

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

2002**

Submitted to the Joint Legislative Budget Committee

by

The Arizona Board of Regents

and

The Arizona Community College Districts

Progress Report on Arizona Public Postsecondary Education, 2002

Highlights

- ◆ More than 2,000 community college students completed the Arizona General Education Curriculum (AGEC), which satisfies the lower division general education requirements at the universities.
- ◆ More than 1,000 faculty members, advisers, and academic administrators have been engaged during the past year in working cooperatively to improve articulation efforts. Articulation Task Forces have had average participation rates of over 93%.
- ◆ The Course Applicability System (CAS) website currently experiences over 60,000 “hits” per week, compared to 2,000 “hits” per week at this time last year.
- ◆ An APASC appointed workgroup was charged with the development of a statewide Associate Degree for Teacher Education to meet the federal “No Child Left Behind Act” requirement for instructional aides to earn an Associate degree. The workgroup was comprised of both community college and university faculty members as well as a K-12 superintendent, principal and teacher. The collaboration resulted in an Associate of Arts in Elementary Education degree framework that will be implemented on community college campuses beginning Fall 2003.
- ◆ 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. The ASSIST database was successfully used for community college federal reporting requirements, including Carl Perkins III and Student Right to Know reporting.
- ◆ In the last academic year, not one student issue has been raised to the Academic Program Articulation Steering Committee – issues have been successfully addressed at the institutional level by the Transfer Student Ombudspersons.
- ◆ The cooperative environment generated by the extensive efforts to improve transfer and articulation is working. The Joint Review Committee has not been referred any concerns about unmet needs for transfer arrangements 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 2002. That footnote is shown below.

**Joint Legislative Budget Committee
Fiscal Year 2002 Budget Analysis and Recommendations**

New Footnotes

The community colleges and universities shall 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 approved majors, to facilitate the transfer of community college students to Arizona public universities without a loss of credit toward a baccalaureate degree and that the post secondary education needs of students statewide are met without unnecessary duplication of programs. The Arizona Board of Regents and the 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 and the State Board of Directors for Community Colleges on or before December 15, 2002.

Through the Joint Conference Committee, representatives from the Arizona Board of Regents and the State Board of Directors for Community Colleges receive periodic reports on articulation and joint postsecondary needs.

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.

Implementation of 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 in 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.
- B. **Statewide Associate Degree for Teacher Education:** This year, an APASC appointed workgroup was charged with the development of a statewide Associate Degree for Teacher Education to meet the federal "No Child Left Behind Act" requirement for instructional aides to earn an Associate degree. The workgroup was comprised of both community college and university faculty members as well as a K-12 superintendent, principal and teacher. The collaboration resulted in an Associate of Arts in Elementary Education degree framework that will be implemented on community college campuses beginning Fall 2003.
- C. **Program Articulation:** During the last round of Articulation Task Force (ATF) meetings, the Articulation Task Forces (ATFs) for 6 disciplines were asked to set a state standard score and credit hours awarded for the Advanced Placement exam in these disciplines: English, Mathematics, History, Chemistry, Biology and Physics. The ATF will report their decisions to APASC as part of their Fall meeting report. More ATFs will be assigned this task after APASC reviews the current recommendations. The Languages ATF had set a standard passing score for the CLEP examination in the Fall of 1999. The Languages ATF has now developed a statewide form for the certification of language proficiency that can be accessed on the Arizona Transfer Articulation Support Systems (ATASS) website.
- D. **AGEC Policy Language Update:** The General Education Articulation Task Force recently updated the language in the Arizona General Education Curriculum (AGEC) policy to allow for more

flexibility in response to changes in prior preparation of incoming transfer students.

- E. Training for Articulation Task Force Chairs:** Training for all Articulation Task Force (ATF) Chairs was continued this year. This year, due to budget constraints at all institutions, three regional sessions were scheduled so that travel and expenses would be reduced. The Articulation Facilitator and the Course Applicability System (CAS) Transfer Analyst conducted the training sessions. The sessions were well attended and well received by the participants. Meeting operations and reporting accuracy by the Articulation Task Forces have both been greatly improved based on the information faculty members acquire at the training sessions.

- F. Goal Setting and Strategic Planning:** On November 14 & 15, 2002, the Academic Program Articulation Steering Committee members will participate in a retreat hosted by Yavapai Community College in Prescott. APASC has identified that many of the original goals for the committee were accomplished as the transfer model was implemented. The focus of the retreat agenda will be the process for setting new goals for the transfer system and the development of a 3-5 year strategic plan to meet the goals.

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:** Four positions are funded jointly by the Legislature, the community colleges and the universities to support statewide efforts.
 - 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 continue to encourage the ATFs to expand their discussions to include joint curriculum 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. 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 93 % participation rate at all of the ATF meetings.

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. The Advising ATF held a statewide conference in January 2002. The statewide staff presented in 4 breakout sessions at the conference on the transfer system and the electronic tools that are a part of the system. During the last year, the Transfer Student Ombudspersons (TSOs) have established a common form and reporting mechanism for addressing student concerns related to their transfer process. The TSOs have been asked to identify areas that need to be addressed as part of a statewide evaluation of the transfer model.

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) that provides on-line support for the curriculum routing process to evaluate community college courses for acceptability and applicability at the universities. All evaluation of courses now takes place on-line using the ACETS system and this tracking 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 60,000 “hits” per week, compared to 2,000 “hits” per week at this time last year.** During the next year, it is expected that there will be improvements made to ACETS that will provide for electronic processing of ATF materials and the development of an electronic system for communication among ATF members prior and following ATF meetings.
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 whose progress would be tracked toward the completion of a baccalaureate degree within four years. ASSIST was utilized by all community college districts to meet their Carl Perkins III reporting requirements for the federal government. ASSIST will also be used to process Student Right to Know information in coming years.

JOINTLY IDENTIFYING AND MEETING THE STATE'S POSTSECONDARY NEEDS

During 2002, 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 post-secondary 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 2002, 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)

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)
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)
- Arizona State System for Information on Student Transfer (ASSIST)
- 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), the Arizona Transfer Articulation Committee (ATAC), 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 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.

Background of Statewide Groups

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 the members of the Joint Conference Committee (JCC) for the year 2002:

State Community College Board	Arizona Board of Regents
Judy Gignac	Kay McKay
Patrick K. Carlin	Fred Boice
Lourdes Moreno-Jeong	Gary Stuart, Co-chair
Karen Rizk, Co-Chair	Matt Meeker

THE JOINT REVIEW COMMITTEE (JRC)

- 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.

The list below identifies the 2002 members.

Public Community Colleges	Public Universities	Private Postsecondary
Arthur DeCabooter 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	TBA	
TBA	Tom Wickenden (Co-chair) Associate Executive Director, Academic & Student Affairs Arizona Board of Regents	

JRC Review

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.