

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

2000**

**Submitted to the Joint Legislative Budget Committee
by
The Arizona Board of Regents
and
The Arizona Community College Districts**

INTRODUCTION

In recent years, the Arizona Legislature has 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 legislative direction, the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona have enhanced existing collaborative efforts and added new services and procedures. A primary mechanism for achieving cooperation and collaboration has been the oversight of the Joint Conference Committee (JCC) consisting of members of both Boards. To keep the Legislature informed, the two Boards have submitted regular progress reports:

- Since 1996, the Boards have reported to the Legislature on progress in implementing a new statewide transfer model. The model was designed by the statewide Transfer Articulation Task Force (TATF) and is now being guided by the JCC with the aid of the Academic Program Articulation Steering Committee (APASC), a group of community college and university academic officers. The TATF designated the JCC and APASC as the groups responsible for overseeing and implementing the new transfer model.
- Since 1998, the Boards have reported to the Legislature on a collaborative process to identify and meet statewide postsecondary needs. The process was developed by the statewide Higher Education Study Committee (HESC), and is being continued by the JCC with assistance from the Joint Review Committee (JRC), a group of community college and university representatives. The HESC created the JRC to review and recommend resolution of issues related to postsecondary needs.

The progress report that follows addresses both postsecondary needs and articulation. It is the second in a series of two annual reports submitted to the Legislature in response to a budgetary footnote included in the community college and university budgets for FY 2000 and FY 2001. That footnote is shown below.

**Joint Legislative Budget Committee
Fiscal Year 2000 and 2001 Budget Analysis and Recommendations**

New Footnotes

It is the intent of the Legislature that the community colleges and universities cooperate in operating a Statewide Articulation and Transfer System, including the process for transfer of lower division general education credits, general elective credits, and curriculum requirements for majors, to ensure that community college students may transfer to Arizona public universities without loss of credit toward a baccalaureate degree. It is also the intent of the Legislature that the Higher Education Study Committee continue the collaborative process that assures the postsecondary education needs of students statewide are met without unnecessary duplication of programs. The committee shall focus its efforts on potential students who reside in rural areas or who cannot meet the regular class schedule due to their employment and family matters. The Arizona Board of Regents and the State Board of Directors for Community Colleges shall submit an annual report of their progress on both articulation and meeting statewide postsecondary education needs to the Joint Legislative Budget Committee by December 15, 1999 and December 15, 2000. *(The JLBC recommends deleting the previous footnotes concerning the Transfer Articulation and the Higher Education Study Committee and replacing them with this new footnote.)*

In order to continue collaboration and stress accountability, the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona intend to continue to receive annual reports on postsecondary needs and articulation following the expiration of the reporting requirements outlined in the foregoing footnote.

Part I: ARTICULATING POSTSECONDARY ACADEMIC PROGRAMS AND COURSES

Collaborative leadership provided by the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona has enabled continued progress toward the successful implementation of the New Transfer Model. The Academic Program Articulation Steering Committee has been tasked with oversight of the implementation and evaluation of the Model. Regular reports are made to the Transfer Articulation Task Force and 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.

Progress in Implementing the New Transfer Model

As reported previously, the full implementation of the New Transfer Model and its components was completed by January 1, 1999. Approximately 1000 students have completed the Arizona General Education Curriculum since implementation. Information regarding the number of students who have completed one of the new transfer degrees will be forthcoming at the end of this academic year.

- A. **Resolution for Planning and Implementing Change:** Curriculum is dynamic and the process of review, change and evaluation is on-going for every institution. What is significant is that the model is flexible enough to accommodate the needs of the individual institutions without negative impact on any of the statewide components. In addition, the General Education Articulation Task Force has proposed a resolution that outlines a collaborative process to facilitate the inevitable changes to the curriculum. (A copy of the resolution is included as Appendix A.)

APASC has approved the resolution and has asked that the discipline specific Articulation Task Forces adopt resolutions similar in nature for the planning and implementation of academic programs. This resolution is an example of the continued collaboration and cooperation among the faculty and administration of the universities and community colleges.

- B. **Language Proficiency: Languages** Articulation Task Force has recommended a plan for evaluating proficiency at the various levels for students. This evaluation includes courses for credit and other appropriate assessment such as placement tests. The ATF has proposed a plan for accepting institutional assessments as part of the transcript when a student transfers. This acceptance of another institution's evaluation without the completion of courses is another example of increased collaboration and cooperation between the universities and community colleges.
- C. **Toward a Definition of Competency-based Education:** One of the emerging issues identified in the Transfer Articulation Task Force 1996 Report was competency-based education. APASC tasked a subcommittee to develop a literature review appropriate for considering next steps for possible statewide policy implications. The report has been provided to both the Transfer Articulation Task Force and the Joint Conference Committee. The next step recommended in this

process is a survey of all institutions to determine the use of Competency-based Education in current academic programs.

Evaluation of New Transfer Model

As part of the commitment to continuous improvement and collaboration, APASC conducted surveys of the Chief Executive Officers (CEO) and the Chief Academic Officers (CAO) to evaluate the level of satisfaction with the New Transfer Model. A summary of the survey findings includes:

- A. Overall Effectiveness: Both the CEOs and the CAOs rated the components of the transfer model in a range between effective and very effective. They also evaluated the transfer model as having a positive impact at the local and state levels on improving transfer articulation. The majority of the CAOs reported a change toward a culture of increased cooperation; and results indicated that the number of transfer articulation problems have somewhat decreased.
- B. Curriculum: Of the components of the Transfer Model Curriculum, the CEOs and the CAOs rated the AGECEC the highest. The transfer pathways received a lower rating. It is expected that this might be due to the on-going efforts to improve pathways for particular academic programs such as Education and Engineering.
- C. Management: Of the management support components, the CEOs and the CAOs rated the Articulation Facilitator position positively. The CAOs rated the current management structure as positive overall. Results indicated that the role of the Joint Conference Committee might not be well understood by all respondents.
- D. Advising: The CAOs rated accessibility to information about the Transfer Model very positively. In general, the CEOs did not rate the advising process for the New Transfer Model as high. APASC has noted this and has set a goal to improve the communication of information regarding advising and student problem resolution through the Advising Articulation Task Force and more specifically the Transfer Student Ombudspersons.
- E. Computer-based Systems: The evaluation of this area included the use of electronic mail and World Wide Web, the Course Applicability System (CAS), and the Arizona Statewide Information System for Student Transfer (ASSIST). The CAOs rated the use of e-mail and the ATASS Web site high. The Course Applicability System received mixed ratings. This is due to the phased-in implementation of several components during the last year. Both the CEOs and the CAOs expressed a concern that ASSIST needed to provide management and assessment information for on-going evaluation of the effectiveness of the Transfer Model.

Progress in Implementing Support Systems

- A. **Management System:** Consistent with the 1996 Transfer Articulation Task Force (TATF) recommendations, the following components of a statewide approach to management and oversight have been developed to support the New Transfer Model.

1. **Organization Structure:** The recommendations of the APASC subcommittee have been reviewed and implemented. The “Quality Team” comprised of the staff jointly funded by the Legislature and the institutions, has met on a bi-monthly basis to coordinate work efforts and support for the statewide efforts. Most recently, APASC has appointed liaisons to the Quality Team to ensure coordination and support between APASC and the staff. The APASC meeting structure has been re-evaluated to allow ample time for discussion of strategic policy issues, and APASC members participated in a two-day retreat to examine progress toward achieving current goals and establishing new goals and strategies for the upcoming year.
2. **Staffing:** Three positions are jointly funded by the Legislature, the community colleges and the universities to support statewide efforts. Additionally, a fourth position has been added and is funded by the community colleges and the universities. During the last year there has been significant turnover in the positions. In February, the ASSIST technical analyst passed away after a lengthy illness; and in August, the Articulation Facilitator resigned. The CAS Technical Analyst is new to the position as of March 2000. Based on this level of turnover, there is a need to have contingency plans to maintain momentum on the new developments and improvements to the many components of the Model. Based on this experience, the ATASS budget request includes a decision package for personal services to provide “back-up” for these critical staff roles.
3. **Program Articulation:** The ATFs have reviewed and in some cases modified, the decisions regarding pathways, common courses and other degree requirements. During this next year, APASC will integrate the Bachelors of Applied Science degrees into the Transfer Model to provide increased transfer opportunities for students completing Associate of Applied Science degrees. APASC continues to encourage the ATFs to expand their discussions to include curriculum and planning.
4. **ATF Responsibilities:** The Articulation Facilitator is responsible for monitoring the activities and decisions of the Articulation Task Forces. During this last year much work has been done to provide consistent information to the ATFs for training and on-going updates. There is a well-developed training presentation that is shared with each ATF at the beginning of the annual meeting. Additionally, the ATF Handbook has been completed and is available at the ATASS Web-site. An electronic listserv has been established for each of the ATFs. They are managed by the Articulation Facilitator and allow for easy, regular and consistent information to all members. In the next year, APASC plans to conduct a survey of the ATF members to determine further training needs.
5. **Accountability:** APASC has implemented an annual evaluation process to ensure participation in the discipline-specific Articulation Task Forces and other committees. If necessary, a follow-up contact is made with the Chief Academic Officers to reaffirm the need for participation. It is anticipated that measures of effectiveness will be available through ASSIST

New Advising System: The Advising Articulation Task Force has continued to provide leadership and direction for student academic advising. The co-chairs of this ATF have been included as ex-officio members of APASC to ensure appropriate coordination of information. The Transfer Student Ombudspersons have met separately from the Advising ATF and have provided an annual report of activities to the Joint Conference Committee. The Ombudspersons continue to clarify their roles and responsibilities, and especially to ensure the advocacy for students that will assist in problem resolution for an individual student and early identification of possible trends or recurring issues that may require

modification at the institutional or statewide level.

B. New Computer-Based Systems: The Arizona Transfer Articulation Support Systems (ATASS) budget appropriation has provided the resources necessary for on-going maintenance and development of the Course Applicability System (CAS) and the Arizona State System for Information on Student Transfer (ASSIST)¹.

1. Course Applicability System (CAS): The original scope of the CAS project has been fully implemented. There have been upgrades in all of the software programs that support CAS. These upgrades and the successful hire of a CAS Technical Analyst in March provide a stable technical environment for all users. In July 2000 the first on-line Course Equivalency Guide was made available through CAS. This conversion from a paper document to an on-line application allows for timely processing of changes in equivalency and applicability of courses from the community colleges to the universities. Students know about changes immediately without the delay of waiting for the next printing of the Course Equivalency Guide. Also, some of the community colleges have begun to encode information for students to measure progress toward the completion of the Arizona General Education Curriculum or one of the Transfer Pathways. The universities have explored the possibility of converting paper Transfer Guides to interactive on-line guides available through CAS. There are some early results expected in Spring for both of these improvements.

2. Arizona State System for Information on Student Transfer (ASSIST): *Implementation is in progress.* The Arizona Board of Regents, State Board of Directors for Community Colleges of Arizona, and the Community College District Governing Boards have all approved a joint resolution to have the universities and the community colleges provide student information to form the ASSIST database. Approval of the resolution maintains compliance with the Federal Family Education Right to Privacy Act (FERPA). The security plan has been implemented to allow for the secure sharing of data. Data have been entered into the ASSIST database for the Academic Years beginning with 1993 for the community colleges and 1994 for the universities. There is on-going data entry and editing of data to ensure accuracy of information. ASSIST has provided report information for Pima Community College to complete application for a federal grant. Complete data from all institutions are expected during the next few months. Development for the future includes course data for students.

Summary

The New 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-going. The evaluation of the model affirms that there is a shared opinion among the Chief Executive Officers and the Chief Academic Officers that the Model has addressed many of the transfer issues identified by the Transfer Articulation Task Force in the original report. The collaborative partnership motivates the committees and task forces to consider continuous improvements to the components, and the anticipated increase in student enrollments will require them. Based on these successes and the future needs, continued support of the Arizona Legislature and consideration of the biennial budget is requested.

Part II: JOINTLY IDENTIFYING AND MEETING THE STATE'S POSTSECONDARY NEEDS

During 2000, the Arizona public community colleges and universities have acted jointly to meet the postsecondary needs of Arizona citizens. This report reflects progress in three areas:

- Community College/University Partnerships
- Increasing Access to Baccalaureate Programs
- Implementing the New Joint Review Committee

Community College/University Partnerships

The challenge of delivering postsecondary education opportunities to Arizona's citizens requires a mutual commitment on the part of the state's postsecondary institutions to work collaboratively to meet demonstrated needs for higher education, particularly on the part of place-bound and time-constrained citizens. Meeting such needs efficiently and effectively without displacing students' families or existing employment, and without unnecessary duplication of programs, requires a high level of cooperation and collaboration among Arizona's public universities and public community college districts.

Current collaboration between public community colleges and public universities takes a variety of creative forms all of which address three common goals: to improve the transfer of credits, to enhance student access, and to make the best use of resources. Improved transfer occurs when community colleges and universities agree that students can transfer courses for credit and apply those credits toward completing a bachelor's degree. Student access is enhanced when traditional instruction and technology-delivered instruction are made available to previously under served populations, including place-bound and time-constrained students. Resources are most efficiently used through cooperative instructional partnerships.

Partnerships are formed when community colleges and universities collaborate to allow students to complete a combination of community college and university courses, often through technology-delivered instruction, and earn a bachelor's degree without traveling to a distant campus. All three public universities are engaged in such partnerships, and students from all public community colleges benefit from partnership agreements. Examples of successful partnerships are:

- Collaborative programs between Arizona State University-West Campus and Glendale Community College and between Arizona State University-East Campus and Chandler-Gilbert Community College.
- The Northern Arizona University site in Yuma where NAU shares a campus and offers university level programs in cooperation with Arizona Western College. NAU also has partnerships in northwestern Arizona with Mohave Community College; in Prescott with Yavapai Community College; and in Page with Coconino Community College.
- Collaborative programs in Sierra Vista between The University of Arizona-South Campus and Cochise College and between The University of Arizona-Main Campus and Pima Community College.

Increasing Access to Baccalaureate Programs Through New University Degrees

Nearly half of the degrees awarded by Arizona community colleges are Associate of Applied Science (AAS) degrees. In the past, when AAS graduates have transferred to university baccalaureate programs, several AAS credits (in particular, “occupational” courses) have not been transferable. To improve access to baccalaureate education, Arizona’s public universities have initiated new Bachelor of Applied Science (BAS) degrees. Arizona State University-East Campus was the first to offer the BAS, starting in the fall of 1998. The BAS degree is currently offered by ASU-East, ASU-West, and Northern Arizona University. University of Arizona-South Campus recently received authorization to plan a BAS curriculum.

Broadly defined, Arizona's BAS degrees are designed to articulate with community college Associate of Applied Science (AAS) degrees. AAS degrees tend to have a limited number of liberal studies credits. The BAS augments the limited AAS liberal studies with university-level liberal studies courses. The BAS has a strong general education component, a BAS core (emphasizing such topics as management, communication, quantitative reasoning, and technological literacy), and a BAS specialization.

Approximately 300 students are enrolled statewide in university BAS degree programs. Each university has the flexibility to develop BAS degrees that articulate with community college associate degrees and meet university baccalaureate graduation requirements. Arizona’s public community colleges have requested more collaboration regarding the development of BAS programs and increased cooperation in anticipating and resolving possible articulation issues. They have also suggested that it may be more appropriate for community colleges to offer certain baccalaureates. During 2000-2001, the universities and community colleges will jointly consider the impact of these new programs to determine if they are meeting the needs of Arizona citizens.

Increasing Access to Baccalaureate Programs Through New Partnerships

Arizona’s public community colleges have increased access to baccalaureate programs by forming partnerships with Arizona’s public and private universities, and with out-of-state universities. Three community college districts report partnerships with out-of-state universities: Maricopa, Pima, and Yavapai. Out-of-state partners include Governor’s State University (Illinois), Old Dominion University (Virginia), California State University at Long Beach, North Dakota University, and Mohawk College of Applied Arts and Technology (Canada). Baccalaureate programs offered include Liberal Arts, Vocational Education, and International Education.

These partnerships meet the needs of community college students who are time and place-bound by offering instruction using the Internet and other distance learning approaches. Some out-of-state partners offer instruction, when needed, to an individual student. Some allow students to transfer up to 80 hours of community college coursework into the baccalaureate program and some allow credit for a student’s occupational experience. Some out-of-state universities have invested resources in the local community college campus such as furniture, computers, and other equipment. The community colleges do not feel that these partnerships duplicate instructional options currently offered by the Arizona public universities. Approximately 200 students are enrolled in baccalaureate partnership programs between Arizona community colleges and out-of-state universities. Arizona’s public universities have asked for an opportunity to form additional partnerships with the community colleges to offer such programs.

Implementing the New Joint Review Committee

In 1997 and 1998, the Higher Education Study Committee (HESC) met at the direction of the Legislature to study Arizona's postsecondary needs, and to develop a system for identifying and meeting demonstrated needs statewide. The HESC reported their recommendations to the Legislature in December 1998.

A primary recommendation of the 1998 HESC report was that Arizona's public community colleges and universities continue and expand their existing informal collaborative efforts to identify and meet the state's postsecondary education needs through instructional partnerships and other cooperative programs. As an adjunct to the existing informal process, the HESC established a new formal process that sets timelines for identifying and meeting demonstrated needs. Included in the new formal process is the Joint Review Committee (JRC), a group of community college and university representatives charged to resolve issues which might arise in identifying and meeting demonstrated statewide needs for postsecondary education. The informal and formal processes recommended by HESC are depicted on a flowchart included in the attachments to this report.

The Joint Review Committee met for the first time on February 24, 1999. At that meeting the JRC adopted a schedule which required the committee to convene no less than every 60 days should issues be presented for committee review; or in less time, should pressing business come before the group. The JRC reports the following activities for 2000:

- Following the mandate of the Joint Conference Committee, the JRC amended their process for handling referrals. As recorded in the October 21, 1999, meeting notes, the JCC mandate was as follows:

The (JCC) reinforced that the informal process of identifying and meeting needs for postsecondary education should be followed with the Arizona public community colleges and Arizona public universities working together whenever possible. They agreed to amend the JRC process to allow the universities to request a review. And, with the foregoing concepts noted in the report, they unanimously approved the '(1999) Progress Report on Arizona Public Postsecondary Education: Jointly Identifying and Meeting the State's Postsecondary Needs and Articulating Postsecondary Courses and Academic Programs.

- In further recognition that the community colleges and universities should have parallel positions as articulation partners, the JCC unanimously approved an amendment to the JCC Partnership Resolution on March 2, 2000:

...if, after consulting with one another, the community colleges or the universities are unwilling or unable to form a partnership, the community colleges or the universities should be encouraged to partner with any entity able and willing to form partnerships to meet Arizona's postsecondary needs.

- The amended Partnership Resolution and the JRC process as amended are included in the attachments section of this report.
- As of November 2000, the Arizona public community colleges and universities have identified and acted to meet needs without raising any issues for referral to the JRC.

ATTACHMENTS

Chart of Arizona State-Wide Higher Education Collaborative Relationships

Background of Statewide Groups Mentioned in This Report

Joint Conference Committee (JCC)

Joint Review Committee (JRC)

Transfer Articulation Task Force (TATF)

Higher Education Study Committee (HESC)

Amended Process for Handling Referrals to the Joint Review Committee

Amended JCC Partnership Resolution

Arizona State-Wide Higher Education Collaborative Relationships

Arizona Board of Regents	Shared member	State Board of Directors for Community Colleges of Arizona
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Joint Conference Committee (JCC)
 Note: Members of the JCC also serve on the Arizona Education Conference Committee (AECC)
Statewide Transfer Articulation Task Force (TATF)
Joint Review Committee of the Higher Education Study Committee (JRC)
Academic Program Articulation Steering Committee (APASC)

Academic Program Articulation Steering Committee (APASC)

(Community College and University Chief Academic Officers or designees)

Arizona Transfer Articulation Support System (ATASS)

- Articulation Facilitator
- Course Applicability System (CAS)
- Transfer Student Data Warehouse
- Technical Analysts for CAS and Data Warehouse

Arizona Transfer Articulation Committee (ATAC)

- Community College CEG Coordinators
- University CEG Coordinators

Articulation Task Forces (ATFs)

- Discipline-Specific ATFs: Administration of Justice Studies, Agriculture, Allied Health, Anthropology, Art, Biology, Business, Chemistry, Communication, Computer, 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, Philosophy, Physics-Physical Science-and Astronomy, Political Science, Psychology, Religious Studies, Social Work, Sociology, Technology, Theatre Arts.
- Academic Advising ATF and Transfer Students Ombudspersons (TSOs) --General Education ATF

The **Arizona Board of Regents (ABOR)** is the governing board for the state public universities and the **State Board of Directors for Community Colleges of Arizona (SBDCCA)** is the coordinating board for the state public community colleges. The **Joint Conference Committee (JCC)** consists of members from the ABOR and SBDCCA. The JCC oversees the work of the Academic Program Articulation Steering Committee (APASC), the Course Equivalency Guide Steering Committee, the statewide Articulation Task Forces, and the Articulation Facilitator and other ATASS personnel. The JCC guides implementation of the recommendations of two legislatively-mandated ad hoc groups: the statewide **Transfer Articulation Task Force (TATF)** and the **Higher Education Study Committee (HESC)**. The JCC also oversees the work of the **HESC's Joint Review Committee** which resolves issues related to identifying and meeting needs for statewide post-secondary education.

The **Arizona Education Conference Committee (AECC)** is composed of members from the ABOR, SBDCCA, Charter School Board, State Board of Education, and Arizona Commission for Postsecondary Education. AECC meets periodically to discuss statewide issues involving all level of public and private education.

The **Academic Program Articulation Steering Committee (APASC)** consists of community college and university chief academic officers. APASC oversees the work of ATASS, the CEG Steering Committee, and the Articulation Task Forces.

The **Arizona Transfer Articulation Support System (ATASS)** consists of the Articulation Facilitator, the Course Applicability System (CAS), the Transfer Student Data Warehouse, and Technical Analysts for CAS and the Data Warehouse. Resources for ATASS are provided jointly by the Arizona Legislature, the public community colleges, and the public universities.

The **Arizona Transfer Articulation Committee (ATAC)** consists of community college and university curriculum specialists who work with the CEG editor to produce a statewide publication listing how classes transfer from one school to another. The CEG steering committee also coordinates the scheduling of Articulation Task Forces.

There are thirty-eight **Discipline-Specific Articulation Task Forces (ATFs)** consisting of community college and university faculty. Each community college or university which offers courses in a given area is eligible for ATF membership. ATFs discuss and recommend how community college courses transfer to the universities. The **Academic Advising ATF** focuses on advising issues effecting community colleges and universities; its membership includes faculty and academic advisors. The Advising ATF provides support for **Transfer Student Ombudspersons** who help students with transfer transitions at each community college and university. The **General Education ATF** is responsible for designing and monitoring the Arizona General Education Curriculum (AGEC): a block of courses which transfer from the community colleges to the universities to satisfy liberal studies requirements. The GEATF membership includes faculty and academic administrators.

Background of Statewide Groups Mentioned in This Report

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. The JCC is composed of board members from the Arizona Board of Regents and board members from the State Board of Directors for Community Colleges of Arizona. The President of each Board appoints members and each President or designee also serves on the JCC.
- In addition to other JCC duties, the committee oversees 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 which may arise in implementing recommendations. The JCC is assisted in its oversight tasks by the Joint Review Committee (JRC) and the Academic Program Articulation Steering Committee (APASC). The JCC meets no less than twice each year. The list below identifies 2000 members of the Joint Conference Committee (JCC):

State Community College Board	Arizona Board of Regents
T.O. Beach	Mary Echeverria
Patrick K. Carlin, Co-Chair	Judy Gignac, Co-Chair
Lourdes Moreno-Jeong	Gary Stuart
Karen Rizk	Don Ulrich

THE JOINT REVIEW COMMITTEE (JRC)

The JRC is described in detail elsewhere in this report. The list below identifies the 2000 members of the Joint Review Committee of the Higher Education Study Committee (JRC):

Public Community Colleges	Public Universities	Private Postsecondary
Arthur DeCabooter President Scottsdale Community College	Tom Trotter Vice Provost Arizona State University	Deborah Robin Director Keller Graduate School of Management
John Klein President Central Arizona College	Mike Gottfredson Vice President The University of Arizona	Fred Zook Provost Ottawa University
Karen Nicodemus President Cochise College	Clara Lovett President Northern Arizona University	
Don Puyear Executive Director State Board of Directors for Community Colleges of Arizona	Tom Wickenden Associate Executive Director for Academic and Student Affairs Arizona Board of Regents	

THE TRANSFER ARTICULATION TASK FORCE (TATF)

- In 1996, the Transfer Articulation Task Force (TATF) met at the direction of the Legislature to consider how to improve the transfer of Arizona public community college courses and programs to Arizona public universities.
- In its October 1996 report to the Legislature, the TATF recommended the adoption of a New Transfer Model and recommended that the Joint Conference Committee (JCC) oversee implementation of the model.
- For the FY 2000 and FY 2001 budget years, the Joint Legislative Budget Committee (JLBC) required in a budget footnote that the community colleges and universities cooperate in operating a Statewide Articulation and Transfer System . (The footnote is included on page 1 of this report.) To satisfy the legislative requirement, JCC fulfills its role (assigned to the JCC by the TATF) to oversee the implementation of the New Transfer Model. The JCC is assisted by the Academic Program Articulation Steering Committee (APASC) and by the TATF which continues to meet.
- The JCC has been guiding the implementation of the TATF recommendations and has provided regular progress reports to the two Boards and the Legislature since 1996. The JLBC footnote also required that an annual report on articulation be submitted, one due December 15, 1999 and another on December 15, 2000. To meet the legislative reporting requirement, the JCC will summarize progress on the new transfer model in an annual report. This report will be combined with a report on meeting postsecondary needs and included in the Boards’ annual report to the JLBC.

The list below identifies the 2000 members of the Transfer Articulation Task Force (TATF):

<p><u>Board Representatives and TAFT Co-Chairs</u> Thava Freedman, State Board for Community Colleges Judy Gignac, Arizona Board of Regents</p>	<p><u>Presidential Representatives</u> Jim Klein, Central Arizona College Clara Lovett, Northern Arizona University</p>
<p><u>Academic Administration Representatives</u> Tom Trotter, Arizona State University Mary Briden, Maricopa Community College District Bruce Stanfield, Eastern Arizona College Randy Richardson The University of Arizona</p>	<p><u>Faculty Representatives</u> Steven D. Martinson, The University of Arizona Robin Steinberg, Pima Community College Linda Vaughan, Arizona State University Don Yeager, Yavapai College</p>
<p><u>Student Services Representatives</u> Terree Duncan, Coconino Community College Patrick F. Martin, Northern Arizona University</p>	

THE HIGHER EDUCATION STUDY COMMITTEE (HESC)

- In September 1997, Arizona Senator Carol Springer and Arizona Representative Jim Carruthers, convened the Higher Education Study Committee (HESC), composed of legislators, representatives of the university system, the community college system and private post-secondary entities, as well as the Governor’s office. The 1997 HESC discussed Arizona’s post-secondary needs and gathered input from members of the educational community.
- At the final meeting of the HESC in late January 1998, the HESC reached consensus that the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) jointly establish a committee, comprised of the 13 public and private college and university members of the HESC, to “continue the collaborative process that assures the advanced post-secondary needs of place-bound and time-constrained learners and of employers. . .are efficiently and effectively met.” The 1998 HESC met four times and developed a report documenting the commitment of the ABOR and the SBDCCA to meet demonstrated need for post-secondary education. The HESC report recommended continuation of the existing informal process and the adoption of a new formal process to identify and meet demonstrated need for postsecondary education. The report recommended that the Joint Conference Committee of the two Boards (JCC) oversee the process.
- A primary recommendation of the 1998 HESC report was the establishment of the Joint Review Committee (JRC), a group of community college and university representatives charged to resolve issues which might arise in identifying and meeting demonstrated statewide needs for post-secondary education.
- For the FY 2000 and FY 2001 budget years, the Joint Legislative Budget Committee (JLBC) required that an annual report on meeting statewide post-secondary education needs be submitted, one due December 15, 1999 and another on December 15, 2000. To meet the legislative reporting requirement, the JCC determined that the JRC, which is continuing the work the HESC, should provide an annual report of activities to the JCC. This report is combined with a report on transfer articulation and included in the Boards’ annual report to the JLBC.

The list below identifies members of the 1998 Higher Education Study Committee (HESC):

Public Community Colleges	Public Universities	Private Postsecondary
T.O. Beach, Chair, State Board of Directors for Community Colleges of Arizona	Judy Gignac, President, Arizona Board of Regents	Laura Palmer-Noone, Provost, University of Phoenix
Doreen Dailey, President, Yavapai College	Michael Gottfredson, Vice President for Undergraduate Education, The University of Arizona	Fred Zook Provost Ottawa University
Linda Thor, President, Rio Salado College	Clara Lovett, President Northern Arizona University	
Pat Hill, Executive Director, Arizona Community College Association	Milton Glick, Senior Vice President and Provost, Arizona State University	Workforce Development
Linda Rosenthal, Chair, Arizona Association of District Governing Boards	Frank Besnette, Executive Director, Arizona Board of Regents	C. Diane Bishop, Director, Office of Workforce Development Policy, Arizona Department of Commerce
Don Puyear, Executive Director, State Board of Directors for Community Colleges of Arizona		

**RESOLUTION
OF THE
GENERAL EDUCATION ARTICULATION TASK FORCE**

The members of the General Education Articulation Task Force passed the following resolution:

That the GEATF affirms that changes to general education proposed by Arizona's public institutions of higher education should:

- 1) Consider transfer articulation, including equivalencies and general education applicability,
- 2) Involve the GEATF early enough in the planning process to provide meaningful input into the development of changes, being sensitive to implementation time lines, and
- 3) Includes a proposed implementation date

Amended process for handling referrals to the Joint Review Committee (JRC)

(Note: Due to changes adopted by the Joint Conference Committee on October 21, 1999, and approved by the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona on November 19, 1999, the JRC has amended the process for handling referrals to the JRC. The changes are reflected below.)

Background

- The 1998 Higher Education Study Committee (HESC) report includes a flowchart and narrative describing the activities of the Joint Review Committee (JRC) as part of the formal process of identifying and meeting demonstrated needs for postsecondary education.
- The formal process which may result in a referral to the JRC has two steps:
 1. Upon failure of existing informal processes to resolve a need for postsecondary education, notification of the need and request to respond is published to ABOR, SBDCCA, Arizona public community colleges, and Arizona public and private universities, at which time a “90-day clock” starts.
 2. If, at the close of the 90-day period, the need remains unresolved in the view of the community college or the university, either institution may, with the support of its governing board, request a review by the JRC, at which time a “60-day clock” starts.

Given the above two-step formal process and in light of changes made by the JCC in October 1999, the JRC reviewed and early in 2000 approved amendments to its procedures. These amendments are shown below with additions reflected in ALL CAPS and deletions indicated by ~~strike through~~:

Step 1: Notification of Need and Request to Respond

Who shall publish the notification described in 1 above?	It is recommended that only an Arizona community college CHANCELLOR OR PRESIDENT OR A UNIVERSITY president can publish such a notice.
Who shall be sent the notification?	<p>It is recommended that the following shall be sent notification:</p> <ol style="list-style-type: none"> a. The executive director of the Arizona Board of Regents b. The executive director of the State Board of Directors for Community Colleges of Arizona c. The presidents of Arizona State University, Northern Arizona University, and The University of Arizona. d. THE RESPECTIVE CHANCELLORS OF THE PIMA AND MARICOPA COMMUNITY COLLEGE DISTRICTS. e. THE COLLEGE PRESIDENTS FO ALL OTHER COMMUNITY COLLEGE DISTRICTS. f. The executive director of the Arizona Commission of Postsecondary Education for further distribution to the presidents or other chief executive officers of all Arizona private universities.
What shall be the effective date at	It is recommended that notice shall be sent by U.S. Postal Office certified mail,

<p>which the 90-day clock for university response begins?</p>	<p>return receipt requested, and that the clock shall start effective the latest date on which the president, CHANCELLOR, or designee of ASU, NAU, or UA signs to certify receipt, or five working days after the return receipt certifies that mail was dispatched, whichever is sooner. The public universities AND COMMUNITY COLLEGES must respond within 90 days; private universities may respond at their option.</p>
<p>What shall be the content of the notification?</p>	<p>It is recommended that the notification should, at minimum:</p> <ol style="list-style-type: none"> a. Describe the community college's INSTITUTION'S efforts to seek informal resolution of the need through contact's with Arizona's public universities- OTHER ARIZONA PUBLIC POSTSECONDARY INSTITUTIONS. b. Provide sufficient detail to allow the universities to respond FOR AN ADEQUATE RESPONSE and supply a contact from which universities can obtain additional information CAN BE OBTAINED as needed. c. Demonstrate need using guidelines outlined in the 1998 HESC report. <ol style="list-style-type: none"> 1. Provide any other information which describes or demonstrates the need.
<p>Who shall respond for the universities TO THE NOTICE and to whom shall they respond?</p>	<p>It is recommended that the presidents of the Arizona public universities OR CHANCELLORS OF THE PUBLIC INSTITUTIONS and the president or other chief executive officer of Arizona private universities respond to the appropriate community college president PERSON WHO PUBLISHES THE NOTICE with copies to the executive directors of ABOR and SBDCCA who will copy the president of ABOR and the chair of SBDCCA who also serve as cooperating chairs of the Joint Conference Committee of the two Boards (JCC).</p>
<p>What shall be the content of the university response?</p>	<p>It is recommended that the university response should, at minimum:</p> <ol style="list-style-type: none"> 2. Describe the university's efforts to provide resolution of the need through the existing informal process of contacts with Arizona's public community colleges OTHER ARIZONA PUBLIC POSTSECONDARY INSTITUTIONS. 3. If the university RESPONDING INSTITUTION elects to pursue development of a new program or modify or provide access to an existing program, indicate how and on what timeline this process will proceed. 4. If the university RESPONDING INSTITUTION elects not to pursue the above, provide a statement of rationale and list of alternatives, as appropriate.

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Step 2: Request for JRC Review

Who shall request a JRC review described in 2 above?	It is recommended that only an Arizona community college president, CHANCELLOR OR with the support of his/her district governing board, OR A UNIVERSITY PRESIDENT, can make such a referral.
Who shall be sent the request for JRC review?	It is recommended that the following shall be sent the request for review: a. The co-chairs of the JRC b. The executive director of the Arizona Board of Regents c. The executive director of the State Board of Directors for Community Colleges of Arizona
What shall be the effective date at which the 60-day clock for JRC review begins?	It is recommended that the request for review shall be sent by U.S. Postal Office certified mail, return receipt requested and that the clock shall start effective the latest date on which the JRC co-chairs sign to certify receipt, or five working days after the return receipt certifies that the mail was dispatched, whichever is the sooner.
Who shall respond with the JRC's decision or recommendation and to whom shall they respond?	It is recommended that the co-chairs of the JRC shall communicate the JRC's decision/recommendation to the appropriate community college president PARTIES INVOLVED IN THE REVIEW with copies to the president of ABOR and the chair of SBDCCA in their capacities as cooperating chairs of the Joint Conference Committee of the two Boards (JCC). The JCC shall review the JRC recommendation and forward it to the two Boards.
What shall be the content of the JRC response?	It is recommended that the JRC response should include, at minimum: a. The history of efforts to informally and formally resolve the need. b. A determination regarding whether the need is or is not demonstrated. c. If the JRC finds that need is demonstrated, a recommendation regarding how the need can be met and an implementation plan and timeline. d. If the JRC finds that need is NOT demonstrated, a statement of rationale and a list of alternatives, as appropriate.

Other procedures:

- It is also recommended that the executive directors of the ABOR and SBDCCA work with their respective academic leadership (i.e., university and community college chief academic officers) to develop internal procedures to ensure that all university and community college CAO's and presidents are informed of notices of needs and requests to respond, and of requests for JRC review and so that, as needed, ~~community college presidents~~ APPROPRIATE INDIVIDUALS are prepared to provide notice and request responses, and request JRC review; and ~~university presidents~~ APPROPRIATE INDIVIDUALS are prepared to respond within the specified time limits.
- Where possible and necessary, the executive directors will convene joint staff meetings to discuss and resolve issues of mutual concern. As appropriate, the executive directors or designees will keep members of the JRC informed of staff deliberations including private university members, in cooperation with the executive director of the Arizona Commission for Postsecondary Education.

{INSERT FLOW CHART}

RESOLUTION
Joint Conference Committee of the
Arizona Board of Regents and the
State Board of Directors for Community Colleges of Arizona

WHEREAS, the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona have made a mutual commitment to meet the challenge of addressing the State's needs for postsecondary education; and

WHEREAS, the Boards' mutual commitment includes an agreement to increase collaboration through the maintenance and expansion of existing community college/university partnerships and other agreements; and

WHEREAS, the JCC acknowledges that the community colleges, the community college district governing boards, and the three universities are close to the communities and regions they serve and, therefore, in a position to assess the needs of local constituents; and

WHEREAS, collaboration between the community college districts and the universities ensures the best use of resources and avoids conflicts and misunderstandings;

THEREFORE, be it resolved that the Joint Conference Committee of the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona affirm the following:

1. Their strong belief that the State of Arizona is well served by partnerships in which Arizona public community colleges and Arizona public universities work collaboratively to meet the postsecondary education needs of Arizona citizens.
2. Their strong belief that voluntary partnerships between public community colleges and public universities strengthen the Arizona public postsecondary system through the prudent use of resources and by avoiding unnecessary program duplication.
3. Their strong desire that the Arizona public community colleges and universities actively collaborate, willingly combine resources and share expertise, and, above all, look to each other to meet the State's postsecondary needs through collaborative curriculum and functional instructional partnerships.

(Above adopted October 21, 1999, by the Joint Conference Committee)

4. Their strong position that if, after consulting with one another, the community colleges or the universities are unwilling or unable to form a partnership, the community colleges or the universities should be encouraged to partner with any entity able and willing to form partnerships to meet Arizona's postsecondary needs.

(Above added as amendment March 2, 2000, by the Joint Conference Committee)