

**CTPA Spring Conference, April 19, 2013**  
Wake Technical Community College

**Welcome**

CTPA President Tracy Mancini opened the meeting by talking about changes that the CTPA is facing. She noted that membership has grown, with nearly 50 new members added to the listserve, which has become a valuable means of exchange for administrators around the state, and a 20% increase in attendance at the conference. CTPA has engaged in revision of the by-laws and constitution, restarted the CTPA newsletter, established a presence on Linked In, contributed \$1000 to a 50th Anniversary Endowed Scholarship fund for children of NCCCS faculty and staff, responded to Comprehensive Articulation Agreement (CAA) Review, and filled vacant officer and regional representative positions. She noted several challenges facing CTPA in the upcoming year: Developmental Math, Reading, and English redesign, multiple measures, Math CIP, and CAA review. She ended by thanking those who made the conference possible.

**Transfer Advisory Committee (TAC) Update**

TAC members Kenneth Gurganus, Math and Statistics professor at UNC-W, and Thomas Gould, Dean of the Arts, Sciences, and University Transfer Program at Durham Tech, discussed changes in TAC and its response to CAA Review.

Tom Gould began by noting that this time of great change is also one of great opportunity. The TAC has undergone structural and personnel changes.

**NCCCS Members**

- Marcia Conston, Co-Chair, Central Piedmont CC
- Thomas Gould, Durham Tech CC
- Rick Swanson, Sandhills CC
- Jami Woods, Surry CC

**UNC Members**

- Ken Gurganus, Co-Chair, UNC-Wilmington
- Anthony Britt, East Carolina
- David English UNC-School of the Arts
- Lou Ann Riggans, Fayetteville State University

Additional Support for TAC comes from the following:

**NCCCS Office Representatives**

- Wesley Beddard, Associate VP for Student Learning and Success
- Precious Vines, Transfer Articulation Agreement Manager

**UNC-General Administration Representatives**

- Karrie Dixon, Senior Associate VP for Academic and Student Affairs
- Tenita Philyaw-Rogers, Director of Transfer Articulation

Dr. Gould said the TAC will discuss the following issues:

C-minus grades for transfer credit: 13 UNC-System schools do not accept C-minuses for transfer because they fall below a 2.0. Although NCCCS schools do not have pluses and minuses, the policy needs to be reviewed for students who start at a four-year school, transfer to community college, and then transfer to a UNC-System school.

Writing Intensive Designation Courses: Some community colleges designate courses as writing intensive, and some four-year universities accept these courses as fulfilling their own writing intensive requirements, but some the course from another community college might not get the same credit. TAC will explore how writing intensive course credit should transfer.

Bilateral agreements: TAC will no longer keep an inventory of bilateral agreements. Ken Gurganus encouraged individual schools to keep records of bilateral agreements.

TAC Participation in CAA Review Process:

- May 30 TAC Meeting: Review Initial Draft of Revised CAA
- June TAC Meeting: Further Draft Review
- Spring / Fall 2014: State-wide Information Sessions

### **Math Curriculum Improvement Project (CIP) Update**

Suzanne Williams, CPCC

Suzanne Williams began by showing the broad involvement of different stakeholders in the Math CIP process. She said the goals are to streamline the math experience for community college students across the state, strengthen transferability of math courses, provide uniform content across colleges, facilitate transfer between community colleges, and reduce confusion in course selection. Math CIP members will also serve on the discipline meetings for CAA Review.

Please refer to Suzanne Williams's PowerPoint presentation already posted on the CTPA website for detailed information. What follows is a brief summary of the Math CIP Team's proposed changes to the math curriculum. They propose replacing MAT 140 with a new Quantitative Literacy course, creating a new statistics course that blends the content of MAT 151 and MAT 155, archiving MAT 161, and developing four math pathways. Pathways leading to the AA or AS degrees will be fully articulated to all UNC-System schools and aligned with CAA Revision. The pathways are as follows:

- 1) VOCATIONAL/DIPLOMAPath**  
MAT 110 (redesigned)  
designed for non-STEM AAS students
- 2) TECHPath**  
MAT 121 and MAT 122 and 223 if applicable  
designed for STEM AAS programs
- 3) CALCULUSPath**  
MAT 171 and MAT 172 (AS) or 263 (Business), MAT 271 (AS)  
for AS degree or business transfer
- 4) QUANTPath**  
QL class (new course) and statistics (new course)

designed for AA, AAS health sciences, and public service technologies programs

### **Hypothetically How the Common Course Library (CLL) Would Be Different**

- No “A” sections
- No MAT 115, MAT 140, MAT 151, MAT 155, MAT 161, MAT 162, MAT 175
- New QL course MAT 14X (2lec 2 lab 3 credit)
- New Stat course MAT 15X (3lec 2lab 4 credit)
- Redesigned MAT 171 (3 lec 2 lab 4 credit)
- Redesigned MAT 172 (3 lec 2 lab 4 credit)
- Redesigned MAT 263 (3 lec 2 lab 4 credit)

### ***Timeline:***

- April 15, 2013 State Leadership Meeting
- April 19-20, 2013 Writing teams to develop course descriptions, SLOs
- May 2013 Webinar for math faculty;
- May 2013 Steering Committee to finalize courses
- May 30, 2013 “Informal” package to colleges for feedback (CPCC)
- June, 2013 Deadline for responses/feedback to CPCC
- June-July, 2013 MAT course requests to System Office
- Early August, 2013 Formal vote to be mailed
- Late August, 2013 Formal vote due date from colleges
- Fall Semester, 2013 New Quant Lit course beta tested
- Early September, 2013 Academic Programs Review of course content
- September, 2013 Conference with program faculty for MAT 110/QL course
- Early October, 2013 CRC Notebook to be mailed to CRC members
- October, 2013 CRC to meet
- November, 2013 Courses built into Colleague
- Spring Semester, 2014 Professional Development for math faculty

### ***General Discussion Following the Presentation:***

One member asked why nursing students would take the QUANTPath when the math requirements for some nursing programs are higher. The response was that community college nursing faculty could choose any path for their nursing students.

Another person asked about the proposal to make MAT 171, 172, and 263 into 4-hour courses. Suzanne Williams responded that over 50% of the NC community colleges require the lab (A-sections), so the Math CIP Team proposed that the courses would be four credit hours but five contact hours, matching the current credit earned by most students.

A member asked how we would handle reverse transfers—students who took a four-credit-hour math course at a UNC-System school and wished to transfer it back to the community college. This is an issue that the Math CIP Team will have to look into.

One member commented that from a four-year university perspective, the proposed changes make the math curriculum easier to understand and should provide for more seamless transfer.

## **CAA Review Steering Committee Update**

Lisa Chapman, CCCC

Members can find specific information about CAA Review on the Success NC website under Initiatives. Please also refer to Lisa Chapman's slides for more detailed information on her talk.

Lisa Chapman began by providing some background on the history of the CAA and noting some ways in which it has been successful and some places where improvement is needed. She assured the group that she welcomes questions and that no final decisions have been made, but the CAA Review Committee has provided a starting place in the conversation. The hope is that the legislature will agree to provide students who complete the AA/AS degree with a 3.0 GPA and who maintain a 3.0 upon transfer tuition scholarship.

The CAA Review Committee has proposed four pathways with a list of courses required for the first 30 hours. She said that, after conversations with four-year institutions and community college groups, it seems likely that these pathways will change. The second 30 hours will reflect requirements for majors and regional institutions.

There is a need for online tools to maintain accurate transfer information. Transfer Navigator's currency and usefulness are limited by funding constraints.

### ***Timeline***

- Spring Semester 2013: Review Courses and Develop Student Learning Outcomes. Milestone: Updated course descriptions and student learning outcomes for general education pathways' courses by May 30, 2013.
- Fall Semester 2013: Develop Second-Year Pre-Major Pathways. Milestone: Pre-Major Pathways identified by December 31, 2013.
- 2013-2014: Review, Board Approval, Implementation. Milestone: Implementation of Revised Comprehensive Articulation Agreement Fall Semester 2014.

### ***General Discussion Following the Presentation:***

*What will happen to the Transfer Core Diploma?* We will no longer have the 44SHC gen ed core. We will have a common core of 30 hours. Thirty SHC does not fit our current curriculum standard requirement of 36-48 for a diploma. Hopefully a narrow 30 hours will allow for a Datatel patch that will enable all community colleges to put a note on the transcript for AA, AS, and AAS students.

*Do students have to complete the first 30 hours before taking courses listed in the second 30 hours?* Students may not have to complete the first 30 hours before going on to the second 30 hours if it is clear that the courses are in the senior institution's path for the second 30.

*Why were humanities courses left out of the discipline meetings?* Humanities may eventually be in those first 30 hours, but not every university said it would take humanities, so for now it is not included in the first 30 hours. Committees may reconvene at a later date.

*Why can't there be more choice (specific concerns COM 231 and HUM 1110)?* The response was that the second 30 hours may offer that choice.

*Do we need a single composition class to eliminate confusion between ENG 112, 113, and 114?* ENG 113 was not approved by university discipline groups, so it may not be included in future versions of the pathways.

*Are bilateral agreements becoming less important?* Bilateral agreements are still encouraged, but individual colleges need to keep track of them. Lisa Chapman encouraged people to use these partnerships when we start working on the second 30 hours of the CAA. She advised CTPA to make a webpage of partnerships. Community colleges should talk to four-year universities about bottlenecks about specific classes now before the CAA Review Committee begins work on the second 30.

*What about new courses we are developing?* Now is not the time to develop new courses.

### **Implications of ACT Testing in NC**

Carl Forbes, ACT

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DPI accountability system adopted ACT for assessment of career and college readiness and college success prediction. Reasons for choosing the ACT are as follows:

- Measures all students by the same standard
- Gives all students post-graduation options
- Provides usable and transportable results
- Avoid possibility of “tracking” students into college-bound and non-college-bound

Students in 8th grade will take Explore and Engage (a student readiness inventory). Students in 9<sup>th</sup> grade take Explore, 10<sup>th</sup> graders take PLAN, 11<sup>th</sup> and 12<sup>th</sup> graders take ACT.

The ACT is coordinated with state and common core curriculum. Its content is determined by a national curriculum survey to determine faculty expectations that is conducted every 3 years. The ACT is an achievement test, and it provides a snapshot of a student’s current level of knowledge and skills. The ACT includes subject tests in English, math, science, and writing; writing is optional (only 16 states, including NC, require it). The ACT includes subject tests in English, math, science, and writing; writing is optional (only 16 states, including NC, require it). The ACT benchmark scores are the minimum score needed to indicate a 50% chance of obtaining a B or higher in the corresponding credit-bearing college course.

#### Benchmarks

English: 18

Algebra: 22

Social Sciences: 21

Biology 24

### **Powerful Partnerships: Senior Institution’s Perspective**

#### ***Bob Davidson, North Carolina Wesleyan College***

Bob Davidson described NC Wesleyan’s programs for Adult and Professional Learners. ASPIRE offers classes at night in an 8-week accelerated program.

The Partnership Program NC Wesleyan has representatives with offices at community colleges, and NC Wesleyan classes are offered on the community college campus. They have a regional coordinator housed at Pitt CC and offer three degrees there, business, accounting, and marketing. They combine recruiting and advising.

***Becky Egbert, University of North Carolina at Chapel Hill***

Anise Fisher is their new transfer coordinator in the Office of Undergraduate Education. They have a new transfer website and an easy checklist for transfer students.

Carolina Student Transfer Excellence Program (C-STEP), begun in 2006, funded by a Jack Kent Cooke JKC Foundation grant, enables high-performing, low- to moderate-income community college students the opportunity to transfer to selective institutions. C-STEP at UNC-CH now has nine partner community colleges, and over 400 students have participated in the program. Students are admitted at the beginning of their community college experience or before. If they earn an AA or AS and maintain a B average, they are guaranteed admission to UNC-CH. During their time at the community college they visit UNC-CH for cultural and sporting events, lunch in the dining hall, shadowing another C-STEP student for a day. An academic advisor comes to the community college twice a year. Interventions are available for students who are struggling.

***Jane Rex, Appalachian State University***

ASU's Office of Transfer Articulation combines resources from admissions and student services. They created their own reverse transfer program in order to reduce the time to complete degrees. Students in orientation with less than 11 credit hours could complete the 44-hour core, take some courses at ASU, transfer them back, complete their general education requirements. They currently partner with 21 community colleges.

Jumpstart Appalachian is a program with three community college partners. This is a transition program that includes student mentors, Facebook, and visits from transfer staff.

***Tierini Hodges, ECU***

ECU maintains a course equivalency page that keeps articulation tables updated. ECU does not admit students into a particular major, but they encourage strong communication with advisors in the major.

ECU Extends is a program in which transfer advisors visit community colleges with representatives from different parts of campus.

Quest is a living/learning community for transfer students. ECU also offers a student success course for transfer students.

**CTPA Business Meeting**

Present: Tenita Philyaw-Rogers, Mary Marsha Cupitt, Lea Bingham, Kimberly Turk, Diane Lodder, Tierini Hodges, Crystal Edmonds, Brandon Guthrie, Lisa Chapman, Rebecca Egbert, Jane Rex, Tonia Broome, Michelle Blackwell, Tracy Mancini.

Kimberly Turk will follow up with exact numbers on conference attendance, but approximately 130 had registered in advance of the conference, and more registered at the door. This compares to 105 participants in Spring 2012.

The board approved a small thank you gift for participants. Powerpoints will be posted to the website.

Kimberly Turk presented the treasurer's report. The current balance is \$2738.49, and the conference center, lunch, donation to the scholarship fund, and insurance have all already been paid for.

The gala for the 50<sup>th</sup> Anniversary of the NCCC System has been canceled, but CTPA still hopes to get some publicity for its contribution to the 50<sup>th</sup> Anniversary Scholarship Fund.

Diane Lodder, immediate past president of the CTPA, will lead a nominating committee for new officers. Tenita Philyaw-Rogers will represent the central region, Kimberly Turk the western region, and Tierini Hodges the eastern region. They will meet via e-mail to seek nominations and put together an e-mail voting survey that will go out in the fall to all CTPA members. Diane will check the bylaws to see if there are any additional terms that should be up for election. Currently we know there are vacancies for Treasurer/President-Elect and Secretary.

The board commended Tracy Mancini for her leadership of CTPA and a very successful year.

A newsletter will be produced to advertise regional meetings in the fall.

There was discussion of how to get more four-year colleges involved in CTPA, and Tenita said she will contact all transfer offices to make sure they have information about CTPA meetings.

The group decided on regional meetings with a common agenda. If possible, CTPA will work with NCCC System Office to facilitate combined meetings on the already-planned meetings of the DRE, DMA, and CAA Initiatives into one meeting, since travel will continue to be restricted in the coming year.

Kimberly Turk commented that it will be important for CTPA to help colleges understand the CAA Review process. Lisa Chapman responded that the CAA Review will not disrupt transfer relationships that are already working. Jane Rex noted that policy has to be governed by what works for students rather than current staffing. Tracy Mancini noted that the TAC has been very responsive and generous with its time.