

The State of Transfer in North Carolina

NCASDAA & NCACCIA

Joint Administrators Conference

March 24, 2023



**NC COMMUNITY
COLLEGES**
CREATING SUCCESS

NORTH CAROLINA
INDEPENDENT
COLLEGES & UNIVERSITIES



Transfer Advisory Committee (TAC)

TAC Membership

NCCCS

Jonathan Loss, Co-Chair

Catawba Valley Community College

Jenn Gardner Selby

Rowan-Cabarrus Community College

Barry Priest

Bladen Community College

Maggie Brown

Carteret Community College

J.W. Kelley, *Ex Officio*

NCCCS Office

UNC System

Open, Co-Chair

tbd

Ted Zerucha

Appalachian State University

Angela Anderson

East Carolina University

Tina McEntire

University of North Carolina Greensboro

Eric Fotheringham, *Ex Officio*

UNC System Office



TAC Mission

- Serve as policy administrators of the CAA with authority to interpret CAA policy
- Oversee implementation of and compliance with the CAA for institutional policies and practices
- Address questions concerning transferability of course work under the CAA or proposed changes to policies, courses, and BDPs
- Provide general counsel and recommendations to the NCCCS and the UNC System Offices on matters related to optimal transfer between the two systems

Recent Work of the TAC

UNC System compliance visits

Revisions to the CAA

NCCCS Survey (Fall 2021)

Working groups dedicated to BDPs, Data, and Communication

Strengthening partnerships with NCICU, CTPA, and N3C2A

Collaboration with other formal groups focused on transfer in NC



CAA Changes

NCCCS Numbered Memo CC22-056 – Emailed December 16, 2022

- Changes to organizational names: NCCCS and UNC System
- Clarifying language around BDPs and UGETC courses
- Modernizing language
- Removing references to names and replacing with positions
- Adding the new UAAs to Appendix H: AATP and ASTP
- Providing links to important lists
- Substantive changes



CAA Substantive Changes

NCCCS Numbered Memo CC22-056 – Emailed December 16, 2022

Substantive changes must go before the UNC BOG and the SBCC for their formal approval. At the October 2022 meetings, the UNC BOG and the SBCC each approved the annual report and proposed substantive revisions to the CAA. These changes are in effect immediately and are outlined below.

V.A.9. Transfer of Courses Not Originated at North Carolina Community Colleges

2020 Version – Old

Transfer courses that do not originate at a North Carolina community college or UNC System institution may be used under the CAA with the following stipulations:

- a. Courses must be completed at a regionally accredited (e.g., SACSCOC) institution of higher education;
- b. Courses must meet general education requirements; and
- c. Courses may total no more than 14 semester hours of general education course credit.
- d. For courses not originating at a NC community college, if the courses are used to complete the AA or AS, the courses will transfer as part of the degree. Otherwise, if 14 hours or less are presented without completion of the AA or AS, then the receiving institution will consider the courses on a course-by-course basis.

V.A.9. Transfer of Courses Not Originated at North Carolina Community Colleges

2022 Version – New

Transfer courses that do not originate at a North Carolina Community College System institution or at a UNC System institution are allowed to be used to complete the AA or AS degree at an NCCCS institution and would fall under the protections of the CAA. Students transferring without the completed degree would have their individual courses from outside of NCCCS institutions subject to the receiving institution's regular transfer articulation procedures.

V.A.10. Transfer of Advanced Placement (AP) Course Credit

2020 Version – Old

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed Associate in Arts or Associate in Science degree under the CAA. Students who receive AP course credit at a community college but do not complete the Associate in Arts or Associate in Science degree will have AP credit awarded on the basis of the receiving institution's AP policy. TAC recommends that the same guiding principle prescribed for AP course credit be exercised in the treatment of other NCCCS course credit awarded as part of the AA or AS degree under the CAA through other commonly recognized exams (e.g., IB, CLEP, DANTES, and Cambridge).

V.A.10. Transfer of Advanced Placement (AP) Course Credit

2022 Version – New

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed Associate in Arts (AA) or Associate in Science (AS) degree under the CAA. Students who receive AP course credit at a community college but do not complete the AA or AS degree will have AP credit awarded on the basis of the receiving institution's AP policy. TAC recommends that the same guiding principle prescribed for AP course credit be exercised in the treatment of other NCCCS course credit awarded as part of the AA or AS degree under the CAA through other exams (e.g., IB, CLEP, DANTES, Cambridge, and local credit by exam or placement exam).

V.D.
Students Enrolled
Prior to
Fall Semester 2014

2020 Version – Old

Students officially enrolled in an AA or AS program at a North Carolina community college 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.

V.D.
Students Enrolled
Prior to
Fall Semester 2014

2022 Version – New

Statement Removed Completely



2022 TAC Legislative Report Highlights

Submitted November 1, 2022

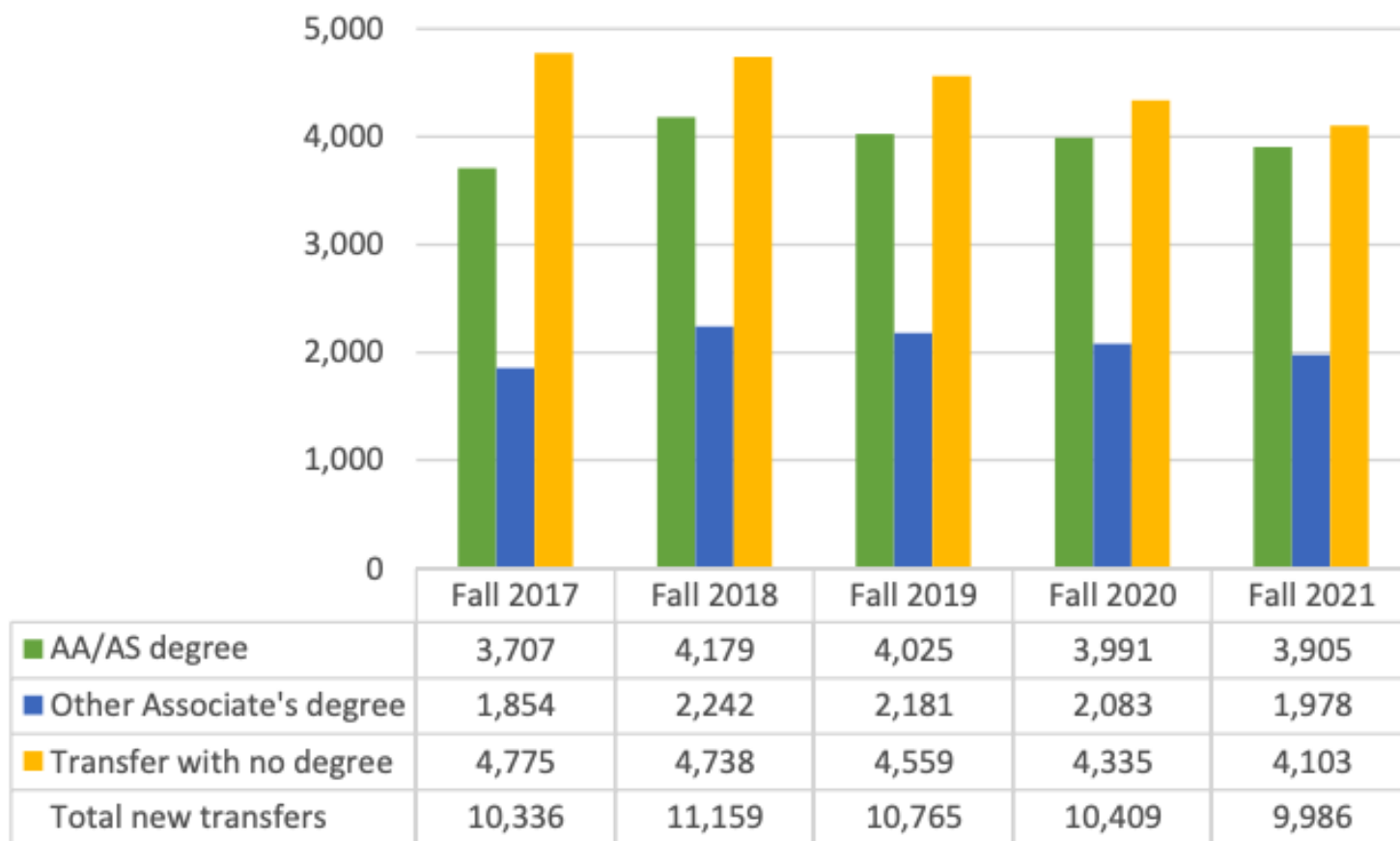
Full Report: https://www.nccommunitycolleges.edu/sites/default/files/state-board/program/prog_03_-_annual_legislative_report_comprehensive_articulation_agreement.pdf

2022 CAA Legislative Report Highlights: Transfer Enrollment & Performance

- 3 completed rounds of site visits to UNC System institutions
- UNC System Data Dashboard an asset; demonstrates criticality of 2014 CAA
- Transfer student enrollment (slight decline / Covid)
- Overall number of students transferring with completed degrees has increased since 2014; with slight decline in recent years
- Students transferring prior to obtaining associate degree has decreased
- Data continues to show that transfer students who complete the associate degree prior to transfer perform as well as, if not better than, students who began at the university
- CC Transfer Survey administered in Fall 2021 (55 of 58 CCs submitted)

Table 1

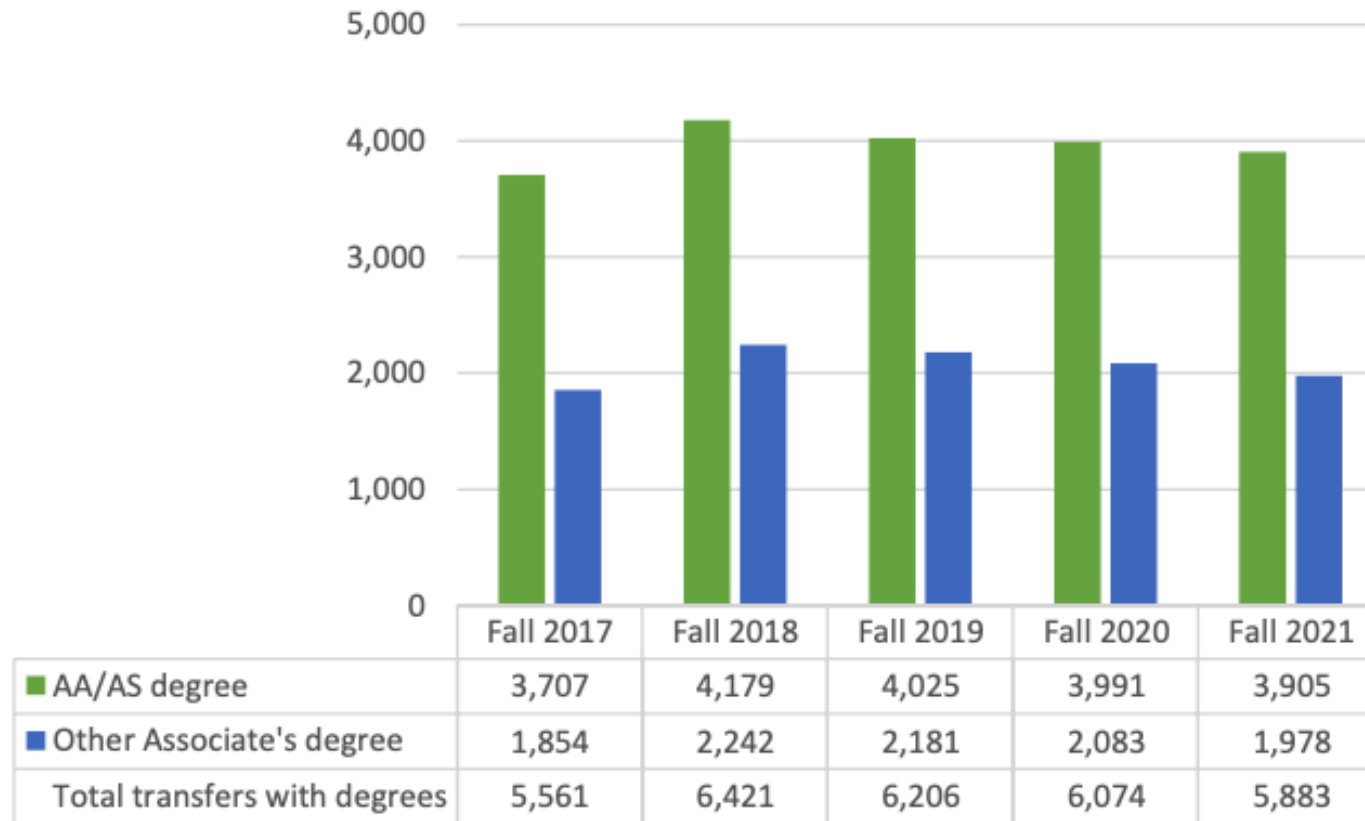
New NCCCS Student Enrollment in UNC System Institutions



Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Table 2

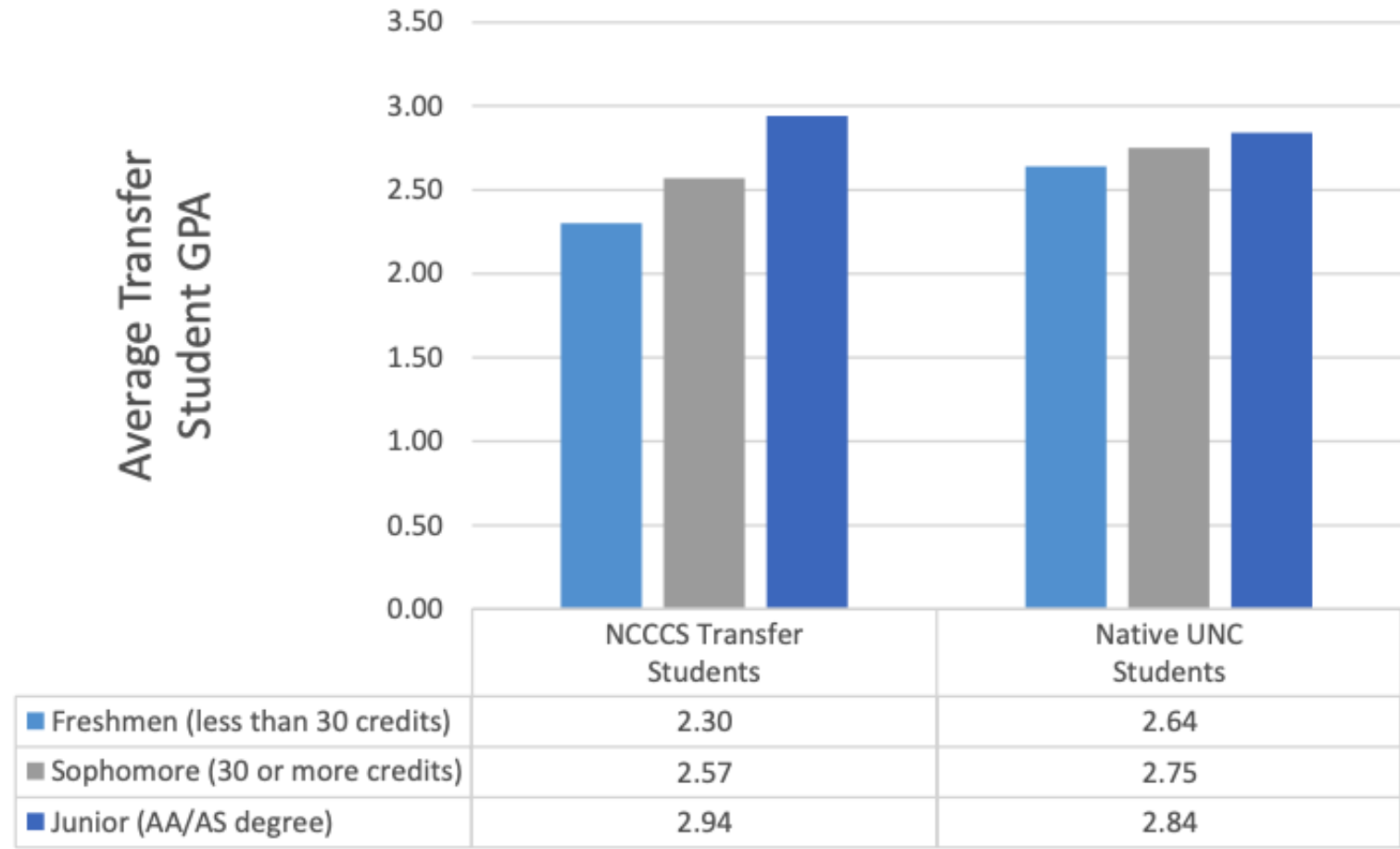
NCCCS Student Transfers with Completed Associate Degree



Note: Data within Table 1 include the most current information posted on the UNC public dashboards and may differ slightly from previously reported information.

Table 3

2021-22 Transfer Student Performance Grade Point Average After First Year



Note: Data indicated are reflective of first-year performance at UNC institutions for transfer students. This measurement was taken during fall 2021 to spring 2022 for the cohort entering in fall 2020.

2022 CAA Legislative Report Highlights: TAC Recommendations

- Implement template for BDPs
- Streamlined technology to support transfer students, house transfer resources, and collect/share data across the state and systems
- Review transfer policies and procedures through an equity lens
- Continued collaboration with key partners (NCSU's Belk Center for Community College Leadership and Research, myFuture NC, North Carolina Independent Colleges and Universities, etc.)



UNC Common Numbering System

UNC Common Number System (CNS): Updates

<https://coursetransfer.northcarolina.edu/>

- New policy adopted December 2020
- Phase I: Align core courses across UNC's and create online equivalency search (launched fall 2022)
 - Search function will include CC courses, where applicable
- Phase II: Address errors in data and processes, refine data sourcing (ensure we are getting updated equivalency information from universities)
- Phase III: Pursue curriculum alignment for core courses between CCs & UNC's



TAC Recommendations: How to support Transfer on the CC campus

Support Transfer Advising

Successful transfer advising needs institutional support.

Ongoing Training
(CAA, Appeals, Gen Ed changes)

Quality Advising
(Manageable loads)

Consistent Student Support
(Dedicated FT positions)

Transfer Resources
(Toolbox, Associations, Dashboards)



Ongoing Training:



CAA
(ONGOING)



APPEALS
(STUDENTS & EMPLOYEES)



PROCESSES
(GEN ED CHANGES, ETC.)

Transfer Resources:



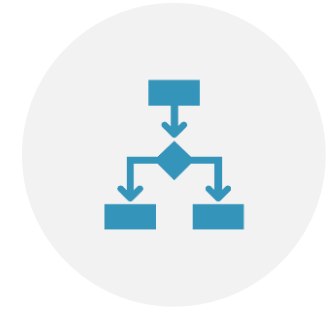
UNC SYSTEM
TRANSFER TOOLBOX



TRANSFER DATA
DASHBOARD



CTPA (LIST SERVE)



N3C2A (LIST SERVE)

Resources for Transfer Advising in NC

1

UNC System Transfer Toolbox

<https://myapps.northcarolina.edu/transfertoolbox/>

2

Interactive Transfer Dashboard

<https://www.northcarolina.edu/impact/stats-data-reports/interactive-data-dashboards/>

3

CTPA (College Transfer Program Association) *Drive-In: March 31

<https://www.officialctpa.net/>

4

N3C2A (NCCC Advising Association) *Conference: May 31 – June 2

<https://nccommunitycollegeadvisingassociation.wordpress.com/>



Questions? Conversation?

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