Connecticut’s Transfer & Articulation Program (TAP)
A Model for Seamless Pathways to Student Success

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Connecticut State Colleges & Universities (CSCU)

CSCU - 17 Institutions

• 12 Community Colleges
• 4 State Universities
• 1 Online College
Before TAP

Searching Course by Course

For most programs, a Connecticut Community College student planning to transfer to a Connecticut State University or Charter Oak worked with a page like this.

Example: **Art**, from Asnuntuck Community College to Eastern Connecticut State University
Quick Note
Official evaluations are sent to **accepted students** directly from the Office of Admissions
Since TAP Implementation

Everything in One Place

For 25 disciplines, a Connecticut Community College student planning to transfer to a Connecticut State University or Charter Oak works with www.ct.edu/transfer/tickets.

Example: Art, from Asnuntuck Community College to Eastern Connecticut State University
Policy, Plan and Principles
“There shall be transfer associate degrees

• common to all of the Connecticut Community Colleges that shall include at least

• 30 credits of transferrable general education, liberal art core (LAC) or liberal education program (LEP) courses that address the common core competencies, and

• the remaining credits shall be articulated with degree programs at the Connecticut State Universities and Charter Oak State College.

• Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and at Charter Oak State College.”
Steps to Meet Policy

**Determine Credits**
Determine 30 credits of general education and 30 remaining credits for each major pathway

**Develop Clear Communication**
Develop clear communication of information, internal and external

**Ensure Accuracy**
Ensure the accurate and (for students) invisible transfer of programs

**Maintain Information**
Maintain and update programs and information
Guiding Principles

- Move identified challenges from students to faculty and staff
- Balance system and campus governance of curriculum
- Maximize engagement of key functional areas across the institutions and within the system
- Maximize faculty engagement
- Insist on clear communication across functional areas
- Ensure efficient maintenance of the program
Key Elements

- Patience
- Visionary Leadership
- Clear & Realistic Deadlines
- Trust
The Curriculum
System & Campus Governance of Curriculum

**Challenge**
Developing one curriculum for 17 institutions, each with local control over development and approval of local curriculum

**Solutions**
- Faculty control of pathway curriculum development
- System-wide review committee with representation from all institutions
- Governance process for vetting each pathway monitored on all 17 campuses in order to ensure local participation followed by system (BOR) approval

*Guiding Principle: Balance system and campus governance of curriculum*
Developing the Curriculum

**Develop a Framework**
Develop framework for 30 credits of general education by a committee composed of one faculty member from each of the 17 CSCU institutions.

**Determine Remaining Credits**
Remaining 30 credits for each major pathway determined by discipline-based workgroups with faculty members from each institution.

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*Guiding Principle:* Maximize faculty engagement
Several Colleges followed the letter, but not the spirit, of the policy regarding the selection of general education courses, resulting in a number of outliers.

- Clarified the intention of the policy by inviting select campuses to share best practices at a system convening.
- Outliers were motivated to revise their approaches to their selection of general education courses.

Guiding Principles:
- Balance system and campus governance of curriculum
- Maximize faculty engagement
- Maximize engagement of key functional areas across the institutions and within the system
- Insist on clear communication across functional areas
Internal Communication across Functional Areas

**Challenge**

Functional areas see different aspects of the student experience and often misunderstand the roles and capacities of other areas

- Admissions
- Registrar
- Advising
- Financial Aid
- Institutional Research
- Information Technology
- Students
- Faculty
- Administration

**Solution**

- Cross-functional teams: on each campus and at the system
- Regular communication among various functions

**Guiding Principles:**

- Communication across functional areas
- Engagement of key functional areas across institutions and the system
The Transfer
The Transfer from Community College to University

Challenges

- Lack of consistent and trustworthy information
- Lack of common practices and processes
- Lack of common format for sharing student records
- Course transfer vs program transfer – “Take my course! It transfers!”
- “User” discretion – students get different answers from different people and on different days
- The student’s burden: from negotiating multiple catalogues to door-to-door syllabus shopping
- Students blame themselves for transfer difficulties

Solutions

- Collaboration among admissions, registrars and advisors helped us understand the challenges to consistent and predictable transfer
- Consistent and accessible information in limited locations
- Common procedures and guidelines for TAP students
- Common procedures and guidelines for faculty and student services: handbooks
- Automation
- Degree Works

Guiding Principle: Move challenges from the student to the institution
Looking Ahead: Maintenance
## Maintaining Currency

### System Office Management of the Program

<table>
<thead>
<tr>
<th>Pathway Agreements</th>
<th>Annual Review</th>
<th>Website Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 TAP pathway agreements replace up to 1320 separate agreements between schools</td>
<td>Annual review of each pathway by disciplinary faculty work groups</td>
<td>Update CSCU website that 17 campuses link to</td>
</tr>
</tbody>
</table>

**Guiding Principle:** Ensure efficient maintenance of the program
Remaining Chores and Challenges

**System Implementation**
While TAP programs are mapped following guided pathways principles, system implementation of guided pathways is in its early stages.

**Challenges**
Despite CSCU being a single system, challenges remain:
- Sharing student information
- Cross registration

**Resources**
Resources for long-term system maintenance

**Consolidation**
Impending consolidation – we don’t know the specific shape of the consolidation.
Timeline

Spring 2012: Public Act No. 12-31 and BOR policy and implementation plan

Summer 2012: Faculty create TAP Framework

Fall 2014: TAP Co-Managers are appointed; disciplinary workgroups convene

Fall 2016: First round of major pathways available for students

Fall 2017: 22 pathways leading to 26 majors
Transfer Tickets Available to Students in Fall 2017

These pathways account for over 60% of program completions & 2/3 of the most popular majors at the State Universities

- Biology
- Business (Accounting, Finance, Management, and Marketing)
- Chemistry
- Communication
- Computer Science
- Criminology
- Early Childhood Credential
- English
- Exercise Science
- French
- German
- History
- Italian
- Mathematics
- Physics
- Political Science
- Psychology
- Social Work
- Sociology
- Spanish
- Spanish
- Visual Art
- Theatre
TAP Hallmarks

Provide Students with Seamless Transfer
TAP pathway degrees (Transfer Tickets) provide students with seamless transfer from Connecticut’s Community Colleges to the Connecticut State Universities and Charter Oak State College.

Developing System-Wide Standards
TAP has set a precedent for developing system-wide standards.

Model for Collaboration and Policy Development
The TAP process provides a model for faculty and staff collaboration and policy development across multiple campuses.
The *Transfer Ticket* Guarantee

**Transfer Tickets**

Degree programs for Connecticut Community College students who transfer to Connecticut State Universities and Charter Oak without either losing any credits or requiring extra credits in order to complete a bachelor's degree in that same discipline.
Thank You

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