

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

2003

Submitted to the Joint Legislative Budget Committee

By
The Arizona Board of Regents
and
The Arizona Community Colleges

Progress Report on Arizona Public Postsecondary Education, 2003

Highlights

- ◆ The Course Applicability System (CAS) website currently experiences over 130,000 “hits” per week, compared to 60,000 “hits” per week at this time last year and only 2,000 per week at this time two years ago.
- ◆ More than 2,750 community college students completed the Arizona General Education Curriculum (AGEC), which satisfies the lower division general education requirements at the universities. This represents a 37 percent increase over 2002.
- ◆ This year, nine out of ten community college districts have implemented the statewide Associate of Arts in Elementary Education degree, the tenth district is in process. This new degree will meet the federal “No Child Left Behind Act” requirements for instructional aides. This degree is expected to increase the number of teacher education students in the pipeline and thus, increase the number of certified teachers in the state.
- ◆ More than 1,100 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 percent.
- ◆ Training sessions for faculty members that chair Articulation Task Forces (ATFs) successfully continued this year. Meeting operations and reporting accuracy by the Task Forces has greatly improved based on information faculty acquire at the training sessions.
- ◆ All public institutions are current in their data submissions 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 is used for community college federal reporting requirements, including Carl Perkins III and Student Right to Know reporting. It has also been utilized for this year for grant related research and institutional reporting requirements.
- ◆ 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 Joint Conference Committee, which has policy oversight for the transfer model, was reorganized in 2003 in light of the disestablishment of the State Board of Directors for Community Colleges. The community college membership is now comprised of two community college presidents, (one urban and one rural) and two community college governing

board members, (one urban and one rural). The university membership includes three regents and one university president.

PROGRESS REPORT ON ARIZONA PUBLIC POSTSECONDARY EDUCATION, 2003

BACKGROUND

In 1996, the Arizona Legislature directed the state's public community colleges and universities to cooperate in articulating course transfers and academic programs, and to collaborate in identifying and meeting the postsecondary education needs of Arizona citizens. In response to this legislative direction, the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) enhanced existing collaborative efforts and implemented services and procedures. When the SBDCCA was disestablished by the state legislature in 2003, the community college responsibilities were assumed by the district governing boards. The oversight of the Joint Conference Committee (JCC) consisting of members of both the public universities and community college districts has ensured cooperation and collaboration. As required, regular progress reports have been submitted to the legislature, 1996-2002 from ABOR and SBDCCA and beginning with this report, from ABOR and the community colleges.

- Since 1996, the report outlined 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 report to the Legislature has addressed 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 submitted to the legislature in response to state statute. The text of the statute is shown below.

ARS 15-1824. Transfer Articulation; annual report.

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.

B. 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.

Through the Joint Conference Committee, representatives from the Arizona Board of Regents and the Arizona 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 Arizona community colleges has enabled the successful implementation of the Transfer Model. The Academic Program Articulation Steering Committee has been tasked with oversight of the implementation and evaluation of the model. Regular reports were 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.

Joint Conference Committee Re-established.

In June 2003, the State Board of Directors of the Community Colleges of Arizona (SBDOCA) was disestablished by the Arizona Legislature. Since the Joint Conference Committee (which has oversight for the transfer model) was comprised of members from both the Arizona Board of Regents (ABOR) and the SBDOCA, ABOR sought assistance from the Arizona Community College Association (an organization of the Arizona community colleges) to recommend membership to the JCC. The community college membership is now comprised of two community college presidents (one urban and one rural), and two community college governing board members (one urban and one rural). The university membership includes three regents and one university president.

The Arizona Transfer Model and the Arizona Transfer Articulation Support Systems (ATASS)

Curriculum and Policy

- 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' statewide Associate Degree for Teacher Education. In 2003, eight of the ten community college districts implemented the new Associate of Arts in Elementary Education. The remaining districts are in the process of developing the curriculum. In 2002, 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 and to support transfer for students who wanted to pursue a baccalaureate degree leading to certification. The workgroup was comprised of both community college and university faculty members as well as a K-12 superintendent, principal and teacher. This new degree will place more teacher education students in the pipeline and will be instrumental in producing more teachers to meet the increasing shortages in Arizona schools. The Education ATF is examining ways to increase the number of students with Special Education certifications to meet the increased demand statewide.
- B. **Program Articulation:** During the last round of Articulation Task Force (ATF) meetings, the Articulation Task Forces (ATFs) for six disciplines set a state standard score and credit hours awarded for the Advanced Placement exam in these disciplines: English, Mathematics, History, Chemistry, Biology and Physics. These new standards were implemented this Fall. More ATFs have been assigned this task based on APASC recommendations.
- C. **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. The General

Education ATF also passed a policy that strengthens the AGECEC by no longer allowing Pass/Fail grades to be used for AGECEC courses.

- D. **Training for Articulation Task Force Chairs:** Training for all Articulation Task Force (ATF) Chairs was continued this year. Again this year, 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. A new tool for ATF reports was demonstrated and all ATF meetings will now be supported with Internet access at the meeting.
- E. **Goal Setting and Strategic Planning:** In January 2004, APASC will participate in its annual retreat at Pima Community College. 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. APASC will also review the first stages of the evaluation of the transfer model and discuss next steps in the evaluation process.
- F. **Arizona General Education Curriculum (AGECEC):** More than 2,748 students have completed the Arizona General Education curriculum this year, a 34.7 percent increase over 2002. Completion of the AGECEC, grants the community college student admission to any of Arizona's public universities. A recent study by Pima Community College shows that students that complete the AGECEC and transfer to the university have a 65 percent completion rate in a baccalaureate program.
- G. **Evaluation of the Transfer Model:** The Arizona Transfer Model and the ATASS systems have been in full implementation for five years. The Academic Program Articulation Steering Committee, the body that oversees the policy components of the transfer model, began a multi-tiered evaluation process for the model this summer.

Support Systems

- A. Consistent with the 1996 Transfer Articulation Task Force (TATF) recommendations, the following components of a statewide approach to management are in place to support the Arizona Transfer Articulation Support System (ATASS).
 - 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. Under the direction of APASC, the Quality Team developed a Business Continuity Plan for the Arizona Course Applicability System. The AzCAS Business Continuity Plan outlines steps that can be taken to ensure the core business process supporting the transfer model and the dissemination of related information can continue should there be an interruption in services either at the central state server site or at one or more of the participating colleges and universities.
 - 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. APASC continues 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 38 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. Each fall, training

sessions are presented by the Articulation Facilitator and the CAS Transfer Analyst to prepare ATF chairs for their meeting responsibilities. The ATF Handbook is available at the ATASS Website. Electronic listservs allows for easy, regular and consistent communication to all ATF members. An Arizona Transfer Articulation Committee member is present at each ATF meeting to facilitate the discussion and provide information about the Transfer Model. A new reporting structure was developed for the ATF meetings this year. The new tool is entirely online and processes the meeting report and curriculum information more efficiently and lists all meeting information, agendas and reports in a central location.

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 this year.
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, providing information for students at the campus and statewide level. Each community college and university catalog and websites include the relevant transfer policies and procedures. The Advising ATF held its annual statewide conference in October 2003. The statewide staff presented on the transfer system policy updates as well as and changes to the electronic tools that are a part of the system. The Transfer Student Ombudspersons' (TSOs) common form and reporting mechanism for addressing student concerns related to their transfer process are now supported online, providing immediate information for problem resolution. This online database and routing tool will expedite communication and allow TSOs and advisors to track student issues and concerns. The TSOs have been asked by APASC to identify areas that need to be addressed as part of a statewide evaluation of the transfer model.

B. **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 is 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.

Use of the CAS website continues to increase. Currently it receives nearly **130,000 "hits" per week, compared to 60,000 last year, and only 2,000 "hits" per week at this time two years ago.** During the week of October 19, 2003, 3,679 individuals made 133,495 hits to CAS.

This year, upgrades were made to the systems that provide for electronic processing of ATF materials as well we an electronic system for communication among ATF members prior and following ATF meetings. This new enhancement has increased ATF communication and thus far expedited the reporting process for ATF chairs.

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 during the coming year. 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 is also used to process Student Right to Know information. Community colleges and universities are now beginning to add course level data into ASSIST which will enhance the reporting capabilities of the system for all institutions.

3. **Resources:** The state, the universities and community colleges jointly fund the technical and online support services. Initially, the state funded 60 percent of the budget and the universities and community colleges contributed the remaining 40 percent. As the system has increased in size and complexity, additional resources have been needed, which the institutions have provided. The universities and community colleges now fund more than 60 percent of the transfer system's total budget and the state allocation is about 37 percent.

JOINTLY IDENTIFYING AND MEETING THE STATE'S POSTSECONDARY NEEDS

During 2003, 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 was 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 2003, the Arizona public community colleges and universities have identified and acted to meet statewide needs without raising any issues for referral to the JRC. No issues have been raised to the JRC since 1999.

SUMMARY

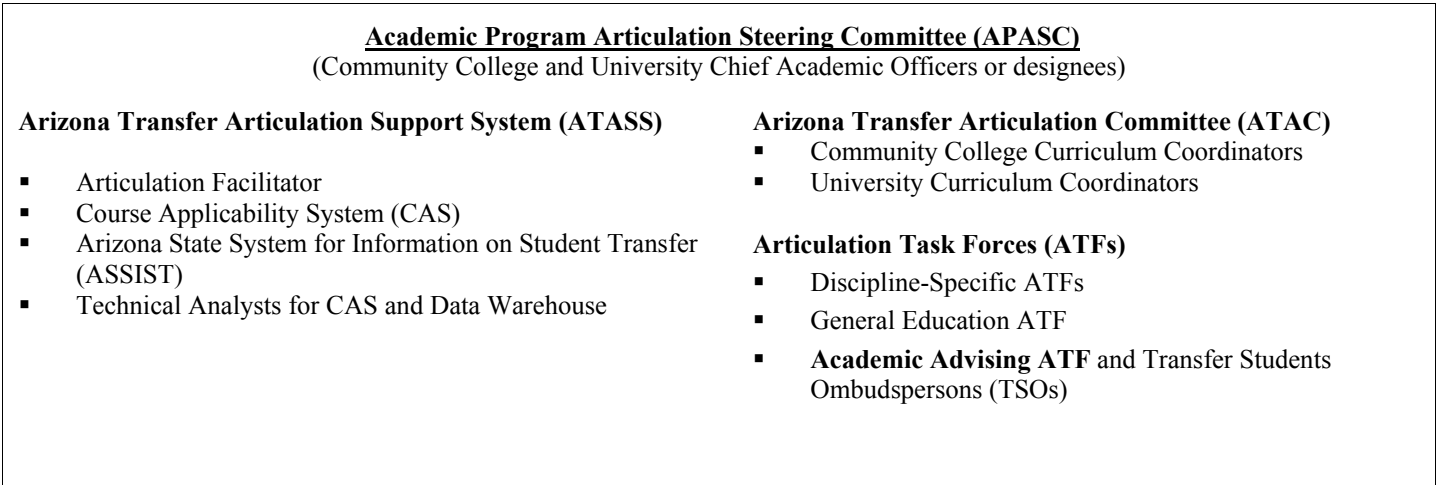
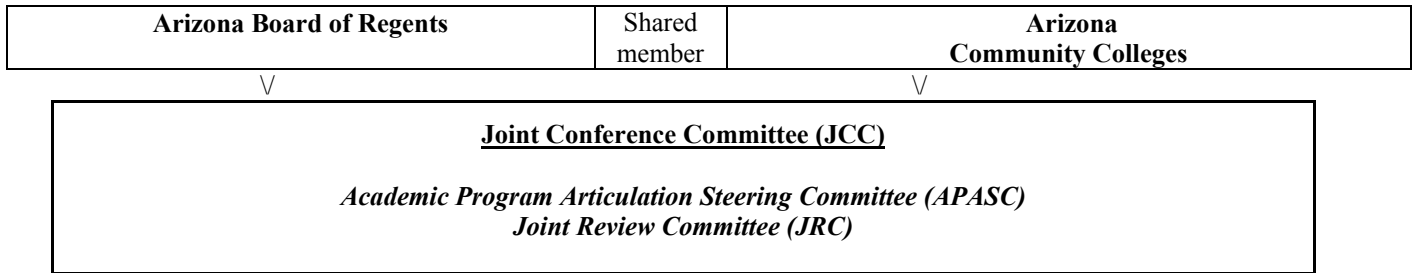
The New Transfer Model represents a successful effort of collaboration among the public universities and community colleges. Due to the dynamic nature of curriculum, the process is on-going. The evaluation of the model affirms that there is a shared opinion among the Chief Executive Officers and the 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 annual 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)
3. Chart of Arizona Course Applicability System (AzCAS)

ATTACHMENT 1

ARIZONA STATE-WIDE HIGHER EDUCATION COLLABORATIVE RELATIONSHIPS



The **Arizona Board of Regents (ABOR)** is the governing board for the state public universities and is directed in legislative statute to address transfer articulation with the Arizona community colleges. The **Joint Conference Committee (JCC)** consists of members from the ABOR and universities and the community colleges. 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 **Academic Program Articulation Steering Committee (APASC)** consists of community college and university chief academic officers. APASC oversees the work of ATASS, the ATAC 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.

ARTICULATION TASK FORCE STRUCTURE

- ◆ **Discipline-Specific Articulation Task Forces (ATFs):** There are 38 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.

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 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 that 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

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. With the disestablishment of the SBDCCA in 2003, the JCC is now composed of members of the Arizona Board of Regents, a university president, two community college presidents and two governing board members.
- 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 2003-04:

Community College Representatives	Arizona Board of Regents
Jan Guy, Trustee, Cochise CC District	Gary Stuart, Chair, Regent
Dr. Brenda Even Trustee, Pima CC District	Fred Boice Regent
Dr. Terry Calaway, President, Central Arizona College	Danelle Kelling, Student Regent
Dr. Larry Christiansen President, Mesa Community College	John Haeger President, NAU

The Joint Review Committee (JRC)

- The establishment of the Joint Review Committee (JRC), a group of community college and university representatives, is charged to resolve issues which might arise in identifying and meeting demonstrated statewide needs for post-secondary education.

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.

ATTACHMENT 3 Structure of Arizona Course Applicability System (AzCAS)

