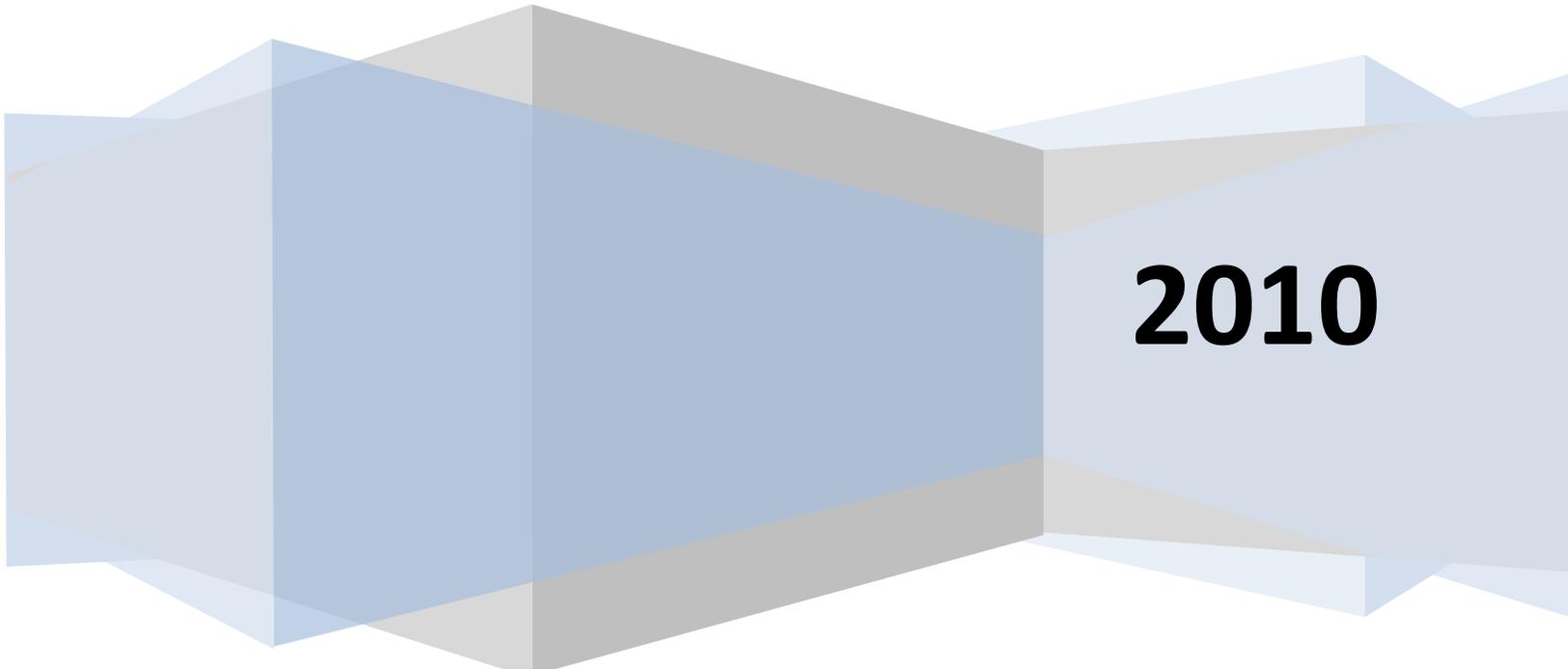# Evaluation Summary

Committee on Transfer and Articulation Transfer Conference

February 12, 2010

Released April, 2010

2010

Contents

The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The COTA-Advisory Council (COTA-AC) acts as an arm of COTA. Its primary role is to review proposed revisions and initiatives to statewide transfer and articulation policies and to assess, evaluate, and provide feedback on the feasibility of implementation of said proposals. Additionally, the Advisory Council will bring forward to COTA any issues or emerging trends that will affect the transfer of students and/or post-secondary credits between institutions in this state.

The Missouri Transfer Conference is coordinated by COTA and planned by COTA-AC, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2010 conference theme was "Get Connected!" It was organized around three tracks:
- o Program Articulations that Work
- o Transfer Technology
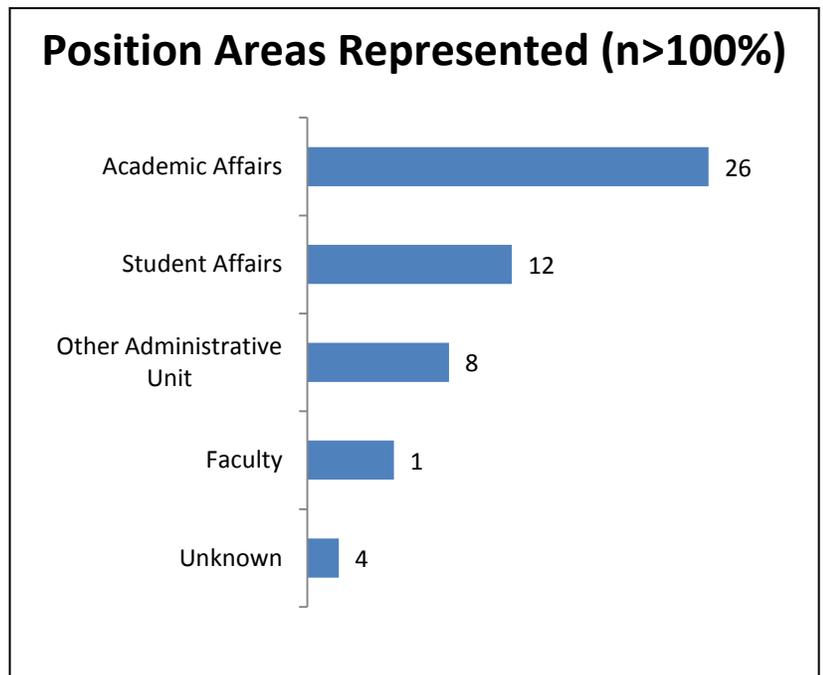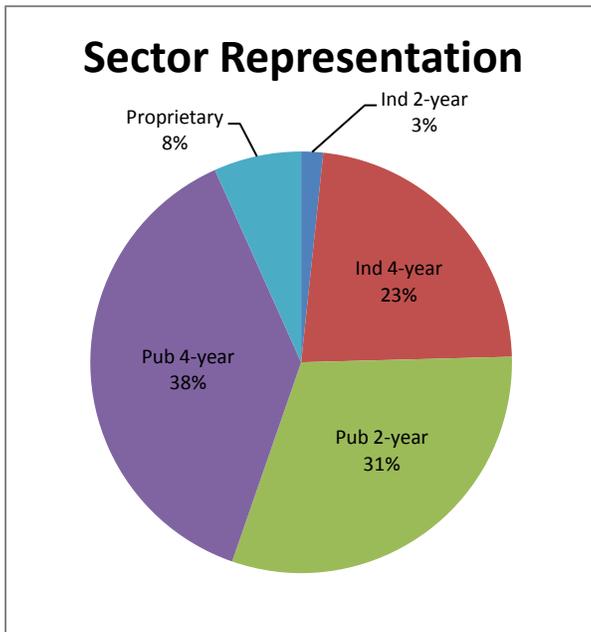- o What's Happening in Missouri Higher Education

The members of the Committee on Transfer and Articulation extend their gratitude and appreciation for the excellent work of the planning committee and COTA-AC in facilitating this year's conference. COTA also would like to thank the University of Central Missouri for its financial support of the 2010 conference.

DEMOGRAPHIC SUMMARY

Attendance at the 2010 Transfer Conference was 20 percent greater than in 2009. The evaluation response rate, however, was about half of the rate from the 2009 conference. As in previous years, participation was well balanced across sectors and job functions.

See Appendix A for a copy of the blank evaluation form.

Evaluation Response Rate

	2010	2009
Total number of attendees	190	156
Total number of evaluations	67	100
Response Rate	35 %	64 %

Previous Attendance

Never 22; Before 2008 24; 2008 27; 2009 37

Sector Representation

Ind 2-year 3%
Proprietary 8%
Ind 4-year 23%
Pub 4-year 38%
Pub 2-year 31%

Position Areas Represented (n>100%)

Academic Affairs 26
Student Affairs 12
Other Administrative Unit 8
Faculty 1
Unknown 4
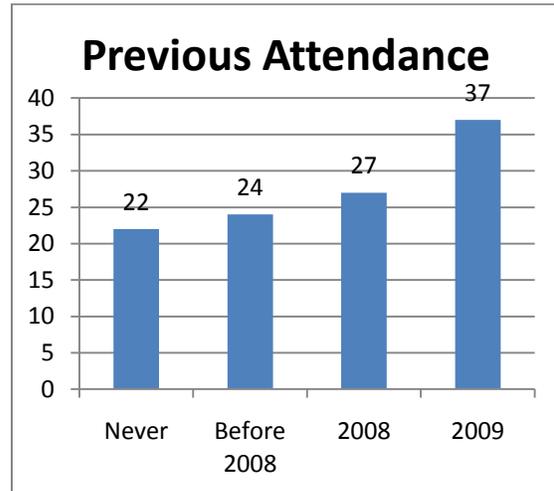
Overall Assessment of Conference, 2010

Overall satisfaction with the conference declined since 2009. This year's responses were much better than the 2008 assessment, and comparable to the 2007 assessment.

Evaluation Questions Mean response, scale 1 (strongly disagree) – 10 (strongly agree)	2010 n=66	2009 n=100	2008 n=69	2007 n=90
Today's conference was helpful for increasing my understanding of transfer issues/practices	**7.66**	8.3	5.6	7.5
The presentations and discussions addressed important issues surrounding transfer	**7.80**	8.4	5.9	7.9
Overall, I am satisfied with today's conference	**7.86**	8.5	5.4	7.7
I would recommend this conference to other transfer professionals	**7.98**	8.5	5.7	8.1
I am interested in participating in future conferences or events about transfer student issues	**7.90**	8.6	6.4	8.6

How often should the Missouri Transfer Conference be held face-to-face?

By a 4-1 margin, participants want the Missouri Transfer Conference to be held annually.

Breakout Session Feedback

Assessment of the breakout sessions was consistently high, and also consistent with the assessment of breakout sessions at previous conferences.

See Appendix B for the individual session evaluation summaries.

Breakout Session Evaluation Questions Mean response scale 1-10 (strongly disagree-strongly agree)	MORNING I SESSIONS			MORNING II SESSIONS			AFTERNOON SESSIONS		
	Track I: Study Enhances n=6	Track II: E-transcripts n=21	Track III: Agreements that Work n=30	Track I: MARET Program n=9	Track II: Document Imaging n=21	Track III: STEM n=24	Track I: Gen. Ed. Block n=17	Track II: Data Support Transfer n=19	Track III: Dual Credit Win-Win n=17
This session was helpful for increasing understanding of a specific issue or practice	8.33	8.05	8.15	7.06	7.45	7.17	7.88	7.00	7.71
This topic is relevant to my transfer practice	7.33	8.18	8.05	5.83	7.65	6.52	8.00	7.41	7.65
The presenter was knowledgeable about the topic presented	9.33	8.77	8.62	7.83	9.05	8.04	8.69	9.00	8.82
Overall, I am satisfied with this session	9.17	8.27	8.35	6.94	8.29	7.35	8.13	7.06	8.24
Breakout Session overall assessment	8.54	8.32	8.36	6.92	8.11	7.27	8.17	7.63	8.10

Written Conference Feedback Summary

Generally, participants at this year's conference felt positively about the conference, although there were sharp critiques of specific aspects of the conference. Written feedback was based on three questions. The responses are summarized below.

The full text of the written comments can be found in Appendix C.

Question 1: "What aspects of today's conference did you find most helpful?"

Many respondents feel that the conference provides an opportunity for professional networking and to share ideas with colleagues and peers.

Liked/enjoyed/found helpful:	# of times appearing
Networking with colleagues at across sectors and the state	14
Breakout session topics	11
Hearing/staying informed about statewide initiatives	5
E-Transcripts	4
MDHE'S vision and goals	4
Practical solutions	2
Open microphone at lunch	1

Question 2: "What suggestions do you have to improve future conferences?"

Suggestions for improving the conference clustered generally around three issues: the desire for more "practical" workshops or discussion; pre-conference engagement; and conference logistics. Conference attendees especially want more "roll up the sleeves work sessions" and "sharing info & practices" rather than "lecture[s]."

Several people suggested that presentations be available before the conference which might encourage a deeper conversation between presenter and audience. Another participant suggested that questions be submitted in advance of the conference for the open microphone session. There were also comments that the room dividers did not suppress noise very well and that the sessions weren't long enough.

Three people wanted future conference to include discussion of the issues for international transfers. Two people wanted the conference to be longer so that they could attend more sessions.

A transcript of all responses to this question can be found in Appendix C.

Question 3: "What are transfer issues on the horizon that could be effectively addressed at a future conference?"

Respondents identified a wide range of issues. One issue that stands out is the relationship between four-year and two-year institutions. Questions about the transfer of international students were mentioned several times, as was the 42-hour block and e-Transcripts. Other topics identified included Early College, distance learning, college readiness, dual credit, non-traditional transfer students, the transfer of military credit, experiential learning, faculty support, and statewide standardization of course numbers and curriculum.

A transcript of all responses to this question can be found in Appendix C.

COTA 2010 Transfer Conference Evaluation Summary

Lunch Open Microphone Session Topic Summary

There was only one comment specifically about the open microphone session. The evaluation form did not have a question directly about the session.

Recommendations for Conference Improvement

1. Participants want the conference held annually, and many would like for it to be longer, perhaps two or more days. This will be difficult given the tight restrictions on travel and professional development at most institutions, but it will be considered in future planning.

2. Participants very much want more roundtables and work sessions, what one person called "roll up your sleeves" sessions.

3. Address smaller details related to participant comfort and access. Examples include:
    a. Leaving breakfast foods out until after the morning break.
    b. Have extra chairs in the break-out rooms
    c. Adjust room temperatures for greater comfort.
    d. Provide additional handouts at break-out sessions.

4. Attendees recommended improvement and expansion of several specific areas:
    a. Provide more opportunities for discussion throughout the day.
    b. Provide additional forums to engage and learn from other institutions and professionals.

5. After the 2009 conference, efforts were made to expand marketing of the conference to other transfer stakeholder groups. This appears to have had some affect on the increased attendance. Continue reaching out to the proprietary sector and to students; other suggestions include other position areas at institutions (e.g. recruitment) or K-12 administrators.

6. Continue to improve some of the conference procedures and materials, including:
    a. Providing a short description of the tracks and sessions for the audiences;
    b. Distribute abstracts and, if possible, completed papers before conference. This should help stimulate discussion in the break-out sessions.
    c. Email conference materials (e.g., registration receipt, agenda, and pre-reading resources) in advance of the conference.
    d. Provide speakers guidelines on PowerPoint "best practices" to improve the quality of presentations and to provide better engagement with the audience.
    e. Create checklist for conference facilitators on responsibilities/FAQs (e.g., reminder to do room counts, what nametag notations mean)
    f. Announce at opening and again at lunch that handouts are minimal and that all presentations will be available on COTA website within one week of conference ending
    g. Provide an updated attendee list in registration folder; it also will be posted to COTA's webpage.
    h. Ask for electronic versions of presentations so they can be loaded on laptops before the conference.

Recommendations for COTA Policy Consideration

Based on conference feedback, the following areas are recommended for policy consideration by COTA.
- improving the working relationships between the state's two-year and four-year institutions
- examining issues regarding the transfer of international students
- reviewing dual credit, early college, and other concurrent enrollment programs
- developing strategies to assist in college readiness and preparation.

COTA Transfer Conference 2010

February 12, 2010
Columbia, Missouri
Holiday Inn Executive Center

8:30   *Registration and Continental Breakfast*   *(Hotel Conference Center Lobby)*

9:00   *Welcome*   *(Windsor Room)*   Robert Stein
                                                                             Yvette Sweeney

9:15   *Plenary Session*   *(Windsor Room)*
            CAI Update   Angelette Prichett, Central Methodist University
            LAMP Update   Michael Strait, University of Missouri-Kansas City
            IFC Update   Tim Gallimore, Department of Higher Education

10:00   *Break*

10:10   *Breakout Session One*
            Topic 1 – **How Program of Study Enhances Articulation**   *(Windsor 1)*
                    St. Louis Community College-Forest Park   Casey Shiller
                    St. Louis Community College   Michelene Moeller

            Topic 2 – **Under Construction—Benefits and Progress**   *(Windsor 3)*
                        Toward Implementing Electronic Transcripts
                    Metropolitan Community College-Maple Woods   Dawn Hatterman
                    Metropolitan Community College-Longview   Kathy Hale

            Topic 3 – **Agreements That Work**   *(Windsor 2)*
                    Missouri Western State University   Cindy Heider
                    Missouri Western State University   Susan Bracciano
                    Missouri Western State University   Jim Hoffman

11:15   *Breakout Session Two*
            Topic 1 – **Crowder College Alternative Energy Program**   *(Windsor 1)*
                    Ozarks Technical Community College   Amy Frieling

            Topic 2 – **Document Imaging is Fabulous**   *(Windsor 3)*
                    Ozarks Technical Community College   Joan Barrett
                    Ozarks Technical Community College   Lacey Evans Matheis
                    East Central College   Christy Gilbert
                    East Central College   Ina Cookie Hays
                    East Central College   Karen Wieda

            Topic 3 – **Rising Above the Gathering Storm**   *(Windsor 2)*
                        Building Bridges for STEM Transfers
                    Truman State University   Jason Miller
                    Moberly Area Community College   Jane Roads
                    Truman State University   Jennifer Thompson

12:15	*Lunch and Open Mic Discussion*	*(Windsor Room)*
	LAMP/CAI/IFC, Morning Sessions, Other Topics	Mike Grelle

1:30 *Break*

1:40 *Breakout Session Three*

Topic 1 – **General Education Block Transcript Issues**   (*Windsor 1)*
        A Roundtable Discussion

St. Charles Community College	Yvette Sweeney
Moberly Area Community College	Artie Fowler

Topic 2 – **What We Know and When We Know It:**   **(***Windsor 2)*
        Statewide Data on Student Transfer and What it
        Can Do for You

Missouri Department of Higher Education	Jeremy Kintzel

Topic 3 – **Win-Win Partnerships**   (*Windsor 3)*

University of Missouri-St. Louis	Kathleen Burns
Saint Louis University	Gayle Rogan
University of Missouri-Kansas City	Lynne Clawson-Day
Missouri Baptist University	Mary Ellen Fuquay

2:50	*Closing Remarks and Attendance Prizes* *(Windsor Room)*	Yvette Sweeney

3:15 *Close of Conference*

2010 Missouri Transfer Conference - Evaluation and Feedback Form

Help us make future conferences even better!

Thank you for your attendance and participation in the 2010 Missouri Transfer Conference! Your feedback is essential to help us improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve.

Demographic Information

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs Academic Affairs		Unit/Department: (e.g. Transfer Svcs.) _____	Other: _____ __
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended 2007 Conference	Attended 2008 Conference	Attended 2009 Conference	

Overall Conference Evaluation   *(Individual session evaluation on reverse)*

Please rate how much you agree or disagree with each statement.	*Strongly Disagree*		*Disagree*		*Some-what Disagree*		*Agree*		*Strongly Agree*	
Today's conference was helpful for increasing my understanding of transfer issues and practices	1	2	3	4	5	6	7	8	9	10
The presentations and discussions addressed important issues surrounding transfer	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with today's conference	1	2	3	4	5	6	7	8	9	10
I would recommend this conference to other transfer professionals	1	2	3	4	5	6	7	8	9	10
I am interested in participating in future conferences or events about transfer student issues	1	2	3	4	5	6	7	8	9	10

What aspects of today's conference did you find most helpful?

What suggestions do you have to improve future conferences?

What are transfer issues on the horizon that could be effectively addressed at a future conference?

What was your primary reason to attend today's conference?

How often should the Missouri Transfer Conference be held face to face?

_____ **Annually**   _____ **Every Other Year**   _____ **Every Three Years**

Breakout Session 1   Session Title:_____

Please rate how much you agree or disagree with each statement.	*Strongly Disagree*		*Disagree*		*Some-what Disagree*	*Some-what Agree*		*Agree*		*Strongly Agree*
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	1	2	3	4	5	6	7	8	9	10
This topic is relevant to my transfer practice	1	2	3	4	5	6	7	8	9	10
The presenter was knowledgeable about the topic presented	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with this session	1	2	3	4	5	6	7	8	9	10

Other comments or feedback regarding this session:

Breakout Session 2   Session Title:_____

Please rate how much you agree or disagree with each statement.	*Strongly Disagree*		*Disagree*		*Some-what Disagree*	*Some-what Agree*		*Agree*		*Strongly Agree*
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	1	2	3	4	5	6	7	8	9	10
This topic is relevant to my transfer practice	1	2	3	4	5	6	7	8	9	10
The presenter was knowledgeable about the topic presented	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with this session	1	2	3	4	5	6	7	8	9	10

Other comments or feedback regarding this session:

Breakout Session 3   Session Title:_____

Please rate how much you agree or disagree with each statement.	*Strongly Disagree*		*Disagree*		*Some-what Disagree*	*Some-what Agree*		*Agree*		*Strongly Agree*
This conference session was helpful for increasing my understanding of a specific transfer issue or practice	1	2	3	4	5	6	7	8	9	10
This topic is relevant to my transfer practice	1	2	3	4	5	6	7	8	9	10
The presenter was knowledgeable about the topic presented	1	2	3	4	5	6	7	8	9	10
Overall, I am satisfied with this session	1	2	3	4	5	6	7	8	9	10

Other comments or feedback regarding this session:

Respondent #	Q.1: What aspects of today's conference did you find most helpful?	Q.2: What suggestions do you have to improve future conferences?	Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?
1	Current topics on transfer issues	This was well planned out	Standardize the course numbers and curriculum across the state of MO (2&4 yrs, public & private)
2	Transfer policies	Provide breakout sessions that pertain to small 4-yr schools and less Q & A time	How many hours can be accepted from 2-yr vs. 4-yr college
3		More opportunities for breakouts	
4	E-transcripts	More practical – less state information	
5	42 hour block working group	More working groups	
6			
7	Networking	No Robert Stein	Electronic transcripts/standardized
8	Indentifying COTA's goals – Dr. Gallimore good with COTA's concentrations & why applied to vs. state goals	Open sessions to "sharing info & practices" rather than "lecture." Most institutions have these practices on campus and need "fine tuning" ideas, not start up	Majors are increasingly specifying major specifics gen eds! WHY? – Not to be lectured at/to
9	Technology based presentations, e-transcripts/posting 42 hour block/Image now	Continue discussion @ k-12 to post sec ed as well as 2 to 4 year and 4 to 4 year	
10	Networking, getting an overall concept of state transfer issues	More roll up the sleeves work sessions	Making the graduation connection to the existing jobs & careers. What jobs can we give the 11, 000 extra grads we should have??
11	Q & A, Networking	Lengthen the conference – hard to choose	Credit ascription
12	The open mic brought out initiatives or practices I had not known about	It was good as is	
13		More detail in breakout session descriptions would have been helpful	What are community colleges doing to help/encourage their students to transfer?
14		Place more emphasis on exact ways/practices we can adopt to promote a smooth transition	
15	Statewide initiatives	Longer time – Maybe overnight?	
16			
17	Networking	Put the Mo Ed (DESE) more on the "hot seat" – have them make us understand why they do what they do	e-transcripts
18	Keeping up-to-date, hearing about other schools		
19		Integrate some international issues regarding transfers	International students who transfer out from 4-yr university to a community college & they transfer back to complete degree

Respondent #	Q.1: What aspects of today's conference did you find most helpful?	Q.2: What suggestions do you have to improve future conferences?	Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?
20	Dr. Stein's comments – Vision for the future of higher education in Missouri	Consider a more "global" look at transfer policy/access to higher education	International 2 + 2 / articulation agreements
21	Coop. agreement session, concur. enrollment session	Add international transfer session	Non-traditional
22	NACEP Breakout		
23	Breakout sessions		Transfer to /from proprietary schools, transfer of technical degrees to bachelor's degrees
24	Networking with 4-yrs		More about distance learning issues, such as definition of credit hour for online courses
25	Sessions		International students
26			
27	A variety of transfer issues were approached, with several options to choose to attend		
28		Many of my sessions ran long and there wasn't much time for questions.	
29	E-transcripts, document imaging	More info on transactions between community colleges and independent colleges	More info on state initiatives
30		Narrow spectra to presentations. No need to cover the history of everything.	Dual credit
31	Good sessions		Early College
32	Gen. Ed. Block session provided useful info (even in format of obtaining info)		
33	Discussion regarding clusters/partnerships/study plan	Round table discussions	
34			College readiness from high school to college and the cost for developmental ed. in higher ed
35	Talks during lunch are always helpful & informative	Instead of the plenary system (updates) have each group write an update and include it in our folders. It would give us something to bring back to our institutions and give more time for discussion. Or send out early to have discussion	Gov. Nixon should be making an announcement about funding cooperative (ing) institutions this spring that may benefit MO institutions and allow easier articulation agreements
36			Acceptance of gen ed credits, acceptance of gen eds as part of an AA
37	Ideas of e-transcripts, applicable concepts to how my role fits in to a bigger system	Have participants submit questions before conference to be used for Q & A @ lunch – at least they could be starting points to take away the uncomfortable silence	Athletes – would be nice to become more familiar with eligibility $ how transferring could impair their education. Remedial ed for this population and overall (practices)
38	Discussion about articulation agreements		Transfer hindrances re different types of accreditation

Respondent #	Q.1: What aspects of today's conference did you find most helpful?	Q.2: What suggestions do you have to improve future conferences?	Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?
39			
40	Seeing other people from across the state – meeting new people & catching up with people I already know. Good workshops, too.		4 yr schools are not always responsive to community colleges for transfer guides – very frustrating updating information. Doing more with less – increasing enrollment, decreasing funds to help them. How to motivate students to do more for themselves in a compassionate yet fun way!
41	Topics of presentations, especially articulation	Roundtable lunch for small topic centered discussions and to foster networking might be more helpful than open mic and could rotate tables	Getting faculty support, innovation and technological updating in tight budget times, legislative updates that affect transfers (even only conference handout)
42	Connection w/colleagues	Roundtables on how we can work together	Increasing numbers at community colleges, budget issues, transfer-friendly policies
43			
44			
45		Direct transfer agreements between non-accredited and accredited institutions, especially private institutions	Military education transfers to other institutions. Credit of experiential learning
46	Networking, learning about various state initiatives	Continue to offer a variety of sessions	Transfer of credit from proprietary institutions
47	All issues relating to a variety of types of schools very important	Focus on proprietary and private institutions	More of same: Block transfer partnerships / more time for connections
48	Numbers presentation		Transfer financial aid opportunities
49	All of the breakout sessions I attended were very good	Email the abstracts & data being presented ahead of time – we might then come armed with more thoughtful questions	As more students enter the pipeline we are faced with increasingly more students who are really not prepared
50			
51	Meeting informally w/ institution colleagues	Mare sure sessions for a "track" don't occur at the same time	
52	Keeping up on state / nationwide issues and practices		
53			
54	Meeting cohorts from other colleges in person versus always email or phone	Sheets with the CAI, LAMP, IFC definitions, what/who it is – more info on COTA (too warm in sessions)	Non-credit programs that are growing at 2-yr colleges CNA / GIS / lots healthcare same class as credit
55			
56		Can't read writing!	
57	Networking opportunity	Better topics for breakout sessions	Strong focus on 42 hour block
58	Seeing other colleagues from other schools	Room separation – too loud from other sessions	Transfer advisory, adult transfer student services, veteran services for transfer, evals of military service, technical degrees to 4 yr, middle colleges

Respondent #	Q.1: What aspects of today's conference did you find most helpful?	Q.2: What suggestions do you have to improve future conferences?	Q. 3: What are transfer issues on the horizon that could be effectively addressed at a future conference?
59		Issues are not my area of responsibility so I'm no help here.	
60	Practicality – e-transcript start up checklist, speed processes, document imagery		Strongly support curriculum alignment
61	Great topics!	Include audience into the session	42 hour block – I would love to see faculty…? Can't read it
62	Practical solutions	General sessions were too esoteric	
63			Program sharing between schools – agreements that allow students in one part of the state to obtain a degree in another
64			
65	Presentation in the morning by Dr. Gallimore & overview by Robert Stein		
66	Meeting DHE staff & the XML transcript session (MCC)	The sessions are not engaging. The topics are not (generally) things I find useful or new information	MHEC's pilot program related to degree completion

Moberly Area Community College:
- All AA degree graduates get the stamp automatically (electronically) on transcripts.
- No student advertisement to inform students about requesting 42 hour information on transcript if they have completed general education block but have not completed AA degree.
- A request has been initiated to their IT department for a program to electronically designate completion of the 42 hour block.

Metropolitan Community College:
- The process of indicating the 42 hour block is manual.
- An audit is run for all AA degree completers and some AAT completers.
- Have requested approval for a 42 hour certificate which will make the process automatic for all without application.
- Representative was not sure how information to request stamp for those who were not earning the AA degree was shared with students on their campuses.

Ozarks Technical College:
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Automation of this process is an IT resources issue.
- Representative was not sure how information to request stamp was shared with students.
- They do have information in their catalog about the 42 hour block and there may be a notation on the worksheet telling students to request the stamp when requesting transcripts.

University of Central Missouri:
- The process is not automated.
- Information is available in their catalog informing students that they can request the stamp on their transcripts.

East Central Community College:
- The process of indicating the 42 hour block is manual.
- Students do not have to request the stamp, the staff evaluates whether the 42 hour stamp is met for each student requesting a transcript.

Missouri State University:
- Each student record is automatically evaluated electronically for the 42 hour block and the information is included on the student transcripts.

Missouri Southern State University:
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Representative believed that they need to include this information in their catalog.
- Automation of this process is an IT and Registrar resources issue.

State Fair Community College:
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Information regarding requesting the 42 hour block stamp is published in their catalog.

- Automation of this process is an IT resources issue or a Banner issue.

Jefferson College:

- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Information is now published in their catalog.
- IT request for program to be written has been made, it is both an IT and Registrar issue.

University of Missouri Kansas City:

- The process of indicating the 42 hour block is manual.
- Information is not published in their catalog, unsure how students are informed.
- Representative did not know whether the institution had assigned a priority to this task.

University of Missouri St. Louis:

- Information is not published in their catalog, unsure how students are informed.
- Per the Registrar, if students request, they would run a DARS audit (degree audit) and could write a cover letter to send with the student transcript.
- Automation of this process is an IT and Registrar resources issue.

Lincoln University:

- Automation of this process is an IT and Registrar resources issue.
- Representative was not sure if their institution would/could provide the information if requested by a student.
- Information is not published in their catalog, unsure how students are informed.
- Information about the 42 hour block is available in their catalog.

Hannibal LaGrange:

- Not signatory to the articulation agreement (doesn't use the 42 hour block).
- If requested by a student, would put the information onto the transcript manually.
- No statement in their catalog informing students that they can request this information to be added to the transcript.

Columbia College:

- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Information regarding the 42 hour general education block is located in the catalog, called Classical Program of Study.
- No statement in their catalog informing students that they can request this information to be added to the transcript.

St. Louis Community College:

- Automated process, electronically generated on all transcripts if general education block fulfilled.
- Information in catalog and also in schedules.

Missouri Baptist University:

- Not signatory to the articulation agreement.

University of Missouri Columbia:

- Not signatory to the articulation agreement.

St. Charles Community College:

- All completers of 42 hour general education block get the stamp automatically (electronically) on transcripts.
- Statement in catalog informing students that course substitutions/waivers in general education requirements may affect automatic assignment of the stamp. In these cases, students should contact Registrar Office for manual review and stamp to transcript.

Central Methodist University:
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Student Information database will not automate process without customization.
- Students are informed about the 42 hour block transfer and the AA transfer during their fall campus orientation. In addition, faculty advisors will work with students to understand the process as it relates to transfer.

Harris-Stowe State University:
- The process of indicating the 42 hour block is manual.
- Automation of this process is an IT and Registrar resources issue.
- The 42 hour general education block is listed in the catalog and also in curriculum plans/outlines.

William Woods University:
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- Students may not currently be informed of the option to have the notation added to the transcript, but the Transfer and Articulation Officer is going to add it to the 10/11 catalog and student handbook.
- Automation of this process may be possible once they have the advising module running in Jenzabar, which they are working on this summer.

Truman State University
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- The 42 hour block information is in the catalog. It is not regularly publicized, but if more people needed this information on the transcript, we would reconsider the issue.
- According to the registrar's office, have only had 3-4 requests in the past 5 years.

Three Rivers Community College
- 42 hour block not typically noted on the transcript because students complete the degree, but could be noted manually.
- The 42 hour block in not heavily advertised because stress the need for the AA/AS/AAT. By the time a student meets the 42 hour block; they are close to graduation and usually choose to complete the degree.
- Information about the 42 hours block is in the college catalog.

Northwest Missouri State
- The process of indicating the 42 hour block is manual, and is only done upon student request.
- If requested, the Registrar will write a letter confirming the student has completed Northwest's 42-hour general education block.
- To place it on the transcript automatically will require customized programming.
- There is no statement in the catalog to inform students they can request to have the 42-hour block denoted on their transcript.

Name of Institution	Sector					Ability to Note 42 hour Block on Transcript			Name of Student Info System				
	2YR	4YR	Pub.	Ind.	Prop.	Electr.	Manually		Banner	Datatel	People Soft	Jenzabar	Other
							Auto	Only at student request					
St. Charles	x		x			x	x			x			
Moberly	x		x			IT issue		x unless AA				x	in catalog
Metropolitan	x		x			FA 11	x				x		in catalog
Ozarks Tech	x		x			IT issue		x		x			must request
UCM		x	x			no	no	no	x				in catalog
East Central	x		x			IT issue	x			x			
Mo State		x	x				x		x				
Mo Southern		x				Reg and IT		x	x				
State Fair	x		x			IT issue		x	x				must request
Jefferson	x		x			IT/Reg		x	x				in catalog
UMKC		x	x			Info not avail.		x			x		not pub
UMSL		x	x			REG IT		DARS picks up			x		not pub
Lincoln		x	x			Reg/IT		not done		x			in catalog
Han/LaGrange				x				x				cams	not sig
Columbia Col.		x		x				x		x			
St. Louis CC	x		x				x		x				in catalog
Mo Bap		x		x									not sig
UMC		x											not sig
Harris-Stowe		x	x			reg/IT issue		no				x	in catalog
William Woods		x		x				x				x	not currently
Truman State		x	x					x	x				in catalog
Three Rivers	x		x					x		x			

Associated Questions:
1. What barriers are keeping your institution from electronically indicating completion of 42 hour block?
2. If not automatically noted, how are students informed about the opportunity of the 42 hour stamp on transcript?