

**PROGRESS REPORT
ON
ARTICULATION AND TRANSFER
FOR**

Progress Report on Arizona Public Postsecondary Education, 2004

- ! The Course Applicability System (CAS) website currently experiences peak usage of nearly 400,000 hits per week, with weekly usage averaging around 140,000 to 150,000 hits per week. This is compared to an average 130,000 “hits” per week at this time last year, and approximately 60,000 “hits” per week at this time two years ago.
- ! More than 2,977 community college students completed the Arizona General Education Curriculum (AGEC), which satisfies the lower division general education requirements at the universities. This represents a 50 percent increase over 2002.
- ! This year, nine out of ten community college districts have implemented the statewide Associate of Arts in Elementary Education degree, the tenth district is in process. This new degree will meet the federal “No Child Left Behind Act” requirements for instructional aides. This degree is expected to increase the number of teacher education students in the pipeline and thus, increase the number of certified teachers in the state.
- ! More than 1,100 faculty members, advisers, and academic administrators have been engaged during the past year in working cooperatively to improve articulation efforts. Articulation Task Forces have had average participation rates of over 93 percent.
- ! Training sessions for faculty members that chair Articulation Task Forces (ATFs) successfully

PROGRESS REPORT ON ARIZONA PUBLIC POSTSECONDARY EDUCATION, 2004

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 the 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

ARTICULATING POSTSECONDARY ACADEMIC PROGRAMS AND COURSES

Overview

Collaborative leadership provided by the Arizona Board of Regents and Arizona community colleges has enabled the successful implementation of the Transfer Model. The Academic Program Articulation Steering

- C. **Training for Articulation Task Force Chairs:** Training for all Articulation Task Force (ATF) Chairs was continued this year. In contrast to recent years, during which ATF Chair training was provided, ATF Chair Training was managed at the institutional level this year. This reflects the strength at participating schools in local expertise about ATF processes and goals, and the strong institutional commitment to support of the ATFs.
- D. **Arizona General Education Curriculum (AGEC):** More than 2,977 students have completed the Arizona General Education curriculum this year, a 50 percent increase over 2002. Completion of the AGECE, grants the community college student admission to any of Arizona's public universities. A recent study by Pima Community College shows that students that complete the AGECE and transfer to the university have a 65 percent completion rate in a baccalaureate program.
- E. **Evaluation of the Transfer Model:** The Arizona Transfer Model and the ATASS systems have been in full implementation for five years. The Academic Program Articulation Steering Committee, the body that oversees the policy components of the transfer model, began a multi-tiered evaluation process for the model this summer.

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. **Organization Structure:** The Business Continuity Plan, created last year, has been adopted by each

6. Advising and Transfer Student Ombudspersons: One of the priorities for APASC has been to provide timely, accurate and effective advising for transfer students. The Advising ATF has made significant progress, providing information for students at the campus and statewide level. Each community college and university catalog and websites include the relevant transfer policies and procedures. The Advising ATF held its annual statewide conference in October 2003. The statewide staff presented on the transfer system policy updates as well as

**JOINTLY IDENTIFYING AND MEETING THE STATE'S
POSTSECONDARY NEEDS**

During 2003, the Arizona public community colleges and universities have acted jointly to meet the

APPENDIX 3

JOINT CONFERENCE COMMITTEE of the Arizona Board of Regents and the Arizona Community Colleges

MISSION AND GUIDING PRINCIPLES

Recognizing that growth, accessibility and integration are critical issues, the Joint Conference Committee – made up of representatives from the Arizona Board of Regents, university presidents, community college presidents and community college trustees – is committed to delineating and supporting a cooperative statewide articulation and transfer system.

GUIDING PRINCIPLES

The Joint Conference Committee has adopted the following general principles to guide its operation:

- Post-secondary education should be available for students statewide without unnecessary duplication.
- The transfer of community college students to Arizona public universities should be facilitated without a loss of credit toward a baccalaureate degree.
- Community college students should be encouraged to complete their associate degrees.
- The transfer of general education credits, general elective credits and curriculum requirements for approved majors should be honored by the receiving institution.
- Ongoing research should be conducted in an effort to evolve a seamless system of higher education focused on student success.
- A seamless PK-16 educational system should be promoted.
- A 5-year strategic plan should provide direction for meeting the goals of the JCC.
- Both public and private sector involvement in terms of partnership, training and shared resources should be developed.
- Adequate on-line resources should provide support for students transferring throughout the education system.

Article II. MEMBERSHIP

- A. Membership of the JCC shall consist of 8 voting members. 4 members representing Arizona’s public community colleges and 4 representing the public universities.
 - 1. University members shall consist of 1 university president and 3 members of the Arizona Board of Regents, of which 1 is the voting student regent.
 - a. The university president shall serve a 1 year term, which can be extended for 1 additional year, with the consensus of the other 2 university presidents.
 - b. The 2 regents will serve staggered 3-year terms.
 - c. The student regent will serve 1 year.
 - 2. Community college members shall consist of 2 community college presidents, 1 rural and 1 urban, and 2 governing board trustees, 1 rural and 1 urban.
 - a. Community college presidents shall serve staggered 2-year terms.
 - b. Trustees shall serve 3 year staggered terms.
 - c. Community college presidents and trustees shall each represent different districts.
 - 3. The executive director of the Arizona Board of Regents and the executive director of the Arizona Community College Association shall serve as non-voting ex-officio members.

Article III. MEETINGS

- A. Meetings shall be scheduled at least twice a year, but not more than 4 times a year
 - 1. Meetings will be scheduled following the regular meetings of the Academic Programs Articulation Steering Committee (APASC).
- B. One university board member and one community college trustee shall be selected annually to serve as JCC co-chairs.
- C. Meetings shall be hosted on a one-year rotating basis between the Arizona Community College Association and the Arizona Board of Regents.

Article IV. QUORUM

- A. A quorum shall consist of fifty percent of the voting members, with at least 2 representatives from each constituency (community colleges and universities).

APPENDIX 4

Academic Program Articulation Steering Committee (APASC) Strategic Plan Summary 2004-2007

MISSION

Provide leadership to create and sustain statewide processes and relationships among higher education institutions in Arizona to facilitate students' completion of degrees.

SCOPE OF SERVICES

The APASC scope of services supports the mission statement of APASC and the priorr0c JT..2(s) 2 (r) 5 (t) 2 (r) 2 74toaan

Goal #4 - Develop communication plan to promote accomplishments.

Objectives

- Develop strategies for different audiences or constituencies.
- Ensure students are aware of and using the full capabilities of the ATASS systems.
- Develop strategies for different purposes: describing, marketing, reporting achievements, persuading, etc.

Issue #5 - Create comprehensive staffing plan.

Objectives

- Examine current organizational structure and make recommendations for sustainability.
- Establish flexible roles and responsibilities.
- Provide for professional development opportunities.

Goal #6 - Establish priorities for on-going development, maintenance, and utilization of technology to support APASC goals.

Objectives

-