The New Reverse Transfer
A National Landscape

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OBJECTIVES

• What is the New Reverse Transfer and why is it important?

• What is the status of the New Reverse Transfer across the country?

• What have we learned that can improve the practice?

• Where are you with the New Reverse Transfer?
Topic

• The “New Reverse Transfer”
  • Referring to students who transfer “academic credits for applicable coursework at the university...back to the community college for the purposes of awarding an associate’s degree” (Marling, 2012, p.2).

• Limited research exists on reverse transfer programs across the nation.
  • Traditional reverse transfer data is available.

• Need for information on how institutions can create meaningful and effective programming around the new reverse transfer.
Status of Reverse transfer

- President Obama’s 2020 Strategic Vision and Goals
  - Increase the U.S. College Degree Attainment Rate from 40% to 60% (Kanter, Ochoa, Nassif, & Chong, 2011).

- Emerging across the Nation
RESEARCH QUESTIONS

1. To what extent has the new reverse transfer been implemented across the states?

2. How is reverse transfer being implemented within each state (i.e., legislatively mandated, state-wide agreement, or institutional agreements)?

3. What have practitioners learned so far about making reverse transfer work at the institutional level?
Literature Review

Related Studies on the New Reverse Transfer

- 2012 Survey of Access and Finance conducted by The University of Alabama Education Policy Center

- Summer 2013 survey of the National Council of State Directors of Community Colleges conducted by Iowa Department of Education

- The National Conference of State Legislatures (NCSL) Hot Topics in Higher Education brief, 2013

College Completion Initiatives

- Project Win-Win

- Complete College America

- Credit When It’s Due
Literature Review

• Outcomes of Reverse Transfer *(traditional & new)*

• Why the New Reverse Transfer?
3 studies related to Reverse Transfer

Noted inconsistencies

Public records/legislation search

SHEEOs/System Officers

Analysis & Rating

First Document Analysis and Process (National Landscape)
Second Document Analysis & Process
(Implementation)

Web-based documents
- Presentations and papers,
- Agency/college issued reports, etc.

2013 IHEP Forum on Project Win-Win

Six major themes of recommendation for implementation
Research Question #1

To what extent has the New Reverse Transfer been implemented across the states?
Results

Following the literature review and document analysis, each state’s data was analyzed and was given an implementation rating based on the following scale:

1) **Non-participant**
   - State did not have any institutional or state participation

3) **Emerging participant**
   - State had between one and three institutions that had reverse transfer agreements, currently did not have any statewide legislation or policy, and was not a participant in the Credit When It’s Due Grant

5) **Strong participant**
   - States that had state legislation or state-wide policies regarding reverse transfer, were a participant in the Credit When It’s Due Grant, and/or had four or more institutions that had reverse transfer agreements.
Results

• The New Reverse Transfer participation by State

  • 5) Strong participant: 21
  • 3) Emerging participant: 11
  • 1) Non-participant: 18
New Reverse Transfer Participation by State

Participation Key
- **5: Strong (21)**
- **3: Emerging (11)**
- **1: None (18)**

Map showing states colored according to their participation level.
Research Question #2

How is the New Reverse Transfer implemented in each state?
Results

- Implementation Structure
  - Institutional Agreements (IA): 13
  - **Statewide Agreements (SA): 19**
  - Not applicable: 18
- Legislation related to Reverse Transfer: 7
  - Mississippi (IA)
  - Colorado, Michigan, Missouri, Tennessee & Texas (SA)
  - Indiana (n/a)
Discussion RQ1 & RQ2

- 64% of states have the new reverse transfer programs.
- Statewide agreements are more prevalent.
- Increased participation though adoption of an “opt-out model”
  - This model would likely contribute to an increase in awards granted.
- At this time, research indicates only positive return on the policy (Ekal & Badillo, 2011; Arndt & Robinson, 2012).
- The study did not reveal any negative implications.
Research Question #3

What have practitioners learned so far about making the new reverse transfer work at the institutional level?
Implications for Practice

18 states do not have the New Reverse Transfer.

For those states that were identified as non-participants, it may be helpful to reference models of best practice from states that do have the program.
Implications for Practice

1. Form a reverse transfer committee or team of participants to contribute to the program’s formation and maintenance.

2. Create a communications plan to share the new reverse transfer program details with your constituents.

3. Implement a fully automated process for evaluating degree requirements.
Implications for Practice

4. Be aware that it will be a challenge to track students as they move from institution to institution.

5. Due to FERPA regulations, institutions will need to address how they will share and track eligible reverse transfer participants between colleges and universities.

6. Consider the differences in institutional degree requirements to participate in the program.
Implications for Research

- Are the New Reverse Transfer programs promoting success and improving student outcomes as they are currently promising?

- Define the essential components of the new reverse transfer.
  - GPA requirements, credits earned requirements, student participation sign-ups
References

References


References


References


References

• Townsend, B. & Dever, J. (1999). What do we know about reverse transfer students? Understanding the impact of reverse transfer students on community colleges. New Directions for Community Colleges, 1999(106), 5-14.
DISCUSSION

Where is your institution with the New Reverse Transfer?
Thank you!

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