



**Maricopa Community Colleges**

**Transfer Articulation Partnerships: Evaluation Report**

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**Prepared by:  
Center for Curriculum and Transfer Articulation  
Division of Academic and Student Affairs  
Maricopa Community Colleges**

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**Prepared by:**

Andrea Buehman, Director  
Rose Rojas, Coordinator of Transfer Articulation  
Chris Frattare, Project Coordinator

Center for Curriculum and Transfer Articulation  
Division of Academic and Student Affairs  
Maricopa Community Colleges

## Executive Summary

The Maricopa Community Colleges have formal transfer articulation agreements with 46 universities nationwide; this is in addition to Arizona's three public universities who are part of the statewide transfer system. The transfer partner agreements are developed through a Memorandum of Understanding (MOU) outlining the roles and expectations for Maricopa and the partner institutions, based upon the key components of the statewide transfer system. An evaluation was conducted by the Center for Curriculum and Transfer Articulation to examine the efficacy of the transfer articulation agreements with the 46 transfer partners.

An online transfer partner survey and a separate data request form were sent to 46 partner universities in spring 2008. Thirty-four partners returned the survey (a 74% response rate), and 14 returned the data request (a 30% response rate). Highlights of the findings and related recommendations are summarized in this executive summary; the full report includes responses by item and a comprehensive discussion of the results.

### Key Findings:

- 21 partner universities (65% of respondents) accept 73 or more lower-division transfer credits.
- The majority of partner universities accept Maricopa transfer degrees (AA, AS, ABus) and the Arizona General Education Curriculum (AGEC) as a block.
- 96% of the universities view their partnership with Maricopa as an important asset to their institution; 76% say they have sufficient opportunities to interact with Maricopa faculty, staff, and students.
- Based on the 14 universities returning the data request:
  - 1481 bachelor's degrees were awarded in the 2007-2008 academic year to students who had transferred credits from a Maricopa Community College.
  - Approximately 5000 undergraduate students were enrolled at these universities who had transferred credits from a Maricopa Community College.
  - 76% of the Maricopa students had transferred 35 or fewer credits.

Several recommendations are offered as a result of the evaluation, including the following:

- Review the district-wide transfer articulation MOU and its terms;
- Develop criteria for establishing articulation agreements, as well as a three-year review cycle;
- Establish common methodology for data reporting;
- Increase transfer awareness among students, faculty, and staff through a variety of means;
- Establish a transfer partner "tier system" to focus efforts on the most active university partners;
- Collaborate with partner universities to increase their support for transfer students.



# **Maricopa Community Colleges Transfer Articulation Partnerships: Evaluation Report**

## **Background**

University transfer has been central to the mission of the Maricopa County Community College District since its establishment more than 40 years ago. Preparation for transfer is a primary reason many students enroll at the ten colleges. Forty-five percent of students district-wide indicate upon admission that they intend to transfer to a university. In fall 2008, this represented approximately 53,950 students. A large number of Maricopa's transfer students transfer to the three state universities under agreements and policies established by the Arizona Transfer System. (A report on transfer to the state public universities was prepared in a recent briefing paper.) In addition, the Maricopa District has formal transfer articulation agreements with 48 other colleges and universities including private Arizona universities and private and public universities outside Arizona. These agreements are developed and supported by staff in the Center for Curriculum and Transfer Articulation (CCTA), within the Division of Academic and Student Affairs.

Students who transfer from a Maricopa Community College to one of the three state public universities are tracked using the Arizona State System for Information on Student Transfer (ASSIST). Reports about transfer within the statewide system are regularly generated from ASSIST. Transfer information from the other transfer partners, however, has not been collected systematically. Participating institutions agree to exchange student data under the terms of a district Memorandum of Understanding, but to date this agreement has not been implemented, and the success of Maricopa's transfer agreements has not been evaluated.

## **Purpose of Evaluation**

An evaluation study was designed to examine the Maricopa transfer partnerships outside the statewide system. Maricopa's two international agreements were excluded from the evaluation. This report includes findings from the first two components of the evaluation: a transfer partner survey and a student data request.

The purposes of the evaluation were:

1. To document policies, services, and resources across Maricopa's transfer partner institutions. Of particular interest were the academic policies designed to facilitate transfer and the degree to which the policies are being implemented and supported at the participating institutions.
2. To determine the level of participation of the transfer partners with the Maricopa District and the colleges.
3. To gather feedback from the transfer partners about their level of satisfaction with the transfer agreements.
4. To ascertain the number of Maricopa students who transfer into undergraduate programs at the partner institutions, and the number who complete baccalaureate degrees.

This report includes a summary of the findings from the survey and data request, as well as conclusions and recommendations for strengthening the transfer articulation agreements and partnerships.

## **About the Survey**

A web-based survey was developed to gather a common set of information from the transfer partners. (See Appendix A for a copy of the survey.) The survey population was four-year institutions that have formal transfer agreements with the Maricopa Community Colleges. The online survey was sent from the Coordinator of Transfer Articulation to 46 transfer partners, and several follow-up reminders followed the initial dissemination. The three public universities and two international institutions were excluded from the evaluation.

The online survey consisted of 20 questions organized under the following categories: Transfer Policies, Undergraduate Admission Requirements, Support Services, Transfer Resources and Events, and satisfaction with the partnership with the Maricopa Community Colleges. Thirty-four of the 46 institutions responded to the survey, reflecting a 74% response rate.

## **About the Data Request**

A data request form was developed to gather information about students transferring from one of the Maricopa Community Colleges to the universities with which Maricopa has formal articulation agreements. The data request was completed by 14 of the 46 partners, a 30% response rate. Results provide a preliminary understanding of Maricopa students who transfer to partners institutions outside the three public state universities. Data for this section were obtained from the appropriate departments at the participating institution who were asked to provide the following:

- Number of undergraduates enrolled at your institution in Fall 2007 who have transferred credits from one of the Maricopa Community Colleges;
- From the TOTAL MARICOPA above, number of students by major area of interest (by CIP Category);
- Maricopa transfer students by number of credits transferred;
- Maricopa transfer students who earned a baccalaureate degree in 2007-08.

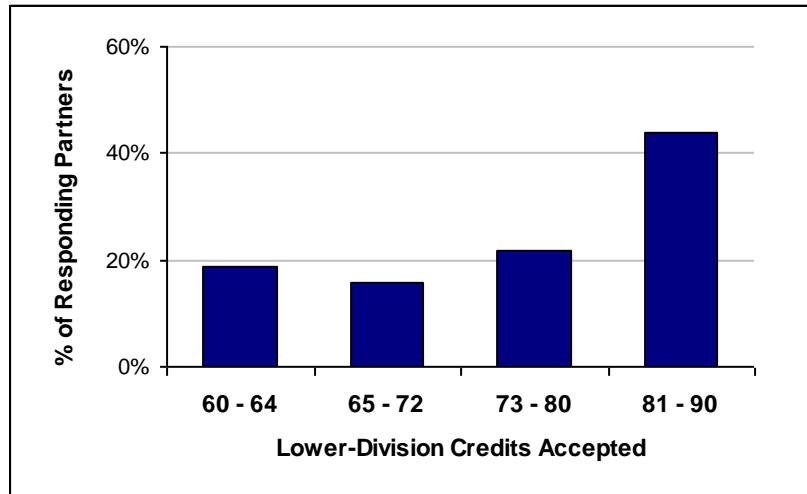
The results from the survey and the data request provide evidence regarding the efficacy of Maricopa's transfer programs and agreements.

## Transfer Policies Results

Questions about transfer policies were developed to determine the extent to which policies of partner institutions are flexible and “friendly” for transfer students. Questions focus on the number and types of credits accepted for transfer. By having a clear understanding of partner transfer policies, Maricopa is better able to describe and promote policies to students, faculty, and staff seeking information about transfer. Survey results are summarized by question; for each item, percentages reflect the percentage of total responses to that item.

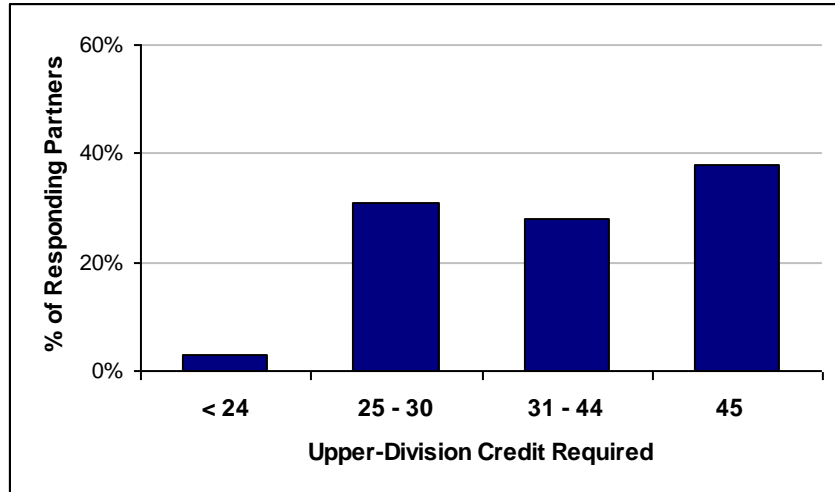
**Question:** *What is the maximum number of lower-division credits your university will accept and apply toward most university programs?*

- 65% of respondents (21 partners) reported they accept 73 or more lower-division transfer credits.
- More than 80% of the partners accept 65 or more lower-division credits.



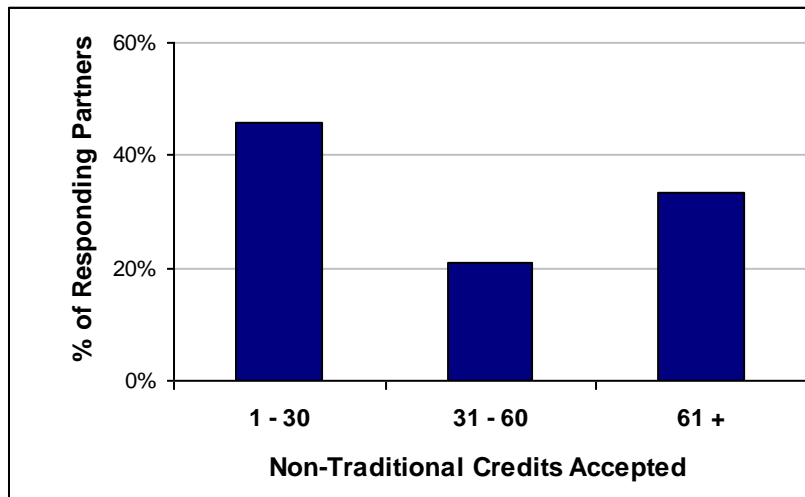
**Question:** *What is the minimum number of upper-division credits necessary to complete an undergraduate degree at your institution?*

- 34% of respondents (10 partners) require 30 or fewer upper-division credits to be earned at their institution.
- 66% require at least 31 upper-division credits to be earned at their institution.  
(See graph on next page.)



**Question:** *What is the maximum number of non-traditional credits (i.e., International Baccalaureate, College Level Examination Program [CLEP], Advanced Placement, and Military Credit) accepted in transfer?*

- More than 75% of partners responding accept non-traditional credits in transfer.
- The distribution of the number of non-traditional credits accepted by those partners is illustrated in the graph below.



**Question:** *Which types of non-traditional credits are accepted in transfer?*

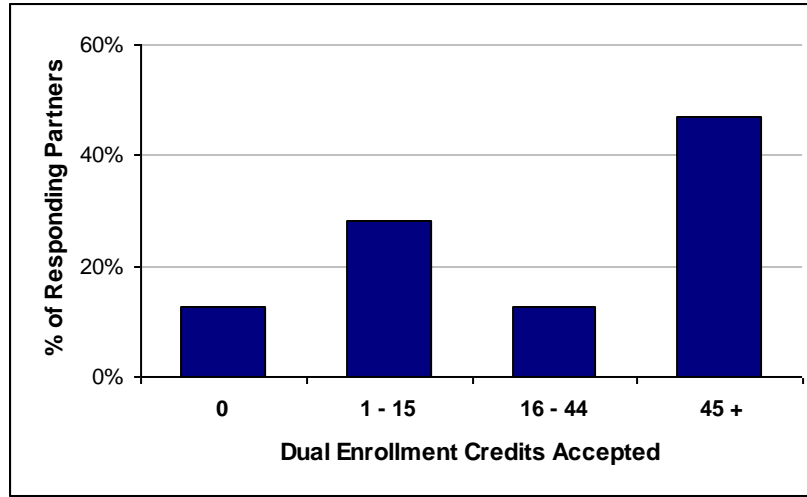
- 91% of respondents (30 partners) accept International Baccalaureate and CLEP credit.
- 88% accept Advanced Placement credit, and 82% Military Credit.

**Question:** *For online courses, which of the following does your institution accept in transfer?*

- 100% of the transfer partners accept online courses
- 97% accept online or hybrid lab science courses

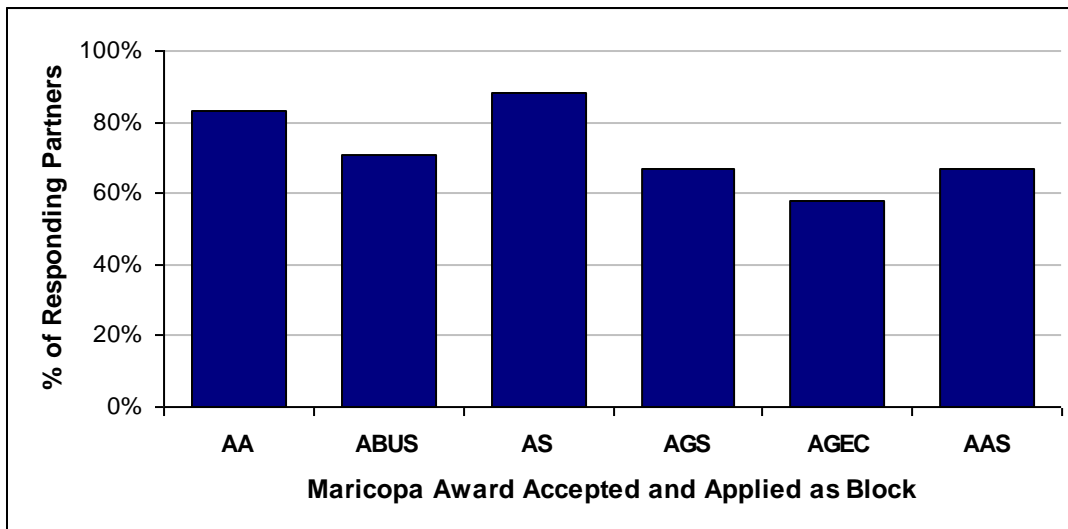
**Question:** *How many Dual Enrollment credits does your institution accept in transfer?*

- A majority of partners responding (59%) accept 16-or-more Dual Enrollment credits.
- Four partners reported they do not accept Dual Enrollment credits.



**Question:** *Which of the following Maricopa awards does your institution accept and apply as a block?*

- Most commonly accepted as a block are the Associate in Science (AS) and Associate in Arts (AA) degrees, and least commonly accepted is the Arizona General Education Curriculum (AGEC).



## Undergraduate Admission Requirements Results

Several questions were asked regarding academic expectations and admissions requirements for both institutional admissions and selective professional programs; responses are summarized below.

**Question:** *What is the cumulative GPA required for admission into your institution?*

- 25 partners reported a cumulative GPA requirement within the 2.00-2.49 range.
- Six partners reported a cumulative GPA requirement between 2.50-2.99.

**Question:** *What is the cumulative GPA required for admission into professional programs of Business (and Business-related degrees)?*

- 20 of the partners offering business-related degrees reported a cumulative GPA requirement of 2.00-2.49 for Business programs, and three respondents reported higher GPA requirements ranging from 2.5 to 3.5.

**Question:** *What is the cumulative GPA required for admission into professional programs of Teacher Education?*

- 13 partners responding offer Teacher Education programs, and eight of these require a cumulative GPA above 2.50.

## Support Services Results

Partners were asked to answer three questions about dedicated services, support functions, and scholarships for transfer students. Such services are designed to ease students' transitions and promote retention and student success.

**Question:** *What dedicated services do you have in place for Maricopa transfer students?*

- The most common service reported as designated for transfer students was faculty advising (17 partners), followed by transfer orientations (11 partners), transfer centers (8 partners), transfer mentoring programs (7 partners), and a transfer-year experience (3 partners).

**Question:** *Does your institution offer transfer scholarships and/or dedicated transfer scholarships for Maricopa students?*

- 52% of the partners responding offer transfer scholarships which are available to all transfer students.
- Three partner institutions offer transfer scholarships targeted for Maricopa students.

## **Transfer Resources & Events Results**

Transfer partners were asked about the frequency of communications and interactions with Maricopa students, faculty, and staff. Responses are summarized below.

**Question: *How often does your institution provide updates to Maricopa about your programs?***

- 79% of respondents (27 partners) reported providing updates about their programs once a year or more.
- Six partners said they provide updates several times a year, and six others reported they never provide updates.

**Question: *How often does your institution visit with Maricopa advisors, faculty, and administrators?***

- 74% (25 partners) said their institution visits Maricopa at least once a year.
- More than one-third of partners report visiting Maricopa several times a year.

**Question: *Does your institution have a web site for prospective transfer students?***

- 85% report having a transfer student website.
- 36% report having a website (micro-site or landing page) designed specifically for Maricopa transfer students.

**Question: *Which of these Maricopa activities has your institution participated in over the last year?***

- 24 partners said they participated in Maricopa's Transfer Week last year.
- 13 partners provided targeted information sessions, 12 participated in college career fairs, seven participated in the Student Success Conference, and seven attended meetings of an Instructional Council.

## Partner Satisfaction Results

Partners were asked to respond to four partner satisfaction statements, as measured on a 4-point Likert scale: **Strongly Agree – Agree – Disagree – Strongly Disagree**. Open-ended responses were also solicited from respondents, and sample comments are included.

Transfer Partner Satisfaction		
Statement	% Agree or Strongly Agree	% Disagree or Strongly Disagree
Our transfer partnership with the Maricopa Community Colleges is an important asset to our institution.	96%	4%
The transfer partnership is well supported by the Maricopa Community Colleges.	88%	12%
We receive useful communications about transfer-related topics from the Maricopa Community Colleges.	88%	12%
We have sufficient opportunities to interact with Maricopa faculty, staff and students.	76%	24%

- “We value our partnership and would like to reactivate our commitment.”
- “We plan to improve the data that we share with Maricopa on the progress of our partnership.”
- “Maricopa Colleges have the best system for their partners and serve as a good example to follow.”
- “We are very satisfied with the partnership.”
- “We need dedicated resources on our [partner] side to develop the relationship further.”
- “Maricopa has been great about arranging our various meetings on campus.”
- “Our recent lack of communication has been more our issue than with Maricopa.”
- “We are looking forward to developing a stronger relationship with you and increasing communication efforts on both ends.”
- “[Please] have set sessions where we can share about our institutions.”
- “We would like more opportunity to interact with transfer counselors and faculty.”
- “Provide a list of contacts at each school we may be able to touch base with to schedule visits...”
- “We look to increase our communication with Maricopa by visiting more frequently with faculty and staff.”

## Transfer Data Request Results

Fourteen transfer partners returned the data request form, representing 30% of the partners who received the survey and data request. This was the first time Maricopa has attempted systematically to collect student transfer data from non-state university transfer partners. The data requested was modeled after that available from the three state universities using the ASSIST database. Because this evaluation was the first attempt to collect data systematically, some of the methodology and definitions for data submission were not commonly understood. However, data submitted provide an initial picture of transfer patterns from the Maricopa Community Colleges to colleges and universities outside the statewide system.

Respondents were asked to report the number of undergraduates enrolled at their institution in Fall 2007 who had transferred any credits from a Maricopa Community College. Data submitted by some of the institutions is “duplicated”, meaning that students who transferred credits from more than one community college are counted twice. Thus, the undergraduate enrollments total overestimates the actual. The undergraduate enrollments reported (ranked high to low) were as follows:

<b>Fall 2007 Undergraduate Enrollments: students who transferred credits from a Maricopa Community College</b>	
University of Phoenix	2708
Ottawa University	1491
Grand Canyon University	666
DeVry University-Phoenix	268
Western International University	188
Prescott College	62
Ashford University	61
Utah State University	40
Regis University	10
University of the Incarnate Word	6
California University of Pennsylvania	5
Jones International University	3
Columbus College of Art and Design	2
Franklin University	1
<b>TOTAL</b>	<b>5511</b>

Partner universities reported transfer data by the Maricopa Community College from which the student transferred credits. Results by college are shown in the table below.

<b>University Undergraduate Enrollments by Maricopa Community College from which credits were transferred*</b>	
Mesa (MCC)	1384
Glendale (GCC)	1181
Rio Salado College (RSC)	1130
Phoenix College (PC)	724
Scottsdale (SCC)	608
Chandler-Gilbert (CGCC)	397
Gateway (GWCC)	364
Paradise Valley (PVCC)	345
Estrella Mountain (EMCC)	334
South Mountain (SMCC)	239
<i>*Students who transferred credits from multiple community colleges are duplicated.</i>	

University partners were asked to report the number of credits transferred from the community college; only 24% of the transfer students had transferred 36 or more credits. Results for this item are shown in the table below.

<b>Number of Maricopa Community College Credits Transferred</b>	
# of Credits	Percentage
1-11	53%
12-35	23%
36-64	14%
65+	10%

University partners reported the number of Maricopa transfer students who had been conferred a bachelor's degree during the 2007-08 academic year; results are shown below.

<b>AY 2007-08: Bachelor's Degrees Awarded to Maricopa Transfer Students</b>	
University of Phoenix	534
Grand Canyon University	374
Ottawa University	308
Western International University	204
Prescott College	46
DeVry University-Phoenix	9
Utah State University	2
Ashford University	1
Jones International University	1
Columbus College of Art and Design	1
Franklin University	1
TOTAL	1481

## **Overview of Transfer Partner Level of Participation**

The results gathered from this evaluation were used to create a matrix illustrating the level of participation among Maricopa's 46 non-state university transfer partners. (See the Level of Partner Participation matrix on pages 12-14.) Ten indicators of active participation in the transfer partnership were marked YES or NO for each of the 46 universities; these were then rank ordered by most-to-least in terms of participation. Information used to complete the matrix is based on survey results and records shared by Maricopa's Coordinator for Transfer and Articulation. The matrix visually depicts which transfer partners are most and least active in supporting the transfer agreements with the Maricopa District.

It is clear from the participation matrix that, while all partner universities commit to the same elements outlined in the articulation agreements, all do not support the agreements at the same level. Many universities regularly and actively support transfer articulation for Maricopa students, others are only moderately active, and 10 of the 46 universities are not participating in any elements of the articulation agreements. The implications of these findings are discussed in the next section of this report.

**Maricopa Community College Transfer Articulation Agreements: Level of Partner Participation**

	Participated in Transfer Week within last 2 years	Regularly participates in other organized events	Visits district and/or colleges	Provides policy and program updates	Sends informational materials to district & colleges	Offers Maricopa transfer scholarship	Develops Maricopa marketing materials and website	Seeks information	Submits data request	Completes partner survey
University of Phoenix	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Grand Canyon University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ottawa University	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Regis University	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Capella University	Y	Y	Y	Y	Y	N	Y	Y	N	Y
Columbus College of Art and Design	Y	Y	Y	N	Y	Y	N	Y	Y	Y
Northcentral University	Y	N	Y	Y	Y	N	Y	Y	Y	Y
Western International University	Y	Y	Y	N	Y	N	Y	Y	Y	Y
Ashford University	Y	N	Y	N	Y	N	Y	Y	Y	Y
DeVry University	Y	Y	Y	N	N	N	Y	Y	Y	Y
Argosy University	Y	Y	Y	Y	Y	N	N	N	N	Y
University of the Incarnate Word	Y	Y	Y	N	N	N	N	Y	Y	Y
Franklin Pierce University	Y	N	Y	N	N	N	N	Y	Y	Y
Midwestern University	Y	Y	Y	N	Y	N	N	N	N	Y
Franklin University	Y	N	N	Y	N	N	N	N	Y	Y

	Participated in Transfer Week within last 2 years	Regularly participates in other organized events	Visits district and/or colleges	Provides policy and program updates	Sends informational materials to district & colleges	Offers Maricopa transfer scholarship	Develops Maricopa marketing materials and website	Seeks information	Submits data request	Completes partner survey
Indiana University	Y	N	N	Y	N	N	N	N	Y	Y
Walden University	N	Y	N	N	Y	N	N	Y	N	Y
California University of Pennsylvania	Y	N	N	N	N	N	N	N	Y	Y
Embry-Riddle Aeronautical University	Y	N	N	N	N	N	Y	N	N	Y
Prescott College	Y	N	N	N	N	N	N	Y	N	Y
Utah State University	Y	N	N	N	N	N	N	N	Y	Y
Wayland University	Y	N	N	N	N	N	Y	Y	N	N
Charter Oak State College	Y	N	N	N	N	N	N	N	N	Y
Clark Atlanta University	N	Y	N	N	N	N	N	N	N	Y
Cleveland Chiropractic College	Y	N	N	N	N	N	N	N	N	Y
Mayville State University	Y	N	N	N	N	N	N	N	N	Y
Palmer College of Chiropractic	Y	N	N	N	N	N	N	N	N	Y
Rochester Institute of Technology	Y	N	N	N	N	N	N	N	N	Y

	Participated in Transfer Week within last 2 years	Regularly participates in other organized events	Visits district and/or colleges	Provides policy and program updates	Sends informational materials to district & colleges	Offers Maricopa transfer scholarship	Develops Maricopa marketing materials and website	Seeks information	Submits data request	Completes partner survey
The Art Institute of Phoenix	N	N	N	N	N	N	N	N	Y	Y
Excelsior College	N	N	N	N	N	N	N	N	N	Y
Jones International U	N	N	N	N	N	N	N	N	N	Y
North Carolina A&T University	Y	N	N	N	N	N	N	N	N	N
Plymouth State University	N	N	N	N	N	N	N	N	N	Y
University of New Mexico	Y	N	N	N	N	N	N	N	N	N
Upper-Iowa University	Y	N	N	N	N	N	N	N	N	N
Western Governors U	Y	N	N	N	N	N	N	N	N	N
Empire State College	N	N	N	N	N	N	N	N	N	N
Florida Memorial U	N	N	N	N	N	N	N	N	N	N
Kansas State University	N	N	N	N	N	N	N	N	N	N
Langston University	N	N	N	N	N	N	N	N	N	N
Marylhurst University	N	N	N	N	N	N	N	N	N	N
Mercy College	N	N	N	N	N	N	N	N	N	N
Mississippi Valley State U	N	N	N	N	N	N	N	N	N	N
Park University	N	N	N	N	N	N	N	N	N	N
Prairie View A&M University	N	N	N	N	N	N	N	N	N	N
Union Institute of Technology	N	N	N	N	N	N	N	N	N	N

## Conclusions and Recommendations

This evaluation study was the first attempt by the Maricopa Community Colleges to examine systematically the efficacy of the district's many transfer partnership agreements. The results provide an excellent overview of the types of transfer policies and services provided by the partners, their satisfaction with the partnerships, and to a lesser extent, the transfer patterns of Maricopa students to the transfer institutions. The high response rate to the survey – 74% which is 34 of 46 partners – is an indicator of the level of commitment to the partnership agreements. The lower response rate to the data request (30% or 14 partners) indicates that a more well-defined, regularly scheduled, and systematic data collection system is needed.

Perhaps most significant of the evaluation findings is the information about transfer student enrollment and bachelor's degree completion beyond Arizona's three state universities. Approximately 5000 Maricopa transfer students were enrolled at the 14 universities who responded to the data request, and, in the 2007-2008 academic year, 1481 bachelor's degrees were awarded to students who had transferred credits from a Maricopa Community College. This adds considerably to the student transfer numbers available for the three state universities through the statewide transfer database.

The results from the evaluation provide evidence that can be used to strengthen Maricopa's established transfer partnerships and provide direction for CCTA regarding the development of future agreements. The following recommendations are made based on evaluation findings.

1. **Conduct a thorough review of the district-wide Memorandum of Understanding (MOU) and its terms.** The evaluation provided insight and understanding about how the terms of the agreement are being applied, practiced, and supported by the participating institutions. By having a clear understanding of partner transfer policies, Maricopa is better able to describe and promote policies to students, faculty and staff seeking information about transfer. For the most part, the transfer policies appear to be supported and honored by the participating institutions. However, staff should review the agreement to ensure that the transfer policies and terms in the MOU clearly delineate Maricopa's expectations for transfer partners.
2. **Develop criteria and establish a review cycle for transfer partnerships.** Maricopa is approached frequently by universities desiring to establish articulation agreements, and the district has cooperated with virtually all regionally accredited universities interested in an agreement. As a result, 48 articulation agreements have been developed over the past several years. Evaluation results indicate a need for more formalized processes for developing and maintaining transfer partnerships. Based on the findings, a more methodical approach, including well-defined criteria, should be developed to vet prospective partners. The objective will be to establish expectations regarding the commitment for participating institutions prior to the development of an agreement. Once articulation agreements are established, they should be reviewed on a three-year cycle to ensure they are being maintained and supported.

3. **Establish a common methodology and timeline for regular data reporting from the transfer partners.** This evaluation was the first time Maricopa asked university partners to report a common data set regarding enrollment and outcomes for Maricopa transfer students. For many of the partner institutions, the request was not completed because they lacked data access or staff to generate the requested data. Maricopa should provide the data request template early each spring, ensure that the universities understand the data elements and how to provide them, and allow a longer timeframe for partners to respond. Data reporting is critical to understanding whether Maricopa students transfer to the partner institutions, how they perform once there, and the level of baccalaureate degree attainment for transfer students beyond the three state universities.
4. **Sponsor a campaign to increase student awareness about the Arizona General Education Curriculum (AGEC) and degree completion.** A crucial finding in the evaluation was that more than half (53%) of the reported transfer students transferred 11 or fewer credits. This is despite the fact that the AGEC and the transfer Associate's degree are accepted as "blocks" at the majority of participating institutions. Maricopa students should be encouraged to complete curriculum blocks such as AGEC and the Associate's degrees prior to transferring. Specifically, advisors and faculty should encourage students who indicate an interest in transfer to enroll in coursework leading to AGEC before or during the students' first semester enrolled at the college. Students who plan to transfer from Maricopa to a university should be aware of the benefits of successfully completing curriculum blocks at Maricopa. As a way to increase awareness, the colleges could incorporate the components of the Arizona transfer system into orientations and other advising opportunities. Additionally, more data needs to be collected to determine ideal exit points for students, and shared with individuals who work with students. Such information should be shared with transfer partners so that their messaging is aligned, consistent, and complimentary to Maricopa's messaging.
5. **Redesign the transfer portion of the Center for Curriculum and Transfer Articulation website as a portal for advisors, faculty, staff and students.** Through the site, individuals should have easy access to relevant transfer information. Many of the benefits for transfer students identified through the survey should be more widely publicized among Maricopa students via the website. For example, the number of credits accepted in transfer, the acceptance of dual enrollment and non-traditional credit, and the block transfer of the AGEC and most degrees need to be widely understood. These benefits should be displayed clearly on the transfer site, for example, through a user-friendly student search tool. Upon completion of the redesign of the website, the new transfer information should be communicated throughout the district.
6. **Provide training for advisors, faculty, and staff to ensure they are aware of Maricopa's transfer partnerships and the components of the agreements.** Academic advising is a critical part of the transfer process, and all Maricopa advisors should be aware of the transfer partnerships and their benefits. Intentional efforts should be made to orient new and current staff to the curricular components of the Arizona transfer system, since these components are the foundation of the Memorandum of Understanding on which other transfer partnerships are established.

7. **Use partner satisfaction results to strengthen Maricopa's support of its transfer partnerships.** Based on respondent feedback, 88% of Maricopa's transfer partners agree or strongly agree that the transfer partnerships are well supported by the Maricopa Community Colleges. However, respondents indicated that they would like more opportunity to interact with transfer counselors and faculty at the colleges. Specifically, partners would like Maricopa to provide a list of contacts at each college to help coordinate visits and informational meetings.
8. **Improve and increase communication regarding curriculum, articulation, and transfer.** Evaluation results showed that while many are very active, some partner universities do not provide regular updates about their programs and services. As part of the development of agreements, Maricopa and the participating institution should establish practices to share regularly substantive curricular changes, transfer policies, and other topics that may have an impact on the established agreements. Likewise, any changes to Maricopa degree requirements should be sent to all universities so that they can update their materials and marketing collateral accordingly.
9. **Establish a transfer partner "tier system" to focus efforts on transfer- friendly institutions.** Providing transfer options for students is desirable; however, the large number of transfer partnerships has complicated the transfer process. It is difficult to promote effectively and communicate programs for nearly 50 transfer partners. The level of participation matrix (pages 12-14 in this report) illustrates the institutions which are most actively supporting the transfer agreements. This information will be used to create a tier system which will allow Maricopa to focus efforts on, and promote, those transfer institutions with policies, resources, and services that help students transition successfully to the university. Universities that do not support any of the articulation agreement components will be placed on inactive status and removed from the publicized transfer partner list, unless they indicate an intention to become active partners.
10. **Collaborate with the universities to increase their support for transfer students.** It is recommended that Maricopa share the results of the evaluation with existing and prospective university transfer partners. Maricopa should continue to work with each of the institutions to promote essential services and resources that are critical to a student's transition to the university. Such services and resources can include student offices or centers where students can find transfer advisors, orientation programs, and transfer websites.



## Appendix A



### TRANSFER PARTNER SURVEY

Welcome and thank you for helping to provide information about your partnership with the Maricopa Community Colleges. Information gathered from the following questions will be used to evaluate the strength of our transfer articulation agreement. If you have any questions, please feel free to call us at 480-731-8139. Thank you!

#### Instructions:

This survey contains five (5) remaining pages. Please answer each question and provide comments as appropriate.

Advance to each next page by clicking the NEXT button. Please do not use your browser's navigation buttons.

The survey should be completed in one session and should take 10-15 minutes to complete.

Please begin by providing the following information:

**Institution**

**Respondent Name**

**Phone**

**E-mail**

### Transfer Policies as Applied to Maricopa Transfer Partnership

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What is the maximum number of lower-division credits your university will accept and apply toward **most** university programs?

- 60-64
  - 65-72
  - 73-80
  - 81-90
- 

What is the minimum number of upper-division credits necessary to complete an undergraduate degree at your institution?

- < 24
- 24-30
- 31-44
- 45+

Which of the following does your institution accept in transfer? Select **all** that apply.

- International Baccalaureate (IB)
- College Level Examination Program (CLEP)
- Advanced Placement (AP)
- military credit

What is the maximum number of non-traditional credits accepted in transfer?

- None (0)
- 1 - 30
- 31 - 60
- 61+

Does your institution accept the following in transfer:

	Yes	No
...online courses	<input type="radio"/>	<input type="radio"/>
...online lab science courses	<input type="radio"/>	<input type="radio"/>
...hybrid science courses (in-person lab with online lecture)	<input type="radio"/>	<input type="radio"/>

How many Dual Enrollment credits does your institution accept in transfer? (Within Dual Enrollment programs, qualified high school students enroll in college courses at high school locations, and earn high school and college credits simultaneously.)

- None (0)
- 1-15
- 16-44

45+

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Which of the following Maricopa awards does your institution accept and apply as a block? Select **all** that apply.

- AA - Associate in Arts
- ABUS - Associate in Business
- AS - Associate in Science
- AGS - Associate in General Studies
- AGECE - Arizona General Education Curriculum
- AAS - Associate in Applied Science

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### Undergraduate Admission Requirements

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What is the cumulative GPA required for transfer admission into your institution?

- 3.50+       3.49 - 3.00       2.99 - 2.50       2.49 - 2.00

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What is the cumulative GPA required for transfer admission into the following professional programs:

	GPA Range for Admission			
	3.50+	3.49 - 3.00	2.99 - 2.50	2.49 - 2.00
Business (and related)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other [Please indicate]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Support Services

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What dedicated services do you have in place for Maricopa transfer students? Select **all** that apply.

- Transfer Centers
- Transfer Orientations

- Transfer Mentoring Programs
  - Faculty Advising
  - Transfer FYE (First Year Experience)
  - Other [Please identify/describe]
- 

Does your institution offer transfer scholarships?

- Yes
- No

Does your institution offer designated transfer scholarships for Maricopa students?

- Yes
- No

Please share details about your transfer and/or Maricopa scholarships.

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## Transfer Resources & Events

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How often does your institution provide updates to Maricopa about your programs?

- Never
  - Once a Year
  - Several Times a Year
- 

How often does your institution visit with Maricopa advisors, faculty, and administrators?

- Never
- Once a Year
- Several Times a Year

Does your institution have a website for prospective transfer students?

If so, please describe and/or provide a link.

Yes

No

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Does your institution have a website (i.e., microsite, landing page) dedicated for prospective Maricopa students?

If so, please describe and/or provide a link.

Yes

No

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Which of these Maricopa activities has your institution participated in over the last year? Select **all** that apply.

- Transfer Week
- Student Success Conference
- Career Fairs/Expos
- Information sessions for faculty, advisors, employees, etc.
- Meetings with discipline specific faculty groups (Instructional Councils)
- Other

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Other Comments on Transfer Resources & Events

## Partner Satisfaction

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	Strongly Agree	Agree	Disagree	Strongly Disagree
Our transfer partnership with the Maricopa Community Colleges is an important asset to our institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transfer partnership is well supported by the Maricopa Community Colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We receive useful communications about transfer-related topics from the Maricopa Community Colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have sufficient opportunities to interact with Maricopa faculty, staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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What recommendations do you have to improve the transfer partnership with the Maricopa Community Colleges?

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