



Update on Community College Relations and Transfer Students

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I. Guided Pathways to Success (GPS)

Built as an extension of the highly successful eAdvisor program and initially funded by a \$1 million grant from the Kresge Foundation, ASU's Guided Pathways to Success programs serve as a national model for helping community college students understand requirements and receive continuous support during their years at the community college to prepare for success at ASU. The MAPP (Maricopa to ASU Pathways Program) is for students from the 10 Maricopa Community Colleges. The TAG (Transfer Admission Guarantee) is for students from the other public and tribal colleges within Arizona. The GPA (Guaranteed Program for Admission) is for students from out-of-state colleges with which ASU partners.

ASU was proud to have received the inaugural national award for transfer student success programs in October 2014 for the Guided Pathways to Success model. Attachment 1 provides more details about that award via the ASU press release on that topic.

We are currently in the process of intensifying these programs.

- We are developing an electronic sign-up process for MAPP and TAG students, which the University Technology Office anticipates completing in late spring or early summer. Currently these students need to make an appointment to see their community college advisor to initiate their involvement. The new process will allow students with access to a mobile phone to complete a short interest form and sign-up for MAPP or TAG.
- We will be extending the timeframe for MAPP and TAG students from three years to four years to complete the community college portion of their coursework. This should encourage students who are attending part-time or who begin in developmental courses to be involved in pathway programs from the start of their community college enrollment.
- We are simplifying the TAG curriculum development process to reduce the time needed by rural community colleges to review and approve the TAGs. This new process will have students look at ASU's major map for their intended degree and use the Transfer Credit Guide to find the equivalent coursework at their community college. When they run out of coursework at their community college that has relevance to their degree, they would transfer.
- This new TAG process will also make it more clear to community college students that they can transfer to ASU in many, many majors. A misconception existed at some colleges that students could transfer only in our previous TAG majors, and that is not the case. Thus, this new TAG process should encourage many more community college students to identify their interest in ASU by signing up for the TAG program. Communication flows have been revised to match the new elements of the program.
- The forms for the GPA program are currently being revamped so that the degree lists are responsive to whether the student intends to come to an on-ground or on-line program.
- Lastly, we are working with the University Technology Office to improve the quality of the information available to academic units about those who have signed up for MAPP, TAG and GPA programs so that our colleges and schools can be more directly engaged in reaching out to community college students who have an interest in a unit's majors.

The work on guided pathways for community college students is a joint effort between the staff in admission services, transfer systems development and curriculum articulation, university technology, community college relations and academic partnerships.

There are still improvements to be made with many of the transfer technology tools. The Pathway Progress Tracker Tool, which uses electronic transcripts pulled in from the Maricopa County Community

College District (MCCCD) to allow students to see their progress on a pathway, needs work. The My ASU portal for pathway students also needs a facelift. The dashboards or mechanisms by which others at ASU become aware of the interest of a transfer student need improvement. The interface between the Transfer Credit Guide, ASU Major Maps, and student-facing transfer guide needs to be designed. The University Technology Office is aware of these needs and is systematically addressing them.

The Maricopa to ASU Pathways Program (MAPP) was highlighted in the critically acclaimed book for community college reform, Redesigning America's Community Colleges: A Clearer Path to Student Success by Thomas R. Bailey, Shanna Smith Jaggars and Davis Jenkins, published in 2015. Attachment 2 has excerpts from the book that pertain to ASU.

Transfer Credit Guide

In Spring 2012, we centralized the evaluation of transfer courses and launched the Transfer Credit Guide (TCG), a helpful online tool that allows students to search for ASU course equivalencies and see how a transfer course from another institution would apply at ASU. The Transfer Credit Guide has over 400,000 transfer course equivalency rules from regionally accredited domestic and international institutions.

In Spring 2013, we evaluated 7,907 courses and the average turnaround time was 5 days. Since that time, we have enhanced our technology and our processes allowing us to evaluate on average 130,000 new courses each year within a 24-hour turnaround time. In 2016, the Transfer Credit Guide had over 600,000 unique page views from a combination of current and prospective students, as well as, transfer and ASU advisors.

Tribal Colleges

ASU provides support to American Indian communities in a number of ways. One such effort involves supporting tribal colleges via the Office of Academic Partnerships.

During 2015-2016, the Transfer Admission Guarantee (TAG) program was initiated at Arizona's two tribal colleges: Diné College on the Navajo Nation and Tohono O'odham Community College on the Tohono O'odham Nation.

Coordination with ASU Online

Because many transfer students are place-bound adults who would have difficulty completing their degrees without the flexibility of online education, the Provost's Office of Academic Partnerships works closely with ASU Online to coordinate community college outreach.

Recently, we partnered to intensify out-of-state efforts in California. Academic Partnerships arranged for multiple California partners to be interviewed by the ASU Online marketing team, in order to better understand how best to reach potential markets of students. As a result, a number of marketing materials and strategies related to the Guaranteed Program for Admission have been updated in collaboration with Enrollment Services Communication.

Additionally, ASU Online is deploying a group of outreach specialists to California community colleges to make them more aware of opportunities at ASU. Academic Partnerships provided training sessions, contact information, enrollment trend data (with support from the University Office of Institutional Analysis), and other support for this effort.

ASU Online has indicated that the structure of the Guaranteed Program for Admission works well for their recruitment efforts, so after the California initiative is producing the intended results, we will examine whether or not it is possible to expand the GPA to additional states, such as Texas and Colorado.

Currently, we have the GPA program in place with 64 California community colleges, 11 colleges in the state of Washington and 9 Illinois colleges. Attachment 3 displays the new California GPA brochure.

II. Communication and Outreach

In order to assist community college employees and students with changes happening at ASU, we have multiple means of communicating with them.

Recruitment and Promotional Materials

A considerable amount of work has been undertaken in this area, under the leadership of the Enrollment Services Communications team with support from Academic Partnerships, including production of the following items this year: new MAPP, TAG and GPA brochures; new MAPP and TAG fliers (see Attachment 4); new application timeline flier; new Transfer Credit Guide flier; new transfer student videos; new email news to pathway students; and a revised transfer.asu.edu/Maricopa webpage. (See examples of transfer recruitment publications at transfer.asu.edu/downloads.)

Administrator Updates

The Vice Provost for Academic Partnerships meets with each community college president at least once per year, and with the Maricopa Community Colleges at least once each semester, on-site at their college for the purpose of sharing data about transfer student enrollment and success, providing updates about ASU and transfer programs, hearing any concerns they may have, and brainstorming ideas for how to improve community college relations and transfer student success. For each fall meeting, typically each Maricopa Community College president convenes their entire senior leadership team for the ASU update.

The Alliance Partnership with the Maricopa Community Colleges

Dr. Sam Dosumu, MCCCDC associate vice chancellor of Academic Affairs, and Dr. Maria Hesse, ASU vice provost for Academic Partnerships, have primary responsibility for implementation of the Alliance Partnership and meet on a regular basis to review progress, resolve issues and discuss next steps.

Alliance Steering Committee meetings include additional administrators from both institutions. This group currently includes Drs. Dosumu and Hesse, as well as Dr. Fred Corey, vice provost for Undergraduate Education, ASU; Kent Hopkins, vice president for Enrollment Management, ASU; Felicia Ganther, associate vice chancellor of Student Affairs, MCCCDC; and Dr. Paul Dale, interim executive vice chancellor and provost, MCCCDC and president, Paradise Valley Community College.

The Alliance Implementation Team meets quarterly to discuss implementation of mutual goals in more detail. This group currently includes Rose Rojas, Kathy Silberman, Ted Bland and Jesus Chaidez from MCCCDC, and Jenna Kahl, Dena Stevens, Analisa LaCour, Mike Mobley, Jennifer Ash

and Katherine Antonucci from ASU. Depending on planned topics, additional people are invited to the meeting. Sam Dosumu and Maria Hesse co-chair these meetings.

Provost Searle hosted both a West Valley (December 11, 2015) and East Valley (January 29, 2016) higher education summit for the purpose of sharing updates about ASU and specifically ASU West and Polytechnic campuses with community college administrators. Each academic unit at ASU presented, as did each community college president.

Additionally, ASU invites community college presidents to events and activities each year to increase their affinity to ASU and help them better understand the resources available. In addition to hosting the presidents in the Provost's Suite at a fall football game, presidents are invited to join Vice Provost Hesse for special speakers, performing arts and exhibits.

Annual Community College Progress Reports

Each year, for all Arizona community college districts, Academic Partnerships compiles and publishes an annual progress report that provides a comprehensive overview of progress made within the last year, trend data on enrollment and graduation of their transfer students at ASU, pathways program sign-ups, financial aid for transfer students and many other topics. It specifically addresses in writing any issues that have been raised by that college over the past year and proposes priority areas for continued improvement over the next year. Additionally, each progress report includes student success stories.

Arizona Advisor Updates

For each Maricopa Community College, the director for Community College Relations provides an advisor update session each semester with advisement teams, as well as other student affairs professionals (i.e., veterans offices, international student offices, student life and leadership) each semester.

For each Arizona community and tribal college, those updates take place in person once each year and typically are held via Skype or other mechanisms a second time during the year.

Transfer Recruitment

ASU attends the transfer fairs for all Arizona community colleges every year. Additionally, we attend special events related to honors, veterans, student life and leadership, and clubs and organizations. Typically ASU transfer admission specialists attend these events, but often people from other departments such as Academic Partnerships, ASU colleges or services units, ASU alumni and transfer student ambassadors attend with or instead of the admissions representative, as there are many, many invitations received.

Enrollment Services, through Admission Services, is primarily responsible for the recruitment and enrollment of transfer immersion students.

ASU and Community College Connections

Here are examples of collaborations among ASU colleges, schools and departments with our community college partners.

A Faculty Conversation Series between MCCC and ASU, coordinated by the **Office of Academic Partnerships**, helps facilitate deeper conversation among faculty colleagues about their disciplines,

allowing them to talk about their mutual interests, the employment outlook for graduates, and ways in which they can collaborate. The Faculty Conversations in the past two years have included the **College of Health Solutions**, the **College of Nursing and Health Innovation**, the **Walter Cronkite School of Journalism and Mass Communication**, and **New College of Interdisciplinary Arts and Sciences**.

Barrett, The Honors College at ASU's West campus, has hosted a special honors evening for students from the Maricopa Community Colleges honors programs that aspire to study at Barrett. This event, which now happens annually each spring, features Barrett Associate Dean Dr. Ramsey and a transfer student panel.

The **Fulton Schools of Engineering** are focused on improving women and minority enrollment in engineering. With the support of MCCCDC Chancellor Dr. Maria Harper-Marinick, an ASU-MCCCDC Engineering Task Force was formed to jointly pursue that goal. Dean Kyle Squires and Associate Dean Jim Collofello have attended these meetings, which are coordinated by Dr. Tirupalavanam Ganesh, along with a colleague, Dr. Maria Reyes, of MCCCDC.

The **College of Liberal Arts and Sciences** has a grant from the Modern Language Association that includes ASU, University of California and Georgetown, the purpose of which is to help doctoral students examine career opportunities outside of tenure track faculty positions in universities. Humanities Dean Dr. George Justice and colleagues have worked with MCCCDC to arrange internships for doctoral students within the Maricopa Community Colleges. These internships may include teaching, tutoring, workshops, professional development opportunities, administrative projects and other alternatives.

ASU's **University College** has many special programs focused on improving student success. One of the populations of students on which they are focusing their efforts are American Indian students. A task force has been formed with the Maricopa Community Colleges specifically around this topic. The task force includes Jacob Moore, associate vice president for Tribal Relations, Michael BeGaye, director for American Indian Student Support Services, Anabell Bowen, Laura Macias-Gonzales, Maria Hesse, Analisa LaCour and others from ASU; as well as Winona Thirion who coordinates American Indian initiatives for the Maricopa Community Colleges and colleagues from Scottsdale, Mesa and Glendale community colleges.

The **College of Public Service and Community Solutions** is very focused on transfer student success and community college collaborations. Their Tucson-based social work program is primarily populated by transfer students from Pima Community College. The college has worked very closely with Arizona Western College and local employers to offer the bachelor's degree in Criminal Justice and Criminology in Yuma.

The **Mary Lou Fulton Teachers College** works closely with Arizona community colleges to address the needs of local school districts with teacher preparation programs. The college has strong connections with community colleges across the state. ASU staff members from the college visit each of the Maricopa Community Colleges for two full days each month to meet one-on-one with prospective students. They host "Devil You Know," which brings college students to ASU to learn more about education degree programs. It's a personalized visit experience for students to learn more about their content area and meet faculty. The college also hosts an annual breakfast each fall semester where community college partners are invited to engage in knowledge sharing and strategizing. Then, in the spring semesters, staff members visit many of the community colleges across the state to help facilitate

a smooth transfer for education students. The West campus' education program has a strong partnership with Estrella Mountain Community College and Glendale Community College where the faculty members collaborate with each other and invite community college students to observe ASU student teachers.

In fall 2016, the **College of Health Solutions** participated in conversations with the Yavapai Regional Medical Center and the Veterans Hospital in Prescott, along with Yavapai College, about addressing education and training needs for the incumbent workforce, as well as making more healthcare related programs at the associate, bachelor and master degree level available in Prescott.

The **College of Nursing and Health Innovation** is at the forefront of community college relations as their Director for RN to BSN Programs, Dr. Diann Muzyka, comes from a community college background. Not only does ASU offer an RN to BSN online program, but at multiple community colleges a concurrent enrollment program (CEP) is offered, which allows students to simultaneously work on their online ASU coursework while completing their community college nursing program.

The **Walter Cronkite School of Journalism and Mass Communication** has been active with California Community Colleges. Dean Chris Callahan keynoted a community event at Santa Monica College, and also made time to visit journalism classrooms and have lunch with students and teachers. Subsequently, Associate Dean Marianne Barrett visited five California community colleges with outstanding journalism programs with Vice Provost Hesse, to make them aware of the opportunities at the Cronkite School.

Dr. Bryan Brayboy, special advisor to President Crow on **American Indian initiatives**, and his graduate students have worked closely with Scottsdale Community College and the Salt River Pima Indian Community to improve college readiness for K-12 students, increase understanding of post-secondary education options, and support collaboration for American Indian student success.

The **School of Sustainability** is examining opportunities for articulated coursework and partnership opportunities with Hawaii's community colleges.

ASU's **Polytechnic campus** was invited to collaborate on a STEM (science, technology, engineering and math) initiative with the Mesa Public Schools and Mesa Community College, the purpose of which is to expose high school students to career opportunities in STEM fields. After several months of planning and involvement by the **Fulton Schools of Engineering**, the **College of Integrative Sciences and Arts**, and the **Mary Lou Fulton Teachers College**, a kickoff event was held on January 25, 2017, at MCC's Red Mountain Campus. Vice Provost Duane Roen offered opening remarks to MCC and MPS colleagues, and the students and parents who were there to learn more about the new STEM programs.

ASU's **West campus** has many transfer student initiatives underway.

- The new Transfer Student Center at the West campus was established to help provide a supportive environment for students transferring from a community college or other institution. The Transfer Student Center provides a space in which students can meet with friends between classes; study or complete homework; attend workshops; find helpful resources about internships or information about graduate school; connect with students and staff who can assist them during their time at ASU; or enjoy a free cup of coffee.
- The EXCEL Summer Program in collaboration with the Maricopa Community Colleges was offered in July. New College of Interdisciplinary Arts and Sciences assisted with workshop

presenters and student tours, and Dean Marlene Tromp provided the welcome to the prospective transfer students. This coming summer Dr. Eduardo Pagan will be the keynote speaker for the program.

- The Emerging Leaders Conference is put on in partnership with MCCC's Male Empowerment Network and Women Rising program, both of which are focused on inspiring minority and first-generation students to pursue higher education.
- New College of Interdisciplinary Arts and Sciences has worked closely with colleagues at Glendale Community College on curricular alignment and transfer of students to ASU's new biotechnology and bioenterprise degree.
- As part of the NSF-funded Transforming Undergraduate Education in STEM (TUES) program, New College invites GCC students to present their research at an annual research symposium held at ASU West.

ASU has a growing military and veteran population, now over 5,500, that is overwhelmingly made up of transfer students. In order to provide the best transition assistance to those students coming to ASU from community colleges, it is essential to be proactive in our relationship with them, beginning as early in their transition as possible. The **Pat Tillman Veterans Center** is staffed with a military and veteran recruitment specialist that maintains a relationship with the veterans centers at the community colleges from which the majority of our veterans come. These are both local and in southern California. Veterans applying to ASU are advised on when to transfer as well as whether it may be more beneficial for them to complete their associate's degree or attain a particular transfer grade point average prior to applying for transfer.

ASU's **Career and Professional Services** department has opened their services to students on MAPP and TAG transfer pathways. Recently, Amy Michalenko, director of service delivery and strategic initiatives at ASU, provided the keynote address at the Maricopa Community College District's 9th Annual Advising Conference. Her keynote was themed, "Coaching for Career Consciousness: Creating Meaningful Conversations to Support Career Readiness."

Dr. Cheryl Conrad, assistant vice president for research development in the **Office of Knowledge and Enterprise Development** and professor of psychology at ASU, has given presentations to incoming transfer students at several ASU welcome week activities, as well as presented to MCCC's advisors at their annual advising conference about undergraduate research opportunities.

Out-of-State Updates

For California community colleges, representatives from Admission Services and ASU Online attend many of the community college transfer fairs and periodically meet with transfer advisors at community colleges. The California transfer specialist also follows up on student inquiries about ASU.

Vice Provost Maria Hesse also visits each California community college partner approximately once every 3-4 years. For other states, Vice Provost Hesse performs periodic visits. For example, this year, President Crow requested the development of a partnership with the City Colleges of Chicago, which blossomed into interest from other Illinois community colleges. Vice Provost Hesse subsequently was invited to speak at the state-wide meeting of chief academic officers and did so, stopping by to see the administrators at the City College of Chicago on the same trip.

Community College Visits to ASU

During Spring 2016, ASU hosted two fly-ins for California community college administrators. This was a follow up to a request from President Crow at a Working Group California meeting to update their knowledge of our institution and enhance our existing partnerships. On April 24-25 and May 1-2, 2016, 33 people (presidents, vice presidents, transfer center directors and others) from 10 colleges visited ASU. During each visit, guests enjoyed dinner with ASU administrators and other representatives, including deans or associate deans from many colleges, and visited the Tempe and Polytechnic campuses meeting with representatives from Barrett, The Honors College, W. P. Carey School of Business, Fulton Schools of Engineering, College of Letters and Sciences, and EdPlus. Senior Vice President and Chief of Staff James O'Brien provided administrative remarks.

Additionally, during 2016-2017, ASU hosted visits by administrators, faculty and staff from Valencia College (Florida), Green River Community College (Washington) and multiple California colleges including Santa Monica College, Santa Barbara City College and San Diego Community College District.

ASU Representation on Community College Councils

ASU is represented on many community college councils as well as on district-wide initiatives. The following individuals represent ASU on college community advisory councils or president's circles:

- Chandler-Gilbert Community College: Angela Creedon, associate vice president, Public Affairs
- Estrella Mountain Community College: Dr. Marlene Tromp, vice provost of ASU West and dean of the New College of Interdisciplinary Arts and Sciences, Dr. Maria Hesse
- Glendale Community College: Dr. Marlene Tromp, vice provost of ASU West and dean of the New College of Interdisciplinary Arts and Sciences, Dr. Maria Hesse
- GateWay Community College: Dr. Keith Lindor, dean of the College of Health Solutions
- Mesa Community College: Dr. Thomas Schildgen, professor in the Fulton Schools of Engineering, Polytechnic campus, Dr. Maria Hesse
- Paradise Valley Community College: Dr. Marlene Tromp, vice provost of ASU West and dean of the New College of Interdisciplinary Arts and Sciences, Dr. Maria Hesse
- Phoenix College: Dr. Marianne Barrett, senior associate dean, Walter Cronkite School of Journalism and Mass Communication
- Rio Salado College: Dr. Michael Dalrymple, director of University Sustainability Practices in the Julie Ann Wrigley Global Institute of Sustainability, Dr. Maria Hesse
- Scottsdale Community College: No council exists at the current time
- South Mountain Community College: Dr. Maria Hesse

The Maricopa Community College District has formed district-wide Business and Industry Leadership Teams (BILT) around key areas of workforce development. Currently, Dr. Keith Lindor serves as the ASU representative on the Healthcare BILT. Other groups will be formed by fall 2017 in Advanced Business Services, Information Technology and Manufacturing. Appropriate ASU representation will be identified for participation.

Community College Representation on ASU Councils

The provost of the Maricopa Community Colleges is invited to serve as a member of President Crow's University Council. Additionally, MCCCDC has representation on ASU's General Studies Council. Each college curriculum committee has a representative from MCCCDC, and several ASU deans have community advisor councils and community colleges have representatives on several such councils.

Transfer Times

The Transfer Times e-newsletter, an example of which is included in Attachment 5, is designed for community college employees and has more than 1,300 subscribers. It is published quarterly via email by Enrollment Services Communications, with advice on content and editorial services from Academic Partnerships. Content focuses on new programs at ASU, transfer programs, important dates for transfer students, financial aid and student success stories. Four editions of each mailing are prepared to target audiences in (1) the Maricopa Community Colleges, (2) Arizona community and tribal colleges, (3) California community colleges, and (4) other community colleges.

Transfer Student Ambassadors

A new program, described in Attachment 6, was initiated in fall 2016 whereby Academic Partnerships hires 20-25 Maricopa and Arizona community and tribal college alumni as Transfer Student Ambassadors. These students are trained and scheduled to assist with events at community colleges and at ASU, including visiting with student leaders, clubs and organizations, seeing their former community college teachers, and serving as classroom and event speakers. Additionally, they serve as hosts and speakers at various ASU events and activities for transfer students including orientations, receptions, and college or unit activities.

Additionally, Transfer Student Ambassadors make contact with community college students who have signed up for a MAPP or TAG program to welcome them to the program, and make certain they know how to use the tools and resources available as part of the program.

III. Additional Collaborations

Grants

In an effort to deepen our partnership efforts and find collaborators for various ASU grants and programs, Academic Partnerships helps connect ASU academic units with community college partners. Here are a few of the grants on which ASU and the Maricopa Community Colleges have worked together within the past year.

- National Science Foundation, S-STEM
- National Science Foundation, INCLUDES
- National Science Foundation, ERC
- Indian Health Services, American Indian Students United for Nursing (ASUN)
- MCIDA, West Valley workforce development
- Institute for Educational Studies (two proposals focused on evaluation of MAPP)
- Manufacturing WISDM project
- Department of Labor, America's Promise grant

In an effort to increase collaboration between ASU and MCCCC faculty, and to help faculty better understand the processes at both institutions for grant submissions, in April 2017, ASU will host a workshop for university and community college faculty. The purpose will be to discuss ideas for further grant collaboration and to clarify timeframes and processes for institutional approval prior to submission. Faye Farmer, director of research development in the Office of Knowledge Enterprise Development, is working closely with Maria Hesse from ASU and Lyvier Conss from MCCCC on this workshop.

HLC/NCA Faculty Guidelines

It was requested that ASU provide information about how MCCCDC residential, adjunct and dual enrollment faculty who find themselves short of meeting the new HLC/NCA guidelines could complete graduate credits in their teaching discipline, in a nondegree-seeking status. A flier was created with pertinent ASU graduate school information, a website was created with additional information, and a point of contact was identified in the ASU Graduate College for Maricopa faculty. Scholarship money was allocated to assist Maricopa faculty in these circumstances.

InSpark Science Network

The InSpark Science Network is a model for science learning that is centered on interactive, project-based learning experiences, and motivated by big, interesting, interdisciplinary science questions. The network is creating next-generation courseware while providing tools and support for faculty professional development. Several Maricopa science faculty have been deeply involved in this project, which is headed by SmartSparrow, with support from ASU and Achieving the Dream.

Markle Foundation Rework America Project

The Markle Foundation, LinkedIn, the City of Phoenix, ASU and MCCCDC launched an innovative effort to build a digital labor market that connects jobseekers, employers and educational providers via a platform called Skillful. The goal is to help middle-skill jobseekers in Phoenix gain access to meaningful career opportunities, and provide local employers with a more qualified workforce. A kick-off event was held on June 24, 2015, at ASU's Downtown Phoenix campus. More information is available at <https://asunow.asu.edu/content/asu-partners-linkedin-markle-foundation-help-future-jobs-market>.

On April 7, 2016, the Skillful platform was launched in Phoenix at an event, which included the mayor, other elected officials, business and industry leaders, and educators. The event had substantial media coverage.

Jacqueline Smith, assistant vice president of University Initiatives, has taken the lead for ASU and Randy Kimmens, associate vice chancellor for Workforce Development, has taken the lead for MCCCDC.

Poder Program

Poder is a co-curricular program designed to empower community college students in underserved communities with access to social entrepreneurship curriculum, educational and career development, and technology so that they can tackle community problems using their knowledge and skills. The program was named after the Spanish word "Poder," which translates to "power" and the verb "to be able to." Poder was designed by ASU Entrepreneurship and Innovation staff and piloted in April 2016 with a cohort of 25 students from South Mountain Community College. As of spring 2017, there are five sites (EMCC, GCC, MCC, PVCC, and SMCC) where students from the Maricopa Community Colleges can attend these sessions.

Decision Theatre

ASU collaborated with MCCCDC to utilize data (from MCCCDC, ASU, Maricopa County, the Maricopa Association of Governments, and/or other sources) and ASU's Decision Theater to model the effects of the elimination of state aid for MCCCDC on:

- Community college student access, progress and completion (especially among Latinos and low-income students)
- Community college new program development

- University transfers and graduation rates (at ASU in particular)
- MCCC'D's ability to perform as a key link in the P-20 pipeline
- MCCC'D's ability to provide the kind of high quality education and training that serves existing and attracts new businesses to the Phoenix metropolitan area

The hope was that by partnering with ASU's Decision Theater, Maricopa could — visually and in an impactful manner — tell the story of what happens to MCCC'D, higher education, and the economic health and competitiveness of Maricopa County when state support for community colleges is dramatically reduced or withheld altogether. Ilya Iussa, Sue Kater and Carrie Kisker led the Maricopa team, along with key staff in ASU's Decision Theatre, supported by ASU's James O'Brien and Maria Hesse.

A New Tribal College

A new tribal college is being formed as a result of a multi-pronged agreement between ASU and the San Carlos Apache Nation. ASU has committed to providing consulting support for the development of a tribal college in San Carlos, Arizona. Jacob Moore, assistant vice president of tribal relations, and Dr. Maria Hesse, vice provost for academic partnerships, support this initiative which has been underway for four years. ASU is providing support for governing board training, employee selection, facilities planning, budgeting, accreditation, program planning and class scheduling, and many other facets of college operations.

Classes at the new San Carlos Apache College are scheduled to begin at the new college in fall 2017.

IV. Promoting Accessibility and Degree Attainment

In an effort to promote accessibility to higher education, ASU has devised multiple models for delivery including digital immersion and on-ground immersion options for students. Students have access to the metropolitan campuses, as well as other locations such as the Lake Havasu City location, Tucson-based degree programs, and off-site degrees offered in collaboration with Arizona community colleges.

ASU Online

ASU strives to promote access through innovative partnerships and high-quality new models in the digital-immersion realm. ASU Online's nationally ranked online programs provide opportunities to transfer students nationwide and around the world. ASU Online continues to advance priorities to improve retention and graduation rates for digitally immersed students including its recently introduced Student Success Center. At the Student Success Center, ASU professional staff serve as university liaisons, accountability partners and resource providers working alongside the ASU community to ensure student affinity to ASU and the successful completion of educational goals.

Off-site Bachelor's Degrees

ASU enables rural Arizona transfer students to complete their bachelor's degrees through face-to-face and hybrid courses at a reduced tuition rate. The community college offers the lower-division coursework and ASU offers the upper-division coursework in specified degree areas that address employment needs in these communities.

ASU@TheGilaValley, in partnership with Eastern Arizona College, currently offers a BA in Organizational Leadership, a BSN in Nursing, and a BAE in Secondary Education.

ASU@Yuma, in partnership with Arizona Western College, offers a BS in Criminal Justice and Criminology and a BAE in Secondary Education. The BA in Organizational Leadership is slated to begin in 2018.

ASU@Pinal, in partnership with Central Arizona College, has plans to begin in January 2018 with a BA in Organizational Leadership.

A site in Sierra Vista, in partnership with Cochise College, is currently being developed. Other sites are being discussed with community college leaders around the state.

The Office of Academic Partnerships coordinates ASU involvement at these locations and is supported by the ASU colleges who offer the specific degree programs.

Transfer Value Brochure

Community college advisors mentioned that it is sometimes difficult for them to explain the value in obtaining a bachelor’s degree and, specifically, with coming to ASU. To support them and provide something that they could provide directly to students, Enrollment Services Communications developed a brochure that is extensively used to help advisors and students discuss financial aid, how to finance their higher education, the benefits of obtaining a bachelor’s degree and facts about ASU. A copy of the transfer value brochure is provided in Attachment 7.

Scholarships and Financial Aid

ASU is working to help more community college transfer students finance their higher education. These charts show the aid awarded to new transfer students from the Maricopa Community Colleges for fall 2015 and spring 2016, totaling \$8,198,913. These awards are in addition to Pell grants, veteran’s benefits and other federal funds.

	<u>Headcount</u> <u>Enrolled</u>	<u>Headcount</u> <u>completed</u> <u>FAFSA</u>	<u>Headcount</u> <u>Pell Grant</u> <u>Recipients</u>	<u>Headcount</u> <u>with</u> <u>Institutional</u> <u>Merit</u>	<u>Institutional</u> <u>Merit Award</u> <u>Total</u> <u>Disbursed</u>	<u>Headcount</u> <u>Institutional</u> <u>Need-Based</u> <u>Awards</u> <u>(Grants)</u>	<u>Institutional</u> <u>Need-Based</u> <u>Awards (Grants)</u> <u>Total Disbursed</u>	<u>Headcount</u> <u>Private</u> <u>Donor Award</u> <u>Recipients</u>	<u>Private</u> <u>Donor</u> <u>Awards Total</u> <u>Disbursed</u>
Fall 2015									
Chandler-Gilbert	546	417	213	11	\$47,888	290	\$768,266	24	\$90,864
Estrella Mountain	263	239	144	5	\$33,872	180	\$492,631	16	\$43,590
Gateway	63	50	38	4	\$15,048	38	\$92,040	10	\$27,421
Glendale	567	465	315	19	\$95,446	354	\$917,259	29	\$93,912
Mesa	931	731	467	31	\$162,539	510	\$1,327,593	66	\$273,124
Paradise Valley	302	249	118	10	\$53,773	161	\$408,257	17	\$47,754
Phoenix	328	287	221	9	\$45,735	214	\$568,671	33	\$165,908
Rio Salado	312	254	141	18	\$94,995	136	\$310,345	12	\$64,093
Scottsdale	341	240	130	7	\$38,157	174	\$472,180	24	\$118,210
South Mountain	93	80	56	2	\$13,758	67	\$174,968	11	\$81,556
Total	3746	3012	1843	116	\$ 601,211	2124	\$ 5,532,209	242	\$ 1,006,433

	<u>Headcount</u>	<u>Headcount</u>	<u>Headcount</u>	<u>Headcount</u>	<u>Institutional</u>	<u>Headcount</u>	<u>Institutional</u>	<u>Headcount</u>	<u>Private</u>
	<u>Enrolled</u>	<u>completed</u>	<u>Pell Grant</u>	<u>with</u>	<u>Merit Award</u>	<u>Institutional</u>	<u>Need-Based</u>	<u>Need-Based</u>	<u>Private</u>
Spring 2016		FAFSA	Recipients	Institutional	Total	Awards	Awards (Grants)	Donor Award	Awards Total
				Merit	Disbursed	(Grants)	Total Disbursed	Recipients	Disbursed
Chandler-Gilbert	234	162	70	6	\$17,773	91	\$102,686	11	\$20,527
Estrella Mountain	101	75	53	2	\$8,393	54	\$68,449	1	\$1,000
Gateway	26	21	12	3	\$10,304	10	\$11,930	1	\$1,500
Glendale	247	183	111	8	\$20,434	125	\$148,859	6	\$11,492
Mesa	360	238	146	8	\$23,312	162	\$196,267	5	\$10,500
Paradise Valley	125	87	58	4	\$13,708	55	\$70,457	1	\$1,000
Phoenix	129	101	76	2	\$3,251	77	\$85,758	5	\$16,017
Rio Salado	131	102	55	5	\$14,217	46	\$58,120	2	\$3,000
Scottsdale	157	105	61	4	\$8,695	64	\$70,616	4	\$30,161
South Mountain	46	34	24	1	\$500	27	\$29,136	1	\$1,000
Total	1556	1,108	666	43	\$120,587	711	\$842,276	37	\$96,197

New for Fall 2017: Phi Theta Kappa Scholarship

Phi Theta Kappa (PTK) is an internationally recognized honor society for community college students. PTK students in good standing, who are Arizona residents transferring to ASU, are now eligible for a special scholarship program at ASU. More information about the new PTK scholarship and other transfer scholarships is available at: <https://transfer.asu.edu/transfer-awards>.

Reverse Transfer of Credit

Reverse transfer refers to a situation in which a student transfers to ASU from an Arizona community college without earning an associate degree. Credits earned while the student is at ASU are transferred back to the community college for evaluation and, if applicable, will be used for conferral of an associate degree.

ASU has had an automated reverse transfer of credit program in place for three years, but this fall we significantly revamped our process, which we hope will result in many more students earning their associate's degrees on the way to earning their bachelor's degrees. More information is available at <https://students.asu.edu/reverse-transfer>. Special thanks go to Jennifer Hornsby and Lou Ann Denny in the registrar's office for their work on this project.

V. Transfer Matters

Working with community colleges is one way to improve the transfer student experience, but it is also necessary for the university to examine the degree to which it is a transfer-friendly institution. During the 2015-2016 academic year, ASU undertook the Transfer Matters initiative, which was designed to study all aspects of the transfer student experience at ASU and produce a plan for institutional improvement leading to higher levels of transfer student learning, satisfaction and graduation.

ASU's consultant on this project was the John N. Gardner Institute for Excellence in Undergraduate Education. An executive committee included Drs. Fred Corey, vice provost for Undergraduate Education, Duane Roen, vice provost for the Polytechnic campus and dean of the College of Integrative Sciences and Arts, Paul LePore, associate dean for the College of Liberal Arts and Sciences, Todd Sandrin, associate dean of the New College of Interdisciplinary Arts and Sciences, and Maria Hesse, vice provost for Academic Partnerships.

Many individuals involved in the self-study noted that dissemination of and reflection about transfer-specific information needs to be better coordinated for key constituents within the university.

Transfer Administration and Operations Distribution Lists

As a result, the Transfer Matters Implementation Team, which was appointed by the executive vice president and university provost, has created two new distribution lists to help with dissemination of information about transfer students and community college relations.

- The first list (DL.WG.Transfer.Admin) includes individuals who are on the Transfer Matters Implementation Team as well as those each college dean has appointed as administrators in their unit with primary responsibility for transfer issues.
- The second list (DL.WG.Transfer.Operations) includes individuals at the operational level of academic and service units who implement key programs and services related to community colleges and transfer students.

Transfer Operations Team

The purpose of the newly formed Transfer Operations Team will be to periodically gather key people in academic units to:

- review transfer student data
- share information about services, tools and best practices across the university
- strategize about communication and collaboration with community college partners
- discuss ideas and develop plans for improving transfer student success

Representatives from academic partnerships/community college relations, transfer admission services, transfer curriculum and articulation/transfer systems development, and transfer enrollment services communications will serve on the Transfer Operations Team. They will plan quarterly meetings with each college offering undergraduate student programs. Each dean has identified individuals from their college who will attend these meetings and has authorized them to invite other appropriate attendees, depending on the agenda topics.

Director for Community College Relations Jenna Kahl will take responsibility for coordinating the agendas with input from the other Transfer Operations Team members and college representatives. Meetings will be held quarterly for approximately one hour. While minutes will not be maintained for these meetings, the director for community college relations will be asked to document key items that require additional discussion or follow-up.

Transfer Connections Survey

The Freshmen Connections Survey has served as a wonderful tool to identify those students who need assistance with getting off to a good start at ASU. One of the recommendations of the Transfer Matters report was to create a similar survey for use with new transfer students. Thus, the Office of Evaluation and Educational Effectiveness has met with the Transfer Matters Implementation Team and other key people, held transfer student focus groups, and is in the process of conducting a Transfer Connections Survey.

We are piloting with three academic units — CLAS, CISA and New College — this spring. In the fall, we hope to have the survey in place for all new transfer students. Information will be available later this spring about plans for the fall.

Transfer Student Orientation and Fall Welcome

One of the recommendations of the Transfer Matters initiative was that we need to do more to visibly and enthusiastically welcome new transfer students to ASU. A group headed by Safali Evans, assistant vice president for student affairs, has been working hard to do just that.

Transfer Online Orientation was originally created in 2015 as an avenue for reaching a larger majority of the incoming transfer students. In the 2016-2017 academic year, over 12,100 students participated in the online orientation. An enhanced online transfer orientation will be launching for Fall 2017 students. The new online orientation platform will contain 8 modules, interactive quizzes and 27 videos featuring current students to help new transfer students successfully transition to ASU.

Additionally, a Fall Welcome programming track will be launching in Fall 2017. The week will kick-off with a Transfer Family Reception on Friday, August 11 to welcome all new transfer students and their families to campus. Throughout the next week, workshops and programs will be held for transfer students on topics ranging from success in ASU classrooms, career and professional development, utilizing campus technology (Blackboard, My ASU), campus tours and more. Programming will be available at all campus locations and offered at a variety of times to meet the needs of the transfer student population.

During the course of this academic year and next, the Transfer Matters Implementation Team will continue implementing the priority items described in the Final Report and Action Plan.

VI. University Leadership in Community College Collaboration

ASU strives to demonstrate leadership in academic excellence and accessibility, and enhance our social embeddedness by way of our collaborations with community colleges. Below are some examples of efforts at ASU to demonstrate leadership in transfer student initiatives and community college collaboration.

Arizona

AZTransfer

Vice Provost for Undergraduate Education Dr. Fred Corey serves as ASU's representative on the AZTransfer steering committee, the coordinating body for Arizona's statewide articulation and transfer system. It provides oversight of curricular alignment among public and tribal post-secondary educational institutions and helps ensure that students are appropriately prepared and have the support services required to pursue and complete a post-secondary degree program.

Greater Phoenix Chamber of Commerce, Valley Voices - The State of Higher Education

In January 2017, Dr. Michael Crow, president of Arizona State University and Dr. Maria Harper-Marinick, chancellor of the Maricopa Community College District participated in a discussion focusing on Arizona's higher education landscape, public policy and economic development.

Community Events

Vice Provost for Academic Partnerships Dr. Maria Hesse is frequently called upon to address community college gatherings, including:

- 2017, Northland Pioneer College commencement
- 2017, Cochise College President's Leadership Academy
- 2016, Estrella Mountain Community College commencement
- 2016, Mesa Community College faculty convocation
- 2015, Chandler-Gilbert Community College nursing convocation
- 2015, Glendale Community College faculty and staff convocation
- 2014, Eastern Arizona College commencement
- 2013, Mesa Community College commencement
- 2013, Gila Community College commencement

California

Santa Monica College (SMC), with ASU as a collaborator, has submitted a California Innovation Grant to the Governor's Office, focused on educational pathways. SMC will receive technical assistance from ASU, which has had success using technology innovations to facilitate more impactful interactions with students to improve outcomes. SMC's MyEdPlan tool will adapt many of the ASU features in the eAdvisor system for use in a community college environment.

Nationally

League for Innovation in the Community College

Drs. Maria Harper-Marinick and Maria Hesse gave the keynote address at the national League for Innovation in the Community College in Boston on March 9, 2015. The topic was the Maricopa to ASU Pathways Program and its creation and evolution.

Community College Journal

AACC's *Community College Journal* featured an article on the MAPP program in their April/May 2015 edition, and a news brief on the reverse transfer of credit program in their February/March edition.

National Institute for Staff and Organizational Development

Chancellor Maria Harper-Marinick of MCCCDC and ASU Vice Provost Maria Hesse keynoted the national NISOD conference in May 2016, presenting about the Maricopa to ASU Pathways Program (MAPP).

National Community College Service Learning Gathering

In May 2016, Mesa Community College hosted a national gathering about service learning in community colleges, and Vice Provost Hesse was asked to provide a keynote address about service learning and civic engagement in community colleges. This was, in part, related to a book called, *Service-Learning at the American Community College: Theoretical and Empirical Perspectives*, a book published in 2014, edited by Amy Traver and Zivah Katz, for which Hesse contributed a chapter.

Excelencia in Education, Accelerating Latino College Completion

Excelencia in Education has invited ASU and MCCCDC to be involved in a project to examine institutional practices and outcomes aimed at accelerating Latino student college completion. Supported by Lumina and the Great Lakes Higher Education Corporation, the project goal is to develop and implement five-year acceleration plans for Latino college completion (2015-2010).

Complete College America

In February 2016, at the request of Complete College America, Vice Provost Hesse consulted with Cuyahoga Community College and Cleveland State University on their transfer partnership, presenting a

keynote to a joint group of administrators, faculty and staff on Guided Pathways to Success, and then spending the following day working with small group teams.

National Academies of Sciences, Engineering and Medicine, Board on Higher Education and Workforce

At an April 2017 gathering of the Board on Higher Education and Workforce for the National Academies of Sciences, Engineering and Medicine at ASU, Vice Provost Maria Hesse has been asked to speak about university and community college collaborations.

AAC&U

Drs. Maria Harper-Marinick and Maria Hesse were part of a panel presentation in Washington, D.C., on January 23, 2015, at AAC&U's Centennial Annual Meeting and Community College Leadership Summit. The topic was guided learning pathways and community college student success.

ASU Professor James Collins served as chairman of the Board for the Association of American Colleges and Universities, and requested that ASU host sessions for new President, Dr. Lynn Pasquerella, with both university and community colleges in Arizona. Thus, ASU coordinated multiple administrative, faculty and student sessions with ASU and MCCC participants on February 22-23, 2017.

Jobs for the Future

Drs. Harper-Marinick and Hesse were asked to attend a Jobs for the Future task force meeting in Boston on November 4-6, 2016, for the purpose of discussing the MAPP program and contributing to national dialog about best practices in the development and implementation of pathway programs.

Additionally Dr. Hesse was asked to serve on the Policy Leadership Trust for Student Success, whose goal is to build a unified voice for influencing federal and state policy discussion on matters pertaining to relationships between two- and four-year institutions and guided pathways.

National Resource Center for the First-Year Experience and Students in Transition

ASU Vice Provost Maria Hesse sits on the Advisory Board for the National Resource Center, specifically to provide guidance on community colleges and transfer student initiatives. Additionally, ASU has provided pre-conference sessions on the topic of guided pathways at several National Resource Center conferences. The National Resource Center for the First-Year Experience and Students in Transition is housed at the University of South Carolina.

Aspen Institute

In March 2016, ASU Vice Provost Maria Hesse was asked to participate in a one day meeting focused on Diagnosing the Challenges of Transfer Pathways, along with the Community College Research Center at Columbia University and Public Agenda.

In June 2016, Vice Provost Hesse was asked to participate in the Aspen Symposium, *Strengthening Transfer Outcomes*, held in collaboration with the Achieving the Dream organization.

Additionally, Vice Provost Hesse was asked to serve on the national selection committee for the Aspen Presidential Fellowship for Community College Excellence, a collaboration between the Stanford Graduate School of Education and the Aspen Institute, designed to prepare the next generation of community college presidents to lead transformational change so that significantly more students earn valuable credentials and go on to well-paying jobs.

VII. Results

Our transfer students are diverse. Many of them are working adults with families. Here are some facts about their characteristics, which vary slightly from year to year:

- Approximately two-thirds of our transfer students come in the fall semester and approximately one-third come in the spring semester each academic year.
- Approximately half of our transfer students attend online programs and approximately half attend on-ground programs.
- More than half of our transfer students come to the university as juniors.
- More than a third of our transfer students are ethnic minorities.
- More than a third of our transfer students are first-generation college students.
- More than 40% of our transfer students are Pell grant recipients.
- The average age of our transfer students is 26 years old.

It is a challenge to address the diverse needs and interests of these students, but ASU is committed to creating educational opportunities for all segments of our population.

Enrollment

Overall, transfer student enrollment in the past ten years has more than doubled, increasing 124% from 2007-2008 to 2016-2017.

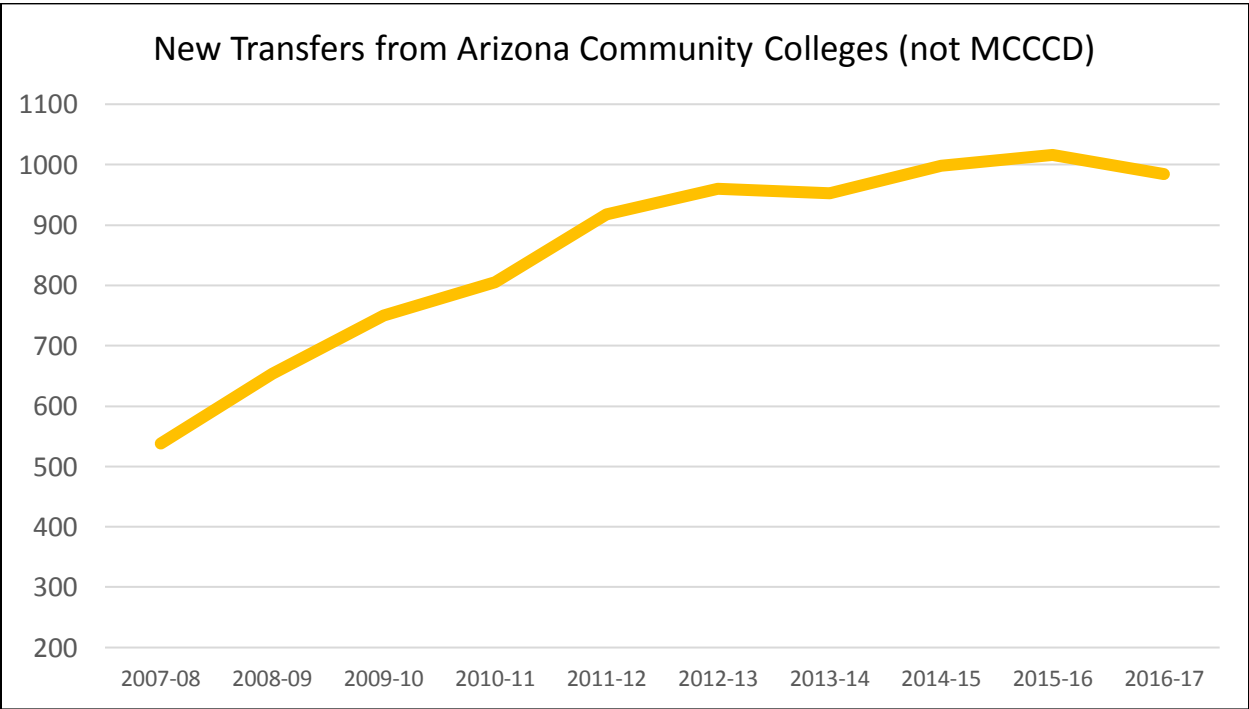
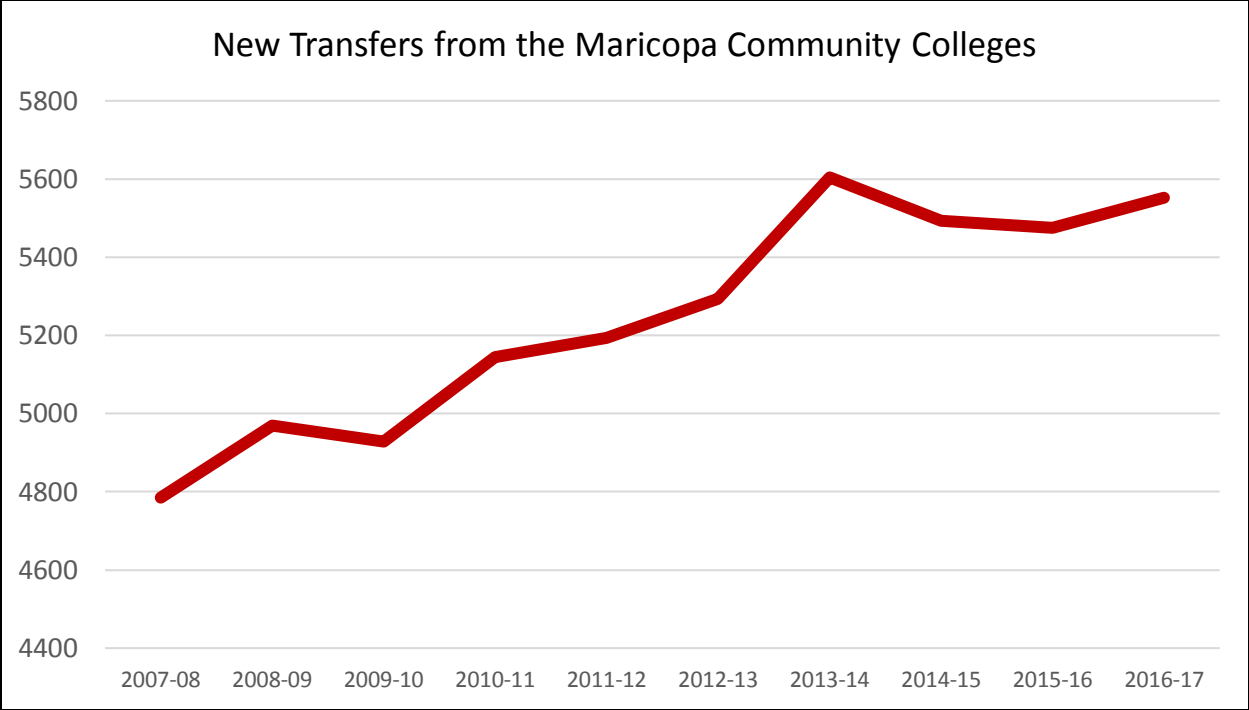
Despite declining enrollment at the Maricopa Community Colleges and among Arizona community and tribal colleges, ASU transfer student enrollment has continued to grow. This may be the result of the guided pathways programs, the increased visibility of ASU in communication and outreach activities, and the increased collaboration with administrators, faculty and staff at community colleges.

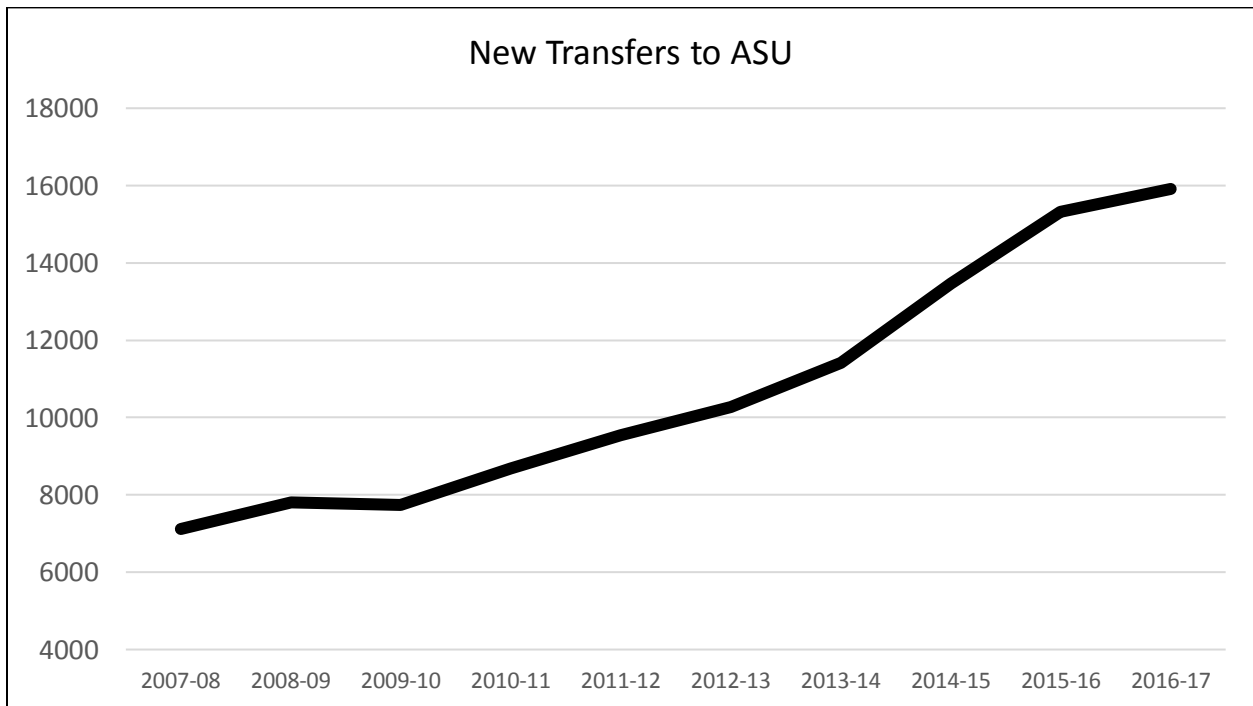
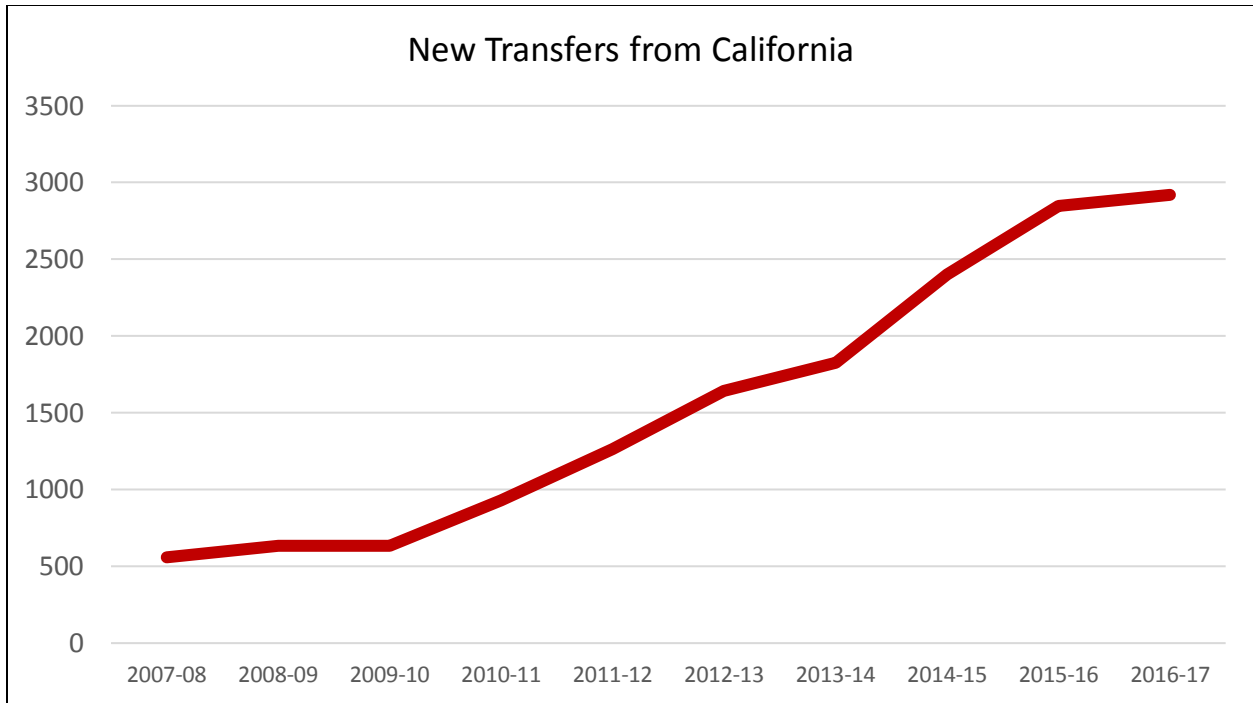
The series of charts below provide data for new transfers to ASU from:

- the Maricopa Community Colleges
- Arizona colleges (not including the Maricopa County Community College District students)
- California
- all transfer students to ASU

Consistent with the methods used by the Arizona Board of Regents in their reports, these figures, which have been provided by the University Office of Institutional Analysis, represent transfer students who earned 12 or more credit hours from one or more institutions combined within each category. Because students sometimes earn 12 or more credits from multiple institutions, the numbers are not additive. The last chart with all new transfer students removes the duplicated students, and shows the total number of new transfer students.

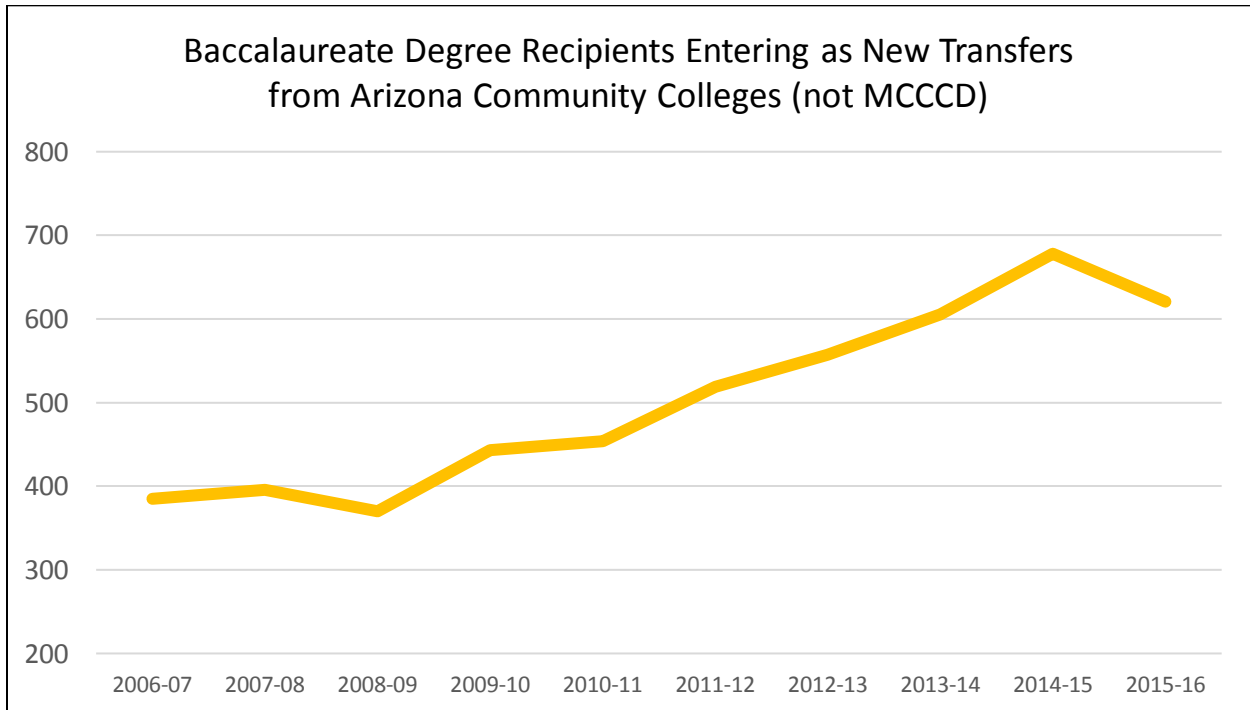
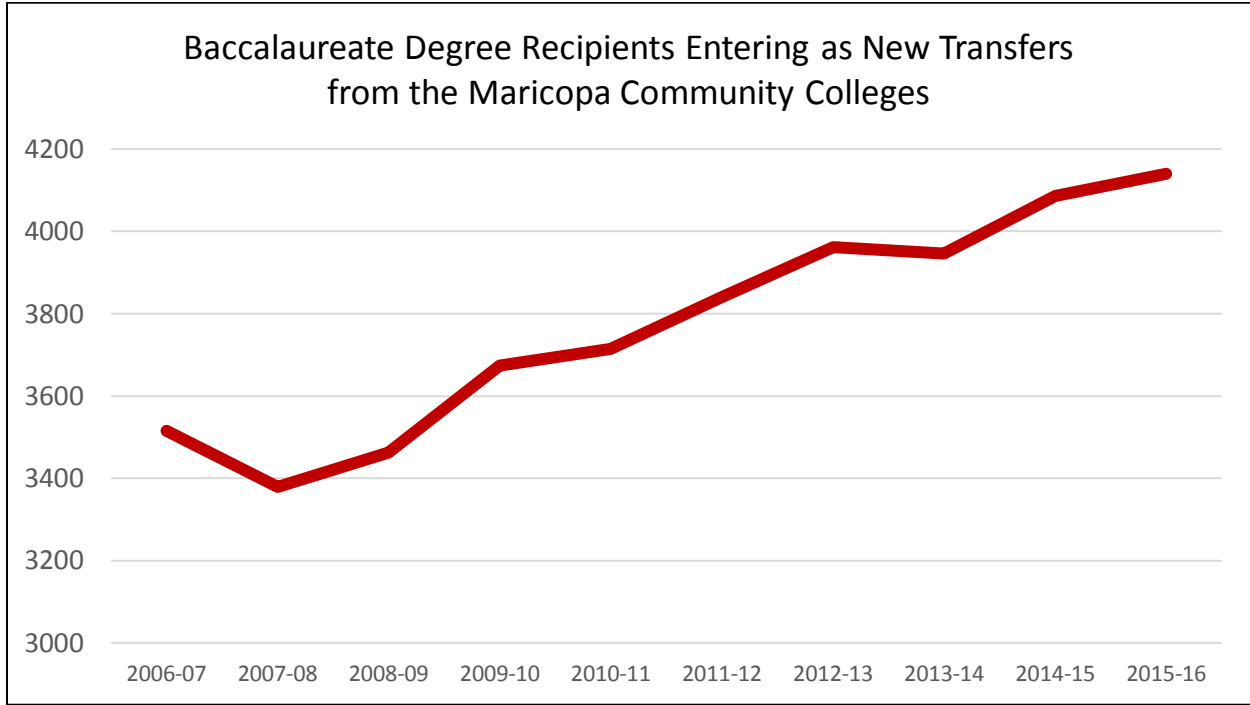
Note that the MAPP and TAG programs were implemented in the 2009-2010 academic year. The GPA program began in 2012.

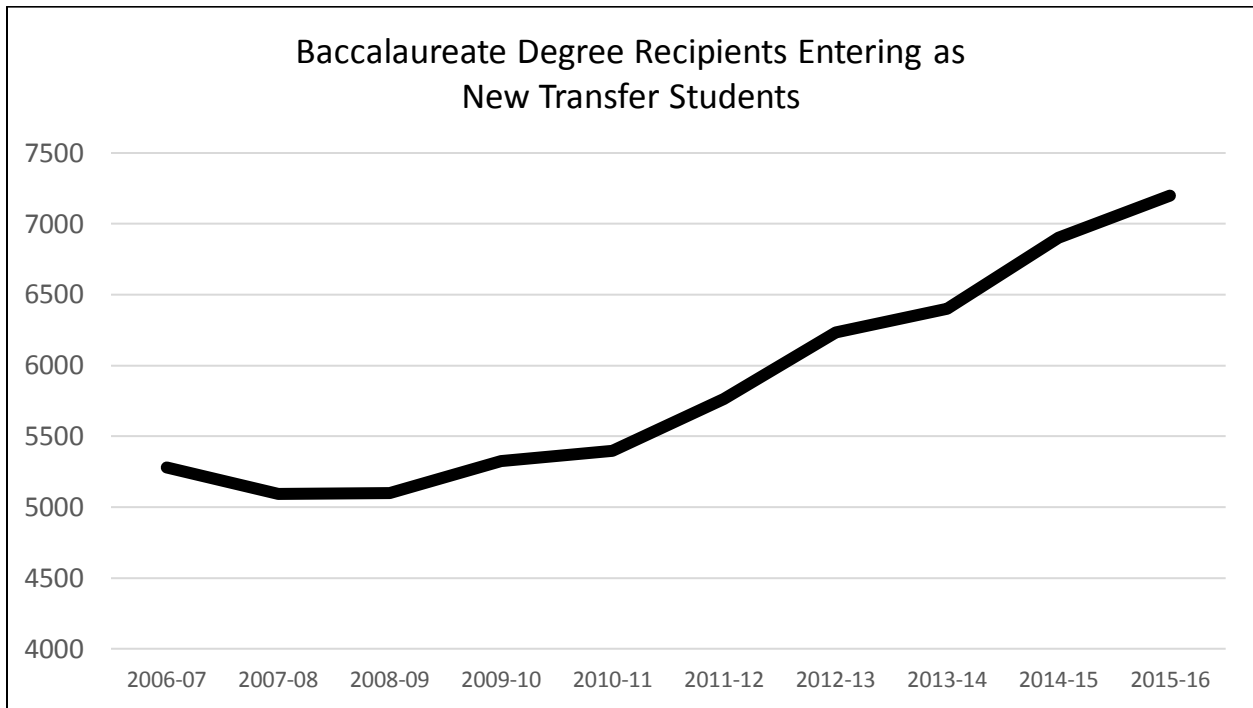




In addition to increases in transfer student enrollment, we have seen steady progress as well on transfer student degree completion. This next series of charts highlights baccalaureate degree completion for new transfer students from:

- the Maricopa Community Colleges
- Arizona community colleges (not including the Maricopa County Community College District)
- All transfer students to ASU





There is considerably more work to be done to address the needs of transfer students while they are at the community college and once they enter the university, but the future looks bright for transfer students who choose Arizona State University as the university at which to complete their baccalaureate degree and launch their futures.

Attachment 1



PRESS RELEASE

ASU receives Inaugural Institutional Excellence for Students in Transition Award

Tempe, Ariz., Oct. 18, 2014: Arizona State University was recently named the recipient of the Inaugural Institutional Excellence for Students in Transition Award by the National Resource Center for the First Year Experience and Students in Transition. The recipients were honored at the 21st National Conference on Students in Transition in Denver from Oct. 18-20.

“ASU is truly honored to be acknowledged for the work done on behalf of transfer students and our community college partners,” said Senior Director of Community College Relations Kelly Robles. “To be the first recipient of such an award solidifies the fact that ASU is leading the way for transfer student success.”

The award will be presented annually to institutions that have designed and implemented outstanding collaborative initiatives enhancing significant transitions during the undergraduate experience. Recipients will have demonstrated the effectiveness of the initiative in supporting student success, learning, and development at a variety of transition points beyond the first college year and in responding to unique institutional needs. The recipients of the Inaugural Institutional Excellence for Students in Transition Award are:

- Arizona State University - Guided Pathways to Success Program
- Governors State University - The Dual Degree Program
- University of North Carolina - The University College Students in Transition

“The goal put forth by ASU’s President Michael Crow was straightforward, but not simple—increase the numbers of students who are (1) transferring from Arizona community colleges to ASU, (2) preparing for success in their desired majors, and (3) completing their associate’s and bachelor’s degrees, while reducing time and costs,” said ASU Vice Provost for Academic Partnerships Maria Hesse.

ASU undertook a broad-reaching and comprehensive plan for reform and improvement. Hesse started by visiting every community college president in the state, on-site at their college, asking for their thoughts and ideas about how to improve transfer student success. ASU subsequently signed agreements with the stated purpose to “create a culture of transfer” between their college and ASU. Although many changes have been implemented over the course of the first five years of work including hiring and deploying transfer specialists, creating transfer orientations and peer mentoring programs, initiating a faculty conversations series, developing newsletters and publications, and more, the foundation of this work was the creation of curricular pathways that made the transfer process clear and seamless.

The university used the very successful ASU eAdvisor concepts as the basis for the transfer pathways program. ASU uses the terminology “major map” to describe the sequenced curricular pathway to degree completion. Playing off of that theme, ASU developed the MAPP (Maricopa to ASU Pathways Program) with the Maricopa Community Colleges. The TAG (Transfer Admission Guarantee) program is the name of ASU’s same program at other community colleges throughout the state.

There are several elements that made the MAPP/TAG pathways program distinct from other transfer partnership programs that ASU and other Arizona universities had undertaken in the past. Most pathways build in the appropriate AGEC and a full associate’s degree, thus when students transfer, they come as

“true juniors.” The credits on the pathway transfer and apply to the student’s designated major, so this is cost-effective and time-efficient. The courses on a pathway are identified in the community college course numbers and titles to make them easier to understand and any special requirements, such as a specific grade point average that must be achieved are easily seen at the top of each pathway document.

The Guided Pathways to Success (GPS) program has benefits for all parties involved. It helps the community colleges with their degree completion initiatives because the pathways build in a completed associate’s degree. It helps the university because the program incents students to come academically prepared for success in their major and thus students are more likely to persist to bachelor’s degree completion. Most of all, it helps students because the program is designed around student success data and provides incentives for completing major milestones along the route to success.

All pathways are available on the ASU transfer student website 24/7 (transfer.asu.edu). Interested students sign up for a pathway with their community college advisor. The names and other information about those students who sign up are transmitted to ASU each week, and that starts a flow of communication from the university to the student.

To encourage student participation in the pathways, benefits for students are tied into the program, including guaranteed admission to a specific ASU degree program, reduced tuition for Arizona residents, and access to ASU transfer advising and other pre-enrollment services while students are at the community college. ASU has also built a number of online, self-service tools to help students and community college advisors with the transfer process. The goal was to provide forward-facing, self-service tools to guide and personalize the transfer experience.

Many ASU departments and staff have been involved in this initiative, and community colleges have worked hard to implement the pathways program. “There are no easy fixes to the challenges of supporting transfer students before, during and after their transition from the community college to the university, but I am proud to say that ASU, in collaboration with our community college partners, has made significant progress in Arizona’s ongoing reform and improvement initiative,” Hesse said.

About The National Resource Center for the First Year Experience and Students in Transition

The National Resource Center for the First Year Experience and Students in Transition is committed to setting the standard for excellence in supporting students at critical junctures in the educational pipeline. They also seek to promote intentional and integrative connections within and across institutions and educational sectors to enhance the student transition experience.

About Arizona State University

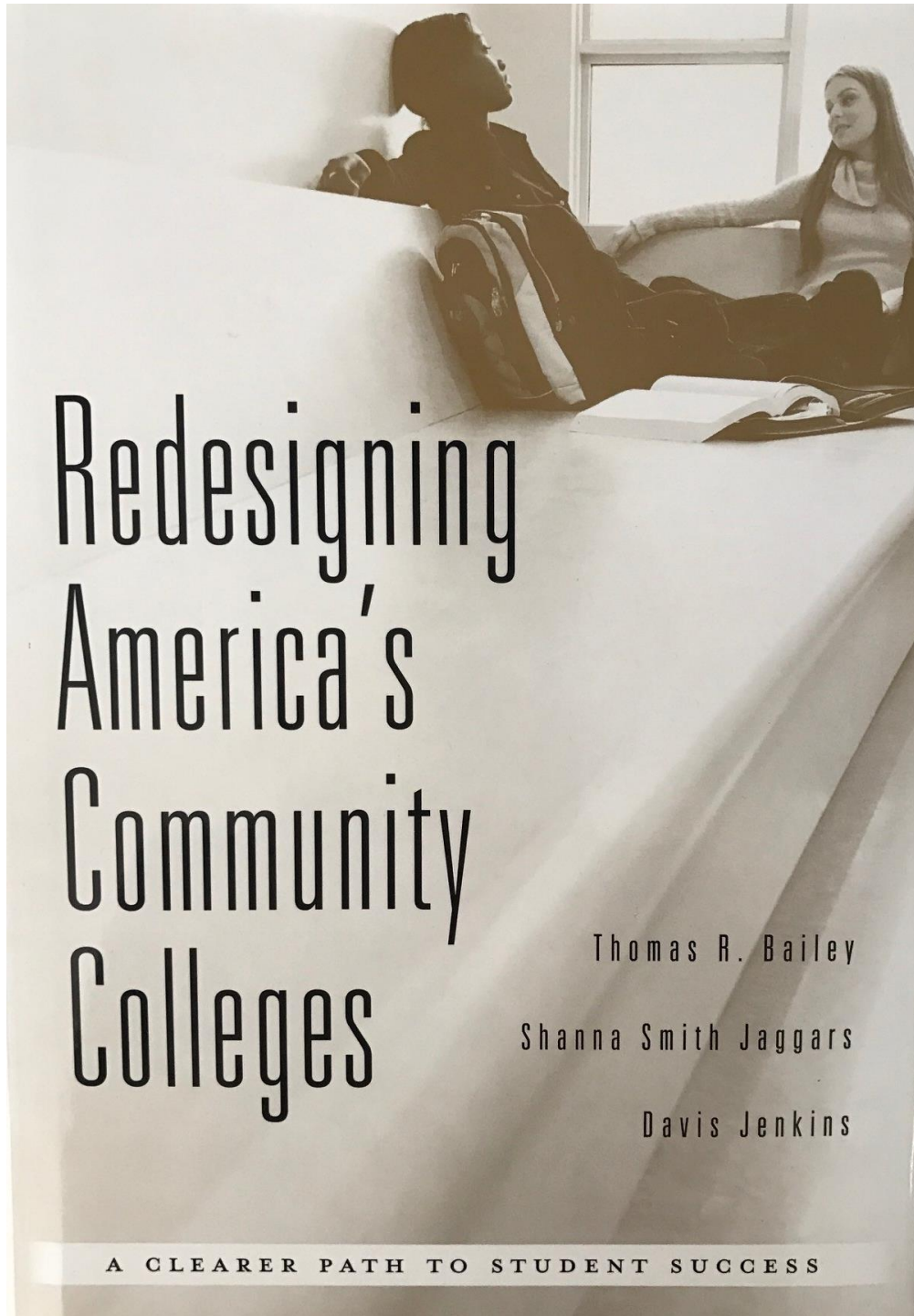
Arizona State University is a New American University - a major public educational institution, a premier research center and a leader in innovation. Our vision is described by our three core principles: excellence in scholarship, access to education and impact in our global community. As a New American University, ASU is intellectually vibrant, socially conscious and globally engaged. For more information, please visit www.asu.edu.

Photos: ASU received the Inaugural Institutional Excellence for Students in Transition Award by the National Resource Center for the First Year Experience and Students in Transition. From left, Lisa McIntyre, Executive Director of Advising and Student Advancement; Kathy Yeager, Director of Transfer Admissions; Kelly Robles, Senior Director of Community College Relations; Vice Provost for Academic Partnerships Maria Hesse; and Jennifer Keup, Director of the National Resource Center for the First-Year Experience and Students in Transition.



Attachment 2

Excerpts from *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas R. Bailey, Shanna Smith Jaggars, and Davis Jenkins, published by Harvard University Press in 2015



are often used in conjunction with an “unbundled” approach to teaching and learning that we argue will be less effective for the typical community college student. We will return to this issue in Chapter 6.

Guided Pathways in Practice

The implementation of the guided pathways model requires a significant change in the design of college programs, the professional interaction among faculty and between faculty and advisors, and more extensive relationships among two- and four-year colleges and among colleges and employers. The overall approach is relatively new and still being developed. In this section, we describe how some colleges have put the notion of default curricula and active choice into practice in redesigning their academic programs. We begin by providing illustrations of how individual colleges and universities have mapped guided pathways. We then describe how maps and guided pathways have been used to help students transfer from community colleges to four-year institutions.

Mapping Clearer Paths

ARIZONA STATE UNIVERSITY

To help students choose from among the 300-plus majors it offers, Arizona State University (ASU) faculty have mapped out the path to a degree in each program.⁷¹ These maps identify the courses that are most important to the major and indicate which one of a group of “critical courses” should be taken early in a student’s program (critical courses are ones that most strongly predict later success in the major). ASU’s maps provide a default curriculum for students to follow each semester, and also list milestones that students are expected to achieve, such as completing college math by a particular semester, if they are to stay on track. ASU officials say that the program maps are continually updated and reflect the interdisciplinary work that the university has emphasized in recent years.

New ASU students who are undecided on a major are required to enter an “exploratory track” in one of the university’s seven most popular program areas: business; education; health and life sciences; humanities, fine arts and design; math, physical sciences and technology, social and behavioral sciences; and pre-engineering. Administrators and faculty believe that requiring students to choose exploratory status, instead of allowing them to be “undecided,” helps to overcome inertia and procrastination. At the same time, exploratory status does not limit students’ choices. Students who declare an exploratory status can immediately begin meeting the gen-

eral education requirements that all ASU graduates must fulfill, while taking some time to engage in structured exploration of a variety of academic courses that may spark interest in a potential major. Exploratory students in the School of Letters and Sciences can take up to three terms or forty-five credits before they must choose a specific major, while exploratory students in business have two terms to make a decision.

Like students in specific ASU majors, students in exploratory majors are required to follow a “major map” that shows the prescribed sequence of courses by term, including “critical courses.”⁷² Students in exploratory majors are also required to enroll in a sequence of one-credit major and career exploration courses, which are designed to lead students through the process of choosing a specific major. According to ASU vice provost Maria Hesse, these courses were developed by counseling psychologists to provide “a clear plan for what students need to do each semester to move closer to deciding who they are and what they want to become.” From a behavioral economics standpoint, exploratory status helps guide students’ decision making about a major, using *active choice* to require students to choose an initial broad program area and a *default* curriculum within each area. Scaffolding students’ decisions in this way makes it easier for students to choose from among the more than 300 majors ASU offers, but without limiting their options. Hesse reports that identifying students as “exploratory” also allows advisors to target information and other supports that help them choose a major.

QUEENSBOROUGH COMMUNITY COLLEGE

Outside of their occupational programs, community colleges that do not offer bachelor’s degrees typically do not have majors; instead, most transfer-bound students enroll in vaguely defined general studies or liberal arts programs. But it is nonetheless possible to engage new students in structures resembling ASU’s exploratory majors in a community college setting. In 2009, Queensborough Community College, an institution in the City University of New York (CUNY) system, began requiring all first-time, full-time students to enroll in one of five “freshmen academies” based on their interests and goals. The five Queensborough academies are clustered around related occupational programs and bachelor’s degree majors: business, visual and performing arts, STEM, health-related science, and liberal arts. Students are required to choose an academy before they enroll. Those who enter undecided are usually recommended to enroll in the liberal arts academy.

Each academy is designed collaboratively, with at least one faculty coordinator responsible for working with faculty and student affairs staff to improve practice and build an academic community of students and

centage point increase in retention in 2009 compared to 2000, a 17-percentage-point increase in the four-year graduation rate, and a decrease from 30 percent to 5 percent in the share of students graduating with more than 120 credits.⁷⁹

Bridging the Transfer Divide

The examples we have discussed so far have involved colleges and universities that developed program maps and pathways for students in their own institutions. For four-year institutions, such as Arizona State and Florida State, intra-institution pathways can get many students all the way to a bachelor's degree, and for two-year colleges such pathways can get them to an associate degree or certificate. But the ultimate goal for most community college students involves transfer to a four-year college; thus community college program maps need to be aligned with transfer goals. In this section, we describe an example of a university—Arizona State University—that extended its program maps backward to community colleges, and two community college entities—Guttman Community College and its parent, the City University of New York (CUNY) system—that extended their pathways forward to transfer-receiving institutions and the labor market.

ARIZONA STATE UNIVERSITY MAPPS

In 2009, Arizona State University formed a partnership with the Maricopa County Community College District to launch the “Maricopa to ASU Pathways Program” (MAPP) to help students transfer seamlessly from Maricopa colleges to ASU and earn an associate degree along the way. Building on the program maps ASU faculty developed for all ASU majors, ASU and Maricopa worked together to create “MAPPs” that specify all the courses students must take to complete the requirements for the Arizona General Education Curriculum (AGEC) and an associate degree, while also completing the lower-division prerequisites for their intended major at ASU. The mantra, according to an ASU brochure on transfer partnerships with community colleges, is “No surprises.” In addition to specifying all the required courses, MAPPs clearly indicate any other important requirements, such as minimum grade point averages. Maricopa students who complete a MAPP enter the university as a true junior with a maximum of sixty credits remaining to complete a bachelor's degree. MAPPED students are not only guaranteed admission into their desired major, but also receive a tuition reduction through ASU's Tuition Commitment Program.

Historically, ASU and the Maricopa colleges had a strong relationship but did not have strong, clearly identified transfer pathways. Before MAPP, Maricopa colleges relied on a course equivalency guide to advise students on which courses to take. The guide focused on which courses transferred from a community college to ASU, but did not provide information about how those courses applied to a program or major. In 2008, ASU and the Maricopa colleges convened a work group to examine data on transfer student success. The group found that, in contrast to the relatively poor outcomes of students who transferred to ASU with only a few credits, almost 90 percent of community college students who completed the AGEC and a transfer-oriented associate degree were successful in completing a bachelor's degree. Those who completed associate degrees that included preparatory courses specific to their intended majors were the most successful.

To spearhead the process of designing clearer transfer pathways, ASU in 2009 hired Maria Hesse, who had been president of the Maricopa system's Chandler-Gilbert College. Hesse explained to us what changes were needed:

Just because a course transfers does not mean it addresses a requirement for a particular ASU major. Students were frustrated when they would transfer to ASU and find that what they had been told would transfer did not "count" towards their degree. There was growing realization in the [Maricopa] system that the approach we were using was engrained in the culture but it was not working to prepare students to transfer with junior standing in a major. One goal of this work is focused on having students take more credits [at the community college], which decreases the student's distance to a degree. At the same time we want to help students become more aware of the right courses to take that are applicable to their degrees so that they can come in as true juniors. This has been a cultural shift as students traditionally just took any course that transferred.⁸⁰

Andrea Buehman, who oversees transfer relations for the Maricopa colleges, also explained: "We wanted to be more intentional about how students go through the process, and get them thinking about applicability [of courses to majors], not just transferability."⁸¹

In 2009, ASU and the Maricopa colleges began collaboratively developing MAPPs, starting with thirty-two majors. After the initial success with MAPPs at Maricopa, ASU expanded to develop similar Transfer Admission Guarantees (TAGs) with every community college in Arizona and more in California. To develop the TAGs, ASU sent teams to each com-

munity college to meet with administrators and faculty to examine program offerings and negotiate alignment of requirements. Like MAPPs, TAGs include all lower-division requirements for an ASU major, ensure students are on a path to complete the AGEC and an associate degree, and guarantee TAG completers admission to ASU as juniors in their selected major.

As of spring 2014, there were TAGS in over 160 majors, and over 9,000 Maricopa students were enrolled in MAPPs. A brochure from ASU, citing *U.S. News & World Report*, claims that ASU now has more transfer students than any other public university in the country.

Both ASU and the Maricopa colleges acknowledge that MAPPs are most appropriate for students with clear goals—that is, those who know they want transfer to ASU in a specific major.⁸² As we have discussed, many community college students do not have a clear sense of what they want to do—and even those who do may not understand the differences among specific majors in a particular field. To address this, ASU and the Maricopa colleges launched “exploratory pathways” in the summer of 2013 for community college students who are interested in transferring but are undecided about a major. In a process similar to ASU’s exploratory status, such students can enroll in an exploratory pathway in one of four broad fields: health and life sciences; humanities and arts; social and behavioral sciences; and math, physical sciences, engineering and technology. Students in these pathways take introductory courses in the given field as well as courses that satisfy the Arizona general education core. While they are enrolled in an exploratory pathway, students receive targeted communications and counseling from ASU about their career interests and are provided opportunities to explore education and careers in the given field. By the time students earn thirty credits, they are required to choose a MAPP in a specific field. According to ASU’s Maria Hesse, “Just identifying one of these broad fields can help you move closer to what you want in life; and then in year two, you go on to select an appropriate major.”⁸³

GUTTMAN COMMUNITY COLLEGE

Students who are new to the City University of New York’s Guttman Community College, which opened in 2012, are required to take a common first-year curriculum. In their second year, however, students are asked to choose a program of study in a particular field. The college’s designers selected the fields for these programs of study after conducting extensive research on New York City’s labor market projections and after consultation with experts. According to a 2013 case study undertaken to document the work involved in starting the college,

classes until they have seen an advisor or taken appropriate action. The system also provides advisors with tools to monitor students' progress. For each student, advisors can see a "retention dashboard," which provides summary information on the student's status in terms of financial aid, academic progress, probation, transfer requirements, and other metrics. These tools allow advisors to make the best use of the limited time they have with students. Deans and department chairs use eAdvisor to see how students in their programs are progressing. If large numbers of students are going off-plan, faculty can pinpoint the problem areas. The information provided by the system also helps with enrollment management—for example, to ensure that enough seats are available for students in critical courses when they are needed.

As part of their Maricopa to ASU Pathways Program (MAPP), ASU and the Maricopa community colleges have developed software tools that allow Maricopa students and their advisors to see which courses on the MAPP plans they have already taken and which ones they still need to take to earn junior standing in their target major at ASU. The university uses the system for enrollment management, to help anticipate when students will arrive at ASU and in which programs. According to Maria Hesse, vice provost for academic partnerships at ASU, in the past all transfer students "looked the same" when they arrived at the university. Hesse noted that ASU is using this information on students while they are still in community colleges to better understand their needs, and is working with them and their Maricopa faculty and advisors to ensure that they are well prepared when they arrive at ASU.⁶⁶

Like Arizona State, Austin Peay uses its homegrown electronic advising system, called Degree Compass, to track student progress and provide timely information to students and advisors.⁶⁷ Austin Peay also uses data from the system to run predictive analytics for use in advising students before they take a course or enter a program. For example, one set of analytics uses information on each student's academic background and performance, together with data on how similar students have performed in a course, to predict the grade a given student will receive in the course. If students are not expected to do well in a course, they might want to choose another course; or if they do decide to take their original choice, they and the college can take steps to ensure that supports are in place to help them beat the odds. Like ASU, Austin Peay also uses the system information for enrollment management. According to former provost Tristan Denley, "We want students to take the courses they need, not the courses that are left over." The university analyzes information in the system about where students are in their programs to identify courses that will be in high demand and plan accordingly to avoid scheduling bottlenecks.

The experience at Florida State University, on the other hand, provides an example of how e-advising systems may not be effective in the absence of changes in program structure and other services. FSU has been using program maps to guide students since the early 2000s. It has also had an electronic student tracking system that provides information on academic progress to students and their faculty and advisors.⁶⁸ However, FSU has found that even with the guidance provided by default program maps, exploratory majors, and a tracking system, a robust system of advising and other supports remains necessary. In-person advising is especially needed to help undecided students select majors as well as to assist transfer students, veterans and other special populations, and students who go off track or are not making progress. As a result, since the time that FSU first implemented program maps, the university has restructured its approach to advising to help students complete the pathways laid out by the maps. According to Karen Laughlin, FSU's dean of undergraduate studies, the university's approach to advising is "centralized decentralization." Advisors are hired by the undergraduate studies division, but many are "embedded" in specific academic departments. Advisors also participate in an enrollment management group that meets regularly to identify bottlenecks in student progression and success, and to assist with program planning and course scheduling.

To be clear, both ASU and Austin Peay also recognize the importance of face-to-face advisors, and both have developed approaches to advising and guiding students that integrate technology with individual advising: technology provides information that assists students with more routine decisions, freeing advisors and faculty to help students when face-to-face contact is more essential. Like Florida State, ASU and Austin Peay have built into their pathway maps key "touch points": when a student reaches each point, the system cues advisors that specific supports may be needed. Acknowledging the importance of human advisors in guiding students, ASU also hired transfer specialists to work with students participating in MAPP and in the Transfer Admission Guarantee (TAG) program in Maricopa and other community colleges across Arizona. According to Hesse, the job of these transfer specialists is to get to know "intimately" a small number of community colleges and help their students transfer to—and be prepared to succeed at—ASU.⁶⁹ These specialists hold regular office hours at the community colleges and meet with community college advisors.

Under the guided pathways model, a key role for student support services is to help students choose and successfully complete their programs. In the course of this process, colleges must help students set goals for college

Attachment 3

Tri-fold brochure for the California Guaranteed Program for Admission (GPA)



Save money on an ASU degree

- ASU participates in the **Western Undergraduate Exchange**, which offers reduced nonresident tuition to students from select Western states, including California, for specific ASU degree programs. students.asu.edu/wue
- Veterans who have been honorably discharged are eligible for in-state tuition. veterans.asu.edu
- ASU's location in **Lake Havasu City** in western Arizona offers nearly 20 degrees and three exploratory programs at a lower tuition rate. lhc.asu.edu
- ASU's locations across the state offer high-demand programs in those regions at a reduced tuition rate. transfer.asu.edu/TheGilaValley | transfer.asu.edu/Pinal | transfer.asu.edu/Yuma
- Earn your degree without leaving California. Receive a tuition rate exclusive to ASU's online programs no matter where you live. ca.asu.edu
- Apply for financial aid and scholarships. Fill out a Free Application for Federal Student Aid to be considered for aid, and search for scholarships early. fafs.gov | scholarships.asu.edu

Phoenix is good for your budget

According to the latest cost of living index data, Phoenix has a low cost of living compared to other West Coast cities.

Cost of living index scores:

Phoenix	Sacramento, CA	Los Angeles, CA	San Diego, CA	San Francisco, CA
12% above U.S. average	12% above U.S. average	20% above U.S. average	23% above U.S. average	54% above U.S. average

Source: www.numbeo.com (Source: The Economic Policy Institute, Aug. 2015, CEPR, WU & ILO)

You're in good company at ASU

- 10,000+ current students from California
- 2,000+ new undergraduates transfer students from California
- 4,000+ alumni in California
- Transfer fee is \$92-\$308 fee

#1 in the U.S. for innovation

#1 ASU #2 Stanford #3 MIT
- U.S. News & World Report, 2016 and 2017



ASU Arizona State University
Admission Services
Tempe, AZ 85287-0112

FACEBOOK
[Facebook.com/arizonastateuniversity](https://www.facebook.com/arizonastateuniversity)

TWITTER
twitter.com/asu

INSTAGRAM
[instagram.com/arizonastateuniversity](https://www.instagram.com/arizonastateuniversity)

YOUTUBE
[YouTube.com/asu](https://www.youtube.com/asu)

Learn more about the Guaranteed Program for Admission and sign up.
transfer.asu.edu/California



ASU Arizona State University

Guaranteed Program for Admission California students

transfer.asu.edu/California



TOP TEN
Best colleges for the money - *in Science*

BEST
College values in Arizona - *major*

Find your fit

The university you choose should have the programs that interest you, the community and environment that feel right, and the opportunities that will help you achieve your goals. ASU could be that place for you.

Choose the learning environment that best fits you. ASU has locations throughout Arizona as well as top-ranked online degree programs for transfer students.

- Choose from four campuses in the Phoenix area: the Downtown Phoenix campus, Polytechnic campus, Tempe campus and West campus.
- Study at an ASU location in another part of the state, including ASU Colleges at Lake Havasu City, ASU@TheGilaValley, ASU@Pinal and ASU@Yuma.
- Earn your ASU degree without leaving California. Choose from more than 60 top-ranked undergraduate degree programs through ASU Online.

#1
Top colleges for veterans - *campus visit*

#1
Top public universities chosen by international students - *area of research focus*

California students succeed at ASU

Arizona State University is making it possible for more California students to pursue high-quality bachelor's degrees.

ASU has partnered with select California community colleges to help students make a smooth transition to the university. The **Guaranteed Program for Admission** allows you to plan for your transfer to ASU and stay focused on earning your undergraduate degree.

If you're studying at a partnering California community college, you can smoothly transfer to ASU with assured admission to the university. Choose from more than 350 undergraduate degrees, with 60+ programs available entirely online, and start preparing for your transfer. ASU is set apart by our diverse student community, award-winning professors and the opportunities we provide our students.

88%
ASU undergraduates looking for a job received at least one offer within 90 days of graduating - 2014-2016

ASU is a **top school** to land a job in Silicon Valley - *Business Insider*

Top 10 for graduate employability
Awarded by MIT, Columbia and UCLA
Graduate Employability Rankings 2016

Study in person

Metro Phoenix campuses

Get the complete ASU experience in the sixth-largest city in the country at one of ASU's Phoenix-area campuses. You'll have the opportunity to customize your college experience by:

- conducting undergraduate research
- developing your entrepreneurial ideas
- studying abroad
- learning in state-of-the-art classrooms and labs
- living on campus, close to your classes, library, fitness complex, dining facilities and more
- being part of Barrett, The Honors College

ASU Colleges at Lake Havasu City

Located on the Arizona-California state line, ASU at Lake Havasu offers nearly 20 degree programs in a small college setting where you'll get one-on-one attention from your professors. And with a beautiful lake right near campus, you'll have plenty of fun during your free time.

ASU locations

ASU offers locations across Arizona, each based in a unique community. Programs are taught by ASU professors, and the degree you earn is the same you'll receive if you studied on any other ASU campus or online.

Study online

Earn a world-class degree from wherever you are. 100 percent online. ASU Online offers top-ranked undergraduate degree programs with the same curriculum and faculty as on campus, providing innovative, high-quality education to Sun Devils around the world. In fact, ASU ranked #1 for best undergraduate online programs in the Post-12 by U.S. News & World Report in 2017.

ASU Online

- Find the right degree for your future with more than 60 online undergraduate programs.
- Earn the same ASU degree as students attending classes in person.
- Learn from ASU's award-winning faculty, including Nobel Laureates, Pulitzer Prize winners and more.
- Begin your degree sooner with 7.5-week classes and multiple start dates.
- Stay on track with a personalized support system from the moment you enroll all the way through graduation.
- No out-of-state tuition; receive a tuition rate exclusive to online programs.

Admission requirements

General university admission is guaranteed upon successfully meeting one of the following:

- a transfer associate degree with a minimum cumulative transfer GPA of 2.50
- completion of a fully certified **Intersegmental General Education Transfer Curriculum (IGETC)** or **California State University General Education (CSU GE)**, with a minimum cumulative transfer GPA of 3.50, plus either a final high school transcript or GED
- completion of at least 24 transferable semester credits with a minimum cumulative transfer GPA of 3.00 (4.00=75), plus either an official final high school transcript or GED

You will also need to submit an ASU application, official college transcripts, application fee and any additional required materials. International students must provide a financial guarantee and evidence of English language proficiency.


*Some ASU colleges and schools have additional or higher requirements for admission into their programs. Use Degree Search (asus.edu/degrees) and the Transfer Credit Guide (asus.edu) to ensure that you're taking the right courses to prepare for success in your major. Nothing is not an eligible major for the Guaranteed Program for Admission. However, ASU offers an RN-to-BSN online program.

Your path to ASU

- Complete the **Guaranteed Program for Admission** agreement online. transfer.asu.edu/California
- Watch for communications from ASU and connect with a transfer specialist.
- Refer to Degree Search to find the major map for required courses for your degree program. asus.edu/degrees
- Use the Transfer Credit Guide to ensure you're taking the right courses at your community college to prepare for success in your major. tcg.asu.edu
- Continue your community college coursework and make steady progress toward your degree.
- Contact your ASU transfer specialist if you have any questions along the way. transfer.asu.edu/contact
- Apply for admission to ASU at least one semester before you plan to transfer.
- Enroll in classes at ASU.

Attachment 4

Example of the MAPP flier




**Maricopa to ASU
Pathways Program
(MAPP)**
Transfer simplified

Choose the most efficient and affordable path to a bachelor's degree.

The Maricopa to ASU Pathways Program, or MAPP, helps you plan and complete prescribed course work at your community college that meets the lower-division course requirements for your Arizona State University major. When you complete your MAPP, you will be on track toward earning your selected bachelor's degree.

transfer.asu.edu/maricopa



Why choose ASU?

- ASU is ranked the nation's **most innovative** university for the second year in a row by U.S. News & World Report.
- ASU is one of the **top-ranked public universities in the nation and the world**.
- **Learn in small classes** with 43% of ASU classes having 19 or fewer students, and 78% having 39 or fewer students.
- **Barrett, The Honors College** offers a comprehensive, Ivy League-style education for high-achieving students.
- **Close to home.** You get high-quality academic programs at convenient locations throughout metro Phoenix and online.

Benefits

Benefits of the Maricopa to ASU Pathways Program include:

- guaranteed admission to ASU degree programs when all MAPP requirements are met
- a cost-effective and time-efficient pathway ensuring courses transfer and apply to an ASU degree
- access to ASU transfer specialists and pre-enrollment services
- online tools, including My ASU and the Pathway Tracker, that provide information about degree progress
- invitations to special events at ASU

Degrees

Before signing up, learn about ASU degree programs by visiting asu.edu/degrees. Take time to research careers associated with a particular degree, the locations where the degree is available and requirements for the degree. You can also compare degrees side-by-side.

To search only the ASU degrees available through a MAPP, visit transfer.asu.edu/maricopa. Search by campus, ASU college or school, interest area, or keyword.

Sign up

Complete the sign-up form available at transfer.asu.edu/maricopa, review the terms of the MAPP listed on the website and submit the form to your community college advisor. Then, you'll receive communications from ASU.

Questions?

Your ASU transfer specialist is available to help you understand the program and provide support as you prepare for your transition to ASU. transfer.asu.edu/contact

Tools and Resources

ASU provides a number of tools and resources to support transfer students' success.

Degree Search asu.edu/degrees

Explore ASU majors and minors to find a degree program that matches your talents, interests and career goals. Search by keyword, area of interest or campus location.

Transfer Credit Guide transfer.asu.edu/credits

Learn how credits from other colleges and universities that you have attended will transfer to ASU. Search for ASU course equivalencies or request a transfer course evaluation.

My ASU my.asu.edu

After signing up for a MAPP, follow the Maricopa-ASU Alliance link from my.maricopa.edu to access My ASU and view individualized transfer and university information that will assist in the smooth transition to ASU.

Pathway Tracker my.asu.edu

Click on **Pathway Tracker** to track progress toward completion of your MAPP. See how courses taken at your community college will fulfill pathway requirements and transfer to ASU.

ASU Career and Professional Development Center asu.edu/career

As a MAPP student, you can access ASU's Career and Professional Development Center. Take advantage of career advising, career assessment and job search tools. You will need your ASURITE UserID and password to access services. Note that some services have fees.

Transfer Specialist Appointment Scheduler transfer.asu.edu/calendar

Make an appointment with your transfer specialist to speak one-on-one.

Transfer Fridays transfer.asu.edu/transferridays

ASU transfer specialists are available to meet on any ASU campus in the metro Phoenix area on Fridays.



transfer.asu.edu/maricopa




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Attachment 5

Example of the Transfer Times newsletter

Arizona State University



Transfer Times


Marla,

Welcome to the November 2016 Issue of Transfer Times, the latest information and updates about Arizona State University. If you have any suggestions about what you'd like to see in future issues of Transfer Times, please [let us know](#).

Stories in this issue:

- [Most Innovative school](#)
- [Salute to Service](#)
- [New medical school partnership](#)
- [Important dates for 2017 admission](#)
- [Meet with an ASU transfer specialist](#)
- [Transferring to ASU video](#)
- [Student spotlight](#)

ASU named most innovative school two years in a row




U.S. News & World Report released its second annual Most Innovative Schools rankings and once again Arizona State University topped the list.

The results were based on a survey of college presidents, provosts and admission deans across the country who were asked to nominate the colleges that are making the most innovations to areas including curriculum, technology and facilities. ASU topped such schools as Stanford (#2) and MIT (#3).

Some of ASU's recent innovations include better teaching methods through project-based learning, the Starbucks College Achievement Plan, and innovative tools that keep students on the path to graduation.

[Read more about ASU's Most Innovative School ranking.](#)


Salute to Service



ASU and the Pat Tillman Veterans Center are proudly honoring veterans and active service members with a series of Salute to Service events in celebration of Veterans Day. The annual celebration includes military appreciation football and basketball games, panel discussions and conversations, an American flag display and other activities sponsored by student clubs.

ASU has been named a "Military Friendly School" by G.I. Jobs magazine for the seventh consecutive year. The list honors the top 15 percent of colleges, universities and trade schools that are leaders in providing educational support, benefits and paths to success for military veterans. ASU was also ranked No. 7 in the country as a "Best College For Veterans" by College Factual. The ranking compared the best colleges and universities for veterans nationwide, based on four-year undergraduate programs.

Your students should meet with an ASU transfer specialist




Transfer Fridays:
Meet with a transfer specialist.

Did you know your students have an ASU transfer specialist who is available to help them with the admission and enrollment process? Your students should visit our [contact page](#) to find their personal transfer specialist.

Students are invited to make an appointment with a transfer specialist during [Transfer Fridays](#) where they can also take an optional campus tour.

Or, if Fridays aren't the best, your students can meet with a transfer specialist at one of the Maricopa Community Colleges by using the [appointment scheduler](#).


Transfer to ASU video



Is transferring to ASU from the Maricopa Community Colleges worth it?

Have you seen this video? Hear what these former Maricopa Community Colleges students say about becoming Sun Devils. And check out the [transfer site](#), which offers helpful tools and resources as students transfer to the university.

Student spotlight



At the end of Anna's first semester at Glendale Community College, she knew she could achieve her dream of becoming a doctor.


"When I got my final grades and realized I had mostly A's, I realized that I was more than capable of accomplishing my dream of being a doctor."

After studying biology at GCC, Anna transferred to Arizona State University. By choosing ASU, she says she didn't have to worry about finding a new job, daycare or a place to live.

"Pursuing a bachelor's degree at ASU is not just for my future but also for my daughter's. She is the reason I have pursued my dreams, to show her that one day she can follow her dreams too."

Anna says the best part about ASU is the opportunities available for all students.

"My best experience has been becoming a transfer student ambassador and being able to go back to the community college and talk to students about the transfer process. No matter where you transfer to, all students have the same questions and want to know what it is actually like."



Learn to **thrive** at ASU — #1 in the U.S. for innovation.

Attachment 6

The Transfer Student Ambassadors program



Get the real ASU student perspective

Meet Your ASU Transfer Student Ambassador

Transfer student ambassadors are Arizona State University students who earned their associate degrees from the Maricopa Community Colleges.

They can share their transfer experiences with community college students who plan to study at ASU and answer questions about being a Sun Devil while offering a student perspective.

Transfer student ambassadors are available to:

- help at campus events such as transfer or career fairs
- participate in student panels
- conduct classroom presentations
- talk to student clubs and organizations
- welcome students to the Maricopa to ASU Pathways Program (MAPP)

Connect with an ASU transfer student ambassador.
TransferAmbassadors@asu.edu | 480-727-4555
transfer.asu.edu/ambassadors

transfer.asu.edu/maricopa



“Being an ASU transfer student ambassador allows me to share the ease of my transfer experience with other students in hopes of encouraging at least one person to continue their education at ASU.”

— Carletta

“ASU has numerous resources for incoming transfer students. As a transfer student ambassador, I want to help students take advantage of them!”

— JC



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Attachment 7

Tri-fold brochure on the value of a bachelor's degree and ASU, in particular, for transfer students

ASU means excellent quality, attention and opportunities

ASU is committed to providing you with an excellent academic experience and a support system to ensure your success.

Academic support
We offer free academic tutoring and peer coaching for time management, test preparation, goal setting and group study skills.

Undergraduate research
Make an important new discovery as you work alongside a professor on a project that inspires you.

Entrepreneurship
Receive money, mentorship and office space to get your idea off the ground. ASU students have received more than \$2.5 million in startup funding since 2006.

Student clubs
Follow your passion by joining any of the more than 1,000 student clubs, or advance a cause close to your heart by participating in campus service activities.

Networking
Make new friends and study with students from all over the world. All 50 states and more than 135 countries are represented at ASU.

Study abroad
With more than 250 study abroad programs to choose from, you can expand your horizons and experience a new culture by studying in another country.

Offset costs with smart decisions

Apply for financial aid
The FAFSA is available for 2017-2018. ASU's Federal School Code is 001081. fafsa.gov

Search for scholarships
Once admitted, search ASU's Scholarship Portal. Log in with your ASURITE UserID and password. scholarships.asu.edu

Create a budget
Set yourself up for financial success. students.asu.edu/financialaid/budget

Invest in your success
Eligible students can save \$500, and ASU will provide \$4,000—including \$4,500—through ASU Earn to Learn. students.asu.edu/earntolearn

Consider ASU locations
ASU locations across the state offer high-demand programs at a reduced tuition rate. havas.asu.edu
transfer.asu.edu/thegilvalley
transfer.asu.edu/pinal
transfer.asu.edu/yuma

Make a top-quality investment in your future at ASU

Important financial aid information for Arizona transfer students

transfer.asu.edu

ASU Arizona State University

Percentage of full-time faculty at Ariz. universities

University	Percentage
Arizona State University	87%
Other Ariz. Universities	8%
Other	5%
Other	7%

Small class sizes

Class Size	Percentage
6 or fewer students	6%
7-19 or fewer students	43%
20 or fewer students	77%

Undergraduate student-to-faculty ratio

21:10-1

Cost of attendance for Arizona residents 2016-2017

Category	One semester	Two semesters
Base tuition and mandatory fees	\$5,320*	\$10,640*
Books and supplies	\$850	\$1,800
Estimated costs	\$5,970	\$11,940

Tuition and mandatory fees for Arizona universities 2016-2017

University	Cost
ASU	\$5,320
ASU	\$10,640
Other Ariz. Universities	\$10,704
Other	\$11,798
Other	\$17,170

#1 AZ Top colleges for veterans

— College Factual

#1 U.S. Top public universities chosen by international students

— Institute of International Education

Learning more leads to earning more

The value of a college education continues to grow, and earning your bachelor's degree at ASU will prepare you for the next steps in your career.

The median annual salary of 25- to 34-year-old college graduates is \$19,900 more than those who only graduated from high school and \$14,900 more than those with two-year degrees.

Annual earnings for full-time workers ages 25-34, in 2013 dollars

High school diploma	\$30,000
Associate degree	\$35,000
Bachelor's degree	\$49,900
Master's degree or higher	\$59,100

Unemployment rates for full-time workers ages 25 and older, in 2016

High school diploma	5.2%
Associate degree	3.2%
Bachelor's degree	2.7%

ASU means success after graduation

When you graduate from ASU, you'll be part of a thriving network of alumni with access to industry and career connections. At ASU, you get much more than just a degree — you get a lifetime of support.

88% ASU grads looking for a job received an offer within 90 days of graduation in 2015

\$1,421 Average annual earnings increase from 2015 ASU grads compared to our 2014 grads

5TH IN THE U.S. favored by employers for job recruiting

MORE THAN 1,700 employers recruit at ASU each year

Top 10 for graduate employability

Ahead of MIT, Columbia and UCLA

More Arizona community college transfer students graduate from ASU than any other public university in the state.

ASU	4,611
NAU	1,818
UA	1,141

Community college students who transfer to public universities tend to earn twice as much over the next decade than their peers who transfer to for-profit institutions.

Public university \$\$

Your guide to financial aid

The Free Application for Federal Student Aid (FAFSA) is available Oct. 1 for the following academic year. Spring admission: The FAFSA priority date is Oct. 1. Fall admission: The FAFSA priority date is Jan. 1.

Know your FSA ID
Log in with your FSA ID. (If you don't have an FSA ID, create one.) fsaid.ed.gov

Submit the FAFSA
Select the FAFSA for the academic year that you'll be attending ASU. Enter required personal and financial information, then submit the completed form. (ASU's Federal School Code is 001081.) fafsa.gov

Visit My ASU
Sign in with your ASURITE UserID and password to monitor your next steps on your Financial Aid Tracker in My ASU. my.asu.edu

Receive your FAN
Your Financial Aid Notification will outline your awards. To receive your full award, enroll full time (12 credits each semester) — any less and your awards will be adjusted.

Act on any loan offers
Click the Accept/Decline button to accept all or part of a loan, or decline it. You'll complete Loan Entrance Counseling and sign Master Promissory Notes for accepted loans.

Enroll in direct deposit
If you have more aid than your ASU charges, you'll receive a refund for the difference. Direct deposit is the fastest way to get your refund. To enroll, check your Financing Tasks box in My ASU.

Create your budget
A budget will help you keep your finances under control, track your spending and develop a plan. students.asu.edu/financialaid/budget

Search for scholarships
Use ASU's Scholarship Portal to search and apply for scholarships. scholarships.asu.edu

TOP TEN Best colleges for the money

— For Business

BEST College value in Arizona

— Higher