

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

Actions Requested: (1) Consider approval of the annual report to the Iowa General Assembly regarding articulation efforts and activities implemented by the Iowa community colleges and public universities from October 2012 to September 2013. (2) Direct the Board Office to submit the final report to the General Assembly by January 15, 2014.

Executive Summary: The 2013 Iowa Code §262.9.33 (which was enacted in 2009 by HF 815) (Attachment A) directs 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 2012-13 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 2012-13, there were 266 students enrolled in coursework in the Bachelor of Applied Studies, including 123 students who were newly admitted. During that period, there were 62 students who graduated from the program.

- ⇒ In 2012-13, there were 447 students enrolled at the three public universities in the Bachelor of Liberal Studies, including 185 students who were newly admitted. During that period, there were 148 students who graduated from the program.
- ⇒ The University of Iowa has established partnerships with all 15 Iowa community colleges districts 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 Iowa 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 2012 and September 2013, the **TransferInIowa.org** articulation website tracking tool recorded 9,674 unique visitors and 12,163 total visits. The University of Iowa's I-CHART articulation planning website recorded 4,893 unique visitors and 6,820 total visits; Iowa State University's TRANSIT articulation planning website recorded 19,907 unique visitors and 29,561 total visits; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 11,838 unique visitors and 16,872 total visits.
- ◇ The three public universities have articulation programs with each of the Iowa 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 12, 2013. 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 12, 2013. 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 2012-2013 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 education.
 - ✿ 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.
 - ✿ During 2012-2013, public university and community college faculty held academic discipline meetings in computer science, agriculture business/animal science/agronomy/horticulture, and music theory. The physics and chemistry faculty continued their meetings. Proposed core areas for 2013-2014 are Management Information Systems (MIS) with a business focus and Educational Psychology. The CTE Deans chose Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting.

- ◇ *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 fourth joint meeting between the community college chief academic officers and the public university provosts was held on October 23, 2013 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; a decision was put on hold because there are two transition guides under development and a third will be started during 2013-2014. The Chemistry transition guide team completed a draft of the Chemistry transition guide during the 2012-2013 academic year. The transition guide team for Communications was created in February 2013 and began 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.transferiniowa.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 Liaison Advisory Committee on Transfer Students (LACTS) uses the biennial surveys conducted by the public community colleges and universities to guide the selection of 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 guides 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.transferiniowa.org/transition.php>.

This update will be submitted to the General Assembly by January 15, 2014.

Attachment C describes the articulation and transfer efforts identified by the public universities and the community colleges between October 2012 and September 2013.

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 disciplines 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 disciplines 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 15 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 IOWA COMMUNITY COLLEGES AND THE INSTITUTIONS OF HIGHER EDUCATION GOVERNED BY THE BOARD OF REGENTS
OCTOBER 2012 – SEPTEMBER 2013

The following update has been prepared to be submitted to the Iowa General Assembly by January 15, 2014, as specified in 2013 Iowa Code §262.9.33.1

LEGISLATION	STATUS
<p>§256.9.57. 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.
<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>	

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

<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. 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. Information about the www.TransferInIowa.org articulation website was added to student handbooks by all of the community colleges by 2012-2013. Student handbooks are provided to all enrolled community college students in either a printed or electronic format.
<p>§260C.14.22. Enter into a collective statewide articulation agreement with the state board of regents pursuant to §262.9.</p>	<ul style="list-style-type: none"> ◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent reaffirmation was on April 12, 2013. The next scheduled reaffirmation will occur on April 4, 2014. The agreement includes the following elements:

<p>subsection 33, 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"> ⇒ 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 12, 2013. The next scheduled reaffirmation will occur on April 4, 2014. 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.
<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"> ◆ 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.

<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"> ◆ 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 33, including but not limited to developing 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 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. ◆ 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

<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 degree programs for which articulation agreements would</p>	<p>academic discipline meetings in chemistry, physics, psychology, and marketing. During 2012-13, Regent university and community college faculty held academic discipline meetings in computer science, agriculture business/animal science/agronomy/horticulture, and music theory. The physics and chemistry faculty also met again.</p> <ul style="list-style-type: none"> ◆ Using the surveys conducted during the 2012-2013 year, Regent university and community college faculty held new discipline meetings in music theory, agriculture business/animal science/agronomy/horticulture, and computer science and continued meetings in chemistry and physics. ◆ 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 fourth annual joint meeting between Regent university provosts and Iowa community college chief academic officers was held on October 23, 2013. The group discussed the prioritization of developing new articulation agreements and academic discipline meetings and a new core curriculum area was affirmed for the development of a transition guide for 2013-2014 in mathematics. ◆ The primary mechanism/vehicle for promoting greater awareness is through the www.TransferInIowa.org articulation website. ◆ Between October 2012 and September 2013, the www.TransferInIowa.org articulation website tracked and recorded 9,674 unique visitors and 12,163 total visits.² The University of Iowa's I-CHART articulation planning website recorded 4,893 unique visitors and 6,820 total visits; Iowa State University's TRANSIT articulation planning website recorded 19,907 unique visitors and 29,561 total visits; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 11,838 unique visitors and 16,872 total visits. ◆ 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, October 2012, and October 2013.
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² The three Regent universities' Transfer Equivalency Guides may also be accessed through their Admissions websites.

<p>serve students' continued academic success in those degree programs.</p>	<ul style="list-style-type: none"> ⇒ 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 included music theory, agriculture business/animal science/agronomy/horticulture, and computer science, and continued other discipline meetings as necessary. ⇒ Year 5 (2013-2014) new discipline meetings will include Management Information System (MIS) with a business focus and Educational Psychology. The CTE Deans selected Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting. <ul style="list-style-type: none"> ◆ 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 deans 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. In 2013, the CTE deans selected the following program areas as priority topics for future face-to-face meetings – Network Administration, Criminal Justice, and CAD/Design Technology. ◆ Individual institutional efforts to articulate Associate of Applied Science programs are identified in the addenda.
<p>§33. In consultation with the state board of education, establish and enter into a collective statewide articulation agreement with the community colleges established pursuant to chapter 260C, which shall</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 12, 2013. The next scheduled reaffirmation will occur on April 4, 2014. 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.

<p>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"> ⇒ 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 12, 2013. The next scheduled reaffirmation will occur on April 4, 2014. 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.
<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</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.

<p>contact information to the board for publication on its articulation website.</p>	<ul style="list-style-type: none"> ◆ 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> <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</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. ◆ During 2009-2010, Regent university and community college faculty held academic discipline meetings 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 included music theory, agriculture business/animal science/agronomy/horticulture, and computer science. In 2013-2014, discipline meetings will include Management Information System (MIS) with a business focus and Educational Psychology. The CTE Deans selected Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting.

<p>colleges and institutions of higher education governed by the state board of regents.</p>	<ul style="list-style-type: none"> ◆ Academic areas were identified and prioritized for the 2011-2012 academic year – chemistry, physics, and psychology. For the 2012-13 academic year, they included agriculture business/animal science/agronomy/horticulture, music theory, and computer science. For the 2013-14 academic year, they will include Management Information Systems (MIS) with a business focus and Educational Psychology. The CTE Deans selected Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting. ◆ During 2009-2010, Regent university and community college faculty held academic discipline meetings 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 included music theory, agriculture business/animal science/agronomy/horticulture, and computer science. In 2013-14, discipline meetings will include Management Information Systems (MIS) with a business focus and Educational Psychology. The CTE Deans selected Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting.
<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 (Chemistry) was selected at the joint meeting on October 26, 2011. Communications was selected as the core curriculum area for 2012-13. The core curriculum area selected 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 the 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</p>	<ul style="list-style-type: none"> ◆ Community colleges and Regent universities have conducted two program inventories 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 inventories best suited for articulation. Year 1 programs included mathematics, early childhood education and marketing. Year 2 programs included general biology, microbiology, anatomy and

<p>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>	<p>physiology, writing (English), and criminology/criminal justice. Year 3 programs included chemistry, physics, psychology, and marketing. Year 4 programs included music theory, agriculture business/animal science/agronomy/horticulture, and computer science. Year 5 programs will include Management Information Systems (MIS) with a business focus and Educational Psychology. The CTE Deans selected Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting.</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"> ◆ 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 have conducted two program inventories 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 inventories 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 included music theory, agriculture business/animal science/agronomy/horticulture, and computer science. Year 5 programs will include Management Information Systems (MIS) with a business focus and Educational Psychology. The CTE selected Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting.
<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</p>	<ul style="list-style-type: none"> ◆ 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>governed by the board would serve students' continued 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 15 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>	<p>◆ Herewith submitted (by January 15, per 2010 legislation).</p>

ARTICULATION/TRANSFER EFFORTS CONDUCTED BETWEEN
OCTOBER 2012 – SEPTEMBER 2013

UNIVERSITY OF IOWA

Transfer Articulation and Success Initiatives

Iowa Residents = 875 (77%)

Nonresidents = 198 (17%)

International = 68 (6%)

Female = 543 (48%)

Male = 592 (52%)

Transgender = 1

No Gender = 5

Students from Iowa Community Colleges = 658 (58%)

Average GPA = 3.03

Average Semester hours earned = 56

Admitted to Honors = 288 (25%)

Most popular majors: Pre-Business; Nursing-RN; Psychology; Open Major; Biology; English; Communication Studies; Computer Science; Bachelor of Applied Studies; Journalism and Mass Communication Interest; Art; Health and Human Physiology; Nursing Interest; Speech and Hearing Science; Social Work

Approximately one quarter to one third of new undergraduate students each year are new transfer students.

The University of Iowa continues to help students and community college advisors navigate the transfer process and to provide dependable, accurate resources that assist both the student and advisor. It, as an institution, is committed to providing a broad range of training, advising, programs, ongoing support and guidance.

Transfer Articulation and Success Initiatives:

2 Plus 2

The University of Iowa established a 2 Plus 2 Guaranteed Graduation Plan for Iowa Community College students in 2006. 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.

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)
- UI email address
- University ID
- Access to UI Libraries
- Free Wi-Fi access
- 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:

- Theatre
- International Relations

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 Music, Computer Science and Rhetoric/English Composition and Speech, and the LACTS Annual Articulation Conference to reaffirm the state wide articulation agreements between the Iowa community colleges and Regent universities.

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.

Online Transfer Articulation Tools

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

- Transfer Course Equivalency Guide:
<https://isis2.uiowa.edu/isis2/courses/transfer/sisearch.page>
Transfer course equivalencies for commonly transferred courses.
The UI has also has purchased and is implementing the redLantern software, u.achieve, as the new degree evaluation and transfer course equivalency system. u.achieve is a comprehensive system that allows students to plan courses and create "what if" degree audits. It is designed to create a clear picture of the degree requirements necessary for graduation.
- 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...
University faculty and staff from across campus have collaborated to develop over 60 new information and advising templates that are now posted to our Transfer Planning Resources website. These were developed so that students can more easily plan for the future, take appropriate courses, transfer at the right time and get connected earlier with appropriate faculty and staff.
- 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 & the Iowa Community Colleges (September, November, February, 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.

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. *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.

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)
- Daily individual student visits during the week
- Saturday Visit Programs (Fall, Spring and Summer)

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.

Participate in each of Kirkwood Community College's 2013 Summer Orientation Programs. General advising information provided as well as discussion of 2 Plus 2 Plan.

Off-Campus 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.

Fall 2012 community college advising visits:

18 advising visits (146 individual student advising appointment options)

Spring 2013 community college advising visits:

18 advising visits (146 individual student advising appointment options)

Spring 2013 Next Step Iowa Events

4 advising visits (72 individual student advising appointment options)

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.

Transfer Think Tank

A group of faculty, staff and students from across the university who have 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.

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.

Living Learning Communities

In the 2010 strategic plan, the University of Iowa set a goal to expand residence-hall-based living-learning communities to the point where every new student could participate. In Fall 2013, all incoming students who chose to live on campus were required to join a living-learning community (LLC) of their choice.

LLCs are residential communities that connect students with common goals or interests. Some LLCs have a connection to a specific major—engineering, for example, or business. Others focus on topics like photography, music, or leadership. All set out to provide a sense of community and a close network of peers that make a big university feel smaller. The overarching goal behind the program is to increase retention and help students make the rigorous academic transition and social connections to achieve a sense of belonging. Students were required to choose their top five learning communities from a list of different options including some specifically for transfer students.

Transfer Student Success Initiatives

The University of Iowa implemented a set of specific, targeted interventions that will help transfer students adjust more effectively. These initiatives were designed to assist transfer students in making academic and social transitions, to more fully introduce them to campus, and to enhance their opportunities for success upon transfer. They address two primary aspects of transfer student success: 1) academic support and 2) social integration into the institution.

Kickoff at Kinnick

Fall 2013 was the first year transfer students participated. This welcome event introduced transfer students to university traditions as a first step to the On Iowa! immersion program. Transfer students were invited to an 'exclusive' welcome event in the Kinnick Press Box. This event served as an opportunity to connect transfer students with their peers as well as provide information on academic resources and ways to get involved at Iowa. The event was also used to promote other initiatives such as PICK ONE!, the transfer mentoring program, and Community 234 (an on-campus housing option tailored to transfer students).

On Iowa!

Fall 2013 was the first year transfer students participated in On Iowa!, an immersion experience for new students. On Iowa! provides a comprehensive introduction to University life, including the skills necessary to be a successful University of Iowa student within and beyond the classroom. During On Iowa!, students build connections with new and current students, learn about University history and traditions, and become familiar with the expectations of The IOWA Challenge. They learn about what to expect academically, and how to be successful at Iowa. We also emphasize setting goals, staying safe and healthy, and getting engaged on campus.

PICK ONE!

The PICK ONE! program as a means to better communicate the importance of early, meaningful co-curricular involvement to new students. Students are encouraged to pick an activity to get involved in during their first semester, which helps with social integration purpose and potentially supports seamless learning as students learn both in class and in their PICK ONE! experience. Students may choose an opportunity in campus employment, student organizations, fraternities/sororities, honors, intramural/club sports, leadership, multicultural,

performing arts, or service outside of the classroom. Direct marketing and inclusion of PICK ONE! in transfer orientation can be targeted at their specific needs; for instance, many are entering a major and would benefit from getting involved in an academic student organization tied to their career aspirations.

Mentoring

Navigating the environment of a new campus can lead to unintended barriers to success for transfer students. The UI has developed a cadre of peer mentors who will meet periodically, 1:1, or in small groups (ratio of no more than 3 mentees to one mentor) to answer questions, support transition, and refer students to appropriate resources. Quick questions may be answered via phone or text. Mentors will serve as “transfer ambassadors” for students, will greet new students during transfer orientation, organize study sessions, and act as a general resource/guide for their mentees.

Virtual Success Center

Students like to be able to access answers to their questions when they have them vs. when campus offices are open. The university is creating a cohesive, student-friendly transfer resource website. The website will provide links and information relevant to transfer students and could include brief (45 seconds to 1 minute) videos of successful transfer students answering frequent transfer questions (best places to study on campus, how to access tutoring, etc.).

SWAT (Study Workshops And Tutoring) Workshops Transfer Edition

The SWAT program is preparing a workshop series specifically for transfer students in the second and third week of classes. Topics include: navigating academic resources, being engaged on campus, and tours of the library resources. Participants will be encouraged to participate in the general academic skills workshops which begin the fifth week of classes. Topics include time management, test anxiety, and stress management.

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 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.

The following degree programs are currently available:

- Bachelor of Business Administration
- Bachelor of Art in Social Work (BASW) (Des Moines area)
- RN-BSN
- Bachelor of Applied Studies (BAS)
- Bachelor of Liberal Studies (BLS)

Students in the BAS & BLS degrees may choose from eight different tracks.

- Entrepreneurial Management (certificate)
- Nonprofit Management (certificate)
- Public Health (certificate)
- General Studies
- Creative Writing*
- Human Relations*
- Justice Studies*
- Political Science*

*Under review for the BAS starting Spring 2014.

IOWA STATE UNIVERSITY

Enrollment

Iowa State enrolled 2,042 new fall 2013 transfer undergraduates – the eighth straight year of transfer enrollment growth and the largest transfer class on record at Iowa State University. Of the 2,042 new transfer students, a record 1,214 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 6,796 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, resources, and energy into the transfer enterprise, along with excellent academic programs and co-curricular programs allow transfer students to be successful at Iowa State.

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 available 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
- Participation in the 2013 Annual Statewide Articulation Conference and various statewide articulation meetings sponsored by the Iowa regent universities and Iowa community colleges
- Provided leadership for the College of Agriculture and Life Sciences annual meeting.
- 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 to transfer successfully and integrate into the Iowa State University family. *TRANSFER*mation engages nearly 450 new students
- Continued the Transfer Admissions Ambassadors program, connecting prospective transfer students with currently enrolled transfer students.
- Hosted the *Iowa Community College – Iowa State University Presidents’ Summit and Academic Leaders’ Roundtable* in December 2012. This meeting also provided a forum for discussion on 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 2012 through September 2013.

Reverse Credit Transfer Agreement

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 Iowa State University has 516 currently enrolled students participating in this program.

Iowa State University’s Admissions Partnership Program (APP)

Iowa State’s Admissions Partnership Program (APP) celebrates seven 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 2,588 students, including 345 US minority students and 36 international students, have participated in APP representing all 15 community colleges.
- As of September 30, 2013, there are nearly 500 active participants in APP. A total of 1,227 have matriculated to Iowa State University since the start of the program in 2006.
- Nearly 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 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
- Option to live in 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 now 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

Articulation Meetings

Iowa State University provided leadership to the planning and delivery of three academic discipline meetings during 2012-2013. Two- and four-year university and college faculty and staff participated in these meetings.

Agriculture Statewide Articulation Meeting

On June 25, 2013, 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 2013 workshop included Agronomy, Horticulture, Animal Science, and Agricultural Business. Goals included improving curricula, enhancing articulation, and building strong partnerships among Iowa's post-secondary agriculture faculty and administrators to help us prepare science and technology talent for Iowa's agriculture industries.

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 120 and 221
- Agronomy 154
- Animal Science 225, 226, and 270

The goal of the planning committee, comprised of two- and four-year agriculture education leaders, is to create an event that is a model for the U.S. by establishing 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 1, 2013 at the DMACC FFA Enrichment Center, Ankeny and focused on Chemistry, Physics, Music, and Computer Science. ISU faculty and administrators participated in each of these meetings and ISU faculty led the planning and delivery of the discipline meetings in Chemistry and Physics.

Chemistry: Iowa State Faculty facilitated the Statewide Articulation Conference discussion on Chemistry in February 2013. This was their second meeting. Discussion topics included:

- AP courses, exams and policies for awarding credit,
- Overview of dual enrollment policies, accreditation, and quality control for Chemistry courses,
- Overview of Chemistry placement policies, and
- Plans for maintaining on-going discussions with the group.

Physics: Iowa State Faculty facilitated the Statewide Articulation Conference discussion on Physics in February 2013. This was their second meeting. Discussion topics included in-service professional development for High school Physics teachers, course syllabus alignment.

Music: Iowa State Faculty participated in the Statewide Articulation Conference discussion on Music in February 2013. This was the first meeting of this group. Courses discussed included Music Theory and Music History.

Computer Science: Iowa State Faculty participated in the Statewide Articulation Conference discussion on Computer Science in February 2013. This was the first meeting of this group. Discussion focused on first-year /foundational computer science courses.

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:

Business – College of Business faculty and administrators had articulation meetings with representatives from NIACC and DMACC to discuss planned future adjustments to the MIS major and how the community college's IS transfer programs/students might navigate entry into the major more smoothly. This opened the door for further discussion and possible direct articulation, as well as a better understanding of skills taught at both levels in these programs.

Criminology and Criminal Justice – The CJ faculty continue discussions with various community colleges to articulate course. These discussions launched in September 2011 after the statewide meeting on Criminology and Criminal Justice. Recent articulation discussions have focus on course articulation agreements.

Design –Community and Regional Planning and the Bachelor of Design (B. Des) are working on finalizing several articulation agreements with Ellsworth, Kirkwood and Iowa Central. Discussions will continue next year with DMACC, Scott, and Indian Hills.

Engineering – Iowa State's College of Engineering and Iowa Western Community College are working on an articulation agreement between our colleges for Pre-Engineering degree program

at Iowa Western Community College; with an articulated pathway to ISU. We anticipate having a signed agreement in fall 2013. The College of Engineering is also working with Kirkwood Community College to re-visit articulation on several courses recently changed by Kirkwood. Additionally, the college has engaged with Kirkwood to increase communication with the math/science/and engineering department staff and faculty, combined with increasing our presence on the Kirkwood campus at the request of Kirkwood. This has been done in collaboration with Admissions.

Human Sciences: The Department of Kinesiology has finalized two program-to-program articulation agreements and one transfer plan with DMACC. Child, Adult and Family Services also completed an articulation agreement with DMACC's Early Childhood Education degree. Discussions are underway with DMACC and Kirkwood to pursue articulation agreements in Apparel Merchandising and Design, Event Management, and Hospitality Management.

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 912 new transfers in Fall 2013 compared to 985 in Fall 2012. This includes 584 students from Iowa community colleges.

Transfer initiatives include:

- UNI hosted a Leadership Summit for Iowa community college presidents and provosts on October 3-4, 2012.
- UNI faculty and Admissions staff participated in the statewide Annual Articulation Conference on February 11, 2013 in Ankeny. Regent and community college faculty met to discuss issues in Computer Science, Music, Chemistry, Physics and Communications.
- UNI faculty is leading development of the Iowa Communications Transition Guide with the collaboration of faculty from various community colleges and the other Regents universities. This guide is currently in the process of review.
- 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.
- Faculty from UNI's College of Education and Hawkeye Community College are engaged in articulation discussion about Early Childhood courses.
- Staff participated in the annual Regents Articulation Conference in April to review and reaffirm the eight statewide articulation agreements.
- 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.

- 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 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 2013, transfer students were included in UNI Up Close, a visit day specifically for admitted students.
- Transfer students are 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.
- Visits by international admission staff were made to Hawkeye Community College, Kirkwood Community College, Des Moines Area Community College, Indian Hills Community College and Marshalltown Community College to promote UNI to the international students and to invite them to participate in the International Preview Day held in April 2013.
- 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.
- 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. Transcripts are being delivered to the community colleges at the end of each term.
- UNI hosted a Science, Technology, Engineering and Mathematics (STEM) Conference on July 31, 2013 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).

- UNI has developed three new staff positions:
 - The new Transfer Admission Counselor position was added in July 2013 to assist in expansion of transfer recruitment efforts.
 - A new Graduate Assistant position was added in January 2013 and assists with transfer communications and campus visit events.
 - An Interim Director, Community College Relations position was created at the end of September 2012. The charges to this position is research, review, and investigate institutional community college data as well as conduct extensive interviews of Iowa community college leadership and UNI leadership with a focus on 1) What is UNI doing right with Iowa community colleges, 2) What could UNI be doing better and 3) What should UNI stop doing. Goal: develop a set of recommendations for UNI with respect to improving community college relations, transfer processes, institutional data access, faculty to faculty relationships and institutional culture.
 - The Interim Director has conducted numerous meetings with UNI faculty, staff, administration and transfer students to identify opportunities and challenges
 - The Interim Director has met with senior community college leaders on their campuses for open and honest dialogues about opportunities and challenges.
 - The President, Provost and other senior UNI leadership have visited with counterparts at Kirkwood, Hawkeye and NIACC.
 - Articulation discussions have been initiated with Southeastern Community College and UNI's College of Social and Behavioral Sciences.
 - An online searchable database of current articulation agreements is in development.
 - A Community College Task Force has been established to develop a long-term strategic focus on community college relations.
 - UNI hosted a reception at a home basketball game for senior leadership of the community colleges.

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

Northwest Iowa Community College

- Participated in the LACTS meeting November, 2012
- Participated in the statewide transfer articulation conference, Computer Science, Music Theory and History February 2013.
- Attended RN to BSN Task Force Iowa Action Coalition September 2013.
- Hosted a visit from University of Iowa representative to NCC nursing classes to discuss transfer to BSN program September 2013.
- Updated articulation agreements with ISU, U of I, and UNI August 2013.
- Hosted a meeting attended by University of Iowa, Iowa State University and University of Northern Iowa representative to discuss transfer of programs and a satellite campus center partnership with Northwest Iowa Community College and Western Iowa Tech Community College August 2013.
- College Transfer Fairs – Sheldon, Iowa; attended by ISU, U of I, and UNI each fall semester.

Iowa Central Community College

- Since October, we have had the University of Iowa, Buena Vista University, Iowa State University and University of Northern Iowa visit our campus. Transfer information was reviewed and discussions occurred on articulated transfer plans for Iowa Central students.
- Several department associates attended a transfer conference on February 20th at the University of Iowa. This conference highlighted different majors and specific courses that could be taken at each community college represented. (Pharmacy, Education, Business, RN-BSN, Engineering and Radiation Sciences).
- Six faculty and two Deans attended the Annual Articulation Conference at DMACC this past January.
- Nursing staff attended the RN-BSN Program Fair on April 26, 2013.
- Arranged a transfer guide and currently working with Briar Cliff on an articulation agreement.
- William Penn University has made contact to set up an articulation agreement for the sake of transferability of AA degree nursing students into a BSN program.
- Updated University of Iowa articulation agreement utilized to select courses for students to complete at Iowa Central before transfer.
- Completed an Articulation Agreement between the University of Northern Iowa's Manufacturing Technology, Department of Technology and the Iowa Central Computer Integrated Fabrication Technology program.
- Held Northwest Iowa College Fair on October 3. Over 70 colleges and universities participated.
- TRIO students participated in campus visits to University of Iowa, Iowa State University and University of Northern Iowa.

Eastern Iowa Community College

- New articulation agreement: UNI Manufacturing Technology BS and EICC Mechanical Design Technology AAS.
- Participated in UNI Transfer Update.
- Faculty visit at Muscatine Community College involved EICC's faculty members and the University of Iowa's Theatre Departments in February 2013.
- Participated in the University of Iowa Articulation Update meeting between EICCs staff and faculty members and UNI's staff and faculty members to discuss development and articulation of a new Engineering Tech AAS program.
- Spring 2013 ISU, U of Iowa and UNI representatives participated in College Transfer Fairs held at each of the EICC's campuses in the fall and spring.
- Participated in Regents and the Iowa Community Colleges conference on transfer and articulation for the disciplines of Chemistry, Physics, Music, Computer Science, English and Speech in February 2013.
- Participated in UNI's conference on STEM majors. July 2013
- Participated in LACTS annual meeting.

Southwestern Community College

- Southwestern Community College faculty and staff participated in the statewide articulation conference at DMACC in Ankeny in February 2013 with all three Regent schools. Discipline specific articulation topics included music theory, music history, computer science, chemistry, physics, English composition and speech.
- February 2013, SWCC personnel participated in criminal justice articulation discussions with ISU regarding the criminal justice programs and transferability of SWCC courses.
- SWCC faculty and staff participated in the statewide faculty to faculty agriculture articulation meeting at DMACC in June 2013 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.
- Spring 2013, SWCC's carpentry, 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 2013, SWCC electrical technology instructors began 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.
- Through the Iowa Advanced Manufacturing Grant, Southwestern is working with the University of Iowa to ensure that students who complete an AAS, AA or AS can seamlessly transfer into the Bachelor of Applied Studies program at the University of Iowa.

Kirkwood Community College

- KCC's Graphic Communication Technology articulation to UNI's Graphic Technologies program was updated this past year.
- KCC's Geographic Information Systems (GIS) worked with UNI to develop a bridge program between KCC's GIS program and UNI's.
- Participated in the Articulation Conference at DMACC Ankeny for "Communications."
- Initiated articulation agreements with Allen College and William Penn University.
- Initiated discussion about prospective dual enrollment for 10 students to the Kirkwood nursing program and the University of Iowa's RN to BSN program.
- On June 25, 2013, six faculty members 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, and Horticulture. Representatives from Iowa's community colleges, private colleges, and Iowa State University College of Agriculture reviewed common course competencies, common course alignment, trends, best practices and issues within the subject matter.
- During the 2012 – 13 Academic Year, faculty from the Parks and Natural Resources program and the Dean of Agriculture Sciences have been working with Western Illinois University, Quad Cities Campus, to develop an articulated 1 + 2 accelerated Bachelors of Science program in Parks and Natural Resources for implementation Fall 2014.
- June 2013, developed an articulation agreement between Graceland University and the Agriculture Business program at Kirkwood Community College.
- Music theory and Communication's faculty participated in the state-wide articulation meetings with the Regent's faculty.
- Theatre faculty also met with Regent's faculty to discuss ease of transfer during KCACTF meetings.
- We have been meeting with the University of Iowa's School of Pharmacy about how to create programs that allow us to share resources and collaborate with them for our Pharmacy Technician program. It is in the early stages but we hope to collaborate on becoming a resource for Pharmacy Education in our area.
- The Industrial Technologies' department continues to annually update our articulation agreements with the University of Northern Iowa for our 15 degree CTE programs. These programs are articulated with UNI's Electrical Engineering Technology, Technology Education, Technology Management, and Manufacturing Technology bachelor degrees.
- In addition, as an initiative for the statewide "Iowa – Advanced Manufacturing (I-AM)" grant, Kirkwood is working with the University of Iowa Continuing Education division to establish an articulated pathway between our nine advanced manufacturing related programs with Iowa's online Manufacturing Bachelor of Science degree.
- KCC signed a memorandum of agreement with Covenant's Radiology program (Waterloo). This notes that Kirkwood will accept their Radiologic Technology courses and accept their students into our Diagnostic Assistant program. This will empower those students to be eligible to take the Radiologic Technology certificate exam.
- KCC is in the process of obtaining an articulation agreement with Weber State (Utah). This will enable our Respiratory Therapist students to obtain a Bachelors of Science in Respiratory Therapy. We should be ready to sign off on this very soon.

- Criminal Justice: On August 5, 2013, a meeting with Dr. Phyllis Baker, Chair of the Sociology/Criminology programs at UNI was held. We began preliminary discussions about improving the articulation agreement between KCC and UNI
- Early Childhood: Last year, articulations agreements with ISU, Upper Iowa and MMU were updated and have ongoing discussions with UNI and U of I as they consider reinstating their early childhood program.
- Communication Media: A meeting was held with David Permuter and Rebecca Scott from the U of I School of Journalism and Mass Communication in Oct. 2012 to discuss the articulation of our courses. While all of our courses transfer, currently only Mass Media and News reporting articulate. Discussions are ongoing to get KCC's Promotion and Public Relations course to articulate again to both U of I and UNI.
- Human Services: I have been in conversation with the University of Northern Iowa regarding our Observation Skills course for full transfer as a program class. The discussion has been that we only require the students to complete up to 25 hours of observations during this particular course, and they would like to have us change it to a minimum of 30 hours since we are not comfortable at this point pushing it up as student struggle with the maximum of 25 hours - especially in finding an agency that will take them for that period of time.
- The other conversation has been with the University of Iowa's School of Social Work. We had a meeting with them this past spring regarding our possible development of a geriatrics course (spearheaded by Milford Muskett and Jimmy Reyes); and secondly, we met with them regarding our Loss, Trauma, and Resilience course. Kate Kemp - the admissions coordinator and I have also had a lengthy discussion regarding our Policy and Programs class and the educational track for substance abuse and treatment. Basically just a discussion on the course objectives, numbers enrolled, etc.
- Talked with Iowa and UNI about the transfer student - not as easy to get into either of these programs like it is for our students to head over to Mt. Mercy - which a majority of our HSV students do - not much of a response on either end - considering all three institutions are accredited social work program.
- Education: Conversations with both Susan Lagos-Lavenz and Pamela Ries regarding Education Careers transfers are taking place. Melanie Nollsch and I also met with University of Iowa College of Education faculty re Early Childhood Education articulation (Iowa has discontinued their EC major, but is exploring reopening it sometime in the future.

Northeast Iowa Community College

- Attended an online Degree Program Presentation with the University of Iowa at NICC on Oct. 6, 2012.
- Attended Arts and Sciences Meetings at DMACC November, 2012.
- Attended statewide Dean's meeting (LACTS), DMACC Ankeny Campus in October 2012.
- Effective February 7, 2013. NICC and the ISU College of Veterinary Medicine entered into an affiliation agreement which enables NICC students enrolled in the NICC large Animal Veterinary Technology program to participate in an internship experience for a total of 4 weeks at the College of Veterinary Medicine, i.e., 2 weeks at the Large Animal Diagnostics Laboratory and 2 weeks (SMEC) at the Swine Medical Education Center. This affiliation was effective October 1, 2012 for a term of 1 year and renewable, subject the mutual written consent by NICC and ISU, College of Veterinary Medicine.
- Participated in the statewide transfer articulation conference at DMACC-Newton in February 2013; Communication and Sciences.

- Participated in the statewide transfer articulation conference at DMACC Ankeny Campus January 2013; Computer Sciences.
- NICC hosted Arts and Sciences Fair at NICC in April 2013 - IA, IA State, UNI, Luther, Upper IA all invited to participate.
- March 3, 2013, Altoona, Iowa, STEM Conference.
- Informal discussion with UNI Chemistry Instructor and Dept. Head at Summer 2013 STEM Conference about possible articulation of Lab Science Tech program.
- April 12, 2013—State LACTS conference, Ankeny, IA.
- Informal discussion with Upper Iowa Chemistry Instructor August 2013 about possible articulation of Lab Science Tech program.
- RN to BSN Meeting: 11/11/12.
- Statewide Nursing Summit – Stakeholders at Newton, IA on 11/9/12.
- Nursing Summit - Advanced Practice discussion held 7/30/13.
- Statewide Nursing Task Force meetings to facilitate 2+2 programs; 10/4/12, 12/11/12, 2/19/13 and 9/12/13.
- Review of University of Iowa partnership for NICC Radiology students to obtain a Radiation Science BS degree with CT, MRI, or US internships done at NICC and online coursework at University of Iowa.

Indian Hills Community College

- Indian Hills Community College signed an articulation agreement with the University of Iowa College of Engineering during November 2012.
- Faculty, Academic Advisors, and Administrators attended the Statewide Articulation Conference, spring 2013.
- Representatives from the Regents Universities made campus visits to Indian Hills Community College during the 2012-2013 academic year to meet with students and discuss transfer options.
- Indian Hills Community College hosted its annual Transfer Fair during October 2012.
- Academic administrators participated in the annual LACTS meeting held during April 2013.
- Indian Hills Community College staff assisted students with scheduling and attending transfer trips to Iowa State University, the University of Iowa, and the University of Northern Iowa.
- Indian Hills Community College hosted a meeting with University of Iowa administrators to discuss rural economic advancement, entrepreneurship, and partnership opportunities during September 2013.

Iowa Lakes Community College

- Actively participated in the Chemistry Transition Guide.
- Administrators and faculty members attended articulation events and conferences held by the Iowa Regents.
- Administrators and faculty members hosted regent institutions at the Iowa Lakes' campuses to discuss articulation issues and needs.

Southeastern Community College

- Attended articulation and transfer conferences/meetings with the Regents.

- SCC employee was appointed "Director of Articulation" in the summer of 2013.
- Had multiple meetings with UNI faculty and staff to discuss articulation of various programs including chemical dependency, criminal justice, elementary education, athletic training, manufacturing technology and other CTE programs. These discussions are ongoing.
- Participated in meeting with U of Iowa faculty member regarding articulation of SCC's animation program.
- Finalized Agriculture agreement with Iowa State University.

Iowa Valley Community College District

- Faculty and Staff participated in Arts and Science articulation conference on February 1, 2013.
- IVCCD finished 2nd year in the HHMI grant with ISU where 7 IVCCD students participated in Iowa State summer internship program to gain STEM working experiences with ISU professors. Students presented poster sessions at ISU.
- MCC continued work with ISU on LSAMP grant activities including conference meetings in 2012-13 and with planning ideas through Spring and continuing through the Summer.
- Staff and faculty participated in UNI's Open House for Industrial Technology programming and articulation on March 1, 2013.
- Staff and faculty from MCC and ECC participated in a STEM discussion including visits to various labs such as the Crops Utilization Research center, the Bio Renewables Laboratory, the Bio Century Research Farm and various other departments.
- Kelly Faga, ECC Dean of Students and Academic Affairs was named STEM Hub advisory committee member for the North Central Hub in working with colleagues including the Regents.
- Several staff discussions and meetings with UNI on STEP grant application and partnerships in 2012-13.
- ECC and MCC updated a Family and Consumer Sciences articulation with ISU.
- MCC and ECC conducted a STEM survey with students in STEM courses for an ISU pilot study in Fall 2012.
- Faculty and Staff participated with ISU on First Lego League competitions both at Marshalltown Community College and at ISU.
- Transfer Fairs held at MCC and ECC included the Regent universities.
- 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 and Faculty worked with reverse transfer students from Regents' institutions to help them complete their IVCCD degree or diploma.
- Staff participated in April 2013 LACTS conference to re-approve statewide articulation agreements including updating the military credit agreement.
- Staff attended UNI, Transfer Advisor Symposium on 10/01/12
- Staff attended ISU, Higher Education Conference (Veteran's Focus) on 11/15/12
- Staff attended ISU, ACT Conference (with multiple breakout sessions) on 3/06/13
- Staff attended DMACC, Drive-In Conference for Iowa Community College Advisors on 3/14/13.

Iowa Western Community College

- Participated in the statewide transfer articulation conference at DMACC-Ankeny in February 2013; Computer Science, Music Theory and Music History, Communication.
- Participated in the statewide Ag articulation faculty to faculty meeting at DMACC-Ankeny in June 2013.
- Participated in the final revisions of the Chemistry Transition Guide.
- Participated in the development of the Communications Transition Guide.
- Conducted phone conferences with the Regent Biology program chairs regarding Anatomy and Physiology with labs (March 2013).
- Presented to the LACTS committee, which includes Regent representation, a proposal on biology curriculum that addresses concerns with articulating online labs (June 2013).
- Network and System Administration program discussed program articulation possibilities with a potential new ISU degree program.
- Articulated EGR 160 (Engineering I) and EGR 165 (Engineering II) to ISU.
- Met with University of Iowa in conjunction with the IAM grant to discuss articulation of advanced manufacturing into UI's online Bachelor of Applied Studies degree; impacts Robotics/Automated Systems Technology and Design Technology programs.
- Hosted ISU for their kiosk visit.
- Transported 8 IWCC students to UNI for a Visit Day in March 2013.
- 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.

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 and spring term.
- DMACC sends new course and program information to UNI, ISU and UI annually.
- Math faculty participated in a 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.

Hawkeye Community College

- Hawkeye established an Arts and Sciences Liaison Advisory Board and held the first meeting of this group in the spring of 2013. Faculty from HCC, UNI and Wartburg College were present along with high school faculty members and discussed the liberal arts curriculum at HCC and how courses fit into the curriculum at the other institutions.
- Faculty attended the state articulation conference in Feb. 2013 to discuss articulation issues in the areas of music, communications, chemistry physics, computer science.
- Meetings were held between UNI biology, geography and math faculty and Hawkeye science and math faculty in the Fall 2012, Spring 2013 and summer 2013.
- Hawkeye hosted the IACCBT meeting in the fall of 2012 where biology faculty from several community colleges met with UNI and ISU biology faculty to continue articulation discussions.
- Education and Early Childhood Education faculty from HCC met with education faculty from UNI in the summer of 2013. The discussions focused on clarifications and updates of the existing articulation agreements between the two schools.

North Iowa Area Community College

- NIACC attendance at UNI Transfer Adviser Workshop on 10/1/12 to discuss updates in teacher education and learn more about new interactive digital studies major.
- Academic Advisor Update from UNI Business Department on 10/22/12 at NIACC.
- NIACC Business Division Chairperson, Registrar, and Business Academic Advisor visited ISU on 10/26/12 to discuss course and program articulation in Business programs, specifically in the MIS area.
- Dr. David Grewell, ISU Associate Professor Agriculture & Biosystems Engineering and Steven Mickelson, ISU Professor and Chair of Agriculture & Biosystems Engineering at NIACC on 11/14/12 to discuss 2+2 Articulation Agreement w/NIACC's Industrial Technology Program.
- NIACC attendance at U of I Transfer Advisor Workshop on 2/20/13 to discuss updates in Tippie College of Business, College of Pharmacy, College of Pharmacy, College of Nursing, College of Education, Radiation Sciences Program, College of Engineering, College of Nursing and UI Distance Education Programs (Bachelor of Liberal Studies & Bachelor of Applied Studies).
- NIACC attendance at STEM (Science, Technology, Engineering and Mathematics) conference at UNI on 7/31/13 with discussions on transferability of students in STEM disciplines.

Western Iowa Tech Community College

- Hosted Iowa State University
- Hosted 2 Transfer Days
- Participated in LACTS meeting

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) identified 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

Discipline: Computer Science

Date Meeting Held: February 1, 2013

Courses Discussed: Foundations of Computing, generally, but also the structure and focus of the various degree programs at the participating community colleges and universities

Location: DMACC – Ankeny, FFA Enrichment Center

Facilitators: James Cremer, Professor
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The attendees included representatives from ten of Iowa's Community Colleges and all three public universities. It was agreed to have an open forum discussion regarding the focus and purpose of computer science programs at the participating colleges and universities.

1. The Public Universities offered general descriptions of their degree programs and allowed that the approach to the degrees offered have been very stable for the last two decades. Each follows the guidelines of the Association for Computing Machinery (ACM).
2. The Community Colleges tend to fulfill multiple missions with their coursework and degree programs which sometimes leads to misunderstandings when some coursework transfers to one of the public universities, but does not fulfill specific degree requirements. This feels like "regression" to the affected students.
3. The curricula of the public universities tend to focus somewhat more on fundamental computer science and programming techniques than on particular tools and languages.
4. Some community colleges offered that about one-half of their students are interested in a 4 year degree and the other half are training or retooling for a specific career.
5. All participants agreed that certain mathematics and statistics courses are important for Computer Science students.
 - a. All students need a basic course in statistics
 - a. One semester of Calculus by the 4th semester of college is necessary for those wanting to pursue a bachelor's degree
6. Transfer advisors need more clear advising aids when working with students wanting to transfer from a Community College to a public university.
7. Some Community College programs combine elements from Computer Science, Informatics, and Management Information Science while others have separate programs. All agreed that Informatics and MIS/CIS programs need to have their own meetings such as this.

Logical Next Steps:

1. The University of Iowa will create a list of participants and share it with those who came to the meeting to facilitate on-going discussions.
2. The 3 public universities will create a website and publish the course descriptions of their introductory sequence of courses as a first step in having further discussions about the potential for course alignment. The Community Colleges will attempt to match their courses to those of the public universities to the extent possible.
3. The 3 public universities will discuss the basic expectations of the first Computer Science course to see if they can get common agreement.

Future Meeting Plans: will be determined as the process described above unfolds

Participant List for the Computer Science Articulation Meeting, February 1, 2013 at DMACC-Ankeny

Patricia Oberbrochling	Northeast Iowa Community College	oberbrop@micc.edu
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Don Kearney	Iowa Western CC	dkearney@iwcc.edu
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John Hansen	Iowa Central Community College	Hansen_j@iowacentral.edu
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Christie Kangas	University of Northern Iowa	christie.kangas@uni.edu
Diane Bengtson	Iowa State University	drbengt@iastate.edu
Darin Wohlgemuth	Iowa State University	darinw@iastate.edu
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Sukumar Ghosh	University of Iowa	sukumar-ghosh@uiowa.edu

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

Disciplines/programs: Chemistry

Courses discussed: Not a course specific discussion

Date Meeting Held: Feb 1, 2013

Location: Des Moines Area Community College, FFA Center

Regent Facilitator(s) with contact information:

Name: Joe Burnett
Position: Coordinator of Undergraduate Chemistry, Senior Lecturer
Institution: Iowa State University
Telephone: 515-294-7815
Email: joechem@iastate.edu

Name: Bill Harwood
Position: Professor and Chair
Institution: University of Northern Iowa
Telephone: 319-273-2052
Email: bill.harwood@uni.edu

Name: Tom Greenbowe
Position: Professor of Chemistry
Institution: Iowa State University
Telephone: 515-294-4050
Email: tgreenbo@iastate.edu

Name: Sara Mason
Position: Professor of Chemistry
Institution: University of Iowa
Telephone: 319-400-8616
Email: sara-mason@uiowa.edu

Community College Facilitator(s) with contact information:

Name: Lynne Zeman
Position: Assistant Professor
Institution: Kirkwood Community College
Telephone: 319-887-3625
Email: lynne.zeman@kirkwood.edu

Name: John Bonte
Position: Instructor
Institution: Clinton Community College
Telephone: 563-244-7138
Email: jbonte@eicc.edu

Name: Manoj Patil
Position: Assistant Professor
Institution: Western Iowa Tech Community College
Telephone: 712-274-8733 x1296
Email: manoj.patil@witcc.edu

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

- AP Course Exams: Consensus that the AP guidelines that are in place seem to be firm enough that the faculty are confident in giving college credit. No changes or further actions are necessary at this time.
- Dual Credit: Guidelines for dual enrollment were presented. There is good oversight of dual enrollment courses. No changes or further action are necessary at this time.
- Regent faculty shared information on Chemistry placement policies across the 3 institutions.
- Discussed options for keeping in communication via electronic discussion board.

List future meeting plans, dates:

This was the second meeting of the Chemistry faculty. No plans to have another face-to-face meeting next year.

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

INVITATION: (attach or include here)

AGENDA: (attach or include here)

February 1, 2013 Transfer Articulation Conference

Chemistry Breakout Sessions

Session I: Discussion of AP courses, exams, and policies for awarding college credit

9:45 am – 10:30 am

Facilitator: Tom Greenbowe (ISU) tgreenbo@iastate.edu

10:30 am – break

Session II: Overview of dual enrollment policies, accreditation, and quality control for chemistry courses.

10:45 am

Facilitators: John Bonte (EICC) jbonte@eicc.edu and Manoj Patil (WITCC) Manoj.Patil@witcc.edu

Session III: Overview of chemistry placement policies at the Regents Universities

12:30 pm – 1:10 pm

Facilitators: Bill Harwood (UNI) bill.harwood@uni.edu, Sara Mason (Iowa) sara-mason@uiowa.edu, Renee Cole (Iowa) renee-cole@uiowa.edu, Tom Greenbowe (ISU) tgreenbo@iastate.edu, and Joe Burnett (ISU) joechem@iastate.edu

1:10 pm – break

Session IV: Discussion of how to continue and maintain ongoing discussions and community with the participants at the Articulation Conference

1:20 pm – 2:00 pm

Facilitator: Lynne Zeman (Kirkwood) Lynne.Zeman@kirkwood.edu

Attendees: (attach or include list of participating colleges & universities and individual attendees, if available)

Name	Institution
John Bonte	Clinton Community College
Richard Roberts	Des Moines Area Community College
Curtis Eckerman	Des Moines Area Community College
Nadine Jessen	Des Moines Area Community College
Kelly Faga	Ellsworth Community College
Irene Metz	Hawkeye Community College
Michaela Rich	Hawkeye Community College
Krista Leigh	Iowa Central Community College
Robert Klepper	Iowa Lakes Community College
Kari Hampe	Iowa Lakes Community College
Thomas Greenbowe	Iowa State University
Joseph Burnett	Iowa State University
Tom Holme	Iowa State University
Jessica Reed	Iowa State University
Brian Berthelsen	Iowa Western Community College
Scott Duhachek	Iowa Western Community College
Lynne Zeman	Kirkwood Community College
Brandon Lange	Muscatine Community College
Doug Schumacher	North Iowa Area Community College
Edward Dobrzynski	North Iowa Area Community College
Michael Ivanov	Northeast Iowa Community College
Gordy Hunter	Northeast Iowa Community College
Carl Snipes	Southeastern Community College
Libby Snipes	Southeastern Community College
Sara Mason	University of Iowa
Bill Harwood	University of Northern Iowa
Manoj Patil	Western Iowa Tech Community College

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

Disciplines/programs: Music

Courses discussed: Music Theory and Music History

Date Meeting Held: Friday, February 1, 2013

Location: DMACC, Ankeny campus

Regent Facilitator(s) with contact information:

Name: Robert Cook

Position: Assistant Professor of Music Theory

Institution: University of Iowa

Telephone: 319-335-1621

Email: robert-c-cook@uiowa.edu

Name: Michael Eckert

Position: Professor

Institution: University of Iowa

Telephone: 319-335-1619

Email: michael-eckert@uiowa.edu

Community College Facilitator(s) with contact information:

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

Part 1—Regents Presentation

- University of Iowa, University of Northern Iowa and Iowa State University presented on their curriculum and degree requirements.
- Consensus that music history was a junior level course with no transfer equivalent.
- Placement exams are required for transfer students for appropriate placement.

Part 2—Discussion

- Regents and community college faculty discussed common issues.

List future meeting plans, dates:

Specific plans for a future meeting were not discussed. Participants expressed a willingness to work together.

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

Facilitate an on-going discussion to assist community college students in transitioning to the Regents.

INVITATION: (attach or include here)

n/a

AGENDA: (attach or include here)
Part 1—Regents Presentation

Part 2—Discussion

Attendees: (attach or include list of participating colleges & universities and individual attendees, if available)
Attached

Reporter contact information

Name: Darlas Shockley
Position: Executive Dean, Arts & Sciences
Institution: Indian Hills Community College
Telephone: 641-683-5174
Email: darlas.shockley@indianhills.edu

Music Theory and Music History Participants

<u>Name</u>	<u>Institution</u>
Misty Little	Indian Hills Community College
Laura Wiebe	Indian Hills Community College
Doug Greene	Southwestern Community College
Tony Brown	Northeast Iowa Community College
Mackenzie Pickard	Iowa Western Community College
Melinda Boyd	University of Northern Iowa
Jon Schwabe	University of Northern Iowa
Jayson Ryner	North Iowa Area Community College
Paul Bloomquist	Iowa Central Community College
Jan Phillips	Muscatine Community College
Anne Sherve-Ose	Ellsworth Community College
Jo Loonan	University of Northern Iowa
Maura Flaschner	Iowa State University
David Sharp	Indian Hills Community College
Jennifer Condon	Iowa Central Community College
William Darwin, Jr.	Western Iowa Tech Community College
Darlas Shockley	Indian Hills Community College
Tim Ahern	Southeastern Community College
Leigh Pirtle	Southeastern Community College
Jonathan Sturm	Iowa State University
Robert Cook	University of Iowa
Michael Eckert	University of Iowa
Thomas Paulsen	University of Iowa
Beth Zamzow	Kirkwood Community College

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

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

Courses discussed: AGA 154, ANS 226, ANS 270, AGH 221, AGH 120, Econ 230, Econ 235

Date Meeting Held: Tuesday, June 25, 2013

Location: Iowa FFA Enrichment Center, Ankeny, Iowa

Regent Facilitator(s) with contact information:

Name: Dr. David Acker

Position: Associate Dean, College of Agriculture and Life Sciences

Institution: Iowa State University

Telephone: 515-294-6614

Email: dacker@iastate.edu

Community College Facilitator(s) with contact information:

Name: Scott Ermer

Position: Dean, Agriculture Sciences

Institution: Kirkwood Community College

Telephone: 319-398-4944

E-mail: scott.ermer@kirkwood.edu

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

Expected outcomes common to all five disciplines:

- Standardizing common course descriptions among institutions.
- Reviewing course objectives.
- Sharing best practices within courses.
- Concurrent enrollment and transferability of courses.

Outcomes for Agronomy:

- Discussed best practices for AGA 154 Soil Science.
- Decisions on common course description tabled for 2013 due to scheduling conflict limiting participation from ISU at work session.

Outcomes for AG Business:

- See attached report.

Outcomes for Animal Science

- See attached report.

Outcomes for Horticulture

- See attached report.

List future meeting plans, dates: June 2014

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

See attached documentation:

Agenda

Discipline Work Session Minutes

Attendance

**3rd Annual Statewide Agricultural Sciences Articulation and Partnership Workshop
Tuesday, June 25, 2013**

Invitation

To the 3rd annual Agricultural Sciences statewide articulation and partnership workshop.

Who Should Attend?

Post-secondary faculty and administrators who deal with agriculture. Specifically, we will focus on curricula in Agronomy, Horticulture, Animal Science, 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 1:30 p.m. and be finished by 5:00 p.m..

Where?

FFA Enrichment Center (DMACC campus)

Overall Goal

To improve curricula, enhance articulation, and to build strong partnerships among Iowa's post-secondary agriculture faculty and administrators to help us in preparing science and technology talent for Iowa's agriculture 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 for June 25, 2013 Meeting

- 1:30 p.m. Welcome and Plan for the afternoon, Scott Ermer, David Acker
1:45 – 5 p.m. Breakout sessions for:
Ag Business - Facilitators: Rhonda Clough, Ron Dieter,
Horticulture - Facilitators: Neric Smith, Barb Osborn
Agronomy - Facilitators: Dave Grunklee
Animal Science - Facilitators: Ole Cleveland, Brad Skaar

What to bring:

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

Agricultural Business Post-Secondary Meeting

Programs of Study & Linkages (ISU)
June 25, 2013 - Iowa Enrichment Center
Minutes

Attendees: Neal Williamsen - Iowa Lakes CC, Nate Gebel - NICC, Ron Deiter - ISU, Eric Weuve- IWCC, David Harper- KCC, Brad Kinsinger- HCC, Max Pitt - Graceland University, Debbie Kepple-Mamros - Graceland University, Paul Martin - MCC, Craig McEnany - DMACC

Econ 230

Meeting started with ISU's Dr. Ron Dieter, Ag Business/Econ Faculty, sharing course descriptions and instructor information on Econ 230/235. In addition, he provided course equivalency guides for these classes from each CC. Quick discussion on Community Colleges switching this course number to 230. Several had switched to 330 to match ISU.

Econ 235

Discussion started with the course equivalency guides and differences in how courses come into ISU from each CC. If the Community College course comes in as a 1T or 2T to ISU the Econ curriculum committee must review for approval (Ag Business majors only) Dr. Dieter reminded everyone that ISU wants similar course descriptions and this is how ISU determines transfer. Guideline to keep in mind is around an 80% overlap. In addition, a quick reminder that ISU faculty has some capability to focus their particular sections course description and to make sure to look at the current approved description. Some discussion regarding how problematic various institutions have in changing course descriptions, but feel it will be easier for the community colleges to work on matching ISU's description. Concerns were stated regarding this course and the prerequisites required for it, determined that this is an issue for those Ag Bus majors transferring. Not an issue for other majors when students are transferring, left up to each department. Send specific issues re: course descriptions Econ 2T - Contact Dr. Dieter or Barb Osborn at ISU. Graceland noted that they have one course which covers Econ 230/235.

Course Textbook: No standardized text. The Agricultural Market System by Rhoades is used by some. Chicago Mercantile Exchange Hedging guides. Reminder that the textbook, instructor is not looked at any longer when evaluated by Transfer Committee at ISU, just course description.

Instructional resources/information: Ag Decision Maker (Cost of storing grain), lots of marketing Applications, Commodity Challenge – Online (was demonstrated at PS meeting following day.), Neal Williamson has a card game and uses a spreadsheet. Show discussion of charting and technical analysis – not done by all.

Additional Topics

Dave Harper questioned what textbooks are being used for an Introductory Ag Business course (AGB – 133) type course. Couple of Books discussed: *Introduction to Agribusiness* by Cliff Ricketts, Ph.D. (Delmar) and *Agricultural Economics and Agribusiness* by Gail Cramer (Wiley). Pros and cons to these books included a human resource component in the Ricketts book, but a special section on microeconomics in the Cramer book.

Newer version of the old green selling textbook was discussed. Website has videos, powerpoints, etc. Good demo videos. Scott Downey, need more information regarding contact for this reference.

Just a reminder that the ISU Ag Business majors are required to take Calculus then Econ Math and two Statistics classes as you are advising them.

Dr. Dieter will be starting phased retirement this fall pending approval.

2014 Course Focus

Committee recommends looking at Ag Entrepreneurship course for next year.

Animal Science Articulation Minutes - June 25, 2013

This year's discussion focused around three courses: Swine Science, Beef Science and Foods of Animal Origin. Most of the focus was on Beef and Swine Science since all schools present teach those courses.

The discussion started with Brad Skaar giving us an overview as to why and how ISU revamped their species courses a few years back. ISU teaches a species course at the 200 and 400 levels, most schools can transfer their course in for the 200 level (ease of transfer was one of the main reasons for creating a 200 level species course at ISU). It was brought up that NIACC only transfers in as an elective because the credit hours are 2 versus 3. Another reason for the 200 level course is to get students engaged earlier in their academic career. The focus of the 200 level course is animal production while the 400 level course is more enterprise management. As the community colleges shared their focus it seemed to be a blend of the two areas: production and management. It was pretty evident that most of the community colleges try to take a conception to consumption approach in these species courses. Dordt shared their species course structure which is only 1 course offered typically at the junior level with the production and management packaged together. Dordt also teaches it as a ruminant and a non-ruminant course allowing them to lump sheep and cattle together. There was a brief discussion on other species courses offered at the community college level, sheep was not offered at any of the schools present but many have sheep herds that are used regularly for other learning experiences. A 200 level equine course is taught at Ellsworth and Hawkeye, and assumed to be taught at Kirkwood.

There was discussion on lab experiences. ISU said that the community colleges are at a definite advantage of being able to utilize our teaching labs because we don't have to follow the regulations set forth by the Institution Animal Care and Use Committee (IACUC). At the community college level if we see a great learning opportunity we are allowed to take full advantage regardless if we planned to do it prior to class or not. ISU must file paper work months in advance and have the activity approved before they can use animals for any learning experience. There was also a brief discussion on access to animals for labs, as a few community colleges don't have a farm or any livestock. These colleges have been creative with labs as well as formed relationships with local producers to gain access to live animal handling for students.

Currently, Foods of Animal Origin is only being taught at Hawkeye and Ellsworth so the discussion was very minimal. Any school could teach the lecture portion and transfer that to ISU with a student then taking the lab at ISU since the lab portion is challenging for many schools to teach. ISU feels that if a number of students start to transfer in with Foods of Animal Origin we may want to review the objectives and teaching materials of the course at that time. ISU also reminded schools that it is a demanding course and students need to have a good understanding of meat chemistry to be successful at the next level.

Concurrent enrollment was discussed but none of the courses we focused on were taught as such. We all shared the schools philosophy on concurrent enrollment courses and what requirements the school or program set forth for the high school teachers. It was pretty clear that the instructors in attendance who have concurrent enrollment courses don't take the topic lightly. Those courses are being linked to the community college and then to the college instructor who doesn't want to get a bad reputation because of a high school teacher doing a poor job of teaching the course. From discussion the community college instructors are working closely with the high school instructors providing them guidance and materials. In the animal science area Survey of the Animal Industry seems to be taught as a concurrent enrollment course most frequently.

ISU left us with a few things that they have in the works or see happening in the future. ISU has two new courses waiting for curriculum approval this fall that will give more offerings to students who plan to pursue a career in research (specifically with lab animals). The 200 level course is Lab Animals and the 400 level course is IACUC, Regulations and Colony Development (Jodi said the titles might change a little). The other thing ISU sees in the future is courses in goat production (specifically meat goats).

Overall, we had some great discussions. We didn't make any plans for where we should take our future discussions.

Meeting Minutes from Community College/ University Horticulture Work Session 6/25/13 1:40PM

Attending: Neric Smith (IHCC), Barb Osborn (ISU), Scott Harvey (Hawkeye), Mike Retallick (ISU), Barb Stucky (Iowa Western), Randal Vos (DMACC), Paul Saladin (Kirkwood)

Principles of Horticulture AGH221

The meeting started out with attendees discussing what and how the Principles of Horticulture course is offered at each college. Randall commented how he feels like maybe Principles of Horticulture is not the course to offer as concurrent enrollment. A discussion took place about this topic and maybe if another course like Home Horticulture would be a better course to offer as Concurrent Enrollment with the High Schools.

A consensus was reached that we are far enough in the process that Principles of Horticulture is going to be our choice for concurrent enrollment. Many high schools have already built it into their Career Pathways. Attendees felt that now it is time to standardize the course so that we can gain consistency. Attendees asked about ISU providing material for a benchmark in addition to the syllabi. Common assessment development was discussed.

Neric asked how the plant sections of the CASE curriculum fit into the discussion of Principles of Horticulture because he has been asked if it would fulfill the course obligations. Dr Retallick explained and illustrated the intent and content of the curriculum for the group. The group then decided that we all need to take a further look at the CASE material. Dr. Retallick is setting up a one day training for college faculty to explore the material at ISU on August 2nd, 2013.

Time was then spent coming up with a common course description for AGH221 Principles of Horticulture. The final draft is as follows: Areas of study will include plant growth, botanical nomenclature, anatomy, propagation, plant nutrition, climate, and an introduction to career fields within the horticulture industry.

Woody Plant Materials AGH120

Not much time to discuss this course. The attendees discussed the number of plants covered and resources for materials.

A final discussion was held about work being done on an Irrigation course being offered at the community colleges and ISU. Plans are in place to utilize common material from the national Irrigation Foundation.

Meeting Adjourned approximately 3:30 pm.

Respectfully submitted,
Neric Smith

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

Discipline: Music Theory

Date Meeting Held: February 1, 2013

Courses Discussed: First- and second-year music theory courses for majors; fundamentals of music for majors but also the structure and focus of the various degree programs at the participating community colleges and universities

Location: DMACC – Ankeny, FFA Enrichment Center

Facilitators: Robert C. Cook, Asst. Professor
University of Iowa, School of Music
robert-c-cook@uiowa.edu
Phone: 319-335-1621

Michael Eckert, Professor
University of Iowa, School of Music
micahel-eckert@uiowa.edu
Phone: 319-335-1619

The attendees included representatives from Iowa's Community Colleges and all three Regent universities. The university faculty offered detailed descriptions of their lower-division music theory course sequences. At The University of Iowa, theory, ear training, and sight singing are taught in four 4 s.h. Musicianship & Theory courses. Entering freshmen take an online exam determining placement in Musicianship & Theory I or Fundamentals for Majors. UNI has a five-semester undergraduate theory sequence with theory, ear training, and sight singing taught in discrete courses; students must pass a juried examination in the third year. Iowa State offers theory and aural skills as separate courses, each meeting 2 hours weekly; students take a continuation exam at the end of the second year.

At UI and UNI the required music history courses for majors are offered in the third year. ISU begins a music history sequence in the second semester of the first year with an "Introduction to Music History and Styles" course that includes a unit on writing about music. Music history courses at the community colleges generally resemble "music appreciation" or survey courses which are not equivalent to the courses at the Regents universities. Hence, there is no reason to include music history in future discussions of articulation.

Theory curricula and course offerings vary widely among the community colleges; not all offer enough theory courses for majors to create an equivalency to the lower-division theory sequence at the Regents universities.

Some community college faculty feel that their students who wish to transfer to Regent universities often have difficulty obtaining information that would help them choose among the three institutions. UI, ISU and UNI could address this issue by including on their departmental websites information and suggestions to help community college students plan their courses of study to allow transferring as many credits as possible when students move to one of the universities.

The participants did not discuss any plans for future action or for meeting again.

LIAISON ADVISORY COMMITTEE ON TRANSFER STUDENTS (LACTS) MEMBERSHIP

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