EVERY CREDIT COUNTS

2021 Annual Report on Articulation and Transfer for Arizona Postsecondary Education
The AZTransfer Steering Committee is the coordinating body for the statewide articulation and transfer system (AZTransfer). It provides oversight of curricular alignment among public and tribal post-secondary educational institutions and helps ensure that students are appropriately prepared and have the support services required to pursue and complete a post-secondary degree program.

The AZTransfer Steering Committee was established in part by the Transfer Articulation Task Force Report of 1996. The Arizona Transfer System is overseen by the AZTransfer Steering Committee and includes the people, systems and infrastructure designed to ensure “…that community college students may transfer to Arizona public universities without loss of credit towards a baccalaureate degree.” (ARS 15-1824).

**STEERING COMMITTEE**

The AZTransfer Steering Committee includes representatives from various Arizona public universities and community colleges, ensuring a collaborative approach to educational articulation and transfer.

- **MARK DENKE**
  - ARIZONA BOARD OF REGENTS
- **ANNE JONES**
  - ARIZONA STATE UNIVERSITY
- **DIANE CARRASCO-JAQUEZ**
  - ARIZONA WESTERN COLLEGE
- **MARY KAY GILLILAND**
  - CENTRAL ARIZONA COLLEGE
- **VERLYN FICK**
  - COCHISE COLLEGE
- **NATE SOUTHERLAND**
  - COCONINO COMMUNITY COLLEGE
- **GERALDINE GARRITY**
  - DINE COLLEGE
- **SUSAN WOOD**
  - EASTERN ARIZONA COLLEGE
- **ERIC LESHINSKIE**
  - MARICOPA COMMUNITY COLLEGES
- **LUCINDA LEUGERS**
  - MOHAVE COMMUNITY COLLEGE
- **GAYLA STONER**
  - NORTHERN ARIZONA UNIVERSITY
- **RICKEY JACKSON**
  - NORTHLAND PIONEER COLLEGE
- **LAMATA MITCHELL**
  - PIMA COMMUNITY COLLEGE
- **CURTIS PETERSON**
  - TOHONO O'ODHAM COMMUNITY COLLEGE
- **GREG HEILEMAN**
  - UNIVERSITY OF ARIZONA
- **DIANE RYAN**
  - YAVAPAI COLLEGE

* Representative is also a member of the AZTransfer Executive Committee
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FOR MORE THAN 20 YEARS, academic leaders from each of Arizona’s public postsecondary institutions have collaborated to support transfer student success. Known as the AZTransfer Steering Committee, this coordinating body ensures Arizona’s students have access to efficient, seamless, and simple ways to transfer from a community college to a university in Arizona.

Born out of legislation passed in 1996, the AZTransfer Steering Committee works to fulfill a promise to provide high-quality educational pathways that lead to baccalaureate degree completion for all Arizonans. This report highlights results, services, and innovations in the 2020-2021 academic year that deliver on that promise and ensure every credit counts for Arizona students and the institutions that commit to providing them with a world-class education.
VISION
College degree pathways are accessible to all Arizonans.

MISSION
The AZTransfer Steering Committee, an organization of academic leaders, supports successful application of transfer credits leading to degree completion for students in all public and tribal higher education institutions in Arizona.

VALUES
The decisions and actions of the AZTransfer Steering Committee demonstrate our:
• Purpose is to promote and support student academic success;
• Leadership is transparent, collegial, collaborative, and proactive;
• Decision making is data-informed and outcome-focused;
• Fiscal stewardship is financially responsible and goal-oriented.
EVERY CREDIT COUNTS

As the COVID-19 pandemic continues, many organizations are re-examining their values and purpose. Things that were once traditional and common no longer fit the new normal. AZTransfer is no exception. While our focus continues to be ensuring transferability of credit, this year we took a closer look at the role transfer and articulation play in degree attainment. We thought about the underrecognized contributions Arizona community colleges and high schools make in preparing students to pursue a baccalaureate degree and realized our tagline “make every credit count’ was selling our collective efforts short.

A transfer student is traditionally defined as one who has earned at least 12 hours at any community college after graduating high school and before entering the university. Under this definition, the number of new transfer students entering our Arizona public universities has not changed significantly in the past ten years. However, this data point only tells part of the story. The reality is that many students are entering our public universities as new freshmen with credit earned from Arizona community colleges while in high school.

Every credit counts. Every credit earned that doesn’t meet the traditional transfer student definition counts. Dual enrollment credits a university freshman earned in high school count. Credits a student earned from an AP exam count. The credits a university junior earned at a community college over the summer count. These credits count for the students and they count for the community colleges and high schools that provided the opportunity for students to earn them.

The Arizona Transfer System is designed to ensure students take as much credit with them as possible when they enter the university. To give credit where it’s due. This year, AZTransfer acknowledges all the ways Arizona’s public educational institutions prepare students for the university, even if they aren't traditional, and celebrate the new outlook that every credit counts.
SERVICES

DATA REPORTING

The Arizona State System for Information on Student Transfer (ASSIST) is a relational database containing enrollment and degree information on students attending Arizona’s public universities and community college districts.

SYSTEMS DEVELOPMENT & ADMINISTRATION

AZTransfer produces a variety of tools and resources designed to ensure AZTransfer institutions can efficiently manage the Arizona Transfer System and promote it to their students.
AZTransfer manages and supports the Arizona Transfer System and the faculty, staff, and students who utilize it. AZTransfer is structured with four pillars of service—data reporting, systems development and administration, strategic communications, and learning and program development.

3  STRATEGIC COMMUNICATIONS

AZTransfer’s strategic communications efforts ensure stakeholders are informed about the data, services, tools, training, and events offered by AZTransfer. Branding and user experience are key focuses of the strategic communications plan.

4  LEARNING & PROGRAM DEVELOPMENT

AZTransfer provides comprehensive training and technical support to its numerous user groups. Training topics include workshops on utilizing our tools, ATF faculty training, and facilitator training.
ACCOMPLISHMENTS
An update on AZTransfer’s 2020-2021 goals and projects.

1. LEVERAGE TRANSFER DATA TO INFORM AND ENGAGE STAKEHOLDERS

In the 2020-21 academic year, AZTransfer began publishing ASSIST data on Tableau Public. Using Tableau’s powerful data visualization technology, AZTransfer stakeholders are able to explore transfer data in a robust, dynamic format.
AZTransfer invested significant effort this year to completely reimagine its suite of web-based transfer tools and the aztransfer.com website. After months of research and development, AZTransfer launched mobile-friendly student transfer tools custom branded for each AZTransfer institution. Additionally, the freshly redesigned website caters exclusively to AZTransfer’s target audiences— the faculty and staff who help develop and utilize the Arizona Transfer System.

On-demand and virtual training continue to be vitally important as in-person gatherings remain limited due to the pandemic. AZTransfer responded to this critical need by producing a Training Video Library to support faculty and staff as they navigate their roles in the Arizona Transfer System. The Training Video Library currently contains eleven tutorial videos. In addition, a Facilitator Training Library featuring recordings of AZTransfer’s virtual Facilitator Training Retreats was also published.
FAST FACTS

10,065 total number of new transfer students from Arizona community colleges to ASU, NAU, or UArizona

51.1% of university graduates had credit from an Arizona community college (16,594 students)

77.3% six-year university graduation rate of new transfer students from Arizona community colleges who entered with an associate degree

713,736 number of credit hours transferred from Arizona community colleges to Arizona public universities by 16,497 entering students
A snapshot of data related to student transfer among Arizona public community colleges and universities as reported in 2020-2021.

- **54%** of new transfer students from Arizona community colleges entered the university with 60 or more credits (5,438 students)

- **20.5%** of university new freshmen entered with Arizona community college credits (5,943 students)

- **55%** of students who entered the university with in-state residency had credit from an Arizona community college

- **26.9%** five-year increase in minority baccalaureate degree recipients who were new transfers from Arizona community colleges
There are 1,228 Arizona community college courses that have direct equivalency to all three Arizona public universities.
Course evaluation and alignment is the cornerstone of AZTransfer's work. The Arizona Course Equivalency Tracking System (ACETS), is AZTransfer's internal system to aid faculty in determining course transferability. Using ACETS, community college faculty can submit information about their courses and route it to university faculty for evaluation. This report provides a quick overview of the transferability of Arizona community college courses to ASU, NAU, and UArizona as reported in 2020-2021.

14,837
ELECTIVE CREDIT

14,837 courses were transferable as departmental elective or elective credit.

105
NOT TRANSFERABLE

105 courses were not transferable to any Arizona public universities.
ARTICULATION TASK FORCES

1,902
TOTAL MEMBERS

1,412
FACULTY MEMBERS

147
COMMUNITY OF INTEREST MEMBERS

123
MEMBERS WITH 15+ YEARS OF SERVICE

78
ACADEMIC ADVISING ATF MEMBERS

71
ADMISSIONS & RECORDS ATF MEMBERS

65
ASSIST USERS

48
GENERAL EDUCATION ATF MEMBERS

ATF FACULTY MEMBERSHIP
BY INSTITUTION
AZTransfer relies on a statewide network of nearly 2,000 people. From faculty, to academic advisors, to registrars and graduation technicians, it takes a lot of people in a lot of places to support and maintain the Arizona Transfer System. Each Articulation Task Force (ATF) is comprised of a minimum of one representative from each college and university. Each institution also appoints an AZTransfer facilitator who is considered their institution's curriculum expert. AZTransfer depends on facilitators to help manage the catalog, curriculum, and faculty at their institution.
ARIZONA GENERAL EDUCATION CURRICULUM
The Arizona General Education Curriculum (AGEC) is a foundational block of coursework completed at an Arizona community college. The AGEC consists of 35-37 credit hours of courses in English, math, social and behavioral sciences, physical and biological sciences, and arts and humanities. Through Articulation Task Forces, faculty determine which courses fulfill the requirements at their respective institutions and maintain transferability.

COMMON COURSES
Common courses are lower division courses that apply toward a mapped bachelor’s degree program.

MAJORS & DEGREES
Associate and bachelor’s degrees are aligned within each ATF academic discipline. The transfer system maps these degrees for majors offered at two or more of Arizona’s public institutions. See pages 18-19 for a list of all majors included in the system.
A bachelor’s degree is comprised of three blocks of courses—AGEC, elective and common, and upper division university courses.

Up to 64 community college credits can be transferred to the university and applied toward a bachelor’s degree.

Students completing dual enrollment courses or exams for credit may apply those courses toward an associate degree.

Work performed through the Articulation Task Force network is the foundation of the Arizona Transfer System. The components of the system work together to help students plan a seamless transfer without loss of academic credit. Students build a transfer degree plan by completing the Arizona General Education Curriculum (AGEC), common courses, and electives, and supplement this with credits earned through dual enrollment and exams.
TRANSFER MAJORS

ADMINISTRATION OF JUSTICE

AGRICULTURE

ANTHROPOLOGY

ART - FINE ART

COMPUTER INFORMATION SYSTEMS

COMMUNICATION

COMPUTER SCIENCE

DANCE

ENGLISH

ETHNIC STUDIES

EXERCISE SCIENCE, PE, HEALTH

FAMILY STUDIES & CONSUMER SCIENCES

HISTORY

HOSPITALITY

HUMANITIES

INTERIOR DESIGN

MUSIC

NURSING

NUTRITION

PARKS & RECREATION TOURISM

RELIGIOUS STUDIES

SECONDARY EDUCATION

SOCIAL WORK

SOCIOLOGY
Articulation Task Forces (ATFs) are the heart of AZTransfer’s faculty-driven transfer model. Each fall, 1,412 faculty in 43 academic disciplines convene to evaluate course transferability and discuss curricular alignment. The outcome of these meetings provides the content for the tools and resources on AZTransfer.com that students, advisors, and counselors use to plan a seamless transfer.

In addition to these discipline specific ATFs, academic advising, admissions and records, and general education ATFs meet several times a year to address issues and trends in student support and general studies.
COURSE EQUIVALENCY REPORT

2,958
Arizona community college courses with direct equivalency to ASU

3,053
Arizona community college courses with direct equivalency to NAU

2,247
Arizona community college courses with direct equivalency to UA Arizona
Arizona community college courses can be submitted for evaluation at any time throughout the year to determine their transferability to ASU, NAU, and UA. Course equivalencies are categorized as direct equivalencies, electives, and not transferable.

### Direct Equivalency
- AWC: 267
- CAC: 213
- COCHISE: 192
- CCC: 144
- Dîné: 87
- EAC: 332
- MCCD: 858
- MOHAVE: 123
- NPC: 139
- PIMA: 333
- TOCC: 88
- YC: 223
- Total: 2,958

### Elective
- AWC: 612
- CAC: 542
- COCHISE: 338
- CCC: 224
- Dîné: 158
- EAC: 576
- MCCD: 3,204
- MOHAVE: 149
- NPC: 341
- PIMA: 858
- TOCC: 200
- YC: 509
- Total: 7,754

### Not Transferable
- AWC: 236
- CAC: 365
- COCHISE: 168
- CCC: 109
- Dîné: 8
- EAC: 286
- MCCD: 2,764
- MOHAVE: 214
- NPC: 254
- PIMA: 583
- TOCC: 21
- YC: 273
- Total: 5,172

### Other*
- AWC: 48
- CAC: 41
- COCHISE: 19
- CCC: 29
- Dîné: 46
- EAC: 28
- MCCD: 135
- MOHAVE: 3
- NPC: 36
- PIMA: 32
- TOCC: 58
- YC: 86
- Total: 560

### Total
- AWC: 1,163
- CAC: 1,161
- COCHISE: 717
- CCC: 506
- Dîné: 299
- EAC: 1,222
- MCCD: 6,961
- MOHAVE: 489
- NPC: 770
- PIMA: 1,806
- TOCC: 367
- YC: 1,091
- Total: 16,444

---

### NAU

### Direct Equivalency
- AWC: 261
- CAC: 222
- COCHISE: 165
- CCC: 195
- Dîné: 102
- EAC: 406
- MCCD: 688
- MOHAVE: 127
- NPC: 407
- PIMA: 87
- TOCC: 242
- YC: 3,053

### Elective
- AWC: 864
- CAC: 747
- COCHISE: 515
- CCC: 293
- Dîné: 178
- EAC: 793
- MCCD: 6,036
- MOHAVE: 346
- NPC: 541
- PIMA: 1,342
- TOCC: 210
- YC: 739
- Total: 12,597

### Not Transferable
- AWC: 4
- CAC: 45
- COCHISE: 20
- CCC: 1
- Dîné: 3
- EAC: 9
- MCCD: 65
- MOHAVE: 7
- NPC: 7
- PIMA: 16
- TOCC: 2
- YC: 16
- Total: 212

### Other*
- AWC: 34
- CAC: 147
- COCHISE: 17
- CCC: 17
- Dîné: 16
- EAC: 14
- MCCD: 172
- MOHAVE: 9
- NPC: 69
- PIMA: 41
- TOCC: 68
- YC: 94
- Total: 582

### Total
- AWC: 1,163
- CAC: 1,161
- COCHISE: 717
- CCC: 506
- Dîné: 299
- EAC: 1,222
- MCCD: 6,961
- MOHAVE: 489
- NPC: 770
- PIMA: 1,806
- TOCC: 367
- YC: 1,091
- Total: 16,444

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### Arizona

### Direct Equivalency
- AWC: 196
- CAC: 154
- COCHISE: 146
- CCC: 125
- Dîné: 68
- EAC: 206
- MCCD: 531
- MOHAVE: 106
- NPC: 110
- PIMA: 333
- TOCC: 75
- YC: 184
- Total: 2,247

### Elective
- AWC: 775
- CAC: 416
- COCHISE: 372
- CCC: 200
- Dîné: 156
- EAC: 616
- MCCD: 3,240
- MOHAVE: 161
- NPC: 270
- PIMA: 853
- TOCC: 197
- YC: 444
- Total: 7,754

### Not Transferable
- AWC: 155
- CAC: 421
- COCHISE: 169
- CCC: 132
- Dîné: 19
- EAC: 360
- MCCD: 2,907
- MOHAVE: 213
- NPC: 257
- PIMA: 560
- TOCC: 80
- YC: 376
- Total: 5,604

### Other*
- AWC: 37
- CAC: 170
- COCHISE: 49
- CCC: 56
- Dîné: 40
- EAC: 283
- MCCD: 9
- MOHAVE: 133
- NPC: 60
- PIMA: 15
- TOCC: 86
- YC: 839
- Total: 839

### Total
- AWC: 1,163
- CAC: 1,161
- COCHISE: 717
- CCC: 506
- Dîné: 299
- EAC: 1,222
- MCCD: 6,961
- MOHAVE: 489
- NPC: 770
- PIMA: 1,806
- TOCC: 367
- YC: 1,091
- Total: 16,444

*Other: equivalencies pending review, deleted courses pending processing, or blank CEG cells.
This report summarizes the number Arizona high schools offering exams available in five testing programs—Advanced Placement (AP), Cambridge International Exams (CIE), College Level Examination Program (CLEP), International Baccalaureate (IB), and DANTES Subject Standardized Tests (DSST). AZTransfer’s network of faculty evaluate these exams and determine scores needed to obtain credit at their institution. AZTransfer publishes this information in the Exam Equivalency Guide on AZTransfer.com

<table>
<thead>
<tr>
<th>CREDIT BY EXAM</th>
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</thead>
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<tr>
<td>ADVANCED PLACEMENT (AP)</td>
</tr>
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<td>TOTAL EXAMS</td>
</tr>
<tr>
<td>ARIZONA HIGH SCHOOLS OFFERING EXAMS</td>
</tr>
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</table>

*Curriculum and exam is administered independently and not in junction with high school districts.
This report summarizes dual enrollment student activity from the period 2010-11 to 2019-20.

<table>
<thead>
<tr>
<th><strong>180,004</strong></th>
<th><strong>95%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona community colleges have served 180,004 dual enrollment students since 2010-11.</td>
<td>Since 2010-11, 95% of Arizona dual enrollment students received a grade of “C” or better.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>40.55%</strong></th>
<th><strong>BUSINESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Of dual enrollment students, 40.55% subsequently enrolled at ASU, NAU, or UArizona.</td>
<td>The top major for dual enrollment students who earned a bachelor’s degree was business. Biological and biomedical sciences, health professions, engineering, and psychology round out the top five.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>192</strong></th>
<th><strong>604,036</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>From 2010-11 to 2020-21, the number of high schools offering dual enrollment has risen from 141 to 192.</td>
<td>Since 2010-11, students have enrolled in 604,036 dual enrollment courses, totaling nearly two million credit hours.</td>
</tr>
</tbody>
</table>
### UNIVERSITY STUDENTS WITH ARIZONA COMMUNITY COLLEGE CREDIT

Arizona’s community colleges are contributing to university degree attainment in more ways than one. This data indicates the total number of students who entered ASU, NAU, and UArizona with credits from an Arizona community college. It is broken down by how many students were traditional transfer students entering with 12 or more community college credits and how many were new freshmen with any amount of community college credit.

*Data is unavailable for Diné College and Tohono O’odham Community College. These institutions currently do not send data to ASSIST.*
NEW FRESHMEN WITH AGEC

This graph shows the numbers of new university freshmen at ASU, NAU, and UArizona who received an AGEC from an Arizona Community College prior to entry.

NOTE: Some degrees are still being conferred.
NEW FRESHMEN WITH ASSOCIATE DEGREE

This graph shows the numbers of new university freshmen at ASU, NAU, and UArizona who received an associate degree from an Arizona Community College prior to entry.

NOTE: Some degrees are still being conferred.
COMMUNITY COLLEGE CREDITS TRANSFERRED

This table shows the number of Arizona community college credits transferred to ASU, NAU, and UArizona by new transfer students.

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12-23 HOURS</strong></td>
<td>7.3%</td>
<td>7.9%</td>
<td>8.2%</td>
<td>7.8%</td>
<td>7.2%</td>
<td>7.6%</td>
</tr>
<tr>
<td><strong>24-34 HOURS</strong></td>
<td>8.4%</td>
<td>8.4%</td>
<td>9.3%</td>
<td>8.6%</td>
<td>8.3%</td>
<td>8.2%</td>
</tr>
<tr>
<td><strong>35-59 HOURS</strong></td>
<td>29.9%</td>
<td>30.8%</td>
<td>30.6%</td>
<td>31.2%</td>
<td>29.8%</td>
<td>30.1%</td>
</tr>
<tr>
<td><strong>60+ HOURS</strong></td>
<td>54.4%</td>
<td>52.8%</td>
<td>51.9%</td>
<td>52.5%</td>
<td>54.7%</td>
<td>54.0%</td>
</tr>
<tr>
<td><strong>ASSOCIATE DEGREE</strong></td>
<td>56.9%</td>
<td>56.6%</td>
<td>57.2%</td>
<td>57.5%</td>
<td>57.9%</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>AGEC ONLY</strong></td>
<td>5.3%</td>
<td>5.1%</td>
<td>4.9%</td>
<td>5.0%</td>
<td>4.4%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

28
NEW TRANSFER GRADUATION RATE

NOTE: Graduation rates are cumulative. Students graduating within three years are also included in the six years column.
MINORITY STUDENT NEW TRANSFERS
## TOP TRANSFER MAJORS

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Professions and Related Programs</td>
<td>13.9%</td>
</tr>
<tr>
<td>Business, Management, Marketing, and Related Support Services</td>
<td>13.8%</td>
</tr>
<tr>
<td>Psychology</td>
<td>8.6%</td>
</tr>
<tr>
<td>Education</td>
<td>8.1%</td>
</tr>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>6.5%</td>
</tr>
<tr>
<td>Engineering</td>
<td>5.8%</td>
</tr>
<tr>
<td>Multi-Interdisciplinary Studies</td>
<td>5.3%</td>
</tr>
<tr>
<td>Computer and Information Sciences and Support Services</td>
<td>4.7%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.5%</td>
</tr>
<tr>
<td>Communication, Journalism, and Related Programs</td>
<td>4.1%</td>
</tr>
<tr>
<td>All Other</td>
<td>24.6%</td>
</tr>
</tbody>
</table>
LOOKING AHEAD

A glimpse at AZTransfer’s focus and goals for the 2021-2022 academic year.

REIMAGE THE ARIZONA GENERAL EDUCATION CURRICULUM
ASU, NAU, and UArizona are revising their general education packages. In the coming year, AZTransfer institutions will work to revise the AGEC to align with the new vision for general education in Arizona.

REEVALUATE ELECTIVE CREDITS TO LOOK FOR POTENTIAL DIRECT EQUIVALENCIES
AZTransfer will engage Articulation Task Force faculty in discussion to more closely examine courses evaluated as elective credits and encourage them to make adjustments so more of them may be considered direct equivalents.

EXPLORE DUAL ENROLLMENT’S IMPACT ON ATTAINMENT
AZTransfer will continue to explore strategic ways to better understand and report dual enrollment’s impact on education attainment and student success in Arizona.
ARIZONA STATE UNIVERSITY
ARIZONA WESTERN COLLEGE
CENTRAL ARIZONA COLLEGE
COCHISE COLLEGE
COCONINO COMMUNITY COLLEGE
DINÉ COLLEGE
EASTERN ARIZONA COLLEGE
MARICOPA COMMUNITY COLLEGES
MOHAVE COMMUNITY COLLEGE
NORTHERN ARIZONA UNIVERSITY
NORTHLAND PIONEER COLLEGE
PIMA COMMUNITY COLLEGE
TOHONO O’ODHAM COMMUNITY COLLEGE
UNIVERSITY OF ARIZONA
YAVAPAI COLLEGE

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