The Illinois Articulation Initiative

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History of Transfer

- **1960s**: Articulation Compact
- **1970s-1980s**: Articulation Panels
- **Late 1980s**: Universities begin making changes in their gen. ed. requirements
- **1990**: Committee on the Study of Undergraduate Education
- **1998**: IAI General Education Core Curriculum into effect

**Purpose of IAI**: To facilitate transfer & baccalaureate degree completion among Illinois students
There are four basic categories of transfer students.

- Students who know their intended transfer institution and their major.
- Students who have an intended transfer institution but are undecided about a major.
- Students who know their major, but not their intended transfer institution.
- Students who know neither their intended transfer institution nor their major.
Student Transfer Occurs in Many Directions

- Over 56,000 students transferred to a different school in the Fall 2012 semester
- When students follow IAI recommendations and consult their academic advisor, they are most likely to transfer efficiently, without losing any credits
## Transfer Data: Fall Semester 2012

<table>
<thead>
<tr>
<th>Sector Students Transferred</th>
<th>Number of Students Transferred FROM</th>
<th>Number of Students Transferred TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Colleges</td>
<td>25,004</td>
<td>17,821</td>
</tr>
<tr>
<td>Public Universities</td>
<td>5,259</td>
<td>15,450</td>
</tr>
<tr>
<td>Independent Not-For-Profit</td>
<td>3,707</td>
<td>11,733</td>
</tr>
<tr>
<td>Independent For-Profit</td>
<td>624</td>
<td>9,412</td>
</tr>
<tr>
<td>Other Institutions</td>
<td>21,457</td>
<td>1,636</td>
</tr>
<tr>
<td><strong>Total All Sectors</strong></td>
<td><strong>56,052</strong></td>
<td><strong>56,052</strong></td>
</tr>
</tbody>
</table>
“to ease the transfer of students among Illinois public and independent, associate and baccalaureate degree-granting institutions”
3 Key Concepts Guide IAI

- 2-year and 4-year institutions are equal partners in educating freshmen and sophomores in Illinois.

- Faculty members should take primary responsibility for developing and maintaining program and course articulation.

- Institutions must work together to assure that lower-division courses at both 2-year and 4-year institutions are comparable in scope, quality, and academic rigor.
Organizational Structure

- IBHE and ICCB
- iTransfer
- Illinois Transfer Coordinators
- Community College Chief Academic Officers / University Provosts
- IAI Steering Panel
- IAI Advisory Committee
Approximately 400 faculty members, transfer coordinators, and academic officers from 110 regionally-accredited Illinois institutions serve on IAI General Education and Major panels.

- **110 Illinois regionally-accredited institutions**
  - 97 full-participation schools
    - 48 public community colleges
    - 12 public universities
    - 37 independent 2- and 4-year colleges & universities
  - 13 receiving-only schools

- Nearly 350 faculty members serve on 6 General Education panels and 18 Major panels
IAI: What makes it work?

- Student learning outcomes and course descriptions are agreed to by all participating institutions
- The process is faculty-owned and faculty-driven
- Faculty panels approve courses as comparable; over 24,000 courses have been evaluated and approved to date*
IAI: How does it work for students?

- Seamless transfer among 99 Illinois institutions
- Transferable GECC package
- Includes course recommendations for transferring into 18 majors
- Statewide quality assurance
IAI faculty panel members approve a number of different course identifiers per panel
- Course title, description, student learning outcomes
- IAI code

Institutions are invited to submit a course to one of the panels for evaluation

IAI faculty panels evaluate the scope, quality, and academic rigor of the course
- May grant course an IAI code
A fully-complimented panel should have:

- (9) 2 year public college faculty (community college)
- (8) 4 year public university faculty
- (4) private institution faculty
- (3) Transfer Coordinators, one from each sector: 4 year public university, 2 year public college, and private institution
- (1) Academic Officer or approved designee from a community college
- (1) Dean or approved designee from a public university

Terms & Participation

- Serve 3 year terms
- Voting before & during meetings
- Panels meet each semester
General Education Core Curriculum

- 37-41 credit hours
- Transferable GECC package

GECC Faculty Panels

- Communications
- Humanities & Fine Arts
- Life Science
- Mathematics
- Physical Science
- Social & Behavioral Sciences
IAI Major Panels

- Agriculture
- Art
- Biology
- Business
- Chemistry
- Computer Science
- Criminal Justice
- Early Childhood Education
- Engineering

- English
- History
- Industrial Technology
- Mass Communications
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Theater Arts
Faculty-driven Major panels were established to provide general advice to students who had decided upon a field of study but not a transfer institution. Panel recommendations were to include:

- 1 to 4 freshman/sophomore-level core courses / Major or related discipline courses that a native student would normally take in the first 2 yrs. of study
- Courses a transfer student would need in order to be admitted to a receiving institution with Junior status
- Courses among the GECC package options that should be elected by the student to meet the prerequisite or foundational demands of the major

Major panels also provide a forum for colleges and universities to develop common understandings about the lower-division objectives and curriculum content, and to monitor changes and developments in the discipline that may affect a student’s preparation for upper division work.
The iTransfer website (www.itransfer.org) provides suggested course plans for several common majors for these students.

- Once a transfer school decision has been made, students are strongly encouraged to meet with admissions and advising representatives at the receiving school early in the process.

The recommendations of the IAI Major Panels were formalized through the Major Directive Initiative, via a 3-tier process, between Fall ‘10 and Spring ‘12.

- The major panel courses recommended will be accepted as credit toward the major at the receiving institutions listed on the major’s webpage. Credit will either be accepted as a course equivalent or be counted as elective credit toward fulfilling the requirements of the major.
Ongoing Course Review

- Quality Control
  - Scope, quality, and academic rigor
  - Innovation in the field

- As of Sept. 2014, there are 465 Descriptors:
  - 198 GECC course descriptions
  - 267 Major course descriptions
IAI Steering Panel

- Created to oversee the development of the IAI GECC, implement policies & procedures, & make recommendations to IBHE and ICCB
- Membership on Steering Panel is inclusive and encompassing
IAI’s iTransfer Website

- Launched on May 15, 1997
- Created to get information from the panels into the hands of students, parents, advisors, and other users of the site
- 94,984 unique visitors to the site between July 1, 2013 and June 30, 2014
- Transfer Questions & Complaint link
IAI as a Model

- Through the IAI, Illinois has developed one of the most comprehensive course approval and quality assurance processes in the nation, assuring that all approved courses are comparable and meet the high standards established by the faculty panels.

- IAI serves as a model for transfer throughout the nation; other states aspire to do the job of articulation as well as we do through our faculty-driven process.
  - Several states have inquired or shown great interest in IAI, both the process and the system, including: Georgia, Hawaii, Indiana, Ohio, Texas, and Wyoming.
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