

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

**Academic Year
2007-2008**

Submitted to the Joint Legislative Budget Committee

By

The Arizona Board of Regents

and

The Arizona Community Colleges

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EXECUTIVE SUMMARY

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

The report is divided into 2 major areas, **Articulating Postsecondary Programs and Courses** and **The Arizona Transfer Articulation Support System (ATASS)**. Key outcomes for the 2007-08 academic year are highlighted for each in this executive summary. An appendix provides more in-depth detail on some initiatives.

I. **Articulating Postsecondary Academic Programs and Courses**

Improvements to the System

- **New statewide website developed.** Renamed **aztransfer**, this site (www.aztransfer.com) is where students, faculty and staff access extensive information on transfer and articulation. The redesign provides a new look, clearer information and easier navigation, and will be available August 1, 2008.

Redesigning the website was one of the recommendations of Hezel Associates, Syracuse, NY, who conducted the first external study of Arizona’s articulation system in 2006-07.

- **Marketing initiative for high school juniors to be launched.** A promotional DVD and printed materials encourage students to pursue higher education and to introduce them to the Arizona General Education Curriculum (AGEC), a key academic component for students who begin at community colleges.

Joint Conference Committee (JCC)

- **Common Course Numbering System.** The JCC reviewed and discussed initial steps toward a possible common course numbering system; during 2008-09 21 state-wide faculty groups (Articulation Task Force groups or ATFs) will analyze the impact of increasing the number of courses with common numbers.
- **Expanded options for baccalaureate degrees.** The JCC continued work on the *Six Recommendations for Improving Access to Affordable Baccalaureate Degrees*, developed in 2006, specifically on the recommendation to expand baccalaureate options at community colleges.
- Presentations were made to the *ad hoc* Committee on Higher Education of the Governor’s P-20 Council on JCC initiatives which support recommendations for improving higher education in Arizona, which they developed during 2008.

II. The Arizona Transfer Articulation Support System (ATASS)

Curriculum

- **Over 5200 students completed the AGEC in the 2007-08 academic year.** The Hezel study found that students who transfer with an AGEC are more successful than students who transfer without having completed it. However, many students, possibly as many as half, complete the AGEC but do not transfer to an Arizona public university. [AGEC = Arizona General Education Curriculum]
- **CLEP and AP scores becoming standardized among community colleges and universities.** Sixty-two percent of AP and thirty-three percent of CLEP tests have, or soon will have, common cut scores; these scores result in students receiving college credit. This improvement facilitates transfer and is reducing a barrier to students that different scores at different institutions create. [CLEP = College Level Examination Program and AP = Advanced Placement Exams].

Resources

- **Community colleges and universities jointly fund 75% of the cost of the system.** When first created in the mid 1990's state appropriation covered 60% of the costs for the state-wide system. While the costs have risen over the years, the state's contribution has remained flat and now constitutes only 25% of the annual costs.

Program Effectiveness

- **Hezel Study Recommendations pursued.** The recommendations of the 2007 Hezel report continue to provide guidance for improving accountability for transfer and articulation in Arizona. A summary of the recommendations and progress to date is detailed in Appendix 3. The full report is available at <http://aztransfer.com/faculty> under "Resources."

Computer Based Systems

- **Website visitors increase by more than 8%.** Individual visits to the AZCAS, soon to be aztransfer, website increased to 195,428 visitors, more than 8% over the previous year, an indication of the considerable importance of the site to the transfer process.
- **ASSIST (Arizona State System for Information on Student Transfer) data base.**
 - The system is used to track cohorts of student transfer patterns (no individual identifiable information is accessible). Records on more than 2 million students and the 19 million courses they completed are now available to use in data analysis.
 - ASSIST data have been used by a statewide committee to define a methodology for establishing community college to university transfer rates.

**2008 Progress Report
ARTICULATION AND TRANSFER FOR
ARIZONA PUBLIC POSTSECONDARY EDUCATION**

BACKGROUND

In 1996, the Arizona Legislature directed the state's public community colleges and universities to cooperate in articulating course transfers and academic programs, and to collaborate in identifying and meeting the postsecondary education needs of Arizona citizens. In response to this legislative directive, the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) enhanced existing collaborative efforts and implemented services and procedures. When the SBDCCA was disestablished by the state legislature in 2003, the community college responsibilities were assumed by their 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 since 2003, from ABOR and the community colleges through the Arizona Community Colleges Association (ACCA).

- Since 1996, the report has outlined progress in implementing the 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 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.

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 on or before December 15 and shall provide a copy of this report to the secretary of state and the director of the Arizona state library, archives and public records.

ARTICULATING POSTSECONDARY ACADEMIC PROGRAMS AND COURSES

Overview

Collaborative leadership provided by the Arizona Board of Regents and Arizona community colleges has enabled the ongoing successful implementation of the Transfer Model. The Academic Program Articulation Steering Committee (APASC) has responsibility for the 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, the active involvement of members of the Articulation Task Forces (ATFs) and the appropriate use of technology.

In an effort to improve accountability, the first comprehensive study of Arizona's transfer articulation system, based on the model established in 1996, was commissioned by APASC and completed in May 2007 by Hezel Associates, Syracuse, NY. Since its release, this report has served as a guide for improvement of the transfer system by the statewide articulation committees.

Improvement to the System

During their September 2007 meeting, APASC members reviewed the nine recommendations presented in the Hezel Associates study, identified current activities and future plans, established a priority level, and assigned the responsible committee or committees to ensure that these recommendations are pursued. (See Appendix 3)

Some of the improvements during the year include, but are not limited to:

- The ATASS website, due to go live August 2008, has a new logo and banner, updated pages and better navigation.
- New portal pages for the various statewide committees are in place which will facilitate communication among members.
- The DVD for high school juniors nears completion, and is scheduled to be distributed to high school counselors during their early September workshops. This DVD introduces students to the Arizona General Education Curriculum (AGEC), encourages pursuing higher education and provides 'next steps.'
- Community colleges have been polled to learn which ones offer transfer orientation programs, and the institutions will be encouraged to include information on the transfer system in those programs. One of the Hezel recommendations was to increase the orientation programs since they are one way for students to learn about the transfer model.

Statewide committees continue to discuss training opportunities at all levels. Although there are online PowerPoint presentations to train faculty and others about the transfer system, additional training tools continue to be sought. Further, a strategic marketing plan for the Arizona Transfer Model has not been developed, but will be addressed this coming year.

At their January Retreat, APASC members reviewed their five goals to determine progress toward them, and developed action items, to use as a guideline for the next several years. (see Appendix 4)

Successes include but are not limited to: the development of extensive plans by the ATF Effectiveness Committee designed to ensure that the faculty communicate efficiently and in a timely manner as academic programs change; and the technology staff have implemented processes and are utilizing technology in ways that have saved considerable funds.

Stronger and more timely communication and collaboration between and among postsecondary institutions continues to be discussed, and the need for a comprehensive marketing plan to ensure better utilization needs to be developed.

Joint Conference Committee (JCC)

During this past academic year, the JCC considered several issues:

- Creation of a common course numbering system.
 - Models in other states were reviewed.
 - A summary of courses, statewide, which already have common numbers was compiled.
 - A set of 51 frequently transferred courses was developed. During the next academic year, the discipline specific statewide faculty groups will consider possible number changes to increase courses with common numbers.
- Recruitment of students who have completed the Arizona General Education Curriculum (AGEC) but have not completed either an associate degree or baccalaureate degree at an Arizona public institution.
 - According to the Hezel study, students who complete the AGEC at the community college are more likely to succeed at the universities than students who did not complete an AGEC prior to transfer. However, it is estimated that half of the students who completed the AGEC have not transferred to an Arizona public university. As the state seeks ways to increase the number of individuals with baccalaureate degrees, this may be an ideal group to reach out to.
 - The JCC investigated the possibility of a joint recruitment effort by the community colleges and universities. However, there is no centralized repository of student information that would support such an effort, or for individual community colleges to determine whether their students have completed degree requirements at another institution.
- Development of an implementation plan for the Joint Conference Committee (JCC) recommendation on expanding baccalaureate degrees at community colleges.

In December 2005, the JCC established a set of recommendations for improving affordable access to the baccalaureate degree. Recommendation V “Develop A Pathway For Baccalaureate Degrees At Community Colleges” provides that a mechanism be established by which a community college could be approved to offer a 4-year degree if an identified community need and student demand have been established and if no public university is able or willing to provide it. The JCC began drafting a review process, criteria to determine need and student demand, program requirements and possible governance model.

Key questions to be resolved include:

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

The Governor’s P-20 Council

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

THE ARIZONA TRANSFER ARTICULATION SUPPORT SYSTEM (ATASS)

Components

The Arizona Transfer Articulation Support System (ATASS) has a number of critical components: the Arizona General Education Curriculum (AGEC); the Pathways/Associate Degrees; the Course Equivalency Guide (CEG); the faculty, staff and administrators who make the system work by ongoing communication and collaboration; and the technology that supports these components.

Design

The transfer model was designed to allow for flexibility at the institutional level and to support the dynamic needs of college and university curricula.

The design of the transfer model includes the general education core that is common and transferable between and among the community/tribal colleges and the public universities. The AGEC constitutes over half (35-38) of the curricular requirements for the transfer associate degrees. Additionally, many majors have common courses, which are in addition to the AGEC courses, and are included in the associate degrees. They are also accepted toward the baccalaureate degree for specific majors at the universities.

As indicated earlier, the AGEC has been demonstrated to be the key component to ensure transfer student success.

- The percentage of students transferring from an Arizona community college to one of the universities with an AGEC has increased significantly over the last six years.
- More than 5200 students completed the AGEC during the 2007-08 academic year. This number reflects a steady increase in “AGEC completers” since the first official data were compiled in 2002. During that year, 2000 students completed an AGEC.
- As reported in the Hezel study, students who complete the AGEC at community colleges are more successful when they transfer to the universities than are other transfer students. In addition to satisfying lower-division general education requirements, completion of the AGEC guarantees admission to any of Arizona’s public universities.

Curriculum

Discipline specific Articulation Task Forces (ATFs) with representatives from all community colleges and universities offering that discipline meet at least annually. The ATFs address program and course

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

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

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

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

Training

Training for all Articulation Task Force (ATF) chairs and members continues to be delivered at the institutional level. This reflects the strength at participating institutions in local expertise about ATF processes and goals, and the strong institutional commitment to support of the ATFs. Additionally, there is a training PowerPoint for chairs, hosts and members online, and the ATF Handbook is in the process of being updated. These online tools are available on the newly designed Faculty/Admin Home page.

Reaching Out to Arizona's High Schools

APASC coordinated the development of a DVD designed for high school juniors, who are uncertain about their academic direction and/or future, to introduce them to the coordinated efforts of the community colleges and universities. Created during 2006-07, the promotional video went into production during the summer of 2007 and will be debuted at the three Regional Conferences for high school counselors, in early September 2008. This video was produced by the Maricopa Colleges Television (MCTV) at Scottsdale Community College.

Support Systems

A. Management

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. Organizational Structure

The Business Continuity Plan, created in 2003 and adopted by each participating institution, assures that procedures and resources are in place on each campus to ensure continuity of CAS and ATASS services to the community in the event of an interruption at the central state server site, or at one or more of the participating colleges or universities.

2. Staffing

Six positions are funded jointly by the legislature, the community and tribal colleges and the universities to support statewide efforts: two CAS technical analysts; two ASSIST staff; a business analyst; and an articulation facilitator.

3. Resources

The state, the universities, and the community college districts jointly fund the technical and online support services. The FY 08 ATASS budget was \$843,155, of which 25% came from state appropriations. In the late 1990's, 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. Tribal institutions were brought into financial structure in the 2008 fiscal year.

B. Program Articulation

1. ATF Responsibilities

The discipline-specific ATFs review and, as needed, modify 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.

- Arizona's community colleges continue to provide data about AGECE courses and requirements to a statewide AGECE database, housed in CAS, using the CAS technical infrastructure to create and maintain it.
- Alignment between courses taken at the community college and university majors has been improved through continued development of "major guides" for common majors at the Arizona public universities. These guides allow students to see the specific courses required for lower-division preparation for the major at the university that can be completed at the community college.

2. ATF Effectiveness

The Articulation Facilitator is responsible for monitoring the activities and decisions of the 40 discipline specific Articulation Task Forces (ATFs). As the ATF Effectiveness Committee continues to meet, input will be requested from existing ATFs to ensure that their issues are being sufficiently addressed. Some of these issues include: dwindling resources to support participating in and/or hosting meetings; assessing the effectiveness and desirability of the current configuration of some of the ATFs; dealing with interdisciplinary/multidisciplinary academic areas; training; etc.

C. Program Effectiveness

1. Accountability

The nine Hezel Recommendations provide guidance and are being addressed in part by the non-discipline specific ATFs, and through the implementation of the APASC goals. Hezel provided the first objective analysis of the transfer model, and a baseline for subsequent studies. The report indicated a strong system, but provided direction for improvements. ASSIST helps monitor transfer and student success.

2. Institutional Participation

APASC conducts an annual analysis of institutional participation in the discipline-specific Articulation Task Forces and other committees by monitoring member attendance and reporting back to the chief academic officers of the institutions when lack of attendance is identified.

3. Advising and Transfer Student Ombudspersons

A key provision of the 1996 transfer model design was improved academic advising, and one of the priorities for APASC has been to support efforts to provide timely, accurate and effective advising for transfer students. The Hezel study reiterated the importance of academic advising to the success of transfer students. Based in part on the study's recommendations, improving advisor training and communication will continue to be a focus this year.

4. Admissions and Records ATF

The Admissions and Records ATF has as ongoing topics, how institutions certify AGECS, AGECS "in progress", and degrees on transcripts since this process differs from one institution to another; the implications and implementation of Prop 300 regarding undocumented alien students; and SAIS legislation.

D. Computer-Based Systems

The Arizona Transfer Articulation Support System's budget appropriation has provided the resources necessary for on-going development and maintenance of the Course Applicability System (CAS) and the Arizona State System for Information on Student Transfer (ASSIST).

1. AZCAS

- The number of visitors and the number of hits increased in 2007, from 2006. The number of unique visitors in 2007 was 195,428, an increase of 14,495 or 8%. The number of website "hits" in 2007 was 11,346,451 which is a significant increase from 2006 (in part because of all the web redesign activity).
- As part of the redesign of the statewide website, AzCAS will soon be designated "aztransfer."
- The original scope of the CAS project is fully implemented. There have been upgrades in all of the software programs that support CAS, which the Arizona CAS technical analysts implemented this year.
- CAS has been re-branded; in the upcoming year it will become "u.select."

2. Arizona State System for Information on Student Transfer (ASSIST)

Participation by Arizona's public institutions in the Arizona State System for Information on Student Transfer (ASSIST) continues to be strong with continual improvements in the timeliness and quality of the data. The ASSIST database currently holds records for over 2 million current and former students who have taken over 19 million courses. Many institutions have provided up to nine years of basic enrollment, degree, and course data.

- ASSIST continues to be utilized by many community college districts to meet their federal reporting requirements for Carl Perkins III and Student Right to Know information, and state dual enrollment course reporting requirements.
- Two issues of the *ASSIST E-News*, an electronic newsletter, were issued and distributed to 71 authorized ASSIST users and Steering Committee members. Four progress reports were submitted to APASC during the year; these reports were re-formatted this year to highlight the status of key ASSIST projects and list the file submission and loading status by each participating institution.

- The expanding capabilities of the ASSIST database were demonstrated at the annual spring meeting held at Yavapai College and attended by 32 participants, a 28 percent increase over last year's registration. Presentations were made on topics such as: (1) tracking dual enrollment students; (2) time-to-degree at the universities for a community college's transfer students; (3) the Lumina Foundation Transfer Network study; (4) course taking behavior and outcomes after completing a community college math course; and (5) studying concurrent enrollment using the newly added current semester registration data for the community colleges.
- Considerable effort was devoted in the spring to develop definitions and methodology to measure transfer rates for Arizona public postsecondary institutions. . Using ASSIST data, a statewide work group comprised of representatives from rural and urban community colleges, universities, the Arizona Board of Regents, the Arizona Transfer Articulation Support System, and the Governor's P-20 Council was established in April to study the issues, define state standards for a transfer student cohort, and make recommendations for a state transfer rate model.

3. Interface Management Systems

APASC, in support of its mission to improve the effectiveness of the transfer model, has entered into a contract with Interface Management Systems (IMS), with funds from ABOR, which will provide students attending Arizona's public institutions with the ability to import their own academic history into the Course Applicability System (CAS), to develop a personal planning guide. Planning guides are designed to provide students with an unofficial transfer audit, showing how the courses they have completed at Arizona public post-secondary institutions apply toward their anticipated baccalaureate degrees. Currently, generating a planning guide requires a student to hand-enter each course. With the interface provided by IMS, students will be able to request that their academic records be sent to the Arizona's CAS system by simply pushing a few keys. Pima Community College has fully implemented the uploading of planning guides. Several institutions are expected to go on-line with the program in the upcoming academic year.

JOINTLY IDENTIFYING AND MEETING THE STATE'S POSTSECONDARY NEEDS

During 2007-08, 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 (JCC) and the activities of Academic Program Articulation Steering Committee (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 and to develop policies and procedures which facilitate student transfer. No program needs have been identified that are not already met by the universities and community colleges.

In 2005-06, the JCC embarked on an initiative to address expansion of access to baccalaureate degrees in Arizona. Building on the infrastructure of Arizona's transfer model, the JCC developed six specific recommendations for providing increased access to affordable baccalaureate degrees through greater collaboration between the public community colleges and universities. These recommendations address the following:

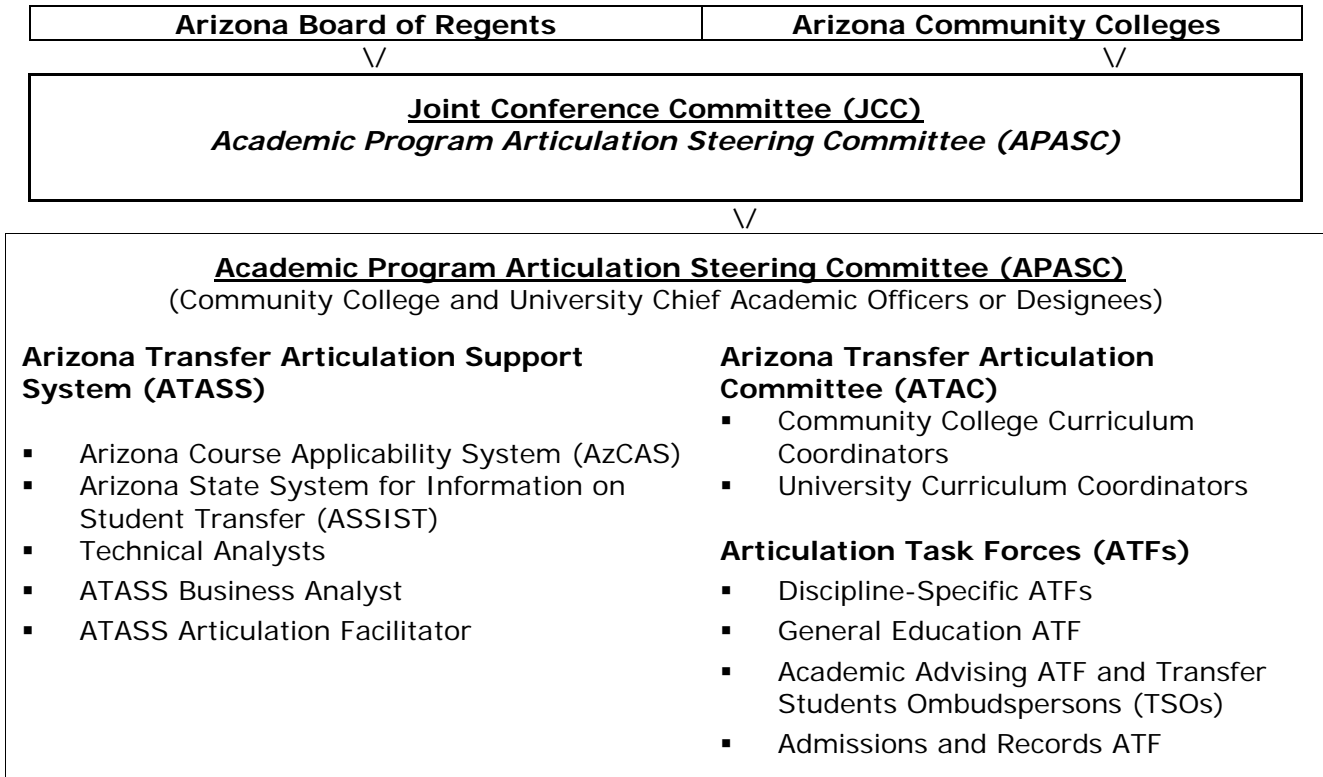
- I. Increase transfer credits for select programs**
- II. Increase the number and scope of community college-university partnerships**

- III. Establish joint funding models**
- IV. Expand Arizona University System campuses and statewide programs**
- V. Develop a pathway for baccalaureate degrees at community colleges**
- VI. Explore the need and create a pathway for a 4-year regional degree granting college.**

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

APPENDIX 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 ABOR as well as universities and 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, 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 Course Applicability System (CAS), the Arizona State System for Information on Student Transfer (ASSIST), Technical Analysts for CAS and ASSIST, and the Business Analyst and Articulation Facilitator. Resources for ATASS are provided jointly by the Arizona Legislature, the public and tribal community colleges, and the public universities.

The **Arizona Transfer Articulation Committee (ATAC)** manages the operational procedures of transfer articulation between and among Arizona’s public post-secondary institutions. ATAC

meets to resolve issues related to course equivalencies and to recommend transfer policy changes to APASC.

ARTICULATION TASK FORCE STRUCTURE

- ◆ **Discipline-Specific Articulation Task Forces (ATFs):** There are 40 discipline-specific ATFs consisting of community college and university faculty. Each community college or university that offers courses in a given area is eligible for ATF membership. ATFs meet at least once per year to discuss and recommend how community college courses transfer to the universities.

The ATFs include: Administration of Justice Studies, Agriculture, Allied Health, Anthropology, Art, Biology, Business, Chemistry, Communication, Computer Science, Dance, Early Childhood Education, Economics, Education, Engineering, English, Exercise Science-Health and Physical Education-Recreation-and Wellness, Family and Consumer Sciences, Geography, Geology, History, Hospitality, Humanities, Interior Design, Journalism and Media Arts, Languages, Mathematics, Music, Nursing, Parks and Recreation, Tourism & Nonprofit Management, Philosophy, Physics-Physical Science-and Astronomy, Political Science, Psychology, Religious Studies, Social Work, Sociology, Technology, Theatre Arts and Women's Studies.

- ◆ **Academic Advising Articulation Task Force (AAATF):** The AAATF focuses on advising issues affecting community colleges and universities. Its membership includes administrators, faculty and academic advisors. The Advising ATF provides support for Transfer Student Ombudspersons (TSOs) who help students with transfer transitions at each community college and university.
- ◆ **General Education Articulation Task Force (GEATF):** The GEATF is responsible for designing and monitoring the Arizona General Education Curriculum (AGEC) which is a prescribed core of courses that transfer from the community colleges to the universities to satisfy general education requirements. The GEATF membership includes faculty and academic administrators from each community college district, the tribal colleges and the public universities.
- ◆ **Admissions and Records Articulation Task Force (A&R ATF):** This ATF was formed in response to a need to develop better communications related to the recording of student completion of the components of the transfer model and to ensure that policies and their implementation are clear and consistently applied. Further, this group is the focal point for issues regarding Prop. 300.

APPENDIX 2

The Joint Conference Committee (JCC)

- The JCC was established in 1981 by the Arizona Board of Regents (ABOR) and the State Board of Directors for Community Colleges of Arizona (SBDCCA) to provide oversight of agreements between the community colleges and universities that enhance the access of students throughout the state to four-year degree programs. With the disestablishment of the SBDCCA in 2003, the JCC is now composed of members of the Arizona Board of Regents, a university president, two community college presidents and two community college district governing board members.
- In addition to other duties, the JCC oversees the implementation of the recommendations included in the 1996 Report of the Transfer Articulation Task Force (TATF) and the 1998 Report of the Higher Education Study Committee (HESC). The JCC resolves disagreements that may arise in implementing recommendations. The JCC is assisted in its oversight tasks by the Academic Program Articulation Steering Committee (APASC). The JCC meets no less than twice each year.
- The list below identifies the members of the Joint Conference Committee (JCC) for the year 2007-08

Community College Representatives	Arizona Board of Regents
Dr. Maria Hesse (Co-Chair) President, Chandler- Gilbert Community College	Dr. John Haeger President, NAU (Co-Chair)
Dr. Brenda Even Trustee, Pima CC District	Christina Palacios(July-December '07) LuAnn Leonard (January-June '08) Regent
John Lines Trustee, Eastern Arizona College	Fred DuVal Regent
Dr. James Horton President, Yavapai College	Mary Venezia Student Regent
Kathy Boyle Executive Director Arizona Community College Association	Joel Sideman Executive Director Arizona Board of Regents

APPENDIX 3

APASC Progress on Hezel Recommendations

I. SPONSOR CAMPAIGN TO INCREASE STUDENT AWARENESS OF THE TRANSFER SYSTEM.	
<p>Current activities</p> <ul style="list-style-type: none"> DVD is in production for high school students who are undecided about their college/career. It will debut and be distributed at the Regional Conferences for high school counselors in September 2008. It will also be available online. A brochure, bookmark, business/wallet cards and poster were also developed as accompanying pieces to advertise the Arizona Transfer Model and particularly the Arizona General Education Curriculum, AGECE, to high school students. 	<p>Future activities</p> <ul style="list-style-type: none"> The APASC Communication Subcommittee will develop a comprehensive list of activities to increase student and constituent awareness, including a timeline and budget. This will include a major marketing campaign. Community colleges were polled to learn which ones offer orientations, in which transfer model information could be incorporated. APASC Communication Subcommittee will develop a one page flyer about ATASS for distribution at community college orientations.
<p>Priority : Very High</p>	<p>Responsibility: APASC Communication Subcommittee and the Advising ATF</p>
II. PROVIDE ADDITIONAL AND ON-GOING TRAINING TO ADVISORS.	
<p>Current activities</p> <ul style="list-style-type: none"> Academic Advising ATF meets regularly. AAATF has established a subcommittee to develop and update training/advising website information. 	<p>Future activities</p> <ul style="list-style-type: none"> Incorporate advising best practices information and tools from all AZ postsecondary institutions into AzCAS. Develop a list of links to appropriate online tools from all AZ postsecondary institutions. Insure that institutional orientation/advising materials incorporate information about the Arizona Transfer Model and TSO's
<p>Priority: High <i>ACCPC designate this as third highest priority: #3</i></p>	<p>Responsibility: Advising ATF</p>
III. IMPROVE & INCREASE COMMUNICATION BETWEEN COMMUNITY COLLEGES & UNIVERSITIES.	
<p>Current activities</p> <ul style="list-style-type: none"> There are 40 discipline specific ATFs that meet annually There are four non-discipline specific ATF that meet regularly: Arizona Transfer Articulation Committee, Advising ATF, Admissions and Records ATF, General Education ATF APASC has established an ATF Effectiveness Subcommittee. Community colleges and universities participation in APASC and the JCC. Establish stronger policies and direction on time 	<p>Future activities</p> <ul style="list-style-type: none"> Insure institutional involvement by continuing to support the ATF efforts. University and community college presidents should participate in at least one ATF annually to become familiar with the system and issues. Insure that the highest level of postsecondary administration and the legislatures are in the communication loop.

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

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

VII. STANDARDIZE ADMINISTRATIVE PROCESSES RELATED TO THE TRANSFER SYSTEM.	
Current activities <ul style="list-style-type: none"> • Transcripts are being collected to demonstrate how community colleges designate an AGEC, AGEC in progress and degrees 	Future activities <ul style="list-style-type: none"> • Share information being collected about the placing of AGEC and degree information on transcripts, to minimize confusion.
Priority : High	Responsibility: Admissions and Records ATF
VIII. UNIVERSITIES SHOULD CREATE STUDENT-ORIENTED TRANSFER CENTERS OR OFFICES.	
Current activities <ul style="list-style-type: none"> • Some universities do have orientation programs for transfer students. • Some universities do have transfer centers. 	Future activities <ul style="list-style-type: none"> • Do an inventory with the universities to learn how transfer students access information and services available to transfer students. • ATASS staff can facilitate AzCAS training on all community college and university campuses to insure that university staff members are well informed/updated on the Arizona Transfer Model.
Priority: High <i>ACCPC designated this as second highest in priority: #2</i>	Responsibility: Advising ATF and Admissions and Records ATF
IX. COMMUNITY COLLEGE APPLICATIONS SHOULD INCLUDE AS EARLY ALERT SYSTEM FOCUSING ON OLDER STUDENTS.	
Current activities	Future activities <ul style="list-style-type: none"> • Develop a brochure specifically for returning and/or mature students. • Develop an alert system at the point of application for returning students.
Priority: Low	Responsibility: Admissions and Records ATF

10.23.08

APPENDIX 4

APASC Review of Goals and Outcomes 2007-2008

MISSION

Provide leadership to create and sustain statewide processes and relationships among higher education institutions in Arizona to facilitate students' completion of degrees.

SCOPE OF SERVICES

The APASC scope of services supports the mission statement of APASC and the priorities as set by APASC.

GOALS AND OBJECTIVES

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

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

Outcomes

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

Challenges

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

Goal #2 – Assess and improve the Transfer Model

Outcomes

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

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

Challenges

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

Goal #3 – Effective administration of ATASS

Outcomes

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

Challenges

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

Goal #4 – Effective communication regarding ATASS to relevant constituents

Outcomes

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

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

Challenges

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

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

Outcomes

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

Challenges

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

10.24.08

