



**MassTransfer A2B Pathways Spring 2018 Convening  
Nursing and Biology  
Notes**

Friday, April 13, 2018  
Blue Room, Student Center  
Worcester State University  
486 Chandler Street, Worcester, MA 01602

- I. **Welcome:** Elena Quiroz-Livanis, Chief of Staff and Director of Academic Policy and Student Success, welcomed everyone to the meeting at 10:14 a.m. and thanked everyone for their attendance. She pointed out that Biology was the first discipline for which a MassTransfer A2B pathway was developed during the 2014-2015 academic year and Nursing is one of the last pathways to be developed. Contrary to popular wisdom, Elena considered Friday the thirteenth an auspicious day for this convening.
- A. Elena explained that this second spring convening of the Biology faculty (the first having taken place on February 23, 2018) provides an opportunity to continue the discussion about selecting additional Biology courses for community college students to take during their second years of study.
  - B. Elena acknowledged that Nursing faculty have been working for many years on collaborative statewide initiatives. This spring convening provides an important opportunity to create a new pathway to ensure a smooth transfer of community college students who earn the associate degree in Nursing to bachelor's degree in Nursing programs at state universities and University of Massachusetts campuses. An additional goal of the pathway project is to encourage students to remain in the Massachusetts public higher education system to earn their bachelor's degrees. The Department intends for the new Nursing pathway to become effective with the 2019 fall semester.
  - C. Elena again thanked the Biology and Nursing faculty and the transfer professionals for their work today. At 10:21 a.m., the attendees broke into three groups: Biology faculty remained in the Blue Room; Nursing faculty relocated to the Foster Room; and the transfer professionals moved to the Seven Hills Conference Room in Wasylean Hall.
- II. **Biology:** The Biology faculty convened in the Blue Room and the discussion was led by the Biology segmental leaders: Paul Kasili, associate professor at Bunker Hill Community College; Ryan Fisher, Chair, Biology Department, Salem State University; and Bruce Byers, Senior Lecturer, University of Massachusetts Amherst. The following faculty and staff attended the Biology meeting:

<i>Name</i>	<i>Institution</i>	<i>Email</i>
Janice Barney	Mount Wachusett Community College	<a href="mailto:jbarney@mwcc.mass.edu">jbarney@mwcc.mass.edu</a>
Ann Billetz	Massachusetts College of Liberal Arts	<a href="mailto:a.billetz@mcla.edu">a.billetz@mcla.edu</a>
Joseph A. Bruseo	Holyoke Community College	<a href="mailto:jbruseo@hcc.edu">jbruseo@hcc.edu</a>
Bruce Byers	University of Massachusetts Amherst	<a href="mailto:bbyers@bio.umass.edu">bbyers@bio.umass.edu</a>

<i>Name</i>	<i>Institution</i>	<i>Email</i>
Amy Clark	Cape Cod Community College	<a href="mailto:aclark@capecod.edu">aclark@capecod.edu</a>
Jessica Crowley	Quinsigamond Community College	<a href="mailto:jcrowley@gcc.mass.edu">jcrowley@gcc.mass.edu</a>
Andrea Cutone	North Shore Community College	<a href="mailto:acutone@northshore.edu">acutone@northshore.edu</a>
Iveta Dinbergs	Middlesex Community College	<a href="mailto:dinbergsi@middlesex.mass.edu">dinbergsi@middlesex.mass.edu</a>
John Ebersole	University of Massachusetts Boston	<a href="mailto:john.ebersole@umb.edu">john.ebersole@umb.edu</a>
Ryan Fisher	Salem State University	<a href="mailto:rfisher@salemstate.edu">rfisher@salemstate.edu</a>
Austin Gilliland	Bunker Hill Community College	<a href="mailto:agillila@bhcc.mass.edu">agillila@bhcc.mass.edu</a>
Matt Gravel	Springfield Technical Community College	<a href="mailto:mgravel@stcc.edu">mgravel@stcc.edu</a>
Jennifer Hanselman	Westfield State University	<a href="mailto:jhanselman@westfield.ma.edu">jhanselman@westfield.ma.edu</a>
Avril Hevey-Doucette (PM)	Salem State University	<a href="mailto:Avril.heveydoucette@salemstate.edu">Avril.heveydoucette@salemstate.edu</a>
Meg Hoey	Fitchburg State University	<a href="mailto:mhoey@fitchburgstate.edu">mhoey@fitchburgstate.edu</a>
Paul Kasili	Bunker Hill Community College	<a href="mailto:pkasili@bhcc.mass.edu">pkasili@bhcc.mass.edu</a>
Jenna Mendell	Bridgewater State University	<a href="mailto:jmendell@bridgew.edu">jmendell@bridgew.edu</a>
Tom Montagno	Mount Wachusett Community College	<a href="mailto:tmontagno@mwcc.mass.edu">tmontagno@mwcc.mass.edu</a>
Steven Oliver	Worcester State University	<a href="mailto:soliver@worcester.edu">soliver@worcester.edu</a>
Paul Oliveira	University of Massachusetts Dartmouth	<a href="mailto:koliveira@umassd.edu">koliveira@umassd.edu</a>
Brandon Poe	Springfield Technical Community College	<a href="mailto:bhpoe@stcc.edu">bhpoe@stcc.edu</a>
Mary Rapien	Bristol Community College	<a href="mailto:mary.rapien@bristolcc.edu">mary.rapien@bristolcc.edu</a>
Paul Raverta	Department of Higher Education	<a href="mailto:praverta@dhe.mass.edu">praverta@dhe.mass.edu</a>
Marc Simmons	Massasoit Community College	<a href="mailto:msimmons@massasoit.mass.edu">msimmons@massasoit.mass.edu</a>
Mandy Simons	Framingham State University	<a href="mailto:asimons@framingham.edu">asimons@framingham.edu</a>
Bonnie Stevenson	MassBay Community College	<a href="mailto:bstevenson@massbay.edu">bstevenson@massbay.edu</a>
Nikolaus Sucher	Roxbury Community College	<a href="mailto:nsucher@rcc.mass.edu">nsucher@rcc.mass.edu</a>
Kate Sweeney	Middlesex Community College	<a href="mailto:sweeneyk@middlesex.mass.edu">sweeneyk@middlesex.mass.edu</a>
Kevin Wentworth	Holyoke Community College	<a href="mailto:kwentworth@hcc.edu">kwentworth@hcc.edu</a>

- A. The Biology faculty packets included the following documents:
1. Notes from the MassTransfer Pathways Biology and Chemistry Convening on Friday, February 23, at Fitchburg State University.
  2. Community College to Community College Equivalents for the following five courses identified at the February 23 Convening as possible courses for second-year community college students.
    - a. Cell Biology
    - b. Ecology
    - c. Evolution
    - d. Genetics
    - e. Microbiology
  3. A listing of each of the courses identified above at each of seven state universities and four University of Massachusetts campuses.
- B. The Biology faculty divided themselves into three groups based on the geographic locations of the campuses: East, Central and West. Each group discussed which of the five courses listed above would be appropriate for community college students to take in their second year as part of the Biology Pathway.
- C. The Biology faculty reconvened after lunch at 12:45 p.m. and each regional group reported on its discussions during the morning session.

1. East: Paul reported on the discussion of the Biology faculty from institutions in Eastern Massachusetts.
  - a. The group looked at all five potential second-year courses (Cell Biology, Ecology, Evolution, Genetics and Microbiology) and asked what the pre-requisites for each course are.
  - b. The group found that the pre-requisites for Cell Biology are pretty much the same in the East and, therefore it would be a good choice for second-year community college students.
  - c. The group concluded that Ecology also would be an appropriate course for second-year community college students.
  - d. The group did not discuss Evolution because currently only two community colleges offer the course.
  - e. The group concluded that Genetics was “iffy” and “tricky,” so it does not recommend this course as an option for second-year community college students.
  - f. The group concluded that Microbiology would not transfer easily because of the variation in its pre-requisites across the state.
  - g. Ultimately, the group recommended that Cell Biology and Ecology were appropriate courses for second-year community college students.
2. Central: Ryan reported on the discussions of the Biology faculty from institutions in Central Massachusetts.
  - a. The group concluded that Ecology, Evolution and Genetics seemed to share some commonalities and recommended them for second-year community college students.
  - b. The group also recommended Chemistry for community college students, but Organic Chemistry I and II already are identified as “Additional Recommended Courses” in the Biology Pathway.
3. West: Bruce reported on the discussions of the Biology faculty from institutions in Western Massachusetts.
  - a. The group ruled out Cell Biology and Ecology because those courses are taught at the senior level at the Massachusetts College of Liberal Arts (MCLA).
  - b. The group ruled out Microbiology because there seemed to be too many complications and besides, UMass Amherst does not accept any of the five courses (Cell Biology, Ecology, Evolution, Genetics and Microbiology) for the Biology major.
  - c. The group concluded that Evolution and Genetics were the only two courses they could recommend for second-year community college students. Whatever objections to these courses exist did not seem insurmountable.
4. There seemed to be no common ground across the three regions of the state. The group considered brainstorming possible solutions. There seemed to be three broad options:
  - a. Create three regional pathways, rather than a single state-wide pathway.

- b. Give up on trying to find additional Biology courses to recommend for second-year community college students and retain the status quo.
  - c. Put all five courses on the list of possible courses, but with no guarantee of how they would transfer or apply to major requirements.
5. The Biology faculty preferred not to have to ask every institution to revise its curriculum.
  6. They considered requiring community college students to take one or two of the five courses as generic electives that would apply to the major requirements.
  7. They considered identifying the content of all five courses and the existing equivalencies around the state.
  8. They considered building on existing equivalents and combining them with generic equivalents that would satisfy major requirements.
  9. They concluded with the following recommendations:
    - a. The Biology Pathway would require a minimum of two of the five course options.
    - b. The courses would transfer either as the equivalent course, if available, or as an elective applicable to major requirements.
    - c. The courses must include laboratory components.
    - d. Students must complete the Pathway for these courses to apply to major requirements.
  10. The group considered adding Statistics to the “Additional Recommended Courses” list, but decided against this option.

III. **Nursing:** The Nursing faculty convened in the Foster Room at 10:30 a.m. Elena suggested that attendees introduce themselves and reminded them to sign the sign-up sheets that were circulated. The following people attended this session.

<i>Name</i>	<i>Institution</i>	<i>Email</i>
Maryanne Atkinson	North Shore Community College	<a href="mailto:matkinson@northshore.edu">matkinson@northshore.edu</a>
Lisa Cappabianca	Worcester State University (student)	<a href="mailto:lobrien6@worchester.edu">lobrien6@worchester.edu</a>
Sue Cassidy	University of Massachusetts Amherst	<a href="mailto:scassidy@umass.edu">scassidy@umass.edu</a>
Eileen Costello	Mount Wachusett Community College	<a href="mailto:ecostello@mwcc.mass.edu">ecostello@mwcc.mass.edu</a>
Nancy Craig-Williams	Greenfield Community College	<a href="mailto:craig-williams@gcc.mass.edu">craig-williams@gcc.mass.edu</a>
Larry Dean	Department of Higher Education	<a href="mailto:ldean@dhe.mass.edu">ldean@dhe.mass.edu</a>
Nancy Duphily	Fitchburg State University	<a href="mailto:nduphily@fitchburgstate.edu">nduphily@fitchburgstate.edu</a>
Jane Fain	Middlesex Community College	<a href="mailto:fainj@middlesex.mass.edu">fainj@middlesex.mass.edu</a>
Lisa Fugiel	Springfield Technical Community College	<a href="mailto:lfugiel@stcc.edu">lfugiel@stcc.edu</a>
Katherine Gehly	Middlesex Community College	<a href="mailto:gehlyk@middlesex.mass.edu">gehlyk@middlesex.mass.edu</a>
Michelle Henrichon	Westfield State University	<a href="mailto:mhenrichon@westfield.ma.edu">mhenrichon@westfield.ma.edu</a>
Maria Rosbury Henne	Mount Wachusett Community College	<a href="mailto:mrosburyhenne@mwcc.mass.edu">mrosburyhenne@mwcc.mass.edu</a>
Cheryl Hersperger	Worcester State University	<a href="mailto:chersperger@worchester.edu">chersperger@worchester.edu</a>
Avril Hevey-Doucette (AM)	Salem State University	<a href="mailto:avril.heveydoucette@salemstate.edu">avril.heveydoucette@salemstate.edu</a>
Donna Hills	Salem State University	<a href="mailto:dhills@salemstate.edu">dhills@salemstate.edu</a>
Jessica Holden	Westfield State University	<a href="mailto:jholden@westfield.ma.edu">jholden@westfield.ma.edu</a>
Susan Maciewicz	North Shore Community College	<a href="mailto:smaciewi@northshore.edu">smaciewi@northshore.edu</a>
Karen Devereaux Melillo	University of Massachusetts Lowell	<a href="mailto:karen_melillo@uml.edu">karen_melillo@uml.edu</a>
Barbara A. Murphy	Cape Cod Community College	<a href="mailto:bmurphy@capecod.edu">bmurphy@capecod.edu</a>
Sarah Pingeton	Mount Wachusett Community College	<a href="mailto:spingeton@mwcc.mass.edu">spingeton@mwcc.mass.edu</a>

<i>Name</i>	<i>Institution</i>	<i>Email</i>
Elena Quiroz-Livanis	Department of Higher Education	<a href="mailto:equiroz@dhe.mass.edu">equiroz@dhe.mass.edu</a>
Donna Savino	Bunker Hill Community College	<a href="mailto:djsavino@bhcc.mass.edu">djsavino@bhcc.mass.edu</a>
John Schaumlöffel	Fitchburg State University	<a href="mailto:jschmauml@fitchburgstate.edu">jschmauml@fitchburgstate.edu</a>
C. Pat Schmoll	Quinsigamond Community College	<a href="mailto:pschmoll@qcc.mass.edu">pschmoll@qcc.mass.edu</a>
Linda Scullane	Mount Wachusett Community College	<a href="mailto:lscullane1@mwcc.mass.edu">lscullane1@mwcc.mass.edu</a>
Jennifer Stanley	Worcester State University (student)	<a href="mailto:jstanley@worcester.edu">jstanley@worcester.edu</a>
Heather Thomas	Fitchburg State University	<a href="mailto:hbthomas@fitchburgstate.edu">hbthomas@fitchburgstate.edu</a>
Elizabeth Tobin	Bunker Hill Community College	<a href="mailto:etobin@bhcc.mass.edu">etobin@bhcc.mass.edu</a>
Nancy Wade	Mount Wachusett Community College	<a href="mailto:nwade@mwcc.mass.edu">nwade@mwcc.mass.edu</a>
Stacey Waite	University of Massachusetts Dartmouth	<a href="mailto:swaite@umassd.edu">swaite@umassd.edu</a>
Rhian Waterberg	MassBay Community College	<a href="mailto:rwaterberg@massbay.edu">rwaterberg@massbay.edu</a>

- A. Elena explained that she has learned a lot about nursing education across the state, both public and private, since the October conference. She emphasized that now we have an opportunity to speak with one voice on behalf of Massachusetts public higher education students. The groundwork already has been laid for nursing in statewide agreements. Currently there are nursing pathways working across the state.
- B. An example of a successful 3+1 framework is between Mount Wachusett Community College and Fitchburg State University. Elena referred attendees to three documents: (1) a copy of the agreement between Mount Wachusett and Fitchburg; (2) a table showing the Associate Degree RN-BS in Nursing Track; and (3) a list of the courses left to complete at Fitchburg after transfer. She invited the representatives of both institutions to describe their program.
1. Mount Wachusett and Fitchburg faculty and staff have had a good working relationship for a long time. It's always been a very positive relationship and demonstrates the wisdom of not burning any bridges between the two over the years.
  2. Community college students typically don't like to travel too far from home to undertake their bachelor's degrees.
  3. Mount Wachusett and Fitchburg wanted to streamline their existing collaboration, so they undertook revising their curricula.
  4. The biggest help to the revision process was to bring in admission and transfer staff members.
  5. They began the process of revision in August 2017 and a new agreement was signed in December 2017. The process turned out to be easy. It included two face-to-face meetings and several conference calls. It may have been one of the easiest collaborations in 20 years.
  6. Fitchburg has six start times, so Mount Wachusett graduates can start their bachelor's degree work immediately.
  7. The minimum grade required for Anatomy and Physiology I and II and Microbiology is C+ at Mount Wachusett, but B- at Fitchburg. Nevertheless, students have been willing to take a course twice to raise their grades.
  8. Mount Wachusett and Fitchburg created a form to allow the sharing of student information between the two institutions.
  9. Out of 100 students accepted to Mount Wachusett's nursing program 67 have indicated their plans to attend Fitchburg.

10. Staff encountered two common questions. (a) "Can my mother sign my form for me?" (Answer: No); and (b) "Can I attend another institution instead of Fitchburg?" (Answer: Yes).
  11. Mount Wachusett students receive the Fitchburg program requirements up front.
  12. All materials are co-branded to emphasize the collaboration.
  13. Since revising the curricula, the program has seen an increase in applications.
  14. Key elements of the curricula revision process and outcomes:
    - a. Faculty researched the needs of student nurses in advance.
    - b. Faculty needed to resolve issues involving pre-requisites.
    - c. Nursing courses transfer to Fitchburg in a block from Mount Wachusett.
    - d. Mount Wachusett students must pass the registered nurse (RN) version of the National Council Licensure Examination (NCLEX).
    - e. If Mount Wachusett students transfer with 88 credits (Associate Degree Nursing courses and General Education courses), they need to take 32 credits (10 courses) at Fitchburg to complete their bachelor's degrees.
    - f. The last two courses taken at Fitchburg are four-credit clinical practicum experiences: Community Health Nursing (NURS 4010) and RN to BS Capstone (NURS 4600).
- C. A second example of a successful 3+1 collaborative program is between Greenfield Community College and Westfield State University. Elena invited representatives of these two institutions to discuss their program.
1. A long-term relationship already was in place between Greenfield and Westfield.
  2. Students prefer a face-to-face model.
  3. Students like a small college environment.
  4. Students are concerned about cost.
  5. Some students take several years to complete their programs. They may take all their general education courses before getting into the Nursing Program.
  6. Differences in philosophy between the Greenfield and Westfield programs needed to be worked on.
  7. The appropriate Biology course as a pre-requisite for Anatomy and Physiology was also an issue.
  8. They've considered including dual admission at both institutions, but haven't gone there yet.
  9. Greenfield is Westfield's second partner in a 3+1 nursing collaborative, following Springfield Technical Community College.
  10. At Westfield, the nursing courses use a hybrid model, initially meeting face-to-face, followed by online interaction.
  11. At Westfield it took a lot of work to gain approval for allowing community college students to transfer up to 90 credits, while requiring only 30 credits at Westfield.
  12. Despite difficulties, the collaboration between the two institutions is phenomenal.
  13. Interest in the program seems to be growing.
- D. A general discussion of RN to BSN programs ensued.
2. Are there time limits? At Mount Wachusett, courses must have been taken within 10 years, although exceptions may be considered on an individual basis. Greenfield has a five-year currency requirement for courses, but it also offers challenge exams as a way for students to demonstrate mastery of a subject.

3. RN to BSN programs seem to require 10 more credits of nursing courses than normally are required, which leads to repetitive learning for some students.
4. The Nursing Education Transfer Compact, approved by the Board of Higher Education in 2014, led to the higher maximum number of credits (90) that could be transferred.
5. Advising is a crucial factor in the success of nursing pathways. Students need to be properly advised from the beginning, so that it is clear to them what courses they must take.
6. Greenfield has recently hired a nursing pathway transfer advisor.
7. A question of whether there is any effort to make costs consistent across all institutions prompted Elena to explain that the Department hopes to be able to provide tuition waiver/credit to nursing students.
8. Elena indicated that the Department hopes the institutions can reach an agreement to use the 3+1 model as the Nursing Pathway and thereby reduce as much as possible the one-off situations with individual institutional agreements. The Department hopes to make Nursing a MassTransfer program.
9. It was suggested that there may be more older, practicing registered nurses interested in earning their bachelor's degrees in the future.
10. It was noted that private institutions seem to be recruiting older students aggressively. One response to the question "What are the private institutions doing better than the public institutions?" was that the privates are providing intrusive advising. It was suggested that there's a need to get the message about the public programs out to the public better.
11. Southern New Hampshire University (SNHU) was cited as one of the private institutions that is making everything as simple as possible for students. It was noted that they have a \$1,000,000 marketing budget.
12. A question arose about whether BSN faculty think that students need to take their general education courses at their institutions, but most seemed not to think so.
13. It was noted that it's important to recognize the differences between community college and university students.

IV. **Transfer Professionals:** Lois Alves, MassTransfer Project staff members, convened transfer professionals in the Seven Hills Conference Room of Wasylean Hall. Several transfer professionals attended the Biology and Nursing faculty meetings. The following attended this session:

<i>Name</i>	<i>Institution</i>	<i>Email</i>
Lois Alves	Department of Higher Education	<a href="mailto:lalves@dhe.mass.edu">lalves@dhe.mass.edu</a>
Mark Broadbent	Holyoke Community College	<a href="mailto:mbroadbent@hcc.edu">mbroadbent@hcc.edu</a>
Dan de la Torre	Quinsigamond Community College	<a href="mailto:ddelatorre@gcc.mass.edu">ddelatorre@gcc.mass.edu</a>
Rosalee Peterson	University of Massachusetts Amherst	<a href="mailto:rpeterson@admissions.umass.edu">rpeterson@admissions.umass.edu</a>
Margaret Rubino	Bunker Hill Community College	<a href="mailto:mrubino@bhcc.mass.edu">mrubino@bhcc.mass.edu</a>
Katie Walo	Massasoit Community College	<a href="mailto:kwalo@massasoit.mass.edu">kwalo@massasoit.mass.edu</a>

V. **Closing:**

- A. Elena reminded the group of the Project Kaleidoscope (PKAL) 2018 Massachusetts Regional Network Summer Meeting, noting the following details.

1. Date: June 15, 2018
  2. Time: 9:00 a.m. to 2:30 p.m.
  3. Location: Ellison Campus Center, North Campus, Salem State University, Salem, MA 01970
  4. Registration: Registration is online. Registration is \$55 per person and includes breakfast, coffee, and lunch. Registration is free for faculty and staff from community colleges. The registration deadline is June 1<sup>st</sup>. Registration will open soon.
- B. Next Steps: The Department will solicit syllabi from all institutions for the five Biology courses identified for second-year community college students and work with the Biology segmental leaders to identify core components of each course.
- C. Elena adjourned the meeting at 2:17 p.m.