



To: Colorado Public Institutions of Higher Education  
From: Chris Rasmussen, Director of Academic Affairs  
Date: September 10, 2019  
Re: Review and Revision of Statewide Transfer Articulation Agreements

The CDHE Academic Affairs team—in partnership with the General Education Council—is pleased to announce the launch of a two-year process to “Revisit, Revise, and Renew” all 34 existing Statewide Transfer Articulation Agreements (STAAs) and their component Degrees with Designation (DwDs). A timeline and schedule for review is attached. The review will allow faculty to ensure that the agreements are aligned with the current and evolving state of the disciplines, and that they best prepare students for upper division study and eventual success in the field. Each of the next four Fac2Fac conferences will be devoted to reviewing and refreshing a collection of 8-10 agreements, with the first conference scheduled for Friday, October 25.

Statewide degree transfer agreements are defined in statute as agreements “among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree” in “common degree programs” (§23-1-108(7)(g)(III) C.R.S.). We know from data that the agreements are very effective in structuring academic pathways and facilitating transfer and bachelor’s degree completion. AA/AS earners with a DwD are more likely to transfer into a four-year degree program and are more likely to earn a bachelor’s degree within three years (and accumulate fewer credits in the process). In the 2017-18 academic year, one-third of all AA and AS degrees awarded by Colorado public institutions were Degrees with Designation—a figure that is expected to grow as the initiative matures and additional agreements are brought online.

Additional Department goals for the review are the following:

- Continue growth in use of STAAs by students, academic advisors, guidance counselors, and faculty.
- Reposition the agreements as student-friendly introductions to a given academic discipline and a pathway to a bachelor’s degree and into a career.
- Simplify the agreements and maximize their portability by minimizing the number of included exceptions, conditions, and divergent pathways specific to a particular institution.
- Provide course maps for the third and fourth year of study in the discipline at the receiving four-year institution (to be updated on a biannual basis).



- Revise contractual language (and Commission policy, as appropriate) to: codify a five-year review cycle for all agreements; give the Department (in partnership with GE Council) authority to make minor administrative changes to agreements between review cycles; and formalize a process for institutional withdrawal from an agreement.
- Launch a five-year review cycle for all agreements.

Faculty will be guided by the following questions in their review of the agreements:

- Are the existing course requirements in the agreement best aligned with the evolving state of the discipline, and with the knowledge, skills, and competencies needed for success in upper-division study and in the field?
- Is the math course required for the DwD best aligned with the type of quantitative literacy needed for success in upper-division study and in the field?
- Are the courses required for the DwD taught with sufficient frequency and location to merit their continued inclusion in the agreement?
- Might the DwD be revised to accommodate new course options within CCCS (e.g., non-lab sciences courses—GT-SC2—and ENG 131/Technical Writing for CO1)?
- For DwDs that are under-used given the volume of bachelor's degrees awarded, what is preventing more frequent use?
- What opportunities exist to add parties to the agreement given new academic programs and increased course availability (on campuses and with CCC Online)?
- What opportunities exist to add specializations within DwDs (i.e., astronomy within physics), or to create new, off-shoot DwDs (i.e., special education, secondary education)?
- What opportunities exist to articulate with programs offered at area technical colleges, to apprenticeship programs offered through local education providers (such as the Colorado Teacher Cadet program), or to other work-based learning?

To help achieve these goals, Fac2Fac conferences will include faculty in the disciplines as well as academic advisors, transfer coordinators, and academic administrators engaged in program and pathway development. GE Council members will work with academic affairs leaders at the institution or system office to identify faculty to represent the institution/system at the conference. The Department will work with GE Council to identify institutional/system staff members to participate in disciplinary groups.

Attached is a listing of STAAs that will be addressed each semester. As indicated previously, the Fall 2019 conference will be held on **Friday, October 25** at CSU Pueblo. The Spring 2020 conference will be held on **Friday, February 21** at Pikes Peak Community College—Centennial Campus. I welcome any feedback you have about the structure and use of STAAs, and your suggestions on what to consider in the review process. Thank you for your support of this effort!



The 3Rs of Statewide Transfer Articulation Agreement (STAAs):

Plans to Revisit, Revise, and Renew

Fall 2019	Spring 2020	Fall 2020	Spring 2021
BUSINESS	POLITICAL SCI	ART HISTORY	AG BUSINESS
PSYCH (AA/BA)	SOCIOLOGY	ENGLISH	ANIMAL SCIENCE
PSYCH (AS/BS)	ANTHROPOLOGY	MUSIC	SOIL/CROP SCI
BIOLOGY	GEOLOGY	STUDIO ART	EQUINE SCIENCE
CHEMISTRY	GEOGRAPHY	THEATRE	FERM SCIENCE
COMPUTER SCI*	CRIM JUSTICE	SPANISH	AGRICULTURE ED
ENGINEERING*	PHILOSOPHY	FRENCH	HORT BUS MGMT
PHYSICS	COMMUNICATIONS	HISTORY	ENVIRO HORT
ELEM ED & ECE	ECONOMICS	MATH	
*Continuing discussion of agreement in development			

