

*MassTransfer* Pathways  
Liberal Arts  
Fitchburg State University  
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**Leaders:**

Larry Davis, North Shore Community College  
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1. Elena Quiroz-Livanis, Special Assistant to the Commissioner and Director of Postsecondary Success Strategies, welcomed all and explained the objectives for the day.
2. Elena updated the group on the status of *MassTransfer* Pathways, using a PowerPoint presentation.
  - a. She reviewed the history of the development of the *MassTransfer* Program from 2009 to the present. Currently *MassTransfer* includes the following components:
    - i. General Education Block (*MassTransfer* Block)
    - ii. Academic Transfer Pathways
    - iii. Course Equivalencies
    - iv. Reverse Transfer
    - v. Commonwealth Commitment
  - b. She reviewed the benefits of the *MassTransfer* Program.

Benefits	Minimum Final GPA			Notes
	2.0+	2.5+	3.0+	
<b>No application fee</b>	✓	✓	✓	<i>MassTransfer</i> application required by deadline.
<b>No application essay</b>	✓	✓	✓	
<b>Guaranteed admission</b>		✓	✓	Space permitting in the major and college.
<b>100% tuition waiver</b> <i>Effective Fall 2016</i>			✓	For two years, provided student: <ul style="list-style-type: none"> <li>▪ Matriculates within one year of receiving associate degree;</li> <li>▪ Enrolls continuously (full- or part-time) in day programs; and</li> <li>▪ Achieves 3.0 GPA in first two semesters.</li> </ul>

- c. She described how the Department of Higher Education (DHE) is continuing to work to fill in the gaps in the *MassTransfer* Program.

- d. She reminded the group of the first six academic disciplines for which 60-credit *MassTransfer* Pathway maps have been developed.
    - i. Biology
    - ii. Chemistry
    - iii. Economics
    - iv. History
    - v. Political Science
    - vi. Psychology
  - e. She reminded the group of the 10 academic disciplines on which we are working this year and for which 60-credit *MassTransfer* Pathway maps will be developed next year.
    - i. Business Administration
    - ii. Communications
    - iii. Computer Science
    - iv. Criminal Justice
    - v. Early Childhood Education
    - vi. English
    - vii. Liberal Arts
    - viii. Mathematics
    - ix. Natural and Physical Science Block (STEM)
    - x. Sociology
  - f. She explained that once the 16 academic disciplines are completed they will capture 70% of all students who transfer from Massachusetts community colleges to Massachusetts state universities and campuses of the University of Massachusetts.
  - g. She indicated that DHE may undertake to develop *MassTransfer* Pathways for Engineering and Nursing during the 2016-2017 academic year, contingent upon funding.
3. Elena provided a brief demonstration of the current *MassTransfer* Pathways beta website (<http://www.mass.edu/masstransfer/pathwaysbeta/>).
- a. Elena explained that the Liberal Arts version of the website will look different from the academic disciplines such as Biology and Chemistry and would serve more as advising tool. DHE hoped that they would be able to collect information that would allow students to better understand what options would be available to them at the four-year institutions if they completed a General Studies/Liberal Arts degree at a community college.
  - b. In response to a question about how the website will remain current, Elena explained that:
    - i. There is currently an annual update process to maintain the currency of course equivalencies; and
    - ii. Segmental leaders in each academic discipline will remain engaged with the process going forward.

4. After the presentation, all attendants were asked to introduce themselves to the group. Faculty and deans from all three segments of public higher education were represented at the convening.
5. The group then began a conversation around expanding the MassTransfer General Education Block.

Subject Areas	Credits	Notes
English composition/writing	6	
Humanities and fine arts	9	Courses may be in either subject area.
Behavioral and social sciences	9	Courses may be in either subject area.
Natural of physical sciences	7	
Mathematics/quantitative reasoning	3	

- a. Deans and faculty tried to find an area that were universally required by four-year institutions. There was significant discussion on adding World Languages as part of the Block for students completing a General Studies/Liberal Arts degree at a community college. However, the group was not able to come consensus on adding World Language as a seventh category.
  - b. The group then considered adding a category committed to diversity. Through discussion, it became apparent that many of the four-year institutions require students who transfer with the Gen Ed Block to take two courses that satisfied a “diversity” requirement. This was not the case for all four-year institutions and therefore it was recommended that this category not be added to the Block.
  - c. After the lunch break, attendees shifted their focus to what would help students who completed a General Studies/Liberal Arts associate’s degree.
  - d. Four-year institutions indicated that there were several programs that student could complete in two years/60 credits if they transferred with the General Education Block and 26 “random” electives. It was agreed with the original premise that this Pathway would serve as an advising tool and baccalaureate institutions were asked to submit to Elena a list of programs that students could complete within two years/60 credits.
  - e. The advising tool, it was agreed, would help students better understand what programs they could transfer into and graduate on time. Community Colleges expressed that this would allow them to maintain their current General Studies/Liberal Arts requirements.
6. There was a brief discussion around the need to identify learning outcomes for the MassTransfer Gen Ed Block categories. Given the limited time available, the group decided that the topic should be taken at a later date and include learning outcomes specialists.