



**Testimony by Dr. Louise Feroe**  
Board of Regents for Higher Education  
ConnSCU  
Before the Higher Education and  
Employment Advancement Committee  
February 14, 2012

Good morning, Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. For the record, I am Dr. Louise Feroe, Interim Vice President for the Connecticut State Universities of the Board of Regents (BOR) for Higher Education. I am here today to speak on behalf of the 17 institutions that comprise the Connecticut State Colleges and Universities (ConnSCU) System. Thank you very much for the opportunity to testify today on House Bill 5030, *An Act Concerning the Development of a General Education Core of Courses to Allow for the Seamless Transfer from the Regional Community-Technical College System to the Connecticut State University System and the University of Connecticut*.

Clearly, this is an issue that has been of concern to the legislature, to the Community Colleges and to the State Universities for some time. The pattern of student behavior has clearly changed from our static model when it was assumed that one attended an institution continuously and earned a credential from that institution. Students move from institution to institution in pursuit of an education, and it is extraordinarily important that the Connecticut State Colleges and Universities become a means through which Connecticut students can pursue their education while moving from institution to institution. Our programs must relate to each other and transfer must be reciprocal as well as transitive. Students do not only move from community college to state university, but also from state university to community college – and they make these movements repeatedly. H.B. 5030 provides a solid, commonly accepted lower division core that transfers among all Connecticut public institutes of higher education. This is critical because the numbers are so overwhelming.

- 14,577 students who previously attended another institution entered CT colleges and universities as new transfer students in fall 2010. Three out of four (73.5%) of these students (10,698) entered a ConnSCU institution in fall 2010.
- Students from out-of-state (and unknown) institutions (5,728) account for about 40% of all the transfer students in the state.
- More than half (51.9%) of all of the new transfer students (7,548) in the state entered a community college in fall 2010.
- While community colleges sent 1,558 students to the CSUs in fall 2010, community colleges received 1,109 transfer students from the CSUs.
- Aside from out-of-state institutions, the most significant source for transfer students into the community colleges is the community colleges themselves. Almost one out of three (29%) of transfer students into community colleges came from other community colleges in the state.

The proportion of new students who are moving from one institution to another is increasing every year. In fact, the number of students transferring from Connecticut Community Colleges to our Connecticut State Universities has increased 43% since 2005. The development of clear, transparent pathways for students to access a university education – whether directly from high school or through other routes – will be a prerequisite for our success as a system in educating Connecticut citizens.

I would like to bring you up to date on the efforts of the newly formed Board of Regents concerning this important issue. First, let me bring you up to date on what our state universities and the community colleges have been working on since the adoption of Special Act 07-7, which addressed many of these same important issues. These include a review of the status and content of transfer and articulation agreements.

### **Transfer and Articulation Agreements with the Connecticut Community Colleges (CCC's) *Dual Admission Program***

- A Transfer Compact agreement was signed in March 2007 and has, since then, been implemented. An oversight committee has been established with representation from the Connecticut Community College (CCC) System and the Connecticut State University (CSU) to oversee implementation and further streamline the transfer process from CCC to CSU. The Committee is co-chaired by President Barbara Douglass from Northwestern Connecticut Community College and President Jack Miller from Central Connecticut State University.
- A complete review of all Connecticut Community College common courses transferring and applying to the general education requirements at each university has been completed. Course listings are published and are scheduled for periodic updates.
- A list of common courses at the CCC that are offered by all colleges and are accepted by all CSU universities has been created and is available to students on the university websites.
- This work has led to identification of approximately 30 credits that could form a common general education core, and could therefore lead to development of one common liberal arts associate degree at the Community Colleges that would transfer in its entirety to the universities for automatic junior status and general education credit. The committee is moving in this direction.

So, progress has been made, but no sweeping changes were forthcoming. It is clear that such incremental change is not effectively meeting the needs of our students.

The demand on public higher education to produce a robust and appropriately educated workforce has been widely discussed throughout our nation, and agreement has emerged in Connecticut that this is a priority goal for public higher education. To achieve our goal, we, in the Connecticut State Colleges and Universities, must help dramatically increase the post-secondary degree and certification attainment of our population. We must create a wide and transparent pathway to attainment for all of our students, and that means we must streamline the transfer processes and structures in our state colleges and universities.

The Academic and Student Affairs Committee of the newly created Board of Regents has been meeting and formulating the list of issues that it will address in its first year of operation.

Among the topics identified for immediate attention were:

- Academic Program Approval Process
- Seamless transfer between Connecticut Community Colleges and the Connecticut State Universities
- Reform of teacher training programs
- The periodic review of academic programs
- Student Code of Conduct and policies regarding reporting abuse

With respect to transfer, the committee is hearing comments on the adoption of a transfer policy for all of the ConnSCU institutions. We have scheduled an open forum on March 9 for faculty, students, staff and any other interested stakeholders to comment to the Board members. The committee will present its proposal to the full Board of Regents at its March 15 meeting.

The broad outlines of the current draft of the proposal are as follows:

There shall be transfer associate degrees of 60-64 credits common to all of the Connecticut Community Colleges that shall include at least 36 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses, and the remaining credits will be articulated with major programs at the Connecticut State Universities. Earning such a transfer degree will grant its recipients junior status at each of the Connecticut State Universities and Charter Oak State College. Successful completion of a transfer associate degree will offer the student **guaranteed admission and junior status at the receiving university or Charter Oak State College without ‘course by course’ transfer.**

Students who complete the transfer associate degrees at a Connecticut Community College will be admitted to a Connecticut State University or Charter Oak State College as a junior. To complete a baccalaureate degree in a major articulated with the CCC associate degree at a State University, students will be required to complete no more than half of the requirements for the baccalaureate degree. These additional university requirements will be clearly spelled out and included in the degree by degree articulations.

The faculties of the Connecticut Community Colleges and the Connecticut State Universities will agree on the transfer associate degree with its attendant competency outcomes and major by major articulations that will create a single pathway from any Connecticut Community College to a Connecticut State University for every baccalaureate major. Charter Oak State College will develop similar articulations with Connecticut Community Colleges for its concentrations/majors. These articulations will be completed for all majors by July 1, 2013. The major program articulations will be reviewed by faculty committees from the community colleges and the universities and Charter Oak State College on a five year cycle, beginning in the fall of 2013.

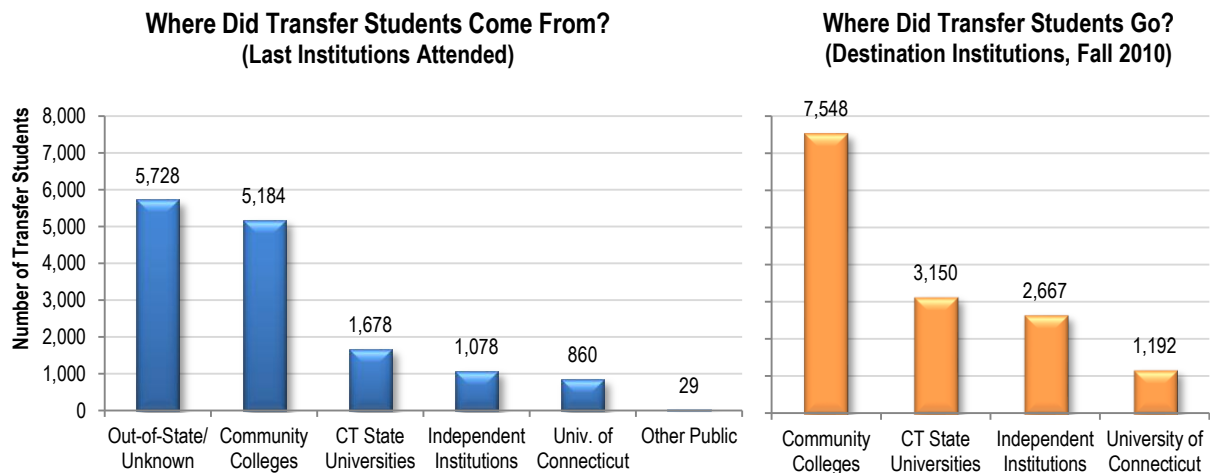
Thank you for giving me the opportunity to speak today and I would be happy to answer any questions you may have.



### Undergraduate Transfer Activity among Connecticut Colleges and Universities (Fall 2010)

Student transfer at the undergraduate level is typically considered in terms of movement from 2-year institutions to 4-year institutions as students progress through their course of study to reach higher degree levels. While almost 3,000 students entered 4-year colleges in fall 2010 as transfer students from Connecticut’s community colleges, in fact the community colleges as a sector represented the largest destination for transfer students, with 5,184 students entering one of the community colleges in the fall, having previously attended another institution. In effect, more students transferred into the community colleges than transferred out of them.

Connecticut’s colleges and universities indicated in their fall 2010 enrollment reports that 14,557 undergraduate students entered their institutions as new students having previously attended another college or university in Connecticut or outside the State. Of these students, just over half (51.9%) entered the State’s community colleges, just over a fifth (21.6%) entered one of the Connecticut State Universities, just under a fifth (18.3%) entered one of twenty independent colleges or universities in the state, and 8.2% entered the University of Connecticut.



Students who last attended out-of-state and unknown institutions represented 33.5% and 5.9% of the students entering Connecticut institutions as new transfer students in fall 2101. Just over third (35.6%) of transfer students last attended a Connecticut Community College, although just under half of these students were transferring from one community college to another. About one out of nine (11.5%) of transfer students originated from the Connecticut State Universities; 7.3% last attended one of the State’s independent institutions, and 5.9% last attended a University of Connecticut campus.



## Institutional Migration of Undergraduate Students by Sector (Fall 2010)

Receiving Institution	Sending Institution							Grand Total	
	Univ. of Connecticut, All Campuses	Connecticut State Universities	Connecticut Community Colleges	Other Public	Connecticut Independent Institutions	Out-of-State Institutions	Unknown Institutions		
University of Connecticut	17	156	393	3	54	565	4	1,192	8.2%
Connecticut State Universities	178	187	1,558	3	217	905	102	3,150	21.6%
Connecticut Community Colleges*	567	1,109	2,209	19	625	2,386	633	7,548	51.9%
Other Public**	--	--	--	--	--	--	--	--	--
Connecticut Independent Institutions	98	226	1,024	4	182	1,017	116	2,667	18.3%
Grand Total	860	1,678	5,184	29	1,078	4,873	855	14,557	100.0%
	5.9%	11.5%	35.6%	0.2%	7.3%	33.5%	5.9%	100.0%	

\* Community Colleges determined prior college and university attendance of new students in this report based on National Student Clearinghouse records, even if students indicated on the application that they were first-time students \*\* For 2010, Charter Oak State College did not report the origin of new transfer students and the U.S. Coast Guard Academy reported no transfer students. Students classified as "transfers" in this table should not be assumed to have been continuously enrolled from spring 2010 or summer 2010 into fall 2010. Data Source: Fall enrollment reports (state supplementary tables to IPEDS).

To place these figures in context, the four Connecticut State Universities received 1,558 transfer students from the community colleges, but for every four students they received, almost three transferred to from the CSUs to the community colleges. A total of 393 students who last attended one of the state's community colleges transferred into the University of Connecticut, but 567 students who last attended a University of Connecticut campus transferred to one of the community colleges. Among the 5,728 students who last attended out-of-state or unknown institutions (presumably most of these are not in Connecticut as well), more than half (52.7%) of them transferred into one of the state's community colleges.

It is important to recognize in this analysis that sending institutions simply represent the last institution attended and the amount of time elapsed since the last date of enrollment at that institution could have been substantial. Nevertheless, the pattern of migration still highlights the need for credits to transfer seamlessly not just from 2-year institutions to 4-year institutions but also the other direction from 4-year institutions to 2-year institutions as well as to acknowledge the significant movement from 2-year college to a different 2-year college. Efforts to widen the pathways for students to transfer among institutions should take into account these patterns that indicate undergraduate students in their transfer patterns would benefit not only from an improved avenue to 4-year institutions but would be even better served by a wider and smoothly paved two-way street allowing movement from 2-year to 4-year institutions but also from 4-year to 2-year institutions and from 2-year to other 2-year institutions.

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