

# Chancellor's Office California Community Colleges

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## Articulation Addendum Report Results for 2023-24 Academic Year

# Articulation Addendum Report 2023-2024

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## Contents

Introduction .....	1
At a Glance.....	3
Section 1: Administration.....	4
Section 2: Articulation Activity .....	15
Section 3: Challenges .....	24
Section 4: Expenditures .....	27

## Introduction

The following articulation information is a result of annual reporting to the California Community Colleges Chancellor's Office (CCCCO) by community college Articulation Officers (AOs). 86 colleges reported for academic year 2023-24.

The following 29 colleges are not included in this report, as they did not certify a report by the reporting deadline.

Alameda College  
Bakersfield College  
Cerro Coso College  
Chaffey College  
City College of San Francisco  
Columbia College  
Compton College  
El Camino College  
Evergreen Valley College  
Fresno City College  
Irvine Valley College  
Los Angeles Harbor College  
Los Angeles Southwest College  
Los Angeles Trade-Tech College  
Los Angeles Valley College  
Mendocino College  
Merced College  
Modesto Junior College  
Norco College  
Orange Coast College  
Oxnard College  
College of the Redwoods  
Riverside City College  
Saddleback College  
San Diego City College  
San Diego Mesa College  
San Mateo College  
Victor Valley Community College  
West Valley College

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Continuing with a format implemented several years ago, the Articulation Addendum report is presented alongside data from previous years to show comparison. The report provides a rolling five-year history for each response and will continue to do so for questions that remain active. Also, unless otherwise noted, data throughout this report is

by percentage to provide a consistent year-to-year comparison regardless of the number of responses. While this report is not structured to determine the underlying issues influencing the ratings, it does provide a simple evaluation of the articulation functions in the many areas required for successful articulation, from which opportunities can be further investigated and improved through successful intervention.

### At a Glance...

- 52 percent of Articulation Officers are full-time, and 35 percent are one-half time with remainder having less than one-half time contracted for articulation duties.
- A vast majority of Articulation Officers (88 percent) are Faculty/Certified.
- 36 percent of Articulation Officers are on a 10-month schedule, 36 percent on an 11-month schedule and 28 percent on a 12-month schedule. None of the Articulation Officers is on a less than 10-month schedule.
- 69 percent of Articulation Officers have been in their profession for 4 years or more, slightly up from the previous year.
- Overall, 70 percent of Articulation Officers have been at their current college four years or more.
- 76 percent of Articulation Officers report that they do not have any clerical support, consistent with prior year reporting.
- 83 percent of Articulation Officers serve on the Curriculum Committee and have voting privileges.
- 63 percent report to the Student Services area, 28 percent to Instruction.
- 57 percent of colleges have a written articulation plan, up four percent from the previous year.
- 43 percent coordinate articulation goals or activities with the Transfer Center Plan, down one percent from the previous year.
- 53 percent regard the campus articulation process as “Seamless” or “Well-coordinated.” This is an increase of three percent from the previous year. Detailed comments are provided (see Figure 13).
- CCC Articulation Officers reported mixed results regarding the quantity of articulation across most categories compared to the previous year. Detailed comments are provided (see Figure 14).
- Similar to the prior year, slow C-ID program review and turn-around for submitted course outlines tops the list as the most prevalent articulation challenge, similar to previous years. The second most frequently stated articulation challenge is the evolution of the role of Articulation Officer with increased responsibility (see Figure 15).
- Funding for personnel continues to be the top need to address on campus to enhance the quality and quantity of articulation (see Figure 16).
- An average of \$143,617 was spent by each college to support articulation functions, an upward trend.

## Section 1: Administration

1. What percentage of full-time equivalency is the articulation officer assigned?

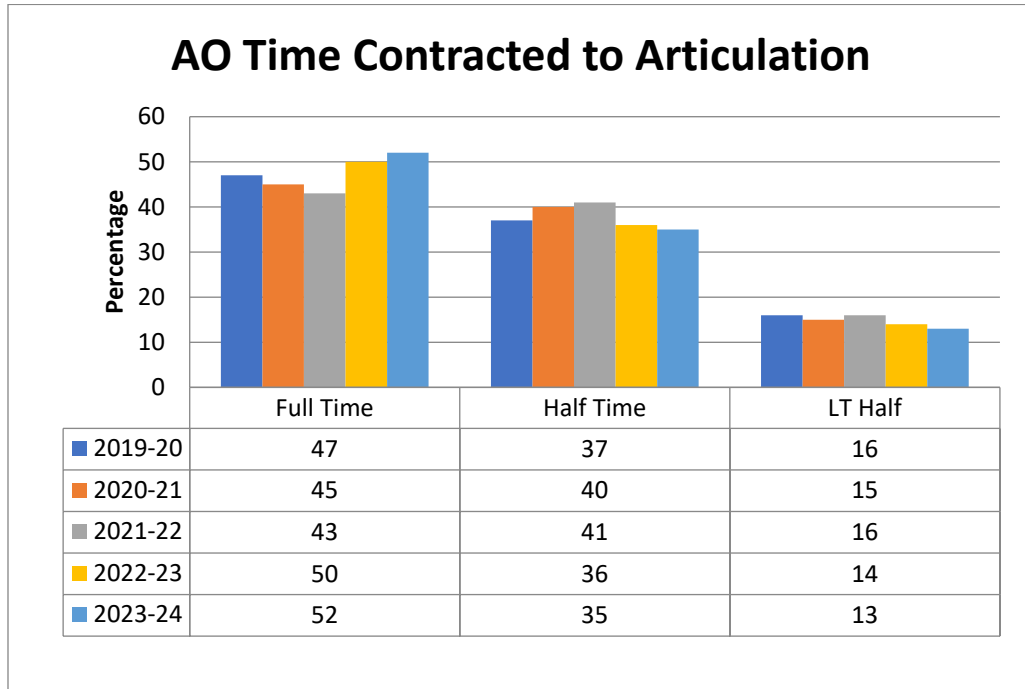


Figure 1

## 2. How is articulation officer time allocated to different tasks?

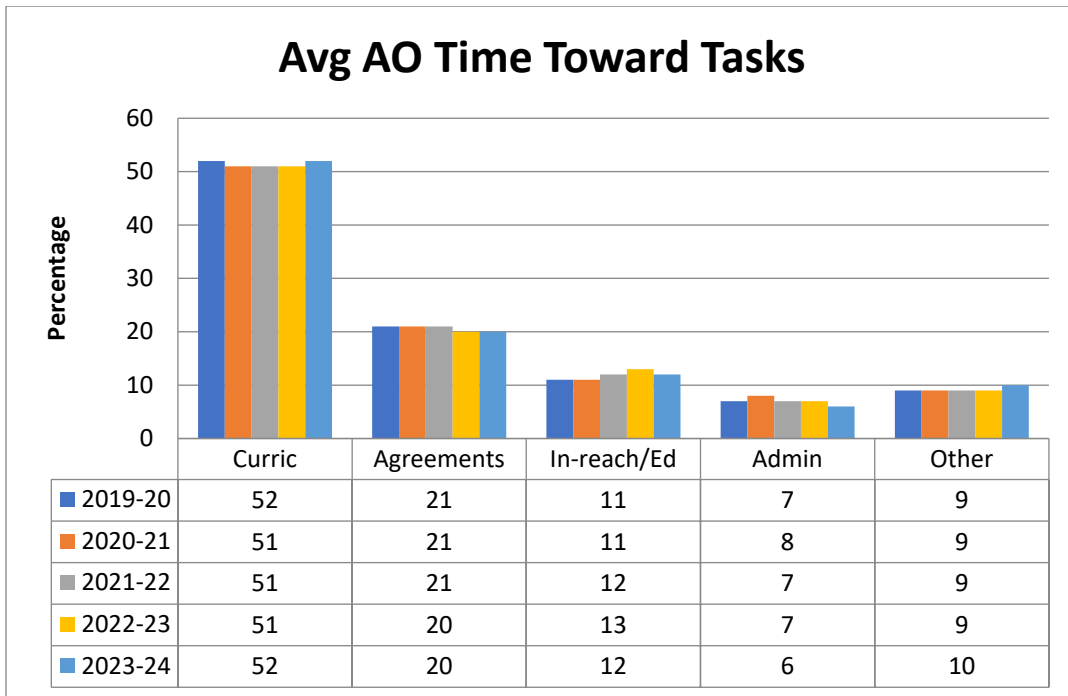


Figure 2

3. The articulation officer position type is administration, faculty, or classified?

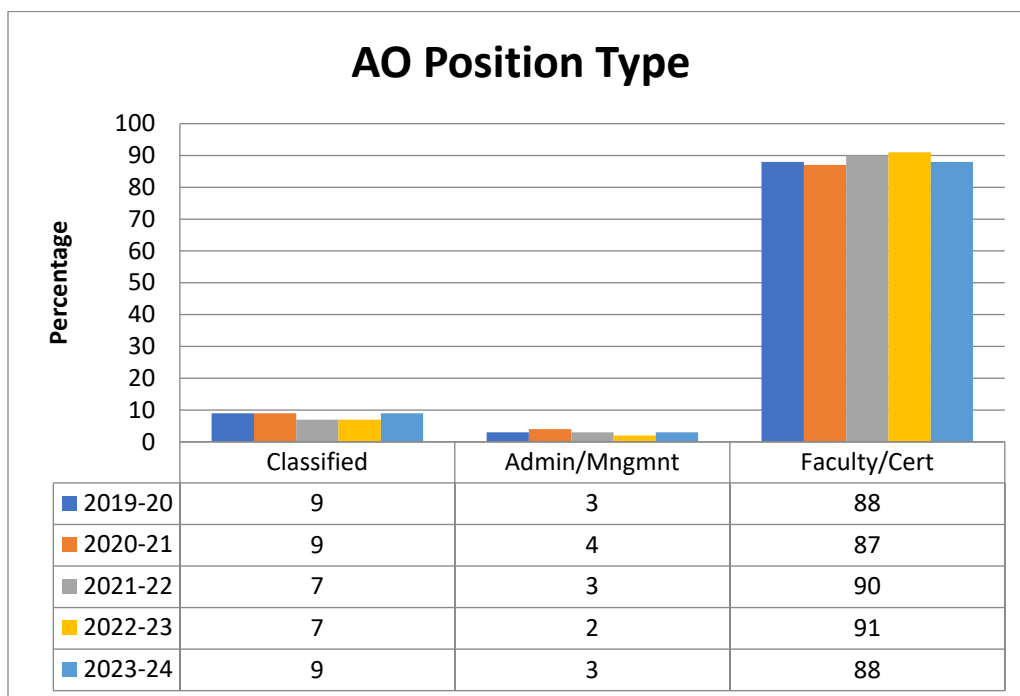


Figure 3

4. The articulation officer's schedule is 10 months/year, 11 months/year, or 12 months/year?

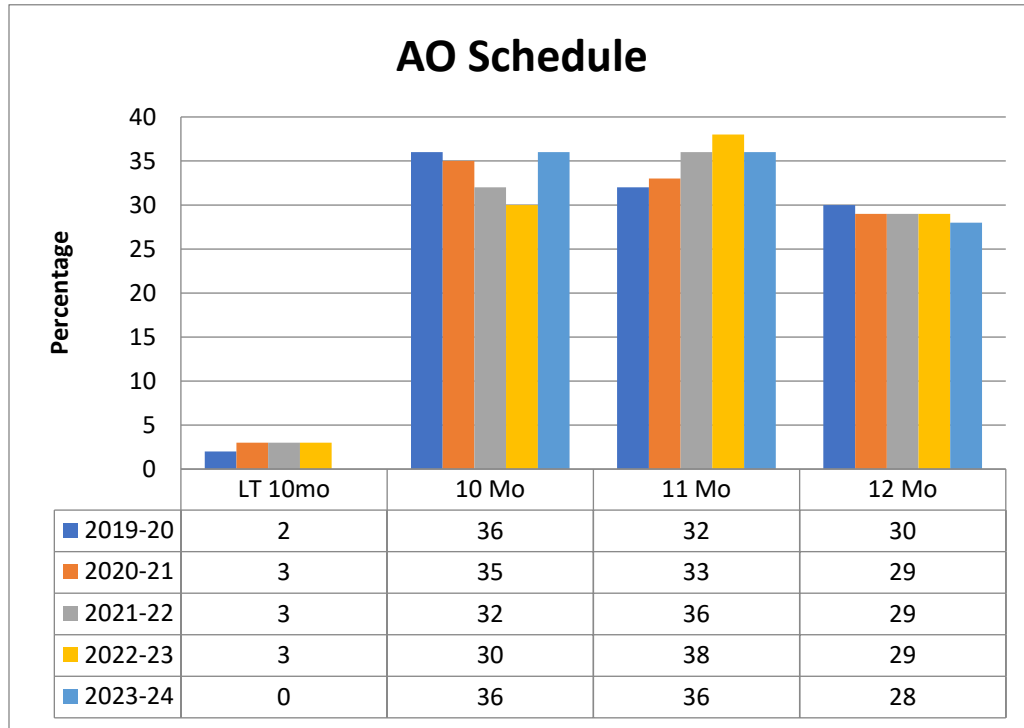


Figure 4

## 5. How many years of experience do articulation officers have?

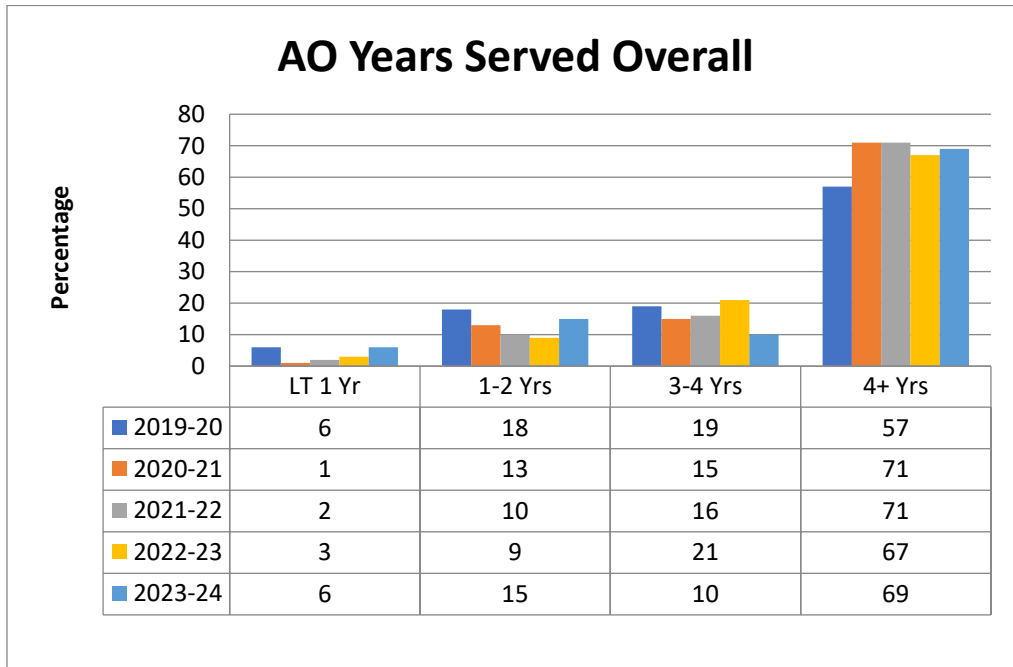


Figure 5

6. How many years has the articulation officer served at the current college?

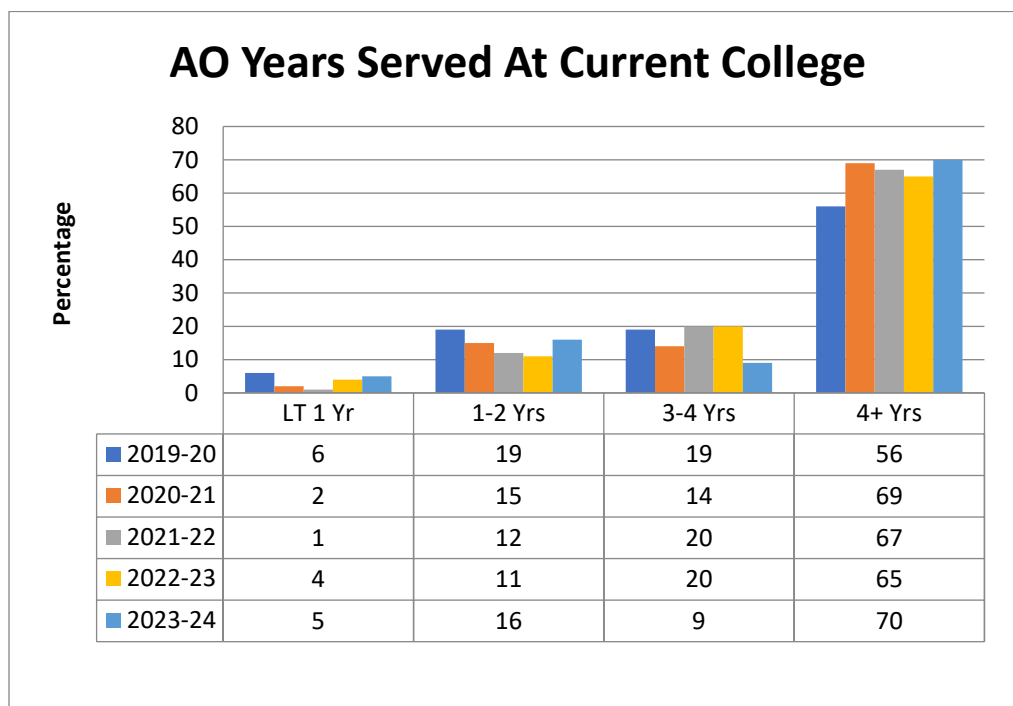


Figure 6

## 7. How much clerical support is assigned to the articulation officer?

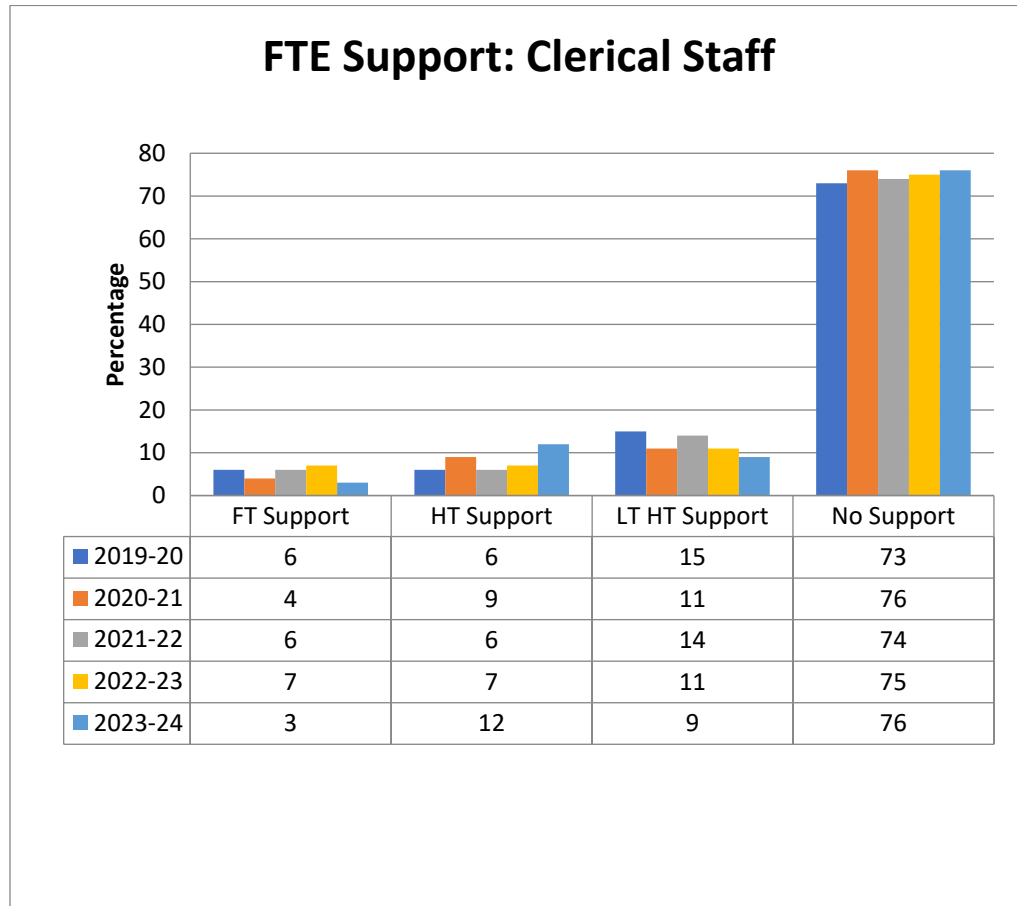


Figure 7

8. Does the articulation officer serve on the curriculum committee, and if yes, does the articulation officer have voting privileges?

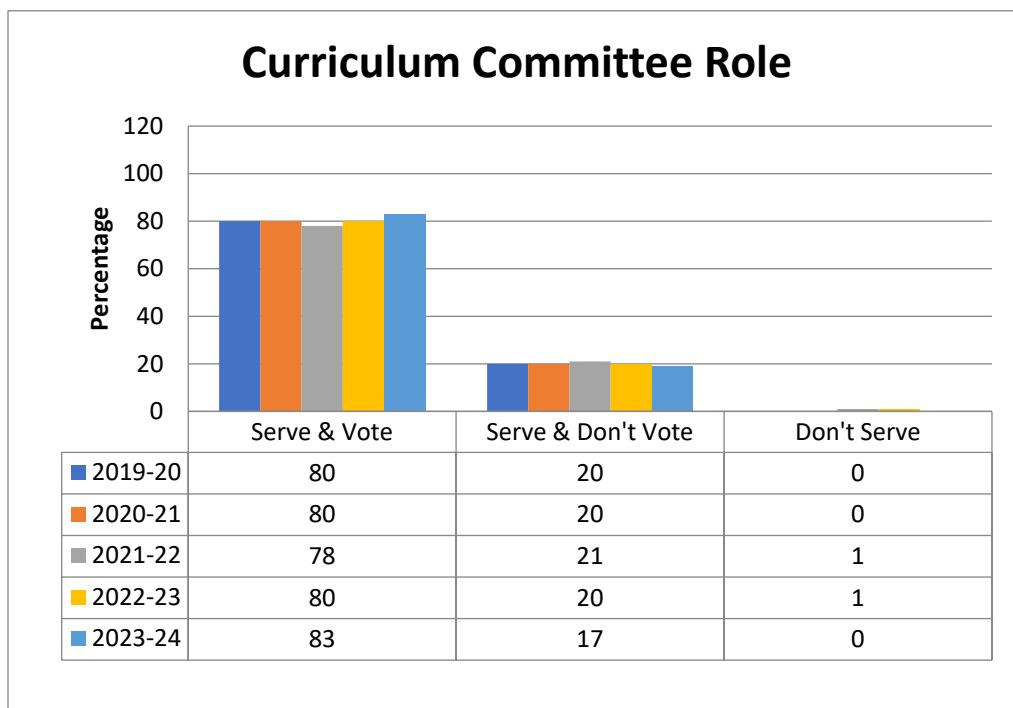


Figure 8

9. Besides articulation officer, what other roles are performed?

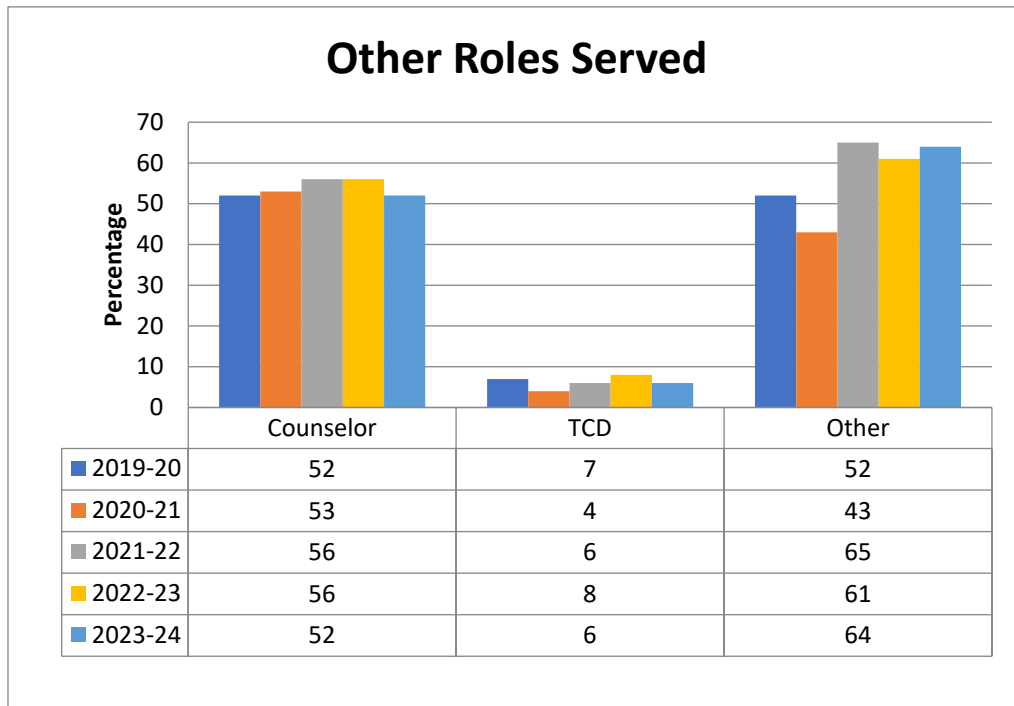


Figure 9

For 2023-2024, other roles listed include:

1. Instructional Faculty
2. Catalog Co-Chair, Local General Education Chair
3. Credit for Prior Learning Taskforce Chair
4. Administrative Assistant, Office of Instruction
5. Lead Counselor
6. EOPS Counselor
7. Transfer Counselor
8. Catalog Editor
9. Interim Dean of Counseling
10. Curriculum Analyst
11. Office of Instruction Supervisor
12. Tenure Review Coordinator
13. Transfer Services Coordinator
14. Director, Curriculum and Scheduling
15. C-ID AO Subgroup Member
16. DegreeWorks/Banner Faculty Lead
17. Curriculum Chair
18. Department Chair
19. Curriculum Tech Review and Curriculum Committee

- 20. Vice Chair of Curriculum Committee
- 21. Evaluator of External Transcripts
- 22. Curriculum Specialist
- 23. Credit for Prior Learning Coordinator
- 24. Faculty Lead of Student Services
- 25. Technology Lead
- 26. Co-Chair, CIAC Regions 1 & 2
- 27. DegreeWorks Scribe
- 28. Articulation Specialist - District
- 29. ECPC Workgroup Member
- 30. Chair, Technical Review Committee

10. The articulation officer reports to Instruction, Student Services, or both?

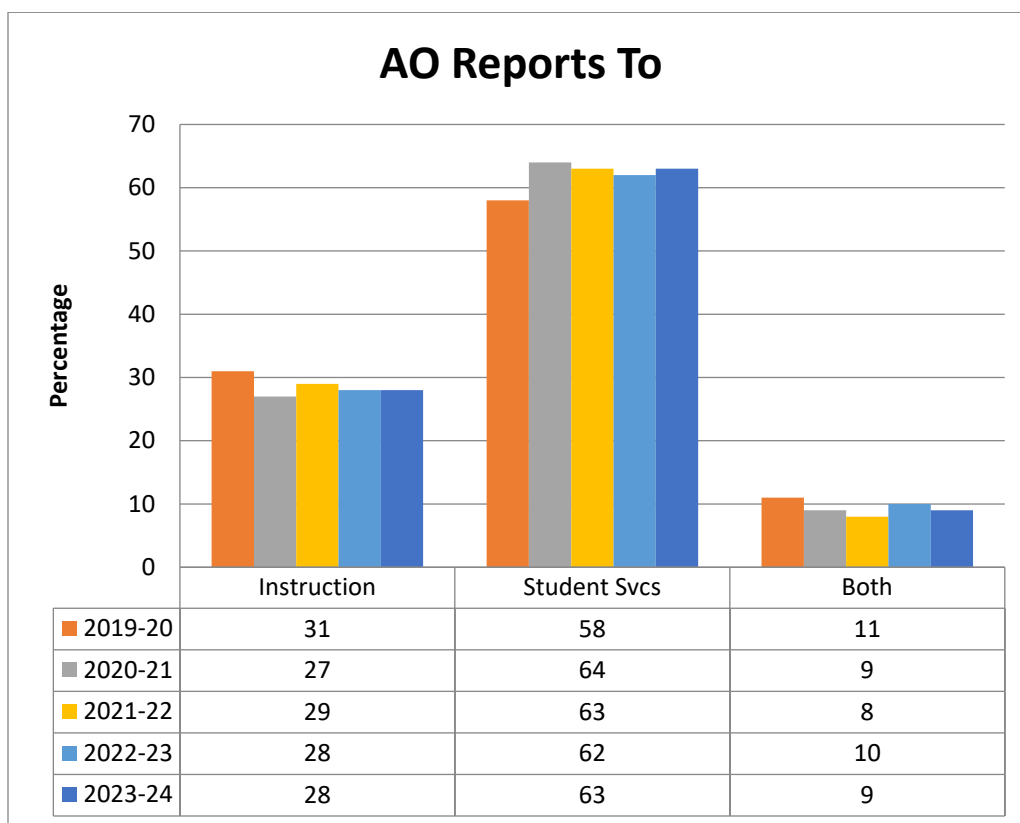


Figure 10

## Section 2: Articulation Activity

1. Does the articulation officer annually establish written goals for articulation activity?

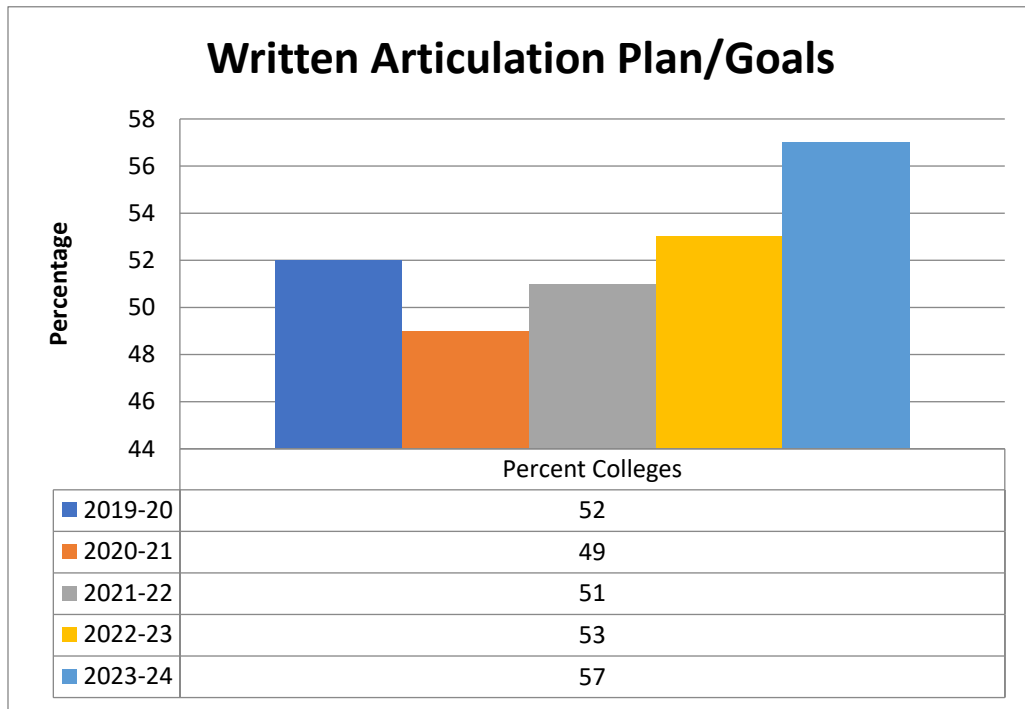


Figure 11

2. Are the goals or activities coordinated with the transfer center plan?

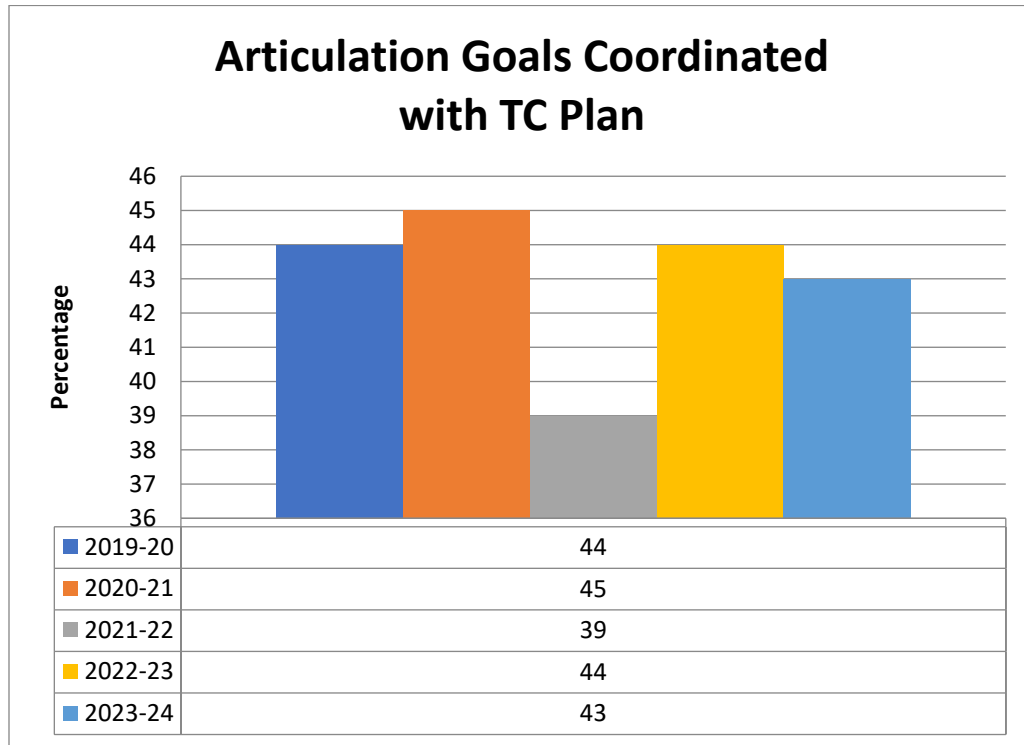


Figure 12

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

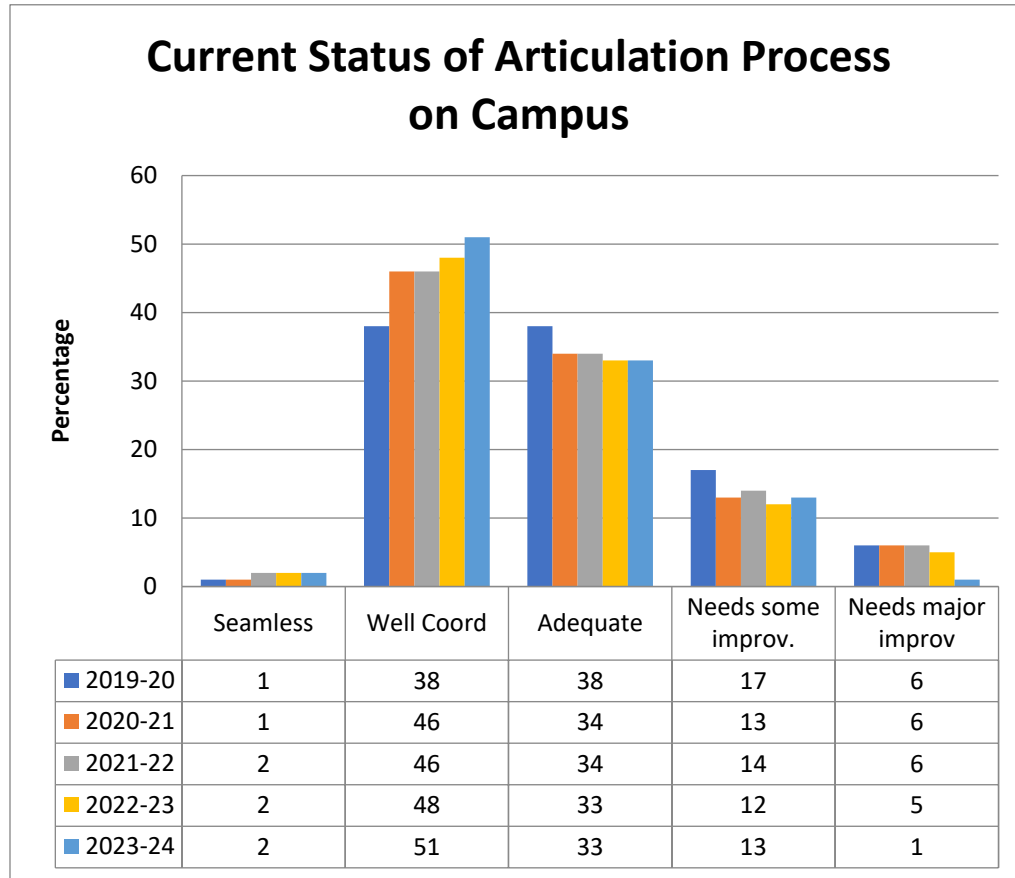


Figure 13

**Comments when rating “seamless” selected:**

1. [College] identifies transfer and any articulation goals in NIPR (Non-instructional Review) process. New goals will be identified Fall 2025, our next scheduled update.
2. Faculty are trained and know to contact the AO for any articulation-related questions or tasks. An Articulation Request Log spreadsheet is used by counselors to enter missing articulation they find during student appointments and that has worked well.

**Comments when rating “well-coordinated” selected:**

1. I have a much better grasp on the job and feel more confident in my role and the articulation process.

2. The process has greatly improved since we now have a full-time AO and prior to that, never had a designated AO.
3. I am totally responsible for Articulation at [College], and I am well known in the system (CCCs, CSUs, and UCs) which is extremely helpful.
4. We have increased the AO position to 100% for Fall 2024 due to the major increase in AO activities. The position will convert to 0.67 FTE in Spring 2025.
5. Faculty are well aware of articulation deadlines put forth by the Articulation Officer.
6. Having been AO here for 6 years now, I have solid procedures in place for myself, and have integrated these with our campus policies and practices. There is always room for improvement, and the endless legislative targets create complications.
7. The AO participates in all campus meetings and initiatives regarding curriculum, transfer and articulation and works closely with faculty, counselors and administrators.
8. The AO works very closely with the curriculum committee, faculty, administrators, counselors and the TCD. Much articulation depends upon the ability and willingness of our university partners, and their limitations in terms of resources.
9. Articulation is deeply embedded in the college's curriculum processes and Guided Pathways work. The articulation officer collaborates with evaluations, district educational services, curriculum program specialist, and curriculum chairs.

### **Comments when rating "adequate" selected:**

1. The AO needs support staff to help with the technical area of articulation to work on more course-to-course articulations.
2. AO has been hired. AO is in the learning processes.
3. For 2023-2024, the AO role was an "acting" position in addition to serving as Interim Dean of Counseling. As a result, articulation processes were limited to urgent and required with anything beyond being postponed to Summer 2024 and academic year 2024-2025.
4. Having issues with Ethnic Studies courses for area F and 7.
5. The campus continues to have an influx of new courses and programs. The ongoing legislative changes and changes to transfer admissions requirements and incongruency between system policies and campus policies has made it difficult to streamline anything.
6. I am currently serving as the interim AO.
7. It has always been challenging to keep up with the numerous responsibilities, tasks, and deadlines associated with articulation. Adding implementation of AB 1111 and AB 928 has made articulation work incredibly more complicated and time-consuming.

8. Improvements could be made in the following: identifying articulation gaps for potential new articulation, more professional development for counselors, & advocating for district support for articulation data sharing/IT improvements.
9. The AO just needs more time to research and follow up.
10. [College's] articulation process continues to improve each year. With our new online curriculum platform curriQunet API to ASSIST it has added benefits of better formatting of content lecture for example which cuts down on copy/paste time.
11. The articulation process is currently adequate given the 30% AO assignment. With AB 1111 and AB 298 in sight, increasing the AO assignment to at least 50% is crucial to enhance the articulation process.
12. Lacking up-front evaluations of external transcripts, lacking robust internal database of how external coursework may be applied to local and transfer major and general education requirements.
13. Systemwide processes need to be more clearly defined, roles and responsibilities more clearly delineated, etc. We plan to start collaborating with the Transfer center plan to include articulation activities.
14. Articulation has become more central to curriculum development, so that is an improvement. We still need to improve processes for seeking course articulation agreements.
15. Need more assignment time for articulation.

**Comments when rating “needs some improvement” selected:**

1. The interface with discipline faculty and Curriculum Committee/local Senate is strong. AO is involved in educating faculty around new legislation. Additional support submitting, tracking, and follow up on articulation requests needed, especially for privates.
2. Same issue(s) as in the past. To do my job well, I need faculty to be more responsive in responding to requests for information, keeping course outlines current, and adhering to guidelines and deadlines.
3. With new legislation and policies that come out every year such as AB 928 and AB 1111, more and more work is falling on Articulation. There needs to be more support in terms of additional time to do the work and staff to alleviate the amount of work.
4. More time needed for articulation. Need clerical support.
5. I developed a power-automated system to capture articulation requests; however, I still get email requests that don't get inputted into the power-automated system.
6. I have just completed my first year in the AO role. There has been a lot to learn and I am constantly still learning the process. Most of my work has been

curriculum focused with little time for articulation. Our process is being evaluated this academic year.

7. Not as seamless as it could be. Need to develop a formal process and educate faculty across campus.
8. Continue to need a dedicated Articulation Assistant to support articulation-related matters; state legislation and mandates require the expertise of the Articulation Officer, and I am asked to be in a number of collegial governance committees.

**Comments when rating “needs major improvement” selected:**

1. Full time AO or position with more AO time and support needed. More AO time needed to work with faculty, develop/maintain agreements, and meet articulation/transfer-related demands. Section I.8. position supported articulation and program at less than 1%.

4. For your college, please rate the quantity of articulation in each of the following:
- (a) Course to Course with the University of California
  - (b) Course to Course with the California State University
  - (c) Preparation for the major with the University of California
  - (d) Preparation for the major with California State University
  - (e) General Education (IGETC and/or CSU GE)
  - (f) In-state private institutions
  - (g) Out-of-state baccalaureate granting institutions
  - (h) Course Identification Numbering (C-ID) system

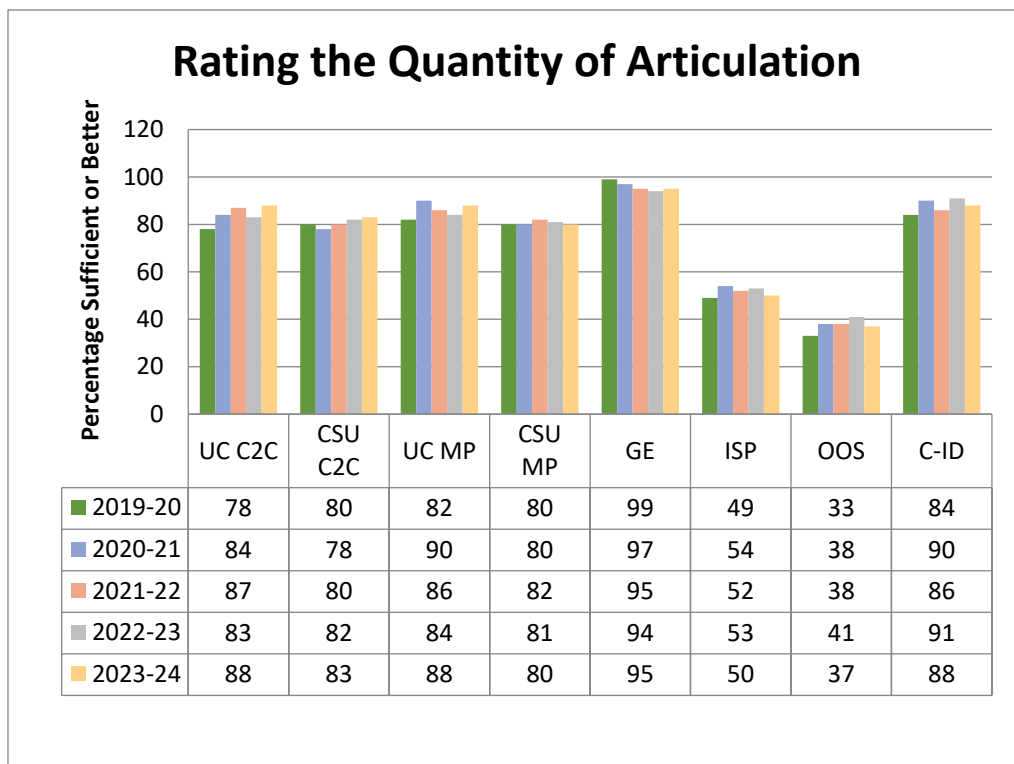


Figure 14

**Comments:**

1. AO resources are used primarily for baseline UC and CSU articulation updates, C-ID maintenance, UC transfer/Cal-GETC and local GE. Increased workload for past several years means less time and loss of private and OOS institution updates.
2. Continued concern re UC changes to course sequences being required and removing single course articulations. STEM major articulation is now insufficient and inequitable for our students. Archaic process for requesting articulations.

3. We submit C-ID courses but they do not get approved on time because lack of evaluators.
4. New courses are still lacking course-to-course articulation. There is little alignment between the CSUs and UCs in terms of content and prerequisite requirements making systemwide course-to-course articulation difficult.
5. The response time for articulation agreements for many schools is long! I have only been an AO since July 2022 and I still have pending articulation from that time! Same with C-ID, we have courses that have never been reviewed.
6. The quantity of articulation at our top 5-10 CSUs and UCs is more than sufficient, however, it could be improved at some of the other universities, but right now, with all the legislative changes, I don't have a lot of time to spend on that work.
7. San Diego State University continues to not post articulation with [College] and most other CCCs (since 2013-14). This practice is not equitable nor consistent with a public university in California, and has a negative impact on the state's students.
8. Full time AO or position with more AO time and support needed. More AO time needed to work with faculty, develop/maintain agreements, and meet articulation/transfer related demands. Section I.8. position supported articulation and program at less than 1%.
9. Some C-ID submissions have long approval times. In-state private and out-of-state institutions need to be updated.
10. Major preparation articulation with CSU and UC campuses seems to take longer to receive responses, with some campuses outside our local area being unwilling to update our articulation. These issues impact our ability to serve our students.
11. Still trying to catch up in course-to-course and major preparation articulation with schools that did not articulate outside of their area in the past.
12. We are actively working on improving our agreements for In-State Private and Out-of-State Institutions. The goal is to improve by next year's report; however, AB 928 has taken a lot of my time.
13. Building articulation for private and OOS campuses is labor intensive with little supporting infrastructure. Would more articulation with private/OOS institutions increase transfer? This may change somewhat with AICCU campuses joining ASSIST.
14. Because C-ID is not consistent and has no timelines, it is difficult to keep up with conditional approvals and expiring courses.
15. GE is sufficient, with the exception of Ethnic Studies.
16. C-ID needs to figure out how to move courses through the pipeline.
17. Several CSU/UC campuses do not articulate with non-feeder schools, or rarely respond to articulation requests from small/rural CCCs. Our students suffer due to this inequitable practice and CCCCCO needs to intervene in some way.
18. Extremely long wait time for various C-IDs (i.e., FTVE).
19. Our current agreements are sufficient, but as new program interests come up via the counseling process, we are sending for new articulations.

20. San Diego State University needs to add major agreements to ASSIST. We hope to expand articulation agreements with CSU Los Angeles, CSU San Bernardino, CSU San Marcos, and Cal Poly San Luis Obispo. Ideally, in-state private & C-ID articulation should be added to ASSIST. C-ID process needs to be revamped, and we need CSU reviewers in all disciplines.
21. IGETC/CSUGE ethnic studies articulations continue to be a challenge. CSU checked as insufficient because of unevenness of participation and responses to requests by CSU campuses. Privates starting to participate in ASSIST, hopefully that improves.
22. Strong articulation with international institutions. Frustration with Area 7/F due to the denial of all our courses except 1. Our faculty has done their due diligence in attending meetings on this issue and following the given guidelines.
23. Course to course for CSU sufficient in local CSUs.
24. C-ID approvals are taking years for approval.
25. Still trying to catch up on articulation that was impacted during transition to Next Generation. Still waiting on C-ID responses.
26. Some C-ID submissions or resubmissions have not been responded to in months or years. In addition, course to course articulation with UC Irvine (our closest UC) would be helpful.
27. The GE approval process has become a bit more problematic/confusing.
28. Unintended challenges as a result of AB928, AB1111, AB927, CPL, and C-ID continue to refocus my main AO duties to articulate courses.
29. Missing major preparation articulation with out-of-region CSU schools and can be difficult to obtain. Some in-state and out-of-state private schools offer transfer pathways and MOUs.
30. More assignment time is needed to facilitate agreements with ISP and OOS.
31. Course to course and major preparation with CSU is insufficient because not all campuses articulate with all CCCs.

## Section 3: Challenges

### 1. Commonly reported articulation challenges:

	Percent Reporting Moderate to Extreme Challenge 2021-22	Percent Reporting Moderate to Extreme Challenge 2022-23	Percent Reporting Moderate to Extreme Challenge 2023-24	RANK
Evolution of the role of Articulation Officer w/ increased responsibility	88	90	88	2
Amount of Articulation Officer time	74	77	74	4
Amount of Articulation support staffing	78	76	81	3
Funding Level	54	55	50	
Consistency of funding	45	48	41	
Technology tools and support	40	39	41	
Articulation with University of California institutions	43	49	43	
Articulation with California State University institutions	50	50	45	
Articulation with In-State Private institutions	50	57	56	
Articulation with Out of State institutions	54	65	62	5
Currency of course outlines on your campus	22	29	30	
ASSIST usability	22	18	9	
Quality of curriculum updating process on your campus	27	30	28	
Faculty collaboration and partnership	18	24	22	
Administration collaboration and partnership	25	27	23	
C-ID submission process	38	41	36	
C-ID turnaround time	92	94	91	1
Associate Degree for Transfer submission process	50	49	52	
Associate Degree for Transfer turnaround time	58	61	58	
Efficiency to create courses/programs	36	38	35	
Timeline to create courses/programs	51	45	47	

Figure 15

## 2. Selected Priorities that would enhance the quality and/or quantity of articulation:

	Percent Reporting as a High Priority 2021-22	Percent Reporting as a High Priority 2022-23	Percent Reporting as a High Priority 2023-24	RANK
Funding for facilities	4	8	3	
Funding for personnel	59	54	59	1
Funding for equipment/technology	12	17	14	
Funding for operating expenses	22	21	20	
Stronger intersegmental partnerships	46	42	44	2
Professional development	21	22	16	
Campus support for articulation	26	28	34	3
Greater collaboration and partnership with Academic Senate	10	8	9	

Figure 16

### User challenges for 2023-24:

1. Webinars for Ethnic Studies faculty to learn curriculum development skills. Colleges could use funding for articulation support and a curriculum writer. Timely email responses from UCOP, CSUCO, and C-ID would be appreciated.
2. The greatest need is technical support in the form of a Specialist or Analyst. While 100% is allocated to the AO, technical/analyst support is required to maintain existing AND establish/maintain newly legislated programs (CCN, Cal-GETC, UCTP degree, etc.).
3. Have AOs in the room where decisions about legislation would be key. Our AO workload has doubled and tripled in some cases over the last 2-3 years as related to legislative mandates/implementation. Yet, still very little understanding or support.
4. Full time AO with support needed. Intersegmental guidance needed to address issues like: updated ADT transition, Ethnic Studies catalog rights, online labs, GE cert on transcripts, ASSIST vs. campus requirements, AB 705 and articulation, and C-ID. eLumen transition still a challenge.
5. Funding for personnel would highly increase the quantity and quality of articulation. Stronger intersegmental partnerships would help clear confusion around CCN and other legislative mandates.
6. Faculty/new administrators need much education re C-ID/GE/TCA/ADT processes/requirements/approval. Too much legislation creating huge workload on very tight timelines. Increased number of approved ADTs requires huge amount of work re compliance when revised.

7. Technology improvements, including more articulation/IT data sharing, would create efficiencies in disseminating articulation data and reduce manual entry processes to enable AO to focus on proactive and effective change management & partnerships.
8. Providing 100% assigned time for Articulation would help facilitate all of the new articulation efforts associated with CalGETC and CCN.
9. CCCCCO needs to support the idea of articulation officer being a full-time position preferably filled by counseling faculty. My campus only gives me 30% assignment for AO, and this is inadequate - CCCCCO needs to help AOs like me.
10. The AO position was vacant at [College] from June 2023-January 2024. [Dean] served as interim AO before my arrival on January 29, 2024. Because the AO role is evolving, it is important to have support systems and funding for the work being done.
11. Lack of consistency in the IGETC, CSUGE, UCTCA/UC-GE review and decisions across all CCCs. Submission timelines & effective terms out of sync, too much time until course is approved. C-ID articulation review inconsistent/ineffective, should be handled through ASSIST.
12. Funding personnel is by far the most important. The rest are not as important.
13. Legislative mandates have really shifted the focus of Articulation Officers' work statewide. Changes like Title 5, CCN, Cal-GETC, and financial aid have created more demands that require immediate attention and response.
14. Recent regulations required additional technology support. As AOs continue to be increasingly involved in state curriculum issues, there may be increased need for consistent funding for support personnel and conferences. Intersegmental communication - greater clarity from partners needed on some issues.
15. Articulation continues to be impacted by mandated legislation and initiatives. AOs continue to be a vital voice as we assist in the coordination efforts to create a seamless process in order to avoid transfer confusion.

## Section 4: Expenditures

### 1. Average Dollars Spent per Object Code

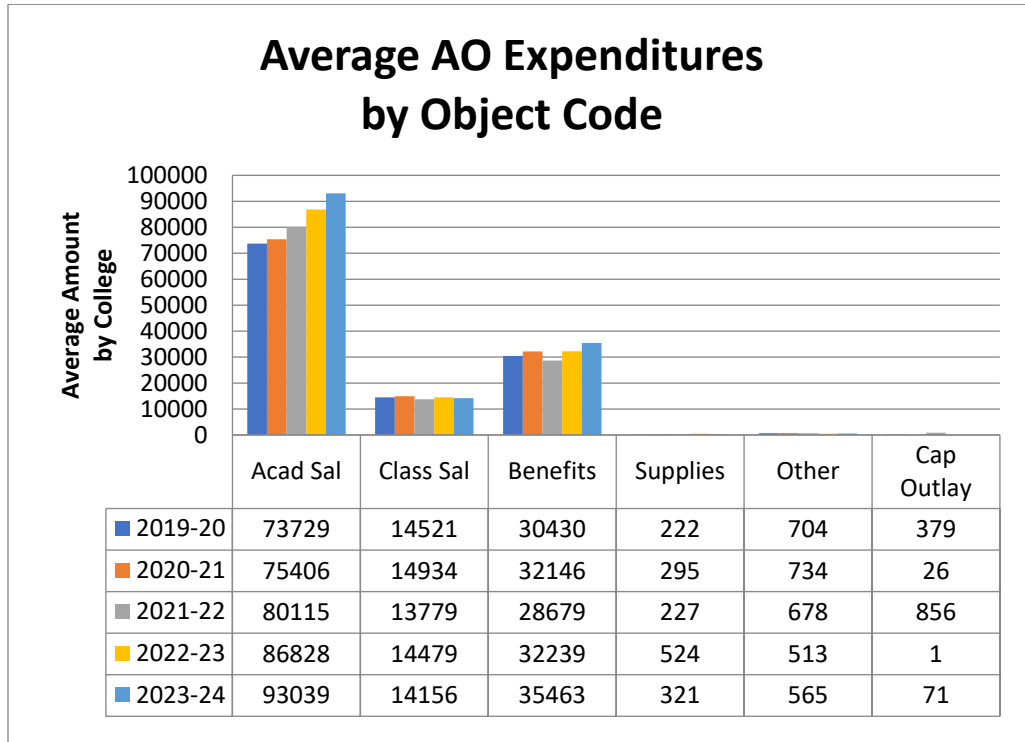


Figure 17

## 2. Average Articulation Office Allocation per College

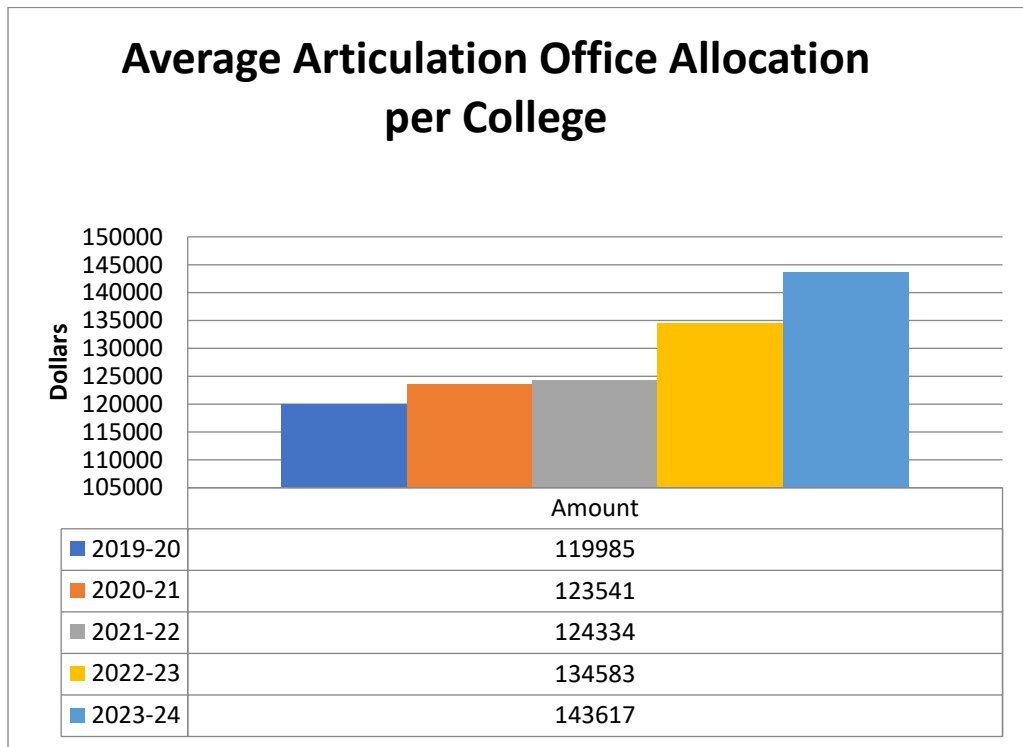


Figure 18

3. Total Income Breakdown by Percentage

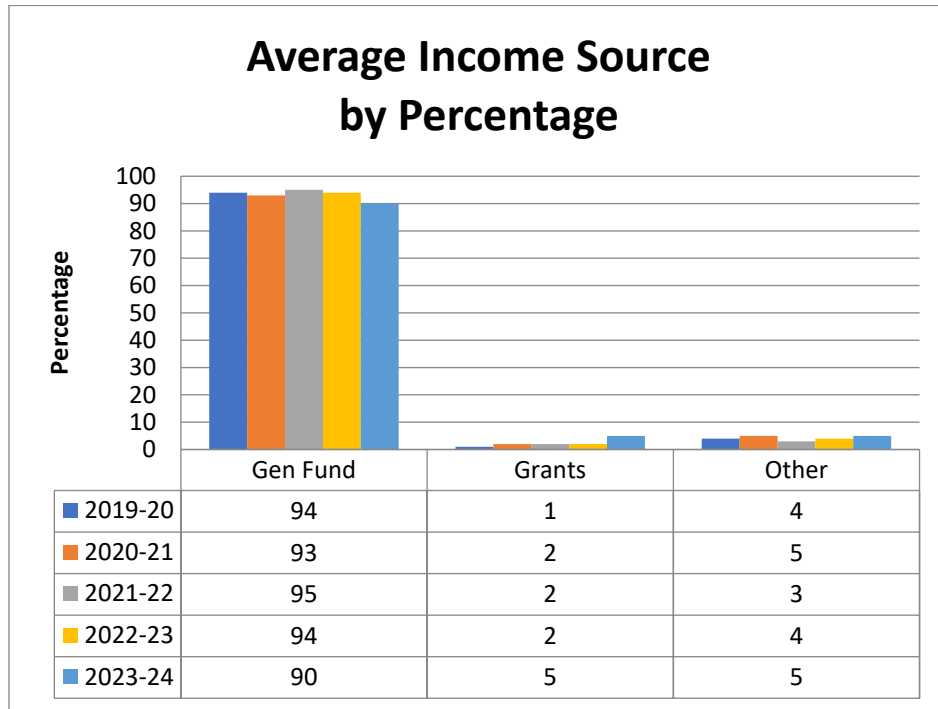


Figure 19