

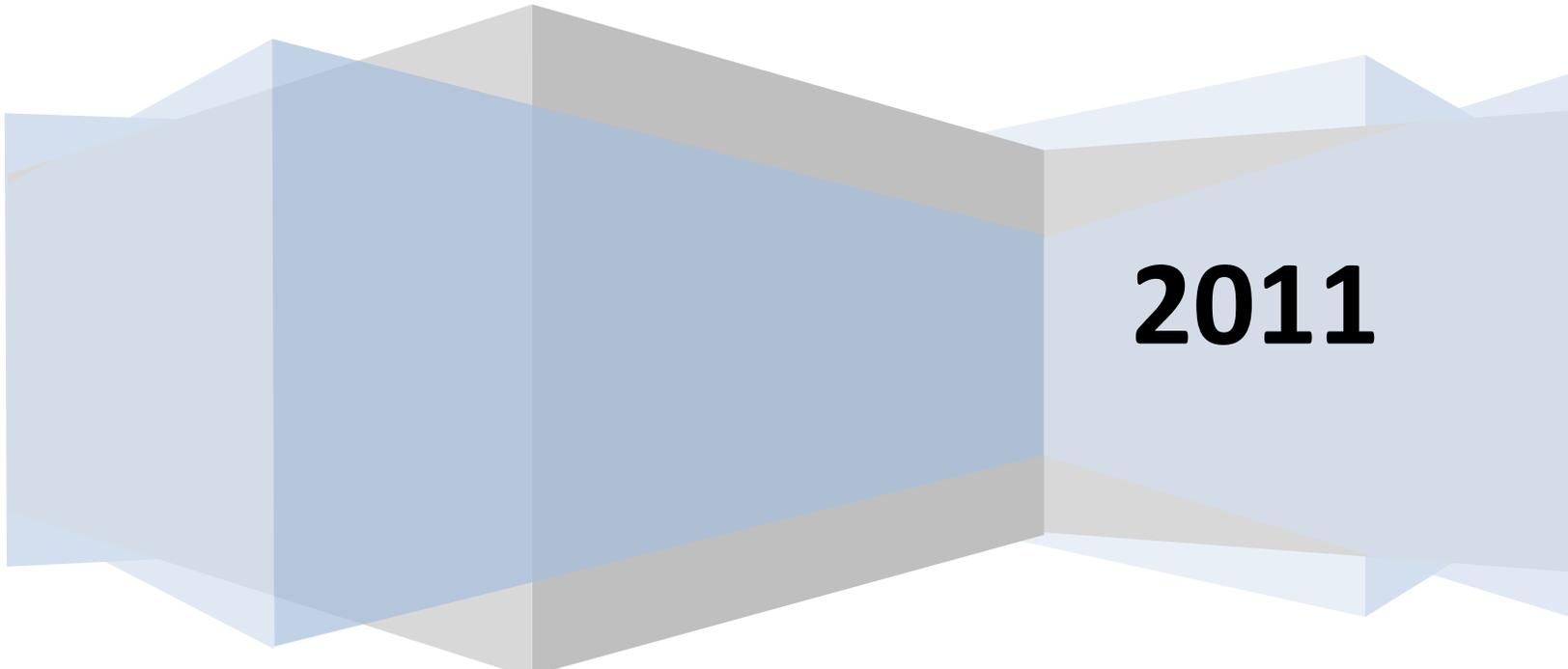


Evaluation Summary

Committee on Transfer and Articulation Transfer Conference

February 11, 2011

Released April, 2011



2011

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The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The COTA-Advisory Council (COTA-AC) acts as an arm of COTA. Its primary role is to review proposed revisions and initiatives to statewide transfer and articulation policies and to assess, evaluate, and provide feedback on the feasibility of implementation of said proposals. Additionally, the Advisory Council will bring forward to COTA any issues or emerging trends that will affect the transfer of students and/or post-secondary credits between institutions in this state.

The Missouri Transfer Conference is coordinated by COTA and planned by COTA-AC, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2011 conference theme was “Missouri’s Vision for Transfer Success” It was organized around three tracks:

- Best Practices
- Faculty Roles in Transfer and Articulation
- Policy and Vision

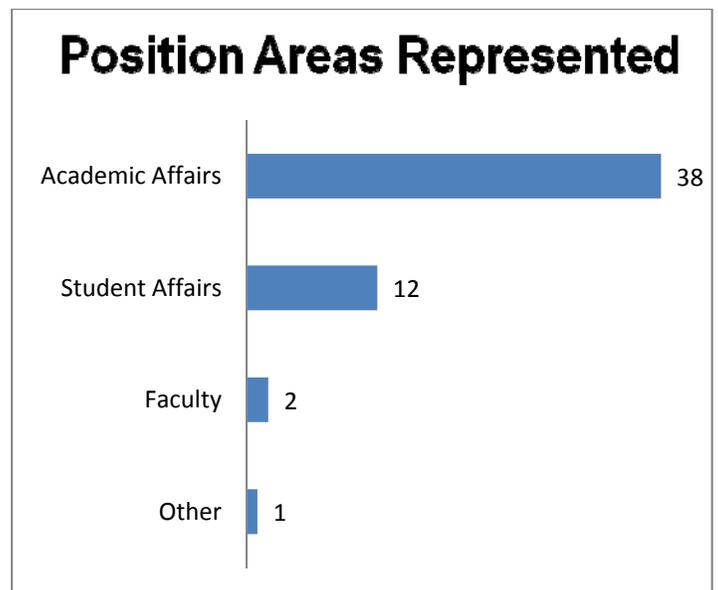
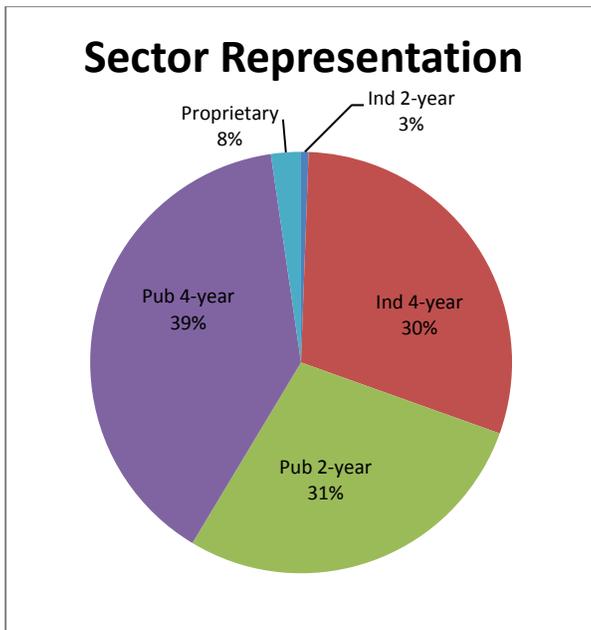
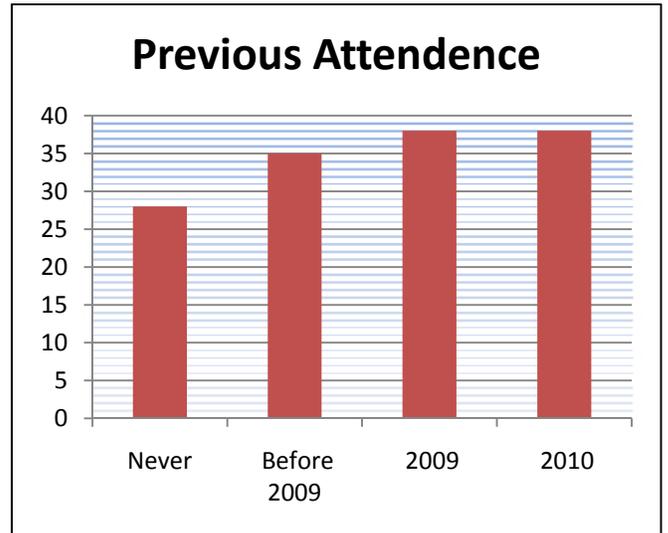
The members of the Committee on Transfer and Articulation extend their gratitude and appreciation for the excellent work of the planning committee and COTA-AC in facilitating this year’s conference. COTA also would like to thank St. Louis Community College for its financial support of the 2011 conference and Missouri University of Science and Technology for handling registrations.

DEMOGRAPHIC SUMMARY

Attendance at the 2011 Transfer Conference was 3 percent less than in 2010. The evaluation response rate, however, increased 15 percent from the 2010 conference. As in previous years, participation was spread across sectors and job functions with the majority of attendees representing academic affairs.

See Appendix A for a copy of the blank evaluation form.

Evaluation Response Rate		
	2011	2010
Total number of attendees	185	190
Total number of evaluations	93	67
Response Rate	50 %	35 %



Overall Assessment of Conference, 2011

Overall satisfaction with the conference had a minimal decline from 2010 to 2011. This year's responses were significantly higher than the 2008 assessment.

Evaluation Questions Mean response, scale 1 (strongly disagree) – 10 (strongly agree)	2011 n=93	2010 n=66	2009 n=100	2008 n=69
Today's conference was helpful for increasing my understanding of transfer issues/practices	7.64	7.66	8.3	5.6
The presentations and discussions addressed important issues surrounding transfer	7.80	7.80	8.4	5.9
Overall, I am satisfied with today's conference	7.85	7.86	8.5	5.4
I would recommend this conference to other transfer professionals	7.86	7.98	8.5	5.7
I am interested in participating in future conferences or events about transfer student issues	7.85	7.90	8.6	6.4

Breakout Session Feedback

Assessment of the breakout sessions was consistently high, and also consistent with the assessment of breakout sessions at previous conferences.

See Appendix B for the individual session evaluation summaries.

Breakout Session Evaluation Questions Mean response scale 1-10 (strongly disagree- strongly agree)	MORNING I SESSIONS			MORNING II SESSIONS			AFTERNOON SESSIONS		
	Session 1 n=26	Session 2 n=54	Session 3 n=8	Session 4 n=16	Session 5 n=48	Session 6 n=20	Session 7 n=13	Session 8 n=35	Session 9 n=17
This session was helpful for increasing understanding of a specific issue or practice	7.81	7.93	8.38	9.06	7.60	5.70	7.92	6.52	8.41
This topic is relevant to my transfer practice	8.12	8.35	8.25	8.69	6.81	5.30	6.85	6.14	8.06
The presenter was knowledgeable about the topic presented	8.89	8.38	9.13	8.88	8.90	7.85	9.00	8.69	9.35
Overall, I am satisfied with this session	9.19	8.13	9.63	9.00	7.96	5.90	8.42	6.74	8.82
Breakout Session overall assessment	8.25	8.20	8.59	8.91	7.82	6.19	8.05	7.63	8.66

Written Conference Feedback Summary

Generally, participants at this year's conference felt positively about the conference, although there were critiques of specific aspects of the conference. Written feedback was based on three questions. The responses are summarized below.

The full text of the written comments can be found in Appendix C.

Question 1: “What aspects of today’s conference did you find most helpful?”

Many respondents felt that the conference provided an opportunity for professional networking and an opportunity to share ideas with colleagues and peers. They also enjoyed several of the breakout session topics. Below is a list of the most mentioned aspects of the conference.

Liked/enjoyed/found helpful:	# of times appearing
Breakout session topics	18
Networking with colleagues across sectors and the state	15
Hearing/staying informed about statewide initiatives	6
MDHE’S vision and goals	4
Data Session	4

Question 2: “What suggestions do you have to improve future conferences?”

Suggestions for improving the conference clustered generally around these issues: the desire for the sessions to cover more topics; more sessions on transfer practice; and conference logistics. Conference attendees especially want more sessions that focus on the practitioner’s point of view.

In regards to conference logistics, there were comments that the room dividers did not suppress noise very well and requests for larger rooms as some sessions were rather full. It was also suggested that conference programs list the target audiences for each presentation as a way to help attendees determine which sessions they will attend. A few comments stated that the lunch line was a bit long and there was a request for more elaborate name tags.

A transcript of all responses to this question can be found in Appendix C.

Question 3: “What are transfer issues on the horizon that could be effectively addressed at a future conference?”

Respondents identified a wide range of issues that they would like to see addressed at future conferences. Electronic transfer of transcripts and common course numbering were mentioned several times. Other topics identified included international transfer, college readiness, dual credit, non-traditional transfer students, AAT, issues facing independent institutions, reverse transfer, common core, and graduate transfer.

A transcript of all responses to this question can be found in Appendix C.

Lunch Session Topic Summary

The evaluation form did not have a question directly about this session, but several comments were received. Individuals enjoyed the data presentation but would have preferred a lighter topic for the lunch session. Bringing back the open microphone session and having a panel discussion were alternative suggestions for the lunch session.

Recommendations for COTA Policy Consideration

Based on conference feedback, the following areas are recommended for policy consideration by COTA.

- improving the working relationships between the state's two-year and four-year institutions
- electronic transfer of transcripts
- common course numbering
- reviewing dual credit, early college, and other concurrent enrollment programs
- assessment of the common core

Appendix A



2011 COTA Transfer and Articulation Conference

February 11, 2011

Columbia, Missouri

Holiday Inn Select Executive Center

- 8:30** *Registration and Continental Breakfast (Hotel Conference Center Lobby)*
- 9:00** *Welcome* *Windsor Room*
Debbie Schatz, Chair, COTA-AC
Pam McIntyre, Chair, COTA
- 9:15** *Keynote (Windsor Room)*
Dr. David Russell, Commissioner, Missouri Department of Higher Education
- 10:00** *Break*
- 10:10** *Breakout A*
- Session 1 ACCESS—ACCESS—ACCESS: Creating a College Going Culture and Ensuring Student Success in Missouri** *Windsor 1*
(Faculty Roles in Transfer and Articulation)
Kathleen Burns, Director ACP, University of Missouri—St. Louis
Gayle Rogan, PhD, Director, 1818 ACC Program, Saint Louis University
C. Lynne Clawson-Day, Director High School/College Partnerships, University of Missouri-Kansas City
Mary Ellen Fuquay, Director of EXCEL, Missouri Baptist University
Moderator: LaShanda Boone, Harris-Stowe University
- A panel of Missouri's dual credit professionals presents current research on the evolution of dual credit enrollment policies across the nation. Trends indicate that providing students with equal and affordable access to rigorous courses and surrounding social supports through dual credit promotes a college-going culture and seeks to ensure student success, K-16.
- Session 2 Transfer Related Roadblocks and Challenges** *Windsor 2*
(Best Practices)
Kim Fitzgerald, Coordinator, Enrollment Management, St. Louis Community College
Julie Massey, Manager, Academic Advising, St. Louis Community College
Moderator: Teri Furlow, University of Missouri-St. Louis
- Approximately 28,000 students transferred in the state of Missouri and approximately 20,000 of those students transferred to schools within the state of Missouri. In this session, representatives from sending and receiving institutions will discuss some of the challenges and possible solutions to those challenges when handling transfer students at their institutions. Our facilitated discussion will focus on many issues, including "swirling" students, information sharing, data on student success, the role of technology, and much more.

Appendix A

Session 3 A+ Program Update from MDHE

Windsor 3

(Policy and Vision)

**Leroy Wade, Assistant Commissioner Student Financial Assistance & Outreach, and
Proprietary Certification, Missouri Department of Higher Education**

Kelli Reed, Student Assistance Associate, Missouri Department of Higher Education

Moderator: Doug Couch, University of Central Missouri

Missouri's A+ scholarship program transitioned from the Department of Elementary and Secondary Education to the Missouri Department of Higher Education in fall 2010. In this session, participants will receive the latest information about the A+ scholarship program under the MDHE.

11:15 Breakout B

Session 4 Using a Bachelor of Technology Degree to Benefit AAS Students

Windsor 1

(Faculty Roles in Transfer and Articulation)

Jason Helton, Coordinator of Federal programs, North Central Missouri College

Megan Goodin, Advisement and Transfer Facilitator, Northwest Missouri State University

Moderator: Yvette Sweeney, St. Charles Community College

This presentation will discuss the history of the Bachelor of Technology at Northwest Missouri State University, the requirements and how it is designed, and how emphasis areas are matched to the student. In addition, the presentation will cover how the BT works especially well for specific AAS programs at North Central Missouri College and why some students select this degree route.

Session 5 Missouri College Advising Corps: Helping Community

College Students Transfer Toward Bachelor-Degree Completion

Windsor 2

(Best Practices)

**Dr. Beth Tankersley-Bankhead, Executive Director, Missouri College Advising Corps,
University of Missouri—Columbia**

Laura Schneider, College Adviser, MCAC, Metropolitan Community College

Rachel Loyd, College Adviser, MCAC, East Central College

Moderator: Sue Bateman, University of Missouri-St. Louis

The Missouri College Advising Corps (MCAC) is a college access program based at the University of Missouri (MU). Through this program, recent MU graduates work as full-time, near-peer college advisers in high schools and community colleges across the state. The mission of the program is to help students obtain a bachelor's degree at their "best fit" four-year institution. The high schools and community colleges that MCAC partners with have high numbers of students who are the first members of their families to attend college. Come join this session to learn about how the Missouri College Advising Corps community college advisers are helping students to attain an associate's degree and continue progress towards the completion of a bachelor's degree at their "best fit" four-year postsecondary institution.

Appendix A

Session 6 Rising Star Program

Windsor 3

(Policy and Vision)

Thomas A. Linares, Ph.D., Southeast Missouri State University

Moderator: Stephanie Bouse, Missouri S&T

RISING STAR is an innovative proposal linking high school juniors and seniors with community colleges and universities. More than the typical dual-credit process, RISING STAR admits the high school student simultaneously to both a community college and a university. The student selects a track or major that will guide him/her through the community college curriculum and directly into a university program. In the RISING STAR program, the high school student is recognized as an official student at both the community college and university, receiving student ID cards, advisors, and receiving all the benefits granted to a college student. While participating in the RISING STAR program, the student is guided through the process, eliminating much of the unknowns about entering a college. Likewise, colleges and universities participating in the program benefit by securing future enrollment. Examples of how the RISING STAR program can be implemented will be presented.

12:15 Lunch and Announcements

Windsor Room

MDHE Report on Data and Trends in Missouri Higher Education

Dr. Rusty Monhollon, Senior Associate, Missouri Department of Higher Education

Damon Ferlazzo, Data Specialist, Missouri Department of Higher Education

1:30 Break

1:45 Breakout C

Session 7 Early Colleges Demonstrate Promising Results through Post-Secondary Outreach Utilizing Accredited Standards-Based Programs to Provide Academic Supports and Affordable Access

Windsor 1

(Faculty Roles in Transfer and Articulation)

**C. Lynne Clawson-Day, Director, High School/College Partnerships,
University of Missouri- Kansas City**

Robert Baird, Vice President, Woodrow Wilson Foundation

Elizabeth Barnett, Researcher, Teachers' College, Columbia University

Jason Quiara, Senior Project Manager, Jobs for the Future

Moderator: Erin Christensen, Missouri S&T

This panel discussion is centered on case studies of exemplary early college high schools with strong post-secondary student supports. The necessity of a standards-based scaffolding that may be provided through strong postsecondary partners creates an environment where all high school student experiences are ramped up to grade level and prepares them for the mastery of academic challenges and success in a postsecondary institution.

Appendix A

Session 8 Re-Visiting Feedback to Transfer-Originating Institutions

Windsor 2

(Best Practices)

Lawrence Westermeyer, Director, Institutional Research, University of Missouri- St. Louis

Moderator: Sherry Vance, Missouri S&T

The National Student Clearinghouse provides reliable and consistent data about the educational choices students make after a decision to transfer. However other than graduation, there is no information about student performance. This is an issue to be solved at the campus level in conjunction with partner institutions so the needs of both can be met. This presentation will review the transfer student performance data originally provided by the University of Missouri - St. Louis (UMSL) to our primary transfer-originating institutions along with the additions made over the past few years. Examples of the uses of this data at UMSL and our partner institutions will be provided. Some of the challenges of starting this type of project will also be discussed. Participants will have the opportunity to provide comments and suggest the inclusion of additional information that is important to their institutions.

Session 9 Prior Learning Assessment

Windsor 3

(Policy and Vision)

Rene L. Massey, Associate Dean, Division of Adult Higher Education, Columbia College

Tom Walker, Dean, Continuing Education, University of Missouri- St. Louis

Moderator: Melissa Hattman, University of Missouri-St. Louis

Students who have prior learning credit complete their education at a higher rate and in a timelier manner than those students who do not have prior learning credit, according to a 2006 survey by CAEL (Center for Adult and Experiential Learning). This presentation gives an overview of Prior Learning Assessment (PLA) to include portfolio assessment, testing and prior learning. Information regarding the work done by CAEL over time and results of a 2006 survey of prior learning methods of earning credit for the adult learner will also be covered. The presenters will outline terms, definitions, survey results and current trends in higher education in regard to prior learning assessment. Methods of portfolio review and assessment techniques are discussed. There will be a 10-15 minute question and answer period.

2:45 Refreshments – Complete Evaluations – Turn in Nametags

3:00 Closing Remarks and Attendance Prizes

Windsor Room

3:15 Close of Conference

Appendix B

2011 Missouri Transfer Conference - Evaluation and Feedback Form

Help us make future conferences even better!

Thank you for your attendance and participation in the 2011 Missouri Transfer Conference! Your feedback is essential to help us improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve.

Demographic Information

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other: _____
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended 2007 Conference	Attended 2008 Conference	Attended 2009 Conference	

Overall Conference Evaluation (Individual session evaluation on reverse)

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Agree</i>		<i>Strongly Agree</i>	
	1	2	3	4	5	6	7	8	9	10
Today's conference was helpful for increasing my understanding of transfer issues and practices	1	2	3	4	5	6	7	8	9	10
The presentations and discussions addressed important issues surrounding transfer	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with today's conference	1	2	3	4	5	6	7	8	9	10
I would recommend this conference to other transfer professionals	1	2	3	4	5	6	7	8	9	10
I am interested in participating in future conferences or events about transfer student issues	1	2	3	4	5	6	7	8	9	10

What aspects of today's conference did you find most helpful?

What suggestions do you have to improve future conferences?

What are transfer issues on the horizon that could be effectively addressed at a future conference?

Appendix B

Individual Session Evaluations										
Breakout Session 1		Session Title: _____								
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Strongly Agree</i>	
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	1	2	3	4	5	6	7	8	9	10
This topic is relevant to my transfer practice	1	2	3	4	5	6	7	8	9	10
The presenter was knowledgeable about the topic presented	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with this session	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
Breakout Session 2		Session Title: _____								
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Strongly Agree</i>	
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	1	2	3	4	5	6	7	8	9	10
This topic is relevant to my transfer practice	1	2	3	4	5	6	7	8	9	10
The presenter was knowledgeable about the topic presented	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with this session	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
Breakout Session 3		Session Title: _____								
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>		<i>Some-what Agree</i>		<i>Strongly Agree</i>	
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	1	2	3	4	5	6	7	8	9	10
This topic is relevant to my transfer practice	1	2	3	4	5	6	7	8	9	10
The presenter was knowledgeable about the topic presented	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with this session	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
1			Any progression on state wide transfer sites?
2	Good info in the lunch presentation; networking; good to learn what people are doing across the state	Maybe a session for the records side of a transfer students life i.e. course evaluation, transcribing etc.	Electronic transfer of transcripts; common courses
3			
4	Topics were relevant, it was well-organized	Networking/meet-and-greet	Higher numbers of enrolled students due to economy
5			
6	Networking opportunities		
7	Good info, good connections		
8	Fresh fruit for breakfast; BT & AAS Great, Getting out of office to network face; evening activities for folks who stay night.	Even though we traveled 2.5 hours Columbia is a great location for COTA Conference. Lunch line pretty long.	
9			
10			
11			
12	Personal contacts & discussions regarding important issues related to T & A.	Presentations that simply focus on what is going on at "their" institution without involving audience in how process, data ect. being discussed might be used by or apply to them are pretty worthless.	Canvass participants & have them identify issues. What is status of electronic transcript initiative? I would like to see more "work sessions" rather than presentations in which practitioners either share best practices or focus on solving a problem they are all dealing with.
13		A lot of issues were addressed, but now can they be solved. A session on non-traditional students and the challenges they have.	
14			
15		Specific suggestions on how to work with transfer 2yr to 4yr versus "good feeling" bragging kind of sessions. I got nothing really from either session that would help me with my job needs.	
16			
17			
18			
19			
20			

Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
21	Always benefit from table talk, networking. Very much appreciated Dr. Russell's presentation.	Move connection with DESE, k-12 audiences	
22			
23			
24			
25			
26	Lunch time presentations were excellent.		More data analysis on transfers from public to private institutions.
27			
28		Stop focusing so much on public institutions	Graduate transfer
29			
30	Meeting with colleagues from other institutions. Update on state wide initiation.		
31			
32	Relevant issues covered during the day.	Account for drive time – long travel for most people. Very long day with driving.	
33	Dr. Westermeyer's data		
34			
35	Liked opportunity to see other colleagues in field & visit with old friends	I understand statistic/data are important but slightly boring. I missed the open discussion forum that we had after lunch in years past. More exciting topics after lunch. Have a presentation/panel of actual & recent transfer students where they give feedback about their experiences & what would have further helped them in transfer process.	As a new individual in field of transfer/articulation, would be helpful to see issues discussed that apply to best practices in using/creating transfer guides & articulation agreements, or other pieces of information that transfer students find helpful. Any innovative tools in this area? Best practices of getting feedback & responsiveness from faculty in setting course equivalencies.
36	The registration list of names and numbers.	Talk about student expressed issues not institutional issues. Don't waste so much time on data presentation.	The refusal of state schools to accept 2yr and other 4yr school credits.
37			
38			
39			
40			
41	The examples were helpful.		Gathering all the schools towards a common goal.

Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
42			Electronic transcripts, common numbering system, making transfer easier.
43	Variety of sessions to choose from		
44	Networking	Little too much theory, not enough practice. How about student panel? Too much "stats"	Standard course numbering system. How transfer centers operate.
45	I heard about ways to assist underserved students. Complete – at least enroll in courses for – a college degree.		How will the common core be assessed? Is assessment of the entry & exit level competencies going to happen?
46			
47	Networking	The Mo Transfer agenda is unclear with institutional acceptance/non-acceptance of dual credit transfer courses deterring completion. Nothing prohibits this—are policies on the way & enforcement at COTA/DHE level?	Completion agenda; reverse transfer of 4yr college credits to community colleges if student transfers prior to completion of AA degree. Data warehouse access for institutional sharing of matriculation/transfer/completion. Performance funding.
48	Good presenters		
49	A+ information; keynote information	No "stat" talk during lunch – create more of a networking opportunity – or just let people enjoy lunch.	Xfer technology – more consistency statewide. Best of practice transfer centers/services.
50	Meeting people	More dynamic	International transfer credit, returning students – expiring coursework.
51		Seek presentations from more institutional types – difficult because you are at mercy of presenters.	Retaining transfer students once you get them.
52	Session 2 discussion of CC students services and advisement		More info relevant to private instead of all the focus being on state schools.
53	Most of the sessions were very good. Just make sure when selecting presentation topics, the information is cutting-edge or current. For most, you did a great job.	Rising Star had little information relevant to conference. Talked about "hooking" parents instead of students and based info out of North Dakota.	
54			
55			
56			
57			
58			
59	Issues surrounding dual credit, early college and 2yr and 4yr college articulation.		

Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
60	Legislative updates & data related to our field.		Please work on a uniform course code for our MO colleges. It can happen and will benefit students greatly.
61			
62			
63			
64	Q&A time in individual sessions	For keynote & lunch time speakers, have a clean understanding of how the subject relates to COTA issues.	Community College remedial/foundation classes offered on 4yr campuses.
65			
66			
67	I think the real continuity in COTA comes from constantly revisiting IFC and the work of the DHE. It keeps the vision in the forefront.	Does DHE track fall enrollments?	Is success in the graduate degree area influenced by the undergraduate pathway?
68	Dr. Russell remarks on HE: Future for Mo institution – good.	Lunch presentation shouldn't be too detailed as participants need time to network and discuss with constituents things, topics of HE interests. It was good info just too dry.	Academic help for underperforming university freshman – retention and performance we are lacking funds and forethought on this part of the eq.
69			
70			
71	Wide-range of transfer issues covered.		
72	The lunch data update was very helpful. Networking with colleagues and MDHE leaders and staff. Information in session's handouts.	Have two lunch lines (dual sided each). Perhaps go green and have all materials downloadable or on flash drive.	
73	Variety of sessions		Proprietary transfers; common core
74			
75	Communicating with others dealing with the same issues.	More tracks geared toward registrar best practices, equivalencies.	
76	First break-out on roadblocks and challenges. Practical is better than theoretical.	Please provide statistics from a practitioner's point of view not the statistician's point of view. Lunch presentations.	Transfer Orientation process.
77		Name tags should be more professional – DHE logo background or something.	
78			
79			
80	Sessions regarding transfer	Larger conference rooms for	The idea of a "one stop shop" location

Appendix C

Respondent #	<u>Q.1: What aspects of today's conference did you find most helpful?</u>	<u>Q.2: What suggestions do you have to improve future conferences?</u>	<u>Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?</u>
	credit	sessions with an anticipated larger turn out.	for students to check equivalencies needs to be looked at closer – would help benefit all institutions.
81		Try and establish interest in each session to determine space needs. Session #2 was overflowing, some standing.	
82	Data presentation over lunch was very informative.		Access for underserved students especially for dual credit early college – best practices. i.e. FL, TX, OH streamlined transfer system.
83	The lunch was great loved having beef option, very tasty. Much better than most conferences.		AAT – how is it working out across the state.
84	Keynote; Time between sessions to share ideas; ask questions	Data-driven presentation at lunch included important information but format was not suited to the large room. Could be a break out session. Round table discussions for various interest groups.	Continued research on dual credit – Missouri and/or national.
85			
86		Have interactive lunch session rather than a presentation.	Sound between breakout rooms was a problem. Hard to hear speakers.
87			
88			
89	Best practices - what works and how it works	Handouts	The nationwide core comp.
90	Session 2 was discussion – style and gave me several ideas to take with me.		Student access to course equivalency systems and ease of use continues to be a problem. Addressed in session 2 but not thoroughly enough.
91	Seeing colleagues from around the state	Practical presentations or round tables. We have to get good presentations – they seem to be severely lacking.	Collaboration between CC's on planning transfer fairs – with only 1 or 2 transfer recruiters it is hard to plan when 2 CC's have fairs on the same day.
92	Learning about what's happening at other institutions; networking.	Perhaps list a “target audience” for conference sessions; for example – Session 2 is recommended for advisors, Session 6 is recommended for data/institutional research individuals.	Continue to discuss financial issues, tuition based on lower level (for example – 100 level courses are less expensive than 300 level courses)

Appendix C

Session 1 ACCESS—ACCESS—ACCESS: Creating a College Going Culture and Ensuring Student Success in Missouri

Written Comments:

Incorrect info was given – lots of numbers and general info for people who work with this – should have had more depth.

Didn't really learn anything that will help me improve either my institutions, transfer processes, or my personal interactions with students. Purely descriptive information.

Very informative and given in an interesting format.

Good info – I'm not in dual credit but will pass this info on the coordination at my college.

Not much I didn't already know.

Would have enjoyed more example of how to implement trends to include under privileged students.

Those gals know their stuff.

Interesting perspective – gave me ideas for a research project on my campus.

COTA policy issue – review dual credit guidelines to improve access and completion.

Stress was on dual credit but I was looking for more information on dual enrollment.

Awesome! I am interested in why some dual credit is not always transferrable to some colleges/universities.

Very informative.

Session 2 Transfer Related Roadblocks and Challenges

Written Comments:

Interesting discussion.

Very crowded.

This session had a great idea, the presenter drew the crowd into a discussion rather than just lecturing.

Very interactive.

This session was informative. It was nice to hear from other schools. The program we work with is a lock-step one so we don't have a lot of students who transfer to other schools. Information from CC would be helpful.

Interested in seeing analysis of feedback received.

I would appreciate follow-up from the list of practices and issues disseminated to members.

Kim Fitzgerald – Excellent presenter – Great session to share and exchange information. We are all facing budgetary challenges, but institutions have the opportunity to collect information internally as well.

Good discussion.

Good information, but a lot of information I already knew. Did bring up a few good items of “food for thought”

As an info gathering session, organizers moderated a discussion. They knew the parameters of that discussion and that is preparation of a kind.

Too much on the planning process and not enough nuts and bolts practice.

Not sure the topic listed in program was what was discussed.

General group discussion was helpful.

Wish there had been student voices to roadblocks. Good dialog for such a large group – well-managed.

Room was very crowded.

Overlooked the non-traditional tech/vocational institutions.

Walked away with ideas to track #'s which is a high priority for our institution.

Appendix C

Thought the work of related roadblocks would have been researched and presented. We then could have added further comments.

Great job Kim and Julie! Thanks for all your work.

Noise from other session bleed into session I'm attending speaker in my session did not use mic – would have helped because of noise. I learned a lot about the issues.

Great session – I just wish we were able to have some type of statewide info sharing.

Session 3 A+ Program Update from MDHE

Written Comments:

More discussion about highlights – less about work group suggestions.

Very good to know the thoughts behind the changes.

Session 4 Using a Bachelor of Technology Degree to Benefit AAS Students

Written Comments:

Very professional – appreciated ability to answer questions effectively

Very good info.

Worth repeating in future conferences. Easy to understand and listen too.

We offer the BA's for students who have AA's or AS, but students with AA's can also earn the BA's. This session was very helpful and is somewhat like our program. The program does benefit some, but would be good if more data was provided.

Great to hear about online options.

Very informative session.

Very interesting concept but it seems to be historically rooted and does not promise to travel well.

Interesting! So it can be used with a certificate not only on AAS? How many hours is a certificate from an accredited school – so basically just so many credits like a PMP certificate could be used?

Excellent information.

Session 5 Missouri College Advising Corps: Helping Community College Students Transfer Toward Bachelor-Degree Completion

Written Comments:

Enjoyed presentation – just not relevant to my college.

Good info but for me not as useful as I would need in my daily job. We have a similar EOC program with our TRiO Grant. Nice program wish it could go further around the state.

The ideas presented by the MoCad Corps helped with ideas for outreach to community college. I do wish that there had been a HS representative.

Excellent program and presenter – Rachel Loyd – Excellent and very knowledgeable.

Very interesting program. Would be interesting to hear from advisors placed at a high school.

While community college to 4 yr is, of course, key to COTA's focus, I still would be interested in MCAC advisor's work in high schools.

Appendix C

Would like to see how we can help students without hiring a specialize person.

Great to hear from coyss members.

Great session, really enjoyed learning about this unique program.

Not geared towards schools that are not eligible for an advisor. Better for admissions – not so much for outside of the recruitment of students.

Very interesting, certainly meeting a need in assisting students make an educated decision in their college choice.

Great program and great session.

Session 6 Rising Star Program

Written Comments:

Very little info on actual program. Mostly about how great the presenter was.

Spoke too much about how to be a recruiter than to the true implementation of the program.

Presenter's philosophy is very different from mine, my institution's regarding student/parent relationships with university. Telling high school parents he's only a phone call away doesn't seem practical or helpful to developing young adults.

The session content was good, but not what I expected based on description.

Good stories and examples.

Though involving parents is important, the transition to college should developmentally be stressing the student making decisions and taking charge.

Poor information – in fact – not accurate.

He spent the entire session patting himself on the back for his recruiting efforts and techniques and he was completely oblivious to the fact that there were professionals in the room with vastly more expertise on the topic than he had. He barely touched on the STAR program. The session was terrible.

My job duties are not within the admissions field, however this information is helpful to get a better understanding how enrollment is trending with parent involvement with students education.

Very unique approach – not sure how valuable this approach is for most.

This was a very invigorating session.

Session 7 Early Colleges Demonstrate Promising Results through Post-Secondary Outreach Utilizing Accredited Standards-Based Programs to Provide Academic Supports and Affordable Access

Written Comments:

Not sure how this will help me, but very interesting to listen too.

Interesting concept. What is Missouri's stance on early college practices aside from dual credit?

Too much info in one session.

Just not a good choice for my area of expertise.

Session 8 Re-Visiting Feedback to Transfer-Originating Institutions

Appendix C

Written Comments:

Described very well what was going on at UMSL, but no opportunity to talk about problems, or aspects I could use. How is this information being used at UMSL? Other than indentifying a few new metrics, I didn't get anything I could use or even why I should use it.

Very knowledgeable.

Would like to see an evaluation of what the data means – what conclusions can be drawn, etc.

More on uses would have been “useful”

I will follow up on COTA for his power point.

Can see relevancy of topic but data itself is difficult to relate to a school other than UMSL. Discuss more about how other institutions (4 year) can see relevancy and what it means, rather than slide after slide of statistics.

Hard to stay interested after lunch.

It was okay, not real helpful.

Strong role model showing the power of these data for multiple uses. We need to do more of this kind of thing.

Couldn't hear the moderator say anything.

Not a whole lot of help because a private school would rather see a broader presentation based on sector.

Interesting data but not really applicable for me.

Session 9 Prior Learning Assessment

Written Comments:

Great presentation.

Excellent presentation. This gal knows her stuff.

We use PLA regularly for our non-traditional students. Most of the information that was shared, I already knew, but it's helpful to know other schools take advantage of prior learning.

Could be included in all conference agendas.

This was a good review for me, but I was heartened to learn about the CAEL Online portal.

Good Info – I agree with self-esteem booster but my university will not do – too much trouble.

Coming from an institution that did offer PLA, but no longer does (although, we offer challenge exams) you brought great information to support this initiative.

Really appreciated learning about CAEL.

First presenter at the conference was extremely knowledgeable. Not sure why the other presenter was there.

Working is evaluations I had some prior knowledge to this idea, however this session gave me a better understanding of how these equivalencies are given. Prior learning is an interesting concept that needs to be looked at seriously and institutions should have more resources to help students prepare prior learning portfolios.