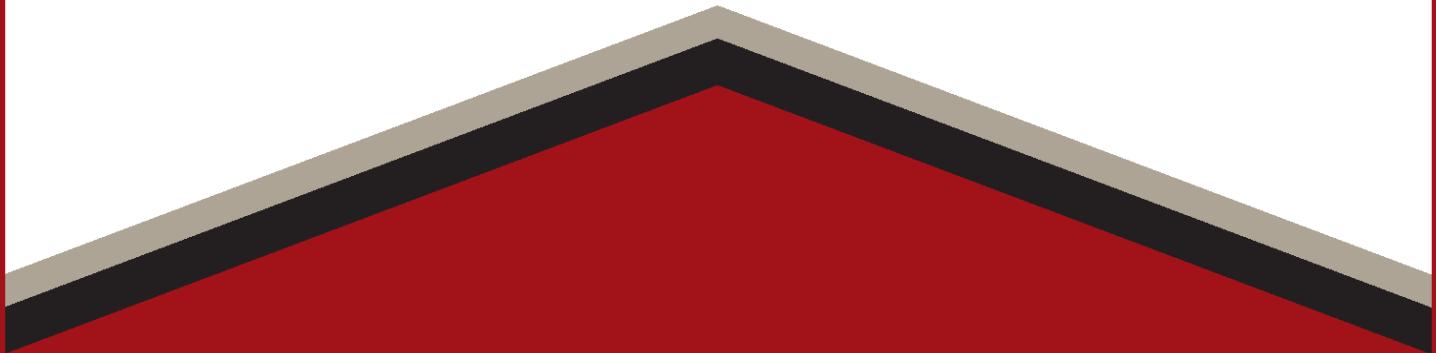




June 2017

THE IMPLEMENTATION AND OUTCOMES OF CREDIT WHEN IT'S DUE (CWID) IN 15 STATES



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Beginning in October 2012, the CWID research team was formed by Dr. Debra D. Bragg, Principal Investigator, at the Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign, with the support of co-Principal Investigators Dr. Jason Taylor and Dr. Matthew Giani. In 2016, the research moved to the University of Washington Seattle where research studies continue to be led by Dr. Bragg who is now Director of CCRI. Also, co-principal Investigator, Jason Taylor, continues research on the project at the University of Utah where he is an assistant professor, and co-principal investigator, Matthew Giani, who is working on this project through his LLC while also working full-time for the University of Texas Austin.

The research team wishes to acknowledge the states and institutions that participated in our research on the Credit When It's Due (CWID) initiative over the 5-year time period from 2012 to the present. We are grateful to the many practitioners who were enormously generous in helping us gather data and in supporting our efforts to analyze and interpret results. We are also want to acknowledge the numerous philanthropic organizations that provided support to states to participate in the CWID initiative. They were: Helios Education Foundation, Kresge Foundation, Lumina Foundation, USA Funds, and the Greater Texas Foundation. In addition, the Bill & Melinda Gates Foundation supported our research and played an important role in helping to shape our efforts with this project as well as additional research that extends what we learned through CWID to other transfer initiatives. In this regard, we offer special thanks to Yvonne Belanger and Janet Salm who supported our portfolio, and Kelly DeForrest who helped us connect our work to other researchers who are engaged in transfer research.

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INTRODUCTION

In 2012, five foundations partnered to launch the Credit When It's Due (CWID) initiative that was “designed to encourage partnerships of community colleges and universities to significantly expand programs that award associate degrees to transfer students when the student completes the requirements for the associate degree while pursuing a bachelor’s degree” (Lumina Foundation, 2012, n.p.), also known as reverse transfer, or reverse credit transfer. These five foundations were the Bill & Melinda Gates Foundation, Helios Education Foundation, Kresge Foundation, Lumina Foundation, and USA Funds. In 2013, four additional states joined CWID, as did a sixth foundation: the Greater Texas Foundation.

This report represents the culmination of a 4-year study that documented the implementation and outcomes of reverse credit transfer involving 15 states from their first implementation of CWID in fall 2012 through to summer 2016. State-level CWID grants focused on the policy, program and practice changes, and student enrollment and outcomes of state systems and/or higher education institutions (two- and 4-year degree conferring) whereby each state developed and implemented reverse credit transfer, engaged in policy development, and sought student completion outcomes. Variation was prominent in implementation within and across the 15 states, with nearly 16,000 students being awarded an associate’s degrees through CWID between 2013-14 and 2015-16.

What follows is a state-by-state narrative that documents how the 15 states that signed on to CWID developed their reverse credit transfer programs; how they implemented reverse transfer-related policies and processes, including the ways in which pre-existing and emerging broader transfer and articulation policies and processes were aligned; who the reverse credit transfer programs served in terms of student populations; and what initial outcomes emerged at this relatively early stage of implementation. Even within CWID states, institutions continue to adopt, adapt, and implement reverse credit transfer policies and programs as more states not part of the formal CWID initiative are deciding to launch these initiatives (e.g., Nebraska, Oklahoma, Utah), which may result in more associate’s degrees being conferred.

Research Design

The CWID research was designed around three distinct studies: a Baseline Study, an Implementation Study, and an Outcomes Study. The purpose of the Baseline Study was to understand the background and context for state and institutional changes in policy and practice prior to CWID implementation and to estimate the number of students potentially eligible for reverse transfer. Methods and results pertaining to this baseline study are provided in *Credit When It's Due: Results from the Baseline Study* (Taylor, Bishop, Makela, Bragg, & Rudd, 2013). This new report builds on our prior research to describe implementation and outcomes pertaining to the CWID policies and practices implemented in 15 states. Additional explanation of these studies is provided below.

Implementation Study

The purpose of the implementation study was to document the CWID implementation process, new policies and practices adopted by the states as part of CWID, and factors influencing CWID-related institutional, system, and state policy and practice. The research questions guiding this aspect of our study are:

1. What new policies and practices are developed and implemented through CWID, and what are their characteristics?
2. How do states, systems, and institutions develop and adopt reverse transfer policies?

3. How does reverse transfer influence other transfer and articulation policies and practices?

To answer these research questions, we used three primary data collection methods. The first is individual interviews with state and institutional personnel at strategic points in the grant, starting with an interview conducted in the first few months and continuing through to near the end of the CWID grant period. To this end, between 2012 and 2015, we conducted at least three semi-structured phone interviews with professionals situated in state education agencies and higher education systems in each CWID state. Second, we collected artifacts, most typically electronic text and files available via websites, pertaining to policy implementation and adoption, including newly adopted reverse transfer policies and procedures; CWID-related meeting minutes and notes; formal and informal presentation materials delivered to various stakeholder groups internal and external to the communities involved in CWID; and recruitment, marketing, and outreach materials. In addition, we interviewed state and system level professionals about technology adoption and implementation as well as FERPA compliance relative to student consent. Third, we conducted site visits to eight states: Colorado, Florida, Georgia, Hawaii, Michigan, Missouri, Ohio, and Tennessee where we collected additional data from state, system and institutional leaders and practitioners. These site visits lasted anywhere from 1 to 3 days, depending on the number of institutions visited and stakeholders interviewed.

Outcomes Study

The purpose of the Outcomes Study was to understand how many and which students participate in reverse credit transfer and provide evidence of the outcomes of students, institutions, and states relative to reverse transfer initiatives. The research questions guiding this aspect of our research are:

1. How many and which students are eligible, consent to participate, and receive associate's degrees via reverse credit transfer?
2. How do reverse credit transfer outcomes differ by student sub-group?
3. What factors predict students' eligibility for reverse credit transfer and their attainment of an associate's degree?
4. What is the incidence of retention and bachelor's degree completion for reverse credit transfer participants?
5. What is the change in degree attainment rate for states that adopt reverse credit transfer?

To answer these research questions, we designed a student-level or aggregate-level data collection methodology for each state. Our initial intention was to collect student-level data for all 15 states, but in some states the decentralized nature of implementation and/or the lack of access to state-level data presented an insurmountable barrier to student-level data collection. However, despite these challenges, we were able to gather student-level data for the 10 states of Arkansas, Colorado, Hawaii, Minnesota, Missouri, North Carolina, New York, Ohio, Georgia, and Tennessee. Aggregate-level data were collected for Florida, Michigan, Maryland, Oregon, and Texas.

In both the student-level and aggregate data collection, we constructed five metrics related to the reverse credit transfer process:

- Number of potentially eligible students to participate in reverse credit transfer
- Number of potentially eligible students who were contacted to participate in reverse credit transfer
- Number of contacted students who consented to participate in reverse credit transfer
- Number of consenting students who had a degree audit pertaining to reverse credit transfer

- Number of students who received an associate's degree via reverse credit transfer

We used these metrics to guide data collection and to report outcomes in each state case report. In most of five states where the aggregate template was used, we collected these aggregate data at the 2-year-to-4-year partnership level, and we reported the data accordingly. In some of these states, demographic data were collected and reported for student participants who received an associate's degree via reverse credit transfer. In some states, we could not collect data on all metrics primarily due to lack of local or state data collection capacity; variation in implementation timelines and strategies, including widely differing processes employed by institutions; or inadequate data collection mechanisms or infrastructure.

Sample. The sample of students for whom we collected outcomes data was predominantly cohort-based and that cohort was defined, in part, by the way in which states and institutions implemented reverse credit transfer. For the student-level data collection, implementation was focused mostly on students who were enrolled in a 4-year institution at the time of our study. Thus, we requested data for a sample of all transfer students enrolled at CWID-participating 4-year institutions during a specified term of reverse credit transfer implementation. Although this form of transfer universe sample was requested from all states, some could not comply for various reasons, including changes to state data systems or missing data (e.g., some states did not include data on students transferring from out-of-state or private institutions). In the 10 states where student-level data were collected, the state case report documents the characteristics of the dataset and the students who are and are not included in it.

With the exception of one state (Hawaii), we collected student-level data on one cohort only, typically the first or second implementation cohort. Thus, the data and analyses included in this report reflect outcomes for initial implementation cohorts only. However, because the sample of transfer universe students was large in most states that supplied student-level data, we were constructed comparison groups to examine differences in outcomes for reverse transfer students compared to transfer students who did not participate in reverse transfer.

Data Analysis. Our data analysis is exclusively descriptive and state level, as noted above. Due to the already extensive length of this report, we do not herein report cross-case results. The data analyses that was conducted primarily answers the first two research questions mentioned above that focus on describing the demographic and other background characteristics student participants and breaking these descriptive data down by sub-groups to determine whether variation in RCT participation exists by student characteristics. This analysis is important because it begins to address the question of whether RCT policy and practice offers a means of engaging underserved populations who have completed the associate's degree but may be eligible to do so. Increasing the college degree completion rates of underserved students relative to their majority student peers and thereby increasing the overall college degree completion of states and systems is a stated goal of the CWID initiative. We also employed a series of descriptive analyses to document the transfer and progression of students from 2-year to 4-year colleges, and we broke these outcomes down by student sub-group.

Organization of the Report

Each state's CWID story is unique so this report is structured as a state-by-state case study rather than a cross-state analysis. We have published several cross-state analyses since the CWID grant was launched, and we will continue to publish papers, briefs, and data notes in the future. In this report, each state case is organized into the following sections:

- ***Section One: Background***

This section reviews the state policy context prior to the CWID grant and reviews relevant policies and practices related to transfer and articulation since CWID began implementation. The section draws on our earlier CWID Baseline Study (Taylor, Bishop, Makela, Bragg, & Ruud, 2013).

- ***Section Two: CWID Grant Implementation***

This section summarizes critical elements of state or system CWID implementation, including an implementation timeline, implementation strategies, the state- or system-level eligibility criteria for RCT, a summary of the RCT processes, implementation successes and challenges, sustainability, and institutions participating in CWID.

- ***Section Three: Descriptive Outcomes Data***

This section summarizes the primary student participation and outcomes data from initial student RCT cohorts, drawing on student-level data in 10 states and aggregate data in 5 states. To the extent possible, we describe student participation and student outcomes for all states, and we report even more detail in states that provided student-level data, including describing the datasets that we created to answer questions about how many and which students received associate's degrees and attained short-term educational outcomes.

Existing and Future Publications

Analysis of CWID using a mixed method design including qualitative and quantitative data analysis methods has continued beyond the period of the state grants, due to the generous funding of the Bill & Melinda Gates Foundation. Already, descriptive case study reports developed for each state in 2013 were updated in 2015, and these cases are available on the Community College Research Initiatives (CCRI) website at <http://ccri.uw.edu>, and included in this comprehensive report. In addition, we have drawn on our qualitative and quantitative data to conduct studies involving secondary analysis, including cross-state analysis, that have resulted in numerous publications related to reverse transfer (see, for example, McCambly & Bragg, 2016; Taylor & Bragg, 2015). These publications provide insights into how reverse credit transfer is being implemented in various state contexts, and they portend the direction of future policy, practice, as well as research.

Terminology

In this introduction, we use the term “reverse credit transfer” rather than “reverse transfer” to reflect our current thinking on the most meaningful way to describe the phenomenon under investigation in this research. The decision to use this term came later in our research and was influenced by our decision to distinguish this current phenomenon from the longstanding use of “reverse transfer” in the literature and also in practice (for a complete discussion, see Taylor, 2016). The earlier definition of reverse transfer tends to refer to students physically transferring back to attend a 2-year college after initially enrolling in the 4-year institution, which is different from this newer use of the “reverse transfer” term relative to the transferring back of credits from the 4-year institution to the 2-year institution to count toward the associate's degree. Because most CWID states use the term “reverse transfer” in policy and practice (and in state statute in some cases), with limited use of the term of “reverse credit transfer” that we believe to be more descriptive and accurate, we use the term reverse transfer throughout the remainder of this report. We also frequently abbreviate reverse transfer to RT for the sake of brevity.

ARKANSAS CASE REPORT

Introduction

This report reviews Arkansas' experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Arkansas's CWID grant implementation; and 3) a summary of the impact of Arkansas's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. Arkansas has a multi-layered higher education governance structure that is coordinated by the Arkansas Department of Higher Education (ADHE). ADHE is a state cabinet-level government agency that has the statutory responsibility to plan, promote, and develop all public 2-year and 4-year institutions on behalf of the Arkansas Higher Education Coordinating Board. There are three university systems – Arkansas State University, Southern Arkansas University, and Southern Arkansas University – that collectively oversee eight universities and 10 community colleges. Additionally, there are three independent universities and 12 independent community colleges each with their own governing boards. Of the 11 universities, all but three have the authority to confer associate's degrees. The Arkansas Community Colleges (ACC) is a private, non-profit membership association that serves and advocates for all 22 community colleges in the state.

Arkansas is also home to 11 independent, not-for-profit, 4-year institutions that are accredited by the North Central Association of Colleges and Schools and collectively represented by the Arkansas Independent Colleges and Universities (AICU). The AICU provides governmental and public affairs support to member institutions.

Arkansas' CWID initiative includes all public institutions of higher education, and is co-led by the ADHE and the ACC. These two organizations have a history of collaboration, captured in the following observation by one CWID leader who said, "Well certainly anything that we do, the Department of Higher Education and the Association of 2-year and 4-year colleges work together."

During an interview conducted by the OCCRL research team, CWID leaders commented that 14 of the 22 community colleges were established in 1991, and whereas all are comprehensive community colleges, many have missions that focus on technical degrees. All the colleges enjoy strong organizational relationships with the public universities. A unique feature of the Arkansas public higher education system is that 8 of the public universities are authorized to award associates degrees.

Pre-CWID Reverse Transfer Policies. Although Arkansas does not have formal legislation on RT, other existing policy on transfer is attributed with motivating the state to pursue CWID. One state official observed, "[A]s you look at the details of the legislation, what we've done is become progressively stricter on the side of the student, in terms of maximizing the courses that transfer. So what we did was, every two years, we would take back legislation that gave a little more power to the student." The RT concept and CWID participation was a natural extension of this legislative path. As such, CWID aligns with the philosophy of empowering students to carry credit with them across institutions and enhance the functionality of transfer within the state.

CWID was also perceived as an opportunity to build support for transfer statewide and reach consensus on transfer legislation, especially in the context of relatively new legislation. For example, one CWID leader noted that, “Probably one of the things we’re going to be using the grant money for is to bring people together, to make sure we’re all in agreement to what this legislation and these policies mean.”

One local partnership in Arkansas preceded CWID efforts with pilot activities. The University of Arkansas-Fayetteville and Northwest Arkansas Community College (NWACC, Bentonville) began experimenting with and piloting RT efforts in Fall 2012, with NWACC playing a coordination role. Because efforts to implement RT are relatively recent, CWID leaders resist speculating about their success. They felt freer in observing that their pilot RT process was laborious and time-consuming. One CWID leader remarked, “That [labor-intensive effort] was one of the concerns that I had to address with the Presidents and Chancellors. We don’t have time to do what we’ve got now; we don’t have the staff to do what we have [to do] now. And I said [to the Presidents and Chancellors] our goal is to do [RT] where it’s through us; it’s a centralized system where you’re not having to do that.” State officials deduced from this experience that a more centralized approach would be advantageous to administering RT, which led them to pursue CWID.

Articulation and Transfer Policy. In the past decade, the Arkansas legislature passed a series of bills intended to improve the transferability of courses in the system. One CWID leader suggested, “We have been working on this [transfer] for about eight years with progressively stricter transfer legislation, trying to enhance the number of courses that are transferred and trying to make it so that more courses transfer and students are more sure of which courses transfer.” This legislative history is illustrated in Table AR-1 in four pieces of legislation. The first of these legislative acts, Act 672 of 2005, requires the state implement a statewide transfer curriculum for general education, as well as an internet-based manual for students. Curriculum development has been driven by the faculty, and the Arkansas Course Transfer System (ACTS) has developed as a result of their effort.

In 2009, the Roger Phillips Transfer Policy Act (Act 182 of 2009) designated three degrees, the Associate of Arts, the Associate of Science, and the Associate of Arts in Teaching, as transfer degrees and required 4-year universities to accept and acknowledge them toward completion of lower-division general education courses. Furthermore, Act 747 of 2011, sought to further clarify the core curriculum, establish a maximum of 60 credit-hours for associate degrees that includes a 35 credit-hour for the general education core, require student advising processes, promote further articulation, and require a statewide common course number system. The most recent resolution adopted by the Coordinating Board on April 27, 2012 states that all of the lower general education courses as being the statewide Common Course Numbering System (CCNS).

Table AR-1. *Key Articulation and Transfer Policies in Arkansas*

Policy	Description
Act 672 of 2005	<ul style="list-style-type: none">Strengthened and expanded transfer agreements and resulted in state minimum core curriculum and Arkansas Course Transfer System (ACTS)
Act 472 of 2007	<ul style="list-style-type: none">Mandated use of ACTS in transfer student advising process
Act 182 of 2009	<ul style="list-style-type: none">Designated the AA, AS, and AA in Teaching as transfer degrees
Act 747 of 2011	<ul style="list-style-type: none">Clarified state minimum core curriculum, established statewide common course numbering system, required transfer student advising, and further promoted articulation

State Completion Goals and Initiatives. Arkansas does not have a written state college completion agenda, but in the 2011 *State of the State* address, Governor Mike Beebe established the goal of doubling the number of college graduates in Arkansas by 2025, which translates to a 5% annual increase in certificates and degrees. CWID leaders see this completion focus strongly connected to the Governor's Plan for Economic Development in 2009, which among other things, focused on increasing the number of workers with postsecondary training. Accompanying this is Arkansas' engagement with related completion agendas such as Complete College America, Completion by Design, and Achieving the Dream, and Trade Adjustment Act grants.

Arkansas is also implementing a new statewide student success center with a grant from the Winthrop Rockefeller Foundation, a center that is perceived by CWID leaders to be an innovative initiative that is part of a larger nationwide initiative funded by other philanthropic funders, such as the Kresge Foundation and Bill & Melinda Gates Foundation. Based on this work, CWID leaders in Arkansas are developing a student success model that integrates several related initiatives to form a more comprehensive portrait of student success.

Converging Transfer and Articulation Policy. The relatively new transfer and articulation policies in Arkansas are intended to provide a statewide framework for facilitating transfer and RT through a core transfer curriculum, a general education package, and an online Arkansas Course Transfer SACTS system that serves as a central repository for transferrable courses. There is not explicit RT legislation in Arkansas; however, the other transfer legislative actions are intended to ease student transfer across institutions, including transferring back credits from a 4-year institution to a 2-year institution.

Performance Funding Legislation. New performance funding legislation is perceived by CWID leaders as an incentive for institutions to participate in CWID because of the relationship between funding and completion. Act 1203 of 2011 established performance funding that modifies existing base general funding to include student completion. By 2018, 25% of the funding formula will be based on institutional performance, including transfer and completion measures.

Arkansas Data Capacity. Education and employment data are centralized in Arkansas in a recently developed research unit called the Arkansas Research Center (ARC). Given the resources needed for degree audits and RT implementation, the ARC is perceived as a central partner to CWID. CWID leaders noted that Presidents and Chancellors expressed concerns about a resource-intensive process, but the proposed centralized approach of using ARC helped assuage these concerns. However, it is important to notice that the data sharing agreement between ADHE and ARC has not been renewed, and ARC has not received higher education data since 2013.

Perceptions of the Associate's degree. Because several community colleges are new (14 opened in 1991) relative to other state community college systems, CWID leaders expressed concern that the value of an associate's degree might be misunderstood. Similarly, several 2-year colleges have "Technical College" in their name, despite the fact that they offer a comprehensive mission that includes the transfer function. CWID leaders acknowledge that there is a need to build awareness about the associate's degree within the state, with one CWID leader saying, "[Y]ou'll see that we put a public relations component in there [the CWID grant]. And part of that is to educate the Arkansas public on the value of an associate's degree." Misinformation about the value of associate's degrees or the types of associate's degrees that are held by students, the public and by university faculty and staff could be a potential barrier as Arkansas ramps up efforts to increase associate's degree completion through CWID.

Late Registration and Graduation Fees. Late registration and graduate fees emerged as institutional barriers to RT in Arkansas' pilot efforts, and both of these issues were articulated in Arkansas' CWID

proposal. The concern is to address unreasonable and unnecessary obstacles that students may experience in obtaining a reverse-transfer degree.

SECTION TWO: CWID GRANT IMPLEMENTATION

The strategies and goals that represent the core features of Arkansas' CWID grant implementation are presented below.

Key Implementation Strategies

Interagency Leadership and Steering Committee. RT implementation in Arkansas is led by a collaboration of agencies, including the Arkansas Department of Higher Education (ADHE), Arkansas Community Colleges (ACC), and the Arkansas Research Center (ARC). This interagency collaboration provides leadership for many aspects of RT activities. In addition, a steering committee comprised of college and university student affairs officers, academic affairs officers, financial aid officers, and registrars were established early in the grant period to advise on the development and implementation of RT processes. The state formally launched RT in June 2013 to build awareness of RT and to communicate the value of an associate's degree more broadly. More than 200 representatives of Arkansas colleges and universities attended a press conference and kickoff luncheon, with press coverage including at least 20 local, state, and national media outlets. The state formally launched RT in June 2013 to build awareness of RT and to communicate the value of an associate's degree more broadly.

Pilot Strategy and Leveraging Existing Data Capacity. The ARC hosts Arkansas' longitudinal database that includes all higher education data for public institutions, including course-level information. This robust database is key to the state's RT efforts and was leveraged to identify students who are candidates for RT as part of a pilot strategy. Focusing on a pilot cohort of students, ARC staff used the database and course equivalency information to identify students who completed all or most of the 16 to 17 courses that constitute the core associate's degree requirements. The centralized data at ARC provides for an efficient mechanism to unofficial audit degrees at the state level.

Statewide Expansion and Launch. The pilot strategy allowed Arkansas to test ARC's ability to accurately identify eligible students and allowed institutions to test RT processes before expanding to a larger group of students. Recognizing that all students, not just transfer students, may benefit from CWID, Arkansas expanded CWID efforts in Spring 2014 to any student enrolled at a public institution between 1994 and 2013 who completed at least 15 courses toward the associate's degree (approximately 5,400 students). The state launched the expansion by targeting these 5,400 students through a comprehensive strategy designed to communicate the value of an associate's degree and obtain consent from the target audience for the exchange and review of transcripts. The state embarked upon an aggressive outreach campaign known as "Degree Matters" that utilized television, radio, social media, email, and a series of letters and postcards mailed directly to the target audience. A centralized, online consent portal was hosted on the "Degree Matters" website. Upon obtaining consent, the institution that awarded the majority of credits requested transcripts from other institutions and conducted a degree audit. All institutions followed a common protocol of communication to keep students informed of their status, including acknowledgement of consent and notice of the final outcome.

Implementation Timeline

- **Spring 2013:** The Reverse Transfer Steering Committees were convened to advise on program and policy development and implementation.
- **June 2013:** A statewide press conference and luncheon launched the states' RT initiative.

- **Fall 2013:** Arkansas contracted with a local firm to develop communication materials about RT and the value of an associate's degree.
- **November-December 2013:** ARC queried system to identify potentially eligible RT students
- **Jan 2014-March 2014:** Universities and colleges began contacting students, community colleges began auditing degrees, and the first associate's degrees were conferred.
- **April 2014:** A second reverse transfer marketing and communications campaign will be launched to support RT.
- **Summer 2014:** ACC utilized AlumniFinder (a LexisNexis product) to obtain current mailing addresses for the statewide scale-up of RT. The "Degree Matters" communications campaign launched via television, radio, social media, email, and direct mail. Students began consenting to RT via the online portal. Colleges and universities began the process of collecting transcripts and conducting degree audits.
- **Fall 2014:** Outreach concluded following a final round of letters sent through direct mail to the target audience. Colleges and universities provided monthly status reports to ACC.
- **March 2015:** The online consent portal closed, and colleges and universities submitted final status reports.
- **Summer 2015:** ACC finalized data collected and followed-up with colleges and universities for clarification as needed.

Eligibility Criteria

The criteria adopted by Arkansas to determine which students are potentially eligible for RT are the following:

- Student does not have an earned associate's degree.
- Student met residency requirement at a participating institution (ranges from 15 to 21 college credits).
- Student earned 16 or 17 courses (~45 college credits) toward the associate's degree.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes, and Arkansas' pilot process is applied to this framework below. Arkansas' reverse RT process includes both state-level coordination and institutional-level decisions.

1. **Reverse Transfer Student Identification:** The ARC staff query the ARC database and apply eligibility criteria to identify which students meet all or nearly all of the requirements for the associate's degree.
2. **Consent Process:** A series of direct mail was sent to students educating them about the project and instructing them on how to consent.
3. **Transcript Exchange:** There is no statewide standard on how to exchange transcripts, but most Arkansas institutions use the Standardization of Postsecondary Education Data Exchange (SPEEDE) server to exchange electronic transcript-level data.
4. **Degree Audit:** The ARC performed an unofficial degree audit when it identified students, but it is the responsibility of the community college or university to verify the degree audit. If students consent to

participate, the university sends the transcript data to the community college and the community college conducts the degree audit. Because most Arkansas public universities have the authority to confer the associate's degree, some students may qualify for an associate's degree at the university in which case the university corresponds directly with the student and audits the students' degree.

5. **Degree Conferral:** Students within one or two courses of completing their degrees are contacted by the institution, and students who meet all degree requirements are conferred their degree.

Credential Type(s)

Associate of Arts, Associate of Science, Associate of Applied Science, Associate of General Studies, Associate of Arts in Teaching, Technical Certificate, Certificate of General Studies.

Implementation Successes and Challenges

Successes. A key success for Arkansas is the high level of cooperation and buy-in from partner colleges and universities across the state. The collaborative spirit has certainly paved the way for ongoing RT efforts. Additionally, the communications campaign provided an opportunity to highlight the value of an associate's degree to the target audience as well as a broader statewide audience. Finally, the lessons learned from the initial pilot effort proved invaluable to the scaled-up effort. For example, challenges in the pilot included outdated mailing addresses and shuffling of paper consent forms. Utilizing AlumniFinder for current addresses and developing the online consent portal increased the overall success.

Challenges. The most significant implementation challenge was obtaining consent for the exchange and review of transcripts. After a massive outreach effort, 500 students consented via the online portal, a consent rate of only 9%. A second significant challenge is the manual nature of degree audits that universities or community colleges conduct. Many institutions do not have the technology to automate the degree audit process requiring additional human resources to process RT degree audits.

Sustainability (Post-grant period)

A sustainable RT system is a logical next step to build upon Arkansas' existing transfer infrastructure. To accomplish this, Arkansas is considering several next steps. First, Arkansas intends to offer new students an option to consent (via the admissions application) to the future exchange and review of transcripts and the conferral of an associate's degree when eligible. Second, Arkansas hopes to maintain a statewide longitudinal data system in order to track students and flag them when they are close to an associate's degree, as well as notify the majority institution of this status in order to audit for eligibility. Finally, Arkansas intends to develop an annual schedule of RT activities to include an annual summer audit to identify students who are close to completion of an associate's degree, notification to majority institutions of these students, transcript exchange and degree audit, and a December deadline for reporting RT degrees to the state.

Institutions Participating in CWID

Arkansas Northeastern College
Arkansas State University - Beebe
Arkansas State University - Jonesboro
Arkansas State University - Mountain Home
Arkansas State University - Newport
Arkansas Tech University

Rich Mountain Community College
South Arkansas Community College
Southeast Arkansas College
Southern Arkansas University - Magnolia
Southern Arkansas University - Tech
University of Arkansas Community College -

Black River Technical College	Morrilton
College of the Ouachitas	University of Arkansas Community College at Batesville
Cossatot Community College of the UA	University of Arkansas Community College at Hope
East Arkansas Community College	University of Arkansas at Little Rock
Henderson State University	University of Arkansas at Monticello
Mid-South Community College	University of Arkansas at Pine Bluff
National Park Community College	University of Arkansas for Medical Science
North Arkansas College	University of Arkansas, Fayetteville
Northwest Arkansas Community College	University of Arkansas, Fort Smith
Ozarka College	University of Central Arkansas
Phillips Community College /UA	
Pulaski Technical College	

State Contacts

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Ann Clemmer, Arkansas Department of Higher Education (Ann.clemmer@adhe.edu)

SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Arkansas conferred 401 associate's degrees via RT. Results presented here are based on the first implementation of RT, showing that Arkansas conferred 41 associate's degrees via RT, with the first implementation in November 2013 when the ARC mined the entire student record system to identify eligible RT students, meaning students who had accumulated significant credits toward an associate's degree independent of whether they were a transfer student. Figure AR-1 provides a visualization of the number of students who were represented in each stage of the RT conferral process.

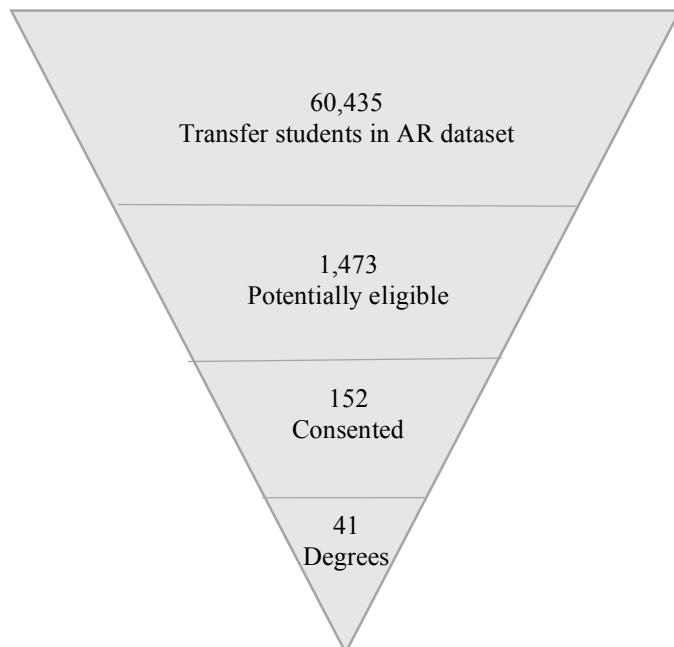


Figure AR-1. Funnel diagram of students (not proportional).

Dataset Description

Arkansas provided data for 60,435 transfer students who were enrolled at AR public universities in the past 20 years. Unlike other CWID states, Arkansas' implementation included students who were currently enrolled during the time of implementation and those who had stopped out of college. Of these 60,435 students, 1,473 students were potentially eligible for RT. Given the type of data submitted by Arkansas, it was not possible to construct an Outcomes Study Cohort and therefore, this report focuses on the group of potentially eligible students determined by Arkansas. Moreover, Arkansas did not provide data for all receiving and sending institutions. Instead, for each student who was contacted for consent to audit, Arkansas reported the institution that would have awarded the degree if the student consented and met the RT requirements. This institution is referred to as the "potential degree-granting institution" and it is the institution for which the student had the majority of credits toward an associate's degree.

Table AR-2. *Features of the Arkansas Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes	
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	Yes	13 of 46 institutions are private
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	
Included students transferring from any in-state independent (private) institution	Yes	11 of 44 institutions are private
Included students transferring from any out-of-state	No	
Other:		
Included consent, outreach and/or response data	Yes	

Of the 60,435 students in the dataset, how many students met the reverse transfer requirements?

Of all students in the dataset, 1,473 students were found to be potentially eligible for RT in Arkansas. These are students who transferred from an AR 2-year to an AR 4-year institution, met residency requirements, and earned 16 or 17 courses specific to the list of requirements.

What were the characteristics of potentially eligible compared to those who were not eligible for reverse transfer?

- Figure AR-2 shows that among 1,473 potentially eligible students, a larger percentage of students were female (55%) than male (45%). Females made up an even larger percentage (63%) of the ineligible group comprised of 58,962 students.

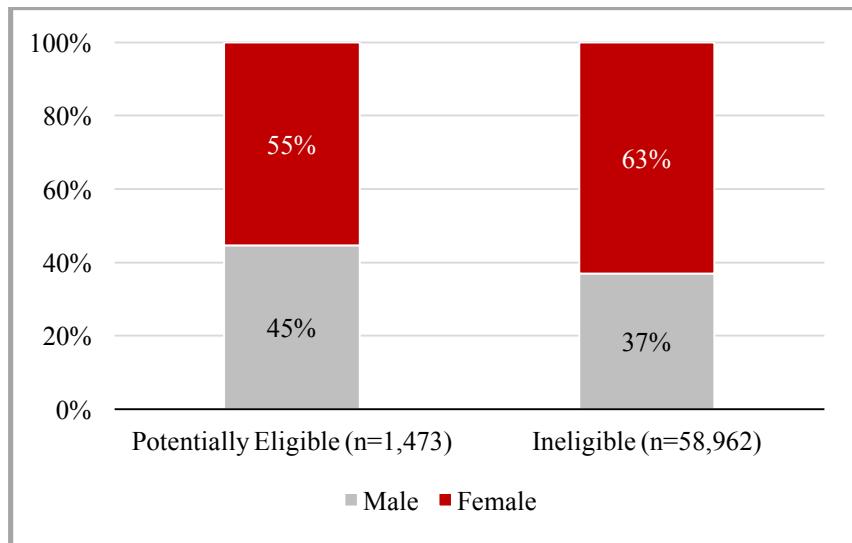


Figure AR-2. Reverse transfer eligibility status by gender.

- The large majority of potentially eligible students were older than 25 years old (96%) while only 4% of these students were younger than 25 years. A similar distribution was found among the group of ineligible students wherein 86% of these students were older than 25 years old.

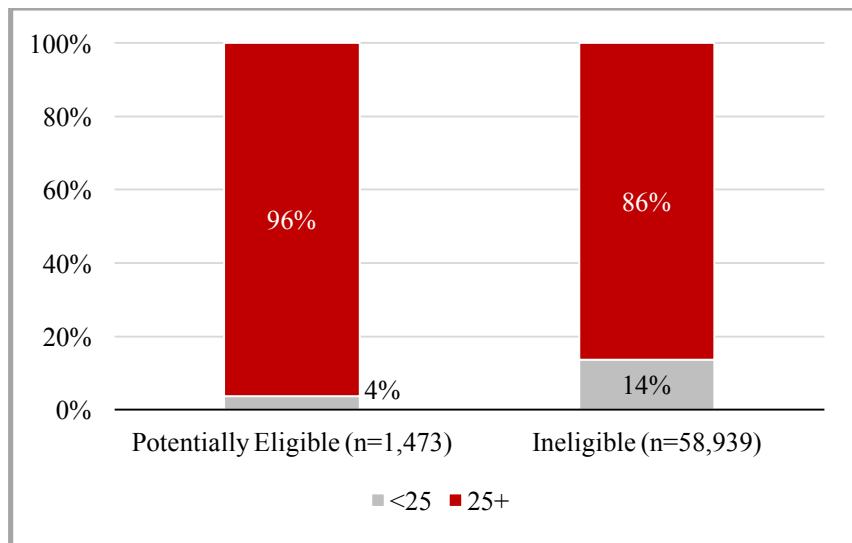


Figure AR-3. Reverse transfer eligibility status by age.

- As indicated in Figure AR-4, the distribution of the potentially eligible and ineligible groups was nearly identical on race/ethnicity.

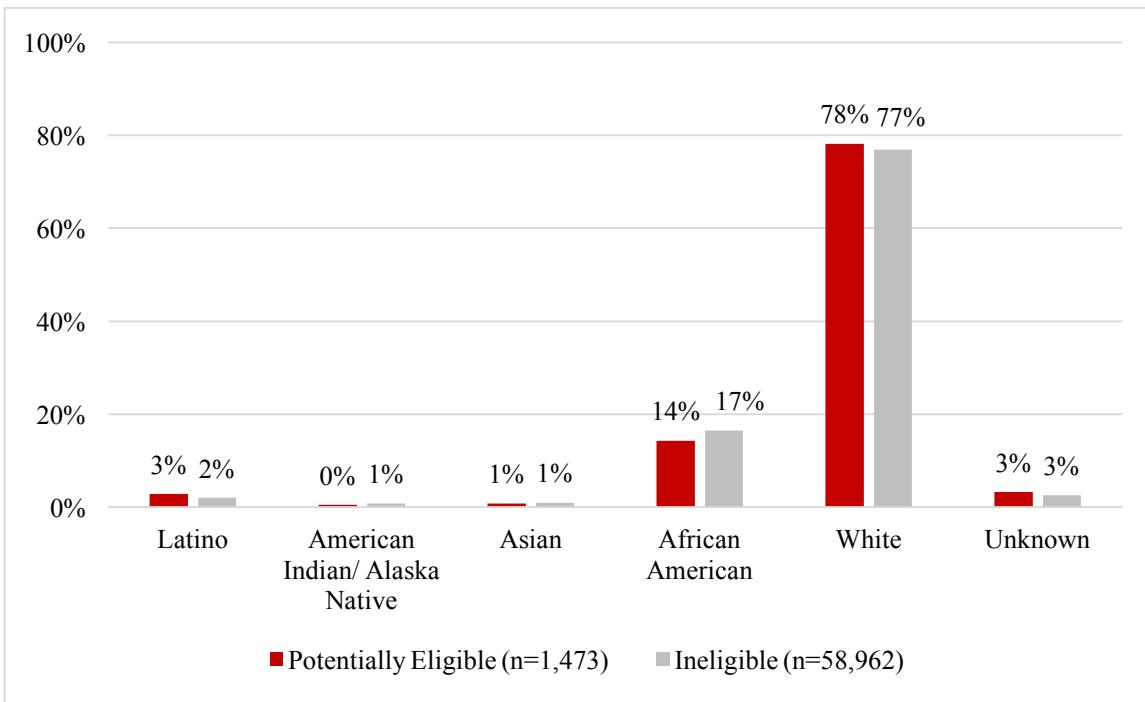


Figure AR-4. Reverse transfer eligibility by racial/ethnic group.

- As shown in Figure AR-5, a slightly higher percentage of the potentially eligible group included Pell recipients (23%) than the ineligible group (18%).

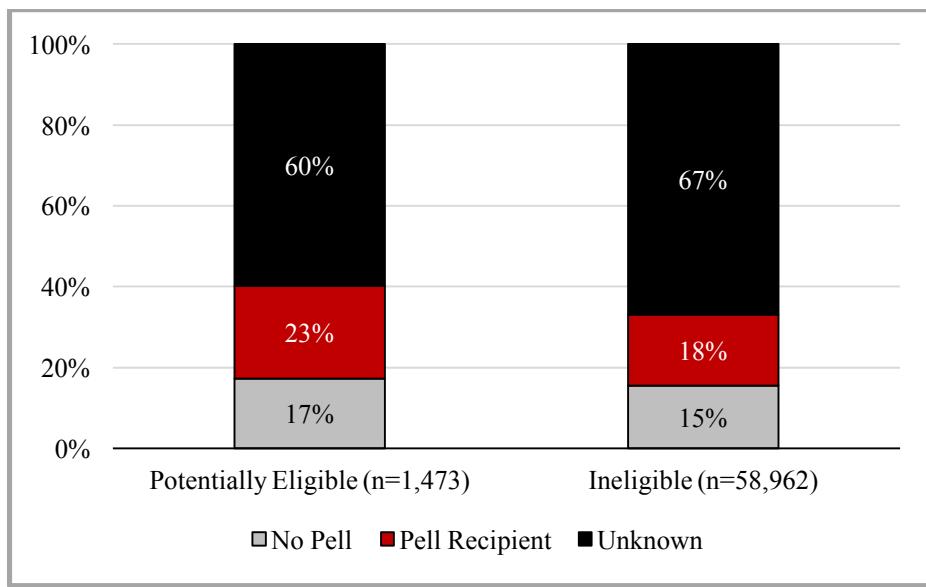


Figure AR-5. Reverse transfer eligibility status by Pell recipient status.

- Information on GPA is unknown for the entire distribution of potentially eligible and ineligible students in Arkansas.

Among potentially eligible students, how many students consented to participate in reverse transfer?

- Of the 1,473 potentially eligible students, 152 consented to participate in RT.

What were the characteristics of potentially eligible students who consented compared to potentially eligible students who did not consent?

- Looking at Figure AR-6, 63% of students in the consent group were female and 38% were male, compared to 55% female and 45% male in the group that did not consent.

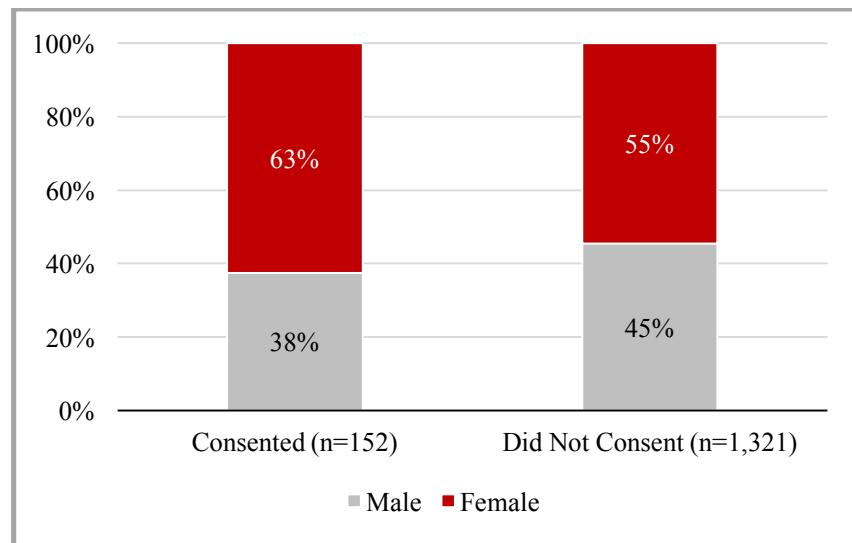


Figure AR-6. Consent status by gender.

- The vast majority of those who consented was older than 25 years (94%), which was similar to the group that did not consent (97%) (Figure AR-7).

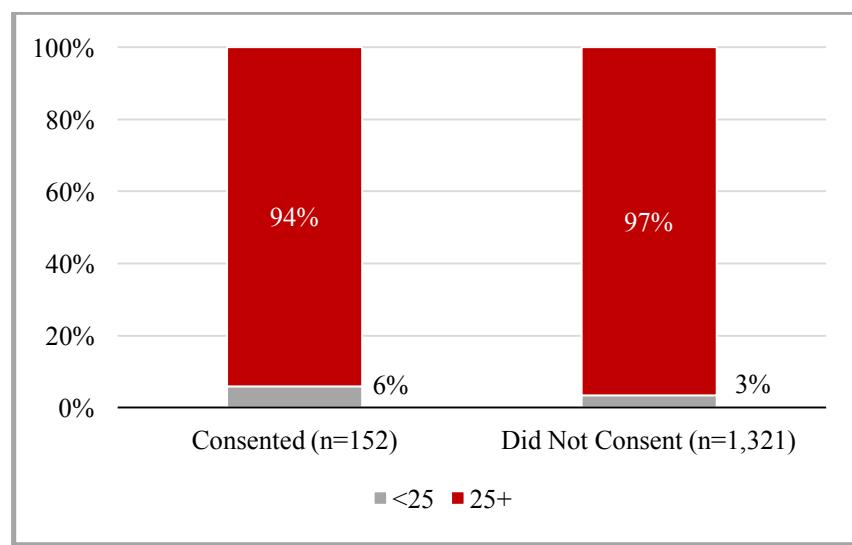


Figure AR-7. Consent status by age.

- African American students (22%) made up a larger percentage of the consent group than the group that did not consent (13%) whereas White students were the opposite, wherein a higher percentage of White students did not consent (79%) than did consent (70%).

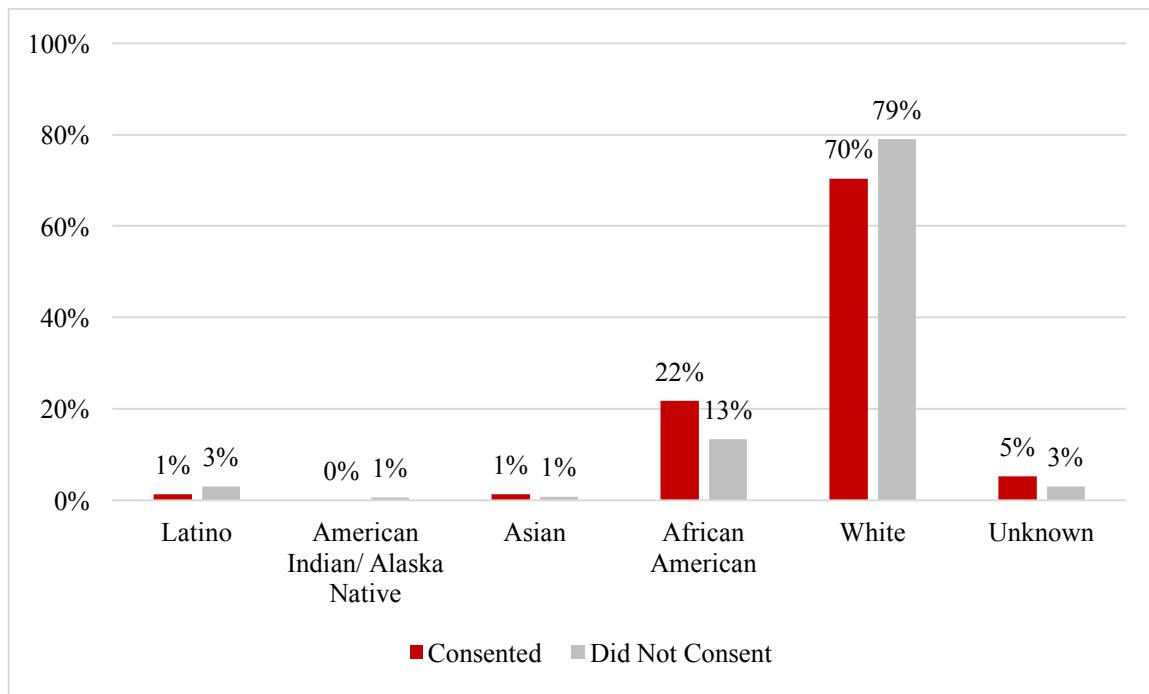


Figure AR-8. Consent status by racial/ethnic group.

- Figure AR-9 shows the Pell recipient status of students who consented compared to the student group who did not consent. Among students who consented, a large percentage did not receive Pell (60%), with the 15% receiving Pell and 26% being unknown. Looking at students who did not consent, the largest percentage is unknown (60%), with 23% receiving Pell and 17% not receiving Pell.

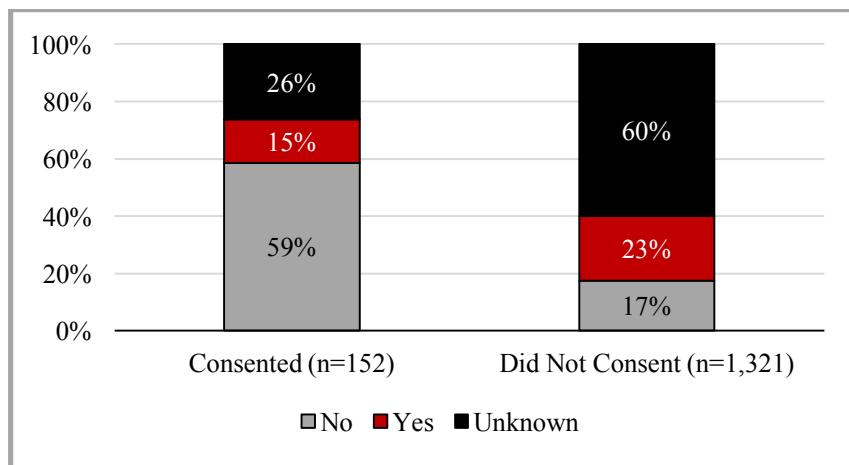


Figure AR-9. Consent status by Pell recipient status.

Among students who consented to participate in RT, how many received a degree audit?

Of 152 students who consented for a degree audit, 128 received one. As shown in Table AR-3, all audits were conducted in 2014 and 2015, with the majority being conducted in 2014.

Table AR-3. *Degree Audits Conducted by Year and Month*

Audit Month	Number Students	
	2014	2015
January	2	0
February	1	29
March	0	3
May	1	0
June	6	0
July	42	0
August	6	0
September	21	0
October	2	0
November	7	0
December	8	0
Total	96	32

How many students were awarded an associate's degree?

Of 128 students who received a degree audit, 41 received a RT degree. Table AR-4 shows the number of RT degrees conferred by year and month wherein July 2014 was the month in which the highest number of RT degrees was conferred, at 17 RT degrees.

Table AR-4. *Reverse Transfer Degree Audit and Degree Conferral by Year and Month*

Audit Year	Audit Month	Number of RT Degrees Conferred by Year and Month								
		2014						2015		
2014	January	May	July	August	Sept.	Nov.	Dec.	Feb.	March	May
	May	1	0	0	0	0	0	0	0	0
	June	1	0	0	0	0	0	0	0	0
	July	0	1	1	0	0	1	0	0	0
	August	0	7	2	0	0	0	0	0	0
	Sept.	1	0	0	0	0	0	0	0	0
		0	9	2	1	0	1	0	0	1

Audit Year	Audit Month	Number of RT Degrees Conferred by Year and Month								
2015	Nov.	0	0	0	0	1	0	0	1	1
	Dec.	0	0	0	0	0	0	0	0	3
	Feb.	0	0	0	0	0	0	3	0	1
	March	0	0	0	0	0	0	0	1	1
	RT Degrees Conferred	3	17	5	1	1	2	3	2	7

- Regarding the type of RT degree conferred, one RT degree each was earned by the 41 students who met RT requirements, despite 3 students being eligible for 2 RT degrees. As shown in Table AR-5, 3 students earned an "other" type of associate's degree, 4 earned an Associates of Science (AS) and 34 earned an Associates of Arts (AA), meaning the 3 students who were eligible for both an AA and AS were awarded an AA.

Table AR-5. *Degree Conferral by Degree Type*

Type of Degree	Number Students	Percentage
Other Associate	3	7%
Associate of Science (AS)	4	10%
Associates of Arts (AA)	34	83%
Total	41	100%

What were the characteristics of students who consented to participate in reverse transfer and received an associate's degree, and what were the characteristics of students who consented and did not receive an associate's degree?

- Figure AR-10 displays the gender distribution for students who received the RT degree and those who did not. Among students who received the RT degree, 61% are female and 39% are male, and this distribution is similar for students who did not receive the RT degree.

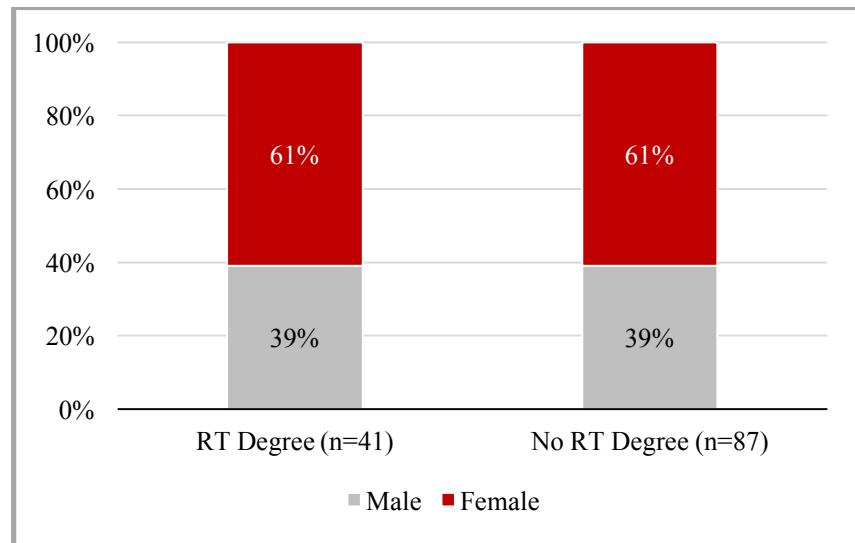


Figure AR-10. Reverse transfer degree status by gender.

- Figure AR-11 shows that among students who received the RT degree, a higher percentage of students were older than 25 years old (98%) than younger than 25 years old. Similarly, students who are older than 25 years old (94%) composed the higher percentage of students who did not receive the RT degree.

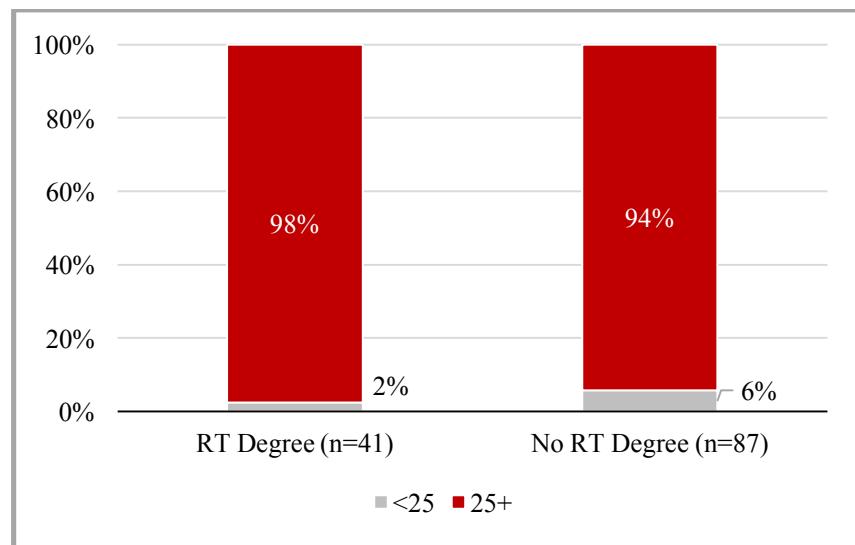


Figure AR-11. Reverse transfer degree status by age.

- Figure AR-12 shows that the distribution of White and African American students is similar in the group that received a RT degree and the group that did not receive a RT degree, with the White group being slightly larger in the RT degree recipient group. Though the percentage is small, it is noteworthy that 5% of the RT degree group is Latino.

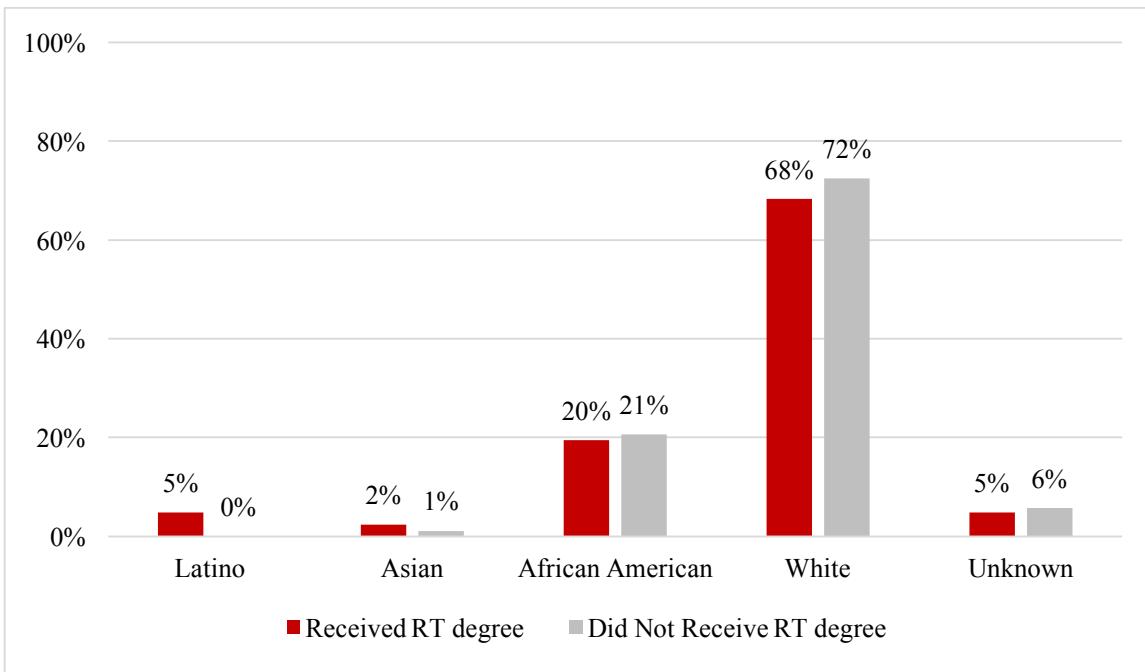


Figure AR-12. Reverse transfer degree status by racial/ethnic group.

- Figure AR-13 compares students who receive Pell and those who did not, showing that students with unknown Pell status were the largest group among both RT degree recipients and non-recipients, 51% and 61%, respectively. Among students who received the RT degree, 29% received Pell and 20% did not. Among students who did not receive the RT degree, 25% received Pell and 14% did not.

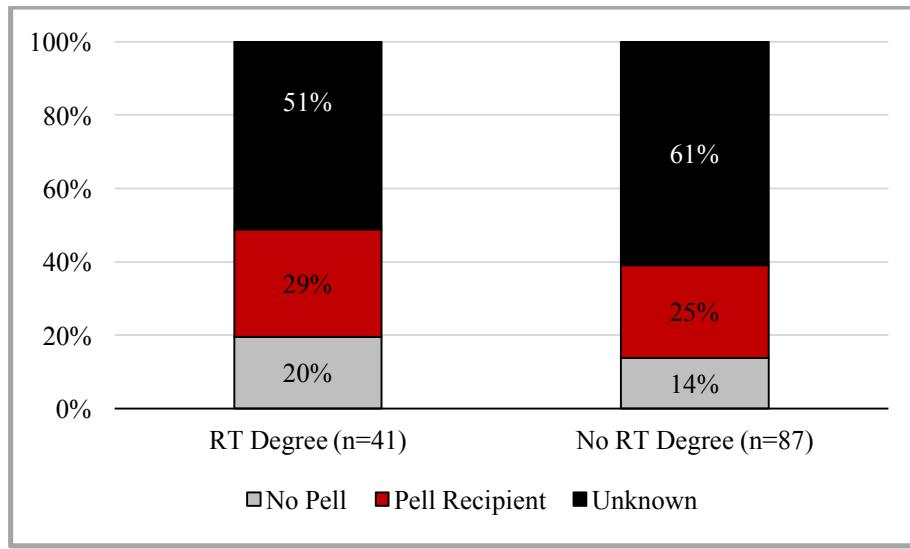


Figure AR-13. Reverse transfer degree status by Pell recipient status.

How did the reverse transfer process vary among potential degree-granting institutions, and how did potential degree-granting institutions perform during the RT process?

- Table AR-6 shows the RT process at each of the potential degree-granting institutions. Potentially eligible ranges from 3 to 323 students, with a range of 0 to 32 being audited. The percentage of

students who were potentially eligible and earned a RT degree ranged from 0% to a high of 18% at North Arkansas College.

Table AR-6. *Potential Degree-granting Institutions*

Potential Degree-Granting Institutions	Number Potentially Eligible Students	Number Students Audited	Number Students Who Met Degree Requirements and Earned RT Degree	Percent of Potentially Eligible Who Were Audited	Percent of Potentially Eligible Who Met Degree Requirements and Earned RT Degree	Percent Audited Who Met Degree Requirements and Earned RT Degree
Arkansas Northeastern College	29	28	0	97%	0%	0%
Arkansas State University-Beebe	48	2	0	4%	0%	0%
Arkansas State University-Main Campus	43	2	1	5%	2%	50%
Arkansas State University-Mountain Home	21	2	1	10%	5%	50%
Arkansas State University-Newport	12	0	0	0%	0%	N/A
Arkansas Tech University	25	1	1	4%	4%	100%
Black River Technical College	51	3	2	6%	4%	67%
College of the Ouachitas	22	0	0	0%	0%	N/A
Cossatot Community College of the University of Arkansas	17	0	0	0%	0%	N/A
East Arkansas Community College	46	7	0	15%	0%	0%
Mid-South Community College	3	0	0	0%	0%	N/A
National Park Community College	83	5	1	6%	1%	20%
North Arkansas College	56	11	10	20%	18%	91%
Northwest Arkansas Community College	323	0	0	0%	0%	N/A
Ozarka College	8	0	0	0%	0%	N/A

Potential Degree-Granting Institutions	Number Potentially Eligible Students	Number Students Audited	Number Students Who Met Degree Requirements and Earned RT Degree	Percent of Potentially Eligible Who Were Audited	Percent of Potentially Eligible Who Met Degree Requirements and Earned RT Degree	Percent Audited Who Met Degree Requirements and Earned RT Degree
Phillips Community College of the University of Arkansas	51	1	1	2%	2%	100%
Pulaski Technical College	217	32	12	15%	6%	38%
Rich Mountain Community College	29	0	0	0%	0%	N/A
Southeast Arkansas College	62	5	1	8%	2%	20%
Southern Arkansas University Main Campus	35	5	0	14%	0%	0%
Southern Arkansas University Tech	5	0	0	0%	0%	N/A
University of Arkansas at Little Rock	76	6	2	8%	3%	33%
University of Arkansas at Monticello	23	0	0	0%	0%	N/A
University of Arkansas Community College-Batesville	10	2	1	20%	10%	50%
University of Arkansas Community College-Hope	60	4	2	7%	3%	50%
University of Arkansas Community College-Morrilton	41	4	3	10%	7%	75%
University of Arkansas-Fort Smith	6	0	0	0%	0%	N/A
University of Central Arkansas	71	8	3	11%	4%	38%
Total	1473	128	41	9%	3%	32%

COLORADO CASE REPORT

Introduction

This report reviews Colorado's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Colorado's CWID grant implementation; and 3) a summary of the impact of Colorado's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. The Colorado Department of Higher Education (CDHE) coordinates state and policy resources for the State's 31 public institutions: fourteen 4-year institutions, fourteen 2-year institutions, and 3 area technical colleges. They also provide coordination for several hundred proprietary schools (see <http://highered.colorado.gov/dhe.html>). The mission of the CDHE is to improve the quality of, ensure the affordability of, and promote access to, postsecondary education for the people of Colorado. The Colorado Commission on Higher Education ("Commission") is a committee appointed by the Governor and advises the legislators on higher education policy; these policies are then carried out by the CDHE.

The Colorado Community College System comprises the state's largest system of higher education, serving more than 144,000 students annually in the 13 public system community colleges (see <http://www.cccs.edu/>). A 9-member State Board governs the Colorado Community College System for Community Colleges and Occupational Education that has responsibility for both secondary and postsecondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the State Senate. One community college faculty member and one student representative serve in non-voting capacities for one year each.

The Colorado Association of Career Colleges and Schools (CACCS) is an association created to "protect and promote the interests of Colorado's career colleges and the more than 30,000 students they serve each year," (see <http://www.coloradoprivateschoolassociation.com/>) including serving as a liaison with local, state, and federal government representatives to advocate for the needs of member institutions.

Pre-CWID Reverse Transfer Policies. In April 2012, Colorado's governor signed the state's Senate Bill 12-045, which declared that community colleges and universities should work in collaboration with the Colorado Commission on Higher Education (CDHE) to develop a process to confer associate's degrees earned by students on the path to a baccalaureate. The legislation stipulates that if a student completes the residency requirement at a community college (15 college credit hours from one community college), transfers to a university, and accumulates 70 credit hours (including transferred credits) at the university level, that student must be notified that they may be eligible to receive an associate's degree from the primary, sending community college. As of May 2015, all public universities and colleges in Colorado (28) and one private university are participating in Degree Within Reach, the RT program in Colorado.

Articulation and Transfer Policy. Transfer policy in Colorado is built on a framework of general education and what is called guaranteed transfer pathways (gtPathways). The gtPathways is the general education core comprised of 31 credits and distributed among four disciplinary areas. According to the CDHE website, there are more than 1000 courses that apply toward the gtPathways and are transferrable (if student receives a "C-" or higher) among public colleges and universities in Colorado. Complementing

the gtPathways is legislative policy (C.R.S. 23-1-108) that requires universities to accept an Associate of Arts (AA) or an Associate of Science (AS) degree as adequately satisfying lower division coursework and confer junior status to accepted transfer students. Finally, state legislative policy (C.R.S. 23-1-108) also requires the Commission and institutions to develop and enforce statewide degree transfer agreements. These are discipline-specific agreements that define the courses that must be completed as part of an AA or AS in order for students to be able to complete a Bachelor's degree at a university that offers a Bachelor's degree in that discipline. These transfer articulation agreements are developed in concert with faculty from each discipline at various universities and community colleges and seek to foster transparent expectations for students and institutions of higher education. As of September 2016, 34 articulation agreements have been signed (see <http://highered.colorado.gov/Academics/Transfers/Students.html>).

In 2012 the legislature passed C.R.S. 23-1-131 that required the Commission to develop a process to award associate's degrees to transfer students with adequate credit. Referred to as 'reverse transfer' in state statute, this policy was in the works before the request for proposal was released and was adopted before Colorado received the CWID grant (See Table CO-1).

As of Spring 2016, Colorado is also working to expand Prior Learning Assessment Initiatives to allow portfolio credit, AP, IB, CLEP, Dante, and SST to transfer the same way to any public institution. Math Pathways are being created to make ensure advising is specific to major. They are also beginning to work on ways to allow technical degrees (AAS) to transfer to 4-year institutions.

Table CO-1. *Key Articulation and Transfer Policies in Colorado*

Policy	Topic
C.R.S. 23-1-108	<ul style="list-style-type: none"> • Directs the Commission to establish and enforce statewide degree transfer agreements, provides junior status to transfer students who completed transfer degree, restricts institutions from requiring additional lower division courses for students who completed associate degree
Statewide Transfer Policy	<ul style="list-style-type: none"> • Defines responsibilities of Commission, institutions, and students related to transfer • Describes the transfer of Associate of Arts and Associate of Science degrees and maintains that degrees will transfer to any public 4-year institution and student will have junior standing if admitted • Describes transfer of General Education Core (gtPathways) of 31 total credits distributed among the following disciplines: communication; mathematics; arts and humanities, history, and social and behavioral sciences; and natural and physical sciences • Describes transfer of credits from Area Technical Colleges and provides that receiving public institutions adhere to Commission policy and that credit transfer is subject to transcript evaluations from receiving institutions
C.R.S. 23-1-131 (2012)	<ul style="list-style-type: none"> • Directs the Commission to work with 2-year and 4-year institutions to develop a process to award associate degrees to transfer students who have 70 or more credit hours and completed residency requirements at the 2-year college

State Completion Goals and Initiatives. The Commission released a new master plan for Colorado higher education in 2012 titled, *Colorado Competes: A Completion Agenda for Higher Education*. Focused on college completion, the plan established the goal of increasing the proportion of Colorado

citizens aged 25-34 with college credentials to 66% by 2025. Embedded in the plan's goals are transfer indicators that are relevant to reaching the states' attainment goal. As one CWID leader noted, "[CWID] fits in perfectly with our national completion agenda... [CWID] just sort of fits in seamlessly." CWID was also perceived to align well with institutional completion goals, including the completion goals of the community college system articulated in the system's strategic plan.

Current Policy Agenda. There are currently several issues that are being pushed forward by a policy agenda and the Higher Education Master plan, including increasing the number of graduates (i.e. credentials earned) to meet current and future workforce demands and targeting underrepresented minorities' degree attainment. Colorado is also looking to address students who stop out (have some college credit, but no credential) and affordability of higher education. Colorado is also working with workforce on statewide partnerships. Overall, Colorado is concerned about moving students through degrees in an efficient manner, and assisting students in minimizing loan debt accumulation.

SECTION TWO: CWID GRANT IMPLEMENTATION

The strategies and goals that represent the core features of Colorado's CWID grant are presented below.

Key Implementation Strategies

The purpose of the Colorado Reverse Transfer Project (CRTP) was to fully implement the Higher Education Associate Degree Transfer Senate Bill and scale statewide RT opportunities by designing and implementing a seamless electronic system to share student records between 2- and 4-year institutions and award earned degrees.

Committee Structure and Implementation Plan. Colorado established three subcommittees to work on RT implementation: data advisory, communications, and stop-out students. The state also convened a RT task force to guide policy implementation, with representation by several universities, the CCCS, and the CDHE. In addition to establishing committees, the state developed an implementation plan that involved (a) developing capacity and infrastructure for statewide implementation; (b) piloting RT with one university and its community college transfer partners; and (c) developing a plan to target transfer stop-outs.

Pilot Process. Prior to CWID in Spring 2012, Metropolitan State University of Denver (MSUD) became the first university to pilot the RT process. With the CWID grant awarded in Fall 2012, the CDHE invited additional institutions to develop RT processes in a pilot phase with eight universities. The eight universities contacted eligible students in April 2014, and degrees were conferred by the community colleges starting in January 2015. All public institutions began participating in spring 2015.

Course Equivalency Infrastructure and Electronic Transcript Exchange. A barrier to scaling RT identified early in the grant period was inadequate infrastructure related to course equivalencies and electronic transcript exchange. Building on the pilot with MSUD, the CDHE outlined a process whereby the CCCS obtained course catalogs from public universities, created a small team of transcript evaluators from CCCS institutions to establish direct course equivalencies, and uploaded those equivalencies into the state's Banner system, a very time consuming process. CCCS decided that in the future they would only create equivalencies in Banner for the courses eligible students completed, thus reducing the number of courses needing to be articulated. Also early in the grant period, CDHE issued an RFP and selected Parchment as the contractor to provide electronic, automatic and seamless transfer of transcript-level data from the CDHE to the CCCS for the purpose of RT. The Parchment process allows CCCS information technology staff to upload CDHE data to their student information system (Banner). Community colleges

then engage in a process to review the data and match and load it to the appropriate student record to begin the degree audit process. The two community colleges outside of CCCS are sent a secure file of their student data via Biscom (secure file transfer tool).

“Degree Within Reach” Website. The CDHE created a brand for Colorado’s RT efforts, called Degree Within Reach, and launched a website in October 2013 (<http://www.degreethinreach.org>). Targeted toward potential RT students, the website allows students to register for email updates, view a promotional video about RT, learn about eligibility criteria, and receive answers to questions. Advisors and registrars can also see answers to frequently asked questions and submit questions to the web page.

Implementation Timeline

- **Fall 2012:** Colorado hired a Degree Audit Coordinator in the Colorado Community College System (CCCS) office and Research/Program Coordinator in the Colorado Department of Higher Education (CDHE).
- **December 2012:** CCCS automated the download of electronic transcripts into the CCCS Banner system. CCCS is using Parchment as the vendor for the semi-automated transcript exchange process.
- **May 2013:** The statewide RT marketing campaign was launched.
- **October 2013:** The Degree Within Reach website became operational.
- **November 2013:** Plans were initiated to sustain RT efforts through the RT task force.
- **Fall 2014:** Colorado began working with remaining Colorado public institutions that did not receive funding to scale-up RT statewide.
- **January 2015:** The first cycle of RT implementation was complete and 68 associate’s degrees were awarded (21 participating institutions).
- **July 2015:** The second cycle of RT implementation was complete and 191 associate’s degrees were awarded (29 participating institutions).
- **Fall 2016:** The third cycle of RT implementation was underway and 314 associate’s degrees have been awarded to date (29 institutions).

Reverse Transfer Process and Eligibility Criteria

The eligibility requirements for RT in Colorado included three criteria:

- Student does not have an earned associate’s degree.
- Student met residency requirement at a participating community college (≥ 15 college credits).
- Student must have earned ≥ 70 cumulative college credits.

Reverse Transfer Process. Based on a review of implementation across CWID states, a framework for the RT process that consists of five broad processes was developed, and Colorado’s process is applied to this framework. The high-level process overview of the Colorado Reverse Transfer Project is included in an appendix.

1. **Student Identification:** Two and four years institutions submit transcript-level data each semester to CDHE. CDHE determines student eligibility based on these data, and the list of eligible students is then made available to the individual universities. The universities then check this list against their own records to ensure that all students are eligible.

- 2. Consent Process:** The 4-year institutions send an email to eligible students notifying them of the opt-in process and directing them to Degree Within Reach website. Through Colorado's communication and policy design strategy, students may opt-in and consent to authorize transcript exchange and degree conferral. The universities send at least three emails to offer students the opportunity to consent.
- 3. Transcript Exchange:** Once students have consented, the CDHE sends the electronic transcript-level data to the CCCS through Parchment. This process translates the transcript-level data into a format that is readable through Banner, which enables the degree audit process to occur. The two community colleges outside of CCCS are sent a flat file of student course data securely via Biscom.
- 4. Degree Audit:** Degrees are audited at the community college using Banner.
- 5. Degree Conferral and Advising:** Once the degree audit is completed, the community college contacts the student to inform them that they are eligible for a degree or how many credits they need to earn the degree.

Credential Type(s)

Associate of Arts, Associate of Science, and Associate of General Studies

Implementation Successes and Challenges

Successes. Colorado experienced several key successes as part of their RT program. First, with three rounds of RT almost complete, approximately 570 associate's degrees were awarded. Second, the grant required strong collaboration between 2-year and 4-year institutions, which strengthened existing partnerships and supported new partnerships. Third, feedback regarding the opt-in process from the participating institutions has resulted in improvements and changes that higher education leaders in Colorado hope will result in increased student participation. Finally, the course equivalencies that were developed and integrated into Banner by CCCS will benefit CCCS processes by more efficiently articulating course work for all transfer students.

Challenges. Colorado also experienced several challenges as they developed and implemented RT. For example, the manual process of determining and loading course equivalencies in Banner for the community colleges was extremely time-consuming during the initial part of the grant. Also, the requirement for students to opt-in to RT negatively impacted student participation numbers as a very small percentage of students who were contacted opted-into RT. An additional challenge was the amount of time required by the community colleges to follow-up with students with course work from other institutions (mostly private and out-of-state) that may be required to satisfy degree requirements. Finally, it took longer than anticipated for Parchment and Lucien to work together to create technology solutions, and though the system is working now, it is not as automated as initially desired.

Sustainability (Post-grant period)

The most significant expenses have already been realized in initiating the RT program in Colorado. Now with three rounds of RT nearly completed, institutions have the experience to move through the steps more efficiently, and all involved will continuously seek methods to increase student participation and make the process more efficient. Colorado hopes to extend their efforts to students who have stopped out and devise ways to contact them. They are also exploring ways to use the course level data to better understand barriers and successes to credential attainment. Until the process becomes less labor intensive for CCCS, Colorado will implement the RT process once a year, beginning in October of each year.

Institutions Participating in CWID

Adams State University	Metropolitan State University of Denver (MSUD)
Aims Community College	Morgan Community College
Arapahoe Community College	Northeastern Junior College
Colorado Mesa University	Otero Junior College
Colorado Mountain College	Pikes Peak Community College
Colorado Northwestern Community College	Pueblo Community College
Colorado School of Mines	Red Rocks Community College
Colorado State University-Fort Collins	Regis University
Colorado State University-Global	Trinidad State Junior College
Colorado State University-Pueblo	University of Colorado Boulder
Community College of Aurora	University of Colorado-Colorado Springs
Community College of Denver	University of Colorado-Denver
Fort Lewis College	University of Northern Colorado
Front Range Community College	Western State Colorado University
Lamar Community College	

State Contact

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

The Outcomes Study sought to answer several critical questions about who participates in RT and the influence of RT on student outcomes. As of June 2016, Colorado conferred 258 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. As previously noted, Colorado piloted RT during Spring 2014 with eight 4-year institutions, and the data reported below is based only on this implementation.

Data Overview

Figure CO-1 provides a visualization of the number of students represented in each stage of the RT process.

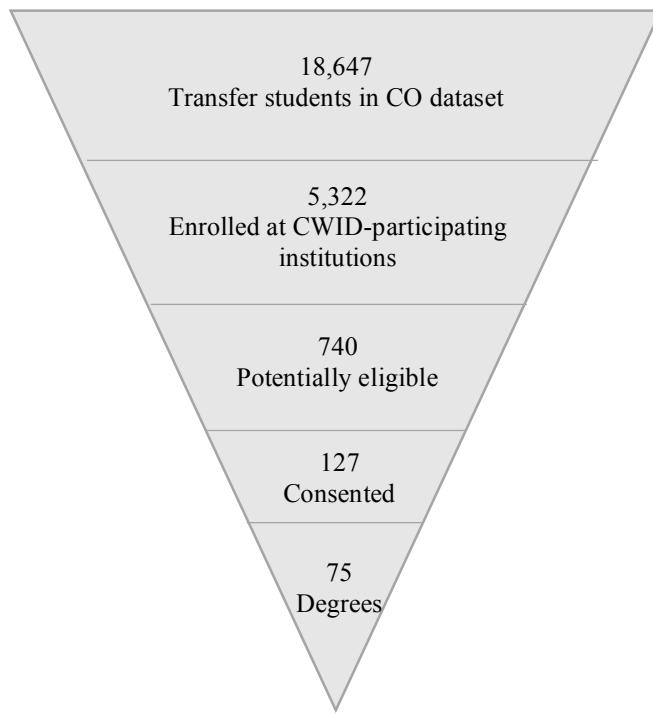


Figure CO-1. Funnel diagram of students (not proportional).

Dataset Description

Colorado provided data for 18,647 transfer students enrolled at eight public 4-year institutions that had transferred there between Fall 2012 and Spring 2013.

Table CO-2. *Features of the Colorado Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	No	Dataset included transfer students who transferred to one of 8 universities between Fall 2012 and Spring 2013
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	Yes	1 of 8 receiving institutions are private

Dataset Feature	Yes or No	Notes
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	Students who received any college-level credits from any institution of higher education prior to transfer.
Included students transferring from any in-state independent (private) institution	Yes	3 of 32 sending institutions are private
Included students transferring from any out-of-state institutions	No	
Credits:		
Included students with any number of transfer credits earned	Yes	
Other:		
Included consent, outreach and/or response data	Yes	

What students were included in the Outcomes Study Cohort?

The Outcomes Study Cohort includes students who were potentially affected by RT implementation, and includes 5,322 students enrolled at one of the eight 4-year institutions. Students must have transferred to the 4-year institution between Fall 2012 and Spring 2013, have been enrolled in a 2-year institution between Summer 2008 and Summer 2012, and have not been enrolled in any 2-year between Summer 2012 and Spring 2013 or enrolled in one of the 8 universities before Fall 2012.

What were the characteristics of the Colorado Outcomes Study Cohort?

- Of the 5,317 students that reported on gender, 55% were female and 45% were male.
- Of the 5,322 students that reported on age, the largest percentage (67%) was 18 to 24 years old.

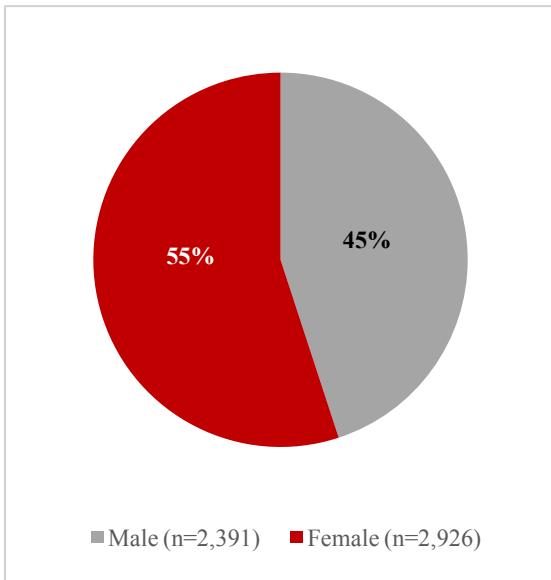


Figure CO-2. Outcomes Study Cohort by gender.

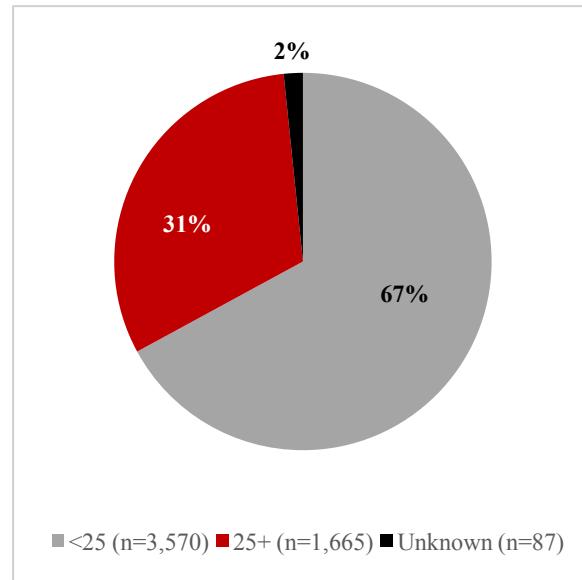


Figure CO-3. Outcomes Study Cohort by age.

- The distribution of students in the Outcomes Study Cohort ($n = 5,322$) by race/ethnicity was 64% White, 18% Latino, 6% unknown, 5% African American, 4% two or more races, 3% Asian, and 1% American Indian/Alaskan Native.

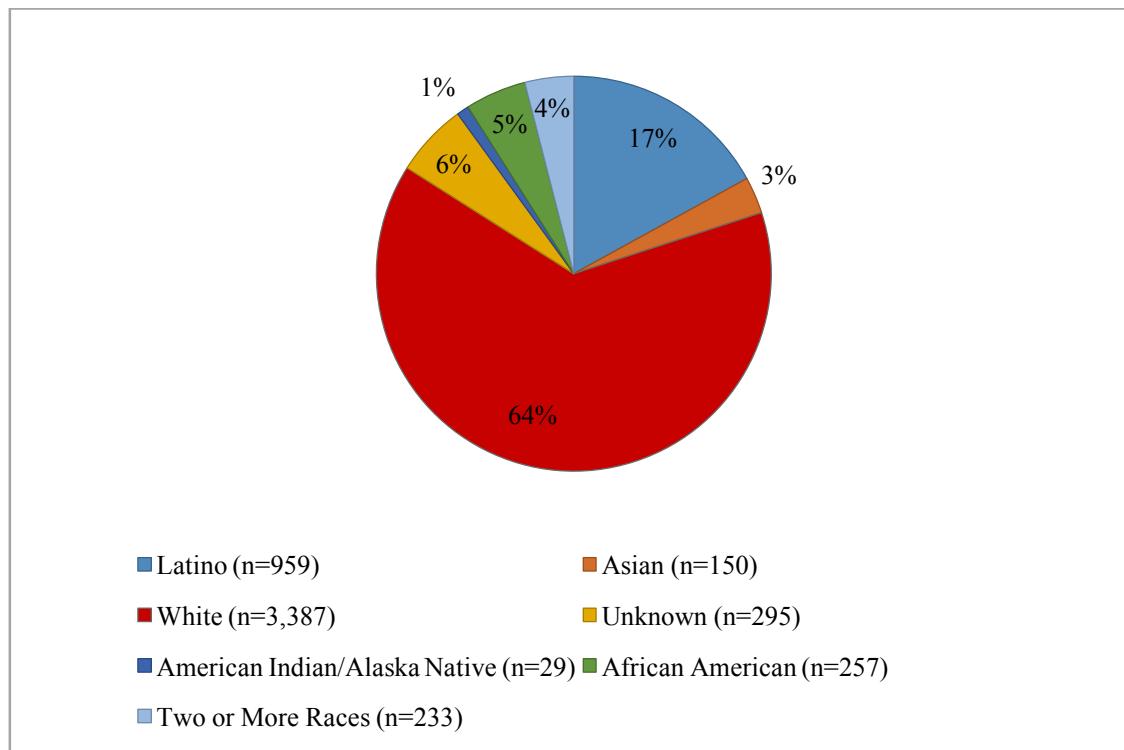


Figure CO-4. Outcomes Study Cohort by racial/ethnic group.

- The majority of students in the Outcomes Study Cohort (55%) did not receive a Pell recipient grant.

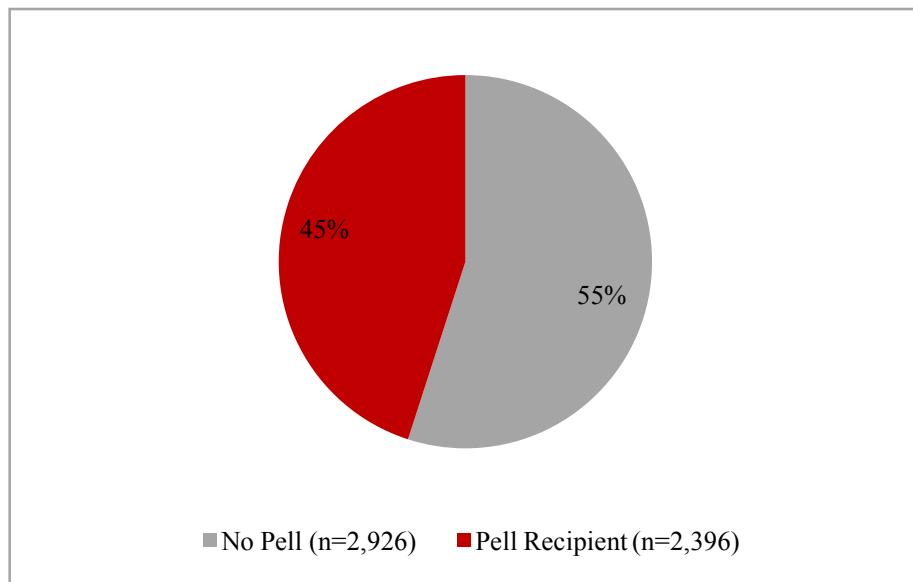


Figure CO-5. Outcomes Study Cohort by Pell recipient status.

- Figure CO-6 displays the distribution of cumulative college credits by credit-hour category during the term of RT implementation. The largest percentage of students (18%) had between 75 and 90 credits, 16% had between 30 and 45 credits, 15% had between 60 and 75 credits, 14% had between 15 and 30 credits, 12% had between 45 and 60 credits, 11% had fewer than 15 credits, and all other categories were under 10%.

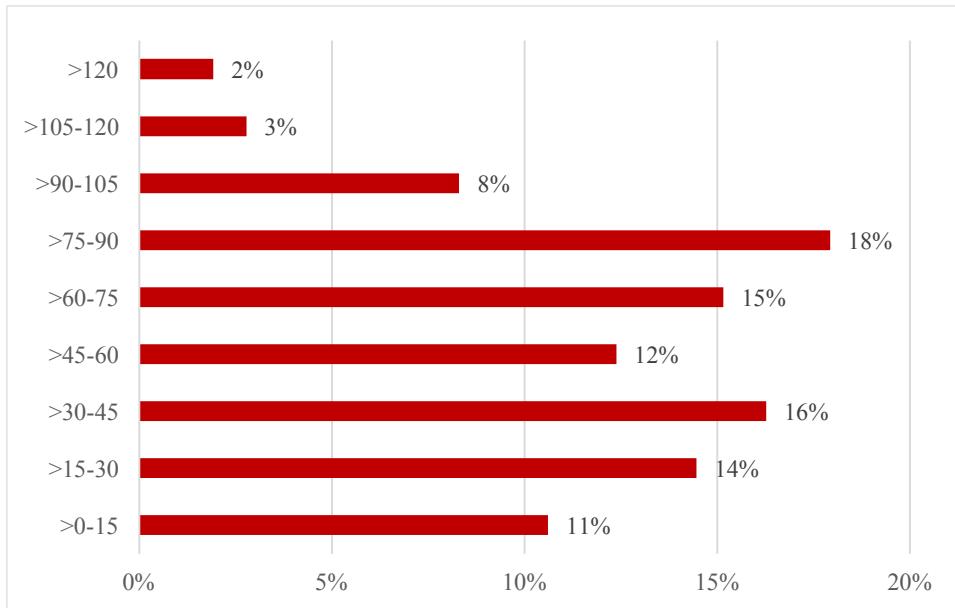


Figure CO-6. Outcomes Study Cohort by cumulative credit category.

Of the 5,322 students in the Outcomes Study Cohort, how many students met the three reverse transfer eligibility requirements?

- To understand how these three eligibility requirements influence potential eligibility requirements, below is a summary of the distribution of students based on these criteria. It is important to note that these are estimates based on Colorado data and institutions may have applied additional criteria to determine eligibility.
 - Prior Degree Attainment: Of the 5,322 students in the outcomes study cohort, 3,987 (75%) had not earned an associate's degree or higher.
 - Residency Requirement: Of the 5,322, 3,384 (64%) met the community college residency requirement (≥ 15 college credits).
 - Cumulative College Credits: Of the 5,322, 2,015 (38%) had earned 70 or more cumulative college credits at the time of implementation.
- Of the 5,322 students, 740 (14%) met all three eligibility criteria. The Venn diagram shown in Figure CO-7 illustrates the degree of concurrence between three eligibility requirements.

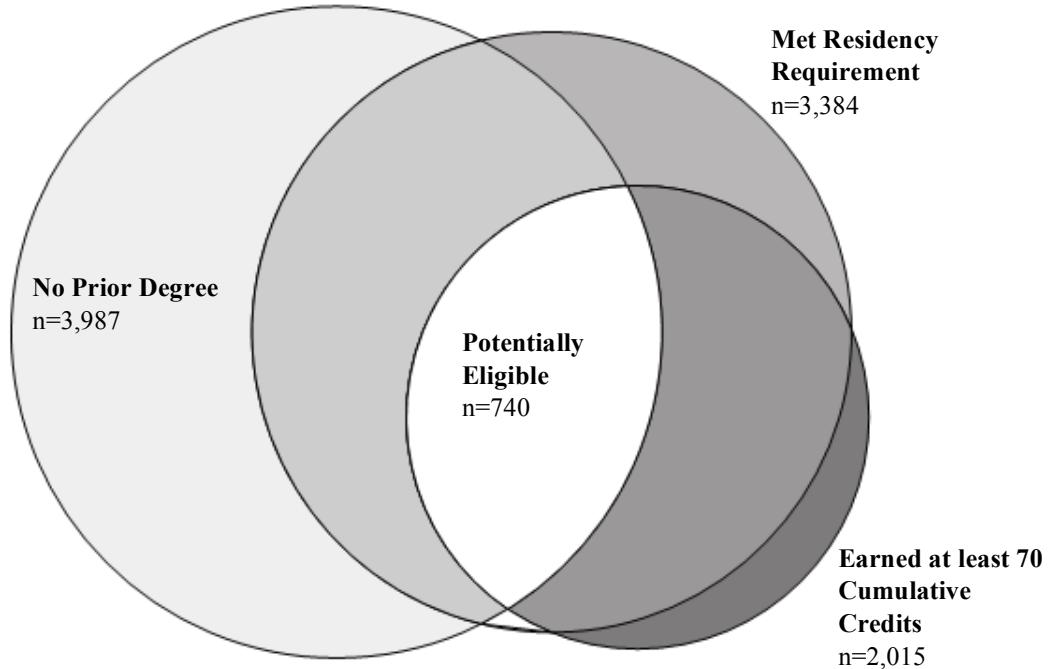


Figure CO-7. Venn diagram of reverse transfer eligibility requirements.

What were the differences in the characteristics of students in the Outcomes Study Cohort who were potentially eligible and those who were not eligible for reverse transfer?

- Females made up the largest percentage of both the potentially eligible and ineligible groups at 53% and 55%, respectively.

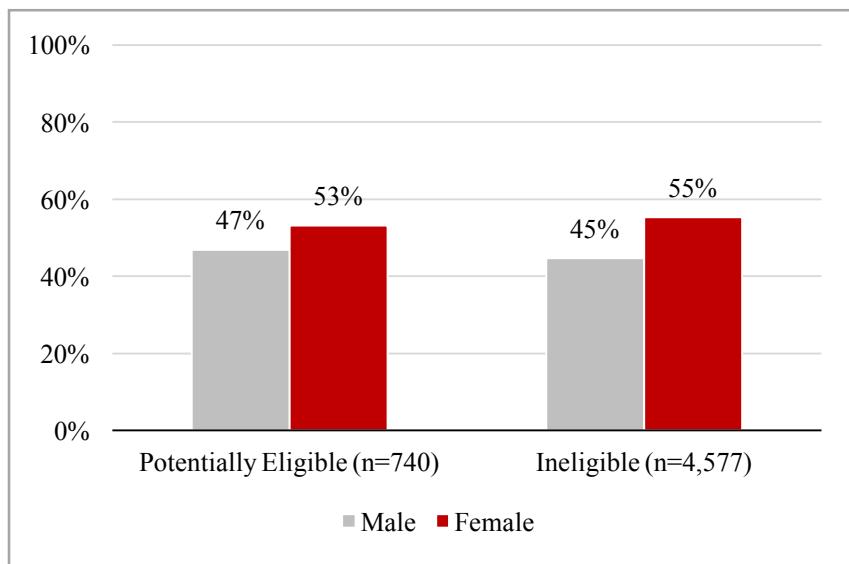


Figure CO-8. Reverse transfer eligibility status by gender.

- Figure CO-9 shows the percentage of potentially eligible students is fairly equally distributed between <25 and 25+ age students whereas the ineligible group is predominantly <25 years of age (71%).

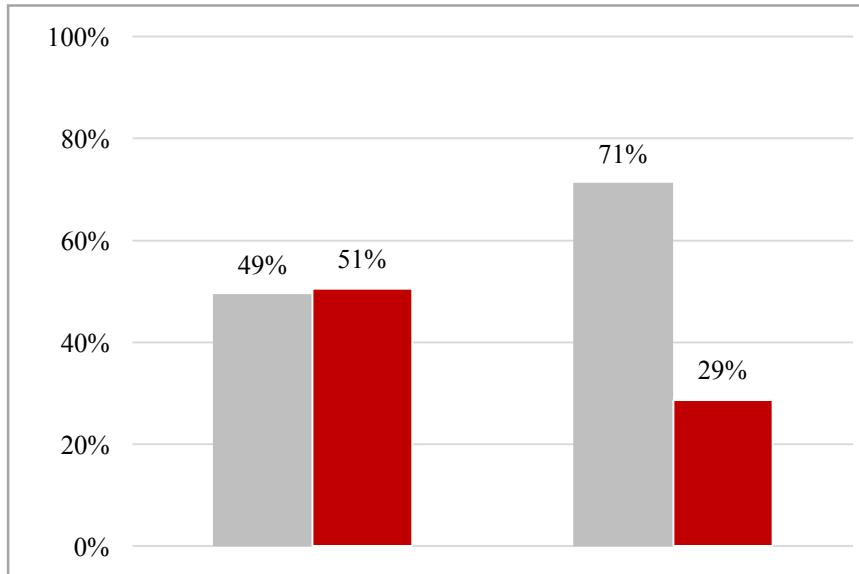


Figure CO-9. Reverse transfer eligibility status by age.

- Examining race/ethnicity in Figure CO-10, the largest percentage of the potentially eligible and ineligible groups was White, with a slightly larger percentage of unknown students and smaller percentage of Latino students in the potentially eligible group than the ineligible group.

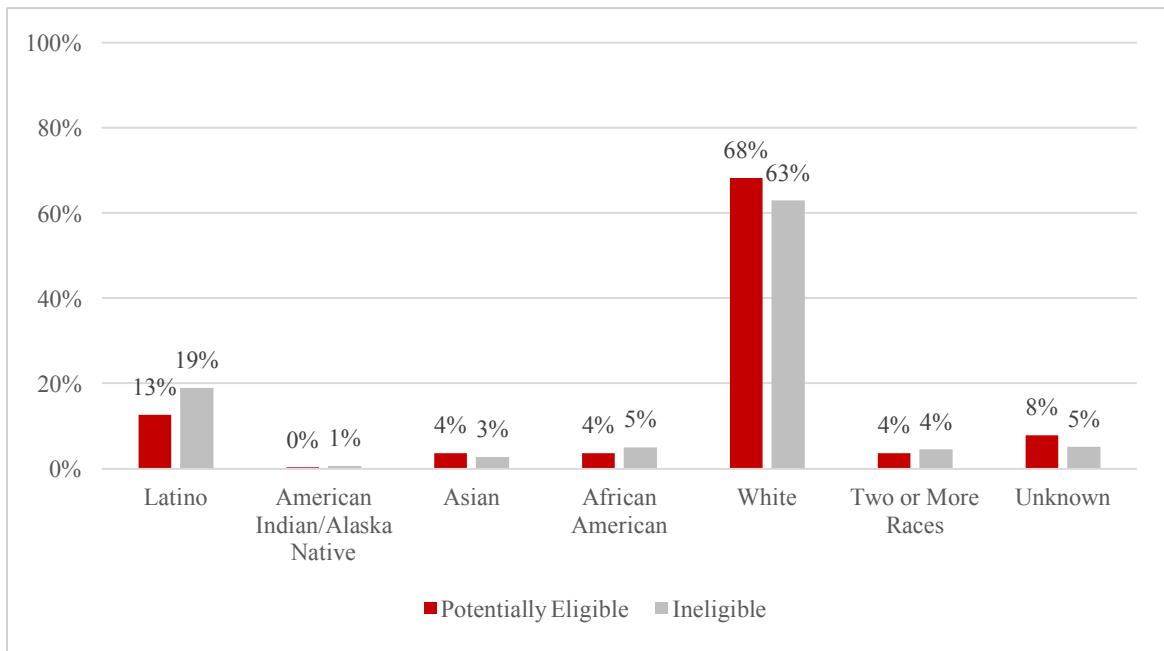


Figure CO-10. Reverse transfer eligibility status by racial/ethnic group.

- Potentially eligible students were equally divided on Pell recipient status whereas a higher percentage of the ineligible group did not receive a Pell grant (56%) than did (44%).

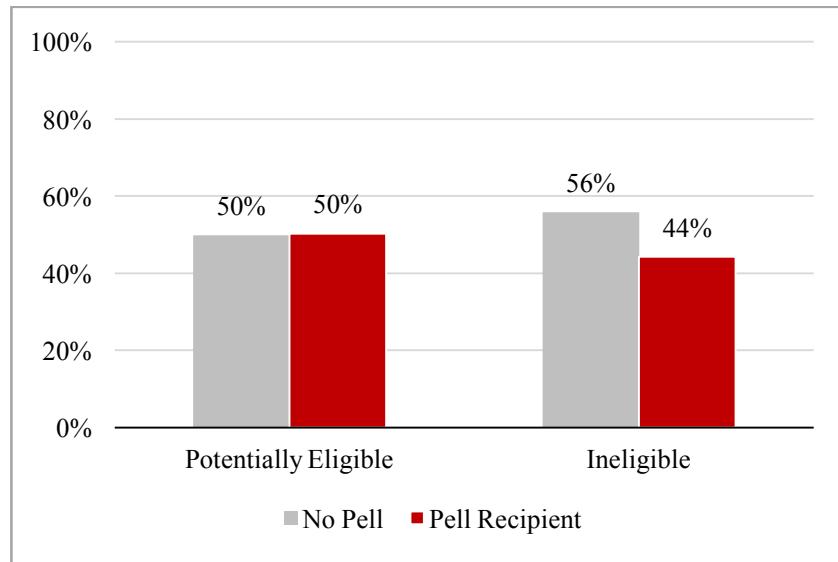


Figure CO-11. Reverse transfer eligibility status by Pell recipient status.

- Figure CO-12 displays the distribution of cumulative credit categories by RT eligibility status. Results show about half of the potentially eligible group had >75-90 credits and nearly another 25% had >90 credits or more. The distribution of cumulative credit categories differs for the ineligible group, with this group being fairly evenly distributed across the cumulative credit categories up to >90-105 wherein the percentage declines with each subsequent credit category.

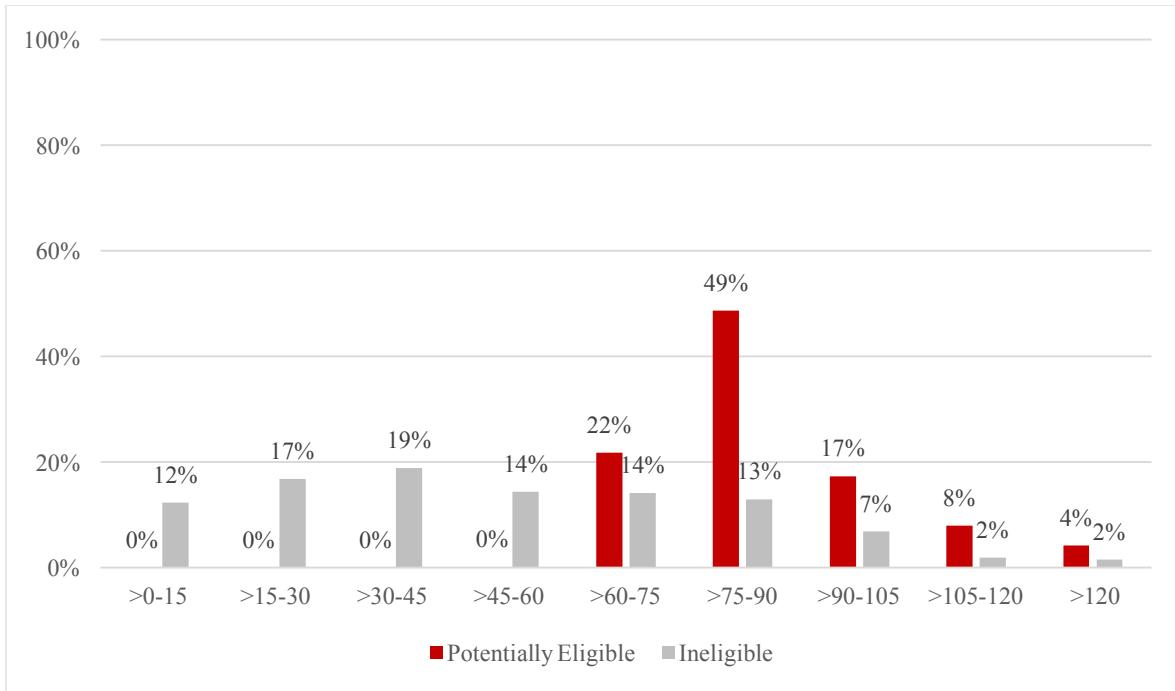


Figure CO-12. Reverse transfer eligibility status by cumulative credit category.

How many students in the Outcomes Study Cohort consented to participate in reverse transfer?

- Of the 740 potentially eligible students, 127 consented to participate in RT.

What were the characteristics of students who consented and what were the differences between potentially eligible students who consented and did not consent?

- On gender and consent, 48% of the consent group was male and 52% was female which differed only slightly from the not consenting group wherein 47% and 53% of this group was male and female, respectively (Figure CO-13).

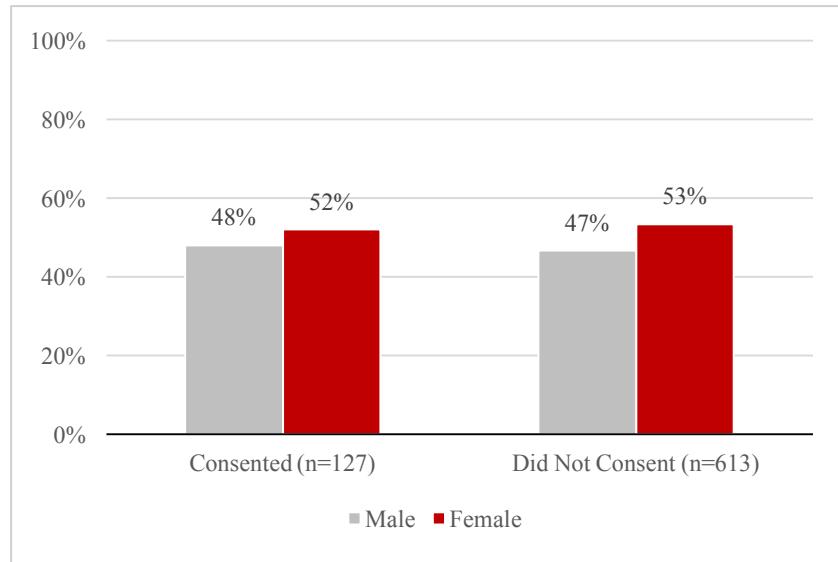


Figure CO-13. Consent status by gender.

- On age and consent, the 25+ age group comprised 63% of the consent group compared to 48% of the non-consent group.

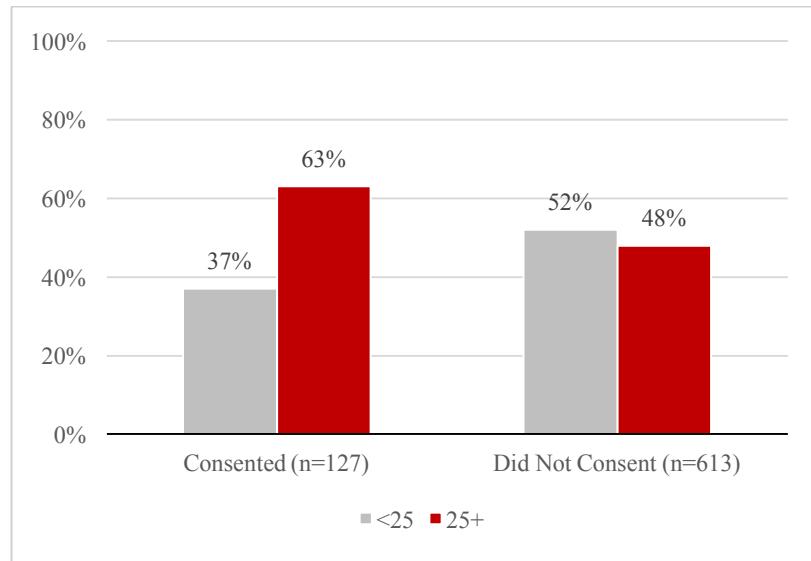


Figure CO-14. Consent status by age.

- A larger percentage of African American and Latino were in the consent group than the group that did not consent and the opposite was true for White students wherein they made up 61% of the group that consented and 70% of the group that did not consent.

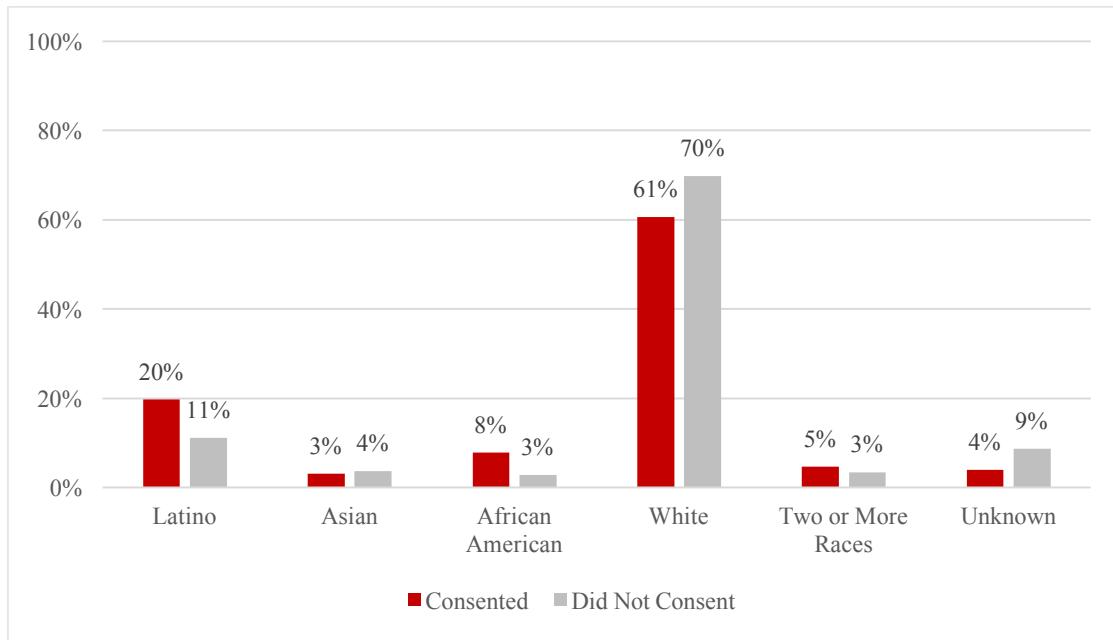


Figure CO-15. Consent status by racial/ethnic group.

- Pell recipients made up 56% of students who consented and 49% of the group that did not consent.

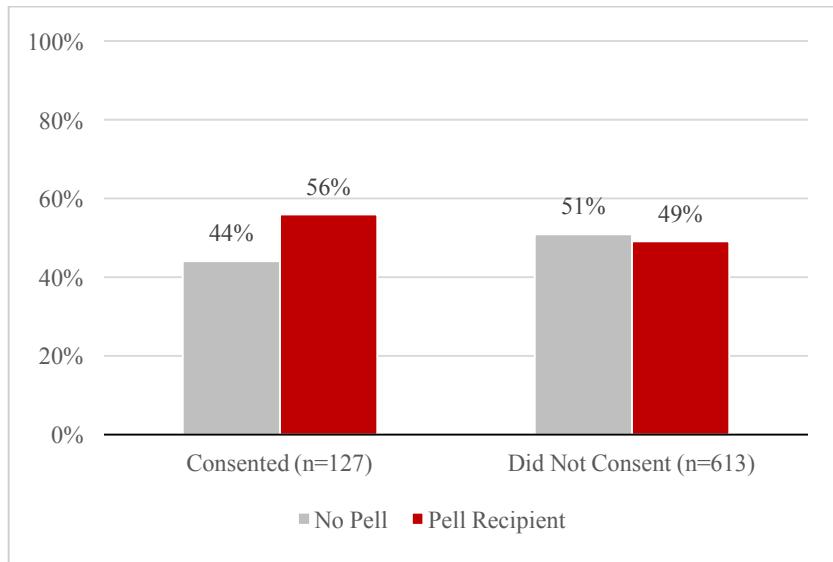


Figure CO-16. Consent status by Pell recipient status.

- For the group of students who consented, the largest percentage of students had >75 and 90 credits (53%), followed by 26% with >60-75 credits, 10% with >90-105 credits, and 11% with >105-120 credits. This pattern is different for the group of students who did not consent, wherein 48% of these students had >75-90 credits (48%), followed by 21% with >60-75 credits, 19% with >90-105 credits, and 5% >120 credits.

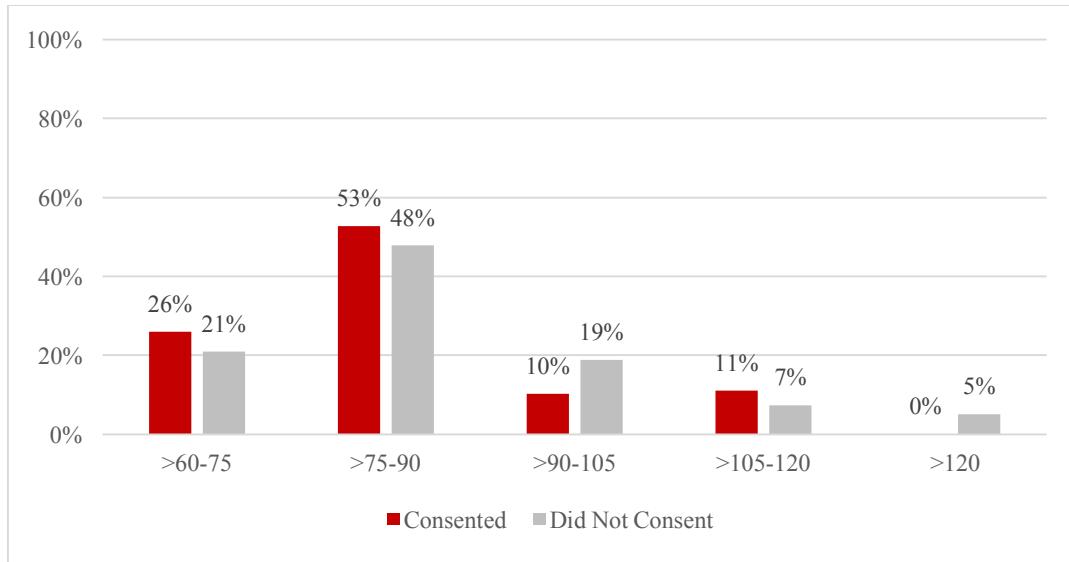


Figure CO-17. Consent status by cumulative credit category.

How many students in the Outcomes Study Cohort met all degree requirements for an associate's degree after degree audit?

- All 127 students who consented to participate in RT had a degree audit performed. Of these students, 75 were eligible for a RT degree.

How many students in the Outcomes Study Cohort were awarded an associate's degree?

Table CO-3. *Audits Performed and Degrees Granted*

Audit Month	Audit Year	Month Associate's Degree Granted	Year Associate's Degree Granted	N
June	2014	July	2014	1
December	2014	0	0	52
December	2014	December	2014	72
January	2015	May	2015	2

- Table CO-3 highlights the number of degree audits each month, and how many degrees were awarded via RT. In June 2014, 1 student received a degree audit and received the RT degree in July 2014. In December 2014, 124 students received a degree audit. Out of these 124 students, 52 students were not eligible for a degree, and 72 were eligible and were awarded the RT degree that month. In January 2015, 2 students received a degree audit and were awarded the RT degree in May 2015.

What were the characteristics of students who consented to participate in reverse transfer and received an associate's degree, and what are the differences in the characteristics of students who consented and received an associate's degree and those who consented and did not receive an associate's degree?

- Figure CO-18 displays differences in the conferral of RT associate's degrees by gender, showing in the overall group that received a degree, a higher percentage of females received a RT degree than males, 56% versus 44% respectively. The opposite pattern was observed in the group that did not receive a degree, with a larger percentage being male (54%) than female (46%).

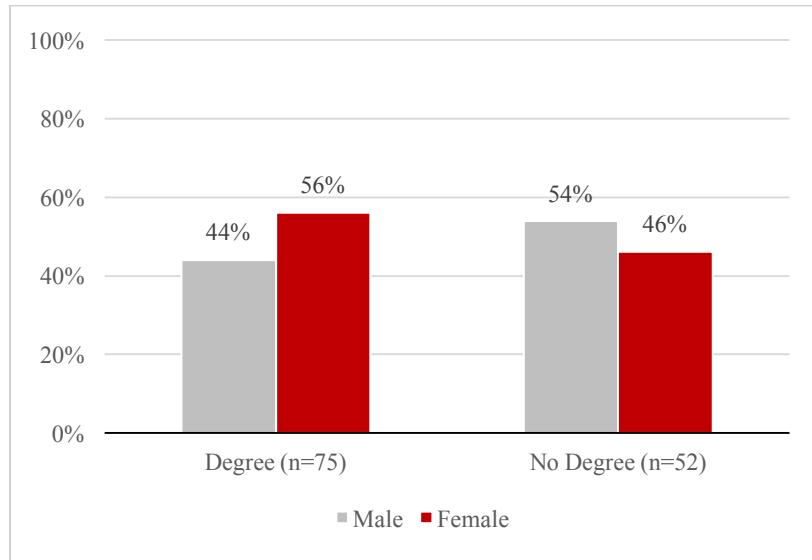


Figure CO-18. Reverse transfer degree status by gender.

- Just over 60% of students who received a RT degree were 25 years of age or older whereas 39% were younger than 25. A similar pattern was observed for students who did not receive a RT degree, with 65% being 25 years of age or older and 35% being younger than 25.

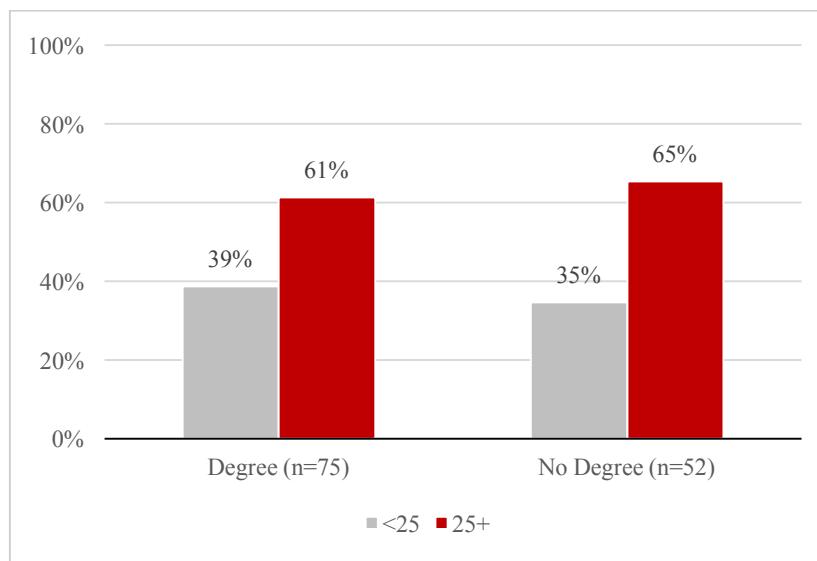


Figure CO-19. Reverse transfer degree status by age.

- Figure CO-20 displays some small differences on the racial/ethnicity distribution for the group of students receiving RT degrees versus the group that did not. A higher percentage of White students were among the students in the RT degree group than in the no RT degree group. By contrast, the Latino group was smaller in the RT degree group than the no RT degree group, and a pattern similar to the Latino group was found for African American students.

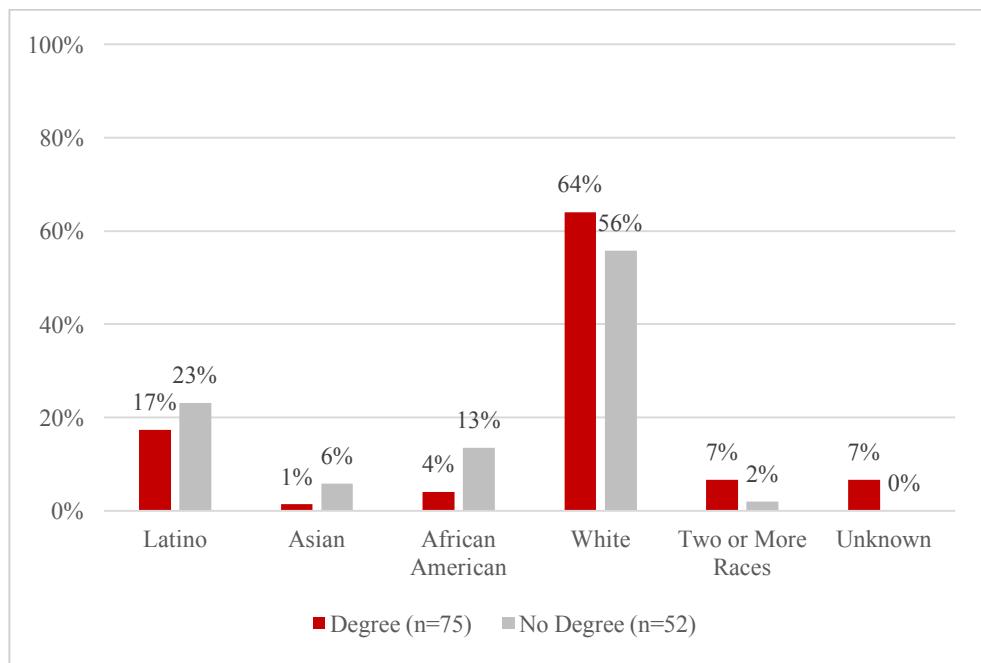


Figure CO-20. Reverse transfer degree status by racial/ethnic group.

- On RT degree and Pell status, 59% of students who received a RT degree were Pell recipients, with a smaller percentage (52%) of these students among those who did not receive a RT degree.

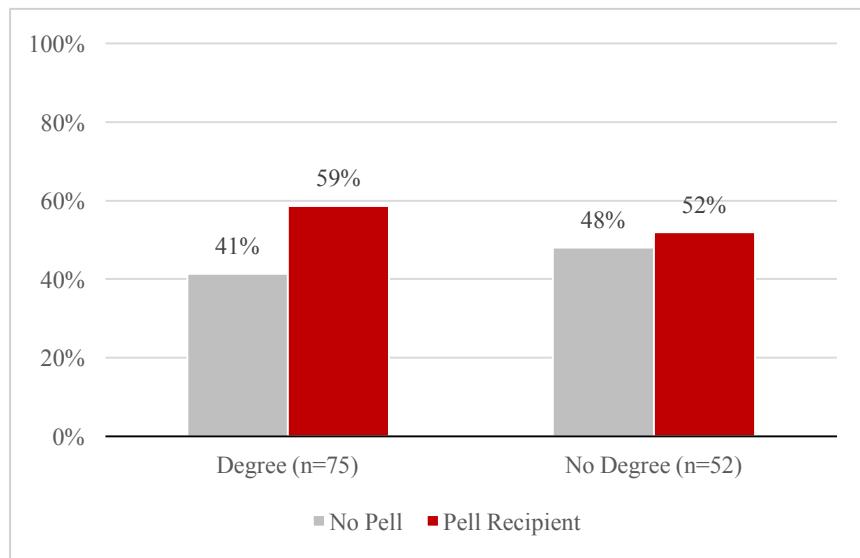


Figure CO-21. Reverse transfer degree status by Pell recipient status.

- Of students who received a RT degree, 55% had between 75 and 90 credits, 23% between 60 and 75 credits, 12% between 90 and 105 credits, and 12% between 105 and 120 credits. Of the students who did not receive a RT degree, 50% had between 75 and 90 credits, 31% had between 60 and 75, 12% had between 105 and 120, and 8% had between 90 and 105 credits.

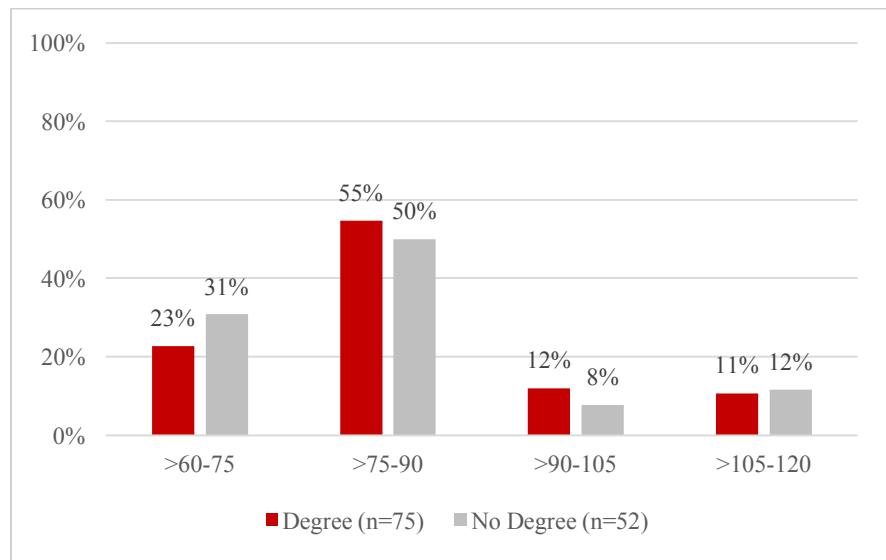


Figure CO-22. Reverse transfer degree status by cumulative credit category.

- Figures CO-23, CO-24, and CO-25 show gender, age, and Pell recipient status across the RT process, extending from the pilot to RT degree receipt.

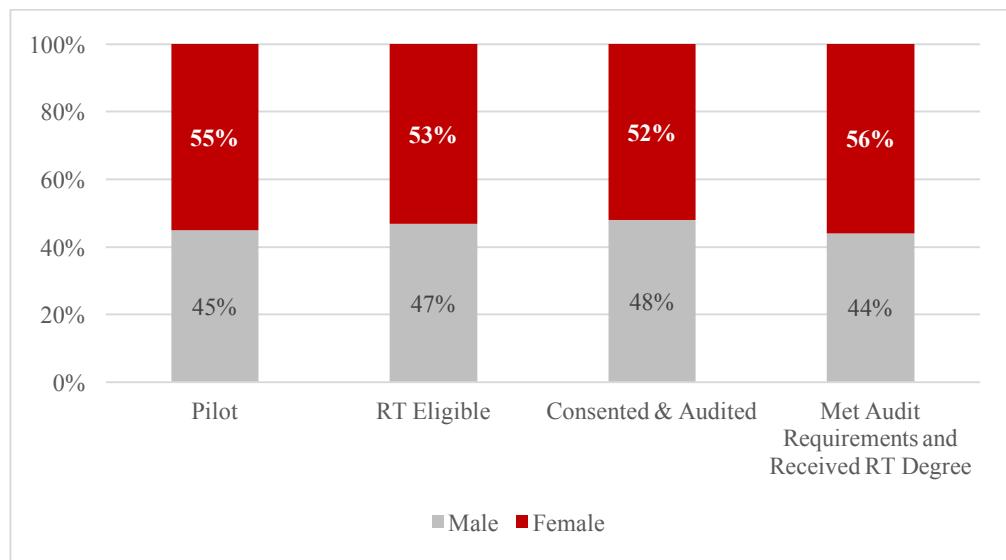


Figure CO-23. Reverse transfer process by gender.

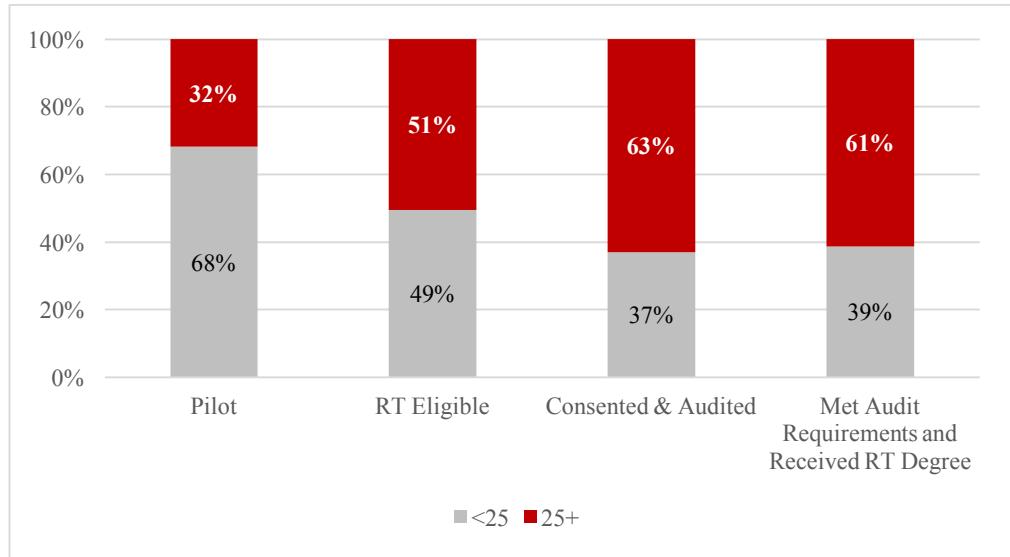


Figure CO-24. Reverse transfer process by age.

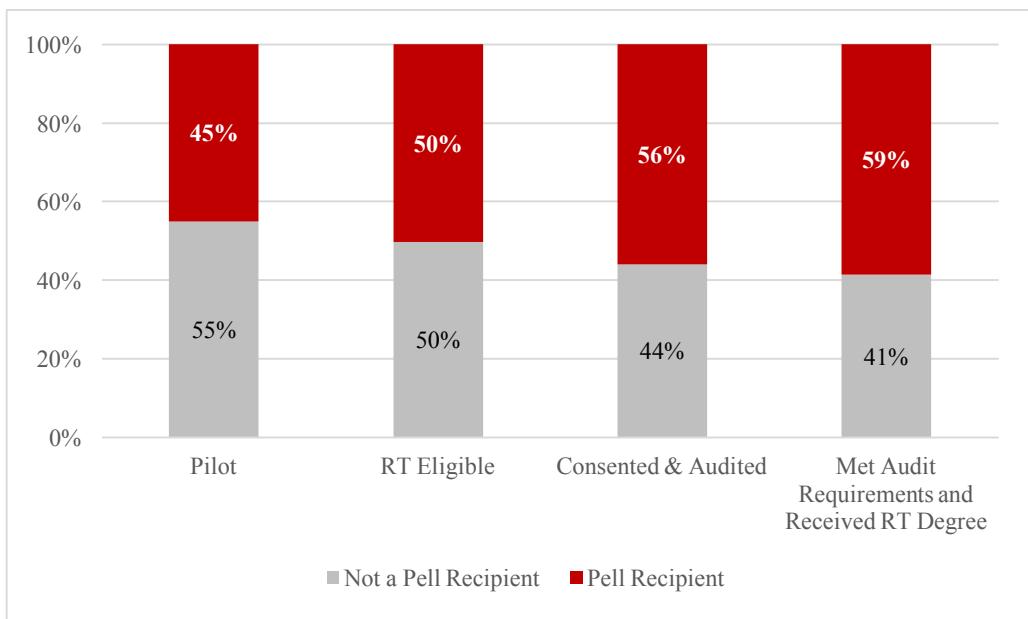


Figure CO-25. Reverse transfer process by Pell recipient status.

How did conferral of reverse transfer associate's degrees vary by institutional pair?

- Tables CO-4 and CO-5 display the RT degree conferral rates by institutional pairs. These rates were calculated in Table CO-4 by dividing the number of students who received an associate's degree via RT by the total number of potentially eligible students by institutional pair and in Table CO-5 by dividing the number of students who received an associate's degree by the total number of potentially eligible students who consented.

Table CO-4. Reverse Transfer Degree Conferral Rates (Percent Potentially Eligible who Received RT Degree) by Institutional Pair

RBIName	Aims CC	Arapahoe CC	Colorado Northwestern CC	CC of Aurora	CC of Denver	Front Range CC	Lamar CC	Morgan CC	Northeastern Junior College	Otero Junior College	Pikes Peak CC	Pueblo CC	Red Rocks CC	Trinidad State Junior College
Colorado State Univ	0%	0%	20%	40%	0%	7%	0%	0%	0%	17%		7%	0%	
Colorado State Univ - Pueblo		0%		0%			0%	0%		0%	7%	11%		0%
CSU-Global Campus	0%	0%		50%	22%	30%					0%		20%	0%
Metropolitan State Univ of Denver	0%	9%	0%	9%	5%	21%	0%	0%	0%	0%	0%	0%	16%	0%
Regis Univ	0%	0%		0%	0%	19%	0%			0%	33%	0%	13%	0%
Univ of Colorado Colorado Springs		33%			0%	0%	0%		0%	0%	5%	0%	0%	
Univ of Colorado Denver		6%	0%	6%	5%	13%		0%			0%		33%	
Western St. Colorado Univ	0%	0%				0%			0%	0%	0%	100 %	0%	0%

NOTE: Only cells with denominators >10 are highlighted.

Key:

0-15%	16-30%	31-45%
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- CO-5 shows many low RT degree conferral rates relative to the percentage of potentially eligible students who received a RT degree. However, this computation includes students who did not consent to participate in RT, which decreases the conferral rate. However it is noteworthy that Front Range CC and Red Rocks CC both had degree conferral rates above other institutional pairs. Also, the degree conferral rate increased as the denominator in this computation included students who were potentially eligible and who consented to participate in RT. Now, many institutional pairs show degree conferral rates above 31%, including both Front Range CC and Red Rocks CC that have degree conferral rates with some 4-year institutions at 100%.

Table CO-5. Reverse Transfer Degree Conferral Rates (Percent Potentially Eligible and Consented who Received RT Degree) by Institutional Pair

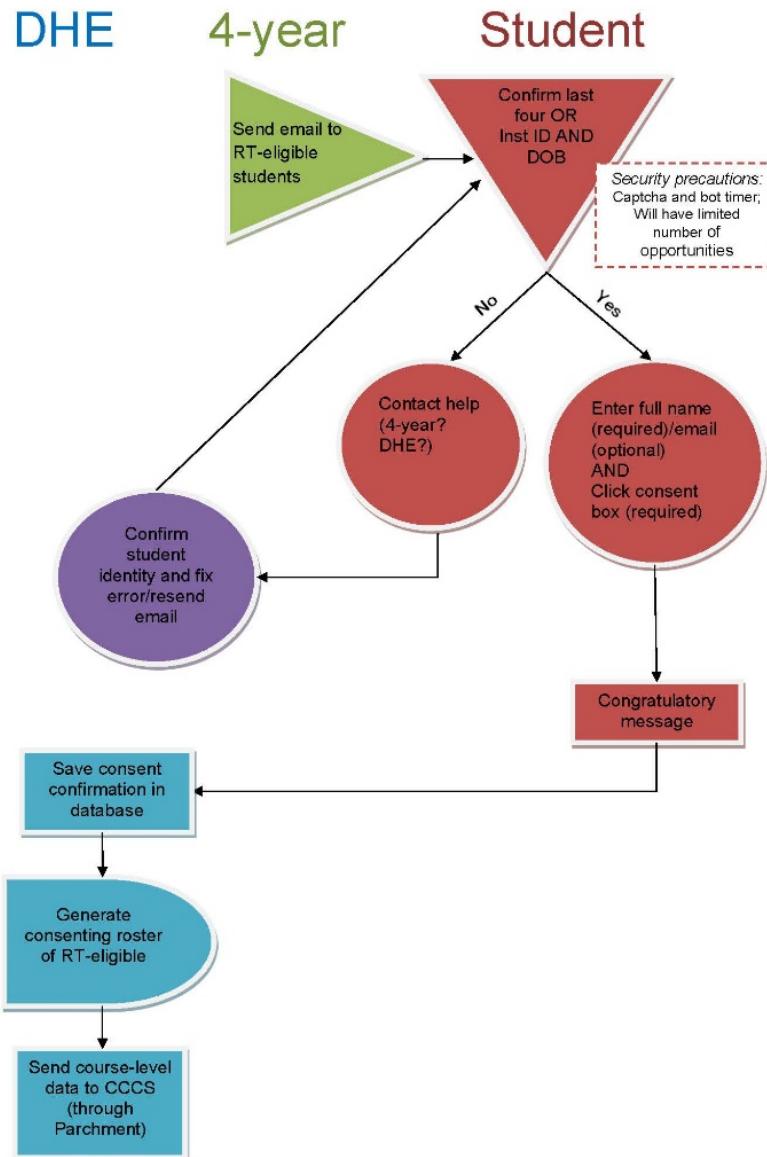
University Name	Aims CC	Arapahoe CC	Colorado Northwestern CC	CC of Aurora	CC of Denver	Front Range CC	Lamar CC	Morgan CC	Northeastern Junior College	Otero Junior College	Pikes Peak CC	Pueblo CC	Red Rocks CC	Trinidad State Junior College
Colorado State Univ	0%		100%	100%		100%		0%			100%		100%	
Colorado State Univ - Pueblo											50%	50%		
CSU-Global Campus	0%	0%		67%	40%	100%					0%		33%	0%
Metropolitan State Univ of Denver		67%		33%	33%	100%					0%		86%	
Regis Univ				0%	0%	100%					100%	0%	100%	
Univ of Colorado Colorado Springs		100%									36%	0%		
Univ of Colorado Denver		20%		33%	22%	80%					0%		100%	
Western St. Colorado Univ								0%				100%		

Note: Only cells with denominators >5 are highlighted.

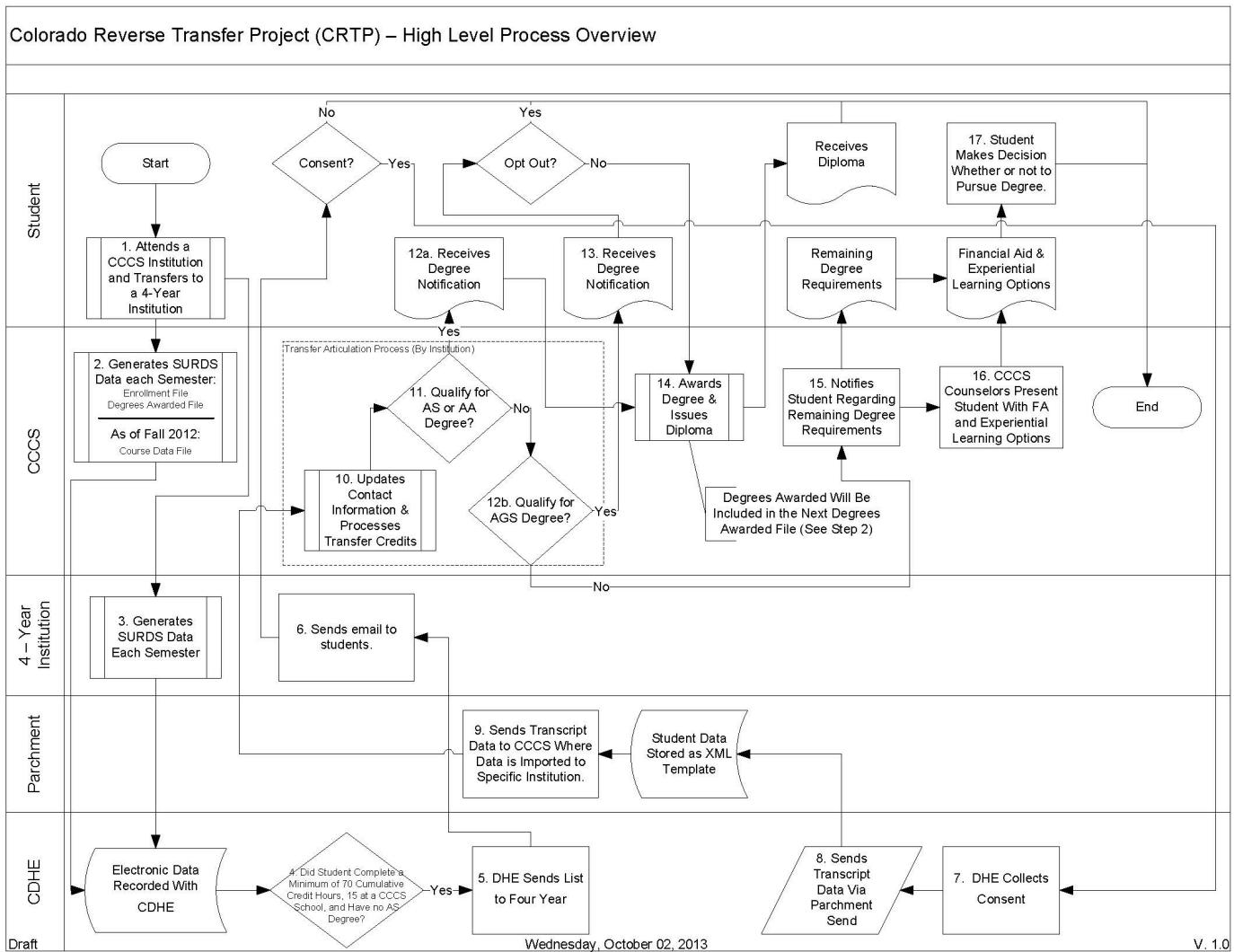
Key:

0-15%	16-30%	31-45%
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COLORADO APPENDIX A: COLORADO HIGH LEVEL PROCESS OVERVIEW



COLORADO APPENDIX B: REVERSE TRANSFER PROJECT (CRTP) HIGH LEVEL PROCESS OVERVIEW



FLORIDA CASE REPORT

Introduction

This report reviews Florida's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Florida's CWID grant implementation; and 3) a summary of the impact of Florida's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. Public higher education in Florida is structured into two systems: the Florida College System (FCS) and the Florida State University System (SUS). Local boards of trustees govern FCS institutions with coordination under a Chancellor and the Florida State Board of Education. FCS includes 28 locally governed colleges, with 70 campuses across the State, which serve over 800,000 students annually. (Source:

https://www.floridacollegesystem.com/publications/florida_college_system_annual_report.aspx) All FCS institutions offer associate's degrees, and 27 have been approved to offer baccalaureate degrees since 2001. (Associate degree-granting institutions approved to award baccalaureate degrees by the State Board of Education are not required to remove the term "community college" from their institutional names.

Within this report, the term "college" is used when referring to Florida College System institutions offering certificates, associate degrees, baccalaureate degrees, and other programs.) FCS institutions have a historical mission of maximizing access to higher education, responding to community needs for academic and career degree education, and meeting the State's workforce needs. The SUS, which includes 12 institutions and serves over 340,000 (Source: Board of Governors, Institutional Research: Student Information Files <http://www.flbog.edu/resources/quickfacts/>) students annually, is overseen by a Chancellor and governed by the Office of the Board of Governors. SUS institutions offer baccalaureate, graduate, and professional degree programs, with a historical mission of supporting high-quality teaching, research, and community and public service.

Florida is also home to 66 private, not-for-profit colleges and universities (Chronicle of Higher Education 2016 Almanac). The Independent Colleges and Universities of Florida (ICUF) is an association of 30 private, not-for-profit, educational institutions based in Florida and the institutions are accredited by the Southern Association of Colleges and Schools (Source: Independent Colleges and Universities of Florida <http://www.icuf.org/newdevelopment/>). Together, these institutions serve more than 150,000 students at over 100 sites around the State of Florida. The Chronicle of Higher Education's 2016 Almanac also reports 129 private, for-profit higher education institutions located in Florida.

Articulation and Transfer Policies. The history of articulation and transfer policy in the State of Florida extends back to 1971, with the establishment of the first Florida Statewide Articulation Agreement. The original statewide agreement reflected a traditional system of 2+2 transfers from community college to upper-level programs in colleges and universities. Over the past 40 years, the agreement has evolved and expanded to recognize a broader array of transfer patterns and issues. The Florida Department of Education's Office of Articulation Statewide Articulation Manual (2014) states that the agreement is "the most comprehensive articulation agreement in the nation" (p. 14) addressing critical issues such as:

- Defining the Associate of Arts (AA) degree as the transfer degree in Florida, while providing for degree articulation opportunities for other degree paths such as the Associate of Science degree

- Establishing requirements for awarding degrees and degree definitions.
- Guaranteeing transfer of the general education block of credit, with or without an associate degree.
- Guaranteeing transfer students who receive the AA degree entry into one of the public Florida universities (although, not necessarily in the institution or program of their choice).
- Creating the Articulation Coordinating Committee, its purpose, role, and membership.
- Establishing the Statewide Course Numbering System and using this to guarantee transfer of credit.
- Establishing a process for determining credit-by-examination equivalencies.
- Establishing a common college transcript (Source: Statewide Articulation Manual <http://www.fl doe.org/core/fileparse.php/5423/urlt/statewide-postsecondary-articulation-manual.pdf>).

Examples of these policies can be seen in Table FL-1, as they are codified in Chapter 1007 of the 2016 Florida Statutes (Source: Florida Statutes Chapter 1007 2016

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1007/1007.html) and Chapter 6A of the Florida Administrative Code (Source: Florida Administrative Code Chapter 6 <https://www.flrules.org/gateway/department.asp?id=6>). These key policies are discussed below.

The Articulation Coordinating Committee is a K-20 advisory body made up of representatives from all levels of public and private education, including the SUS, the FCS, independent postsecondary institutions, public and nonpublic schools, career and technical education institutions, and a member representing students. This committee provides a forum for discussing and coordinating efforts to help students transition from one institution or level of education to another, as well as makes policy recommendations regarding how to “strengthen the program” of articulation across the State.

The Statewide Course Number System (SCNS) was developed in response to concerns expressed by registrars and advisors in the late 1960s regarding difficulties in assigning course credits to students transferring from the lower-division of colleges to the upper-division universities. The common course numbering was devised to facilitate the transfer of credit for equivalent courses, and is now used by all public and approximately 25 private institutions of higher education in Florida.

Florida also has policy language regarding the awarding of associate degrees en-route to a baccalaureate degree at a state university. Florida Statute 1007.25 states that: “Students at state universities may request associate in arts certificates if they have successfully completed the minimum requirements for the degree of associate in arts (AA).” Although this statute has been in place since 2002 to give all universities the authority to award associate certificates, the option has not been widely applied. Challenges in the implementation of this statute include that the associate degrees are only awarded at students’ request and that the opportunity was not well known or marketed.

A more widely marketed set of opportunities for students is the statement of Transfer Student Rights, which clearly documents a set of guarantees for students who graduate from a FSC with an Associate of Arts degree, including:

- Admission to one of the state universities, except to limited access programs.
- Acceptance of at least 60 semester hours by the state universities.
- Adherence to the university degree/program requirements, based on the catalog in effect at the time the student first enters the college, provided the student maintains continuous enrollment.

- Transfer of equivalent courses under the SCNS.
- Acceptance by the state universities of credits earned in accelerated programs (e.g., CLEP, Dual Enrollment, AP, IB).
- No additional general education core requirements.
- Advanced knowledge of selection criteria for limited access programs.
- Equal opportunity with native university students to enter limited access programs.

The Transfer Student Rights are outlined under Florida Administrative Code 6A-10.024 and are provided to students in numerous locations, including the Statewide Articulation Manual and the Florida Shines website transfer webpages. (Source: <https://www.floridashines.org/succeed-in-college/transfer-schools>).

Primary Drivers of Articulation and Transfer Policy. Historically, there have been two key stakeholders involved in the promulgation of articulation and transfer policy: the legislature and faculty. First, the Florida legislature has been very involved in education and higher education transfer policies, which is why Florida has many comprehensive laws on the books. The legislature mandates activities, sets deadlines, and provides strong guarantees. However, translating policy into practice, and then implementing those practices, has relied on heavy involvement from faculty. Faculty is the key players who make issues like course numbering, common prerequisites, and program articulations happen on the state and local level by participating in related committees.

Table FL-1. *Key Articulation and Transfer Policies in Florida*

Policy	Title	Example Topics Addressed
Florida Statutes, Chapter 1007: Articulation and Access (as of 2016)		
1007.01	Legislative Intent / Structures	<ul style="list-style-type: none"> • Establishes an Articulation Coordinating Committee • Outlines the goals of articulation policy in Florida, including aligning exit and entry requirements between FCS and SUS, identifying common courses, establishing a statewide course numbering system, identifying general education requirements, and facilitating articulation agreements
1007.23	Statewide articulation agreement	<ul style="list-style-type: none"> • Calls for the State Board of Education and the Board of Education to enter into a statewide articulation agreement to preserve Florida's "2+2" system of articulation and facilitate seamless transfer
1007.24	Statewide course numbering system	<ul style="list-style-type: none"> • Calls for the Department of Education, in conjunction with the Board of Governors, to develop, coordinate, and maintain a statewide course numbering system for postsecondary and dual enrollment education
1007.25	General education; Common prerequisites	<ul style="list-style-type: none"> • Sets statewide requirements for general education in associate and bachelor degree programs, as well as regulations related to the transfer of general education between state institutions. • Allows students at state universities to request Associate in Arts certificates if they have successfully completed the minimum requirements for the degree of Associate in Arts
Florida Administrative Code		

Policy	Title	Example Topics Addressed
6A-10.024	Articulation	<ul style="list-style-type: none"> Describes the membership and functions of the Articulation Coordinating Committee Outlines requirements for general education; Associate of Arts degrees, Associate in Science degrees, and the Applied Technology Diploma; as well as credit by examination Requires the electronic exchange of student transcripts and associated educational records among all public universities, community colleges, and school districts
6A-10.030	Assessment of College-Level Skills	<ul style="list-style-type: none"> Prior to the receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university or college, a student shall successfully complete: <ul style="list-style-type: none"> Six semester hours of English coursework and six semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments Six semester hours of mathematics coursework at the level of college algebra or higher

State Completion Goals and Initiatives. In Spring 2011, Florida became an active participant in Complete College America, setting a goal to double the number of degrees and certificates produced each year, expanding from 70,738 in 2007-08 to 146,283 in 2019-20. A number of initiatives are in place across the State of Florida to accelerate college student success, foster retention, and promote college completion in order to achieve this goal. For example, the “Finish Up, Florida!” initiative was launched in March 2011. (Source: <http://www.fl DOE.org/core/fileparse.php/3/urll/completionmarch12.pdf>). This program was designed to encourage students who left the FCS without earning a degree to return to college. With help from the Florida Department of Education, colleges reach out to targeted students to provide them with guidance about how to re-enroll, with the hopes of re-engaging disconnected adult students and informing them of opportunities to complete associate’s degrees.

In a similar initiative, Florida’s Project Win-Win initiative was a coordinated effort among three pilot colleges in the FCS (Broward College, Indian River State College, and St. Johns River State College) to identify former students who left just short of earning their degrees and to bring them back to complete an associate’s degree. The difference in this program, as compared to “Finish Up, Florida!” is that Project Win-Win is heavily reliant on data and based on a rigorous degree audit process, with the expectation of developing processes that can be scaled up to enhance programs at other campuses.

Florida’s latest completion initiative, Complete Florida, was developed by the legislature in 2013 through section 1006.735, Florida Statutes. The purpose of the programs is to assist 2.8 million Floridians who started college and never finished.

Impetus for Florida’s “Credit When It’s Due” Application. The awarding of RT associate’s degrees is perceived by CWID leaders as “a natural extension to [the State of Florida’s] already comprehensive transfer policy base,” as well as the recent associate’s degree completion initiatives. RT associate’s degrees represent an opportunity to “help students earn their credential and to give them a meaningful steppingstone toward their baccalaureate degree,” both of which are valued goals in the established higher education environment in Florida. Furthermore, the interest in the CWID initiative is viewed by CWID

leaders as “[speaking] volumes about the collaboration” between the FCS and the SUS, with one leader saying, “we are truly partners in education and providing students with higher education.” Implementation of this grant is spurred by that partnership.

SECTION TWO: CWID GRANT IMPLEMENTATION

Florida’s CWID grant engaged four local partnerships in the development and implementation of RT. By the end of the grant period, the state developed a toolkit for other institutions in the state to develop and scale RT. The strategies and goals that represent the core features of Florida’s CWID grant implementation are presented below.

Institutional Partnerships

During the grant preparation process, Florida colleges and universities were given the opportunity to “opt-in” to participating in the CWID grant opportunity. A total of ten Florida colleges and four universities chose to participate. Table FL-2 outlines the partnerships between the sending and receiving institutions that are involved. These institutions represent 16 of the 67 counties in the State of Florida, and collectively serve over 600,000 students.

State articulation and transfer leaders reflected on their institutional pair rates, stating their expectations that “all of the colleges would be on board for it because...in the completion environment, we are looking for ways to demonstrate our contributions.” There was a sense, however, that the many universities preferred to “wait and see how this goes and see what the commitment is and how it works.”

Table FL-2. *Florida’s Credit When It’s Due Institutional Pairs*

Receiving Institution	Sending Institutions
Florida Atlantic University	Broward College, Indian River State College, and Palm Beach State College
Florida International University	Broward College and Miami Dade College
University of North Florida	Florida State College at Jacksonville
University of South Florida	Hillsborough Community College, Pasco Hernando State College, Polk State College, St. Petersburg College, and State College of Florida, Manatee-Sarasota

Key Implementation Strategies

Regional Memoranda of Agreements (MOUs). The policy framework for RT was established by MOUs that were signed between the university and the sending colleges. The four regional MOUs define the roles and responsibilities of universities and colleges. Whereas the MOUs vary based on the region, there are similarities. Generally, it is the responsibility of the universities to provide a list of potentially eligible students to each partner college and establish timelines for the process at their institution. The MOU indicates that the colleges agree to conduct degree audits for students on the lists, confer the associate’s degree to eligible students, and report degree conferrals to the FCS and the partner university.

Decentralized Implementation Approach. The FCS office serves as the coordinating entity for Florida's RT initiative, and early in the grant period, FCS convened representatives from the participating institutions to provide direction for the project and review common elements among the regional partnerships. RT implementation efforts have largely been decentralized and local among the four regional partnerships. To support local implementation and staff time on the grant, each FCS institution received approximately \$30,000 and each university partner received \$15,000.

Statewide Scale. Building on the work of the initial regional partnerships, Florida is planning to support expansion of RT to other state institutions. FCS led the participating institutions with identifying promising practices and challenges, sharing information about Florida's CWID at statewide meetings, and developing a RT toolkit to support new college and university partnerships. The toolkit documents promising practices, procedures, and lessons learned from the current regional partnerships to inform RT development and implementation in new partnerships. The toolkit is included in Appendix B. (<https://www.floridacollegesystem.com/sites/www/Uploads/Publications/TAPPs/Reverse%20Transfer%20-%20Final%20Report.pdf>).

Implementation Timeline

- **January - February 2013:** The Florida Board of Governors' legal counsel recommended an opt-in consent policy, meaning students must actively consent in order for their transcripts to be exchanged for RT.
- **February - March 2013:** Memoranda of Understanding (MOUs) were developed and signed among RT consortia
- **Spring 2013:** Universities identified lists of students who were potentially eligible for RT.
- **Summer - Fall 2013:** Degree audits conducted and first RT degrees were conferred.
- **November 2013:** Presentation given on RT at the Association of Florida Colleges conference.
- **December 2013:** Meeting with Helios Foundation to determine next steps.
- **November 21, 2014:** Florida RT convening held at Hillsborough Community College.
- **Spring 2015:** MOU amendments and final disbursements distributed to participating institutions.
- **Fall 2015:** Reverse Transfer Toolkit Released.

Eligibility Criteria

Eligibility criteria may be different for each of the partnerships, but an example of eligibility criteria with the FIU and Broward and Miami Dade College partnerships are: enrolled at FIU, earned 15 minimum credits at MDC or BC (residency requirement), transferred without an AA and has not earned a bachelor's degree (no degree requirement), completed general education at FIU, earned 60 minimum credits at FIU (cumulative college credit requirement), and is in good academic standing. A sample student letter is included in Appendix A.

Reverse Transfer Process

Based on a review of implementation across CWID states, a framework was developed for the RT process that consists of five broad processes. Because RT processes vary among partnerships in Florida, one partnership was selected to illustrate the RT process. The University of South Florida's process is applied to this framework below.

- 1. Student Identification:** The five partner colleges identify students who transferred to USF using the National Student Clearinghouse, and send a list of these students to USF. Using the list of names received from the five colleges, USF reviews the students' USF and transfer academic work to determine whether the student has met the requirements to be awarded an associate's degree.
- 2. Consent Process:** USF emails the eligible students to seek student consent using an opt-in model. In Fall 2014, all incoming transfer students will consent to RT as a condition of admission to USF.
- 3. Transcript Exchange:** USF sends each of the five colleges a list of students who consented from the original list received, and the colleges use the Florida Automated System for Transferring Educational Records (FASTER) to access electronic transcript data.
- 4. Degree Audit:** USF uses various means to audit the student records, one of which is the degree audit system. The college audit degrees using their existing technology and processes.
- 5. Degree Conferral:** If students meet all degree requirements, the college confers the degrees and communicates the degree conferral to the students. Once the college awards the degrees, official transcripts are forwarded to USF for posting of the AA degrees.

Credential Type(s)

Associate of Arts

Implementation Successes and Challenges

Successes. Florida's regional partnership approach resulted in early implementation of RT during the grant period, and all of the partnerships reported that RT associate's degrees have been conferred. While the number of RT associate's degree is lower than expected, this is an indicator that Florida's articulation policies and local graduation procedures are working well.

A second success involves identifying enhancements to existing transfer and articulation policies that have implications beyond RT. Since implementation was locally driven through college-university partnerships, the successes were particular to a given partnership. For example, the USF regional partnership has worked on identifying opportunities for streamlining verification of students' completion of general education requirements, enhancing general education degree audit processes at FCS institutions, and identifying course substitutions and equivalencies for college-specific requirements for associate's degree conferral. Many institutions are incorporating the National Student Clearinghouse into their process of transcript exchange. Colleges and universities also use FASTER to exchange student transcripts that have helped to streamline the process.

Challenges. Florida determined that an opt-in consent process complies with FERPA, but the opt-in policy has contributed to lower than optimal numbers of students who consent to participate in RT. However, institutions are exploring ways to improve consent rates. For example, USF embedded student consent for RT in the transfer student admission application beginning in Fall 2014. A second significant challenge is the low number of students who meet eligibility requirements due, in part, to Florida policies that incentivize student completion of an associate's degree prior to transfer to a public, state university. Florida's 2+2 Statewide Articulation Agreement and process rewards associate's degree completion by guaranteeing the transfer of 60 credits earned as part of the Associate in Arts degree. Additionally, many FCS institutions have auto-graduation policies that automatically confer associate's degrees when students meet degree requirements. Both of these initiatives contribute to increased number of associate's degree holders prior to transfer, and reduce the number of students then eligible for RT.

Sustainability (Post-grant period)

The Reverse Transfer Toolkit is posted online and was shared with other Florida College System and State University System institutions so they may adopt RT initiatives.

State Contact

Dr. Christopher M. Mullin (christopher.mullin@fldoe.org)

SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Florida conferred 316 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. The limited data reported below were collected via the aggregate data collection tool.

Reverse Transfer Associate's Degrees Awarded (during CWID Grant Period)

The state of Florida reported 283 degrees to OCCRL in June 2015. Table FL-3 reports degrees conferred by partnership. As of December 2016, some pairs did not respond to data requests, so the numbers may underestimate the total number of degrees conferred via RT.

Table FL-3. Aggregate Degrees Conferred by Partnership

Florida Atlantic University	
Broward College	No data
Indian River State College	No data
Palm Beach State College	No data
Florida International University	
Broward College	76
Miami Dade College	118
University of North Florida	
Florida State College at Jacksonville	17
University of South Florida	
Hillsborough Community College	23
Pasco-Hernandez Community College	30
Polk State College	19
St. Petersburg College	No data
State College of Florida, Manatee-Sarasota	No data
Total Reverse Transfer Degrees Awarded	283

Limited data were collected that allowed us to examine consent rates, and these are displayed in Table FL-4. In the pairing of Miami Dade College and Florida International University, 64 students were contacted for consent 12 students (19%) opted-in to RT. In the pairing of Florida State College at Jacksonville and University of North Florida, 175 students were contacted for consent and 42 students (24%) opted-in to RT.

Table FL-4. *Snapshot of Student Consent*

Institutions	N Students Contacted for Consent	N Students Who Opted-In	N Students Who did not Opt-In	N Non- Responses	Percent Consented
Florida International University					
Miami Dade College	64	12	1	51	19%
University of North Florida					
Florida State College at Jacksonville	175	42	-	133	24%



FLORIDA APPENDIX A



June 7, 2013

Dear Student:

Our academic records indicate that you could be eligible to be awarded an associate of arts degree from Florida State College at Jacksonville. Through the “Credit When It’s Due” partnership between the University of North Florida and Florida State College at Jacksonville, eligible students can choose, or “opt-in,” to have their courses reviewed for an associate of arts degree from FSCJ. Credit When It’s Due is based on the “reverse transfer” model whereby a currently enrolled university student who transferred from a community or state college without having previously earned an associate’s degree can opt to receive the associate’s degree from his or her college upon satisfying all associate’s degree requirements from both the university and college.

The program benefits students by officially recognizing degree attainment; the university by fostering student persistence and retention toward the bachelor’s; and the college by enabling it to report participating students as program completers and graduates.

Perhaps students stand to gain the greatest benefits, for not only does associate degree completion contribute to student persistence toward the bachelor’s degree, but so also does it enhance students’ earning abilities in the job market. In fact, the mean annual wages of individuals with an associate’s degree are approximately 20% higher than those with a high school diploma, and working students can especially benefit from opting to participate in the Credit When It’s Due program.

To be eligible for participation in Credit When It’s Due, students must have satisfied the following criteria:

- Earned at least 15 hours of college credit at FSCJ
- Transferred to UNF before completing the associate’s degree at UNF
- Have not earned an associate’s degree at UNF
- Have fulfilled UNF’s general education requirements
- Have not applied for graduation at UNF
- Have not earned a bachelor’s degree
- Are in “good academic standing” at both UNF and FSCJ

Additionally, eligible students are responsible for affirmatively expressing their desire to participate in the program.

If you are interested in being awarded your associate’s degree from FSCJ, please visit UNF’s Credit When It’s Due web page at <http://www.unf.edu/Form/Form.aspx?dept=15032429810&lmenu=15032386626&ekfrm=15032460802>

For questions, please contact Simone Wilson, UNF Data Processing Associate, at records@unf.edu or Judy Manuel, FSCJ Administrative Specialist, at (904) 632-3186 or J.Manuel@fscj.edu.

Thank you.

Best regards,

Megan Kuehner, UNF Registrar
Lori Collins, FSCJ Registrar

FLORIDA APPENDIX B
Reverse Transfer Toolkit for Colleges and Universities

Reverse Transfer Toolkit for Colleges and Universities

December 15, 2015



GEORGIA CASE REPORT

Introduction

This report reviews Georgia's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Georgia's CWID grant implementation; and 3) a summary of the impact of Georgia's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. Public higher education in Georgia is unified under the Board of Regents of the University System of Georgia that serves as a governing and management authority. The Technical College System of Georgia oversees the state's technical colleges, adult literacy programs, and a host of economic and workforce development programs.

Pre-CWID Reverse Transfer Policies. Since 1998 the state of Georgia has been working on facilitating transfer between colleges and universities. The University system switched from a quarter to semester system in 1998. As a part of this effort, there was a push to improve transferability across the higher education system statewide. Courses were listed with common prefixes across various institutions to facilitate the transfer process. In 2011, the University System further revised the core curriculum, organizing the first two years at universities into six major curricular areas. The core works so that if a student takes a course that counts towards a certain area in any institution, that credit will transfer to another institution within that content area.

The Georgia Board of Regents Policy Manual contains policies that facilitate the process of transferring credits between institutions within the state, and lays out minimum system admission standards for transfer students. As stated previously, the policy manual also outlines the core curriculum that is shared by all institutions of higher education within the state. This common core gives institutions the liberty to tailor classes to their specific mission while also ensuring that students who take courses at one USG institution can easily transfer credits to another institution within USG. Table GA-1 outlines key articulation and transfer policies in the state of Georgia.

Table GA-1. *Key Articulation and Transfer Policies in Georgia*

Year	Policy	Topic
2014	4.2.1.3 Undergraduate Admission Requirements for Transfer Students	<ul style="list-style-type: none"> Sets minimum system admissions standards for each sector: research universities, regional and state universities, state and associate degree colleges
2009,14,15	3.3.1 Core Curriculum	<ul style="list-style-type: none"> Aimed to improve the ability of students to transfer college credits between USG institutions Created a Core Curriculum shared by colleges and universities so students could easily transfer course credits from one institution to another Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas
2012	3.3.5 University System and Technical College System of Georgia Articulation Agreement	<ul style="list-style-type: none"> The articulation agreement is based on the principles of serving student needs, avoiding duplication of mission, using state resources efficiently, and expanding opportunities for postsecondary attainment in Georgia. It designates that TCSG institutions will not award AA degrees, and limits the new USG AAS and TCSG AS degrees to maintain the transfer purpose of AA and AS degrees and terminal purpose of AAS degrees

State Completion Goals and Initiatives. In 2012 Georgia implemented the Complete College Georgia initiative. This initiative is in-line with the Complete College America agenda, aiming to increase the number of college graduates within the country. The Complete College Georgia initiative represents a collaboration between The University System of Georgia and the Technical College System of Georgia to increase completion rates of postsecondary degree attainment. Furthermore the initiative hopes to create new forms of collaboration and accountability within higher education and improve completion rates among higher education organizations.

The University System of Georgia and the Technical College System of Georgia released a joint Higher Education Completion Plan outlining the various components and steps needed to achieve the goals set forth by the Complete College Georgia initiative. There are two main focal points of the plan: completion by partnerships and completion by performance. These focal points have been highlighted as ways the state of Georgia can achieve its goal of increasing college completion.

SECTION TWO: CWID GRANT IMPLEMENTATION

Georgia was funded for CWID in November 2014. The purpose of the CWID project in Georgia involved four key activities: 1) expand and enhance RT processes at all USG institutions; 2) define and remove policy barriers to RT at the USG and institutional levels; 3) define and enhance data systems that will support RT; and 4) increase program awareness among institutional faculty, staff, and students. The goal of this grant was to increase the number of associate's degrees awarded in Georgia earned by students who combine credits earned at associate-degree awarding colleges or traditional 4-year institutions through RT. This work was intended to produce: 1) a system-wide "Academic History Cloud" that will focus on supporting automation of degree audits for the 13 sending institutions; 2) processes for electronically tracking and reporting RT participants; and 3) increased level of program awareness among institutional faculty, staff, and students. The project was led by the University System of Georgia (USG), with 13 primarily associate degree-granting institutions and 18 public universities (primarily baccalaureate degree-granting institutions) in the USG involved in the project.

The strategies and goals that represent the core features of CWID grant implementation are presented below.

Key Implementation Strategies

Pilot and Develop Reverse Transfer Processes. During the first and second years of the grant period, USG worked with two regional institutional partnerships (3 total institutions) to develop RT processes to uncover barriers to RT and to develop processes that will facilitate RT. East Georgia State College partnered with Georgia Southern University and Augusta University in fall 2015 to pilot RT processes and policies using Parchment as a vendor to support the electronic exchange of transcripts (see Parchment description below). These pilot efforts provided an opportunity for USG institutions to ensure common processes were established for RT before the statewide scale-up. Scale-up was planned for late spring 2016 and into summer and fall 2016 at all 30 USG institutions.

Eliminate Policy Barriers. A key element of the USG's strategy to support RT was to identify and eliminate policy barriers at the system and institutional levels. Several institutional policies were addressed through this effort such as eliminating graduation applications and fees during the grant period, eliminating transcript processing fees during the grant period, eliminating the requirement that students be currently enrolled at the 2-year institution in order to graduate, and changing the limit on the number of credits that can be transferred back after the student leaves the 2-year institution, and modifying the degree requirements for the Associate Degree in General Studies at the system level to allow more students to qualify for the degree.

Enhance Data Systems to Support Reverse Transfer. A major strategy of Georgia's CWID grant and one for which the state heavily invested with grant funds was the development of a technology solution to support RT. USG initially intended to develop a centralized academic history cloud that could be leveraged for RT, but changed course on this strategy due to cost, time, and FERPA concerns. Instead, USG contracted with Parchment to develop a technology solution to automate the exchange of information among institutions for the purpose of RT. The technology is used to obtain consent from potentially eligible students and exchange electronic transcripts (see Appendix A for sample Parchment interface).

Increase Program Awareness. A final important strategy of USG's CWID grant was to increase awareness of RT among key stakeholders such as faculty, staff, and students. The system office developed model communication materials to disseminate such as model communications to students

regarding RT eligibility and the benefits of an associate's degree (see Appendix B for sample email sent to students at Georgia Southern University). USG also has plans to integrate RT into state and institutional websites and to develop a public campaign about RT; however, a large-scale marketing and publicity campaign has not yet been launched.

Implementation Timeline

- February 2014: First convening of representatives from East Georgia State College, Georgia Regents University, and Georgia Southern University with USG system representative to discuss RT.
- October 2014: USG Council on General Education approved revised requirements for the Associate Degree in General Studies to allow more students to qualify for awarding of an associate's degree, and this was approved by the Regents Advisory Committee on Academic Affairs in February 2015.
- March 2015: Signed contract with Parchment to provide transcript and consent services for RT across all 30 USG institutions.
- Spring 2015: The Georgia online common application was modified to include opt-in consent to award degrees and to exchange information for RT.
- Fall 2015-Spring 2016: Three institutions piloted RT process using newly developed Parchment services.
- Fall 2015-Spring 2016: USG delivered webinars and training to institutions in preparation for statewide implementation.
- Spring 2016-Fall 2016: Full-scale implementation RT using Parchment among USG institutions.

Reverse Transfer Eligibility Criteria

The eligibility requirements for RT in Georgia included three criteria:

- Student did not have an earned associate's degree.
- Student met residency requirement at a participating community college (≥ 17 college credits).
- Student earned at least 60 cumulative college credits.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes, and Georgia's process is applied to this framework below. This process is planned for scale-up in spring 2016 through fall 2016 (see Appendix C for a visual of this process).

1. **Student Identification:** The system office generates a list of eligible students and sends this list to the receiving institution.
2. **Consent:** The receiving institution sends potentially eligible students an email (see Appendix B) directing them to a website maintained by Parchment where students give consent to transcript exchange and associate's degree conferral (if eligible) via an opt-in process. In future terms, students completing the Georgia online common admission's application or paper application for freshman admission or transfer will have the opportunity to opt-in to RT, so the receiving institution can verify eligibility against this list.

- 3. Transcript Exchange:** Parchment sends a request to the receiving (current) institution to upload the transcripts, which is then transmitted securely (along with the identifying information and record of consent) to the associate's degree (sending) institution for evaluation; a designated person at the sending institution downloads the transcripts.
- 4. Degree Audit:** The associate's degree institution manually enters the reverse transferred courses into the Banner student information system and then conducts a manual audit to determine whether students have met associate's degree requirements.
- 5. Degree Conferral and Advising:** If the student meets degree requirements, the associate's degree institution notifies students, awards the degree, and sends a transcript documenting award of the degree back to the student's current institution. If the student does not meet associate's degree requirements, the associate's degree institution will contact the student to inform them of remaining requirements for the degree.

Credential Type(s)

The following credentials are being conferred as part of the CWID grant: Associate of Arts, Associate of Science, and Associate of Applied Science

Implementation Successes and Challenges

Successes. A critical policy success for Georgia was that USG changed the requirements for the Associate Degree in General Studies, which was anticipated to expand the potential of the RT award of associate's degrees to more students. Similarly, policies were changed at some institutions to support RT, such as the elimination of graduation fees. Another notable success was the integration of consent into the Georgia common (online) admission's application that will allow students to consent to the exchange of information and the granting of associate's degrees. A third success was the partnership with Parchment that has allowed the facilitation of consent and transcript exchange, thus streamlining components of the RT process. A final factor facilitating success is the centralized capacity and nature of the USG system. For example, common course numbers and a common general education program support RT. Similarly, the data capacity at the USG system allows the system to use their data system to identify potentially eligible students and push this information to the 4-year institutions, thus reducing some workload at the institutional level.

Challenges. Although the technology solution developed with Parchment supports RT, it does not fully automate the transcript exchange and degree audit processes. Some institutions implementing RT described the technology as cumbersome because each electronic transcript must be manually generated, rather than a batch protocol. Another challenge is that some receiving institutions reported they are unsure how RT benefits them, and thus they are hesitant about dedicating large amounts of resources and effort into identifying and contacting students eligible for RT. Related, performance-based funding (PBF) has not yet been implemented in Georgia, despite many policy discussions. Without an incentive such as PBF, there is a perception that 4-year institutions may not reap the financial benefit of RT and this, coupled with the high workload, reduce institutions' propensity to fully engage in RT. Another challenge is additional technology issues that impede RT implementation. For example, the degree audit process at the community college is manual and laborious. Further, there are many different "instances" of Banner among institutions within the state, some of which do not interface with Parchment's RT transcript exchange platform. A final challenge is best characterized as a perceptual or cultural issue. Some 4-year institutions reported that their students are not interested in associate's degrees or may not see the value in the associate's degree. Given the novelty of RT, this institutional perspective was based on perception and anecdotal data, not evidence. To the extent this perception is widespread among 4-year institutions is not

known, but we found some evidence of this perception and if this is a widespread perception or cultural artifact then this is a real challenge for implementation of RT.

Sustainability (Post-grant period)

Critical to sustainability is consent and all USG institutions have an opt-in consent policy in place that will facilitate the otherwise inefficient consent process for future students transferring to bachelor's degree-granting institutions. As previously noted, USG worked successfully with institutional partners to eliminate barriers to RT, including policies related to graduation application fees, residency requirements, and limits on the number of credits that can be transferred back once a student is no longer enrolled. However, it is to be determined if institutions will and can absorb the costs for graduation application fees and transcript fees once the grant period ends. Another important dimension of sustainability is the role of technology and more specifically, the role of Parchment. Parchment was contracted as a partner early in the grant period and USG currently has a contract with Parchment through 2017. Given the mixed institutional experiences with Parchment and the costs associated with the vendor, a long-term decision has not yet been made with respect to the adoption of Parchment for RT. That said, Parchment was perceived to be more automated than other technology options, such as the National Student Clearinghouse (NSC)'s application. Another important dimension of sustainability is associated with resources. Several stakeholders identified the need for resources to support RT on an ongoing basis, including staffing resources at the institutional level. Finally, RT one of a suite of programs and policies associated with Complete College Georgia, and institutions are asked to report on their RT progress as part of this effort. Given the inclusion with Complete College Georgia, there will be some impetus for institutions to engage RT.

Institutions Participating in CWID

Abraham Baldwin Agricultural College	Georgia Perimeter College
Albany State University	Georgia Institute of Technology
Armstrong State University	Georgia Regents University
Atlanta Metropolitan State College	Georgia Southern University
Bainbridge State College	Georgia Southwestern University
Clayton State University	Georgia State University
College of Coastal Georgia	Gordon State College
Columbus State University	Kennesaw State University
Dalton State College	Middle Georgia State College
Darton State College	Savannah State University
East Georgia State College	South Georgia State College
Fort Valley State University	University of Georgia
Georgia College and State University	University of North Georgia
Georgia Gwinnett College	University of West Georgia
Georgia Highlands College	Valdosta State University

State Contacts

Barbara L. Brown (barbara.brown@usg.edu)

SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Georgia conferred 109 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the outcomes of RT participation. As previously noted, Georgia piloted RT during Fall 2015 and Spring 2016 with three institutions, and the data reviewed below is based on this implementation.

Data Overview

Figure GA-1 provides a visualization of the data overview in Georgia.

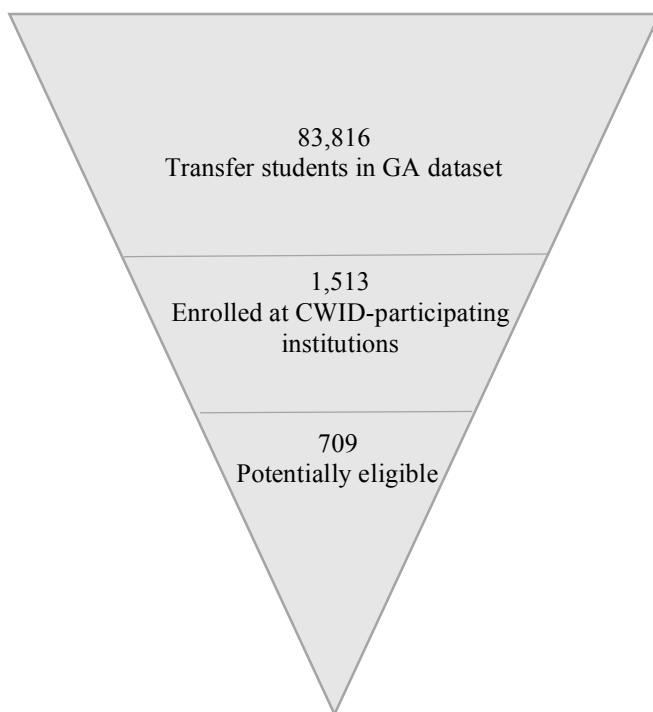


Figure GA-1. Funnel diagram of students (not proportional)

Dataset Description

Georgia provided data for 83,816 students that transferred to one of eighteen receiving institutions and that enrolled in a receiving institution in Fall 2015.

Table GA-2. *Features of the Georgia Dataset*

Dataset Feature	Yes or No
Receiving Institutions:	
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes
Included students transferring to in-state independent (private) baccalaureate	No

Dataset Feature	Yes or No
degree-granting institutions	
Sending Institutions:	
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes
Included students transferring from any in-state independent (private) institution	No
Included students transferring from any out-of-state institutions	No
Credits:	
Included students with any number of transfer credits earned	Yes
Other:	
Included consent, outreach and/or response data	No

What students were included in the Outcomes Study Cohort?

The Outcomes Study cohort includes students who were potentially affected by RT implementation, and is limited to a sample of 1,513 students who were enrolled at either Augusta University or Georgia Southern University in Fall 2015 and had transferred from East Georgia State College; the analysis is limited to these students because these were the students who were involved in the pilot implementation.

What were the characteristics of the Georgia Outcomes Study Cohort?

- Of the 1,513 students in the Outcomes Study Cohort, 58% were female and 42% were male.
- The majority of students in the Outcomes Study Cohort (78%) were age 18 to 24.

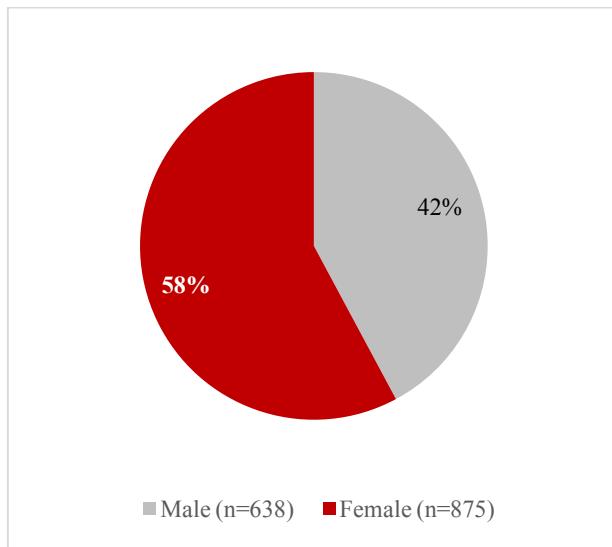


Figure GA-2. Outcomes Study Cohort by gender.

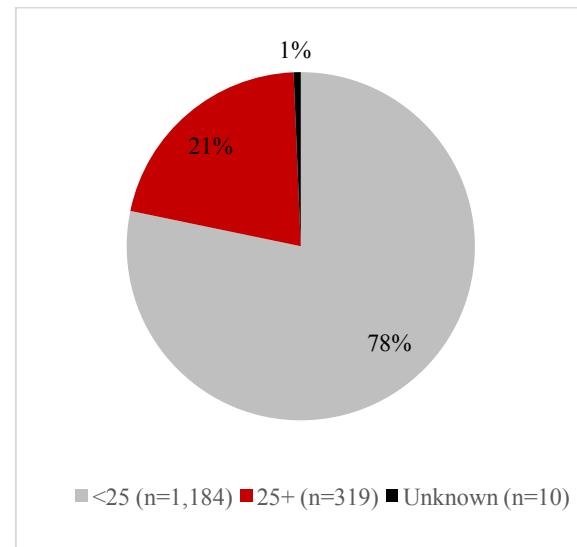


Figure GA-3. Outcomes Study Cohort by age.

- The distribution of students by race/ethnicity was 58% White, 34% African American, 4% Latino, 2% two or more races, and 1% each Asian, American Indian/Alaska Native, and Unknown.

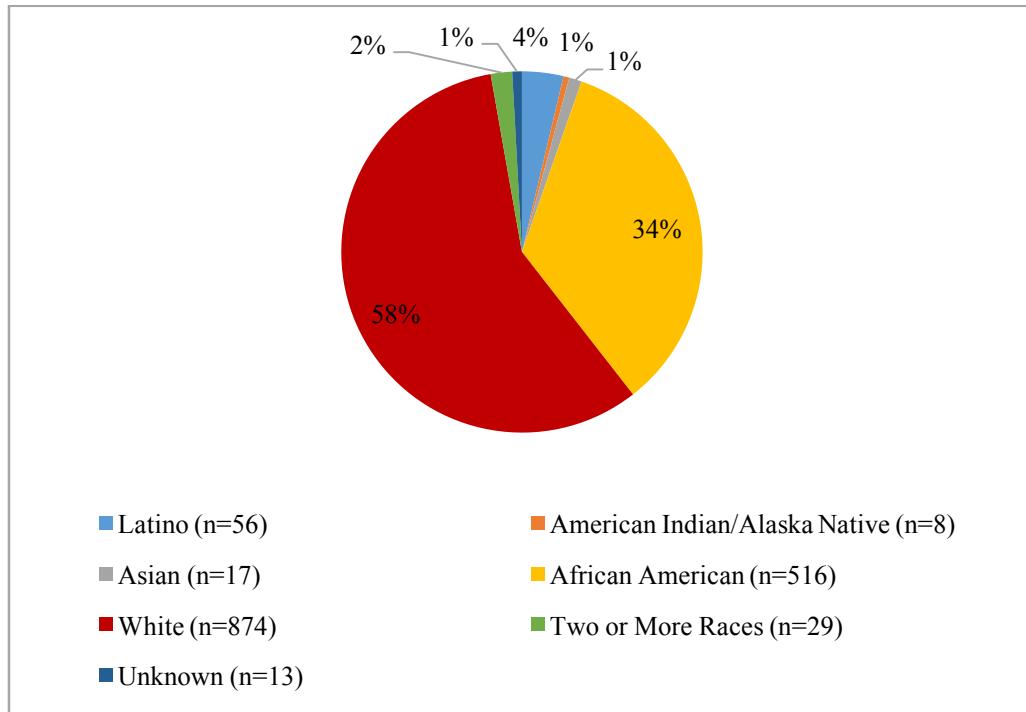


Figure GA-4. Outcomes Study Cohort by racial/ethnic group.

- The majority of students in the Outcomes Study Cohort (57%) did not receive a Pell grant.

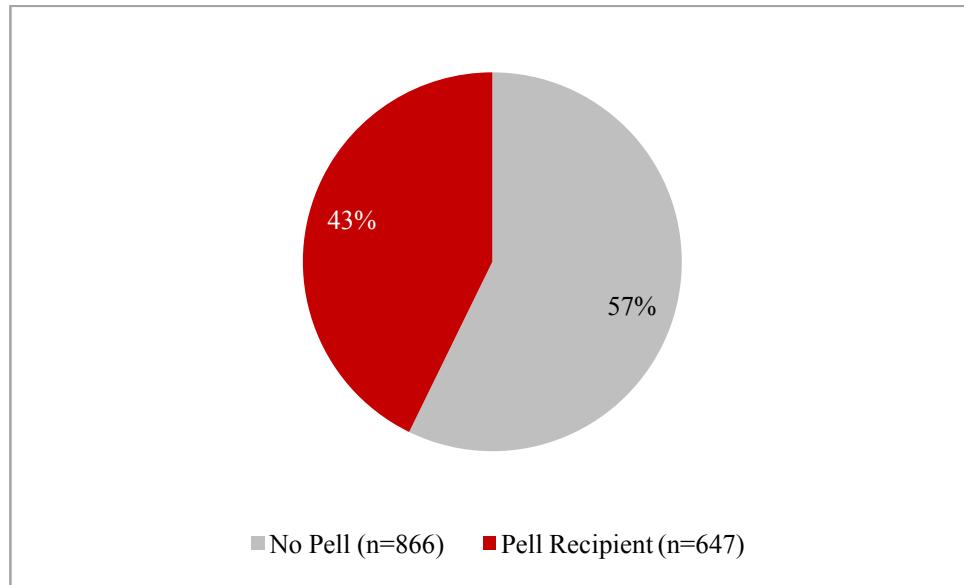


Figure GA-5. Outcomes Study Cohort by Pell recipient status.

- Figure GA-6 displays the distribution of cumulative college credits by category during the term of RT implementation. The largest percentage of students (19%) had greater than 120 credits and 16% had between 75 and 90 credits, with the remaining credit-hour categories showing smaller percentages.

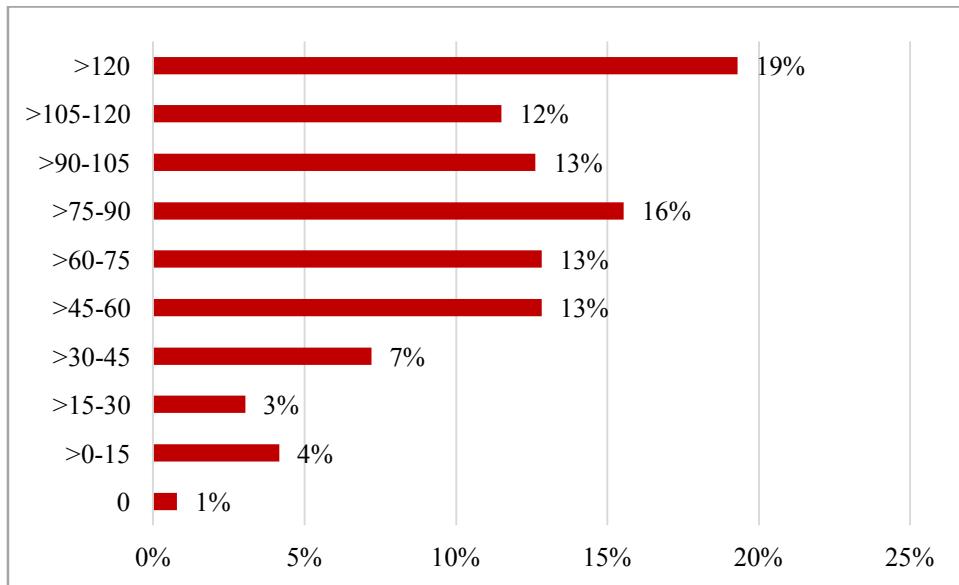


Figure GA-6. Outcomes Study Cohort by cumulative credit category.

- The distribution of students on GPA categories was fairly even, with 15% between 3.5 to 4.0, 19% between 3.0 to 3.5%, 22% between 2.5 to 3, 21% with 2 to 2.5, and 22% less than 2.0.

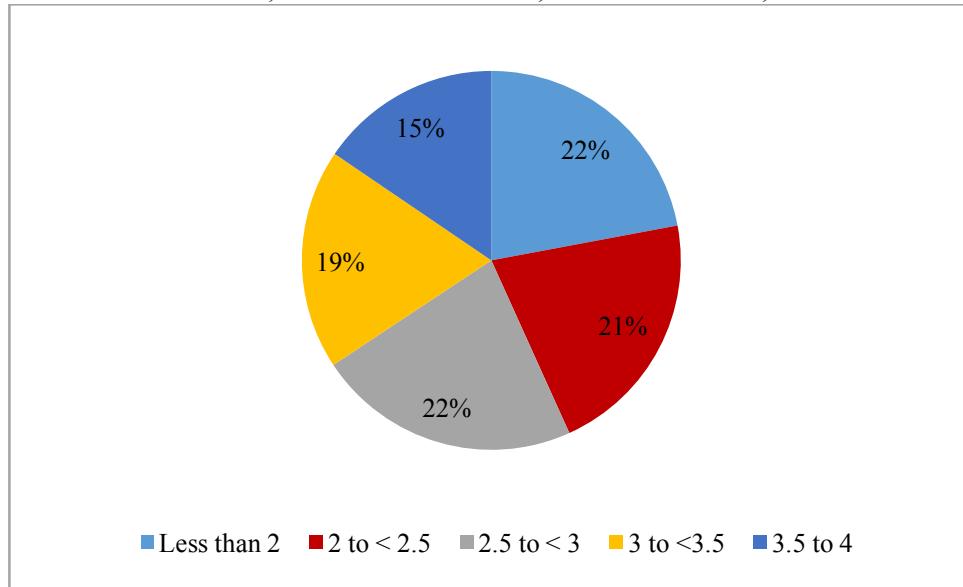


Figure GA-7. Outcomes Study Cohort by GPA category.

Of the 1,513 students associated with pilot implementation efforts, how many students met the three reverse transfer eligibility requirements?

- To understand how these three eligibility requirements influence potential eligibility requirements, below is a summary of the incidence of the 1,513 students on these criteria. It is important to note that these are estimates based on USG data and institutions may have applied additional criteria to determine eligibility.
 - Prior Degree Attainment: Of the 1,513 students, 1,063 (70%) earned an associate's degree or higher.
 - Residency Requirements: Of the 1,513 students, 1,391 (92%) met the community college residency requirement (≥ 17 college credits at a participating community college).
 - Total College-level Credits Earned: Of the 1,513 students, 1,105 (73%) earned 60 cumulative college credits at the time of implementation.
- Of the 1,513 students associated with pilot implementation efforts, 709 (47%) met all three eligibility criteria. The Venn diagram below (Figure GA-8) illustrates the degree of concurrence between three eligibility requirements.

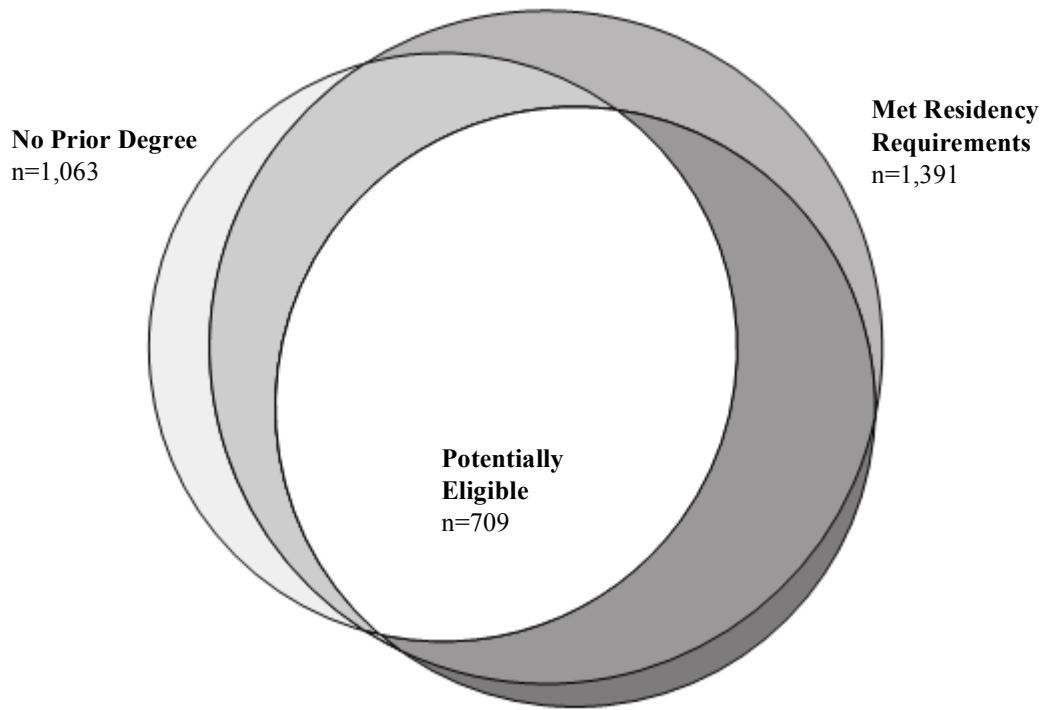


Figure GA-8. Venn diagram of reverse transfer eligibility requirements.

What were the characteristics of students in the Outcomes Study Cohort who were potentially eligible and those who were not eligible for reverse transfer?

- As Figures GA-9 and GA-10 display, the potentially eligible student group had a higher percentage of males and students that were 25 or older than the ineligible student group.

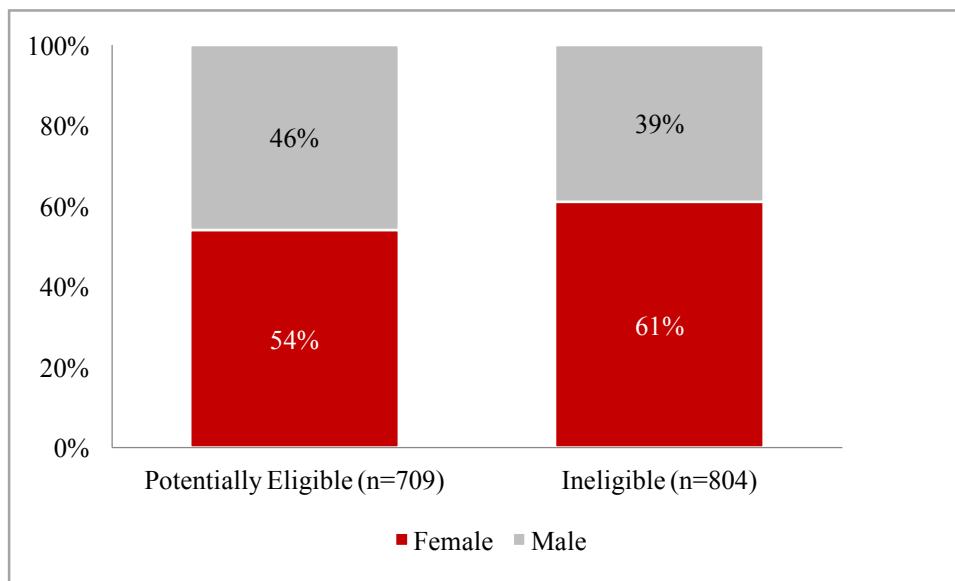


Figure GA-9. Reverse transfer eligibility status by gender.

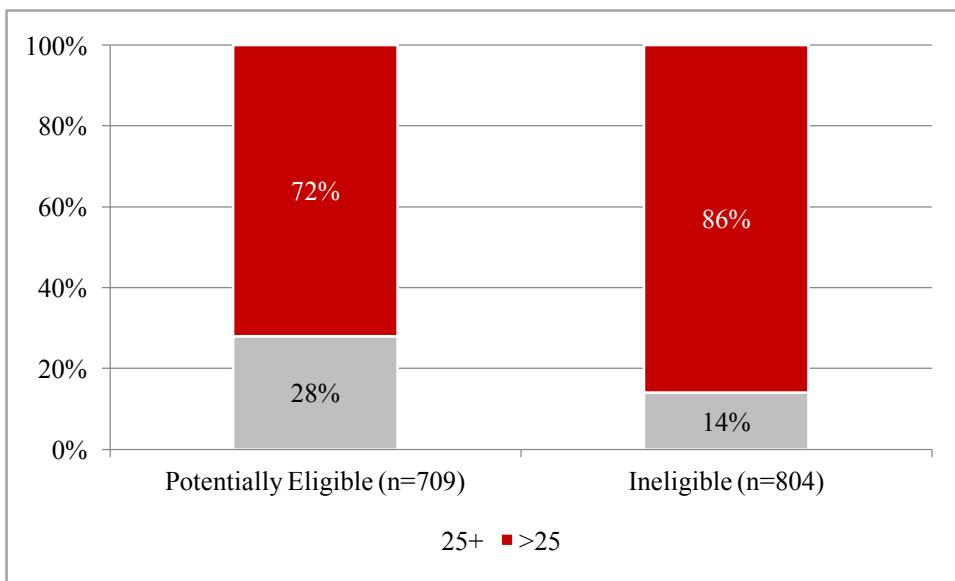


Figure GA-10. Reverse transfer eligibility status by age.

- As shown in Figure GA-11, White and African American students made up the majority of the potentially eligible group as well as the ineligible group, with the percentage of African American students being larger in the potentially eligible group than the ineligible group. By contrast, the percentage of White students was larger in the potentially ineligible group (60%) than the potentially eligible group (56%). The remaining student sub-groups made up 4% or less of each group.

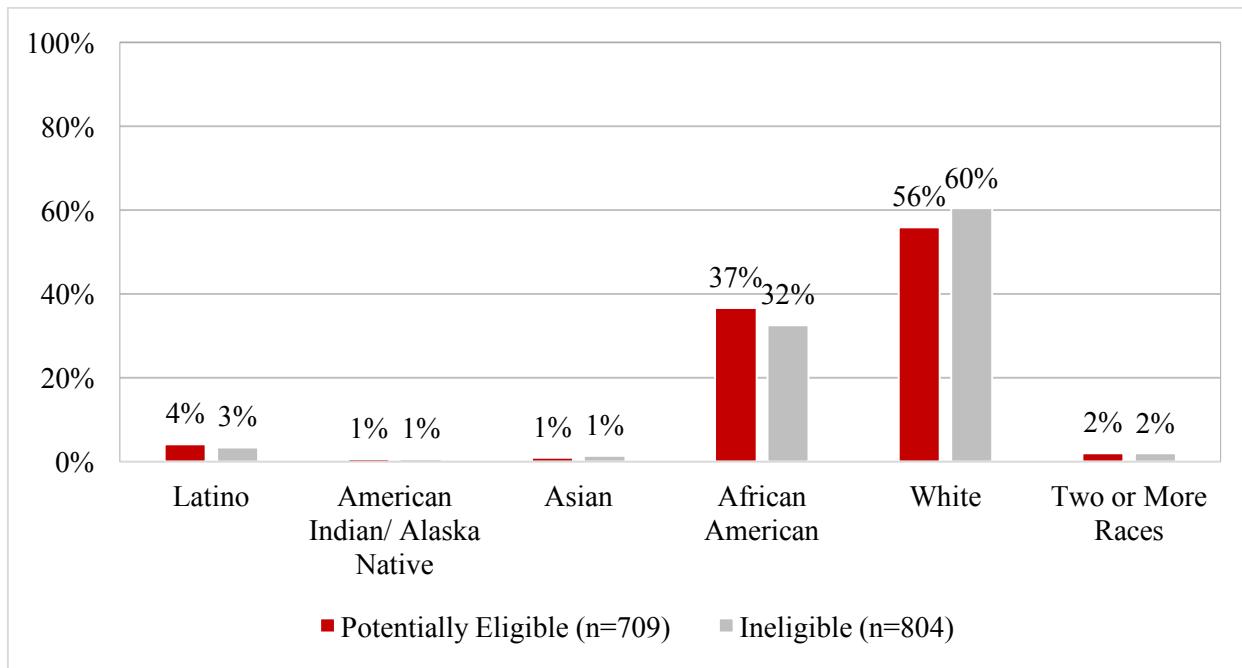


Figure GA-11. Reverse transfer eligibility status by racial/ethnic group.

- Figure GA-12 shows a larger proportion of potentially eligible students were Pell recipients than ineligible students.

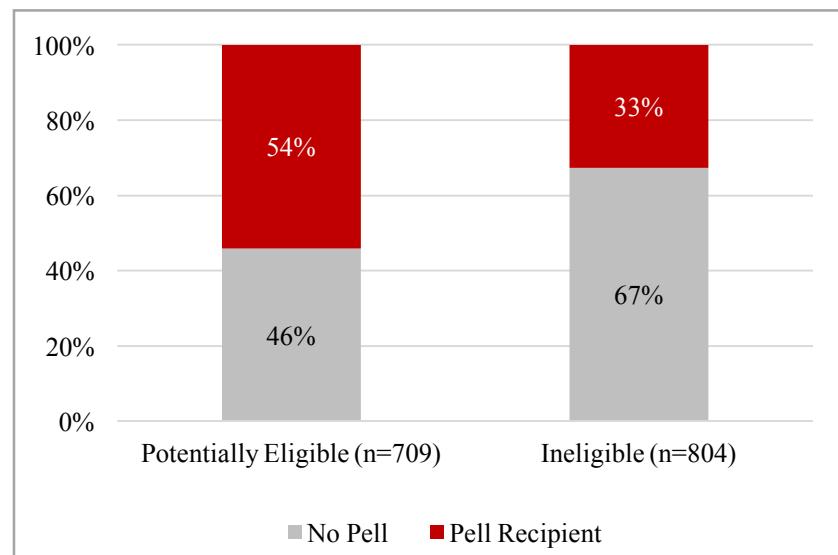


Figure GA-12. Reverse transfer eligibility status by Pell eligibility status.

- Figure GA-13 displays the distribution of cumulative college credits based on potentially eligible for RT degree status. Due to RT degree eligibility requirements, the percentage of students who were eligible rose as the number of cumulative college credits increased.

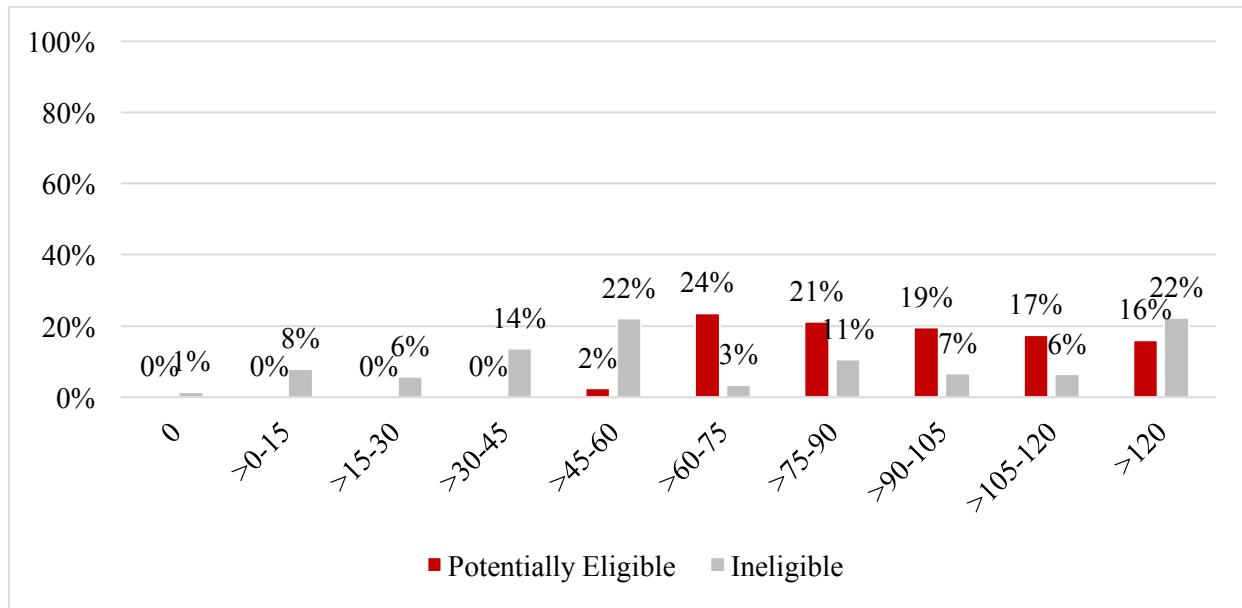


Figure GA-13. Reverse transfer eligibility status by cumulative college credits.

- Figure GA-14 shows the percentage of students who were potentially eligible and ineligible by GPA category, showing a larger percentage of potentially eligible students had GPAs between 2.0 and 3.0 than the ineligible students. A fairly large discrepancy was also noted in the GPA category of 3.5 to 4.0 where 21% of the ineligible group was represented but only 9% of the potentially eligible group.

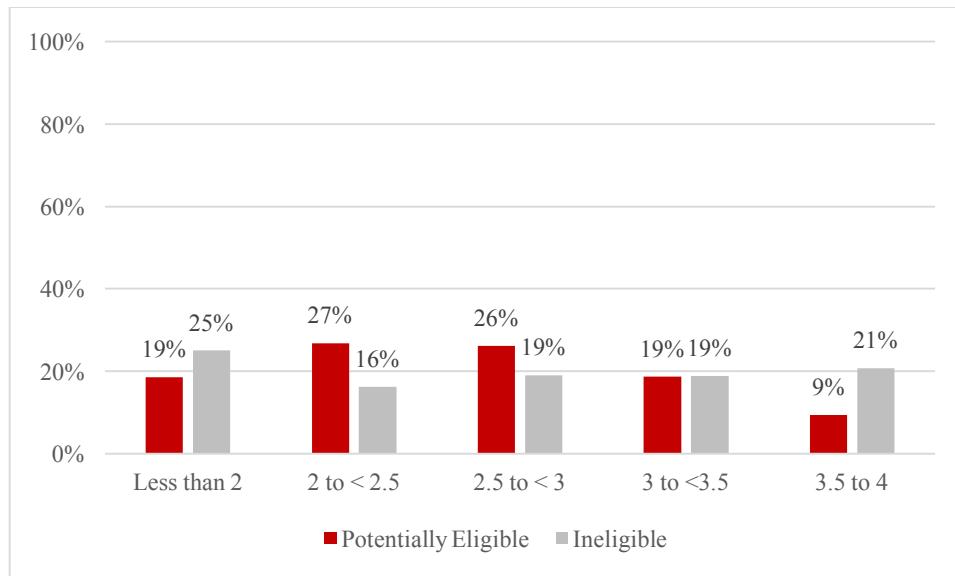


Figure GA-14. Reverse transfer eligibility status by GPA category.

GEORGIA APPENDIX A: SAMPLE PARCHMENT INTERFACE

The screenshot shows the East Georgia State College (EGSC) website for the Associate Degree You Deserve (ADD) initiative. At the top, there are links for Home, Support, Contact Us, Shopping Cart (\$0), and Sign In. The EGSC logo is prominently displayed. A banner on the right side reads "Associate Degree You Deserve" and "ADD". Below the banner, a navigation bar shows steps: 1. Login or Register (highlighted with a blue arrow), 2. Select Documents, 3. Order Details, 4. Provide Consent, 5. Payment, and 6. Review Order.

New User

Welcome to the ADD (Associate Degree you Deserve) website for East Georgia State College. This site can ONLY be used to request transcripts to be sent to associate degree institutions in order to evaluate whether you have met the requirements to be awarded an associate degree. To request a transcript, you must log in.

If you already have established an account for this purpose, you may log in by going to the "Returning User" section below. Please note that transcript requests submitted through this portal that are not a part of the ADD initiative will not be processed. All other requests must be made through www.iwantmytranscript.com.

If you are a new user, you will need to create an account (no cost to you) by clicking on the Create Account button (below and to the right) and entering the requested information.

Once your account is created, you will be able to request a transcript to be sent to your associate degree institution and track the status of your order.

Very important:

After you create an account or log in, you will be asked where you would like to have your transcript sent. Select the listing for your associate degree institution that has ADD- (Associate Degree you Deserve) in front of it (example: ADD-East Georgia State College). Your institution may be listed more than once. Transcripts will ONLY be sent to institutions with ADD- designations.

After you complete your "order," you will be asked for consent to release your academic records. (The request will not be processed if you do not agree to this.)

Please use either Mozilla Firefox or Google Chrome as your browser in order for this process to work properly.

[Create Account](#)

Returning Users

In order to continue, please login to your account.

Email Address:

Password:

[Forgot your password?](#)

[Sign In](#)

Parchment Ordering Service v2.9
Copyright © 2006-2016 Parchment Inc. All Rights Reserved.
[Privacy Policy](#). [Refund Policy](#).
07:07am PST 03

GEORGIA APPENDIX B: **SAMPLE EMAIL TO STUDENTS**

Hello [Student name],

We're glad that you chose to come to Georgia Southern from East Georgia State College. We see that although you earned credits at EGSC, you did not receive an associate degree. Now that you have accumulated more than 60 credits between EGSC and Georgia Southern you may be eligible for an "after action" award of an associate degree. We recognize that your current goal is a bachelor's degree. However, having an associate degree can increase your earning power and make you eligible for more jobs while you work on your bachelor's degree. And, in the event that your bachelor's degree is delayed, you will have a degree in hand.

To take advantage of this opportunity;

Things you will not have to do;

- You will not have to take additional coursework at EGSC.
- You will not lose any of the credits you have earned at Georgia Southern.

Things you will have to do;

- Consent to have your transcript from Georgia Southern sent to East Georgia State College so that they can evaluate whether you have met their requirements for an associate degree.
- Indicate that you want to be awarded the associate degree if you have met the requirements.
- Agree that East Georgia State College can notify Georgia Southern if you receive an associate degree so that we can update our records.

To begin this process **AT NO COST TO YOU**, please click this link and fill out the required information:
https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=aHie8WMEVJcmUoUl

VERY IMPORTANT – As you fill out the information on this website, you will be asked where to send your transcript. Please select **ADD – East Georgia State College**. (ADD stands for Associate Degree you Deserve.) This will get your transcript and information to the right person.

East Georgia State College will contact you after evaluating your eligibility for award of an associate degree.

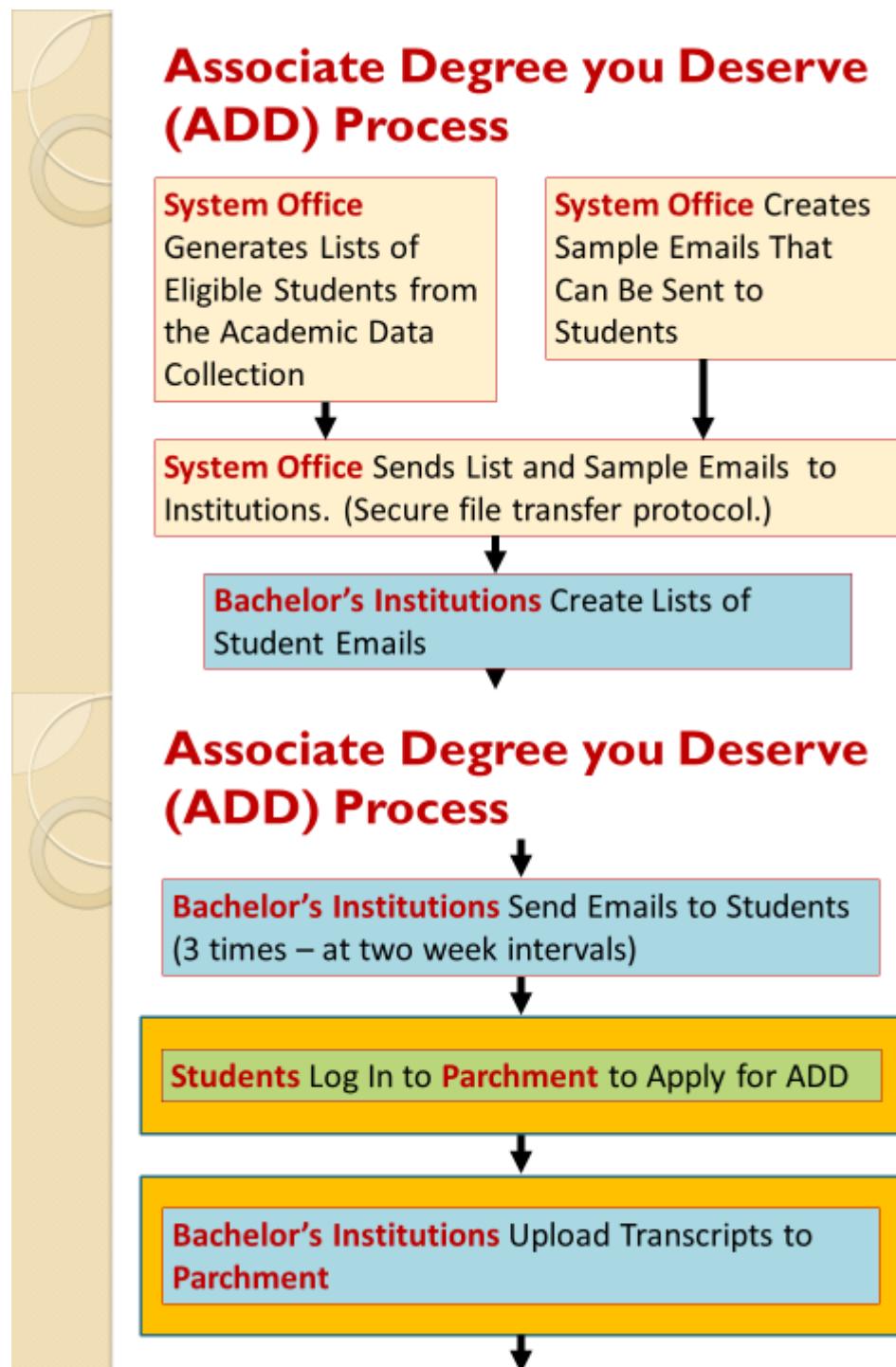
We hope you will take advantage of this opportunity. It is a win-win for you. If you meet the requirements for an associate degree, you will receive the degree, increasing your employability and earning potential. If you do not yet meet requirements for a degree, East Georgia State College can tell you what you need to do at Georgia Southern to meet requirements for the associate degree. Since all USG institutions share a core curriculum, courses that meet requirements at Georgia Southern should also satisfy degree requirements at East Georgia State College; you will not lose time or credit in seeking your associate degree.

If you have questions, you can contact Alan Woodrum, Assistant Provost at Georgia Southern, at alanwoodrum@georgiasouthern.edu.

Best,

Alan Woodrum
Assistant Provost
Georgia Southern University

GEORGIA APPENDIX C: REVERSE TRANSFER PROCESS





Associate Degree you Deserve (ADD) Process



Associate Institutions Download Transcripts from Parchment



Associate Institutions Evaluate Eligibility for Associate Degrees



Associate Institutions Contact Students, Award Degrees



Associate Degree you Deserve (ADD) Process



Associate Institutions Upload Transcripts with New Associate Degrees to Notify **Bachelor's Degree Institution** of Degree Award

HAWAII CASE REPORT

Introduction

This report reviews Hawaii's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Hawaii's CWID grant implementation; and 3) a summary of the impact of Hawaii's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. The Hawaii public higher education system consists of ten campuses, seven of which are public community colleges and three of which are baccalaureate-level institutions. The system is the University of Hawai'i (UH) system that is governed by a 15-member Board of Regents. While centrally governed, the ten institutions are all independently accredited. Hawaii is also home to 6 private, nonprofit and 4 private for-profit colleges and universities (Chronicle of Higher Education, 2012 Almanac).

Pre-CWID Reverse Transfer Policies. The University of Hawai'i (UH) began work on RT prior to formal participation in CWID through participation in initiatives such as Achieving the Dream (ATD), Complete College America (CCA), and other statewide college completion initiatives. UH developed its own cloud-based, integrated, online advising and degree attainment support system called STAR Academic Pathway, which has been enhanced to accommodate RT system-wide.

Articulation and Transfer Policies. The framework for transfer and articulation policy in Hawaii is embedded in the Board of Regents Executive Policy E.5209 (see Table HI-1) first implemented in 1989 and revised in 1994, 1998, and most recently 2006. Among the features of this policy is the notion that transfer among the UH campuses should be as easy as possible for students, while also honoring the independence of individual campus curriculum, degree requirements, and policies. CWID leaders indicated that smooth transfer from community colleges to the universities has been a fundamental principle for decades and has historically been based on students earning a minimum of 24 credits and achieving at least a 2.0 grade point average. Transfer has not historically been contingent on meeting general education requirements or an associate's degree. The UH system has also learned that transfer students are more successful if they complete more credits at the community college prior to transfer. Recent policy and practice has promoted this and the UH system is refining pathways for the most common majors and identifying "a true pathway that allows community college students to be able to complete [the pathway] in a two-plus-two fashion." Further, the UH system has moved to eliminate admissions application fees, providing an incentive for students to consent to reverse credit transfer, impacting more low income students.

Recent work has also moved the UH system away from course-by-course articulation to more global articulation policy. Historically, the University Committee on Articulation (UCA) was responsible for approving articulation agreements, but policy has shifted to procedures that allow for waiver of the course-by-course review. As indicated in the Memorandum of Agreement: Transfer of General Education Core Requirements in May 2010, articulation now allows for either acceptance of general education in whole or components of the general education core. That is, students who complete a core general education requirement or all general education requirements within the general education framework at

one UH institution will be considered as satisfying those requirements at another UH institution and course-by-course review can be waived.

This policy is supported by a cloud technology solution (STAR) that interacts in real time with the underlying Student Information System that is shared by all 10 UH campuses. One CWID leader explains the process: “[W]e know which requirements are general education requirements...the computer [STAR] can now put a tick next to those, and once they have been all ticked at one campus, there will be a mark on his [students’] record, so when he moves to another campus the advisor doesn’t tell him...’you didn’t fulfill the general education requirements,’ because now we can see the person has fulfilled the general education requirements of this campus.” Thus, transferring general education courses has become an automatic process facilitated by the STAR Academic Pathway solution; this technology component is an important dimension of Hawaii’s RT efforts.

Table HI-1. *Key Articulation and Transfer Policies in Hawaii*

Policy	Description
Executive Policy E.5209 (Updated in 2006)	<ul style="list-style-type: none">• Reaffirms many previous transfer principles, policies, responsibilities, and procedures.• Allows multi-campus articulation agreements to waive course-by-course review by receiving campus.• Allows UH campuses to share a transfer database and work toward common acceptable database.
Memorandum of Agreement: Transfer of General Education Core Requirements (May 2010)	Outlines four general education core requirements that are considered satisfied should a student complete them at one UH institution and transfer to another UH institution.

Primary Drivers of Articulation and Transfer Policy

Transfer initiatives in the State of Hawaii are influenced by two groups. The UH system oversees articulation and transfer policies initiatives in the State of Hawai’I, and the college completion agenda is a primary policy focus in Hawaii. The Hawaii Graduation Initiative (HGI) was launched by the UH President and is a system-wide initiative that aims to increase the number of UH graduates by 25% by the year 2015. A related initiative is Hawaii’s P-20 Partnership for Education that established a goal that 55% of Hawaii’s working age adults have an associate or Bachelor’s degree by 2025. Both are motivators behind this work and other related work. One CWID leader commented, “[T]he community colleges have strategic numbers on each campus around transfer, around completion, which you know, the Chancellor as well as the campus gets assessed by.”

Another important constituent group in in Hawaii’s pilot efforts is the UH system Academic Advising and Transfer Network. CWID leaders described this group as a practitioner group that is responsible for enabling the flow of students between campuses. One CWID leader described this group of individuals as “very hands-on people basically trying to solve problems now that will alleviate issues in the future.” This group has been instrumental in broader transfer efforts and the RT pilot.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of reverse transfer in Hawaii involved a set of strategies and goals that are presented below.

Key Implementation Strategies

Performance Funding. Related to college completion goals is a performance funding system established for every community college campus. Not only is performance funding associated with college completion, but transfer students are included in the performance funding model. According to CWID leaders, in the current funding model performance funding accounts for 3% of funding allocations. Although a small proportion of the complete funding model, CWID leaders noted that the performance funding is a ‘carrot’ for incentivizing transfer and completion for institutions.

Technology Solution. Integral to the completion efforts and part of the reason UH pursued RT is the STAR Cloud solution. The UH technology team built the STAR technology cloud to serve as an academic pathway portal for both students and advisors that allowed for seamless integration of students and campuses. RT was first piloted through STAR in spring 2012 for one campus. UH system officials indicated that some stakeholders had reservations about an automated tool for degree audits, saying: “There are still people who believe that the computer makes more mistakes than humans do.” CWID leaders acknowledged this trust in the computer system “has begun to happen [but] we’re not 100% there yet.”

Hawaii’s STAR Cloud solution is an asset for the CWID project and RT efforts and CWID leaders are transferring what was learned from the pilots to apply it to CWID. The pilot involved one university and plans for CWID include expanding RT to all three universities using the technology capacity and capabilities from the pilot. It is notable that a technology solution is also being applied within the community college to identify students who might have earn a certificate on their way to the associate’s degree.... Through the STAR system, CWID leaders said they are “about to implement a policy for automatic notation of those certificates and associate’s degrees as soon as they [students] have earned them.”

Student Mobility and ‘Home’ Institution. CWID leaders indicated a related initiative called Ka'ie'ie, which is a “comprehensive program of both advising [and] dual enrollment for transfer students” between the UH systems’ largest community college, Kapiolani Community College, and the University of Hawaii at Manoa. The program permits students to take concurrent courses at the community college and university, receive a joint transcript evaluation, and receive advising from a university advisor on the community college campus. The program also relies on the STAR system that not only allows students to monitor progress toward their associate’s degree but also toward their Bachelor’s degree. The Ka'ie'ie initiative and the STAR system were identified by CWID leaders as reverse-transfer-related initiatives from which experience will be drawn for CWID implementation.

The UH system plans to expand the Ka'ie'ie initiative to the other six community colleges intended to improve student mobility and flow. CWID leaders noted there is “a lot of movement really focusing less about course to course articulation and more about the process of students’ flow, and that’s probably where we need to be spending our time.” A unique feature of the UH system is that students are identified as having a ‘home’ community college and movement to the university is less about applying and transferring, but changing the home institution to a university. This sort of process is perceived so that

“students get treated as a student of the system rather than a student of one college and then a student of another college.”

Implementation Timeline

- **Spring 2013:** UH implemented Version 1.0 of the RT process using STAR, including end-to-end automation of the identification of the student population, the transport of records, transfer equivalencies, and degree audits.
- **June 2013:** The first RT associate’s degrees were conferred.
- **Summer 2013:** Analysis of Version 1.0 RT process revealed key structural challenges that limited UH from reaching 50% of its RT goal regardless of the automation involved.
- **Fall 2013:** UH implemented Version 2.0 of the RT process that incorporated enhancements to address challenges experienced in Version 1.0, including the adoption of global equivalencies.
- **January 2014:** UH began reviewing stop-outs from 4-year institutions since 2003 and identified many students who were within a couple courses from an associate’s degree.
- **Summer 2014:** UH used the RT technology to implement “Optimal point of transfer,” a real-time technology that predicts the best time a student should transfer to the 4-year campus based on the students’ program of study.
- **January 2015:** Identified additional associate’s degrees that the UH would consider for RT, including STEM-related associate’s degrees.

Reverse Transfer Process and Eligibility Criteria

Reverse Transfer Eligibility Requirements

The eligibility requirements for RT in Hawaii included four criteria:

- At least 12 term credit hours earned at UH 2-year institutions for residency requirement.
- A minimum of 60 cumulative credit hours awarded from a 2-year institution.
- A minimum cumulative GPA of 2.0 at the 2-year institution.
- No associate’s degree or higher.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes, and Hawai’i’s process is applied to this framework.

1. **Student Identification:** The STAR system identifies students who have originated from a UH 2-year campus and meet the state’s eligibility requirements.
2. **Consent:** Because data are centrally located in the STAR server, consent does not occur until after the degree audit. The consent process is an opt-out policy, so if students are eligible for a RT associate’s degree, UH sends them an email and the degree is conferred unless students indicate they do not wish to receive the degree.
3. **Transcript Exchange:** A transcript does not need to be exchanged because UH stores transcript data centrally in the STAR cloud.
4. **Degree Audit:** Degree audits are conducted using the STAR cloud, and audits are confirmed by 2-

year campus registrars for official degree conferral.

5. **Degree Conferral and Advising:** UH audits degrees each term and organizes students into seven categories, and the registrars and counselors follow a prescribed course of action for degree conferral for each category:

- Eligible for a RT associate's degree and continuing at a UH 4-year campus - Associate's degree conferred.
- Eligible for a RT associate's degree and stopped-out of a UH 4-year campus - Associate's degree conferred.
- Eligible for a RT associate's degree and receiving bachelor's degree from a UH 4-year campus - No associate's degree conferred.
- NOT eligible for a RT associate's degree and stopped-out of a UH 4-year campus, however, only need one more course - case management.
- NOT eligible for a RT associate's degree, dropped out of a UH 4-year campus, and need more than one course - case management.
- NOT eligible for a RT associate's degree and receiving a bachelor's degree from a UH 4-year campus - No associate's degree conferred.
- NOT eligible for a RT associate's degree and continuing enrollment at a UH 4-year campus - No associate's degree conferred.

Credential Type(s)

Associate in Arts

Implementation Successes and Challenges

Successes. Building from UH's RT degree conferral work and the establishment of global equivalencies, UH implemented processes for auto-conferral of certificates and auto-identification of traditional graduates. Technology updates made during the grant period allow advisors to use the STAR system and communicate to students that upon completion of current courses, they will have met the requirements for their RT associate's degree. UH awarded mini-grants to 2-year campuses to offset initial costs of moving to auto-degree conferral as part of the second year of CWID funding.

UH's processes for identifying students who are one or more courses away from the associate's degree resulted in the development of a case management process to support students to let them know the courses they need for the associate's degree. Case management or work flow software will be used by 2-year campuses to document work with students who have dropped-out of the 4-year campus or who are one course away from fulfilling requirements for the RT associate's degree. UH also provided 2-year campuses with detailed, step-by-step procedures for automatic degree conferrals with exact timelines, in collaboration with Chancellors and Vice Chancellors of the UH 2-year campuses who championed the process.

RT has had a very significant impact on how degrees are awarded in the UH system by helping to identify practices that were inhibiting graduation. It also changed the paradigm from students telling UH they are ready to graduate, to UH congratulating students and communicating to them that they met the associate's degree requirements and that UH will graduate them unless they opt-out of RT.

Challenges. Despite UH’s centralized and automated system to identify RT eligible students, campus registrars and counselors have historically completed manual degree audits. The automation of degree audits and conferrals was difficult for some campuses, resulting in different adoption rates. UH has implemented two key strategies to further improve trust and ensure the reliability of RT automation: (a) securing the data regarding students’ RT eligibility and ineligibility, and (b) documenting the algorithm for how the STAR cloud determines eligibility and provides this information to the registrars and counselors. To address the challenge of resource constraints at UH 2-year campuses, UH has built in mechanisms for sustaining increased degree conferrals through automation and supporting RT degree conferrals during mid-semester downtime in the registrar’s offices. Despite the automation of RT via STAR, adequate capacity to maintain STAR and implement RT is necessary at the institutional level.

Sustainability (post-grant period)

Automation of the graduation process at UH began with RT and has impacted the awarding of all credentials at UH. RT is embedded in system and institutional practice and will continue beyond the grant period. In 2015, the Hawaii state legislature passed a bill that provides funds for the additional development of the STAR program so UH can further improve STAR to support RT and additional degree completion initiatives.

Institutions Participating in Credit When It’s Due

Hawai’i Community College
Honolulu Community College
Kapi’olani Community College
Kaua’i Community College
Leeward Community College
University of Hawai’i-Hilo
University of Hawai’i-Manoa
Maui Community College
University of Hawai’i-West Oahu
Windward Community College

State Contacts

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

The Outcomes Study sought to answer several critical questions about who participates in RT and the outcomes of student participation in RT. Our dataset shows Hawaii conferred 2,208 associate’s degree via RT. Hawaii began piloting RT during Spring 2013 with their three public 4-year institutions. The student-level data reported below includes 3 initial implementation cohorts and then confines the analysis to the Fall 2013 cohort. Although Hawaii has reported conferring 2,208 degrees in the aggregate, the student-level data for which this analysis is based includes only 1,032 associate’s degrees.

Data Overview

Figure HI-1 provides a visualization of the data overview in Hawaii.

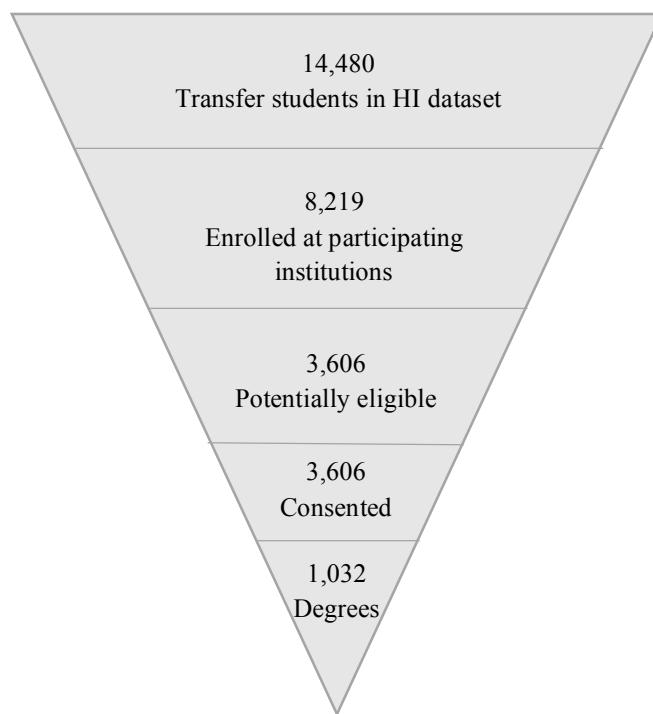


Figure HI-1. Funnel diagram of students (not proportional).

Dataset Description

Hawaii provided data for 30,218 transfer student records in 3 cohorts (Spring 2013, Fall 2013, and Spring 2014). However, of these records 14,480 were unique students. Of the 14,480 students, 8,219 (57%) were students who transferred from or to institutions participating in CWID.

Table HI-2. *Features of the Hawaii Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes	All 3 public 4-year institutions were involved in RT in Hawai'i.
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	No	
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	
Included students transferring from any in-state independent (private) institution	Yes	At least 4 sending institutions are private

Dataset Feature	Yes or No	Notes
Included students transferring from any out-of-state institutions	Yes	Vast majority of sending institutions are out-of-state
Credits:		
Included students with any number of transfer credits earned	Yes	
Other:		
Included consent, outreach and/or response data	No	

What students were included in the Fall 2013 Outcomes Study Cohort?

The Outcomes Study Cohort examined in this report includes students in the Fall 2013 cohort who transferred from CWID participating community colleges to a CWID participating university. There were 10,279 students in the Fall 2013 Outcomes Study Cohort, with 5,831 enrolled at one of the three public 4-year institutions that also transferred from one of the seven public community colleges in Hawaii.

What were the characteristics of the Hawaii Fall 2013 Outcomes Study Cohort?

- Of the 5,831 students in the Fall 2013 Outcomes Study Cohort, 56% were female and 44% were male.
- The majority of students in the Fall 2013 Outcomes Study Cohort (56%) were age 18 to 24.

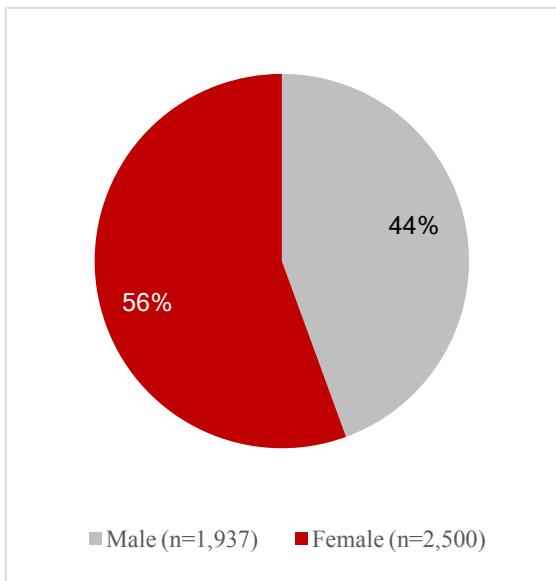


Figure HI-2. Fall 2013 Outcomes Study cohort by gender.

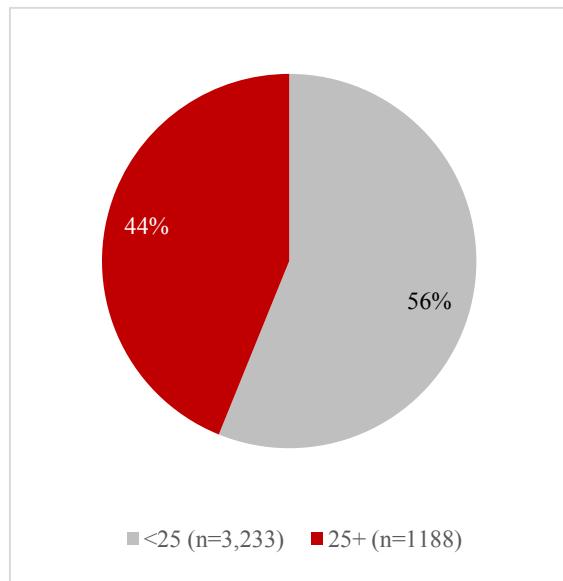


Figure HI-3. Fall 2013 Outcomes Study Cohort by age.

- The distribution of students in the Fall 2013 Outcomes Study Cohort by race/ethnicity was 44% Asian, 35% Two or more races, 14% White, 7% Native Hawaiian/Other Pacific Islander, 2% unknown, and 1% African American.

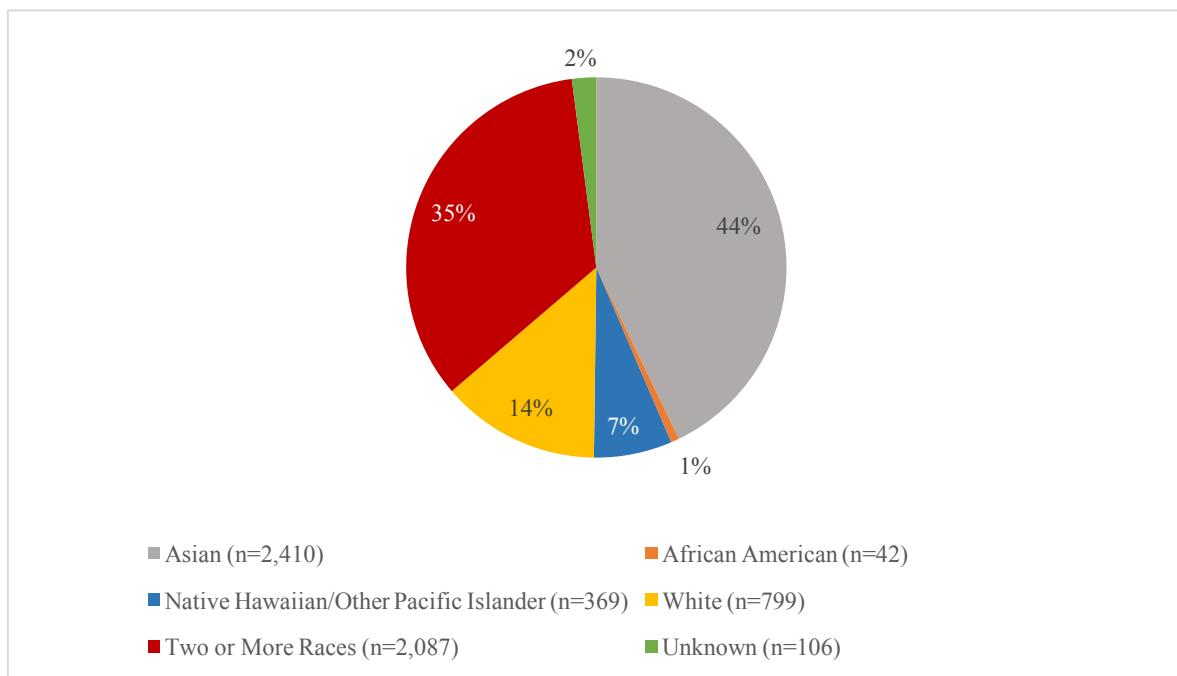


Figure HI-4. Fall 2013 Outcomes Study Cohort by racial/ethnic group.

- The majority of students in the Fall 2013 Outcomes Study Cohort (56%) received a Pell grant.

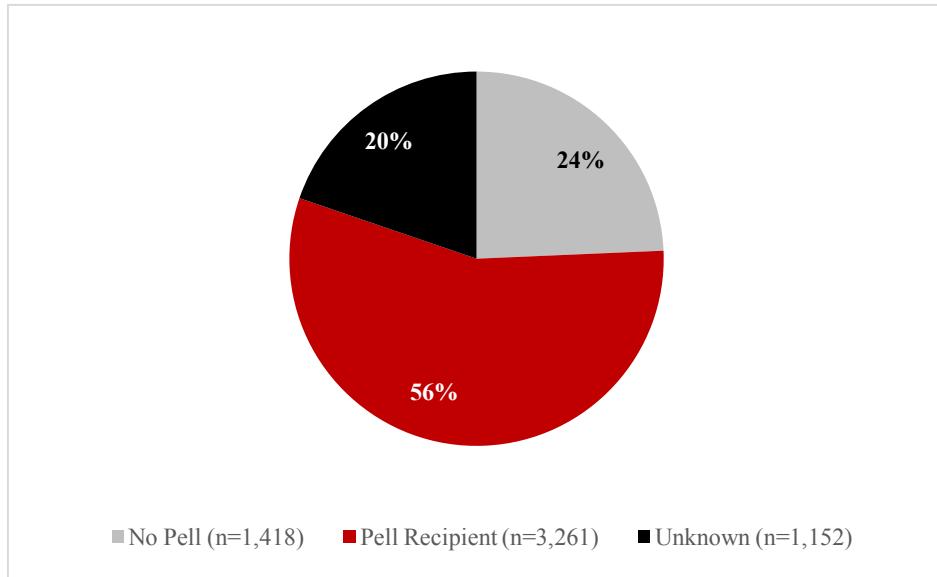


Figure HI-5. Fall 2013 Outcomes Study Cohort by Pell recipient status.

- Figure HI-6 displays the distribution of cumulative college credit categories during the term of RT implementation. The largest percentage of students (24%) had greater than 120 credits, 16% had between 75 and 90 credits, 15% had between 60 and 75 credits and 90 and 105 credits, 14% had between 105 and 120 credits, 8% had between 45 and 60 credits, 5% had between 30 and 45 credits, and 2% had between 15 and 30 credits and 0 and 15 credits.

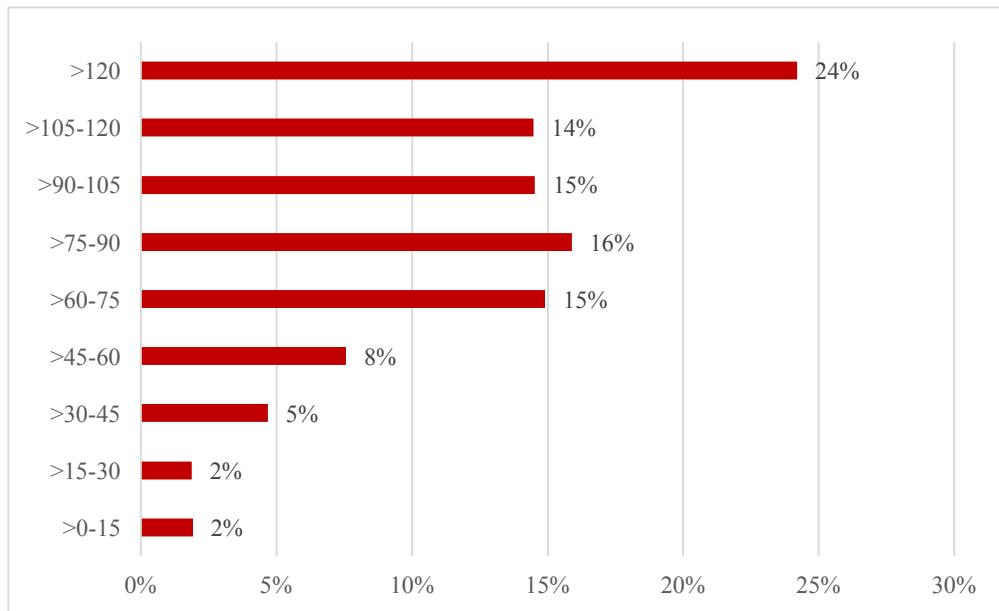


Figure HI-6. Outcomes Study Cohort by cumulative college credits category.

Of the 5,831 students in the Fall 2013 Outcomes Study Cohort, how many students met the three reverse transfer eligibility requirements?

- To understand how the three eligibility requirements influence students, below is a summary of the distribution of 5,831 in the Fall 2013 Outcomes Cohort based on Hawaii's three eligibility criteria.
 - Prior Degree Attainment: 4,060 (70%) had not earned an associate's degree or higher.
 - Residency Requirement: 5,128 (88%) met the community college residency requirement (>12 credits at any one UHI 2-year institution).
 - Cumulative College Credits: 4,952 (85%) had earned 61 and greater college-level credits (100 level or above).
- Of the 5,831 students in the Fall 2013 Outcomes Study Cohort, 2,822 (48%) met all three eligibility criteria. The Venn diagram below (Figure HI-7) illustrates the degree of concurrence between the three eligibility requirements. However, Hawaii had an additional eligibility requirement (Student GPA is ≥ 2.0 at the UHI 2-year institution) that is not included in the Venn Diagram, so the number of eligible students in the Venn is 2,822, but the actual number of eligible students is 2,360.

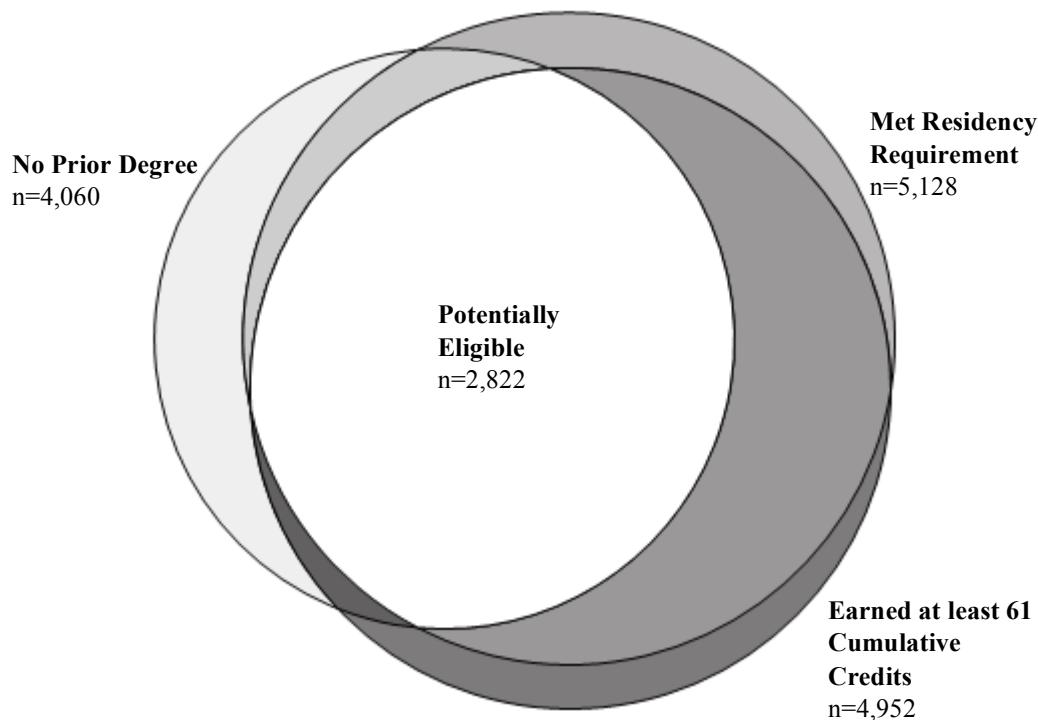


Figure HI-7. Venn diagram of reverse transfer eligibility requirements for Fall 2013 Outcomes Study Cohort.

What were the differences in the characteristics of students in the Fall 2013 Outcomes Study Cohort who were potentially eligible and those who were not eligible for reverse transfer?

- The gender distribution of students who were potentially eligible and those who were ineligible is similar, with a slightly larger percentage of males potentially eligible than ineligible.

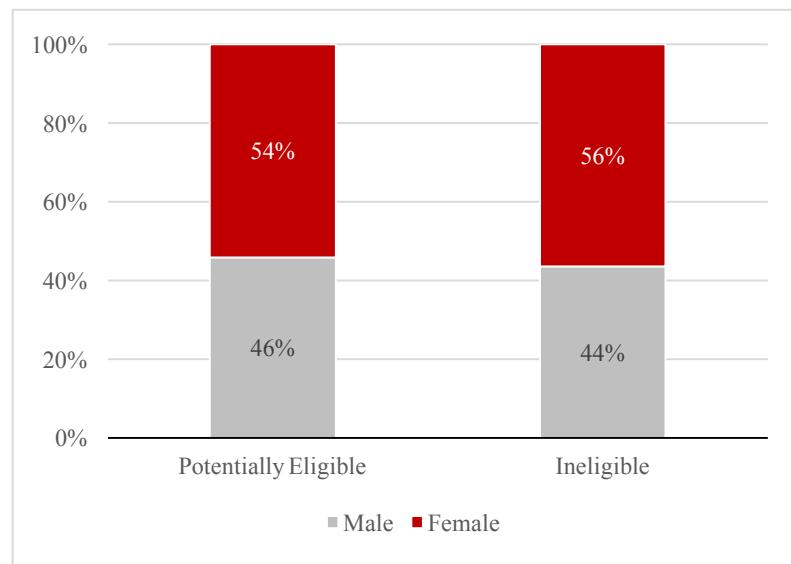


Figure HI-8. Reverse transfer eligibility status by gender.

- As Figure HI-9 displays, there was a larger percentage of students younger than age 25 who were ineligible (59%) than potentially eligible (51%).

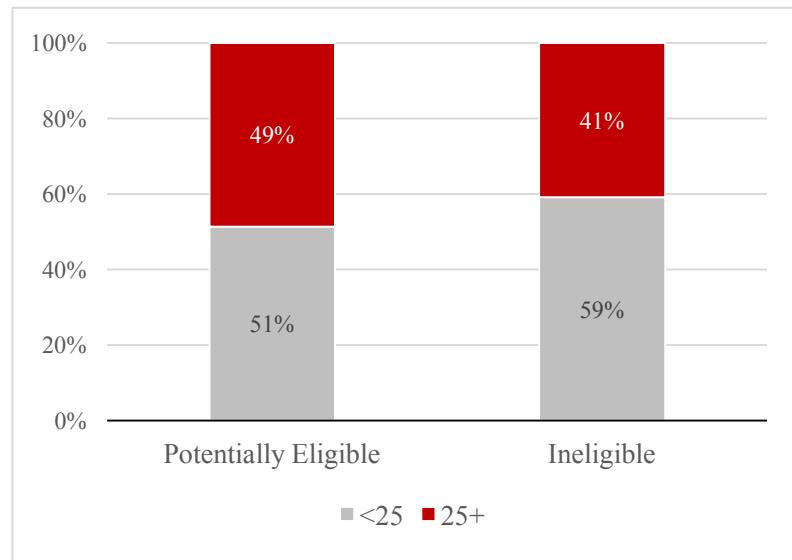


Figure HI-9. Reverse eligibility transfer status by age.

- As displayed in Figure HI-10, compared to ineligible students, a slightly larger percentage of potentially eligible students were Asian and White whereas a slightly larger percentage of those identifying with two or more races were among the ineligible group.

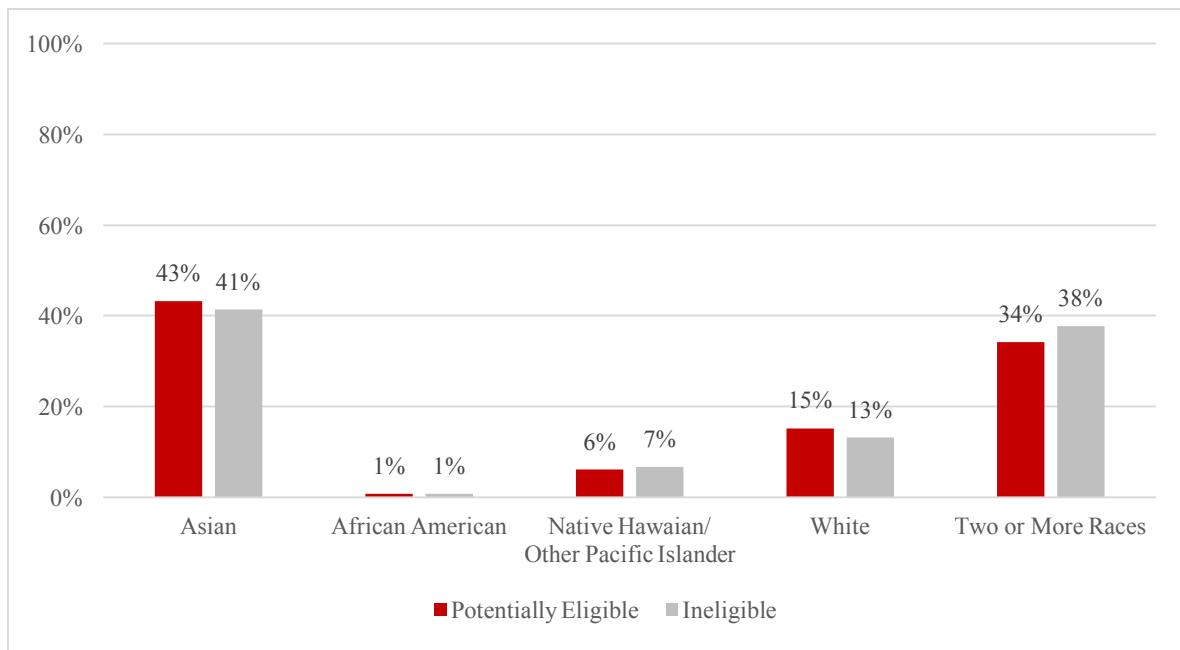


Figure HI-10. Reverse transfer eligibility status by racial/ethnic group.

- Pell recipient distribution was similar between potentially eligible and ineligible students.

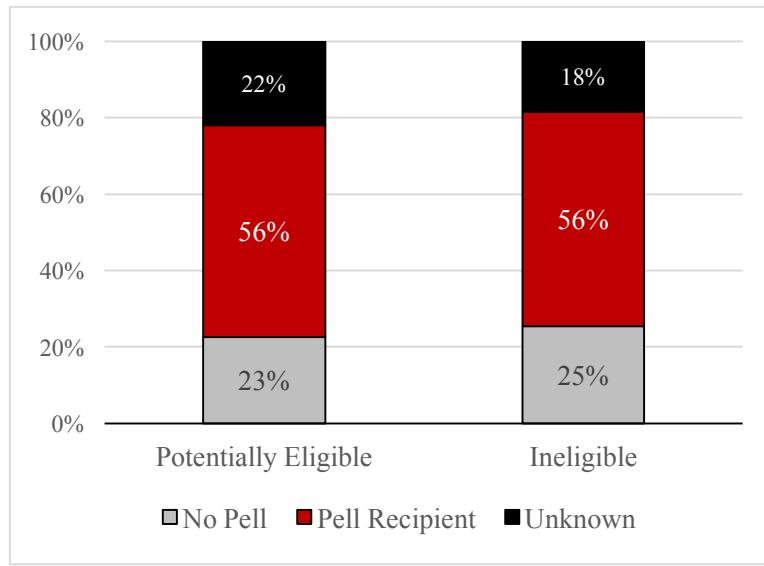


Figure HI-11. Reverse transfer eligibility status by Pell recipient status.

- Figure HI-12 displays the distribution of cumulative college credits by category based on eligibility status. Because the Hawaii eligibility requirement requires a student to have more than 61 cumulative college credits for the Fall 2013 Outcomes Study Cohort, 25% of ineligible students are in categories with fewer than 60 credits. Also, 31% of students who were potentially eligible had greater than 120 credits, 20% had between 105 and 120 and 90 and 105 credits, and 19% had between 75 and 90 credits.
- It is also important to note that 73% of ineligible students had greater than 60 credits.

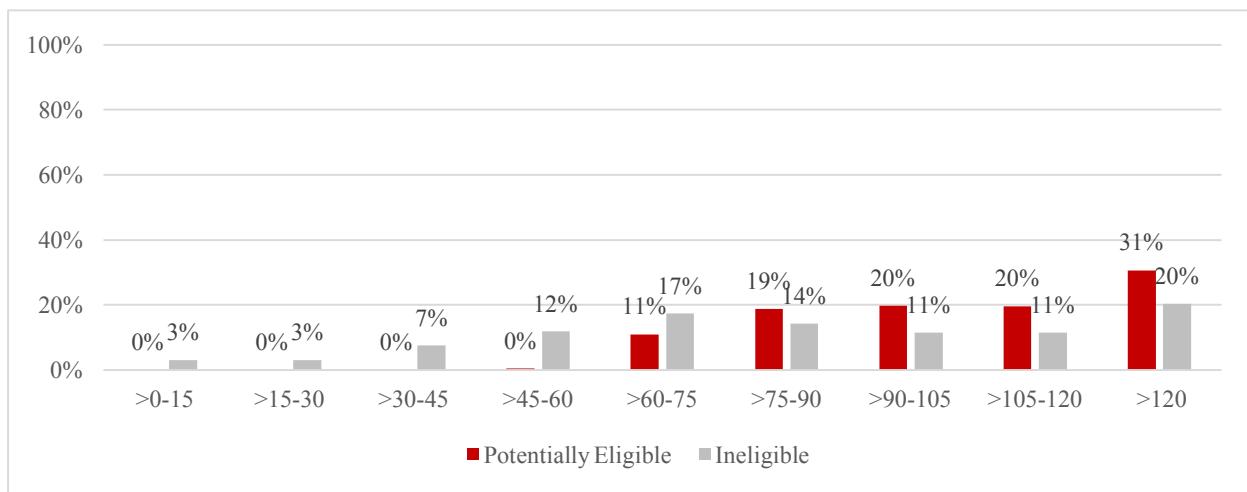


Figure HI-12. Reverse transfer eligibility status by cumulative college credit category.

How many students in the Fall 2013 Outcomes Study Cohort consented to participate in reverse transfer?

Hawaii utilizes an opt-out consent strategy, and no students opted-out of RT.

How many students in the Fall 2013 Outcomes Study Cohort met all degree requirements for an associate's degree after degree audit?

All 2,130 students who were potentially eligible and did not opt-out of RT were audited. After the degree audit, 721 students were eligible for a RT associate's degree.

How many students in the Fall 2013 Outcomes Study Cohort were awarded an associate's degree?

721 students from the Fall 2013 Outcomes Study Cohort were awarded an associate's degree via RT.

What were the characteristics of students who did not opt-out of participating in reverse transfer and received an associate's degree and what are the differences in the characteristics between students who did not opt-out and received an associate's degree and students who did not opt-out and did not receive an associate's degree?

- Figure HI-13 displays differences in the conferral of RT associate's degrees by gender. A slightly larger percentage of males received RT associate's degrees than not. Of students in the Fall 2013 Outcomes Study Cohort who received a RT associate's degree, 52% were female and 48% were male. Of students who were in the Fall 2013 Outcomes Study Cohort and did not receive a RT associate's degree, 55% were female and 45% were male.

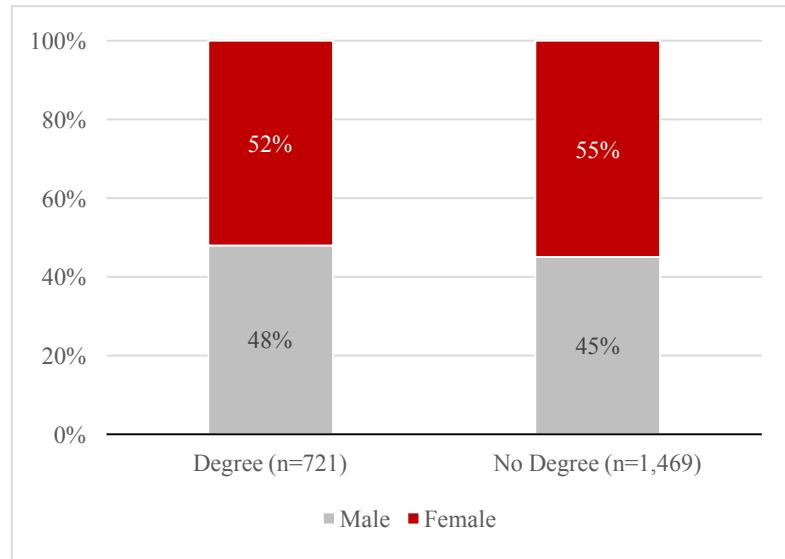


Figure HI-13. Reverse transfer degree status by gender.

- Looking at age, 60% of students who received a RT degree were younger than 25 whereas students who did not receive a RT degree were older, with 53% being 25 or older.

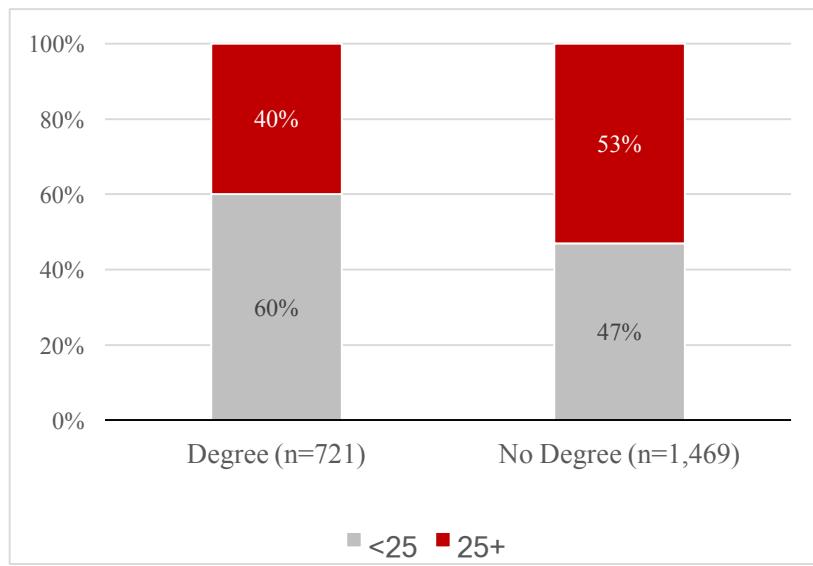


Figure HI-14. Reverse transfer degree status by age.

- Figure HI-15 displays RT degree conferral based on race/ethnicity, and this figure illustrates important differences. A larger percentage of Asian students received a degree than those who did not

receive a degree. All other race/ethnicities had similar distributions for those that did and did not receive a degree through RT.

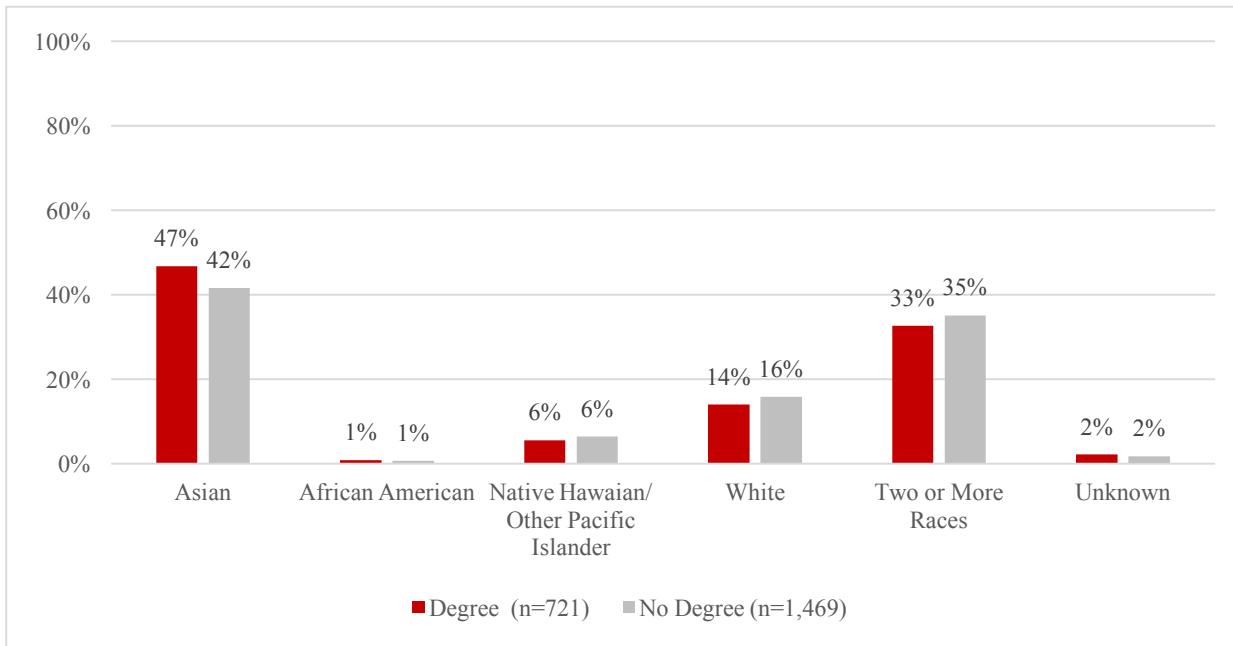


Figure HI-15. Reverse transfer degree status by racial/ethnic group.

- 58% of students who received a RT degree were Pell recipients compared to 55% of students who did not receive a degree who were Pell recipients.

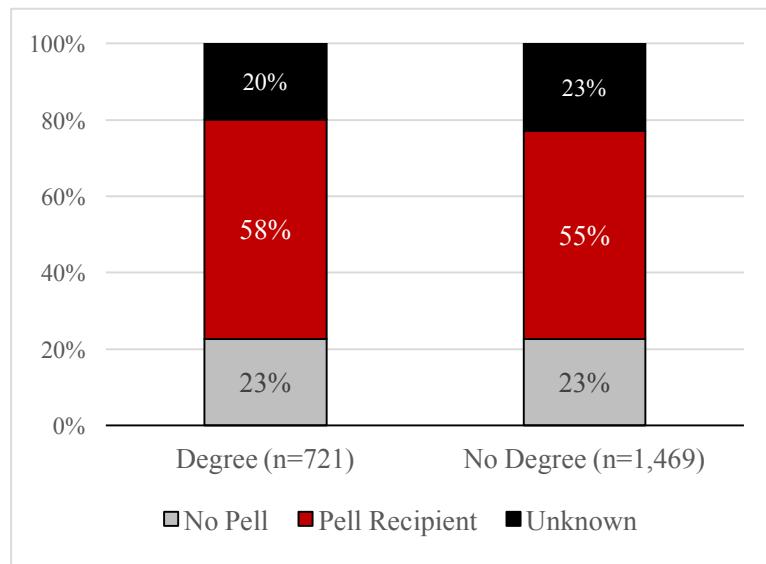


Figure HI-16. Reverse transfer degree status by Pell recipient status.

- Of students who received a degree, 25% had greater than 120 credits, 23% between 90 and 105, 22% between 105 and 120, 18% between 75 and 90 credits, and 12% between 60 and 75 credits. Of the students who did not receive a RT degree, 34% had greater than 120 credits.

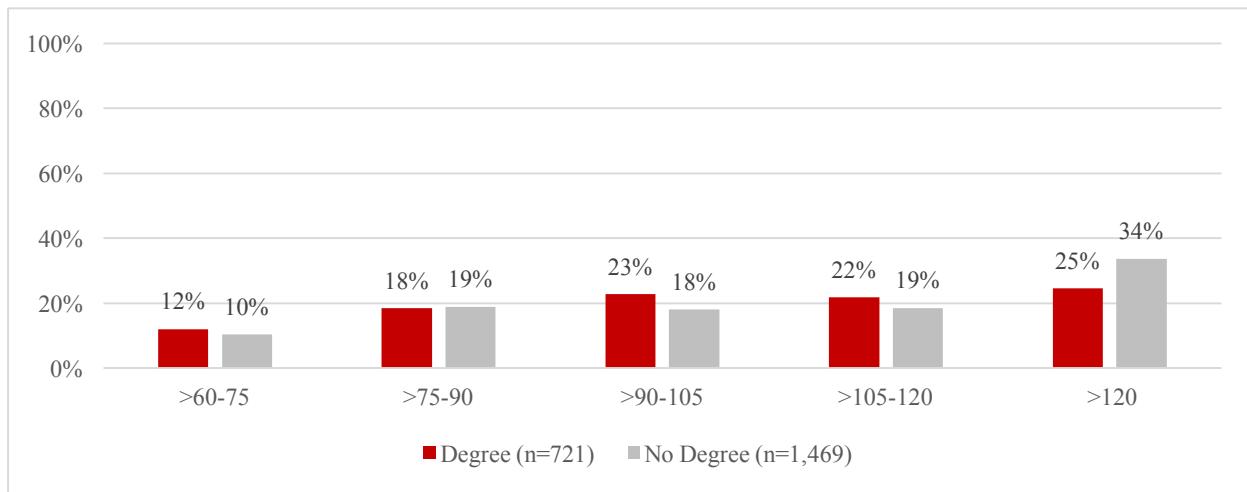


Figure HI-17. Reverse transfer degree status by cumulative college credit category.

What were the differences in bachelor's degree completion between students who were eligible for reverse transfer and received a reverse transfer associate's degree and students who were eligible for reverse transfer and did not receive a reverse transfer associate's degree?

- Because RT implementation happened in multiple stages in Hawaii, the next series of figures examines differences in bachelor's degree completion between a series of different groups. Each figure will compare eligible students to those that were eligible and received an RT degree at some point during implementation, and those that were eligible and did not receive an RT degree, or received it after a certain point in implementation. Table HI-3 describes these comparison groups. For Fall 13 (F13) Cohorts, we examined four comparison groups, while All Cohorts were examined with two comparison groups.

Table HI-3. Reverse Transfer Bachelor's Degree Completion Comparison Groups

F13 Cohort Comparison Groups				
Comparison 1	Eligible students (n=1,560)	Eligible and received RT degree in F13 (n=306)	Eligible, and did not receive RT degree during observation period (S14 to F15) (n=1,254)	
Comparison 2	Eligible students (n=1,891)	Eligible and received RT degree in F13 (n=306)	Eligible, and did not receive RT degree during observation period (S14 to F15), or earned RT degree after F13 due to subsequent implementation (n=1,585)	
Comparison 3	Eligible	Eligible and received RT degree	Eligible, and did not receive RT	

F13 Cohort Comparison Groups			
	students (n=1,787)	during observation period (S14 to F15) before earning bachelor's degree (n=637)	degree during observation period (S14 to F15) (n=1,254)
Comparison 4	Eligible students (n=1,891)	Eligible and received RT degree during observation period (S14 to F15) (n=637)	Eligible, and did not receive RT degree during observation period (S14 to F15) (n=1,585)
All Cohorts Comparison Groups			
Comparison 1	Eligible students (n=3,327)	Eligible and received RT degree during observation period (S14 to F15) before earning bachelor's degree (n=784)	Eligible, and did not receive RT degree during observation period (S14 to F15) (n=2,543)
Comparison 2	All eligible students (n=3,575)	Eligible and received RT degree during observation period (S13 to F15) (n=1,032)	Eligible and did not receive RT degree during observation period (S14 to F15) (n=2,543)

- Figure HI-18 illustrates Comparison 1, those in the Fall 2013 Cohort who were potentially eligible for RT (n=1,560) and either received a RT degree in Fall 2013 (n=306), or did not receive an RT degree during the observation period (n=1,254), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2015. Results show 77% of those who were eligible and received a RT degree earned their bachelor's degree whereas only 56% of those who were eligible but did not receive a RT degree during the observation period earned their bachelor's degree.

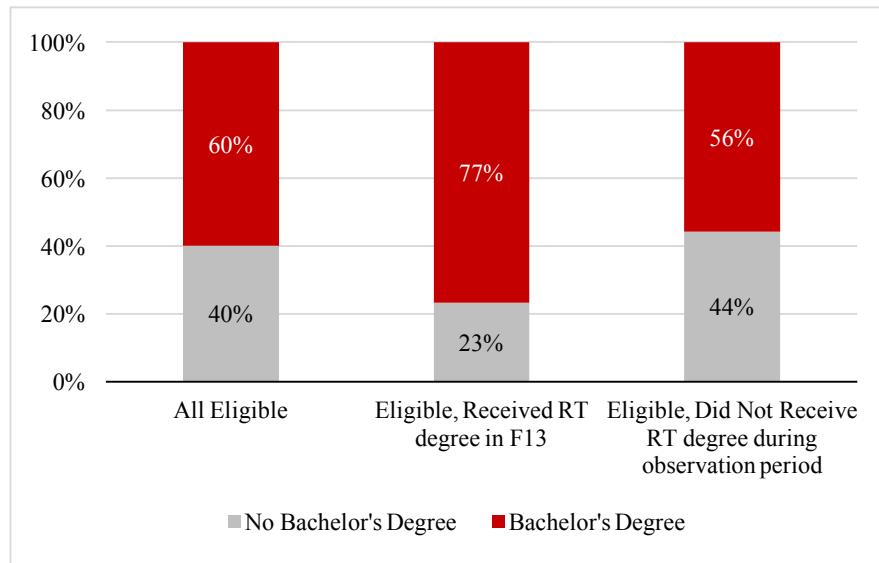


Figure HI-18. Comparison 1: Bachelor's degree completion for F13 cohort between Spring 2014 and Fall 2015.

- Figure HI-19 illustrates Comparison 2, those in the Fall 2013 Cohort who were potentially eligible for RT (n=1,891) and either received an RT degree in Fall 2013 (n=306), or did not receive an RT degree during the observation period or earned it after Fall 2013 (n=1,585), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2015. Results show 77% of

those who were eligible and received a RT degree in Fall 2013 earned their bachelor's degree whereas only 59% of those who were eligible but did not receive a RT degree during the observation period or earned their RT degree after Fall 2013 earned their bachelor's degree.

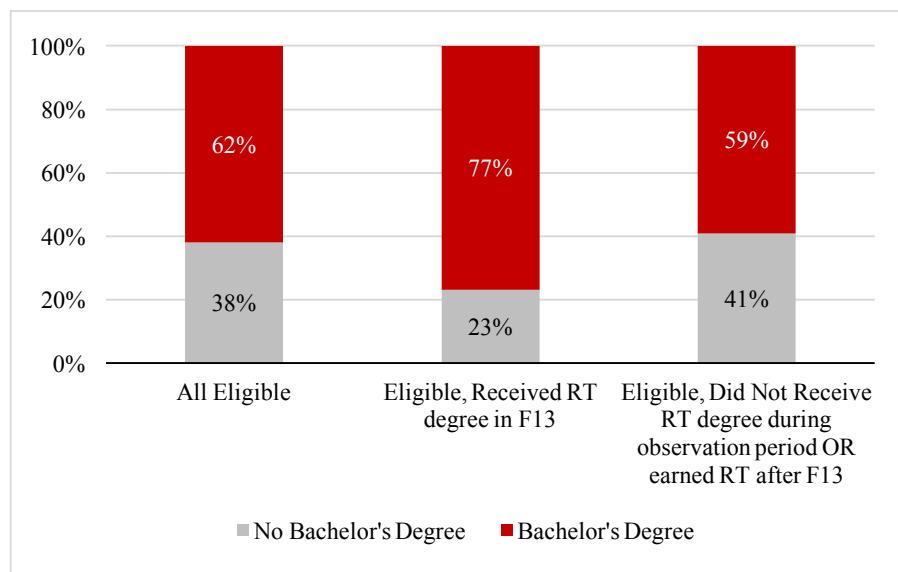


Figure HI-19. Comparison 2: Bachelor's degree completion for F13 cohort between Spring 2014 and Fall 2015.

- Figure HI-20 illustrates Comparison 3, those in the Fall 2013 Cohort who were potentially eligible for RT (n=1,787) and either received a RT degree during the observation period before receiving a bachelor's degree (n=637), or did not receive an RT degree during the observation period (n=1,254), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2015. Results show 69% of those who were eligible and received a RT degree during the observation period before earning their bachelor's degree went on to earn their bachelor's degree whereas only 56% of those who were eligible but did not receive a RT degree during the observation period went on to earn their bachelor's degree.

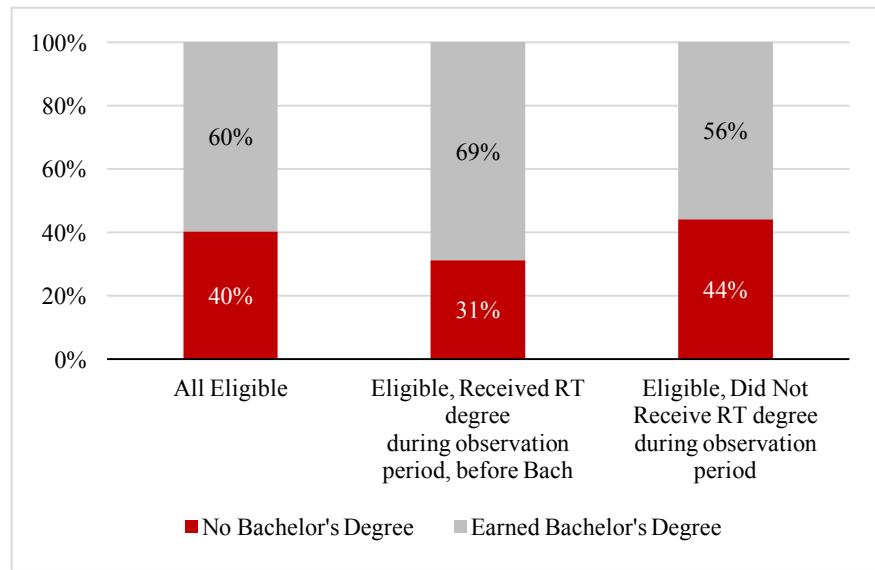


Figure HI-20. Comparison 3: Bachelor's degree completion for F13 Cohort between Spring 2014 and Fall 2015.

- Figure HI-21 illustrates Comparison 4 wherein those in the Fall 2013 Cohort who were potentially eligible for RT (n=1,891) and either received a RT degree during the observation period (104 of whom earned the RT degree during the same term or after earning a bachelor's degree) (n=637), or did not receive an RT degree (n=1,254), and the percentage of each category that completed a bachelor's degree between Spring 2014 and Fall 2015. Results show 74% of those who were eligible and received a RT degree went on to earn their bachelor's degree whereas only 56% of those who were eligible but did not receive a RT degree went on to earn their bachelor's degree.

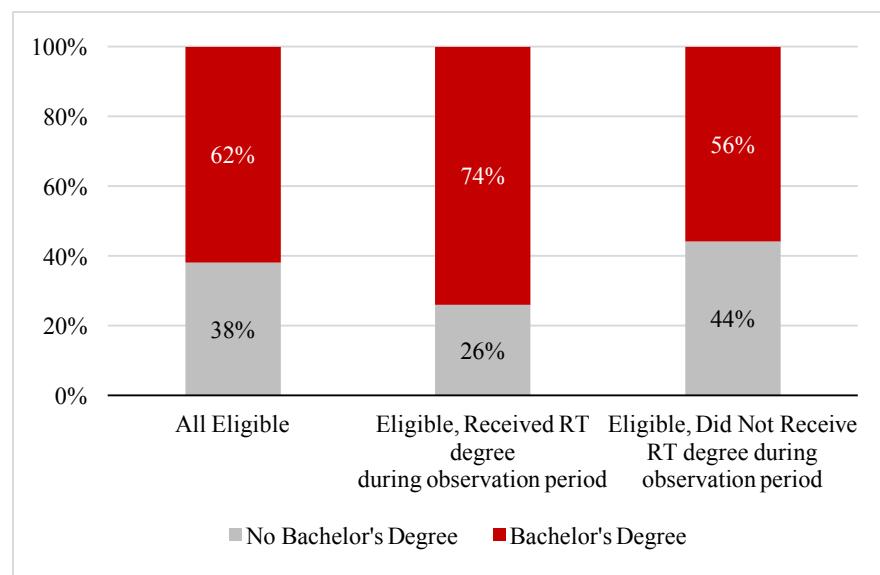


Figure HI-21. Comparison 4: Bachelor's degree completion for F13 cohort between Spring 2014 and Fall 2015.

- Figure HI-22 illustrates Comparison 1, those in All Cohorts who were potentially eligible for RT (n=3,327) and either received a RT degree during the observation period before receiving a bachelor's degree (n=784), or did not receive an RT degree during the observation period (n=2,543), and what percentage of each category completed a bachelor's degree between Spring 2013 and Fall 2015. Results show 60% of those who were eligible and received a RT degree during the observation period before earning their bachelor's degree went on to complete their bachelor's degree whereas 58% of those who were eligible but did not receive a RT degree during the observation period went on to earn their bachelor's degree.

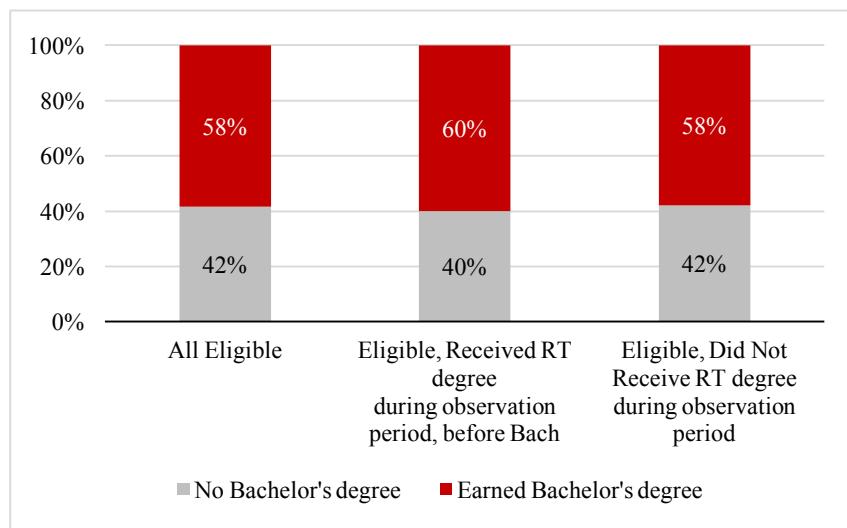


Figure HI-22. Comparison 1: Bachelor's degree completion for all cohorts. between Spring 2013 and Fall 2015.

- Figure HI-23 illustrates Comparison 2, those in the All Cohorts who were potentially eligible for RT (n=3,575) and either received a RT degree during the observation period (248 of whom earned the RT degree during the same term or after earning a bachelor's degree) (n=1,032), or did not receive an RT degree during the observation period (n=2,543), and what percentage of each category went on to complete a bachelor's degree between Spring 2013 and Fall 2015. Results show 70% of those who were eligible and received a RT degree during the observation period went on to earn their bachelor's degree whereas only 58% of those who were eligible but did not receive a RT degree during the observation period went on to earn their bachelor's degree.

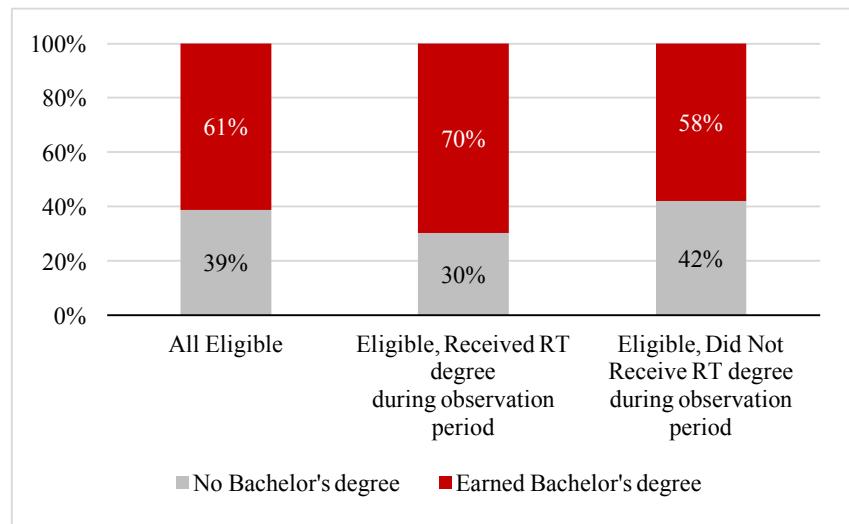


Figure HI-23. Comparison 2: Bachelor's degree completion for all cohorts between Spring 2013 and Fall 2015.

What were the differences in the characteristics of RT degree recipients who completed a bachelor's degree by Spring 2015 and those who did not complete a bachelor's degree by Spring 2015 or earned the bachelor's degree before or at the same time as earning a RT degree?

- Of the 1,032 students who earned a degree through RT between Spring 2013 and Spring 2015, 471 earned a bachelor's degree by Spring 2015 and 561 either did not earn a bachelor's degree by Spring 2015 or earned the bachelor's degree at the same time or before the RT degree. Of those that earned a RT degree, those that earned a bachelor's degree were 48% female and 52% male, compared to those who earned a RT degree but did not earn a bachelor's degree who were 53% female and 47% male.

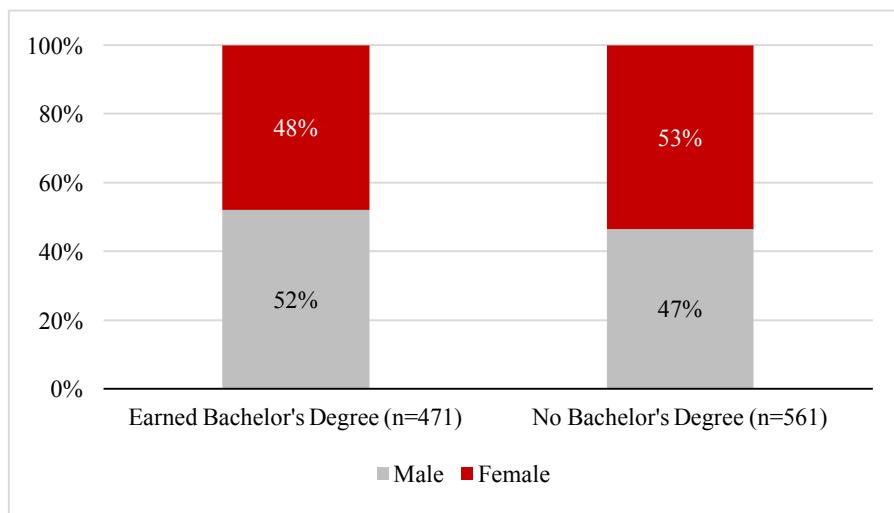


Figure HI-24. Reverse transfer degree recipients' bachelor's degree completion by gender.

- The age category of those who earned a RT degree and then either went on to complete a bachelor's degree or not complete, is similar, with those who received a bachelor's degree being 40% age 25 or

older and 60% under age 25 and those who did not receive a bachelor's degree being 42% age 25 or older and 58% under age 25.

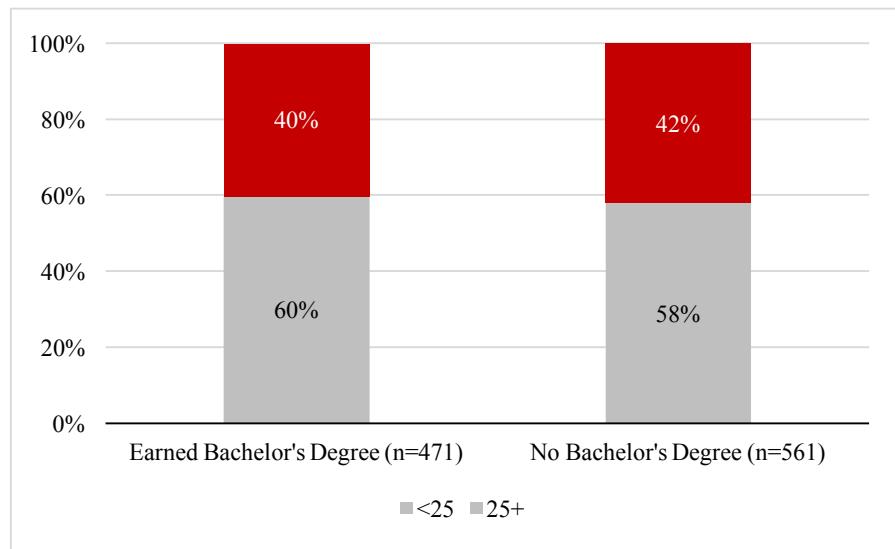


Figure HI-25. Reverse transfer degree recipients' bachelor's degree completion by age.

- The race/ethnicity of those who earned a RT degree and then either went on to complete a bachelor's degree or not differs in that 47% of Asians earned a bachelor's degree compared to 41% who did not, White, two or more races, and Native Hawaiian/Other Pacific Islander students made up a slightly smaller percentage of students who earned a bachelor's degree than those who did not.

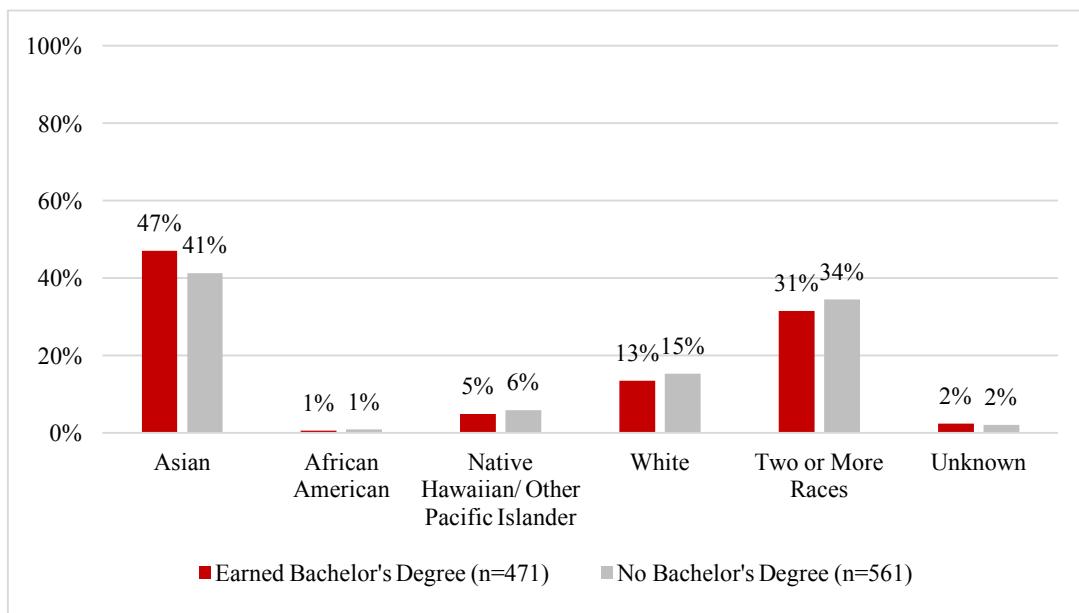


Figure HI-26. Reverse transfer degree recipients' bachelor's degree completion by racial/ethnic group.

- Among those who earned a degree through RT, 55% of those who went on to earn a bachelor's degree were Pell recipients compared with only 24% of those who did not go on to complete a bachelor's degree, although there are 215 students for whom Pell recipient status is unknown.

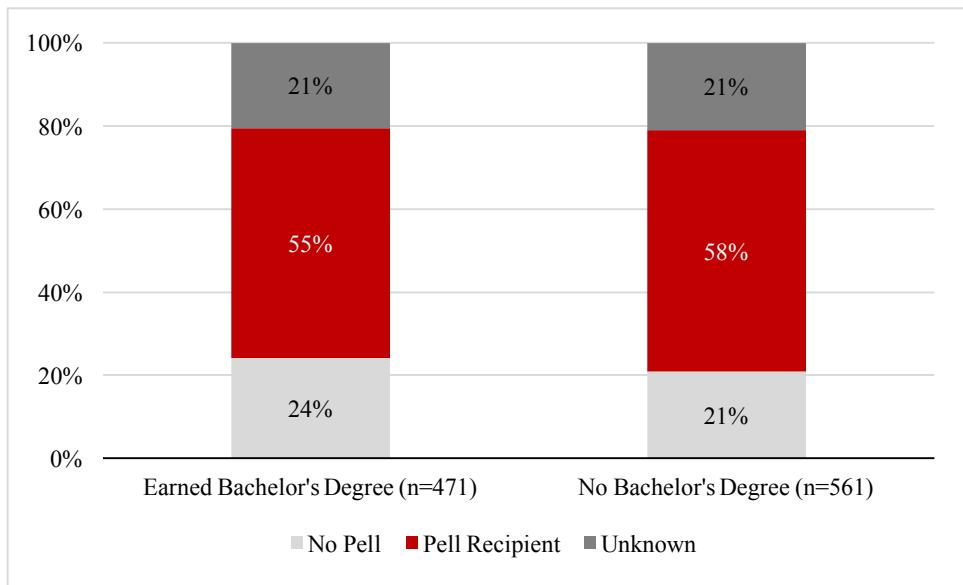


Figure HI-27. Reverse transfer degree recipients' bachelor's degree completion by Pell recipient status.

- Figure HI-28 shows cumulative college credits for those who earned a RT degree and then either went on to complete a bachelor's degree or did not complete that degree. A larger percentage of students who earned a bachelor's degree had greater than 105 credits whereas a larger percentage of students who did not earn a bachelor's degree by Spring 2015 or who earned their bachelor's degree at the same time or before earning a RT degree had between 60 to 75 credits.

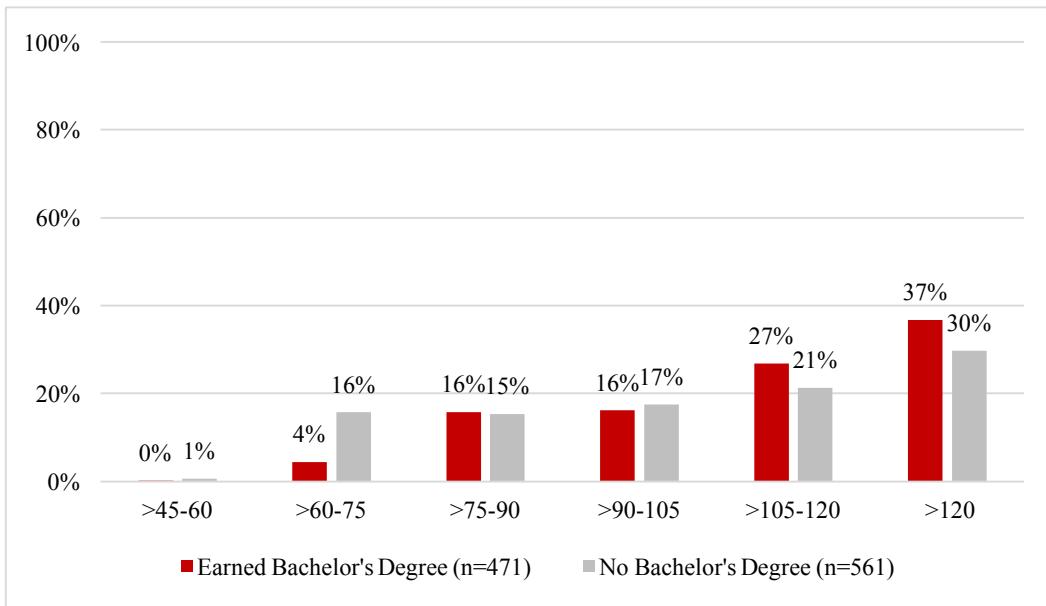


Figure HI-28. Reverse transfer degree recipients' bachelor's degree completion by cumulative college credit category.

What were the differences in bachelor's degree completion and retention between students who were eligible for reverse transfer and received a reverse transfer associate's degree and students who were eligible for reverse transfer and did not receive a reverse transfer associate's degree?

- Because RT implementation happened in multiple stages in Hawaii, the next series of figures examines differences in bachelor's degree completion and retention for different groups. Each figure compares eligible students who received a RT degree at some point during implementation to a group of students who were eligible and did not receive a RT degree or received this degree after a certain point in implementation. Table HI-4 summarizes the comparison groups included in this analysis.

Table HI-4. Reverse Transfer Bachelor's Degree Completion or Retention Comparison Groups

F13 Cohort Comparison Groups			
Comparison 1	Eligible students (n=1,848)	Eligible and received RT degree in F13 (n=380)	Eligible, and did not receive RT degree during observation period (S14 to F15) (n=1,468)
Comparison 2	Eligible students (n=1,774)	Eligible and received RT degree in F13 (n=306)	Eligible, and did not receive RT degree during observation period (S14 to F15), or earned RT degree after F13 due to subsequent implementation (n=1,468)
Comparison 3	Eligible students (n=2,083)	Eligible and received RT degree during observation period (S14 to F15) before earning bachelor's degree (n=615)	Eligible, and did not receive RT degree during observation period (S14 to F15) (n=1,468)
Comparison 4	Eligible students (n=2,187)	Eligible and received RT degree during observation period (S14 to F15) (n=719)	Eligible, and did not receive RT degree during observation period (S14 to F15) (n=1,468)
All Cohorts Comparison Groups			
Comparison 1	Eligible students (n=3,356)	Eligible and received RT degree during observation period (S14 to F15) before earning bachelor's degree (n=784)	Eligible and did not receive RT degree during observation period (S14 to F15) (n=2,572)
Comparison 2	Eligible students (n=3,604)	Eligible and received RT degree during observation period (S13 to F15) (n=1,032)	Eligible and did not receive RT degree during observation period (S14 to F15) (n=2,572)

- Figure HI-29 illustrates those in the Fall 2013 Cohort who were potentially eligible for RT (n=1,848) and either received a RT degree in Fall 2013 (n=380) or did not receive a RT degree during the observation period (n=1,468), and what percentage of each category completed a bachelor's degree

between Spring 2014 and Fall 2015 or were retained in Fall 2015. Results show 74% of those who were eligible and received a RT degree earned their bachelor's degree or were retained whereas only 68% of those who were eligible but did not receive a RT degree during the observation period earned their bachelor's degree or were retained.

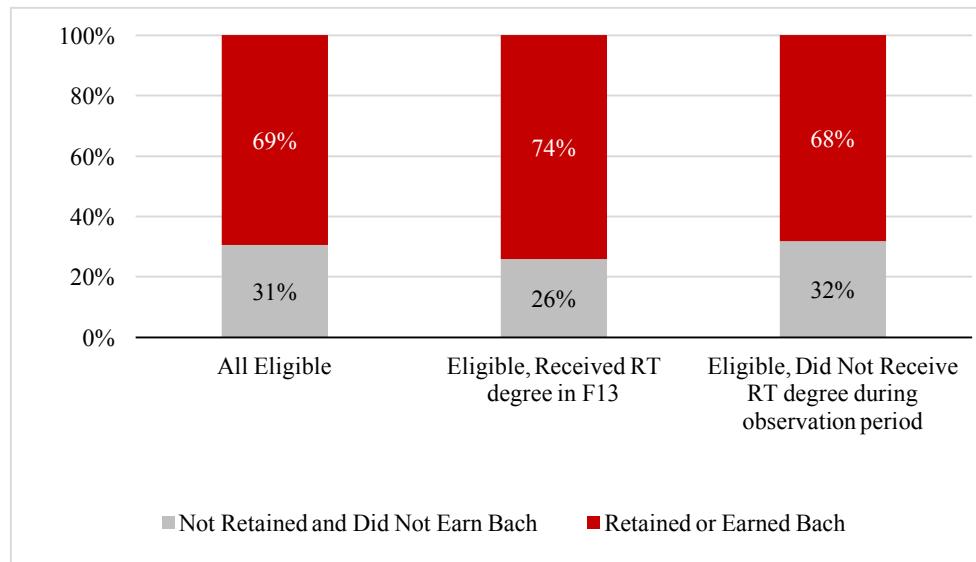


Figure HI-29. Comparison 1: Bachelor's completion for F13 cohort between Spring 2014 and Fall 2015 or retention in Fall 2015.

- Figure HI-30 illustrates those in the Fall 2013 Cohort who were potentially eligible for RT (n=1,774) and either received a RT degree in Fall 2013 (n=306) or did not receive an RT degree during the observation period or earned it after Fall 2013 (n=1,468), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2015 or were retained in Fall 2015. Results show 77% of those who were eligible and received a RT degree in Fall 2013 earned their bachelor's degree or were retained whereas only 68% of those who were eligible but did not receive a RT degree during the observation period or earned their RT degree after Fall 2013 went on to earn their bachelor's degree or were retained.

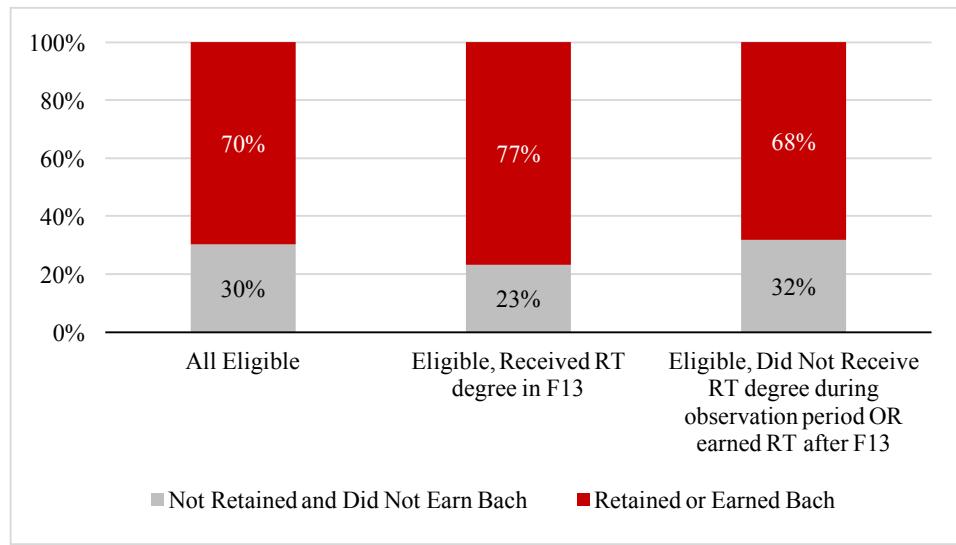


Figure HI-30. Comparison 2: Bachelor's completion for F13 cohort between Spring 2014 and Fall 2015 or retention in Fall 2015.

- Figure HI-31 illustrates those in the Fall 2013 Cohort who were potentially eligible for RT (n=2,083) and either received a RT degree during the observation period before receiving a bachelor's degree (n=615) or did not receive an RT degree during the observation period (n=1,468), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2015 or were retained in Fall 2015. Results show 78% of those who were eligible and received a RT degree during the observation period before earning their bachelor's degree went on to earn their bachelor's degree or were retained whereas only 68% of those who were eligible but did not receive a RT degree during the observation period went on to earn their bachelor's degree or were retained.

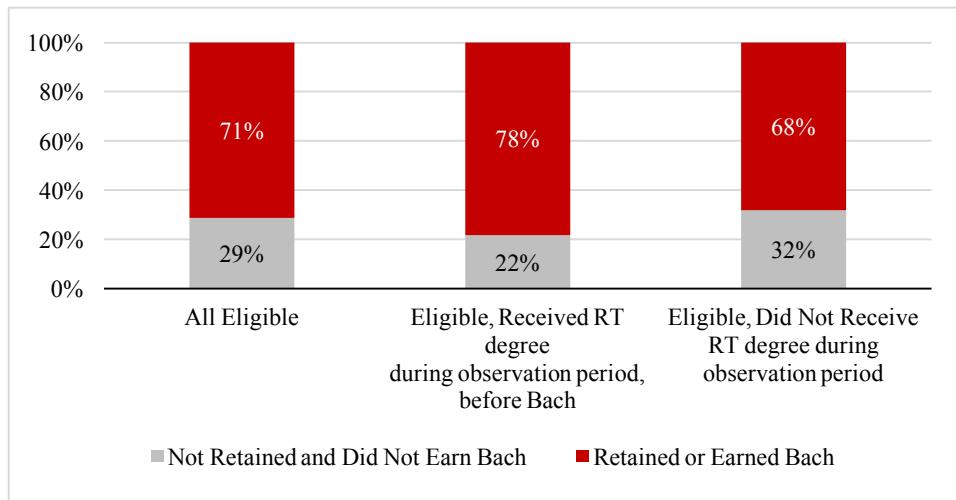


Figure HI-31. Comparison 3: Bachelor's completion for F13 cohort between Spring 2014 and Fall 2015 or retention in Fall 2015.

- Figure HI-32 illustrates those in the Fall 2013 Cohort who were potentially eligible for RT (n=2,187) and either received a RT degree during the observation period (104 of whom earned the RT degree during the same term or after earning a bachelor's degree) (n=719) or did not receive an RT degree during the observation period (n=1,468), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2015 or were retained in Fall 2015. Results show 81% of those who were eligible and received a RT degree during the observation period went on to earn their bachelor's degree or were retained in Fall 2015 whereas only 68% of those who were eligible but did not receive a RT degree during the observation period went on to earn their bachelor's degree or were retained in Fall 2015.

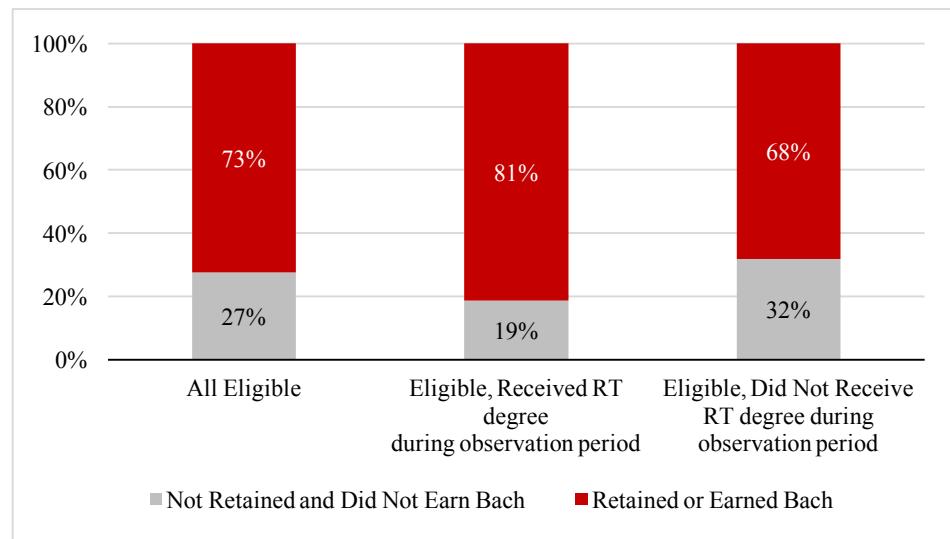


Figure HI-32. Comparison 4: Bachelor's completion for F13 cohort between Spring 2014 and Fall 2015 or retention in Fall 2015.

- Figure HI-33 illustrates those in All Cohorts who were potentially eligible for RT (n=3,356) and either received a RT degree during the observation period before receiving a bachelor's degree (n=784), or did not receive an RT degree during the observation period (n=2,572), and what percentage of each category completed a bachelor's degree between Spring 2013 and Fall 2015 or were retained in Fall 2015. Results show 86% of those who were eligible and received a RT degree during the observation period before earning their bachelor's degree completed their bachelor's degree or were retained, whereas 78% of those who were eligible but did not receive a RT degree during the observation period earned their bachelor's degree or were retained.

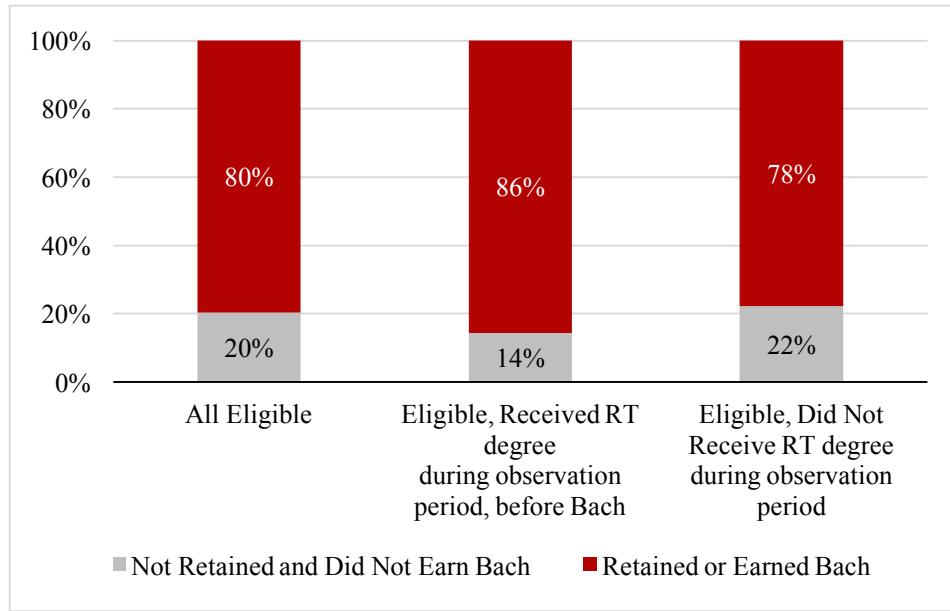


Figure HI-33. Comparison 1: All Cohorts who received a Bachelor's degree between Spring 2014 and Fall 2015 or were retained in Fall 2015.

- Figure HI-34 illustrates those in the All Cohorts who were potentially eligible for RT (n=3,604) and either received a RT degree during the observation period (248 of whom earned the RT degree during the same term or after earning a bachelor's degree) (n=1,032), or did not receive an RT degree during the observation period (n=2,572), and what percentage of each category completed a bachelor's degree between Spring 2013 and Fall 2015 or were retained in Fall 2015. Results show 89% of those who were eligible and received a RT degree period earned their bachelor's degree or were retained whereas only 78% of those who were eligible but did not receive a RT degree earned their bachelor's degree or were retained.

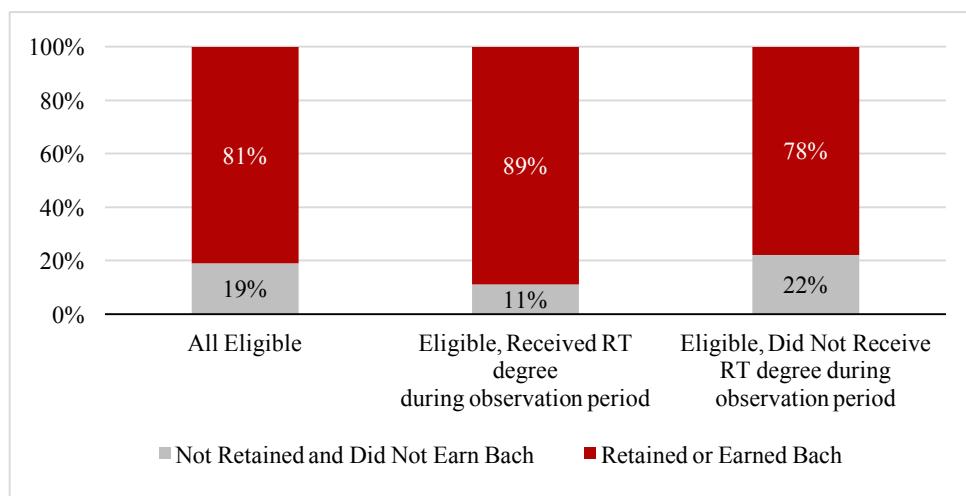


Figure HI-34. Comparison 2: Bachelor's completion for all cohorts between Spring 2013 and Fall 2015 or retention in Fall 2015

What were the differences in the characteristics of RT degree recipients who completed a bachelor's degree by Spring 2015 or were retained in Fall 2015 and those who did not complete a bachelor's degree by Spring 2015, were not retained in Fall 2015 or earned the bachelor's degree before or at the same time as earning a reverse transfer degree?

- Of the 1,032 students who earned a degree through RT between Spring 2013 and Spring 2015, 688 earned a bachelor's degree by Spring 2015 or were retained in Fall 2015 and 344 either did not earn a bachelor's degree by Spring 2015, were not retained in Fall 2015, or earned the bachelor's degree at the same time or before the RT degree (Figure HI-35). Of those that earned a RT degree and earned a bachelor's degree or were retained, 48% were female and 52% were male. By comparison, 56% and 44% of those who earned a RT degree but did not earn a bachelor's degree or were not retained were female and male, respectively.

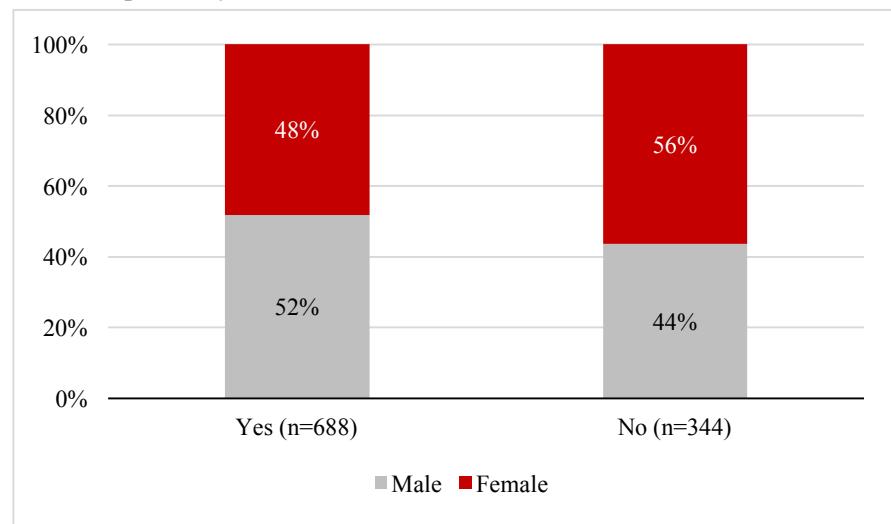


Figure HI-35. Reverse transfer degree recipients' retention or completion by gender.

- The distribution on age differed for the group who completed a bachelor's degree or were retained compared to the group that did not achieve this outcome in Fall 2015. Results show the percentage of students who were 25 or older was smaller in the bachelor's degree or were retained group (38%) than the group who did not complete a bachelor's degree or were retained (48%).

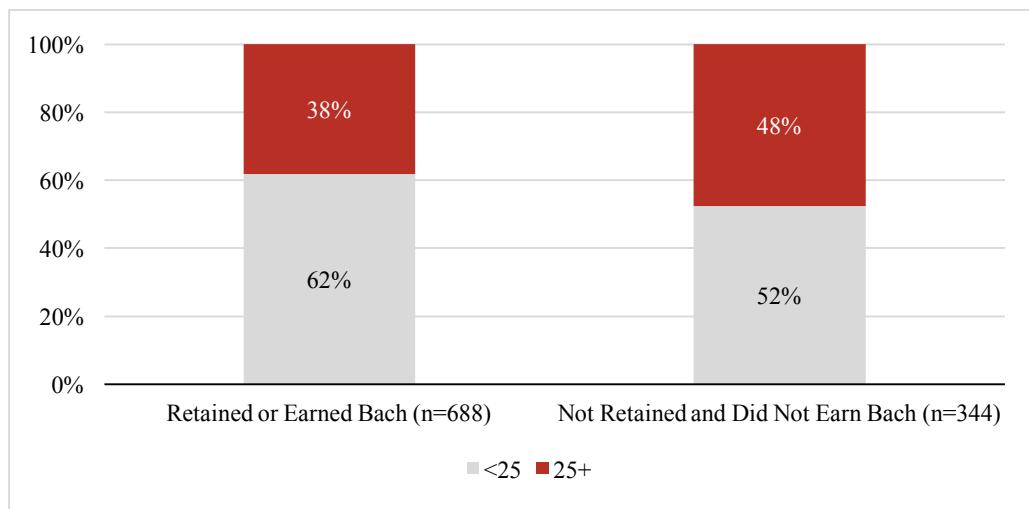


Figure HI-36. Reverse transfer degree recipients' retention or completion by age.

- Results on the race/ethnicity of those who earned a RT degree and then went on to earn a bachelor's degree or were retained compared to those who did not complete or were retained are similar, with small differences in the percentage of Asians and students identifying with two or more races having earned a bachelor's degree or were retained. By comparison, a slightly larger percentage of Whites and Native Hawaiian/Other Pacific Islanders were in the no bachelor's degree or retention group.

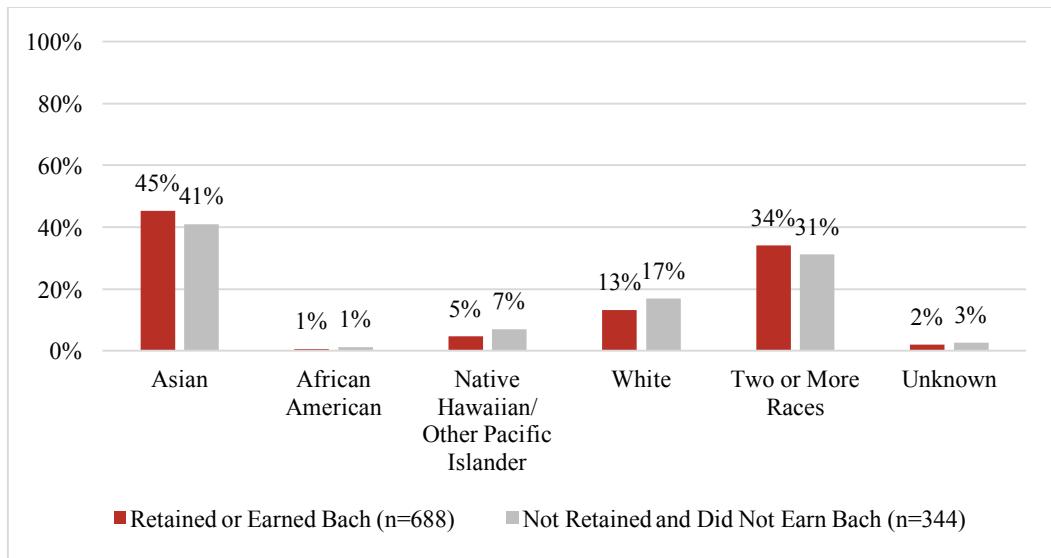


Figure HI-37. Reverse transfer degree recipients' retention or completion by racial/ethnic group.

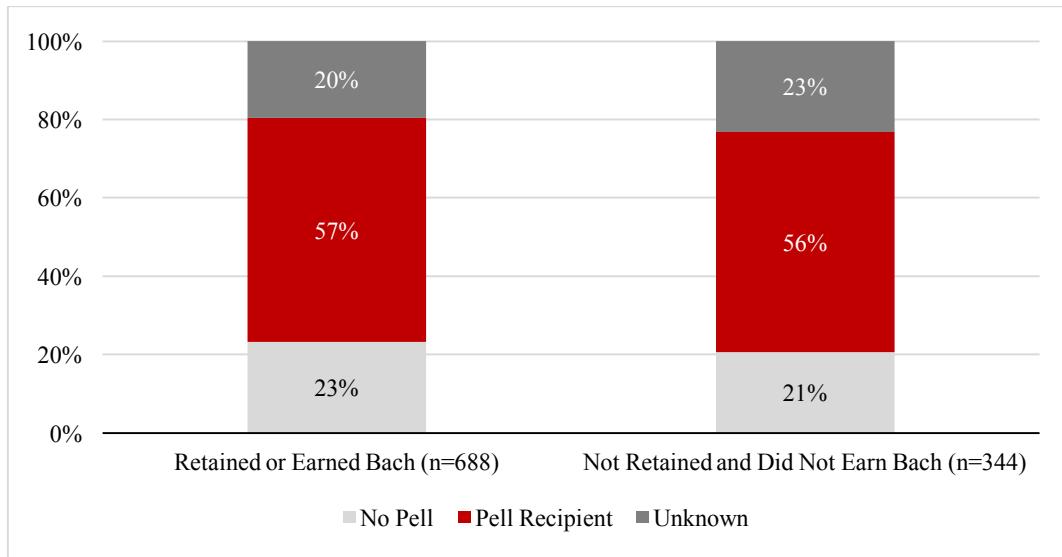


Figure HI-38. Reverse transfer degree recipients' retention or completion by Pell recipient status.

- Of those who earned a degree, 57% of those who went on to earn a bachelor's degree or were retained in Fall 2015 were Pell recipients compared with only 23% of those who did not go on to complete a bachelor's degree, although there 215 students for whom Pell recipient status is not known.
- Figure HI-39 shows the distribution of cumulative college credits of those who earned a RT degree and went on to complete a bachelor's degree or were retained in Fall 2015 and those that did not

complete a bachelor's degree or were not retained in Fall 2015. A larger percentage of students who earned a bachelor's degree or were retained have between 60 and 75 credits and 75 and 90 credits than the group that did not complete or be retained. This higher percentage of this group was in the highest cumulative credit categories of >105-120 and >120.

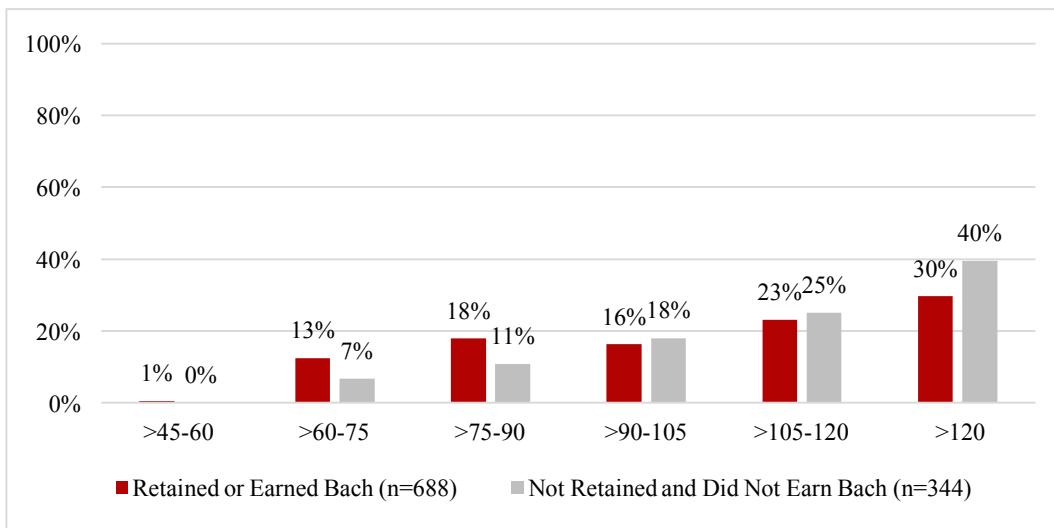


Figure HI-39. Reverse transfer degree recipients' retention or completion by cumulative college credits.

How did conferral of reverse transfer associate's degrees vary by institutional partnerships?

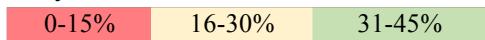
- Table HI-5 displays the RT degree conferral rates by institutional partnerships. These rates were calculated in Table HI-5 by dividing the number of students who received an associate's degree via RT by the total number of potentially eligible students at the institutional partnership level. The conferral rates ranged from 0% to 50% with some community colleges (Hawaii, Honolulu) having consistently high rates and others (Kauai, Leeward, and Maui) having low rates.

Table HI-5. Reverse Transfer Degree Conferral Rates (Percent Potentially Eligible who Received RT Degree) by Institutional Pairs

University	Hawaii CC	Honolulu CC	Kapiolani CC	Kauai CC	Leeward CC	Maui CC	Windward CC	Total
University of Hawaii at Hilo	32%	20%	13%	0%	7%	3%	0%	21%
University of Hawaii at Manoa	49%	42%	50%	0%	25%	23%	41%	36%
University of Hawaii West Oahu	15%	33%	23%	0%	12%	6%	36%	14%
Average	34%	40%	46%	0%	19%	14%	40%	29%

Notes: Only cells with denominators >10 were highlighted

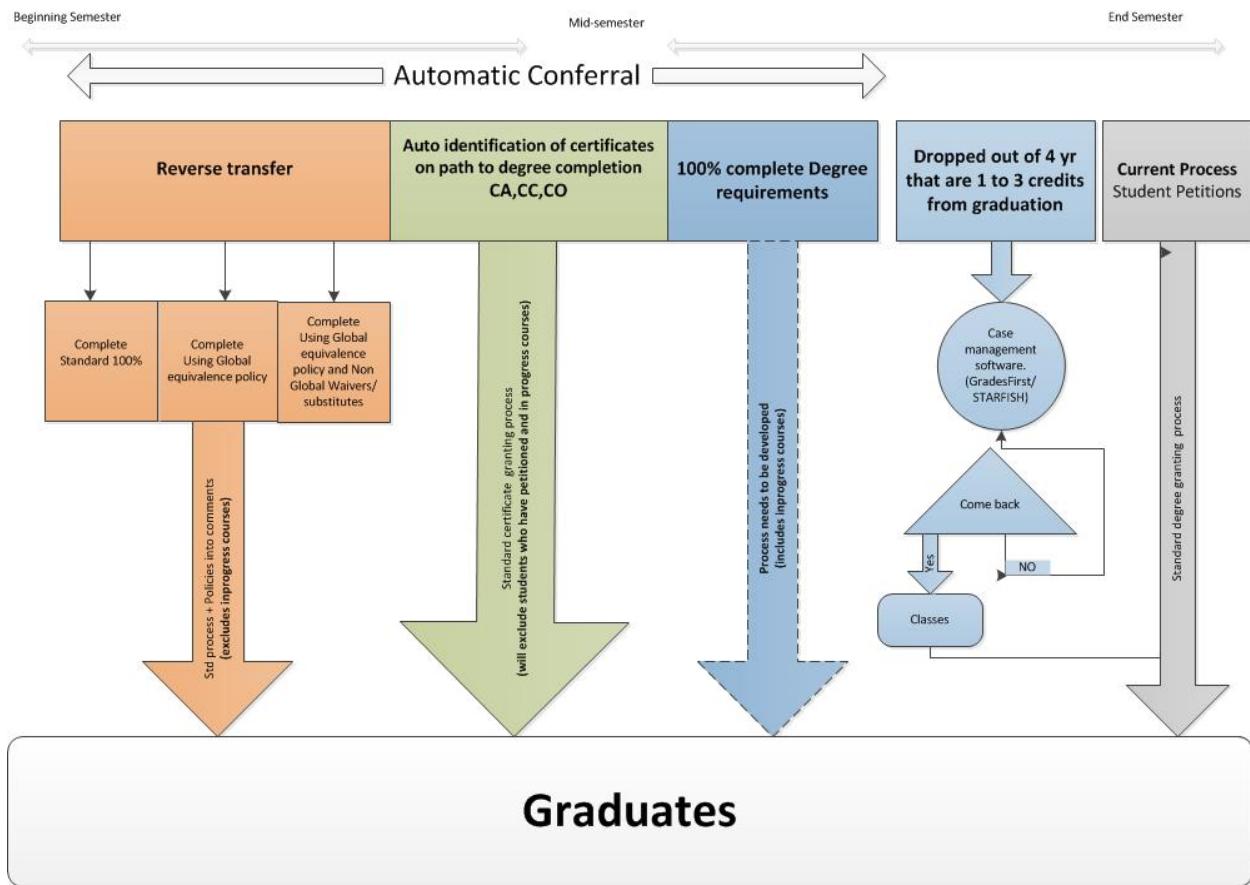
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HAWAII APPENDIX A: REVERSE TRANSFER WORKFLOW

Graduation workflow UH CC including Reverse Transfer, Automatic Conferal and Graduation Success

Ver 1.5



HAWAII APPENDIX B: RECOMMENDED TIMELINE FOR RT

Recommended Timeline for and Automatic Conferral of certificates:

- Feb 10 and Sep 10 - Reverse Transfer (RT) Excel of eligible students available to campuses
- Mar 10 and Oct 10 - Advising review of RT degrees complete
- Apr 1 and Nov 1 – Admission/Records enter approved student's degrees/certificates into Banner student information system

Please note: For RT the timeline above applies to the first three workbooks of the excel download:

- Eligible-Continuing-Students,
- Eligible-Students-who-have-just-dropped-out-of-4yr,
- Eligible-graduating-From-4yr-campus

Identical timeline applies to Automatic Conferral of Certificates

HAWAII APPENDIX C: GRANT IMPLEMENTATION SUMMARY

Objective: Overall summary from beginning of CWID grant until present.

Date: August 23, 2013

Version 1: Overcame the general challenges:

- FERPA
- Opt Out (Decision)
- Automating Reverse transfer process (to push of button to identify all eligible students)
- Remove graduation fee
- General procedure how a Community college can process their reverse transfer students

Outcome:

- Total population per semester that could be eligible is 1100 however opportunity only given to approximately 300 students.
- 1100 is based on each semester approximately 1100 students transfer from UH Community Colleges to UH 4-year institutions and somewhere along their pathway towards a bachelor's degree they should be eligible for an Associate degree. We acknowledge that we cannot achieve 100% as some students will drop out of the 4yr campuses.

Analysis: We identified each student that was not eligible, identified the reason, and aggregated the reasons. Overall there were only two reasons:

- 1) Community College has a requirement that could only be met by a type of course at that campus. E.g., there is a Community College that has a Pacific Health attribute, and only this campus has that attribute, hence only a course from that campus can meet that requirement.
- 2) No transfer articulation for the upper level course.

Version 2: Identifying ways to overcome the two stumbling blocks from Version 1 and build in a tracking system that campuses can build additional agreements within.

Part 1: Overcoming shortfalls of Version 1 - Overcoming the missing transfer equivalents for the upper division courses

- Global agreements across all campuses in UH system (e.g., student meeting Foundation or Diversification at one campus will have met it at all campuses), hence one can overcome need for course-by-course articulation.
- Global agreement: Student meeting Writing Intensive or Ethical requirement at the 4yr campus will have met it at the 2yr campus.
- Global agreements: students with 60 or more credits total (transfer and institutional) at the 4yr campus will have met the 2yr total credit requirement and elective requirement (even though the upper division credits may not have articulated back to the 2yr campus).

Campus specific agreements (Crosswalks):

- E.g., an upper level “oral communication” course at 4yr campus will meet the 2yr campus requirement of a “communication” course.
- 50% complete with the Second Language requirement at the 4yr campus can fulfill the 2yr campus Second Language requirement.

- A 2yr campus “Hawaiian Emphasis course” can be fulfilled by any course in the UH system that is designated “Hawaiian Asian Pacific”.

Outcome: 870 students. This was our goal in that aspect. We are now concentrating on how this can be enhanced to achieve other objectives. Hence, seven categories were identified to be able to track all students.

Part 2: Tracking system for the RT eligibility. There are now seven data sheets: to facilitate tracking on top of RT to define exactly what to do with the population sets (remove difficult decision making).

Students ELIGIBLE for Reverse Transfer:

- 1) Student eligible for RT AA and is continuing at 4-year campus.
 - **Objective:** this is the base report (everybody here should get the credential)
- 2) Student eligible for RT AA however have dropped out of the 4-year campus this semester.
 - **Objective:** this is the report for students who have dropped out of a 4-year campus however meet the requirements for an AA (everybody here should get the credential)
- 3) Student eligible for RT AA however are graduating from the 4yr campus this semester.
 - **Objective:** For the CC campuses to ascertain what is going wrong. Why did these students not receive the RT opportunity earlier, so it can be rectified for the next set of students.

Students NOT ELIGIBLE Report:

- 4) Student NOT eligible for RT AA who have dropped out however are 95% on their way to getting an AA (need one more class).
 - **Objective:** For the 2-year campus to communicate with these students to invite them to the 2-year campus to take another course or two to graduate with an AA.
- 5) Student NOT eligible for RT AA who have dropped out from 4yr campus and are less than 95% from getting an AA.
 - **Objective:** For the 2-year campus to communicate with these students to invite them to the 2-year campus to take another few courses to graduate with an AA.
- 6) Student NOT eligible for RT AA who are graduating from the 4-year campus.
 - **Objective:** Ascertain how a student can get a Bachelor degree and not be eligible for an Associate degree (something wrong)
- 7) Student NOT eligible for RT AA who and continuing at the 4-year campus
 - **Objective:** 2yr campuses wanted to track their population and how they were doing at the 4-year campus and this is the tool that would allow that. In essence Hilo and Hawaii CC work together (about students in this category) and see if there is a course that can count to the AA and the bachelor degree and they suggest the student take that.

Overall Issues from Version 2:

This is all automated (auto articulated) so there are concerns that there is no original paper transcript to verify information. We are looking into mitigating this by “trust” agreements. Campuses have not provided information about in their campus catalogs, so not all students are aware of it.

Path Forward:

- While the completely automated system identified the 800 students, units feel they are under the burden to double/triple/quadruple check each of these results by hand and then award the degree. In the near future we hope to categorize these by a risk factor and then suggest to campuses if the risk factor is very low they may be able to quickly scan those students and verify the graduation in a number of minutes however the ones with a higher risk factor may need more time to verify. Ideally, 80% - 90% would be in the low risk thereby saving them substantial time.

- Market it to students more so they become more aware and then hopefully make their transfer decisions based on the most effective path knowing they can get their AA through reverse transfer.
- Guide and teach campuses how to use the remaining seven reports. For example, there is one 4yr campus and one 2yr campus using the information in the tracking to advise there students in the category to take a course that can meet both the AA and BA requirement.

Appendix:

Overall criteria to define the population we check (1100 students per semester) to see if they are eligible for RT.

- 1) Transferred from one of the UH 2-year campuses to a UH 4-year campus prior to receiving an Associate's degree.
- 2) Must have taken at least 12 credits at one or more of the 2-year campuses.
- 3) Must have at least 60 credits total (including all transfer and non-transfer credits).
- 4) Must have at least a 2.0 GPA.
- 5) Must not have received a Bachelors or higher degree.
- 6) It is specific to each CC campus how they contact their students. Some would like to contact the student directly from the eligible list. Saying it "appears" you are eligible and some campuses would like to wait till they do a grad check to say they are eligible.
- 7) RT process is run once a semester, getting the info to the campuses mid semester where their workload tends to be lighter.
- 8) Degrees are awarded just like a standard degree however we are suggesting to campuses they put in the notes it is awarded through the RT process.

HAWAII APPENDIX D: COMMUNITY COLLEGES' REVERSE TRANSFER POLICIES AND PROCEDURES

UNIVERSITY OF HAWAII COMMUNITY COLLEGES POLICY

UHCCP #5.206 Reverse Transfer

July 2016

I. Purpose

The University of Hawai‘i is committed to increasing the educational capital of the state by increasing students’ completion of credentials and preparing them for success in the workforce and their communities. Reverse transfer allows community college students who transferred to a UH 4-year institution before completing their associate of arts or associate of science degree to obtain that credential while progressing toward their bachelor’s degree. This policy ensures a systemized process that leads to an automatic credit review and awarding of associate degrees to students who have met the community college program requirements after transferring to a UH 4-year institution.

II. Related University Policies

- A. Board of Regents Policy 5.208, Conferring of Academic Degrees, Diplomas and Certificates
<https://www.hawaii.edu/policy/BORP5.208>
- B. University Executive Policy 5.101, Authority to Award Degrees and Certificates for Programs Authorized by the Board of Regents
<https://www.hawaii.edu/policy/EP5.101>
- C. University Executive Policy 5.203, University of Hawai‘i Program Credentials
<https://www.hawaii.edu/policy/EP5.203>
- D. University Executive Policy 5.209, University of Hawai‘i System Student Transfer and Inter-Campus Articulation <https://www.hawaii.edu/policy/EP5.209>
- E. Executive Memorandum No. 06-05, Updated Executive Policy E5.209, University of Hawaii System Student Transfer and Inter-Campus Articulation
<https://www.hawaii.edu/policy/docs/temp/ep5.209.pdf>
- F. UHCCP 5.203, Program Credentials Degrees and Certificates
http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.203
- G. UHCCP 5.205, Notation of Academic Credentials
http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.203
- H. UHCCP 5.208, Residency for Graduation
http://uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.208

- I. Memorandum of Agreement Transfer of General Education Core Requirements, May 2010 (extension effective May 27, 2015) http://www.hawaii.edu/offices/aa/aapp/articulation/JI_MOA.pdf
- J. STAR as the Official Arbiter of Degree Completion Effective Fall 2015
http://www.hawaii.edu/offices/aa/aapp/cms/STAR_Memo_07082014.pdf

III. Responsibilities

- A. Vice President for Community Colleges (or designee) is responsible to:
 - 1 Ensure consistency and periodical review and assessment of college reverse transfer procedures across the UH Community College System as appropriate; and
 - 2 Ensure a list of STAR Reverse Transfer procedure issues is communicated to the STAR system director/coordinator.
- B. Chancellor (or designee) is responsible to:
 - 1 Ensure that college program requirements are current and accurate in STAR;
 - 2 Ensure that college procedures for awarding credentials (through Reverse Transfer or at the college) minimize and/or remove barriers to student completion;
 - 3 Develop a college process and procedures that ensure students who have successfully completed all program requirements (as identified in STAR) after transferring to a UH baccalaureate institution are awarded the appropriate community college credential;
 - 4 Ensure that implementation of this policy or college-developed procedures will not supersede UHCCP 5.208 Residency for Graduation;
 - 5 Share a transfer database and work toward a common acceptable database. E5.209, p.7; and
 - 6 STAR director/coordinator is responsible for notifying each college's Vice Chancellor/Dean for Student Affairs of students previously enrolled at the college who, based on UH baccalaureate credits earned, meet the STAR rules for program completion at the community college.

UHCCP #5.206

IV. Procedures

The college will establish procedures to award the STAR-identified credential to include:

- A. Enter into multi-campus articulation agreements, as needed. Such agreements involve waiver of course-by-course review by the receiving campus according to mutually agreed-upon procedures. For example, procedures are stipulated in the Foundations Agreements (See E5.209 Appendix II and Appendix III).
- B. Transfer of previously earned credits. Credits earned at a regionally accredited non-UH institution and accepted by any campus within the University of Hawai‘i System shall be accepted by any other University of Hawai‘i Community College. However, applicability of these credits to degree requirements is determined by the receiving campus.
- C. Accept courses identified at another UH institution as fulfilling lower division general education core (basic/area or foundations/diversification) requirements as meeting the same requirement for its degrees.
- D. Allow use of upper division elective credits to fulfill associate degree electives. The use will be consistent for all associate degrees.
- E. Allow substitution of appropriate upper and lower level courses taken elsewhere as meeting the requirement of the associate degree. The use will be consistent for all associate degrees.
- F. Award multiple credentials if the student meets all program requirements.
- G. STAR director/coordinator shall send list to each college’s Vice Chancellor/Dean for Student Affairs by December 1st, and by May 1st for fall and spring graduations, respectively. If student meets program STAR rules, student will be deemed to have met graduation requirements. STAR will make rule corrections as needed.

V. Assessment of the Process for Reverse Transfer

Associate Vice President for Community Colleges Academic Affairs (or designee) will ensure that UH Community College Vice Chancellors for Academic Affairs and Vice Chancellors/Deans for Student Affairs review the effectiveness of RT and revise the process as needed

MARYLAND CASE REPORT

Introduction

This report reviews Maryland's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Maryland's CWID grant implementation; and 3) a summary of the impact of Maryland's CWID grant on students.

SECTION ONE: BACKGROUND

Statewide RT efforts are managed by the Maryland Higher Education Commission (MHEC), which serves as the coordinating body for postsecondary education in the state. Maryland institutions participating in RT include all public 2-year and 4-year institutions, and several independent 4-year colleges and universities. In early 2014, MHEC awarded sub-grants to 12 institutions through CWID to support and expand their RT initiatives.

State Policy Context

Governance Structure. The Maryland Higher Education Commission (MHEC) is a coordinating board that is responsible for establishing statewide policies for Maryland public and private colleges and universities, as well as for-profit career schools. MHEC also administers the state financial aid programs that affect students statewide (<http://www.mhec.state.md.us/higherEd/about/index.asp>). The MHEC reports to the Maryland State Governor and the Commission's activities are guided by a Secretary of Higher Education.

The system of higher education in Maryland includes a diverse network of institutions. The University System of Maryland is comprised of 12 baccalaureate and graduate degree-granting institutions, two regional higher education centers, and a systems office (http://www.usmd.edu/about_usm/). Two additional public 4-year institutions, Morgan State University and St. Mary's College of Maryland, are not part of the University System of Maryland and have their own governing boards. Maryland is also home to 16 public associate degree-granting institutions, which are represented by the Maryland Association of Community Colleges (<http://www.mdacc.org/about/about.html>). The Maryland Independent College and University Association is a voluntary association of 16 member not-for-profit private institutions that provides public policy leadership in support of independent higher education, fosters cooperative efforts among member institutions and the public institutions across the state, and serves as a liaison between private institutions and the State and Federal governments (<http://www.micua.org/about-micua/about>). Based on data presented in the *Chronicle of Higher Education 2012 Almanac*, there are approximately 10 for-profit higher education institutions operating within the State of Maryland. Finally, the Maryland Association of Private Colleges and Career Schools is a membership organization of 27 institutions seeking to advance private career school education within the State (<http://www.mapccs.org/about.html>).

Pre-CWID Reverse Transfer Policies. The foundations for a statewide RT initiative in Maryland began with MHEC's preparation of a grant proposal for a Completion Initiative Challenge Grant Award from Complete College America (CCA), written in early 2011. The CCA grant was primarily focused on redesigning developmental math courses throughout the state, as these courses had been shown to be a "major roadblock to persistence and advancement in college-level math classes" (CCA Proposal, p. 7). However, a small portion of this grant was directed toward a pilot project aimed at exploring the "retroactive award" of associate's degrees through a program entitled ADAPTS (Associate Degree Award for Pre-Degree Transfer Students). The idea for ADAPTS was rooted in a curiosity that MHEC

administrators stumbled across when examining student transfer pattern data while preparing a CCA proposal. As explained by a CWID leader who was also a part of this early data analysis:

Statewide data showed that, without any type of kind of systems in place, we already had approximately 500 students who were earning their associate's degrees after they transferred to a 4-year campus. And so, we thought that if we could actually establish an infrastructure to support the RT efforts, that we could get many more students to have some credential in hand while they were working towards their bachelor's degree.

Recognizing this pattern in their State's data and making connections to similar discussions occurring in Washington, DC think tanks and within policy-making circles, spurred MHEC administrators to carve out a small portion of their CCA proposal to address the retroactive awarding of associate's degrees.

The ADAPTS pilot initiative, carried out between August 2011 and November 2012, originally proposed to recruit four pairs of 2-year and 4-year institutions through a competitive process to "participate in a pilot project which [would] eventually be launched at all campuses throughout the state" (CCA proposal, p. 8). In the process of implementing the ADAPTS project, the MHEC administration team was "overwhelmed by the number of institutions that wanted to be a part of it." The original CCA grant was amended to include 16 institutions in the pilot study.

Enthusiasm garnered around the ADAPTS program would later serve as a foundation for plans to scale the program to a statewide RT initiative. Much was learned in this smaller scale project that helped identify challenges and issues related to RT. The largest challenge related to technology barriers and the ability to send transcripts between higher education institutions. Necessary enhancements were identified for ARTSYS, the computerized statewide data information system created in the 1990s to facilitate transfer of student record information from Maryland community colleges to the University System of Maryland and other participating institutions. For example, many 4-year institutions did not have the capability to send electronic transcripts, and standardized agreements had to be developed before institutions could engage in RT.

Impetus for Maryland's "Credit When It's Due" Application. MHEC was approached by the Lumina Foundation for Education with an invitation to submit a CWID application, based on recognition of Maryland's past pilot work in RT with the ADAPTS program. MHEC administrators quickly recognized CWID as a way to leverage support to scale up their past work. In particular, the ADAPTS program made it "pretty clear that this [RT initiative] needed to be a technology-driven solution." The CWID grant would provide funds to enhance the existing statewide data system by creating an ARTSYS-RT version that would allow institutions to send transcripts in two directions for the purpose of RT evaluations. Additionally, the grant funds could be used to incentivize and support higher education institutions to use a degree audit system that will help make the RT process a "part of their everyday business."

Articulation and Transfer Policy. As evidenced by the established Code of Maryland Regulations, CWID leaders report that there has been "a lot of enthusiasm and effort" in recent years in the State aimed at facilitating student transfer from community colleges to public colleges and universities. Goals of these efforts have included ensuring that: (a) transfer students develop appropriate competencies to succeed in upper-division courses, (b) the credit that transfer students receive is comparable to what native students receive, and (c) transfer students can minimize the loss of credit and time to reach their degree goals. Table MD-1 provides an overview of the current Code of Maryland Regulations related to transfer and articulation. These regulations outline and describe the various certificate (13B.02.03.25) and degree programs (13B.02.03.24) available in Maryland, as well as provide standards and requirements regarding general education (13B.06.01.03) and graduation (13B.02.02.16) for those programs. The regulations also define relationships between degree programs to ease student transitions between institutions,

including the transfer from associate to baccalaureate degrees (13B.02.02.15), the support of parallel degree programs at community colleges and public 4-year institutions (13B.02.03.19), the transfer of nongeneral education program credit (13B.06.01.05), and the admission of transfer students in special categories (e.g., gifted and talented, dual enrollment; 13B.07.02.01).

The College and Career Readiness and College Completion Act of 2013 enacted that by July 2016, the Commission shall develop and implement statewide transfer and statewide RT agreements.

Table MD-1. *Key Articulation and Transfer Policies in Maryland*

Policy	Description
13B.02.02.15 - Admissions	<ul style="list-style-type: none"> Credit transferred from an associate degree-granting institution to a baccalaureate degree program is limited to approximately half the degree program, not to exceed 70 credits, and is limited to the first two years of the undergraduate educational experience.
13B.02.02.16 – Graduation Requirements	<ul style="list-style-type: none"> Defines minimum requirements for associate and baccalaureate degrees in terms of total credit hours, overall GPA, academic credit by direct instruction, and academic credit awarded by the degree-granting institution. Defines required contact hours of instructional time per credit hour. Defines general education requirements for associate and baccalaureate degrees Clarifies practices related to credit for prior learning, clinical experience, internships, cooperative work experience, Provides standards of good practice for distance education
13B.02.03.19 - Parallel Programs and Recommended Transfer Programs	<ul style="list-style-type: none"> Stipulates that community colleges and public 4-year institutions of higher education may have parallel programs with comparable objectives, such that both general education and courses in the undergraduate major are taken at a community college, and are (1) applicable to a bachelor's degree at a public 4-year institution; and (2) ordinarily the first 2 years of the bachelor's degree.
13B.02.03.24 – Degree Programs	<ul style="list-style-type: none"> Outlines and describes the various degree types that are available to institutions in Maryland
13B.02.03.25 – Certificate Programs	<ul style="list-style-type: none"> Outlines various certificate types that are available to institutions in Maryland
13B.06.01.03 – General Education Requirements for Public Institutions	<ul style="list-style-type: none"> Provides definitions and common standards for general education requirements. Baccalaureate degree programs must include not less than 40 and not more than 46 semester hours of required core courses. AA or AS degree programs include not less than 30 and not more than 36 semester hours. AAS degree programs include not less than 20 semester hours. Courses must fall within each of five core areas, and follow other standards outlined in these regulations.
13B.06.01.05 – Transfer of Nongeneral Education Program Credit	<ul style="list-style-type: none"> Credit earned at any public institution in the State is transferable to any other public institution if the: (a) credit is from a parallel course or program; (b) grades in the block of courses transferred average 2.0 or higher; and (c) acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program. The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and is

Policy	Description
	consistent with the State minimum requirements.
13B.07.02.01 – Admission and Transfer of Students	<ul style="list-style-type: none"> Allows for the admission of gifted and talented students, as well as dual enrollment students, in college-level credit or non-credit courses as determined appropriate by college and school officials.
Senate Bill 740. Chapter 533. Section 11-207	<ul style="list-style-type: none"> Stipulates that by July 2016, the Commission, in collaboration with public institutions of higher education, shall develop and implement a <i>statewide transfer agreement</i>. At least 60 credits of general education, elective and major courses earned at a community college in the state toward an AA degree should be transferrable to a bachelor's degree offered at any public higher education institution in the state.
Senate Bill 740. Chapter 533. Section 11-207	<ul style="list-style-type: none"> Stipulates that by July 2016, the Commission, in collaboration with public institutions of higher education, shall develop and implement a statewide <i>reverse transfer agreement</i>. At least 30 credits of general education earned at any public senior higher education institution in the state toward a bachelor's degree are transferrable to any community college in the state for credit toward an associate's degree.

State Completion Goals and Initiatives. In January 2011, the Governor of Maryland, Martin O’Malley, set a statewide college completion goal that at least 55% of the State’s residents aged 25 to 64 hold at least one college degree at the associate or bachelor’s level by 2025 (<http://www.governor.maryland.gov/speeches/110131.asp>). This goal represents a considerable increase over the State’s existing degree attainment rate of 44%. While CWID leaders expressed that some progress was expected due to “natural enrollment growth” (Maryland CWID proposal, p. 1), new large-scale initiatives would be required to achieve the state completion goal.

As the conversation about increasing statewide college completion goals sparked the interest of legislators and campus leaders across the State, discussions around transfer began to shift. Rather than focusing on “transfer in the traditional way – from a community college to a 4-year institution,” the new dialog took into account new ways that transfer could contribute to college completion, such as RT.

SECTION TWO: CWID GRANT IMPLEMENTATION

During interviews with the OCCRL research team, state administrators involved in leading CWID identified unanswered questions, pressing issues, and potential policy levers or challenges that need to be addressed to proceed with CWID implementation.

Key Implementation Strategies

Central Coordination and Competitive Grant Approach. Maryland’s plans for implementing CWID begin with MHEC playing the role of a central coordinator or facilitator of the project. As described by one CWID leader: “The [higher education] institutions all have their own unique governance system, but our role has been very much in getting the conversation started, helping build some consensus, and facilitating the process.” CWID leaders will facilitate conversations, develop and deliver training sessions, and provide guidance on technology development.

The process for deciding which colleges and universities will be leading the charge is very similar to the ADAPTS program – a competitive grant approach. As shared by CWID leaders:

It's sort of our culture in this state, these sort of competitive ways of distributing money ... We have very competitive institutions, and eventually everyone wants to come onboard as a result of that. They take it quite seriously when they have to compete for it.

Institutional and Legislative Support. CWID leaders pointed to the Memoranda of Understanding (MOU) documents included in their CWID application provided by leaders of all of the higher education organizations in the State, including the University System of Maryland, Morgan State University, St. Mary's College of Maryland, the Maryland Association of Community Colleges, and the Maryland Independent College and University Association. All institutional types – private to public, research to liberal arts – were “on board” and “proponents of reverse transfer.” It is the institutions that were bringing the discussion of RT incentives to the table, such as addressing accountability concerns, contributing to the college completion agenda, improving the 4-year and 6-year graduation rates, addressing rising student debt, and making college affordable. These reasons motivate institutions to implement RT “without even having funds” to support the development of necessary tools and policies.

Current legislation in place in the Education Article of the Annotated Code of Maryland was also viewed as a supportive mechanism which would help the State “proceed in a very thoughtful way” with RT, particularly regarding questions such as whether a limit should be set on the number of credits a student can transfer back to fulfill an associate’s degree once s/he moves on to a 4-year campus.

Infrastructure Needs. One of the key lessons learned during the ADAPTS pilot project related to the limitations of the existing statewide data information sharing system for the purpose of sharing electronic transcripts for RT degree audits. Part of the CWID project is to enhance existing technology to allow for the electronic sharing of transcripts between institutions in two directions within a new ARTSYS-RT system. Additionally, the CWID project aims to help individual campuses to develop their technology infrastructure so they are able to take advantage of the new ARTSYS-RT system. This can be a considerable expense for campuses that have very old legacy systems without electronic transcripts, which potentially creates a barrier of needing to overhaul entire data systems to accommodate the RT process.

Staffing was also recognized as an important infrastructure expense, particularly as institutions were coordinating efforts to initiate their RT activities. CWID leaders speculated that geographic region and institutional size may influence resource needs, such that institutions in rural areas or smaller institutions may have greater needs for technology development to meet the requirements of electronic transfer of transcript data using the ARTSYS-RT system.

Procedural Needs. Once the participating institutions are selected for CWID, a number of procedural decisions and processes will need to be established. As learned during the ADAPTS project, formal, written agreements to articulate credit transfer arrangements between higher education campuses are viewed as a strategy to “make sure [institutions] are committed and that there are individuals who will carry the project forward from their campuses.” Additional needs for the successful implementation of RT include clarifying FERPA issues related to transcript transmission, creating standardized systems regarding how and when to transfer credits back, and developing processes for when those credits will be counted toward a degree.

Key Implementation Strategies

Associate’s Degree Award for Pre-Degree Transfer (ADAPTS) Program. ADAPTS is Maryland’s statewide RT initiative, which began as a pilot program with support from a Complete College America (CCA) Completion Innovation Challenge grant. The CWID grant has further expanded Maryland’s

ADAPTS program through continuing to strengthen RT partnerships among institutions, while also supporting the standardization of RT policies and practices statewide.

Statewide Policy Development. One of the supporting factors behind RT in Maryland is the College and Career Readiness and College Completion Act (CCR-CCA) of 2013, which, among other provisions, mandates the development and implementation of a statewide RT agreement among all public community colleges and 4-year institutions by July 1, 2016. Through this statewide agreement, at least 30 credits that a student earns at any public senior higher education institution in the state toward a bachelor's degree will be transferrable to any public community colleges in the state for credit toward an associate's degree. MHEC's Student Transfer Advisory Committee (STAC) is working with the public segments on the development of this statewide agreement.

Technology Solutions. One of the key strategies for supporting RT is the development of a technology infrastructure. ARTSYS, the web-based articulation system at the University System of Maryland (USM), articulates course equivalencies from Maryland community colleges to USM institutions and other participating 4-year public and independent colleges and universities. ARTSYS was first launched as a PC-based common platform software system in 1988. By 1993, it had transitioned to a dynamic web-based system. ARTSYS-RT, a newly developed feature of ARTSYS designed to support RT, conversely flips existing course equivalencies in ARTSYS, allowing 4-year institutions to send data back to community colleges for RT degree auditing purposes.

Implementation Timeline

- **Fall 2012:** The first associate's degrees were conferred via the ADAPTS pilot that was initiated as part of Complete College America and supported with the CWID grant.
- **July 2013:** The CCR-CCA Act of 2013 went into effect, including provisions for development and implementation of statewide RT agreement.
- **October 2013:** The ADAPTS pilot institutions convened to discuss lessons learned and next steps for RT in Maryland.
- **February 2014:** Based on a competitive RFP, MHEC awarded 12 Maryland institutions with CWID sub-grants to expand RT initiatives.
- **April 2014:** CWID sub-grant recipients will be convened to discuss the scope of work.
- **Fall 2014:** The statewide RT agreement will be finalized.

Anticipated CWID Policies and Practices

This is a brief description of two policies and practices that are relevant to the Baseline Data Analysis including those institutions that are participating in CWID and states' residency requirement.

Eligibility Criteria

The criteria adopted by Maryland to determine which students are potentially eligible for RT are the following:

- Student does not have an earned associate's degree or higher.
- Student completed ≥ 15 cumulative college credits prior to transfer.
- Student is in good standing at the 2-year and 4-year institution with a GPA of 2.0 or higher.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes. Because RT processes vary among partnerships in Maryland, the collaboration between Towson University (TU) and Anne Arundel Community College (AACC) is featured as an example of the operation of a RT partnership.

1. **Reverse Transfer Student Identification:** TU queries their student information system to identify eligible students based on the MOU terms. TU forwards demographic information for eligible students to AACC.
2. **Consent Process:** AACC and TU have an opt-in consent process whereby AACC emails all eligible students to describe the RT program, benefits of earning an associate's degree, and requests that the student send an official TU transcript to AACC for review. AACC sends a second email to students who did not send transcripts after the first request.
3. **Transcript Exchange:** Transcripts are sent electronically or by paper, depending on how the student makes the transcript request.
4. **Degree Audit:** The AACC RT evaluator audits students' degrees based on a transfer studies degree or the student's last declared program of study while attending AACC. If all graduation requirements have been met, the student is sent notification and the RT degree application form by email. If requirements are incomplete, the student is notified of the missing requirements by email.
5. **Degree Conferral:** AACC RT degree application forms are forwarded to the graduation assistant for processing. Students receive their degree and commencement information through the existing AACC graduation process, and official AACC transcripts with associate's degree notation are sent to TU following each term.

Credential Type(s)

Associate of Science, Associate of Arts, and Associate of Applied Science

Implementation Successes and Challenges

Successes. Maryland's successes with RT include positive results from the initial ADAPTS RT pilot program in 2012-2013, and 452 degrees were conferred as a result of the pilot. Although ADAPTS began before CWID funding was received, the CWID grant supported the pilot completion by funding the ADAPTS program coordinator and technology development. In addition to the success from the ADAPTS grant, most community colleges and 4-year institutions have indicated high levels of interest in participating in the state's RT efforts.

Challenges. Based on Maryland's experience with the ADAPTS pilot, many students did not consent to participate in RT so fewer students responded to the opt-in consent than anticipated. A second challenge was the effort to develop solutions to standardize and automate the transcript exchange and degree auditing processes to ensure successful scale-up and sustainability of the program.

Sustainability (Post-grant period)

The College and Career Readiness and College Completion Act (CCR-CCA) of 2013 mandates the development and implementation of a statewide RT agreement among all public community colleges and

4-year institutions by July 1, 2016, so the sustainability of RT will be embedded in state policy and practice beyond the CWID grant period. Additionally, Maryland institutions involved in CWID are committed to continuing the partnerships created to ensure that Maryland transfer students are able to receive the credential that they have completed via RT.

Institutions Participating in CWID

2014 sub-grant recipients:

Anne Arundel Community College
College of Southern Maryland
Community College of Baltimore County
Harford Community College
Howard Community College
Morgan State University
Notre Dame of Maryland University
Prince George's Community College
University of Baltimore
University of Maryland, Baltimore County
University of Maryland, College Park
Wor-Wic Community College

State Contact

James Fielder, Jr (james.fielder@maryland.gov)

SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Maryland conferred 820 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. The data below were summarized from aggregate data collected between February 1, 2013 through July 1, 2015, with five 4-year institutions and seven 2-year institutions. No student-level data were available in Maryland so the CWID research team was only able to report aggregate data.

Data Summary

Maryland institutions provided data about students who were potentially eligible for RT. These data include information about the sample, consent contacts, consent responses, degree audits, and degree audit outcomes at the institutional level. However, the data reported on the RT processes were not accurately reported because the number of students for whom degree audits were conducted (1,462) was greater than the number of students who consented (377). Thus, this report focuses on potentially eligible students who were contacted for consent (2,078) and those were awarded degrees (371).

What were the characteristics of the Aggregate Outcomes Study Cohort in Maryland?

- Data were provided for the Aggregate Outcome Study Cohort by both 4-year and 2-year institutions. Not all institutions provided demographic information on students in their sample or sampled students enrolled during the same semester meeting the same criteria, so our analysis is limited. The sample from University of Maryland, Baltimore County includes transfer students enrolled in Spring 2015 who had transferred from four partner institutions (Community Colleges of Baltimore, Anne Arundel Community College, Howard Community College, Montgomery Community College) with at least 15 credits from *any* community college. In contrast, the sample from the University of Maryland, College Park includes transfer students enrolled in Fall 2014 who had at least 15 transfer credits from Prince George's Community College, had a minimum 2.0 GPA at the university, and other criteria.
- For the institutions reporting data on students in the sample, the gender distribution is 57% female and 41% male. 53% of students were between the ages of 18 and 24 and 47% were age 25 or older.

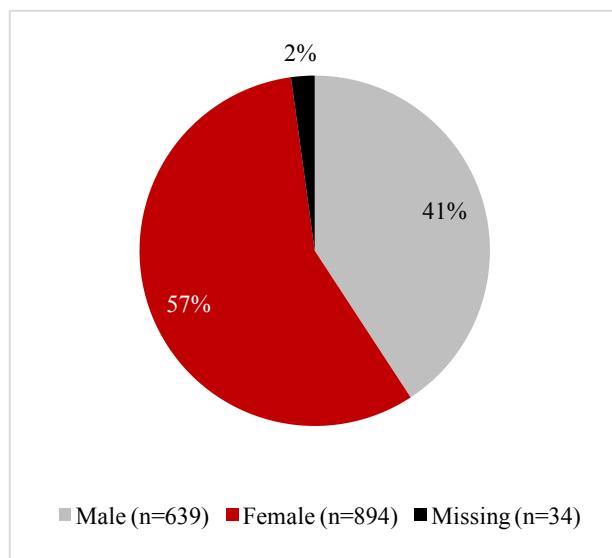


Figure MD-1. Outcomes Study Cohort by gender.

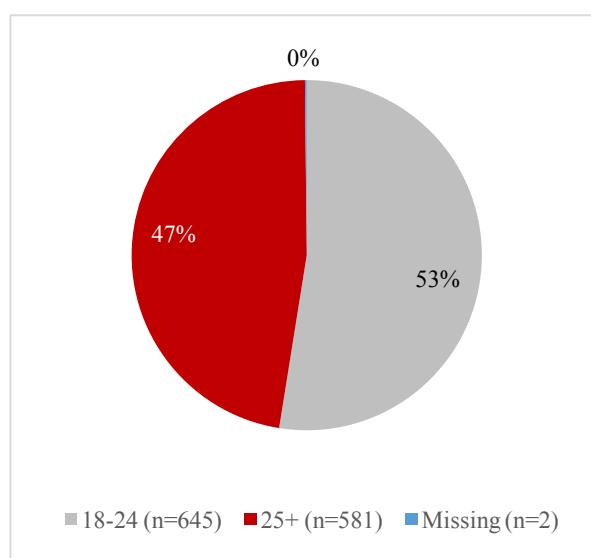


Figure MD-2. Outcomes Study Cohort by age.

- The 1,691 students who reported on their race/ethnicity revealed 41% White, 37% Black/African American, 8% Asian, 6% Latino, 4% Multiracial, and 2% American Indian/Alaska Native. Other sub-groups were smaller than 2%.

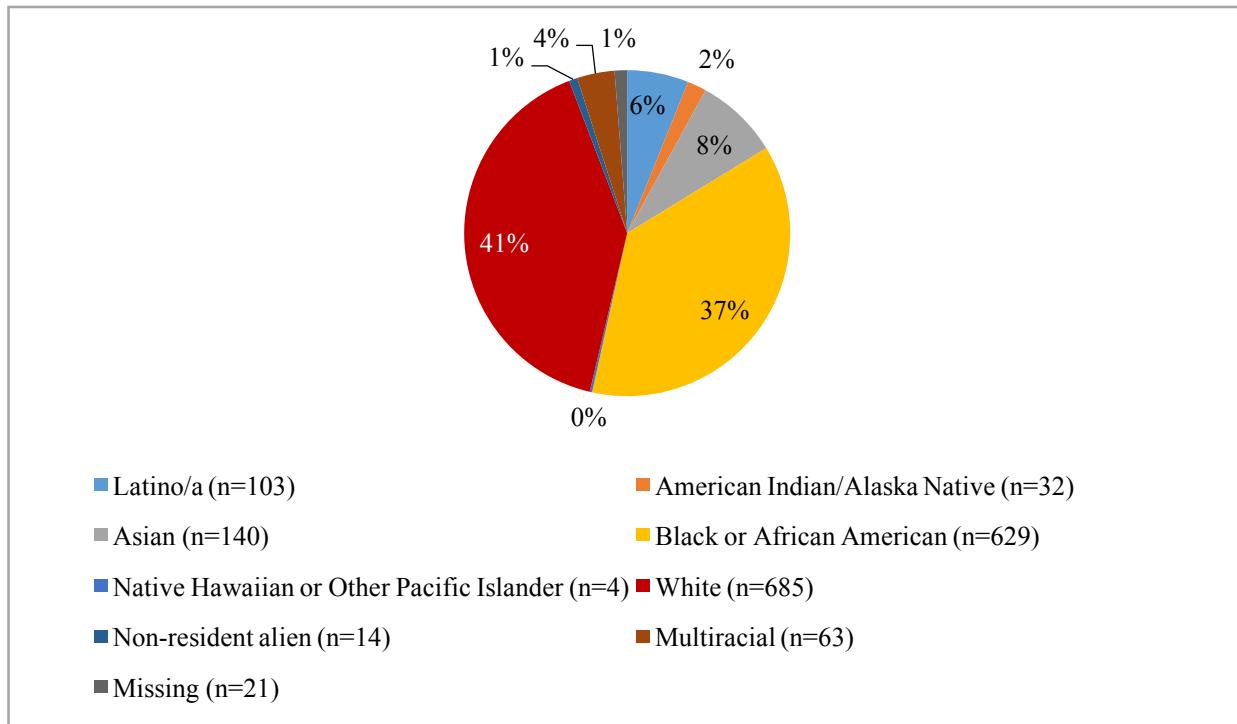


Figure MD-3. Outcomes Study Cohort by racial/ethnic group.

How many of the potentially eligible students were awarded an associate's degree?

- A total of 371 students were awarded an associate's degree via RT. The aggregate template asked institutions to report the number of follow-up contacts made with students who were not awarded a degree via RT, and 169 students were contacted for follow-up.

What were the characteristics of students in Maryland who received an associate's degree via reverse transfer?

- Of those who received a RT degree, 61% were female and 39% were male. On age, 58% of RT degree recipients were between the 18-24 years and 42% were 25 years or older.

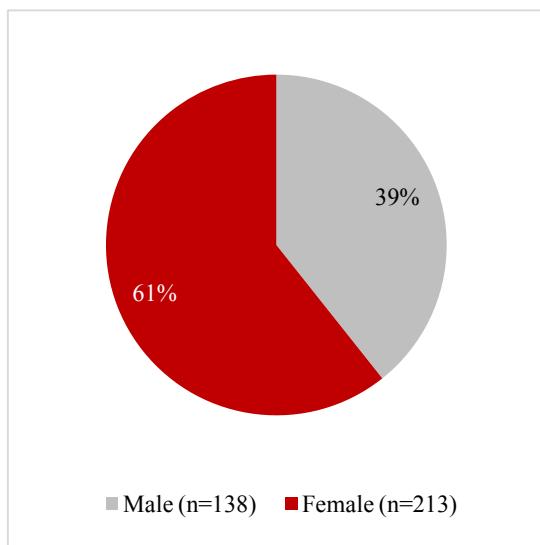


Figure MD-4. Reverse transfer degree status by gender.

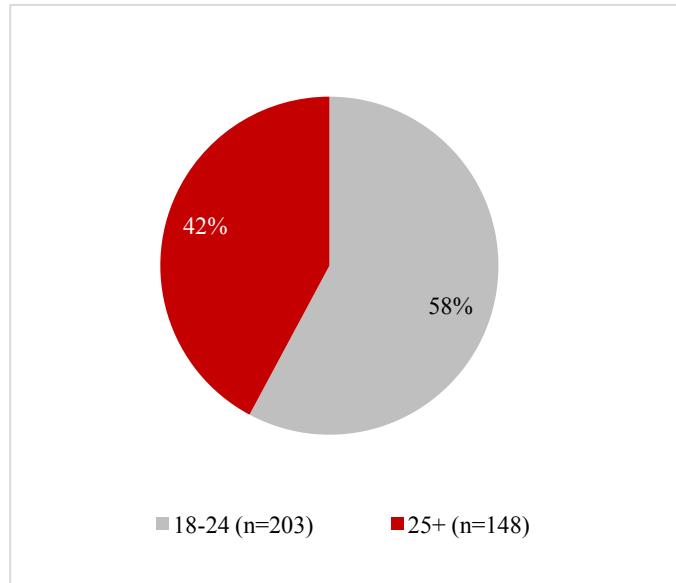


Figure MD-5. Reverse transfer degree status by age.

- Students that received a RT degree were 50% White, 27% African American, 7% Latino, 7% Asian, 3% Missing, 3% Multiracial, 2% Non-resident alien, and 1% Native Hawaiian or Other Pacific Islander.

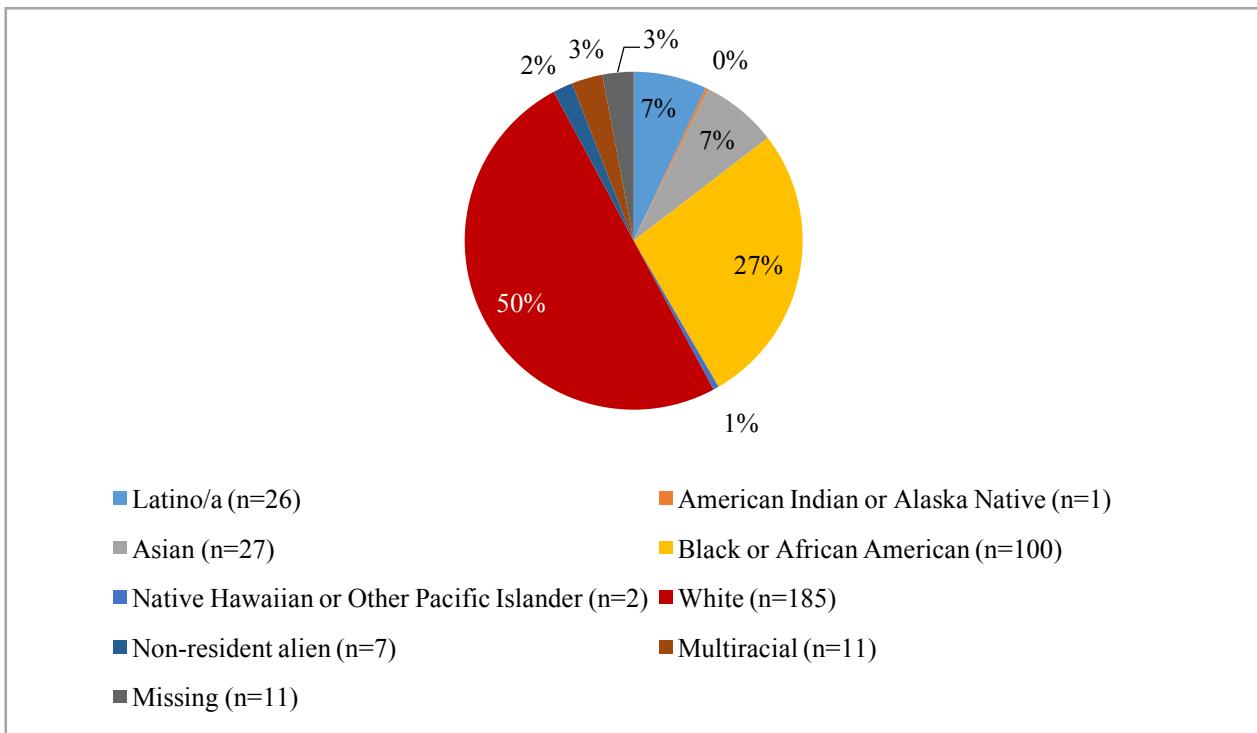


Figure MD-6. Reverse transfer degree status by racial/ethnic group.

MICHIGAN CASE REPORT

Introduction

This report reviews Michigan’s experience as part of the Credit When It’s Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Michigan’s CWID grant implementation; and 3) a summary of the impact of Michigan’s CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. Michigan’s system of higher education is described by CWID leaders as “highly decentralized,” as there is no central governing or coordinating board for the system of higher education in the state. Institutions are largely allowed latitude in developing and implementing their own policies, granting them some independence in decision-making. Institutions are governed by local boards, while three universities have state-elected boards of regents.

Transfer between institutions is typically handled at the institutional level, using articulation agreements, and coordination between institutions. CWID leaders in Michigan note that this creates some issues, as institutions “[maintain] their own display of information.” This has made it difficult to effectively market transferability between and among all institutions of higher education in Michigan. Community colleges often note the difficulty in directing students toward certain institutions because information is either unavailable or outdated. Additionally, some institutional policies do not allow transfer credit beyond sophomore year, or do not allow students to transfer in additional community college credit after their initial transfer. At still other institutions, some courses transfer as general credit rather than as major credit, making transfer less seamless than some administrators had hoped, according to CWID leaders in interviews. Some leaders noted that institutional policies often change significantly throughout the year, making it difficult to keep track of what currently can transfer.

Pre-CWID Reverse Transfer Policies. In summer 2012, prior to the CWID call for proposals, the Michigan state legislature proposed legislation (House Bill 5372 CR-1) that encouraged higher education institutions to pursue RT agreements. According to one CWID leader, “boilerplate language for...universities requires that they have at least three RT agreements in place by January 2013 in order to receive their Fiscal Year (FY) 2013 appropriations.” Within six months, 42 RT agreements were in place, and 32 additional agreements were in progress. The state applied for CWID funding because, according to CWID leaders, it fit almost seamlessly with this new policy of RT in Michigan. According to one CWID leader, it took what otherwise what otherwise might have been nominal adherence to the legislative mandate and actually pushed the institutions in both sectors to make more of the opportunity for students.

For the purpose of the CWID grant, the state leadership reached out to eight institutions, those with the highest numbers of transfer students and credits. The intent of the conversations was to have those institutions complete a data plan for the data system as part of the CWID implementation process. CWID leaders noted that the language of CWID served to provide an “operationalization of reverse transfer” that the state could use as a model.

CWID leaders also noted that RT might not be on the table without the legislature having been involved; to some of these leaders, they see as it is a high-level coordination of transfer policy within the state.

Articulation and Transfer Policy. In the past two to three years, the legislature has become more involved in promoting broad changes to the system of higher education, through appropriation boilerplate language to encourage institutional policy changes (see Table MI-1). Foremost among these initiatives, according to CWID leaders, includes the creation of a “MACRAO agreement” system initially implemented in 1972 wherein credits have greater ease in transferring to other institutions within a state (MACRAO: Michigan Association of Collegiate Registrars and Admissions Officers). The MACRAO transfer agreement is a package of up to 30 semester credits that are offered at most public higher education institutions in Michigan that are transferable to other public institutions in the state. In FY 2012, the legislature created a committee to examine issues in transferability of courses. The committee found that many institutions had included “provisos” to the overarching transfer agreement that complicated the universality of credit transfer. Subsequently, in June 2012, the legislature formalized a transfer committee with the explicit charge of revising the MACRAO agreement to eliminate the provisos and suggesting all the public colleges and universities participate. This revised agreement, the Michigan Transfer Agreement, was signed by all 43 public colleges and universities and implemented in Fall 2014. The completion push contributed toward the revised MACRAO agreement as it was seen as a way to improve the efficiency of Michigan’s higher education institutions and to aid the student with obtaining their degree.

Although the legislature has pushed institutions to pursue the more universal transfer agreement, CWID leaders in the state agree that “much more buy-in needs to happen.” More information needs to be provided to institutions and faculty regarding alignment and articulation of courses among institutions.

Table MI-1. *Key Articulation and Transfer Policy in Michigan*

Year	Policy	Topic
2004	Lieutenant Governor John Cherry’s Commission on Higher Education and Economic Growth Report	<ul style="list-style-type: none"> ▪ Although not a mandated policy, this is recognized by many state officials as paving the way for a number of Michigan policies for completion and transfer. ▪ Recommendations include: <ul style="list-style-type: none"> ○ Expanding access to baccalaureate degrees ● Improve transfer and articulation, create a transfer website and universal transfer agreement (later MACRAO)
2011	School Aid Act	<ul style="list-style-type: none"> ▪ Combined the budgets of community college and higher education budgets for the first time, including language for performance-based funding for budgetary increases in future years
2012	Higher Education Budget FY12-13	<ul style="list-style-type: none"> ▪ Implementations of performance-based funding mechanisms. 3% budgetary increase for university operations, most of which based on a number of criteria, including graduation rates, critical skill area training, and total degrees/completions. ▪ Section 265a: “The university will be participating in reverse transfer agreements with at least three Michigan community colleges by January 3, 2013, or have made good-faith efforts to enter into reverse transfer agreements” for eligibility for performance-based funding ▪ Section 210a: “A committee shall be created to develop a process to improve the transferability of core college courses between community colleges and public universities on a

Year	Policy	Topic
		statewide basis.”
2014	Michigan Transfer Agreement (MTA)	<ul style="list-style-type: none"> ▪ In Fall 2014, all 43 public colleges and universities signed the Michigan Transfer Agreement (MTA) which allowed students to complete 30 credit hours in general education at any Michigan community college and transfer those courses, en block, to all public and some private 4-year institutions in the state.
2015	Higher Education Budget FY2016	<ul style="list-style-type: none"> ▪ In the FY2016 budget bill, community colleges and universities were asked to form a committee to study the block transfer of the associate degree. A report was submitted to the Legislature on March 1, 2016 and the recommendations in that report are being implemented.

State Completion Goals and Initiatives. Past and present governors in Michigan have emphasized a college completion agenda, citing that educational participation is seen as a means toward economic growth, and “knocking barriers down.” The 2004 Lieutenant Governor Cherry Report (see Table MI-1) outlined the necessity of doubling the number of higher education credentials in the state, which included a number of recommendations for improving the higher education system. At the time CWID was initiated, Michigan did not have a college completion goal or specific agenda. However, in 2014, higher education leaders came together to form a Postsecondary Credential Attainment Workgroup with the intention of forging a new plan for improving postsecondary attainment in the state that recognized new issues, needs, and strengths (Austin, 2015). This workgroup brought together the public and independent colleges and Universities, Business Leaders for Michigan, labor leadership, bi-partisan legislative leaders, the Michigan Department of Education, Michigan College Access Network, the Governor’s office, Michigan Economic Development Corporation, Workforce Development Agency, and community and regional higher education and workforce leaders. This group affirmed the goal of 60% of Michiganders achieving postsecondary degrees or credentials of value by 2025 and specifically includes leveraging RT strategies in its recommendations to enhance alignment and seamless transfer systems to facilitate student success and degree attainment.

An important component of Michigan’s environment for college completion since the early stages of CWID has been its Student Success Center, established in January 2011. One of the earliest centers funded by Kresge, these were initially envisioned as hubs for creating statewide impact in states traditionally devoid of a strong centralized tradition of community college governance. Centers have continued to expand across the country taking on various purposes and roles in 13 states. The Michigan center “provides state-level support to Michigan’s 28 community colleges by serving as a hub connecting leadership, administrators, faculty, and staff in their emerging and ongoing efforts to improve student outcomes, emphasizing linkages between practice, research, and policy” (Michigan Community College Association, 2016). During much of this time, Michigan’s Center was headed by an individual who also served as a leader of CWID.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of reverse transfer in Michigan involved a set of strategies and goals that are presented below.

Key Implementation Strategies

State-Level Coordination. Michigan's institutions are largely autonomous in crafting RT agreements and implementing them; however, the state's grant-funded efforts are coordinated by the Michigan Center for Student Success (MCSS), housed in the Michigan Community College Association. The Michigan Association of State Universities (MASU). MCSS and MASU view the implementation of RT agreements continuing beyond the 2-year grant process.

MCSS and MASU conducted a statewide baseline survey of institutions in March 2013 and repeated the survey in May 2014 to understand: (a) student eligibility and degree requirements, (b) institutions' communications with students about RT, and (c) elements of university/community college partnerships. MCSS and MASU also provide leadership of statewide meetings and conference sessions and webinars on RT.

State-Level Data Gathering on Reverse Transfer. MCSS and MASU, in partnership with OCCRL, created an aggregate reporting template to track CWID outcomes in Michigan. The pilot data were gathered in early 2014 and the template was revised for the fall to reflect feedback from the institutions and lessons learned from the national initiative. MCSS and MASU are also working with the state's Center for Educational Performance and Information to add data elements to the emerging state longitudinal data system to support tracking of RT students moving forward. Lastly, MCSS and MASU partnered with researchers at Michigan State University to conduct qualitative research with students to learn about their motivation and feedback and opinions about pursuing RT degrees. This research has helped to refine messaging and revise implementation processes. Research efforts have led to an enriched understanding in the state as a result of CWID and Project Win-Win that Michigan has "a disproportionately large number of students that have some college no degree."

Development of Statewide Reverse Transfer Principles. Based on the experience of CWID over the past two years, the colleges and universities have expressed a desire to move toward a more common approach to RT statewide. While the steps in the RT process described below are fairly similar, the varying eligibility requirements in local agreements have diminished the impact of CWID initially. The state has been working through early 2015 to establish a common set of principles and a more common process that will streamline RT and simplify the messages that are communicated to students.

State Workgroup on Student Messaging. A statewide workgroup was created in 2014 to develop common messaging and communications materials to be used by institutions to market RT opportunities to students. This group reviewed the initial statewide data and results of qualitative research conducted by Michigan State University to determine messaging that motivates students to pursue RT. One of the impediments to clearer messaging has been the lack of clear eligibility requirements. Once the statewide principles are finalized the messaging group will continue its work on messaging.

Implementation Timeline

- **January 2013–Present:** RT agreements were created between community colleges and universities or regional consortia of institutions.
- **March 2013:** A statewide institutional survey on RT was disseminated and analyzed.

- **April 2013–September 2013:** Statewide meetings and webinars were conducted to discuss the implementation of local agreements.
- **Winter 2014:** The first RT degrees were conferred and a pilot data collection for institutions was conducted statewide.
- **Spring–Summer 2014:** An iterative process of reviewing initial data and revisiting local agreements was implemented to move toward a more common approach statewide.
- **Fall 2014:** A second data collection was conducted on the number of eligible students, the number that opted to go through the degree audit process, and the number that were awarded a degree.
- **Winter–Spring 2015:** With data in hand and the experience of working through disparate local processes, the state partners are working with the institutions to finalize a set of common statewide RT principles.
- **Ongoing:** Work to promote RT among students who have transferred between institutions in Michigan.

Eligibility Criteria

No state policy, but institutional residency requirements range from 12 to 45 college credits.

Reverse Transfer Process

Based on a review of implementation across CWID states, the CWID research team developed a framework for the RT process that consists of five broad processes, and Michigan’s process is applied to this framework below. Given Michigan’s decentralized implementation of RT processes, the collaboration between Grand Valley State University (GVSU) and Grand Rapid Community College (GRCC) is featured as one example of how reverse transfer operates locally. GVSU and GRCC had one of the first RT agreements in the state and many others follow a similar process.

1. **Student Identification:** GVSU runs reports in their system to identify eligible students based on the parameters of the local agreement.
2. **Consent:** GVSU sends a letter and the RT/ FERPA waiver form to eligible students, and interested students return the completed form to the GVSU registrar.
3. **Transcript Exchange:** If students consent, GVSU sends the form and an official transcript to the GRCC registrar’s office. Currently, these paper transcripts are exchanged via email or fax.
4. **Degree Audit:** Appropriate GRCC staff evaluates the student files for graduation requirements and applies transfer credit, as needed. If the student’s requirements are met, the degree is posted. If requirements are missing, the student and the GVSU registrar are sent an email stating the missing requirements.
5. **Degree Conferral and Advising:** Students who meet degree requirements receive an email informing them (and the GVSU registrar) of the credential conferred from GRCC. GRCC sends official transcripts to GVSU to update their records, and a GRCC diploma is created and mailed to the student.

Credential Type(s)

Approximately half of the 28 community colleges award degrees for whatever the student is eligible and satisfied requirements. The rest only award Associate of Arts, Associate of Science, and/or Associate of General Studies for RT students.

Implementation Successes and Challenges

Successes. The state legislative requirement spurred a significant amount of activity on RT, and the CWID grant provided a timely framework for statewide collaboration for what could have been a disjointed implementation process. With nearly 160 agreements in place, most universities have established agreements with more than three community colleges required by the legislature, with some having agreements with all 28 community colleges. Another key success is that the CWID grant, along with other transfer and articulation dialogues in the state, are pushing institutions to reconsider long-standing policies such as residency requirements, general education curriculum, and graduation requirements that create unnecessary barriers for degree completion in a context where students are increasingly mobile. In addition, based on the interest from Michigan institutions, the state invested some of the remaining CWID grant funds to support the National Student Clearinghouse project that will more efficiently facilitate the exchange of electronic transcripts.

Challenges. Given the decentralized implementation approach in Michigan, the need for better statewide facilitation of RT was identified as a challenge. Discussions about statewide facilitation have centered on such policies as: (a) a shared, statewide RT agreement; (b) centralized electronic transfer of transcript information; and (c) a statewide, coordinated messaging system about RT. The largest challenge to the development of a statewide, common RT agreement is that each community college has its own residency requirement and RT agreements are locally driven. Also, the challenge of having a single e-transcript system is that colleges and universities have different student information systems, and some institutions have established relationships with vendors to exchange electronic transcripts.

Sustainability Beyond the CWID Grant

Michigan's participation in CWID was always intended to leverage the opening created by the legislative language to create a sustained dialogue between and among the colleges and universities in the state about RT. The longer-term goal of this effort is to create a discourse relating to broader issues of student transitions between the 2-year and 4-year education institutions, beyond RT. The grant collaboration between all the colleges and universities represents a significant level of cooperation in a decentralized state and has helped to foster a level of trust and collaboration that has been historically absent statewide. The legislative language that served as a catalyst in these efforts will be key to sustaining the dialogue moving forward. In addition, the policy conditions in Michigan are such that all the higher education institutions have the incentives to promote improved degree completion on an ongoing basis.

Institutions Participating in CWID

Alpena Community College	Monroe County Community College
Bay de Noc Community College	Montcalm Community College
Central Michigan University	Mott Community College
Delta College	Muskegon Community College
Eastern Michigan University	North Central Michigan College
Ferris State University	Northern Michigan University
Glen Oaks Community College	Northwestern Michigan College
Gogebic Community College	Oakland Community College
Grand Rapids Community College	Oakland University
Grand Valley State University	Saginaw Valley State University
Henry Ford College	Schoolcraft College
Jackson College	Southwestern Michigan College
Kalamazoo Valley Community College	St. Clair County Community College
Kellogg Community College	University of Michigan-Ann Arbor
Kirtland Community College	University of Michigan-Dearborn
Lake Michigan College	University of Michigan-Flint
Lake Superior State University	Washtenaw Community College
Lansing Community College	Wayne County Community College District
Macomb Community College	Wayne State University
Michigan State University	West Shore Community College
Michigan Technological University	Western Michigan University
Mid Michigan Community College	

State Contacts

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Michigan conferred 1,206 associate's degree via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. The data for the Outcomes Study were drawn from two data collection cycles, with the first set of data gathered in 2014 and the second in 2015, with 15 4-year institutions and 26 2-year colleges providing these data that represent institution-level responses only. No student-level data were available in Michigan so the CWID research team was only able to use aggregate institution-level data to represent the characteristics of students. Though not an insurmountable concern, discrepancies in some of the numbers reported by institutions further diminished our ability to describe the characteristics of the students who received RT associate's degrees.

Data Summary

Michigan institutions provided data about students who were potentially eligible for RT. These data include information about consent offers, consent follow-up strategy, degree audits, and degree audit outcomes on an aggregate level per institution. Figure MI-1 shows the number of students in each phase of RT. This high-level depiction of students is intended to show the loss in students at each phase of the process, but the diagram is not proportional to the actual numbers.

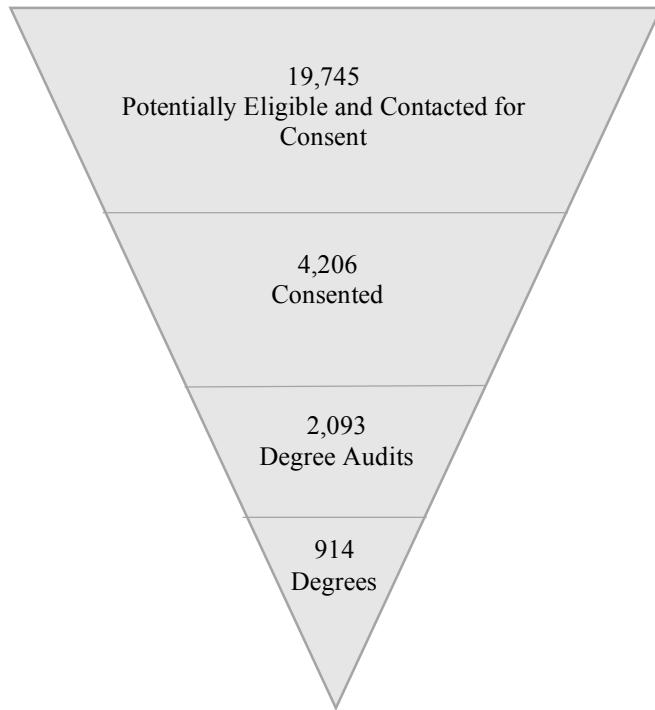


Figure MI-1. Funnel diagram of students (not proportional).

What were the characteristics of students potentially eligible and contacted for consent in Michigan?

- Some Michigan universities provided demographic information about the transfer students at their institutions. These data are represented in the figures below. Four of the fifteen 4-year institutions (Eastern Michigan University, Ferris State University, Michigan Technological University, and the University of Michigan-Flint) provided no demographic information for their potentially eligible students, whereas the other institutions provided all or some demographic information.

- For the institutions reporting data on students who are potentially eligible for RT, the gender of students who were contacted for consent was 51% female and 48% male. Looking at age, 74% of these students were between the ages of 18 and 24, and 24% were age 25 or older.

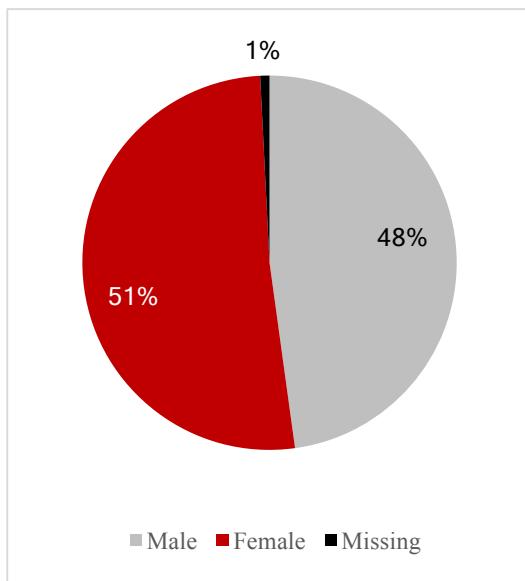


Figure MI-2. Potentially eligible by gender
(n=13,572).

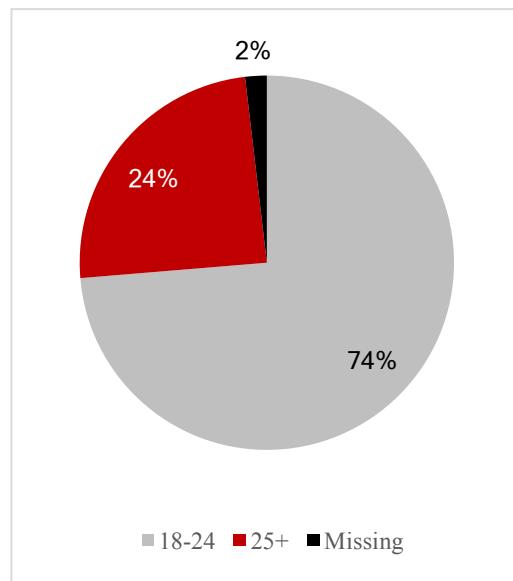


Figure MI-3. Potentially eligible by age
(n=13,617).

- Ten of eighteen 4-year institutions (Central Michigan University, Northern Michigan University, Oakland University, University of Michigan-Ann Arbor, University of Michigan-Dearborn, Western Michigan University, Wayne State University, Grand Valley State University, Lake Superior State University, and Michigan State University) provided some information about the race/ethnicity of at least a portion of their students. The 12,459 students who have a reported race or ethnicity are 78% White, 6% Black/African American, 6% Missing, 3% Asian, 3% Multiracial, 3% Latino/a, and 1% American Indian/Alaska Native.

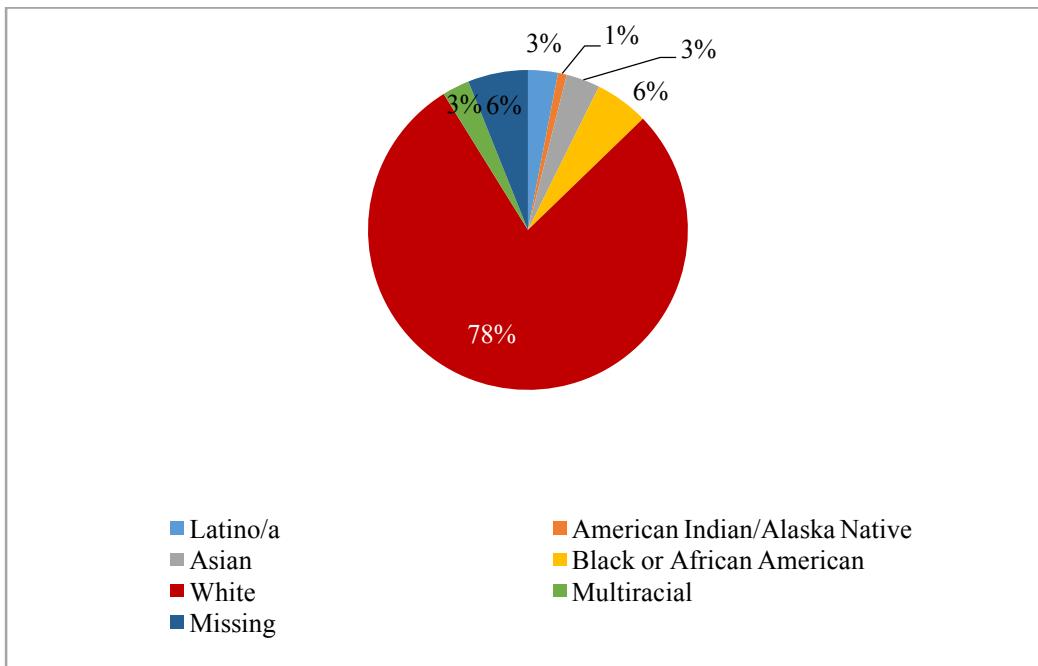


Figure MI-4. Potentially eligible by racial/ethnic group (n=12,459).

How many of the potentially eligible students consented to participate in reverse transfer?

- In Michigan, some institutions had a policy where students opted in, meaning that students had to actively consent to participate in RT whereas other institutions had a policy requiring students to actively opt out if they did not want to participate. Students who opted in and did not opt out were those who consented to participate in RT. For institutions who had an opt-in policy, a non-response meant that a student did not consent to participate in RT. No students at institutions with an opt-out policy opted not to give consent to participate in RT. With respect to consent to participate, 1,868 (9%) opted in and 2,338 (12%) students did not opt out for a total of 4,206 (21%) students who consented to participate in RT.

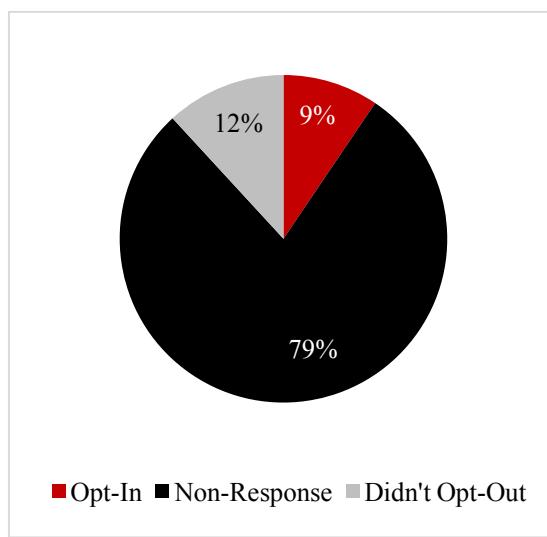


Figure MI-5. Potentially eligible students by consent response (n=19,745).

How many of the potentially eligible students were awarded an associate's degree?

A total of 914 students in Michigan were awarded an associate's degree via RT. The aggregate template asked institutions to report the number of follow-ups made with students who were not awarded a degree via RT, with 781 students being reported as contacted for follow-up.

What were the characteristics of students who received an associate's degree via reverse transfer?

- We were unable to disaggregate demographic information from some institutions because of the reporting format, but we were able to analyze demographic data for 838 students, which is 92% of the RT degrees awarded.
- Of those who received a RT degree, 56% were female and 41% were male. On age, 59% of RT degree recipients were between the ages of 18-24 and 40% were age 25 or older.

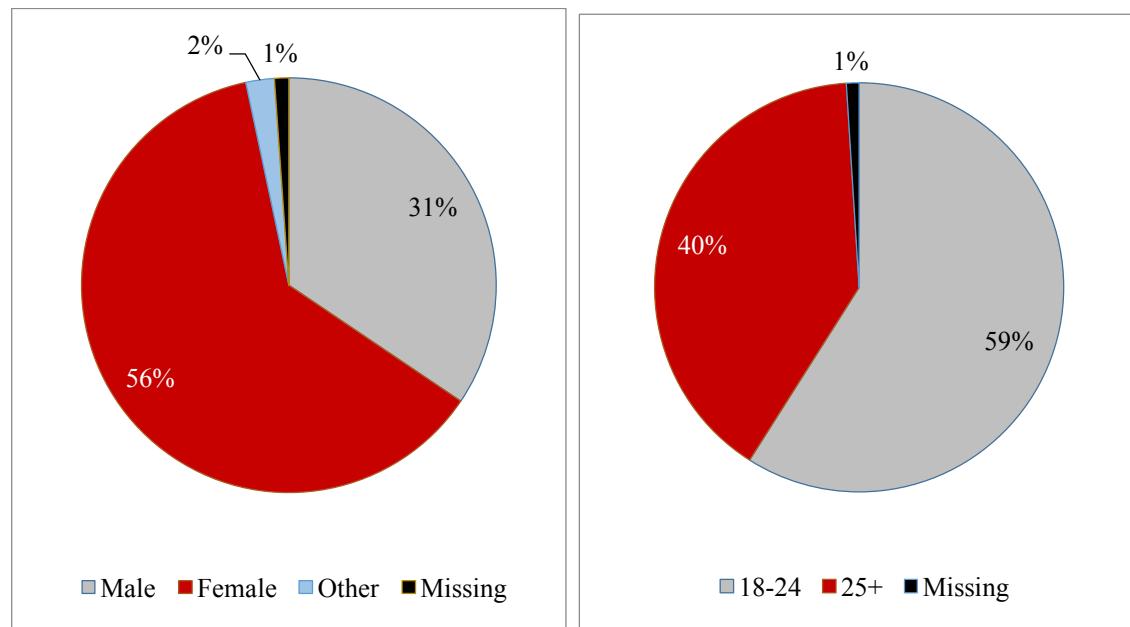


Figure MI-6. Reverse transfer degree status by gender (n=981).

Figure MI-7. Reverse transfer degree status by age (n=866).

- Students who received a RT degree were 85% White, 5% African American, 3% Multiracial, 3% Latino, 2% Asian, 1% American Indian/Alaska Native, and 1% Native Hawaiian or Other Pacific Islander.

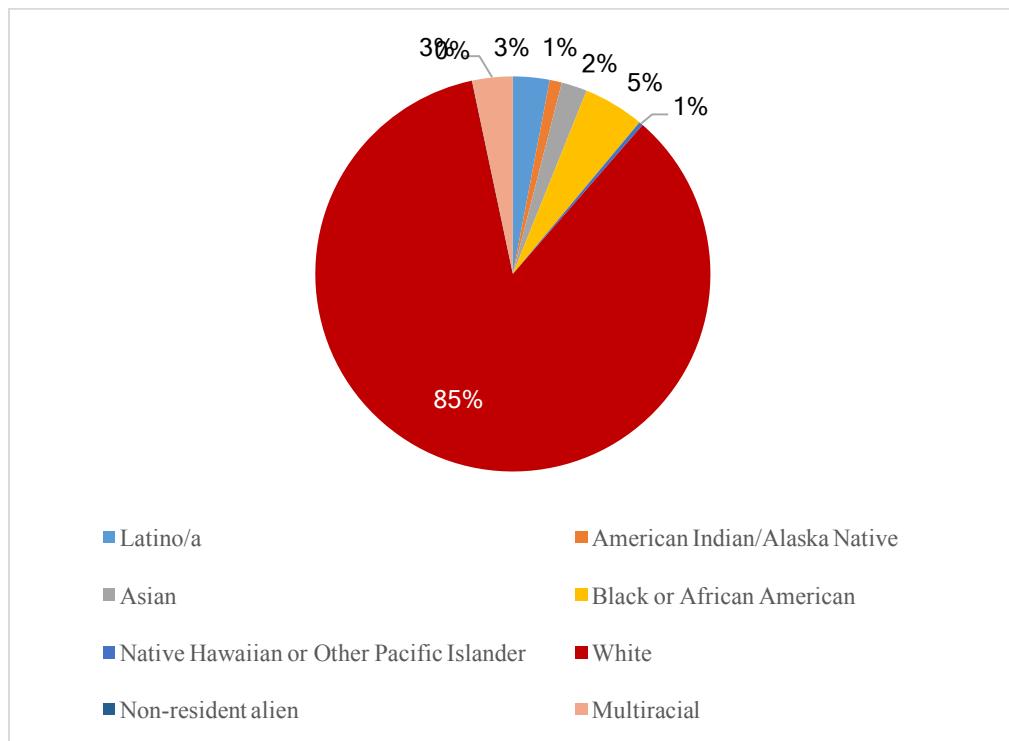


Figure MI-8. Reverse transfer degree status by racial/ethnic group (n=988).

What were the characteristics of students who received an associate's degree compared to all potentially eligible students with demographic information provided?

- Comparing all potentially eligible students to students who were conferred RT degrees, a higher percent of female students and a higher percentage of students age 25 and older received RT degrees.

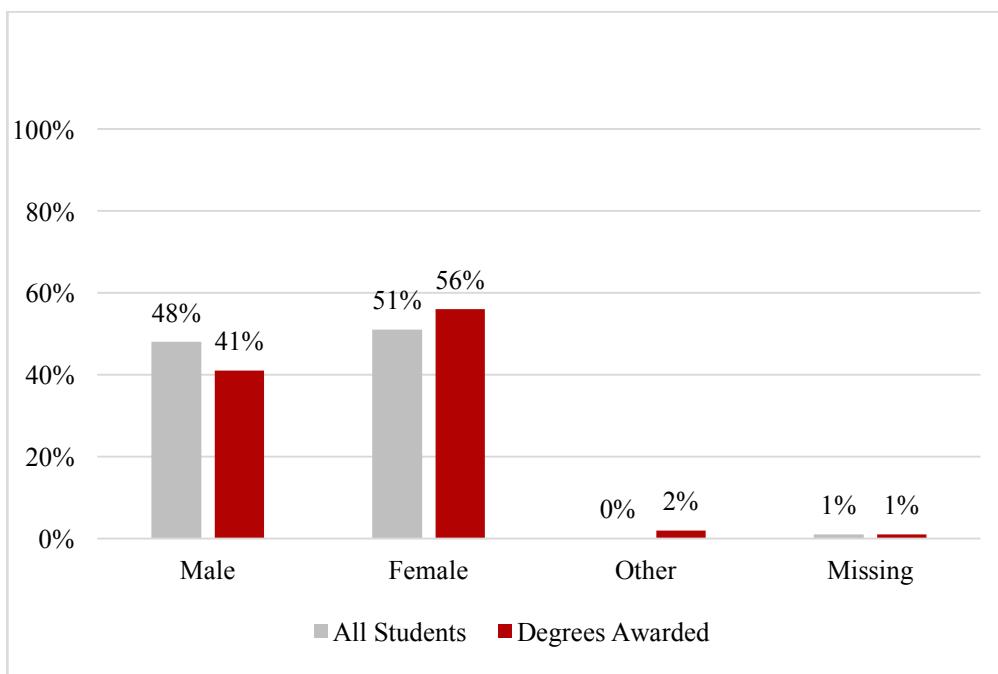


Figure MI-9. Comparison of all students to reverse transfer degree status by gender.

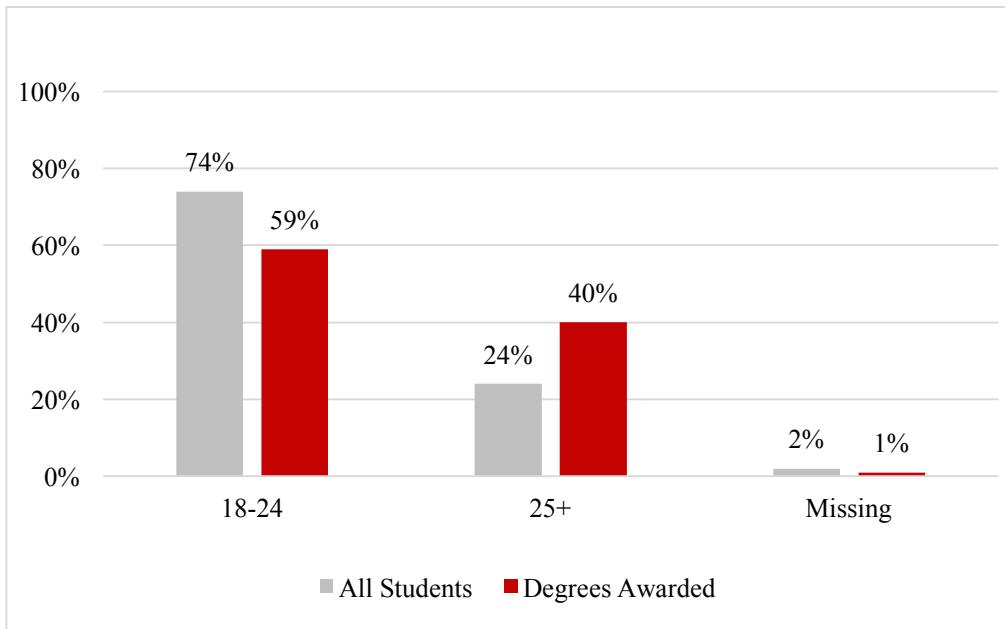


Figure MI-10. Comparison of all students by reverse transfer degree status by age.

- Comparing RT degrees to all potentially eligible students by race/ethnicity, the preponderance of both student groups were White, with a larger percentage (85%) of White students represented in the RT degrees than the overall group (78%).

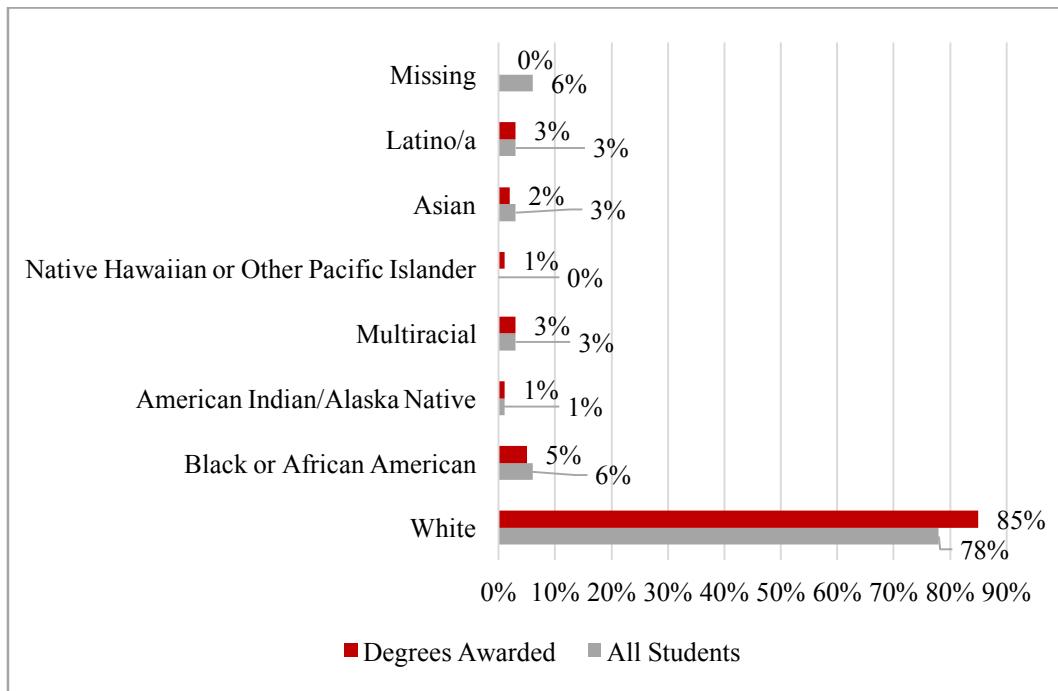


Figure MI-11. Comparison of all students and reverse transfer degree status by racial/ethnic group.

Are there differences in reverse transfer degree conferral by 2-year and 4-year partnerships?

Data on associate's degrees conferred for RT in the state of Michigan were analyzed according to the partnerships between 2-year and 4-year institutions to which these degrees could be attributed. These results show a high level of variation in the number of RT degrees conferred by institution type, particularly among 4-year institutions. Of the 914 RT associate's degrees conferred in the state, three 4-year institutions [Central Michigan University (n=132), Grand Valley State University (186), and Oakland University (131)] combined to award nearly 50% of all associate's degrees, and five 4-year institutions conferred 10 degrees or less. Comparing these results to data from 2-year schools, we also see variation in the distribution of number of degrees conferred although the variation is less pronounced in that all 28 community colleges conferred at least one RT associate's degree and 16 of the 28 colleges conferred more than 10 degrees. Even so, the preponderance of RT associate's degrees were conferred by four 2-year colleges [Grand Rapids Community College (169), Mott Community College (118), Schoolcraft College (94), and Oakland Community College (79)] that combined to award slightly over 50% of all RT associate's degrees in the state.

Table MI-2. *Degrees Awarded by Institutional Pairs*

Community College	Central Mich	Davenport	Eastern Mich	Ferris State	Grand Valley	Lake Superior	Madonna	Michigan State	Michigan Tech	Northern Mich	Oakland	Saginaw Valley	Siena Heights	UM - Dearborn	UM - Flint	UM- Ann Arbor	Wayne State	Western Mich	Grand Total
Alpena	10			2	0	3	0					6					0	21	
Bay de Noc	3			5		6		1	5	29							3	52	
Delta	25		0	5	1	0		0	0	0	0	15		0	4	0	0	51	
Glen Oaks				0	0												2	2	
Gogebic	0		0	1	0	0		0	6	3	0	0		0	0	0	0	10	
Grand Rapids				23	134			3								1	8	169	
Jackson				1	1			2									3	7	
Kalamazoo Valley	3			2	3	0		3	0	1	0	0		0	0	0	1	50	63
Kellogg		1		0	1												5	7	
Kirtland	7			0	0	2						3					0	12	
Lake Michigan					1							1						2	
Macomb	0		0	0	0	0		6	0	0	9	0		3	0	0	6	2	26
Mid-Michigan	49		0	1	1	0		0	0	0	0	5		0	0	0	0	0	56
Montcalm	14			5	1													1	21
Mott	6		2	6	2			2		34	1			63				2	118
Muskegon				2	14													2	18
Northwestern Michigan	15			11	20	2		7	4	2	2	1				2		1	67
Oakland											79								79
Schoolcraft			16	2	0						5		64		4	3	0	94	
Southwestern Michigan				0	0												4	4	
St. Clair County				1	6						2	0			5		0	14	
Washtenaw			17		1						1				2			21	
Grand Total	132	1	35	67	186	13	0	24	15	35	131	32	1	67	72	9	10	84	914

Note: Due to the use of survey rather than student-level data, this table differs in format from other tables presenting state-level results in that it presents numbers of associate degrees for institutional pairs (rather than percentages).

MINNESOTA CASE REPORT

Introduction

This report reviews Minnesota's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Minnesota's CWID grant implementation; and 3) a summary of the impact of Minnesota's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. Minnesota's higher education is largely centralized, with the state's Office of Higher Education established as a cabinet-level agency. According to the Office of Higher Education's website (www.ohe.state.mn.us), the agency is responsible for the provision of federal student aid as well as providing a substantial amount of state-level data to policy makers and the public.

The public sector of higher education is divided into two systems. The first is the University of Minnesota system, comprised of the larger "Twin Cities" campus, as well as four other campus locations, several extension offices, and outreach centers. This system is governed by a University of Minnesota Board of Regents, whose members are chosen by the state legislature. A president oversees this system.

The second public system of higher education institutions in Minnesota is the Minnesota State Colleges and Universities (MnSCU) system. This system was established in 1991 by legislative mandate, which merged all public 2- and 4-year institutions other than the University of Minnesota system into one centralized higher education system. The MnSCU system is governed by a Board of Trustees, with members elected by the governor. The system is overseen by a Chancellor, and each member institution in the MnSCU system has a president. The system consists of 31 institutions, which includes 24 associate degree-granting institutions and 7 state universities. According to the MnSCU website (<http://www.mnscu.edu>), the system serves more than 250,000 (for-credit) students in the state in 54 campus locations.

Both public systems, in addition to being governed by publicly selected boards, are largely governed through state legislative policy and mandates.

A total of seven universities and 24 community and technical colleges participate in CWID through the Minnesota State Colleges and Universities (MnSCU) system, and the University of Minnesota participates through a separate Memorandum of Understanding (MOU) with community colleges throughout the state. Most MnSCU universities have the authority to confer the associate's degree, so community and technical colleges as well as universities may seek student consent and confer RT associate's degrees. Supporting MnSCU's RT efforts is the MnSCU Smart Transfer Plan that was endorsed in 2012 by MnSCU presidents to create a student-friendly transfer environment within the state.

Primary Drivers of Articulation and Transfer Policy

The legislative bodies in Minnesota were cited widely by CWID leaders as being primary drivers for formal policy changes in the state. In addition, a Transfer Oversight Committee was established in the

MnSCU system to make decisions regarding transferability of coursework and to recommend policy changes for the system.

The Transfer Oversight Committee has largely been made up of faculty members, due to the nature of its work, but in the past 10 years the membership has expanded to include other stakeholders such as transfer specialists, administrators, students, and other campus staff. In the past year there has been “a lot of restructuring,” so the committee only met once.

Transfer and Articulation Policy

One policy that has been overarching in Minnesota has been the Minnesota Transfer Curriculum, which was developed in the early 1990s. According to the Transfer Curriculum language, all public institutions in Minnesota would be able to recognize other institutions’ general education courses by identifying how they address 10 competencies. It provided for a “transfer package” that all public institutions would recognize whenever a student transferred. Transferability of the package, according to this policy, was even better if a student completed the entire 40-credit core. In 2001, legislated language allowed students to transfer single courses for meeting competencies rather than the entire package, when transfer occurred within the MnSCU system (Table MN-1). Minnesota also has a rare, bi-state articulation agreement. The two states created a general education transfer agreement in which an associate’s degree or general education credits earned at any institution in the North Dakota University System or the Minnesota State Colleges and University System are transferable to all other Minnesota or North Dakota colleges.

According to legislation related to transfer, undergraduate course-specific transfer takes place at the receiving institution, wherein the college must consider three criteria:

- Educational quality
- Comparability of the completed course to a receiving college’s course
- Appropriateness and applicability of the course

If a course satisfactorily meets the above criteria, it should be accepted as a transfer.

“A couple of years ago,” according to one CWID leader, Minnesota conducted a survey of its state’s transfer students in order to identify issues in existing transfer policies. As a result of survey responses, the state developed a set of requirements for public institutions that included making a transfer webpage that was easily accessible to students, and increasing communication regarding transfer. In addition, the state developed a standardized appeals process for students and improved the way institutions assessed credits for transferability.

In 2010, Minnesota lawmakers developed a “Smart Transfer Plan,” which identified that it was intended to address the 9% of “transfer inaccuracies” identified in Minnesota postsecondary education. Credit transfer, in this plan, was laid out as a “major priority” for the Chancellor and Board of Trustees. The Smart Transfer Plan laid out four requirements of public institutions related to transfer: course outlines have to be developed for all courses and schools have to post the outlines on their website; equivalencies and transferability of courses needs to be determined and marketed to students before courses start; students have the right to appeal course equivalency decisions, and the legislation laid out the process for appeals. According to one CWID leader, “the fourth one is around communication and advising and...is the hardest.”

Table MN-1. *Key Articulation and Transfer Policies in Minnesota*

Year	Policy	Description
2001	Minnesota Session Laws 2001	<ul style="list-style-type: none"> Specifies the requirement to implement the Transfer Curriculum by January 1, 2002. By July 1, 2002, the system must publish an online manual that describes the transfer of general education credits.
2006	Minnesota Statutes 2006	<ul style="list-style-type: none"> Provides for transfer of military experience to postsecondary credits by “meeting the standards of the American Council on Education or equivalent standards for awarding academic credits.”
2010	Higher Education Policy Bill	<ul style="list-style-type: none"> Requires MnSCU to implement a plan to “improve credit transfers within the system” by enhancing information on transfer and credit tracking, improved training, identification of issues related to transfer, and requires institutional obligation to provide documentation for course equivalency, where applicable. Specifies that all information should be accessible online Specifies that MnSCU report annually on its transfer activities
2011	Transfer Legislation	<ul style="list-style-type: none"> Details that MnSCU’s annual reporting must include transfer, including number of students transferring, their progress made toward achieving their goals, and establishes “a system study of mechanisms for effective transfer in other states.”
2016	Guaranteed Admission and Credit transfer	<ul style="list-style-type: none"> Students who complete the Minnesota Transfer Curriculum and earn a minimum 2.0 GPA* in an Associate of Arts (AA) degree from any Minnesota State college are guaranteed admission to every one of the seven Minnesota State universities with junior year status.

Statewide Completion Goals

Minnesota has not, like many states, developed specific, long-term completion goals to guide the overall policymaking agenda in higher education. Minnesota CWID leaders observe that the state legislature is nonetheless pushing hard on the college completion agenda, including partnership with Complete College America.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of reverse transfer in Minnesota involved a set of strategies and goals that are presented below.

Key Implementation Strategies

Statewide Coordinator and Steering Committee. RT implementation is supported by a designated grant-funded RT Project Manager and RT Specialist who are located in the MnSCU system. MnSCU also established a steering committee comprised of representatives from the community and technical colleges, the state universities, the University of Minnesota, and the system office to establish project parameters and to guide implementation. The steering committee meets once every two months and serves as the policy advisory group on institutional policies and practices for degree audits; outreach and notification processes; and training for advisors, registrars, and staff. Campus transfer specialists provide input through their membership in a separate transfer advisory group, and campus experts who are working on IT/data systems for RT participate in a separate technology sub-committee to improve the Degree Audit Reporting System (DARS) for the purpose of RT degrees. Early in the grant period, the committee determined the eligibility criteria for RT, including establishing a minimum residency requirement of 12 credits from a MnSCU college. The committee focused implementation efforts on students who transferred to a MnSCU university during the summer or fall terms of 2008 through 2012. The committee also recommended that any fees associated with processing of the RT degree would be waived.

Staggered, Centralized Degree Audits. Minnesota is using the DARS system that contains transcript-level information for all MnSCU students to conduct degree audits centrally on students who are potentially eligible for RT. The state staggered implementation of degree audits by identifying potentially eligible transfer students during Spring 2013, and the Reverse Transfer Coordinator and Reverse Transfer Specialist partitioned these students into seven groups for processing degree audits during the grant period. The seven groups were established based on the complexity of associate's degree requirements of the community and technical colleges from which the student transferred. Colleges with the fewest additional degree requirements were categorized into group one, and colleges with additional degree requirements were categorized into group two, three, etc.

Clarification of Institutional Policies. Two key institutional policies associated with RT are the residency requirement and graduation application fee. To address these policies, the Reverse Transfer Coordinator gathered data on residency and graduation requirements from all community and technical colleges to generate statewide discussion that resulted in some colleges deciding to waive graduation applications and/or fees for RT students who do not plan to participate in commencement.

Coordination with the University of Minnesota (U of Minnesota). MnSCU is coordinating with the U of Minnesota to develop a RT process for students who transfer from a MnSCU community or technical college having completed the Minnesota Transfer Curriculum (i.e. the 40-credit general core). The U of Minnesota sends letters to identified students with instructions for contacting the MnSCU Reverse Transfer Coordinator, and students provide consent to have their records audited and may provide unofficial transcripts. If deemed degree eligible by the Coordinator, the student requests that an official U of Minnesota transcript be sent to the community or technical college at his or her expense. Of the initial list of 452 potentially eligible University of Minnesota transfer students, 20 associate's degrees were conferred.

Implementation Timeline

- **December 2012:** Minnesota formed the RT steering committee to establish an implementation timeline and parameters, such as the eligibility criteria and graduation fee waivers.
- **Spring 2013 – September 2014:** MnSCU used the state-level data system to identify potential eligible RT students and partitioned these students into seven groups based on the community or technical college from which they transferred. MnSCU conducted degree audits centrally for each of the seven groups of eligible students and MnSCU sent lists of students who meet degree requirements for Associate of Arts degrees to institutions, with communication samples and a timeline.
- **December 2013:** The first RT associate's degrees were conferred.
- **October 2014:** MnSCU launched the automated MnTC completion process, which certifies completion of the 40-credit general education package that is the basis of all Associate of Arts degrees. Students identified by this process will be considered candidates for RT in future terms.
- **April 2015:** MnSCU began developing an application to obtain electronic consent for release of student records. The application identifies students from the MnTC completion process who have met minimum credit and residency requirements and then generates a student portal alert requesting release of records consent for RT.

Reverse Transfer Eligibility Requirements

- Student does not have an earned associate in arts degree.
- Student met residency requirement at a participating community college (≥ 12 college credits).
- Student transferred to a MnSCU university during the summer or fall terms of 2008 through 2012.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes, and Minnesota's process is applied to this framework below.

1. **Student Identification:** MnSCU identified transfer students who were potentially eligible for RT based on state eligibility requirements.
2. **Consent:** At the advice of MnSCU General Counsel, there is no consent process needed for the centralized MnSCU system to identify potentially eligible students and audit their degrees. Once a system level audit has determined a student to be degree eligible, the student is contacted by the community college or university to give consent through an opt-in process.
3. **Transcript Exchange:** MnSCU transcript-level data are centralized and institutions use u.achieve/DARS to electronically exchange transcripts. Except for the partnership with the UM, transcript exchanges are not necessary.
4. **Degree Audit:** MnSCU conducts degree audits at the system (central) level at the beginning of the process, and MnSCU institutions verify students meet degree requirement using u.achieve/DARS.
5. **Degree Conferral and Advising:** If students meet all degree requirements, MnSCU colleges and universities confer the Associate of Arts degree.

Credential Type(s)

Associate of Arts

Implementation Successes and Challenges

Successes. Minnesota benefits from having a shared transcript and degree auditing platform across the 37 institutions within the MnSCU system. Several technology enhancements have been developed as a result of the CWID RT project. MnSCU increased functionality of the website (www.transferology.com) utilized by students for determining how coursework transfers within the system. Grant funds were used to create a feature that automatically imports the courses students have taken within the MnSCU system, thus removing the need for students to manually enter course information and ideally increasing use of the website. MnSCU also developed a technology platform that allows institutions to automatically identify and record Minnesota Transfer Curriculum completion on student transcripts, allowing administrators to query for the best pool of RT candidates. Another key success includes changes to institutional policies and practices that act as barriers to degree conferral via RT. As a result, FERPA practices were revisited by MnSCU General Counsel during Fall 2014, at which point it was determined that system office staff would obtain student consent for release of records prior to providing names of degree eligible students to campuses. Prior to Fall 2014, student consent was the responsibility of each individual institution.

Challenges. Course requirements for the Associate of Arts degree vary widely among institutions within the MnSCU system. Complex degree requirements at the college level often make it easier and more efficient for the degree to be conferred by the university rather than the college. Despite six out of seven MnSCU system universities having the authority to confer Associate of Arts degrees, however, the practice is uncommon. Many universities opted not to contact currently enrolled students for RT degree conferral. MnSCU is engaging university leadership in dialogue to investigate opportunities to change institutional practice and culture surrounding Associate of Arts degree conferral. Some MnSCU institutions used an opt-out consent method during the first implementation cycle, but MnSCU General Counsel advised all institutions to use opt-in for current and future implementation efforts. Because all institutions are now using an opt-in consent method, overall degree conferral rates have been low. Despite having current contact information, students are not responding and consenting at high rates even with numerous contacts and mediums of communication.

Sustainability (Post-grant period)

A substantial portion of the workload completed by RT staff has been automated through the development of technological applications, and the MnSCU system intends to sustain RT beyond the grant period. Moving forward, the MnTC completion process will generate lists of RT candidates at the end of each semester. The consent request process will further refine this group of students to the best possible RT candidates and request consent for release of records. Consenting students will be audited by system office staff and forwarded to the appropriate institutions for degree conferral.

Institutions Participating in CWID

Alexandria Technical and Community College
Anoka-Ramsey Community College
Anoka Technical College
Bemidji State University
Central Lakes College Century College
Dakota County Technical College
Fond du Lac Tribal and Community College
Hennepin Technical College
Hibbing Community College
Inver Hills Community College

Minnesota State University-Moorhead
Minnesota West Community and Technical College
Normandale Community College
North Hennepin Community College
Northland Community and Technical College
Northwest Technical College
Pine Technical and Community College
Rainy River Community College
Ridgewater College

Itasca Community College	Riverland Community College
Lake Superior College	Rochester Community and Technical College
Mesabi Range College	St. Cloud State University
Metropolitan State University	St. Cloud Technical and Community College
Minneapolis Community and Technical College	Saint Paul College
Minnesota State College – Southeast Technical	South Central College
Minnesota State Community and Technical College	Southwest Minnesota State University
Minnesota State University-Mankato	Vermilion Community College
	Winona State University
	University of Minnesota

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Minnesota conferred 1,821 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. As previously noted, Minnesota piloted RT between Spring 2013 and September 2014 with 7 4-year institutions and 30 community colleges, and the data reported below is based only on this pilot implementation.

Data Overview

Figure MN-1 provides a visualization of the data overview in Minnesota.

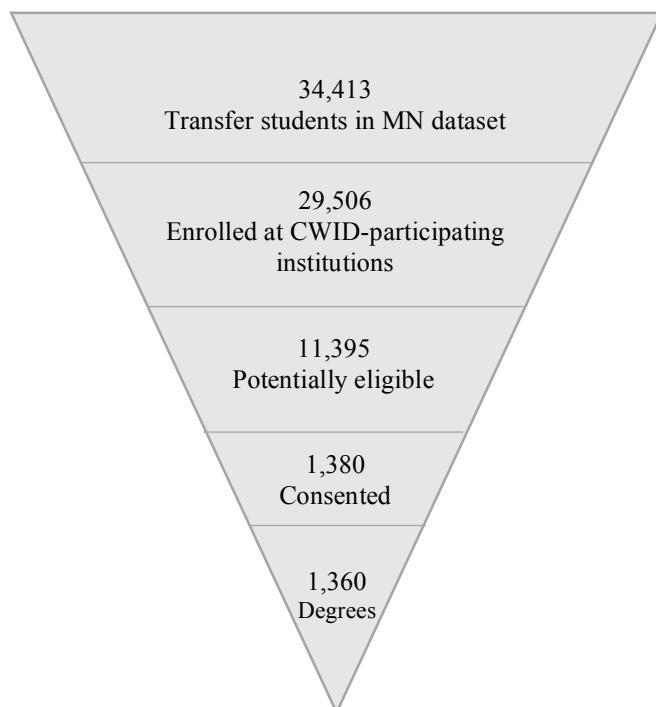


Figure MN-1. Funnel diagram of students (not proportional).

Dataset Description

Minnesota provided data for 34,413 students who were enrolled in 7 public 4-year institutions and had transferred from one of the 30 public 2-year institutions between Spring 2013 and September 2014.

Table MN-2. *Features of the Minnesota Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes	
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	No	
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	
Included students transferring from any in-state independent (private) institution	Yes	At least 7 of 92 MN sending institutions are private
Included students transferring from any out-of-state institutions	Yes	899 of 991 sending institutions are out-of-state
Credits:		
Included students with any number of transfer credits earned	Yes	
Other:		
Included consent, outreach and/or response data	Yes	

What students were included in the Outcomes Study Cohort?

The Outcomes Study Cohort includes students who were potentially affected by RT implementation, and includes 29,506 students enrolled at one of the seven 4-year institutions (see list above).

What were the characteristics of the Minnesota Outcomes Study Cohort?

- Of the 29,506 students in the Outcomes Study Cohort, 60% were female and 40% were male.
- The majority of students in the Outcomes Study Cohort (92%) were younger than 25 years old.

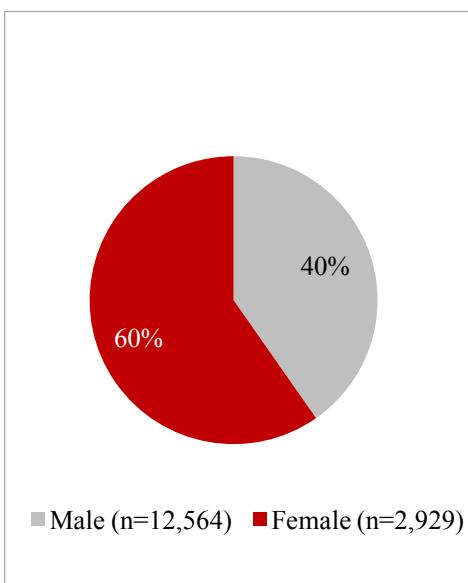


Figure MN-2. Outcomes Study Cohort by gender (n= 29,496).

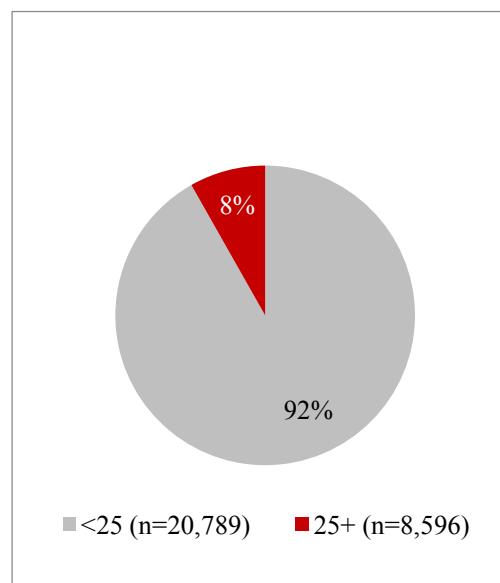


Figure MN-3. Outcomes Study Cohort by age (n=29,385).

- The distribution of students in the Outcomes Study Cohort by race/ethnicity was 80% White, 7% African American, 4% Asian, 4% Two of more races, and 3% Latino. The percentage of American Indians, Native/Hawaiian/Other Pacific Islander, unknown race/ethnicity and Non-resident aliens ranged between zero and 1%.

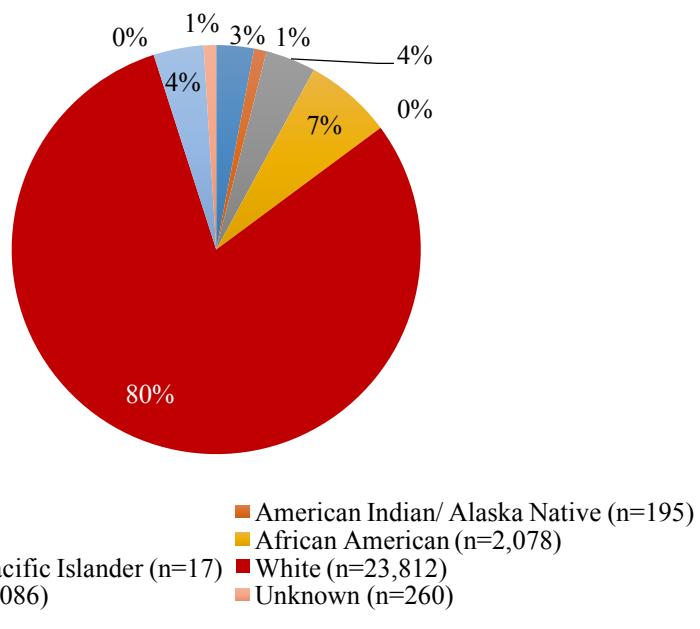


Figure MN-4. Outcomes Study Cohort by racial/ethnic group (n=29,506).

- As indicated in figure MN-5, 47% of the students in the Outcomes Study Cohort received a Pell grant.

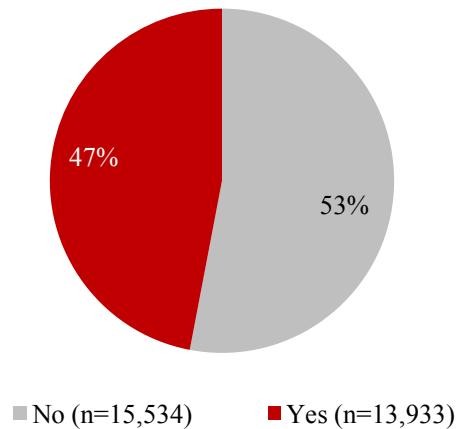


Figure MN-5. Outcomes Study Cohort by Pell recipient status (n=29,506).

- Figure MN-6 displays cumulative college credits during the term of RT implementation. The largest percentage of students (39%) had more than 120 credits. This is followed by 11% of students who have between 105 and 120 credits, with the other 50% of students having less than 105 credits.

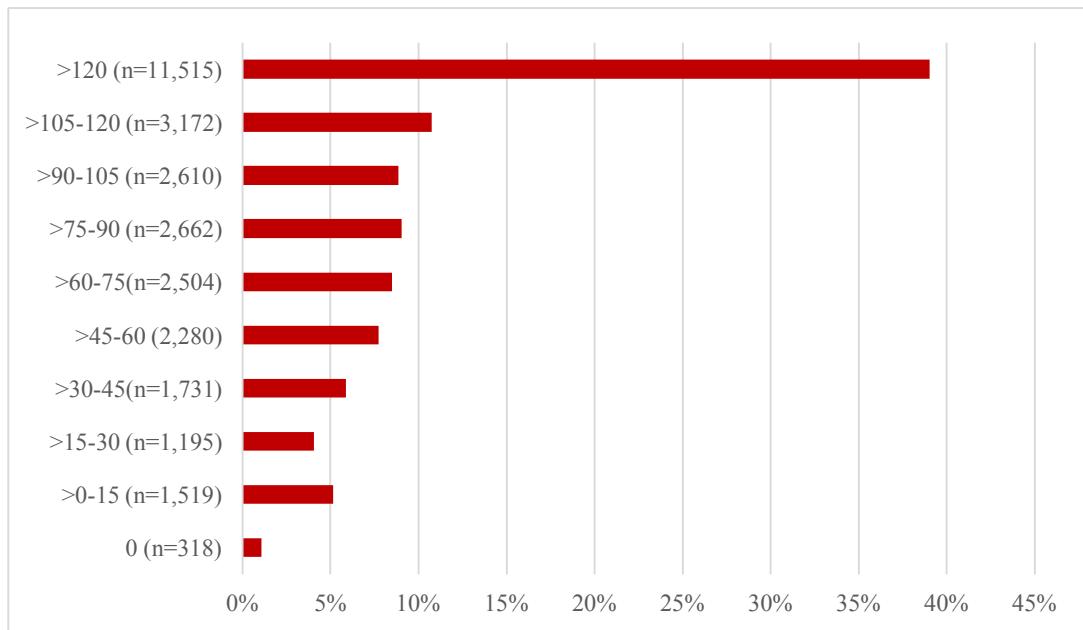


Figure MN-6. Outcomes Study Cohort by cumulative college credit category (n=29,506).

- Figure MN-7 shows the distribution of students by GPA, with over half of students having a GPA ranging between 3.0 and 4.0.

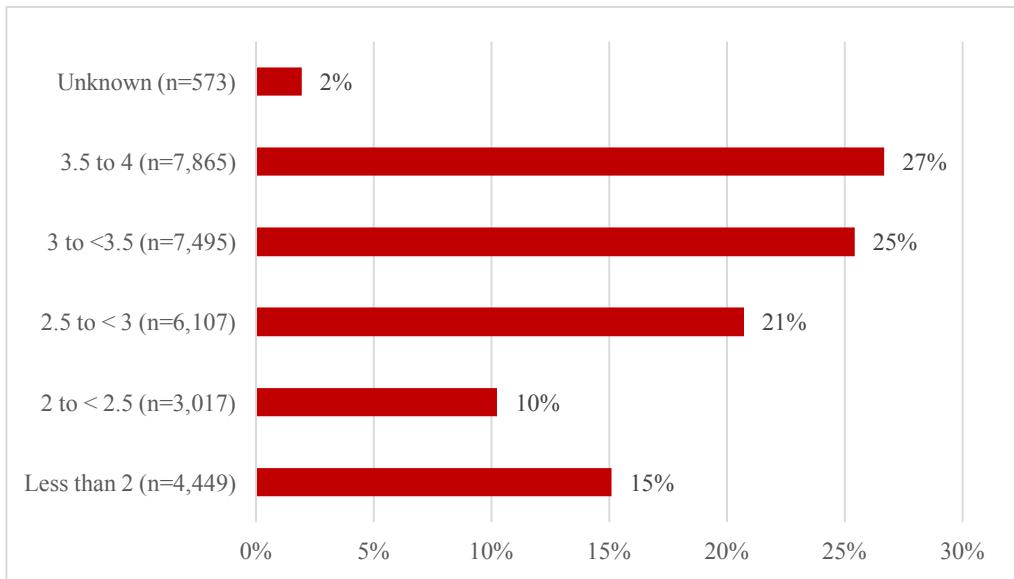


Figure MN-7. Outcomes Cohort Study by GPA (n=29,506).

Of the 29,506 students in the Outcomes Study Cohort, how many students met the three reverse transfer eligibility requirements?

- To understand how these three eligibility requirements influence potential eligibility requirements, below is a summary of the distribution of 29,506 students in the Outcomes Study Cohort based on these criteria. It is important to note that these are estimates based on Minnesota data and institutions may have applied additional criteria to determine eligibility.
 - Prior Degree Attainment: Of the 29,506 students, 23,151 (78%) had not earned an associate's degree or higher.
 - Residency Requirement: Of the 29,506 students, 11,522 (39%) met the community college residency requirement (≥ 12 college credits).

- Of the 29,506 students in the Outcomes Study Cohort, 11,365 (38.5%) met the two eligibility criteria. The Venn diagram below (Figure MN-8) illustrates the degree of concurrence between the two eligibility requirements.

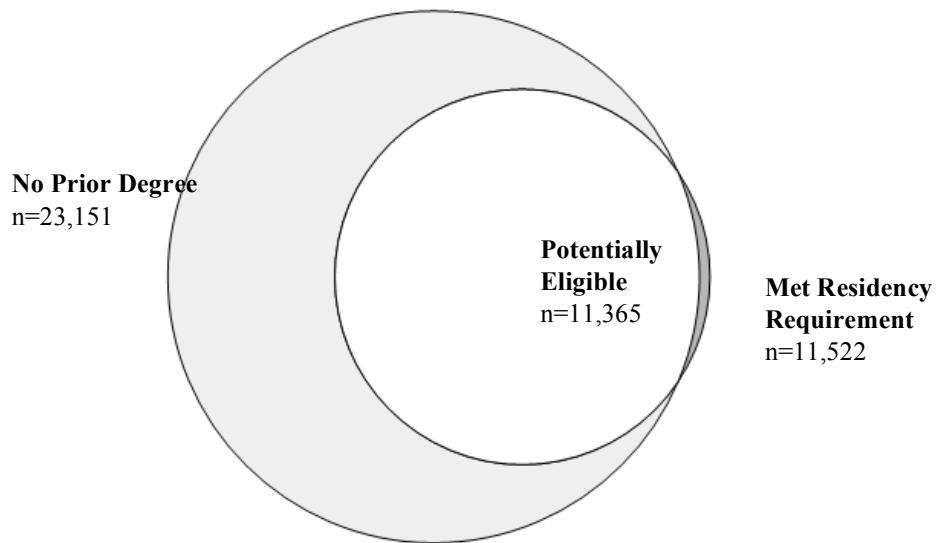


Figure MN-8. Venn diagram of reverse transfer eligibility requirements.

What were the differences in the characteristics of students in the Outcomes Study Cohort who were potentially eligible and those who were not eligible for reverse transfer?

- As Figure MN-9 displays, compared to potentially eligible students in the Outcomes Study Cohort, a larger percentage of ineligible students were female.

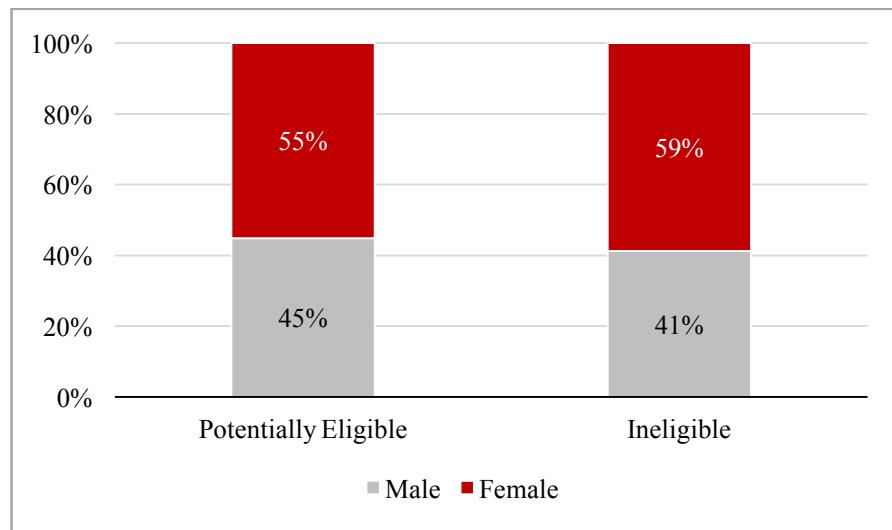


Figure MN-9. Reverse transfer eligibility status by gender.

- Figure MN-10 shows 69% of potentially eligible students are over age 25 and a slightly larger percentage of the ineligible group (72%) is in this age category.

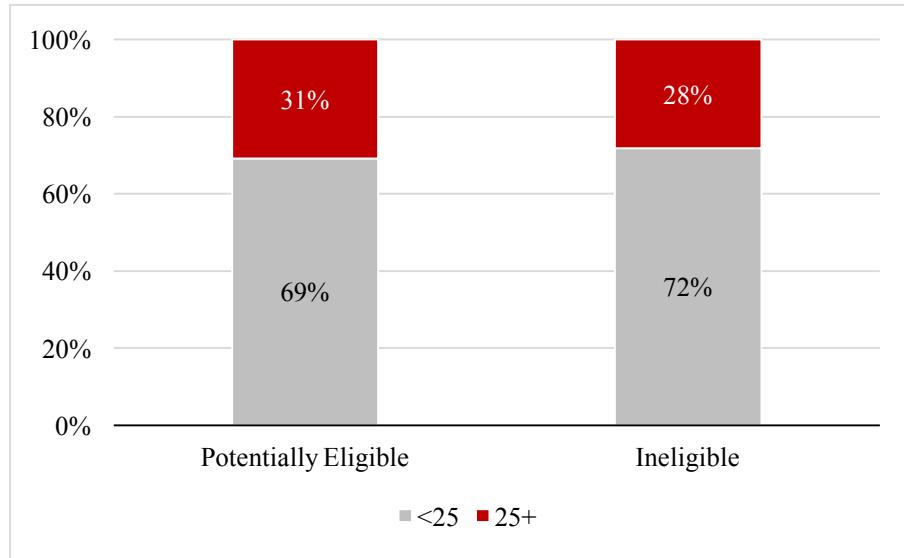


Figure MN-10. Reverse transfer eligibility status by age.

- As displayed in Figure MN-11, differences in eligibility status varied by 1 to 3 percentage points for all racial/ethnic groups.

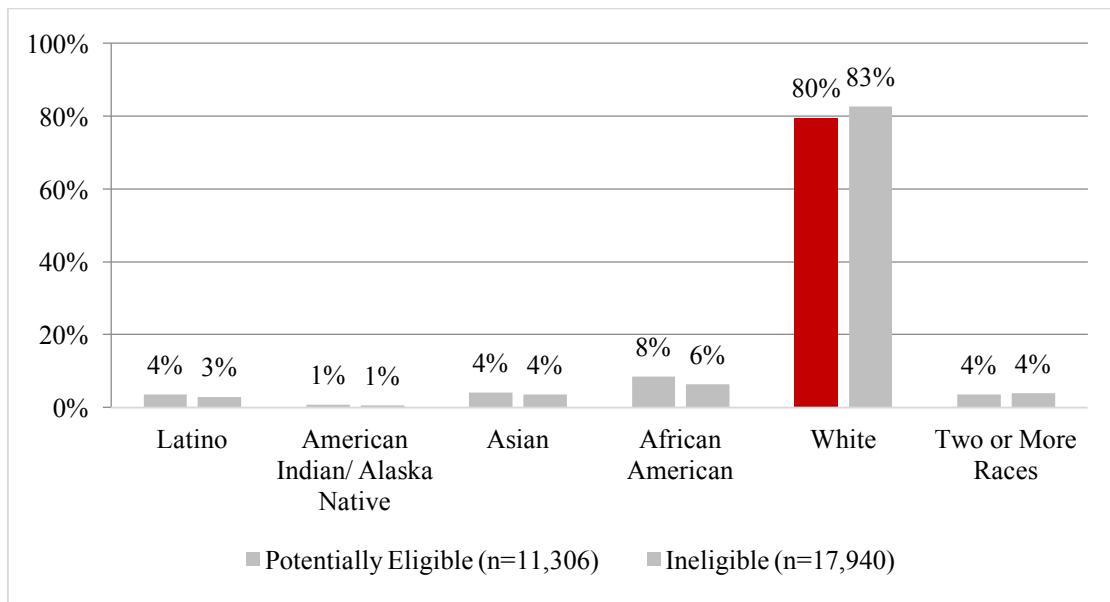


Figure 11. Reverse transfer eligibility status by racial/ethnic group.

- As shown in figure MN-12, a higher percentage of potentially eligible students was Pell recipients (51%) than the ineligible student group (45%).

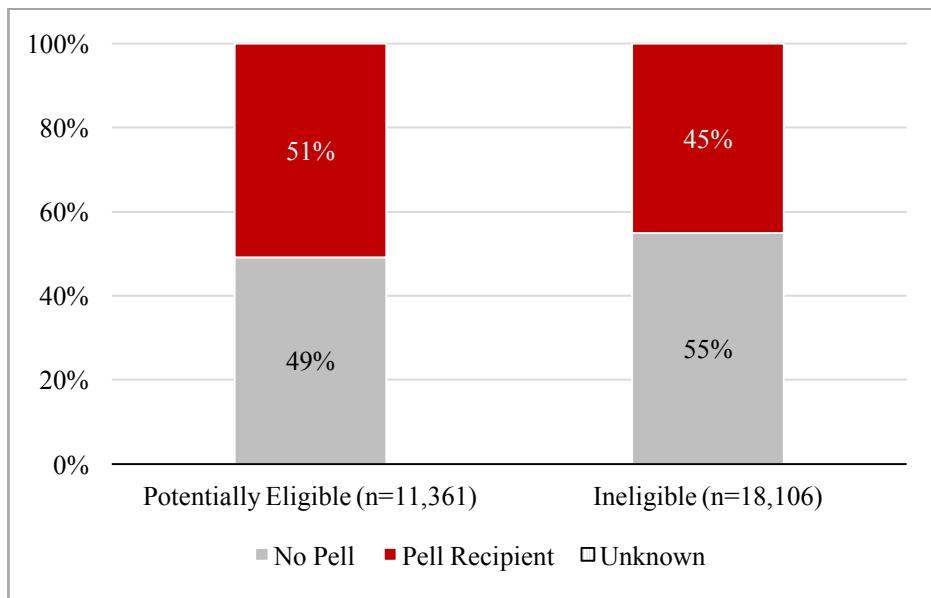


Figure MN-12. Reverse transfer eligibility status by Pell recipient status.

- Figure MN-13 displays the distribution of cumulative college credits based on eligibility status. Among students with more than 120 credits, the largest percent of students were ineligible. Among students in age categories of >30-45 to >105-120, the percentage of potentially eligible students was higher than the percentage of ineligible students. The opposite was true for age categories at either end of the distribution.

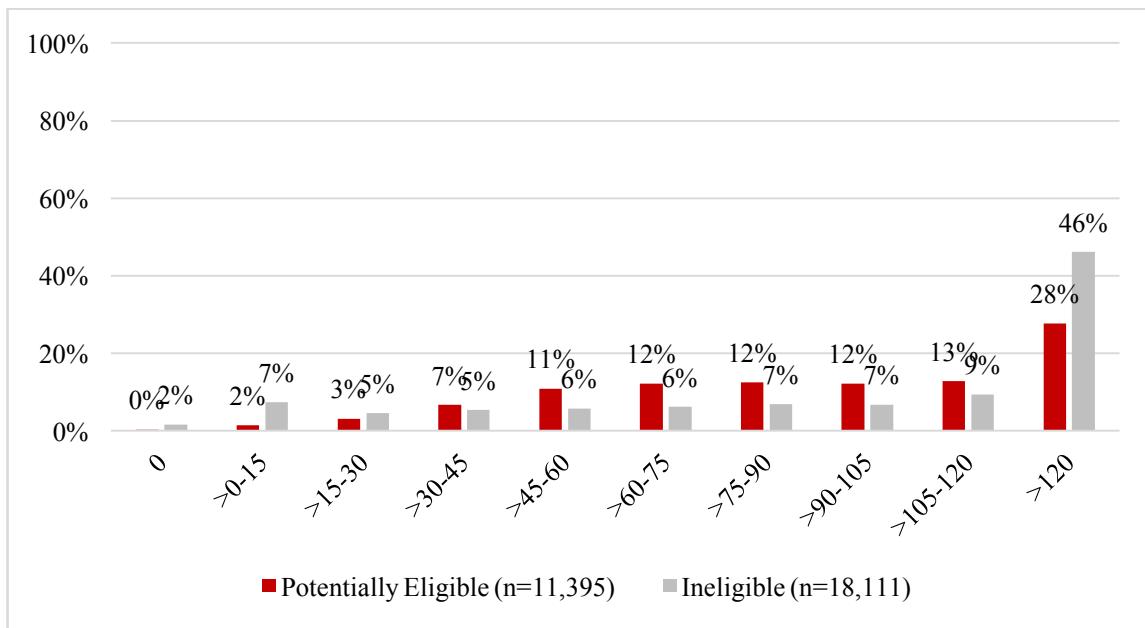


Figure MN-13. Reverse transfer eligibility status by cumulative credit category.

- Among students with a GPA between 3.0 and <3.5 and 3.5 and 4.0, a larger percentage of students was ineligible than potentially eligible. In GPA categories including and below 2.5 to 3.0, a larger percentage of students was potentially eligible than ineligible.

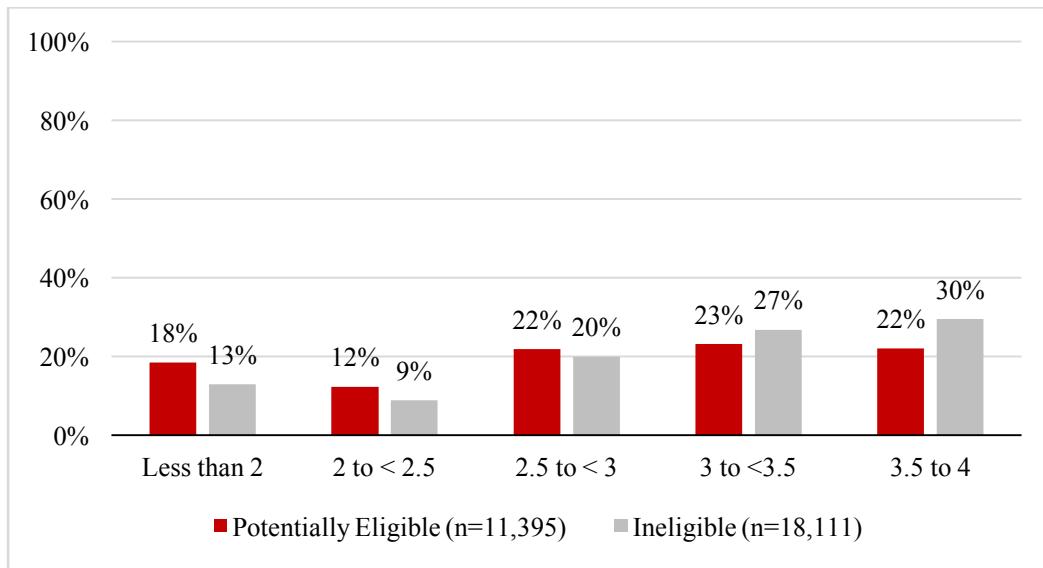


Figure MN-14. Reverse transfer eligibility status by GPA.

How many students in the Outcomes Study Cohort had a degree audit?

- Of the 11,395 potentially eligible students in the Outcomes Study Cohort, all had a degree audit.

How many students in the Outcomes Study Cohort consented to participate in reverse transfer after degree audit?

- Of the 11,395 potentially eligible students in the Outcomes Study Cohort, 1,380 students consented to participate in RT.

What were the characteristics of students who had a degree audit and what were the differences between potentially eligible students who consented and did not consent?

- As observed in Figure MN-15, 45% of students who consented were male and 55% were female, compared to the group that did not consent that was made up of 43% males and 57% females.

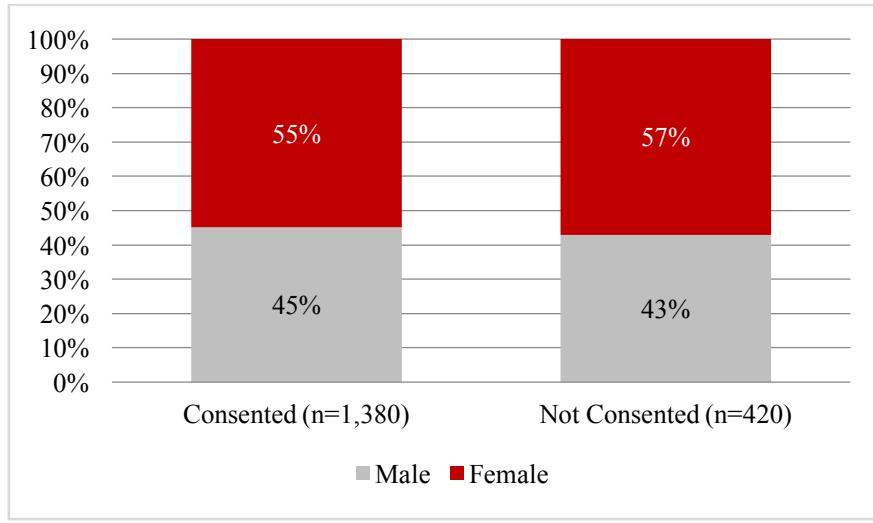


Figure MN-15. Consent status by gender.

- As shown in figure MN-16, the age distribution was similar for those who consented compared to those who did not consent. A large percentage of both groups is older than 25 years.

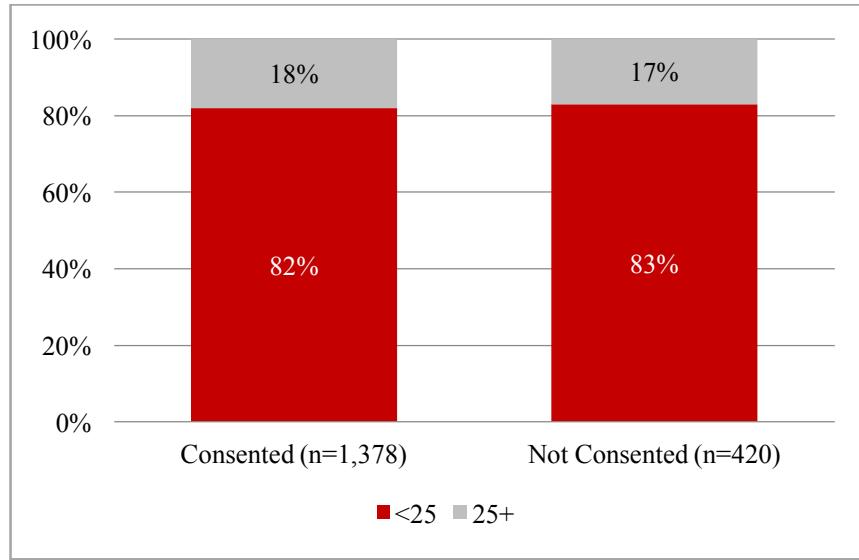


Figure MN-16. Consent status by age.

- As revealed in figure MN-17, the differences in the percentage of students who consented as opposed to the percentage of students who did not consent is very small for all racial/ethnic groups.

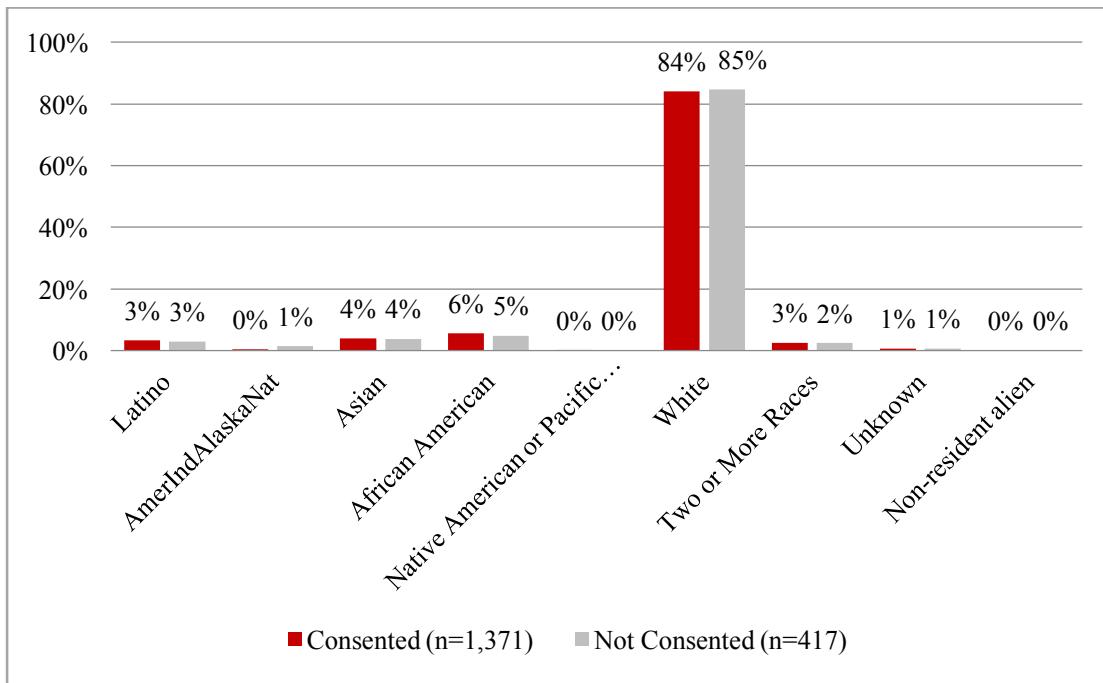


Figure MN-17. Consent status by racial/ethnic group.

- A larger percentage of students who consented had more than 90 credits than those who did not consent (Figure MN-18). On the other hand, in lower categories of cumulative college credit (>45-60, >60-75, >75-90) had more students who did not consent than did give consent.

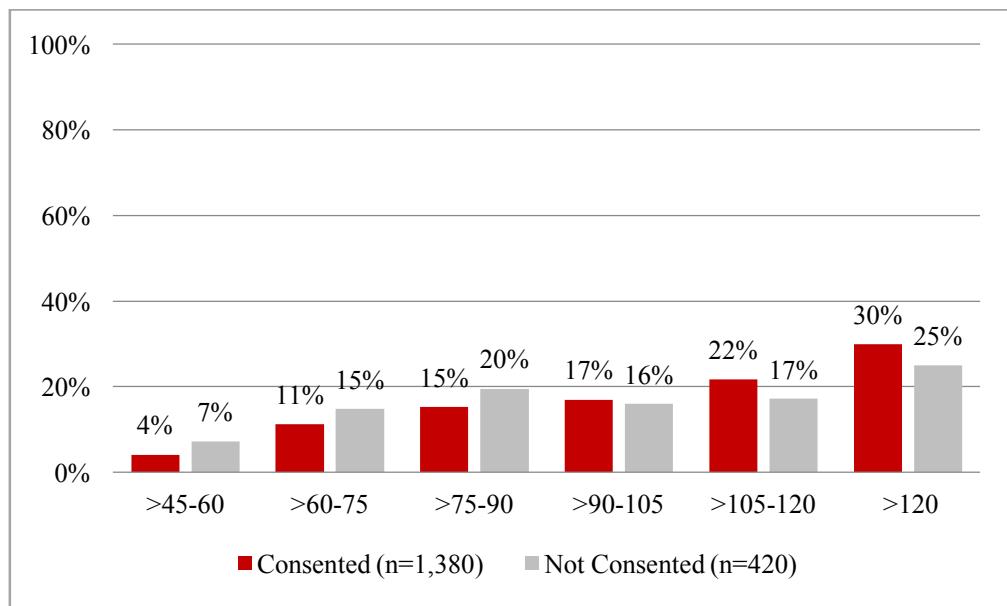


Figure MN-18. Consent status by cumulative credit category.

- Figure MN-19 shows the consent distribution by Pell recipient status. Results show a slightly larger percentage of students who received Pell were among students who consented than among students who did not consent.

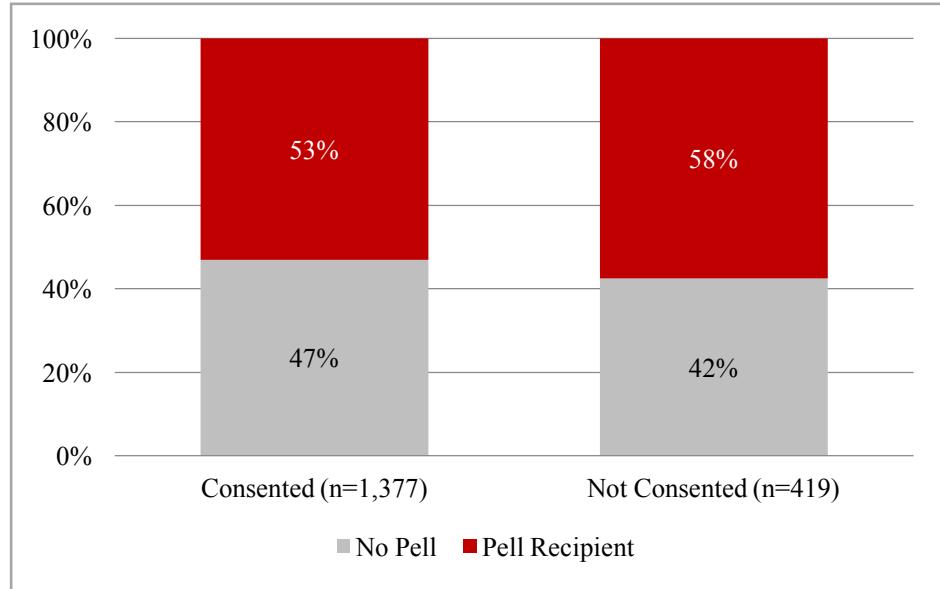


Figure MN-19. Consent status by Pell recipient.

- In terms of GPA, Figure MN-20 indicates a slightly higher percentage of students who had a GPA between 3.0 and 3.5 were among those who consented than did not. The percentage of students who consented and did not consent was nearly identical in the 3.5 to 4.0 GPA category, with 19% and 20% represented in these groups, respectively. The percentage of the group that consented was slightly lower than the group that did not consent in the 2.5 to <3.0 and 2.0 to 2.5 GPA categories.

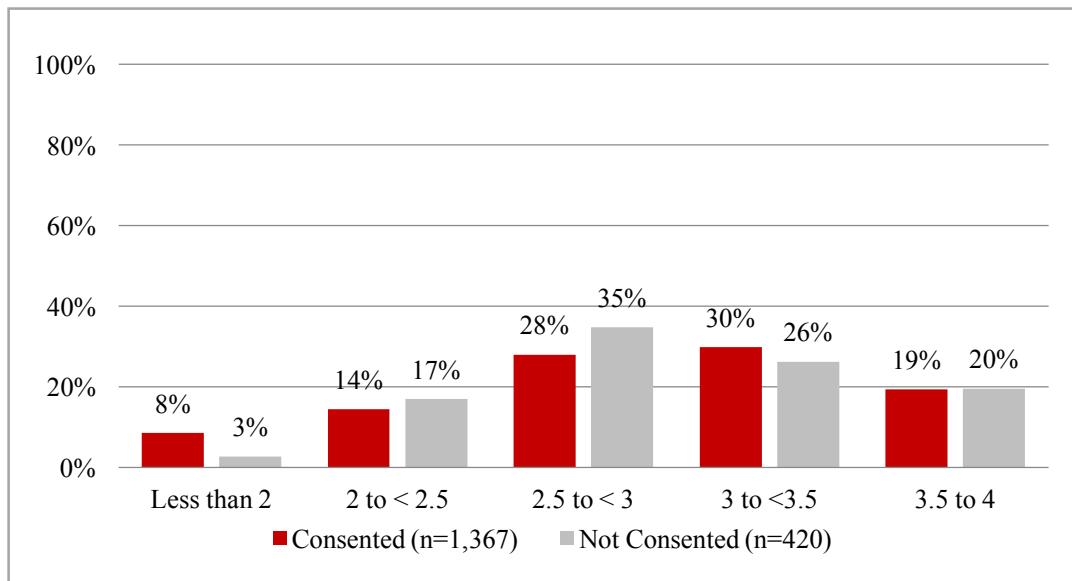


Figure MN-20. Consent status by GPA.

How many students in the Outcomes Study Cohort were awarded an associate's degree?

- Minnesota reported conferring a total of 1,361 credentials through RT.

What were the characteristics of students who were eligible, consented to participate in RT and received an associate's degree and what are the differences in the characteristics of students who were eligible, consented and did not receive an associate's degree?

- Figure MN-21 displays differences in the conferral of RT associate's degrees by gender. A higher percentage of females than males received RT associate's degrees than did not receive a degree.

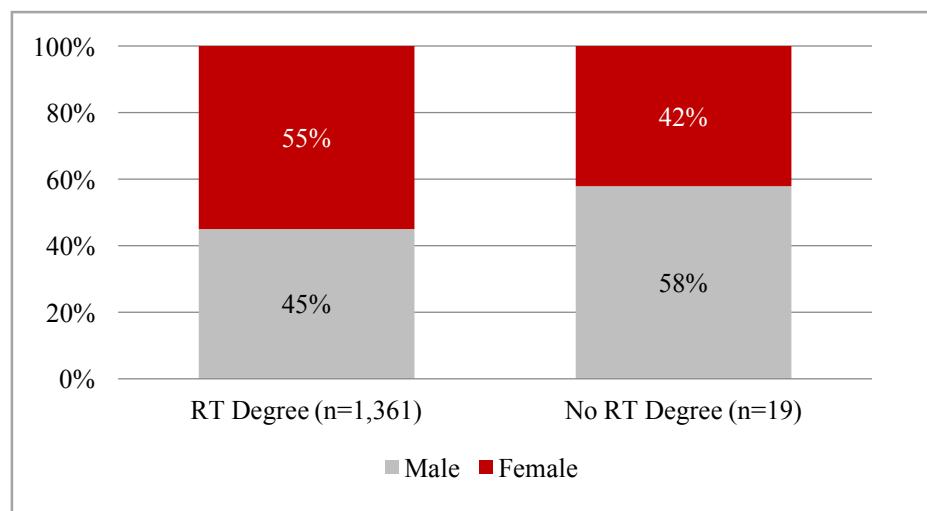


Figure MN-21. Reverse transfer degree status by gender.

- Regarding age, the vast majority of students who did and did not receive a RT degree were under 25 years of age (see Figure MN-22). The percentage of students over age 25 was slightly higher in the group that did not receive an RT degree than the group that did.

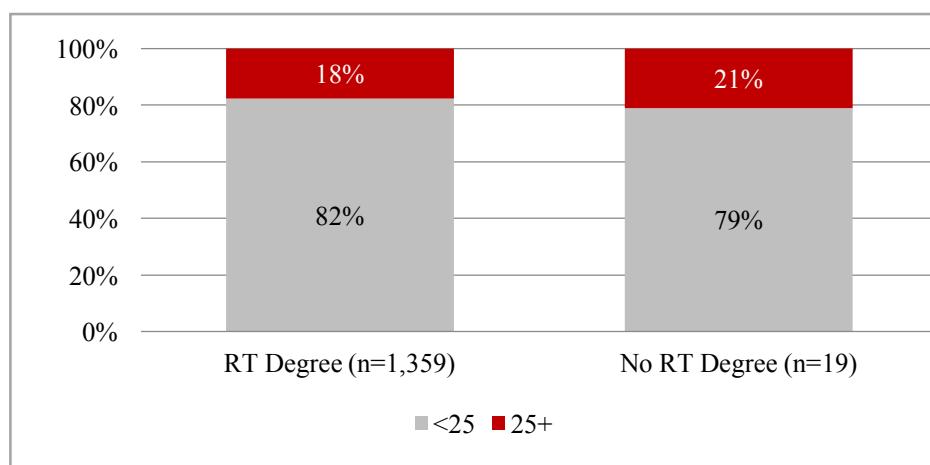


Figure MN-22. Reverse transfer degree status by age.

- The group that received the RT degree had a slightly higher percentage of Asian and African American students and a slightly lower percentage of Latino and White students than the group that did not receive the degree.

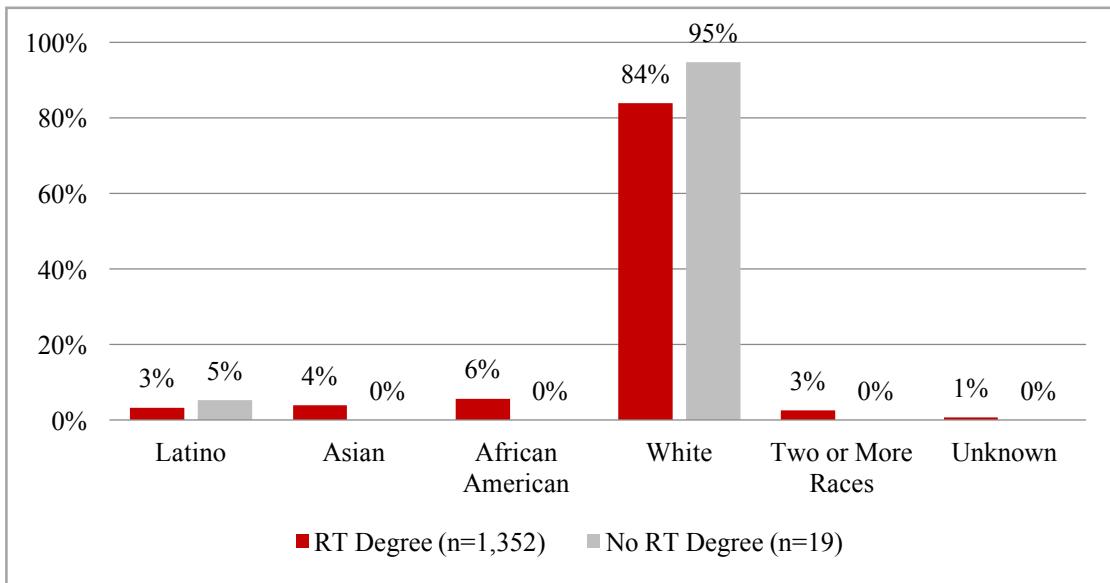


Figure MN-23. Reverse transfer degree status by racial/ethnic group.

- Figure MN-24 displays the distribution of cumulative college credit category by RT degree conferral or not. The distribution of cumulative credit is fairly similar for the two groups.

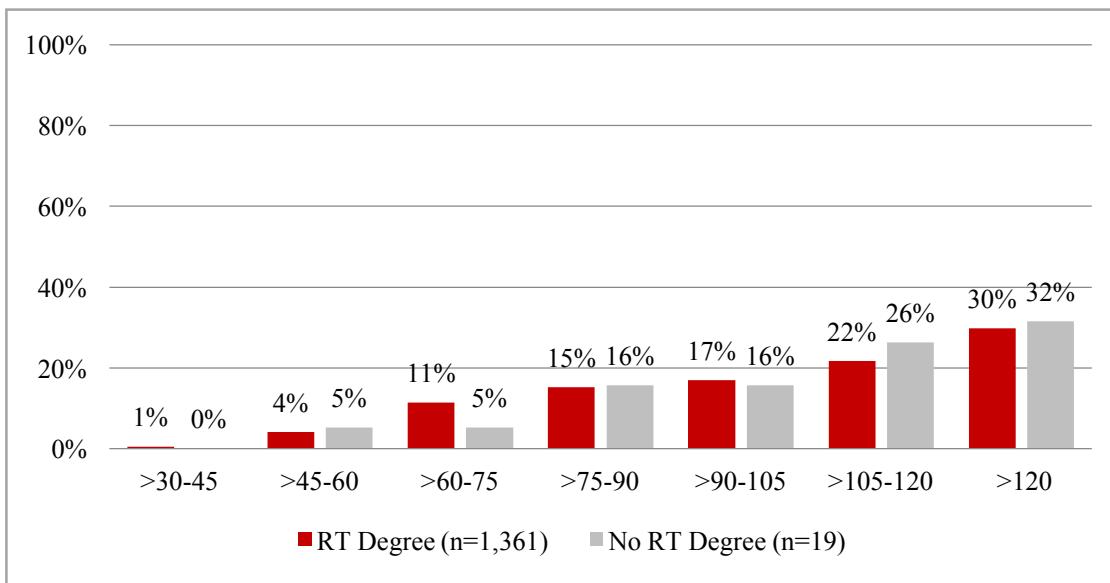


Figure MN-24. Reverse transfer degree status by cumulative college credit category.

- Figure MN-25 shows an identical distribution for students who were Pell recipients among those who received the associate's degree and those who did not.

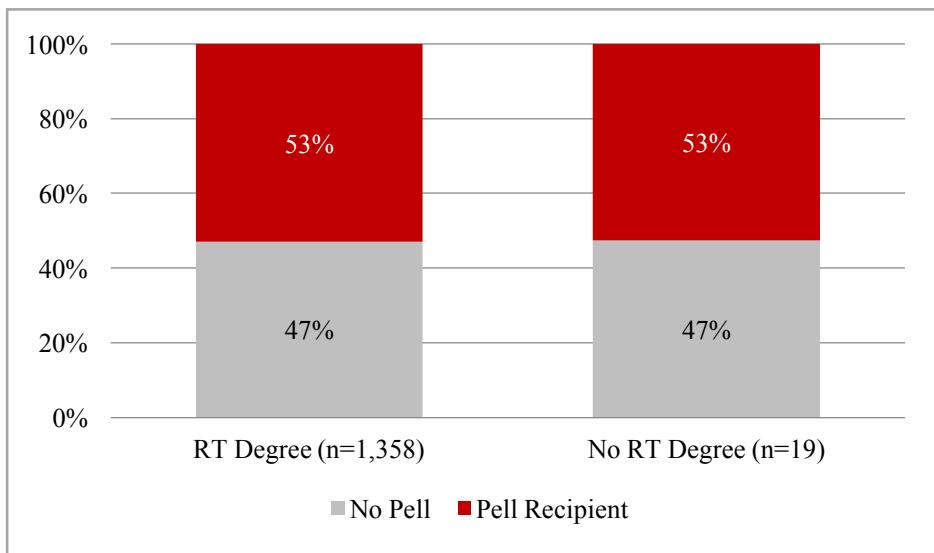


Figure MN-25. Reverse transfer degree status by Pell recipient status.

What were the differences in bachelor's degree completion and retention between students who were eligible for RT and received a RT associate's degree and students who were eligible for RT and did not receive a RT associate's degree?

- Figure MN-26 shows those who were potentially eligible for RT (n=9,200) and either received a RT degree (n=1,002) or did not (n=8,198), and what percentage of each category completed a bachelor's degree between Spring 2014 and Fall 2014. The distribution is similar for all three groups. (This figure excludes students who earned their RT degree the same term as their bachelor's degree.)

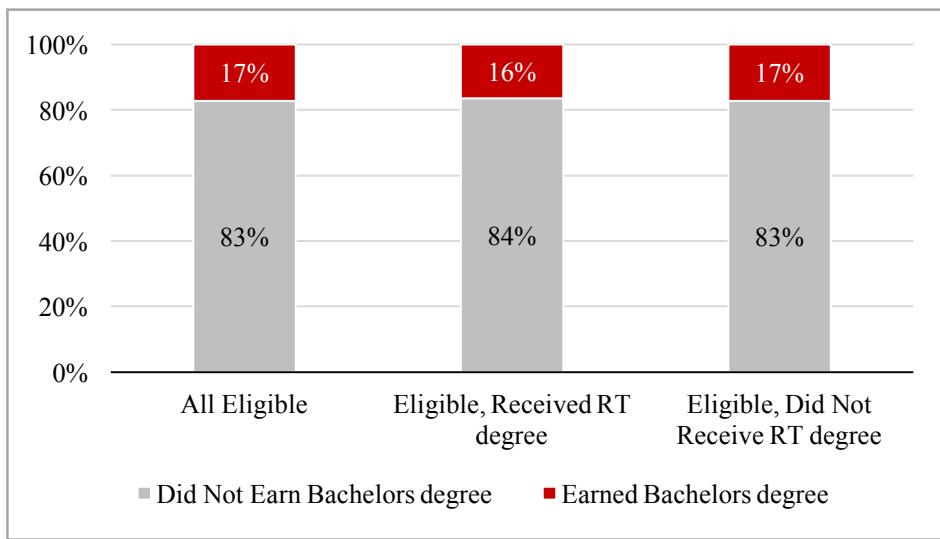


Figure MN-26. Bachelor's completion between Spring 2014 and Fall 2014.

- Figure MN-27 shows students who were potentially eligible for a RT degree (n=10,021) and either received a RT degree (n=1,264) or did not (n=8,757) by the percentage who completed a bachelor's degree between Fall 2013 and Fall 2014. (The total number in this calculation is larger than the number used for the calculation shown in Figure MN-26 because it includes students who earned an RT degree in the same semester or after they earned a bachelor's degree, extending the timeline from Figure MN-26.) Looking at bachelor's completion, 34% of the students who were eligible and received a RT degree earned their bachelor's degree whereas only 23% of those were eligible but did not receive a RT degree earned their bachelor's degree.

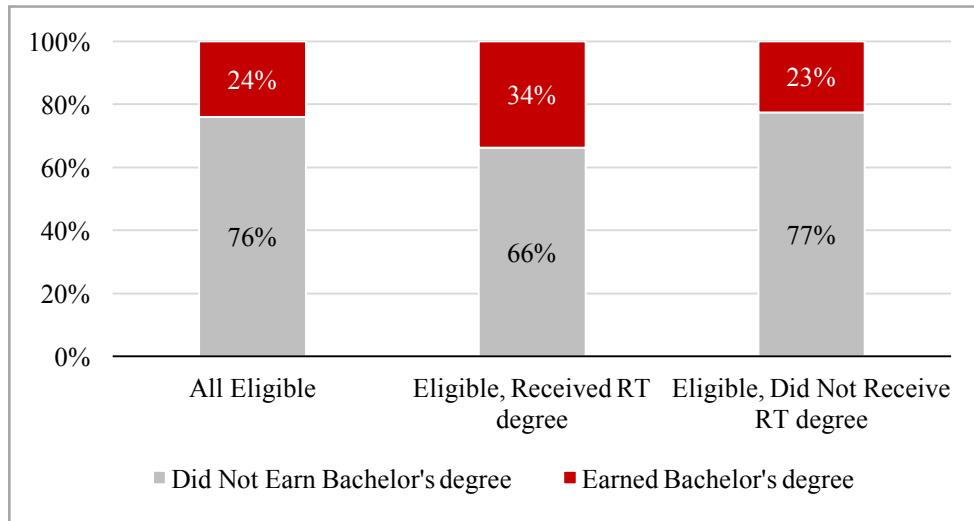


Figure MN-27. Bachelor's completion between Fall 2013 and Fall 2014.

- Figure MN-28 shows students who were potentially eligible for RT (n=9,200) and either received a RT degree (n=1,002) or did not (n=8,198) between Spring 2014 and Fall 2014 or were retained through Fall 2014. The figure shows a higher percentage (55%) of the eligible and RT degree recipient group were retained or earned a bachelor's degree than the group who were eligible and did not receive an RT degree (44%). Figure MN-28 excludes students who earned their RT degree the same term as their bachelor's degree.

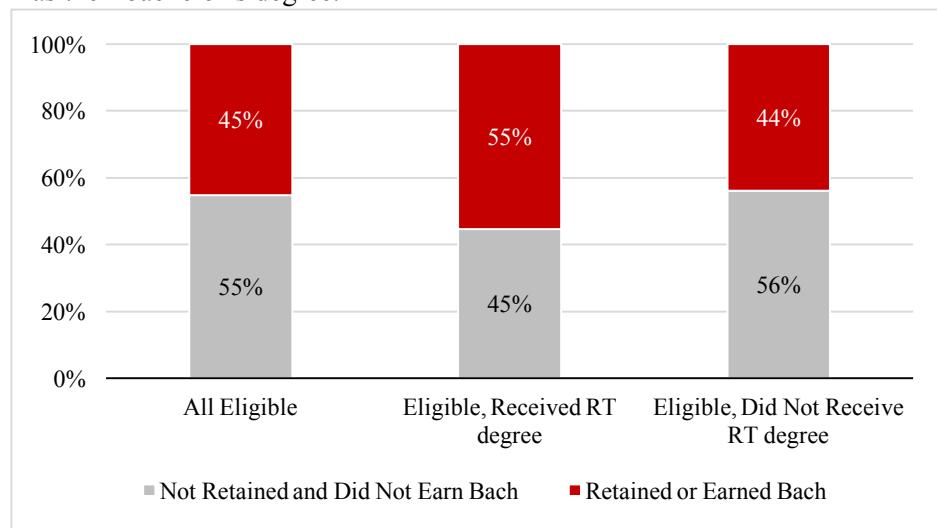


Figure MN-28. Bachelor's completion between Spring 2014 and Fall 2014 or retention in Fall 2014.

- Figure MN-29 highlights those who were potentially eligible for RT (n=10,021) and either received a RT degree (n=1,264) or did not (n=8,757), and what percentage of these students either completed their bachelor's degree between Fall 2013 and Fall 2014 or were retained through Fall 2014. (Note: The total number is larger than the number reported in Figure MN-26 and Figure MN-28 because it includes students who earned an RT the same semester or after they earned a bachelor's degree). This analysis extends the timeline from Figure MN-26 and Figure MN-28. Results show 65% of those who were eligible and received a RT degree earned their bachelor's degree whereas only 47% of those who were eligible and did not receive a RT degree went on to earn their bachelor's degree.

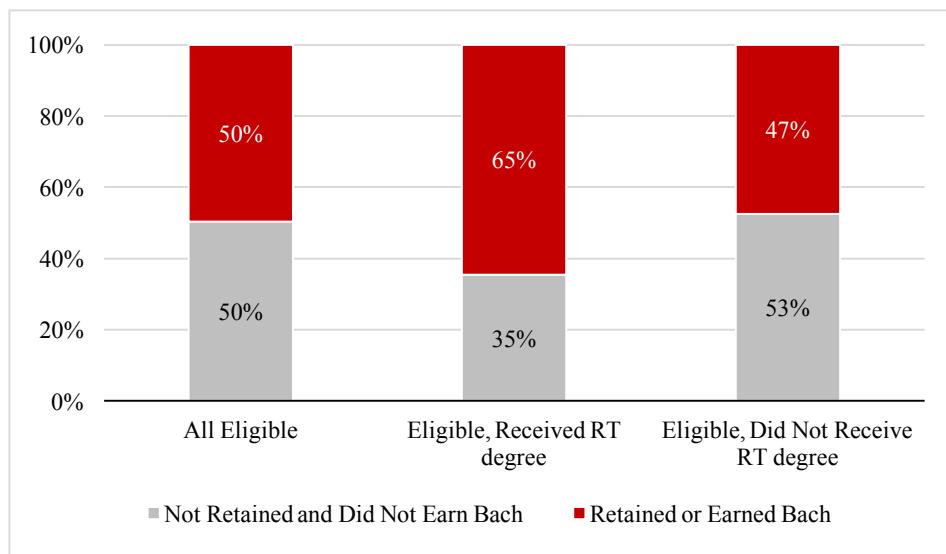


Figure MN-29. Bachelor's completion between Fall 2013 and Fall 2014 or retention in Fall 2014.

What were the differences in the characteristics of RT degree recipients who completed a bachelor's degree and did not complete a bachelor's degree by Fall 2014?

- Of the 1,361 students who earned a degree through RT, 1,293 earned the RT degree by Fall 2014. Of those 1,293, 427 earned a bachelor's degree by Fall 2014, 837 did not earn a bachelor's degree by Fall 2014, and 29 students were excluded from this analysis due to inaccurate data. The gender of those that earned a RT degree and also earned a bachelor's degree compared to the group that earned a RT degree but not a bachelor's degree was similar, with slightly larger percentage of each group being female.

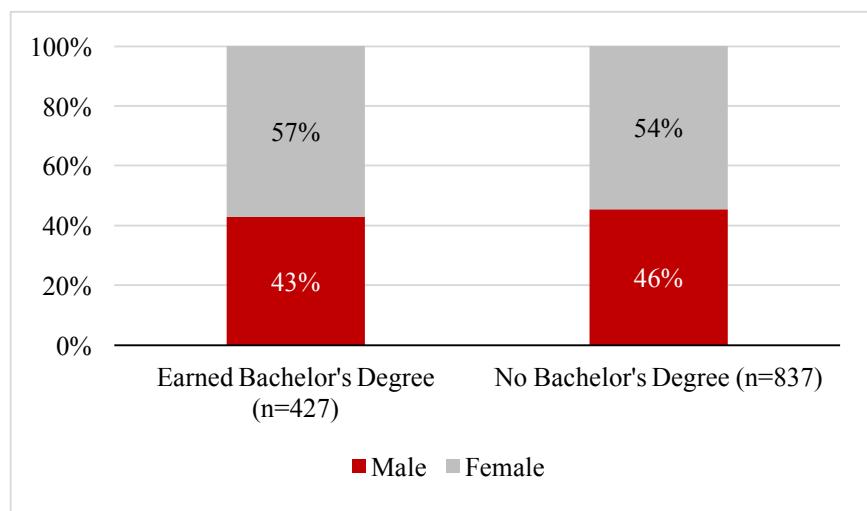


Figure MN-30. Reverse transfer degree recipients' bachelor's degree completion by gender.

- Figure MN-31 shows the age distribution of those who earned a RT degree and then either completed or did not complete a bachelor's degree by Fall 2014 are similar.

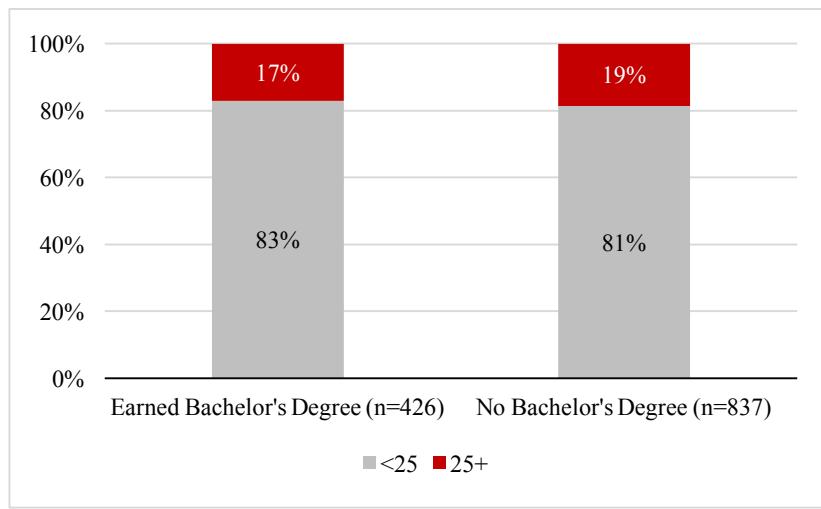


Figure MN-31. Reverse transfer degree recipients' bachelor's degree completion by age.

- The race/ethnicity of those who earned a RT degree and then either went on to complete a bachelor's degree or not is similar, with White students slightly more represented in the group that earned a bachelor's degree than the group that did not.

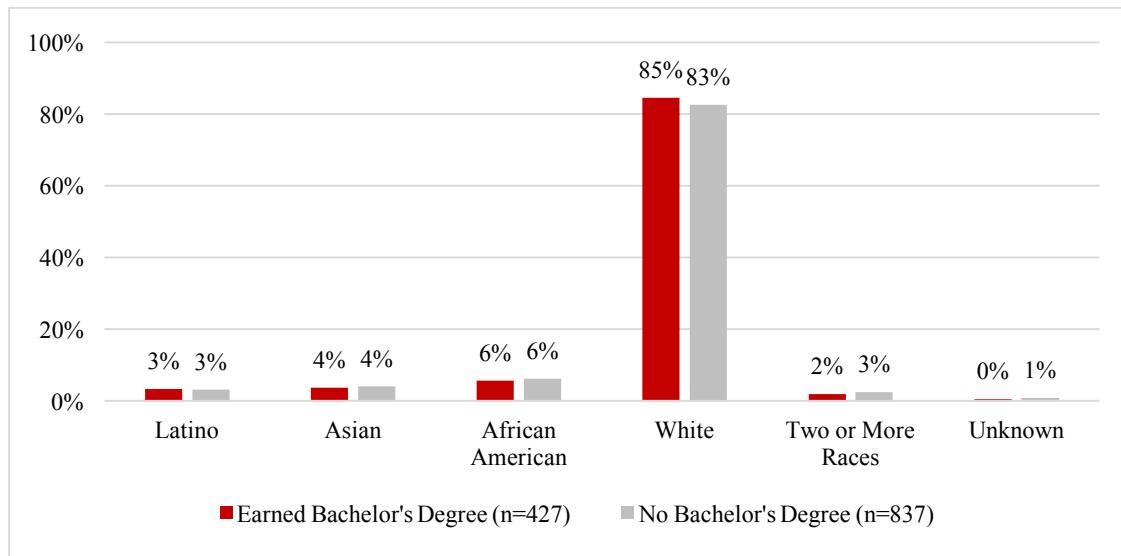


Figure MN-32. Reverse transfer degree recipients' bachelor's degree completion by racial/ethnic group.

- Of those who earned a degree through RT, Pell recipient status was similar in that 55% of those who went on to earn a bachelor's degree were Pell recipients compared with 53% of those who did not go on to complete a bachelor's degree.

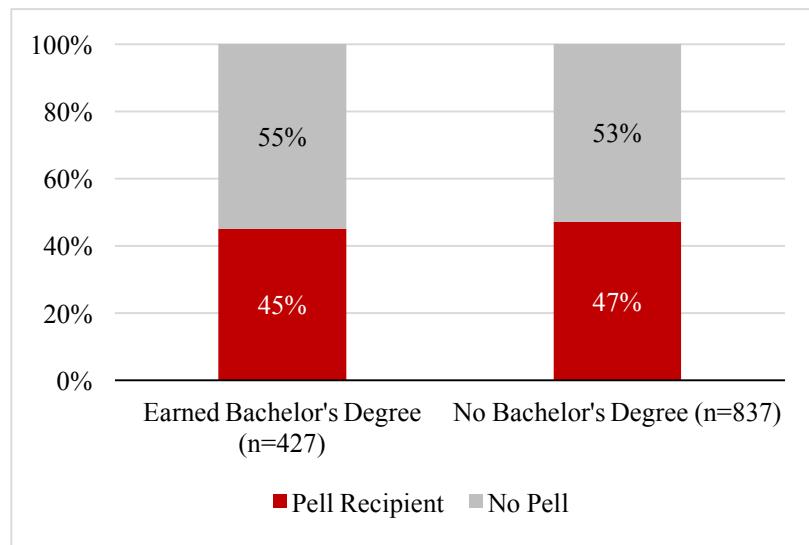


Figure MN-33. Reverse transfer degree recipients' bachelor's degree completion, by Pell recipient status.

- Figure MN-34 highlights the distribution of GPA category of those who earned a RT degree and then either went on to complete a bachelor's degree or did not complete this degree by Fall 2014. A higher percentage of students who completed a bachelor's degree by Fall 2014 had a GPA between 3.0 and 3.5 and 3.5 and 4.0 (66% combining these categories) than the group that did not complete (41%). A higher percentage of students with lower GPAs were represented in the lower GPA categories.

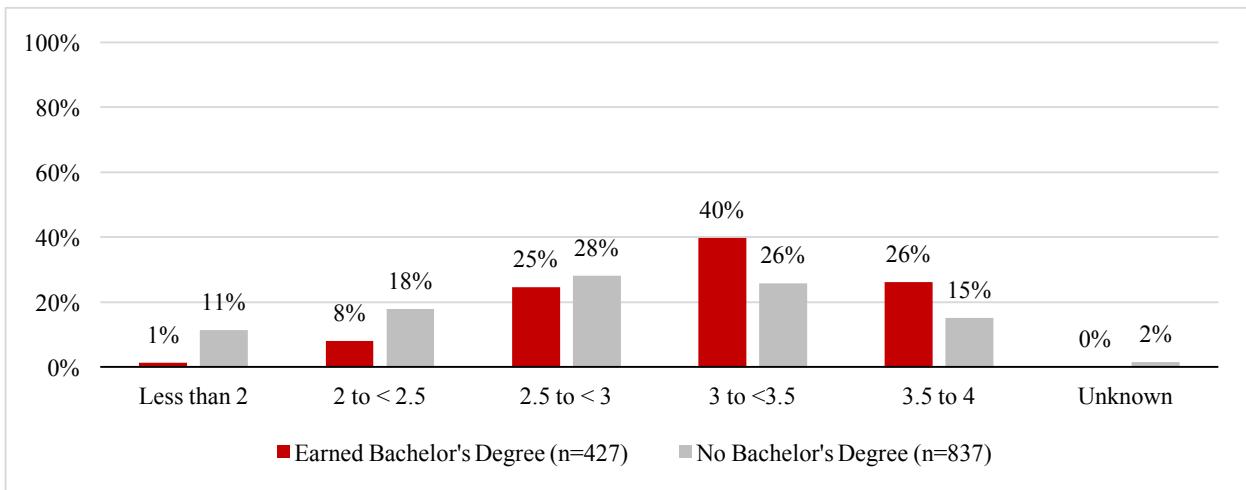


Figure MN-34. Reverse transfer degree recipients' bachelor's degree completion by GPA category.

- Figure MN-35 illustrates the distribution of cumulative college credits of those who earned a RT degree and either went on to complete a bachelor's degree or did not complete a bachelor's degree by Fall 2014. A higher percentage of those who completed a bachelor's degree had a greater number of cumulative college credits than those who had not completed a bachelor's degree.

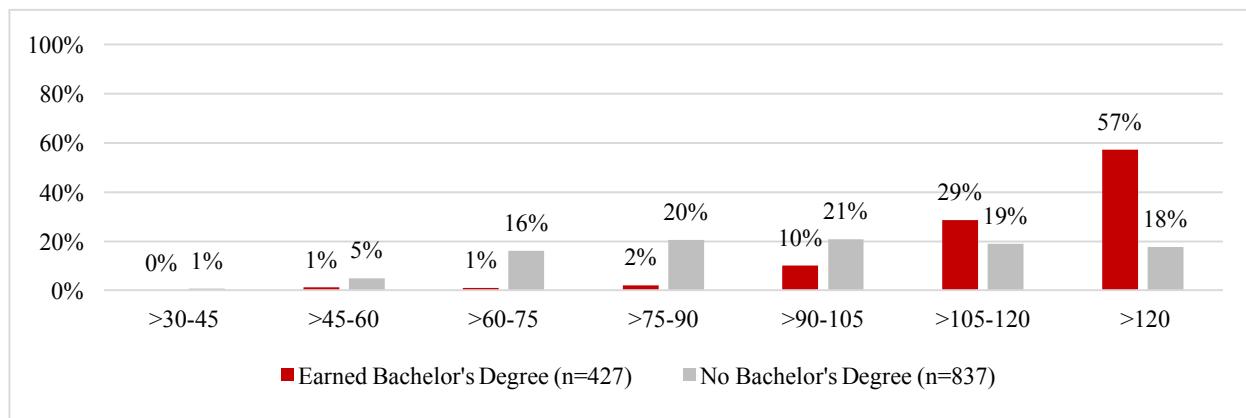


Figure MN-35. Reverse transfer degree recipients' bachelor's degree completion, by cumulative college credits.

What were the differences in the characteristics of RT degree recipients who were retained in Fall 2014 or earned a bachelor's degree by Fall 2014 and those who were not retained in Fall 2014?

- Of the 1,361 students who earned a degree through RT, 1,293 earned the RT degree by Fall 2014 (a total of 68 students were excluded from this analysis because their RT completion data became available to us after we received the bachelor's degree completion data.) Of those 1,293, 816 earned a bachelor's degree by Fall 2014 or were retained in Fall 2014, 448 were not retained in Fall 2014 (29 students were excluded from this analysis due to inaccurate data). Of those that earned a RT degree, those who earned a bachelor's degree were 56% female and 44% male, with a fairly similar gender distribution among those who earned a RT degree.

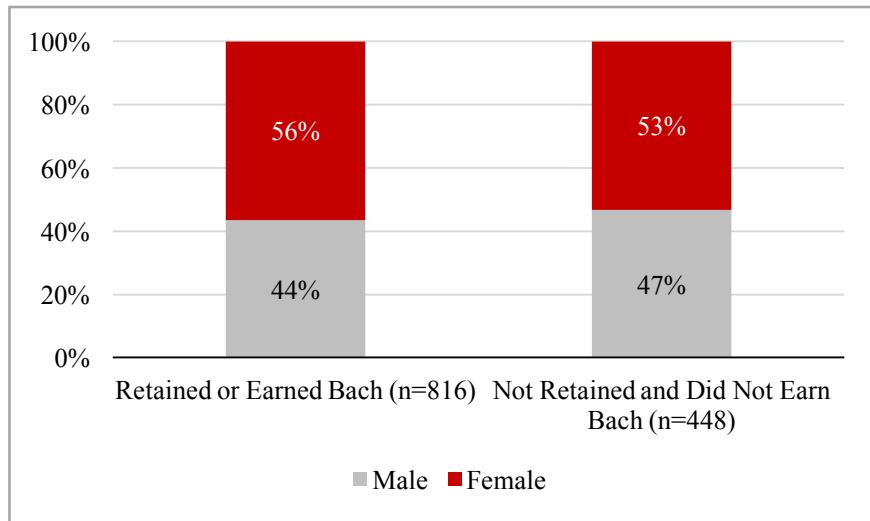


Figure MN-36. Reverse transfer degree recipients' retention or completion by gender.

- Figure MN-37 displays the age category distribution of those who earned a RT degree and either earned a bachelor's degree by Fall 2014 or were retained in Fall 2014 and those who did not complete a bachelor's degree or were not retained in Fall 2014. Those who did complete or were retained were 83% <25 compared with 79% who were of the same age who did not complete a bachelor's degree by Fall 2014 or were not retained in Fall 2014.

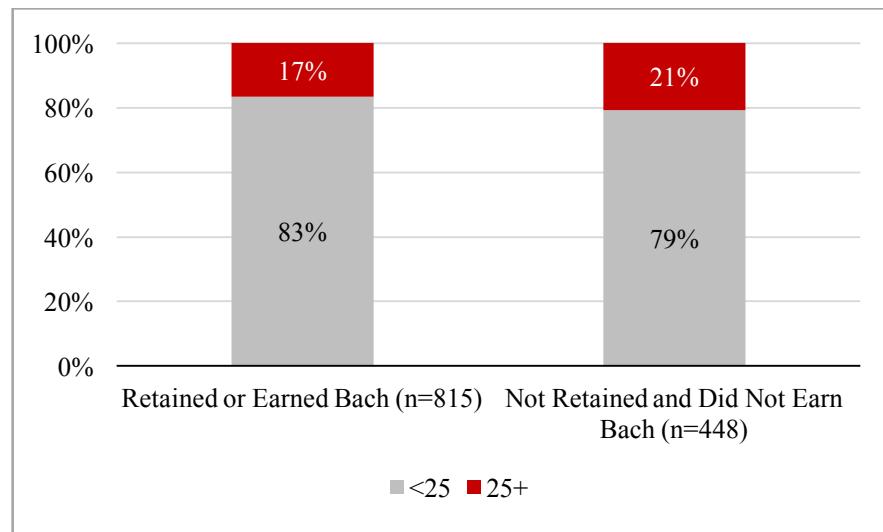


Figure MN-37. Reverse transfer degree recipients' retention or completion by age.

- The race/ethnicity of those who earned a RT degree and went on to complete a bachelor's degree or who are retained is similar to those who did not complete.

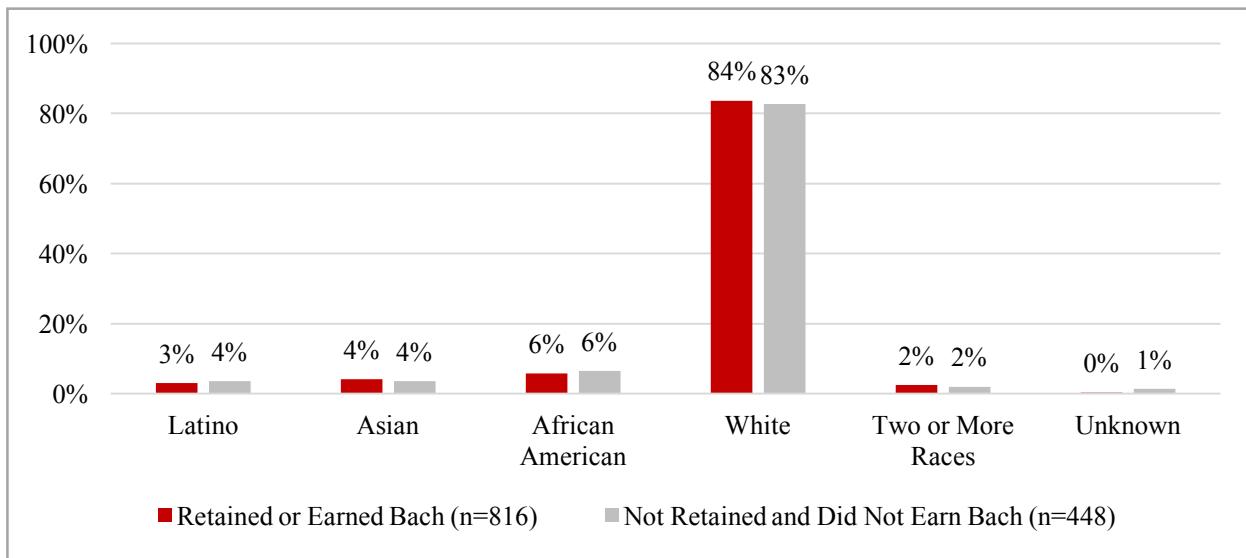


Figure MN-38. Reverse transfer degree recipients' retention or completion by racial/ethnic group.

- Of those who earned a degree through RT, Pell recipient status was similar in that 54% of those who went on to earn a bachelor's degree or were retained in Fall 2014 were Pell recipients compared with 52% of those who did not go on to complete a bachelor's degree or were not retained in Fall 2014.

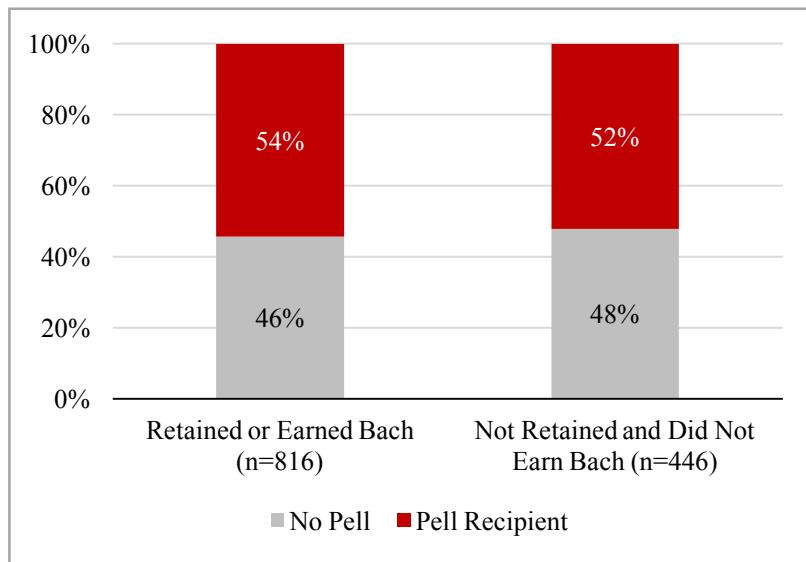


Figure MN-39. Reverse transfer degree recipient retention or completion by Pell recipient status.

- Figure MN-40 highlights the distribution of GPA category of those who earned a RT degree and either went on to complete a bachelor's degree or be retained in Fall 2014 or did not complete a bachelor's degree or be retained in Fall 2014. A higher percentage of students who completed a bachelor's degree by Fall 2014 or were retained had a GPA between 3.0 and 3.5 (36%) compared to those who did not complete or were not retained (21%). Further, 24% of students having a 3.5 to 4.0 GPA completed a bachelor's degree or were retained compared to 10% with a similar GPA who did not complete or were not retained. Students with lower GPAs were represented in higher proportions among students who did not complete a bachelor's degree or who were not retained.

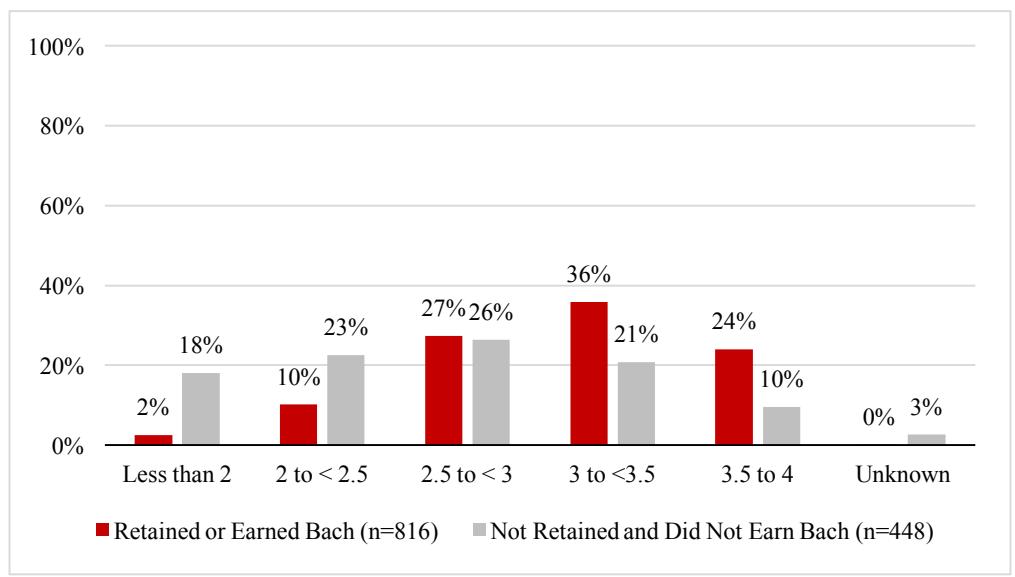


Figure MN-40. Reverse transfer degree recipients' retention or completion by GPA.

- Figure MN-41 illustrates the distribution of cumulative college credits of those who earned a RT degree and either went on to complete a bachelor's degree or were retained in Fall compared to those who did not complete or were not retained. A higher percentage of those who completed a bachelor's degree or were retained had a higher number of cumulative college credits (25% between 105-120 and 37% >120) than those who had not completed a bachelor's degree or were not retained.

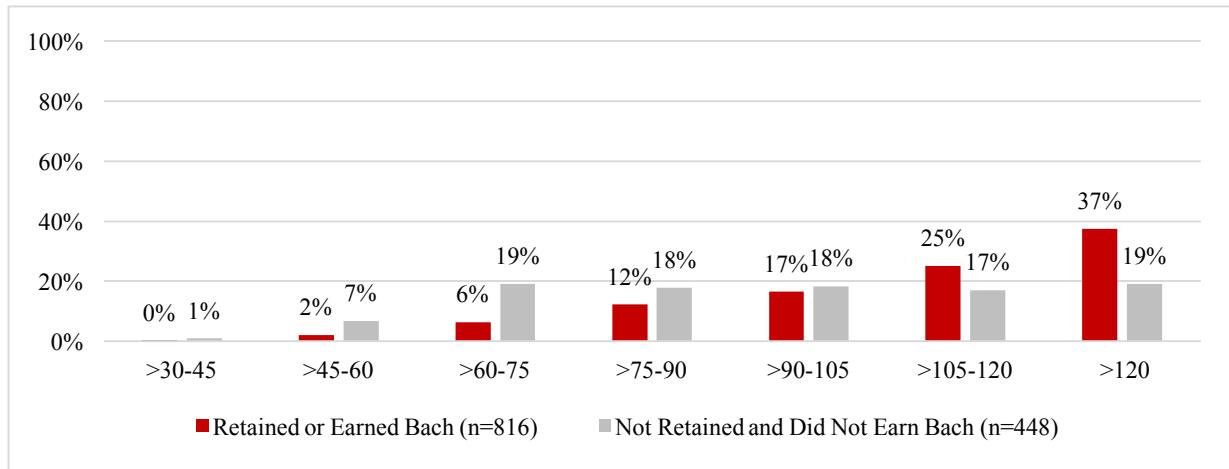


Figure MN-41. Reverse transfer degree recipients' retention or completion by cumulative college credits.

Are there differences in reverse transfer conferral by 2-year and 4-year partnership?

- Table MN-3 displays the RT degree conferral rates by institutional partnership. These rates were calculated by dividing the number of students who received an associate's degree via RT by the total number of potentially eligible students at the institutional partnership level.
- As indicated in Table MN-3, most RT degree conferral rates range between 0 and 25%. Only three partnerships present rates higher than 90% highlighted in green wherein the RT degree conferral rate ranges between 90 and 100%.

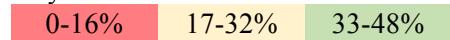
Table MN-3. Reverse Transfer Degree Conferral Rates by Institutional Pairs

Community and Technical College	Bemidji State University	Metropolitan State University	Minnesota State University Moorhead	Minnesota State University, Mankato	Southwest Minnesota State University	St. Cloud State University	Winona State University
Alexandria Technical and Community College	8%	0%	0%	10%	0%	2%	50%
Anoka Technical College	25%	0%	0%	0%		0%	0%
Anoka-Ramsey Community College	7%	7%	5%	37%	14%	16%	12%
Central Lakes College	6%	0%	2%	6%	0%	2%	0%
Century College	4%	8%	14%	23%	0%	18%	18%
Dakota County Technical College		0%		0%	0%	0%	0%
Fond Du Lac Tribal and Community College	5%	50%	23%	40%	11%	29%	27%
Hennepin Technical College	0%	0%	0%	6%	0%	5%	0%
Hibbing Community College	0%	0%	0%	43%		0%	
Inver Hills Community College	0%	5%	0%	16%	0%	5%	9%
Itasca Community College	2%		29%	0%		7%	0%
Lake Superior College	9%	30%	0%	25%	0%	8%	0%
Mesabi Range Community and Technical College	14%		20%	50%		0%	
Minneapolis Community and Technical College	0%	2%	0%	9%	0%	3%	6%
Minnesota State College - Southeast Technical		0%	0%	7%		0%	3%
Minnesota State Community and Technical College	18%	50%	9%	22%	6%	9%	0%
Minnesota West Community and Technical College	0%	0%	0%	20%	11%	0%	100%
Normandale Community College	21%	11%	13%	23%	14%	12%	11%
North Hennepin Community College	17%	4%	5%	26%	0%	8%	11%
Northland Community and Technical College	8%		2%	33%	0%	0%	0%
Northwest Technical College – Bemidji	0%	0%	0%		0%	0%	
Northwest Technical – Moorhead							0%
Pine Technical College	0%		0%	0%	0%	0%	
Rainy River Community College	6%	0%	0%	0%		0%	
Ridgewater College	60%	0%	6%	42%	23%	12%	0%
Riverland Community College	23%	14%	33%	28%	9%	25%	18%
Rochester Community and Technical College	17%	19%	8%	29%	14%	15%	21%

Community and Technical College	Bemidji State University	Metropolitan State University	Minnesota State University Moorhead	Minnesota State University, Mankato	Southwest Minnesota State University	St. Cloud State University	Winona State University
Saint Paul College		17%	0%	0%	0%	10%	14%
South Central College	29%	14%	0%	23%	7%	11%	33%
St. Cloud Technical and Community College	11%	25%	0%	36%	6%	7%	50%
Vermilion Community College	0%	0%	0%	20%	0%	0%	

Note: Only cells with denominators >10 were highlighted.

Key:



MISSOURI CASE REPORT

Introduction

This report reviews Missouri's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Missouri's CWID grant implementation; and 3) a summary of the impact of Missouri's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

In 2012, House Bill 1042 modified state transfer policy to mandating that the state develop a transfer course library that includes at least 25 transferrable courses among all Missouri public institutions by 2014. In addition, and of particular relevance to CWID, was the inclusion of 'reverse transfer' language in House Bill 1042:

The coordinating board shall develop a policy to foster reverse transfer for any student who has accumulated enough hours in combination with at least one public higher education institution in Missouri that offers an associate degree and one public 4-year higher education institution in the prescribed courses sufficient to meet the public higher education institution's requirements to be awarded an associate degree.

Missouri has involved all public institutions and some private colleges and universities in its CWID initiative. To implement CWID, the state created a central steering committee and four workgroups, including a policy workgroup, an IT/operations implementation workgroup, a communications workgroup, and an assessment/evaluation workgroup. Working with the Coordinating Board for Higher Education, the policy changes associated with CWID establish common guidelines for residency requirements, student eligibility requirements, participating institutions, the basic RT process, institutional and student responsibilities, and reporting and accountability. A policy framework for implementation and Memoranda of Understanding (MOU) has also been provided to the institutions involved in CWID.

Governance Structure. At the direction of the Coordinating Board for Higher Education (CBHE) in Missouri, the Missouri Department of Higher Education (MDHE) coordinates higher education policy for a system of higher education institutions that serves more than 408,000 students enrolled in 13 public 4-year colleges, 19 public 2-year community colleges, one public 2-year technical college, 25 independent colleges and universities and 150 proprietary and private career schools (<http://www.dhe.mo.gov/about/>, retrieved April 8, 2013).

The Council on Public Higher Education in Missouri (COPHE) is a nonprofit association comprised of the presidents and chancellors of Missouri's 13 public 4-year universities, and the president of the University of Missouri system. Each year, these institutions serve nearly 150,000 students, focusing on the delivery of undergraduate and graduate education, research, and service to the citizens of Missouri. COPHE aims to support and advance the mission of member institutions, while increasing the understanding and appreciation of public higher education by state leaders and the public at-large. The Missouri Community College Association (MCCA) is a membership organization dedicated professional development and advocacy for community college students, faculty, staff, administrators, and trustees

(<http://mccatoday.org/about-mcca/mcca-mission/>, retrieved April 8, 2013). Of the 20 public 2-year colleges in the state, 12 are listed as members on the MCCA website. One focus of this organization is a legislative agenda, which is presented on their website along with updates on the status of legislative activity and current bills before the Missouri House and Senate.

The Independent Colleges and Universities of Missouri (ICUM) represents 21 not-for-profit college and universities in Missouri, all of which are accredited by the North Central Association of Colleges and Schools, The Higher Learning Commission. This organization's primary function is to represent its member institutions before the Missouri General Assembly and the Executive branch of the Missouri government, as well as the Federal Congress and Executive branch of government as necessary. The organization states that they speak "with one voice for our members, advocating for public policies that promote and protect independent institutions and their students" (<http://www.icum.org/>, retrieved April 8, 2013).

Articulation and Transfer Policy

Based on the Missouri Revised Statute Section 173.005(8), the MDHE has the responsibility of providing state guidelines and guidance to "promote and facilitate the transfer of students between institutions of higher education within the state" (<http://www.moga.mo.gov/statutes/c100-199/1730000005.htm>). As a result, the centerpiece of Missouri's transfer and articulation policy is based on the guidelines established and published by the MDHE. Among other things, these guidelines define the broad general education goals and competencies that are suggested for institutional general education programs and that, as a package of 42 semester credits, are transferrable across institutions. One CWID leader noted, "[I]f a student completes the requirements for gen[eral] ed[ucation] at the community college then the receiving institution will accept that as completing the gen[eral] ed[ucation] requirements at their institution." That is, until recently (see next paragraph), transfer of individual courses was made on an institutional basis.

The CWID leaders generally indicated strong commitment to transfer in the state reflecting, "I think there's been a longstanding history in Missouri of having the commitment to transfer and to ensure that students transfer from 2 to 4-year year or, private to public...as smoothly and seamlessly as possible." HB 1042 was perceived to continue this commitment given the complimentary components of the transfer course library and RT. One CWID leader noted overlap among the two components and that the 25 courses in the transfer course library "will transfer among all the institutions [and] that should make a lot of the RT process a little more efficient and a little more easy."

Another fundamental element of Missouri's transfer and articulation context is the Council on Transfer and Articulation (COTA), the functions of which are articulated in MDHE's guidelines on transfer and articulation. COTA, which consists of members from public community colleges, universities, and independent institutions, is responsible for overseeing the transfer and articulation guidelines and all policies set forth in the guidelines. Many of these policies are briefly listed in Table MO-1.

In August 2016, SB 997, required changes that will have a positive impact on the RT processes already in place. SB 997 requires the development of a "Core curriculum" of forty-two semester credit hours and a common course numbering equivalency matrix for the forty-two hour block. Further SB 997 also requires that MDHE develop, maintain, and operate a website containing information for students. MDHE expects that students will be able to access important information to help them make career pathway decisions that will decrease their time to degree and increase transfer of credits if and when they transfer. MDHE also expects that RT information will be housed on this site.

Table MO-1. *Key Articulation and Transfer Policies in Missouri*

Policy	Description
Missouri Revised Statute Section 173.005(8)	<ul style="list-style-type: none"> This statute provides the authority to the MDHE to “establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state.”
MDHE Guidelines on Transfer and Articulation	<ul style="list-style-type: none"> Describes the state guiding principles for transfer and articulation Defines state-level policies for general education including; a) the goals and competencies of general education programs; and b) the 42 credit hour block general education structure Identifies the Associate of Arts (AA) as the transfer degree Requires institutions to recognize the transfer students 42 credit hour block of general education courses Defines the membership and functions of the Committee on Transfer and Articulation
HB 1042	<ul style="list-style-type: none"> Requires the state to develop a transfer course library with at least 25 lower-division transferrable courses in place by 2014 Requires the coordinating board to develop a ‘reverse transfer’ policy

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of RT in Missouri involved a set of strategies and goals that are discussed below.

Key Implementation Strategies

Pilot Strategy. Missouri elected to identify six high-volume transfer partnerships to pilot the RT procedures and processes developed in 2013, and these partnerships began implementation in Fall 2013. Pilot institutions are charged with following the RT implementation handbook, and they are also responsible for developing student consent processes, implementing webpages to communicate with students, and developing methods and processes to track students. The state tested the handbook and drew from lessons learned in the pilots to improve and supplement the handbook prior to statewide scale-up in Fall 2014.

Technology and Electronic Transcript Exchange. A key aspect of implementation in Missouri relates to technology infrastructure and the capacity of community colleges and universities to exchange electronic transcripts. Because institutions use various student information systems that do not speak to each other, it was determined early in the project that all institutions would register for the National Student Clearinghouse’s (NSC) Electronic Transcript Exchange (ETX) to support the exchange of PDF transcripts.

Implementation Timeline

- January 2013; September 2013:** CBHE RT policy and handbook development.
- August 2013–April 2014:** Pilot institutions implement RT.

- **September 2013:** All public institutions register for Electronic Transcript Exchange with the National Student Clearinghouse.
- **January 2014:** Sub-grants awarded to institutions to assist with implementing RT, particularly for technology.
- **Summer – Fall 2014:** Statewide training events and statewide scale-up of RT.
- **Fall 2014:** Statewide rollout of RT for newly enrolled students.
- **January 2015:** Statewide rollout of RT for all current students.
- **Fall 2015:** Universities will reach back to all former students that may qualify for RT.

Reverse Transfer Eligibility Requirements

The eligibility requirements for RT in Missouri:

- Student does not have earned an associate's degree
- Student met residency requirement at a participating community college (≥ 15 college credits).

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes, and Missouri's process is applied to this framework below. The process is based on the Reverse Transfer Handbook and six partnerships piloting the RT process in Missouri.

1. **Student Identification:** Universities queried institutional records to identify new Fall 2013 transfer students who met the state defined RT eligibility criteria.
2. **Consent:** The universities and community colleges decide the best method for contacting students to receive consent, and the university contacts the student to receive consent. Students opt in to the process.
3. **Transcript Exchange:** The university converts the transcript to PDF and transmits the PDF to NSC via ETX. NSC transmits the PDF transcript to the appropriate community college.
4. **Degree Audit:** The community college is responsible for conducting the degree audit using existing institutional technology, and the purpose is to identify students who meet all associate's degree requirements or are close to completing degree requirements.
5. **Degree Conferral and Advising:** Students who meet all degree requirements are conferred a degree and notified by the community college. Students who are close to completing the associate's degree may be contacted by the community college and advised on courses needed to complete the degree.

Credential Type(s)

Associate of Arts degree

Implementation Successes and Challenges

Successes. Key successes in Missouri's RT efforts are the development of the CBHE policy, drafting the Missouri Reverse Transfer Handbook, establishing ETX for statewide electronic transcript exchange, and the development of communications. These policies lay the fundamental foundation for implementation of MRT while giving universities flexibility when possible. The CBHE policy dictates that students will not be charged a transcript fee or a graduation fee as part of MRT.

Reverse Transfer Coordinators were identified by chief academic officers from each participating institution and have attended orientation workshops designed toward statewide readiness by Fall 2014. Exchange of electronic transcripts has been a priority in the state for a while and RT provided the momentum toward this goal. The National Student Clearinghouse's Electronic Transcript Exchange was instrumental in the technology aspect of MRT. All universities in Missouri are able to use this service to exchange PDF transcripts in a unified manner.

Challenges. While electronic transcript exchange is an improvement for the state, student information systems vary among institutions and many systems do not communicate with each other. To address technology systems, Missouri issued sub-grants to institutions to improve technology for the purpose of RT. A second challenge is that institutions have limited funding for staff at the institutional level. While CWID funding supported institutional trainings and technology upgrades, the capacity needed to continuously monitor transcript exchange and conduct degree audits is a concern. The third challenge of data reporting has been more of a challenge for independent and private institutions. All public institutions report data to the Missouri Department of Higher Education through EMSAS. For these institutions, it was an addition of two RT columns to their EMSAS reporting. Many independent and private institutions had to sign up for EMSAS in order to complete RT date reporting. The data portion deterred a few independent institutions from joining the RT initiative.

Sustainability (Post-grant period)

The Council on Transfer and Articulation (COTA) has assumed responsibility for the Missouri Reverse Transfer program from the recently disbanded 20-member MRT Steering Committee. COTA is a committee dedicated to matters of transfer and articulation, and the members of COTA are appointed by the commissioner of the Missouri Department of Higher Education (MDHE). COTA increased its membership from eight to twelve appointees to handle responsibilities associated with MRT. Training sessions will be held on a regular basis for MRT Coordinators in the future, and COTA is planning on holding at least two training sessions per year to keep the initiative progressive and to train new coordinators.

Missouri is also a member of the National Student Clearinghouse Reverse Transfer Project that will provide a national, automated solution for exchange of student record data. Missouri was one of three states chosen as a pilot state to participate in the design and testing of the project.

Institutions Participating in CWID

Avila University
Central Methodist
Columbia College
Crowder College
DeVry University
East Central College

Fontbonne University
Harris-Stowe State University
Jefferson College
Lincoln University
Lindenwood University
Metropolitan Community College

Mineral Area College	St. Louis Community College
Missouri Baptist University	St. Louis University
Missouri Southern State University	State Fair Community College
Missouri State University	State Technical College of Missouri
Missouri State West Plains	Stephens College
Missouri University of Science and Technology	Three Rivers Community College
Missouri Western State University	Truman University
Moberly Area Community College	University of Central Missouri
North Central Missouri College	University of Missouri-Columbia
Northwest Missouri State University	University of Missouri-Kansas City
Ozarks Technical Community College	University of Missouri-St. Louis
Southeast Missouri State University	Webster University
Southwest Baptist	William Woods University
St. Charles Community College	

State Contacts

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Missouri conferred 545 associate's degrees via reverse transfer. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. As previously noted, Missouri piloted RT between August 2013 and April 2014 with 24 4-year institutions and 15 community colleges, and the data reported below is based only on this implementation.

Data Overview

Figure MO-1 provides a visualization of the data overview in Missouri.

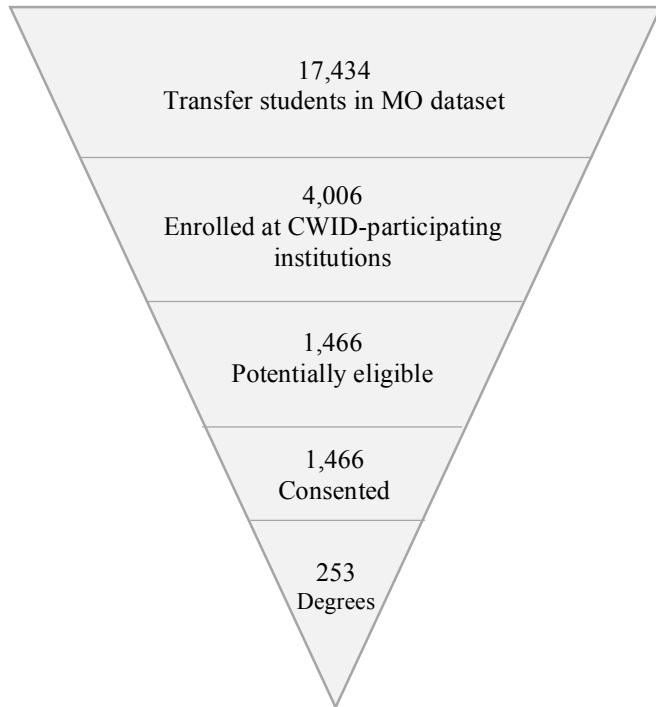


Figure MO-1. Funnel diagram of students (not proportional).

Dataset Description

Missouri provided data for 17,434 transfer students that were enrolled in Missouri public universities and 12 private universities in Fall 2014.

Table MO-2. *Features of the Missouri Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes	
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	Yes	12 of 25 receiving institutions are private
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	

Dataset Feature	Yes or No	Notes
Included students transferring from any in-state independent (private) institution	Yes	At least 26 of 78 MO sending institutions are private
Included students transferring from any out-of-state institutions	Yes	934 of 1012 sending institutions are out-of-state
Credits:		
Included students with any number of transfer credits earned	Yes	
Other:		
Included consent, outreach and/or response data	Yes	

What students were included in the Outcomes Study Cohort?

The Outcomes Study Cohort includes students who were potentially affected by RT implementation, and includes 4,006 students who were enrolled in 24 public 4-year institutions and had transferred from one of the 14 public 2-year institutions between August 2013 and April 2014.

What were the characteristics of the Missouri Outcomes Study Cohort?

- Of the 4,006 students in the Outcomes Study Cohort, 57% were female and 43% were male.
- The majority of students in the Outcomes Study Cohort (72%) were older than 25 years old.

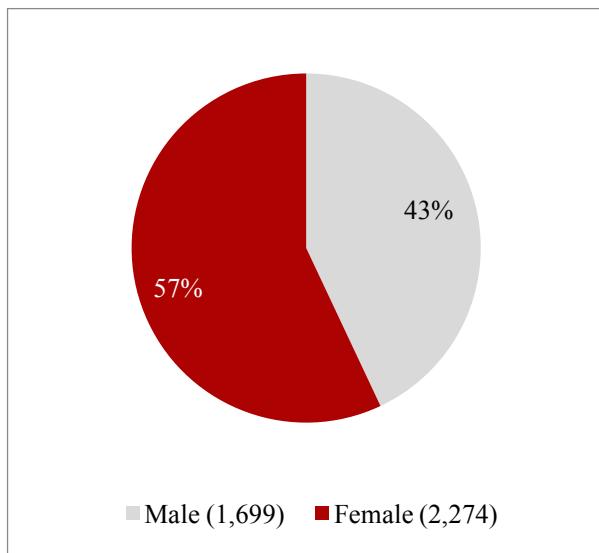


Figure MO-2. Outcomes Study Cohort by gender (n=3,973).

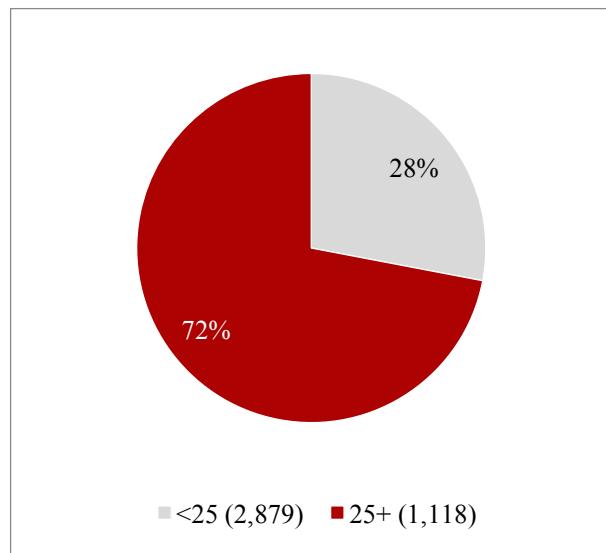


Figure MO-3. Outcomes Study Cohort by age (n=3,997).

- The distribution of students in the Outcomes Study Cohort by race/ethnicity was 74% White, 11% Unknown, 10% African American, 3% Latino, and 2% Asian. The percentage of American Indians, Native/Hawaiian/Other Pacific Islander, and Non-resident aliens ranged between zero and 1%.

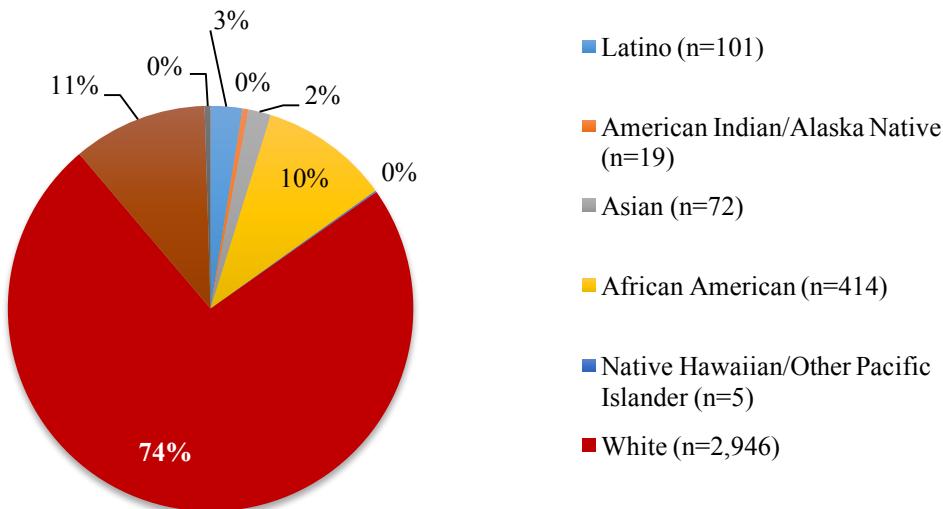


Figure MO-4. Outcomes Study Cohort by racial/ethnic group (n=4,006).

- As indicated in Figure MO-5, nearly half of the students in the Outcomes Study Cohort received a Pell Grant (49%).

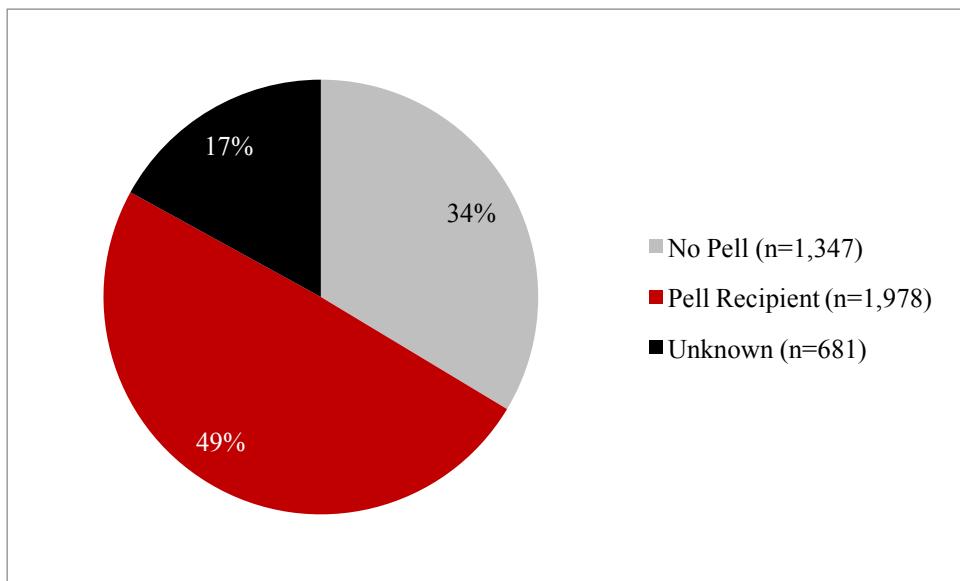


Figure MO-5. Outcomes Study Cohort by Pell recipient status (n=4,006).

- Figure MO-6 displays the distribution of cumulative college credits during the term of RT implementation. The largest percentage of students (23%) had between 75 and 90 credits, 18% had between 60 and 75 credits, 14% had more than 120 credits, 13% had between 90 and 105 credits, 9%

had between 105 and 120 credits, 9% had between 45 and 60 credits, 7% had been between 30 and 45 credits, 5% had been between 15 and 30 credits, and 1% between 0 and 15 credits.

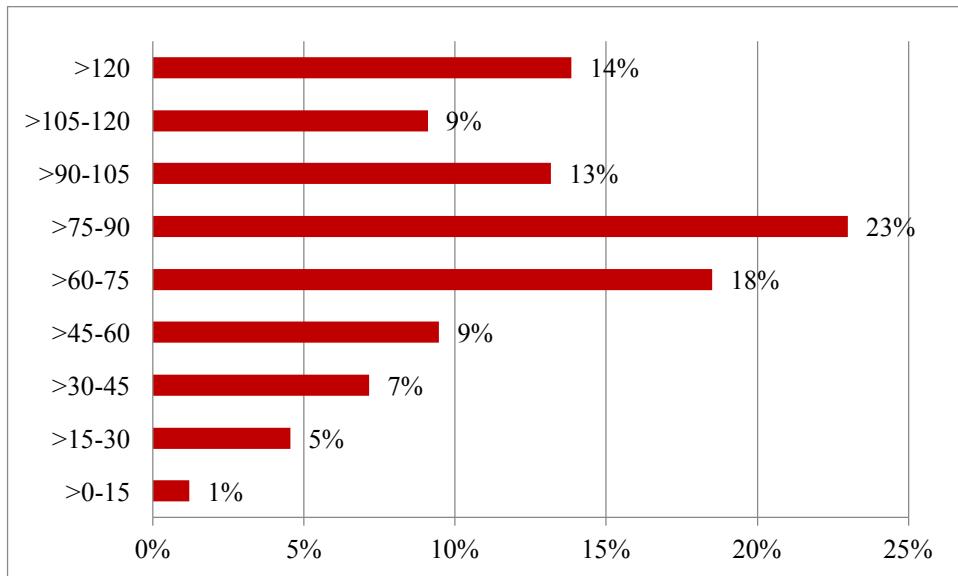


Figure MO-6. Outcomes Study Cohort by credit category (n=3,979).

- As observed in Figure 7 that shows the distribution of students by GPA, the majority of students (27%) had a GPA that ranged between 3.0 and 3.5

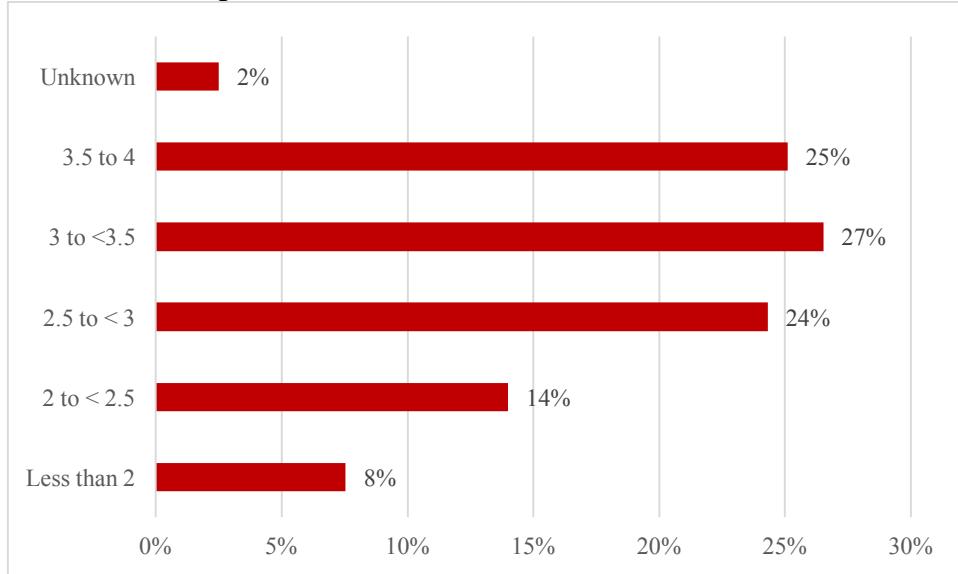


Figure MO-7. Outcomes Study Cohort by GPA (n=4,006).

Of the 4,006 students in the Outcomes Study Cohort, how many students met the two reverse transfer eligibility requirements?

- To understand how eligibility requirements in Missouri influence potential eligibility requirements, below is a summary of the distribution of 4,006 students based on these criteria. It is important to note that these are estimates based on Missouri data and institutions may have applied additional criteria to determine eligibility.

- Prior Degree Attainment: Of the 4,006 students, 3,901 (97%) had not earned an associate's degree or higher.
- Residency Requirement: Of the 4,006 students, 1,498 (37%) met the community college residency requirement.
- Of the 4,006 students in the Outcomes Study Cohort, 1,466 (37%) met the two eligibility criteria. The Venn diagram below (Figure MO-8) illustrates the degree of concurrence between the two eligibility requirements.

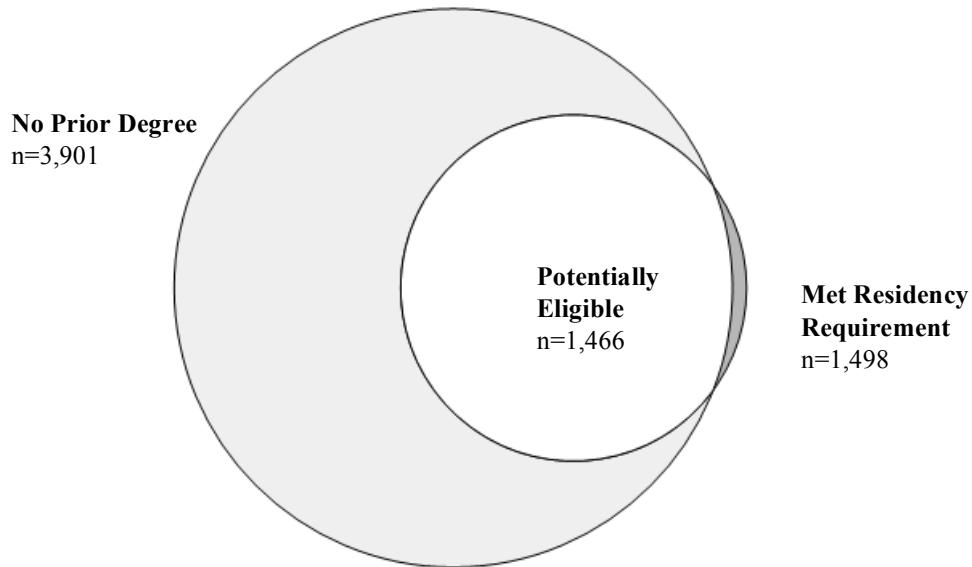


Figure MO-8. Venn diagram of reverse transfer eligibility requirements.

What were the characteristics of students in the Outcomes Study Cohort who were potentially eligible compared to those who were not eligible for reverse transfer?

- Figure MO-9 displays that a slightly larger percentage of ineligible student group were female (58%) than the potentially eligible student group (56%).

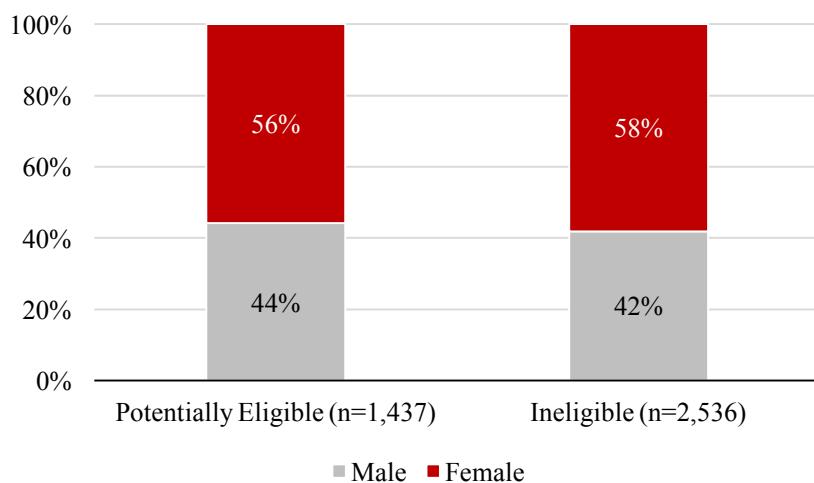


Figure MO-9. Reverse transfer eligibility status by gender.

- Slightly over three-fourths (77%) of potentially eligible students were under age 25 compared to 69% in the ineligible group. Results suggest that the potentially eligible group tends to be younger than the ineligible group.

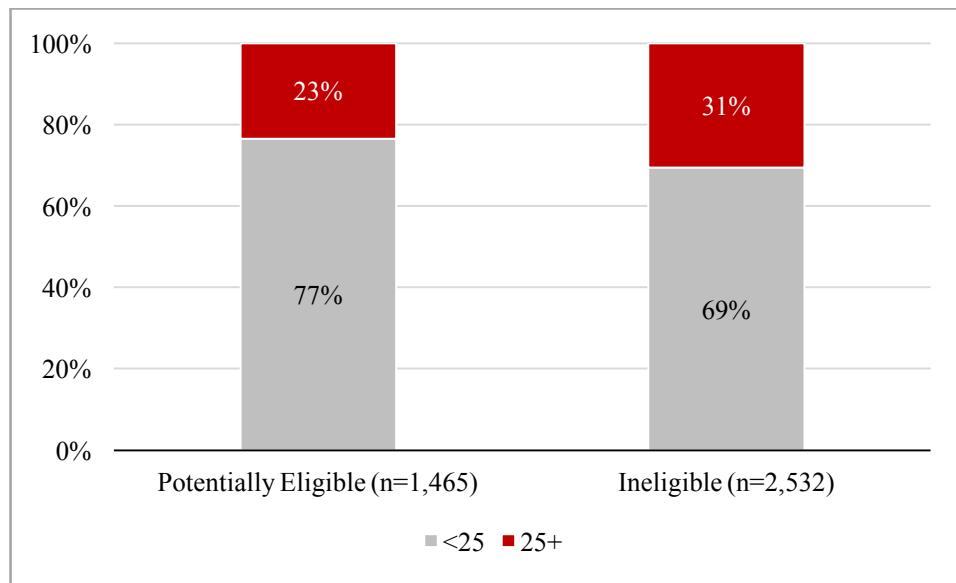


Figure MO-10. Reverse transfer eligibility status by age.

- As displayed in Figure MO-11, differences by varied by 1 to 3 percentage points only, suggesting very little difference in eligibility status by race/ethnicity.

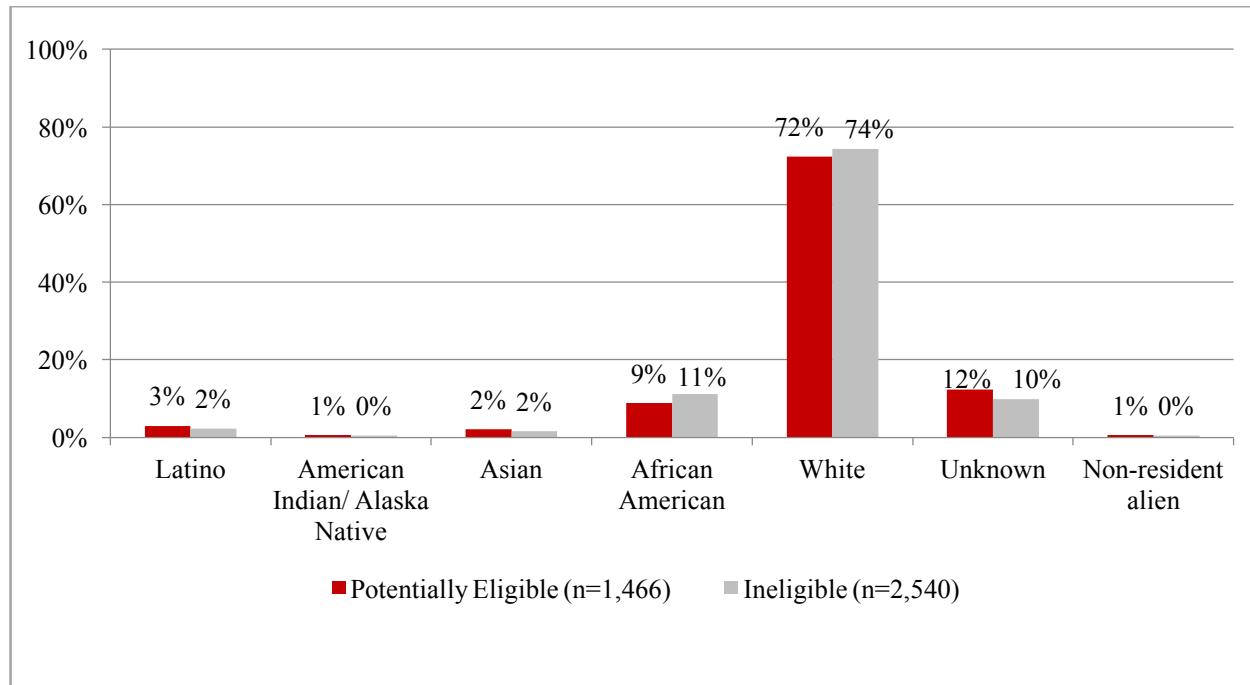


Figure MO-11. Reverse transfer eligibility status by racial/ethnic group.

- As shown in figure MO-12, a higher percent of potentially eligible students were Pell Recipient (55%) than the ineligible student group (46%). However, the percentage of Pell recipients among the ineligible student group may be due to a larger share of students in this group for whom their Pell recipient status is unknown (22%) compared to 9% for the potentially eligible group.

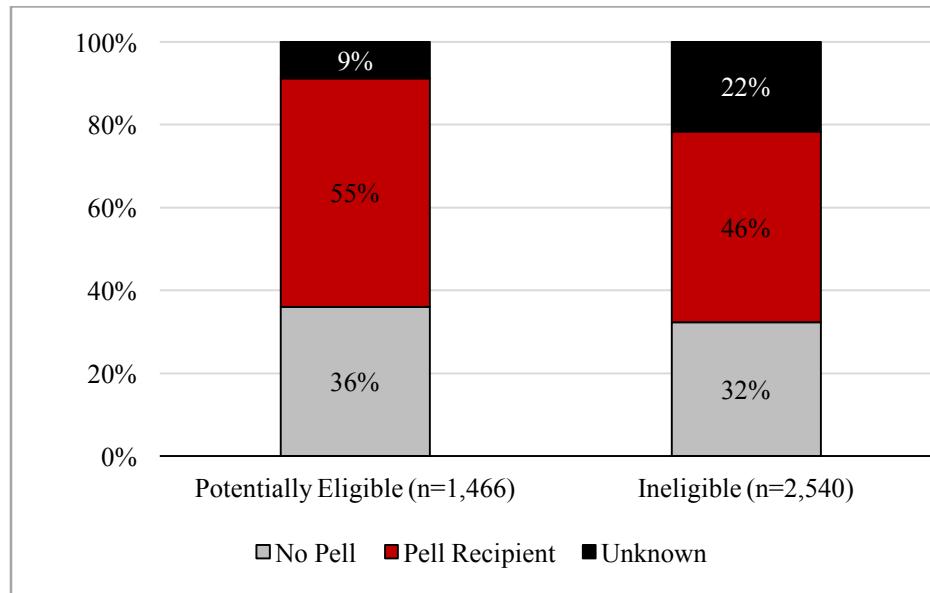


Figure MO-12. Reverse transfer eligibility status by Pell recipient status.

- Figure MO-13 displays the distribution of cumulative college credits based on eligibility status. These results show a larger percentage of potentially eligible students had between 60 and 75, 45 and 60, and 30 and 45 credits than those who were ineligible.

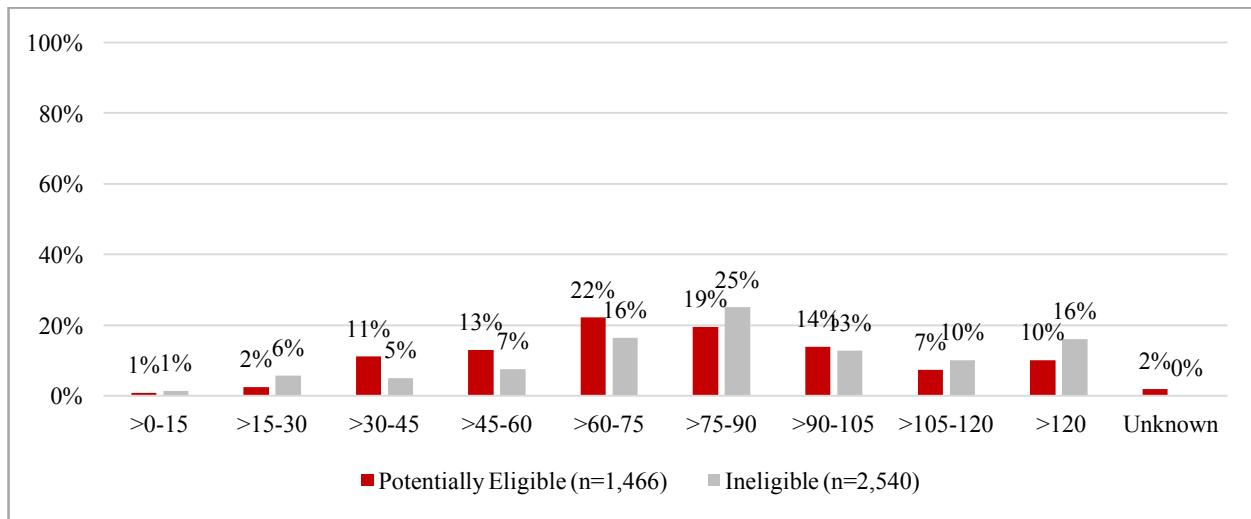


Figure MO-13. Reverse transfer eligibility status by cumulative credit category.

- Among students with a GPA between 3.5 and 4.0, the percentage of ineligible students is larger than the percentage of potentially eligible students. Among students with a GPA between 2.0 and 2.5, a larger percent of students were potentially eligible.

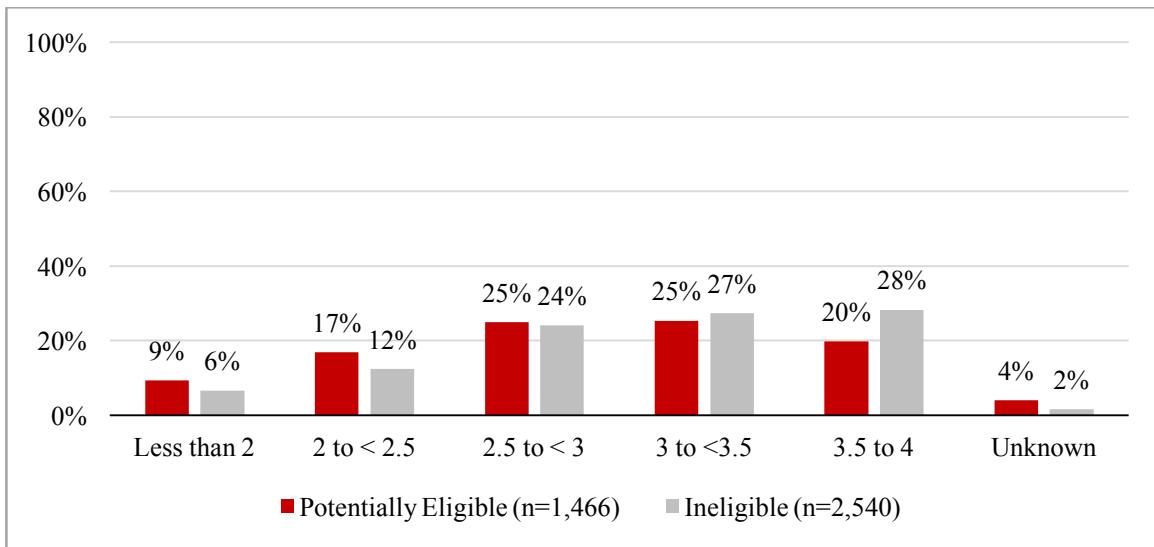


Figure MO-14. Reverse transfer eligibility status by GPA.

How many students in the Outcomes Study Cohort consented to participate in reverse transfer?

The Missouri dataset was limited, because we only had data on the 1,466 potentially eligible students who consented to participate.

What were the characteristics of students who consented and what were the differences between potentially eligible students who consented and did not consent?

- Since all 1,466 potentially eligible students consented, there is no comparison group.

How many students in the Outcomes Study Cohort met all degree requirements for an associate's degree after degree audit?

- All the 1,466 students who consented for an audit, did receive an audit. However, out of all 1,466 students receiving an audit, only 253 students (17%) were found eligible for an associate's degree. Of the 253 RT degrees for which students were eligible, 88% were eligible for an AA, 9% were eligible for an AS, 1% were eligible for an "other" associate's degree, and 0.4% were eligible for an AAS.

How many students in the Outcomes Study Cohort were awarded an associate's degree?

- All 253 students who met degree audit criteria received the Associate's degree for which they were eligible.
- Table MO-3 highlights the number of degree audits by year and month, and how many degrees were awarded via RT. In July 2014, 16 students received a degree audit and received the RT degree, in December 2014, 75 students received the RT degree (1 in July 2014 and 74 in December 2014), and in May 2015, 162 students received the RT degree. Among those 162 students, 3 received a degree

audit in July 2014, 10 in December 2014, and 149 in May 2015. These numbers indicate that 239 (94%) of the 253 RT degrees were conferred in the same term in which the degree audit took place.

Table MO-3. *Audits Performed and Degrees Granted*

Year and Month of Degree Audit	Year - Month Degree Granted		
	July 2014	December 2014 –	May 2015
July 2014	16	1	3
December 2014	0	74	10
May 2015	0	0	149

What were the characteristics of students who consented to participate in reverse transfer and received an associate's degree and what are the differences in the characteristics of students who consented and received an associate's degree and those who consented and did not receive an associate's degree?

- Figure MO-15 displays by gender for the two RT degree groups. The percentage (57%) of females was larger in the no RT degree group than the RT group (45%). Among students who received the RT degree, 11% do not have a reported gender.

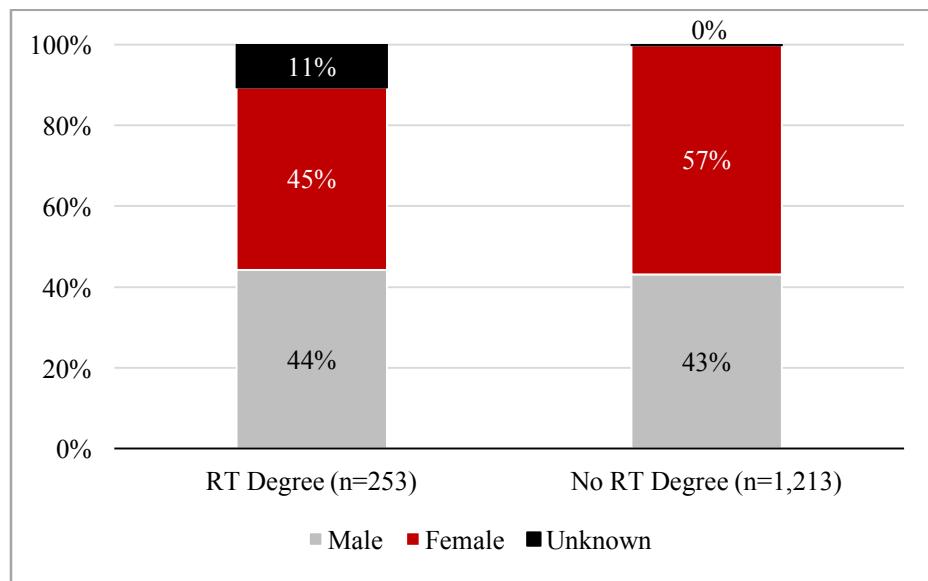


Figure MO-15. Reverse transfer degree conferral by gender.

- Figure MO-16 indicates the distribution of RT degree conferral by age. According to the data shown, a much larger percentage of students who received the RT degree were younger than 25 (70%) compared to the percentage 25 and older who received it (30%). Similarly, the percentage of students who did not receive the degree and who are younger than 25 is much larger than that of those who did not receive the degree and who are older than 25 years old (78% vs. 22%).

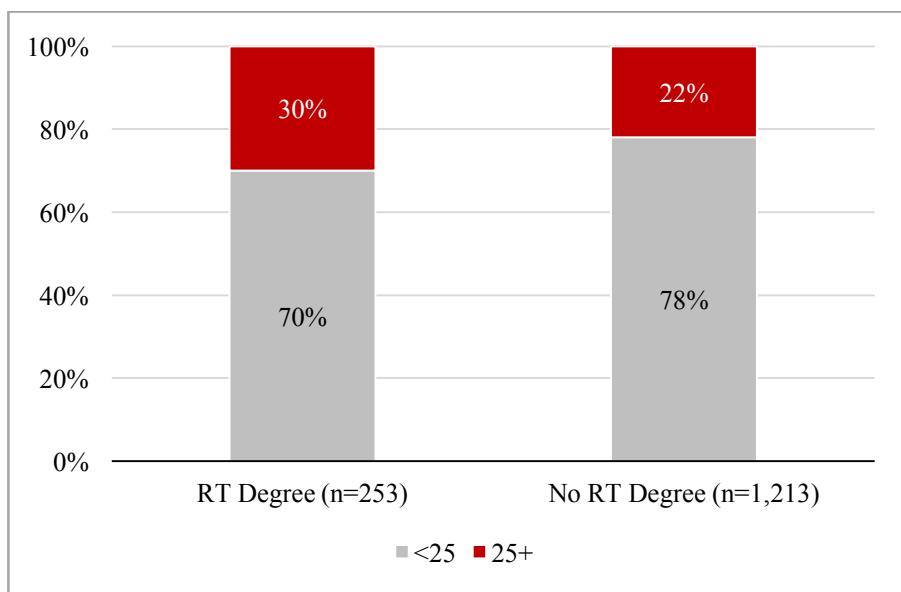


Figure MO-16. Reverse transfer degree status by age.

- The distribution of students regarding RT degree conferral and race/ethnicity is displayed in Figure MO-17. The percentage of students who received the RT degree is larger than the percentage of students who did not receive it among Whites and Native Hawaiian. A smaller percent of Latino and African American students received a RT degree than those that did not.

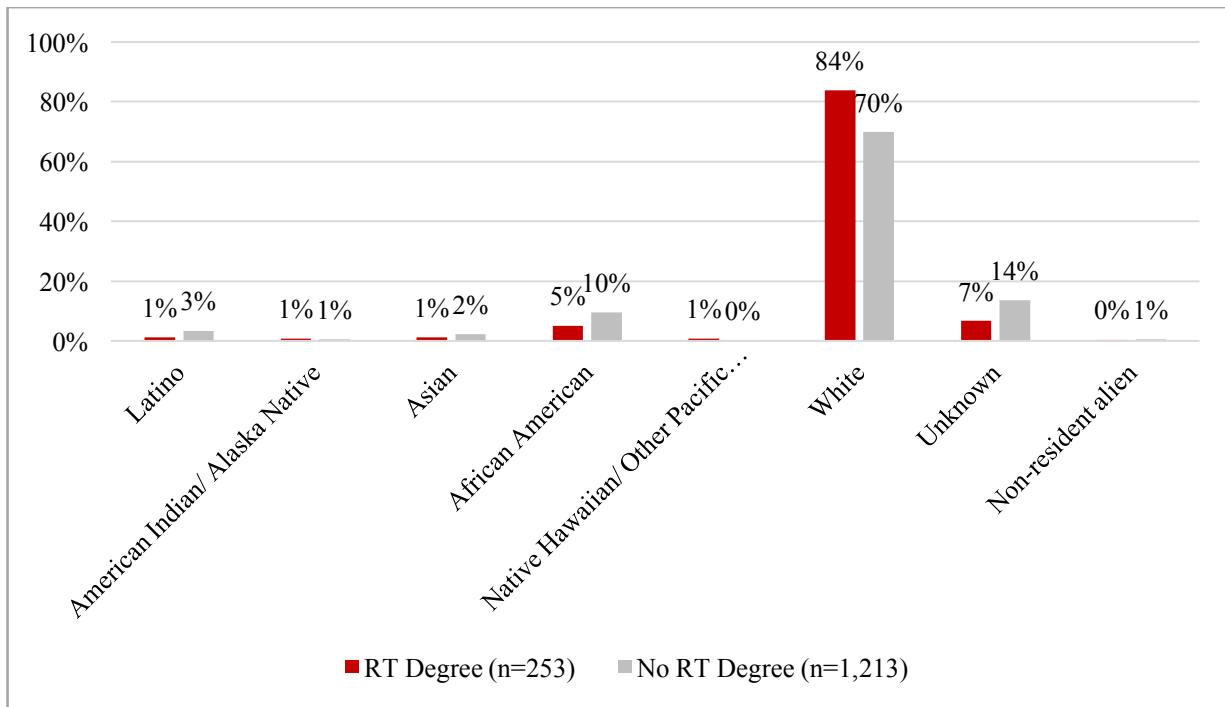


Figure MO-17. Reverse transfer degree conferral by racial/ethnic group.

- Figure MO-18 displays the distribution of RT degree conferral by cumulative college credit category. The largest percent of students who received a RT degree had between 90-105 credits.

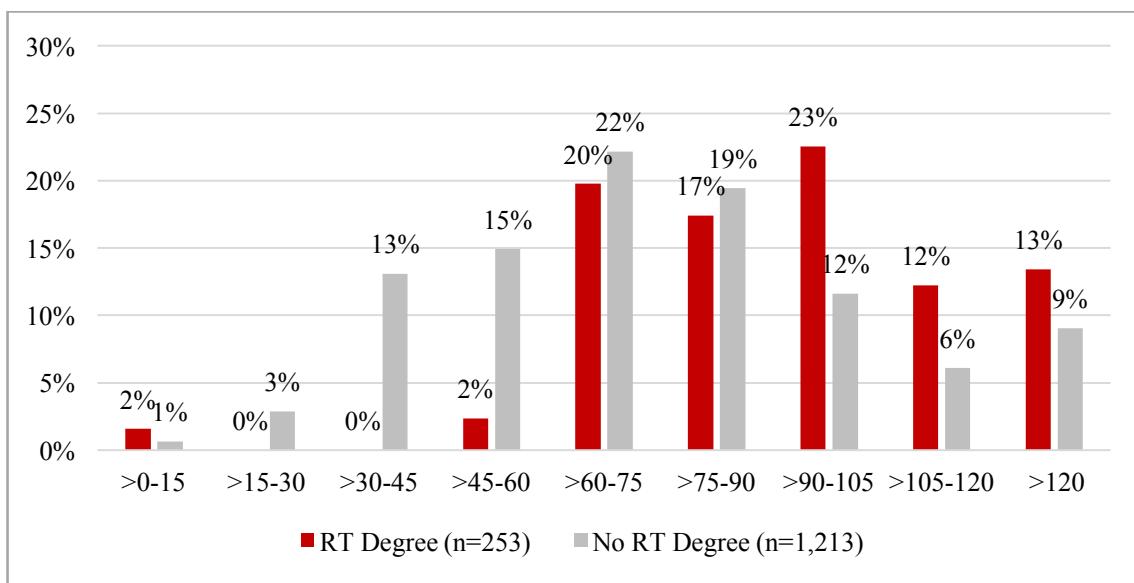


Figure MO-18. Reverse transfer degree status by cumulative credit category.

- In terms of GPA, figure MO-19 indicates that among students with a GPA between 3 and 3.5, which is the GPA category with a higher share of students, a larger percent of students did not receive the RT degree. The GPA categories in which a larger percent of students received the RT degree were 3.5 to 4, 2 to 2.5 and less than 2. The percent of students who did not receive the RT degree was equal to the percent of students who received it among students with a GPA between 2.5 and 3

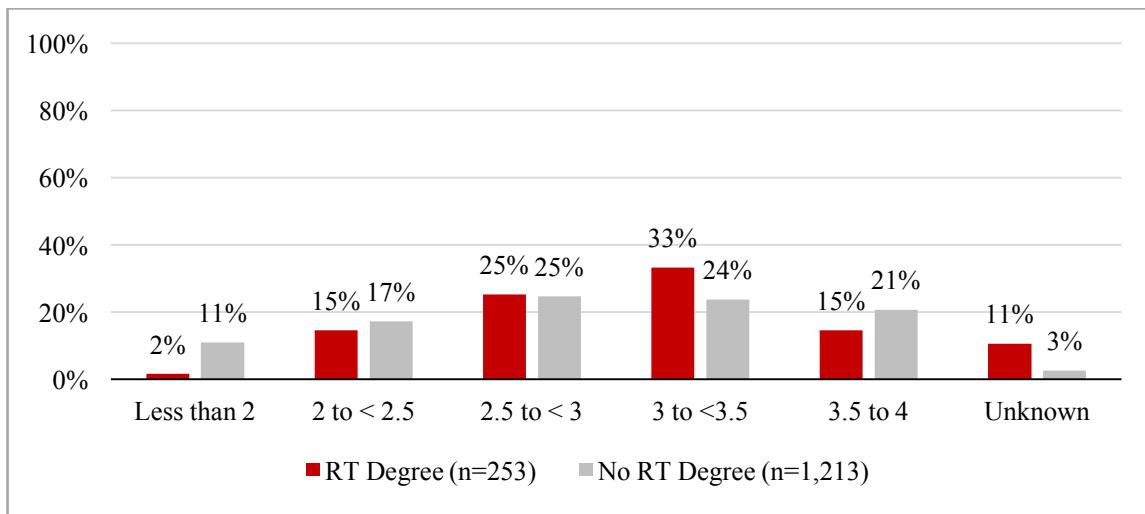


Figure MO-19. Consent status by GPA.

- Figures MO-20, MO-21, and MO-22 illustrate the distribution of gender, age, and Pell recipient status across the RT process. The percentage of female students decreases during each stage of the process.

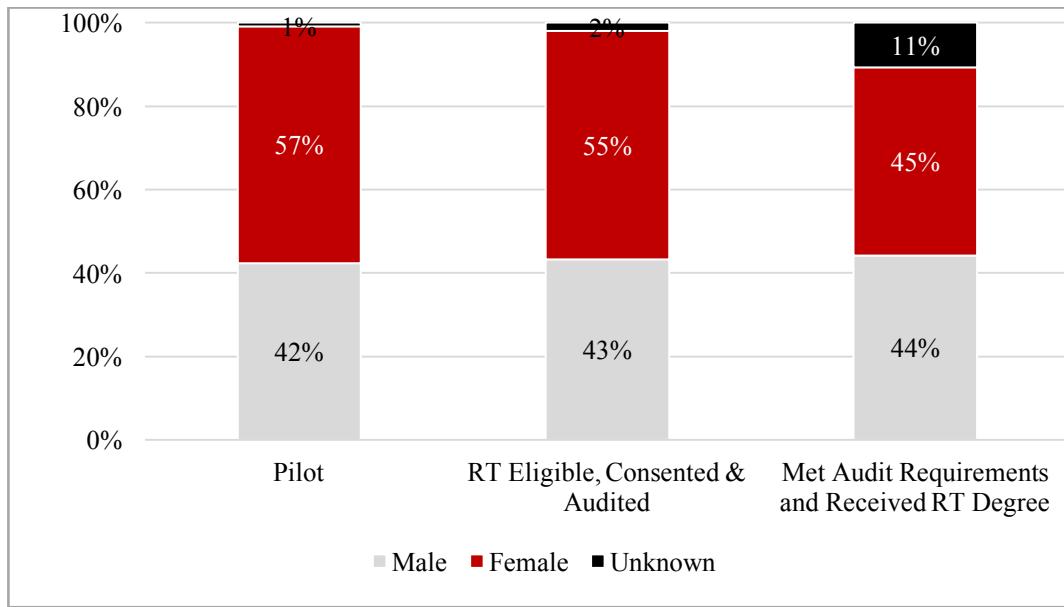


Figure MO-20. Reverse transfer process by gender.

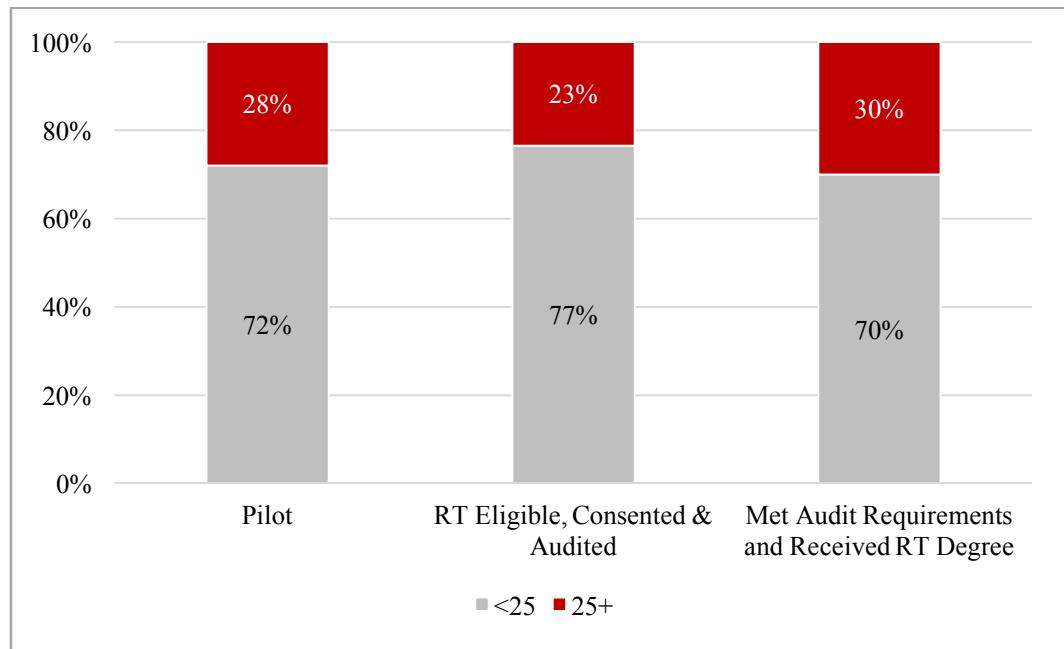


Figure MO-21. Reverse transfer process by age.

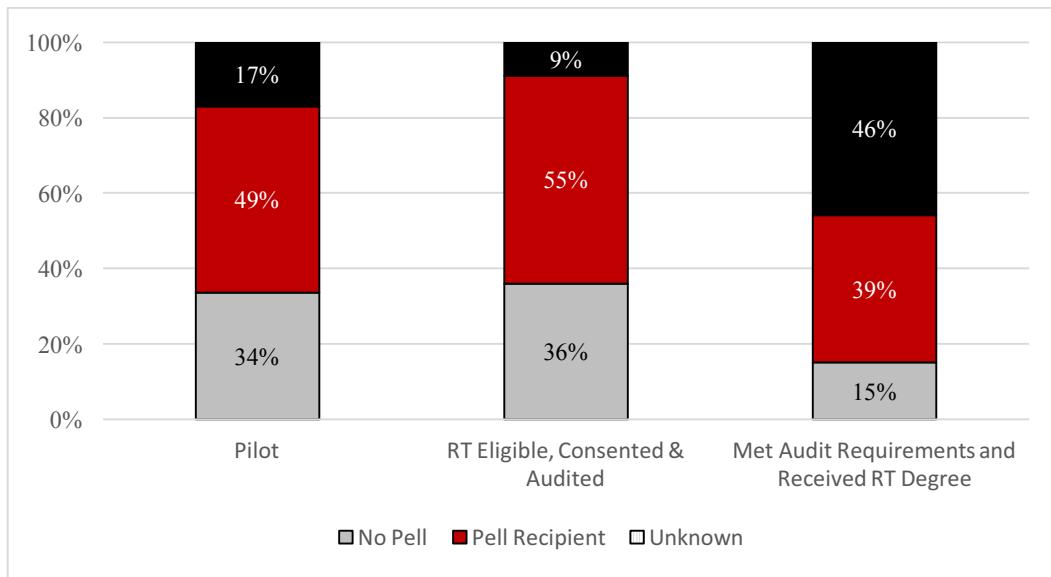


Figure MO-22. Reverse transfer process by Pell recipient status.

How did conferral of reverse transfer associate's degrees vary by institutional partnership?

- Table MO-4 displays the RT degree conferral rates by institutional partnership. These rates were calculated in Table MO-4 by dividing the number of students who received an associate's degree via RT by the total number of potentially eligible students who were audited and who consented.
- As indicated in Table MO-4, most reverse transfer degree conferral rates range between 0 and 25%. Only three partnerships present rates higher than 90% highlighted in green in which the RT degree conferral rate ranges between 90 and 100%,

Table MO-4. *Reverse Transfer Degree Conferral Rates (Percent potentially eligible, consented and audited who Received RT Degree) by Institutional Pair*

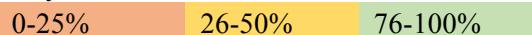
University	Crowder College	East Central College	Jefferson College	Metropolitan CC-Kansas City	Mineral Area College	Missouri State University (WP)	Moberly Area CC	North Central Missouri College	arks Technical CC	Saint Louis CC	St Charles CC	State Fair CC	STC of Missouri	Three Rivers CC	Total
Central Methodist Univ		100%	100%		100%		100%			100%	100%				100%
Columbia College					100%		100%								100%
Drury Univ	100%	100%							100%						100%
Fontbonne Univ					0%		0%			5%	100%				7%
Harris-Stowe State Univ				0%	0%		0%			0%					0%
Lincoln Univ	0%	0%	0%				0%		0%		0%				0%

University	Crowder College	East Central College	Jefferson College	Metropolitan CC-Kansas City	Mineral Area College	Missouri State University (WP)	Moberly Area CC	North Central Missouri College	Parsons Technical CC	Saint Louis CC	St Charles CC	State Fair CC	STC of Missouri	Three Rivers CC	Total
Lindenwood Univ			100%							100%					100%
Missouri Baptist Univ			100%		100%					100%					100%
Missouri Southern State Univ	100%			100%							100%				100%
Missouri State Univ-Springfield	100%			100%	100%	100%	100%		100%	100%	100%			100%	100%
Missouri Univ of Science and Technology		100%	100%		100%				100%	100%	100%				100%
Missouri Western State Univ	0%	0%	0%	100%	0%		7%	2%	0%	0%	0%	0%			11%
Northwest Missouri State Univ				100%								100%			100%
Southeast Missouri State Univ			75%		91%	100%	100%		100%	100%				88%	89%
Southwest Baptist Univ			100%												100%
Stephens College				100%											100%
Truman State Univ					100%		100%			100%					100%
Univ of Central Missouri	0%	3%	0%	100%	0%	0%	4%	0%	3%		5%	0%	0%	0%	2%
Univ of Missouri-Columbia	0%	33%	14%	8%	17%	0%	4%	17%	17%	50%	8%	5%			9%
Univ of Missouri-Kansas City		0%	0%	4%	100%		0%		25%	50%	0%	0%		0%	6%
Univ of Missouri-St Louis	0%	9%	4%		17%		0%		0%	30%	7%	0%		0%	13%
Webster Univ			100%							100%				100%	100%
Westminster College										100%					100%

University	Crowder College	East Central College	Jefferson College	Metroplitan CC-Kansas City	Mineral Area College	Missouri State University (WP)	Moberly Area CC	North Central Missouri College	Parsons Technical CC	Saint Louis CC	St Charles CC	State Fair CC	STC of Missouri	Three Rivers CC	Total
William Woods Univ									100%			100%			100%
	32%	27%	25%	18%	49%	40%	9%	3%	51%	25%	14%	3%	0%	69%	17%

Note: Only cells with denominators >10 were highlighted.

Key



NEW YORK CASE REPORT

Introduction

This report reviews New York's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of New York's CWID grant implementation; and 3) a summary of the impact of New York's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. The Board of Regents of the University of the State of New York has comprehensive supervisory authority over all educational activities in the State. The Board of Regents creates policies, and the State Education Department implements those policies under the direction of the Commissioner of Education, who is selected by the Regents. The Regents and the Commissioner are responsible for the coordination of postsecondary education. Public higher education in New York is governed under two organizations: the State University of New York system (SUNY) and the City University of New York system (CUNY). The SUNY system consists of 30 public community colleges, 7 technical colleges, 13 comprehensive colleges, and 14 doctoral degree-granting institutions. The CUNY system consists of 7 community colleges, 11 senior colleges, The Macaulay Honors College, and 5 graduate and professional schools located throughout the five boroughs of New York City. The SUNY system received the CWID grant and is the only public entity participating in CWID grant.

New York is also home to 189 independent, not-for-profit, as well as 54 proprietary, for-profit colleges and universities. The public policy interests of the chief executives of the independent colleges and universities in the State of New York are represented by the Commission on Independent Colleges and Universities (CICU), an educational corporation formed under the New York State Regents. The mission of the CICU is to develop consensus among its diverse membership and to serve as a formal organizational liaison with the New York State Board of Regents, the State Commissioner of Education, the Chancellors of the SUNY and CUNY systems, and with the proprietary education sector. The Commission is governed by a Board of Trustees, and composed of chief executive officers or institutional trustees of member campuses who represent the diversity of the CICU membership in terms of institutional type, size, and geographic location.

Pre-CWID Reverse Transfer Policies. The SUNY system's involvement in RT activities originated, in part, because New York was one of the original partners in Project Win-Win, and pursuing CWID seemed to be a natural extension of this work. While only eight institutions were involved in Win-Win, CWID leaders perceived CWID as an opportunity to engage all SUNY community colleges.

CWID efforts and degree audit work is positioned in a larger context about student movement and mobility within the SUNY system. CWID leaders noted, "The traditional transfer flow from a 2-year to a 4-year [institution] is only about 35% to 36% of all transfers within our system." Data reported in the CWID proposal suggested that about 26% of students transfer from 4-year to 2-year colleges, while approximately 17% transfer laterally between 2-year campuses and approximately 22% transfer laterally between 4-year campuses. It is within this larger context of student swirling and mobility that RT is increasingly relevant, especially at community colleges. CWID leaders noted, "What we're finding is that where the 4-year campuses have offices and a lot of procedures to deal with transfers, the community

colleges, even though they have all those transfers, don't necessarily have that." Thus, CWID is perceived as helping promote more formal transfer and articulation policies and procedures on campuses.

Pre CWID resolutions related to RT and student mobility and which were adopted by the State University's Board of Trustees include Resolution 2009-138, *Reaffirmation and Strengthening of the State University Board of Trustee Policy on Student Mobility (Transfer and Articulation)*, on November 17, 2009; and Resolution 2010-006, *Amendments to General Education Requirement*, of January 19, 2010. These resolutions and their implementation support the education pipeline goals – including student mobility and degree completion – in The Power of SUNY: Strategic Plan 2010 and Beyond.

Another motivating factor for CWID participation was the potential impact on college completion. As one CWID administrator noted, "It's fairly broadly known that completion rates at community colleges are not necessarily really good, and one of the reasons for that is premature transfer. And so the ability of our institutions to track their students and then actually raise their completion rates with this process is a really good...and a very powerful argument." Thus, CWID is perceived as one contribution to the general college completion agenda in the state and the SUNY system.

Articulation and Transfer Policy. SUNY policies related to transfer and articulation have been driven by board resolutions and memos from the SUNY Board of Trustees and institutional leaders. The historical record of transfer and articulation policy within the SUNY system is associated with easing the transfer of general education courses. The result of a SUNY taskforce, in 1998, Resolution 98-241 established a common transferrable general education package consisting of 30 credits. In addition, a faculty committee on transfer and articulation was created as a result of this resolution, and according to CWID leaders was "supposed to look at any disagreements among campuses on transfer." More recently, CWID leaders indicated that transfer has been "on the front burner" for at least the last five years, which is evident from the volume of policy activity illustrated in Table NY-1. In 2008, a Joint Committee on Transfer and Articulation was the first of several SUNY policies aimed at improving transfer for students. Committee responsibilities included building an accessible website with an interface for determining course transferability among institutions, as well as improving the transferability of upper division and major courses.

The recent focus on transfer is partially attributable to leadership from the SUNY Provost as well as faculty. It was also clear from interviews with CWID leaders that faculty have been extremely involved in moving transfer policy forward in the state. The University Faculty Senate (the faculty governance organization for 4-year campuses) and the Faculty Council of Community Colleges (the faculty governance organization for 2-year campuses) "have both been involved from the very beginning" of SUNY's transfer efforts. What was formerly known as the Transfer Review Committee is now the Student Mobility Steering Committee that has rotating chairs from members of the University Faculty Senate and the Faculty Council of Community Council. Faculty continue to serve in an advisory role in transfer policies in this way.

CWID leaders also acknowledged that individual legislators have indicated interest in improving transfer, but all transfer policies are positioned at the SUNY system level and are not legislated. When asked about transfer relationships with the City University System of New York (CUNY), CWID leaders indicated they "haven't done anything on a formal, systematic basis with CUNY." However, there are individual institutions with articulation agreements.

Table NY-1. *Key Articulation and Transfer Policies*

Policy	Description
Resolution 72-302, 1972	<ul style="list-style-type: none"> Provided guaranteed opportunity for SUNY graduates with AA or AS to transfer to a SUNY 4-year institution.
Resolution 90-196, 1990	<ul style="list-style-type: none"> Affirmed 1972 resolution and guaranteed CUNY students opportunity to transfer to SUNY 4-year institution, but gave SUNY transfer students over CUNY transfer students.
Joint Task Force on General Education Report, 1998	<ul style="list-style-type: none"> Recommended a common general education package be adopted with system-wide learning goals; SUNY faculty effort in conjunction with the Faculty Council of Community Colleges.
Resolution 98-241, 1998	<ul style="list-style-type: none"> Established a 30-credit general education requirement within 10 academic areas and two competency areas for all bachelor degree candidates; encouraged general education package to be transferrable.
Joint Committee on Transfer and Articulation Resolution, 2008	<ul style="list-style-type: none"> Strengthened existing policy of seamless transfer and created an accessible website for all transfer courses and equivalencies across SUNY institutions;
Resolution 2009-139	<ul style="list-style-type: none"> Established guaranteed transfer for SUNY students completing AA or AS to a SUNY 4-year institution.
Memo to Presidents: Policy and Guidance: State University Study Mobility Policies, August 2012	<ul style="list-style-type: none"> Addressed and improved transferability of upper division courses and major courses; guaranteed student transcript evaluations close to time of transfer; established the President's Student Mobility Advisory Council
Seamless Transfer Requirements Memorandum from SUNY Chancellor, December 2012	<ul style="list-style-type: none"> Required completion of SUNY general education requirements within the first two years of study for AA/AS and bachelor's degrees; required the completion of at least one 'transfer path' (common courses within majors and associated cognates) within the first two years of study for AA/AS and bachelor's degrees; established a 64 credits maximum for AA/AS degrees and 126 credit maximum for bachelor degrees.

State Completion Goals and Initiatives. For over six decades, SUNY has been strongly committed to fulfilling its mission “To Learn, To Search, to Serve,” and to provide the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population, including low-income students, minority students, adult non-traditional students, and others. SUNY Chancellor, Nancy L. Zimpher, nationally recognized for her leadership in developing systemic partnerships to advance access, academic success, graduation and employment, has helped the institution to develop and implement a bold new strategic plan. SUNY’S Master Plan 2012 “*Delivering on our Promise. The Power of SUNY*” marshals the resources of all 64 SUNY campuses to bring innovative ideas to scale across New York, including strategies to support student mobility and degree completion.

Over the past few years, the State University of New York has been actively engaged in a strategic planning process which echoes the priorities of the Board of Trustees, and which sets an aggressive agenda for college completion and success efforts. A University-wide Task Force was created to oversee

and expand upon the implementation for the agenda. Initiatives already underway include: awarded degrees for early transfer through Project Win-Win; facilitating student access to online offerings from across the state; facilitating cross registration to provide access to course offerings across SUNY institutions; implementing an advanced degree audit and planning tool, Degree Works, to assist students in assessing how their coursework will transfer across SUNY institutions; and appointing a Student Mobility Project Coordinator to provide consistency of approach and collaboration across initiatives.

SECTION TWO: CWID GRANT IMPLEMENTATION

Given the state policy context and the CWID context, CWID leaders identified and discussed unanswered questions, pressing issues, and potential policy levers or challenges that need to be addressed as New York proceeds with CWID implementation. These issues are explained as follows:

Faculty Engagement with Transfer

The faculty engagement with transfer in the SUNY system is perceived to be strong among the CWID leaders with whom we spoke and typical of a shared governance model. This engagement is most involved in the design of system wide disciplinary transfer curricula (the ‘SUNY Transfer Paths’), which has been implemented for students entering fall 2015. The Transfer Paths were created in two stages, each of which relied on SUNY faculty disciplinary committees. These disciplinary committees were formed for each major, beginning with the most popular and continuing in decreasing popularity for transfer. For the purposes of this work, ‘majors’ were defined as both traditional and emerging specific programs of study that have similar lower division coursework.

The first round of Transfer Path discussions occurred in 2010-2011. These discussions involved over 400 faculty members from both 2- and 4-year colleges. The discussions produced Transfer Paths in 37 of the most popular transfer disciplines. Following the passage of the 2012 Seamless Transfer policy, the Office of the Provost, in collaboration with faculty governance, engaged in a full review of the Transfer Paths. This review process was more expansive and invited faculty representatives from every campus that offered programs in an academic discipline, involving nearly 900 faculty overall. Since this review period, additional Transfer Paths were completed resulting in 55 Transfer Paths completed to date. These disciplines cover over 95% of all transfer students within SUNY, and include enrollments collectively of over 166,000 students in approximately 1,700 programs for fall 2015.

Technology Focus and DegreeWorks Implementation

To improve the efficiency and quality of academic advising, SUNY is implementing Degree Works at 58 campuses. The goal is for SUNY students to have access to all of the necessary information for academic planning within a single, interactive software solution. For many campuses, this has meant moving from paper based planning tools to software. In addition, SUNY is implementing ‘Transfer Finder, a new feature which will allow students to search for programs of interest across the SUNY System, and perform degree audits at their potential transfer campus to see how the credits they have already earned at their home campus would transfer into a particular program.

Currently, the software has been implemented at 38 campuses. From April 2015 to April 2016, over 180,000 students have used the software, totaling over 2.8 million logins. Development of Transfer Finder has been completed and the software has been beta tested. Three ‘networks’ of 8-10 campuses have completed training and setup, and SUNY anticipates that small numbers of users will begin accessing the software in a controlled rollout of the coming year. On a self-service basis, users can perform ‘reverse transfer’ audits to their previous campus using this technology, which SUNY believes will support the scale-up of the RT initiative.

Formalizing Transfer Infrastructure

Given the large number of community colleges and the high swirling activity, the CWID grant is perceived as an opportunity to improve the infrastructure at community colleges to receive transfer students (or credits) and improve articulation. The technological solution only works, however, if all institutions have accurate and updated course information in the computer system – particularly course equivalency tables. As one CWID leader noted, “If [students] took a course at Brockport, we can’t tell whether it’s transferrable to the Monroe Community College unless Monroe has the information in their system that we can compare it against.” Inadequate articulation systems could serve as a barrier, but CWID seems to be perceived as an opportunity to improve this system. As a different CWID leader put it, “A lot of what we’re doing is formalizing the infrastructure so that transfer to the 2-year institution as a destination will be easier.” This includes not just transfer of students, but also in the transfer of credits for the purpose of CWID.

In an effort to increase the number of course to course articulations across the SUNY system, SUNY began developing course articulations for those campuses that did not have course equivalencies stored in the campus information system. Through the creation of a program developed by the SICAS center, we were able to extract course equivalencies from the majority of 4-year campuses. We then used those course equivalencies to develop articulations for those campuses that had not developed them in their system. The foundational thought behind this process was that a course equivalency that a 4-year campus had for a community college would, in most cases, apply in the reverse (i.e., If A=B, B=A). The articulations were first created on an Excel spreadsheet with the end goal that these individual campus files could be imported directly into the campus student information system, through the help of a process developed by the SICAS center. Roughly 50,000 course articulations were developed for 21 institutions in the SUNY system, 17 of which are community colleges

Residency Requirements

Current policy allows individual institutions to establish their own residency requirements that regulate the number of credits a student must earn to receive a degree from that institution. CWID leaders indicated that residency requirements were “all over the map” and range from 12 to 30 credits. Having multiple residency requirements within the system could be a potential barrier in a system that has relatively centralized transfer policies. Campuses have asked to review their local policies to better support RT and other completion initiatives. Table NY-2 includes the residency requirements by institution.

Table NY-2. *Residence Requirements at Each Institution in New York*

School	Residency
Adirondack Community College	30
Adirondack Community College	12
Broome Community College	32
Cayuga Community College	15
Clinton Community College	15
Columbia-Greene Community College	30
Corning Community College	30
Dutchess Community College	24

School	Residency
Erie Community College	30
Finger Lakes Community College	32 and half required courses
Fulton-Montgomery Community College	50% of degree (60)
Genesee Community College	50% of degree (60)
Herkimer County Community College	30
Hudson Valley Community College	50% of degree (60)
Jamestown Community College	30
Jefferson Community College	30
Mohawk Valley Community College	25% of degree (60)
Monroe Community College	24
Nassau Community College	33
Niagara County Community College	50% of degree (60)
North Country Community College	50% of degree (60)
Onondaga Community College	24
Orange County Community College	30
Rockland Community College	32
Schenectady County Community College	30
Suffolk County Community College	30
Sullivan County Community College	50% of degree (60)
Tompkins-Cortland Community College	15
Ulster County Community College	30
Westchester Community College	32

Key Implementation Strategies

Field Visits to Community Colleges by SUNY's Reverse Transfer Coordinator. SUNY hired a Reverse Transfer Coordinator who works with leadership across the system to design and implement a process for RT. To obtain a baseline understanding of how and where course information is stored and retrieved at SUNY's community colleges, the Coordinator visited all 30 SUNY community colleges early in the grant period. Several gaps and needs were identified, including: 1) the majority of community colleges do not have course articulations recorded in online systems; 2) course equivalencies are not always updated when conducting degree audits; and 3) manual degree audits require more capacity than exists at community colleges. The fieldwork resulted in creating a process for entering course equivalencies from 2-year to 4-year institutions in the SUNY system to better automate degree audits.

Pilot Initiative. Mohawk Valley Community College and SUNY IT and SUNY-Morrisville were the first institutions to pilot the RT process in fall 2013. Initial pilot results showed the main reason students are ineligible for RT is that they do not meet the residency requirement at a single institution, which is attributed to students' swirling. A larger, secondary pilot revealed the challenges that exist in getting students to provide consent for transcript submission, as well as communication breakdowns between

campuses, and the tracking of the progress for individual students. System-wide scale-up is currently planned for Spring 2017 after an additional pilot that tests a newly developed web application facilitating the RT process.

Student Focus Groups. During the field visits, the Reverse Transfer Coordinator conducted interviews with several students to learn about students' perspectives on RT degree conferral. Students offered their insights on their motivations for transferring without an associate's degree, their perception of the value of an associate's degree, their desire to participate in a RT degree award, their recommendations about RT degree award process (consent, fees, etc.), their preferences regarding associate's degree type relative to major field of study, and the potential impact of receiving the associate's degree on their path to the baccalaureate. The focus groups were used to improve engagement of 4-year institutions in the RT process.

Implementation Timeline

- **November 2012:** SUNY hired a Reverse Transfer Coordinator.
- **December 2012:** May 2013: The Reverse Transfer Coordinator visited four to five community colleges per month and conducted student focus groups.
- **Spring 2013:** The *Degree Audit and Planning Tool* was released to most community colleges and 4-year institutions, and it allows students to assess progress in degree planning at any point in time at a single institution.
- **Summer – Fall 2013:** The transfer audit tool called *Transfer Finder* was developed, and it allows students to examine course transferability within the SUNY system.
- **January – March 2014:** The *Transfer Finder* tool is beta tested with two campuses.
- **November 2013 – February 2014:** Five pilot sites were selected and initial RT processes developed.
- **August 2014:** Course articulation development completed and SIS upload testing begins.
- **April 2015:** First communication sent to students eligible for RT in system wide pilot.
- **August 2015:** Reverse Transfer Advisory Council created to help guide RT policy and process.
- **November 2015:** Development of RT web application begins.
- **May 2016:** The first RT degrees were conferred.
- **Fall 2016:** RT web application will be completed, tested, and piloted.
- **Spring 2017:** Full RT process will be open to all students in the SUNY system.

Note: Discussions between SUNY's Legal Office and the Federal Office of Family Compliance concerning FERPA delayed system wide pilot.

Eligibility Criteria

The criteria adopted by New York to determine which students are potentially eligible for RT are the following:

- Student does not have an earned associate's degree
- Student earned ≥ 24 college credits at a participating community college and/or met community college residency requirement (varies)

Reverse Transfer Process

1. **Reverse Transfer Student Identification:** The SUNY system office and 4-year institutions and community colleges collaborate to identify eligible students. The SUNY system first identifies eligible students based on state-level eligibility requirements and 4-year institutions confirm that eligible students also meet institutional eligibility requirements. Then, the community colleges review the list of eligible students to ensure there are no academic or financial holds.
2. **Consent Process:** SUNY uses an opt-in process for consent. Students consent via webform on SUNY.edu for submission of transcript from 4-year to 2-year campus.
3. **Transcript Exchange:** In most cases, the 4-year institutions pull the paper transcripts, and send to the community college via snail mail. In other cases, the transcript is scanned to PDF, and emailed to the community college. The SUNY system office follows-up with the 2-year institutions to ensure transcripts were received and necessary follow up with 4-year institutions to ensure the lists of eligible students' transcripts were sent to community colleges.
4. **Degree Audit:** The community colleges conduct the degree audit and if the student meets all degree requirements, the community college contacts the student to seek consent. If student consents, the degree is awarded.
5. **Degree Conferral:** Degrees were awarded to students who met all degree requirements in May 2016.

Credential Type(s)

Associate of Arts and Associate of Science

Implementation Successes and Challenges

Successes. Through field visits, regional meetings, focus groups, and pilots, SUNY has assembled information about processes and procedures to facilitate RT. SUNY completed the development of course articulation tables for 17 community colleges that did not have these course articulations in place as part of the development of the Degree Audit and Planning Tool and the Transfer Finder in DegreeWorks. Collaboration among the SUNY institutions has resulted increased understanding about existing resources, resource limitations, and additional technological capacity. SUNY identified some best practices in transcript review through the pilots and determined some next steps for marketing RT to students. With respect to these areas, some of the most recent successes are the development of nearly 50,000 course equivalences and the creation of a RT site. The site includes information for students seeking RT, campus contacts and information on the CWID grant.

Challenges. One challenge is that more community colleges than 4-year institutions have expressed a willingness to volunteer to participate in RT. One explanation is that 4-year institutions have concentrated their time and attention on baccalaureate degree conferral with the new DegreeWorks

software, but they have also raised questions about whether students will persist to the baccalaureate after RT degree conferral.

Another challenge is the labor-intensive nature of inputting course equivalencies across campuses for automation of degree audits, liberal arts associate's degrees, and major-specific area associate's degrees. SUNY's goal is for DegreeWorks to conduct a reliable and accurate degree audit each term and send an email automatically to students who are eligible for RT.

Campus-level constraints include limited staffing in registrar offices and numerous initiatives that demand campus attention. While the automated system for degree audits with course equivalencies is being built, the degree audit process involves manual review and sending students' transcript via the post office. The goal for the SUNY system office is to provide all campuses with the data mining of eligible students, offer transparent access to course articulation equivalencies, provide access to the cross-campus information, and give support for official degree audits such that degree conferrals can be made across campuses with accuracy and confidence.

Sustainability (Post-grant period)

Sustainability efforts include the continued development of a more robust RT website housed on the SUNY site. Marketing materials will be developed over the next 6 months to inform students, faculty, and staff, system wide, about RT, including the benefits, processes, and policies. Lastly, a robust web application has been developed that allows for students to request to have their credits reviewed for RT; have both community college and 4-year administrators process this request; and SUNY administration to monitor and track the progress of these requests. This application will also provide the necessary data to continue to refine RT policies and practices. The following image is a snapshot of the web application:

Institutions Participating in CWID

Adirondack Community College	College of Environmental Science and Forestry
University at Albany	Erie Community College
Alfred State College	Farmingdale State College
Binghamton University	Finger Lakes Community College
State University College at Brockport	State University College at Fredonia
Broome Community College	Fulton-Montgomery Community College
Buffalo State College	Genesee Community College
University at Buffalo	State University College at Geneseo
College of Technology at Canton	Herkimer County Community College
Cayuga Community College	Hudson Valley Community College
Clinton Community College	Jamestown Community College
Columbia-Greene Community College	Jefferson Community College
NYS College of Human Ecology at Cornell	Maritime College
NYS School of Industrial and Labor Relations at Cornell	Mohawk Valley Community College
Corning Community College	Monroe Community College
State University College at Cortland	Morrisville State College
College of Technology at Delhi	Nassau Community College
Dutchess Community College	State University College at New Paltz
Empire State College	Niagara County Community College
	North Country Community College

State University College at Old Westbury
State University College at Oneonta
Onondaga Community College
College of Optometry
Orange County Community College
State University College at Oswego
State University College at Plattsburgh
State University College at Potsdam
State University College at Purchase

Rockland Community College
SUNY-IT
Schenectady County Community College
Stony Brook University
Suffolk County Community College
Sullivan County Community College
Tompkins Cortland Community College
Ulster County Community College
Westchester Community College

State Contacts

Chris Hockey (chris.hockey@suny.edu)

SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, New York conferred 93 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. As previously noted, New York piloted RT between approximately November 2013 and May 2016 with 57 higher education institutions, and the data reported below is based only on this implementation.

Data Overview

Figure NY-1 provides a visualization of the data overview in New York.

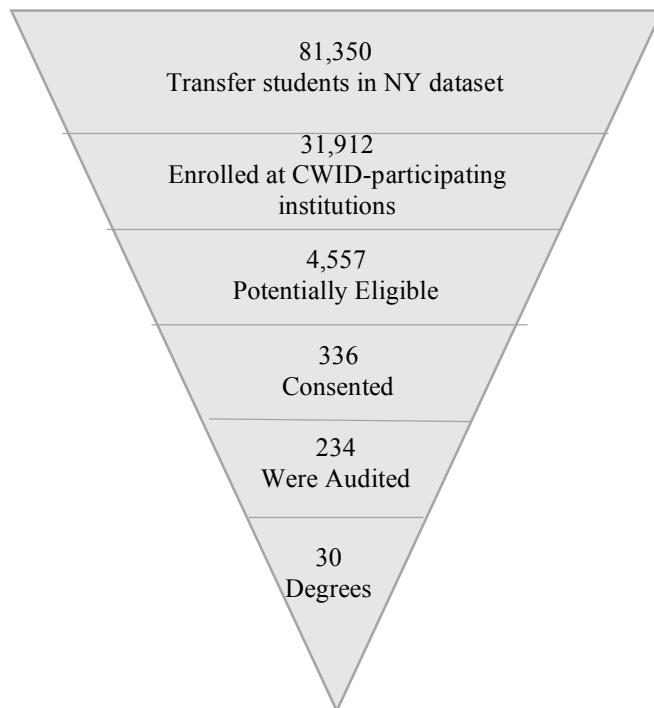


Figure NY-1. Funnel diagram of students (not proportional).

Dataset Description

New York provided data for 81,350 students who were enrolled in one of the 28 receiving institutions, all of which were 4-year institutions, and who transferred from one of the 53 sending institutions in NY, which include both 2-year and 4-year institutions between November 2013 and May 2016

Table NY-3. *Features of the New York Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	No	All SUNY institutions
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	No	
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	Sending institutions include both CUNY and SUNY institutions
Included students transferring from any in-state independent (private) institution	Yes	5 of 72 sending institutions are private
Included students transferring from any out-of-state institution	Yes	12% of students in the dataset have an out-of-state sending institution
Credits:		
Included students with any number of credits earned prior to transfer	Yes	
Other:		
Included consent, outreach and/or response data	No	

What students were included in the Outcomes Study Cohort?

The Outcomes Study Cohort includes students who were potentially affected by RT implementation, and includes 31,912 students enrolled at one of the 28 4-year institutions (see list above).

What were the characteristics of the New York Outcomes Study Cohort?

- The Outcomes Study Cohort was 52% female and 48% male.
- Figure NY-3 illustrates that 67% of the Outcomes Study Cohort was <25 while 33% was 25 or older.

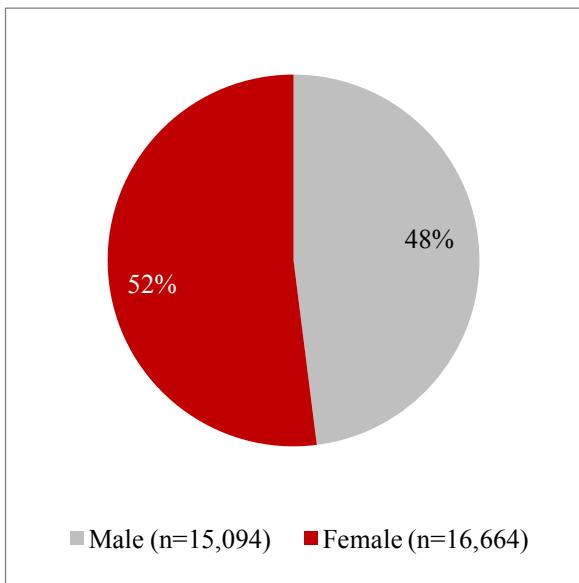


Figure NY-2. Outcomes Study Cohort by gender (n=31,758).

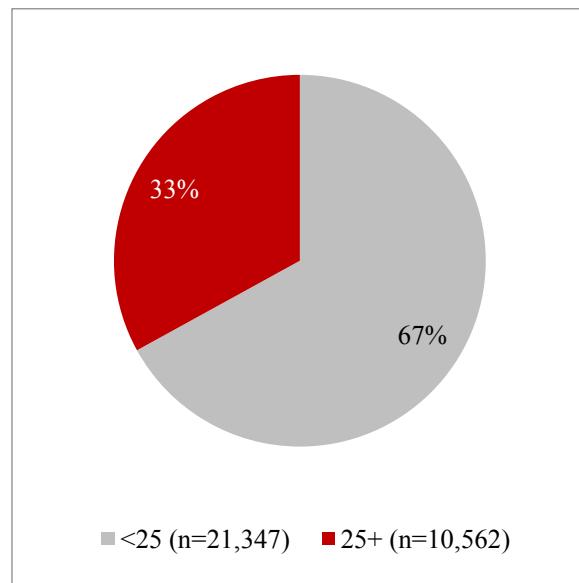


Figure NY-3. Outcomes Study Cohort by age (n=31,912).

- 74% of the Outcomes Study Cohort was White, followed by 9% Latino, 8% African American, 3% Asian, 2% Two or More Races and Unknown, and 0% all other categories.

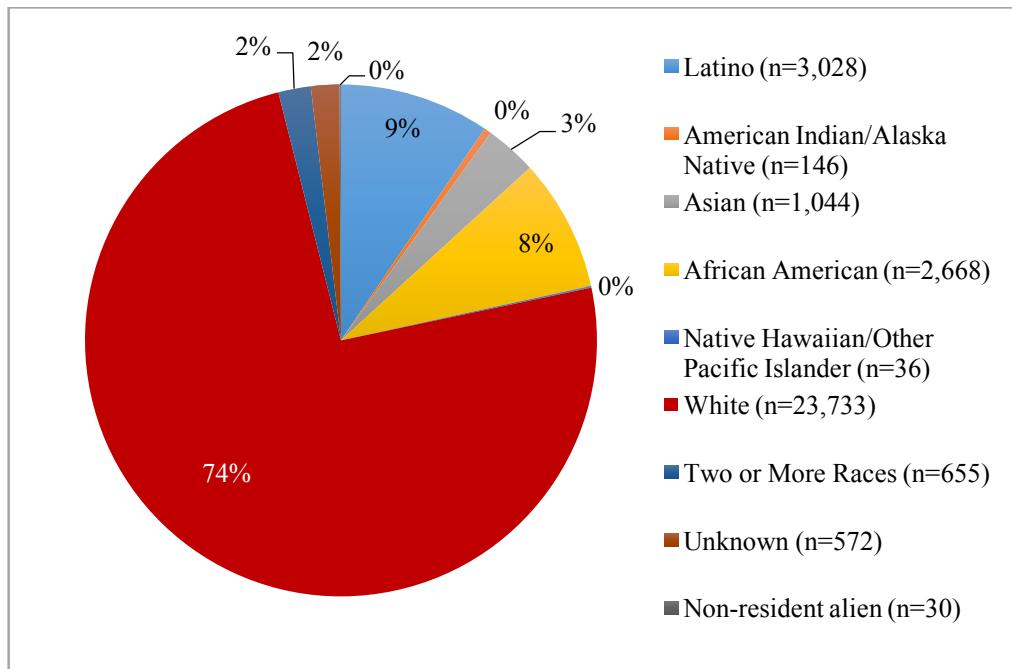


Figure NY-4. Outcomes Study Cohort by racial/ethnic group (n=31,912).

- The distribution of cumulative college credits of the Outcomes Study Cohort range from 18% 90 to 105, 17% 75 to 90, 15% 60 to 75 and other credits illustrated in Figure NY-5.

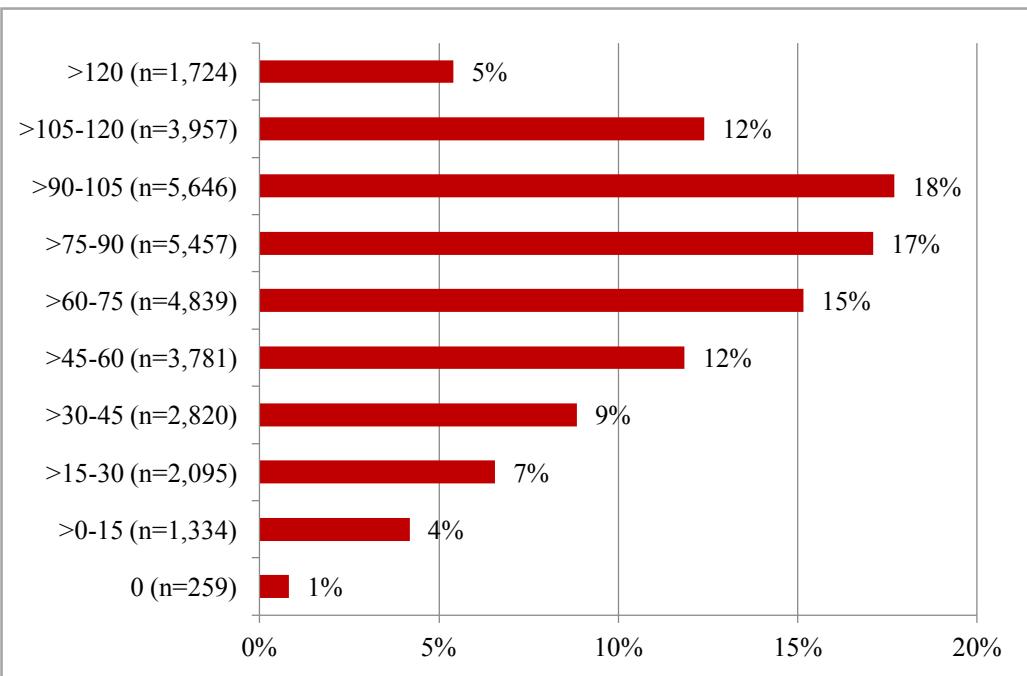


Figure NY-5. Outcomes Study Cohort by cumulative credit category (n=31,912).

- Looking at GPA, 24% of the Outcomes Study Cohort had a GPA between 3.0 to 3.5, 21% 2.5 to 3.0, 19% 3.5 to 4.0.

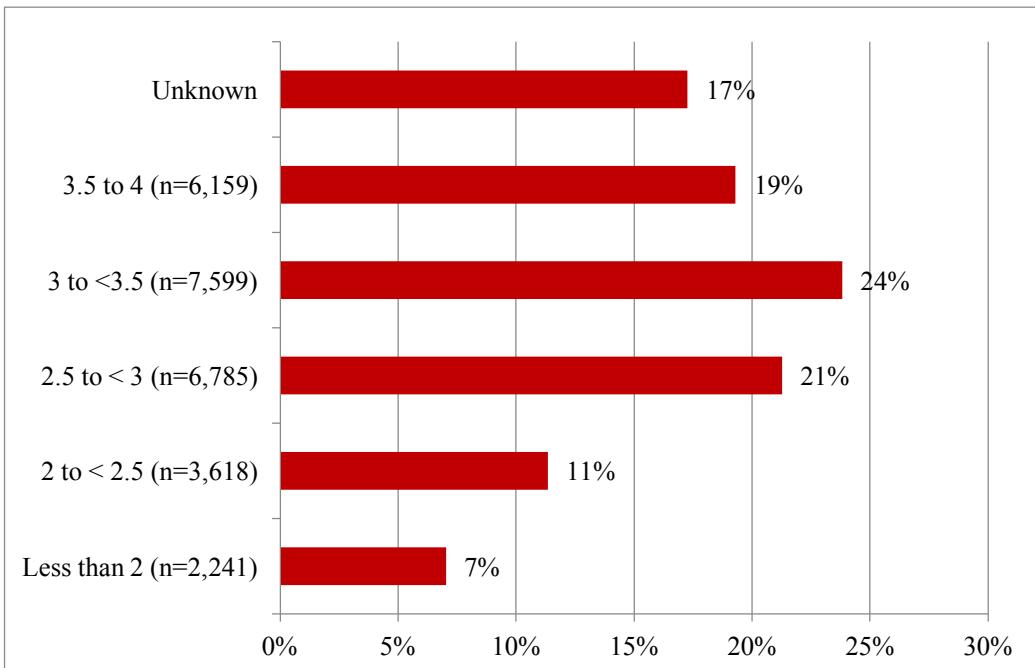


Figure NY-6. Outcomes Study Cohort by GPA (n=31,912).

Of the 31,912 students in the Outcomes Study Cohort, how many students met the three reverse transfer eligibility requirements?

- To understand how these three eligibility requirements influence potential eligibility requirements, below is a summary of the distribution of 31,912 students based on these criteria. It is important to note that these are estimates based on New York data and institutions may have applied additional criteria to determine eligibility.
 - Prior Degree Attainment: 12,592 (39%) had not earned an associate's degree or higher.
 - Earned credits: 17,805 (56%) had met the residency requirement from a single participating community college. (Note, the residency requirement varied among SUNY community colleges).
 - Cumulative College Credits: 22,311 (70%) had earned 60 or more cumulative college credits at the time of implementation.
- Of the 31,912 students in the Outcomes Study Cohort, 4,557 (14.3%) met the three eligibility criteria. The Venn diagram below (Figure NY-7) illustrates the degree of concurrence between the three eligibility requirements.

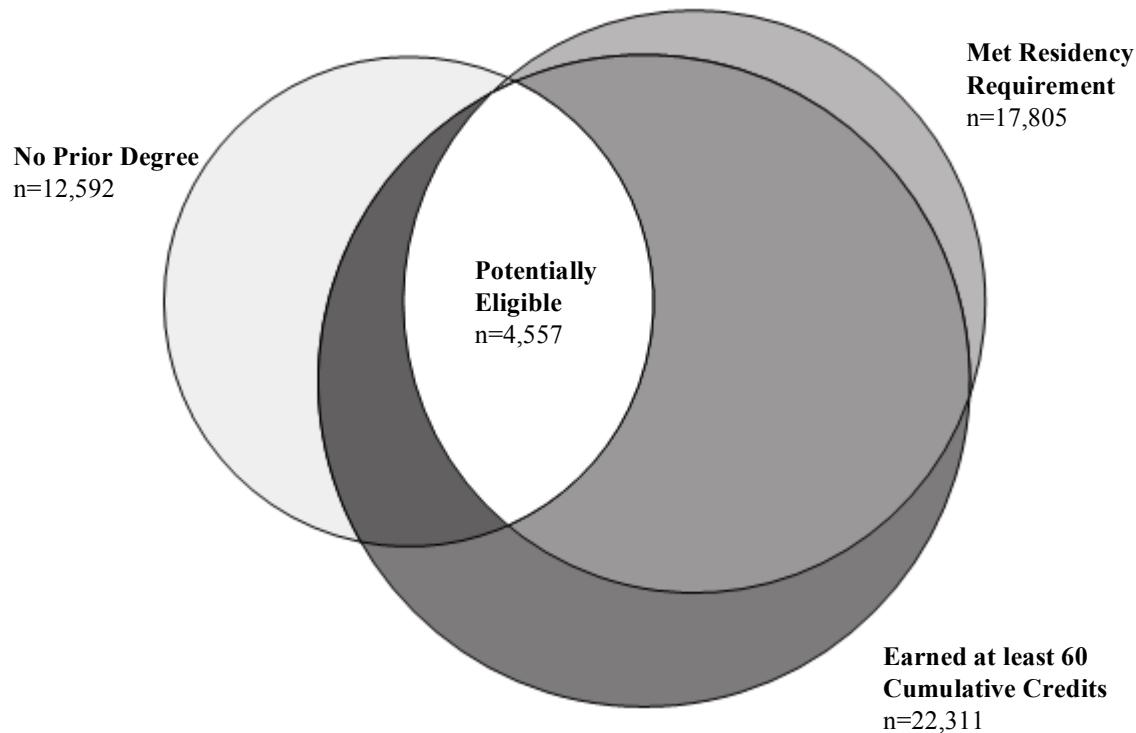


Figure NY-7. Venn diagram of reverse transfer eligibility requirements.

What were the differences in the characteristics of students in the Outcomes Study Cohort who were potentially eligible (4,557) and those who were not eligible for reverse transfer (27,355)?

- Figure NY-8 shows gender differences between potentially eligible and ineligible students in the Outcomes Study Cohort. The figure shows the percentage of male students is higher among the potentially eligible student group than the ineligible group.

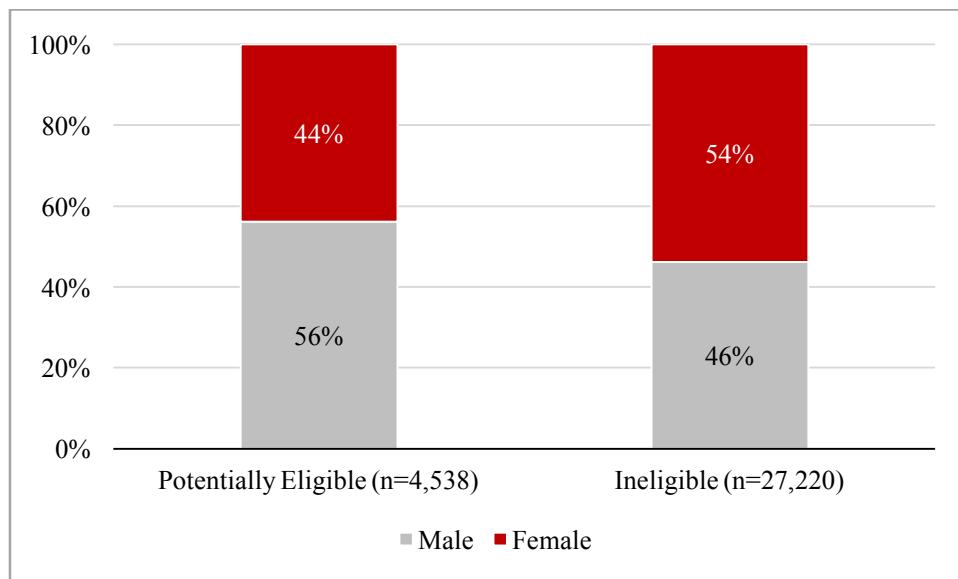


Figure NY-8. Reverse transfer eligibility status by gender.

- As figure NY-9 shows, 89% of potentially eligible students were under the age of 25 years old and 11% who were older than 25 years old. The percent of students younger than 25 years old is higher among ineligible students than the eligible group.

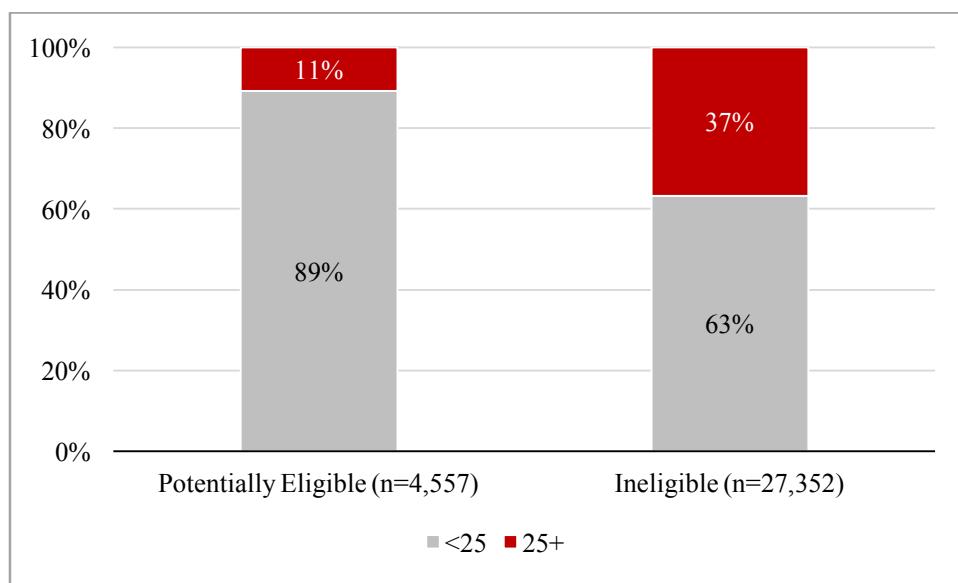


Figure NY-9. Reverse transfer eligibility status by age.

- As displayed in Figure NY-10, the racial/ethnic composition of the potentially eligible and the ineligible groups was nearly identical.

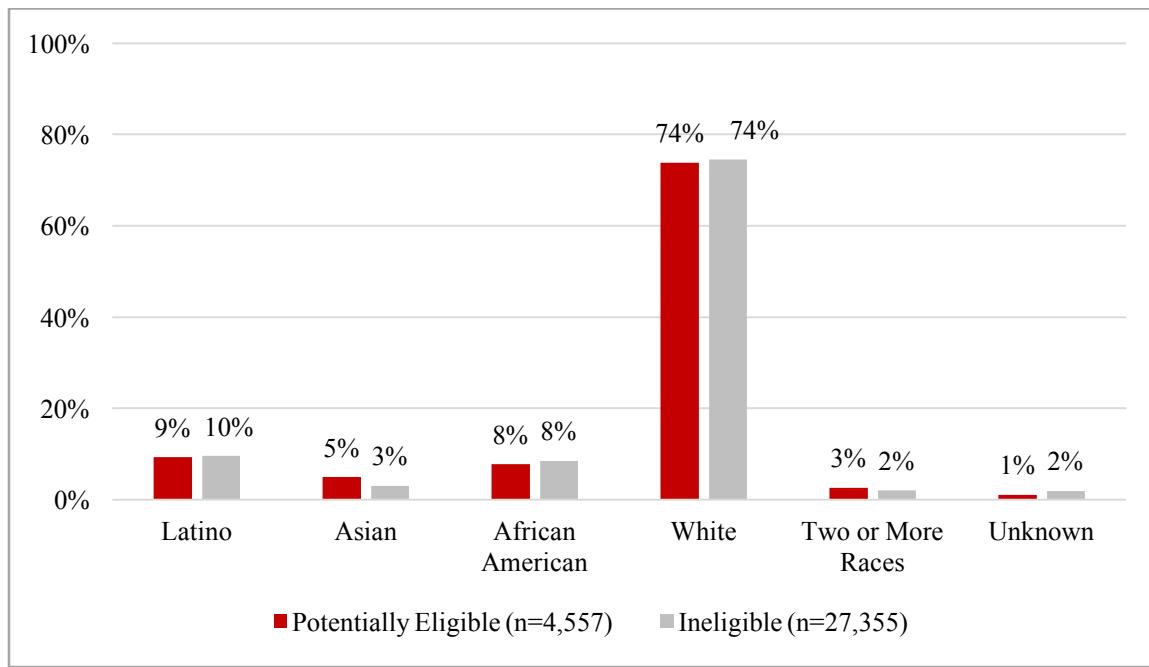


Figure NY-10. Reverse transfer eligibility status by racial/ethnic group.

- Figure NY-11 displays the distribution of cumulative college credits based on eligibility status. A higher percentage of potentially eligible students than ineligible students was observed in the following cumulative college credits categories: >60-75, >75-90, >90-105, >105-120 and >120. No potentially eligible students were among students who had less than 45 cumulative college credits.

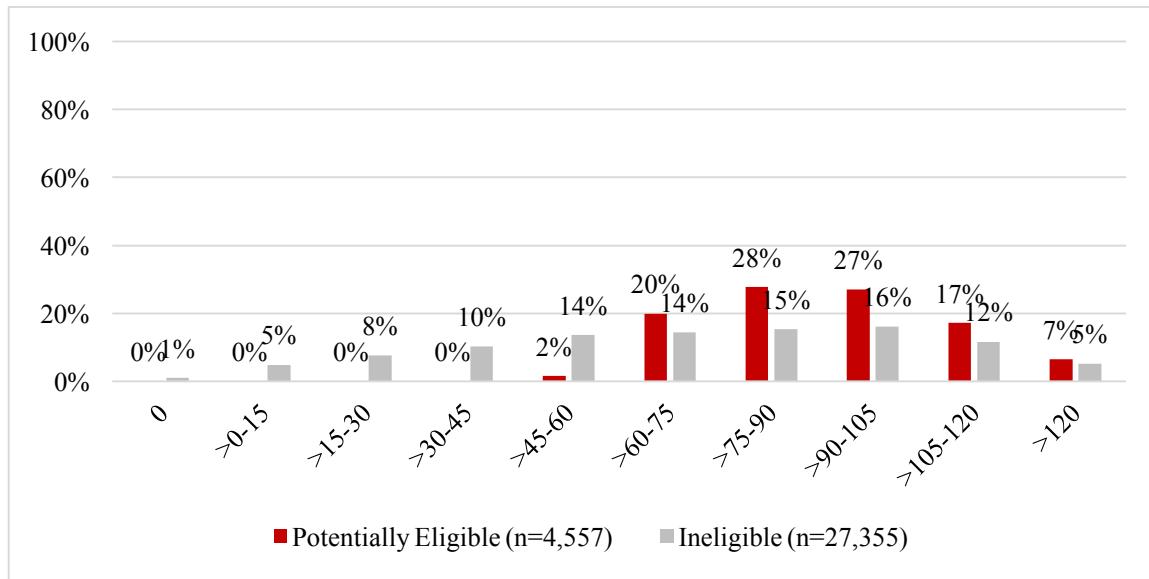


Figure NY-11. Reverse transfer eligibility status by cumulative credit category.

- With respect to GPA, there is a higher percentage of potentially eligible students than ineligible students in the following GPA categories: less than 2.0, 2.0 to <2.5, and 2.5 to <3.0. In all GPA categories above 3.0, there is a higher percentage of ineligible students than potentially eligible students.

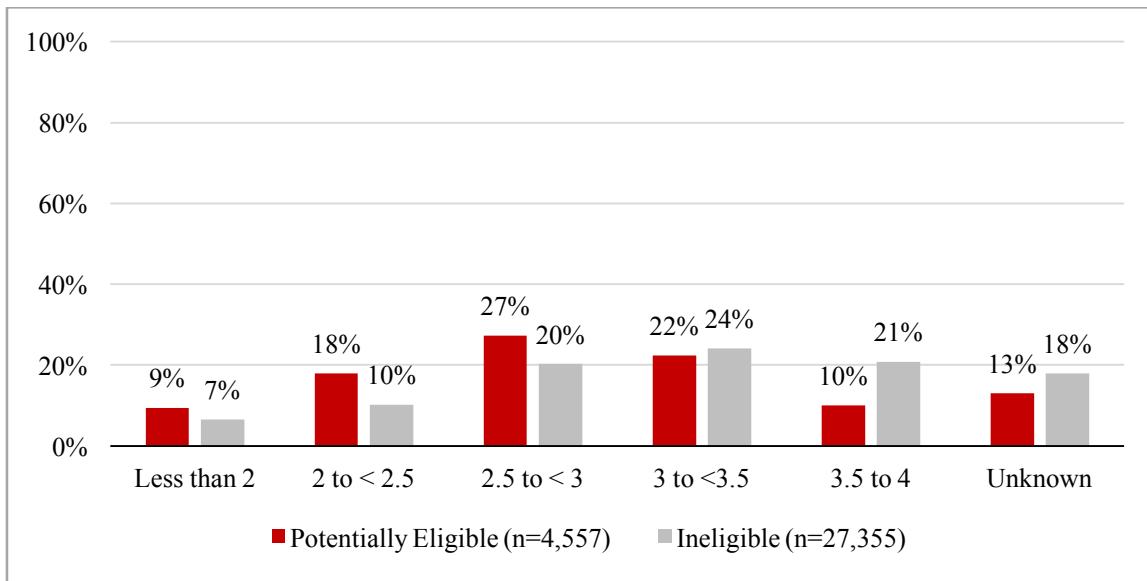


Figure NY-12. Reverse transfer eligibility status by GPA.

How many students in the Outcomes Study Cohort consented to participate in reverse transfer?

- Of the 4,557 potentially eligible students in the Outcomes Study Cohort, 336 consented to participate in RT.

What were the characteristics of students who consented and what were the differences between potentially eligible students who consented and did not consent?

- Among the students who consented, 50% of students were male and 50% were female compared to 57% male and 43% female among those who did not consent.

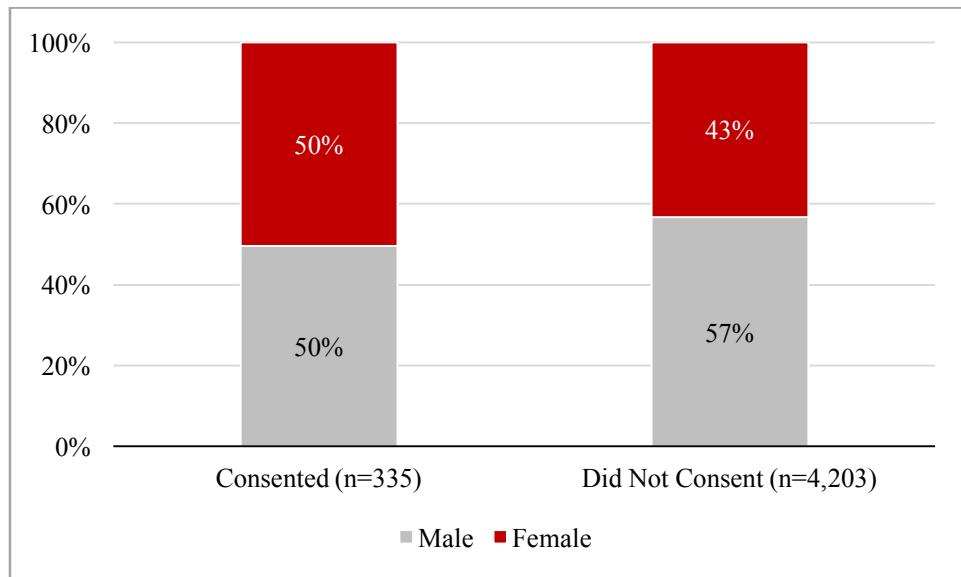


Figure NY-13. Consent status by gender (n=4,538).

- Among students who consented, a higher percentage of students (84%) were younger than 25 years old than older than 25 years old (16%). In contrast, among students who did not consent, an even larger percentage (90%) were younger than 25 years old.

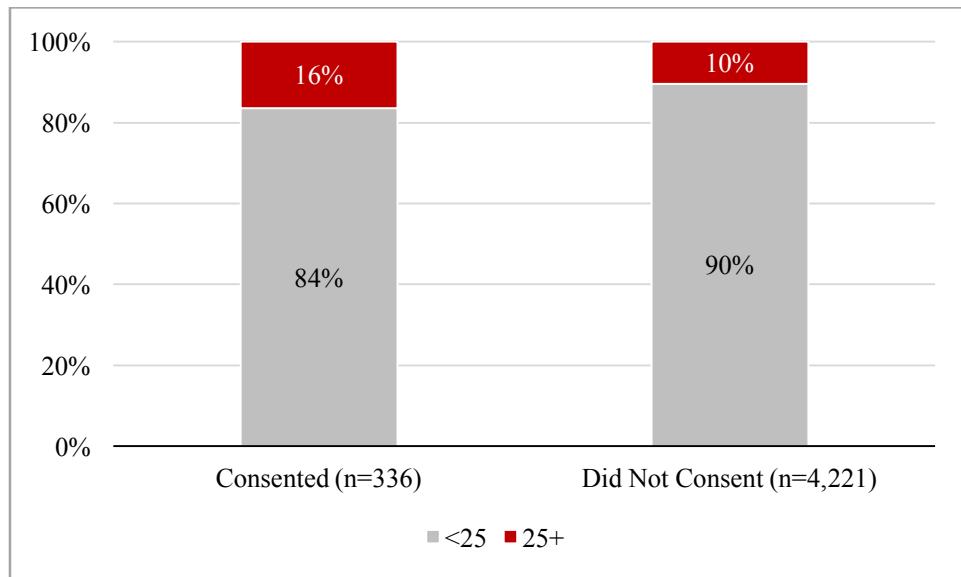


Figure NY-14. Consent status by age (n=4,557).

- As revealed in figure NY-15, a slightly higher percentage of Latino and African American students consented to participate in RT than did not consent whereas a slightly lower percentage of White students consented than did not consent

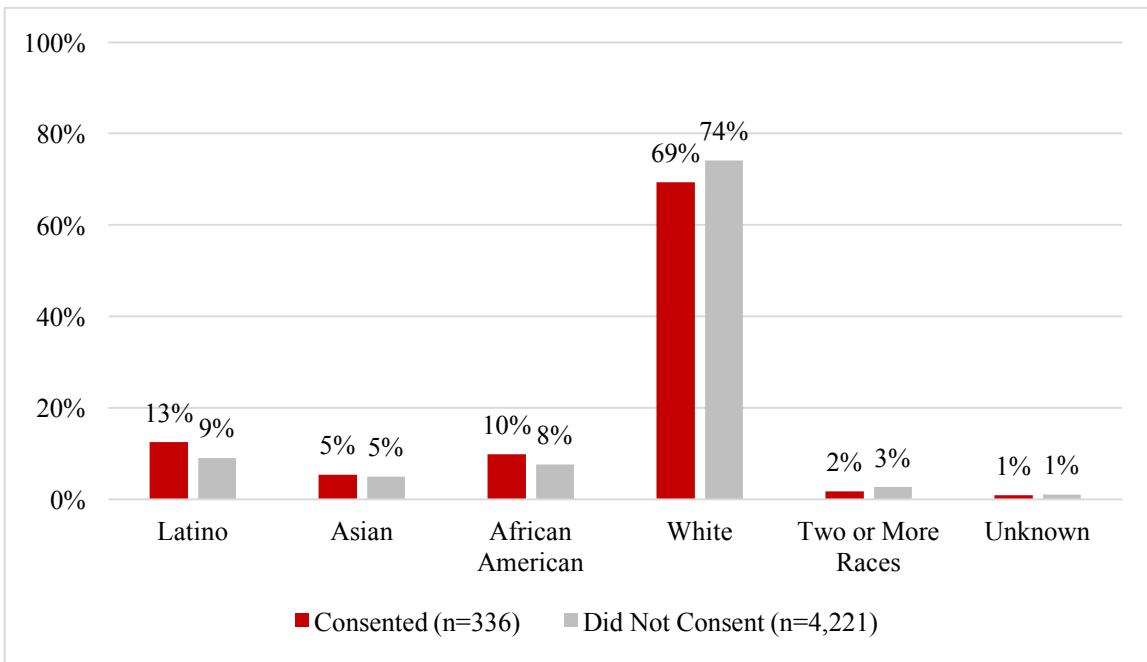


Figure NY-15. Consent status by racial/ethnic group.

- The distribution of students who consented was similar to the distribution who did not consent on cumulative college credit categories with the exception that a slightly higher percentage of students who consented were represented in the >75-90 credit category and a slightly lower in the >60-75 and >104-120 categories than the group that did not consent.

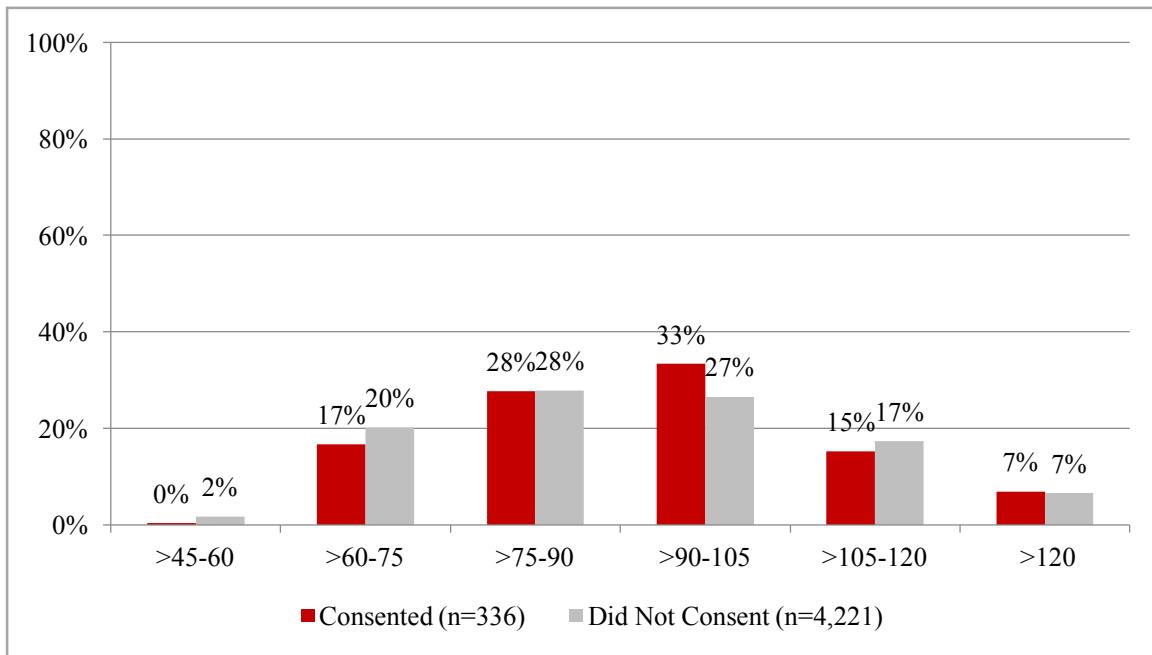


Figure NY-17. Consent status by cumulative credit category.

- In terms of GPA, Figure NY-18 indicates a similar distribution of students on GPA with the exception of a slightly higher percentage of students who consented being in the 2.5 to <3.0 GPA category than the group that did not consent. It is also noteworthy that GPA was relatively high among the students in both groups, and this missing data may influence results in indeterminate ways.

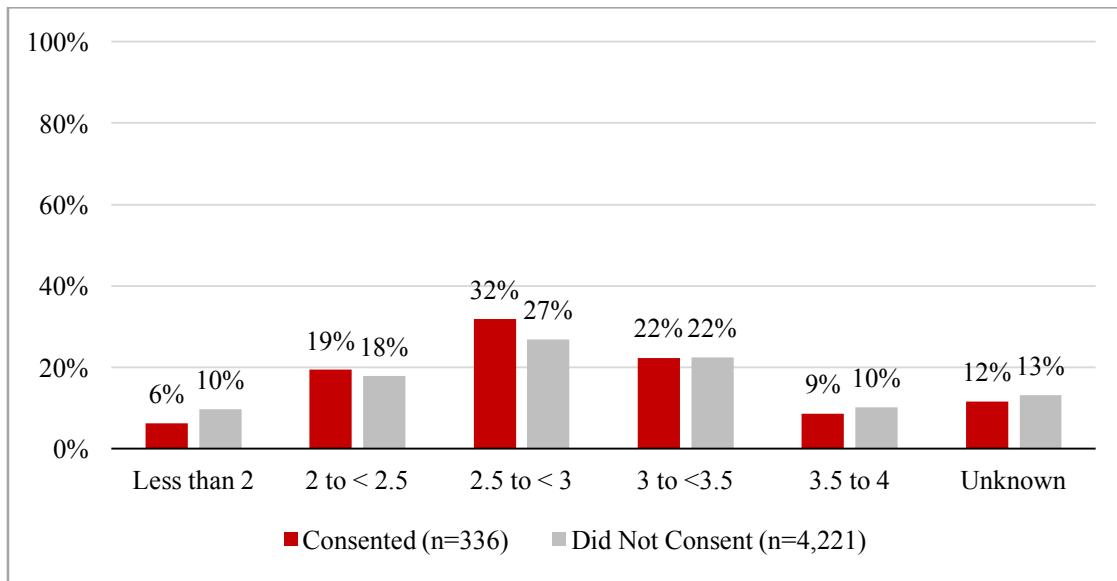


Figure NY-18. Consent status by GPA.

How many students in the Outcomes Study Cohort who consented to participate in reverse transfer had an associate's degree audit performed?

- Among all 336 potentially eligible students who consented to participate in RT, 234 (79%) had a degree audit performed.
- Table NY-4 highlights the number of degree audits by year and month. The months in which more degree audits were performed was September 2015 (74 students) and August 2015 (70 students). Only 7 degree audits were performed in November 2015.

Table NY-4. *Audits Performed*

Audit Year	Audit Month	N students	Percentage
2015	Unknown	5	2%
2015	July	33	14%
2015	August	70	30%
2015	September	74	32%
2015	October	45	19%
2015	November	7	3%
Total		234	100%

How many students in the Outcomes Study Cohort were awarded an associate's degree?

- After the degree audit, 30 students (13%) received a RT degree. No detailed data was provided on the outcomes of the degree audit process in NY and therefore, we do not know in which term the 30 RT degrees were conferred, nor the type of associate's degree conferred.

What were the characteristics of the audited pilot students who earned a RT degree (30 students) and what are characteristics of audited pilot students who did not receive an associate's degree (204 students)?

- Figure NY-19 displays the conferral of RT associate's degrees by gender for the two groups. As the figure illustrates, the percentage of males who received the RT degree is slightly higher than the percentage of females. Among students who did not receive the RT degree, the percentage of females is slightly higher than males.

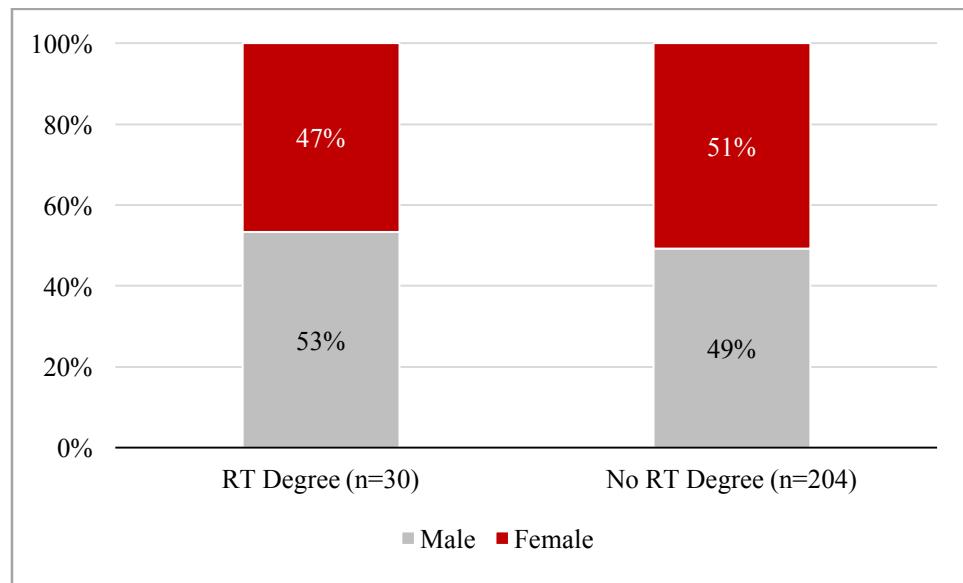


Figure NY-19. Reverse transfer degree status by gender.

- Regarding age, Figure NY-20 shows that among students who received the RT degree, a large percentage of students was younger than 25 years old (90%), and this group was also the majority, though slightly lower, among those who did not receive the RT degree.

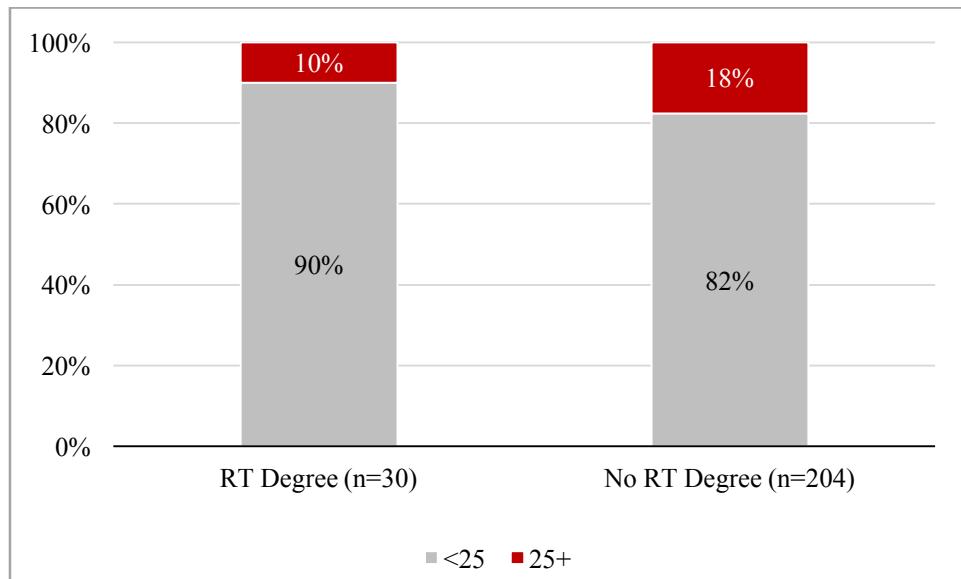


Figure NY-20. Reverse transfer degree status by age.

- The race/ethnicity of students who received a RT degree was White (87%) and Asian (13%). No Latino, African students, or students identifying with two or more racial/ethnicity groups (or unknown) were among the students who received a RT degree.

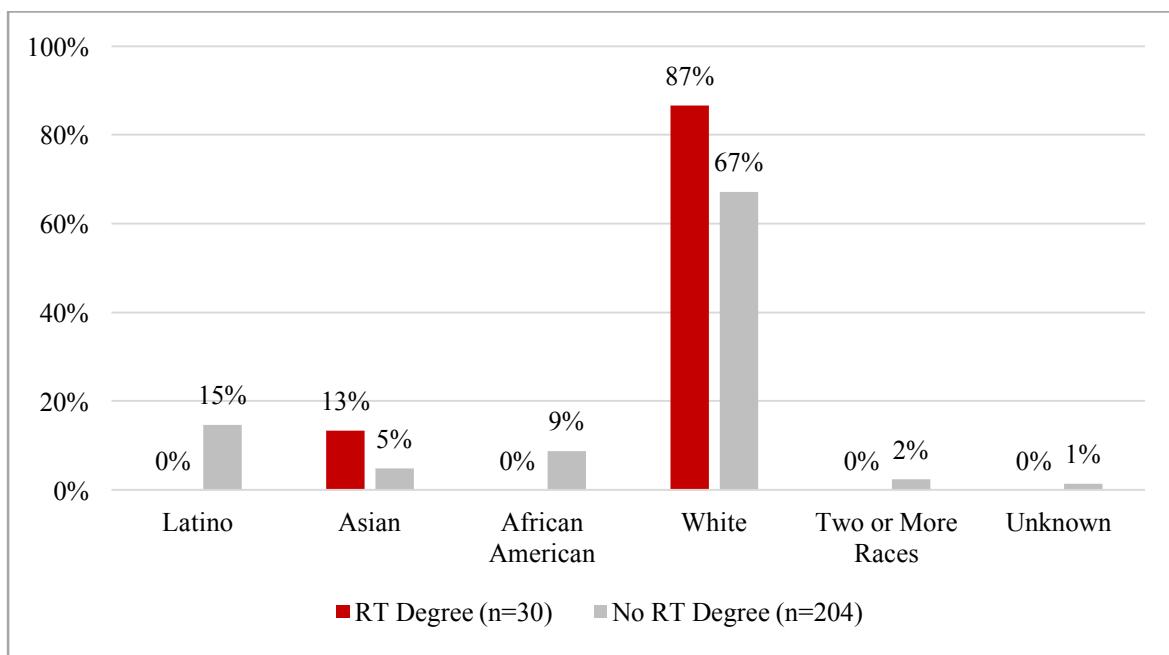


Figure NY-21. Reverse transfer degree status by racial/ethnic group.

- Figure NY-22 displays the distribution of RT degree conferral by cumulative college credit category. Among students who had between >60 and 75, 75 and 90, and more than 120 credits, the percentage of students who did receive the associate's degree was higher than the percentage of students who did not receive it. The opposite occurred among students who had between 90-105 and 105-120 credits where the percentage of students who did not receive the RT degree exceeds the percentage of students who did receive it.

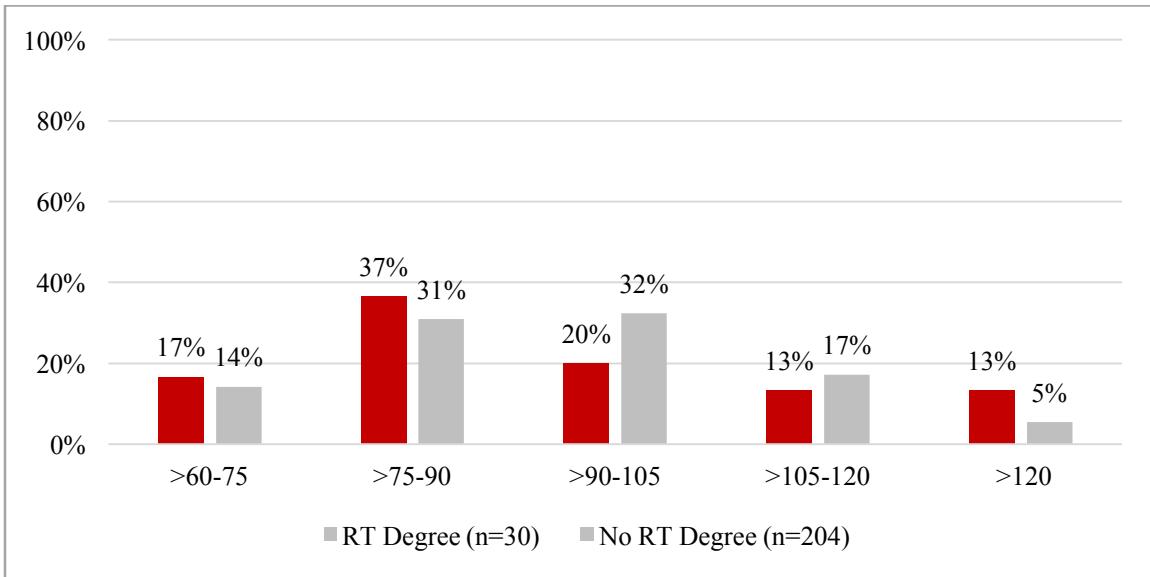


Figure NY-22. Reverse transfer degree status by cumulative credit category.

- With respect to GPA, a higher percentage of students who received a RT degree are found in the GPA categories of less than 2.0, 2.5 and <3.0, and unknown than students who did not receive the degree.

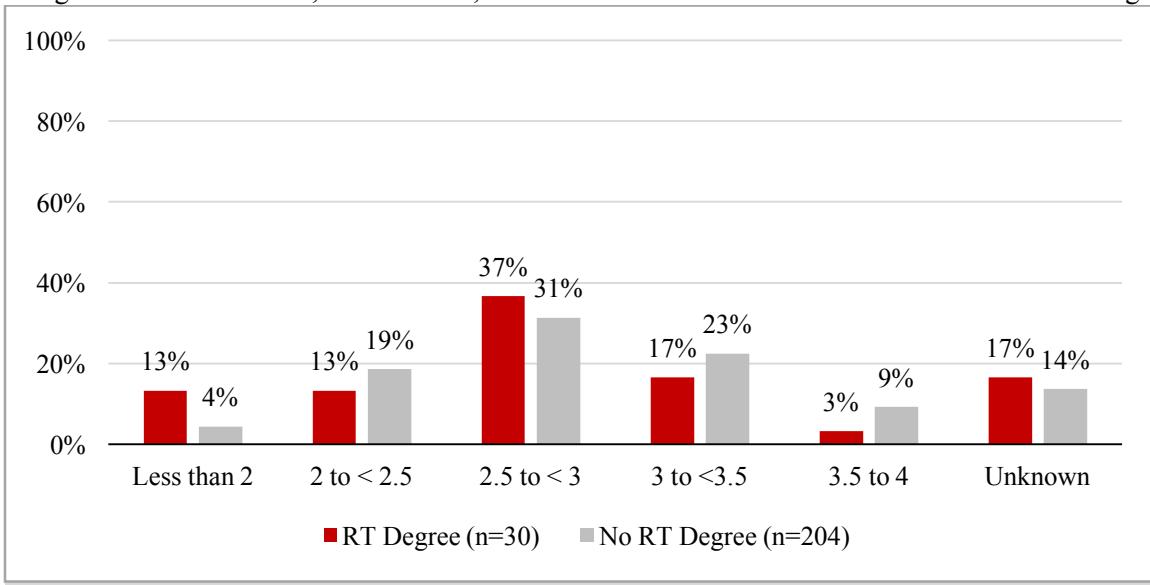


Figure NY-23. Reverse transfer degree status by GPA.

How did conferral of reverse transfer associate's degrees vary by institutional pairs?

- Table NY-5 displays the RT degree conferral rates by institutional pairs. As indicated in the table, Monroe Community College was the sending institution with the highest number of RT degrees conferred (8 degrees out of 30). Among receiving institutions, University of Buffalo had the highest number of RT degree conferred.

Table NY-5. Reverse Transfer Degree Conferred by Institutional Pair

	Albany	Alfred State	Binghamton	Brockport	Buffalo State	Buffalo Univ	Canton	Cobleskill	Cortland	Delhi	Downstate Medical	Empire State	Envir Sci & Forestry	Farmingdale	Fredonia	Genesee	Maritime	Morrisville	New Paltz	Old Westbury	Oneonta	Oswego	Plattsburgh	Potsdam	Purchase	Stony Brook	SUNYIT	Upstate Medical	Total
Adirondack	0		0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	
Albany		0	0	0	0	0	0	0				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Alfred State			0	0	0	0		0						0										0	0		0	0	
Binghamton	0				0	0	0							0		0								0			0	0	
Brockport	0	0	0		0	0			0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Broome	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Buffalo State	0		0	0		0					0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Buffalo Univ	0	0	0	0	0				0			0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	
Canton	0	0	0	0	0	0				0			0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	
Cayuga County		0	0	0	0	0				0	0		0	0			0	0	0		0	0	0	0	0	0	0	0	
Clinton			0		0	0	0	0			0						0				0	0	0	0	0	0	0	0	
Cobleskill	0	0	0	0	0	0	0	0						0	0			0	0	0	0	0	0	0	0	0	0	0	
Columbia-Greene	0			0				0	0				0	0			0	0		0	0	0	0	0	0	0	0	0	
Corning	0	1	0	0	0	0			0			0		1	1			1			0	0	1		5				
Cortland	0		0		0									0		0		0	0	0	0	0		0	0	0	0	0	
Delhi	0		0		0	0		0	0			0	0	0					0	0	0	0	0				0		
Dutchess	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1		
Envir Sci & Forestry	0				0	0		0													0	0					0		
Erie	0	0	0	0	0	3	0	0			0	0	0	0	0		0		0	0	0	0	0			3			
Farmingdale	0		0		0	0			0			0		0				0	0	0	0	0	0	0	0	0	0		
Fashion	0				0													0									0		

	Albany	Alfred State	Binghamton	Brockport	Buffalo State	Buffalo Univ	Canton	Cobleskill	Cortland	Delhi	Downstate Medical	Empire State	Envir Sci & Forestry	Farmingdale	Fredonia	Geneseo	Maritime	Morrisville	New Paltz	Old Westbury	Oneonta	Oswego	Plattsburgh	Potsdam	Purchase	Stony Brook	SUNYIT	Upstate Medical	Total
Institute																													
Finger Lakes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Fredonia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Fulton-Montgomery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Genesee	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1		
Geneseo	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Herkimer County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Hudson Valley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Jamestown	0	0	0	0	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4		
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Mohawk Valley	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3		
Monroe	0	0	0	4	1	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8		
Morrisville	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Nassau	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
New Paltz	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Niagara County	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1		
North Country	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Old Westbury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Oneonta	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

	Albany	Alfred State	Binghamton	Brockport	Buffalo State	Buffalo Univ	Canton	Cobleskill	Cortland	Delhi	Downstate Medical	Empire State	Envir Sci & Forestry	Farmingdale	Fredonia	Geneseo	Maritime	Morrisville	New Paltz	Old Westbury	Oneonta	Oswego	Plattsburgh	Potsdam	Purchase	Stony Brook	SUNYIT	Upstate Medical	Total
Onondaga	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Orange County	0		0	0		0	0	0				0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oswego	0		0	0	0	0	0	0					0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Plattsburgh	0		0		0	0	0		0	0	0	0		0			0	0	0	0	0	0	0	0	0	0	0	0	0
Potsdam	0		0	0	0	0	0	0						0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
Rockland	0	0	0	0	0	0	0	0			0	0			0		0	0	0	0	0	0	0	0	0	0	0	0	0
Schenectady County	0			0	0	0	0		0	0		0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	1
Stony Brook	0		0		0	0	0					0		0	0					0								0	
Suffolk County	0		0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Sullivan County	0		0	0	0	0		0	0	0	0	0		0			0	0	0	0	0	0	0	0	0	0	0	0	0
SUNYIT			0		0			0				0					0						0	0				0	
Tompkins Cortland	0	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ulster County	0	0	0	0		0	0	0			0	0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	
Westchester	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Total	0	1	0	4	2	7	0	0	2	0	0	0	0	0	3	2	0	0	3	0	0	1	1	2	0	2	0	0	30

Note: Zeroes represent no RT degrees earned where there is at least 1 potentially eligible student; blanks represent pairs where there are no potentially eligible students.

NORTH CAROLINA CASE REPORT

Introduction

This report reviews North Carolina’s experience as part of the Credit When It’s Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of North Carolina’s CWID grant implementation; and 3) a summary of the impact of North Carolina’s CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. The system of public higher education in North Carolina consists of two systems: the University of North Carolina (UNC) system and the North Carolina Community College System (NCCCS). The UNC system consists of all 16 public 4-year institutions in the state, and is overseen by the UNC Board of Governors, who makes and implements policies for these institutions. The NCCCS consists of 58 public 2-year institutions, and is overseen by the State Board of Community Colleges.

Pre-CWID Reverse Transfer Policies. The policy recognized by CWID leaders as the “highest priority” in North Carolina in terms of transfer and articulation is the state’s Comprehensive Articulation Agreement (CAA). This policy, initially written as a response to a legislative mandate in 1995 (HB 739 and SB 1161; see Table NC-1), creates transfer routes for North Carolina’s community college students and the University of North Carolina (UNC) system, centered around the creation of a universally-recognized block of general education courses. The proposal was approved by the community college board and the UNC system in February 1996 and approved by legislation shortly thereafter.

The Comprehensive Articulation Agreement notes that, “Since the Comprehensive Articulation Agreement was established in 1997, there have been nearly two decades of student and faculty experience with the CAA, and considerable changes in lower-level general education requirements, and major program requirements of our North Carolina public senior institutions. Additionally, executive and legislative agencies with the state have endorsed greater participation in college level work by qualified secondary students. After the review of the CAA within the context of these changes, this revision of CAA policies and curricula is designed to better facilitate the original purpose of the CAA to optimize the transfer of credits between the institutions of the North Carolina Community College System and the University of North Carolina institutions. The focus of the current review of the CAA includes the following: 1) supporting current general education requirements at senior institutions, 2) establishing a process for maintaining currency, 3) ensuring current information is universally accessible to students and advisors at both senior institutions and community colleges. The revised Comprehensive Articulation Agreement serves as a current and adaptive agreement that supports more students completing both the associates and baccalaureate degrees.”

According to the policy, the CAA “applies to all fifty-eight (58) North Carolina community colleges and all sixteen constituent institutions of the University of North Carolina.” Under the CAA, students who complete an associate’s degree (specified as an AA or AS), can fully transfer this block from a community college to a 4-year institution. Additionally, the CAA guarantees admission of North Carolina’s community college graduates into one of the UNC institutions, with some stipulations (such as GPA requirements, no guarantee of certain majors, and that associate’s degrees must be AA or AS). Those who transfer with an associate’s degree are guaranteed junior status.

Memorandum of Understanding 2013-2014. On June 27, 2012, the presidents of University of North Carolina general administration (UNCGA), North Carolina Community College System (NCCCS) and participating community colleges (presidents) and universities (chancellors) signed a Joint Grant Proposal and MOU for the CWID Grant to commit support for the goals and objectives of the initiative through joint policy formation, updates, support for automation of degree audit and mapping process, and promotion of RT to degree completion.

Current Policy Agenda. Current transfer initiatives include statewide transfer articulation agreements, pathways to major, and a statewide legislative mandate that includes military credits and prior learning assessment. In February of 2015 both the UNC Board of Governors and the State Board of Community Colleges approved a uniform articulation agreement between the UNC Bachelor of Science in Nursing degree and the NCCCS Associate Degree in Nursing as well as an agreement between the UNC Baccalaureate Engineering Programs and NCCS Associate in Engineering Programs. The legislation also states that dual enrollment students with an AA must be evaluated as transfer students, not first-year students.

Table NC-1. *Key Articulation and Transfer Policies in North Carolina*

Year	Policy	Topic
1995	HB 739	<ul style="list-style-type: none"> • Mandates that the Board of Governors at UNC and the NCCCS “shall develop a plan for the transfer of credits between the institutions of the NCCCS and between the institutions of the NCCCS and the constituent institutions of the UNC.” • Mandates common course numbering for community college system by June 1, 1997
1995	SB 1161	<ul style="list-style-type: none"> ▪ In conjunction with HB739, additionally mandates that the systems “provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of the UNC.” ▪ Also recommends a plan to increase counseling for students considering transfer.
2013	HB 903	<ul style="list-style-type: none"> ▪ Further emphasized the importance of the Comprehensive Articulation Agreement (CAA) by mandating compliance with its terms and requiring biannual joint reviews to assure full institutional adherence to the agreement. The bill requires that a report, summarizing the results of these reviews, including any instances of non-compliance or revision to the agreement be submitted to the Joint Legislative Oversight Committee on November 1 of each year.

State Completion Goals and Initiatives. In a joint presentation created by the North Carolina Community College System (NCCCS) and the UNC System, “our common goal is to increase the number of North Carolinians holding postsecondary credentials and having the skills needed for 21st century jobs.” Some statistics cited by this presentation include results published by Georgetown University’s Center on Education and the Workforce (Carnevale et al.) noting that 60 percent of all jobs in the US will require a postsecondary education by 2018. At the time of the presentation, only 36.9 percent of working-age adults in the state had at least a 2-year degree, and trending predictions estimated that percentage would be 47.5 percent by 2025. Although the presentation noted no formal policies, it emphasized the need for collaboration in transfer in order to reach the goals for credential completion in-state.

SECTION TWO: CWID GRANT IMPLEMENTATION

The purpose of the CWID project for North Carolina was to enable NCCCS to reach its goal of doubling the number of postsecondary credential completers by 2020 and to make the transition from 2-year to 4-year institutions more seamless.

Key Implementation Strategies

In creating the North Carolina RT process and technology solutions, the state's goals were: 1) that the processes and technology solutions were sustainable and the success of the program would not be dependent upon a handful of advocates; 2) the data sharing required to support RT would be secure; and 3) and processes would be as automated as possible in order to minimize the burden on program participants. The following strategies were critical to North Carolina's RT program.

Reverse Transfer Project Manager. North Carolina hired a full-time project manager in February 2013 to provide grant coordination and lead the RT efforts. The Director of Reverse Transfer was critical in developing and promoting RT around the state, meeting one-on-one with pilot institutions, building relationships, revising institutional and system policies to accommodate RT, supporting the implementation of institutional RT efforts, creating a marketing plan, ensuring FERPA compliance, and creating scenarios with community colleges to assist with the degree audit process.

Pilot Process. The project began with a pilot with 12 community colleges and 8 public universities (there are 16 public universities and 58 community colleges in NC). In these institutional pairs, the universities enroll 78% of the early transfers and the community colleges represent 60% of early transfers. During the pilot, the number of CC's was increased from 12-15 to include large, moderate, and small community colleges of the total 58 in the state. The projected was scaled up to include all public institutions by Fall 2015.

Developing Shared Technology Solution. Given that the public community college and university systems are structurally separated in North Carolina, a core strategy of the CWID grant was to develop a degree audit and notification system for the purpose of RT. The Student Data Mart (SDM) system, the development of which began before the CWID grant was received, is the primary mechanism whereby transcript-level information can be used to regularly determine students' eligibility for RT based on the number of credit hours that students earn. The lead community college for the CWID grant, Central Piedmont Community College, developed a report to help community college staff evaluate the degree audit of each student and to report by student what courses were needed in order to graduate the student. This has decreased the time needed for degree evaluation, but it still remains a manual time-intensive process. Universities can log in each semester to download a report of awarded degrees.

Improving Course Articulation and Equivalencies. NCCCS has an expansive statewide common course library, however, not all courses are taught at every community college. Whereas some community college student information systems include extensive course equivalencies, other systems do not. To aid in the processing of RT degrees, UNC has developed a crosswalk that articulates one university course with up to three different community college courses. Each community college receives a transcript report from UNC that includes course equivalencies for each eligible student. This will increase RT degree audit processing and allow community colleges to articulate more university courses toward associate's degree requirements.

Establishment of Reverse Transfer Advisory Board. The Reverse Transfer Advisory Board Committee was established with representative members from both the universities and community colleges. The purpose of the Committee is to ensure that the RT program is administered in a consistent, compliant, and effective manner. The Committee will provide guidance and support for all RT efforts within the UNC and NCCC

systems and will be the arbitrator for changes in policies and procedures for the RT Program. More specifically, this committee will: 1) Aid in the review and approval of changes to RT policies and procedures; 2) review and approve changes to the equivalency crosswalk; 3) maintain training materials, and assist with the (re)training of key personnel at NCCC and UNC institutions; and 4) recommend technology changes and enhancements to maintain and sustain the RT Program.

Implementation Timeline

- **2012:** The Student Data Mart (SDM) project was launched.
- **February – June 2013:** RT policies and procedures were developed, and a community college technology needs assessment was conducted.
- **July – December 2013:** Various consent methods were assessed and developed. North Carolina began “mapping” course equivalencies between universities and community colleges.
- **January 2014:** Students were identified and contacted for RT participation at pilot UNC campuses.
- **June 2014 – September 2014:** The first associate’s degrees were conferred.
- **Summer – Fall 2014:** Statewide RT scale-up began and electronic FERPA consent was released at pilot universities.
- **January 2015:** All 58 NCCCS public community colleges committed to participating in RT.
- **Spring 2015:** Second set of student transcripts from the 8 pilot universities sent to 34 community colleges (up from the pilot of 15 community college) for evaluation for the Fall 2014 transcript term.
- **Summer 2015:** Third set of student transcripts from 11 of the 16 universities sent to all 58 community colleges for evaluation for the Spring 2015 transcript term.
- **August 2015:** Fifteen of 16 universities implemented a “pop-up” technology into their system student services account to request participation consent.
- **October 2015:** RT participant testimonials posted to website: www.northcarolina.edu/reversetransfer.
- **Spring 2016:** Fourth set of student transcripts sent from all 16 universities to all 58 community colleges for evaluation of the Fall 2015 transcript term. RT is fully scaled to all public postsecondary institutions in the state of North Carolina.
- **Summer 2016:** Creation of the Reverse Transfer Advisory Board Committee.

Reverse Transfer Process and Eligibility Criteria

The eligibility requirements for RT in North Carolina included three criteria:

- Student does not have an earned associate’s degree
- Student met residency requirement at a participating community college (≥ 16 college credits)
- Changed to 15 credits for new associate’s degree requirements for Spring 2016 cohort
- Student transcript evaluation occurs between 50 and 90 cumulative credit hours
- The transcripts of students who opt-in and have over 90 credit hours will be sent once for evaluation. If they do not meet associate’s degree requirements, transcripts are not sent again.

Reverse Transfer Process

Based on a review of implementation across CWID states, a framework for the RT process that consists of five broad processes was developed, and North Carolina's process is applied to this framework. The following process is based on the implementation efforts at the pilot institutions in Spring 2014.

- 1. Student Identification:** The pilot UNC campuses queried records to identify students who met the defined RT eligibility criteria.
- 2. Consent Process:** North Carolina has implemented a policy that requires a student to actively agree to participate. The eight pilot universities contacted students by email during the first week of classes and asked them to provide consent by logging into a custom-built web portal. The universities sent follow up emails to non-responders each subsequent week for five weeks. Nearly all of the universities offered cash incentives and two universities offered students priority registration to increase participation. To maximize the proportion of students consenting to participate and ensure sustainability of RT, North Carolina developed technology that ensures both FERPA compliance and increased response rates. This technology utilizes the student services account to ask students about their participation preferences. The system allows the student to defer their decision two times, the third time it requires a response. Using this approach, the UNC system receives a 100% response rate.
- 3. Transcript Exchange:** The UNC SDM collected the transcript data on the eligible students and placed it on a secure server. The individual community colleges, once authenticated, accessed the transcript data via SDM.
- 4. Degree Audit:** The community colleges conduct the degree audit using existing institutional technology and the lead community college created technology processes to report what a student is missing from the degree audit in order to compare to the university courses to decrease time of evaluation. The purpose is to identify students who meet all associate's degree requirements.
- 5. Degree Conferral and Advising:** Students who meet all degree requirements were conferred a degree and notified by the community college

Credential Type(s)

Associate of Arts, Associate of Science, Applied Associate of Science, Associate in General Education, and Transfer Diploma in Arts.

Implementation Successes and Challenges

Successes. The first year of the grant period was extremely important—consensus was built among NCCCS institutions and consistent RT policies and procedures were developed, including a common residency requirement and waiving readmission and graduation fees. At the beginning of the second year of the grant, a marketing strategy was developed and launched. Similarly, the state experimented with consent methods with a relatively high proportion of students agreeing to participate. For example, the “pop-up” technology integrated into the student registration system resulted in a response rate of 91% responding yes/no and 9% deferring decision. Further, most pilot institutions have collected data on students who opted-out and these data have pointed North Carolina to specific areas of needed improvement, namely better communication regarding what RT is and how it benefits students. Another success point was the improvement of course equivalencies between UNC courses and community college courses so more UNC courses transfer back to community colleges and eventually apply to associate's degrees. Finally, several technology enhancements were made at the state and local levels to support RT. At the state level, the SDM will allow efficient

transcript exchange among institutions. At the local level, community colleges have collaborated to share technology related to degree audit and data conversion for RT that will improve not only the overall efficiency of RT but the normal degree audit processes in the registrar offices. This collaboration prompted sister community colleges to develop procedures to audit degrees of all current community college students to identify potential degree candidates, and the lead community college has developed training videos and manuals to communicate these shared practices.

Challenges. The most significant implementation challenge has been building state and local technology infrastructure that is critical to both large-scale and long-term RT implementation. Given the complexity of the project and need for technology development, the full implementation of the RT was planned for the last 9 months of the grant period when the SDM was fully operational. With 58 community colleges and students swirling among these institutions, a second significant challenge was developing a policy to determine the community college that would confer the degree if students attended multiple community colleges. This required meetings of key constituents to develop policies and procedures to comply with both regional accreditation and state and local regulations. Additional technology solutions were also needed to overcome this challenge. Third, despite improvements in the mechanism used to request student consent, 41% of the Fall 2013 and Spring 2014 potentially eligible students actively opted-out of the program. Fourth, of the 3,000 eligible transcripts reviewed in the Fall of 2014, only 665 credentials were awarded. We found that many eligible students were missing their associate's degree because of one or two courses, and in the many cases at least one of those missing courses was college-level math. Finally, many students who missed receiving their credential wanted to know which classes they were missing. Proper advising is a challenge for the program moving forward. It is imperative that RT students are first advised to complete their bachelor's degree, but instructed that reaching the associate's degree milestone might improve 4-year graduation rates, the state is considering how to advise for both. Working with university and community college advisors will be an important priority for the state moving forward.

Sustainability (Post-grant period)

North Carolina's CWID grant supported the initial pilot, but the UNC system continued to fully fund the project through the Spring of 2016 to ensure full scale-up by North Carolina's public postsecondary institutions. North Carolina has developed the Reverse Transfer Program to be as automated as possible and include technologies such as automated reminder emails to participating campuses, web-based training materials, and comprehensive FAQ sheets. Despite these efforts, the program will require some level of system oversight.

Institutions Participating in CWID

Community Colleges:

Alamance Community College
Asheville-Buncombe Technical Community College
Beaufort County Community College
Bladen Community College
Blue Ridge Community College
Brunswick Community College
Caldwell Community College & Technical Institute
Cape Fear Community College
Carteret Community College
Catawba Valley Community College

Pamlico Community College
Piedmont Community College
Pitt Community College
Randolph Community College
Richmond Community College
Roanoke-Chowan Community College
Robeson Community College
Rockingham Community College
Rowan-Cabarrus Community College
Sampson Community College
Sandhills Community College
South Piedmont Community College
Southeastern Community College

Central Carolina Community College
Central Piedmont Community College
Cleveland Community College
Coastal Carolina Community College
College of the Albemarle
Craven Community College
Davidson County Community College
Durham Technical Community College
Edgecombe Community College
Fayetteville Technical Community College
Forsyth Technical Community College
Gaston Community College
Guilford Technical Community College
Halifax Community College
Haywood Community College
Isothermal Community College
James Sprunt Community College
Johnston Community College
Lenoir Community College
Martin Community College
Mayland Community College
McDowell Technical Community College
Mitchell Community College
Montgomery Community College
Nash Community College

Southwestern Community College
Stanly Community College
Surry Community College
Tri-County Community College
Vance-Granville Community College
Wake Technical Community College
Wayne Community College
Western Piedmont Community College
Wilkes Community College
Wilson Community College

Public Universities:

Appalachian State University
East Carolina University
Fayetteville State University
North Carolina Agricultural & Technical State University
North Carolina State University
University of North Carolina Asheville
University of North Carolina Charlotte
University of North Carolina Greensboro
University of North Carolina Pembroke
University of North Carolina Wilmington

State Contacts

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, North Carolina conferred 1,481 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. As previously noted, North Carolina piloted RT during Spring 2014 with 8 4- year institutions and 15 community colleges, and the data reported below is based only on this implementation.

Data Overview

Figure NC-1 provides a visualization of the data overview in North Carolina.

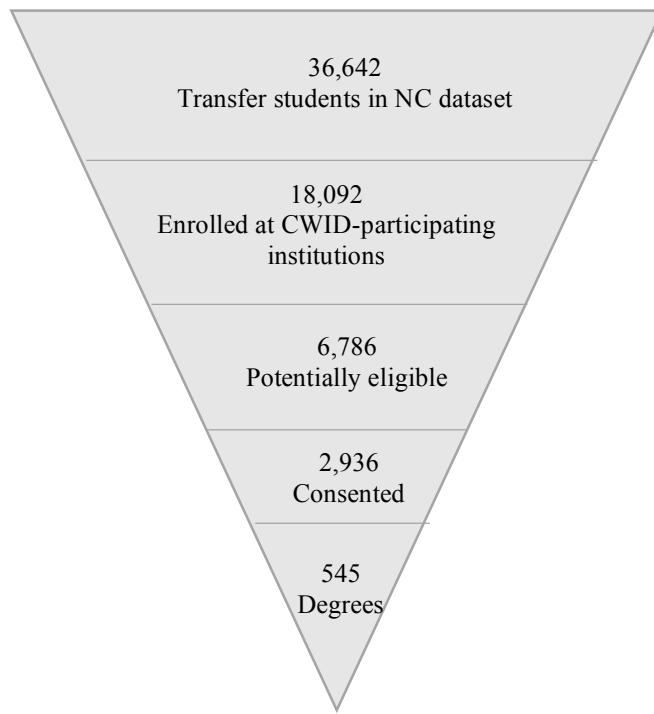


Figure NC-1. Funnel diagram of students (not proportional).

Dataset Description

North Carolina provided data for 36,642 students who were enrolled in eight public 4-year institutions in Spring 2014, and had any transfer students.

Table NC-2. *Features of the North Carolina Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	No	Dataset included transfer students enrolled in 8 public universities
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	No	
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	The dataset includes transfer students enrolled in Spring 2014 at the 8 universities
Included students transferring from any in-state independent (private) institution	No	
Included students transferring from any out-of-state institutions	No	
Credits:		
Included students with any number of transfer credits earned	Yes	
Other:		
Included consent, outreach and/or response data	No	

What students were included in the Outcomes Study Cohort?

The Outcomes Study Cohort includes students who were potentially affected by RT implementation, and includes 18,092 students enrolled at one of the eight 4-year institutions (Appalachian, East Carolina, Fayetteville, N.C. State, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, and Western Carolina) and had transferred from one of the fifteen community colleges (Asheville-Buncombe TCC, Cape Fear CC, Central Piedmont CC, Coastal Carolina CC, Davidson County CC, Durham TCC, Fayetteville TCC, Forsyth TCC, Gaston College, Guilford TCC, Martin CC, Pitt CC, Rowan-Cabarrus CC, Stanly CC, Wake TCC).

What were the characteristics of the North Carolina Outcomes Study Cohort?

- Of the 18,092 students in the Outcomes Study Cohort, 53% were female and 47% were male.
- The majority of students in the Outcomes Study Cohort (56%) were age 18 to 24.

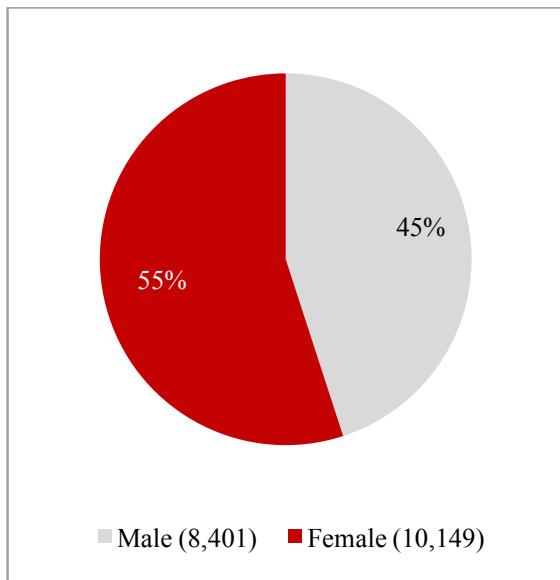


Figure NC-2. Outcomes Study Cohort by gender.

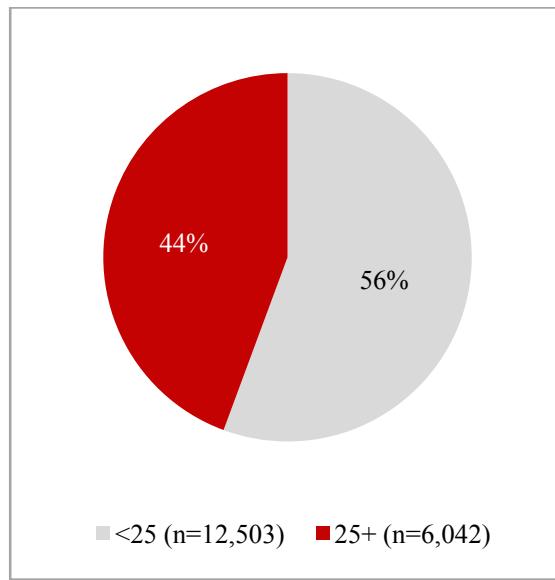


Figure NC-3. Outcomes Study Cohort by age.

- The distribution of students in the Outcomes Study Cohort by race/ethnicity was 66% White, 16% African American, 7% Latino, 4% Asian, 3% two or more races, 3% unknown, 1% American Indian/Alaskan Native, 1% Non-resident alien.

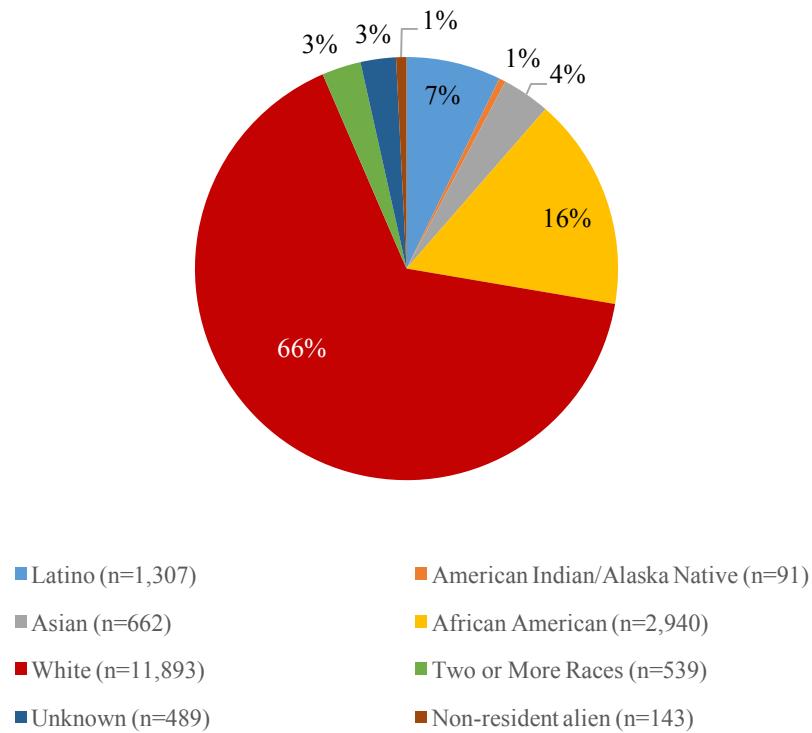


Figure NC-4. Outcomes Study Cohort by racial/ethnic group (n=18,092).

- Figure NC-5 displays the distribution of cumulative college credits, showing the preponderance of students had >60 -75 or more credits.

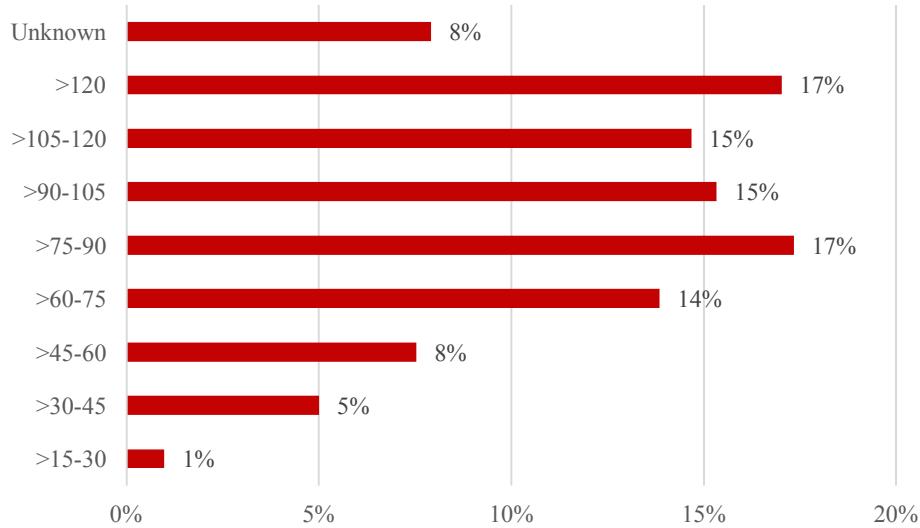


Figure NC-5. Outcomes Study Cohort by cumulative college credit category (n=18,092).

Of the 18,092 students in the Outcomes Study Cohort, how many students met the three reverse transfer eligibility requirements?

- To understand how these three eligibility requirements influence potential eligibility requirements, below is a summary of the distribution of the total 18,092 students in the Outcomes Study Cohort based on these criteria. It is important to note that these are estimates based on North Carolina data and institutions may have applied additional criteria to determine eligibility.
 - Prior Degree Attainment: Of the total, 11,052 (61%) had not earned an associate's degree or higher.
 - Residency Requirement: Of the total, 13,799 (76%) met the community college residency requirement (≥ 16 college credits).
 - Cumulative College Credits: Of the total, 16,352 (90%) had earned 50 or more cumulative college credits at the time of implementation.
- Of the total, 6,786 (38%) met all three eligibility criteria. The diagram below (Figure NC-6) illustrates the degree of concurrence between the three eligibility requirements.

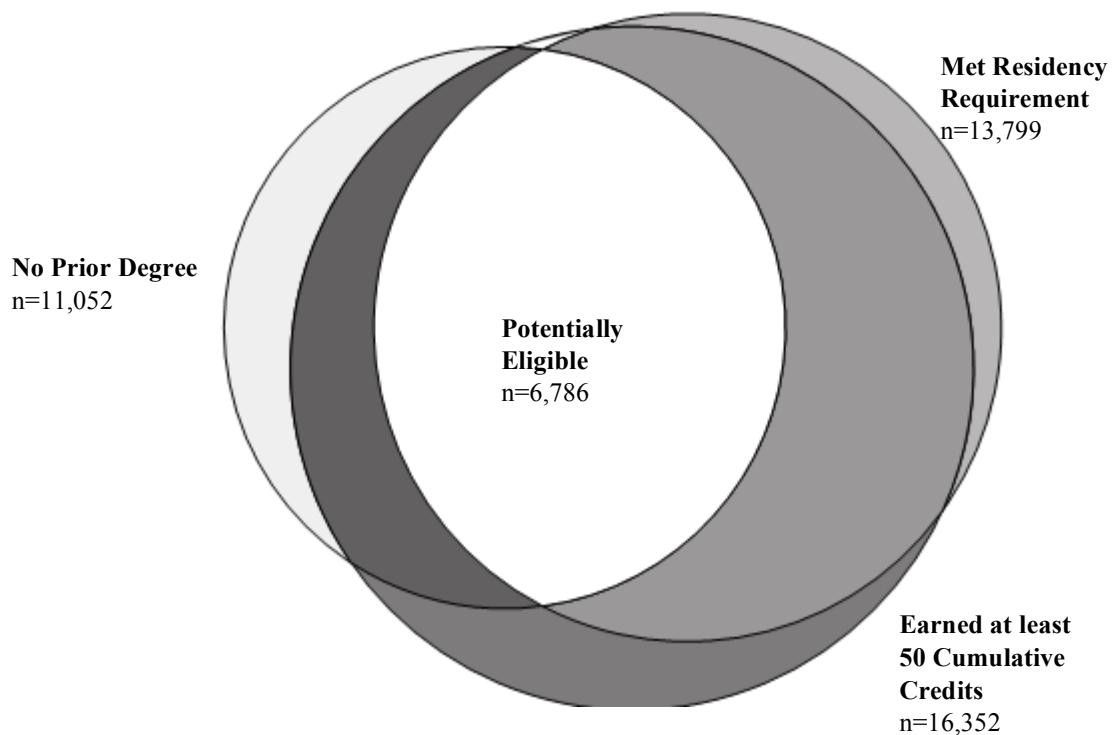


Figure NC-6. Venn diagram of reverse transfer eligibility requirements (n=6,786).

What were the differences in the characteristics of students in the Outcomes Study Cohort who were potentially eligible and those who were not eligible for reverse transfer?

- As Figure NC-7 displays, compared to potentially eligible students in the Outcomes Study Cohort, a larger percentage of ineligible students were female.

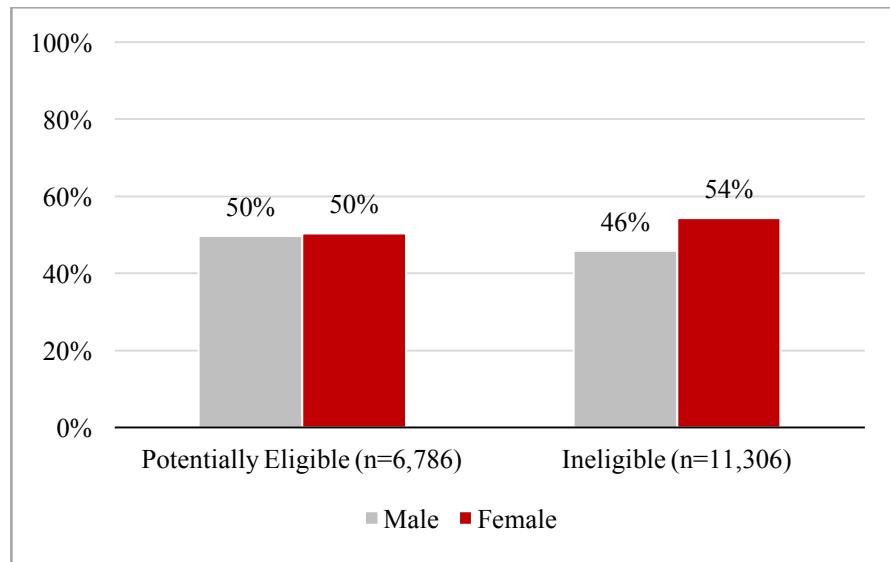


Figure NC-7. Reverse transfer eligibility status by gender.

- Looking at age, 63% of potentially eligible students were under age 25 whereas only 51% of ineligible students were in that same age category.

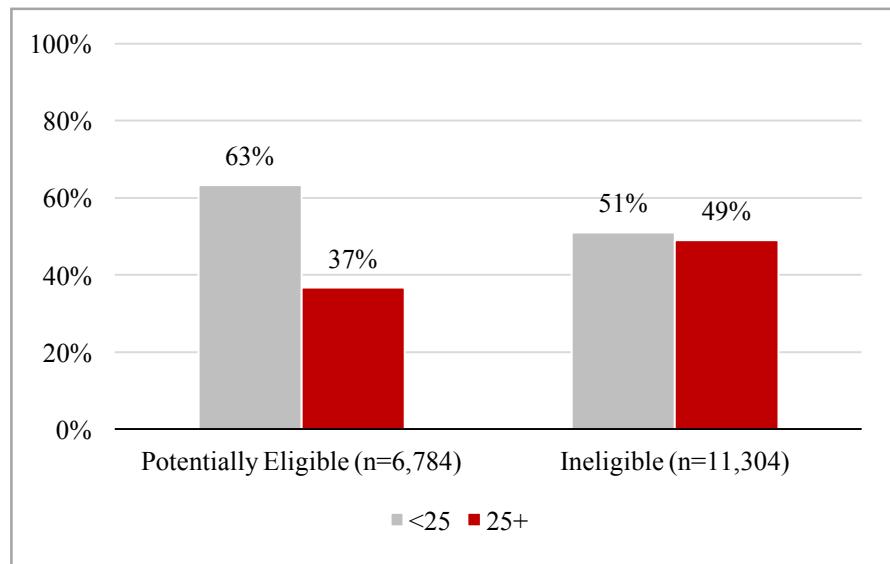


Figure NC-8. Reverse transfer eligibility status by age.

- As displayed in Figure NC-9, differences by race/ethnicity varied by 1 to 3 percentage points only, suggesting little difference in eligibility status by race/ethnicity.

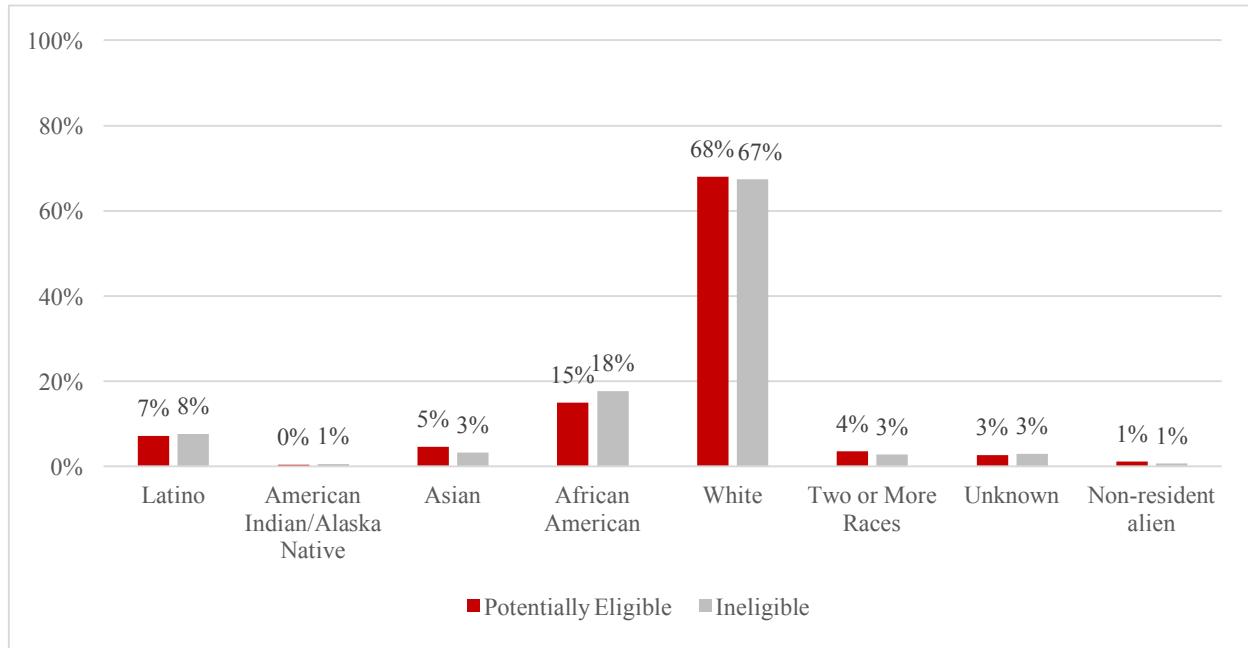


Figure NC-9. Reverse transfer eligibility status by racial/ethnic group.

- Figure NC-10 shows the distribution of cumulative college credits based on eligibility status was similar for the potentially eligible and ineligible groups.

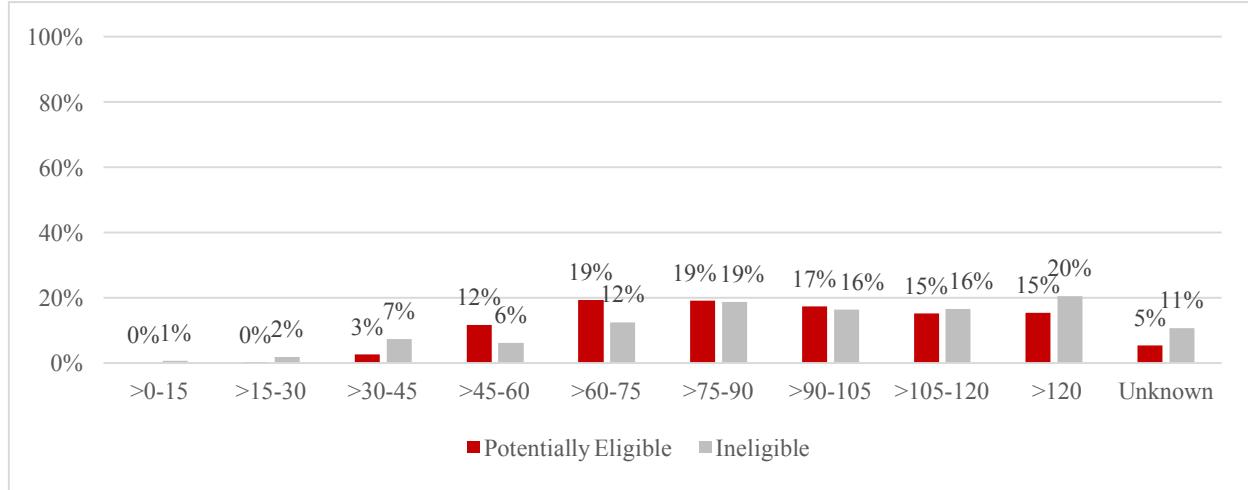


Figure NC-10. Reverse transfer eligibility status by cumulative college credit category.

How many students in the Outcomes Study Cohort consented to participate in reverse transfer?

- Of the 6,786 potentially eligible students in the Outcomes Study Cohort, 2,936 consented to participate in RT.

What were the characteristics of students who consented and what were the differences between potentially eligible students who consented and did not consent?

- Looking at gender, 46% of students who consented were male and 54% were female, compared to the 53% male and 47% female among those who did not consent.

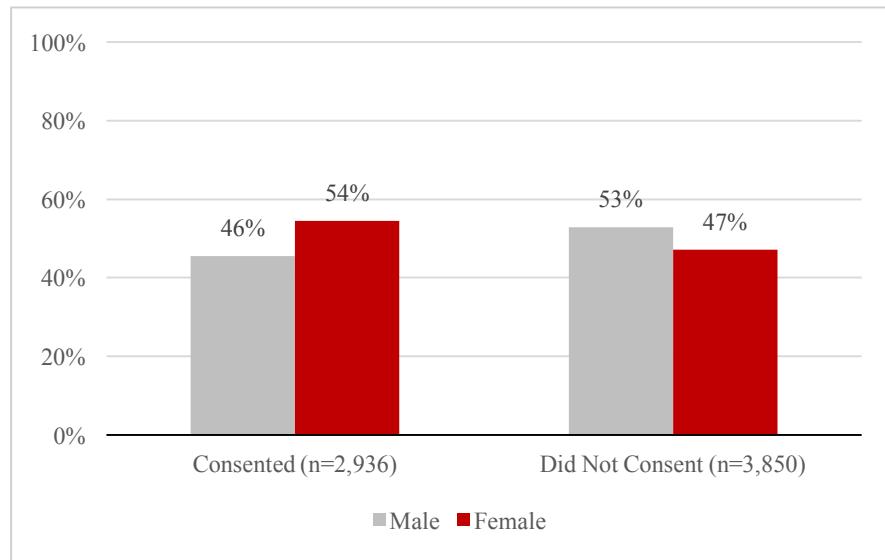


Figure NC-11. Consent status by gender.

- Age distribution was similar for the two groups, with 66% of those who consented being <25 years of age and a slightly smaller percentage of this group being this age (61%).

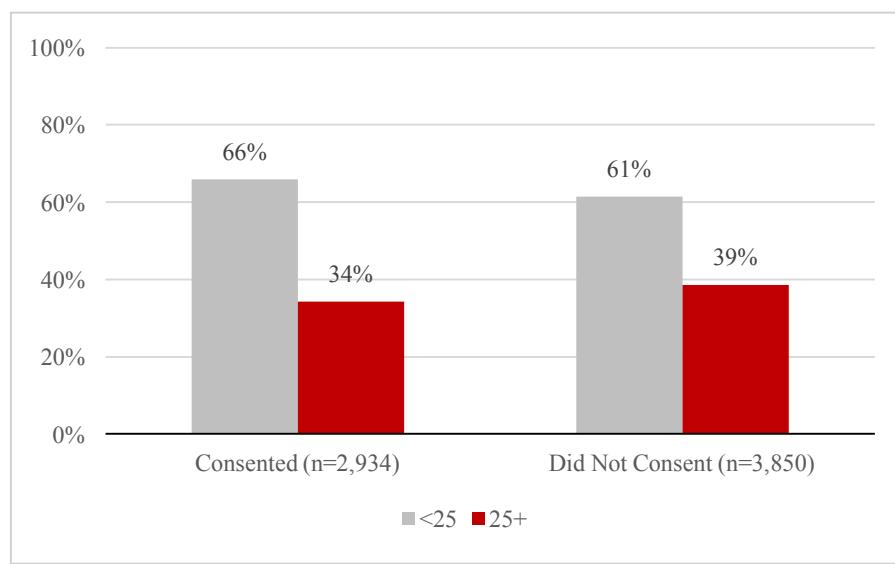


Figure NC-12. Consent status by age.

- A smaller percentage of White students consented (64%) than did not consent (71%) whereas a higher percentage of African Americans consented than did not consent, with African Americans making up 19% of those who consented and only 12% of those who did not consent. The other racial/ethnic groups were represented in similar proportions in the two groups.

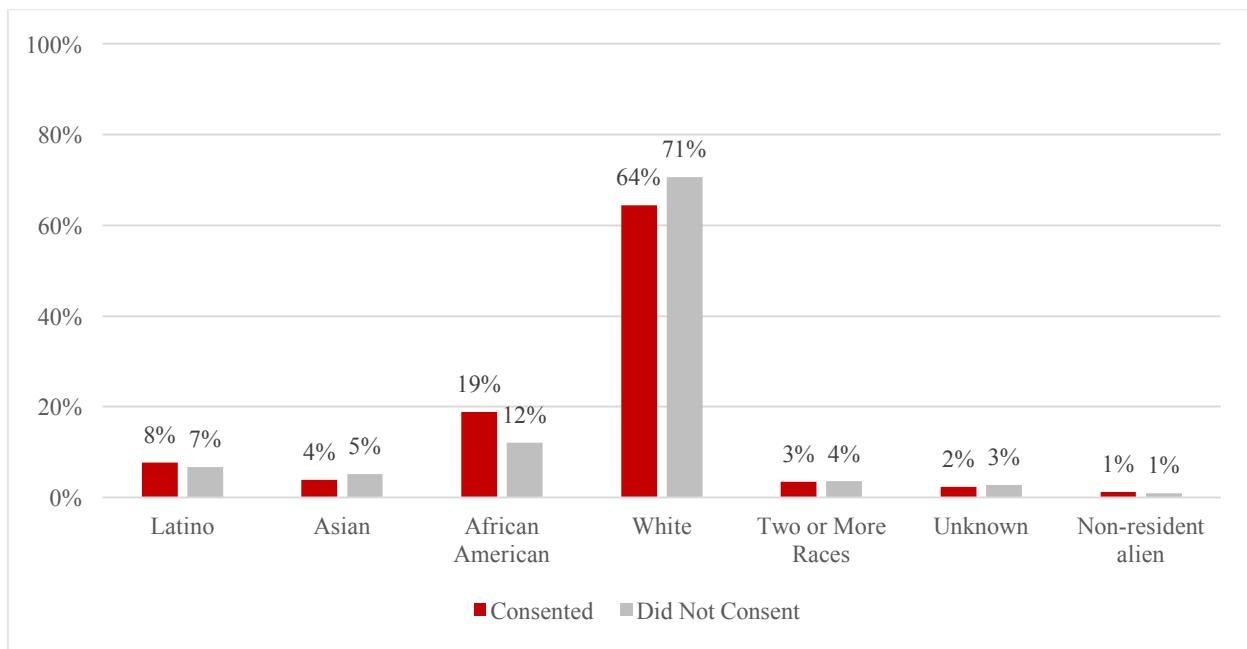


Figure NC-13. Consent status by racial/ethnic group.

- The percentage of students who consented was similar in the two groups up to the upper categories of cumulative college credit ($>90-105$, $>105-120$, >120) wherein more students did not consent than did consent.

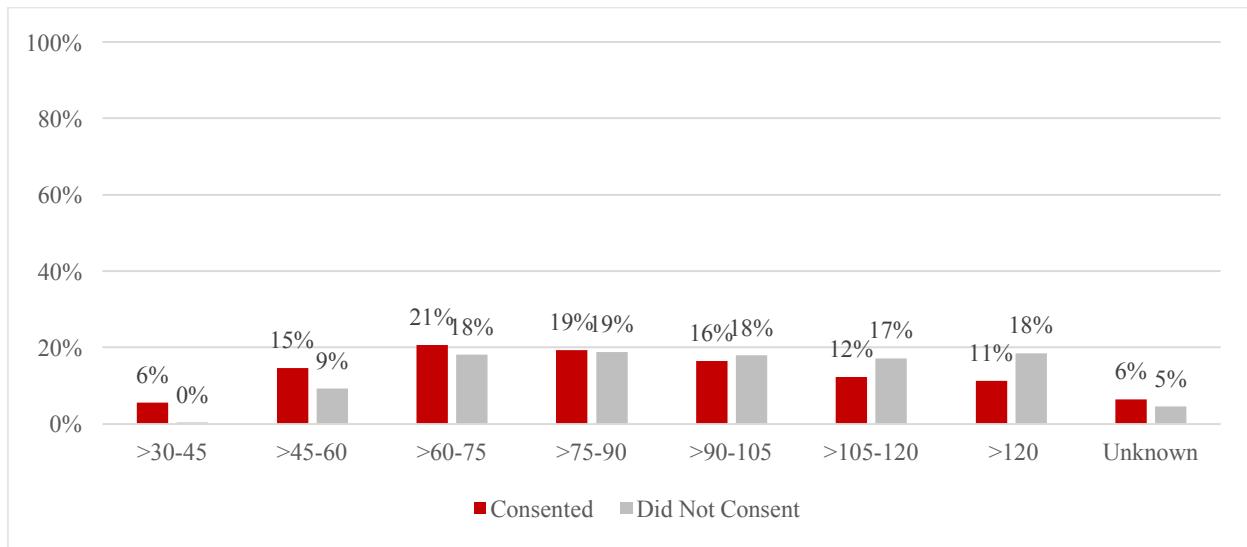


Figure NC-14. Consent status by cumulative college credit category.

How many students in the Outcomes Study Cohort met all degree requirements for an associate's degree after degree audit?

- In these provided data there are only 581 students who met eligibility requirements, had a degree audit performed, and met all degree requirements for an associate's degree. However, there were a total of 606

students who had a degree audit performed and met all degree requirements for an associate's degree, but 25 did not meet the listed state legibility requirements.

How many students in the Outcomes Study Cohort were awarded an associate's degree?

- North Carolina individual campuses reported conferring a total of 665 RT credentials in aggregate. However, in the NC dataset there are 569 credentials listed for 569 unique students. It is possible that part of the discrepancy in the number of credentials reported in aggregate (n=665) and the number of RT degrees for which we have data (n=569) is due to the fact that we only received data for one degree per student, although some students did receive multiple degrees. Only 545 of the 569 RT degrees reported meet the eligibility requirements as they are documented in the data. We have decided to perform comparative analyses on these 545 students because we have student-level data for these students.

What were the characteristics of students who consented to participate in reverse transfer and received an associate's degree and what are the differences in the characteristics of students who consented and received an associate's degree and those who consented and did not receive an associate's degree?

- Figure NC-15 displays the conferral of RT associate's degrees by gender, showing a small difference in distribution in the two groups. Of students who received a RT associate's degree, 56% were female and 45% were male. Of students who did not receive a RT associate's degree, 54% were female and 46% were male.

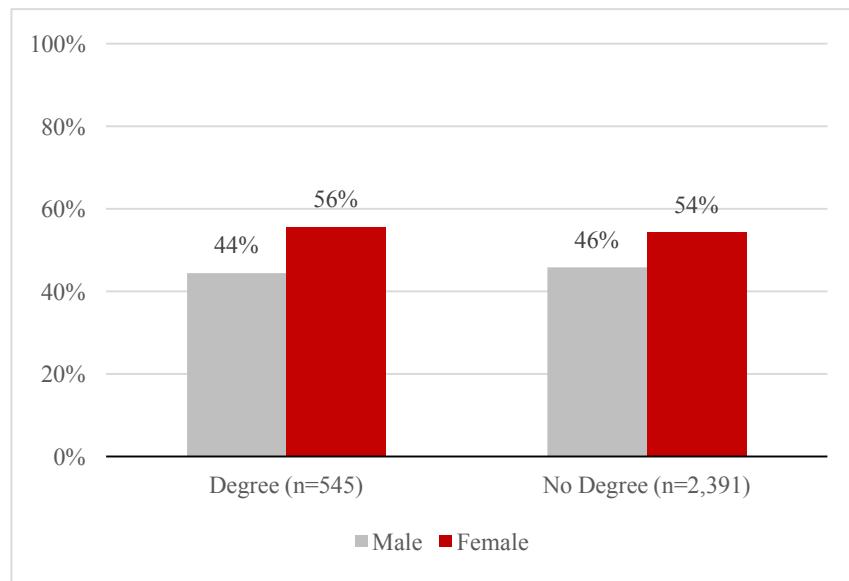


Figure NC-15. Reverse transfer degree status by gender.

- Looking at age, 40% of students who consented to participate in RT and received a RT degree were 25 years of age or older compared to 33% of students who did not receive a RT associate's degree who this same age.

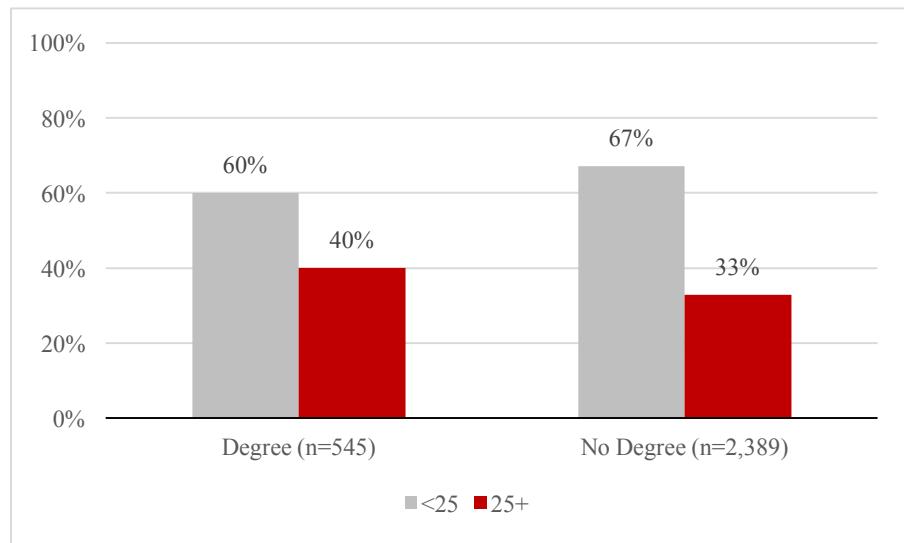


Figure NC-16. Reverse transfer degree status by age.

- Figure NC-17 displays RT degree conferral based on race/ethnicity, showing a slightly larger percentage of students were African American (21%) and a slightly lower percentage were White (62%) in the group that received a RT associate's degree than in the group that did not receive this degree.

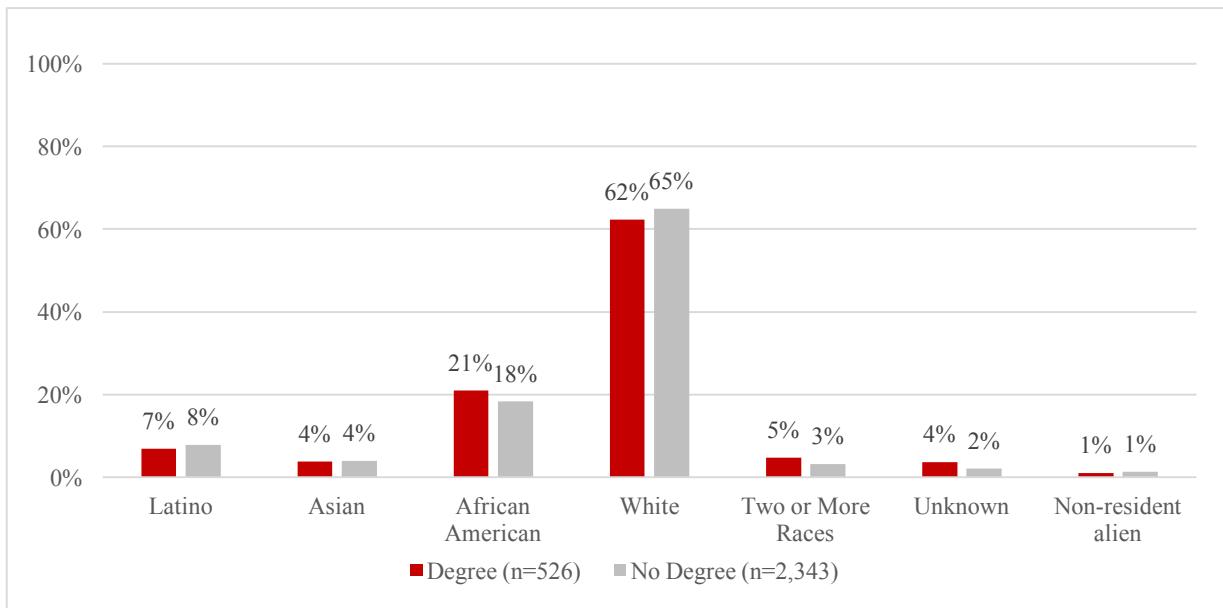


Figure NC-17. Reverse transfer degree status by racial/ethnic group.

- Figure NC-18 displays the distribution of RT degree conferral by cumulative college credit category. A high percentage of students appeared to have sufficient credits but did not receive an associate's degree, meaning they did not likely have the right types of credits to receive the credential.

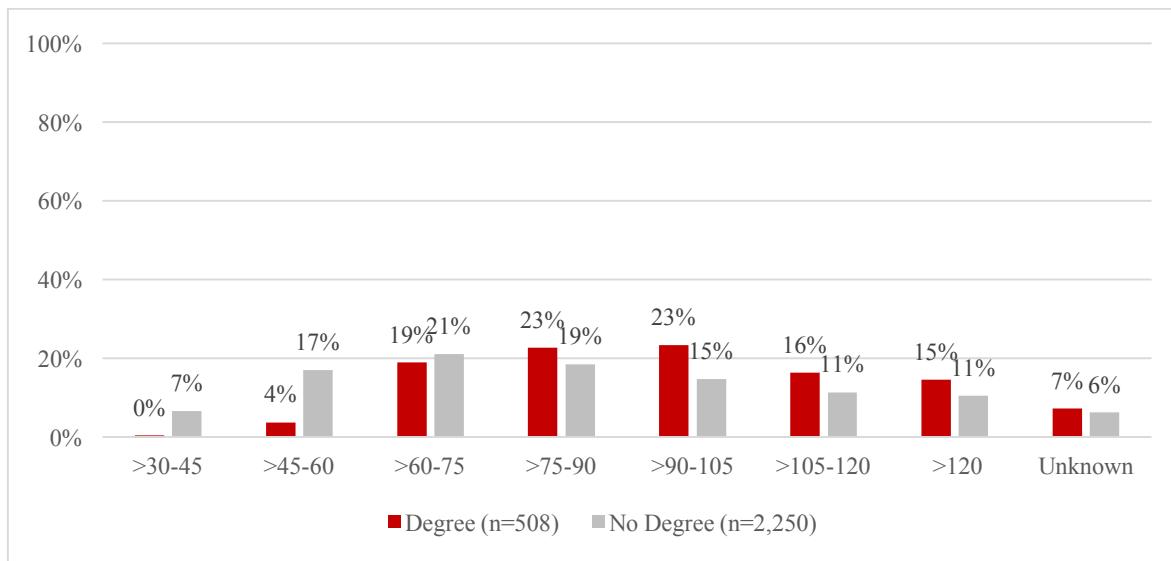


Figure NC-18. Reverse transfer degree status by cumulative college credit category.

Are there differences in reverse transfer conferral by 2-year and 4-year pair?

- Tables NC-3 and NC-4 displays the RT degree conferral rates by institutional pair. These rates were calculated in Table NC-3 by dividing the number of students who received an associate's degree via RT by the total number of potentially eligible students, at the institutional pair level, and in Table NC-4 by dividing the number of students who received an associate's degree by the total number of potentially eligible students who consented.
- In Table NC-3, there were all low RT degree conferral rates when looking at the percent potentially eligible who received a RT degree. However, the denominator includes students who did not consent to participate in RT, which decreases the conferral rates.
- Table NC-4 shows the degree conferral rates increase when the denominator includes students who were potentially eligible and consented to participate in RT. However, only limited institutions (Davidson County, Gaston College, Guilford, and Rowan-Cabarrus) had degree conferral rates above 31%, and these were largely across their pairs with multiple 4-year institutions.

Table NC-3. Reverse Transfer Degree Conferral Rates (Percent Potentially Eligible who Received RT Degree*) by Institutional Pair

University	Asheville-Buncombe TCC	Cape Fear CC	Central Piedmont CC	Coastal Carolina CC	Davidson County CC	Durham TCC	Fayetteville TCC	Forsyth TCC	Gaston College	Guilford TCC	Martin CC	Pitt CC	Rowan-Cabarrus CC	Stanly CC	Wake TCC	
Appalachian	2%	13%	5%	0%	11%	0%	14%	3%	14%	21%		14%	11%	0%	10%	8%
East Carolina	0%	0%	8%	0%	11%	11%	17%	6%	0%	0%	0%	1%	0%	50%	7%	4%
Fayetteville	0%	0%	7%	0%	0%	0%	22%	0%		50%		0%	25%	0%	0%	20%
N.C. State	5%	3%	2%	10%	0%	0%	0%	0%	0%	14%	0%	0%	11%	0%	2%	2%
UNC-Charlotte	4%	3%	5%	6%	24%	4%	15%	3%	14%	21%		0%	20%	3%	7%	8%
UNC-Greensboro	7%	0%	11%	17%	17%	7%	24%	5%	6%	22%	0%	0%	22%	0%	7%	15%
UNC-Wilmington	17%	7%	1%	11%	0%	0%	5%	0%	29%	29%		0%	25%	0%	9%	8%
Western Carolina	5%	25%	0%	0%	9%	0%	20%	6%	14%	18%		0%	24%	9%	3%	7%
	5%	7%	5%	8%	14%	3%	19%	4%	13%	21%		1%	19%	7%	5%	

Note: *Note that only cells with denominators >10 were highlighted

Key:

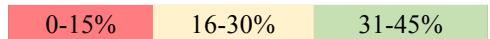
0-15%	16-30%	31-45%
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Table NC-4. Reverse Transfer Degree Conferral Rates (Percent Potentially Eligible and Consented who Received RT Degree) by Institutional Pair

RBIName	Asheville-Buncombe TCC	Cape Fear CC	Central Piedmont CC	Coastal Carolina CC	Davidson County CC	Durham TCC	Fayetteville TCC	Forsyth TCC	Gaston College	Guilford TCC	Martin CC	Pitt CC	Rowan-Cabarrus CC	Stanly CC	Wake TCC
Appalachian	6%	28%	15%	0%	29%	0%	25%	9%	36%	33%	33%	25%	0%	23%	
East Carolina	0%	0%	18%	0%	33%	17%	38%	13%	0%	0%	0%	2%	0%	75%	19%
Fayetteville	0%	0%	17%	0%	0%	0%	41%	0%		100%	0%	50%		0%	
N.C. State	50%	20%	7%	100%	0%	0%	0%	0%	0%	36%	0%	0%	50%	0%	12%
UNC-Charlotte	7%	5%	12%	20%	35%	7%	21%	5%	24%	37%	0%	33%	50%	15%	
UNC-Greensboro	11%	0%	17%	33%	30%	12%	31%	9%	13%	40%	0%	0%	36%	0%	15%
UNC-Wilmington	20%	20%	4%	24%	0%	0%	11%	0%	100%	42%	0%	50%	0%	19%	
Western Carolina	11%	33%	0%		25%	0%	40%	17%	27%	33%	0%	36%	17%	6%	

Note: Only cells with denominators >10 were highlighted

Key



NORTH CAROLINA APPENDIX A: SAMPLE CONSENT EMAIL

SUBJECT: 1st email-- You may have already earned an associate degree

2nd email--Finish your associate degree while completing your bachelor's

3rd email—Did We Miss Your Response?

4th email—Deadline Friday for Cash Award & Priority Registration!

Dear: first and last name

Our records indicate that your coursework here at University combined with your previous coursework at North Carolina Community Colleges may meet the requirements to earn an associate degree under a "reverse transfer" pilot program.

To determine if you qualify for an associate degree, we need you to authorize release of your transcripts back to the North Carolina Community College.

Only a few minutes of your time is needed.

Simply login with your university username & password to authorize the release:

<http://reversetransfer.northcarolina.edu>

By logging in you will be entered in a **drawing for one of four \$50.00 cash award** and receive **early/priority registration**.

Deadline for drawing & priority February 14, 2014

By authorizing the release of your records – **at no charge to you** – the Community College you attended will determine if you have completed the required coursework to earn the associate degree, which would be an acknowledgement of your hard work to date and would have no impact on your current studies. If you have not yet completed all the degree requirements, your record will be reconsidered in future terms as you complete your bachelor's degree.

Questions? www.cfnc.org/reversetransfer

Thank you,

Univ. Office

Michelle Blackwell

North Carolina Community College

Director of Reverse Transfer

emblackwell@northcarolina.edu



NORTH CAROLINA APPENDIX B: SAMPLE CONSENT ON STUDENT SERVICES ACCOUNT

[Personal Information](#) [Student](#) [Financial Aid](#)

Search [RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

Get the Associate Degree Advantage

Will you earn your degree and make yourself proud?

You have invested great time and energy to get yourself to this point in your education. Can you envision your pride when you turn that investment into a diploma?

As a transfer student from the North Carolina Community Colleges, the course credits you are earning toward your bachelor's degree may be applied toward the fulfillment of an associate degree. Same work, double the diplomas - that's the Associate Degree Advantage!

By authorizing the release of your records now - at no charge to you - the community college you attended will determine when you have completed the required coursework to earn the associate degree! Click "yes" below and you are done - if and when your associate degree is earned, you will be notified.

For further details on this program go to: <http://www.northcarolina.edu/reversetransfer>

Getting an associate's degree for courses you are completing at the university will not impact your federal, state or institution financial aid.

Under the Family Educational Rights and Privacy Act (FERPA), I understand that my educational and academic records needed for the Reverse Transfer Program will be released to the North Carolina community college I previously attended. I understand that if I have not yet completed all the degree requirements, my records will be reconsidered in future terms. I understand that I have the right to rescind this release at any time by clicking the Reverse Transfer link under the student tab.

Yes, I want to participate and get the Associate Degree Advantage

No, I do not wish to participate

I have an Associate's degree

I would like to defer my decision

RELEASE: 8.6

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[Personal Information](#) [Student](#)

Search [RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

Get the Associate Degree Advantage

You responded "No, I do not wish to participate."

Why don't you want to participate in Reverse Transfer?

I do not understand the Reverse Transfer Program and the benefits.

I do not feel comfortable sending my course information.

I would prefer to wait until I get my bachelor's degree rather than getting an associate's degree now.

I do not think I qualify.

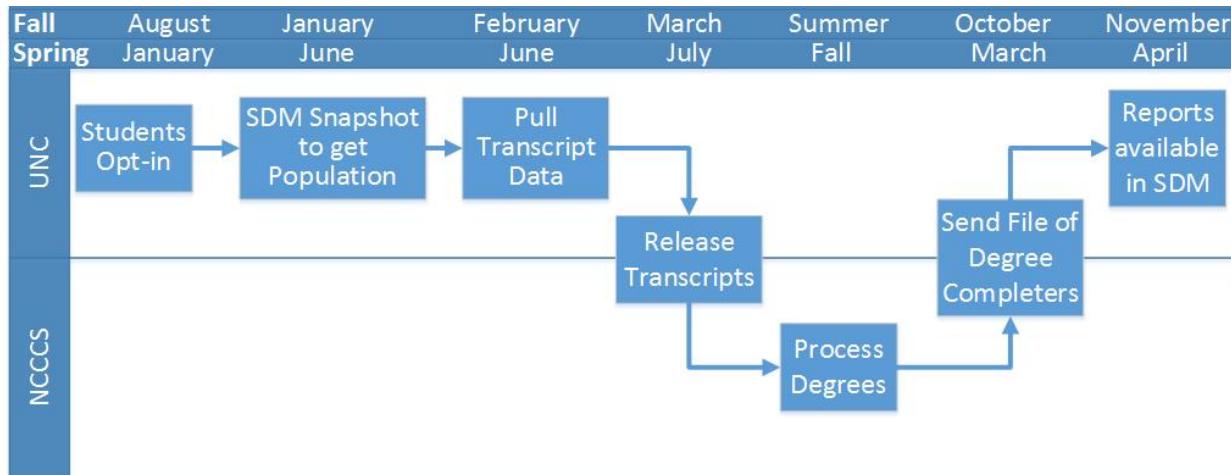
Other (please explain)

[Return to Reverse Transfer Options](#)

RELEASE: 8.6

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NORTH CAROLINA APPENDIX C: REVERSE TRANSFER ONGOING PROCESS



OHIO CASE REPORT

Introduction

This report reviews Ohio's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Ohio's CWID grant implementation; and 3) a summary of the impact of Ohio's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

The state of Ohio's governance structure, RT initiatives, and articulation and transfer policies have impacted its CWID implementation. For example, Ohio is composed of 36 public institutions of higher education that interact with each other to coordinate transfer articulations between and among institutions. It is important to note that Ohio has a comprehensive articulation and transfer policy that has shaped its efforts to ensure that transfer students' credits lead to associate's degree conferral from their sending institution and that students' prior courses count toward a baccalaureate degree without unnecessary duplication of coursework.

Governance Structure. The Ohio Department of Higher Education (ODHE) serves as a coordinating body that oversees higher education in the state of Ohio. More specifically, ODHE functions as a Cabinet-level agency that reports to the Governor of the State of Ohio. This agency consists of the Chancellor and the Board of Regents, and the agency's responsibilities include the authorization and approval of new degree programs, management of Ohio's state-funded financial aid programs, and development and advocacy of higher education policies (<https://www.ohiohighered.org/board>). The Chancellor serves as a direct advisor to the Governor on higher education policies and issues, and implements Governor sponsor initiatives such as college affordability across Ohio public higher education system. Furthermore, the Board of Regents (a nine-member board) serves as an advisory board to the Chancellor on matter related to state-level higher education issues. Between the Chancellor and the Board of Regents, ODHE oversees a comprehensive system of public postsecondary institutions.

ODHE is a Cabinet-level agency in the Ohio Governor's office and provides leadership for higher education in the state. ODHE includes 37 public universities and colleges (14 universities with 24 regional campuses, 23 community and technical colleges, and over 120 adult workforce education and training centers) that collectively serve over 600,000 students annually and collectively offer a range of educational opportunities from the Ohio High School Equivalence Diploma to the Ph.D. degree. (<https://www.ohiohighered.org/campuses>). There are two independent associations that work with Ohio's public colleges and universities. The Inter-University Council is a consortium of the state's universities, and the Ohio Association of Community Colleges is an affinity group of the state's community and technical colleges.

Pre-CWID: Reverse Transfer Initiative. Prior to CWID, a couple of institutional pairs in Ohio had piloted RT:

1. Cuyahoga Community College (Tri-C) had formed an informal network with two private institutions, Baldwin-Wallace University and Ursuline College, and two public institutions, Cleveland State University and The University of Akron, to award associate's degrees to early-transfer students. Between 2009 and 2011, 182 reverse-transfer degrees were awarded.

- Ohio's participation in both Project Win-Win and Completion by Design led directly to explorations of inter-institutional relationships and resources for the implementation of automatic awards of RT associate's degrees. These initiatives, informally, formed part of a pilot pre-CWID.

Benefits, challenges, and solutions to common problems discovered in these initiatives have influenced the design of Ohio's CWID strategies.

Articulation and Transfer Policy. Since the inception of the Ohio Articulation and Transfer Policy and the launch of the Ohio Transfer Module (OTM) in 1990, the primary goals of the state's efforts have been to treat both native and transfer students fairly and equitably by allowing prior coursework to count toward a degree after transfer without unnecessary duplication of coursework. Pertinent to 3333.16 and 3333.162 of the Ohio Revised Code, the ODHE worked with its public institutions to develop a course and program equivalency classification system. CWID leaders shared that the statewide transfer guarantee efforts have progressed through many initiatives over the years, with a focus on general education curricula (e.g., OTM), pre-major and beginning major courses in specific programs of study (e.g., Transfer Assurance Guides), awarding of college credit for career- technical education courses/programs into 2- and 4-year degree programs (e.g., Career-Technical Assurance Guides), the awarding of college credit based on successful Advanced Placement exam scores, and the awarding of college credit for military training, experience and coursework (e.g., Military Transfer Assurance Guides). Other initiatives such as the recognition of prior learning through Apprenticeship Programs and the development and implementation of statewide electronic exchange of transcripts [Articulation and Transfer Clearinghouse (ATC)] have influenced the progress of Ohio's statewide transfer guarantee efforts. Table OH-1 provides an overview of Ohio's state legislation in support of advancing articulation and transfer policies, demonstrating the progression of policies and practices addressed over time. The Ohio Articulation and Transfer Policy, which is self-described as a "living document," provides a historical and current view of articulation and transfer policies in the State of Ohio.

Table OH-1. *Key Articulation and Transfer Policies in Ohio*

Year	Legislation	Description
1989	Amended Substitute Senate Bill 268, 118 th General Assembly	Establish a study commission to make formal recommendations regarding implementation of a statewide student credit-hour transfer agreement to address the articulation problems associated with students transferring from public technical and community colleges to public universities.
1989	Amended Substitute House Bill 111, 118 th General Assembly	<ul style="list-style-type: none"> • Establish policies: <ol style="list-style-type: none"> 1. To facilitate the transfer of students and credits between community colleges and state community colleges, between community colleges and state universities, between community colleges and technical colleges, between community colleges and branch universities, between state community colleges and state universities, between state community colleges and technical colleges, between state community colleges and branch universities, between state universities and technical colleges, between state universities and branch universities, and between technical colleges and branch universities; 2. To facilitate the transfer of students and credits from one

Year	Legislation	Description
		<p>community college to another, from one state community college to another, from one state university to another, from one technical college to another, and from one branch or university to another.</p> <ul style="list-style-type: none"> • Encourage: <ol style="list-style-type: none"> 1. Development of readily transferable courses, uniform procedures, and equitable treatment of transfer and non-transfer students; 2. System-wide recognition of AA and AS degrees; 3. Consistent admissions policies of public universities and university regional campuses for the transfer of students who hold Associate of Applied Business and Associate of Applied Science degrees; and 4. Establishment of a state-level process for a student to appeal an adverse evaluation of coursework by an institution to which he is transferring.
2003	Revised Code 3333.16	<ul style="list-style-type: none"> • Collaborate with public institutions of higher education to develop a universal course equivalency classification system to: <ol style="list-style-type: none"> 1. Establish policies and procedures that ensure that students can begin higher education at any public institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers, 2. Develop and implement a universal course equivalency classification system so that the transfer of students and the transfer and articulation of equivalent courses or specified learning modules or units completed by students are not inhibited by inconsistent judgement about the application of transfer credits, 3. Develop a system of transfer policies that ensure that graduates with associate degrees which include completion of approved Transfer Modules will be admitted to a public institution of higher education, be able to compete for admission to specific programs on the same basis as students native to the institution, and have priority over out-of-state associate degree graduates and transfer students, and 4. Examine the feasibility of developing a transfer marketing agenda that includes materials and interactive technology to inform the citizens of Ohio about the availability of transfer options.
2005	Revised Code 3333.162	<ul style="list-style-type: none"> • Establish the statewide criteria, policies and procedures for transfer of career -technical education courses and programs. The courses/programs to which the criteria, and procedures apply are to be those that adhere to recognized industry standards and equivalent coursework common to the secondary career pathway and adult career-technical education system and regionally accredited public institutions of higher education.

Year	Legislation	Description
2007	Revised Code 3333.163	<ul style="list-style-type: none"> Called for the development of statewide standards for college credit based on successful advanced placement test scores Led to the development and implementation of the policy that a score of 3 or higher on the advanced placement exam is accepted as credit toward a degree requirement at any public institution of higher education
2014	Revised Code 3333.164	<ul style="list-style-type: none"> Establish the baseline standards and procedures for public institutions of higher education to use in granting of college credit for military training, experience, and coursework.
2015	Revised Code 3333.16(C)	<ul style="list-style-type: none"> Develop a process to establish statewide guaranteed transfer pathways from 2-year to 4-year degree programs in an equivalent field.

Primary Drivers of Articulation and Transfer Policy

The Ohio Department of Higher Education (ODHE) has been focused on not only college access and affordability but more importantly student success and degree completion. Through collaborative efforts in articulation and transfer, the ODHE and higher education administration continue to work together to address issues and provide direction. This strategy has historically earned a sense of “buy-in” or “trust” from the institution presidents, provosts, and faculty and led to the progress in articulation and transfer that can be seen in the existing policies and practices. As described by one CWID leader: “The institutions care deeply about articulation and transfer and have been working since 1990 to establish statewide guarantees and technology tools for the transfer of general education courses, pre- major and beginning major courses, career-technical courses/program across institutions of higher learning and military training, experience, and coursework. Continuous development and implementation of new initiatives including technology advancements demonstrate the state’s commitment to the ultimate goal of affordability and degree completion.”

State Completion Goals and Initiatives. Increasing credential attainment has been a primary focus of the ODHE, as demonstrated by the 2012 publication of the Complete College Ohio Task Force Report and Recommendations. This document identified policies, practices and programs for improving college readiness, as well as reducing time to degree or certificate completion and incentivizing progress and completion. Systematic approaches to award “progressional” credentials along the path to baccalaureate degrees are called for, both at the completion of the first year of study (30 credit hours of study) and at a total of 60 credit hours of study with the granting of an associate’s degree. These “progressional” recognitions of academic achievement are anticipated to encourage students to persist toward completion of the 4-year bachelor’s degree.

Ohio has also participated in multi-institutional/multi-state initiatives, such as Achieving the Dream, Complete College America, Completion by Design, and Project Win-Win, all of which are aimed at enhancing college student success. CWID leaders who spoke with us about current articulation and transfer initiatives described these past and current state initiatives as “pieces of a whole” that contribute to the environment of encouraging academic persistence, as well as college credential and degree completion, for citizens across the State of Ohio. Further, Ohio is moving towards statewide guaranteed transfer degree pathways, providing students with more guided pathways toward degree completion.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of reverse transfer in Ohio involved a set of strategies and goals that are presented below.

Key Implementation Strategies

ODHE Leadership. Ohio used grant funding to hire a RT project manager who was responsible for managing daily grant activities associated with the CWID initiative. Key members of the Ohio Articulation & Transfer Network (OATN) staff at ODHE will continue to move the project forward after the grant period. Since 36 institutions are participating in the grant, the ODHE project manager and more recently OATN staff have invested time and effort to conduct conference calls, hold webinar trainings, visit participating campuses, and convene stakeholders to develop, refine, and build consensus around RT processes and policies.

Common Policy and Process Development. Several common processes and policies have been developed including: a RT process flowchart; definition of student eligibility for RT; a common residency requirement for the initiative; FERPA interpretation guidance; an MOU on common campus practices such as waiving degree petitioning fees; and development of common reporting metrics. Development efforts have resulted in common process documents distributed for RT implementation throughout Ohio's public colleges and universities. For example, the development of consistent residency requirements assisted with a clear RT eligibility policy across institutions. The residency requirements were:

- For students to be eligible for the RT degree audit process, the minimum number of credits earned at the 2-year college to meet the residency requirement will not exceed 20 semester credit hours. This represents 1/3 of the student's college-going experience.
- Two-year institutions do not require residency for the final year or semester of credit to reverse award the associate's degree.

In addition, Ohio developed a definition of "awarding institutions" to identify the appropriate institution if students attended more than one 2-year institution. This defines an awarding institution as a 2-year institution where the student earned the most credits (with 20 semester credit hours as the minimum) or the last 2-year college attended if the student earned the same number of credits at multiple institutions as the institution that will be recognized as the college eligible to review students' transcripts for RT. A similar process was identified for sending institutions. If a student is attending multiple universities in a given semester, the institution where the student has earned the most semester credit hours will be recognized as the university where the student is currently enrolled and will be responsible for working with the student for RT.

Build on Current Assets. Ohio's CWID initiative is built on a legacy of a strong articulation and transfer policy that aids institutions in efficiently determining credit equivalencies and sharing transcripts for the purpose of RT. Instead of creating RT-specific public policy, Ohio utilized existing policy as the framework for RT. The states identified how its transcript exchange system, the Articulation and Transfer Clearinghouse (ATC), could be used to identify CWID-related transcripts without major modification and in compliance with national data standards from the Postsecondary Electronic Standards Council (PESC). Ohio also leveraged work on a state completion agenda that provides funding to colleges and universities based on the completion of degrees. The funding formula has served as an incentive to keep schools engaged in the RT process.

Implementation Timeline

- **November 2012-April 2013:** Monthly conference calls were initiated and RT process materials were developed and refined (e.g., process flow chart, eligibility criteria, sample consent letter, student FAQ, etc.).
- **February 2013:** The statewide RT convening was held at Columbus State Community College and sponsored by the Ohio Association of Community Colleges.
- **April 2013:** The RT process began and the first associate's degrees were awarded.
- **June 2013:** A CWID implementation webinar was delivered to the field by ODHE.
- **September 2013:** Institutions provide progress reports to ODHE including students contacted and degrees awarded.
- **October 2013:** Statewide RT convening held at Ohio State University and was sponsored by the Inter-University Council of Ohio.
- **December 2013:** A second round of the process commences with ODHE generating a new list of potentially eligible CWID students to send to institutions.
- **September 2014:** Colleges and universities report results from the second round of the process.
- **November 2014:** Start of transition of CWID to OATN staff
- **December 2014:** National Student Clearinghouse begins developing new eligibility list.
- **March 2015:** New eligibility list generated by the NSC was made available to colleges for RT implementation.
- **November 2015:** A third round of the RT process begins, potentially eligible students are sent to participating institutions, and responses are received within two weeks.
- **January 2016:** Potentially eligible students' transcripts are uploaded to ATC for community colleges to access.
- **February 2016:** Community colleges begin degree audits and identify eligible students for associate's degree conferral. Degrees are awarded.

Reverse Transfer Eligibility Requirements

The eligibility requirements for RT in Ohio included five criteria:

- Students with at least 45-semester credit hours earned at Ohio's public colleges and universities.
- Students with no program selection at a level less than baccalaureate in the most recently reported semester.
- Students with a minimum of 20 semester credit hours awarded from a 2-year institution.
- Students with a minimum cumulative GPA of 2.0 at the current university.
- Students with no associate's degree or higher.

Reverse Transfer Process

Based on a review of implementation across CWID states, a framework for the RT process was developed that consists of five broad processes, and Ohio's process is applied to the framework below (see appendix A for transfer process flow). Ohio's RT process includes both state-level coordination and institutional-

level decisions. Also, Ohio has created a suggestive timeline to ensure timely response and processing of reverse credit transfer (see appendix D). Ohio's criteria for eligible students are outlined below.

1. **Student Identification:** During the first two years of the CWID grant, ODHE data personnel queried the Higher Education Information (HEI) database to determine students who were potentially eligible and that met state-defined eligibility criteria. ODHE then sent the names of potentially eligible students to the universities. For ongoing sustainability, this process has been modified so that the NSC generates an eligibility list based on state-defined criteria, which have expanded to students who may not currently be enrolled in a university. This list is now being shared with community colleges instead of universities, who then take initiative to connect with the universities and students.
2. **Consent Process:** Ohio has an opt-in policy whereby the universities send a letter (endorsed by the community college; see appendix B and C) to currently enrolled students requesting permission to release university transcripts to the community college and consent to degree conferral if the student meets associate's degree requirements. For students who are not currently enrolled in a university, the community college may reach out to students directly, but coordinate with the last institution of attendance for transcript requests, and again communicate with peer institutions if a degree is conferred.
3. **Transcript Exchange:** ODHE has an electronic transcript exchange system, the Articulation and Transfer Clearinghouse (ATC), which all public institutions use to share transcripts. For the RT process, the initiative has identified an enumeration in one of the electronic fields to signal to the receiving institution that the transcript is to be used for RT.
4. **Degree Audit:** The community colleges conduct the degree audits using the process and information systems chosen at the institutional level. The colleges review transcripts to identify students who meet all associate's degree requirements or who are close to completing degree requirements.
5. **Degree Conferral:** Students who meet all degree requirements are awarded a degree by the two-year college. At most colleges, students who do not meet associate's degree requirements are informed of hours and/or courses that need to be completed for the degree.

Consent Language

Our records show that you have attended [Two Year College] and successfully completed credits toward an associate degree. Those credits along with your (University) course work may bring you very close to an associate degree. Having an associate degree already in hand while you are pursuing your bachelor's degree can be an asset to you.

[Two Year College] will do most of the work for you. Simply authorize (University) to release your transcript to [Two Year College], and it will be evaluated to determine if you have completed an associate degree. If you have not completed the associate degree, you will be informed on how many hours are needed to complete the degree requirements. Due to your hard work, this could be the quickest way to an associate degree!

Credential Type(s)

The following credentials are being conferred as part of the CWID grant: Associate of Arts, Associate of Science, Associate of Applied Science, Certificates, Associate of Applied Business

Implementation Successes and Challenges

Successes. Ohio initiated RT implementation quickly after receiving the CWID grant in fall 2012 by gaining consensus on institutional practices and policies. Within the first month, Ohio conducted a survey of participating schools on a variety of institutional policies and practices including residency requirements, preferences on which institution should award the degree, and degree petitioning fees. Information from the survey was able to guide discussion and move partners quickly toward consensus on parameters for the initiative. Secondly, Ohio drafted a clear RT process flowchart that resulted in early implementation of RT and the conferral of nearly 600 associate's degrees by September 2013. Finally, Ohio has successfully leveraged existing technologies to move RT forward, most notably the Ohio Articulation and Transfer Clearinghouse for electronic transcript exchange and more recently the NSC for determining student eligibility.

Challenges. Because ODHE has an opt-in policy, the process of securing consent from eligible students to opt-in and to participate in CWID has been challenging. For the initial eligibility list of students in April 2013, 64% of the students did not respond to the opportunity to participate in CWID. However, some regional campuses of universities are starting to pilot internal RT to award associate's degrees to students who transfer from associate programs to baccalaureate programs within their university based on data from the university's student information system. Another challenge is the time and effort required for coordination of pairs of institutions. Ohio's public colleges and universities are a coordinated system of independently governed public colleges and universities, and it requires a greater degree of communication and coordination among schools with different policies, practices, and resources to implement RT. Another challenge comes in the form of marketing RT to potential eligible students. As RT moves into the next phase in Ohio, participating institutions are determining the best way to work with the shift in the generation of the eligibility list and in the direction of communication at the front-end of the process.

Sustainability (Post-grant period)

The OATN will coordinate the RT work among Ohio's public colleges and universities as the state intends to sustain RT beyond the grant period. The state is continuing to work with the NCS generate an eligibility report. Currently, all participating institutions are public colleges and universities, but a few public community colleges are independently developing partnerships with private institutions to facilitate RT.

Institutions Participating in CWID

Belmont College	Northwest State Community College
Bowling Green State University	The Ohio State University
Central Ohio Technical College	Ohio University
Central State University	Owens Community College
Cincinnati State Technical & Community College	Rhodes State College
Clark State Community College	Rio Grande Community College
Cleveland State University	Shawnee State University
Columbus State Community College	Sinclair Community College
Cuyahoga Community College	Southern State Community College
Eastern Gateway Community College	Stark State College
Edison Community College	Terra Community College
Hocking College	The University of Akron
Kent State University	University of Cincinnati

Lakeland Community College
Lorain County Community College
Marion Technical College
Miami University
North Central State College

University of Toledo
Washington State Community College
Wright State University
Youngstown State University
Zane State College

State Contacts

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Ohio conferred 2,298 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes.

Data Overview

Figure OH-1 provides a visualization of the data overview in Ohio.

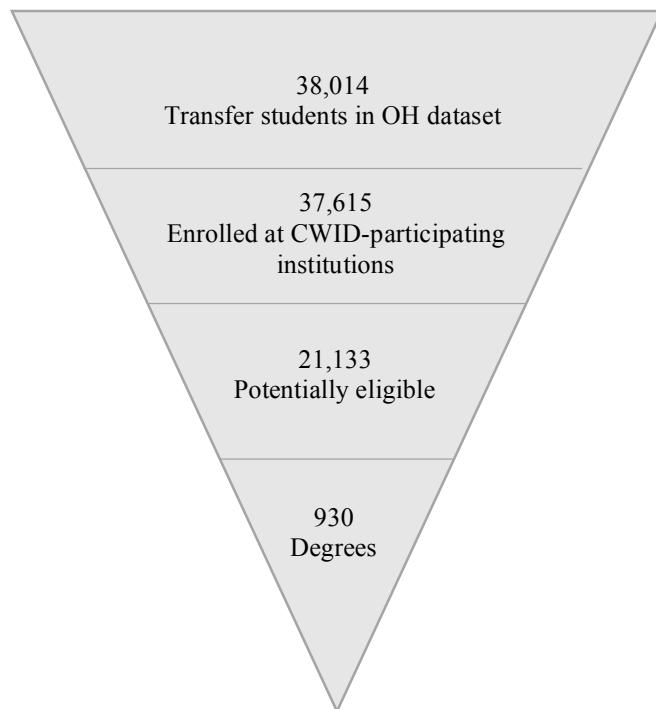


Figure OH-1. Funnel diagram of students (not proportional).

Dataset Description

Ohio provided data for 38,014 transfer students enrolled during Fall 2012 and Spring 2013 at 13 public 4-year institutions that had transferred from one of 22 2-year institutions that were part of the pilot project. We have no information on sending institution for 399 students in the dataset.

Table OH-2. *Features of the Ohio Dataset*

Dataset Feature	Yes or No	Notes
Receiving Institutions:		
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes	All public institutions were included in the pilot.
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	No	
Sending Institutions:		
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes	
Included students transferring from any in-state independent (private) institution	No	
Included students transferring from any out-of-state institutions	No	
Credits:		
Included students with any number of transfer credits earned	Yes	
Other:		
Included consent, outreach and/or response data	Yes	

What students were included in the Outcomes Study Cohort?

The Outcomes Study Cohort includes students who were potentially affected by RT implementation, and includes 37,615 students enrolled during Fall 2012 and Spring 2013 at one of the 13 4-year institutions, and had transferred from one of the 22 pilot 2-year institutions.

What were the characteristics of the Ohio Outcomes Study Cohort?

- Of the 37,615 students in the Outcomes Study Cohort, 56% were female and 44% were male.
- The majority of students in the Outcomes Study Cohort (62%) were age 18 to 24.

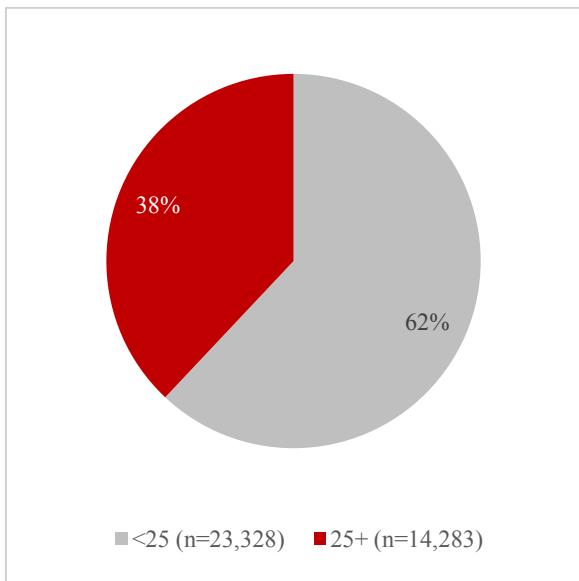


Figure OH-2. Outcomes Study Cohort by gender.

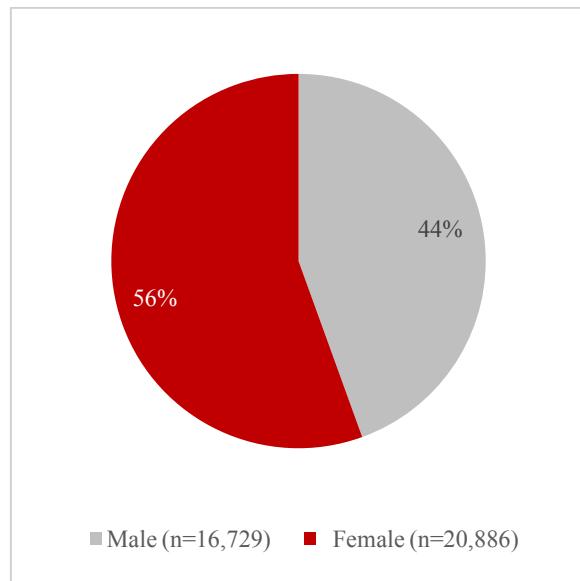


Figure OH-3. Outcomes Study Cohort by age.

- The distribution of students in the Outcomes Study Cohort by race/ethnicity was 77% White, 11% African American, 6% Unknown, 3% Latino, and 2% Asian.

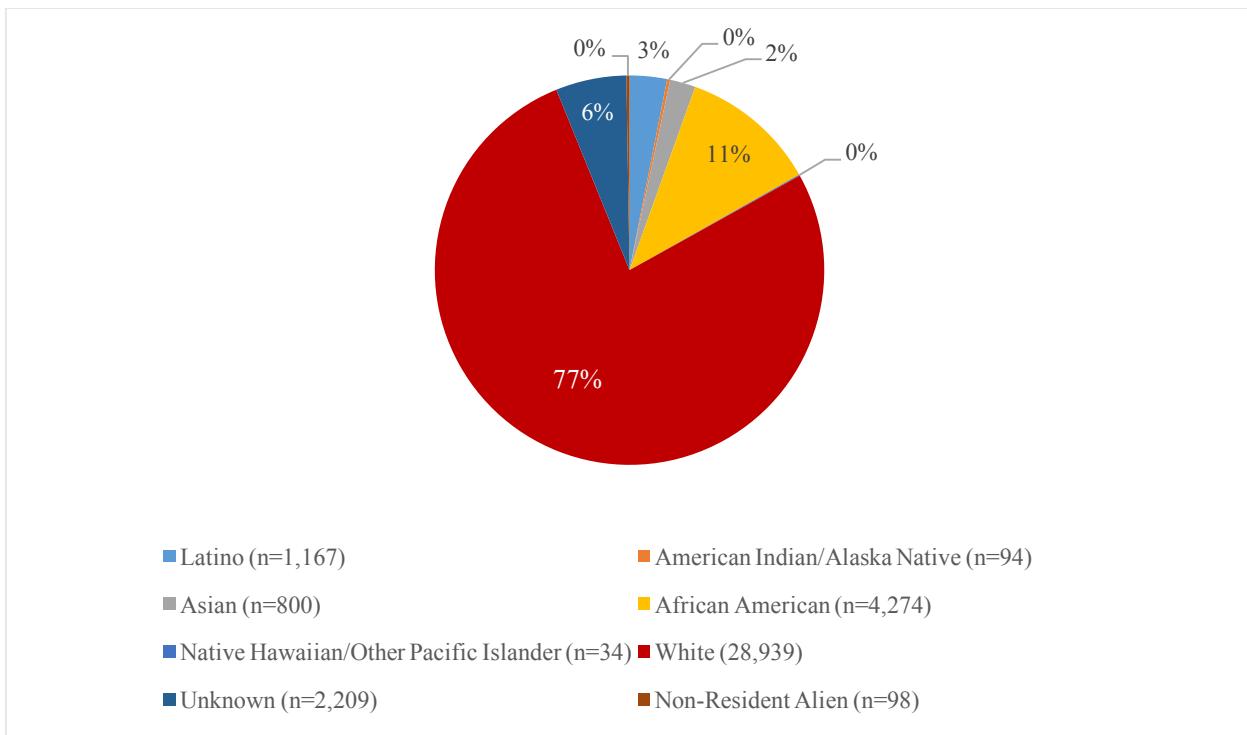


Figure OH-4. Outcomes Study Cohort by racial/ethnic group.

- The majority of students in the Outcomes Study Cohort (52%) received a Pell grant.

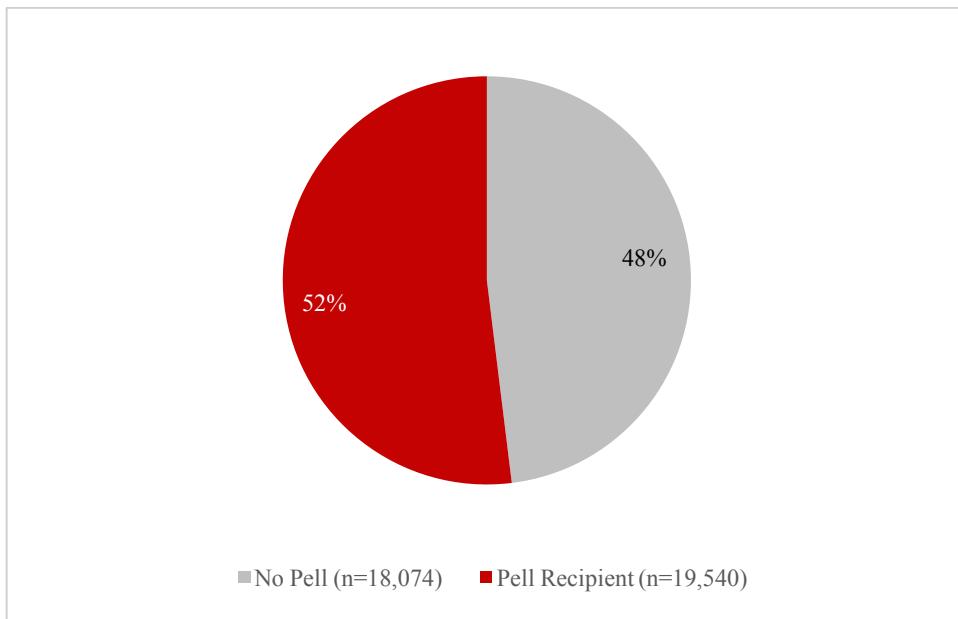


Figure OH-5. Outcomes Study Cohort by Pell recipient.

- Figure OH-6 displays the distribution of cumulative college credits by category during the term of RT implementation. The largest percentage of students (73%) had greater than 120 credits, 6% had between 105 and 120 and 45 and 60 credits, 4% had between 90 and 105, 75 and 90, and 60 and 75 credits.

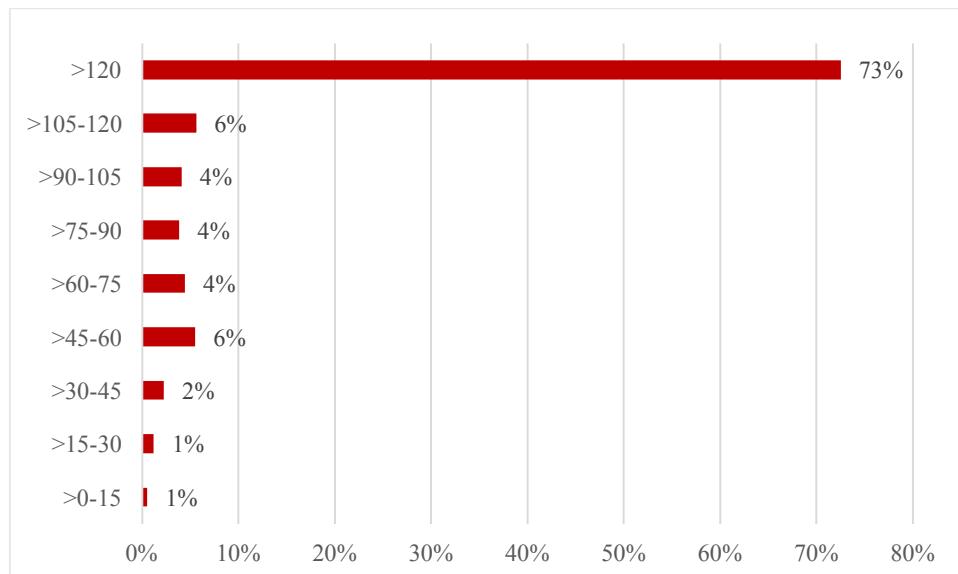


Figure OH-6. Outcomes Study Cohort by credit category.

- Figure OH-7 displays the distribution of GPA by category during the term of RT implementation. 26% percent of students had between 3.5 and 4 and 3 to 3.5, 22% had between 2.5 and 3, 14% had between 2.0 and 2.5, and 12% had less than a 2.0.

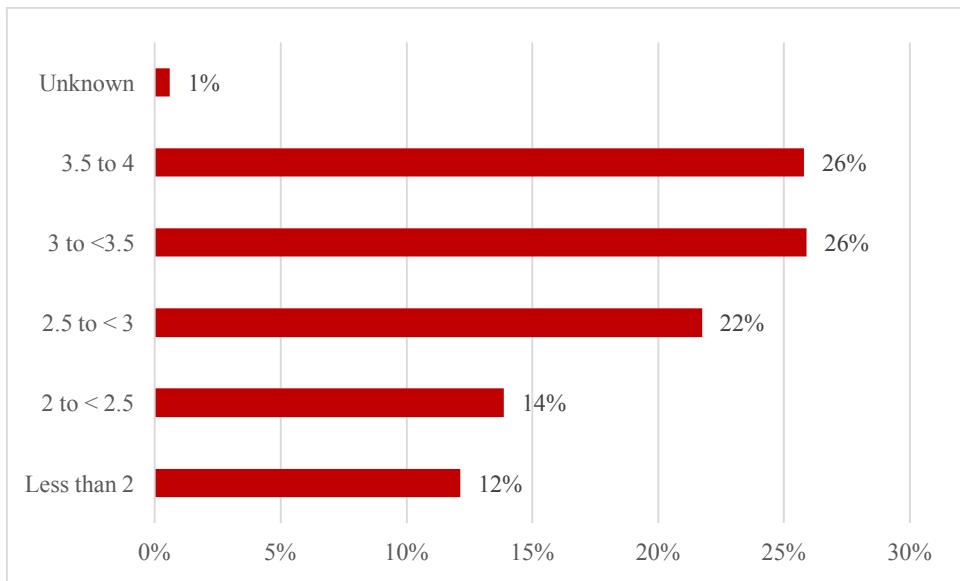


Figure OH-7. Outcomes Cohort Study by GPA.

Of the 37,615 students in the Outcomes Study Cohort, how many students met the three reverse transfer eligibility requirements?

- To understand how these three eligibility requirements influence potential eligibility requirements, below is a summary of the distribution of students based on these criteria. It is important to note that these are estimates based on Ohio data and institutions may have applied additional criteria to determine eligibility. Ohio only consistently used two of the three eligibility requirements listed below.
 - Prior Degree Attainment: This eligibility requirement was not used consistently in Ohio.
 - Residency Requirement: 21,165 (56%) met the community college residency requirement (≥ 20 credits from one OBR 2-year college that is participating in CWID).
 - Cumulative College Credits: 36,167 (96%) had earned 45 or more cumulative college credits at the time of implementation.
- Of the 37,615 students in the Outcomes Study Cohort, 21,133 (56%) met both eligibility criteria. The Venn diagram below (Figure OH-8) illustrates the degree of concurrence between three eligibility requirements. Because 96% of the Outcomes Study Cohort had at least 45 cumulative credits, we do not assume that the dataset included the entire universe of transfer students, but likely only those who met this eligibility criterion.

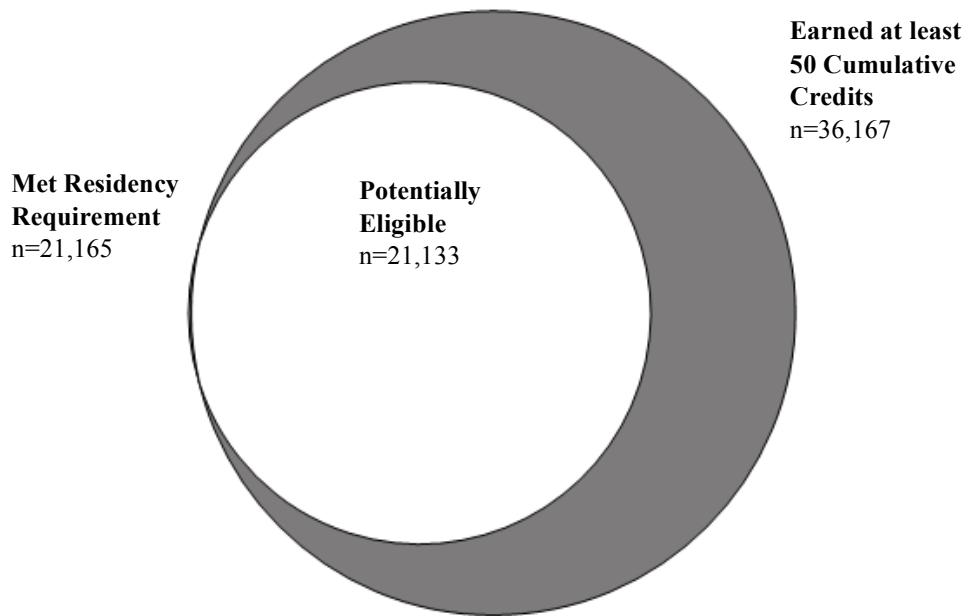


Figure OH-8. Venn diagram of reverse transfer eligibility requirements (n=37,615).

What were the differences in the characteristics of students in the Outcomes Study Cohort who were potentially eligible and those who were not eligible for reverse transfer?

- There was a slightly higher percentage of males who were ineligible (46%) than potentially eligible (43%).

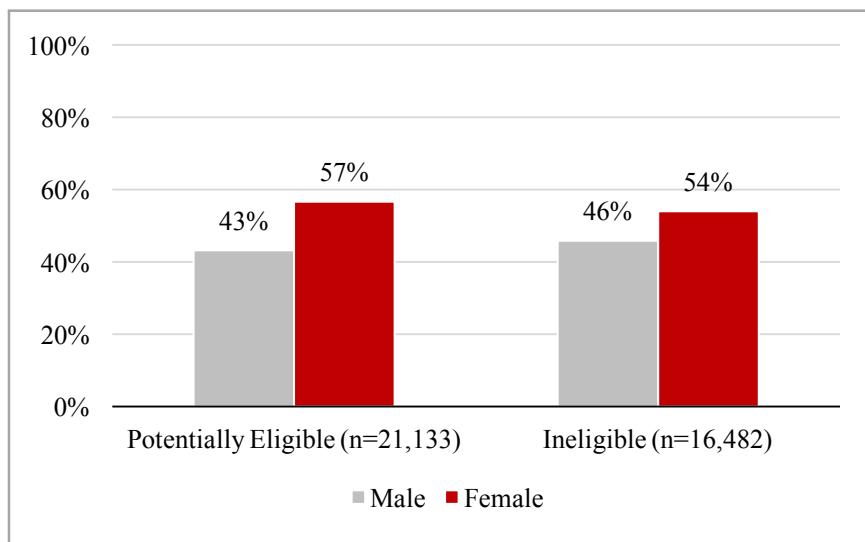


Figure OH-9. Reverse transfer eligibility status by gender.

- As Figure OH-10 displays, there was a larger percentage of students younger than age 25 who were ineligible (82%) than potentially eligible (46%).

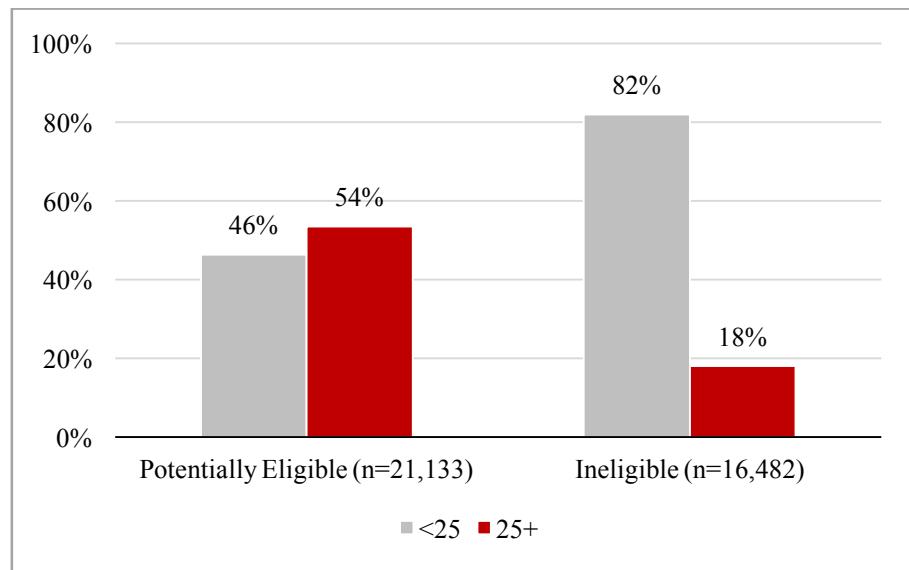


Figure OH-10. Reverse transfer eligibility status by age.

- As displayed in Figure OH-11, the race/ethnicity of those who were potentially eligible and ineligible were similar, though a slightly smaller percentage of White students who was potentially eligible than ineligible.

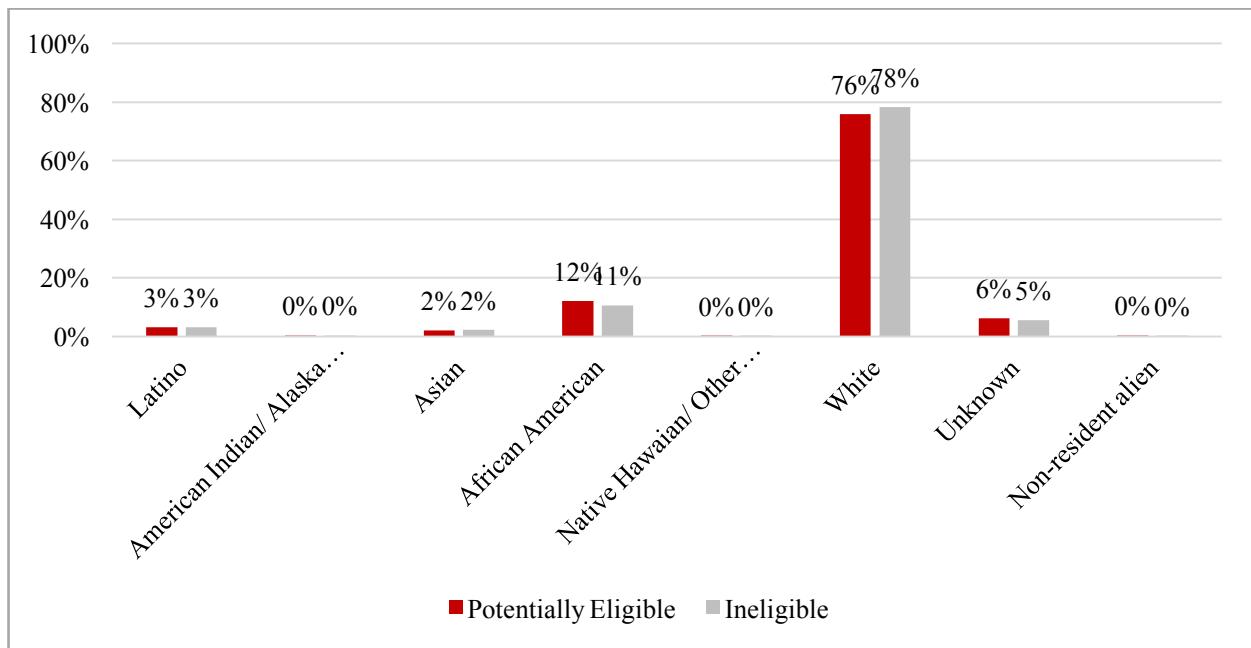


Figure OH-11. Reverse transfer eligibility status by racial/ethnic group.

- Looking at Pell status, 58% of potentially eligible students were Pell recipients compared to only 44% of those who were ineligible.

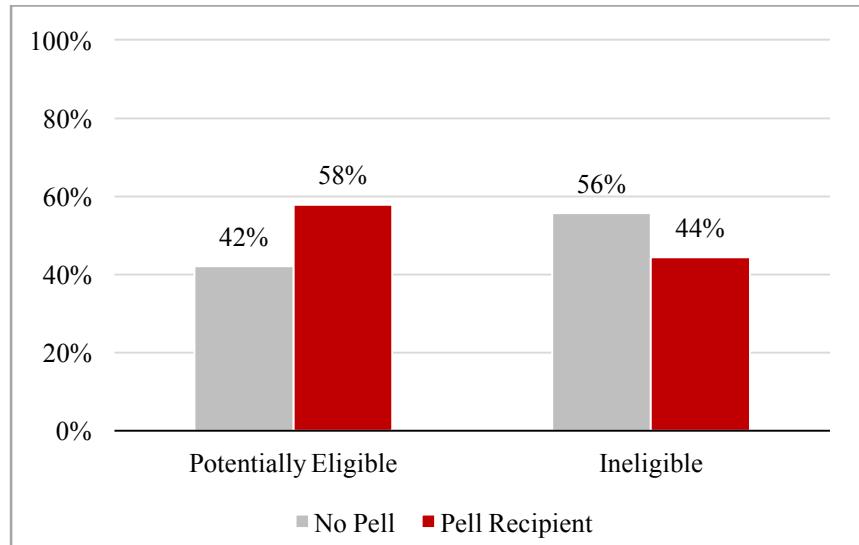


Figure OH-12. Reverse transfer eligibility status by Pell recipient status.

- Figure OH-13 displays the distribution of cumulative college credits by category based on eligibility status. The majority of potentially eligible (87%) had more than >120 credits and the same was true for the ineligible group but not nearly to the same extreme wherein 54\$ had this number of credits.

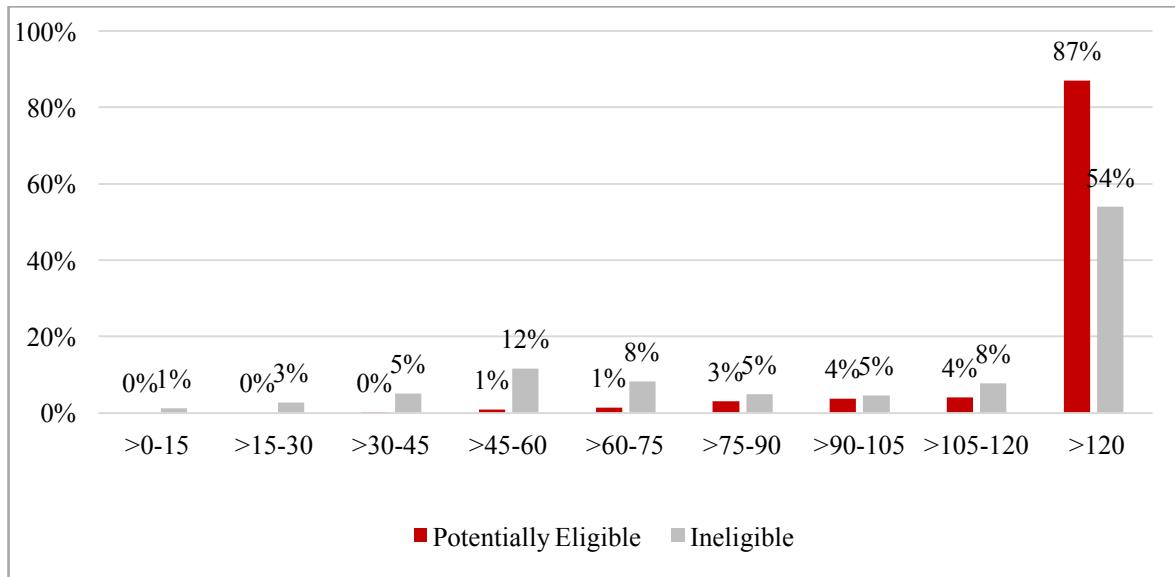


Figure OH-13. Reverse transfer eligibility status by cumulative college credit category.

- Figure OH-14 displays the distribution of GPA by category. The distribution is similar for both potentially eligible and ineligible students.

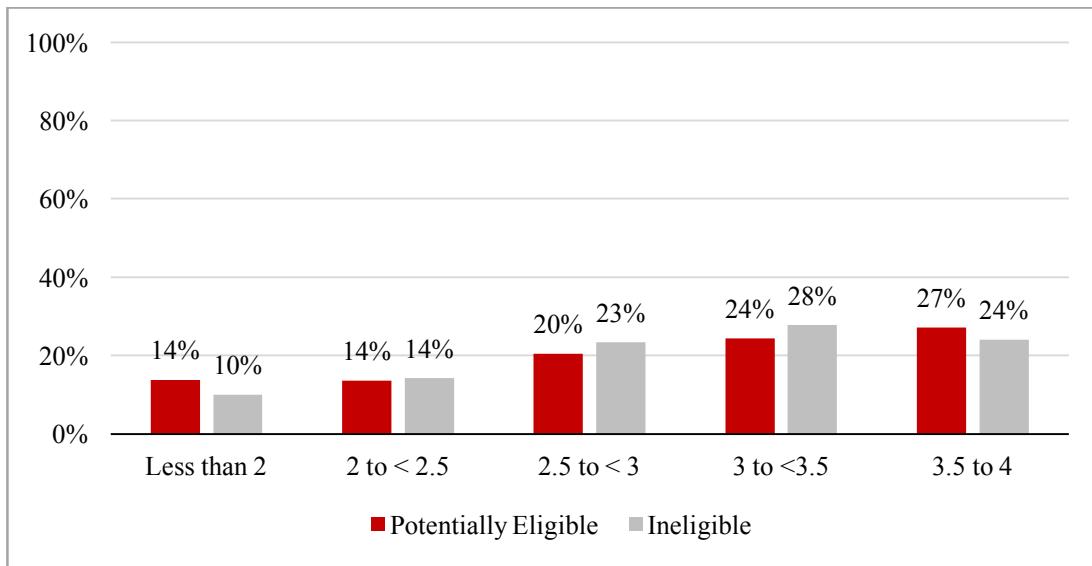


Figure OH-14. Reverse transfer eligibility status by GPA.

How many students in the Outcomes Study Cohort were awarded an associate's degree?

- 930 unique students who were eligible for RT and pilot students earned 962 associate's degrees.

What were the characteristics of students who consented to participate in reverse transfer and received an associate's degree, and what are the differences in the characteristics of students who consented and received an associate's degree and those who consented and did not receive an associate's degree?

- Of students in the Outcomes Study Cohort who received a RT associate's degree, 52% were female and 48% were male. Of students who were in the Outcomes Study Cohort and did not receive a RT associate's degree, 57% were female and 43% were male (see Figure OH-15).

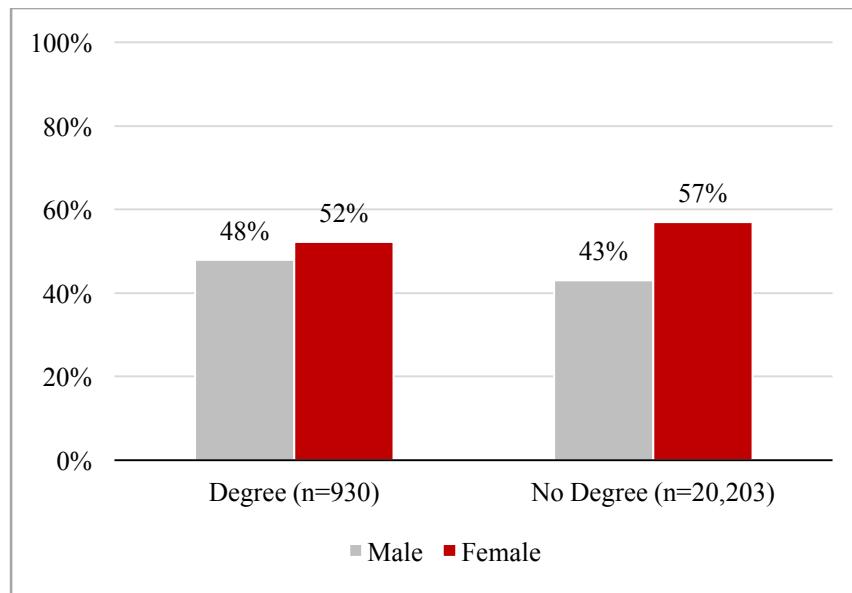


Figure OH-15. Reverse transfer degree status by gender.

- Looking at age, 43% of students that received a degree were 25 or older whereas 59% were younger than 25. For students who did not receive a degree, 54% were 25 or older and 46% were younger than 25.

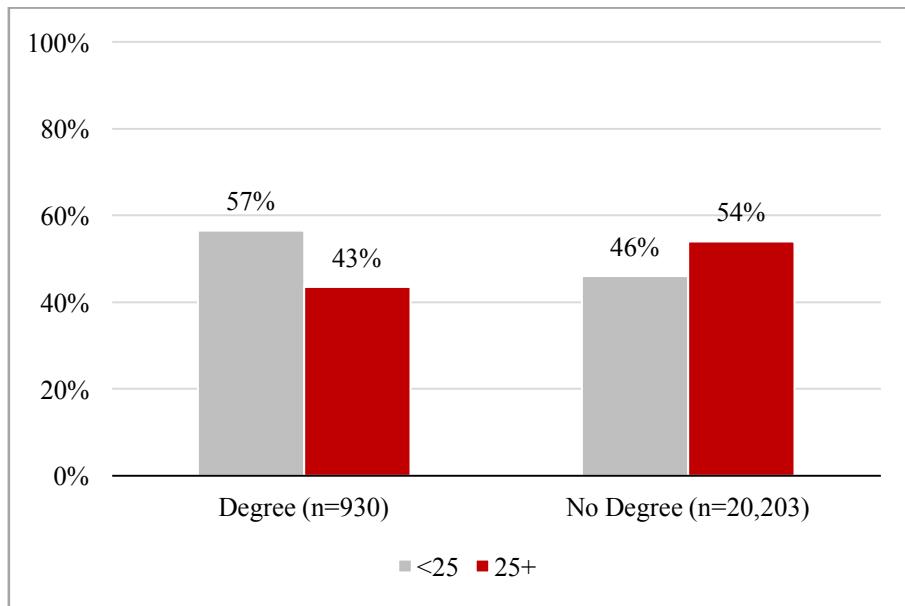


Figure OH-16. Reverse transfer degree status by age.

- Figure OH-17 displays RT degree conferral based on race/ethnicity, the percentage of Latino, Asian, and African American students was slightly higher in the group of students who received a RT degree than did not receive a degree, and the opposite pattern was true for Whites.

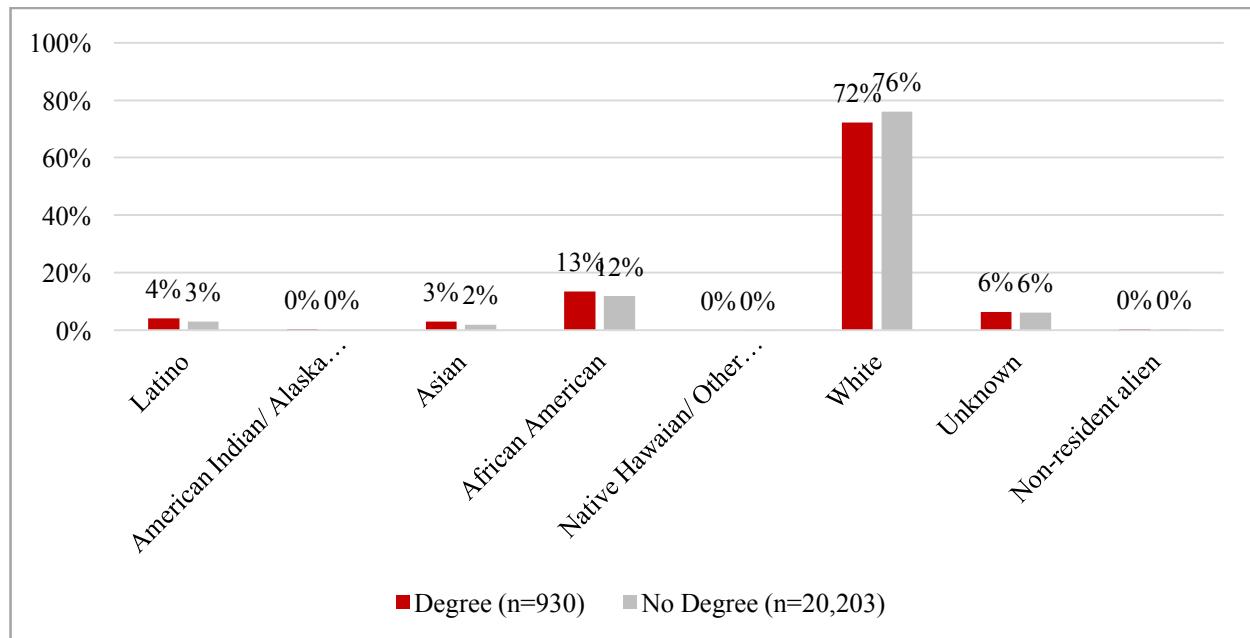


Figure OH-17. Reverse transfer degree status by racial/ethnic group.

- Pell recipient distribution was the same for students associated with the group that received a RT degree and the group that did not.

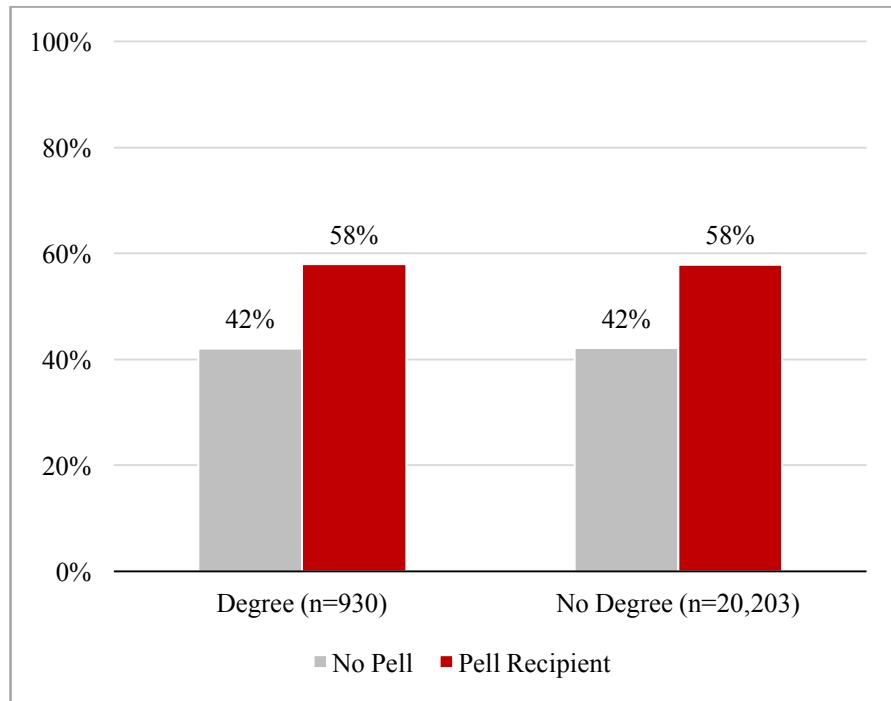


Figure OH-18. Reverse transfer degree status by Pell recipient status.

- 96% of those who received a RT degree and 87% of those who did not receive a RT degree had greater than 120 credits.

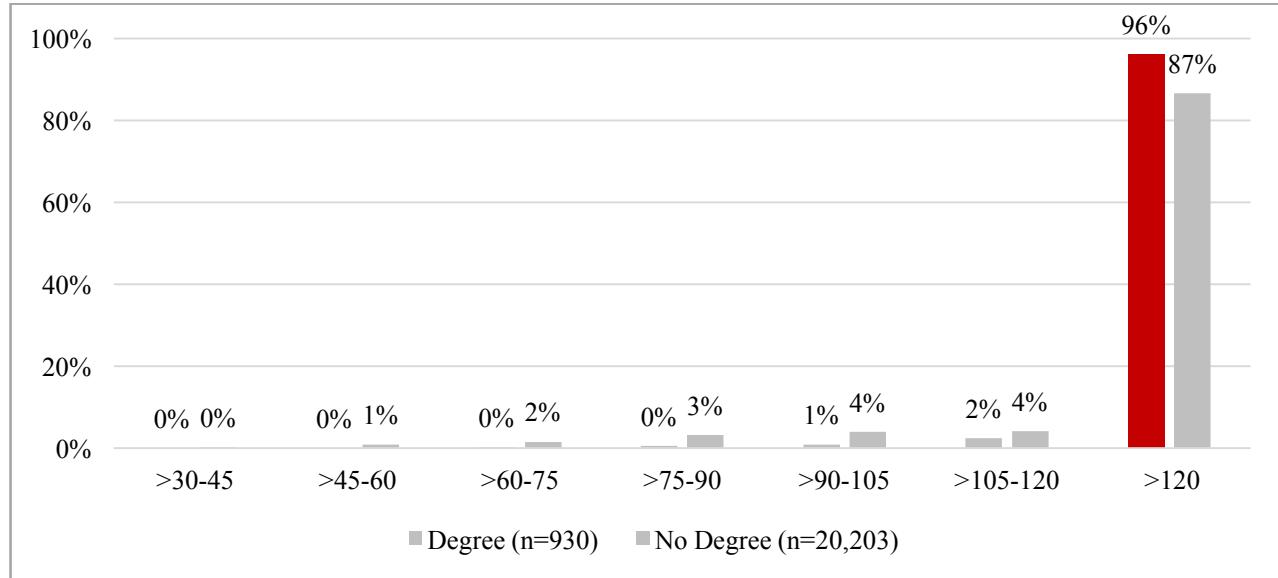


Figure OH-19. Reverse transfer degree status by cumulative college credit category.

- The distribution on GPA category is similar for those who received a RT degree and those who did not, except that a larger percentage of students who received a RT degree had between a 2.5 and 3.0 credits and a smaller percent (7%) had less than 2.0.

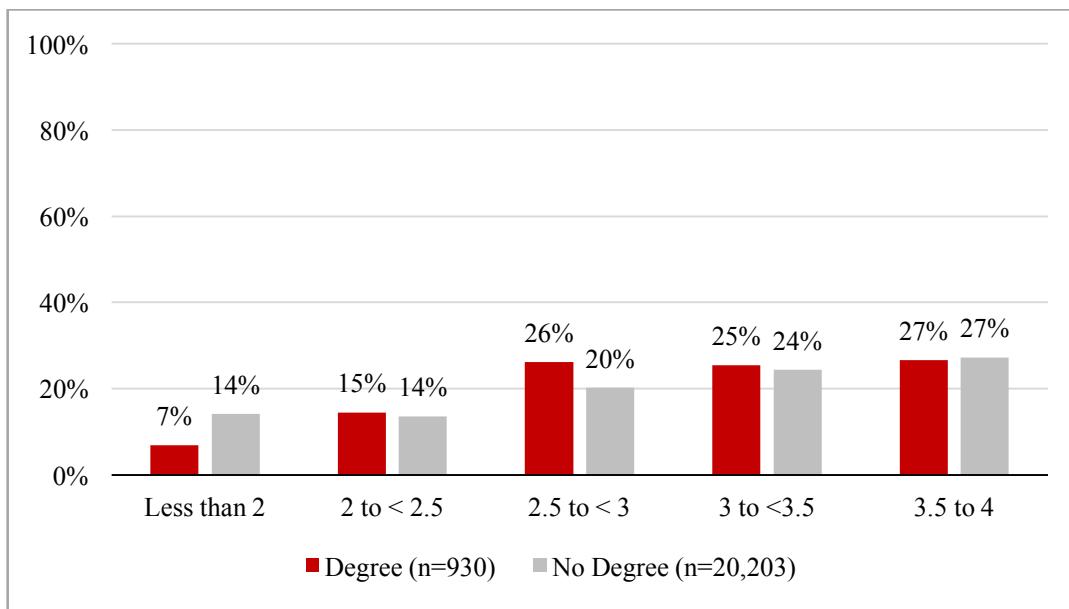


Figure OH-20. Reverse transfer degree status by GPA.

What were the differences in bachelor's degree completion and retention between students who were eligible for reverse transfer and received an associate's degree and students who were eligible for reverse transfer and did not receive an associate's degree?

- Figure OH-21 illustrates those who were potentially eligible for RT (n=21,133) and either received a RT degree (n=930) or did not (n=20,203), and what percentage of each category completed a bachelor's degree between Fall 2013 and Spring 2016. 57% of those who were eligible and received a RT degree earned their bachelor's degree, while only 48% of those were eligible but did not receive a RT degree earned their bachelor's degree. Note: Some students received their associate's degree before their bachelor's degree, so these students are excluded from this analysis.

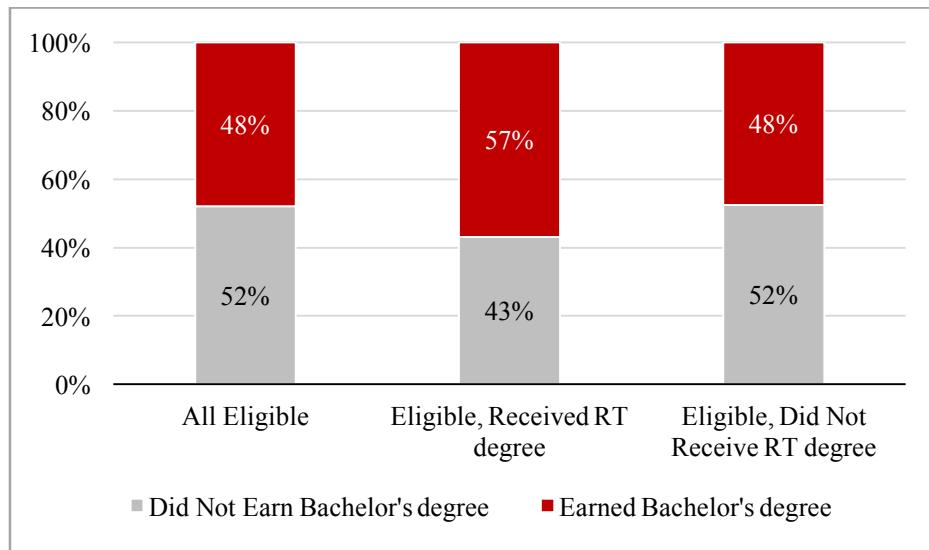


Figure OH-21. Bachelor's degree completion between Fall 2013 and Spring 2016.

- Figure OH-22 illustrates those who were potentially eligible for RT (n=21,133) and either received a RT degree (n=930) or did not (n=20,203) and what percentage of students either completed their bachelor's degree or were retained through Spring 2016. 62% of those who received a RT degree completed a bachelor's degree or were retained compared to only 58% of those who were eligible but did not receive a RT degree.

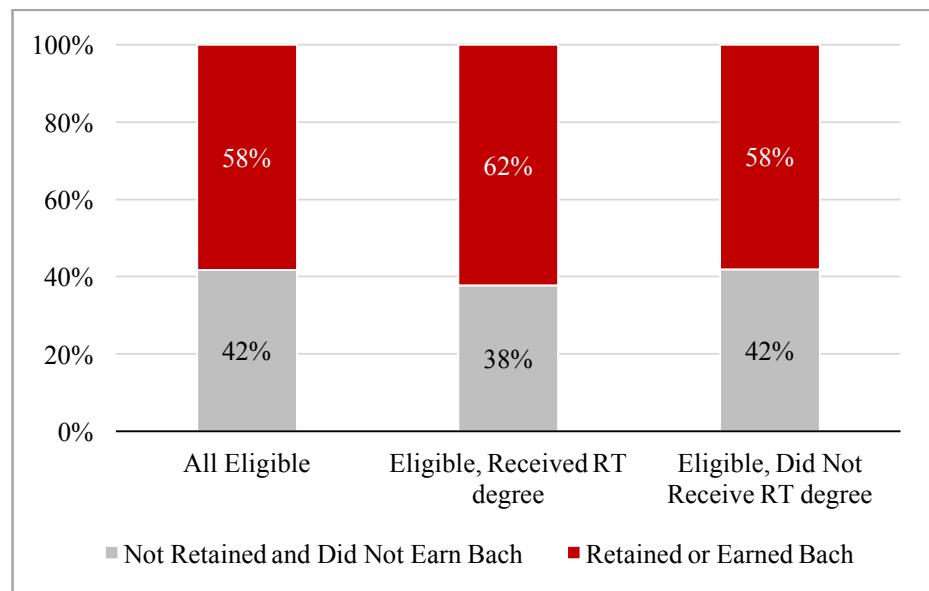


Figure OH-22. Bachelor's completion or retention between Fall 2013 and Spring 2016.

- RT implementation began in Spring 2013, so the next two figures include some students who received their bachelor's degree this semester. Figure OH-23 illustrates those who were potentially eligible for RT (n=21,133) and either received a RT degree (n=930) or did not (n=20,203) and highlights bachelor's degree completion back to and including Spring 2013. Results show 74% of those who were eligible and earned a RT degree earned a bachelor's degree compared to only 64% of those who were potentially eligible but did not receive a degree through RT.

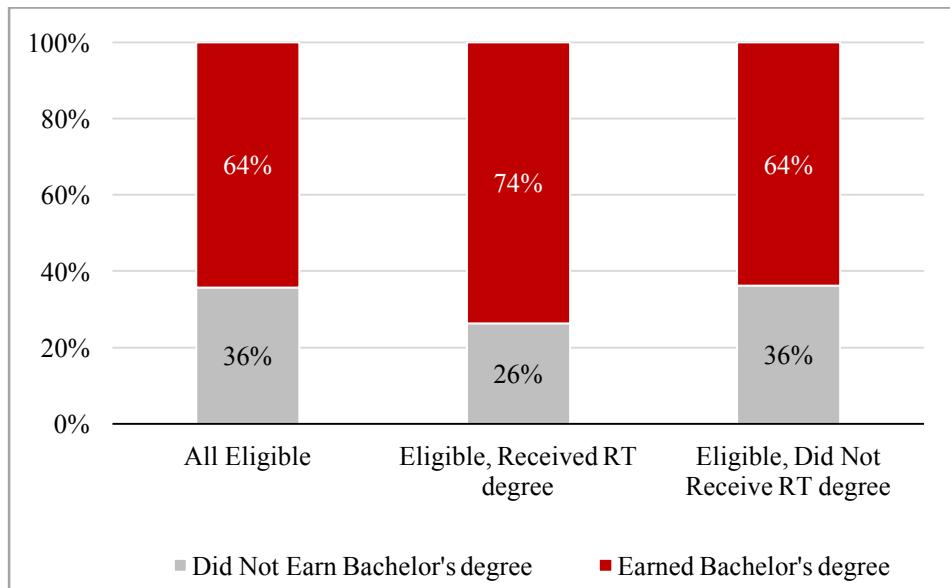


Figure OH-23. Bachelor's degree completion back to and including Spring 2013.

- Figure OH-24 illustrates those who were potentially eligible for RT (n=21,133) and either received a RT degree (n=930) or did not (n=20,203) and includes the percentage of students who either completed their bachelor's degree or were retained between Spring 2013 and Spring 2016. Results show 79% of those who were potentially eligible and earned a RT degree either completed or were retained compared to only 74% of those who were potentially eligible but did not earn a RT degree.

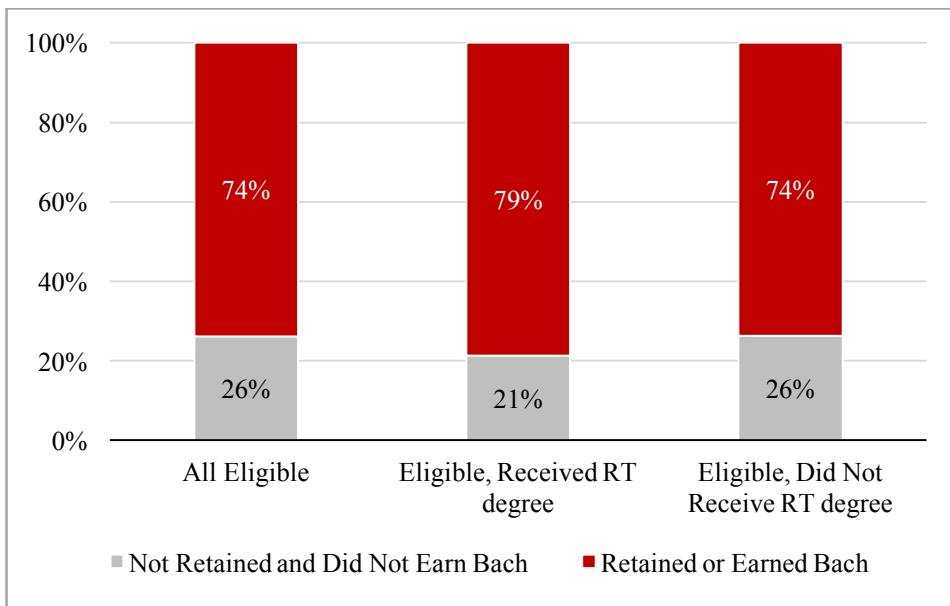


Figure OH-24. Bachelor's degree completion or retention between Spring 2013 and Spring 2016.

What were the differences in the characteristics of RT degree recipients who completed a bachelor's degree and did not complete a bachelor's degree by Spring 2016?

- Of the 930 students who earned a degree through RT, 529 earned a bachelor's degree and 401 did not. Of those that earned a RT degree, those that earned a bachelor's degree were 49% female and 51%

male, compared to those who earned a RT degree but did not earn a bachelor's degree who were 56% female and 44% male.

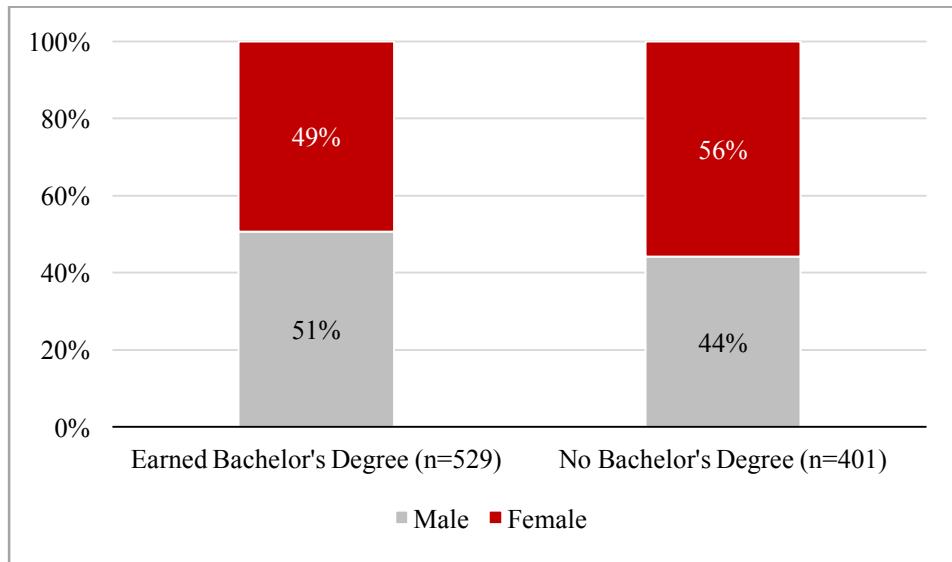


Figure OH-25. Reverse transfer degree recipients' bachelor's degree completion by gender.

- The race/ethnicity of those who earned a RT degree and then either went on to complete a bachelor's degree or not is similar, though a slightly smaller percentage of Latino, Asian, and Unknown students earned a Bachelor's degree than did not, and a slightly smaller percentage of African Americans earned a bachelor's degree than did not.

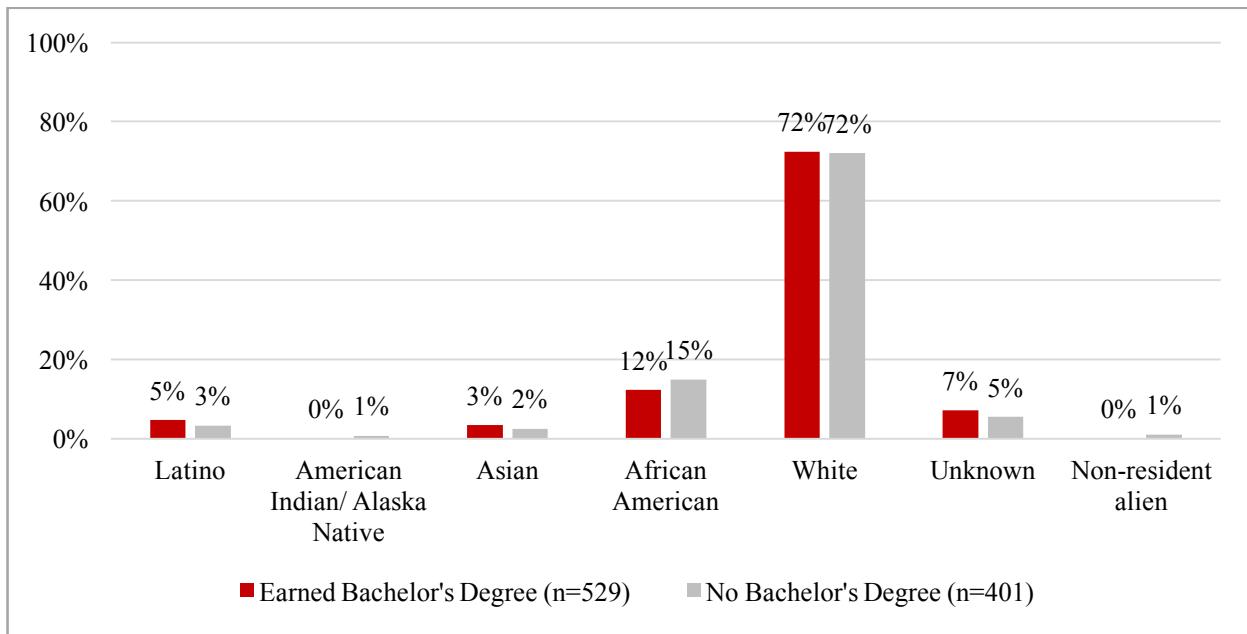


Figure OH-16. Reverse transfer degree recipients' bachelor's degree completion by racial/ethnic group.

- Of those who earned a degree through RT, 60% of those who went on to earn a bachelor's degree were Pell recipients compared with only 55% of those who did not go on to complete a bachelor's degree.

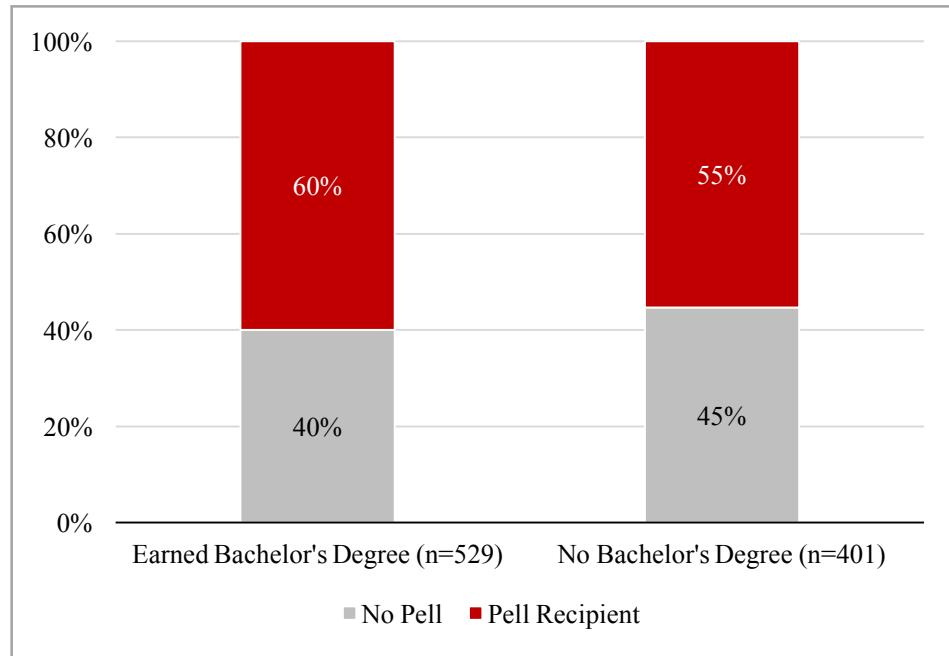


Figure OH-27. Reverse transfer degree recipients' bachelor's degree completion by Pell recipient status.

- Figure OH-28 highlights the distribution of GPA category of those who earned a RT degree and then either went on to complete a bachelor's degree or did not complete.

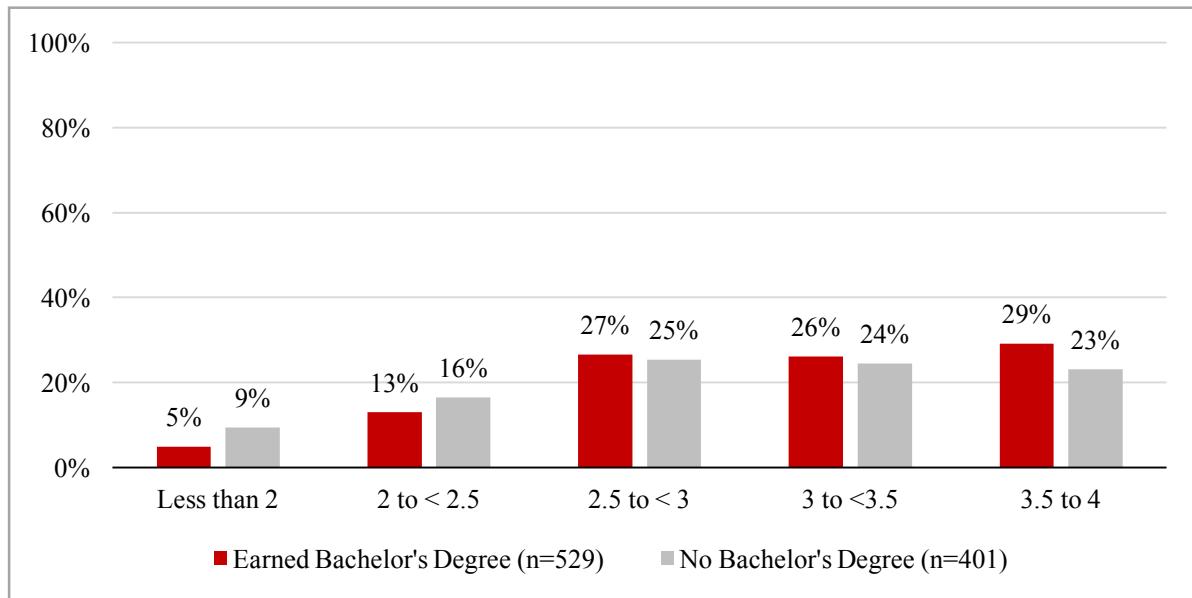


Figure OH-28. Reverse transfer degree recipients' bachelor's degree completion, by GPA.

How did conferral of reverse transfer associate's degrees vary by institutional pair?

- Table OH-3 displays the RT degree conferral rates by institutional pairs. These rates were calculated by dividing the number of students who received an associate's degree via RT by the total number of potentially eligible students for each institutional pair.

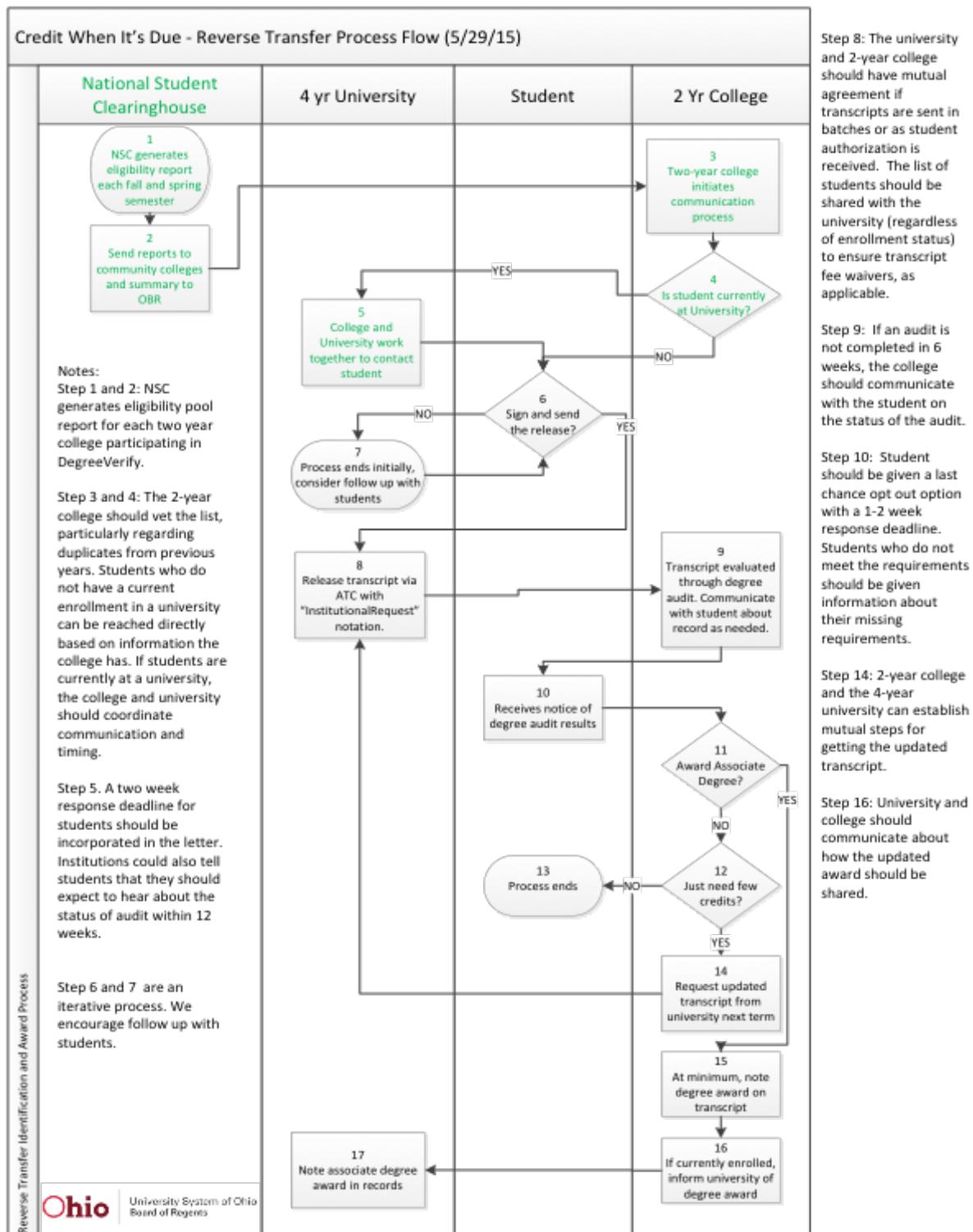
Table OH-3. Reverse Transfer Degree Conferral Rates (Percent Potentially Eligible who Received RT Degree*) by Institutional Pair

Sending Institution	Bowling Green State Univ	Central State Univ	Cleveland State Univ	Kent State Univ	Miami Univ	Ohio State Univ	Ohio Univ	Shawnee State Univ	Univ of Akron	Univ of Cincinnati	Univ of Toledo	Wright State Univ	Youngstown State Univ	Total
Belmont Technical College	0%			0%	0%	0%	0%		0%	0%			60%	4%
Central Ohio Technical College	0%			0%	0%	6%	1%	0%	0%	0%	0%	0%	0%	2%
Cincinnati State Technical and CC	0%	0%	0%	11%	0%	8%	1%	0%	0%	3%	0%	7%	0%	3%
Clark State CC	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Columbus State CC	4%	0%	4%	2%	7%	12%	2%	24%	11%	2%	4%	5%	13%	10%
Cuyahoga CC District	8%	0%	3%	4%	6%	14%	3%	33%	12%	3%	0%	0%	6%	5%
Eastern Gateway CC; Jefferson Tech	0%		0%	0%		20%	0%		10%	0%	0%	0%	21%	10%
Edison State CC	0%	0%	0%	0%	0%	1%	0%	25%	20%	0%	0%	2%		1%
Hocking Technical College	0%		0%	0%	33%	5%	3%	16%	13%	4%	0%	0%	0%	4%
James A Rhodes State College	0%	0%		0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	0%
Lakeland CC	0%	0%	2%	3%	0%	5%	5%	0%	4%	3%	0%	0%	8%	3%
Lorain County CC	5%		5%	8%	0%	11%	2%	0%	11%	5%	12%	0%	10%	7%
Marion Technical College	0%		0%	0%	0%	11%	2%	0%	13%	0%	0%	0%	0%	4%
North Central Technical College	0%		0%	5%	0%	8%	0%	100%	2%	0%	0%	0%	0%	3%
Northwest State CC	1%		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Owens CC	1%		0%	8%	0%	0%	1%	0%	0%	4%	1%	0%	0%	1%
Sinclair CC	0%	4%	0%	5%	2%	3%	2%	0%	0%	0%	0%	2%	0%	2%
Southern State CC	0%	0%	0%	0%	0%	1%	2%	19%	0%	2%	0%	0%		6%
Stark Technical College	0%	0%	0%	1%	20%	0%	0%	50%	4%	0%	0%	0%	7%	2%
Terra State CC	0%	0%	0%	0%	0%	2%	0%	0%	17%	0%	4%	0%	0%	2%
Washington State CC			0%	0%	0%	9%	3%	17%	0%	4%	0%	0%	0%	4%
Zane State College	0%		0%	0%	0%	0%	0%		11%	0%	0%	0%	0%	2%
	2%	3%	3%	4%	3%	9%	2%	17%	8%	2%	2%	2%	10%	

NOTE: percentages with denominators <10 were not highlighted. Key:

0-15%	16-30%	31-45%
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OHIO APPENDIX A: REVERSE TRANSFER PROCESS FLOW



OHIO APPENDIX B:
SAMPLE EMAIL TO STUDENTS & AUTHORIZATION
TO RELEASE TRANSCRIPTS

Date

Student Name
Street address
City, state, zip

Dear

Congratulations! You may be eligible for an associate degree!

Ohio is participating in a national grant initiative designed to study “reverse-transfer,” which is a process to award associate degrees to students who attended a 2-year college, earned some credits, and transferred to a 4-year institution where they are currently enrolled, but never earned their associate’s degree.

Our records show that you have attended [Two Year College] and successfully completed credits toward an associate degree. Those credits along with your (University) course work may bring you very close to an associate degree. Having an associate degree already in hand while you are pursuing your bachelor’s degree can be an asset to you.

[Two Year College] will do most of the work for you. Simply authorize (University) to release your transcript to [Two Year College], and it will be evaluated to determine if you have completed an associate degree. If you have not completed the associate degree, you will be informed on how many hours are needed to complete the degree requirements. Due to your hard work, this could be the quickest way to an associate degree!

Just fill out the enclosed form and mail it to:

(University), Institutional Office, Address, City, OH 44---

Or drop it off in person to [University Location].

We will process your request at any time, but we ask that you complete this form by {DATE} in order to be reviewed in the current round of degree reviews.

If you have questions regarding this, you can call (Agent) (Phone). You may also visit <https://ohiohighered.org/credit-when-due/faq> for responses to Frequently Asked Questions about this process.

Sincerely,

Name
Title
On Behalf of {University} and {Community College}

Authorization to Release (Institution) University Transcript

Student Information:

Name:		(Inst) ID # or last 4 digits of SS # :	
Date of Birth (mm/dd/yyyy):		List any other names used while attending (institution):	
Address:		Email:	
City:	State:	Zip:	Current Phone Number: () -
College to Send the Transcript To:			
Purpose: Reverse Associate Degree Award (Credit When It's Due Initiative)			

Authorization to Release Academic Records

I hereby authorize (University) to share my student records and contact information with the (Two Year College) as deemed necessary by each institution for the purpose of program review and evaluation until my program completion at (University). I give my permission for (Two Year College) to evaluate my academic records and apply my university coursework in order to determine if I have enough credits to complete an associate degree. I further authorize the (College) to award me an associate degree if I qualify for the degree.

Signature: _____ Date _____

For Office Use only

Two-Year College ID#: _____

Two-Year College ID#: _____

University ID#: _____

University ID#: _____

OHIO APPENDIX C: **FAQ FOR STUDENTS**

Credit When It's Due/ Reverse Transfer

Ohio is participating in a national grant initiative, Credit When It's Due, designed to implement “reverse-transfer,” which is a process to award associate degrees to students who earned credits that satisfied residency requirements at a community college, did not earn their associate degree, and transferred to a 4-year institution where they are currently enrolled. Thirteen public universities, five regional campuses, and all 23 community colleges in Ohio are participating in this initiative.

1. How does the Credit When It's Due process work?

The Ohio Department of Higher Education Credit When It's Due process identifies students who

- Enrolled in one of Ohio’s public universities to pursue a bachelor’s degree in the last semester reported to the state.
- Have earned at least 45 college-level semester credit hours at Ohio public universities or colleges.
- Have earned at least 20 college-level semester credit hours from a participating 2-year institution.
- Have a minimum cumulative GPA of 2.0 at their current university.
- Have not received an associate or a bachelor’s degree from Ohio public institutions.

The identified students will be contacted by their current university to begin the process of being considered for an associate degree from their previous college. If the student grants permission for his or her academic records to be shared between the institutions, the student’s records will be reviewed to see if he or she is eligible for a degree. The college that is considering the associate degree award will contact the student to let him or her know the results of the associate degree review process. A student who qualifies for the degree will be awarded the credential. A student who does not yet qualify for an associate degree will be given information on what outstanding items may be resolved to receive an associate degree.

2. Why should I get an associate degree if I am working on a bachelor’s degree?

The number one reason is that you have already earned it! You should get recognition for what you have already achieved. In addition, an associate degree is a sign of persistence on your way to completing a bachelor’s degree. There is no evidence among employers or educators that having an associate degree in addition to a bachelor’s degree is perceived negatively. In fact, some employers report that an associate degree holder demonstrates that the job applicant has completed something they started and are a good bet for finishing the baccalaureate degree. There are some cases where having an associate degree has allowed students to seek employment sooner while still working to obtain a bachelor’s degree. An associate degree can also serve as some “insurance” in the case that life events happen that delay your progress toward a bachelor’s degree.

3. Are there situations where students choose not to receive an associate degree?

We have not identified scenarios where the associate degree has had a negative impact on the academic, career, or employment goals of a student. In pilots of this initiative, some students have been concerned about their eligibility to receive scholarships from private organizations for their bachelor’s degree if they receive an associate degree, but this issue is rare. We encourage students who have scholarships from private organizations to check on the policies of those organizations. In other cases, there are students who have chosen not to receive a reverse degree award because of the impact it might have on court orders regarding divorce or alimony.

4. How will I know if I will get a degree?

The 2-year institution that is considering the associate degree award will contact you to let you know the results of the associate degree review process. Students who qualify for the degree will be awarded the credential unless the student notifies the college that they do not want the award within the timeframe identified in the college's communication with the student.

5. What happens if I go through the process and don't qualify for an associate degree?

If your records and transcripts have been reviewed for an associate degree by your college, but you do not yet qualify for a degree, the college will share with you what must be done in order to qualify for the associate degree. For example, your college might require you to take more courses at your current university in order to qualify for the associate degree award or to resolve outstanding fees on your record.

6. Do I need to enroll in my previous college?

No. This initiative is not asking students to re-enroll or take more courses at their previous institution. The intention is for you to use what you have already completed toward the degree. Courses that you are planning to complete in the future at your current university may be applied later to the degree at your previous college.

7. What if I left my previous college many years ago before starting back at the university?

Each participating community college or 2-year institution will determine how far back they can consider credits for a particular degree.

8. What is the cost?

There is no fee for you to be awarded a reverse transfer associate degree through the Credit When It's Due initiative. Fees for requesting copies of your transcript from your current public state university to be sent to your previous college or fees for petitioning for an associate degree will be waived for students identified by this initiative. However, some institutions may charge small fees for you to participate in graduation ceremonies or related activities. Those colleges will provide graduation information and procedures when notifying students that they have received a degree.

If you attended multiple colleges before enrolling in your current university, you may need to request that transcripts from the other colleges you attended, including private or out-of-state colleges, be sent to the 2-year college considering your degree award. The other colleges may charge fees not covered in this initiative for sending those additional transcripts to the college considering you for an associate degree.

If you would need to send additional documentation from third-party agencies for Advanced Placement scores, credit-by-exam results, or other information to be considered for a degree, you may have to pay fees to those third-party agencies.

9. Will this affect my financial aid or scholarships?

Getting an associate degree for work you have already completed will not impact your federal, state, or institutional financial aid. If you are receiving a scholarship from a private organization (e.g. business organization or civic association), you should check their scholarship regulations to make sure that receiving an associate degree does not make you ineligible for the scholarship.

10. What if I have outstanding fees at my current or previous college?

We encourage you to resolve outstanding fees at your current or previous college to ensure that your academic records can be shared and that you can be considered for an associate degree.

11. Does credit by exam, such as Advanced Placement or CLEP, apply to the degree?

College-level credit awarded by a college or university based on an exam or prior learning assessments may be applied to a degree based on the degree requirements. For example, if you have scored a 3 or

better on an Advancement Placement exams, the institution will confirm the acceptance of the score. If you did not have official copies of your AP exam scores sent to the 2-year institution previously, visit the College Board (http://www.collegeboard.com/student/testing/ap/exgrd_rep.html) for information on how to send your scores to the college to be factored into your degree audit. You may have to pay a fee for having your scores sent.

While there is statewide agreement on recognition for Advanced Placement assessments, each institution has its own policy regarding credit recognition based on other prior learning assessments. Please contact the 2-year college considering you for a degree for more information on the process for credit by exam.

12. *What about military credit?*

All of Ohio's public colleges and universities are members of the Servicemembers Opportunity College Consortium and will work with veterans and current service members to determine what knowledge from military experience can be assessed and credited toward a degree.

13. *Will credit from developmental education courses count toward a degree?*

Developmental education credit will not count toward an associate degree. Development education can be helpful to your academic progress, but credit applied to a degree has to be deemed as credit from a course that covers college level material.

14. *What if I attended multiple colleges outside of my current university?*

In the Credit When It's Due process, the university which you currently attend will ask for permission to send your transcript to the public 2-year college where you had the most credits to consider you for an associate degree. If you grant permission, the academic records from your current university and the designated 2-year college will be reviewed by the college. If the college-level credits between the 2-year college reviewing your transcript and your current university are not enough to qualify you for an associate degree, you may consider sending the transcripts of other institutions, including private colleges and universities, to the 2-year college reviewing you for an associate degree. You may incur charges from those additional colleges for having your transcript sent but your current public university that is participating in this initiative will not charge you for sending your transcript.

15. *Can I attend the graduation ceremony?*

Participating in graduation ceremonies is an option. The timing of your review and award may determine how soon you can participate in graduation ceremonies. Each participating college has its deadlines for participation in commencement ceremonies. In addition, some colleges may charge a fee to participate in graduation ceremonies.

16. *What if I was not enrolled in college in the last year, but received college-level credit from numerous colleges in the past? Could I be considered for an associate degree?*

There are scenarios where you may be eligible for an associate degree award from a community college you attended but do not meet the criteria of this special initiative. The Credit When It's Due initiative only identifies students who have recently been enrolled at an Ohio public university. Contact the participating 2-year college where you received the most college credits for more information about being considered for an associate degree. [[Click here for contacts at colleges and universities.](#)]

17. *If I think I am eligible for an associate degree from a participating institution but I have not been contacted about this initiative, what can I do to be considered?*

This initiative identifies students who meet the following criteria:

- Enrolled in one of Ohio's public universities to pursue a bachelor's degree during the last reported semester.

- Have earned at least 45 college-level semester credit hours at Ohio public universities or colleges.
- Have earned at least 20 college-level semester credit hours from a single 2-year institution.
- Have a minimum cumulative GPA of 2.0 at their current university.
- Have not received an associate or a bachelor's degree from Ohio public institutions.

There are scenarios where you may be eligible for an associate degree award from a community college or regional campus you attended but do not meet the criteria of this special initiative. For example, if you are enrolled in a private university or are no longer enrolled in a university, you may still have enough to get an associate degree from a college you attended. Contact the participating 2-year college where you received the most college credits for more information. [\[Click here for contacts at colleges and universities.\]](#) In most cases, you will need to ask the other colleges and universities you have attended to forward your transcript to the college considering you for an associate degree. You may be charged a small fee for having your transcript sent if you are not identified as a participant in this initiative.

If you believe you meet all of the initiative criteria above but have not been contacted about the initiative, you may contact the designated representative from your university to determine if you can proceed with sending your transcript or if you should wait so that transcript fees are waived.

18. *Do I have a say in which college awards an associate degree to me?*

The Credit When It's Due initiative identifies the participating public college where you received the most college-level credit as the college that should consider you for an associate degree award. In the case that you earned the same number of credits at multiple institutions, the last 2-year college with the most credit will be designated to review you for an associate degree award. If you prefer that the designated college not award the degree, you may decide not to release your transcript to that college or to decline the degree when notified. You have the right to reach out to another institution to consider you for a degree based on credits that you have acquired at multiple institutions but their award criteria, process, and fees may be different from those of this initiative.

19. *Do I have a say in which associate degree (example: associate of arts or associates of applied technology) I receive?*

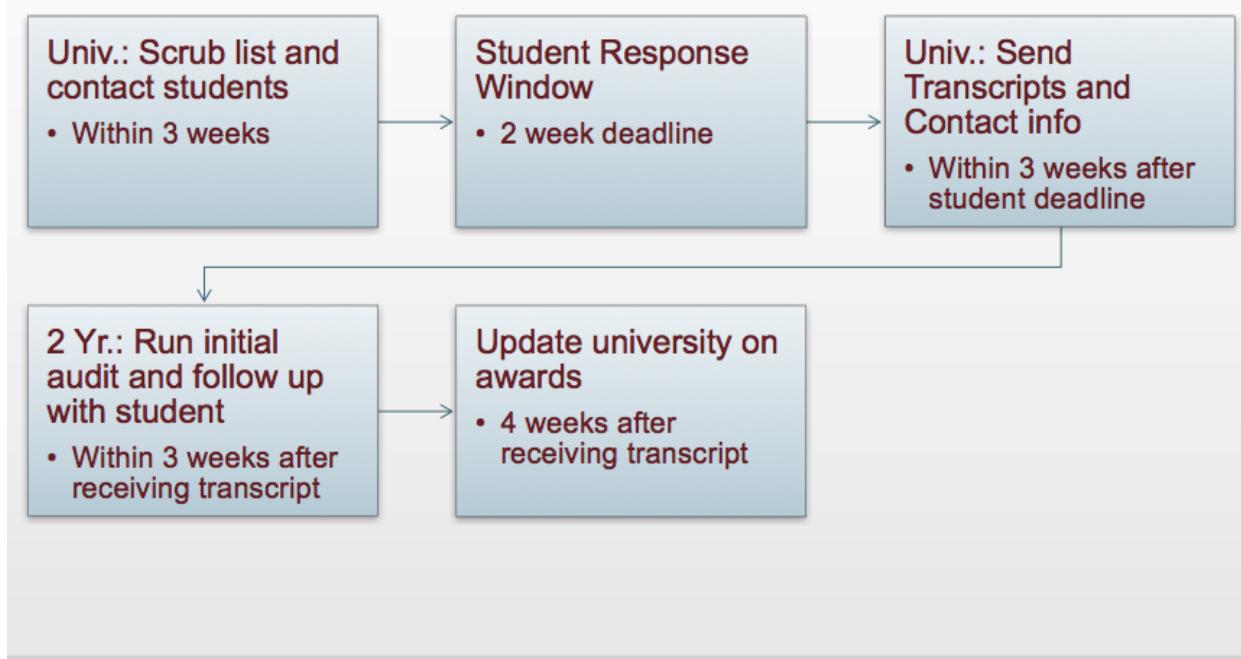
Each college has its own associate degree review process, but colleges are likely to review your academic record against the degree requirements which you are most likely to meet. After you sign the release form to have your transcript sent to your previous college, you may reach out to the college and specify the associate degree(s) for which you would like to be considered.

20. *As a parent or spouse of a student who may be eligible for this program, how can I help my family member?*

Please have your family member reach out to the contact person at their current or previous institution. [A list of institutional contacts can be found here.](#) In most cases, colleges and universities cannot legally share student academic records and other educational information with parents of adult children or spouses.

OHIO APPENDIX D: SUGGESTED RESPONSE AND PROCESSING TIMELINE

Suggested Timeline



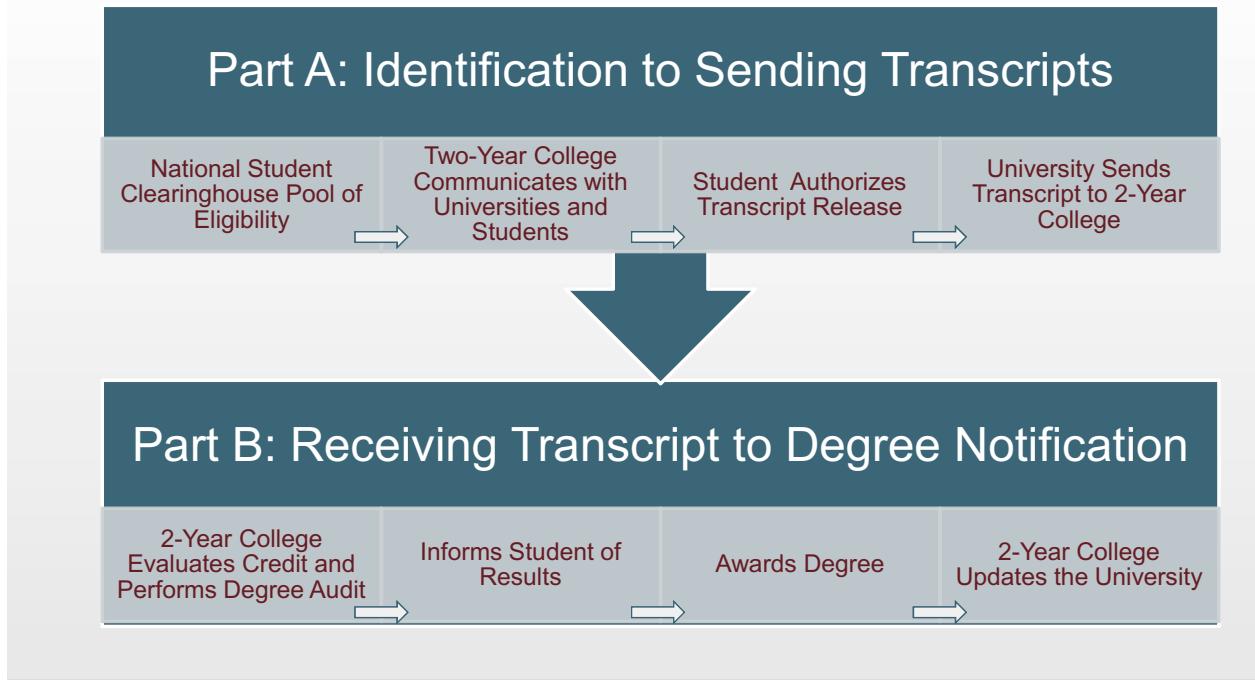
Board of Regents
University System of Ohio

 **OhioHigherEd.org**

19

OHIO APPENDIX E: CREDIT WHEN IT'S DUE PROCESS MODEL

Credit When It's Due Process Model



OREGON CASE REPORT

Introduction

This report reviews Oregon's experience as part of the Credit When It's Due initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Oregon's CWID grant implementation; and 3) a summary of the impact of Oregon's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

In 2011, Oregon enacted O.R.S. §341.430, requiring RT to be implemented at all public institutions and community colleges in the state. Currently all public institutions and 10 of the 17 community colleges are participating in Project Oregon Reverse Transfer (PORT), which was funded and established as part of the Credit When It's Due project following the 2011 legislation. Oregon leveraged regional relationships and local memoranda of understanding rather than statewide policies to facilitate the expansion of RT.

During implementation, Oregon used a marketing campaign that included a website for RT, a poster and informational video, a logo brand and social media rollouts on Twitter and Facebook. As the Oregon University System and the Oregon State Board of Higher Education have been dismantled, the Oregon Community Colleges and Workforce Development Office working under the Higher Education Coordination Commission now maintains the related webpage and oversees coordination. Generally, universities contact the students regarding consent to award the associate degree. Some institutional pairs have created co-admit applications that would obtain the consent for RT. Participating universities also provide information on their respective websites for students interested in seeking out RT opportunities.

Governance Structure. At the outset of the CWID project, Oregon's seven public universities were coordinated by the Oregon University System (OUS) and governed by the State Board of Higher Education, and 17 community colleges were coordinated by the Oregon Department of Community Colleges and Workforce Development (CCWD) and governed locally. At the time, the OUS Chancellor's Office provided leadership and direction for the State Board's goals and initiatives. Oregon's 17 community colleges are independently operated and locally governed. The Oregon Department of Community Colleges and Workforce Development distributed state aid to community colleges, approves new programs and courses, and adopts general governance rules (<http://www.oregon.gov/ccwd/Pages/index.aspx>). Additionally, the Oregon Community College Association (OCCA), a voluntary association of the 17 community colleges, advocates for the community colleges before policy-makers and partners whose actions affect the well being of community colleges across the state (<http://www.occa17.com/about-occa>).

In 2011, Oregon Senate Bill 242 created the Oregon Higher Education Coordinating Commission (HECC), a 14-member Board with the task of increasing coordination between the public community colleges and universities across the state. Although the broad reorganizational effects of this initiative were not immediate, by 2015 the functions of both the OUS and CCWD have been absorbed by the HECC which is Oregon's "single, comprehensive portal to all sectors of higher education, HECC is uniquely positioned to provide strategic focus in areas such as: investing resources to maximize student success, increasing postsecondary affordability, improving pathways to and within postsecondary institutions, and connecting job-seekers with employment." The HECC is now responsible for advising the Oregon Legislature, the Governor, and the Chief Education Office on higher education policy. Given

the creation of independent governing boards for all of the state's public universities, the HECC's statutory authority over institutions is less centralized than the former authority of the OUS. These authorities include the development of biennial budget recommendations for public postsecondary education in Oregon, making funding allocations to Oregon's public community colleges and public universities, approving new academic programs for the public institutions, allocating Oregon Opportunity Grants (state need-based student aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, licensing private career and trade schools, overseeing programs for veterans, and implementing other legislative directives.

The HECC's executive director oversees the work of seven offices, all of which support the statutory responsibilities of the Commission:

- The Office of the Executive Director, Policy, and Communications
- The Office of Student Access & Completion
- The Office of Community Colleges and Workforce Development (CCWD), formerly the Department of Community Colleges and Workforce Development
- The Office of University Coordination
- The Office of Private Postsecondary Education
- The Office of Research and Data
- The Office of Operations provides accounting, budget, procurement, payroll, and informational technology support for all HECC offices

Pre-CWID Reverse Transfer Policies. House Bill 3521 passed in 2011 (before the CWID grant) and provided a policy framework for RT, requiring a RT process to be developed. All seven universities participated in CWID and 10 of the 17 community colleges are participating. Oregon branded this Lumina-funded grant work as the Project Oregon Reverse Transfer (PORT).

Articulation and Transfer Policy. Efforts to reduce obstacles to transfer between Oregon community colleges and OUS resulted in the creation of an Associate of Arts / Oregon Transfer (AAOT) degree in the late 1980s. This degree, derived from faculty collaborations between the community colleges and universities, provided students with the first guarantee of full transfer acceptance of associate's degree credits when minimum GPA requirements had been achieved. Over the next 25 years, refinements and additions to this early transfer and articulation policy were made to further extend opportunities to students while reducing bureaucratic obstacles (Higher Education Coordinating Commission Report to the Legislature, 2012). Over the course of the CWID grant the policy context for transfer continued to rapidly evolve with encouragement from legislation in 2013 and again in 2015. Examples of these policies can be seen in Table OR-1. Some of these key policies are discussed below with reflections from Oregon policy leaders and higher education administrators.

Table OR-1. *Key Articulation and Transfer Policies in Oregon*

Policy	Description
AAOT (late 1980s / 2008 / 2010)	<ul style="list-style-type: none">• Associate of Arts / Oregon Transfer (AAOT) degree created in the late 1980s to reduce obstacles for transfer between Oregon community colleges and Oregon State Universities.• In 2008, community colleges agreed to standardize their AAOT degree

Policy	Description
	<p>requirements so as to maximize the efficient transfer of credit for students.</p> <ul style="list-style-type: none"> Beginning in the Fall term 2010, students transferring with the AAOT degree recognized on an official college transcript would have met the lower division General Education requirements of baccalaureate degree programs of any institution of the Oregon University System and been granted junior status.”
ASOT – Business (2003 / 2012)	<ul style="list-style-type: none"> Associate of Science / Oregon Transfer in Business (ASOT-Business) degree created in 2003. Beginning in the Fall term 2012, students transferring with the ASOT-Business degree recognized on an official college transcript would have met the lower division General Education requirements of baccalaureate degree programs of any institution of the Oregon University System and been granted junior status.
OTM (2005)	<ul style="list-style-type: none"> The one-year Oregon Transfer Module (OTM) is an approved 45 unit subset of general education courses that are common among Oregon’s colleges and universities. The OTM allows for seamless transfer of a student’s first year of coursework.
Senate Bill 242 (2012)	<ul style="list-style-type: none"> Restructured the relationship between Oregon’s public community colleges, universities, and the state, and established the Higher Education Coordinating Commission.
Senate Bill 253 (2011)	<ul style="list-style-type: none"> Established Oregon’s 40-40-20 Education Goals. By 2025 all adult Oregonians will hold, at a minimum, a high school diploma or equivalent – 40% will hold a bachelor’s degree or advanced degree, 40% will have an associate’s degree or postsecondary certificate, and 20% will have a high school diploma or equivalent as their highest level of educational attainment. (http://www.oregon.gov/gov/oeib/docs/nousreport.pdf).
Senate Bill 909 (2011)	<ul style="list-style-type: none"> Created the Oregon Education Investment Board (OEIB). Empowered and directed the OEIB to develop recommendations for funding education along the entire education continuum from early childhood to post graduate levels in a manner that stresses achievement and completion.
House Bill 3521 / Senate Bill 1538 (2012)	<ul style="list-style-type: none"> Establishes a set of standards known as the “Transfer Student Bill of Rights and Responsibilities” regarding the ability of students to apply credits earned through courses of study at community colleges to bachelor’s degrees awarded by OUS institutions.
2011	<ul style="list-style-type: none"> House Bill 3521 passed in 2011 and provided a policy framework for reverse transfer, requiring a reverse transfer process to be developed. All seven universities participated in CWID and 10 of the 17 community colleges are participating. Oregon branded this Lumina-funded grant work as the Project Oregon Reverse Transfer (PORT).
House Bill 2979 (2013)	<ul style="list-style-type: none"> House Bill 2979(HB 2979) mandated the creation of a work group to examine and recommend adoption of strategies to facilitate student transfers between public colleges and universities in Oregon in order to identify strategies to establish and implement a common course numbering system for lower-division undergraduate courses.
House Bill 2913	<ul style="list-style-type: none"> House Bill 2973 requires the HECC to study and “work toward developing and providing four year baccalaureate degrees . . . that are affordable and

Policy	Description
(2015)	offered at a fixed cost". The bill does not specify a dollar amount or define "affordable" but such degrees are assumed by the bill to include streamlined transfer pathways, credit for prior learning, and use of online modalities such as MOOCs, accelerated learning, and other tools to reduce costs to the student.
House Bill 2525 (2015)	<ul style="list-style-type: none"> ▪ House Bill 2525 requires the HECC to convene a workgroup to assess available information for students regarding admission standards and the number of credits and types of courses that fulfill baccalaureate degree requirements.
House Bill 3335 (2015)	<ul style="list-style-type: none"> ▪ House Bill 3335 requires the HECC to work with public universities to develop effective solutions to address the problem of students who enroll in a public university, successfully complete two or more years of coursework at the university and leave the university without graduating and without any official recognition of their academic accomplishments.

In 2003, faculty from the Oregon community colleges and the OUS collaborated to create an Associate of Science / Oregon Transfer in Business (ASOT – Business) degree, which would guarantee the full transfer acceptance of associate's degree credits for specialized degree programs in the areas of business, science, mathematics, and engineering. In 2005, the one-year Oregon Transfer Module (OTM) was introduced. The OTM offers an approved subset of 45-quarter term credit hours of general education courses that are common among Oregon's community colleges and universities. The OTM is a certificate is documented on a student's transcript and is equivalent to the first year of bachelor's degree study. The OTM allows for the complete transfer of associate's degree courses to a bachelor's degree without loss of credit or unnecessary duplication of courses (<http://registrar.uoregon.edu/visitors/otm>).

The 2011 legislative session was a "landmark year" for articulation and transfer in the State of Oregon. House Bill 3521 established a set of standards known as the "Transfer Student Bill of Rights and Responsibilities" which addressed topics such as: (a) admissions standards for students who have earned an associate's degree, (b) maximum numbers of credits required for degree programs, (c) process for awarding associate's degrees, regardless of whether the student applies for a degree, and (d) annual reporting requirements for public institutions of higher education. Additionally, legislation was passed to establish a new Higher Education Coordinating Commission to increase collaboration between Oregon's community colleges and universities and to create the Oregon Educational Investment Board which would develop recommendations for education funding to encourage student achievement and degree completion. Finally, Senate Bill 253 introduced Oregon's *40-40-20 Education Goals*, which will be discussed in a later section.

The 2013, 2014, and 2015 legislative sessions resulted in robust legislation on higher education issues generally, and transfer issues specifically. In 2013, HB 2979 mandated the creation of a work group to examine and recommend adoption of strategies to facilitate student transfers between public colleges and universities in Oregon in order to identify strategies to establish and implement a common course numbering system for lower-division undergraduate courses. In the end, the work group convened by the Higher Education Coordinating Commission did not recommend establishing a legislatively mandated CCN system, but rather to explore ways to address the long-term sustainability of solutions that address more than course numbers, instead expanding understanding of course equivalency and course alignment to better facilitate transfer through learning outcomes and assessment created by convening key transition areas.

The continued dispersion of the Oregon University System was finalized in 2014, resulting in complete reorganization of higher education in the state and an even less centralized system of university and community college governance. A study for the Oregon Promise—Oregon’s free community college legislation—was proposed in 2014 and finalized in 2015. The bulk of the approved legislation affecting policies specific to articulation and transfer appear to have cropped up in the 2015 session in the form of workgroup or study bills, including HB 2973 on low-cost baccalaureate degree options, HB 2525 which required the HECC to determine the feasibility and cost to implement a transfer credit evaluation system, how to implement best practices for providing information on credit transfer and degree options when transitioning from community college to university, and to develop and initiate a research plan to analyze which credits for an associate transfer degree are not applicable to a baccalaureate (BA/BS) degree; and HB 3335 on the creation of a 2-year general education credential at Oregon’s 4-year public universities, a piece of legislation inspired in part by the state’s work with RT.

State Completion Goals and Initiative. During the 2011 session, The Oregon legislature adopted Senate Bill 253, which set the *40-40-20 Education Goals* for all Oregonians. This goal states that, by 2025, at a minimum, 40% of adults will have earned a bachelor’s degree or higher, 40% will have earned an associate’s degree or certificate, and 20% will have earned a high school diploma or the equivalent. Achieving such an ambitious goal requires attention to a variety of student success initiatives throughout the state. Five years later, this legislative aspiration is still driving conversations at multiple levels of policymaking and action.

CWID leaders shared that Oregon’s participation in the Lumina Foundation’s Project Win-Win program (August 2011 – July 2013) “paved the way for our participation in reverse transfer.” The purpose of Project Win-Win in Oregon was to identify former students who had left Oregon community colleges, but may prove eligible for retroactive associate’s degrees or who may be potential completers in the near term, and to encourage them to complete the necessary courses for their degree. All 17 of Oregon’s community colleges participated, and much was learned about institutional policies that created barriers to degree completion (e.g., residency requirements, graduation fees).

Additionally, House Bill 3521 that was adopted in 2011 required both the OUS and the Oregon community colleges to investigate a process by which students who had transferred prior to receiving an associate’s degree could be awarded the degree after the fact. The term “reverse transfer” was not used in the legislation, but the process was described. As a result, a taskforce team was formed to visit a well-known reverse transfer program at the University of Texas-El Paso during fall 2011. They returned from the visit “sold on the idea” and proposed the formation of pilot projects in Oregon. Within a few months, three pilot programs were established in different regions across the state, and one pilot had signed a Memorandum of Understanding for Data sharing by fall 2012. Pilots were established between Oregon State University and Linn-Benton Community College; between Oregon Institute of Technology and Klamath Community College; and among Eastern Oregon University, Blue Mountain Community College, and Treasure Valley Community College.

This RT work became the foundation for Oregon’s application to the CWID call for proposals. CWID presented an opportunity to expand current RT initiatives to a state-wide scale, taking into account lessons learned from previous related initiatives. The initial CWID grant included all 7 state universities (then part of the Oregon University System) and 10 community colleges, with plans to “go statewide as soon as possible.”

Primary Drivers of Articulation and Transfer Policy. Oregon’s CWID administrators shared that progress on articulation and transfer policy in Oregon occurs in a “natural, almost cyclical pattern” of leadership from the higher education community and the legislature. Despite the challenges of

coordinating across the newly decentralized state universities and the 17 community colleges each with their own localized governance structures, there is a sense that “a lot of collaboration” exists to create efficient transfer vehicles for students. However, the colleges also have a tendency to “get complacent [and] busy,” at which point the state legislature or governing boards step in to provide additional directives and guidance to spur action. House Bill 3521 was cited as a “good example [of the] desire on the part of legislative leadership to do more” to encourage college completion.

The policy environment and inter-institutional relationships that create the context for RT, and generally for transfer policy moving forward, has shifted since the beginning of the CWID project. This shift has been largely due to the dissolution of the university system, resulting in seven independently governed state universities and the temporary loss of a centralized institutional research staff and infrastructure. Accompanying this shift is a move at the state level to introduce an outcomes-based funding model for these universities. The resulting shift has further emphasized the already relationship-driven nature of transfer policy and RT, and potentially added some level of competition among universities and fear that outcomes-based pressures will cause perceptions that institutions are “degree mills.” However, the commitment to strong transfer practices and policies continue to be driven by a student-centered ethos and the desire to embed learning about what works for streamlining transfer into standing practices and policies.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of reverse transfer in Oregon involved a set of strategies and goals that are discussed below.

Key Implementation Strategies

Regional Implementation. Oregon is approaching RT implementation regionally whereby universities and partner community colleges are developing RT policies at the local level. The parameters of RT processes and programs are driven by local decisions and are formalized by memorandums of understanding (MOU) among the partners. As one CWID leader observed, in this state, changes in higher education are driven by relationships between institutions and relationships that are aimed at improving student success. This project provided a new catalyst for building robust relationships that stimulated new changes in long-standing transfer policy and the creation of sustainable RT solutions in some regional contexts even in an unstable policy and governance environment.

Marketing and Communications. The state launched a marketing campaign for RT that included several strategic communication tools, including a dedicated website for RT with information for institutional contacts, a poster and informational video for all participating institutions, a logo to brand RT to make it easily identifiable to constituents, and social media via Twitter and Facebook to generate interest in RT. Due to the dissolution of the Oregon University System and the Oregon State Board of Higher Education, these social media tools are no longer active beyond June 30, 2015 but the Oregon Community Colleges and Workforce Development Office maintains the following webpage on as one of several Oregon Student Persistence and Completion Initiatives. Key CWID leaders credit the marketing campaign with increased awareness among students and among colleges and administrators that created opportunities not only to award additional degrees, but also to change systems and processes that would allow RT to continue on as part of stronger transfer relationships.

State Coordination. Regional implementation was supported by leadership at OUS and CCWD, including hiring a coordinator in late 2013 to assist with coordination of the state’s RT conference proposals, administration of focus groups of participating PORT students, development of a synopsis of each institutional pair, and creation of a list of promising practices for distribution statewide. Due to

closure of the OUS and Oregon State Board of Higher Education in June 2015, the leadership for CWID has shifted to the local level.

Implementation Timeline

- **October 2012:** Project Oregon Reverse Transfer (PORT) was launched via a statewide webinar.
- **Winter 2013:** State-level partners produced a marketing toolkit for institutional use that contained flyers, posters, tweets, email texts, and the PORT logo.
- **Summer 2013:** The first RT associate's degrees were conferred.
- **May 2014:** Oregon plans to convene stakeholders in a state conference on RT to share promising practices among institutions piloting with institutions not currently participating in PORT.
- **October 2014:** PORT grant officially closed.

Eligibility Criteria

No state policy; institutional residency requirement is \geq 16-semester credits or 24-quarter credit.

Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes. Because RT processes vary among institutional pairs in Oregon, one pair was selected to illustrate the RT process. The process for Portland Community College (PCC) and Portland State University (PSU) is applied to this framework.

1. **Student Identification:** PSU identifies eligible students based on eligibility criteria in the MOU between PCC and PSU.
2. **Consent:** PSU and PCC have an online co-admit application, and consent language was integrated to the co-admission application beginning in Fall 2012. If students transferred before Fall 2012, PSU contacts students via email, phone, and/or U.S. mail to seek consent.
3. **Transcript Exchange:** PSU sends transcript level data to PCC using the Electronic Data Interchange used by all Oregon public institutions.
4. **Degree Audit:** Graduation Evaluators at PCC audit students degrees based on students' last declared program of study at PCCR or a general transfer degree.
5. **Degree Conferral and Advising:** Students who meet all associate's degree requirements are emailed by PCC to notify them that the RT degree was conferred.

Credential Type(s)

Associate of Arts Oregon Transfer, Associate of General Studies, and Associate of Science. Some colleges have expanded their projects to confer certificates, particularly the Oregon Transfer Module (a sub-set of the Associate of Arts Oregon Transfer degree).

Implementation Successes and Challenges

Successes. Oregon's efforts to communicate and market RT have been particularly successful, including the development of a statewide marketing toolkit, logo, and Facebook campaign for RT. Similarly, each institutional pair utilized the technology that best suited their institutions' needs but many pairs reported the use of Webforms and the Degree Audit Reporting System (DARS). As well, RT was recognized as a promising practice in reports and testimony to the Oregon legislature that has fueled discussions of new approaches and new policies. Many community colleges identified students who were eligible for an associate's degree but did not receive the degree before they transferred to the university. As a result, community colleges are developing procedures to automatically confer degrees to students once they have completed all degree requirements at the community college. Most importantly, strong local relationships were established between some of the leading regional pairs. These pairs are in a good position to be sustained as a result of permanent shifts in transfer processes and the integration of the notion of RT as one of the key aspects of a strong transfer relationship between 2-year and 4-year state schools.

Challenges. Given the decentralized nature of Oregon's RT implementation efforts, tracking the multiple and varied processes and pairs at the state level is a challenge. This is further complicated because the state has managed staff turnover of those individuals responsible for RT at community colleges, universities, and at state-level agencies facilitating this work. All seven of the public universities have been granted autonomy and the Office of the Chancellor, a state level partner in this work, dissolved on June 30, 2015. The ramifications of these changes have yet to be fully revealed but signs of conflict have begun to arise, particularly as the smaller, regional institutions wrestle with autonomy and competition.

Sustainability (Post-grant period)

As stated in an earlier section, the HECC has not yet championed RT, the strategies or policy changes needed to sustain or expand the work begun with this grant. Additionally, any plans for fully scaling RT within the state or outside the state would be an area for the HECC to take the lead. However, on a smaller scale, some participating community colleges have been quite active in reaching out to partner with additional 4-year institutions as well as expand the credentials conferred to include certificates.

Institutions Participating in CWID

Blue Mountain Community College
Chemeketa Community College
Eastern Oregon University
Klamath Community College
Lane Community College
Linn Benton Community College
Mt. Hood Community College
Oregon Institute of Technology
Oregon State University

Portland Community College
Portland State University
Rogue Community College
Southern Oregon University
Tillamook Bay Community College
Treasure Valley Community College
University of Oregon
Western Oregon University

Many of the same institutions are still engaged in this work but have forged new partnerships (e.g. Mount Hood CC and Oregon State University). Efforts have also begun on branching out to private institutions in Oregon including the University of Portland and Warner Pacific.

State Contacts

Elizabeth Cox Brand (elizabeth.coxbrand@state.or.us)

SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Oregon conferred 325 associate's degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and student outcomes associated with RT. No student-level data were available in Oregon so the CWID research team was only able to report aggregate data. Below are tables for each of the individual University-CC pairs that completed the Outcomes Study aggregate data templates. Portland State University and Portland Community College (PCC) had the largest sample and most complete data followed by Southern Oregon University and Rogue Community College (RCC). Relative to their sample, Oregon Institute of Technology and Klamath Community College (KCC) awarded the most degrees of any other institutional pair. Non-responders are an issue for most institutions.

Table OR-2. Aggregate Results for Portland State University

Study Design	Mt. Hood CC Number	Mt Hood CC % of Sample	Portland CC Number	Portland CC % of Sample
Sample	136		2082	
Total contacted for consent	136	100%	2082	100%
Total that opted in	NR		1474	71%
Total non-responders	NR		607	29%
Total Degree Audits Conducted	101	74%	1963	94%
Total Degrees Awarded out of total audits conducted	6	9%	68	3%
Total Degrees not Awarded	92	91%	2013	97%

Note: NR = Not Reported

Table OR-3. Aggregate Results for Southern Oregon University

Study Design	Rogue CC Number	Rogue CC % of Sample
Sample	515	N/A
Total contacted for consent	515	100%
Total that opted in	110	21%
Total non-responders	403	78%

Study Design	Rogue CC Number	Rogue CC % of Sample
Total Degree Audits Conducted	60	55%
Total Degrees Awarded out of total audits conducted	13	22%
Total Degrees not Awarded	21	35%

Note: NR = Not Reported

Table OR-4. Aggregate Results for University of Oregon

Study Design	Lane CC Number	Lane CC % of Sample
Sample	NR	N/A
Total contacted for consent	NR	N/A
Total that opted in	NR	N/A
Total non-responders	NR	N/A
Total Degree Audits Conducted	11	N/A
Total Degrees Awarded out of total audits conducted	4	36%
Total Degrees not Awarded	7	64%

Note: NR = Not Reported

Table OR-5. Aggregate Results for Oregon Institute of Technology

Study Design	Klamath CC Number	Klamath CC % of Sample
Sample	NR	N/A
Total contacted for consent	NR	N/A
Total that opted in	NR	N/A
Total non-responders	NR	N/A
Total Degree Audits Conducted	35	N/A
Total Degrees Awarded out of total audits conducted	27	77%
Total Degrees not Awarded	8	23%

Note: NR = Not Reported

TENNESSEE CASE REPORT

Introduction

This report reviews Tennessee's experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Tennessee's CWID grant implementation; and 3) a summary of the impact of Tennessee's CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. The governance and coordination structure for public higher education in Tennessee consists of two separate governing boards that are overseen by one coordinating agency. The Tennessee Higher Education Commission is the coordinating agency for higher education in the state and coordinates the Tennessee Board of Regents (TBR) and the University of Tennessee System (UT). The Tennessee Board of Regents consists of six universities, thirteen community colleges, and twenty-seven colleges of applied technology (effective July 1, 2016, the six universities associated with TBR will have their own governing boards). The UT system consists of five UT colleges along with an Institute for Agriculture and an Institute for Public Service. Both systems are administered and coordinated by the Tennessee Higher Education Commission (THEC) and collectively educate approximately 236,000 students.

Tennessee also has 34 private colleges and universities that are represented by the Tennessee Independent Colleges and Universities Association (TICUA). Membership in TICUA is limited to independent, non-profit, regionally accredited colleges and universities, and serves to promote cooperation among the private institutions in the state. Furthermore, the organization's mission is to engage private colleges and universities in public policy, cost containment, and professional development.

Pre-CWID Reverse Transfer Policies. In 2012, Governor Bill Haslam signed into law legislation authorizing and encouraging RT between the Tennessee Board of Regents (TBR) and the University of Tennessee (UT). The Tennessee Independent Colleges and Universities Association (TICUA) institutions could elect to participate. As a result, some of the foundational work towards Tennessee Reverse Transfer (TRT) was underway (statewide taskforce, initial policy, and seed funding) prior to the CWID grant.

Articulation and Transfer Policy. The Tennessee Transfer Pathway is an initiative aimed at facilitating students' timely progression towards a bachelor's degree. The Tennessee Transfer Pathway outlines 60 hours of course instruction that are fully transferable from community colleges to public universities. A total of 49 pathways across 29 disciplines have been developed as a part of this initiative. These pathways are intended to provide students with a smooth transition in fields of study within the pathways.

In April 2012, Tennessee Governor, Bill Haslam signed House Bill 2827 (see Table TN-1) that "authorizes and encourages" the TBR and UT 4- and 2-year institutions to enter into RT agreements. As part of this bill, a Taskforce was convened prior to receiving the CWID grant and included representatives from TBR, UT, TICUA, and THEC.

Table TN-1. *Key Articulation and Transfer Policies in Tennessee*

Policy	Topic
Complete College Tennessee Act	<ul style="list-style-type: none"> Aimed to improve the ability of students to transfer college credits between community colleges and universities Established performance based funding for institutions of higher education
House Bill 2827	<ul style="list-style-type: none"> Authorized and encouraged community colleges and universities to enter into reverse transfer agreements

The UT-TBR-TICUA Articulation and Transfer Council oversees the RT process and policies and reviews the policy and its impact annually. Oversight responsibilities include, but are not limited to, assessment and evaluation of the process, reporting to the Legislature, and modifications in the process/policies as needed. Subsequently, a taskforce was convened to develop and implement a RT process across the state. The original taskforce was comprised of members from the Tennessee Higher Education Commission, the Tennessee Board of Regents (TBR), the Tennessee Independent Colleges and Universities Association (TICUA), and the University of Tennessee (UT) systems.

State Completion Goals and Initiatives. In 2010 Tennessee passed the Complete College Tennessee Act (CCTA) which aimed to match the projected national average in educational attainment by 2025. One of the main goals of the CCTA was to improve the ability of students to transfer and articulate college credits between community colleges and public universities. The CCTA called for THEC along with TBR and the UT system to ensure that at least 60 hours of credit in designated Tennessee Transfer Pathways could be fully transferable from community colleges and applied towards fulfilling bachelor's degree requirements at state universities. The legislation also outlined a new funding formula for the state's public institutions of higher education that allocates funds based on outcomes, such as degrees awarded or completion, instead of enrollment-based funding allocation. CCTA gave higher education institutions an incentive to engage in RT as this could generate funding; it also helped to lay the groundwork for future RT legislation. In addition, a new statewide initiative was launched, called Tennessee Reconnect, to contact students who are near credit completion of an associate's degree but stopped out from the 4-year university. This initiative encourages students to return to college and complete an associate's degree while finishing their bachelor's degree.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of RT in Tennessee involved a set of strategies and goals that are presented below.

Key Implementation Strategies

Grant Leadership. Tennessee hired a UT system representative to coordinate the project state's CWID grant and RT efforts. This person was responsible for advancing grant goals and objectives and managing daily grant activities associated with the CWID initiative. The project coordinator was also the point of contact for all participating institutions and responsible for the dissemination of RT policies and procedures. Additionally, a community college registrar was contracted to serve as the community college liaison; the liaison worked closely with the project coordinator and provided input on the process development. The UT system provided leadership for the grant but engaged key constituencies and partners to support the development and sustainability of RT. For example, several institutional leaders

formed part of the Articulation and Transfer Council and were responsible for leading the conversation on RT articulation agreements, the review of policies, and RT processes in the State of Tennessee. Similarly, THEC provided leadership in facilitating conversations regarding funding formulas associated with RT. Finally, the Reverse Transfer Taskforce comprised of representatives of the three higher education systems and THEC provided guidance to participating institutions to move RT forward via policy development, marketing strategies, and the cost effectiveness of RT processes.

Common Policy and Process Development. Several common processes and policies were developed as part of Tennessee's CWID grant including: a RT process flowchart (See Appendix A), a common definition of student eligibility for RT; and a common residency requirement for the initiative. Common eligibility criteria for RT were adopted by all participating institutions to standardize the RT degree. This common definition was also coupled with common residency requirements that increase RT student eligibility. Additionally, AcademyOne software facilitated these processes as it created accessibility of student level data among institutions. The result of this collective policy development work was a RT policy that serves as the basis for RT implementation across the state (See Appendix B). In addition to the development of formal policies, the state developed many resources for institutions to use in their implementation of RT, including a toolkit for 2-year and 4-year institutions (see Appendix C and D).

Semi-Automated Degree Audit Process. A critical element of Tennessee's RT project was the development of a more automated mechanism to support RT. In December 2013, an RFP was issued for a technology solution to support RT and in May 2014, the University of Tennessee awarded a contract to AcademyOne to develop the software for a semi-automated reverse-transfer process called the Reverse Transfer System (RTS). AcademyOne collected course inventories, course equivalencies, and degree requirements from sending and receiving institutions in order to develop a program that would allow them to simulate a degree audit. Twice yearly, the RTS is used to run simulated degree audits using 2-year and 4-year course histories for eligible students who opted-in to RT. The degree audit runs against 40 associate's degree programs and rank orders the results in descending order based on "closeness" to degree completion. Results are then available within the web-based solution for community colleges to review, verify degree audits, and confer degrees where appropriate. Although the process is semi-automated via AcademyOne's software, the community colleges verify the degree audit and typically request an official transcript to be sent from the 4-year college or university, and these are manual processes. The power of the AcademyOne technology is the ability to centrally simulate degree audits and provide community colleges with a list of those students most likely to complete degree requirements, which preserves human resources that would otherwise be required to perform these tasks.

Two Phases of Implementation. Tennessee elected to implement RT in two cycles to test and pilot existing RT processes and procedures. In the first cycle, seven 4-year institutions (six public/one TICUA) identified eligible students and seven community colleges awarded degrees. In the second cycle, three additional public 4-year institutions, five TICUA institutions and six additional community colleges launched the implementation of RT processes.

Implementation Timeline

- **December 2013–March 2014:** The software RFP issued and AcademyOne was selected as software vendor. Pilot schools and Cycle 1 schools identified and the core implementation team selected.
- **April – July 2014:** RTS software developed and several policy documents updated. Training for Cycle 1 institutions developed. Content for student communications developed and vetted by the Family Policy Compliance Office. Scripts to upload data written.
- **September 2014:** A small pilot test of the RTS software was launched; no degrees were awarded.

- **August-October 2014:** The pilot test of RTS completed and refinements incorporated. Training provided to 4-year academic advisors. Program plans, courses and course equivalency tables uploaded into RTS.
- **October-December 2014:** System refinements continued and course history data loaded. Public website developed. Simulated Degree Audit webinar training offered to Cycle 1 registrars and graduation audit analysts; user roles and user access established for each participating institution.
- **January-February 2015:** Cycle 1 began and eligible students identified and student consent emails sent.
- **March 2015:** Community college data uploaded to RTS for students who opted-in and simulated degree audits conducted and available to community colleges for May 2015 degrees.
- **April 2015-May 2015:** Simulated degree audit review and transcript exchange continues at community college level.
- **May 2015:** The first RT degrees were awarded.
- **July 2015:** Tennessee Reverse Transfer Taskforce and Articulation and Transfer Council adopt common RT policies.
- **Fall 2015:** Cycle 2 implementation involving all state institutions.
- **Spring 2016:** Cycle 3 implementation.

Reverse Transfer Eligibility Requirements

The eligibility requirements for RT in Tennessee included four criteria:

- Students currently enrolled at a Tennessee 4-year institution and were previously enrolled at a Tennessee community college or other Tennessee associate degree-granting institution.
- Students did not previously earn an associate's degree or higher.
- Students earned a minimum of 15 college credits at the associate degree-granting institution.
- Students earned a combined minimum of 60 cumulative college credits.

Reverse Transfer Process and Eligibility Criteria

Based on a review of implementation across CWID states, OCCRL developed a framework for the RT process that consists of five broad processes, and Tennessee's process is applied to this framework. The process is run twice a year and degrees are awarded in the fall and spring.

1. **Student Identification:** Participating universities query institutional records to identify those early transfer students meeting the criteria for eligibility established in the Tennessee RT policy document.
2. **Consent:** The RTS sends an email to eligible students to participate in the RT process, and the student must consent to the sharing of 2- and 4-year course histories. Tennessee uses an opt-in process.
3. **Transcript Exchange:** Course histories for consenting students are uploaded into the RTS system by the 2- and 4-year institutions. If the student receives a degree via RT, the community college requests the official transcript from the 4-year institution to be sent to the community college. The sending institution typically requests a transcript with the degree posted from the degree-granting institution.

- 4. Degree Audit:** The RTS runs simulated degree audits on all consenting students, and the simulated degree audits are run against 40 common Tennessee Transfer Pathway programs; students who are “close” to meeting program requirements are identified and their simulated degree audits are available to the former community college. Community colleges may also consider students for the AA or AS General degrees. The community college is responsible for the official degree audit.
- 5. Degree Conferral and Advising:** Students meeting all degree requirements, as determined by the former community college, are conferred a degree and notified by the community college. Students who do not meet degree requirements may be contacted by the community college and advised of course deficiencies for degree completion.

Credential Type(s)

Associate of Arts and Associate of Science

Implementation Successes and Challenges

Successes. One of the successes of CWID in Tennessee was the development of the AcademyOne software. The AcademyOne software allows for the sharing of course and credit data across institutions in a secure, reliable, efficient, and sustainable manner; data can be accessed and used for RT and for academic research purposes. The technology facilitates an efficient simulated degree audit at a system level in a way that few states have capacity to do. A second success of Tennessee’s efforts was the inclusion of private institutions. Few CWID states effectively included private institutions in implementation, but one private institution elected to participate in the first implementation cycle and five additional private institutions participated in the second implementation cycle. Another key policy success was the integration of RT into the performance-based model. For each RT degree awarded, the community college and the 4-year institution receive equal credit for the degree conferral in the outcomes-based funding formula. It was determined that this equal distribution provides an equal incentive for both the 2-year and the 4-year institutions to participate in RT. Another notable success was that the state legislature appropriated \$300,000.00 in 2014 to help facilitate the development and implementation of RT and has appropriated additional funding that will help extend and refine the process. Funding from the state is expected to support ongoing implementation and scaling efforts.

Challenges. One critical implementation challenge was related to FERPA. Although the opt-in process and the course history upload to AcademyOne were FERPA compliant, some institutions expressed concerns from about the exchange of information for RT degree awards. Although this challenge has mostly been addressed by the modification of opt-in language, the consent rate of approximately 20% was perceived as a continued challenge to expanding the reach of RT. A second challenge was that the RTS initially limited the simulated degree audits to the 40 Tennessee Transfer Pathway degrees, which did not capture degree eligibility for many students. Although the state initially intended to run the simulated degree audit only for these 40 pathways, very few students qualified for degrees associated with these pathways. Indeed, the majority of degrees awarded via RT have been general associate’s degrees rather than degrees associated with the 40 pathways. The state continues to explore additional degree possibilities for future implementation efforts. A third challenge was the workload associated with RT. Institutions reported dedicating staffing resources to the project, including the work associated with AcademyOne, despite being provided with little to no resources to support the work. A final challenge is that despite the robust simulated degree audit provided by AcademyOne software using institutional data, many 2-year institutions need to receive an official 4-year transcript in order to confer the associate’s degree. Tennessee has established a relationship with the National Student Clearinghouse (NSC) for future electronic transcript exchange with the goal of supporting electronic transcript exchange throughout the state.

Sustainability (Post-grant period)

RT is supported by the current Governor and as such, support for RT is likely to continue as part of the long-term “Drive to 55” set of initiatives aimed to increase the number of adults with some postsecondary degree attainment. The state is currently working on a RT sustainability proposal with the Tennessee Higher Education Commission and the Governor’s office that would build on the strengths and successes of the current program and address existing challenges. The content of this proposal is not yet defined, but the proposal itself signals a long-term strategic transition from the CWID grant to a sustainable policy. A key dimension of sustainability is the improvement of consent practice, and the state is actively exploring ways to integrate consent into admission applications, transcript request forms at the community college level, or at transfer orientations to streamline the consent process. Another key dimension of sustainability is the coordination of RT at the state or regional level; an individual or group of individuals will be needed to champion and coordinate efforts to sustain momentum for RT. Finally, continued technology enhancements and integration are expected. The initial investment in AcademyOne was not insignificant, and the state is assessing how to sustain this partnership as well leverage other technologies (such as NSC) to support RT. It should be noted that as a result of RT, Tennessee launched the Tennessee Reconnect program that leveraged the AcademyOne software to reconnect with adult students who have stopped-out of higher education. The state is conceptualizing ways to integrate these efforts to support more students receive their college degree.

Institutions Participating in CWID

Community Colleges	Public Universities	Private 4-Year Institutions
Cleveland State	Austin Peay State University	Maryville College
Jackson State	Tennessee State University	Carson-Newman
Northeast State	Tennessee Technological University	University
Pellissippi State	East Tennessee State University	Freed-Hardeman
Roane State	Middle Tennessee State University	University
Southwest Tennessee	University	Lipscomb University
Volunteer State	University	Memphis College of Art
Chattanooga State	University	Tusculum College
Columbia State	University of Memphis	
Dyersburg State	University of Tennessee-Knoxville	
Motlow State	University of Tennessee-Martin	
Nashville State	University of Tennessee-Chattanooga	
Walters State		

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

As of June 2016, Tennessee conferred 830 associate’s degrees via RT. The Outcomes Study answered several critical questions about who participates in RT and student outcomes associated with RT. As previously noted, Tennessee piloted RT during Spring 2015 with 7 4-year institutions and 7 community colleges, and the data reported below are based on this implementation period.

Table TN-2. *Features of the Tennessee Dataset*

Dataset Feature	Yes or No
Receiving Institutions:	
Included students transferring to <u>all</u> public baccalaureate degree-granting institutions	Yes
Included students transferring to in-state independent (private) baccalaureate degree-granting institutions	No
Sending Institutions:	
Included students transferring from <u>all</u> public associate degree-granting institutions	Yes
Included students transferring from any in-state independent (private) institution	No
Included students transferring from any out-of-state institution	No
Credits:	
Included students with any number of transfer credits earned	Yes
Other:	
Included consent, outreach and/or response data	Yes

What were the characteristics of students contacted to participate in reverse transfer?

- Of all the contacted students (n= 955), 59% were female and 41% were male.
- The majority of contacted students (60%) were 18 to 24 years old.

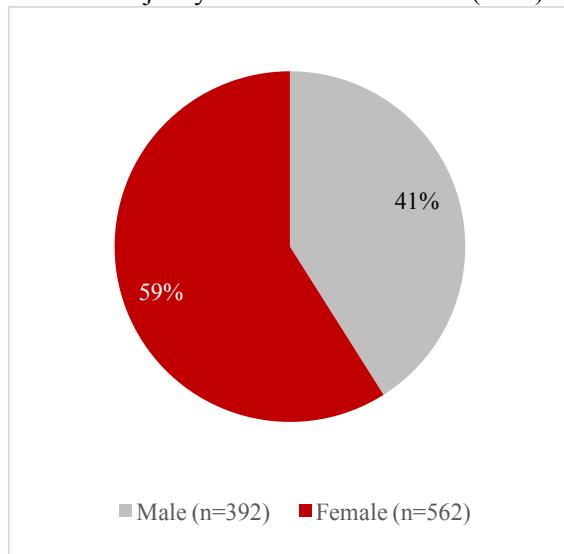


Figure TN-1. Contacted sample by gender.

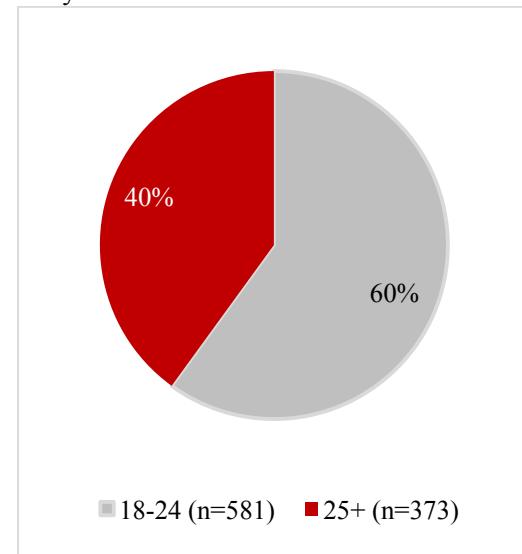


Figure TN-2. Contacted sample by age.

- The distribution of the contacted students by race/ethnicity was 63% White, 3% Hispanic, 27% African American, 1% two or more races, and 6% unknown.

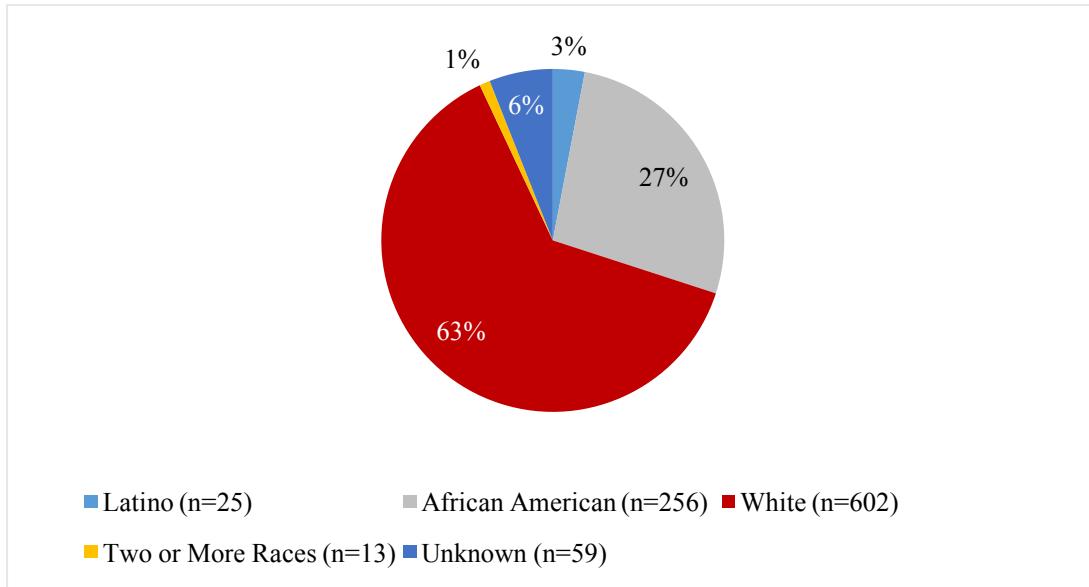


Figure TN-3. Contacted sample by racial/ethnic group.

- Figure TN-4 displays the distribution of cumulative college credits during the term of RT implementation. The largest percentage of students (24%) had between 75 and 90 credits, 21.9% had between 90 and 105 credits, 20.1% had over 120 credits, 18.2% had between 105 and 120 credits, 15.4% had between 60 and 75 credits, and .4% had between 45 to 60 credits.

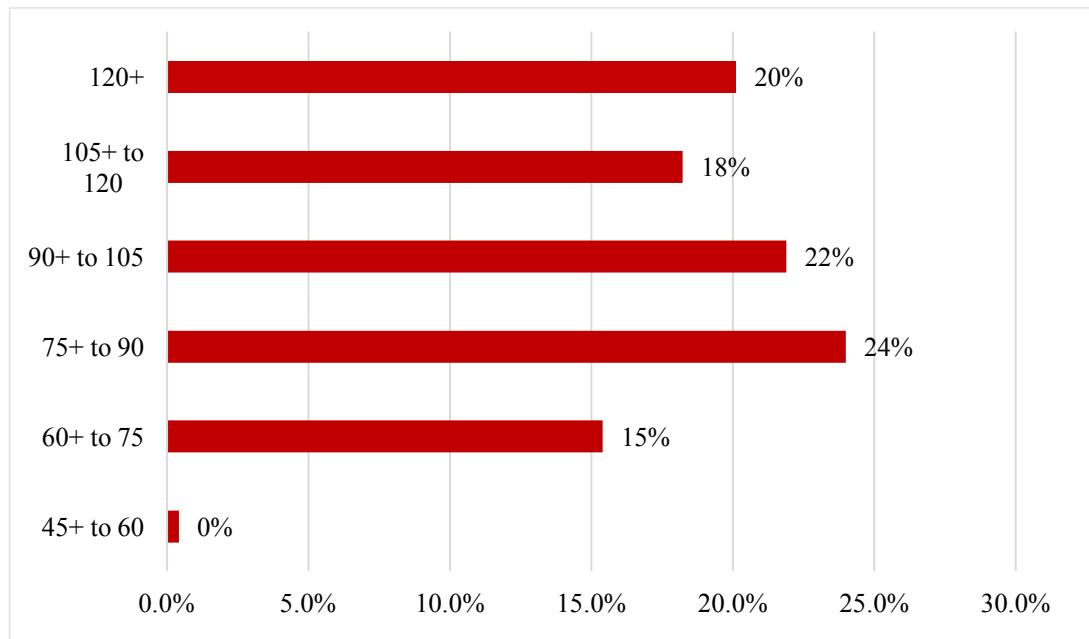


Figure TN-4. Contacted sample by cumulative college credit category.

- Figure TN-5 reports the transfer GPA of contacted students. Approximately half of the students (53%) had a transfer GPA greater than 3.0 and half (47%) had a transfer GPA less than 3.0.

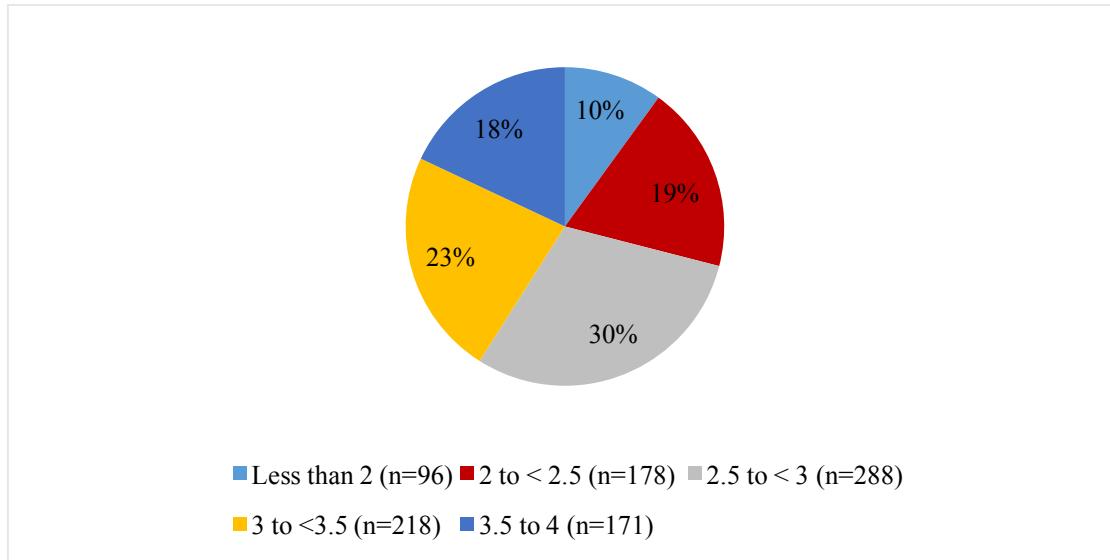


Figure TN-5. Contacted sample by transfer GPA.

What were the differences in the characteristics of contacted students who received a reverse transfer degree and who did not receive a reverse transfer degree?

- Figure TN-6 displays differences in the conferral of RT associate's degrees by gender, showing no difference based on gender. Of the 313 students who were contacted and received a RT associate's degree, 9% were female and 41% were male which is identical to the percentage of students who were contacted and did not receive a RT associate's degree.

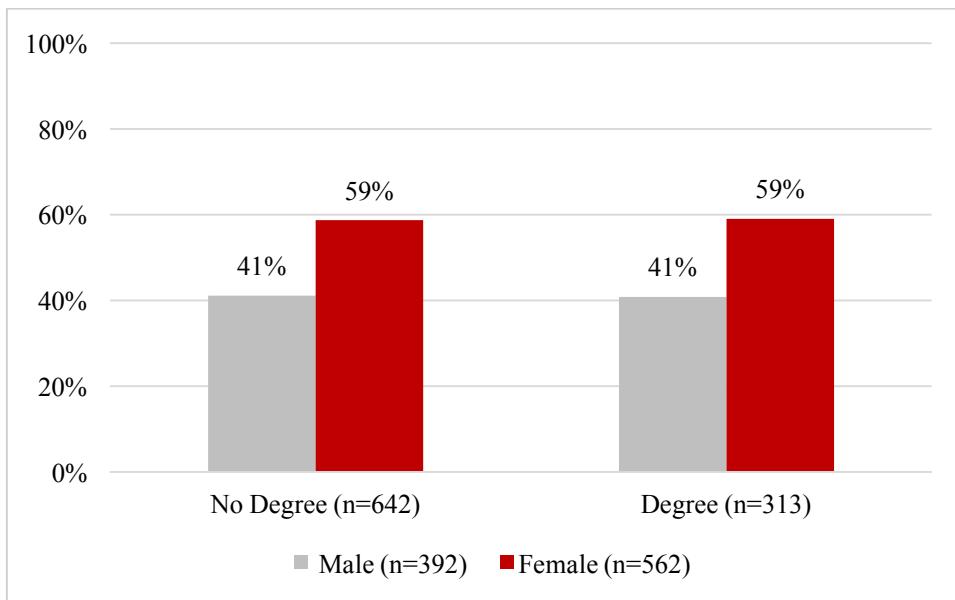


Figure TN-6. Reverse transfer degree status by gender.

- A very small difference in RT degree conferral was observed based on age, with 62% of students who were contacted and received a RT degree being age 18 to 24, and 60% of students who were contacted and did not receive a degree being this age.

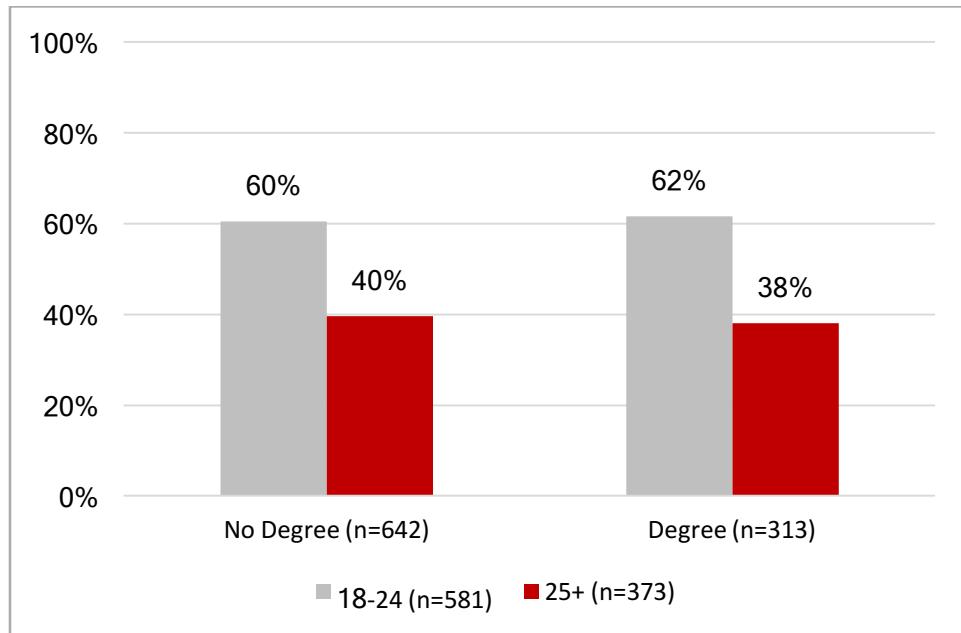


Figure TN-7. Reverse transfer degree status by age.

- Figure TN-8 displays RT degree conferral based on race/ethnicity, and this figure illustrates important differences. For example, a slightly larger percentage of students who received an associate's degree were White (66%) compared to the percentage who did not receive an associate's degree (62%) who were White. Alternatively, a smaller percentage of students who received an associate's degree were African American (23%) compared to the percentage of students who did not receive an associate's degree who were African American (29%).

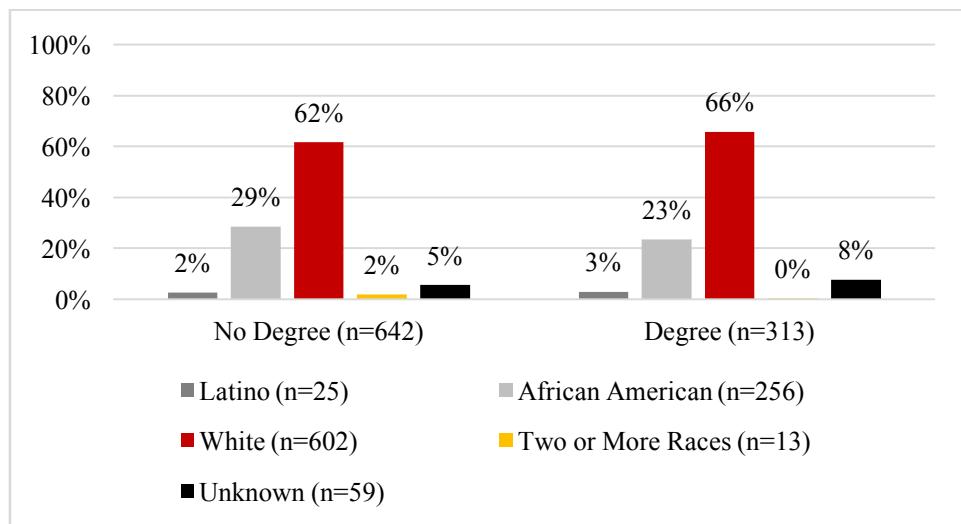


Figure TN-8. Reverse transfer degree status by racial/ethnic group.

- Figure TN-9 displays RT degree conferral by transfer GPA. The figure shows that there was on a slight difference in the transfer GPA between contacted students who received a RT associate's degree and those who did not.

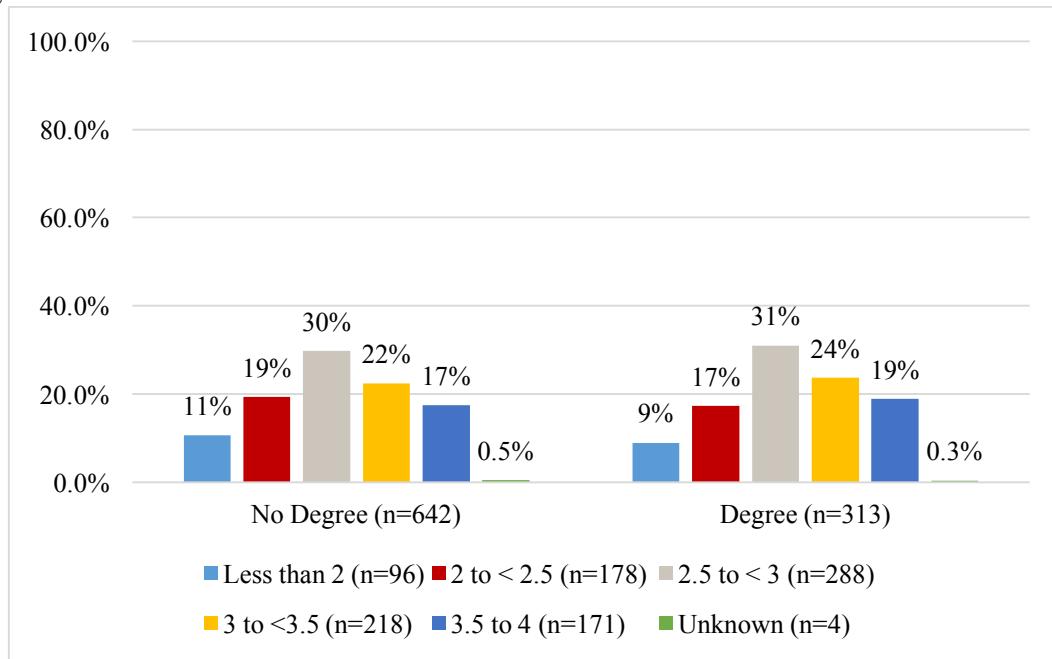


Figure TN-9. Reverse transfer degree status by transfer GPA.

- Figure TN-10 displays RT degree conferral by cumulative college credit category. There were few differences by category, with the exception of the largest credit category (120+ credits) and the 60+ to 75 credit category wherein a larger proportion of students who received a RT associate's degree had 120+ credits (25%) compared to students who attained a similar number of credits but who did not receive a RT associate's degree (18%).

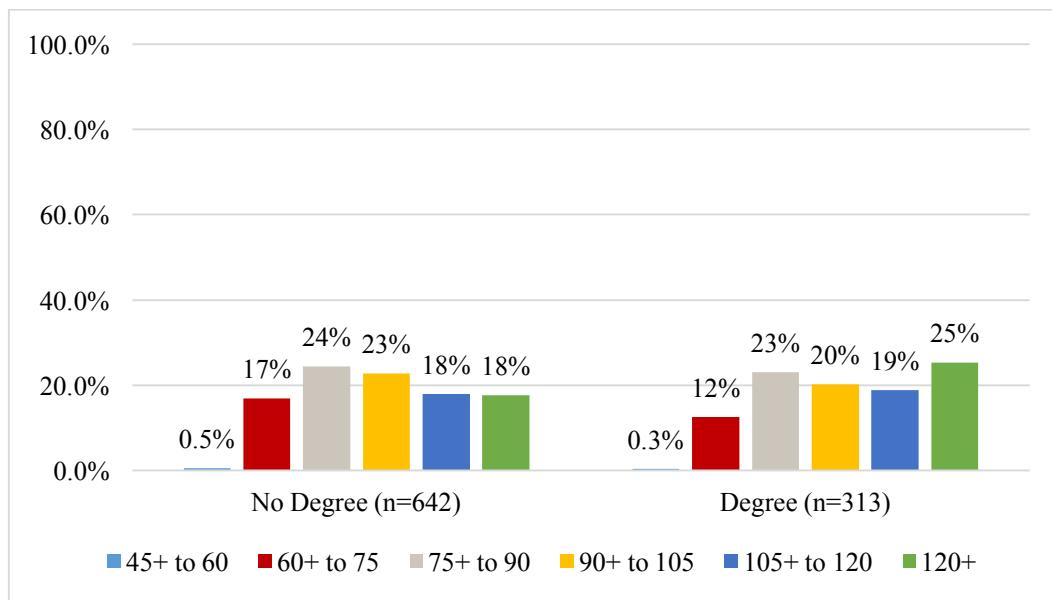


Figure TN-10. Reverse transfer degree status by cumulative college credit category.

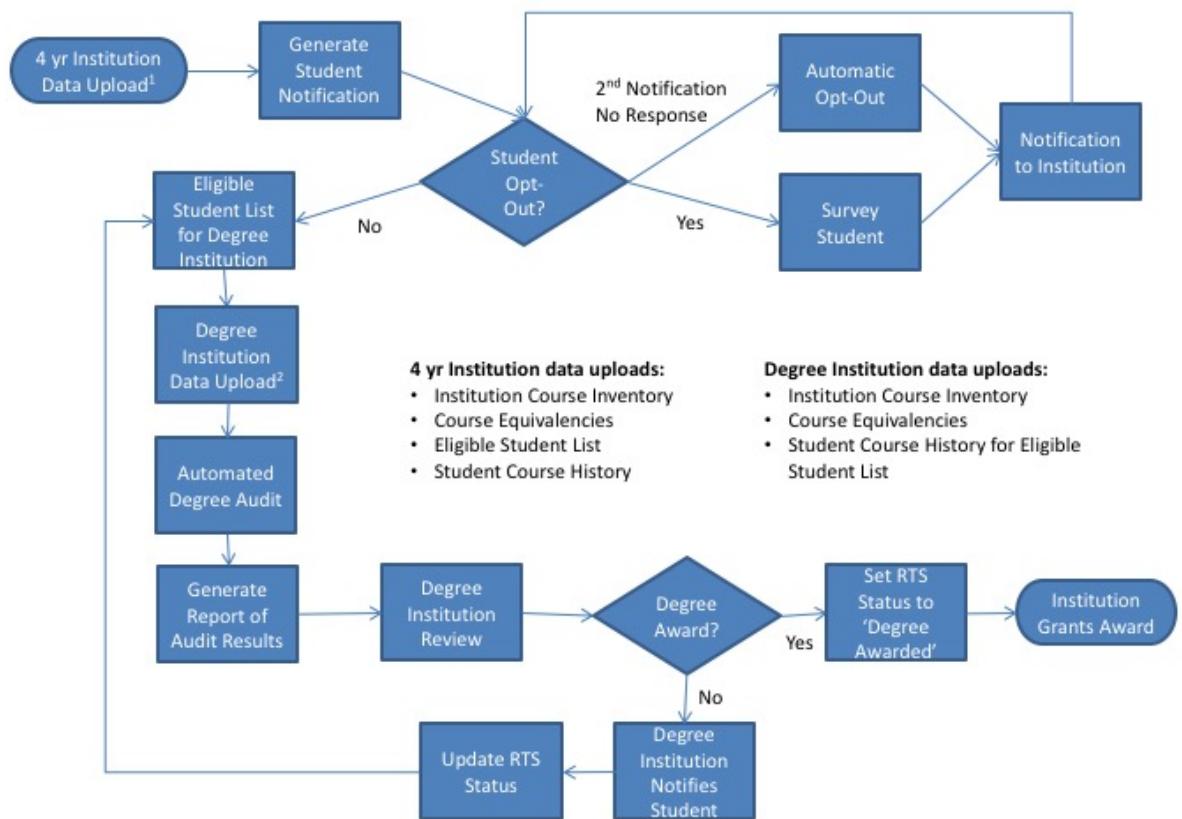
How did conferral of reverse transfer associate's degrees vary by institutional pair?

Table TN-3 displays the RT degree conferral rates by institutional pair. These rates were calculated by dividing the number of contacted students who received an associate's degree via RT by the total number of contacted students, at the institutional pair level. Many pairs had too few students to make meaning of the rates, but seven community colleges contacted 40 or more students whereby the rates are potentially meaningful. The average rate at the community college level ranged from a low of 4% at Cleveland State Community College to a high of 54% at Volunteer State Community College. Within these six community colleges, the rate varied from a low of 0% to a high of 100%.

Table TN-3. *Reverse Transfer Degree Conferral Rates by Institutional Pairs*

University	Chattanooga State CC	Cleveland State CC	Columbia State CC	Dyersburg State CC	Jackson State CC	Motlow State CC	Nashville State CC	Northeast State CC	Pellissippi State CC	Roane State CC	Southwest Tennessee CC	Tennessee Tech Center at Jackson	Tennessee Tech Center at Memphis	Tennessee Tech Center at Murfreesboro	Tennessee Tech Center at Whiteville	Volunteer State CC	Total Contacted	Total RT Degrees
East Tenn State Univ		0%						43%	40%	42%	100%					67 %	130	56
Middle Tenn State Univ	0%	0%		79%	100 %	100%	0%	25%	89%	0%			0%			56 %	125	61
Tenn Tech Univ								0%									1	0
Univ of Memphis		0%		55%				100 %	0%	28%	100%	0%		100%			354	110
Univ of Tenn, Chattanooga	33%	6%		0%	0%	0%		13%	29%	0%						33 %	81	12
Univ of Tenn, Knoxville		0%		0%			0%	27%	39%	0%						75 %	213	59
Univ of Tenn, Martin		0%	100%	0%	31%		0%				0%					50 %	51	15
Total Contacted	7	46	1	3	99	2	4	96	226	52	328	1	1	1	1	87	955	313
Total RT Degrees	2	2	1	0	45	1	1	40	62	24	86	1	0	0	1	47	313	
Percent Total Degree Conferral Rate	28.6	4.3	100	0	45.5	50	25	41.7	27.4	46.2	26.2	100	0	0	100	54	32.8	

TENNESSEE APPENDIX A: REVERSE TRANSFER PROCESS FLOWCHART



TENNESSEE APPENDIX B: REVERSE TRANSFER POLICY

2015 UPDATES TO THE POLICIES, PROCEDURES AND GUIDELINES FOR REVERSE TRANSFER

Introduction and Purpose

On April 4, 2012, Tennessee Governor Bill Haslam signed HB 2827 which amended Tennessee Code Annotated, Title 49 relative to higher education. This amendment added the following language to Section 1 Tennessee Code Annotated, Title 49, Chapter 7, Part 1:

The community colleges of the board of regents system are authorized and encouraged to enter into reverse articulation or reverse transfer agreements with the universities of the board of regents and the University of Tennessee systems and with private institutions of higher education that are accredited by the Southern Association of Colleges and Schools. The universities of the board of regents and the University of Tennessee systems are authorized and encouraged to enter into reverse articulation or reverse transfer agreements with the community colleges of the board of regents system.

In July 2012, a taskforce was convened to develop and implement a RT Process across the State of Tennessee. The original taskforce was comprised of members from the Tennessee Higher Education Commission, the Tennessee Board of Regents (TBR), the Tennessee Independent Colleges and Universities Association (TICUA), and the University of Tennessee (UT) systems.

The full taskforce defined RT as “a credit review of students who transfer from a community college to a 4-year institution prior to receipt of the associate’s degree to determine if and when the students complete the associate’s degree requirements and, if so, to award them an associate’s degree.” While the remaining courses required for the associate’s degree are completed at a Tennessee 4-year institution, it is the responsibility of the associate degree-granting institution to verify degree completion and to award the 2-year degree.

Subsequently, workgroups were created and charged to develop components of the overall process. The workgroups included members from THEC, TICUA, TBR, and UT. The Policies/Procedures workgroup was charged with the development of academic policy/procedures that will serve as the framework for RT across the State of Tennessee and among the three systems of higher education (Tennessee Board of Regents, University of Tennessee, and the Tennessee Independent Colleges and Universities).

Definitions

1. The associate degree requirements are verified and the degree is awarded by the appropriate 2-year institution. Documentation required for degree award is the purview of the community college and TBR.
2. Potential Reverse Transfer degree candidates are those students who:
 - are currently enrolled in the preceding or current semester (excluding summer terms) at a participating Tennessee 4-year institution and were previously enrolled at a Tennessee community college or other Tennessee associate degree-granting institution;

- have earned a minimum of 25% of their credits at the associate degree-granting institution; have earned a combined minimum of 60 total college-level credits; and, have not previously earned a college degree.
3. The screening degree audit will be run on those consenting students (opted-in) who are currently enrolled at a Tennessee 4-year institution and were previously enrolled at a Tennessee community college or other Tennessee associate degree-granting institution, have earned a combined minimum of 60 total college-level credits and have successfully transferred a minimum of 12 college credits towards an associate degree at the associate degree-granting institution. A 4-year institution may not accept all credits earned at the associate degree-granting institution (e.g., grades of "D") that may in fact count towards the associate degree. Therefore, a threshold of "successfully transferred" credits that is less than the minimum residency credits required at the associate degree-granting institution was established to capture and include those students who may have not had all earned degree credits accepted by the 4-year institution. Students meeting this threshold are considered to be "close" to degree completion for purposes of the screening degree audit. The associate degree-granting institution will still have responsibility for the official degree audit and degree conferral, if the student is eligible.

Participation

1. All TBR and UT institutions will participate in RT as encouraged and supported by the State of Tennessee HB 2827. TICUA institutions may choose to participate. Those state institutions that have existing RT agreements with other state institutions must participate in the statewide solution. However, state institutions may develop free-standing reverse transfer agreements with non-participating TICUA institutions.

Governance and Compliance

1. The UT-TBR-TICUA Articulation and Transfer Council will have oversight of the RT process and policies and will review the policy and its impact annually. Oversight responsibilities include, but are not limited to, assessment and evaluation of the process, reporting to the Legislature, and modifications in the process/policies as needed.
2. The University of Tennessee Center for Business and Economic Research (CBER) will house and maintain the server and will have primary responsibility for the stored data (demographic and academic) as well as the data extracted for evaluation and reporting purposes. CBER will maintain the confidentiality and integrity of the data and will have primary responsibility for research and reporting related to RT. Data collected for the RT process will not be integrated into or become part of the Tennessee Longitudinal Data System (TLDS) unless approved by the Chancellor/President on each campus. CBER will collaborate with THEC, TBR, TICUA, UT, the Lumina Foundation (Tennessee's grant project founder), and the Office of Community College Leadership and Research (OCCRL) at the University of Illinois Champaign-Urbana campus throughout the evaluation and reporting processes. The "Credit When It's Due" (CWID) founders contracted OCCRL to document a baseline analysis, policy change/implementation and aggregate student outcomes for the CWID project nation-wide. In addition, each campus/system may designate an individual to have access to individual records for their students to conduct additional research and/or to validate the number of students receiving an associate degree and their credit hours reported to THEC.
3. Policies/procedures must be in compliance with the standards of accreditation set forth by the Southern Association of Colleges and Schools (SACS).

- a. RT candidates must complete "...at least 25 percent of the credit hours required for the degree" at the Tennessee institution awarding the associate's degree. (SACS 3.5.2)
 - b. RT candidates must adhere to the Catalog requirements established by the degree-granting institution (SACS 3.5.3).
4. All student information shared between and among institutions to facilitate RT awards must be in compliance with FERPA guidelines and applicable State of Tennessee statutes.

Policies

1. The Tennessee Higher Education Commission will work to identify and make any necessary modifications to the funding formula to reflect a spirit of full collaboration among Tennessee institutions of higher education and reward participating Tennessee institutions accordingly. RT, an initiative to promote the educational attainment of adult learners through the full cooperation and collaboration among Tennessee institutions of higher education, will result in the generation of student and institutional outcomes where none previously existed.
2. Each institution will be responsible for the accuracy of Equivalency Tables and degree audits. Equivalency tables and degree audits must be reviewed and updated annually, or as new programs are approved.
3. The "last hours" policy shall be waived for RT degree candidates at all Tennessee institutions. Requiring students to complete any number of "last hours" at the community college would potentially place undue hardship on the student and would be counter-intuitive to the intent of RT.
4. To adhere to the FERPA guidelines the student must agree to the exchange of course histories and/or official transcripts among all the 2- and 4-year institutions attended as well as the high school transcript for use in the RT degree process, including the semi-automated degree audit screening and post-screening/degree award. The process to obtain student consent must include a reasonable way to identify the individual and authenticate the identity of the student as the source of the consent to the disclosure of the education records. Schools must obtain written consent (e.g., hard copy, electronic consent) from those students who appear to have the credits for associate degree completion prior to sending the results of the screening degree audit to the associate degree-granting institution. The communication to the student must include the purpose for sending the information, the institution to which the student's information will be sent, and the option to revoke participation in the reverse transfer process at any time. The communication to the student must inform the student his/her consent includes permission for the 2- and 4-year institutions to exchange transcripts (hard copy or electronic) and to obtain the high school transcript if needed in conjunction with the Tennessee Reverse Transfer process. Additionally, 4-year institutions may provide a section on the transfer application to allow for the exchange of the screening degree audit results for RT audit purposes or to opt out of the RT degree audit.
5. If a RT degree candidate attended more than one associate degree-granting institution prior to transferring to a 4-year institution, the degree confirming institution will be the institution where the student earned the most credits, provided the student earned a minimum of 15 credits at that institution to meet the SACS residency requirement (SACS 3.5.2) and the student meets the requirements for an associate degree at that institution. In the event the student has earned the same number of credits and meets the residency and degree requirements at two or more

institutions, the institution that the student attended most recently will be considered as the degree-granting institution.

6. Students will not be assessed a fee for to have the screening degree audit report sent to the associate degree-granting institutions in the degree audit process of RT. Students will not be assessed a fee for the exchange of transcripts (hard copy or electronic) between the student's former 2-year institution and his/her current 4-year institution for use in the RT degree process, including the semi-automated degree audit screening and post-screening/degree award.
7. RT degree recipients will not be assessed a graduation fee at the associate degree-granting institution.
8. Each community college and each participating 4-year institution will designate a contact person for RT. The contact person will serve as a point of information to students, faculty, and advisors.
9. Students are afforded due process under the appeals process and procedures outlined in the Catalog at the appropriate institution.
10. Once a degree is conferred (baccalaureate or associate), the student will not be considered further for the RT process.

Procedures

1. Initially, RT degree awards will be limited to those degree programs that are currently identified as a Tennessee Transfer Pathway. Community colleges also have the discretion to award the AA and AS General Studies degrees as reverse awards where applicable. All other associate degree programs should be added to the RT process as quickly as feasible. Additionally, all 2-year degrees may be considered for and awarded through RT. While it is likely that the majority of RT degrees awarded will be either AA or AS degrees, it is possible that a student could complete the AAS or AST degree requirements at a 4-year institution, in which case the degree eligibility assessment would be made at the 2-year institution.
2. The degree awarding process will be institution-initiated.
 - a. The 4-year institutions will generate each spring and fall semester (for May and December degree awards, respectively) to identify potential degree candidates. Potential degree candidates will be identified through a match of descriptive attributes which may include full name, permanent address, birth date, or other identifiers.
 - b. The RTS will send those students email invitations to participate (consent/opt-in) or decline.
 - c. Screening degree audits will be run by the RTS and the results will be sent to the respective community colleges.
 - d. The associate degree-granting institution will send eligible students a letter of degree confirmation, information regarding participation in graduation ceremonies, and then mail diploma. Students will not need to file degree application for the associate degree.
 - e. A student may decline the degree.
 - f. Students being awarded a degree and the hours credited for the degree at the community college and 4-year school will be recorded in the data set maintained by CBER.

3. The associate degree-granting institution will notify, in writing, those students whose associate degree audit indicates outstanding academic requirements for the Reverse Transfer associate degree and any “holds” the student may have.
 - a. Students will be notified of their progress toward the Reverse Transfer degree twice a year (spring and fall) to coincide with the reporting schedule identified in Procedure 2.
 - b. It is the student’s responsibility to complete any outstanding academic requirements within his/her Catalog time limit in order to be considered for a Reverse Transfer degree.
 - c. It is the student’s responsibility to clear any and all “holds” to be considered for a Reverse Transfer degree.
4. Website information for Reverse Transfer was developed with input from UT, TBR, and TICUA, and is located on a website maintained by Tennessee Technological University (www.tnreversetransfer.org). Each participating associate degree-granting institution will have a Reverse Transfer page that will include a link to the Reverse Transfer website. The institution’s Reverse Transfer contact person’s name, email, and telephone number as well as general information about Reverse Transfer will be included on the institution page.

Guidelines

1. The general education assessment requirement will be waived for Reverse Transfer degree candidates at the discretion of the degree-granting institution.
 - a. Reverse Transfer degree recipients will then complete the general education assessment as graduating seniors from a Tennessee baccalaureate degree program.
 - b. Therefore, community colleges will not be penalized under THEC *Quality Assurance* guidelines for waiving the general education assessment requirement for Reverse Transfer degree recipients (See Policy 1 in this document).
2. Upper division courses completed at a 4-year institution may be considered for lower division course substitution on a case-by-case basis and in accordance with current policy at the associate degree-granting institution.
3. Reverse Transfer degree recipients may participate in the graduation ceremonies at the degree-granting institution. Students who choose to participate in the ceremony will be responsible for cap and gown rental.

Tennessee Reverse Transfer Taskforce: Changes recommended to the Transfer and Articulation Council, June 2, 2015.

Articulation and Transfer Council: Changes adopted July 1, 2015.

TEXAS CASE REPORT

Introduction

This report reviews Texas' experience as part of the Credit When It's Due (CWID) initiative. The report is organized into three distinct sections: 1) a background section that describes the state policy context; 2) a summary of Texas' CWID grant implementation; and 3) a summary of the impact of Texas' CWID grant on students.

SECTION ONE: BACKGROUND

State Policy Context

Governance Structure. Higher education in Texas is a large endeavor, with approximately 1.5 million students enrolled in the state's public and independent 2-year and 4-year institutions. The Texas Higher Education Coordinating Board (THECB) is the state agency responsible for supporting all public postsecondary institutions in the state, including 50 community college districts, 38 universities, and four technical college systems, as well as all health-related institutions and four independent 4-year universities. THECB serves mainly to set broad goals for higher education in Texas, serve as an intermediary between postsecondary institutions and the Texas Legislature, and collect data on institutional performance.

Institutional policy of 4-year institutions is influenced by the Boards of Regents that govern the institutions. The majority of public 4-year institutions are associated with a university system, which include the University of Texas System, the Texas A&M University System, the University of Houston System, the University of North Texas System, the Texas State University System, and the Texas Tech University System. For example, the UT-System is comprised of nine academic institutions and six health institutions, and the UT-System Board of Regents sets policy for all institutions under its jurisdiction. The Texas Governor appoints the Regents for all System offices. The Regents then appoint a Chancellor who serves as the Chief Executive Officer of the entire system of institutions, as well as the Presidents of the individual campuses. Although the majority of 4-year institutions are associated with a system, four public universities in the state are not: Midwestern State University, Stephen F. Austin State University, Texas Southern University, and Texas Woman's University.

In contrast, community college districts in the state are much more autonomous, with no state agency specifically devoted to community colleges and no boards of regents that coordinate multiple institutions. The Texas Association of Community Colleges (TACC) is the only organization in the state with the primary mission of coordinating community colleges, but while TACC represents all 50 community college districts it remains a non-profit organization dedicated to advocating for community colleges with the Legislature rather than enacting or implementing policy. The organization Independent Colleges and Universities of Texas, Inc. serves in a similar role for the state's private colleges and universities.

Pre-CWID Reverse Transfer Policies. While the CWID initiative began in Texas around 2012, some institutions have been practicing RT for roughly a decade. For example, the RT pairing of the University of Texas at El Paso and El Paso Community College, established in 2006, is often credited as being one of the first RT agreements in the country. The El Paso program has received a great deal of media attention, but other programs in the state have also existed for many years. For example, Sam Houston State University began establishing memoranda of understanding with community colleges for the sharing of RT student transcripts nearly ten years ago, and today SHSU reports it sends approximately

3,000 RT transcripts annually. The University of North Texas and Dallas County Community College District established a RT agreement in 2009. In short, a number of institutions were practicing RT before the current CWID initiative.

Articulation and Transfer Policy. Articulation and transfer policy in Texas is guided by three foundational policies or initiatives (see Table TX-1). The first is the Texas Common Course Numbering System (TCCNS), a voluntary and collaborative effort among postsecondary institutions in the state to facilitate the transfer of lower-division academic coursework across institutions. The idea of uniform course numbering was first proposed by the Texas Association of Collegiate Registrars and Admissions Officers in the mid-1970s. Whereas few institutions were amenable to the idea at the time, support for the effort continued to grow and by the early 1990s an independent advisory board for the TCCNS was established and a master list of all common courses statewide was published for the first time. Currently, 115 institutions in the state participate in the TCCNS in varying capacity, including all public universities, community colleges, and technical colleges. Some institutions have adopted the numbering system while others, including most of the 4-year institutions have mapped onto the numbering system while still retaining their institutional numbering system.

The second aspect of Texas' articulation and transfer policy is the core curriculum, established by the Texas Legislature in 1997 and in effect since 1999. The 1997 legislation SB 148 mandated that each community college and 4-year institution establish a core curriculum of at least 42 semester credit hours designed to serve as the multidisciplinary foundation for all academic undergraduate degrees. All credits that a student earns by completing courses that are part of an institution's core curriculum are fully transferrable to all other institutions of higher education in the state. SB 148 also directed community colleges and universities to develop field of study curricula, or blocks of courses that satisfy the lower-division requirements for particular degrees. Similar to the core curriculum, if a student completes a field of study curriculum at one institution, all of the semester credit hours earned are fully transferrable to another institution and applied to the lower-division course requirements of the same major.

The third policy related to articulation and transfer in Texas is the recent legislation related to RT. In 2011, the Texas Legislature passed HB 3025 that directs higher education institutions to begin implementing RT practices. HB 3025 specified that RT eligible students are those that enroll in a 4-year institution who have previously attended a community college and earned at least 30 semester credit hours from that institution. The policy also instructed universities to begin contacting eligible students once they have accumulated a total of 90 semester credit hours, although this threshold is lowered to 66 by SB 498 according to the Legislature in 2013. Also in 2013, the Texas Common Application, the method of application for all students wishing to enroll in a public college or university in Texas, was amended to include an option for transfer students to provide their consent to RT transcript exchange. Universities would therefore no longer need to obtain separate consent for transcript exchange from RT eligible students that provided their consent during the transfer application process.

Table TX-1. *Key Articulation and Transfer Policies in Texas*

Policy	Topic
Texas Common Course Numbering System	<ul style="list-style-type: none"> Aimed to improve the ability of students to transfer college credits between institutions All public postsecondary institutions in the state voluntarily participate in the TCCNS
SB 148	<ul style="list-style-type: none"> Established the core curriculum, a set of fully transferrable courses that meet the requirements of all academic undergraduate degrees Established field of study, fully transferrable course sequences relating to particular degree programs
HB 3025	<ul style="list-style-type: none"> Created the framework and guidelines for reverse transfer in Texas
Opt-Out Policy	<ul style="list-style-type: none"> Texas Common Admission Application form provides opt-out consent option for reverse transfer

There are two primary features of the Texas higher education system that significantly shape the context for CWID. The first is that the Texas Legislature enacted the policy framework for RT, but the implementation of RT has proceeded in a decentralized fashion. A collaborative network of postsecondary institutions (TRTI) spearheaded by Lone Star College and the University of at Austin, rather than any state agency, has taken the leadership for encouraging the scaling of RT in Texas. The University of Texas at Austin and Austin Community College piloted RT procedures beginning in 2012, and Lone Star College and the University of Texas at Austin jointly applied for and received financial support for implementing RT in 2013.

State Completion Goals and Initiatives. The most prominent effort in the state designed to promote college completion is THECB's *Closing the Gaps* plan (THECB, 2000), which was adopted in October 2000. *Closing the Gaps* is predicated on the belief that the social and economic vitality of the state cannot be ensured unless the supply of individuals with postsecondary credentials is significantly increased. The plan therefore sets ambitious goals for increasing postsecondary participation and attainment rates by 2015. Specifically, *Closing the Gaps* sets the objectives of increasing overall postsecondary enrollment by 500,000 and increasing the number of postsecondary credentials by 50% from 2000-2015, and also sets specific enrollment and completion targets for racial/ethnic subgroups. THECB has produced a report on the state's progress toward the 2015 targets annually, and the 2014 annual report showed that many of the participation and attainment targets have been met. However, some goals have yet to be reached, and it is anticipated that THECB will adopt a new plan in the near future as the Closing the Gaps initiative is set to expire in 2015.

Whereas *Closing the Gaps* serves as the overarching framework through which the various programs and initiatives related to promoting college completion operate, Texas has also implemented a number of additional initiatives that are noteworthy. In 2011, *Complete College America* awarded Texas a \$1 million Completion Innovation Challenge Grant that was designed to enhance developmental education efforts to promote the college completion of academically underprepared students. The state also recently launched the Grad TX initiative that is designed to help adults with some postsecondary experience return to

college to finish their degree. In 2013, the Texas Legislature also passed HB 2550 that directs institutions of higher education to collaborate with local high schools with historically below-average college-going rates and promote the postsecondary participation of students from these schools.

THECB has also been advocating since 2009 for Texas to adopt a funding model for higher education institutions that is at least partially tied to student outcomes. In 2013, an outcomes-based funding methodology for the Texas State Technical College System which allocates 10% of funding to community colleges for performance on student metrics was passed by the Texas Legislature. TSTC's experience with performance funding will likely inform proposals in future legislative sessions related to funding community colleges and universities based on student outcomes. However, thus far no performance-funding policies exist for these sectors of the higher education system in Texas.

SECTION TWO: CWID GRANT IMPLEMENTATION

The implementation of RT in Texas involved a set of strategies and goals that are presented below.

Key Implementation Strategies

Leadership and Coalition Building. Lone Star Community College and University of Texas at Austin collaborated to establish the TRTI network, which eventually included 32 partner institutions. Both institutions committed to provide leadership for TRTI throughout the project. During the first year of the CWID project, several efforts were dedicated to engaging stakeholders and garnering commitment to participate in RT. A key activity was the recruitment of institutions to join the TRTI network, and Lone Star and UT-Austin recruited and secured MOUs for 32 public institutions within the state. The MOUs (see Appendix A) provided a formal mechanism for partnership and institutional commitment to RT. They also lead a working group of key stakeholders that convened regularly to review project outcomes and advance project goals. They also lead and executed a development opportunities for institutions throughout the state at meetings such as the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) and the Texas Association of College & University Student Personnel Administrators. Finally, the two institutions collaborate to develop a robust marketing campaign for TRTI.

Expanded Technology Capacity. TRTI was one of three states to partner with National Student Clearinghouse (NSC) to pilot NSC's RT platform, which currently supports the exchange of transcripts. The free NSC platform, which launched in summer of 2015, allows institutions to automate processes related to RT and thus expanded the technology capacity of institutions. Because many Texas institutions already used the SPEEDE transcript exchange network, NSC customized their RT exchange platform to ensure compatibility with SPEEDE. In this format, transcript data are received by the 2-year community college (sent from the 4-year institution via NSC's platform) and automatically read into their degree audit system and thus reduces manual imputation of transcript information. Because the NSC transcript exchange platform allows for exchanges across the public and private sectors and outside state lines, 4-year institutions in Texas have the ability to send transcripts to institutions beyond the public 2-year sector within the state. Indeed, UT-Austin reported that in the most recent semester of RT implementation, it sent transcript data to approximately 300 2-year institutions. The NSC platform has been critical to Texas' RT implementation efforts, so much so that they directed grant dollars directly to NSC for the development of NSC's technology.

Implementation Timeline

- June 2014: Statewide kick-off meeting and launching of RT. Monthly meetings began with Advisory Group. The first TRTI partnership agreements were signed.

- Fall 2014: Conference Calls with TACRAO Members and launching of the Feasibility Study.
- October 2014: TACUPSA and TACRAO Annual Conference Presentation
- January – February 2015: National Policy Summit on Reverse Transfer Presentation, NISTS Annual Conference Presentation, and Achieving the Dream Annual Conference Presentation.
- Spring 2015: Implementation Survey and data collection initiated to understand how RT is being implemented and how many students have been awarded degrees.
- April 2015 – May 2015: NSC Platform Solution Demonstrated at the AACRAO Annual Conference, Undergraduate Education Advisory Committee Meeting Presentation under THECB, and NISOD Annual Conference Presentation
- June 2015: Advisory Group and statewide Workgroup Meetings
- February 2016: NSC RT platform and the SPEEDE compatible transcript exchange system available to all public higher education institutions

Reverse Transfer Eligibility Requirements

The eligibility requirements for RT in Texas included three criteria:

- Transferred to a 4-year institution of higher education from a previously attended 2-year institution of higher education in the state of Texas (Institutions using the NSC technology have the capacity to partner with private institutions and institutions outside the state of Texas.)
- At least 30 semester credit hours earned at a 2-year institution.
- A cumulative total of at least 66 semester credit hours for course work completed at the 4-year institution.

Reverse Transfer Process and Criteria

OCCRL developed a framework for the RT process that consists of five broad processes, and Texas' process is applied to this framework below. The University of Texas at Austin worked with Austin Community College (ACC) to develop a structure and pilot a RT program to award degrees to eligible students, and the process below reflects this partnership process.

1. **Student Identification:** UT-Austin identifies transfer students who have transferred from a 2-year institution; although state legislation identifies common eligibility criteria (e.g., 30 credit hours at 2-year and 66 cumulative college credits), UT-Austin uses the broadest eligibility criteria.
2. **Consent:** Consent for RT is integrated into the Texas Common Application, an opt-in consent model whereby the student automatically participates in RT or unchecks a box to opt-out of RT. If eligible students consented to participate in RT, student names are provided to the 2-year institution.
3. **Transcript Exchange:** The NSC platform facilitates transcript exchange and ACC accesses UT-Austin's transcript data from the NSC folder specific to RT.
4. **Degree Audit:** ACC conducts the degree audit using existing institutional degree audit software.
5. **Degree Conferral and Advising:** Students who meet all degree requirements will be awarded their associate's degree. Advising for students who are close to meeting degree requirements is at the discretion of the 2-year community college.

Credential Type(s)

Associate of Arts and Associate of Science

Implementation Successes and Challenges

Successes. Several technology advances were made by investment in the NSC RT platform. The most notable accomplishment is that the compatibility of the NSC with the SPEEDE technology addresses human resources that would otherwise be needed to manually process transcripts. The NSC RT platform with SPEEDE compatibility only went online to all public institutions in February 2016. Although only a small number of institutions within the state has yet to adopt this technology for the purpose of RT, the combined capacity of SPEEDE and the NSC platform is expected to improve efficiency, increase the number of potential RT degrees awarded, and reduce costs for institutions.

Another success has been a series of legislative policies during the grant period. As previously noted, prior the grant in 2011, HB 3025 provided the impetus for RT in the state (See Appendix B). Since this time, two additional legislative acts have propelled RT implementation and have been supported by TRTI leadership. The first is Senate Bill 498 in 2013, which reduced the reverse eligibility criterion from 90 to 66 semester credit hours, with the intent of allowing more students to benefit from RT (See Appendix C). More recently during the 2015 legislative session, Senate Bill 1714 modified existing policy to promote the NSC platform or another “national platform” for RT data sharing and exchange (See Appendix D).

Challenges. Three significant challenges have been identified as part of Texas’ RT efforts. The first was the timing of the initiative. The NSC platform represents a major milestone for advancing implementation, but was not completed early enough in the grant period to meet demand for RT. Human and fiscal resources are likely to remain a challenge for two to three years, more so for community colleges since the increase in transcript volume demands greater human resources. A second challenge, which represents, in part, the decentralized nature of higher education in Texas, was the lack of standard processes, procedures, or deadlines that would allow for consistency across institutions within the state. For example, there are inconsistencies in the determination of local eligibility criteria, the timing of implementation, and communication to students, and some institutions have expressed a desire for more commonality of processes and procedures. Although the Texas Higher Education Coordinating Board serves in a supportive capacity for higher education within the state, legislation has not directed their involvement nor were they a major partner in the grant implementation. A third challenge was leadership turnover during the grant period. Leadership for the grant at Lone Star Community College shifted mid-grant, creating a temporary pause in some grant activities and likely a reduction in momentum for RT within the state.

Sustainability (Post-grant period)

The sustainability of RT is predominantly situated in the series of state legislative policies that encourage RT and technology capacity to support transcript exchange. Related to the former, legislative action has laid the groundwork and set some common policy parameters to support RT. However, the legislation does not require institutions to engage in RT nor does it provide resources to incentivize institutions to engage in RT. Related to the latter, two technology pathways (SPEEDE and NSC national platform) allows for the automation of RT transcript exchange. Indeed, results from the TRTI feasibility study ($n=19$ institutions) suggest that both SPEEDE and NSC platforms have increased the flow of transcript records. However, the feasibility study also found that the majority of institutions reported that training, technology assistance, and staff is needed to fully implement and utilize the NSC platform across the state. Despite the leadership from Lone Star and UT-Austin in the context of the TRTI, the institutions have not articulated plans for sustaining RT after the grant period, although both expressed interest in

providing leadership. Similarly, absent a legislative mandate for THEC to provide coordination, resources, or support for RT, the role of THEC in supporting and sustaining RT is unknown.

Institutions Participating in CWID

Alamo Community College District	Sam Houston State University
Alvin Community College	San Jacinto Community College
Amarillo College	South Texas College
Austin Community College	Tarrant County College District
Blinn College	Texas A&M University – Corpus Christi
Collin County Community College District	Texas State University
Dallas County Community College District	University of Houston – Clear Lake
Del Mar College	University of North Texas
El Paso Community College	University of Texas – Pan American
Galveston College	University of Texas at Arlington
Howard College	University of Texas at Austin (Co-Lead Partner)
Kilgore College	University of Texas at Dallas
Lamar University	University of Texas at El Paso
Lone Star College System (Lead Partner)	Weatherford College
McLennan Community College	West Texas College
Midland College	Western Texas College
Paris Junior College	

State Contacts

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SECTION THREE: OUTCOMES STUDY DESCRIPTIVE DATA

The Outcomes Study answered several critical questions about who participates in RT and the influence of RT on student outcomes. Per Texas' grant with the funders, the Outcomes Study was led by the Educational Research Center (ERC) at the University of Texas at Austin. ERC will assess the impact of RT on student's progress toward the baccalaureate degree. In order to understand the broad impact of the grant, CWID researchers partnered with Lone Star to collect high-level aggregate metrics relate to the identification and conferral of associate's degrees via RT; these results are reported in Table TX-2 below. These results represent 19 institutions that responded to the survey (58% by 4-year institutions, 42% by 2-year institutions). Thus, these results are not summative of all TRTI institutions, all partnerships, or the entire state. Based on these data, results suggest that 3,154 associate's degrees were conferred via RT by June 2016.

Table TX-2. Aggregate Reverse Transfer Results (*n*=19 Institutions)

Academic Year	Number of Transcripts Sent by 4-year Institution	Number of Transcripts Received by 2-Year Institution	Number of Associate's Degrees Awarded via Reverse Transfer
2013-14	8381	3886	550
2014-15	8044	11,166	1791
2015-16	7589	7797	812



TEXAS APPENDIX A: TRTI MOU

Memorandum of Understanding

This Memorandum of Understanding (hereinafter “MOU”) is entered into and is effective as of

_____(the “Effective Date”), by and between the Lone Star College System (“LSCS”), which is a public junior college pursuant to Section 130.004 of the Texas Education Code, located at 5000 Research Forest Drive, The Woodlands, Texas, 77381, and

_____(“Partner”) which is an institution of higher education located at

LSCS and Partner shall be known collectively as the “Parties” and singularly as a “Party” or the “Party.”

Recitals

Whereas, cordial relations exist between LSCS and Partner; and

Whereas, Partner and LSCS have discussed mutual goals regarding academic opportunities for students and faculty; and

Whereas, LSCS and Partner desire to establish a program (the “Program”) for the benefit of students of their respective educational institutions;

Now, therefore, the Parties enter into this MOU, in order to memorialize fundamental concepts regarding the Program.

Understanding of the Parties

In contemplation of establishment of the Program, the Parties agree as follows:

Article 1 (Objectives)

- A. To further collaboration between LSCS and Partner through cooperation in development of strategies and practices of both institutions for the Texas Reverse Transfer initiative.
- B. To enhance the Texas Reverse Transfer initiative which includes a large-scale approach to implementing consistent reverse transfer practices throughout the State of Texas to increase the number of students who transfer early and that successfully complete an associate degree.

Article 2 (Responsibilities of Parties)

- A. The parties commit themselves to identify concrete areas of academic collaboration and to explore the means to achieve a successful collaboration as outlined in Attachment A, attached hereto and included herein.
- B. The officials who will have the responsibility in coordinating the Program for the parties are:

For LSCS:

For (Partner):

Article 3 (Understanding of Parties)

- A. Parties understand and acknowledge that they are making a significant commitment to this collaborative effort. Accordingly, Parties agree to expend their best efforts on the design, implementation, and successful continuation of Program.
- B. This MOU shall remain effective from the date of execution until modified or terminated in writing, by either party.
- C. Parties understand that this program must support through its activities the mission of LSCS and the mission of the Texas Reverse Transfer Initiative; neither party may use the name and official seal of the other party or any of its components without written consent; that the program is subject to all policies and procedures of the parties' Trustees/Regents and system administration, and must submit to reporting and auditing requirements as established by the system administration, including consultation with an attorney from their respective Office of General Counsel.
- D. This MOU, and "Attachment A", contains the entire understanding of Parties at this time and shall be governed by the laws of the State of Texas. If either Party is unwilling or unable to continue with plans for Program, that Party may do so by sending a written notice of regret to the other Party.

In witness whereof, the Parties have caused their fully authorized representatives to execute this MOU.

PARTNER

By: _____

Date: _____

LONE STAR COLLEGE SYSTEM

By: _____ Name: _____

Date: _____

TEXAS APPENDIX B: UNIVERSITIES

LSCS as the Managing Partner will:

- Designate an LSCS Principal Investigator, Program Manager, and Program Coordinator to provide direct oversight and of the project.
- Coordinate with the lead from each partner institution for implementation of TRTI project activities.
- Function as the liaison between the funding agents, to ensure adherence to the grant project requirements.
- Oversee implementation of activities, work groups and meetings with the project partners.
- Work with other stakeholders and personnel to ensure effective and timely implementation and achievement of deliverables.
- Prepare and submit reports as required by the funding agencies.
- Oversee provision of technical assistance to project partners.
- Provide project oversight of all work groups and meetings.
- Facilitate the Strategic Transfer & Degree Workgroup exchanges and work with the established partnerships of Student Success BY THE NUMBERS which focuses on building the capacity of community and technical colleges in Texas and to support and communicate data depicting student success and institutional performance.
- Participate in and support the Texas Reverse Transfer Work Group which will provide oversight and guidance over the implementation and scale up of the project.
- Participate and support the Advisory Board consisting of higher education institution leaders and professionals who have experience with the reverse transfer process.

Partner is responsible for the following:

- Participate with LSCS and reverse transfer partner institutions for uniformity and efficient implementation and streamlining of the reverse transfer practices and help generate a sustainable and scalable model.
- Identify an Institutional contact who will work with LSCS project staff.
- Properly review and accept adoption of the reverse transfer flow model, in preparation for state-wide adoption.
- Begin implementing reverse transfer protocols during year 1 of the project.
- Participate in a feasibility study to review the most efficient and effective means to a successful statewide implementation.

- Participate in professional development opportunities for faculty and staff that work directly with students and/or facilitate the reverse transfer process for their institutions. The professional development will include both face-to-face meetings and webinars.
- Build and expand faculty, staff and professional development opportunities to increase support and understanding of reverse transfer.
- Monitor the progress of students and calculate when they have accumulated the required number of semester credit hours to be eligible for reverse transfer, this will be done after every semester from fall 2013 until the completion of the evaluation in May 2016.
- Run transcript audits and send the students' transcripts to the community college which they transferred from.
- Participate with the research team who will conduct interviews and surveys with key stakeholders responsible for the reverse transfer initiative, including staff in institutions', registrar offices, academic advisors and upper-level administrators knowledgeable of the program.
- Participate in Community & Public Awareness Campaign including press releases and conference presentations.
- Share practices and policies believed to be most crucial to success and identify and share practices and policies that may be barriers to successful implementation.
- Register for and implement SPEEDE (Standardization of Post-Secondary Education Data Exchange) server compatible transcript exchange system.
- Allow National Student Clearinghouse Technology & Design Coordinator to travel to the institution to perform a compatibility scan and determine the system upgrades required to be compatible with the SPEEDE server.
- Work with National Student Clearinghouse Technology & Design Coordinator to work with the (Partners) service providers and unique support system to upgrade the system to be compatible with UT Austin's SPEEDE server.
- Build capacity to understand and share data depicting student success and institutional performance.
- Participate with G.R.E.E.N., a free National Student Clearinghouse (NSC) gateway through which institutions can quickly and easily exchange records. G.R.E.E.N. is an open principles driven and standards-based network that enables the secure exchange of electronic student academic records.
- Provide representatives to establish and participate in a Strategic Transfer & Degree Workgroup to: explore possible barriers to the reverse transfer initiative implementation and develop work plans to address concerns; develop work plans to produce best practice processes, address reverse transfer gaps and challenges ; provide recommendations that will lead to the development of webinars and trainings, which will be presented to a state and national audience; address the challenges presented to students, staff and faculty regarding the implementation of the reverse transfer process.
- Upon committing to the initiative adoption, participating institutions will immediately start using the approved statewide common student consent language on applications for admission and other enrollment forms, and course registration forms.

TEXAS APPENDIX C: HOUSE BILL 3025

H.B. No. 3025

AN ACT

relating to measures to facilitate the timely completion of degrees
by students of public institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter Z, Chapter 51, Education Code, is
amended by adding Section 51.9685 to read as follows:

Sec. 51.9685. REQUIRED FILING OF DEGREE PLAN. (a) In this
section:

(1) "Degree plan" means a statement of the course of
study requirements that an undergraduate student at an institution
of higher education must complete in order to be awarded an
associate or bachelor's degree from the institution.

(2) "Institution of higher education" has the meaning
assigned by Section 61.003.

(b) Except as otherwise provided by Subsection (c), each
student enrolled in an associate or bachelor's degree program at an
institution of higher education shall file a degree plan with the
institution not later than the end of the second regular semester or
term immediately following the semester or term in which the
student earned a cumulative total of 45 or more semester credit
hours for coursework successfully completed by the student,
including transfer courses, international baccalaureate courses,
dual credit courses, and any other course for which the institution
the student attends has awarded the student college course credit,
including course credit awarded by examination.

(c) A student to whom this section applies who begins the
student's first semester or term at an institution of higher
education with 45 or more semester credit hours of course credit for
courses described by Subsection (b) shall file a degree plan with
the institution not later than the end of the student's second
regular semester or term at the institution.

(d) An institution of higher education shall provide to
students to whom this section applies information regarding the
degree plan filing requirement under this section and options for
consulting with an academic advisor for that purpose, which may
include consultation through electronic communication.

(e) At each registration for a semester or term, a student
who is required to have filed a degree plan under this section
before that semester or term shall verify to the institution that:

(1) the student has filed a degree plan with the
institution; and

(2) the courses for which the student is registering
are consistent with that degree plan.

(f) If a student to whom this section applies does not
timely file a degree plan, the institution of higher education in
which the student is enrolled shall notify the student that the
degree plan is required by law and require the student to consult
with an academic advisor for that purpose in accordance with the
consulting options under Subsection (d) during the semester or term
in which the student receives the notice. The student may not
obtain an official transcript from the institution until the

student has filed a degree plan with the institution.

(g) The Texas Higher Education Coordinating Board, in consultation with institutions of higher education, may adopt rules as necessary for the administration of this section.

SECTION 2. Subchapter S, Chapter 61, Education Code, is amended by adding Section 61.833 to read as follows:

Sec. 61.833. CREDIT TRANSFER FOR ASSOCIATE DEGREE. (a) In this section, "lower-division institution of higher education" means a public junior college, public state college, or public technical institute.

(b) This section applies to a student enrolled in a general academic teaching institution who:

(1) transferred to the institution from or previously attended a lower-division institution of higher education;
(2) earned at least 30 credit hours for course work successfully completed at the lower-division institution of higher education; and

(3) has earned a cumulative total of at least 90 credit hours for course work successfully completed.

(c) As soon as practicable after a student who is enrolled in a general academic teaching institution has met the criteria established by Subsection (b)(3), the institution by e-mail or other reasonable method shall request authorization from the student for the institution to release the student's transcript to the lower-division institution of higher education that the student previously attended for the purpose of determining whether the student has earned the credits required for an associate degree awarded by the lower-division institution of higher education. On receipt of a student's authorization under this subsection, the general academic teaching institution shall release the student's transcript to the lower-division institution of higher education.

(d) After receiving a student transcript from a general academic teaching institution under Subsection (c), a lower-division institution of higher education shall review the transcript and, if the lower-division institution of higher education determines the student has earned the credits required to receive an associate degree awarded by the lower-division institution of higher education, may award the student the degree.

SECTION 3. Section 51.9685, Education Code, as added by this Act, applies beginning with undergraduate students who initially enroll in a public institution of higher education for the 2012 fall semester.

SECTION 4. The change in law made by this Act by adding Section 61.833, Education Code, applies to a student who not earlier than the 2011 fall semester transfers to or otherwise initially enrolls in a general academic teaching institution after attending a lower-division institution of higher education.

SECTION 5. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2011.

President of the Senate

Speaker of the House

I certify that H.B. No. 3025 was passed by the House on May 10, 2011, by the following vote: Yeas 147, Nays 0, 1 present, not voting; that the House refused to concur in Senate amendments to H.B. No. 3025 on May 27, 2011, and requested the appointment of a conference committee to consider the differences between the two houses; and that the House adopted the conference committee report on H.B. No. 3025 on May 29, 2011, by the following vote: Yeas 144, Nays 0, 2 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 3025 was passed by the Senate, with amendments, on May 25, 2011, by the following vote: Yeas 31, Nays 0; at the request of the House, the Senate appointed a conference committee to consider the differences between the two houses; and that the Senate adopted the conference committee report on H.B. No. 3025 on May 29, 2011, by the following vote: Yeas 31, Nays 0

Secretary of the Senate

APPROVED: _____
Date

Governor

TEXAS APPENDIX D: SENATE BILL 498

S.B. No. 498

AN ACT

relating to applying credit earned by a student at a general academic teaching institution to an associate's degree at a lower-division institution of higher education previously attended by the student.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subsection (b), Section 61.833, Education Code, is amended to read as follows:

(b) This section applies to a student enrolled in a general academic teaching institution who:

- (1) transferred to the institution from or previously attended a lower-division institution of higher education;
- (2) earned at least 30 credit hours for course work successfully completed at the lower-division institution of higher education; and
- (3) has earned a cumulative total of at least 66 [90] credit hours for course work successfully completed.

SECTION 2. The change in law made by this Act to Subsection (b), Section 61.833, Education Code, applies beginning with the 2013 fall semester. A semester or other academic term before the 2013 fall semester is covered by the applicable law as it existed before the effective date of this Act, and the former law is continued in effect for that purpose.

SECTION 3. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2013.

President of the Senate

Speaker of the House

Secretary of the Senate

I hereby certify that S.B. No. 498 passed the Senate on March 21, 2013, by the following vote: Yeas 31, Nays 0.

I hereby certify that S.B. No. 498 passed the House on May 22, 2013, by the following vote: Yeas 148, Nays 0, two present not voting.

Approved:

Date

Governor

Chief Clerk of the House

TEXAS APPENDIX E: SENATE BILL 1714

S.B. No. 1714

AN ACT

relating to the release of student academic information by a public institution of higher education for certain purposes and the manner in which the information is used.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter Z, Chapter 51, Education Code, is amended by adding Section 51.9715 to read as follows:

Sec. 51.9715. RELEASE OF STUDENT ACADEMIC INFORMATION.

(a) An institution of higher education may request the submission of a signed consent form authorizing the institution to release academic course, grade, and credit information with each:

(1) application for undergraduate transfer admission to the institution, if the institution is a general academic teaching institution, to be used for the purposes of Section 61.833; or

(2) request from a student for a release of the student's transcript by the institution.

(b) An institution of higher education may release student information in accordance with Subsection (a) through:

(1) the National Student Clearinghouse; or
(2) a similar national electronic data sharing and exchange platform operated by an agent of the institution that meets nationally accepted standards, conventions, and practices.

SECTION 2. Section 61.833, Education Code, is amended by amending Subsections (a), (b), (c), and (d) and adding Subsections (c-1), (e), and (f) to read as follows:

(a) In this section,

(1) "lower-division institution of higher education" means a public junior college, public state college, or public technical institute; and

(2) "reverse transfer data sharing platform" means:
(A) the National Student Clearinghouse; or
(B) a similar national electronic data sharing and exchange platform operated by an agent of the institution that meets nationally accepted standards, conventions, and practices.

(b) Subsection (c) [This section] applies to a student enrolled in a general academic teaching institution who:

(1) transferred to the institution from or previously attended a lower-division institution of higher education;
(2) earned at least 30 credit hours for course work successfully completed at the lower-division institution of higher education; [and]
(3) has earned a cumulative total of at least 66 credit hours for course work successfully completed; and

(4) has not submitted a signed consent form by the method described in Section 51.9715(a).

(c) As soon as practicable after a student who is enrolled in a general academic teaching institution has met the criteria established by Subsection (b)(3), the institution by e-mail or other reasonable method shall request authorization from the student for the institution to release the student's academic

course, grade, and credit information [~~transcript~~] to each [~~the~~] lower-division institution of higher education that the student previously attended or to a reverse transfer data sharing platform for the purpose of determining whether the student has earned the credits required for an associate degree awarded by a [~~the~~] lower-division institution of higher education. On receipt of a student's authorization under this subsection, the general academic teaching institution shall release the student's academic course, grade, and credit information [~~transcript~~] to the lower-division institution of higher education or to a reverse transfer data sharing platform.

(c-1) After a student who has submitted a signed consent form by the method described in Section 51.9715(a) completes a semester or term at a general academic teaching institution, the institution by the method described in Section 51.9715(b) shall release the student's academic course, grade, and credit information to a lower-division institution of higher education that the student previously attended for the purpose of determining whether the student has earned the credits required for an associate degree awarded by the lower-division institution of higher education.

(d) After receiving [~~a~~] student information [~~transcript~~] from a general academic teaching institution under Subsection (c) or Subsection (c-1), a lower-division institution of higher education shall review the information [~~transcript~~] and, if the lower-division institution of higher education determines the student has earned the credits required to receive an associate degree awarded by the lower-division institution of higher education, may award the student the degree.

(e) Nothing in this section affects the ability of a lower-division institution of higher education to determine the course work required to earn an associate degree awarded by that institution.

(f) Annually, each lower-division institution of higher education shall produce a report recording the number of degrees awarded by the institution in the previous academic year under this section. An institution shall:

- (1) make the report publicly available; and
- (2) submit the information to a reverse transfer data sharing platform.

SECTION 3. (a) The changes in law made by this Act apply beginning with the 2015 fall semester.

(b) For the purpose of administering Section 61.833, Education Code, as amended by this Act, in regard to a student who transferred to a general academic teaching institution before the institution could obtain a signed consent form from the student under Section 51.9715(a)(1), Education Code, as added by this Act, the institution shall request authorization from the student for the institution's release of the student's academic information under Section 61.833(c), Education Code, as amended by this Act, in the manner prescribed by that subsection as it existed immediately before the effective date of this Act.

SECTION 4. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this

Act takes effect September 1, 2015.

President of the Senate

Speaker of the House

Secretary of the Senate

I hereby certify that S.B. No. 1714 passed the Senate on April 20, 2015, by the following vote: Yeas 30, Nays 0.

I hereby certify that S.B. No. 1714 passed the House on May 22, 2015, by the following vote: Yeas 140, Nays 0, two present not voting.

Chief Clerk of the House

Approved:

Date

Governor

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