ELEVATION 2019

/ achieving new heights in articulation and transfer for Arizona postsecondary education /
STEERING COMMITTEE

JEANNE BRYCE
Eastern Arizona College

JESSICA CLARK
Northland Pioneer College

FREDERICK COREY
Arizona State University

MARK DENKE*
Arizona Board of Regents

JULIAN EASTER*
Pima Community College

STEPHEN EATON

LINDA ELLIOTT-NELSON*
Arizona Western College

VERLIN FICK
Mohave Community College

COCHISE COLLEGE

KARLA FISHER
Maricopa Community Colleges

GERALDINE GARRITY
Dine College

MARY KAY GILLILAND
Central Arizona College

GREG HEILEMAN
University of Arizona

RON LISS
Yavapai College

CURTIS PETERSON
Tohono O’odham Community College

NATE SOUTHERLAND
Coconino Community College

KATHY YEAGER*
Northern Arizona University

*Representative is also a member of the AZTransfer Executive Committee.
CONTENTS

ABOUT THIS REPORT / 2
MISSION, VISION, AND VALUES / 3
YEAR IN REVIEW / 5
FAST FACTS / 9
ARTICULATION TASK FORCES / 13
TRANSFER SYSTEM COMPONENTS / 17
TOOLS & RESOURCES / 21
TRANSFER DATA REPORTING / 27
COURSE EQUIVALENCY REPORT / 35

/ 2019 aztransfer annual report /
FOR MORE THAN 20 YEARS, academic leaders from each of Arizona’s public postsecondary institutions have collaborated to support transfer student success. Known as the AZTransfer Steering Committee, this coordinating body ensures Arizona’s students have access to efficient, seamless, and simple ways to transfer from a community college to a university in Arizona.

Born out of legislation passed in 1996, the AZTransfer Steering Committee works to fulfill a promise to provide high-quality educational pathways that lead to baccalaureate degree completion for all Arizonans. This report highlights results, services, and innovations in the 2018-2019 academic year that deliver on that promise and elevate students in Arizona.
VISION /
College degree pathways are accessible to all Arizonans.

MISSION /
The AZTransfer Steering Committee, an organization of academic leaders, supports successful application of transfer credits leading to degree completion for students in all public and tribal higher education institutions in Arizona.

VALUES /
The decisions and actions of the AZTransfer Steering Committee demonstrate our:

• Purpose is to promote and support student academic success;
• Leadership is transparent, collegial, collaborative, and proactive;
• Decision making is data-informed and outcome-focused;
• Fiscal stewardship is financially responsible and goal-oriented.

/ make every credit count /
YEARN IN REVIEW

AZTransfer’s major events, milestones, and annual activities in the 2018-2019 academic year.
2018

Hosted a training workshop for admissions, outreach, and recruitment professionals

Annual training retreat for AZTransfer Facilitators

Published report on new transfers with 12 or more Arizona Community College Credits

Year in Review

Hosted a training workshop for admissions, outreach, and recruitment professionals

Annual training retreat for AZTransfer Facilitators

Published report on new transfers with 12 or more Arizona Community College Credits

Hosted a training workshop for high school counselors

Executive Committee Meeting

Published report on new freshmen entering with Arizona Community College Credits

Steering Committee Meeting

Hosted 14 ATF Meetings

Admissions & Records ATF Meeting

Published a benchmark report of community college course success by subject and a transfer performance report of GPA in the junior year

Hosted 25 ATF Meetings

Honors Community of Interest Meeting

Steering Committee Meeting

Hosted 14 ATF Meetings

Admissions & Records ATF Meeting

Published a benchmark report of community college course success by subject and a transfer performance report of GPA in the junior year

Hosted 25 ATF Meetings

Honors Community of Interest Meeting

Annual report presented to the Arizona Board of Regents

Annual report presented to the Arizona Community College Coordinating Council

Hosted three ATF meetings

General Education ATF meeting

Executive Committee Meeting

Annual reports distributed to stakeholders

AZTransfer Facilitator Meeting
2019

**January (JAN)**
- ACETS Users Meeting
- Executive Committee Meeting
- Published report on academic preparation of new transfers

**February (FEB)**
- Steering Committee Meeting
- Academic Advising ATF Meeting
- Honors Community of Interest Meeting

**March (MAR)**
- Published reports on baccalaureate degree recipients, new transfers’ graduation rate, and first-year performance of new transfers
- Executive Committee Meeting
- Hosted one ATF meeting
- General Education ATF Meeting

**April (APR)**
- AZTransfer Summit
- Hosted an AZTransfer training pre-conference session
- Nicole Kontak, University of Arizona, recognized as the 2019 Transfer Advocate Award winner
- Stacie Rancano, Arizona State University, recognized as the 2019 Transfer Leader Award winner
- Maria Hesse, Arizona State University, recognized with the AZTransfer Distinguished Service Award
- ASSIST Users Meetings
- ACRES Users Meeting

**May (MAY)**
- Published report on transfer rate of first-time community college students
- Executive Committee Meeting
- ACETS Users Meeting
- Developed a community college to community college Course Equivalency Guide

**June (JUN)**
- Annual training retreat for AZTransfer Facilitators
- Steering Committee Meeting
- Key Performance Indicators updated and published
- Published report on baccalaureate degree recipients with Arizona Community College Credits
FAST FACTS

A snapshot of data related to student transfer among Arizona public community colleges and universities as reported in 2018-2019.
16,029 university graduates had credit from an Arizona community college.

4,623 stakeholders on the AZTransfer email list.

33.7% five-year increase in minority baccalaureate degree recipients who were new transfers.

52.5% of new transfer students entered with 60 or more credits.

1,374 faculty engaged in articulation task forces.

COMPUTER & INFORMATION SCIENCES major with the greatest five-year increase for baccalaureate degree recipients who entered as new transfers.
AZTransfer Summit attendees in 2019: 260

- BUSINESS number one major of new transfer students
- 16,603 number of Arizona community college courses evaluated by ASU, NAU, and UA
- 5,134 number of new university freshmen who entered with Arizona community college credits
- 10,355 number of new transfers to ASU, NAU, and UA from Arizona community colleges
- 75.7% six-year graduation rate of new transfer students who entered with an associate’s degree
- 95.4% of Arizona community college courses evaluated are transferable to at least one Arizona public university

260 AZTransfer Summit attendees in 2019
Articulation Task Forces (ATFs) are the heart of AZTransfer’s faculty-driven transfer model. Each fall, 1,374 faculty in 43 academic disciplines convene to evaluate course transferability and discuss curricular alignment. The outcome of these meetings provides the content for the tools and resources on AZTransfer.com that students, advisors, and counselors use to plan a seamless transfer. In addition to these discipline specific ATFs, academic advising, admissions and records, and general education ATFs meet several times a year to address issues and trends in student support and general studies.
AZTRANSFER STATEWIDE MEMBERSHIP / by type of member

1,819
TOTAL MEMBERS

73
ACADEMIC ADVISING ATF

126
MEMBERS WITH 15+ YEARS OF SERVICE

1,374
FACULTY

153
COMMUNITIES OF INTEREST

60
ADMISSIONS & RECORDS ATF

45
GENERAL EDUCATION ATF

82
ASSIST USERS

articulation task forces
ATF FACULTY MEMBERSHIP / by institution

1. Arizona State University 208
2. Arizona Western College 53
3. Central Arizona College 60
4. Chandler-Gilbert Community College 47
5. Cochise College 49
6. Coconino Community College 46
7. Dixie College 31
8. Eastern Arizona 41
9. Estrella Mountain Community College 35
10. Gateway Community College 34
11. Glendale Community College 82
12. Mesa Community College 74
13. Mohave Community College 36
14. Northern Arizona University 108
15. Northland Pioneer College 39
16. Paradise Valley Community College 46
17. Phoenix College 45
18. Pima Community College 87
19. Rio Salado College 24
20. Scottsdale Community College 45
21. South Mountain Community College 30
22. Yavapai College 50
23. Arizona State University 76
Work performed through the Articulation Task Force network is the foundation of the Arizona Transfer System. The components of the system work together to help students plan a seamless transfer without loss of academic credit. Students build a transfer degree plan by completing the Arizona General Education Curriculum (AGEC), common courses, and electives, and supplement this with credits earned through dual enrollment and exams.
ARIZONA GENERAL EDUCATION CURRICULUM
The Arizona General Education Curriculum (AGEC) is a foundational block of coursework completed at an Arizona community college. The AGEC consists of 35-37 credit hours of courses in English, math, social and behavioral sciences, physical and biological sciences, and arts and humanities. Through Articulation Task Forces, faculty determine which courses fulfill the requirements at their respective institutions and maintain transferability.

COMMON COURSES
Common courses are lower division courses that apply toward a mapped bachelor’s degree program.

MAJORS & DEGREES
Associate’s and bachelor’s degrees are aligned within each ATF academic discipline. The transfer system maps these degrees for majors offered at two or more of Arizona’s public institutions. See page 19 for a list of all majors included in the system.

TRANSFER DEGREE STRUCTURE
Transfer degrees are comprised of three blocks of courses—AGEC, elective and common, and upper division university courses. Up to 64 community college credits can be transferred to the university and applied toward a bachelor’s degree.

Students completing dual enrollment courses or exams for credit may apply those courses toward an associate’s degree.

<table>
<thead>
<tr>
<th>BACHELOR’S DEGREE</th>
<th>120 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 UNIVERSITY CREDITS</td>
<td></td>
</tr>
<tr>
<td>27-29 ELECTIVE &amp; COMMON COURSE CREDITS</td>
<td></td>
</tr>
<tr>
<td>35-37 AGEC CREDITS</td>
<td></td>
</tr>
</tbody>
</table>

CREDITS Earned in High School
DUAL ENROLLMENT CREDITS
EXAM CREDITS (AP, CAMBRIDGE, DSST, IB, CLEP)
AZTransfer develops and maintains web services and other resources directly related to operating the Arizona Transfer System and promoting transfer opportunities and programs. These tools and resources ensure faculty, staff, and students have access to transfer information from anywhere in the state. Many tools are refreshed daily while others are updated annually or as needed.
COURSE EQUIVALENCY GUIDE
The Course Equivalency Guide (CEG) is a statewide database that provides detailed information on how community college courses transfer to the three public universities (Figure 1). Users can search for course equivalency by subject, institution, and course number. Course data from each of Arizona’s public and tribal community colleges and universities is represented in the CEG.

A feature added in 2018-2019 is a community college to community college CEG. This tool shows how courses transfer among Arizona public and tribal community colleges.

DUAL ENROLLMENT GUIDE
Dual Enrollment courses are community college courses taken in high schools. The Dual Enrollment Guide shows how these courses transfer to Arizona’s three state universities.

EXAM EQUIVALENCY GUIDE
The Exam Equivalency Guide (EEG) shows users how exam scores may translate to college credit at Arizona community colleges and state universities. The EEG provides information on five testing programs-- Advanced Placement (AP), Cambridge International Examination (CIE), College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and International Baccalaureate (IB).
MAJOR & DEGREE GUIDES
For students who have selected a major but not a university, Major & Degree Guides (Figure 3) link associate’s degrees to their related bachelor’s degrees for majors that are offered by two or more of Arizona’s public universities. Major & Degree Guides provide a list of recommended lower division courses at the student’s community college that will meet the requirements for that major at any of the three universities.

MOBILE APP
The AZTransfer mobile app offers on-the-go course planning and is available for both iOS and Android devices. The mobile app includes data from the Arizona General Education Curriculum, Course Equivalency Guide, Exam Equivalency Guide, and the Majors & Degrees Guide.

MARKETING COLLATERAL
AZTransfer provides marketing collateral (Figure 4) and promotional items to each member institution by request. The materials are used in orientation packets, during advising sessions, as a compliment to recruitment and outreach efforts, and more. A general transfer brochure, a handout specifically about the Arizona General Education Curriculum, and a card describing Dual Enrollment and Credit by Exam are currently available.
ARIZONA COURSE EQUIVALENCY TRACKING SYSTEM
The Arizona Course Equivalency Tracking System (ACETS) is a web-based application that tracks course equivalency decisions, as the courses move through the statewide evaluation and articulation process (Figure 5). ACETS supports all decision-making required to establish equivalencies in Arizona beginning with the initial request for an equivalency evaluation and ending with the creation of a report to be used by Arizona university encoders. ACETS tracks the time frame for course equivalency from source institution to target institution and triggers a report to target institutions when timelines are outside normal boundaries. A target school records its decision in ACETS within 45 days and encodes it within 15 days. Institutions can check recent information activity by querying the database.

ACADEMIC CURRICULUM REVIEW AND EVALUATION SYSTEM
The Academic Curriculum Review and Evaluation System (ACRES) is available for Arizona institutions to use for their formal internal curriculum review and evaluation process (Figure 6). Curriculum approved through ACRES can be submitted directly to ACETS with a single click. Other institutional processes can also be deployed in ACRES such as Program Approval forms, Institutional Degree/Certificate forms, Employee Development, and more.
FACULTY & STAFF PORTAL

The Faculty & Staff Portal is a comprehensive resource for the Arizona Transfer System. From the portal, faculty and staff can access their ATF’s dashboard where they can find meeting details, contacts, resources, and more. Discipline-specific ATF dashboards also contain the course prefixes, exam matrix, course matrix, and degrees associated with the discipline.

Similar dashboards for the AZTransfer Steering Committee, Executive Committee, AZTransfer Facilitators, Communities of Interest, and Workgroups are also accessible from the Faculty & Staff Portal.

Institutional and statewide staff can login through the portal as an ATF Administrator to maintain membership databases, curriculum (prefixes, degrees and pathways), meeting reports, and the master statewide calendar for AZTransfer’s Articulation Task Forces.

USER MANUALS

AZTransfer publishes four web-based user manuals: the ATF Handbook & Policy Manual, Website Users Manual, Technology Users Manual, and the ASSIST Users Manual. These manuals can be accessed online via the Faculty/Staff portal page (Figure 8).

ARIZONA STATE SYSTEM FOR INFORMATION ON STUDENT TRANSFER

The Arizona State System for Information on Student Transfer (ASSIST) is a relational database containing enrollment and degree information on students attending Arizona’s public universities and community college districts.

Institutional and statewide staff can login through the portal as an ATF Administrator to maintain membership databases, curriculum (prefixes, degrees and pathways), meeting reports, and the master statewide calendar for AZTransfer’s Articulation Task Forces.
The Arizona State System for Information on Student Transfer (ASSIST) is a relational database containing enrollment and degree information on students attending Arizona’s public universities and community college districts. Using this data, AZTransfer provides a statewide snapshot of progress toward improving transfer and degree attainment in Arizona.
BACCALAUREATE DEGREE RECIPIENTS / who entered as new arizona community college transfers

- **2012-13**: 7,150
- **2013-14**: 7,437
- **2014-15**: 7,601
- **2015-16**: 7,564
- **2016-17**: 7,850
- **2017-18**: 7,662

- **Total Count**: 36,664

**Range**: 6,500 - 8,000
BACCALAUREATE DEGREE RECIPIENTS / in 2017-2018

Degree recipients who entered the university as a new transfer with 12 or more credit hours from Arizona community colleges

Degree recipients who entered the university as a new freshman with any amount of Arizona community college credit

Degree recipients who entered the university as a new transfer with fewer than 12 credit hours from Arizona community colleges, or who entered the university with zero credit hours from Arizona community colleges but earned some after entry

Degree recipients with no Arizona community college credits

NOTE: Students transfer hours from multiple institutions, including out of state, and private. A “new transfer” has 12 or more hours earned credits from any and all institutions attended since graduating high school, and a “new freshman” has zero or less than 12 earned hours at the postsecondary level since graduating high school.
## Credit Hours Transferred at Entry

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12-23 Hours</strong></td>
<td>7.0%</td>
<td>7.1%</td>
<td>7.3%</td>
<td>7.9%</td>
<td>8.2%</td>
<td>7.8%</td>
</tr>
<tr>
<td><strong>24-34 Hours</strong></td>
<td>8.5%</td>
<td>8.9%</td>
<td>8.4%</td>
<td>8.4%</td>
<td>9.3%</td>
<td>8.6%</td>
</tr>
<tr>
<td><strong>35-59 Hours</strong></td>
<td>30.3%</td>
<td>30.5%</td>
<td>29.9%</td>
<td>30.8%</td>
<td>30.6%</td>
<td>31.2%</td>
</tr>
<tr>
<td><strong>60+ Hours</strong></td>
<td>54.2%</td>
<td>53.5%</td>
<td>54.4%</td>
<td>52.8%</td>
<td>51.9%</td>
<td>52.5%</td>
</tr>
</tbody>
</table>

### Associate’s Degree

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate’s Degree</strong></td>
<td>54.9%</td>
<td>56.7%</td>
<td>56.8%</td>
<td>56.5%</td>
<td>56.0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### AGEC Only

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AGEC Only</strong></td>
<td>5.5%</td>
<td>5.0%</td>
<td>5.4%</td>
<td>5.0%</td>
<td>4.7%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
NOTE: Graduation rates are cumulative. Students graduating within three years are also included in the six years column.
MINORITY STUDENTS / who were new transfers from Arizona community colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>38.1%</td>
</tr>
<tr>
<td>2014-15</td>
<td>40.8%</td>
</tr>
<tr>
<td>2015-16</td>
<td>42.2%</td>
</tr>
<tr>
<td>2016-17</td>
<td>44.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>45.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>46.3%</td>
</tr>
</tbody>
</table>
### Top Majors

**selected at Arizona public universities by new transfers from Arizona community colleges in 2018-19**

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Management, Marketing, and Related Support Services</td>
<td>13.9%</td>
</tr>
<tr>
<td>Health Professions and Related Programs</td>
<td>12.9%</td>
</tr>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>7.3%</td>
</tr>
<tr>
<td>Education</td>
<td>7.1%</td>
</tr>
<tr>
<td>Psychology</td>
<td>6.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>6.4%</td>
</tr>
<tr>
<td>Multi-/Interdisciplinary Studies</td>
<td>4.8%</td>
</tr>
<tr>
<td>Communication, Journalism, and Related Programs</td>
<td>4.6%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.5%</td>
</tr>
<tr>
<td>Computer and Information Sciences and Support Services</td>
<td>3.7%</td>
</tr>
<tr>
<td>All Other</td>
<td>27.9%</td>
</tr>
</tbody>
</table>
Arizona community college courses are constantly evaluated throughout the year to determine their transferability to ASU, NAU, and UA. Course equivalencies are categorized as direct equivalencies, electives, and not transferable.
# Course Equivalency Report

## Arizona Community College Courses with Direct Equivalency to ASU

<table>
<thead>
<tr>
<th></th>
<th>AWC</th>
<th>CAC</th>
<th>COCHISE</th>
<th>CCC</th>
<th>DINÉ</th>
<th>EAC</th>
<th>MCCD</th>
<th>MOHAVE</th>
<th>NPC</th>
<th>PIMA</th>
<th>TOCC</th>
<th>YAVAPAI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Equivalency</strong></td>
<td>277</td>
<td>223</td>
<td>193</td>
<td>143</td>
<td>86</td>
<td>331</td>
<td>821</td>
<td>123</td>
<td>136</td>
<td>324</td>
<td>88</td>
<td>225</td>
<td>2,970</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>606</td>
<td>587</td>
<td>322</td>
<td>248</td>
<td>158</td>
<td>572</td>
<td>3,245</td>
<td>149</td>
<td>327</td>
<td>858</td>
<td>199</td>
<td>540</td>
<td>7,811</td>
</tr>
<tr>
<td><strong>Not Transferable</strong></td>
<td>268</td>
<td>387</td>
<td>166</td>
<td>112</td>
<td>8</td>
<td>284</td>
<td>2,677</td>
<td>223</td>
<td>176</td>
<td>588</td>
<td>21</td>
<td>288</td>
<td>5,198</td>
</tr>
<tr>
<td><strong>Pending Evaluation</strong></td>
<td>72</td>
<td>30</td>
<td>20</td>
<td>19</td>
<td>31</td>
<td>26</td>
<td>208</td>
<td>3</td>
<td>70</td>
<td>57</td>
<td>59</td>
<td>29</td>
<td>624</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,223</td>
<td>1,227</td>
<td>701</td>
<td>522</td>
<td>283</td>
<td>1,213</td>
<td>6,951</td>
<td>498</td>
<td>709</td>
<td>1,827</td>
<td>367</td>
<td>1,082</td>
<td>16,603</td>
</tr>
</tbody>
</table>

*Courses are continuously evaluated throughout the year. These courses were pending evaluation at the time of report publication.*
## Arizona Community College Courses with Direct Equivalency to NAU

The table below illustrates the number of directly equivalent courses offered by various Arizona community colleges, along with elective and non-transferable courses, as well as those pending evaluation.

<table>
<thead>
<tr>
<th></th>
<th>AWC</th>
<th>CAC</th>
<th>COCHISE</th>
<th>CCC</th>
<th>DINE</th>
<th>EAC</th>
<th>MCCD</th>
<th>MOHAVE</th>
<th>NPC</th>
<th>PIMA</th>
<th>TOCC</th>
<th>YAVAPA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Equivalency</td>
<td>242</td>
<td>210</td>
<td>163</td>
<td>184</td>
<td>101</td>
<td>404</td>
<td>666</td>
<td>127</td>
<td>150</td>
<td>391</td>
<td>87</td>
<td>242</td>
<td>2,967</td>
</tr>
<tr>
<td>Elective</td>
<td>878</td>
<td>720</td>
<td>502</td>
<td>318</td>
<td>162</td>
<td>784</td>
<td>5,948</td>
<td>355</td>
<td>484</td>
<td>1,361</td>
<td>209</td>
<td>792</td>
<td>12,513</td>
</tr>
<tr>
<td>Not Transferable</td>
<td>5</td>
<td>44</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>70</td>
<td>7</td>
<td>7</td>
<td>16</td>
<td>2</td>
<td>21</td>
<td>206</td>
</tr>
<tr>
<td>Pending Evaluation*</td>
<td>98</td>
<td>253</td>
<td>15</td>
<td>19</td>
<td>18</td>
<td>15</td>
<td>267</td>
<td>9</td>
<td>68</td>
<td>59</td>
<td>69</td>
<td>27</td>
<td>917</td>
</tr>
<tr>
<td>Total</td>
<td>1,223</td>
<td>1,227</td>
<td>701</td>
<td>522</td>
<td>283</td>
<td>1,213</td>
<td>6,951</td>
<td>498</td>
<td>709</td>
<td>1,827</td>
<td>367</td>
<td>1,082</td>
<td>16,603</td>
</tr>
</tbody>
</table>

*Courses are continuously evaluated throughout the year. These courses were pending evaluation at the time of report publication.
Courses are continuously evaluated throughout the year. These courses were pending evaluation at the time of report publication.

<table>
<thead>
<tr>
<th>Course</th>
<th>AWC</th>
<th>CAC</th>
<th>COCHISE</th>
<th>CCC</th>
<th>DINE</th>
<th>EAC</th>
<th>MCCC</th>
<th>MOHAVE</th>
<th>NPC</th>
<th>PIMA</th>
<th>TOCC</th>
<th>YAVAPAI</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT EQUIVALENCY</strong></td>
<td>186</td>
<td>147</td>
<td>144</td>
<td>130</td>
<td>67</td>
<td>206</td>
<td>518</td>
<td>106</td>
<td>111</td>
<td>327</td>
<td>75</td>
<td>184</td>
<td>2,201</td>
</tr>
<tr>
<td><strong>ELECTIVE</strong></td>
<td>818</td>
<td>388</td>
<td>328</td>
<td>198</td>
<td>154</td>
<td>606</td>
<td>3,236</td>
<td>141</td>
<td>260</td>
<td>787</td>
<td>197</td>
<td>428</td>
<td>7,541</td>
</tr>
<tr>
<td><strong>NOT TRANSFERABLE</strong></td>
<td>147</td>
<td>458</td>
<td>199</td>
<td>155</td>
<td>20</td>
<td>371</td>
<td>3,017</td>
<td>243</td>
<td>223</td>
<td>614</td>
<td>80</td>
<td>407</td>
<td>5,943</td>
</tr>
<tr>
<td><strong>PENDING EVALUATION</strong>*</td>
<td>72</td>
<td>234</td>
<td>30</td>
<td>39</td>
<td>42</td>
<td>30</td>
<td>180</td>
<td>8</td>
<td>115</td>
<td>99</td>
<td>15</td>
<td>63</td>
<td>927</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,223</td>
<td>1,227</td>
<td>701</td>
<td>522</td>
<td>283</td>
<td>1,213</td>
<td>6,951</td>
<td>498</td>
<td>709</td>
<td>1,827</td>
<td>367</td>
<td>1,082</td>
<td>16,603</td>
</tr>
</tbody>
</table>

*Courses are continuously evaluated throughout the year. These courses were pending evaluation at the time of report publication.
Kelly Robles
Executive Director / kelly@aztransfer.com

Cien Luke
Program Coordinator / cien@aztransfer.com

Tracy Salter
Sr. ASSIST Data Analyst / tracy@aztransfer.com

Rebecca McKay
Sr. Director of Technology & ASSIST / rebecca@aztransfer.com

Erin Woodell
Director of Marketing & Communications / erin@aztransfer.com