

PROGRESS REPORT
ON
ARIZONA PUBLIC
POSTSECONDARY EDUCATION

2001

Progress Report on Arizona Public Postsecondary Education, 2001

Highlights

- ◆ The system for improving the transfer process for students in Arizona's public community colleges and universities has been developed over a five-year period and is now implemented, with clearly defined pathways to an extensive array of degree programs and active participation by all public postsecondary institutions in Arizona. Information regarding the system may be accessed on the web at: www.abor.asu.edu/special_programs/atass.
- ◆ More than 1,000 community college and university faculty members, advisers, and academic administrators have been engaged during the past year in working cooperatively to improve articulation efforts. The 37 discipline-based Articulation Task Force meetings have had average participation rates of over 90%.
- ◆ All public institutions have now submitted data to the Arizona State System for Information on Student Transfer (ASSIST), the comprehensive statewide database designed to support efforts to refine the transfer process as well as support the improvement of institutional effectiveness. Information about ASSIST can be accessed at: <http://www.asu.edu/assist/>.
- ◆ Improvements in computerization have produced an accessible, on-line Course Applicability System (CAS) and an on-line process for facilitating the process of determining course equivalency and applicability across the system. Students now have access to information on line that improves their ability to participate effectively and efficiently in the transfer process. Information about CAS can be accessed at: <http://az.transfer.org/cas/>.
- ◆ The cooperative environment generated by the extensive efforts to improve transfer and articulation has resulted in an absence of issues regarding unmet needs. No concerns about unmet needs for transfer arrangements have been referred to the Joint Review Committee for resolution during the past year.

INTRODUCTION

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 and the State Board of Directors for Community Colleges of Arizona have enhanced existing collaborative efforts and have implemented services and procedures. The oversight of the Joint Conference Committee (JCC) consisting of members of both Boards has ensured cooperation and collaboration. As required, 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 first 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 2001 and FY 2002. That footnote is shown below.

**Joint Legislative Budget Committee
Fiscal Year 2001 and 2002 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, 2001 and December 15, 2002.

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.

ARTICULATING POSTSECONDARY ACADEMIC PROGRAMS AND COURSES

Overview

Collaborative leadership provided by the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona has enabled 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 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. More than 2,000 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. Continued Process 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. The Articulation Task Forces continue their work to improve the pathways for students who want to transfer from the community colleges to the public universities. In the past year new agreements have been created for Education, and there has been increased understanding of the articulation agreements for the Bachelor of Applied Science degrees as detailed below.
- B. Training for Articulation Task Force Chairs:** Training for all Articulation Task Force Chairs was initiated this year. On September 14, 2001, the Maricopa Community College District hosted the event. The Articulation Facilitator and the Course Applicability System (CAS) Transfer Analyst conducted the training session. The session was video-taped for viewing by chairs who were unable to attend.
- C. Transfer Agreement for Bachelor of Applied Science:** At the October 2001 meeting, APASC approved policy language that supports transfer articulation of the Associate of Applied Science degree with the Bachelor of Applied Science. This policy will support guaranteed admission for students who complete the Associate of Applied Science degree into the Bachelor of Applied Science.
- D. Pathways Defined for Education Programs:** During the last year the Education Articulation Task Force has worked to further define the pathways for Elementary and Secondary Education degrees. Transfer guides that outline the appropriate Arizona General Education Curriculum (AGEC) and common courses are available. The pathway specifically provides for classroom experience at the lower-division for students, which has been a priority for both the universities and the community colleges. In the next year, the Education ATF will continue to work on the parallel pathway for

Special Education.

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 “Quality Team” comprised of the staff jointly funded by the Legislature and the institutions, has met on a 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.
 2. **Staffing:** Three positions are funded jointly by the Legislature, the community colleges and the universities to support statewide efforts. In addition, a fourth position has been added and is funded by the community colleges and the universities. During the last year a new staff member has been hired for the position of ASSIST Technical Analyst.
 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 continues to encourage the ATFs to expand their discussions to include curriculum and planning. Pathways are anticipated in Nursing, Engineering, and Special Education. Additionally, reaffirmation of AGECEC policy goals will strengthen pathways for Computer Science.
 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. A well-developed training presentation is shared with each ATF at the beginning of the annual meeting. The ATF Handbook, completed in the prior year, has been updated and is available at the ATASS Web-site. An electronic listserv allows for easy, regular and consistent information to all ATF members.
 5. **Accountability:** APASC has continued an annual evaluation to ensure participation in the discipline-specific Articulation Task Forces and other committees. It has not been necessary to have follow-up contacts with the Chief Academic Officers based on a 92% participation rate at all of the ATF meetings. It is anticipated that measures of effectiveness will be available through ASSIST.
 6. **Advising and Transfer Student Ombudspersons:** One of the priorities for APASC has been to provide timely, accurate and effective advising for transfer students. The Advising ATF has made significant progress toward providing of information for students at the campus and statewide level. Each community college and university catalog includes the relevant transfer policies and procedures, as well as providing information on college and university websites. During the last year, the Transfer Student Ombudspersons (TSOs) have established clear goals and common definitions. The ombudspersons have formed a TSO Network to provide the necessary support and ensure that students do not “fall between the cracks” at any part of the transfer process.

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. 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. In addition the CAS Technical Analyst and the CAS Transfer Analyst have worked collaboratively to develop the Arizona Course Equivalency Tracking System (ACETS) which provides on-line support for the curriculum routing process to evaluate community college courses for acceptability and applicability at the universities. This tracking system has eliminated paper transfer guides and ensures timely evaluation of courses. The universities have also converted paper transfer guides to interactive on-line guides available through CAS. The CAS website currently experiences over 2,000 “hits” per week. During the next year, it is expected that there will be improvements made to ACETS that will provide for electronic support for curriculum routing within the institutions.
2. Arizona State System for Information on Student Transfer (ASSIST): The ASSIST database has been populated for all institutions during this past year. The submission of data on a regular on-going basis is expected henceforth. It is anticipated that some measures related to student success and the effectiveness of the transfer model could be available within the next three years. This information would be based on a cohort of students who began at the community college in Fall 1999 and track their progress toward the completion of a baccalaureate degree within four years.

JOINTLY IDENTIFYING AND MEETING THE STATE’S POSTSECONDARY NEEDS

During 2001, the Arizona public community colleges and universities have acted jointly to meet the postsecondary needs of Arizona citizens. Through the oversight of the Joint Conference Committee and the activities of APASC, there are on-going opportunities for the community colleges and the universities to work together to plan and develop academic programs and articulation agreements. No program needs have been identified that are not already met by the universities and community colleges. Therefore the Joint Review Committee did not have any business to discuss.

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. The Joint Review Committee formed in response to the recommendations from the HESC.

A primary recommendation of the 1998 HESC report was that Arizona’s public community colleges and universities continue to 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 formal process that sets timelines for identifying and meeting demonstrated needs. Included in the 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 is scheduled 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 is comprised of eight voting members, four representing the public community colleges and four representing the public universities. Private universities are represented by up to two non-voting members.

As of November 2001, the Arizona public community colleges and universities have identified and acted to meet statewide needs without raising any issues for referral to the JRC.

SUMMARY

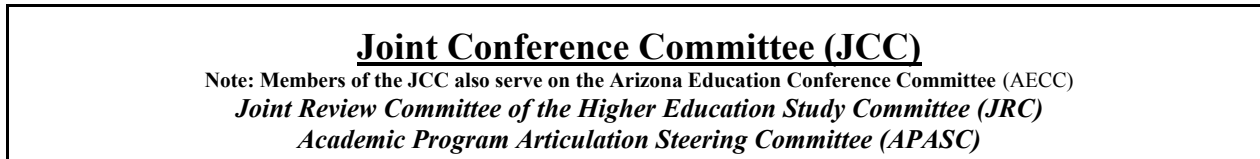
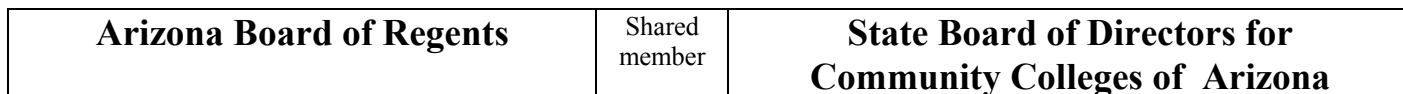
The New Transfer Model represents a successful effort of collaboration among the public universities and community colleges. Due to the dynamic nature of curriculum, the process is on-going. The evaluation of the model affirms that there is a shared opinion among the Chief Executive Officers and the 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 such efforts. Based on these successes and the future needs, continued support of the Arizona Legislature and consideration of the biennial budget is requested.

ATTACHMENTS

1. Chart of Arizona State-Wide Higher Education Collaborative Relationships
2. Background of Statewide Groups Mentioned in This Report
 - ◆ Joint Conference Committee (JCC)
 - ◆ Joint Review Committee (JRC)
 - ◆ Higher Education Study Committee (HESC)
3. Process for Joint Review Committee

Attachment #1

Arizona State-Wide Higher Education Collaborative Relationships



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)
- Arizona State System for Information on Student Transfer
- 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, 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), which in turn oversees the work of the statewide Articulation Task Forces, and the Articulation Facilitator and other ATASS personnel. 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 Arizona State System for Information on Student Transfer (ASSIST), and Technical Analysts for CAS and ASSIST. 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 ATASS to produce a statewide on-line publication listing how classes transfer from one school to another.



- ◆ **Discipline-Specific Articulation Task Forces (ATFs):** There are 37 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.
- ◆ **Academic Advising Articulation Task Force (AATF):** The AATF focuses on advising issues

affecting 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.

- ◆ **General Education Articulation Task Force (GEATF):** The GEATF 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.

Attachment #2

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 head of each Board appoints members and 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 the members of the Joint Conference Committee (JCC) for the year 2001:

State Board of Directors for Community Colleges of Arizona	Arizona Board of Regents
Conkie Hoover	Kay McKay
Patrick K. Carlin	Judy Gignac, Co-Chair
Lourdes Moreno-Jeong	Gary Stuart
Karen Rizk, Co-Chair	Myrina Robinson/Matt Meeker

THE JOINT REVIEW COMMITTEE (JRC)

The list below identifies the 2001 members.

Public Community Colleges	Public Universities	Private Postsecondary
Arthur DeCaboooter President Scottsdale Community College	Ronald Pitt Associate Provost Northern Arizona University	Deborah Robin, Director Keller Graduate School of Management
John Klein, President Central Arizona College	Randy Richardson, Vice President University of Arizona	Fred Zook, Provost Ottawa University
Karen Nicodemus, President Cochise College	Tom Trotter, Vice Provost Arizona State University	
Judith Doerr (Co-chair) Associate Executive Director State Board of Directors for Community Colleges of Arizona	Tom Wickenden (Co-chair) Associate Executive Director, Academic & Student Affairs Arizona Board of Regents	

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 of 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, SBDCCA		

Attachment #3

Process for JRC Review

JRC Review

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.

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?	It is recommended that the following shall be sent notification: 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 of 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 which the 90-day clock for response begins?	It is recommended that notice 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 president, chancellor, or designee 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.
What shall be the content of the notification?	It is recommended that the notification should, at a minimum: a) Describe the institution’s efforts to seek informal resolution of the need through contacts with other Arizona public postsecondary institutions. b) Provide sufficient detail to allow for an adequate response and supply a contact from which additional information can be obtained as needed. c) Demonstrate need using guidelines outlined in the 1998 HESC report. d) Provide any other information that describes or demonstrates the need.
Who shall respond to the notice and to	It is recommended that the presidents or chancellors of the public institutions and the president or other chief executive officer of Arizona private universities

whom shall they respond?	respond to the 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).
What shall be the content of the response?	It is recommended that the response should, at minimum: a) Describe the efforts to provide resolution of the need through the existing informal process of contacts with other Arizona public postsecondary institutions. b) If the 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. c) If the responding institution elects not to pursue the above, provide a statement of rationale and list of alternatives, as appropriate.

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 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, appropriate individuals are prepared to provide notice and request responses, and request JRC review; and 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.