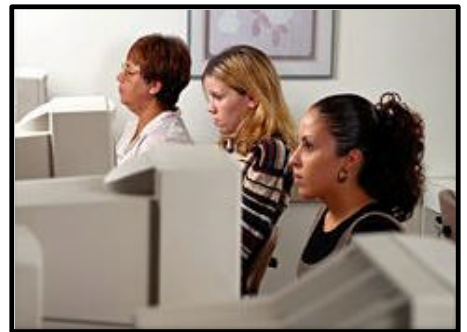
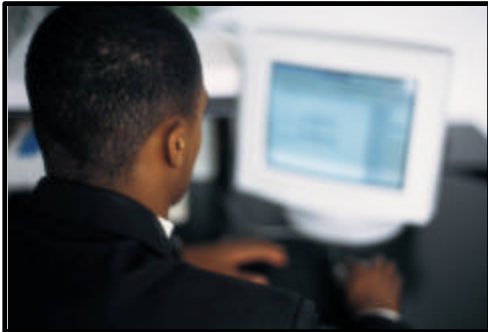
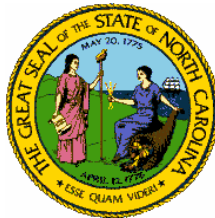


A Study of the Comprehensive Articulation Agreement Between the University of North Carolina and the North Carolina Community College System

Final Report



Submitted to:



The General Assembly of North Carolina -
Joint Legislative Education Oversight Committee

Submitted by:



August 16, 2004

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**2123 Centre Pointe Boulevard
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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In March 2004, the North Carolina Joint Legislative Education Oversight Committee of the General Assembly contracted with MGT of America, Inc., to conduct a study of the Comprehensive Articulation Agreement (CAA) between the University of North Carolina (UNC) and the North Carolina Community College System (NCCCS).

History and Background of the Assessment

In the mid-1990s, the General Assembly sought to address the growing demand for higher education, due in part to forecasted increases in the size of high school graduating classes, and to increase cost efficiency for the state in providing for residents participating in higher education. The CAA, mandated by the General Assembly in 1995 and 1996, is a statewide agreement that governs the transfer of credits between the institutions of the NCCCS and between the institutions of the NCCCS and the constituent institution of the UNC. In addition, 22 of the state's independent colleges have signed the agreement. Mandating legislation further instructed the State Board of Community Colleges (SBCC) to implement a common course numbering system for community college programs. Additionally, the UNC Board of Governors (BOG) and SBCC were directed to ensure accurate and accessible academic counseling for students considering transfers between institutions of higher education in North Carolina.

In 1996, the UNC BOG and SBCC submitted to the Joint Legislative Education Oversight Committee a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions." In April 1996, the Transfer Advisory Committee (TAC) was established to direct, coordinate, and monitor the implementation of the proposed transfer plan. The TAC brought together UNC and NCCCS faculty representing 10 general education discipline areas to decide which community college courses were acceptable for transfer to UNC institutions as part of the general education core. Following review and comment from all the institutions, the TAC established the list of courses that constitute the general education transfer core.

Central to the development of the CAA are two specific premises. The primary premise is that institutions recognize the professional integrity of other public postsecondary institutions that are regionally accredited for college transfer programs. All courses approved for transfer under the CAA are taught by faculty who meet the Southern Association of Colleges and Schools (SACS), Commission on Colleges, credential requirements. The second premise is that there is sufficient commonality in the lower-division general education requirements to develop a common general education component at the community colleges for the purpose of transfer.

As defined by the CAA, the 44-semester-credit-hour general education core is fully transferable across the community college system and to all the UNC institutions, and satisfies general education requirements. Furthermore, the CAA enables North Carolina community college graduates of Associate in Arts and Associate in Science degree programs who are admitted to constituent UNC institutions to transfer with junior status.

Scope of the Services Requested

The purpose of this project was to assist the Joint Legislative Education Oversight Committee in evaluating the effectiveness of and identifying recommendations for improving the CAA. The methodology was designed to include qualitative and quantitative information and data and to be consistent with the standards of the Southern Association of Colleges and Schools, Commission on Colleges, on educational quality and institutional effectiveness. As requested by the Joint Legislative Education Oversight Committee, the project included:

- an accurate, credible, and comprehensive assessment of the effectiveness of the CAA during its initial years of existence relative to the intent of its authorizing legislation;
- input from college transfer students, counselors, transfer coordinators, faculty, admissions directors, and administrators from the UNC and NCCCS institutions;
- an analysis from the perspective of students, counselors, transfer coordinators, faculty, admissions directors, and administrators, on their perceptions of the CAA, including the barriers faced by students in their efforts to transfer from one institution to another;
- an analysis of whether, despite the CAA, students are forced to duplicate coursework after a transfer and whether students are being required to take additional coursework to attain junior status even though they have graduated from a community college with an A.A. or A.S. degree;
- an analysis of whether university departments are ignoring the pre-major agreements that are a part of the CAA and whether students are losing credits for coursework taken in reliance on the CAA;
- comparisons between transfer students and native students with regard to:
 - academic performance,
 - number of credits needed to complete a bachelor's degree upon attaining junior status, and
 - graduation and retention rates;
- an examination of the total number of students transferring, including:
 - the number of students transferring with the general education core (44 semester credit hours) before and after the CAA, and
 - the number of students transferring with A.A. and A.S. degrees before and after the CAA;

- recommendations for improving students' understanding and awareness of the CAA, including appeals processes and grievance procedures and communications between institutions;
- recommendations for improving the CAA and enhancing the transfer process; and
- any other elements requested by the chairs of the Joint Legislative Education Oversight Committee.

During a site visit in April 2004, the Joint Legislative Education Oversight Committee members expressed interest in determining whether and what problems exist with the CAA and the transfer of credits, and how vast the problems are. Furthermore, it was requested that the assessment and recommendations address the broader issues of articulation and the transfer process beyond the current CAA.

Study Approach and Methodology

Implementing policy requires a balance between designing practices to address concerns of a broad range of stakeholders yet providing for the needs of individuals. Policy implementation is strengthened through continuous evaluation and refinement. Evaluation of qualitative as well as quantitative information is essential to the purposeful improvement of policy implementation and revision. The methodology for this study incorporates research activities to determine to what degree the CAA has been implemented; quantify student transfer, performance, and progression to degree completion; and solicit perceptions from key stakeholders.

To ensure that issues critical to the evaluation of the CAA were recognized and addressed, MGT included as technical advisors articulation experts who have worked to design, implement, and refine policies and practices for both community colleges and four-year institutions. Articulation between institutions affects each sector of higher education in different ways, and experience addressing the issues from the perspective of each is critical to successful evaluation and meaningful recommendations. Our identification of issues and offer of recommendations for improvement incorporated findings from all research activities.

Our project methodology incorporated qualitative and quantitative research for articulation and transfer evaluation. Data collection methods included:

- an analysis of demographic and enrollment trends and projections for North Carolina;
- review of policy, previously completed studies, and background material concerning the development, implementation, and analysis of the CAA;
- review of other evaluative measures of the CAA (e.g., filed grievances and appeals and correspondence regarding the CAA);

- interviews with selected state level policy makers and educators concerning their perceptions of the strengths of and desired improvements for the CAA;
- analyses of previously published data reports related to transfer student performance, graduation, retention, and persistence;
- surveys of students who are currently enrolled in associate degree programs, have recently completed associate degree programs, or have transferred to UNC institutions from North Carolina community colleges; and
- surveys of UNC and NCCCS representatives, including counselors, transfer coordinators, faculty, admissions directors, and administrators concerning their perceptions of the CAA, TAC, grievance process, barriers to transfer, and potential improvements.

The primary rationale for conducting multiple independent research activities in the assessment of the CAA was to provide a wide base of information from which the Joint Legislative Education Oversight Committee, General Assembly, and higher education systems and institutions may make informed decisions about the future of higher education policy and practice in North Carolina. Copies of survey instruments and interview guides are included in the appendices of this report.

Summary of Findings

Findings from all research activities are summarized to identify key issues. These issues include findings and recommendations related to a vision for higher education articulation, awareness of the CAA, articulation policies and procedures, transfer policy and procedures, and the Transfer Advisory Committee. MGT proposes recommendations to provide North Carolina with direction for enhancing the CAA and efficient use of higher education resources. Finally, suggestions for ongoing and further research are offered.

The 1995 General Assembly mandated that the Board of Governors and the State Board of Community Colleges develop a plan for the transfer of credits between institutions in an effort to provide efficiencies to the state and public in meeting growing demand for higher education. As a result of this mandate, a semester calendar was transitioned to community colleges, a common course numbering system and Common Course Library was established, and the Comprehensive Articulation Agreement (CAA) was implemented. The CAA served to ensure the transfer of the 44-credit-hour block of general education requirements, to formulate pre-major agreements for selected majors for transfer degrees, and to guarantee that a “transfer” associate degree would bring students into UNC institutions as juniors. As part of the CAA, the Transfer Advisory Committee was established to direct, coordinate, and monitor the implementation of the agreement. Thus, the CAA was designed to provide protection for completed general education requirements, pre-major requirements, and transfer degrees. Protection of individual course credits and terminal associate degrees and certificates was not provided in the CAA.

Our findings substantiated that, seven years after implementation, the CAA is widely perceived as indeed having improved transfer of associate in arts and associate in science degrees. It is perceived that the primary strengths of the CAA include standardizing the transfer process and providing students with a path and plan for transferring. Quantitative data support that a greater number of students are transferring between North Carolina community colleges and UNC institutions. Although findings from this research identified problems with current policies, procedures, and practices, no evidence was revealed that the problems were focused on any given institution. Generally, most students expressed satisfaction with their transfer experiences and the advisement they received. However, advisors, administrators, and faculty perceived problems with the transfer process and provided numerous recommendations for improvement of the process and the CAA. This current evaluation of the CAA is timely in that data are available to demonstrate the successes of the CAA and also to identify areas in which changes can be made to enhance further successes for the state and individual students.

Vision for Higher Education Articulation in North Carolina

In mandating the development of a plan to address the transfer of credits, the General Assembly recognized the model of completing lower-division coursework at community colleges and upper-division coursework at four-year institutions as a viable one for awarding baccalaureate degrees. Although the route through community colleges to baccalaureate degree completion is recognized and encouraged as a cost-effective and efficient path, it is important to acknowledge that this route is not the same as the one that four-year institution native students experience. Transferring between institutions is a barrier in and of itself, and therefore warrants special consideration in order for the state as well as individuals to truly realize the benefits afforded by this model.

The agreement that resulted from the 1995 General Assembly's mandates, the CAA, has formed a policy base from which improvements have been documented through data analysis of the number of transfers and their progression to baccalaureate completion, as well as by perceptions of students and institution and system representatives. With the results found in this study, now is an opportune time for formulation of a vision for higher education articulation in North Carolina. A vision for higher education articulation will guide future enhancements and evaluation by clearly stating how the state intends on educating its residents through the use of all available higher education resources in North Carolina.

If North Carolina wishes to fully incorporate the "two-plus-two" approach to providing access to four-year degrees, the state needs to implement policies, procedures, and practices that will address barriers inherent to transferring and will lessen the difference between the higher education experiences of transfer students and those of native students.

Recommendation: The Joint Legislative Education Oversight Committee should convene a task force of higher education stakeholders to develop a vision of higher education articulation

for North Carolina. The task force should incorporate into the vision statement consideration of:

- *a cost-effective approach to extending financial and geographic access to all residents;*
- *the share of freshmen entering college through each sector (public community college, public university, and private college); and*
- *safeguards that will provide transfer students with opportunities equal to those of native students.*

Awareness of Comprehensive Articulation Policy

The most revealing finding from our research evaluating the CAA is the low level of student awareness of the existence of the agreement and its provisions. More than half of the surveyed community college students who are enrolled in transfer degree programs or surveyed university students who have successfully transferred from community colleges were not aware of the CAA. Without basic knowledge of the CAA, students cannot plan their coursework effectively or efficiently in preparation for transfer to a four-year institution. Without understanding of the provisions of the agreement, students are unaware of the protections afforded to coursework and degrees, whether they received the credit to which they are entitled, or how to serve as self-advocates.

Although few student respondents in community college programs expressed that they were experiencing problems with the transfer process, approximately one-quarter of UNC transfers with associate in arts degrees and one-third of UNC transfers with associate in science degrees indicated that they encountered problems transferring. As might be expected, since the CAA does not address terminal degree transfer, more than one-half of UNC transfers with associate in applied science degrees indicated having problems with transferring. Without a transcript analysis, we are unable to assess whether any stated problems violated the provisions of the CAA or resulted from respondents' lack of knowledge of the agreement.

A number of factors appear to contribute to the low level of awareness of the CAA among students. First among these factors is the agreement itself. The CAA is a combination historical, policy, and planning document that does not adequately meet students' needs for information. Material of concern to students does not appear until half way through the agreement and does not link electronically to requirements details. Students need to navigate through numerous Web pages before finding the CAA. Although a brochure was developed to market the CAA, it does not have the level of information needed for students to make academic decisions.

Recommendation: The TAC should revise the CAA document to establish separate policy and planning documents, with supporting informational materials for student and other constituents.

Recommendation: The TAC should, in conjunction with students, faculty, and advisors, develop a student-focused Web site that clearly conveys the provisions of the CAA and links electronically to information needed by students to plan their academic careers. The on-line resource also should specify degree requirements by institution, list available programs by institution, and clearly state grievance or appeal policy and processes. Consideration should be made to incorporate into the electronic resource “degree shopping” and “degree audit” functions. The possibility of collaborating with or linking to the Web site of the College Foundation of North Carolina (www.CFNC.org) should be explored. Access to the CAA Web site should be provided by electronic links from all North Carolina public postsecondary institutions and in institutional printed materials for orientation and registration and in student handbooks.

Recommendation: The TAC should develop, in conjunction with students, faculty, and advisors, a Transfer Student Bill of Rights that succinctly states the guaranteed rights afforded by the CAA. The Transfer Student Bill of Rights should address rights related to admission to UNC institutions, acceptance of semester hours, acceptance of credits earned in accelerated programs, acceptance of the General Education Core, acceptance of pre-major courses to fulfill requirements, honor of grade forgiveness awarded under the A.A. or A.S. degrees, and any other rights protected by the CAA. In addition, the Transfer Student Bill of Rights should inform students on how to appeal an admission or transfer difficulty in the event that they believe that they were denied any guaranteed right.

Recommendation: The TAC should develop a communication and marketing plan to inform students, parents, and secondary school advisors about the different paths to baccalaureate completion and the provisions of the CAA.

Articulation Issues

Articulation concerns encompass matters in which faculty need to have a prominent role. For example, the crafting of degree requirements and selection of courses that meet those requirements should involve faculty discourse and decision making. Guidelines may be imposed by administrative or legislative entities, but it is faculty who need to work out the details of what constitutes the curriculum for degrees. Faculty in the UNC and NCCCS have been used effectively on occasion to address articulation matters; e.g., to establish the common course library for the NCCCS and to address selective pre-major course designation.

General Education and Common Course Library

The NCCCS has a Common Course Library containing approximately 3,800 lower-division, college level courses in which courses are described and designated for General Education Core approval. Interviewees perceive that the General Education

Core (44-hour block transfer) and the Common Course Library provide students with the confidence and certainty needed to plan their degree programs and prepare for transfer to a four-year institution.

Although the General Education Core block transfer is perceived as a strength of the CAA, up to one-third of student respondents reported that, despite completing the Core with the required 2.0 GPA, problems occurred with transferring the Core. In some cases, survey respondents cited that the General Education Core was not accepted as a block and they were required to repeat courses or take additional courses to fulfill requirements at the receiving UNC institution. (Note: respondents' transcripts were not analyzed to verify student perceptions).

General Assembly staff expressed in interviews that the 1995 mandates for a statewide agreement that governs the transfer of credits between NCCCS and UNC institutions were not fully addressed in the CAA. Staff expressed interest in simplifying course-by-course transfer of college level credit, rather than limiting protection to completion of the General Education Core and completion of the A.A. and A.S. degrees.

General Assembly mandates required the common course numbering for NCCCS, but not for the UNC. In survey responses, students called for creating statewide standards for course names and numbers for both the NCCCS and UNC. Although some states have common course numbering for all public higher education institutions, these systems were instituted years ago. Establishing such a system for the extensive number of courses that exist would be a highly resource-intensive endeavor. Other states, however, have addressed the need through alternative approaches. For example, Arizona has created several applications that assist students with identifying equivalent courses at community colleges and four-year institutions, such as the Common Course Matrix and the Course Equivalency Guide. Although approaches used in other states would need to be customized to fit the needs of North Carolina students and institutions, increased standardization of course identification would improve articulation of courses from one institution to another, both for NCCCS to UNC transfers and institution transfers within each system.

Recommendation: The Joint Legislative Education Oversight Committee and General Assembly should consider requiring the development of an approach to aligning courses for articulation in the NCCCS and UNC. Approaches used in other states could be examined for potential adaptation to North Carolina. The review of potential approaches and development of an approach for North Carolina should include extensive faculty involvement.

Pre-Majors Agreements

Although interviewees perceive the establishment of pre-major articulation agreements as a strength of the CAA that allows A.A. and A.S. recipients to transfer to UNC institutions at the junior level, the current pre-major articulation agreements also were reported through interviews and surveys as one of the most frequent sources of transfer problems for students. Some interviewees indicated that, whereas students can transfer with junior status after completing the A.A. or A.S., they often have difficulty transferring their major.

Survey respondents reported that courses completed for pre-major requirements at community colleges transfer to UNC institutions but are sometimes credited as electives, resulting in students having to complete additional prerequisites, including ones that students perceive as the “same” courses they have completed already for pre-majors. (Note: respondents’ transcripts were not analyzed to verify student perceptions). Needing to take even one or two additional courses despite completing pre-major requirements may contribute to extending the time and hours to degree completion—adding to the cost for the state and students and occupying space in the higher education system during a time of burgeoning demand.

Seven of the existing 23 A.A. and A.S. pre-major agreements (education, engineering, chemistry, biology, math, math education, and computer science) were reviewed and revised during the past year by faculty discipline committees and the TAC. Faculty discipline committees need to continue to review and revise as needed the remaining pre-major agreements and to initiate the development of additional pre-major articulation agreements.

Recommendation: The TAC should convene faculty discipline committees to review and revise as needed existing pre-major articulation agreements and to develop pre-major articulation agreements for additional degree programs. The faculty discipline committees should meet annually, either in person or electronically, to identify and address problems with the pre-major articulation agreements in their discipline and to review and revise pre-major articulation agreements. Faculty discipline committees should be convened to develop additional pre-major agreements.

Additional Need for Policy Resolution

During the research activities conducted for this study, a number of concerns were raised relating to articulation problems. For example, respondents to the faculty, counselor, and administrator survey argued that the provisions of A.F.A. degree transfer were not adequately protecting students and that articulation of the A.F.A. should not be included in the CAA, but handled in bilateral agreements. Other articulation problems raised by students and faculty, counselor, and administrator survey respondents included concerns about UNC institutions recalculating transfer students’ GPAs, nonaward of credits through AP exams for courses in the General Education Core block, grade forgiveness policy differences between the transferring and receiving institutions, and acceptance of courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree. Survey respondents perceived that these problems contributed to transfer students needing to take additional courses or lowering their GPAs, resulting in students being less competitive for admission to institution and/or degree programs.

Recommendation: The TAC should convene a cross-discipline faculty committee to review and form consensus on means to resolve problems with articulation policy and/or procedures and practices related to such issues as:

- *recalculating transfer students' GPAs;*
- *award of credits for AP exams related to courses in the General Education Core block;*
- *grade forgiveness policy differences between the transferring and receiving institutions; and*
- *credit for courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree.*

Transfer Process Issues and Recommendations

Analysis of qualitative and quantitative data identified transfer process issues related to awareness of the CAA; need for policy enhancement related to grievance policy and process, and admission to UNC institutions; improved advisement for students; student transcripts; organization and functioning of the Transfer Advisory Committee (TAC); and support for the CAA. Each of these issues is reviewed in the following sections followed by proposed recommendations.

Grievance Policy and Procedures

Policy statements in the CAA addressing an appeals process appear to focus on the means to modify the agreement by institutional stakeholders. The agreement states that "CAA Amendment and Appeals Process Questions about the transferability of course work under the Comprehensive Articulation Agreement (CAA) or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements must be addressed by the Transfer Advisory Committee." Instruction on how a student appeals a transfer of credit decision is not provided in the CAA or in the student brochure entitled, *North Carolina College Transfer Guide for Students*.

Students expressed that overall they were unaware of a grievance process to address problems with articulation. Although the majority of students stated that they have had no need to use a grievance process, most students who did have concerns about articulation issues perceived that they had no recourse. Consistent with student responses, over 80 percent of counselors, administrators, and faculty specified that they were unaware of grievance policies and processes. In one situation that was described to us, a student's appeal of an articulation decision remained unresolved for over six months—bringing attention to the need for timely decisions to enable students to proceed with their degrees.

Recommendation: The TAC, in conjunction with students, faculty, and advisors, should develop a grievance policy that clarifies the rights of students to appeal articulation and transfer decisions and the step-by-step process to do so. The policy should specify the time limitations for each step of the grievance process for both the student and responding institution and/or TAC to ensure expedient resolution. Final appeal should be external to the institutions and with the TAC. The

grievance policy and procedures should be published broadly in printed and electronic format in conjunction with the CAA and the "Transfer Student Bill of Rights."

Recommendation: An Ombudsman should be designated at each North Carolina public institution of higher education to serve as a point of information and advocate for student rights protected by the CAA.

Guaranteed Admission to a UNC Institution

The General Assembly mandated the development of a plan for the transfer of credits between NCCCS and UNC institutions to increase the effectiveness and efficiency of providing baccalaureate degree education to a growing number of residents. Although the resulting plan, the CAA, protects the transfer of credits and recognizes the model of completing lower division coursework at community colleges and upper division coursework at four-year institutions as a viable one for awarding baccalaureate degrees, it falls short in protecting the investment by students and the state.

Students who successfully complete all lower division requirements and are awarded Associate in Arts or Associate in Science degrees are not guaranteed admission to the UNC. Without such a guarantee, students pursuing a bachelor's degree through the model promoted by the CAA are not treated equally with those who enter as UNC native students. Native UNC students who successfully complete their freshman and sophomore years automatically rise to junior year status.

The CAA's impact would be strengthened with guaranteed admission for Associate in Arts or Associate in Science recipients. The guarantee does not need to extend to a student's specific program or institution of interest. Nor does it need to ensure admission for a given semester.

Recommendation: Students who successfully complete an Associate in Arts or Associate in Science degree at one of the NCCCS institutions should be guaranteed admission to an institution within the UNC. A student should not be guaranteed admission to a specific program or UNC institution of interest or for a given semester of entrance. Students with A.A. or A.S. degrees should have an equal opportunity to enroll in upper division programs as native students.

Student Advisement

Approximately one-third of each of the student groups surveyed expressed that they had insufficient access and/or ineffective quality to advisement. Faculty, counselors, and administrators from transferring and receiving institutions perceived that the advisement acquired in the other sector was ineffective. Changing transfer and program requirements and counselor turnover likely exasperated the problems created by students having low awareness of the CAA and its provisions.

Recommendation: The TAC should develop a CAA training model to orient new counselors as well as provide ongoing training for all counselors. The training model should include CAA information related to the provisions of the agreement, changes in requirements, advances in electronic tools, and resolution outcomes to problems that have surfaced. The training should include a component where counselors can exchange information and discuss issues important to improving the transfer process.

Transfer Degree Completion

Based on UNC reports on the performance of transfer students, it was observed that completion of a transfer degree program prior to transferring to a UNC institution substantially increases the rate of baccalaureate completion over a five-year period. Retention, graduation, and persistence rates for students entering UNC with transfer degrees compared with other transfer students clearly demonstrate the advantage of degree completion prior to transfer.

Students responding to the survey for university students also showed signs that completing their transfer degree before transferring to a UNC institution was beneficial. For example, those who obtained an A.A.S. degree indicated that they were more likely to experience problems with the transfer process than students who obtained an A.A. or A.S. degree. Additionally, more than half of all respondents who received an A.A.S. degree were not satisfied with their advisement, as compared with only a third of all respondents.

Recommendation: The NCCCS and all advisement tools (printed or electronic) should encourage A.A. or A.S. degree completion prior to transferring to a UNC institution for students who are interested in earning baccalaureate degrees. Students who are completing terminal degrees, such as the A.A.S., should be advised that these degrees are not protected by the provisions in the CAA, and therefore do not allow for transfer of all credits.

Designation of Completion of General Education and Pre-major Requirements on Student Transcripts

From discussions on-site, interview statements, and written comments submitted with survey material, we learned that community college student transcripts currently are not automated to designate whether students have completed their general education core. Although community colleges attempt to review students' courses and manually type or stamp whether the core has been completed, it is unclear whether this step is completed consistently. Without clear designation that the general education core has been completed, UNC institutions are obligated to review the transcript for core completion.

This process may easily contribute to students not receiving recognition for completion of the core and lead to additional course requirements. In addition to concerns about potential errors in such reviews, individual review of transcripts by NCCCS and/or UNC institutions is highly inefficient compared to programming an

automated review and designation code into the institutional transcript system. Although similar concerns for designation of pre-major courses were not raised during the study, a pre-major review and designation function also could be automated.

It was reported that NCCCS currently is working to automate a general education core review and designation function into its student transcript system, however, implementation is not anticipated before 2007.

Recommendation: The NCCCS should expedite the implementation of an automated function that reviews student transcripts for completion of the general education core. This automated function should include a feature to designate completion of the core on the transcript. The automated function should be augmented to provide similar review and designation features for pre-major requirements. The automated function should be implemented by August 2005. The UNC should initiate development of a similar function for its institutions.

Community College Rules Process

The CAA was developed as a plan to govern the transfer of courses between NCCCS and UNC institutions. At the time of development, it was not envisioned as a static document, but one that would require review and revision as policies were evaluated and conditions in the state changed. For example, during the past year, faculty discipline committees addressed problems with the pre-major articulation agreements for seven majors.

Although the faculty discipline committees made recommendations for pre-major agreement revisions, the implementation of those substantive revisions is delayed pending revision of the Administrative Code—a required and rather lengthy administrative procedures process (approximately nine months). This excessive delay prohibits timely response to problems. Before recommended revisions can be implemented, additional revision may be warranted. The approval process does not allow the NCCCS to be responsive to students and their institutions.

Since the UNC Board of Governors is exempt from the Administrative Procedures Act, it expedites approval of revision recommendations during its meetings. In the past, NCCCS has unsuccessfully requested similar exemption from the Administrative Procedures Act. Two approaches to addressing the time delay in revising degree requirements, both of which would require statutory revision, include obtaining a narrowed exemption to the Administrative Procedures Act limited to degree revision, or granting the State Board of Community Colleges authorization to use the procedures for establishing temporary rules for degree revisions (followed by the full administrative rules procedures). In order to provide for an effective Comprehensive Articulation Agreement, the Board should work with the General Assembly to resolve the excessive time delay for degree revisions.

Recommendation: In order to keep the CAA current and effective in easing transfer of students with A.A. and A.S. degrees into UNC, the General Assembly should consider granting the State Board of

Community Colleges an exemption limited to degree revisions to the Administrative Procedures Act, or authorization to revise degree programs through temporary rules procedures.

Transfer Advisory Committee

Established in 1996, the Transfer Advisory Committee (TAC) is critical to the efficient and effective use of all higher education resources in North Carolina. This structure created a mechanism for ongoing discussion regarding articulation and transfer.

Role of the TAC

The role of the TAC is to direct, coordinate, and monitor the implementation of the CAA. The TAC has worked to refine transfer policies; has convened faculty groups to select courses acceptable for transfer to UNC institutions as part of the general education core and draw up guidelines for community college curricula that prepare students for intended majors at UNC institutions; and has overseen the development of an electronic information network and the Transfer Student Academic Performance Report. The TAC has final decision authority for appeals related to the transferability of course work under the CAA or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements. Requests for modification to the CAA—including the addition, deletion, and modification of courses on the transfer list, addition and revision of pre-major articulation agreements, and changes in designation of courses as fulfilling general education core or elective requirements—are received by the TAC for review (which may include faculty and administrative review) and final action. Authority to interpret CAA policy rests with the TAC.

The Joint Legislative Education Oversight Committee may wish to consider further expansion of the role of the TAC to incorporate preparation for postsecondary education. Appropriate preparation of high school graduates increases the efficiency of educating students in community colleges and universities by lessening the need for remediation, shortening time-to-degree completion through dual enrollment and acceleration mechanisms, and increasing student and family awareness of the academic and financial obligations of education after high school.

Recommendation: The Joint Legislative Education Oversight Committee should consider expanding the role of the TAC to incorporate issues related to the preparation of students for postsecondary education. Efficiencies for the state and residents may be realized through minimizing the need for remediation, maximizing dual enrollment and acceleration mechanisms, and increasing student and family awareness of academic and financial obligations of education after high school.

Membership of the TAC

Membership in the TAC is composed of one system and three institutional representatives from each of the NCCCS and UNC and a representative from North

Carolina Independent Colleges and Universities (total of nine members). Although this membership make-up has served the state to develop and implement the initial CAA and early revisions, it has limitations that now seem to inhibit its activities.

One limitation involves the lack of input from key higher education stakeholders. For example, although the CAA is a plan for articulating students between institutions of higher education in North Carolina, there currently is no student member on the TAC. A student voice would offer an important perspective during TAC discussions on policy and procedures, information sources for students and advisors, and appeals of articulation and transfer decisions. Other voices that may add important perspectives to articulation discussions and decisions may include representatives from technical/workforce programs, home education associations, public schools and/or districts, State Board of Education, and/or independent higher education institutions. The Joint Legislative Education Oversight Committee and TAC may wish to consider expanding the membership to address concerns of additional various constituents.

Faculty input is critical in articulation discussions and decisions (e.g., general education core and pre-major requirements). Interviewees and survey respondents expressed a desire to have greater faculty involvement in academic decisions of the TAC. In the past, faculty groups have been convened by the TAC to assist in the development of the Common Course Library, general education core, and pre-major agreements. An ongoing need exists to review new course requests and pre-major agreements and to ensure that existing courses are kept up-to-date. Faculty, advisor, and administrator survey respondents called for the TAC to improve communication to institutions and the sectors. Cross-sector faculty committees present opportunities for community college and university faculty to communicate and collaborate.

Recommendation: The Joint Legislative Education Oversight Committee should consider expanding membership in the TAC to include additional key stakeholders representing the interests of students, home school education, technical/workforce programs, public schools and/or districts, State Board of Education, and/or independent higher education institutions.

Recommendation: The TAC should maintain standing faculty committees with representatives from the NCCCS and UNC to assist with articulation policy and procedure development and ongoing refinement of the Common Course Library, general education core, and pre-major agreements.

Staffing and Funding Support for Articulation Enhancement

Although an analysis of staffing and funding to support the articulation efforts in North Carolina was beyond the scope of this project, it was reported by numerous interviewees and survey respondents that dedicated staffing and funding are not provided to support implementation of the CAA, faculty time for revision or staff time for training, development of Web-based or printed information sources, or analysis of performance data reported by UNC.

Although the CAA has been implemented, ongoing revisions to pre-major agreements, the A.F.A. agreement, the general education core, and Common Course Library; development of additional pre-major agreements; enhancement of electronic advising; and improved training and communication efforts that are called for within this report will require staffing and fiscal support. The volume and scope of responsibilities involved in supporting articulation have grown beyond the current administrative design. Articulation staff are needed to support further development and refinement of the CAA, examination of articulation policy and practice models in other states, and research efforts to evaluate the effectiveness and efficiency of the CAA.

Recommendation: The Joint Legislative Education Oversight Committee should seek funding from the General Assembly to support a limited number of staff to coordinate ongoing implementation and revision of the CAA, provide research analysis of the effectiveness of the agreement, develop student and public awareness information materials, and train institutional personnel for advisement of students and active participation on revision and/or appeals committees for the CAA.

Need for Further Research

This research project has included an extensive analysis of the CAA, as well as current articulation practices in North Carolina, within the parameters of the study. There are a number of areas, however, that were identified during the project for further research in order to provide a review of additional concerns associated with transfer and articulation. In addition, to ensure that the CAA continues to meet the needs of students and the state, ongoing monitoring of the effectiveness and efficiency of the CAA is necessary in order to identify and seek resolutions to problems that arise, to minimize barriers and inequities that transfer students face, and to promote quality as well as efficiency for North Carolina and its residents.

Recommendation: The Joint Legislative Education Oversight Committee and the TAC should continue to evaluate transfer and articulation policy and procedures and practice and performance outcomes to identify the effectiveness of the CAA and need for improvement. Some areas suggested for further research include:

- ***Transcript analysis.*** Periodical and situational transcript analyses should be performed in order to ensure that courses are transferring successfully, requirements are being fulfilled with transfer courses as intended, and transfer students are not repeating or being required to take additional courses once they transfer. Performing this analysis will provide the system with any specific courses, programs, and/or institutions that may be contributing to the barriers experienced by transfer students.
- ***Hours to degree completion.*** A comparison between A.A. and A.S. degree transfers and native UNC students by program area should be conducted as part of the student performance reporting in order to determine whether transfer students are facing additional course

requirements for degree completion. The analysis should compare credit-hours-to-degree-completion for A.A. and A.S. degreed NCCCS transfers to native UNC students starting with junior level status through the award of a bachelor's degree. Effort should be made to control for differences in credit hour requirements by degree programs.

- **Cohort analysis.** Data that quantify student enrollment, performance, and progression to degree completion (Transfer Student Performance Reports) are collected and posted on the UNC Web site annually. The value of these data would be greatly enhanced if trends were analyzed and evaluated in relation to revisions made to or needed in the CAA. This research could serve as a basis for ongoing evaluation and revision for the transfer and articulation process.
- **Examination of time required for degree completion.** Numerous states are examining the number of credit hours required for transfer and native students to complete their degree programs. Researching the actual average credit hours that students acquire to complete their associate and/or bachelor's degree is integral to discussions pertaining to increasing cost-efficiency for students and institutions, as well as the ability to handle burgeoning enrollment demand. Minimizing articulation problems that lead to students enrolling in additional courses to complete their degrees should address a large proportion of credit hours in excess of degree requirements. In addition, a number of states have moved to limit the number of credit hours required to obtain a degree (60 credit hours for an associate degree and 120 for a bachelor's degree).
- **Survey of NCCCS transfers in private institutions.** Conducting a survey of students who have chosen not to transfer to a UNC institution can provide insight into their decision to attend a private institution. Understanding these issues may assist in identifying ways to minimize barriers for transfer students in general.

1.0 INTRODUCTION AND STUDY BACKGROUND

1.0 INTRODUCTION AND STUDY BACKGROUND

In March 2004, the North Carolina Joint Legislative Education Oversight Committee of the General Assembly contracted with MGT of America, Inc., to conduct a study of the Comprehensive Articulation Agreement (CAA) between the University of North Carolina (UNC) and the North Carolina Community College System (NCCCS).

This introductory chapter presents:

- an overview of the history of the CAA and interest in evaluating its effectiveness;
- scope of services requested;
- methodology used for this assessment; and
- an overview of the remainder of the report.

1.1 North Carolina's Statewide Articulation Agreement

In the mid-1990s, the General Assembly sought to address the growing demand for higher education, due in part to forecasted increases in the size of high school graduating classes, and to increase cost efficiency for the state in providing for residents participating in higher education. The CAA, mandated by the General Assembly in 1995 and 1996, is a statewide agreement that governs the transfer of credits between the institutions of the NCCCS and between the institutions of the NCCCS and the constituent institution of the UNC. In addition, 22 of the state's independent colleges have signed the agreement. Mandating legislation further instructed the State Board of Community Colleges (SBCC) to implement a common course numbering system for community college programs. Additionally, the UNC Board of Governors (BOG) and SBCC were directed to ensure accurate and accessible academic counseling for students considering transfers between institutions of higher education in North Carolina.

In 1996, the UNC BOG and SBCC submitted to the Joint Legislative Education Oversight Committee a “Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions.” In April 1996, the Transfer Advisory Committee (TAC) was established to direct, coordinate, and monitor the implementation of the proposed transfer plan. The TAC brought together UNC and NCCCS faculty representing 10 general education discipline areas to decide which community college courses were acceptable for transfer to UNC institutions as part of the general education core. Following review and comment from all the institutions, the TAC established the list of courses that constitute the general education transfer core.

Central to the development of the CAA are two specific premises. The primary premise is that institutions recognize the professional integrity of other public postsecondary institutions that are regionally accredited for college transfer programs. All courses approved for transfer under the CAA are taught by faculty who meet the Southern Association of Colleges and Schools (SACS), Commission on Colleges, credential requirements. The second premise is that there is sufficient commonality in the lower-division general education requirements to develop a common general education component at the community colleges for the purpose of transfer.

As defined by the CAA, the 44-semester-credit-hour general education core is fully transferable across the community college system and to all the UNC institutions, and satisfies general education requirements. Furthermore, the CAA enables North Carolina community college graduates of Associate in Arts and Associate in Science degree programs who are admitted to constituent UNC institutions to transfer with junior status.

1.2 Scope of the Services Requested

The purpose of this project is to assist the Joint Legislative Education Oversight Committee in evaluating the effectiveness of and identifying recommendations for improving the CAA. The methodology is designed to include qualitative and quantitative information and data and to be consistent with the standards of the Southern Association of Colleges and Schools, Commission on Colleges, on educational quality and institutional effectiveness. As requested by the Joint Legislative Education Oversight Committee, the project includes:

- an accurate, credible, and comprehensive assessment of the effectiveness of the CAA during its initial years of existence relative to the intent of its authorizing legislation;
- input from college transfer students, counselors, transfer coordinators, faculty, admissions directors, and administrators from the UNC and NCCCS institutions;
- an analysis from the perspective of students, counselors, transfer coordinators, faculty, admissions directors, and administrators, on their perceptions of the CAA, including the barriers faced by students in their efforts to transfer from one institution to another;
- an analysis of whether, despite the CAA, students are forced to duplicate coursework after a transfer and whether students are being required to take additional coursework to attain junior status even though they have graduated from a community college with an A.A. or A.S. degree;
- an analysis of whether university departments are ignoring the pre-major agreements that are a part of the CAA and whether students are losing credits for coursework taken in reliance on the CAA;
- comparisons between transfer students and native students with regard to:
 - academic performance,
 - number of credits needed to complete a bachelor's degree upon attaining junior status, and
 - graduation and retention rates;

- an examination of the total number of students transferring, including:
 - the number of students transferring with the general education core (44 semester credit hours) before and after the CAA, and
 - the number of students transferring with A.A. and A.S. degrees before and after the CAA;
- recommendations for improving students' understanding and awareness of the CAA, including appeals processes and grievance procedures and communications between institutions;
- recommendations for improving the CAA and enhancing the transfer process; and
- any other elements requested by the chairs of the Joint Legislative Education Oversight Committee.

During a site visit in April 2004, the Joint Legislative Education Oversight Committee members expressed interest in determining whether and what problems exist with the CAA and the transfer of credits, and how vast the problems are. Furthermore, it was requested that the assessment and recommendations address the broader issues of articulation and the transfer process beyond the current CAA.

1.3 Study Approach and Methodology

Implementing policy requires a balance between designing practices to address concerns of a broad range of stakeholders yet providing for the needs of individuals. Policy implementation is strengthened through continuous evaluation and refinement. Evaluation of qualitative as well as quantitative information is essential to the purposeful improvement of policy implementation and revision. The methodology for this study incorporates research activities to determine to what degree the CAA has been implemented; quantify student transfer, performance, and progression to degree completion; and solicit perceptions from key stakeholders.

To ensure that issues critical to the evaluation of the CAA are recognized and addressed, MGT has included as technical advisors articulation experts who have worked to design, implement, and refine policies and practices for both community colleges and four-year institutions. Articulation between institutions affects each sector of higher education in different ways, and experience addressing the issues from the perspective of each is critical to successful evaluation and meaningful recommendations. Our identification of issues and offer of recommendations for improvement incorporate findings from all research activities.

Our project methodology incorporated qualitative and quantitative research for articulation and transfer evaluation. Data collection methods included:

- an analysis of demographic and enrollment trends and projections for North Carolina;
- review of policy, previously completed studies, and background material concerning the development, implementation, and analysis of the CAA;
- review of other evaluative measures of the CAA (e.g., filed grievances and appeals and correspondence regarding the CAA);
- interviews with selected state level policy makers and educators concerning their perceptions of the strengths of and desired improvements for the CAA;
- analyses of previously published data reports related to transfer student performance, graduation, retention, and persistence;
- surveys of students who are currently enrolled in associate degree programs, have recently completed associate degree programs, or have transferred to UNC institutions from North Carolina community colleges; and
- surveys of UNC and NCCCS representatives, including counselors, transfer coordinators, faculty, admissions directors, and administrators concerning their perceptions of the CAA, TAC, grievance process, barriers to transfer, and potential improvements.

The primary rationale for conducting multiple independent research activities in the assessment of the CAA is to provide a wide base of information from which the Joint

Legislative Education Oversight Committee, General Assembly, and higher education systems and institutions may make informed decisions about the future of higher education policy and practice in North Carolina. Copies of survey instruments and interview guides are included in the appendices of this report.

1.4 Overview of the Remainder of the Report

This report comprises seven chapters, including this introductory chapter. The remaining chapters are as follows:

- **Chapter 2.0 – Review of Articulation and Transfer Policy.** The provisions of legislation in which the General Assembly mandated the CAA are highlighted. In addition, major themes and issues that emerged from state level leader and educator interviews are identified.
- **Chapter 3.0 – Situational Analysis.** A portrait is provided of demographic, enrollment, and degree completion trends and/or projections in relation to demand for higher education. Also presented in this chapter is an analysis of the trends in the number of students transferring before and after the CAA.
- **Chapter 4.0 – Comparison Between Transfer and Native UNC Students.** Data from existing databases are analyzed to compare transfer and native students relative to their performance, credit completion, and graduation and retention rates.
- **Chapter 5.0 – Results of Community College and University Student Surveys.** This chapter presents major themes and issues that emerged from surveys administered to community college and UNC transfer students. The surveys addressed awareness and perception of the CAA, TAC, and grievance policies and procedures; impressions of their personal transfer experiences; identification of barriers to transfer; and suggested changes for improvement.
- **Chapter 6.0 – Results of Counselor, Administrator, and Faculty Surveys.** This chapter presents major themes and issues that emerged from surveys of UNC and NCCCS counselors, transfer coordinators, faculty, admissions directors, and administrators. The survey addressed respondent awareness and perception of the CAA, TAC, and grievance policies and procedures; impressions of the effectiveness of transfer policies; identification of barriers to transfer; perceived problems; and suggested changes for improvement.

- **Chapter 7.0 – Summary of Findings and Recommendations.**
This final chapter of the summarizes findings related to a vision for higher education articulation, awareness of the CAA, articulation policies and procedures, transfer policy and procedures, and the TAC and presents recommendations for improving the effectiveness of the CAA. Suggestions for further and ongoing research are offered.

2.0 REVIEW OF ARTICULATION AND TRANSFER POLICY

2.0 REVIEW OF ARTICULATION AND TRANSFER POLICY

The purpose of this policy review is twofold. First, it serves to highlight the provisions of legislation in which the General Assembly directed the UNC Board of Governors and the State Board of Community Colleges to simplify the transfer of credit between institutions and to assess its implementation through the Comprehensive Articulation Agreement (CAA). Second, it serves to identify the strengths of—and areas to explore for potential improvements to—the CAA as identified by state leaders and educators.

2.1 Methodology

The methodology for this analysis involved several research activities, including:

- review of policy, background, and informational materials related to the CAA;
- comparison of the CAA to enacting legislation; and
- interviews with key General Assembly members, system leaders, and college and university presidents.

The data collected from these activities were analyzed and synthesized to address the aforementioned purposes of this analysis. The related findings are highlighted in the remainder of this chapter.

2.2 Legislative Provisions

In 1995, the North Carolina General Assembly passed House Bill 739 and Senate Bill 1161, which mandated the UNC Board of Governors and the State Board of Community Colleges to develop the CAA. The underlying reasons for the policy were to establish a transfer agreement that is in the best interest of students, respond to the growing demand for higher education by students and employers, and to increase

efficiency (e.g., student and taxpayer money). As described by interviewees, the original intent of the legislation was to establish a strong vehicle for making student transfer from one institution to another a seamless process such that students do not lose credit for courses they have taken and for which the state has paid. The General Assembly, in Senate Bill 1161, acted to “implement the recommendation of the Joint Legislative Education Oversight Committee to implement and monitor the plan for the transfer of credits between North Carolina institutions of higher education.” In this legislation, the General Assembly stated that it “continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits.”

Section 8.12 of Chapter 284 of the 2003 Session Laws mandated an independent evaluation of the CAA. Interviewees stated that this legislation was intended to recognize that the CAA, like all public policy, should be evaluated periodically for effectiveness and potential enhancements. Some interviewees also suggested that the current legislation directing evaluation of the CAA is partly in response to some perceived problems with articulation, primarily from anecdotal evidence.

Exhibit 2-1 displays the provisions of both the 1995 and 2003 legislation and initial observations relating to these provisions.

**EXHIBIT 2-1
LEGISLATIVE PROVISIONS FOR THE CAA AND INITIAL OBSERVATIONS**

Bill	Year	Requirements of the Legislation	Initial Observations
HB 739	1995	The Board of Governors and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the NCCCS and between the NCCCS institutions and the UNC institutions.	By most accounts, the CAA was developed and successfully implemented to ease the transfer of credits between institutions. Anecdotal evidence indicates some isolated reports of transfer difficulties, particularly related to pre-major agreements. Opinion of some is that the plan was intended to simplify transfer on a course-by-course basis rather than be limited to completion of the core or the A.A./A.S. degree.
HB 739	1995	The State Board of Community Colleges shall implement a common course numbering system for all community college programs.	The Common Course Library was established to include approximately 3,800 courses written for the associate degree, diploma, and certificate programs offered in the community college system. This effort permitted implementation of a general education core across all NCCCS institutions. The CAA requires all UNC institutions to accept the core as a block transfer of 44 credits for those students who completed the core in its entirety.
SB 1161	1995	The Board of Governors and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and UNC institutions. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program.	No first-rate student promotional piece has been developed for the CAA. The information and materials that are available currently on Web sites are lacking in quality and detail. However, UNC is developing a transfer student module for the College Foundation of North Carolina (CFNC.org) portal, which has strong potential to serve as an effective and user-friendly medium for the transmission of information. No funds have been provided to either system to support marketing efforts or staffing.
SB 1161	1995	The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees.	Pre-major articulation agreements have been established for selected majors, including 17 agreements for A.A. programs and 6 agreements for A.S. programs. A.A.S. programs articulate under bilateral agreements rather than the CAA.
SB 1161	1995	The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, common course library, reengineering initiative, and the systemwide conversion to a semester-based academic year.	The changes outlined here have been made. Additional changes may be required in the future to facilitate transfer (e.g., one individual suggested that community colleges could be required to include a notation on student transcripts to indicate that the general education core was completed).
HB 397	2003	The Joint Legislative Education Oversight Committee shall contract with an independent source to evaluate the CAA.	In March 2004, the Joint Legislative Education Oversight Committee contracted with MGT of America, Inc., to complete the independent evaluation of the CAA. The evaluation is in progress and scheduled for August 2004 completion.

2.3 Strengths of the CAA

Interview participants agreed unanimously that the CAA is a good policy that, overall, serves to simplify articulation and transfer between community colleges and universities. Additionally, it promotes efficiency by minimizing loss of credits through the transfer process, which serves students as well as the taxpayers of North Carolina. In particular, interview participants highlighted the following strengths of the CAA.

- The CAA is effective in ensuring that students can transfer the 44-hour general education core, if completed in its entirety, from one community college to another or to a UNC institution.
- Overall, the CAA is effective in ensuring that students who complete an Associate in Arts or Associate in Science degree can transfer to a UNC institution with junior status.
- Implementation of the CAA was supported by several other community college initiatives, including the transition to semester terms and the establishment of the Common Course Library. These efforts paved the way for establishing the CAA as a means of simplifying articulation and transfer.
- The CAA gives North Carolina community college students more confidence and certainty in knowing what courses have to be taken to transfer to a senior institution than the bilateral articulation agreements that previously existed.
- The Transfer Advisory Committee (TAC) was established in 1996 to direct, coordinate, and monitor the implementation of the CAA. This structure set up a mechanism for ongoing discussion regarding articulation and transfer.
- The TAC members are a dedicated group of individuals who give their time to the Committee without remuneration or flex time. They were commended widely for their ongoing efforts to ease articulation and transfer for students in North Carolina.

2.4 Desired Improvements to the CAA

According to interview participants, the CAA was never intended to be a static document. Rather, it was supposed to serve as a starting point—one that would require ongoing evaluation to refine its interpretation and implementation. At this point in time,

some individuals articulated their interest in some improvements to the CAA, including those highlighted below.

Student Informational Materials. The information made available to students regarding the CAA is lacking in detail and clarity. One individual pointed out that no first-rate marketing piece exists to provide students with information. Additionally, access to existing information is heavily dependent on technology, as the UNC Web site is the primary vehicle for those materials. This existing Web site is not comprehensive or user-friendly for students. Although it does not appear to be widely known, UNC is in the process of developing a transfer student module for the College Foundation of North Carolina Web site (CFNC.org). This is an excellent portal for middle school, high school, and college students, and approximately 500,000 users have established accounts. This site provides a variety of information and planning resources, including: career planning, college and university program offerings, and on-line applications. Eventually, a link from the NCCCS and UNC Web sites to this portal could provide more user-friendly information about the CAA.

Grievance or Appeals Procedures. No clearly defined grievance or appeal procedures are in place or communicated to students to provide a channel for resolving articulation and transfer problems. Although the CAA indicates generally that the TAC should address such issues, no process is outlined. Those interviewed indicated that students should first appeal to the receiving institution and then the native institution. If the problem is not resolved, then the native institution takes it to a system official who addresses their counterpart in the other system or the TAC. Some suggested that appeals should be the role of the TAC, while another suggested creation of a separate body to mirror the one in place for student residency appeals. Currently, the student brochure on the CAA has no information about appeals, nor does it have a “student bill of rights” to educate students about their right to appeal or grievance procedures.

Pre-Major Articulation Agreements. Reportedly, the pre-major articulation agreements (or lack thereof) are the most frequent source of transfer problems for students. Some interviewees indicated that students can transfer with junior status after completing the A.A. or A.S., but not within their major. Courses that they took in their major at a community college are credited as electives, while they must complete additional prerequisites. Interviewees expressed that this can lead to extending the time and hours to degree completion because of extra classes. As a result, some community college counselors and faculty advisors are telling students to transfer *before* they complete the requirements for the A.A. or A.S. degree. Several individuals recommended that strong pre-major articulation agreements should be hammered out in a number of high-need areas (e.g., nursing). Recommendations have been made to rectify problems in two key areas—engineering and education—and will be put in place pending approval of the rather lengthy community college rules process.

Reconsideration of the Associate in Fine Arts in the CAA. Several individuals expressed concerns about the Associate in Fine Arts (A.F.A.), and one suggested that it should be pulled out of the CAA. In 2000, the TAC discussed this possibility of recommending A.F.A. articulation on a bilateral basis rather than under the CAA because the A.F.A. students do not complete the 44-hour general education core.

Because they don't complete the core, their courses are articulated on a course-by-course basis. Therefore, it is questionable to include the A.F.A. as part of the CAA.

Role of Faculty in the TAC. Many of the individuals interviewed wanted more faculty involvement in academic decisions of the TAC, through standing committees. According to one interview, Alabama appoints standing faculty discipline committees (half from universities, half from community colleges) that meet electronically each year to review new course requests and pre-major agreements and to make sure that existing courses are kept up-to-date. In fields such as chemistry and biology, for example, updating course content is very important. It also presents opportunities for community college and university faculty to communicate and collaborate.

Performance Reporting. The existing system of performance reporting consists of on-line access to spreadsheets. Without regular reports that provide data trends and policy analysis, the value of such information is limited.

Guaranteed Admission to a UNC Institution. Students who complete the A.A. or A.S. in a North Carolina community college are not guaranteed admission by the CAA policy to any of the UNC institutions. Some UNC institutions, however, have instituted guaranteed admission for A.A. and A.S. transfer from specific community colleges. Several individuals suggested that it would make a strong policy statement regarding the existence of a seamless and quality system if this was put in place.

Improved Communication and Outreach. Several people commended the TAC for providing information sessions to academic and transfer counselors to improve knowledge of the CAA. However, they also suggested that more concerted efforts could be made to make high school counselors aware of the CAA and its provisions. Additionally, some indicated that TAC minutes should be sent routinely to campus VPs of academic and student services. Unfortunately, without any staff support or funding, the time and resources of the TAC members are already stretched.

Other Issues. Some anecdotal evidence was shared to indicate that recalculation of GPAs and test scores used to award AP credit caused some universities to reject credit awarded within the general education core completed at community colleges. Additionally, one suggested that if community colleges would print on the transcript "general education core completed" that it would assist with awarding those credits as a block because there would be no need to question or reevaluate the course work.

2.5 Other Mitigating Factors

Some other mitigating factors were identified by interviewees or by MGT:

- Even though some positive changes have been made to pre-major articulation agreements, implementation of revisions are stalled by a lengthy community college approval process. Although already approved by the UNC Board of Governors, the approval process for the community colleges requires a series of public hearings and

review by the North Carolina Rules Commission—generally an 18-month process.

- The actual CAA document does not appear to fit the varied needs of its apparent constituents. It is a combination historical, policy, and planning document that does not adequately fulfill such roles for faculty, administrators, or students. Separate policy and planning documents could be established, with supporting informational materials for students and other constituents.
- No designated state funding has been allocated for CAA staffing, administrative, or public relations costs.

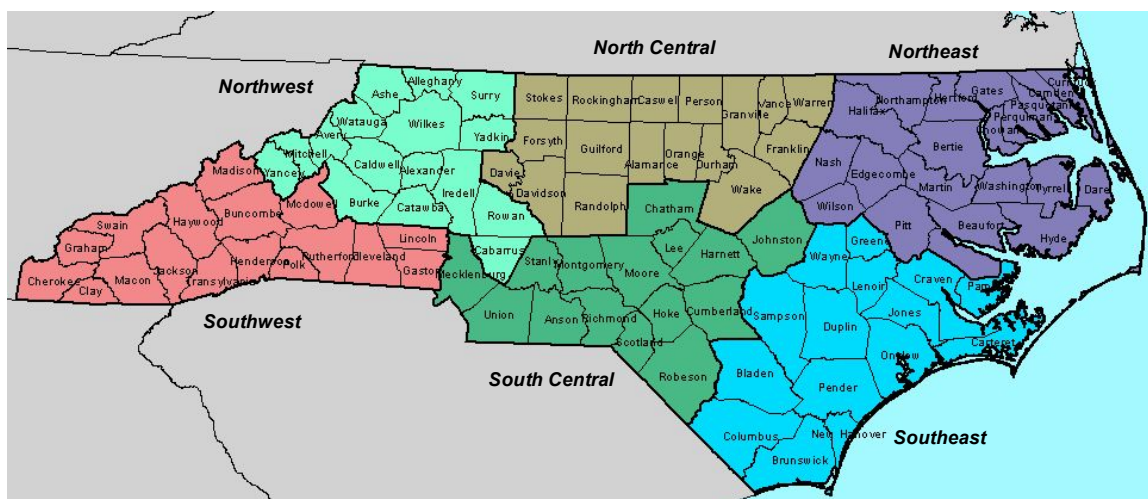
3.0 *SITUATIONAL ANALYSIS*

3.0 SITUATIONAL ANALYSIS

This chapter provides background and context for the study of the Comprehensive Articulation Agreement between the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC). Included are overviews of populations and demographics, enrollment levels, and degree programs and awards.

In order to divide some analyses geographically, rather than rely on statewide aggregates, we utilized NCCCS trustee regions to present many of the population and demographic analyses. These are depicted in Exhibit 3-1, and labeled according to the relative locations in the state (Northwest, Southwest, North Central, South Central, Northeast, and Southeast). It should be noted that this geographic system of delineation does not align with the specific service areas of all the institutions involved in both of these systems. However, it does serve to present a more specific view of trends and patterns than would statewide totals, in order to present a somewhat more precise picture of the changing composition of the state's postsecondary educational markets.

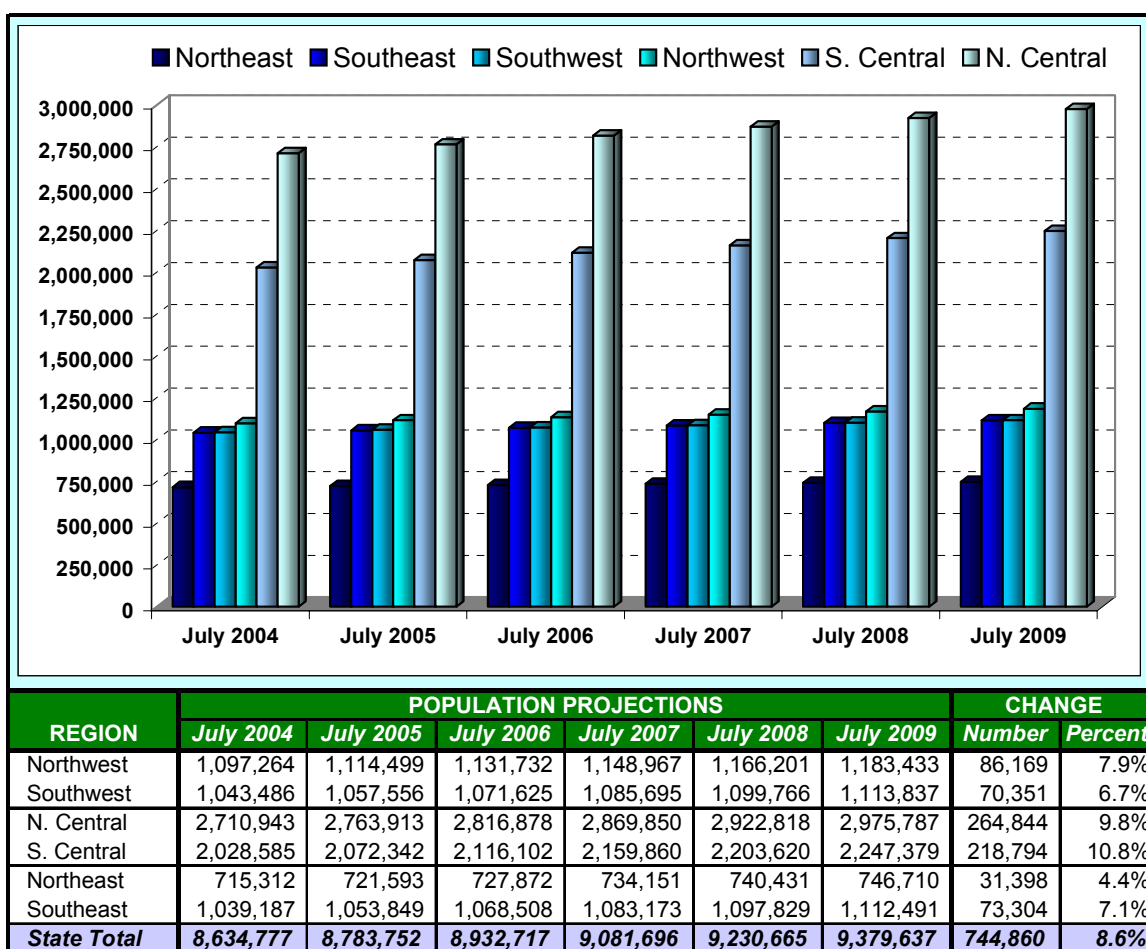
**EXHIBIT 3-1
MAP OF NCCCS TRUSTEE REGIONS**



3.1 Population and Demographics

The central regions of the state, where urban centers such as Charlotte, Greensboro, Winston-Salem, and the Raleigh-Durham area are located, comprise the largest segments of the state's population. As depicted in Exhibit 3-2, these regions also represent the fastest growing areas in the state.

**EXHIBIT 3-2
POPULATION PROJECTIONS BY REGION,
STATE OF NORTH CAROLINA, 2004 THROUGH 2009**



Source: North Carolina State Demographics Unit.

Each is currently home to over two million persons, with the North Central region expected to grow to nearly three million by 2009. Growth in the North Central counties in the state is expected to approach 10 percent over the 2004 through 2009 period, while reaching nearly 11 percent in the South Central counties. Most other areas of the state are expected to grow by about 7 percent over this time period, with the exception of the Northeast, which is projected to grow by just over 4 percent.

In terms of traditional college-aged students, all of the defined regions in North Carolina have experienced growth in 18- to 24-year-old populations over the 2000 through 2003 period, as depicted in Exhibit 3-3. This correlates with the increasing demand for postsecondary educational services that is observed later in this chapter. Further, four of these six regions have experienced growth in the numbers of 10 to 17 year olds, with a net gain of nearly 54,000 across the state. With the expectation of stable or improving high school graduation and college continuation rates, this suggests that demand for postsecondary educational programs should increase in the future.

EXHIBIT 3-3
POPULATION ESTIMATES AND DISTRIBUTIONS BY AGE GROUP,
NORTH CAROLINA REGIONS, 2000 AND 2003

AGE GROUP	ESTIMATED POPULATIONS BY REGION							DISTRIBUTIONS						
	Northwest	Southwest	North Central	South Central	Northeast	Southeast	STATE TOTAL	Northwest	Southwest	North Central	South Central	Northeast	Southeast	STATE TOTAL
2000 POPULATION ESTIMATES														
0 to 9 Years	135,260	123,143	339,515	277,777	90,362	132,891	1,098,948	13.2%	12.4%	13.6%	15.0%	13.2%	13.5%	13.7%
10 to 17 Years	108,676	103,343	259,415	206,732	79,194	105,009	862,369	10.6%	10.4%	10.4%	11.1%	11.5%	10.6%	10.7%
18 to 24 Years	92,507	80,983	261,091	184,922	70,051	115,448	805,002	9.0%	8.1%	10.5%	10.0%	10.2%	11.7%	10.0%
25 to 34 Years	145,383	130,637	396,556	308,204	87,482	135,123	1,203,385	14.1%	13.1%	15.9%	16.6%	12.7%	13.7%	15.0%
35 to 44 Years	164,132	151,512	421,934	310,355	108,068	150,959	1,306,960	16.0%	15.2%	16.9%	16.7%	15.7%	15.3%	16.2%
45 to 64 Years	243,838	247,433	545,573	383,111	159,695	223,177	1,802,827	23.7%	24.9%	21.9%	20.6%	23.2%	22.6%	22.4%
65 Years and Over	137,701	158,184	270,200	186,865	92,256	124,616	969,822	13.4%	15.9%	10.8%	10.1%	13.4%	12.6%	12.0%
Total Population	1,027,497	995,235	2,494,284	1,857,966	687,108	987,223	8,049,313	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2003 POPULATION ESTIMATES														
0 to 9 Years	139,544	122,209	356,399	291,770	90,900	133,368	1,134,190	13.6%	12.3%	14.3%	15.7%	13.2%	13.5%	14.1%
10 to 17 Years	112,906	103,314	288,676	227,332	78,080	105,817	916,125	11.0%	10.4%	11.6%	12.2%	11.4%	10.7%	11.4%
18 to 24 Years	100,264	87,437	276,973	204,431	75,593	128,925	873,623	9.8%	8.8%	11.1%	11.0%	11.0%	13.1%	10.9%
25 to 34 Years	143,569	128,890	398,580	310,380	88,660	133,171	1,203,250	14.0%	13.0%	16.0%	16.7%	12.9%	13.5%	14.9%
35 to 44 Years	163,245	147,679	419,167	315,306	102,975	143,783	1,292,155	15.9%	14.8%	16.8%	17.0%	15.0%	14.6%	16.1%
45 to 64 Years	263,373	266,069	612,528	431,079	178,026	244,990	1,996,065	25.6%	26.7%	24.6%	23.2%	25.9%	24.8%	24.8%
65 Years and Over	141,322	160,202	280,058	194,543	94,857	130,865	1,001,847	13.8%	16.1%	11.2%	10.5%	13.8%	13.3%	12.4%
Total Population	1,064,223	1,015,800	2,632,381	1,974,841	709,091	1,020,919	8,417,255	103.6%	102.1%	105.5%	106.3%	103.2%	103.4%	104.6%
CHANGE IN POPULATIONS: 2000 THROUGH 2003														
0 to 9 Years	4,284	(934)	16,884	13,993	538	477	35,242	0.4%	-0.1%	0.7%	0.8%	0.1%	0.0%	0.4%
10 to 17 Years	4,230	(29)	29,261	20,600	(1,114)	808	53,756	0.4%	0.0%	1.2%	1.1%	-0.2%	0.1%	0.7%
18 to 24 Years	7,757	6,454	15,882	19,509	5,542	13,477	68,621	0.8%	0.6%	0.6%	1.1%	0.8%	1.4%	0.9%
25 to 34 Years	(1,814)	(1,747)	2,024	2,176	1,178	(1,952)	(135)	-0.2%	-0.2%	0.1%	0.1%	0.2%	-0.2%	0.0%
35 to 44 Years	(887)	(3,833)	(2,767)	4,951	(5,093)	(7,176)	(14,805)	-0.1%	-0.4%	-0.1%	0.3%	-0.7%	-0.7%	-0.2%
45 to 64 Years	19,535	18,636	66,955	47,968	18,331	21,813	193,238	1.9%	1.9%	2.7%	2.6%	2.7%	2.2%	2.4%
65 Years and Over	3,621	2,018	9,858	7,678	2,601	6,249	32,025	0.4%	0.2%	0.4%	0.4%	0.4%	0.6%	0.4%
Total Population	36,726	20,565	138,097	116,875	21,983	33,696	367,942	3.6%	2.1%	5.5%	6.3%	3.2%	3.4%	4.6%

Source: 2000 data from U.S. Census Bureau, 2000 Census Sample Data, Summary File 3, and 2003 data from North Carolina State Demographics Unit.

School enrollment levels, per the 2000 Census, present another perspective as to the size of the potential market for postsecondary educational services (Exhibit 3-4). In looking at four-year cohorts of enrolled students, we observe that the numbers enrolled in grades 1 through 4 exceed the number enrolled in grades 5 through 8, which, in turn, exceed the number enrolled in grades 9 through 12. Though attrition will most likely deduct from these totals, this suggests an increase in the future numbers of college and university enrollments, in accord with earlier presentations of other population data.

EXHIBIT 3-4
SCHOOL ENROLLMENT OF THE POPULATION AGED 3 YEARS AND OVER,
NORTH CAROLINA REGIONS, 2000 CENSUS

ENROLLMENT LEVEL	POPULATION BY REGION						STATE TOTAL
	Northwest	Southwest	N. Central	S. Central	Northeast	Southeast	
Nursery school, preschool	14,447	13,592	45,289	35,537	10,742	15,708	135,315
Kindergarten	13,693	13,023	36,352	28,689	9,549	13,407	114,713
Grade 1 to grade 4	56,807	53,044	142,910	114,559	39,869	55,675	462,864
Grade 5 to grade 8	56,819	53,309	136,279	109,323	41,143	53,436	450,309
Grade 9 to grade 12	52,870	48,870	122,916	101,047	40,031	52,015	417,749
College, undergraduate years	41,859	39,129	144,160	84,462	37,918	45,616	393,144
Graduate or professional school	4,617	4,711	35,225	15,323	4,750	4,505	69,131
Not enrolled in school	746,848	733,393	1,731,485	1,285,627	477,372	706,695	5,681,420
Total Population Aged 3+ Years	987,960	959,071	2,394,616	1,774,567	661,374	947,057	7,724,645
Nursery school, preschool	1.5%	1.4%	1.9%	2.0%	1.6%	1.7%	1.8%
Kindergarten	1.4%	1.4%	1.5%	1.6%	1.4%	1.4%	1.5%
Grade 1 to grade 4	5.7%	5.5%	6.0%	6.5%	6.0%	5.9%	6.0%
Grade 5 to grade 8	5.8%	5.6%	5.7%	6.2%	6.2%	5.6%	5.8%
Grade 9 to grade 12	5.4%	5.1%	5.1%	5.7%	6.1%	5.5%	5.4%
College, undergraduate years	4.2%	4.1%	6.0%	4.8%	5.7%	4.8%	5.1%
Graduate or professional school	0.5%	0.5%	1.5%	0.9%	0.7%	0.5%	0.9%
Not enrolled in school	75.6%	76.5%	72.3%	72.4%	72.2%	74.6%	73.5%
Total Population Aged 3+ Years	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: U.S. Census Bureau, 2000 Census Sample Data, Summary File 3.

The educational attainment of an area's population is a good predictor of the rate of college enrollment, as parents' educational levels are often positively correlated with their children's attainment. In Exhibit 3-5, we see the estimated distribution of educational attainment levels for the populations in each of the defined regions in North Carolina, as well as statewide totals. About 30 percent of North Carolinians aged 25 years or more have attained at least an associate degree. Attainment levels are highest

in the central, more urban, regions of the state. The North Central region has the highest attainment rates, as 36 percent of the population has attained a college degree (associate or higher), which is most likely reflective of the presence of the Research Triangle in this area. The South Central region claims a college degree attainment rate of about 32 percent, and other regions of the state have college degree attainment rates ranging from about 22 to 25 percent.

EXHIBIT 3-5
EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25 YEARS AND OVER,
NORTH CAROLINA REGIONS, 2000 CENSUS

	POPULATION BY REGION						STATE TOTAL
	Northwest	Southwest	N. Central	S. Central	Northeast	Southeast	
No schooling completed	8,835	6,547	17,671	14,184	6,739	8,130	62,106
Nursery to 4th grade	6,383	5,557	10,625	8,017	4,964	4,126	39,672
5th and 6th grade	16,490	13,299	27,967	21,844	11,048	10,901	101,549
7th and 8th grade	40,948	33,491	52,433	37,274	22,657	23,365	210,168
9th grade	31,366	26,487	45,297	32,844	16,553	20,758	173,305
10th grade	36,318	31,973	57,306	40,282	21,618	26,685	214,182
11th grade	26,945	26,307	48,478	36,386	20,051	23,815	181,982
12th grade, no diploma	21,958	21,251	49,265	40,866	16,843	21,577	171,760
High school graduate (includes equivalency)	218,877	211,708	418,627	314,581	142,132	197,053	1,502,978
Some college, less than 1 year	48,738	48,814	98,605	86,211	29,341	50,628	362,337
Some college, 1 or more years, no degree	84,924	92,870	218,919	175,254	54,370	91,830	718,167
Associate degree	45,294	46,955	106,779	86,143	27,210	45,694	358,075
Bachelor's degree	73,478	81,110	317,333	208,241	51,283	76,625	808,070
Master's degree	20,589	27,575	107,665	61,127	14,867	21,971	253,794
Professional school degree	7,175	9,237	31,777	18,041	4,773	7,276	78,279
Doctorate degree	2,736	4,585	25,516	7,240	3,052	3,441	46,570
Total Population Aged 25+ Years	691,054	687,766	1,634,263	1,188,535	447,501	633,875	5,282,994
No schooling completed	1.3%	1.0%	1.1%	1.2%	1.5%	1.3%	1.2%
Nursery to 4th grade	0.9%	0.8%	0.7%	0.7%	1.1%	0.7%	0.8%
5th and 6th grade	2.4%	1.9%	1.7%	1.8%	2.5%	1.7%	1.9%
7th and 8th grade	5.9%	4.9%	3.2%	3.1%	5.1%	3.7%	4.0%
9th grade	4.5%	3.9%	2.8%	2.8%	3.7%	3.3%	3.3%
10th grade	5.3%	4.6%	3.5%	3.4%	4.8%	4.2%	4.1%
11th grade	3.9%	3.8%	3.0%	3.1%	4.5%	3.8%	3.4%
12th grade, no diploma	3.2%	3.1%	3.0%	3.4%	3.8%	3.4%	3.3%
High school graduate (includes equivalency)	31.7%	30.8%	25.6%	26.5%	31.8%	31.1%	28.4%
Some college, less than 1 year	7.1%	7.1%	6.0%	7.3%	6.6%	8.0%	6.9%
Some college, 1 or more years, no degree	12.3%	13.5%	13.4%	14.7%	12.1%	14.5%	13.6%
Associate degree	6.6%	6.8%	6.5%	7.2%	6.1%	7.2%	6.8%
Bachelor's degree	10.6%	11.8%	19.4%	17.5%	11.5%	12.1%	15.3%
Master's degree	3.0%	4.0%	6.6%	5.1%	3.3%	3.5%	4.8%
Professional school degree	1.0%	1.3%	1.9%	1.5%	1.1%	1.1%	1.5%
Doctorate degree	0.4%	0.7%	1.6%	0.6%	0.7%	0.5%	0.9%
Total Population Aged 25+ Years	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: U.S. Census Bureau, 2000 Census Sample Data, Summary File 3.

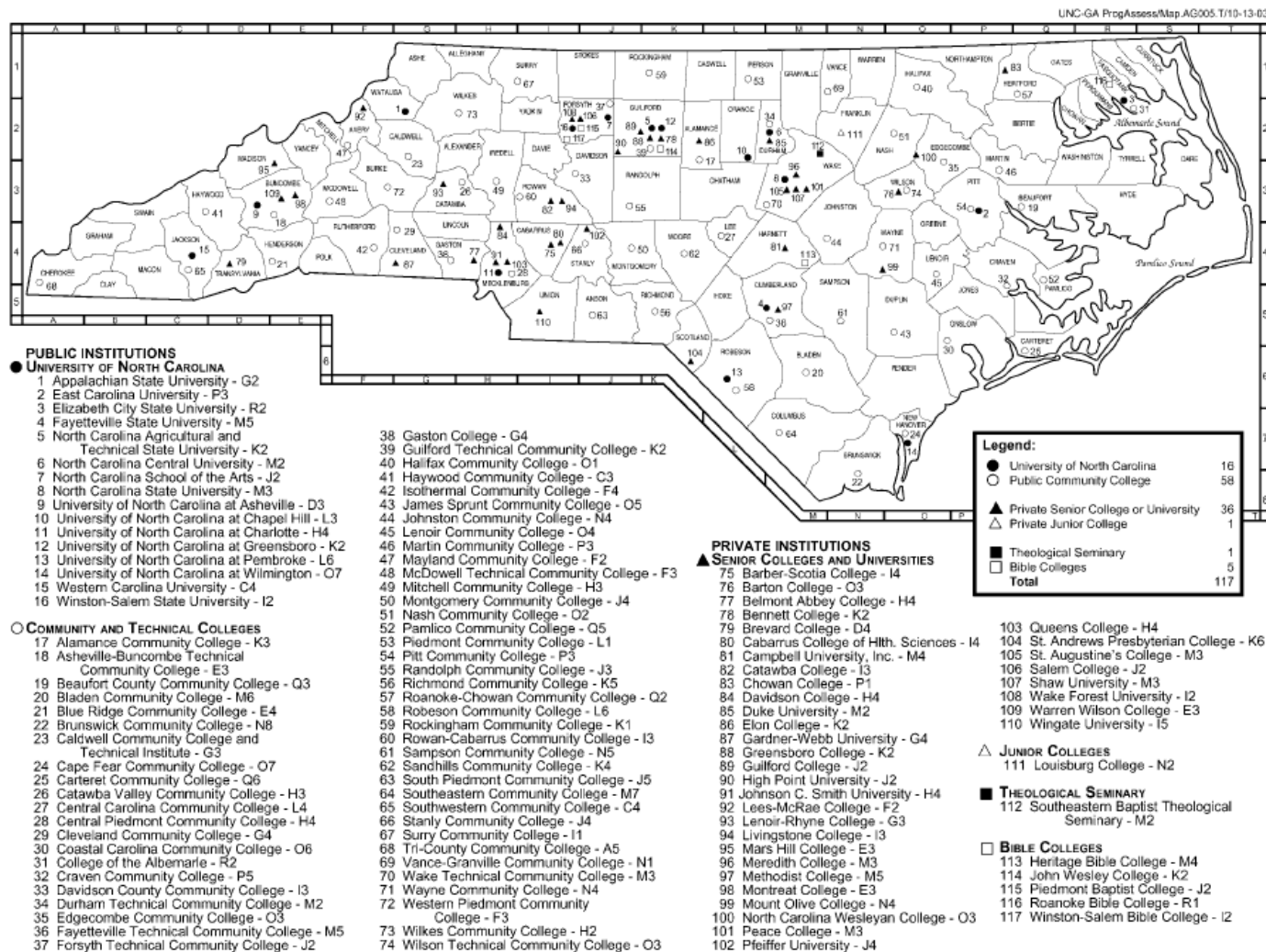
3.2 Overview of the NCCCS and UNC

The North Carolina Community College System comprises 58 colleges and one technology center governed by the State Board of Community Colleges, established by the North Carolina General Assembly in 1979. The board has 21 members: 10 appointed by the governor; 4 elected by the North Carolina State Senate; 4 elected by the North Carolina State House of Representative; ex officio membership by the Lieutenant Governor and State Treasurer; and 1 student representative. Each college has its own Board of Trustees consisting of 13 members: 4 appointed by the governor; 4 elected by local county commissions; 4 elected by local boards of education; and the president of each college's student government association, who serves as an ex officio member. The colleges offer programs leading to associate degrees, certificates, and diplomas, and also offer continuing education courses and programs. In the 2002-03 academic year, the NCCCS institutions served nearly 764,000 individuals.

The University of North Carolina includes 16 campuses granting baccalaureate and higher degrees, and operates under a statewide Board of Governors, consisting of 32 voting members elected by the General Assembly. Similar to the community college system, each campus has its own Board of Trustees composed of 13 members: 8 elected by the UNC Board of Governors; 4 appointed by the governor; and ex officio membership by the president of each campus's student body.

A map of the all the postsecondary institutions in the State of North Carolina (as published in the UNC Board of Governors *Long-Range Plan 2004-2009*) is included as Exhibit 3-6. Institutions are generally distributed according to the population totals that were observed in the previous section.

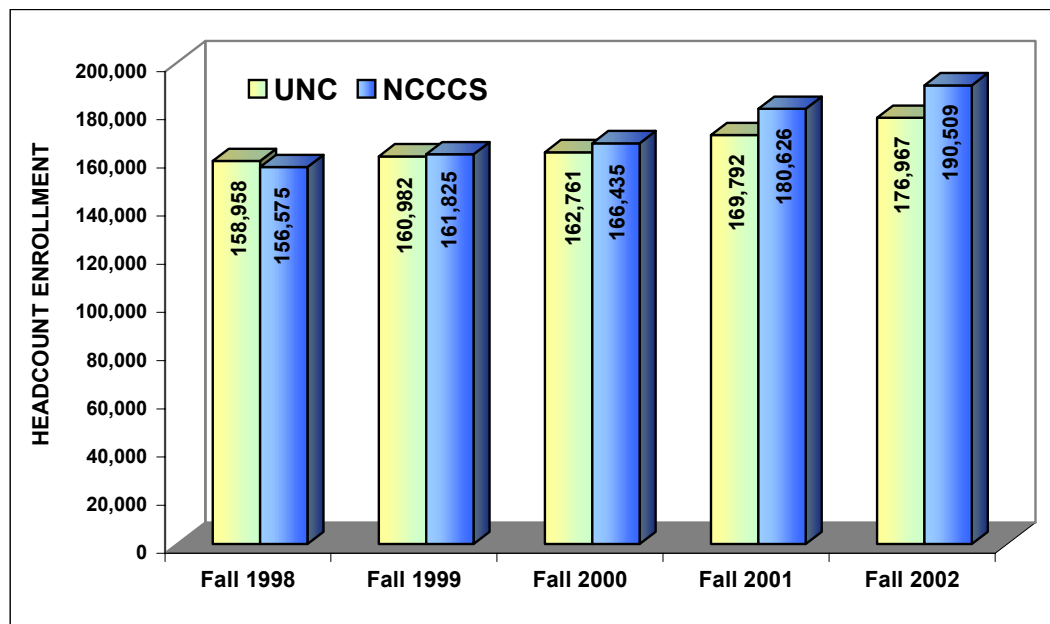
EXHIBIT 3-6 POSTSECONDARY INSTITUTIONS IN NORTH CAROLINA



Source: The University of North Carolina Board of Governors, Long-Range Plan 2004-2009.

In terms of award-seeking students, the enrollment levels of the UNC and the NCCCS were approximately equivalent in 1998 (Exhibit 3-7), each enrolling just under 160,000 students. Both systems have experienced pronounced growth since that time, however, as UNC enrollments have increased by 11.3 percent and NCCCS enrollments have grown by 21.7 percent. However, according to the Statistical Abstract of Higher Education in North Carolina (1998-99 through 2002-03 editions), associate degree enrollment levels at the community colleges have been more comparable to UNC growth rates, as the increases observed over the 1998 through 2002 period amounted to about 12.8 percent. As of fall 2002, UNC enrollment levels were just under 177,000; while NCCCS institutions enrolled nearly 191,000.

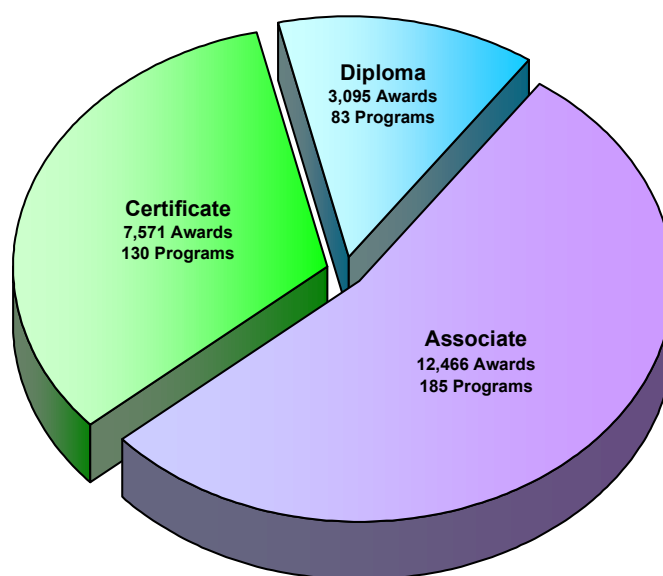
**EXHIBIT 3-7
HEADCOUNT ENROLLMENT TRENDS IN THE NCCCS AND UNC,
AWARD-SEEKING STUDENTS, FALL 1998 THROUGH FALL 2002**



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 1998 through Fall 2002 Enrollment Surveys.

The NCCCS institutions offer a variety of associate, certificate, and diploma programs. As depicted in Exhibit 3-8, in the 2002-03 academic year, these institutions awarded 12,466 associate degrees across 185 programs, 7,571 certificates across 130 programs, and 3,095 diplomas across 83 programs. This sums to a grand total of over 23,000 awards across nearly 400 different programs.

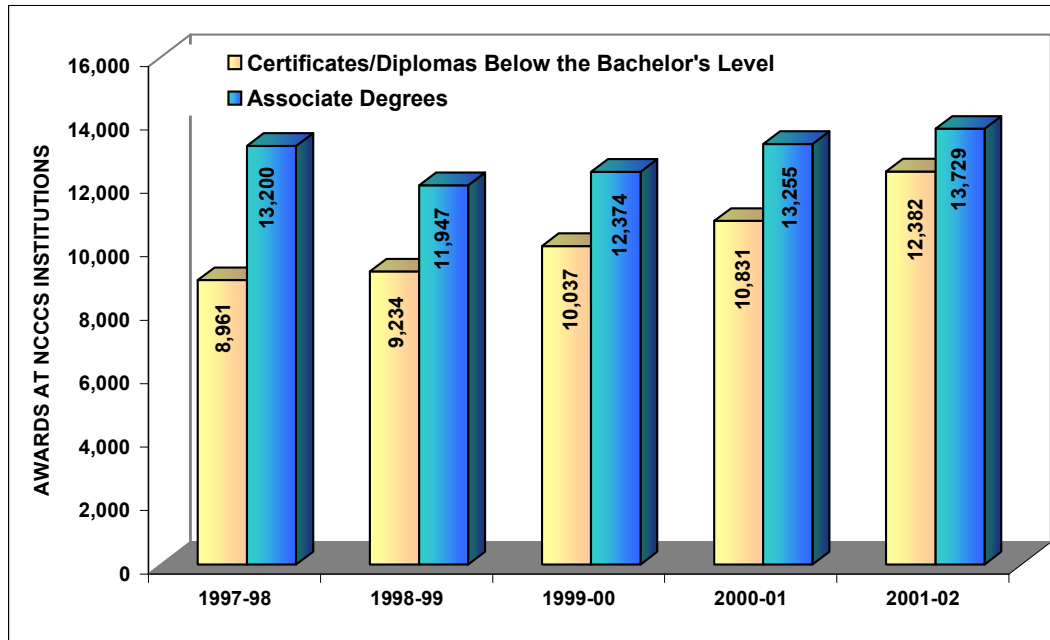
**EXHIBIT 3-8
PROGRAMS AND AWARDS AT NCCCS INSTITUTIONS,
2002-2003 ACADEMIC YEAR**



Source: NCCCS Annual Statistical Report, 2002-03, Table 13.

Exhibit 3-9 demonstrates how the number and distribution of these awards has shifted since the 1997-98 academic year. Whereas the system used to award about 50 percent more associate degrees than certificates or diplomas, the proportions are now nearly even. Regardless, the number of associate awards (which includes the students who will transfer to UNC institutions) has grown over the period in observation, particularly since 1998-99, after a drop-off the prior year.

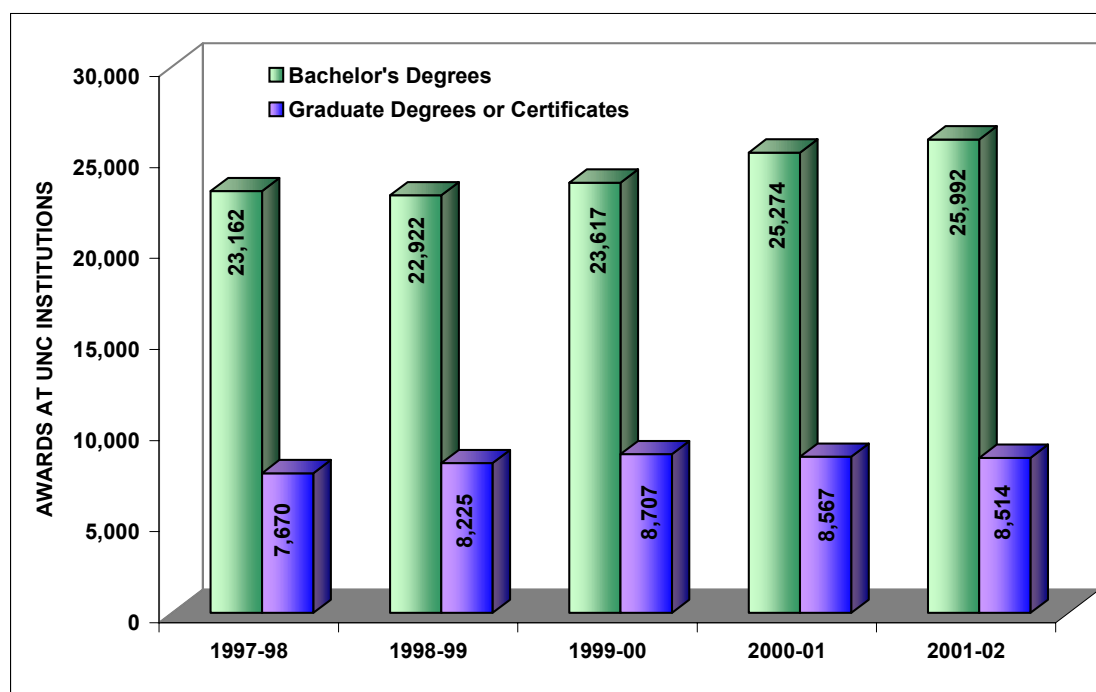
EXHIBIT 3-9
ASSOCIATE DEGREES AND CERTIFICATES AWARDED BY NCCCS
INSTITUTIONS, 1997-98 THROUGH 2001-02



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1997-98 through 2001-02 Completions Surveys.

According to the 2003 program inventory, the 16 UNC institutions offer undergraduate and graduate programs in 323 different disciplines at the 6-digit level of Classification of Instructional Program (CIP) coding. Exhibit 3-10 depicts the numbers of bachelor's and graduate degrees and post-master's certificates granted by the UNC institutions. Both undergraduate and graduate awards have increased by substantial margins over the depicted period (by 12.2 percent and 11.0 percent, respectively).

EXHIBIT 3-10
BACHELOR'S DEGREES AND GRADUATE DEGREES AND POST-MASTER'S
CERTIFICATES AWARDED BY UNC INSTITUTIONS, 1997-98 THROUGH 2001-02



Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 1997-98 through 2001-02 Completions Surveys.

3.3 Conclusions

The preceding overview of the educational markets in North Carolina and the NCCCS and UNC presents a picture of growing demand for postsecondary educational services across the state. This should lead to continued trends of growth in enrollments and awards at both the community colleges and universities across the state. Using a 2+2 approach to baccalaureate degree attainment is cost-effective for the state as well as individual students. To realize the potential cost savings of this approach and to handle the burgeoning demand for higher education, any inefficiencies and barriers that are identified in this study of the transfer process between the two systems need to be minimized. Continued monitoring of and improvements to the Comprehensive Articulation Agreement between the systems should play an important role in helping to promote a seamless postsecondary educational system in North Carolina.

***4.0 COMPARISON BETWEEN
NCCCS TRANSFER AND NATIVE
UNC STUDENTS***

4.0 COMPARISON BETWEEN NCCCS TRANSFER AND NATIVE UNC STUDENTS

The Comprehensive Articulation Agreement (CAA) was implemented to improve matriculation of students between the NCCCS and UNC. In this chapter, we analyze trends in the numbers, rates, and performance of students transferring between the two systems. While the CAA is one of many variables affecting the transfer market, a review of these data could provide insight into the influence of the CAA on student behavior and performance. Association between shifts in these trends and implementation of the CAA could be evidence of successful facets of the Agreement or, alternately, areas in need of improvement.

4.1 Volume of Transfers Between Systems

The CAA was implemented to reduce barriers and create a smooth transition between the NCCCS and the UNC. One result of the policy should be increases in the proportions of transfers between the systems, as students attaining transfer degrees should face fewer hurdles in matriculating to senior institutions. Exhibit 4-1 depicts the number of transfer degrees as well as technical and/or general degrees awarded through the NCCCS alongside the numbers of these degree recipients that transferred to the UNC system. It should be noted in this analysis that the first NCCCS transfer degree completers covered by the CAA enrolled in the UNC in 1999-00. Though a slight decline continues in the first year after the implementation of the CAA, the number of students earning transfer degrees and enrolling in the UNC has increased from 1999-00 through 2002-03 by 322 students, and now surpasses the former total. However, the proportion of students that enrolled in UNC institutions after earning transfer degrees from the NCCCS has lagged behind the rapid growth in transfer degree production. This trend

could be due to various factors, including limitations of the CAA, increases in tuition rates at UNC institutions, or factors independent of the institutions, such as the economy.

**EXHIBIT 4-1
NCCCS ASSOCIATE DEGREE COMPLETERS AND TRANSFERS TO UNC,
1997-98 THROUGH 2002-03**

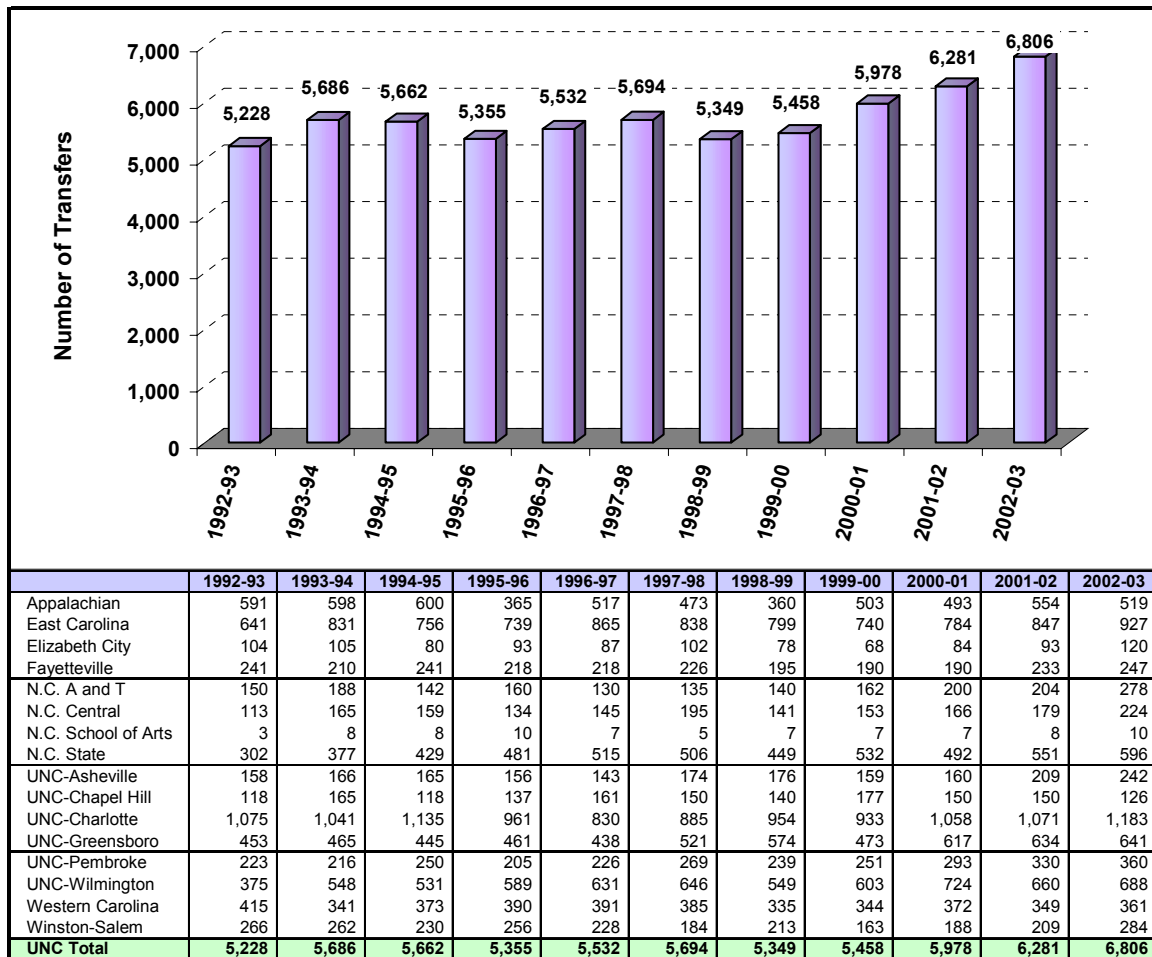
	PRE-CAA		POST-CAA			
UNC Enrollment Year	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
(Cohort CC Graduation Year)	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
NCCCS Awards						
Transfer Degrees	2,644	2,250	2,104	2,396	2,662	3,170
Gen. Ed./Tech. Awards	11,550	10,556	9,488	9,636	9,753	10,843
Total Awards	14,194	12,806	11,592	12,032	12,415	14,013
Transfers to UNC						
Transfer Degrees	1,425	1,265	1,196	1,309	1,334	1,518
Gen. Ed./Tech. Awards	848	802	722	715	508	566
Total Enrolled	2,273	2,067	1,918	2,024	1,842	2,084
Transfer Rates						
Transfer Degrees	53.9%	56.2%	56.8%	54.6%	50.1%	47.9%
Gen. Ed./Tech. Awards	7.3%	7.6%	7.6%	7.4%	5.2%	5.2%
Total Percent	16.0%	16.1%	16.5%	16.8%	14.8%	14.9%

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

Exhibit 4-2 presents a longer trend of data in terms of the annual number of transfers between the systems. These figures differ from those presented in Exhibit 4-1 because the previous analysis was limited to transfer students that completed an NCCCS associate degree program, whereas Exhibit 4-2 includes all transfers between the systems, irrespective of whether they completed a degree program. The figures are somewhat sporadic, highlighted by an increase between 1995-96 and 1997-98, a pronounced decline the following year, and finally a sharp increase over the last three years of data, with 1,348 additional students transferring in 2002-03 as compared to 1999-00. The diminished transfers over the 1998-99 through 1999-00 period are most likely due to the declines in graduates over this period, as observed in Exhibit 4-1. The

downturn may be attributable to the introduction of the CAA, since the incentives to complete associate degrees before transferring may have led to reduced numbers of non-degreed transfers in the short-term.

**EXHIBIT 4-2
NCCCS TRANSFERS TO UNC INSTITUTIONS,
BY UNC INSTITUTION, 1992-93 THROUGH 2002-03**



Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

Comparing the figures in Exhibits 4-1 and 4-2, we see that the population of students transferring to the UNC after obtaining a transfer degree has remained relatively constant as a proportion of the overall number of students transferring from the NCCCS to the UNC (Exhibit 4-3). From the 1997-98 to 2002-03 academic year,

approximately one-fourth of all transfers to the UNC typically have earned a transfer degree (as of 2002-03, this proportion stood at 22.3%). Further, the proportion of NCCCS students transferring to the UNC who have earned any type of associate degree has declined as a share of total transfers. In the 1997-98 UNC academic year, about 39.9 percent of transfers between the systems had earned associate degrees, whereas only 30.6 percent met this criterion in 2002-03. This decline might suggest encouragement to prepare for transfer through A.A. and A.S. degrees and/or students recognizing that transfer to the UNC after earning a non-transfer degree from the NCCCS is less advantageous to bachelor degree completion. An increase in NCCCS transfers who enrolled in UNC institutions without earning a degree also is observed.

**EXHIBIT 4-3
DEGREE EARNERS AS A PROPORTION OF TOTAL TRANSFERS,
1997-98 THROUGH 2002-03**

TRANSFER STUDENTS	UNC Enrollment Year					
	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Total NCCCS Transfers to UNC	5,694	5,349	5,458	5,978	6,281	6,806
NCCCS Transfers w/ Associate Degrees	2,273	2,067	1,918	2,024	1,842	2,084
% of Total Transfers	39.9%	38.6%	35.1%	33.9%	29.3%	30.6%
w/ Transfer Degrees	1,425	1,265	1,196	1,309	1,334	1,518
% of Total Transfers	25.0%	23.6%	21.9%	21.9%	21.2%	22.3%
w/ Gen. Ed./Technical Degrees	848	802	722	715	508	566
% of Total Transfers	14.9%	15.0%	13.2%	12.0%	8.1%	8.3%
NCCCS Transfers w/o Associate Degrees	3,421	3,282	3,540	3,954	4,439	4,722
% of Total Transfers	60.1%	61.4%	64.9%	66.1%	70.7%	69.4%

Another facet of the volume of transfers between the systems is the number of credit hours being attempted by students, as depicted in Exhibit 4-4. A significant increase is observed between the 1998-99 and 1999-00 academic years among all NCCCS degree transfers (23.4 to 26.0 hours). These increases are observed among students earning transfer degrees (25.2 to 27.1 hours) as well as those earning non-

transfer awards (23.4 to 26.0 hours). This has occurred as average credit hours attempted by native UNC juniors and other transfer students remained fairly stable or declined. Average annual credit hours attempted at UNC institutions by NCCCS degree-earning transfers since the implementation of the CAA have remained above levels attempted prior to the CAA. This suggests that community college transfer students are, on average, pursuing baccalaureate degrees more aggressively. A gap still exists in this measure between UNC native juniors and NCCCS students who have earned a transfer degree, but this has narrowed considerably since the implementation of the CAA.

EXHIBIT 4-4
AVERAGE ANNUAL CREDIT HOURS ATTEMPTED AT UNC INSTITUTIONS,
BY TYPE OF STUDENT, 1997-98 THROUGH 2002-03

	PRE-CAA		POST-CAA			
UNC Enrollment Year	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
(Cohort CC Graduation Year)	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Transfer Degrees	24.9	25.2	27.1	27.1	26.6	26.2
Gen. Ed./Technical Awards	21.3	20.4	23.8	22.9	24.5	24.4
All NCCCS Graduates	23.6	23.4	26.0	25.7	26.1	25.8
UNC Native Juniors	30.8	31.1	31.1	30.9	29.6	29.7
UNC-UNC Transfers	29.1	29.5	28.9	28.4	29.5	29.3
NC Prvt-UNC Transfers	28.8	27.7	29.0	28.4	29.1	28.9

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

4.2 Performance of Transfer Students

The performance of students transferring between the NCCCS and UNC is also of concern, as the CAA is based on the premise that completion of an A.A. or A.S. degree at an NCCCS institution prepares students for success in upper-division programs of the UNC. Thus, if this body of students does not progress toward successful completion of the baccalaureate degree, the students may not be adequately prepared prior to transfer

or may face obstacles upon transferring to UNC institutions. This would suggest the need for changes in the CAA, guidance and advising access and/or quality, preparatory programs at community colleges, and/or transition assistance services at UNC institutions.

Transfer students have seen improved success in the percentage of courses in which they have earned a passing grade (Exhibit 4-5). This proportion has increased among all NCCCS transfer students from 76.5 percent to 83.0 percent over the 1997-98 through 2002-03 period, while this proportion has increased from 77.4 percent to 83.1 percent among those students earning transfer degrees. These increases surpass those observed among any other group, including native UNC juniors, UNC-UNC transfers, and private institution transfers. These improvements among NCCCS students have resulted in a narrowing gap between community college transfer students and UNC native juniors, UNC-UNC transfers, and North Carolina private college-UNC transfers.

EXHIBIT 4-5
PERCENT OF CREDIT HOURS COMPLETED WITH PASSING GRADE,
BY TYPE OF STUDENT, 1997-98 THROUGH 2002-03

UNC Enrollment Year (Cohort CC Graduation Year)	PRE-CAA		POST-CAA			
	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Transfer Degrees	77.4	77.6	81.4	81.0	81.8	83.1
Gen. Ed./Technical Awards	74.7	76.8	79.4	79.5	75.0	82.5
All NCCCS Graduates	76.5	77.3	80.8	80.6	80.3	83.0
UNC Native Juniors	84.9	84.6	84.5	85.1	84.8	85.9
UNC-UNC Transfers	85.4	85.5	88.7	86.8	86.7	88.1
NC Prvt-UNC Transfers	83.9	82.6	83.4	83.6	88.0	83.3

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

In accord with the NCCCS transfer students' increased rate of passage, we also observe increases in the mean end-of-year grade point average (GPA) of these students (Exhibit 4-6). The GPAs of students earning transfer degrees from the NCCCS has increased dramatically, rising from 2.44 in 1997-98 to 2.71 in 2002-03, approaching the performance of native UNC juniors, whose average GPA was 2.80 in 2002-03. The gap in performance for the most recent year of data (2002-03) is just one-third of its magnitude in 1997-98.

**EXHIBIT 4-6
MEAN END-OF-YEAR GPA, BY TYPE OF STUDENT,
1997-98 THROUGH 2002-03**

	PRE-CAA		POST-CAA			
UNC Enrollment Year	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
(Cohort CC Graduation Year)	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Transfer Degrees	2.49	2.48	2.67	2.66	2.67	2.70
Gen. Ed./Technical Awards	2.35	2.45	2.59	2.61	2.44	2.73
All NCCCS Graduates	2.44	2.47	2.65	2.65	2.62	2.71
UNC Native Juniors	2.74	2.73	2.73	2.76	2.76	2.80
UNC-UNC Transfers	2.77	2.74	2.87	2.82	2.81	2.90
NC Prvt-UNC Transfers	2.67	2.73	2.74	2.70	2.82	2.67

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

These improvements in academic performance also are apparent in terms of the proportions of students in good academic standing, as depicted in Exhibit 4-7. In terms of system-wide comparisons, the UNC currently considers a GPA of at least 2.0 as adequate for good academic standing. Though improvements also were apparent between 1997-98 and 1998-99, a dramatic increase in this proportion is observed after the CAA took effect in 1999-00. Students earning transfer degrees from the NCCCS fall only slightly below UNC native juniors in this statistic, and exceed the performance of transfers from private institutions. Improvements in the academic standing of UNC-UNC transfers also are noteworthy.

EXHIBIT 4-7
PERCENT OF STUDENTS WITH MEAN END-OF-YEAR GPAs GREATER
THAN OR EQUAL TO 2.0, 1997-98 THROUGH 2002-03

	PRE-CAA		POST-CAA			
UNC Enrollment Year	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
(Cohort CC Graduation Year)	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Transfer Degrees	75.1%	77.9%	85.2%	83.9%	85.9%	88.3%
Gen. Ed./Technical Awards	70.8%	77.1%	82.8%	87.5%	81.7%	87.7%
All NCCCS Graduates	73.5%	77.6%	84.4%	85.0%	84.9%	88.2%
UNC Native Juniors	89.0%	88.7%	88.4%	89.0%	90.5%	89.9%
UNC-UNC Transfers	89.4%	87.3%	95.1%	91.4%	93.0%	93.6%
NC Prvt-UNC Transfers	85.2%	82.6%	86.5%	86.0%	89.5%	81.7%

*Data for 2001-02 and 2002-03 includes only those students transferring to UNC institutions the fall semester immediately following their graduation from the NCCCS.

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

4.3 Retention, Graduation, and Persistence

As specific measures of outcomes, the rates of retention, graduation, and persistence are particularly indicative of the performance of NCCCS transfer students at UNC institutions. Retention is defined as the number or percent of students enrolled from one year to the next, graduation refers to completion of bachelor's degrees, and persistence is the sum of these two measures (i.e., all students that are either still enrolled or have graduated). The data presented in this section are organized by cohort, where each cohort includes three years of students entering the UNC. It should be noted that, since the implementation of the CAA occurred in the 1996-97 academic year—and therefore only impacted the UNC from 1997-98 and on—many of these longitudinal analyses do not present a complete perspective of the CAA's effects.

As depicted in Exhibit 4-8, retention rates among NCCCS transfer students have remained fairly stable in the periods containing the 1993-95 through 1999-01 cohorts of community college students. While modest declines are observed among more recent

cohorts in years 2 and 3, these are actually somewhat less than the declines observed among native UNC juniors.

**EXHIBIT 4-8
RETENTION RATES AMONG NCCCS TRANSFERS
TO UNC INSTITUTIONS, BY COHORT**

Cohort/Student Type	Cohort						
	1993-95	1994-96	1995-97	1996-98	1997-99	1998-00	1999-01
Cohort Sizes							
College Transfer Degree	2,220	2,126	2,326	2,340	2,409	2,338	2,564
Technical Degree	1,212	1,076	1,062	1,045	1,093	1,048	1,031
Associate Degree Total	3,432	3,202	3,388	3,385	3,502	3,386	3,595
Native Rising Junior	20,130	20,782	21,681	22,122	22,908	23,104	24,135
After Year 1							
College Transfer Degree	82%	83%	81%	81%	81%	82%	82%
Technical Degree	75%	74%	71%	71%	71%	73%	74%
Associate Degree Total	80%	80%	78%	78%	78%	79%	80%
Native Rising Junior	94%	94%	95%	95%	95%	95%	95%
After Year 2							
College Transfer Degree	48%	49%	49%	48%	46%	44%	
Technical Degree	41%	39%	38%	38%	39%	42%	
Associate Degree Total	45%	45%	45%	45%	44%	43%	
Native Rising Junior	36%	34%	32%	31%	31%	31%	
After Year 3							
College Transfer Degree	13%	14%	13%	14%	13%		
Technical Degree	14%	13%	13%	13%	15%		
Associate Degree Total	14%	14%	13%	13%	14%		
Native Rising Junior	6%	6%	6%	5%	5%		

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

Regarding graduation rates (Exhibit 4-9), the performance of NCCCS transfer students falls significantly below that of native UNC juniors. However, marked improvement has been observed among students obtaining transfer degrees from the NCCCS, as we observe that the proportion of these students graduating after two years has increased from 29 percent of the 1992-94 cohort to 35 percent of the 1998-00 cohort. Unfortunately, the overall rate of graduation among transfer students (after up to five years) had not improved as of the 1997-99 cohort. Since most of the increases observed in the two-year graduation rates occurred in the most recent cohort (1999-01), it is possible that these improvements will be maintained after years 3 through 5, as well, though these data are not yet available.

It should be noted that, in general, community college transfers often enroll on a part-time basis to allow for employment commitments. Time-to-graduation is longer for part-time students and may extend beyond the four years measured in Exhibit 4-9. It is observed that completion of a transfer degree program prior to transferring to a UNC institution substantially increases the rate of baccalaureate completion over a five-year period.

**EXHIBIT 4-9
GRADUATION RATES AMONG NCCCS TRANSFERS
TO UNC INSTITUTIONS, BY COHORT**

Cohort/Student Type	Cohort						
	1992-94	1993-95	1994-96	1995-97	1996-98	1997-99	1998-00
Cohort Sizes							
College Transfer Degree	2,067	2,020	2,127	2,320	2,344	2,409	2,338
Technical Degree	1,136	1,110	1,076	1,030	1,064	1,093	1,048
Associate Degree Total	3,203	3,130	3,203	3,350	3,408	3,502	3,386
Native Rising Junior	20,392	20,130	20,782	21,681	22,111	22,908	23,104
After Year 2							
College Transfer Degree	29%	29%	28%	28%	29%	31%	35%
Technical Degree	31%	30%	30%	31%	31%	31%	29%
Associate Degree Total	30%	29%	29%	29%	30%	31%	33%
Native Rising Junior	54%	55%	57%	59%	60%	60%	60%
After Year 3							
College Transfer Degree	61%	61%	60%	61%	61%	62%	
Technical Degree	54%	54%	54%	54%	54%	52%	
Associate Degree Total	58%	58%	59%	59%	59%	59%	
Native Rising Junior	84%	84%	84%	85%	86%	86%	
After Year 4							
College Transfer Degree	70%	70%	69%	69%	69%		
Technical Degree	62%	60%	61%	61%	62%		
Associate Degree Total	67%	66%	66%	66%	67%		
Native Rising Junior	88%	88%	88%	89%	89%		
After Year 5							
College Transfer Degree	73%	72%	72%	72%			
Technical Degree	65%	64%	64%	64%			
Associate Degree Total	70%	69%	69%	69%			
Native Rising Junior	90%	89%	90%	90%			

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

As should be expected, similar patterns are observed in persistence rates among NCCCS students, as depicted in Exhibit 4-10. Slight increases are observed among the most recent cohorts of students transferring to the UNC from the NCCCS (particularly since the 1995-97 cohort), but persistence still lags well behind that of native UNC juniors.

**EXHIBIT 4-10
PERSISTENCE RATES AMONG NCCCS TRANSFERS
TO UNC INSTITUTIONS, BY COHORT**

Cohort/Student Type	Cohort						
	1992-94	1993-95	1994-96	1995-97	1996-98	1997-99	1998-00
Cohort Sizes							
College Transfer Degree	2,067	2,020	2,127	2,320	2,344	2,409	2,338
Technical Degree	1,136	1,110	1,076	1,030	1,064	1,093	1,048
Associate Degree Total	3,203	3,130	3,203	3,350	3,408	3,502	3,386
Native Rising Junior	20,392	20,130	20,782	21,681	22,111	22,908	23,104
After Year 2							
College Transfer Degree	77%	77%	76%	76%	77%	77%	78%
Technical Degree	72%	71%	70%	69%	70%	70%	71%
Associate Degree Total	75%	75%	74%	74%	75%	75%	76%
Native Rising Junior	90%	90%	91%	91%	91%	91%	91%
After Year 3							
College Transfer Degree	75%	74%	74%	74%	74%	75%	
Technical Degree	68%	68%	68%	67%	67%	67%	
Associate Degree Total	72%	72%	72%	72%	72%	73%	
Native Rising Junior	90%	90%	90%	91%	91%	91%	
After Year 4							
College Transfer Degree	75%	75%	75%	75%	75%		
Technical Degree	69%	68%	68%	67%	68%		
Associate Degree Total	73%	72%	73%	72%	73%		
Native Rising Junior	91%	90%	91%	91%	91%		
After Year 5							
College Transfer Degree	76%	75%	75%	75%			
Technical Degree	69%	68%	67%	67%			
Associate Degree Total	73%	73%	72%	72%			
Native Rising Junior	91%	91%	91%	91%			

Source: University of North Carolina, Office of Academic Affairs, Reports on Performance of Transfer Students.

4.4 Conclusions

These analyses demonstrate that the numbers of students transferring from the NCCCS to the UNC has increased, and most measures of their performance at these institutions have increased as well. In many instances, significant shifts occurred after the 1998-99 year, which seems to indicate that changes were induced by the introduction of the CAA. Retention, graduation, and persistence rates for students entering UNC with transfer degrees compared with other transfer students clearly demonstrate the advantage of degree completion prior to transfer. Rates for all transfer students, however, lag those of native rising juniors, as transfer students are progressing more slowly and are less likely to earn their degrees than native students. However, only

a limited range of years are available, and performance trends relating to the most recent cohorts appear to be positive.

**5.0 RESULTS OF COMMUNITY
COLLEGE AND UNIVERSITY
STUDENT SURVEYS**

5.0 RESULTS OF COMMUNITY COLLEGE AND UNIVERSITY STUDENT SURVEYS

Two different surveys were distributed to students at North Carolina community colleges and UNC institutions. The community college survey was administered to students who had recently graduated or were within 12 credit hours of completion. Some of the students who received the community college survey and had graduated were currently enrolled in four-year institutions. The university survey was administered to students who had recently transferred from a North Carolina community college. Transcript analyses were not performed for students in this study.

Students for both surveys were identified through participating NCCCS and UNC institutions. Thirty-one institutions submitted student contact databases for the community college survey. Student contact information for the 16 UNC institutions was provided by the system office. Students were randomly selected from these lists and it was ensured that each college was represented. These students were mailed a paper copy of the survey. Surveys were distributed during April and May 2004, and were sent to 800 community college students and 800 UNC students, for a total of 1,600 surveys. Of the 800 surveys mailed to community college students, 121 were completed and 31 surveys were returned due to incorrect addresses, for a response rate of 15.7 percent. Of the 800 surveys mailed to UNC students, 76 completed surveys were received and 45 surveys returned due to incorrect addresses, for a response rate of 10.1 percent.

There were several factors that contributed to the limitations of this study in terms of student surveys. Due to the timing of the study, surveys were distributed during the end of the academic year, at a time when students were likely engaged in final exams. Additionally, the survey collection period could not be lengthened due to the time

limitations of the study. These factors most likely contributed to the low response rate for student surveys and, therefore, are seen as limitations to this study.

Findings from these efforts are presented in this chapter as follows:

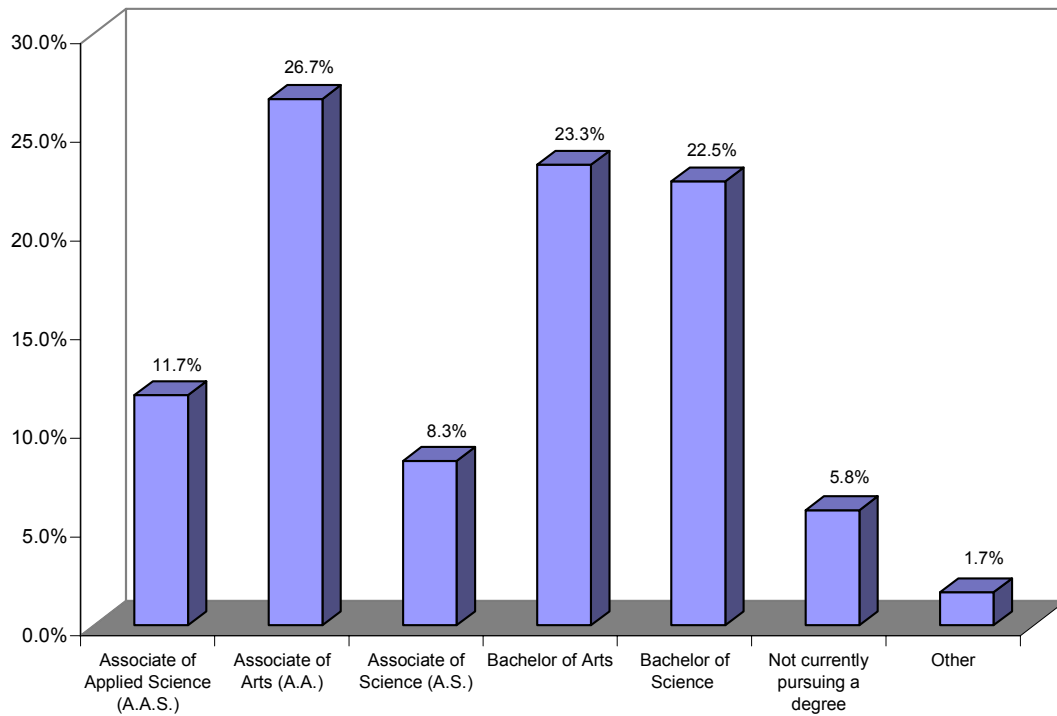
- major themes from community college student surveys;
- major themes from university student surveys; and
- comparison of key findings.

5.1 Major Themes from Community College Student Surveys

These surveys revealed that more than half (56.0%) of current or recently graduated community college students were not aware of the CAA or its provisions prior to their exposure to this survey. The majority of students completing this survey were currently enrolled in a community college (56.4%) while a smaller number (25.7%) were currently enrolled at a public four-year institution. Finally, 13.9 percent were not enrolled in any institution, and only 4.0 percent attended a private institution.

Exhibit 5-1 displays the broad array of degree levels students are currently pursuing. Students were fairly evenly divided between pursuing an associate degree (46.7%) and a bachelor's degree (45.8%). The majority of students (72.7%) stated that their original intent upon entering the community college was to transfer to a four-year institution after completing their courses/program; 17.4 percent indicated that they were uncertain of their original intentions, as they were exploring various education options at the time; and less than 10 percent had not intended to transfer.

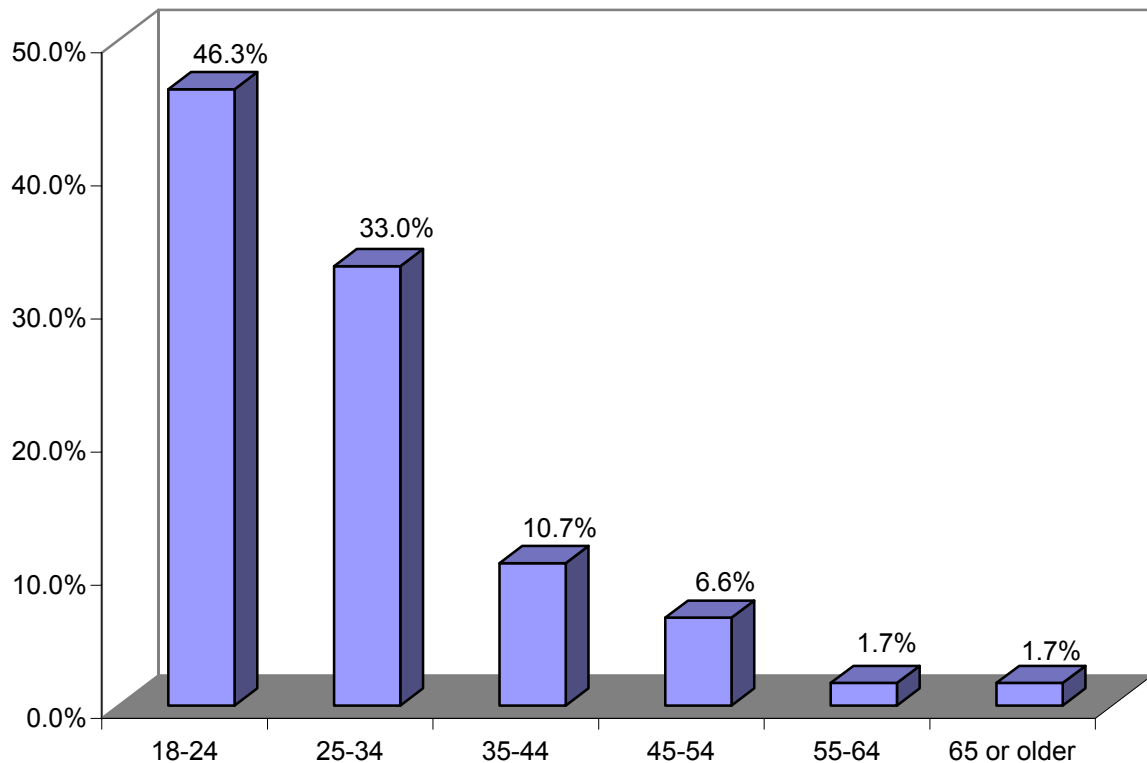
**EXHIBIT 5-1
CURRENT DEGREE LEVEL RESPONDENTS WERE PURSUING**



Source: Survey of Community College Students, 2004.

The majority of the students who participated in the community college surveys were female (72%) and white (74.3%). With respect to age, there was a wide variety among respondents, as seen in Exhibit 5-2, with the highest percentage (46.3%) consisting of students who were 18-24 years old. Other major themes identified from surveys distributed to community college students/graduates are described in the following sections.

**EXHIBIT 5-2
AGE OF RESPONDENTS**



Source: Survey of Community College Students, 2004.

5.1.1 Respondents Currently Enrolled at UNC Institutions

The students who completed the community college surveys but were currently enrolled at a UNC institution attended eight different colleges. As seen in Exhibit 5-3, almost one-fourth (23.8%) listed North Carolina State University as their registered institution, with 19 percent attending East Carolina University. Of these students, 86.4 percent indicated that they had completed their general education requirement with at least a 2.0 in each course of the core before they transferred (84.2 percent of these students were able to transfer the core as a block and have it count as fulfilling the general education requirement).

EXHIBIT 5-3
RESPONDENTS CURRENTLY ENROLLED AT A UNC INSTITUTION

Major	%
North Carolina State University	23.8%
East Carolina University	19.0%
UNC-Asheville	14.3%
UNC-Chapel Hill	14.3%
UNC-Wilmington	9.5%
Western Carolina University	9.5%
UNC-Greensboro	4.8%
UNC-Pembroke	4.8%
<i>Total</i>	<i>100.0%</i>

Source: Survey of Community College Students, 2004.

Just over three-fourths (77.8%) of currently enrolled UNC student respondents had completed their pre-major requirements before they transferred, and 78.6 percent of these respondents were able to transfer their pre-major and have it count as fulfilling the pre-major requirements of their UNC institution. Finally, 91.7 percent of UNC student respondents had completed their A.A. or A.S. degree before transferring, and 95.2 percent of these respondents were able to transfer their entire degree to attain junior status.

There was a broad variety of majors among these respondents, as seen in Exhibit 5-4. The most prevalent majors included business administration, English, health professions, political science, psychology, and sociology. Overall, the majority of respondents who were currently enrolled in a UNC institution did not seem to have any problems with transferring their general education core, pre-major courses, or A.A./A.S. degree, regardless of their major.

**EXHIBIT 5-4
CURRENT MAJORS OF RESPONDENTS ENROLLED IN A UNIVERSITY OF NORTH
CAROLINA (UNC) INSTITUTION**

Major	%
Business Administration	8.7%
English	8.7%
Health Related Field	8.7%
Political Science	8.7%
Psychology	8.7%
Sociology	8.7%
Accounting	4.3%
Biology	4.3%
Chemistry	4.3%
Computer Science	4.3%
Criminal Justice	4.3%
Elementary, Middle, and Special Education	4.3%
Engineering	4.3%
Human Resources	4.3%
International studies	4.3%
Mathematics	4.3%
Nursing	4.3%
Total	100.0%

Source: Survey of Community College Students, 2004.

5.1.2 Students Currently Enrolled at Community Colleges

Respondents who were currently enrolled in a North Carolina community college generally had completed the general education requirements (87.1%), the pre-major requirements (74.7%), and the A.A. or A.S. degree (68.2%) with at least a 2.0 in each course. An analysis of completion of requirements to date revealed that the percentage of those respondents who were still enrolled in a community college and had obtained at least a 2.0 in both general education and pre-major requirements is almost identical with respect to those who have already transferred to UNC institutions. As would be expected for students enrolled at the community college level, over 30 percent of respondents have yet to complete an A.A. or A.S. degree.

As revealed in Exhibit 5-5, these respondents attended a wide variety of community colleges. While the respondents were dispersed over a large range of colleges, almost one-fifth (18.2%) attended Cape Fear Community College.

**EXHIBIT 5-5
RESPONDENTS CURRENTLY ENROLLED AT A
NORTH CAROLINA COMMUNITY COLLEGE**

Major	%
Cape Fear CC	18.2%
Richmond CC	7.3%
Alamance CC	5.5%
College of the Albemarle	5.5%
Forsyth TCC	5.5%
Martin CC	5.5%
Mayland CC	5.5%
Sandhills CC	5.5%
Wilson TCC	5.5%
Beaufort County CC	3.6%
Caldwell CC/TI	3.6%
Coastal Carolina CC	3.6%
Sampson CC	3.6%
Wake TCC	3.6%
Asheville-Buncombe TCC	1.8%
Bladen CC	1.8%
Catawba Valley CC	1.8%
Central Carolina CC	1.8%
Isothermal CC	1.8%
Nash CC	1.8%
Rockingham CC	1.8%
Stanly CC	1.8%
Wayne CC	1.8%
Wilkes CC	1.8%
Total	100.0%

Source: Survey of Community College Students, 2004.

There was a variety of majors among these respondents, as seen in Exhibit 5-6, with education, health professions, business, psychology, and accounting as the most prominent.

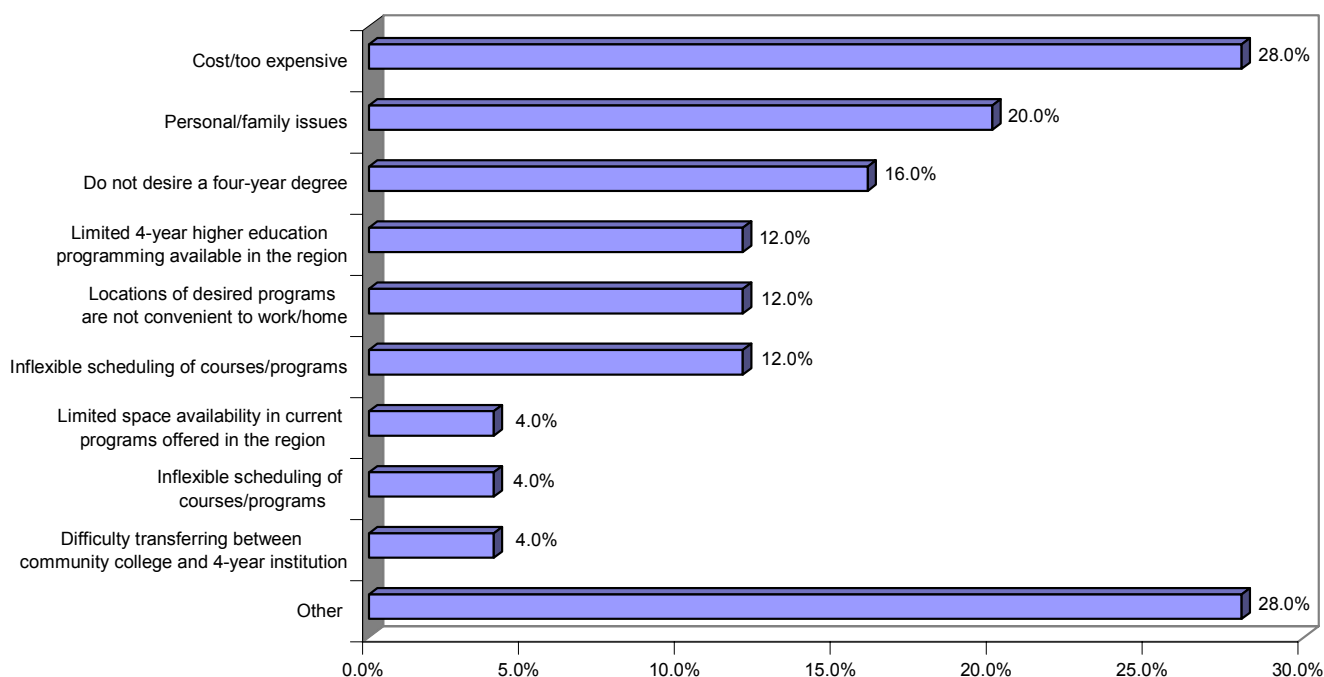
**EXHIBIT 5-6
CURRENT MAJORS OF RESPONDENTS ENROLLED IN A NORTH CAROLINA
COMMUNITY COLLEGE**

Major	%
Elementary, Middle, & Special Education	12.8%
Health Related Field	12.8%
Business Administration	10.3%
Psychology	10.3%
Computer Science	7.7%
Accounting	5.1%
Art Education	5.1%
Nursing	5.1%
Art	2.6%
Biology	2.6%
Business and Marketing Education	2.6%
Chemistry	2.6%
Criminal Justice	2.6%
Engineering	2.6%
English	2.6%
History	2.6%
Mathematics	2.6%
Political Science	2.6%
Social Work	2.6%
Sociology	2.6%
Total	100.0%

Source: Survey of Community College Students, 2004.

Approximately 67.9 percent of the respondents currently enrolled in a community college had plans to transfer to a UNC institution. Of those respondents, only 15.7 percent planned to change their major once they transferred, and 40.6 percent were uncertain. A list of the majors is located in Appendix B, question B5. For the remaining 32.1 percent of respondents who were not planning to transfer to a UNC institution, the most common reasons included cost (28.0%) and personal family issues (20.0%), as seen in Exhibit 5-7.

EXHIBIT 5-7
REASONS CURRENTLY ENROLLED NORTH CAROLINA COMMUNITY COLLEGE
RESPONDENTS DO NOT PLAN TO TRANSFER TO A UNC INSTITUTION



Source: Survey of Community College Students, 2004.

Note: Number of respondents based on a total of 25 respondents.

5.1.3 Assessment of Students' Experience with the Transfer Process

The survey contained questions that addressed the students' experiences with the transfer process. The specific questions focused on transferring coursework and the quality of the advisement. Overall, the majority of the respondents surveyed reflected a positive attitude towards the transfer process and the advisement that they received. Forty-three percent of all respondents who had planned to transfer to a UNC institution indicated that they had not encountered any problems with the transfer process in terms of transferring coursework, and 45.1 percent had not yet begun the process.

Only 11.8 percent, or six respondents, who planned to transfer to a UNC institution indicated they experienced problems with the process. According to these respondents, the foremost problems with the transfer process were that certain courses were not

accepted by their accepting institution (n=3) and insufficient advisement (n=3). Additionally, respondents indicated inaccurate advisement (n=2) and the fact that they were required to repeat general education coursework (n=2) as problems they had experienced. Specific courses that were not accepted by the UNC institution or that these students had to repeat, along with the grade received in the course, are listed in Appendix B, question B6b.

An examination of the six respondents who indicated they experienced problems with the transfer process revealed that they attended and were interested in transferring to different institutions; i.e., there was no pattern of problems from a given institution. In general, their problems related to not receiving credit for some coursework and advisement. Note that their transcripts were not reviewed as part of this study and that it is difficult to determine specific trends or patterns given the small number of respondents (n=6). Their situations are described in the following paragraphs.

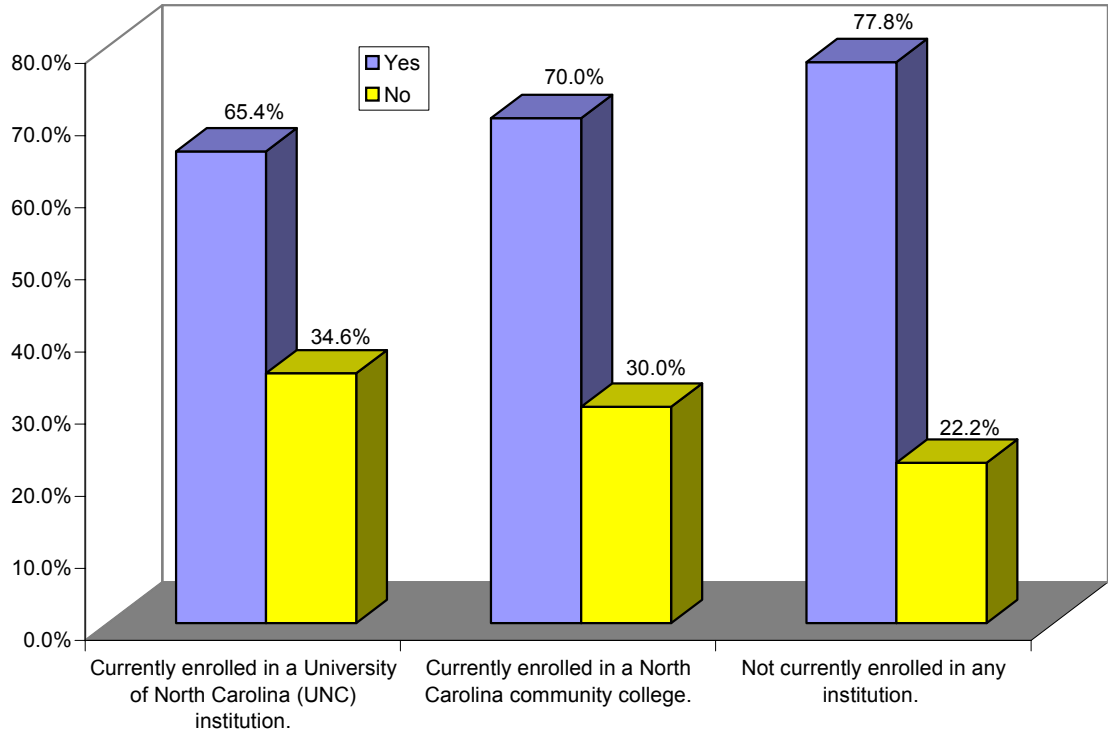
- The first student is not enrolled in an institution, but was pursuing a B.A. in English. The student indicated problems experienced with UNC Greensboro in terms of trying to transfer coursework. This student expressed problems with insufficient advisement and meeting both the foreign language and pre-major requirements. However, the student felt that sufficient access to advisement had been provided and that it was somewhat effective.
- The second of these students is pursuing an A.A. in business and marketing education at Asheville-Buncombe Community College. The major issue encountered in this case involved having to repeat general education coursework already taken. This student also commented that sufficient access to and somewhat effective advisement had been provided.
- The third student to experience problems with the transfer process is not currently enrolled in an institution, but had been pursuing a B.A. in interior design. The student indicated problems with Appalachian State University in transferring coursework and explained that certain courses were not accepted in the transfer. Also, the student commented on ineffective and inaccurate advisement.
- The fourth student is currently attending Coastal Carolina Community College and pursuing an A.A. degree in elementary, middle, and special education. This student had experienced

problems with the college in terms of receiving inaccurate and insufficient advisement, certain courses not being accepted, and a general lack of communication and responsiveness between institutions.

- The fifth student is attending Caldwell Community College and Technical Institute and seeking a major in art education. This student experienced problems with UNC Wilmington in the transfer process. The student felt that there was not sufficient access to advisement and that the advisement received was ineffective.
- Finally, the last student to indicate problems experienced with the transfer process is currently pursuing an A.A. at the College of the Albemarle in social work. This student faced problems with the college in the transfer process in terms of having to repeat coursework and certain courses not being accepted, though they did not indicate the specific UNC institution.

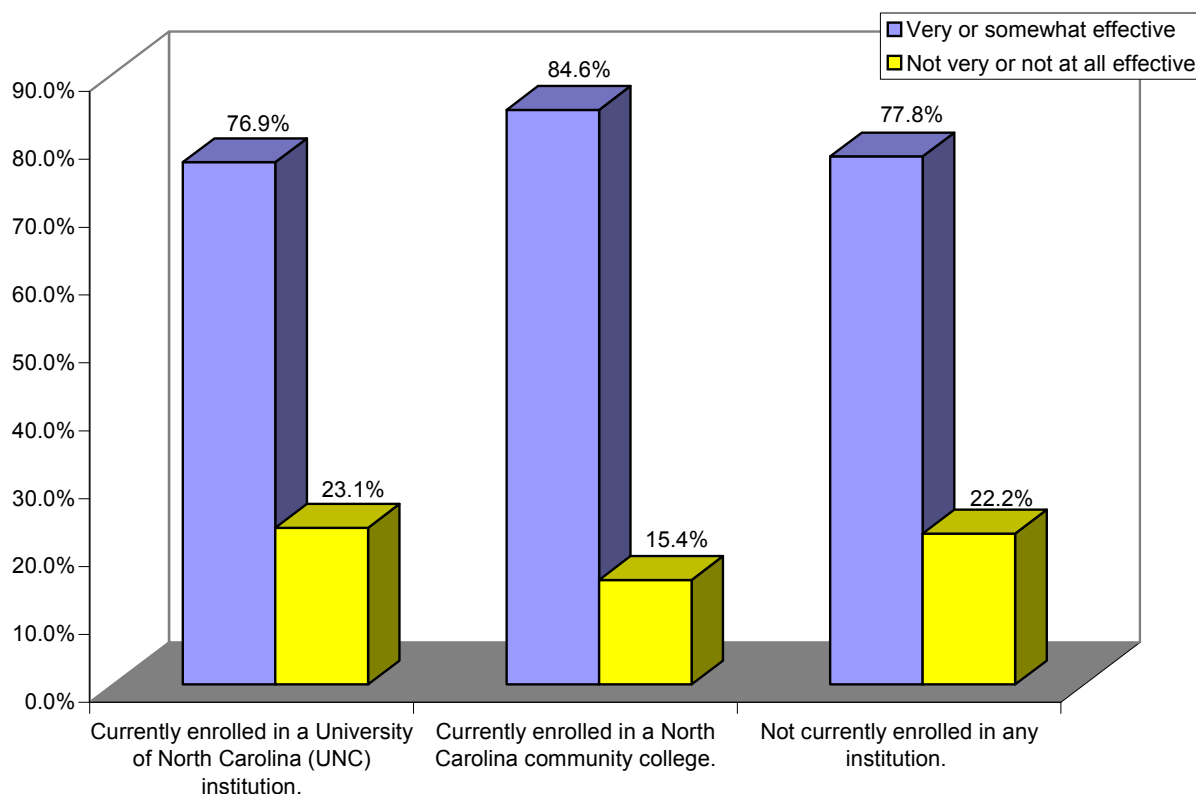
Overall, all student participants, regardless of where they were currently enrolled, felt that they had sufficient access to advisement in preparing to transfer, as seen by Exhibit 5-8. Additionally, respondents felt positively about the quality of the advisement they had received related to the transfer process, with the overall majority (76.9%) rating the quality as being very or somewhat effective (Exhibit 5-9).

**EXHIBIT 5-8
RESPONDENT PERCEPTION ON WHETHER THEY HAD SUFFICIENT ACCESS TO
ADVISEMENT IN PREPARING TO TRANSFER**



Source: Survey of Community College Students, 2004.

EXHIBIT 5-9
RESPONDENT RATING OF THE QUALITY OF THE ADVISEMENT RECEIVED IN
PREPARING TO TRANSFER



Source: Survey of Community College Students, 2004.

Respondents were asked to describe their experiences with the CAA appeals processes and grievance procedures designed to review transfer problems. Only 13.2 percent were aware of the CAA appeals process and, of these, none of them had ever had a reason to utilize the procedures. However, despite not being familiar with the grievance procedures, just over half (53.4%) of all respondents felt that their personal transfer experience met or complied with the provisions of the CAA, 6.9 percent did not feel their experience complied, and 39.7 percent were uncertain.

Respondents provided numerous suggestions for improvement of the CAA and the transferability process. The majority of these focused on the awareness of the CAA and its procedures. Many respondents reflected the need for a seminar discussing the

CAA or brochures that could be distributed on campus and suggested that knowledge of the program could be enhanced by training advisors to be equipped with all pertinent information regarding the CAA. Another key point discussed was the transferability of specific courses. Many suggested creating a statewide system of courses in which all North Carolina institutions numbered and named courses similarly. Respondents also indicated a need for all classes under the CAA agreement to be transferable to all participating institutions. A detailed list of responses regarding this issue is located in Appendix B, question B13.

5.2 Major Themes from University Student Surveys

This survey was distributed to students who had transferred to a UNC institution from a community college. Many of the questions in this survey mirrored the community college survey, yet were customized for university students.

Survey participation was varied among the UNC institutions, with UNC Charlotte having the greatest percentage of participants (22.4%), as seen in Exhibit 5-10. Other institutions with high participation rates included North Carolina State University (15.8%), UNC Greensboro (14.5%), and UNC Wilmington (10.5%). Exhibit 5-11 displays the North Carolina community colleges from which students transferred. The three community colleges from which most students had transferred included Central Piedmont (10.0%), Cape Fear (7.1%), and Fayetteville (7.1%). Slightly more than half of all student participants (56.5%) indicated that they were not aware of the CAA and its provisions before this survey.

EXHIBIT 5-10
UNC INSTITUTIONS IN WHICH RESPONDENTS ARE CURRENTLY ENROLLED

UNC Institution	%
University of North Carolina at Charlotte	22.4%
North Carolina State University	15.8%
University of North Carolina at Greensboro	14.5%
University of North Carolina at Wilmington	10.5%
Appalachian State University	7.9%
East Carolina University	7.9%
University of North Carolina at Chapel Hill	5.3%
University of North Carolina at Pembroke	5.3%
Fayetteville State University	3.9%
Elizabeth City State University	2.6%
North Carolina Agricultural and Technical State University	1.3%
North Carolina Central University	1.3%
Western Carolina University	1.3%
Total	100%

Source: Survey of University Students, 2004.

**EXHIBIT 5-11
NORTH CAROLINA COMMUNITY COLLEGES FROM WHICH RESPONDENTS HAD
TRANSFERRED**

Institution	%
Central Piedmont CC	10.0%
Cape Fear CC	7.1%
Fayetteville TCC	7.1%
Alamance CC	5.7%
Central Carolina CC	5.7%
Wake TCC	5.7%
College of The Albemarle	4.3%
Durham TCC	4.3%
Guilford TCC	4.3%
Rowan-Cabarrus CC	4.3%
Wilkes CC	4.3%
Forsyth TCC	2.9%
Sandhills CC	2.9%
Stanly CC	2.9%
Western Piedmont CC	2.9%
Asheville-Buncombe TCC	1.4%
Beaufort County CC	1.4%
Bladen CC	1.4%
Brunswick CC	1.4%
Catawba Valley CC	1.4%
Cleveland CC	1.4%
Davidson County CC	1.4%
Gaston College	1.4%
Lenoir CC	1.4%
Mitchell CC	1.4%
Nash CC	1.4%
Piedmont CC	1.4%
Pitt CC	1.4%
Robeson CC	1.4%
South Piedmont CC	1.4%
Surry CC	1.4%
Vance-Granville CC	1.4%
Wayne CC	1.4%
Total	100.0%

Source: Survey of University Students, 2004.

The majority of the students who participated in the university survey were female (65.8%) and white (77.6%). With respect to age, there was a wide variety among respondents, with the highest percentage (57.9%) of students in the 18- to 24-year-old

age range (Exhibit 5-12). Other major themes identified from surveys distributed to university students are described in the following sections.

**EXHIBIT 5-12
AGE OF UNIVERSITY SURVEY RESPONDENTS**

Age	%
18-24	57.9%
25-34	19.7%
35-44	11.9%
45-54	7.9%
55-64	1.3%
65 or older	1.3%
<i>Total</i>	<i>100.0%</i>

Source: Survey of University Students, 2004.

5.2.1. Educational Status of the Students

In order to assess students' educational history, the survey asked specific questions regarding their major, degree level, credit hours, and general education core completion. Three-fourths of respondents (74.3%) had intended to transfer to a four-year institution upon entering the community college; 15.7 percent were uncertain at the time, as they were exploring various education options; and 10.0 percent of respondents had not intended to transfer.

The most common pre-majors respondents had obtained before they transferred included elementary education, middle grades, and special education (14.9%); business administration (11.9%); nursing (10.4%); and engineering (9.0%), as shown in Exhibit 5-13. However, 44.6 percent of respondents decided to change their major once they had transferred to their UNC institution. A list of these changed majors can be found in Appendix B, question B6.

**EXHIBIT 5-13
RESPONDENTS' PRE-MAJORS BEFORE THEY HAD TRANSFERRED
TO THEIR UNC INSTITUTION**

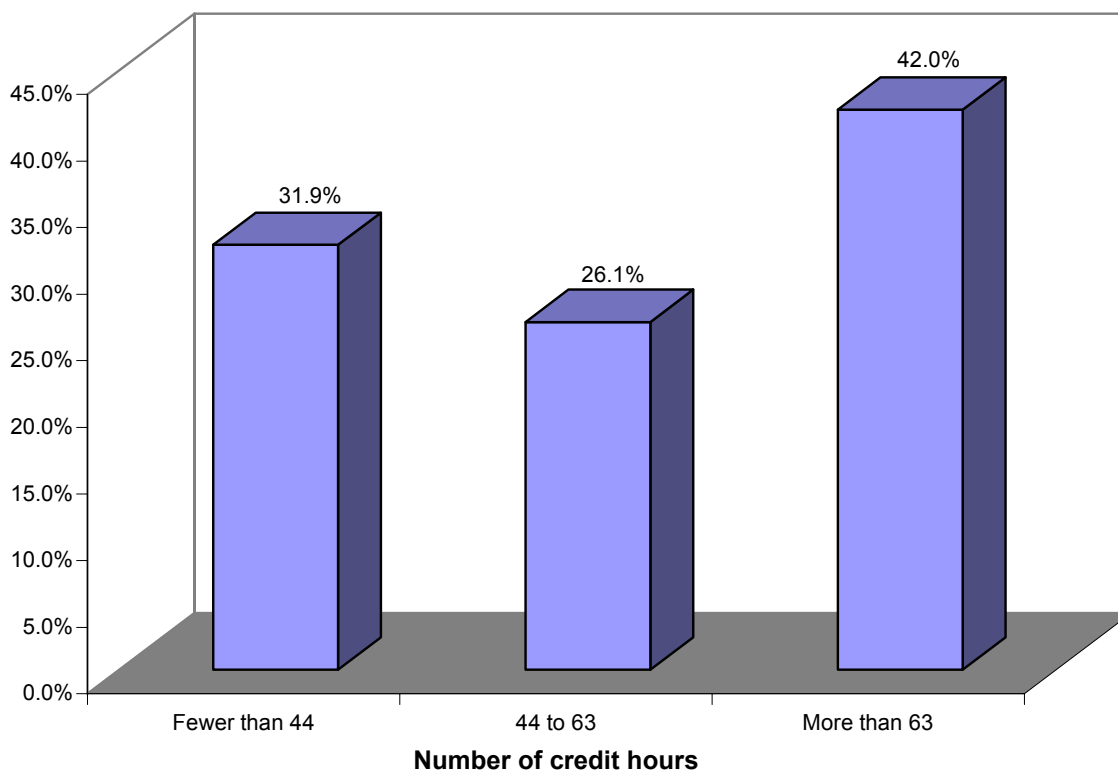
Major	%
Elementary Education, Middle Grades, and Special Education	14.9%
Business Administration	11.9%
Nursing	10.4%
Engineering	9.0%
Liberal Arts	7.5%
Biology and Biology Education	4.5%
History	4.5%
Sociology	4.5%
Accounting	3.0%
Art and Art Education	3.0%
Business and Marketing Education	3.0%
Computer Science	3.0%
Criminal Justice	3.0%
Drama	3.0%
Political Science	3.0%
Psychology	3.0%
Athletic training	1.5%
Chemistry	1.5%
English	1.5%
Health Education	1.5%
Marketing	1.5%
Physical Education	1.5%
Total	100.0%

Source: Survey of University Students, 2004.

In regard to the general education core requirements, 65.8 percent of respondents had completed the core requirements with at least a 2.0 in each course before they had transferred. Of these respondents, two thirds (66.7%) were able to transfer the entire core as a block to have it count as fulfilling the general education requirements of their UNC institution. However, 33.3 percent were not able to transfer the core to meet the general education requirements.

In terms of degree level achieved before transferring, 17.6 percent had obtained an A.A.S. degree, 31.1 percent an A.A. degree, 8.1 percent an A.S. degree, and 41.9 percent had not completed any degree. Of those respondents who had obtained an A.A. or A.S. degree, only 10.4 percent were not able to transfer their entire degree to their current institution. Additionally, the number of total credit hours completed at any and all of the community colleges attended by all respondents varied. Thirty-two percent of respondents had completed fewer than 44 credit hours (fewer than those required for the general education core); just over one-fourth (26.1%) had completed between 44 and 63 credit hours; and 42 percent had completed 64 or more credit hours (Exhibit 5-14).

EXHIBIT 5-14
NUMBER OF CREDIT HOURS RESPONDENTS HAD COMPLETED AT ANY AND ALL OF THE COMMUNITY COLLEGES THEY HAD ATTENDED

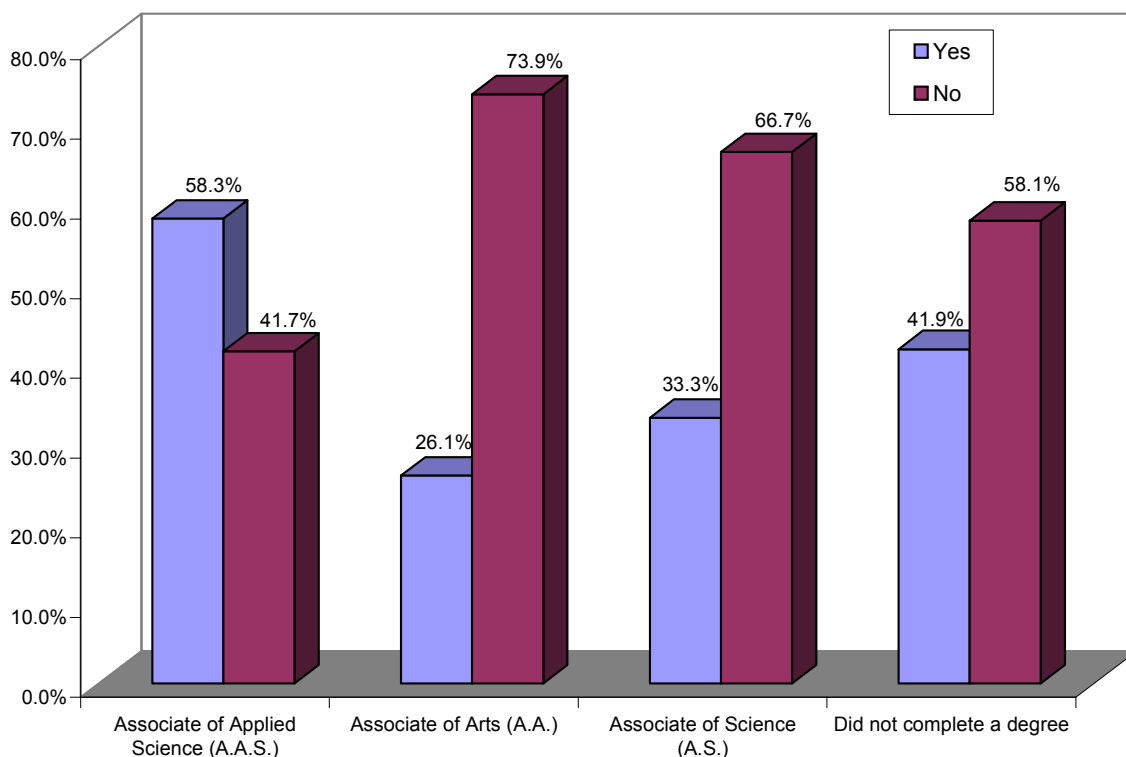


Source: Survey of University Students, 2004.

5.2.2. University Students' Transfer Experience

In order to more thoroughly understand the transfer process experienced by students, numerous questions addressed whether they had encountered any problems, the types of problems encountered, the advisement each student received, and their suggestions for improvement. Only 37.8 percent of the community college transfer student respondents indicated that they had experienced problems in terms of transferring coursework. However, this percentage may be better understood when taking into account the level of degree received by the respondent. Those who obtained an A.A.S. degree were more likely to experience problems than students who obtained an A.A. or A.S. degree (Exhibit 5-15). Respondents who received an Associate in Arts degree were the least likely (26.1%) to experience problems with the transfer process.

EXHIBIT 5-15
PROBLEMS ENCOUNTERED WITH THE TRANSFER PROCESS IN TERMS OF
TRANSFERRING COURSEWORK BY RESPONDENT DEGREE LEVEL



Source: Survey of University Students, 2004.

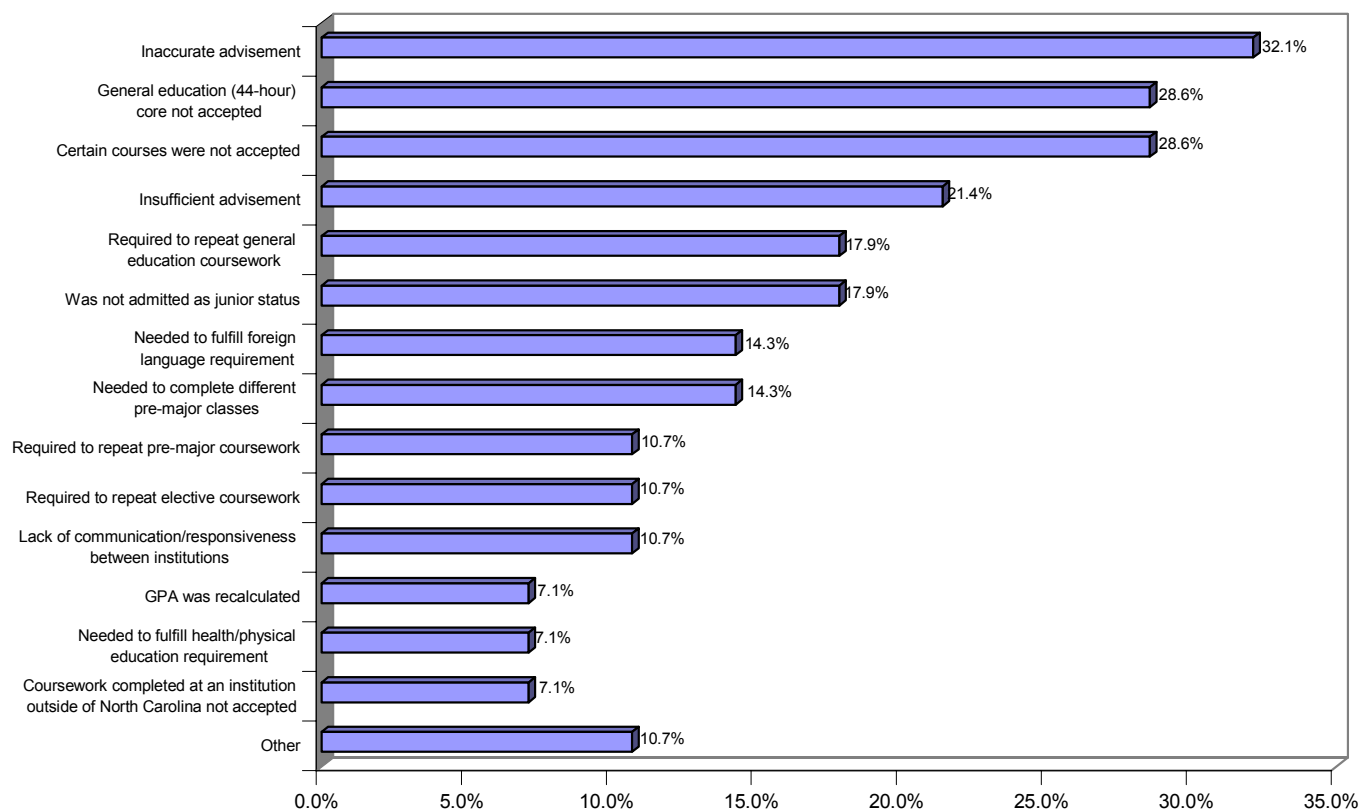
Of those respondents who did encounter issues when attempting to transfer to a UNC institution, over one-third were currently enrolled at UNC Charlotte, as seen in Exhibit 5-16. However, it should be noted that these percentages reflect those in Exhibit 5-10, in which almost one-fourth of respondents completing the survey were also from UNC Charlotte. Exhibit 5-17 displays the issues respondents experienced when attempting to transfer to a UNC institution. Inaccurate advisement was the most cited reason, with 32.1 percent of respondents choosing this option. Other frequently mentioned issues included the general education core not accepted or not transferring as a block (28.6%), certain courses were not accepted (28.6%), and insufficient advisement (21.4%). Generally, the respondent's degree level did not tend to influence the type of problems faced. Specific courses not accepted by the UNC institution or that had to be repeated and the corresponding grades received are provided in Appendix B, question C10b.

EXHIBIT 5-16
INSTITUTIONS OF CURRENTLY ENROLLED RESPONDENTS WHO HAD
ENCOUNTERED PROBLEMS WITH THE TRANSFER PROCESS IN TERMS OF
TRANSFERRING COURSEWORK

Institution	%
Appalachian State University	3.6%
East Carolina University	3.6%
Fayetteville State University	7.1%
North Carolina State University	7.1%
University of North Carolina at Chapel Hill	7.1%
University of North Carolina at Charlotte	35.7%
University of North Carolina at Greensboro	17.9%
University of North Carolina at Pembroke	3.6%
University of North Carolina at Wilmington	10.7%
Western Carolina University	3.6%
Total	100.0%

Source: Survey of University Students, 2004.

EXHIBIT 5-17
ISSUES RESPONDENTS ENCOUNTERED WHEN ATTEMPTING TO TRANSFER TO
A UNC INSTITUTION



Source: Survey of University Students, 2004.

In general, the majority (66.7%) of respondents felt that they had sufficient access to advisement in preparing to transfer. However, for those who received an A.A.S. degree, slightly more than half (53.8%) were not satisfied with their advisement. Three-fourths (75.7%) of all respondents felt that the advisement they did receive related to the transfer process was very or somewhat effective.

A very small percentage of respondents (6.7%) were aware of the CAA appeals processes and grievance procedures designed to review their problems with the transfer process, and none actually reported a reason to use the procedures. The majority (65.8%) of university transfer student respondents, however, did agree that their

personal transfer experience completely or somewhat complied with the provisions of the CAA, though 27.4 percent were uncertain. Additionally, most respondents (74.3%) believed that, as a transfer student, they would be able to complete their bachelor's degree with approximately the same number of courses as students who enrolled as freshman in their UNC institution.

The transfer students currently enrolled at a UNC institution offered numerous suggestions for improvement of the CAA. The major issue involved creating state standards for course numbers and naming. Numerous problems arise with the transferability of community college courses that are identical to UNC institution courses but are named differently. Also, because many respondents did not know the CAA existed and was in practice, there is a need for the CAA to be advertised to community college students. Finally, most respondents who encountered problems with the transfer process remarked on the poor knowledge or lack of an advisor to assist them with transfer issues. Detailed responses are provided in Appendix B, question C16.

5.3 Comparison of University and Community College Surveys

In general, the surveys conducted for community college students and UNC students had very similar responses for numerous categories. In both cases, 56-57 percent of the respondents stated that they were not aware of the CAA prior to their exposure to the survey. Also, both surveys described the same problems facing students during the transfer process, regardless of the type of school, such as inaccurate/insufficient advisement, difficulties transferring their general education coursework, and a lack of communication between institutions.

Respondents had similar suggestions for improving the CAA process. For example, many students from both of the surveys suggested improvements in

advisement and communication between the two institutions. Also, the majority of respondents were not even aware of the CAA or its provisions. Many suggested either a seminar or simply increased advertisement to acquaint them with the CAA and its provisions. Finally, a large number of respondents discussed overall state standards and guidelines that could be followed by all UNC institutions and community colleges that participate in the CAA.

Respondents at community colleges and UNC institutions had the same opinions of the advisement process. In both cases, almost 70 percent of the respondents felt that they had adequate access to advisement in preparing to transfer. In addition to access, approximately three-fourths of all student respondents rated the quality of the advisement they received as very or somewhat effective.

The last major similarity between the surveys was the response to the CAA appeals process. A very small percentage of community college and university student respondents were aware of the CAA appeals and grievances procedures. Additionally, in both surveys, no respondents had reported any reason to use the appeals process.

**6.0 RESULTS OF COUNSELOR,
ADMINISTRATOR, AND FACULTY
SURVEYS**

6.0 RESULTS OF COUNSELOR, ADMINISTRATOR, AND FACULTY SURVEYS

Counselors, administrators, and faculty of the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC) were asked to complete an on-line survey to assess their perceptions of the Comprehensive Articulation Agreement (CAA). The survey was administered during May 2004 via an e-mail to participants with a link to the survey. Reminder notices were also sent after the first week for those participants who had not yet completed the survey.

Participant names were provided by the NCCCS and UNC system offices and institutions and consisted of college transfer contacts, presidents, directors of admissions, counselors, faculty, chief academic officers, transfer advisory committee members, and system office employees. Invitations to participate were sent to 1,357 individuals. There were 381 participants who completed the survey, 436 who partially completed the survey, and approximately 100 e-mails that were returned as undeliverable. This provided for a 30.3 percent response rate for full completions and a 34.7 percent return rate for partial completions. Transcript analyses were not included as part of this study.

The on-line survey included three sections.

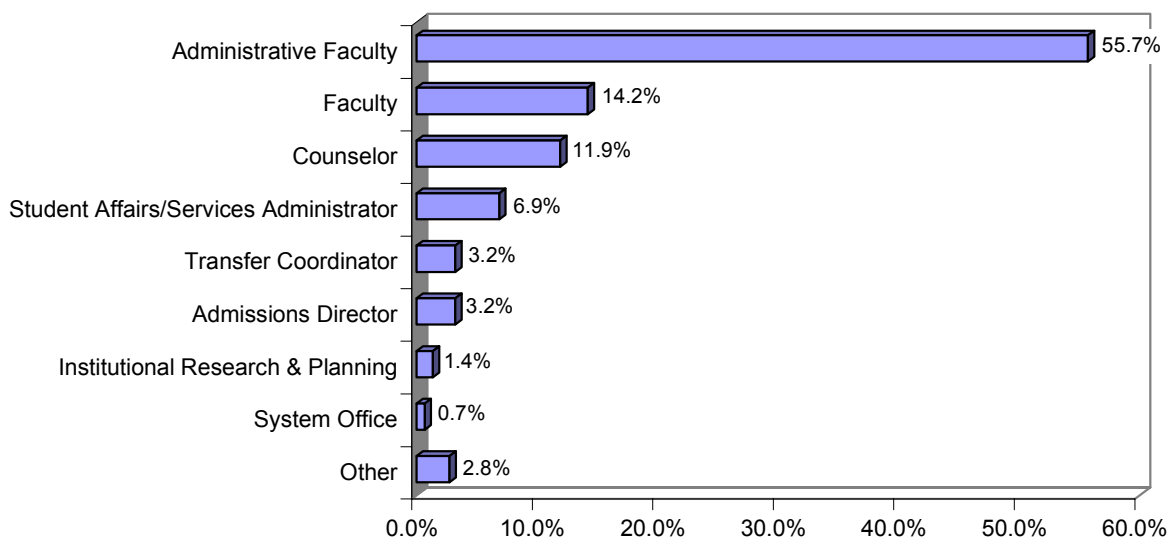
- **Demographic Information:** This section collected basic demographic information such as type of institution, position at institution, years of employment, and years in current position.
- **Educational Preparation and Transfer Issues:** All respondents were asked about the primary issues for the institution and for the students when transferring from an NCCCS institution to a UNC institution. They also were asked about the effectiveness of advisement from the receiving and transferring institutions. Depending on whether respondents were employed in NCCCS or UNC institutions, this section asked additional questions that varied slightly.

- Awareness and Perceptions of the CAA: In the final section of the on-line questionnaire, respondents were asked about their awareness and perceptions of the CAA, including the strengths, weaknesses, and effectiveness of the CAA and the Transfer Advisory Committee.

6.1 Demographic Information

The majority of respondents (55.3%) indicated service at one of 16 UNC institutions, whereas the remaining respondents (44.7%) indicated service at one of 58 NCCCS institutions. Over half (55.7%) of all respondents categorized their current position as “Administrative Faculty.” Administrative faculty includes positions such as Dean, Department Chair, Academic Affairs Directors, and other academic-related staff members. The remaining respondents indicated their occupation as Faculty (14.2%); Counselor (11.9%); Student Affairs/Services Administrator (6.9%); Transfer Coordinator (3.2%); Admissions Director (3.2%); Institutional Research and Planning (1.4%); System Office (0.7%), and Other (2.8%). (Exhibit 6-1)

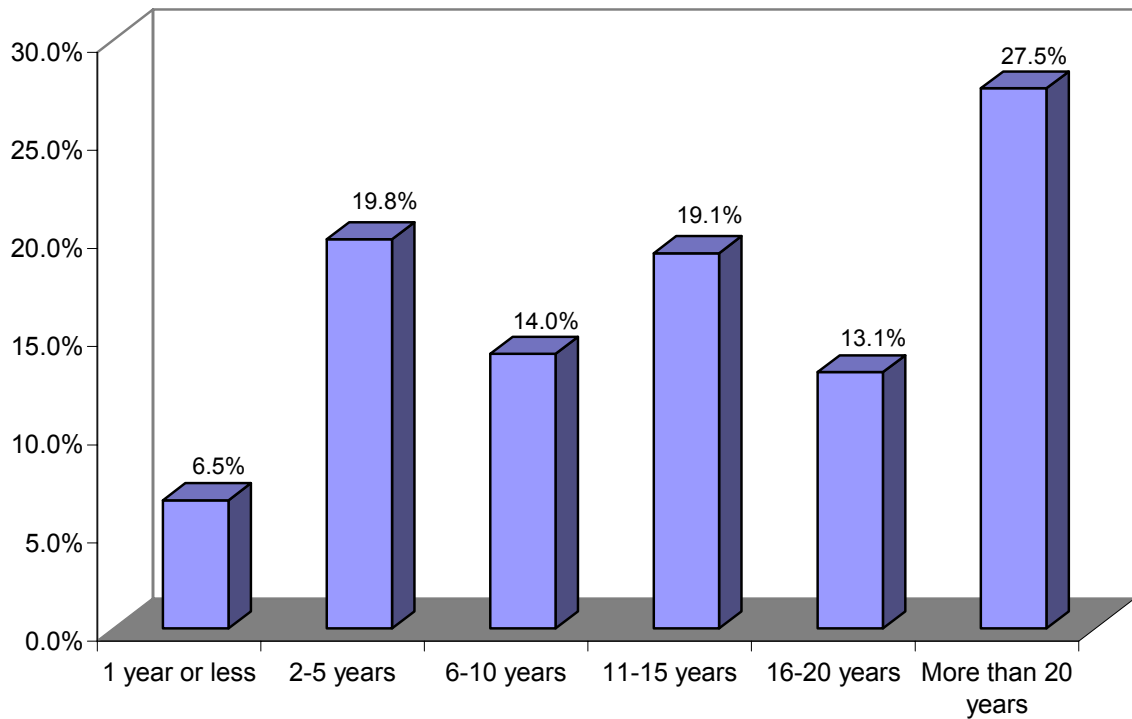
**EXHIBIT 6-1
OCCUPATIONS HELD BY RESPONDENTS**



Source: Survey of Counselors, Administrators, and Faculty, 2004

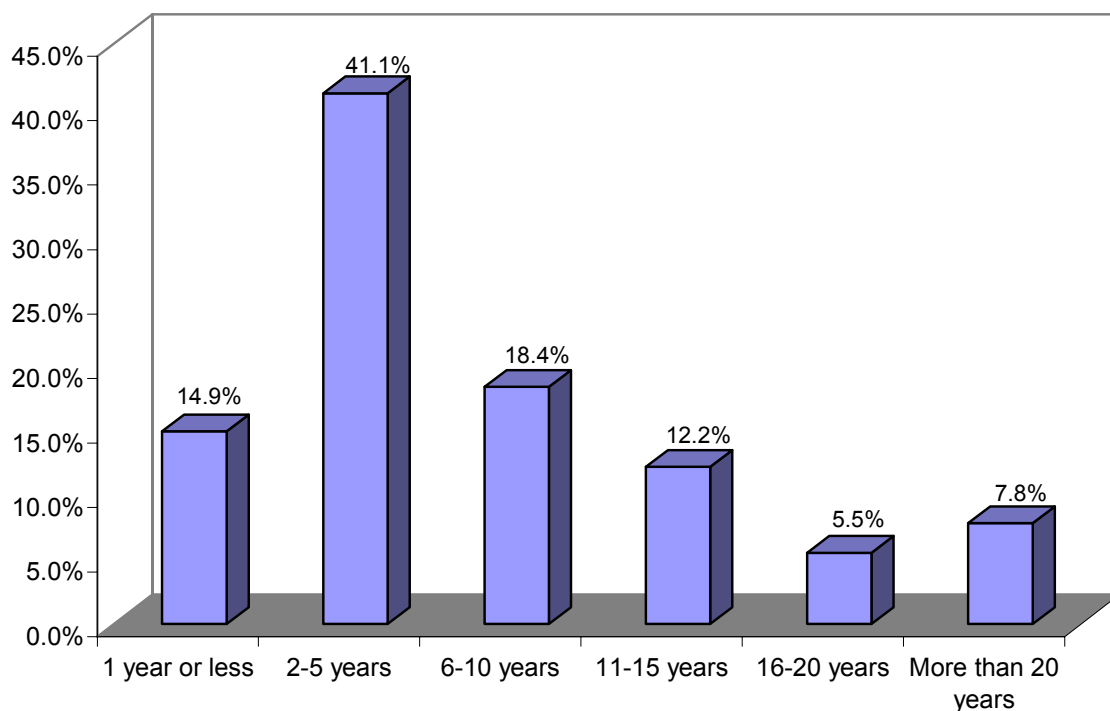
In addition, respondents were asked how long they had worked at the institution and how long they had maintained their current position. Respondents varied in their answers to number of years at the institution (Exhibit 6-2); however, nearly half indicated 2-5 years in their current position (Exhibit 6-3).

**EXHIBIT 6-2
NUMBER OF YEARS AT INSTITUTION**



Source: Survey of Counselors, Administrators, and Faculty, 2004

**EXHIBIT 6-3
NUMBER OF YEARS IN CURRENT POSITION**



Source: Survey of Counselors, Administrators, and Faculty, 2004

6.2 Educational Preparation and Transfer Issues

After completing the demographic information, counselors, administrators, and faculty completed questions about educational preparation and transfer issues. These questions differed slightly depending on the individual's employment in either UNC or NCCCS. First, questions administered specifically to each institutional system will be discussed, followed by questions administered to both institutional systems.

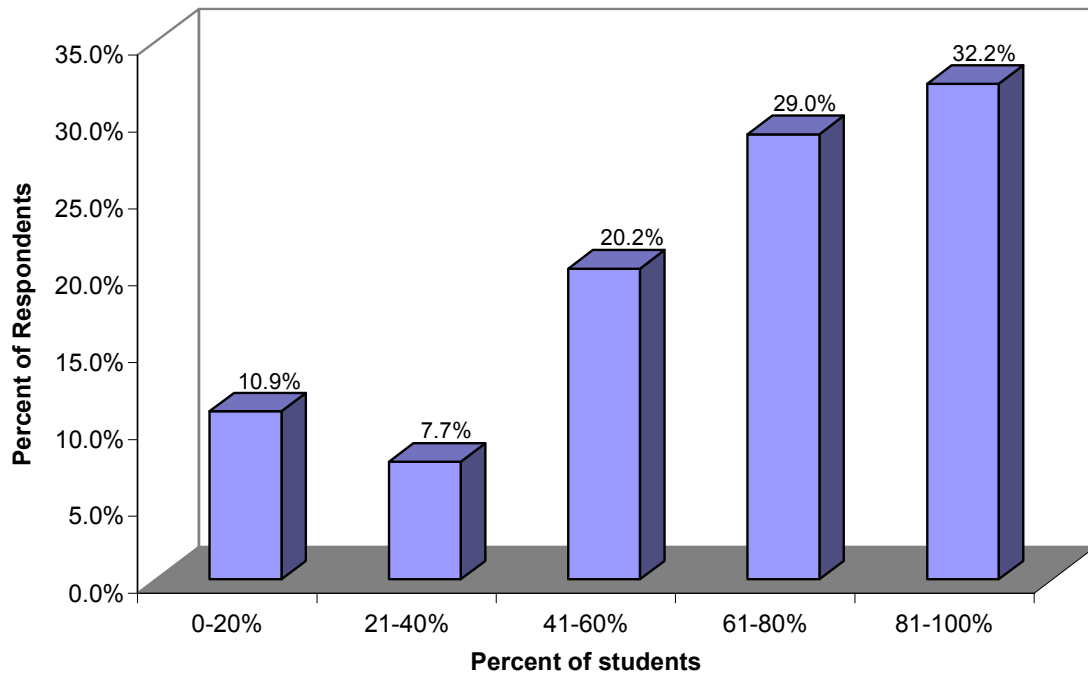
6.2.1 University of North Carolina Respondents

Nearly three-quarters (73.5%) of counselors, administrators, and faculty surveyed at UNC institutions indicated that community college A.A./A.S. degreed transfer students were adequately prepared to take upper level courses. The 26.5 percent of individuals who responded that transfer students were not adequately prepared most often cited

Science and Math as academic majors for which students were not prepared. When asked how often A.A./A.S. degree transfer students from a North Carolina Community College needed to repeat a course they had previously taken at a NCCCS institution, 6.8 percent of respondents indicated “frequently,” 34.5 percent indicated “occasionally,” 7.7 percent indicated “never,” and 50.9 percent did not know how often students needed to repeat a course.

In addition, counselors, administrators, and faculty of UNC institutions were asked what percentage of A.A./A.S. degree transfer students would be capable of completing their bachelor’s degree with approximately the same number of courses as native students who started the institution as freshman. As seen in Exhibit 6-4, 32.2 percent of UNC respondents believed that 81-100 percent of students were capable of completing their degree without taking any more classes than students who began the institution as freshmen. However, 38.8 percent of respondents believe that 60 percent or fewer students were capable of completing their degree with the number of courses comparable to native students.

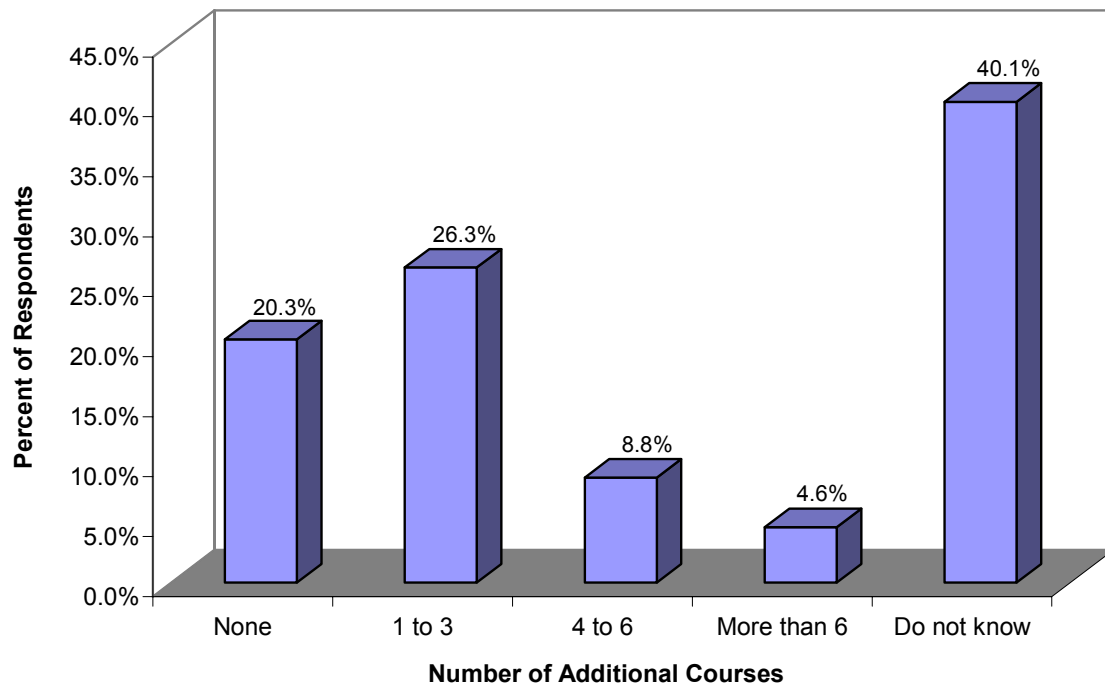
EXHIBIT 6-4
PERCENTAGE OF STUDENTS CAPABLE OF COMPLETING THEIR DEGREE WITH
THE SAME NUMBER OF COURSES AS NATIVE STUDENTS



Source: Survey of Counselors, Administrators, and Faculty, 2004

Respondents were asked how many additional courses A.A./A.S. degreed transfer students needed to take in order to attain junior status when they transfer from a North Carolina Community College. As displayed in Exhibit 6-5, the most common response was “do not know” followed by “1 to 3” and “none.” Approximately 40 percent of UNC respondents believe A.A./A.S. degreed students need additional courses to attain junior status.

**EXHIBIT 6-5
NUMBER OF ADDITIONAL COURSES TO ATTAIN JUNIOR STATUS**



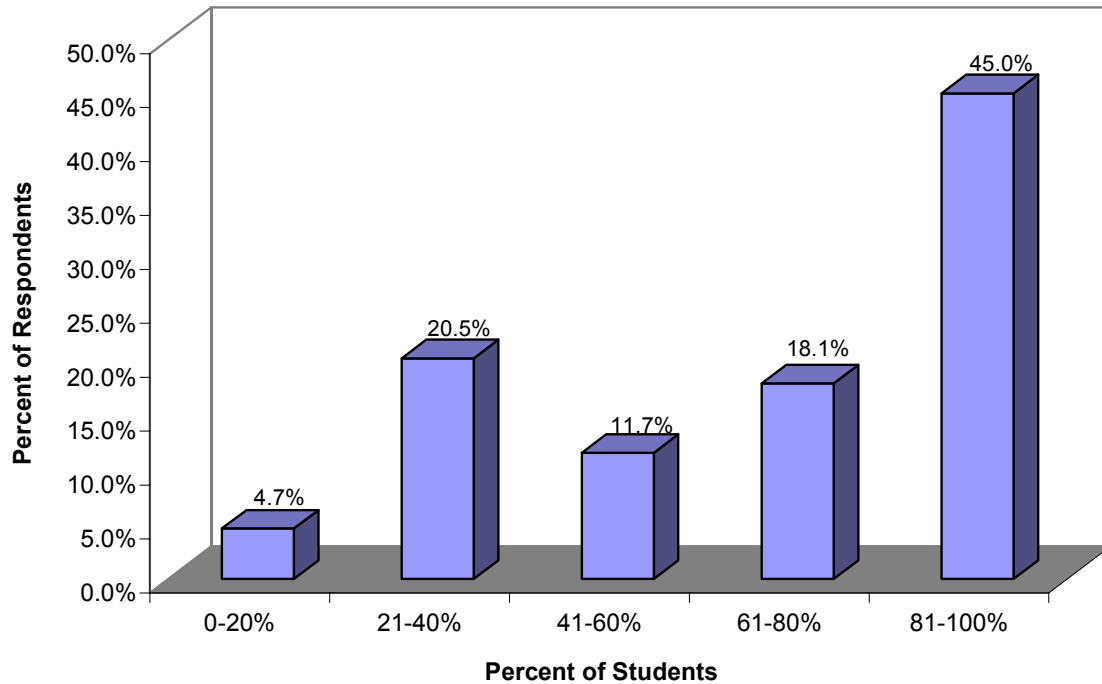
Source: Survey of Counselors, Administrators and Faculty, 2004

Furthermore, when asked what concerns they had about community college coursework transferring to their institution, 59.6 percent indicated concern over level of student preparedness, 34.7 percent expressed apprehension about instructor qualifications, 12 percent were concerned about the accreditation status of programs, and 20.4 percent had no concerns.

6.2.2 North Carolina Community College System Respondents

When asked what percentage of degree-seeking students originally intended to transfer to a four-year institution, nearly half (45%) of counselors, administrators, and faculty at the NCCCS perceive that 81-100 percent of students intended to transfer (Exhibit 6-6). Nearly 37 percent (36.9%) believed that 60 percent or fewer students entering community college intended to transfer to four-year institutions.

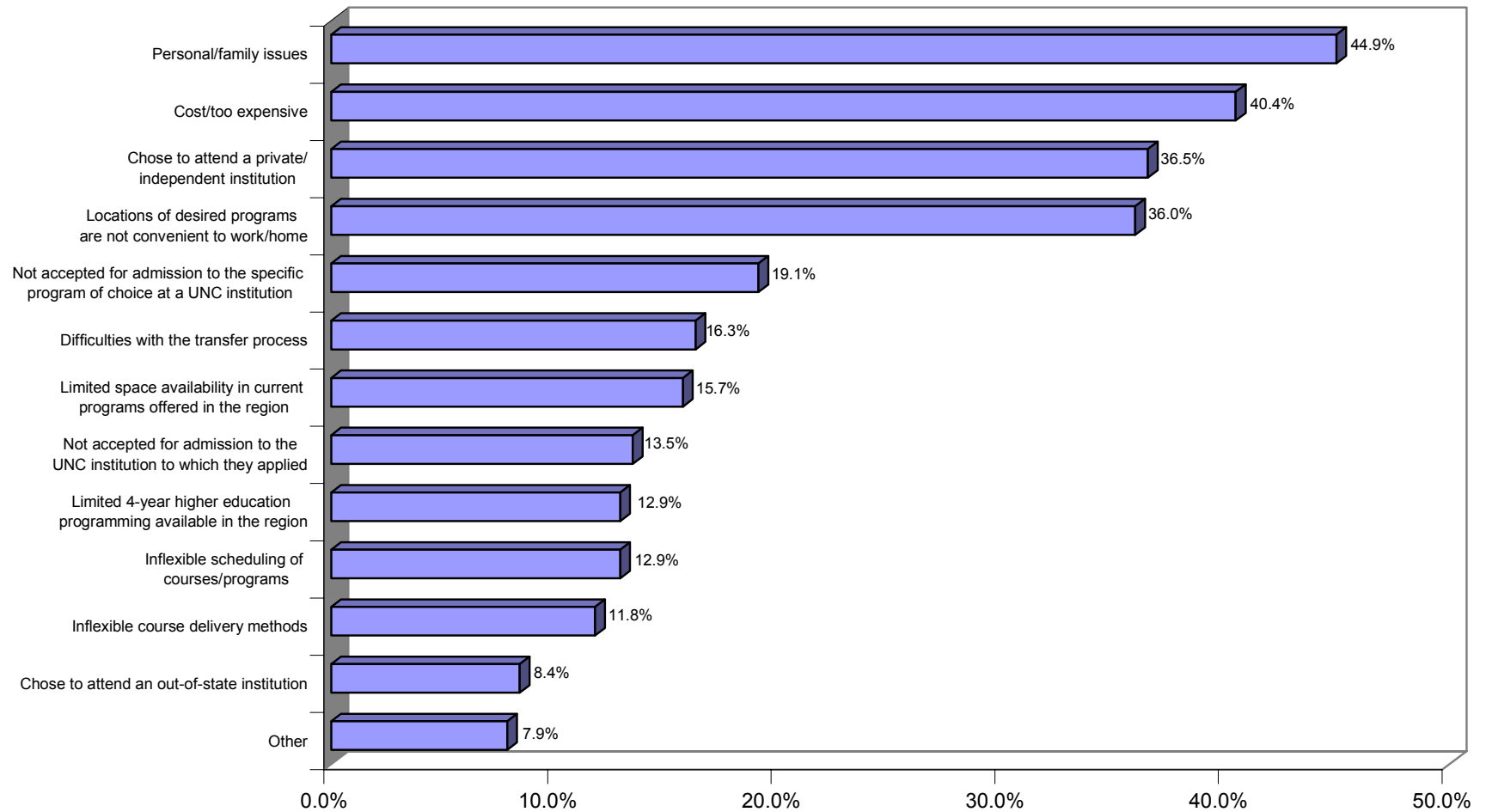
EXHIBIT 6-6
PERCENTAGE OF STUDENTS WHO ORIGINALLY INTENDED TO TRANSFER



Source: Survey of Counselors, Administrators and Faculty, 2004

Respondents were asked what factors contributed to the student's decision to eventually not transfer. Personal or family issues (44.9%), cost (40.4%), student chose to attend a private institution (36.5%), and location of program not accessible to work/home (36.0%) were cited most often (Exhibit 6-7). Most frequent responses from individuals who indicated "other" were that the students prefer smaller class sizes at NCCCS and that students were in active military service.

EXHIBIT 6-7
FACTORS CONTRIBUTING TO NOT TRANSFERRING TO A UNC INSTITUTION



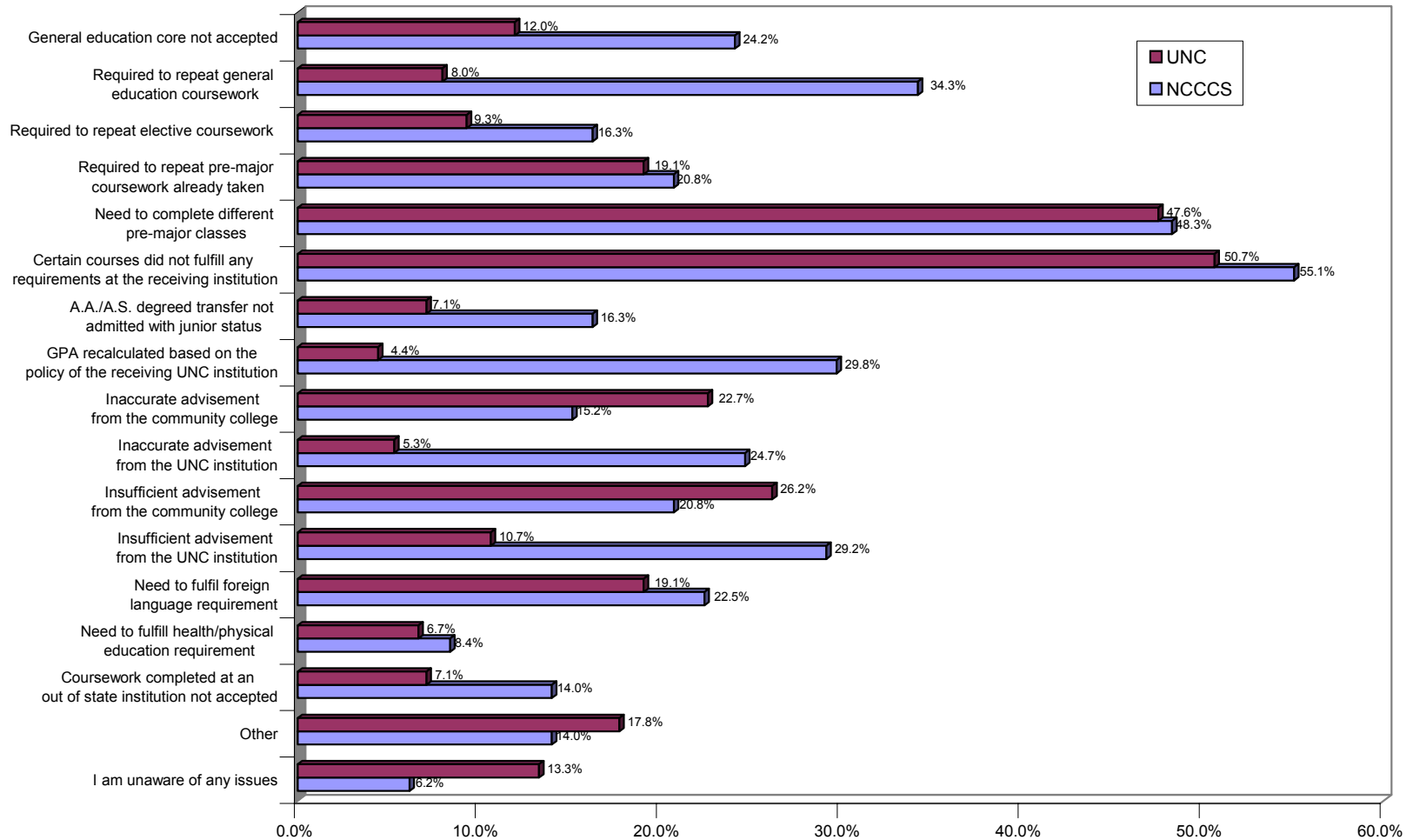
Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Number of respondents based on a total of 178 respondents.

6.3 Questions Administered to Both UNC and NCCCS Respondents

Respondents from UNC and NCCCS institutions were asked to identify what they believe to be the primary issues for students when transferring from an NCCCS to a UNC institution (Exhibit 6-8). More than 50 percent of respondents from both institutional systems cited that “certain courses not fulfilling any requirements at the receiving institution” was an issue for transferring students. Furthermore, nearly half indicated the need to complete different pre-major classes as an issue.

In addition, Exhibit 6-8 displays several concerns that UNC and NCCCS respondents did not share. NCCCS indicated significantly more concern than UNC over the issues of students being required to repeat general education coursework they had already taken, the student’s GPA being recalculated based on the policy of the receiving UNC institution, and inaccurate and insufficient advisement from the UNC institution. UNC administrators more often indicated inaccurate and insufficient advisement from the community college.

EXHIBIT 6-8 ISSUES OF CONCERN FOR STUDENTS

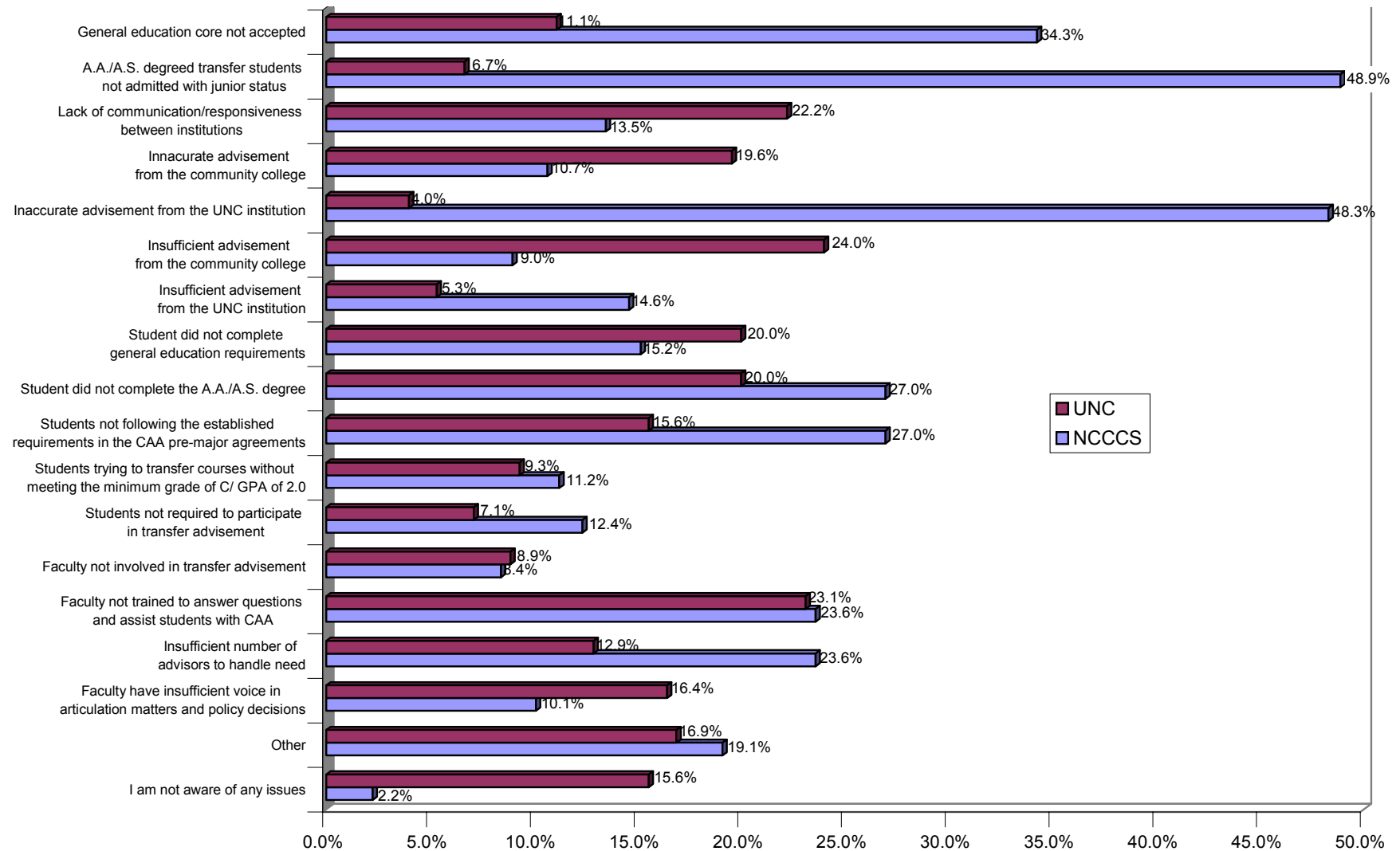


Source: Survey of Counselors, Administrators and Faculty, 2004.

Note: Number of respondents based on a total of 178 NCCCS respondents and 225 UNC respondents.

In addition, respondents from UNC and NCCCS were asked to identify what they believe to be the primary issues for themselves and for their institution with the transfer process from a North Carolina Community College to a University of North Carolina institution (Exhibit 6-9). Respondents were in agreement on a majority of the issues citing that the following were concerns for students: “required to repeat pre-major coursework already taken,” “need to complete different pre-major classes,” “certain courses did not fulfill any requirements of the receiving institution,” and “insufficient advising from the community college.” The NCCCS respondents indicated more concern over the issues of “general education core not being accepted,” “A.A./A.S. degreed transfers not admitted with junior status,” and “inaccurate advisement from the UNC institution.” UNC respondents indicated great concern, compared to NCCCS respondents, for “lack of communication/responsiveness between institutions,” “inaccurate advisement from the community college,” “insufficient advisement from the community college,” “student did not complete general education requirements,” “faculty have insufficient voice in articulation matters and policy decisions,” and “I am not aware of any issues.”

EXHIBIT 6-9
ISSUES OF CONCERN FOR ADMINISTRATORS AND THE INSTITUTION

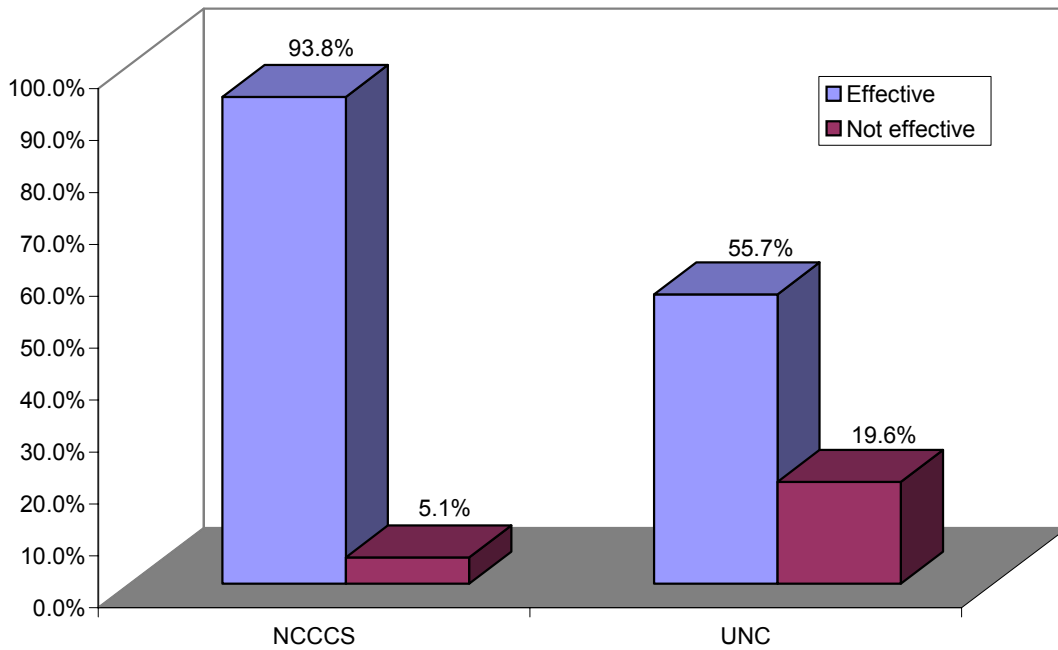


Source: Survey of Counselors, Administrators and Faculty, 2004.

Note: Number of respondents based on a total of 178 NCCCS respondents and 225 UNC respondents.

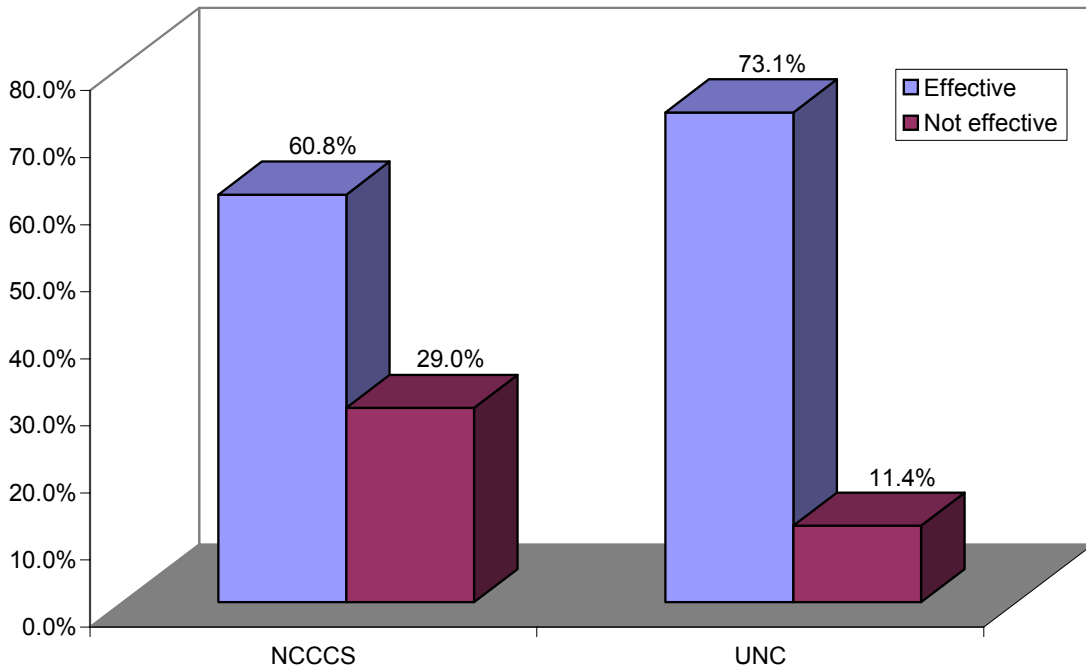
The final questions of this section asked respondents from the NCCCS and the UNC institutions to rate the quality of advisement students received from the transferring institution and from the receiving institution (Exhibits 6-10 and 6-11). When asked about the quality of advisement from the *transferring* institution, the majority (93.8%) of administrators from the NCCCS indicated that the quality of advisement was very effective or somewhat effective, whereas only 55.7 percent of administrators from UNC responded congruently. Five percent of NCCCS respondents found that advisement was not very effective or not at all effective, whereas almost 20 percent (19.6%) of UNC respondents answered correspondingly. When asked about the *receiving* institution, 60.8 percent of NCCCS respondents and 73.1 percent of UNC respondents indicated that the quality of advisement was very effective or somewhat effective. Twenty-nine percent of NCCCS respondents found the advisement to be not very effective or not at all effective, whereas only 11.4 percent of UNC respondents answered similarly.

EXHIBIT 6-10
EFFECTIVENESS OF ADVISEMENT FROM THE TRANSFERRING INSTITUTION



Source: Survey of Counselors, Administrators and Faculty, 2004

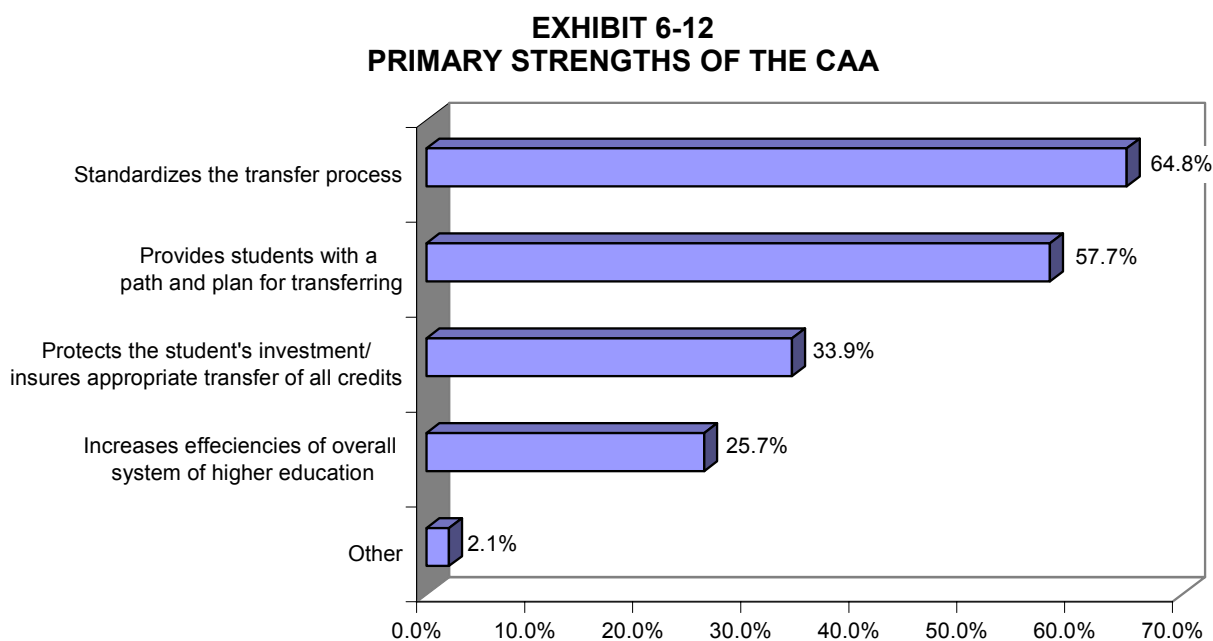
EXHIBIT 6-11
EFFECTIVENESS OF ADVISEMENT FROM THE RECEIVING INSTITUTION



Source: Survey of Counselors, Administrators and Faculty, 2004

6.4 Awareness and Perception of Comprehensive Articulation Agreement

In the final section of the on-line survey, respondents were asked about their awareness and perceptions of the Comprehensive Articulation Agreement (CAA). The majority (92.6%) of all counselors, administrators, and faculty stated that they were aware of the CAA before the survey. When asked what they perceived as the primary strengths of the CAA, 64.8 percent of respondents listed that the CAA standardizes the transfer process, 57.7 percent said that it provides students with a path and a plan for transferring, and 33.9 percent said that the CAA protects the student's investment/insures appropriate transfer of all credits (Exhibit 6-12).

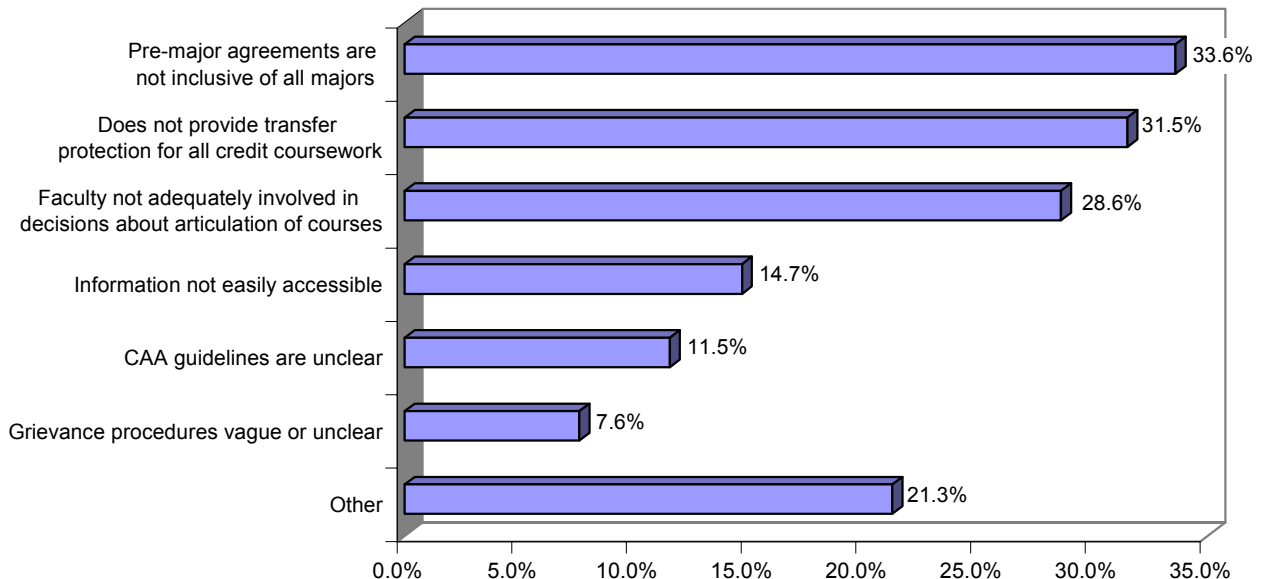


Source: Survey of Counselors, Administrators and Faculty, 2004

When asked what they perceived as the primary weaknesses of the CAA, 33.6 percent indicated that pre-major agreements are not inclusive of all majors, 31.5 percent said that the CAA does not provide transfer protection for all credit coursework, and 28.6 percent said that faculty were not adequately involved in decisions about articulation of courses (Exhibit 6-13). Respondents who indicated "other" said that the weaknesses of

the CAA include that students are not ready for upper level coursework, the transferred courses are not actually equivalent to courses taken at a UNC institution, and each university has its own requirements.

**EXHIBIT 6-13
PRIMARY WEAKNESSES OF THE CAA**



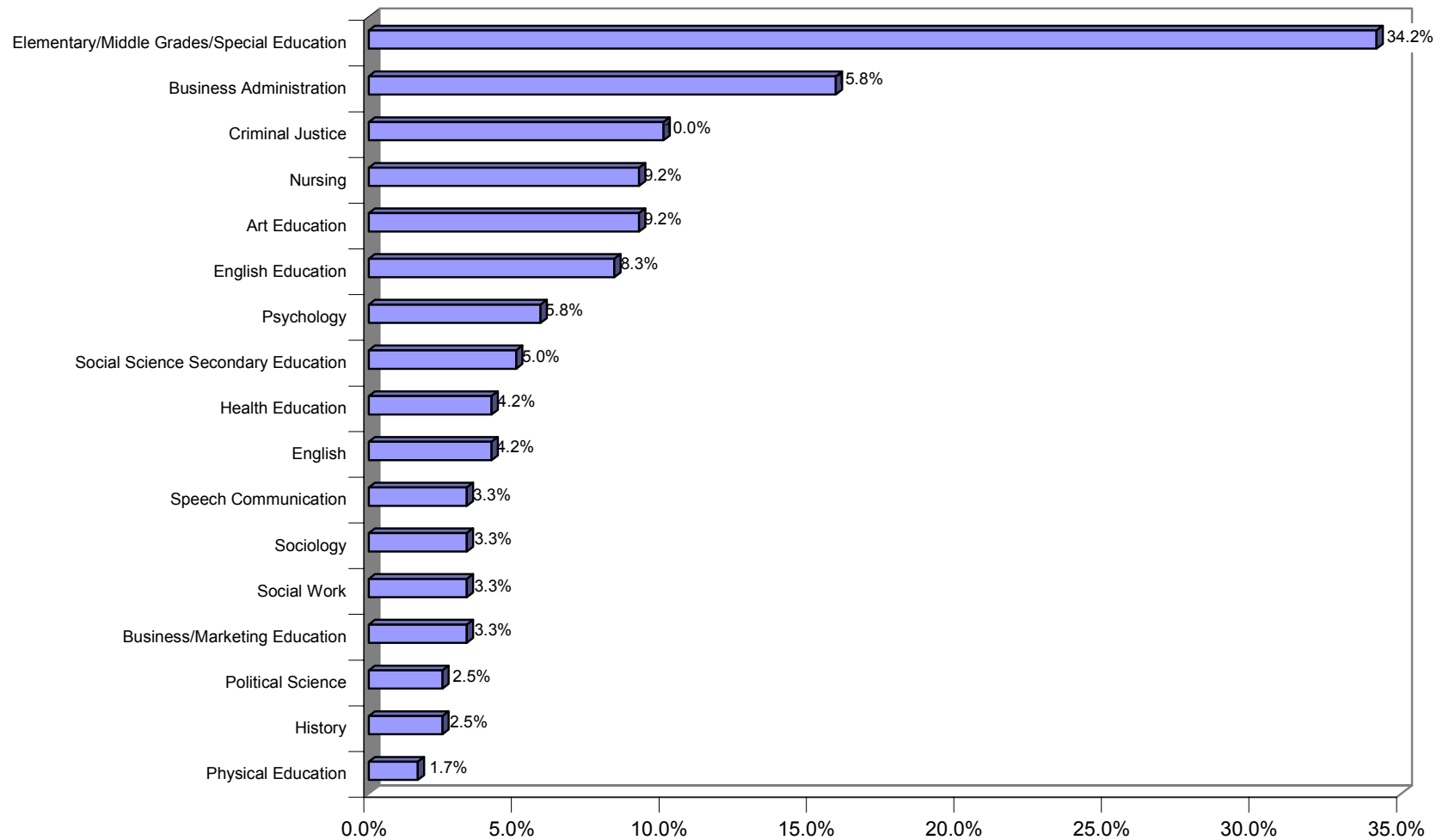
Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Number of respondents based on a total of 381 respondents

Respondents were then specifically asked to identify the effectiveness of the pre-major agreements that are part of the CAA. Over half (58.3%) of respondents indicated that the pre-major agreements that are part of the CAA are very effective or somewhat effective, 19.6 percent indicated that they are not very effective or not at all effective, and 22 percent did not know. When asked if they were aware of any particular problems with any of the pre-major requirements, 33.5 percent indicated “yes,” and 66.5 percent indicated “no.” Respondents who indicated “yes” were asked to select the majors with which they had particular problems. Most frequently cited were Elementary Education/Middle Grades Education/Special Education, Engineering, and Music and Music Education (Exhibit 6-14). Respondents also were asked to specify any particular

problems with the pre-majors of the Associate in Arts, Associate in Science, and Associate in Fine Arts degrees. Common responses were that students do not have the proper prerequisite classes to enter the program, each university has its own requirement, the receiving institution will not accept the general education core classes as meeting the requirement for entry, and the classes that students took at NCCCS are not accepted by the receiving institution. Responses are available in Appendix C, question C5a.

In addition, respondents were asked to indicate specific areas in which they think there should be additional pre-major requirements. Common responses were in the fields of science, pre-medicine, communications/journalism, foreign language, and technology. Several respondents indicated that the pre-majors should be abandoned entirely because there is no agreement between NCCCS and UNC and they are too cumbersome for students to understand. All responses are listed in Appendix C, question C6.

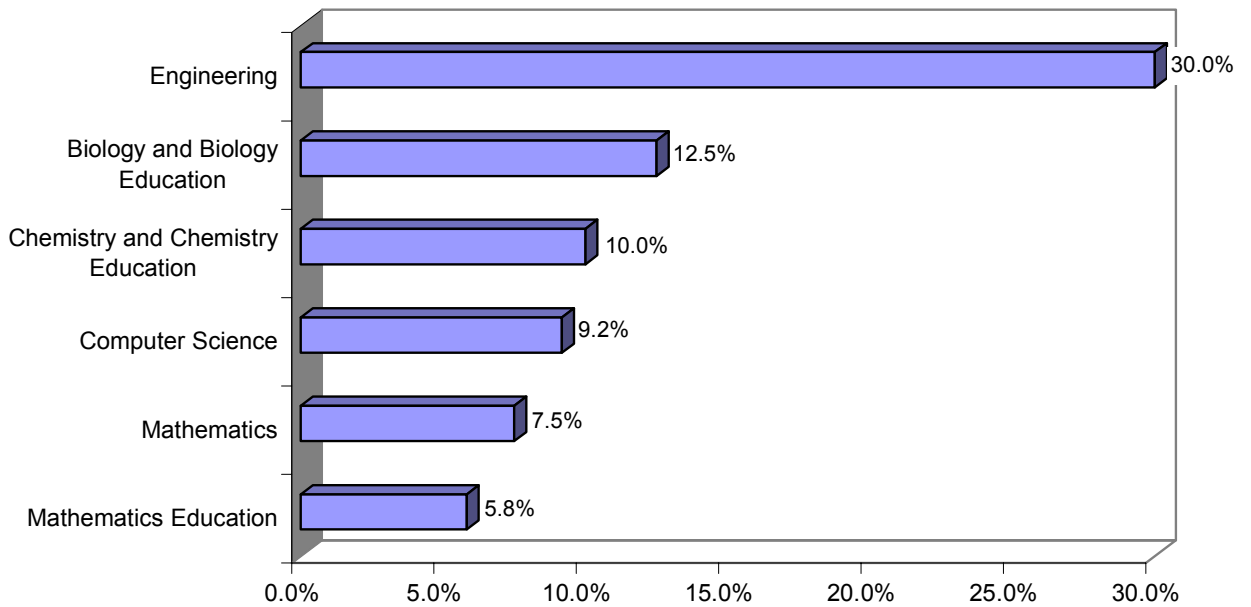
EXHIBIT 6-14
PRE-MAJORS WITH WHICH RESPONDENTS WERE AWARE OF PROBLEMS
Associate in Arts



Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Number of respondents based on a total of 120 respondents.

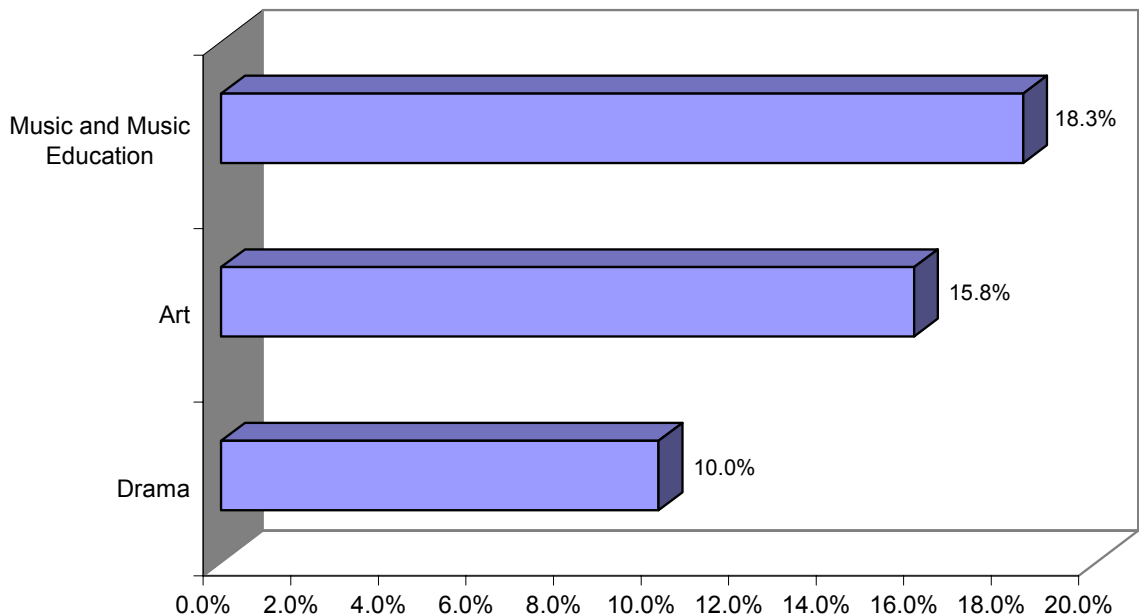
EXHIBIT 6-14 (Continued)
PRE-MAJORS WITH WHICH RESPONDENTS WERE AWARE OF PROBLEMS

Associate in Science



Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Number of respondents based on a total of 120 respondents.

Associate in Fine Arts



Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Number of respondents based on a total of 120 respondents.

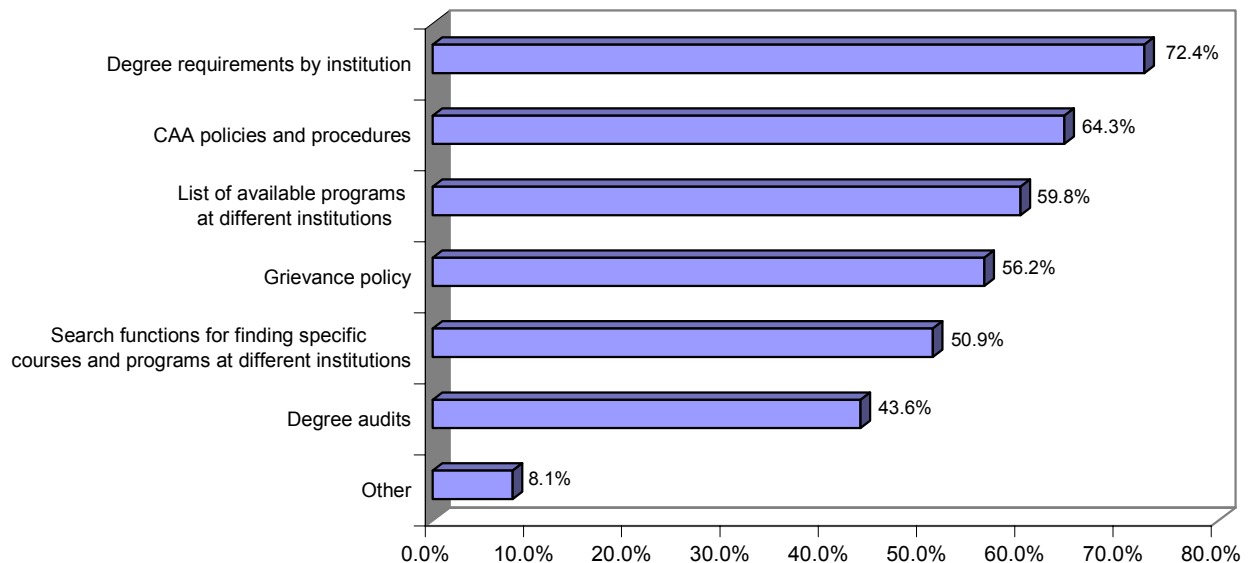
When asked if current transfer procedures ensure that students receive appropriate credit as defined by the CAA, 21 percent indicated “yes, completely,” 57.7 percent indicated “yes, somewhat,” 4.3 percent indicated “no,” and 17.0 percent “did not know.”

When asked how familiar respondents were with the Transfer Advisory Committee (TAC) and its role in coordinating and monitoring the implementation of the CAA, 43.4 percent of respondents indicated that they were familiar with the TAC, and 56.6 percent indicated that they were not familiar with the TAC. Furthermore, 71.5 percent of respondents familiar with the TAC indicated that the TAC is very effective or somewhat effective in fulfilling its initial role of coordinating and monitoring the implementation of the CAA. Twenty-one percent (20.9%) indicated that the TAC is not very effective or not at all effective, and 7.6 percent did not know. Furthermore, respondents were asked what they believe the current role of the TAC should be. Common responses were that the TAC should stay as is, it should serve as a liaison between community colleges and universities, it should negotiate changes, and it should facilitate clear communication between institutions. All responses are available in Appendix C, question C9.

When asked about the effectiveness of the written or electronic informational materials and other publicity regarding the CAA, 70.6 percent claimed that the materials were effective, and 29.4 percent claimed the materials were ineffective. In addition to indicating the effectiveness of the written and electronic informational materials, respondents specified which types of CAA-related materials would be helpful to have available on-line (Exhibit 6-15). Almost three-fourths (72.4%) indicated that it would be helpful if an on-line resource specified degree requirements by institution, 64 percent said that it should contain CAA policies and procedures, 60 percent said that a list of

available programs at different institutions would be a valuable, and 56 percent indicated that the grievance policy would be helpful to have available on-line.

**EXHIBIT 6-15
HELPFUL MATERIALS RELATED TO THE CAA**



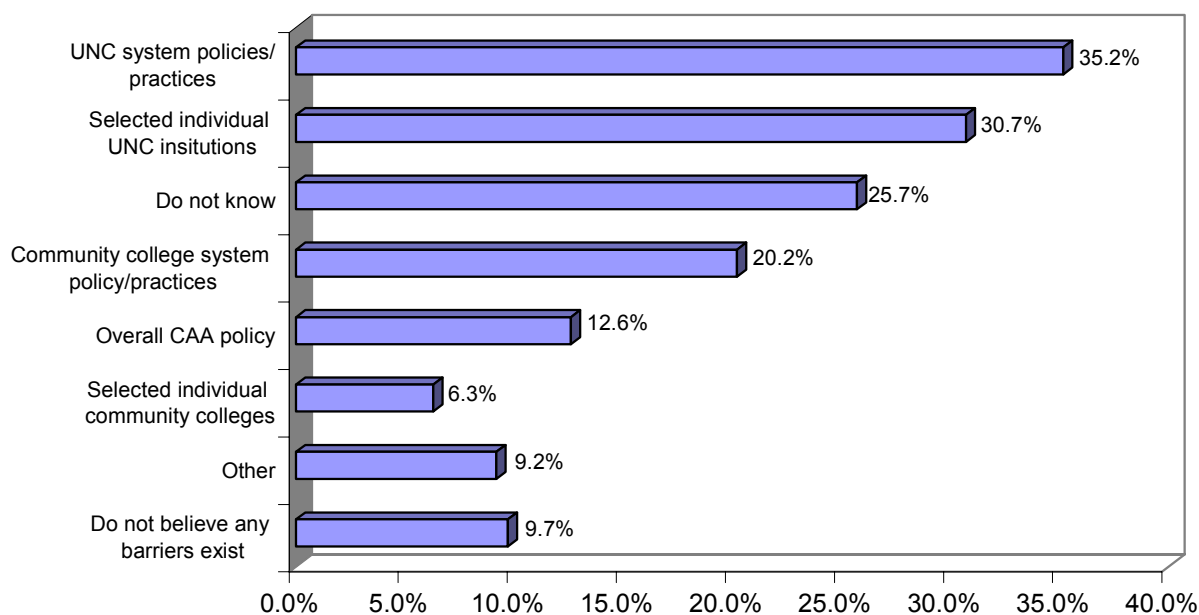
Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Respondents were able to select more than one response.

Respondents also were asked their level of awareness of the CAA appeals processes and grievance procedures designed to review transfer problems that students may encounter. Eighty-one percent (80.9%) of counselors, administrators, and faculty specified that they are unaware of the procedures and processes. Of the 19 percent of respondents who were aware, 30.3 percent were aware of students who had a reason to use the procedures, and of these, 52.9 percent indicated that students had used the procedures. Of students who had actually utilized the procedures, 75 percent of the respondents said that the processes and procedures were effective in providing a solution.

Respondents were asked if, despite the CAA, there were still articulation and transfer barriers (Exhibit 6-16). Respondents most frequently said that articulation and

transfer barriers remained with UNC system policies and practices (35.2%), selected individual UNC institutions (30.7%), and community college system policies and practices (20.3%) (multiple responses allowed).

**EXHIBIT 6-16
BARRIERS TO TRANSFER STUDENTS**



Source: Survey of Counselors, Administrators and Faculty, 2004.
Note: Number of respondents based on a total of 381 respondents.

When asked if there are any articulation and transfer issues not being addressed by the CAA, 24.8 indicated “yes” and 75.2 percent indicated “no.” Respondents who indicated “yes” were asked to explain the issues. The most frequently cited responses were that students often have to repeat courses they had already taken at community colleges when arriving at a UNC institution, and that if the courses do transfer, they do not meet program requirements. Other common responses to this question included:

- UNC frequently changes standards of what it will and will not accept and does not effectively communicate this to NCCCS.
- Fine Arts pre-majors often have classes that do not transfer.

- Community college students are not prepared to take upper level classes.
- General education requirements are inconsistent across different UNC institutions.
- Foreign language requirements are not well articulated.

A complete list of responses can be found in Appendix C, question C15a.

6.5 Summary

Nearly three quarters of counselors, administrators, and faculty at a UNC institution indicated that A.A./A.S. degreed transfer students were adequately prepared to take upper level courses. However, nearly 39 percent of respondents believe that 60 percent or fewer students will be able to complete their degree in the same number of courses as native students. Respondents (especially those from the NCCCS) continually indicated concern that general education coursework would need to be repeated, many courses taken by the student would not transfer to the UNC institution, and there was inaccurate and insufficient advisement on behalf of the receiving and/or transferring institutions. In many of the sections that invited additional responses, counselors, administrators, and faculty said that students were becoming angry and frustrated that much of their work from NCCCS would not transfer. Furthermore, even if their work did transfer, the pre-major classes did not satisfy the requirements to enter the major at the UNC institution and in many cases additional prerequisite work was necessary.

Fewer than half of the respondents were familiar with the TAC and its role of coordinating and monitoring the implementation of the CAA. In addition, the majority of respondents (80.9%) are unaware of CAA appeals processes and grievance procedures that are designed to review transfer problems that students encounter.

7.0 SUMMARY OF FINDINGS AND RECOMMENDATIONS

7.0 SUMMARY OF FINDINGS AND RECOMMENDATIONS

In this final chapter, findings from all research activities are summarized to identify key issues. These issues include findings and recommendations related to a vision for higher education articulation, awareness of the CAA, articulation policies and procedures, transfer policy and procedures, and the Transfer Advisory Committee. MGT proposes recommendations to provide North Carolina with direction for enhancing the CAA and efficient use of higher education resources. Finally, suggestions for ongoing and further research are offered.

7.1 Summary of Findings

The 1995 General Assembly mandated that the Board of Governors and the State Board of Community Colleges develop a plan for the transfer of credits between institutions in an effort to provide efficiencies to the state and public in meeting growing demand for higher education. As a result of this mandate, a semester calendar was transitioned to community colleges, a common course numbering system and Common Course Library was established, and the Comprehensive Articulation Agreement (CAA) was implemented. The CAA served to ensure the transfer of the 44-credit-hour block of general education requirements, to formulate pre-major agreements for selected majors for transfer degrees, and to guarantee that a “transfer” associate degree would bring students into UNC institutions as juniors. As part of the CAA, the Transfer Advisory Committee was established to direct, coordinate, and monitor the implementation of the agreement. Thus, the CAA was designed to provide protection for completed general education requirements, pre-major requirements, and transfer degrees. Protection of individual course credits and terminal associate degrees and certificates was not provided in the CAA.

Our findings substantiated that, seven years after implementation, the CAA is widely perceived as indeed having improved transfer of associate in arts and associate in science degrees. It is perceived that the primary strengths of the CAA include standardizing the transfer process and providing students with a path and plan for transferring. Quantitative data support that a greater number of students are transferring between North Carolina community colleges and UNC institutions. Although findings from this research identified problems with current policies, procedures, and practices, no evidence was revealed that the problems were focused on any given institution. Generally, most students expressed satisfaction with their transfer experiences and the advisement they received. However, advisors, administrators, and faculty perceived problems with the transfer process and provided numerous recommendations for improvement of the process and the CAA. This current evaluation of the CAA is timely in that data are available to demonstrate the successes of the CAA and also to identify areas in which changes can be made to enhance further successes for the state and individual students.

7.2 Vision for Higher Education Articulation in North Carolina

In mandating the development of a plan to address the transfer of credits, the General Assembly recognized the model of completing lower-division coursework at community colleges and upper-division coursework at four-year institutions as a viable one for awarding baccalaureate degrees. Although the route through community colleges to baccalaureate degree completion is recognized and encouraged as a cost-effective and efficient path, it is important to acknowledge that this route is not the same as the one that four-year institution native students experience. Transferring between institutions is a barrier in and of itself, and therefore warrants special consideration in

order for the state as well as individuals to truly realize the benefits afforded by this model.

The agreement that resulted from the 1995 General Assembly's mandates, the CAA, has formed a policy base from which improvements have been documented through data analysis of the number of transfers and their progression to baccalaureate completion, as well as by perceptions of students and institution and system representatives. With the results found in this study, now is an opportune time for formulation of a vision for higher education articulation in North Carolina. A vision for higher education articulation will guide future enhancements and evaluation by clearly stating how the state intends on educating its residents through the use of all available higher education resources in North Carolina.

If North Carolina wishes to fully incorporate the "two-plus-two" approach to providing access to four-year degrees, the state needs to implement policies, procedures, and practices that will address barriers inherent to transferring and will lessen the difference between the higher education experiences of transfer students and those of native students.

Recommendation: The Joint Legislative Education Oversight Committee should convene a task force of higher education stakeholders to develop a vision of higher education articulation for North Carolina. The task force should incorporate into the vision statement consideration of:

- ***a cost-effective approach to extending financial and geographic access to all residents;***
- ***the share of freshmen entering college through each sector (public community college, public university, and private college); and***
- ***safeguards that will provide transfer students with opportunities equal to those of native students.***

7.3 Awareness of Comprehensive Articulation Policy

The most revealing finding from our research evaluating the CAA is the low level of student awareness of the existence of the agreement and its provisions. More than half of the surveyed community college students who are enrolled in transfer degree programs or surveyed university students who have successfully transferred from community colleges were not aware of the CAA. Without basic knowledge of the CAA, students cannot plan their coursework effectively or efficiently in preparation for transfer to a four-year institution. Without understanding of the provisions of the agreement, students are unaware of the protections afforded to coursework and degrees, whether they received the credit to which they are entitled, or how to serve as self-advocates.

Although few student respondents in community college programs expressed that they were experiencing problems with the transfer process, approximately one-quarter of UNC transfers with associate in arts degrees and one-third of UNC transfers with associate in science degrees indicated that they encountered problems transferring. As might be expected, since the CAA does not address terminal degree transfer, more than one-half of UNC transfers with associate in applied science degrees indicated having problems with transferring. Without a transcript analysis, we are unable to assess whether any stated problems violated the provisions of the CAA or resulted from respondents' lack of knowledge of the agreement.

A number of factors appear to contribute to the low level of awareness of the CAA among students. First among these factors is the agreement itself. The CAA is a combination historical, policy, and planning document that does not adequately meet students' needs for information. Material of concern to students does not appear until half way through the agreement and does not link electronically to requirements details. Students need to navigate through numerous Web pages before finding the CAA.

Although a brochure was developed to market the CAA, it does not have the level of information needed for students to make academic decisions.

Recommendation: The TAC should revise the CAA document to establish separate policy and planning documents, with supporting informational materials for student and other constituents.

Recommendation: The TAC should, in conjunction with students, faculty, and advisors, develop a student-focused Web site that clearly conveys the provisions of the CAA and links electronically to information needed by students to plan their academic careers. The on-line resource also should specify degree requirements by institution, list available programs by institution, and clearly state grievance or appeal policy and processes. Consideration should be made to incorporate into the electronic resource “degree shopping” and “degree audit” functions. The possibility of collaborating with or linking to the Web site of the College Foundation of North Carolina (www.CFNC.org) should be explored. Access to the CAA Web site should be provided by electronic links from all North Carolina public postsecondary institutions and in institutional printed materials for orientation and registration and in student handbooks.

Recommendation: The TAC should develop, in conjunction with students, faculty, and advisors, a Transfer Student Bill of Rights that succinctly states the guaranteed rights afforded by the CAA. The Transfer Student Bill of Rights should address rights related to admission to UNC institutions, acceptance of semester hours, acceptance of credits earned in accelerated programs, acceptance of the General Education Core, acceptance of pre-major courses to fulfill requirements, honor of grade forgiveness awarded under the A.A. or A.S. degrees, and any other rights protected by the CAA. In addition, the Transfer Student Bill of Rights should inform students on how to appeal an admission or transfer difficulty in the event that they believe that they were denied any guaranteed right.

Recommendation: The TAC should develop a communication and marketing plan to inform students, parents, and secondary school advisors about the different paths to baccalaureate completion and the provisions of the CAA.

7.4 Articulation Issues

Articulation concerns encompass matters in which faculty need to have a prominent role. For example, the crafting of degree requirements and selection of courses that meet those requirements should involve faculty discourse and decision

making. Guidelines may be imposed by administrative or legislative entities, but it is faculty who need to work out the details of what constitutes the curriculum for degrees. Faculty in the UNC and NCCCS have been used effectively on occasion to address articulation matters; e.g., to establish the common course library for the NCCCS and to address selective pre-major course designation.

7.4.1 General Education and Common Course Library

The NCCCS has a Common Course Library containing approximately 3,800 lower-division, college level courses in which courses are described and designated for General Education Core approval. Interviewees perceive that the General Education Core (44-hour block transfer) and the Common Course Library provide students with the confidence and certainty needed to plan their degree programs and prepare for transfer to a four-year institution.

Although the General Education Core block transfer is perceived as a strength of the CAA, up to one-third of student respondents reported that, despite completing the Core with the required 2.0 GPA, problems occurred with transferring the Core. In some cases, survey respondents cited that the General Education Core was not accepted as a block and they were required to repeat courses or take additional courses to fulfill requirements at the receiving UNC institution. (Note: respondents' transcripts were not analyzed to verify student perceptions).

General Assembly staff expressed in interviews that the 1995 mandates for a statewide agreement that governs the transfer of credits between NCCCS and UNC institutions were not fully addressed in the CAA. Staff expressed interest in simplifying course-by-course transfer of college level credit, rather than limiting protection to completion of the General Education Core and completion of the A.A. and A.S. degrees.

General Assembly mandates required the common course numbering for NCCCS, but not for the UNC. In survey responses, students called for creating statewide standards for course names and numbers for both the NCCCS and UNC. Although some states have common course numbering for all public higher education institutions, these systems were instituted years ago. Establishing such a system for the extensive number of courses that exist would be a highly resource-intensive endeavor. Other states, however, have addressed the need through alternative approaches. For example, Arizona has created several applications that assist students with identifying equivalent courses at community colleges and four-year institutions, such as the Common Course Matrix and the Course Equivalency Guide. Although approaches used in other states would need to be customized to fit the needs of North Carolina students and institutions, increased standardization of course identification would improve articulation of courses from one institution to another, both for NCCCS to UNC transfers and institution transfers within each system.

Recommendation: The Joint Legislative Education Oversight Committee and General Assembly should consider requiring the development of an approach to aligning courses for articulation in the NCCCS and UNC. Approaches used in other states could be examined for potential adaptation to North Carolina. The review of potential approaches and development of an approach for North Carolina should include extensive faculty involvement.

7.4.2 Pre-Majors Agreements

Although interviewees perceive the establishment of pre-major articulation agreements as a strength of the CAA that allows A.A. and A.S. recipients to transfer to UNC institutions at the junior level, the current pre-major articulation agreements also were reported through interviews and surveys as one of the most frequent sources of transfer problems for students. Some interviewees indicated that, whereas students can

transfer with junior status after completing the A.A. or A.S., they often have difficulty transferring their major.

Survey respondents reported that courses completed for pre-major requirements at community colleges transfer to UNC institutions but are sometimes credited as electives, resulting in students having to complete additional prerequisites, including ones that students perceive as the “same” courses they have completed already for pre-majors. (Note: respondents’ transcripts were not analyzed to verify student perceptions). Needing to take even one or two additional courses despite completing pre-major requirements may contribute to extending the time and hours to degree completion—adding to the cost for the state and students and occupying space in the higher education system during a time of burgeoning demand.

Seven of the existing 23 A.A. and A.S. pre-major agreements (education, engineering, chemistry, biology, math, math education, and computer science) were reviewed and revised during the past year by faculty discipline committees and the TAC. Faculty discipline committees need to continue to review and revise as needed the remaining pre-major agreements and to initiate the development of additional pre-major articulation agreements.

Recommendation: The TAC should convene faculty discipline committees to review and revise as needed existing pre-major articulation agreements and to develop pre-major articulation agreements for additional degree programs. The faculty discipline committees should meet annually, either in person or electronically, to identify and address problems with the pre-major articulation agreements in their discipline and to review and revise pre-major articulation agreements. Faculty discipline committees should be convened to develop additional pre-major agreements.

7.4.3 Additional Need for Policy Resolution

During the research activities conducted for this study, a number of concerns were raised relating to articulation problems. For example, respondents to the faculty,

counselor, and administrator survey argued that the provisions of A.F.A. degree transfer were not adequately protecting students and that articulation of the A.F.A. should not be included in the CAA, but handled in bilateral agreements. Other articulation problems raised by students and faculty, counselor, and administrator survey respondents included concerns about UNC institutions recalculating transfer students' GPAs, nonaward of credits through AP exams for courses in the General Education Core block, grade forgiveness policy differences between the transferring and receiving institutions, and acceptance of courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree. Survey respondents perceived that these problems contributed to transfer students needing to take additional courses or lowering their GPAs, resulting in students being less competitive for admission to institution and/or degree programs.

Recommendation: The TAC should convene a cross-discipline faculty committee to review and form consensus on means to resolve problems with articulation policy and/or procedures and practices related to such issues as:

- ***recalculating transfer students' GPAs;***
- ***award of credits for AP exams related to courses in the General Education Core block;***
- ***grade forgiveness policy differences between the transferring and receiving institutions; and***
- ***credit for courses earned at institutions (public or private, in-state or out-of-state) other than the one granting the associate transfer degree.***

7.5 Transfer Process Issues and Recommendations

Analysis of qualitative and quantitative data identified transfer process issues related to awareness of the CAA; need for policy enhancement related to grievance policy and process, and admission to UNC institutions; improved advisement for

students; student transcripts; organization and functioning of the Transfer Advisory Committee (TAC); and support for the CAA. Each of these issues is reviewed in the following sections followed by proposed recommendations.

7.5.1 Grievance Policy and Procedures

Policy statements in the CAA addressing an appeals process appear to focus on the means to modify the agreement by institutional stakeholders. The agreement states that “CAA Amendment and Appeals Process Questions about the transferability of course work under the Comprehensive Articulation Agreement (CAA) or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements must be addressed by the Transfer Advisory Committee.” Instruction on how a student appeals a transfer of credit decision is not provided in the CAA or in the student brochure entitled, *North Carolina College Transfer Guide for Students*.

Students expressed that overall they were unaware of a grievance process to address problems with articulation. Although the majority of students stated that they have had no need to use a grievance process, most students who did have concerns about articulation issues perceived that they had no recourse. Consistent with student responses, over 80 percent of counselors, administrators, and faculty specified that they were unaware of grievance policies and processes. In one situation that was described to us, a student’s appeal of an articulation decision remained unresolved for over six months—bringing attention to the need for timely decisions to enable students to proceed with their degrees.

Recommendation: The TAC, in conjunction with students, faculty, and advisors, should develop a grievance policy that clarifies the rights of students to appeal articulation and transfer decisions and the step-by-step process to do so. The policy should specify the time limitations for each step of the grievance process for both the student and responding institution and/or TAC to ensure expedient resolution. Final appeal should be external to the institutions and with the TAC. The grievance policy and procedures should be published broadly in printed

and electronic format in conjunction with the CAA and the "Transfer Student Bill of Rights."

Recommendation: An Ombudsman should be designated at each North Carolina public institution of higher education to serve as a point of information and advocate for student rights protected by the CAA.

7.5.2 Guaranteed Admission to a UNC Institution

The General Assembly mandated the development of a plan for the transfer of credits between NCCCS and UNC institutions to increase the effectiveness and efficiency of providing baccalaureate degree education to a growing number of residents. Although the resulting plan, the CAA, protects the transfer of credits and recognizes the model of completing lower division coursework at community colleges and upper division coursework at four-year institutions as a viable one for awarding baccalaureate degrees, it falls short in protecting the investment by students and the state.

Students who successfully complete all lower division requirements and are awarded Associate in Arts or Associate in Science degrees are not guaranteed admission to the UNC. Without such a guarantee, students pursuing a bachelor's degree through the model promoted by the CAA are not treated equally with those who enter as UNC native students. Native UNC students who successfully complete their freshman and sophomore years automatically rise to junior year status.

The CAA's impact would be strengthened with guaranteed admission for Associate in Arts or Associate in Science recipients. The guarantee does not need to extend to a student's specific program or institution of interest. Nor does it need to ensure admission for a given semester.

Recommendation: Students who successfully complete an Associate in Arts or Associate in Science degree at one of the NCCCS institutions should be guaranteed admission to an institution within the UNC. A student should not be guaranteed admission to a specific program or UNC institution of interest or for a

given semester of entrance. Students with A.A. or A.S. degrees should have an equal opportunity to enroll in upper division programs as native students.

7.5.3 Student Advisement

Approximately one-third of each of the student groups surveyed expressed that they had insufficient access and/or ineffective quality to advisement. Faculty, counselors, and administrators from transferring and receiving institutions perceived that the advisement acquired in the other sector was ineffective. Changing transfer and program requirements and counselor turnover likely exasperated the problems created by students having low awareness of the CAA and its provisions.

Recommendation: The TAC should develop a CAA training model to orient new counselors as well as provide ongoing training for all counselors. The training model should include CAA information related to the provisions of the agreement, changes in requirements, advances in electronic tools, and resolution outcomes to problems that have surfaced. The training should include a component where counselors can exchange information and discuss issues important to improving the transfer process.

7.5.4 Transfer Degree Completion

Based on UNC reports on the performance of transfer students, it was observed that completion of a transfer degree program prior to transferring to a UNC institution substantially increases the rate of baccalaureate completion over a five-year period. Retention, graduation, and persistence rates for students entering UNC with transfer degrees compared with other transfer students clearly demonstrate the advantage of degree completion prior to transfer.

Students responding to the survey for university students also showed signs that completing their transfer degree before transferring to a UNC institution was beneficial. For example, those who obtained an A.A.S. degree indicated that they were more likely to experience problems with the transfer process than students who obtained an A.A. or A.S. degree. Additionally, more than half of all respondents who received an A.A.S.

degree were not satisfied with their advisement, as compared with only a third of all respondents.

Recommendation: The NCCCS and all advisement tools (printed or electronic) should encourage A.A. or A.S. degree completion prior to transferring to a UNC institution for students who are interested in earning baccalaureate degrees. Students who are completing terminal degrees, such as the A.A.S., should be advised that these degrees are not protected by the provisions in the CAA, and therefore do not allow for transfer of all credits.

7.5.5 Designation of Completion of General Education and Pre-major Requirements on Student Transcripts

From discussions on-site, interview statements, and written comments submitted with survey material, we learned that community college student transcripts currently are not automated to designate whether students have completed their general education core. Although community colleges attempt to review students' courses and manually type or stamp whether the core has been completed, it is unclear whether this step is completed consistently. Without clear designation that the general education core has been completed, UNC institutions are obligated to review the transcript for core completion.

This process may easily contribute to students not receiving recognition for completion of the core and lead to additional course requirements. In addition to concerns about potential errors in such reviews, individual review of transcripts by NCCCS and/or UNC institutions is highly inefficient compared to programming an automated review and designation code into the institutional transcript system. Although similar concerns for designation of pre-major courses were not raised during the study, a pre-major review and designation function also could be automated.

It was reported that NCCCS currently is working to automate a general education core review and designation function into its student transcript system, however, implementation is not anticipated before 2007.

Recommendation: The NCCCS should expedite the implementation of an automated function that reviews student transcripts for completion of the general education core. This automated function should include a feature to designate completion of the core on the transcript. The automated function should be augmented to provide similar review and designation features for pre-major requirements. The automated function should be implemented by August 2005. The UNC should initiate development of a similar function for its institutions.

7.5.6 Community College Rules Process

The CAA was developed as a plan to govern the transfer of courses between NCCCS and UNC institutions. At the time of development, it was not envisioned as a static document, but one that would require review and revision as policies were evaluated and conditions in the state changed. For example, during the past year, faculty discipline committees addressed problems with the pre-major articulation agreements for seven majors.

Although the faculty discipline committees made recommendations for pre-major agreement revisions, the implementation of those substantive revisions is delayed pending revision of the Administrative Code—a required and rather lengthy administrative procedures process (approximately nine months). This excessive delay prohibits timely response to problems. Before recommended revisions can be implemented, additional revision may be warranted. The approval process does not allow the NCCCS to be responsive to students and their institutions.

Since the UNC Board of Governors is exempt from the Administrative Procedures Act, it expedites approval of revision recommendations during its meetings. In the past, NCCCS has unsuccessfully requested similar exemption from the Administrative Procedures Act. Two approaches to addressing the time delay in revising degree requirements, both of which would require statutory revision, include obtaining a narrowed exemption to the Administrative Procedures Act limited to degree revision, or

granting the State Board of Community Colleges authorization to use the procedures for establishing temporary rules for degree revisions (followed by the full administrative rules procedures). In order to provide for an effective Comprehensive Articulation Agreement, the Board should work with the General Assembly to resolve the excessive time delay for degree revisions.

Recommendation: In order to keep the CAA current and effective in easing transfer of students with A.A. and A.S. degrees into UNC, the General Assembly should consider granting the State Board of Community Colleges an exemption limited to degree revisions to the Administrative Procedures Act, or authorization to revise degree programs through temporary rules procedures.

7.6 Transfer Advisory Committee

Established in 1996, the Transfer Advisory Committee (TAC) is critical to the efficient and effective use of all higher education resources in North Carolina. This structure created a mechanism for ongoing discussion regarding articulation and transfer.

7.6.1 Role of the TAC

The role of the TAC is to direct, coordinate, and monitor the implementation of the CAA. The TAC has worked to refine transfer policies; has convened faculty groups to select courses acceptable for transfer to UNC institutions as part of the general education core and draw up guidelines for community college curricula that prepare students for intended majors at UNC institutions; and has overseen the development of an electronic information network and the Transfer Student Academic Performance Report. The TAC has final decision authority for appeals related to the transferability of course work under the CAA or any proposed changes to CAA policies, the general education core, or pre-major articulation agreements. Requests for modification to the CAA—including the addition, deletion, and modification of courses on the transfer list,

addition and revision of pre-major articulation agreements, and changes in designation of courses as fulfilling general education core or elective requirements—are received by the TAC for review (which may include faculty and administrative review) and final action. Authority to interpret CAA policy rests with the TAC.

The Joint Legislative Education Oversight Committee may wish to consider further expansion of the role of the TAC to incorporate preparation for postsecondary education. Appropriate preparation of high school graduates increases the efficiency of educating students in community colleges and universities by lessening the need for remediation, shortening time-to-degree completion through dual enrollment and acceleration mechanisms, and increasing student and family awareness of the academic and financial obligations of education after high school.

Recommendation: The Joint Legislative Education Oversight Committee should consider expanding the role of the TAC to incorporate issues related to the preparation of students for postsecondary education. Efficiencies for the state and residents may be realized through minimizing the need for remediation, maximizing dual enrollment and acceleration mechanisms, and increasing student and family awareness of academic and financial obligations of education after high school.

7.6.2 Membership of the TAC

Membership in the TAC is composed of one system and three institutional representatives from each of the NCCCS and UNC and a representative from North Carolina Independent Colleges and Universities (total of nine members). Although this membership make-up has served the state to develop and implement the initial CAA and early revisions, it has limitations that now seem to inhibit its activities.

One limitation involves the lack of input from key higher education stakeholders. For example, although the CAA is a plan for articulating students between institutions of higher education in North Carolina, there currently is no student member on the TAC. A student voice would offer an important perspective during TAC discussions on policy and

procedures, information sources for students and advisors, and appeals of articulation and transfer decisions. Other voices that may add important perspectives to articulation discussions and decisions may include representatives from technical/workforce programs, home education associations, public schools and/or districts, State Board of Education, and/or independent higher education institutions. The Joint Legislative Education Oversight Committee and TAC may wish to consider expanding the membership to address concerns of additional various constituents.

Faculty input is critical in articulation discussions and decisions (e.g., general education core and pre-major requirements). Interviewees and survey respondents expressed a desire to have greater faculty involvement in academic decisions of the TAC. In the past, faculty groups have been convened by the TAC to assist in the development of the Common Course Library, general education core, and pre-major agreements. An ongoing need exists to review new course requests and pre-major agreements and to ensure that existing courses are kept up-to-date. Faculty, advisor, and administrator survey respondents called for the TAC to improve communication to institutions and the sectors. Cross-sector faculty committees present opportunities for community college and university faculty to communicate and collaborate.

Recommendation: The Joint Legislative Education Oversight Committee should consider expanding membership in the TAC to include additional key stakeholders representing the interests of students, home school education, technical/workforce programs, public schools and/or districts, State Board of Education, and/or independent higher education institutions.

Recommendation: The TAC should maintain standing faculty committees with representatives from the NCCCS and UNC to assist with articulation policy and procedure development and ongoing refinement of the Common Course Library, general education core, and pre-major agreements.

7.6.3 Staffing and Funding Support for Articulation Enhancement

Although an analysis of staffing and funding to support the articulation efforts in North Carolina was beyond the scope of this project, it was reported by numerous interviewees and survey respondents that dedicated staffing and funding are not provided to support implementation of the CAA, faculty time for revision or staff time for training, development of Web-based or printed information sources, or analysis of performance data reported by UNC.

Although the CAA has been implemented, ongoing revisions to pre-major agreements, the A.F.A. agreement, the general education core, and Common Course Library; development of additional pre-major agreements; enhancement of electronic advising; and improved training and communication efforts that are called for within this report will require staffing and fiscal support. The volume and scope of responsibilities involved in supporting articulation have grown beyond the current administrative design. Articulation staff are needed to support further development and refinement of the CAA, examination of articulation policy and practice models in other states, and research efforts to evaluate the effectiveness and efficiency of the CAA.

Recommendation: The Joint Legislative Education Oversight Committee should seek funding from the General Assembly to support a limited number of staff to coordinate ongoing implementation and revision of the CAA, provide research analysis of the effectiveness of the agreement, develop student and public awareness information materials, and train institutional personnel for advisement of students and active participation on revision and/or appeals committees for the CAA.

7.7 Need for Further Research

This research project has included an extensive analysis of the CAA, as well as current articulation practices in North Carolina, within the parameters of the study. There are a number of areas, however, that were identified during the project for further

research in order to provide a review of additional concerns associated with transfer and articulation. In addition, to ensure that the CAA continues to meet the needs of students and the state, ongoing monitoring of the effectiveness and efficiency of the CAA is necessary in order to identify and seek resolutions to problems that arise, to minimize barriers and inequities that transfer students face, and to promote quality as well as efficiency for North Carolina and its residents.

Recommendation: The Joint Legislative Education Oversight Committee and the TAC should continue to evaluate transfer and articulation policy and procedures and practice and performance outcomes to identify the effectiveness of the CAA and need for improvement. Some areas suggested for further research include:

- ***Transcript analysis.*** Periodical and situational transcript analyses should be performed in order to ensure that courses are transferring successfully, requirements are being fulfilled with transfer courses as intended, and transfer students are not repeating or being required to take additional courses once they transfer. Performing this analysis will provide the system with any specific courses, programs, and/or institutions that may be contributing to the barriers experienced by transfer students.
- ***Hours to degree completion.*** A comparison between A.A. and A.S. degree transfers and native UNC students by program area should be conducted as part of the student performance reporting in order to determine whether transfer students are facing additional course requirements for degree completion. The analysis should compare credit-hours-to-degree-completion for A.A. and A.S. degreed NCCCS transfers to native UNC students starting with junior level status through the award of a bachelor's degree. Effort should be made to control for differences in credit hour requirements by degree programs.
- ***Cohort analysis.*** Data that quantify student enrollment, performance, and progression to degree completion (Transfer Student Performance Reports) are collected and posted on the UNC Web site annually. The value of these data would be greatly enhanced if trends were analyzed and evaluated in relation to revisions made to or needed in the CAA. This research could serve as a basis for ongoing evaluation and revision for the transfer and articulation process.
- ***Examination of time required for degree completion.*** Numerous states are examining the number of credit hours required for transfer and native students to complete their degree programs. Researching the actual average credit hours that students acquire to complete their associate and/or bachelor's degree is integral to discussions

pertaining to increasing cost-efficiency for students and institutions, as well as the ability to handle burgeoning enrollment demand. Minimizing articulation problems that lead to students enrolling in additional courses to complete their degrees should address a large proportion of credit hours in excess of degree requirements. In addition, a number of states have moved to limit the number of credit hours required to obtain a degree (60 credit hours for an associate degree and 120 for a bachelor's degree).

- **Survey of NCCCS transfers in private institutions.** *Conducting a survey of students who have chosen not to transfer to a UNC institution can provide insight into their decision to attend a private institution. Understanding these issues may assist in identifying ways to minimize barriers for transfer students in general.*

APPENDICES

APPENDIX A:

***INTERVIEW GUIDE FOR NORTH
CAROLINA GENERAL ASSEMBLY***

APPENDIX A

INTERVIEW GUIDE FOR NORTH CAROLINA GENERAL ASSEMBLY

MGT was selected by the North Carolina Joint Legislative Education Oversight Committee to evaluate the effectiveness of the Comprehensive Articulation Agreement and to identify recommendations for improving it. The purpose of this interview is to gain a better understanding of the original intent of the legislation and your assessment of its strengths and weaknesses as it exists today.

1. What was the intent of the original legislation enacting the Comprehensive Articulation Agreement (CAA)?
2. What prompted the current legislation mandating evaluation of the CAA?
3. Does the CAA achieve what it was intended by legislation to accomplish?

In what ways has it improved articulation and transfer?
In what ways is it deficient?

4. In general, what barriers do students face in transferring:

From one community college to another?
From a community college to a UNC institution?
From a community college to an independent institution?
From one UNC institution to another?

5. What difficulties, if any, are experienced by students completing the general education core and transferring within or across systems?
6. How effective are the pre-major articulation agreements?
7. How effective are the written informational materials and other publicity for students regarding the CAA?
8. How effective is the academic counseling with students regarding the CAA?
9. How effective is the Transfer Information System?

Is there a need or interest in developing an online advising information system that would allow students to easily review requirements at other institutions by major?

10. What grievance or appeal procedures are in place for the CAA?

How often do students utilize these procedures?

How effective are the grievance/appeal procedures?

How well publicized are the grievance/appeal procedures?

11. What is the intended role of the Transfer Advisory Council (TAC)?

Has this role changed over time?

How effective is the TAC?

How appropriate is its structure/representation?

What improvements, if any, could be made to the TAC?

12. What is the appropriate role for faculty in articulation?

13. What institutional or system policies or practices inhibit the effectiveness of the CAA?

14. What other recommendations do you have for improving the CAA and making it work better for the citizens of North Carolina?

15. Who else should we speak with regarding evaluation of the CAA?

APPENDIX B:
***SURVEYS OF COMMUNITY
COLLEGE AND
UNIVERSITY STUDENTS***

APPENDIX B

NORTH CAROLINA GENERAL ASSEMBLY Study of the Effectiveness of the Comprehensive Articulation Agreement (CAA) Survey of Community College Students

Introduction and Overview

The **North Carolina General Assembly** is sponsoring a study to evaluate the effectiveness of the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System and the constituent institutions of The University of North Carolina. Through this assessment process, we are seeking input about the effectiveness of the current policies and practices of this agreement. This feedback will be invaluable as education leaders seek to ensure an accurate and accessible transfer process for community college students to the university level.

Your participation in this survey will help to assess the effectiveness of this transfer articulation process. There will be no reference to individual respondents in the analysis or reporting of results, which will be in aggregate format.

Thank you for your participation. A return envelope is enclosed for your convenience. Your questionnaire should be completed and returned no later than **Friday, May 14, 2004**, to:

MGT of America, Inc.
P.O. Box 16399
Tallahassee, FL 32317-9878

If you prefer, you may fax your completed form to MGT at (850) 385-4501. Please direct any questions regarding the survey to Dr. Kimberly Hardy at (850) 386-3191, ext.303, khardy@mgtamer.com.

A. Overview of the Comprehensive Articulation Agreement (CAA)

The CAA is a statewide agreement that governs the transfer of credits between the institutions of the North Carolina Community College System (NCCCS) and the constituent institutions of The University of North Carolina.

The agreement states that:

- The 44-semester credit hour general education core defined by the CAA is fully transferable across the community college system and to all the UNC institutions where it will satisfy the general education requirements.
- A transfer student who completes the general education core at a North Carolina community college will not be required to take other general education classes at a UNC institution even if the student's 44-semester credit hour core does not completely match the institution's core. (Note: Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.)
- The CAA also enables North Carolina community college graduates of two-year A.A. and A.S. degree programs who are admitted to constituent UNC institutions to transfer with junior status.
- To be eligible under the CAA, a student must have an overall GPA of at least 2.0 on a 4.0 scale and a grade of "C" or better in all approved CAA courses. (However, the 2.0 GPA does not guarantee admission to a particular institution.)

1. Were you aware of the CAA and its provisions before this survey?

☐₁ Yes
☐₂ No

B. Current Education Status and Transfer Experience

2. In which institution are you currently enrolled? (If more than one institution, please select the **one** institution from which you will obtain your degree.)

- ☐₁ I am currently enrolled in a University of North Carolina (UNC) institution. # _____
 (Please see attached Reference Sheet and write in the number for the UNC institution, and then proceed to question 2a.)
- ☐₂ I am currently enrolled in a North Carolina community college. # _____ (Please see attached Reference Sheet and write in the number for the Community College) **(Skip to question #3)**
- ☐₃ I am currently enrolled in a private North Carolina institution or an institution outside North Carolina (please specify): _____ **(Skip to question #3)**
- ☐₄ I am not currently enrolled in any institution. **(Skip to question #3)**

- 2a. If you are currently enrolled in a UNC institution, had you completed any of the following before you transferred to your UNC institution?

	Yes	No
a. General education requirements with at least a 2.0 in each course of the core	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
If "Yes," were you able to transfer your entire general education core as a block to have it count as fulfilling the general education requirement of your UNC institution?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Pre-major requirements with at least a 2.0 in each course of the pre-major	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
If "Yes," were you able to transfer your entire pre-major to have it count as fulfilling the pre-major requirements of your UNC institution?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. A.A. or A.S. degree with at least a 2.0 in each course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
If "Yes," were you able to transfer your entire degree to attain junior status?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

- 2b. Did you change your major after you transferred to your UNC institution?

☐₁ Yes (what was your pre-major? _____)
☐₂ No

- 2c. What is your current major? Please select the number from the attached Reference Sheet #: _____ or write in a major: _____.

►►► If you are currently enrolled in a UNC institution, please skip to question 6.

3. What is your current pre-major/major? (Note: If not currently enrolled, please reference the major you had while at the community college). Please select the number from the attached Reference Sheet #: _____ or write in a pre-major/major: _____.

4. Have you completed any of the following thus far?

	Yes	No
a. General education requirements with at least a 2.0 in each course of the core	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b. Pre-major requirements with at least a 2.0 in each course of the pre-major	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c. A.A. or A.S. degree with at least a 2.0 in each course	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

5. Do you plan to transfer to a UNC institution?

☐₁ Yes

Do you plan to change your major once you transfer?

☐₁ Yes (please specify your new major using the attached Reference Sheet or write in a major if not listed: # _____)☐₂ No☐₃ Not sure

▶ ▶ ▶ Please skip to question 6.

☐₂ No

If you do not plan to transfer to a UNC institution, please select the following factors that have contributed to this decision. Select all that apply.

☐₁ Limited 4-year higher education programming available in the region (desired courses/programs not available)☐₁ Limited space availability in current programs offered in the region☐₁ Cost/too expensive☐₁ Locations of desired programs are not convenient to work/home☐₁ Inflexible scheduling of courses/programs☐₁ Inflexible course delivery methods (need for more alternatives to classroom-based courses)☐₁ Personal/family issues☐₁ Difficulty transferring between community college and 4-year institution (if a UNC institution, please specify which one from the attached Reference Sheet: # _____)☐₁ Do not desire a four-year degree☐₁ Other (please specify): _____

▶ ▶ ▶ Please skip to question 9.

6. Have you encountered any problems with the transfer process in terms of transferring coursework?

☐₁ Yes, at # _____ institution (please use the attached Reference Sheet to write in the number of the institution or specify the name if not listed)☐₂ No (skip to question 7)☐₃ Have not started the process yet (skip to question 7)

6a. If yes, what issues have you encountered when attempting to transfer to a North Carolina institution? Select all that apply.

☐₁ General education (44-hour) core not accepted/did not transfer as a block (please specify how many hours actually did transfer: _____ hours)☐₁ Required to repeat general education coursework I had already taken (answer question 6b)☐₁ Required to repeat pre-major coursework I had already taken (answer question 6b)☐₁ Required to repeat elective coursework I had already taken (answer question 6b)☐₁ Certain courses were not accepted (answer question 6b)☐₁ Would not be admitted with junior status☐₁ GPA would be recalculated☐₁ Lack of communication/responsiveness between institutions (if a particular college, please specify which college using the attached Reference Sheet: # _____)☐₁ Inaccurate advisement☐₁ Insufficient advisement☐₁ Needed to fulfill foreign language requirement☐₁ Needed to fulfill health/physical education requirement☐₁ Coursework completed at an institution outside of North Carolina was not accepted☐₁ Needed to complete different pre-major classes☐₁ Other (please specify): _____

6b. Please specify up to 3 courses that either were not accepted by the UNC institution or that you had to repeat, along with your grade in the course.

<u>Course</u>	<u>Grade</u>
_____	_____
_____	_____
_____	_____

7. Do you feel you have had sufficient access to advisement in preparing to transfer?
☐₁ Yes
☐₂ No
8. How would you rate the quality of the advisement you have received related to the transfer process?
☐₁ Very effective
☐₂ Somewhat effective
☐₃ Not very effective
☐₄ Not at all effective
9. What degree level are you currently pursuing?
☐₁ Associate of Applied Science (A.A.S.) ☐₅ Bachelor of Arts
☐₂ Associate of Arts (A.A.) ☐₆ Bachelor of Science
☐₃ Associate of Science (A.S.) ☐₇ Not currently pursuing a degree
☐₄ Associate of Fine Arts (A.F.A.) ☐₈ Other (please specify): _____
10. Was your original intent upon entering the community college to transfer to a four-year institution?
☐₁ Yes – I definitely had planned to attend a four-year institution after completing my community college courses/program.
☐₂ Not sure – I was exploring various education options at the time.
☐₃ No – I had not intended to transfer and continue my education at a four-year institution.
11. Are you aware of CAA appeals processes and grievance procedures designed to review any transfer problems you may encounter?
☐₁ Yes
☐₂ No (please skip to question 12)
- 11a. If yes, have you personally had a reason to use these procedures?
☐₁ Yes
☐₂ No (please skip to question 12)
- 11b. If yes, have you personally actually utilized these procedures?
☐₁ Yes (please answer 11c and then skip to question 12)
☐₂ No (please skip to question 11d)
- 11c. If yes, were they effective in providing a solution? Please describe the situation.

11d. If no, why did you not utilize the procedures? Please describe the situation.

12. Do you feel that your personal transfer experience met or complied with the provisions of the CAA?

- ☐₁ Yes, completely
☐₂ Yes, somewhat
☐₃ No
☐₄ Not sure

13. Do you have any suggestions on how to strengthen the CAA and improve the transferability between institutions?

C. Demographic Questions

14. What is your gender?

- ☐₁ Female ☐₂ Male

15. What is your current age?

- ☐₁ Under 18 ☐₅ 45-54
☐₂ 18-24 ☐₆ 55-64
☐₃ 25-34 ☐₇ 65 or older
☐₄ 35-44

16. What is your race/ethnicity?

- ☐₁ White/Caucasian ☐₅ Native American or Alaska Native
☐₂ Hispanic ☐₆ Multiracial
☐₃ Black/African-American ☐₇ Other (please specify):
☐₄ Asian or Pacific Islander

17. If you would be interested in being contacted regarding any problems you experienced with the transfer process by a representative from the University of North Carolina system, please include your name and your preferred contact method (i.e., e-mail address, phone number, mailing address).

Name: _____

Contact Information: _____

Thank you for your participation.

SURVEY OF COMMUNITY COLLEGE STUDENTS RESPONSES TO TEXT QUESTIONS

Question B5

**“Do you plan to transfer to a UNC institution?” “Yes” response;
“Do you plan to change your major once you transfer?” “Yes” response;
Please specify major.**

- Animal Science
- Communications
- Elementary Education
- English
- Secondary Education

Question B6b

“Please specify up to 3 courses that either were not accepted by the UNC institution or that you had to repeat, along with your grade in the course.”

<u>Course</u>	<u>Grade</u>
Abnormal Psychology	A
BIO 112	C
Biology	A
Bowling	B
British/English Literature	-
College Algebra	C
Environmental Biology	B
Environmental Biology 140	F
Fit and Well for Life	A
HIS 122	B
Holocaust	B
MAT 172, 172 A	C
PHY110C	C
PHY110L	A
REL110	A
Religion	A
Tennis	A
Western Civ 2 History 122	F
Western Civ I History 121	F
Western Civilization	A

Question B13

“Do you have any other suggestions on how to strengthen the CAA and improve the transferability between institutions?”

- A seminar with a knowledgeable speaker would be helpful. Perhaps this program could be offered during November/April for those wishing to transfer.
- A student should be aware of the classes needed in their desired dept. at their chosen 4-year college and attempt to take these classes at the community college.
- Advertise the CAA. I was not aware of the CAA in detail. This is a great opportunity and I plan to use this agreement and take the appropriate courses at Asheville-Buncombe Community College.

- All colleges and universities should agree to accept all the same courses.
- Although I did not have this problem, UNC does not accept any other school's College Algebra course. I knew this so I took Statistics, but I know it has been an issue for others.
- Better communication between students and advisement staff.
- Courses at community colleges should be accepted at all community colleges.
- Educate counselors on which classes transfer. I have had numerous friends who were disgusted with the transfer process after they found that a lot of their classes wouldn't transfer.
- Every class under the CAA agreement should transfer to all of the 16 universities and not just some.
- Give out documentation on CAA to students once they are at least a year from graduation so they will be knowledgeable of CAA and aware of the procedures on both parties' side.
- Had a small problem with communication about financial aid.
- I believe that the CAA is very appropriate and easily understood.
- I do not have any suggestions due to the fact that this is the first time and I have heard of CAA.
- I have an Early Childhood Associate Degree. I transferred to Pfeiffer Univ. and found out there were several classes I needed that I could get at Stanley Co. College. So I enrolled under the Associates of Arts program to get the needed classes.
- I have basically done the transfer process on my own with help only from the higher institution. It would have been nice and helpful to have more transfer counselors to speak with about my decisions and the process on the community college level.
- I wish my therapy classes could have transferred to my local university, then I would have gone there. They said I would have to be a freshman again if I enrolled because they didn't have therapy classes there.
- I would suggest more detailed advising. It seemed like the advisors were very rushed and not interested in preparing for my transfer or my long term goals.
- I would suggest that every institution's classes are weighted the same and accepted at every school throughout the state. I had quite a few classes that didn't transfer because they were a different number. Same exact class but different number.
- If Elon University is not part of CAA, then I have no problems.
- If you get an Associate's Degree from a Community College you should be guaranteed transfer into a 4 year college.
- In my experience most advisors, which are basically instructors you've been assigned to, have no idea what the CAA is or how it works. There needs to be better communication and education about the program, what it's about and what it's for.
- Make advisors more competent and willing to spend time with students at the community college level. I was rushed out the door with unanswered questions or told "I don't know" the whole time I was at Wake Tech.
- Make more students aware of the CAA.
- Make students aware of CAA upon initial advisement to deter from taking unnecessary classes.
- Make students aware of the guidelines.
- Make students more aware of CAA and its intentions.
- Make sure all class numbers at all colleges are the same, such as BIO 165 meaning Anatomy & Physiology I everywhere.
- Make the agreement known to community college students.
- Make the CAA more known to transfer students.
- Make the information/rights of the CAA more available so more students understand the policies.

- Make the lists of which courses correspond with community college classes and 4 year university classes more readily available to refer to.
- Make these institutions accept and comply with CAA.
- More advisement.
- More communication and guidance at the community college before transferring.
- Most students have problems with transferring because of misinformation on classes that they were advised to take. More efforts should be made to inform or advise students on which classes they need to transfer.
- Set a "state" standard for community colleges and univ. general education classes that transfer from the CC to the University.
- Standardize community college requirements so each transfer has the same community college experience. Now, each community college devises its own curriculum.
- The community colleges need to be more open and helpful about how to transfer.
- The person I met with wasn't thoroughly familiar with the classes and their equivalence.
- The transfer process went well, except for the fact that I researched it all myself. My advisor used a list, that is all.
- There are so many courses that students take in Early/Elem. Childhood Ed. that are not accepted and transferable. Why not include these education classes as transferable?
- There is a lot of info that students are unaware of. Every question and every problem that occurs within admissions/financial aid depts need to be put on paper in a box and addressed or answered in a meeting; then placed in the catalog of the CC.
- Transfer students within Community Colleges need information regarding the CAA, and there is a definite lack of communication between Institutions.
- Yes, I am currently enrolled in a CC and I think the core courses of a curriculum let people with a "D" average in CC advance to the next course. This is because some of the content is extremely difficult to comprehend.

NORTH CAROLINA GENERAL ASSEMBLY
Study of the Effectiveness of the Comprehensive Articulation Agreement (CAA)
Survey of University Students

Introduction and Overview

The **North Carolina General Assembly** is sponsoring a study to evaluate the effectiveness of the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System and the constituent institutions of The University of North Carolina. Through this assessment process, we are seeking input about the effectiveness of the current policies and practices of this agreement. This feedback will be invaluable as education leaders seek to ensure an accurate and accessible transfer process for community college students to the university level.

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MGT of America, Inc.
P.O. Box 16399
Tallahassee, FL 32317-9878

If you prefer, you may fax your completed form to MGT at (850) 385-4501. Please direct any questions regarding the survey to Dr. Kimberly Hardy at (850) 386-3191, ext.303, khardy@mgtamer.com.

A. Overview of the Comprehensive Articulation Agreement (CAA)

The CAA is a statewide agreement that governs the transfer of credits between the institutions of the North Carolina Community College System (NCCCS) and the constituent institutions of The University of North Carolina.

The agreement states that:

- The 44-hour semester credit hour general education core defined by the CAA is fully transferable across the community college system and to all the UNC institutions where it will satisfy the general education requirements.
- A transfer student who completes the general education core at a North Carolina community college will not be required to take other general education classes at a UNC institution even if the student's 44-semester credit hour core does not completely match the institution's core. (Note: Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.)
- The CAA also enables North Carolina community college graduates of two-year A.A. and A.S. degree programs who are admitted to constituent UNC institutions to transfer with junior status.
- To be eligible under the CAA, a student must have an overall GPA of at least 2.0 on a 4.0 scale and a grade of "C" or better in all approved CAA courses. (However, the 2.0 GPA does not guarantee admission to a particular institution.)

1. Were you aware of the CAA and its provisions before this survey?

- ☐₁ Yes
☐₂ No

B. Current Education Status

2. In which UNC institution are you currently enrolled? (If more than one institution, please select the **one** institution from which you will obtain your degree.) Please select the number from the attached Reference Sheet. #: _____
3. From which North Carolina community college did you transfer? Please select the number from the attached Reference Sheet. #: _____. *Note: If you have taken courses at more than one community college, please select the college that was your primary institution (i.e., the one from which you took the most courses or obtained your degree).*
4. Was your original intent upon entering the community college to transfer to a four-year institution?
 - ☐₁ Yes – I definitely had planned to attend a four-year institution after completing my community college courses/program.
 - ☐₂ Not sure – I was exploring various education options at the time.
 - ☐₃ No – I had not intended to transfer and continue my education at a four-year institution.
5. What was your pre-major before you transferred? Please select the number from the attached Reference Sheet. #: _____ or write in a pre-major: _____.
6. Did you change your major once you had transferred to a UNC institution?
 - ☐₁ Yes (please specify your new major using the attached Reference Sheet or write in a major) _____
 - ☐₂ No
7. Had you completed the general education (44-hour) core before you transferred with at least a 2.0 in each course of the core?
 - ☐₁ Yes
 - ☐₂ No (please skip to question 8)
- 7a. Were you able to transfer your entire general education core as a block to have it count as fulfilling the general education requirement of your UNC institution?
 - ☐₁ Yes
 - ☐₂ No
8. What degree level did you achieve before transferring?
 - ☐₁ Associate of Applied Science (A.A.S.)
 - ☐₂ Associate of Arts (A.A.)
 - ☐₃ Associate of Science (A.S.)
 - ☐₄ Associate of Fine Arts (A.F.A.)
 - ☐₅ Did not complete a degree (please skip to question 8)
 - ☐₆ Other (please specify): _____
- 8a. Were you able to transfer your entire degree to your current institution?
 - ☐₁ Yes
 - ☐₂ No
9. How many total credit hours did you complete at any and all of the community colleges that you attended? #_____ credit hours

C. Your Transfer Experience

10. Did you encounter any problems with the transfer process in terms of transferring coursework?
 - ☐₁ Yes
 - ☐₂ No (please skip to question 9)

10a. If yes, what issues did you encounter when attempting to transfer to a UNC institution?

- ☐ General education (44-hour) core not accepted/did not transfer as a block (please specify how many hours actually did transfer: _____ hours)
- ☐ Required to repeat general education coursework I had already taken (answer question 10b)
- ☐ Required to repeat pre-major coursework I had already taken (answer question 10b)
- ☐ Required to repeat elective coursework I had already taken (answer question 10b)
- ☐ Certain courses were not accepted (answer question 10b)
- ☐ Was not admitted as junior status
- ☐ GPA was recalculated
- ☐ Lack of communication/responsiveness between institutions (if a particular college, please specify which college using the attached Reference Sheet: # _____)
- ☐ Inaccurate advisement
- ☐ Insufficient advisement
- ☐ Needed to fulfill foreign language requirement
- ☐ Needed to fulfill health/physical education requirement
- ☐ Coursework completed at an institution outside of North Carolina was not accepted
- ☐ Needed to complete different pre-major classes
- ☐ Other (please specify): _____

10b. Please specify up to 3 courses that either were not accepted by the UNC institution or that you had to repeat, your grade in the course, and the reason the course was not accepted.

<u>Course</u>	<u>Grade</u>	<u>Reason</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Do you feel you had sufficient access to advisement in preparing to transfer?

- ☐ Yes
- ☐ No

12. How would you rate the quality of the advisement you received related to the transfer process?

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Not very effective
- ☐ Not at all effective

13. Are you aware of CAA appeals processes and grievance procedures designed to review any transfer problems you may encounter?

- ☐ Yes
- ☐ No (please skip to question 14)

13a. If yes, have you personally had a reason to use these procedures?

- ☐ Yes
- ☐ No (please skip to question 14)

13b. If yes, have you personally actually utilized these procedures?

- ☐ Yes (please answer 13c and then skip to question 14)
- ☐ No (please skip to question 13d)

13c. If yes, were they effective in providing a solution? Please describe the situation.

13d. If no, why did you not utilize the procedures? Please describe the situation.

14. Do you feel that your personal transfer experience met or complied with the provisions of the CAA?
- ☐₁ Yes, completely
- ☐₂ Yes, somewhat
- ☐₃ No
- ☐₄ Not sure

15. Do you think that, as a transfer student, you will be able to complete your bachelor's degree with approximately the same number of courses as will students who enrolled as freshmen in your UNC institution?
- ☐₁ Yes (please skip to question 16)
- ☐₂ No

15a. If no, how many additional hours will you need to graduate? #_____ hours

16. Do you have any suggestions to strengthen the CAA and improve the transferability between institutions?

D. Demographic Questions

17. What is your gender?
- ☐₁ Female ☐₂ Male
18. What is your current age?
- ☐₁ Under 18 ☐₅ 45-54
- ☐₂ 18-24 ☐₆ 55-64
- ☐₃ 25-34 ☐₇ 65 or older
- ☐₄ 35-44
19. What is your race/ethnicity?
- ☐₁ White/Caucasian ☐₅ Native American or Alaska Native
- ☐₂ Hispanic ☐₆ Multiracial
- ☐₃ Black/African-American ☐₇ Other (please specify): _____
- ☐₄ Asian or Pacific Islander
20. If you would be interested in being contacted regarding any problems you experienced with the transfer process by a representative from the University of North Carolina system, please include your name and your preferred contact method (i.e., e-mail address, phone number, mailing address).

Name: _____

Contact Information: _____

Thank you for your participation.

SURVEY OF UNIVERSITY STUDENTS RESPONSES TO TEXT QUESTIONS

Question B6

“Did you change your major once you had transferred to a UNC institution?”; “Yes” response; Please specify major.

<u>Major</u>	<u>Frequency</u>
Accounting	1
Agronomy	1
Anthropology	1
Business Administration	3
Clinical Laboratory Science/Chemistry	1
Communication/Philosophy	1
Early Childhood Education	1
Economics	1
Education/Sociology	1
Elementary, Middle Grades, and Special Education	3
Engineering	1
English	2
English/Creative Writing	1
Finance	1
French Language and Literature	1
Geology	1
Horticulture Science/Landscape Technology	1
Information Systems	1
Marketing	1
Math	1
Media studies	1
Meteorology	1
Nursing	1
Psychology	3
Sociology	1

Question C10b

“Please specify up to 3 courses that either were not accepted by the UNC institution or that you had to repeat, along with your grade in the course, and the reason the course was not accepted.”

<u>Course</u>	<u>Grade</u>	<u>Reason</u>
Accounting	A	Not sure why
Acting	A	-
American History II	A	Never given a reason except it was called US History at UNCC
BIO 112	D	Grade too low
Biology 1233	-	-
Business Administration	A	Had no comparable course
Business Math	A	Not acceptable at FSU
CIS 110	A	Was not transferable
Class Music I	A	-
Class Music II	A	-
College Algebra	C	NC state did not have class like this

Cost Accounting	C	Not sure why
Economics 205	B	No courses matched
English	A	Transferred as general elective
English 113	-	Did not accept score @UNC-P but did at FTCC
English 114	A	Not equivalent to UNCC course
ENG 231	A	Not listed as part of my major
General Psychology	A	Needed a lab, but they would not allow me to take a lab
Intro to Computers	C	Stated that it was not the same class as @ UNC
Intro to Computers	A	Credit by exam was not accepted
Intro to Computers	A	CJ Dept. would not accept
Jazz Appreciation	A	Would not accept for music appreciation class
Juvenile Justice	B	CJ Dept. would not accept
Marketing	A	Had no comparable course
MKT120	A	Was not accepted as an elective
Music Appreciation	A	Was not on transcript
SPA 112	A	Not equivalent to UNCC course
Women in Management	A	Not acceptable at FSU
World History	B	No courses matched
World History 2	B	Too many hours

Question C16

“Do you have any other suggestions on how to strengthen the CAA and improve the transferability between institutions?”

- Ability to transfer foreign languages or other classes from community colleges even though maximum number of hours has already been met.
- Advertise more at community colleges, because I have never heard of the CAA before now.
- Any courses that are taught, such as higher math or history, that the student receives a grade of D should be transferable, if the university accepts a D.
- Appropriate advisors - they are not educated in this process.
- Biggest difficulty between schools was culture shock. But it's the PE courses that seemed a little shady.
- Community colleges serve in one aspect as a gateway institution knowing that each institution needs to communicate more. It's a shame that I ended up wasting my time and money due to poor planning between schools!
- Courses required for CPCC AA College transfer degree not required as part of either UNCC BA degree; general ed's listed and advised to take did not transfer.
- ECU needs a better dept. for transferring credits, not at all easy to work with. CPCC needs better advising.
- Encourage students to pursue the proper credits for transfer to the college or university of their choice.
- Accept all hours and all classes.
- Have all institutions name/label their courses by the same numbers to make credits transfer more easily.
- I could find no one in the College of Technology who was willing to talk to advise me. I had to be very insistent. The one person who did finally speak to me gave wrong advice and info.
- I took classes at DCCC in High School and that helped me to stay on track with other freshman
- I was unaware that I had to finish 12 credit hours at UNCG before taking course in my major.

- I would have taken different courses at CC if I knew about transfer policies and procedures. Need to better communicate transfer process to students early at community college.
- Improve guidance at the community college.
- Look more closely at the courses already taken by students because it is sometimes a waste of time repeating courses taken.
- Make students more aware of what the institution that they are transferring to accepts.
- Make sure all courses offered have a twin at the 4-year university so all hours transferred will count.
- Make sure everyone (counselors) is on the same page.
- Please keep up to date on all requirements.
- Set up a website for classes that will transfer.
- Students should be encouraged to check the degree requirements of the UNC school they plan to transfer to.
- Students should be made aware that CE classes will not transfer. If you can pass by taking the exam at the beginning of class, it will be an easy A, which in turn can boost your GPA.
- That the organization be more promoted. I was not aware that it existed or that it could have helped me.
- The 2-plus program is available to transfer between TCC and UNCG. I could not transfer to UNC.

COLLEGE AND PRE-MAJOR REFERENCE SHEET FOR NORTH CAROLINA INSTITUTIONS

(Utilized for Survey of Community College Students and Survey of University Students)

Note: Please use this list of colleges and pre-majors (back of sheet) and the associated numbers for use throughout the survey. Do not mark anything on this sheet, but only use this as a reference for the survey. Please enter all numbers to the survey questions on the actual survey. Do NOT return this sheet with the survey. Thank you.

North Carolina Community Colleges

- | | | |
|------------------------------|---------------------|-------------------------|
| 1. Alamance CC | 21. Forsyth TCC | 40. Richmond CC |
| 2. Asheville-Buncombe TCC | 22. Gaston College | 41. Roanoke-Chowan CC |
| 3. Beaufort County CC | 23. Guilford TCC | 42. Robeson CC |
| 4. Bladen CC | 24. Halifax CC | 43. Rockingham CC |
| 5. Blue Ridge CC | 25. Haywood CC | 44. Rowan-Cabarrus CC |
| 6. Brunswick CC | 26. Isothermal CC | 45. Sampson CC |
| 7. Caldwell CC/TI | 27. James Sprunt CC | 46. Sandhills CC |
| 8. Cape Fear CC | 28. Johnston CC | 47. South Piedmont CC |
| 9. Carteret CC | 29. Lenoir CC | 48. Southeastern CC |
| 10. Catawba Valley CC | 30. Martin CC | 49. Southwestern CC |
| 11. Central Carolina CC | 31. Mayland CC | 50. Stanly CC |
| 12. Central Piedmont CC | 32. McDowell TCC | 51. Surry CC |
| 13. Cleveland CC | 33. Mitchell CC | 52. Tri-County CC |
| 14. Coastal Carolina CC | 34. Montgomery CC | 53. Vance-Granville CC |
| 15. College of The Albemarle | 35. Nash CC | 54. Wake TCC |
| 16. Craven CC | 36. Pamlico CC | 55. Wayne CC |
| 17. Davidson County CC | 37. Piedmont CC | 56. Western Piedmont CC |
| 18. Durham TCC | 38. Pitt CC | 57. Wilkes CC |
| 19. Edgecombe CC | 39. Randolph CC | 58. Wilson TCC |
| 20. Fayetteville TCC | | |

University of North Carolina Institutions

- | | |
|--|---|
| 59. Appalachian State University | 67. University of North Carolina at Asheville |
| 60. East Carolina University | 68. University of North Carolina at Chapel Hill |
| 61. Elizabeth City State University | 69. University of North Carolina at Charlotte |
| 62. Fayetteville State University | 70. University of North Carolina at Greensboro |
| 63. North Carolina Agricultural and Technical State University | 71. University of North Carolina at Pembroke |
| 64. North Carolina Central University | 72. University of North Carolina at Wilmington |
| 65. North Carolina School of the Arts | 73. Western Carolina University |
| 66. North Carolina State University | 74. Winston-Salem State University |

Private Colleges in North Carolina that endorse the CAA

- | | |
|---------------------------------|--------------------------------------|
| 75. Barber-Scotia College | 85. Livingstone College |
| 76. Barton College | 86. Louisburg College |
| 77. Belmont Abbey College | 87. Mars Hill College |
| 78. Bennett College | 88. Mount Olive College |
| 79. Brevard College | 89. North Carolina Wesleyan College |
| 80. Campbell University | 90. Pfeiffer University |
| 81. Catawba College | 91. Queens University of Charlotte |
| 82. Chowan College | 92. St. Andrews Presbyterian College |
| 83. Gardner-Webb University | 93. Warren Wilson College |
| 84. Johnson C. Smith University | 94. Wingate University |

PRE-MAJOR ARTICULATION AGREEMENTS

Associate in Arts

- | | |
|---|--|
| 1. Art Education | 9. History |
| 2. Business Administration | 10. Nursing |
| 3. Business Education and Marketing Education | 11. Physical Education |
| 4. Criminal Justice | 12. Political Science |
| 5. Elementary Education, Middle Grades Education, and Special Education | 13. Psychology |
| 6. English | 14. Social Science Secondary Education |
| 7. English Education | 15. Social Work |
| 8. Health Education | 16. Sociology |
| | 17. Speech Communication |

Associate in Science

- | | |
|---------------------------------------|---------------------------|
| 18. Biology and Biology Education | 21. Engineering |
| 19. Chemistry and Chemistry Education | 22. Mathematics |
| 20. Computer Science | 23. Mathematics Education |

Associate in Fine Arts

- 24. Art
- 25. Drama
- 26. Music and Music Education

APPENDIX C:
***SURVEY OF COUNSELORS,
ADMINISTRATORS,
AND FACULTY***

APPENDIX C

NORTH CAROLINA GENERAL ASSEMBLY **Study of the Effectiveness of the Comprehensive Articulation Agreement (CAA)** **Survey of Counselors, Administrators, and Faculty**

Overview of the Comprehensive Articulation Agreement (CAA)

The CAA is a statewide agreement that governs the transfer of credits between the institutions of the North Carolina Community College System (NCCCS) and the constituent institutions of The University of North Carolina.

The agreement states that:

- The 44-hour semester credit hour general education core defined by the CAA is fully transferable across the community college system and to all the UNC institutions where it will satisfy the general education requirements.
- A transfer student who completes the general education core at a North Carolina community college will not be required to take other general education classes at a UNC institution even if the student's 44-semester credit hour core does not completely match the institution's core. (Note: Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.)
- The CAA also enables North Carolina community college graduates of two-year A.A. and A.S. degree programs who are admitted to constituent UNC institutions to transfer with junior status.
- To be eligible under the CAA, a student must have an overall GPA of at least 2.0 on a 4.0 scale and a grade of "C" or better in all approved CAA courses. (However, the 2.0 GPA does not guarantee admission to a particular institution.)

A. Demographic Questions

1. For which type of institution in North Carolina do you currently work or perform the majority of your responsibilities? [<Validate so they must answer this question>](#)
☐₁ Community College (if more than one, please choose your primary institution) [<If selected, provide a drop-down list of the 58 NC community colleges for them to select one>](#)
☐₂ University of North Carolina institution (if more than one, please choose your primary institution) [<If selected, provide a drop-down list of the 16 UNC institutions for them to select one>](#)
2. How long have you worked at this institution? [<Drop-down box with responses>](#)
☐₁ 1 year or less
☐₂ 2-5 years
☐₃ 6-10 years
☐₄ 11-15 years
☐₅ 16-20 years
☐₆ More than 20 years

3. What is your primary position at your institution? (If more than one category is applicable, please choose the **one** option that occupies the majority of your time).
 - ☐₁ Counselor
 - ☐₂ Transfer Coordinator
 - ☐₃ Faculty
 - ☐₄ Administrative Faculty (e.g., Dean, Department Chair)
 - ☐₅ Admissions Director
 - ☐₆ Student Affairs/Services Administrator
 - ☐₇ Other (please specify): [<text box>](#)

4. How long have you been in your current position at this institution? [<Drop-down box with responses>](#)
 - ☐₁ 1 year or less
 - ☐₂ 2-5 years
 - ☐₃ 6-10 years
 - ☐₄ 11-15 years
 - ☐₅ 16-20 years
 - ☐₆ More than 20 years

B. Educational Preparation and Transfer Issues [<For those who selected “1-Community College” in question #1>](#).

1. Based on your knowledge and experience, upon entering the community college, what percent of A.A./A.S. degree-seeking students originally intend to transfer to a four-year institution? _____ % [<text box that accepts up to 3 whole numbers only>](#)

2. What are the primary issues **for students** when transferring from a North Carolina community college to a University of North Carolina institution? Please select up to 5 responses that you believe are the most common. [<Select up to 5 responses>](#)
 - ☐₁ General education (44-hour) core not accepted/does not transfer as a block
 - ☐₁ Required to repeat general education coursework already taken
 - ☐₁ Required to repeat elective coursework already taken
 - ☐₁ Required to repeat pre-major coursework already taken
 - ☐₁ Need to complete different pre-major classes
 - ☐₁ Certain courses did not fulfill any requirements at the receiving institution
 - ☐₁ A.A./A.S. degreed transfers not admitted with junior status [<If selected, ask: Under what circumstances would the student not be admitted with junior status? Have a text box>](#)
 - ☐₁ GPA recalculated based on the policy of the receiving UNC institution
 - ☐₁ Inaccurate advisement from the community college
 - ☐₁ Inaccurate advisement from the UNC institution
 - ☐₁ Insufficient advisement from the community college
 - ☐₁ Insufficient advisement from the UNC institution
 - ☐₁ Need to fulfill foreign language requirement
 - ☐₁ Need to fulfill health/physical education requirement
 - ☐₁ Coursework completed at an institution outside of North Carolina not accepted
 - ☐₁ Other (please specify): [<text box>](#)
 - ☐₁ I am not aware of any issues [<validate so that this option negates all others if selected>](#)

3. What are the primary issues **for you or your institution** with the transfer process from a North Carolina community college to a University of North Carolina institution? Please select up to 5 responses that you believe are the most common. <Select up to 5 responses>
- ☐ Student did not complete general education requirements
 - ☐ Student did not complete the A.A./A.S. degree
 - ☐ General education (44-hour) core not accepted/does not transfer as a block <If selected, ask: Under what circumstances would the general education core not transfer as a block? Have a text box>
 - ☐ A.A./A.S. degreed transfers not admitted with junior status <If selected, ask: Under what circumstances would the student not be admitted with junior status? Have a text box>
 - ☐ Lack of communication/responsiveness between institutions
 - ☐ Inaccurate advisement from the community college
 - ☐ Inaccurate advisement from the UNC institution
 - ☐ Insufficient advisement from the community college
 - ☐ Insufficient advisement from the UNC institution
 - ☐ Students not following the established requirements in the CAA pre-major agreements
 - ☐ Students trying to transfer courses without meeting the minimum grade of "C" or 2.0 GPA requirement
 - ☐ Students not required to participate in transfer advisement
 - ☐ Faculty not involved in transfer advisement
 - ☐ Faculty not trained to answer questions and assist students with CAA
 - ☐ Insufficient number of advisors to handle need
 - ☐ Faculty have insufficient voice in articulation matters and policy decisions
 - ☐ Other (please specify): <text box>
 - ☐ I am not aware of any issues <validate so that this option negates all others if selected>
4. For students who do not transfer to a UNC institution, please select the following factors that you believe have contributed to this decision. Select up to 3 options. <Select up to 3 responses>
- ☐ Limited 4-year higher education programming available in the region (desired courses/programs not available)
 - ☐ Limited space availability in current programs offered in the region
 - ☐ Cost/too expensive
 - ☐ Chose to attend a private/independent institution
 - ☐ Chose to attend an out-of-state institution
 - ☐ Locations of desired programs are not convenient to work/home
 - ☐ Inflexible scheduling of courses/programs
 - ☐ Inflexible course delivery methods (need for more alternatives to classroom-based courses)
 - ☐ Personal/family issues
 - ☐ Not accepted for admission to the UNC institution to which they applied
 - ☐ Difficulties with the transfer process
 - ☐ Not accepted for admission to the specific program of choice at a UNC institution
 - ☐ Other (please specify): <text box>
5. How would you rate the quality of the advisement that students receive related to the transfer process from the transferring institution (i.e., the community college)?
- ☐ Very effective
 - ☐ Somewhat effective
 - ☐ Not very effective
 - ☐ Not at all effective
 - ☐ Do not know

6. How would you rate the quality of the advisement that students receive related to the transfer process from the receiving institution (i.e., the UNC institution)?
- ☐₁ Very effective
 - ☐₂ Somewhat effective
 - ☐₃ Not very effective
 - ☐₄ Not at all effective
 - ☐₅ Do not know

B. Educational Preparation and Transfer Issues <For those who selected “2-University of North Carolina institution” in question #1>.

1. In general, do you believe that community college A.A./A.S. transfer students are adequately prepared to take upper level courses?
- ☐₁ Yes <skip to #2>
 - ☐₂ No
- 1a. If no, please indicate the specific academic majors, if any, in which you feel students are not adequately prepared to take upper level courses. <text box>
- 1b. If no, please indicate the specific institution(s), if any, from which these inadequately prepared students have transferred. <text box>
2. How often do transfer students from a North Carolina community college need to repeat a course previously taken at a North Carolina community college?
- ☐₁ Frequently
 - ☐₂ Occasionally
 - ☐₃ Never
 - ☐₄ Do not know
3. How many additional courses do A.A./A.S. degree transfer students generally need to take in order to attain junior status when they transfer from a North Carolina community college?
- ☐₁ None
 - ☐₂ 1-3
 - ☐₃ 4-6
 - ☐₄ More than 6
 - ☐₅ Do not know
4. Based on your knowledge and experience, what percentage of A.A./A.S. degreed transfer students do you feel are generally able to complete their bachelor's degree with approximately the same number of courses as native students who started as freshmen at your institution? _____ % <text box that accepts up to 3 whole numbers only>
5. What concerns do you have about community college coursework transferring to your institution?
- ☐₁ Instructor qualifications
 - ☐₁ Accreditation status of programs
 - ☐₁ Level of student preparedness for upper-level coursework
 - ☐₁ Other (please specify): <text box>
 - ☐₁ No concerns <this option should negate all others>

6. What are the primary issues **for students** when transferring from a North Carolina community college to your institution? Please select up to 5 responses that you believe are the most common. [<Select up to 5 responses>](#)
- ☐ General education (44-hour) core not accepted/does not transfer as a block
 - ☐ Required to repeat general education coursework already taken
 - ☐ Required to repeat elective coursework already taken
 - ☐ Required to repeat pre-major coursework already taken
 - ☐ Need to complete different pre-major classes
 - ☐ Certain courses did not fulfill any requirements at the receiving institution
 - ☐ A.A./A.S. degreed transfers not admitted with junior status [<If selected, ask: Under what circumstances would the student not be admitted with junior status? Have a text box>](#)
 - ☐ GPA recalculated based on the policy of the receiving UNC institution
 - ☐ Inaccurate advisement from the community college
 - ☐ Inaccurate advisement from the UNC institution
 - ☐ Insufficient advisement from the community college
 - ☐ Insufficient advisement from the UNC institution
 - ☐ Need to fulfill foreign language requirement
 - ☐ Need to fulfill health/physical education requirement
 - ☐ Coursework completed at an institution outside of North Carolina not accepted
 - ☐ Other (please specify): [<text box>](#)
 - ☐ I am not aware of any issues [<validate so that this option negates all others if selected>](#)
7. What are the primary issues **for you or your institution** with the transfer process from a North Carolina community college to a University of North Carolina institution? Please select up to 5 responses that you believe are the most common. [<Select up to 5 responses>](#)
- ☐ General education (44-hour) core not accepted/does not transfer as a block [<If selected, ask: Under what circumstances would the general education core not transfer as a block? Have a text box>](#)
 - ☐ A.A./A.S. degreed transfers not admitted with junior status [<If selected, ask: Under what circumstances would the student not be admitted with junior status? Have a text box>](#)
 - ☐ Lack of communication/responsiveness between institutions
 - ☐ Inaccurate advisement from the community college
 - ☐ Inaccurate advisement from the UNC institution
 - ☐ Insufficient advisement from the community college
 - ☐ Insufficient advisement from the UNC institution
 - ☐ Student did not complete general education requirements
 - ☐ Student did not complete the A.A./A.S. degree
 - ☐ Students not following the established requirements in the CAA pre-major agreements
 - ☐ Students trying to transfer courses without meeting the minimum grade of "C" or 2.0 GPA requirement
 - ☐ Students not required to participate in transfer advisement
 - ☐ Faculty not involved in transfer advisement
 - ☐ Faculty not trained to answer questions and assist students with CAA
 - ☐ Insufficient number of advisors to handle need
 - ☐ Faculty have insufficient voice in articulation matters and policy decisions
 - ☐ Other (please specify): [<text box>](#)
 - ☐ I am not aware of any issues [<validate so that this option negates all others if selected>](#)
8. How would you rate the quality of the advisement that students receive related to the transfer process from the transferring institution (i.e., the community college)?
- ☐ Very effective
 - ☐ Somewhat effective
 - ☐ Not very effective
 - ☐ Not at all effective
 - ☐ Do not know

9. How would you rate the quality of the advisement that students receive related to the transfer process from the receiving institution (i.e., the UNC institution)?
- ☐₁ Very effective
 - ☐₂ Somewhat effective
 - ☐₃ Not very effective
 - ☐₄ Not at all effective
 - ☐₅ Do not know

C. The Comprehensive Articulation Agreement (CAA) <All respondents>

1. Were you aware of the CAA before this survey?
- ☐₁ Yes
 - ☐₂ No
2. What do you perceive are the primary strengths of the CAA? Select up to 2 options. <Select up to 2 responses>
- ☐₁ Standardizes the transfer process
 - ☐₁ Provides students with a path and plan for transferring
 - ☐₁ Protects the student's investment (insures appropriate transfer of all credits)
 - ☐₁ Increases efficiencies of overall system of higher education
 - ☐₁ Other (please specify): <text box>
3. What do you perceive are the primary weaknesses of the CAA? Select up to 2 options. <Select up to 2 responses>
- ☐₁ Faculty not adequately involved in decisions about articulation of courses
 - ☐₁ Grievance procedures vague or unclear
 - ☐₁ Does not provide transfer protection for all credit coursework
 - ☐₁ Pre-major agreements are not inclusive of all majors
 - ☐₁ CAA guidelines are unclear
 - ☐₁ Information is not easily accessible
 - ☐₁ Other (please specify): <text box>
4. In general, how effective are the pre-major agreements that are part of the CAA?
- ☐₁ Very effective
 - ☐₂ Somewhat effective
 - ☐₃ Not very effective
 - ☐₄ Not at all effective
 - ☐₅ Do not know
5. Are you aware of any problems with any of these pre-major agreements?
- ☐₁ Yes
 - ☐₂ No <skip to 6>

5a. If yes, please select the majors from the list and specify any particular problems of which you are aware. <text box next to each option>

Associate in Arts

- ☐ Art Education
- ☐ Business Administration
- ☐ Business Education and Marketing Education
- ☐ Criminal Justice
- ☐ Elementary Education, Middle Grades Education, and Special Education
- ☐ English
- ☐ English Education
- ☐ Health Education
- ☐ History
- ☐ Nursing
- ☐ Physical Education
- ☐ Political Science
- ☐ Psychology
- ☐ Social Science Secondary Education
- ☐ Social Work
- ☐ Sociology
- ☐ Speech Communication

Associate in Science

- ☐ Biology and Biology Education
- ☐ Chemistry and Chemistry Education
- ☐ Computer Science
- ☐ Engineering
- ☐ Mathematics
- ☐ Mathematics Education

Associate in Fine Arts

- ☐ Art
- ☐ Drama
- ☐ Music and Music Education

Other

- ☐ Other (please specify): <text box>

6. Please list any specific areas in which you think there should be additional pre-major agreements.
<text box>

7. Are you familiar with the TAC and its role of coordinating and monitoring the implementation of the CAA?
☐ Yes
☐ No <skip to question 10>

8. How effective is the Transfer Advisory Council (TAC) in fulfilling its initial role of coordinating and monitoring the implementation of the CAA?
☐ Very effective
☐ Somewhat effective
☐ Not very effective
☐ Not at all effective
☐ Do not know

9. What do you believe should be the current role of the TAC? <memo>

10. How effective are the written or electronic informational materials and other publicity regarding the CAA?
 - ☐₁ Very effective
 - ☐₂ Somewhat effective
 - ☐₃ Not very effective
 - ☐₄ Not at all effective

11. Are you aware of CAA appeals processes and grievance procedures designed to review any transfer problems that students may encounter?
 - ☐₁ Yes
 - ☐₂ No <skip to question 12>
 - 11a. If yes, are you aware of students who have had a reason to use these procedures?
 - ☐₁ Yes
 - ☐₂ No <skip to question 12>

 - 11b. If yes, have students actually utilized these procedures?
 - ☐₁ Yes <answer 11c and then skip to question 12>
 - ☐₂ No <skip to question 11d>

 - 11c. If yes, were they effective in providing a solution?
 - ☐₁ Yes
 - ☐₂ No
 Please describe the situation. <Memo>

 - 11d. If no, why did the student not utilize the procedures? Please describe the situation. <Memo>

12. In general, do the current transfer procedures ensure that students receive appropriate credit as defined by the CAA?
 - ☐₁ Yes, completely
 - ☐₂ Yes, somewhat
 - ☐₃ No
 - ☐₄ Do not know

13. Based on your knowledge and experience, do you believe that, despite the CAA, articulation and transfer barriers remain with any of the following? Select all that apply.
 - ☐₁ Overall CAA policy
 - ☐₁ Community college system policy/practices
 - ☐₁ UNC system policies practices
 - ☐₁ Selected individual community colleges <able to select all that apply from the list of 58 colleges>
 - ☐₁ Selected individual UNC institutions <able to select all that apply from the list of 16 colleges>
 - ☐₁ Other (please specify): <text box>
 - ☐₁ Do not believe any barriers exist <this option should negate all others if selected>
 - ☐₁ Do not know <this option should negate all others if selected>

14. What type of materials would be helpful to have available online related to the CAA? Select all that apply.
- ☐ CAA Policies and Procedures
 - ☐ Grievance Policy
 - ☐ Degree requirements by institution
 - ☐ Degree audits
 - ☐ List of available programs at different institutions
 - ☐ Search functions for finding specific courses and programs at different institutions
 - ☐ Other (please specify): [<text box>](#)
15. Are there any particular articulation and transfer issues that are not currently being addressed by the CAA?
- ☐ Yes
 - ☐ No [<skip to 16>](#)
- 15a. If yes, please explain these issues. [<memo>](#)
16. Do you have any suggestions to strengthen the CAA and improve the transferability between institutions? [<Memo>](#)

Thank you for your participation.

SURVEY OF COUNSELORS, ADMINISTRATORS, AND FACULTY RESPONSES TO TEXT QUESTIONS

Question C5a

“Are you aware of any problems with any of these pre-major agreements?”; “Yes” response; “Please select the majors from the list and specify any particular problems of which you are aware.”

Associate in Arts

Art Education:

- Students do not have necessary skills
- Varying universities with varying requirements
- Art courses not generally accepted
- This is often confused with a Fine Arts major by students.
- Each university can add its own requirements.
- Before majoring, students need to take our 3 Foundation courses - most of the student artwork from community college do not meet our standards.
- Transfer guidelines for education majors vary widely among UNC colleges
- Clarification on concentrations and application
- Intro to education courses are not always adequate (educational tech and field component)

Business Administration

- Transfer of accounting seems to be a problem at UNC-Chapel Hill
- Student must wait a semester to enter major
- Leveling
- Comparability of specific coursework/content in selected courses.
- I'm not certain that transfer students understand that earning a C in a course may not secure them a spot as a business major.
- Brief Calculus not taught at many community colleges, also, articulation of the AAS in Bus. Admin.
- Each university can add its own requirements.
- School of Business requirements vary widely among UNC colleges
- Math prerequisite
- Upper level courses must be taken at the junior level
- Neither ECO 251 nor ECO 252 can count toward Social Science requirements.
- Meeting AACSB requirements; meeting required math content
- Introductory statistics is required. Most universities will require a BA major to take a higher level statistics course. BUS 115 needs to be in pre-major. No where to put it.
- Specific requirements at certain universities
- Most upper-level business courses cannot be accepted for transfer
- Accounting courses given 8 credits at community colleges but only worth 6 at most 4yr institutions.
- UNCG requires students to take a statistic class that is exactly like the one required in the CAA

Business Education and Marketing Education

- Comparability of specific coursework/content in selected courses.
- This is often confused with Business Administration by the student.
- Each university can add its own requirements

Criminal Justice

- Only given elective credit for some CJC courses at cc
- Articulation of the AAS in Criminal Justice

- Since this major exists as both Vocational/Technical and College Transfer, students are confused
- Each university can add its own requirements.
- Department accepts credit for 1000 level only. Students often have additional courses that cannot be used toward major
- Too restrictive for CJC courses; only 3 are accepted
- No guarantee that course will transfer as major courses and not free electives
- Coming from AAS they take too many CJ classes, not enough general education
- Confusion with AAS criminal justice courses
- They take electives at community colleges that instructors know will not transfer for institutional credit but instructors at community colleges encourage them to take these classes anyway

Elementary Education, Middle Grades Education, and Special Education

- Pre-major needs to be more specific about non-core classes
- Introductory EDU courses
- AA & BS don't match
- Pre-major needs to be more specific about non-core classes
- Student confusion
- differing requirements at 4 year schools
- The UNC systems don't accept each others - so very hard to accept community college coursework
- Each university has different requirements and students have to take many additional courses
- EDU 216 acceptable at some schools only.
- Lack of consistency of acceptance of EDU 216 etc at UNC institutions
- Each university can add its own requirements.
- Community college education courses do not transfer unless the university enters into an articulation agreement with the specific 2-year program in education
- Education major transfers, in general, are not well-received by the UNC schools
- EDU*116 and computer courses
- Pre-major courses taken at community college are used as electives not as major coursework
- Each university has different requirements and ways to prevent students from transferring straight into the education program
- Inconsistent admission policies across the UNC system
- Geology courses should be included as an option for the physical science requirement.
- Won't allow GEO 120 to count as a natural science
- Historical requirement for 12 hours for local GPA
- Psychology courses at community college don't count in education core
- Other courses still needed
- Not a good fit with the 4-year schools our students transfer to, the new requirements do not fit the secondary concentrations of the schools our students transfer to.
- More math, reading skills
- Core works much better since Math 141 & 142 were made core classes. Recommended classes for typical academic concentrations are hard for students to fit in
- Which pre-major is in effect?
- Some universities have had their own additional requirements or preferences for specific courses, but none of our applicants have been denied admission because of this
- Math not the same at all institutions, hard to generalize to all schools
- Intro to education course not always adequate (educational tech and field component)
- Is it accepted by the 4-year institutions?

- Specific requirements at certain universities supercede the pre-major requirements ; complete disagreement among schools of education as to the first two years for such diverse educational programs
- Students often have to go at least one extra semester since they are out of sync with the required courses. (Ex. Intro to Ed only taught in the spring when they transfer as juniors in the fall)
- Lack of continuity among 4 year schools
- Candidates are not aware of AA/AS as a general education core
- UNCG still required 12 hours on campus before starting elementary education for the past 7 years, when informed that they were in violation of CAA the official response was that it was not their problem
- The academic concentration
- Different UNC schools accept different courses. Should be standardized.

English

- Education courses not always accepted - puts students behind
- Totally unaccepted due to philosophical beliefs
- Each university can add its own requirements
- Students take courses that may not count toward the major

English Education

- Contains EDU 116/216
- Education courses not always accepted, puts students behind
- Completely unaccepted
- Often confused with English re-major.
- Each university can add its own requirements.
- Transfer guidelines for education majors vary widely among UNC colleges
- More math, reading skills
- Intro to education course not always adequate (educational tech and field component)
- Lack of continuity among 4 year schools

Health Education

- Education courses not always accepted, puts students behind
- Each university can add its own requirements.
- Speech pathology
- Transfer guidelines for education majors vary widely among UNC colleges

History

- Each university can add its own requirements
- Students taking so called advanced courses (like NC History) with 100-200 prefixes; no transfer credit is given for these specific courses.

Nursing

- Articulation of the AAS in Nursing
- Receiving institution does not accept general education, complete refusal to accept the core as meeting the requirements
- Students often advised to take non-transfer science courses and math
- Not a true 2+2
- Each university can add its own requirements.
- Courses necessary for graduates to be competitive in the selection process are not part of the prescribed coursework
- PSY 281 & SOC 213 are required but are not needed by any of the universities that our students transfer to
- No true 2+2 agreement in spite of similar requirements

- The pre-major contains courses that do not match university school of nursing requirements; students reluctant to enroll in the pre-major; we use AA degree instead

Physical Education

- Each university can add its own requirements

Political Science

- Each university can add its own requirements

Psychology

- Weaknesses in statistics and experimental methods coursework (not as many course credits and without a lab; courses that are upper level courses at the university taken as lower level courses at community college)
- Not specific enough requirements
- Each university can add its own requirements.
- 200-level courses have similar content to upper-level UNC courses, e.g., Abnormal Psychology
- UNCW Department head not allowing some psychology classes to transfer that are specifically on the course agreement
- Inadequate understanding of differences between lower level and upper level course content and equivalencies

Social Science Secondary Education

- Education courses not always accepted, puts students behind
- Each university can add its own requirements.
- Transfer guidelines for education majors vary widely among UNC colleges
- More math, reading skills
- Intro to education course not always adequate (educational tech and field component)

Social Work

- Each university can add its own requirements.
- Virtually nothing can transfer
- GTCC put MAT 140 as a math when CAA specifically requires MAT 161
- Sociology
- Each university can add its own requirements.
- Some major course electives cannot be used, and required language or computer electives may be missing.
- Quality of preparation in community college courses

Speech Communication

- At most colleges, there are not enough electives to fulfill this pre-major.
- Each university can add its own requirements.
- Communication schools will not give credit for many pre-major courses

Associate in Science

Biology and Biology Education

- Education courses not always accepted puts students behind
- Doesn't meet 4 year requirements for math and science
- Not enough science courses in the AS degree
- Each university can add its own requirements
- MAT 161 is not accepted but every student has to have it before taking another math, that is extra hours not counted to the major

- No unity on what courses are majors level – university has required sophomore courses not available at the community college which prevents students from taking junior level courses for a semester or two
- BIO 112 and 130 are required, but some universities don't accept both. Also, MAT 171, 172, and 271 are required in pre-major, but some universities will accept MAT 161 and 263 for biology majors
- Need better alignment of course work for first two years of study
- Community colleges changed, agreed upon Animal Science major course (Intro to An Sci), but the articulation agreement still holds (I would not accept an online course in place of our required course)
- Intro to education course not always adequate (educational tech and field component)
- Proposed changes in all the AS programs should ease many current issues
- No major in Zoology
- The UNC schools change their course equivalencies
- Do not agree with 4 yr. institution requirements

Chemistry and Chemistry Education

- Education courses not always accepted, puts students behind
- Doesn't meet 4 year requirements
- Not enough science courses in the AS degree
- Each university can add its own requirements.
- Community college courses are not adequate
- Need better alignment of course work for first two years of study
- Intro to education course not always adequate (educational tech and field component)
- The UNC schools change their course equivalencies
- Do not meet 4 year institution requirements

Computer Science

- Calculus based PHY not required in all universities
- Lack of coordination and cooperation with UNC system schools
- Each university can add its own requirements.
- The Universities are constantly changing requirements and not informing the Community Colleges
- Not enough community colleges offer it
- There is no effective pre-major in this field
- Weak course background

Engineering

- Lack of coordination with UNC system schools
- Not getting the introductory courses
- Doesn't meet 4-year school requirements for math and science, students have to stay at the 4-year school longer to take courses that could have been taken at the community college
- Not a true 2+2
- Each university can add its own requirements; also universities insist that only they can teach some sophomore-level courses.
- Very specific with details that are not public knowledge
- Engineering schools do not seem supportive of it, according to transfer feedback; students feel they are starting over
- Only as a partial with NC State not realistic for colleges outside the triangle
- Different math requirements at the various UNC colleges; advisors at community college are constantly have to review what courses are required; often communication is late in coming
- Community college courses are not adequate

- Each school has its own requirements. Specific General Education courses are set as pre-requisites in upper level courses to force their General Education preferences.
- Transfers seldom are allowed to transfer directly into a specific area of interest within the engineering curriculum.
- Too many humanities and social science requirements
- Changes at local university's general education core NOT communicated to us in a timely manner
- Many of the changes recently made improves this A.S. degree but there is still variability in even our 18 different NCSU engineering degree requirements w/r/t the Pre-major and general Hum/Social Science courses.
- At NCSU, they still do a course by course evaluation of a student's transcript. They don't care if a student completed the pre-major or not.
- No free electives, Math 271 is the first math requirement. Some students start at Math 171 & 172. No where to put these math classes.
- Not all courses offered
- Freshman Design course not replicated at community college
- In general, all pre-majors are not significantly useful because the requirements vary from one UNC institution to another and from one department/college to another within the UNC institutions.
- Placement of students in math and physics sequences
- Difficult to contain community college program to 64 hours
- Prerequisite courses not available
- Prerequisites for major classes at UNC not met prior to transfer
- Let me count the ways? How many schools have enough students to be able to teach MAT 273?
- Depends on University
- We do not offer all courses (EGR)
- Does not meet 4yr institution requirements

Mathematics

- Lack of coordination with UNC system schools
- Not enough math courses in the AS degree
- Each university can add its own requirements
- Need better alignment of course work for first two years of study
- Preparation sometimes poor
- Prerequisites for major classes at UNC not met prior to transfer
- Weak in calculus

Mathematics Education

- Education courses not always accepted, puts students behind
- Not enough math courses in the AS degree
- Each university can add its own requirements.
- More math, reading skills
- Intro to Education course not always adequate (educational tech and field component)

Associate in Fine Arts

Art

- Students do not have necessary skills
- Other requirements for admissions to the art department at 4 year college
- AFA not articulated so there is no guarantee anything will transfer
- AFA degrees are not articulated
- Varying beliefs for the general education core
- Is not covered by CAA
- No universal acceptance

- Each university can add its own requirements
- Before majoring, students need to take our 3 Foundation courses - most of the student artwork from community college does not meet our standards.
- Most UNC schools require performance evaluation prior to entering a fine arts major; coursework at community college can be for naught
- No agreement
- This pre-major I have heard is not very beneficial for transfer students because of the admissions requirements of certain university's art departments
- Most fine arts classes going as electives.
- Advanced core requirements for freshmen and sophomores
- Clarification on entry into concentration areas
- Without careful course selection at community college to coordinate courses with university preferences, this pre-major is almost worthless
- General education core and pre-major electives transfer not guaranteed
- Not well established and accepted

Drama

- AFA not articulated so there is no guarantee that anything will transfer
- Too many courses that are really upper division and should be taken at 4 year school
- AFA degrees are not articulated
- Students must complete the core after they transfer! What's the advantage of an AFA then? No one can tell me!
- Is not covered by CAA
- No universal acceptance
- Each university can add its own requirements
- Most UNC colleges require a performance component for entrance in a fine arts major; community college work can be for naught
- Most FA classes going as electives
- Advanced core requirements for freshmen and sophomores
- Three general education core and pre-major electives transfer not guaranteed

Music and Music Education

- AFA not articulated so there is no guarantee that anything will transfer
- Why have it as part of CAA - it does NOT meet core
- AFA degrees are not articulated.
- Is not covered by CAA
- No universal acceptance
- Each university can add its own requirements.
- Students not prepared for upper level courses in applied music (audition) and music theory.
- Most UNC colleges require a performance measure prior to entering a fine arts major; community college coursework can be for naught
- Most fine arts classes going as electives.
- Advanced core requirements for freshmen and sophomores
- Core courses inadequate
- Doesn't transfer well at all, student loses credits
- Without careful course selection at community colleges to coordinate courses with university preferences, this pre-major is almost worthless
- Not accepted at some NC public universities
- General education core and pre-major electives transfer is not guaranteed
- Not well established and accepted
- Unclear on what will transfer and what will not.

Other

- Our problems are less specific with a given pre-major and more problematic with pre-majors classes in general (they do not meet the needs of each specific university's requirements for the programs)
- It doesn't allow substitutions and it is so specific that if a student just follows one pre-major and changes their mind it turns out to be a waste of time. I personally think they are better off w/aa
- BA, Philosophy, students do not have adequate introduction (having taken introduction and ethics, usually, and sometimes logic).
- Students have difficulty trying to transfer with the AAS degree and no one is addressing this problem
- Physics
- They all reflect compromises made among the UNC schools; hence very few really contain what the transfer institution will accept for that major; it is better to use AA or AS and adapt to each school
- This survey is indicative of the root problem. No questions are being asked here about the quality of education these students are receiving, which should be the PRIMARY concern
- I rarely advise students to follow AFA--seems too weak to me
- There isn't a uniform guarantee of what benefit accrues to students following any pre-major.
- The pre-majors are so generic; we are trying to satisfy 16 UNC schools.
- We generally don't use the pre-majors because they are of marginal utility. Student is better served by working from receiving institution's individual requirements!
- Some standardization is needed (at least for transfer students) among university majors for freshman- and sophomore-level courses
- Interior design students must pass portfolio review in order to enter 3000 level classes, often not aware of this and need to repeat courses in order to bring work up to level required.
- They are not followed by the UNC Schools
- This pre-major I have heard is not very beneficial for transfer students because of the admissions requirements of certain university's music departments
- All three AFA degrees-are they or are they not covered under the CAA, not clear, what happens if a student completes the AFA but did not meet MCR in high school?
- Students with AAS degrees wishing to transfer to universities, English and social sciences are the only reliable transfer course selections
- My discipline is not even listed
- UNC institutions try to craft additional requirements to the transfer process so that they remain in control
- All are rather confusing and some reach the 64 credits without room for the required technology and/or health & PE requirements of our institution
- The pre-majors do not provide room for students to complete our institutional requirements
- Inadequate preparation in foreign languages for all majors

Question C6

"Please list any specific areas in which you think there should be additional pre-major agreements."

- Technology Education
- Industrial Technology
- The Sciences

- No pre-majors! Every CAA transfer institution should provide its own list of what community college students should take within AA or AS to transfer to that specific university and we'll follow it!
- Must fulfill pre-major requirements of UNC school
- Hospitality and Tourism Management, e.g., sanitation, intro to HMT etc.
- Human Services, Culinary Arts
- None at this time, we do not have many students who participate in the pre-major areas
- Physics
- Information systems
- Registered nursing
- Pre-Medicine, Pre-Veterinary, Pre-Pharmacy, Pre-Clinical Trials, Elementary Education with specific choices for specialty,
- Foreign Language, Foreign Language Education,
- Suggested list of courses for students wanting to do law eventually
- Design, (At Durham Tech we have developed many of these pre-majors--but we call them study tracks)
- Physics
- All areas should have pre-major agreements, including the AAS
- I can't say because our administration chooses not to offer any of the pre-major programs because we are too small to have the faculty to offer all the courses especially in the math and sciences so we try to meet the basic CAA agreement
- We don't need additional pre-major agreements because we need agreement from the universities that the pre-majors will be accepted in the same fashion as the 44-SH general education core
- There need to be stronger AAS transfer programs especially in the areas of nursing and education
- Foreign Languages
- Criminal Justice
- Strong basic science courses are needed with better qualified faculty
- BFA degrees, Art Education Degree
- At ASU, during Transfer Portfolio, a committee of art faculty review the syllabi and artwork that the student created in their community college classes to see if they are able to get credit for courses at ASU
- They can not get full credit for Foundation II, 1002 because this 3-D course has a six week component on wood sculpture and woodshop safety
- Education and Teacher Certification
- Pharmacy
- Law
- Military Science and Leadership
- Engineering
- Pre-major agreements in music need to be reevaluated
- Science & Math degrees should include cognate requirements
- Teacher licensure—secondary
- Journalism, Communication
- As the GPA for entrance into the professional schools grow, there needs to be a re-evaluation of the CAA agreements, particularly GPA requirements
- None, they should all be done away with and separate articulation agreements completed with each university
- Teacher education
- 300-level business courses (finance, marketing, management) should not be taught at the community college level
- There needs to be complete buy in from the UNC Schools about what the pre majors are and then they need to be instituted with FULL knowledge of the departments at

UNC. We have no confidence in them at this time and many of us do not even tell students about them

- Technology based programs need to require math, physics, and other courses at the community college that meet the requirements of university programs. Too frequently community college students enter the work environment and in a few years realize the need for a four-year degree. When evaluated against program requirements they don't receive the credit they feel they deserve. Increasing the level of AS degree requirements would save a great deal of ill feelings and be much more cost effective for the tax-payers of NC.
- Individual institutions of the UNC system have pre-major agreements for biotechnology. We would like to see this be a system-wide agreement
- Disaster Management
- Pre-vet, Premed
- We don't distribute pre-majors. They are too confusing for the student, and too difficult for the registrar to track progress
- There needs to be more uniformity among the four year schools
- By and large, I believe the pre-major is a little cumbersome. A straight AA or AS would probably align most students with the flexibility they would need once they transfer to the university. The idea of our students coming to us with a clear major in mind is somewhat misguided and--given the nature of today's economic changes--almost quaint!
- Pre-law, Pre-med, Secondary Education (general)
- Biotechnology
- Clarify advisement for AACSB accredited Business schools. Take courses equivalent to CSC 1306 Computer & Its Use/MIS 1380 Microcomputer Applications; more math courses
- Sciences, as in a pre-major for Marine Sciences or Biology or Science Education
- College Algebra is not necessary for all pre-majors - an option is highly preferable. Also, the Universities are not acting consistently regarding the foreign language requirements. Both of these issues affect our students the most. For the faculty and staff, we have to be experts with transfer to specific universities -15 different scenarios
- For most students, the AA is more suitable
- AFA degree
- For music, applied study guidelines
- Today most engineering programs begin in earnest in the freshman year and the early courses are integrated to the upper division. This is rarely replicated in the Community Colleges.
- Need for clarification of transfer equivalency for Cultural Diversity requirement
- Political Science
- Humanities
- Tweak the ones we have first to be accepted at all institutions on junior status
- Pre-majors must be defined for students to transfer efficiently without wasting their time and tax money, and UNC schools must be held accountable for accepting students who meet established requirements. Specific areas include any major we expect students to transfer into and we should probably begin with the most popular transfer areas of interest to students
- Though the AFA is not guaranteed to transfer, how well does it transfer to most institutions? Which institutions accept it? Early childhood or birth-kindergarten teacher education, clinical laboratory science, health information management, health services management, information and computer technology (in the area of networking rather than computer science)
- Although mine is a small discipline (Classics) I regularly have students transferring from community colleges who would like to study it and they have to start from scratch - I don't know what the solution is, apart from hiring instructors at the community college, but it is a problem.

- We need consistent acceptance from the university system. Community colleges follow the curriculum standard, but 4 year folks often question the courses in each pre-major or require students to take sophomore level courses as Juniors
- Programs need to be designed that allow students to pursue employment after 2 years and simultaneously maximize transfer credits if and when transfer to a 4-year institution is desired. I recommend developing a college transfer option within selected A.A.S. programs that would articulate a critical 30 hr block of general education core courses (including math and science for those 4-year programs that require additional math & science) and complete the A.A.S. degree with 34-42 hours of specialty courses including as many transferable courses as possible. This would require the community college to staff the specialty A.A.S. transfer courses with qualified faculty (18 grad hrs in discipline, masters in discipline preferred). It would also require additional inter-institutional discussions/agreements about what can/should be usefully taught at the CC level
- Journalism and Mass Communication
- The general consensus I hear is that there should be fewer...or they should be eliminated altogether
- Communication--broadcasting, electronic media, journalism
- None, pre-majors are a farce. Major courses can not be included because they are not accepted at senior institutions - general education only
- None other than existing agreements.
- Art majors and some design majors
- Most colleges are too small to offer the variety of classes needed for the pre-majors. There needs to be a mechanism of enforcement for schools (both community colleges and universities) that violate CAA. I mentioned some in the above majors, but I have many, many more examples
- Early Childhood Associate majors
- Accounting
- Pre-major agreements should exist for all programs of study that are transferable.
- Major area courses

Question C9

“What do you believe should be the current role of the TAC?”

- Watchdog for issues that may affect transferability
- To expedite requests in a timely manner and communicate these decisions across the state.
- Dissemination of clear information when changes to the CAA are under consideration and when decisions are made in a manner that will reach faculty involved in advising students.
- Make sure that all universities are acknowledging the agreement and that because the institution may be a little more prestigious than others they can't require students to go back and complete general education requirements or tell students they will not accept certain credits because it does not meet their prerequisites
- The role of the TAC is defined in the CAA
- Existing role is okay
- Negotiating changes and keeping all informed
- To oversee implementation and interpretation of CAA and to address necessary transfer issues as they arise. To revise CAA as necessary to meet changing situations. To facilitate clear communication between NCCCS and UNC System.
- Monitor the success of the CAA and continue to work with community colleges and universities to make it better.--resolve issues
- Continue to assist transferring students
- Somebody needs to put students' actual education at the top of the list of concerns

- I think that the TAC should be more receptive to input from advisors, faculty, and staff of both institutions
- Monitor results of the CAA and make revisions if needed.
- The TAC needs to not only be a tool of the CAA - carrying out policy and addressing policy issues, but also a coordinating body - one that does research to look at the effectiveness of the CAA. The TAC should have a permanent staff that effectively communicates and educates the UNC system counselors and the community college counselors. Currently, this education is very hit and miss. It needs to have a better system for the petition of new courses - one that allows greater sharing between the faculty of both systems
- Providing and updating information regarding CAA
- Continuous assessment and review, follow-up with problems and concerns
- The TAC should have authority to investigate discrepancies involving student concerns with the CAA
- It is sufficient
- Identifying the issues, bringing people together to resolve those issues, and making decisions so that changes actually occur
- Monitoring the effectiveness of the CAA
- Continued statewide training, wide dissemination of decisions they reach, facilitate meaningful changes to the CAA, such as improving value of pre-majors and expanding agreement to cover transfer credit from other regionally accredited institutions outside of the state of North Carolina
- To actively coordinate, monitor and make recommendations to both boards regarding their findings.
- Keep its role, but improve it, why have MAT 161 and 171 if they are so similar? Changes for the upcoming year should be finalized in December of the preceding year. Survey schools directly for changes and address the changes to avoid so much bureaucracy. Let transfer coordinators know via email when changes of any kind have been made
- To accept recommendations from not only the Senior Institutions, but from community colleges as well.
- To keep communication open between community colleges and four-year schools and keep advisors informed of changes and issues.
- To address any new pre-majors, revise pre-majors.
- Address any repeated grievances for the students or community colleges
- In addition to ongoing monitoring of implementation of the CAA, working towards common acceptance of pre-majors and AFA degrees, plus working to see if there are ways in which the transferability of the AAS can be expanded
- Monitor the effectiveness of the CAA, add or delete courses from the college transfer list, modify language of the CAA as needed. Act as a decision making body vs. convening faculty groups for every decision. Accept student grievances concerning the CAA
- Forum for communication about transfer issues, disseminator of information about transfer issues, body to hear complaints and suggestions about transfer issues, overseer of the transfer process
- Beginning to create more connections between universities and community colleges to increase communication about specific programs
- To communicate decisions that have been decided by TAC
- The current role of TAC is sufficient
- To facilitate communication of information between community colleges and UNC System schools, to revise CAA as necessary
- Helping insure the 44-hour core is accepted as a bulk to UNC system schools. Working w/ universities and community colleges to continually revise course offerings
- To standardize the transfer agreement across the board

- To review practice associated with the CAA, vet concerns, and recommend adjustments
- To work on issues at various that prohibit ease transfer
- Should be what it is now
- To continue to work with the UNC Systems institutions as effectively as they have in the past and to make sure that we are fully aware of any changes within their individual curriculum programs
- Communication from TAC to institutions inconsistent or lacking altogether
- Continue its current work
- Facilitate a definitive CAA and then become empowered to enforce it for all involved, including the private colleges who sign on to it. However, I would have to say that it is normally a better experience working with the private colleges than with some of the UNC schools
- Take problems in transferring to CAA committee
- Promote communication between institutions, resolve questions or problems that arise
- Dissemination and training; insure faculty involvement in evaluating changes to the general education and elective/pre-major courses; periodic faculty review of the general education core - keep it up-to-date as a living document
- Removing the pre-majors
- Being involved in decisions that affect the eventual success of the students, ensuring preparation is proper and effective
- Effective communication between UNC and Community Colleges; equal voice between players; it has been my understanding the UNC members typically dominate
- To mediate and more effectively resolve programs with the implementation of the CAA - the council takes much too long to resolve problems. Must be willing to come to the table for the good of the whole, not protecting individual interests
- Give clear communication on a regular basis to all community colleges regarding changes in requirements at the UNC schools. Often we find out by accident that there has been a change and are caught incorrectly advising our students
- UNC departments must support this effort, if they continue to go their own way this will not be effective
- Collecting information about the transfer problems. We do not have a uniform way to find out what problems are occurring other than word of mouth. Data could be collect from both the community college and UNC institutions about who is leaving and who is coming. Compare the data
- Communication among members seems to present a problem. Items are brought to the meeting without adequate time to preview the information, so they are tabled. At this point, the date for review and a decision on the item should be set, but this does not consistently happen
- Work to coordinate a smooth transition to 4-year institution
- Strengthen the agreement by ensuring the receiving institutions are adhering to the agreement. Also, coordinate modifications toward improvements to the pre-major agreements
- Continue to ensure an equality of credits from community college to senior institutions. Continue to work on a hassle free transition to senior institutions. Ensure academic integrity of courses from community colleges
- Continue to monitor the smooth transition from community colleges to the UNC system. Monitor and provide solutions to the few problem areas
- In addition to current responsibilities - to enhance and strengthen communication between the respective faculty groups of NCCCS and UNC-System
- I would not make any significant changes--other than moving around the membership more often and, perhaps, with more independents coming on board--add a another representative
- To coordinate the evaluation of new NCCC course requests being added to the CAA, not only with NCCC but with the 4-year NC institutions

- to inform the NCCC and 4-year colleges of any changes/ additions/ deletions to the CAA transfer list; to coordinate the review of AS/AA degree requirements and how they fit the 4-year institutions' curricular requirements in the area of major
- If it truly monitors for problems, it should also communicate those problems system-wide--not sure that that type of communication is happening
- To continue monitoring the effectiveness of the CAA
- Resolve difficulties between community colleges and transfer institutions to ensure students are protected for block transfers of credits.
- More 4-year college faculty in critical areas should be active members to examine advise common curricular content and recommend changes to make transfer smoother. Consideration should be given to that fact that students often do not transfer immediately. Online refresher courses
- To monitor the CAA more closely to make sure it is followed and to make sure any appropriate changes need to be made
- Continue to monitor CAA effectiveness; continue liaison function between the two systems; make appropriate recommendations to ensure qualified community college applicants to 4-year colleges and universities have a fair opportunity to apply and be considered for admittance to senior institutions in NC
- Identify and resolve areas of conflict between UNC system and NCCCS
- I believe that the current role of the Transfer Advisory Council (TAC) is well-stated and they should continue to coordinate the implementation of the CAA
- It seems to me that rather than having an advisory role it actually is a policy creation body that seeks to have inadequately small faculty groups approve those policies. It should really be advisory and there should be much wider faculty involvement in policy creation and approval
- Monitor the CAA and facilitate improvement in the transfer of community college students
- Analyze and decide on proposals for changes to the CAA which come from the community colleges and universities with a focus on student success
- Continue as liaison between community colleges and university systems, resolve problems like the foreign language requirement, add HUM 230
- (Leadership Development) to the CAA (Why is it not a transfer course?)
- To make sure that all issues submitted by the individuals/schools are considered and that the decisions concerning these issued are effectively communicated
- To continue as a strong link between the community college system and the UNC System and to ensure that both systems reach a working understanding of what is what in the transfer process. The CAA is a dynamic agreement, and both sides must stay informed and in agreement
- Fairness
- It should continue to coordinate and monitor the CAA
- To continue to improve the CAA. Specifically, I feel they should look into the possibility of including students who have quarter credit or credit from other institutions. I feel they should focus on establishing a standard for how the GPA is viewed by all 4 year institutions who are part of the CAA - eliminating recalculations
- Expanding the options for block transfer of general education credit for students finishing one year or several semesters without finishing AA/AS or full 44 hours
- To find ways to allow more credits to transfer for students who do not complete the AA/AS degree at the community college. This is especially true in the general education arena
- To coordinate efforts between the community colleges and universities. To communicate problem issues to the members
- Include faculty advisors on the committee because they have direct experience with students.
- The role is to forward issues to the group to review problems or concerns that arise around the state.

- The TAC should be charged with having a progressive, positive approach to resolving transfer issues presented to them and to also review transfer programs and seek creative solutions to any problems discovered. Members need to be held accountable for the vote - Not allowed to protect territories, etc. Also, some group needs to hear student complaints and have the authority to deal with them as appropriate. TAC members that stonewall or are not responsive to transfer issues should be replace.
- Continued monitors, advising, less policy making
- To educate the community colleges on the importance of accurate transfer advising; to convince the universities to accept community college courses as the equivalent of their native courses
- Rather than acting autonomously, TAC should invite more discussion between the community colleges and UNC system schools, the lines of communication are not very open
- Find one solution for each pre-major, not 16 different solutions
- Mediate and regulate the transfer process. I recently attended a CAA workshop with TAC presiding - and there was mass confusion on their part about foreign language requirement and MCR
- There needs to be some arbitration or review process. The TAC has no real authority. Who makes the UNC system "enfants terribles" behave?
- Provide liaison between two systems
- Make decisions regarding changes
- Facilitate cooperation among faculty from both systems
- Ensure proper data is shared so that programs can be improved
- Curricula are not stagnant, as they change the TAC can facilitate critical accommodations in the CAA and or by NCCCS and UNC institutions
- Ombudsmen
- Disseminating accurate and thorough information.
- I believe that this group of professionals should maintain a close monitoring of the articulations that are in place among the 2-year and 4-year institutions. The rate of successful transfers is directly proportionate to the articulations that are currently in place among the above mentioned
- Improving communication among community colleges themselves and between community colleges and UNC institutions
- Be able to make articulation modifications in a timely manner as current programs change and new programs are established
- Addressing concerns with CAA
- To continue modifying the CAA toward greater simplicity and consistency
- Continue dialogue and look at agreements among 16 universities
- They could start monitoring the implementation of the CAA
- Same as presently defined
- Oversight and communication with community colleges and 4 year institutions.
- To continue development of articulation agreements including bilateral agreements for AAS programs, hear appeals from students, and require compliance by community colleges & universities
- Review and make improvements to the CAA, publicize the information
- Stay as is
- Continue to evaluate effectiveness in certain majors
- Broader representation so that issues from smaller community colleges can be appropriately addressed.
- Addressing issues related to the transfer agreement, communicating changes and updates
- Address inconsistencies between the expectations of the 16 receiving institutions. The community college system was mandated to have a common course catalog. It would be helpful if the senior 16 institutions had similar requirements
- Review the success rates of the students transferring under CAA

- Look for patterns where students are not successful when they reach the University level - are there particular subject areas, is it academic prep or is it cultural prep that is lacking
- There should be more communication with the community colleges; information is not reaching all advisors, admissions counselors, dept heads, faculty, etc.

Question C15a

“Are there any particular articulation and transfer issues that are not currently being addressed by the CAA?”; “Yes” response; Please explain these issues.

- Not aware of issues that are being addressed; therefore, can't say which aren't being addressed, need more publicity
- Students transfer in credit for courses in which students did not develop the necessary skills. Students transfer into the BFA program without the skills necessary to be admitted to a major (painting, etc.). Students must demonstrate skills to be admitted. Their community college art courses did not give them the necessary skills
- SACS requirements and professional accreditation requirements are not addressed.
- Admissions: No one questions that UNC institutions have right to evaluate a student for admission, but it is unclear when and whether certain choices in CAA affect admission, e.g., If student's AA meets CAA but differs substantially from native student requirements, is that a disadvantage to student for admission? Also negative attitudes toward quality of community college courses still exist. FTE funding puts great pressure on community colleges to keep students; makes maintaining university level standards in transfer classes harder, depending on administration attitudes
- There need to be a way to get courses fulfilling the same learning objectives transferred in as real major courses when the department is in favor of it. I see no reason why the student and the faculty have to jump through makeshift hoops, e.g., creating testing out procedures and forcing students to pay for special credit by examination, when they took a major course with the same objectives, textbook and number (or more) of credits, especially when the course would transfer immediately from any 4-year college, in-state or out. Transfer policy relying on CAA is too rigid and leads transfer advisors to reject student work because it's not on the list. I am very hopeful that this survey can do something, because there are many students in community colleges that are being penalized with double coursework and multiple fees because unless there is a 2 plus agreement, their courses can't be recognized if they are not on the CAA
- Viability/accuracy of UT Performance Standards. Overall issue of data collection and distribution
- We are losing sight of the goal of education in the rush for efficiency. We protect students' investments of time and money as if they were investing in a degree rather than in an education. If, in fact, they are investing in degrees, we should just sell them
- Transfer diplomas. Some students must enter the 4-year institution before completing an associate degree in order to take sequential coursework. For example, accounting majors have a lot of courses that are sequential. If the student does not enter the 4-year institution early, then the student can not complete a 4-year degree in 4 years.
- What are the options for 2004 high school grads who do not meet MCR?
- Communication between the two systems is NOT addressed. The UNC system schools can and do change program requirements at will and the community college system schools find out about this after the fact and usually by a student who is not getting credit for something. This is very difficult for those in the community college system who attempt to advise students correctly. Communication must be addressed. There should be a permanent staff to help the TAC to do research on the success of the agreement, to communicate to the different schools, etc. This staff should be made up of individuals who are interested in the success of the student and do not have a vested interest in either system

- Research needs to be done that reflects the preparation of community college students going into particular fields of study in the UNC system
- MCR is set by the UNC system. Currently, there is a change in the foreign language requirements and if you speak with the different institutions you will get a different answer on how these are to be administered in regard to transfer students from each one. There is no consistency
- The AFA is a terrible mess. When a student goes into this, they have the idea that this will transfer, and for many it will not since it is not covered under the CAA
- Universities are not getting key faculty to the CAA meetings
- Ability to note on transcript when a student has successfully complete requirements of the CAA.
- Differing policies on the acceptance of upper-level courses at the university.
- CAA relative to the new MCR requirements for foreign language
- I am not sure that the currency of courses is being addressed. For example, in technology-intensive courses, how are we assured that courses taught at the community college will keep up with the latest technologies?
- The issue of colleges and universities adding requirements as graduation requirements so as to meet the letter, but perhaps not the spirit, of the CAA.
- Transfer of some AAS programs; guaranteed admission; recalculation of GPA for admission purposes; transfer of credit from non-CAA institutions
- The transfer of the AAS degree. When reading the general assembly's mandate, their was not an exception given and yet currently these degrees are not addressed, there is absolutely too much course duplication
- UNCA has a unique mission as the state's designated liberal arts institution. The CAA works well for students intending to transfer into UNC research or comprehensive institutions, which tend to have standardized curricula in the first two years. At UNCA, transfers under the CAA often struggle because the environment, pedagogy, and approach to the acquisition and construction of knowledge is different than at other types of institutions. As a result, these students frequently do not thrive under the CAA as well as they otherwise might
- More information as to specific general education courses required by/preferred by certain NC institutions.
- Either change the AFA requirements or do not require transfers to take more core classes after they transfer
- Our System Office needs to change the way we submit electronic copies of our programs. This is the 21st century, and we require all courses in a program to be typed when we just want to change/add one course! What a waste of human resources! Such non-user friendly programming! Please fix this problem; let us retrieve the most current program and make changes! Administer a CAA survey to every NC transfer student once the student enrolls at a UNC institution and share the results with both systems. Community colleges should contact 8-10 other community colleges when changes are recommended to the System Office; yet, there is no list serv. This procedure should not be the responsibility of the community colleges
- The Associate in Fine Arts Degree is not addressed at all. Transfer students in Fine Arts should be given the same transfer requirements as the native students at the receiving institution.
- CLEP, AP, and Military credits
- AFA acceptance (many music, art & drama classes treated as electives rather than applying towards major). Expansion of AAS acceptance. Universal use and acceptance of pre-majors by universities
- A student's GPA should not be recalculated when the student transfers. There needs to be consistent GPA calculation policies. The transfer student needs a grievance process. NCCCS transcripts need to clearly state that the student has completed the general education core when appropriate. There needs to be more consistency between the UNC institutions. If a community college accepts credit from an

accredited higher education institution, and determines an equivalent CAA course then the course should be protected under the CAA (example if a course is accepted from the University of Massachusetts and Craven CC accepts as ENG 111...the course should transfer as ENG 111 even though the course did not originate through a CAA institution

- While a step forward, the CAA is generic, and all university departments can require their own unique set of prerequisites, including ones in general education. This makes advising extremely difficult and can lead to AA/AS graduates needing to take several additional courses following transfer
- Some transfer students are not prepared to take on university course work at junior level. I am most familiar with students who encounter difficulty in writing for literature courses. Certainly this comment does not apply to all who transfer but does apply to enough that it is a concern
- Data collection for Performance Measures issues. Viability of Performance Measures Standard.
- The foreign language (2006) MCR is still not clear. We still don't know how to advise our students
- Students who are not academically qualified for college entrance at the completion of the high school career are circumventing that process by attending the community college. These have not experienced the academic rigor of a university program when they arrive as juniors
- Emergency Preparedness 2+2 agreement about completed
- Need a more standard method of indicating whether or not student has met the 44 hr general education core requirement
- There seems to be mixed messages given regarding efforts to articulate programs leading to teacher education. The community college system is working to revamp its pre-majors (as well as AAS programs) to better align them with entry-level teacher education program requirements. Some of the UNC schools do not share the emphasis on this effort
- Changes to general education programs at UNC institutions--eg UNC Charlotte
- Nursing
- Quality of student issues. Many students are using the community college system as a back door to the university
- Specific campus/major requirements - NCSU/engineering
- Not to be repetitive, but the main problem I have faced as a chair is that of students from community colleges are angry and frustrated when they discover that the Vietnam War or Native American or Medieval Europe course that they took at their community college does not transfer in as upper-division credit. Community colleges should limit themselves to teaching the basic core courses in history, world civilizations, western Civilizations, and US Survey
- Lack of community colleges to recognize student capability levels and requiring them to take classes (Math, Physics) in the technology areas that will transfer to UNC institutions but not meet program requirements
- Why can the universities add barriers beyond those addressed in the CAA. The Universities need to act as a system, like the community colleges. They need a common course library and some agreements about what is needed for a degree!
- Uniform adherence to the articulation agreement by four year universities, many departments within universities have their own admissions requirements and they vary so much it is hard for a transfer student to meet all the necessary requirements for a number of universities, so when they are ready to transfer/apply for transfer they will meet requirements department admissions requirements for the major they want at several UNC universities. They almost have to pick a specific UNC school when they begin their studies at the community colleges and work towards meeting that university's requirements and then department requirements for their particular major. Then, they have to hope that when they actually apply they get into the school that

they completed requirements for. If they are not admitted, the students they end up taking additional courses at the community college to then meet another UNC school's admissions requirements. The way the system is now it is not the most beneficial to transfer students. It seems some universities are easier to work with in the system than others

- The CAA appears to be doing little if anything in the way of monitoring the inconsistencies in the UNC system
- CAA does not seem to communicate the problems associated with limited resources and increased demand to the students. The students need to be made more aware that the minimum requirements needed for entry consideration (e.g., GPAs, etc.) are not guarantees for entry, only for consideration, especially during times of rapid demand and reduced resources, such as we have had in the past years.
- Many times the articulated paths seem to be more difficult for students. The fundamental problem is that the UNC schools are not interested in partnering with us to make systems seamless. They are also not as willing to make access convenient. Many of our graduates seek private institutions to complete their 4-year degrees because they feel they are treated with more respect.
- We often see that students run into program admission issues at an institution that may be perceived as a barrier. For example, prior to being admitted to the College of Education, the student must complete X number of hours at the senior institution. The student also has to take certain introductory education courses at that institution - creating a situation whereby it is 3+ years before they can complete the degree
- I am uncertain if addressing them will result in solutions. I believe the SACS standard of 25% of the course work completed for a degree must be completed at the degree-conferring institution should be the rule for all UNC institutions. Community college students should be allowed transfer of up to 75% of their coursework toward a degree
- Differential placement criteria among institutions leads to differing assumptions about student readiness
- Better explanation of the foreign language requirement issues. Policy needs to be clearly stated and easily understood by all parties
- Credit received from proficiency exams. Students receive a grade of PR and some 4-year schools are viewing this as not a grade of C or above. If it was clearly stated in the CAA whether these grades are acceptable or be open to interpretation. Consideration that most students don't immediately transfer. Online refresher courses? Location for the student who has questions and wants to reenter later?
- The newly proposed (perhaps it has already been adopted) core for the AS -- the one that has 9 hours each of humanities and social science -- means that students can transfer with core satisfied but with inadequate breadth for ABET accreditation in some disciplines.
- AFA pre-majors. If they are covered under the CAA, why do they not have the same guarantees, should we have them?
- Inclusion of quarter credit courses. Inclusion of credit from other institutions.
- Apparently, some students at some community college campuses are still being advised/allowed to take alternate courses rather than the ones specified as equivalent in the CAA. These students then present the alternate courses at the UNC campus and expect this alternate course to be awarded equivalent credit and serve as the prerequisite credit which will admit them to advanced courses at the UNC campus
- In the CJ area we receive student with 60 hours, mostly in CJ, with far too few general education requirements met. They then labor to complete basic English, math, science, etc. courses that should have been required of them at the community college, and they become upset with us for allowing only half of the CJ courses from community colleges to count toward the BA. I have advised a student with 48 CJ hours in a 60-credit transfer block who could only use 26 of his CC-CJ credits here.
- Defining block general education transfer packages for pre-AA/AS transfers
- Creating uniformity in lower division engineering programs

- General education requirements for students who do not complete the AA/AS degree.
- Quality of classes; transfer students often do poorly when confronted with University-level requirements -- students tell me they easily completed community-college classes and struggle with university classes. In my major, they often do not graduate on time
- We really need ONE general education requirement for the entire UNC system so there is uniformity. Here at NCSU, the general education requirements have had major changes with alarming frequency, and it makes it very difficult for transfer students
- Specific core course requirements
- The poorly defined requirement of transfer students leaves students wondering if their work will transfer. I believe we all have the impression that universities are not committed to specifically identifying their commitment to accept transfer credit. Sometime, we get different answers depending on who we are talking to at the university. They should describe in detail what constitutes the first two years of requirements and commit to honoring those courses when students transfer
- Overall awareness of CAA policies and processes is lacking
- Licensure requirements remain inconsistent (accreditation issues)
- Even minor differences between universities are hard for small community colleges to deal with. For example, POL 120 in the business pre-major per request UNC Chapel Hill; we must substitute for ECU students to take BUS 115. This business law class is one of 8 courses ECU requires for admission to the School of Business (It's a finance class there). If the student is unsure into which school of business he/she will transfer, students face such minor adjustments for each potential university transfer
- I am confused about the application of new MCR language requirements for 2004 HS graduates. I do understand that CAA does not require foreign language. I do understand graduates prior to 2004 don't fall under language requirements for entrance. I have received conflicting opinions about whether 2004 graduate minus language in HS but receiving AA or AS degree must take language at CC to be admitted to the university system. It does not seem to me that this should be a difficult point to establish.
- Humanities at UNCA
- Consistency among universities
- Upper-level business courses usually cannot be accepted as transfer courses. Unfortunately, students often arrive with many of their general education credits composed of business courses
- AFA degree exceptions
- Currently the data on transfer student performance at UNC institutions is only shared as average performance of blocks of students. For community colleges to be able to identify and improve college-transfer programs, they need individual performance data. Community colleges have the ability and right to use this data for the improvement of educational programs. They also have the ability to properly protect the privacy of individual data.
- Programs need to be designed that allow students to pursue employment after 2 years and simultaneously maximize transfer credits if and when transfer to a 4-year institution is desired. I recommend developing a college transfer option within selected A.A.S. programs that would articulate a critical 30 hour block of general education core courses (including math and science for those 4 year programs that require additional math & science) and complete the A.A.S. degree with 34-42 hours of specialty courses including as many transferable courses as possible. This would require the community college's to staff the specialty A.A.S. transfer courses with qualified faculty (18 graduate hours in discipline, masters in discipline preferred). It would also require additional inter-institutional discussions/agreements about what can/should be usefully taught at the community college level. TAC could facilitate these discussions

- In many instances students' primary driver for choosing target institutions for transfer is the institution rather than the academic program. There is significant overlap of the desire for enrollment at the most popular UNC institutions with students entering the institutions immediately after high school graduation. Perceived quality has a lot to do with this, but it feeds into the capacity problem
- Basic issue is that universities and departments differ considerably in the requirements for a degree. UNC is an administrative body, not an academic body and is, therefore, a straw man in articulation agreements. It seems nearly impossible to develop a CAA that addresses the diversity of requirements at UNC institutions
- Incentives for institutions to develop articulation arrangements specifically addressing greatly needed training and licensure for high-need areas of the state
- Aligning minimum course requirements with CAA, for example, making sure foreign language is spelled out as a requirement at the 2 year institution
- Our particular institution is composed of a large number of out of state students. This automatically means that they are not protected by CAA guidelines, and that they run the risk of losing many credits in the transfer process.
- 1. UNC institutions are unable to offer sufficient classes in foreign languages to serve students transferring as juniors. Such courses should be taken prior to transferring.
- 2. First-year composition courses vary widely in focus and teaching methodology. Composition courses taken at some institutions inadequately prepare students for writing in the disciplines.
- those among 4 year institutions
- The foreign language requirement part of the new MCR for 2004 and the new math requirement part of MCR in 2006.
- The foreign language requirement part of the new MCR for 2004 and the new math requirement part of MCR in 2006.
- We have a new joint Engineering program that will require a new agreement
- Guidelines for evaluation of portfolios by units within the university for transfer students. These performance based documents are not covered by the CAA in enough detail to ensure transfer students are treated equally with native students in the university
- What is the possibility of including credits earned through CLEP and used as part of the associate in arts or associate in science degree being accepted under the CAA? Would need a list of acceptable CLEP exams and course credits agreed upon by both systems
- Some UNC schools do not accept what is in the CAA
- Institutional whims as related to acceptance of general education core requirements.
- equitable education across the systems
- Are ACA courses transferring to 4-year schools or not?
- Which specific Math courses are preferred for which 4-year programs (ex., for AA students, NCSU doesn't like MAT 161, ECU does)? This makes advising difficult