

Credit When It's Due Survey Response Summary (as of 4/25/13)

Overview:

- 25 community colleges and 13 universities completed the survey
- According to university responses, 69 agreements have been signed and 30 more are pending
- All universities and community colleges have at least three agreements signed or pending

Student eligibility and degree requirements:

1. Criteria for eligibility:
 - a. 19 colleges and 12 universities use a minimum number of credits earned at a community college
 - b. 14 colleges and 9 universities use a minimum number of credits earned at the university
 - c. 1 college and 1 university use the start date at the community college
 - d. 9 universities will consider students who have attended multiple CCs and 4 will not
 - e. 10 universities require students to complete a reverse transfer form
 - f. Other criteria mentioned include:
 - i. General agreement in place for universities to send names of former students
 - ii. Has not already earned a degree at the community college
 - iii. Enrolled in undergraduate courses 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
 - vii. Credits being reverse transferred must meet the degree requirements
2. Minimum GPA: 17 colleges and 6 universities require a minimum GPA for credits to transfer (all stated that it was 2.0 or higher except one university that requires a 3.0)
3. Minimum # of CC credits required:
 - a. There is significant variation under the agreements – 12, 15, 17, 18, 24, 25, 30, 32, 35, 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. Bulk of work completed before transfer
 - iv. Represents a percentage of credit toward an associate degree (50%, 60%, and 75% mentioned)
 - v. If we are going to issue a credential, we don't want to do it based on all transfer credits
 - vi. Basic point of demarcation
 - vii. Encourage students who plan to transfer to earn the current MACRAO stamp
4. Degree requirements:
 - a. Variation in the degrees the agreements apply to ranging from only AA/AS to all degrees.
 - b. No colleges are waiving any degree requirements (three mentioned waiving the graduation fee)
 - c. 3 colleges are planning to automatically award the associates degree, 6 are considering, and 15 will not.
5. Frequency and timing of student searches:
 - a. 7 universities search once each term, 2 search once a year, 1 searches twice each year, 1 three times per year (but not based on terms), 1 was unsure, and 1 said it is defined by the community college
 - b. 7 universities run searches in Sept., 5 each in April and May, 3 in Nov., and 1 each in Feb. and June
6. Other general comments about eligibility:
 - a. One community college encourages students to apply for graduation prior to leaving so they can identify which credits are needed to complete the degree
 - b. May adjust credit hour requirements are appropriate or if the credit limits after some experience
 - c. A college indicated that one form was used that encompasses the FERPA release, graduation application, etc. to makes it easier for students
 - d. One university indicated that their Transfer Student Application will contain a statement that the student can check if they do not want to participate in reverse transfer. This will allow them to run the process and review for eligible students and send the information to the community colleges

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Communications with Students

1. Mode and frequency of direct communication with students:
 - a. All 13 university respondents indicated they use email, 3 also send letters, and one also sends postcards
 - b. While some universities have not decided how often to communicate, 5 indicate that they communicate once, 1 communicates twice, and another does so each term
 - c. Six universities and 3 CCs have websites (see the links below) and several others have plans to create one
 - i. CMU - www.cmich.edu/registrar_office/reversetransferagree/Pages/default.aspx
 - ii. EMU - www.emich.edu/ccr/artguide.php
 - iii. FSU - www.ferris.edu/HTMLS/colleges/university/transfer/postsecondary/reversetransfer.htm
 - iv. GVSU - www.gvsu.edu/reversetransfer
 - v. MSU - www.reg.msu.edu/ROInfo/ReverseTransfer.asp
 - vi. UMD - umd.umich.eu/reverse
 - d. Activities universities engaged in to promote reverse transfer (beyond direct communications and webpages):
 - i. Advisors promote it and during orientation
 - ii. Information about reverse transfer included in articulation agreements
 - iii. Student newspaper writes an article a couple times a year
 - iv. Our admissions staff discuss the process
 - v. Feature signing in faculty/staff e-newsletter
 - vi. Press releases issued, along with media advisories, for the signing ceremonies
 - vii. Included in university catalog
2. Role of community colleges in direct communications with students:
 - a. This activities is limited initially 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. Academic advisors inform students of reverse transfer agreements.
 - ii. Posters and brochures displayed around campus and at partnering institutions
 - iii. Press releases and media events when agreements were signed
 - iv. Communicate with alumni through newsletters
 - v. You tube video (GRCC example: <http://www.youtube.com/watch?v=yMP1sZZkhX0>)
 - vi. Communication piece that will be sent to any student who have their transcript sent to a university
 - vii. Letters describing the program are sent to students based on lists provided from universities
 - viii. 3 CCs have websites (see the links below) and several others have plans to create one
 1. LCC - www.lcc.edu/articulation/reverse/
 2. Macomb - www.macomb.edu/Current+Students/Student+Services/Transfer/Reverse+Transfer.htm
 3. Muskegon CC - www.muskegoncc.edu/pages/2833.asp?item=6418
3. Messages that resonate with students about the reverse transfer opportunity:
 - a. The general idea of getting credit for all the hard work, time, money that was expended for the degree
 - b. There is no additional work or cost required to receive degree
 - c. An associate degree can provide better job opportunities while completing your bachelor's degree
 - d. The associate degree is the nation's fastest growing work credential and employers recognize its value
 - e. Students who earn an associate degree are more likely to complete their bachelor's degree
 - f. The unemployment rate was 30% lower for associate degree holders compared with high school graduates
 - g. Obtaining an associate's degree decreases your chances of having to repeat courses at the university
 - h. It is a credential that can never be taken away. You earned it.
 - i. Degree completion at the associate level is desirable for career success and planning for a four-year degree.
 - j. Receiving the associate degree can provide an edge in the job market
 - k. Provides the opportunity to add an important credential to their resume

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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 had not established a schedule yet.
 - 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 MACRAO meetings or other conferences.
2. Flow of information/documents between institutions:
 - a. 9 universities send reverse transfer forms to CCs and 11 send official transcripts. A few CCs also indicate that get data or at least lists of students who either are eligible or apply for reverse transfer.
 - b. 12 CCs send official transcripts back to the university after the associate's degree is awarded and 7 send information about students who apply for reverse transfer but do not yet meet requires for the associate's degree. A few CCs indicate that they plan to keep a spreadsheet of all inquiries to share how many students are interested, who earned a degree, and who didn't (and why).
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. While several have not yet put a process in place a number of others plan 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
 - b. A handful of universities indicated the activities to follow-up with these students:
 - i. Students kept in the pool for the next time they run the eligibility and the list is sent to the CC
 - ii. Follow up with advisers at the university to let the student know what they need to do to be eligible for the reverse transfer degree
 - iii. The registrar forwards the missing coursework (based in CC info) to the advising office. Advisors encourage students to take courses to satisfy both the associate's and bachelor's degree requirements
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. The simpler the process the better
 - b. Institutions also shared several areas where the effectiveness of the partnership could be strengthened
 - i. Knowing what to track and the tracking process.
 - ii. It would be nice to standardize (and possibly further automate) the process
 - iii. One consistent state of Michigan agreement with consistent criteria, procedures, and communications
 - iv. Some of our partners are very good about sharing data on the success of the initiative, but not all
 - v. A more automated reverse transfer process that is consistent and user friendly for students
 - vi. Greater general awareness among students of the value of an associate's degree
 - vii. To make it clear to the students that they may be eligible. The Reverse Transfer is not a guarantee that they will receive an associate's degree
 - viii. If an institution has an online means by which the reverse transfer administrator at one school could access academic information about a student at a partner school (such as an online feature by which advisors would view a student's academic history), that could eliminate the need for official transcripts to be sent between schools until it is determined that the transfer credits would, in fact, enable the student to receive the associate degree