

**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 Regent universities from September 2009 to October 2010. (2) Direct the Board Office to submit the final report to the General Assembly by January 10, 2011.

**Executive Summary:** As a result of legislation in 2009, HF 815 (Attachment A) directed the 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 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 Regents Committee on Educational Relations (RCER), the community college chief academic officers, and the Council of Provosts.

**Background:**

The Regent universities and Iowa public 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 Regent universities to provide a conduit for articulation issues or concerns with statewide impact.
- ◆ Since 1972, nine 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 Regent 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 Regent universities. In 2005, the Board approved the implementation of that program at the University of Iowa.

- ⇒ In 2009-10, there were 263 students enrolled in coursework, including 144 students who were newly admitted. During that period, there were 10 students who graduated from the program.
- ⇒ The University of Iowa has entered into partnerships with Eastern Iowa Community College District, Des Moines Area Community College, Kirkwood Community College, Western Iowa Tech Community College, Iowa Western Community College, Southwest Community College, Indian Hills Community College, Iowa Lakes Community College, North Iowa Area Community College, Northeast Iowa Community College, and Hawkeye Community College to offer two blended courses each semester leading toward the completion of a Bachelor of Applied Studies degree.
- ◇ In 2008, the Board of Regents, in collaboration with Iowa public community colleges, launched an articulation website called [TransferInIowa.org](http://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 state 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 January and October 2010, the [www.TransferInIowa.org](http://www.TransferInIowa.org) articulation website recorded 7,979 unique visitors according to a tracking tool being used. The University of Iowa's I-CHART articulation planning website recorded 24,570 unique visitors; Iowa State University's TRANSIT articulation planning website recorded 12,104 unique visitors; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 17,193 unique visitors.
- ◇ The three Regent 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 Regent university.
  - ⇒ The University of Iowa's *2 Plus 2 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 120 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](http://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 Regent 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 16, 2010. 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 16, 2010. 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 Regent universities.
- ◇ The Regent universities and the public community colleges must identify a transfer and articulation contact office or person to be included on the [www.TransferInIowa.org](http://www.TransferInIowa.org) articulation website. The list of contact persons has been prepared and is now available on the [www.TransferInIowa.org](http://www.TransferInIowa.org) articulation website. It is updated annually or on an as needed basis.
- ◇ The public community colleges and Regent universities must collaborate to develop a systematic process for expanding academic discipline meetings between the community college faculty and the faculty of the Regent 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 draft of the proposed process was presented and approved on October 8, 2010 at a joint meeting of the Iowa community college chief academic officers and Regent university Council of Provosts (Attachment D).
  - ⇒ On October 9, 2009, the mathematics faculty of the Regent universities and the community colleges met at the University of Northern Iowa to discuss course alignment.
  - ⇒ During 2009-2010, Regent university and community college faculty held academic discipline meetings in mathematics, marketing, and early childhood.
- ◇ The public community colleges and Regent 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 Regent universities prepared program inventories to identify areas of articulation opportunity.

- ⇒ The second joint meeting between the community college chief academic officers and the Regent university provosts was held on October 8, 2010. One of the agenda items was to discuss a process for developing transition guides. There was agreement that the first transition guide would be in Biology.
- ⇒ A two-year strategic plan will be developed to define best practices for individual institutions to pursue articulation 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](http://www.TransferInIowa.org) articulation website.
  - ⇒ The plan for developing and including transition guides on the [www.TransferInIowa.org](http://www.TransferInIowa.org) articulation website was discussed and approved at the joint meeting and the first core curriculum area (Biology) was selected.

This update will be submitted to the General Assembly by January 10, 2011.

Attachment C describes the articulation and transfer efforts identified by the Regent universities and the community colleges during January-October 2010.

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**

The following update has been prepared to be submitted to the Iowa General Assembly by January 10, 2011, 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"> <li>◆ The Iowa Department of Education communicates with principals and guidance counselors at public and nonpublic schools concerning the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.               <ul style="list-style-type: none"> <li>⇒ The Department sends out an electronic newsletter each month to all superintendents and principals in the State. The October and February issues of the <i>School Leader Update</i> contain transfer and articulation information and the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website. Past copies of the newsletter are also posted to the Department's website.<sup>1</sup></li> </ul> </li> <li>◆ School guidance counselors are sent information electronically about the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> website each October and February.</li> <li>◆ Information about the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website was included in the <i>Community College Leader Bulletin</i> fall and spring issues.<sup>2</sup> The Bulletin is an electronic newsletter which is sent to a variety of groups at the community colleges. Information about the website will be included in <i>The Bulletin</i> twice annually.</li> <li>◆ The Department of Education is working on ways for local school districts to include transfer information for parents and students through local school district newsletters and local school websites.</li> </ul>
<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>	

<sup>1</sup> [http://www.iowa.gov/educate/index.php?option=com\\_content&view=article&id=854&catid=243&Itemid=1503](http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=854&catid=243&Itemid=1503).

<sup>2</sup> [http://www.iowa.gov/educate/index.php?option=com\\_content&view=article&id=1703:leader-bulletin&catid=183:community-colleges](http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1703:leader-bulletin&catid=183:community-colleges).

<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"> <li>◆ The Department of Education is partnering with the Iowa College Student Aid Commission to provide this information to middle and high school students (6<sup>th</sup> through 12<sup>th</sup>) through the <a href="http://www.ihaveaplaniowa.gov">www.ihaveaplaniowa.gov</a> 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 <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> 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 colleges. Information on the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website will be added to the 2010-11 publication. Distribution of “Your Course to College” books currently is at 24,000 copies annually. Work is continuing on planning to provide the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website to all students in the lower elementary grades.</li> </ul>
<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"> <li>◆ The Department of Education is working with the Chief Student Services Administrators at the 15 community colleges of Iowa to provide this information through 1-2 forms of distribution. Through an e-mail distribution list at each of the colleges, information about the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website will be sent to all enrolled students. Beginning in the 2010-11 academic year, information about the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website will be added to student handbooks. Student handbooks are provided to all enrolled community college students in either a printed or electronic format.</li> </ul>
<p>§23. Enter into a collective statewide articulation agreement with the state board of regents pursuant to §262.9. subsection</p>	<ul style="list-style-type: none"> <li>◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent reaffirmation was on April 16, 2010. The next scheduled reaffirmation will occur on April 15, 2011. The agreement includes the following elements:</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>⇒ 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.</li> <li>⇒ General education contains a minimum of 40 credit hours evenly distributed among arts and sciences disciplines.</li> <li>⇒ Remaining 20 semester hours are elective credits including up to 16 semester hours of career and technical credit.</li> <li>⇒ Foreign language proficiency must be met at each Regent university.</li> <li>⇒ A minimum 2.0 grade point average is required.</li> <li>⇒ 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.</li> <li>⇒ Satisfaction of above requirements allows enrollment with junior status at a Regent university.</li> <li>⇒ Admittance of students who do not complete an Associate of Arts degree requires course by course evaluation.</li> <li>⇒ The Associate of Arts degree articulation agreement is reviewed and reaffirmed annually.</li> <li>◆ The Associate of Science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 16, 2010. The next scheduled reaffirmation will occur on April 15, 2011. The agreement includes the following elements:             <ul style="list-style-type: none"> <li>⇒ 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"> <li>• Distribution of hours includes 20 credit hours of mathematics and science.</li> <li>• Additional general education courses may be required at the Regent universities.</li> </ul> </li> </ul> </li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>◆ 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.</li> </ul>

<p>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"> <li>◆ Contact person information was submitted by the community college presidents to the Board of Regents, State of Iowa, for the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> <li>◆ The current list of transfer and articulation contacts has been posted to the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> <li>◆ The Articulation Website Evaluation Team developed a description of the responsibilities of the contact person and distributed it to all contact persons.</li> </ul>
<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"> <li>◆ The Liaison Advisory Committee for Transfer Students (LACTS) has developed a systematic process for expanding academic discipline meetings and it has been 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"> <li>⇒ Surveys every third year to discover and identify academic opportunities with promise for articulation.</li> <li>⇒ Establishment of multi-year calendars for planning and leveraging of other existing meeting opportunities.</li> <li>⇒ Collaborative planning by representatives from the community colleges and Regent universities.</li> <li>⇒ 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.</li> <li>⇒ Expectation of meeting outcomes and a summary report that indicates agreed upon action items and communication with attendees and other stakeholders.</li> <li>⇒ Evaluation of both the process and the meeting with a focus on continuous improvement.</li> <li>⇒ Eventual institutionalizing of the meeting outcomes.</li> </ul> </li> <li>◆ During 2009-2010, Regent university and community college faculty held academic discipline meetings in mathematics, marketing, and early childhood areas.</li> <li>◆ Using the surveys conducted in 2009, the 2010-2011 year plans are underway for Regent university and community college faculty to hold discipline meetings in general biology, microbiology, anatomy and physiology, writing (English), agriculture, and criminology/criminal justice areas.</li> <li>◆ Using the surveys conducted in 2009, topics have been identified and are in the process of being prioritized for the 2011-2012 academic year.</li> </ul>

<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> <p>and developing and implementing a process to examine a minimum of eight new associate of applied science</p>	<ul style="list-style-type: none"> <li>◆ Preliminary analysis indicated a number of opportunities to create new articulation agreements and faculty-to-faculty academic discipline meetings. A joint meeting was held between Regent university provosts and Iowa community college chief academic officers on October 8, 2010. The preliminary analysis was reviewed and discussed as was the criteria to be used in the prioritization of developing new articulation agreements and academic discipline meetings. Biology was selected as the first core curriculum area to be discussed.</li> <li>◆ The primary mechanism/vehicle for promoting greater awareness is through the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> <li>◆ Between January – October 2010, the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website tracked and recorded 7,979 unique visitors.<sup>3</sup> The University of Iowa’s I-CHART articulation planning website recorded 24,570 unique visitors; Iowa State University’s TRANSIT articulation planning website recorded 12,104 unique visitors; and the University of Northern Iowa’s TRANSFER PLAN-IT recorded 17,193 unique visitors.</li> <li>◆ Community colleges and Regent universities conducted a program inventory to identify areas of articulation opportunity in Summer 2009.</li> <li>◆ On October 28, 2009, a joint meeting was held at the University of Northern Iowa between chief academic officers and Regent university provosts to prioritize the programs identified in the inventory best suited for articulation. Year 1 programs included Mathematics, Early Childhood Education and Marketing. Faculty from these areas met on February 12, 2010 at the DMACC Newton campus.</li> <li>◆ Individual institutions have continued efforts to articulate programs, which are identified in Attachments C and D.</li> <li>◆ 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 will take the lead to examine the top two identified priority areas – Agriculture and Veterinary Technology.</li> </ul>
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<sup>3</sup> The three Regent universities’ Transfer Equivalency Guides may also be accessed through their Admissions websites.

<p>degree programs for which articulation agreements would serve students' continued academic success in those degree programs.</p>	<ul style="list-style-type: none"> <li>◆ Individual institutional efforts to articulate Associate of Applied Science programs are identified in the addenda.</li> </ul>
<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"> <li>◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent affirmation was on April 16, 2010. The next scheduled reaffirmation will occur on April 15, 2011. The agreement includes the following elements: <ul style="list-style-type: none"> <li>⇒ 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.</li> <li>⇒ General education contains a minimum of 40 credit hours evenly distributed among arts and sciences disciplines.</li> <li>⇒ Remaining 20 semester hours are elective credits including up to 16 semester hours of career and technical credit.</li> <li>⇒ Foreign language proficiency must be met at each Regent university.</li> <li>⇒ A minimum 2.0 grade point average is required.</li> <li>⇒ 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.</li> <li>⇒ Satisfaction of above requirements allows enrollment with junior status at a Regent university.</li> <li>⇒ Admittance of students who do not complete an Associate of Arts degree requires course by course evaluation.</li> <li>⇒ The Associate of Arts degree articulation agreement is reviewed and reaffirmed annually.</li> </ul> </li>   <li>◆ The Associate of Science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 16, 2010. The next scheduled reaffirmation will occur on April 15, 2011. The agreement includes the following elements: <ul style="list-style-type: none"> <li>⇒ 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"> <li>• Distribution of hours includes 20 credit hours of mathematics and science.</li> <li>• Additional general education courses may be required at the Regent universities.</li> </ul> </li> </ul> </li> </ul>

The board shall also do the following:	
<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"> <li>◆ 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.</li> <li>◆ Contact person information was submitted by the Regent university presidents to the Board of Regents, State of Iowa, for inclusion on the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> <li>◆ The current list of transfer and articulation contacts has been posted to the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> <li>◆ The Articulation Website Evaluation Team developed a description of the responsibilities of the contact person and distributed it to all contact persons.</li> </ul>
<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"> <li>◆ The Liaison Advisory Committee for Transfer Students (LACTS) has developed a systematic process for expanding academic discipline meetings and it has been 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"> <li>⇒ Surveys every third year to discover and identify academic opportunities with promise for articulation.</li> <li>⇒ Establishment of multi-year calendars for planning and leveraging of other existing meeting opportunities.</li> <li>⇒ Collaborative planning by representatives from the community colleges and Regent universities.</li> <li>⇒ 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.</li> <li>⇒ Expectation of meeting outcomes and a summary report that indicates agreed upon action items and communication with attendees and other stakeholders.</li> <li>⇒ Evaluation of both the process and the meeting for continuous improvement.</li> <li>⇒ Eventual institutionalizing of the meeting outcomes.</li> </ul> </li> <li>◆ During 2009-2010, Regent university and community college faculty held academic discipline meeting in mathematics, marketing, and early childhood areas.</li> <li>◆ Using the surveys conducted in 2009, the 2010-2011 year plans are underway for Regent university and community college faculty to hold discipline meetings in general biology,</li> </ul>

<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>	<p>microbiology, anatomy and physiology, writing (English), and criminology/criminal justice areas.</p> <ul style="list-style-type: none"> <li>◆ Using the surveys conducted in 2009, topics were identified and are in the process of being prioritized for the 2011-2012 academic year.</li> <li>◆ During 2009-2010, Regent university and community college faculty held academic discipline meeting in mathematics, marketing, and early childhood areas.</li> <li>◆ Using the surveys conducted in 2009, the 2010-2011 year plans are underway for Regent university and community college faculty to hold discipline meetings in general biology, microbiology, anatomy and physiology, writing (English), and criminology/criminal justice areas.</li> </ul>
<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"> <li>◆ 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.</li> </ul>
<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"> <li>◆ The plan for including the transition guides on <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website is being developed.</li> <li>◆ Course equivalency guides are available on <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>◆ Community colleges and Regent universities conducted a program inventory to identify areas of articulation opportunity.</li> <li>◆ Joint meeting between community college chief academic officers and Regent university provosts to prioritize the programs identified in the inventory best suited for articulation. Year 1 programs included Mathematics, Early Childhood Education and Marketing.</li> </ul>

<p>discipline when the board and the community colleges jointly determine that course content is incompatible.</p>	
<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"> <li>◆ The primary mechanism/vehicle for promoting greater awareness is through the <a href="http://www.TransferInIowa.org">www.TransferInIowa.org</a> articulation website.</li> </ul>
<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"> <li>◆ Community colleges and Regent universities conducted a program inventory to identify areas of articulation opportunity.</li> <li>◆ Joint meetings between community college chief academic officers and Regent university provosts to prioritize the programs identified in the inventory best suited for articulation have occurred. Year 1 programs included Mathematics, Early Childhood Education and Marketing.</li> </ul>
<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</p>	<ul style="list-style-type: none"> <li>◆ A two-year strategic plan to complete this process is being developed with a target date of June 2011 for implementation. 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.</li> </ul>

<p>academic success in those degree programs.</p>	
<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"><li>◆ Herewith submitted.</li></ul>

ARTICULATION/TRANSFER EFFORTS CONDUCTED BETWEEN OCTOBER 2009 – SEPTEMBER 2010

**UNIVERSITY OF IOWA**

Our commitment is to help students and community college advisors navigate the transfer process and to provide dependable, accurate resources which may assist both the student and advisor. We provide a broad range of training and ongoing support and guidance. The University of Iowa enrolled 1,549 new undergraduate transfer students, including 1,153 full-time, degree-seeking students in Fall 2010, an increase of 2.2% from Fall 2009 levels. Of the 1,153 degree-seeking undergraduate transfers, 769 or 67% are from community colleges.

- The University of Iowa 2 Plus 2 Guaranteed Graduation Plan is for Iowa Community College students and 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, improve access, success, and degree completion. Six hundred and eighty five students, including 301 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 (no cost to participate in the program):

- Guaranteed graduation in four years (two years at community college and two years at the university)
  - Access to 2 Plus 2 advisors (advising staff at the University of Iowa Office of Admissions and Undergraduate Academic Advising Center)
  - Access to an updated degree evaluation on the UI Admissions web portal (Admission Profile)
  - Access to early orientation/registration/programming
  - UI email address
  - University ID (Iowa ONE card)
  - Access to UI Libraries
  - Student discounts to university athletic & cultural events
  - Discounted memberships to campus recreation and wellness facilities
  - Access to the Pomerantz Career Center including internship information, career exploration and guidance
- Participate as a part of the Liaison Advisory Committee on Transfer Students (LACTS).
  - Participate in Annual Regents Articulation Conferences (most recently Math, Marketing and Early Childhood Education Conferences).

- Maintain up to date transfer articulation websites:
  - 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.
- Attend quarterly meetings with the Iowa Community College Arts and Science Administrators – discuss issues that affect transfer students, the Regent institutions & the Iowa Community Colleges (September, November, February, April).
- Host On-Campus Transfer Advisor Workshop (Spring 2010).
- Host Virtual Transfer Advisor Webinar (Spring 2011).
- Host on-campus Transfer Visit Day Programs (four each Spring, three each Fall).
- Host on-campus Multicultural Visit Day (November 2009, November 2010).
- Host a state wide transfer advisor listserv (update member list each semester).
- Visit every Iowa Community College each semester.
- Host on-line transfer chats (February 24, March 31, December 8, 2010).
- Distribute Transfer Student Academic Performance Reports each semester.
- Distribute the Iowa Update Newsletter three times per year.
- The UI Division of Continuing Education 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 a number of 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.

Three degree programs are currently available:

- 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

Students who complete program requirements for the Entrepreneurial Management or the Nonprofit Management tracks will also receive a certificate that will appear on their transcript.

The partnerships started in the Fall of 2009 with four community colleges: Kirkwood Community College, Western Iowa Tech, Des Moines Area Community College, and Eastern Iowa Community College. Signing Ceremonies with the Presidents of both institutions (or a representative) have occurred at each of these colleges.

In Fall 2010, seven more community colleges were added to the partnership. These include: Southwestern Community College (signing ceremony held August 25), Iowa Western Community College (signing ceremony held August 26), North Iowa Area Community College (signing ceremony held October 13), Northeast Iowa Community College, Indian Hills Community College, Hawkeye Community College, and Iowa Lakes Community College. Signing ceremonies have not occurred at the other community colleges added in Fall 2010 unless otherwise noted.

- **2 Plus 2 Plan Summary Report (Fall 2006 – Fall 2010)**

The University of Iowa 2 Plus 2 Guaranteed Graduation Plan was developed in conjunction with Iowa community colleges as a means to provide their students a similar program to the Four-Year Guaranteed Graduation Plan available for on-campus first-year students. The purpose of the 2 Plus 2 Plan is to encourage long-range planning, ease student transition, and improve access to university resources, success, and degree completion.

The program was developed as a pilot program in Fall 2006 under the direction of the provost as a means to extend the benefits of a Four-Year Guaranteed Graduation Plan and is now available to students at all Iowa community colleges. It is important to note that the Four-Year Guaranteed Graduation Plan for First-Year students is not available for every undergraduate major at the university. Similarly, students in 2 Plus 2 may only participate in select majors under the plan. Students meet graduation checkpoints for select majors during their first two years at the community college and then their final two years at the university. The Associate of Arts degree is the foundation checkpoint to all majors in 2 Plus 2.

Since its inception, more than 685 students, including more than 300 currently in Iowa high schools and community colleges, have registered for the 2 Plus 2 Guaranteed Graduation Plan.

Students enroll in 2 Plus 2 through an on-line application. Once enrolled, the university can advise these students and impact their future schedules. Not all students who enroll in 2 Plus 2 stay in the Plan. Some transfer to Iowa early, prior to getting their AA degree. Others change their major to one not on the plan. The goal is for students to develop a relationship with the university, plan ahead, and take coursework appropriate to their major. Those who do decrease the likelihood of experiencing transfer shock and increase the likelihood of success.

The tables below compare 2+2 transfer students with non-2+2 transfer students with AA degrees from Iowa community colleges. To be eligible for the 2+2 program, students must earn an AA degree from an Iowa community college.

**Fall 2008 Cohort**

	<b>2+2 Transfer Students (N=6)</b>	<b>Non-2+2 Transfers (N=333)</b>
Incoming Transfer School GPA	3.38	3.09
Incoming Transfer School Credits	61	62.2
First Semester GPA	2.52	2.37
One Year Cum GPA	2.56	2.68
First Semester Retention Rate	100%	85.9%
One Year Retention Rate*	100%	76.3%

\*2+2: 4 graduated Spring 2010, 1 graduated Summer 2010 and 1 is still enrolled.

**Fall 2009 Cohort**

	<b>2+2 Transfer Students (N=23)</b>	<b>Non-2+2 IACC Transfers (N=349)</b>
Incoming Transfer School GPA	3.41	3.09
Incoming Transfer School Credits	59.4	63.3
First Semester GPA	2.74	2.31
One Year Cum GPA	3.05	2.69
First Semester Retention Rate	91.3%	89.4%
One Year Retention Rate	82.6%	78.2%

**Fall 2010 Cohort**

	<b>2+2 Transfer Students (N=34)</b>	<b>Non-2+2 IACC Transfers (N=331)</b>
Incoming Transfer School GPA	3.34	3.03
Incoming Transfer School Credits	59.69	63.5

## IOWA STATE UNIVERSITY

Iowa State enrolled 1,673 new Fall 2010 transfer undergraduates, the fifth straight year of transfer enrollment growth, and the largest transfer class in eight years---a 17% increase from 2002. And of the 1,673 new transfer students, a record 1,001 came to us from Iowa's community colleges. At present, nearly one of every four undergraduates enrolled at Iowa State is a transfer student. Iowa State has over 5,300 undergraduate transfer students.

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 one of the Best Colleges in the nation for enrolling transfer students.

Iowa State continues to participate in a full complement of annual and on-going partnership, articulation and outreach activities. Examples include the Admissions Partnership Program (APP), campus visit opportunities designed exclusively for transfer students, participation in the Liaison Advisory Committee on Transfer Students (LACTS) and the quarterly Iowa Community Colleges Arts and Sciences Administrators meetings, participation in the annual regents articulation conference and various statewide articulation meetings, the maintenance of up-to-date transfer and articulation Web sites and transfer course equivalency guides, the distribution of transfer student academic performance reports to Iowa community colleges, and Iowa State's Articulation Coordination Council. This Council is chaired by the Associate Provost for Undergraduate Programs and meets regularly to identify opportunities for new and improved articulation.

In addition to this list of on-going transfer activities, the following represents initiatives that are new and being developed related to transfer and articulation.

### **Faculty Meetings**

Iowa State faculty continue to meet with Iowa Community College faculty. Examples of meetings which occurred during the 2009-2010 academic year include:

- The College of Agriculture and Life Sciences (CALS) hosted a reception/dinner/meeting event for all Iowa Community College agriculture teaching faculty and administrators of agriculture programs. The purpose of this event was to strengthen relationships and identify actions to improve articulation. Obstacles were identified and an agreement reached to hold a summit in the future at Iowa State to address and tackle key barriers to a smoother transition.
- The Department of Natural Resource Ecology and Management participated in discussions with DMACC faculty about articulation of a new major in Environmental Studies.
- CALS plans to expand its Community College Liaison program with the goal being to increase the number of faculty liaisons and outreach to the Iowa community colleges. This past year, CALS faculty and administrators engaged in a number of meetings with Iowa community colleges to discuss and plan for joint international activities, curriculum alignment, and potential new courses or programs for articulation.

- The Department of Veterinary Diagnostic and Production Animal Medicine (VDPAM) in the College of Veterinary Medicine (CVM) has been in communication with leadership of the two AVMA Accredited Veterinary Technology programs in Iowa – DMACC and Kirkwood Community Colleges – to discuss articulation and joint programming. The goal is to provide a pathway for community college students to transfer to Iowa State and complete a one-year certificate program focused on food animal veterinary technology.
- Faculty in the College of Veterinary Medicine have met with administration and faculty at NICC to explore jointly initiating a food animal focused Veterinary Technology program at NICC. The outcome to date has been to continue discussions for two programs. The goal is to develop a joint 2+2 program where students would complete a B.S. in Veterinary Technology.
- The College of Business Marketing faculty and administrators participated in the State-wide Articulation Meeting (February 2010). This meeting focused on discussion of articulating the Introduction to Marketing course. Discussion continues.
- The College of Business faculty meets with representatives of several community colleges each April to discuss the preparatory courses students need to enter a business major at Iowa State.
- The ISU College of Engineering participates in two multi-Regent university programs in concert with a collaboration initiative established by way of the Iowa Department of Transportation. This group meets each semester, with the most recent Spring 2010 meeting in Waterloo at UNI, and the Fall 2009 meeting here in Ames. U-Iowa, UNI, and ISU participate. The agenda is that of discussing, searching for, and growing joint opportunities for IADOT research activities. There is an articulation agreement.
- The Bachelor of Engineering Technology degree is pending Faculty Senate consideration. Conducted a BET articulation workshop in January 2010.
- ISU faculty and administrators in teacher education attended a State-wide faculty discipline meeting in February 2010 on Early Childhood Education at DMACC – results in continued conversations and improved relationships among teacher education faculty.
- College of Human Sciences leadership and faculty attended a full day meeting in April 2010 with Kirkwood faculty and administrators to explore possible education connections. This effort resulted in continued meetings and drafting of potential articulation agreements in the areas of Early Childhood Education, Elementary Education, STEM, and Family and Consumer Sciences Education Studies.
- The Chair of the Apparel Education Studies and Hospitality Management (AESHM) department visited Kirkwood on January 22, 2010 to discuss possibilities of connections with Restaurant and Hotel Management and Culinary Arts. ISU and Kirkwood are in discussion about a 2+2 Hospitality Leadership degree program and the possibility of delivering some upper level ISU courses at Kirkwood or through ICN.
- A member of the Physics faculty is participating in the writing group for Iowa's new STEM strategic plan ([www.iowaSTEM.org](http://www.iowaSTEM.org)). This effort is intended to generate discussion on what high schools, community colleges, and Regents' universities expect students to know as they transition from one institution to the other.

- The Math department helped to organize and participated in two statewide meetings (October 23, 2009 in Council Bluffs and February 5, 2010 in West Des Moines) among the mathematics department faculty at community colleges in Iowa and the mathematics faculty at Iowa's public universities. One outcome from these meetings is the gathering and posting of information about all mathematics/statistics courses at Iowa's community colleges that may be transferable to the public universities resulting in a public 2- and 4-year course matrix on-line (transition guide). ISU is the host of this project and has begun designing the corresponding web page and posting academic information about the courses and respective transferability.

### **Articulation Agreements**

Articulation agreements between Iowa State's academic departments and Iowa's community colleges continue to expand. Some examples of new articulation agreements or agreements in development include:

- Discussions are underway within the Department of Agricultural Education and Studies concerning the development of a "community college" option for the Agricultural Studies curriculum to make this program even more transfer friendly. Discussions will continue this year.
- An articulation agreement will be completed this Fall 2010 between the Supply Chain Management department at Iowa State and Logistics at Iowa Central Community College.
- During 2010-2011, the articulation agreement between NIACC and Iowa State Information Systems will be reviewed.
- A review of the Introduction to Business course is underway with all Iowa Community Colleges since Iowa State revised its pre-business curriculum, effective fall 2009.
- The Community and Regional Planning (CRP) department is working on reinvigorating their existing articulation agreements with all 15 community colleges by reviewing degree curricular structure and admission criteria for the existing CRP degree.
- The College of Design and DMACC are exploring articulation agreements through their respective Perry facilities.
- The College of Design is in the process of developing a new interdisciplinary degree in design (working degree title: Bachelor of Design). One of the objectives of this degree is to allow for easier transfer of community college students into the College of Design and design education in general.
- During the 2009-2010 academic year, the Department of Industrial and Manufacturing Systems Engineering formalized 2+2 transfer plans with every community college in the state of Iowa.
- A new Early Childhood Education (ECE) articulation agreement was signed September 2010 with DMACC and Iowa State's departments of Human Development and Family Studies and Curriculum & Instruction. ISU is close to finalizing ECE articulation agreements with Kirkwood, Iowa Western, Iowa Lakes, and Marshalltown.
- ISU faculty and staff met with faculty and staff in the Culinary Arts program at Indian Hills Community College in April 2010. Details on an articulation agreement have been finalized and are awaiting approval from both campuses.
- World Languages and Cultures: The World Languages B.A. in French, German, Russian Studies, and Spanish is articulated with the Interpretation and Translation (ITR) Associate of Science Program (DMACC-Urban). The plan is to also articulate World Languages B.A. in Linguistics with Interpretation and Translation (ITR) Associate of Science Program (DMACC-Urban).

### **Seamless Transfer and Outreach Efforts**

This past year, Admissions offered numerous recruitment 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:

- Introduced *TRANSFER*mation, a new Destination Iowa State program designed for new entering transfer students to help facilitate a smoother transition and connect transfer students to each other. Nearly 300 transfer students participated in this program's debut.
- Enhanced social media opportunities for transfer students.
- Hosted, in collaboration with the Offices of the President and Provost, the Community College Presidents' Roundtable (September 2010). Also hosted a Community College Advisers Update program (September 2010).
- Expanded the transfer counselor team to better serve the growing numbers of Iowa community college students.
- Increased learning community options for transfer students.
- CALS department faculty and advisers participated in a variety of community college club events, classroom presentations, and career days, and served on advisory boards at Indian Hills and DMACC.
- CALS hosted a Transfer Student Visit Day program (planned and delivered by transfer student leaders within the college), conducted a transfer student orientation, and established a transfer student Facebook page intended to help transfer students connect when they arrive on campus.
- Visits to Community Colleges will be held during the 2010-2011 academic year by College of Business academic advisors/administrators to serve APP students and discuss transfer plans.
- The Chemical and Biological Engineering department is offering the first introductory chemical engineering course online. This will enable community college students to take this course prior to transferring to Iowa State University.
- Hosted 75 transfer students at the Engineering Career Fair in order to build their knowledge of engineering career services and the importance of co-op and internship experiences to their engineering education. This event helps transfer students be "Career Fair Ready" upon matriculation to Iowa State.
- Engineering 100, a career exploration and transfer planning course, is now offered each semester at the DMACC Ankeny and Boone Campuses.
- Engineering partnered with Phi Theta Kappa (PTK) state leadership team to plan and deliver the State PTK Conference. About 300 honor students and 30 PTK faculty advisers attended.
- Engineering partnered with community colleges to deliver information at Discover Engineering events and contributed to a number of STEM related joint CC and ISU activities throughout the year.
- The Physics Department, through the Howard Hughes Medical Institute grant, will have funds for community college students to work as summer research assistants in faculty labs. Recruiting will begin in 2011, with initial student participants in summer 2012. The focus is on opportunities for Hispanic students at regional community colleges who plan to transfer to a Regent university.

- Biological Sciences: Developing transfer student course to be implemented in Spring 2011. The course will have an overview of the major, student services, program opportunities and university services. We hope to ease the transition to the major and improve retention and academic success of our transfer students. We also wish to increase transfer student participation in our experiential opportunities (research and internships) and student organizations. In addition transfer plans are available on-line for all Iowa Community Colleges.

**Iowa State University's Admissions Partnership Program (APP)**

The Admissions Partnership Program, designed to help facilitate seamless transfer, continues to expand its benefits and participation. Highlights include:

- Since program inception in fall 2006, 1,289 students have participated in APP, with 465 still in APP and 511 matriculating to Iowa State University.
- Minority students represent 17.5% of the total APP participants. Of the 1,289, 60.3% (777) are male and 39.7% (512) are female. Seventeen international students have participated in APP.
- As of September 30, 2010, there are 465 active participants in APP representing all 15 community colleges.
- Nearly 40 APP students live in Iowa State residence halls this fall. A new APP admit process, allowing early acceptance into APP for students wanting to live in Iowa State housing, was implemented and is working to the benefit of our students.
- APP assessment shows 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 significantly higher for the Fall 2007 - 2009 cohorts.
  - 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%)
- *COMING SOON* – An on-line APP application, making access to APP and its many benefits even easier.
- The College of Engineering, in cooperation with Admissions, implemented E-APP (Engineering – Admissions Partnership Program), an enhanced APP experience. A total of 142 students participated in E-APP from July 1, 2009 – June 15, 2010. The goal of this program is to increase transfer student engagement through offering a suite of activities/options including EGR100, academic advising, peer mentoring, transfer student events, campus visits, College of Engineering Career Fair, and an electronic professional network.

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%	42%	46%

\* Significantly different from Non-APP Transfer sample at  $p < .1$

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

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%	79%	79%
Two Year Retention Rate	75%	68%	69%

\* Significantly different from Non-APP Transfer sample at  $p < .1$

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

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%

\* Significantly different from Non-APP Transfer sample at  $p < .1$

\*\* 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 Retention Rate			
First Semester GPA			
One Year Retention Rate			
One Year Cum GPA			

\* Significantly different from Non-APP Transfer sample at  $p < .1$   
 \*\* Significantly different from Non-APP Transfer sample at  $p < .05$

Notes: Tables located at:  
 I:\research\Enrollment Research Team\Transfer student data\APP tables 093010.xls

## UNIVERSITY OF NORTHERN IOWA

The University of Northern Iowa is committed 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:

- Enrolled 1,138 new transfers in Fall 2010 compared to 1,088 in Fall 2009. This includes 829 from Iowa community colleges.
- College of Business Administration Economics Department hosted a faculty to faculty meeting with Iowa community college economics faculty on April 9, 2010.
- The Math Department hosted a Math Articulation Conference on October 9, 2009 with Math faculty from 13 community colleges and all three Regent universities participating.
- Faculty participated in the Early Childhood and Marketing discipline meetings in February 2010.
- Participate as member of the Liaison Advisory Committee on Transfer Students (LACTS), with the Director of Admissions chairing LACTS for the 2010-2011 year.
- Participate in the annual Regents Articulation Conference in April to review and reaffirm the eight statewide articulation agreements.
- Maintain up to date transfer articulation websites.
- Transfer College Course Equivalency List:  
[www.uni.edu/admissions/transfer/equivalency.html](http://www.uni.edu/admissions/transfer/equivalency.html).
- Transfer Plan-It resource for Iowa and other 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>.
- Attend quarterly meetings with the Iowa Community College Arts and Science Administrators.
- Host on-campus Transfer Preview Days each semester.
- Distribute an e-newsletter to community college advisors each semester.
- Transfer Coordinator visits each Iowa community college district each year.
- Distribute Transfer Student Academic Performance Reports each semester to transfer feeder institutions with five or more transfers.

### Admission Partnership Program

UNI signed the first four Admission Partnership Program (APP) agreements in 2008 with 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 120 majors. The final five agreements were signed in September 2010.

To date 96 students have participated in the APP program, with the first 11 matriculating in fall 2009 and 29 more in fall 2010.

## Updated Articulation Agreements

### Technology Management:

**Des Moines Area Community College 2010:** CAP-Chrysler; Auto Collision Technology; Auto Mechanics Technology; Caterpillar Technology; Diesel Technology; ASEP-General Motors; ASSET-Ford; Architectural Technologies; Civil Engineering Technology; Computer-Aided Design; Electronic Systems Servicing Technology; Fire Science Technology; Heating, AC, and Refrigeration Technology; Industrial Electro-Mechanical Technology; Information Technology; Integrated Manufacturing Technology; Tool and Die Making; Telecommunications Technology; Information Technology Network Administration; Land Surveying; Graphic Technologies

**Eastern Iowa Community College District 2010:** Auto Collision Repair Technology; Automotive Technology; Diesel Technology; Graphic Arts Technology; Health, Safety and Environmental Technology; Heating, Ventilation and Air Conditioning; Machining/CNC; Manufacturing Maintenance; Manufacturing Technology; Mechanical Design/Pro-E; Mechantronics; Technical Drafting and Computer-Aided Design; Technical Studies; Welding; Renewable Energy; Information Technology-Networking Concentration; Information Technology-Software Development Concentration; Electromechanical Studies

**Hawkeye Community College November 2009:** Ag Power Technology; Architectural and Construction Technology; Automated Systems Technology; Automotive Electronic Technology; Automotive Technology; Civil and Construction Engineering Technology; CNC Machining Technician; Collision Repair and Refinishing; Diesel Truck Technology; Electronic Engineering Technology; Graphic Communications; Professional Photography; Tool and Die Making

**Iowa Lakes Community College 2010:** Agribusiness Technology; Auto Collision & Paint Technology; Marine Service Technology; Motorcycle Technology; Automotive Technology; Farm Equipment Diesel; Graphic Design and Technology; Construction Technology; Wind Energy and Turbine Technology

**Kirkwood Community College 2010:** Automotive Technology; Architectural Technology; CAD/Mechanical Engineering Technology; CNC Machining Technology; Construction Management; Diesel Ag Technology; Electronics Engineering Technology; Industrial Maintenance & HVAC Technology; LAN Management; Telecommunications

**North Iowa Area Community College 2010:** Automotive Service Technology; Climate Control (HVAC) Technology; Electromechanical Systems Technology; Tool and Die Technology (General Machinist); Industrial Technology

**Northeast Iowa Community College 2010:** Construction Technology; Electronic Technology; Automotive Technology; Computer Technology; Computer Analyst-Business & Web Programming; Computer Analyst-Network Administration Tech Support; Graphic Design; Industrial Electrician

**Southeastern Community College 2010:** Auto Collision Repair; Automotive Technology; Construction Technology; Construction Technology Program-Carpentry Emphasis; Construction Technology Program-Construction Management Option (AS) Drafting Technology; Electronics Technology; Graphic Communications Program-Press Option; Graphic communications Program-Journalism Option; Information Technology-Support Specialist; Information Technology-Network Specialist; Precision Machining Technology

**Southwestern Community College 2010:** Agricultural Production Technology; Automotive Repair Technology; Business Systems Networking; Carpentry and Building Trades; Collision Repair/Refinish; Electronics Engineering Technology; Management Information Systems; Structural Drafting/Structural Engineering Technology; Web Design and Development

### **New Agreements**

#### **Early Childhood Education**

**North Iowa Area Community College 2010:** Associate in Arts Degree

#### **Manufacturing Technology**

**Des Moines Area Community College 2010:** Computer–Aided Design; Manufacturing Technology

**Hawkeye Community College November 2009** Tool and Die Moldmaking, CNC Machine

**Iowa Central Community College 2010:** Mechanical Engineering; Engineering and Design

**Kirkwood Community College 2010:** CAD/Mechanical Engineering Technology; CNC Machining Technology

#### **Technology Education and Training**

**Hawkeye Community College 2009:** Interdisciplinary Studies, Industrial Technology Teaching

**Indian Hills Community College 2010:** Associate of General Studies Program: Industrial Technology Education

**Iowa Central Community College 2010:** Associate of General Studies Program: Industrial Technology Education

#### **Articulation Discussions in Progress:**

**Geography /Emphasis in Geographic Information Science**

**Kirkwood Community College:** Geographic information Systems

## COMMUNITY COLLEGES

### Northeast Iowa Community College

- Signed an Early Childhood Education Articulation with UNI.
- Signed an agreement to partner with University of Iowa to offer Bachelor of Applied Science degrees and certificates.
- Renewed agreement with UNI on the Bachelor Degree in Industrial Technology
- Agriculture/Dairy faculty has ongoing discussions with ISU College of Ag and Veterinary Medicine.

### North Iowa Area Community College

- Statewide articulation meetings with Math Departments from Iowa State, U of Iowa, and UNI
- Statewide articulation meetings about Early Childhood Education and Marketing
- NIACC and UNI have signed an Early Childhood Education articulation agreement.
- Articulation discussions with UNI about programs in Health, Physical Education, and Leisure Services
- Articulation discussions with University of Iowa about the Bachelor of Applied Studies
- Articulation discussions with University of Iowa about Entrepreneurial Management
- Articulation discussions with UNI about Teacher Education
- Articulation discussions with UNI about Graphic Media
- Articulation discussions with ISU about Computer Networking and Security

### Iowa Lakes Community College

- Attended LACTS meeting in April 2010, at which time articulation issues were discussed.
- Discussing articulation of chemistry courses with ISU.

### Northwest Iowa Community College

- Updated articulation agreements with Iowa State, University of Iowa, and UNI
- Admissions Partnership Program to be signed with University of Northern Iowa, October 2010.

### Iowa Central Community College

- ICCSSA Conference held Registrar's sessions where discussions were held about articulation with UI, ISU, and UNI
- Attended Transfer Advisor Workshop at the University of Iowa
- Registrar's Video Conference
- Attended Statewide Transfer Articulation Conference
- Teleconference with UNI re: Dual Admissions Partnership Program
- Teleconference with UNI re: Dual Admissions Partnership Program

### Iowa Valley Community College District

- Meetings with Iowa State University on German/European Union Agriculture Program visit
- Attended lowANN conference
- Continually send transcripts requested from regents for APP programs, clarify APP requirements and promote APP programs throughout the year at college orientations
- Utilize Regents course equivalencies that are available online as well as TransferinIowa.org throughout the year
- Attended the Community College Transfer program at Iowa State

- ECC Transfer Fair
- At ECC, the University of Iowa made a transfer visit; reviewed materials from the University of Iowa's admission department
- At ECC, UNI made a visit
- At ECC, Iowa State made 2 additional visits (in addition to the transfer fair) to campus
- Attended "Closing the Achievement Gap" conference at U of Iowa
- Attended "Admission's Partnership Program (APP) Advisors Forum" (At I.S.U.)
- Attended "Transfer Articulation Conference" at DMACC- Newton
- Attended "Transfer Articulation Conference – to learn about many of the major programs" at U. of Iowa

### **Hawkeye Community College**

- Participated in statewide Math articulation conference in September 2009
- Participated in statewide Early Childhood Education conference in February 2010
- Participated in statewide Marketing conference in February 2010
- Early Childhood Education – participated in discipline discussions throughout the academic year
- Transfer Fair at Hawkeye in Fall 2009 – involves ISU, U-Iowa, UNI, and approximately 10 other regional colleges
- Experience Hawkeye Transfer Day – campus visit day for potential students – involves representatives from regents and other regional colleges
- Met with U-Iowa journalism faculty – future meeting planned for spring 2011
- Met with U-Iowa representatives for Bachelor of Liberal Studies and Bachelor of Applied Studies distance education degrees
- Hosted statewide English Roundtable faculty meeting – Spring 2010
- Attended Transfer Workshop at the University of Iowa
- Attended Community College Up-date for Regents held at Iowa State University
- Attended Transfer Workshop at the University of Northern Iowa
- Attended APP Advisor Day at Iowa State University
- Hosted Career Cruising Workshops provided by UNI personnel
- UNI and Mount Mercy University provided letters of support for articulation agreements with the CNC, AST and Welding programs for the DOL Advanced Manufacturing grant – March 2010
- UNI faculty met with faculty in Horticulture, Early Childhood, and Construction to better articulate a variety of courses between the two schools, the majority of the meetings are occurring at the faculty/department level.

### **Eastern Iowa Community College**

- Participated in statewide Math Articulation Meeting
- Updated/Renewed articulation agreement with UNI for Applied Tech Programs
- Participated in statewide Early Childhood Education/Business Articulation Meeting

### **Kirkwood Community College**

- Nursing—conversations related to revising the articulation plan with the University of Iowa
- GIS—nearly completed articulation of the program with the Geography Department at UNI
- Engineering—discussions with ISU regarding course articulation, cluster-to-cluster articulation, and planning for a 2+2 or 2+3 agreement
- Marketing—participation in Discipline conversations
- Early Childhood—participation in Discipline conversations
- Math and Science faculty meetings with Regents
- Reverse articulation discussions related to International students with UI

### **Des Moines Area Community College**

- Advisors attend transfer advisor workshops at UNI, ISU, and U of I
- Attend statewide articulation conference
- Attend APP Advisor Day at ISU
- ISU Discover Engineering Day-Ankeny Campus
- ECE articulation created with Upper Iowa University, Drake University, and ISU
- College Transfer Fair-Ankeny Campus-attended by UNI, ISU, and U of I each fall & spring semester
- DMACC sends new course and program information to UNI, ISU and U of I annually
- UNI 2+2 Elementary Education program at Ankeny, Boone and Carroll Campus
- Participated in the statewide Early Childhood articulation discussions
- Participated in the statewide marketing articulation discussions
- Math faculty participated in discussion with ISU regarding remedial math courses for underprepared students

### **Western Iowa Tech Community College**

- Statewide articulation meeting the Math Department with 3 Regents
- Statewide articulation meeting on Early Childhood Education
- Statewide articulation meetings on Marketing with 3 Regents
- WITCC will sign an admissions partnership agreement with UNI in October 2010

### **Iowa Western Community College**

- Current Admissions Partnership agreement with Iowa ISU
- General transfer equivalency with ISU
- General transfer equivalency with U of I
- General transfer equivalency with UNI

### **Southwestern Community College**

- Faculty and administration participated in the annual articulation conference dealing with Early Childhood Education and Marketing.
- Business Systems Networking faculty met with faculty at ISU to discuss articulation possibilities.
- Math faculty met with math faculty at UNI.
- Agriculture faculty met with ISU faculty to further develop partnerships and articulation
- SWCC and University of Iowa are in the process of drafting a Distance Education Articulation Agreement.

### **Indian Hills Community College**

- We have been working with Iowa State and our Culinary Arts faculty to develop articulation plans from an AS degree to either ISU's Culinary Science B.S. program or the Food Science and Human Nutrition B.S. program. We've exchanged drafts and plan to continue working to finalize a plan.
- We have talked with Iowa State with other community colleges with the Computer Networks and Security program.
- Have sent an email to University of Iowa about the Geospatial Technology.
- We have talked to UNI about their GIS program.

### **Southeastern Community College**

- We abide by the "Public Connection" document, located on the Department of Education website.
- Most of our articulation activity is at the course level, with some ongoing activity in programs such as:
  - Graphic Communication (UNI)
  - History of Rock 'N Roll class (U of I) – this course is accepted as a humanities at the Regent, but first discussed with University of Iowa
  - Education Courses, with all Regents education programs
  - Iowa State – AGA-158 Soil Fertility transfers to ISU
  - UNI – Bachelor of Arts Degree Technology Management major in their Department of Industrial Technology:
    - Auto Collision
    - Auto Technology
    - Construction Technology
    - Drafting
    - Electronics
    - Graphic Communications
    - Precision Machining
  - Journalism
  - Information Technology
  - Graphic Communication, with the University of Iowa

ATTACHMENT E

**Systematic Process for Expansion of Faculty to Faculty Academic Discipline Meetings**

*Approved by the Community College Chief Academic Officers and Council of Provosts  
October 8, 2010*

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, LACTS proposed the following systematic seven step process to enhance and expand faculty to faculty academic discipline meetings. 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 two- and four-year public institutions

**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 Council of the 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 two- and four-year public institutions 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:
  - Transition guides
  - Course alignment
  - 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 Regents resource person for each statewide meeting. Administrative and funding support for managing meeting communications, registration, and logistics (location, parking, catering, etc.) will need to be identified for groups 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 that the process be “institutionalized”. The process would need to be adopted, supported and administered by those at the public two- and four-year institutions in the State of Iowa committed to articulation.