Chancellor's Office
California Community Colleges

Articulation Addendum Report
Results
for Year 2007-08

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Articulation Addendum Report Results for Year 2007-08

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Introduction

The following articulation information is a result of annual reporting to the California Community Colleges Chancellor's Office by community college Articulation Officers. One hundred colleges reported[1] for year 2007-08. Unless otherwise noted, data throughout this report is by percentage to provide a year to year comparison.

Please direct any questions to Bob Quinn, Articulation Coordinator, CCC Chancellor's Office, 916-324-2358 or bquinn@cccco.edu. This report is also available for download on the CCC Chancellor's Office web site, within the Transfer and Articulation Unit area web pages.

Summary

This year's Articulation Addendum report is presented alongside data from 2005-06 and 2006-07 to allow comparison to previous years. Review of the charts along with Articulation Officer comments within this report reflects results which are generally consistent with prior years; however, there are some interesting trends and exceptions to bring to everyone's attention. While this report is not structured to determine the underlying issues influencing the ratings, it does provide a simple evaluation of the articulation community in the many areas required for successful articulation, from which opportunities can be further investigated and improved through successful intervention.

One standout is the decrease in clerical support. Articulation Officers reported a 35% decrease from 2006-07 to 2007-08 in clerical support (fig 5), with 61% of Articulation Officers now reporting they have zero clerical support. This is also reflected in a sample the comments, e.g.: "*Lack of support staff hinders proactive articulation efforts*", and "*The lack of clerical support makes it difficult to meet deadlines and achieve goals*." The drop in dollars spent on Articulation (fig 29) may also be related to the reduction in clerical support, or at least a portion of.

Articulation Officers also took the opportunity to voice concerns related to CSU's LDTP initiative. During previous years Articulation Officers were equally divided whether the LDTP process was the same or worse; however, this year 64% of the Articulation Officers note that the LDTP process has worsened, whereas 24% feel it is unchanged (fig 26).

On the positive side, Articulation Officer responses indicate an improving trend in the number of articulated courses overall (fig 11) with increases in the quantity of articulation across all articulation categories. This information is tempered by

[1] At the time of analysis data was not available from the following colleges: Bakersfield, Butte, Citrus, Compton, Cosumnes, LA Trade Tech, Mt. San Antonio, Reedley, West LA

Articulation Officer comments that indicate there is still much work to do in articulating courses across majors and with additional CSU and UC campuses, but further articulation is hindered by staffing limitations, or the willingness of the other institution to participate.

2007-08 at a Glance

- 32% of Articulation Officers are full time, 42% one-half time, and the remainder less than one-half time.
- 82% of the Articulation Officers are Faculty/Certificated, of which 77% are associated with Counseling.
- 39% of Articulation Officers are on a 10 month schedule, 35% on a twelve month schedule, and the remainder on an 11 month schedule.
- 72% of the Articulation Officers have been in their profession for 4 years or more.
- 61% of the Articulation Officers report that they do not have any clerical support.
- 90% of the Articulation Officers serve on the Curriculum Committee, of which 75% have voting privileges.
- 50% of the Articulation Officers report to the Dean of Counseling, and 31% report to the CSSO.
- 70% of colleges have a written articulation plan.
- 61% coordinate articulation goals or activities with the Transfer Center Plan.
- Articulation Officers rated the quantity of articulation among programs, the following percentages apply to the score of sufficient quantity or higher: UC Campus to Campus 95%, CSU Campus to Campus 90%, UC Major Prep 92%, CSU Major Prep 87%, GE 99%.
- Regarding challenges;
    - 66% rated insufficient articulation officer time situation as unchanged, 24% as worse.
    - 66% rated insufficient clerical support situation as unchanged, 24% as worse.
    - 57% rated insufficient/inconsistent funding situation as unchanged, 33% as worse.
    - 80% rated insufficient/inefficient software as unchanged, 18% as improved.
    - 86% rated UC unwillingness due to low transfer numbers as unchanged, 13% worse.
    - 73% rated UC unwillingness due to low transfer numbers as unchanged, 16% worse, yet 11% as improved.

  - 66% rated the UC articulation process (in regards to speed, consistency, and adequacy) as unchanged, 30% as improved.
  - 56% rated the CSU articulation process (in regards to speed, consistency, and adequacy) as unchanged, 27% as improved, 14% as worse.
  - 80% rate UC's lack of major prep as unchanged, 17% as improved.
  - 80% rate CSU's lack of major prep as unchanged, 11% as improved.
  - 70% rate AICCU's lack of major prep as unchanged, 15% as improved, and the othe 15% as worse.
  - 40% rate ASSIST as improved regarding whether it is confusing to faculty, students, staff.
  - 50% rate ASSIST as improved regarding whether it is slow, inconsistent, or lacking in features.
  - 44% rate the lack of up to date course outlines on their campus as improved, with 46% reporting unchanged.
  - 39% rate faculty as improved in the area of informed, involved, interested in the articulation process, 54% unchanged.
  - 64% report LDTP as worse regarding its efficiency and process, 24% report it as unchanged.
- Personnel received 70% of the votes for the number one priority to address on campus to enhance the quality and quantity of articulation.
- $8.35 million was spent on Articulation with 89% sourced from the General Fund.

Section 1: Administration Responses

1. The Articulation Officer is: ◉ Full Time ○ Part Time If part time, what is the full time equivalency (e.g. .99 or less)? 0.25 FTE.

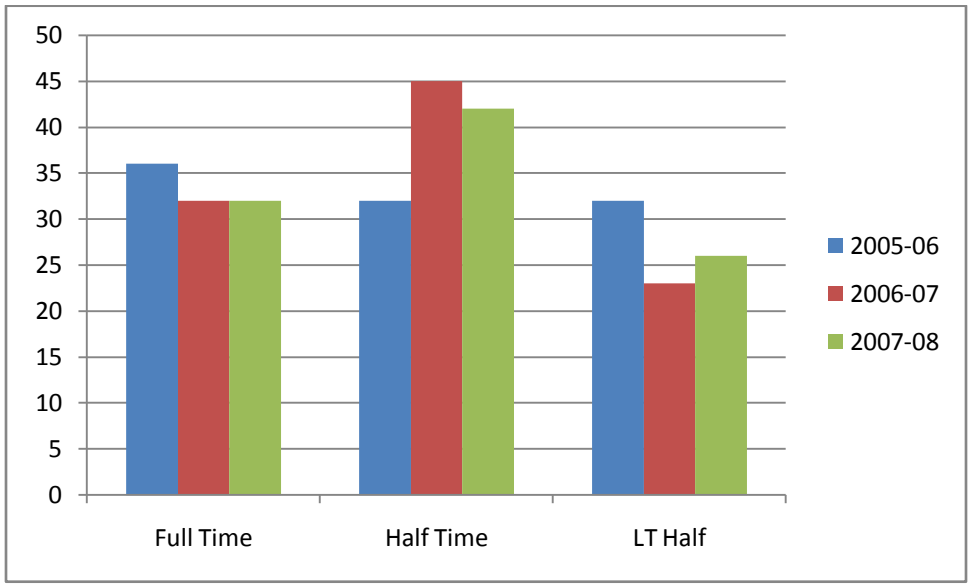

Fig 1

	Full Time	Half Time	LT Half
2005-06	36	32	32
2006-07	32	45	23
2007-08	32	42	26

2. The Articulation Officer is: ◉ Classified ○ Administration/Management ○ Faculty/Certificated (if so, list discipline)

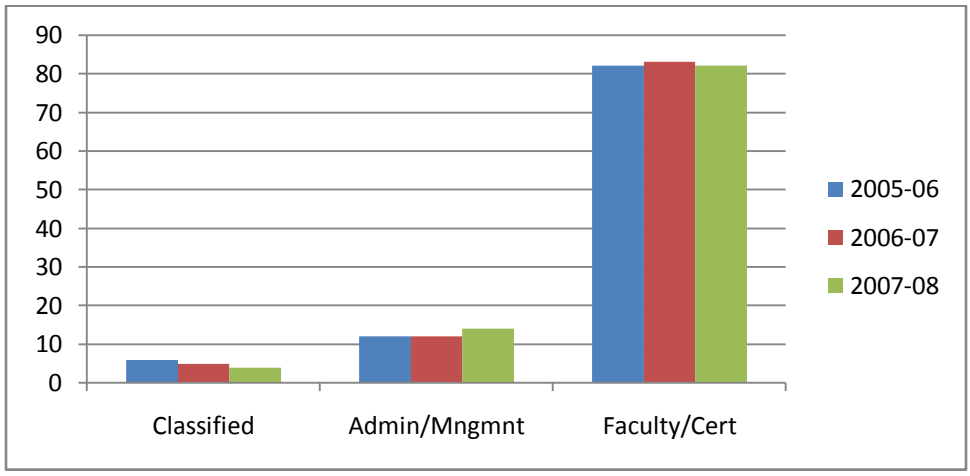

Fig 2

	Classified	Admin/Mngmnt	Faculty/Cert
2005-06	6	12	82
2006-07	5	12	83
2007-08	4	14	82

Of those that selected Faculty/Discipline as a response, 77% indicated they were associated with Counseling for 2007-08.

3. The Articulation Officer's schedule is: ◉ 10 months/yr. ○ 11 months/yr. ○ 12 months/yr.

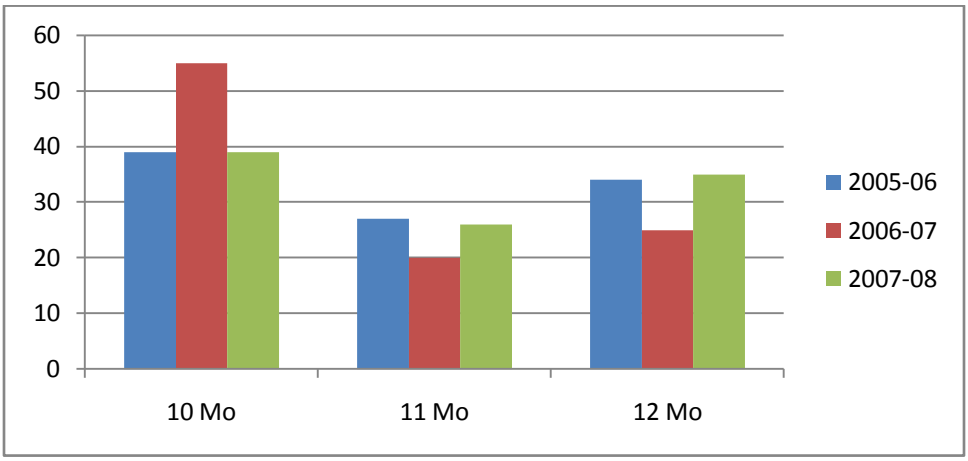

Fig 3

	10 Mo	11 Mo	12 Mo
2005-06	39	27	34
2006-07	55	20	25
2007-08	39	26	35

4. How many years has the Articulation Officer served in this capacity?

◉ Less than 1 ○ 1-2 ○ 3-4 ○ 4-10 ○ 10 plus years

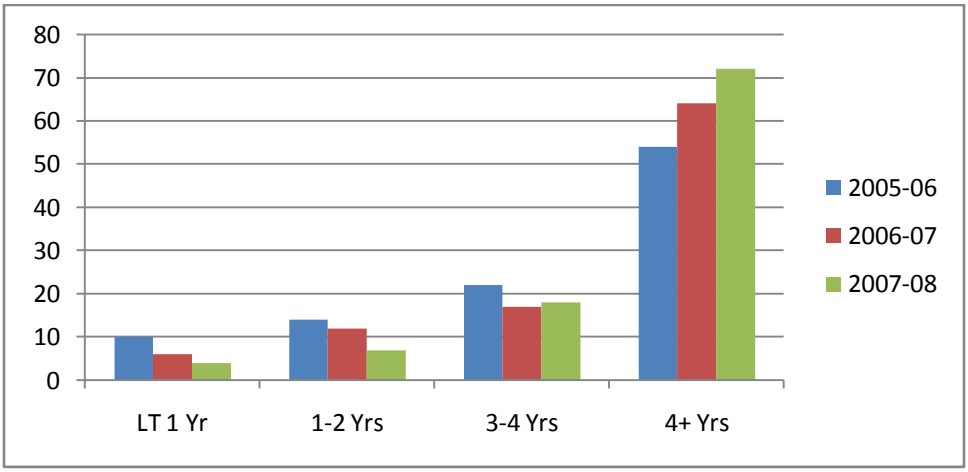

Fig 4

	LT 1 Yr	1-2 Yrs	3-4 Yrs	4+ Yrs
2005-06	10	14	22	54
2006-07	6	12	17	64
2007-08	4	7	18	72

5. How much clerical support do you have as an Articulation Officer? 1.00 FTE.
   (e.g., 1.0=one full time staff; .50=half-time staff; .25=10 hours, .10=4 hours)

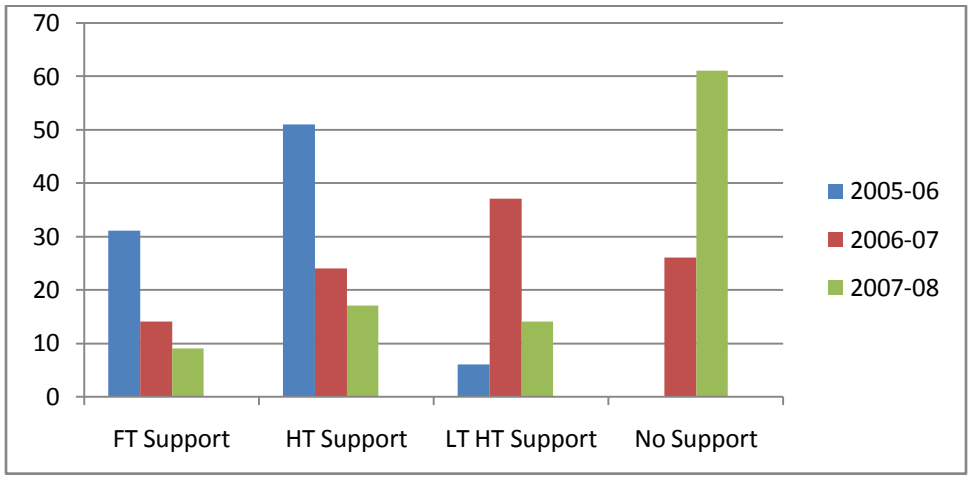

Fig 5

	FT Support	HT Support	LT HT Support	No Support
2005-06	31	51	6	
2006-07	14	24	37	26
2007-08	9	17	14	61

Note, the question "No Support" was not asked in 2005-06

6. Does the Articulation Officer serve on the curriculum committee? ◉ Yes ○ No

6a. And also is a voting member?

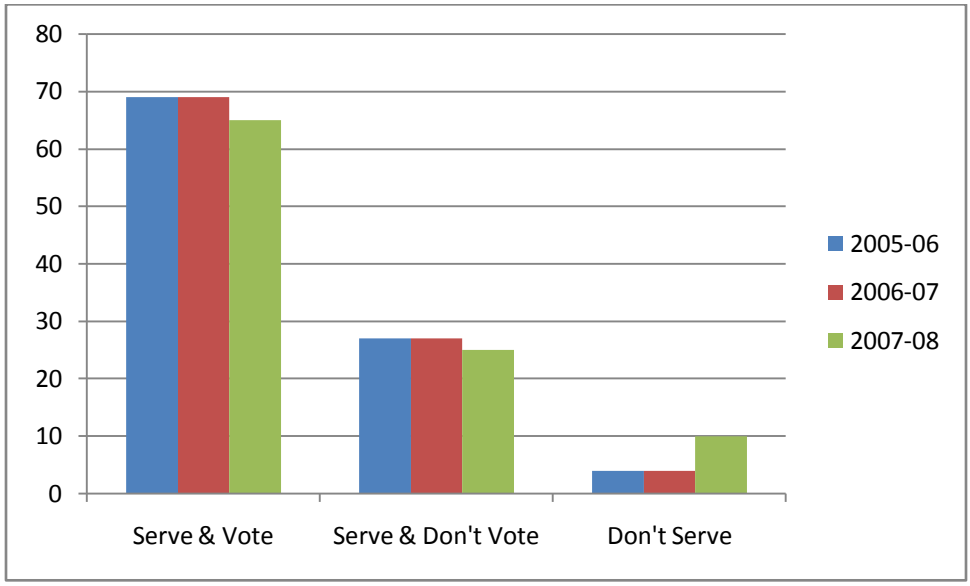

Fig 6

	Serve & Vote	Serve But Don't Vote	Don't Serve
2005-06	69	27	4
2006-07	69	27	4
2007-08	65	25	10

7. The Articulation Officer reports directly to: ◉ Chief Instructional Officer ○ Chief Student Services Officer

○ Other Director of Counseling

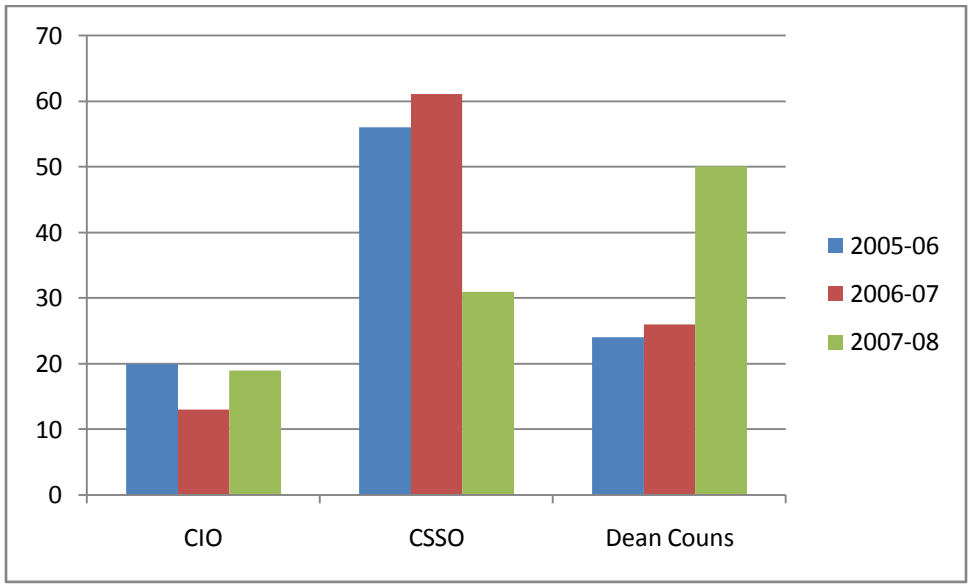

Fig 7

	CIO	CSSO	Dean Couns
2005-06	20	56	24
2006-07	13	61	26
2007-08	19	31	50

Section 2: Articulation Activity

1. Does your college have a written "Articulation Plan" or annually established goals for articulation activity?

(•) Yes ( ) No

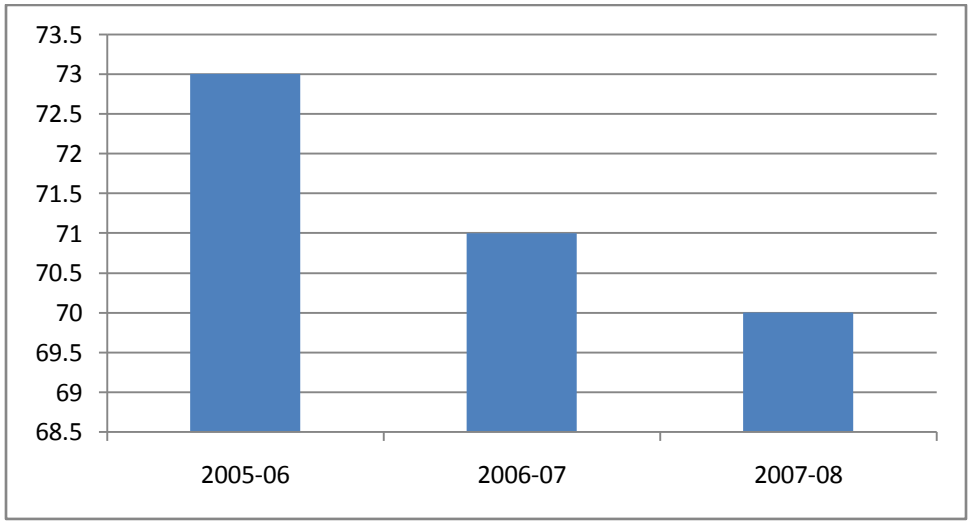

Fig 8

	Yes
2005-06	73
2006-07	71
2007-08	70

2. Are articulation goals or activities coordinated with Transfer Center Plan? ◉ Yes ○ No

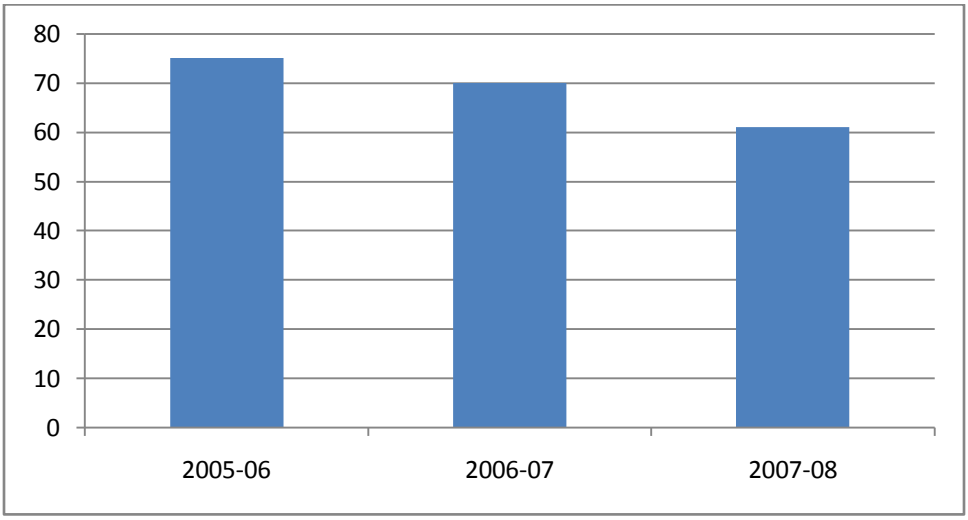

Fig 9

	Yes
2005-06	75
2006-07	70
2007-08	61

3. Which of the following best characterizes the current status of the articulation process on your campus?

Seamless Well coordinated Adequate

Needs some improvement Needs major improvement

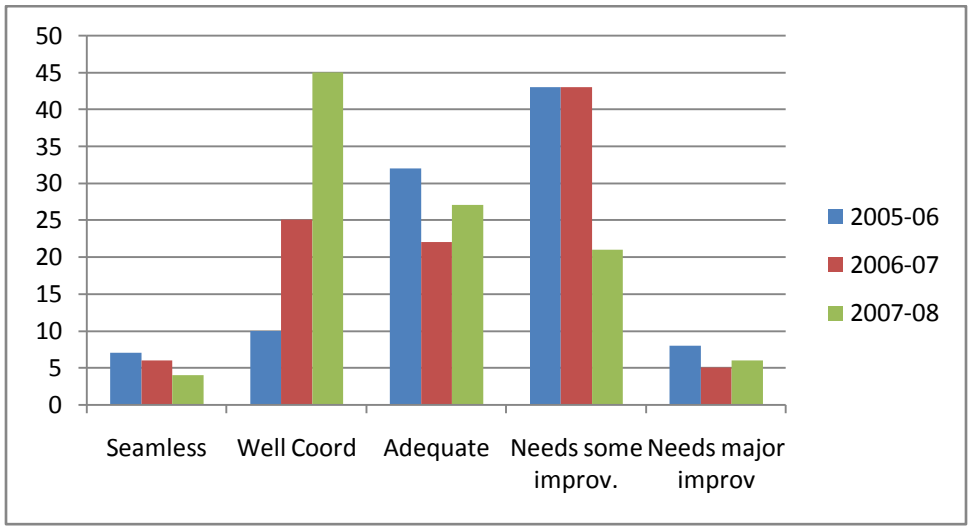

Fig 10

	Seamless	Well Coord	Adequate	Needs some improv.	Needs major improv
2005-06	7	10	32	43	8
2006-07	6	25	22	43	5
2007-08	4	45	27	21	6

Comments when rating "well coordinated" selected:

1. As last year, the articulation process would be enhanced with adoption of curriculum software. I have discussed the need at Curriculum and with administration.
2. Lack of support staff hinders proactive articulation efforts.
3. <District> has developed its own curriculum system which includes all articulation information which is available in course outlines.
4. Articulation is under the Dean of Counseling and is assisted by an adjunct counselor who has articulation expertise and does the technical review.
5. All faculty work closely with the articulation officer is writing new courses that will be approved for the CSU and UC as well as CSU GE and IGETC
6. The AO works closely with the TCD, counselors, curriculum comm., faculty, and administrators. Much articulation depends upon the willingness etc. of our univ. partners.
7. With the help of a classified support assistant from the Artic. Grant 07-08, I was able to expand articulated courses to the UC and CSU.
8. Some administrators/faculty/counselors are unaware by choice of the importance and impact of articulation. Significant degree of unwillingness to learn even basic procedures.

9. Need more time and clerical support
10. We work with both the Transfer Center and the Counseling Division to get input and solve any articulation related problems students are experiencing.
11. We keep improving! Articulation goals/activities need closer coordination with Transfer Center official goals and activities.
12. Since the reorganization of the Artic. Officer position from Student Services to Instruction, I have access to resources that have positively impacted articulation efforts.
13. I do a good job with the current level of resources.
14. The Articulation Officer is actively involved in all articulation-related issues on our campus and works directly with faculty, counselors and staff.
15. Maintaining course to course articulation is critical.

Comments when rating "adequate" selected:

1. The articulation process is improving;however, it is not seamless and I do not feel it is well-coordinated. Our institution is going through a major reorganization.
2. The college is in the process of having the curriculum online. This will aid in the process for articulation and curriculum review.
3. Program would probably be at a well coordinated level if it was a full time position.
4. Need more time.
5. The lack of clerical support makes it difficult to meet deadlines and achieve goals.
6. Too many "hats". Supervise a 250-page catalog & input 200 pp. Review 400 CORs/yr. & all returned to sender to fix. Review all programs. Research T5 & Ed Code to write propos
7. The college has finally put a push on updating course outlines, which will hopefully make initiating additional articulation possible.
8. As general counselor, VA counselor, transfer center coordinator and articulation officer, lots of committees , I don't have adequate time for articulation
9. My duties to submit course outlines through OSCAR has to wait until the District Coordinator has submitted them through ASSIST.
10. Should be 100% articulation position, on 11th month contract for artic duties, have consistent clerical/technical support, and have more coordination with the Transfer Center.
11. Since 2005 articulation has been allocated a 100% position allowing greater uniformity for our process. Improvement is still needed in the area of clerical/technical support.
12. No clerical staff, no budget.

Comments when rating "needs some improvement" selected:

1. 1) Not able to do artic duties full-time (artic approx 75% of load) and, 2) not having current or electronically accessible course outlines.
2. For the 2007-08 year, the A.O. is split between two campus in the district, <college 1> and <college 2>.
3. We are working on course outlines and updating our curriculum so that we can enhance our articulation opportunities.
4. Additional hours needed for articulation.
5. Some articulation processes developed for faculty, Curriculum Committee;need more education/coordination across campus.Coordination w/Transfer Center much improved.

6. Concerned that the college's Articulation Office is not involved with articulation with the Career Tech Edu articulation efforts. Need advisory from Sys Ofc.
7. limited staffing
8. Since I wear so many hats, I am unable to devote as much time as I would like to articulation. I am in the process of hiring a student worker.
9. Many faculty believe that CSU transferability does not have to equate to course-to-course, major preparation or GE articulation. There are many CSU transfer electives.
10. The Transfer Center operates out of Student Services, while the Articulation Office reports to the Office of Instruction. There is a need for additional coordination.
11. Continued pressure to reduce articulation time and increase counseling time. More reduction of clerical support - less than 2 hours each week.
12. New articulation officer with more to do than hours allow and still learning the job.
13. Local delays processing curriculum and implementing new CurricUNET have slowed articulation in key areas needing articulation for UC and/or CSU projects.
14. The AO is also the Transfer Center Director...too much work for 1 person. The AO was assuming Instructional Services responsibilities due to personnel issues-impacted time.
15. <college> accreditation and fiscal issues continue to take up much of the time the Artic Officer has available.
16. During this past year <college> has hired a full-time Transfer Center coordinator and most recently assistant. This coming spring 2009 an Articulation Plan will be developed.

Comments when rating "needs major improvement" selected:

1. Because the assignment is split between COA and BCC, the institution needs to support articulation better.
2. Curriculum policies still need major improvement, and infrastructure and campus culture continue to be a challenge for articulation activities.
3. Articulation needs time, attention, and an assistant. Deans needs a process for prioritizing artic needs/research.
4. Lack of clerical support. Lack of office space at our other campus. No operating budget. Articulation Coordinator is also the Transfer Director.
5. <college> does not and has not had a full-time or half-time articulation officer for many years.
6. Our former AO retired over a year ago. The duties were temporarily handed to our Registrar who had little time to do it. I've recently been assigned the duties.

4. For your college, please rate the quantity of articulation in each of the following:

(a) Course to Course with the University of California ○ Excellent ◉ Sufficient ○ Poor

(b) Course to Course with the California State University ◉ Excellent ○ Sufficient ○ Poor

(c) Preparation for the major with the University of California ○ Excellent ◉ Sufficient ○ Poor

(d) Preparation for the major with California State University ◉ Excellent ○ Sufficient ○ Poor

(e) General Education (IGETC and/or CSU GE) ◉ Excellent ○ Sufficient ○ Poor

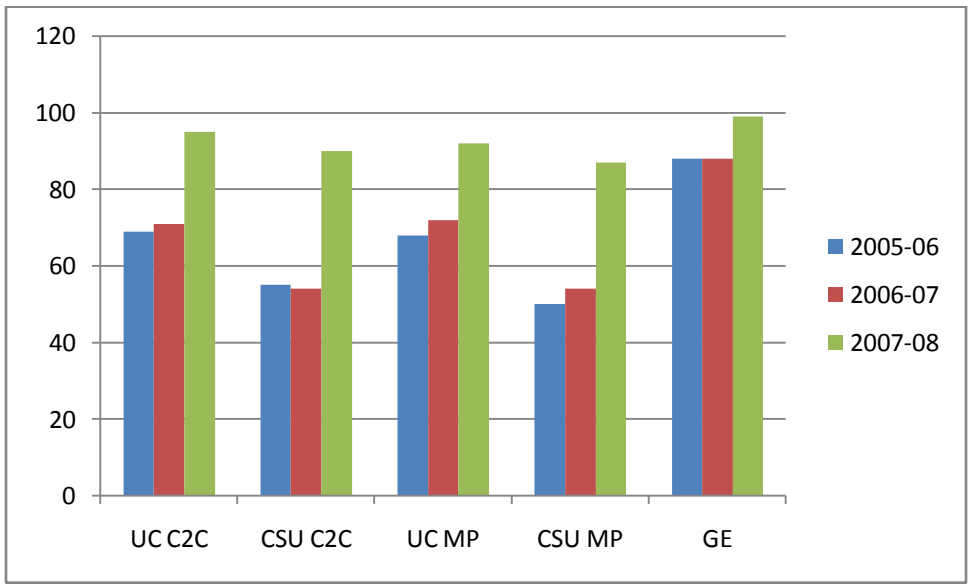

Fig 11

Percentage of respondents returning a score of sufficient or better

	UC C2C	CSU C2C	UC MP	CSU MP	GE
2005-06	69	55	68	50	88
2006-07	71	54	72	54	88
2007-08	95	90	92	87	99

Comments related to question #4:

1. Some CSU campuses only review course articulation once a year (e.g., San Diego State Univ.), so it takes time & effort to submit all courses at once rather than as requested.
2. As noted before, CSU should have a program like UC's to implement top 20 majors w/ all CCCs. LDTP course descriptor artic has turned out to be as problematic as predicted.
3. I continue to address the challenges of LDTP in that many of our courses have been denied and the issue of SDSU removing articulation for some of these.
4. Excellent articulation with <college> feeder schools, i.e. <CSU college1>, <UC college1>, and <CSU college2>.
5. Our focus is on improving major preparation, especially with the UCs and some CSUs.
6. Several UC and CSU campuses are unable to review requests for course-to-course articulation and/or publish preparation for major agreements due to staffing limitations.
7. Articulation with local colleges is excellent. I'm working toward that goal with the CSU and UC systems.
8. I marked most as sufficient; however, individually some UC and CSU or better than others. There are some that we do not have any course course or major articulation.
9. Articulation is limited by CSU campuses who are understaffed or who indicate that our college does not transfer enough students to their campus to warrant articulation efforts
10. Both segments are improving on articulating courses for major preparation. It would be nice if articulation for all majors were available.
11. There is a continuing problem with some CSU's who refuse to articulate with small colleges. Also UC Santa Cruz has not met articulation requests for the past 3 years.
12. Many of the CSU campuses can only articulate with their feeder schools due to staff and resources, it also can depend upon your student transfer rate.
13. I would like to receive faster results to articulation requests submitted to UC schools.
14. Limited articulation with the CSUs.
15. There continue to be needs for more articulation in all areas, including "sufficient" areas.
16. Some of the CSUs only have By Deparment articulation. Major prep is much preferred by students and counselors. Continued focus by some CSU to only service their feeder area.
17. The UC's have been more open to articulating course-to-course and major-to-major agreements, than the CSU's. In fact, <College> doesn't have articulations w/some CSU's.
18. Kudo's to CSU Stanislaus and SLO for all the work they've accomplished this year on articulation agreements.
19. Our goal is to add 1 new articulation agreement each year.
20. Articulation has been neglected on our campus for many years. Since I was hired one year ago, I have spent the majority of my time on Curriculum & Title 5 changes.
21. Excellent with local CSUs; poor with most of the rest.
22. The advent of LDTP have made us lose present course to course articulation
23. There are some CSUs which have not either taken the initiative to generate course-to-course articulation even though requests have been made. These CSUs are out of our region
24. The number of agreements with the So. Cal CSUs is a little lacking.
25. This is a difficult question to answer simply because of the various practices for each university. UC focuses on major prep. Some CSU do both etc...
26. <College> is located in a rural area. Therefore, there are many colleges that will not articulate with schools who do not send a certain number of students.

27. Many CSUs continue to not articulate with CCs outside of their immediate service areas. May CSU AOs are re-assigned to degree audit, which detracts from articulation.
28. It would be very, very helpful if all UC campuses provided course to course articualtion, and if all CSU campuses provided comprehensive course to course and major agreements.
29. Some CSUs do not articulate because: A.O.s are performing other duties; or, they serve primary feeders only.
30. ASSIST database summary is misleading since some colleges - ex. <CSU1> & <CSU2> list their courses only. <CSU3> is 06-07. <CSU4>, <CSU5>, <CSU6> missing.
31. Our course to course articulation with universities needs to be audited and updated. I am working on this as time allows.
32. I still need to expand articulation with additional independent institutions.
33. Updated outlines will hopefully allow for increased articulation.
34. CSU/UC increasing number of major prep courses now required after transfer or moved to upper division makes articulation more difficult
35. due to being small school, we don't have some course offerings that could be helpful to students, ex., allied health chemistry for nurses, calculus sequence for life sciences
36. We still receive very little preparation for the major with <CSU1>, <CSU2> and <CSU3>. We have more articulation with northern campuses than we do with our So. CA.
37. Good articulation with most schools. Limited with schools such as <CSU1>. <CSU2> refuses to articulate.
38. Course to course with the CSU has some holes. Even though we have course which articulate, they still report as "non articulated" on the ASSIST website.
39. Articulation agreements are increasing, but some UC and CSU will not articulate with us due to our small (5200 students) size. LDTP is a threat.
40. There are two UCs that do not do C to C and two CSUs that only do C to C.
41. Through the Curriculum process <college> is implementing Interdisciplinary Degree to meet the new Title V regulations.
42. CSU course to course agreements difficult to obtain with campuses remote from our college.
43. Strengthening opportunities, eg: faculty update of old outlines, 'out of area'-especially so. calif, UC/CSU's should auto insert into major & course-to-course at same time.
44. UCOP requested each UC to articulate 100% of their majors with all CCCs. This direction has not come from CSUCO as evidenced by a lack of major articulation with certain CCCs.
45. Although, our college has seen an increase in articulations, there are still alot of CSU's & UC's that have not made any attempts to articulate.
46. Have limited or out-dated articulations with the following: <CSU1>, <CSU2>, <CSU3>, <CSU4>, <CSU5>, <CSU6>, <CSU7> and <CSU8>.
47. Because of staffing limitations, we do not have major prep articulation with some distant CSU campuses.
48. Would like more major prep artic w/SDSU. It would also help if UCLA kept artic agreements in ASSIST from previous years.
49. We are very concerned about LDTP taking over & dictating articulation with CSU. LDTP is a hindrance more than a benefit to students & to the articulation relationship with CSU
50. Our inadequacies in this area are a direct result of not institutionalizing a process for updating and keeping current our course outlines of record.
51. We strongly need course to course articulation beause we have few courses that have been accepted to the LDTP.

5. What other "hats" do you wear besides Articulation Officer?

N/A	SLO Coord, Academic Senate VP, Prog Review Chair
Career Pathways; Curriculum Committee tech review	Manage the office of instructional management
General Counselor & Counseling Dept. Co-Chair	Transfer Center Director .50
My position is 100% released time.	Various committees
University Programs Coordinator	Counselor and Professor
None	Counselor and instructor
General Counselor, Honors Program Counselor	Counselor 0.5
Tech Prep Coordinator	Transfer Center Coor, Counselor, Honors Program
counselor	counselor
None	TCD, Curr. Co-Chair - need more space here!
Serving on committees.	Dean of Counseling and Matriculation
Transfer Services Coordinator	.50 General Counselor
Counselor, Academic Senate Vice President	Committee Chair-various committees
I C0-Chair the Curriculum Committee	Chair of GE Subcommittee
Counselor and Transfer Center Director	Institutional Research, Curriculum
Counselor	Curriculum Chair, Transfer center Director, Counse
Counselor, Academic Senator	Counselor/ Department co-chair/Prog Rev co-chair
Counselor, Instructor, various other committees	Transfer Center Coordinator
Degree Audit (DARS) encoder; Matriculation support	Counselor, BSI Coordinator
Matriculation Coordinator	Dean of Counseling and Enrollment
Counselor	Counselor
20% Counseling and Outreach	Counselor, Evaluator, Co-chair of Curriculum,etc
None	Matriculation Director Counseling Center
Counselor (50% Articulation Officer/50% Counselor)	Instructor and Counselor
Editor of the College Catalog	Counsel students at peak registration times
Reg.8A0 Chair;C-ID Advisory Com; IVCGEChair;TechRv	Director, Off. Rela. Schs. & Cal-SOAP, ESO Coord.
Transfer Director	Counselor
Transfer Center Coordinator, general & VAcounselor	Interim assignment as honors program director.
Transfer Center Director	Inadequate space here; see #3 above.
Supervise the Office of Instruction	Counselor; Chair of General Education Committee
Couns, Ac Sent Co-Pres, Co-Chair , Ed Mstr Pln Com	counselor
Transfer Center Director	Title V Grant Coordinator, VP Academic Senate
Transfer Center/Counselor/Matriculation	I oversee the Follow-Up component of Matriculation
Faculty Evaluation Coordinator	International Student Advisor, Curriculum Chair
TCD, Counselor, Instructor	Assessment Coordinator
Counselor	Transfer Center Director, General Counselor

Catalog, schedule, Honors, Financial Aid advisor	Dept. Chair
General Counselor	Dean of Student Learning & Support
Dean Program Development, BSI Coordinator	Research
Counselor	Counseling & many dept/campus/district committees.
I am on 6 different committees on campus	Involvement in counseling related events.
Matricualtion Coordinator; Lead Counselor; etc	counselor
Counselor	Director, Matriculation & Tech Prep
Director of Counseling, Matriculation Coordinator	None
Counselor, Curriculum Committee Chair	counselor, academic senate officer, union rep.
Counselor, ERP liason,	Dir DE, Basic Skills, Campus Software Admin, Instr
Counselor/Professor/Athletic Counselor	None; however, I have a wide range of duties.
Generalists, chair of grad requirment committee.	Chair, General Education Subcommittee
Counsel Early College stdnts; numerous committees	

Section 3: Challenges

1. The following is a list of commonly reported challenges to Articulation.
   (a) Only mark the challenges that your college currently experiences, if a challenge is not applicable, do not select anything in that row.
   (b) Indicate if the challenge is new this year or the status compared to last year.

Insufficient articulation officer time

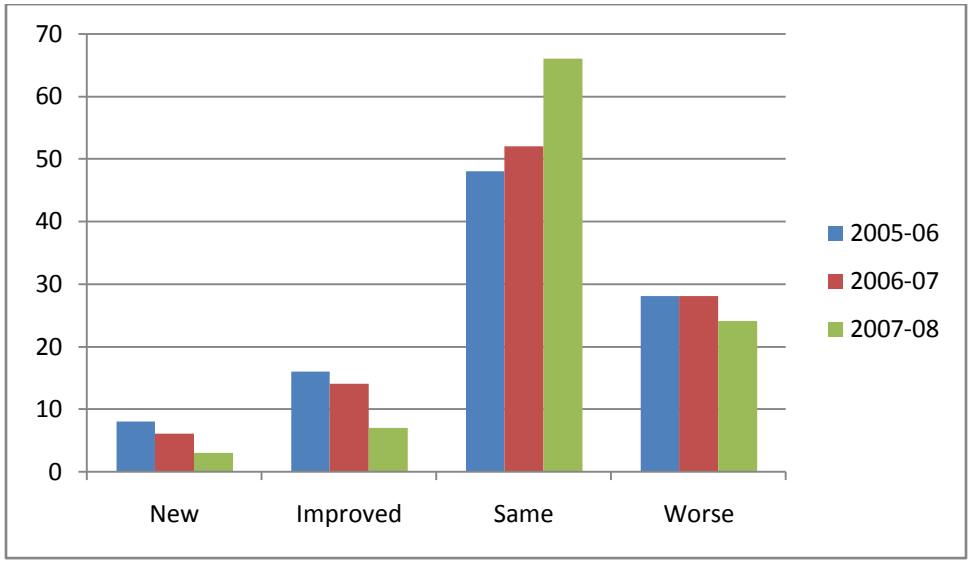

Fig 12

	New	Improved	Same	Worse
2005-06	8	16	48	28
2006-07	6	14	52	28
2007-08	3	7	66	24

Insufficient clerical/support time

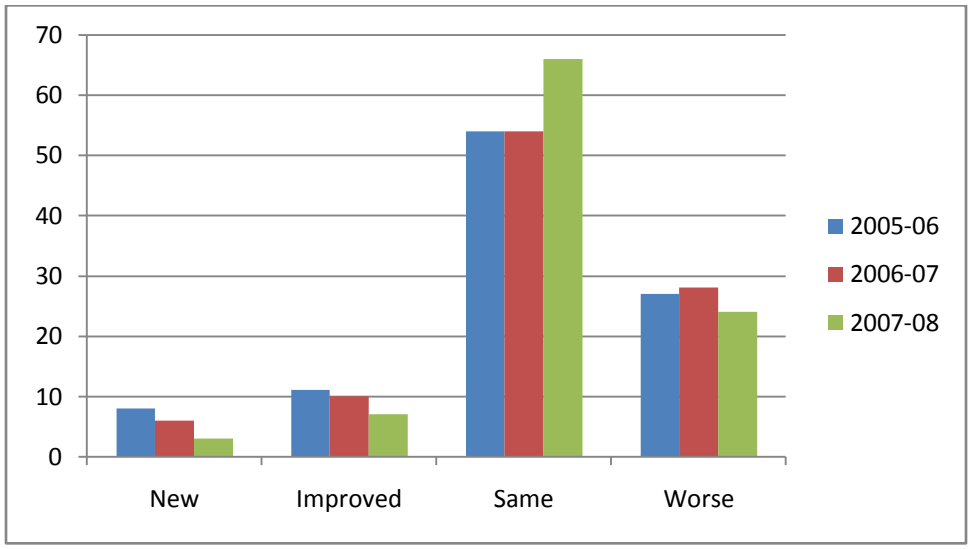

Fig 13

	New	Improved	Same	Worse
2005-06	8	11	54	27
2006-07	6	10	54	28
2007-08	3	7	66	24

Insufficient/inconsistent funding

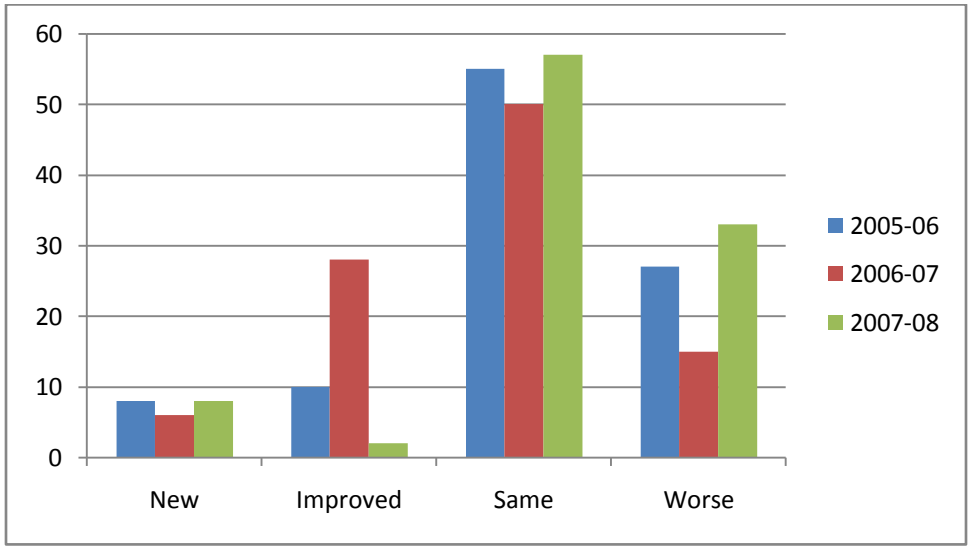

Fig 14

	New	Improved	Same	Worse
2005-06	8	10	55	27
2006-07	6	28	50	15
2007-08	8	2	57	33

Insufficient/inefficient software

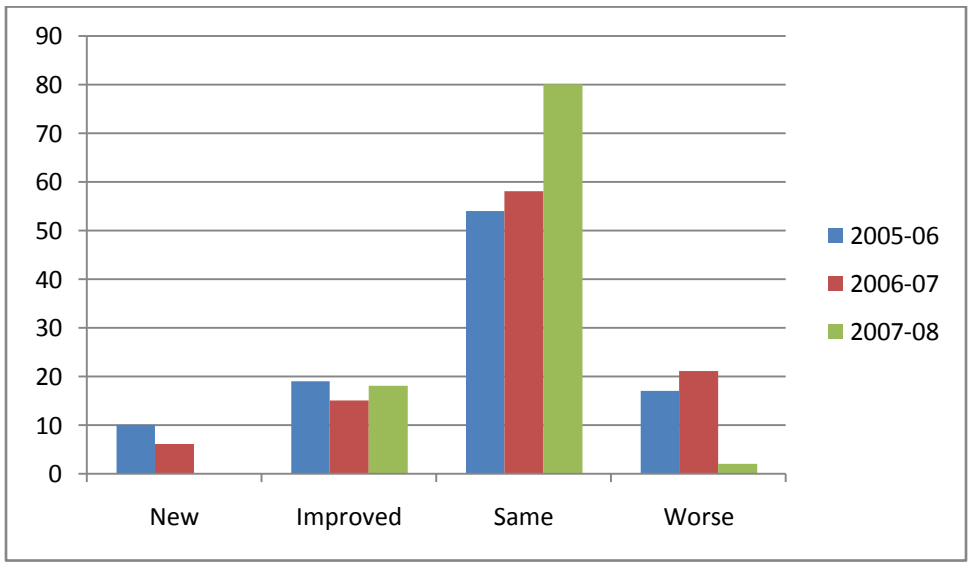

Fig 15

	New	Improved	Same	Worse
2005-06	10	19	54	17
2006-07	6	15	58	21

2007-08	0	18	80	2

UC unwillingness due to low transfer numbers

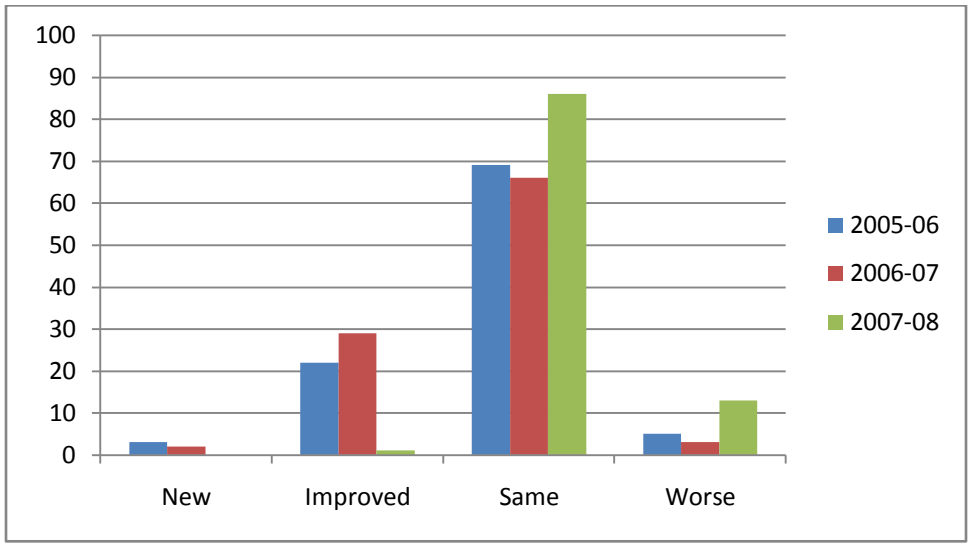

Fig 16

	New	Improved	Same	Worse
2005-06	3	22	69	5
2006-07	2	29	66	3
2007-08	0	1	86	13

CSU unwillingness due to low transfer numbers

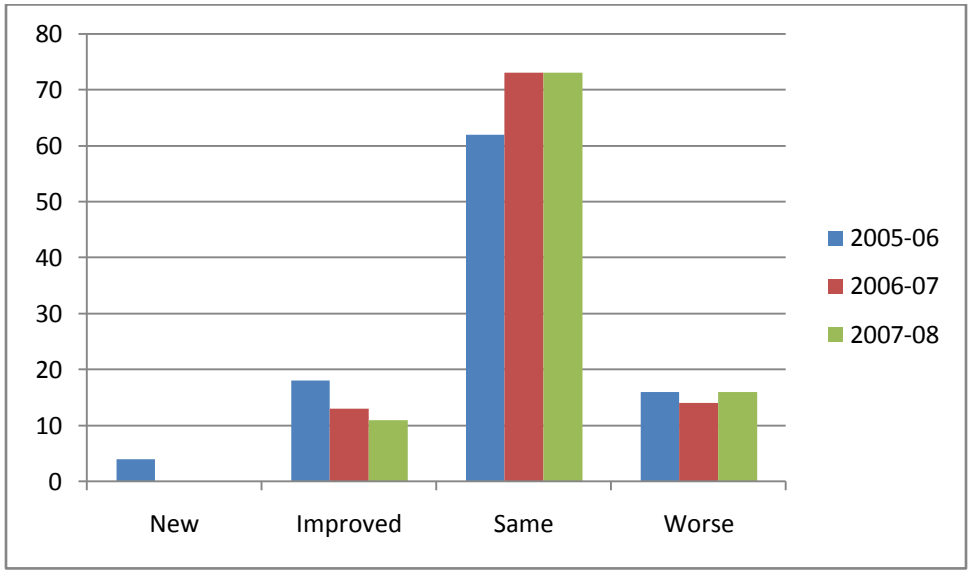

Fig 17

	New	Improved	Same	Worse
2005-06	4	18	62	16
2006-07	0	13	73	14
2007-08	0	11	73	16

UC Articulation process (slow, inconsistent, inadequate)

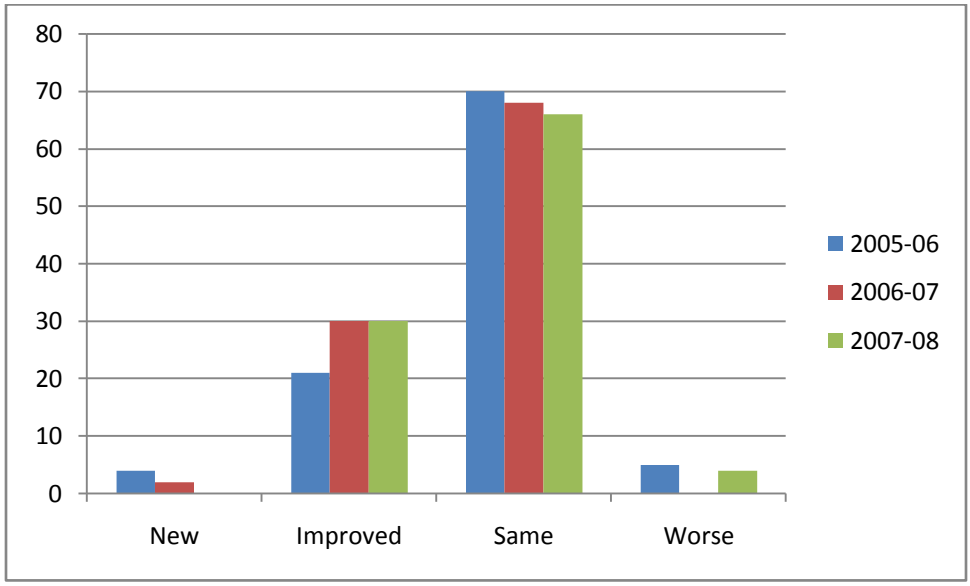

Fig 18

	New	Improved	Same	Worse
2005-06	4	21	70	5
2006-07	2	30	68	0
2007-08	0	30	66	4

CSU Articulation process (slow, inconsistent, inadequate)

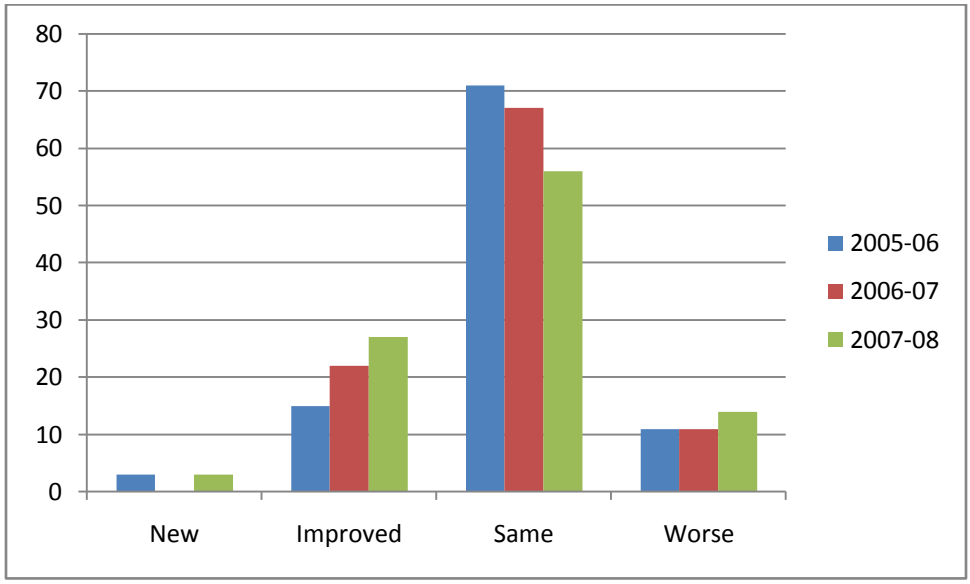

Fig 19

	New	Improved	Same	Worse
2005-06	3	15	71	11
2006-07	0	22	67	11
2007-08	3	27	56	14

UC lack of Major Prep Articulation

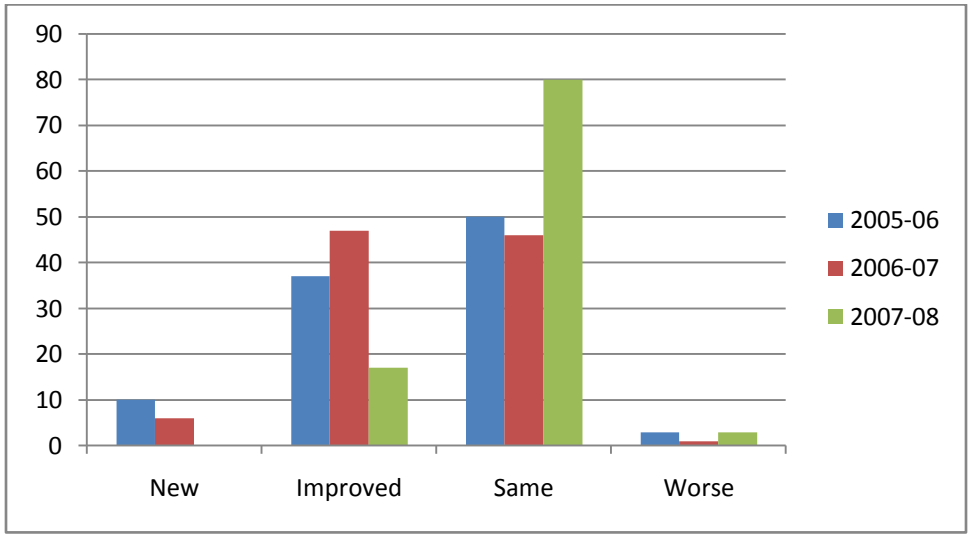

Fig 20

	New	Improved	Same	Worse
2005-06	10	37	50	3
2006-07	6	47	46	1
2007-08	0	17	80	3

CSU lack of Major Prep Articulation

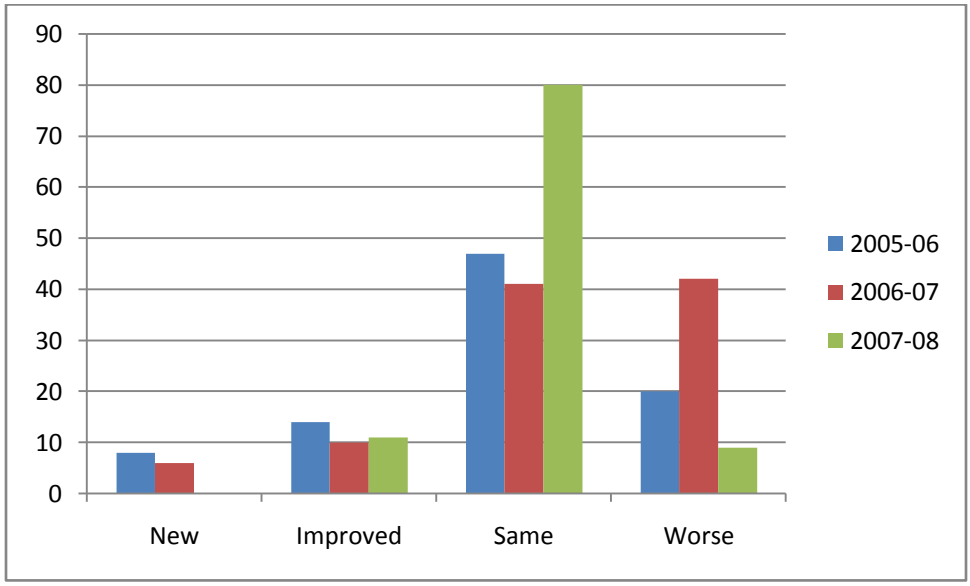

Fig 21

	New	Improved	Same	Worse
2005-06	8	14	47	20
2006-07	6	10	41	42
2007-08	0	11	80	9

Lack articulation with AICCU institutions

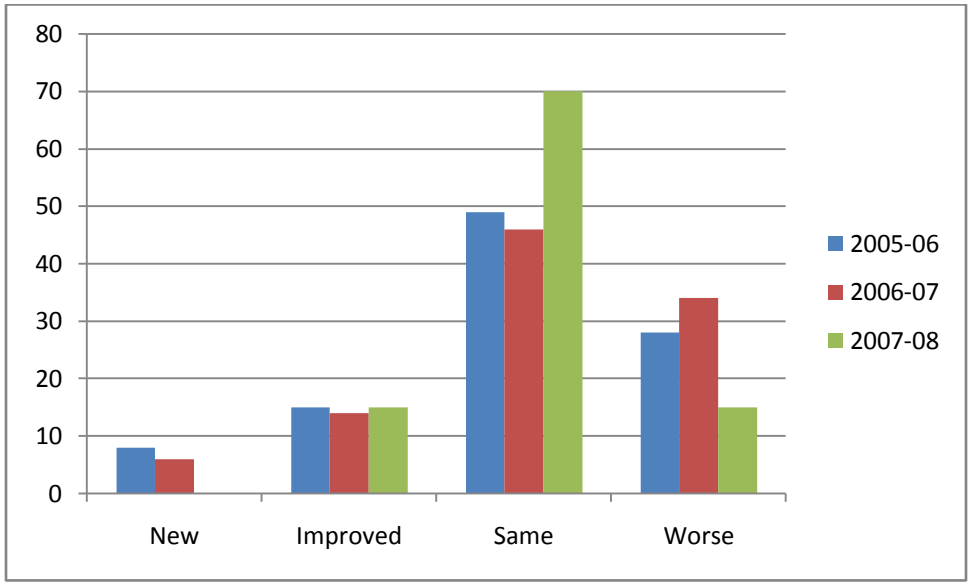

Fig 22

	New	Improved	Same	Worse
2005-06	8	15	49	28
2006-07	6	14	46	34
2007-08	0	15	70	15

ASSIST confusing to faculty, students and staff

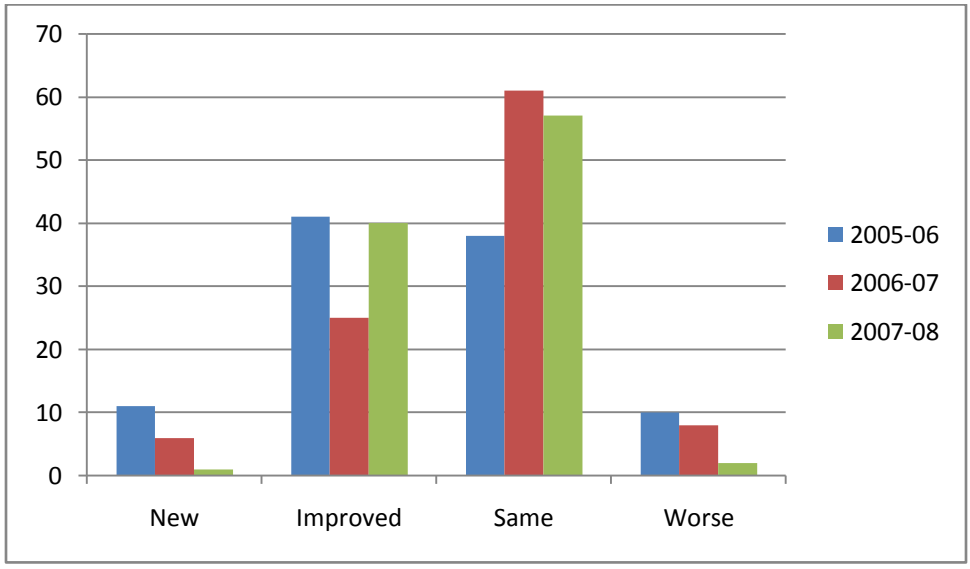

Fig 22

	New	Improved	Same	Worse
2005-06	11	41	38	10
2006-07	6	25	61	8
2007-08	1	40	57	2

ASSIST slow, inefficient or lacking in features

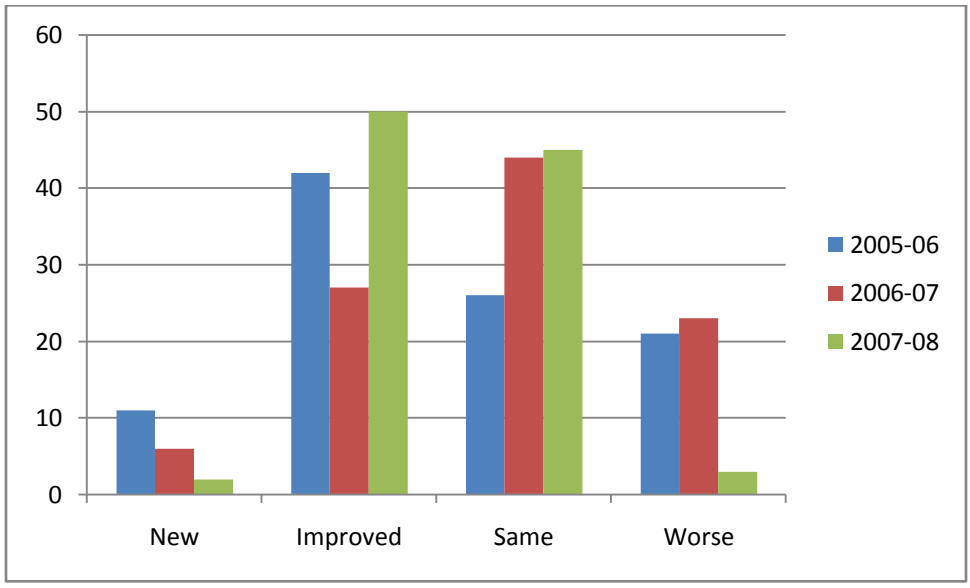

Fig 23

	New	Improved	Same	Worse
2005-06	11	42	26	21
2006-07	6	27	44	23
2007-08	2	50	45	3

Lack of up-to-date course outlines on your campus

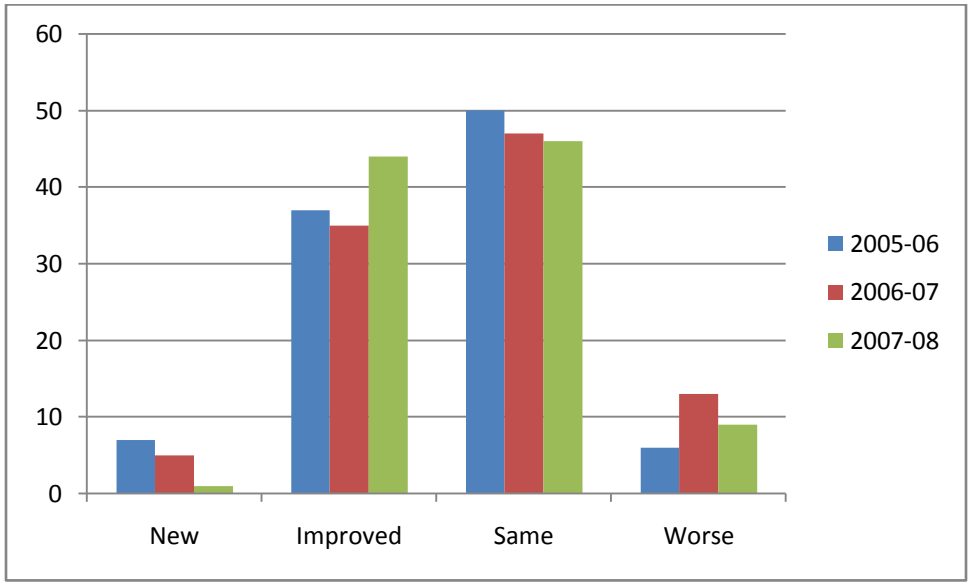

Fig 24

	New	Improved	Same	Worse
2005-06	7	37	50	6
2006-07	5	35	47	13
2007-08	1	44	46	9

Faculty uninformed, uninvolved, or disinterested in articulation process

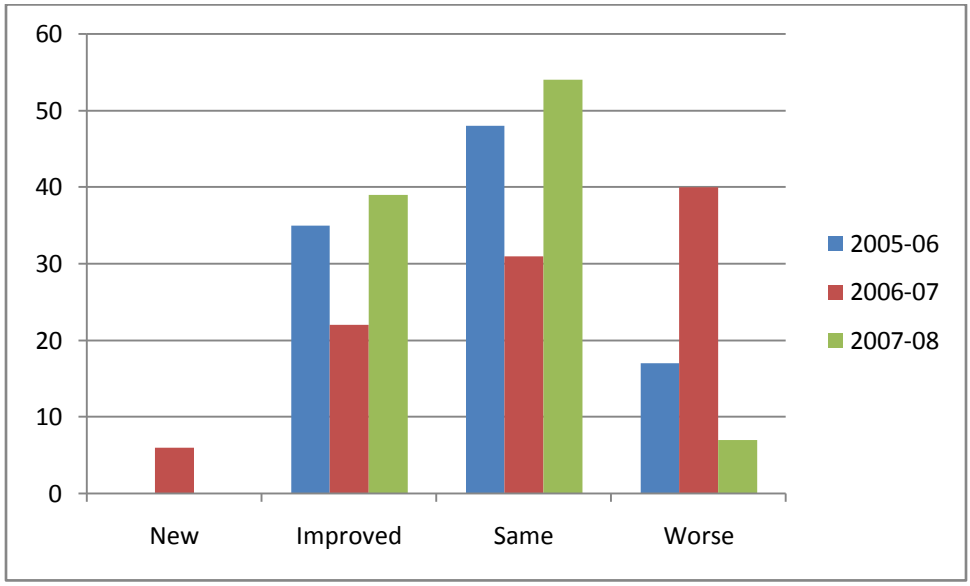

Fig 25

	New	Improved	Same	Worse
2005-06	0	35	48	17
2006-07	6	22	31	40
2007-08	0	39	54	7

LDTP an inefficient, difficult process

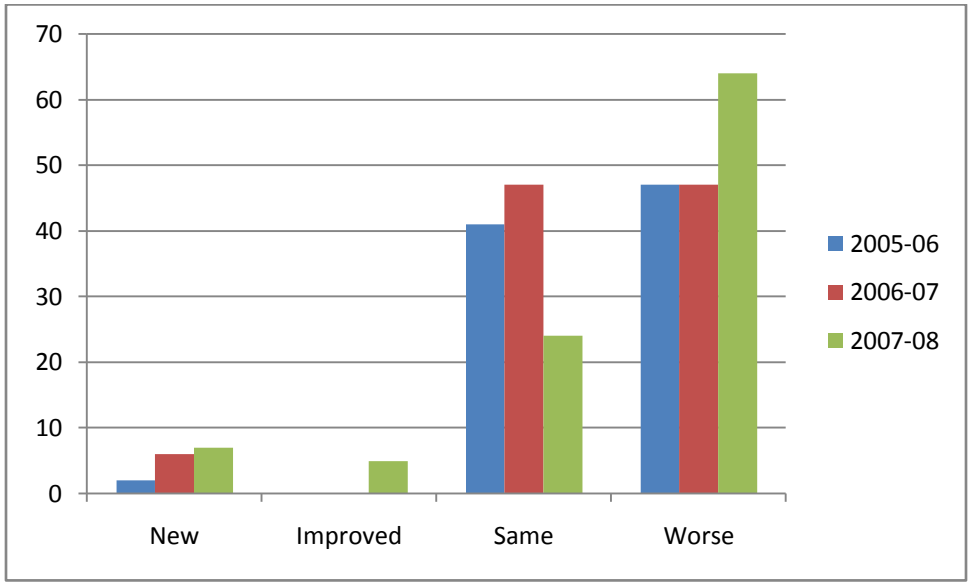

Fig 26

	New	Improved	Same	Worse
2005-06	2	0	41	47
2006-07	6	0	47	47
2007-08	7	5	24	64

User defined challenges and ratings:

1. Projected Funding for 08/09	Worse
2. Elimination of major prep articulation due to LDTP	New
3. UC campuses have really stepped-up.	Improved
4. Lack of clear curriculum policies and point person	Same
5. Some IGETC decision-making very slow	New
6. Lack of CSU Reps at Col & Univ Day Events	Worse
7. More attention to local curric: SLOs,Title 5 degre	New
8. ASSIST is the best tool we have for articulation!!	
9. ASSIST is wonderful, as usual!	Same
10. Faculty see LDTP as coercive; retreat from artic.	Worse
11. LDTP muddying waters for course to course articula	Worse
12. SDSU-using TAP instead of ASSIST	Worse
13. LDTP is interferring with 'regular' articulation	Worse
14. Reluctance/refusal of some CSU AO's to articulate	Worse
15. Lassen too small for all LDTP issues	
16. LDTP, in spite of problems and bugs, is good	Improved
17. Added statewide projects add to workload.	Same
18. C-ID	New
19. Adequate Facilities for Articulation Office	Improved

2. Select and rank only the top two priorities that would enhance the quality and/or increase the quantity of your articulation.

The chart below shows how each category ranked as first, each year:

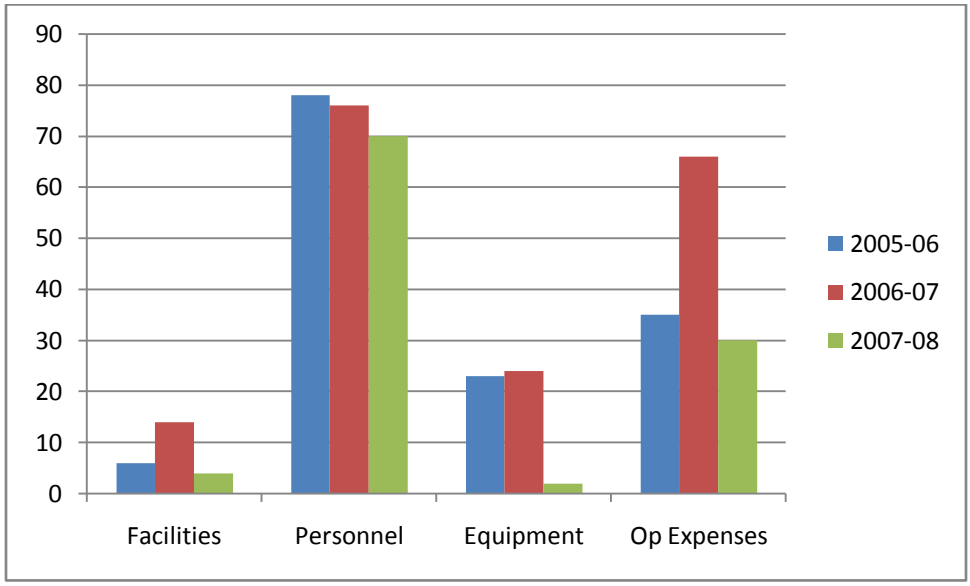

Fig 27

	Facilities	Personnel	Equipment	Op Expenses
2005-06	6	78	23	35
2006-07	14	76	24	66
2007-08	4	70	2	30

User defined challenges and rating:

1. Current &electronically accessible course outlines	Rank 1
2. univ not making it a priority each year	Rank 1
3. Curricunet	Rank 1
4. Dedicated articulation time	Rank 1
5. need faster responses from UC schools, some CSU ca	Rank 1
6. More time!	Rank 1
7. Eliminate or mitigate problems caused by LDTP	Rank 1
8. Time	Rank 1
9. FT AO's at CSU and UC campuses	Rank 1
10. FINAL implementation of CurricUNET	Rank 1
11. updating of outlines by instructional faculty	Rank 2
12. Time	Rank 2
13. Training	Rank 2
14. more time for articulation for me!	Rank 2

15. time to focus on articulation	Rank 2
16. CSU/UC improve artic request response time	Rank 2
17. more srticulation time	Rank 2
18. Curricunet or other such program	Rank 2
19. course outlines available on our website	Rank 2
20. Personnel at four-year institutions	Rank 2

2007-2008 Articulation Expenditures

Average Dollars Spent per Object Code

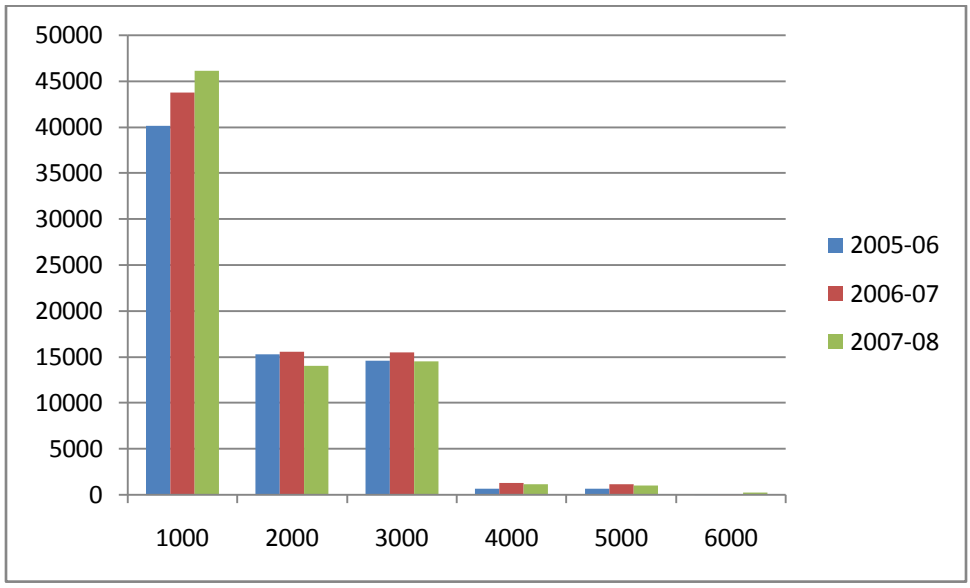

Fig 28

Section IV: Budget: Avg spent per Object Code (in dollars)

	1000	2000	3000	4000	5000	6000
2005-06	40,135	15,271	14,590	680	658	48
2006-07	43,751	15,580	15,517	1,346	1,211	78
2007-08	46,112	14,041	14,516	1,155	1,059	268

Total Dollars Spent on Articulation

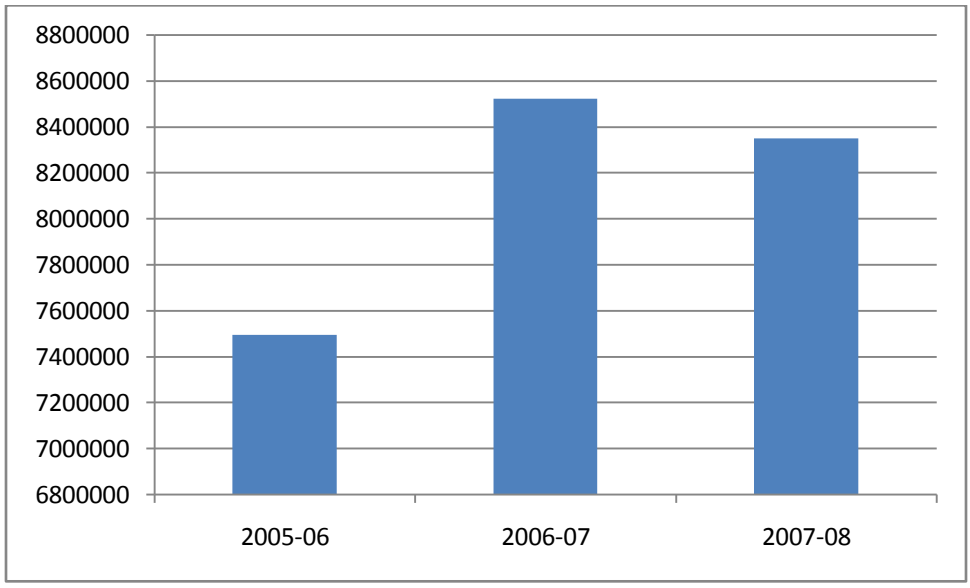

Fig 29

Section IV: Budget: Total spent on Articulation

2005-06	7,495,222
2006-07	8,523,087
2007-08	8,349,217

Total Income Breakdown by Dollars

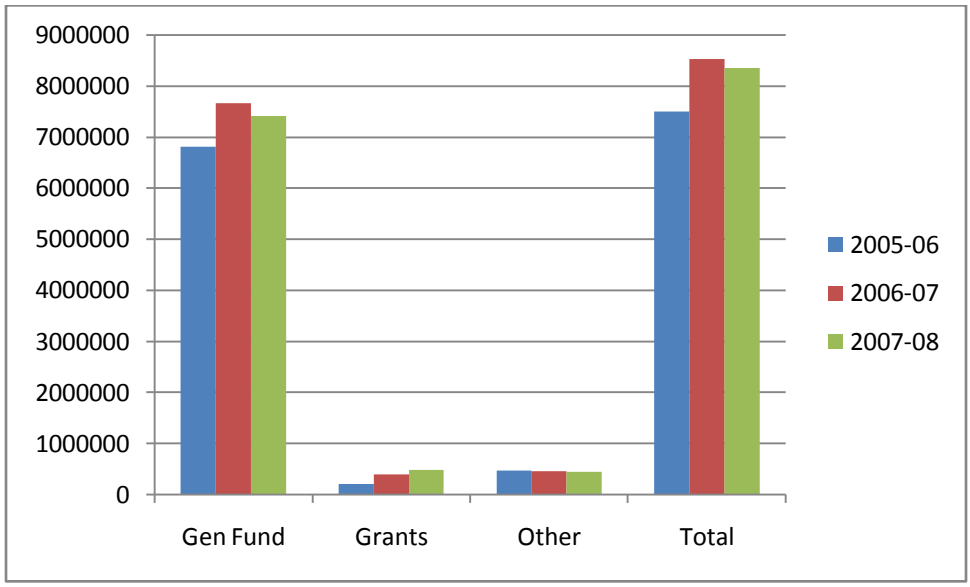

Fig 30

Section IV: Budget: Total source of income in dollars

	Gen Fund	Grants	Other	Total
2005-06	6,804,738	218,909	471,575	7,495,222
2006-07	7,654,474	404,788	463,825	8,523,087
2007-08	7,416,238	485,992	446,987	8,349,217

Total Income Breakdown by Percent

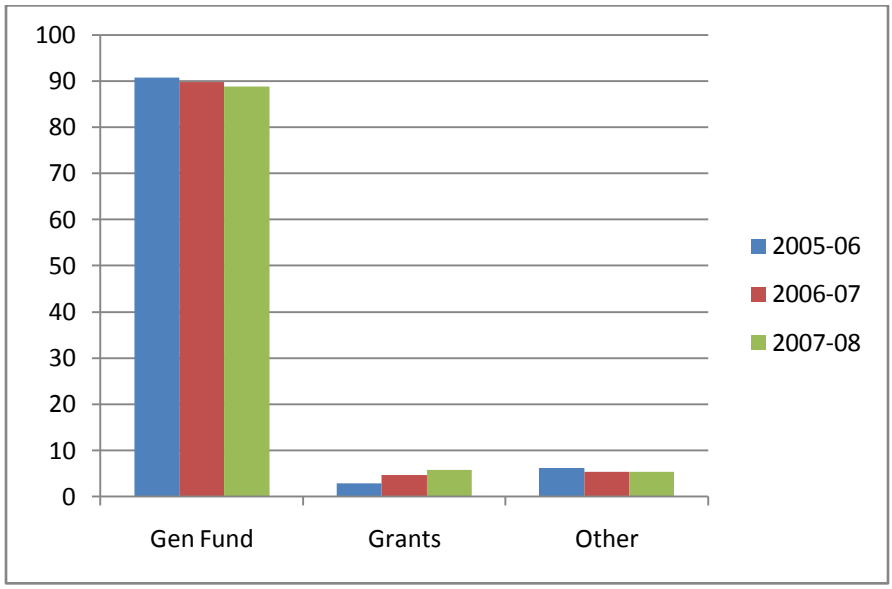

Fig 31

Section IV: Budget: Total source of income by percentage

	Gen Fund	Grants	Other
2005-06	91	3	6
2006-07	90	5	5
2007-08	89	6	5