

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

December 14, 2007

## Table of Contents

2006-07 Highlights.....	3
Background.....	4
Articulating Postsecondary Academic Programs and Courses.....	5

## *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 satisf

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

## 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

Evaluation of the Transfer Model

In November 2006

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,

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 4<sup>th</sup> Biennial Conference on Transfer and Articulation.

#### D. Promotion of Transfer Model

*Sponsorship of the National Transfer Articulation Conference.*  
APASC and the Maricopa







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

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

## 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: 0.V.iii (d) -4 (d)

EVALUATION OF ARIZONA'S TRANSFER ARTICULATION SYSTEM  
Overview

In September 2006, the Academic Program Articulation Steering Committee

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

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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-

APPENDIX 1

ARIZONA STATE-WIDE HIGHER EDUCATION  
COLLABORATIVE RELATIONSHIPS

Arizona Board of Regents	Arizona Community Colleges
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<p><u>Joint Conference Committee (JCC)</u> <i>Academic Program Articulation Steering Committee (APASC)</i></p>
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Academic Program Articulation Steering Committee (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





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