

CTPA Spring 2018 Meeting

March 2, 2018

Davidson County Community College

Welcome

CTPA President Betty Hatcher welcomed CTPA and reviewed the association's purpose. Sarah Burleson, **Vice President, Student Success and Communications**, welcomed the association on behalf of Davidson County Community College.

NC Community College System (NCCCS) Office Update

Wesley Beddard, Associate Vice President, Programs, NCCCS

Employability Skills Alignment Project (ESAP)

In response to concerns from employers that applicants lack employability skills, ESAP is an 18-month project that will assess employability skills currently offered in the NCCCS, develop new training materials such as courses and modules, and provide professional development for stakeholders. Mr. Beddard suggested that ENG 112 might be a logical place to teach resume writing.

Prior Learning Assessment (PLA)

Efforts to award credit for military training and experience have progressed. Some schools are piloting competency based education. They have identified 26 areas where prior learning can occur and can be brought into our system.

Transfer Workshops

Part of a grant from Aspen Institute, these transfer workshops have engaged four universities and four community college partners in two days focused transfer work, exploring ways to make transfer smoother. The plan is to do similar workshops for the other 12 universities over the next year or so with leftover grant money.

NCCCS President

Acting President Jennifer Haygood is not interested in being the permanent NCCCS president. The search committee has met three times and is now in the interview stage.

NCCCS Strategic Plan

The strategic planning committee is conducting listening sessions with the System Office, Trustees Association, Presidents Association, and State Board of Community Colleges. There are four key components: student interest and access, clear and supported pathways for student progress and success, economic and workforce impact, and system effectiveness.

AGE Nursing

The AGE in Nursing has two purposes:

1. To provide a common, structured holding/pre-entry program for Associate's Degree Nursing (ADN) students
2. To provide courses that are a part of the RN to BSN Uniform Articulation Agreement

Renee Batts is the NCCS office coordinator for the AGE in Nursing and RN to BSN agreement. Many pre-ADN students are completing general education requirements even before entering the nursing program. The goal of the agreement is to allow nursing students to complete three of the four years of a Bachelor's of Science in Nursing (BSN) on the community college campus.

Mr. Beddard offered an overview of all transfer agreements:

- **The Independent Comprehensive Articulation Agreement (ICAA) is largely the same as the CAA. The only substantive difference with CAA is the transfer appeals process.**
- The Associate of Engineering Uniform Articulation Agreement (AE) is also based heavily on CAA and is essentially a very structured Associate of Science (AS) degree. Campbell University will soon join the AE.
- The Associate of Fine Arts Uniform Articulation Agreement in Visual Arts is a specialized transfer program.
- RN to BSN Uniform Articulation Agreement. Coming soon is an Independent RN-BSN.
- Many bilaterals based on AAS programs

On the horizon (hopefully this spring) are AFA Uniform Articulation Agreements for Theatre and Music and an a Uniform Articulation Agreement for Early Childhood Associate of Applied Science (AAS) degree students.

We are seeing the fastest growth in AAS to bachelor's degree programs, especially in the disciplines of Early Childhood, Criminal Justice, and Business.

Mr. Beddard concluded by introducing Stephanie Bailey, Coordinator of Community College Partnerships, at the UNC System Office.

Career and College-Ready Graduates (CCRG) and Developmental Education Changes
Susan Barbitta, Education Program Consultant, NCCCS

Career and College Ready Graduates

State legislature wants a consistent method of awarding credit for military occupations and courses. Fifteen academic panels met last year, 3800 credits have been crosswalked into the NCCCS and some into the UNC universities. More are coming at the end of the summer. All 58 colleges are now bound to award these credits as a minimum; they may award more. The process has ensured that the awarding of credit meets SACSCOC requirements.

CCRG

CCRG is a mandate from our state legislature, requiring high school students who are not college ready take a “mandatory elective” while still in high school to ensure that they are college ready by high school graduation. The community colleges are responsible for determining eligibility criteria, creating math and English courses, creating professional development, and collecting and assessing the data. High schools (HS) are responsible for delivering the courses.

The goal has been to find a way to do this without overburdening (already overburdened) HS teachers. The process began as a three-year roll-out. Phase 3 is supposed to begin 2018-2019 school year, but the Department of Public Instruction (DPI) and NCCCS have requested an extension from Senator Barefoot (no answer yet) because the number of students who participated in Phase I is very small (>550 students) and insufficient for determining eligibility criteria. DPI and NCCCS would like full roll-out to occur in 2020 to coincide with developmental math changes.

Eligibility criteria has been aligned with changes in developmental education (RISE). See CCRG slides on the website for eligibility criteria and success rates in the pilot phases.

Remediation will occur through NROC, a mastery-based, cloud-based computer program requiring no teacher prep or grading (although a little will be needed for English essays). DPI will own an NROC membership this fall.

The English course created by community college and HS English instructors combines the student learning outcomes in the Developmental Reading and English (DRE) courses with DPI English IV outcomes (minus the senior project, which is no longer state mandated anyway). They would like for this course to count as students’ English IV class. The UNC System has approved this to meet Minimum Course Requirements (MCR) and Minimum Admissions Requirements (MAR). Rubrics, reading suggestions, assignments, and rubrics for grading essays have been approved by all 16 universities. The next step is to obtain State Board of Education approval.

Statewide math remediation may be delivered as embedded in another course or a standalone, one-semester elective. The standalone course has been found to be more effective. Before/after school or lunch tutoring has not had strong success.

The math NCROC course requires some revision to align with developmental math changes. It is being approved by UNC now. It combines the essentials of college math, statistics, and trigonometry. Among the pilot students, over half (56.5%) finished all eight developmental math modules when using the semester-long elective course format (only 16% in embedded classes). 87% completed through DMA 050, and 98% completed through DRE 098. They hope math will count as an acceptable fourth math for MCR/MCA and are awaiting UNC approval of that.

Success will be demonstrated by more people placing directly into gateway courses. The goal is that students who complete the remediation successfully will not have to take the corequisite course with the gateway courses at the community college.

Reinforced Instruction for Student Excellence (RISE)

RISE is the new format for developmental education. Research shows that unsatisfactory success rates for students completing their developmental math modules and progressing to gateway math college courses (see the RISE slides on the CTPA website). Although success rates are better for Developmental Reading and English (DRE), there is still room for improvement.

Accuplacer/NCDAP placement tests are not good predictors of student success. On June 30, 2019, NCCCS will end use of the NCDAP and move to a model of corequisite remediation. Placement in corequisite courses will be based on HS GPA (within 10 years).

Students with a 2.8 or higher HS GPA will go straight to college-level math, English courses. Students with a 2.2-2.799 HS GPA will take the gateway course in addition to a corequisite class. The corequisite course is an actual class, for which the student pays, taught by a faculty member, running at the same time as the gateway course. Its sole purpose is to support the gateway course. All corequisite course numbers begin with a 0 so Developmental Education faculty may teach them.

Students with a HS GPA below 2.2 will take courses in a Transition Center (name may change), a one-semester class in basic skills that will meet four days a week for two hours, totaling eight contact hours. Curriculum could also offer the same course as a three-credit-hours, six-contact-hour course. Transition Center courses will use the same EDROC courses as the CCRG courses offered in the high schools.

Students must complete the corequisite course with A, B, C in order to go straight to college classes, regardless of GPA. Ms. Barbitta went over best practices for implementing these changes (on the slides).

Transfer Advisory Committee (TAC) Updates and Next Steps for Transfer

**Dr. Tom Gould, Co-Chair, Transfer Advisory Committee
Vice President, Academic Affairs, Pitt Community College**

The TAC is an eight-member board, with four community college members, four four-year university members, and one representative each from the NCCCS (Wesley Beddard) and UNC System (Stephanie Bailey). Two new member of the TAC are Tracy Mancini, Vice President for Instruction and Student Support at Carteret Community College, and Jane Rex, Director of the Office of Transfer Services at Appalachian State University.

Dr. Gould began by stating that we are just beginning to see impact of 2014 CAA:

- Increase in number of transfers

- Increase in degree completers
- Slower growth in under 30 hour transfers
- Remarkable increase in AAS transfers

He cited research showing that students who transfer with fewer than 30 credit hours have a lower GPA than those with more credit hours when they transfer. Degree completers have GPAs comparable to native students.

The TAC has completed its first round of compliance visits with four-year universities. All were found in compliance during this “coaching visit,” which sought to determine best practices for transfer student success. A new round of compliance visits will begin this spring and involve a review of CAA 2014 data and a revised data form and review process.

Visits by the TAC to four-year universities to share information about math courses have resulted in more math choices on Baccalaureate Degree Plans (BDPs). Required hours to complete a degree are down to 120 hours at the four-year universities. The BDP has been added to the compliance review forms. Use of BDP by community colleges has not been consistent; BDPs need to be part of early advising and ACA 122 course curriculum. The TAC is working on ways of tracking the BDP a student begins with so that it will still be valid when the student transfer, regardless of whether the four-year university has updated the BDP. The number of reverse transfers is up to 2200.

Dr. Gould outlined best practices in transfer as identified by the TAC:

- Requiring ACA 122 early (2nd semester at the latest; ideally first semester)
- Ensuring that students understand BDPs
- Centralized management of BDPs
- Incentivized degree completion
- Positioning of four-year university transfer admissions personnel on community college campuses or at least providing some place for 1:1 conversations
- Faculty-to-faculty collaborations (according to students, rigor is not the problem, but the structure is different; at community colleges, students have many assignments while at the four-year university they have fewer assignments; students had difficulty structuring their time when they transferred)
- Professional development for advising, career exploration
- Mandatory senior institution transfer orientations, including online options and campus tours
- Transfer mentors at the four-year university
- Activities, organizations, and publications especially for transfer students

Dr. Gould also identified some transfer challenges:

- Students do not know the CAA. They should be studying it in their ACA classes.

- Management of BDPs, communication of changes to community colleges, tracking student BDP selection
- Reducing the number of total credit hours on the BDPs, especially for AS students
- Collecting additional comparative data of UNC native students and NCCC transfers
- Enhancing communication between UNC and community college partners and between TAC and campus transfer personnel (reports, minutes will go on TAC website, as will best practices, updates of action items)
- Leveraging existing and new technology to assist transfer students with credit articulation and degree completion (for example, using electronic transcript sharing)

Dr. Gould identified ways CTPA can make transfer better:

- Improve academic advising, including offering career exploration
- Promote faculty-to-faculty collaborations
- Negotiate additional bilaterals to reduce AAS hours
- Schedule regular university admissions and advising presence on cc campuses
- Conduct deep data dive and analysis on individual institutional transfer performance (UNC Data Dashboard: <https://www.northcarolina.edu/infocenter#interactiveData>)
- Develop strategies for incentivizing degree completion, such as co-admission programs and guaranteed admission to degrees (not just the university)

He urged the community colleges to strengthen ACA 122:

- Mandate early ACA 122
- Commit to ACA 122 as transfer preparation only
- Increase student knowledge of CAA, including transfer credit appeal
- Reduce soft skills instruction--important but needs context to be retained by students
- Minimize waivers for ACA 122
- Enhance faculty professional development
- Collaborate with university partners on ACA course content and instructional responsibilities

He further suggested identifying ways of locking a student plan once it is developed so that the student can't register for anything outside of the plan already in Self-Service. He did, however, warn that Reverse Transfer students should not have to complete ACA as a requirement for the degree. He said that currently in the UNC Data Dashboard AFA students are transferring in "Other" category. They hope to have that fixed by May.

He stated that BDPs last four years from entry at the community college. Four-year universities need to honor those. CTPA members asked if there might be a way to access archived BDPs. Dr. Gould suggested that students in ACA need to print their BDP and keep it as a record. A member from Craven Community College said that their students create portfolios in ACA, and the BDP is part of the portfolio. In response to a question about four-year universities updating BDPs mid-

semester, Dr. Gould responded that four-years should keep BDPs for an academic year. He asked that everyone please call them BDPs.

Early Childhood Education (ECE) Birth to Kindergarten (B-K) Uniform Articulation Agreement

Dr. Lisa Eads, Program Coordinator, Early Childhood, Public Service Technologies, Career and College Promise

Dr. Eads presented the forthcoming Early Childhood Birth to Kindergarten Uniform Articulation Agreement. She urged members not to confuse this with AA/AS students who want to transfer to an education program. The agreement is a response to SB 315, which passed in August. By March 1, the articulation was drafted, it went to NCCCS Board in February and will go for action next month, March 15-16. By April 15 it will be submitted to the General Assembly. It goes into effect for the 2018-2019 academic year.

She stressed that the process has been faculty-driven, with representatives from the community colleges and UNC schools meeting to review course content. Three EDU courses will be revised:

- EDU 216 (back on CAA), changing from 4 to 3 credit hours
- EDU 234 will include field experience (already happening but adding the language to description)
- EDU 250 PRAXIS I Prep, will change a lot. PRAXIS (ENG, Reading, Math assessment) has been a barrier for transfer students. The course will prepare students for the Ed TPA Portfolio Program, help students understand what education transfer entails, help students understand the costs involved, and help students decide if they want to be a teacher (no ACA substitution for this course).

There is a very tight timeline for review, approval, and implementation of these courses by August 2018 (see slides).

A new Program of Study will accompany the agreement. Dr. Eads said community colleges should consider having the first year of the AAS ECE program the same for all students, regardless of their intention to transfer. Students will complete 60 hours at the community colleges, including 29 hours of general education and 31 hours of EDU courses. There are two tracks, or “specialty areas,” for those who want to transfer: Licensure (K-12 education in public schools) or Non-Licensure (work for Smart Start, for example). Students may have other general education courses to take at the four-year university.

There will be three options for AAS; all three will use the same code, but colleges could add a suffix locally. Dr. Eads urged members to think of it as one big program with three different “advising tracks”: Career Entry--no intention of transferring (equates to current AAS), Licensure, and Non-Licensure.

If students have SAT/ACT scores high enough they do not need EDU 250, but they'd need to make up the hours, and the course could be valuable even if student does not need PRAXIS. Colleges could require computer competency or ACA 122, but can't go over the 70 hour max.

The meeting adjourned to break-out sessions.