

**Executive Summary:
System-wide Credit Transfer Project
Implementation Plan Recommendations**

At their May 21st meeting the Trustees of Maine's public university system acted to set into immediate motion three direct projects in support of its Strategic Goals and Actions. The Credit Transfer Steering Committee's work encompasses one of those charges: improving the college credit transfer process to make it easier for students to move among Maine's public universities.

At its November 5, 2012 meeting, the Board of Trustees endorsed a Plan Design and directed that a full Implementation Plan in the format of a 4 Stage design process be presented to the Board at its January 2013 meeting. This report presents the Implementation Plan recommendations of the Credit Transfer Steering Committee (CTSC).

The Credit Transfer Project, guided by a Steering committee followed a 4 Stage process common to all three Strategic Goals and Action projects (Change Analysis, Plan Design, Implementation Plan, and Plan Audit). The Project Implementation stage is to be fully implemented and audited by the end of the 2013-14 academic year.

In its **Change Analysis**, the Credit Transfer Steering Committee concluded that it is imperative that Maine's public universities create state-wide and system-wide policies to implement national transfer credit best practices to offer Maine's students model pathways toward baccalaureate degree completion. To do so it reviewed national best practice solutions which can be implemented to create a comparative advantage for Maine's public universities.

The Credit Transfer Steering Committee's **Plan Design** recommends the establishment of reliable, robust credit transfer practices based upon the implementation of four (4) System-wide credit transfer best practices to make it easier for students to move among Maine's public universities:

- Electronic communication tools
- Block Transfer /General Education Common Core
- Major (program-to-program) Articulation
- Adult & Transfer degree completion - including Prior Learning Assessment (PLA)

This report sets forth a structured **Implementation Plan** outlining an Organizational and Governance Structure for the project (Role of Steering Committee, Executive leadership, Project leadership team, and subcommittees). It describes in modest detail Components of the project to be implemented based upon the Plan Design. It also offers an assessment of financial risks, funding opportunities, and provides an overview of impact and outcomes of the project. And, finally, this report sets forth **Audit Milestones** to assess and measure the stages of plan implementation through project completion at the end of the 2013-2014 academic year.

A tabular Overview of the Implementation Plan immediately follows this Executive summary as a guide to readers.

Overview of Implementation Plan (Including Project Audit Milestones)

- Organization Structure and Governance (February 2013-December 2014)
 - Steering Committee – The CTSC will remain in place as the Steering Committee for this project’s duration.
 - Executive Leadership – Identification of a “project manager” to provide oversight and manage the entire project will be key implementation step.
 - Project Leadership Team – Serves as the implementation team for the Project; comprised of a representative group of faculty, staff, chairs of subcommittees
 - Subcommittees for each project component – Oversee, direct and manage the “nuts and bolts” of each project component

- Best Practice Components to be Implemented
 - Electronic Communication Tools (website)
 - Develop, test and implement a System-wide, web-based transfer portal/website (August 2013)
 - Fully implement the use of degree audit (June 2013)
 - Update transfer rules which roll into the degree audit (June 2013)
 - Evaluate ongoing staffing and process for sustainability of the project (December 2013)
 - Block Transfer/General Education
 - Develop a Systemwide pathway for the block transfer of general education requirements across the UMS, concentrating on those requirements that are 100- and 200-level, and doing so based on expected learning outcomes (Spring 2013-December 2013)
 - Summit/workshop to be held Spring 2013
 - Facilitated campus-based work
 - Major-to-Major Articulation
 - Develop a streamlined transfer pathway for identified majors/programs (Spring 2013-December 2014)
 - Engage campuses in a facilitated design process to develop alignment/equivalencies between similar majors
 - Summit/workshop to be held Spring 2013
 - Phase 1 focus will be STEM, Nursing/Allied Health and Business (December 2013)
 - Adult and Transfer Degree Completion
 - Broad assessment of the transfer experience (Spring 2013)
 - Seek external support to conduct a full review of all elements of the transfer student experience and to develop new models of transfer student support and service (Spring 2013)
 - Implementation of robust Prior Learning Assessment practices and processes (December 2013)
 - Implement the recommendations of the Prior Learning Assessment Task Force (delivered to the CTSC December 2012)