



RUTGERS

UNIVERSITY | NEW BRUNSWICK

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Report of the Task Force on Transfer Students



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History

Most task force or committee reports make reference to previous reports; however, when it comes to transfers students, we were not afforded such a benefit. Initial research into transfer students at Rutgers-New Brunswick took us to a myriad of websites which documented the policies and practices that each school or program followed when addressing the academic, curricular and co-curricular needs of transfer students. But none of these sites made reference to the history of how individual offices were set up and organized. The task force also asked the office of Enrollment Management, individual schools, and especially the University Senate for any research or reports that might give us institutional insight on transfer students. Given that the Senate has previously made advisory recommendations on a whole host of academic matters, we were again disappointed that this body, at least since 1985, had never reviewed or commented with any depth on the status of transfer students.¹ This report may be considered the first comprehensive overview of the status of transfer students at Rutgers-NB.

Of all our Committee on Institutional Cooperation peers, only the University of Maryland has published a report on transfer students as recently as 2008. William Cohen, Associate Provost and Dean for Undergraduate Studies at Maryland, estimates that 40% of new students enrolled this past year are transfer students at his institution. At Rutgers-New Brunswick, that percentage for 2015-16 is just over 32% (in the School of Arts and Sciences that number is over 35%). As indicated by the Rutgers New Brunswick enrollment data presented in Appendix D, if we follow transfer enrollments trends from 1995 to the present we see a growth of transfer students from just over 17% of the total of new students enrolled to over 32%. More specifically, we notice a sharp percentage climb between 2007 and 2009. Recent research indicates that this growth in transfer students is part of a national trend, and attributes this increase to economic factors.² Generally, rather than matriculating directly from high school into a four-year institution, students take the community college route as a money savings measure; however, oftentimes there is an academic disconnect between the preparation students receive in a community college and the academic expectations held by the receiving four-year college or university, and thus transfer students may find themselves having to stay a ninth semester or a fifth year to complete their bachelor of arts or bachelor of science degrees.

¹ Senate Secretary Kenneth Swalagin and his office staff reviewed all the Senate reports going back to 1985, and were only able to find four passing references to transfer students alongside other students, e.g. “Rutgers College students, Douglass students, ... and transfer students...”

² See “Tracking Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor’s Degrees” by Davis Jenkins and John Fink: <http://ccrc.tc.columbia.edu/publications/tracking-transfer-institutional-state-effectiveness.html>

This growing percentage of transfer students as part of all new students, as well as the potential levels of academic discrepancy between academic offerings at community colleges and four-year institutions, led us to considering the following questions:

- Are New Jersey community colleges (NJCC) preparing students adequately to transfer seamlessly into Rutgers-New Brunswick? Are Rutgers's schools working with the NJCC's departments and programs to create an easier academic transition between both institutions?³
- What is the admission process for transfer students? What kind of information do we provide to potential transfer students prior to their applying to and enrolling at Rutgers?
- How effectively does our new student and transfer student Orientation provide students with the information they need to make a smooth transition to Rutgers New Brunswick?
- Is the transcript process timely across all schools? Can anything be done to increase the consistency of transcript evaluations across schools and programs?
- What kinds of transition courses do we offer transfer students so that they may more quickly become "Rutgers students"?

These are just a sample of questions that this report addresses. Indeed, this report covers issues related to all transfer student, whether they are coming from community colleges, other 4-year institutions, those coming from military service or non-traditional backgrounds.

The structure of the report is meant to trace the "Transfer Pathway" of an individual student—from **Admission** to **Transfer Credits** and **Curriculum** matters, to **Orientation**, and finally to becoming part of an RU **Community**. In order to address fuller coverage of these topics, the Task Force did much of its work in subcommittees. Oftentimes, different subcommittees arrived at similar conclusions, which highlights the persistence and breadth of some of the problems the Task Force was trying to address.⁴

³ Transfer students are not a homogenous group — the term encompasses students transferring from New Jersey community colleges, other two and four-year colleges or universities (including Rutgers-Newark and Rutgers-Camden), non-traditional students, veterans, and other students interested in degree-completion programs and courses. For the purpose of these introductory comments, we make special reference to NJCC students because they represent the highest percentage of transfer students (over 50% of all transfer students). Throughout this report, we make specific recommendations about all transfer students.

⁴ At the expense of being repetitive, rather than consolidating similar recommendations into one, we have kept them since they express how certain problems (e.g. inconsistency of policies on websites) emerge time and again across the Transfer Pathway. A general overview of the recommendations is included in the "Executive Summary."

Executive Summary

In September 2015, Chancellor Richard Edwards requested that Vice Chancellor Ben Sifuentes-Jáuregui examine the status of transfer students at Rutgers-New Brunswick. After some initial discussions with administrators and faculty who work directly with transfer students, two separate groups were formed to address a series of issues related to transfer student support services and one to address academic matters.

This report represents the work of the two groups of administrators and faculty, who evaluated policies and programming that support transfer students, as well as provide recommendations to improve the transition from other institutions to Rutgers. See Appendices A (Charge of the Task Force) and B (Membership of the Task Forces on Transfer Students). Both groups have met at least monthly since October 2015. To expedite the work of the task forces, each formed subcommittees, which presented their reports to the larger group. In March 2016, both groups came together to share their findings and structure this report. Throughout the year, the task force received additional participation and support from the Offices of Institutional Research and Enrollment Management, reviewed research pertaining to transfer students, and looked at identifying significant and emerging trends that influence transfer students.

In order to become more effective Rutgers NB will need to become an institution that fully embraces the importance of transfer students, proactively recruits transfer students, streamlines the process involved in transfer students, entry into the university, and provides services and advocacy that propels transfer students' towards a timely graduation. With the adoption of the Task Forces' recommendations, Rutgers NB has the opportunity to increase transfer student enrollment, retention and satisfaction. However, Rutgers NB will have to implement structural changes and revise processes to meet the needs of transfer students. Transfer students are an integral part of the Rutgers NB undergraduate enrollment. At present, transfer students comprise approximately 32% of the undergraduate student body and virtually every class at Rutgers NB contains a transfer student. Although transfer students participate in campus life side-by-side with traditional students, there are systematic differences between the two populations.

This report describes the transfer process as it is currently applied and also identifies major challenges facing key stakeholders throughout Rutgers NB, including issues in Admissions, Transfer Credits, Curriculum, Orientation and Community. This report will summarize the group's work and findings, and most importantly offer recommendations that the Task Force believes will impact success at Rutgers NB.

The empirical findings gathered for this initiative suggest the following five major recommendations that are comprised of (forty-three specific recommendations) which will be detailed throughout the report:

Major Recommendations

Chancellor's Committee (or Council) on Transfer Students

- I. The Task Force strongly recommends a Chancellor-level standing committee (or Council) with representatives from different schools to coordinate all transfer student policies and programming.

This body will make recommendations regarding transfer policies, clear descriptions of curricular opportunities for all transfer students, high impact programming so that students may familiarize themselves with the structure of the University and its many schools.

[Recommendations 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, 19, 22, 23, 24, 26, 27, 28, 30, 31, 32, 34, 35, 36, 37, 40, 41, 42, 43]

Web Presence

- II. The standing committee will work with the appropriate central office to design a website that shows consistency across all schools and programs. The website shall include specific practices for students transferring from community colleges, other 4-year institutions, non-traditional backgrounds, as well as armed forces. The website will contain information for all students, directing them to specific schools to obtain additional information regarding their programs.

[Recommendations 1, 2, 3, 4, 5, 6, 7]

Center

- III. The Task Force acknowledges that a Transfer Center would be a bolder solution to the situation we are facing with nearly one third of all new students being defined as “transfer.” The proposed Office of Transfer Student Services will spearhead collaboration among Academic Advising, School Dean’s, Career Services, Learning Centers, the registrar’s office, Enrollment Management, and other key NB stakeholders.

[Recommendation 39]

Consistency of nomenclature and policies across all NB schools

- IV. The Task Force recommends that the Chancellor’s Standing Committee on Transfer Students work to standardize a clear and consistent vocabulary so that students understand the spaces and programs where they may receive advise. The Task Force proposes a consistent set of guidelines or policies for transcript evaluations across schools and programs. [Recommendations 33, 38]

Admissions and Transfer of Credits

- V. We recommend that all information available to transfer candidates gives them a clear sense of what possibilities and limitations students may find when attending Rutgers NB. Students should be given a speedy transcript evaluation as well as advice regarding which schools and majors are most effective for their completing a degree within their desired timeline. As early as possible, current or pending transfer students must understand what credits and solutions Rutgers may offer them towards the completing their degree.

Again, there must be a clear discussion with student regarding the transfer of credits as well as the equivalency of those credits towards specific majors or programs.
[Recommendations 17, 20, 21, 25, 29]

Success of these recommendations will require the support and direction by the Chancellor of NB and will require the assistance of a very large number of faculty, staff and students in dealing with the challenges relating to transfer students that will arise across the NB campus. In order for many of these recommendations to be implemented, multiple offices and leadership throughout Rutgers NB will need to work to establish formal and regular channels of communication to ensure ongoing partnering on matters related to transfer student interests. There are significant opportunities for positive change within the next academic year. Substantial allocation

n of resources will be required to develop the Office of Transfer Student Services (*See detailed budget below: Appendix C*). The Task Force see the institution of the Chancellor's Standing Committee (Council) on Transfer Students, along with the reorganization and standardization of a website for all matters related to transfer students as well as the revision of RU transfer to increase the availability of consistent transfer equivalency, the first steps toward the implementation of a more robust plan that includes a Transfer Center or an Office of Transfer Student Services evaluation. This Center should minimally be a physical location for new and continuing transfer students to receive information, positive support in obtaining answers and question/problem resolution. The Transfer Task Force is mindful of the current fiscal pressures on the University. The creation of the Chancellor level standing committee is a temporary solution. A significant dedication of resources will be required to initiate many of the recommendations detailed in this report. It is expected that the changing way Rutgers NB recruits, enrolls and serves transfer students has the potential to be the most effective way to impact enrollment and degree completion rates.

Admission

How do the University and individual New Brunswick schools communicate with and admit transfer students? We include here communications with potential transfer students before they submit an enrollment application, once they have applied to one or more Rutgers-New Brunswick schools, after they have been accepted, and through the term prior to their matriculation? Transfer students include a large and diverse group of students arriving from community colleges, other four-year colleges and universities, as are nontraditional and international transfer students. Issues include the availability and consistency of information, the timing of applications and offers of admission and their effect on transfer student services, transcript evaluation, and the awarding of transfer credit.

As preface to our discussion and recommendations, we need to consider transfer students' own evaluations of their pre- and post-admissions experiences. The impression of the transfer student experience emerging from some task force discussions was one of unhappy, dissatisfied transfer students. But we cannot know how widespread this sentiment is among transfer students unless we hear from them directly. The task force consists largely of individuals whose job it is to solve transfer problems. So although the anecdotes are genuine, they may not be representative since well-prepared, satisfied transfer students don't seek out advisors to have their intractable problems solved. Realistic transfer students, and their realistic parents, understand that when moving from one school to another curricula may not align perfectly, which may mean that more than four semesters are required for a transfer student to complete a bachelor's degree. We do not know what fraction of transfer students have unrealistic expectations or uninformed opinions. Transfer advisors at some school's report that the transfer process is working smoothly for the most part, though some do report that transfer students from some community colleges have an easier transition to Rutgers than those from other community colleges; the ease of transition seems to correlate with proactive transfer advising at the community college.

Information about transfer student satisfaction with Rutgers support services is best gathered through the analysis of survey responses from large numbers of transfer students. Survey data that distinguishes between transfer students and students who entered Rutgers as first-year students are presented in Appendix E. These data come from the 2014 Student Experience in the Research University survey. The survey data indicate that over 80% of transfer students are satisfied with their overall academic experience, compared with 76% of students who entered Rutgers as first-year students. Transfer students' ratings of their advising experiences also suggest that most transfer students are satisfied with their academic advising from faculty, department staff, and school staff; again, the percentages reporting satisfaction are slightly higher among transfer students than first-year students. Similar to native students, 86% of transfer students report that they were able to get into their first choice of major, and 88% reported their satisfaction with getting into a major that they wanted. Seventy percent of transfer

students report that they are satisfied with the value of their education for the price they are paying, compared to 65% of native students who express such satisfaction. These data on academic experiences suggest that most transfer students are generally satisfied with their academic transitions to Rutgers, though improvements to alleviate known problems remain a priority.

On economic questions, transfer students express slightly more concern about paying for college than their native counterparts, and transfer students are somewhat more likely to work off-campus. Thirty-five percent of transfer students report working more than 25 hours per week off campus, compared to just 15% of native students. We need to keep these economic factors in mind when making recommendations related to support services and other programs directed at transfer students.

Web resources: consistency of language, information and practice

Given the primacy of web-based information, and the likelihood that most potential transfer students will obtain their initial information (and first impression) from visiting one or more Rutgers website pages, the task force undertook a full and fresh look at all the possible webpages a potential transfer student might visit when trying to find information about transferring to Rutgers-New Brunswick. This included the general transfer pages on the Undergraduate Admissions website, as well as the information for transfer students presented on individual school websites. As a result of this examination, the task force makes the following recommendations about websites designed to inform transfer students about Rutgers-New Brunswick programs and processes:

Recommendation 1: Central websites should be created for prospective transfer students (possibly one for students transferring from within Rutgers and one for students transferring from outside of Rutgers) as well as one for admitted transfer students. (*See section “General Transfer Policies pgs 13-16)*

Recommendation 2: Language on these transfer websites should be consistent with language on the Rutgers University – New Brunswick webpages regarding academics as well as the individual school pages. The format of transfer websites for different schools should be as consistent as possible to allow students and transfer advisors to make comparisons and understand differences easily.

Specifically, the following information/messages for *Prospective Students* are recommended:

- a. An appreciation for the interest in Rutgers
- b. There needs to be a list of all schools that accept transfers (perhaps including the programs available), and provide specific (consistent) information about how to prepare for transferring (this can serve as an advising tool, so prospective students can plan courses accordingly to be ready to transfer)
- c. Clear information about how decisions about accepting transfer credits are made.
- d. Clear information about deadlines for applying to Rutgers-New Brunswick and for accepting offers of admission. The implications of late applications/acceptances (such as lack of campus housing, limited course selection) should be clearly specified.

- e. Expectations that the NJ Transfer website will be a useful and accessible resource for students transferring from New Jersey Community Colleges.
- f. Is Rutgers the place for me? Perhaps some items to consider that help to educate potential transfer students from Community Colleges, other four year colleges and universities, international or out-of-state students, non-traditional students, etc.
- g. FAQs
- h. other resources

The following information/messages for *Admitted Students* are recommended:

- a. Welcome statement/Congratulations
- b. Clear information about the deadline for accepting offers of admission and implications for delayed acceptance. Note: there should be something that says there is no guarantee of acceptance after the deadline and other implications that include limited or no housing (on-campus or in close proximity), class availability, etc. Information for fall and spring admitted students may differ.
- c. Transfer Credit Review – explanation of how/when transfer credit review is conducted and completed.
- d. Placement Testing- link to specific information about policy for placement testing
- e. Submission of transcripts, AP scores – if differs by schools – link to school specific information
- f. Check list that mirrors the Enrollment Pathway - Course Selection/Orientation (if integrated), Email, Housing (not just a link to the site – but specific information for transfers), Off-Campus Housing resource, Financial Aid – specific information for transfers, Student Accounting – term bills, fees, ID Cards, Meal Plans, Health Insurance, computing, bookstore, etc. A full list should be developed and ordered. (Note: *Email recommendation was accomplished in March 2016 and is currently in place for the fall 2016 admissions cycle.*)
- g. FAQs
- h. Tips/Strategies for Success at Rutgers
- g. Resources

At some point central portal websites might be augmented with an actual centralized **New Brunswick Transfer Center**. Until that occurs, it is important that staff in Undergraduate Admissions and the academic schools and service units maintain close working relationships that allow them to complement and support each other's efforts.

Recommendation 3: Websites designed for students transferring to Rutgers from another institution should be free of Rutgers acronyms (unless carefully defined), program nicknames, numeric codes etc. And while it may be useful to provide information for students should certain problems arise, we should take care to not overwhelm new students with a list that anticipates multiple potential problems that they may never face. The overall tenor of the website should be welcoming and positive.

In addition to the general recommendations above, the taskforce considered the information needs of non-traditional students transferring to Rutgers. These students need to understand

which major programs will realistically be open to them before deciding to which Rutgers units they should apply. To that end, we make the following recommendation:

Recommendation 4: The general transfer website, or a prominent link on that website, should provide a list of available academic programs that distinguishes between those that can be completed during evening and weekend hours and through online courses and those that require attendance during the day.

The publication of certain information about transfer credit policies and programs is required by federal regulation. Verification of institutional compliance with these requirements is conducted by the Middle States Commission on Higher Education at the time of our decennial accreditation review. The following two recommendations are intended to address these requirements:

Recommendation 5: Rutgers' policies and procedures regarding the transfer of credit earned at another institution of higher education should be clearly documented and readily accessible to current and prospective transfer students on the university website. This should include the criteria Rutgers uses to determine transfer of credit and should include a statement addressing credits earned in all modes of delivery. We should consider whether these policies and procedures should be housed on an introductory transfer portal webpage, and/or on the webpage of the respective senior undergraduate education official at each geographic location.

Recommendation 6: A comprehensive university-wide list of specific program articulation agreements and other transfer agreements that Rutgers has established with other institutions of higher education in the U.S. and internationally should be published on the website of the Senior Vice President for Academic Affairs. The list should be presented by school and should be linked to the specific admissions criteria and curricular requirements of the programs. A link to this listing should be prominently displayed on the transfer portal webpage.

Discussion and Recommendations on Timing of Applications and Admissions and their Impacts

There seems to be a fair amount of consensus among those who work with transfer students that issues arise because of the number of transfer students who apply late or accept the offer of admission after the deadline, and end up being identified as “Admit-Coming” in July and August or over the Winter break. This late processing increases the pressure on transfer staff, and seriously compromises the level of service they are able to provide to these transfer students. The task force members understand the need to balance the desire for on-time applications and acceptances with the need to leave admissions dates open in some units in order to meet transfer student enrollment goals. With these competing goals in mind, the taskforce makes the following recommendations:

Recommendation 7: Without changing the actual cut-off dates, the task force recommends that the admissions website not display the fluidity of the deadlines as prominently as it currently does, or perhaps wait until after the published deadline to indicate that applications in some units remain open past the original deadline.

Recommendation 8: The practice of saving some course sections open for transfer student registration, as SAS currently does, should be considered by other units as a way of helping to ensure a more successful registration for transfer students in their first semester at Rutgers.

Timing issues pertain to not just when transfer students apply to Rutgers and decide to accept our offers of admission, but also to the timing of Rutgers review and evaluation of applicants' transcripts. The taskforce has been asked to consider the feasibility of completing transcript evaluation before students decide to accept our offer of admission. This would inform students about which of their previous courses would transfer to Rutgers as course equivalencies that meet general education or major program requirements, which courses would transfer as free electives, and which courses would not transfer. Such information allows students to make more informed decisions about attending Rutgers, and alleviates the dissatisfaction associated with getting this information only after they have matriculated.

The restrictions to doing this now relate largely to volume and the availability of complete transfer files. In fall 2015, there were 8,580 transfer applications to Rutgers-New Brunswick schools. Rutgers made offers of admission to about 50% of these applicants, which would result in having to complete over 4,300 transcript evaluations in the short window between making the offer of admission and students deciding to accept the offer. This is further complicated by the fact that almost half of the students offered admission in fall 2015 were late applicants or late in accepting the offer of admission⁵. Currently many transfer students submit applications to multiple Rutgers schools which has resulted in duplication of effort and is another complicating factor. Looking at admissions data by school, however, suggests that earlier transcript evaluation may be easier for some units than others. Five New Brunswick schools had fewer than 100 admitted transfer students in fall 2015, and another three had between 200 and 400. Only the School of Environmental and Biological Sciences (SEBS) and the School of Arts and Sciences (SAS) had significantly larger numbers, with SEBS accepting over 1,000 transfer students and SAS accepting more than 3,500, suggesting significant challenges to earlier transcript review by these units without additional resources. Conversations with staff in the Office of Undergraduate Admissions suggest that some non-New Brunswick units may be piloting pre-admissions transcript evaluations. Admissions staff members further suggest that there may be software available to aid in the transcript evaluation process. Given the vastly different transfer numbers in different units, the subcommittee makes the following recommendation:

Recommendation 9: Individual New Brunswick schools should review the feasibility of completing transcript evaluations before transfer students make the decision to enroll, and determine what changes to current practices and what additional resources (including increased staff or software purchases) would be required to implement earlier transcript review. If there are subsets of students for whom this would be more feasible (e.g. students transferring from New Jersey community colleges, students applying by the first deadline) schools should consider the impacts of implementing pre-acceptance transcript evaluation for some defined portion of the transfer students admitted to their schools.

⁵ The task force became aware that there are some discrepancies in figures related to transfer applications and admissions reported by different university offices, however, these high numbers do offer insight into the scope of the problem.

Discussion and Recommendations Related to Improving Transfer Student Advising before Applying to Rutgers

Pre-admission relations with NJCC

The nineteen New Jersey Community Colleges serve as feeder-schools for more than 50% of the transfer students coming to the New Brunswick campus. Each community college offers transfer advising to its students and Rutgers serves as a resource to these advisors and relies on them to provide accurate and timely information on the transfer process. The task force surveyed NJCC advisors to determine how they obtain information about Rutgers-New Brunswick academic units and policies, as well as their satisfaction with the resources provided, and solicited suggestions for additional modes of collaboration in order to streamline and demystify the transfer process.

Community College Transfer Coordinators were identified from the attendees at the annual Transfer Advisory Committee organized by the Rutgers Office of Undergraduate Admissions. Participants were given several weeks to reply and were offered the opportunity to share the survey and invite additional colleagues to contribute. Responses were received from eleven individuals representing the following eight schools who serve as the main contributors to the New Brunswick transfer population: Brookdale Community College, Burlington County College, County College of Morris, Mercer County College (2), Middlesex County College (2), Ocean County College, Raritan Valley Community College (2), and Union County College.

The survey results are summarized by topic below:

1. *Sources of Information:* All of the responders indicated that they rely heavily on internet-based resources from the Office of Admissions, the individual academic unit's websites, and NJTransfer.org. This underscores the need for clarity in our web-based content, as well as coordination between the various site managers to ensure accuracy, consistency and transparency across the New Brunswick units.

2. *Advising Topics:* The responders were asked to list the most common topics of conversation with potential transfer students. Since these are the topics that represent the most interest and concern to our applicants, they should be treated with priority and consistency on all communications and web-based resources. More than half of the responders list three or all of these four issues among the top five advising topics:

- a. Clearly elucidated course transfer policy
- b. Compliance with the New Jersey State-wide Transfer Agreement
- c. Clearly specified admission standards for each academic unit
- d. Transparency and clarification on professional and specific program entrance requirements

Additional areas of interest included:

- a. Tuition charges and scholarship opportunities/Financial Aid

- b. Housing
- c. Fall vs. Spring application restrictions to professional schools

3. *In-House Information Sessions*: Some schools in New Brunswick host information sessions at the community colleges and the task force was interested in whether this would be a welcomed opportunity to expand collaboration and outreach. All except two of the schools had experience hosting academic information sessions from various schools. Six schools expressed interest in hosting additional programs, primarily focused on the professional schools (RBS, SOE) and targeted STEM majors, such as Computer Science and Biology.

4. *Finally, the responders were asked to make recommendations* that would improve the transfer experience for their students. Their responses were remarkably consistent in focusing on transparency and proactive communication. Among their suggestions are:

- a. Instant Decision Days where Rutgers reviews applications and provides instant admission notification on site at their community college
- b. More and earlier communication with admitted students
- c. Online Chat opportunities for prospective students

It is noteworthy that none of the responders complained about the timeline for providing transfer evaluations. This is most likely a direct result of the robust NJTransfer.org resource that allows all community college students to determine the transfer status of every course offered at their community college.

In general, the transfer advisors at the community colleges are satisfied with the resources provided by Rutgers-New Brunswick, but there are some areas in need of improvement:

In particular, in keeping with Task Force Recommendations 1-3, county college transfer advisors recommend better coordination, consistency, and transparency in the web resources provided by the Office of Admissions, the Student Affairs, and other student service units (e.g., Housing, Disabilities Services, Parking), and the academic unit websites. The advisors were not necessarily advocating that all schools have the same policies; rather they ask that each unit publish their policy in a uniform format to facilitate comparison and allow for accurate decision making. In addition, they requested increased (and earlier) access to Housing, Financial Aid and Scholarship opportunities, online Chat opportunities for prospective students to inquire about programmatic opportunities, and program-specific information sessions to be hosted at the community colleges.

Recommendation 10: Individual New Brunswick schools should review the input from NJCC transfer coordinators and determine whether there are modifications or additions to their transfer websites, policies, and programs that would address the topics of concern.

Transfer Credits

The Transfer Student Experience Task Force on Curriculum and Transferability of Courses was charged with developing recommendations for policies guiding the transfer of courses across

Rutgers University- Camden, and Rutgers University- Newark, and Rutgers University-New Brunswick (including Rutgers Biomedical and Health Sciences).

For purposes of discussion and the formulation of recommendations, we divided transfer courses into four categories:

1. Courses being transferred to meet requirements of the student's major.
2. Courses being transferred as meet general education and/or core curriculum requirements.
3. Courses listed on NJtransfer.org.
4. Courses for which there is no direct equivalency in the receiving school.

In addition, we found it useful to distinguish between two types of students wishing to transfer course credit:

1. Students who were transferring from a school in one geographic location of Rutgers to a school in another geographic location (our findings and recommendations related to students in this category may also be applicable to students transferring from one school to another in the same geographic location).
2. Students not changing schools, but wanting courses taken at another Rutgers geographic location (or school) to count as course equivalencies in their home school or major department.

Background

There is a common perception at Rutgers that courses taken at a unit in one geographic location of Rutgers do not for the most part transfer to a unit housed at another geographic location of Rutgers, sometimes even when both units are within the same school. It is important to point out that, with *very few* exceptions (primarily remedial math classes are awarded credit at Newark, but not at New Brunswick or Camden), course credits and grades earned at a Rutgers unit, wherever its location, are transferred and will appear on students' transcripts regardless of the geographic location of the school into which they transfer. Credits and grades transfer across campuses and schools; however, course equivalencies that allow students to count courses taken elsewhere as meeting major or general education requirements in their home school or department may or may not be granted. It is this latter issue that this task force seeks to address.

Discussion and Recommendations Related to School-to-School Transfers

To get a sense of the magnitude of internal Rutgers transfers, we looked at school-to-school transfers in a single recent year. Between fall 2014 and fall 2015, 52 Rutgers-Camden students transferred to a school in New Brunswick (includes transfers to RBHS), 15 transferred to a school in Newark, and 129 transferred to another school at Rutgers-Camden; among Rutgers-Newark students, 151 transferred to a Rutgers University-New Brunswick school, 4 transferred to a Rutgers-Camden school, and 172 transferred to another Rutgers-Newark school; among Rutgers-New Brunswick students, 45 transferred to a Rutgers-Newark school, 19 to a Rutgers-Camden school, and 1,112 to another school within Rutgers-New Brunswick. Overall then, between fall 2014 and fall 2015 there were 286 school-to-school transfers across geographic locations, and 1,413 school-to-school transfers within geographic location. When students transfer from one Rutgers school to another, every effort should be made to ease students' transitions, and advance their academic progress without significantly lengthening their time to

degree. The task force recognizes that this requires a balance between granting course equivalencies for academic work already completed, while not disadvantaging students by allowing them to register for courses for which they do not have adequate academic preparation. With this balance in mind, the task force makes the following recommendations for course transfer among students transferring from one Rutgers school to another.

Recommendation 11: Decisions about the transfer of courses in the student's major field of study, including explicitly specified prerequisites for major courses, should be made by the faculty offering the major in the receiving School.

Courses taken to meet major requirements provide students with specific subject matter in an area of specialization. The requirements, courses, and structure of the major are designed by the faculty. The faculty members in the major discipline are in the best position to judge the equivalency of courses in that discipline offered by another unit and whether they have provided students with sufficient knowledge and academic preparation to progress through the remainder of the major curriculum successfully. Courses not accepted as major (or pre-requisite) equivalents should be accepted as meeting one or more general education requirements, or may transfer as free electives.

Recommendation 12: Courses without specific equivalences approved by the disciplinary home department may be accepted as meeting a core curriculum or general education requirement by the receiving Schools. Appropriate college level transferable courses without an equivalent and not designated as meeting a core curriculum or general education requirement will transfer as free electives.

Recommendation 13: The transfer of courses listed on NJtransfer.org as equivalent to Rutgers courses (at a given School) when offered by the community colleges, should also be considered as equivalent when offered by another unit of Rutgers. If a community college course is listed on NJTransfer.org as equivalent by both the sending and receiving school in a Rutgers school-to-school transfer, then that same course as offered by a Rutgers unit should be accepted as equivalent in the other Rutgers unit.

Recommendation 14: In a Rutgers school-to-school transfer, a course taken in and awarded credit by the Rutgers sending school, but which does not have an equivalent at the receiving school, will be accepted by the receiving school as a general (free) elective with equal credit awarded. Courses offered for college-level credit at the sending school, but considered to be remedial courses at the receiving school, would be considered exceptions to this general principle, and would not be granted college credit by the receiving school.

Recommendation 15: When a Rutgers student executes a school-to-school transfer within Rutgers, any evaluation of transfer credit and equivalencies for courses taken outside Rutgers will be subject to reevaluation in accordance with the Rutgers receiving school's transfer policies.

Discussion and Recommendations Related to Students Wanting to Transfer Courses but not Schools

With respect to students who do not change schools, but choose to take a course offered by a unit at another geographic location, we looked at undergraduate registrations in fall 2014. At Rutgers-Camden, there were 781 non-Camden course registrations in fall 2014, 152 of these registrations in Rutgers-Newark courses and 629 registrations in Rutgers-New Brunswick courses. At Rutgers-Newark, there were 425 non-Newark course registrations, 96 of these registrations in Rutgers-Camden courses and 329 in Rutgers-New Brunswick courses. At Rutgers-New Brunswick there were 267 non-New Brunswick course registrations, 175 of these in Rutgers-Camden courses and 92 in Rutgers-Newark courses.⁶ Overall, fewer than 1% of all undergraduate student course registrations (1,473 of 225,977) across the three main geographic locations are for courses offered by a unit at a geographic location other than students' home campus.

With the increased availability of online courses, registering for courses offered by a unit at another geographic location becomes easier. A total of 5.7% of all course registrations across the three main geographic units in fall 2014 were in online courses (12,839 of 225,977). Six percent of these registrations in online courses were offered by units other than students' home campus (830 of 12,839). Of the 1,473 total student registrations in courses not offered by the students' home campus, 830 registrations were in *online* courses not offered by the home campus; more than half (56%) of all the non-home campus registrations in fall 2014 were in online courses. At the time these data were collected, online courses were listed on the schedule of classes and other Rutgers websites without respect to location. Beginning in fall 2015, online course listings were separated by geographic location helping students differentiate between online courses originating from different geographic locations. These data should be monitored going forward to determine if this new labeling has decreased registrations in online courses offered by units at other geographic locations.

Even though such cross-geographic location course registrations are relatively few, this group felt it appropriate to generate recommendations regarding the treatment of these courses by the home school, and to make students aware of their responsibilities regarding registering for courses offered by units at other geographic locations.

Recommendation 16: Students registering for courses offered by a unit at another geographic location must submit such courses for prior approval if they wish to be certain that they will receive equivalency credit toward their major or toward their general education/core curriculum requirements. The equivalency of courses to meet major requirements (including specifically identified major course prerequisites) as well as general education/core curriculum requirements will be determined by the academic departments offering the respective courses for the receiving school. Requests for equivalencies must be submitted prior to taking the course and each must include the course syllabus, the number of credits and the course prerequisites for a complete evaluation. In cases where the submitted course is not accepted as equivalent to a specific major, core, or general education course but is considered a college level course, the course and grade will be listed on the student's record and the student will receive general (free) elective credit.

⁶ For this calculation all School of Nursing course registrations were counted as New Brunswick registrations, regardless of geographic location.

Recommendation 17: Rutgers should adopt a Transfer Student Policy that contains all the relevant university-wide policies pertaining to both incoming and internal transfer students and transfer of course credits and equivalencies. Some subset of the recommendations made by the Transfer Student Task Force and accepted by the administration should be included so that it is accessible to students, faculty and staff from across the university.

Transfer Credits from Institutions Outside of Rutgers

This Transfer Student Experience Subcommittee on Transferability of Credits from Institutions Outside of Rutgers was charged with developing recommendations for policies guiding the transfer of courses from NJ Community Colleges, out-of-state community colleges, and in and out of state 4-year schools. Our goal is to make the transfer process as smooth and welcoming as possible for students. The purpose of review of transfer courses for determination of credits and equivalences should be simply to ensure that the student's previous courses provide sufficient preparation for success in subsequent college level work and a substantively equivalent degree to that earned by a native student.

Recommendation 18: To the maximum extent possible, there should be uniform transfer policies across the schools in NB. Some exceptions remain as required for Business School accreditation guidelines and EJBSPPP's and SMLR Labor Studies' preferences in administering their adult degree completion BS degree programs. Particular majors may continue to make policies regarding major requirements such as specifying the proportions of course work that needs to be completed in NB. *(See the policies listed in section "General Transfer Policies pgs 13-16)*

General Transfer Policies *(The transfer policies listed below should apply across New Brunswick, except as noted, and be posted on a transfer portal web page that would serve as a virtual Transfer Center)*

- Rutgers-NB Schools, departments and programs accept credit from regionally-accredited institutions in subjects that are taught at Rutgers NB.
 - We do not accept transfer credits in subjects that Rutgers does not teach. Some examples include Aviation, Fashion, Technical Architecture, Physical Education, and Para-legal studies. This also applies to extension courses, professional or technical training, and continuing education courses designed to provide discrete, targeted knowledge.
 - The School of Arts and Sciences will accept a maximum of 12 credits of college level professional degree courses taken elsewhere (for example: Business, Engineering, Nursing, Fine Arts, or Pharmacy) for general elective credit. Other RU-NB schools may accept some of these courses as applying to appropriate majors.
 - Most engineering technology courses from a 2-year college are not transferable to the School of Engineering or to other Rutgers NB schools; students should instead take a calculus-based engineering science curriculum.

- The Rutgers Business School NB only accepts Introduction to Financial Accounting and Introduction to Managerial Accounting as Business classes from 2-year colleges. Rutgers Business School NB will accept a maximum of 4 business courses for transfer from 4-year colleges that are members of The Association to Advance Collegiate Schools of Business (AACSB). These are Introduction to Financial Accounting, Introduction to Managerial Accounting, and 2 upper level (300-400) business classes. See <http://www.business.rutgers.edu/undergrad-new-brunswick/admissions/transfer-requirements> for more detail on the Rutgers Business School policies. Transfer students matriculated in a Rutgers NB school who then execute a school-to-school transfer to Rutgers Business School NB will have their transfer credits reevaluated in accord with these Rutgers Business School NB policies.
- The degree-completion BS programs by the Bloustein School of Planning and Public Policy (EJBSPPP) and in Labor Relations at the School of Management and Labor Relations (SMLR) may award credit for course in subjects not offered at Rutgers NB if they are determined to be germane to the specified major and they may accept additional credits for college level professional courses. Credits accepted by these two programs are only transferable to these specific programs; if a student selects another major after admission, transfer credits will be reevaluated in accord with the general Rutgers NB policies. See <http://smlr.rutgers.edu/human-resource-management/UGcoursestransfers>.
- Transfer of credits requires a grade of C (2.000 on a 4.0 scale) or better in the course. Credits earned in courses taken pass/no credit are accepted when a pass grade is equivalent to a C or better. (The requirement of a C or better does not hold for credits accepted as part of the compliant NJ Community College AA or AS under the New Jersey State-Wide Transfer Agreement.)
- The number of credits awarded by United States regionally-accredited sending schools is accepted. Credits from trimester and quarter systems are transferred in compliance with generally accepted standards printed on the transcripts. We make individual determinations regarding the appropriate translation of credits from international schools.
- All students must provide authenticated transcripts from all post-secondary schools attended. The omission or falsification of information may be a cause for automatic dismissal or denial of transfer credit.
- Transfer credits and grades for courses taken outside Rutgers University are not included in the cumulative grade-point average.
- For students executing a School-to-School transfer from Rutgers Camden or Rutgers Newark, all credits earned at Rutgers University are recognized in NB as Rutgers credits and included in the student's GPA with the exception of remedial math classes that are awarded credit at Newark, but not at New Brunswick or Camden. For all

other courses, because Camden, Newark, and New Brunswick do not use a common course numbering system, and because prerequisites may differ, students need to consult with advisors for exact equivalencies. Once matriculated at a Rutgers NB school, students may not take Camden or Newark courses, including writing courses, without permission from advisors at their NB school. For more details on School to School transfers, see <https://www.ugadmissions.rutgers.edu/schooltoschool/> <https://www.ugadmissions.rutgers.edu/schooltoschool/auth.aspx>

- The maximum credits accepted from 2-year schools is 60, or 50% of the minimum number of credits required for graduation, whichever is higher (specifically, SEBS requires 128 credits for graduation, hence accepts a maximum of 64 transfer credits from 2-year schools). The maximum accepted from 4-year schools is 90 credits and no more than 12 of the last 42 credits prior to graduation may be transfer credits. The maximum of 90 total transfer credits applies to any combination of 2- and 4-year schools. Once students are matriculated at Rutgers NB, they cannot earn transfer credits beyond these maximums and they may not swap out previous credits for new ones.
- Once students are enrolled in a Rutgers NB school, we do not accept credits earned at other schools during a fall or spring semester in which the student is matriculated at Rutgers NB.
 - The single exception to this policy is that students who, before matriculating in Rutgers, have completed one semester of a two semester sequence which requires both semesters to be completed in order to receive transfer credit (e.g. General Biology, General Chemistry, Organic Chemistry) may complete the second semester at the sending school while matriculated at Rutgers NB. This does not apply to the two-part writing sequence offered at Camden and Newark; both parts must be completed before matriculation in NB to substitute for 01:355:101.
 - Non-traditional students in extraordinary situations may appeal to their school for course-specific exceptions to these policies.
- With pre-approval, once students are enrolled in a Rutgers NB school, we may accept credits earned at other schools during summer or winter session in which the student is matriculated at Rutgers NB.
 - Pre-approval should be sought from the student's school of matriculation using this form <http://sasundergrad.rutgers.edu/images/forms/transfercredit.pdf> (currently used by SAS, pending development of Transfer Center forms). Pre-approval before the student takes the course is required to ensure that the course will be transferrable in the student's particular situation and can be used to meet relevant requirements at a Rutgers NB receiving school. For example, courses offered elsewhere may sound the same or similar, but if they do not have the same pre-requisites as the Rutgers NB course, they are not accepted for transfer.

- Once a student matriculates in a Rutgers NB school, Expository Writing must be completed at Rutgers NB.
- Course equivalencies are determined by the Rutgers NB academic department offering the proposed equivalent and these equivalencies are the same across all NB schools, absent compelling exceptions. Exceptions are limited to a single course that may transfer in as one of several equivalent Rutgers NB courses (e.g. Chemistry transferring in as either General Chemistry or General Chemistry for Engineers, depending on the NB receiving school) or the receiving school's requirements of accreditation (e.g. the Rutgers Business School limitations on transfer of business courses; other Rutgers NB schools may award elective credit for such courses).
 - See <http://bloustein.rutgers.edu/undergraduate/planningandpublicpolicy/> for the policies of the degree-completion BS programs in the Bloustein School of Planning and Public Policy (EJBSPPP) and in Labor Relations at the School of Management and Labor Relations (SMLR). Credits and equivalencies accepted by these two programs are only transferable to these specific programs; if a student selects another major after admission, transfer credits will be reevaluated in accord with the general Rutgers NB policies.
- Credits earned in courses without equivalents at Rutgers NB that are in subjects taught here may be accepted and deemed to meet certain requirements at the discretion of the faculty in the department offering similar courses.
- Credits earned more than 10 years ago *may* be deemed non-equivalent when the state of knowledge in the discipline has evolved such that the earlier course no longer provides sufficient preparation for subsequent college level work in the area. In some very rapidly changing fields such as, but not limited to, computer science, courses taken more than three years prior may be deemed non-equivalent even though course names may be similar.
- Consistent with Rutgers NB policies for native students, college credit is not awarded for elementary language study (101 and 102) if the same language was studied in high school. Credit may be awarded for review and continuation (121) courses.
- Rutgers NB academic departments often have restrictions on the application of transfer courses toward specific major or minor requirements. Please consult the undergraduate web page of your intended major and minor. <http://admissions.rutgers.edu/academics/majors.aspx>.
- Rutgers NB accepts credits and awards equivalencies for AP, IB, and GCB exams as specified on the web pages listed here (currently housed on SAS pages pending establishment of Transfer Center pages). Some schools may grant credits for an equivalent course for the same AP exam (e.g. AP-Chemistry may be deemed equivalent to General Chemistry or General Chemistry for Engineers depending on the requirements of the receiving school).
 - AP: <http://sasundergrad.rutgers.edu/academics/academic-credit/advanced-placement>
 - IB: <http://sasundergrad.rutgers.edu/academics/academic-credit/international-baccalaureate-examinations-ib>

- GCB: <http://sasundergrad.rutgers.edu/academics/academic-credit/a-levels>
- Rutgers NB awards all veterans with honorable discharge noted on a DD214 form 6 credits equal to our Military Science leadership courses.
- Rutgers NB does not award credit for life-learning experience, CLEP exams, or ACE exams.
 - See <http://bloustein.rutgers.edu/undergraduate/planningandpublicpolicy/> for the policies of the degree-completion BS programs offered by EJBSPPP and in Labor Relations at SMLR. Credits accepted by these two programs are only transferable to these specific programs; if a student selects another major after admission, transfer credits will be reevaluated in accord with the general Rutgers NB policies.
- Courses not offered in a traditional classroom format (artistic achievement, independent studies, internships, fieldwork, MOCCs) and courses without mechanisms to insure academic integrity, such as secure testing practices, are only awarded credits when the academic department gives specific individual approval. Transfer credits are not awarded for courses passed by examination at other institutions.
 - See <http://www.masongross.rutgers.edu/information/current-students/academic-checklists> for the Mason Gross School of the Arts policies on artistic credits.
- Under New Jersey state law C.18A:61C-11 certain approved courses in high school may be taken for college credit. Students are strongly advised to consult with an advisor to determine if these courses provide an adequate background as a prerequisite to the next level of coursework planned at Rutgers NB. (repeating the paragraph below on High School Course work)

Transfer from Colleges or Universities Outside the United States

All students must provide authenticated transcripts from all post-secondary schools attended. The omission or falsification of information may be a cause for automatic dismissal or denial of transfer credit. International students must present a transcript in English or a translation from an accredited transcript translation service and/or professional evaluation service. We make individual determinations regarding the appropriate translation of credits from international schools.

- Absent specific articulation agreements with international sending schools, international transfer students are governed by the same policies as domestic students.
- Specific articulation agreements between international sending schools and a Rutgers NB receiving school may supersede these general policies.
- If there is not a specific articulation agreement that establishes equivalencies, students who wish to obtain transfer credit for courses taken at institutions outside the United States may be required to furnish a course-by-course evaluation from an acceptable professional evaluation service or, in some instances, the student may be asked to send, or deliver in person, the Transfer Course Departmental Evaluation Form (currently available on a SAS page pending establishment of Transfer Center pages <http://sasundergrad.rutgers.edu/forms/transfer-course-departmental-evaluation>) and the

course syllabus (in English) to the undergraduate director of the specific academic department in which transfer credit is sought.

- Except when provided otherwise in a specific articulation agreement, Rutgers Business School NB will not accept any business classes taken in another country.

Transfer Policies for the Rutgers NB Core Curriculum/General Education

With the exception of School of Engineering students, Mason Gross School of the Arts B.F.A. students, students admitted to the degree-completion BS programs offered by the Bloustein School of Planning and Public Policy (EJBSPPP) or a Labor Relations program at the School of Management and Labor Relations (SMLR), and transfer students admitted AFTER completing a New Jersey Community College AA or AS degree that conforms with the New Jersey State Wide Transfer Agreement, all Rutgers NB students must complete the Core Curriculum.

Full information about the Core Curriculum may be found at <http://sasundergrad.rutgers.edu/academics/requirements/core>. Below are policies specific to students transferring into Rutgers NB without a conforming AA or AS degree from a New Jersey Community College.

- All students must complete the two-course (6 credits) 21st Century Challenges requirement at Rutgers NB. No transfer or AP courses can be used to fulfil the learning goals for this requirement.
- Once a student matriculates in a Rutgers NB school, writing courses, including Expository Writing, must be completed at Rutgers NB. The two-part writing sequences from Rutgers Camden and Rutgers Newark may still substitute for 01:355:101, provided that both courses are passed before matriculating at Rutgers NB.
- All students must complete the Revision-Based Writing and Communication learning goals [WCr] by taking a class at Rutgers NB. Transfer and AP courses are not certified as meeting these learning goals and cannot be used to meet this requirement.
- All students will be able to complete the Discipline-Based Writing and Communication learning goals [WCd] with either a Rutgers NB course or a transfer course equivalent to a Rutgers course that has been certified as meeting the WCd goal.
- In all other cases, when a course transfers as equivalent to a course that has been certified as meeting a Core Curriculum goal, Rutgers NB will accept that course as fulfilling that Core Curriculum requirement. Courses without a Rutgers NB equivalent will be reviewed on a course-by-course basis. In considering courses for incoming transfer students from the New Jersey community colleges, the general rule is that if the course meets the cognate general education requirement under the New Jersey State-Wide Transfer Agreement, SAS will accept it as meeting the Core requirement. As such courses are reviewed, this will be noted in NJ Transfer.

School of Engineering students, Mason Gross School of the Arts B.F.A. students, students admitted to the degree-completion BS programs offered by EJBSPPP or a Labor Relations

program at SMLR should refer to their schools and majors for general education requirement information.

Transfer Evaluation Appeals

- **Students Transferring from New Jersey Community Colleges** who wish to appeal their New Jersey Community College transfer evaluation must do so within 30 days of receiving their Official Transfer Summary Report.
 - Students should first refer to NJTransfer to determine the proper evaluation of any given course offered at a New Jersey Community College. If the transfer evaluation and NJTransfer are in disagreement the student should notify the (to be established) Transfer Center via email. The email should include the student name, RUID, and the specific information detailing the error. All clerical errors will be corrected promptly and the student will be notified by return email within 30 days.
 - If the course is not in njtransfer.org, or if students are appealing the evaluation as stated on njtransfer.org, they should follow the general procedure for all appeals below.
 - Students with questions or appeals regarding acceptance of their community college work as a compliant AA or AS degree under the NJSWTA should send an email including the student's full name, student number, school of matriculation, declared or intended major, and a full statement of the concern along with any appropriate supporting documents to the (to be established) Transfer Center. The Transfer Center will review and notify the student within 30 days (pending establishment of the Transfer Center, the individual School will review and notify the student). This may involve asking the student to come in to meet with an advisor to work out a graduation plan that does not involve any additional credits beyond the minimum required for the degree.
- **General Appeals** (pending establishment of the Transfer Center, the Schools will follow these appeal procedures)
 - For courses not given an equivalency or not given the requested equivalency, students should send, or deliver in person, the Transfer Course Departmental Evaluation Form (available here <http://sasundergrad.rutgers.edu/images/forms/transfereval.pdf> pending establishment of Transfer Center forms) and the syllabus for the course in question to the undergraduate director of the specific academic department in which transfer credit is sought. <http://admissions.rutgers.edu/Academics/Majors.aspx>. If the department agrees that a new or difference equivalency is appropriate, the department will return the Transfer Course Departmental Evaluation Form to the Transfer Center. <http://admissions.rutgers.edu/Transfers/TransfersMain.aspx> The Transfer Center will update njtransfer.org and internal equivalencies libraries; student records will be adjusted accordingly within 30 days of receipt of notification from the academic department.

- For all other appeals, the students should send an email including the student's full name, student number, school of matriculation, declared or intended major, and a full statement of the concern along with any appropriate supporting documents such as syllabi to the Transfer Center. The Transfer Center will review in consultation with the student's school of matriculation and notify the student within 30 days.

Recommendation 19: Faculty in the department in which equivalence is sought should determine whether courses are sufficiently similar to award a specific equivalent, elective major or minor credit, or general degree credits. Only departments should be allowed to assign a transfer number within their subject codes. General degree credits or non-Core general education credits should use specific transfer “dummy” codes established for DN – not subject area codes. This is current policy, but it needs to be practiced uniformly and consistently across Rutgers NB.

Recommendation 20: To increase the transparency for students and eliminate the need for a student to get separate transfer evaluations from each NB school s/he has applied to, every NB school should award the same transfer credit and equivalence for a given course as determined by the appropriate academic department. This would allow us to establish a single shared virtual “Transfer Center” using a single shared database, and reduce the need for highly specialized school-specific staff to do all of each transfer students’ course evaluations. These uniform policies should be published on single virtual Transfer Center portal web page to which admissions and each individual school can link. (Currently, there is a morass of scattered pages on school web sites that make it exceptionally difficult for potential transfer students to compare policies across schools. Refer to Recommendations 1-6.) The admissions office should link its web page for transfers to this page of policies so that students are able to access them very early in the transfer application process.

Recommendation 21: Currently, NJTransfer is very well maintained and includes equivalencies for nearly every NJCC course and recommended transfer programs for NB majors. The greater uniformity in policies and equivalencies recommended above would make using NJTransfer simpler for students since they would not receive different guidance for each NB school. The major improvement we recommend is that NJTransfer be enhanced to include all of the NJ State 4-year colleges, from whom we receive a large number of transfer students. We ask that the Chancellor's Office initiate a conversation with NJ Transfer and the President's Council about this possibility.

Recommendation 22: Either Rutgers OIRT or Admissions should purchase (or develop), a public-facing version of RUTransfer to be used consistently by all NB units recording academic departments' determinations of specific equivalents, elective major or minor credits, or general degree credits. We believe that the entire architecture of the current RUTransfer would need to be overhauled so that it would act more like a library and reference tool similar to NJTransfer

than as an “auto populate” device as it does now.⁷ It should be an easy reference tool for prospective students and for faculty, staff, and administrators here and at other schools. It should be a user-friendly query-able database. If state 4-year schools cannot be added to NJTransfer, they should be included in RUTransfer.

Recommendation 23: We recommend that the Admissions Office evaluate the feasibility of adjusting the transfer application process so that applicants enter all of their course information and grades (similar to the self-reporting of the high school transcript by first year applicants). Provisions should also be made for the direct importing of digital transcripts. This would allow a single set of non-school-specific evaluators, freed from a great deal of clerical input work, to determine and enter the transfer equivalencies. This would speed the process considerably. The above call for uniformity across schools and equivalencies would also eliminate the need for multiple evaluations of a single student who applies to several NB schools. If review of admits, not just admit comings, are to be done, additional staff will be needed, particularly in the schools with the largest number of transfer applicants. Since policies would be the same for SAS, SEBS, SOE, and RBS, and there are clear statements about the differences EJBSPPP and Labor Relations want to maintain, we recommend that for the purposes of initial transfer review, the current infrastructures be considered a single ‘virtual’ Transfer Center overseen by the Chancellor’s Committee (or Council) on Transfer Students.

We believe *strongly* that the system should not instantly and automatically display transfer equivalencies to applicants. There is too much that such an automated system (at the level of sophistication we are likely to have) cannot do correctly without individual human review. No matter how many bold disclaimers we include, once applicants have seen a tentative evaluation, any further review that seems to ‘take something away’ will simply cause more ill-will than waiting a few days for human review would. Anything not approved for credit will generate phone calls seeking explanations, slowing review of other students’ transcripts. For example, it is unlikely we will have a system sophisticated enough to account for classes that are not transferable for all students such as elementary levels of foreign languages (which cannot be transferred if the student took the same language in high school); be able to account for department policies such as Psychology’s limit of 2 transfer courses counting toward required electives in the major; or account for students who repeat courses with grades of C or better and numerous similar issues.

This system should also include a student-facing secure link through which we could deliver transfer evaluations electronically as they are completed or in batches as we determine. Currently, transfer evaluations are printed and sent via U.S. Mail to each student. It is estimated that electronic delivery would speed up evaluation time by at least 10 days as well as saving monetary (paper, ink, photocopying, postage) and staff resources.

⁷ The University of Maryland has an excellent model of centralized web information for transfer students, especially a centralized database of courses from colleges nationwide that it accepts for transfer and equivalency: <http://www.tce.umd.edu/> and <https://ntst.umd.edu/tce/>.

Recommendation 24: There should be a single uniform process for appeal of transfer evaluations as outlined above in section “Transfer Evaluation Appeals,” pages 18-19. *(Also see the policies listed under Recommendation 18)*

Transfer from NJ Community Colleges

For students transferring from NJ community colleges, <http://njtransfer.org/> provides a comprehensive, and legally binding evaluation of every course offered at every community college in the state of New Jersey. In other words, in evaluating community college transcripts, we cannot deviate from the equivalencies listed in NJTransfer. The resource also includes recommended transfer programs (RTP) for every major available at Rutgers-New Brunswick.

Students admitted AFTER completing a New Jersey Community College AA or AS degree that conforms with the New Jersey Comprehensive State-Wide Transfer Agreement <http://www.njtransfer.org/PDF/XferAgreement.pdf>, may receive up to 50% of the credits required for the intended bachelors degree (usually up to 60 credits except for SEBS students for which 50% of the credits required for the BA/BS is 64.) Credits accepted by a community college as transfer credits from other institutions, credits earned by examination, PE credits, and courses equivalent to non-credit courses offered by Rutgers, NB are generally not accepted at Rutgers, NB. Credits earned beyond the requirements for the degree program are evaluated on a case-by-case basis.

- Students with an Associate in Applied Science in Technical Studies as part of NJ PLACE who are admitted to the degree-completion BS programs offered by EJBSPPP or a Labor Relations program at SMLR may transfer all earned credits up to 60. Credits accepted by these two programs are only transferable to these specific programs; if a student selects another major after admission, transfer credits will be reevaluated in accord with the general Rutgers NB policies.

University College Community – “Non Traditional” Students and Degree-completion Programs

According to the “Serving Non-Traditional Students at Rutgers New Brunswick” Task Force Final Report (April 2015), a student who meets one or more of the following criteria may choose to be designated as a non-traditional student:

- *Has been out of HS for 4+ years at the time of first undergraduate registration;*
- *Has had at least a 2-year interruption in their undergraduate education;*
- *Is a veteran or active duty military service member;*
- *Is enrolled in a RUNB off-campus or on-line bachelor’s degree completion program;*
- *Is pursuing post-baccalaureate studies, primarily in undergraduate courses; and/or must take less than 12 credits due to significant non-academic commitments.*

Any one or a number of these student situations create certain challenges related to transferring credits or setting up course equivalencies for a non-traditional student when she/he returns to complete a degree.

Former Rutgers NB students returning to Rutgers after a leave of longer than two years but less than ten years will generally be allowed to complete the requirements in place at the time of their original matriculation.⁸ In the case of major requirements, depending upon the discipline or subject matter, the student shall receive appropriate advising, and be offered the best options to complete the major in the quickest time possible. In this case, the student should be given the opportunity to subscribe fully to those new requirements in place at the time of return. A former RU-NB student who left more than four years ago in good academic standing, and subsequently completed an AA or AS from a NJ community college in the time period covered by the NJ Statewide Transfer Agreement, shall be treated similarly for purposes of transfer to those covered by that law, even though they are technically not covered by that legislation. [NB. We need to discuss this issue as it presents certain problems.]

From a 4-year Institution

Non-traditional students who come to Rutgers from another 4-year institution (or with an AA/AS from community college outside NJ) shall abide by the requirements of the school into which they matriculate. *Overall, for these and all students, general education or core requirements are set by the admitting school; major requirements are set by the department.* Schools are strongly encouraged to offer non-traditional students flexibility and an opportunity to complete their degree in a speedy and suitable timeframe.

Throughout its discussion and deliberations, the Task Force exploring issues of transfer of credits and equivalencies considered the status of non-traditional students, and the services that Rutgers NB affords them. The policies that we recommend on transfer credits should apply to all students equally; however, there was a call for further exploration of what programs we offer these students as they often have very specific needs and profiles that shape why they returned to college. For this reason, the Task Force finds it appropriate that Rutgers-NB revisit a unit such as the former University College NB or another similar organization to provide a complete set of programming to respond to the experiences of non-traditional students.

Veterans

Students who are veterans or active duty military service members shall be afforded timely and appropriate advising. School and departmental advisors are strongly encouraged to work with

⁸ Departments and programs may set time limits on “grandfathering” especially considering rapidly changing fields such as Computer Science. Compare above where we recommend: “Credits earned more than 10 years ago *may* be deemed non-equivalent when the state of knowledge in the discipline has evolved such that the earlier course no longer provides sufficient preparation for subsequent college level work in the area. In some very rapidly changing fields such as, but not limited to, computer science, courses taken more than three years prior may be deemed non-equivalent even though course names may be similar” (21).

these students along with the Office of Veteran Services to help them set up their program of study with appropriate transfers of credit and equivalency, especially for those courses taken while serving in the military.

Veterans, and more generally individuals associated with the Military (including those in the Reserves and the National Guard, as well as ROTC), form an increasing portion of the population of undergraduate students in New Brunswick. Such students enter either as first-year students or as transfers, depending on prior college experience, and the issues applying to transfer credits associated with courses from other (college and university) institutions are not particular to this group. But in addition, such students can and do bring in military experiences, on their military transcript, that have recognized equivalents in the academic realm. For instance, most such students in New Brunswick will have had leadership training that is then granted 6 graduation credits, in rough equivalence to Military Leadership courses offered to ROTC students. In addition, academically oriented military coursework that the American Council on Education (ACE) has reviewed and recommended for college credit may be awarded Rutgers course equivalences as determined by the appropriate academic department here.

We recommend that unified practices across New Brunswick be used for these evaluations, and that the RUTransfer or other such database include evaluations that are made for such military courses (which have the advantage of having a common ACE ID and Title). We recommend that the Deans' offices in the Schools facilitate the evaluation of course equivalences for the ACE courses by the appropriate academic departments (where the particular evaluations must be made). The mix of military courses clearly includes many that have equivalents in the liberal arts and professional degree programs here in New Brunswick (as well as many that are experiences that do not pertain to such programs). In this case we have the advantage of a manageable process compared to that which results from the many courses coming from hundreds of outside institutions, because we do have the common IDs and titles regardless of the source of the military credits.

General Guidelines

We make the following recommendations in order to streamline and balance out a series of practices applicable to transfer credits and equivalencies that affect not only non-traditional students, but other groups of students as well:

Recommendation 25: All students shall receive their pre-transfer evaluation within 30 days of being admitted to Rutgers. This is a general practice, under New Jersey State-Wide Transfer Agreement, given to students transferring from a NJ community or county colleges, and should be a standard practice for all students transferring to Rutgers. (This is not a standard practice at RU-New Brunswick). This recommendation raises important questions about staffing—indeed, to be in compliance with this requirement by the NJ State-Wide Transfer Agreement, we would need roughly 24 additional positions to handle the number of transcript evaluations and advising.

Curriculum

Transfer students represent a significant, and growing, number of the incoming students and cumulatively, a distinct percentage of each class year cohort within Rutgers. Also, transfer students arrive at Rutgers through travel along multiple pathways of prior college experience; they have had differing levels of success at their prior post-secondary institutions and arrive at Rutgers with varying levels of sophistication in terms of their clarity, focus and capability in navigating the path toward graduation at a large-research university. We must consider that transfer students have a shifting, and distinct, array of needs that subtly change from the acute initial services in the arrival transition, to ongoing supportive needs that are required to address residual worry about being “on track,” as compared to non-transfer students, and finally-both appropriately and desirably, needs that mirror the typical ongoing needs of “all” Rutgers students. Finally, transfer students benefit from coordinated, assertive services that create both required initial stabilization and robust welcome that supports their identity as “Rutgers students” above their more transient identity as “transfer students.” To that end, Rutgers must consider the ways environment and educational opportunity of the Rutgers experience could be understood and improved to address the needs of transfer students. We propose the following recommendations:

Recommendation 26: The process of reserving seats in academic courses for transfer students should be formalized and systematized across the campus.⁹

Transfer students start their academic career at Rutgers NB at a significant disadvantage; they have to register for courses after all continuing students have set their schedules. Many students arrive at the transfer advising days and discover that all the courses they need are already closed.

Currently, many of the schools save seats for students in particular courses. This practice is, however, not systematized and requires the cooperation of academic departments. Sometimes these departments are reluctant to save seats in a given course for fear they will not get sufficient enrollment; and sometimes, miscommunication within departments leads to seats either not be saved or being released too early and hence snapped up by continuing students. This process is now more fraught by the “sniper” apps that many continuing students use to be notified when seats become available in highly-sought-after courses.

More efforts need to be made to forecast demand for particular courses and programs and to develop procedures for reserving spaces for transfer students. As Rutgers adopts new information systems for scheduling and student records, attention should be paid to how these systems can facilitate this process.

Recommendation 27: Establish protocols for departments and programs to communicate changes in courses and curricula that will impact transfer agreements and course equivalencies as reported in NJTransfer – www.njtransfer.org.

⁹ Reserving spaces for transfer students might be an easier task for some departments than others. It is important to note that recently Computer Science has started encouraging students to take introductory courses for the major at community colleges because the department does not have the capacity to handle the demand of students for those courses.

Each degree granting unit has an officer with the responsibility of keeping NJTransfer up-to-date. The academic deans in each unit should impress upon their faculty the importance of contacting this officer whenever changes in courses or curricula have been approved and incorporated into the master course catalog.

Recommendation 28: Encourage academic departments and programs to develop working groups with their counterparts at the New Jersey Community Colleges, particularly our five main feeder schools, to coordinate course and curricular content. These schools include Middlesex County College, Mercer County College, Raritan Valley Community College, Brookdale Community College and Ocean County College.

Some transfer students find that their community college coursework did not adequately prepare them for the level and rigor of courses at Rutgers-NB. This is particularly common in some of the STEM fields. The best way to address this problem is for Rutgers faculty to work with the faculty at the community colleges to standardize courses and curricula and provide students with similar academic preparation.

Orientation

The following section of this report from the Orientation subcommittee recommends a series of sweeping reforms to many current work practices at Rutgers New Brunswick. Many will require that offices not currently attuned to the needs of transfer students change their business practices to best serve the close to 35% of our student population who fall in this category. Still others will require significant staffing and budget enhancements, and possibly even institutional reorganization, to be fully realized.

In line with the Task Force's charge, the Orientation subcommittee respectfully submits the following recommendations intended to facilitate the integration of school-specific placement and advising sessions with New Student Orientation into a new model for Rutgers-New Brunswick. The subcommittee proposes a new model and has identified administrative, staffing, system and financial challenges that need to be addressed to achieve success.

Recommendation 29: Similar to the May 1 deadline for first-year students, enact a July 1 enrollment deadline for all transfer students enrolling in the fall semester. This change will allow adequate time for transcript review and course registration to avoid issues relating to billing and access to on-campus housing. Also, it would allow for more summer New Student Orientation and academic advising programs to occur in June/July and prevent large numbers in August that are unable to be effectively accommodated.

Challenges/Resources Required: Requires enactment by Enrollment Management team.

Recommendation 30: Enact static term bill due dates for all transfer students to prevent blank bills, late fees and other miscommunications regarding billing during the transfer experience. The static date for transfer students enrolling in the fall semester should be September 15 and the static date for students enrolling in the spring semester should be February 1. These dates will also potentially allow more time for financial aid awards to be posted. This will reduce the stress

of receiving undue late fees or blank bills, and will likely reduce calls to Student Accounting/Financial Aid especially over Winter Break period, and will also create better communication across University units since due date will be clearly established.

Challenges/Resources Required: Requires enactment by Student Accounting team and likely a mandate from the Chancellor.

Recommendation 31: Improve parking permit purchase experience for transfer students by exploring on-site sale of permits at New Student Orientation or STAR Day programs and/or allocating a certain number of residential permits for transfer students (especially for Spring enrollment). Consider implementation of a static grace permit for transfer students for first two weeks (especially for Spring enrollment) since permit purchase is often predicated on class registration and housing assignment, both of which happen on an accelerated timeline. This will reduce the stress of receiving undue parking tickets, Will likely reduce calls to DOTS especially over Winter Break period, better communication across University units since expectations will be clearly established.

Implementation Timeline: Could happen for Spring 2017 cycle.

Challenges/Resources Required: Requires on-site participation and enactment by DOTS team and likely a mandate at the Chancellor level.

Recommendation 32: Similar to the current practice at SAS APA Days, student ID pictures should be taken at New Student Orientation sessions and ID cards mailed to students following the event for Fall enrollment. For Spring Enrollment, ID pictures should also be taken at New Student Orientation and attempt to distribute to students on the same day due to the accelerated timeline of the spring term. This will likely reduce rush at the beginning of each semester at RU Connection offices. Students will obtain ID card sooner.

Implementation Timeline: Could be included in the Summer 2016 NSO and STAR Day schedules & beyond.

Challenges/Resources Required: On-site staff participation from RU Connections staff and likely a mandate from the Chancellor level.

Note: This Recommendation was accomplished May 2016; to be implemented Summer 2016

Recommendation 33: Mandate consistent language relating to “Orientation” for transfer students in the following ways:

- Limit use of the word “orientation” to only describe the New Brunswick campus-wide New Student Orientation program.
- Identify alternative language to describe transfer events/ceremonies specific to academic units or other departments (i.e. Douglass Residential College, University College Community, etc.)
- Create and use consistent language and messaging on the Enrollment Pathway and on all University websites with regards to the importance of attendance at New Student Orientation.

Benefit: Eliminates confusion regarding attendance expectations & potentially increases attendance at campus-wide New Student Orientation program.

Implementation Timeline: Immediately

Challenges/Resources Required: Will likely require Chancellor-level mandate to ensure compliance.

Recommendation 34: Create a Rutgers-New Brunswick Transfer Council with 3-4 standing meetings per year. Council should include an appropriate transfer representative from each academic unit as well as a dedicated staff member from critical service units impacting the transfer experience (i.e. DOTS, Financial Aid, Housing/Residence Life, New Student Orientation, Student Accounting, etc.). Similar to the structure in academic units, critical student service departments should select and clearly identify a dedicated representative for transfer students with a special understanding of the unique challenges of the transfer student experience. This will ensure that messaging is cohesive and consistent and provide the opportunity to share information & collaborate on issues/problems facing transfer student experience.

Implementation Timeline: Could launch immediately.

Challenges/Resources Required: Participation would likely need to be mandated. Unclear which University official(s) would convene the group.

Recommendation 35: Charge newly established Transfer Council to review program elements of the complete transfer student experience including New Student Orientation, Academic Advising Days, Transfer Courses/Seminars and/or Academic/Department Specific Welcome Events to eliminate program redundancy and ensure consistent, accurate messaging and information. (Example: Do program redundancies exist for a student attending NSO, STAR DAY, DRC orientation and MGSA orientation events?). This should lessen the burden on campus partners to present multiple times when unnecessary. Keeps students engaged by avoiding repetition that could lead to lower attendance numbers.

Implementation Timeline: Could begin immediately.

Challenges/Resources Required: Compliance would likely need to be mandated. Unclear what University official would convene/manage the group and guide decisions about eliminating redundancy.

Recommendation 36: Using the School of Arts and Sciences “Students in Transition Seminar” and “Passport Program” as a model, create required course for *all* full-time transfer students, across all academic units on the New Brunswick campus. This recommendation includes the following:

- Course curriculum can be adjusted based on the needs of the academic unit but certain elements should be standardized in all courses such as health/wellness education, financial

literacy, academic integrity, use of library/learning center resources, etc. to ensure that content is delivered to all students.

- Since a large number of course sections would be needed to accommodate the 2000+ transfer students, since appropriate compensation will be given.
- In addition, while it should not be required due to the cost of the “credit,” an audit-only version should be offered for all part-time transfer students.

This would create additional opportunity for the delivery of consistent messaging and lessens content burden on New Student Orientation by transferring certain program elements to the course. Creates small communities for transfer students and provides students with direct contact to faculty and staff throughout their first semester

Implementation Timeline: Fall 2017 with a fall 2016 expansion pilot with units beyond SAS.

Challenges/Resources Required: Would require significantly more course instructors and funding source for course instructor stipends (PTL one-credit). Requires buy in from all academic units with direct transfer admits and may receive push back from the schools that are not currently invested in the STS model. May require curriculum changes that need Dean-level authorization. This challenge is mitigated if a centralized model is adapted.

Recommendation 37: Create integrated or synchronized New Student Orientation and Academic Advising experience for all full-time transfer students. This could be implemented one of two ways, each with its own unique set of challenges:

- Integrated Two-Day Model: If the transfer course concept is unable to be actualized or if there is not adequate room in the curriculum for the necessary content, the transfer student experience could expand to a two-day, one night program similar to the current first-year New Student Orientation model. This model would likely allow for large attendance numbers but would still likely require an increase in the number of sessions and also require additional housing, meals & additional, synchronized space on a campus in New Brunswick or Piscataway.
- Synchronized Two-Day Model: Different from the integrated two-day model, it would also be possible to run New Student Orientation sessions and Academic Advising Days separately, but consecutively. In this model, evening programming and an overnight stay could potentially be optional for students needing/wanting those services.

Benefit: Decrease the numbers of visits that transfer students make to campus, centralize access to resources, and presents a more holistic, collaborative approach to the Transfer student experience.

Implementation Timeline: Summer 2017 with possible pilot with SAS during winter of 2017.

Challenges/Resources Required: There are significant challenges for either of these approaches. Some of the universal challenges are:

- Physical Space on Campus: No matter which concept is adopted, a significant amount of space would need to be made available on one campus for the duration of the summer to allow for more flexibility in the scheduling of a larger number of integrated or synchronized

sessions. A suggested solution for this would be to not schedule any summer classes in Tillett Hall, Lucy Stone Hall or the new Business Building main lecture hall to allow for flexible summer planning. In addition to physical space for the program, if overnight options are expanded, additional housing space would need to be identified and other summer groups on campus would not be able to use the dining facilities regularly during the summer months.

- **Additional Faculty and Staff:** All concepts would require a larger number of orientation staff, academic advising staff and participating faculty members/advisors. Additional staff would require additional allocations for staff lines or stipends. Contracts for participating faculty that are 10 month would need to be evaluated for 12-month consideration and/or additional stipends would potentially need to be made available. Utilizing trained graduate staff for additional compensation is also an idea.
- **Budget:** All of these models will greatly increase expenses, especially with the potential addition of the number of session dates or an overnight stay. The current \$75 new student fee would need to be evaluated and greatly increased. Note: In the synchronized model, it would be possible to charge students an additional fee if they needed overnight accommodation, provided that it could be added to a student's term bill.

Note: An integrated one-day model of orientation and registration was considered in the original proposal but was removed from this report after members of the committee visited SAS STAR Day in January 2016 and were introduced to the complexities of the registration needs of transfer students and the time needed to address them properly. A required 2-day model was similarly considered and rejected. It is widely believed that upper-class transfer students who, as a group, are generally working or involved in internships would not view this model positively.

Recommendation 38: Create a formalized Transfer Student Welcome event (coordinated with a first-year student welcome) prior to the New Student Convocation in the Fall semester, including student leaders, transfer mentors, faculty and staff. To increase transfer attendance at New Student Convocation, event could be held on the Busch Campus and transfer students could be led to the stadium following the event. A smaller version of the transfer welcome event and/or a Spring New Student Convocation could also be explored.

This will likely increase transfer student attendance at New Student Convocation. Could help transfer students to feel more connected to the University community rather than an afterthought.

Implementation Timeline: Could happen for Fall 2017 cycle with cooperation of the academic units.

Challenges/Resources Required: Funding required for Fall and Spring events, if enacted. Question about which unit/department is responsible for planning/execution.

Recommendation 39: Reimagine how transfer services are handled at Rutgers NB. We recommend exploring the possibility of a NB-wide Transfer Center, headed by an Assistant Vice Chancellor for Transfer Services reporting through Undergraduate Academic Affairs. Appendix F details two preliminary draft versions of how such a center might be organized. Both models would require significant reorganization and buy in from all involved parties at the school-level

and from student affairs as currently organized. A likely timetable for implementation would be one academic year.

Community

Recommendation 40: Create a standing committee to investigate ways to encourage units across the campus to share information about students, particularly students who have been identified as part of particular groups and potentially requiring, or having access to, targeted services. Some examples of such groups are veterans, non-traditional students, international students, students arriving from community colleges and first generation college students.

Such information sharing would assist in the advising and counseling of all students, regardless of whether they entered as first-years or transfers. However, we believe the challenges of the transition to Rutgers for students with previous post-secondary educational experiences may be particularly acute for certain populations, such as veterans, non-traditional and international students. Easily accessible data on such identifying information will allow advisors to guide students more effectively and point them to all available resources.

To achieve this goal, it will be necessary (1) to develop a comprehensive listing of codes that identify special population identities of students; (2) to provide appropriate and ongoing training for staff members about the uses and limitations of such coding information; and (3) to provide appropriate and ongoing training for staff about the resources available to or targeted for special student populations.

Recommendation 41: Require that notation of points of contact for students services—here notably services related to transfer students, but appropriately for all students—be included in all course information for University classes. These links should be part of the transfer website, as well as all Sakai class postings and print/electronic course materials distributed to students. The information provided should include both website and physical locations for services so that access to the information allows students the ability to independently connect with any desired supportive services.

Recommendation 42: All university units will engage in deliberate, coordinated, pro-active outreach to transfer students to ease their transition to Rutgers- New Brunswick. This pro-active effort should include intensive outreach in initial weeks of each academic semester utilizing an array of personal, electronic and social media platforms, and continued academic advisement during their first two semesters of enrollment to make sure they stay on track towards their intended degrees. The outreach will be designed to develop intentional connections to broad and varied communities within the university.

Transfer students, due to the timing of their arrival at the university, may have missed some opportunities to participate in leadership development activities that would improve their own skills and also contribute to the strength of the university environment. However, transfer students bring some unique capabilities as student leaders to the university community precisely because of their heightened experiences with transition within college settings. Therefore,

transfer students are well served by targeted outreach beyond their first semester to ensure that transfer students are aware of available resources and opportunities within the university.

Recommendation 43: Expand the Transfer Peer Mentor program to offer high-level support to the transfer student community; this programs training should be on par with that given to the development of students as Resident Assistants, Mental Health/Sexual Health/Nutrition Peer Educators and Orientation Team staff. Transfer Student Peer Mentor program needs to be funded and supported at the same level as parallel peer leadership experiences.

Appendix A: Members of the Task Force on Transfer Students

Ben. Sifuentes-Jáuregui, Vice Chancellor, Undergraduate Academic Affairs (Chair)

Michael Hewson, Senior Executive Director, Undergraduate Academic Affairs (Co-Chair)

Transfer Students – Student Support and Services

Sidney Auerbach, Associate Professor & Director of Undergraduate Advising, Department of Cell Biology & Neuroscience

DuWayne Battle, Director of Baccalaureate Program

Robin Diamond, Assistant Dean & Director of the SAS Transfer Center

Kevin Ewell, Assistant Dean, Office of Student Services, SCI

Betsy Feliciano-Berrios, Assistant Dean, Enrollment & Student Services, University College Community

Matt Ferguson, Director, New Student Orientation and Family Programs

Roberta Leslie, Associate Vice President for Academic Affairs

Christina Miller Torian, Coordinator, Undergraduate Student Services

Carolyn Moehling, Associate Dean of Undergraduate Education, SAS, and Professor of Economics

Thomas Moore, Junior and External Transfer Student Counselor, RBS-NB Office of Undergraduate Programs

Lenore Neigeborn, Associate Dean, SAS Office of Academic Services

Bill O'Brien, Senior Director for Residence Life, Student Affairs

Elizabeth O'Connell-Ganges, Assistant Vice Chancellor of Student Engagement, Student Affairs

Mark Schuster, Dean of Students, Student Affairs

Ann Treadaway, Director of Veteran & Military Programs & Services

Cecilia Vargas, Assistant Dean for Transfer Services & Tau Beta Pi Advisor

Matt Winkler, Assistant Dean For Advisement, Office of Student and Academic Services

Patricia M. Woodin-Weaver, Ed.D, Staff Psychologist, CAPS, Student Affairs

Transfer Students – Curriculum and Credits

Jack Bratich, Professor and Chair of Journalism and Media Studies, SCI

Michael Beals, Professor of Mathematics and Vice Dean of Undergraduate Education, SAS

William Field, Undergraduate Program Director and Department of Political Science

Wolfram Hoefer, Associate Professor, Department of Landscape Architecture

Susan Lawrence, Professor of Political Science

Roberta Leslie, Associate Vice President for Academic Affairs

Tom Leutsek, Associate Dean of Academic Administration

Rick Ludescher, Dean of Academic Programs, SEBS

Marty Markowitz, Senior Associate Dean, Business School

Peng Song, Associate Dean, Undergraduate Education, School of Engineering

Dona Schneider, Professor and Associate Dean for Programs

Andrew Vershon, Professor, Department of Molecular Biology and Biochemistry, and Director of the Waksman Student Scholars Program

Paula Voos, Associate Dean and Director, Undergraduate & Master's Programs in Labor and Employment Relations

Support Staff

Alexis Biedermann, Senior Executive Associate, Chancellor's Office

Appendix B: Committee Charge

COMMITTEE CHARGE

Following the goals set by the New Brunswick Strategic Plan, the Task Force on Transfer Students is charged with evaluating policies and programming that support transfer students, as well as providing recommendations to improve the transition from other institutions to Rutgers.

The New Brunswick Strategic plan recognizes that “[t]ransfer students have unique issues and concerns that merit special attention. Transfer students have completed college courses and have some familiarity with college.” Nevertheless the complex and multiple layered structure of the University give us cause to examine how students transferring from community colleges, smaller liberal art colleges, or international universities become integrated into the intellectual, professional, social and cultural life of Rutgers. This Task Force has a two-fold mission. On the one hand, it will examine and propose a well-organized, coordinated and integrated model of communication, advising, orientation and support programs and services aimed at all transfer students. On the other hand, it will pay special attention to curricular matters, make recommendations, and offer guidelines to address how schools, departments and other units handle transfer credits, thereby help articulate for transfer students a program of study and completion goals that are clear and feasible.

To meet the dual mission, the Task Force will be organized by two bodies of administrators and faculty. The first group will focus on Transfer Students’ Support and Services. This group will work closely with the First-Year Experience Task Force as many of their goals overlap. Like the First-Year Experience Task Force, this group will pay attention to the following goals:

- Assist students to understand it means to be a student at Rutgers – New Brunswick
- Facilitate student and faculty / staff interactions with a substantive focus on advising
- Encourage students for academic success within a large Research-I institution
- Become active and integrated within supportive and inclusive communities
- Enhance awareness and effective utilization of resources and support services, including Learning Centers, University Career Services, University Disability Services, and others
- Foster pride in Rutgers
- Develop productive partnerships with parents / families
- Increase retention

The second group will examine exclusively matters of academic credits, in particular questions of credit *transfer* and *equivalency*. This group, Transfer Students – Curriculum and Credits, will look at how all Rutgers – New Brunswick schools handle transfer academic credits, and it will make recommendations aimed at ensuring proper equivalencies of courses and credits taken at other institutions.

The New Brunswick Strategic Plan notes that “[f]or students coming from New Jersey community colleges, NJ Transfer (njtransfer.org) is a comprehensive resource that pro-vides

information on how each class will transfer into each Rutgers–New Brunswick school. However, when there are not these kinds of clear articulation plans in place with other sending schools, transfer students may struggle to determine how their courses will transfer into the various schools at Rutgers–New Brunswick.” Thus, the Transfer Students – Curriculum and Credits Task Force will make recommendations on how to handle credits from students coming from community colleges, other Rutgers campuses, or other universities, as well as propose recommendations on how to handle credit transfers and equivalencies for non-traditional students and veterans. This task may involve thinking about how credits are set as transferable or equivalent, as they are weighed across different parts of the curriculum: from general education to major credits, also credit for core curriculum courses. Importantly, this group will encourage all schools to institute a timetable that is reasonable, and that will afford students the right amount of advising, so that they are able to enroll in courses in timely manner, alongside all their classmates.

Timetable for completion

April 2016

Appendix C: Office of Transfer Student Services – NB Financial Plan Proposal (Not including space)

This chart gives an estimate of investments needed to set up an office of Transfer Student Services. This office should be seen as additional resources and in no way understood as replacing existing services.

Transfer Student Services - NB Financial Plan Proposal						
	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Expenses Salary						
Ideal Positions for Office Transfer Student Services (Reporting to Vice Chancellor of UAA)						
Academic						
Assistant Vice Chancellor Grade 10 or 11	\$225,917.47	\$231,565.40	\$237,354.54	\$243,288.40	\$249,370.61	\$154,929 + 2.5% increase each yr, 45.82% fringe
Sr. Administrative Assistant Grade 5	\$90,554.22	\$92,818.08	\$95,138.53	\$97,516.99	\$99,954.92	\$62,100 + 2.5% increase each yr, 45.82% fringe
Director of Academic Advising Grade 7	\$136,435.02	\$139,845.90	\$143,342.05	\$146,925.60	\$150,598.74	\$93,564 + 2.5% increase each yr, 45.82% fringe
Academic Advisors (12 positions total) Grade 6 (6 year 1, 3 additional year 2&3)	\$652,865.30	\$967,746.78	\$1,290,329.04	\$1,322,587.27	\$1,355,651.95	\$74,620 + 2.5% increase each yr, 45.82% fringe
Web Content Communications Administrator and Technology Support Grade 6 (year 2&3)	\$119,851.25	\$122,847.53	\$125,918.72	\$129,066.69	\$132,293.35	\$65,000 + 2.5% increase each yr, 45.82% fringe
Manager of Marketing, Publicity and Public Relations Grade 6	\$108,810.88	\$111,531.16	\$114,319.44	\$117,177.42	\$120,106.86	\$74,620 + 2.5% increase each yr, 45.82% fringe
Subtotal	\$1,334,434.15	\$1,666,354.85	\$2,006,402.31	\$2,056,562.37	\$2,107,976.43	
Expenses Non Salary (Operations)						
Special Events	\$50,000.00	\$52,500.00	\$55,125.00	\$57,881.25	\$60,775.31	
Technology (Computers for employees only)	\$50,000.00	\$25,000.00	\$31,250.00	\$39,062.50	\$48,828.13	
Office Supplies	\$20,000.00	\$25,000.00	\$31,250.00	\$39,062.50	\$48,828.13	
Professional Networks: Conferences, Memberships & Travel	\$50,000.00	\$62,500.00	\$78,125.00	\$97,656.25	\$122,070.31	
Marketing (Campaigns, Publications & Design, Promotional Items, Printing)	\$100,000.00	\$105,000.00	\$110,250.00	\$115,762.50	\$121,550.63	
Grand Total Expenses Non Salary	\$270,000.00	\$270,000.00	\$306,000.00	\$349,425.00	\$402,052.50	
TOTAL EXPENSE	\$1,604,434.15	\$1,936,354.85	\$2,312,402.31	\$2,405,987.37	\$2,510,028.93	

Appendix D: Transfer Student Enrollment Data

Rutgers-New Brunswick New Student (First-Year and Transfer) Enrollment Academic Years 1998-99 to 2015-16

Fall Semester

FY/TR	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
FY	5124	5441	5451	5437	5054	4679	4817	5121	5090	5519	5840	5835	6033	6075	6170	6404	6418	6607
TR	1330	1253	1247	1277	1328	1183	1318	1028	1071	1477	1694	1908	1936	2117	2089	2236	2475	2464
Total	6454	6694	6698	6714	6382	5862	6135	6149	6161	6996	7534	7743	7969	8192	8259	8640	8893	9071
% FY	79.4%	81.3%	81.4%	81.0%	79.2%	79.8%	78.5%	83.3%	82.6%	78.9%	77.5%	75.4%	75.7%	74.2%	74.7%	74.1%	72.2%	72.8%
% TR	20.6%	18.7%	18.6%	19.0%	20.8%	20.2%	21.5%	16.7%	17.4%	21.1%	22.5%	24.6%	24.3%	25.8%	25.3%	25.9%	27.8%	27.2%

Spring Semester

FY/TR	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
FY	19	6	5	1	0	0	3	0	2	9	13	16	28	23	21	33	45	49
TR	394	455	434	0	18	9	190	261	269	572	468	654	614	618	635	667	682	639
Total	413	461	439	1	18	9	193	261	271	581	481	670	642	641	656	700	727	688
% FY	4.6%	1.3%	1.1%	100.0%	0.0%	0.0%	1.6%	0.0%	0.7%	1.5%	2.7%	2.4%	4.4%	3.6%	3.2%	4.7%	6.2%	7.1%
% TR	95.4%	98.7%	98.9%	0.0%	100.0%	100.0%	98.4%	100.0%	99.3%	98.5%	97.3%	97.6%	95.6%	96.4%	96.8%	95.3%	93.8%	92.9%

Fall and Spring Combined

FY/TR	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FY	5143	5447	5456	5438	5054	4679	4820	5121	5092	5528	5853	5851	6061	6098	6191	6437	6463	6656
TR	1724	1708	1681	1277	1346	1192	1508	1289	1340	2049	2162	2562	2550	2735	2724	2903	3157	3103
Total	6867	7155	7137	6715	6400	5871	6328	6410	6432	7577	8015	8413	8611	8833	8915	9340	9620	9759
% FY	74.9%	76.1%	76.4%	81.0%	79.0%	79.7%	76.2%	79.9%	79.2%	73.0%	73.0%	69.5%	70.4%	69.0%	69.4%	68.9%	67.2%	68.2%
% TR	25.1%	23.9%	23.6%	19.0%	21.0%	20.3%	23.8%	20.1%	20.8%	27.0%	27.0%	30.5%	29.6%	31.0%	30.6%	31.1%	32.8%	31.8%

1. Newark Nursing moved to New Brunswick/RBHS in Fall 2013.

2. Historical data excludes University College-New Brunswick to be consistent with reporting practices during that time.

3. University College-New Brunswick and Douglass College (Bunting Students only) were the only New Brunswick schools open for Spring 2002, Spring 2003, and Spring 2004. Although overall transfer enrollment decreased, University College-New Brunswick experienced increased transfer enrollment during those spring semesters which is not shown in counts above.

**Rutgers-New Brunswick
Transfer (TR) Enrollment by School
Academic Years 2010-11 to 2015-16**

Fall Semester

SCHOOL	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
SAS	1494	1410	1448	1473	1609	1628	77.2%	66.6%	69.3%	65.9%	65.0%	66.1%
MGSA	47	48	41	41	46	39	2.4%	2.3%	2.0%	1.8%	1.9%	1.6%
BLOUSTEIN	0	22	15	12	14	8	0.0%	1.0%	0.7%	0.5%	0.6%	0.3%
SEBS	235	251	298	280	299	265	12.1%	11.9%	14.3%	12.5%	12.1%	10.8%
ENG	80	98	98	129	155	158	4.1%	4.6%	4.7%	5.8%	6.3%	6.4%
PHARMACY	29	27	16	23	21	33	1.5%	1.3%	0.8%	1.0%	0.8%	1.3%
RBS-NB	0	186	96	127	180	182	0.0%	8.8%	4.6%	5.7%	7.3%	7.4%
SMLR	51	75	77	74	87	74	2.6%	3.5%	3.7%	3.3%	3.5%	3.0%
NURS-NW	n/a	n/a	n/a	77	64	77	n/a	n/a	n/a	3.4%	2.6%	3.1%
TR TOTAL	1936	2117	2089	2236	2475	2464	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Spring Semester

SCHOOL	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
SAS	487	483	471	548	574	567	79.3%	78.2%	74.2%	82.2%	84.2%	88.7%
MGSA	8	0	4	3	2	0	1.3%	0.0%	0.6%	0.4%	0.3%	0.0%
BLOUSTEIN	0	5	2	8	7	14	0.0%	0.8%	0.3%	1.2%	1.0%	2.2%
SEBS	50	69	73	75	70	0	8.1%	11.2%	11.5%	11.2%	10.3%	0.0%
ENG	36	41	52	3	1	29	5.9%	6.6%	8.2%	0.4%	0.1%	4.5%
PHARMACY	0	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
RBS-NB	0	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SMLR	33	20	33	30	28	29	5.4%	3.2%	5.2%	4.5%	4.1%	4.5%
NURS-NW	n/a	n/a	n/a	0	0	0	n/a	n/a	n/a	0.0%	0.0%	0.0%
TR TOTAL	614	618	635	667	682	639	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Fall and Spring Combined

SCHOOL	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
SAS	1981	1893	1919	2021	2183	2195	77.7%	69.2%	70.4%	69.6%	69.1%	70.7%
MGSA	55	48	45	44	48	39	2.2%	1.8%	1.7%	1.5%	1.5%	1.3%
BLOUSTEIN	0	27	17	20	21	22	0.0%	1.0%	0.6%	0.7%	0.7%	0.7%
SEBS	285	320	371	355	369	265	11.2%	11.7%	13.6%	12.2%	11.7%	8.5%
ENG	116	139	150	132	156	187	4.5%	5.1%	5.5%	4.5%	4.9%	6.0%
PHARMACY	29	27	16	23	21	33	1.1%	1.0%	0.6%	0.8%	0.7%	1.1%
RBS-NB	0	186	96	127	180	182	0.0%	6.8%	3.5%	4.4%	5.7%	5.9%
SMLR	84	95	110	104	115	103	3.3%	3.5%	4.0%	3.6%	3.6%	3.3%
NURS-NW	n/a	n/a	n/a	77	64	77	n/a	n/a	n/a	2.7%	2.0%	2.5%
TR TOTAL	2550	2735	2724	2903	3157	3103	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1. Newark Nursing moved to New Brunswick/RBHS in Fall 2013.

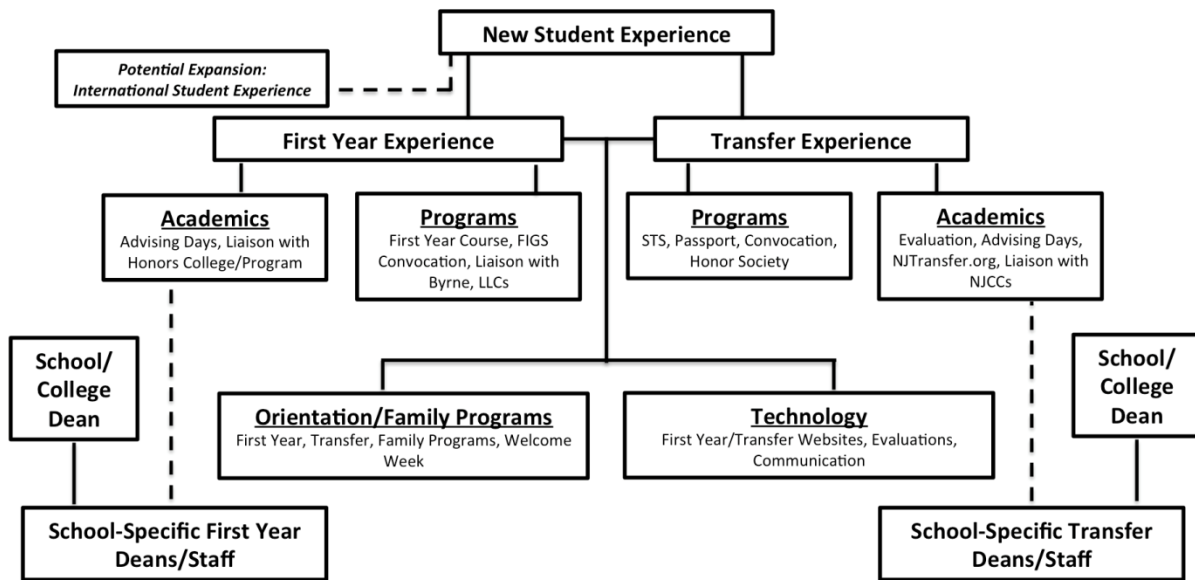
Appendix E: Satisfaction comparisons for transfer and native students from the 2014 SERU

		All NB Undergraduates			
Level of Satisfaction	Matriculation Status	Satisfied*		Dissatisfied**	
		N	Percent	N	Percent
Ability to get into a major that you want	Native	3766	88.0 %	512	11.9 %
	Transfer	1203	88.0 %	163	11.9 %
	Total	4969	88.0 %	675	11.9 %
Advising by departmental staff on academic matters	Native	3173	74.0 %	1110	25.9 %
	Transfer	1066	78.0 %	299	21.9 %
	Total	4239	75.0 %	1409	24.9 %
Advising by faculty on academic matters	Native	3309	76.8 %	998	23.1 %
	Transfer	1108	80.6 %	266	19.3 %
	Total	4417	77.7 %	1264	22.2 %
Advising by school or college staff on academic matters	Native	3030	70.6 %	1259	29.3 %
	Transfer	1030	75.1 %	340	24.8 %
	Total	4060	71.7 %	1599	28.2 %
Availability of courses needed for graduation	Native	3042	70.8 %	1253	29.1 %
	Transfer	998	72.7 %	373	27.2 %
	Total	4040	71.3 %	1626	28.6 %
Quality of lower-division courses in your major	Native	2419	80.5 %	505	16.8 %
	Transfer	797	80.3 %	160	16.1 %
	Total	3216	80.4 %	665	16.6 %
Quality of upper-division courses in your major	Native	2450	81.6 %	334	11.1 %
	Transfer	837	84.2 %	113	11.3 %
	Total	3287	82.3 %	447	11.1 %
Satisfaction with overall academic experience	Native	3368	76.2 %	1048	23.7 %
	Transfer	1154	80.9 %	271	19.0 %
	Total	4522	77.4 %	1319	22.5 %
Satisfaction with overall social experience	Native	3573	80.8 %	845	19.1 %
	Transfer	1062	74.4 %	364	25.5 %
	Total	4635	79.3 %	1209	20.6 %
Satisfaction with value of your education for the price you're paying	Native	2916	65.9 %	1504	34.0 %
	Transfer	998	70.0 %	427	29.9 %
	Total	3914	66.9 %	1931	33.0 %
		All NB Undergraduates			
Motivation for Selection of Major	Matriculation Status	No		Yes	
		N	Percent	N	Percent

Couldn't get into my first choice of major		Native		2638		86.4 %		412		13.5 %	
		Transfer		868		85.6 %		145		14.3 %	
		Total		3506		86.2 %		557		13.7 %	
						All NB Undergraduates					
		Less than 6****		15-6***		25-16**		More than 25*			
Time Allocation	Matriculation Status	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Hours per week on paid employment off campus (include paid interships)	Native	3397	73.0 %	571	12.2 %	438	9.4 %	247	5.3 %		
	Transfer	754	50.3 %	218	14.5 %	256	17.0 %	270	18.0 %		
	Total	4151	67.4 %	789	12.8 %	694	11.2 %	517	8.4 %		
Hours per week on paid employment on campus (include paid interships)	Native	3485	74.3 %	885	18.8 %	233	4.9 %	86	1.8 %		
	Transfer	1241	83.0 %	164	10.9 %	60	4.0 %	30	2.0 %		
	Total	4726	76.4 %	1049	16.9 %	293	4.7 %	116	1.8 %		
						All NB Undergraduates					
		Not Concerned		Somewhat Concerned		Concerned		Very Concerned			
	Matriculation Status	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	Native	1170	27.1 %	1243	28.8 %	875	20.3 %	1019	23.6 %		
	Transfer	251	18.2 %	359	26.1 %	318	23.1 %	445	32.4 %		
	Total	1421	25.0 %	1602	28.2 %	1193	21.0 %	1464	25.7 %		

Appendix F: Potential Structure for Centralized Center for New Student Experiences

Potential Structure: Centralized Center for New Student Experience



Potential Structure: Centralized Center for Transfer Student Services

