

**PROGRESS REPORT
ON
ARTICULATION AND TRANSFER
FOR
ARIZONA PUBLIC
POSTSECONDARY EDUCATION**

2007

Submitted to the Joint Legislative Budget Committee

By

The Arizona Board of Regents

and

The Arizona Community Colleges

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Highlights

- The percent of students transferring from an Arizona community college to one of the universities has increased 300% in 6 years: from 12% in 2002 to 36% in 2007. The AGEC satisfies the lower division general education requirements at all of the universities and is the foundation of the Arizona transfer model.
- The results of a study of Arizona's transfer articulation system by the consulting firm of Hezel Associates found that transfer students who had completed the Arizona General Education Curriculum (AGEC) were more successful at the three public universities (better retention, better graduation rates, and fewer credits at graduation) than other transfer students with comparable credits at transfer. In addition, over a 5-year period, the number of credits completed for a baccalaureate degree by transfer students dropped by an average of 12 credits, i.e., the equivalent of one semester. The full report is available at <http://az.transfer.org/cas/admin/index.html>.
- Alignment between courses taken at the community college and university majors has been improved through continued development of "major guides" for common majors at the Arizona public universities. These guides allow students to see the specific courses required for lower-division preparation for the major at a university that can be completed at the community college.
- During the January 2006 APASC Retreat, the APASC Goals were aligned with the JCC Recommendations to ensure appropriate consideration as the plan to achieve the goals is being implemented.
- APASC is initiating an outreach to high school students to promote higher education, including options for community college enrollment and transfer to baccalaureate granting institutions. A DVD went into production in the summer of 2007 and is scheduled for delivery to Arizona high schools in the Fall 2007.
- Significant improvements to the transfer articulation website (AzCAS) are underway. These improvements are being funded by the Arizona Board of Regents through Proposition 301 funds.
- APASC and the Maricopa Community College District hosted the 4th National Biennial Conference on Transfer and Articulation in July at the Tempe Mission Palms. It brought together researchers, administrators, and practitioners from across the country and Canada, to discuss the transfer process, student services and the transfer culture. From that conference, initial efforts to create a national organization specifically focused on transfer students is underway.

2007 Progress Report ARTICULATION AND TRANSFER FOR ARIZONA PUBLIC POSTSECONDARY EDUCATION

BACKGROUND

In 1996, the Arizona Legislature directed the state's public community colleges and universities to cooperate in articulating course transfers and academic programs, and to collaborate in identifying and meeting the postsecondary education needs of Arizona citizens. In response to this legislative direction, the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) enhanced existing collaborative efforts and implemented services and procedures. When the SBDCCA was disestablished by the state legislature in 2003, the community college responsibilities were assumed by their district governing boards. The oversight of the Joint Conference Committee (JCC) consisting of members of both the public universities and community college districts has ensured cooperation and collaboration. As required, regular progress reports have been submitted to the legislature, 1996-2002 from ABOR and SBDCCA and since 2003, from ABOR and the community colleges through the Arizona Community Colleges Association (ACCA).

- Since 1996, the report has outlined progress in implementing a new statewide transfer model. The model was designed by the statewide Transfer Articulation Task Force (TATF) and is now being guided by the JCC with the aid of the Academic Program Articulation Steering Committee (APASC), a group of community college and university academic officers. The TATF designated the JCC and APASC as the groups responsible for overseeing and implementing the new transfer model.
- Since 1998, the report to the Legislature has addressed a collaborative process to identify and meet statewide postsecondary needs. The process was developed by the statewide Higher Education Study Committee (HESC), and is being continued by the JCC.

The progress report that follows addresses both postsecondary needs and articulation. It is submitted to the legislature in response to state statute. The text of the statute is shown below.

ARS 15-1824. Transfer Articulation; annual report.

The community colleges and universities shall cooperate in operating a statewide articulation and transfer system, including the process for transfer of lower division general education credits, general elective credits and curriculum requirements for approved majors to facilitate the transfer of community college students to Arizona public universities without a loss of credit toward a baccalaureate degree and that the post secondary education needs of students statewide are met without unnecessary duplication of programs.

B. The Arizona board of regents and the community colleges shall submit an annual report of their progress on both articulation and meeting statewide postsecondary education needs to the joint legislative budget committee on or before December 15 and shall provide a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records.

ARTICULATING POSTSECONDARY ACADEMIC PROGRAMS AND COURSES

Overview

Collaborative leadership provided by the Arizona Board of Regents and Arizona community colleges has enabled the ongoing successful implementation of the Transfer Model. The Academic Program Articulation Steering Committee (APASC) has responsibility for the oversight of the implementation and evaluation of the model. Regular reports were made to the Joint Conference Committee.

During this year, there has been continuous improvement and on-going refinement of the many components of the model. Significant efforts have been made to ensure that accurate and timely information is available to the various task forces, committees, and students regarding policies and processes. The implementation of the model has been facilitated through the efforts of the staff and the appropriate use of technology.

In an effort to improve accountability, the first comprehensive study of Arizona's transfer articulation system, based on the model established in 1996, was commissioned by APASC and completed in May 2007 by Hezel Associates, Syracuse, NY.

Strategic Plan Updated

In their January 2007 annual retreat, APASC members updated their strategic plan to reflect the goals and objectives for 2006-2009. Additionally, the five APASC Goals were aligned with the six JCC Recommendations. (See Appendix 3).

Joint Conference Committee (JCC)

Six Recommendations for Increased Access to Baccalaureate Degrees.

In 2006-07, the universities and community colleges reported on their progress in implementing a set of recommendations developed by the JCC during 2005-06. These six recommendations guide the community colleges and universities in collaboratively improving affordable access to the baccalaureate degree. These recommendations have received support and approval by the Arizona Board of Regents and the Arizona Community College Association. The Governor's P-20 Council has endorsed the first four recommendations. They address increasing the transfer credits from community college programs which are applicable to certain university degrees, expanding institutional partnerships and developing alternative funding mechanisms, and creating a pathway for expanding baccalaureate degrees at the community colleges.

In addition, a workgroup of community college and university members, appointed by the chair of the JCC, began developing a formal process to implement Recommendation V: "Develop A Pathway For Baccalaureate Degrees At Community Colleges".

Evaluation of the Transfer Model

In November 2006, Hezel Associates of Syracuse, New York, was selected, following a competitive bid process, to conduct a study of the effectiveness of Arizona's transfer articulation system, with a focus on the transfer model. This was the first formal study of transfer articulation in Arizona. The study was completed in May 2007, with the final report presented to the JCC on May 16.

Overall, Arizona's transfer system received high marks. Two striking results reflect the strength of this system:

- Students who complete the Arizona General Education Curriculum (AGEC) at the community college are significantly more successful when they transfer to a university than other transfer students (better retention, better graduation rates, and fewer credits completed at graduation). AGEC is available at all of the community colleges and meets the lower division general education requirements at all of the public universities in Arizona.
- In a 5-year period, the average number of credits completed for a baccalaureate degree by *all* transfer students dropped by an average of 12 credits, i.e., the equivalent of one semester. This change represents not only a significant savings to students but a decrease in the time it takes for students to enter the workforce, and attests to the efforts by a multitude of individuals at the community colleges and universities to improve the transfer experience for students.

These findings confirm the strength of Arizona's transfer model.

For a brief overview of the study, please refer to page 12. For the executive summary of the Hezel report, [Evaluation of Arizona's Transfer Articulation System](#), please see Appendix IV.

THE ARIZONA TRANSFER MODEL and THE ARIZONA TRANSFER ARTICULATION SUPPORT SYSTEMS (ATASS)

Curriculum and Policy

A. Continued Process for Planning and Implementing Change

The transfer model was designed to allow for flexibility at the institutional level and to support the dynamic needs of college and university curriculum.

- During the last year, guidelines for transferring back credits from a university to the community college to AGEC and/or degree completion were developed and distributed
- General consensus was reached in the Physics, Physical Sciences, and Astronomy ATF (Articulation Task Force) for AP score commonality among the community colleges, and among the universities.
- Two new discipline specific ATF, 1) Women's Studies and 2) Parks & Recreation, Tourism & Nonprofit Management, were initiated, bringing to 39 discipline specific ATFs.

B. Training for Articulation Task Force Chairs

Training for all Articulation Task Force (ATF) Chairs was continued this year. ATF Chair Training continues to be delivered at the institutional level. This reflects the strength at participating institutions in local expertise about ATF processes and goals, and the strong institutional commitment to support of the ATFs.

C. Arizona General Education Curriculum

Students Completing AGEC Continue to Increase

- The percent of students transferring from an Arizona community college to one of the universities has increased 300% in 6 years: from 12% in 2002 to 36% in 2007.
- More than 5000 students completed the Arizona General Education Curriculum (AGEC) during 2006-07, and approximately 20,000 have been posted by the community colleges in the past six years.

As reported in the Hezel study, students who complete the AGEC at community colleges are more successful when they transfer to the universities than are other transfer students. In addition to satisfying lower-division general education requirements, completion of the AGEC guarantees admission to any of Arizona's public universities.

Student Learning Outcomes

In June 2006, representatives of the General Education Articulation Task Force (GEATF) and faculty representatives from the universities and community colleges attended the American Association of Colleges and Universities Summer Institute on General Education. While each institution is responsible for identifying and assessing its own student learning outcomes, the group has been

working to identify student learning outcomes categories in general education that are common to all the institutions. The group presented their work to date at the 4th Biennial Conference on Transfer and Articulation.

D. Promotion of Transfer Model

Sponsorship of the National Transfer Articulation Conference.

APASC and the Maricopa Community College District co-sponsored the 4th National Biennial Conference on Transfer and Articulation, "Taking Transfer to a Higher Degree: Systems, Structures, and Support for Student Success", in July 2007. In addition to providing a significant opportunity for learning and professional development, the conference showcased three collaborative endeavors in Arizona designed to better serve the transfer process and our shared transfer students. All three programs ranked among the top six (of eighteen) based on participant evaluations. The programs were:

1. Developing an "Upside Down 2+2" (articulation being done in allied health fields)
2. Statewide General Education Student Learning Outcomes: A Grassroots Effort (articulating general education by using outcomes)
3. Statewide Post-Secondary Learning Outcomes (the Languages ATF reported on their common foreign language competencies).

Reaching Out to Arizona's High Schools

APASC is initiating an outreach effort to Arizona's high schools to promote higher education. A DVD is in production specifically for high school juniors, who are uncertain about their academic direction and/or future, to introduce them to the coordinated efforts of the community colleges and universities. Created during 2006-07, the promotional video went into production during the summer of 2007 and should be released to the high schools in late Fall 2007.

E. Collaboration with the Governor's P-20 Council

A key priority of the P-20 Council has been to establish more rigorous high school graduation requirements and better content alignment between K-12 and higher education. The initial focus has been on the alignment of math. Through the P-20 Council, Arizona joined Achieve, Inc., a national organization that works with states to develop high school-/higher education content alignment. The P-20 Council contacted the Math ATF to identify math faculty from the community colleges and universities to participate in the Achieve Alignment Institute; the 12-member state team also included representatives from the Arizona Board of Education, the Arizona Department of Education and K-12 schools.

Support Systems

- A. Consistent with the 1996 Transfer Articulation Task Force (TATF) recommendations, the following components of a statewide approach to management are in place to support the Arizona Transfer Articulation Support System (ATASS).

1. ATF for Admissions and Records

The Admissions and Records ATF, created last year, met twice during the last academic year. They participated in the Hezel study by identifying individuals to survey as well as participating in the survey and in focus groups. Since this is a relatively new ATF, they requested a presentation from ASSIST staff to become more familiar with data that are provided and the reports that can be generated. Additional discussion topics included how institutions certify AGECS, AGECS "in progress", and degrees on transcripts since this process differs from one institution to another; the implications and implementation of Prop 300 regarding undocumented alien students; admission criteria to the Honor's Programs at the three universities, and SAIS legislation.

2. Organizational Structure

The Business Continuity Plan, created in 2003 and adopted by each participating institution, assures that procedures and resources are in place on each campus to ensure continuity of CAS and ATASS services to the community in the event of an interruption at the central state server site, or at one or more of the participating colleges or universities.

3. Staffing

Six positions are funded jointly by the legislature, the community colleges and the universities to support statewide efforts: two CAS technical analysts; two ASSIST staff; a business analyst; and an articulation facilitator. The staff has remained stable during this last academic year.

4. Program Articulation

The discipline-specific ATFs continue to review and, in some cases modify, the decisions regarding pathways, common courses and other degree requirements. APASC continues to encourage the ATFs to expand their discussions to include joint curriculum planning.

- The Languages ATF has developed common student learning outcomes for those disciplines.
- Arizona's community colleges have provided data about AGECS courses and requirements to a statewide AGECS database, housed in CAS, using the CAS technical infrastructure to create and maintain it.
- Alignment between courses taken at the community college and university majors has been improved through continued development of "major guides" for common majors at the Arizona public universities. These guides allow students to see the specific courses required for lower-division preparation for the major at that university that can be completed at the community college.
- A new subcommittee has been appointed to address the transition from Associate of Applied Science (AAS) degrees to the Bachelor of Applied Science (BAS) degrees offered at the state universities. A major goal of this group is to provide clear information to students on this option.

5. ATF Responsibilities

The Articulation Facilitator is responsible for monitoring the activities and decisions of the 39 Articulation Task Forces. This upcoming year, as the ATF Effectiveness Committee continues to meet, input will be requested from existing ATFs to ensure that their issues are being addressed, some of which include: dwindling resources to support hosting and/or participation in meetings; assessing the effectiveness and desirability of the current configuration of some of the ATFs; dealing with interdisciplinary/multidisciplinary academic areas; training; etc.

6. Accountability

APASC commissioned the first state-wide evaluation of the transfer model, specifically, and transfer articulation, in general, during this past academic year. The study, described elsewhere in this report, was conducted by Hezel Associates, Syracuse, NY, and will provide key guidance for improving Arizona's transfer system.

7. Institutional Participation

APASC conducts an annual analysis of institutional participation in the discipline-specific Articulation Task Forces and other committees by monitoring member attendance and reporting back to the chief academic officers of the institutions when lack of attendance is identified. Last year's participation was better than the previous year's.

8. Advising and Transfer Student Ombudspersons

A key provision of the 1996 transfer model design was improved academic advising, and one of the priorities for APASC has been to support efforts to provide timely, accurate and effective advising for transfer students.

- The Advising ATF has continued this effort, providing information for students at the campus and statewide level.
- The number of reported transfer issues has dramatically decreased over the past few years.
- Each community college and university catalog and website include the relevant transfer policies and procedures.
- The Advising ATF held its annual statewide conference in May 2007, offering sessions in a variety of topics on advising and transfer in Arizona.
- The Hezel study reiterated the importance of academic advising to the success of transfer students. Based in part on the study's recommendations, improving advisor training and communication will be a focus this coming year, as will working on a "Transfer Student Rights and Responsibilities" document for students.

B. Computer-Based Systems

The Arizona Transfer Articulation Support Systems (ATASS) budget appropriation has provided the resources necessary for on-going maintenance and development of the Course Applicability System (CAS) and the Arizona State System for Information on Student Transfer (ASSIST).

1. Course Applicability System (CAS): The original scope of the CAS project is fully implemented. There have been upgrades in all of the software programs that support CAS. The Arizona CAS technical analysts are ready to implement the new CAS version when it becomes available.

The Course Applicability System (CAS) website currently experiences peak usage of nearly 4300 unique visitors per week, with a weekly usage averaging around -4000 unique visitors per week.

2. Arizona State System for Information on Student Transfer (ASSIST)
The ASSIST database currently holds records for nearly 2 million current and former students. Most institutions have provided up to seven years of basic enrollment, degree, and course data.

- ASSIST continues to be utilized by many community college districts to meet their Carl Perkins III reporting requirements for the federal government.
- ASSIST is also used to process Student Right-to-Know information.
- Starting this year, ASSIST data are being used by many community colleges to comply with the new Dual Enrollment Course reporting requirements of the state government.
- In March of 2007, ASSIST issued the second edition of the ASSIST Data Documentation Notebook.
- Two issues of the electronic newsletter were distributed to the 73 authorized community college and university ASSIST users and Steering Committee members during the year. The newsletter typically contains updates on the data model, reminders of data submission due dates, and tips on using the software.
- The capabilities of the ASSIST database were also demonstrated at the annual spring meeting attended by 25 ASSIST users from around the universities and community colleges. The focus of the demonstrations this year was to review preliminary reports that track university first-year persistence rates, graduation rates, and performance related to university GPA. This work is a continuation of the efforts to develop measures related to student success and the effectiveness of the transfer model.
- Considerable effort was devoted this year to working with the consultants from Hezel Associates in their evaluation of the transfer model. Approximately 60 data variables were extracted and provided along with individual data variable definitions. Using these ASSIST variables, Hezel examined persistence rates, time to graduation, GPAs, and credits at graduation to report on the academic success of transfer students under the Arizona Transfer Articulation model.

3. Resources

The state, the universities, and the community college districts jointly fund the technical and online support services. Initially, the state funded 60 percent of the budget and the universities and community colleges contributed the remaining 40 percent. As the system has increased in size and complexity, additional resources have been needed, which the

institutions have provided. The universities and community colleges now fund approximately 70 percent of the transfer system's total budget and the state allocation is about 30 percent. Because of the inclusion of both Dine College and Tohono O'odham Community College, they too, will be contributing financial resources to the system.

In response to the Hezel study recommendations, The Arizona Board of Regents has committed \$125,000 of one-time funds to APASC for the upgrade of the transfer articulation web resources. One project will improve the organization, navigation and "look" of the AzCAS website, based on recommendations from the Hezel report. Another project will expand the functionality and is described in # 4 below.

4. Interface Management Systems Contract

APASC in support of its mission to improve the effectiveness of the transfer model, has entered into a contract with Interface Management Systems (IMS), funded by ABOR, which will provide students attending Arizona's public institutions with the ability to import course work into the Course Applicability System (CAS), to develop a personal planning guide. Planning guides are designed to provide students with an unofficial degree audit, showing how the courses they have completed at Arizona public post-secondary institutions apply toward their anticipated baccalaureate degrees. Currently, generating a planning guide requires a student to hand-enter each course. Students indicated in a recent survey that this can be a deterrent to using this tool. With the interface provided by IMS, students will be able to request that their academic records be sent to the Arizona's CAS system *by simply pushing a few keys*.

JOINTLY IDENTIFYING AND MEETING THE STATE'S POSTSECONDARY NEEDS

During 2006-07, the Arizona public community colleges and universities have acted jointly to meet the postsecondary needs of Arizona citizens. Through the oversight of the Joint Conference Committee of the Universities and Community Colleges (JCC) and the activities of APASC, there are on-going opportunities for the community colleges and the universities to work together to plan and develop academic programs and articulation agreements.

In 2005-06, the JCC embarked on an initiative to address expansion of access to baccalaureate degrees in Arizona. Building on the infrastructure of Arizona's transfer model, the JCC developed six specific recommendations for providing increased access to affordable baccalaureate degrees through greater collaboration between the public community colleges and universities. These recommendations address the following:

- I. Increase transfer credits for select programs**
- II. Increase the number and scope of community college-university partnerships**
- III. Establish joint funding models**
- IV. Expand Arizona University System campuses and statewide programs**
- V. Develop a pathway for baccalaureate degrees at community colleges**
- VI. Explore the need and create a pathway for a 4-year regional degree granting college.**

These recommendations were endorsed by the Arizona Board of Regents and the Arizona Community College Association during the spring of 2006; the Governor's P-20 Council, has endorsed the first four recommendations. In 2006-07, the universities and community colleges reported to the JCC on their efforts to implement these recommendations. In addition, a workgroup of community college and university members, appointed by the chair of the JCC, began developing a formal process to implement Recommendation IV. These recommendations and the efforts to implement and expand them provide further evidence of the collaborative efforts of public higher education in Arizona

EVALUATION OF ARIZONA'S TRANSFER ARTICULATION SYSTEM

Overview

In September 2006, the Academic Program Articulation Steering Committee (APASC) issued an RFP for a consultant to study the effectiveness of transfer articulation between Arizona's public community colleges and universities. The contract was awarded to Hezel Associates, Syracuse NY, for \$85,000 with funds from the state-wide Arizona Transfer Articulation Support System (ATASS) budget. Resources for the ATASS budget are provided by the universities, the community colleges, and the state legislature.

The full report., [Evaluation of Arizona's Transfer Articulation System](http://az.transfer.org/cas/admin/index.html), is available at <http://az.transfer.org/cas/admin/index.html>. The executive summary will be found in Appendix A of this report.

Purpose of Study

The purpose of the evaluation was to assess the effectiveness of a new transfer model established by a statewide study group in 1996, at the direction of the state legislature. This is the first study of the system that has been conducted.

Methods Used for the Study

The methods for conducting the study included web-based surveys and focus groups of key constituents state-wide (students, faculty, academic advisors and certain staff groups), an extensive analysis of the data provided by ASSIST on student success, and an analysis of the use of the Arizona Transfer Articulation Support System website.

Key Findings

Hezel Associates reported the results of the study to the Joint Conference Committee of the Universities and Community Colleges (JCC) at their May 16, 2007 meeting and submitted the final written report in early June. Key findings noted are:

- The Arizona transfer system is functioning well, and while there are areas that need improvement, large scale changes are not necessary.
- Overall, stakeholders (students, faculty, staff and advisors) are satisfied with the system. Between 84%-98% of respondents by group are somewhat satisfied or better with transfer articulation.
- Students who complete the Arizona General Education Curriculum (AGEC) showed the best results for all points of comparison related to transfer student success: persistence at a university; grade point average at the university; time to graduation and credits at graduation with a baccalaureate degree. The findings confirmed the strength of this cornerstone of the transfer system.
- The most striking results shows that over a 5-year period, the number of credits completed for a baccalaureate degree by transfer students dropped by an average of 12 credits, i.e., the equivalent of one semester. This

change represents not only a significant savings to students but a decrease in the time it takes students to enter the workforce.

Strengths and Weaknesses

Based on the survey results from open-ended questions and focus group outcomes, Hezel Associates identified overall strengths and weaknesses of the transfer system. Ironically, the lists are fairly similar. Over the next few months, state-wide articulation committees will be using the surveys and focus groups report to better pinpoint how best to address the weaknesses.

Strengths

- Ease of transfer and the fact that courses are guaranteed to transfer
- Available information resources, such as the course equivalency guide and the CAS [ATASS] website
- Communication and collaboration between the community colleges and universities
- Consistency and ease of use

Weaknesses

- Lack of consistency in information among institutions
- Problems with communication (meaning what?)
- Too many changes being made by the institutions resulting in out of date information
- Transfer system is too complicated and difficult to use
- Lack of awareness among and use by students

Recommendations for Improvement

The report lists nine recommendations for improvement, which are summarized below and excerpted from the Hezel Report. These recommendations are included in greater detail in the executive summary of the report, (Attachment A) which follows.

- 1. ABOR and the community colleges should sponsor a campaign to increase student awareness of the components of the Arizona transfer system...**

All students who plan to transfer from an Arizona community college to a university should be aware of all of the options available to aid in their transfer experience

- 2. Advisors should be given additional and on-going training to ensure that they are fully aware of all components of the system so they can help students make the best decisions for their individual situations.**

- Training should be standardized at both the university and community college levels...

- Academic advising is perhaps the most critical part of the entire transfer system and process for students. good advising seems to be a critical contributor to student success.
- 3. University and community college personnel should improve and increase the volume of communications regarding articulation and transfer.**
 - Universities and community colleges should establish policies and practices to discuss curricular changes that impact each other.
 - 4. The transfer system and its individual components should be streamlined to improve clarity, understanding, functionality and efficiency.**
 - Respondents expressed confusion regarding the transfer pathway degrees ... and it is clear that too many options exist, even for the savviest students.
 - The AGECS also provide too many options and exceptions, and program-specific transfer articulation partnerships have further complicated the system.
 - 5. The Arizona transfer website should be redesigned as a portal for advisors, faculty, staff and especially students.**
 - Once the website redesign has been completed, a marketing campaign should be conducted to publicize the site to students. Two-thirds of student survey respondents had never visited the site, a figure that is far too high considering the vast amount of information available to them through the site.
 - 6. All information and resources, electronic and print, should be updated in a timely manner to reflect policy or procedural changes.**
 - 7. The community colleges and universities should standardize their administrative processes related to the transfer system, such as the way in which AGECS and AGECS in progress are designated on student transcripts.**
 - Standardization will result in less confusion among staff and fewer delays and problems for students.
 - 8. The universities should increase their commitment to transfer students by creating student-oriented transfer offices or centers where students can find advisors, orientation programs and one-stop/quick-stop answers.**
 - Alternatively, the universities could designate a transfer-oriented staff person in each appropriate office on campus, such as admissions, academic advising, student affairs, registrars, etc.

9. The community college application process should include an early alert system focusing on “older” students who have stopped out, or have been out of school for more than ten years.

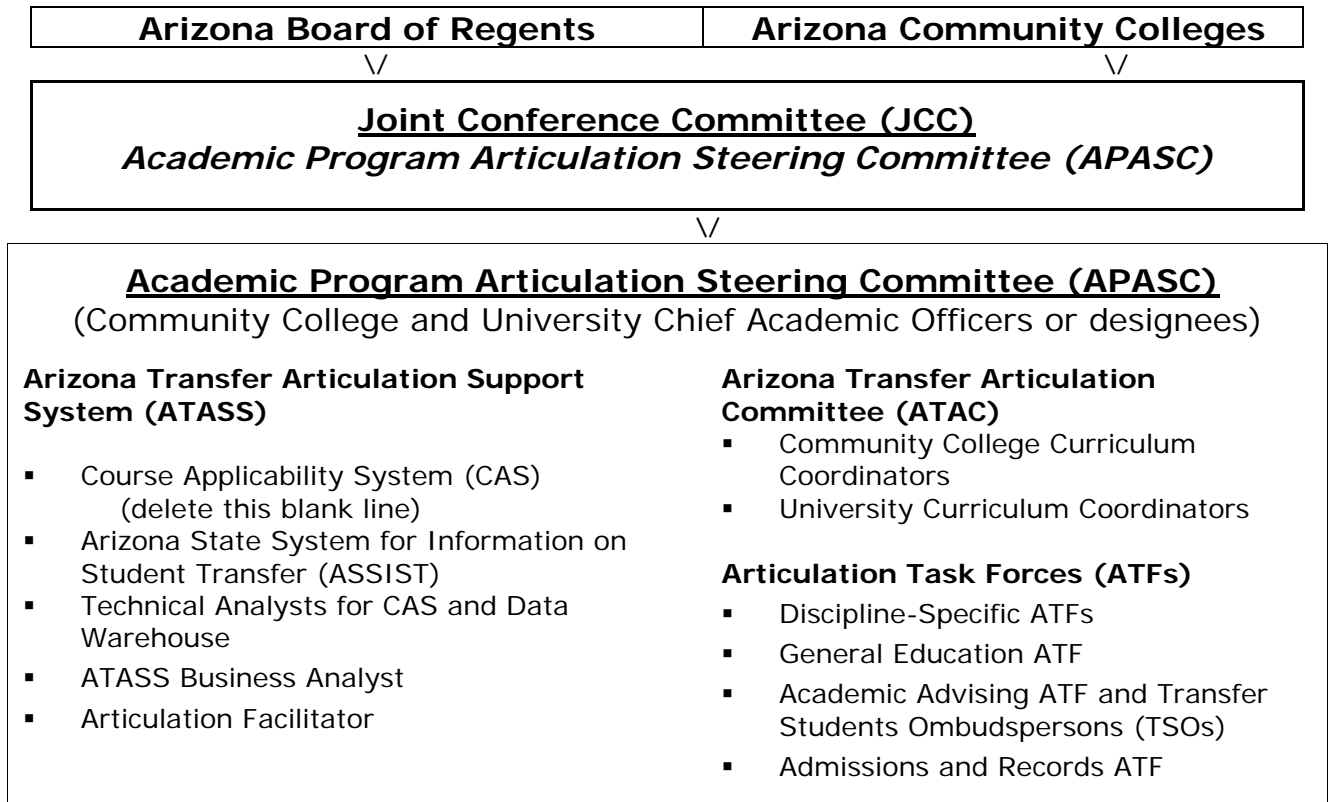
- This system will redress ongoing problems associated with archived student records specific to this group of students

Next Steps

- The Hezel report will be a valuable source of information on transfer articulation for some time to come. There is a considerable amount of information that needs additional review and analysis by stakeholders and key articulation groups.
- During the next academic year, APASC will take the lead in involving these groups (discipline-specific faculty groups, academic advisors, admissions and records staffs, and others) in reviewing the report and in addressing the recommendations. Outcomes of the review and plans to implement recommendations will be reported to the JCC.

APPENDIX 1

ARIZONA STATE-WIDE HIGHER EDUCATION COLLABORATIVE RELATIONSHIPS



The **Arizona Board of Regents (ABOR)** is the governing board for the state public universities and is directed in legislative statute to address transfer articulation with the Arizona community colleges. The **Joint Conference Committee (JCC)** consists of members from ABOR as well as universities and community colleges. The JCC oversees the work of the Academic Program Articulation Steering Committee (APASC), the Arizona Transfer Articulation Committee (ATAC), the statewide Articulation Task Forces, the Articulation Facilitator and other ATASS personnel.

The **Academic Program Articulation Steering Committee (APASC)** consists of community college and university chief academic officers. APASC oversees the work of ATASS, the ATAC Committee, and the Articulation Task Forces.

The **Arizona Transfer Articulation Support System (ATASS)** consists of the Articulation Facilitator, the Course Applicability System (CAS), the Arizona State System for Information on Student Transfer (ASSIST), and Technical Analysts for CAS and ASSIST. Resources for ATASS are provided jointly by the Arizona Legislature, the public community colleges, and the public universities.

The **Arizona Transfer Articulation Committee (ATAC)** manages the operational procedures of transfer articulation between and among Arizona’s public post-secondary institutions. ATAC meets to resolve issues related to course equivalencies and to recommend transfer policy changes to APASC.

ARTICULATION TASK FORCE STRUCTURE

- ◆ **Discipline-Specific Articulation Task Forces (ATFs):** There are 39 discipline-specific ATFs consisting of community college and university faculty. Each community college or university that offers courses in a given area is eligible for ATF membership. ATFs meet at least once per year to discuss and recommend how community college courses transfer to the universities.

The ATFs include: Administration of Justice Studies, Agriculture, Allied Health, Anthropology, Art, Biology, Business, Chemistry, Communication, Computer, Early Childhood Education, Economics, Education, Engineering, English, Exercise Science-Health and Physical Education-Recreation-and Wellness, Family and Consumer Sciences, Geography, Geology, History, Hospitality, Humanities, Interior Design, Journalism and Media Arts, Languages, Mathematics, Music, Nursing, Parks and Recreation, Tourism & Nonprofit Management, Philosophy, Physics-Physical Science-and Astronomy, Political Science, Psychology, Religious Studies, Social Work, Sociology, Technology, Theatre Arts and Women's Studies.

- ◆ **Academic Advising Articulation Task Force (AAATF):** The AAATF focuses on advising issues affecting community colleges and universities. Its membership includes administrators, and faculty and academic advisors. The Advising ATF provides support for Transfer Student Ombudspersons (TSOs) who help students with transfer transitions at each community college and university.
- ◆ **General Education Articulation Task Force (GEATF):** The GEATF is responsible for designing and monitoring the Arizona General Education Curriculum (AGEC) which is a prescribed core of courses that transfer from the community colleges to the universities to satisfy general education requirements. The GEATF membership includes faculty and academic administrators from each cc district and the universities.
- ◆ **Admissions and Records Articulation Task Force (A&R ATF):** This ATF was formed in response to a need to develop better communications related to the recording of student completion of the components of the transfer model and to insure that policies and their implementation are clear and consistently applied. Further, this group will be the focal point for issues regarding the implementation of Prop. 300.

APPENDIX 2

The Joint Conference Committee (JCC)

- The JCC was established in 1981 by the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona to provide oversight of agreements between the community colleges and universities that enhance the access of students throughout the state to four-year degree programs. With the disestablishment of the SBDCCA in 2003, the JCC is now composed of members of the Arizona Board of Regents, a university president, two community college presidents and two community college district governing board members.
- In addition to other JCC duties, the committee oversees implementation of the recommendations included in the 1996 Report of the Transfer Articulation Task Force (TATF) and the 1998 Report of the Higher Education Study Committee (HESC). The JCC resolves disagreements that may arise in implementing recommendations. The JCC is assisted in its oversight tasks by the Academic Program Articulation Steering Committee (APASC). The JCC meets no less than twice each year.
- The list below identifies the members of the Joint Conference Committee (JCC) for the year 2007-08

Community College Representatives	Arizona Board of Regents
Dr. Maria Hesse (Co-Chair) President, Chandler- Gilbert Community College	Dr. John Haeger President, NAU (Co-Chair)
Dr. Brenda Even Trustee, Pima CC District	Christina Palacios Regent
John Lines Trustee, Eastern Arizona College	Fred DuVal Regent
Dr. James Horton President, Yavapai College	Mary Venezia Student Regent
Kathy Boyle Executive Director Arizona Community College Association	Joel Sideman Executive Director Arizona Board of Regents

APPENDIX 3

Alignment of the APASC Goals with the JCC Recommendations

BACKGROUND

The Academic Program Articulation Steering Committee (APASC) has the following mission statement: ***Provide leadership to create and sustain statewide processes and relationships among higher education institutions in Arizona to facilitate students' completion of degrees.*** APASC reports to the JCC and aligns its goals with the overarching directions set by the JCC to improve the effectiveness of their joint efforts toward an effective transfer articulation system.

INFORMATION

At the January 2007 Retreat, APASC members conducted an initial exercise in aligning the APASC goals with the JCC recommendations and developed strategies for goal implementation. In most cases, each APASC goal can support, in some way, more than one JCC recommendation. This document will be reviewed again at the APASC retreat in January 2008. The alignments are as follows:

Goal 1: Continuous improvement of the effectiveness of the ATF system.

Aligns with JCC Recommendations I: Increase transfer credits and II: Increase scope of community college and university partnerships.

Ongoing communication among faculty and administrators who participate in the discipline specific and non-discipline specific ATFs positively impacts Recommendations I and II. Bringing faculty, staff and administrators together, at least once annually, to discuss their programs, changes and concerns provides an excellent venue to determine if specific university programs can accommodate and/or encourage an increase in the number of community college course credits transferred into a university. Additionally, to support an increase in the "number and scope of community college - university partnerships" participants can assess specific needs and propose, develop and/or implement partnerships to meet those needs.

Goal 2: Assess and improve the transfer model.

Aligns with JCC Recommendations I: Increase transfer credits, II: Increase scope of community college and university partnerships, and III: Establish joint funding models.

Hezel and Associates are in the process of evaluating the transfer model/system and their final report will be presented to the JCC in May. A more effective model might be expanded to: determine if more community college credits can be applied toward university degrees; investigate potential partnerships; and recommend if/what joint funding opportunities should be pursued.

Goal 3: Effective administration of ATASS.

Aligns with Recommendation III: Establish joint funding models.

Because ATASS is jointly funded by the Arizona public community colleges and universities, and will soon include financial support from Arizona's two tribal colleges, it is imperative that the resources devoted to this enterprise are managed effectively.

Goal 4: Effective communication regarding ATASS to relevant constituents.

Aligns with all recommendations.

It was generally agreed that all of the JCC recommendations benefit when constituents, which include but are not limited to: students; faculty; K-12 teachers and administrators; parents/guardians; legislators; college and university administrators; business communities; etc., are informed about and familiar with the transfer model/system.

Goal 5: Effective support of ATASS by state-of-the-art technology.

Aligns with all recommendations, potentially.

This goal is ongoing. Employing the latest technology can contribute to all of the recommendations established by the JCC. State-of-the-art technology can: enhance communication that has far reaching ramifications integral to the success of both JCC recommendations and APASC goals; potentially support the development and implementation of partnerships; incorporate new academic programs from existing post-secondary institutions as well as those that emerge from additional (branch) campuses and new institutions.

JCC Recommendations Summary

1. Increase transfer credits for select programs.
2. Increase the number and scope of community college-university partnerships.
3. Establish joint funding models.
4. Expand Arizona University System campuses and statewide programs.
5. Develop a pathway for baccalaureate degrees at community colleges.
6. Explore the need and create a pathway for a 4-year regional degree granting college.