

2009-2010 Annual Report

Center for Curriculum and Transfer Articulation

Center for Curriculum and Transfer Articulation
Division of Academic and Student Affairs
Maricopa Community Colleges
www.maricopa.edu/academic/ccta

ccta
Center for Curriculum
& Transfer Articulation

Annual Report 2009-2010
Center for Curriculum and Transfer Articulation
Division of Academic and Student Affairs
Maricopa Community Colleges

Submitted to:
Dr. Maria Harper-Marinick
Vice Chancellor for Academic and Student Affairs

Submitted by:
Andrea Buehman, Director
Center for Curriculum and Transfer Articulation

July 29, 2010

Table of Contents

Introduction	1
CCTA Department Plan	1
Goal I: ASU-Maricopa Alliance and MAPP	1
Goal II: Support the Statewide Transfer System	3
Goal III: Partnerships with NAU and U of A	5
Goal IV: Transfer Agreements with Other University Partners	7
Goal V: Support for ICs and ATFs	10
Goal VI: Curriculum Processes and Systems	11
Goal VII: Efficiency of Curriculum Processing	13
Goal VIII: Degree Audit	14
Goal IX: Communication and Collaboration	15
Goal X: Current Technologies	16
Summary and Conclusion	17
Appendix A – CCTA Department Plan	18
Appendix B – MAPP Enrollments by Major and College	23
Appendix C – Curriculum Statistics	26

Introduction

The Center for Curriculum and Transfer Articulation (CCTA, the Center) is a department within the Division of Academic and Student Affairs of the Maricopa County Community College District (MCCCD). The CCTA provides leadership and support for the development, implementation, and evaluation of curriculum and transfer articulation processes, resources, and systems. The curriculum defines the content and outcomes for courses, programs, and degrees provided to the diverse constituents who attend the ten Maricopa Community Colleges. The transfer articulation function supports and facilitates the important transition from the community college to the university for several thousand Maricopa students who transfer each year.

The Center supports the MCCCD faculty and administration of the 10 Maricopa colleges in development and processing of quality occupational and academic programs and courses for MCCCD students. Center staff also maintains and supports the curriculum and advising functionality within the student information system (SIS).

The Center is responsible for articulation of the curriculum to the three state universities, management and resolution of university articulation issues, and development and support of transfer partnerships with post-secondary institutions outside the state university system. The Center collaborates with internal and external partners in the development of student-centered transfer policies and resources.

Center for Curriculum and Transfer Articulation 2009-10 Department Plan

This report is organized around the goals and objectives outlined in the 2009-10 department plan. (See complete plan in **Appendix A.**) Based upon our stated goals, the relevant activities and accomplishments of the CCTA for the past academic year are included in the report. The appendix includes supporting materials and reports that illustrate, or provide evidence of, specific functions within the Center.

Report on Goal I: ASU-Maricopa Alliance and MAPPs

Goal I. Provide leadership and support for full implementation of the expanded ASU-Maricopa Alliance and the Maricopa-ASU Pathways Program.

- A. Collaborate with ASU staff and administrators to ensure that Maricopa and ASU policies and business processes are aligned and consistently applied; resolve issues or discrepancies.
- B. Prepare and disseminate MAPPs training, quick reference guides, and other support materials for advisors and others.
- C. Address faculty and staff inquiries regarding MAPPs implementation.
- D. Prepare and disseminate broad communications within the MCCCD community about MAPPs implementation.
- E. Develop a plan for data collection and analysis that will allow evaluation of the effectiveness of the MAPPs program.

The successful implementation of MAPPs is a key priority for MCCCDC, and the CCTA has played a central role in providing direction and support to the initiative throughout the past year. The CCTA director and three staff members have dedicated significant time to advancing the goals of the expanded Alliance. There is considerable evidence that the overall goal was accomplished, as demonstrated by the fact that almost 1900 students had enrolled in the Maricopa-ASU Pathways Program (MAPP) as of June 30, 2010. Furthermore, MAPP received national attention in the form of a requested visit by Dr. Jill Biden, community college professor and wife of Vice President Joe Biden. As a result of the visit, Maricopa has the potential to be included in a national community college summit to be convened by the Obama Administration.

Objectives A through D have been accomplished. The collaboration with ASU staff and administrators has been intensive, regular, and well-documented. Collaboration occurred at multiple levels within and across both organizations to support development of the policy and practice necessary for full implementation of the program. Collaboration took place between the MCCCDC Chancellor and ASU President, MCCCDC Vice Chancellor and ASU Provost, and the staffs of the two departments responsible for transfer articulation.

MAPPs implementation required bringing into alignment organizational philosophies, policies, and processes that were sometimes conflicting or incompatible. At the same time, it required that business processes be quickly established that could be realistically implemented at the 10 Maricopa colleges and at the university. Collaboration was necessary not just with ASU, but also internally with the many departments and functional areas impacted by implementation throughout the system.

CCTA staff members play numerous roles in supporting/development and implementation of the program, including the following: work with ASU counterparts on MAPPs development, build MAPP programs within the student information system, develop and implement technical solutions (e.g., transfer of student data from Maricopa to ASU), develop advising reference materials, develop and deliver advisor training, and develop marketing and communication plans. The ASU-Maricopa Alliance website is designed and maintained by the CCTA web technician.

Maricopa began offering MAPPs for student enrollment in October 2009, and by Spring 2010 50 degree pathways were available. As of January 2010, 155 students had enrolled in a MAPP and by the end of June that number had increased to almost 1900 students. (MAPP enrollments by major and by college are included in **Appendix B**.) It is anticipated that these numbers will continue to grow steeply as marketing and promotion efforts continue and awareness increases about the Maricopa-ASU Pathways Program. Additionally, CCTA in collaboration with ASU personnel performed the following activities:

- Reconvened Alliance work teams in the following areas: advising, marketing, and technical. Each work team received a charge and advanced efforts in the three areas.
- Developed and launched MAPPs for 50 majors.
- Created a marketing plan and new marketing materials (e.g., fliers, posters, table tents).
- Redesigned the Maricopa/ASU Alliance website.

- Conducted a district-wide advisor training attended by more than 150 people, as well as follow-up trainings at individual colleges as requested.
- Developed advising job aids and other tools.
- Resolved issues and provided technical support to faculty and staff at the colleges related to MAPP implementation.
- Provided information sessions at the colleges.
- Provided regular updates to District leadership groups about MAPP activities and enrollments.

Objective E (data collection, analysis, and evaluation) activities are in a preliminary stage and will be a major focus in the upcoming year through the formation of a Data and Evaluation Work Team.

The long-standing transfer relationship between the Maricopa Community Colleges and Arizona State University continues to evolve and expand. Maricopa students who wish to transfer to ASU are not required to participate in the MAPP; they have the option to follow the traditional transfer process and many continue to do so. Maricopa to ASU annual transfer numbers continue to grow, with the most recently available annual number at more than 4,900 new transfer students in academic year 2008-09.

ASU Students with MCCC Transfer Credit

ASU Campus	New Transfers		All Undergraduates	
	2007-08	2008-09	2007-08	2008-09
Polytechnic	499	505	1,905	2,020
Tempe	2,397	2,530	10,660	11,642
West	1,169	945	3,714	3,197
Multiple	516	764	3,000	3,345
Downtown Phoenix	166	182	635	735
ASU Total	4,747	4,926	19,914	20,939

Report on Goal II: Support the Statewide Transfer System

Goal II. Support and implement the policies and guidelines of the statewide transfer system.

- Keep abreast of policy issues and changes and their impacts; provide interpretations and background to Vice Chancellor related to policy issues and changes.
- Actively participate and represent Maricopa's perspective on statewide transfer system committees.
- Implement new statewide systems such as the general education database.

This goal and the objectives have been accomplished. The CCTA staff has been actively engaged in the Arizona Transfer System throughout the academic year. Staff monitored and provided

feedback and analysis on statewide and legislative issues that will impact the Maricopa system, including new ABOR policies, Move On When Ready legislation, and common course numbering.

- ***APASC and ATAC***

MCCCD plays a key role in the Arizona Transfer System, with the Vice Chancellor for Academic and Student Affairs as the formal voting member on the Academic Program Articulation Steering Committee (APASC). The CCTA Director is a regular guest-participant in APASC, and the Assistant Director of Transfer Articulation serves on the Arizona Transfer Articulation Committee (ATAC). These statewide groups are responsible for establishing policies, processes, and procedures for course equivalencies and all other components of the statewide transfer system. CCTA staff members represent MCCCD on numerous statewide subcommittees and work groups. During 2009-10, the CCTA Director co-chaired the AAS-to-BAS statewide work group and was a member of the evaluation subcommittee.

Maricopa's representative regularly brings important agenda items to ATAC for development of recommendations, such as the recommendation approved by APASC to change the "E or Better" policy. Maricopa was represented at all scheduled APASC and ATAC meetings and retreats during 2009-10. Through the *Transitions* newsletter and other mediums, staff provides updates to key stakeholder groups within the Maricopa system about statewide changes such as the new ABOR admissions policy requiring a higher GPA for assured admission for students who earned an AGEC. CCTA also implemented the new statewide AGEC database and enters new general education data each month to keep the database up to date.

- ***Articulation Task Forces (ATFs)***

ATFs consist of groups of community college and university faculty who meet annually throughout the state to discuss articulation issues. Discipline-specific ATFs are organized by subject matter and concentrate on curriculum issues, how courses transfer between Arizona community colleges and public universities, and how to attain the best lower division preparation for that specific discipline. All community colleges and public universities which offer courses in a subject area covered by a discipline-specific ATF are invited and expected to provide a faculty representative for that ATF. CCTA provides an annual orientation for new ATF members and Chairs. Additionally, ATF lead members join the IC Chair meeting twice each year to discuss issues and emerging topics.

This year, major issues discussed at the ATF meetings were the program impact of university changes and re-organizations, common course numbering (shared numbering), interdisciplinary subjects, and faculty hiring qualifications. These issues are expected to be topics of discussion in the upcoming year at several ATF meetings.

- ***The Arizona Course Equivalency Tracking System***

The Arizona Course Equivalency Tracking System (ACETS) is designed to track course equivalency decisions as they go through the statewide articulation process in Arizona. The Center for Curriculum and Transfer Articulation (CCTA) at Maricopa is responsible for submitting approved Maricopa curriculum changes to the public universities for evaluation via the ACETS online system.

Between 08/01/2009-07/01/2010, CCTA processed a total of 429 ACETS forms; new courses made up the majority with a total of 244. (The breakdown of numbers associated with the type of form is included in **Appendix C**, page 36).

Based on staff analysis of ACETS submissions and the Course Equivalency Guide (CEG), it was decided that selected Maricopa subjects would be hidden from displaying in the CEG. The purpose of this decision was to hide subjects that were evaluated as completely Non Transferable, or as having very few Elective or Departmental Elective equivalencies from the universities. This will be a more efficient process for both Maricopa and the universities when processing courses for equivalency. The changes are effective Spring 2010.

Report on Goal III: Partnerships with NAU and UA

Goal III. Increase transfer agreements with Northern Arizona University (NAU) and University of Arizona (UA) in order to expand student access to, and completion of, the baccalaureate degree.

- A. Collaborate with NAU and UA administrators and faculty to identify potential growth areas.
- B. Improve transfer relationships and streamline transfer processes for students with UA.

Significant progress was made during the year in expanding and further developing the NAU partnership. Very little was accomplished in improving the transfer partnership with UA, despite numerous attempts to establish an effective communication and planning process with UA administration.

- ***Maricopa/NAU Connection***

The Connection is comprised of local and online bachelor's degrees supported by both institutions and offered on Maricopa Community College campuses. Maricopa advisors work with NAU staff in support of students interested in pursuing one of NAU's various degrees offered locally, online, or at the Flagstaff campus. The partnership is built on degree completion at both the associate's and bachelor's degree level. The partnership currently includes Maricopa transfer options into bachelor's degree programs in a wide array of high-demand areas. The most popular local and online degree programs include the following majors: Elementary Education, Business Administration, Speech Communication, Interior Design, Nursing, Health Sciences, and Hotel & Restaurant Management.

Students may complete several different types of Maricopa degree programs en route to beginning their upper-division study with NAU. The partnership includes options for students completing Associate in Applied Science (A.A.S.) degrees as well as transfer degrees. Some NAU programs accept transfer credits well beyond the traditional 64 credit limit; all Bachelor of Applied Science programs will increase to 75 transfer credits, and six degree options accept up to 90 credits. Accomplishments this year include the following:

- Targeted Promotions: Collaborative marketing initiatives include partnership newsletters, updates and information sessions for advisors and instructional councils, web updates, “Connection Days” events at each college, and billboard campaign.
- New Degrees/Options: Several new degrees or locations are planned for a Fall 2010 launch, including 90/30 options in Public Management, Technology Management, Administration of Justice, and Emergency Services, and expansion of the popular Business Administration degree to the East Valley.
- Joint Admission Program: NAU seeks to increase associate’s and bachelor’s degree completion through early admission to NAU for Maricopa students pursuing locally-delivered and online transfer programs. The program, named “Connect2NAU”, enables eligible Maricopa students to be admitted to NAU during their first semester at a Maricopa college, waives the application fee, provides access to NAU resources, and provides eligibility for merit-based transfer scholarships upon completion of the associate’s degree. The proposal for the joint admissions program was reviewed and approved by Maricopa leadership (Vice Chancellor and Chancellor’s Executive Council) in April 2010. NAU personnel subsequently met with each college president to discuss how the program can be implemented. Promotion of the program will begin in Fall 2010.

Activities in progress include the following:

- Web Enhancements - improved access, functionality, graphics, and resources;
- Marketing Plans - collaborative campaigns, marketing materials, and promotions;
- Transfer Guides - program specific advising tools to assist students and staff;
- New Program Offerings - Special Education, changes in BIS availability, increased BAS credit acceptance, and future RN-to-BSN enhancements;
- AAS to BAS Resources - information and support for transfer options for Associate of Applied Science degree students.

Data on the Connection partnership show the following statistics for academic year 2008-09 data for (latest available) local on-ground programs:

- Increased Enrollment: 785 Maricopa transfer students were matriculated locally with NAU, a more than 15% increase from the prior academic year.
- Credit Transfer: The average number of credits transferred was 63.3 credits.
- Degree Completion: 44% of Maricopa transfer students had completed a Maricopa degree.

Maricopa students transfer to other NAU campuses as well, including the Flagstaff campus, extended campus for online study, and other locations throughout Arizona. Data for academic year 2009-10 are not yet available; however, enrollments have been strong and continue to grow.

- **University of Arizona**

Efforts to expand and improve the transfer partnership with the University of Arizona have not resulted in any tangible outcomes. The UA Vice Provost for Outreach and Global Initiatives, met

with the Maricopa Chancellor and Vice Chancellor, early in the fall to discuss development of new transfer pathways. CCTA staff was asked to follow up on this meeting and did so through email and a conference call in October 2009. The goal was to identify transfer programs offered by UA that are not available at the other state universities and to use these as a starting point for developing niche transfer programs for promotion to students. Some of the programs discussed were public health, environmental sciences, speech/hearing, nutritional science, and arts management. Meeting outcomes were documented in an email, and UA departments for the identified programs were to be contacted by the Vice Provost about their interest in pursuing development of transfer pathways. Attempts to follow up were made in January and February 2010, with the intent to schedule in-person meetings with key stakeholders from both institutions to develop program agreements; however, such meetings were never held.

At the same time, faculty and administrators from Paradise Valley Community College were collaborating with UA to pursue development of pathways in public health, pre-pharmacy, and pre-medicine. CCTA staff was invited to attend a meeting in April 2010 that included faculty and administrators from both institutions to discuss a transfer partnership for a new BS degree in public health. Repeated attempts to follow up on the action items from that meeting have not been successful. Therefore, objective B has not been accomplished this year.

Report on Goal IV: Transfer Agreements with Other University Partners

Goal IV. Increase, and improve the effectiveness of, transfer agreements with university transfer partners outside the statewide system.

- A. Implement the recommendations from the transfer partner evaluation.
- B. Discontinue transfer partnerships that are not supported.
- C. Develop new transfer partnerships with universities sought-out by Maricopa students and faculty to expand student access to baccalaureate degrees.
- D. Publish data about student transfer to partner institutions.
- E. Develop a transfer student portal.

The Center for Curriculum and Transfer Articulation (CCTA) serves as the coordination point for the development and implementation of articulation agreements. CCTA pursues articulation agreements that are based upon criteria that are beneficial to Maricopa students: quality programs from regionally accredited institutions that are cost effective and flexible. Additional factors that are considered when developing an articulation agreement are quality, need, and feasibility. Transfer agreements have been forged with post secondary institutions, both in and out of state. These enable students to maximize the credits earned as part of the associate's degree and ensure all credits apply toward programs at the partner institutions. CCTA develops agreements using the standard curriculum for its associate's degrees.

In 2009-2010, CCTA conducted the following activities in support of these university partnerships; these activities were based on recommendations from the Fall 2008 Transfer Partner Evaluation:

- Each of the university partners was placed on an action plan for the year. Plans include

jointly planned activities, transfer services, and marketing efforts.

- Established a review cycle to ensure that the agreements are being supported and maintained.
- Implemented metrics for measuring the effectiveness of transfer partners in supporting transfer agreements. The metrics measure and document university partner commitment and participation in supporting the terms of the agreements.
- Establish a process for university partners to complete an annual data request.
- Worked with the Transfer Advisory Group (TAG) on defining the criteria to establish transfer agreements with the district and made improvements to the articulation request form. Additionally, TAG conducted a thorough review of the Memorandum of Understanding language and terms to better promote policies and expectations for transfer partners.
- Met with the discipline-specific Instructional Councils and other faculty groups to discuss transfer strategies that support their students and programs.
- Presented transfer information to the following Student Affairs areas: Vice Presidents, Admissions and Records, Advisement, Financial aid, and Veteran affairs. Additionally, CCTA staff provided presentations to college advisors and personnel.
- Based on feedback from the Instructional Council Chairs, articulation staff redesigned the Transfer Articulation portion of the CCTA website to better serve its users.

▪ **List of University Partners**

Argosy University	Grand Canyon University	Regis University
Arizona State University	Jones International University	SUNY Empire State College
Art Institute of Phoenix	Kaplan University	University of Arizona
Ashford University	Mayville State University	Univ. of the Incarnate Word
California Univ. of Pennsylvania	Midwestern University	University of New Mexico
Capella University	New Mexico State University	University of Phoenix (ground campuses)
Chamberlain College	Northern Arizona University	University of Texas at El Paso
Charter Oak State College	Northcentral University	Utah State University
Cleveland Chiropractic College	Nova Southeastern University	Wayland Baptist University
Columbia University	Ottawa University	Western Governors University
Columbus College of Art & Design	Palmer College of Chiropractic	Western International Univ.
DeVry University – Phoenix	Park University	Western New Mexico Univ.
Excelsior College	Pennsylvania State University	
Franklin University	Prescott College	

▪ **Requests for Articulation**

CCTA received 9 requests from prospective institutions interested in formalizing an agreement with the Maricopa district. From these requests, three new articulation agreements were developed this past academic year. Agreements included both general and programmatic transfer arrangements with the following institutions (program-specific agreements are identified with their academic area in parentheses):

- Chamberlain University (Nursing)

- Northern Arizona University (Culinary Arts, Hospitality, and Interior Design)
- University of Texas at El Paso

At the time this report was submitted, agreements in progress for both general and programmatic articulation are as follows:

- Fashion Institute of Art and Design
- Indiana University East
- Southwestern College
- Universidad Autónoma de Guadalajara
- University of Maryland University College
- Weber State University

▪ ***Discontinuation of Agreements***

CCTA evaluates its university partnerships annually using information from the data request success metrics that measure partner participation. The metrics are used to measure the success and effectiveness of a partnership by tracking a partner's activity level in support of the partnership (e.g. attendance at transfer fairs, maintenance of the institutional profile, dedicated advising resources). CCTA shares the metrics with prospective and current university partners so that they understand Maricopa's expectations for transfer partners. The goal of the evaluation is to maximize the effectiveness of the partnerships to ensure student benefits, access, and success in attaining the bachelor's degree. Based on enrollment figures and a review of partner participation, CCTA contacted institutions that were not supporting the terms of the agreement, and recommended discontinuation of the partnership. During this year's review cycle, it was recommended that seven agreements be discontinued effective July 1, 2010: Clark Atlanta University, Embry-Riddle Aeronautical University - Worldwide Campuses, Franklin Pierce University, Plymouth State University, Rochester Institute of Technology, Upper Iowa University - Extended University, Walden University.

▪ ***Transfer Data***

While the majority of Maricopa transfer students attend an Arizona public university, a considerable number choose to transfer outside the public state system and go on to earn a bachelor's degree. A standard data reporting system was developed by CCTA staff that provides consistent information about how many Maricopa students transfer to the partner institutions, how they perform once there, and the level of baccalaureate degree attainment. The annual data request is sent to Maricopa's university partners during the summer. Out of the 46 transfer partners, 35 institutions submitted transfer data for academic year 2008-09, representing a response rate of 81%. Based on the data submitted, the total number of Maricopa transfer students enrolled at partner universities was approximately 10,500; almost 4,000 were newly enrolled Maricopa students. Figures for 2009-2010 are being collected and will be available in Fall 2010.

The CCTA undertook numerous activities to support its goal to increase communication and collaboration with colleges, with other departments within the Division and the District Office, and with external partners. A summary of communication highlights is below:

- ***Promotion of the Transfer Mission***

CCTA works to promote the transfer mission among faculty, staff, students, and the community at large. This is accomplished through a wide variety of methods and in collaboration with individuals throughout both the colleges and the district.

Transitions Newsletter – In 2009-10, CCTA produced 10 editions of *Transitions*, a monthly online newsletter that publishes news and updates about important curriculum and transfer issues and events. The Center has received very positive feedback from the readership about the content of the newsletter.

MCCCD Transfer Students: Trends and Outcomes, November 2009 – This four page briefing paper provides an overview of student university transfer data for the three state universities and other transfer partners.

College Times Insert – CCTA created 4 inserts for its annual Transfer Awareness edition for the *College Times*, a local publication in Maricopa County.

Transfer Student Portal – CCTA worked with the District Marketing Department on the creation of a transfer student portal. The portal, located off the Maricopa homepage, is a centralized tool to help Maricopa students prepare for university transfer. The new portal was deployed in January 2010, with a redesign scheduled for Fall 2010.

Student Decision-Making Tool – CCTA developed a database that helps students choose a baccalaureate institution that best suits their academic needs based on common criteria: cost, location, and delivery. In the spring of 2010, CCTA enhanced the tool by adding program information, financial incentives, and transfer guides. The new version will be available Fall 2010.

Presentations – In an effort to increase awareness about transfer topics, CCTA surveyed Maricopa faculty, administrators, and staff regarding training opportunities. Based on the survey outcomes, presentations were developed and will be offered throughout the year; an online request form was created to allow the colleges to schedule presentations. Additionally, staff presented at the Annual Advisor Conference and Student Success Conference.

In summary, a wealth of evidence points toward accomplishment of Goal IV and the related objectives in support of advancing the transfer mission of the Maricopa Community Colleges.

Report on Goal V: Support for ICs and ATFs

Goal V. Support and facilitate the work of the discipline-specific Instructional Councils and Articulation Task Forces in all matters related to curriculum and transfer.

- A. Share critical information; solicit input and feedback.
- B. Troubleshoot articulation issues.
- C. Provide technical support to facilitate good meeting practices and documentation; development of web-based IC meeting manager.
- D. Coordinate IC/ATF membership and IC participation on ASU curriculum committees.
- E. Maintain and enhance functionality of IC and ATF resources and websites.

CCTA provides a range of support services to instructional councils, including development and maintenance of the IC Portal, maintenance of membership lists, consultation for questions regarding curriculum and articulation processes and procedures, and information sharing about important topics related to CCTA's areas of responsibility. Based on its close affiliation with ASU, Maricopa has the opportunity to have faculty members serve on the ASU Curriculum Committees and General Studies Council, generally as non-voting members. This allows Maricopa to be informed about upcoming curriculum changes at ASU that may impact the Maricopa curriculum and/or students. Maricopa faculty members who serve on ASU curriculum and general studies committees depend on IC members to review new university course proposals. CCTA serves as the point of contact and works with the Maricopa faculty representatives to facilitate review of ASU curriculum among the discipline-specific ICs. This past year, CCTA facilitated the review of more than 150 ASU course proposals.

Report on Goal VI: Curriculum Processes and Systems

Goal VI. Provide leadership for, and support implementation of, Maricopa curriculum processes.

- A. Provide background research and data to support District Curriculum Committee decisions.
- B. Facilitate and coordinate curriculum review processes to ensure currency and relevance and minimize program duplication.

Academic year 2009-10 was a productive one for District Curriculum Committee (DCC). CCTA staff supported several major agendas by providing extensive background research and data as well as structuring meeting agendas to facilitate fruitful discussion and outcomes. The staff is also responsible for ensuring new processes are reflected in the Curriculum Procedures Handbook and other relevant resources. Key accomplishments for the year are highlighted below.

- ***Program Consolidation and Review Process***

Reports were presented to committee by CCTA staff illustrating occupational program areas for which there are numerous distinct degrees with the same or very similar titles and content. The Curriculum Development Facilitators developed a recommended new process to eliminate the processing of new curriculum with duplicate titles and agreed to facilitate a program title review at each of their colleges. Reviews would determine if programs could be consolidated, or modified to articulate program differences through revised titles and descriptions.

This initiative served as a catalyst for some Instructional Councils (e.g., Fire Science and Early Childhood) to engage in a comprehensive analysis of potentially duplicative programs and identify areas for consolidation. The Fire Science IC deleted several programs that had been replaced by

their consolidated degree, and the Early Childhood IC has planned a comprehensive review process for Fall 2010. A report on status of the reviews will be provided to committee at the end of the Fall semester.

- ***Course Review Process***

The annual course review process is a new process adopted by DCC in 2008 to reduce the number of outdated courses in the course bank. Instructional Councils review the courses under their IC which have never been offered, or have not been offered in five or more years, and make recommendations to retain or delete the courses. This year's analysis was conducted in Spring 2010. Due to the extensive cleanup effort in 2008, the number of courses sent for review was significantly reduced this year. Approximately 200 courses were recommended for deletion from the course bank as part of this cycle. These deletions will be processed as a blanket proposal through the CCTA, effective Fall 2010.

- ***Interdisciplinary Curriculum Review Process***

Committee endorsed the development of interdisciplinary instructional councils and approved the criteria for curriculum development under those councils. The process was approved for implementation effective academic year 2009-10 with review along the way in order to allow for needed enhancements or refinements. The Sustainability IC was the first council approved under the interdisciplinary criteria.

- ***Sustainability Instructional Council***

The new interdisciplinary Sustainability IC was approved by the Vice Chancellor of Academic and Student Affairs with endorsement by DCC in Spring 2010. Numerous faculty members were involved in the development of the council and definition of faculty participation, disciplines to be included, voting processes, and hiring qualifications. Two new subjects were approved and placed under the council: SUS Sustainability/Natural Sciences and SSH Sustainability/Social Sciences and Humanities. In addition, the Environmental Sciences IC voted to disestablish itself and to move the ENV subject under the Sustainability IC.

- ***Revised Language for Early Alert Process***

DCC reviewed the cycle for new occupational program Early Alerts. Clarifying language was developed and approved; the language specifies who provides responses to early alerts, how the responses are communicated, and the roles of the key stakeholders in the process. Once the review cycle is complete, the Early Alert is sent by the initiating college for a final decision by the Vice Chancellor. The revision will be placed within the Early Alert section of the Curriculum Procedures Handbook.

- ***Revised Language for Informational items***

Committee approved revised language within the Curriculum Procedures Handbook to clarify the definition of "informational items" as it pertains to the curriculum process. The revision clarifies that proposals shared as informational allow for input by the responsible council(s) and further clarifies the review and approval process of these types of items. This revision was accepted and will be placed within the Curriculum Procedures Handbook where all references to informational items appear.

- ***Academic Certificate Review***

Committee began an initial discussion and review of the purpose, intent, and criteria for development of Academic Certificates. The CCTA staff is responsible for researching history about the original development of the Academic Certificate. The Curriculum Development Facilitators will lead the review and development of criteria as part of committee's work in the 2010-11 academic year.

Report on Goal VII: Efficiency of Curriculum Processing

Goal VII. Improve the efficiency of curriculum processing and reporting systems.

- A. Adopt the ACRES curriculum development and processing system to automate processing and uploading to the ACETS system.
- B. Improve curriculum reporting to be more easily accessed and user friendly.
- C. Improve the accuracy and display of curriculum information on the CCTA website.
- D. Identify other areas in which the curriculum process can be more efficient and effective for the colleges.

The large volume of curriculum processing within the 10 Maricopa Community Colleges requires complex business and technical support systems. The accuracy and timeliness of curriculum processing systems directly impact students and their successful progression through courses and educational programs. In addition, effectively supporting the process directly impacts faculty and administrators at the colleges. The Center for Curriculum and Transfer Articulation is the point of contact for all curriculum processing and is responsible for the viability and maintenance of the course catalog and advising functionality in the student information system. CCTA continuously strives to evaluate its systems and processes and to adopt new methods to make them more effective. The most significant of the changes in the past academic year was the adoption of Academic Curriculum Review and Evaluation System) for all MCCCDC curriculum processing (ACRES).

ACRES is an automated form generation and routing tool developed as part of the statewide transfer system. Thus, ACRES can be used at no cost by MCCCDC because the district is a contributing member of the transfer system. The transition to ACRES was successfully completed, in collaboration with the college curriculum offices, for all MCCCDC curriculum processing for 2009-10.

This web-based system eliminated the document based forms used for curriculum processing, allowed for streamlining of processes, elimination of shadow systems, and enhanced reporting capability. The CCTA was able to revise the presentation of information on the web to use ACRES information, eliminating the separate program development process. In addition, several of the regular analysis and processing reports used throughout the processing cycle will be able to be auto-generated, pulling information directly from ACRES and displaying it in more user-friendly formats. As a result of the successful pilot, the ACRES process has been recommended as the official tool for curriculum processing. Continued collaboration with the colleges and expansion of the system's use are planned for 2010-11.

Below is a table that illustrates the number and type of curriculum proposals processed in 2009-10. Detailed statistics about curriculum processing are included in **Appendix C**.

Course Proposals Submitted	
Submission Type	Totals
Course Modifications	274
New Courses	267
Course Deletions	54
Total Courses	595
Program Proposals Submitted	
Submission Type	Totals
NOP	9
OPM	128
Program Additions	6
OPD*	21
NAP	5
APM	4
APD	0
Total Programs	173
* Of the 21 program deletions processed 12 of them resulted in the program no longer being offered	
Other Proposals Submitted	
Submission Type	Totals
Experimental Courses	0
IND170 Courses	18
Common Competencies	21
Total Proposals	39
NOP = New Occupational Program	
NAP = New Academic Certificate Program	
OPM = Occupational Program Modification	
APM = Academic Program Modification	
OPD = Occupational Program Deletion	
APD = Academic Program Deletion	

Report on Goal VIII: Degree Audit

Goal VIII. In collaboration with ITS, facilitate development of SIS enhancements necessary to implement a user-friendly Degree Audit that can be implemented in student self service.

One of the major components of Maricopa’s Student Information System is the Degree Audit functionality which allows staff and students to track progress towards degree completion. There were two major limitations with the delivered system: 1) the lack of a user-friendly interface to allow for an “at-a-glance” status for educational planning purposes through student self service, and 2) the absence of robust scenario-based reporting functionality.

Through the administrative and financial support of the Vice Chancellor for Academic and Student Affairs, CCTA staff was charged with managing an SIS system modification critical to numerous programs throughout the Maricopa Community Colleges. The modification development work, in progress through CedarCrestone Consulting, addresses two major components of the degree completion functionality within Maricopa's Student Information System:

- Implementation of an interactive and user-friendly self-service degree audit functionality for students and staff;
- Better support for robust scenario-based reporting and tracking of student degree progress and completion status.

The stated deliverables from the project documentation are as follows: Enhanced Academic Advisement degree audit and reporting functionality within PeopleSoft SIS with a focus on staff and student usability. Focus group sessions will be convened during the development and testing processes and documented for user acceptance. End user materials will be developed along with a training component. Ongoing maintenance of the system modifications will be maintained by MCCC Information Technology as part of system support. Business processes and training would be integrated into MCCC Center for Curriculum and Transfer Articulation operational procedures as ongoing work of the department in support of SIS and college operations. As of July 1, 2010, the project is on-schedule and on-budget to be fully tested for implementation Fall 2010.

Report on Goal IX: Communication and Collaboration

Goal IX. Increase communication and collaboration with colleges, with other departments within the Division and the District Office, and with external partners.

- A. Develop outreach opportunities to support and work with faculty and staff at their college locations.
- B. Enhance the CCTA newsletter to improve awareness and understanding of important curriculum and transfer issues at the local, state, and national levels.
- C. Continue to improve the navigability and usability of the CCTA website.

Progress has been made toward this goal and the three objectives. The CCTA makes intentional efforts at every opportunity to work with college faculty, staff, and administrators at their college sites. Training and/or informational sessions have been developed on topics supporting both curriculum and transfer areas that are delivered at the colleges. Over the past year these have included sessions on ACRES, transfer articulation, MAPPs implementation, SIS refresher training, and new degree audit training. Staff is sensitive to holding meetings at college locations when that is most convenient. Exceptions are meetings involving multiple colleges when the central district location is most convenient. The majority of CCTA staff members have participated in assisting colleges during the peak registration periods in the fall and spring.

The *Transitions* e-newsletter has evolved into an important information source for both district and college personnel to stay current with new developments in curriculum and transfer. Ten

issues were produced during the 2009-10 academic year, and feedback from both internal and external constituents about the value of the newsletter has been very positive.

The CCTA website continues to be enhanced and developed into a more user-friendly tool. Web analytics are monitored closely each month by the Web Technician, summarized and shared with staff, and used to make decisions about changes to the site. For example, web statistics show that the course and program searches are the highest-use components of the site. Therefore, the revised design of the site includes immediate, page one access, to these search tools. The improvements to the CCTA website have resulted in measurable increases in the usage of the site. For example, the graph below depicts a comparison between the number of visitors in May 2009 and May 2010; there was a 65% increase in visits and a 99% increase in pageviews between the two years. August 2009, a key month for fall registration, showed the highest usage with 46,792 visits and 172,860 pageviews.

CCTA Website Comparison May 2009 to May 2010



CCTA also has responsibility for maintenance of websites for the ASU-Maricopa Alliance/MAPPs, the NAU Connection, and the IC Portal. All of these sites are similarly monitored monthly and updated according to usage statistics.

Report on Goal X: Current Technologies

Goal X: Adopt appropriate and current technologies to streamline and enhance departmental operations, processes, resources, and support services.

The adoption of ACRES for curriculum processing is the major accomplishment toward this goal for the year, and this is described in an earlier section of the report. In addition, the CCTA programmer has transitioned to using phpMyAdmin to administer a MySQL database that stores both current and historical program information and allows dynamic generation of detailed program data from CCTA website search engines. Staff members also have spent considerable time engaged in discussions with Arizona State University and others at the state level to explore development of new technology solutions to support Maricopa student success. Concepts include

exploration of how Maricopa might adopt or adapt components of ASU's e-Advisor system which monitors and assists students in decision making and progression toward degree completion.

Summary and Conclusion

This annual report presents the goals, objectives, and accomplishments of the Center for Curriculum and Transfer Articulation for the 2009-10 academic year. It is organized around the goals outlined in the CCTA 2009-10 Departmental plan. Virtually all of the goals and objectives have been achieved, and accomplishments are substantiated by evidence presented in the report. The CCTA is firmly committed to supporting the vision, mission, strategic directions, and three pillars of the Maricopa Community Colleges, and recognizes its primary responsibility to be in service to the academic success of students. The CCTA looks forward to advancing new goals for the coming academic year that add value to the important work of the 10 Maricopa colleges, to the Division of Academic and Student Affairs, and to the system as a whole, in preparing students to be productive citizens of the 21st Century.

Appendix A

Center for Curriculum and Transfer Articulation

Department Plan 2009-2010

Center for Curriculum and Transfer Articulation: Department Plan 2009-2010

Departmental Goals & Objectives	Expected Outcomes	Related District Goals and Directions	Related Resource Needs (equipment, staff, training)
<p>I. Provide leadership and support for full implementation of the expanded ASU-Maricopa Alliance and the Maricopa-ASU Pathways Program.</p> <p>A. Collaborate with ASU staff and administrators to ensure that Maricopa and ASU policies and business processes are aligned and consistently applied; resolve issues or discrepancies.</p> <p>B. Prepare and disseminate MAPPs training, quick reference guides, and other support materials for advisors and others.</p> <p>C. Address faculty and staff inquiries regarding MAPPs implementation.</p> <p>D. Prepare and disseminate broad communications within the MCCCDC community about MAPPs implementation.</p> <p>E. Develop a plan for data collection and analysis that will allow evaluation of the effectiveness of the MAPPs program.</p>	<p>Students attending the Maricopa community colleges will be well informed about the MAPPs option, will be able to sign up for a MAPP, and will be supported in their completion of the MAPP.</p> <p>MAPP students will successfully transfer to ASU and will receive the benefits associated with the MAPP.</p> <p>MAPP students will earn a baccalaureate degree in the program of choice.</p>	<p>Promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies and quality teaching and learning.</p> <p>Enhance internal collaboration and increase external partnerships.</p> <p>One Maricopa Initiative</p> <p>Student Success Initiative</p>	<p>Staff member to support MAPPs implementation by reviewing and building MAPPs in the Student Information System and supporting college advisors and other staff in implementing MAPPs.</p> <p>Printing budget.</p> <p>Official function budget.</p>
<p>II. Support and implement the policies and guidelines of the statewide transfer system.</p> <p>A. Keep abreast of policy issues and changes and their impacts; provide interpretations and background to Vice Chancellor related to policy issues and changes.</p> <p>B. Actively participate and represent Maricopa's perspective on statewide transfer system committees.</p> <p>C. Implement new statewide systems such as the general education database.</p>	<p>An efficient, effective, and student-friendly transfer system.</p>	<p>Promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies and quality teaching and learning.</p> <p>One Maricopa Initiative</p> <p>Student Success Initiative</p>	<p>Review and reevaluate staffing in support of transfer articulation.</p>
<p>III. Increase transfer agreements with Northern</p>	<p>Increased numbers of students</p>	<p>Enhance internal</p>	<p>Review and reevaluate staffing</p>

<p>Arizona University (NAU) and University of Arizona (UA) in order to expand student access to, and completion of, the baccalaureate degree.</p> <p>A. Collaborate with NAU and UA administrators and faculty to identify potential growth areas.</p> <p>B. Improve transfer relationships and streamline transfer processes for students with UA.</p>	<p>transferring to, and earning a baccalaureate degree from NAU and UA.</p>	<p>collaboration and increase external partnerships.</p> <p>One Maricopa Initiative</p> <p>Student Success Initiative</p>	<p>in support of transfer articulation.</p>
<p>IV. Increase, and improve the effectiveness of, transfer agreements with university transfer partners outside the statewide system.</p> <p>F. Implement the recommendations from the transfer partner evaluation.</p> <p>G. Discontinue transfer partnerships that are not supported.</p> <p>H. Develop new transfer partnerships with universities sought-out by Maricopa students and faculty to expand student access to baccalaureate degrees.</p> <p>I. Publish data about student transfer to partner institutions.</p> <p>J. Develop a transfer student portal.</p>	<p>Increased numbers of students transferring to, and earning a baccalaureate degree from universities outside the statewide system with whom we have transfer agreements.</p> <p>Increased number of agreements with universities who support the agreements and provide student incentives/benefits; decreased number of universities that do not support agreements.</p> <p>Publications about student transfer.</p> <p>Transfer student portal is implemented and accessed by students.</p>	<p>Enhance internal collaboration and increase external partnerships.</p> <p>One Maricopa Initiative</p> <p>Student Success Initiative</p>	<p>Review and reevaluate staffing in support of transfer articulation.</p>
<p>V. Support and facilitate the work of the discipline-specific Instructional Councils and Articulation Task Forces in all matters related to curriculum and transfer.</p> <p>A. Share critical information; solicit input and feedback.</p> <p>B. Troubleshoot articulation issues.</p> <p>C. Provide technical support to facilitate good meeting practices and documentation; development of web-based IC meeting manager.</p> <p>D. Coordinate IC/ATF membership and IC</p>	<p>Good communication and feedback established between CCTA and ICs/ATFs.</p> <p>Positive perception of value of CCTA information, resources, and services.</p> <p>Usage of IC meeting manager.</p> <p>Improved communication about IC issues throughout the system as a result of IC meeting manager.</p>	<p>Promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies and quality teaching and learning.</p>	<p>No new resources.</p>

<p>participation on ASU curriculum committees.</p> <p>E. Maintain and enhance functionality of IC and ATF resources and websites.</p>			
<p>VI. Provide leadership for, and support implementation of, Maricopa curriculum processes.</p> <p>C. Provide background research and data to support District Curriculum Committee decisions.</p> <p>D. Facilitate and coordinate curriculum review processes to ensure currency and relevance and minimize program duplication.</p>	<p>Courses that are not current and relevant will be modified or deleted from the course bank.</p> <p>Programs that are duplicated across colleges will be consolidated.</p>	<p>Promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies and quality teaching and learning.</p> <p>One Maricopa Initiative.</p>	<p>No new resources.</p>
<p>VII. Improve the efficiency of curriculum processing and reporting systems.</p> <p>E. Adopt the ACRES curriculum development and processing system to automate processing and uploading to the ACETS system.</p> <p>F. Improve curriculum reporting to be more easily accessed and user friendly.</p> <p>G. Improve the accuracy and display of curriculum information on the CCTA website.</p> <p>H. Identify other areas in which the curriculum process can be more efficient and effective for the colleges.</p>	<p>ACRES successfully implemented district-wide.</p> <p>Curriculum reports that are user friendly and easily accessed.</p> <p>Decrease in the number of reports about errors on the CCTA website.</p>	<p>Stewardship of public funds.</p> <p>In our roles as employees working in the District Office and with a goal of promoting Student Success, One Maricopa, and Public Stewardship, individually and collectively, provide high impact service.</p>	<p>Employee training.</p>
<p>VIII. In collaboration with ITS, facilitate development of SIS enhancements necessary to implement a user-friendly degree audit that can be implemented in student self service.</p>	<p>Completed SIS modifications that allow student self service degree audit.</p> <p>Students use self service degree audit.</p>	<p>Promote and support opportunities for students by enhancing learning environments and delivery options, student retention and success strategies and quality teaching and learning.</p>	<p>Funds for external consultant to completed needed development work.</p>
<p>IX. Increase communication and collaboration</p>		<p>In our roles as employees</p>	

<p>with colleges, with other departments within the Division and the District Office, and with external partners.</p> <p>D. Develop outreach opportunities to support and work with faculty and staff at their college locations.</p> <p>E. Enhance the CCTA newsletter to improve awareness and understanding of important curriculum and transfer issues at the local, state, and national levels.</p> <p>F. Continue to improve the navigability and usability of the CCTA website.</p>	<p>Positive perception of CCTA services as valued among the Maricopa colleges.</p> <p>Increased use of CCTA as a resource to support curriculum and articulation-related issues.</p>	<p>working in the District Office and with a goal of promoting Student Success, One Maricopa, and Public Stewardship, individually and collectively, provide high impact service.</p> <p>Enhance internal collaboration and increase external partnerships.</p>	<p>No new resources.</p>
<p>X. Adopt appropriate and current technologies to streamline and enhance departmental operations, processes, resources, and support services.</p>	<p>Enhanced and streamlined departmental operations, processes, and support services.</p>	<p>Identify and pursue new and existing revenue sources while promoting cost effectiveness.</p>	<p>Professional development related to new technologies.</p> <p>Technology support tools.</p>

Appendix B

ASU-Maricopa Alliance and MAPPs

MAPP Student Enrollments by Major	January 2010	June 2010
Anthropology BA	n/a	12
Biological Sciences	10	56
Business (Accountancy)	n/a	80
Business (Computer Information Systems)	n/a	25
Business (Economics)	n/a	6
Business (Finance)	n/a	34
Business (Management)	n/a	50
Business (Management-Entrepreneurship)	n/a	19
Business (Marketing)	n/a	31
Business (Supply Chain Management)	n/a	5
Business (Sustainability) BA	0	8
Business (Tourism Management) BA	0	3
Business (Urban Policy) BA	0	0
Communication BA (Tempe)	3	24
Communication BS (Tempe)	2	28
Communication Studies BA (West)	0	4
Communication Studies BS (West)	0	5
Criminal Justice and Criminology	5	76
Early Childhood Education	3	31
Economics (CLAS)	n/a	4
Elementary Education	32	108
Engineering (Polytechnic)	n/a	5
English (Creative Writing)	3	14
English (Literature)	1	6
English (West)	1	2
Exercise and Wellness	5	19
Geography BA	n/a	0
Geography BS	n/a	2
Geography (Meteorology-Climatology)	n/a	0
Geography (Urban Studies)	n/a	0

MAPP Student Enrollments by Major	January 2010	June 2010
History (Tempe)	0	14
History (West)	1	5
Justice Studies	4	22
Kinesiology	18	79
Life Sciences BS (West)	1	9
Non-Profit Leadership and Management	0	5
Parks and Recreation Management	1	4
Philosophy BA	n/a	2
Political Science BA (Tempe)	0	15
Political Science BS (Tempe)	0	14
Psychology BA (Tempe)	8	81
Psychology BA (West)	6	36
Psychology BS (Tempe)	18	70
Psychology BS (West)	6	30
Religious Studies	n/a	2
Social Work	9	89
Sociology (West)	1	11
Special Education	16	33
Tourism Development and Management	1	4
Women and Gender Studies	n/a	0
Nursing (RN-BSN)	n/a	713
Total	155	1895
MAPP Student Enrollments by College	January 2010	June 2010
<i>Chandler Gilbert</i>	43	145
<i>Estrella Mountain</i>	10	95
<i>Gateway</i>	3	475
<i>Glendale</i>	36	31
<i>Mesa</i>	23	477
<i>Paradise Valley</i>	2	109
<i>Phoenix</i>	3	81
<i>Rio Salado</i>	1	28
<i>Scottsdale</i>	30	419
<i>South Mountain</i>	4	35
Total	155	1895

Appendix C

Curriculum Statistics

2009-2010 Year End Report
Proposals Submitted for Curriculum Processing

The report provides the total number of proposals submitted by the colleges during the curriculum cycle for the 2009 – 2010 academic year. The breakdown of information includes the types of proposals processed.

Course Proposals Submitted												
Submission Type	CGCC	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC	DO	Totals
Course Modifications	9	0	97	28	41	5	43	25	25	1	0	274
New Courses	33	7	63	22	38	2	14	77	6	5	0	267
Course Deletions	0	0	29	9	7	0	4	5	0	0	0	54
Total Courses	42	7	189	59	86	7	61	107	31	6	0	595

Program Proposals Submitted												
Submission Type	CGCC	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC	DO	Totals
NOP	0	0	4	0	0	0	1	3	0	1	0	9
OPM	0	3	62	8	2	8	23	8	14	0	0	128
Program Additions	0	0	2	1	1	1	0	1	0	0	0	6
OPD*	1	0	11	1	3	0	2	0	3	0	0	21
NAP	0	1	0	0	0	1	1	2	0	0	0	5
APM	1	0	0	0	1	2	0	0	0	0	0	4
APD	0	0	0	0	0	0	0	0	0	0	0	0
Total Programs	2	4	79	10	7	12	27	14	17	1	0	173

* Of the 21 program deletions processed 12 of them resulted in the program no longer being offered

Other Proposals Submitted												
Submission Type	CGCC	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC	DO	Totals
Experimental Courses	0	0	0	0	0	0	0	0	0	0	0	0
IND170 Courses	0	0	4	0	0	0	0	14	0	0	0	18
Common Competencies	12	0	1	0	2	0	0	3	0	3	0	21
Total Proposals	12	0	5	0	2	0	0	17	0	3	0	39

NOP = New Occupational Program

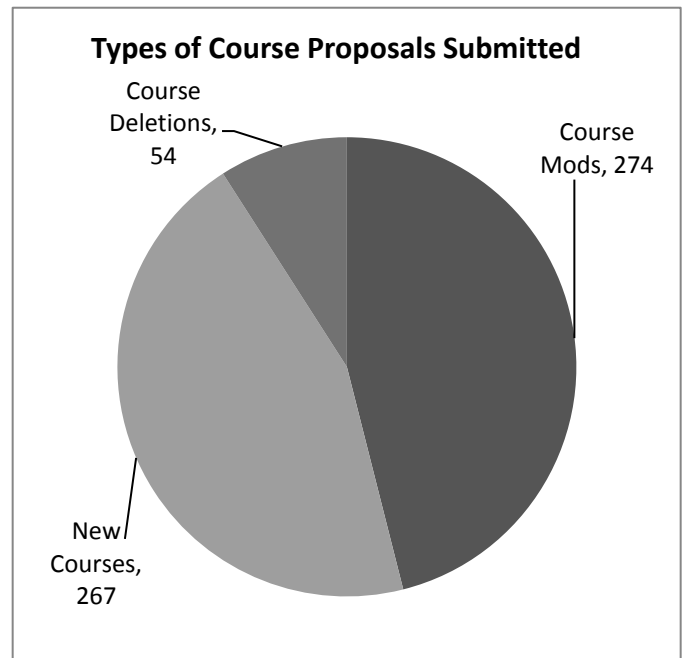
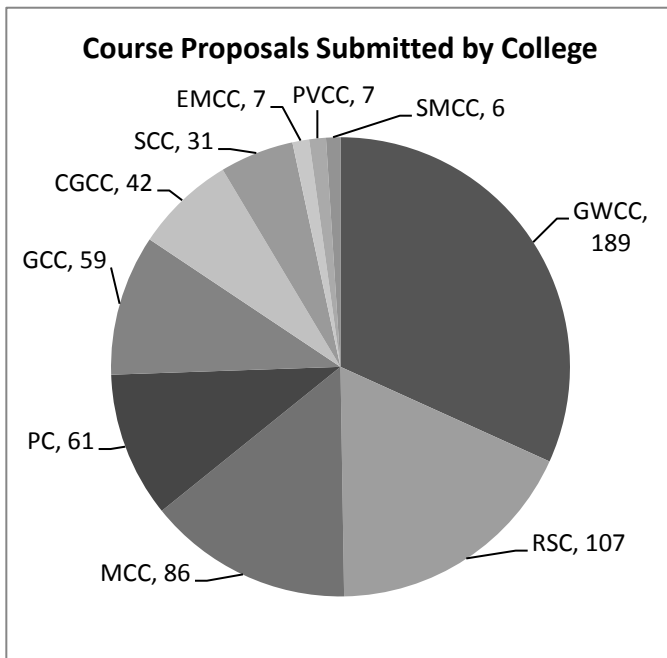
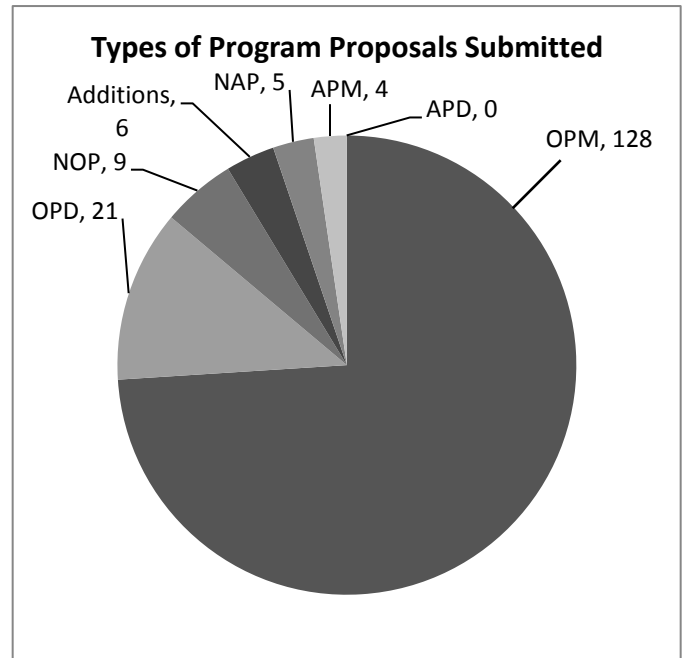
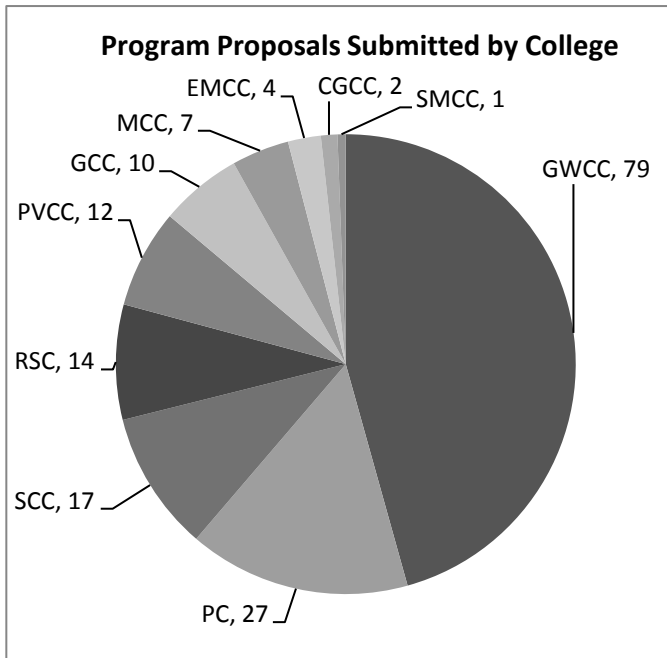
NAP = New Academic Certificate Program

OPM = Occupational Program Modification

APM = Academic Program Modification

OPD = Occupational Program Deletion

APD = Academic Program Deletion



NOP = New Occupational Program	NAP = New Academic Certificate Program
OPM = Occupational Program Modification	APM = Academic Program Modification
OPD = Occupational Program Deletion	APD = Academic Program Deletion

2009-2010 Year End Report Course and Program Modification Types

Course Modifications	CGCC	EMCC	GCC	GWCC	MCC	PC	PVCC	RSC	SCC	SMCC	Totals
Prerequisites	2	0	16	63	16	16	3	9	13	0	138
Outline	1	0	2	35	23	5	0	12	13	1	92
Competencies	1	0	2	32	23	6	0	14	8	1	87
Description	1	0	3	24	20	4	0	7	18	1	78
Title	8	0	9	12	9	3	1	3	4	1	50
Number	0	0	0	35	6	5	0	0	0	0	46
Subject/Prefix	0	0	0	35	0	0	0	0	0	0	35
Periods	0	0	0	11	4	4	0	4	4	1	28
Course Notes	0	0	10	6	9	1	0	0	0	0	26
Load	0	0	0	9	4	2	0	4	4	1	24
Add Cross-Ref	0	0	2	5	0	15	0	0	0	0	22
Credits	0	0	0	10	1	4	2	2	0	1	20
Del Cross-Ref	0	0	0	2	0	11	0	0	0	0	13
Activity Type	0	0	1	6	2	0	0	2	0	0	11
Repeats	0	0	1	4	3	0	0	0	0	0	8
Course Type	0	0	0	0	0	0	0	2	0	0	2
Load Formula	0	0	0	0	0	1	0	0	0	0	1
Add Modules	0	0	0	0	0	0	0	0	0	0	0
Add Suffixes	0	0	0	0	0	0	0	0	0	0	0
Total Changes:	13	0	46	289	120	77	6	59	64	7	681

Program Modifications	CGCC	EMCC	GCC	GWCC	MCC	PC	PVCC	RSC	SCC	SM	Totals
Required Courses	0	0	4	41	14	22	9	5	6	0	101
Competencies	0	0	4	31	18	19	10	6	4	0	92
Total Program Credits	0	0	3	30	11	11	2	2	5	0	64
Restricted Electives	0	0	3	11	10	4	4	3	7	0	42
Program Prerequisites	0	2	3	23	2	10	1	1	0	0	42
Description	0	1	3	14	5	6	1	1	6	0	37
General Education	0	1	2	15	4	8	1	1	1	0	33
Admission Criteria	0	3	0	21	1	4	0	1	0	0	30
Program Title	0	0	2	16	1	3	3	0	2	0	27
Program Notes	0	0	0	18	0	5	0	0	0	0	23
Program Availability	1	0	1	1	4	2	1	0	4	0	14
Area Notes	0	0	1	9	1	1	0	0	0	0	12
Program Additions	0	0	0	2	1	0	0	1	0	0	4
CIPS Code	0	0	1	0	0	1	0	0	0	0	2
Free Electives	0	0	0	0	0	0	0	0	0	0	0
Total Changes	1	7	27	232	72	96	32	21	35	0	523

Current Course and Program Counts

Active Courses in the MCCCDC Course Bank- as of June 22, 2010	
Active Academic Courses	2,612
Active Occupational Courses	6, 627
Total Active Courses	9,239

Active Occupational Programs-as of June 22, 2010	
Associate in Applied Science Degrees	340
Certificates of Completion	656
Total Active Occupational Programs	996

Active Academic Programs-as of June 22, 2010	
Associate Degrees (AA, AS, ABUS, AAEE, AAFA, AGS)	9
Associate in Transfer Partnership Degrees (ATP)	2
Academic Certificates (AC)	30

The table below lists all approved IND170 new courses and course extensions received by the Center for Curriculum and Transfer Articulation (CCTA) for the 09-10 curriculum processing cycle.

	Number of IND170 Courses
GateWay Community College <i>Client</i>	
Arizona State Board of Nursing	1
Arizona Heat and Frost Insulators & Allied Workers JATC	1
Purchasing & Assistance Collaborative for Electronic Health Records (PACeHR)	1
Torres Consulting and Law Group, LLC	1
Rio Salado College <i>Client</i>	
Maricopa County Sheriff's Office	2
Macys	1
Phoenix Fire Department	1
Motor Vehicle Division	10
Total	18

The listing below includes all requests received in the 09-10 processing cycle by the Center for Curriculum and Transfer Articulation (CCTA) to place programs on moratorium status. For additional information or for a comprehensive listing of all programs on moratorium, access the Center for Curriculum & Transfer Articulation website:
<http://www.maricopa.edu/academic/ccta/curric/progmor.php>

Institution	Award Type	Major Code	Program Title	Effective Moratorium Term	Requested Date
GCC	CCL	5686	Sound Design	2010 Spring	4/23/10
MCC	AAS	3005	Caterpillar Technician Training	2010 Summer I	2/4/10
MCC	AAS	3056	Fire Science Technology	2010 Spring	10/20/09
PC	AAS	3150	Credit Union Management	2010 Summer I	5/6/10
PC	AAS	3769	Gerontology	2010 Summer I	5/11/10
PC	AAS	3202	Legal Secretarial	2010 Summer I	5/6/10
PC	AAS	3214	Medical Office Support	2010 Summer I	5/7/10
PC	AAS	3680	Office Support	2010 Summer I	5/7/10
PC	CCL	5149	Credit Union Management	2010 Summer I	5/6/10
PC	CCL	5719	Gerontology: Aging Services Management	2010 Summer I	5/11/10
PC	CCL	5306	Gerontology: Eldercare	2010 Summer I	5/11/10
PC	CCL	5718	Gerontology: Foundations	2010 Summer I	5/11/10
PC	CCL	5320	Gerontology: Generalist	2010 Summer I	5/11/10
PC	CCL	5314	Gerontology: Program Development	2010 Summer I	5/11/10
PC	CCL	5202	Legal Secretarial	2010 Summer I	5/6/10
PC	CCL	5206	Medical Office Support: Basic Clerical	2010 Summer I	5/7/10
PC	CCL	5229	Medical Office Support: Basic Transcription	2010 Summer I	5/7/10
PC	CCL	5677	Office Support I	2010 Summer I	5/7/10
PC	CCL	5676	Office Support II	2010 Summer I	5/7/10
PVCC	CCL	5665	Accounting	2010 Spring	11/6/09
PVCC	CCL	5881	Media Arts: Computer Art/Illustration	2010 Spring	6/14/10
RSC	CCL	5496	Insurance Claims and Losses: Customer Service	2010 Summer I	5/24/10

Institution	Award Type	Major Code	Program Title	Effective Moratorium Term	Requested Date
RSC	CCL	5042	Network Professional	2010 Spring	1/27/10
RSC	CCL	5727	Quality Process Leadership	2009 Fall	11/12/09
RSC	CCL	5044	Technology Troubleshooting and A+ Preparation	2010 Summer I	2/19/10
RSC	CCL	5582	Workforce Development: Culinary Arts	2010 Spring	1/27/10
RSC	CCL	5601	Workforce Development: Welding Level I	2010 Spring	1/27/10
RSC	CCL	5602	Workforce Development: Welding Level II	2010 Spring	1/27/10
SMCC	CCL	5466	Journalism	2010 Spring	10/27/09

Total Number of Programs on Moratorium by College	
Chandler Gilbert	7
Estrella Mountain	2
Glendale	15
GateWay	2
Mesa	4
Phoenix	37
Paradise Valley	3
Rio Salado	16
Scottsdale	15
South Mountain	1
Total	102

2009-2010 Year End Report
Action on New and Modified Subjects

The following lists Early Alerts submitted for the 09-10 curriculum processing cycle along with the associated New Occupational Program submitted and approved by District Curriculum Committee.

Initiating College	Early Alert Program Title	Date Submitted	Vice Chancellor Approval Date	Major Code	Program Title	Effective First Year Term	Governing Board Approval Date
GWCC	Construction Trades: Mechanical Trades – Form Carpentry	10/13/2009	11/2/2009	5704	Construction Trades: Mechanical Trades - Form Carpentry	2010 Spring	2/23/2010
GWCC	Construction Trades: Plastering and Cement Masonry	9/30/2009	10/14/2009	5700	Construction Trades: Plastering and Cement Masonry	2010 Spring	12/8/2009
GWCC	Systems Analysis for Practice Management	11/30/2009	12/11/2009	3128	Systems Analysis for Practice Management	2010 Fall	3/23/2010
				5705	Systems Analysis for Practice Management	2010 Fall	3/23/2010
PC	Technical Theatre	4/18/2008	5/20/2008	5462	Technical Theatre	2010 Summer I	4/27/2010
RSC	Community Dental Health Coordination	3/29/2010	4/22/2010	5709	Community Dental Health Coordination	2010 Summer II	6/22/2010
RSC	Sustainable Food Systems	1/22/2009	2/23/2009	3127	Sustainable Food Systems	2010 Spring	10/27/2009
				5158	Sustainable Food Systems	2010 Spring	10/27/2009
SCC	Yoga Therapy	2/18/2009	8/20/2009		Not Yet Submitted		
SMCC	Community Health Worker	4/25/2008	6/2/2008	5701	Community Health Worker	2010 Summer I	6/22/2010

The following lists action taken by the District Curriculum Committee in 09-10 for official subjects supporting credit curriculum.

New Subjects:

Subject	Subject Definition	Instructional Council Evaluating Courses Using the New Subject	DCC Approval Date	Initiating Institution	Effective First Year/Term
SUS	Sustainability/ Natural Sciences	Sustainability	2/1/2010	MCC	2010 Fall
SSH	Sustainability/Social Sciences and Humanities	Sustainability	2/1/2010	MCC	2010 Fall
CRA	Clinical Research Associate	Allied Health	2/1/2010	GWC	2010 Summer I

Modified Subjects:

Subject	Change In	From	To	Initiating Institution	Effective Year/Term
TTD	Description	Tractor-Trailer Driving	Truck Trailer Driving	GCC	2010 Spring
ULS	Last year term	Active	Inactive	GWC	2010 Sum I

For additional information on subjects including content descriptions and hiring qualifications, access the Center for Curriculum & Transfer Articulation website:

<http://www.maricopa.edu/academic/ccta/curric/gma.php>

The Arizona Course Equivalency Tracking System is designed to track course equivalency decisions as they go through the statewide articulation process in Arizona. ACETS supports all decision making required to establish equivalencies in Arizona. The Center for Curriculum and Transfer Articulation (CCTA) at Maricopa is responsible for submitting approved Maricopa curriculum changes to the public universities for evaluation via the ACETS online system.

These curriculum changes include new courses, course deletions, modifications, and editorial changes to titles, subjects and course numbers. University or Maricopa requests for course re-evaluation and CEG Data Cleanup and ATF CEG Report forms are also handled through the ACETS system. Finalized Maricopa course equivalencies reside in the on-line Course Equivalency Guide (CEG) which is monitored by the CCTA.

After discussion and review, it was decided that beginning Spring 2010 certain Maricopa subjects would be hidden from showing in the CEG. The purpose of this decision was to hide subjects that were evaluated as mostly Non Transferable, or as having very few Elective or Departmental Elective equivalencies from the universities. This will save time and effort for both Maricopa and the universities when processing courses for equivalency.

The following are the courses processed in ACETS from 08/01/2009-07/01/2010

Proposal Type	Totals
New	224
Modified	144
Deletions	36
Editorial	18
CEG Data Cleanup	6
ATF CEG Report	1
Total	429
Subjects Hidden in CEG	81

The Academic Curriculum Review and Evaluation System (ACRES) is an electronic means for creating, routing, evaluating, and approving new courses, course modifications, and course deletions within an institution. It allows faculty, staff, and administrators to share information about course changes, and to access course information for various uses within their institutions.

Arizona State University uses ACRES, and has agreed to share curriculum changes with the Arizona public community colleges. The process of ACRES is coordinated through the Center for Curriculum and Transfer Articulation. Through a read only account, users are allowed to view courses that are at the “One Week Review” stage in the ASU curriculum process. After the one week university review, courses are routed to the Provost for review and final approval. Users will be able to view undergraduate changes, deletions and new courses.

During the “One Week Review” stage, CCTA determines which ACRES courses, for courses designated 100 – 400 level, to send to the appropriate Instructional Councils. Maricopa faculty representatives to the related ASU Councils or Committees are copied on the correspondence. Maricopa faculty are asked to look for the following when reviewing the ASU course proposals: impact on Maricopa students, content, appropriate course level, numbering, and potential articulation opportunities. Comments regarding ACRES course curriculum proposals are submitted to CCTA prior to the one week deadline. If necessary, comments are forward to ASU for consideration.

The following are ASU ACRES course curriculum proposals shared with Maricopa Instructional Councils from 08/01/2009-07/01/2010

ASU courses received by MCCCDC for review: 215 (49 courses were 400-level and were not sent; 13 courses were 300-level and were not sent for various reasons)

Submitted to faculty for review and comment: 153

Proposal Type	Totals
New	77
Modified	69
Deletion	7