

MICHIGAN TRANSFER AGREEMENT



History

- Since 1972 the Michigan Association of Collegiate Registrars & Admissions Officers (MACRAO) Transfer Agreement has been used successfully by many students to transfer their general education courses from Michigan community colleges to four-year Michigan colleges & universities.
- While tremendously beneficial to students, several four year institutions have various provisos that are confusing to students

History

- A handful of Michigan institutions did not participate in the MACRAO Transfer Agreement
- In 2012 the Michigan Legislature included boilerplate language in Section 210a of the Community College Appropriations bill that focused on improving the transferability of core college courses between public community colleges and public universities on a statewide basis

Legislative Language for the Committee

- A committee shall be created to develop a process to improve the transferability of core college courses between community colleges and public universities on a statewide basis. Building off of the MACRAO agreement and existing articulation agreements in place between individual institutions, the committee shall work to develop equivalency standards of core college courses and identify equivalent courses offered by the institutions.
- The committee shall be composed of the following:
 - Five representatives from community colleges selected by MCCA
 - Five representatives from public universities selected by PCSUM
 - Two members of the House of Representatives selected by each party leadership
 - Two members of the Senate by each party leadership
- The committee shall submit an interim project status report by March 1, 2013 and September 1, 2013.

Members of the Committee on the Transferability of Core College Courses

University representatives:

- David Johnson (CMU)
- Pat Cygnar (EMU)
- Linda Stanford (MSU)
- Steve Shablin (OU)
- Christopher Tremblay (WMU)

Community College representatives:

- Amy Fugate (Mott CC)
- Ana Gaillat (Glen Oaks CC)
- Laurie Kattuah-Snyder (Schoolcraft)
- Donna Petras (Macomb CC)
- Paula Welmers (North Central Michigan College)

MACRAO representatives:

- John Meldrum (Sacred Heart Major Seminary)
- Karen Hutslar (CMU)

Legislative members:

- State Senator Glenn Anderson
- State Senator Darwin Booher
- State Representative Kevin Cotter
- State Representative Pam Faris

Other participants:

- Mike Hansen (MCCA)
- Chris Baldwin (MCCA)
- Erin Schor (MCCA)
- Jenny Schanker (MCCA)
- Mike Boulus (PCSUM)
- Patty Farrell-Cole (PCSUM)

Why Changes to Current to MACRAO Transfer Agreement Were Needed

- Provisos made the MACRAO agreement complex
- Not all 4-year public institutions participated
- Not reviewed/updated since its creation in 1972
- Need for a more seamless transition that is more student friendly and consistent statewide

Guiding Principles and Recommendations

- Make the agreement simple and easy to understand
- Keep the agreement student focused
- Treat transfer students the same as native students at the receiving institution
- Acknowledge the distinction between the MTA and degree requirements.
- Promote transparency among institutions to ensure accurate transfer information
- Require student to complete at least one credit bearing course at the institution awarding the MTA

MTA Requirements

- Courses must be college level (100 or above)
- Career/technical courses may not be included
- Studio or performance courses may not be included
- Coursework included in the MTA must be a grade of 2.0 or better
- Student must be admissible to the four year partnering institution to use the agreement
- Students are not required to complete an Associate's degree in order to earn the MTA
- Students do not need to be currently enrolled at the sending college in order to be evaluated for the MTA

MTA Course Requirements

- One course in English composition
- A second course in English composition or one course in communications
- One course in mathematics
- Two courses in social sciences (from two disciplines)
- Two courses in humanities and fine arts (from two disciplines, and excluding studio and performance classes)
- Two courses in natural science (from two disciplines) including one laboratory experience

Math Requirement

- An entry-level math course in one of the three pathways below:
 - Science/Engineering – College Algebra
 - Business/Social Sciences – Statistics
 - Liberal Arts – Quantitative Reasoning
- An advanced level course in any area above will also be accepted
 - * Intermediate Algebra is **NOT** an acceptable option
- **Rationale:**
 - Students have diverse educational goals
 - Not all students are served by algebra intensive path

The Difference between the MACRAO and the MTA

MACRAO Transfer Agreement

- Complete a minimum of 30 credits from the four categories below.
- Grade & GPA requirements are decided by the community college/sending institutions
- Each sending institution has different residency requirements
- English Composition.....6 cr.
- Science/Math – two disciplines (one lab)...8 cr.
- Humanities – two disciplines.....8 cr.
- Social Science– two disciplines.....8 cr.

Michigan Transfer Agreement

- Complete a minimum of 30 credits from the categories below
- A minimum grade of 2.0 is required in each course
- A student must earn a minimum of any one credit-bearing course at the sending institution
 - 1 course in English composition
 - A second course in English composition or a course in communication
- 2 courses in Natural Sciences (one lab) – two disciplines
 - 1 course in Mathematics
 - 2 courses in Humanities – two disciplines
 - 2 courses in Social Sciences – two disciplines
- Additional courses in any category above to satisfy the minimum of 30 credits if needed

MTA – what it is and what it is not

What it is

- Lower-level core college courses; breadth, not depth
- Minimum of 30 credit hours must be taken in approved disciplines
- A more rigorous distribution of disciplines that reflects the majority of lower-level general education at the receiving institutions
- Two-year to four-year transfer
- A roadmap for undeclared/undecided students

What it is not

- A new name for the MACRAO Agreement
- A guarantee that all lower-level general education will be waived
- A certificate that is transferable to any four year institution
- A roadmap to self-advising
- The best fit for every student

MTA Implementation

- Effective Fall 2014
- All state colleges and universities have signed the agreement to participate
- MTA Handbook has suggestions for best practices in implementing the agreement
- Students who started prior to Fall 2014 will be able to complete the existing MACRAO Agreement until the end of summer 2019
- Current students may elect to instead follow the MTA
- MACRAO is supporting the new agreement
- Training sessions will be available through MACRAO

Sending Institutions: Implementing the Michigan Transfer Agreement

- Determine applicable MTA courses for each category and make your list public and easy to access
- Work with your partner institutions in order to ensure that you are including courses that can double count for students' major, minor, or other degree requirements
- Sending institutions must use credit hours from other institutions towards the completion of the MTA
- Publish information about the MTA requirements and policies on college website and catalog/bulletin
- Train personnel to advise students about the MTA
- Express to the student that major, minor, prerequisite or other degree and graduation requirements are not exempt by the MTA
- Evaluate transcripts for MTA satisfaction and designate "MTA Satisfied" when applicable

Communicating the MTA within the Sending Institution

- Incorporate MTA in existing orientations, information sessions, etc.
- Advise students about the MTA as soon as possible
- Provide information about the MTA on your institution's website, listing applicable courses, clearly defining policies and processes for completing the MTA, and requesting an evaluation
- Provide links to receiving institutions requirements
- Encourage students to meet with representatives from potential receiving institutions
- Provide MTA workshops for students in order to help them to maximize their transfer credits
- Require discussion of new courses' compatibility with the MTA
- Make sure students know how and when to request a MTA evaluation

Certifying Students as “MTA Satisfied”

- Prominently display “MTA Satisfied” on your official transcripts
- If possible, create an automatic process for evaluating and granting the MTA
- Provide a means for students to request a MTA evaluation if not automatic
- Increase the likelihood of MTA completion by including MTA requirements in your degree programs

Communicating the MTA with Your Receiving Partner Institutions

- Communicate any curricular or policy changes to your receiving partner institutions regularly
- Invite your receiving partner institutions to orientations, information sessions, and transfer fairs in order to keep them up to date with any changes
- Work with your partner institutions to include the MTA in their transfer guides and articulation agreements
- Let your partner institutions know when your students are experiencing difficulties in the transfer process

Four Year (Receiving Institution) Responsibilities

- Clearly identify the general education requirements satisfied by the MTA
- Accept the MTA as a block and denote the completion within the corresponding documents and/or systems
- Treat transfer students the same as natives (no special requirements)
- Train personnel to advise students regarding the MTA
- Move provisos to additional general education, program, or graduation requirements
- Communicate with partner institutions regularly
- Express to the student that prerequisite, major, minor, other degree and graduation requirements are not exempted by the MTA

Implementing a Process for Accepting the MTA

- Receiving institutions should have a process for identifying students who have completed the MTA
- Information should be stored somewhere in your SIS where it can be viewed by all staff
- The process should connect the MTA to the degree auditing systems where students' accurate degree requirements can be accessed
- Transfer guides should be updated to include information pertaining to the MTA
- Impact on articulation agreements and reverse transfer should be considered

Determining Requirements Satisfied by the MTA

- Be transparent by clearly identifying what will be satisfied by the completion of the MTA
- Any additional coursework outside of the scope of the MTA should be clearly identified
- All 30 credits associated with the MTA must be accepted as transfer credit by the receiving institution
- Students should be allowed to complete any additional lower-level general education requirements at the sending institution when applicable
- Any of these additional requirements should be applicable to all students (native/transfer)

Implementing a Process for Accepting the MTA

- Admissions staff should develop a process for communicating with potential students about the MTA
 - Include information about the MTA your recruitment materials and presentations
 - Plan to communicate with about the MTA within admission packets (Admits/Denials)
 - Address the MTA in your transfer admission communications
 - Identify majors for which the MTA may not be a good fit
 - Train Admissions Representatives to discuss the MTA with prospective students
 - Include information about the MTA in transfer student orientations

Communicating the MTA within the Receiving Institution

- Admissions staff should be trained to ask and answer questions about the MTA
- Advising staff should be trained to ask and answer questions about the MTA
- Students should be asked if they were pursuing the MTA
- If it is in a student's best interest, advisors should be able to assist students in completing the MTA
- Advisors should consider utilizing reverse transfer when it is in a student's best interest
- Continue to have open dialogue about the MTA within your institution in order to improve upon your best practice
- Provide an MTA page on your website

Communicating the MTA with your Sending Partner Institutions

- Continue to maintain healthy relationships with partner institutions
- Routinely evaluate articulation agreements and transfer guides
- Consider your partners (and the MTA) when evaluating/updating your courses/curriculum
- Let your partners know when students from their institution are running into difficulties associated with the MTA

Shared Responsibilities

- For the block transfer to work seamlessly for students, it is essential for institutions to keep course equivalencies that satisfy the MTA up to date and readily available on college, university, and Michigan Transfer Network websites.

Thinking Ahead

- Has my institution signed the agreement?
- What is my institution's implementation process?
- Do we have faculty buy-in/support?
- How well is my institution communicating with partnering institutions?
- What is the impact of the MTA on transfer guides and articulation agreements?
- What impact does the MTA have on the curricular process?

Thinking Ahead

- What impact does the MTA have on degree and graduation requirements?
- Has my institution started having conversations about building the MTA into our general education and degree requirements?
- How will my institution recognize the MTA in our student information system?
- How will a completed MTA be implemented without impeding gainful employment rules?
- Has my institution included a MTA section within its annual bulletin/catalog?

Resources Available

- MACRAO Website – www.macrao.org
- The MTA Handbook
- MTA Checklist
- Transfer Student Resources Brochure
- Additional Facilitated Discussions
- The MACRAO College Articulation Committee
- michigantransferagreement@gmail.com
