

# Joint Legislative Education Oversight Committee

## 2014 Comprehensive Articulation Agreement Update

Lisa Chapman, Ed.D.

Senior Vice President / Chief  
Academic Officer

North Carolina Community  
College System



Kim van Noort, Ph.D.

Vice President for Academic  
Programs, Faculty and Research

The University of North  
Carolina System

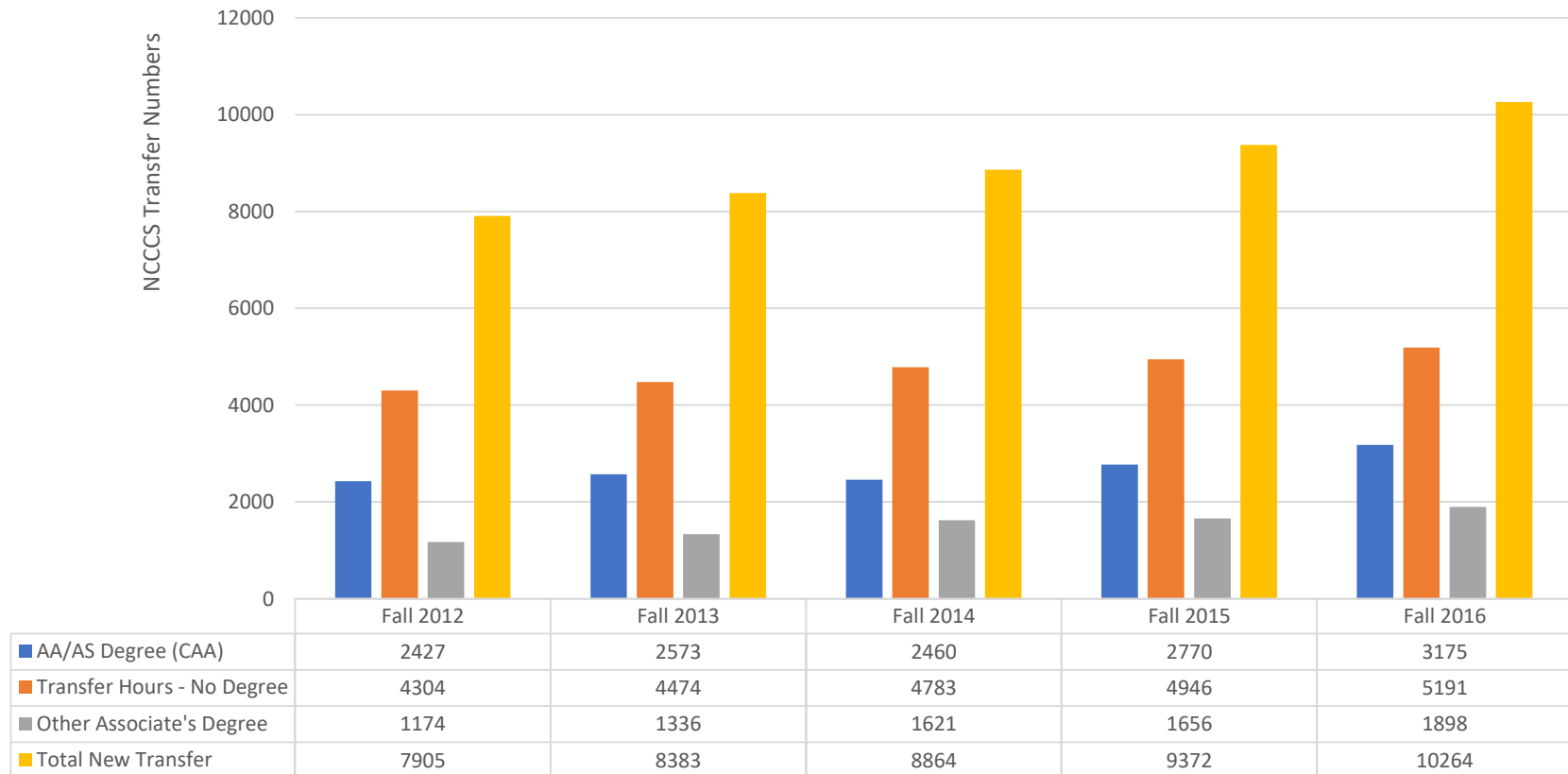


# 2014 Comprehensive Articulation Agreement (CAA)

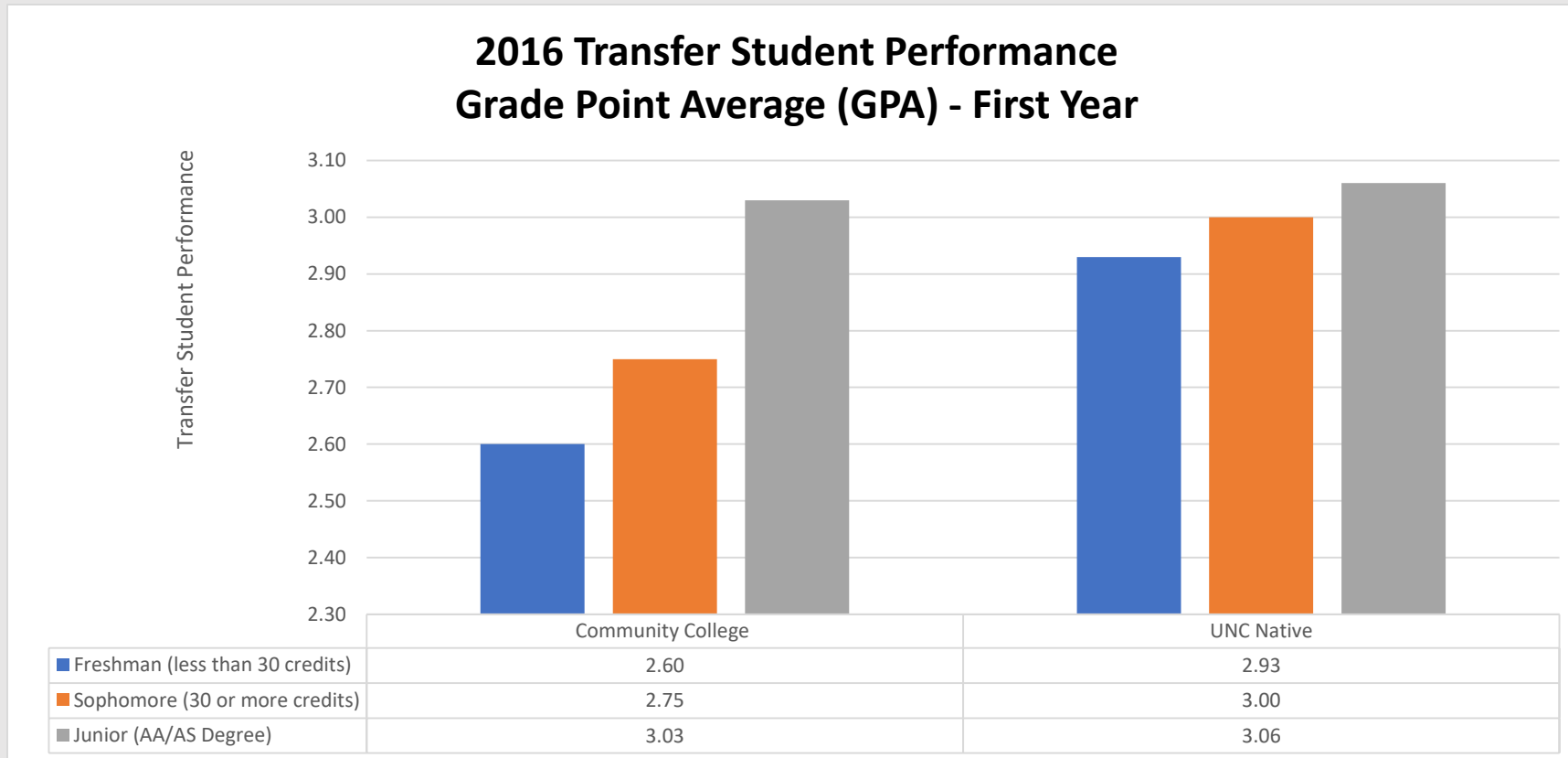
- Associate Degree Programs of Study
  - Universal General Education Transfer Component comprises a minimum of 30 semester hours of credit
  - Additional general education, pre-major, and elective courses that prepare students for successful transfer into selected majors at UNC institutions
- Baccalaureate Degree Plans (BDPs)
  - Four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion

# Transfer Enrollment 2016

**New NCCCS Transfer Student Enrollment to  
UNC Fall 2012-2016**



# Transfer Student Performance



# CAA Compliance Site Visits

- All sixteen completed.
- All in compliance (some recommendations for improvement).
- Beginning second cycle of review this spring semester.

# Mathematics Issues

## UNC campus visits to provide information on redesigned mathematics curriculum

- UNC revaluation of General Education and BDP requirements.
- More math choices on BDPs
- New course to course math equivalencies
- Greater understanding of Math 143

# Baccalaureate Degree Plans (BDPs)

- Clear transfer pathway (associate and baccalaureate degree completion)
- BDP oversight and management
- BDP section added to CAA Compliance Review Form
- BDP use by CC advisors
- Tracking BDP selection

# Transfer Credit Evaluation Audit

- Students who started at a community college in Fall Semester 2014 or later
- Enrolled at a UNC institution in Fall Semester 2017 after completing the AA/AS degree.
- Universities will report on credit evaluations for up to 60 students.
- The report will include the number of students in the sample with less than or equal to 49%, 50%-74%, 75%-99%, and 100% of total transfer hours counting toward the baccalaureate degree major to which they applied.
- Student-level data will include the NCCC institution most recently attended and any other NCCC institution, credit for ACA 122, BDP major, enrolled major, total transfer hours, and percent of transfer hours counting toward degree.



# Transfer Credit Appeal Procedure

- Appendix E of the CAA (instructions and form)
- Violation of terms and protections of CAA
- Few formal appeals
- Local informal resolutions of issues
- Student lack of awareness of Appeal Procedure
  - ACA 122 and advising emphasis on Appeal avenue.

# Best Practices for Transfer Student Success

- Require ACA 122 enrollment no later than second semester at the community college.
- Emphasize individualized Baccalaureate Degree Plan development.
- Centralize Baccalaureate Degree Plan management at the universities.
- Incentivize Associate Degree completion prior to transfer.
- Station university transfer admissions personnel at community college campuses.
- Impose mandatory senior institution transfer orientations, including online options, and campus tours.

# Best Practices, 2

- Encourage faculty-to-faculty collaborations between UNC and NCCCS instructors, including ACA 122 instruction by UNC instructors on community college campuses.
- Provide professional development for community college faculty and staff on career exploration, transfer student advisement, and academic planning.
- Develop transfer student mentoring programs to introduce incoming transfers to campus activities and resources.
- Design activities, organizations, and publications specifically designed for transfer students at both community colleges and universities.

# Challenges and Opportunities

- Educate students about the protections and guarantees of the CAA, including Transfer Credit Appeal Procedure.
- Manage Baccalaureate Degree Plans more effectively and communicate any program changes to community college partners. Track student BDP selection.
- Reduce the number of total credit hours (UNC and NCCCS) to Baccalaureate Degree completion.
- Collect additional comparative data of UNC native students and NCCC transfer students.
- Enhance communication between UNC and community college partners and between the TAC and campus transfer personnel.
- Leverage existing and new technology to assist transfer students with credit articulation and degree completion.
- Develop best practices for success of dual enrollment transfer students.

# Questions?