Instructional & Student Development Administrators

System Office Update

March 6, 2014

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Today's Topics

- Multiple Measures for Placement
- NC Diagnostic Assessment and Placement
- Programs of Study – Jennifer Frazelle
- Default Management – Wanda White
- Website Compatibility – Wesley Beddard for Karen Yerby
- NCCCS Conference – Wesley Beddard
- Associate in Fine Arts
- Comprehensive Articulation Agreement

Multiple Measures for Placement

Multiple Measures for Placement

- Technical Corrections to Multiple Measures Policy (Pending SBCC Approval)
  - Identification of 4th Math Courses
  - Supplemental Math or ENG/Reading Lab – Based on College policy
- Programming to Support Multiple Measures
  - System Office IT has business requirements in place to program the download multiple measures transcript information (GPA, 4th math indicator).
  - **BUT—DPI's conversion to PowerSchool has data problems.**
  - **Given this, the status of the 4th Math indicator on electronic transcripts is uncertain, and the timeline for auto import is uncertain.**

Preliminary Analysis of Multiple Measures (Fall 2013)

- 13 Community Colleges reported data
- 5378 students enrolled in gateway math courses through traditional placement or completion of developmental education
  - 62% had a final grade of A, B, or C
- 978 students enrolled in gateway math courses through GPA placement
  - 60% had a final grade of A, B, or C

  - (For both groups: D, W, and F counted as failing grades)

NC Diagnostic Assessment & Placement

NC DAP: A Short History

- Listening Tours of 2010 -- Dev Ed was not working
  - Only 8% of students in lowest levels of dev math and 25% of students placing at low levels of Eng/Reading were successfully completing a gateway curriculum course.
- DEI State Policy team voted to create a custom placement assessment for NC.
- SBCC approved contract to College Board in March 2012.
- Longer assessments meet design principles established by DEI State Policy Team set Design Principles:
  - Assessments must be aligned to NCCCS curricula, unlike "off the shelf" tests
  - Assessments must be of sufficient length to diagnose student's specific competency weaknesses
  - Assessments must place students where they need to be to improve their remediation outcomes and reduce their time in developmental education

NC DAP

- Math Assessment
  - 3 versions: DMA 010-060; DMA 010-030; DMA 040-060
  - Each version = 1 unit ($1.35)
  - Statewide contract lowers the test unit cost to among the lowest in the country
- Math cut score for each module is 7
  - Assessments for DMA 070 and 080 are gone
  - Results of DMA 060 used for placement into MAT 161/171
  - College may require student who does not pass out of DMA 060 to take DMA 060, 070, and 080
  - Or, College may require student to take DMA 065

NC DAP

- Score of 1 on DMA is below the floor
  - Refer student to Math Sense (Basic Skills) and offer a second assessment, such as TABE, to confirm placement. If student does not qualify for Basic Skills based on second assessment, he or she may enroll in DMA 010
  - Or, refer student to MAT 050

NC DAP

- A score must be entered in Colleague for each test
- Fast Reporting (auto download of scores into Colleague) will be available April 30
- **If your college does not have the capability of manually entering scores, you may wait until April 30 to implement NC DAP math assessment**

NC DAP

- ENG/Reading pilot begins April 1
- Cut scores for ENG/Reading will be taken to the State Board in May
- Colleges may use the ENG/Reading assessment for placement Fall 2014; colleges are required to implement for placement in Spring 2015

Default Management

Wanda White, Director of Financial Aid & Student Success

Default Prevention Strategies

- Default Management Plan and Team

- Offer Financial Literacy and Counseling

- Conduct a risk analysis

- Consider Third Party Servicer

- Challenge draft cohort default rates

- Utilize NSLDS Reports
  - Date students entered repayment
  - Delinquent borrower reports

Resources – Cohort Default Rates

- Cohort Default Rate Guide
- Delinquency and Default Management Electronic Announcements
  - Delinquency Prevention Activities
- Assessments – FSA Assessments
- General Servicing Information – Electronic Announcement
- Operations Performance Management Service Group
  - Main Line: 20-377-4258
  - Hotline: 202-377-4259
  - Email: fsa.schools.default.management@ed.gov
  - Web: ifap.ed.gov/Default Management/DefaultManagement.html

Website Compatibility

Wesley Beddard, Associate Vice President for Student Learning & Success

2014 NCCCS Conference

Wesley Beddard

Associate in Fine Arts

2014
Comprehensive Articulation Agreement

Approved by the
North Carolina State Board of Community Colleges
The University of North Carolina Board of Governors

February 21, 2014

CAA Revision Timeline

April 2012	Joint CAA Review Steering Committee Appointed
January – July 2013	UNC and NCCCS Faculty Discipline Teams Convened
October 2013	TAC and Steering Committee Prepared CAA Revisions
October – November 2013	Proposed CAA Revisions Reviewed by Colleges and Universities
December 2013	TAC and Steering Committee Finalized CAA Revisions Based on Feedback from Campuses
January – February 2014	Proposed Revisions Presented to UNC Board of Governors and State Board of Community Colleges for Action
Fall 2014	Effective Implementation Date

CAA Review Steering Committee

Member	Institution
Joan Lorden	UNC Charlotte
Marilyn Sheerer (Co-Chair)	East Carolina University
Jon Young	Fayetteville State University
Beth Lofquist-Tyson	Western Carolina University
James Kelly	Randolph Community College
Keith Mackie	Catawba Valley Community College
Lisa Chapman (Co-Chair)	Central Carolina Community College
Kristi Snuggs	Edgecombe Community College
Staff	
Wesley Beddard	NCCCS
Karrie Dixon	UNC-GA

CAA Revision— Summary of Changes

1997 CAA	2014 CAA
64-65 Semester Hours of Credit for Transfer Degree	60 – 61 Semester Hours of Credit for Transfer Degree
44 Semester Hour General Education Core	30 Semester Hours of Universal General Education Transfer Courses (UGETC), plus 15 additional Semester Hours of General Education courses selected from the Transfer Course List
20 Semester Hours of additional general education, pre-major and elective courses	15 Semester Hours of pre-major courses

CAA Revision— Summary of Changes

1997 CAA	2014 CAA
Limited Transfer Guarantees unless General Education Core is completed	Each Universal General Education Transfer Component (UGETC) course transfers, regardless of completion of degree
Lots of elective choices in general education	A limited Universal General Education Transfer Component (UGETC)
Students often making uninformed choices resulting in repetition of courses or loss of credits	Universities' published 4-year degree plans identify community college courses that provide pathways to majors

Universities' Commitments

- Identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency (Section 2).

- Develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion (Section 7).

Making College Transfer More Intentional

Step 1: Complete Universal General Education Transfer Component courses (AA: 31-32 hours; AS: 34 hours)

Step 2: Take ACA 122 College Transfer Success

Step 3: Complete 30 hours of additional general education and pre-major prerequisites, based on university's published degree plan

Implementation

- If approved, CAA is effective Fall Semester 2014 for new college transfer students.

- Students enrolled in an AA or AS program prior to Fall Semester 2014 are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment, as long as they have remained continuously enrolled.

Maintaining Currency of CAA

- Transfer Advisory Committee will survey and review institutional transfer credit policies and procedures of two UNC institutions per quarter and report the findings to UNC General Administration and Community College System Office

- NCCCS & UNC have signed a Memorandum of Understanding to share transfer student data to better analyze students' transfer outcomes

- TAC will oversee modifications to the CAA

Transfer Advisory Committee

Member	Institution
Marcia Conston (Co-Chair)	Central Piedmont Community College
Tom Gould	Pitt Community College
Rick Swanson	Sandhills Community College
Jami Woods	Surry Community College
Ken Gurganus	UNC Wilmington
Anthony Britt	East Carolina University
David English	UNC School of the Arts
Lou Ellen Riggans	Fayetteville State University
Staff	
Wesley Beddard	NCCC SO
Karrie Dixon	UNC GA
Tenita Philyaw-Rogers	UNC GA

Other

- Ad Hoc Committee – Alternate Measures for C&CP
- Ad Hoc Committee – General Education for Curriculum Standards
  - State Board Code: *Within the degree program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers."*