



North Carolina's Reverse Transfer Initiative May Benefit Thousands

JUNE 2015

Nationally, more than 75 percent of college students transfer to a university from a community college without having obtained an associate degree.¹ However, community college transfer students who obtained an associate degree earned their bachelor's degree at much higher rates than those who did not (72 percent versus 56 percent).² This suggests that achieving the associate degree may be important for transfer student bachelor's degree completion.

The Credit When It's Due (CWID) initiative funded in 2012 by six foundations, is supporting 15 states to develop reverse transfer programs and policies. **Reverse transfer enables students to receive an associate degree, or other credentials, by utilizing both community college and university credits when students meet the requirements after transferring to a four-year college or university.** The reverse transfer program maximizes student commitment and success by helping engage students along their path to a four-year degree and by awarding a credential that they can carry into the workplace.

In North Carolina, the reverse transfer program is a collaborative effort between North Carolina's community colleges and the University of North Carolina's constituent institutions. Students who transfer to a North Carolina university from a participating North Carolina community college are given the opportunity to combine the credits earned at the university with credit already earned from the community college to determine if the associate degree (or other credential) requirements have been met.

| North Carolina's Implementation Timeline | |
|--|--|
| October 2012 | UNC General Administration received a grant from USA Funds as part of the CWID grant to develop technology tools, policies, and procedures to support the reverse transfer of credit for students who transfer before completing a community college credential. |
| 2013 | Developed reverse transfer policies and procedures, assessed technology needs, enhanced the UNC student data mart system to allow efficient transcript exchange - mapping course equivalencies between universities and community colleges. |
| Fall 2013 | Pilot tested the student consent processes. |
| January 2014 | Students were identified and contacted for participation at the eight pilot universities in collaboration with 15 of the 58 community colleges, which represent 70% of the state transfer population. |
| March 2014 | More than 5,000 transfer students agreed to participate. |
| June 2014 | Pilot community colleges received transcripts and certain other information for students who agreed to participate in the program, and had earned enough credits to be considered for an associate degree. |
| December 2014 | More than 600 students were awarded community college credentials that would otherwise have been unavailable to them. |
| Spring-Summer 2015 | All 58 community colleges are participating along with 11 universities. Additional community college credentials will be awarded as a result of coursework completed in spring 2015. |
| December 2015 | Statewide implementation achieved with all 58 community colleges and 16 universities participating. |

¹ McCormick, A. C., & Carroll, C. D. (1997). *Transfer behavior among beginning postsecondary students: 1989-94*. Washington, D.C.: National Center for Education Statistics. <http://nces.ed.gov/pubs97/97266.pdf>

² Shapiro, D., Dundar, A., Ziskin, M., Chiang, Y., Chen, J., Harrell, A., & Torres, V. (2013). *Baccalaureate attainment: A national view of the postsecondary outcomes of students who transfer from two-year to four-year institutions*. (Signature Report No. 5). Herndon, VA: National Student Clearinghouse. <http://research.studentclearinghouse.org>

