



**Improving Student Transfer at CUNY**

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## I. Executive Summary

Given the importance of transfers within CUNY, for students themselves and for CUNY as an institution, Executive Vice Chancellor and University Provost Alexandra Logue established a working group in the fall of 2008 to assess CUNY's transfer process and recommend improvements.

A number of problems with CUNY's transfer system were identified based on CUNY data, detailed discussions with college faculty and staff, and student focus groups:

- The system is complex, hard to understand, and uncertain, as it rests on a type of course-matching that creates inconsistencies in how courses are treated by receiving colleges.
- Board policy offers more guarantees to transfer students with AA or AS degrees than to students who transfer without degrees or with AAS degrees. As transfer patterns have changed, the guarantees have covered smaller proportions of transfer students.
- AAS students are particularly disadvantaged in the transfer process.
- Students can experience delays in having their transfer credits evaluated.
- Transfer of courses in the major can vary depending on the judgments of individual faculty members.
- Articulation agreements offer only limited solutions to transfer problems.
- Transfer students are particularly likely to accumulate excess credits.

CUNY could make its transfer system more effective and student-friendly if it created a system-wide transfer process with clear pathways for students. CUNY should take several steps to create such a system:

- Standardize general education requirements in terms of number of credits and division into broad curricular areas.
- Establish disciplinary groups that identify the five or so most common courses taken as pathways into the major and insure that students who take these courses receive full credit for them as entry-level major courses or as prerequisites for such courses.
- Evaluate AAS degrees where AA or AS degrees exist in related fields.
- Foster dual-admission programs in fields where they are appropriate.
- Create mechanisms for accepting legitimate academic courses for credit even when a receiving college does not have a match for the course.
- Improve CUNY's TIPPS on-line information system on course equivalencies and articulation agreements.
- Create an appeals process for students who wish to contest denial of transfer credits or the receipt of fewer than they think are deserved.

## II. Introduction

Transfers among CUNY colleges provide opportunity for those who begin in associate programs and aim for bachelor's degrees. Transfers are also fundamental to CUNY as an institution, as transfer students make up a large proportion of upper division students and graduates at CUNY's baccalaureate colleges. Among CUNY bachelor's graduates in 2008-09, transfer students from inside and outside CUNY made up 67%, with those from within CUNY making up 41% of total graduates.<sup>1</sup>

Students who take on the challenge of moving from one college to another tend to be determined and persistent, qualities that are reflected in their having somewhat higher graduation rates than students who begin at CUNY's senior colleges. This does not mean, however, that CUNY's transfer system works with full efficiency or that transfer students do not face obstacles. Their path is more complicated than that of students who start and finish at one institution. They confront a variety of uncertainties and risks, including the risk of having some credits rejected, which can slow their progress toward their degrees and increase their costs. Students may also experience delays in the evaluation of their credits, hampering their adaptation to their new colleges. Finally, their programs at their sending and receiving colleges may not be properly aligned, which can force them to take additional courses to meet requirements. Transfer inefficiencies increase burdens on students and make it harder for CUNY to respond to enrollment demand among entering students.

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<sup>1</sup> There were 17,634 CUNY baccalaureate graduates in 2008-09. Of these, students who started and finished at CUNY baccalaureate colleges (called First Time Freshmen) numbered 5,459. Within-CUNY transfers numbered 6,826 and transfers from outside CUNY 3,603 students. An additional 610 graduates were transfer students from unknown sources and the transfer status of 1,136 students could not be identified.

Given the importance of transfers within CUNY, for students themselves and for CUNY as an institution, Executive Vice Chancellor and University Provost Alexandra Logue established a working group in the fall of 2008 to assess CUNY's transfer process and recommend improvements.<sup>2</sup> The working group reviewed data supplied by CUNY's Office of Institutional Research and Assessment on many aspects of the transfer process, including transfer rates and flows. It also reviewed data from an audit of the credits acquired by "native" students (those who start and finish at the same senior college) compared with transfer students as a way of assessing possible inefficiencies experienced by transfer students.

The working group drew upon the expertise of many CUNY staff and faculty members who met with the group to discuss the workings of the transfer process. These included student advisers, transfer credit evaluators, faculty members who assessed credits for the major, coordinators of dual enrollment programs at CUNY colleges, and specialists in CUNY's on-line system for providing students and others with information on course equivalencies and articulation agreements. The group also conducted three focus groups with CUNY students who had more than enough credits to graduate but had not done so, with an eye to seeing whether transfer problems had contributed to their accumulation of excess credits.

This report will assess CUNY's success in managing student transfers and will propose ways the system could be improved. It begins with a brief overview of changes in transfer patterns at CUNY, then turns to a discussion of problems still experienced by transfer students, and closes with recommendations on how the transfer process could be made for effective for CUNY students.

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<sup>2</sup> The Working Group was chaired by Associate University Provost Julia Wrigley. Its members, for varying periods, were: Nancy Aries, Lisa Beatha, Diane Call, David Crook, Peter Jordan, Cheryl Littman, Kenneth Norz, Robert Ptachik, Ekaterina Sukhanova, and Cheryl Williams.

### III. Transfer Patterns at CUNY

Nationally and at CUNY student transfers have become fundamental to the workings of the higher education system. The National Center for Education Statistics reports that nearly 60 percent of U.S. 1999-2000 bachelor's degree recipients had attended more than one institution.<sup>3</sup> Of these, nearly one-quarter had attended more than two institutions. Transfer is no longer an unusual pathway to a baccalaureate degree: it is one of the major pathways.

At CUNY transfer students move from community colleges into senior and comprehensive colleges in large numbers. In Fall 2009, 6,403 students transferred from associate programs to baccalaureate programs. Of these, 72.8% transferred from CUNY community colleges to the University's baccalaureate colleges, with the remaining 27.2% coming from community colleges outside CUNY. Students transferring from associate programs in CUNY tend to have greater initial academic weaknesses than those who start at senior colleges, as CUNY policy directs those students who are not proficient in math, reading, or writing into its community colleges. To be eligible for transfer, however, they have successfully completed any remediation they may have required and have also compiled a satisfactory grade point average.

Transfer from community colleges to baccalaureate programs represents arguably the most important kind of transfer, as it involves students realizing ambitious educational goals. There are, however, many other kinds of transfers within such a large system as CUNY or within higher education more generally. Nationally, 19.1% of student transfers occur between baccalaureate colleges while slightly more, 20.7%, are between community colleges. "Reverse" transfers from baccalaureate colleges to community colleges are also significant, accounting for

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<sup>3</sup> Peter, K., and Forrest Cataldi, E. 2005. *The Road Less Traveled? Students who Enroll in Multiple Institutions* (NCES 2005-157). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

14.2% of transfers.<sup>4</sup> At CUNY, 1,972 students transferred laterally from one senior college to another in Fall 2009, while 1,576 transferred from one community college to another. There were 6,907 reverse transfers from baccalaureate to community colleges in Fall 2009. And finally, many students transfer into CUNY from outside institutions, comprising roughly 40% of all transfer students at the City University of New York in Fall 2009. Students transferring from outside institutions perhaps recognize that CUNY constitutes an educational bargain, with its quality comparing favorably with many private institutions while entailing significantly lower cost. Such transfers tend to increase in economic hard times.

Despite the many types of transfer flows within CUNY, this report will focus mainly on transfers from CUNY community colleges to its senior or comprehensive colleges, as this form of transfer represents a particularly important realization of educational opportunity. It also is in accord with CUNY's commitment to using the community colleges as entry points for baccalaureate colleges. Transfer students from CUNY community colleges have increasingly opted to move to senior and comprehensive colleges before receiving associate degrees, with more than two-thirds now doing so.<sup>5</sup> This reflects a national trend. Students are increasingly likely to attend multiple institutions and to move between sectors without receiving degrees along the way. They have many reasons for transferring before receiving associate degrees: they might want to shift to a senior college at the first point at which they become eligible for admission (e.g., after they have finished remediation at a community college); they might fear that if they take too many credits at a community college it could increase the risk that some credits might not transfer; and they might want to insure that they have taken the proper

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<sup>4</sup> Schoenberg, Robert., Editor. 2005. *General Education and Student Transfer: Fostering Intentionality and Coherence in State Systems*. Washington: AAAC&U, p. 7.

<sup>5</sup> In Fall 2009, 70.1% of students who transferred from associate programs inside or outside of CUNY did so without associate degrees. Of those transferring from CUNY associate programs, 67.6% transferred without degrees.

preparation for the major, which they can know with more certainty if they take these courses at the same college that offers the major. Students who transfer without associate degrees, however, also increase their risks, as if they do not graduate from their baccalaureate college they are left with no college degree despite what might have been a substantial investment in higher education.

Another trend at CUNY is an increase in the number of students with Associate in Applied Science (AAS) degrees who transfer to baccalaureate programs. AAS degrees, offered in such programs as accounting, business management, nursing, and digital media, used to be viewed as terminal degrees intended to prepare students for specific technical or professional occupations. In 2008-09, however, one-third of CUNY students who graduated with AAS degrees transferred to CUNY baccalaureate colleges; this compared with just over one-half of students with AA or AS degrees who did so. These students have fared relatively well, as they have slightly higher grade point averages and graduation rates than transfer students with AA or AS degrees, but this comes at a cost, as they usually must make up many general education credits.

Community colleges provide a good starting point for many students. They have grown rapidly in the United States because they are inexpensive, conveniently located, and geared to meeting the needs of working students.<sup>6</sup> At CUNY, the baccalaureate colleges also have these features, as they are equally convenient via mass transit and cost only \$1,450 more per year for full-time students than do the system's community colleges. The differences between sectors do not rest primarily in these attributes, but in the different institutional roles they play. The community colleges provide access to virtually all high school graduates who want to enter and

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<sup>6</sup> Bowen, William G., Matthew M. Chingos, and Michael S. McPherson. 2009. *Crossing the Finish Line: Completing College at America's Public Universities* Princeton and Oxford: Princeton University Press, p. 134.



provide remediation for those whose skills are not yet at a college level. CUNY's system works on the expectation that many students will complete lower division requirements at the community colleges. This arrangement has many advantages, but can only work well if transfer is seamless and efficient. Changing transfer patterns make it particularly important to review CUNY's transfer policies and practices and to make sure that they have kept up with students' needs as they pursue their degrees.

#### **IV. Problems with CUNY's Transfer System**

University systems across the country have grappled with how to improve their transfer processes. They recognize this is imperative in an era when the majority of bachelor's degree recipients have attended more than one institution and when universities are accountable for increasing student retention and graduation. In New York this goal was highlighted in the 2007 Report of the New York State Commission on Higher Education, which called for full system-wide articulation of comparable courses and seamless transfer among institutions.<sup>7</sup> New York State Education Law specifies that this is a basic responsibility of CUNY, stating that "The university must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units," with the university operating as an integrated system and facilitating transfer between units.<sup>8</sup>

The goal for CUNY has been clearly stated, but the Working Group on Transfer identified a number of problems with CUNY's transfer system. Some became evident from CUNY data and others were brought to our attention by college faculty and staff members who deal regularly with transfer students. We also heard from a subset of students themselves, in the

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<sup>7</sup>New York State Commission on Higher Education. 2008. *Final Report of Findings and Recommendations*. (June). Albany, NY: New York State Commission on Higher Education, p. 39.

<sup>8</sup> New York State Education Law, Section 6201.

form of discussions at three focus groups of students who had acquired more than 120 credits but had not yet graduated.

*The system is complex, hard to understand, and uncertain, as it rests on a type of course-matching that creates inconsistencies in how courses are treated by receiving colleges.*

For transfer students to develop a rational plan for completing their degrees, they must know how to navigate the system and how to choose their courses wisely. This is hard for them to do when baccalaureate colleges differ in which courses they will accept for transfer credit. Students in associate programs do not necessarily know which baccalaureate college they will apply to or which will accept them. CUNY colleges tend to offer transfer credit based on how close a match a college's course is to one that their own college offers. This can mean that a course accepted for transfer credit at some senior colleges is rejected by others. There are wide differences across colleges in how many courses they find not transferable: in 2009-10, Baruch designated 32.5% of the courses it evaluated to be not transferable, while Queens designated only 9.5% as such.<sup>9</sup>

This approach also results in community colleges rejecting many transfer courses. As community colleges tend to have relatively limited course offerings, they do not always find matches for courses students are trying to transfer from other community colleges or from senior colleges. In 2009-10, community colleges designated almost 40% of the CUNY courses they evaluated as non-transferable. They reject upper division courses almost entirely, even for elective credit. The system works more by matching course content than by evaluating course quality or considering forms of academic learning that might not have close equivalencies across campuses, leaving students with no recourse if the college they transfer to does not have a match for a course they have taken.

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<sup>9</sup> At CUNY, there are also some one-way equivalencies, in which a particular college designates a course at another college as equivalent to its own, but the other college does not reciprocate.

Introductory courses in academic fields offered across the colleges (such as psychology, sociology, history, or political science) transfer in most cases, although they may transfer in different ways (e.g., as electives, as electives within majors, or as meeting general education requirements). Disparate evaluations of courses by colleges are common at CUNY.

Queensborough's course titled Fundamental Mathematics (MAT210), transfers many different ways: Baruch, City College, and Lehman award elective credit (not otherwise specified) for the course; BMCC, Bronx, and York designate course equivalencies for it; Hostos awards it credit as a math elective; LaGuardia gives credit for it as a liberal arts elective; Hunter, John Jay, Kingsborough, New York City Tech, and Queens allow the course to meet their colleges' general education requirements; and Brooklyn, Staten Island, and Medgar Evers designate it non-transferable, except that it carries elective credit in cases where students transferred with AA or AS degrees.

It should be noted that courses accepted for elective credit may or may not be valuable to students. In highly structured and intensive programs, students must expend almost all their credits on general education and the major. Electives are of little or no use to them, and courses transferred in the form of elective credit may swell their total number of credits without advancing them toward the degree.<sup>10</sup> Courses transferred as "electives within the major" are more valuable in this regard.

The BMCC course in Health Statistics and the Queensborough course in Fundamental Mathematics not only are treated differently by different CUNY colleges, but they, and some other CUNY courses, are also treated differently depending on the status of the students who

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<sup>10</sup> As an example, Baruch specifies that courses designated as "elective" without any additional designation cannot be used to meet arts and sciences requirements in any of its three schools: <http://zicklin.baruch.cuny.edu/programs/undergrad/core.html>. Transfer courses labeled "elective credit" at Baruch may only be applied to a degree to fill the balance of credits to reach the 124 required for a BBA degree after the general education, business core courses, major, and Tier III minor requirements have been met.

took them. At some colleges, students who transfer with AA or AS degrees receive elective credit for the courses, while other students receive zero credit. In CUNY's transfer system, students taking exactly the same course can have it evaluated quite different ways even by the same college. The colleges live up to the letter of Board policy specifying that students transferring with CUNY AA or AS degrees shall be awarded at least 60 credits if they enter with AA or AS degrees from CUNY colleges, but they do so at the cost of creating inconsistencies in course evaluations (see Appendix 1).<sup>11</sup>

Problems arise more often for students when they take courses that are on the margin between the academic and the applied. BMCC's course in Health Statistics, for example, offered in its Health Information Technology department, transfers in a variety of ways. It is not transferrable at Bronx Community College, Kingsborough, or Queensborough. Most of CUNY's senior colleges designate it as "Not transferrable," but with the qualification that students with AA or AS degrees will receive elective credit for it. The colleges that evaluated it in these terms are Baruch, Brooklyn, City, Hunter, John Jay, Lehman, New York City Tech, and York. At two other colleges, CSI and Medgar Evers, the course is designated as transferrable with elective credit, whether or not students transfer with AA/AS degrees. Hostos lists the course as having an equivalency and thus as being transferable. La Guardia appears twice in the TIPPS listing, once as designating the course as not transferrable, and once as designating it as an "unrestricted elective."

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<sup>11</sup> The colleges that award credit conditional on the AA or AS degree (or do not award credit at all for liberal arts courses taken at CUNY) are not fulfilling an element of Board policy that was promulgated in 1985 but that has never been fully implemented. The policy states that "All liberal arts courses taken in one City University of New York college are to be considered transferable with full credit to each college of the University. Full credit is to be granted for these courses in all departments and programs, and they are to be recognized for the fulfillment of requirements" (BTM, 1985,06-24,005,\_D). This element of Board policy was not superseded in fact, but it has been in practice, as colleges have focused on awarding at least 60 credits to CUNY students who have transferred in with AA or AS degrees.

Students can also fare poorly if they take courses in programs that are not widely offered at CUNY. This can be the case even if the courses are academically advanced; in fact, it is such courses that are often most subject to rejection for transfer credit. At Queens, for example, undergraduates in the Department of Linguistics and Communication Disorders can take a course called “Language and the Mind” (LCD 209), which covers: “Influential views in the acquisition of language; the relationship between language and thought; the relation between language and culture/world view.” The course sounds academically solid, but it is not transferable at Baruch, BMCC, Bronx, City, Kingsborough, Medgar Evers, or Queensborough. Students receive elective credit for it at Brooklyn, CSI, Hostos, John Jay, Lehman, New York City Tech, and York (where it would also be accepted as an English major elective). At La Guardia the course would receive credit as a liberal arts elective in the area of Education and Language Acquisition.

In this case (and in many others at CUNY), the quality of the course is not the issue. Transferability turns not on what students might have learned from a course, but on whether colleges can find a match for it in their curriculum. This problem can be seen in a review of CUNY’s foreign language courses. CUNY colleges have designated thousands of foreign language courses to be non-transferable.<sup>12</sup> No one has faulted these courses. They do not lack substance or rigor. Because CUNY colleges have some degree of specialization in the foreign languages they offer, however, not all language courses have matches at other colleges.<sup>13</sup>

To gain a more systematic understanding of course transfers at CUNY, we prepared a chart (see Appendix 2) showing how all courses offered in five fields at each of CUNY’s community colleges transfers to each of the baccalaureate colleges. Three of the fields are in

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<sup>12</sup> In 7,823 instances CUNY community colleges have designated foreign language courses as non-transferable, compared to 2,957 instances by the comprehensive colleges and 2,572 by the senior colleges. These designations are currently being reviewed.

<sup>13</sup> CUNY provides instruction in six languages that are offered at four or fewer colleges: Creole, Hindi, Korean, Polish, Portuguese, and Yiddish.

academic subjects: chemistry, philosophy, and political science, and two are professional fields, accounting and business. There is one sheet for each community college and a final sheet with summary figures. Each course is coded from zero to six in terms of the way it transfers, with the coding scheme as follows: zero, not transferable; 1, credit if the student has an AA or AS degree, but otherwise not transferable; 2, transferable as elective; 3, transferable as area elective; 4, transferable as major elective; 5, transferable with full equivalency to a course at the receiving college; and 6, transferable for general education credit.

The chart presents a detailed picture of transfer at CUNY. In the academic fields, most courses transfer, but there is wide divergence among the colleges in the way they transfer. Also, surprisingly, some courses do not transfer at all at some colleges, even in cases where the same course is accepted by other colleges. In the academic fields, in 5% of cases a baccalaureate college evaluates a course as non-transferable. Equally importantly, only 23.1% of the time do courses transfer with explicit general education credit, even though these courses cover introductory or near-introductory material in core academic disciplines.<sup>14</sup>

The pattern is different in the case of accounting. In this professional field, the rate of non-transferability is higher and more courses transfer only as electives.

Overall, transfer students at CUNY are safest if they hew to a standard curriculum, without venturing far into courses at the margins of the academic and professional or into courses that may be academically challenging but that might not have close matches. This is at odds with the evolution of CUNY into an integrated university with a significant degree of curricular

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<sup>14</sup> It is hard to know with certainty how many courses transfer with general education credit, as some might do so through being deemed equivalent to a receiving college course that itself meets general education requirements. The transfer course would then acquire the “full rights and privileges” of the course to which it was deemed equivalent. When this occurs, it is supposed to be noted in TIPPS that the course meets general education requirements at the receiving college, but in practice this does not always happen. Of course, this means that students may be hampered in knowing whether the course would transfer with general education credit.

differentiation across colleges. The colleges have evolved into distinctive institutions, with their own academic and professional specialties. Some colleges are widely known for their specialties, such as Baruch with its business focus and John Jay with its criminal justice orientation, but others have also developed strong specialties in particular areas, whether natural science at City College or nursing and the health professions at Hunter. This evolution is natural and cost-effective, as it keeps CUNY from unnecessarily duplicating programs and it allows students to take advantage of the enormous curricular richness of the system as a whole. The model is only workable, however, if colleges honor the curricular choices of students at other colleges. In many cases, when colleges are actually presented with such choices, in the form of the transcripts of transfer students, they fall back into a fail-safe mode of looking for curricular matches.

*Board policy offers more guarantees to transfer students with AA or AS degrees than to students who transfer without degrees or with AAS degrees. As transfer patterns have changed, the guarantees have covered smaller proportions of transfer students.* The Board of Trustees has adopted policies that are designed to safeguard the rights of transfer students. Board policy specifies that students who graduate from CUNY colleges with either the Associate of Arts or Associate of Science degree will be deemed to have completed general education requirements and will be awarded at least 60 credits. Such students also are given admissions preference in terms of the grade point average required to be admitted and those who graduate with associate degrees are guaranteed admission to a baccalaureate college.<sup>15</sup> With two-thirds of students now transferring before they receive associate degrees, the policy applies to an ever-smaller proportion of transfer students. Students who transfer with AA or AS degrees can be reasonably confident that their particular mix of general education courses will not be scrutinized

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<sup>15</sup> Transfer students are not guaranteed admission to any specific college. Some CUNY senior colleges have raised the GPA required for transfer student admission in recent years, thus resulting in a greater transfer flow to other colleges.

to insure course matches with those required at their particular baccalaureate college, while this is not the case for those who transfer without degrees. Students benefit if their courses are treated as being in a closed portfolio. It is when that portfolio is opened and individual courses are reviewed, that students can find their curricular choices do not meet the course-match requirements of their particular receiving college.

Receiving colleges are often explicit about giving students transfer credit for particular courses if and only if they enter with AA or AS degrees. As noted above in the discussion of BMCC's Health Statistics course; eight senior or comprehensive colleges awarded elective credit for the course if transfer students entered with AA/AS degrees, but designated it as non-transferable if students entered without either degree. In this fashion, baccalaureate colleges live up to the Board commitment that transfer students with AA/AS degrees will receive 60 credits, but doing so requires them to operate inconsistently (and without clear academic justification) in the award of credit for particular courses.

*AAS students are particularly disadvantaged in the transfer process.* The Associate in Applied Science was once considered a terminal degree, but nationally and at CUNY AAS students increasingly transfer to baccalaureate programs.<sup>16</sup> As noted above, roughly a third of AAS graduates at CUNY do so. These students can find themselves in the undesirable position of graduating with 60 credits (as required for this degree), but needing to take many general education courses when they enter bachelor's colleges. This can delay work on their major and also their graduation. Without careful planning, AAS students are almost guaranteed to accumulate excess credits before graduating.

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<sup>16</sup> Texas Higher Education Coordinating Board, Transfer Issues Advisory Committee Report, *Identifying and Closing the Gap*, June, 2001, p. 12.



New York State requires different numbers of “liberal arts” courses (roughly equivalent to general education courses) be taken for different degrees. Because the AAS was designed as degree leading to a technical or professional occupation, only twenty liberal arts credits are required for this degree (compared to 45 for the AA and 30 for the AS). Transfer students can be down by eight or more general education courses when they move to bachelor’s colleges. This problem is intrinsic to their situation and can be avoided only if they recognize their transfer ambitions in advance and take a program more geared to what will be needed in their bachelor’s colleges.

CUNY could, however, help AAS students with other aspects of their situation. As we have seen, colleges sometimes award AA or AS degree holders elective credit for courses otherwise deemed non-transferable, but they do not extend this to AAS degree holders. As one transfer evaluation specialist told the working group, “It is as if these students did not have a degree.” For transfer purposes, AAS degree recipients fare the same as do students who transfer without an associate degree of any kind. They are denied credit for courses which might receive credit if taken by AA/AS degree holders and, even if they transfer with the AAS in hand, their course portfolio is opened and their courses are scrutinized for matches.

*Students can experience delays in having their transfer credits evaluated.* Transfer credit evaluation at CUNY tends to be a laborious process, involving assessment of each course’s equivalency. Students may receive a quick initial read, but often do not receive official word on which courses will transfer until they have been enrolled for one or two semesters. Baruch’s web site, for example, advises transfer students, “Remember that the College requires a minimum of one to two semesters to complete an official evaluation” ([www.baruch.cuny.edu/advisement/transfer.html](http://www.baruch.cuny.edu/advisement/transfer.html)). This type of delay can be very consequential

for transfer students, as it occurs as many are poised to try to enter majors. Without certainty on their credit situation, they are hampered in making progress toward their degrees. Given the complexities and ambiguities in transfer credit evaluations, they cannot be confident that informal assessments will hold up and they remain unsure where they stand until they receive official word on their transfer credits.

Transfer students are often given low priority in registering when they first enter their receiving colleges. This also can increase their difficulties in quickly establishing themselves in their new colleges, as it may result in their being closed out of gateway courses for the major or other required courses for which there is high student demand.

***Progress in the major may be hindered because of faculty members' individual assessments of the quality of the community college courses.*** College counselors usually evaluate lower division courses for transfer credit, but faculty members take a larger role in evaluating courses in the major. In some departments, individual faculty members may view community college courses as inferior or lacking rigor and may require students to repeat such courses at the senior college. This does not always reflect a collective academic judgment on the part of the faculty members in the department; in some departments, particularly engaged faculty members may dominate transfer decision-making over long periods, imposing what may be particularistic standards.

***Articulation agreements offer only limited solutions to transfer problems.*** Articulation agreements are intended to provide clear pathways for transfer students, specifying the courses they must take to receive transfer credits in particular programs at receiving colleges. While excellent in principle, they have limits in practice. They are hard to keep updated; of the 199 within-CUNY articulation agreements with known dates of origin at CUNY, 131, or 68.5%,

were established more than ten years ago<sup>17</sup>, with nothing in the record to indicate that they have been updated since then. Many of these agreements are in fast-changing fields such as the health sciences or computer information systems, where the curriculum is likely to have changed significantly over the last decade, but this is not evident in revised agreements. Articulation agreements require steady maintenance, but colleges do not usually assign personnel to this task. If a department happens to have a particularly motivated individual, it may occur, and otherwise not. When a department changes its course sequences, its credit allocations, or its course contents, it may forget to inform the other party or parties to the agreement. Over time, the colleges' courses can diverge, causing articulation agreements to erode.

The formality of articulation agreements may inhibit changing them, as many curricular changes are minor and may not seem worth the cost of altering a formal articulation agreement, but such changes can add up over time. Instead of revising the agreements, informal agreements often spring up between colleges, but these are not necessarily known to all parties or understood by students themselves. The Working Group was told of informal articulation agreements being scribbled on pieces of paper or held only in the heads of long-term faculty members.<sup>18</sup>

***Transfer students are particularly likely to accumulate excess credits.*** Many students at CUNY, whether native or transfer, accumulate credits beyond those required to graduate. The system needs to be improved and streamlined to make it easier for all students to navigate it and

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<sup>17</sup> Another 35 articulation agreements are undated and are probably among the oldest agreements, as record-keeping has improved over the years.

<sup>18</sup> This is a problem found elsewhere as well. A study done at the California State University system found that transfer students graduated with an average of 21 excess credits (Moore, Colleen and Nany Shulock, 2009. *Crafting a Student-Centered Transfer Process in California: Lessons from Other States*. (August). Sacramento, CA: Institute for Higher Education Leadership & Policy, p. 2.) When New Jersey passed a law mandating the state's public four-year universities to accept the first two years of community college graduates' coursework, a legislator sponsoring the legislation commented that New Jersey had a tremendous number of articulation agreements. "The problem was, once a professor or head of department left a university, basically sometimes the articulation agreement went along with them." Redden, Elizabeth. 2007. "Un-complicating Community College Transfer," *Inside Higher Ed* (Sept. 14).

graduate without taking extra courses, but the problem is greatest for some categories of transfer students. Excess credits are costly both for individual students and for CUNY as an institution; CUNY could serve more students if many of those enrolled did not end up with excess credits.

OIRA prepared a table with the number of excess credits acquired by CUNY baccalaureate graduates in 2008-09 (see Appendix 3). The table gives excess credit figures for different categories of graduates by college. The last page gives an overall summary. Excess credits are calculated as those above those required to graduate in specific programs; that is, when programs require more than 120 credits, only those above the required number are counted as excess credits.

The table also estimates the cost of the excess credits acquired by 2008-09 baccalaureate graduates. The cost is calculated by dividing the number of excess credits per college by 30 credits to obtain the number of FTE's and then by multiplying these by the college expenditure per FTE. This calculation shows the total cost of excess credits to be *\$72.5 million*. This figure should be interpreted as the cost of the excess credits generated by the 2008-09 graduates in the course of their undergraduate enrollment, but with the number of excess credits known only at the time of graduation.

The table shows that students at some colleges acquire more excess credits than at others. Among students who transfer from CUNY community colleges without a degree, for example, excess credits range from six to 31; excluding the 31, due to small numbers of such students at the college, the range is still from six to 15. Students who transfer from CUNY community colleges with AA or AS degrees acquire average numbers of excess credits ranging from four to 11. Even among First Time Freshmen (those who start and finish at the same baccalaureate

college), the range is from three to 15. The variation across colleges suggests that institutional factors play a role in the accumulation of excess credits.

To gain more insight into this issue from a student perspective, three focus groups were conducted (two at one senior college and one at another) with students who had already acquired more than 120 credits but had not yet graduated. Students were asked about their views on how they had generated excess credits. They provided a range of answers, including having changed majors and needing to take more courses to bring up their GPA's. A number of students said that they took extra courses so they could maintain full-time status to remain eligible for their parents' health insurance or to receive financial aid, leading them, in the words of one student, to "just stick classes in."

The most common reason cited by students was that they could not get the courses they needed when they needed them. One student said, "More faculty and sections—this is what's needed." Another said the hardest thing for her was getting the classes she wanted and that sometimes she had to take an unnecessary course in another subject. Students described prerequisites and sequenced courses as presenting particular problems. Several questioned whether courses really needed to be sequenced as often as they were. They said they needed courses that were taught only by one professor in one semester. If a student fell behind, or could not take the course at the time offered, they might have to wait a year to take it. A music student said that many students left and worked for a year while they waited for a specific course they needed.

Students complained that colleges indulged professors who wanted to teach only at particular times that were not convenient for working students and said there were often gaps between classes. A student said that no one she knew had graduated on time, with almost all

working and unable to take courses in the middle of the day, while private colleges were more flexible.

Students' advisors and professors might have had different perspectives on how these students had accumulated excess credits. One thing that came across strongly, though, was that these students had not acquired these credits through a simple desire to explore academic byways. When they changed majors, it was usually because they had trouble meeting requirements—especially math requirements—in their first ones. They sometimes got stuck, trying repeatedly to pass a particular required course. They noted that once they had a lot of credits, it was especially hard to raise their GPA's. These students had demonstrated a high level of persistence (as shown by their accumulating so many credits) but also were not able to find and follow efficient academic pathways.

Transfer students were particularly likely to express confusion and frustration over their degree paths. One student who had transferred from one senior college to another found that he had to take extra courses because the general education areas of the two colleges did not match. Two students who transferred from the same college with AAS degrees said they had not realized how many general education courses would await them and said they felt that they had almost started over. They said they had not understood the difference between the AAS and AS degrees. A math student commented that his department was very particular about the transfer credits it accepted and really only trusted the courses offered at one of the other senior colleges. Students who felt they had to retake courses said they found the experience very discouraging. Almost all the students with large numbers of excess credits had experienced difficulties of one type or another, but it was the transfer students who most often seemed to suffer from high levels of confusion about requirements and their academic pathways. At one focus group a college

advisor joined the group and tried to help several transfer students clarify what they still needed to do. The advisor himself had difficulty understanding some issues and brought in a second advisor.

Excess credits impose a large burden on students with limited resources. Students with large numbers of excess credits will almost certainly have used up their financial aid eligibility before they finish, requiring them to fund college costs themselves. In extending their college stay, they also run an increased risk of dropping out without receiving their degree. The costs for CUNY are great, too, with students taking up seats that could go to others. We do not know how many students drop out because they get discouraged by the academic path ahead of them, but excess credits surely contribute to their discouragement.

## **V. The Limits of CUNY's Transfer System**

A transfer system that rests on bureaucratic course-matching for the bulk of transfer students results in inconsistencies, lack of transparency, and confusing pathways for students. In terms of general education, students fare reasonably well when their course portfolios are not opened and their courses are not examined for matches, as is generally the case for students who transfer with AA or AS degrees. Whatever general education courses they took at their particular colleges are deemed sufficient for their new college. As soon as the portfolio is opened, however, students are vulnerable to course-matching exercises. This may seem reasonable: after all, colleges are enforcing their standards and are trying to insure that students took academic programs that prepared them for upper division work. In some cases, it is reasonable, as when senior colleges reject courses that are strongly vocational in nature. In other cases, however, it results in rigid definitions of acceptable academic pathways, with only those almost identical to

those of the receiving college deemed acceptable. This in turn results in some transfer students, and especially AAS students, being particularly likely to acquire excess credits.

Realizing CUNY's mission requires rethinking aspects of its system that have evolved over the years but that no longer best suit its circumstances. Transfer has become an increasingly important part of higher education, but CUNY's system is based on an era in which transfer occurred along narrow channels and mainly involved students who had AA or AS degrees. CUNY is better positioned than most universities to create an efficient and seamless transfer system, as it is almost unique in uniting every sector of higher education within one institution, with its colleges bound together by mass transit. We do not need complex agreements across institutional boundaries; we just need a simple, effective, and clear transfer system that respects academic decision-making and yet helps students smoothly progress toward their degrees. Rethinking aspects of CUNY's requirements and practices might also benefit students who start and finish at one college.

There are academic programs where course sequences and exact curricular matches must be respected, because students cannot acquire the knowledge required without following strictly defined curricula. These, however, should be distinguished from situations where transfer students face burdens imposed by the failure of one element of CUNY to give full faith and credit to the instructional work of another or from situations where simple lack of flexibility, or of clarity, has resulted in denial of credit or the need to take extra courses. CUNY's mission requires nothing less.

## **VI. Recommendations**

CUNY could make its transfer system more effective and student-friendly if it created a



system-wide transfer process with clear pathways for students. Many universities have adopted such systems, including the University System of Georgia and SUNY. These universities have swept away transfer arrangements that depended on bilateral agreements between colleges and instead have created true system-wide transfer plans that have greatly simplified the transfer process for students. They have done so while maintaining faculty authority over the curriculum; in each system, faculty members from community colleges and four-year colleges cooperated in developing clear pathways to majors and in creating forms of general education that were available in every college and transferable from every college to every other one in the system.

The experiences of SUNY and the University System of Georgia have shown that developing more effective transfer systems takes persistence, but it does not involve insurmountable administrative barriers. Colleges maintain their distinctive qualities and their academic specializations; faculty members retain control over the curriculum; and general education can be unique to each college even while being organized in ways that make transfer easy.

There are several steps CUNY could take to create such a system.

***General education requirements should be standardized in terms of number of credits and division into broad curricular areas.*** CUNY's lack of standardization of general education requirements leaves students vulnerable to having to take extra general education courses to meet specific distribution requirements at their senior or comprehensive colleges. The current lack of standardization also means that it is hard for them to prepare for all their transfer options, as they may not know which senior college they will attend. Not only do colleges differ in the specifics of their requirements, but they also differ in the number of credits they require. It is hard to

calculate the exact number of credits required by each college, as this is affected by how many liberal arts courses students take in their majors and how those courses are counted, by whether students receive waivers for foreign language requirements, and other factors. Broadly speaking, among the senior and comprehensive colleges, Baruch and John Jay appear to require the most general education credits, with the total coming in at more than 50 credits, plus the foreign language requirement, which varies widely depending on the student's proficiency. The colleges with the lowest number of general education courses required are Brooklyn, City College, and Queens, which come in between 37-39 credits.<sup>19</sup>

While credit differences in general education requirements across the colleges are significant, the actual requirements tend to be similar in content. Many colleges share a basic approach; they generally require two writing courses, one math course, and one speech course. They also require several courses in each of the core academic areas, the humanities, the social sciences, and the sciences. Typically the senior colleges also have a foreign language requirement, although this is usually waived for students who took a foreign language in high school or who otherwise demonstrate language proficiency. It may also be waived for transfer students who enter with AA or AS degrees. Given these broad similarities in general education requirements, colleges would not have to substantially rework their programs to bring them into alignment with each other.

The colleges would, however, have to accept that the distinctive features of their general education programs matter less than the students' exposure to broad liberal arts education in one of its many forms. In practice, colleges already accept this for transfer students with AA or AS

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<sup>19</sup> These credit totals differ from those stated by the colleges, as they take account of liberal arts courses that students would pursue as part of their majors or for other purposes that would also meet general education requirements.

degrees, as they are deemed to have completed lower-division general education requirements whatever specific requirements they met at their initial colleges.

Universities that have developed system-wide transfer plans have followed different approaches in dealing with general education requirements. Some have focused on creating broad, multidisciplinary liberal arts courses that are vetted by system-wide committees. Others, including SUNY, have favored a distribution model, with students free to select courses from a wide range of offerings as long as they fall within a specified area of study. Under this model, students could, for example, meet social science requirements by selecting courses among those offered in anthropology, sociology, political science, or other social science fields at their particular campus. Other colleges within the system accept the courses chosen by transfer students at their initial colleges even if they have no corresponding or equivalent courses, as long as the students have taken courses in the areas that are required. This approach would improve the transferability of credits for lateral and reverse transfer students as well as those moving from associate to baccalaureate programs. The model leaves colleges free to develop their own curricular emphases and specializations, while still insuring that students can freely transfer courses that meet the distribution requirements of their particular colleges. The model does require, of course, that colleges agree upon the broad areas into which general education will be divided. If this model were adopted, it would apply to all students, native and transfer.

***CUNY should establish disciplinary groups that identify the five or so most common courses taken as pathways into the major and should insure that students who take these courses receive full credit for them as entry-level major courses or as prerequisites for such courses.*** University systems that have reformed their transfer processes, including SUNY and the University System of Georgia, have focused on establishing what courses in the major students

should take at community colleges. This important step removes ambiguity and uncertainty for transfer students. It also keeps them from delving too deeply into the major, which is always a risk for them as their courses may be rejected as not meeting baccalaureate standards of rigor.

SUNY followed an intriguing approach in identifying pathways into the major. Instead of calling faculty members together to discuss what *should* be the pathways, an exercise that could be very time-consuming and demanding, it focused on what *were* the actual pathways in the four-year colleges. The introductory content of the major was defined as the courses that native students (those who started at the 4-year college) took toward their majors in their first two years. This can be established from student transcripts. As an example, at SUNY transcript analysis showed that biology majors across all SUNY colleges generally took three common introductory courses in biology. They also took three cognate courses in chemistry and a calculus course, in addition to their general education requirements. Faculty representatives from four-year colleges and community colleges joined in disciplinary councils to review the results of the transcript analyses and to agree upon common courses that would lead in to the major and that would be available at both community colleges and four-year colleges. Under this arrangement, no transfer course evaluation was required, as the students knew what to take if they wanted to major in biology, no matter which college they initially attended.

CUNY could implement much the same plan. Disciplinary committees with representation from senior, comprehensive, and community colleges could be given information (available from OIRA) on the courses “native” students at baccalaureate colleges already take when entering the major. Once this information was reviewed and agreement was reached, community colleges could commit to offering these courses and students would be well prepared to enter majors without delay. In higher education, delay is extremely costly for students, who

must concentrate their attention and resources on advancing toward their degrees. This system would reduce the advising burden for students, who now must learn many complex academic pathways that may or may not be fully available at their community colleges. They also could know with complete certainty what courses would be accepted when they transferred.

CUNY has a limited number of major transfer pathways. Only 16 majors in CUNY baccalaureate colleges enroll more than 100 transfer students.<sup>20</sup> Further, only some of these majors enroll large numbers of transfer students at all, or almost all, baccalaureate colleges; instead, college specialization has resulted in a situation where particular large transfer majors are found at clusters of colleges but not at all of them. This reduces the difficulty of negotiating clear transfer pathways. Not all of the colleges need to be involved in negotiating each one.

*Evaluate AAS degrees where AA or AS degrees exist in related fields.* Many AAS degrees are offered in specialized vocational or professional fields, such as respiratory therapy, where students must take so many technical courses that they do not have time to pursue a full general education program. It is for such students that New York State provided that AAS degrees would entail reduced general education requirements compared to other associate degrees; AAS degrees require that a minimum of one-third of courses be in the liberal arts, compared to one-half for AS degrees and three-quarters for AA degrees. The system works well for many students and AAS degrees can be an efficient pathway into high-demand occupations.

Increasingly, however, students in AAS programs or with these degrees have transferred to baccalaureate programs. Here they face major disadvantages. Their lack of a full general education program can leave them with 60 credits (if they secured the AAS degree) but with

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<sup>20</sup> These majors are considered in their generic form, that is, overriding differences in the program name at different colleges. With this caveat, the top transfer majors are: accounting, biology, business, childhood education communications, computer science, economics, English, history, nursing, physical education (at one college only), political science (at one college), psychology, social work, sociology, and speech pathology.

many general education courses to take at their new colleges. This is a very inefficient way to progress toward a degree and almost guarantees that they will end up with excess credits.

Community colleges should carefully evaluate their AAS programs and consider whether they should guide AAS-bound students into AA or AS programs where they overlap. At the least they should counsel students carefully on the risks and difficulties of transferring with an AAS degree. Community colleges could also consider whether some AAS programs could be changed into AS programs. Some AAS programs, typically in fields such as Nursing, Accounting, and Business Management, already require 30 credits in Liberal Arts and Sciences and could be converted to AS status simply by requesting an award change from NYSED. A small number of programs could qualify for conversion to AS programs with one or two course replacements. On their end, baccalaureate colleges could insure that they accept liberal arts courses taken by AAS students toward general education requirements where appropriate; in some cases, they do not currently do so.

*Foster dual-admission programs in fields where they are appropriate.* CUNY has established several dual-admission programs in which community college students are guaranteed entry into particular baccalaureate colleges in given fields if they maintain satisfactory grade point averages. The most notable such programs have been established by John Jay College, in conjunction with CUNY's six community colleges, in criminal justice fields. The CUNY Justice Academy offers students dual admission in Criminal Justice, Forensic Science, and Forensic Financial Analysis. Although only started in 2008, it has already enrolled 3,225 students. Dual-admission programs are also being developed in Nursing.

These programs offer students clear pathways to baccalaureate degrees from the moment they start their community college programs. Transfer problems do not exist. It is notable that, in

developing such programs, senior colleges have sometimes showed a curricular flexibility that has been less evident in other arenas. John Jay College, for example, developed a dual-admission program in Forensic Science in which transfer students would take fewer general education courses than native students at the college and would not have to make up general education credits when coming to John Jay. The developers of the program wanted to insure that the students were well prepared to enter upper division science courses and this goal overrode the maintenance of full general education requirements.

Other colleges might not want to relax general education requirements in dual-admission programs or might not see a need to do so. These programs, however, have built into them a fundamental level of negotiation and communication that can be lacking in other programs and that, however it is expressed, can serve students well. Dual-admissions programs, however, cannot be the full answer to transfer problems, because they are only appropriate in fields where students have a strong drive from the beginning to enter the field. Higher education offers many fields that students might not have been exposed to in high school or might be only barely aware they exist; these include philosophy, sociology, linguistics, and anthropology. One purpose of higher education is to broaden students' intellectual horizons and exposing them to such fields is part of that process. Other fields, however, capture students' imaginations early and these fields are realistic candidates for dual-admissions programs.

*Create mechanisms for accepting legitimate academic courses for credit even when a receiving college does not have a match for the course.* CUNY should not expect that all of its colleges will offer the same courses. Its colleges are specialized in terms of focus and level. Such specialization, however, should not result in students' credits being rejected because their receiving college does not have matches for all the courses they have taken at other CUNY

colleges. CUNY is one system and should give full faith and credit to courses taken in other units of the system. The current focus on matching misses the underlying academic objectives of the institution. A course in Chinese should not be rejected because a receiving college does not teach Chinese.

Colleges could address this problem by creating “shell” courses that enable the transfer of academic credit even without exact matches. Under this system, colleges would create generic matches.

***CUNY should improve its TIPPS on-line information system on course equivalencies and articulation agreements.*** The current system marked a step forward when it was expanded in 2001 and it has helped spur colleges to evaluate more courses for transfer credit and to make that information available on line. The system is now antiquated, however, and lacks the desirable features found in many other universities’ web-based transfer information systems. Most importantly, it does not provide students with holistic information about what would be required for them to enter particular courses of study. In TIPPs, students can see how CUNY colleges evaluate individual courses for transfer credit, but they receive no information about how their particular course portfolio stacks up against requirements in different majors (or against colleges’ general education requirements).

One advantage of system-wide transfer plans is that they reduce the advising load for colleges, while providing much greater clarity and transparency for individual students. To maximize this advantage, CUNY needs to develop a broader, more sophisticated web-based transfer information system.

***Create an appeals process for students who wish to contest denial of transfer credits or the receipt of fewer than they think are deserved.*** Each college should appoint a transfer



ombudsperson who would hear student appeals and work to resolve them quickly. This could help insure uniformity of standards and create confidence in the fairness of the system among all constituencies.

## **VII. Conclusions**

Universities across the United States have struggled with the challenge of helping students move smoothly between institutions. Colleges have their own cultures and practices and many find it hard to give full faith and credit to the academic accomplishments of students coming from other institutions. The problems tend to be greatest when students cross sectors, as from community colleges to senior colleges, a particularly important form of transfer at CUNY. The University directs students with academic weaknesses into its community colleges, which serve as entry points for the many underprepared students who strive to ultimately earn bachelor's degrees.

CUNY's current transfer system presents problems for students because it rests on a system of bureaucratic course-matching while not insuring the curricular alignment that would make the reliable matching of courses possible. The current system results in uncertainties and delays for students and entails considerable costs for CUNY in terms of advising expenses and the extra instruction required for students who take more courses than necessary to graduate.

CUNY could be a leader in creating an effective and seamless transfer system. It has all the elements required to perform such a role: It is one system, it has a mission that focuses on helping students realize their academic potential, and it has students who already perceive CUNY as one institution, as witnessed in the frequency of their transfers from one college to another and in their use of community colleges as doors to baccalaureate programs. Creating

such a transfer system would not require a major resource investment. It would require a commitment to making CUNY work as effectively as possible for students, charting clear pathways for them and freeing them to concentrate on their academic goals.

## VIII. Appendices

### Appendix 1

#### Policies of the CUNY Board of Trustees Regarding Student Transfer

These policies are presented on the web site of CUNY's Transfer Information and Program Planning System (TIPPS), found at: [http://tipps.cuny.edu/transfer\\_policies.htm](http://tipps.cuny.edu/transfer_policies.htm).

#### Transfer Policies Pertaining to CUNY Associate in Arts (A.A.) Degree Programs.

1. All City University of New York Associate in Arts degree recipients shall be:
  - given priority for transfer over non-University students seeking transfer,
  - accepted as matriculated students at a senior college of the City University, and
  - upon transfer, granted a minimum of 60 credits toward a baccalaureate degree and be required to complete only the difference between the 60 credits granted and the total credits normally required for the degree.
2. All Liberal Arts and Science courses successfully completed in one City University college are transferable, with full credit, to each college of the University. Credit will be granted for these courses in all departments and programs, and recognized for the fulfillment of degree requirements irrespective of whether the student has fulfilled the requirements for the associate degree.
3. Effective Fall 2000, students who have earned a City University Associate in Arts (A.A.) degree will be deemed to have automatically fulfilled the lower division liberal arts and science distribution requirements for a baccalaureate degree. However, students may be asked to complete a course in a discipline required by a senior college's baccalaureate distribution requirements that was not part of the student's associate degree program. In such cases all coursework required will be applied towards the total number of credits normally required for the baccalaureate degree (see note c).
4. Based on a fair and reasonable evaluation of a student's transcript at least nine (9) credits will be granted in the student's major (including laboratory science). Note that this does not preclude a senior college from granting more than nine credits in the student's major. (Students who change their major upon transfer may not have completed coursework that can be applied towards a new major.)

#### Please note the following:

- When students transfer prior to the completion of an A.A. degree, the liberal arts and science courses they have completed will be deemed to have fulfilled discipline-specific distribution requirements for all baccalaureate programs on a discipline-by-discipline basis, with the exception that upper division coursework will not be recognized unless appropriate prerequisites have been satisfied.

- Students who have completed professional courses such as Accounting, Education or Nursing, where instruction is begun at the associate degree level and continued at the baccalaureate level, will be granted credit for such coursework upon transfer with the A.A. degree. However, the senior college shall determine the proper level of placement in its professional course sequence and the coursework can apply to the professional degree.
- Graduates of A.A. degree programs who have not completed at least one year of foreign language study (or established an equivalent proficiency) and transfer into a baccalaureate program requiring a foreign language may be asked to complete six (6) to eight (8) credits of foreign language coursework (or establish an equivalent proficiency) in addition to their normal degree requirements. Proficiency may be established based upon high school coursework, native language abilities, or examination.
- Students who pursue a major that departs from their Associate in Arts degree program of studies and which requires a sequence of prerequisite courses prior to coursework in the major, and students who change their major after they are enrolled in a senior college, should expect that completion of their bachelor's degree may require more than 120 credits.

### **Transfer Policies Pertaining to Associate in Science (A.S.) Degree Programs**

1. All City University of New York Associate in Science degree recipients shall be:
  - given priority for transfer over non-University students seeking transfer,
  - accepted as matriculated students at a senior college of the City University, and
  - upon transfer, granted a minimum of 60 credits toward a baccalaureate degree and be required to complete only the difference between the 60 credits granted and the total credits normally required for the degree.
2. All liberal Arts and Science courses successfully completed in one City University college are transferable, with full credit, to each college of the University. Credit will be granted for these courses in all departments and programs, and recognized for the fulfillment of degree requirements irrespective of whether the student has fulfilled the requirements for the associate degree.
3. Effective Fall 2000, students who have earned a City University Associate in Science (A.S.) degree will be deemed to have automatically fulfilled the lower division liberal arts and science distribution requirements for a baccalaureate degree. However, students may be asked to complete a course in a discipline required by a senior college's baccalaureate distribution requirements that was not part of the student's associate degree program. In such cases all coursework required will be applied towards the total number of credits normally required for the baccalaureate degree (see note c).
4. Based on a fair and reasonable evaluation of a student's transcript at least nine (9) credits will be granted in the student's major (including laboratory science). Note that this does not preclude a senior college from granting more than nine credits in the student's major. (Students who change their major upon transfer may not have completed

coursework that can be applied towards a new major.)

**Please note the following:**

- When students transfer prior to the completion of an A.S. degree, the liberal arts and science courses they have completed will be deemed to have fulfilled discipline-specific distribution requirements for all baccalaureate programs on a discipline-by-discipline basis, with the exception that upper division coursework will not be recognized unless appropriate prerequisites have been satisfied.
- Students who have completed professional courses such as Accounting, Education or Nursing, where instruction is begun at the associate degree level and continued at the baccalaureate level, will be granted credit for such coursework upon transfer with the A.S. degree. However, the senior college shall determine the proper level of placement in its professional course sequence and the extent to which such coursework can apply to the professional degree.
- Graduates of A.S. degree programs who have not completed at least one-year of foreign language study (or established an equivalent proficiency) and transfer into a baccalaureate program requiring a foreign language, may be asked to complete six (6) to eight (8) credits of foreign language coursework (or establish an equivalent proficiency) in addition to their normal degree requirements. Proficiency may be established based upon high school coursework, native language abilities, or examination.
- Students who pursue a major that departs from their Associate in Science degree program of studies and which requires a sequence of prerequisite courses prior to coursework in the major, and students who change their major after they are enrolled in a senior college, should expect that completion of their bachelor's degree may require more than 120 credits.

**Transfer Policies Pertaining to Associate in Applied Science (A.A.S.) Degree Programs**

1. All City University of New York Associate in Applied Science (A.A.S.) degree recipients shall be:
  - given priority for transfer over non-University students seeking transfer,
  - accepted as matriculated students at a senior college of the City University,
  - upon transfer to a parallel professional program, granted a minimum of 60 credits toward a baccalaureate degree and be required to complete only the difference between the 60 credits granted and the total credits normally required for the degree.
  - upon transfer to a senior college liberal arts curriculum or related professional program in the same field as the associate degree program, granted a minimum of 60 credits toward a baccalaureate degree and follow a prepared course of study that will enable them to complete the baccalaureate degree within 60 to 72 credits (see note c).

2. Effective Fall 2000, when students transfer after completing a City University Associate in Applied Science (A.A.S.) degree, or prior to completion of the degree, the liberal arts and science courses they have completed will be deemed to have fulfilled discipline-specific distribution requirements for all baccalaureate programs on a discipline-by-discipline basis, with the exception that upper division coursework will not be recognized unless appropriate prerequisites have been satisfied.
3. Based on a fair and reasonable evaluation of a student's transcript at least nine (9) credits will be granted in the student's major (including laboratory science). Note that this does not preclude a senior college from granting more than nine credits in the student's major. (Students who change their major upon transfer may not have completed coursework that can be applied towards their new major.)

**Please note the following:**

- All Liberal Arts and Science courses successfully completed in one City University college are transferable, with full credit, to each college of the University and credit will be granted for these courses in all departments and programs, and recognized for the fulfillment of degree requirements.
- Students who have completed professional courses such as Accounting, Education or Nursing, where instruction is begun at the associate degree level and continued at the baccalaureate level, will be granted credit for such coursework upon transfer with their degree. However, the senior college shall determine the proper level of placement in its professional course sequence and the extent to which such coursework can apply to the professional degree.
- Students who pursue a major that departs from their Associate in Applied Science degree program of studies and which requires a sequence of prerequisite courses prior to coursework in the major, and students who change their major after they are enrolled in a senior college, should expect that completion of their bachelor's degree may require more than an additional 72 credits.

**TIPSS Community College to Senior College Transfer Data**  
**Borough of Manhattan Community College**

**Chemistry Major**

**(15 courses, 165 transfer occasions, 28 Gen. Ed.)**

	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
CHE 110	General Chemistry	2 & 6	5	5	2 & 6	2	5	5	2 & 6	5	5
CHE 118	Chemistry	5 & 6	2	5	2 & 6	5	5	2 & 6	5 & 6	5	5
CHE 120	Organic Chemistry	5	2	5	2 & 6	5	5	2 & 6	5 & 6	5	5
CHE 121	Gen, Org. & Bio Chem I	5 & 6	4	5	2 & 6	5	5	4	5 & 6	5	5
CHE 122	Gen, Org. & Bio Chem II	5	4	5	2 & 6	5	5	4	5 & 6	5	5
CHE 125	Biochemistry		4	5 & 6	4	0	5	4	5	5	2
CHE 201	College Chemistry I	5	5 & 6	5 & 6	5	5	5	5	4	5	5
CHE 202	College Chemistry II	5	5 & 6	5 & 6	5	5	5	4	4	5	5
CHE 205	Quantitative Analysis	4	5	5	5		5	4	4	5	
CHE 210	Chemistry I	5	5 & 6	5	5 & 6	5	5 & 6	5	5 & 6	5	5
CHE 220	Chemistry II	5	5		5	5	5 & 6	5	5 & 6	5	5
CHE 230	Organic Chemistry I	5	5	5	5	5	5	5	5	5	5
CHE 240	Organic Chemistry II	5	5	5	5	5	5	5	5	5	5
SCI 410	Man and Environment	3	5	4	2 & 6	5	0	0	3	5	5
SCI 530	Pharmacology	4	0	4	2 & 6	4	0		2	0	0

Code 0: 9

Code 2: 6

Code 6: 28

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed.  
 Cells are blank when TIPSS has no entry.

## Poli Sci Major

## (9 courses, 99 transfer occasions, 20 Gen. Ed.)

POL 100	American Governm	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
	5 & 6	5	5 & 6	5 & 6	5 & 6	5 & 6	5	5	5 & 6	5 & 6	5 & 6	5 & 6
POL 110	Intro to Politics					2	2					
POL 111	PolEch Technoscie.	2	4 & 6	2	2	2	0	0	4 & 6	2	2	2
POL 151	Pols PuertoRican C.	4	4	5	0	5	4	0	4	4	2	5
POL 152	Mdrn BlkPols Thght	4	4	4	0	5	4	0	4	5	2	5
POL 210	World Politics	5 & 6	5	5	5 & 6	5	5	0	4 & 6	5	5	5
POL 220	Pols & Gov of NYC	5	5	5 & 6	5 & 6	2	5		5 & 6	2	5 & 6	5
POL 230	Power in US Pols	4	4	5	5 & 6	5	5	4	4 & 6	5	4	5
POL 260	Political Theory	5			5 & 6	2	5	4	4		2	2

Code 0: 6

Code 2: 16

Code 6: 20

## Philosophy Major

## (6 courses, 66 transfer occasions, 30 Gen. Ed.)

CRT 100	Critical Thinking	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
	5 & 6	5 & 6	5 & 6	5	5 & 6	5 & 6	5	2	4 & 6	5	5	5 & 6
PHI 100	Philosophy	5 & 6	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6	5 & 6	5 & 6
PHI 110	Logic	5 & 6	5 & 6	5 & 6	5 & 6	5	5	5 & 6	5 & 6	5	5 & 6	5 & 6
PHI 111	Citr/Ethicssuess&T	4	2 & 6	2	2 & 6	2	2	0	5 & 6	5	4	2
PHI 120	Ethics	5 & 6	5 & 6	5	5 & 6	5	5	5	5	5	5	5
PHI 200	Great Issues in Phil.	4	5 & 6	5	5 & 6	5	5	0	4 & 6	5	4	2

Code 0: 2

Code 2: 7

Code 6: 30

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed.  
Cells are blank when TIPSS has no entry.



## Appendix 2

### Accounting Major, A.A.S. (10 courses, 110 transfer occasions, 3 Gen. Ed.)

	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
ACC 122	Accounting Princpls I	5*	5	5 & 6	5	5	5	5	5	5	5
ACC 222	Accounting Princpls II	5*	5	5 & 6	5	5	5	5	5	5	5
ACC 321	Acctngng Apps Coms	5	5	3	2	2	2	5	2	2	5
ACC 330	Intermediate Acct. I	5*	5*	1	2	3	5	5	5	5	2
ACC 340	Taxation: Federal	1	2	1	2	2	5	5	2	5	2
ACC 350	Cost Accounting I	1	2	5	2	3	5	5	5	5	5
ACC 360	Gov&NonProfit Acct.	1	2	3	3	4	2	4	5	5	2
ACC 421	Acctng Info Systems	5	5	3	2	2	2	2	2	2	2
ACC 430	Intermediate Acct. II	5*	5*	5 & 6	2	5	5	5	2	5	5
ACC 451	Cost Accounting II	1	5	5	2	5	5	5	2	4	5

\* course only transfers in conjunction with another course

Code 0: 0

Code 2: 33

Code 6: 3

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed.  
Cells are blank when TIPSS has no entry.

Appendix 2

**Business Major  
(35 courses, 385 transfer occasions, 26 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
ADV 200	Essentials Adverting											
BUS 104	Intro to Business	5 & 6	5	2	1	2	2	2		2 & 6	5	2
BUS 110	Business Law	5	5	5 & 6	5 & 6	2	5		5	2	5	5
BUS 150	Business Communic.	5	2	1	2	2	4	5	5	2	5	5
BUS 200	Business Org&Mngm	5	5	5 & 6		2	5	5		2 & 6	5	2
BUS 210	Business Methods	1	4	2 & 6	2	2	2	1	1	2 & 6	2	2
BUS 220	Managerial Decision	5	5	5 & 6	2	2	2	2	5	2 & 6	4	5
BUS 225	Operations Mngmnt	0	5		2	2	4	2	0	2	5	2
BUS 311	HR Management	5	5	5	2	2	5	5	0	2	5	5
FNB 100	Intro to Finance	5	5	2	2	2	2	4	1	2 & 6	5	5
FNB 220	Commercial Credit M.	4	4	3	2	2	1	0	0	2 & 6	0	2
FNB 230	Financial Mngmnt	3	5	5 & 6	2	2	2	5	2	2 & 6	5	2
FNB 240	Consumer Credit M.	1	4	3	2	2	1	0	0	2 & 6	5	2
FNB 250	Money and Banking	5	5	5 & 6	5 & 6	2	5	5	0	5 & 6	5	5
FNB 300	Investment	3	5	5 & 6	2	2	2	5	5	2 & 6	5	5
MAR 100	Intro to Marketing	5	5	5 & 6	2	2	5	5	5	2 & 6	5	5
MAR 210	Consumer Motivation	5	5	2	1	5	2	5	5	2 & 6	5	5
MAR 220	Essentials Adverting	4	5	2	2	1	2	5	5	2 & 6	5	5
MAR 300	Sales Principles	5	1	1	1	2	2	5	5	2 & 6	5	5
MAR 320	Retail Org. Op. Buy	5	1	1	1	2	2	2	5	2 & 6	5	5
RET 300	Consumer Motivation	5										
RET 310	Retail Mchnd Prom	4	4	3	2	2	1	5	5	5	5	2
RLS 202	Salesperson's Course	5	1	1	1	2	1	1	2	2	1	2
RLS 203	Broker's Course	1	1	1	1	2	1	1	2	2	1	2
RLS 301	Real Estate Managmn	5	1	2	1	2	2	1	2	2	1	1
RLS 303	Real Estate Financing	1	1	2	1	2	2	5	2	2	1	1
SBE 100	Product Service Crtn	5	5	2	1	2	2	1	2	2	2	2
SBE 200	Intmtr Trade Export	5	2	2	2	2	2	1	2	2	2	5
SBE 300	Ind.R. Small Business	1	4	2	1	2	2	1	2	2	2	1
SBE 400	Small Business Mngm	5	5	2	2	2	2	5	5	2	2	5
SLS 300	Sales Management	5	4	3	0	2	1	2	2	2 & 6	5	2
TTA 100	Tour Management	1	1	1	1	1	2	2	1	1	2	1
TTA 200	Intro Travel Tourism	4	1	1	1	1	1	1	5	1	1	1
TTA 201	Travel Operations	1	1	1	1	1	1	1	1	1	2	1
TTA 301	World Markets	5	1	1	1	1	1	1	1	1	2	1

Code 0: 10  
 Code 2: 119  
 Code 6: 26

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed.  
 Cells are blank when TIPSS has no entry.

**TIPSS Community College to Senior College Transfer Data**  
**Bronx Community College**

**Chemistry Major**  
**(14 courses, 154 transfer occasions, 23 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	
CHM 02	Intro to Chemistry	0	0	0	2 & 6	5	5	5		0	
CHM 10	Chem Everyday Life	5	2 & 6	5	2 & 6	5 & 6	2		2	5	
CHM 11	General Coll Chem I	5	5 & 6	5	5	5 & 6	5	5 & 6	5	5 & 6	
CHM 12	General Coll Chem II	5	5	5 & 6	5 & 6	5	5	5	5	4	
CHM 13	Chem Daily Living	2	5	5	2	2	2		2	5 & 6	
CHM 17	Fund. Gen Chem I	2	2 & 6	2	5	5 & 6	5	5 & 6	5	5 & 6	
CHM 18	Fund. Gen Chem II	2	5 & 6	2	5	5	5	5 & 6	5	2 & 6	
CHM 22	GenChem II Qualitati		5	5	5	5	5	5 & 6	5	5 & 6	
CHM 27	Principles Lab Safety	4	4	5	2	2	2	0	0	2	
CHM 31	Organic Chem I	5	5	5	5	5	5	5	5	5	
CHM 32	Organic Chem II	5	5	5	5	5	5	5	5	5	
CHM 33	Quantitative Analysis	2	5	5	5 & 6	5	5	5	5		
CHM 37	Quant Instrum Analys	0	5	5	2 & 6	5	5	5	4	4	
CHM 38	Comp Apps in Chem	0	4	0	2 & 6	2	2	0	0	2	

Code 0: 14  
 Code 2: 23  
 Code 6: 23

**Poli Sci Major**  
**(5 courses, 55 transfer occasions, 17 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	
POL 11	AmericanNationalGov	5 & 6	5	5 & 6	5 & 6	5 & 6	5	5	5 & 6	5 & 6	
POL 21	State and Local Gov	5 & 6	5	2	2	5	5	5	5 & 6	5	
POL 31	Comparative Gov	5 & 6	5	5	2	5	5	5	4 & 6	5	
POL 51	Urban Politics	5 & 6	5	5 & 6	5 & 6	5	5	5	5 & 6	5	
POL 81	Ind Study/Intrshp Gov					2					

Code 0: 0  
 Code 2: 4  
 Code 6: 17

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
 Cells are blank when TIPSS has no entry.

**Philosophy Major  
(1 course, 11 transfer occasions, 8 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
PHIL 11	Intro to Philosophy	5 & 6	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6
Code 0:	0									
Code 2:	1									
Code 6:	8									

**Accounting Major, A.A.S.  
(4 courses, 44 transfer occasions, 2 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
ACC 11	Fund. Accounting I	5*	5	5	5 & 6	5	5	5	5	5
ACC 12	Fund. Accounting II	5*	5	5	5 & 6	5	5	5	5	5
ACC 13	Intermediate Acct.	5	4	2	2	2	5	5	5	5
ACC 15	Acct. Info Systems	5	5	1	2	2	2		5	2

\* course only transfers in conjunction with another course

Code 0: 0  
Code 2: 7  
Code 6: 2

**Marketing Management Major, A.A.S.  
(9 courses, 99 transfer occasions, 1 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
MKT 11	Marketing	5	5	5 & 6	2	2	3	5	5	5
MKT 18	Consumer Behavior	5	5	1	1	2	2	2	5	2
MKT 32	Principles of Selling	1	3	2	2	2	2	2	5	2
MKT 33	Retail Buying Technq	1	3	2	1	2	2	5	5	2
MKT 41	Mngmnt of Retail Ops		3	1	1	2	2	5	5	2
MKT 43	Advts. Sales Promtn	1	5	1	1	2	2	2	5	2
MKT 47	E-Marketing	5	5	2	2	3	2	2	0	
MKT 48	Marketing Mngmnt	0	4	2	2	3	2	5	5	2
MKT 51	Chanel Mngt & Distrib	4	3	3	1	1	2	2	5	2

Code 0: 2  
Code 2: 39  
Code 6: 1

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

**TIPSS Community College to Senior College Transfer Data**  
**Hostos Community College**

**Chemistry Major**

**(27 courses, 297 transfer occasions, 24 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Stater
CHE 105	Intro Gen Chemistry			5	5 & 6	5	0	5	4	4	5
CHE 110	Intro to Chemistry	5	5 & 6	2	5 & 6	2 & 6	5	5 & 6	2 & 6	2 & 6	5
CHE 120	Princ. Organic Chem	2	2	2	2 & 6	2	2	2	5	2 & 6	5
CHE 210	Gen Chemistry I	5	2	5	5	2	5	2	5	2	5
CHE 212	Gen Chem I Lab	5	2	5	5	2	5	2	5	2	5
CHE 220	Gen Chemistry II	5	2	5	5	2	5	2	5	2	5
CHE 222	Gen Chem II Lab	5	2	5	5	2	5	2	5	2	5
CHE 230	Quantitative Analysis	4		5	5	4	5	5	4	4	5
CHE 299	Ind. Study Chemistry	4				4		0			5
CHE 310	Organic Chemistry I	5		5	5 & 6	5	0	5	5	5	5
CHE 312	Org Chem I Lab 2 cr	4		4	5 & 6	4	0	5	0	4	5
CHE 314	Org Chem I Lab 3 cr	5		4	5 & 6	5	0	5	4	5	5
CHE 320	Organic Chemistry II	5		5	5 & 6	4	0	5	4	5	5
CHE 322	Org Chem II Lab 1 cr	5			5			0	0		2
CHE 324	Org Chem II Lab 1 cr	5			5	4	0	2	0	5	2
CHE 4000	Fundamentals Chem	2	5	5	2	2	2	5 & 6	2	5 & 6	5
CHE 4002	Gen Chem I Lecture	5		5					5		
CHE 4004	Gen Chem II Lecture	5		5					5		
CHE 4012	Intro to Chemistry						5				
CHE 4018	Princ. Organic Chem								5		
CHE 4019	Intro Biological Chem	2	2 & 6	2	2 & 6	2 & 6	5	5 & 6	5	2	2
CHE 4033	Essentials Gen Chem	2	2	2	5	5 & 6	5	5 & 6	5	2	5
CHE 4034	Essentials Org Chem	5	2	2	5 & 6	5	5	5	5	2	5
CHE 4102	Gen Chem I Lab	5		5					5		
CHE 4104	Gen Chem II Lab								5		
CHE 4133	Essnt Gen Chem Lab	0	5	1	5 & 6	2	5	0	0	4	5
CHE 4134	Essnt Org Chem Lab	5	5	0	5 & 6	2	5	0	5	4	0

Code 0: 18

Code 2: 50

Code 6: 24

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
 Cells are blank when TIPSS has no entry.

**Poli Sci Major**  
**(6 courses, 66 transfer occasions, 13 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Stater
POL 101	American Govmnt	5 & 6	5	5	5 & 6	5	5	5	2 & 6	5	5
POL 102	Comparative Pols	5 & 6	2	5	5 & 6	5	5	5	2 & 6	5 & 6	5 &
POL 107	Pol Sys Latin Amer	5 & 6	5	5	5 & 6	4	5	0	5 & 6	5	2
POL 4701	American Govmnt			5					5 & 6		
POL 4702	Comparative Pols										
POL 4707	Pol Sys Latin Amer										

Code 0: 1

Code 2: 2

Code 6: 13

**Philosophy Major**  
**(4 courses, 44 transfer occasions, 15 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Stater
PHI 100	Intro to Philosophy	5 & 6	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6	5 &
PHI 101	Thinking & Reasoning	5 & 6	5 & 6	5 & 6	5 & 6	5	5	2	5 & 6	5	2
PHI 3400	Thinking & Reasoning										
PHI 3403	Intro to Philosophy			5 & 6							

Code 0: 0

Code 2: 3

Code 6: 15

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

Appendix 2

Accounting Major, A.A.S.  
(31 courses, 341 transfer occasions, 1 Gen. Ed.)

	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Stater
ACC 100	Intro to Accounting	0	5	5	5	2	5	5	2	2
ACC 101	Accounting I	5*	5	2	5	5	5	5		2
ACC 102	Accounting II	5*						5	2	
ACC 106	Fed Bus Income Tax	1	4	1	2	2	5	1		5
ACC 199	Accnt Internship Smnr	1	4	5	1	2	2	0	2	2
ACC 201	Intermediate Acct I		4					5		
ACC 250	Personal Income Tax		4					5		
ACC 251	Women in Managmnt				3			4		
ACC 1814**	Accnt Internship Smnr		4				4	0		
ACC 1841	College Accounting Ia	5*	5*	3	5	3	4	0	1	5
ACC 1842	College Accounting Ib	5*	5*	3	5	3	4	0	1	5
ACC 1843	College Accounting II	5*						5		
ACC 1844	Intermediate Accting		4					5		
ACC 1845	Fed Personal Inc Tax		4					5		
ACC 1846**	Fed Bus Income Tax									
ACC 1847	NYC&State Bus Tax		4				2			
ACC 1848	Tax Assistance Prog		4							
ACC 1849**	Accnt Internship Smnr							5*	2	5
ACC 1850	Accont Apps Microcpt		5	3	2	5	2	5	2	5
ACC 1852	Princ. Financial Acct	5*	5	5	5	5	5	5	5	5
ACC 1854	Managerial Accting	5*	5	3	0	5	4	0	5	2
ACC 1855**	Managerial Accting							5		
ACC 1856**	Intermediate Acct I		4					5		
ACC 1860**	NYC&State Bus Tax	1	4	3	0	3	4	0	4	5
ACC 1866**	Fed Personal Inc Tax		4					5		
ACC 1867**	Tax Assistance Prog		4							
ACC 1868**	Fed Bus Income Tax		4							
ACC 1869**	NYC&State Bus Tax		4				4			
ACC 2507	Bureaucracy				2			2		
ACC 2512**	Women in Managmnt				2			2		
ACC 2516	Careers in Crim. Jus.				2			2		

\* course only transfers in conjunction with another course

\*\* course appears to be a duplicate

Code 0: 9

Code 2: 40

Code 6: 1

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

# Appendix 2

## TIPSS Community College to Senior College Transfer Data Kingsborough Community College

Chemistry Major												
(7 courses, 77 transfer occasions, 10 Gen. Ed.)												
	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York	
CHM 00100	Preview Gen Chem	0	0	5	5	0	5		0	0	2	
CHM 00500	Chem Nutrition Sci	5	5	4	5 & 6	5	4	4	5	0	2	
CHM 01100	Gen Chemistry I	5	5 & 6	5	5	5 & 6	5	5	5 & 6	5	5	
CHM 01200	Gen Chemistry II	5	5 & 6	5	5	5	5 & 6	5	5 & 6	5	5	
CHM 03100	Organic Chem I	5	5 & 6	5	5	5	5	5	5	5	5	
CHM 03200	Organic Chem II	5	5 & 6	5	5	5	4	5	5	5	5	
CHM 08100	Independent Study	2	4	2	2	2	2	2	2	2	0	

Code 0: 8  
Code 2: 11  
Code 6: 10

## Poli Sci Major

(23 courses, 253 transfer occasions, 71 Gen. Ed.)												
	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York	
POL 05000	Intro Political Theory	4	5 & 6	5	5 & 6	5	2	2 & 6	5 & 6	4	5	
POL 05100	Amer Gov and Polis	5 & 6	5 & 6	5 & 6	5 & 6	5	5	5 & 6	5 & 6	5 & 6	5 & 6	
POL 05200	Comparative Gov	5 & 6	5 & 6	5	5 & 6	5	5	4 & 6	5 & 6	5 & 6	5	
POL 05300	State Lcl Gov & Polis	5 & 6	5 & 6	4	5 & 6	5	5	5 & 6	5	5 & 6	5	
POL 05400	Amer Presidency		5 & 6	5 & 6	5	5	5	2 & 6	5	5 & 6	5	
POL 05500	Amer Pol Parties		5 & 6	5 & 6	5	5	5	2 & 6	5	5 & 6	2	
POL 05600	City Politics	4	5 & 6	5 & 6	2	5	5	2 & 6	5	4	2	
POL 05700	Intro Pol Economy	5	4 & 6	2	2	2	2	2 & 6	2	2	2	
POL 05800	Environmental Polis	5 & 6	4 & 6	4	5 & 6	2	0	5	4	2	4	
POL 05900	International Rels	5 & 6	5 & 6	5	4	5	5 & 6	2 & 6	5 & 6	5 & 6	5	
POL 06100	PrincPubAdm/Agency	5 & 6	5 & 6	4	2	5	5	2 & 6	5	5 & 6	5	
POL 06300	Intro Criminal Justice	4	5 & 6	5 & 6	2	5	5	2 & 6	2	4	2	
POL 06400	Crime & Punishment	5 & 6	4 & 6	0	2	5	2	2 & 6	2	4	2	
POL 06500	Civil Rights Liberties		5 & 6	2	2	5	5	2 & 6	5	5 & 6	2	
POL 06600	Constitutional Law	5	5 & 6	5 & 6	2	2	2	2 & 6	5	5	5	
POL 06700	AmerLegSys: Courts	4	5 & 6	5	5 & 6	2	2	2 & 6	5	5	2	
POL 06800	Women and CJSys	2	4	4	5 & 6	4	0	4 & 6	4	2	5	
POL 06900	Policing	0		4	5 & 6	5	5	4	4	4	1	
POL 07000	Corrections/Sentence			4	5 & 6	5	2	4	4	4	1	
POL 07100	International Organizt	5				2	4			2	2	
POL 07200	Minorities and CJSys					4	4			2	2	
POL 08100	Independent Study	2	0	2	2	2	5	2	2	2	2	
POL 09300	Civic Eng Global Wld	5				2	4			2	2	

Code 0: 6  
Code 2: 54  
Code 6: 71

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.



Appendix 2

Philosophy Major  
(12 courses, 132 transfer occasions, 48 Gen. Ed.)

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
LIB 00100	Intro Liberal Arts					2		2	5 & 6	5	2	1
PHI 07000	Probs:God/Hmnly/Ntr	5 & 6		5	5 & 6	4	5	2	5 & 6	5	4	2
PHI 07100	Hist Classical Philists	5 & 6	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6	5 & 6	5 & 6
PHI 07200	Hist Modern Philosophs	5	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5	5 & 6	5
PHI 07300	Logics: Thy Argmnts		5 & 6	5 & 6	5 & 6	5	5	2	5 & 6	5	5 & 6	5 & 6
PHI 07400	Sldy Ethical Problms		5 & 6	5 & 6	5 & 6	5	5	2	5 & 6	5 & 6	5 & 6	5
PHI 07500	Phil Beautifur: Aesth	5	5 & 6	5 & 6	5 & 6	0	5	2	2 & 6	5 & 6	5	5
PHI 07600	EthicsMorality/nHealth	4	5 & 6	2	5 & 6	2	2	2	5 & 6	5	5 & 6	5 & 6
PHI 07700	PhilosophyofReligion	5 & 6	5 & 6	5	5 & 6	2	5	2	5	5 & 6	5 & 6	5
PHI 07800	Phil in Asian Tradits	4	5 & 6	5	5 & 6	5	4	2	4 & 6	4	5	5
PHI 07900	Global Ethics	5			5 & 6	4		4			2	2
PHI 08100	Independent Study	5 & 6	5	2	5	2	2	2	2 & 6	4	2	5

Code 0: 1  
Code 2: 24  
Code 6: 48

Accounting Major, A.A.S.  
(11 courses, 121 transfer occasions, 3 Gen. Ed.)

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
ACC 01100	Fund. Accounting I	5*	5	5	5 & 6	5	5	5	5	5	5	5
ACC 01200	Fund. Accounting II	5*	5	5	5 & 6	5	5	5	5	5	5	5
ACC 02100	Intermediate Acct. I	5*	5*	2	1	2	2	2	5	5*	5	2
ACC 02200	Intermediate Acct. II	5*	5*	2	5 & 6	2	5	5	5	5*	5	5
ACC 03100	Cost Accounting	1	4	1	2	2	2	2	5	5	5	5
ACC 04100	Federal Taxation	1	4	1	1	2	2	2	5	2	5	2
ACC 04200	Adv. Federal Taxation	1	4	3	2	2	2	5	2	2	5	2
ACC 04300	New York Taxes	1	4	3	2	2	2	2	2	2	2	2
ACC 06000	MicrocompActApps	1	5	4	2	1	2	2	5	2	2	5
ACC 07000	Financial Investgtns	1	4	3	0	3	4	2	0	4	2	2
ACC 08100	Independent Study	1	4		2	2	5	0	2	1	4	2

\* course only transfers in conjunction with another course

Code 0: 3  
Code 2: 41  
Code 6: 3

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

## Appendix 2

### Business Administration Major (11 courses, 121 transfer occasions, 15 Gen. Ed.)

	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	Staten Is	York
BA 00100	New Student TechSkills	0	0	0	2	2	0	0	4	0	2
BA 01000	BA: Intro to Business	5 & 6	5	1	2	2	2	2	2	5	2
BA 01100	Fundmntl Business	5	5	5 & 6	2	5	5	5	2	5	5
BA 01200	Business Law I	5	5	5 & 6	2	5	5	5	2	5	5
BA 01300	Business Law II	5	4	5 & 6	2	5	5	1	2	5	5
BA 01400	Principles Marketing	5	5	5 & 6	2	5	5	5	5	5	5
BA 02000	Show Business	5	5	1	2	1	0	1	2	1	1
BA 02800	Issues Health Care	3	2	2	2	5	2	2	2	2	2
BA 03100	Orgnznl Behvr Mngt	5	5	5 & 6	2	5	5	5	2	5	5
BA 03300	Business Communic.	5 & 6	2	2	2	2	1	5 & 6	2	5	5
BA 05200	Advrtsg Theory/Prctc	5	5	1	2	2	5	5	2	2	5
BA 06000	Intro Comp Concepts	5 & 6	5	0	5	2	5 & 6	5	2	5	5
BA 06100	Spreadsheet Apps Bs	5 & 6	1	0	2	1	2	5	1	2	2
BA 07700	Bus. Images in Media	5	4	5	2	2	0	0	4	0	4
BA 08100**	Independent Study	4	5*	0	2	2	0	0	2	5	2
BA 08149**	Independent Study	4	5*	0	2	2	0	0	4	5	4
BA 08289**	Field Experience in BA	1	4	0	2	2	2	0	4	1	4
BA 09200**	Field Experience in BA	1	4	0	2	2	2	0	4	1	4
ES 05100	Sm. Bus. EntrprPersp.	5	5	3	2	2	2	5	4	5	5
ES 05200	Legal Issues Small Firm	1	5	1	2	1	2	1	1	1	4
ES 05500	Entrepr StrategicPlnng	4	5	1	2	1	2	1	1	5	5
ES 05700	Cases Entrpr Strats	1	3	1	2	1	2	1	1	1	4
FD 01100	Fshn Sketching FD	0	4	0	2	1	2	4	3	0	1
FD 01200	Fshn Sketching FD II	0	4	0	2	1	2	4	3	2	1
FD 01300	Computerised F. Dsgn	0	4	0	2	1	2	4	3	2	1
FD 01400	GarmentConstruction	0	4	0	2	1	2	4	5	0	1
FD 02100**	Fashion Design I	0	4	0	2	1	4	4	3	2	1
FD 02200**	Fashion Design II	0	4	0	2	1	2	4	3	0	1
FD 02300	Dsgn Trnds&Aesthtcs	0	4	0	2	1	2	4	3	0	1
FD 09200	Field Expernce in FD	0	4	0	2	1	2	4	5	0	1
FM 03700	Fshn Merchandising	5*	4	0	2	2	0	5	4	1	1
FM 04000**	Fashion Design	5*	1	0	2	2	0	0	4	0	1
HA 01400	Medical Office Admin	0	0	0	2	1	2	0	2	1	0
HA 02100	Med Insu/Codng/Bllng	0	0	0	2	1	2	0	2	1	0
MM 37**	Fshn Merchandising		4	0	2		2	5	4	0	1
MM 03700**	Fshn Merchandising		4	0	2		2	5	2	0	1

\* course only transfers in conjunction with another course

\*\* course appears to be a duplicate

Code 0: 73

Code 2: 109

Code 6: 15

Codes: 0 = Not transferable, 1 = Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

**TIPSS Community College to Senior College Transfer Data**  
**LaGuardia Community College**

**Chemistry Major**  
**(8 courses, 88 transfer occasions, 22 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	S
SCC 101	Topics in Chemistry	5	5 & 6	5	2 & 6	2 & 6	2	2	2	2	
SCC 140	Biological Chemistry	4	5 & 6	2	5	2 & 6	2	2	5	2	
SCC 201	Fundamentals Chem I	5	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6	
SCC 202	Fundamentals Chem II	5	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6	
SCC 205	Intro to Chemistry			5	5 & 6	4		5	4	5	
SCC 210	Foundations of Chem	5	5 & 6	4	5 & 6	5	0	5 & 6	4	4	
SCC 251	Organic Chemistry I	5	5	5	5	5	5	5	5	5	
SCC 252	Organic Chemistry II	5	5	5	5	5	5	2	5	5	

Code 0: 1

Code 2: 12

Code 6: 22

**Poli Sci Major**  
**(8 courses, 88 transfer occasions, 30 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	S
SSN 190	Leadership	2	2	5	5 & 6	2	2	2	2 & 6	2	
SSN 192	Practical Pols NYC		5	3	5 & 6	2	2	2	2 & 6	5	
SSP 101	US Power and Pols	5 & 6	5	5 & 6	5 & 6	5	5	2	5 & 6	5 & 6	
SSP 200	World Politics	4	5	5 & 6	5 & 6	5	5	5	2 & 6	5 & 6	
SSP 220	Global Politics	5 & 6	5	5 & 6	5 & 6	2	2	2	2 & 6	5 & 6	
SSP 240	Crime & Punishment	5 & 6	3 & 6	2	2	2	5	2	2 & 6	2	
SSP 245	Law/Human Rights US		5	5	2	2	2	2	2 & 6	2	
SSP 250	Pol Ideas/Ideologies	4	5	5	2	2	5	5	2 & 6	5 & 6	

Code 0: 0

Code 2: 30

Code 6: 30

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
 Cells are blank when TIPSS has no entry.

Appendix 2

**Philosophy Major  
(11 courses, 121 transfer occasions, 35 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	S
HUP 100	Critical Thinking	4 & 6		5	0	5	5	2	5 & 6	5	
HUP 101	Intro to Philosophy	5 & 6	5 & 6	5	5 & 6	5 & 6	5	2	5 & 6	5 & 6	
HUP 102	Critical Thinking	5 & 6	1	5	5 & 6	5	2	0	5 & 6	5	
HUP 103	Creative Thinking	0	1	2	2	2	2	2	1	2	
HUP 104	Ethics Moral Issues	5 & 6	5 & 6	5	5 & 6	5	5	5	5	4	
HUP 105	Phil of Religion	5	5 & 6	5 & 6	5 & 6	5	5	2	2	5 & 6	
HUP 106	Social Political Phil	5 & 6	4	5	5 & 6	4	5	0	4 & 6	5	
HUP 215	Phil of Love Sexuality	4	2 & 6	2	2 & 6	2	2	2	2	5	
HUP 220	Polis and Social Phil	5	5 & 6	5 & 6	5 & 6		5	2	2	5 & 6	
LIB 110	Liberal Arts Cluster	0	0	0	5 & 6	2	4	0	4 & 6	2	
LIB 200	Liberal Arts Seminar	3	2 & 6	2	2	2		2	1	2 & 6	

Code 0: 9

Code 2: 33

Code 6: 35

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

Appendix 2

Accounting Major, A.A.S.  
(24 courses, 264 transfer occasions, 7 Gen. Ed.)

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens	S
AMA 111	Principles Acctng I	5*				5					
AMA 112	Principles Acctng II	5*				5					
AMA 130	Acctng Apps Comp										
AMA 150	Ind. Income Tax										
AMA 201	Intermediate Acct. I	5*								5*	
AMA 202	Intermediate Acct. II										
AMA 210	Cost Accounting I				5*						
AMA 211	Cost Accounting II										
AMB 101	Intro to Business	5									
AMB 111**	Principles Acctng I	5									
AMC 110**	Princ.Acct. I Part I									5*	
AMC 111**	Princ.Acct. I Part II										
BTA 109**	Princ.Acct. I Part I	5	2	1	5 & 6	2	2	5	5	5*	
BTA 110**	Princ.Acct. I Part II	5	5	5	5 & 6	2	5	2	5	5*	
BTA 111**	Principles Acctng I	5*	5	5	5 & 6	5	5	5	5	5	
BTA 112**	Principles Acctng II	5*	5	5	5 & 6	5	5	5	5	5	
BTA 130**	Acctng Apps Comp	1	5	1	5 & 6	2	2	2	5*	2	
BTA 150**	Ind. Income Tax	1	4	1	1	2	2	2	5	2	
BTA 201**	Intermediate Acct. I	5*	4	2	5 & 6	2	5	1	5	5*	
BTA 202**	Intermediate Acct. II	5*	5	2	5 & 6	2	5	2	5	5*	
BTA 210**	Cost Accounting I	1	4	1	5*	2	2	2	5	2	
BTA 211**	Cost Accounting II	1	5	1	5*	2	5	5	5	5	
BTB 101**	Intro to Business	5	3	3	0	2	2	0	5	2	
BTB 111**	Principles Acctng I	1	5	5	5	5	5	5	5	5	

\* course only transfers in conjunction with another course

\*\* course appears to be a duplicate

Code 0: 2

Code 2: 33

Code 6: 7

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

**TIPSS Community College to Senior College Transfer Data**  
**Queensborough Community College**

**Chemistry Major**  
**(26 courses, 286 transfer occasions, 41 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
CH 101	A Chemical World	5	2 & 6	5	2	5 & 6	2	5	2	5 & 6
CH 102	A Chemical Wild Lab	5	2	2	2	5 & 6	2	5	2	5 & 6
CH 103	Chem and Arts	4	5 & 6	2	2 & 6	2	2	5 & 6	4	2
CH 104	Chem and Arts Lab	4	5 & 6	2	5 & 6	2	2	5 & 6	0	2
CH 105	Chem and Health	2	4	0	2 & 6	4	2	0	4	2
CH 110	Chem and Environmt	5	5 & 6	5	2	5 & 6	2	2	2 & 6	2 & 6
CH 111	Environment Lab	5	2	2	2	5 & 6	2	2	2 & 6	2
CH 120	Fundamentals Chem	5	2 & 6	5	5 & 6	5 & 6	5	2	5	5 & 6
CH 121	Fundam. Chem Lab	5	2	2	5 & 6	5 & 6	2	1	5	5 & 6
CH 127	Intro College Chem	5	5 & 6	2	5	5 & 6	5	5 & 6	5	5 & 6
CH 128	Intro Organic Chem	4	5	2	5	5	5	5	5	5 & 6
CH 130	Energy & Future	5	5	0	2 & 6	4	2	0	4	2
CH 131	Energy Lab	5	4	0	5 & 6	4	2	0	0	2
CH 151	General Chem I	5	5 & 6	5	5	5 & 6	5	5 & 6	5	5 & 6
CH 152	General Chem II	5	5 & 6	5	5	5	5	5 & 6	5	5 & 6
CH 170	Special Topics Chem	2	4	0	2	4	1	0	0	2
CH 198	Chem NLA Transfer			0	0	4		2		4
CH 199	Chem LA Transfer			0	0	4		2		4
CH 251	Organic Chemistry I	5	5	5	5	5	5	5	5	5
CH 252	Organic Chemistry II	5	5	5	5	5	5	5	5	5
CH 900	CoopEdChemInstr I	1	1	2	1	2	2	2	2	1
CH 901	CoopEdChemInstr I	1	1	2	1	2	2	2	2	1
CH 902	CoopEdChemInstr II	1	1	2	1	2	2	2	2	1
CH 903	CoopEdChemInstr II	1	1	2	1	2	2	2	2	1
CH 904	CoopEdChemInstr III				0	4		2	0	4
CH 905	CoopEdChemInstr III				0	4		2	0	4

Code 0: 30

Code 2: 78

Code 6: 41

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
 Cells are blank when TIPSS has no entry.

**Poli Sci Major****(9 courses, 99 transfer occasions, 30 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
SS 410	American Gov & Pols	5 & 6	5	5 & 6	5 & 6	5 & 6	5	5	5 & 6	5 & 6
SS 420	Congress Presidency	2	4 & 6	4	2	2	2	2	2 & 6	2
SS 430	Constitutional Law	0	5	4	5 & 6	4	4	5	5 & 6	4
SS 440	Comp Political Sys	5 & 6	5	5	5 & 6	5	5	5	2 & 6	5 & 6
SS 445	Comp Communist Sys	5 & 6	5	4	4	4	4	0	4 & 6	4
SS 450	World Politics	2	5	5 & 6	4	5	5	2	2 & 6	5 & 6
SS 460	Pols Developing Wrld	4	5	4	5 & 6	4	4	5	4 & 6	5
SS 470	War Revol Terrorism	4	5	4	4	4	4	0	4 & 6	4
SS 480	Amer Foreign Policy	5 & 6	5	5 & 6	5 & 6	2	5		2 & 6	5

Code 0: 3

Code 2: 13

Code 6: 30

**Philosophy Major****(9 courses, 99 transfer occasions, 43 Gen. Ed.)**

		Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
SS 610	Intro to Philosophy	5 & 6	5	5	5 & 6	5 & 6	5	5	5 & 6	5 & 6
SS 620	Philosophy of Religion	5 & 6	5	5 & 6	5 & 6	5	5	2	5	5 & 6
SS 630	Ethics Good Life	5 & 6	5	5 & 6	5 & 6	5	5	2	5 & 6	5 & 6
SS 635	Business Ethics	2 & 6	5	5	2 & 6	2	2	2	2 & 6	4
SS 640	Medical Ethics	2 & 6	5	5 & 6	5 & 6	2	2	2	5 & 6	4
SS 650	Logic: Artof Thinking	5 & 6	5	5 & 6	5 & 6	5	5	5 & 6	5 & 6	5
SS 660	Philosophy of Science	5 & 6	5 & 6	5	5 & 6	0	5	0	4 & 6	5
SS 670	Phil Art Beauty Crtvty	5 & 6	5 & 6	5	5 & 6	0	4	0	5	5
SS 680	Persp. Death & Dying	4	5	2	2 & 6	2	2	2	2 & 6	5

Code 0: 4

Code 2: 14

Code 6: 43

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.

## Accounting Major, A.A.S.

(9 courses, 99 transfer occasions, 4 Gen. Ed.)

BU 101	Principles Acct. I	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
		5*	5	5	5 & 6	5	5	2	5	5
BU 102	Principles Acct. II	5*	5	5	5 & 6	5	5	5	5	5
BU 103	Intermediate Acct. I	5*	4	2	5 & 6	2	5	5	5	5
BU 104	Intermediate Acct. II	5*	5	2	5 & 6	2	5	5	5	2
BU 107	Principles of Auditing	1	4	2	2	2	2	2	0	2
BU 108	Income Taxation	1	4	2	1	2	2	2	5	2
BU 110	Cost Accounting	1	4	1	2	2	5	5	5	5
BU 111**	Comp Apps in Acct	1	5	2	2	2	2	2	5	5
BU 511**	Comp Apps in Acct		5	0	3	2		2	5*	4

\* course only transfers in conjunction with another course

\*\* course appears to be a duplicate

Code 0: 2

Code 2: 29

Code 6: 4

## Marketing Major, A.A.S.

(5 courses, 55 transfer occasions, 1 Gen. Ed.)

BU 401	Elements Marketing	Baruch	Brooklyn	City C.	Hunter	John Jay	Lehman	Medgar E	NYCCT	Queens
		5	5	5 & 6	2	2	5	5	5	5
BU 402	Marketing Research	5	5	2	1	2	2	5	5	5
BU 403	Elmnts Salesmanship	5	4	1	1	2	2	2	5	2
BU 404	Elements Advertising	4	5	2	1	2	2	5	5	2
BU 405	Elements of Retailing		4	1	2	2	2	5	1	2

Code 0: 0

Code 2: 17

Code 6: 1

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit  
Cells are blank when TIPSS has no entry.



## Appendix 2

### **TIPSS Community College to Senior College Transfer Data for Chemistry, Political Science and Philosophy Majors**

TOTAL COURSES	200
TOTAL Transfer Occasions	2200
Total Transfer Occasions, No Credit (Code 0)	112
% Transfer Occasions, No Credit (Code 0)	5.09%
Total Transfer Occasions, Elective Credit only (Code 2)	381
% Transfer Occasions, Elective Credit only (Code 2)	17.32%
Total Transfer Occasions, Gen.Ed. (Code 6)	508
% Transfer Occasions, Gen. Ed. (Code 6)	23.10%

Codes: 0= Not transferable, 1= Credit if degree, 2 = Elective credit, 3 = Area elective, 4 = Major elective, 5 = Full equivalency, 6 = Gen. Ed. credit

Appendix 3

Table 1

CUNY's Baccalaureate Graduates by Type of Entry to Degree Granting College: 2008-09 Graduates\*

Type of Entry to Degree Granting College	Total Baccalaureate Graduates*										
	Baruch	Brooklyn	City	Hunter	John Jay	Lehman	Medgar Evers	NYCCT	Queens	Staten Island	York
First-time Freshmen	1,137	711	498	1,074	396	323	11	75	870	141	223
Transfers from CUNY CC with AAVAS Degree	244	137	73	119	70	136	1	5	40	4	52
Transfers from CUNY CC with AAS Degree	122	72	28	50	28	59	2	47	21	3	31
Transfers from CUNY CC with Degree (type unknown)	26	25	13	16	3	7	3	8	7	0	7
Transfers from CUNY CC without Degree	264	354	208	227	110	255	24	68	523	6	107
Transfers from CUNY Sr College	249	153	110	189	120	103	15	31	183	14	80
Transfers from Other CC with Degree	59	16	20	51	60	39	0	4	30	0	9
Transfers from Other CC without Degree	101	60	77	128	93	67	9	9	273	0	17
Other Transfers from Outside CUNY	267	316	199	487	191	284	19	32	525	26	135
Internal Transfers	0	0	0	0	549	0	210	349	0	866	0
Transfers from Unknown Sources	128	169	66	57	41	45	8	4	56	2	34
Students of Unknown Origin	113	186	120	185	140	140	16	15	117	22	82
<b>Total</b>	<b>2,710</b>	<b>2,199</b>	<b>1,412</b>	<b>2,583</b>	<b>1,801</b>	<b>1,458</b>	<b>318</b>	<b>647</b>	<b>2,645</b>	<b>1,084</b>	<b>777</b>
First-time Freshmen	42.0	32.3	35.3	41.6	22.0	22.2	3.5	11.6	32.9	13.0	28.7
Transfers from CUNY CC with AAVAS Degree	9.0	6.2	5.2	4.6	3.9	9.3	0.3	0.8	1.5	0.4	6.7
Transfers from CUNY CC with AAS Degree	4.5	3.3	2.0	1.9	1.6	4.0	0.6	7.3	0.8	0.3	4.0
Transfers from CUNY CC with Degree (type unknown)	1.0	1.1	0.9	0.6	0.2	0.5	0.9	1.2	0.3	0.0	0.9
Transfers from CUNY CC without Degree	9.7	16.1	14.7	8.8	6.1	17.5	7.5	10.5	19.8	0.6	13.8
Transfers from CUNY Sr College	9.2	7.0	7.8	7.3	6.7	7.1	4.7	4.8	6.9	1.3	10.3
Transfers from Other CC with Degree	2.2	0.7	1.4	2.0	3.3	2.7	0.0	0.6	1.1	0.0	1.2
Transfers from Other CC without Degree	3.7	2.7	5.5	5.0	5.2	4.6	2.8	1.4	10.3	0.0	2.2
Other Transfers from Outside CUNY	9.9	14.4	14.1	18.9	10.6	19.5	6.0	4.9	19.8	2.4	17.4
Internal Transfers	0.0	0.0	0.0	0.0	30.5	0.0	66.0	53.9	0.0	79.9	0.0
Transfers from Unknown Sources	4.7	7.7	4.7	2.2	2.3	3.1	2.5	0.6	2.1	0.2	4.4
Students of Unknown Origin	4.2	8.5	8.5	7.2	7.8	9.6	5.0	2.3	4.4	2.0	10.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

\*Excludes graduates of combined Baccalaureate/Master's programs.

Appendix 3

Table 2

The Cost of Excess Credits Earned by CUNY's Baccalaureate Graduates: 2008-09 Graduates\*

College	Student Type	Baccalaureate Graduates*			Total Credits Earned Upon Graduation			Excess Credits			Conversion of Credits to FTEs		Expenditures Per FTE**		Excess Cost \$
		N	Total	Mean	Total	Mean	Total	Mean	FTE	Credits to FTEs	\$	\$			
Baruch	First-time Freshmen	1,137	145,892	128	6,108	5	203.6							\$2,424,474	
	Transfers from CUNY CC with AA/AS Degree	244	32,024	131	1,952	8	65.1							\$ 774,680	
	Transfers from CUNY CC with AAS Degree	122	17,644	145	2,584	21	86.1							\$1,025,762	
	Transfers from CUNY CC with Degree (type unknown)	26	3,620	139	400	15	13.3							\$ 158,787	
	Transfers from CUNY CC without Degree	264	35,537	135	2,981	11	99.4							\$1,183,358	
	Transfers from CUNY Sr College	249	33,934	136	3,278	13	109.3							\$1,301,058	
	Transfers from Other CC with Degree	59	7,925	134	665	11	22.2							\$ 263,784	
	Transfers from Other CC without Degree	101	13,547	134	1,123	11	37.4							\$ 445,595	
	Other Transfers from Outside CUNY	267	36,273	136	3,441	13	114.7							\$1,365,962	
	Internal Transfers	0	0	---	0	---								\$ 0	
Appendix 3	Transfers from Unknown Sources	128	18,496	145	2,720	21	90.7							\$1,079,749	
	Students of Unknown Origin	113	14,573	129	729	6	24.3							\$ 289,389	
	<b>Total</b>	<b>2,710</b>	<b>359,463</b>	<b>133</b>	<b>25,979</b>	<b>10</b>	<b>866.0</b>							<b>\$ 11,909 \$10,312,599</b>	
Brooklyn	First-time Freshmen	711	90,198	127	4,238	6	141.3							\$1,914,079	
	Transfers from CUNY CC with AA/AS Degree	137	17,937	131	1,417	10	47.2							\$ 639,833	
	Transfers from CUNY CC with AAS Degree	72	9,406	131	702	10	23.4							\$ 316,868	
	Transfers from CUNY CC with Degree (type unknown)	25	3,320	133	312	12	10.4							\$ 140,705	
	Transfers from CUNY CC without Degree	354	45,780	129	3,012	9	100.4							\$1,360,295	
	Transfers from CUNY Sr College	153	19,750	129	1,198	8	39.9							\$ 541,137	
	Transfers from Other CC with Degree	16	2,017	126	65	4	2.2							\$ 29,361	
	Transfers from Other CC without Degree	60	7,840	131	600	10	20.0							\$ 270,794	
	Other Transfers from Outside CUNY	316	41,130	130	3,026	10	100.9							\$1,366,618	
	Internal Transfers	0	0	---	0	---								\$ 0	
Appendix 3	Transfers from Unknown Sources	169	23,151	137	2,815	17	93.8							\$1,271,536	
	Students of Unknown Origin	186	24,153	130	1,689	9	56.3							\$ 762,921	
	<b>Total</b>	<b>2,199</b>	<b>284,679</b>	<b>129</b>	<b>19,071</b>	<b>9</b>	<b>635.7</b>							<b>\$ 13,551 \$8,614,145</b>	

### Appendix 3

College	Student Type	Baccalaureate Graduates*			Total Credits Earned Upon Graduation			Excess Credits			Conversion of Credits to FTEs		Expenditures Per FTE**		Excess Cost \$
		N	Total	Mean	Total	Mean	Mean	FTE	FTEs	\$	\$				
City	First-time Freshmen	498	68,370	137	4,506	566	8	150.2	18.9					\$2,586,908	
	Transfers from CUNY CC with AAVAS Degree	73	9,443	129	566	8	18.9							\$ 324,691	
	Transfers from CUNY CC with AAS Degree	28	4,056	145	658	23	21.9							\$ 377,515	
	Transfers from CUNY CC with Degree (type unknown)	13	1,743	134	160	12	5.3							\$ 91,580	
	Transfers from CUNY CC without Degree	208	27,226	131	1,780	9	59.3							\$1,021,730	
	Transfers from CUNY Sr College	110	14,860	135	1,316	12	43.9							\$ 755,603	
	Transfers from Other CC with Degree	20	2,693	135	240	12	8.0							\$ 137,513	
	Transfers from Other CC without Degree	77	10,102	131	708	9	23.6							\$ 406,223	
	Other Transfers from Outside CUNY	199	26,721	134	2,197	11	73.2							\$1,261,157	
	Internal Transfers	0	0	---	0	---	0.0							\$ 0	
	Transfers from Unknown Sources	66	9,068	137	873	13	29.1							\$ 500,960	
	Students of Unknown Origin	120	16,702	139	1,875	16	62.5							\$1,076,275	
	<b>Total</b>	<b>1,412</b>	<b>190,979</b>	<b>135</b>	<b>14,874</b>	<b>11</b>	<b>495.8</b>							<b>\$ 17,225</b>	<b>\$8,540,155</b>
<b>B</b>															
<b>Hunter</b>															
First-time Freshmen	1,074	137,490	128	8,610	8	287.0								\$3,733,940	
Transfers from CUNY CC with AAVAS Degree	119	15,285	128	1,005	8	33.5								\$ 435,652	
Transfers from CUNY CC with AAS Degree	50	6,686	134	686	14	22.9								\$ 297,301	
Transfers from CUNY CC with Degree (type unknown)	16	2,116	132	196	12	6.5								\$ 85,005	
Transfers from CUNY CC without Degree	227	29,374	129	2,134	9	71.1								\$ 925,472	
Transfers from CUNY Sr College	189	24,919	132	2,239	12	74.6								\$ 971,098	
Transfers from Other CC with Degree	51	6,687	131	567	11	18.9								\$ 245,691	
Transfers from Other CC without Degree	128	16,725	131	1,365	11	45.5								\$ 592,174	
Other Transfers from Outside CUNY	487	65,464	134	7,024	14	234.1								\$3,046,439	
Internal Transfers	0	0	---	0	---	0.0								\$ 0	
Transfers from Unknown Sources	57	7,668	135	828	15	27.6								\$ 359,147	
Students of Unknown Origin	185	24,781	134	2,581	14	86.0								\$1,119,336	
<b>Total</b>	<b>2,583</b>	<b>337,194</b>	<b>131</b>	<b>27,234</b>	<b>11</b>	<b>907.8</b>								<b>\$ 13,011</b>	<b>\$11,811,256</b>

Appendix 3

### Appendix 3

College	Student Type	Baccalaureate Graduates*			Total Credits Earned Upon Graduation			Excess Credits			Conversion of Credits to FTEs		Expenditures Per FTE**		Excess Cost \$
		N	Total	Mean	Total	Mean	Total	Mean	FTE		\$	\$			
John Jay	First-time Freshmen	396	48,759	123	1,239	3	41.3		\$	\$ 455,562					
	Transfers from CUNY CC with AAVAS Degree	70	8,669	124	269	4	9.0		\$	\$ 98,947					
	Transfers from CUNY CC with AAS Degree	28	3,799	136	439	16	14.6		\$	\$ 161,479					
	Transfers from CUNY CC with Degree (type unknown)	3	362	121	2	1	0.1		\$	\$ 736					
	Transfers from CUNY CC without Degree	110	13,822	126	622	6	20.7		\$	\$ 228,608					
	Transfers from CUNY Sr College	120	15,388	128	988	8	32.9		\$	\$ 363,419					
	Transfers from Other CC with Degree	60	7,592	127	392	7	13.1		\$	\$ 144,007					
	Transfers from Other CC without Degree	93	11,840	127	680	7	22.7		\$	\$ 250,127					
	Other Transfers from Outside CUNY	191	24,484	128	1,564	8	52.1		\$	\$ 575,291					
	Internal Transfers	549	67,323	123	1,443	3	48.1		\$	\$ 530,784					
	Transfers from Unknown Sources	41	5,299	129	379	9	12.6		\$	\$ 139,409					
	Students of Unknown Origin	140	17,394	124	594	4	19.8		\$	\$ 218,493					
	<b>Total</b>		<b>1,801</b>	<b>224,730</b>	<b>125</b>	<b>8,610</b>	<b>5</b>	<b>287.0</b>	<b>\$</b>	<b>\$ 11,035</b>	<b>\$3,166,861</b>				
Lehman	First-time Freshmen	323	41,318	128	2,558	8	85.3		\$	\$1,164,004					
	Transfers from CUNY CC with AAVAS Degree	136	17,048	125	728	5	24.3		\$	\$ 331,110					
	Transfers from CUNY CC with AAS Degree	59	7,537	128	457	8	15.2		\$	\$ 207,996					
	Transfers from CUNY CC with Degree (type unknown)	7	919	131	79	11	2.6		\$	\$ 35,956					
	Transfers from CUNY CC without Degree	255	32,676	128	2,076	8	69.2		\$	\$ 944,629					
	Transfers from CUNY Sr College	103	13,747	133	1,387	13	46.2		\$	\$ 631,270					
	Transfers from Other CC with Degree	39	4,933	126	253	6	8.4		\$	\$ 114,921					
	Transfers from Other CC without Degree	67	8,607	128	567	8	18.9		\$	\$ 257,833					
	Other Transfers from Outside CUNY	284	38,382	135	4,302	15	143.4		\$	\$1,957,756					
	Internal Transfers	0	0	---	0	---	0.0		\$	\$ 0					
	Transfers from Unknown Sources	45	5,925	132	525	12	17.5		\$	\$ 238,717					
	Students of Unknown Origin	140	18,235	130	1,435	10	47.8		\$	\$ 653,116					
	<b>Total</b>		<b>1,458</b>	<b>189,324</b>	<b>130</b>	<b>14,364</b>	<b>10</b>	<b>478.8</b>	<b>\$</b>	<b>\$ 13,654</b>	<b>\$6,537,308</b>				

### Appendix 3

College	Student Type	Baccalaureate Graduates*			Total Credits Earned Upon Graduation			Excess Credits			Conversion of Credits to FTEs		Expenditures Per FTE**		Excess Cost
		N	Total	Mean	Total	Mean	Total	Mean	FTE	FTEs	\$	\$	\$		
Medgar Evers	First-time Freshmen	11	1,481	135	161	15	5	5.4	0.2	5.4	\$	\$ 79,716			
	Transfers from CUNY CC with AAVAS Degree	1	125	125	5	5	5	0.2	0.2	0.2	\$	\$ 2,476			
	Transfers from CUNY CC with AAS Degree	2	284	142	44	22	22	1.5	1.5	1.5	\$	\$ 21,786			
	Transfers from CUNY CC with Degree (type unknown)	3	441	147	81	27	27	2.7	2.7	2.7	\$	\$ 40,106			
	Transfers from CUNY CC without Degree	24	3,228	135	348	15	15	11.6	11.6	11.6	\$	\$ 172,306			
	Transfers from CUNY Sr College	15	1,890	126	90	6	6	3.0	3.0	3.0	\$	\$ 44,562			
	Transfers from Other CC with Degree	0	0	---	0	---	---	0.0	0.0	0.0	\$	\$ 0			
	Transfers from Other CC without Degree	9	1,172	130	92	10	10	3.1	3.1	3.1	\$	\$ 45,552			
	Other Transfers from Outside CUNY	19	2,600	137	320	17	17	10.7	10.7	10.7	\$	\$ 158,443			
	Internal Transfers	210	28,551	136	3,351	16	16	111.7	111.7	111.7	\$	\$ 1,659,192			
	Transfers from Unknown Sources	8	1,085	136	125	16	16	4.2	4.2	4.2	\$	\$ 61,892			
	Students of Unknown Origin	16	2,280	142	360	22	22	12.0	12.0	12.0	\$	\$ 178,000			
	<b>Total</b>		<b>318</b>	<b>43,137</b>	<b>136</b>	<b>4,977</b>	<b>16</b>	<b>165.9</b>	<b>\$ 14,854</b>	<b>\$ 2,464,031</b>					
Appendix B	First-time Freshmen	75	9,664	129	664	9	9	22.1	22.1	22.1	\$	\$ 245,149			
	Transfers from CUNY CC with AAVAS Degree	5	642	128	42	8	8	1.4	1.4	1.4	\$	\$ 15,506			
	Transfers from CUNY CC with AAS Degree	47	6,110	130	470	10	10	15.7	15.7	15.7	\$	\$ 173,524			
	Transfers from CUNY CC with Degree (type unknown)	8	1,081	135	121	15	15	4.0	4.0	4.0	\$	\$ 44,673			
	Transfers from CUNY CC without Degree	68	8,831	130	671	10	10	22.4	22.4	22.4	\$	\$ 247,733			
	Transfers from CUNY Sr College	31	4,100	132	380	12	12	12.7	12.7	12.7	\$	\$ 140,296			
	Transfers from Other CC with Degree	4	506	127	26	7	7	0.9	0.9	0.9	\$	\$ 9,599			
	Transfers from Other CC without Degree	9	1,114	124	34	4	4	1.1	1.1	1.1	\$	\$ 12,553			
	Other Transfers from Outside CUNY	32	4,103	128	263	8	8	8.8	8.8	8.8	\$	\$ 97,100			
	Internal Transfers	349	45,736	131	3,856	11	11	128.5	128.5	128.5	\$	\$ 1,423,451			
	Transfers from Unknown Sources	4	544	136	64	16	16	2.1	2.1	2.1	\$	\$ 23,629			
	Students of Unknown Origin	15	2,077	138	277	18	18	9.2	9.2	9.2	\$	\$ 102,268			
	<b>Total</b>		<b>647</b>	<b>84,508</b>	<b>131</b>	<b>6,868</b>	<b>11</b>	<b>228.9</b>	<b>\$ 11,076</b>	<b>\$ 2,535,481</b>					

### Appendix 3

College	Student Type	Baccalaureate Graduates*			Total Credits Earned Upon Graduation			Excess Credits			Conversion of Credits to FTEs		Expenditures Per FTE**		Excess Cost \$
		N	Total	Mean	Total	Mean	Total	Mean	FTE	FTEs	\$	\$			
Queens	First-time Freshmen	870	110,891	127	6,491	7	216.4	7	216.4					\$2,606,786	
	Transfers from CUNY CC with AAVAS Degree	40	5,246	131	446	11	14.9	11	14.9					\$ 178,913	
	Transfers from CUNY CC with AAS Degree	21	2,760	131	240	11	8.0	11	8.0					\$ 96,183	
	Transfers from CUNY CC with Degree (type unknown)	7	970	139	130	19	4.3	19	4.3					\$ 52,208	
	Transfers from CUNY CC without Degree	523	67,614	129	4,854	9	161.8	9	161.8					\$1,949,166	
	Transfers from CUNY Sr College	183	23,826	130	1,866	10	62.2	10	62.2					\$ 749,386	
	Transfers from Other CC with Degree	30	4,139	138	539	18	18.0	18	18.0					\$ 216,462	
	Transfers from Other CC without Degree	273	35,495	130	2,735	10	91.2	10	91.2					\$1,098,175	
	Other Transfers from Outside CUNY	525	69,046	132	6,046	12	201.5	12	201.5					\$2,428,074	
	Internal Transfers	0	0	---	0	---	---	---	---					\$ 0	
	Transfers from Unknown Sources	56	7,329	131	609	11	20.3	11	20.3					\$ 244,574	
	Students of Unknown Origin	117	15,333	131	1,293	11	43.1	11	43.1					\$ 519,068	
	<b>Total</b>		<b>2,645</b>	<b>342,647</b>	<b>130</b>	<b>25,247</b>	<b>10</b>	<b>841.6</b>	<b>10</b>	<b>841.6</b>	<b>\$ 12,048</b>	<b>\$10,138,994</b>			
	<b>Staten Island</b>	First-time Freshmen	141	18,847	134	1,867	13	62.2	13	62.2					\$ 748,667
	Transfers from CUNY CC with AAVAS Degree	4	513	128	33	8	1.1	8	1.1					\$ 13,233	
	Transfers from CUNY CC with AAS Degree	3	417	139	57	19	1.9	19	1.9					\$ 22,857	
	Transfers from CUNY CC with Degree (type unknown)	6	924	154	187	31	6.2	31	6.2					\$ 74,787	
	Transfers from CUNY CC without Degree	14	1,949	139	269	19	9.0	19	9.0					\$ 107,869	
	Transfers from CUNY Sr College	0	0	---	0	---	---	---	---					\$ 0	
	Transfers from Other CC with Degree	0	0	---	0	---	---	---	---					\$ 0	
	Transfers from Other CC without Degree	0	0	---	0	---	---	---	---					\$ 0	
	Other Transfers from Outside CUNY	26	3,768	145	644	25	21.5	25	21.5					\$ 258,244	
	Internal Transfers	866	114,298	132	10,080	12	336.0	12	336.0					\$4,042,080	
	Transfers from Unknown Sources	2	265	133	25	13	0.8	13	0.8					\$ 10,025	
	Students of Unknown Origin	22	3,104	141	447	20	14.9	20	14.9					\$ 179,247	
	<b>Total</b>	<b>1,084</b>	<b>144,085</b>	<b>133</b>	<b>13,609</b>	<b>13</b>	<b>453.6</b>	<b>13</b>	<b>453.6</b>	<b>\$ 12,030</b>	<b>\$5,457,009</b>				

### Appendix 3

College	Student Type	Baccalaureate Graduates*			Total Credits Earned Upon Graduation			Excess Credits			Conversion of Credits to FTEs		Expenditures Per FTE**		Excess Cost
		N	Total	Mean	Total	Mean	Total	Mean	FTE	FTEs	\$	\$	\$		
York	First-time Freshmen	223	28,532	128	1,772	284	5	59.1	9.5			\$ 807,450			
	Transfers from CUNY CC with AAVAS Degree	52	6,524	125	284	161	5	5.4	5.4			\$ 129,219			
	Transfers from CUNY CC with AAS Degree	31	3,881	125	161	97	14	3.2	3.2			\$ 73,384			
	Transfers from CUNY CC with Degree (type unknown)	7	937	134	97	921	9	30.7	3.2			\$ 44,213			
	Transfers from CUNY CC without Degree	107	13,761	129	921	620	8	20.7	3.6			\$ 419,792			
	Transfers from CUNY Sr College	80	10,220	128	620	107	12	3.6	3.6			\$ 282,596			
	Transfers from Other CC with Degree	9	1,187	132	107	113	7	3.8	3.8			\$ 48,543			
	Transfers from Other CC without Degree	17	2,153	127	113	1,305	10	43.5	0.0			\$ 51,505			
	Other Transfers from Outside CUNY	135	17,505	130	1,305	0	---	0.0	0.0			\$ 594,819			
	Internal Transfers	0	0	---	0	---	---	---	---			\$ 0			
	Transfers from Unknown Sources	34	4,464	131	384	11	12.8	12.8	25.8			\$ 175,027			
	Students of Unknown Origin	82	10,613	129	773	9	25.8	25.8	25.8			\$ 352,333			
	<b>Total</b>	<b>777</b>	<b>99,776</b>	<b>128</b>	<b>6,536</b>	<b>8</b>	<b>217.9</b>	<b>8</b>	<b>\$ 13,674</b>	<b>\$ 2,978,881</b>					
<b>Baccalaureate</b>	<b>First-time Freshmen</b>	<b>5,459</b>	<b>701,439</b>	<b>128</b>	<b>38,211</b>	<b>7</b>	<b>1,273.7</b>	<b>7</b>	<b>224.8</b>			<b>2,944,260</b>			
<b>Total</b>	<b>Transfers from CUNY CC with AAVAS Degree</b>	<b>881</b>	<b>113,453</b>	<b>129</b>	<b>6,744</b>	<b>8</b>	<b>216.5</b>	<b>216.5</b>	<b>216.5</b>			<b>2,774,654</b>			
	<b>Transfers from CUNY CC with AAS Degree</b>	<b>463</b>	<b>62,578</b>	<b>135</b>	<b>6,496</b>	<b>14</b>	<b>52.6</b>	<b>52.6</b>	<b>52.6</b>			<b>8,527,875</b>			
	<b>Transfers from CUNY CC with Degree (type unknown)</b>	<b>115</b>	<b>15,508</b>	<b>135</b>	<b>1,577</b>	<b>14</b>	<b>454.4</b>	<b>454.4</b>	<b>454.4</b>			<b>5,888,294</b>			
	<b>Transfers from CUNY CC without Degree</b>	<b>2,146</b>	<b>278,770</b>	<b>130</b>	<b>19,583</b>	<b>9</b>	<b>652.8</b>	<b>652.8</b>	<b>652.8</b>			<b>1,209,881</b>			
	<b>Transfers from CUNY Sr College</b>	<b>1,247</b>	<b>164,583</b>	<b>132</b>	<b>13,631</b>	<b>11</b>	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>			<b>3,430,531</b>			
	<b>Transfers from Other CC with Degree</b>	<b>288</b>	<b>37,676</b>	<b>131</b>	<b>2,851</b>	<b>10</b>	<b>267.2</b>	<b>267.2</b>	<b>267.2</b>			<b>13,109,903</b>			
	<b>Transfers from Other CC without Degree</b>	<b>834</b>	<b>108,593</b>	<b>130</b>	<b>8,015</b>	<b>10</b>	<b>624.3</b>	<b>624.3</b>	<b>624.3</b>			<b>4,104,666</b>			
	<b>Other Transfers from Outside CUNY</b>	<b>2,481</b>	<b>329,475</b>	<b>133</b>	<b>30,131</b>	<b>12</b>	<b>311.5</b>	<b>311.5</b>	<b>311.5</b>			<b>5,450,448</b>			
	<b>Internal Transfers</b>	<b>1,974</b>	<b>255,908</b>	<b>130</b>	<b>18,730</b>	<b>9</b>	<b>401.7</b>	<b>401.7</b>	<b>401.7</b>			<b>\$72,556,719</b>			
	<b>Transfers from Unknown Sources</b>	<b>610</b>	<b>83,293</b>	<b>137</b>	<b>9,346</b>	<b>15</b>	<b>5,578.8</b>	<b>5,578.8</b>	<b>5,578.8</b>						
	<b>Students of Unknown Origin</b>	<b>1,136</b>	<b>149,243</b>	<b>131</b>	<b>12,051</b>	<b>11</b>									
	<b>Total</b>	<b>17,634</b>	<b>2,300,517</b>	<b>130</b>	<b>167,364</b>	<b>9</b>	<b>5,578.8</b>	<b>5,578.8</b>	<b>5,578.8</b>						

\*Excludes graduates from combined Baccalaureate/Master's programs.

\*\*The University average (excluding the Graduate School, School of Journalism, and School of Professional Studies) for Total expenditures per FTE is \$12,925.