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Robert Donley, Executive Director

January 7, 2016

Mr. Michael E. Marshall
Secretary of the Senate
Second Floor, State Capitol
Des Moines, IA 50319

Ms. Carmine Boal
Chief Clerk of the House
Second Floor, State Capitol
Des Moines, IA 50319

Dear Mr. Marshall and Ms. Boal:

In accordance with 2013 Iowa Code §262.9.33 (which was enacted in 2009 by HF 815), the Board of Regents, State of Iowa, has prepared jointly with the Iowa Department of Education and the Liaison Advisory Committee on Transfer Students (LACTS), an update on the articulation efforts and activities implemented by the Iowa public community colleges and the institutions of higher education governed by the Board of Regents. Enclosed is the annual report for FY 2015.

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. As you will see, the report identifies the progress made on each aspect of the legislation and describes the breadth and scope of increased activities during the past year.

I would like to draw your attention to several features. (1) The public universities and community colleges sponsored veterans workshop presented by the American Council on Education to assist the institutions to evaluate military credit; (2) The community colleges and public universities have completed the Chemistry Transition Guide; this year, we evaluated both the Biological Sciences and the Chemistry Transition Guides. The Transition Guides assist both students and faculty in the community colleges to understand the skills and knowledge required to transition to advanced courses at the universities. (3) The work completed during the faculty-to-faculty meetings is extensive and is summarized on pages 52-74 of the report. The meetings have resulted either in new articulation agreements or in substantial progress toward that goal. (4) The reverse credit transfer agreement between the public universities and community colleges will allow transfer students the opportunity to use their university credit to satisfy the requirements for completion of an associate's degree at their community college. The Reverse Credit Transfer Task Force will begin meeting again in January 2016. (5) The articulation website, www.TransferInIowa.org was expanded to include additional transfer advising information (<http://www.transferiniowa.org/advising.php>).

Please let me know if there are any questions concerning this report.

Sincerely,

Dr. Robert Donley

Enclosure

cc: Legislative Log
Legislative Liaisons

dg/h/aa/HF815/legislog15-16/doc

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**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**

OCTOBER 2014 – SEPTEMBER 2015

JANUARY 5, 2016

Executive Summary: 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 2014-15 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 2014-15, there were 268 students enrolled in coursework in the Bachelor of Applied Studies, including 84 students who were newly admitted. During that period, there were 64 students who graduated from the program.

- ⇒ In 2014-15, there were 553 students enrolled at the three public universities in the Bachelor of Liberal Studies, including 278 students who were newly admitted. During that period, there were 132 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 2014 and September 2015, the **TransferInIowa.org** articulation website tracking tool recorded 9,529 unique visitors and 11,974 total visits. The University of Iowa's I-CHART articulation planning website recorded 3,405 unique visitors and 10,828 total visits; Iowa State University's TRANSIT articulation planning website recorded 21,820 unique visitors and 35,981 total visits; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 13,313 unique visitors and 20,050 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.
- ◇ The Board Office worked with the community colleges and the universities to develop a community college transfer report which provides the following information about students who transfer from an Iowa community college to one of the public universities in Iowa – credit hours transferred; first-year retention; second-year retention; first semester university GPA; first-year university credit hours; as well as graduation rate after two years. The prototype was discussed at the joint meeting on October 22, 2014. A summary of the report was presented at the joint meeting on October 15, 2015 and has been distributed to each of the community colleges.

- ◇ Reverse credit transfer is a partnership developed by the Board of Regents and Iowa's public universities with Iowa's community colleges to facilitate the transfer of credits to one of Iowa's community colleges for the purpose of providing an opportunity for transfer students to attain a degree, diploma, or certificate. At the time of application, a transfer student agrees to have his/her university transcript sent to his/her community college for evaluation. Since the program was implemented in 2012, there have been approximately 2,000 transfer students who have participated in the program. To date, there have been approximately 150 who have received an award through the program.

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 10, 2015. 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 10, 2015. 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 2014-2015 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.
 - ✿ During 2013-2014, public university and community college faculty held academic discipline meetings in educational psychology, management information systems, and criminal justice. The physics and chemistry faculty continued their meetings. The CTE Deans chose Network Administration, Criminal Justice, and CAD/Design Technology at their November meeting.
 - ✿ During 2014-2015, LACTS hosted a statewide conference concerning the transfer of credit for veterans and on the American Council on Education's (ACE's) *Guide to Credit for Educational Experiences in the Armed Services*.
- ◇ *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 sixth joint meeting between the community college chief academic officers and the public university provosts was held on October 15, 2015 at Iowa State University. One of the agenda items was to discuss the survey to evaluate the Biological Sciences Transition Guide and the survey to evaluate the Chemistry Transition Guide. The surveys were sent to the community college chief academic officers and the university provosts to distribute to the appropriate staff members. The Chemistry transition guide team completed the Chemistry transition guide during the 2012-2013 academic year; the guide was formally approved by the provosts and chief academic officers at the joint meeting in October 2013. 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. The Biological Sciences and Chemistry transition guides are available at the following link: <http://www.transferiniowa.org/transition.php>.
 - ⇒ A two-year strategic plan was 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 are included on the www.TransferInIowa.org articulation website. The transition guides - Biological Sciences Transition Guide and Chemistry Transition Guide – are available at <http://www.transferiniowa.org/transition.php>.

This update will be submitted to the General Assembly by January 15, 2016.

Attachment C describes the articulation and transfer efforts identified by the public universities and the community colleges between October 2014 and September 2015.

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 2014 – SEPTEMBER 2015**

The following update has been prepared to be submitted to the Iowa General Assembly by January 15, 2016, as specified in 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 (IDE) communicates with principals and guidance counselors at public and nonpublic schools concerning the www.TransferInIowa.org articulation website. Consultants also work with local school districts to include transfer information to parents as they help their children consider college options. <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 2015 issue of the <i>School Leader Update</i> contained an article titled “Website helps students with transfer process.”¹ This brief article discusses the web portal dedicated to assisting students with the transfer process and provides a link to the website, described as a “one-stop resource for students planning their futures.” The article encourages students to discuss their academic and career plans with both community college and university academic advisors, stating that advisors’ contact information for each public postsecondary institution in Iowa is available at the website. ♦ The Education Program Consultant in the Division of Community Colleges serves as the Division’s representative on the LACTS and RCER committees.
<p>The plan shall include suggested methods for elementary and secondary schools and community colleges to effectively communicate information about the articulation website to the following:</p>	
<p>a. To all elementary and secondary school students interested in or potentially interested in attending a community college or institution of higher education governed by the state board of regents.</p>	<ul style="list-style-type: none"> ♦ The IDE partners with the Iowa College Student Aid Commission (ICSAC) to provide postsecondary information to middle and high school students (6th – 12th grade) through the www.ihaveaplaniowa.gov web portal, as well as through materials distributed to teachers, students, and parents. On the <i>I Have a Plan IOWA</i> (IHAPI) website, there are numerous links to the www.transferiniowa.org articulation website, such as through the <i>High School Student</i> link in the “Who Are You” section on the homepage. Once on that page, the Transfer in Iowa link is available on all of the following paths: <ul style="list-style-type: none"> ⇒ Select “College Planning” from the top (green) tabs and then see “Transfer in Iowa” in the <i>Iowa Colleges & Universities</i> box provided in the right side bar.

¹ <https://www.educateiowa.gov/sites/files/ed/documents/February2015SLU.pdf>

	<ul style="list-style-type: none"> ⇒ Select “Explore Schools” on the second tab bar (brown) to see “Transfer in Iowa” listed under <i>Iowa Resources</i> provided in the right side bar. ◆ Select “Prepare for College” on the second tab bar (brown) in the “Getting Ready for College” box, select “College Choice” and then “Associate to Baccalaureate Transfers: The Two-Plus-Two” and see the “Transfer in Iowa” link on the bottom of the narrative. On that same page of “College Choices”, select “Community College: Is it Right for You?” In addition, the IHAPI site provides a link to the annual publication, <i>Your Course to College</i>. The 2015-16 version is available for downloading under the “Financial Aid Planning” tab (select “Financial Aid 101” and then “How much does college cost?” in the “1. The Basics” box). It can also be found by typing “Your Course to College” in the search box at the top right of the Homepage. A link to TransferInIowa.org can be found on page 27 in the <i>Transfer Students</i> section.
<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 information regarding TransferInIowa.org resources and the need to distribute this information to students through the colleges’ website and student handbooks. 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. 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"> ◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent reaffirmation was on April 10, 2015. The next scheduled reaffirmation will occur on April 3, 2016. The agreement includes the following elements: <ul style="list-style-type: none"> ⇒ Minimum of 60 credit hours of courses designed and acceptable for transfer and may include up to 16 credit hours of career and technical courses. ⇒ General education contains a minimum of 40 credit hours evenly distributed among arts and sciences disciplines. ⇒ Remaining 20 semester hours are elective credits including up to 16 semester hours of career and technical credit. ⇒ Foreign language proficiency must be met at each Regent university. ⇒ A minimum 2.0 grade point average is required. ⇒ Students who meet the above requirements and transfer with an Associate of Arts degree will have met all general education requirements at the Regent universities. ⇒ Satisfaction of above requirements allows enrollment with junior status at a Regent university.

	<ul style="list-style-type: none"> ⇒ 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 10, 2015. The next scheduled reaffirmation will occur on April 3, 2016. 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 contact office or person, and submit the contact information to the state board of regents, which shall make public the contact information on its articulation website.</p>	<ul style="list-style-type: none"> ◆ A transfer and articulation contact person to assist in resolving issues related to the acceptance and/or application of transfer credit was identified for each two-year and four-year public institution. ◆ Contact person information was submitted by the community college presidents to the Board of Regents, State of Iowa, for the www.TransferInIowa.org articulation website. ◆ The current list of transfer and articulation contacts has been posted to the www.TransferInIowa.org articulation website. ◆ The Articulation Website Evaluation Team developed a description of the responsibilities of the contact person and distributed it to all contact persons. ◆ The list is reviewed annually and updated as needed.
<p>b. Collaborate with the state board of regents to meet the requirements specified in §262.9, subsection 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

<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>varying needs of disciplines, using best practices and resulting in an action plan.</p> <ul style="list-style-type: none"> ⇒ 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. <ul style="list-style-type: none"> ◆ During 2009-2010, Regent university and community college faculty held academic discipline meetings in mathematics, marketing, and early childhood education. During 2010-2011, Regent university and community college faculty held academic discipline meetings in Criminology/Criminal Justice; Communications/English/Speech; Biology; Marketing; Early Childhood Education; Agriculture/Animal Science/Agronomy/Horticulture; and Mathematics. During 2011-12, Regent university and community college faculty held academic discipline meetings in chemistry, physics, psychology, and marketing. 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. During 2013-2014, Regent university and community college faculty held academic discipline meetings in educational psychology, management information systems, and criminal justice. The CTE Deans chose Network Administration, Criminal Justice, and CAD/Design Technology at their November 2014 meeting. ◆ During 2014-2015, LACTS hosted a statewide conference concerning the transfer of credit for veterans and on the American Council on Education's (ACE's) <i>Guide to Credit for Educational Experiences in the Armed Services</i>. ◆ A survey was conducted during 2011-2012 to identify and prioritize academic areas for the 2013-2014 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 sixth annual joint meeting between Regent university provosts and Iowa community college chief academic officers was held on October 15, 2015. ◆ The primary mechanism/vehicle for promoting greater awareness is through the www.TransferInIowa.org articulation website.
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<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 serve students' continued academic success in those degree programs.</p>	<ul style="list-style-type: none"> ◆ The Reverse Credit Program is available to all transfer students to the three public universities. Since its inception, approximately 2,000 transfer students have participated in the program and 150 have received an award. ◆ Between October 2014 and September 2015, the www.TransferInIowa.org articulation website tracked and recorded 9,529 unique visitors and 11,974 total visits.² The University of Iowa's I-CHART articulation planning website recorded 3,405 unique visitors and 10,828 total visits; Iowa State University's TRANSIT articulation planning website recorded 21,820 unique visitors and 35,981 total visits; and the University of Northern Iowa's TRANSFER PLAN-IT recorded 13,313 unique visitors and 20,050 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, October 2013, October 2014, and October 2015. <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 included 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. ⇒ Year 6 (2014-2015) focused on transfer credit for veterans. ◆ Individual institutions have continued efforts to articulate programs, which are identified in
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² The three Regent universities' Transfer Equivalency Guides may also be accessed through their Admissions websites.

	<p>Attachments C and D.</p> <ul style="list-style-type: none"> ◆ 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 provide for the seamless transfer of academic credits from a completed associate of arts or associate of science degree program offered by a community college to a baccalaureate degree program offered by an institution of higher education governed by the board.</p>	<ul style="list-style-type: none"> ◆ The Associate of Arts degree articulation agreement was originally signed on December 2, 1981. The most recent affirmation was on April 10, 2015. The next scheduled reaffirmation will occur on April 1, 2016. The agreement includes the following elements: <ul style="list-style-type: none"> ⇒ Minimum of 60 credit hours of courses designed and acceptable for transfer and may include up to 16 credit hours of career and technical courses. ⇒ General education contains a minimum of 40 credit hours evenly distributed among arts and sciences disciplines. ⇒ Remaining 20 semester hours are elective credits including up to 16 semester hours of career and technical credit. ⇒ Foreign language proficiency must be met at each Regent university. ⇒ A minimum 2.0 grade point average is required. ⇒ Students who meet the above requirements and transfer with an Associate of Arts degree will have met all general education requirements at the Regent universities. ⇒ Satisfaction of above requirements allows enrollment with junior status at a Regent university. ⇒ Admittance of students who do not complete an Associate of Arts degree requires course by course evaluation. ⇒ The Associate of Arts degree articulation agreement is reviewed and reaffirmed annually. ◆ The Associate of Science degree articulation agreement was originally signed on April 18, 2008. The most recent reaffirmation was on April 10, 2015. The next scheduled

	<p>reaffirmation will occur on April 1, 2016. The agreement includes the following elements:</p> <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 contact information to the board for publication on its articulation website.</p>	<ul style="list-style-type: none"> ◆ A transfer and articulation contact person to assist in resolving issues related to the acceptance and/or application of transfer credit has been identified for each two-year and four-year public institution. ◆ Contact person information was submitted by the Regent university presidents to the Board of Regents, State of Iowa, for inclusion on the www.TransferInIowa.org articulation website. ◆ The current list of transfer and articulation contacts has been posted to the www.TransferInIowa.org articulation website. ◆ The Articulation Website Evaluation Team developed a description of the responsibilities of the contact person and distributed it to all contact persons.
<p>b. Develop, in collaboration with the boards of directors of the community colleges, a systematic process for expanding academic disciplines and meetings between the community college faculty and faculty of the institutions of higher education governed by the board.</p>	<ul style="list-style-type: none"> ◆ The Liaison Advisory Committee for Transfer Students (LACTS) developed a systematic process for expanding academic discipline meetings and it was approved by the community college chief academic officers and the Regent university provosts. Key elements of this process include the following: <ul style="list-style-type: none"> ⇒ Surveys are conducted every third year to discover and identify academic opportunities with promise for articulation. ⇒ Establishment of multi-year calendars for planning and leveraging of other existing meeting opportunities. ⇒ Collaborative planning by representatives from the community colleges and Regent universities. ⇒ Best practices meeting design, with flexibility of meeting format and activities to meet varying needs of disciplines, using best practices and resulting in an action plan. ⇒ Expectation of meeting outcomes and a summary report that indicates agreed upon action items and communication with attendees and other stakeholders. ⇒ Evaluation of both the process and the meeting for continuous improvement. ⇒ Eventual institutionalizing of the meeting outcomes.
<p>The board shall conduct and</p>	<ul style="list-style-type: none"> ◆ During 2009-2010, Regent university and community college faculty held academic

<p>jointly administer with the boards of directors of the community colleges four program and academic discipline meetings each academic year for the purpose of enhancing alignment between course content and expectations at the community colleges and institutions of higher education governed by the state board of regents.</p>	<p>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 included 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. In 2014-2015, the focus will be on transfer credit for veterans.</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 included 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. For the 2014-2015 academic year, the focus was on transfer credit for veterans. ◆ 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 included 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. In 2014-2015, the focus will be on transfer credit for veterans.
<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.
<p>d. Include on its articulation website course equivalency and transition guides for each of the</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.

<p>institutions of higher education governed by the board.</p>	<ul style="list-style-type: none"> ◆ 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 meetings in accordance with paragraph “b”. However, course-to-course equivalencies need not occur in an academic discipline when the board and the community colleges jointly determine that course content is incompatible.</p>	<ul style="list-style-type: none"> ◆ Community colleges and Regent universities 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 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 included 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. Year 6 focus was on transfer credit for veterans.
<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 included 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. Year 6 focus was on transfer credit for veterans.

<p>h. Develop and implement by January 1, 2012, a process to examine a minimum of eight new community college associate of applied science degree programs for which articulation agreements between the community colleges and the institutions of higher education governed by the board would serve students' continued academic success in those degree programs.</p>	<ul style="list-style-type: none">♦ A process to examine associate of applied science degree programs for which articulation agreements might be developed was created by the Liaison Advisory Committee on Transfer Students in 2010 and approved at a joint meeting of the community college chief academic officers and the university provosts in October 2010.
<p>i. Prepare, jointly with the department of education and the liaison advisory committee on transfer students, and submit by January 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>	<ul style="list-style-type: none">♦ Herewith submitted (by January 15, per Iowa Code).

ARTICULATION/TRANSFER EFFORTS CONDUCTED BETWEEN
OCTOBER 2014 – SEPTEMBER 2015

UNIVERSITY OF IOWA

Transfer Articulation and Success Initiatives

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. As an institution, it is committed to providing a broad range of training, advising, programs, ongoing support, and guidance.

Total new transfer students enrolled Fall 2015: 1056 (429 enrolled in Spring 2015)

Iowa Residents = 761 (72.1%)

Nonresidents = 239 (22.6%)

International = 56 (5.3%)

Female = 514 (48.7%)

Male = 541 (51.2%)

Transgender = 2 (0.1%)

Students from Iowa Community Colleges = 649 (61.5%)

Average GPA = 3.02

Average Semester hours earned =57

Admitted to Honors = 141 (13.4%) – GPA 3.50 or higher

Most popular majors:

Pre-Business, English, Pre-Medicine, Secondary Education Interest, Biology, Human Physiology, Mathematics, Pre-Physical Therapy, Speech and Hearing Science, Chemical Engineering, Nursing Interest, and Psychology

Activity numbers for I-CHART and Transfer Course Equivalency Guide searches for period
October 1, 2014 to September 15, 2015:

Transfer Course Equivalency searches—18,513

<https://isis.uiowa.edu/isis2/courses/transfer/sisearch.page>

I-Chart degree audits (only available for Iowa community college coursework)—3,433

<https://www.maui.uiowa.edu/maui/pub/admissions/ichart/ichart.page>

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.

Majors currently available under the Guaranteed Graduation Plan:

Accounting	International Relations
American Studies	International Studies
Anthropology	Management
Business Analytics and Information Systems	Marketing
Communication Studies	Philosophy
Economics (BA program)	Political Science
Economics (BBA program)	Psychology
English	Religious Studies
Enterprise Leadership	Social Work
Ethics and Public Policy	Sociology
Finance	Sport and Recreation Management
Geoscience	Theatre Arts
History	

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 a workshop by Michelle Spires, Director of Military Programs, American Council on Education and the LACTS Annual Articulation Conference to reaffirm the statewide articulation agreements between the Iowa community colleges and Regent universities.

Online Transfer Articulation Tools

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

⇒ Transfer Course Equivalency Guide:

<https://isis.uiowa.edu/isis2/courses/transfer/sisearch.page> Transfer course equivalencies for commonly transferred courses.

SUI moved Iowa Community College transfer course information from in-house transfer course equivalency system into the new transfer course database, u.achieve. The University's on-campus Course Renumbering project was completed by fall 2015.

- ⇒ Transferology is a nation-wide network which gives students interested in the University of Iowa quick answers on how their college credits and other learning experiences will transfer. The university went active in the network on August 14, 2015 (UI is only school in Iowa which is available through this network which has @300 colleges/universities nationwide participating in the network). Students can also submit additional questions or request more information from Iowa directly through the site.
<https://www.transferology.com/>
- ⇒ I-Chart: <https://www.maui.uiowa.edu/maui/pub/admissions/ichart/ichart.page>
Transfer planning resource provided for Iowa Community College students to explore how their classes transfer into majors (i.e. degree audits) 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. <https://admissions.uiowa.edu/transfer-plans>
- ⇒ Articulation agreements between The University of Iowa and Iowa's community colleges are detailed in [The Public Connection: Statewide Articulation Agreements between Iowa's Community Colleges and Public Universities](#)
- ⇒ <https://www.educateiowa.gov/sites/files/ed/documents/The%20Public%20Connection%20-%20Fall%202014%20Report%20from%20LACTS.pdf>

Iowa Community College Arts and Science Dean's Meetings

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

Career Leadership Academy course conducted at Kirkwood CC

For fall semester 2015, faculty from the University of Iowa taught two sections of the Career Leadership Academy course (3 semester hour course) on campus at the Kirkwood CC-Iowa City campus. Kirkwood students taking this University of Iowa course are charged the Kirkwood rate of tuition.

One goal of this initiative is to ease student transition and increase the likelihood of success upon transfer. SUI provides an academic advisor for these students. Students enrolled in the course can obtain an SUI identification card (Iowa One Card). They have access to SUI facilities and an array of services accorded to non-degree students.

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.

Iowa Community College Student Success Reports

Provide data to the Board Office to be used as part of the new Community College Transfer Report. The report is the result of collaboration between representatives from the Regent universities, Iowa community colleges, and the BOR.

Campus Programs

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

- You@UI campus wide event (Fall)
- Transfer Visit Day Programs (three each Spring, three each Fall)
- Multicultural Visit Day (October)
- Tippie College of Business Transfer Preview Day (February)
- Explore Engineering (5 events: October, December, February, March, April)
- Daily individual transfer student visits during the week with academic visits
- Saturday Visit Program (two in Spring)

Transfer Travel

Visit every Iowa Community College each semester and participate in all transfer fair opportunities. Meet with faculty, staff and students to discuss university programs, policies, requirements and resources available to students.

Established an Admissions Regional Representative position in Des Moines

This staff member is responsible for additional admissions outreach activities in central and western Iowa.

Kirkwood Summer Orientation

Participate in each of Kirkwood Community College's 2015 Summer Orientation Programs. General advising information provided as well as discussion of 2 Plus 2 Plan. We provided a staff member for each of the 10 events during summer 2015 which were attended by 379 students (and 271 guests for a total of 650 individuals).

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 2014 community college advising visits:

10 advising visits (80 individual student advising appointment options)

Spring 2015 community college advising visits:

10 advising visits (80 individual student advising appointment options)

Spring 2015 Next Step Iowa Events

4 advising visits for transfer applicants to the university (Kirkwood Iowa City; Kirkwood Cedar Rapids; Eastern Iowa CC-Scott; and DMACC-Ankeny)

Phi Theta Kappa (PTK) Region Leadership Conference (October 16-17, 2014)

The University of Iowa assisted in sponsoring (financially) the PTK Region Leadership Conference in Iowa City and the Pomerantz Career Center provided a guest speaker to discuss career preparation to the 95 PTK student participants.

Social Media

Provide social media as a 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 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 2015, 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.

New Transfer Student Dinner

Fall 2013 was the first year transfer students participated in this welcome event that introduces them to university traditions as a first step to the On Iowa! immersion program. Transfer students are invited to an 'exclusive' welcome dinner the Friday before classes. 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.

On Iowa!

Fall 2015 was the third 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.

Academic Support & Retention

Academic Support & Retention (ARC) coordinates high-impact campus-wide programs and initiatives, the ARC, Tutor Iowa, and Mapworks which is part of student's Success at Iowa course, to support the academic success of undergraduate students at the University of Iowa.

The ARC offers free academic support for undergraduates at the University of Iowa. Supplemental Instruction (SI) and tutoring are offered for a variety of courses. All of the sessions are free.

Several departments on campus offer academic support including one-on-one consultations, technology services, tutoring, and more. In general, most services operate on a drop in, first come first serve basis. Private Tutors are available to undergraduate students in a variety of courses.

Fall of 2015 is the first semester that transfer students will utilize Mapworks, an early-alert system that asks students to respond to a survey in the first 3-5 weeks of each semester. Based on the student's response and some pre-college information, the system identifies students who may struggle with the transition to college and students who might be at-risk for leaving the university.

Mapworks is part of the Success at Iowa course for domestic students and College Expectations course for international students. This survey helps students better understand their transition to the university, what challenges lie ahead, and what support is available to help meet those challenges. It results in a personalized report written about the student. The Mapworks' report uses information supplied by the student, so each report is unique. After a student responds to the survey, they may be contacted by staff around the university offering specific resources to help a student succeed at Iowa.

Tippie College of Business Articulation Agreement with Kirkwood CC (May 2015)

The articulation agreement provides Kirkwood students who have earned an associate of applied science (AAS) degree in business administration a more seamless path to completing a bachelor's degree in business in the Tippie College of Business.

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

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

Division of Continuing Education

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

- RN to BSN satellite branches at various Iowa Community Colleges
- Joint appointments with Western Iowa Tech CC and North Iowa Area CC
- Administration of Northwest Iowa Regents Resource Center (NWIRRC) at WIT and Southwest Iowa Regents Resource Center (SWIRRC) at IWCC.

These Regent centers coordinate degree and course opportunities for the three Regent institutions in Iowa – sending out newsletters and hosting Academic Day events to promote programming.

The Division of Continuing Education has developed partnerships with all 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.

Five degree programs are currently available:

- Bachelor of Business Administration (Management major: Entrepreneurial Management Track)
- Bachelor of Art in Social Work (BASW) (Des Moines area)
- RN-BSN
- Bachelor of Applied Studies (BAS)—restructured for fall 2014
- Bachelor of Liberal Studies (BLS)—restructured for fall 2014

Students in the BAS degree may choose from four different emphasis areas.

- Creative Writing
- Human Relations
- Justice Studies
- Political Science

Students in the BLS degree may choose from three different emphasis areas.

- Health and Human Studies
- Organizational Studies
- Global Studies (fourth level of world language required for graduation)

Optional Certificates may be earned separately or as part of the University's online degree programs.

- Entrepreneurial Management (certificate)
- Nonprofit Management (certificate)
- Public Health (certificate)
- Leadership Studies (certificate)

IOWA STATE UNIVERSITY

Enrollment

Iowa State enrolled 1,949 new fall 2015 transfer undergraduates. Of the 1,949 new transfer students, 1,162 came from Iowa's community colleges. Nearly one of every five undergraduates enrolled at Iowa State is a transfer student. This fall Iowa State has 6,565 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
- 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/
 - ✓ 11,974 visits and 9,529 unique visitors from October 1, 2014 to September 23, 2015
 - TRANSIT, Iowa State's on-line transfer articulation system - transit.iastate.edu/
 - ✓ 35,981 visits and 21,820 unique visitors from October 1, 2014 to September 23, 2015
 - Course equivalency guides and transfer plans can be found at www.admissions.iastate.edu/equiv/index.php or on www.transferiniowa.org/ and http://www.admissions.iastate.edu/transfer/transfer_plans.php or by visiting www.transferiniowa.org
 - An updated transfer plan website to display the Iowa community college agreements – <http://www.admissions.iastate.edu/transfer/plans.php>
- 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 2015 Annual Statewide Articulation Conference and various statewide articulation meetings sponsored by the Iowa Regent universities and Iowa community colleges

- 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.
- Provided leadership for the College of Agriculture and Life Sciences annual meeting
- *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 230 new students
- Continued the Transfer Admissions Ambassadors program, connecting prospective transfer students with currently enrolled transfer students.

In addition to this list of on-going transfer activities, the following are highlights of transfer and articulation initiatives during the time period October 2014 through September 2015.

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 751 currently enrolled students participating in this program.

Iowa State University's Admissions Partnership Program (APP)

Iowa State's Admissions Partnership Program (APP) celebrates nine 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 3,546 students, including 521 US minority students and 54 international students, have participated in APP representing all 15 community colleges.
- As of September 8, 2015, there are nearly 1,095 active participants in APP. A total of 1,226 have matriculated to Iowa State University since the start of the program in 2006.
- Nearly 90 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
- 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 participated in three academic discipline meetings during 2014-2015. Two- and four-year university and college faculty and staff participated in these meetings.

Agriculture Statewide Articulation Meeting

On June 24, 2015, Iowa State University's College of Agriculture and Life Sciences (CAL S) hosted its fourth 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 2015 workshop included discussions about the National Alliance of Concurrent Enrollment Partnerships (NACEP) in order to gain a further understanding of the organization, compliance of NACEP guidelines, and how all involved can work together to ensure quality instruction within concurrent course offerings. University transfer topics were also discussed to determine what works well for transfer and what needs some improvement. Transfer agreements within specific disciplines were reviewed.

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. Iowa State organized this year's annual meeting which was held on February 6, 2015 at the DMACC FFA Enrichment Center in Ankeny. Due to the increased number of veterans on our campuses, the decision was made to conduct a workshop related to military credit rather than specific academic disciplines. Michelle Spires, Director of Military Programs for the American Council on Education, led the workshop. Several ISU faculty and administrators participated in the workshop.

Career & Technical Education (CTE) Articulation Meeting

The Career and Technical Articulation conference, sponsored by the Association of Iowa Community College Career and Technical Administrators and the Iowa Community College Chief Academic Officers, was held on November 14, 2015 at the DMACC FFA Enrichment Center, Ankeny. ISU staff and administrators participated in the conference and also helped to facilitate sessions on Robotics/Automation Technology and Sustainable/Renewable/Wind Energy.

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:

- Nothing specific to report for 2014-2015.

Agriculture & Life Science:

- AgEdS developed a 2+1+1 transfer into Ag Studies with Western Iowa Tech and Northwest Iowa Community College through the NWIRRC.
- Met in June for the Statewide Articulation meeting with ISU CALS faculty representatives.
- Put over 300 transfer plans on the web with the new admissions transfer portal.
- Sponsored a reception for the community college professors attending the career fair at the state FFA convention.
- Have transfer plans for ALL CALS majors.
- Continued the Community College Liaison program and have liaisons give reports to the CALS Transfer and Articulation committee after they visit their respective community colleges.
- Participate in the SWIRRC Transfer Day and help with the Regents effort to keep community college students from the western part of Iowa transferring to Iowa universities.

Design:

The College of Design signed the following new articulation agreements within the last year:

- B.S. in Community & Regional Planning
 - ✓ Des Moines Area Community College – AA in General Studies

The College of Design is in the process of developing articulation agreements with the following community colleges:

- Bachelor of Design
 - ✓ Kirkwood Community College
 - ✓ Iowa Central Community College
 - ✓ Des Moines Area Community College
- B.S. in Community & Regional Planning
 - ✓ Iowa Valley Community College District
 - ✓ Iowa Central Community College

Engineering:

- The College of Engineering continues to engage in discussions with numerous community college partners within the state to discuss existing articulated pathways to an Engineering degree at Iowa State University. Resources for transfer plans/course equivalences to COE for all Iowa Community College students and academic advisers are located at <http://www.engineering.iastate.edu/transfer/community-college-transfer-guide/>. Discussions continue to explore potential enhanced transfer pathways to Iowa State in Engineering, and build on existing articulated course work.

- The College of Engineering continues to offer an event on the Iowa State campus specifically for Iowa Community College transfer students. Fall 2015, the event was held on September 29, 2015. The event included important information to assist students with their course planning and transfer decision making/preparation; combined with a discussion of core competencies regarding networking with potential employers. The program culminated with students attending the College of Engineering Career Fair. Goal of attendance at Career Fair was networking with employer representatives to explore experiential education opportunities in the field of engineering.
- The College of Engineering continues to engage DMACC and Kirkwood in regards to existing articulation programs in engineering. Routine campus visits by College of Engineering staff continue on community college partner campuses to meet with students and engage academic advisers and administrators. At Kirkwood and DMACC, this includes classroom presentations in STEM related courses regarding pathways to an engineering degree at Iowa State.

Human Sciences:

- Revised the College of Human Sciences (CHS) web site to better represent the college's transfer plans
- Started monthly meetings to create more transfer plans and included Admissions staff for guidance. As part of these meetings, transfer plan templates were developed to assist CHS advisers.
- Exploring new ways to engage APP students, including a Blackboard site
- Employ a graduate assistant who has a portion of her hours assigned to transfer work
- Actively participating in populating the new portal

Liberal Arts and Sciences:

1. Dan Rice completed visits to all Iowa Community Colleges and branch campuses – 70+. Distributed LAS College material and established contacts and developed relationships.
2. Dan Rice developed transfer course checklists for DMACC, Hawkeye, Iowa Central, Kirkwood, and NIACC for each major in the LAS College. Goal is to complete all CCs 2015/16 (On Website).
3. Dan Rice participated in program at WITCC as part of NWIRRC rivalry week.
4. Dan Rice conducted adviser training session with Marshalltown CC advisers.
5. LAS Recruitment created a transfer brochure specifically for LAS College.
6. Summer 2015 LAS College Recruitment Summit primary topic was transfer students.
7. Dan Rice and Der Vang (MLO) participated in TRIO student visit from DMACC Urban.
8. LAS Recruitment provides all LAS Departments lists of prospective transfer students. Communication and follow-up efforts vary by department.
9. All departments vary their 1:10 prospective visits on the Transfer Visit Tuesdays to reflect different needs of visitors.

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. The University provides an array of resources and guidance to accomplish enrollment goals. UNI enrolled 979 new transfers in Fall 2015 compared to 842 in Fall 2014. This includes 669 students from Iowa community colleges.

Transfer initiatives:

- UNI faculty and Admissions staff participated in the statewide Annual Articulation Conference on February 6, 2015 in Ankeny. Regent and community college faculty convened to learn more about CASE evaluation procedures as it relates to the transfer of military credit.
- UNI hosted Mathematics Conference on March 27, 2015 for Regent and community college faculty. The goal was to begin a discussion to address the lack of alignment of the elementary education mathematics content courses across the Regent universities and Iowa's community colleges, which causes significant problems for students who transfer from one institution to another. A subset of attendees volunteered to serve as a steering committee to make further plans, including annual meetings of faculty who teach these courses, professional development to support those who want to learn more about teaching these courses in ways that the students will be expected to teach, content emphasis addressing the State Requirements satisfying the "less is more" idea to focus students' learning, and aligning the first course.
- UNI College of Business Administration worked with NIACC last fall to develop an equivalent of our ECON1021 Intro to Decision Making (quantitative methods)
- Faculty from UNI's Department of Sociology, Criminology and Anthropology are engaged in articulation development with NIACC, HCC, KCC and DMACC.
- Family Service faculty worked on maintaining articulations agreements developed in past with Southeastern Community College and DMACC.
- Gerontology faculty continue to maintain articulation with DMACC's Aging program for our Long Term Administration track. This includes periodic discussions between faculty at the two institutions.
- Textile and Apparel faculty are in the process of working with DMACC, with a visit from faculty to UNI in the summer 2015, and follow up visits from faculty/students coming up.
- Geography faculty met with Brad Kinsinger, Agriculture & Natural Resources instructor at Hawkeye CC to discuss potential connections with UNI's GIS program.
- History faculty – (Bob Martin, Emily Machen, Brenda Bass, & Bob Frederick) visited Iowa Valley Community College district to meet with faculty regarding collaboration between Ellsworth, Marshalltown, and UNI Social Science educators in late September 2014.
- October 8-10, 2014 visit to UNI by Des Moines Area Community College Social Science coordinator, which included a guest lecture in History's lecture series and discussions with CSBS administrators and faculty about collaboration.

- Visit by faculty member Konrad Sadkowski to Ellsworth Community College in late October 2014 to discuss Global Studies with faculty and administrators.
- Hawkeye Community College faculty member Robert Steed was invited by the UNI Department of History to present a guest lecture in our lecture series April 2015.
- In late June 2015, faculty member Emily Machen and department head Bob Martin met with Patrick Malloy, Hawkeye Community College's Africanist, to discuss cooperation between our two schools and also to discuss a lecture that Patrick will be giving in our series this October (2015).
- As follow-up to that visit in August 2015, Emily Machen met with Patrick Malloy and Patrick Ashwood of Hawkeye Community College to discuss bringing HCC students to UNI's campus, which has subsequently been scheduled in conjunction with one of UNI's visitation days this fall.
- An articulation agreement was signed between the UNI Department of Social Work and Iowa Central Community College. They are working on an agreement with Des Moines Area Community College but it is still in preparation. Hopefully, it will be approved this semester.
- Criminology faculty reviewed all previous articulation work done last year, prepared by Gayle Rhineberger-Dunn (new contact person for Criminology Articulation). Signed agreement with NIACC in September 2015. DMACC, HCC and KCC in progress.
- Sociology faculty reviewed all previous work done in spring 2014, prepared by Phyllis Baker and Ruth Chananie (new contact person is Xavier Escandell, curriculum for the Sociology unit). Updated agreements are being reviewed by UNI faculty.
- Anthropology faculty reviewed all previous work done in spring 2014, prepared by Cyndi Dunn (contact person for Anthropology). Updates are being made.
- The Technology Department attended the following fairs:
 - ⇒ Kirkwood Stem Fair 4-20-15; Scott Community College STEM Fair 3-9-15; Indian Hills STEM Fair 3-2-15; DMACC Engineering Fair 11-4-14; DMACC Engineering Transfer Conference 11-18-14; Iowa Lakes CC STEM Fair 3-30-15; Iowa Lakes CC STEM Fair 3-2-14; Kirkwood Engineering Fair 2-19-14; Hawkeye Cedar Valley Manufacturing Conference 2-5-14; Statewide CTE Articulation Conference 11-14-14.
- They also worked with the Iowa Department of Education regarding the articulation of the BAS degree.
- 194 new community college AAS degrees were articulation to UNI for 2014-2016 catalogs.
- Total articulations 389.
- The Senior Associate Director of Admissions is a member of the Liaison Advisory Committee on Transfer Students (LACTS)
- 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.

- 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.
- The admissions office organized UNI Days at NIACC, Marshalltown CC, Hawkeye CC and Kirkwood. Representatives from all colleges at UNI were present to meet with students and faculty.
- Transfer articulation websites are maintained with current transfer equivalency and other pertinent information.
 - ⇒ Transfer College Course Equivalency List: [uni.edu/admissions/app/transfer-equivalency list](http://uni.edu/admissions/app/transfer-equivalency-list)
 - ⇒ Transfer Plan-It resource for community college students to use in planning for transfer to UNI and exploring their fit to UNI majors: <https://cgi.access.uni.edu/cgi-bin/transfer/transferPlanIt.cgi>
- The Office of Admissions hosts multiple on campus transfer visit opportunities including Open Houses, Saturday Open Houses and individual visits 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.

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

Northeast Iowa Community College

- Deans attended the Statewide Arts and Science and Career Technical Education Dean's meeting held at Kirkwood Community College. Discussed promotion procedures and AS Degree requirements, 9/12/14.
- Dean/Chief Academic Officer meeting at Hawkeye Community College; 9/18/14.
- VPAA and Advisor meeting with Jennifer Timmons, University of Iowa to discuss articulations; 9/25/14.
- Chief Academic Officer meeting with Provosts at University of Iowa; 9/22/14.
- Career and Technical Articulation Conference, Ankeny, Ia.;10/14/14.
- State STEM meeting Grandview College; 11/13/14.
- Deans attended DMACC (Ankeny) A&S/CTE Articulation Conference. Sustainable energy robotic course articulation agreement discussion with Regents on discipline related common courses; 11/13/14.
- VPAA and Advisor meeting with Kelly Friesleben from Iowa State University to discuss partnership agreements; 1/29/15.
- VPAA attended University of Iowa Pharmacy Technician Conference, Des Moines to discuss technician pathway; 2/5/15.
- State Arts and Science Dean's Meeting – DMACC; 2/5/15; Business and Education discussed.
- Articulation Conference; DMACC; 2/6/15.
- STEM meeting at the Capital; 2/19/15.
- State Arts and Science meeting, Hawkeye; 4/9/15; discussion regarding math and science courses to include in AS degree.
- LACCTS meeting, Hawkeye; 4/10/15.
- Administrator meeting with Robert Fredrick, University of Iowa to discuss partnerships and articulations; 5/11/15.
- VPAA attended Iowa State Transferability discussion to address transfer student needs and potential grant opportunities; 6/2/15.
- Discussions and planning with Beth Townsend, University of Northern Iowa regarding hosting a STEM conference; 8/15/15.
- Deans/CAO meeting at Hawkeye Community College; 9/18/15; determined AA Education, Courses in Sociology, Marriage and Family, and Human Sex and Gender for focus of next meeting.
- Future of Nursing: Advanced Practice Nurse Task Force Meetings on: 8/7/14, 2/2/15, 3/3/15, 6/2/15 at University of Iowa campus and in Des Moines.
- Health Program Management meeting in Des Moines 4/10/15
- University of Iowa meetings regarding articulation with Nursing program: 2/27/15, 6/1/15, 9/25/15. Each meeting was by phone.

North Iowa Area Community College

- Articulation Agreement with UNI – NIACC’s AAS Information Assurance and Security Specialization to UNI’s Bachelor of Arts Degree : Technology Management signed on October 22, 2014
- Articulation Agreement with UNI - NIACC’s AAS IT Specialist to UNI’s Bachelor of Arts Degree : Technology Management signed on October 22, 2014
- October 14, 2014 UNI Articulation meeting w/Linda Reardon-Lowry, Recruitment Coordinator-Dept. of Industrial Technology at UNI regarding Manufacturing Technology Articulation Agreement
- October 14, 2014 UNI Day @ NIACC – UNI Faculty & Staff available to meet with NIACC students one-on-one regarding transferability and course articulation
- October 28, 2014 Articulation Meeting w/UNI Faculty regarding articulation with NIACC Agriculture Education degree and UNI’s Technology & Engineering Education & Agriculture Education Endorsement
- December 5, 2014 Kelly Friesleben ISU Associate Director of Admissions/Transfer Meeting with NIACC Advisors
- NIACC attendance at ISU Community College update Program on March 4, 2015
- Academic Advisor Update from The University of Iowa on April 8, 2015 at NIACC
- Correspondence with UNI, ISU, and UI on monthly basis regarding new course development and articulation
- March 27, 2015-NIACC attendance at UNI for discussions about the content mathematics courses for Elementary Teachers. Articulation discussions continued on May 29, 2015 at ISU, and again on September 21, 2015
- Dr. William Duffy, President, Upper Iowa, May 20, 2015 discussion regarding partnerships, programs
- President Bill Ruud, University of Northern Iowa, May 28, 2015: Partnerships
- Ken Johnson, Leslie Wilson, and Lisa Jepsen, Interim Associate Dean for the College of Business Administration – University of Iowa College of Business, July 17, 2015: Partnerships

Iowa Lakes Community College

October 3, 2014 – Criminal Justice Program Coordinators/Instructors met with other Community Colleges and the three regent universities to discuss transfer of CRJ-100 Introduction to Criminal Justice. Location – DMACC-Ankeny.

October 22, 2014 – Chief Academic Officers meeting with Provosts. Location: University of Iowa, Iowa City

November 13, 2014 – Iowa STEM Endorsement Conversation. Location: Grandview University, Des Moines.

November 14, 2014 – Wind Energy Program Coordinator attended the CTE Articulation Conference for Wind Energy/Robotics. Location: DMACC-Ankeny

February 5, 2015 – Iowa Pharmacy Technician Education Summit. Location: John and Mary Pappajohn Education Center, Des Moines

February 5, 2015 – Statewide Arts and Science Dean's Meeting. Location: DMACC, Ankeny.

February 6, 2015 – Statewide Articulation Conference – ACE Military Credit. Location: DMACC, Ankeny.

March 27, 2015 – Criminal Justice Program Coordinators/Instructors met to continue course competencies and discussion with all three regent universities on CRJ-100 transfer. Location-DMACC Ankeny.

April 9, 2015 – Statewide Arts and Science Dean's meeting. Location: Hawkeye Community College, Waterloo.

April 10, 2015 – LACTS meeting. Location: Hawkeye Community College, Waterloo.

September 18, 2015 – Chief Academic Officer/Deans meeting. Location: Hawkeye Community College, Waterloo.

Northwest Iowa Community College

- Participated in the IASA Dean's meeting November 2014 to discuss transfer issues and career majors.
- Participated in the statewide transfer articulation conference February 2015.
- Attended a Pharmacy Tech Summit at the University of Iowa February 2015 to discuss shared programs and articulation.
- Hosted a visit from University of Iowa representative to NCC nursing classes to discuss transfer to BSN program September 2014 and April 2015.
- Attended a LACTS meeting April 2015.
- Worked on an articulation agreement with Iowa State University College of Design during the summer of 2015. We signed the agreement in the fall of 2015.
- Updated articulation agreements with ISU, U of I, and UNI August 2015.
- College Transfer Fairs – Sheldon, Iowa; attended by ISU, U of I, and UNI each fall semester.
- September 21, 2015, participated in an initial teleconference with representatives from the U of I's Tippie College of Business regarding a proposed 2+2 agreement with NCC. NCC is putting together some syllabi to send to the U of I team for its appraisal.

Iowa Valley Community College District

- Faculty and Staff participated in Arts and Science articulation conference on February 6, 2015.
- Faculty and Staff participated in the 2nd annual Career and Technical articulation conference on November 14, 2014.
- IVCCD finished our 4th year in the HHMI grant with ISU where 5 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 2014-15 and with planning ideas through Spring and continuing through the Summer.
- ECC staff and faculty continued worked with staff and faculty from UNI on a STEM Grant November 2014
- Faculty and staff continued to meet with Regents and community college colleagues to discuss an ALEKS math placement initiative across the state. Additional committee meetings have followed.
- Staff participated in discussions which occurred at University of Iowa regarding the future of Pharmacy Technician programs across the state.
- Faculty and Staff participated with ISU on First Lego League competitions both at Marshalltown Community College and at ISU in December 2014.
- 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 students complete their IVCCD degree or diploma.
- Staff participated in April 2015 LACTS conference to re-approve statewide articulation agreements.
- Staff attended 3rd annual Iowa Latina/o Education Initiative Conference at DMACC with ISU on 10/15/14
- Staff attended ISU Community College Program Updates for Transfer Advisors at ISU Fall 2014
- Staff attended NACADA conference in Des Moines on 5/21-23/14 with Regent and community College colleagues.
- On October 22, 2014 staff attended an UNI Advising Update (Education / Business)
- On March 4, 2015, staff attended an ISU Advising Update
- On May 29, 2015 staff hosted and attended the ICCSSA Drive-In Conference (Hosted by IVCCD)
- ECC students attended a day long STEM Conference at UNI in October 2014
- ECC Faculty and staff attended the Promise of a New Day Diversity Conference at Iowa Central Community College March 2014

Hawkeye Community College

- Liberal arts advisory board-faculty/ advisors from 5 universities met with HCC faculty representatives and deans, October 2014 and April 2015. UNI - HCC chemistry faculty met with chem/biochem chair and faculty- discussed development of organic chemistry at HCC, October 2014.
- UNI - faculty from global health promotions program met with HCC faculty and deans, November 2014 and Feb. 2015
- HCC faculty and students attended UNI STEM day. HCC faculty met and talked with UNI science and math faculty, October 2014.
- UNI - advising meeting with HCC advisors and various faculty attended, April 2015.
- UNI– Hawkeye staff met with the veterans coordinator at UNI and about collaboration on a grant, Sept. 2015.
- UNI Deans met with Catharine Freeman in June 2015.
- UNI - Criminal Justice faculty participation in discussion of BAS in Criminal Justice, November 2014.
- UNI - Criminal Justice faculty participation in discussion of BAS in Criminal Justice, February 2015.
- Iowa State University - meeting occurred at the State FFA Leadership Conference. Discussion was over students' success as they move from Hawkeye to ISU and some problems encountered, April 2015.
- Iowa State University - meeting was held at the FFA Enrichment Center during the Iowa Association of Ag Educators annual conference. Overall discussion was centered on curricular changes, common course objectives and assessments, and how to proceed in the future, June 2015.
- UNI - HCC faculty met with the Art Department, April 2015.
- UNI - An articulation meeting was held with Waterloo Schools, Cedar Falls Schools, and UNI, September 2015.
- University of Iowa - representatives met about performing arts in spring, Nov. 2014.
- UNI - several staff from HCC met with representatives from UNI to collaborate regarding several programs and transferring of students, October 2014
- UNI - the history faculty have been having ongoing discussions.
- UNI – HCC faculty made contacts regarding religion and philosophy with professor of religion, Sept. 2015.

Eastern Iowa Community College District

Attended CTE Conference articulation on Robotics and Wind Energy

Attended Faculty to Faculty meeting “English Roundtable”

Annual Spring LACTS meeting on Articulation Agreements

Had presentations by UNI and Iowa Distance Ed at our site on distance learning initiatives and transfer

Articulation Conference on Armed Forces course articulation (LACTS)

Attended CAO and Regent Provosts meeting

Worked together on Course by Course articulation with Regents

Discussions with Regents to understand how Credit for Prior Learning transfers

Admission Fairs at all 3 of the EICC colleges attended by the Regents

Attended STEM Conference at UNI

Transfer Gap Discussion between community colleges and the Regents held at ISU

Continued LSAMP activities with ISU

Served on the RN to BSN Task Force

Attended UNI and ISU Transfer Advisors workshops

College academic advisors visited all three universities

UNI Articulation agreements and discussions

- UNI B.S. Technology & Engineering Education & EICC AA
- UNI Bachelor of Arts Degree: Technology Management & Eastern Iowa Community College District A.A.S. Programs: Mechanical Design Technology, Technical Studies, Graphic Arts Technology, CNC Machining, Welding, Heating Ventilation and Air Conditioning, Automotive Technology, Automotive Collision Repair, Health, Safety and Environmental Technology, Diesel Technology, Information Technology-Networking, Information Tech – Game Development, Logistics, Engineering Technology
- UNI Bachelor of Science Degree: Electrical Engineering Technology & Eastern Iowa Community College District A.A.S. Program: Engineering Technology
- UNI Bachelor of Science Degree: Manufacturing Technology-Design & Eastern Iowa Community College District A.A.S. Program: CAD/Pro Engineer
- UNI Bachelor of Arts Degree: Graphic Technologies & Eastern Iowa Community College District A.A.S. Program: Graphic Arts Technology

Regents transfer advisor works with students on transfer issues and is funded 50%/50% by EICC and Regents. She is in constant contact with Regent schools regarding transfer issues and assisting students with transfer questions and traveling with them on campus visits to the Regent Universities.

Kirkwood Community College

- 7 faculty and staff participated in the Statewide Agriculture Sciences Articulation and Transfer meeting on June 24, 2015 in Ankeny
- 3 faculty and staff in Parks and Natural Resources have had ongoing meetings with Upper Iowa University and Western Illinois University in regards to articulation and transfer.
- June 2015 Kirkwood Community College and Western Illinois University formalized a 1 + 2 accelerated transfer program agreement for Parks and Natural Resources.
- Ongoing discussions throughout the academic year with Iowa State University College of Agriculture and Life Sciences on transfer and articulation with courses offered at Kirkwood Community College.
- Had several meetings over the past six months with David Rethwisch (Professor, Engineering Arts & Sciences Department) and Megan Allen from the University of Iowa discussing the possibilities for a 2+2 agreement in Engineering. The discussions are continuing into this academic year.
- Criminal Justice: Discussion with St. Ambrose and an update to our articulation agreement.
- Sociology: Discussion with Mt. Mercy on accepting more of our courses into their major.
- Human Services: Discussion with UNI about the possibility of the creation of a Public Health transfer track
 - Early Childhood Education: Discussion with UNI about possibility of articulation agreement to be finalized this academic year. Confirmation of no changes to articulation with Mt. Mercy.
- Public and Community Health discussions with U of I and UNI. Possible further discussions re: Public Health and an AAS articulation
- Mt. Mercy 2+2 and/or 3+1 for AAS grads to move into Healthcare Administration or Healthcare Leadership—discussion still open
- Simpson College requested a 2+2 agreement as Health Care Administration BA option for AAS students—Kirkwood did not pursue at this time
- HIT with University of Davenport
- Respiratory Therapy continues 3+1 with Weber State in Salt Lake City, Utah
- New AAS Business degree that transfers to UI
- Our Computer Support Specialist articulated with UNI's Technology Management program.
- Our Graphic Communications articulated with Mount Mercy's Graphic program.
- Our Apparel Merchandising worked with ISU on updating course to course transfers.
- University of Iowa: Steve McGuire and UI advisors and select faculty- 2+2 in Visual Arts BA
- Jennifer Bradley, Jennifer Cunningham, Greta Songe met with UI advisors for art.
- Held meetings with University of Iowa: Benjamin Coelho, director of undergraduate advising- UI School of Music/March 28- Jennifer Cunningham/April 1- Jennifer Cunningham/May 6- Jennifer Cunningham (phone call)/follow up emails with Benjamin Coelho, David Gier, Susan Chambers, most recent follow up sent 9/15/15.
- Held meetings with the University of Northern Iowa: John Vallentine, Director of the School of Music--February 12- Fred Kiser and Jennifer Cunningham/March 26- Jennifer

Cunningham/April- Email exchange between Beth Zamzow and Jonathan Schwabe from UNI regarding the curriculum for Music Theory courses.

- Working on agreement with UNI paperwork to move forward with signing- Follow up email sent 9/1/15.
- Lauri Hughes and Kathy Dolter met with the University of Iowa College of Nursing regarding an articulation agreement last Spring.

In the specified timeframe, we updated our agriculture articulation agreements with Iowa State University. Additionally, we had discussions with all three Regent universities regarding various programs, but these have not yet resulted in formal agreements.

Des Moines Area Community College

- Advisors attend transfer advisor workshops at UNI, ISU and UI
- Attend statewide articulation conference
- ISU Discover Engineering Days – Ankeny
- College Transfer Fair – Ankeny Campus attended by UNI, ISU and UI each fall and spring semesters
- DMACC sends new course and program information to UNI, ISU and UI annually
- Math faculty continue discussions with ISU regarding math assessment and placement
- Discussion with ISU Engineering faculty concerning basic Engineering Program
- The ISU Engineering Department provided assistance for the 2015 ciWeek (Lego Robotics team) for our high school activities day providing both equipment and personnel – West In discussion with Mercy College concerning articulation agreements concerning: BSN, health care administration, and a general transfer agreement.
- In articulation discussions with ISU for Industrial Technology and Design technology.
- In discussions with Grand View University concerning Graphic Design.

Western Iowa Tech Community College

- U of I: Potential Business Articulation
- ISU: Hospitality Articulation
- ISU Agronomy representative (AA Agronomy Transfer) - articulation agreement signed
- ISU Agriculture representative (AA Agriculture Transfer) - articulation agreement signed
- ISU Engineering representative (AAS agreement unlikely)
- ISU Ag Industrial Technology representative (agreement in progress)
- Articulation agreements for Psychology, Sociology, and Political Science with the ISU College of Design
- Hosted ISU College of Design signing ceremony on articulation agreements
- College transfer fairs with UI, UNI, and ISU on the WITCC campus
- Worked with ISU Agriculture Education and Studies for possible articulation for Global Resource Systems degree transfer
- Worked with ISU Department of Agronomy on possible articulation for Agronomy degree transfer
- Worked with ISU and World Food Prize to possibly host a regional Iowa Youth Institute event at WITCC

Iowa Western Community College

- Participated in the statewide Career & Technical transfer articulation conference at DMACC-Ankeny in November 2014; Robotics/Automated Technology and Sustainable/Renewable/Wind Energy.
- Participated in the statewide Arts & Sciences transfer articulation conference at DMACC-Ankeny in February 2015; Military Credit Workshop.
- Participated in the first statewide Pharmacy Technician Education Summit hosted by UI at the John and Mary Pappajohn Education Center in Des Moines (February 2015).
- Participated in statewide CTE articulation follow-up meeting for Criminal Justice at DMACC-Ankeny (March 2015).
- Participated in the statewide Ag articulation follow-up faculty to faculty meeting with ISU at DMACC-Ankeny held in conjunction with the Iowa Agriculture Education Association's annual conference (June 2015).
- Participated in the ISU articulation/social for community college agriculture faculty attending the Iowa FFA Convention in Ames (April 2015).
- Participated in the LACTS Annual Business meeting at DMACC-Ankeny to discuss and reaffirm the statewide articulation agreements (April 2015).
- Participated in the statewide community college A&S/CTE Deans' meetings which include articulation/transfer discussions with ISU, UI, and UNI (Nov. 2014, Feb, April, Sept. 2015).
- Attended the joint meeting of the community college CAO's and Regent university Provosts at the University of Iowa, Iowa City (Oct. 2014).
- Staff attended ISU's Community College Update Program for Transfer Advisors at ISU (March 2015).
- Staff attended ISU's Transfer Gap Program at ISU (June 2015).
- 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.

Southwestern Community College

- Jennifer Timmons, Educational Advisor at the University of Iowa met with Doug Greene and Bill Taylor to discuss online degree programs. The University of Iowa's Bachelor of Applied Studies and Bachelor of Liberal Studies are fully online programs which are great options for place-bound students and/or working adults.
- On October 22, Bill Taylor attended the joint meeting between the Regent University Provosts and the Iowa Community College Chief Academic Officers which was held on the University of Iowa campus in Iowa City.
- Lindsay Stoaks attended the Statewide Pharmacy Technician Program Summit in Des Moines on February 5. The summit brought together representatives from the University of Iowa and Iowa community colleges to discuss the pursuit of a statewide Pharmacy Technician program.
- On February 6, Bill Taylor, Beth Kulow, Lindsay Stoaks, and Deb Pantini attended the Annual Statewide Articulation Conference at DMACC in Ankeny. The agenda centered on awarding college credit to students for their military training. Michele Spires, Director of Military Programs, American Council on Education, was the keynote speaker. She provided an overview of ACE, clarified the review process in determining military credit recommendations and increased the awareness, use, and benefit of the transcript services.
- Bill Taylor attended the Community College Leadership Initiative Consortium class on March 5 at DMACC in Ankeny. Dr. Larry Ebbers, Iowa State University Professor, invited the Iowa Community College Chief Academic Officers to participate in discussions with national community college leaders. Dr. Kay McClenney, former Director of the Center for Community College Student Engagement presented information on "The Completion Agenda: Planning for Action". Dr. Davis Jenkins, Senior Research Associate for the Community College Research Center lead discussions regarding student success and his presentation was entitled "Redesigning Community Colleges: A Clearer Path to Student Success".
- April 10, Bill Taylor participated in the Legislative Advisory Council on Transfer Students (LACTS) Conference at Hawkeye Community College. The discussion focused on developing guidelines to enhance the transferability of the Associate of Science degree.
- On May 13, Barb Crittenden, Lindsay Stoaks, Beth Kulow, Deb Pantini, and Bill Taylor met with Robert Frederick, Director of Career Services and Community College Relations at the University of Northern Iowa, to discuss partnership opportunities. Robert was particularly interested in providing professional development opportunities and graduate coursework to faculty to assist in meeting the new faculty qualifications outlined by the Higher Learning Commission.
- SWCC faculty and staff participated in the statewide faculty to faculty agriculture articulation meeting at DMACC in June 2015 which was held in conjunction with the Iowa Agriculture Education Association conference.
- SWCC hosts an annual college transfer fair which is attended by Iowa State University, University of Iowa and the University of Northern Iowa.

Indian Hills Community College

- Indian Hills Community College administration hosted David Hensley, Executive Director of the John Pappajohn Entrepreneurial Center at the University of Iowa on October 20, 2014 to learn ways the University of Iowa has promoted entrepreneurial activities across the state.
- IHCC administrators attended the Joint Meeting between the Regents Provosts and Community College academic deans and chief academic officers on October 22, 2014.
- Indian Hills Community College faculty and administrators met with the University of Iowa College of Pharmacy Dean and faculty on November 11, 2014 to discuss Pharmacy Tech curriculum, accreditation, and new partnership opportunities.
- Indian Hills Community College faculty and administrators attended the Statewide CTE Articulation Conference November 14, 2014 at Des Moines Area Community College. This articulation conference featured articulation discussions between Community College and Regents faculty and staff.
- Indian Hills Community College faculty and administrators attended the University of Iowa's Pharmacy Tech Summit on February 4, 2015. This meeting included faculty and administrators from Iowa's community colleges, the University of Iowa College of Pharmacy, and national speakers who discussed the Pharmacy Tech accreditation process.
- On February 6, 2015, IHCC administrators and staff attended the Spring Articulation Conference at Des Moines Area Community College featuring Community College and Regents staff. This conference focused on the articulation of military credit and included a national speaker from the American Council on Education (ACE) who provided best practices.
- Indian Hills Community College's Chief Academic Officer attended a meeting March 5, 2015 at Des Moines Area Community College hosted by Iowa State University. This meeting included an overview of Iowa State's transfer programming, Iowa community college transfer data, and focused on student completion. Dr. Kay McClenney and Dr. Davis Jenkins shared trends in student success and completion.
- Indian Hills Community college academic administrators participated in the annual LACTS meeting held April 10, 2015.
- Indian Hills Community College sponsored transfer trips to Iowa State University, the University of Northern Iowa, and the University of Iowa during the 2014-2015 academic year. Additionally, Indian Hills Community College hosted its annual transfer fair where representatives from the Regents universities meet with prospective students.

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**

Disciplines/programs: Robotics/Automation Technology

Courses discussed: program-related discussion

Date Meeting Held: November 14, 2014

Location: DMAcc – Ankeny, FFA Enrichment Center

Regent Facilitator(s) with contact information:

Name: Gary Mirka

Position: Associate Dean, College of Engineering

Institution: Iowa State University

Telephone: 515-294-1309

Email: mirka@iastate.edu

Community College Facilitator(s) with contact information:

Name: Eric Kennedy

Position: Program Chair, Robotics/Automated Systems Technology

Institution: Iowa Western Community College

Telephone: 712-388-6801

Email: ekennedy@iwcc.edu

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

Robotics/Automated Technology Breakout Session Notes

- Attendees introduced themselves
- Agenda was reviewed
- Participants provided short overviews of their programs
 - Limited discussion of specific courses and learning objectives
 - Discussion of the objective articulation agreements: Are they targeted towards advanced engineering or technology degrees.
 - Community College Program Primary Goal: preparation for workforce rather than preparation for four year engineering program
 - 2+2 Technology Management degree (UNI) offers good option for transition to management for students who have established themselves in the field prior to pursuing a four year degree.
 - Articulation after a period of employment can be difficult due to issues transferring credits after the passage of an extended period of time
 - A Manufacturing Technology four year degree could also be attractive for those students wanting to advance within the engineering ranks of their firms
 - Flexibility and alternative paths are important
 - Discussed “reverse” articulation from the Regent Universities to the Community colleges for those students that are not going to continue to pursue an engineering degree. Could be a better alternative for some students than pursuing a general business or liberal arts degree.
 - Discussed student population in the programs represented. In general there is probably a 50/50 mix of non-traditional to traditional students. For non-traditional students articulation to a four year school may be less likely.
 - Iowa Central - mostly traditional

- Hawkeye - mostly non-traditional
- Southwestern - mixed traditional/non-traditional
- Indian Hills - mixed traditional/non-traditional
- Marshalltown - mostly non-traditional
- Western Iowa Tech - 70% non-traditional
- DMAC - 40% traditional/60% non-traditional
- Northeast - mixed traditional/non-traditional
- Iowa Lakes - mixed
- Discussed existing articulation agreements between Universities and Community Colleges
 - UNI
 - Electronic Engineering Technology
 - Technology Management
 - Manufacturing Technology
 - Working on BAS degree
 - ISU
 - Pre-engineering
 - UI
 - Course by course
 - BAS degree is currently an option
- Discussion of additional articulation opportunities between Universities and Community Colleges including increased 2+2 options
 - UNI
 - Manufacturing Technology
 - ISU
 - Industrial Technology - Manufacturing Option
 - UI
 - No specific degrees were discussed
 - Dr. Kotamraju's lunch presentation spurred the discussion of possible BAS degree programs
 - This link was provided by Dr. Kotamraju:
http://occr.illinois.edu/applied_baccalaureate/what_is_an_ab/
- Discussed a desire to adopt common course numbering and program design (at least in early part of the program) to facilitate the development of common articulation agreements
 - Potential Common Core Courses
 - Circuit Analysis AC/DC
 - Electronic Devices/Analog/Solid State
 - Digital Electronics
 - Physics
 - Math - Precalc/Discrete Math/Tech Math I & II
 - Fluid Power
 - Engineering Design
 - Robot Programming
 - Intro to Robotics
 - Control Systems/Industrial Electronics/Basic PLCs
 - OSHA Safety
 - Need to develop a list of candidate articulation courses from common core courses
- Discussion of existing course articulation procedures
 - Requirements:

- o
 - Syllabus
- o Contacts:
 - UNI - Linda Reardon-Lowry, Jo Loonan
 - ISU - Diane Bengtson
 - UI - Tom Paulsen
- Questions and concerns about initiating or updating articulation agreements
 - o No discussion
- Items on the original agenda that were not discussed
 - o Discussion of best practices in Robotics/Automated Systems technology courses
- Items not on the original agenda that were discussed during the meeting:
 - Math Requirements
 - o Can requirements be standardized
 - o What are best practices for dealing with unprepared students
 - PLTW/STEM initiatives
 - o These programs are great in concept but they do little to promote the consideration of CTE alternatives to four year degree programs
 - High School Feeders
 - Advising Strategies/Cross Institutional Advising
 - o Are there ways to take a more system wide approach to advising instead of a one institution approach
- Next Steps:
 - o Follow-up meeting Spring 2015
 - Common Course Numbering
 - TAACCCT Grant
 - BAS degree specification
 - o Further communication/collaboration between Community College Robotics programs

List future meeting plans, dates:

No specific meeting date was set, but a possible Spring 2015 meeting was discussed.

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

INVITATION: (attach or include here)

AGENDA: (attach or include here)

Attendees: (21)

Iowa State University
University of Northern Iowa
University of Iowa
Northeast Iowa Community College
Iowa Lakes Community College
Iowa Central Community College
Iowa Valley Community College

Gary Mirka
Jin Zhu, Jo Loonan
ErWei Bai, Michael Hero, Jane Warner
Steve Gossling
Doug Enger
Thad Cooper
John Aker, Chris Russell

Hawkeye Community College
Des Moines Area Community College
Western Iowa Tech Community College
Iowa Western Community College
Southwestern Community College
Indian Hills Community College
Iowa Dept. of Education

Dan Utley
Bryan Burkhardt
Dave McDonald
Eric Kennedy, Kim Carter
Henry Lemke, Lindsay Stokes
Jeff Henderson, Walt Kamerick
Pradeep Kotamraju

Reporter contact information

Name: Eric Kennedy
Position: Program Chair, Robotics/Automated Systems Technology
Institution: Iowa Western Community College
Telephone: 712-388-6801
Email: ekennedy@iwcc.edu

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

Disciplines/programs: Sustainable/Renewable/Wind Energy

Courses discussed: more of a program discussion rather than a specific course

Date Meeting Held: November 14, 2014

Location: DMACC-Ankeny, FFA Enrichment Center

Regent Facilitator(s) with contact information:

Name: Arne Hallam

Position: Assoc. Dean, Liberal Arts and Sciences

Institution: Iowa State University

Telephone: 515-294-5861

Email: ahallam@iastate.edu

Name: Linda Reardon-Lowry

Position: Recruitment Coordinator, Dept. of Industrial Technology

Institution: University of Northern Iowa

Telephone: 319-273-2562

Email: linda.reardon-lowry@uni.edu

Community College Facilitator(s) with contact information:

Name: Dan Lutat

Position: Director, Sustainable Energy Resources & Technologies

Institution: Iowa Lakes Community College

Telephone: 712-362-8374

Email: dlutat@iowalakes.edu

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

Below is a summary of the morning discussion for the different topics in this session:

1. Duplication of Efforts – How to eliminate redundant coursework so students don't take similar coursework at different levels?
2. Assessment of the "Unusual" student during Regents application/admissions process:
 - How do the Regents assess what skills the CC student is bringing into the upper-level program?
 - Does it make sense for the students to enter at the same level when we have CC students that have a variety of backgrounds and aptitudes?
 - What about the worker who has a lot of experience but now needs a degree...do we give him/her any credit for the experience?
 - (ISU) Do these students need an engineering degree? If not, is there a better degree program that can be established that does not have the sanctions engineering degrees do?
 - Desired degree would be technology management/administration
 - (UNI) Agreed with the fact that it doesn't need to be an engineering degree
 - (IHCC) His advice to his students is to take online coursework for a BS/BAS.
 - (ILCC) There is no good online way to prepare a technician, they need hands-on training, so how do we get the Regents to value this training and build those bridges into upper-level programs.

3. Course Alignment – Are their introductory courses that can be accepted as a ‘major’ course?
- (KCC) The courses need to be in common so when a student transfers among CC
 - (IHCC) CCs tend to create courses for the industry needs, but if that’s not aligning with the Regents, then students are forced to make a choice between a decent paying job or going on for a bachelor’s degree.
 - Sometimes the 2-year AAS CTE graduate is making more than a 4-year degree graduate
 - (UNI) Working on the BAS in Administration and Management – for non-traditional students that want to move and articulates with the AAS degrees.
 - (DE) Shared that the Provost from UNI has asked her for a list of common courses, so it’s a perfect time to work with UNI on the development of these **common core competencies**.
 - If we could get the competencies aligned, then work can be done on the courses.
 - (DE) discussed the idea of the **core competency** and UNI agreed that that is a great idea and allows for vertical articulation. That’s what UNI is looking for, not trying to tell you what and how to teach.
 - (UNI) Discussed the importance of course competencies that make up certain courses that can then transfer. He mentioned all the other states that have a **Common Course Catalog** – Florida, California, etc.
4. Advising - (ILCC & IHCC) We need better CTE advising – needs to be tied to what job they want which is easier when working with non-traditional students. But most traditional students don’t have much of a concept of what they want to do.
- Counselors and teachers at the HS level are not giving the guidance and mentorship the students need. They need better communication from CCs regarding programs, etc.
 - (WIT) We need better advising, so maybe this is the “low lying fruit” we could tackle first.
 - (IHCC) Responsibility of the Advising office – Admissions and academic counseling
 - (ILCC) They’ve been able to put common programs in the same building and can offer a set of core courses to give them some exploration time to decide what they want to go into. (WIT) But when the programs are housed in different areas, that’s harder.
 - (DE) Often an engineering student is advised to take one year at the CC and then go to the Regents, so this isn’t good for our completion.
 - (ISU) Said that this brings up the topic of **REVERSE TRANSFER**, which needs to be improved – they need info from the CCs to see what courses they want back for the degree, so work needs to be done on this project.
 - (UNI) has sent over 500 transcripts back to CCs this past year for Associate degrees and then they want them back because having the degree can help them move through faster.

5. Enrollment
 - What is causing the reduction?
 - Where is industry? Industry alignment/engagement?
 - South Dakota is seeking students trained in welding, mechanical, electrical at really nice salaries.
 - Issue with students – Don't want to leave Iowa/Don't want a short-term job
 - Recruiting?
 - Let them know the opportunities in other states and that even though they're short-term, they can gain valuable experience.
6. Legislative Advocacy
 - Industry wants more stable legislative support (i.e., federal subsidies for wind energy that are set to expire).
 - It is not *Oil vs. Renewable* because oil companies have the money and are doing renewable projects, so legislators need to understand what's going on.

ACTIONS/STRATEGIES (Afternoon meeting):

Key is Course Competencies:

(IH) CCs need to align course competencies and then find the courses that cover them.

Example - "Principles of Electricity" course that cross 5 prefixes – if faculty were to meet, they can narrow it down to just one course.

(IWCC) – Another goal is to determine if there is a Regents course that matches up well with the CC course(s); then there could be course-for-course credit articulation.

(ISU) - The process is that the course would have to be at the 100 and 200 level that needs to match.

- Another process is that students can appeal a course by providing the CC course syllabus

(UI) – There is also a course "test-out" option

(WIT) They are interested in breaking courses into different chunks to give credit for experience, etc.

Example – a 1-credit OSHA course pulled out of an existing electrical course

- If the competencies are clear, then the courses can be grouped to match with the appropriate Regents course.
- (ISU) ISU has a first semester computer course (ENG 160) that accepts two courses from the CCs.
 - ABET Accreditation – Competencies are in the syllabus
- Can the CCs get that list of competencies for ENG 160?
- (ISU) In general, CTE courses come in as the 16 credits of technical electives. For particular courses in particular colleges, their faculty will review the courses to see if they'll transfer directly into a particular department (above and beyond the 16 credits).
 - Happens in Agriculture more often

(WIT) If the credits don't transfer, why don't we give a diploma?

(UNI) Offers Bachelor of Applied Studies (BAS) degrees; AAS degrees will be able to transfer in 60 credits; possibly requiring a few years of work experience. They are now developing these and are open to comments.

UNI Dept. of Industrial Technology – from the I-AM grant, they've worked with CCs for the programs to transfer.

- Technical emphasis comes from the CC and general stuff comes from UNI
- Trying to eliminate barriers, like Foreign Language requirement; should have a little different liberal arts requirements
- Sort of a delayed transfer (2 at CC + work pause + 2 at UNI)
- (IH) Our students are not typically becoming Engineers, so need something like the BAS for the AAS completers.
- (DE) The BAS degrees will still want a common core of classes that the CC's could then incorporate into their programs

ACTIONS

1. Get competencies from the universities so the CC's can make sure they are in their courses. Then determine which of the course numbers and names to give that course.
 - (IWCC) History has not been good for CC faculty agreeing on common course competencies
 - (UNI & ISU) Both agree that CTE have the best chance to do it
 - (SWCC) Groundbreaking work with a common Welding curriculum was finished recently; CC Administrators need to support faculty going to meetings to discuss these things.

TEAM COMPOSITION – First goal may be to try to find 4 common courses feeding into a BAS

1. CC's – SME's (Subject Matter Experts)
 - a. ILCC – Dan Lutat
 - b. NICC – Lenny Graves
 - c. WITCC – Chad Plante
 - d. IHCC – JP Jones
 - e. KCC – David Dennett
 - f. IVCCD (ECC) – Wijitha Nilaweera
 - g. EICCD – Craig Nelson
2. Regents – Coordinator (may be faculty from Engineering)
UNI BAS – Linda Reardon-Lowry and tech faculty
3. Iowa Dept. of Ed – Barb Burrows
4. LACTS CTE representative - Don Kearney

Also, continued promotion of REVERSE TRANSFER opportunities for the CC students moving into Regent engineering programs; often a 1+3 system allows for the most efficient transfer of courses.

List future meeting plans, dates:

No specific meeting date was set, but Bob Frederick (UNI) offered to host a future meeting at UNI.

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

INVITATION: (attach or include here)

AGENDA: (attach or include here)

Attendees: (21)

Iowa State University
University of Northern Iowa
University of Iowa
Northeast Iowa Community College
Iowa Lakes Community College
Iowa Valley Community College
Hawkeye Community College
Eastern Iowa Community College
Kirkwood Community College
Western Iowa Tech Community College
Iowa Western Community College
Southwestern Community College
Indian Hills Community College
Iowa Dept. of Education

Arne Hallam, Joel Johnson, Diane Bengtson
Linda Lowry, Bob Frederick
ErWei Bai
Lenny Graves
Dan Lutat
Wijitha Nilaweera, Mary Anne Nickle
Jane Bradley
Craig Nelson
David Bennett
Chad Plante
Chris Konrad, Don Kearney
Mindy Skarda, Bill Taylor
J.P. Jones, Greg Kepner
Barbara Burrows

Reporter contact information

Name: Barbara Burrows
Position: Education Program Consultant
Institution: Iowa Dept. of Education
Telephone: 515-725-3347
Email: barbara.burrows@iowa.gov

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

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

Courses discussed: Specific courses were not discussed this year. Discussed topics in general related to transfer as well as accountability for dual credit courses

Date Meeting Held: Wednesday, June 24, 2015

Location: Iowa FFA Enrichment Center, Ankeny Iowa

Regent Facilitator(s) with contact information

Name: Barb Clawson

Institution, department, position: Iowa State University, College of Agriculture and Life Sciences, Program Coordinator, Horticulture

Telephone: 515.294.5624

Email: bclawson@iastate.edu

Community College Facilitator(s) with contact information:

Name: Scott Ermer

Institution, department, position: Kirkwood Community College, Agriculture Sciences, Dean

Telephone: 319.398.7670

Email: scott.ermer@kirkwood.edu

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

- Gain an understanding of NACEP.
- Discuss levels of compliance within NACEP guidelines.
- Shared ideas of processes that work, need improvement, or need resources allocated to, to assist in the advising of students that are interested in transfer.
- Review and discuss transfer plans.

List future meeting plans, dates: June 2016, 2 days during the Iowa Agriculture Education Association Conference

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

AGENDA

Welcome – Why we hold this annual meeting. Recap of previous years' work.

- Scott Ermer, Dean, Agriculture Sciences Kirkwood Community College

Introductions

NACEP – National Alliance of Concurrent Enrollment Partnerships

- Randy Mead, Dean Program Development DMACC
Review purpose of NACEP
How we can work together to ensure quality instruction with our concurrent offerings.

Afternoon Break – sponsored by Iowa State University CALS

Looking forward – future work through our collaboration.

- Scott Ermer, Dean Ag Sciences, Kirkwood Community College

University Transfer

- Barb Clawson, ISU Horticulture
 - Discuss what's working, and not working as well with transfers.
 - Review Transfer Agreements within respective disciplines.

Adjourn

Attendance: 35 participants representing 10 Community Colleges, 3 Universities, 1 Department of Education. See Attendance Roster at end of report.

Welcome and Introduction of participants. Reviewed the work of the previous 3 years by this group. Sharing of best practices in curriculum, development of common course descriptions, issues with maintaining course consistent content, sharing of best practices in advising and transfer management.

NACEP – National Alliance of Concurrent Enrollment Partnerships. Randy Mead, Dean Program Development DMACC presented an overview of what NACEP is, how Iowa Community College's became involved in NACEP, intent of NACEP and the implications NACEP has on each of our programs. Discussion was held on practices related to managing NACEP requirements among the colleges and the different roles required to ensure concurrent instruction quality.

Discussion was held on best practices for ensuring that concurrent faculty have appropriate qualifications that meet NACEP, The Higher Learning Commission and the Code of Iowa requirements.

Discussion was held on the future direction that this group would like to see this meeting become. Participants felt that we needed to create more purpose for the Community College and University partners to participate in the Iowa Agriculture Education Association Conference and that there is a need to expand the work of this group through the Conference agenda. Suggestions were made to expand this meeting over 2 days for 2016. 1 day needs to be dedicated to detailed work related to specific common courses. The following courses have been identified for detailed work in 2016. AGS 114/113 Survey of Animal Industry, AGH 221 Principles of Horticulture, AGB 230 Farm Business Management, and AGA 114 Principles of Agronomy. Individuals from both the Community College and University sectors were identified to provide leadership for each course identified. Work session outcomes are to include: review of common course competencies, common assessments developed to document proficiency as well as common instructional resources utilized statewide.

Discussion was held related to transfer issues observed this past year. Best practices were shared and discussed. Transfer agreements within the disciplines as well as the Private Universities were discussed.

Attendance Roster

Community College / University Articulation Meeting – Wednesday, June 24, 2015 2 - 5 p.m.
FFA Enrichment Center, Ankeny

Name	School	E-mail
Mike Robertson	Iowa Central	robertson@iowacentral.edu
Jaylin Havill	Muscatine CC	jhavill@eicc.edu
Paul A. Martin	Muscatine	pmartin@eicc.edu
Neal Williamsen	Iowa Lakes	nwilliamsen@iowalakes.edu
Mark Jensen	Iowa Lakes	mjenzen@iowalakes.edu
Brydon Kuster	Indian Hills	brydon.kuster@indianhills.edu
Julia Townsley	Muscatine CC	jtownsley@eicc.edu
Randall Vos	DMACC	rjvos@dmacc.edu
Tim Dowd	DMACC	tjdowd@dmacc.edu
Craig McEnany	DMACC	camcenany@dmacc.edu
KEVIN BUTT	ECC	kevin.butt@iavalley.edu
Eric Weuve	NWMSU	eweuve@nwmissouri.edu

Community College / University Articulation Meeting – Wednesday, June 24, 2015 2 - 5 p.m.
FFA Enrichment Center, Ankeny

Name	School	E-mail
Don Kearney	Iowa Western Comm. College	dkearney@iwcc.edu
Dale Gruis	DMAcc	dale-gruis@iowa.gov
Nearic Smith	Indian Hills CC	nsmith@indianhills.edu
Chris Benson	Morningside College	bensonc@morningside.edu
Dustin Nelsen	Iowa Western CC	dnelson@iwcc.edu
W Wade Miller	Iowa State	wwmiller@iastate.edu
Brad Kinsinger	Hawkeye	bradley.kinsinger@hawkeyecollege.edu
Jenny Macken	Iowa State	jennym@iastate.edu
Amy Brandau	Iowa State	abrandau@iastate.edu
Amber Kargol	Iowa State	akargol@iastate.edu
Ben Chamberlain	ISU	bchamber@iastate.edu

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

**Career & Technical Education Articulation Conference
November 14, 2014
FFA Enrichment Center
DMACC, Ankeny**

Sponsored by the Association of Iowa Community College Career and Technical Administrators
and the Iowa Community College Chief Academic Officers

	<u>Location</u>
9:00 – 9:30 Registration and Continental Breakfast	Conference Room 106
9:30 – 9:50 Welcome, Overview and Outcomes	Conference Room 106
<i>Don Kearney, Career & Technical Administrators Representative Liaison Advisory Committee on Transfer Students (LACTS)</i>	

Breakout Sessions

10:00 – 11:30 Disciplines:	
Robotics/Automation Technology	Conference Room 109
Facilitators: Eric Kennedy (IWCC) Gary Mirka (ISU)	
Sustainable/Renewable/Wind Energy	Conference Room 108
Facilitators: Dan Lutat (ILCC) Arne Hallam (ISU) Linda Reardon-Lowry (UNI)	
11:30 – 12:30 Lunch	Conference Room 106
<u>Remarks by:</u> Dr. Pradeep Kotamraju Career and Technical Education (CTE) Bureau Chief Division of Community Colleges, Iowa Department of Education	

1230 – 2:00 Disciplines:	
Robotics/Automation Technology	Conference Room 109
Sustainable/Renewable/Wind Energy	Conference Room 108
2:00 – 2:15 Evaluation and Wrap-up	Conference Room 106

Thank you for your attendance and participation!

LIAISON ADVISORY COMMITTEE ON TRANSFER STUDENTS (LACTS) MEMBERSHIP
2014-2015

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