

COTA Transfer Workshop
Meeting Minutes
Tuesday, July 24, 2018
9 am – 3 pm
James C. Kirkpatrick State Information Center, Room 139

INTRODUCTIONS AND WELCOME

Chair Krystal Lang welcomed attendees to the COTA Transfer Workshop. This is a training session to discuss transfer matters such as Missouri Reverse Transfer and the implementation of Senate Bill 997. The COTA committee developed the workshop after requests from colleagues in the transfer field. The agenda was reviewed, and COTA members were introduced.

MISSOURI REVERSE TRANSFER SESSION

MRT coordinators in attendance were introduced.

Amy Werner, Missouri Department of Higher Education staff person and liaison for the initiative, presented a report on how Missouri became an MRT state.

House Bill 1042 required the Coordinating Board for Higher Education to develop a policy and procedures to implement reverse transfer. The goals of MRT are to increase the number of individuals with an associate's degree, improve completion rates among two-year institutions and give students credit where it is due. By 2025, MDHE has a goal of 60% of the adult working-age population in Missouri to have a 2-yr, 4-yr or professional credential. The initiative began with a pilot program in 2014, and has continued through several phases. As of 2018, nearly 800 associate degrees have been awarded, and that number will likely increase when the next round of data is collected. The MDHE received grants from the Lumina and Kresge Foundations to implement MRT.

Missouri Reverse Transfer committee member Cheryl Dobson provided information about oversight and support available to MRT Coordinators, such as communications, annual training workshops, training videos, communications tools, and an information manual.

Committee member Helen Hale described best practices at Crowder College, including engaging academic advisors and admissions staff at four-year schools, including an MRT element in transfer orientation, referencing MRT in any transfer related promotional items, and including MRT-related information in transfer degree maps.

Brady Willis described best practices at Northwest Missouri State University from the initial email, to the student opt-in and opt-out processes, through the associate degree earned.

Some challenges faced by the Missouri Reverse Transfer process include different student information systems, sufficient levels of IT support, the labor intensive process and keeping students interested in MRT.

Moving forward, the committee will explore the opt-out option, how best to operationalize the process, growing the number of completers, expanding the number of eligible degrees and the national reverse transfer initiative.

CORE CURRICULUM PRESENTATION

Senate Bill 997 included a provision to establish a 42-hour block common core curriculum for all Missouri public institutions of higher education. The CORE-42 will begin in the fall semester of 2018.

The Missouri Department of Higher Education has information about the CORE-42 published on its website, and is in the final stages of testing a new Course Transfer Tracker website that will display all approved courses and their equivalencies by institution.

The bill requires that CORE-42 courses are identified in the institution's catalog and on their website. Examples of how institutions are complying were presented by Missouri Southern State University, St. Louis Community College and Ozarks Technical Community College.

At the campus level, institutions are approaching implementation and communications differently. For example, Ozarks Technical Community College has revamped its general education curriculum so that all of its general education is now CORE 42.

There is a need to convey this information to students as well as to faculty and staff within the institution. MSSU is sending regular communications to faculty, and has created a blackboard course with training videos and tutorials. STLCC emails to students marketing specifically to students to let them know about CORE 42.

Examples were presented showing how MOTR courses could be listed in institutional catalogs. Different systems present different challenges in displaying the required information.

Some institutions have created placeholder courses where they do not offer an equivalent course.

The completion of the CORE42 block must be noted on the student's transcript. Solutions to transcribing MOTR courses was discussed.

QUESTION AND ANSWER SESSION

- ***How did the courses get in the CORE 42?***

MDHE staff and the Core Curriculum Advisory Committee started with the existing Course Transfer Library (26 existing courses) and then identified courses for the 2018/2019 MOTRS from public institutional catalogs. These lists were sent for faculty review in late 2017, and for institutional review between January and April, 2018.

- ***How is information about the CORE 42 communicated?***

MDHE has sent all information to the Chief Academic Officers throughout the process. This information has also been forwarded to COTA, registrars and Transfer and Articulation Officers. Each public institution has a representative serving on the Core Curriculum Advisory Committee. MDHE is working with their communications office to develop a subscription service for regular updates.

- ***How will new MOTR courses be considered?***

MDHE asked for recommendations for additional MOTR courses for AY2019/2020 in May. Many were submitted, and they were given to the Core Curriculum Advisory Committee for review.

Generally, we expect new MOTR courses to have equivalent courses offered at least 10 institutions. The equivalent courses should be 100 or 200 level, and should not require a prerequisite.

- ***How will new courses be added, or how can I make a substantive change to my existing course?***

The Core Curriculum Advisory Committee is finalizing a list of MOTR courses to be added for the 2019/2020 academic year. A form to submit courses for consideration will be posted on the MDHE website on August 1. They will be reviewed by faculty between September and November, and a finalized list for AY 2018/2019 will be established in January 2019.

- ***Can institutions have separate general education for native and transfer students?***

Yes.

- ***What if my institution requires a C in a course for transfer, but the Core-42 states that a D will transfer?***

The requirement for the upcoming academic year is that if the student transfers with the CORE-42 block, or course by course with CORE-42 equivalencies, the receiving institution must take these courses as meeting the requirement with a grade of D or higher. However, if the transferring course is a pre-requisite or a major requirement, the institution does not have to accept it with a D if that conflicts with institutional policy. This issue will be reexamined by the Core Curriculum Advisory Committee at its next meeting.

The CORE-42 does not require an institution to change its admissions policy.

- ***Is there a list online that says which programs are exempt from CORE-42?***

The language in Senate Bill 997 states that “students enrolled in professional programs shall complete the appropriate core curriculum that is required for accreditation or licensure.” Examples of these programs include nursing, education, and engineering.

- ***When can independent institutions join CORE-42?***

Independents can join for the fall of 2019.

- ***What about dual credit?***

Students bringing dual credits to an institution are not considered transfer students. However, it may be in the student’s best interest, depending upon their number of dual credits, to allow them to continue to complete the CORE-42 (if the institution also has a native general education).

NOTIFICATION OF TRANSFER COMPLAINT DENIAL AND APPEAL PROCESS

Senate Bill 997 requires a procedure to resolve transfer disputes. This is a specific appeal process for CORE-42.

COTA was charged by the Coordinating Board for Higher Education to develop this process and presented a draft of the Denial of Transfer Credit Notification. This policy must be published on the institution's website and in its catalog.

Some points of note include:

- The student must be given written notice (by email or letter) that transfer of a course credit is denied within 10 business days.
- An appeal must be filed within 10 business days of receipt of the notification; the entire process must be resolved in 45 days.
- Institutions must have at least two, and no more than three levels of an internal appeals process.
- If the appeal is not resolved within 45 business days, the Commissioner of Higher Education will be notified.
- The sending institution can also appeal on behalf of the student.

MDHE will identify a point of contact for this process at each institution and display it on their website. MDHE will also make a report each year on these complaints to the CBHE.

COTA will continue to work on this process. Please contact Amy Werner to provide feedback.

COURSE TRANSFER DATA COLLECTION

Using EMSAS and NSC data, we know which students are transferring, the number of credit hours, and the student's major from both the sending and receiving institution. We have not been able to assess why transfer students accrue more credit than native students.

We currently have three years-worth of baseline data from public institutions. We have a good feel for what transfer was like before CORE 42.

We will begin collecting course-level data, allowing the MDHE to evaluate transfer practices, provide data on remediation and dual credit, and evaluate math pathways. MDHE has yearly reporting obligations, including to our partners at Complete College America and the Dana Center.

An example of the data elements MDHE is currently collecting was presented. We need to match course level data to student level data.

At the end of each academic year MDHE will work with institutional research offices to gather all required reporting in one document. Since we don't know who transfer students are until they transfer, this will allow us to tie them together and make comparisons, including the year the course was taken and the year the course transferred.

By January 1, we hope to make the previous academic year's file available.

ANNOUNCEMENTS

MDHE is developing an MOU for independent institutions that wish to join for the 2019/2020 academic year.

The course equivalencies are set for this year. Letter designations have been added to some courses in the sciences, economics, and literature for clarification.

Minor changes can be sent to MDHE by Friday, July 27.

MDHE will publish an entirely new database each year, reflecting all changes and updates from the previous year.

Contact Amy Werner if you would like to be on her list-serve for announcements related to COTA. The

The next COTA Conference will be February 27, 2019.

ADJOURNMENT

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