

# CWID: A National Perspective

Michigan Credit When It's Due Meeting

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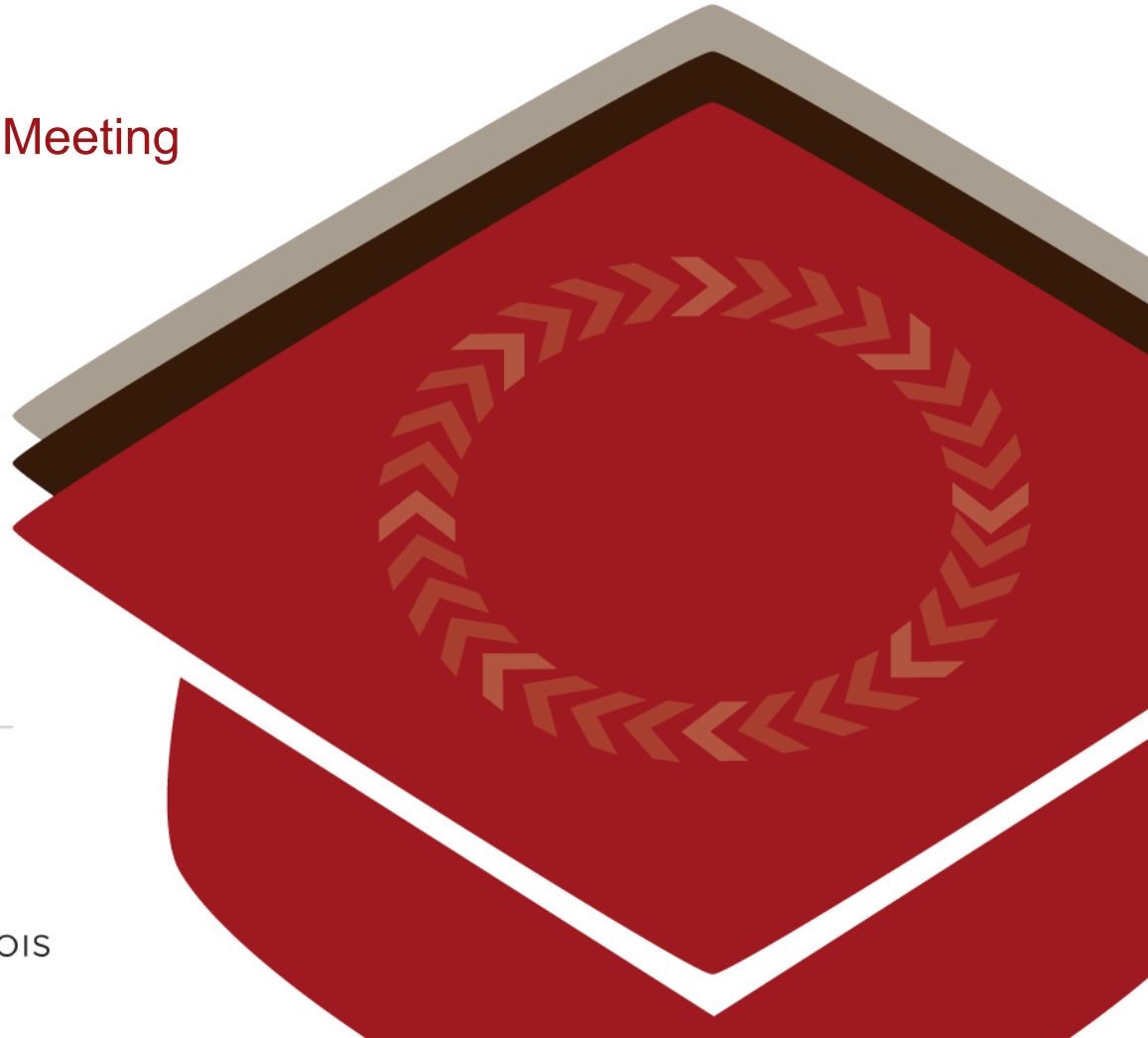
Credit When It's Due

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Office of Community College  
Research and Leadership



COLLEGE OF EDUCATION AT ILLINOIS





## States:

- Arkansas
- Colorado
- Florida
- Georgia
- Hawaii
- Maryland
- Michigan
- Minnesota
- Missouri
- New York
- North Carolina
- Ohio
- Oregon
- Tennessee
- Texas

## Funders:

- Bill & Melinda Gates Foundation
- The Greater Texas Foundation
- The Helios Foundation
- The Kresge Foundation
- Lumina Foundation for Education
- USA Funds

## Research Partner:

- Office of Community College Research and Leadership



# CWID Research Agenda Overview

## Baseline Study

*What is scope and capacity to address CWID?*

*Who are potential beneficiaries of CWID policies?*

## Impact Study

*What differences exist in outcomes for those who do and do not receive associate degrees?*

*What is the policy context for CWID implementation?*

*What CWID policies are implemented?*

*How are they implemented?*

## Policy Study

## Implementation Study



# Baseline: Policy Context

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- State legislation
- Related initiatives
- RT pilots
- State infrastructure
  - Data capacity and technology
  - Existing transfer and articulation policies
  - Performance-based funding
- Evolving policies and practices



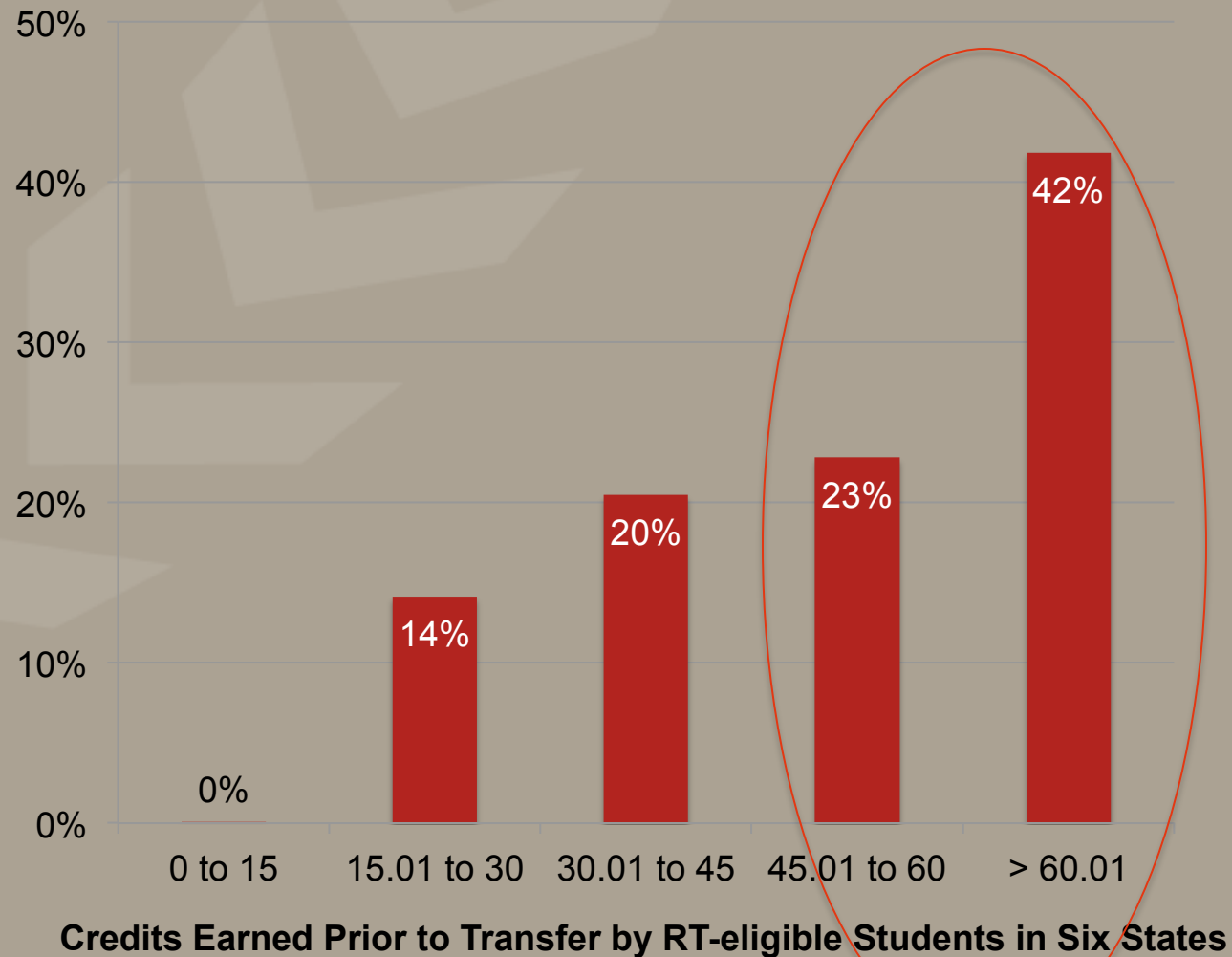
# Baseline Analysis

- 12 initial states
- Student-level records on over 50,000 students
- About 27,000 reverse-transfer eligible students who
  - Enrolled in CWID-participating colleges and universities
  - Earned credits greater or equal to residency requirement credits (range: 12 to 30 credits, mode = 15-16 credits)
  - Had not earned an associate degree prior to transfer



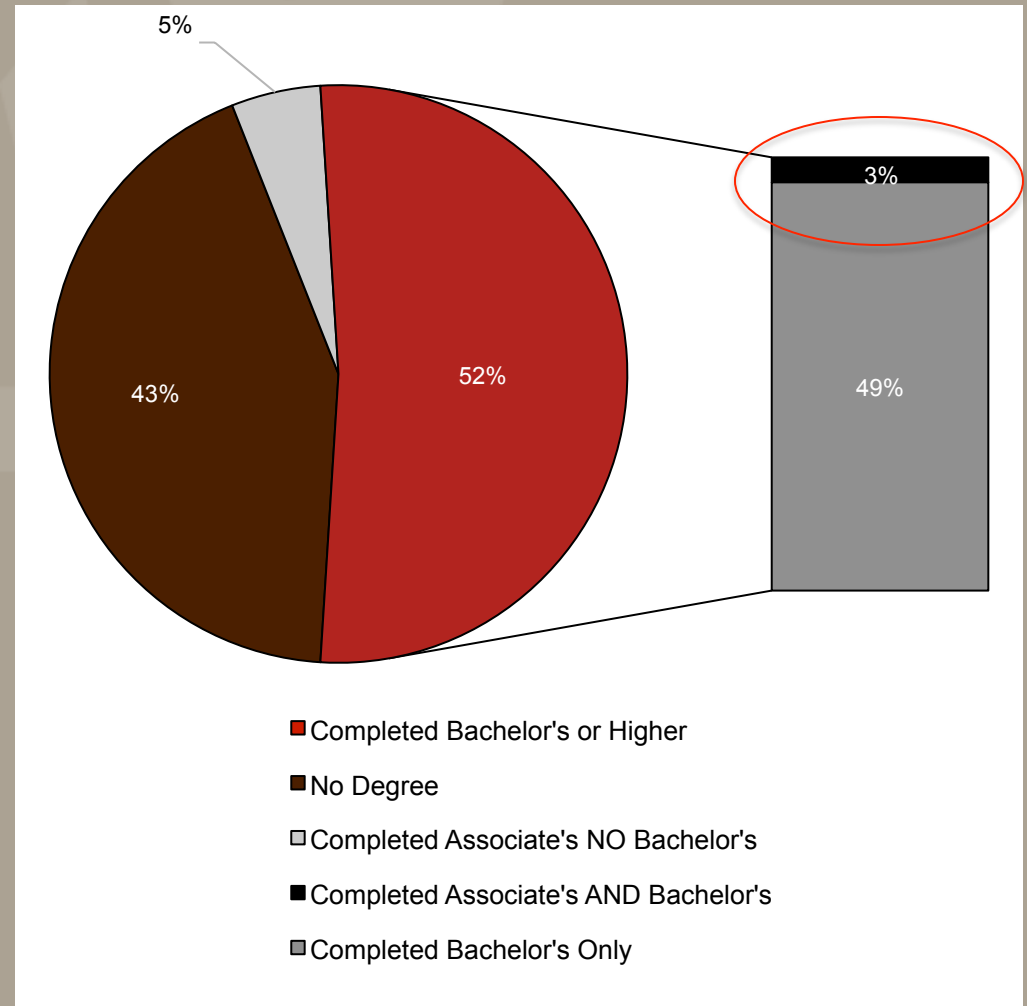
# Baseline: Quantitative Results

- About 66% of RT-eligible students transferred with 45 or more college-level credits



# Baseline: Quantitative Results

- **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**







**CREDIT**  
*when it's due*

**Michigan**  
STATE PROFILE



State Funder: The Kresge Foundation

#### About Credit When It's Due

The Credit When It's Due (CWID) initiative is funded by six foundations and is supporting 15 states to develop reverse transfer programs and policies. Reverse transfer enables students to receive an associate's degree when students meet associate's degree requirements after transfer to a 4-year college or university.

#### State Implementation Context

In 2012 and prior to CWID, Michigan House Bill 5372 (H-1) CR-1 required that community colleges collaborate with Michigan's public universities to establish reverse transfer agreements with at least three community colleges by January 2013 in order for institutions to receive performance funding. As of January 2014, 125 agreements were developed among Michigan's 28 community colleges and 15 4-year public institutions. Some of the agreements are consortia arrangements and others are single institution partnerships, but all are locally created.

#### Key Implementation Strategies

**State-Level Coordination.** Michigan's institutions are largely autonomous in crafting reverse transfer agreements and implementing them; however, the state's grant-funded efforts are coordinated by the Michigan Center for Student Success (MCSS) and the Presidents Council, State Universities of Michigan (PCSUM). MCSS and PCSUM view the implementation of reverse transfer

agreements continuing beyond the 2-year grant process, in part because of the legislative interest, but more importantly because of a commitment of colleges and universities to increase the number of associate's degree holders.

MCSS and PCSUM completed a statewide baseline survey of institutions in March 2013 to understand: (a) student eligibility and degree requirements, (b) institutions' communications with students about reverse transfer, and (c) elements of university/community college partnerships. MCSS and PCSUM also provided leadership of statewide meetings and conference sessions and webinars on reverse transfer, including discussion of MCSS and PCSUM's institutional survey findings and OCCRL's CWID Baseline Study.

**State-Level Data Gathering on Reverse Transfer.** MCSS and PCSUM are 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 reverse transfer students. They also created an aggregate reporting template to track CWID outcomes in Michigan, with the first data gathered in early 2014. Lastly, MCSS and PCSUM are partnering with researchers at Michigan State University to conduct qualitative research with students to learn about their motivation and feedback about pursuing reverse transfer degrees. This research is intended to help refine messaging and revise implementation processes moving forward.

**State Workgroup on Student Messaging.** A statewide workgroup is being created to develop common messaging and communications materials to be used by institutions to market reverse transfer opportunities to students. This group will review the initial statewide data and results of qualitative research to determine messaging that motivates students to pursue reverse transfer.

#### Reverse Transfer Process

Based on a review of implementation across CWID states, OCCRL developed a framework for the reverse transfer process that consists of five broad processes, and Michigan's process is applied to this framework below. Since Michigan has decentralized implementation of reverse transfer processes, the collaboration between Grand Valley State University (GVSU) and Grand Rapids Community College (GRCC) is featured as one example



Associate's degrees  
awarded as of March 2014: **375**



# Implementation Study: Early Lessons



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# Reverse Transfer Process

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## Five Major Processes

1. Student Identification
2. Consent
3. Transcript Exchange
4. Degree Audit
5. Degree Conferral



# Student Identification

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## Eligibility requirements

- Residency requirements
- Compliance with regional accreditors

## Low-hanging fruit (“Credit Right Now”)

- Narrow eligibility requirements
- Academic and financial holds
- Participating community colleges



# Consent

## ❑ FERPA

- Multiple and conflicting FERPA interpretations and philosophies regarding opt-in and opt-out
- Dominant approach is opt-in but a couple states have opt-out

## ❑ Multiple methods

- Electronic communications (e.g., email) and snail mail (e.g., letters and postcards)
- Methods for former and current transfer students vs. future transfer students

## ❑ Opt-In “Consent gap”

- ❑ Ranges from 50% to <10%



# Transcript Exchange

## ❑ Using existing systems

- Ranges from mailing paper transcripts, to exchanging PDF transcripts, to transmitting electronic transcript-level data

## ❑ Improving systems efficiency

- Enhancing existing systems to improve efficiency and streamline transcript exchange process

## ❑ Adopting new systems

- Adopting new technology for RT and other applications



# Degree Audit

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- ❑ Changing degree audits and verification
  - Centralized audits and institutional verification
  - Institutions range in auditing capacity
  
- ❑ Maximizing course equivalencies and substitutions
  - Degree audits based on existing degree requirements
  - New course equivalencies and substitutions apply toward associate's degree



# Degree Conferral

## ❑ Notification of students and institutions

- Notify students of degree conferrals and invite to commencement ceremonies
- Relay completion information back to partner institution(s)

## ❑ Engaging “near-completers”

- Identify students within a few courses/credits from the degree and communicate requirements to complete associate’s degree



# Next Steps

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- Does the associate's degree matter?
- Other unanswered and emerging questions
  - State vs. institutional control
  - Legislative requirements
  - Technology
  - Etc.
- What's Next?
  - Implementation and Data Capacity Study
  - Impact Study





# Questions and Contact Information

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