

**Meeting of Chief Transfer Officers
Macon State College
April 1, 2008**

A. Welcome and Introductions

B. Review of the role of the ombuds and recommendations

- Campuses asked “What things don’t you do that you think would be helpful?”
 - More training
 - Where do new courses go on the Banner table?
 - Also, make sure attributes are set up correctly. This is necessary for CAPP to work correctly. Some build it in the catalog.
- Campuses asked “What is the role of the transfer ombudsperson on your campus – do you deal just with core courses or any transfer course?”
 - All core courses regardless of where it falls in the core curriculum.
 - Some also deal with upper level.
 - Some are the point of appeal.
- Campuses asked “How do you let students know you are there to help?”
 - Website
 - Catalog
 - Exception list from Advisement Center – review to find possible problems early on.
 - Sends letter to all USG transfers
 - Reviews CAPP for all USG transfers to be sure core courses are appropriately satisfied
 - Sometimes students don’t know there is a problem until their degree audit
- **RECOMMENDATION** - Need list of all courses that are acceptable for Area B. This is the hardest section to deal with. Group indicated the hardest transfer credit to work with is that coming from UGA because the only requirement for Area B at UGA is the approval of the advisor. How do other institutions know that they should use a UGA course to satisfy Area B?
- **RECOMMENDATION** - Group would like workshop on the core curriculum.
- Bainbridge – some of their AA students are told they need to take more courses to complete the core when they transfer to another institution. Atlanta Metro agreed that their students have also had this problem, particularly when transferring to GA State. Who should they call to have this fixed? **RECOMMENDATION** – address this problem.
- How do you know if a course has changed? i.e. – ENGL 2112 in 2000 is now something else? They only know when the student brings it to their attention.
- Discussion regarding course standards – how do you know a course taught at one institution covers the same material and has the same rigor as a course taught at another institution? But, how do you know that one instructor teaching a course teaches it the same as another at the same institution?
- GA State pointed out that we are really doing quite well as a System. We do have core curriculum agreements. We have higher transfer success rates than many states.

- GA State was asked “Why does GA State have 60 hour limitation for credit coming from 2 year school and 81 hour limitation for credit coming from 4 year school?” (None of the other represented campuses indicated they still do this.) GA State indicated that the faculty senate establishes the degree requirements.
- Campuses were asked “Can a 2000 level course be used to satisfy a 3000 level requirement?” Campuses indicated “yes” if the course is reviewed and approved.
- Campuses were asked “Can 3000 level course be used to satisfy a 2000 level requirements?” Campuses indicated “yes” if course description provided and approved by the department.
- Dorothy pointed out that the numbering of some courses may be somewhat arbitrary so why do we make students go through these extra steps? Is it really necessary for all courses?
- Discussion regarding Anatomy and Physiology. Anatomy and Physiology doesn’t go in the core. **RECOMMENDATION** – add Area D (science) information to the website.
- **RECOMMENDATION** – Workshops for advising staff. Make sure advising staff are familiar with coding (i.e. “L” for lower division)
- **RECOMMENDATION** – Educating all staff (i.e recruiters, admission processing staff, etc.) on policy – obtain associate degree and transfer to 4 year institution and don’t change your major, then core will be satisfied.
- GA State mentioned problem they have with students wanting evaluation of transfer credit prior to applying or enrolling. KSU and GCSU indicated that they have catalog built into Banner so that students can look this information up.
- **RECOMMENDATION** - Core evaluation should be submitted on the transfer transcript. Campuses indicated that they find it hard to honor requirement to satisfy core if you don’t know which courses were used to satisfy the core at the first institution.
- **RECOMMENDATION** – Area B – what if the entire area has not been satisfied? Campuses requested clarification.
- **RECOMMENDATION** – Get all campuses to follow the rules that already exist.

C. Suggestions for committee name change

Several suggestions for a new name were presented:

- Transfer Credit Advisors
- Transfer Credit Champions
- Transfer Credit Liaisons
- Chief Transfer Officers
- Transfer Credit Coordinators
- Core Transfer Officers
- Transfer Articulation Officers

Some in the group expressed the concern that they are actually just a liaison and do not have much authority and therefore felt the title “Transfer Credit Liaison” was most appropriate. The group was assured that they do have the authority as they are enforcing existing USG policy on their campus and a title is needed to reflect this authority. After much discussion, the decision was made to change the name to **Chief Transfer Officers**.

D. Alternative credit

o Credit by examination

- o **AP** - The campuses indicated that the process of awarding credit based on AP scores is largely problem free. There is an issue that some institutions have higher requirements than others to receive credit on a particular test. They expressed that it is unfair to native students if credit is given to students who transfer in when the same score would not result in credit for native students. **RECOMMENDATION** – standardize score requirements so that all institutions are awarding credit based on the same scores.
- o **CLEP** - no problems reported with CLEP
- o **IB**
- o **DANTES** – Discussion regarding the predicted 5-10 year swell in veterans enrolling in college. With the influx colleges need to take a close look at how they award credit. All campuses encouraged to review their transfer policies to ensure they are military friendly. **RECOMMENDATION** – need way to track SOC students (military) in Banner.
- o **Excelsior** – campuses informed that this is a new testing program much like CLEP. Discussion regarding whether campuses would award credit based on this exam and all indicated they would not. Why not? It is an exam administered by an institution. It is not a nationally standardized and recognized test.

o Credit by placement exam

- o UGA doesn't award credit based on departmental exams taken at other institutions. For example, English test given during orientation and grade made to place in ENGL 1102. "K" grade given for ENGL 1101 at first institution. When transferring to UGA, not given credit for 1101. **RECOMMENDATION** – Can all institutions give transfer credit for credit given based on placement test at another USG institution? Can there be a common test?

E. Credit earned through distance education – no problems reported

F. CTO listserv – listserv will be established

G. Process for the new curriculum

H. Cases, questions, issues, problems and solutions related to transfer; Discussion of UGA's new core curriculum and its implications for outbound transfers.

I. Housekeeping

- o All campuses encouraged to check their websites. Make sure all information is current and accessible.
- o Use the listserv to communicate with and get help from each other.
- o Participate in prior learning assessment discussion (held week of 4/7)
- o Participate in IB conference call (held 4/3)