establish Transfer Path Training Programs	SUNY will develop and provide Transfer Path training to student-serving groups and curriculum managers system-wide to promote the use and increase the visibility of Transfer Paths.
1.5	Improve the SUNY Transfer Path Online Tools	SUNY will devise a new, more accessible, database-driven Transfer Path online tool that will provide direct

¹ Velasco et al., “Tracking Transfer.”

		access to SUNY Core Course descriptions and campus-level equivalencies.
1.6	Restart and Reinvigorate Transfer Path Development	SUNY will recruit additional faculty and disciplinary experts to generate active engagement in Transfer Path review and development.
1.7	Create an Overall Policy Statement that Corresponds with Emerging National Standards	SUNY will create a policy statement in accord with national initiatives and principles to improve transfer and reinforce the importance of progressive transfer policies.
1.8	Develop a SUNY-Wide Minimum Grade Standard and Test Score Standard	SUNY will develop policies focused on establishing minimum course grade and test score standards to promote consistency and ease-of-transfer.
1.9	Develop a SUNY-Wide Learning Objective Correspondence Standard	SUNY will develop a policy focused on establishing a minimum correspondence standard related to course learning objectives to provide consistent guidelines for course evaluation.
1.10	Catalog Evaluated Courses and Conduct Automatic Second Reviews	SUNY will encourage campuses to enter all received transfer courses and prior learning experiences into their student information systems, carry out automatic second reviews when credits are not accepted or not applied to the degree, and catalog reasons for non-acceptance.
1.11	Create a University-Wide Catalog and Learning Objectives Repository	Using existing SIRIS course data submissions, SUNY will develop a system-wide course catalog that includes course-level student learning outcomes to facilitate the evaluation of course content for equivalencies.
1.12	Expand the Inter-University Transcript and Create Centralized Access	SUNY will expand the use of the SUNY university-wide agreement with our national transcript provider for greater efficiency and cost savings and create a means to make transcripts centrally accessible by SUNY Enrollment Management to facilitate transfer admissions.
Objective 2: Provide Clarity, Transparency and Consistency in Transfer Process and Policy		
2.1	Create a Comprehensive SUNY Transfer Support and Transition Portal	SUNY will create an accessible, web-based portal that will consolidate key resources and assist students, faculty and staff in navigating the transfer process.
2.2	Establish a Common Admission and Transition Checklist	SUNY will establish a consistent, system-wide, student-facing set of steps to facilitate the transfer admission and associated processes.
2.3	Cultivate Accompanying Prospect-to-Graduate Support Models	SUNY and its campuses will develop a common transfer support plan that clearly defines the roles of two-year and four-year institutions and ensures the student's successful degree completion and transition.
2.4	Create a "Transfer Student Bill of Rights" and Disseminate Within the Transfer Portal	SUNY will create a "Transfer Bill of Rights" to encapsulate the benefits and expectations that students may have regarding transfer services and the treatment of their prior coursework and credit.

2.5	Provide Additional Financial Aid and Tuition/Cost Guidance	SUNY campuses will uniformly adopt a financial aid and tuition guidebook to help students and staff navigate the complex regulatory environment within New York State.
2.6	Increase Awareness of Policies for Faculty and Staff	SUNY will provide ongoing training and resources related to policies, procedures, and best practices to faculty and staff who assist transfer students.
2.7	Redesign the Transfer Appeal and Issue Resolution Processes	SUNY will create a centralized tool that will bridge the student, the campus, and SUNY and guide the student through appealing lost or misapplied transfer credit following an unsuccessful campus appeal.
2.8	Compile Campus Course Equivalency Data	SUNY will collect campus pre-defined course equivalency data from student information systems and develop a comprehensive public-facing course equivalency tool.
2.9	Collect Comprehensive Student-Level Transfer Data	SUNY will adopt a policy and required procedures to capture comprehensive student-level transfer data to assess transfer programs and identify patterns and needs.
2.10	Data Standardization	SUNY will adopt a common nomenclature and develop effective, consistent transfer reporting and assessment measures that align with national standards.
2.11	Develop or Improve Transfer Dashboards for Faculty and Staff	SUNY will publish centrally hosted dashboards focused explicitly on transfer students and transfer records for use by faculty and staff.
2.12	Provide Dashboards for the General Public and Prospective Students	SUNY will create publicly accessible dashboards that compare outcomes within SUNY to the national average to highlight SUNY's successes while also identifying areas for improvement.
Objective 3: Provide Additional System-Wide Resources		
3.1	Create an Academic Advising Network and Advisor Certification	SUNY will develop an engaged, sustainable transfer network providing access to training and professional development, and an Advising Certificate Program with the Center for Professional Development.
3.2	Reduce Legal and Policy Barriers to Cross-Institutional Resource Sharing	SUNY and associated agencies will engage in reducing or eliminating material operational, policy, and regulatory barriers that impede resource sharing and campus collaborations.
3.3	Enable and Encourage Cross-Campus Communication and Presence	SUNY will pursue more focused approaches where campuses will actively develop open communication lines between advisors and faculty members and help facilitate greater cross-campus collaboration.
Objective 4: Foster System-Wide Transfer Partnerships		
4.1	Identify Campus-Level Transfer Officers	Each campus will designate a transfer officer who will serve as a liaison to SUNY System Administration and act as the main contact for transfer initiatives, programming, and policy updates.

4.2	Identify FERPA Compliance Leads	Each campus will nominate a dedicated individual who can be contacted regarding transfer-related FERPA releases and campus FERPA compliance.
4.3	Establish the Transfer and Articulation Advisory Council	A consultative body (Transfer and Articulation Advisory Council) consisting of key personnel in transfer-aligned roles will be assembled and tasked with reviewing existing transfer conditions, forming subcommittees, compiling reports, and making recommendations to SUNY leadership.
4.4	Establish Standing Subcommittees of the Transfer and Articulation Advisory Council	The Transfer and Articulation Advisory Council will convene subcommittees that will focus on specific areas and missions: transfer services, Transfer Paths, and transfer data and communications.
4.5	Establish the Support Mission of the Transfer and Articulation Office	The Transfer and Articulation Office at SUNY System Administration will facilitate and help guide the work of the Transfer and Articulation Advisory Council, advance proposals that arise from their deliberations to SUNY leadership, liaise with campuses on matters related to student mobility, and provide support to students, faculty, and staff system wide.

Guided by input from the Chancellor and the Board of Trustees, SUNY System Administration will implement accepted recommendations of the Transfer Task Force and begin the process of creating the needed governance, structure and support to enable meaningful change. This will include establishing standing bodies and governance groups to sustain programming into the future and to create avenues for ongoing innovation. Key to establishing and sustaining impactful transfer programs will be continued support and leadership at the state and SUNY System level, reinforced by a shared, well-articulated responsibility to improve student transfer outcomes.

Introduction

Transfer Task Force Charge and Overview

The State University of New York is a vibrant and diverse community with opportunities to attain associate, baccalaureate, and advanced degrees along with numerous other credentials and certificates. SUNY also has an unparalleled opportunity to reach students at all stages of their education and provide opportunities for lifelong learning.

SUNY has a history of supporting timely degree completion and seamless transfer, including the 2012 policy on Seamless Transfer Requirements and the more recently adopted policy revisions for the SUNY General Education Framework and the Award of Academic Credit by Evaluation, adopted in 2021 and 2023, respectively. Following the adoption of the policy on Seamless Transfer Requirements, Transfer Paths were created for over 60 undergraduate areas of study. At the point of their original implementation in 2015, the Transfer Paths covered over 95% of transfer students within SUNY, collectively over 166,000 students in approximately 1,700 programs. Students have benefited from SUNY's commitment to seamless transfer, but opportunities remain for improvement to extend the impact to more students.

Still, transfer opportunities across SUNY, particularly between associate and baccalaureate pathways, are not fully realized. For many students, the path to transfer is unclear, onerous, or overly complicated, and can result in a student leaving the SUNY system or not transferring at all. Current system-wide challenges include uneven implementation of Transfer Pathways, a lack of comprehensive system-wide guidance for the articulation of credit, fragmented or siloed technologies and tools, and at times uncoordinated cross-campus advising and admission processes. These challenges may lead to students missing opportunities to transfer completed credits that should apply to their degree.

The SUNY-Wide Transfer Task Force

At the direction of the Chancellor and the SUNY Board of Trustees, the Office of Student Success in concert with the Office of the Provost established a Transfer Task Force in fall 2023 to draw on the collective expertise of the entire SUNY System. The Task Force was a cross-functional endeavor, inclusive of campus and System leaders and innovators, comprised of dedicated working groups focused on specific areas of improvement or innovation. The task force was led by a steering committee, which consisted of leaders from throughout the state and of various professional and academic areas. In all, over 100 people participated in working groups or subgroups officially, with other additional faculty, staff and students participating as part of outreach efforts including surveys, campus visits, ad hoc groups, and listening sessions.

Steering Committee

The task force steering committee was responsible for setting goals and establishing the benchmarks for the overall project and providing direction to and receiving input from working groups and consultative groups. The steering committee was responsible for compiling data and proposals put forward by the working groups and was instrumental in devising the reporting plan and this final report. The steering committee consisted of leaders from SUNY System Administration, all campus sectors and leadership of the University Faculty Senate (UFS) and Faculty Council of Community Colleges (FCCC).

Presidential Advisory Group

Presidential engagement and feedback were deemed critical to task force success.² To this end, and to ensure that all sectors and regions were represented, and to improve communication to campuses, a Presidential Advisory Group was established. Campus presidents received reports and updates, provided feedback to the steering committee as the work of the taskforce advanced.

Collaborative Working Groups

Working groups were established to assess current policies, procedures, and practices and provide recommendations to the Steering Committee in five key areas: (1) Advisement and Transfer Services; (2) Financial Aid and Student Accounts; (3) Enrollment Management; (4) Transfer Pathways, and Curriculum; and (5) Student Records and Student Data. Work Groups included System and campus representation from all sectors to ensure broad representation. While the working groups were designed to work individually on specific dimensions of transfer, each group was also tasked to consider opportunities for improvement that are inclusive of other areas, with awareness for intersections with work being advanced through the recently funded \$200M Digital Transformation initiatives and the \$75M Transformation Fund.

Report Themes and Objectives

The SUNY Transfer Task Force launched in Fall 2023, with working groups meeting through May 2024. Emergent themes were presented in an interim report shared with the Chancellor in January 2024. Final recommendations within identified thematic areas were provided to the Steering Committee to synthesize into a final report in June 2024. The following narrative integrates the proposals received by the working groups and committees into a set of key recommendations to dramatically improve transfer between SUNY associate and baccalaureate programs.

The deliberative and cooperative process used by the Task Force revealed that there was significant overlap in needs. In many cases, common needs or parallel recommendations were shared with other work groups to be collaboratively examined. As a result, a set of interdisciplinary themes and proposals emerged, effectively creating multifaceted proposals for addressing transfer challenges SUNY-wide. A series of consistent themes emerged and were categorized into objectives to guide the work of the task force:

- **Maximize Credit Acceptance and Program Applicability**
Recommendations and practices designed to increase the credit hours awarded upon transfer and seek to ensure that a greater number of credits are applied to student major requirements.
- **Provide Clarity, Transparency and Consistency in Transfer Process and Policy**
Recommendations to provide for greater transparency into the transfer process and policies, more explicit guidance and step-by-step assistance for students, and additional publicly available information and tools for use by students, families, faculty and staff.
- **Provide Additional System-Wide Resources**
Recommendations to provide additional support and resources to benefit all stakeholders in the transfer process. This includes additional support and new approaches to advising for students, and enhanced training and professional development for faculty and staff.

²Wyner and Jenkins, "Transfer Playbook: Essential Practices for Two and Four Year Colleges."

- **Foster System-Wide Transfer Partnerships**

Recommendations for implementing collaborative system-wide governance, with an increased focus on ensuring a consistent application of practices and policies across SUNY.

The Transfer Landscape: National Data and Prevailing Research

Nationally, the number of students who begin at a community college, and successfully transfer to a baccalaureate-granting institution is remarkably low. According to the Community College Research Center (CCRC), 80% of students who entered a community college³ intended to complete a baccalaureate degree. Roughly 33% transfer to a baccalaureate institution (the transfer-out rate), with only 48% of those students earning the bachelor's degree. Only 16% of students who begin their studies at a community college earn a baccalaureate degree within a six-year timeframe.⁴

The research also reveals inequities within the transfer pipeline. According to the most recent CCRC data, black students graduate at only a 9% rate, low-income students at 11%, and adult learners (defined as 25 years old or older) graduate with a bachelor's degree at only a 6% rate.⁵ Overall, the country has only a 29% transfer-out rate for black students, a 29% rate for Hispanic students and 32% for native American students, compared to a 37% rate for white students. Income inequities are also present, with only 26% of low-income students transferring, compared to 32% of middle income and 41% of high-income students. In addition, only 17% of older students successfully transfer, contributing to the very low 6% completion rate among older students.⁶

Legislative Action and Statewide Programs

Transfer student completion numbers and challenges faced by transfer students have become both front-and-center policy and political issues. In the last decade, a series of state legislatures have enacted laws or policies directing public institutions to address the transfer challenge. As of a recent national survey⁷, 35 states have enacted statewide laws or policies guaranteeing the transfer of associate degree credit, 38 states have established a transfer core (akin to SUNY's Core Courses), and 31 states have shifted to common or cross-walked course numbering to provide for a more seamless transfer experience. Additional transfer policies, regulations, and legislative actions are also pending in other states and systems.

The U. S. Department of Education is likewise concerned about the transfer landscape, launching a new data initiative in 2023,⁸ and convening a group of higher education leaders nationwide to address transfer issues at its Raise the Bar meetings.⁹ State and federal leaders are appropriately framing transfer challenges as lost opportunities that present clear equity issues. In *Strategies for Increasing Diversity and Opportunity in Higher Education*,¹⁰ the Department found that 35% of all undergraduates are community college students, with higher numbers of Black, Hispanic/Latino and low-income students making up a greater percentage of

³ 2015 associate degree-enrolled transfer cohort

⁴ Velasco et al., "Tracking Transfer."

⁵ Velasco et al.

⁶ Columbia University, "Tracking Transfer: State-by-State Outcomes."

⁷ Education Commission of the States, "50-State Comparison: Transfer and Articulation Policies."

⁸ Matsudaira, Stange, and Sotherland, "New Measures of Postsecondary Education Transfer Performance."

⁹ US Department of Education, "Biden-Harris Administration Convenes Higher Education Leaders to Improve Student Transfer to Increase Completion of College Degrees."

¹⁰ US Department of Education, "Strategies for Increasing Diversity and Opportunity in Higher Education."

enrollment (41%) than their public four-year counterparts (31%). Community Colleges can be an equity engine, but when transfer goals fall short certain student groups are impacted more than others.

New York and SUNY in a National Context

New York surpasses the national averages in transfer outcomes, but the state still graduates a minority of community college entrants. The New York State six-year graduation rate of 18% exceeds the national average of 16%. New York State fares better in serving historically underserved populations, with a 35% low-income student transfer-out rate (compared to 26% nationally) and a 14% bachelor's degree completion rate (compared to 11% nationally).¹¹ Internal SUNY data shows that the SUNY System matches or exceeds the national averages when considered alone. SUNY's 6-year cohort from 2016 shows a 33.2% transfer-out rate, essentially matching the national average, though SUNY's graduation rates exceed the national average at 20.4%. ([View a chart of these values in the appendix.](#))

SUNY's National Leadership

With the introduction of the [SUNY Seamless Transfer Policy \(2012\)](#), SUNY was one of the first systems in the nation to introduce defined pathways from the associate through the bachelor's degree with guarantees of course and requirement transfer. SUNY has long had a policy guaranteeing admission to associate degree earners. The introduction of Transfer Paths in 2015 marked SUNY's commitment to reduce the time to the degree and guarantee the applicability of general education and major course credit. In addition to Transfer Paths, other guarantees and measures were put in place to support transfer students. SUNY introduced the [General Education Transcript Addendum \(GETA\) policy](#), which requires campuses to catalog general education completion, and requires receiving campuses to honor it, an approach unique to SUNY. General education policies were also developed in accord with Seamless Transfer, tailoring the requirements to be achievable within the first 60 credits or 2 years of study, making it possible for associate degree-seeking students to enter a baccalaureate program ready to focus on major requirements and graduate within two years. The recent SUNY General Education Framework expanded on that commitment by reinforcing the policy and providing added guidance. Finally, SUNY has recently made major investments in transfer programming and development, allocating over 3 million dollars specifically for transfer programs. ([View a chart of these initiatives in the appendix.](#))

These collective efforts have helped SUNY improve the transfer rate from 16.5% rate in the 2011 associate degree transfer cohort to 20.4% in the 2016 cohort. Time-to-degree was also reduced during this same timeframe¹². Excess credits were also reduced, with average credits-at-completion for all transfer students decreasing by 1.16 credits. This resulted in a credit reduction of over 9,000 credits SUNY-wide.¹³ ([View a chart of these values in the Appendix.](#))

Through the Transfer Task Force, SUNY is recommitting to taking transfer improvement to the next level through a set of bold goals and targets. The following report provides specific recommendations designed to produce measurable results. SUNY endeavors to significantly improve a range of transfer services, tools, governance

¹¹ US Department of Education, "Biden-Harris Administration Convenes Higher Education Leaders to Improve Student Transfer to Increase Completion of College Degrees."

¹² Average active terms-to-degree for all students decreased by .15 terms. Results of two-sample t-test were significant ($t = 10.3, p < .001$). Average active terms-to-degree for URM students decreased .20 terms. Results of two-sample t-test were significant ($t = 2.4, p < .016$).

¹³ 2021 Report to SUNY Leadership

structures, communication strategies and support models to meaningfully advance transfer outcomes. Inherent in these goals and targets is SUNY’s commitment to providing resources and leadership to all its campuses, especially SUNY community colleges who form the foundations for transfer success. High-level targets are identified below. A complete chart with detailed data sources, timelines, targets and descriptions can be [viewed in the appendix](#).

Table A: Transfer Task Force High Level Success Measures and Goals

Success Measures	
1	Double the overall 6-year transfer graduation rate for the 2025 cohort.
2	Reduce the number of transfer credits that are not accepted.
3	Raise the SUNY-to-SUNY transfer-out rate.
4	Reduce the average amount of excess credit.
5	Reduce the average time to degree by ½ semester.
Operational Goals	
1	Provide universal access to SUNY-to-SUNY transfer equivalency data.
2	Provide transfer advisor training for all campuses.
3	Establish cross-campus advising partnerships between regional 4-year and community colleges.
4	Obtain and publish transfer credit acceptance rates for all campuses.
5	Ensure general education and Transfer Path courses are appropriately articulated.

Objective 1: Maximize Credit Acceptance and Major Applicability

Improving the number of credits accepted and creating the conditions where more credit will be applied to the major or degree program was central to the work and deliberations of the Transfer Task Force. Nationally, the General Accounting Office (GAO) has estimated that, on average, the nation’s transferring students lost 43% of their credits, and that the credit loss varied depending on pathway, and whether it was a private or public institution. Students transferring between public institutions fared better, but still lost an estimated 37% of credits.

Preliminary SUNY data based on transfer student credits completed, and transfer credits applied at the transfer institution, show a higher percentage of course credits being accepted in comparison to the GAO estimates, with some notable caveats. Students who pursue more conventional paths, where they attend full-time and transfer into full-time study, fare much better, whereas students who study part-time, or have a gap in enrollment have fewer credits accepted. This may be due to students pursuing courses electively, having a higher tendency to change majors or programs, the age of credits, or some combination of these factors. An internal SUNY study assessing the Seamless Transfer policies showed that students pursuing Transfer Paths - where transfer of core courses is guaranteed - had favorable outcomes, with a net reduction in credits pursued at the four-year institution, and reduced time-to-degree.¹⁴

¹⁴ Knox, “SUNY Seamless Transfer Briefing 2021.”

Support Cross-Institutional Collaboration

Expanding cross-institutional collaboration is a dominant theme that is critical to virtually all the recommendations made in this report. Cross-institutional collaboration has been shown to be a critical key to many successful endeavors that have gained national attention. A recent convening in Virginia hosted by the U.S. Department of Education was acutely focused on this fact and highlighted the notable successes of programs such as the [George Mason and Northern Virginia \(NOVA\) Community College ADVANCE program](#). The Department's recent 2023 data release sought to demonstrate that strong partnerships between two-year and four-year institutions had notable positive effects and better student outcomes. Students who are engaged early, especially students who are part of a formalized advising and support programs, have significantly better outcomes than students who navigate the process independently.

To better support students as they seek the baccalaureate degree, SUNY needs to expand and enhance cross-institutional collaboration - particularly regional collaborations between community colleges and SUNY state operated campuses - to help students successfully transition and remain supported through graduation. This category of recommendations is a broad appeal to address a key issue revealed in campus response surveys and findings from all task force work groups: SUNY two-year and four-year campuses often lacked communication and coordination needed to support and effectively advise students. With this in mind, recommendations center on:

1. **Cross-institutional advising:** Provide opportunities for students to receive coordinated advisement from their current community college and the transfer destination state operated campus.
2. **Coordinated/standardized business processes:** Create common business processes that are consistent across campus borders and throughout SUNY to make the transfer process a clear, transparent, and common experience.
3. **Resource and information sharing:** Share resources, expertise and data among campuses, and provide additional resources to community colleges to support transitions and collaborations with other institutions.
4. **Transfer paths and transitions:** Build on the SUNY Transfer Path platform and provide clear guidance – down to the course sequencing level – to help community college students visualize how they can transfer and earn a bachelor's degree.

SUNY has examples of cross-institutional programs that effectively serve transfer students. The Binghamton Advantage Program (BAP) - now transitioning to the Broome to Binghamton (B2B) program – resulted in a significant number of transfers to Binghamton University, consistently exceeding 50% of all Broome transferring-out students¹⁵. In addition, many SUNY campuses have extensive dual enrollment or dual admission programs. For example, SUNY Brockport has an extensive dual admission program with Finger Lakes, Genesee, Monroe, and Niagara, which also constitute their largest transfer sources. Other institutions have targeted programs, designed to appeal to regional partner schools such as the dual admission programs offered by SUNY Plattsburgh to Adirondack and Clinton students. Nationally, examples include the ADVANCE program, where there is a close advising and support relationship between Northern Virginia Community College (NOVA) and George Mason University (GMU). Collectively, NOVA and GMU have developed roughly 100 structured pathways making transitioning from NOVA seamless.¹⁶ California Community Colleges have

¹⁵ According to an analysis performed in July 2024, 58% of all Broome transfer-out student transferred to Binghamton in Fall 2023, 54.5% in Fall 2022, and 62.4% in Fall 2021.

¹⁶ American Council on Education, "Reimagining Transfer for Student Success: The National Task Force on the Transfer and Award of Credit."

established extensive transfer agreements with California State University and the University of California system via Project ASSIST.

These programs represent intentional cross-institutional collaboratives designed around early intervention, namely in the form of dual enrollment or admission. However, findings from the task force through the recently administered transfer services survey¹⁷ showed that many colleges have only one or two staff members focused on such efforts. Additionally, the structure, tracking and support of students in these programs is largely manual and not represented in campus reporting. The following recommendations are aimed at providing support, structure and scaffolding that will facilitate sustainability and stability of such programs.¹⁸

Recommendation 1.1

Develop Early Transfer Student Indicators and Data Elements

DISCUSSION

Currently, early intent and student goal data is not shared or made available to potential transfer campuses and is not universally required to be collected. As a result, we cannot effectively identify potential transfer students in need of advisement and support or share their intent with prospective transfer campuses.

RECOMMENDATION

To ensure a commitment to a student's success from the outset, SUNY should institute common, required, system-wide data elements and tracking mechanisms to identify transfer student intent. Ideally, data would be collected at the point of admission and would seek to (1) identify students at two-year institutions who indicate they intend to transfer, (2) identify target or potential schools and programs to facilitate early intervention and support, (3) identify the Transfer Path the student is pursuing and (4) obtain a release and FERPA waiver so campuses can seamlessly communicate and support the student in advance of transferring.

Recommendation 1.2

Establish Student Transfer Profiles for Continued Engagement

DISCUSSION

The CCRC [has reported](#) that less than 50% of community college students seek advising to set goals.¹⁹ Campuses have little information about student transfer interests or exploration unless they consult an advisor and have a relationship. Having an easy online tool where students could initiate contact and explore transfer options could improve student-advisor transfer connections.

RECOMMENDATION

Create a student-facing "transfer profile" to facilitate campus communication and to help students explore and manage their transfer process. The transfer profile would be established based on early transfer self-identification and managed via a student-facing web application. Through the transfer profile tools, students

¹⁷ Administered by the Transfer Task Force in March-April 2024

¹⁸ Note: Added cross-institutional recommendations are included in the "Provide Enhanced Support and Resources" section of this report and are aimed squarely at staffing and faculty and staff development and training.

¹⁹ Community College Research Center, "Advising and Student Supports at Community Colleges."

can maintain their transfer intention and educational goals, review campus admission and transfer information, communicate with transfer advisors or admissions counselors, provide needed early information to aid schools in providing support, and readily provide transcripts and other required academic records. The creation of this platform would provide a notable benefit to transfer students, in addition to serving as a key advising and recruiting tool for prospective baccalaureate campuses. Ideally, this tool would be integrated into existing SUNY Enrollment Management technology initiatives, including the forthcoming SUNY Digital Front Door to provide a consistent, seamless experience. SUNY Federation would also be used ideally, so students could easily maintain their profile without additional credentials.

Improve Transfer Path Visibility and Promotion

The introduction of SUNY Transfer Paths resulted in statistically significant improvements in student outcomes. However, recent outreach as part of the Transfer Task Force information gathering demonstrated that a significant portion of SUNY faculty and staff either were not aware of SUNY Transfer Paths or had incomplete or limited knowledge. In addition, the Transfer Path online materials have not been consistently updated and maintained, with the most recent revision being in 2022, after almost five years without significant changes or review. Regular and consistent communication, and management of Transfer Paths will be paramount as SUNY seeks to expand its transfer services and emphasize clearly defined pathways.

Recommendation 1.3

Include Transfer Path Information on Campus Materials and Admissions Marketing

DISCUSSION

Currently, any program proposal or revision requires a campus curricular committee to review the program's transfer imprint, and to show that it either aligns with a Transfer Path or provides a reasonable path for students choosing to transfer. While each program undergoes this review, information about Transfer Paths and a program's alignment with a path is not required on campus websites or within catalogs. The presence of Transfer Paths alongside degree plans and curricular information can better inform students, faculty, and staff who refer to the catalog for official requirements and guidance.

RECOMMENDATION

Require campuses to include program-level Transfer Path information and provide additional information about SUNY Transfer Paths and their course transfer guarantees in their catalogs. This can be achieved by creating site templates for catalog entries and web pages to be implemented at the start of an academic year. Ensuring that Transfer Paths are promoted alongside relevant programs can be accomplished by establishing and reinforcing a requirement to include Transfer Path information in catalogs during program reviews. Transfer Paths should also be a critical component of admissions and enrollment management marketing initiatives. All SUNY campuses should develop literature for current students and for recruiting and marketing purposes that focus on the transfer options and opportunities available.

Recommendation 1.4

Establish Transfer Path Training Programs

DISCUSSION

With a substantial number of respondents reporting having limited knowledge of Transfer Paths, and a lack of adequate support and guidance materials available to faculty and staff, it's critical that SUNY improve visibility and promote the use of Transfer Paths by offering added guidance, training and orientation for faculty and staff who serve transfer students.

RECOMMENDATION

Training should be developed and made available to various student-serving groups (advisors, admissions officers, faculty advisors etc...) with tailored learning objectives. Training should include an orientation for curriculum managers engaged in academic program development to familiarize faculty and staff with Transfer Path policies and procedures and their connections to program requirements. Because the review and development of Transfer Paths requires faculty and staff committee representation, a correlating training agenda should also be created to onboard subject matter experts who serve as faculty advisors and developers of SUNY Transfer Paths. Training for various groups may also be included as a module or learning objective in a comprehensive academic advising certificate program, also proposed by the Transfer Task Force and discussed in detail in Recommendation 3.2. Transfer Path orientation and training programs should not be restricted to policy and procedural guidance. It will be critical for SUNY to also develop training and orientation that pays significant attention to high-impact practices and associated support programs that should accompany Transfer Paths.

Recommendation 1.5

Improve the SUNY Transfer Path Online Tools

DISCUSSION

The current SUNY Transfer Path website and databases are outmoded and difficult to navigate. In addition, upkeep is difficult, involving the manual management of multiple databases and sites. Students, faculty and staff have reported having difficulty navigating the dense material and multiple sources of information.

RECOMMENDATION

Devise a new online tool that is more accessible, integrated with SUNY catalog data, and operates without needing to visit multiple pages and sites. A current revision to the SUNY Transfer Path online tool is underway as part of a comprehensive transfer portal development. It is recommended that the tool development be more tightly integrated with the forthcoming Digital Front Door and that it be more aligned with SUNY Applications Service Center (ASC) initiatives and admission processes. The result should be a one-stop, database-driven SUNY Transfer Path resource that provides direct access to SUNY Core Course descriptions and campus-level equivalencies. Finally, campuses need additional functionality for online tools to more easily update, maintain and obtain reports, and review information.

Recommendation 1.6

Restart and Reinvigorate Transfer Path Development

DISCUSSION

Due partly to the COVID Pandemic, and the timing of the Transfer Task Force, there has not been any significant Transfer Path review or redevelopment since 2020.

RECOMMENDATION

Review and reinvigorate the Transfer Path Program and cast a wider net to recruit additional faculty and disciplinary experts. The Task Force asserts that the success of the Transfer Path program is not only largely dependent on enhancing its visibility, but also by generating additional faculty buy-in through active engagement with development and review processes. Additional steps to reboot this process, including specific bodies and procedures, are discussed in depth in later sections of this report.²⁰

Credit Acceptance Policy and Procedural Recommendations

The existing SUNY Seamless Transfer policy provides thousands of SUNY students with guaranteed Transfer Pathways and assurances that SUNY General Education courses will be accepted between campuses. The policies provide a great deal of flexibility and permit campuses to maintain academic standards while simultaneously supporting students with guaranteed transferability of key courses. Since its initial development in 2010, however, the transfer landscape has changed significantly, as has the depth and breadth of programs. To promote greater transferability and greater credit acceptance, the Transfer Task Force recommends that the Seamless Transfer policy be modernized and refined to account for the current needs and realities of New York's students.

Recommendation 1.7

Create an Overall Policy Statement that Corresponds with Emerging National Standards

DISCUSSION

The CCRC, the Aspen Institute, the American Council on Education (ACE), the American Association of Collegiate Registrars (AACRAO) and the Council on Higher Education Accreditation have put forth consistent recommendations to guide and reinforce the importance of progressive transfer policies. These statements have been embraced and extended and their principles have been integrated into reforms and programs across the country.²¹

RECOMMENDATION

Create a SUNY policy statement in accord with national initiatives and principles from the statements cited above to improve transfer. Most notably, in shared working group discussions, the *Joint Statement on the Transfer and Award of Credit*²² along with the work of the Community College Research Center (CCRC) and the Aspen Institute²³ served as defining guideposts for the Transfer Task Force.

²⁰ Please also see the "Sustained Support for Transfer Improvement and Accountability" section for specific recommendations related to restarting the process.

²¹ See especially the "Joint Statement on the Transfer and Award of Credit."

²² Gottlieb, Mitchell, and Jackson-Hammond, "Joint Statement on the Transfer and Award of Credit."

²³ Wyner, Dean, and Fink, "The Transfer Playbook: Essential Practices for Two- and Four-Year Colleges."

The SUNY policy statement should include the following seven core principles found in the *Joint Statement* cited above. In summary:

1. The standards and policies for evaluating and awarding credit should be the same, regardless of where the experience took place.
2. Credit award decisions must be applied consistently and equitably to all students.
3. Policies should aim to maximize the number of credits applied to fulfill requirements within the student's chosen program.
4. Policies and practices must be reasonable, transparent, and easily understood.
5. Student access to transcripts should be straightforward, without barriers or restrictions.
6. Credit should not be denied based on the type of institutional accreditation where an accreditor is currently recognized.
7. Institutions should employ technology and business processes to expediate reviewing academic credentials and the awarding of credit and make the process more efficient.

Recommendation 1.8

Develop a SUNY-Wide Minimum Grade Standard and Test Score Standard

DISCUSSION

The current Seamless Transfer policy guarantees that students who successfully complete a general education transfer course are granted requirement completion regardless of the campus minimum grade standard, and that approved SUNY Transfer Path courses are guaranteed credit and course equivalencies if they are completed with a grade of C or better. However, grade standards do not extend beyond these areas of coursework, nor do they address credit received through standardized tests. Each campus maintains a different set of standards which is confusing to prospective transfer students and may result in lost credit.

RECOMMENDATION

SUNY will create a faculty advisory group to assess and implement minimum course grade standards that will promote consistency and ease-of-transfer. Specifically, policies should focus on creating consistent campus-level standards and establishing course acceptance minimums that (a) do not differ based on source campus (b) are applied to local and transfer students equally, (c) do not differ based on course modality without justification and (d) are clearly identified in campus and program literature. The faculty advisory group will also determine minimum accepted scores for AP and IB and promote standardization to the greatest degree possible to guarantee student credit acceptance. The advisory group will review the standards throughout SUNY alongside standards and models developed in states or systems such as [Oregon](#)²⁴ and [Ohio](#)²⁵, where minimum acceptable grade definitions are coupled with periodic review and assessment.

Clear guidance should also be devised specifying where and how a campus is permitted to have higher minimum grade or test score requirements, and how campuses will be required to communicate exceptions and standards to students.

²⁴ "AP/IB Statewide Course Credit Policy 2021-2022."

²⁵ Undergraduate course credit for completion of international baccalaureate diploma program.

Recommendation 1.9

Develop a SUNY-Wide Learning Objective Correspondence Standard

DISCUSSION

Currently there is no SUNY-wide standard or guidance specifying the minimum required correspondence of learning objectives between transfer and equivalent courses. Campuses use varying standards, many of which are not published or included in campus policies. Most campuses have standardized and well-reasoned course equivalencies, but also have varying thresholds for the level of overlap or correspondence between a transfer course and their local course.

RECOMMENDATION

Establish a minimum correspondence standard to provide consistent and reasonable guidelines for course evaluation. The resulting policy should focus on developing minimum standards that align with prevailing national standards and practices. For example, Maryland²⁶ and West Virginia²⁷ have implemented statewide regulations that require the acceptance of courses if the receiving school determines that at least 70 percent of the course learning objectives have been met. Efforts should be made to provide for exclusions and added guidance where there are required outcomes for pre-requisite work, accreditors, licensure or certification. In these instances, the differences must be clearly communicated to students in policy and campus catalogs.

Recommendation 1.10

Catalog Evaluated Courses and Conduct Automatic Second Reviews

DISCUSSION

Because the goal of articulation credit should always be to accept as much credit as possible within the bounds of campus and SUNY policies, credit that is denied should be automatically reviewed or reconsidered to assure the decision is in accord with policy and/or the entry is accurate. Due to the high volume of transfer equivalency reviews, the potential for error or inaccuracies in data-entry is significant. What's more, the use of OCR, machine reading, and emergent AI technologies can result in inadvertent technical errors.

Additionally, while there are various national statistics that estimate the number of credits accepted versus not, SUNY does not currently have the ability to determine an accurate percentage of accepted transfer credits. This is due in part to prevailing practices where only accepted credits are entered into information systems, and non-accepted credits and the reasons for non-acceptance are not recorded. Additionally, there are multiple reasons that transfer courses or course credits cannot be accepted. By cataloging reasons, SUNY can better determine patterns and assess policy and procedure to help address issues and provide more insight into credit acceptance levels.

RECOMMENDATION

To encourage thorough review of course credit evaluations, promote the acceptance of more credits and better capture the actual number and percentage of courses accepted:

²⁶ Evaluation of Individual Course Equivalencies.

²⁷ Transferability of Credits and Grades at West Virginia Colleges and Universities.

- (1) All received courses or prior learning experiences should be entered into the student information system (SIS) or transfer evaluation system even when that course or experience is not accepted, assigned credit, or applied to the degree.
- (2) When a course or experience is not accepted, assigned credit, or applied to the degree, an automatic second review process is carried out, to assure the credit cannot be applied. This automatic review should be embedded in campus policy or procedure.
- (3) When a course or experience is not accepted, assigned credit, or applied to the degree a reason should be recorded for assessment and appeal purposes (via pre-defined common codes).

Improve Core Technologies

Recommendation 1.11

Create a University-Wide Catalog and Learning Objectives Repository

DISCUSSION

When course articulations are not pre-established, faculty and staff evaluating a course may be unable to easily identify the course learning objectives or learning outcomes. Establishing a learning objectives repository and including learning objectives in catalog descriptions would be of notable value when evaluating course content for equivalencies. Creating these resources would reduce the reliance on student-provided syllabi and course materials. Surfacing data for use by advisors and evaluators can also dramatically reduce evaluation times and cut down on time-consuming research.

RECOMMENDATION

SUNY will develop a public University-wide course catalog that includes course-level student learning outcomes. The database or repository may be achieved in part by using existing SIRIS course data submissions, which already provide SUNY-wide course information and details. Student learning outcomes would need to be captured and included in the catalog record. The current Transfer Path Core Course database may also serve as a resource in catalog development, as it is routinely maintained and includes all Transfer Path courses and the paths which they are associated with. In addition, SUNY General Education courses have defined SLOs for each category, that can be incorporated into the repository.

Recommendation 1.12

Expand the Inter-University Transcript and Create Centralized Access

DISCUSSION

Currently, students must actively request and pay for a transcript to be sent from one SUNY institution to another when transferring coursework as part of admission or when pursuing coursework at a host institution. This results in added effort and cost for the student and adds time to application and evaluation processes. Where electronic means are not available, it creates a wasteful paper exchange and mailing expense. The current use of the inter-university transcript (IUT) is also lacking. While all SUNY institutions working with our national provider (47 campuses reported) can use the IUT process, only a small minority of campuses utilize it according to a 2024 review of cross-registration transcript data.

RECOMMENDATION

SUNY will expand the use of the SUNY university-wide agreement with our national transcript provider for greater efficiency and cost savings. The agreement includes IUT services which enable sending transcripts SUNY-to-SUNY at no cost to the institution or student. Currently these services are limited to administrative, reverse transfer or cross registration activities, and only apply when initiated by an authorized staff member. Current and future agreements or service commitments shall be revised to allow for broader use of the IUT to apply to all SUNY-to-SUNY transcript transmissions.

In addition, SUNY will create a means to make transcripts centrally accessible by SUNY Enrollment Management to facilitate transfer admissions. This would permit the ASC to obtain and send transcripts automatically when students apply, versus requiring students to individually request transcripts at their expense. Providing this ability will dramatically improve the transfer admission process by allowing for the near-instant receipt and transmission of transcript data.

The use of the university-wide contract for transcript services is currently optional. This results in different capabilities on campuses, and some campuses lack electronic transcription and IUT access altogether. SUNY will make participation in electronic transcription and IUT compulsory. Resources shall be provided to assist resource-constrained campuses and permit the use of other compliant services and SIS-based electronic formats (such as XML or SPEEDE) where licenses and formats are available at low or no cost, and/or are provided as a baseline feature in a student information system.

Objective 2: Provide Clarity, Transparency and Consistency in Transfer Process and Policy

Multiple national reports and articles have focused on how transfer processes and transfer admission steps are opaque, confusing, overwhelming and - in many instances - result in a dead end. In August of 2023, *The Chronicle of Higher Education* convened a virtual panel, and published a subsequent article highlighting issues, roadblocks and red tape that plague transfer processes nationwide. The resulting article emphasized that in various reports and research projects, the transfer process was presented as “a maze” that is difficult for students to navigate. The review opined that “transfer plans are too often dashed by confusing requirements, red tape, and unexpected setbacks”,²⁸ that impact all students, but also impact underrepresented students to a greater degree. What’s more, the environment students find themselves in is often unreceptive to transfer students.

The American Council on Education (ACE) convened a national task force on the issue of transfer credit and credit acceptance standards in 2021. The report found that the unclear and confusing nature of transfer processes were widespread, and that negative effects were disproportionately experienced by students of color and lower-income students. The report framed fixing the transfer pipeline as a high stakes issue for students who are negatively impacted by the complexities of transfer. It also drew a connection between public skepticism about the value of a degree, and the economic and time losses that transfer students' experience. The report stressed that institutions need to address barriers faced by students to “strengthen

²⁸ Katherine Mangan, “Why Fixing the Transfer Process Is an Equity Issue for Colleges.”

public trust in higher education and reaffirm its value as an engine of economic and social mobility and justice.”²⁹

Part of SUNY’s mission is to “provide educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population.”³⁰ It is incumbent upon SUNY to reduce barriers faced by all students - but especially those from underrepresented populations and lower income students. These populations have been shown to be disproportionately disadvantaged when transferring. Transfer practices, including our admission and transfer credit acceptance practices, should be structured so students have a guaranteed equitable and clear path forward from the moment they begin their studies. In keeping with our mission as a public institution, SUNY should assess policies through a social justice lens to be assured we are not introducing obstacles that unnecessarily extend the time to the degree and result in added costs or complex systems and requirements that disproportionately impact any student group.

Clarity and Transparency in Process

As made evident by the myriad documents and reports that identify transfer procedures and processes nationally as being broken and showing that only a small minority of entering community college students earn a bachelor’s degree, every effort should be made to make the transfer process clear and consistent, so students know what to expect and when, and have adequate support at each step of the process. The following recommendations present an interconnected set of tools and actions, and an approach based on shared business practices, to provide for clarity and consistency SUNY-wide.

Recommendation 2.1

Create a Comprehensive SUNY Transfer Support and Transition Portal

DISCUSSION

Operationalizing, describing and communicating uniform admission and transition checklists, and promoting a common understanding of the transfer process, policies and procedures requires creating shared tools and communication models. A centralized transfer support portal can help by representing the transfer process consistently and by serving as a central resource that connects students, faculty and staff with meaningful support and resources. (See a diagram of the proposed structure in the appendix.)

RECOMMENDATION

A working group of campus experts in advising, registration, and admissions will be established to work closely with the Student Success Office and Enrollment Management to create a web-based portal that draws together key resources. The portal will be where uniform checklists and processes can be articulated and made concrete, and where associated resources and support will be consolidated. The result will be an accessible tool specifically tailored to help students navigate the transfer process by providing them with clear, consistent steps and the ability to see their progress within them. This would be continually supported by providing additional training for campus advisors and admissions staff so that campuses have a greater degree of commonality in practice and a shared understanding of processes and support principles. The portal

²⁹ American Council on Education, “Reimagining Transfer for Student Success: The National Task Force on the Transfer and Award of Credit.”

³⁰ “State University of New York Mission Statement.”

should provide information and a view of the full process, from exploration and advisement, to aid and acceptance.

Table B: Transfer Portal Resources

Resource	Description
Student Transfer Checklist	Provide both a static and interactive student checklist so students can identify typical transfer steps and track their own progress.
Transfer Equivalencies	Provide a barrier-free, one-stop transfer equivalency look-up tool so students can determine how courses transfer from one SUNY to another.
SUNY Transfer Paths	Provide an improved and consolidated SUNY Transfer Path tool, complete with Core Course information. (See “Maximize Credit Acceptance and Program Applicability”)
Transfer Profile	Allow students to create and maintain a transfer profile via SUNY Federation to promote early engagement and advising. (See “Maximize Credit Acceptance and Program Applicability”)
Embedded FERPA Release for Cross-Institutional Communication	As a multi-campus University, SUNY must obtain FERPA releases for students to share information with other campus partners, except where there is a FERPA exception satisfied. While an application to transfer to another institution permits the sharing of data, exploration and inquiries do not. Consequently, we need to provide students with a means to permit or restrict access to their data based on their interest in communicating/sharing with a transfer campus.

The above model and recommendations are also integral to recommendations 2.2 and 2.3.

Recommendation 2.2

Establish a Common Admission and Transition Checklist

DISCUSSION

Given that transfer is often described as a “maze” or “obstacle course,” SUNY should coalesce around a shared and consistent vision of what steps and requirements must exist to apply for transfer. Despite differing capabilities, resources, and systems across SUNY campuses; establishing a consistent, system-wide, student-facing set of steps to facilitate the transfer process is a realistic goal.

RECOMMENDATION

SUNY will standardize the outward-facing aspects of the transfer admission and associated processes to the greatest degree possible. Despite different capabilities, timelines, tools and systems SUNY-wide, there is a marked degree of alignment between campus business processes, and similar approaches to advising and onboarding. There is such commonality that the Task Force recommends the establishment of a uniform transfer admission checklist, where campuses would adhere to shared, high-level transfer business process steps and approaches. Fundamentally, the goal is to create a common SUNY-wide practice so resources can

be more easily created, campus support staff have a shared set of expectations, and students can have a clear, consistent roadmap.

Recommendation 2.3

Cultivate Accompanying Prospect-to-Graduate Support Models

DISCUSSION

Establishing a common framework as a model and ethos will make clear the collaborative nature of proposed transfer processes and will help to define the roles and expectations of the four-year and two-year campuses in ensuring the student’s successful degree completion and transition.

RECOMMENDATION

SUNY and campuses will develop and support a common transfer support plan that incorporates the following objectives:

Figure A: Transfer Support Plan Diagram

	ASSOCIATE DEGREE LEVEL
1	Four-year campuses will create a communication plan or contact practice for prospective students who have been identified via the recommended portal and transfer profiles. Four-year and two-year campuses should work in concert to provide seamless communication.
2	In concert with the two-year campus, the four-year campus will establish and utilize dedicated pre-advising staff (navigators) to provide basic guidance and information related to transfer as a prospective student.
	PRE-ADMISSION THROUGH BACCALAUREATE DEGREE
3	Once a student has sufficient credits and has expressed intent, the four-year institution and two-year institution will coordinate to facilitate a transition from, pre-advising support to a program-specific advisor on the four-year campus, who will work with advisors on the two-year campus.
4	Campuses will establish advisor-to-advisor communication or meeting practices to facilitate discussion between two-year and four-year advisors, with the goal of guiding the student when they near graduation and transfer.

The goal of this basic framework is to reinforce the notion of creating a systematized, standard set of practices on campuses to reliably and consistently perform outreach and support prospective transfer students from the outset. The intent is also to foster an environment where students are supported from their first day at a community college to achieve the completion of their associate degree, while also considering next steps, versus early transfer. The goals of the pre-advising support staff (or navigators) will be:

- (1) To be a direct contact and connection to the four-year or two-year campus.
- (2) To promote and provide information about SUNY Transfer Paths (where applicable).
- (3) To discuss options at the four-year level that align with the student’s current program or interests.
- (4) To connect students with support on the two-year and four-year campuses at an early point.

- (5) To support and promote the completion of the two-year degree, paying attention to how coursework can be simultaneously applied to the four-year degree.
- (6) To work as the primary facilitators of transfer across campus lines.

Clarity and Transparency in Policies and Standards

Many of the SUNY transfer policies in place are not well-known to faculty, staff and students. For example, a recent survey of campus materials showed that many campuses do not provide online guidance regarding the student’s right to appeal transfer decisions, almost a quarter did not discuss SUNY Transfer Paths, and the GETA was publicized and described on only a minority of campus sites.^{31, 32} SUNY will provide greater visibility for policies and their benefits by working to more effectively publicize them on SUNY materials, while also providing clear guidance and templates to help campuses provide information on campus websites, communication, literature, and advertising. This will give students, faculty, and staff a better view of the advantages afforded by the policies and make the policies more pervasive and front-of-mind. The following recommendations aim to make transfer policy clear to students, faculty and staff by creating greater visibility using straightforward guidance and materials.

Recommendation 2.4

Create a “Transfer Student Bill of Rights”

DISCUSSION

To promote a culture of support and instill a sense of obligation to improve transfer outcomes, many campuses and systems have developed documents of principle or mission statements supporting transfer work. The documents are designed to promote a transfer-friendly ethos and define the transfer mission.

RECOMMENDATION

SUNY will create a “Transfer Bill of Rights” to encapsulate the benefits and expectations that students may have regarding transfer services and the treatment of their prior coursework and credit. The documents should focus on the prevailing principles espoused by the Joint Statement from AACRAO, ACE and the CHEA as well as principles fundamental to the CCRC/Aspen Transfer Playbook. Based on the work presented in the Joint Statement, AACRAO developed a working model and Transfer Bill of Rights used by institution, that can serve as a model.³³ SUNY’s document should reflect that transfer students shall:

1. Receive all of the advising, orientation and support benefits offered to students who began their studies as first-year students at the institution.
2. receive transitional support from both their SUNY two-year institution and four-year institution to seamlessly transfer to a baccalaureate program.
3. Have access to clear, plain language statements concerning SUNY Seamless Transfer guarantees.
4. Have the right to clear, complete, and accessible information about credit acceptance policies and how they will apply to their degree program.
5. Be afforded the maximum amount of credit in accord with SUNY and campus policies and degree requirements.

³¹ Performed July 2024

³² Task Force campus site review – May 2024

³³ American Association of Collegiate Registrars and Admission Officers, “Transfer Student Bill of Rights.”

6. Be afforded the maximum amount of credit for all other non-course prior- learning in accord with the SUNY and campus policies; this includes but is not limited to international study, military experience, nationally recognized training, and recognized standard exams.
7. Have complete information available to them regarding additional admission standards for programs, pre-requisite requirements, and minimum grade or GPA provisions prior to transferring.
8. Have the right to understand the reasons for any non-acceptance of coursework for credit or requirement completion and be presented with their right to appeal under SUNY policy.

Recommendation 2.5

Provide Additional Financial Aid and Tuition/Cost Guidance

DISCUSSION

The Transfer Task Force Financial Aid and Student Accounts working group noted that the impact transfer has on state and federal financial aid, especially in the complex regulatory environment within New York State, is often not fully understood by students and student support staff. Increasingly, there are greater implications for students if courses are not completed, insufficient credit hours are pursued, and in instances when students change majors and programs. Students must take care to be assured they have sufficient aid for four-year study after pursuing two-year study. What's more, the Excelsior Scholarship and TAP have specific benchmarks and minimum progress requirements that must be met to retain eligibility. Strides have been made in recent years to provide added transparency to the likely or estimated cost of study and the application of aid, however accompanying guidance has not been as consistently developed or published.

RECOMMENDATION

The Financial Aid and Student Accounts working group proposed and designed a prototype guidebook for use by students, faculty and staff. This critical resource provides plain language explanations of the various types of financial aid, key benchmarks and considerations for students, and suggested check-ins and guidance for maintaining their financial health. SUNY campuses should have uniform adoption of this guidebook to support students and financial aid and student accounts staff especially. The guidebook will be updated at least annually by SUNY financial aid experts.

In addition, uniform, standardized, and vetted transfer student financial aid and budgeting guidance should be developed in a template form, and be included on all campus sites. These audience-specific materials serve as a jumping off point that students can use to have fully informed conversations with financial aid advisors, student accounts staff, and their families to help effectively plan and budget for continuing study.

Recommendation 2.6

Increase Awareness of Policies for Faculty and Staff

DISCUSSION

While students have indicated a lack of understanding of the multi-layered transfer policies and procedures, there is also evidence that faculty and staff struggle to understand the policies and the associated options available to students. Various studies, and internal surveying, have shown that faculty and staff throughout the country and within SUNY find it challenging to keep abreast of the various procedures and often rapidly

changing policies in the transfer landscape. Communication between transfer support offices both within and across institutions is often lacking, leading to a lack of awareness of local policies and making collaborative efforts more challenging.

RECOMMENDATION

Provide additional and on-going training and resources to support faculty and staff who assist transfer students. The following proposals are aligned with promoting clarity and transparency within policy by creating faculty-facing tools that can be easily accessed. These recommendations are highly related to the Comprehensive SUNY Transfer Support and Transition Portal recommendation, which will house additional faculty and staff resources.

Table C: Actions to Improve Policy Awareness and Visibility

Resource	Description
Faculty and Staff Transfer Library	Create a virtual transfer library that includes SUNY-developed guidebooks, national models, reports, papers and documentation that support transfer service development and best practices. A library could be maintained using SUNY’s current library services and made available via the SUNY Transfer Support and Transition Portal.
Improve Online Policy Repositories and Pages	Improve and consolidate the current transfer policies, and ‘archive’ or make explicit the policies that correspond to prior General Education or those that no longer apply under the General Education Framework.
Provide Structured Training and Badges	The task force recommends that SUNY provide opportunities for structured training focused explicitly on SUNY transfer policy, Seamless Transfer, the GETA and Transfer Paths. These sessions would be focused and could occur in addition to or as part of Communities of Practice or Advisor Certificate programs.

Recommendation 2.7

Redesign the Transfer Appeal and Issue Resolution Processes

DISCUSSION

When courses or credits do not transfer, or if a student believes they have not transferred properly, SUNY provides a means for students to appeal to SUNY System Administration, after they exhaust a campus appeal process³⁴. The multiple steps and requirements currently required is an unclear and lengthy process, and the burden of the appeal is entirely on a student. The level of support and direction that a student receives will vary from campus to campus, and many campuses do not list appeals as an option or have a formal process detailed in policy. These experiences suggest that publicizing the process and creating an abridged and visible resource that can connect students with campus staff may lead to better outcomes. Because campuses are overwhelmingly responsive and amenable to reviewing and addressing these cases, by having a central tool where an advocate can assist in issue resolution, decisions can be speedier, constructive, and more straightforward without the need for a lengthy process.

³⁴ See: <https://system.suny.edu/student-success/transfer/appeals/>

RECOMMENDATION

SUNY will create a central resolution / appeal tool that guides a student through the process. The resulting centralized tool will allow students to progress through an appeal using a step-by-step guide which bridges the student, SUNY and the campus. Support personnel at SUNY will ensure the student connects directly with the proper resources and advisors to exhaust their options prior to a full appeal. To achieve this, the Curriculum and Transfer Pathways working group advocated for exploring successful current models in other academic appeal cases, such as the approach used by NC-SARA.³⁵ By providing a means to structure these interactions and in creating an environment for dialog and advocacy, student appeal outcomes and issue resolutions are likely to improve.³⁶

Collecting and Accessing Transfer-Related Data

The lack of in-depth and comprehensive data related to transfer students - particularly student level data needed to assess transfer acceptance practices - was identified as a critical issue early on by the working groups. While there are some high-level indications of the impact of transfer practices, we lack the ability to assess practices in-depth, recognize patterns, or identify reasons for credit denial. In general, there was widespread agreement that additional data needs to be collected to fully assess efforts, and that both newly identified and already available data in student information systems and degree audit should be syndicated and made available more broadly.

Recommendation 2.8

Compile Campus Course Equivalency Data

DISCUSSION

Currently, system-wide campus course-to-course transfer equivalency data is not available via SIRIS or any SUNY-wide data system. As a result, SUNY is unable to create centralized tools or processes, and the University has no system-wide reporting for the purposes of assessment or the development of Transfer Paths. Multiple systems of higher education and states have developed public-facing comprehensive equivalency tools (Virginia, California, CUNY, Chicago City Schools, New Jersey etc.) that rely on the collection and assessment of course-to-course transfer equivalencies.

RECOMMENDATION

Utilize the SIRIS process or other data collection means to collect campus pre-defined equivalency data from student information systems. This data would include (at minimum): (1) the source and destination course subject, number and title, (2) the source and resulting course credits, (3) attributes, pre-requisites and dependencies, and (4) minimum grades and acceptance standards. Data should be centrally available via standard business intelligence tools, with reporting and file downloads available to campuses.

³⁵ See: <https://www.nc-sara.org/student-complaints>

³⁶ Since the current process of tracking student contacts and appeal contacts was instituted (as of June 2024) there were 96 appeal-specific contacts in the last year, only 2 were advanced to full appeals. In most cases, students had not exhausted the campus appeal (71%). In most of those cases, students did not do so because they were unaware of the campus appeal process or policy. Most appeals are resolved through discussion with the student and the campus.

Recommendation 2.9

Collect Comprehensive Student-Level Transfer Data

DISCUSSION

While SUNY captures and collects student level data for the purposes of reporting, compliance and development, transfer data is not collected to any significant degree. This means that SUNY and its campuses are unable to fully assess transfer programs and remain unable to effectively align programs across campus borders. Furthermore, SUNY and campuses are unable to reliably ascertain how many credits are accepted, nor are they able to recognize patterns, transfer issues or draw conclusions about the need to develop courses or new equivalencies to support transfer students.

RECOMMENDATION

Utilize the SIRIS process or other data collection means to collect student level data. As previously indicated, student level data collection should be inclusive of all transfer course assessments. When courses are not accepted, a reason code should be provided indicating the reason for non-acceptance. For a complete list of recommended data elements to be requested, please see the appendix which provides a detailed chart. This is also highly related to the recommendation to collect early student indicators for early intervention.

Recommendation 2.10

Data Standardization

DISCUSSION

To establish baseline information, and have common comparative data structures, standardized reporting and data standards must be devised for transfer information. Many of the transfer data standards may be defined by Institutional Research or may refer to standards that are already customarily used by prevailing organizations such as the National Student Clearinghouse and U.S. Department of Education.

RECOMMENDATION

Develop effective, consistent transfer reporting and assessment measures that can be analyzed with research conducted by leading transfer research organizations using the following data standards categories:

Table D: Transfer Data Standardization

Element	Details and Information
Standardized Cohorting ³⁷	Establish standardized cohort models that can be used year-to-year to create consistent, comparable sets of data. Cohort models should align with the models used by the U.S. Department of Education (also widely used by CCRC, NISTS, NSC and the Aspen Institute).
Standardized Transfer Student Categories	More fully support and disseminate the SUNY Institutional Research transfer data definition, which conforms to national standards. Additionally, granular

³⁷ See Appendix D for details.

	terms should be devised in concert with institutional research, and should be used consistently in reports, dashboards and communications.
Standardized Descriptive Vocabulary and Data Dictionary	Adopt a common nomenclature to effectively communicate policy, needs and information related to transfer students. This includes defining dual enrollment, dual admission, high school enrollment etc.

Recommendation 2.11

Develop or Improve Transfer Dashboards for Faculty and Staff

DISCUSSION

Campuses have varying resources and differing abilities to create and collect transfer data. As part of the mission to make data readily available and the transfer landscape transparent, widely available dashboards and metrics should be available to all campuses, and should represent an official, standard set of measures.

RECOMMENDATION

Based on the expanded data collection recommended above, SUNY should publish centrally hosted dashboards focused explicitly on transfer students and transfer records. Currently, transfer data present on SUNY BI and Tableau are limited to the high-level data currently available due to SIRIS and some limited Degree Works information. Specifically, the following dashboards and reporting are recommended and reflect the needs and metrics requested or required by campuses.

Table E: Proposed Faculty and Staff-Facing Dashboards

Report or Dashboard	Current Availability	Details
2023 General Education Approved Course Dashboard	In Process	Provide a revised, current general education dashboard to support transfer articulation of GE courses.
Transfer Degree Works Reporting	Yes	Integrate Degree Works completion level data with transfer student records to gauge in-progress transfer success rates.
Transfer Partner Dashboard	Yes	An improved dashboard that shows the top transfer schools by receiving campus and sending campus, with the ability to drill down into CIP areas, majors, etc.
Transfer Course Acceptance Percentage	No	Provide a report or dashboard showing the average percentage of credits accepted upon transfer.
Transfer Non-Acceptance Reason	No	A report of dashboard showing what courses are not accepted by count, and reasons by count.
Major Applicable Courses	No	A report showing the percentage of courses applied to the major upon transfer on average, with the ability to drill down into CIP areas, majors, etc.

Transcript Reporting and Monitoring	Unknown	Create a report that provides transcript send/receiving numbers. Use to identify transfer patterns and monitor transcript sending/receiving for the purposes of gauging IUT costs.
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Recommendation 2.12

Provide Dashboards for the General Public and Prospective Students

DISCUSSION

The “Transfer Maze” has been a notable challenge not only for students, but for those who support them. Given that the U.S. Department of Education³⁸ and key researchers such as the CCRC³⁹ have begun publishing national comparative transfer numbers, it’s even more critical to be able to differentiate SUNY and its campuses and provide tools and metrics for public assessment of progress.

RECOMMENDATION

Create public, accessible and clear dashboards that compare SUNY campus outcomes within SUNY to the national average, as a significant way to publicize SUNY’s successes, while also being open and transparent about areas in need of improvement. Dashboards can serve as internal motivations to improve or better interrogate our transfer numbers and outcomes. Specific recommendations include:

Table F: Proposed Dashboards for Public Use

Dashboard Element	Details and Information
SUNY-Wide Transfer Course Percentage Acceptance	A report that shows SUNY’s average credit percentage acceptance rate when students transfer courses from an institution to SUNY. This should be able to be differentiated by source, including SUNY Community Colleges, SUNY lateral transfer, out of state etc.
Transfer-In Rates	Transfer-in rates at the System and at the campus level. Transfer-in schools should be able to be differentiated by source, including SUNY community colleges, SUNY lateral transfer, out of state etc.
Transfer-Out Rates	Transfer-out rates by source and destination internally for SUNY.
Average and Median Time to Degree	Using cross-institutional data, SUNY can enhance its existing time-to-degree metrics and provide a public-facing dashboard separated by campus and student category.
Campus-to-Campus Transfer Relationships	A dashboard showing the strongest transfer relationships between SUNY institutions. This should be viewable by campus and by region.

³⁸ See: <https://blog.ed.gov/2023/11/new-measures-of-postsecondary-education-transfer-performance-transfer-out-rates-for-community-colleges-transfer-student-graduation-rates-at-four-year-colleges-and-the-institutional-dyads-contributi/>

³⁹ See: <https://ccrc.tc.columbia.edu/tracking-transfer-state-outcomes.html>

Campus Transfer Program Enrollment	A dashboard that identifies student enrollment count and outcomes based on specific campus-to-campus programs including dual enrollment/admission and cross-town partnerships.
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Objective 3: Provide Additional System-Wide Resources

The most visible aspects of the recommendations being advanced by the Transfer Task Force focus on the additive and enhanced resources we recommend implementing for students, faculty and staff. Recommendations thus far have demonstrated several structural, policy and technical needs. Key to successful change, will be the provision of additional assistance to all campuses in the form of tools, technologies, training, community-building, leadership and monetary support. The following recommendations focus on System-led strategies and actions recommended by the Transfer Task Force.

“Transfer-Forward” Support and Development Culture

A critical outcome of SUNY System Administration’s efforts will be setting the stage and defining the tenor for future transfer service and policy development. Starting at the top of the organization, SUNY will build a positive service culture through training, networking and community-building. In addressing transfer needs and systemic shortfalls, leaders will readily promote and demonstrate - through action and communication - that the System is seeking to create an enduring structure of support and a set of sustainable practices, while building a *transfer-forward* culture. Recruitment, admissions, advising, teaching, and all other areas of the institution will be infused with the understanding that transfer students and the support offered to them is critical to institutional success and sustainability. Providing development, training and ongoing engagement with faculty and staff who support transfer students is an extraordinarily critical part of creating a transfer-forward culture.

Recommendation 3.1

Create an Academic Advising Network and Advisor Certification

DISCUSSION

The Transfer Task Force Advisement and Transfer Student Support working group conducted surveys and held a series of listening sessions that included academic advisors and transfer support specialists from throughout SUNY. Their outreach established that support stakeholders and staff were seeking additional guidance, training, and support. Of key interest was creating a common set of practices that would help advance the advising and support mission. The working group proposed and began developing a pilot program for a Center for Professional Development (CPD) Advising Certificate Program. The program will be designed around developing and extending core critical practices in advising proven to support transfer students. Programming includes transfer onboarding programs used in other popular programs and is strongly based on the tenets of the CCRC’s Transfer Playbook.

RECOMMENDATION

Develop an engaged, sustainable transfer network which provides access to training and professional development. Often transfer advising faculty and staff have a wide range of backgrounds and academic

credentials, and few have had formal academic and professional preparation for the specific role. Given that personal relationships are important in advising, working group members suggested the need to connect and build stronger connections with one another to both build competency and provide a platform for collaboration and problem solving.

Table G: Proposed Elements Related to the Transfer Advising Network

Recommendation	Details and Information
Create a SUNY Academic Advising Network Structure	Create a standing SUNY Academic Advising Network using the contacts and groups previously associated with the Student Success conference and presentations, NYSTAA SUNY constituents, and campus advising leads.
Create an Advising Certificate Program	In concert with the Center for Professional Development (CPD), develop a certificate or curriculum and structured training program designed to provide training and for academic advisors across the SUNY system.
Create a Transfer Advising Certificate Program or Additive Module	Create modules or added certification and training programs aimed directly at transfer advising best practices, common transfer steps, and ways to collaborate across campus borders.
Establish a Transfer Advisor Community of Practice	Establish a community of practice that meets regularly and maintains resources, standing meetings, subgroups and working groups devoted to support transfer training, development and best practices.
Establish Regional Meetings	Hold regional meetings that are inclusive of all campus sectors and types to foster cross-institutional collaboration, shared experiences, and to develop shared approaches to assisting students in the region.
Perform Routine Community-Led Training	Showcase and highlight novel and innovative work, practices and technologies developed or implemented at the campus level that can inform SUNY-wide policy and practice or provide support to regional partners.

The Task Force Transfer Path and Curriculum Group recommends the introduction of requisite training for transfer advisors, transfer support staff and transfer-supporting faculty to be assured SUNY-wide standards and policies can be publicized. Onboarding and training will be provided by the Academic Advising Network, where new advisors and support personnel will be immediately introduced to a larger supportive community. Required training can be embedded into existing allowances for campus Human Resources onboarding.

Introducing a network and training program may also have a notable benefit to the overall state of faculty and staff professionalization and employee retention, which should be assessed and considered after implementing the onboarding approach.

Recommendation 3.2

Reduce Legal and Policy Barriers to Cross-Institutional Resource Sharing

DISCUSSION

Improving cross-institutional collaboration can be achieved by greater resource and personnel sharing across two-year and four-year institutions. As introduced earlier, many of the above recommendations focus on connections that would need to be established across campus borders. Complex chargebacks, state and local regulations, and other policies can impede the sharing of space, resources, instructional personnel, tools and technologies. Added cost and complexity is routinely present when creating cross-institutional arrangements, which can limit innovation and confine our ability to address student concerns.

RECOMMENDATION

In addition to community and coalition building, the Transfer Task Force recommends that SUNY and associated agencies be engaged in reducing or eliminating material operational, policy and regulatory barriers that can often stand in the way of campus collaborations.

Table H: Recommendations for Facilitating Cross-Campus Resource Sharing

Recommendation	Details and Information
Create SUNY-Wide MOU Templates and Guidance for Space and Resource Sharing	Create standardized MOUs and agreement templates that can permit for the of advising and student support services across partner campuses.
Provide Clear Guidance Regarding Satellite or Extension Sites / Campuses	Accreditors and Federal Student Aid have notable implications for multi-campus courses and instructional offerings. Additional guidance and protocols should be made available to campuses.
Support and Enhance “Associate First” Programming	There is significant evidence that students who complete the associate degree prior to transferring have better outcomes. Recognizing the evidence that this benefits students, two-year and four-year partnerships should support associate degree completion prior to transfer.
Encourage Joint Recruitment Initiatives on Campuses	Develop joint recruitment and promotion programs between institutions, with a continued focus on associate degree completion.
Create a System-Wide Center for Cross-Institutional Engagement	Create a group or center that is focused on supporting and guiding campus collaborations, especially where regional partners seek to establish new cooperatives.
Eliminate Campus-to-Campus Charges for Reciprocal Space / Access	To the extent possible under NYS and county law and regulations, SUNY should seek to eliminate campus-to-campus charges to allow for more regular, uninhibited cooperation.

Recommendation 3.3

Enable and Encourage Cross-Campus Communication and Presence

DISCUSSION

Many models within SUNY and throughout the nation have shown notable benefits of having advisors from four-year campuses present on two-year partner campuses. Within SUNY, Cortland maintained a [multi-year advising cooperative between Tompkins-Cortland and Broome](#) where Cortland advisors held office hours at Tompkins-Cortland and Broome campuses. This resulted in direct advising and support to students, who benefited from specialized Transfer Paths developed between the institutions. That relationship was so strong, in fact, that the three campuses continue to collaborate, most recently on a first-of-its-kind AI supported program planning research project. Plattsburgh has [a branch campus at SUNY Adirondack Queensbury](#), where students can take classes and be advised as part of the Plattsburgh-Adirondack dual admission program. Likewise, national experiments have also shown that sharing space and having advisors and faculty available has had notable benefits. For example, Salt Lake Community College and the University of Utah entered into an agreement to share a location, which serviced over 2,000 students in its first year of operation, with enrollment expected to reach 7,000 by 2025.⁴⁰

RECOMMENDATION

Through the support and framework offered by the [Advising Network and Community of Practice](#), SUNY will pursue more focused approaches where campuses will actively develop open communication lines between advisors and faculty members. Ready and open communication provides additional collegial support internally and has also been shown to translate into better collaborative efforts and more successful cross-campus programs. The CCRC and other researchers have found that faculty-to-faculty collaboratives between partner institutions to develop Transfer Paths and align courses has been a key differentiator among successful partnerships.⁴¹

Physical presence has been a key driving force – not only because it connects students with advisors and support from transfer institutions - but because it provides an environment for greater collaboration and communication between campus leaders, faculty, and staff. By reducing administrative and material barriers as recommended, SUNY System will help to facilitate greater cross-campus collaboration and create greater space for partner campuses to engage at all levels.

Objective 4: Foster System-Wide Transfer Partnerships

To be successful as a system, and to best support all campuses, people, and regions they serve, SUNY is endeavoring to introduce extensive, comprehensive and meaningful change in transfer and student mobility practices. Key to achieving these goals is having the commitment and involvement of all campuses. SUNY should work with all stakeholders to be assured there is common understanding of shared goals to improving transfer outcomes and the experiences of students.

To this end, The Steering Committee is proposing a model to foster a meaningful system of governance and engagement with a community of professionals that emphasizes shared accountability and responsibility to students. Recommended governance and support models are designed to help all campuses set goals, monitor progress, receive support and have clear guidance.

⁴⁰ Mowreader, "Positive Partnership: College and University Share Campus, Strengthen Transfer Pipeline."

⁴¹ Fink and Jenkins, "Takes Two to Tango: Essential Practices of Highly Effective Transfer Partnerships."

Campus Profiles and Key Personnel

Transfer support is not limited to individuals with specific titles or roles. Key individuals, policymakers and advocates exist in all areas of the University. Because of the breadth of expertise and the diversity of roles and expertise, it's important to be assured we establish a means to understand who the key stakeholders and contributors to campus success are SUNY-wide. The proposed [Academic Advising Network](#) will help to create a platform for disseminating information and receiving valuable feedback, but it may not encompass technical, record-keeping, research or policy professionals and faculty who integral to the process. The following roles are projected to be added to the DTP-approved and Office of Student Success authored Campus Profile project, which collects key campus leaders and other information such as college calendars, registration times, and critical policies.⁴²

Recommendation 4.1

Identify Campus-Level Transfer Officers

DISCUSSION

A key challenge we face as we attempt to assess, understand, and communicate about transfer policy and practices is the fact that we are often unable to identify lead personnel on campus.

RECOMMENDATION

Each campus will have a transfer officer drawn from the existing ranks of campus transfer faculty, professionals and advisors who will serve as the main campus contact for transfer initiatives, programming, and policy updates. The officer should be a staff or faculty member occupying a role in which they lead, direct or manage transfer policy and processes on their campus. The officer will serve as a liaison to SUNY System Administration and the Student Success Office. Transfer officers will constitute a community that will meet at least annually. Transfer officers are partners in development and are not designed to be individuals that are accountable for all aspects of transfer on campus; rather, they are facilitators and problem solvers who work collaboratively with other campus colleagues and SUNY System Administration to develop and sustain transfer goals.

Recommendation 4.2

Identify FERPA Compliance Leads

DISCUSSION

Because SUNY is a diverse system where FERPA regulations and protections apply campus-to-campus, it is critical that personnel be identified to help students and other support stakeholders ensure compliance and uphold the safety and privacy of student data, while facilitating open communication.

RECOMMENDATION

Campuses will name a dedicated individual who can be contacted regarding transfer-related FERPA releases and campus FERPA compliance. Campuses can determine if the primary FERPA officer⁴³ will be the most

⁴² Please see Appendix E for proposed elements to be collected in a directory.

⁴³ Most often, the campus registrar, Chief Information Security Officer or local campus counsel serves as the FERPA Officer.

appropriate contact or may assign a designated staff member for transfer-related FERPA items. These contacts will receive annual training and updates on the state of transfer-related FERPA cases and guidance and assist in guiding SUNY System Administration and our partners in developing FERPA-compliant policies, procedures and tools.

Structure, Standing Bodies and Advisory Groups

Key to supporting new and evolving approaches to transfer support, is having a dedicated group of actors committed to sustaining and enhancing transfer services. The Transfer Task Force Steering Committee has proposed a governance and advisory structure that will draw on the expertise of various professional areas and include members from all regions and sectors. Given the meaningful work of the Transfer Task Force, the proposed governance borrows heavily from the cross-functional approaches used there and seeks to integrate former groups, such as the Student Mobility Steering Committee (SMSC), who served as a lead body for most transfer initiatives. The following proposed structure outlines an enhanced and more inclusive group of stakeholders.

Recommendation 4.3

Establish the Transfer Advisory Council

DISCUSSION

The Student Mobility Steering Committee was initially established to address issues related to the SUNY Seamless Transfer policies and the SUNY Transfer Paths. Under an expanded transfer agenda, a group with a broader charge is recommended. This group will oversee and provide navigation to subgroups with specific missions and roles.

RECOMMENDATION

The Transfer Advisory Council shall serve as a lead consultative body that consists of leaders from throughout the SUNY System. Like the SMSC, the group will be a key source of guidance informed by leaders in transfer-aligned roles – drawing from faculty, professional, student and System Administration ranks. The Transfer Advisory Council will have the ability to form subgroups and working groups with focused missions or problem-focused goals and will convene standing groups as prescribed by policy or procedures established by the Chancellor or the Board of Trustees. The council should consist of faculty governance leadership including the FCCC President or designee, the UFS President or designee and the SUNY Student Assembly President or designee.

Table 1: Proposed Members of the Transfer Advisory Council

- FCCC President
- UFS President
- Faculty Member Appointed by the FCCC President
- Faculty Member Appointed by the UFS President
- Executive Committee Chair of the SUNY Association of Chief Academic Officers
- AVC for Transfer and Articulation
- One SUNY System Provost representative
- One SUNY System Community Colleges and the Education Pipeline Representative
- One SUNY System Provost representative

- SUNY Chancellor Faculty Fellow for Transfer (If Applicable)
- One Representative Transfer Officer from a Community College
- One Representative Transfer Officer from a State Operated College
- One Representative from the SUNY Delegation of the New York State Transfer and Articulation Association (NYSTAA)

As a set of proposed charges, the Advisory Council will:

1. Make recommendations to Senior Vice Chancellor for Student Success on matters concerning the ability of students to transfer from one campus to another within SUNY as prescribed by SUNY Board of Trustees Policies.
2. Establish and review transfer appeal procedures as defined by SUNY Board of Trustees Policies and the Seamless Transfer Policies. Appeals processes include student transfer credit appeals, campus-to-campus appeals, and Transfer Path core course appeals.
3. Provide leadership and priorities to the Transfer and Articulation Advisory subcommittees.
4. Set priorities for the revision of Transfer Paths.
5. Recognize and prioritize areas in need of improvement within transfer and articulation policy and processes.
6. Identify reports, benchmarks, and metrics to be used by the SUNY System.
7. Provide an annual report in concert with the Transfer and Articulation Office and Institutional Research assessing transferability of credits, campus-to-campus transfer rates, percentage of credits articulated, and other transfer and articulation metrics as defined by Advisory Committee, the SUNY Board of Trustees or SUNY Leadership.

Recommendation 4.4

Establish Standing Subcommittees of the Transfer Advisory Council

RECOMMENDATION

Just as the Transfer Task Force Steering Committee directed overall progress and output, the Transfer Advisory Council will convene subcommittees that are similarly focused and mission specific.

Table J: Student Transfer Services Subcommittee

Mission	The Student Transfer Services subcommittee is focused on transfer services across common areas of direct student service: advising, registration, financial aid/student accounts and admissions/recruitment. This group is designed to connect various areas of student support and subject matter experts to assess and develop cross-unit practices and policies in consideration of the entire student transfer experience.
Membership	Campus academic advising staff or faculty (2) Registrar staff (2) Student accounts/bursar staff (2) Financial aid staff (2) Admissions or enrollment management staff (2) Representative from SUNY Enrollment Management (1) Representative from SUNY Community Colleges and the Education Pipeline (1)

	Where they exist, professional organizations for the support areas above should appoint representatives, paying attention to representation across sectors.
Responsibilities	<p>(1) Develop best practices for transfer recruitment, advising, registration and financial support areas.</p> <p>(2) Provide policy and procedural recommendations to improve transfer recruitment, advising, registration and financial support areas.</p> <p>(3) Facilitate communication between professional organizations on issues related to transfer students.</p> <p>(4) Coordinate training opportunities and programs for transfer support in concert with the CPD and other SUNY stakeholders.</p> <p>(5) Provide an annual report of activity to the Transfer and Articulation Advisory Council.</p>
Leadership	The group shall be chaired by a SUNY System representative from Enrollment Management or Community Colleges and the Education Pipeline, and co-chaired by an appointed member drawn from the above representatives.

Table K: SUNY Transfer Path Subcommittee

Mission	The SUNY Transfer Path subcommittee will be charged with maintaining, refining, and improving the SUNY Transfer Path program. The group will also be charged with increasing awareness of the Transfer Paths and their applicability to academic programs. This committee is effectively the successor to the SMSC and retains all of the Transfer Path and curricular responsibilities of the SMSC.
Membership	<p>As a group concerned with academic policy and the applicability of courses to academic programs, it shall consist of SUNY faculty members who are involved in support and/or development of SUNY Transfer Paths.</p> <p>Teaching Faculty Members of Different Disciplines Appointed by the FCCC (3) 3 Teaching Faculty Members of Different Disciplines Appointed by the UFS (3) 1 SUNY Provost Representative from Program Planning (1) 1 SUNY Enrollment Management Representative and (1) 2 Campus Transfer Professional Staff Representatives (2)</p>
Responsibilities	<p>(1) Establish an ongoing, cyclical review process for evaluating the appropriateness of course descriptions and the Core Courses which are assured to transfer within the major.</p> <p>(2) Convene discipline working groups to review and Transfer Path content and core courses and categories.</p> <p>(3) Provide reporting and data to discipline working groups to guide the assessment and review of Transfer Paths.</p> <p>(4) Develop mechanisms for proposing changes to Core Courses and Transfer Paths when necessary.</p> <p>(5) Work with SUNY Stakeholders and the Transfer Data and Communication subcommittee to maintain and develop online catalogs (lookups) of Transfer Paths and Core Courses.</p>
Leadership	The group shall be chaired by a SUNY System Provost representative, and co-chaired by a campus member drawn from the above representatives.

Table L: Transfer Data and Communications Subcommittee

Mission	The transfer data and communication subcommittee will be charged with maintaining SUNY transfer resources online and improving Transfer Path and transfer initiative communications and marketing.
Membership	<p>This group will be largely focused on providing data and dashboards and supporting/developing SUNY centralized resources. Accordingly, most members hold specific roles related to these tasks.</p> <p>AVC for Transfer and Articulation (1) SUNY Press and Communications / Digital Communications representative (1) SUNY Institutional Research representative (1) Campus community college Institutional Research representative (1) Campus state operated campus Institutional Research representative (1) SUNY Enrollment Management representative (1) Campus community college enrollment management representative (1) Campus state-operated campus Enrollment Management representative (1) Community college registrar representative (1) State-operated college registrar representative (1)</p>
Responsibilities	<p>(1) Provide oversight and design guidance for the transfer.suny.edu portal. (2) Manage, develop and refine the online SUNY Transfer Paths and Core Course lookups. (3) Develop communication strategies and reporting to support the work of the Transfer and Articulation Advisory Council and its subcommittees. (4) Develop strategies to increase awareness of SUNY transfer initiatives including Transfer Paths, Degree Works and other tools developed centrally. (5) Assist in the development of listservs, communication lists, online communities and campus profiles. (6) Identify, scope, and lead the development of transfer business intelligence tools including dashboards and reports for use by SUNY and the public. (7) Provide training in concert with the CPD, IR and OIT for users of dashboards and reporting tools.</p>
Leadership	The group shall be chaired by a SUNY System representative from the above representatives, and co-chaired by a campus member drawn from the above representatives.

Recommendation 4.5

Establish the Support Mission of the Transfer and Articulation Office

DISCUSSION

Historically, SUNY System Administration has had limited staff and resources dedicated to transfer student success. With the introduction of the Student Success Office and the Transfer and Articulation Office, an opportunity exists to create a system of support and management that can help direct and sustain transfer policies and practices year-to-year.

RECOMMENDATION

The Transfer and Articulation Office will facilitate and help guide the work of the Transfer and Articulation Advisory Council. As part of its role, the office staff will be charged with defining overall priorities in concert

with shared governance, providing support staffing, and coordinating the proposed transfer advisory and leadership groups. In addition, the Advisory Council will provide the Transfer and Articulation office with proposals for policy and procedural changes. The office will be responsible for reviewing, refining, and advancing proposals from the Council and its subcommittees, and presenting those proposals to SUNY Leadership including the SUNY Board of Trustees, where applicable.

The staff will be charged with partnering with campuses by providing guidance, direction, reporting, and data focused on campus efforts and responsibilities under policy. The office will be responsible for ensuring all campuses are working towards established transfer improvement benchmarks and monitor such efforts through provision of timed reports to inform campus efforts. The office will also support campuses in interpreting policy and providing communication and training in support of policies prescribed by the SUNY Board of Trustees and SUNY System Administration. This will include the directing of transfer and articulation data standards in accord with Institutional Research standards. The office will also support day-to-day operations of all centrally managed transfer features, tools, and technologies. This includes fielding transfer credit appeals, cross-registration, reverse transfer, providing student/faculty/staff support, training, and reviewing transfer-aligned issues provided by System Offices or campuses. It also will be charged with project management and leadership when new policies, initiatives or tools are implemented or undertaken.

Appendix

A - Transfer Task Force Membership (Alphabetical)

Steering Committee

Michael Christakis
Vice President for Student Affairs
University at Albany

Christopher Connor
Vice Provost for Enrollment Management
University at Buffalo

Valerie Dent
Associate Vice Chancellor & Chief Deputy for Student Success
SUNY System Administration

Johanna Duncan-Poitier
Senior Vice Chancellor for Community Colleges and the Education Pipeline
SUNY System Administration

Bart Grachan
Associate Vice Chancellor for Enrollment Management
SUNY System Administration

Cheryl Hamilton
Associate Vice Chancellor, Student Life, Opportunity Programs, & Student Advocate
SUNY System Administration

Thomas Hanford
Assistant Vice Chancellor for Transfer and Articulation
SUNY System Administration

Tracy Johnson
Vice President for Student Affairs
SUNY Oneonta

Laura Joseph
Senior Vice President and Provost
Farmingdale State College

Keith Landa, Co-chair

University Faculty Senate President
Associate Librarian, and Director of the Teaching, Learning, and Technology Center
Purchase College

Donna Linderman, Co-chair
Senior Vice Chancellor for Student Success
SUNY System Administration

Vanessa Morest
Provost and Vice President of Academic Affairs
Westchester Community College

Ricardo Nazario-Colon
Senior Vice Chancellor for Diversity, Equity, and Inclusion, & Chief Diversity Officer
SUNY System Administration

Ram Ramasubramanian
Executive Vice Chancellor for Academic Affairs and Provost
SUNY System Administration

Alexander Ruiz
SUNY Student Assembly President (Through June 2024)
SUNY Geneseo

Shadi Sandvik
Senior Vice Chancellor for Research, Innovation and Economic Development
SUNY System Administration

Christy Woods
Faculty Council of Community Colleges President (Through June 2024) and Professor of Mathematics
Monroe Community College

President's Advisory Group

Edward Bonahue
President
Suffolk County Community College

Mary Bonderoff
President
SUNY Delhi

Warren Hilton
President
Onondaga Community College

Havidán Rodríguez
President
University at Albany

Satish Tripathi
President
University at Buffalo

Lisa Vollendorf
President
Empire State University

Darrell Wheeler
President
SUNY New Paltz

Advisement and Transfer Services Working Group

Jill Brinkman
Interim Director of Academic Advising
SUNY Cobleskill

Valerie Carnegie
Staff Associate/Chairperson of Career and Transfer Services
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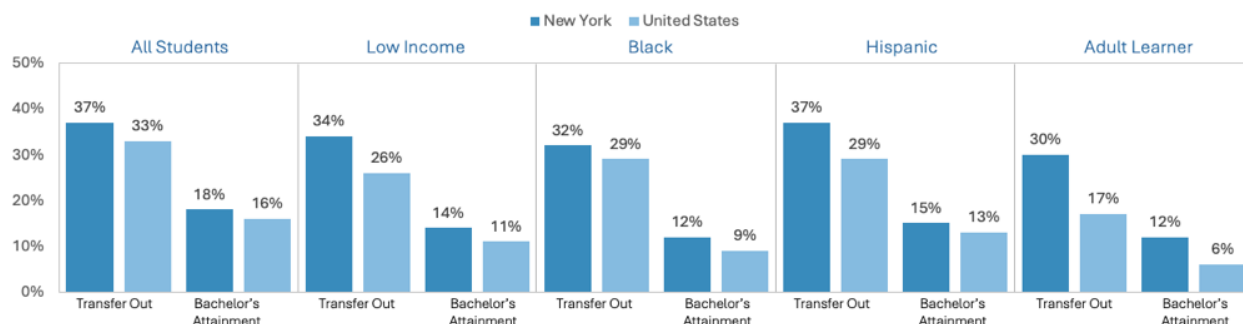
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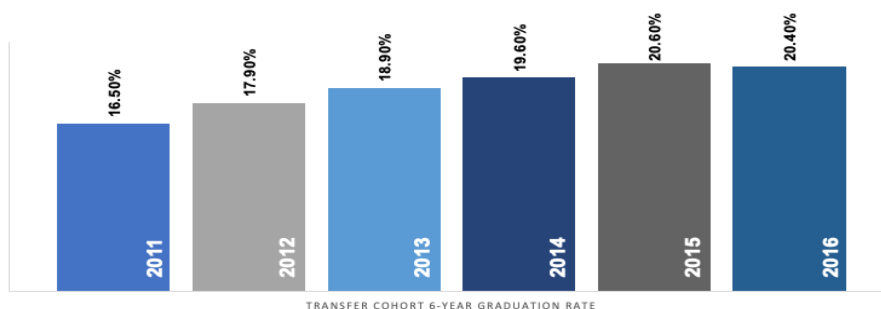
B – Comparison of NYS Outcomes in Relation to National Outcomes

Based on data from the 2016 cohort data provided by the Department of Education and the Community College Research Center.^{44 45}



C – SUNY Baccalaureate Attainment and Seamless Transfer

Based on a 2019 internal study of the 6-year Seamless Transfer starting cohort presented to SUNY campus leadership.⁴⁶



D – Foundational Targets and Measures of Success

The following is not an exhaustive list of goals and targets for improvement. These items are key measures that are foundational to the success of transfer within SUNY and will be core to assessing transfer improved student outcomes. Unless stated otherwise, the figures below are for the 2025 transfer cohort.

	2 Years	4 Years	6 Years
Success Measures			

⁴⁴ US Department of Education, “Biden-Harris Administration Convenes Higher Education Leaders to Improve Student Transfer to Increase Completion of College Degrees.”

⁴⁵ Community College Research Center, “Tracking Transfer State Outcomes.”

⁴⁶ Knox, “SUNY Seamless Transfer Briefing 2021.”

<p>1</p>	<p>Double the overall 6-year transfer graduation rate for the 2025 cohort. SUNY institutional reporting tools will be used to perform annual assessments which will be supported by SUNY-provided data dashboards. The current SUNY rate of 21% will be doubled for the 2025 cohort.</p> <p>Responsibility: Campus Leadership, Campus Enrollment Management and Admissions, SUNY Enrollment Management Monitoring and Assessment: SUNY Student Success Office</p>		<p>25% Cohort Graduation Rate</p>	<p>40% Cohort Graduation Rate</p>
<p>2</p>	<p>Reduce the number credits not accepted. ⁴⁷ Using student-level transfer credit acceptance figures, SUNY will achieve 80% average acceptance, in contrast to the current 56-60% national average. Preliminary assessments indicate SUNY has 64-67% acceptance, slightly higher than the national average.⁴⁸</p> <p>Responsibility: Campus Leadership, Campus Enrollment Management and Admissions, Campus Registrars, Campus Transfer Advisors Monitoring and Assessment: SUNY Student Success Office</p>	<p>Project Initiation and Completion Within 1 Year</p>	<p>Maximum 30% Loss in 4 Years</p>	<p>Maximum 20% Loss in 6 Years</p>
<p>3</p>	<p>Raise the SUNY-to-SUNY segment of the transfer-out rate to over 60%. SUNY data from SIRIS and SUNY institutional reporting tools will be used to assess and target a 10% improvement in the transfer admission rates (transfer-out) to demonstrate that added efforts to publicize Transfer Paths and SUNY options have an impact on enrollment. The current overall transfer out rate is 32.08% (to all institutions), with 52.08% of those students transferring to a SUNY institution.⁴⁹</p> <p>Responsibility: Campus Leadership, Campus Enrollment Management and Admissions, Campus Registrars, Campus Advisors Monitoring and Assessment: SUNY Student Success Office</p>		<p>Minimum 5% Improvement Within 4 Years</p>	<p>10% Improvement Within 6 Years</p>
<p>4</p>	<p>Reduce average excess credit. Reduce excess credits accrued by at least 6 credits on average. Current data indicates that SUNY was able to</p>		<p>3 Credit Reduction</p>	<p>5 Credit Reduction</p>

⁴⁷ GAO estimates that students at public institutions lose an average of 37% of credits. Some loss is expected due to program applicability. Achieve 80% acceptance for all credits, represents a significant effort to curb the loss of credits.

⁴⁸ Based on a preliminary assessment of credits earned compared to credits transferred between institutions (July 2024). Proposed data collection measures include specific student-level measures that will provide more reliable data.

⁴⁹ Based on a six year average (2011-2016) identifying all transfer-out students, with SUNY transfers identified.

	<p>reduce excess credits by 1.16 credits through the implementation of Transfer Paths.⁵⁰</p> <p><u>Responsibility:</u> Campus Leadership, Campus Enrollment Management and Admissions, Campus Registrars, Campus Advisors and Transfer Advisors</p> <p><u>Monitoring and Assessment:</u> SUNY Student Success Office</p>			
5	<p>Reduce average time to degree by ½ semester.⁵¹</p> <p>Reduce the time to degree students experience by ½ semester on average. Currently, transfer students spend an average of 3.1 years at the 4 year institution after transferring.⁵²</p> <p><u>Responsibility:</u> Campus Leadership, Campus Enrollment Management and Admissions, Campus Registrars, Campus Advisors and Transfer Advisors</p> <p><u>Monitoring and Assessment:</u> SUNY Student Success Office</p>		¼ Semester Time Reduction	½ Semester Time Reduction
Operational Goals				
1	<p>Obtain SUNY-to-SUNY transfer equivalencies.</p> <p>Using Degree Works, APIs and semester reporting to capture equivalency data, SUNY will obtain transfer equivalencies for all campuses. Currently we have data for 70% of campuses.</p> <p><u>Responsibility:</u> Campus Leadership, Campus Registrars, Campus Institutional Research, Campus Transfer Advisors</p> <p><u>Monitoring and Assessment:</u> SUNY Student Success Office</p>	100% Participation in 1 Year		
2	<p>Provide transfer advisor training for all campuses.</p> <p>All campuses will independently provide SUNY-standard compliant training or use SUNY-provided training to orient transfer advisors to SUNY transfer policies and programs.</p> <p><u>Responsibility:</u> Community College and the Education Pipeline, SUNY Student Success Office, Advisor Working Groups, Center for Professional Development</p> <p><u>Monitoring and Assessment:</u> SUNY Student Success Office</p>	100% Participation in 2 Years		
3	<p>SUNY 4-Year Campuses will establish cross-campus advising partnerships with regional community colleges.</p> <p>All SUNY 4-year campuses colleges will develop partnerships and MOUs that formalizes cross-campus programming that includes data tracking and sharing across participating</p>	100% Participation in 2 Years		

⁵⁰ Excess credits are credits taken beyond the minimum required number of credits for a degree. Excess credits are commonly cited as evidence of students extending time-to-degree and pursuing excess coursework or repeated coursework.

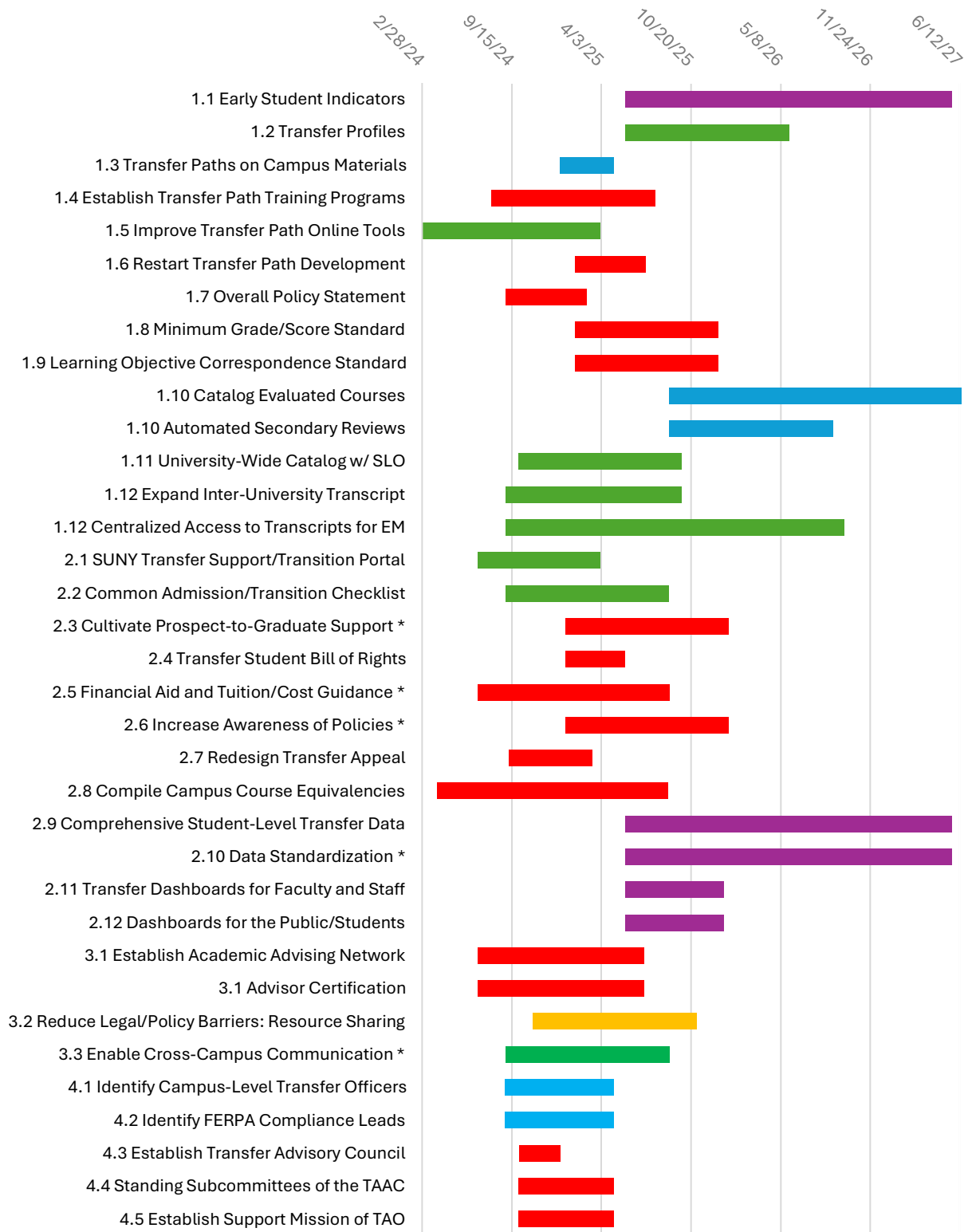
⁵¹ Time to degree is measured using semester count. A ½ term reduction averaged over all students in the cohort represents an increase in comparison to prior efforts, where the time to degree was reduced by .15 terms for all students.

⁵² Based on a preliminary analysis performed in July 2024 assessing average years at the baccalaureate campus for transfer students, 4 years: 2019-2022.

	<p>campuses. All community colleges should have at least one regional partnership with a 4-year campus.</p> <p><u>Responsibility</u>: Campus Leadership, Campus Enrollment Management and Admissions, SUNY Student Success Office</p> <p><u>Monitoring and Assessment</u>: SUNY Student Success Office</p>			
4	<p>Obtain transfer credit acceptance rates for all campuses. Using SUNY institutional reporting tools (SIRIS) or the DTP-proposed data management platform, System Administration will obtain and report out transfer credit acceptance rates to aid in assessment and improvement planning.</p> <p><u>Responsibility</u>: Campus Leadership, Campus Enrollment Management and Admissions, Campus Registrars, Campus Advisors and Transfer Advisors, Campus Institutional Research</p> <p><u>Monitoring and Assessment</u>: SUNY Student Success Office, SUNY Institutional Research</p>	<p>Project Initiation and Completion Within 2 Years</p>	<p>100% Participation in 4 Years</p>	
5	<p>Ensure general education and Transfer Path courses are being appropriately articulated.⁵³ Using the proposed student-level transfer credit acceptance figures, SUNY will ensure full awarding in guaranteed course categories.</p> <p><u>Responsibility</u>: Campus Leadership, Campus Enrollment Management and Admissions, Campus Registrars, Campus Advisors and Transfer Advisors</p> <p><u>Monitoring and Assessment</u>: SUNY Student Success Office, SUNY Institutional Research</p>	<p>Project Initiation and Completion Within 1 Year</p>	<p>100% Participation in 3 Years</p>	







⁵³ By policy, campuses should maintain a 100% award rate for credits that are guaranteed – general education and Transfer Paths.

E – Project Gantt Chart



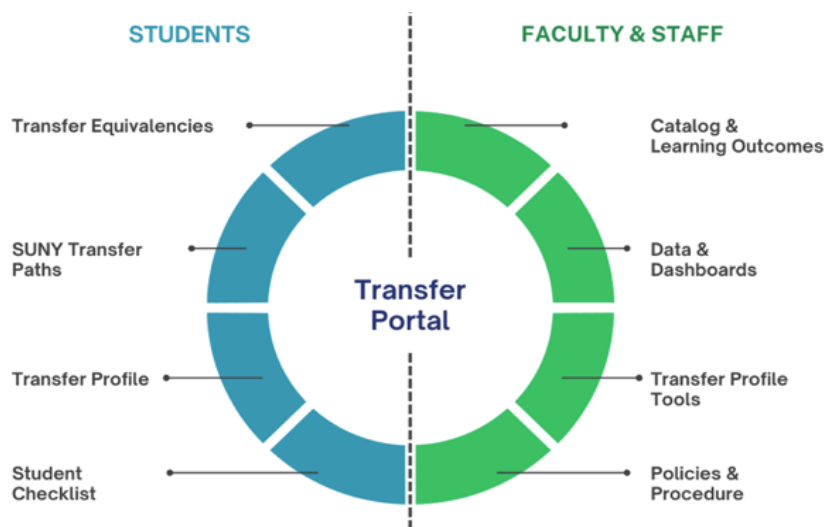
Key

Color-coded Gantt spans indicate the primary responsibility for the completion of the project.

	Academic Affairs
	Campus Stakeholders
	Information Technology
	Institutional Research
	Student Success
	General Counsel

F – Transfer Portal Structure Diagram

This diagram provides a visual representation of a proposed transfer portal structure.



G - Comprehensive Data Collection Elements

SUNY should adopt a policy and required procedures to capture comprehensive student transfer information for the purposes of assessing, reporting, maintaining, or enforcing compliance, policy development and resourcing. The following chart outlines the data to be collected. The status of collection is included, as well as a brief description of the item. This is to provide for a high-level overview and may combine multiple elements within a single item.

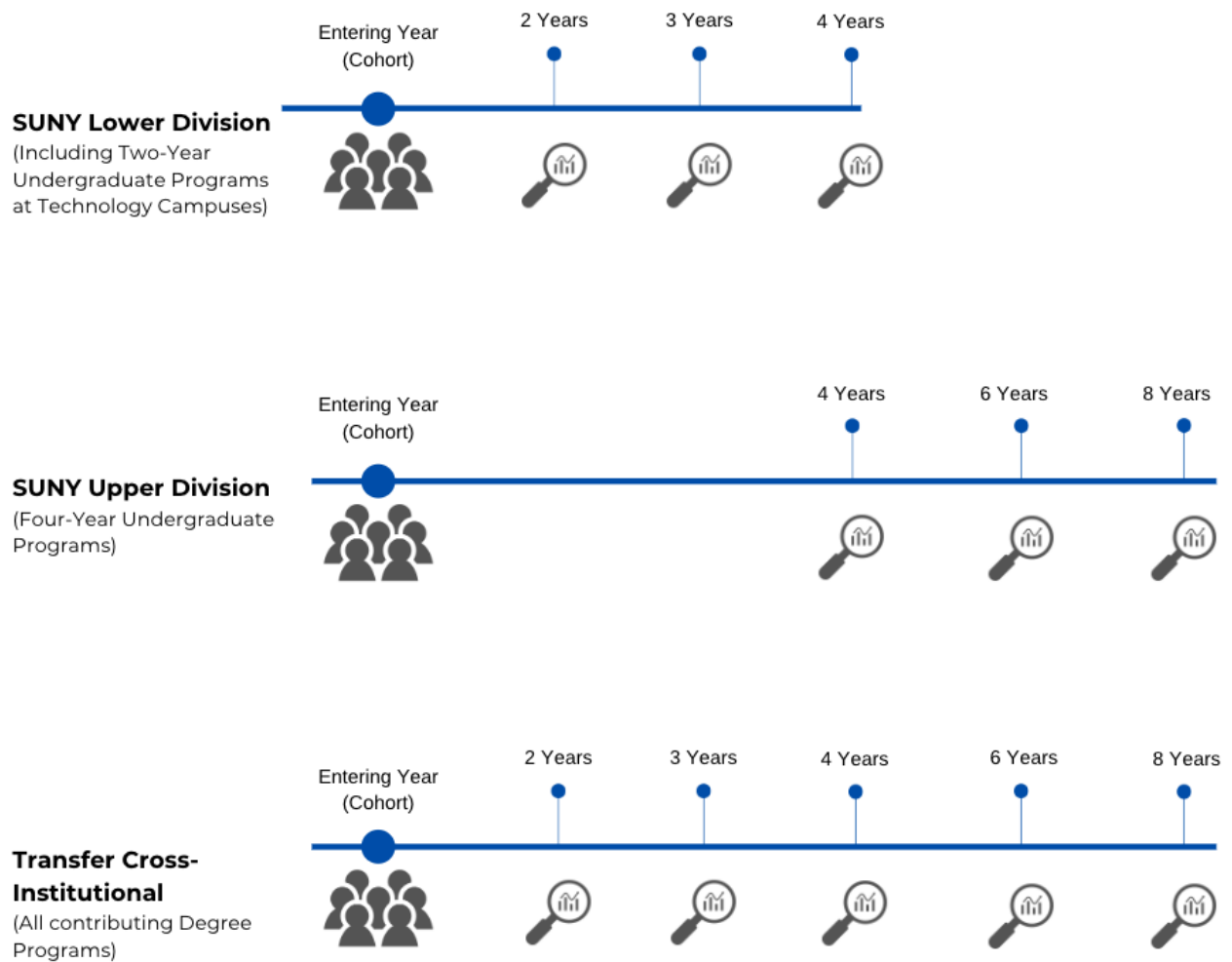
Item	Potential Data Elements	Description	Current	Notes / Considerations
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Student-Level Course Articulation Information				
Source Institution	Institution code, source description	The source (sending/transfer) institution name and identifier.	Yes	Prior school information is collected currently, may be usable in this process. Use CEEB or IPEDS?
Source Course	ID, subject, number, title	Core elements used to identify the transfer course, using the source institution's information.	No	Can we collect the U-wide transfer course ID?
Source Grade	Grade, grade mode	The source course grade for the transfer course.	No	
Source Credits Earned	Credits earned (course-level)	The credits earned by the student at the source institution for the given course.	No	While high level aggregate data is collected for transfer, course level data is not.
Source Accepted Status	Accepted Y/N, denial code, acceptance code	Indicates if the course was accepted and articulated by the destination institution, with coding to indicate how it was applied, or why it was not collected.	No	Will require campuses to enter ALL transfer courses, regardless of credit applied. Must include a series of codes to identify why a course was not accepted. How can campuses address changes when a course is re-evaluated?
Source Sequence	Sequence Number, Relationship Code	Identify if the course is a single course or combined (e.g. labs).	No	1-to-Many and Many-to-1 relationships could make data collection complex.
Destination Course	ID, subject, number, title	Core elements used to identify the transfer course, using the source institution's information.	No	
Destination Grade	Grade, grade mode	The source course grade for the transfer course.	No	
Destination Credits Applied	Credits earned (course-level)	The credits earned by the student at the source institution for the given course.	No	
Destination Sequence/Connector	Sequence Number, Relationship Code	Identify if the course is a single course or combined (e.g. labs).	No	1-to-Many and Many-to-1 relationships could make data collection complex.
Major Applicable	Major Applicable Y/N	Identify if the course articulated fulfills a major requirement.	No	This could be difficult to ascertain, since evaluators may not know, and there may be no means to identify at the point of evaluation. This will likely need

				to be handled with of degree audit tools. What if they change majors? Is this at matric point only?
General / Elective Credit	General Credit Y/N	Indicates if the course is articulated with another specific course, or if it garners general credit.	No	Do we identify how the general credit applies (e.g. “Social Science” nonspecific) or just identify it as a general? This might be able to be addressed through U-wide catalog matching and could be unnecessary.
Student Level Goal Data				
Transfer Intent	Transfer Intent Y/N	Indicate if the student intends to transfer from the current institution.	No	Only for matriculated students? Related to “Early Identification”. Should we update each term? Should this be part of “Goal Code” versus being a stand-alone item?
Transfer Target	Transfer School Target	Indicate the school the student intends to transfer to.	No	Students may be undecided. Should we update each term?
Goal Code	Educational Goal	Indicates what the student goal is, for their current enrollment.	Yes	This is collected as a goal code currently, but is not required, and is not consistent across campuses (comes from multiple sources). Should we update each term?
Transfer Path	Transfer Path Code	Identifies if the student is currently pursuing a Transfer Path.	No	We currently do not associate a student with a SUNY path. Only informal or internal tracking is used at the campus level. Should we update each term?
Transfer Path at First Matric	Transfer Path Code at First Matric	Identifies the Transfer Path code identified by the student at their first point of matriculation.	No	Difficult to determine and track from “first enrollment”. May be unnecessary if we collect goals in a term-based way.
Degree Earned	Degree Earned, Earned Institution	Identifies if the student earned a degree, and from which institution.	Yes	Currently collected.

H – Standardized Cohorts

Standardized cohorts are designed to correspond to the prevailing cohort 6-year schema used by the Department of Education, the Aspen Institute and the Community College Research Center.



I – Funded Transfer Initiatives

The following chart shows current and ongoing transfer initiatives funded by the recent Campus Transformation Fund provision, and an additional campus-matching funds program established to create additional campus-to-campus partnerships.

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
Matching Funding for Strategic Enrollment Initiatives - Multi Campus Programs			
Adirondack	Plattsburgh	\$75,000	Marketing and branding efforts; Accepted student days; Campus information sessions; County employee adult student sessions; Chamber of Commerce adult student sessions; Professional Development; Transportation for students; Advertising; Alumni profiling.
Albany	Hudson Valley	\$75,000	Dual admissions program launch; Establish on-site Albany location on Hudson Valley campus; Support ongoing student engagement activities in the new space.
Binghamton	Broome	\$75,000	Support initiatives for B2B program (Broome to Binghamton): High school visits; High School Counselor receptions on Broome and Binghamton campuses; Recruitment & yield events; Develop support plan to ensure B2B students succeed.
Brockport	Monroe, Finger Lakes, Genesee	\$85,000	Expanded Golden Eagle Orientation with specific community building efforts; NASPA Symposium on Military Affiliated Students; Marketing on regional billboards to promote transfer to Brockport.
Broome	Binghamton, Oneonta, Cortland	\$85,000	Introduce workshops, develop informative materials, and launch promotional campaigns to actively involve students, counselors, and parents in the region.
Buffalo State	Erie	\$75,000	Transfer partnership programming at 11 Buffalo State events; Professional Development focused on transfer partnerships with Erie (Transfer Symposium); Transportation for students; Marketing and merchandise.
Buffalo, University at	Erie, Genesee	\$80,000	Enhance faculty-to-faculty programming, student engagement programming, and marketing initiatives.
Cayuga	Cornell, Oswego	\$80,000	Expand Cornell's Prison Education Program to purchase textbooks and other equipment; Expand and enhance Transfer Pathways in Psychology, Business Administration, and Criminal Justice programs; Hands-on coaching, advising and administrative support for transfer students.

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
Clinton	Plattsburgh	\$75,000	Market academic pathways between Clinton and Plattsburgh throughout the region; Professional Development on transfer advisement and curricular alignment; Transportation for students to Plattsburgh; Engagement and information activities; Transfer fair and lunchtime transfer workshops.
Cornell State Colleges	Tompkins Cortland, Finger Lakes, Cayuga	\$45,800	Student engagement activities and transportation; Summer stipends for students in Vet Tech Internships.
Cortland	Tompkins Cortland, Onondaga, Broome, Monroe, Nassau, Suffolk	\$100,000	Support launch of BS Degree in Integrated Studies - promotion and advertisement, meet and greets, in-person advising hours on two-year campuses, campus visits, 4 "Experience Cortland" events per semester; Professional Development; Transportation for students; Marketing and merchandise.
Delhi	Oneonta	\$75,000	Create and market articulation agreements and seamless transfer pathways for several in-demand programs; Identify Advisor for targeted initiatives.
Dutchess	Oneonta	\$75,000	Transfer student receptions; Supplies to support activities of Oneonta Transfer Advisor on Dutchess campus; Professional Development (Pathways/Course Development); Marketing and merchandise.
Empire	Rockland, Orange, Nassau	\$65,000	6 engagement events and activities (in-person and virtual information sessions); Review Empire's nursing programs such as the RN to BS in Nursing, RN to MS in Nursing Administration, and RN to MS in Nursing Education.
Erie	Buffalo State, University at Buffalo	\$80,000	Formalize and support seamless transfer opportunities to both institutions; Student engagement events & activities, Professional Development, Marketing and merchandise.
Farmingdale	Nassau, Suffolk	\$80,000	Support recruitment, engagement, advisement, and advisor training as well as marketing, advertisement, and merchandising for Upper-Level Bachelor's Degree program offered at Nassau and Suffolk.
Finger Lakes	Brockport, Cornell	\$80,000	Actively promote 2+2 transfer programs with Brockport and Cornell through a series of strategic initiatives; campus visits for faculty and staff to each campus; monthly in-person meetings; Gas gift cards and/or transportation for students to visit Brockport and Cornell, attend transfer open houses, transfer events, and Accepted Student Day.

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
Fredonia	Jamestown, Monroe	\$80,000	Strengthen “preferred partnership” status with Jamestown that addresses academic, financial, and engagement opportunities and advantages; Establish more flexible and fluid policies and processes to improve students' ability to complete both an associate and bachelor’s degree; Implement intentional experiences with specialized cohorts to establish a sense of belonging with campus community; Increase opportunities for social mobility and underrepresented students.
Genesee	Brockport, University at Buffalo	\$80,000	Continue strong transfer partnership with Brockport and expand transfer relations with the University at Buffalo.
Herkimer	SUNY Poly	\$75,000	Market new dual admissions program, "Path to SUNY Poly", for both international and domestic students; Co-sponsor the "Path to SUNY Poly" Symposium which will unite students and faculty from both institutions to learn about transfer opportunities and explore potential new program agreements.
Hudson Valley	Oneonta, Albany, SUNY Poly	\$85,000	First-year students will attend events integrated in the first-year experience curriculum (approximately 75 sections); Students beyond their first year will be invited to information sessions (one session per partner each semester); Partner with local high schools to invite students to learn about these opportunities (one session per partner); Renovate space dedicated to serving students transferring to Albany as part of dual admission agreement; Co-sponsor an event at SUNY Poly.
Jamestown	Fredonia	\$75,000	Strengthen Jamestown student connections to Fredonia through a variety of activities and events; Facilitate student access to Fredonia by easing transportation issues; Collaborate with Fredonia to strengthen academic partnerships and transfer agreements.
Jefferson	Oswego	\$75,000	Develop joint regional recruitment plan focused on large metropolitan areas; Plan a collaborative prospective student event for out-of-area students on each campus; Jefferson will develop transfer support field trips for students to visit Oswego; Professional Development for articulations in certain academic programs (Engineering, Computer Science, Education, Zoo Technology); Joint planning for international recruitment; Advising training for transfer/reverse transfer opportunities; Memorandum for joint admissions planning; Course equivalency development and Degree Works implementation;

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
			Transportation from metropolitan areas; Marketing and merchandise.
Mohawk Valley	Oneonta, SUNY Poly	\$80,000	Mohawk Valley will regionally partner with SUNY Poly and Oneonta to enhance the student experience. By marketing to students using delineated transfer paths and providing opportunities for students to visit the campuses and interact with transfer advisors, Mohawk Valley will expand the number of students earning baccalaureate degrees in the region.
Monroe	Brockport, Fredonia, Cortland	\$85,000	Support 2-3 student engagement events with Brockport, Fredonia, and Cortland; Strengthen transfer pathways; Provide funding to students to travel to each location once in fall and once in spring to engage with representatives; Marketing and merchandise to support partnerships.
Nassau	Empire, Cortland, Farmingdale	\$11,400	Support the education of 12 full-time and 20 adjunct faculty by covering the cost of Certified Academic Nurse Educator & Certified Academic Clinical Nurse Educator certification programs.
North Country	Plattsburgh	\$75,000	Student engagement activities and events focused on transfer opportunities with Plattsburgh: student information sessions at three North Country campuses, outreach and visits to local high schools and BOCES, events to connect current students at three North Country campuses; Professional Development connecting North Country and Plattsburgh faculty and staff to better understand alignments and strengthen communication; Marketing to support partnership.
Oneonta	Broome, Dutchess, Hudson Valley, Mohawk Valley, Schenectady, Delhi	\$100,000	Provide multiple student engagement events and activities with each partner institution; Organize leadership meetings with partner campuses and a transfer town meeting for all partners to discuss shared commitment and work to develop alignment and improvement; Transportation for students to visit Oneonta for sponsored events; Marketing and merchandise to support partnerships.
Onondaga	SUNY ESF, Oswego, Cortland, SUNY Poly	\$90,000	Expand on the Bridge program with SUNY ESF; Expand on transfer opportunities with Oswego; Further build out transfer pathways with SUNY Poly; Continue high-level conversations with Cortland regarding additional transfer opportunities.
Orange	Empire	\$75,000	Strengthen and grow RN to BSN partnership with Empire; Invest in marketing the partnership and opportunity for SUNY Orange students to enroll at

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
			Empire to complete their BSN at Orange Newburgh Campus.
Oswego	Jefferson, Cayuga, Onondaga	\$85,000	Host accepted student reception at Cayuga and transfer-only open house; Professional Development for staff; Transportation for admitted students from partner campuses for preview days, Marketing and merchandise to support partnership.
Plattsburgh	Clinton, Adirondack, North County	\$85,000	Host signing events with Adirondack and North Country, information sessions focused on dual admissions, instant decision days, and retention sessions for students in dual admission programs while enrolled at community colleges; Transportation for students between partner campuses; Marketing and merchandise to support partnership.
Rockland	Empire	\$75,000	Partner with Empire to offer associate's degree Nursing graduates a streamlined pathway to complete their BSN.
Schenectady	Oneonta	\$75,000	Student engagement activities and events with Oneonta; Professional Development; Transportation for potential transfer students between both campuses; Marketing and merchandise to support partnership.
Suffolk	Cortland, Farmingdale	\$80,000	Professional Development for faculty and staff to travel to partner campuses to learn about transfer pathways; Host transfer days; Marketing and merchandise related to specified transfer partnerships.
SUNY ESF	Onondaga	\$48,400	Improve connections between campuses and increase participation at Open House events; Support a project-based activity between students and faculty at both campuses (build an item of community need, e.g., playground equipment, bridge, etc.); Support a project-based Engineering activity for Onondaga to SUNY ESF transfer pathway; Professional Development in targeted programs, one day workshop; Transportation for students between the two campuses; Course Scholarships for 10 Onondaga students; On-site SUNY ESF graduate student at Onondaga to provide tutoring and assist with recruitment.
SUNY Poly	Herkimer, Hudson Valley, Mohawk Valley, Onondaga	\$90,000	Host an annual "Path to SUNY Poly" Symposium in conjunction with Herkimer, Hudson Valley, Mohawk Valley, and Onondaga to promote the transfer experience and the "Path to SUNY Poly"; Host individual "Path to SUNY Poly" days for each partner institution; Workshops and Professional Development for faculty and staff to showcase

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
			SUNY Poly resources; Marketing and merchandise to support partnerships.
Tompkins Cortland	Cornell, Cortland	\$80,000	Launch the Network for Collegiate Transfer (NCT) to help Tompkins Cortland students capitalize on academic and career opportunities offered through partnerships with Cornell and Cortland; Streamline seamless transfer opportunities and reduce racial and socioeconomic disparities facing community college students, especially first-generation learners.
Campus Transformation Fund Initiative - Transfer Pathways			
Albany		\$119,000	Dual admission agreements with Hudson Valley, Schenectady, Dutchess, Westchester, Rockland, and Suffolk.
Brockport		\$251,275	Focus on transfer and veteran program: improved articulation, pathways, advisement, and orientation.
Broome		\$64,245	Broome to Binghamton (B2B) program for seamless transfer into the College of Arts & Sciences for commuter students.
Buffalo State		\$131,138	Dedicated position to support partnership with Erie ('Kat to Bengal').
Buffalo, University at		\$120,000	Transfer advisors embedded in community colleges, focusing on Erie, Niagara, Monroe, Genesee, and Jamestown.
Cornell State Colleges		\$180,000	Transcript automation technology to pilot with Tompkins Cortland, Finger Lakes, and Cayuga.
Corning		\$14,000	Seamless transfer pathway between Corning and Alfred University, with a focus on education programs.
Cortland		\$177,060	Creation of BS in Integrative Studies to maximize student credits and develop career-based plans of study.
Delhi		\$120,000	Hiring an Assistant Registrar for Transfer Services.
Empire State		\$180,000	Development of a jointly registered RN to BSN Program with Orange and Rockland; improved transcript review and transfer advisement.
Erie		\$136,173	Dedicated position to support partnership with Buffalo State ('Kat to Bengal').
Farmingdale		\$640,000	Delivery of upper division courses in Business and Psychology at Suffolk and Nassau, respectively.
Fredonia		\$22,500	Recruitment plan for ACE-eligible transfer students from Jamestown and Erie.
Herkimer		\$140,500	Transfer agreements, dual enrollment agreements, prior learning assessment.

Funded Campus	Partner Campus (If Applicable)	Amount	Narrative Summary
New Paltz		\$158,637	Countering a drop off in transfer students from primary feeder schools via programming, communication, and touch points.
Oneonta		\$229,400	Improved engagement and advisement system with on-campus presence at 4-6 SUNY community colleges; transfer orientation programming.
Oswego		\$215,000	Improved degree mapping, transfer onboarding, transfer credit evaluation, and launch of the CNY Transfer Partnership Group.
Plattsburgh		\$50,000	Dual admission partnership with Clinton, Adirondack, and North Country, including an improved onboarding/advisement program.
SUNY ESF		\$120,000	Enhance Bridge program with Orange, including via research experiences with SUNY ESF faculty and graduate students.
SUNY Poly		\$180,017	Dedicated resources to advise and retain students; increase scholarships; expand "Path to SUNY Poly" program to Herkimer, Hudson Valley, and Onondaga.

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