Midwest CREST Feasibility Project
Policy & Practice Research Questions

1. What state- and system-level programs and platforms designed to ease transfer and degree completion exist in the Midwest?
2. How effective are these systems in promoting degree completion?
3. What institutional- and state-level policies may facilitate or hinder CREST?
4. Who are the key policymakers and stakeholders in assessing CREST feasibility?
K-State Institute for Academic Alliances
Developing and managing collaborative distance education academic programs

Virginia Moxley
Sue Maes
Dawn Anderson
Joelle Pitts
Carol Gould
Dana Reinert
Mary Lou Marino
Jessica Stemmer
Why collaborate?

• To pursue opportunities that are significant, urgent, and/or risky.
• To do together what cannot be done alone.
• To expand the institution’s reach.
• To improve the institution’s outcomes.
• To achieve synergy and open doors to innovation.
K-State IAA - Managing Partner
Great Plains IDEA Human Sciences

7 online multi-university graduate programs

Revenue up 20% in FY 2010 to $2,448,000
ExpanSIS – Award Winning
Multi-Institution Student Information System

Institution: U1  Term: Fall 2006

Welcome to ExpanSIS
Choose a link from the menu to begin.

Association for Continuing Higher Education
The Network of Leaders for Lifelong Learning for Over Sixty Years

Creative Use of Technology Award

Great Plains Region Excellence in Innovation Award
Behave as Equals
Respect & Accommodate Institutional Differences
Principle *Three*

Simplify Student Navigation
Principle Four

Share Leadership
IAA CREST Research Methodology

Internet Research
ACE, CAEL, CREST Comparison
Kansas State University Interviews
MHEC States’ Research
4 State Systems’ Interviews
Kansas State University Pilot Presentation
Thought Leaders Meeting
IAA CREST Internet Research

- Prior Learning Assessment
- Military Experience & Training
- Foreign Education
- National Workforce Training/Certification
- Innovative Higher Education Institutions
- Technology Platforms
K-State Interviews

12 MHEC States Comparison
• Policies
• Articulation Agreements
• Common Core Courses/Numbers
• Technology Transfer Tools

State System Interviews
Indiana, Minnesota, Ohio, Wisconsin
The Faces of K-State’s Transfer Specialists

Ruth Stanley, Advisor, Continuing Education

Ron Jackson, Degree Completion Coordinator, Continuing Education

Julie S. Katz, Assistant Director of Admissions & Transfer Coordinator
K-State Adult Degree Completion Program

March - December 2009:
• 600 degree completion admissions applications
• Only 35% actually enroll

WHY? 
WHAT WOULD HELP?

• Failure to complete the application process
• Length of time it takes to analyze the transcript, work force training and predeterminants, and life experience.
• Disappointment in the results of the transcript analysis.
• More degree completion applicant advisors
• Increased receptivity to military experience, work force training and predeterminants, and life experience.

3. Consistency in Curriculum Guides at the College level.
4. Reduction of time for the application process, particularly at the college level review.

Ron Jackson, Degree Completion Coordinator, Kansas State University, Division of Continuing Education,
Prospective K-State Military Students

Issues & Observations:

• Transfer credit - regionally accredited institutions v. nationally accredited institutions.
• College admission and enrollment processes were developed for traditional on-campus students.
• Recruitment materials target traditional on-campus students.
• Soldiers seem to choose K-State based upon previous knowledge of K-State and word-of-mouth referrals among soldiers at Ft. Riley & Ft. Leavenworth.

Ruth Stanley, Advisor, Military Applicants, Division of Continuing Education, Kansas State University
Of approximately 3400 prospective K-State students:

- 1300 (39%) transfer from KS community colleges
- 2040 (61%) from other institutions or are not attending
- An estimated 60% have 3+ transcripts
- ALL transcripts (originals) must be received before review will begin

Institution Perspective: Kansas State University

Assistant Director of Admissions & Transfer Coordinator
Create Commonalities
Create Statewide Transfer
Oversight Organizations
Strengthen Policies
Invest in Technology Tools
Continually Improve
4 MHEC States with Statewide Transfer Groups

**Indiana:** Statewide Transfer & Articulation Committee (STAC)

**Minnesota:** Transfer Specialist, Transfer Advisory Group, Forum Discussion Group

**Ohio:** Articulation and Transfer Advisory Council, Steering Committee, Faculty Panels

**Wisconsin:** Transfer Coordinators’ Group, Transfer Advocates, UW Help Online, Transfer Ombudsperson

Began with: Spirit of Accommodation
Changed into: Principles of Accommodation

**Wisconsin Interview**

**Kansas:** Core Outcomes Project
4 MHEC States’ Technology Tools

Course equivalency database & website - searchable by course & institution

Indiana: TransferIN.net

Minnesota: Minnesota Transfer Transfer Degree Audit, Red Lantern - DARS into U.Select

Wisconsin: University of Wisconsin System Transfer Information System One online application for whole system

Ohio: Just u.select, wants to develop a student site

TECHNOLOGY VISION: First-class website; degree audit system; and searchable articulation agreement database
New State Transfer Student Initiatives

Minnesota

Students First

• Single Search
• Single Application
• Single Registration
• Graduation Planner
• Single Billing/Single Payment
• Shared Services
For-Profit Institutions

Credit Bank

Columbia College
Credit for Prior Learning

Credit for Certifications, Work Experience & Training

Competency-Based Education
2. How effective are these systems in promoting degree completion?
3. What institutional- and state-level policies may facilitate or hinder CREST?
4 MHEC States’ Policies Have Teeth

**Indiana:** Core Transfer Library; 12 statewide articulation agreements mandated by legislation

**Minnesota:** Transfer Agreement, Minnesota Transfer Curriculum CH.356,Art. 2, Sec. 8 “By January 1, 2002, the Board of Trustees of the MNSCU **must** implement the Minnesota Transfer Curriculum at **all** state colleges and universities.”

**Ohio:** Articulation and Transfer Policy

**Wisconsin:** Guaranteed Transfer

**Kansas:** K.S.A. 72-4454, f. “institutions are strongly encouraged to develop program-to-program articulation agreements. Such agreements **may** provide additional transfer opportunities over and above the opportunities named in this policy, but may not conflict with this policy.”
Policy Obstacles

• Degree audits not conducted until student admitted.
• Hard-copy, original transcripts required.
• Decentralized transfer credit determinations.
• Nationally-accredited institution credits suspect.
• Prior learning assessment determinations suspect even within own system.

• Last 20-30 hours must be taken at degree-granting institution.
Facilitators

• Spirit of Accommodation
• Principles of Accommodation
• Identification of commonalities
• Highly evolved transfer & articulation systems
• Centralized staff with the authority and responsibility to facilitate transfer & articulation
• Regular meetings/communication among transfer experts
4. Who are the key policymakers and stakeholders in assessing CREST feasibility?
Key policymakers and stakeholders

• Legislators
• Coordinating/governing board members
• Higher ed administrators
• Faculty
• Technology & Transfer Specialists
• Employers
• Students and their families
What have we missed?

1. What state- and system-level programs and platforms designed to ease transfer and degree completion exist in the Midwest?

2. How effective are these systems in promoting degree completion?

3. What institutional- and state-level policies may facilitate or hinder CREST?

4. Who are the key policymakers and stakeholders in assessing CREST feasibility?