

# CTPA Spring 2017 Meeting

March 3, 2017

Pitt Community College

## **Welcome**

The meeting was called to order by CTPA President Betty Hatcher

Dr. G. Dennis Massey welcomed CTPA members to Pitt Community College and offered some reflections on transfer. He noted several trends in transfer, such as pathways, post-baccalaureate transfer, rebound students, swirl of enrollment, increase in AAS transfers. He commented on some initiatives at Pitt to support transfer such as Success Navigators, advisors who focus on the first-year experience, and follow-up after students leave.

Betty Hatcher offered thanks to Pat Jackson, CTPA Treasurer and President-Elect, and Pitt College for their hospitality and help preparing for the spring meeting.

## **Dr. Lisa Chapman, Senior VP/Chief Academic Officer, NCCCS : System Office Update**

Dr. Chapman began by commending advancements in CTPA and its united efforts of four-year and two-year institutions, including independent colleges and universities. She invited members of NC Community College System (NCCCS) staff to offer updates on specific projects and initiatives.

## **Susan Barbitta, Director of Special Projects**

Ms. Barbitta offered updates on the Military Credit for Prior Learning initiative. She said there are eight discipline panels evaluating military classifications and courses. The goal is to “give credit where credit is due” and student success. There are currently 8-12 college and university partners. Beginning on March 22 additional panels will meet, focusing more on technical programs, working with industry partners and accrediting and licensing partners. So far they have evaluated over 50 occupations and courses, such as business, communications, IT support. They are creating a database that will house all this information (Fayetteville Tech currently provides a model for the database). Registrars have asked not to automate it yet, but in the future it will be an automated process, consistent among the 58 community colleges. They still need nominees for the panels on March 22; let Susan Barbitta know if you would like to volunteer.

Dr. Chapman emphasized that this initiative involves giving credit when credit is due. She said that to facilitate workforce growth, we need to recognize credit that is already earned. The portability of credits must be considered collectively.

## **Wesley Beddard, Associate Vice President, Programs**

Mr. Beddard began by saying that the best professional development is to let people interact with their colleagues, as CTPA allows professionals to do.

He offered an update on Reverse Transfer. Over 1500 credentials have been awarded statewide, and the number is expected to go over 2000 this year. Reverse transfers will be released to the community colleges soon. Additional training for reverse transfer is coming up:

April 3: Western community colleges will meet at Western Piedmont Community College

April 4: Centrally located colleges will meet at Randolph Community College

April 6: Eastern colleges will meet at Pitt Community College

The goal is to make reverse transfer less labor intensive.

The Independent Colleges Articulation Agreement (ICAA) has been signed by both systems. It has 25 signatories; others will honor it but will not sign it, believing it does not fit their marketing plan/image. Mr. Beddard anticipates that one or two more will sign on soon.

Math has been a big transfer issue with the 2014 CAA. Jonathan Loss on Transfer Advisory Committee (TAC) and Chair of the Math Department at Catawba Valley Community College will travel to four-years to talk about changes to the math curriculum made during the recent Math Continuous Improvement Process, particularly MAT 143 and MAT 152. Many four-years are looking at MAT 143/152 combos and including them in their Baccalaureate Degree Plans (BDPs). They have visited about half of the senior institutions so far.

The new Associate of Engineering Universal Articulation Agreement is going very well. There will be a statewide meeting about the AE March 15-17 at NC A&T and Guilford Tech.

UNCGA is committed to transfers and transfer partnerships as a major component of their new strategic plan. They are hiring a Director of Community College Partnerships. This new position will focus on the CAA and bilaterals and serve as a single point person for AFA, AE, RN to BSN.

Dr. Chapman added that Dr. Junius Gonzales, Senior Vice President for Academic Affairs at UNC GA, is very interested in how we are partnering together. The Aspen Institute, Community College Resource Center, and Public Agenda partnered and reached out to select states based on efforts in transfer partnerships to see if they might be interested in applying for funding to bring faculty together to continue to facilitate the transfer process. NC is one of the states selected to receive \$50,000. The plan is to provide a two-day workshop to have conversations about what is working well in NC and what do we need to work on. The Baccalaureate Degree Plans (BDGs) were written very quickly; math and developmental education curriculum were changing at the same. The planned meeting will provide an opportunity to bring joint faculty discipline teams together again as we did in creating the 2014 CAA.

### **J.W. Kelly, Associate VP for Student Services**

Mr. Kelly is new to NCCCS and is visiting community colleges to meet with student services staff. The contract with the College Board and NC DAP is coming to an end. The College Board is conducting a validation study that will begin in next couple of months; results may be available by the end of the year. NCCCS is running some of its own data to determine if the NC DAP is placing students in the proper courses. This will generate changes.

### **Susan Barbitta, Director of Special Projects**

Ms. Barbitta presented information about the Career and College Ready Graduate Alignment Partnership (CCRGAP). Required by S.L. 2015-241 "SURGE" moves remediation into high schools. HS juniors deemed not college ready will be required to participate in remediation during their senior year. Community colleges are responsible for the following:

- Determining criteria for CCR
- Developing the curriculum
- Developing and delivering the professional development
- Data collection/analysis

High Schools deliver the content. There is a three-year roll-out.

2016-17-optional, 7 partnerships; 6 use technology, one does not  
2017-18 additional 12 partnerships, still optional  
2018-19 mandatory statewide

In Phase I local partnerships are determining the eligibility criteria. Currently they are using ACT scores, HS GPA, and grades in NC Math III. In Phase II they will narrow the eligibility criteria, and the possible curricular models partnerships may use, and in Phase III the goal is to have 3-5 models that are working well and offer options to high schools; eligibility criteria will be consistent.

For English remediation, models currently are using stand-alone courses, basically a DRE modified curriculum in a variety of formats and semesters. Some partnerships are using a statewide English course that resides in the Virtual Learning Community; students given a community college e-mail address that gives them access to it; there are coding protocols to separate from HS and CC students taking the same course.

For math the partnerships are using embedded remediation, stand-alone courses, and an NROC EdReady math course. The choice between embedded versus stand-alone content is determined by the HS-community college partnership.

Ms. Barbitta said success will be determined by the student's ability to pass the first college-level math class on the first attempt. Students might not complete all developmental math/English in high school if they are far off the benchmark, but students can receive non-course credit for DMA /DRE (differentiated so we can tell if it is through Surge, through

placement, through community college developmental courses). The goal is a reduced developmental education footprint: students won't have to take the placement test, will already have credit for at least some developmental education.

She explained that this is an unfunded mandate from the state legislature. Gear Up Funds are being used for colleges participating in Phase II.

To prepare for Phases II and III, there will be information sessions (no data until end of Spring 2017). There is mostly qualitative data so far. Three info sessions:

March 15—Davidson County Community College

March 21<sup>st</sup> Asheville-Buncombe Tech

April 3—Wayne Community College

More professional development will be coming, mostly for high school faculty, but also for community college faculty who are responsible for oversight.

### **Ms. Gwen Canady: Residency Determination Service**

Session Law 2013-360 directed UNC, NCCCS, NCICU and SEAA to create a centralized, uniform process for determining residency for tuition and state-funded financial aid. Session Law 2015-241 made the NC State Education Assistance Authority the responsible entity. Residency Determination Service (RDS) centralizes and automates the process for all students and schools. Students apply via CFNC. Residency status is automatically entered into the application if completed first. Student not using CFNC before applying can use a link that takes them out, brings them back in to the application process.

Phase I—first time undergraduates, readmits, or transfer  
Graduate students will be part of Phase II (Jan. 2018)

The process usually takes 24 hours. There is a process for reconsideration and two appeals, which must begin within 10 days of initial determination. Information submitted is validated against a number of state databases, which is why students, parents, spouses need a social security number (which is not retained).

Independent colleges and universities are already using the system. UNC campuses and Randolph CC have been using it since February. By March 13 five pilot community colleges will be on the system, and then community college entrances will be staggered.

Career and College Promise students are not subject to RDS until after they graduate. All community college students must go through RDC process even if they are out of state, undocumented, etc. Lots more information is available in the PowerPoint slides.

## **Gregory King, C. Ryan Knight, Envisioning Excellence for Community College Leadership**

Dr. Andrea Jaeger (unable to attend) , Gregory King, and Ryan Knight have been conducting research they on the success rates of NC Community College transfer students. The research is a partnership with Achieving the Dream, the Aspen Institute, NCCCS, the John M. Belk Endowment, and the Carnegie Project on the Education Doctorate. Their goals are to redesign doctoral education, increase professional development for community colleges and create a statewide resource network. They are currently offering an education doctorate in a 3 ½ year program.

Ryan Knight presented information on best practices for transfer. They are currently conducting a study of best practices for transfer and will highlight those ideas through blogs, case studies, website, etc. Coming out soon is a study of Durham Technical Community College.

Gregory King presented Envisioning Excellence’s study of systematic changes in community college education that affect student success. They are currently examining the effect of UNC System’s tuition surcharge, in which students who take over %10 of credit hours for degree are charged 50% more for those additional hours in their tuition. They are evaluating the policies with the following goals

- To increase transparency
- To gather data on who is impacted, how they affect completion rates and transfer
- To gain a long-term view, looking for 20 years of data
- To provide information for policy-makers

They are also researching the 2014 CAA, asking the following questions to gain state and national understanding of transfer success:

- How does it impact students transferring to senior universities?
- How do supplemental transfer agreements between individual community colleges and receiving universities affect transfer rates in NC?

## **Dr. Thomas Gould, Co-Chair, Transfer Advisory Committee (TAC)**

Dr. Gould began by emphasizing the importance of the CAA. He explained the structure of the TAC: four four-year university representatives four community college representatives, one UNC General Administration representative, and one NCCCS representative. The TAC serves as the policy administrator for the CAA and ensures compliance, inventories best practices, oversees implementation, makes small refinements, and answers questions.

This past year the TAC has conducted compliance site reviews. So far they have visited UNCC, UNCG, ASU, WSSU, ECU, ECSU, NCSU, NCCU. The process begins with a Review Data Form that the university completes. This form asks the university to review their own transfer

performance data and identify momentum and loss points, challenges, and best practices. Two TAC members visit each campus and interview the articulation staff, program advisors, and students. They adopt a coaching standpoint, seeking to create a learning experience for both sides. Right now a lot of the data is pre-2014 CAA. The site report goes back to UNCGA and provost of the four-year university and transfer articulation people.

What have they learned so far:

- Baccalaureate Degree Plans (BDPs) s are great, but universities have not completed them for all majors. TAC will be working with UNC GA on this.
- There are some issues with tracking students on certain BDGs after the plans change. How do we make sure students who are following a plan upon entrance to the university are held to the old standards rather than new?
- Communication, particularly the communication of CAA information down to individuals who actually work with students, is challenging.
- Advising at the community college level (not at the four-year university level) received greatest number of complaints from students.

In response, TAC is doing the following:

- Creating a TAC-CAA webpage with minutes, reports, changes, data links, that will launch in the spring.
- Initiating a system of random transfer credit evaluations at all 16 UNC schools.
- Requiring reverse transfer policies to be published on the university websites.
- Encouraging universities to post all BDPs.
- Creating an ACA 122 Advising Work Group to implement best advising practices around the community college system.

As part of the 2014 CAA, TAC is required to submit a CAA Compliance Review report to the Joint Oversight Committee on Higher Education at the NC General Assembly. This will be made available to all.

What are the best practices?

- Early transfer credit evaluation
- UNC transfer advisor outreach: Designated Transfer Advisors
- UNC transfer webinars for community college advisors and students
- Mandatory transfer orientations
- Faculty-to-faculty collaborations
- Transfer student mentors (older peers assigned to new students)
- Transfer activities, organizations, publications

Other ways we can increase transfer student success:

- Incentivize associate degree completion
- Communicate BDP changes
- Reduce total credit hours to baccalaureate degree completion
- Collect comparative data of native and transfer students
- Enhance communication between UNC and CC Partners and between the TAC and campus transfer personnel
- Leverage technology to assist students with credit articulation and degree completion. An example is the UNC schools' use of Degree Works, which lays out what additional courses the students need.

Dr. Gould presented transfer data showing higher GPAs and completion rates for transfer students who complete the degree before transferring. Noting that these numbers are important for community college transfer performance standard, he explained that the Transfer Incentive Proposal is a legislative priority for the NCCCS this year. This initiative would incentivize completion of AA/AS by providing students with \$2500/year at the senior institution if they complete the degree before transferring. It reduces statewide education costs, reduces student debt, provides interim degree, rewards completion, saves the state \$8000 per student, saves the student \$20,000 (tuition, fees, housing), and increases UNC institution completion rates. This would be available for AA/AS/AE/AFA (not AAS or reverse transfer) students going into any major.

Dr. Gould encouraged CTPA members to use UNCGA data on majors and see how they are doing at the four-year institutions and to identify the problem majors in which students are not completing.

Question and Answer:

- Some four-year university representatives expressed concern that for some majors it may not benefit students to complete the associate's degree before transferring .
- One member asked about MAT 171 at UNCCH transferring as an elective rather than a math class. Response: TAC has talked to them about it.
- Another member asked about NCSU, which has a four-credit hour equivalent for ENG 111 and 112. Response: Students can take a one-credit hour class if they only transfer in ENG 111.
- Another member raised the issue of four-year universities only requiring 24 credit hours to transfer.

### **Roxane Newton, Executive Director, NC Student Success Center**

Ms. Newton discussed Completion Matters, a partnership between NCSSC, Bill and Melinda Gates Foundation, Kresge Foundation, John M. Belk Endowment, NCCCS, and Jobs for the Future. It is part of a 13-state network managed through Jobs for the Future, which NC joined

last year, and its focus is community college completion. It is 100% grant funded for three years. The NC Student Success Center wishes to reach out to CTPA and will look for ways to have more connections to and communications. She cited NCMATYC as a model for the peer-driven/led engagement they seek to foster.

She identified five areas of focus:

- 1) Shared learning/best practices
- 2) Professional development
- 3) Organizational development
- 4) Technical assistance
- 5) Knowledge and data management

NC State will serve as a third-party evaluator. In NC Guided Pathways will be called GPS. Guided pathways include everything that helps students succeed (not just degree plans). Guided pathways should accomplish the following:

- 1: Define the path
- 2: help students choose and enter a pathway
- 3: help them stay on the path (advising, counseling)
- 4: ensure that they are learning

They are trying to reschedule a GPS Symposium; it will be posted on the website soon.

### **Charity Valentine, Chair, Fine Arts, Pitt CC, Vice President AFA Faculty Association**

Ms. Valentine noted the new AFA degree plans. The new AFA in Visual Arts (A10600) degree plan introduced in 2016, the number of credit hours required for the degree is reduced to 61. The others are A10700 Music, A10800 Theatre.

Ms. Valentine introduced the new AFA to BFA in Visual Arts Uniform Articulation Agreement. This plan is especially beneficial to studio art students who need to mix studio art classes and general education throughout their four years. The Alliance of Visual Arts Programs, a partnership between UNC System schools and the NCCCS spearheaded this effort. In a Foundations Summit they brought together instructors to gain consensus and best practices about foundational art classes. The music programs will begin this process in the fall. Jenn Selby has been a leader of this cooperation. The new articulation agreement has been voted on by NCCCC, and a second vote will take place March 17. UNC GA will consider it mid-May. The next steps are to consider CCP pathway. Some schools offering Studio Art BA can also participate, and independents are anxious to participate as well.