

Submitted to the Joint Legislative Budget Committee

By
The Arizona Board of Regents
and
The Arizona Community Colleges

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The Course Applicability System (CAS) website currently experiences peak usage of nearly 4,300



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 Commit

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 Committee has been tasked with 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 January 2004 at its annual retreat, APASC created its first strategic plan. A mission, goals and

: 5000 students have completed the Arizona General Education Curriculum (AGEC) this year. Completion of the AGEC grants the community college student admission to any of Arizona's public universities. As mentioned previously in this report, the AGEC-S was modified during the last year to improve preparation for students who plan to transfer into science majors at the universities.

Arizona's AGEC is an example that other states are looking to as a model. Building on that strength, 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 in June 2006. This representative team will provide leadership for an initiative to explore statewide student learning outcomes for the AGEC.

: 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 last summer. A self-study by a committee of university and community college representatives found that 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 step for evaluation is an external review. An RFP for an external evaluator was released in early November without a successful completion of the bid process. The committee re-released an RFP in August 2006 and Hezel and Associates, Syracuse, New York, has been awarded the bid. A final report is expected by the end of the 2006-07 academic year.

: APASC is co-sponsoring a national Biennial Conference in July 2007. The conference theme is "Taking Transfer to a Higher Degree: Services, Structures, and Support for Student Success." In addition to providing a significant opportunity for learning igh -15 THEzene

2. Organizational Structure The Business

Course Applicability System (CAS) and the Arizona State System for Information on Student Transfer (ASSIST).

1. Course Applicability System (CAS):

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 65 percent of the transfer system's total budget and the state allocation is about 35 percent.

During 2005-06, 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. In addition, the Joint Conference Committee of the Universities and Community Colleges (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:

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, to date, has endorsed the first four recommendations. For the complete report and description of the recommendations please refer to

The Arizona transfer model represents a successful effort of collaboration among the public universities and community colleges. Due to the dynamic nature of curriculum, the process is on

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There are 38 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.

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, Philosophy, Physics-Physical Science-and Astronomy, Political Science, Psychology, Religious Studies, Social Work, Sociology, Technology, Theatre Arts and Women's Studies.

The AATF focuses on advising issues affecting

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

The APASC scope of services supports the mission statement of APASC and the priorities as set by APASC.

- Create an APASC subcommittee – the “ATF Advancement Committee”
- Draft a charge for the new subcommittee

- Ensure that students are aware of the ATASS system (strategies include step-by-step transfer materials for students and counselors)
- Develop strategies for different audiences and purpose

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APPENDIX 4

JCC

The Joint Conference Committee of the Universities and Community Colleges (JCC) is responsible for the oversight of academic articulation agreements between the public community colleges and universities in Arizona for the purpose of improving and enhancing statewide student access to four-year degrees. Established in 1981, the JCC has equal membership from both sectors. Today, the membership is comprised of representatives from the Arizona Board of Regents, university presidents, community college presidents and community college trustees.

JCC: Collaborating toward Solutions

As a uniquely constituted body, with community college and university members collaboratively focused on transfer articulation, the JCC endeavors to participate in developing solutions for improving access to baccalaureate degrees for Arizona's citizens.

- The JCC recognizes that with expected growth and increasing demands for an educated work force, additional improvements could be made to our transfer system, especially to the availability of baccalaureate degrees in more locations throughout Arizona.
- Therefore, the JCC members have spent the summer and fall 2005 developing six recommendations for initiatives intended to improve affordable access to the baccalaureate degree

The Joint conference Committee has provided oversight to transfer articulation between

Accountability Measure: During the next academic year, each university will identify programs for which students may transfer more than 64 additional credits from the community college. Some agreements may be specific to a partner community college; others may apply to any community college that offers the appropriate lower division courses.

The JCC recommends the increase in the number of university-community college institutional partnerships and expansion of the scope of these partnerships to include these critical infrastructure elements:

- Joint appointment of faculty with both university and community college responsibilities
- Joint admission of qualified students
- Shared/joint advising services
- Shared facilities and dedicated space

Rationale Institutional partnerships would support the statewide articulation agreements, as well as provide an improved structure for expanding programs on-site at a specific community college (could be 2+2 and 3+1 programs.) Expanded partnerships would remove administrative barriers and allow new programs to be established more quickly. This recommendation would include the following:

1. Dual enrollment for students into the community college and university systems at the time of first enrollment.
 2. Development of joint advising staffs equally expert in the programmatic requirements at both the community college and the university.
 3. Shared facilities on the community college campuses for the offering of baccalaureate degrees.
 4. Appointment of faculty who teach both community college and university courses and hold dual appointments in both institutions.
- Example: NAU-81

recognize the need to explore and implement new and unique funding strategies that foster the growth of college/university partnerships and expand access and affordability to citizens.

A determination of which partner provides classes, and at what level, should be based on capability and quality of the learning experience for students rather than on the cost to the state. The entity providing service to students should be invisible to students and should receive a common and consistent funding allocation from the state. As funding issues are taken out of the equation, quality academic decisions can be made on the basis of capacity to meet student needs.

- Student interest in enrolling in these additional or expanded baccalaureate degree programs
- Accessibility of existing baccalaureate degree programs in terms of capacity and delivery options

Once a need is determined, one or more of the universities, through the Arizona Board of Regents, may submit a proposal to address the new or expanded baccalaureate program.

If none of the universities is able to respond to the need for new or expanded baccalaureate programs, a community college may offer the degree provided the following criteria are met:

- Local community college board grants approval to offer a baccalaureate program in a specialized area.
- Local county tax would not be used for upper division course costs.
- Additional funding is provided for program development and start-up.

