# **CCHE Ad-Hoc Committee on Credit Transfer & Acceptance**

## **December 5, 2023 Meeting Agenda**

**Via Zoom:**

<https://highered-colorado-gov.zoom.us/j/82538404519?pwd=RXQ4RkdkMDNXdkFvQUdCd2tLM2VlZz09>

3:00 – 3:05 pm Welcome, Prior Meeting Recap & Meeting Goals *Landon*

3:05 – 3:45 pm Member Reflections/Check-in (Lightning Round) *Berrick*

3:15 – 3:45 pm Ideal Student Experience: IHE to IHE Transfer *Landon*

3:45 - 4:15 pm Data: What data is needed to know if it’s working? *Landon*

4:15 – 4:20 pm BREAK (Depending on meeting flow)

4:20 – 4:45 pm Levers: What levers will be needed to advance change? *Berrick*

4:45 – 4:50 pm Next Steps *Landon*

4:50 – 5:00 pm Member Reflections / Check-Out (Lightning Round) *Berrick*

1. Ideal student experience
   1. A process by which students are tracked from the first semester on to watch their progress and intervene early.
   2. Advising early and often – proactive (intrusive) vs. reactive
   3. Advising that leads to a transfer that leads to the degree they want at the end.
   4. What percentage of courses are upper division vs. lower division?
   5. Focus on dealing with the structure and policy since we might not see increases in advising.
   6. Simplify transfer guides so they are usable for parents and students
   7. Supported & successful student outcomes including lower cost & time to completion due to appropriate credit transfer. Student-centric: consistency with post-secondary course content & credit award; similar pathways for applied certificates and degrees as exist for GT pathways. Appropriate pathways for concurrent/dual enrolled students in secondary CTE programs –
   8. Standardize course numbers, credits, and course syllabi
   9. Stronger pathways for applied programs
   10. Meaningful credit transfer
   11. Better advising can lead to stronger student self-efficacy in terms of transfer
   12. Professional development opportunities for all student support folks and faculty
   13. Ideally if the transfer guidelines are more clear I would like to see all students have to get a faculty advisor to sign off on classes each semester. This increases the pool of "advisors". Not all faculty would do it but many would. I also dream that CO will take a leadership role in supporting/funding more counselors/advisors who could support the students and families.
   14. Concurrent and dual enrollment students – what can we do to help students in K-12 environments? The newest update on Concurrent Enrollment does require that courses are guaranteed to transfer.
   15. Common syllabus and outcomes. PSYC 101 is PSYC 101 is PYSC 101
       1. I just want to continue to highlight that a course transferring is not necessarily transferring as equivalent credit. The semantics game that is being played is that the course is transferring and being issued "elective" credit, and then the student is being required to take the course over again (i.e., Psychology 1).
       2. MSU will openly tell you that CCD's 3-credit Psy 1 does not count as equivalent to MSU's 4-credit Psy 1 regardless of the student being an Art, Business, Psychology, Education, Engineering.....major. A CCD student must take Psy 1 and 2 at CCD to get the credit for Psy 1 at MSU.
   16. The modern degree does not have major courses starting in the junior year. Therefore, the first 2 years of community college should replicate the experience (course taking-wise) at the university. So a student can transfer to the university in their major as a junior.
       1. The Associate of Engineering Science degree emerged directly from 3 years of effort -- facilitated by CDHE staff and GE Council members -- to create a statewide transfer agreement in engineering. We were stuck on a requirement to complete all general education courses pre-transfer
   17. The message we deliver to faculty when we convene them to discuss transfer agreements is "how to best prepare students for upper-division study in the discipline"
   18. There should be consistency in general education courses and we should be looking at them in the same vein regardless of where the course was taught (CE, DE, community college, technical college, university).
   19. Better connections between stakeholder groups (i.e. GE Council and Statewide Advisors for Student Success)
2. Data needed
   1. How many students transfer to a 4-year institution who did not complete a DWD.
   2. Systematic assessment on the performance and experience of students of transfer.
   3. Credits to degree
   4. Time to degree
   5. Dollars spent to degree
   6. Show me the evidence. If a student who passes COM 1021 is not getting credit for meeting the GT Pathways CO-1 requirement at a receiving institution, I want to know about it and will investigate it. "I've heard" or "they say" doesn't work.
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      1. How would we figure out this landscape?
   8. <https://edunav.com/>
   9. Retention data of transfer students vs. students who start at the university. Comparison of those who complete a DWD vs. those who don’t.
   10. Performance of student who transferred in their first and second semester after they transfer – commonly known as “transfer shock”
   11. Half of students who go to higher education don’t complete. Can we break that down by where they went first (ATC, CC, university) and by various other demographics.
   12. <https://blog.ed.gov/2023/11/new-measures-of-postsecondary-education-transfer-performance-transfer-out-rates-for-community-colleges-transfer-student-graduation-rates-at-four-year-colleges-and-the-institutional-dyads-contributi/>
   13. Disaggregation of data by student demographic.
   14. Transfer complaints – number and type of complaints
3. Levers available to us
   1. Looking at degrees and focusing in on stackability and competencies. This will require change, which requires us to evolve.
   2. Transfer portal where a student can see where their courses transfer best.
   3. What gets measured gets done.
   4. What gets the spotlight gets highlighted. Should we put all higher education partners into the same room and come to agreement?
   5. Auraria example – 17 courses. MSU even accepts PLA credits awarded at CCD.
   6. Getting industry voice into the conversation to ensure alignment.
   7. State agencies
   8. Recommendations from other reports (e.g., HB22-1215)
   9. Institutional levers
      1. Advising
      2. Transfer portal
      3. Statewide common course numbering and curricular frameworks
      4. What gets funded/incentivized gets done. Recognize transfer efficacy in the allocation formula.
   10. Student levers
       1. Advising
       2. Transfer portal – put data into the hands of students
       3. Student voice
4. Next steps
   1. Explore themes that emerged from student experience brainstorming
   2. Discuss ways to push on levers that are available to us
   3. Begin to develop a set of recommendations to move forward
5. Parking lot
   1. Military experience and credit
   2. Registered apprenticeship