

2011

Articulation, Transfer, and Shared Course Numbering for Arizona Public Postsecondary Education

Submitted to the Joint Legislative Budget Committee
by the Arizona Board of Regents and the Arizona Community Colleges

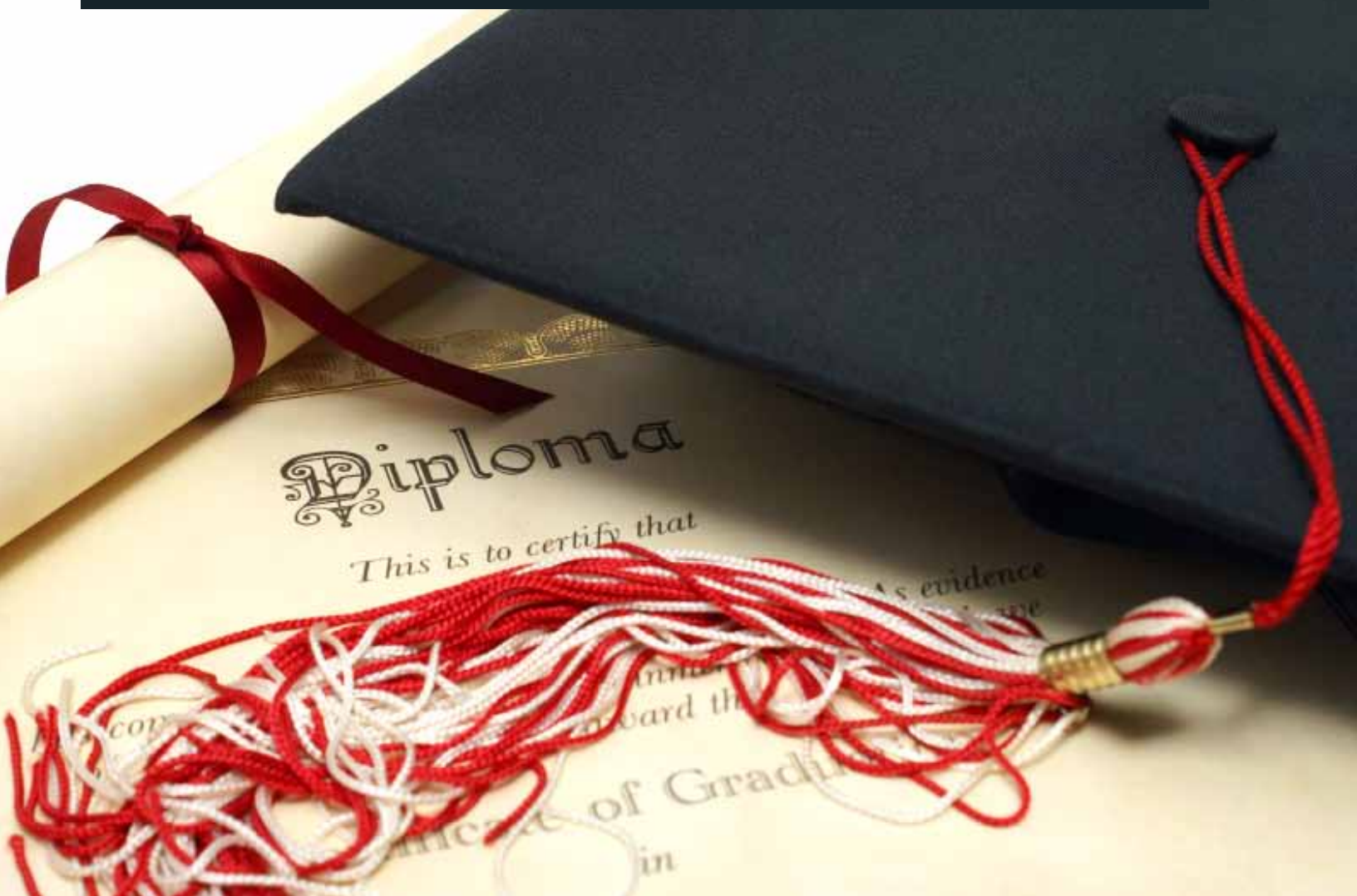




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2011

BACKGROUND

HIGHLIGHTS

ACHIEVEMENTS

TRANSFER SYSTEM SUPPORTS

MEETING ARIZONA'S NEEDS



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.

Through 2008, the Joint Conference Committee (JCC), consisting of members of both the public universities and community college districts, ensured continued cooperation and collaboration. At the end of the 2009-2010 fiscal year, the Arizona Community College Presidents' Council worked with the ABOR to oversee transfer articulation in Arizona. In August 2010, the Joint Council of Presidents, which includes the presidents from the public community colleges and universities, assumed the responsibilities of the JCC.

Regular progress reports have been submitted to the legislature as required by A.R.S. §15-1824.

- Since 1996, the report has outlined progress implementing the statewide transfer model. The model was designed by the statewide Transfer Articulation Task Force (TATF) and is now guided by the Academic Program Articulation Steering Committee (APASC), a group of community college and university academic officers.
- Since 1998, the report to the Legislature expanded to also address a collaborative process to identify and meet statewide postsecondary needs. The progress report that follows addresses both postsecondary needs and articulation.

Achievements

**COLLABORATIONS WITH K12
MORE AGE C COMPLETIONS
EXPANDED AZTRANSFER.COM
SHARED UNIQUE NUMBER SYSTEM
IMPROVED TEST ALIGNMENT
NEW MARKETING EFFORTS**



Highlights

Major achievements during the 2010-2011 academic year include:

- Establishment of a new consortium to address alignment between K-12 and higher education, the APASC Consortium for Transfer and Alignment (ACTA);
- An increase in the number of Arizona General Education Curriculum (AGEC) completions;
- Enhancements to AZTransfer.com, including development of a high school student portal;
- Development of a shared course numbering system and implementation plan;
- Improved test alignment by the establishment of common equivalencies for International Baccalaureate and Advanced Placement exam scores; and
- Hiring a Director of Marketing and Communications and developing/executing a transfer programs marketing plan.



Transfer System Achievements

New Directions in Transfer and Articulation: The K-12 and Higher Education Collaboration

The Academic Program Articulation Steering Committee (APASC) completed a major organizational restructuring in the Fall 2010 to streamline efforts to achieve the goal of increasing the number of students who transfer and receive baccalaureate degrees. The new organizational model (see Appendix A) addresses curricular alignment, communication between K-12 and higher education, as well as efficient and effective statewide coordination.

The most significant organizational change is the creation of the APASC Consortium for Transfer and Alignment (ACTA). ACTA was formed to respond to state and national issues and foster collaboration along the P-20 continuum for improved student achievement. ACTA members include the chief academic officers from each of the public and tribal postsecondary institutions, two urban and rural high school superintendents, two JTED superintendents, a member of the Arizona Department of Education, state and community representatives, and the APASC staff as ex-officio members. ACTA met three times in the 2010 – 2011 academic year. Some of the topics and initiatives discussed during those meetings include, but are not limited to, developing resources for high school students to prepare for college, the Partnership for Assessment of Readiness for College and Careers (PARCC), the Governor's Center for Education Innovations, and the Center for the Future of Arizona. Additional partnerships are emerging from these discussions to support collaboration between K-12 and higher education.

The new organization is centered on the complete education pipeline, addressing curricular and transfer issues beginning with K-12. The new organizational structure is designed to achieve specific outcomes including:

1. Developing formal ties with the K-12 system and the Arizona Department of Education as key partners in transfer, articulation and curriculum alignment;
2. Enhancing curricular alignment between the secondary and postsecondary institutions;
3. Developing and implementing marketing and advertising strategies to ensure that transfer information is disseminated to multiple stakeholders in an effective, efficient and timely manner; and
4. Improving student support systems.

One step in achieving these outcomes is the development of an APASC website, <http://www.apascaz.org> that includes a landing page for K-12 faculty and guidance counselors. The K-12 portal is still in

development and will be completed using feedback from K-12 stakeholders.

This enhanced organizational structure represents a new direction for APASC. Since the release of the 1996 TATF report, APASC and its committees have focused on implementing the transfer system outlined in the report by working to even the playing field for all transfer students and to reduce loss of credits at transfer. Although there have been continuous improvements to this well-established system, APASC members recognized that in order to remain a viable organization they needed to expand the organization's priorities to support other state efforts aimed at increasing the number of baccalaureate degree holders in Arizona.

The new Joint Council of Presidents (JCP), a body comprised of all community college presidents and chancellors, the three university presidents, and the president of ABOR, provides oversight for APASC.

Arizona General Education Curriculum Leads to Student Success

Comprised of 35 to 38 credits, the Arizona General Education Curriculum (AGEC) constitutes over half of the curricular unit requirements for transfer associates degrees. Community college students who complete the AGEC satisfy all lower division general education requirements at the three universities.

A study of Arizona's transfer system conducted in 2007 found a direct correlation between the completion of the Arizona General Education Curriculum (AGEC) prior to transfer and success completing a baccalaureate degree after transfer. Additionally, there is strong evidence of greater academic success among students who complete the AGEC prior to transferring to a university.

In the 2011 academic year, 8,250 students completed the AGEC. Efforts to promote the AGEC have led to an increase in the number of students completing the AGEC; the number of students completing the AGEC at community colleges has tripled since 2002. Since 2004 the number of students transferring to the universities with a transfer associates degree (embedded AGEC) has doubled.

Despite the increase in AGEC completion, the rate of students transferring from the community colleges has remained relatively flat in recent years. It is estimated that less than half of the students who complete the AGEC transfer to a university. These students have the background to succeed at the university level, but cannot be individually identified to recruit them back to school. The new APASC structure is designed to address this issue, possibly through a statewide longitudinal student data system.

Expanding Services on AZTransfer.com to Meet Demands

Nearly 700,000 visitors logged on to AZTransfer.com from July 2010 to June 2011. The month with the highest usage was November 2010 with 108,000 visitors. This statistic is attributed to a story about AZTransfer that appeared in the *Arizona Republic* that month.

To support the growing demand for transfer and articulation programs, APASC staff made numerous enhancements to AZTransfer.com that expanded the site's capabilities and widened its audience. AZTransfer.com, which serves as a statewide portal for transfer data and resources,



The total number of students who completed the AGEC in the 2011 academic year.

AGEC Completions

experiences tremendous growth each year and these new features offer increased benefits to Arizona's students, parents, and educators.

The most significant addition to the site is the high school student portal. Deploying this feature marks a major milestone in achieving APASC's goal to connect K-12 with higher education. The high school portal contains college planning and transfer tools relevant to students preparing for postsecondary education. Key features include a dual enrollment database, links to the Exam Equivalency Guide, a Transfer Options page containing various degree pathways, and links to the Arizona Career Information System (AzCIS).

The Exam Equivalency Guide (EEG), housed on AZTransfer.com, celebrated its one-year anniversary in 2011 and has enjoyed increased popularity among students and advisors. Using the EEG, students are able to learn how their exam scores translate to college credit at Arizona's community colleges and universities. Students generate results by selecting their exam type and target institution. The EEG includes national standardized tests, such as Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and the DANTES Subject Standardized Tests (DSST).

In keeping with advancing technologies, AZTransfer.com mobile applications were developed and launched this year. Using their handheld devices and smart phones, users connect to <http://www.aztransfer.com/mobile> which features a mobile-friendly, simplified version of the Course Equivalency Guide, Exam Equivalency Guide and the Get Started Application. This technology was also incorporated into marketing collateral by integrating a QR barcode into print materials that, when scanned with a smart phone, takes users directly to the mobile site.

APASC staff is also collaborating with the Arizona Department of Education to link data that supports the Education and Career Action Plans (ECAP). This year, Arizona General Education Curriculum (AGEC) courses from every community college were loaded into the ECAP high school portal, giving high school students access to college planning information in a website they are already using. Continuing these types of collaborations will also help further APASC goals to link K-12 with higher education and will increase accessibility of educational planning tools.

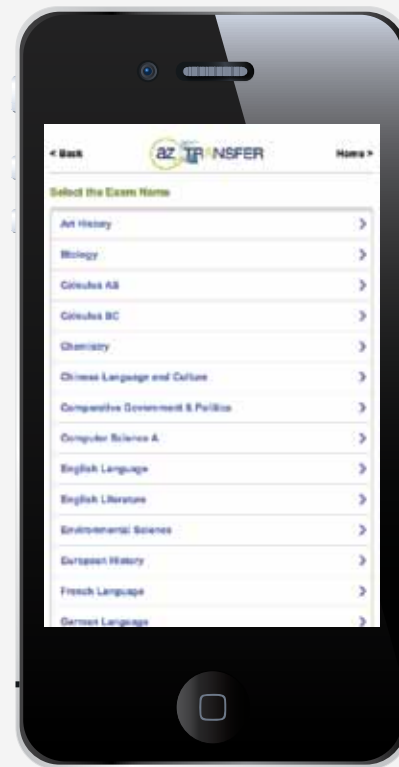
Shared Course Numbering System Plan

Senate Bill 1186 (SB 1186), passed during the 2010 legislative session and codified in ARS 15-1824, called for Arizona's community colleges and universities to develop and implement a shared course numbering system. The legislation also required a report be presented to the legislature's education committees by December 15, 2010. That report was included within last year's annual report on transfer and articulation. This report summarizes the progress made on this important initiative through June 30, 2011.

Implementation Time Line

The December 2010 report detailed an implementation plan for launching the new SUN System, both in response to the legislation and in order to provide guidance to the community colleges and universities. The implementation timeline, shown in Appendix B, highlights the key

Going Mobile



The AZTransfer.com mobile site and the Android application launched in Summer 2011.

benchmarks of that plan and the status of each, as of June 30. All activities are either completed, on time or ahead of schedule.

Identifying SUN Courses

The legislation defined a number system that would specifically address courses which satisfy the requirements for the Arizona General Education Curriculum (AGEC) and common major requirements for equivalent majors as defined in the report of the transfer articulation task force accepted by the Joint Legislative Budget Committee on December 4, 1996. By early January, 90 courses had been identified that met the criteria and which initially appeared had direct equivalencies among the universities and community colleges. A final set of 69 courses has been uploaded into the system and colleges are already identifying them in their online and print catalogs. The remaining courses are still under review.

Establishing SUN Nomenclature

In the selected common course numbering system model, community college and university courses with established equivalencies could be assigned a shared unique number (SUN). This number, designed to be very distinct from any of the existing institutional numbering systems, is comprised of a three-letter prefix and a four-digit number. These common courses are mapped to each institutions' existing courses, allowing them to retain and use their own course numbers (see figure 1 on page 11). Catalogs, transcripts, websites, databases, and degree audit programs will include both SUN course numbers and institutional prefixes and numbers.

Marketing & Technology Support

In February 2011 APASC hired a Director of Marketing and Communication to increase statewide visibility of the Arizona transfer system. Hiring this new position coincided with the need for an aggressive and effective implementation and promotional plan for SUN.

The Director developed a multi-level marketing and communications plan based on recommendations from student surveys and focus groups conducted in Spring 2011. Survey and focus group participants were asked to critique examples of proposed SUN marketing materials and strategies and to share their ideas for the best way to promote the SUN System and raise awareness of the system among their peers. Over 2,500 Arizona students completed the online survey and 23 students participated in focus groups. Results from these studies are detailed in the SUN System Student Feedback Report available online at www.azsunsystem.com/studentfeedback.

In the report's executive summary, APASC made the following marketing recommendations to all institutions:

- Integrate the SUN numbering icon in all course catalogs, both in print and online (see figure 2 on page 11).
- Place links to the SUN website, www.azsunsystem.com, on all college websites in strategic pages like student portals, transfer program pages, and news or blog sections.
- Promote SUN on college social media profiles.
- E-mail students with an announcement introducing SUN.



A SUN logo, website, marketing collateral, and social media profiles were developed to give the SUN System it's own identity and to easily disseminate information and promote the system.

Here Comes the SUN

To execute these recommendations APASC staff work closely with each institution to provide technology and marketing support. The APASC Director of Technology assists each institution with integrating SUN course data, icons, and functionality into their websites and curriculum databases. The Director of Marketing provides the institutions with SUN graphic standards and branding, news articles, marketing collateral, and announcements to facilitate communications. The Director of Marketing also manages the SUN System social media profiles.

The crux of these activities is the SUN website, www.azsunsystem.com. This site, developed jointly by APASC's Technology and Marketing Directors, contains resources for students, faculty, and administrators and serves as a centralized location for SUN information. The site features a comprehensive course search function with three search options. Users can search for SUN courses by subject, college, or course number. The site also features a searchable course matrix of all SUN courses, FAQs, contacts, and more.

Future Milestones

The goal for the future is to increase the number of SUN courses by implementing procedures for adding and modifying courses, working with Articulation Task Forces to establish content and outcomes for SUN courses, and implement a method of monitoring and refreshing the SUN course bank. At the same time, ASSIST staff will begin to track data to identify students enrolled in SUN courses. This data will be used to measure the number of SUN courses students transferred to a university.

Improved Test Alignment

Over the last several years Faculty Articulation Task Forces (ATFs) have reviewed institutional equivalencies for Advanced Placement (AP) and College Level Examination Program (CLEP) exams to establish common equivalencies statewide. With more high schools offering the International Baccalaureate Programme (IB), several ATFs added IB tests to their consideration in Fall 2009. The new Exam Equivalency Guide (EEG), mentioned above, provides quick and easily accessible information on required exam scores for credit on all standardized exams.

Although the ATF work was already underway, HB2725, passed during the 2010 legislative session, mandates the development of "common equivalencies for specific levels of achievement on advanced placement examinations and international baccalaureate examinations." ATF meetings in Fall 2011 will continue to work to meet the requirements of this legislation.

Marketing Strategy for Transfer

One challenge facing college transfer in Arizona is the lack of student awareness of tools and resources such as AZTransfer.com. To address the growing need to promote higher education options in Arizona, a Director of Marketing and Communication was added to the APASC staff following the retirement of the former business analyst. Charged with developing and executing marketing and advertising campaigns to promote transfer opportunities and resources, the Director ensures that APASC projects, including AZTransfer.com, are represented at all Arizona public and tribal community colleges and universities.

The SUN Image

SUN# MAT 1151 COLLEGE ALGEBRA	
Arizona State University	MAT 117
Arizona Western College	MAT 151
Central Arizona College	MAT 151
Chandler-Gilbert Community College	MAT 151
Cochise College	MAT 151
Coconino Community College	MAT 151
Eastern Arizona College	MAT 154
Estrella Mountain Community College	MAT 151
GateWay Community College	MAT 151
Glendale Community College	MAT 151
Mesa Community College	MAT 151
Mohave Community College	MAT 151
Northern Arizona University	MAT 110
Northland Pioneer College	MAT 152
Paradise Valley Community College	MAT 151
Phoenix College	MAT 151
Pima Community College	MAT 151
Rio Salado College	MAT 151
Scottsdale Community College	MAT 151
South Mountain Community College	MAT 151
University of Arizona	MATH 112
Yavapai College	MAT 152

Fig. 1- Each institution retains its own course number while the SUN course numbers show the commonality



Fig. 2- The SUN numbering icon is used to visually distinguish SUN courses in college catalogs and class schedules. Both the SUN numbering icon and logo give the SUN System a unique brand and identity designed to increase visibility, recognition, and system use.

As a starting point, an APASC brand and visual identity were created to better define APASC's place in Arizona education and to increase the organization's presence and identity. In early 2011 the Director of Marketing and Communication designed an APASC logo that is used on all APASC communications including staff business cards. The Director also designed and deployed an APASC website, <http://www.apascaz.org>. The website serves higher education faculty and administrators at all APASC institutions. Using this website, faculty and administrators can access statewide resources, contribute to transfer and articulation projects like ATFs, and receive statewide updates. A K-12 portal for faculty and counselors is also under development and is an important milestone for communication efforts that meet APASC goals to improve the connection between K-12 and higher education.

Transfer marketing highlights include:

- Outreach to K-12 counselors and partnership with the Arizona School Counselors Association (AzSCA) that includes presentations, event exhibits, and advertising.
- Development of a statewide network of college marketing professionals in Arizona.
- Advertising in college transfer publications.
- Development of marketing collateral promoting AZTransfer.com that includes postcards, flyers, brochures, and other printed materials.
- Enhancing existing social media profiles and establishing new accounts for future use.
- Partnership with academic advisors as a means to disseminate transfer marketing messages.
- Redesign of AZTransfer.com logo to enhance brand standards and increase visibility.
- Creation of an APASC brand identity, including an APASC logo, business cards, and a website.



New marketing collateral was developed and launched in time for the start of the Fall 2011 semester.

A New Look

In addition to promoting APASC projects independently, the Director of Marketing and Communication also provides APASC institutions with marketing tools to promote transfer programs at their campuses. Supporting advisement and recruitment staff with these resources creates a multi-level marketing campaign designed to reach students through as many communication channels as possible.

Future marketing priorities include enhancing the AZTransfer.com website, promoting specific transfer options such as the AAS to BAS pathway, strengthening relationships in K-12, and increasing awareness and access to transfer programs among high school students.



Transfer System Supports

Management and Administration

Consistent with the 1996 Transfer Articulation Task Force (TATF) recommendations, the state, universities, community college districts and tribal colleges jointly fund APASC. The FY10 APASC budget was \$786,908. The state provides \$213,000 annually and the remaining budget is supplied equally by the community colleges and universities.

APASC employs approximately six full-time staff who support statewide transfer efforts in the areas of data collection and reporting, technology, marketing, and articulation facilitation.

Arizona State System for Information on Student Transfer (ASSIST)

ASSIST provides the data to monitor transfer patterns and information on student success. At the end of fiscal year 2011, the ASSIST database held records for nearly 2.5 million current and former students who have taken over 26 million courses. There are approximately 90 different data elements in the database for community college students and 65 for university students.

Statewide and institutional transfer rates for the new-to-higher education cohorts are tracked through ASSIST. Beginning with the 2001-2002 cohort, the reports measure students tracked up to six years to determine if they transferred to an Arizona public university. The latest report indicates that 26% of the 2002-2003 cohort with transfer intent behavior transferred to an Arizona public university after six years with the majority transferring within the first 3 1/2 years.

In fiscal year 2011, a new set of statewide transfer reports was generated focusing on first-time Arizona community college transfer students to the Arizona public universities with data on demographics, discipline at entry, and academic preparation. The same data are reported for baccalaureate degree recipients who entered as new transfers from an Arizona community college. From academic years 2003-2004 to 2008-2009, the number of transfers from Arizona community colleges increased 9% while the number of baccalaureate degree recipients who entered as new transfers from Arizona community colleges rose 7.4%.

In the end of fiscal year 2011, at the direction of the ASSIST participating institutions, ASSIST began work to make preparations for providing key data to the Arizona Department of Education for the State Longitudinal Database System.



APASC's web applications keep students, faculty, and administrators connected to Arizona's transfer system.

Transfer Connections

ASSIST data are used by community colleges in part to:

- Track persistence, time-to-degree, GPAs and majors of their students at other Arizona public institutions;
- Comply with federal reporting requirements for Carl Perkins IV funding and Student Right to Know information; and
- Comply with state dual enrollment course reports and grant reports for federal and non-profit agencies.

ASSIST data are used by the universities in part to:

- Generate university system-wide reports to APASC and ABOR on new Arizona community college transfers, baccalaureate degree recipients, and persistence and graduation rates; and
- Conduct special studies focusing on the transfer student profile, transfer rates and enrollment patterns of their key feeder institutions.

Transfer Technology

The APASC Technology Subcommittee, led by the AZTransfer Director of Technology, manages four distinct web application projects to serve statewide articulation and transfer projects—the Academic Curriculum Review and Evaluation System (ACRES), the Arizona Course Equivalency Tracking System (ACETS), AZTransfer, and the Articulation Task Force (ATF) Chatlines. A complete list of applications and services developed and supported by the AZTransfer.com staff are listed in Appendix C.

Transfer Marketing

As described earlier in this report, the APASC Marketing and Communication Subcommittee directs the promotion and advertising of statewide transfer tools including AZTransfer.com. This includes website design and management, social media marketing, print collateral development, community relations, and advertising. A statewide network of college marketing professionals is also under development and will be led by the Director of Marketing and Communication.

Articulation & Transfer Facilitation

The Director of Articulation and Transfer Services manages over 40 discipline-specific faculty Articulation Task Forces (ATFs) along with task forces for academic advising (AAATF) and admissions and records (A&RATF). Each group has representatives from each community college and university.



Meeting Arizona's Needs

Degree Pathways: Steps to Success

Arizona's public community colleges and universities are fully engaged in statewide educational initiatives and continue to act jointly to meet the postsecondary needs of Arizona citizens by developing new transfer partnerships and enhancing existing programs. These collaborations increase accessibility to baccalaureate programs statewide.

Arizona State University and the Maricopa County Community Colleges developed the Maricopa to ASU Pathways Program (MAPP) and the Transfer Admissions Guarantee (TAG) with other community colleges statewide. These programs provide admission guarantees and academic road maps for community college students who know the degree they plan to pursue at ASU. Pathways incorporate a completed associate degree, and all credits on a pathway transfer and apply to the ASU major. As of Fall 2011, more than 8,000 students have signed up for a MAPP, TAG, or other pathway.

NAU has implemented joint admission (CC2NAU) programs with most community colleges in the state to increase student retention and completion of a baccalaureate degree. Students start at the community college and are simultaneously admitted to the university with full student privileges. The University of Arizona is developing options for students in Pima, Cochise, Yuma and Santa Cruz counties to complete baccalaureate degrees in their hometowns. Students may also transfer seamlessly to UA from multiple colleges in a number of programs following the Arizona Transfer Admission Pathways (Az-TAPs).

Lumina Educational Foundation Grant *Getting AHEAD (Access to Higher Education and Degrees)*

Getting AHEAD is an initiative made possible through a grant from the Lumina Foundation for Education. Major objectives pursued through this initiative include expanding community college partnerships and developing new institutional structures; implementing student-centered advising and career planning; developing a new higher education financing model; addressing the coordination and governance of public postsecondary institutions; and implementing a communication and public engagement program. Student-centered advising and career planning along with the implementation of

communication and public engagement programs closely align with the work performed by APASC to ensure that students are better prepared for postsecondary work and their careers.

Partnership for the Assessment of Readiness for College and Careers (PARCC)

PARCC is a multi-state, federally funded consortium with the goal of designing a K-12 assessment system that will measure, across state lines, student achievement on the Common Core State Standards that align to college and career readiness. Faculty and administrators from APASC groups will be asked to participate in a fall 2011 meeting to establish the role of higher education in the design process and to assist in connecting PARCC outcomes with strategic goals and performance metrics of Arizona's universities and community colleges.

Appendices

APASC ORGANIZATION CHART
SUN SYSTEM TIMELINE
WEB APPLICATIONS KEY

APASC Organization Chart

Joint Council of Presidents

Academic Program Articulation Steering Committee (APASC)

University Representatives
 David Young (Co-Chair), *Arizona State University*
 Karen Pugliesi, *Northern Arizona University*
 Gail Burd, *University of Arizona*

Arizona Board of Regents Representative
 Stephanie Jacobson

Community College Representatives
 Jeanne Swarthout (Co-Chair), *Northland Pioneer College*
 Greg Gillespie, *Yavapai College*
 Maria Harper-Marinick, *Maricopa Community Colleges*
 Suzanne Miles, *Pima Community College*

APASC Staff (ExOfficio)
 Melinda Gebel
 Ann Huber
 Rebecca McKay
 Erin Woodell

APASC Executive Committee

APASC Co-Chairs
 David Young and Jeanne Swarthout

Arizona Board of Regents Representative
 Stephanie Jacobson

Community College Representative
 Maria Harper-Marinick

APASC Staff (ExOfficio)
 Melinda Gebel
 Ann Huber
 Rebecca McKay
 Erin Woodell

ACTA

University Representatives
 Gail Burd, Karen Pugliesi, David Young (Co-Chair),
Arizona Board of Regents Representative
 Stephanie Jacobson

Community College Representatives
 Jeanne Bryce, Kathleen Corak, Verlyn Fick,
 Greg Gillespie, Maria Harper-Marinick, Suzanne Miles,
 Donald Pearl, Michael Rourke, Eric Soulsby,
 Jeanne Swarthout (Co-Chair), Mark Vest

Tribal College Representatives, BIE Rep
 Juana Jose, Tammy Yonnie

Urban High School Superintendent
 Vicki Balentine, Kent Scribner

Rural High School Superintendents
 Gail Malay, Travis Udall

Urban JTED Representative
 Sally Downey

Rural JTED Representative
 Troy Thygerson

ADE Representative
 Roberta Alley

State and Community Representatives
 Roberta Alley, Amanda Burke, Sybil Francis, Rebecca Gau,
 Karen Nicodemus

APASC Staff (ExOfficio)
 Melinda Gebel, Ann Huber, Rebecca McKay, Erin Woodell

APASC Subcommittees

Academic & Student Affairs (Articulation and Transfer Services Director)
 Ann Huber, Chair

Data & Evaluation (ASSIST Director)
 Melinda Gebel, Chair

Marketing & Communication (M & C Director)
 Erin Woodell, Chair

Technology (AZTransfer Director)
 Rebecca McKay, Chair

IAF

AAATF

ASSIST

ATFs

A&RATF

Marketing & Communication Statewide Network

ACETS User Group

ACRES User Group

AZTransfer (CEG, EEG, Major Guides)

ATF Chatlines

Technology Support Group

SUN System

Shared Course Numbering System Implementation Progress & Timeline

Tasks and timeline presented in 2010 JLBC Report

Task + Anticipated Completion Date	Progress & Notes
<p>Set Up AZTransfer.com January - March 2011</p>	<p>Complete. AZTransfer.com and the Course Equivalency Guide were updated to incorporate SUN. The SUN System website, http://www.azsunsystem.com was developed and launched in July 2011.</p>
<p>Develop Numbering Protocols April 2011</p>	<p>Complete. Numbering protocols are as follows:</p> <ul style="list-style-type: none"> • Recognizable three letter prefix • Four digit number with the first indicating the course level (100 or 200) and where possible the following three digits the most common number utilized among participating institutions.
<p>Input the 90 courses with direct equivalencies May-June 2011</p>	<p>Complete. 71 courses are included in the initial set of SUN courses, or nearly 800 courses among the community colleges and universities.</p>
<p>Create prototype, field test with students and other target users Fall 2011</p>	<p>Complete. Student surveys and focus groups were used to design the website and determine other methods for informing students.</p>
<p>Review and determine equivalencies for other courses September - December 2011</p>	<p>In progress. Includes several courses from the initial list of 90 that need additional review and other courses that are close to meeting inclusion requirements.</p>
<p>Launch and market system January 2012</p>	<p>Ongoing. Initial launch initiated immediately following the student surveys and focus groups.</p>

Web Application Key

AGECWeb

Arizona General Education Curriculum Database

<http://www.aztransfer.com/cgi-bin/WebObjects/agecweb>

A tool which allows (1) data-entry from community and tribal colleges to maintain their lists of AGECE courses, and (2) students to view the most up-to-date information on AGECE courses through the Major Guides.

ACETS

Arizona Course Equivalency Tracking System

<https://www.aztransfer.com/cgi-bin/WebObjects/acets>

The electronic process by which community and tribal colleges submit their courses to the universities for evaluation. Evaluated courses then appear in the Course Equivalency Guide (CEG).

ACRES

Arizona Curriculum Review and Evaluation System

<https://www.aztransfer.com/cgi-bin/WebObjects/acres>

An electronic curriculum routing system designed to be customized for each institution. Developed as a companion tool to ACETS, it allows courses to follow an approval process (with the final step, for community colleges, being the ACETS submissions).

ATF Chatlines

Articulation Task Force Chatlines

<https://www.aztransfer.com/cgi-bin/WebObjects/ATF>

A comprehensive resource which allows both institutional and statewide staff to maintain membership databases, curriculum (prefixes, degrees and pathways), meeting reports, and the master statewide calendar. Also, Chatlines has features for submitting action items, useful links to portal pages, and help documentation.

CEG

Course Equivalency Guide

https://www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG

The Course Equivalency Guide (CEG) is a statewide database that provides detailed information on how community college courses transfer to the three public universities. Users can search for course equivalency by subject, institution, and course number. Course data from each of Arizona's public and tribal community colleges and universities is represented in the CEG.

EEG

Exam Equivalency Guide

<http://aztransfer.com/cgi-bin/WebObjects/ATASS.woa/wa/ExamEquivGuide>

All exam scores have been articulated to courses offered at each public university and community college statewide. This includes Advanced Placement (AP), College Level Proficiency Exam (CLEP), Dantes (DSST), and International Baccalaureate (IB).

Major Guides

<http://www.aztransfer.com/MajorGuides>

For students who have selected a major but not a university, Major Guides provide a list of recommended lower division courses at the

Transfer Guides

<http://www.aztransfer.com/TransferGuides>

For Arizona community college students who have selected a major and a university, Transfer Guides provide information about the courses they may take at the college that will meet degree requirements for a particular university bachelor's degree.

U.Select Planning Guides

<https://www.transfer.org/uselect/>

A tool which allows students to enter their coursework to determine their progress towards selected bachelor's degrees at the universities; automatic upload of community college transcripts is also an option for colleges which have installed the required IMS software. Once courses are entered, students may explore any of the majors that are available for applicability of their completed and planned coursework.

Get Started

<http://www.aztransfer.com/cgi-bin/WebObjects/ATASS.woa/wa/StartHere>

By answering a few questions using the Get Started App, students receive a customized report that includes the major guide for their selected course of study, contact information for advisors at their desired institution, and links to the exam equivalency guide. Students who do not select a course of study are directed to information about the AGECE.

AZTransfer Mobile

<http://www.aztransfer.com/mobile>

The AZTransfer mobile application offers on-the-go course planning from any hand held device. The mobile version includes data from the Course Equivalency Guide, Exam Equivalency Guide and the Get Started App.

High School Dual Enrollment

http://www.aztransfer.com/cgi-bin/WebObjects/Admin_CEG.woa/wa/HSDualEnroll

Dual enrollment courses allow students to earn college credit in high school. This tool lists all dual enrollment courses available at each community college and was implemented as part of the Course Equivalency Guide.

APASC

Academic Program Articulation Steering Committee
<http://www.apascaz.org>

APASC is the coordinating body of Arizona's statewide articulation and transfer system, providing programs and resources that link the state's public and tribal community colleges and universities.

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Submitted to the Joint Legislative Budget Committee
by the Arizona Board of Regents and the Arizona Community Colleges