

Optimizing Reverse Transfer: Lesson's from CWID States

Debra D. Bragg, Ph.D.

Jefferson City, MO

February 13, 2015

@occr1 @ddbragg
#reversetransfer

Credit When It's Due

Office of Community College
Research and Leadership



COLLEGE OF EDUCATION AT ILLINOIS



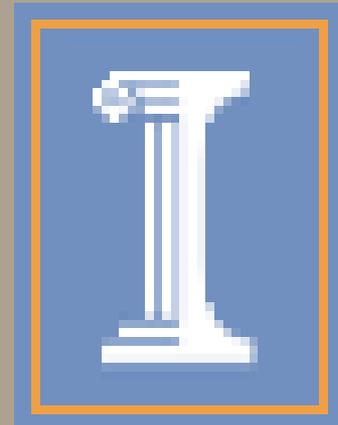
Presentation

- Credit When It's Due
- What Do We Know?
- “Optimization”
- Five Dimensions - Initial Results from States
- What We're Learning
- Next Steps



OCCRL

Office of Community College
Research and Leadership



CREDIT *when it's due*

Transfer



CREDIT *when it's due*

Reverse Transfer



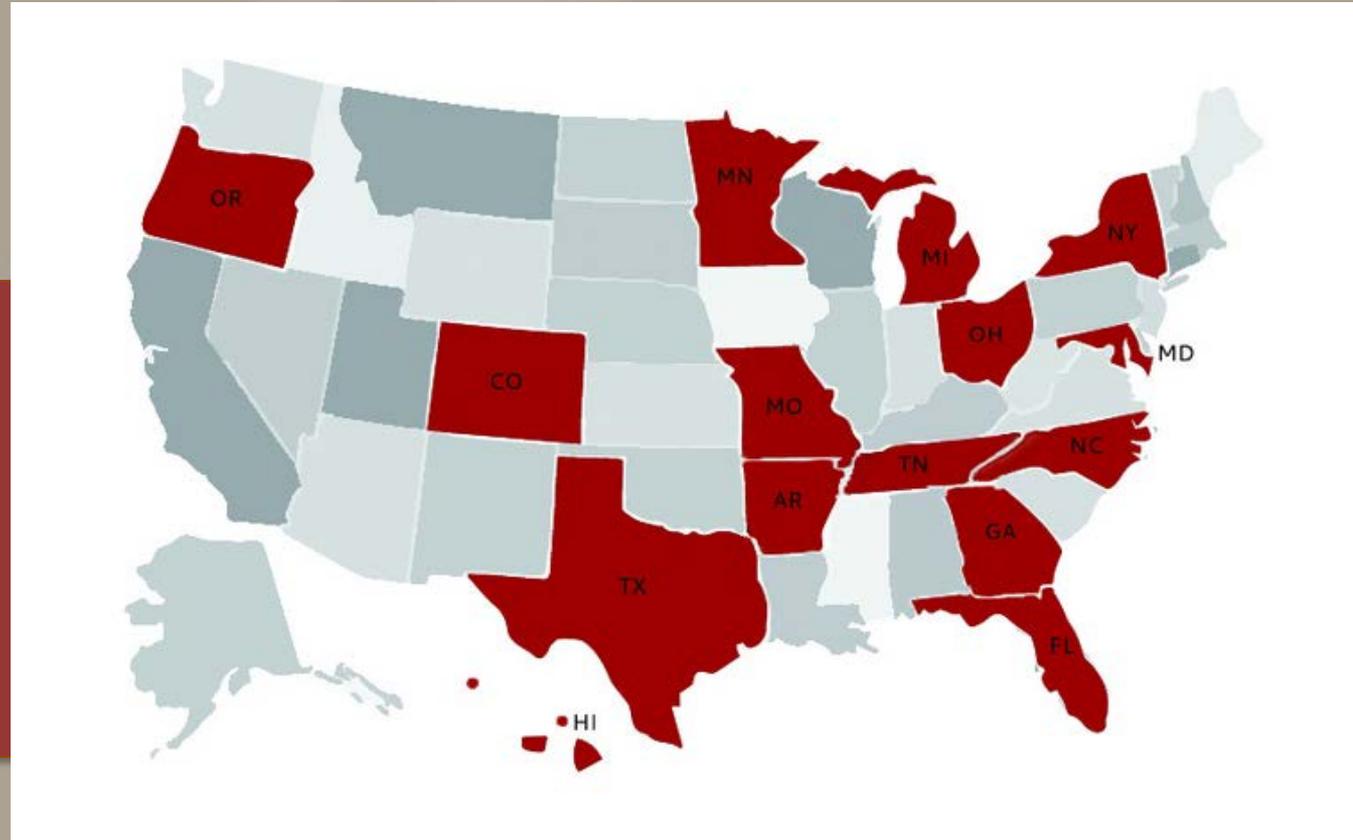
CREDIT *when it's due*

Credit When It's Due (CWID)

Community college and university partnerships dedicated to awarding associate degrees to transfer students who complete their associate degree requirements while pursuing a bachelor's degree.



States with CWID Funding



12 Grants – 2012
3 Grants – 2013



CREDIT *when it's due*

What do we know?



CREDIT *when it's due*

What Do We Know?

- Transfer and “swirl” are the norm
- “Some college, no degree” – very large group!
- Compared to “high school diploma only” and “some college, no degree”, associate’s degree graduates have higher lifetime earnings and lower unemployment rates.
- Associate’s degree before transfer increases bachelor’s degree attainment



What Do We Know?

- Transfer and articulation policies and procedures confusing and inadequate, especially for first-generation, minority and other underserved students
- 75-80% students transfer from community college to university without an associate's degree
- “All or nothing” real possibility for many



What does this mean for students who seek reverse transfer?



Optimization



CREDIT *when it's due*



THOUGHT PAPER

January 2015

Optimizing Reverse Transfer Policies and Processes: Lessons from Twelve CWID States

Jason L. Taylor and Debra D. Bragg

 Office of Community College Research and Leadership
University of Illinois at Urbana-Champaign

Study of optimization of policies and processes using qualitative and quantitative data from the initial 12 CWID states



CREDIT *when it's due*

What do we mean by “optimization”?

Policy and program change at any level—state, system, institution—that...

- ◆ yields the largest number of students who are eligible for and able to benefit from reverse transfer.
- ◆ enables as many deserving students as possible to be conferred associate’s degrees without diminishing quality or otherwise negatively impacting student learning outcomes and program integrity.
- ◆ and without breaking the bank!



Initial Number Associate's Degrees Conferred

Associate
degrees conferred
through CWID
as of March 2014

State	Number of Associate's Degrees
Arkansas	17
Colorado	0
Florida	202
Hawaii	732
Maryland	452
Michigan	375
Minnesota	355
Missouri	13
New York	0
North Carolina	0
Ohio	594
Oregon	200



Five Dimensions

Student Identification

Consent

Transcript Exchange

Degree Audit

Degree Conferral and
Advising



Five Dimensions

Student Identification

- Partner Institutions
- Eligibility Criteria
- Frequency and Scope

Consent

- Consent Methods
- Consent Method Outcomes

Transcript Exchange

- Transcript Exchange Method
- Transcript Exchange Capacity

Degree Audit

- Technology Infrastructure
- Course Equivalency Systems

Degree Conferral and Advising

- Notification
- Engaging and Advising Near-Completers



Student Identification

Who is involved?

- ◆ State, system or region?
- ◆ Institutions or partnerships?
- ◆ Publics or privates?
- ◆ In-state or out-of-state?
- ◆ Associate's-degree granting only?



Eligibility Requirements

- No associate's degree
- Residency requirement
- Cumulative college credits
- Other

State	Criteria on Student Eligibility for Reverse Transfer
Arkansas	<ul style="list-style-type: none"> • 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
Colorado	<ul style="list-style-type: none"> • Student does not have an earned associate's degree • Student met residency requirement at a participating community college (≥ 15 college credits) • Student earned ≥ 70 cumulative college credits
Florida	<p>Suggested state criteria:</p> <ul style="list-style-type: none"> • Student does not have an earned associate's degree • Student met residency requirement at a participating community college (≥15 college credits) • Student completed 36 credit hour general education requirements • Student completed ≥ 60 cumulative college credits • Student is in good academic standing at the community college and the university
Hawaii	<ul style="list-style-type: none"> • Student does not have an earned associate's degree • Student met residency requirement at a participating community college (≥12 college credits) • Student completed ≥ 61 cumulative college credits • Student has ≥ 2.0 GPA from participating community college
Maryland	<ul style="list-style-type: none"> • 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
Michigan	<ul style="list-style-type: none"> • No state policy; but institutional residency requirements range from 12 to 45 college credits.
Minnesota	<ul style="list-style-type: none"> • Student does not have an earned associate in arts degree • Student met residency requirement at a participating community college (≥ 12 college credits) • Student does not have an academic suspension on record • Student has not applied to graduate with a bachelor's degree
Missouri	<ul style="list-style-type: none"> • Student does not have an earned associate's degree • Student met residency requirement at a participating community college (≥ 15 college credits)
New York	<ul style="list-style-type: none"> • 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)
North Carolina	<ul style="list-style-type: none"> • Student does not have an earned associate's degree • Student met residency requirement at a participating community college (≥ 16 college credits) • Student transcript evaluation occurs between 50 and 90 cumulative credit hours
Ohio	<ul style="list-style-type: none"> • Student does not have an earned associate's degree • Student met residency requirement at a participating community college (≥ 20 college credits) • Student completed ≥ 45 cumulative college credits • Student has ≥ 2.0 GPA from the university • Student enrolled at a university with intended degree of bachelor's
Oregon	<ul style="list-style-type: none"> • No state policy; institutional residency requirement is ≥ 16 semester credits or 24 quarter credits



Summary Eligibility Requirements

- Residency requirement
 - Accreditation and institutional policies
 - Range: 12 to 45 credits
 - Most states: 15-20 credit range
- Cumulative college credits
 - Range: 15 to 70 credits
- Prior degree completion
 - Associate's degree or higher (or specific type of associate's degree)



Missouri Eligibility Requirements

- Residency requirement
 - Accreditation and institutional policies
 - Range: 15 credits
- Cumulative college credits
 - Not specified
- Prior degree completion
 - No earned associate's degree



Five Dimensions

Student Identification

- Partner Institutions
- Eligibility Criteria
- Frequency and Scope

Consent

- Consent Methods
- Consent Method Outcomes

Transcript Exchange

- Transcript Exchange Method
- Transcript Exchange Capacity

Degree Audit

- Technology Infrastructure
- Course Equivalency Systems

Degree Conferral and Advising

- Notification
- Engaging and Advising Near-Completers



FERPA

- Privacy Technical Assistance Center (PTAC) assisting many states, but no written guidance from USDE
- Guidance toward “Opt-in” with some exceptions for “Opt-out”



Consent

Methods

FERPA

- Privacy Technical Assistance Center (PTAC) assisting many states; No written guidance from USDE
- Guidance toward “Opt-in” with some exceptions for “Opt-out”

PTAC rationale:

- Students do not have an intent to enroll at the two-year institution at the time the data transmission occurs because they likely do not know about the potential for reverse transfer
- Consent is necessary before changing a student’s record, e.g. adding a degree or other credential



Definition of Terms:

- Opt-In: Students *actively affirm* consent to have transcripts sent and/or degree conferred.
- Opt-Out: If students are notified but they do not *actively deny* consent, they are assumed to have consented.



Consent Methods

- Traditional: Email, postcards, letters, phone calls
- Technological solutions:
 - Integration with student information system
 - NC use of pop-up screens when students online to register
 - Integration into transfer student admission's application
 - University of South Florida, Texas common application



Consent Method Outcomes

Opt-Out:

- Virtually all students who are offered the “opt-out” form of sent do opt out

Opt-In:

- Consent rate is percent of potentially eligible RT students who agree to participate of potentially eligible students contacted
- Range: **10% to 50%**

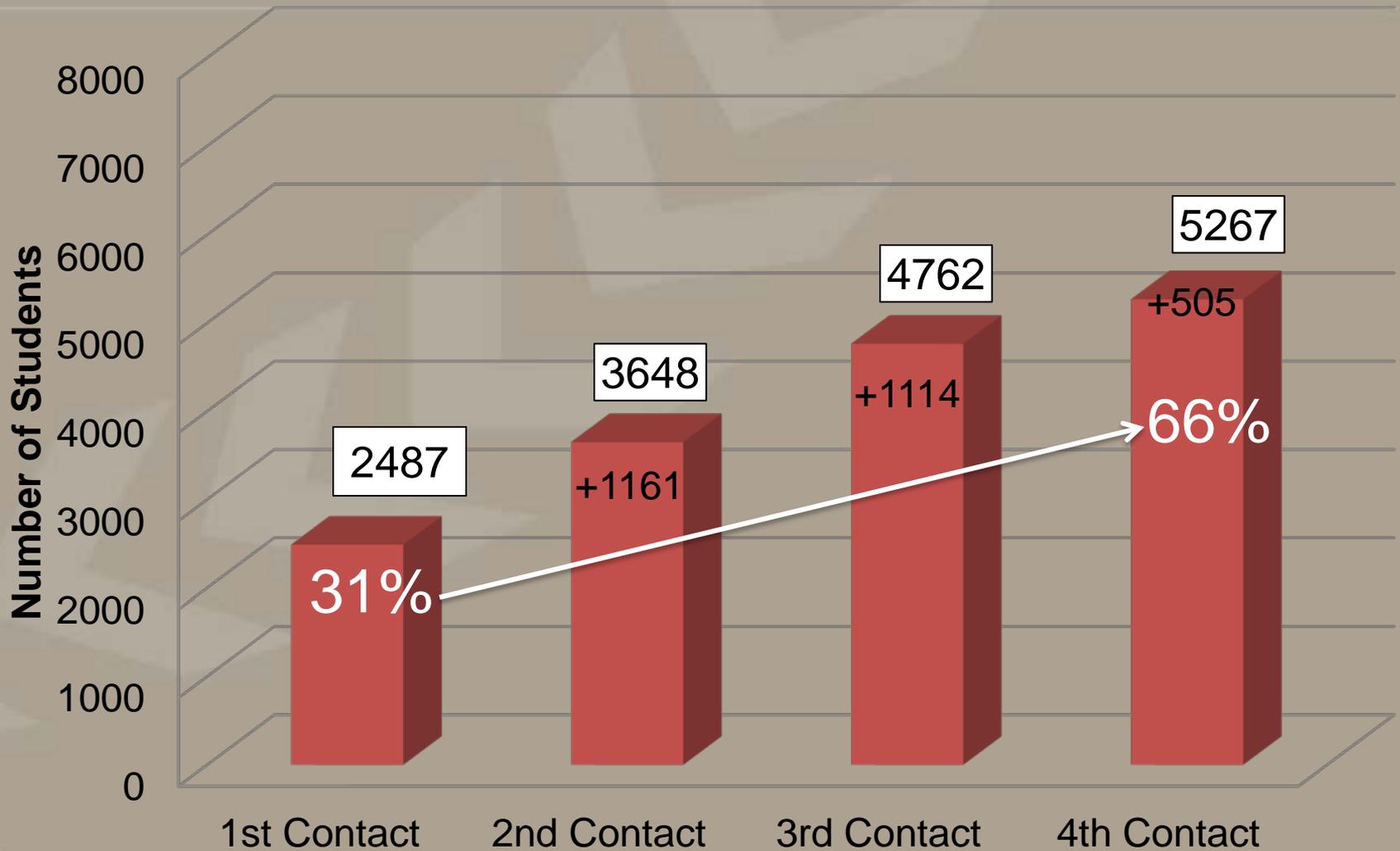


Consent Gap

State	Number Students Contacted	Number Students Opted In	Consent Rate	Consent Gap
Michigan	13,860	1,804	13%	87%
Missouri	2,008	191	10%	90%
Ohio	6,307	1,464	28%	72%



Closing the Consent Gap: North Carolina



North Carolina's "Opt-In" Experiment

- ◆ Earn your degree and make yourself proud!
- ◆ Will you earn your degree and make yourself proud?
- ◆ Earn your degree and make your family proud!
- ◆ Will you earn your degree and make your family proud?



Messaging to Students

- ◆ Missouri - "Get the degree you have earned"
- ◆ Hawaii - "Finish the degree you started"
- ◆ Ohio - "Make your good work count"
- ◆ Oregon - "Transferred before you got your AA degree? Reverse it!"



Five Dimensions

Student Identification

- Partner Institutions
- Eligibility Criteria
- Frequency and Scope

Consent

- Consent Methods
- Consent Method Outcomes

Transcript Exchange

- Transcript Exchange Method
- Transcript Exchange Capacity

Degree Audit

- Technology Infrastructure
- Course Equivalency Systems

Degree Conferral and Advising

- Notification
- Engaging and Advising Near-Completers



Transcript Exchange

Methods

- Manual
 - Maryland, New York, Oregon
- Partially electronic
 - Missouri
- Fully electronic
 - Arkansas, Florida, Hawaii, Minnesota, Ohio
- New Solutions
 - NSC PDF transcript exchange
 - NSC electronic solution
 - Parchment (CO & GA)



Transcript Exchange Capacity

Table 2
Electronic Transcript Exchange Systems

State	Electronic Transcript Exchange System Description
Arkansas	<p>Arkansas uses a third-party system, the Standardization of Postsecondary Education Data Exchange (SPEEDE) server operated by NSC to facilitate transcript exchange. SPEEDE is a fully electronic transcript exchange system that individual institutions use to both send and receive electronic transcripts.</p> <p>See: http://speedeserver.org/</p>
Florida	<p>Transcript exchange in Florida is facilitated by the Florida Automated System for Transferring Educational Records (FASTER). FASTER is used statewide by K-12 institutions and higher education to electronically exchange transcripts and records.</p> <p>See: http://www.floridastudentfinancialaid.org/FASTER/index.htm</p>
Hawaii	<p>The University of Hawaii (UH) system developed and built the STAR system, which is a cloud-based technology that interfaces and communicates with all UH campus student information systems in real time. STAR allows the system to access students' transcripts and records without the need to send paper transcripts for the purpose of reverse transfer.</p> <p>See: https://www.star.hawaii.edu:10012/includes/PDFs/student/StarOverview.pdf</p>
Minnesota	<p>The MnSCU system uses an internally developed electronic transcript exchange system called eTranscript to exchange transcripts among MnSCU institutions. The system pulls transcript data from Degree Audit Reporting System (DARS) to generate the eTranscript.</p> <p>See: http://www.mnscu.edu/board/policy/329.html</p>
Ohio	<p>Ohio uses the Ohio Articulation and Transfer Clearinghouse (ATC) to exchange electronic transcripts among Ohio state-assisted institutions within the state.</p> <p>See: https://www.ohiohighered.org/transfer/atc</p>

- SPEEDE
- FASTER
- STAR
- DARS
- ATC



Five Dimensions

Student Identification

- Partner Institutions
- Eligibility Criteria
- Frequency and Scope

Consent

- Consent Methods
- Consent Method Outcomes

Transcript Exchange

- Transcript Exchange Method
- Transcript Exchange Capacity

Degree Audit

- Technology Infrastructure
- Course Equivalency Systems

Degree Conferral and Advising

- Notification
- Engaging and Advising Near-Completers



Degree Audit

Technology

- Automated vs. Manual
- University of Hawaii (UH) STAR System
 - Cloud-based system interfaces with student information system
 - UH coding routine automatically audits transfer students' transcripts against associate's degree requirements
 - Student portal with “what if” scenarios
- Ellucian's DegreeWorks (SUNY)
- CollegeSource Inc's u.achieve/DARS

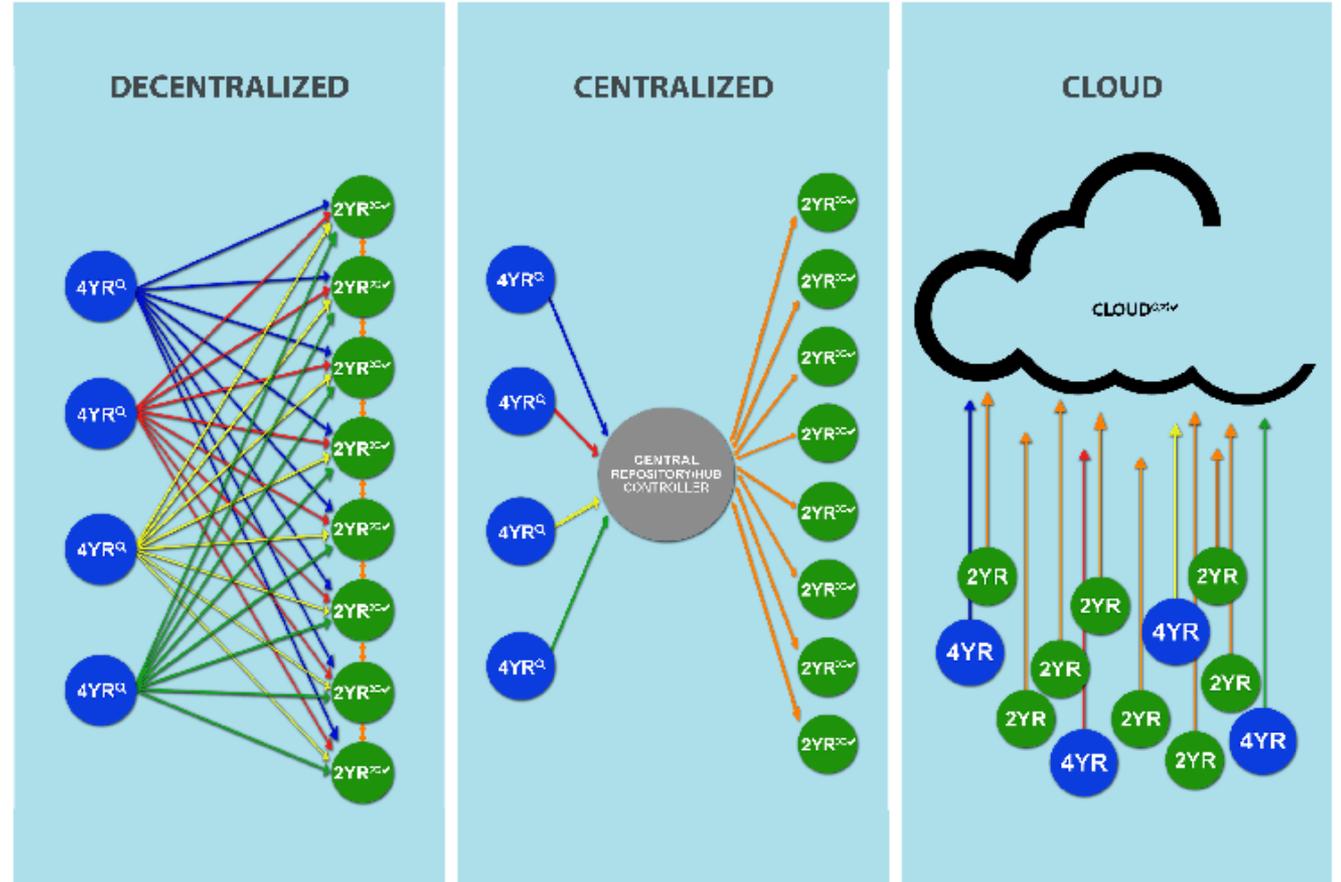


Technological Frameworks

- Decentralized
- Centralized
- Cloud

Technological Frameworks for Implementing Reverse Transfer

Version 1.1



Legend: Q = Identification → = Transport ⌘ = Transfer Credit Eval Processing ✓ = Degree Audit Processing
Reverse Transfer = Automation of Q + → + ⌘ + ✓

Please see other side for pros and cons →



CREDIT *when it's due*

Source: Gary Rodwell (HI) and Technology Working Group

Course Equivalency Systems

Variation in state equivalency and articulation systems

- Common course numbering (e.g., Florida, Colorado)
- Gen Ed Transfer “Packages” (e.g., Maryland, Minnesota, Missouri, Ohio,)

State-level course equivalency systems

- UH STAR, Ohio Course Equivalency Management System

Private Vendors

- Uselect
- CollegeSource’s Transfer Evaluation System



Emerging Articulation Approaches

Impact of articulating upper-division courses to the community college (OH)

- Columbus State Community College: ~80% of RT degrees required course substitutions or new articulations

Competency- or discipline-based (UH)

- 40% RT degrees: course-to-course only articulation
- 20% RT degrees: competency-based only articulation
- 40% RT degrees: mix of course-to-course and competency-based articulation



Five Dimensions

Student Identification

- Partner Institutions
- Eligibility Criteria
- Frequency and Scope

Consent

- Consent Methods
- Consent Method Outcomes

Transcript Exchange

- Transcript Exchange Method
- Transcript Exchange Capacity

Degree Audit

- Technology Infrastructure
- Course Equivalency Systems

Degree Conferral and Advising

- Notification
- Engaging and Advising Near-Completers



Degree Conferral & Advising

- Notify students and invite to commencement
- Notify universities and send updated records to them



CREDIT *when it's due*

Eligibility Requirements



Credit right
now or...
Credit when
ready?



CREDIT *when it's due*

Quantitative Analysis



CREDIT *when it's due*



BRIEF

October 2013

**Credit When It's Due:
Results from the Baseline Study**

Jason L. Taylor, Cari Bishop, Julia Panke Makela, Debra D. Bragg, and Collin M. Ruud



Office of Community College Research and Leadership | University of Illinois at Urbana-Champaign

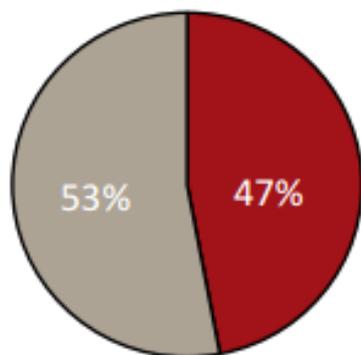
Study of potential of reverse transfer using qualitative and quantitative data from the initial 12 CWID states



CREDIT *when it's due*

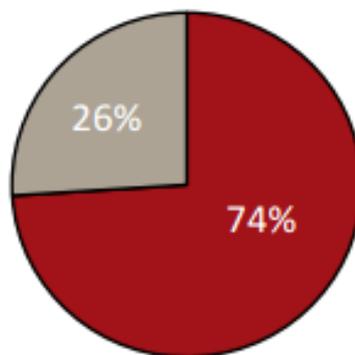
Baseline Study

Gender



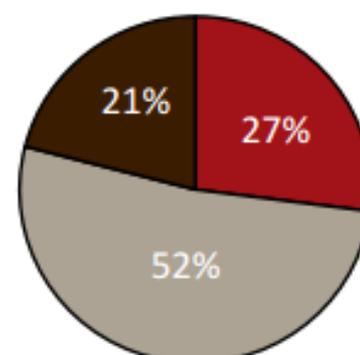
■ Male ■ Female

Age



■ 18 to 24 ■ 25 and Above

Pell Recipient



■ Yes ■ No ■ Missing

Figure 1. Bachelor's degree completion by gender.

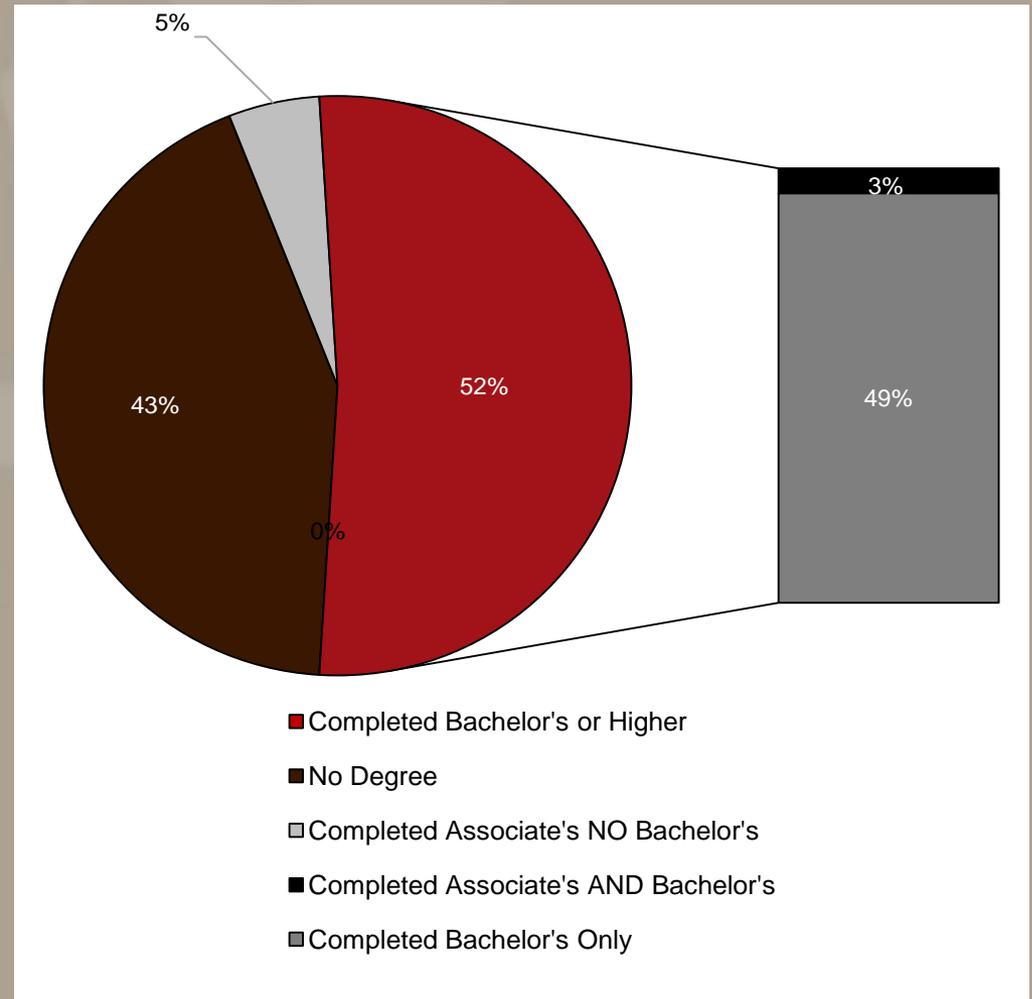
Figure 2. Bachelor's degree completion by age.

Figure 3. Bachelor's degree completion by Pell recipient (first term after transfer).



CWID Baseline Study

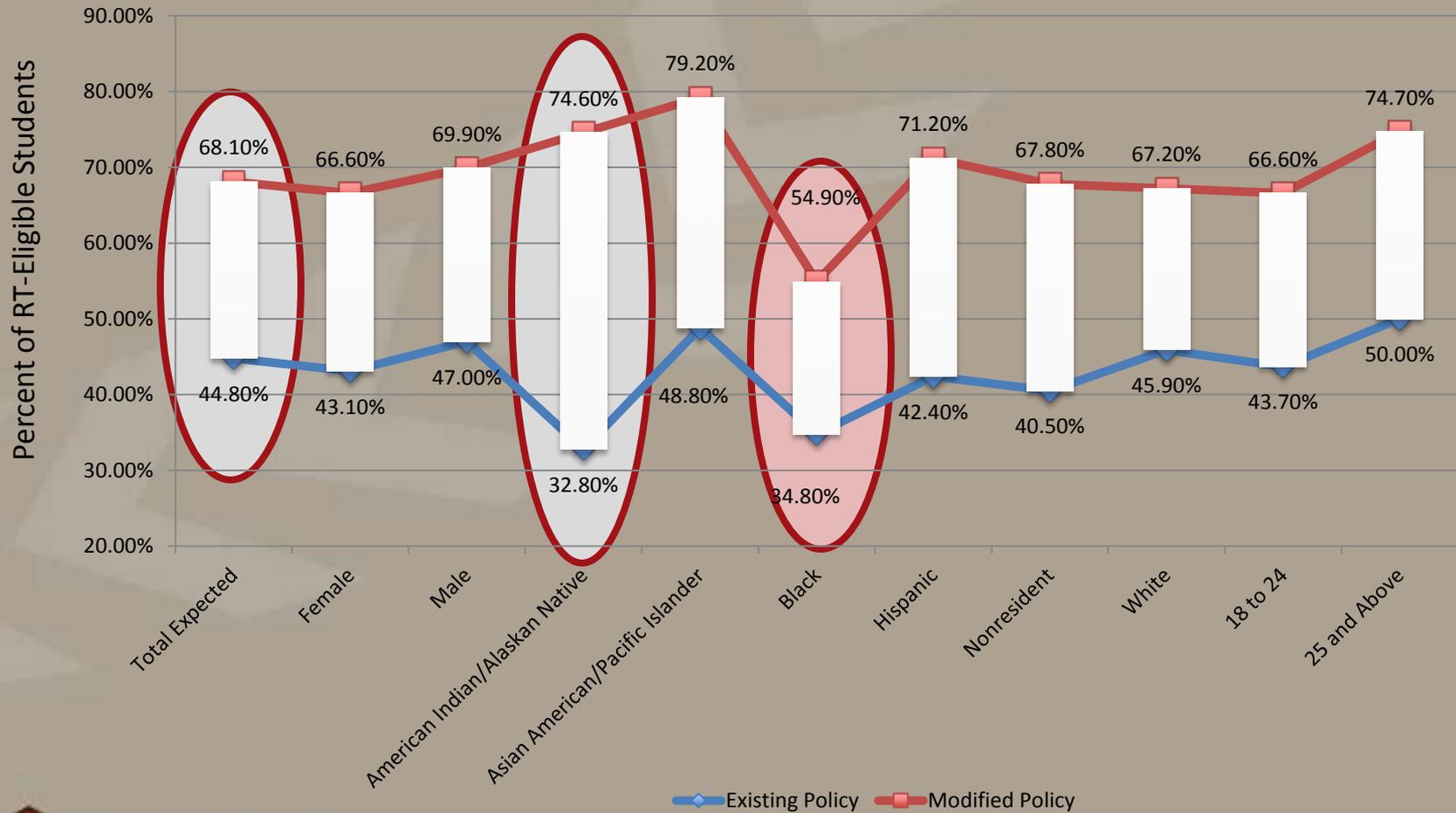
- About 50% of RT-eligible students do not complete a bachelor's degree four years after transfer
- Only 3% of students completed an associate's degree en route to the bachelor's degree



Bachelor's and Associate's Degree Completion Status by Spring 2012

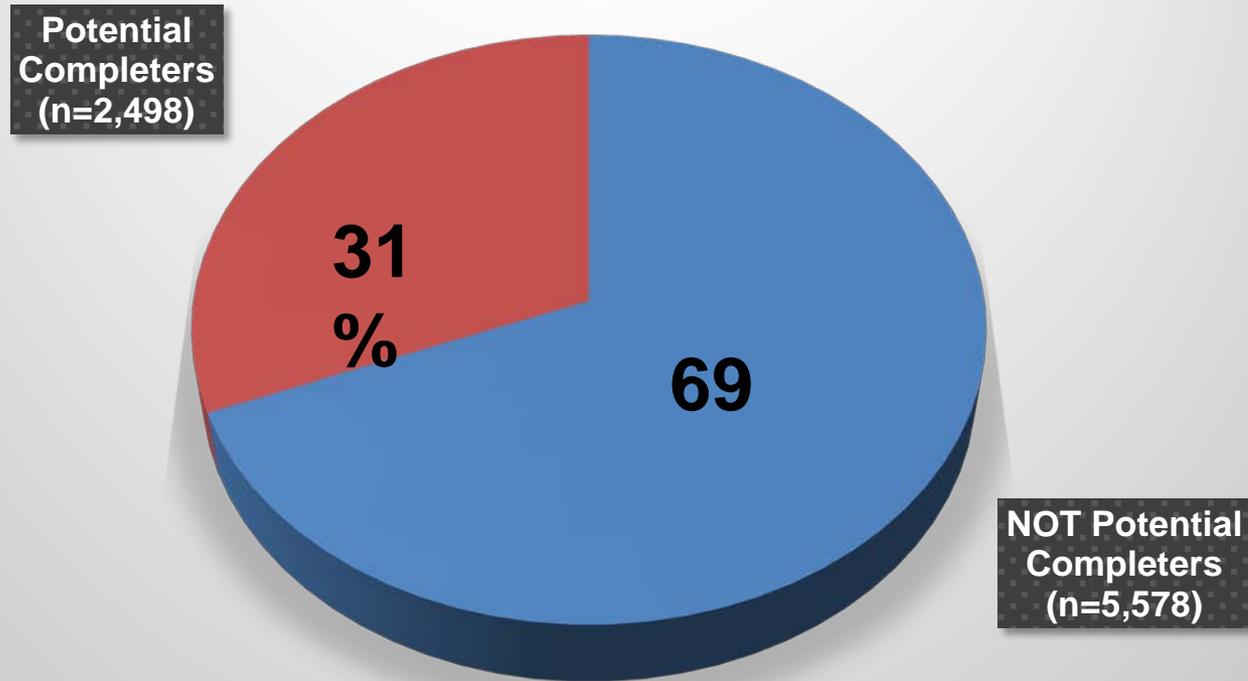


Equity Study: New Eligibility Criteria



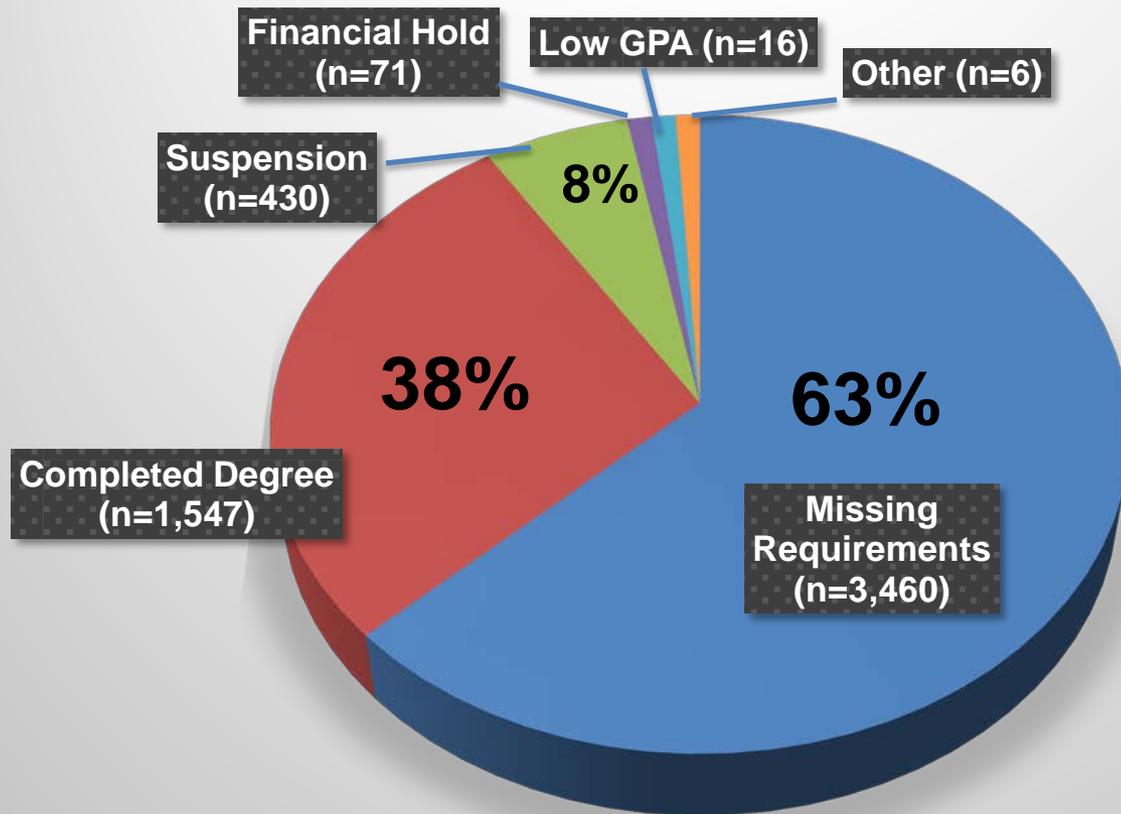
MnSCU Degree Audit Study

MnSCU Degree Audit Outcomes (n=8,076)



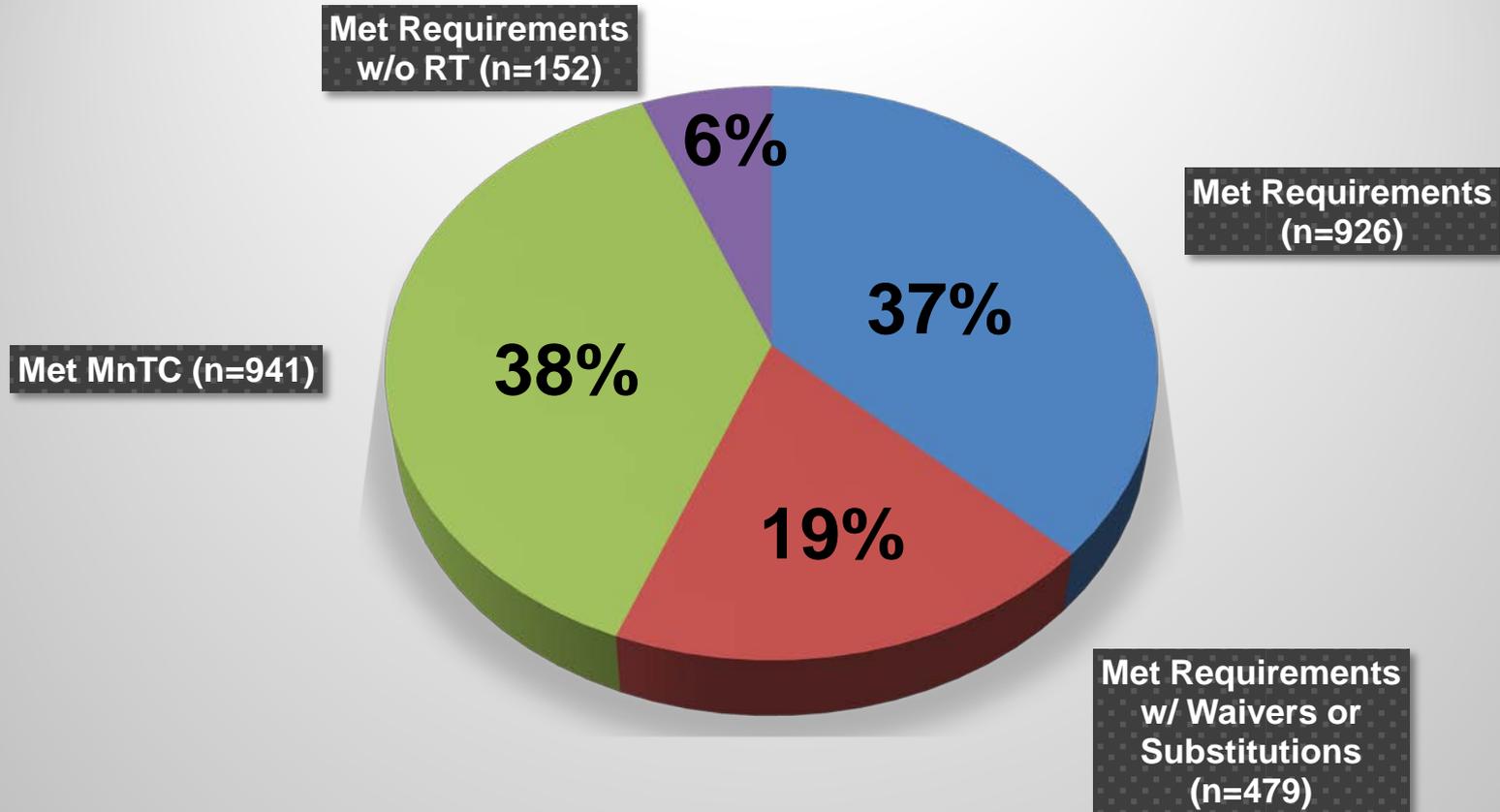
Reasons for Ineligibility for Degree Audit

MnSCU Degree Audit Outcomes: NOT Potential Completers
(n=5,530)



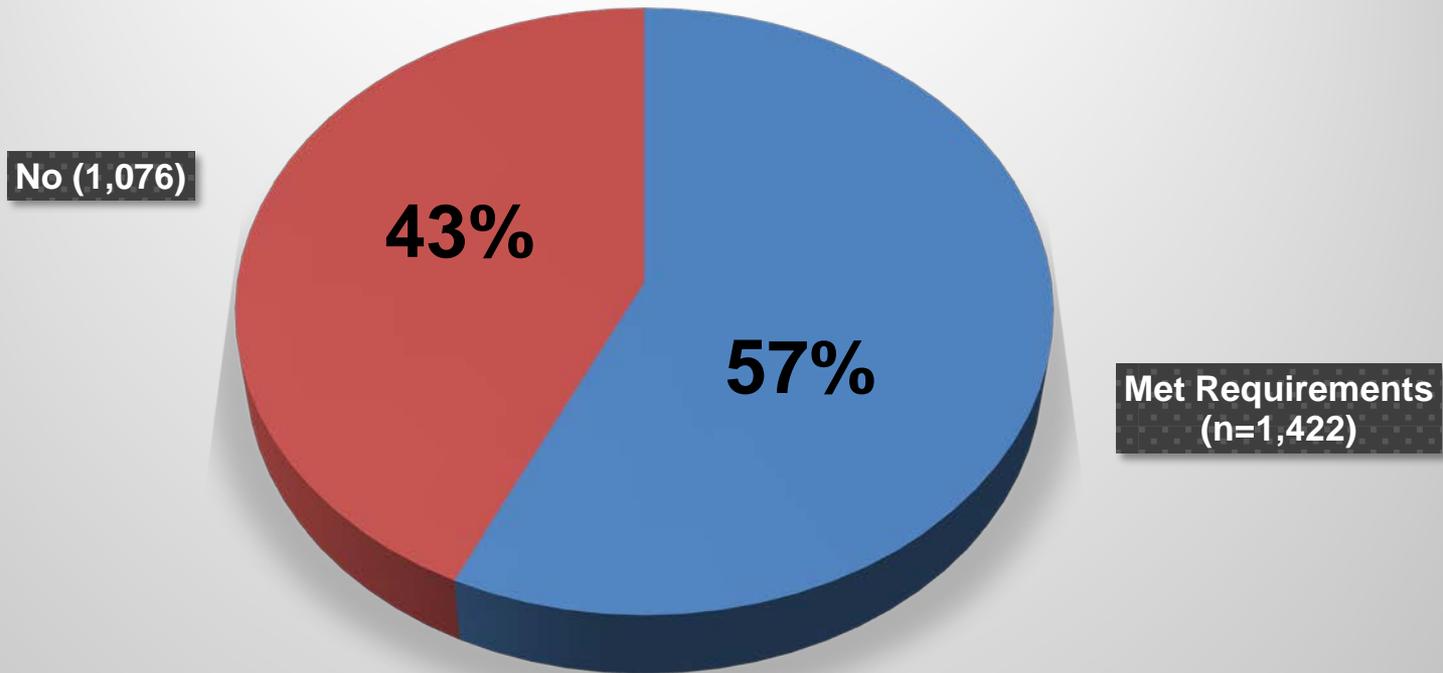
Met MnSCU Eligibility

MnSCU Degree Audit Outcomes: Potential Completers (n=2,498)

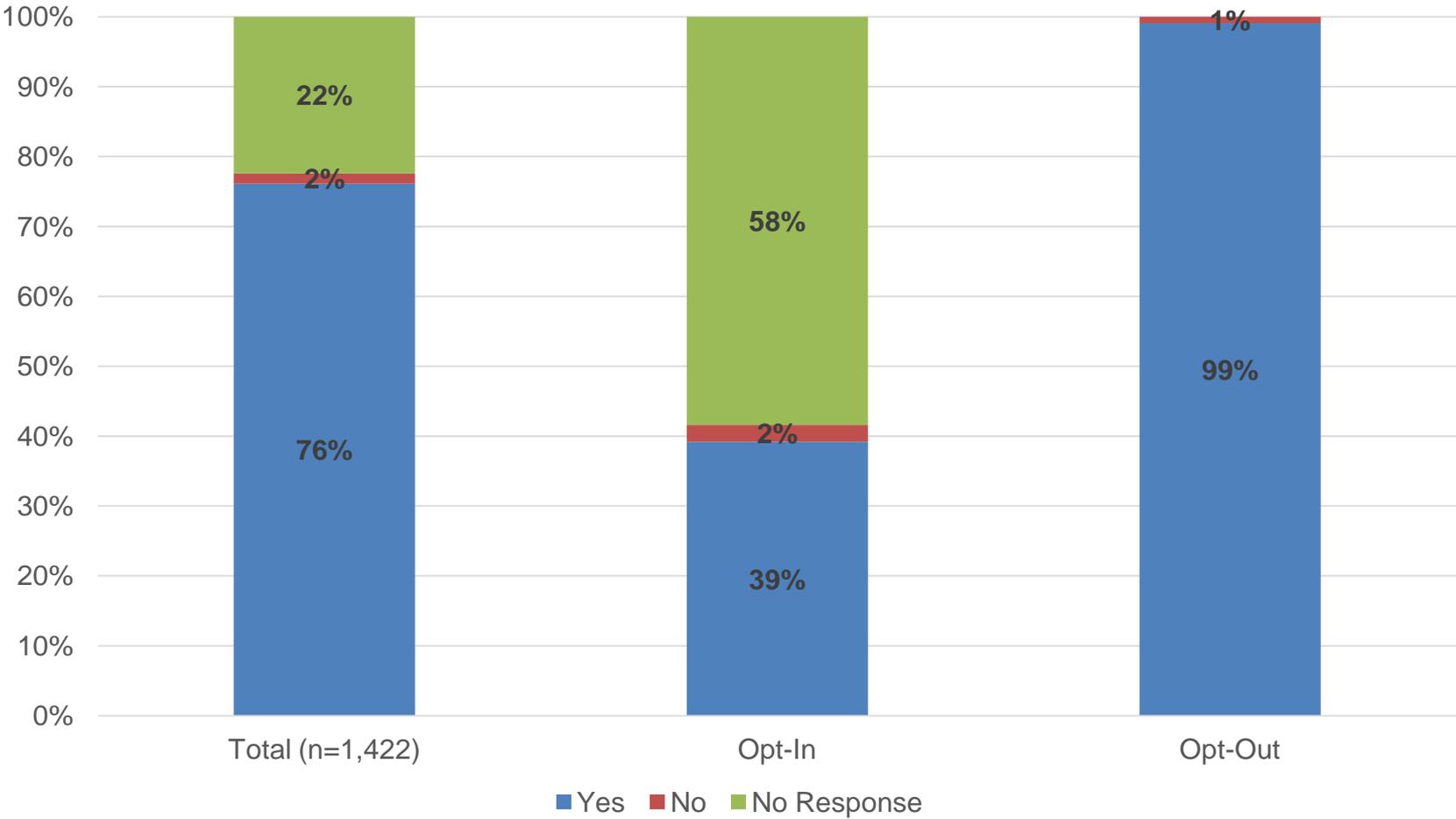


Institutional Degree Audit Outcomes

Institutional Degree Audit Outcomes (n=2,498)



Consent Response



MN Study Summary Results

	N	%
Met MnSCU Eligibility Req.	8,076	100%
<u>MnSCU</u> Degree Audit Outcome: Potentially Eligible	2,498	31%
<u>Institutional</u> Degree Audit Outcome: Met Requirements	1,422	18%
Consent Outcome	1,082	14%
RT Associate's Degree Conferred	1,066	13%



What's Next?



CREDIT *when it's due*

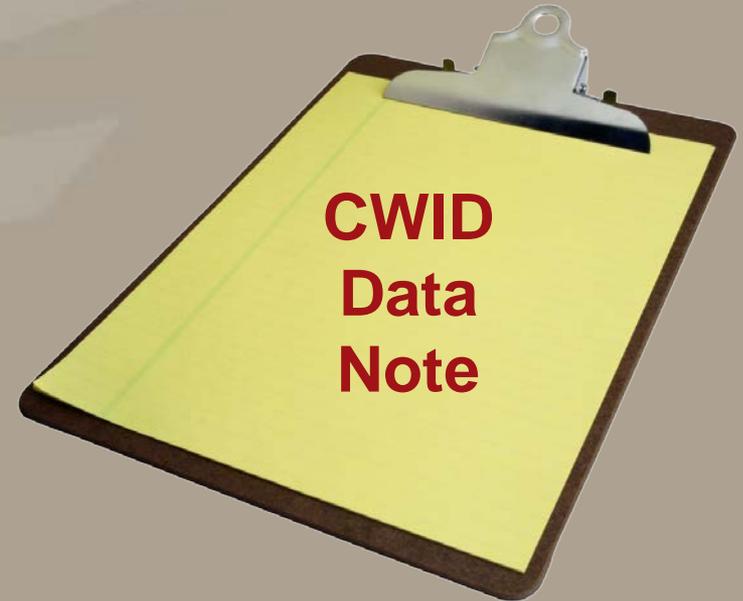
CWID Research Questions

- ◆ How many students are eligible, consent to participate, and receive associate's degrees?
- ◆ Who is eligible for reverse transfer? Is eligibility equitable?
- ◆ Who is most likely to attain a reverse transfer associate's degrees? Is degree attainment equitable?
- ◆ What is the impact of an RT associate's degree on students' progress toward the bachelor's degree and bachelor's degree completion?
- ◆ What is the impact of reverse transfer on states' overall degree attainment and production rates?



CWID Data Note Series

The *Data Note Series* is to provide analysis on policy-relevant questions related to reverse transfer using the CWID Baseline Dataset and CWID Impact Study Dataset.



Contact:

Debra Bragg, PI (dbragg@illinois.edu)

Jason Taylor, co-PI (jason.taylor@utah.edu)

OCCRL Website: <http://occril.illinois.edu>

CWID Website: <http://occril.illinois.edu/projects/cwid>

Twitter: @occril