

SB0620 - 3.8.22 --Higher Education -Higher Educati

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Position: FAV



POSITION STATEMENT

TESTIMONY PRESENTED TO THE SENATE EDUCATION, HEALTH,
AND ENVIRONMENTAL AFFAIRS COMMITTEE

SENATE BILL 620 – HIGHER EDUCATION –
ARTICULATION AGREEMENTS AND TRANSFER PROCEDURES – WORKGROUP STUDY
(MARYLAND ARTICULATION AND TRANSFER ACT)

Sponsor – Senator Cassilly

March 8, 2022

DONALD C. FRY
PRESIDENT & CEO
GREATER BALTIMORE COMMITTEE

Position: Support

Senate Bill 620 creates a Workgroup on Articulation Agreements and Transfer Procedures of Institutions of Higher Education in the State to study obstacles encountered by students transferring between community colleges and four-year institutions of higher education in the State. The workgroup would study the current system of articulation agreements and transfer procedures and make recommendations to remedy any obstacles identified. The workgroup would be required to submit a report with its findings on or before January 1, 2023.

There are a number of articulation agreements between Maryland community colleges and four-year institutions of higher education. The resulting labyrinth makes it difficult for students to make decisions about what courses to take in hopes that the credits will transfer to another institution.

As more courses have moved online, and students are delaying their enrollment in a four-year university, the need for students and advisors to clearly understand how their courses will transfer to other schools has increased. Both Montana and Idaho have adopted platforms that streamline the transfer process and allow students to access to an individual dashboard for tracking their progress towards a credential or degree, which benefits students, institutions, and future employers. The workgroup proposed in Senate Bill 620 will have the opportunity to investigate potential improvements, such as a transfer platform, that would remove obstacles for students.

Creating and nurturing a strong workforce is one of the Greater Baltimore Committee's most important priorities. Without a strong workforce, Maryland's economy cannot innovate, grow, and create jobs. The GBC's Preparing for the Future: A Regional Workforce Development Initiative was created to ensure that the region's high-growth industries have a pipeline of highly skilled workers who can contribute to future economic growth. In 2020 the initiative released a report outlining recommendations to meet the future workforce needs. Since the report's issuance, the GBC has regularly convened a diverse network of stakeholders to assist in the implementation of the recommendations.

A number of the recommendations in the Preparing for the Future report involve increased coordination among those providing training for various credentials for family-supporting wage jobs. Efforts to make the transfer process more transparent with fewer obstacles will be a valuable tool for students, educational institutions, and future employers.

In addition to its alignment with the GBC Preparing for the Future Report, Senate Bill 620 is consistent with one of the core pillars for a competitive business environment and job growth in the GBC report *Gaining a Competitive Edge: Keys to Economic Growth and Job Creation in Maryland*, specifically:

Workforce that is highly-educated and meets Maryland's business needs. Maryland's secondary and higher education institutions must offer access to quality instruction at all levels and cultivate a workforce that is well-suited to a modern economy and to the specific needs of Maryland's business sectors.

For these reasons, the Greater Baltimore Committee urges a favorable report on Senate Bill 620.

The Greater Baltimore Committee (GBC) is a non-partisan, independent, regional business advocacy organization comprised of hundreds of businesses -- large, medium and small -- educational institutions, nonprofit organizations and foundations located in Anne Arundel, Baltimore, Carroll, Harford, and Howard counties as well as Baltimore City. The GBC is a 67-year-old, private-sector membership organization with a rich legacy of working with government to find solutions to problems that negatively affect our competitiveness and viability.

GREATER BALTIMORE COMMITTEE

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testimony on senate bill 620 board chair.pdf

Uploaded by: Laura Henninger

Position: FAV



EDUCATION, HEALTH & ENVIRONMENTAL AFFAIRS COMMITTEE

TESTIMONY

Submitted by

Laura L. Henninger, Board Chair, Harford Community College

laurahenningertrustee@harford.edu

Senate Bill 620 - Articulation Agreements and Transfer Procedures - Workgroup Study (Maryland Articulation and Transfer Act)

POSITION: Favorable

My name is Laura Henninger and I am the Chair of the Board of Trustees for Harford Community College. I am submitting the following written testimony in support of Senator Cassilly's Senate Bill 620, the Articulation Agreements and Transfer Procedures – Workgroup Study (Maryland Articulation and Transfer Act).

Maryland's community colleges enroll and educate over 100,000 students annually—a significant percentage of students who attend higher education institutions statewide. Some of the students who attend community colleges come to us with the intention of only pursuing a certificate or an associate degree. But many of the students we serve have career aspirations that require a bachelor's degree. Those students expect that the credits they pay for—and spend countless hours on each semester—will seamlessly transfer to Maryland's four-year institutions.

But we know that nationally, students lose, on average, 43% of their college credits when they transfer between higher education institutions. Although Maryland has legislation in place that addresses credit transfer between community colleges and four-year institutions, community college students continue to lose credits during the transfer process.

Senate Bill 620 calls for the creation of a workgroup to explore the barriers that continue to prevent community college students from transferring all their credits to four-year institutions. With representation from all of the institutions that educate our future workforce, I'm hopeful that we can eliminate the barriers that prevent our students from having their credits transfer.

Testimony on Senate Bill 620.pdf

Uploaded by: Tomozia Graves

Position: FAV

Education, Health & Environmental Affairs Committee

Testimony

Submitted by

Tomozia Graves, Student Transfer, Harford Community College

tgraves@harford.edu

Senate Bill 620- Articulation Agreements and Transfer Procedures – Workgroup Study (Maryland Articulation and Transfer Act)

POSITION: Favorable

My name is Tomozia Graves and I am a graduate of Harford Community College who transferred to Towson University Northeastern (TUNE). I am testifying today in strong support of Senator Cassilly's Senate Bill 620.

As a current graduate student at Towson University, I have endured many challenges to get to where I am today. However, my journey as a transfer student was seamless. Having this bill approved would enable more students to have a seamless transfer experience.

My experience as a transfer student was unique. I worked as a Peer Mentor Work-Study student, as well as landing a Peer Advising Assistant position in the Advising, Career, and Transfer Services office while attending Harford Community College. I had the privilege of working with many students and served as a guide as they navigated the transfer process. As a result, I saw first-hand the benefits of transferring and the positive outcomes of it, if done properly.

I was the type of student who didn't want to feel behind, so I made every effort to ensure I would graduate from HCC on time and transfer to my chosen 4-year university. When I discovered that TUNE had started a Communications Studies program, I knew that was where I wanted to transfer to. HCC and TUNE provided program folders with detailed information about which classes students need to take at Harford before transferring and which classes they should take after transferring. This made the entire process easy. Seeing my course path outlined so clearly reduced the stress of the transfer process. All of my credits transferred and I was able to avoid the financial strain of having to retake classes.

As a community college employee, I know that the clear path I took was the result of careful planning between Harford Community College and Towson. But I also know that not every student has an easy transfer process. In my current role at the College as a Mentor, I work with students every week who lose credits in the transfer process. This means that they'll need to spend time and money retaking classes that they thought would transfer.

I'm grateful that my transfer process was smooth. I received financial aid for my education and also received scholarships from high school, including one from Senator Cassilly. I'm currently pursuing a Master's degree in Communication Management. And as someone who now works

with community college students every day, As I said, my transfer story is unique—but I believe every community college student should be able to have the same opportunity.

Senate Bill 620 will enable Maryland post-secondary institutions in gifting students with the opportunity they need to succeed.

SB 620_MACC_FWA_B.Phillips.pdf

Uploaded by: Brad Phillips

Position: FWA



EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

Testimony by

Dr. Brad Phillips, Executive Director

March 8, 2022

SB 620 – Higher Education – Articulation Agreements and Transfer Procedures – Workgroup Study (Maryland Articulation and Transfer Act)

POSITION: Support with Amendment

The Maryland Association of Community Colleges, representing Maryland's 16 public two-year institutions of postsecondary education, offer our support for Senate Bill 620 that creates a workgroup to address articulation agreements and transfer procedures and suggests the below amendment that will expand the workgroup to include the other segments of Maryland's higher education system:

(3) the following members representing four-year institutions of higher education in the State, appointed by the Maryland Higher Education Commission:

- (i) The president of the Maryland Independent Colleges and University Association, or designee;
- (ii) The president of Morgan State University, or designee;
- (iii) The president of St. Mary's College of Maryland, or designee.

There are several bills that have been introduced this Session that if enacted will assist in strengthening Maryland's transfer system. Specifically, MACC has offered support to legislation that creates a new electronic platform for all Maryland students seeking to transfer. We recognize that credits that are denied upon transfer add time to degree completion and are costly to students and to the state. Additional time also depletes a student's financial aid eligibility.

This legislation would provide a forum for the two- and four-year institutions to meet on a regular basis to identify barriers and make recommendations to assure that Maryland will create a transfer system that will be among the best in the nation.

MACC supports this legislation with the suggested amendments and thanks the sponsor for introducing it.

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Position: FWA



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AMENDMENTS
PREPARED
BY THE
DEPT. OF LEGISLATIVE
SERVICES

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BY: Senator Cassilly
(To be offered in the Education, Health, and Environmental
Affairs Committee)

AMENDMENT TO SENATE BILL 620

(First Reading File Bill)

On page 1, in line 20, strike “and”.

On page 2, in line 6, after “affairs” insert “;

(4) the following members representing four-year institutions of higher education in the State, appointed by the Chancellor of the University System of Maryland:

(i) one president;

(ii) one vice president of academic affairs; and

(iii) one vice president of student affairs; and

(5) as needed, any other member representing any other institution of higher education in the State, appointed by the Secretary of Higher Education, or the Secretary’s designee”;

in line 8, strike “and”; in line 9, after “education” insert “appointed under subsection (b)(3) of this section”; and in line 10, after “cochair” insert “; and

(3) one representative of a four-year institution of higher education appointed under subsection (b)(4) of this section to serve as cochair”.

SB620_Cassilly_FWA.pdf

Uploaded by: Senator Bob Cassilly

Position: FWA

ROBERT G. CASSILLY
Legislative District 34
Harford County

Judicial Proceedings Committee

Joint Committee on Administrative,
Executive, and Legislative Review

Joint Committee on Federal Relations



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March 8, 2022

RE: Senate Bill 620 – Higher Education – Articulation Agreements and Transfer Procedures – Workgroup Study (Maryland Articulation and Transfer Act)

Dear Committee Members:

I request your support for SB 620. My purpose for submitting this legislation is because today in our country, a student can transfer from a high school in California to a high school in Maryland without jeopardizing their ability to walk across the stage on graduation day. Unfortunately, that is not the case when our students transfer from a Maryland community college to a Maryland four-year university. All too often, our community college students, many of whom cannot afford tuition costs for four years at a university, are forced to retake basic curriculum courses or lose course credit altogether because the Maryland university refuses to accept their community college credits. We have allowed this issue to persist under the false claim of unequal academic rigor. It is time that we lift the thin veil of education elitism. We have developed content standards for high school courses and we can do the same for basic college courses. Community colleges serve as a critical bridge for our young who are looking to earn a degree for a career in their chosen field. We owe it to these students to assemble all the stakeholders and bring an end to this issue. This bill is the first step in that process.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bob Cassilly".

Senator Bob Cassilly

SB620_USM_LOI - 3.8.22.pdf

Uploaded by: Joann Boughman

Position: INFO



SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

Senate Bill 620

**Higher Education – Articulation Agreements and Transfer Procedures –
Workgroup Study (Maryland Articulation and Transfer Act)**

March 8, 2022

Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs

Letter of Information

Chair Pinsky, Vice Chair Kagan and committee members, thank you for the opportunity to share our thoughts on Senate Bill 620. The bill establishes a workgroup to study articulation agreements and transfer protocols between community colleges and four-year institutions. It also requires the workgroup to make recommendations and report its findings to the Governor and the President of the Senate and the Speaker of the House by January 1, 2023.

Articulation agreements and transfer credits are the purview of the academic programs at four-year institutions, so it is the Provosts/VP for Academic Affairs that are the appropriate persons to be involved in the examination of processes and procedures in transfer and the development of articulation agreements. Currently, there is a Provost Transfer Council with representatives from community colleges and institutions in the University System of Maryland (USM) that meet on a regular basis to discuss these issues. The Provost Transfer Council is actively engaged in discussion about challenges remaining in the process of student transfer.

USM institutions have more than 850 active articulation agreements, demonstrating the interest in and importance of such agreements in the establishment of pipeline programs for students starting at a community college and then transferring to a four-year institution.

The ARTSYS transfer platform that facilitates all transfer processes in the state is housed and managed by the USM Office of Academic Affairs, and any conversations regarding transfer processes must logically include those personnel. MHEC has never been responsible for the transfer platform, and USM has been managing the platform without state support for 30 years. We look forward to the day when there is sufficient state support to expand and improve the platform to address many of the challenges that students now face.

Should it be recommended that we expand the Provost Transfer Council, the USM and the Community College would accommodate that request, but the establishment of a separate parallel study process would be counterproductive.

Thank you for allowing the USM to share our view regarding Senate Bill 620.



About the University System of Maryland

The University System of Maryland (USM)—one system made up of 12 institutions, three regional centers, and a central office—awards 8 out of every 10 bachelor’s degrees in the State of Maryland. The USM is governed by a Board of Regents, comprised of 21 members from diverse professional and personal backgrounds. The chancellor, Dr. Jay Perman, oversees and manages the operations of USM. However, each constituent institution is run by its own president who has authority over that university. Each of USM’s 12 institutions has a distinct and unique approach to the mission of educating students and promoting the economic, intellectual, and cultural growth of its surrounding community. These institutions are located throughout the state, from western Maryland to the Eastern Shore, with the flagship campus in the Washington suburbs. The USM includes Historically Black Colleges and Universities, comprehensive institutions, research universities, and the country’s largest public online institution.

USM Office of Government Relations - Patrick Hogan: phogan@usmd.edu

SB 620 MHEC Letter of Information 03082022.pdf

Uploaded by: Lee Towers

Position: INFO



Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Mary Pat Seurkamp, Ph.D.
Chair

James D. Fielder, Jr., Ph. D.
Secretary

Bill Number: Senate Bill 620

Position: Letter of Information

Title: Higher Education – Articulation Agreements and Transfer Procedures – Workgroup Study (Maryland Articulation and Transfer Act)

Committee: Senate Education, Health & Environmental Affairs Committee

Hearing Date: March 8, 2022

Bill Summary:

Senate Bill 620 establishes the Workgroup on Articulation Agreements and Transfer Procedures of Institutions of Higher Education in the State to study obstacles encountered by students transferring between community colleges and four-year institutions of higher education in the State. It requires the Workgroup to make recommendation to remedy any identified obstacles and report its findings to the Governor and the President of the Senate and the Speaker of the House by January 1, 2023.

Information:

The Maryland Higher Education Commission has been working on transfer related issues for several years. Most recent initiatives focus on implementing the Transfer with Success Act of 2021, including regulatory revisions. Draft regulations will alter the requirements for articulation agreements (aka transfer agreements). Guidance regarding these regulatory changes will be circulated to campuses later this spring. Any immediate study of these revised regulations related to articulation agreements would likely be premature.

Additionally, the draft regulations establish a permanent Student Transfer Advisory Committee for the purposes of reviewing and providing recommendations on issues relating to student transfer. The workgroup established by Senate Bill 620 would likely be redundant of the work of the Student Transfer Advisory Committee.

For additional information, please contact Dr. Emily Dow, Assistant Secretary for Academic Affairs, at emily.dow@maryland.gov for more information.

SB 620 Articulation Agreements LOI FINAL.pdf

Uploaded by: Sara Fidler

Position: INFO

Letter of Information**Senate Education, Health, and Environmental Affairs Committee**
Senate Bill 620 (Cassilly) Higher Education – Articulation Agreements and Transfer Procedures – Workgroup Study (Maryland Articulation and Transfer Act)

Sara C. Fidler, President

sfidler@micua.org

March 8, 2022

On behalf of the member institutions of the Maryland Independent College and University Association (MICUA) and the 58,000 students we serve, I thank you for the opportunity to provide this letter of information in reference to *Senate Bill 620 (Cassilly) [Higher Education – Articulation Agreements and Transfer Procedures – Workgroup Study \(Maryland Articulation and Transfer Act\)](#)*. This bill establishes a workgroup to study the current system of articulation agreements and transfer procedures for students who transfer between community colleges and four-year institutions of higher education in the State. The workgroup is comprised of the Secretary of Higher Education, representatives of the Maryland Association of Community Colleges (MACC), and representatives of MICUA.

In both the Fall of 2019 and the Fall of 2020, MICUA institutions welcomed to campus over 400 transfer students from almost every community college in Maryland – 13 different institutions in 2019 and 15 different institutions in 2020. MICUA continues to strengthen articulation agreements with community college partners and is working diligently to improve student transfer rates. In the last year, the number of Maryland community college articulation agreements among our institutions has increased to 189 and one of our schools has over 85 (and growing) articulation agreements in place.

Several of the MICUA institutions participate in ARTSYS, the current articulation system for Maryland colleges and universities, that is operated by the University System of Maryland (USM). A newly redesigned and functionally improved system is being developed and implemented by Quottly, a third-party vendor.

In addition to participating in ARTSYS, MICUA institutions also support transfer students through our work on a planning grant from the Teagle and Arthur Vining Davis (AVD) Foundations to explore and improve transfer pathways to the liberal arts at private nonprofit institutions of higher education. Ten of the MICUA member institutions have partnered with all 16 community colleges in the State to design a comprehensive transfer consortium whose structure will ensure: ongoing communication about transfer-related concerns and solutions; systematic data collection, sharing, and dissemination to drive sustained, data-infused change; and the use of data to improve the transfer student experience and promote positive student success outcomes. Four workgroups – Simplicity, Success, Scholarly Pathways, and Security – have been formed, and their membership includes faculty and staff from the member institutions of both

MICUA and MACC. The charge of the workgroups is to ensure a seamless transition from community college to one of the participating MICUA institutions. In Fall 2022, MICUA plans to submit a grant to the Teagle/AVD Foundations to request funds for implementation of the outcomes and initiatives identified in the planning grant that will help ensure a seamless transition from community college to a MICUA institution.

We are grateful for the sponsor's commitment to making the transfer process as smooth as possible. We appreciate the opportunity to provide these comments for your consideration of Senate Bill 620. If you have any questions or would like additional information, please contact Angela Sherman, Vice President for Academic Affairs, asherman@micua.org.