

Minutes of the 2016 Fall Breakfast Meeting NC Community College Conference

CTPA President Betty Hatcher began the meeting by explaining the CTPA's purpose and goals.

Dr. Lisa Chapman, Senior Vice President and Academic Officer of the North Carolina Community College System

TAC Compliance Visits to Four-Year Institutions

Dr. Chapman explained that the 2014 CAA requires the Transfer Advisory Committee to submit an annual report on the effectiveness of the CAA to the state legislature. For the first two years, the reports mainly consisted of statistics on enrollment in ACA 122 and college transfer programs. This year the TAC has developed a process for reviewing university programs and partnerships for compliance. Forms are sent to the university prior to a visit. A team of one community college and one university representative visits. So far they have visited six institutions. Dr. Chapman said this has been an enlightening experience for both sides. It has given the TAC the opportunity to explain some of the changes in math curriculum at the community college level that were the result of a Curriculum Improvement Plan that happened at the same time as revision of the CAA. In particular, four-year universities have been confused by how MAT 143 and MAT 171 should be used in the baccalaureate degree plans. TAC member Jonathan Loss has course reduction to talk to the four-year universities in Spring 2017, with the goal of increasing understanding of new math courses such as MAT 143 and MAT 152. The annual report will be approved by both systems and then become public.

Fewer College Transfer Students Completing the Degree Before Transferring

Need for more research to determine why more students are transferring before completing the associate's degree, even though we know students do better if they complete the degree first. One possible reason is the increased number of CCP students in college transfer pathways, who are counted in community college measures of completion.

Working with High School Partners

Dr. Chapman advises the CTPA to be informed about Career and College Ready Legislation and ensure that the process does not impact partnerships and transfer. This legislation requires community colleges to develop remediation curriculum and professional development that will be taught by high school faculty in the high schools so that students graduate ready to begin college-level work. It was originally supposed to go into effect Fall 2016, but now it has a three-year roll-out. Susan Barbitta, Associate Director - Special Projects at the NCCCS, is in charge of this initiative. Wake Tech is leading the process, and 7-8 sites will "model" the program. (For more information:

<http://www.nccommunitycolleges.edu/academic-programs/career-and-college-ready-graduate-alignment-partnership-ccrgap>).

CCP Students May Apply to Four-Year Universities as First-Time Freshmen or Transfer Students

CCP students applying to four-year universities now have the option to choose how they wish to be classified. Dr. Chapman urged college advisors to be involved in discussing this change with students so

they may make informed decisions. Students need input from both high school and college advisors to make this decision.

Continue to Develop Baccalaureate Degree Plans

Dr. Chapman said that baccalaureate degree plans are the guided pathway structure needed to make successful pathways for transfer students.

Question and Answer

When asked if there was any possibility of some kind of midway completion measure, such as the former transfer core diploma, Dr. Chapman said there are challenges to this, particularly requirements of gainful employment and four-year university resistance to standardization efforts by the state legislature, but there is an opportunity to bring up this topic with careful consideration of possible unintended consequences.

Another member asked about students in particular majors, such as education and architecture, for which students are better off transferring early so that they don't incur tuition surcharges. Dr. Chapman responded that architecture and some other very specialized degrees may be special cases. However, education is not a special case, and she believes what we need is an Education Articulation Agreement, although that is challenging given the differences in the four-year institutions' schools of education. She believes that improving transfer options for education majors at the community college level is key to getting qualified teachers in rural communities.

Another member brought up the advice often offered by four-year universities to transfer students to "transfer early," and not necessarily for difficult to transfer majors.

A representative from Appalachian State Universities said four-year universities would be willing to take some AAS courses and asked what the procedure is for doing so as part of the CAA. Jennifer Frazelle, Director of Academic Programs for the NC Community College System, responded that schools can insert non-transferable courses in their plans of study if they let Ms. Frazelle know that they have a written agreement with a specific four-year university to accept those courses. She also suggested that baccalaureate degree plans could become de facto articulation agreements in these situations. Appalachian State University's representative responded that they would like a standard format so this does not have to be done on a college-by-college basis. Ms. Frazelle suggested that the universities could put this in writing using their course equivalencies pages. Other members noted how confusing this might get if the substitutions for one particular university were introduced into the plans of study. Dr. Chapman urged that colleges first consider financial aid implications of inclusion of non-transferable courses.

Audrey Jaeger of NCSU's School of Education, Professor & Alumni Distinguished Graduate Professor, Higher Education Program Coordinator and Executive Director, National Initiative for Leadership & Institutional Effectiveness.

Dr. Jaeger explained that she represented researchers at NCSU who study education. They are interested in the transfer conversation and want to answer relevant research questions that the membership of CTPA might raise. Are there system-side questions that we would like researched?

Gwen Canady, Project Lead for Uniform Residency Determination

The residency determination project is the result of a legislative directive from 2013 to establish a central system and service that determines residency for all UNC System and NC community colleges. The Residency Determination Service (RDS) launches in December with independent colleges and universities for state grant purposes. In late January a model group of community colleges will begin using the service, and by February 20, 2017, all community colleges and UNC schools go live. Initial implementation is only for undergraduate students; the goal is for graduate and professional schools to be up by January 2018.

The service is an online interview process designed to ask the fewest question to get to a yes answer on residency status and the greatest number of options before delivering a no determination. Upon completion of the interview questions, students will receive a Residency Certification Number that is permanent. Universities/colleges will look up the number to see the determination. There is a two-fold process to appeal. Appeals will happen on the campuses. Students will be able to request reconsideration every 90 days.

UNC schools have opted not to use the service for international and out-of-state students.

The process is carried out in partnership with CFNC and has required changes in the CFNC applications. Each college/university has a residency liaison and campus readiness team. Colleges/universities will be provided with a general template for communicating the new system to students.