

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

**Academic Year  
2007-2008**

Submitted to the Joint Legislative Budget Committee

By

The Arizona Board of Regents

and

The Arizona Community Colleges



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## **EXECUTIVE SUMMARY**

The Annual Progress Report on Articulation and Transfer is submitted in accordance with A.R.S. §15 1824 which states that “The Arizona board of regents and the community colleges shall submit an annual report on their progress on both articulation and meeting statewide postsecondary education needs ...on or before December 15”. This report was developed by the statewide Academic Program Articulation Steering Committee (APASC) and was reviewed and approved by the Arizona Board of Regents and the presidents of the Arizona community colleges.

The report is divided into 2 major areas, **Articulating Postsecondary Programs and Courses** and **The Arizona Transfer Articulation Support System**



**2008 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 directive, 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

## **ARTICULATING POSTSECONDARY ACADEMIC PROGRAMS AND COURSES**

### **Overview**

Collaborative leadership provided by the Arizona Board of Regents and Arizona community colleges has enabled the ongoing successQ





- € Who/which group would be authorized to approve a community college offering a 4 year degree?
  - € Who would conduct the needs analysis and student demand assessment?
  - € Who would govern the 4 year programs if they were offered by a community college?
- (A listing of the 6 recommendations is included in the section on “Jointly Identifying and Meeting the State’s Postsecondary Needs”.)

***The Governor’s P 20 Council***

In June 2008, the Governor’s P 20 Council approved a set of recommendations from an *ad hoc* committee on higher education which are intended to increase the number of individuals in Arizona with baccalaureate degrees. Several of them were specific to issues the JCC was addressing. Statewide staff served as a resource to the committee, which met from January through June 2008, for issues related to transfer articulation.

**THE ARIZONA TRANSFER ARTICULATION SUPPORT SYSTEM (ATASS)**

**Components**

The Arizona Transfer Articulation Support System (ATASS) has a number of critical components: the Arizona General Education Curriculum (AGEC); the Pathways/Assocn – “YP 0 w“YPP p — ” “YQ ...

articulation among institutions, maintain ongoing discussions regarding curricular changes in course and/or programs already articulated, courses and programs to be developed and other institutional changes.

Faculty ATFs have, over the last several years, been asked to evaluate the institutional equivalencies for Advanced Placement (AP) Exams and College Level Examination Program (CLEP) exams to determine if common cut scores could be established statewide. Sixty two percent of the AP exams now have common cut scores or are in the process of establishing common cut scores. Thirty three percent of CLEP exams have or will soon have common cut scores.

Those scores that have been recently approved and will be effective for the fall of 2009 include the Japanese AP scores and the English Composition with Essay CLEP score.

Additionally, faculty collaborated to re establish the Dance ATF. It will have its first meeting in September 2008.

### **Training**

Training for all Articulation Task Force (ATF) chairs and members 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. Additionally, there is a training PowerPoint for chairs, hosts and members online, and the ATF Handbook is in the process of being updated. These online tools are available on the newly designed Faculty/Admin Home page.

### **Reaching Out to Arizona's High Schools**

APASC coordinated the development of a DVD designed 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 will be debuted at the three Regional Conferences for high school counselors, in early September 2008. This video was produced by the Maricopa Colleges Television (MCTV) at Scottsdale Community College.

Six positions are funded jointly by the legislature, the commun

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.

3. Advising and Transfer Student Ombudspersons

A key provision of the 1996 transfer model design was improved academic advisingE ...

€ The expanding capabilities of the ASSIST database were demonstrated at the annual spring

- 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 and the efforts to implement and expand them provide further evidence of the collaborative efforts of public higher education in Arizona.





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 40 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 Science, Dance, 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, 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 h u n

## APPENDIX 2

### **The Joint Conference Committee (JCC)**

- € The JCC was established in 1981 by the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) 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 duties, the JCC oversees the 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

<b>Community College Representatives</b>	<b>Arizona Board of Regents</b>
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 (July December '07) LuAnn Leonard (January June '08) 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

frames for implementing curricular change.	
<b>Priority : In Progress/Ongoing</b> <i>ACCPC designated this as their fourth highest in priority: #4</i>	<b>Responsibility:</b> APASC Communication Subcommittee and the ATF Effectiveness Subcommittee
<b>IV. STREAMLINE THE SYSTEM AND COMPONENTS. (THIS IS CLOSELY ALIGNED WITH #V)</b>	
<b>Current activities</b> <ul style="list-style-type: none"> <li>€ Aztransfer.com will go live in August 2008, and will include pages for community colleges students, university students, advisors, statewide committees and ATFs.</li> <li>€ Enhancements are made quickly to the system and the Web as they are identified and/or as needed</li> </ul>	<b>Future activities</b> <ul style="list-style-type: none"> <li>§ Develop a schedule for updates and assign staff accordingly.</li> <li>§ Develop timelines for archiving historic information.</li> <li>§ Develop an evaluation system/process for the new website.</li> <li>§ Help students determine what they want/need, from the system.</li> </ul>
<b>Priority: Very High</b> <i>ACCPC designated this as most important: #1</i>	<b>Responsibility:</b> APASC
<b>V. REDESIGN CAS WEBSITE AS A PORTAL FOR ALL, ESPECIALLY STUDENTS. (THIS IS CLOSELY ALIGNED WITH #IV)</b>	
<b>Current activities</b> <ul style="list-style-type: none"> <li>€ Aztransfer.com will go live in August 2008, and will include pages for community colleges students, university students, advisors, statewide committees and ATFs.</li> <li>€ Enhancements are made quickly to the system and the Web as they are identified and/or as needed.</li> <li>€ A page will be available for each ATF for updates and information sharing</li> </ul>	<b>Future activities</b> <ul style="list-style-type: none"> <li>€ Develop a portal for advising students, as recommended by Hezel Associates.</li> <li>€ Create a page for each AzCAS institution for updates and information sharing</li> <li>€ Ensure there is an effective archiving system.</li> <li>€ Develop an evaluation system/process for the new website.</li> </ul>
<b>Priority : Very High</b>	<b>Responsibility:</b> APASC Evaluation Subcommittee in general, and the Web Re Design Steering Committee in particular
<b>VI. UPDATE ALL INFORMATION AND RESOURCES IN A TIMELY MANNER WHEN CHANGES ARE MADE.</b>	
<b>Current activities</b> Advising ATF members have been assigned at least one discipline specific ATF for which they review the Chair Report and Meeting Notes so appropriate information can be shared with AAATF members and the advising community.	<b>Future activities</b> <ul style="list-style-type: none"> <li>§ Develop a portal for the advising community.</li> <li>§ Establish a communication format and process to inform advisors of changes/updates.</li> <li>§ Reconvene the Forms Committee.</li> </ul>

<b>Priority: High and short term</b>	<b>Responsibility:</b> APASC, Advising ATF primarily, but all committees are responsible for updating their information

**VII. STANDARDIZE ADMINISTRATIVE PROCESSES RELATED TO THE TRANSFER SYSTEM.**

<p><b>Current activities</b></p> <ul style="list-style-type: none"> <li>€ Transcripts are being collected to demonstrate how community colleges designate an AGECE, AGECE in progress and degrees</li> </ul>	<p><b>Future activities</b></p> <ul style="list-style-type: none"> <li>€ Share information being collected about the placing of AGECE and degree information on transcripts, to minimize confusion.</li> </ul>
<p><b>Priority : High</b></p>	<p><b>Responsibility:</b> Admissions and Records ATF</p>

**VIII. UNIVERSITIES SHOULD CREATE STUDENT ORIENTED TRANSFER CENTERS OR OFFICES.**

**Current activities**

- € Some universities do have orientation programs for transfer students.
- €

## APPENDIX 4

### APASC Review of Goals and Outcomes 2007-2008

#### **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**

In the 2005-2006 JLBC Progress Report the APASC Goals and Objectives were summarized. Two years have transpired. Below are the APASC Goals highlighting outcomes and challenges.

#### **Goal #1 – Continuous improvement of the effectiveness of the ATF System**

##### **Outcomes**

- € ATF Effectiveness Subcommittee established which has developed a list of action items to better assess the efficiency and effectiveness of the ATF structure.
- € The new aztransfer website will have individual ATF portal pages for better communication and information sharing.
- € Discipline specific ATF members have discussed and agreed to common cut scores for sixty-two percent of the Advance Placement (AP) exams.
- € Discipline specific ATF members have discussed and agreed to common cut scores for thirty-three percent of the College Level Examination Program (CLEP) exams.
- € Through faculty and ATAC involvement, the Dance ATF was reestablished.
- € Communication to ATF members is continuously evaluated for improvement and clarity.

##### **Challenges**

- € Lack of full participation at the ATF meetings is of concern.
- € Developing mechanisms, in addition to listservs, by which faculty can be in year round communication has not progressed as quickly as anticipated
- € Criteria by which ATFs can assess the effectiveness of their membership configuration and restructure as needed have not yet been developed

#### **Goal #2 – Assess and improve the Transfer Model**

##### **Outcomes**

- € Hezel Associates completed their evaluation of the Arizona Transfer Model, presenting their final report to the JCC in May of 2007.
  - o Nine recommendations were presented; overall the system functions effectively.
  - o APASC assigned the nine recommendations to various state committees; they are developing action plans to accommodate the recommendations.

- € Considerable work has been done on the new website: new logo; new banner; new look; better navigation. It should go live in early August.
- € A DVD designed for high school juniors is near completion. It is anticipated that the DVD, bookmarks, wallet cards, posters and brochures will be disseminated to high school counselors in early September.
- € Over time, cleaner and more comprehensive data are being sent to ASSIST, which enhances the accuracy of reports generated to assess the success of the transfer model and the students it was designed to serve.
- € Students who complete the AGECE are more successful at the public universities, than those who have not completed the AGECE.

### **Challenges**

- € The Hezel Evaluation did not include a comparative evaluation between the Arizona Transfer Model and transfer models in other states. This information would be helpful as a benchmark and to learn of best practices that Arizona might employ.
- € Developing formal relationships with high school counselors needs to occur.
- € The transfer model is underutilized by students.
- € More community college/university partnerships are needed at the state level.

### **Goal #3 – Effective administration of ATASS**

#### **Outcomes**

- € The efficiency of the technology team has saved ATASS considerable funds. The proposed budget for FY10 is approximately 9-10% less than the approved FY09 ATASS budget.
- € Discussions continue on the inclusion of private institutions in ATASS.
- € Online training materials for discipline specific ATF members, chairs and hosts are updated annually to ensure a clear understanding of the transfer model, its components and its processes

#### **Challenges**

- € The percentage of the ATASS budget met through state funding allocations continues to decline.

### **Goal #4 – Effective communication regarding ATASS to relevant constituents**

#### **Outcomes**

- € The DVD and supporting materials should be disseminated to high school counselors in early fall 2008.
- € The articulation facilitator was invited to participate in the Education and Career Action Planning group to determine if/how to incorporate higher education.
- € Middle school counselors were introduced to the transfer model in the 2007-08 academic year
- € Business analyst and articulation facilitator annually update the community college chief academic officers about the transfer model, through their participation in the Arizona Academic Administrator's Association (AAAA) meeting.
- € Community college presidents and trustees included an introduction to the transfer model at their Fall 2007 meeting.



- € The Metropolitan Education Commission in Tucson has included an ATASS representative on their advisory group.
- € ATASS participated in one of the Tucson Teen Town Hall programs.

### **Challenges**

- € Many constituent groups, including legislators, need to be better informed about the model, acquire a better understand of the components, and learn how they facilitate student progress toward the baccalaureate degree.
- € A strategic and comprehensive marketing plan has not yet been developed.

### **Goal #5 – Effective support of ATASS by state-of-the-art technology**

#### **Outcomes**

- € Major guides are in place.
- € The web redesign is nearly complete.
- € A more effective archiving system is being developed.
- € IMS interfaces are available to all ATASS institutions, so that students can develop planning guides more efficiently.
- € The move of ATASS and ASSIST to Oracle should be complete in FY09.
- € Collaboration with IDEAL at ASU should eventually facilitate easier access to high school counselors, teachers and in the long term, students.
- € ATASS technology analysts respond immediately to requests for reasonable enhancements and investigate and resolve problems/issues as they are identified.

#### **Challenges**

- € Institutions are not implementing the IMS interfaces as enthusiastically as anticipated.

10.24.08



