

CAA Review

Joint CAA Review Steering Committee
Charge

Reason for Review

Focus and Conversations

Revision of Policy Goals

Strategies

Milestones

Joint CAA Review Steering Committee Charge

- Develop a research framework that will inform CAA review and redesign process
- Develop recommendations for policy and process changes that will enhance transfer student success
- Direct and oversee the CAA review process

Transfers To This Point

- Since 1997, 102,467 students have transferred to UNC from North Carolina community colleges
 - 49,616 subsequently completed a four-year degree
- UNC fall 2011 undergraduate student body consisted of nearly 46,300 transfer students
 - 52% of the entering fall 2011 transfer undergraduate population transferred from the NCCCS

Performance of College Transfer Students

- 83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university.
- For 2010-2011, 43 community colleges met this standard
- The aggregate result for the system was 88%
- 28 colleges had a percentage that equaled or exceeded the percentage of native UNC sophomores and juniors with a GPA equal to or greater than 2.00 (88%).

Transfer Students Graduate At Lower Rates Compared to UNC Native Juniors (6-yr grad rate)

	2005 Cohort	2006 Cohort	2007 Cohort	% Change from 05-07
NCCCS Transfers with AA/AS	70%	72%	74%	5%
NCCCS Transfers with other Associate's	55%	57%	56%	0%
NCCCS Transfers without Associate's	64%	63%	62%	-3%
Total NCCCS Transfers	66%	67%	66%	1%
UNC-to-UNC	63%	62%	65%	2%
NC Private	63%	53%	59%	-6%
Out-of-State	62%	61%	62%	0%
Total Non-NCCCS Transfers	63%	60%	63%	0%
Total Transfers	64%	63%	64%	1%
Native Juniors	85%	86%	88%	3%
Source: CCD.PR006B & CCD.PR009				

Community College Research Center, Teachers College, Columbia University

- 2004-2005 First Time In College Cohort
 - NCCCS and National Student Clearing House Data (transferred within 6 years)
 - Of those students that transferred to UNC institutions, on 13.2% completed the 44-hour gen ed core

- A large number of university students are transfer students
- Academically, NCCCS transfers do comparatively well after 2 semesters of coursework
- Completion of AA/AS supports higher 4-yr (after transfer) baccalaureate graduation rates
 - Room for improvement
- A small percentage of NCCCS transfers are completing the 44-hour gen ed core

Focus

- Strengthen our CAA in its facilitation of the transfer of credit between all NC community colleges and all NC public senior institutions
- Supports for continued relevance
 - Procedures for assessing significant data
 - Procedures for maintaining and incorporating current transfer information

Research Question Development

- Joint Review Steering Committee
 - Early fall
 - Began asking some of the important questions
 - Starting point
 - looked at most common gen ed courses in our POS and using Transfer Navigator, attempted to determine how those classes transferred in at senior institutions
 - Began to develop the pathways

Pathway Development

- Fairly Narrow Pathways
 - Distributed for feedback (Chief Academic Officers, Chief Student Development Officers, CTPA)
- November Steering Committee reviewed feedback and modified the pathways and policy goals

Conversations

- University discussions of Gen Ed Matrix
 - Review of information end of January
 - Updating Course Equivalency Matrix
 - Submission of individual university gen ed categories and all cc courses that meet the category requirement and courses that could meet it

Conversations

- UNC-GA University Chief Academic Officer Meeting
 - February 28
- NCCCS Instructional Administrators and Student Development Administrators Conference
 - February 28

Conversations

- University Transfer Discipline Advisory Team Meetings
 - Based on greatest commonality
 - March 8, April 8, April 10
 - Recommendations for the combined review teams

Joint Faculty Conversations

- Discipline committees composed of university and community college faculty
- March 29
- April 26

CAA Revision Policy Goals

Editing of Version 1

- The Associate in Arts (AA) and Associate in Science (AS) degree programs of study will comprise 60 semester hours of credit that are transferable to any UNC institution.
- The AA and AS degree programs of study will be restructured to include two components:
 - ***General education transfer core courses*** comprising a minimum of 30 semester hours of credit, and
 - ***Pre-major courses*** comprising 30 semester hours of credit that prepare students for successful transfer into selected majors at UNC institutions.
- All general education transfer core courses will be accepted by UNC institutions as equivalency course credit toward the campus' general education course requirements.

CAA Revision Policy Goals

Editing of Version 1

- A student who completes the general education transfer core will satisfy UNC's minimum admission requirements (MAR) and minimum course requirements (MCR).
- A student who completes the AA/AS degree prior to transfer to a UNC institution will receive 60 semester hours of transfer credit toward a bachelor's degree.
- A student who completes the AA/AS degree prior to transfer to a UNC institution will have fulfilled the UNC institution's lower-division general education requirements. (Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education core and pre-major courses taken at the community college.)
- Students who complete the AA/AS degree with a grade of "C" or better in all general education transfer core and pre-major courses will be assured admission to a UNC institution. (Admission to some majors may require a higher GPA.)

Proposed Supporting Strategies (Possible Revision)

- Community colleges and partnering universities will provide career counseling and pre-major advising for transfer students upon completion of the general education core.
- Online tools will be developed and maintained to assist students and advisors in mapping appropriate courses for the pre-major, depending on the student's intended transfer institution and major.
- Students who complete the AA/AS with a 3.0 GPA and who maintain a 3.0 GPA while enrolled at a UNC institution will receive a tuition scholarship, pending legislative approval.
- College transfer performance reports will segment early transfers (i.e., non-general education transfer core completers), general education transfer core completers, and AA/AS degree completers.

Timeline and Milestones

- **Fall Semester 2012: Develop Four First-Year General Education Pathways**
 - CAA Review Steering Committee will develop four general education pathways that will comprise the first year of a two-year college transfer degree.
 - The general education pathways will contain at least 30 semester hours of transfer credit.
 - Pathways and courses will be based on common undergraduate requirements across UNC institutions.
 - Pathways will encompass four broad fields of study: liberal arts, business and economics, life & health sciences, and math & physical sciences.
 - 12-15 semester credit hours will be common across all pathways and community colleges.
- **Milestone: Four draft General Education Pathways identified by December 31, 2012**

Timeline and Milestones

- Spring Semester 2013: Review Courses and Develop Student Learning Outcomes
 - University and community college faculty members will meet in disciplinary panels to evaluate and update competencies included in general education core pathways' courses to ensure that community college courses appropriately prepare students for success in UNC courses.
 - Various options for online tools to assist students and advisors in selecting specific pre-major courses for the student's intended transfer institution will be explored.
- Milestone: Updated course descriptions and student learning outcomes for general education pathways' courses by May 30, 2013.

Timeline and Milestones

- Fall Semester 2013: Develop Second-Year Pre-Major Pathways
 - CAA Review Steering Committee will identify the most common community college transfer majors, i.e., teacher education, business administration, biology, etc.
 - Selected university program major faculty will identify community college pre-major courses for seamless transfer into the major.
 - Development of online tools to assist students and advisors in selecting specific pre-major courses for the student's intended transfer institution will begin.
- Milestone: Pre-Major Pathways identified by December 31, 2013.

Timeline and Milestones

- **2013-2014: Review, Board Approval, Implementation**
 - Institutions will review proposed changes to the Comprehensive Articulation Agreement.
 - Governing Boards will take action on proposed revisions.
 - If approved, community colleges will revise college transfer programs of study.
 - Online tools will be available to assist students and advisors in selecting specific pre-major courses for the student's intended transfer institution.
 - College and university transfer advisors will receive training on use of online course tools for pre-majors.
- **Milestone: Implementation of Revised Comprehensive Articulation Agreement Fall Semester 2014**