

**SB540\_USM\_FWA\_COLEMAN.pdf**

Uploaded by: Antoinette Coleman

Position: FAV



**SENATE EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE**  
**Senate Bill 540**  
**Higher Education - Transfer Platform - Established (Transfer with Success Act 2.0)**  
**March 2, 2022**  
**Antoinette Coleman, Associate Vice Chancellor**  
**Favorable with Amendment**

Chair Pinsky, Vice Chair Kagan and committee members, thank you for the opportunity to share our thoughts on Senate Bill 540. The bill requires each community college and 4-year institution to participate in a transfer platform established to facilitate the transfer of students.

The University System of Maryland, Maryland Association of Community Colleges, Morgan State University, St. Mary's College of Maryland and Maryland Independent College and University participate in ARTSYS, The Articulation System for Maryland College and Universities administered by the University System of Maryland. ARTSYS as the statewide transfer platform facilitates the transfer of students from the community colleges to the public and participating private 4-year colleges and universities in Maryland. The burden to financially support ARTSYS is on the public and participating institutions.

Currently, the participating institutions are actively engaged in the implementation of a new state-of-the-art system to support the transfer for Maryland's community college students which is at a tremendous cost. The new ARTSYS will enable students to use any device to determine seamless transfer pathway program opportunities, establish accounts and conduct and save transcript evaluations of their courses to complete their associate's and bachelor's degrees at participating institutions, support near-completer students, provide reverse transfer services for eligible students, and as an academic and career advising support. Additionally, the platform streamlines for advisors, faculty, and administrators at the institutions the management of articulation agreements, transfer course equivalency, data analytics, and reporting for the continuous success of transfer students in Maryland.

The USM urges a favorable report Senate Bill 540 with amendments.

11-207.

(G) (1) EACH COMMUNITY COLLEGE AND 4-YEAR INSTITUTION OF HIGHER EDUCATION THAT RECEIVES STATE FUNDS SHALL PARTICIPATE IN THE TRANSFER PLATFORM ESTABLISHED IN ACCORDANCE WITH THIS SUBSECTION.

(2) (I) THE COMMISSION SHALL DELEGATE TO THE UNIVERSITY SYSTEM OF MARYLAND, IN COLLABORATION WITH PUBLIC HIGHER EDUCATION INSTITUTIONS IN MARYLAND, THE DESIGN OR ESTABLISHMENT OF ~~ESTABLISH A~~ TRANSFER PLATFORM TO FACILITATE THE TRANSFER OF STUDENTS FROM COMMUNITY COLLEGES TO 4-YEAR INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.

~~(II) IF THE UNIVERSITY SYSTEM OF MARYLAND HAS A SIMILAR TRANSFER PLATFORM, THE COMMISSION SHALL DELEGATE THE DESIGN OR ESTABLISHMENT OF THE PLATFORM TO THE UNIVERSITY SYSTEM OF MARYLAND.~~

(3) THE TRANSFER PLATFORM SHALL:

(I) ALLOW STUDENTS AND ADVISORS TO DETERMINE IF A COURSE WILL TRANSFER FROM ANY COMMUNITY COLLEGE TO ANY 4-YEAR INSTITUTION OF HIGHER EDUCATION THAT PARTICIPATES IN THE TRANSFER PLATFORM;

(II) PROVIDE RECOMMENDED COURSES FOR SPECIFIC PROGRAMS OF STUDY AT 4-YEAR INSTITUTIONS OF HIGHER EDUCATION; AND

(III) INCLUDE A TRANSCRIPT OPTION FOR STUDENTS THAT:

1. ALLOWS FOR STUDENTS TO ESTABLISH ACCOUNTS;

2. ALLOWS ACCESS TO SAVED SEARCHES FOR TRANSFER PROGRAMS AND COURSES;

3. PROVIDES TRANSFER PROGRAMS FOR NEAR-COMPLETERS.

4. PROVIDES REVERSE TRANSFER ACCOUNTABILITY FOR STUDENTS.

5. PROVIDES ADMISSIONS REQUIREMENTS FOR INSTITUTIONS THAT STUDENTS SEEK TO TRANSFER.

~~1. DETERMINES THE STATUS OF COURSES.~~

6.2. COMPARES COURSES WITH RECOMMENDED TRANSFER PROGRAMS; AND

3. COMPUTES GRADE POINT AVERAGES.

7. ALLOWS ACCESS THROUGH MOBILE DEVICES.



### **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.

**SB 540\_MACC\_FAV\_B.Phillips.pdf**

Uploaded by: Brad Phillips

Position: FAV



## Education, Health, and Environmental Affairs

Testimony by  
Dr. Brad Phillips, Executive Director  
March 2, 2022

### **SB 540 - Higher Education-Transfer Platform-Established (Transfer with Success Act 2.0)**

#### **POSITION: Support**

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The Maryland Association of Community Colleges, representing Maryland's 16 public two-year institutions of postsecondary education, offers our support for SB 540 that streamlines the transfer process between Maryland's 2- and 4-year institutions of higher education.

For students, seamless transfer from a community college to a four-year institution is an equity issue. If a student begins at a community college but does not receive credit for that work once they transfer, the additional time and cost is a barrier. Not only does the loss of credit impact the cost for students, but it also adds additional costs to the state. The additional time it takes to repeat a course also depletes financial aid eligibility.

Building on the Transfer with Success Act of 2021, MACC is asking the State for an annual general fund appropriation of \$1M designed to support not only a rigorous transfer and articulation system that is statewide, but also a framework that will require institutions who participate to honor transfer information that is presented in an updated transfer equivalency enterprise platform known as ARTSYS. All Maryland's institutions will benefit from the request. Even more important, students will benefit from knowing that courses they take at a Maryland community college will transfer to a four-year institution in Maryland. MACC also request that the cost be reviewed annually to make certain the state appropriation covers the full cost of the transfer platform.

To update and maintain ARTSYS will require institutions to evaluate and review courses to make certain all course equivalencies and competencies are accurate and a student taking a course can be assured the course will transfer. By funding and maintaining the new transfer system, students can be guaranteed courses will transfer prior to enrolling in the course instead of finding out after a student has completed the course that it does not meet the receiving institutions criteria for transfer.

MACC thanks Senator Elfreth and the cosponsors for introducing this legislation and asks that the Committee give it a favorable report.

**SB0540-EHE\_MACo\_SUP.pdf**

Uploaded by: Brianna January

Position: FAV



## Senate Bill 540

*Higher Education - Transfer Platform - Established (Transfer With Success Act 2.0)*

MACo Position: **SUPPORT**

To: Education, Health, and Environmental  
Affairs Committee

Date: March 2, 2022

From: Brianna January

The Maryland Association of Counties (MACo) **SUPPORTS** SB 540. This bill would require the Maryland Higher Education Commission to develop a collaborative digital platform that supports an easier transition for community college students to Maryland's four-year public institutions. It would cut down on administrative and operational costs and would make the process of transferring schools easier on both Maryland's students and schools.

Transferring credits continues to be an obstacle for community college students who matriculate to a four-year institution. Navigating the complex array of transfer policies is a consistent challenge, and students are losing credits in the process. When a student must retake a course at another higher education institution, they are delaying their graduation, using up additional state funding, and ultimately, paying more in tuition. These factors all contribute to students not successfully accomplishing their academic credential.

SB 540 seeks to address these challenges by requiring participating institutions to maintain and honor credits from community college courses approved for transfer. There should be no reason for students to lose credits if they are attending an accredited Maryland institution.

Furthermore, Maryland's community colleges have often been left behind in state partnerships to innovatively address challenges in the higher education community. SB 540 would close some of these gaps and would offer state collaboration to feasibly address the challenges of the transfer process. Counties applaud the bill's state budget allocation of \$1 million to develop and implement the digital transfer platform and welcome the opportunity for local community colleges to participate in the program at no cost to the institutions. This would be a strong demonstration of the State's commitment to an equitable distribution of support for our community colleges.

Counties recognize that community colleges will continue to pave the way for Marylanders to re-enter the workforce and help rebuild after the pandemic. SB 540 would streamline some of the process for them to do so. For these reasons, MACo **SUPPORTS** SB 540 and urges a **FAVORABLE** report.



# **03.02.22 Montgomery College Testimony for SB 540 T**

Uploaded by: Charlene Dukes

Position: FAV



**Dr. Charlene Dukes**  
**Immediate Past, Interim President, Montgomery College**  
**Testimony in Support of Senate Bill 540**  
**Higher Education-Transfer Platform-Established (Transfer with Success Act 2.0)**  
**Senate Education, Health and Environmental Affairs Committee**  
**March 2, 2022**

Thank you for the opportunity to offer testimony.

I ask you to adopt Senate Bill 540—Transfer with Success Act 2.0.

Over the last 75 years, thousands of MC alumni contributed to the Montgomery County of today like Morgan Wootten, an educator and legendary basketball coach, Sol Graham, a trailblazer and founder of Quality Biological, Inc., and Shruti Mistry, a biomedical engineer at the Food and Drug Administration.

As we look forward from our 75th anniversary, we must look intently at how the pandemic has disrupted the world—how these seismic social disruptions affect community college students.

Fewer students are enrolling at community colleges across Maryland and the nation, particularly low-income students, even though 80 percent of today's jobs require postsecondary education. The number of Pell Grant students at MC continues to drop while the rate of participation in the free and reduced meals program (FARMS) at Montgomery County Public Schools continues to hover at 33 percent. This is most troubling news given that three out of four jobs in Montgomery require a baccalaureate degree.

Now more than ever, we must do more to put that degree within the grasp of more Marylanders and attract community college students back to the talent pipeline.

Community college students, if given the opportunity to do so, can help put an end to the workforce shortages that plague Maryland, especially those exacerbated by the pandemic.

To do this, we must enhance access to four-year degrees for community college students.

Why? Again, because the data tells us so. Only, 11 percent of students from the lowest income quartile obtain a bachelor degree within six years of graduation. The two plus two model is the affordable pathway for the residents of Maryland.

That is why I am grateful to Senator Elfreth for her efforts to remove opportunity barriers for community college students.

For too many, that next big step up the opportunity ladder is out of reach.

As we look to the future, we must focus our attention on solutions for our students and Maryland's workforce, not outdated institutional paradigms.

Yes, the 93 articulation agreements with Maryland public institution open doors for MC students. However, those doors are often heavy. Pushing them open can be burdensome. Such agreements come with lots of fine print and details unique to each institution. These details create challenges for students to sort out and master all while completing their MC degree and filling out both admission and scholarship applications to get that next degree. Many are working and or raising a family, too.

That is why our faculty and staff recently created a Pre-Transfer Academy for students. The academy helps them navigate the bumpy transfer road—to sort out the details of the many institutional agreements, to use the technology platforms, to align their MC coursework accordingly, and hopefully to SB 540 will help lighten those heavy doors—and help create the next generation of alumni like Morgan, Sol, and Shruti.

We ask you to speed our students to a degree and to the front lines of our economy. Please give SB 540 a favorable report.

Thank you.

# **SB540 - 3.2.22 --Higher Education - Transfer Platf**

Uploaded by: Donald Fry

Position: FAV



# POSITION STATEMENT

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

**SENATE BILL 540 – HIGHER EDUCATION - TRANSFER PLATFORM –  
ESTABLISHED (TRANSFER WITH SUCCESS ACT 2.0)**

**Sponsor – Senator Elfreth, et al**

**March 2, 2022**

**DONALD C. FRY  
PRESIDENT & CEO  
GREATER BALTIMORE COMMITTEE**

**Position: Support**

Senate Bill 540 requires the Maryland Higher Education Commission (MHEC) to establish a transfer platform to facilitate the transfer of students from community colleges to 4-year institutions of higher education, and the Governor would be required to include an annual appropriation of \$1 million in the state budget to support the operation of the platform beginning with fiscal year 2024.

All community colleges and 4-year institutions of higher education that receive State funds would be required to participate in the transfer platform. The platform will aid students and advisors in understanding what courses will transfer to another institution, and will easily facilitate the process of transferring credit.

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. 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.

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, and a report was released in late 2020 outlining recommendations to meet the needs. Since the report's issuance, the GBC has continued to regularly convene a diverse network of stakeholders to assist in 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. Providing a transfer platform will help students and advisors visualize the path to degree or credential, and 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 540 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*.

**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 540.**

*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**

111 South Calvert Street • Suite 1700 • Baltimore, Maryland • 21202-6180

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## **03.02.22 Student testimony for Montgomery College**

Uploaded by: Louise Ndovie

Position: FAV



**Louise Ndovie**  
**Montgomery College student**  
**Testimony in Support of Senate Bill 540**  
**Higher Education-Transfer Platform-Established (Transfer with Success Act 2.0)**  
**Senate Education, Health and Environmental Affairs Committee**  
**March 2, 2022**

My name is Louise Ndovie. I am a Rockville resident and a student at Montgomery College.

Please support SB 540—Transfer with Success Act 2.0.

I am studying social sciences and health.

I chose MC because of the high quality faculty and the great programs. Additionally, getting my associate's degree at MC makes the total cost of my college education so much more affordable. When I finish at MC this spring, I know I will be well prepared for the next step in my education journey.

I hope to transfer to the University of Maryland, College Park (UMCP) to earn a bachelor's degree in psychology. My goal is to become a clinical psychologist and work in Montgomery County.

As I complete my courses this semester, I am in the middle of taking steps to transfer. The transfer process can be overwhelming. The current system is hard to use. I am uncertain whether the information is up to date. This makes me worry about whether UMCP will accept my credits and/or my courses. And, I have to worry about this while I complete the admissions applications.

Students need certainty that we can attend our community college and easily get that next degree. That means we need an easy and seamless transfer process. I know I cannot afford to waste money. It is frustrating to think that once I get through the admissions process I could have to re-take a course that I have already taken at Montgomery College. This will cost me more money. And, the price at UMCP will be more expensive.

Seamless transfer will save me time on my way to a bachelor's degree. If I am forced to retake courses at a transfer institution, it takes away from the time I could be taking other classes—

what a huge barrier. Students, like me, want to get through college quickly so we can work— to help our families and get started in a career.

Seamless transfer will help keep students motivated to complete their associate's degree and keep on a path to earn a bachelor's degree. It is discouraging, honestly, to think that four-year institutions do not value the time and effort spent on some courses at a two-year college. When a student loses hard-earned credits during transfer, I can easily see how a student might feel like a bachelor's degree just is not attainable—and they leave school altogether.

Please support SB 540 to help make it easier to transfer, so more students like me, can earn an AA degree from MC and go on to earn a bachelor's degree without extra time or expense.

Thank you.



# **SB 540 Transfer With Success 2.0.pdf**

Uploaded by: Mary Bolt

Position: FAV



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Education, Health, and Environmental Affairs  
Testimony Supporting SB 540  
Higher Education-Transfer Platform-Established (Transfer With Success Act 2.0)

Dr. Mary Way Bolt, President  
Cecil College  
March 2, 2022

Please accept this written testimony in support of SB 540, Transfer With Success Act 2.0.

The higher education transfer process has been challenged for an inordinate amount of time. Some changes in recent years have made a small difference, but only transformational change will help our students. Colleges and universities must use consistent standards and systems to evaluate transfer credits. Although individual institutions take many actions that make transfer a challenge or seamless, a smooth transfer depends on the collective work of higher education institutions because students oftentimes transfer across different institutions.

A challenged transfer system contributes to students wasting their time, money, and talent. Don't we owe it to students to simplify their ability to attain their educational aspirations without wasting their time and money or sacrificing their goals? The impact of insufficient transfer credits extends beyond the student. When students cannot transfer efficiently and do not reach their anticipated degree, taxpayer dollars invested in higher education are wasted. Communities and employers do not get the workforce they need and our economy suffers.

Our students often rely on nonlinear paths to successfully earn a college credential or degree. On their educational journey they concurrently take courses from more than one institution and it is imperative that they can confirm before they register for a class that it will transfer and count toward their intended credential or degree. It is challenging enough for community college students to attend class, work, and take care of families. They should not have to be burdened with navigating an unjust transfer process and system. Higher education institutions can do a much better job with transfer and our students deserve a system that works and is fair and equitable.

The Maryland Higher Education System has a transfer guide and, "The purpose of this guide is to provide students with information to make the process of transferring from one college or university to another--not only from a community college to a four-year college, but from any college to any other in Maryland--an easier one. By following the advice in this guide, you can minimize (and hopefully avoid altogether) any loss of credit during transfer." We need to lead with more than hope for transfer credits, we need action. Thank you for your support and your efforts to improve Maryland community colleges for the benefit of the citizens of the state.

**Office of the President**

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**OWN YOUR FUTURE**

# **CEBall\_SB540\_Support\_Transfer With Success Act 2.0**

Uploaded by: Meghan Lynch

Position: FAV



## HOWARD COUNTY OFFICE OF COUNTY EXECUTIVE

3430 Courthouse Drive ■ Ellicott City, Maryland 21043 ■ 410-313-2013 Voice/Relay

Calvin Ball  
Howard County Executive  
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FAX 410-313-3051

March 2, 2022

Senator Paul Pinsky, Chair  
Education, Health, and Environmental Affairs Committee  
Miller Senate Office Building, 2 West  
Annapolis, MD 21401

Re: Testimony **IN SUPPORT** of SB 540: Higher Education – Transfer Platform – Established  
(Transfer With Success Act 2.0)

Dear Chair Pinsky, Vice Chair Kagan and Members of the Committee,

Often in times of economic uncertainty, our community colleges become a refuge for students and parents seeking more affordable options for higher education. Supporting more than 115,000 students across our state, community colleges are hubs for upward mobility, allowing students to gain the knowledge and skills they need to thrive in a competitive workforce, keeping Maryland open for business. Senate Bill 540 will address a pressing equity issue that many students face when transferring credits from a two-year institution to a four-year institution.

I commend Senator Elfreth for sponsoring Senate Bill 540 which would make it easier for community college student to transfer credits to four-year universities.

As County Executive and a former educator, I understand the power of education provides critical pathways to advancement. I am proud of the work that Howard Community College- one of the best colleges in the nation- has been able to achieve to create a highly skilled workforce. In 2019, Howard Community College received the prestigious *Malcolm Baldrige National Quality Award*, which measures organizational success and performance excellence. This presidential-level honor highlights the critical services our college provides our community. Increased graduation rates, expanded opportunities for economic mobility, and empowering learners of all ages and background creates a significant return on investment for our county and therefore, the state.

Maryland's 16 community colleges will be better positioned to help students continue their academic pursuits at four-year institutions in Maryland. Together with the faculty and staff, students at our community colleges should be able to plan for their future and feel confident in their educational choices. I welcome your support and urge a favorable report on SB 540.

All the Best,

Calvin Ball  
Howard County Executive

**SB0540\_with\_973723\_1.pdf**

Uploaded by: Sarah Elfreth

Position: FAV

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SENATE BILL 540

F2

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CF 2lr1834

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By: **Senators Elfreth, Hester, Hershey, Ready, and Reilly**

Introduced and read first time: January 28, 2022

Assigned to: Education, Health, and Environmental Affairs

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A BILL ENTITLED

1 AN ACT concerning

2 **Higher Education - Transfer Platform - Established**  
3 **(Transfer With Success Act 2.0)**

4 FOR the purpose of requiring each community college and 4-year public institution of higher  
5 education ~~that receives State funds~~, and authorizing private nonprofit institutions of higher  
6 education to participate in a transfer platform that the  
7 Maryland Higher Education Commission establishes to facilitate the transfer of  
8 students from community colleges to 4-year institutions of higher education;  
9 altering a certain report that must be submitted by public institutions of higher  
10 education; and generally relating to the transfer of credits from community colleges  
to 4-year institutions of higher education.

11 BY repealing and reenacting, with amendments,  
12 Article - Education  
13 Section 11-207  
14 Annotated Code of Maryland  
15 (2018 Replacement Volume and 2021 Supplement)

16 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
17 That the Laws of Maryland read as follows:

18 **Article - Education**

19 11-207.

20 (a) The Commission shall:

21 (1) Establish procedures for transfer of students between the public  
22 segments of postsecondary education;

23 (2) Recommend cooperative programs among segments of postsecondary  
24 education to assure appropriate flexibility in the higher education system; and

2

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1 (3) In conjunction with the governing boards, establish standards for  
2 articulation agreements.

3 (b) The procedures established under subsection (a) of this section shall require:

4 (1) A receiving institution that denies the transfer of a credit or course to  
5 an enrolled student to notify the transfer coordinator or institutional designee of the  
6 sending institution and the enrolled student about the denial within a time period that the  
7 Commission determines to be the latest possible time for the notification and specify the  
8 rationale for the denial;

9 (2) The transfer coordinator or institutional designee of the sending  
10 institution, after receiving notice of a denial of the transfer of a credit or course, in  
11 conjunction with the receiving institution's designee, to conduct a review within a time  
12 period the Commission determines to be appropriate; and

13 (3) (I) Each public institution of higher education to submit an annual  
14 report to the Commission listing any denials of the transfer of a credit or course and the  
15 reasons for the denials.

16 (II) **IF A PUBLIC INSTITUTION OF HIGHER EDUCATION DOES**  
17 **NOT HONOR THE INFORMATION IN THE TRANSFER PLATFORM ESTABLISHED UNDER**  
18 **SUBSECTION (G) OF THIS SECTION, THE INSTITUTION SHALL REPORT THE FAILURE**  
19 **TO HONOR INFORMATION IN THE PLATFORM AS A DENIAL OF TRANSFER CREDIT ON**  
20 **THE ANNUAL REPORT SUBMITTED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH.**

21 (c) The Commission, in collaboration with the public institutions of higher  
22 education, shall develop and implement a statewide transfer agreement whereby at least  
23 60 credits of general education, elective, and major courses that a student earns at any  
24 community college in the State toward an associate of arts or associate of science degree  
25 shall be transferable to any public senior higher education institution in the State for credit  
26 toward a bachelor's degree by July 1, 2016.

27 (d) The Commission, in collaboration with the public institutions of higher  
28 education, shall develop and implement a statewide reverse transfer agreement whereby  
29 at least 30 credits that a student earns at any public senior higher education institution in  
30 the State toward a bachelor's degree are transferable to any community college in the State  
31 for credit toward an associate's degree by July 1, 2016.

32 (e) The Commission and each public institution of higher education shall develop  
33 and implement incentives for students to obtain an associate's degree before enrolling in a  
34 public senior institution of higher education.

35 (f) The Commission may recommend procedures and guidelines for consideration  
36 by the governing boards of institutions of postsecondary education on:

3

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1 (1) Improvement and coordination of student financial assistance  
 2 programs; and

3 (2) Other subjects of general interest and concern to the higher education  
 4 community in the State.

5 (G) (1) ~~(I)~~ EACH COMMUNITY COLLEGE AND 4-YEAR PUBLIC INSTITUTION  
 6 OF  
 7 HIGHER EDUCATION ~~THAT RECEIVES STATE FUNDS~~ SHALL PARTICIPATE IN THE  
 8 TRANSFER PLATFORM ESTABLISHED IN ACCORDANCE WITH THIS SUBSECTION.

(II) A PRIVATE NONPROFIT INSTITUTION OF HIGHER EDUCATION IN  
 THE STATE MAY PARTICIPATE IN THE TRANSFER PLATFORM ESTABLISHED IN ACCORDANCE  
 WITH THIS SUBSECTION.

8 (2) ~~(#)~~ THE COMMISSION SHALL ~~ESTABLISH~~ DELEGATE TO THE UNIVERSITY SYSTEM  
OF MARYLAND, IN COLLABORATION WITH PUBLIC HIGHER EDUCATION INSTITUTIONS IN THE STATE, THE DESIGN OR  
ESTABLISHMENT OF A TRANSFER  
 9 PLATFORM TO FACILITATE THE TRANSFER OF STUDENTS FROM COMMUNITY  
 10 COLLEGES TO 4-YEAR INSTITUTIONS OF HIGHER EDUCATION IN THE STATE.

11 ~~(H) IF THE UNIVERSITY SYSTEM OF MARYLAND HAS A SIMILAR~~  
 12 ~~TRANSFER PLATFORM, THE COMMISSION SHALL DELEGATE THE DESIGN OR~~  
 13 ~~ESTABLISHMENT OF THE PLATFORM TO THE UNIVERSITY SYSTEM OF MARYLAND.~~

14 (3) THE TRANSFER PLATFORM SHALL:

15 (I) ALLOW STUDENTS AND ADVISORS TO DETERMINE IF A  
 16 COURSE WILL TRANSFER FROM ANY COMMUNITY COLLEGE TO ANY 4-YEAR  
 17 INSTITUTION OF HIGHER EDUCATION THAT PARTICIPATES IN THE TRANSFER  
 18 PLATFORM;

19 (II) PROVIDE RECOMMENDED COURSES FOR SPECIFIC  
 20 PROGRAMS OF STUDY AT 4-YEAR INSTITUTIONS OF HIGHER EDUCATION; AND

21 (III) INCLUDE A TRANSCRIPT OPTION FOR STUDENTS THAT:

22 1. ~~DETERMINES THE STATUS OF COURSES~~ ALLOWS STUDENTS TO ESTABLISH  
ACCOUNTS;

2. ALLOWS ACCESS TO SAVED SEARCHES FOR TRANSFER  
PROGRAMS AND COURSES;

3. PROVIDES TRANSFER PROGRAMS FOR  
NEAR-COMPLETERS;

4. PROVIDES REVERSE TRANSFER ACCOUNTABILITY FOR  
STUDENTS;

5. PROVIDES ADMISSIONS REQUIREMENTS FOR INSTITUTIONS TO  
WHICH STUDENTS SEEK TO TRANSFER; AND;

23 ~~2. 6.~~ COMPARES COURSES WITH RECOMMENDED  
 24 TRANSFER PROGRAMS; ~~AND~~

25 ~~3.~~ ~~COMPUTES GRADE POINT AVERAGES.~~

26 (4) EACH 4-YEAR INSTITUTION OF HIGHER EDUCATION THAT PARTICIPATES IN THE TRANSFER  
PLATFORM SHALL:



27 (I) HONOR ALL INFORMATION IN THE TRANSFER PLATFORM,  
28 INCLUDING TRANSFER INFORMATION, UNLESS AN ACADEMIC PROGRAM NO LONGER  
29 EXISTS;

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1 (II) UPDATE ALL COURSE INFORMATION IN THE TRANSFER  
2 PLATFORM WITHIN 60 DAYS OF RECEIPT OF A COURSE EVALUATION REQUEST;

3 (III) COMPLETE ALL TRANSFER EVALUATIONS SUBMITTED  
4 THROUGH THE TRANSFER PLATFORM BEFORE REGISTERING A STUDENT FOR A  
5 COURSE; AND

6 (IV) REMOVE ANY CREDITS, COURSES, OR INACCURATE  
7 INFORMATION IN THE TRANSFER PLATFORM BEFORE EACH ACADEMIC YEAR AND  
8 NOT MORE THAN 60 DAYS AFTER THE ADDITION OR TERMINATION OF AN ACADEMIC  
9 PROGRAM.

10 (5) EACH RECEIVING INSTITUTION THAT PARTICIPATES IN THE TRANSFER PLATFORM  
11 SHALL REVIEW ALL COURSE  
12 EVALUATIONS SUBMITTED IN THE TRANSFER PLATFORM BY A SENDING  
13 INSTITUTION AND PROVIDE DECISIONS TO THE SENDING INSTITUTION IN THE  
14 TRANSFER PLATFORM.

14 (6) (I) FOR FISCAL YEAR 2024 AND EACH FISCAL YEAR  
15 THEREAFTER, THE GOVERNOR SHALL INCLUDE IN THE ANNUAL BUDGET BILL AN  
16 APPROPRIATION OF \$1,000,000 TO SUPPORT THE OPERATION OF THE TRANSFER  
17 PLATFORM.

18 (II) THE COMMISSION MAY NOT CHARGE COMMUNITY  
19 COLLEGES OR 4-YEAR INSTITUTIONS OF HIGHER EDUCATION A FEE TO PARTICIPATE  
20 IN THE TRANSFER PLATFORM.

21 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
22 1, 2022.

**SB540\_Elfreth\_FAV.pdf**

Uploaded by: Sarah Elfreth

Position: FAV

SENATOR SARAH ELFRETH  
*Legislative District 30*  
Anne Arundel County

Budget and Taxation Committee

*Subcommittees*

Education, Business and Administration

Chair, Pensions

*Senate Chair*

Joint Committee on Administrative,  
Executive, and Legislative Review

Joint Committee on the Chesapeake and  
Atlantic Coastal Bays Critical Area



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THE SENATE OF MARYLAND  
ANNAPOLIS, MARYLAND 21401

March 2, 2020

**Testimony in Favor of SB540**  
**Higher Education - Transfer Platform - Established (Transfer with Success Act 2.0)**

Chairman Pinsky, Vice-Chair Kagan, and members of the Education, Health, and Environmental Affairs Committee:

I respectfully request a favorable report of SB540 to take an additional step forward in the effort to make the transfer process from Maryland community colleges to four-year institutions clear, streamlined, and seamless.

The pathway from community college to a four-year university remains a key pillar of expanding educational opportunities – such a path allows students to begin their post-secondary education at more affordable and accommodating colleges and then transfer to four-year institutions when they are ready to take that step forward after covering courses that typically include general requirements.

Yet, too many students continue to lose credits through this transfer process - costing the student additional tuition and time. The good news is that this Committee has already taken much-needed action on this important matter through the passage of Senate Bill 886, the Transfer With Success Act, last session which added transparency and accountability for the transfer process by requiring better notification to schools when transfer credits are rejected so there can be better advising and planning.

SB540 represents the next step in this critical endeavor. Our community colleges and four-year institutions have been hard at work building the ARTSYS - the Articulation System for Maryland's colleges and universities - a one-stop online platform that allows community college students to cross-check their coursework with the requirements of programs across Maryland's four-year universities. Currently 35 institutions, including all the two-year and four-year public institutions, and the MICUA institutions currently have the option to participate.

After conversations with MACC, USM, and MICUA – I will be offering a sponsor amendment on SB540 to clarify the program.

**This legislation, as amended, builds on last year's legislation to further support our students who are transferring from community colleges to four-year institutions by:**

1. Requiring the creation of a transfer platform to facilitate the transfer of students from community colleges to public four-year institutions through the University System of Maryland (ARTSYS)
2. Authorizing private non-public institutions to opt-in to the program
3. Clarifying what institutions need put into the transfer platform including: the ability for students to establish accounts; allowing access to saved searches; providing transfer programs for near-completers; providing reverse transfer accountability for students; providing admissions requirements for institutions; and, the ability to compare courses which students seek to transfer.
4. Requiring an appropriation of \$1M for the creation and maintenance of this platform.

Once again I respectfully request a favorable report of Senate Bill 540 to ensure that our students who choose to attend community colleges have the support they need to effectively transfer to four-year institutions.

# **SB 540 HE Transfer Platform FAV with amendments.pdf**

Uploaded by: Sara Fidler

Position: FWA

**Support with Amendments****Education, Health, and Environmental Affairs Committee**  
***Senate Bill 540 (Elfreth) Higher Education – Transfer Platform – Established***  
***(Transfer with Success Act 2.0)***

Sara C. Fidler, President

[sfidler@micua.org](mailto:sfidler@micua.org)

March 2, 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 written testimony in **support with amendments** of *Senate Bill 540 (Elfreth) [Higher Education - Transfer Platform - Established \(Transfer With Success Act 2.0\)](#)*. This bill requires institutions of higher education in the State to participate in an articulation system established to facilitate the transfer of students from community colleges to four-year institutions. The bill also requires the Governor, beginning in fiscal year 2024, to appropriate \$1 million annually to support the operation of the transfer platform. Institutions may not be charged a fee to participate. MICUA strongly supports this legislation and is appreciative to be included; however, **we respectfully request an amendment to authorize the MICUA institutions to opt in to the transfer platform, rather than being required to participate.**

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. For the MICUA institutions that do not participate in ARTSYS, factors for consideration include: the cost of the subscription fee; uniquely specific curriculum requirements; the fact that very few transfer students apply; pre-existing seamless transfer agreements with community colleges; or the inability to reconcile different data communication capabilities. Several of these factors are financial and will be resolved by this bill. While the MICUA institutions are grateful for this benefit to our schools, **the true benefit will be to the transfer students themselves, as they will ultimately have more options in seeking a baccalaureate degree in the State.**

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 the Maryland Association of Community Colleges (MACC). The charge of the workgroups is to ensure a seamless transition from community college to one of the participating MICUA institutions.

**Below please find an amendment that will authorize the MICUA institutions to opt in to the transfer platform rather than being required to participate.**

We appreciate the sponsors' commitment to making the transfer process as smooth as possible. An effective transfer platform will enable students to make informed decisions about their transfer options and help them find the academic program and institution most closely aligned with their goals. If you have any questions or would like additional information, please contact Angela Sherman, Vice President for Academic Affairs, [asherman@micua.org](mailto:asherman@micua.org).

***For all of these reasons, MICUA requests a favorable with amendments report for Senate Bill 540.***



**Amendments Proposed to Senate Bill 540 *Transfer with Success Act 2.0***

By: MICUA

(G) (1) **(I)** EACH COMMUNITY COLLEGE AND **PUBLIC** 4-YEAR INSTITUTION OF HIGHER EDUCATION IN THE STATE SHALL PARTICIPATE IN THE TRANSFER PLATFORM ESTABLISHED IN ACCORDANCE WITH THIS SUBSECTION.

**(II) A PRIVATE NONPROFIT INSTITUTION OF HIGHER EDUCATION IN THE STATE MAY PARTICIPATE IN THE TRANSFER PLATFORM ESTABLISHED IN ACCORDANCE WITH THIS SUBSECTION.**

(2) (SAME)

(3) (SAME)

(4) EACH 4-YEAR INSTITUTION OF HIGHER EDUCATION **THAT PARTICIPATES IN THE TRANSFER PLATFORM** SHALL:

(I) – (IV) (SAME)

(5) EACH RECEIVING INSTITUTION **THAT PARTICIPATES IN THE TRANSFER PLATFORM** SHALL REVIEW ALL COURSE EVALUATIONS SUBMITTED IN THE TRANSFER PLATFORM BY A SENDING INSTITUTION AND PROVIDE DECISIONS TO THE SENDING INSTITUTION IN THE TRANSFER PLATFORM.

(6) (SAME)

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On page 3, in line 5, after “(1)” insert “**(I)**”; in the same line, after “AND” insert “**PUBLIC**”; in line 6, strike “THAT RECEIVES STATE FUNDS”; after line 7, insert:

**“(II) A PRIVATE NONPROFIT INSTITUTION OF HIGHER EDUCATION IN THE STATE MAY PARTICIPATE IN THE TRANSFER PLATFORM ESTABLISHED IN ACCORDANCE WITH THIS SUBSECTION.”;**

and in line 26, after “EDUCATION” insert “**THAT PARTICIPATES IN THE TRANSFER PLATFORM**”.

On page 4, in line 10, after “INSTITUTION” insert “**THAT PARTICIPATES IN THE TRANSFER PLATFORM**”.

# **SB 540 Transfer Platform (Elfreth) EHEA 3.2.22 SOI**

Uploaded by: Barbara Wilkins

Position: INFO



# Maryland

DEPARTMENT OF BUDGET  
AND MANAGEMENT

LARRY HOGAN  
*Governor*

BOYD K. RUTHERFORD  
*Lieutenant Governor*

DAVID R. BRINKLEY  
*Secretary*

MARC L. NICOLE  
*Deputy Secretary*

## **SENATE BILL 540 Higher Education - Transfer Platform - Established (Elfreth)**

### **STATEMENT OF INFORMATION**

**DATE: March 2, 2022**

**COMMITTEE: Senate Education, Health & Environmental Affairs**

**SUMMARY OF BILL:** SB 540 mandates an annual appropriation in the amount of \$1 million for the operation of a transfer platform, which facilitates the transfer of students from community colleges to 4-year institutions of higher education; and allows the Maryland Higher Education Commission to delegate the responsibility to the University System of Maryland, if the System already has a transfer platform.

**EXPLANATION:** The Department of Budget and Management's focus is not on the underlying policy proposal being advanced by the legislation, but rather on the \$1 million mandated appropriation provision that impacts the FY 2024 and subsequent budgets. The FY 2023 Budget allowance provides a substantial increase for the 2+2 Transfer Scholarship Program to assist and encourage students from Maryland's community colleges in transferring to a four-year institution within the State. Annual funding has been \$300,000 so this infusion brings the total to \$2.3 million in FY 2023.

DBM has the responsibility of submitting a balanced budget to the General Assembly annually, which will require spending allocations for FY 2024 to be within the official revenues estimates approved by the Board of Revenue Estimates in December 2022.

Changes to the Maryland Constitution in 2020 provide the General Assembly with additional budgetary authority, beginning in the 2023 Session, to realign total spending by increasing and adding items to appropriations in the budget submitted by the Governor. The legislature's new budgetary power diminishes, if not negates, the need for mandated appropriation bills.

Fully funding the implementation of the Blueprint for Maryland's Future (Kirwan) will require fiscal discipline in the years ahead, if the State is to maintain the current projected structural budget surpluses. Mandated spending increases need to be reevaluated within the context of this education funding priority and the Governor's tax relief proposals.

Economic conditions remain precarious as a result of COVID-19. High rates of inflation and workforce shortages may be short lived or persist, thereby impacting the Maryland economy. While current budget forecasts project structural surpluses, the impact of the ongoing COVID-19 pandemic continues to present a significant budgetary vulnerability. The Department continues to urge the General Assembly to focus on maintaining the structural budget surplus.

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**For additional information, contact Barbara Wilkins at (410) 260-6371  
or [barbara.wilkins1@maryland.gov](mailto:barbara.wilkins1@maryland.gov)**

**SB 540 MHEC Letter of Information 03022022.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 540

**Position:** Letter of Information

**Title:** Higher Education - Transfer Platform - Established (Transfer With Success Act 2.0)

**Committee:** Senate Education, Health & Environmental Affairs Committee

**Hearing Date:** March 2, 2022

**Bill Summary:**

Senate Bill 540 requires each community college and 4–year institution that receives State funds to participate in a transfer platform that the Maryland Higher Education Commission (MHEC) establishes to facilitate the transfer of students from community colleges to 4–year institutions of higher education.

**Information:**

Over the past 6 months, MHEC has worked with various stakeholders to (a) revise regulations to implement the requirements of the Transfer with Success Act from 2021 and (b) revise and replace existing regulations in an effort to fully support transfer students and clarify statewide processes and expectations regarding transfer. Highlights of the draft new regulations can be found at the end of this letter.

We also understand that amendments are being considered. Specifically, we understand that the amendments would immediately obligate MHEC to delegate the design or establishment of a transfer platform to the University System of Maryland (USM) and removes MHEC’s initial authority to establish a transfer platform. It is important that MHEC have the initial authority to establish a transfer platform: it will allow a neutral party to ensure that the design and implementation of the platform takes into account the needs of all institutions. Additionally, giving MHEC initial authority would allow MHEC to potentially enforce non-compliance for all participating institutions. USM has no authority over Morgan State University, St. Mary’s College of Maryland, the 16 community colleges, and the private and independent institutions. It would potentially be a non-enforceable tool if the automatic delegation includes oversight over ongoing operations, it would potentially be a non-enforceable tool (ARTSYS would run as it runs right now – with no MHEC oversight). Additionally, without MHEC’s initial authority to establish a transfer platform, there would be challenges with data collection and sharing of data.

Please find below additional comments regarding Senate Bill 540 and relevant information for your consideration.

- It would be helpful to first identify the requirements of the transfer platform *before* requiring MHEC to delegate the design or establishment of the platform to USM.

- It is unclear what “provide recommended courses for specific programs of study at 4–year institutions of higher education” means (p.3, lines 19-20).
- It is unclear what “a transcript option” is, what “determines that status of courses” means, and what it means to “compare courses with recommended transfer programs” (p3, lines 21-24).
- On page 3, lines 23-24, the term “recommended transfer program” is used. MHEC has moved away from using this term in revised regulations. Instead, MHEC is using the term “articulation agreements” (i.e., actual signed documents). More specifically, MHEC will require “Program Transfer Agreements” (a specific type of articulation agreement) for all new academic programs and substantial modifications to existing programs to ensure that clear transfer pathways are created between community colleges and public 4-year institutions when designing undergraduate academic programs.
- The proposed transfer platform should support all transfer students: not just the ones that move from a community college to a public 4-year but also those that move between community colleges and between public 4-year institutions. If that is a shared ideal, then all public institutions, not just 4-year institutions, should be held to the requirements found on lines 27-29 on page 3 and lines 1-9 on page 4.
- The MHEC new regulations establish a new operational definition for establishing course equivalencies in revised regulations. When at least 70% of the learning outcomes of the two courses are equivalent, a course cannot be denied for transfer. It will be important that the transfer platform reflects this new standardized requirement.
- It is unclear what a “transfer evaluation” would be in the context of a transfer platform (p.4, line 3). MHEC, through new regulations, will be requiring institutions to create a Transfer Evaluation Report to inform a student in writing of the outcome of an evaluation of completed courses and credits in a transfer evaluation request from a student.
- It is unclear what the provision on page 4, line 10-13 means.
- The prohibition found on page 4 lines 18-20 should also be made to apply if MHEC delegates the design or establishment of the transfer platform to USM.
- It is unclear who is intended to operate and maintain the platform after it is established regardless of delegation of design.

Below are additional pending regulatory changes from MHEC regarding transfer that you may find helpful when discussing Senate Bill 540:

- Clear differentiation between the standards for transfer of general education courses, individual major and elective courses, and credit for prior learning.

- Necessary clarification of the distinction between the terms “course” and “credit” as they relate to transfer. Generally, the terms are used interchangeably. However, student transfer is better predicated on the successful completion of specific coursework and the assessment of student learning outcomes, rather than simply the transfer of credits. The focus on the transfer of coursework, as opposed to credits, assists prospective transfer students in degree planning and course registration and facilitates the creation of institutional transfer agreements.
- New definitions were added for three specific types of articulation agreements regarding the general transfer of courses (Course Transfer Agreement), the transfer of courses specific to an academic program (Program Transfer Agreement), and the awarding of credit for prior learning (Prior Learning Transfer Agreement), to facilitate the development of articulation agreements between institutions.
- Requirement that transfer policies, course equivalencies, articulation agreements, and other relevant information are made publicly available and easily accessible.

We welcome the opportunity to further discuss the proposed bill and information provided here. Please contact Dr. Emily A. A. Dow, Assistant Secretary for Academic Affairs at [emily.dow@maryland.gov](mailto:emily.dow@maryland.gov), for more information.