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ABSTRACT

Arizona's Transfer Articulation Task Force made recommendations to develop a New Transfer Model and Support Services to provide community college students a seamless transfer to public universities through the use of articulated pathways for baccalaureate degrees. This progress report contains an executive summary, background, progress on implementation of new transfer model, progress on implementation of support for transfer of models, and a summary. It also provides a table on the implementation of the New Transfer Model and Support Services, which displays the current status of each of the elements of the transfer model and the new support systems. The Progress on Implementation of New Transfer Model section looks at the topics of new transfer degrees, transfer blocks for general education, major requirements, associate degrees, and new pathways for transfer; the Progress on Implementation of Support Systems for Transfer Models discusses new management systems, new advising systems, new computer-based information systems, and an evaluation of the new transfer model. Attached to the report are a definitive timeline, transfer pathways for the most popular baccalaureate programs selected by transfer students in Arizona, and evaluation measures of the new transfer model. (VWC)

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PROGRESS REPORT OF THE

NEW MODEL AND SUPPORT SERVICES FOR

TRANSFER STUDENTS IN ARIZONA

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ARIZONA BOARD OF REGENTS AND THE

STATE BOARD OF DIRECTORS FOR

COMMUNITY COLLEGES OF ARIZONA

December 15, 1998

This report was approved at the November meetings of the

Arizona Board of Regents and the State Board of Directors

for Community Colleges of Arizona.

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PROGRESS REPORT ON THE NEW MODEL AND SUPPORT SERVICES

FOR TRANSFER STUDENTS IN ARIZONA

EXECUTIVE SUMMARY

In 1996 at the direction of the Arizona State Legislature, the Arizona Board of Regents and the State Board of Directors for Community Colleges in Arizona formed the Transfer Articulation Task Force. During the last two years, this Task Force has made recommendations to develop a New Transfer Model and Support Services. This model will provide for a seamless transfer for community college students to the public universities through the use of articulated pathways for baccalaureate degrees.

Implementation of the model and support services has begun. Full implementation of the curriculum changes will occur in January 1999. The various support systems are in the process of being implemented. Full implementation is anticipated by June 2000. The considerable progress toward full implementation of the degrees is attributed to the collaborative effort of the

Joint Conference Committee, the Academic Program Articulation Steering Committee, the Course Equivalency Guide Steering Committee, and the Articulation Task Forces. The current status of each of the elements of the new transfer model and the new support systems is described below in Table 1.

TABLE 1: Implementation of New Transfer Model and Services

COMPONENT	IMPLEMENTATION STATUS
New Transfer Model	**100% Complete, Implementation January 1999**
Transfer Credit Limits	100% Complete
Transfer Degrees	100% Complete Implementation 1/1999
Common Major Requirements - Minimum of 6 credit hours - As many as possible	 100% Complete On-going - average # of credits for common courses is 14.5
Transfer Blocks for - General Education - Major Requirements - Associate Degrees	 100% Complete 100% Complete 100% Complete
Pathways for Transfer	100% Complete Implementation 1/1999
New Support Services	**Implementation by June 30, 1999**
Management System	Implementation by June, 1999
Advising System	In progress, completion dependent upon availability of resources
ATASS (computer-based information systems) - Course Applicability System	 Demonstration Phase in Progress, Limited State-wide implementation scheduled January, 1999 Full State-side implementation, June 2000 State-wide Implementation Scheduled: June, 1999

BACKGROUND

This report is submitted in fulfillment of the Joint Legislative Budget Committee (JLBC) request for a semi-annual report from the Transfer Articulation Task Force. The initial report of the Transfer Articulation Task Force was presented to and accepted by the JLBC on December 4, 1996. Subsequent progress reports have been prepared by the Task Force and accepted by the JLBC in December, 1997 and June 1998.

The Task Force was formed at the direction of the Arizona State Legislature with the purpose of providing a "seamless" transfer articulation model and the services necessary to support the model. To that end, changes have included the development of three transfer degrees and a concept of pathways that will articulate to baccalaureate degrees offered at the public universities. The Task Force recommendations also provided for the necessary support services that are required to maintain the New Transfer Model. These include the addition of a Statewide Articulation Facilitator and two computer-based information systems (the Course Applicability System and the Transfer Student Data Warehouse). Responsibility to implement the Task Force recommendations was given to the Joint Conference Committee and the Academic Program Articulation Steering Committee (APASC).

This report provides an update on the implementation of the New Transfer Model and the accomplishments of the Joint Conference Committee, APASC, and the Articulation Task Forces. It also provides information on the implementation of the Arizona Transfer Support Systems (ATASS).

REQUEST TO AMEND THE FOOTNOTE LANGUAGE

A legislative footnote requires the Transfer Articulation Task Force to meet four times per year and provide a semi-annual report to the JLBC in June and December. Based on the definitive timeline for implementation of the new model, the Task Force requests a change to the footnote language to permit for meetings two times per year and an annual report. The change is proposed by the Arizona Community College Presidents Council and supported by the Transfer Articulation Task Force. The amended footnote would read as follows:

"The Arizona Board of Regents and the State Board of Directors for community Colleges shall continue the transfer articulation task force comprised of university and community college members who are representatives of faculty, academic administration, student services and the chief executive offices. It is the intent of the legislature that the task force meet ~~quarterly~~ AT LEAST SEMI-ANNUALLY to CONTINUE TO improve statewide articulation and transfer system, including the process for transfer of lower division general education credits, general elective credits and curriculum

requirements for majors, and TO INSURE THE agreement that assures that community college students may transfer to Arizona public universities without loss of credit toward a baccalaureate degree. The Arizona Board of Regents and the State Board of Directors for Community Colleges shall FORWARD AN ANNUAL report of their progress to the Joint Legislative Budget committee on December 15, 1999."

PROGRESS ON IMPLEMENTATION OF NEW TRANSFER MODEL

A. New Transfer Degrees: *Implementation scheduled for January, 1999.* The community colleges have developed three basic transfer degrees, the Associate in Arts (AA), the Associate in Business (A Bus), and the Associate in Science (AS). At this writing, these degrees have been approved by the district curriculum committees for each community college district. All of the community colleges will have the transfer degrees available for January, 1999.

B. Transfer Blocks for General Education, Major Requirements and Associate Degrees. *Implementation is scheduled for January, 1999.* The concept of block transfer is incorporated in the model. Completion of the AGEC or the new Associate degrees will transfer as a block to the university and will apply to the graduation requirements for any major in the defined pathway. The community colleges have developed the AGEC curricula and they have been reviewed by the General Education Articulation Task Force. All of the AGEC curricula will be implemented by January, 1999, although several colleges implemented the new AGEC in Fall 1998.

The Task Force amended the AGEC-S to include two biology courses as options for completing the science requirement. This change is in response to a request from the Biology and Psychology Articulation Task Forces.

C. New Pathways for Transfer. *Implementation is scheduled for January, 1999.* The university baccalaureate degrees have been reviewed by the discipline specific ATFs to determine the appropriate pathway for articulation with one of the new transfer degrees or with the transfer guides for the Transfer Guide/Exceptional Requirements pathway.

The Task Force has approved the addition of a seventh pathway, the A Bus/SR

pathway. This creates a parallel structure for each of the transfer degrees. It is a change that was requested by the Computer ATF.

Attachment B contains the transfer pathways for the Baccalaureate Degree Programs that are selected by a majority of transfer students.

PROGRESS ON IMPLEMENTATION OF SUPPORT SYSTEMS FOR TRANSFER MODELS

A. New Management System. *Implementation is in progress, completion anticipated in Spring, 1999.* The new transfer model may require a new approach to the statewide oversight and management of transfer articulation. The Task Force has made recommendations regarding the components of this management structure. These include:

1. **Organizational Structure.** *Organizational review is planned for Spring, 1999.* The Task Force has appointed a subcommittee to recommend a structure to manage the new transfer model. This subcommittee will consider the new roles for the Course Applicability System in relation to the Course Equivalency Guide; the reporting structure of the various Articulation Task Forces and Steering Committees; and the impact of the Transfer Student Data Warehouse on management information system capabilities.

2. **Articulation Facilitator.** *Position filled in March 1998.* The on-going funding of this position for FY 1999 has provided opportunity to continue support for the Articulation Task Forces and the implementation of the New Transfer Model.

3. Responsibilities. *Implementation will be complete in Spring 1999.* The Articulation Facilitator has updated the ATF Handbook to include the New Transfer Model. The roles and responsibilities of the ATFs have been clarified. The Articulation Facilitator will work in collaboration with the Task Force to coordinate the articulation process and the responsibilities of the standing committees and task forces based on the recommendations forwarded by the appointed subcommittee.

4. **Lower/Upper-Division Course Criteria.** *Implementation completed.* The Task Force requested that APASC develop a plan to implement the new criteria. APASC has communicated with the Chief Academic Officers and the Chairs of the ATFs.

5. **Program Articulation**. *Implementation is on-going.* The initial decisions of the ATFs are finalized. These decisions identify the pathways, degrees, common courses and other degree requirements for each degree to which they articulate. Based on the recommendation of the Task Force, each discipline specific ATF will review the pathways annually to determine whether there is an opportunity to improve the shared requirements necessary for lower division preparation.

6. **Faculty Selection and Training for ATFs.** *Implementation is on-going.* The Articulation Facilitator has reviewed and updated the orientation and training materials for the ATFs. Coordination of training, staffing and reporting is an on-going annual responsibility of the Articulation Facilitator.

7. **Accountability**. *Implementation in progress.* The accountability measures will be dependent upon the data provided to the Transfer Student Data Warehouse. The Articulation Facilitator will assist the Transfer Student Data Warehouse Steering Committee to recommend an appropriate set of measures supported by the data elements in the Warehouse.

B. New Advising System: Progress has been made toward the implementation of the Task Force recommendations for student academic advising.

1. **Advocacy.** *Implementation is on-going.* The Academic Advising ATF has compiled a list of Transfer Student

Ombudspersons. The Course Applicability System has identified a list of advisors that will assist students with the use of the new computer-assisted advising information.

2. **Access.** *Implementation is in progress.* The Advising ATF has proposed the use of the World Wide Web as one method for communicating information to students regarding the New Transfer Model. The universities have made all transfer guides available on the Web. Additionally, a web-site containing the transfer pathways and common courses is already in place, and enhancements to this are planned. APASC will work with the Advising ATF to develop printed materials for distribution to students to inform them about the transfer process. The Course Applicability System will also serve as an appropriate advising tool for currently enrolled community college students who are preparing for transfer.

3. **Student Decision Making.** *Implementation is on-going.* The AATF has advocated the preparation of materials by each community college and university to assist students in making decisions in the degree pathway process. Additionally, the Course Applicability System will provide information that will assist students in this process.

4. **Advising Networks.** *Implementation is on-going.* The AATF continues to meet two times per year. The first meeting for this academic year was held in September. The next meeting will be in April.

5. **Staff Development and Support.** *Implementation is in progress, completion will coincide with the statewide implementation of CAS.* The proposed transfer manual will be included in information that will be part of a statewide web site. This web site will contain information regarding the degrees, pathways, common courses and AGEC.

C. New Computer-Based Information Systems. The Arizona Transfer Articulation Support Systems (ATASS) is the umbrella name given to the new information systems.

1. **Course Applicability System (CAS).** *Implementation is in progress.* The implementation of this system has been scheduled in three phases. Phase I has been underway since May 1998. This is considered a Demonstration Phase and as such has a limited number of institutions participating. The demonstration partners include: Arizona State University, Central Arizona College, Pima Community College District, and the University of Arizona. Phase II is scheduled to begin in January 1999. This will include statewide participation, however the degree audit information available will be for a limited number of university degrees. The full implementation is scheduled for January 2000.

2. **Transfer Student Data Warehouse.** *Installation scheduled to begin in January 1999.* APASC will provide oversight to the Transfer Student Data Warehouse. As part of this management, a Steering Committee has been named. The committee will provide policy guidance for the implementation of the Warehouse - ensuring compliance with Federal regulations. The Transfer Student Data Warehouse will provide the support necessary to gather data and report on the success rates of students who enroll in postsecondary education in Arizona, and more specifically, transfer to the public universities from the community colleges. Institutions will have access to information regarding the performance of their students.

3. **Articulation Support Services.** *Full implementation is dependent upon securing sufficient funding.* The ATASS support

services team will provide the necessary management for the New Transfer Model and Support Services. Continued state funding will be necessary to maintain the two information systems and the Articulation Facilitator.

D. Evaluation of the New Transfer Model. *Implementation is in progress.* The implementation of the new transfer degrees and the computer-based information systems will begin in January 1999. It is anticipated that the evaluation of the success of this model will be based on the success of the students who transfer from the community colleges to the public universities. Data elements regarding completion of courses and the transfer blocks will be part of the information reported by each institution for the Transfer Student Data Warehouse. This will ensure a student record that will measure the performance of students at both the community colleges and the universities. Measures will not be available until students enrolled in pathways consistent with the new model enroll and graduate from the public universities. (See Attachment C.)

SUMMARY

The implementation of the New Transfer Model will be January 1999. Many of the components are already completed and some institutions have implemented at least part of the model as early as August 1998. The Articulation Task Forces continue to review the pathways and attempt to improve the shared lower division preparation requirements for transfer students. This collaborative effort among faculty, staff and administration continues to be the strength of the model. The Task Force supports a modification to the footnote language that would change the meeting and reporting requirements. The significant progress made during the last two years will serve Arizona's transfer students well.

The funding provided has been used to implement the Task Force recommendations. Continued funding is necessary to maintain and hopefully enhance the support services required to administer a statewide model. The network of institutions, faculty and staff that works together to manage curriculum and services requires coordination and facilitation at a central level.

ATTACHMENT A

DEFINITIVE TIMELINE

The timeline depicted in the following tables updates the plan of the Transfer Articulation Task Force (TATF) to set clear deadlines for the implementation of the new transfer model and new transfer support services originally proposed in the 1996 TATF Report. The timeline is organized to account for each element of the 1996 TATF Report following this general outline:

I.New Transfer Model

E. Transfer Credit Limits

F. New General Education Requirements

G. New Common Major Requirements

H. New Transfer Pathways

I. New Transfer Degrees

II. New Transfer Support Services

A. Management System

4. Review and refine organizational structure

5. Review and refine Articulation Task Force duties

6. Hire articulation facilitator

7. Develop criteria to distinguish between upper and lower division courses

B. Advising

1. Identify Transfer Student Ombusdpersons at each institution (advocacy)

2. Identify pre-transfer advisors at university campuses (access)

3. Develop proactive transfer advising at community college campuses (access)

4. Develop resources for student about the transfer process (access)

5. Develop process for community colleges to notify students of decision points (student decision making)

6. Recognize and expand the Advising ATF (advising networks)

7. Develop a training system and materials for advisors (staff development and support)

8. Develop and implement advising evaluation system (evaluation)

C. Computer-Based Information Systems/Arizona Transfer Articulation Support Systems (ATASS)

1. Course Equivalency Guide (part of Course Applicability System CAS)

2. Transfer Guide (Part of CAS)

3. Statewide Student Information System (Transfer Student Data Warehouse)

Definitive Timeline for Implementation of New Transfer Model and Services

(as updated by TATF, November 1998)

Component	Status	Sm 98	F 98	Sp 99	Sm 99	F 99	Sp 00	Sm 00	F 00	Sp 01
NEW TRANSFER MODEL*:										
Transfer Credit Limits	C									
New general education requirements -design AGEC	C									
-implement AGEC	F	- - - - - -	- - - - - -	January						
New common major requirements -identify a minimum of 6 credits	C									
-continue to identify as many as necessary to ensure transfer without loss of credit	F	- - - - - -	Dec							
-continue to identify as many as possible	on-going									
New transfer pathways -preliminary categorization	C									
-final categorization	F	- - - - - -	- - - - - -	January						
Design of new transfer degrees completed	F	- - - - - -	Sept-Oct*							
-available to students	F	- - - - - -	- - - - - -	January						
-in catalog	V*									
*As of February 11, 1998, the Arizona Community College Presidents Council has proposed that an agreement encompassing these elements of the New Transfer Model be implemented on JANUARY 1, 1999.										
NEW SUPPORT										

SERVICES: **(Management System)**			
Review and refine organizational structure -review and streamline organizational structure (if needed)	Interim structure is currently in place and will continue to function throughout this period. This structure is summarized on the attached chart of "Entities Responsible for Implementing the TATF Report. By Fall 2000, when the Arizona Transfer Articulation Support Services (TASS) are fully implemented statewide, the organization structure can be reviewed and streamlined as needed.		
-define responsibilities of standing committees and task forces	P		May
-strengthen accountability of task forces and committees	P		May
Review and refine ATF duties -broaden ATF focus to include program articulation	P		May
-improve faculty selection and training for ATFs	P		May
Hire articulation facilitator	C		
Develop criteria to distinguish between upper and lower division courses	C		
NEW SUPPORT SERVICES: **(Advising System)**			
Identify TSOs at each cc and univ campus (advocacy)	C		
Identify pre-transfer advisors at univ campuses (access)	C	Sept	
Develop proactive transfer	V	Sept	

advising at cc campuses (access)								
Develop resources for students about the transfer process (access)	P		Sept					
Develop process for cc's to notify students of decision points (student decision making)	V		Sept					
Recognize and expand the AATF (advising networks)	C		Sept					
Develop a training system and materials for advisors (staff development and support)	P		Sept					
Develop and implement advising evaluation system (evaluation)	P		Sept					
NEW SUPPORT SERVICES (ATASS)*: **(Computer-Based Information Systems)**								
Course Equivalency Guide (CAS) -Phase I	P	------	-----	January				
-Phase II	F			------	------	------	January	
-Phase III	F						------	June
Transfer Guide (CAS) -Phase I	P	------	------	January				
-Phase II	F			------	------	------	January	
-Phase III	F						------	June
SSIS (Transfer Data Warehouse) -Phase I	P		------	January				
-Phase II	F			------	June			
-Phase III	F					------	------	June
*ATASS timeline subject to funding								F
NEW SUPPORT SERVICES:								

ATASS (orig. New Computer-Based Information Systems)										
Phase I - Demonstration Project										
automated CEG										
selected transfer guides										
Statewide Student Information System										
Phase II - Limited Implementation										
complete CEG										
all transfer guides										
complete availability of SSIS										
coordination of all activities by the articulation facilitator										
Phase III - Full Statewide Implementation										
Component **NEW TRANSFER MODEL**:xxxxxxxxxxx	Status	Sm 98 xxxxxx	F 98 xxxxxx	Sp 99 xxxxxx	Sm 99 xxxxxx	F 99 xxxxxx	Sp 00 xxxxxx	Sm 00 xxxxxx	F 00 xxxxxx	Sp 01 xxxxxx
etc.										

ATTACHMENT B

TRANSFER PATHWAYS FOR MOST POPULAR

BACCALAUREATE PROGRAMS

SELECTED BY TRANSFER STUDENTS IN ARIZONA*

BACCALAUREATE PROGRAM	PATHWAY	AGEC
Pre-Business	A Bus/GR	AGEC-B
Undecided	AA/GR	AGEC-A
Psychology	AA/SR	AGEC-A
Communication	AA/SR	AGEC-A
Biology	AS/SR	AGEC-S
Elementary Education	TG/XR	NA
Education	TG/XR	NA
Health Science (including Exercise Science and Physiology)	AS/SR	AGEC-S
Justice Studies	AA/SR	AGEC-A
Computer Science	A Bus/SR	AGEC-B
History	AA/GR	AGEC-A
Social Work	AA/SR	AGEC-A

* These baccalaureate programs had the largest number of transfer students admitted for Fall 1998. These programs account for more than 60% of the transfer students admitted.

ATTACHMENT C

EVALUATION MEASURES

OF

NEW MODEL FOR TRANSFER STUDENTS

The Transfer Student Data Warehouse will store data from all of the community colleges and universities for students who transfer or plan transfer in the state of Arizona. These data will include demographic and academic information. Institutions will have ability to determine the success of students who have or are attending the college or universities.

MEASURES OF SUCCESS FOR TRANSFER MODEL

Number of students who complete Arizona General Education Curriculum

- Number of students who complete Associate Degrees
- Number of students who transfer and complete Baccalaureate Degree
- Number of credits required for transfer students to complete Baccalaureate Degree
- Number of remedial/developmental credits completed by transfer students
- Number of semesters required for transfer students to complete Baccalaureate Degree
- Number of students who complete a prescribed pathway and whether they change majors upon attendance/admission to the universities
- Admission of transfer students to professional programs at the universities

OTHER ELEMENTS AVAILABLE FOR EVALUATION

- Demographic information
- Academic Coursework
- Academic Performance

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