

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

2005**

Submitted to the Joint Legislative Budget Committee

By
The Arizona Board of Regents
and
The Arizona Community Colleges

Progress Report on

PROGRESS REPORT ON ARIZONA PUBLIC POSTSECONDARY EDUCATION, 2005

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

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 six 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. A self-study by a committee of university and community college representatives found that either the requirements of the model, as detailed in the initial TATF report in 1996 have either been implemented or a process is in place to address them. The next initiative is for an external review. An RFP for an external evaluator was released in early November seeking an expert consultant who can assess the effectiveness of the transfer model. The report, which is anticipated for late April, is expected to assess how well the model has been implemented, how effective it is in assisting students and staff,

4. ATF Responsibilities: The Articulation Facilitator is responsible for monitoring the activities and decisions of the 38 Articulation Task Forces. During this last year, much work has been done to provide consistent information to the ATFs for training and on-

: Problems have also been encountered with the data in ASSIST during the past year, which resulted in under-reporting the students who had completed the multiple academic options available through the transfer model. These technical and business processes have been addressed and verification of the accuracy of data is now being done. Having accurate data is critical in determining whether the transfer model is significant in improving student success and transfer without loss of credit.

3. Resources: The state, the universities and community colleges 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 more than 60 percent of the transfer system's total budget and the state allocation is about 37 percent.

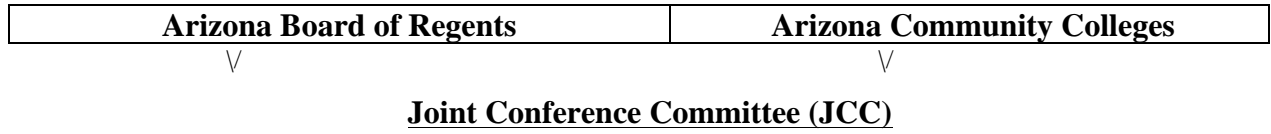
JOINTLY IDENTIFYING AND MEETING THE STATE'S POSTSECONDARY NEEDS

During 2003, 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 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. No program needs have been identified that are not already met by the universities and community colleges.

SUMMARY

APPENDIX 1

ARIZONA STATE-WIDE HIGHER EDUCATION COLLABORATIVE RELATIONSHIPS



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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

APPENDIX 3

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 priorities as set by APASC.

GOALS AND OBJECTIVES

Goal #1 - Foster the effectiveness of the ATF system.

Objectives

Develop a structure for transfer from AAS to BAS degree programs.

Encourage each ATF to address the impact content specialization has on transferability.

Remind institutions to examine and discuss transfer issues as they plan new specializations, degrees and interdisciplinary.

Develop vehicle for cross institution/cross ATF discussion and review and discussion of curriculum.

Continual assessment of the structure and effectiveness of the ATFs.

Support communication within and among the ATFs.

