Strengthening Minority Serving Higher Education Interinstitutional Partnerships

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2018 Annual Meeting of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
New Orleans, LA
December 9, 2018
3:15 PM
Why the Partnership?

- Aligns with Lumina Foundation’s goal of 60% of U.S. Americans with degrees, credentials, and other certificates by 2025. President Obama had set a goal for 2020. In 2016, we were at 48% in college attainment (OECD, Education at a Glance 2017).

- African American degree completion is especially important in this context.

- In order to create resource/human capital needs, community colleges and four-year institutions need to create partnerships to establish intentional, coherent pathways.

- Missing is the intentional, coherent partnerships between HBCUs and MSIs.

- Most higher education partnerships are focused on articulation agreements and are not comprehensive and multifaceted.

### African Americans and Degree Completion

<table>
<thead>
<tr>
<th></th>
<th>4-yr Degree</th>
<th>2-yr Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Avg.</td>
<td>32.5</td>
<td>42.3</td>
</tr>
<tr>
<td>African Americans</td>
<td>22</td>
<td>32.5</td>
</tr>
</tbody>
</table>

Source: United States Census, 2016
In the beginning...

- In Spring 2016, CAU’s president began a discussion with GPTC’s president to explore the possibility of creating a robust partnership to address completion rates and other higher education needs.

- In Fall 2016, several meetings occurred over a 6-month timeframe to develop the partnership which included:
  - A comprehensive, multi-faceted partnership framework;
  - The scalable model did not occur until further in our discussions and as public awareness of the framework grew.
A4A—Goal for the Partnership

• Establish an academic and a cultural partnership that will foster greater collaboration among the HBCU and PBI to:
  – expand postsecondary opportunities,
  – strengthen academic rigor, and
  – increase student success.
On February 9, 2017, GPTC and CAU signed a major framework agreement to establish the Access 4 Achievement Initiative.

University and Community Stakeholder Engagement- A Key Factor
Colleges enter unusual partnership to boost enrollment, degrees

Ramona Pollard, instructor and program director, teaches Principles of Management class, one of the classes that will benefit from the partnership with Clark Atlanta University, at Georgia Piedmont Technical College’s DeKalb Campus on Tuesday, February 14, 2017. Clark Atlanta University and Georgia Piedmont Technical College are scheduled to announce on Feb. 15 a partnership they hope could become a national model. HYOSUB SHIN / HSHIN@AJC.COM

Atlanta Journal Constitution (AJC) Article - 02/15/2017
Georgia Piedmont Technical College

- Established in 1961
- Mandated to provide technical education, adult education and customized training to business and industry
- Offers more than 140 credentials
- 5,000 students enrolled in credit programs
- Unit of the Technical College System of Georgia
- Service area includes DeKalb, Rockdale, Newton, and Morgan Counties
- Major Technical Programs—Paralegal Studies, Advanced Manufacturing, Transit Technology, Digital and Media Production Technology, Early Childhood Care Education
- 99% job placement rate, 84% in field placement rate
• CAU is a consolidation of two institutions: Clark College, founded in 1869, the nation's first four-year liberal arts college to serve primarily African Americans, and Atlanta University, founded in 1865, the nation's first African American graduate institution. The institutions were consolidated in 1988 to become Clark Atlanta University.

• CAU is the largest of the four autonomous institutions (CAU, Morehouse College, Spelman College, and Morehouse School of Medicine) in the Atlanta University Center Consortium (AUCC), which boasts one of the largest concentrations of African American students and faculty of color in the United States.

• CAU is the only historically black college/university in the Georgia Research Alliance, an alliance of research institutions in the state.

• CAU is a United Methodist Church-affiliated institution.

• CAU is home to National Public Radio-affiliated only jazz station in Atlanta, WCLK.
A4A—Implementation Plan

• Three-phased approach:
  – Phase I – Spring 2017 (Short-term)
    • Guaranteed Admissions
    • Program Specific Articulation Agreements
    • Joint Participation
  – Phase II – Fall 2017 (Intermediate)
    • Reverse Transfer Agreement
    • Joint Enrollment
    • Developing Faculty Pipeline
  – Phase III – Spring 2018 and beyond (Long-term)
    • Foster a Culture of Collaboration (Research / Creative Activities and Cultural Experiences)
A4A—Implementation Plan (cont’d)

- Committees designed at various levels to manage the process:
  - Joint Implementation Committee (Strategic)
  - Joint Management Committee (Tactical)
  - Joint Implementation Work Groups (Operational)

- Periodic and Annual Reporting
  - Annual Joint Implementation Committee meeting on March 28, 2018, which will include a progress report to both presidents
# A4A—Framework Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Articulation Agreement</td>
<td>Signed and Implemented</td>
</tr>
<tr>
<td>2. Program Specific Articulation Initiative (2+2 Academic Programs)</td>
<td>2 Developed (Business and Criminal Justice)</td>
</tr>
<tr>
<td>3. Joint Provisional Participation Program</td>
<td>Incorporated into General Articulation Agreement</td>
</tr>
<tr>
<td>4. Reverse Transfer Initiative</td>
<td>Incorporated into General Articulation Agreement</td>
</tr>
<tr>
<td>5. Joint Credentialing Program (Stackable Credential)</td>
<td>In Progress</td>
</tr>
<tr>
<td>6. Faculty Pipeline Program</td>
<td>In Progress – Preliminary Certificate Program Developed</td>
</tr>
<tr>
<td>7. Cultural Collaboration Initiative</td>
<td>Pending</td>
</tr>
<tr>
<td>8. A4A Fundraising</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
General Articulation Agreement

Definitions

- Reverse Transfer
- Residence Life
- Academic Advising
- Honors Program
- Joint Provisional Participation

- General and Guaranteed Admission
- Financial Aid/Scholarship Opportunities
- Transfer Credit and Core Curriculum

Reverse Transfer
Residence Life
Academic Advising
Honors Program
Joint Provisional Participation

General Articulation Agreement
## Business Management Articulation

<table>
<thead>
<tr>
<th>GPTC - Course Name</th>
<th>Credit</th>
<th>CAU - Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL 1101</strong> Composition and Rhetoric</td>
<td>3</td>
<td>ENG -105 English Comp I</td>
<td>3</td>
</tr>
<tr>
<td><strong>AREA IV</strong> Humanities &amp; Fine Arts - HUMN 1101</td>
<td>3</td>
<td>HUM 228 or other course</td>
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<tr>
<td><strong>MATH11XX</strong> Degree Math - MATH 1111</td>
<td>3</td>
<td>MAT 109 -College Algebra</td>
<td>3</td>
</tr>
<tr>
<td><strong>AREA II</strong> Social/Behavioral Science Elective - PSYC 1101 - Intro to Psych</td>
<td>3</td>
<td>SCI 105 Culture &amp; Soc or other</td>
<td>3</td>
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<tr>
<td><strong>ECON 2105</strong> General Core Elective - Principles of Macroeconomics</td>
<td>3</td>
<td>ECO 251 Principles of Econ I (macro)</td>
<td>3</td>
</tr>
<tr>
<td><strong>COMP 1000</strong> Introduction to Computers</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MGMT 1100</strong> Principles of Management</td>
<td>3</td>
<td>BUS 340 Principles of Management</td>
<td>3</td>
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<tr>
<td><strong>MGMT 1115</strong> Leadership</td>
<td>3</td>
<td>BUS 295 Leadership &amp; Prof. Dev.</td>
<td>1</td>
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<tr>
<td><strong>MGMT 1120</strong> Introduction to Business</td>
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<td>BUS 120 Intro Business</td>
<td>3</td>
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<tr>
<td><strong>ACCT 1100</strong> Financial Accounting I</td>
<td>4</td>
<td>BUS 207 Principles of Accounting I</td>
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<tr>
<td><strong>MGMT XXXX</strong> Guided MGMT Elective - ACCT 1105</td>
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<td>BUS 208 Principles of Accounting II</td>
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<tr>
<td>Specialization - Guided MGMT Electives</td>
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<tr>
<td><strong>ACCT 2145</strong> Personal Finance</td>
<td>3</td>
<td>BUS 250 Personal Finance</td>
<td>3</td>
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<tr>
<td><strong>MKTG 1100</strong> Principles of Marketing</td>
<td>3</td>
<td>BUS 335 Principles of Marketing</td>
<td>3</td>
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<tr>
<td><strong>MGMT 2135</strong> Management Communication Techniques</td>
<td>3</td>
<td>BUS 325 Business Communications</td>
<td>3</td>
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<tr>
<td><strong>MGMT 2145</strong> Business Plan Development</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
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<tr>
<td><strong>MGMT 1105</strong> Organizational Behavior</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>MKTG 1130</strong> Business Regulations &amp; Compliance</td>
<td>3</td>
<td>CBUS 330</td>
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<tr>
<td><strong>MGMT 1125</strong> Business Ethics</td>
<td>3</td>
<td>Free Elective</td>
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<tr>
<td><strong>MGMT 2115</strong> Human Resource Management</td>
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<td>Free Elective</td>
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<tr>
<td><strong>MGMT 2125</strong> Performance Management</td>
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<td>Free Elective</td>
<td>3</td>
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<tr>
<td><strong>MGMT 2215</strong> Team Project</td>
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<td>Free Elective</td>
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<tr>
<td><strong>Required Credit Hours</strong></td>
<td>65</td>
<td></td>
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</table>

**Total Credit Hours:** 122
## Criminal Justice Articulation

### GPTC & Clark Atlanta University

**Criminal Justice AAS Degree to BA Degree in Criminal Justice**

<table>
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<tr>
<th>Course Name</th>
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</tr>
<tr>
<td>SPCH 1101 - Public Speaking</td>
<td>3</td>
<td>STA 101 - Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1111 - College Algebra</td>
<td>3</td>
<td>MAT 109 - College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUMN 1101 - Introduction to Humanities</td>
<td>3</td>
<td>HUM 228 - or other course</td>
<td>3</td>
</tr>
<tr>
<td>PYSC 1101 - Introduction to Psychology</td>
<td>3</td>
<td>PSY 211 - General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required General Studies Courses (GPTC courses that will transfer to CAU courses)

### Required Courses (GPTC courses that will transfer to CAU courses)

### CAU Required Courses (GPTC Courses Not Accepted by CAU)

### CAU Electives (student must select 6 of the following courses)

### GPTC courses that may be applied to the CAU elective section above.

GPTC students must choose 5 of the courses listed below that are not highlighted. These will meet the GPTC electives requirement.

### Total Credit Hours

| GPTC | 60 | CAU | 122 |
A4A Faculty Pipeline Program

- Participants Expectations
  - Attend a series of five-six workshops
  - Conduct a teacher demonstration at the end of the term
  - Work with an assigned faculty mentor
  - Participate in departmental meetings
  - Observe classes at GPTC to shadow a faculty member at GPTC and be observed by GPTC faculty members

- Developing a talent pipeline of African Americans and other underrepresented populations with experience to meet the teaching and research needs in the academy
A4A Faculty Pipeline Workshop Examples

1. How to Teach High School and College Students
2. Introduction to Technology – (LMS, Blackboard Training, Banner, Navigate)
3. Best Practices in pedagogy and innovation in Higher Education
4. Classroom Management for the 21st Century Student
5. Campus Resources and Support Services for Student Success
6. Faculty Pipeline Certificate Program
Transfer Student Annual Report - Key KPIs

- Transfer pathway funnel (applied, admitted, enrolled)
- Number of students who applied to CAU but ultimately enrolled at GPTC
- Number involved in Joint Participation Provisional Program
- Number of incoming with and without AA degree
- Number of transfer students with credit – categorized by different thresholds
- Top five (5) majors at CAU
- Demographic breakdown
- Degree productivity at CAU
- Transfer scholarship recipients at CAU
- Number of GPTC students living on campus
Socio-economic Impact of Partnership

• Broadened Access for Talented College-Bound Students, many of who are Low Income, First Gen (LIFG)

• Improved Graduation Rates as a Result of Support Services and Flexibility

• Immediate Earning Potential and Higher Job Placement Rates and Satisfaction

• Improved Social Mobility

• Long-Term, Consistent Employment
Lessons Learned

- Build out the infrastructure to support this initiative
- Be flexible in your implementation plan
- Be prepared for policy modification
  - Course Articulation (Business)
  - Admission Policy (Dual Enrollment)
- Engage various levels of key stakeholders
- Create a model that is scalable – Atlanta Technical College, City Colleges of Chicago, Dallas County Community College District, Mercer County Community College (NJ)
- Include transition services as an implementation work group
- Consider 2+2+1 Degree Pathways (Associate, Bachelor’s, Master’s)
- Include mechanisms for assessment and accountability
- Consider partnerships with community college systems
- Be mindful of accreditation requirements or expectations
QUESTIONS???
Contact Information

- Dr. Peter O. Nwosu, Provost and Vice President for Academic Affairs, Clark Atlanta University, (404) 880-8754, pnwosu@cau.edu

- Dr. Michael J. Marshall, Associate Vice President for Enrollment, Clark Atlanta University, (404) 880-6123, mmarshall@cau.edu
Thank You