



Transfer Pathways to the Liberal Arts
Webinar Transcript
October 2019

Loni Bordoloi Pazich:

Hello, everyone. This is Loni Bordoloi Pazich at The Teagle Foundation based here in New York City. I am joined in my office by Meagan Wilson, Julia Karon, and Rayanne Alamuddin of Ithaca S+R. And we have joining us from North Carolina, Hope Williams, president of North Carolina Independent Colleges and Universities. Welcome to our webinar on promoting Transfer Pathways to the Liberal Arts. We're very excited to have you and we really appreciate your interest.

Before we dive into the content of our presentation, just a couple of webinar housekeeping points to keep in mind. This is something that I'm very sensitive to, knowing that this is our first webinar. It's a new experience for us. If we have any technical hiccups, please forgive us.

If you haven't already done so, please mute your line. There is going to be plenty of opportunity towards the end of the webinar for Q&A and so the chat function is enabled for that very purpose. You'll be able to use that to share your questions and your comments. We also will be sharing our contact information at the end of the presentation. You'll also be able to email us directly. We are going to make the recording of the webinar available. It'll be emailed to all of the webinar registrants and it'll also be available on our website.

In terms of this webinar's purpose, we want to talk about the promise and potential of Liberal Arts College Transfer Pathways, specifically from two-year public community colleges to four-year private independent colleges. As part of this discussion, certainly, we want to talk about why we think this is an important funding opportunity and how we hope to make an impact in this particular space, but we also want to share researcher perspectives from Ithaca S+R on the scale of potential of community college transfer from the two-year public to the four-year independent colleges, and the promising strategies that we think can be highlighted when it comes to, specifically, the academic component of transfer, which we are interested in supporting.

For our practitioner perspective, we have Hope Williams, president of the North Carolina Independent Colleges and Universities. She'll be talking about what they have done, as a sector, to promote transfer to their member institutions from the North Carolina Community College System. Here, you can see the gang here. We are taking you on this webinar journey together. Ithaca S+R is going to start us off with what they've found in their analysis of transfer opportunities from community colleges to independent colleges.

Meagan Wilson:

Thank you, Loni, and thank you everyone in attendance for joining today. For those who aren't familiar with us, Ithaca S+R is a nonprofit, higher ed advisory group and among other things we do, we perform research with the goal of increasing equitable access and success in postsecondary

education. We're delighted then to have partnered with Teagle to do just that and looking at how to improve community college pathways to the liberal arts.

Now, we'll be producing a long-form report of just that in the spring. Research that delves into the understudied and very under-utilized pathway from community college to independent colleges. All participants today on the webinar will receive a copy, upon publication of that report.

Now during our Q&A at the end of the webinar, we're inviting all feedback. Not only questions about the preview of our forthcoming work that we are sharing today, but also any suggestions about what this audience might like to see in the final report.

To begin, as you can see on this slide, our current practice isn't helping community college transfer students earn their bachelor's degree or simply not serving students. Every fall over a million students start their postsecondary education at community colleges, but in terms of total enrollment rather than first-time fall enrollment, that number spikes to 8.7 million full and part-time students who are enrolled in two-year schools per academic year or 38% of all total U.S. undergraduate enrollment.

Now, figures for bachelor's completion among these students are grim. 80% start their career in community college with a goal of earning their BA. Only 30% make the transfer to a four-year BA grant in college, and only 13% actually earn their bachelor's.

Well, we believe independent colleges can help offset these low transfer-in figures. We're especially interested in how liberal arts and small independents, which we are abbreviating, as LASIs. We believe these schools are especially primed to do that. These schools are aligned by their commitment to a liberal arts education, whether by academic disciplines, pedagogy or student experience.

An example of these similarities, which is by no means an exhaustive list, include things like offering students breadth and depth of study, self-guided assignments, meaningful connections to faculty and students in and outside of the classroom, as well as experiential learning opportunities, such as studying abroad. In other words, these are facets that we think of as being part of the traditional liberal arts experience.

Now, our report will look a bit more about these opportunities in depth, but for these independent institutions, we believe that they can help, especially looking at students and institutional opportunities. For students, we know that Liberal Arts Bachelor Degrees, contrary to popular belief, have been proven to confer long-term economic benefits.

For example, at peak earnings ages, so around 56 to 60 years, workers who majored as undergraduates in the Humanities or Social Sciences, earned on average about \$2,000 more than those who majored as undergraduates and professional or pre-professional fields. Similar, there's been a recent cross-sectional survey of about 1,000 college graduates and found that those with a liberal arts education were more likely to be leaders in their careers and their communities, as well as reported likely to be feeling more fulfilled in their lives.

Now, in terms of desirability, employers want the skills that a liberal arts education imparts. Recent labor and market analysis shows that competencies such as leadership, communication, problem-solving, these are among the most in-demand skills in our current labor market and are estimated only to increase over time. Perhaps the biggest selling point for community college students is the fact that through transferring to independent colleges, especially with a strong liberal arts tradition, the students can reap all of the benefits above at a fraction of the price.

In one recent study recently has estimated that the national savings of community college students who transfer to independent colleges to earn their BA, to be around \$2 billion annually. Now, for

independent institutions, there are immense benefits to expanding enrollment to include two-year transfers.

For one, we know high school graduating classes are getting smaller each year. Community college students serve as a well-prepared and eager alternative recruitment pool. This is especially the case since most students who hold an associate's degree, have already complete a large load of humanities and liberal arts coursework. Perhaps the strongest case for targeting these students is the case for equity. Half of all minority students start their higher education at a community college, despite representing less than a quarter of all students enrolled in higher ed.

Now of this disproportional enrollment, it's Latinx students, specifically, who serve as the largest share to start their education at two-year schools. Similarly, two-thirds of community college students are in households at the bottom half of the national income distribution and the majority of first-generation students begin their education at two-year institutions.

By admitting community college transfer students, you are greatly increasing the diversity of your student body.

Julia Karon:

So we've heard a little bit about the opportunities independents can take advantage of and we're going to talk a little bit now about how independents in our specific sample are now realizing these opportunities. So a bit about our samples.

Our samples are composed of institutions with an undergraduate full-time enrollment who are nonprofit, proximate, baccalaureate institutions with at least 15% of degrees offered in the liberal arts. LASIs, or institutions with less than 2500 undergraduates, composed about 75% of the independents shown on this graph.

For the sake of the presentation, we have grouped our LASI sample with our larger counterparts and are going to present a comparison between our group of independent colleges and their public peers.

As you can see in this graph, independent colleges have historically accepted a much smaller percentage of transfer students than their public counterparts. Not only do independents accept a lower share of transfer students, but the gap between independents and publics has widened from 8 to 13 percentage points in the last decade.

For the last five years, independent school transfer-in rates have steadily declined, and if this trend continues, it will be increasingly difficult for transfer students to feel like they have a home at independent institutions. It is also very important to know that the figures shown here represent general transfer-ins. The transfer-in rates for community college students is substantially lower than the numbers shown on this graph. The same is true for the graph we're going to present next, which says, average transfer-in completion for transfer students, native students, and all students at the institutions in our sample.

As you can see, independent colleges, on average, do a better job at graduating students in six years than do their public peers. However, the gap between independents and publics narrows substantially when it comes to transfer bachelor's completion. This is not due to the fact that transfer students perform worse academically or are less motivated than their native peers of independent colleges. It is rather due to the fact that there are more barriers to completion for transfer students, specifically, community college transfer students.

As you can see, at public institutions, transfer students actually graduate at higher rates than their native counterparts. This implies that if independents had the necessary supports in place, their transfer students would excel even more. It is also worth noting that if independents were able to

raise their transfer completion rates, their overall completion rates would increase, which would reflect even more favorably on the sector as a whole.

Focusing on transfer success is crucial, both for the population of students affected and for the institutions who would benefit from a large pool of motivated community college transfer students.

Meagan Wilson:

Thank you, Julia. How can we improve these pathways from community college to independent colleges? Well, our report in January, as I said, will focus on eight strategies to do just that. We're kind of grouping them into three areas, the academic, the financial, and the cultural.

Today, we're just going to be looking at the academic category, which includes three policies that independents can take to improve their transfer students' success. Those are articulation agreements, major specific pathways, as well as transfer portals.

We focus on this because really, of all the strategies, academic policies are the most needed to improve two-year transfer-ins. They're the first steps that must be taken to avoid credit loss amongst students entering into independent four-year colleges. Why? Because the greater the credit loss, the lower the chances of bachelor completions.

In fact, students who have most of their credits transferred from the two-year college to the four-year, are two and a half times more likely to graduate. However, credit loss is a huge problem nationally. On average, 43% of all earned credit is lost during transfer. For the specific two-year to independent four-year pathway, this increases all the way up to 54%. This means that on average a transfer student following the community college to independent four-year pathway will lose about 17 credits, which is a whole semester's worth of coursework. How can we alleviate this?

Well, first we start with articulation agreements within the academic strategies for improving success. Articulation agreements are the first line of defense against credit loss. It's important here to note exactly what we mean by articulation agreements, since these can mean a lot of different things to a lot of different schools.

Here, we're referring to formal contracts between two- and four-year colleges that promise, first, the blocked transfer of coursework, as well as junior-level status upon matriculation. This matters because currently, independents are putting an undue burden on their transfer students. A recent CIC survey of its membership found that only a third accepted transfers, who already held associate's degrees, as upper class students. Almost 80% require that their associate degree-holding transfers take additional general education coursework.

Now, articulation agreements sometimes aren't enough. Simply agreeing to accept a block transfer does not help students navigate specifically towards their chosen degree. Many, due to cafeteria-style approaches to course selection at the two-year college, leave with expensive excess credits.

To curb this, we recommend the co-development of major-specific pathways between community colleges and independent colleges. These are maps to be shared early during the potential transfer student's two-year career that lay out all things like course requirements and prerequisites for the degree and their chosen major, and will greatly offset the national average for credit loss, which amounts to 16.5 per bachelor degree in students' excess credit when they graduate with a bachelor's degree.

Now the last academic study that we'll go into detail in our report are transfer portals, and these are relatively new in the transfer landscape. These are online tools that assist students and institutions alike so that they can automate the transfer of bundled coursework in a very transparent fashion.

This matters because many students right now who are commuting or transferring from the community college landscape, they're not aware of how their transfer will be accepted at independent colleges.

The process, thus far, has been a bit of a black box. Being able to see how and where their specific earned credit will transfer can open up doors to new schools they didn't know existed.

Julia Karon:

Articulation and major-specific pathways and other academic strategies are not things that have to be done at the institution level. Teaming up with groups of nearby and similar institutions can be the best way to tackle complicated issues surrounding transfer students.

Regional patterns and transfer behaviors are one reason that a regional, consortial model is so appealing. Since transfer students are likely to remain in the same state and region as their community college, establishing a consortial-wide articulation pathway can ensure that these students can transfer their credits to the institutions that are nearest and make the most sense for them.

Groups of independent colleges looking to tackle articulation can also look to their public peers for example of existing articulation agreements. Many states have already developed extensive block articulation and even major-specific transfer pathways between public two-year colleges and public four-years in the state. Independents can use these as a model.

Loni Bordoloi Pazich:

Public four years in the state and independents can use these as a model when designing their own agreements. While there are certain aspects that just come in course numbering that may not apply to independents, there is much that can be learned from the existing transfer infrastructure in states, such as Washington, Texas, and as well as we see here in North Carolina. By making an entire group of independents more transfer-friendly, independents can establish themselves as a viable option for potential transfer students in a region.

Right now, many community college students often picture their transfer options as being limited to public schools since these are the schools that will grant them most of the credits they've earned. Establishing robust articulation agreements across independents will make the sector more attractive to potential transfer students and will go a long way towards erasing the gap in transferring between publics and independents. Often a major barrier to articulation at independent schools is that registrar's offices can struggle to relinquish control over which courses transfer from the community college.

Consortium wide agreements can encourage institutions to accept courses that have already been approved by their peers, making it more likely that community college students can transfer in with most of their credits. When transfer-friendly policies are adopted by a group of institutions and maintained by the consortia as a whole, individual institutions are more likely to change their culture to support community college transfers. Community college transfer into the liberal arts is something that should be supported by all sectors of higher education.

We do know consortia of independent schools are best positioned to join together and ensure that community college students can transfer in enough credit to successfully complete their bachelor's degree in the liberal arts. For more on how the consortia model has helped one state succeed in this area, we now turn to Hope Williams, the president of North Carolina Independent Colleges and Universities.

Hope Williams:

Thanks so much. I'm delighted to be a part of the webinar today, and especially to talk about the work we're doing here in North Carolina. North Carolina Independent Colleges and Universities is the statewide office of the 36 private nonprofit colleges and universities in our state. And our individual institutions have had articulation agreements with their local community colleges for decades. But when the idea of a comprehensive statewide agreement was developed and then required by the North Carolina General Assembly between our two- and four-year public counterparts in the mid 1990s, I went to our board, which is comprised of our presidents of our institutions, and said, we really need to be a part of this and what a great idea the comprehensive agreement was.

Presidents agreed and we began to move forward. One of the ways that we began to approach this, and I think it is important to think carefully about how you might want to do this, if you haven't done it yet, is that I worked first closely with our admission teams and our chief academic officers to discuss and review the options for the agreement. I will say that it was helpful that I had already been working with them and having meetings at least annually with both our chief academic officers and our heads of admissions, as well as the heads of our adult programs.

And we already had in place, as I mentioned, not only agreements, but many adult programs and had since the late 1970s. So with more than a third of our campuses already offering adult programs, both in a variety of settings and formats, including a number of off-campus programs, those campuses were especially interested in being the early adopters by participating in a comprehensive agreement. And that resulted in having over half of our campuses sign an agreement by 2002. The value to the students and to our two- and four-year colleges is the transfer as an associate's degree so that, as was mentioned earlier, all general education requirements had been met.

I spent a lot of time working with our campuses on requirements that either the community colleges do not provide in their general education components or such as religion, for example, and on specific courses, traditionally part of the culture of the institution.

I spent a lot of time as we were working with individual campuses about adopting a comprehensive agreement, working with them about their concerns. And this did come some from registrars, but also from some of the academic sides who were concerned that there were requirements such as religion or some other requirements for general education that community colleges did not offer, or perhaps just a traditional course that was part of general education that the four-year institution required.

Those few, and thank goodness they were few, but those were essentially made into graduation requirements and it was amazing to see how quickly that dissolved some of the concern about adopting a comprehensive agreement because it allowed the four-year institution to keep and it had to be a very small number of courses that they could then make rather than gen ed requirements to make those graduation requirements. I will say that one of the challenges is that if students do not finish and get their associates degree before they transfer, that it obviously does not transfer as a block and they're back to the analysis on a course by course basis.

But that certainly is one of the terrific benefits of a comprehensive agreement is that it does allow the students to transfer into four-year institutions in our state as juniors with all of the general education requirements having been met. I will say that over the years, we've revised this agreement and the number of campuses signing has grown. The most recent revision we had was in 2015, and that includes an important change, and that's on the screen here you'll note, and that is that it requires the students to go to at least two four-year institutions to discuss what would be required from them in terms of prerequisites and also to see what would be available at that four-year institution for the particular major they would like to pursue.

And that has been a valuable addition that I would highly recommend if you're doing one of these. As noted on this slide, we now have 30 of our 35 four-year campuses and we also have the same kind of agreement with our one two-year institution so that our community colleges and our two-year institution are under the same kind of an agreement and all of those are signatories to the agreement for independent colleges and universities. After all, there's a reason we're called independents. Right? And voluntary participation was key.

And one of the reasons for that is that we do have a few institutions that receive only one to two transfers per year. And for them it is much more efficient for the college and certainly more individualized and customized for the student to work with them individually. But as you can see, by far, almost all of our colleges are very much committed to being a part of this agreement. If I can have the next slide, we continue to work with oncologists to help streamline the process. And one of the ways that we have started doing that is to meet a challenge that was mentioned in the earlier presentation.

And that is that transfer students were taking too many courses that would transfer as electives, but not necessarily meet the prerequisites for their major. And that meant that in many cases, they had more electives than they needed. And so that was a challenge in terms of time to degree. We also know, however, that a large number of students do not have an intended major when they start. They're not really sure what they want to do, but by developing the discipline specific degree and agreement, students who do know the major they wish to pursue can be clear about which courses among several are needed for their field.

And I'll just give an example. You may have six math courses you can take, but as I'll be speaking to in just a moment under psychology and sociology, they really need statistics. So they need to know early on that have that array of choices, which ones specifically they need to take to avoid having to retake it later. And as you can see on here, we've actually developed discipline specific agreements in nursing, that was our first, music, theater and fine arts. We're actually working now with the community college system and the public university system jointly on a degree discipline specific agreement in teacher education.

If I can have the next slide, please. I do want to mention that we also scheduled signing ceremonies for these. So for example, in conjunction with a state board of community college meeting, which we did with nursing or having a major separate event where we brought in our colleges and community colleges and signed agreements. That helped with press releases and others. And I think that other types of marketing to get the word out about these agreements. Local papers in smaller towns were especially great about covering these and helping make the general community aware of these agreements.

And that leads very well into discussion about our Teagle grant through the Council of Independent Colleges. We're very excited about that. Excited to be serving as a pilot and developing agreements in sociology and psychology with NCICU and our North Carolina Community College System. These two areas, psychology and sociology, are liberal arts majors highly sought by our transfers. And so the primary work on this grant is on the academic side determining which courses can be agreed upon by both sectors and resulting in long discussions among the faculty.

These discussions are critical, however, to the success of the agreement because we have to have ownership and buy-in. We certainly know that from the work we've done so far, all these years on articulation. One of the challenges is that independent colleges have different courses they require as prerequisites and also the community colleges may have an array of courses they can teach, but may teach different courses among the community colleges, even though they all have a common numbering system and may have different offerings.

So we're working through that now and had a tremendous meeting this fall with the faculty beginning to hammer that out. And we think we've made great progress to date. In addition, there are two smaller, but certainly important components to this grant. The first is work on financial aid policy, and I think all of us who work with adult programs in our states know that we have to find ways to enable transfer students to be able to afford to attend. Even though most of the adult programs are less expensive than for our traditional students, many students still can't afford to attend the programs without some type of assistance.

So our financial aid directors will be discussing this issue in their meeting this December with some examples of new ways to help these students. And we've already been working with some of our participating institutions in the grant, and they're taking a look at how they might be able to help adult students in a way perhaps differently than they are now to try to make sure to make this possible. One of the big challenges we face that you may find is also a challenge for your community college transfer students, especially, is that in many cases, they remain in the community college system for an extended period of time, and they may use up all of their Pell Grant eligibility.

That's been a significant issue for us and one of the reasons that the discipline-specific degrees are especially important because we want to be sure that we get those students through in a timely way. Not just degree to degree from when they transfer into our campuses, but also to get them from the community college system to us so that those who do qualify for Pell can receive those funds when they transfer in as juniors. Decreasing that time to degree is especially important, not just for all students, but especially for these students too. One other component we have here is advising.

We recognized that students have to be aware of the programs that are available as transfer options, and they need to realize that the programs will work for them in order for these to be effective. So advising at both the two and four-year institutions is key. For our grant, we're working with John Gardner Institution, which has done a lot of work in this area and with whom we've worked in the past and actually are involved in another grant on student success. And we've also brought in a national advisory group, NACADA, in partnership with the Gardner Institute and that's working very well.

We found that not only were a lot of our colleges involved and worked nationally with NACADA, but so are a lot of community colleges. So everyone felt very comfortable with that connection, both with the Gardner Institute and NACADA. We also learned in our discussions with our faculty from both sectors at our fall meeting that they are hungry for advising assistance. Because in many cases, faculty are also serving as advisors and they don't necessarily feel, according to what they said, that they have the background to provide that.

And then on the final slide, if I may. In closing, I would like to say a few words about why these agreements are so important. You heard that and the prior presentation. But one of the things that makes the comprehensive nature of this agreement important is it's not only the clarity for students, but we have in North Carolina, 58 community colleges, and some of them have two or three satellite campuses as well. So that we may have, even in our rural areas, several different community colleges, which may be serving as feeders to our four-year institutions.

We also have completion programs on a number of community college campuses. So even for those students staying close to home, they have choices about where to transfer and they need a comprehensive, consistent agreement that will let them transfer in as a junior without having to worry which courses will transfer at which institution. In addition to that, we're finding in North Carolina that more traditional aged students, and I think this is true nationally, are beginning to attend community colleges, as was said earlier, and to transfer. And certainly students from our two year college transfer as traditional students.

Many of these traditional students don't have the place bound kind of circumstances in terms of maybe a full time job or family or other reasons to stay in the area, and they may transfer all across the state. We've certainly seen examples of students transferring from the eastern part of North Carolina to campuses in the western mountains of North Carolina. So having one agreement helps those students know that they have options, among hours at least, among 30 different four-year institutions of their choice, if they meet and finish that bachelor's degree.

I will say one other thing that I think is important about this and that, and all of our states, most all our states are involved in the national SARA agreement in which online institutions can come into our states as ours can go into other states and offer programs. And some of the research that's been done has shown that some of these, that the effectiveness of having the ability to meet with people face to face, if some of these programs are all online or partially online actually is a very positive attribute. And so having these kinds of agreements in place, whether they are meeting online needs and certainly can be the case, they don't all have to be in person, and we have a combination of those in our state.

But it does provide the opportunity for students to be able to go and meet with the professor directly if that becomes important to them. All in all, I would say that these agreements are moving forward for us. We're finding that they're very effective. Our community college system is delighted. We're thrilled about the grant that is making it possible to add the advising and financial components, aid components as well as having the information on how to help our faculty get together and hammer out these agreements in a very positive way.

And I will say that one of the very most positive things that came out of that was just the fact that a lot of these faculty, even among our institutions and among the community colleges, didn't know each other, but they certainly didn't know each other across the sectors. And so I think that that's a very strong point of this type of work. Because once they've met and talked with them, they feel much more comfortable sending students to those institutions. And I'll stop there, but I'm happy to answer questions when there's time.

Loni Bordoloi Pazich:

Thanks so much, Hope. So now this is Loni Bordoloi Pazich again. I'm going to speak about Teagle's interest in promoting liberal arts transfer pathways between community colleges and independent colleges. For those of you who are not familiar with our work, our mission is to advance the liberal arts, which we see as foundational for meaningful work, effective citizenship and a fulfilling life. We want as many young people as possible to have the kind of education that gives them the capacity to negotiate difference, to cultivate a sense of intellectual humility, to seek out nuance and to reflect on their responsibilities in our democracy.

In general, our grants are intended to support institutional capacity building. And what that means is we fund efforts to strengthen undergraduate curriculum and to support faculty in their roles as stewards of the curriculum. The ultimate beneficiaries of our grants, of course, are our students. And it's important for us as a foundation that our grants reach low income students and students of color and position them to use their liberal education to assume leadership positions in our society. And so we make it a point to work with a wide range of institutions, including minority serving institutions, regional comprehensive institutions, and of course, community colleges and independent colleges.

Our push to promote transfer access to the liberal arts through transfer pipelines between community colleges and independent colleges, both under the rubric of our grant initiative that we call Pathways to the Liberal Arts. You'll see the full RFP for Pathways to the Liberal Arts on our website here. Here, we just offer some points to give you a sense of what we're prioritizing and grant requests when it comes to promoting transfer access to the liberal arts. As a foundation, we just see

that there's a win-win situation for transfer students, for community colleges, the receiving independent colleges when they work together to promote transfer access to liberal arts education.

As you heard about from the remarks by Ithaca S+R, by NCICU, community colleges are playing a very important role in introducing students to the liberal arts through their transferable general education curriculum. We know that the humanities, for instance, have been struggling for a variety of reasons, but data does suggest that course taking in the humanities is healthiest in the community college sector, and that's a cause for optimism and something that we should be lifting up more. We want to help community college students who are typically again from underrepresented backgrounds to continue on to the baccalaureate.

And we think they would be especially well-served by being in the kind of intimate and nurturing environment that independent colleges can provide. They're likelier to be retained, more likely to stay on the path to graduation. And of course, institutions benefit from the perspective that these diverse students bring to campus, which enriches the undergraduate experience for everyone. For grant requests focused on this transfer piece, here are some of the criteria that we're looking for in what we call concept paper.

And let me take you through the thinking behind why we're looking for these particular characteristics. Transfer, as you heard, is a very regional story. Students who transfer tend to do so in a relatively circumscribed geographic region. And this is true even in states that have strong transfer mechanisms that enable transfer to public institutions statewide. This may be happening in part because community college students tend to choose community college precisely because they have obligations close to home. And when they look to further their education, those constraints remain, and they want options that are geographically accessible.

So in a place like North Carolina, for instance, if you are a student in a rural part of the state, your only four-year option is likely an independent college. And so when you think about the geographic distribution of college opportunities, independent colleges play a very important role, and tapping into that for the transfer pipeline is important.

It's becoming increasingly a norm for states to develop common frameworks for transfer. Meaning if a community college's students complete the general education curriculum or complete the associate of arts degree, they can transfer into any public institution or almost any public institution except for the state flagship.

So you can see why this messaging is very appealing for students. You can go to any community college, and as long as you complete the appropriate curriculum, you can transfer into any public four-year institution. Transfer is already a complex process. And anything that can be done to simplify the academic requirements is very helpful from the student's perspective.

So for those independent colleges that have developed transfer initiatives, historically, they have typically been one-off partnerships with local community colleges in the area. And while this might work for the handful of independent colleges that are doing this, in general, when they're such powerful forces in terms of advising and information sharing and marketing, and even state legislative policy, promoting transfer to the public four-years, it's very easy for independent colleges to be overlooked.

This one-off approach of setting up bilateral transfer agreements, for instance, it's not going to raise the visibility of the sector as a whole. For community college students and their families, for transfer counselors who advise them, for policy makers who are looking to improve baccalaureate access in their states, we believe that a consortia approach where independent colleges band together and commit to a common framework for accepting transfer students presents a competitive alternative to the public sector institutions. And from the community college student's perspective, it expands the choice sets when they are considering where to go to take the next step in their education.

For independent colleges located in states with very well developed transfer policies, and there are a number of them—California, Florida, Washington, Texas are just a couple of examples—the transfer framework needs to build on what has already been established for transfer to the public four-years. For example, if you're an independent college in a state where AA degree completers are guaranteed junior status at the four-year public, and you don't match that, the uptake by students coming to the institution will be very limited.

We see the role for faculty as crucial to this initiative. As you saw in the remarks by Ithaca S+R and NCICU, transfer involves three major components: the academics, the cultural and the financial. The academic component is, we think, the linchpin. Unless this aspect of the transfer pipeline is strong and transparent, the investments in transfer orientations, transfer advising, transfer student centers on campus won't matter. And whatever financial aid policies are developed by the receiving four-year institutions will be undercut by students' loss of credit.

So, we see that many independent colleges are justifiably proud of their general education curriculum because they see it as a distinctive aspect of the undergraduate experience that they offer. And so faculty, I think are understandably reluctant to accept lower division coursework that's completed elsewhere. They may also have concerns about students' level of preparation for their majors, because they're simply not familiar with the curricular offerings at community colleges.

And at the same time, we see that two-year faculty often bring a strong sense of mission to serving their students. And they need to see that their students will be set up for success at the baccalaureate receding program, starting with the acceptance of credits. And so there's a lot of trust building that needs to happen between the two and four-year faculty so they can see that they share common values around a commitment to serving students, a commitment to their discipline before they can get to a point where they see that they share common learning objectives in their courses, and that enabling students to transfer in their credits does not imply a loss of quality for the baccalaureate degree program.

A final point about the transfer of credits versus applying credits towards degree requirements. As much as possible, we are interested in encouraging general education to transfer as a block and do whatever we can to obviate the need for departments to approve courses on an individual basis. That approach is simply not scalable. It is very boutique, it is very labor intensive for the receiving academic department. It becomes a disincentive to recruit transfer students. And agreements that depends on very specific course by course equivalencies, they become almost instantly outdated the moment they're signed, and they're not worth the investment in time and effort and building, except perhaps in some very highly prescribed programs where students need to seek licensure. And that would not be relevant for us at Teagle, given our focus on the liberal arts and not vocational or technical education.

We do understand that some special exceptions may need to be made. And this is a point that Hope made. So for instance, some religiously affiliated independent colleges may have a theology requirement that currently is part of their general education program. I think that's a very distinctive aspect of their curriculum and something that really speaks to their culture as an institution. We're not saying that you should lose that theology requirement in order to better serve the interest of transfer students. It just may be that that is now tagged as a graduation requirement rather than a general education requirement. So students are able to transfer in their block of general education credits, not have additional general education requirements imposed on them. But yes, for a small number of instances, there may be some additional courses that they need to take in order to earn their baccalaureate degree from that particular institution.

In terms of how we grant, we have a two stage application process. We start off with what we call a concept paper. This document is very similar to what other foundations refer to as a letter of inquiry.

And we use the concept paper to make a decision about inviting a full proposal from prospective grantees. So the concept paper is a brief document, three to five pages. And in terms of the content, we really want to understand what approach institutions have in mind to strengthen the academic curricular aspect of transfer access with Teagle support. So how will you engage faculty at the two and four year partners, and really what is the kind of curricular framework that you're looking to establish together? Is it block transfer of credits? Is it setting up a mechanism to recruit AA degree completers? What's the comprehensive transfer agreement that you're looking to set up? If you're going the route of developing discipline specific pathways, how will those agreements be set up and how will they be laid out so that students are still coming in with the block transfer of the general education credits with the appropriate prerequisites completed so that they arrive at the receiving four institution with junior status in their majors.

There are, as you know, cultural and financial aspects to transfer. That's not something that Teagle is in a position to fund in keeping with the scale of our resources. And so we really want to make the investments in this academic curricular piece of the transfer pipeline. Again, we see that as the linchpin, it influences the cultural and financial aspects of transfer. And so we want to help institutions get that piece right. But we still want to see that you are thinking through how to leverage the cultural and financial pieces and helping us understand what resources you will be tapping to make that a reality for your students.

And then the last two bullets that you see, the last two questions that you see, those are questions that we have for any concept paper that we review. We want to understand how the participating campus partners will be strengthened as a result of the Teagle grant, help us understand how you will benefit. And once the substantive changes are brought about with grant support, how you'll make sure those changes are sustained and become a part of the fabric of your institution once the formal grant period ends.

At Teagle, we make two types of grants. We make both planning grants and implementation grants. There is no advantage or disadvantage with electing to seek a planning grant first versus an implementation grant first. Choose the grant type that you think would most benefit your institution and your partners. I think my sense is that institutions would benefit from a planning grant if they don't have a history of working consortium together. The planning grant just provides an opportunity for a set of institutions to come together, to build collegial relationships with one another and to figure out how they would like to effectively collaborate with one another. If you are already part of a regional consortia, and you feel that you have already had some past discussions about transfer opportunities in your region or state, and you feel like you're ready to take the next step, you may feel that the planning grant is not appropriate for you. You may feel like it would just lead to a loss of momentum. And in that case you should certainly feel free to go straight for the implementation grant request.

In terms of the differences, a planning grant usually runs for 6 to 12 months, and the resources are used to help the collaborating campus partners come together, to meet in person, which can certainly take resources to bring folks together and into our room to connect with field experts. So people in this case were knowledgeable about how to support transfer students, knowledgeable about how to build strong and comprehensive transfer frameworks. The planning grant can be used to participate in professional development opportunities for faculty. So for instance, if faculty at your institutions benefit from participating in a transfer focused conference, an opportunity to go to a regional or state transfer meeting, activities of that nature, the grant can certainly support that. If it's appropriate to your project, the planning grant can also be used to pilot some aspect of building a transfer framework as well.

Now, the planning grants do not guarantee implementation funding, but a very desirable outcome of the planning grant is a strong implementation proposal to the foundation. Now, the implementation

grant usually runs for 24 to 36 months. They cover expenses very similar to what you saw in the planning grant. They can be used to cover stipends for the project leaders, for the faculty participants, consulting fees for experts, professional development activities, travel. At the implementation stage, the participating institutions are expected to have an evaluation plan, and so the grant can be used to support that part of the work. And then of course, dissemination. We want the lessons learned from your experience to be shared broadly with the field. And so the grant will support dissemination activities such as publishing reports, participating in professional conferences. There can also be a small component of the grant that's used for administrative assistance.

As I had said previously, the implementation grant activities need to focus on building up the academic curricular aspect of the transfer pipeline. So a small part of the grant may be used to develop an advising protocol to develop a transfer portal, but this presupposes that the academic piece is strong. And so we want the bulk of the grant to be used for that faculty relationship building, and a clear agreement in place that helps students know what courses to take and helps them see that they have the opportunity for the block transfer of credits to go forward, once they make that leap to the baccalaureate institution.

In terms of the deadline for submission, we review concept papers on a rolling basis. We just think this maximizes flexibility for our grantees. And if our proposal is invited, we work with you to figure out the right timeline for submission, for review, by our Board of Directors, which meets three times a year. Our fiscal year starts July 1, and the board meeting schedule is set up so that the board meets in November, in February, and in May.

So you can see more information about the Pathways to the Liberal Arts RFP, and specifics on how we grant on our website. And I would like to point you to a couple of resources that we think will be helpful. So for those of you who would like to take a closer look at what North Carolina has done, specifically the North Carolina Independent Colleges and Universities, what they've done, you can take a look at the agreement that Hope discussed. The actual agreement is posted on their website, and you can also look at an example of a discipline-specific agreement, in this case for a BFA program on their website.

Other resources that might be of interest, there is I think a really strong guide that has been published by Community College Research Center, which is based at Columbia University, along with the Aspen Institute and some other partners on tackling transfer. And this guide that is specifically on convening community colleges and universities, it has some very practical guidance on how to bring together faculty and other practitioners from two very different sectors and helping them see how they can work together. So for those of you, for instance, at the planning stage, this convening guide might be very useful to you.

The same folks have also published what's called the Transfer Playbook. It lays out strong practices when it comes to curriculum design, transfer advising, and other types of supports that both two and four year campus partners should be thinking about. And then an essay that was published last year by *The Chronicle of Higher Education* by the president of Elizabethtown University on why more independent colleges should be thinking about recruiting students from community colleges.

In terms of working consortially, some resources that may be of interest. Teagle commissioned Adriana Kezar to do an evaluation of one of our grant initiatives. And she wrote up her findings and an article that was published by *Change Magazine* on how consortia leadership can promote large scale change. And so that's something that may be of interest. It's available on our website. Ithaka S+R just published a report on how higher education institutions can collaborate effectively that is actually hot off the press. I believe it's been published within the last two weeks. And so that's a resource you'll find on their website.

So in the very brief time that we have left, we would definitely love to hear your questions. And I know that that chat box has been extremely active. So Liane is going to pose questions for the panelists and will be serving as our moderator.

Rayanne Alamuddin:

Great, thank you. I'm going to just read off of the chat. Loni, I'm going to start with the question directed at you. There are some for Hope and then some more general ones, and you let us know how you want to handle those that we don't have time to answer. But a question for Loni from the chat is, "What is the student body size of the independent schools with which you're looking to partner? Are there particular geographies on which you are focusing?"

Loni Bordoloi Pazich:

That's a great question. So, we don't have a formal enrollment minimum or maximum, but for independent colleges, we are thinking of the prototypical small liberal arts college, a smaller institution I would say in the range of anywhere from a 1,000 students to 5,000 students. These are institutions that historically haven't necessarily recruited many students from the community college sector, but are interested in doing so. I think that large research universities, for instance, they're already kind of active in the transfer space and they don't necessarily need help from us to build up their transfer pipeline. We just think that there's an opportunity with small- to medium-sized independent institutions.

In terms of geography, we are open. I think that commitment and leadership are really the most important qualities that matters to us more than a specific geography. I will say that if you're in a state that has very strong transfer mechanisms to the public sector institutions, we would really love to see the independent colleges mirror that. Otherwise we just think that your arrangement will not be competitive. If you're in a state where there just hasn't been a lot of activity on the transfer front, and there's an opportunity to really create something fresh and enticing to students, that's a different situation. But we do expect you to be knowledgeable about what's actually happening to promote transfer between the public two years and the public four years and developing a response to that.

Rayanne Alamuddin:

Another one is, can you please expand on the idea of elevating faculty leadership and trust building? Can you say more about what that looks like?

Loni Bordoloi Pazich:

Yeah. I think that there are a variety of strategies for that. I think very fundamentally, resources to literally bring folks together in a room, looking at syllabus, talking about their course objectives, talking about what they assigned students to read, how they develop their assignments, looking at examples of student work. I know that sounds extremely granular, but when you have two sectors that don't have a history with each other and really need to learn to work together, I think getting to that level can be really helpful for your faculty to develop trust and how students are being prepared at the community colleges, and for the community college faculty to see that their students will be successful and welcomed by the four year receiving institution.

Rayanne Alamuddin:

Thank you. So really I'm going to skip ahead a little bit, but I'm not skipping anyone's questions. Can you address concern among elite small liberal arts colleges that two years at a community college is really the equivalent of two final years of high school for their native students. And there was a question about, again, faculty resistance, and does that need to be addressed in terms of the quality of the coursework that's being transferred? Does that need to be addressed in terms of the quality of the coursework that's being transferred?

Loni Bordoloi Pazich:

Yeah, I think that's a really important point. If there's, again, a lack of trust in the preparation that students are getting in community colleges, I think there would be a very little traction to build a comprehensive transfer agreement. And so I think again, bringing folks together, helping faculty see that they in terms of even their professional credentials, professional preparation, there's a lot of similarity in terms of how they teach their courses. What they lift up in terms of the scholars that students are introduced to, the writers that students are introduced to, the types of assignments that students complete, I think that is important to see.

I think specifically for elite institutions, I think that kind of work will still be necessary. Now, elite institutions may choose to work specifically with honors colleges located inside community colleges, but again, that may fall outside of a comprehensive transfer framework. And so elite colleges may realize that a comprehensive transfer framework is just not right for them, and that they're better off developing one-off relationships with their local set of community colleges that offer honors programming. And so if that's the route that an elite institution is going to take, they may not be right for this particular grant opportunity.

Rayanne Alamuddin:

Thank you. One participant is saying that their campus is part of a consortium that has received Teagle funding in the past, not every consortium member participates in each grant opportunity. Does it affect your likelihood to fund the project if, say, three-quarters of the consortium members pursue this grant from you?

Loni Bordoloi Pazich:

Absolutely. Yes. I mean, I think that in a consortium, different members are different places in terms of where they are with developing a transfer recruitment strategy. And you may, if you have a good percentage of your consortium that wants to develop this, but some for whatever reason are not there yet, I think that's fine. But it would be great to hear how you hope to bring those other institutions eventually on board.

Rayanne Alamuddin:

another question, does the consortium have to be private for your colleges only or can it include others? For example, public four-year universities.

Loni Bordoloi Pazich:

If you are a part of a regional compact that includes both public and private four-years, that's fine. I actually think that might put you in a good position to learn from your public four-year peers. Yeah, that's not going to be an issue.

Rayanne Alamuddin:

In the part about the Implementation Grant, regarding what Teagle does not fund, can you define senior administrator, and also will the foundation fund a staff position for someone who's hired to administer the program that would be proposed in the concept letter?

Loni Bordoloi Pazich:

By senior position, very broadly speaking, we mean Deans and Vice Presidents and up. The grant can be used to offer stipends or course releases to faculty, but not pay for partial time by a Dean who's providing oversight.

In terms of paying for staffing, our grants are rarely at a scale where we can outright fund a staff person. I think that's just a reality of how our grants are set up. And you may not find it feasible to use our grants, to both hire a person who's dedicated to this project and have resources to bring the two and four-year faculty together.

And I think that's an issue you'll have to think about in terms of, where this project ranks in terms of institutional priorities and the allocation of resources you want to make in terms of cost-sharing.

Rayanne Alamuddin:

Making sure that I'm covering everybody. And there might be some questions coming in, I'll get to those in a minute.

Will Teagle allow another foundation's involvement in an implementation grant, say to fund a position, for specific case of planning?

Loni Bordoloi Pazich:

Oh, of course. If other people are paying for it, it's all for the good.

Rayanne Alamuddin:

Great, thank you.

A follow-up to one of the questions about the smaller leap. One of the participants is interested in hearing the panelists' take on how or why Amherst has been successful in that regard in terms of bringing the faculty and the community onboard and not seeing the two-years at community college as the last two years of high school.

Loni Bordoloi Pazich:

That's a really interesting question. I actually wonder if some of our audience members might be able to speak to that. What I know is anecdotal, but my understanding is that when Anthony Marx was President of Amherst, he saw that there was a lot of opportunity to work with community colleges, and he made it a priority as part of his presidency. And I think he was able to put in motion, not only

policy changes, but cultural changes at Amherst that have made it more welcoming for community college transfer students.

Now, my understanding is that Mount Holyoke has also been successful in establishing a similar program to recruit women, especially returning students, women of color to campus through their partnerships with community colleges.

Rayanne Alamuddin:

I'll also mention in the report that will go out, that we will spotlight some institutions in different areas, and what they've done as individual institutions to be more successful in different areas internally and externally to achieve this.

Another question for you, Loni. Is this RFP only open to regional state control consortium applicants? This person represents a small private institution, four-year that serves a rural area, and that is the only four-year in about one third of the state. They have three nearby two-years with whom they have articulation agreements. Can they submit a concept paper from just their institution?

Loni Bordoloi Pazich:

This is something that I'm happy to follow up over email, but in general, yes. We are prioritizing grant requests that involve multiple four-year partners and multiple two-year partners. And I do understand in your particular case, why that might be a challenge. I'm happy to talk further and see what we could do in terms of building a collaboration statewide.

Rayanne Alamuddin:

Thank you. I now have some questions specifically for Hope.

We're just going to go ahead and list these questions. The first one was, is the ICAA a statewide initiative and who organizes the articulation agreements?

Hope Williams:

Yes. The Independent Comprehensive Articulation Agreement (ICAA) is a statewide initiative and signed by the North Carolina Community College System (NCCCS) with our community college central office. And they represent all 58 community colleges. When they sign it's on behalf of all 58, when we signed, we then go to our individual institutions and because of course they've governed individually, right? As opposed to the community colleges, which are essentially coming as a block of community colleges and each institution is invited to sign. And as I mentioned, when we first started these agreements, we started out in about 14 to 16, quickly moved to 18, and we now have 30 of our 35, four-years.

And NCCCS actually I just realized the second part NCCCS serves as essentially the stimulus for that. We worked very hard in connecting with our institutions to encourage them, answer their questions, resolve any issues.

Rayanne Alamuddin:

Thank you. Another question is, can you expound on the courses required for transfer students?

Hope Williams:

Well, I would encourage you to take a look at the link to the ICAA, because our faculty and community college faculty all worked out agreements about which array of courses would be accepted as a part of the ICAA. And that way, if the student graduates with an associate's degree and has taken the required courses from that agreement, then they know that they can transfer in as a junior. And as I mentioned, the difference and the value of the Teagle grant for us is that recognizing that they may take too many electives that will not transfer. I mean, they transfer, but they will not meet the prerequisites of the major.

That takes them longer to complete their baccalaureate degree. And the value of the discipline-specific one is that they know specifically if they're going to be a psychology or sociology transfer, they know to be sure to take a certain math, and certain other courses' on the community college campus. That will not slow them down in being able to graduate. And in two more years at the independent college.

Rayanne Alamuddin:

Thank you. And I'll just remind everyone that the link is in the slides and will be provided, after that webinar. Do most schools, Hope, set a minimum grade requirement for block transfer?

Hope Williams:

Well, each institution in North Carolina of ours certainly has the right to accept whatever GPA, they accept for other students. There is a requirement that is a part of the agreement that for the student, to be able to count that as having successfully completed their portion of the ICAA, that they would have to have at least a 2.0, but certainly we have campuses that do not accept students at 2.0. We certainly have some that do, but that is up to the individual campus. I will mention that our public counterparts, for their agreement, they do have essentially what they call a guaranteed admission, but it is to one of the institutions. They are guaranteed that of the 16 public, they can go into one, but that may not be one of their choice.

We work very closely with our community colleges and have that long adult program, individual transfer relationship. And we have not had issues with students, saying they have been unable to transfer. We feel very good about that relationship. And I think it is a lot about relationships. And as Loni mentioned about the faculty relationships that trust, building that trust and all of that, is a key part of the success of these agreements.

Rayanne Alamuddin:

Thank you. Relatedly, is there any student data on access or success metrics for these agreements? Is there anything available yet?

Hope Williams:

We do not have any numbers that are able to separate out. We have gone to our institutions and ask them to take a look at the success of their transfer students in comparison to their essentially, I guess, native students, right? Their first year students starting at that campus. And all of those data came back as the students doing as well or better than those. We know that once they get there, they do well, but we don't have a way to break that out yet. We're in the midst of North Carolina establishing our longitudinal data system. And that will provide us a little more flexibility in doing that. But we certainly do have positive data. And certainly, the response from our four-year

institutions, if those students were not successful, our campuses would not be interested in working so hard to try to make that pathway smooth for them.

Rayanne Alamuddin:

And we're all of the four-year colleges, in the consortium interested in joining the agreement? Did you run into any resistance?

Hope Williams:

No. As I mentioned, we have 30 of our, well, we have 36 institutions, one of which is a two-year and we had institutions that were, or that are actually enrolling. I don't remember how many they were enrolling before, but under this agreement, we've had institutions enrolling as many as 250 transfer students, others at 150 or 100, and then still others at 25. There were a few institutions that receive one to two transfers a year. And for those, this is a significant amount of work. Many of our campuses have to run this through their faculty. You have to get all kinds of buy-in for the campuses that have only one or two transfers a year.

And sometimes once in a while, none, it really is. Loni was saying earlier for these institutions, it makes a lot of sense for them to work directly with that student, and give them that personal attention for which we are so well known, and all of us among independent institutions and work with them individually to see how that will work. And we do have transfers to those institutions. It's just such a small number that, this is a much more efficient way of dealing with it. But as you can see, 30 of our 35 is amazing. It has built up over time. I wouldn't encourage you to, if you start something like this, and haven't done it before to give it some time, because it does take a while for people to feel comfortable with it and to realize the great value of it in some cases.

Rayanne Alamuddin:

Great. Thank you, Hope. I now have some kind of more general questions for the panelists. One. I'm going to take the liberty of directing it to you Loni: Do the panelists see any value in trying to work outside of their own regions? Schools in the Northeast and Midwest are facing really deep declines in the number of high school graduates, maybe more than others. Is there a value in working outside of their own regions?

Loni Bordoloi Pazich:

That's a really interesting question, to be honest, my sense is based on the data, I've seen that again, transfer is a very regional story. When you're talking specifically about recruiting from community colleges, it tends to be the community colleges in your general geographic region, rather than students from out of state. And that's something to keep in mind, even if you're the Northeast and you'd like to recruit from the South. For instance, I think my sense is that you'll may have more success recruiting traditional first year students rather than community college transfer students.

There's also value, the other potential issue with recruiting students from out of state from community colleges is it'll be very difficult to set up a competitive alternative to the public four-year institutions in that particular sending state. Right? If you're in Vermont and you wanted to recruit students from Georgia, you're going to be having to think about how your transfer agreement will be competitive for Georgia community colleges compared to, transferring to the public four-year Georgia institutions.

Rayanne Alamuddin:

Let me add a follow-up question. Would it make sense, thinking about perhaps neighboring states, where there's already quite a lot of movement students. I know that, between Iowa and Minnesota, let's say, or Wisconsin and so on where there's already that movement, is that something that might make more sense in terms of looking outside of their own state? It's still their region but maybe a different state.

Loni Bordoloi Pazich:

Yeah. I mean, I can see how in the Midwest, for example, between Minnesota and Wisconsin and New England, that kind of throw out across state borders is probably already happening. I think that's something that we would be open to, but it would need to be clear. How is this type of recruitment strategy is again, going to be competitive to the public four-year publics in your neighborhood. If you're developing a transfer, a comprehensive transfer agreement, that's distinctive set of requirements for students in Minnesota to transfer to the Minnesota four-years. I think again, you're going to have a very difficult time gaining traction.

Rayanne Alamuddin:

Thank you. You have a question about any resources to help work through financial implications since some of the resistance is because they, the four-year budget is based on having a student for four years. If that's okay, maybe we'll table that because we're going to be discussing this in the report that will be released. If there are resources out there for working through the financial implications, we will definitely include them. But at the very least, we'll have kind of a clear set of issues to think through from both the perspective of students financial needs, but also the financial needs and implications for the college itself. For schools that have specific graduation requirements. For example, in Theology, does that tend to delay graduation rates? This participant's university has all sorts of specific requirements, unique for specific majors, and they see the community college students not only struggling to graduate in two years, but then have the added kind of ego hit of not being able to do it in time. Any thoughts about institutions that have a lot of very specific requirements for specific majors?

Hope Williams:

This is Hope, if I may speak to that. We certainly had that issue here in North Carolina. And essentially what we said was that if you had one or two specific courses that were not available, or that you wanted to have required as a graduation requirement, rather than as a Gen Ed requirement, you could do that. And it certainly needed to be a small number because you're right, otherwise it will throw off their ability to complete in a timely manner, but we have not had significant, any real difficulty with that. For example, those who that did have a religion requirement for a course in religion just made that a graduation requirement, but we have had some kind of cultural traditional requirements.

One was that every student who graduates from that institution would take a British authors course. They have actually since changed that, but that has been a long tradition at that institution. They had essentially two requirements, one that they moved from Gen Ed, to a graduation requirement. And there certainly is room in the elective groups there, to be able to take one or two courses without changing their time to degree. But that actually was in the beginning a challenge to work through, but it soon became clear to everyone that moving something from a Gen Ed requirement to a graduation requirement was not difficult. And that in fact, they could narrow that down quite nicely.

Rayanne Alamuddin:

And it seems that this is all the time we have for questions right now. And I'll hand it back to Loni to close it up.

Loni Bordoloi Pazich:

Thank you, Rayanne. Well, everyone, thank you so much for your interest in supporting transfer from community colleges to independent colleges, and for the populous questions. If you have a question that we haven't been able to respond to, please be in touch with me or with the co-panelists, our email addresses are up in front of you. You can also find our contact information through our respective websites. Happy to answer any further questions and thank you once again for your interest.

Hope Williams:

Thank you.