

Credit When It's Due Survey Response Summary (as of 6/2/14)

Overview:

- 23 community colleges and 14 universities completed the survey
- According to university responses, 145 agreements have been signed and 13 more are pending
- All universities and community colleges have at least three agreements signed or pending. Two universities (GVSU and FSU) have agreements with (or in process) with all 28 community colleges. 8 community colleges have at least one agreement with an independent college or university.

Student eligibility and degree requirements:

1. Criteria for eligibility:
 - a. 22 colleges and 12 universities use a minimum number of credits earned at a community college
 - b. 14 colleges and 11 universities use a minimum number of credits earned at the university
 - c. 1 college and 2 university use the start date at the community college
 - d. 10 universities will consider students who have attended multiple CCs
 - e. 9 universities require students to complete a reverse transfer form
 - f. Other criteria mentioned include:
 - i. Has met community college residency requirement
 - ii. Has not already earned a degree at the community college
 - iii. Currently enrolled in at the university
 - iv. In good academic standing at the university
 - v. Must be an active student or have been an active student in the last two years at the university
 - vi. Does not have an outstanding financial obligation at the university
2. Minimum GPA: 17 colleges and 6 universities require a minimum GPA for credits to transfer (2.0 or higher)
3. Minimum # of CC credits required:
 - a. There is significant variation under the agreements – 12, 15, 18, 24, 30, 32, and 45.
 - b. Rationales for these credit thresholds include:
 - i. Institutional residency policy for any student to receive a degree
 - ii. Higher Learning Commission requirement at the home institution
 - iii. Represents a percentage of credit toward an associate degree
 - iv. Industry standards/expectations
 - v. Encourage students who plan to transfer to earn the current MACRAO stamp
 - vi. When we signed the agreement we started out with 45 credits, but along the way worked with our universities to reduce the number.
4. Degree requirements:
 - a. Variation in the degrees the agreements apply to ranging from only AA/AS to all degrees.
 - b. 4 colleges will consider waving degree requirements (basic computer course was mentioned another mentioned needing an outcomes assessment)
 - c. 9 colleges are planning to automatically award the associates degree and 4 are considering.
5. Frequency and timing of student searches:
 - a. 6 universities search once each term, 4 search once a year, 1 searches twice each year (after each semester), 1 three times per year, and 1 said each term or based on demand from college.
 - b. 8 universities run searches in May, 7 in Jan., 3 each in Feb. and June, 2 each in Sept. and Oct., and 1 in Nov.
6. Other general comments about eligibility:
 - a. Need to look at student who may have transferred with less than 45 hours - maybe start at 30. Numerous students leave after 1 year and could possibly complete requirements within one year at the university
 - b. An issue in the boilerplate language from the universities is that they only provide names of newly enrolled transfer students whose only transfer institution is Kirtland and who are receiving at least 15* transfer credits for their Kirtland coursework. The issue with this language is: if a student has transfer credits from multiple community colleges (a common occurrence) they are excluded from the lists sent back to any of the community colleges by the universities. Thus these students have no chance of a CWID awarded degree.

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- c. Even though we don't have formal agreements with private schools or all of the publics, we do have students who use reverse transfer of credits all the time, even without agreements in place.
- d. Student can transfer in a total of 41 credits. This transfer number may be lower for students that have also earned AP and CLEP credit.

Communications with Students

1. Mode and frequency of direct communication with students:
 - a. 13 university respondents indicated they use email and 3 also send letters
 - b. 10 universities indicated that they communicate once and 1 communicates twice. Another also said they communicate once per term as long as the student is eligible or until they say they don't want to participate. Two also indicated they would communicate more based on what the colleges requested.
 - c. 9 universities have websites (see the links below for those that provided them)
 - i. CMU - <https://www.cmich.edu/ess/registrar/reversetransferagree/Pages/default.aspx>
 - ii. EMU - <http://www.emich.edu/ccr/reversetransfer.php>
 - iii. FSU - www.ferris.edu/HTMLS/colleges/university/transfer/postsecondary/reversetransfer.htm
 - iv. GVSU - www.gvsu.edu/reversetransfer
 - v. LSSU - <http://www.lssu.edu/registrar/reverse-transfer.php>
 - vi. SVSU - <http://www.svsu.edu/apply/undergraduate/transfer/>
 - vii. WSU - <http://transfercredit.wayne.edu/reversetransfer.php>
 - viii. WMU - <http://www.wmich.edu/registrar/students/reverse-transfer/>
 - d. Activities universities engaged in to promote reverse transfer (beyond direct communications and webpages):
 - i. Advisors promote it during transfer orientation and other advising sessions
 - ii. A question is on the application to share information and solicit permission to share transcripts with CCs
 - iii. Press releases issued, along with media advisories, for the signing ceremonies
 - iv. Included in university catalog
2. Role of community colleges in direct communications with students:
 - a. This activities is limited but some institutions take the following steps:
 - i. Advise students about the opportunity prior to transferring to a university
 - ii. Joint e-mail between community college and university registrar.
 - iii. Our counselors and advisors often educate students on these agreements
 - b. Activities community colleges engage in to promote the reverse transfer (beyond direct communications):
 - i. Talking to our student at orientation, degree review time, etc.)
 - ii. Counselors and advisers inform students of this option.
 - iii. Reverse Transfer is presented at our graduation initiatives - Ready, Set, Graduate.
 - iv. Hold an annual Reverse Transfer Luncheon to share best practices with our four-year partners.
 - v. Marketing materials including brochures, digital slides, posters, website, Social media
 - vi. Promotion at county fair, on public transportation and through local media
 - vii. One college is currently working on a radio advertising campaign which will begin in June and include a contest to encourage adults in our community with college credits but no degree to reverse transfer credits back and complete a college degree.
 - viii. Many CCs have websites (see the links below of those shared) and others have plans to create one
 1. <http://www.delta.edu/registrars-office/reverse-transfer.aspx>
 2. <http://www.glenoaks.edu/Pages/default.aspx>
 3. https://www.kvcc.edu/academics/transfer/reverse_transfer.html
 4. <http://www.kirtland.edu/reverse-transfer>
 5. <http://www.muskegoncc.edu/pages/3590.asp>
 6. www.nmc.edu/student-services/advising-center/reverse-transfer.html
3. Messages that resonate with students about the reverse transfer opportunity:

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- a. Earn your Associates degree, you never know what job opportunity will come up (prior to earning a higher lever degree) with a minimum requirement of and associates degree.
- b. What's better than obtaining a degree from one institution and receiving two? It could make the difference between you and another candidate competing for a job!
- c. Can't say if it has been the impetus for applying, but we emphasize the value of the additional degree, as well as having a completed degree while working toward their university degree.
- d. The main thing seems to be that all they have to do is request a transcript and that they are free.
- e. Earn the credential! You can never have too many!
- f. Detailed accounts of advantages of receiving an Associates degree through the reverse transfer process.
- g. Encourage our students to pursue this option, as there are no negative consequences.
- h. Talk about the value of the associate's degree and how reverse transfer can gain them another credential.
- i. In today's competitive job market, it is useful to show you have the initiative to finish what you start.
- j. The degree, rather than a collection of credits, matters in the job market.

University/Community College Partnerships

1. Frequency/content of partner meetings:
 - a. There is wide variation in the frequency of meetings including monthly, once per term, annually, and more ad hoc. Several institutions indicated they have not met but rather communicate via email and phone.
 - b. Some have established pointed meetings for reverse transfer as part of a luncheon or breakfast, while others embed the discussion as part of other transfer and articulations dialogues. Several indicated that they plan to meet with their colleagues during other meetings.
2. Flow of information/documents between institutions:
 - a. 10 universities send reverse transfer forms to CCs and 12 send official transcripts. 18 CC indicated they receive a reverse transfer form and 21 said they receive a transcript. A few CCs also indicate that get data or at least lists of students who either are eligible or apply for reverse transfer.
 - b. 15 CCs send official transcripts back to the university after the associate's degree is awarded and 11 send information about students who apply for reverse transfer but do not yet meet requirements for the associate's degree. 5 universities indicated that they received official transcripts from CCs and another 5 said they get information about students who apply for reverse transfer but do not yet meet requirements.
 - c. The flow of documents between institutions is primarily via email and USPS, with a few using fax.
3. Follow-up with students that express interest but not yet meet the requirements for the associate's degree:
 - a. Community colleges appear to have the primary role in this area taking the the following steps:
 - i. A letter or email that includes information about further requirements that need met
 - ii. Telephone call from college staff with the information about further requirements that need met
4. Appraisal of the reverse transfer partnerships (positive aspects and areas needing improvement):
 - a. While several institutions indicate that the process is too new to convey what is working well, the following comments were shared:
 - i. Working with students to ensure transferability of courses and credits toward degree.
 - ii. Just the fact of promoting "completion" for students is a win
 - iii. The relationship with partner institutions to improve educational opportunities
 - iv. Constant contact/communication, the willingness of our partner institutions to contact students, quick turnaround time, fast responses
 - v. Building reverse transfer agreements of previous agreements
 - vi. Integrating reverse transfer request in the application process
 - b. Institutions also shared several areas where the effectiveness of the partnership could be strengthened
 - i. The State of Michigan needs to create an overall Reverse Transfer Agreement between the universities and the community colleges so each institution is not responsible to create so many agreements.
 - ii. One consistent state of Michigan agreement with consistent criteria, procedures, and communications
 - iii. Some partners are very good about sharing data on the success of the initiative, but not all

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- iv. A more automated reverse transfer process that is consistent and user friendly for students
- v. Greater general awareness among students of the value of an associate's degree

Breakdown of information or data collected by universities or colleges

Metric/Information	Universities	Community Colleges
# of students eligible for reverse transfer	12	4
# of students contacted for consent	11	5
# of students NOT contacted for consent	4	3
# of students who opted-in (e.g. student consented to participate)	9	9
# of students who DID NOT opt-in (e.g. student DID NOT consent to participate)	5	3
# of non-responses	9	7
# of students who did NOT opt-out (e.g. student consented to participate)	3	8
# of students who opted-out (e.g. student DID NOT consent to participate)	2	1
# of degree audits conducted	2	18
# of degree audits NOT conducted	1	11
# of students awarded an associate's degree	2	20
# of students NOT awarded an associate's degree	2	19
# of students contacted for follow-up	1	17