

Contact: Diana Gonzalez

**ANNUAL REPORT ON THE ARTICULATION EFFORTS AND ACTIVITIES IMPLEMENTED
BY THE COMMUNITY COLLEGES AND THE INSTITUTIONS OF HIGHER EDUCATION
GOVERNED BY THE BOARD OF REGENTS**

Action Requested: (1) Consider approval of the annual report to the Iowa General Assembly regarding articulation efforts and activities implemented by the community colleges and the public universities from September 2011 to October 2012. (2) Direct the Board Office to submit the final report to the General Assembly by January 10, 2013.

Executive Summary: As a result of legislation in 2009, HF 815 (Attachment A) directed the Iowa Department of Education, the Iowa public community colleges, and the Board of Regents to collaborate on articulation efforts and activities, including the dissemination of articulation information.

Preparation of the 2011-12 update was a collaborative effort between the Iowa Department of Education, the Liaison Advisory Committee on Transfer Students (LACTS), and Iowa's public two-year and four-year institutions of higher education. It was reviewed by the Iowa Community College Presidents Association, the community college chief academic officers, the Council of Provosts, and the Regents Committee on Educational Relations (RCER).

Background:

Iowa's public universities and community colleges have a long history of articulation for the purpose of helping to make the transition of students between Iowa public institutions of higher education as smooth and seamless as possible.

Highlights of articulation activities:

- ◆ The Liaison Advisory Committee on Transfer Students was created in 1972 as an advisory group of representatives from Iowa community colleges and public universities to provide a conduit for articulation issues or concerns with statewide impact.
- ◆ Since 1972, eight statewide articulation agreements have been signed between the two sectors of public higher education in the following areas – common grading symbols and definitions; career and technical credit; international student academic credential evaluation; College Level Examination Program (CLEP); electronics/electronics-based technology; military credit; associate of arts; and associate of science.
- ◆ More than 1,000 individual agreements exist between Iowa's public universities and community colleges.
- ◆ More than 10,000 students transfer credits annually from Iowa's community colleges to the public universities.
- ◆ In 2001, the Board of Regents and the public community colleges created the 2+2 Council which recommended the creation of a bachelor of applied studies program at the public universities. In 2005, the Board approved the implementation of that program at the University of Iowa.

- ⇒ In 2011-12, there were 308 students enrolled in coursework in the Bachelor of Applied Studies, including 145 students who were newly admitted. During that period, there were 36 students who graduated from the program.
- ⇒ In 2011-12, there were 514 students enrolled at the three public universities in the Bachelor of Liberal Studies, including 223 students who were newly admitted. During that period, there were 150 students who graduated from the program.
- ⇒ The University of Iowa has established partnerships with Eastern Iowa Community College District, Des Moines Area Community College, Kirkwood Community College, Western Iowa Tech Community College, Iowa Western Community College, Southwestern Community College, Indian Hills Community College, Iowa Lakes Community College, North Iowa Area Community College, Northeast Iowa Community College, Northwest Iowa Community College, Iowa Central Community College, Iowa Valley Community College District, Southeastern Community College, and Hawkeye Community College to offer upper division degree programs to place bound students in their service areas. Currently, these degree programs include the Bachelor of Applied Studies, Bachelor of Liberal Studies, RN to BSN, and the Bachelor of Business Administration Entrepreneurial Management program. All of the programs are available entirely on-line. In addition, there is an on-site upper division program, a Bachelor of Arts program in social work, which is offered at the University of Iowa's John and Mary Pappajohn Center in Des Moines.
- ◇ In 2008, the Board of Regents, in collaboration with Iowa public community colleges, developed and launched an articulation website called **TransferInIowa.org**. The primary focus of the Articulation Website is to allow Iowans to know at the time of enrollment in a community college course (1) whether the credit will be accepted by the public university of the student's choice; (2) the category in which the university will apply the credit; and (3) to which degree program or programs the university will apply the credit.
 - ⇒ Between October 2011 and September 2012, the **TransferInIowa.org** articulation website recorded 12,124 unique visitors according to a tracking tool being used; this is an increase of 8% from the prior year; there were 16,065 total visits. The University of Iowa's I-CHART articulation planning website recorded 18,982 unique visitors and 26,615 total visits; Iowa State University's TRANSIT articulation planning website recorded 21,576 unique visitors and 34,354 total visits; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 14,470 unique visitors and 20,846 total visits.
- ◇ The three public universities have articulation programs with each of the public community colleges. The purpose of these programs is to establish early connections with community college students who anticipate transferring to a public university.
 - ⇒ The University of Iowa's *2 Plus 2 Guaranteed Graduation Plan* connects community college students with advisors at the university so that students take the right courses at the right time to complete both degrees in a total of four years.
 - ⇒ Iowa State University's *Admissions Partnership Program* guarantees admission to ISU if requirements are met; and provides academic advising and mentoring and degree planning to ensure timely graduation, among other benefits.
 - ⇒ The University of Northern Iowa's *Admissions Partnership Program* assists community college students to achieve a seamless transition from the community college to UNI. All majors at UNI are available with the program. Students who are accepted into the program meet regularly with academic advisors from both their community college and UNI to determine coursework and discuss degree progress.

Highlights of HF 815 (Attachment B)

- ◇ The Iowa Department of Education is responsible for developing a plan which describes how secondary school students and community college students can find and use the www.TransferInIowa.org articulation website.
- ◇ *The Board of Regents and Iowa public community colleges must enter into a statewide articulation agreement which provides for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program at a public university.*
 - ⇒ The associate of arts degree articulation agreement was originally signed on December 2, 1981. It is affirmed annually; the most recent reaffirmation was on April 13, 2012. This agreement allows a minimum of 60 credit hours of courses designed and acceptable for transfer and may include up to 16 credit hours of career and technical courses.
 - ⇒ The associate of science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 13, 2012. This agreement specifies that the requirements for the associate of science degree are the same as for the associate of arts degree with the following exceptions – distribution of hours include 20 credit hours of mathematics and science; additional general education courses may be required at the public universities.
- ◇ *The public universities and community colleges must identify a transfer and articulation contact office or person to be included on the www.TransferInIowa.org articulation website. The list of contact persons is available on the www.TransferInIowa.org articulation website. It is updated annually or on an as needed basis. (http://www.transferiniowa.org/pdf/ta_contact_list.pdf)*
- ◇ *The public community colleges and public universities must collaborate to develop a systematic process for expanding academic discipline meetings between the community college faculty and the faculty of the public universities.*
 - ⇒ The Liaison Advisory Committee for Transfer Students (LACTS) was charged with developing a systematic process for expanding academic discipline faculty meetings for approval by the Council of Provosts and the community college chief academic officers. A systematic process was approved on October 8, 2010 at a joint meeting of the Iowa community college chief academic officers and public university Council of Provosts (Attachment D). The process was used during 2011-2012 to conduct academic discipline faculty meetings.
 - ⇒ During 2009-2010, public university and community college faculty held academic discipline meetings in mathematics, marketing, and early childhood. During 2010-2011, public university and community college faculty held academic discipline meetings in Criminology/Criminal Justice; Communications/English/Speech; Biology; Marketing; Early Childhood Education; Agriculture/Animal Science/Agronomy/Horticulture; and Mathematics. During 2011-2012, public university and community college faculty held academic discipline meetings in chemistry, physics, psychology, and marketing.

- ◇ *The public community colleges and public universities must collaborate to develop a process to examine a minimum of eight new associate of applied science degree programs for which articulation agreements would serve students' continued academic success in those degree programs.*
 - ⇒ The community colleges and public universities prepared program inventories to identify areas of articulation opportunity.
 - ⇒ The third joint meeting between the community college chief academic officers and the public university provosts was held on October 24, 2012 at the University of Iowa. One of the agenda items was to identify a core curriculum area for which a transition guide would be developed during the 2013-14 academic year; the unanimous choice was mathematics. The Chemistry transition guide team will complete the Chemistry transition guide during the 2012-2013 academic year. The transition guide team for Communications will be created no later than February 2013 and will begin work afterwards. The Biological Sciences Transition Guide was completed during 2010-2011 and formally approved by the provosts and chief academic officers at the joint meeting in October 2011. It is available at the following link: <http://www.transferinlowa.org/transition.php>.
 - ⇒ A two-year strategic plan will be developed to define best practices for individual institutions to pursue articulation opportunities for career and technical programs.
- ◇ *The Board of Regents, in consultation with the public community colleges, must develop criteria to prioritize core curriculum areas and create or review transition guides for the core curriculum areas.*
 - ⇒ Course equivalency guide are available on the www.TransferInIowa.org articulation website.
 - ⇒ The transition guides will be included on the www.TransferInIowa.org articulation website. The transition guide completed in 2010-2011 is the Biological Sciences Transition Guide and is available at <http://www.transferinlowa.org/transition.php>.

This update will be submitted to the General Assembly by January 10, 2013.

Attachment C describes the articulation and transfer efforts identified by the public universities and the community colleges between October 2011 and September 2012.

HOUSE FILE 815

AN ACT RELATING TO ARTICULATION AGREEMENTS BETWEEN PUBLIC POSTSECONDARY INSTITUTIONS AND TO THE DISSEMINATION OF ARTICULATION INFORMATION.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. Section 256.9, Code 2009, is amended by adding the following new subsection:

NEW SUBSECTION. 61. Develop and implement a plan to provide, at least twice annually to all principals and guidance counselors employed by school districts and accredited nonpublic schools, notice describing how students can find and use the articulation information available on the website maintained by the state board of regents. The plan shall include suggested methods for elementary and secondary schools and community colleges to effectively communicate information about the articulation website to the following:

- a. To all elementary and secondary school students interested in or potentially interested in attending a community college or institution of higher education governed by the state board of regents.
- b. To all community college students interested in or potentially interested in admission to a baccalaureate degree program offered by an institution of higher education governed by the state board of regents.

Section 2. Section 260C.14, Code 2009, is amended by adding the following new subsection:

NEW SUBSECTION. 23. Enter into a collective statewide articulation agreement with the state board of regents pursuant to section 262.9, subsection 32, which shall provide for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program offered by an institution of higher education governed by the state board of regents. The board shall also do the following:

- a. Identify a transfer and articulation contact office or person, publicize transfer and articulation information and the contact office or person, and submit the contact information to the state board of regents, which shall publish the contact information on its articulation website.
- b. Collaborate with the state board of regents to meet the requirements specified in section 262.9, subsection 32, including but not limited to developing a systematic process for expanding academic discipline and meetings between the community college faculty and faculty of the institutions of higher education governed by the state board of regents, developing criteria to prioritize core curriculum areas, promoting greater awareness of articulation-related activities, facilitating additional opportunities for individual institutions to pursue program articulation agreements for career and technical educational programs, and developing and implementing a process to examine a minimum of eight new associate of applied science degree programs for which articulation agreements would serve students' continued academic success in those degree programs.

Section 3. Section 262.9, Code 2009, is amended by adding the following new subsection:

NEW SUBSECTION. 32. In consultation with the state board for community colleges established pursuant to section 260C.3, establish and enter into a collective statewide articulation agreement with the community colleges established pursuant to chapter 260C, which shall provide for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program offered by an institution of higher education governed by the board. The board shall also do the following:

- a. Require each of the institutions of higher education governed by the board to identify a transfer and articulation contact office or person, publicize transfer and articulation information and the contact office or person, and submit the contact information to the board for publication on its articulation website.
- b. Develop, in collaboration with the boards of directors of the community colleges, a systematic process for expanding academic discipline and meetings between the community college faculty and faculty of the institutions of higher education governed by the board. The board shall conduct and jointly administer with the boards of directors of the community colleges four program and academic discipline meetings each academic year for the purpose of enhancing alignment between course content and expectations at the community colleges and institutions of higher education governed by the state board of regents.
- c. Develop criteria to prioritize core curriculum areas and create or review transition guides for the core curriculum areas.
- d. Include on its articulation website course equivalency and transition guides for each of the institutions of higher education governed by the board.
- e. Jointly, with the boards of directors of the community colleges, select academic departments in which to articulate first-year and second-year courses through faculty-to-faculty meetings in accordance with paragraph "b". However, course-to-course equivalencies need not occur in an academic discipline when the board and the community colleges jointly determine that course content is incompatible.
- f. Promote greater awareness of articulation-related activities, including the articulation website maintained by the board and articulation agreements in which the institutions participate.
- g. Facilitate additional opportunities for individual institutions to pursue program articulation agreements for community college career and technical education programs and programs of study offered by the institutions of higher education governed by the board.

- h. Develop and implement by January 1, 2012, a process to examine a minimum of eight new community college associate of applied science degree programs for which articulation agreements between the community colleges and the institutions of higher education governed by the board would serve students' continued academic success in those degree programs.
- i. Prepare, jointly with the department of education and the liaison advisory committee on transfer students, and submit by January 1 (changed to January 10 by 2010 legislation) annually to the general assembly, an update on the articulation efforts and activities implemented by the community colleges and the institutions of higher education governed by the board.

**UPDATE ON THE ARTICULATION EFFORTS AND ACTIVITIES IMPLEMENTED BY THE COMMUNITY COLLEGES AND THE INSTITUTIONS OF HIGHER EDUCATION GOVERNED BY THE BOARD OF REGENTS
OCTOBER 2011 – SEPTEMBER 2012**

The following update has been prepared to be submitted to the Iowa General Assembly by January 10, 2013, as specified in HF 815 (AN ACT RELATING TO ARTICULATION AGREEMENTS BETWEEN PUBLIC POSTSECONDARY INSTITUTIONS AND TO THE DISSEMINATION OF ARTICULATION INFORMATION).

LEGISLATION	STATUS
<p>§61. Develop and implement a plan to provide, at least twice annually to all principals and guidance counselors employed by schools districts and accredited nonpublic schools, notice describing how students can find and use the articulation information available on the website maintained by the state board of regents.</p>	<ul style="list-style-type: none"> ◆ The Iowa Department of Education communicates with principals and guidance counselors at public and nonpublic schools concerning the www.TransferInIowa.org articulation website. <ul style="list-style-type: none"> ⇒ The Department sends out an electronic newsletter each month to all superintendents and principals in the State. The February issue of the <i>School Leader Update</i> contains transfer and articulation information and the www.TransferInIowa.org articulation website. Past copies of the newsletter are also posted to the Department’s website.¹ ◆ School guidance counselors are sent information electronically about the www.TransferInIowa.org website each February. ◆ The Department of Education works with local school districts to include transfer information for parents and students through local school district newsletters and local school websites.

¹ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=854&catid=243&Itemid=1503.

<p>The plan shall include suggested methods for elementary and secondary schools and community colleges to effectively communicate information about the articulation website to the following:</p>	
<p>a. To all elementary and secondary school students interested in or potentially interested in attending a community college or institution of higher education governed by the state board of regents.</p>	<ul style="list-style-type: none"> ♦ The Department of Education partners with the Iowa College Student Aid Commission to provide this information to middle and high school students (6th through 12th) through the www.ihaveaplaniowa.gov web portal as well as through materials distributed to teachers, students, and parents. Currently, teachers are providing this information directly to students. There is also a link on the web portal to the www.TransferInIowa.org articulation website. In addition, the Commission provides a book called “Your Course to College” which is given to students and parents. This publication, which is printed annually, contains a section about transferring from one college to another. Information on the www.TransferInIowa.org articulation website was added to the 2010-11 publication. Distribution of “Your Course to College” books currently is at 24,000 copies annually. Through work with the lower elementary level (Grades K-5), students and parents have access to career information, interest surveys, and real work activities through <i>I Have a Plan Iowa</i> using a product named “PAWS in Jobland.”
<p>b. To all community college students interested in or potentially interested in admission to a baccalaureate degree program offered by an institution of higher education governed by the state board of regents.</p>	<ul style="list-style-type: none"> ♦ The Department of Education works with the Chief Student Services Administrators at the 15 community colleges of Iowa to provide this information through several forms of distribution. Through an e-mail distribution list at each of the colleges, information about the www.TransferInIowa.org articulation website is sent to all enrolled students. Beginning in the 2010-11 academic year, information about the www.TransferInIowa.org articulation website was added to student handbooks by most of the community colleges; the remainder will do so in 2012-2013. Student handbooks are provided to all enrolled community college students in either a printed or electronic format.

§23. Enter into a collective statewide articulation agreement with the state board of regents pursuant to §262.9. subsection 32, which shall provide for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program offered by an institution of higher education governed by the state board of regents.

- ◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent reaffirmation was on April 13, 2012. The next scheduled reaffirmation will occur on April 12, 2013. The agreement includes the following elements:
 - ⇒ Minimum of 60 credit hours of courses designed and acceptable for transfer and may include up to 16 credit hours of career and technical courses.
 - ⇒ General education contains a minimum of 40 credit hours evenly distributed among arts and sciences disciplines.
 - ⇒ Remaining 20 semester hours are elective credits including up to 16 semester hours of career and technical credit.
 - ⇒ Foreign language proficiency must be met at each Regent university.
 - ⇒ A minimum 2.0 grade point average is required.
 - ⇒ Students who meet the above requirements and transfer with an Associate of Arts degree will have met all general education requirements at the Regent universities.
 - ⇒ Satisfaction of above requirements allows enrollment with junior status at a Regent university.
 - ⇒ Admittance of students who do not complete an Associate of Arts degree requires course by course evaluation.
 - ⇒ The Associate of Arts degree articulation agreement is reviewed and reaffirmed annually.
- ◆ The Associate of Science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 13, 2012. The next scheduled reaffirmation will occur on April 12, 2013. The agreement includes the following elements:
 - ⇒ The requirements for the Associate of Science degree are the same as for the Associate of Arts degree with the following exceptions:
 - Distribution of hours includes 20 credit hours of mathematics and science.
 - Additional general education courses may be required at the Regent universities.

- ◆ The Iowa Department of Education began work in 2011 with the 15 community colleges to develop a web portal to collect curriculum and articulation agreement information. The web portal, called CurricUNET, has been fully implemented at five colleges (Hawkeye Community College, Indian Hills Community College, Kirkwood Community College, Des Moines Area Community College, and Iowa Western Community College. The Iowa Department of Education CurricUNET program approval process and common course numbering repository site are operational. Iowa Valley Community College District will soon be operational; the other community colleges will become operational on a staggered schedule. Implementation progress is close to the planned timetable. The system is being used for internal curriculum development and maintenance and approval processes for new and modified programs. It includes web-based content exchange and workflows between the department and colleges. The department will continue to support both CurricUNET-based and manual data exchanges for program approval needs during the transition period ending in May 2013. The system contains the following features:
 - ⇒ It will use web forms for all input required for course and program proposals.
 - ⇒ All input fields will be entered into a relational database which facilitates searches, flexible report production; it interfaces with related systems, such as catalog production and scheduling building.
 - ⇒ All necessary notifications will be automated and all steps in the process will be tracked with an automated workflow module. As a result, a real-time view of the workflow for each proposal will be able to be displayed at any time showing the exact current location of the proposal.
 - ⇒ There will be historical tracking of all courses and programs.
 - ⇒ All articulation agreements will be maintained in an articulation database by institution.
 - ⇒ The system will be designed to facilitate automated interface to various statewide processes, as required.

<p>The board shall also do the following:</p>	
<p>a. Identify a transfer and articulation contact office or person, publicize transfer and articulation transfer and the contact office or person, and submit the contact information to the state board of regents, which shall make public the contact information on its articulation website.</p>	<ul style="list-style-type: none"> ◆ A transfer and articulation contact person to assist in resolving issues related to the acceptance and/or application of transfer credit was identified for each two-year and four-year public institution. ◆ Contact person information was submitted by the community college presidents to the Board of Regents, State of Iowa, for the www.TransferInIowa.org articulation website. ◆ The current list of transfer and articulation contacts has been posted to the www.TransferInIowa.org articulation website. ◆ The Articulation Website Evaluation Team developed a description of the responsibilities of the contact person and distributed it to all contact persons. ◆ The list is reviewed annually and updated as needed.
<p>b. Collaborate with the state board of regents to meet the requirements specified in §262.9, subsection 32, including but not limited to developing a systematic process for expanding academic discipline and meetings between the community college faculty and faculty of the institutions of higher education governed by the state board of regents,</p>	<ul style="list-style-type: none"> ◆ The Liaison Advisory Committee for Transfer Students (LACTS) developed a systematic process for expanding academic discipline meetings and it was approved by the community college chief academic officers and the Regent university provosts. Key elements of this process include the following: <ul style="list-style-type: none"> ⇒ Surveys are conducted every third year to discover and identify academic opportunities with promise for articulation. ⇒ Establishment of multi-year calendars for planning and leveraging of other existing meeting opportunities. ⇒ Collaborative planning by representatives from the community colleges and Regent universities. ⇒ Best practices meeting design, with flexibility of meeting format and activities to meet varying needs of disciplines, using best practices and resulting in an action plan. ⇒ Expectation of meeting outcomes and a summary report that indicates agreed upon action items and communication with attendees and other stakeholders. ⇒ Evaluation of both the process and the meeting with a focus on continuous improvement. ⇒ Eventual institutionalizing of the meeting outcomes.

<p>developing criteria to prioritize core curriculum areas,</p> <p>promoting greater awareness of articulation-related activities,</p> <p>facilitating additional opportunities for individual institutions to pursue program articulation agreements for career and technical education programs,</p>	<ul style="list-style-type: none"> ◆ During 2009-2010, Regent university and community college faculty held academic discipline meetings in mathematics, marketing, and early childhood education. During 2010-2011, Regent university and community college faculty held academic discipline meetings in Criminology/Criminal Justice; Communications/English/Speech; Biology; Marketing; Early Childhood Education; Agriculture/Animal Science/Agronomy/Horticulture; and Mathematics. During 2011-12, Regent university and community college faculty held academic discipline meetings in chemistry, physics, psychology, and marketing. ◆ Using the surveys conducted in 2012, the 2012-2013 year plans are underway for Regent university and community college faculty to hold new discipline meetings in music history, music theory, and computer science and continued meetings in chemistry, physics, and psychology. ◆ A survey was conducted during 2011-2012 to identify and prioritize academic areas for the 2012-2013 academic year. The previous survey was conducted in 2009. ◆ Preliminary analysis indicated a number of opportunities to create new articulation agreements and faculty-to-faculty academic discipline meetings. The third annual joint meeting between Regent university provosts and Iowa community college chief academic officers was held on October 24, 2012. The group discussed the prioritization of developing new articulation agreements and academic discipline meetings and a new core curriculum area was selected for the development of a transition guide for 2013-2014 - mathematics. ◆ The primary mechanism/vehicle for promoting greater awareness is through the www.TransferInIowa.org articulation website. ◆ Between October 2011 and September 2012, the www.TransferInIowa.org articulation website tracked and recorded 12,124 unique visitors; this is an 8% increase from the prior year; there were 16,065 total visits.² The University of Iowa's I-CHART articulation planning website recorded 18,982 unique visitors and 26,615 total visits; Iowa State University's TRANSIT articulation planning website recorded 21,576 unique visitors and 34,354 total visits; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 14,470 unique visitors and 20,846 total visits.
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² The three Regent universities' Transfer Equivalency Guides may also be accessed through their Admissions websites.

and developing and implementing a process to examine a minimum of eight new associate of applied science degree programs for which articulation agreements would serve students' continued academic success in those degree programs.

- ◆ In Summer 2012, community colleges and Regent universities conducted the second program inventory to identify areas of articulation opportunity.
- ◆ On October 28, 2009, a joint meeting was held at the University of Northern Iowa between community college chief academic officers and Regent university provosts to prioritize the programs identified in the inventory best suited for articulation. Annual joint meetings have been held in October 2010, October 2011, and October 2012.
 - ⇒ Year 1 programs included Mathematics, Early Childhood Education and Marketing. Faculty from these areas met on February 12, 2010 at the DMACC Newton campus.
 - ⇒ Year 2 (2010-2011) discipline meetings included general biology, microbiology, anatomy and physiology, writing (English), and criminology/criminal justice areas.
 - ⇒ Year 3 (2011-12) discipline meetings included chemistry, physics, psychology, and marketing.
 - ⇒ Year 4 (2012-13) new discipline meetings will include music theory, music history, and computer science and continued discipline meetings as necessary.
- ◆ Individual institutions have continued efforts to articulate programs, which are identified in Attachments C and D.
- ◆ In Summer 2010, the community college Career and Technical deans prioritized a list of Associate of Applied Science program areas for planning of faculty meetings to discuss articulation. Iowa State University took the lead to examine the top two identified priority areas – Agriculture and Veterinary Technology. In November 2012, the Career and Technical dean selected the following program areas as priority topics for future face-to-face meetings – Network Administration; CAD/Design; Criminal Justice; Robotics/Automation; and Wind/Renewable Energy.
- ◆ Individual institutional efforts to articulate Associate of Applied Science programs are identified in the addenda.

<p>§32. In consultation with the state board for community colleges established pursuant to §260C.3, establish and enter into a collective statewide articulation agreement with the community colleges established pursuant to chapter 260C, which shall provide for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program offered by an institution of higher education governed by the board.</p>	<ul style="list-style-type: none">◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent affirmation was on April 13, 2012. The next scheduled reaffirmation will occur on April 12, 2013. The agreement includes the following elements:<ul style="list-style-type: none">⇒ Minimum of 60 credit hours of courses designed and acceptable for transfer and may include up to 16 credit hours of career and technical courses.⇒ General education contains a minimum of 40 credit hours evenly distributed among arts and sciences disciplines.⇒ Remaining 20 semester hours are elective credits including up to 16 semester hours of career and technical credit.⇒ Foreign language proficiency must be met at each Regent university.⇒ A minimum 2.0 grade point average is required.⇒ Students who meet the above requirements and transfer with an Associate of Arts degree will have met all general education requirements at the Regent universities.⇒ Satisfaction of above requirements allows enrollment with junior status at a Regent university.⇒ Admittance of students who do not complete an Associate of Arts degree requires course by course evaluation.⇒ The Associate of Arts degree articulation agreement is reviewed and reaffirmed annually.◆ The Associate of Science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 13, 2012. The next scheduled reaffirmation will occur on April 12, 2013. The agreement includes the following elements:<ul style="list-style-type: none">⇒ The requirements for the Associate of Science degree are the same as for the Associate of Arts degree with the following exceptions:<ul style="list-style-type: none">• Distribution of hours includes 20 credit hours of mathematics and science.• Additional general education courses may be required at the Regent universities.
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<p>The board shall also do the following:</p>	
<p>a. Require each of the institutions of higher education governed by the board to identify a transfer and articulation contact office or person, publicize transfer and articulation information and the contact office or person, and submit the contact information to the board for publication on its articulation website.</p>	<ul style="list-style-type: none"> ◆ A transfer and articulation contact person to assist in resolving issues related to the acceptance and/or application of transfer credit has been identified for each two-year and four-year public institution. ◆ Contact person information was submitted by the Regent university presidents to the Board of Regents, State of Iowa, for inclusion on the www.TransferInIowa.org articulation website. ◆ The current list of transfer and articulation contacts has been posted to the www.TransferInIowa.org articulation website. ◆ The Articulation Website Evaluation Team developed a description of the responsibilities of the contact person and distributed it to all contact persons.
<p>b. Develop, in collaboration with the boards of directors of the community colleges, a systematic process for expanding academic disciplines and meetings between the community college faculty and faculty of the institutions of higher education governed by the board.</p>	<ul style="list-style-type: none"> ◆ The Liaison Advisory Committee for Transfer Students (LACTS) developed a systematic process for expanding academic discipline meetings and it was approved by the community college chief academic officers and the Regent university provosts. Key elements of this process include the following: <ul style="list-style-type: none"> ⇒ Surveys are conducted every third year to discover and identify academic opportunities with promise for articulation. ⇒ Establishment of multi-year calendars for planning and leveraging of other existing meeting opportunities. ⇒ Collaborative planning by representatives from the community colleges and Regent universities. ⇒ Best practices meeting design, with flexibility of meeting format and activities to meet varying needs of disciplines, using best practices and resulting in an action plan. ⇒ Expectation of meeting outcomes and a summary report that indicates agreed upon action items and communication with attendees and other stakeholders. ⇒ Evaluation of both the process and the meeting for continuous improvement. ⇒ Eventual institutionalizing of the meeting outcomes.

<p>The board shall conduct and jointly administer with the boards of directors of the community colleges four program and academic discipline meetings each academic year for the purpose of enhancing alignment between course content and expectations at the community colleges and institutions of higher education governed by the state board of regents.</p>	<ul style="list-style-type: none"> ◆ During 2009-2010, Regent university and community college faculty held academic discipline meeting in mathematics, marketing, and early childhood education. Using the surveys conducted in 2009, the 2010-2011 discipline meetings included general biology, microbiology, anatomy/physiology, writing (English), and criminology/criminal justice. The 2011-12 discipline meetings included chemistry, physics, psychology, and marketing. Using the surveys conducted in 2012, the 2012-13 discipline meetings will include music theory, music history, and computer science. ◆ Academic areas were identified and prioritized for the 2011-2012 academic year – chemistry, physics, and psychology. For the 2012-13 academic year, they include music history, music theory, and computer science. ◆ During 2009-2010, Regent university and community college faculty held academic discipline meeting in mathematics, marketing, and early childhood education. Using the surveys conducted in 2009, the 2010-2011 discipline meetings included general biology, microbiology, anatomy/physiology, writing (English), and criminology/criminal justice. The 2011-12 discipline meetings included chemistry, physics, psychology, and marketing. Using the surveys conducted in 2012, the 2012-13 discipline meetings will include music theory, music history, and computer science.
<p>c. Develop criteria to prioritize core curriculum areas and create or review transition guides for the core curriculum areas.</p>	<ul style="list-style-type: none"> ◆ The plan for the core curriculum transition guides was presented to the community college chief academic officers and the Regent university provosts in October 2010. The plan was approved and Biology was selected as the first area for discussion. The next core curriculum area was selected at the joint meeting on October 26, 2011 - Chemistry. Communications was selected as the core curriculum area for 2012-13. The core curriculum area selected at the joint meeting on October 24, 2012 for 2013-2014 was mathematics.
<p>d. Include on its articulation website course equivalency and transition guides for each of the institutions of higher education governed by the board.</p>	<ul style="list-style-type: none"> ◆ The plan for including the transition guides on www.TransferInIowa.org articulation website was developed. The transition guide and course equivalency guides will be included in the Transfer Advising tab of the website. ◆ Course equivalency guides are available on www.TransferInIowa.org articulation website.

<p>e. Jointly, with the boards of directors of the community colleges, select academic depts. in which to articulate first-year and second-year courses through faculty-to-faculty meetings in accordance with paragraph “b”. However, course-to-course equivalencies need not occur in an academic discipline when the board and the community colleges jointly determine that course content is incompatible.</p>	<ul style="list-style-type: none"> ◆ Community colleges and Regent universities conducted a program inventory to identify areas of articulation opportunity. ◆ Joint meetings between community college chief academic officers and Regent university provosts have resulted in prioritizing programs identified in the inventory best suited for articulation. Year 1 programs included Mathematics, Early Childhood Education and Marketing. Year 2 programs included general biology, microbiology, anatomy and physiology, writing (English), and criminology/criminal justice. Year 3 programs included chemistry, physics, psychology, and marketing. Year 4 programs will include music theory, music history, and computer science.
<p>f. Promote greater awareness of articulation-related activities, including the articulation website maintained by the board and articulation agreements in which the institutions participate.</p>	<ul style="list-style-type: none"> ◆ The primary mechanism/vehicle for promoting greater awareness is through the www.TransferInIowa.org articulation website.
<p>g. Facilitate additional opportunities for individual institutions to pursue program articulation agreements for community college career and technical education programs and programs of study offered by the institutions of higher education governed by the board.</p>	<ul style="list-style-type: none"> ◆ Community colleges and Regent universities conducted a program inventory to identify areas of articulation opportunity. ◆ Joint meetings between community college chief academic officers and Regent university provosts resulted in prioritizing the programs identified in the inventory best suited for articulation. Year 1 programs included Mathematics, Early Childhood Education and Marketing. Year 2 programs included general biology, microbiology, anatomy and physiology, writing (English), and criminology/criminal justice. Year 3 programs included chemistry, physics, psychology, and marketing. Year 4 programs will include music history, music theory, and computer science.

<p>h. Develop and implement by January 1, 2012, a process to examine a minimum of eight new community college associate of applied science degree programs for which articulation agreements between the community colleges and the institutions of higher education governed by the board would serve students' continued academic success in those degree programs.</p>	<ul style="list-style-type: none">◆ A two-year strategic plan to complete this process will be developed with a target date of June 2013. The strategic plan will include further prioritization of Associate of Applied Science programs for articulation and define best practices for individual institutions to pursue articulation for career and technical programs.◆ A process to examine associate of applied science degree programs for which articulation agreements might be developed was created by the Liaison Advisory Committee on Transfer Students in 2010 and approved at a joint meeting of the community college chief academic officers and the university provosts in October 2010.
<p>i. Prepare, jointly with the department of education and the liaison advisory committee on transfer students, and submit by January 1 annually to the general assembly, an update on the articulation efforts and activities implemented by the community colleges and the institutions of higher education governed by the board.</p>	<ul style="list-style-type: none">◆ Herewith submitted.

ATTACHMENT C

ARTICULATION/TRANSFER EFFORTS CONDUCTED BETWEEN OCTOBER 2011 –
SEPTEMBER 2012

UNIVERSITY OF IOWA

Our continued commitment is to help students and community college advisors navigate the transfer process and to provide dependable, accurate resources that assist both the student and advisor. We provide a broad range of training, advising, programs, ongoing support and guidance.

The University of Iowa enrolled 1,258 new, undergraduate degree-seeking transfer students in Fall 2012 including 706 from Iowa community colleges.

Transfer Articulation and Success Initiatives:

2 Plus 2

The University of Iowa offers a 2 Plus 2 Guaranteed Graduation Plan for Iowa community college students. It is similar to the Four Year Guaranteed Graduation Plan for incoming first-year students. The purpose of the 2 Plus 2 Plan is to encourage long range planning, ease student transition, and improve access, success, and degree completion. Nearly 1100 students, including over 375 currently in Iowa community colleges, have registered for the 2 Plus 2 Program.

There is no cost to be in the program. Students meet graduation checkpoints for select majors during their first two years at the community college and their final two years at the UI.

Benefits of the 2+2 Program include:

- Guaranteed graduation in four years
- Access to 2 Plus 2 advisors
- Access to an updated degree evaluation on the UI Admissions web portal (Admission Profile)
- Access to early orientation/registration
- UI email address
- University ID
- Access to UI Libraries
- Student discounts to university athletic & cultural events
- Regular newsletters with important university announcements
- Discounted memberships to campus recreation and wellness facilities
- Access to the Pomerantz Career Center including internship information, career exploration and guidance

The following majors have been added to the Guaranteed Graduation Plan during the past year:

- Ethics and Public Policy
- Geoscience
- International Studies
- Recreation and Sport Business
- Theatre Arts

LACTS

Participate in the Liaison Advisory Committee on Transfer Students (LACTS). LACTS has six voting members including three representatives from the community colleges and a representative from each of the public universities. It is an ongoing advisory committee that has an active role in facilitating transfer.

Articulation Conferences

Participate in Annual Statewide Regents Articulation Conferences including most recently Marketing, Physics, Psychology, and the LACTS Annual Articulation Conference to reaffirm the state wide articulation agreements between the Iowa community colleges and Regent universities.

Online Transfer Articulation Tools

The university works hard to maintain up to date transfer articulation websites and advising aids, including:

- Transfer Course Equivalency Guide: <http://isis5.uiowa.edu/isis/courses/transfer.page>
Transfer course equivalencies for commonly transferred courses.
- I-Chart: <https://www.maui.uiowa.edu/maui/pub/admissions/ichart/ichart.page> Transfer planning resource provided so Iowa Community College students can explore how their classes transfer into majors at The University of Iowa.
- On-line advising aids and transfer pathways for students wanting to begin the coursework at an Iowa community college. Provides important advice on what courses to take prior to transferring, prerequisites, general education requirements, competitive admission, etc.
- Articulation agreements between The University of Iowa and Iowa's community colleges are detailed in *The Public Connection: A Report on the Statewide Articulation Agreements between Iowa's Community Colleges and the Regent Universities*.

Iowa Community College Arts and Science Dean's Meetings

Attend quarterly meetings with the Iowa Community College Arts and Science Administrators. Discuss issues that affect transfer students, the Regent institutions and the Iowa Community Colleges (September, November, February, April).

Campus Programs

Host a variety of on-campus programs to assist students preparing to transfer:

- Transfer Visit Day Programs (four each Spring, three each Fall)
- Multicultural Visit Day (November)
- Tippie College of Business Transfer Preview Day (December)
- Explore Engineering (October, December, January, February, March, April)

Advisor Training

Host on and off campus training sessions throughout the state for community college advisors. Provide the tools and knowledge necessary to effectively advise their students. The University of Iowa On Campus Transfer Advisor Workshop is scheduled for February 15, 2013.

Transfer Listserv

Host a state wide transfer advisor listserv to provide an easy means of communication between university and community college personnel.

Iowa Update

Distribute updates via the *Iowa Update* Newsletter to community college staff three times per year. *Iowa Update* is produced by The University of Iowa Office of Admissions for high school and community college educators. There is also an online edition. Community college advisors can request weekly updates to supplement the printed *Iowa Update*. Electronic updates can be shared via e-mail or RSS feed.

Academic Performance Reports

Distribute GPA reports each semester to each Iowa community college that shows how their students are performing at the University of Iowa compared to other Iowa community college transfer students and native University of Iowa students.

Transfer Travel

Visit every Iowa Community College each semester. Meet with faculty, staff and students to discuss university programs, policies, requirements and resources available to students.

Student Advising

Advise students one on one regarding course selection, university policy and admission procedures prior to admission via phone, on campus appointments, off campus appointments, email, and instant messaging conversations.

Social Media

Provide social media as venue through which prospective transfer students and parents can ask questions and make meaningful connections before and after they arrive on campus. Students receive important information and they make connections which makes them more likely to persist once they enroll.

Living Learning Communities

The University of Iowa offers transfer students the opportunity to live in a living-learning community with other students who share common academic goals or interests.

Transfer Transition Course

The university offers a Transfer Transition Course that is designed to increase retention, ease the transition to the University, and help those students feel comfortable in their new environment.

Welcome Events for Transfer Students

The university offered a series of Welcome Week activities sponsored by the Office of Admissions, Center for Student Involvement & Leadership, College of Liberal Arts and Sciences, Main Library, and the Study, Workshops & Tutoring. These events were designed to assist transfer students make the many academic and social transitions, to more fully introduce

them to campus, and to enhance their opportunities for success upon transfer. They included: a College of Liberal Arts and Sciences Open House, an invitation to the President's Block Party, Campus Information Booths, Student Job Fair, Student Organization Fair, Community of Color Reception, Navigating Academic Resources session, and Beyond the Books: Exploring Library Resources & Services session.

Transfer Think Tank

A group from across the university who has an interest in the transfer student experience meet to discuss existing areas of transfer student support and resources on campus and explore what additional efforts may be beneficial for this population.

Honors Articulation

Develop Honors Articulation Agreements. The purpose of these agreements is to formalize an understanding of cooperation and collaboration between the University of Iowa Honors Program and Honors programs at the individual community colleges in Iowa. These agreements display a shared commitment to increasing opportunities for students to access to, and success in, higher education. They also clarify transfer policies and procedures, which assure articulation between programs. The institutions seek to assist students in making a seamless transfer from the associate to the baccalaureate degree, specifically with respect to Honors students. Signed agreements have been developed with Scott Community College and Des Moines Area Community College. Other agreements are being developed.

Articulation Agreement between Indian Hills Community College and the University of Iowa: Associate of Science in Engineering to Bachelor of Science in Engineering

This agreement provides students who have earned an Associate of Science in Engineering the opportunity to complete a Bachelor of Science in Engineering at Iowa. Any IHCC student who has earned an Associate of Science in Engineering is guaranteed that Iowa will accept designated freshman and sophomore credit hours and general education credits required for the Engineering degree. Iowa will apply such to the Bachelors of Science in Engineering degree in a manner consistent with the treatment of native students.

Division of Continuing Education

The UI Division of Continuing Ed also has a long history of working with the Iowa Community Colleges.

- RN to BSN satellite branches at various Iowa Community Colleges
- Joint appointments with Western Iowa Tech CC and North Iowa Area CC

The Division of Continuing Education has developed partnerships with all of the public community colleges in Iowa. These partnerships provide opportunities for students to complete an associate's degree from their local community college, and then take University of Iowa course work online to earn a bachelor's degree.

Four degree programs are currently available:

- Bachelor of Business Administration
- Bachelor of Applied Studies (BAS)
- Bachelor of Liberal Studies (BLS)
- RN-BSN

Students may choose from five different tracks:

- Entrepreneurial Management
- General Studies
- Human Relations
- Nonprofit Management
- Political Science

IOWA STATE UNIVERSITY

Enrollment

Iowa State enrolled 1841 new fall 2012 transfer undergraduates – the seventh straight year of transfer enrollment growth and the largest transfer class on record at Iowa State University. Of the 1841 new transfer students, a record 1,111 came from Iowa's community colleges. Nearly one of every four undergraduates enrolled at Iowa State is a transfer student. This fall Iowa State has 5,943 undergraduate transfer students enrolled. Iowa State's transfer enrollment growth is the result of Iowa State's ongoing commitment to transfer students. This investment of time, resource, and energy into the transfer enterprise has resulted in Iowa State being recognized by U.S. News and World Report as a top destination for transfer students.

Summary of Transfer and Articulation Activities

Iowa State continues to participate in a full complement of annual and on-going partnership, articulation and outreach activities designed to strengthen our relationship with Iowa's community colleges and support as seamless a transfer as possible for our students.

Examples include:

- The Admissions Partnership Program (APP) - www.admissions.iastate.edu/partnership/
- Hundreds of individual program and course articulation agreements with Iowa's community colleges
- Numerous on-going ISU and Iowa community college faculty-to-faculty collaborations and conversations resulting in articulation agreements, transfer plans, transfer activities, and student success
- Visits to every Iowa community college campus multiple times annually by transfer admissions counselors
- Regular communication with and advising to transfer students who have inquired about, applied for, and/or accepted admission
- Campus visit opportunities designed exclusively for transfer students
- Campus visit opportunities designed for multicultural transfer students with a special focus on multicultural opportunities and resources available at Iowa State University
- Living learning communities exclusively for or open to transfer students in various majors
- Maintenance of up-to-date transfer and articulation Web sites, including the following:
 - Transfer In Iowa at www.transferiniowa.org/
 - TRANSIT, Iowa State's on-line transfer articulation system - transit.iastate.edu/
 - Course equivalency guides and transfer plans can be found at www.admissions.iastate.edu/equiv/index.php or on www.transferiniowa.org/
- Participation in the Liaison Advisory Committee on Transfer Students (LACTS)
- Participation in the quarterly Iowa Community Colleges Arts and Sciences Administrators meetings
- Provided leadership to the 2012 Annual Statewide Articulation Conference and various statewide articulation meetings sponsored by the Iowa regent universities and Iowa community colleges
- Provided CC update program and transfer student academic performance reports to Iowa CC partners

- Ongoing articulation efforts led by the Iowa State University Articulation Coordination Council, which is chaired by the Associate Provost for Undergraduate Programs. This Council meets regularly to identify opportunities for new and improved articulation
- *TRANSFER*mation, a two-day transition program designed for new entering transfer students to help prepare them for successful transfer and integration into the Iowa State University family. *TRANSFER*mation engages nearly 500 new transfer students
- Conducted transfer student assessment to learn more about serving the transfer student population before and after matriculation at Iowa State
- Continued initiatives to identify and develop transfer student leaders
- Hosted the *Iowa Community College – Iowa State University Presidents Summit and Academic Leaders Roundtable* in November 2011. This meeting provided an opportunity for the presidents and key academic leaders to review and discuss Iowa State University's early credit report. This report includes academic performance and time-to-degree data and information for students who earn college credit while in high school. This meeting also provided a forum for discussion of future collaborative opportunities.

In addition to this list of on-going transfer activities, the following are highlights of transfer and articulation initiatives during the time period October 2011 through September 2012.

Reverse Credit Transfer Agreement

Iowa State continued to provide leadership in the further development of the Reverse Credit Transfer Agreement between Iowa's Public Universities and Community Colleges. The Reverse Credit Transfer Agreement is a partnership developed by the Board of Regents and Iowa's public universities in close collaboration with Iowa's community colleges to facilitate the transfer of credits back to one of Iowa's community colleges for the purpose of providing an opportunity for students to attain a degree, diploma or certification. Information about this Agreement can be found at www.transferiniowa.org/reverse_credit_transfer.php.

This past year, the University Registrars worked through the logistics of information exchange for this program and initial lists and transcripts of program participants were shared among the three public universities and Iowa community colleges. Iowa State University has approximately 400 students participating in this program, beginning with the spring 2012 cohort.

Iowa State University's Admissions Partnership Program (APP)

Iowa State's Admissions Partnership Program (APP) celebrates six years of providing a more seamless transfer experience for Iowa's community college students.

Highlights include:

- Since program inception in fall 2006, a total of 2155 students, including 311 US minority students and 32 international students, have participated in APP representing all 15 community colleges.
- As of September 30, 2012, there are over 500 active participants in APP. Since fall 2006, a total of 921 APP participants have matriculated to Iowa State University.
- APP assessment generally indicates a positive impact on retention. The first year retention rate of transfer students who participated in APP as compared to non-APP transfers from Iowa community colleges is higher for the fall 2007-2011 cohorts. See Appendix A for *Retention and Grade Point Average Comparison of APP and non-APP Transfer Students*.

- Fall 2007: 59 APP students (88% one year retention rate) compared to 889 non-APP IA CC students (77%)
 - Fall 2008: 79 APP students (85% one year retention rate) compared to 866 non-APP IA CC students (79%)
 - Fall 2009: 136 APP students (92% one year retention rate) compared to 846 non-APP IA CC students (79%)
 - Fall 2010: 137 APP students (86% one year retention rate) compared to 864 non-APP IA CC students (76%)
 - Fall 2011: 135 APP students (82% one year retention rate) compared to 864 non-APP IA CC students (79%)
- Approximately 70 APP students are living in Iowa State residence halls this fall. Our APP admissions process provides for early acceptance into APP for those students wanting to live in Iowa State housing.

Benefits include:

- Guaranteed admission to Iowa State provided requirements are met
- Personal academic advising and mentoring
- Degree planning to ensure timely graduation, including individual advising and receipt of a real-time degree audit showing how credits will transfer and apply to ISU major
- Free transcript exchange between the community college and Iowa State
- Special early orientation invitation
- Option to lock-in bachelor's degree requirements with the same status as a student who enrolls as a first year student direct from high school
- Guaranteed Iowa State housing at student rates
- Student discount prices for cultural and athletic events with paid activity fee
- An Iowa State Student ID (ISUCard) and e-mail account
- Exclusive transfer newsletters with career planning tips and information about campus news and events
- Access to libraries, learning communities, career exploration opportunities, clubs, and recreational facilities

Articulation Web Sites

Transfer students have access to numerous on-line planning resources, some of which include:

www.transferiniowa.org

<https://transit.iastate.edu/>

www.admissions.iastate.edu/partnership/

www.admissions.iastate.edu/equiv

www.admissions.iastate.edu/transfer/transfer_plans.php

and many more Web resources at the college and departmental levels.

Articulation Meetings

Iowa State University provided leadership to the planning and delivery of four academic discipline meetings during 2011-2012. Two- and four-year public college/university faculty and staff statewide participated in these meetings.

Agriculture Statewide Articulation Meeting

On June 26, 2012, Iowa State University's College of Agriculture and Life Sciences (CALs) hosted its second annual Statewide Agricultural Sciences Articulation and Partnership Workshop, at the FFA Enrichment Center on DMACC's campus, bringing together post-secondary faculty and administrators who deal with agriculture and natural resources. The

curricular focus for the 2012 workshop included Agronomy, Horticulture, Animal Science, Natural Resources, and Agricultural Business. Goals included improving curricula, enhancing articulation, and building strong partnerships among Iowa's post-secondary agriculture and natural resources faculty and administrators to help us prepare science and technology talent for Iowa's agriculture and natural resources industry.

Specific objectives for this meeting included:

- Improving articulation and transition processes for agriculture and natural resources students who begin their education at a community college
- Sharing lessons learned related to curriculum
- Reviewing the community college course numbering system

Courses reviewed included:

- Economics 230 and 235
- Horticulture 221 and 240
- Agronomy 114 and 154
- Animal Science 101 and 114
- Natural Resources 120

The planning committee for this event, comprised of two- and four-year agriculture education leaders, has a goal to create an exemplary model of a highly effective, integrated, state-wide system of science and technology education in the fields of agriculture and natural resource sciences.

Arts and Sciences Administrators Annual Articulation Meeting

Each spring Iowa community college and university faculty and administrators from the arts and sciences convene to focus on articulation issues related to agreed upon academic disciplines. This year's annual meeting was held on February 10, 2012 at the DMACC Newton Campus and focused on Chemistry, Physics, Psychology and Marketing. ISU faculty and administrators participated in each of these meetings. ISU transfer admissions provided leadership in the coordination of the spring 2012 articulation conference and ISU faculty led the planning and delivery of the discipline meetings in Chemistry, Physics, and Psychology. The Physics and Chemistry faculty have plans to meet again to further discuss curricular alignment, student success, and potential future collaborations. In addition, the Chemistry faculty discussed the development of a Chemistry transition guide, which will be the second transition guide developed and will be modeled after the Biological Sciences transition guide. These guides provide the public, including students and their families and faculty at the public colleges and universities, with information about required competencies and outcomes for successful transition from one biology course to another. Upon completion, this guide will be available at transferiowa.org.

Articulation Agreement Highlights

Articulation agreements between Iowa State's academic departments and Iowa's community colleges continue to evolve and expand. A few examples of new, continued or enhanced articulation agreements/initiatives include:

Enhanced transfer plans (ISU & DMACC) – This effort involved all six Iowa State University undergraduate colleges. These plans include not only specific course information, but also advising notes. Enhanced transfer plans were developed for the following programs:

Agricultural & Bio-systems Engineering (Engineering)
Agricultural Business (Agriculture & Life Sciences)
Animal Ecology (Agriculture & Life Sciences)
Apparel Merchandising (Human Sciences)
Biology (Agriculture & Life Sciences)
Biology (Liberal Arts & Sciences)
Business majors (Business)
Child, Adult & Family Services (Human Sciences)
Community and Regional Planning (Design – under development)
Computer Science (Liberal Arts & Sciences)
Early Childhood Education (Human Sciences)
History (Liberal Arts & Sciences)
Kinesiology – Community and Public Health option (Human Sciences)
Kinesiology – Exercise Science option (Human Sciences)
Kinesiology – PE teacher licensure option (Human Sciences)
Political Science (Liberal Arts & Sciences)
Psychology (Liberal Arts & Sciences)
Pre-engineering (all majors – students complete the Engineering Basic Program at DMACC; this is a 1+3)
Undecided (LAS)

Business – Articulation discussions are underway among MIS (Management Information Systems) two- and four-year faculty. One objective of these discussions is to boost technology skills to better serve industry.

Criminology and Criminal Justice – The CJ faculty continue discussions with various community colleges to build articulation agreements. These discussions launched in September 2011 after the statewide meeting on Criminology and Criminal Justice. Articulation discussions include program-to-program agreements and also course-to-course(s) agreements.

Design – Integrated Studio Arts (ISA), Community and Regional Planning (CRP), and the Bachelor of Design (B. Des) are pursuing various agreements with multiple community colleges such as DMACC, Indian Hills, WITCC, and Southwest.

Engineering – The College of Engineering has established with DMACC (and is currently working with other interested community colleges) a pre-engineering template – or a 1+3 articulation agreement for Engineering students. This agreement specifies for the student which courses to complete at the community college in year one before transferring to Iowa State. Students can take ISU's Engineering Basic Program at DMACC, 32 credit hours that make up the entire first year program, regardless of the engineering discipline. When students successfully complete these 32 credits, they will meet the requirements to transfer to ISU as a sophomore in Engineering. In addition, ISU Engineering articulated Engr 160 with IWCC.

Engineering SEEC Project - The Student Enrollment and Engagement through Connections (SEEC) grant period expired. Due to the success of this project between DMACC and ISU's College of Engineering, there was agreement to continue, and expand as appropriate and feasible, the collaborations and initiatives developed and implemented under the SEEC project originally funded by the National Science Foundation's STEM Talent Expansion Program. E-APP (Engineering Admissions Partnership Program) offers services such as peer mentoring

and participation in the Engineering career exploration fair and learning villages. E-APP has been extended to IWCC and KCC, with great interest in expanding to additional CCs as well.

ITEC program – Industrial Technology and Agricultural Systems Technology has been discussed as a potential opportunity for further articulation providing a pathway for technological degree interests. Articulation talks are underway with DMACC and NIACC. ITEC articulation plans include:

1. Conduct two workshops with Iowa community colleges
2. Increase community college transfer student enrollment in the ITEC program
3. By 2013, establish ISU's ITEC program as a best choice by community college graduates in related technologies for furthering their education.

In addition, ITEC worked with DMACC to build a stronger 2+2 articulation agreement with DMACC's Tool & Die program. The revised and accepted plan allows DMACC Tool & Die students to transfer an additional ten credits, previously not allowed.

Mathematics – The Mathematics Department continues to make progress working with faculty at Iowa's community colleges and public universities to improve math assessment and student success. In June 2012, Mathematics faculty across the state attended a conference on pre-calculus and calculus course competencies and instruction. Other issues of interest to high school, community college and public university mathematics faculty were also discussed. Meeting objectives included: (1) agreeing on content for pre-calculus, (2) identifying methods for improving pre-calculus and calculus instruction with the goal being to ease the transition for students from high school to college-level mathematics. The ISU Mathematics Department has initiated a redesign of its pre-calculus courses. This process includes forming a Pre-calculus Advisory Council comprised of representatives from stakeholder departments on campus, the Iowa Department of Education, Iowa community colleges, and Iowa Area Education agencies and high schools.

In addition, Iowa State, along with UNI and University of Iowa, has implemented a new Math assessment – ALEKS. The ALEKS assessment covers a broad spectrum of pre-calculus material. Transfer students needing to take math at Iowa State to meet degree requirements are required to take the ALEKS assessment, although this assessment does not supersede existing articulation. ALEKS is serving as an advisory tool to help transfer students be successful in Math courses at ISU.

Appendix A

**Enrollment Research Team Report
Retention and Grade Point Average Comparison of APP and non-APP Transfer Students**

Table 1. Comparison of APP and Non APP Transfer Students Retention Rates and Grade Point Averages:
Fall 2007 Cohort

	APP Transfer Students (N=59)	Non-APP IACC Transfers (N=889)	All IACC Transfers (N=948)
Incoming Transfer School GPA	2.98	3.02	3.02
Incoming Transfer School Credits	53.2	57.6	57.3
First Semester GPA	2.35	2.45	2.44
One Year Cum GPA	2.45	2.48	2.48
First Semester Retention Rate	95%	91%	91%
One Year Retention Rate	88%	77%	78%
Two Year Retention Rate	75%	70%	70%
Three Year Graduation Rate	46%	46%	46%
Four Year Graduation Rate	63%	59%	60%

Note: There were no statistically significant differences between the groups for this year

Table 2. Comparison of APP and Non APP Transfer Students Retention Rates and Grade Point Averages:
Fall 2008 Cohort

	APP Transfer Students (N=79)	Non-APP IACC Transfers (N=866)	All IACC Transfers (N=945)
Incoming Transfer School GPA*	3.10	2.95	2.96
Incoming Transfer School Credits	58.2	56.4	56.6
First Semester GPA	2.52	2.40	2.41
One Year Cum GPA	2.63	2.49	2.50
First Semester Retention Rate	91%	91%	91%
One Year Retention Rate	85%	78%	79%
Two Year Retention Rate	75%	70%	70%
Three Year Graduation Rate	47%	44%	44%
Four Year Graduation Rate	63%	58%	58%

* Significantly different from Non-APP Transfer sample at p <.0.5

Table 3. Comparison of APP and Non APP Transfer Students Retention Rates and Grade Point Averages:
Fall 2009 Cohort

	APP Transfer Students (N=136)	Non-APP IACC Transfers (N=846)	All IACC Transfers (N=982)
Incoming Transfer School GPA*	3.06	2.94	2.95
Incoming Transfer School Credits	56.5	57.3	57.2
First Semester GPA*	2.49	2.30	2.33
One Year Cum GPA*	2.58	2.40	2.43
First Semester Retention Rate*	96%	90%	91%
One Year Retention Rate*	92%	79%	81%
Two Year Retention Rate*	81%	71%	72%
Three Year Graduation Rate*	54%	42%	44%
Four Year Graduation Rate			

* Significantly different from Non-APP Transfer sample at $p < .05$

Table 4. Comparison of APP and Non APP Transfer Students Retention Rates and Grade Point Averages:
Fall 2010 Cohort

	APP Transfer Students (N=137)	Non-APP IACC Transfers (N=864)	All IACC Transfers (N=1001)
Incoming Transfer School GPA	3.04	2.97	2.98
Incoming Transfer School Credits	57.4	56.8	56.9
First Semester GPA	2.51	2.34	2.36
One Year Cum GPA*	2.65	2.44	2.47
First Semester Retention Rate	93%	91%	91%
One Year Retention Rate*	86%	76%	78%
Two Year Retention Rate*	80%	69%	70%
Three Year Graduation Rate			
Four Year Graduation Rate			

* Significantly different from Non-APP Transfer sample at $p < .05$

Table 5. Comparison of APP and Non APP Transfer Students Retention Rates and Grade Point Averages:
Fall 2011 Cohort

	APP Transfer Students (N=135)	Non-APP IACC Transfers (N=915)	All IACC Transfers (N=1050)
Incoming Transfer School GPA	3.04	2.96	2.97
Incoming Transfer School Credits	58.2	58.5	58.5
First Semester GPA	2.50	2.41	2.42
One Year Cum GPA	2.61	2.51	2.52
First Semester Retention Rate	93%	91%	92%
One Year Retention Rate	82%	79%	80%

Note: There were no statistically significant differences between the groups for this year

Table 6. Comparison of APP and Non APP Transfer Students Retention Rates and Grade Point Averages:
Fall 2012 Cohort

	APP Transfer Students (N=157)	Non-APP IACC Transfers (N=954)	All IACC Transfers (N=1111)
Incoming Transfer School GPA*	3.09	2.98	2.99
Incoming Transfer School Credits	57.6	57.2	57.2
First Semester GPA			
One Year Cum GPA			
First Semester Retention Rate			
One Year Retention Rate			

* Significantly different from Non-APP Transfer sample at $p < .0.5$

Notes: Tables located at:

J:\research\Enrollment Research Team\Transfer student data\APP tables 092812.xls

UNIVERSITY OF NORTHERN IOWA

The University of Northern Iowa continues its commitment to working with the Iowa community colleges to ensure a smooth transition of students between our institutions. We provide an array of resources and guidance to accomplish enrollment goals. UNI enrolled 985 new transfers in Fall 2012 compared to 1,082 in Fall 2011. This includes 698 students from Iowa community colleges.

Transfer initiatives include:

- UNI faculty and Admissions staff participated in the statewide Annual Articulation Conference on February 13, 2012 in Newton. Regent and community college faculty met to discuss issues in Chemistry, Physics, Marketing and Psychology (Introductory Psychology, Developmental Psychology and Educational Psychology.)
- UNI faculty led the development of the Iowa Chemistry Transition Guide. Numerous faculty from the community colleges and Regents universities contributed to this new tool to assist faculty, advisers and students in planning for successful transfer.
- Staff participated in the annual Regents Articulation Conference in April to review and reaffirm the eight statewide articulation agreements. A revision was approved for the "Awarding and Transferring College Credit for Educational Experiences in the Armed Services" agreement.
- The Director of Admissions is a member of the Liaison Advisory Committee on Transfer Students (LACTS) as well as the Regents Committee on Educational Relations (RCER).
- The Senior Associate Director of Admissions attends quarterly meetings with the Iowa Community College Arts and Science Administrators.
- Admissions staff attended multiple visit programs at Hawkeye Community College (Experience Hawkeye Days) and Kirkwood Community College (TGIF) to discuss transferability of courses to prospective students.
- UNI's Transfer Coordinator visits each Iowa community college district each year.
- Admissions staff participated in transfer college fairs at the following community colleges: Eastern Iowa Community College District—Clinton, Scott and Muscatine campuses, Des Moines Area Community College-Ankeny and Urban, Kirkwood Community College, Southwestern Iowa Community College, Iowa Western Community College, Western Iowa Tech and Community College, Indian Hills Community College, Hawkeye Community College, Ellsworth Community College, Northeast Iowa Community College.
- UNI's Transfer Coordinator attended a LGBT specific college fair to reach out to transfer students.

- Both a Transfer Viewbook and a Transfer Academic Viewbook were developed to meet information needs of transfers. Social media was integrated into transfer communication plans with use of Facebook, Twitter and YouTube.
- Transfer articulation websites are maintained with current transfer equivalency and other pertinent information:
 - Transfer College Course Equivalency List:
www.uni.edu/admissions/transfer/equivalency.html.
 - Transfer Plan-It resource for community college students to use in planning for transfer to UNI and exploring their fit to UNI majors:
<https://access.uni.edu/cgi-bin/transfer/transferPlanIt.cgi>.
- The Department of Technology has been engaged in updating the 200+ programmatic articulation agreements between majors in that department and programs in the community colleges. As of September 2012, 63 revised agreements are awaiting final signatures from five community colleges. An additional 95 agreements are in draft form and awaiting community college feedback before finalizing. In addition, four new agreements are ready for final signatures: Construction Management with Hawkeye Community College, Electrical Engineering Technology with Indian Hills Community College and two separate Electrical Engineering Technology agreements with Eastern Iowa Community College District.
- The Office of Admissions hosts multiple on-campus transfer visit opportunities including Panther Peek Days, Saturday Visit Days and individual visit times throughout the year. Members of the Admission staff provide in-depth advising during individual visits that help transfer students know exactly what they need to complete a UNI degree in their desired major. In February 2012, transfer students were included in UNI Up Close, a visit day specifically for admitted students.
- Transfer students are now included in the Student Admission Ambassadors group and are available to provide tours to incoming transfers, serve on student panels for transfer visit days and other types of recruitment efforts. Likewise, transfers are now part of the Student Telecounseling Admission Representatives (STARS) and make phone calls to answer transfer student questions to ease their transition to UNI.
- International students from Hawkeye Community College, Kirkwood Community College, Des Moines Area Community College, Marshalltown Community College and Indian Hills Community College were hosted for a campus visit day in April 2012 designed to meet their needs.
- New Student Programs hosts mandatory Transfer Orientation programs throughout the year. They also host a “Welcome Transfers” lunch at the beginning of each semester to supplement the Transfer Orientation experience with an opportunity to talk with faculty and staff after the start of classes.
- An e-newsletter is distributed to community college advisers each semester. This communication provides current information on UNI transfer processes and tips for advising students considering UNI majors.

- UNI was involved in the development of the Reverse Transfer Credit Agreement between the community colleges and Regents universities that facilitates the transfer of university credits back to the community college to facilitate student completion of their associate degree, diploma or certification. The Registrars from all three Regents universities continue to work on the transcript delivery process to the community colleges.
- UNI's Department of Technology hosted an Information Day for community college advisers and high school counselors on March 2, 2012. Attendees learned about the academic programs available in this department.
- UNI hosted a Science, Technology, Engineering and Mathematics (STEM) Conference on July 25, 2012 for area high school counselors and community college faculty and advisers. The agenda included an overview of UNI STEM department expectations for transfer and first-year students and career opportunities available. The conference increased attendees' understanding about what students need to learn and do to prepare themselves to pursue majors in STEM disciplines at UNI. About 40 people attended the meeting which was made possible by the Iowa EPSCoR grant from the National Science Foundation (NSF).

Admission Partnership Program

UNI has Admission Partnership Program (APP) agreements with all Iowa community college districts. APP has a goal of providing early and ongoing advising to prospective transfer students while they were still at their respective community colleges. This early identification and provision of services is designed to ensure a smooth transition to UNI with the most effective application of the student's transfer credits to their UNI degree objective, ultimately resulting in a timelier graduation for the student. Students may participate with all of UNI's 90+ majors.

IOWA COMMUNITY COLLEGES

Iowa Western Community College

- Participated in the statewide transfer articulation conference at DMACC-Newton in February 2012; Marketing, Psychology, and Chemistry.
- Participated in the statewide Ag articulation faculty to faculty meeting at DMACC-Ankeny in June 2012.
- Participated in the development of the Chemistry Transition Guide.
- Sign Language Interpreting program has articulated several courses with the University of Iowa.
- Media Studies program discussed program and course articulation possibilities with UNI's new Media Leadership program (May 2012).
- Graphic Communication program discussed articulation possibilities with UNI (March 2012).
- Design Technology program discussed program and course articulation possibilities with the Industrial Technology (Manufacturing Option) program at ISU.
- Aviation Maintenance, Construction, Diesel, Design, Electronic, Sustainable Energy, Automotive, and Robotics Technology programs discussed program articulation possibilities to University of Iowa's Technology Management program in the Department of Industrial Technology.
- Electronic Engineering Technology program discussed program articulation possibilities with UNI's Electrical Engineering Technology program in the Department of Industrial Technology.
- Education and Early Childhood Education programs continue discussion with ISU to seek articulation agreements.
- Discussed articulation of Engineering Orientation and Engineering I courses with ISU.
- Discussed articulation of Physics I and II courses with ISU, UI, and UNI.
- Attended ISU's Spring 2012 APP Forum.
- Attended Future of Nursing Summit (November 2011).
- Attended RN to BSN Task Force Iowa Action Coalition (July 2012).
- College Transfer Fairs – Council Bluffs; attended by ISU, U of I, and UNI each fall and spring semester.
- Host site for the Southwest Iowa Regents Resource Center.

Hawkeye Community College

- Faculty from Chemistry, Psychology and Physics disciplines attended statewide articulation meetings at DMACC (Newton) in February 2012.
- Articulation agreement in Education Programs between Hawkeye Community College and University of Iowa (waiting signing).

- The following courses are new transfer-level courses that are approved and articulated by the Regent representatives through CurricUNET:
 - SDV-108: The College Experience
 - MAT-151: Math Reasoning for Teachers I
 - MAT-747: Technical Math II
 - PEH-111: Personal Wellness
- Two academic deans, the college Registrar and the Director of Research and Planning attended the LACTS meeting held at DMACC (Newton) on Friday, April 13, 2012.
- Discussion with the University of Iowa related to programs that transfer to Iowa's Bachelor of Applied Studies program.
- Participated in ISU's Iowa Community College meeting.
- In October 2011, attended a joint meeting of the Provosts and Chief Academic Officers of the community colleges at University of Northern Iowa.
- In November 2011, the Academic Leadership at Hawkeye Community College met with the Dean of Industrial Technology Department at University of Northern Iowa to discuss articulation plans into the Industrial Technology program.
- Hawkeye Community College holds Experience Hawkeye Campus Visit Days throughout the academic year. Transfer representatives from the Regent institutions come to talk with students on transfer opportunities.
- In Fall 2012, the college held a Fall Fest, with Transfer Representative from three Regent schools attending and talking with students.
- Industrial Technology Visit day event-UNI Industrial technology representative informed students of the industrial technology articulation agreement between Hawkeye and UNI.
- Our Admissions representative for under-represented populations did a joint minority recruitment presentation at a national conference with the UNI counterpart February 2012.

Iowa Central Community College

- Iowa State University – Iowa Community College Summit.
- Discussion with Iowa State University regarding transfer opportunities to the College of Design for a degree in Community and Region Planning.
- Registrars Video Conference.
- Articulation agreement with the University of Iowa and Iowa Central Community College for selected bachelor's degrees through distance learning.
- Attended University of Northern Iowa advisors workshop.
- Discussion with University of Iowa regarding transfer into Mass Media and Journalism department.
- Attended state wide articulation agreement.
- Faculty participated in developing the Physics and Chemistry Transition Guides.
- TRIO/Academic Advisors take students to one transfer visit day a semester at each of the Regent universities.
- Articulation agreement with University of Northern Iowa for transfer of credits from the Iowa Central Graphics Technology program into the UNI Graphics Design curriculum.

Southwestern Community College Articulation Activities

- Southwestern Community College faculty and staff participated in the statewide articulation conference at DMACC in Newton in February 2012 with all three Regent schools. Discipline specific articulation topics included: psychology.
- April 2012, SWCC faculty and staff traveled to ISU to discuss articulation within the College of fine arts and design, particularly integrated studio arts.
- December 2012, SWCC personnel participated in criminal justice articulation discussions with ISU regarding the criminal justice programs and transferability of SWCC courses.
- SWCC participated in Iowa State University's Community College Leaders' Summit in November 2011.
- SWCC faculty and staff participated in the statewide faculty to faculty agriculture articulation meeting at DMACC in June 2012 which was held in conjunction with the Iowa Agriculture Education Association conference.
- SWCC agriculture faculty worked with Iowa State University faculty on the development of SWCC's Introduction to Horticulture class to ensure seamless transfer.
- March 2012, SWCC carpentry and building trades and electrical technology instructors attended the Industrial Technology conference at the University of Northern Iowa. SWCC is currently in conversation with UNI regarding an articulation agreement in the Construction Management program.
- In the spring 2012, SWCC electrical technology instructors are working with UNI faculty on an articulation agreement in the Bachelor of Technology program.
- SWCC hosts an annual college transfer fair which is attended by Iowa State University, University of Iowa and the University of Northern Iowa.

Kirkwood Community College

- In January 2012, advisors, admission counselors and student development specialists traveled to the University of Iowa and met w/ retention and specific program representatives to discuss stronger communication efforts.
- In February 2012, advisors and student development specialists traveled to Iowa State for a Partnership Program meeting.
- In March 2012, advisors traveled to the University of Iowa and met w/ advisors from the colleges of nursing, business, and education as well as admission staff.
- In March 2012, advisors traveled to Upper Iowa University for an articulation conference.
- In July advisor's traveled to UNI for a STEM conference.
- On June 26, 2012, three faculty and one administrator participated in an Iowa Agriculture Articulation work session held during the Iowa Association of Agriculture Educators Conference in Ankeny. The following discipline areas within agriculture were the focus of the work session – Agriculture Business, Agronomy, Animal Science, Horticulture and Natural Resources. Representatives from Iowa's community colleges, private colleges, and Iowa State University College of Agriculture reviewed common course competencies, common course alignment, trends, and issues within the subject matter.
- Four representatives attended the ISU Admissions Partnership Program meeting in Ames, October 2011.
- Two faculty and the dean met with the Theatre faculty from the University of Iowa to discuss articulation and curriculum alignment.

- The theatre faculty member is the Regional Chair of KCACTF and meets regularly with the Theatre faculty from Iowa State, who are also members of our region, to discuss curriculum issues.
- Faculty and students accepted an invitation extended by Eric Lange and the Theatre Department at UNI, to bring a group of Kirkwood students to hear award-winning playwright Tony Kushner speak at the Gallagher-Bluedorn Performing Arts Center on September 12, 2012. As part of this invitation, they discussed curriculum and the role of guest artists in enhancing course offerings.
- The concert band faculty member exchanged email with Alan Huckleberry at U of I School of Music asking his advice on Piano Proficiency exam materials and a Piano Lab, with the idea of aligning the requirements so our students are better prepared to pass the University's required exams.
- The concert band faculty member also exchanged emails with Robin Guy at UNI School of Music on the same topics of piano proficiency and curriculum alignment.
- Kirkwood participates in the statewide agreement with the BAS program and the AAS degree programs.
- The articulation agreement with UNI's Technology Management BA program and the following areas – Agricultural Tech; Auto Tech; CAD/MET; CNC; Construction Management; EET; IMT; Telecommunications; Water Environmental Tech; Welding; and Fire Science Career Option was reviewed.
- CAD/MET and CNC discussed the articulation to the BS Manufacturing Technology program at UNI.
- EET articulates with the Electrical and Information Engineering Technology BS program at UNI.
- Kirkwood is in discussion with UNI regarding an articulation agreement between the Construction Management AAS and UNI's Construction Management program.
- Meeting with UNI re articulation of all Industrial Tech programs to Technology Management. – March 2012.
- Meeting with Iowa State to articulate Architectural Tech to their Community and Regional Planning degree – July 2012.
- The Math/Science faculty and administrators met with the UNI, Palmer Chiropractic College, Clarke, and Upper Iowa about what Kirkwood offers in regard to the first two years of their bachelor's degree programs, and each of the institutions want to "sign off" on a plan of study.
- Walden University, Capella University, and Allen College are exploring and determining an articulation agreement for their RN-BSN and RN-MSN programs.
- The Nursing Program is a member of the Institute of Medicine RN to BSN Action Coalition, with the goals to: 1) determine a consistent curriculum to be implemented at all Iowa community colleges in Iowa, and 2) establish a seamless articulation agreement with four year institutions in Iowa to facilitate BSN completion.
- Mount Mercy University School of Nursing and Kirkwood Community College are exploring and determining an articulation agreement for their RN-MSN program.

Western Iowa Technical College

- Hosted Iowa State University – College of Design
- Hosted 2 Transfer Days
- Participated in LACTS meeting
- Participated in Criminal Justice articulation

Eastern Iowa Community College

- New Articulation agreement: UNI Electrical Engineering Technology BS & Renewable Energy AAS, UNI Electrical Engineering Technology BS & Electromechanical Systems AAS.
- Updated Articulation Agreement: UNI Technology Management BS & AAS programs of Manufacturing Technology, Mechanical Design Technology, Technical Studies, Mechatronics Technology, Graphic Arts Technology, Technical Drafting & CAD, Manufacturing Maintenance, CNC Machining, Electromechanical Systems, Welding, Heating Ventilation and Air Conditioning, Renewable Energy Systems, Logistics & Supply Chain Management, Automotive Technology, Automotive Collision Repair, Health, Safety and Environmental Technology, Diesel Technology, Information Technology-Networking, Information Technology- Software.
- Participated in ISU's Fall 2011 Articulation Update Conference.
- Participated in UNI's December 2011 Informational Meeting on Education.
- ISU, U of Iowa, and UNI representatives participated in College Transfer Fairs each fall and spring semester held at the EICC's.
- Participated in the statewide academic meeting in February 2012 of Chemistry, Physics and Psychology.
- Participated in UNI's conference on STEM majors.
- Visited by University of Iowa representatives who provided information on community college transfer to the business degree program.
- Participated in LACTS annual meeting.

Des Moines Area Community College

- Advisors attend transfer advisor workshops at UNI, ISU, and UI.
- Attend statewide articulation conference.
- ISU Discover Engineering Days (3 separate events) – Ankeny.
- ECE articulation created with Upper Iowa University, Drake University, and ISU.
- College Transfer Fair-Ankeny Campus attended by UNI, ISU, and UI each fall & spring term.
- DMACC sends new course and program information to UNI, ISU, and UI annually.
- Math faculty participated in discussion with ISU regarding remedial math courses for underprepared students.
- Articulation agreement with ISU for Sports Management.
- Articulation agreement with ISU on Interpretation.

- Discussion with ISU Engineering faculty concerning basic Engineering Program.
- Articulation and transfer agreement discussion with Grinnell College.
- General articulation agreement with Savannah College of Art and Design (SCAD) in Savannah, Georgia.
- Community/Public Health articulation agreement with ISU's Department of Kinesiology.
- 2 + 2 Exercise Science program with Iowa State University.
- Air Force ROTC agreement with Iowa State University.

Indian Hills Community College

- UNI Bachelor of Arts Degree: Technology Education—Teaching
- IHCC Associate of General Studies, Industrial Technology Education
- UNI Bachelor of Arts Degree: Technology Management, Department of Industrial Technology IHCC A.A.S. Programs: Construction Management Technology, Electrical and Renewable Energy Technology, Electronic Engineering Technology, Geospatial Technology, Laser/ electro-Optics Technology, Machine Technology, Robotics/Automation Technology, Social Marketing and Technical Graphics, Agricultural/Biofuels Process Technology, Automotive Collision Technology, Automotive Technology, Aviation Maintenance Technology, Digital Forensics, Computer Networks & Security, Computer Software Development, Diesel Power Systems Technology, Mechanical Design Technology, Landscape and Turf grass Technology, Sustainable Agriculture & Entrepreneurship
- UNI Bachelor of Science Degree: Electrical Engineering Technology, Department of Industrial Technology
- IHCC A.A.S. Program: Electronic Engineering Technology
- IHCC and the University of Iowa College of Engineering have been working on an articulation plan for Engineering students.
- IHCC and Iowa State University College of Engineering have started conversations to develop a transfer plan for engineering students.
- IHCC and the University of Iowa Division of Performing Arts are working on articulation plans in the areas of drama, art, and music.
- IHCC and Iowa State University College of Design met to work on a transfer plan.
- IHCC and Iowa State University Department of Psychology updated the transfer degree audit worksheets.
- Faculty, Academic Advisors, and Administrators attended the Statewide Articulation Conference in February 2012.
- Criminal Justice faculty participated in the statewide criminal justice discipline meeting.
- Hosted the annual IHCC transfer day in October 2011.
- Facilitated student transfer trips to University of Iowa, Iowa State University and University of Northern Iowa.

Northwest Community College

- Participated in the LACTS meeting (November, 2011)
- Participated in the statewide transfer articulation conference (February 2012) Marketing, Psychology, and Chemistry.
- Attended Future of Nursing Summit (November 2011).
- Attended RN to BSN Task Force Iowa Action Coalition (July 2012).
- Updated articulation agreements with ISU, UI, and UNI (Summer 2012)
- College Transfer Fairs – Sheldon, Iowa; attended by ISU, UI, and UNI each fall semester.

Iowa Lakes Community College

- Participated in the Chemistry Transfer Guide.
- Attended articulation and transfer conferences/meetings with the regents.
- Participated in the transfer conference regarding web design with the regents.
- Discussing articulation of Engineering Tech degree with ISU.

North Iowa Area Community College

- Admissions Partnership Program Advisers Forum at Iowa State University February 2012
- Update from the University of Iowa regarding BAS, BLA, BBA degrees
- Attendance at Community College Advisory Meeting at UNI (programs discussed were Teacher & Elementary Education, including course to course articulations)
- Marketing Articulation Meeting at DMACC-Newton Conference Center on February 10, 2012 with UI, ISU and UNI
- Articulation discussions with UNI for programs in Manufacturing Technology
- Correspondence with UNI, ISU, and UI regarding new course articulation

Northeast Iowa Community College

- Participated in the statewide transfer articulation conference at DMACC-Newton in February 2012; Marketing, Psychology, and Chemistry.
- Participated in the statewide Ag articulation faculty to faculty meeting at DMACC-Ankeny in June 2012.
- Attended ISU's Spring 2012 APP Forum.
- Attended Future of Nursing Summit (November 2011).
- Attended RN to BSN Task Force Iowa Action Coalition (November, 2012, July 2012).
- UNI Technology Management major; Dept. of Industrial Technology & NICC established articulations on following AAS programs: construction technology, electronic technology, automotive technology, computer technology, computer analyst – business and web programming, computer analyst – network administration/tech support, graphic design, and industrial electrician (Jan. 2010).

- UNI; Dept. of Industrial Technology (Lenny Graves, Curt Oldfield, Gena Gesing, and Janelle Miranda, UNI met to discuss articulations of AAS degree transferability to Industrial Technology bachelor's programs. (June 2012).
- Lenny Graves, Dean of CTE, attended statewide Dean's meeting (LACTS) hosted by DMACC Ankeny Campus. (April 2012).
- UNI Technology Management major; Dept. of Industrial Technology & NICC established articulations on following AAS programs: Electronic Technology, Construction Management, Wind Turbine Repair Technician, Industrial Electrician, Industrial Maintenance Technician, Graphic Design, Computer Analyst, Computer Analyst, Computer Technology, John Deere TECH, Automotive Technology, Gas Utility Construction and Service (July 2012).
- UNI Manufacturing Technology major; Dept. of Industrial Technology & NICC established articulation on the following program: CNC Machinist Technician. Received with official UNI signatures on Sept. 24, 2012 - NICC signatures in progress (Sept. 2012).
- UNI Electrical Engineering Technology major; Dept. of Industrial Technology & NICC established articulation on the following program: Wind Turbine Repair Technician. Received with official UNI signatures on Sept. 24, 2012 – NICC signatures in progress (Sept. 2012).
- UNI Electrical Engineering Technology major; Dept. of Industrial Technology & NICC established articulation on the following program: Electronic Technology. Received with official UNI signatures on Sept. 24, 2012 -NICC signatures in progress (Sept. 2012).
- UNI Electrical Engineering Technology major; Dept. of Industrial Technology & NICC established articulation on the following program: Industrial Electrician. Received with official UNI signatures on Sept. 24, 2012 - NICC signatures in progress (Sept. 2012).
- Dr. Chris Harvey, DVM (NICC) entered into program transfer discussions with Dr. Patrick Halbur, DVM and Professor and Chair of the Dept. of Veterinary Diagnostics and Production Animal Medicine, Iowa State University College of Veterinary Medicine, for AAS graduates of the NICC Veterinary Technology Program (Nov. 2011).

Iowa Valley Community College District

- Faculty and staff participated in Chemistry, Physics and Psychology articulation conference on February 10, 2012.
- IVCCD finished first year in the HHMI grant with ISU where 11 IVCCD students participated in Iowa State summer internship program to gain STEM working experiences with ISU professors.
- MCC continued work with ISU on LSAMP grant implementation in Spring 2012 and with meetings through Spring and continuing through the Summer.
- Several staff discussions and meetings with UNI on STEP grant application and partnerships.
- Held discussions with UNI in Fall 2011 on improving Construction Technology program to program articulation.
- MCC conducted a STEM survey with students in STEM courses for an ISU pilot study.
- Faculty and Staff participated with ISU on First Lego League competitions both at Marshalltown Community College and at ISU.
- ECC has held meetings with ISU on Criminal Justice articulations.

- ECC has held meetings with UNI on articulating several programs in technology including Geospatial Technology.
- Faculty held discussions with UNI and approved a new program to program articulation in Machine Tool Technology and Industrial Maintenance.
- Completed articulation with University of Iowa officials for 4 on-line Bachelor degrees for articulation to improve transfer in these areas – RN to BSN, Bachelor of Applied Studies, Bachelor of Liberal Studies, and Bachelor of Business Administration in March 2012.
- Transfer Fairs held at MCC and ECC included the Regent universities.
- Faculty participated in developing the Chemistry Transition Guide with Regents partners.
- Staff continually send transcripts requested from the Regent universities for APP programs, clarify APP requirements, and promote APP programs for all Regent universities.
- Staff and Faculty use Regent university course equivalences and resources on TransferInIowa.org to help advise students.
- Staff participated in April 2012 LACTS conference to re-approve statewide articulation agreements including updating the military credit agreement.
- Staff attended UNI, Transfer Advisor Symposium “Education” (focus) on 12/6/11.
- Staff attended ISU, Admissions Partnership Program “Advising Forum” on 2/14/12.
- Staff attended ISU, ACT Conference (with multiple breakout sessions) on 2/29/12.
- Staff attended DMACC, Drive-In Conference “Advising Students – Financial Aid Appeals” (and other topics) on April 19, 2012.

Southeastern Community College

- SCC, along with the state’s community colleges, participated in the annual articulation conference held at DMACC’s Newton Campus in February of 2012. Disciplines invited included Physics, Chemistry and Psychology.
- SCC Chemistry faculty member, Dr. Carl Snipes, was part of a group that worked on a statewide transfer guide in Chemistry. This document is in addition to the already approved Biology guide.
- SCC continues to work on developing an Engineering transfer agreement with the University of Iowa. This is a part of the S-STEM initiative.
- SCC participates, along with Iowa’s Community Colleges, in updating and approving “The Public Connection” – the Iowa Department of Education’s articulation document between the Regent Universities and the fifteen Community Colleges.

SYSTEMATIC PROCESS FOR FACULTY TO FACULTY ACADEMIC DISCIPLINE MEETINGS

*Approved by the Community College Chief Academic Officers and
Regent University Council of Provosts
October 8, 2010 (Revised October 5, 2011)*

HF 815 (a bill for an act relating to articulation agreements between public postsecondary institutions and to the dissemination of articulation information) requires the Board of Regents to “develop, in collaboration with the boards of directors of the community colleges, a systematic process for expanding academic discipline meetings between the community college faculty and the faculty of the institutions of higher education governed by the board.” (Effective July 1, 2009)

In response to HF 815, the Liaison Advisory Committee on Transfer Students (LACTS) proposed the following systematic seven step process to enhance and expand faculty to faculty academic discipline meetings in the areas of arts and sciences and career and technical education. The process was created, with the intent, to ensure that:

- Stakeholders are meeting and moving forward on a regular basis
- Results are monitored and reviewed
- Calendar is regularly updated and made available in a central location
- Statewide process is recurrently evaluated and improved for the future
- Processes are proactive and reactive, as appropriate for maximum benefit
- Faculty to faculty communications are ongoing and sustainable
- Process is institutionalized and supported by all Iowa community colleges and public universities

STEPS FOR EXPANSION OF FACULTY TO FACULTY ACADEMIC DISCIPLINE MEETINGS:

1. **DECIDE PROGRAM/DISCIPLINE PRIORITIES** – To determine priorities, with substantial input from other stakeholders, the Liaison Advisory Committee on Transfer Students (LACTS) will examine workforce development needs, market demand, program alignment issues, number of potential students impacted, and results from articulation inventories and faculty to faculty discipline discussions. LACTS will prepare a list of recommended programs/disciplines on which to focus for the coming 1-2 academic years. LACTS will submit this list for input from the Career & Technical Education (CTE) Deans, the Arts & Sciences (A&S) Deans, and the Regents Committee on Educational Relations (RCER). Then LACTS will submit the list for approval from their governance bodies: the Community College Chief Academic Officers (CAOs), the Community College Presidents, and the Council of Provosts of the Regent universities.
2. **CREATE CALENDAR** – LACTS will propose a calendar for faculty to faculty meetings, where possible will combine with and/or leverage other statewide meetings of A&S Deans, CTE Deans, Community College CAOs, LACTS, or other groups with an interest in articulation. Community College and Regents academic leadership will approve the calendar. LACTS will publish the calendar on the Board of Regents and Iowa Department of Education websites.

3. **JOINTLY PLAN THE MEETING** – Faculty representatives from Iowa community colleges and public universities shall comprise the planning committee. The faculty planning committee should work together to determine the agenda, identify a knowledgeable facilitator, and establish outcomes. Possible outcomes, for which faculty would be responsible for developing and/or sustaining, may include:
- Course alignment
 - Transition guides
 - Equivalency guides
 - Articulation agreements, course-to-course or program-to-program
 - New degree pathways
 - AAS and career technical articulation agreements
 - Stronger relationships among faculties from the public universities and the community colleges
 - Continued meetings and progress toward these outcomes

To assist in the planning, LACTS will establish best practice guidelines for planning a discipline meeting and provide a Community College and Regent resource person for each statewide meeting. Administrative and funding support for managing meeting communications, registration, and logistics (fees, location, parking, catering, etc.) will need to be identified for each group involved in planning and delivering an academic discipline meeting.

4. **CONDUCT THE MEETING AND CREATE THE FOLLOW UP PLAN** – The faculty, with support from LACTS, will conduct the academic discipline meeting and record minutes. The record of the proceedings should include any action items and next steps, along with target dates/deadlines and responsible parties.
5. **REPORT ON MEETING OUTCOMES** – The faculty planning committee should communicate any future meeting expectations and the plan for monitoring progress on all actionable items to the meeting attendees, LACTS, and other identified stakeholders.
6. **EVALUATE THE DISCIPLINE MEETING AND EVALUATE THE SYSTEMATIC PROCESS** – LACTS will identify and make available a process by which to evaluate the various faculty to faculty discipline meetings. The evaluative process shall be both informative and simple to use. The faculty planning committee, in cooperation with their LACTS resource persons, will be responsible for administering the evaluation and collecting feedback at their respective meeting.

LACTS will be responsible for creating a method by which to evaluate the systematic process for expanding academic discipline meetings to determine if the process is working and to identify opportunities for improving the process.

7. **SUSTAIN THE PROCESS** – LACTS recognizes that sustaining the process requires the process be “institutionalized.” The process needs to be adopted, supported and administered by those at the public community colleges and public universities in the State of Iowa committed to articulation.

**Liaison Advisory Committee on Transfer Students (LACTS) Articulation Meeting Report
Form**

Disciplines/programs: Psychology

Courses Discussed: Educational Psychology, Developmental Psychology, Abnormal Psychology

Date Meeting Held: February 10, 2012

Location: DMACC-Newton Campus

Regent Facilitator(s) with contact information

Name: Veronica Dark

Institution, Department, Position: Iowa State, Psychology, Professor

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List at least one outcome for each agenda item:

Below is a summary of the discussion for the different topics in each session. There were no true action items because both sessions were exchanges of information. The discussion notes, which are summarized below will be circulated to all attendees.

Morning Agenda: Educational Psychology (Ed Psych) and Teacher Certification

There was a full discussion of the nature of the course at each Regent University and the role that Psy 281/Edu240 plays in teacher certification. Educational psychology as a content area is the domain of different departments at the three Regent universities, so it transfers in differently. The role of Psy 281/Edu 240 in the student's major depends very much on to where the student transfers and into what major: psychology major, elementary education, and secondary education.

At the Community Colleges (CCs) - Ed Psych is taught as Psy 281/Edu 240. Prereq is introductory psychology.

At Iowa State University (ISU)- Ed Psych is a 300-level (junior-level) course taught by the Department of Curriculum & Instruction (College of Human Sciences), but co-listed in the Department of Psychology (College of Liberal Arts & Sciences). So it can be taken as C&I 333 or Psych 333. Psych 333 is generally taken during the junior year; it currently requires a developmental course as a prereq; it does not require admittance to Teacher Ed; it does not require a portfolio; it does not require or include field experience; it meets the learning and the assessment InTASC standards. CC Psy 281/Edu 240 transfers in as Psych 333 but cannot be counted towards ISU's requirement of 45 hours of course work at the 300 or above level. It is a psychology elective in the psychology major.

University of Iowa (UI) - Ed Psych & Measurement (07P:075) is taught in the College of Education, Department of Psychological and Quantitative Foundations. There are no prereqs; it covers learning, assessment and development; the student does not need admittance to

Teacher Ed; it does not require a portfolio. CC Psy 281/Edu 240 transfers in as 07P:075. It is a general elective for the psychology major.

University of Northern Iowa (UNI) - There is a Department of Educational Psychology in the College of Education, but no course specifically called "Educational Psychology". Psy281/Edu240 transfers in as UNI 200:148, Learning and Instruction in Classroom Contexts. This course meets the learning InTASC standard, but to meet the assessment standard, the student may need to take a measurement course concurrently with field experience; students must be admitted to the Teacher Ed program; a developmental course is a prereq; does not need portfolio but students are advised to keep their work; course does not apply to the psychology major but may be used as an elective. It also covers the dynamics of human development for education. CC Psy 281/Edu 240 transfers in as 200:148. It is a general elective for the psychology major.

Afternoon Topic: Developmental Psychology

There was a full discussion of the nature of the different developmental courses at each Regent University and the role that each plays in the psychology major at the Regent's Universities. The role of Psy 121 in the student's major depends on to where the student transfers and into what major: psychology, nursing, education.

At the Community Colleges (CCs) - There are different course covering different time periods of Developmental Psychology.

- Psy 121, Developmental Psych is lifespan; no prereq at some cc's; others require Intro to Psych as prereq
- Psy 222, Child Psych is prenatal to adolescent stages; prereq is intro psych
- Psy 223, Child & Adolescent Psych is conception through adolescence; prereq is intro psych
- Psy 224, Adolescent Psych is transition from child to adult; prereq is intro psych
- Psy 225, Adult Developmental Psych is middle to later years; prereq is intro psych

According to the different university websites, the courses transfer as follows:

CC Course	ISU	U Iowa (Department)	UNI
Psy 121	Psych 230	096:030 (Nursing)	400:120 (Psychology)
Psy 222	Psych elective	031:014 (Psychology)	200:030 (Educational Psychology)
Psy 223	Psych elective	031:014 Psychology	Psych elective
Psy 224	Psych elective	Psych elective	Psych elective
Psy 225	Psych elective	Psych elective	Psych elective

At ISU - Psych 230, developmental psychology, is lifespan development. Human Development and Family Studies also have a course on development in different periods of life, but they are not psychology courses. At ISU, in the psychology major, any developmental course (child, adolescent, or life span) may substitute for psych 230.

At UI- 096:030, Human Developmental Behavior, is a lifespan development course in the College of Nursing; it may not be used in the psychology core. 031:014, introduction to developmental science, is a part of the Psychology core; it covers prenatal to early adolescence. U of Iowa has added an early adolescent course (age 10-14) to meet the state middle school certification/endorsement.

UNI – 400:120, developmental psych is a lifespan course in Psychology. 200:030, Child development, is taught in Educational Psychology and would be an elective for psychology and nursing majors.

Afternoon Topic: Abnormal Psychology

At the Regent universities, Abnormal Psychology is taught as an upper division course with prereqs. Psy 241 only transfers as a specific course at UI. It can be a substitute course at ISU. It can be used as an elective psychology course at all three Regent universities. The discussion of transfer problems with Psy 241 revealed some misunderstandings. One CC faculty member stated that a student told him that Psy 241 did not transfer and that he had to take it over. Abnormal Psychology is not required in the psychology major at any Regent Institution, so no one is required to take the course over. Psy 241 is not considered equivalent to the upper division Abnormal Psychology classes, so transfer students may choose to take those upper division courses. They still get elective credit for their Psy 241 course.

At the CCs - Psy 241, Abnormal Psychology, has no prereqs at some cc's; Intro to Psych is a prereq at some. It transfers to ISU as 2T (a psychology elective), to UI as 031:063 (Abnormal Psychology: Health Professions), and to UNI as 400:XXA (a psychology elective).

At ISU - Psych 460, abnormal psychology, is an upper level course that requires 9 hours of psychology as a prereq and can be taken for nonmajor graduate credit. Because Psych 460 is an upper division course, Psy 241 is not considered equivalent. It can be applied to the major as a substitute for 460.

UI – Clinical psychology (031:013) is an overview course covering normal vs abnormal, ethics, labeling and testing; it is a prereq for Abnormal psychology (031:163), an upper division course that goes into detecting disorders, symptoms and treatment. Psy 241 transfers as 031:063, Abnormal Psychology: Health Professions, which can be an elective for psychology majors.

UNI - 400: 162(g), abnormal psychology, has introductory psych and junior status as prereqs. It can be taken for graduate credit. Because 400:162(g) is upper division, Psy 241 is not considered equivalent.

Afternoon Topic: the Psychology Major

Representatives of the Regent's Universities recommended that students planning to transfer into the psychology major need to concentrate on getting the psychology supporting courses (e.g., math, philosophy, statistics, biology) and foreign language as part of their AA degree. Intro psychology, developmental psychology, and social psychology are recommended psychology courses.

CC faculty were encouraged to make students aware of the transfer information available on the Regent's websites. If they know the institution to which they plan to transfer, they should sign up for the Admissions Partnership Program so they can work with a Regent's psychology adviser early in their community college career.

List future meeting plans, dates:

No future meetings planned.

Describe your group's needs, if any, for support by LACTS:

None

Attendees: The following institutions were represented at the meeting:

Clinton Community College
Des Moines Area Community College
Eastern Iowa Community Colleges
Ellsworth Community College
Hawkeye Community College
Indian Hills Community College
Iowa Central Community College
Iowa Lakes Community College
Iowa State University
Iowa Western Community College
Kirkwood Community College
Marshalltown Community College
Muscatine Community College
North Iowa Area Community College
Northeast Iowa Community College
Southeastern Community College
University of Iowa
University of Northern Iowa
Western Iowa Tech Community College

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**Liaison Advisory Committee on Transfer Students (LACTS) Articulation Meeting Report
Form**

Disciplines/programs: Chemistry

Courses Discussed: General and organic chemistry courses at the communities colleges and the public universities.

Date Meeting Held: February 10, 2012

Location: DMACC Newton Conference Center, Newton, Iowa

Regent Facilitator(s) with contact information

Name: Joseph W. Burnett, Ph.D.

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Community College Facilitator(s) with contact information

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Instructor

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List at least one outcome for each agenda item:

Agenda item: Chemistry Laboratories

Outcomes: Organization of a POGIL (Process Oriented Guided Inquiry Learning) workshop at Iowa State University on Saturday June 16th to help develop laboratories that better engage students and have better learning outcomes (see <http://www.pogil.org/> for more information). The group would like to send a strong message that clearly states the importance of hands-on laboratories as opposed to virtual and "kitchen" laboratory experiments; this statement is being written into the Chemistry Transition Guide. The group will continue to hold discussions on laboratories via email. An email address for all interested participants is being created to facilitate future discussions: chem.articulation@iastate.edu.

Agenda item: Sequencing of Course Topics in General Chemistry Courses

Outcomes: The group would like to hold continued discussions regarding the best treatment of topics in general chemistry for success in courses that build off of chemistry, especially for engineering curricula. This discussion will occur via emails and in subsequent articulation conferences.

Agenda item: Overview of Chemistry and Chemistry-Related Majors at the Regent Universities

Outcomes: The presentations from the University of Northern Iowa, the University of Iowa, and Iowa State University have been compiled into a single pdf file that accompanies this report (Regent_U_Overview_Gen_Chem.pdf); these presentations have been emailed to the participants from the February 10th articulation conference.

Agenda item: Chemistry Transition Guide

Outcomes: Volunteers were solicited to help write the Chemistry Transition Guide. The discussion centered upon information to provide in the guide.

List future meeting plans, dates:

Chemistry transition guide for community college students – There will be on-going meetings until the transition guide is completed. Thus far conference calls have been held March 5th, May 8th, and May 21st. Future meeting: July 9th.

Ongoing discussions will be held via email using our common email address for the group (chem.articulation@iastate.edu).

POGIL (Process Oriented Guided Inquiry Learning) workshop will be held at Iowa State University on Saturday June 16th to help develop laboratories that better engage students and have better learning outcomes (see <http://www.pogil.org/> for more information).

We plan to meet at next year's articulation conference to continue our discussions of topics important to the faculty at community colleges and public universities in Iowa. The following are possible topics for future meetings:

- writing grant proposals for laboratory equipment for our institutions
- the usage of American Chemical Society standardized exams for assessment of courses
- general discussion of assessment methods and techniques
- comparison of content of specific courses at our different institutions
- making a case for engineering programs to require a full year of general chemistry
- sequencing of topics 2-semester general chemistry courses while recognizing that a significant number of students take only 1 of the two semesters
- what is expected in a laboratory report
- specific laboratory skills and the general range of experiments that should be included in general and organic chemistry laboratories
- how to deal with 2 hour lab periods and other problems with inconsistencies in the number of contact hours between different institutions
- grading issues for large classes with only one instructor and no teaching assistant support

Describe your group's needs, if any, for support by LACTS: Make accommodations for the Chemistry faculty to meet again as part of the Statewide Annual Articulation Conference in 2013.

AGENDA: Attached as last page of this report

Attendees:

Attendees include the following:

<u>Institution</u>	<u>Number of Attendees</u>
Clinton Community College	1
Des Moines Area Community College	7
Eastern Iowa Community Colleges	3
Ellsworth Community College	1
Hawkeye Community College	3
Indian Hills Community College	1
Iowa Central Community College	1
Iowa Lakes Community College	3
Iowa State University	1
Iowa Western Community College	1
Kirkwood Community College	11
Marshalltown Community College	2
Muscatine Community College	1
North Iowa Area Community College	3
Northeast Iowa Community College	4
Southeastern Community College	5
University of Iowa	4
University of Northern Iowa	2
Western Iowa Tech Community College	1

Reporter contact information

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**Liaison Advisory Committee on Transfer Students (LACTS) Articulation Meeting Report
Form**

Disciplines/programs: Physics

Courses Discussed: 1st year algebra- and calculus-based course syllabi

Date Meeting Held: February 10, 2012

Location: DMACC Newton Conference Center, Newton, Iowa

Regent Facilitator(s) with contact information

Name: Craig Ogilvie

Institution, Department, Position: Professor, Physics & Astronomy

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Community College Facilitator(s) with contact information

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College

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List at least one outcome for each agenda item:

Discussion topics

The morning session consisted of a round-table discussion on the alignment of 1st year algebra- and calculus-based syllabi. Faculty discussed which topics were common between all our courses and where we differed. The most common difference was the choice to spend more time in the first semester on Newton's laws or to add in additional topics. Approximately 70% of faculty teach waves, oscillations, thermodynamics in 1st semester, while 30% omit some of these topics to concentrate more time on Newton's Laws. A few of these faculty members include these topics in the 2nd semester. If a student transfers between different institutions, they either see the topic twice or not at all. The current best advice for students is to try to take both semesters of physics at one institution as this has the best chance of ensuring a full coverage of the topics.

The afternoon session was about teaching labs. The recent revamp of the ISU physics labs were discussed. In this reform at the start of lab, the whole lab-section (24 students) examine the most important scientific question they could answer in lab, e.g. in the lab of gases, ask students to establish if air is an ideal gas. Groups of students divide into different ways of testing this "question of the day". At the end of the lab, each group writes their results up on the board, and the whole class comes to a joint answer to "question of the day". Faculty at other universities also shared how they taught their lab courses. Faculty with lab courses with small enrollment were happy with the level of student engagement. Others with larger numbers of students were interested in the reform and discussed how it could be implemented at their institution.

List future meeting plans, dates:

Action items

1. Continue discussions on which semester to include waves, oscillations, thermodynamics. Attempt to come to statewide consensus, though this is likely to be difficult.
2. Faculty at community colleges are interested in obtaining data on the success of transfer students; action item is to share this data with them
3. Share details on ISU's reform of intro labs and invite faculty to observe the labs in action.

Describe your group's needs, if any, for support by LACTS:

AGENDA: See attached agenda at end of this report.

Attendees: The following institutions were represented at the meeting:

Clinton Community College
Des Moines Area Community College
Eastern Iowa Community Colleges
Ellsworth Community College
Hawkeye Community College
Indian Hills Community College
Iowa Central Community College
Iowa Lakes Community College
Iowa State University
Iowa Western Community College
Kirkwood Community College
Kirkwood Community College
Kirkwood Community College
Marshalltown Community College
Muscatine Community College
North Iowa Area Community College
Northeast Iowa Community College
Southeastern Community College
University of Iowa
University of Northern Iowa
Western Iowa Tech Community College

Reporter contact information

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Statewide Annual Articulation Conference
Iowa's Public Colleges and Universities

DMACC Newton Conference Center
Friday, February 10, 2012

Chemistry, Physics, and Psychology Agenda

9:00 – 9:30 a.m.	Registration and Continental Breakfast	Atrium
9:30 – 9:45 a.m.	Welcome <i>Jim Stick, Arts and Sciences Administrator's Group Chair</i> Overview and Outcomes <i>Laurie Wolf, LACTS Chair</i>	Auditorium
9:45 – 11:30 a.m.	Concurrent Breakout Session I Chemistry Labs/Sequencing of Course Topics	Room 210A
	Alignment of Algebra-based and Calculus-based Physics Courses	Room 210D
	Educational Psychology & Teacher Credentials	Room 210B
11:30 – 12:30 p.m.	Lunch	Room 210A
12:30 – 2:00 p.m.	Concurrent Breakout Session II: Overview of Chemistry & Chemistry-related Majors at the Regent Universities/Chemistry Transition Guide	Room T210A
	How to Increase Engagement & Retention of Science & STEM Majors (Physics discussion)	Room 210D
	Psychology Courses: Developmental & Abnormal/ Research Experiences	Room 210B
2:00 – 2:15 p.m.	Evaluation and Wrap-Up	

Marketing Agenda

9:00 – 9:30 a.m.	Registration and Continental Breakfast	Atrium
9:30 – 11:30 a.m.	Follow-up Marketing Discussion	Room 210C
11:30 – 12:30 p.m.	Lunch	Room 210A
12:30 – 2:00 p.m.	Continued Marketing Discussion <i>(if needed)</i>	Room 210C

**Liaison Advisory Committee on Transfer Students (LACTS) Articulation Meeting Report
Form**

Disciplines/programs: Agriculture Business, Agronomy, Horticulture, Animal Science and Natural Resources

Courses discussed:

Agronomy

Agron 114 Principles of Agronomy
Agron 154 Fundamentals of Soil Science

Horticulture

Hort 221 Principles of Horticulture
Hort 240 Trees, Shrubs, and Woody Vines for Landscape

Agriculture Business

Econ 230 Farm Business Management
Econ 235 Introduction to Agricultural Markets

Animal Science

An S 114 Survey of Animal Industry

Natural Resources

NREM 120 Introduction to Renewable Resources

Date Meeting Held: June 26 2012

Location: Iowa FFA Enrichment Center, Ankeny, Iowa

Regent Facilitator(s) with contact information

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Community College Facilitator(s) with contact information:

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List at least one outcome for each agenda item: (attach additional pages as necessary)

Expected outcomes common to all five disciplines:

- Standardize common course descriptions among institutions.
- Discuss transfer issues within program groups.
- Discuss curriculum content, industry needs and best practices among program faculty.

Outcomes for Agronomy:

- Arrived at common course descriptions for Principles of Agronomy and Fundamentals of Soil Science
- Next steps: (1) Need to explore means of posting course information on a central server accessible by all Agronomy instructors state-wide, and (2) Continue discussion on course content at 2013 statewide articulation meeting.

Outcomes for Ag Business:

- Arrived at common course description Farm Business Management
- Recommended text book is Farm Management, 7th edition, McGraw-Hill, Inc., New York.
- Community College instructors are able to access the ISU Website for this course giving them access to materials
- Action Item: ISU would like community colleges to move towards a common number for the Farm Business Management course in an attempt to improve seamless transfer. Currently ISU uses 230 as the course number; some community colleges are using a 300 course number.
- Next steps: (1) Work towards a common course description for Introduction to Agricultural Markets. Include in the description – Marketing Channels, and (2) Continue discussion on course content at 2013 statewide articulation meeting.

Outcomes for Animal Science

- Overall both 2- and 4- year public colleges and universities are happy with the articulation of the introductory level Animal Science courses.
- ISU doesn't see any issues with current articulation agreements or any adverse indicators of transfer student performance, with the possible exception of students transferring in over 25 credits earned while in high school.
- Arrived at a common course description for the introductory Animal Science course.

Outcomes for Horticulture

- Working towards a common assessment for Hort 221. Colleges were asked to share their assessments for their Introductory Horticulture class.
- ISU communicated that CCs should encourage their students to focus on completing general education requirements while at the community college.
- Next steps: (1) ISU will review CC vocational-technical courses to determine which courses can be articulated into 100- and 200-level courses at ISU.
- Bring common course competencies to review at 2013 statewide meeting

Outcomes for Natural Resources Management

- Articulation for NREM 120: Intro to Renewable Resources works well. With regard to other courses, desire was expressed for more consistency in how courses transfer into ISU.
- Faculty agreed to continue articulation discussions. ISU solicited input on courses that should be discussed at a future meeting. Fire Management was identified.

List future meeting plans, dates: June 2013 – Third Annual Statewide Agricultural Sciences Articulation and Partnership Workshop

Describe your group's needs, if any, for support by LACTS: None at this time.

INVITATION:

**2nd Annual Statewide Agricultural Sciences Articulation and Partnership Workshop –
Tuesday, June 26, 2012**

Who Should Attend?

Post-secondary faculty and administrators who deal with agriculture and natural resources. Specifically, we will focus on curricula in Agronomy, Horticulture, Animal Science, Natural Resources and Agricultural

Business. We invite representatives of Iowa Community Colleges, ISU's College of Agriculture and Life Sciences, and other 4-year colleges in Iowa with programs in these disciplines.

When?

Tuesday, June 26, 2012. The meeting will be held in conjunction with the Annual IAAE Summer Conference. The meeting will start at 10:00 a.m. and be finished by 4:00. We will break from 12:00 –

1:30 to join the IAAE lunch and program.

Where?

FFA Enrichment Center (DMACC campus)

Overall Goal

To improve curricula, enhance articulation, and to build strong partnerships among Iowa's postsecondary agriculture and natural resource faculty and administrators to help us in preparing science and technology talent for Iowa's agriculture and natural resource industries.

Objectives

- 1) improve articulation and transition processes for agriculture and natural resources students who begin their education at a community college
- 2) share lessons learned related to curriculum; and,
- 3) review community college numbering system

Background

In June 2011, agricultural educators from Iowa community colleges, ISU's College of Agriculture and Life

Sciences, and several representatives of other 4-year programs met with the goal of improving our linkages to benefit the agriculture and natural resource students and industries of Iowa. The planning committee for the event stated that we aspire to be a model for the US by operating as a closely integrated system of science and technology education in the fields of agriculture and natural resource sciences.

AGENDA:

Agenda for June 26, 2012 Meeting

10:00 Welcome and Plan for the Day

10:15 Breakout sessions for:

Ag Business (ECON 230 and 235). Facilitators: Rhonda Clough, Keri Jacobs, Kevin Kimle
Horticulture (HORT 221 and 240). Facilitators: Neric Smith, Nick Christians, Barb Osborn
Agronomy (AGRON 114 and 154). Facilitators: Dave Grunklee, Andrew Manu, Russ Mullen

12:00 IAAE Lunch and Program

1:30 Breakout sessions for:

Animal Science (ANSCI 101 and 114). Facilitators: Ole Cleveland, Jodi Sterle, Howard Tyler
Natural Resources (NREM 120). Facilitator: John Burnett, Terri Rogers

3:30 Adjourn

What to bring:

- a. Syllabus, course outline, course descriptions, objectives, etc. (12 copies to share)
- a. Lab exercises you would like to share
- b. Texts. Bring samples of current texts so attendees can review.
- c. References and/or supplemental texts
- d. Videos and software
- e. Web sites

Attendees:

- ISU and community college administrative representatives
- ISU faculty in the departments of Agriculture Business, Agronomy, Horticulture, Animal Science and Natural Resources
- Iowa community college faculty in Agriculture Business, Agronomy, Horticulture, Animal Science and Natural Resources
- Representatives from some private colleges including Dordt College, Graceland University, and Drake University
- Some representation from Iowa high schools

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