

Missouri Reverse Transfer Summit

September 16, 2014

Jefferson City, MO



MISSOURI REVERSE TRANSFER
seamless associate degree completion



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“ The purpose of the Missouri Reverse Transfer Initiative is to increase the number of Missouri residents with an associate degree. ”

Credit When it's Due

Reverse Transfer takes place...

- ▶ When a student who has attended a two-year, associate-degree granting institution
- ▶ transfers to a four-year, bachelor-degree granting institution without earning an associate degree...
- ▶ subsequently transfers work from the four-year institution back to the two-year institution to be awarded an associate degree

Background

- ▶ HB 1042 of 2012 required CBHE to develop a policy to foster reverse transfer
- ▶ MDHE secured \$500,000 Lumina and Kresge Foundation grant to implement Missouri Reverse Transfer Initiative (MRTI)
- ▶ MRTI Steering Committee named by MDHE based upon campus nominations
- ▶ MDHE anticipated three phases of implementation and set the committee's charge

Reverse Transfer Advantage

- ▶ Potential to help over **700,000** Missourians earn appropriate credential
- ▶ Earning associate degree; credit when credit is due
- ▶ Possible career advancement with earned associate degree
- ▶ Qualify Missourians for more jobs
- ▶ Individuals with associate degrees have lower unemployment rate than those with only a high school diploma or some college
- ▶ Associate degree can increase income
- ▶ Possibly meet general education requirements at 4-year institution
- ▶ Earn while pursuing a bachelor degree

Objectives

- ▶ Increase post-secondary degree attainment for citizens of Missouri
- ▶ Ensure opportunity to be awarded degree that reflects educational effort; allowing them to compete more successfully in education and workforce
- ▶ Create streamlined, technology-enhanced process to assist students and higher education institutions

MRTI Charge Summary

- ▶ Actively create and guide work groups that are representative of all institutions in the state
- ▶ Clear a path toward implementation of Reverse Transfer policy and process
- ▶ Ensure quality implementation that meets target dates and stages
- ▶ Develop and implement communication plan to build support and participation

Steering Committee Make Up

- ▶ Cross section of types
 - ▶ 2-year public
 - ▶ 4-year public
 - ▶ Independent
- ▶ Cross section of levels
 - ▶ Presidents
 - ▶ Vice Presidents
 - ▶ Directors
 - ▶ Assistant Directors
 - ▶ UM System
 - ▶ MDHE
- ▶ Cross section of areas within institutions
 - ▶ Academic Affairs
 - ▶ Admissions
 - ▶ Enrollment Management
 - ▶ Registrar
 - ▶ Institutional Research
 - ▶ IT

Steering Committee (continued)

- ▶ Steering Committee members agreed to serve as committee chairs
- ▶ Remaining steering committee members agreed to serve on committees
- ▶ Added a few personnel to fill needs or complement committee members' skill sets
- ▶ Over time, these ended up collapsing into each other as plans developed

Committees

- ▶ Policy
- ▶ Operations/ Implementation
- ▶ Data, Assessment and Evaluation
- ▶ Communication
- ▶ Technology (IT)

Initial Steps

- ▶ Surveyed what other states were doing
 - ▶ Hawaii
 - ▶ Indiana
 - ▶ Texas
- ▶ Surveyed institutions for “readiness,” especially in terms of technology
 - ▶ Wide variety of ability to send information electronically
 - ▶ Electronic exchange limited

External Considerations

- ▶ Find a solution that is Family Educational Rights and Privacy Act (FERPA) compliant i.e., opt in, not opt out
- ▶ Resolve accreditation issue for 2-year institutions from the Higher Learning Commission that required the “last 15 hrs. be at degree-granting institution”

Policy

- ▶ MRTI developed policy and proposed to CBHE
- ▶ The proposed policy underwent two review cycles with the Chief Academic Officers in early- and mid-2013
- ▶ Participation an option for independent institutions as well
- ▶ CBHE and Council of Presidents approved September 2013

Technology Committee

- ▶ Registrars/ IT personnel from all institutions invited to IT Strategies and Implementation workshop in March 2013
 - ▶ Familiarize group with concepts
 - ▶ Present implementation options
 - ▶ Collect feedback from the attendees
- ▶ Institutional readiness assessment conducted in spring 2013

Issues to Resolve

- ▶ Assembled results of survey
- ▶ Reviewed resources available to move project forward
- ▶ Determined we needed:
 - ▶ Low-cost, electronic way to exchange transcript data
 - ▶ Ability to track eligibility, participants, and degrees awarded to determine impact of program
 - ▶ Data/ transcript to be:
 - ▶ Compatible with a variety of student information systems
 - ▶ Usable at varying levels of technological support and readiness

National Student Clearinghouse Partnership

- ▶ National Student Clearinghouse (NSC) provided a free option for exchange of necessary data
- ▶ Technology Committee recommended NSC be partner to provide technology solution

Sub-grants

- ▶ Portion of grant funds distributed to institutions to assist with ensuring infrastructure in place to produce the transcripts in the required format
- ▶ Applications solicited in November 2013
- ▶ Applications reviewed in December 2013
- ▶ Awards announced in February 2014

Implementation Committee

- ▶ Designed basic process to be used to implement policy
- ▶ Goals:
 - ▶ Provide instruction
 - ▶ Provide options to allow for institutional flexibility
- ▶ Wrote handbook for pilot partners to use
- ▶ Conducted information and feedback webinars and face-to-face sessions

Engaging Institutions

- ▶ Held sessions to inform about RT and start process
- ▶ Asked institutions to identify Reverse Transfer Coordinator
 - ▶ Job description
 - ▶ Detailed training
- ▶ Held workshop for RTCs
- ▶ Presented informational sessions at MACRAO, MCCA, and MidAIR in fall 2013 as well as COTA in spring 2014

Pilot Partnerships

- ▶ To test out processes, assist with documenting steps, etc., set up pilot partnership pairings
- ▶ Chose institutions:
 - ▶ Already had significant number of transfers
 - ▶ Already had agreements in place
 - ▶ Were willing to be participants and had sufficient technological support to carry out pilot process

Overview of Results

- ▶ Limited pilot, not expecting significant results in terms of numbers
- ▶ Proof of concept
- ▶ Some interesting data from pilot partners fall 2013, spring 2014, and summer 2014 terms:
 - ▶ Total MRT eligible: 1,263
 - ▶ Total MRT Opt-in: 98 (8% of eligible)
 - ▶ Total MRT graduates: 50 (51% of those who opted-in)

Process Lessons Learned

- ▶ Process worked – technically it was sound
- ▶ Process was very easy for students, which was one of our goals
- ▶ Institutions wanted some additional standardization for process going forward
- ▶ Support is needed from across the campus in a variety of functions and at a number of levels
 - ▶ Reverse Transfer Coordinators can't be the only campus champion
 - ▶ Need extra backing to get resources or time for RT

Participating Institutions Fall 2014

- ▶ After full roll out:
 - ▶ 14 – 2-year
 - ▶ 13 – public 4-year
 - ▶ 15 – independent
- ▶ Total – 42

Reporting and Analysis

- ▶ February 2013 work group held a Data Summit with institutional research staff from independent institutions to brief them on the data collection requirements for participants
- ▶ Recommended modifying EMSAS to facilitate collection of Reverse Transfer data
 - ▶ Opt in
 - ▶ Degrees awarded

Communication Committee

- ▶ Worked with student to design logo
- ▶ Developed “purpose” phrase
- ▶ Developed communication plan
- ▶ Produced various communication messages for distribution

Communication Plan

- ▶ Template provided to help establish websites on all campuses using some standards, but making “local” feel part of the design as well
- ▶ FAQs for all institutions
- ▶ News releases
- ▶ Public service announcements
- ▶ Social media

Student Designed Logo



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One of our First Graduates



Thank You

- ▶ For supporting this initiative
- ▶ For supporting your campus RTCs
- ▶ For helping us with the Lumina Grant funding
- ▶ For approving the policy created to make the process work
- ▶ For helping us be at the forefront of this national trend