

**REVIEW OF THE COMPREHENSIVE ARTICULATION AGREEMENT
THAT EXISTS BETWEEN CONSTITUENT INSTITUTIONS OF THE
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
AND CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA**

A Report to the:

Joint Legislative Education Oversight Committee, Senate Appropriations Committee on
Education/Higher Education, and the House Appropriations Subcommittee on Education

Submitted By

The State Board of Community Colleges, and
The Board of Governors of The University of North Carolina

November 1, 2016

As Required by

Session Law 2013-72 (HB 903)

**THE UNIVERSITY OF NORTH CAROLINA & THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM COMPREHENSIVE ARTICULATION
AGREEMENT REPORT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT
COMMITTEE**

NOVEMBER 1, 2016

S.L. 2013-72 (HB 903) North Carolina General Statute 116-11(10c) requires The University of North Carolina and the North Carolina Community College System to conduct biannual joint reviews of the *Comprehensive Articulation Agreement* to ensure that the agreement is fair, current, and relevant for all students and institutions and to report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The statute also requires The University of North Carolina and the North Carolina Community College System to jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process.

SUMMARY

The revised *Comprehensive Articulation Agreement (CAA)* was signed by the UNC Board of Governors and the State Board of Community Colleges on February 21, 2014. The CAA was implemented for Fall 2014. To date there have been no reports of noncompliance by any institution.

The UNC System (UNC) and the NC Community College System (NCCCS) continue to work to enhance educational opportunities for NCCCS students by improving transfer administration via electronic tools and up-to-date course and degree information. The UNC Transfer Student Success Website, the Transfer Navigator, and published Baccalaureate Degree Plans provide students with access to current information that permits them to make the best choice possible in selecting institutions and degree programs. To be sure, additional resources will be needed to support and continue to develop various online degree mapping tools.

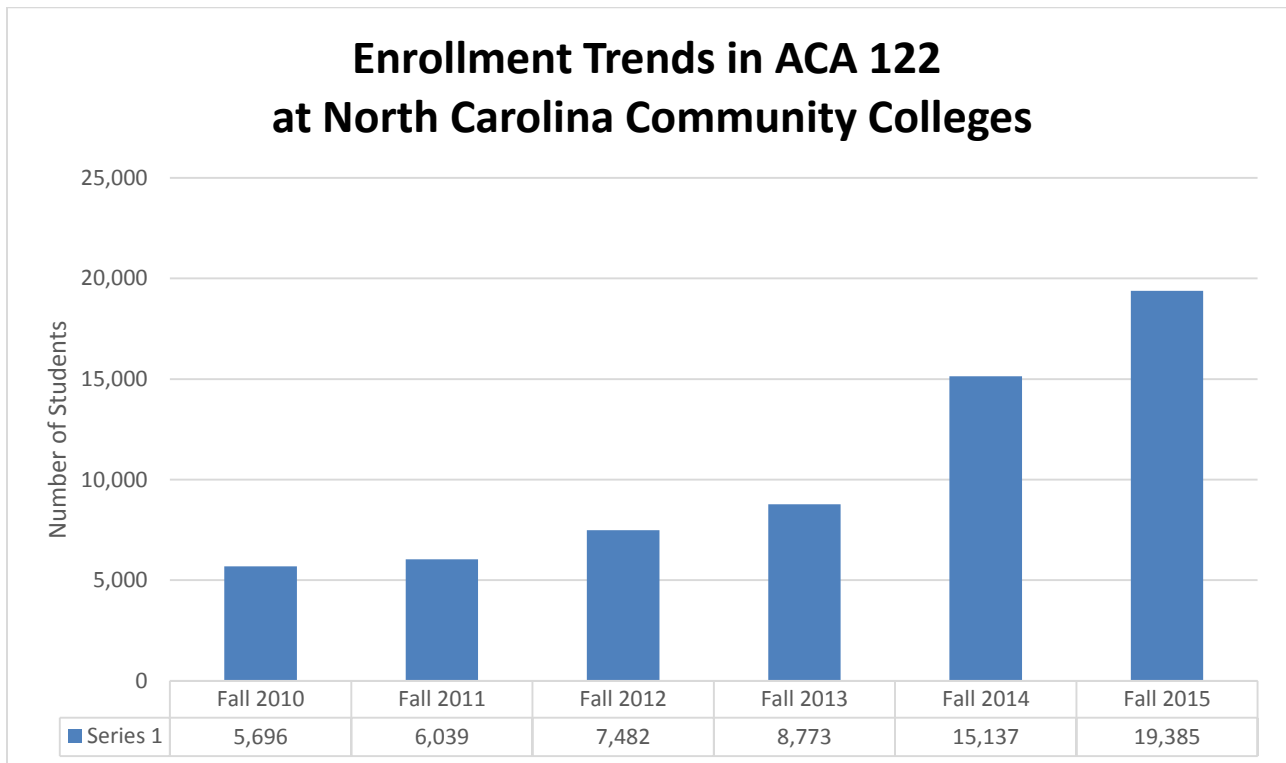
This report provides an update on efforts to fully implement the CAA through addressing the current needs of NCCCS students and the growth of UNC academic programs. The Transfer Advisory Committee (TAC) is committed to providing students with the pathway that will best benefit their earning a baccalaureate degree.

The CAA, complete with appendices, is available at

<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>

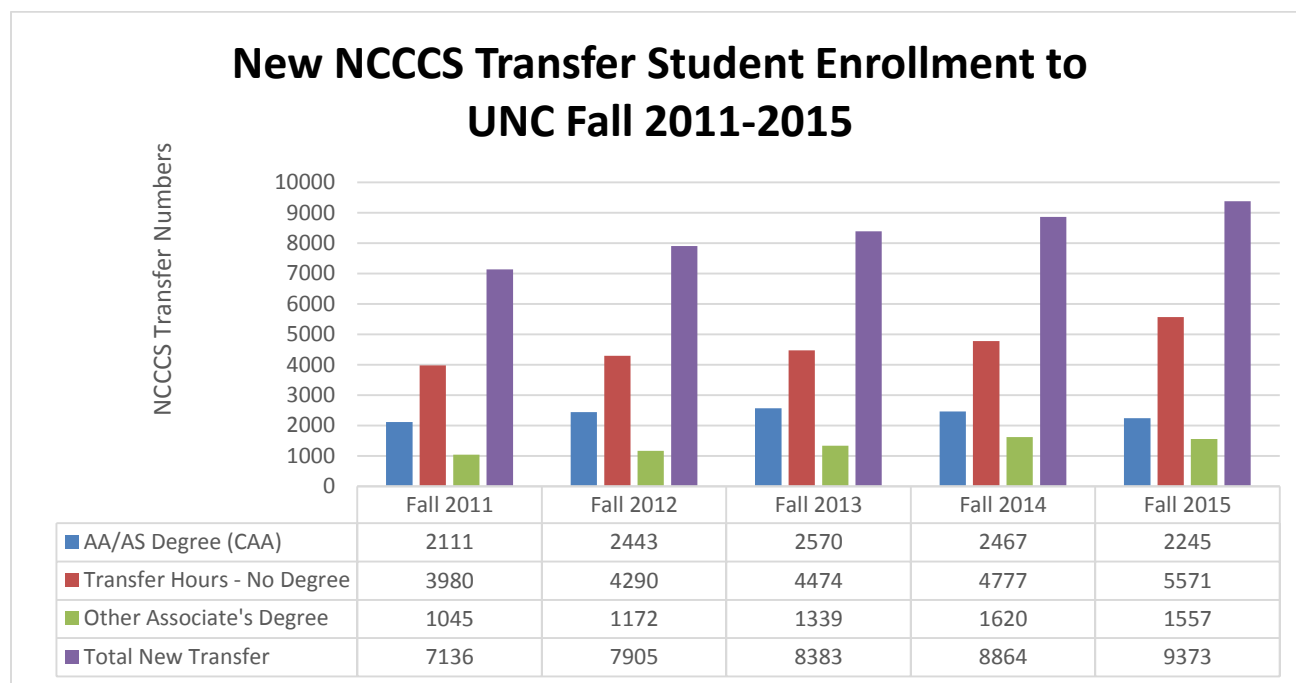
2016 CAA PROGRESS

Increase in Student Enrollment in ACA 122 - ACA 122, College Transfer Success, is a required course in the Associate in Arts and Associate in Science curriculum standards. This course helps students develop clear academic and professional goals beyond the community college experience. Topics in this course include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students will be able to develop an academic plan to transition successfully to senior institutions.



29% increase in Student Enrollment in ACA 122 from fall 2014 to fall 2015.

Transfer Student Enrollment – There has been a steady increase in the enrollment of NCCCS transfer students into UNC institutions. The increase is a clear result of the revised CAA, proper advising, and the strong collaboration between UNC and NCCCS. Although the CAA encourages NCCCS students to earn the Associate Degree before transfer, many students are choosing to do otherwise.



UNC Transfer Student Success Website - The UNC Transfer Student Success website was launched on April 15, 2015, and is now fully operational. The website provides students and other stakeholders with current information and data related to all aspects of the transfer experience, i.e., minimum admission requirements, programs, degrees, course equivalencies, scholarships, financial aid, campus contacts, and general resources.

UNC Data Dashboard - The Dashboard is an interactive online database that presents students, policy makers, and the general public extensive access to UNC System data on core measures. The Transfer Student database provides a wealth of information and comparative data on enrollment trends, student progress, and graduation rates. The UNC Transfer Student Success website is available at <http://www.northcarolina.edu/?q=transfer>.

Baccalaureate Degree Plans (BDPs)—The Baccalaureate Degree Plan is a critical component of the transfer student process. The plans create a clear transfer pathway by identifying and outlining courses that will lead to timely baccalaureate degree completion. Upon completion of the associate degree, students will have fulfilled the lower-division general education requirements of the receiving institution. Completion and publication of all UNC BDPs was achieved by December 2015. During the CAA Compliance Site Visits, the TAC reviews the institution’s BDPs.

Review of 2014 CAA - In January 2016, the Transfer Advisory Committee (TAC) established review teams and a process for reviewing the institutional transfer credit policies and procedures of two UNC institutions per quarter.

TAC/CAA Site Visit Process and Schedule - UNC-GA will send out the CAA Review Form to the scheduled institutions at least one month prior to the visit. The institution will return the form two weeks after receiving it. The appointed site team will connect with the institution's Transfer Point Person to schedule the visit. The Review Form requests information concerning transfer policies and practices of the institution. The Form also requests well as transfer student admissions and performance data, including transfer student completion rates and accumulated credits to baccalaureate degree.

On Campus Meetings

- 1. Interview with Transfer Point Person and others (as suggested by university). Discuss the Review Form. (45 Minutes – 1 Hour)
- 2. Interview with transfer articulation staff, including the individual charged with oversight of the Baccalaureate Degree Plans. (45 Minutes – 1 Hour)
- 3. Interview with Transfer / Program Advisors. (45 Minutes – 1 Hour)
- 4. Interview with Transfer Students. (45 Minutes – 1 Hour)

CAA Compliance and Feedback Report: Upon completion of the site visit, the site team will submit the Report to the entire TAC for review and approval no later than two weeks after site visit. Each Report will combine both narrative and data points and include information obtained from the CAA Review Form and the interviews conducted on the site visit. After review and approval, UNC-GA will send the Report to the university provost and transfer point person for campus distribution.

TAC CAA Site Visit Schedule

January – March 2016	UNC Charlotte UNC Greensboro
April- June 2016	Appalachian State University Winston-Salem State University
July- September 2016	East Carolina University Elizabeth City State University

October- December 2016	NC Central University NC State University
January-March 2017	NC A&T University UNC Chapel Hill
April –June 2017	UNC Asheville Western Carolina University
July –September 2017	UNC Wilmington
October-December 2017	Fayetteville State University UNC Pembroke

Completed Site Visits (as of September 30, 2016) – University of North Carolina Charlotte, University of North Carolina Greensboro, Winston-Salem State University, Appalachian State University, East Carolina University, and Elizabeth City State University

All reviewed institutions are in compliance with the CAA. TAC members have found the completed site visits positive and productive. In particular, the TAC members have been pleased with the effective use of the UNC Data Dashboard by the institutions to make data-informed decisions regarding transfer. Though seamless transfer challenges still exist, the universities, in collaboration with their community college partners, are making concerted efforts to improve the transfer process and to enhance transfer student support and performance. The completed site visits have illuminated both the existing challenges to transfer student success and the best practices institutions have implemented to assist transfer students in achieving their academic and professional goals.

Best Practices of Transfer Student Success

- Early transfer credit evaluation upon admission to UNC institution.
- UNC transfer transition advisor outreach prior to matriculation and designated transfer advisor experts.
- UNC transfer advising webinars.
- Mandatory transfer orientations, including online options, and campus tours.
- Faculty-to-faculty collaboration between UNC and NCCCS instructors, including ACA 122 instruction by UNC instructors on community college campus.
- Close collaboration and communication between Admissions and Transfer Services on UNC campus, as well as with academic departments.
- Transfer student mentors to introduce incoming transfers to campus activities and resources.
- Activities, organizations, and publications specifically designed for transfer students.

Existing Challenges

- Implement strategies to incentivize Associate Degree completion prior to transfer.
- Develop process for communicating Baccalaureate Degree Plan changes to community college partners.
- Reduce the number of total credit hours (UNC and NCCCS) to Baccalaureate Degree completion.
- Collect additional comparative data of UNC native students and transfer students.
- Enhance communication between UNC and community college partners and between the TAC and campus transfer personnel.
- Leverage existing and new technology to assist transfer students with credit articulation and degree completion.

CAA Revisions, December 2015-August 2016

- Change in classification of the following courses from general education courses to Universal General Education Transfer Component (UGETC) courses:
 - ENG 241 British Literature I*
 - ENG 242 British Literature II*
 - MAT 272 Calculus II*
- Reverse Transfer Policy added. (*As of this Report, over 2100 students have been awarded an Associate Degree through the Reverse Transfer process.*)
- Addition of the following courses to the Transfer Course List:
 - ANT 230 Physical Anthropology*
 - ANT 230A Physical Anthropology Lab*
 - ART 276 Interactive Media Design*
 - MUS 170 Business of Music*
 - MUS 260 Introduction to Music Education*
- Removal of the following courses from the Transfer Course List:
 - EDU 216 Foundations of Education*
 - EDU 221 Children with Exceptionalities*
- Transfer Course Request Form added to *Comprehensive Articulation Agreement* as an appendix.