



CENTRAL WASHINGTON UNIVERSITY

EASTERN WASHINGTON UNIVERSITY

THE EVERGREEN STATE COLLEGE

UNIVERSITY OF WASHINGTON

WASHINGTON STATE UNIVERSITY

WESTERN WASHINGTON UNIVERSITY

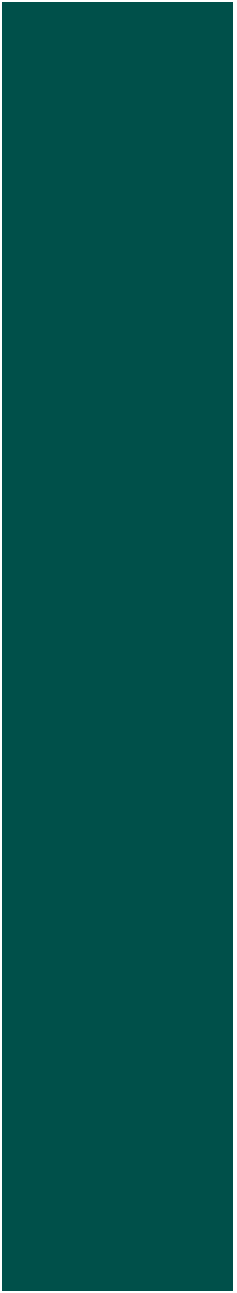
WASHINGTON STATE

Council of
Presidents

ICRC Spring Meeting
April 2018

Julie Garver, Director of Policy and Academic Affairs

2018 Legislative Session: What Happened

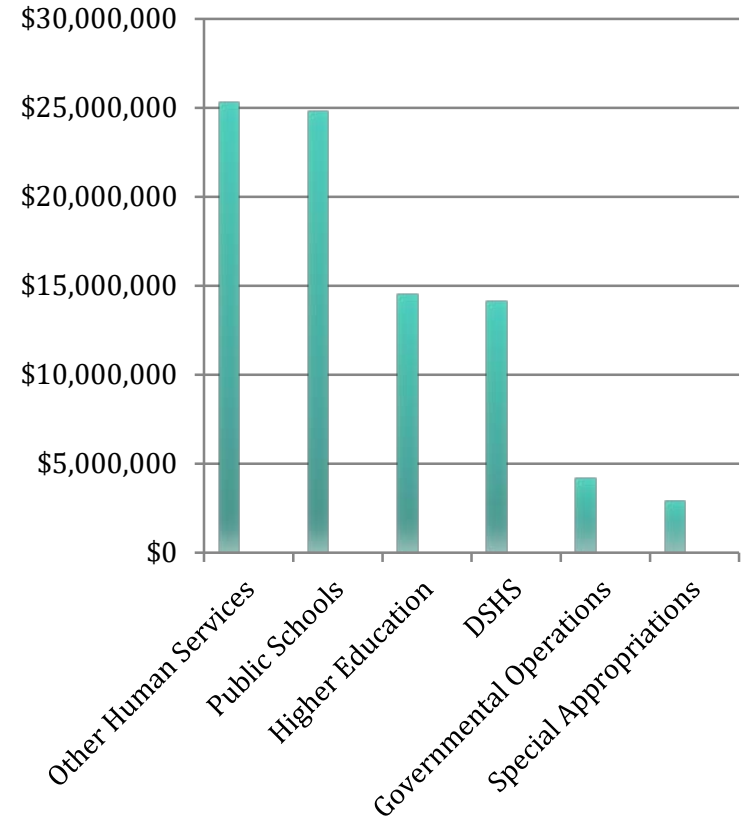


2018 Supplemental Operating Budget

Highlights:

- **State Need Grant: \$18.5 million** NGF-P. Reduces wait list by 25% in FY19 (approx. 4,600 students); with a reduction by 50% in FY20 and 75% by FY21. Full elimination of wait list targeted for FY22.
- **WA Opportunity Scholarship: \$4.3 million**
- **New and expanded financial aid programs: \$1.46 million** includes expansion of WA State Opportunity Scholarship program to students pursuing a 2yr certificate/degree, expansion of the Passport to College Promise Program and the administration of the Medical Student Loan Program.
- **Gold Star Family Stipends: \$750k** for all public institutions of higher education to provide annual textbook stipends for children/spouses receiving a tuition waiver because their parent or spouse died, became totally disabled, or is considered a prisoner of war or missing in action due to active military service.
- **Institutional Investments**
 - UW Compensation: \$9 million
 - UW Computer Science Enrollments: \$3 million
 - WWU New Degree Programs: \$2 million for early childhood education in collaboration with Olympic College and Integrated Marine and Coastal Sciences.

2018 Supplemental Operating Budget: Areas of Government



Source: Washington State Fiscal WA Gov: <http://fiscal.wa.gov/Budget0>

Legislative Session 2018

Higher Education Legislation

- **HB 1561:** Requires WSAC to administer the open educational resources grant pilot program for the four-year institutions.
- **HB 1600:** Supports career and college readiness with the establishment of the Work-Integrated Learning Initiative (Initiative) to promote work-integrated learning experiences for students through programs at schools selected to participate in the Initiative.
- **HB 2685:** Promotes pre-apprenticeship opportunities for high school students.
- **HB 2686:** Establishes additional minimum content requirements for High School and Beyond Plans and requires OSPI in collaboration with stakeholders including institutions of higher education, to identify best practices for the Plans, subject to funding.
- **SB 5917:** The institutions of higher education must establish a coordinated, evidence-based policy for granting credit to students who successfully complete International Baccalaureate and Cambridge International examinations. The credit policy for all IB and Cambridge International exams must be posted on each institution of higher education's website effective for the 2018 fall academic term. The institutions of higher education must conduct biennial reviews of the IB and Cambridge International policy and report noncompliance to the appropriate committees of the Legislature by November 1, beginning November 1, 2020.
- **SB 6133:** Changes the development of CTE courses from those with STEM content equivalent to academic math and science courses to those CTE courses equivalent to academic courses in English language arts, math, science, social studies, arts, world languages, or health/PE.
- **SB 6136:** Removes requirement that a student be concurrently enrolled in or have successfully completed Algebra II for AP computer science to be counted as career and technical equivalent to high school math.
- **SB 6582:** Unless an institution of higher education is using a third-party application, they are prohibited from requesting information about the criminal history of an applicant. If the institution is using a third-party application, they must post a notice on their website stating that the institution of higher education may not automatically or unreasonably deny an applicant's admission or restrict access to campus based on an applicant's criminal history.

By the Numbers:

- **60-Day Session**
- **New bills introduced: 1,425**
- **Bills passed by the Legislature: 310 compared to 339 bills passed during the 2017 session**
- **10-Year average : 427 bills in regular sessions; 292 bills in supplemental sessions**

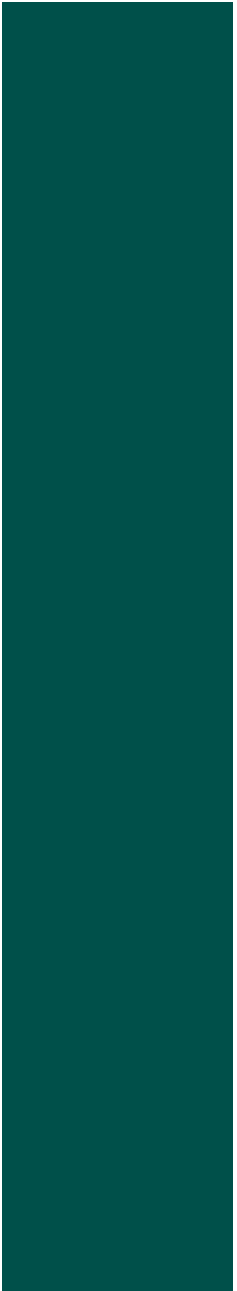
Transfer

Transfer

Since we last met:

- Transfer Degrees: Participate in review of Pre-Nursing DTA/MRP (working title Health Sciences DTA/MRP)
- Participated in JTC-led Transfer Degree 101 Webinar November 2017
 - 247 individuals registered for the webinar
 - 144 attended the webinar
 - The majority were from higher education institutions with slightly more from two-year institutions than four-year institutions. Only a handful from state agencies
 - Link to the Webinar Recording:
<https://www.youtube.com/watch?v=jTEG6jhuiIY&feature=youtu.be>
- Reverse Articulation: All six public baccalaureates have finalized agreements with the SBCTC (SB 6354, 2015) <https://www.sbctc.edu/colleges-staff/programs-services/transfer/reverse-articulation/>
- Partnering and participating in Mathways transfer and articulation work.

Dual Credit



Concurrent Enrollment and College Preparatory Programs with Exams

Since we last met:

- In the process of developing a sector statement
- Partnering to streamline and increase accuracy of WSAC Dual Credit Look-Up Tool
- Working towards sector-wide language for Cambridge A-Level Exams
- College in the High School/Running Start
 - Complete CHS state program review process
 - Continue to receive questions from the field
- Met collaboratively with AWSP, CTCs and PBIs
- Presented with OSPI and WSAC to Washington High School Counselors (WSCA)

Concurrent Enrollment and College Preparatory Programs with Exams: Implementation

- **Credit policies for AP, IB, Cambridge** must be posted on campus websites by fall 2017 for AP and fall 2018 for IB and Cambridge.
 - **Current institutional policies for programs must be posted on websites as follows: AP fall 2017, IB fall 2018 and Cambridge fall 2018**
- **Institutions must conduct biennial reviews of AP, IB and Cambridge** and report noncompliance to the appropriate committees of the legislature by November 1, 2019 for AP and November 1, 2020 for IB and Cambridge.
 - **Institutions have until November 1, 2019 to complete the review of AP credit policy.**
 - **Institutions have until November 1, 2020 to complete the review of IB and Cambridge credit policy.**

Concurrent Enrollment and College Preparatory Programs with Exams: Implementation

- **AP:** The institutions of higher education must establish a coordinated, evidence-based policy for granting as many undergraduate college credits to students who have earned minimum scores of three on AP exams as possible and appropriate.
- **Cambridge/IB:** The institutions of higher education must establish coordinated evidence-based policies for granting as many undergraduate college credits as possible and appropriate for general education requirements or the equivalent to students who have successfully completed International Baccalaureate (IB) or Cambridge International courses and demonstrated mastery of college-level curriculum, as shown by the students' examination scores or grades for those programs. The institutions shall take into account the evidence for student success and the relevance of the IB or Cambridge international curriculum and test scores or grades in consideration of granting college credit or waiving course requirements, with appropriate consideration of the institutions' degree distribution requirements or curriculum for specific degree programs. Policies may consider, for example: Whether a 4 on SL or HL IB examination and whether a grade of E on a Cambridge international examination indicates that the student has mastered college-level coursework for which undergraduate college credits may be granted; and What test score or grade for specific subjects indicates if graduation distribution requirements or prerequisite courses may be waived, while preserving the integrity of the institution's faculty process for determining degree and major curriculum requirements.
 - **Institutions must review AP, IB (HL and SL) an Cambridge to determine equivalencies and provide evidence of why a student would not receive credit for the following:**
 - **AP score of 3**
 - **Cambridge grade of E A-Levels an AS-Levels**
 - **IB score of 4 HL and SL credit**

Other Initiatives

Other Initiatives and Work

- Revised 11th Grade SBAC Sector Agreement and developing sector response to new 10th Grade SBAC Sector Agreement
- COP is directly engaging with several K-12 stakeholders including Association of ESDs, WA State School Directors, WEA, PSE, WA School Principals, WA State PTA, WA School Administrators and OSPI
- Working collaboratively with CTCs about the communication and development of BAS degrees
- Continuing to lead the ICAPP Committee regarding new academic programs and implementation of new program planning process
- Continuing to engage with WSAC adult re-engagement effort
- Updating public four-year sector fact sheets. Fact sheets updated to date include: Student Loan Debt, Financial Literacy, Success After Graduation, Veteran Services. To view go to: http://www.councilofpresidents.org/index-3_issues.html
- Representing COP on the WA Council

Questions

Contact Information:

Julie Garver, Ph.D.
Director of Policy & Academic Affairs
Council of Presidents
360-292-4102
jgarver@cop.wsu.edu



WSAC Updates

ICRC Spring 2018

Our mission

We advance educational opportunities and attainment in Washington State.



- Policy and research
- Savings and financial aid programs
- Access and support programs
- Consumer protection

WSAC Academic Affairs and Policy

Attainment goals

System and workforce needs

Student transition policies

WSAC and student transition

RCW 28B.77.210:

The council shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education.

Transfer
degrees

Umbrella
policy
(and others)

ICRC
handbook
(course lists)

Collaborate
with schools

Highlights

2018
Legislative
Session

Adult
Reengagement
Initiative

DTA/MRP reviews

Complete

- Business

Active

- Pre-Nursing

Upcoming

- Computer Science
- Nursing

Other degree updates

Updating:

- MRP template
- Transfer degree revision process

Most recent agreements:

[**wsac.wa.gov/transfers**](https://wsac.wa.gov/transfers)

2019 transfer report

A return to the legislative intent for transfer progress reports:

- Monitor progress on 2005 indicators.
- Describe new transfer degrees.
- Include transfer improvements.

Transfer report metrics fall into five categories

Effectiveness of
transfer degrees

Student pathway
choices

Transfer trends
over time

Effect of
attending
multiple
institutions

Reverse
articulation

Transfer report metric examples

- Compare median credits and median time to bachelor's degree for direct entry and transfer students.
- Graduation rates for direct entry and transfer students.
- Proportion of students with intent to transfer who actually transfer.
- Proportion of students who earn bachelor's degree in same area as transfer degree.
- Proportion of bachelor's degree earners who are direct entry vs. transfer.

ACPL Updates

ICRC Spring 2018

Prior learning definition

The knowledge and skills gained through:

- Work and life experience.
- Military training and experience.
- Formal and informal education and training from in-state and out-of-state institutions, including foreign institutions

Assessing prior learning

Credit by testing

- Standardized exams

Extra-institutional learning

- ACE guidance for military training
- Industry crosswalks and certifications

Course challenges

- Usually developed by faculty
- Written, oral, demonstration assessments

Prior experiential learning

- Portfolio
- 25% credit limit

2017 ACPL Report (2016-17)

Received data from all publics
and all ICWs (60 schools)

61,341 credits applied
toward certs or degrees

3,217 students
earned credit

Awarded credits
increased 41%

ACPL Report Findings

Category	Assessment Examples	Total Students ²¹	Total Quarter Credits ²²
Credit by Testing	DANTES Subject Standardized Tests(DSST)	16	130
	College Level Exam Program (CLEP)	259	2,963
Prior Experiential Learning	Portfolio Review (college level credits)	280	3,731
Course Challenges	Generally a faculty or department-created course-specific assessment	600	3,976
Extra-Institutional Learning	American Council of Education (ACE) (military completion courses)	1,166	27,780
	Occupational Crosswalks (Military MOS, other)	417	10,517
	Individual Industry Cert (e.g. NCLEX-RN)	479	12,245
Total Number of Students and Credits		3,217	61,341

Source: WSAC staff analysis of Academic Credit for Prior Learning data collected from institutions (Fall 2017).

Recommendations

Streamline data
collection

Consistent ACE
acceptance
policies

Develop more
crosswalks

ACPL workgroup
continues to
meet

True or False?

No more than 25% of a degree's credits can be used toward ACPL at NWCCU accredited institutions.



False

NWCCU Standard 2.C.7 only applies the 25% limit toward prior experiential learning (PEL).

“Credit for prior experiential learning, if granted, is . . . limited to a maximum of 25% of the credits needed for a degree. . .”

It also requires that PEL be denoted on transcripts.

“Credit granted for prior experiential learning is so identified on students’ transcripts.”

How many ACPL
credits does your
school allow?

ACPL laws and policies

SB 6357 (SBCTC)

- Develop policies in collaboration with stakeholders.

RCW 28.B.77.230 (WSAC)

- Convene workgroup and submit annual report
- Increase and report number of:
 - ACPL credits awarded
 - Students receiving ACPL credits.

Sample Policies

- Created by ACPL workgroup.
- Based on national research and effective practices.
- Found in ACPL handbook.

Transferability

CTCs

- Reciprocity policy
- ACPL guidelines

State transfer policy

- Publish ACPL awarding policies
- Transfer students follow receiving institution's ACPL policies

DTA guidelines

- Falls under 15 credit “restricted subject” limit

What do you think about...

Students with ACPL in their DTA?

The 15 credit limit?

True or False?

Public institutions are required by law to maintain a list of military training courses that count as ACPL.



True

RCW 28B.10.057 requires public institutions to:

- Adopt a policy for awarding academic credit for military training.
- Publish a list of military training courses that have qualified for academic credit.

Credits for military training

ACE guide

- Develops credit recommendations for military courses and occupations.
- Faculty members develop recommendations.
- Also includes detailed summaries.
- Renewed every three years.

JST (Joint Services Transcript)

- Where ACE credit recommendations appear.
- This is what a student will give you.

Transferability

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- Reciprocity policy
- ACPL guidelines

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DTA guidelines

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What do you think about...

Students with ACPL in their DTA?

The 15 credit limit?



Academic Credit for Prior Learning

Intercollege Relations Commission

April 2018

Definition

Prior learning is the knowledge and skills gained through:

- Work and life experience.
- Military training and experience.
- Formal and informal education and training from in-state and out-of-state institutions, including foreign institutions

Statutes

- RCW 28B.77.230 – Academic credit for prior learning
- RCW 28B.10.053 – Academic credit for military training

Resources

www.wsac.wa.gov/transfers

Updates

2017 Report

- Received data from all publics and all ICWs (60 schools).
- Awarded ACPL credits increased 41 percent.

2016-17 ACPL Student FTE and Credits Summary

Category	Assessment Examples	Total Students ²¹	Total Quarter Credits ²²
Credit by Testing	DANTES Subject Standardized Tests(DSST)	16	130
	College Level Exam Program (CLEP)	259	2,963
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Total Number of Students and Credits		3,217	61,341

Source: WSAC staff analysis of Academic Credit for Prior Learning data collected from institutions (Fall 2017).

Key Recommendations

- Streamline data collection process.
- Develop more consistent policies for awarding credit for military training.
- Develop more crosswalks and increase adoption of crosswalks by institutions.
- Continue to convene the ACPL workgroup semi-annually.

SBCTC Coding Policy

Community and technical colleges must denote the following ACPL categories on transcripts:

- Credit by Testing
- Extra-institutional Learning
- Prior Experiential Learning
- Course Challenges

Transferability

Community and technical colleges (CTCs) guidelines and policies

CTC ACPL guideline

ACPL credits earned at one CTC will be accepted toward the appropriate course or program at any other CTC.

CTC reciprocity policy

Individual courses that meet a Basic Requirement, Distribution Requirement, or diversity requirement in a transfer degree at the sending college will meet the requirement at the receiving college for a similar transfer degree, even if the credit is awarded through ACPL.

The receiving institution will accept an entire DTA distribution area, even if the credit is awarded through ACPL, if all of the following are true:

- The student met the distribution at the sending institution.
- The student maintained a cumulative GPA of 2.0 or better.
- The student meets the sending institution's residency policy.
- The student meets the receiving institution's continuous enrollment policy.

State transfer policy

- ACPL credit awarding policies must be published.
- Transfer students follow the receiving institution's ACPL policies.

Direct Transfer Agreement (DTA) guidelines

- ACPL credits apply toward the 15-credit limit for restricted subjects.

Assessing Prior Learning

Awarding credit

Colleges award and transcribe academic credit for prior learning when:

- Learning outcomes assessed are equivalent to specific college course outcomes.
- Awarding credit is consistent with the institution's policies.

Assessment methods

Category	Examples	NWCCU Standards
Credit by testing	Standardized exams such as CLEP, DSST	2.C.8 or 2.D.10
Extra-institutional learning	ACE recommendations for military training; industry crosswalks; industry certifications	2.C.8 or 2.D.10
Course challenges	Written, oral, or demonstration assessments, generally developed by faculty.	2.C.8 or 2.D.10
Prior experiential learning	A portfolio compilation of evidence identifying learning outcomes mastered through a variety of experiences. No more than 25% of credits can be used toward credential.	2.C.7

A woman with her hair in braids, wearing a red button-down shirt, is sitting at a desk in an office. She is smiling and looking at a computer monitor. The desk has a keyboard, a mouse, and some papers. In the background, there are office shelves, a plant, and large windows.

Reverse Transfer: A National Solution

Michelle Blackwell, National Manager

Student Mobility





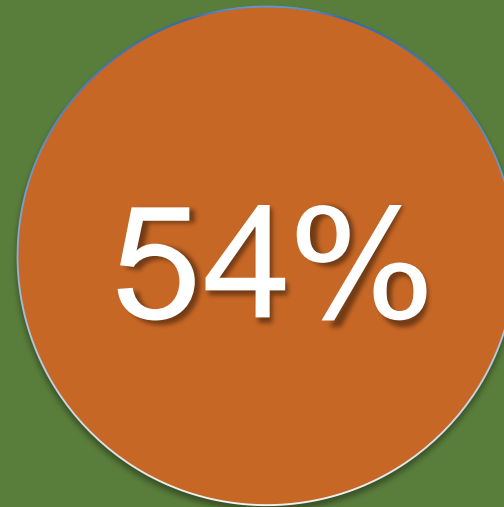
Among all starting
undergraduates in 2008
(3.6M students)



attended two or more institutions
that's just
within the
first six
years



Among all students currently enrolled



Of enrollments at each institution at any given time are mobile (transferring in & out)



All bachelors degree recipients 2014/15 (1.5M graduates)

65%

attended two or more institutions

63%

of those who started at age 20 or
younger



All bachelors degree recipients 2014/15 (1.5M graduates)


40%

at least one stop
out

All associates degree recipients 2014/15 (0.5M graduates)

at least one
stop-out

52%

A photograph of three diverse students (two men and one woman) looking intently at a laptop screen. The man on the left is wearing a brown jacket, the man in the middle is wearing a green scarf, and the woman on the right is wearing a red scarf. The image is split vertically down the middle.

How Do We Know Reverse Transfer Increases Completion Rates?

**66% of students transfer
before earning
an associate's degree**

NATIONAL STUDENT CLEARINGHOUSE[®]
RESEARCH CENTER[™]

How Does Reverse Transfer Relate to Retention and Bachelor's Degree Completion?



CWID DATA NOTE

Reverse Credit Transfer and the Associate's Degree Advantage

by Jason L. Taylor and Sheena A. Kauppila

DATA NOTE NO. 10

AUGUST 2017

Introduction and Context

This Data Note is the tenth in a series of publications that share results from research associated with the Credit When It's Due (CWID) initiative. CWID is a multi-state initiative that supports the development and implementation of reverse credit transfer

examined differences in retention and bachelor's degree completion for students who did and did not complete an associate's degree via reverse credit transfer. The sample included 3,604 transfer students in Hawaii, 10,021 transfer students in Minnesota, and 21,133 transfer students in Ohio.

Ohio Data

5% Higher for RT Students

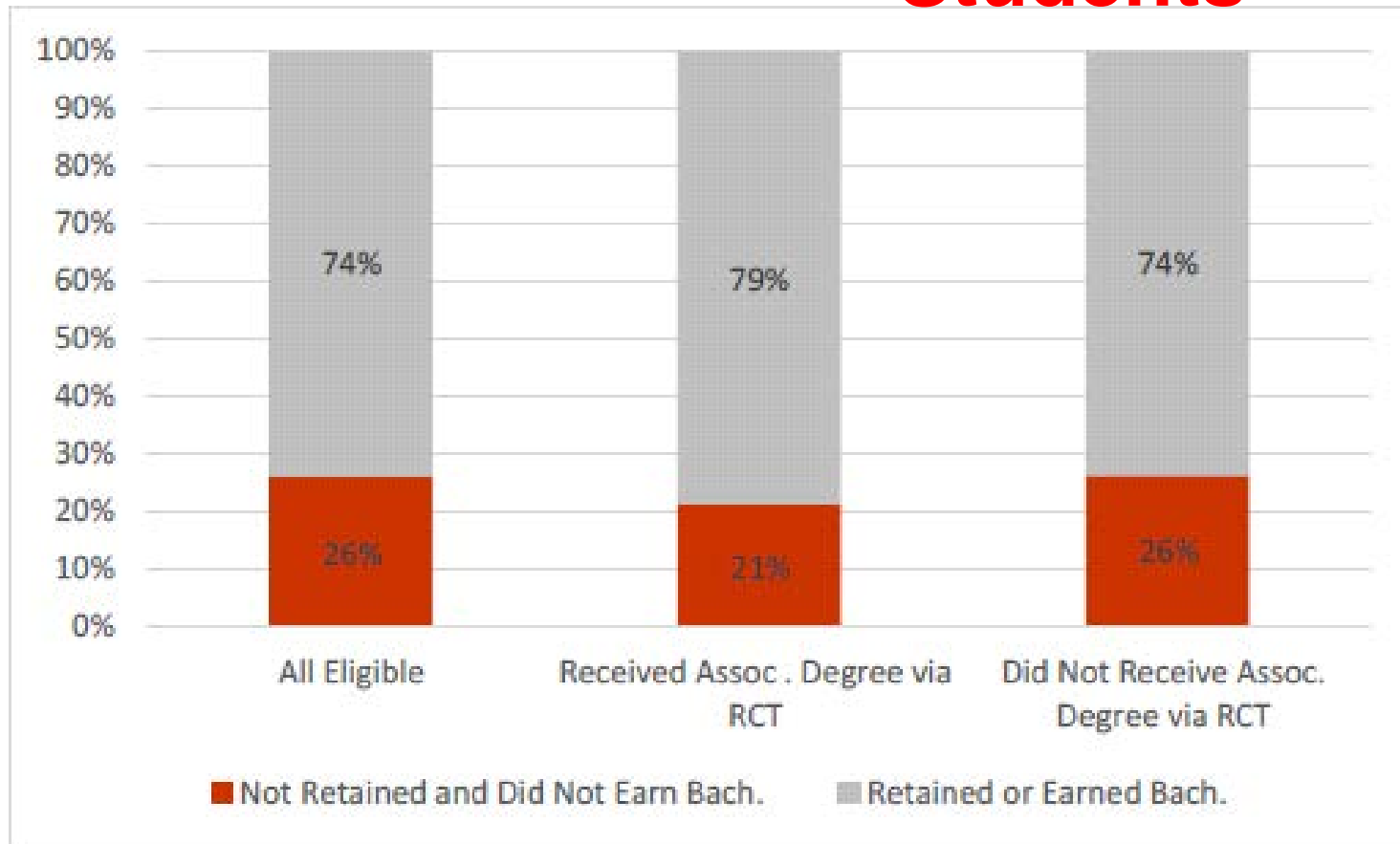


Figure 3. Retention or bachelor's degree completion within 3 to 4 years of implementation (Ohio)

Hawaii

11% Higher for RT Students

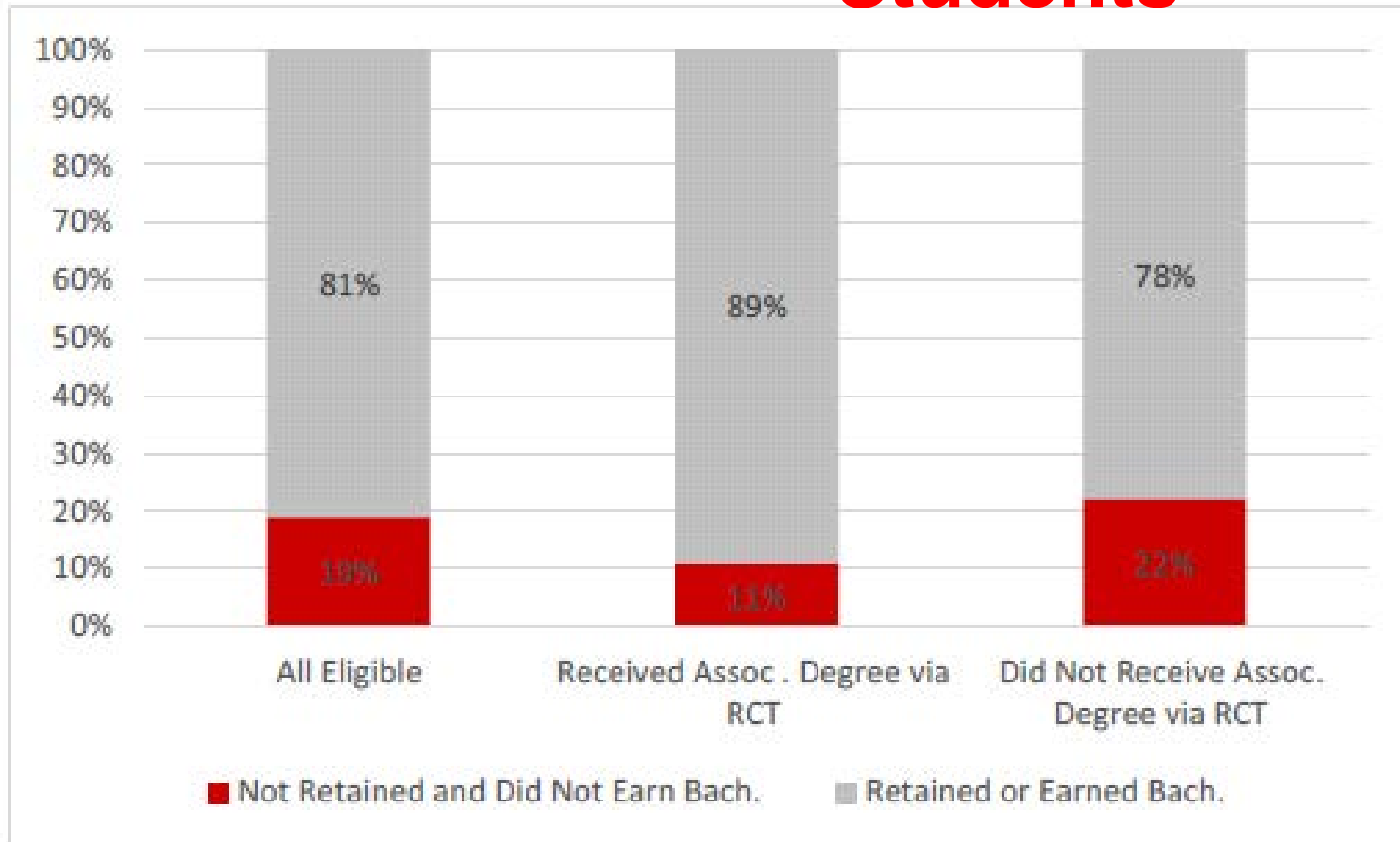


Figure 1. Retention or bachelor's degree completion within 1.5 to 2.5 years of implementation (Hawaii)

Minnesota Data **18% Higher for RT Students**

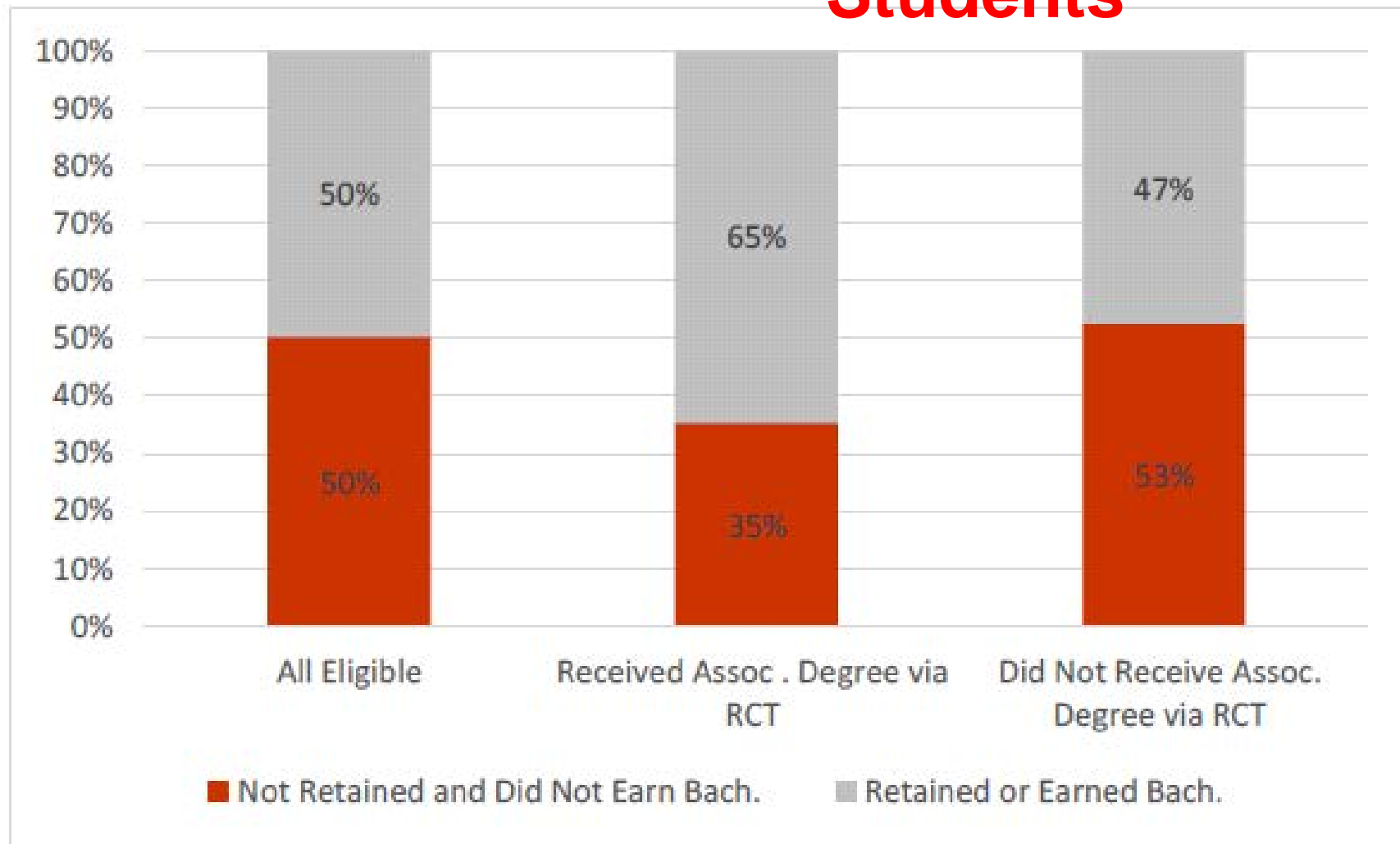
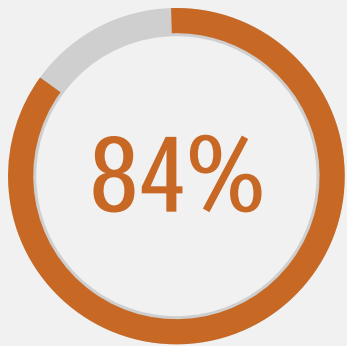


Figure 2. Retention or bachelor's degree completion within 0.5 to 1.5 years of implementation (Minnesota)

University of Texas El Paso & El Paso Community College



“Looking at **student outcomes** once students earned their associate’s degree, a substantial portion of the sample **completed their bachelor’s degree** as of Spring 2014 (n = 1,740; 84%).”

Very few (less than one percent) are still persisting toward their four year degree, and only 16 percent (283 students) left without completing their degree at UTEP.”

Reverse Transfer and Degree Awarding Agreements to Help Transfers earn their Associates at a Four Year School, R. Boren, D. Ekal, A. Vasquez, C. Westman, D. Hendry

How Do We Know Reverse Transfer Increases Completion Rates?

- Incentivizes students to complete a bachelor's degree
- Provides a milestone for degree obtainment
- Makes a seemingly insurmountable goal more achievable
- Gives a feeling of accomplishment
- Provides positive momentum towards a bachelor's degree
- Increases student income while in college and their lifetime earnings
- Increases chance of accomplishing goals



Students Increased Income

“**For associate degrees**, this review affirms that completing an associate degree **yields strongly positive, persistent, and consistent earnings gains**: studies show that completing an associate degree yields on **average approximately**

\$4,640–\$7,160 per annum in extra earnings compared to entering college but not completing an award.”

The Labor Market Returns to
Sub-Baccalaureate College: A Review

By: Clive Belfield & Thomas Bailey | March 2017

capsee

CENTER FOR ANALYSIS OF
POSTSECONDARY EDUCATION
AND EMPLOYMENT

← REVERSE TRANSFER →

- The **ONLY** national solution that enables the exchange of course and grade data for awarding degrees
- **Supports your student success** initiatives by helping to increase both associate and bachelor degree attainment
- **Alleviates the workload** for community colleges and universities in the reverse transfer process





Why a National Solution?

- Most students are mobile
 - 54% of enrollments (transfer ins and outs) at a typical institution are mobile at any given time, on average
- Transfer patterns are complex
 - **25% of all transfers move between states**

Reverse transfer can make the difference!

Potential Completers Washington

Destination state for potential completers who started enrollment in Washington	Potential completers #	Potential completers %
Starting cohort**	73,630	100.0%
WA	62,250	84.5%
MULTI-STATE	2,911	4.0%
OR	1,631	2.2%
CA	1,259	1.7%
ID	696	0.9%
UT	636	0.9%
AZ	474	0.6%
TX	349	0.5%

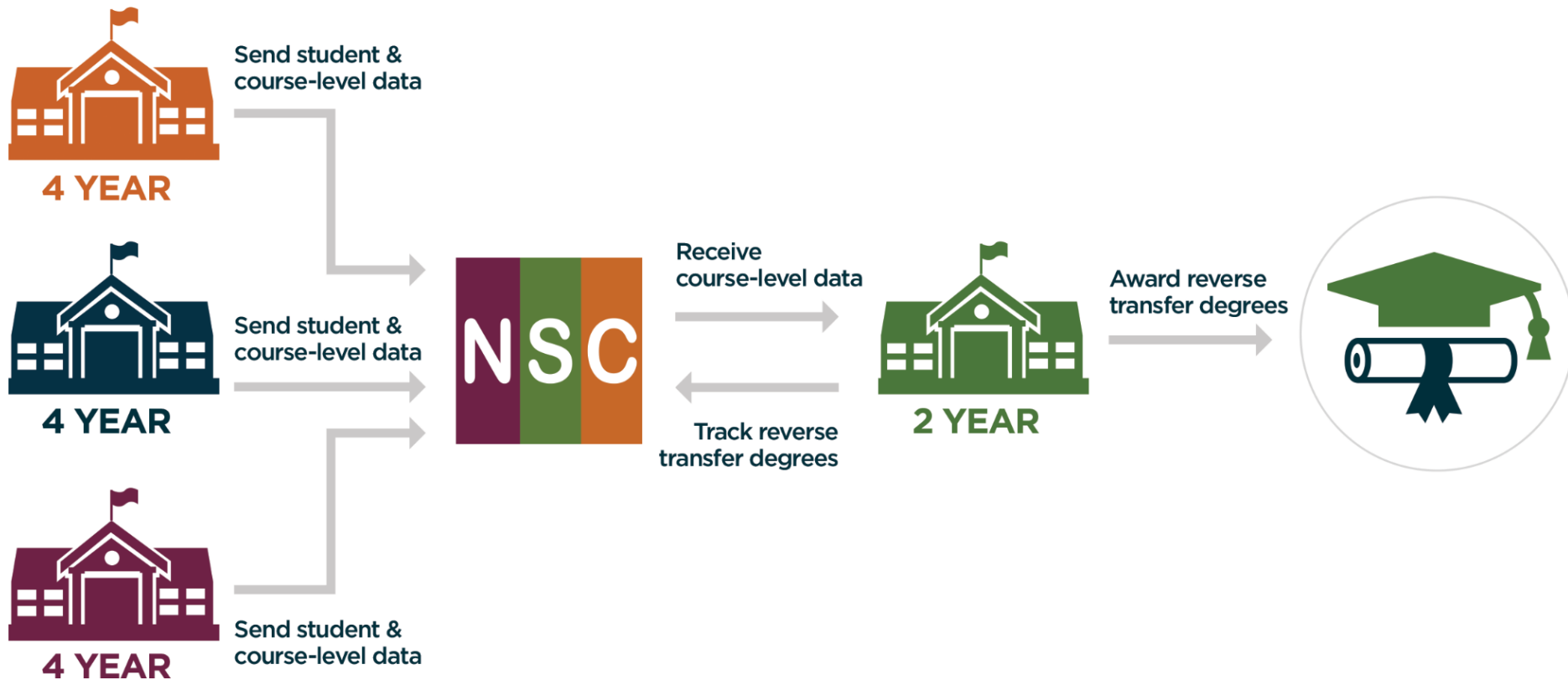
Potential Completers Washington

Origin state for potential completers who subsequently enrolled in Washington	Potential completers #	Potential completers %
TOTAL	8,035	100.0%
CA	1,606	20.0%
OR	1,270	15.8%
AZ	766	9.5%
ID	570	7.1%
TX	343	4.3%
MT	251	3.1%



The **most**
important reason
is the student
receives a
credential in
which they have
earned!

How does Reverse Transfer work?



Pipe Delimited File

Example of a body record:

```
RTD1|7100003|123456789||John|S|Smith|Sr|19850814|12345 Somewhere  
Dr.||Someplace|VA|77396|US|703 999 9999|Someone@hometown.edu|Y|||||CHEM|1405|Intro  
Chemistry|Fall 2014|20140825|20141214|B|20141214|3|Regular  
Enrollment|y|Math|025|||888888|12131415|||||
```

← REVERSE TRANSFER →

Includes . . .

- Trusted **central location** for storing and receiving data
- Crosses **public, private and state lines**
- **Free and unlimited course and grade data exchanges** with multiple partners. This is course/grade data exchange, not transcript exchange
- The ability for hosts to send all reverse transfer data, for all degree granting institutions, in **one file submission**
- The ability for Degree Granting Institutions to **download their data** from all hosts in **one location**

← REVERSE TRANSFER →

Includes . . .

- **Increased data quality** from for everyone because of automatic data validation.
- **Current student contact information** to ensure diplomas are sent to the right address.
- Ability to identify files meant for the reverse transfer process versus receiving transcripts that are not identified as reverse transfer.

← REVERSE TRANSFER →

Includes . . .

- **Searchable by student** for the degree granting institutions
- Reports for both sides to **track the number of degrees awarded**, the data sent and received
- **Identification** of courses as “**core**” courses that are part of **general education** requirements
- A **flag to indicate** a student has completed the core courses

← REVERSE TRANSFER →

Includes . . .

- **Filter for associate degrees** before sending to 2 year institutions.
- **Download** cumulative student data **when the 2 year is ready** to evaluate for the semester and receive student data when based on a **threshold of total earned hours.**

← REVERSE TRANSFER →

Includes . . .

- Ability to send and receive at the **state/system** level.
- **Implementation guide** to walk you through the process

Data Fields

R=
required

O=
Optional

Host OPEID	R	Student Email Address	R	Course End	R
Host Student ID	R	DGI OPEID	R	Date Grade	R
ITIN – IRS identifier	R	DGI Student ID (if available)	O	Grade Scale	R
SSN	O	Core Competency Complete Flag	O	Grade Effective Date	O
First, Middle, Last Name	R	Course Name	R	Number of Credits	R
Suffix	R	Course Number	R	Credit Description	O
DOB	R	Course Description	R	Core Course Flag	O
Street Address	O	Course Semester Session	R	Core Course Type	O
Student Phone #	O	Course Begin Date	R		

File Submission Summary

File Submission Summary

Search

Match All Any

Submission Number

File Received Date

Validation Status


Client File ID

Search

Reset

Resources

Reports

View | Export to Excel  |  Detach

Client File ID	Submission Number	Validation Status	Organization Name	File Name	No. of Records	File Received Date
	22	FAILED	Hometown University	Email_Validation.txt		5/21/2015
clientFileID1	3	FAILED	Hometown University	host1_courseFile26.txt	4	5/21/2015
test123	21	PASSED	Hometown University	host1_courseFile_full.txt	4	5/19/2015
clientFileID1	2	FAILED	Hometown University	host1_courseFile26.txt	4	5/19/2015
clientFileID1	1	FAILED	Hometown University	host1_courseFile26.txt	4	5/19/2015
	102	PASSED	Hometown University	host1_courseFile26_2dgi_rec2.txt	3	3/9/2015
	101	PASSED	Hometown University	host1_courseFile26_2dgi_rec1.txt	3	3/9/2015

Validation Errors Detail Page

[File Submission Summary](#) > Validation Errors Detail Page for Submission Number: 548

Validation Errors Log

Organization Name: Hometown University
Service Account Number: 10999999
File Name: Scenario_2_Field_Validation_Fail.txt
Client File ID: FieldFail2

Resources

 [File Submission Summary](#)

Section	Field Name	Error Description	Proposed Solutions	Affected Line Numbers	Error Count
Body	STUDENT ID	Student ID is missing.	The State Student ID is required. Provide a valid State Student ID.	23, 35	2
Body	COURSE NAME	Course name is required	Course name cannot be null. Please enter course name and resubmit.	48	1
Body	COURSE NUMBER	Course number is required	Course number cannot be null. Please enter course number and resubmit.	51	1
Body	DATE OF BIRTH	Date of birth is malformed date	Date of birth of the student whose course information is being submitted must be in the following format: yyyyMMdd	27	1
Body	FIRST NAME	First name is required	First name of the student whose course information is being submitted must be provided	6	1
Body	LAST NAME	Last Name cannot contain special characters	Last Name cannot contain numeric values or special characters other than a dash or apostrophe. Remove any numeric values or special characters. If there is a suffix in this field, move it to the Name Suffix field.	70	1
Body	LAST NAME	Last name is required	Last name of the student whose course information is being submitted must be provided.	19	1
Body	SSN	SSN must be 9 digits only (length and digits only)	SSN is invalid. Please validate your SSN and resubmit.	13	1

DGI Response Summary View

DGI Response Summary

Search



Match All Any

Host Name

File Received Date

Search

Reset

File Received Date	Host Name	File Name	No. of Records	
3/9/2015	Hometown University	rt_response_123456_888888_416_20150202_032...	1	 Ge
3/9/2015	Hometown University	rt_response_123456_888888_416_20150202_032...	1	 Ge

DGI Response Summary View



Summary

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 Report

Reset

	Host Name	File Name	No. of Records	
	Hometown University	rt_response_123456_888888_416_20150202_032...	1	 Generate
	Hometown University	rt_response_123456_888888_416_20150202_032...	1	 Generate

Student Lookup

- Student Reporting
- Verification Services
- Research Services
- Transcript Services**
- Reverse Transfer
- Student Look-Up
- Members
- Account Mgmt

Reverse Transfer

Select a school:

SSN ITIN

Student Details:

First Name* Last Name* DOB*

Resources

- [File Submission Summary](#)
- [DGI Response Summary](#)
- [Reports](#)

Student Lookup

Select a school:

SSN ITIN

Student Details:

First Name* Last Name* DOB*

Resources

- File Submission Summary
- DGI Response Summary
- Reports

Name: TINKU VERMA **Address:** WANE2 RD APT# 101

DOB: 1984-07-19 **City:** HERNDON

Last 4 Digits of SSN: 0005 **State:**

Last 4 Digits of ITIN: **Zip Code:** 20171

DGI Student ID: 8111002

View

Host School	Host Student ID	Course Name	Course No.	Course Description	Course Begin Date	Course End Date	Grade	Grade Effective Date	CourseCrdtEarne	Credit Description
ALCORN STATE...	KK-1004	CIVI	PHU102	CIVICS 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	COMM	PHU102	COMMERCE 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	COMP	PHU102	COMPUTERS 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	STAT	PHU102	STATISTICS 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	ENG	PHU102	English 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	FINA	PHU102	FINANCE 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	PHY	PHU102	PHYSICS 102	20130901	20170901	A	20130901	3	test
ALCORN STATE...	KK-1004	ECON	PHU102	ECONOMICS 102	20130901	20170901	A	20130901	3	test

1.

Sign a
participation
agreement

2.

Work with
your partner
institutions to
participate

3.

Establish
a Reverse
Transfer
account

**Best of All,
Reverse
Transfer
Is Free!**

**Increase the degrees at your institution by
Signing Up Today
it is as Easy as 1,2,3**

**Must participate in Degree Verify and
Enrollment Verify**



For More Information:

**Contact your Regional Director
Dannette Sullivan
and Phil Smith**

or

**Michelle Blackwell,
mblackwell@studentclearinghouse.org**

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