Chancellor's Office
California Community Colleges

Articulation Addendum Report
Results for 2024-25 Academic Year

Contents

Introduction

The following articulation information is a result of annual reporting to the California Community Colleges Chancellor's Office (Chancellor's Office) by community college Articulation Officers (AOs). 107 colleges reported for academic year 2024-25.

The following 8 colleges are not included in this report, as they did not certify a report by the reporting deadline.

Alameda College
Feather River College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Valley College
Orange Coast College
Reedley College
West Valley College

Please direct questions about this report to Sean Madden, Community College Program Assistant, Academic Affairs, Educational Services and Support Division, at smadden@cccco.edu.

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 going forward 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...

- 51 percent of AOs are full-time, and 39 percent are one-half time with remainder having less than one-half time contracted for articulation duties.
- A vast majority of AOs (90 percent) are Faculty/Certified.
- 42 percent of AOs are on a 10-month schedule, 30 percent are on an 11-month schedule and 27 percent are on a 12-month schedule. 1 percent of AOs are on a less than 10-month schedule.
- 71 percent of AOs have been in their profession for 4 years or more, slightly up from the previous year.
- Overall, 67 percent of AOs have been at their current college four years or more.
- 72 percent of AOs report that they do not have any clerical support, slightly down from the previous year.
- 100 percent of AOs serve on the Curriculum Committee. 22 percent are not voting members.
- 55 percent report to the Student Services area, 29 percent to Instruction.
- 59 percent of colleges have a written articulation plan, up two percent from the previous year.
- 43 percent coordinate articulation goals or activities with the Transfer Center Plan, down one percent from the previous year.
- 52 percent regard the campus articulation process as "Seamless" or "Well-coordinated." This is a decrease of one percent from the previous year. Detailed comments are provided (see Figure 13).
- AOs reported mixed results regarding the quantity of articulation across most categories, consistent with 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 $155,983 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?
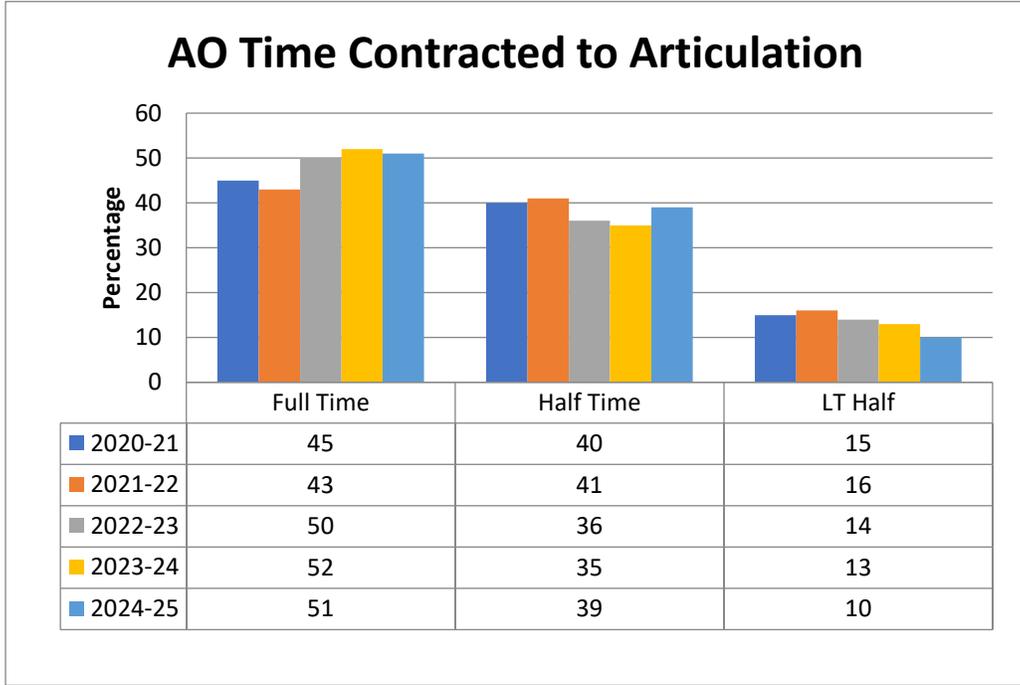
AO Time Contracted to Articulation

	Full Time	Half Time	LT Half
2020-21	45	40	15
2021-22	43	41	16
2022-23	50	36	14
2023-24	52	35	13
2024-25	51	39	10

Figure 1

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

Avg AO Time Toward Tasks

	Curric	Agreements	In-reach/Ed	Admin	Other
2020-21	51	21	11	8	9
2021-22	51	21	12	7	9
2022-23	51	20	13	7	9
2023-24	52	20	12	6	10
2024-25	52	20	13	6	9
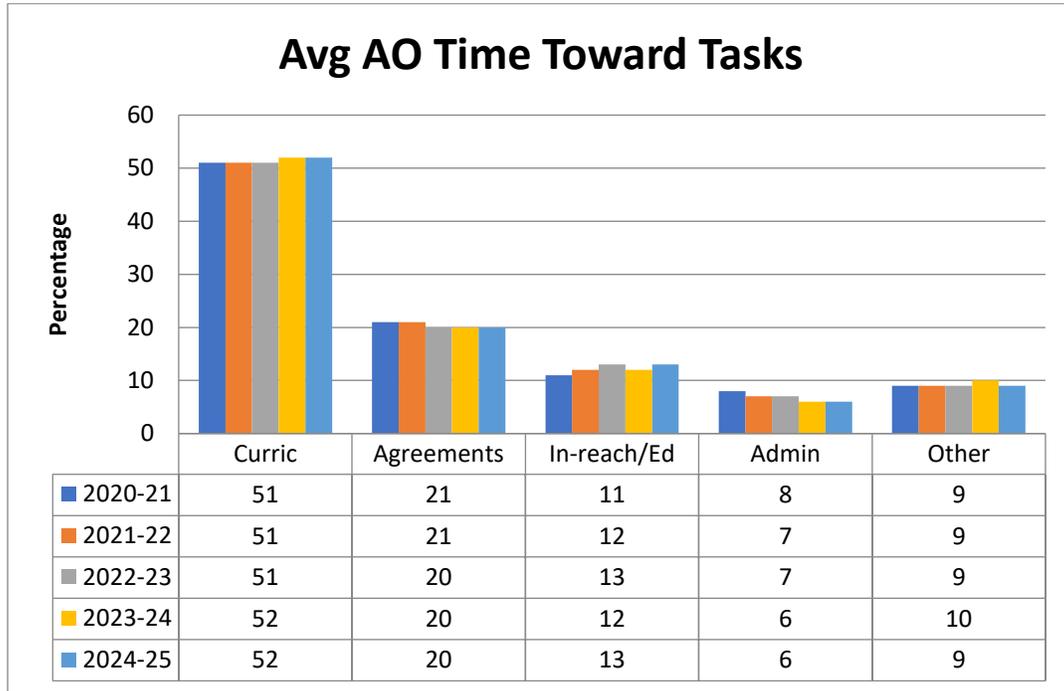
Figure 2

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

AO Position Type

	Classified	Admin/Mngmnt	Faculty/Cert
2020-21	9	4	87
2021-22	7	3	90
2022-23	7	2	91
2023-24	9	3	88
2024-25	7	3	90
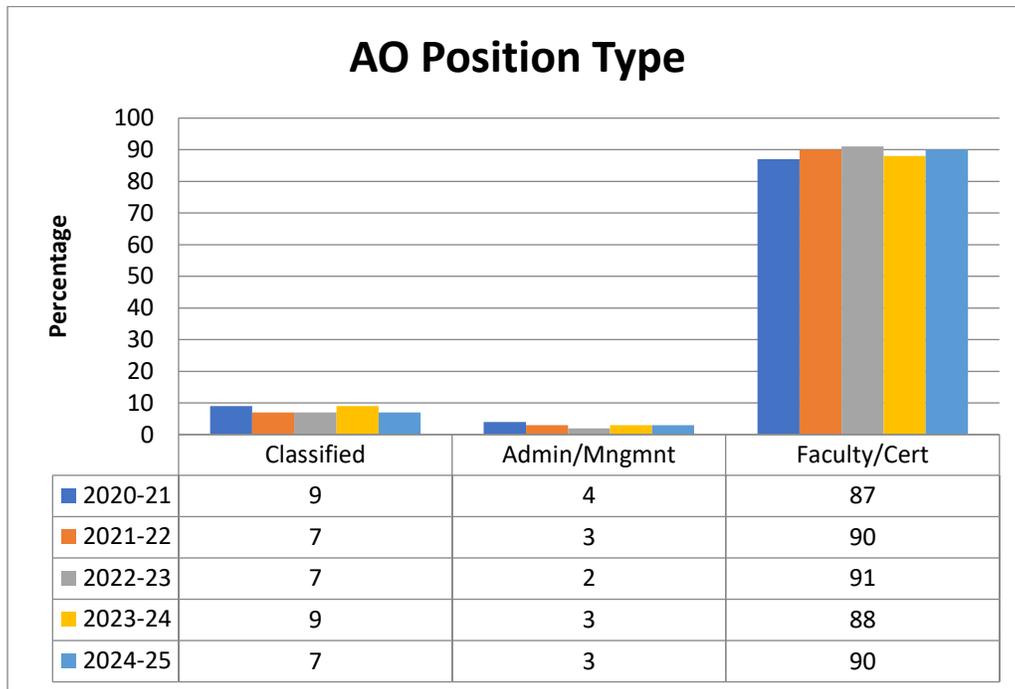
Figure 3

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

AO Schedule

	Less than 10mo	10 Mo	11 Mo	12 Mo
2020-21	3	35	33	29
2021-22	3	32	36	29
2022-23	3	30	38	29
2023-24	0	36	36	28
2024-25	1	42	30	27
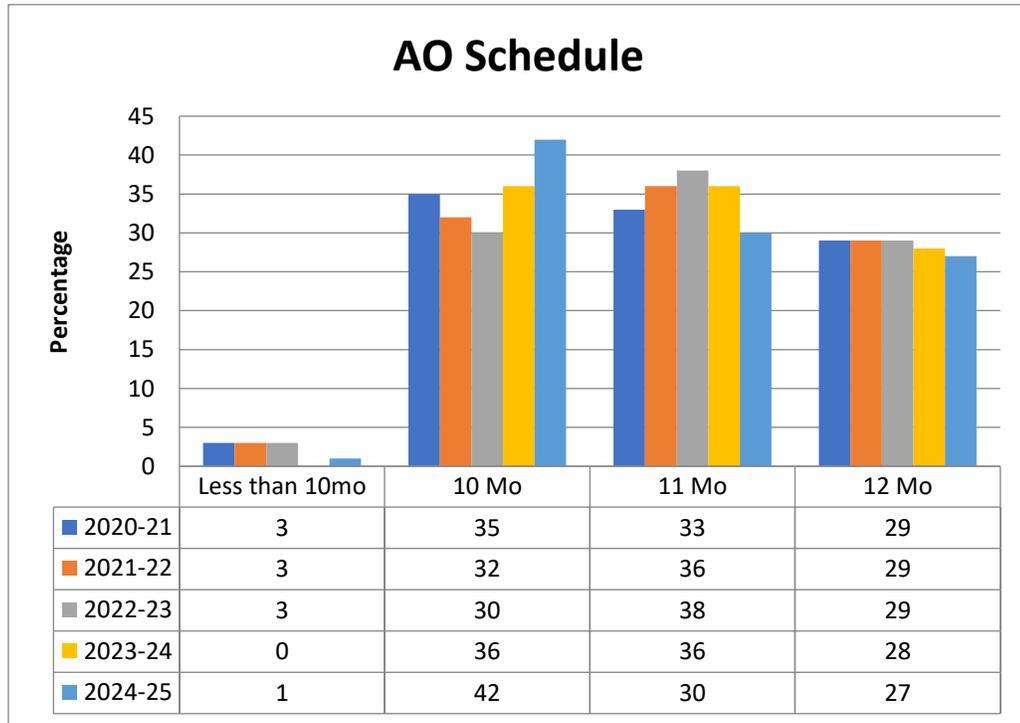
Figure 4

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

AO Years Served Overall

	Less than 1 Yr	1-2 Yrs	3-4 Yrs	4+ Yrs
2020-21	1	13	15	71
2021-22	2	10	16	71
2022-23	3	9	21	67
2023-24	6	15	10	69
2024-25	6	11	12	71
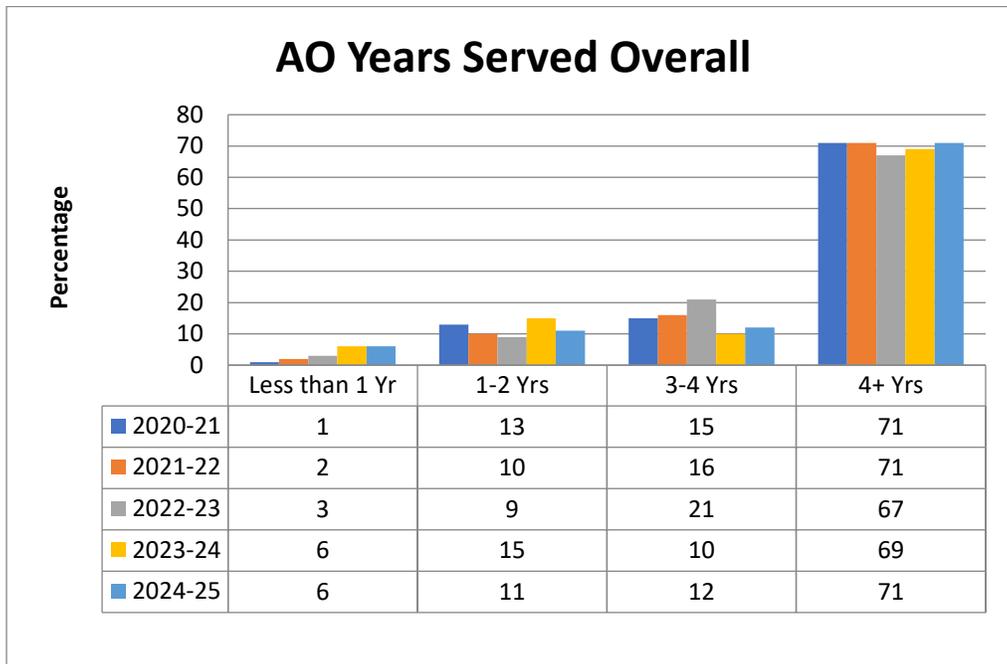
Figure 5

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

AO Years Served At Current College

	Less than 1 Yr	1-2 Yrs	3-4 Yrs	4+ Yrs
2020-21	2	15	14	69
2021-22	1	12	20	67
2022-23	4	11	20	65
2023-24	5	16	9	70
2024-25	6	12	15	67
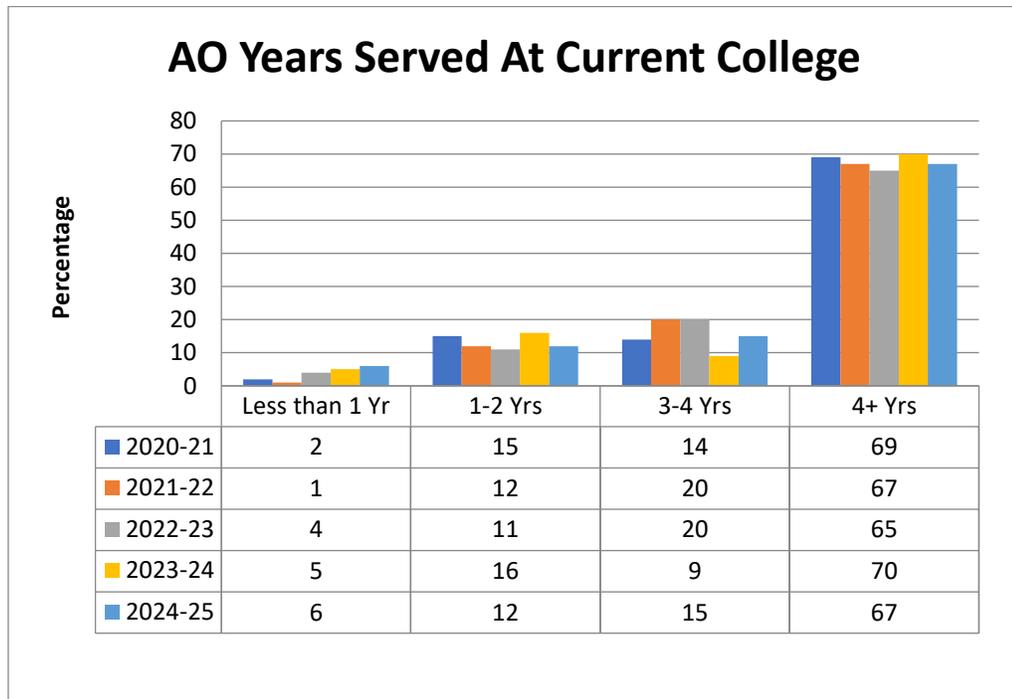
Figure 6

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

FTE Support: Clerical Staff

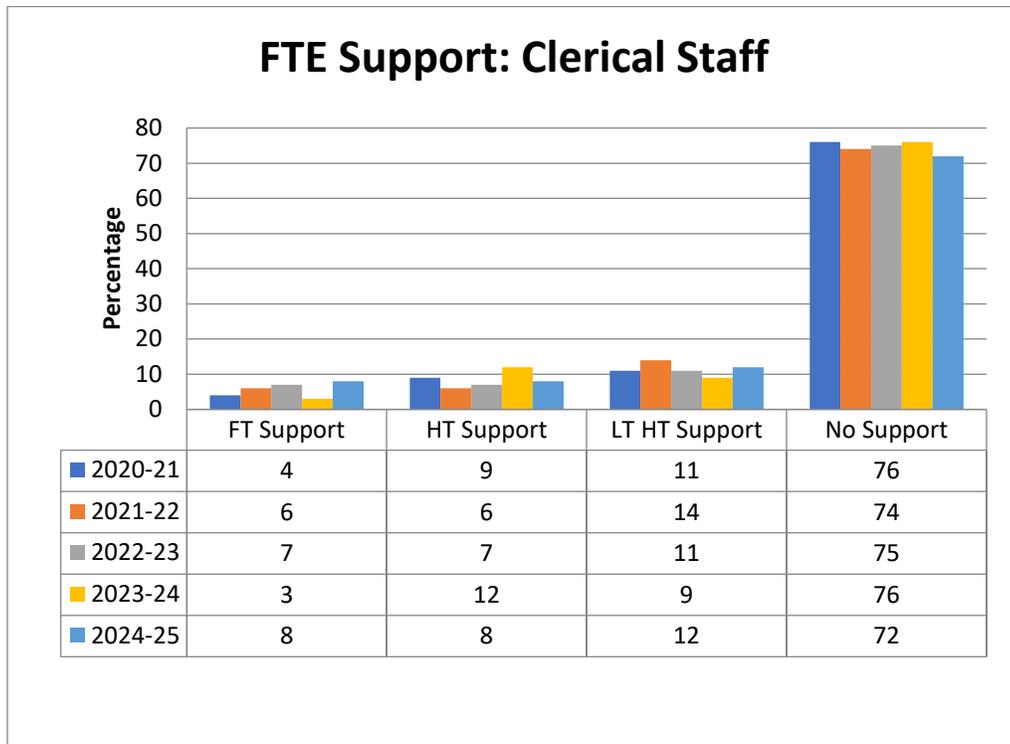|	FT Support	HT Support	LT HT Support	No Support
2020-21	4	9	11	76
2021-22	6	6	14	74
2022-23	7	7	11	75
2023-24	3	12	9	76
2024-25	8	8	12	72

Figure 7

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

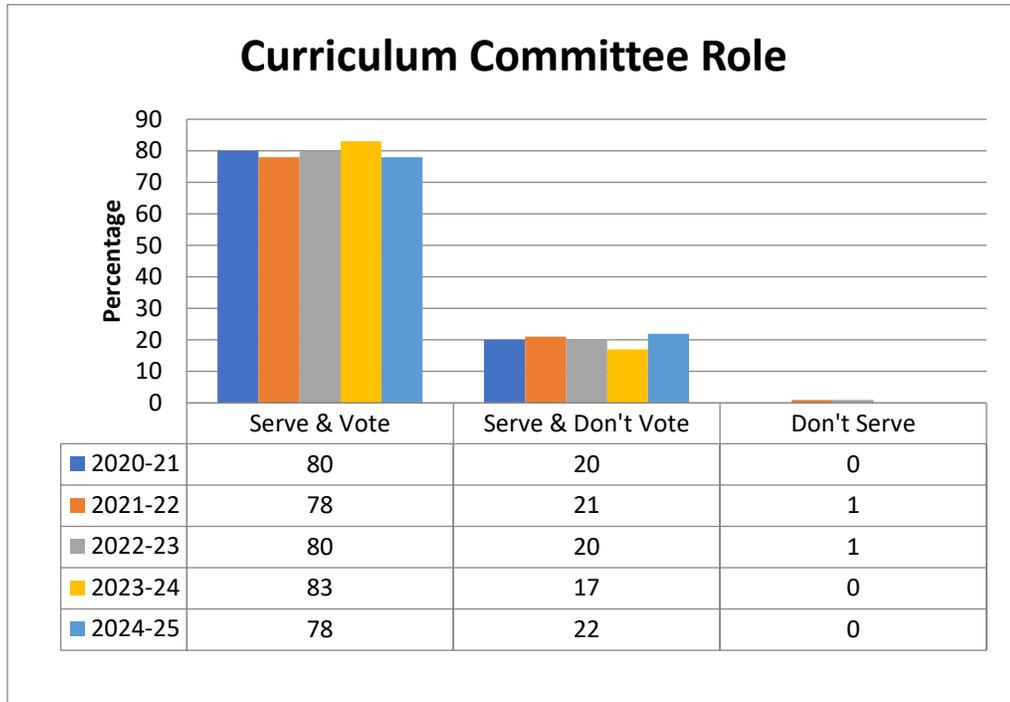## Curriculum Committee Role

	Serve & Vote	Serve & Don't Vote	Don't Serve
2020-21	80	20	0
2021-22	78	21	1
2022-23	80	20	1
2023-24	83	17	0
2024-25	78	22	0

Figure 8

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

Other Roles Served

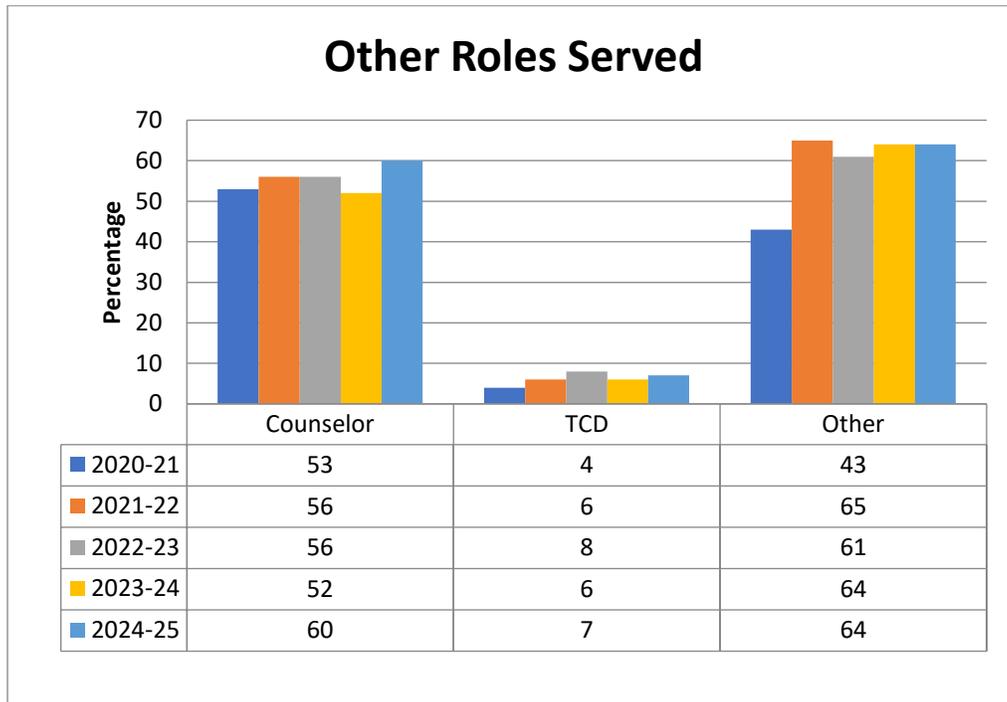|	Counselor	TCD	Other
2020-21	53	4	43
2021-22	56	6	65
2022-23	56	8	61
2023-24	52	6	64
2024-25	60	7	64

Figure 9

For 2024-2025, other roles listed include:

1. Academic Senate President
2. Co-Chair, California Intersegmental Articulation Council
3. Common Course Numbering Coordinator
4. Counseling Department Chair
5. Credit for Prior Learning Coordinator
6. Curriculum Chair
7. Director of Institutional Effectiveness
8. Director of Pathways and Dual Enrollment
9. Extended Opportunity Programs and Services (EOPS)
10. External Credit Evaluator
11. Faculty
12. General Education Committee
13. General Education Faculty Coordinator
14. Tenure Review Coordinator
15. Transfer Counselor

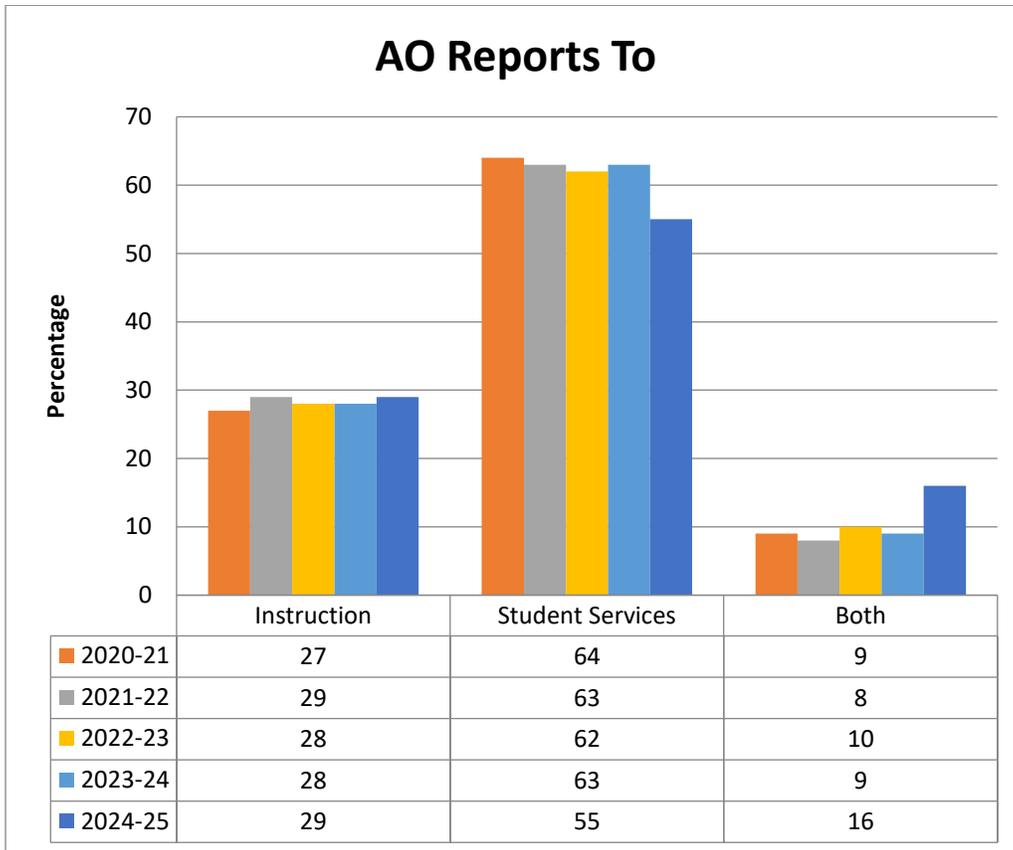10. The articulation officer reports to Instruction, Student Services, or both?

AO Reports To

	Instruction	Student Services	Both
2020-21	27	64	9
2021-22	29	63	8
2022-23	28	62	10
2023-24	28	63	9
2024-25	29	55	16

Figure 10

Section 2: Articulation Activity

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

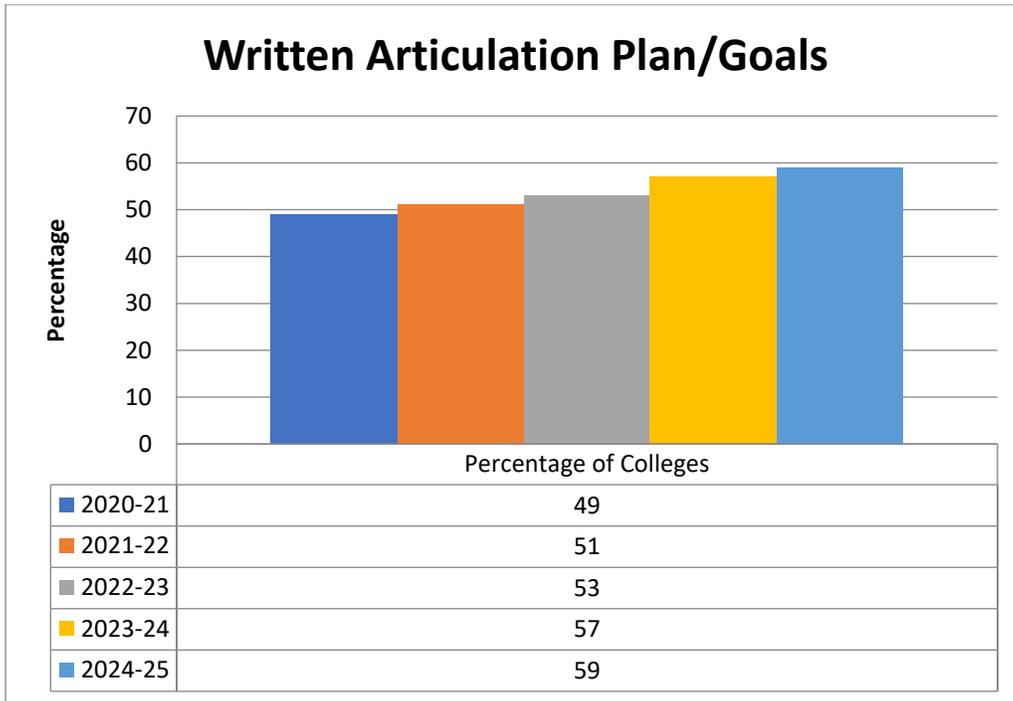**Written Articulation Plan/Goals**

	Percentage of Colleges
■ 2020-21	49
■ 2021-22	51
■ 2022-23	53
■ 2023-24	57
■ 2024-25	59

Figure 11

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

Articulation Goals Coordinated with TC Plan

	Percentage
2020-21	45
2021-22	39
2022-23	44
2023-24	43
2024-25	41
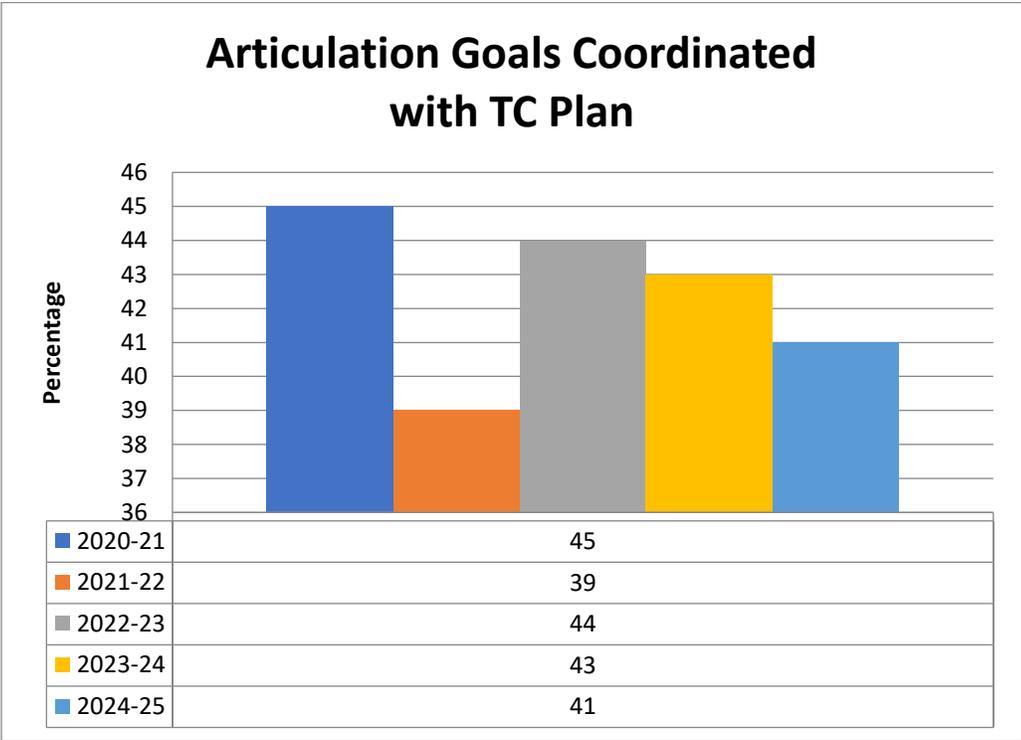
Figure 12

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

Current Status of Articulation Process on Campus

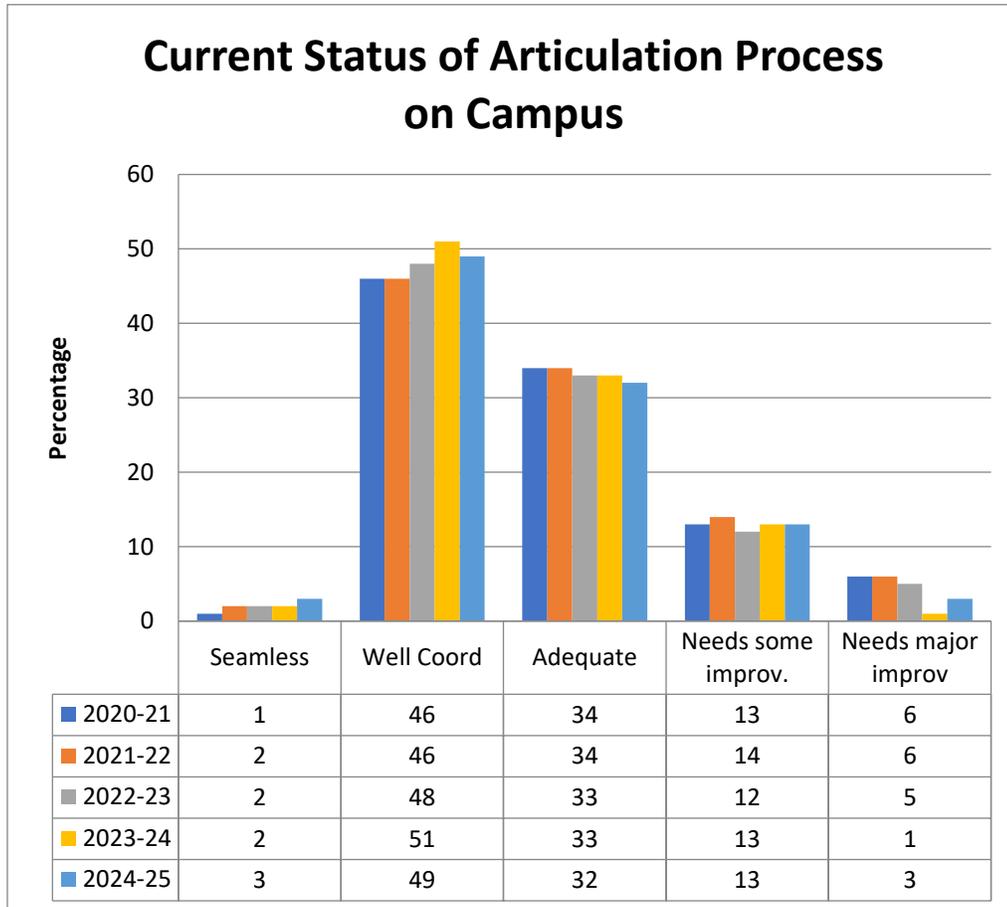|	Seamless	Well Coord	Adequate	Needs some improv.	Needs major improv
2020-21	1	46	34	13	6
2021-22	2	46	34	14	6
2022-23	2	48	33	12	5
2023-24	2	51	33	13	1
2024-25	3	49	32	13	3

Figure 13

Comments when rating "seamless" selected:

1. With the support of a full-time staff member and adjunct counselors in the articulation office, we have been able to expand our efforts beyond the California State University (CSU) and University of California (UC) systems to include private and out-of-state institutions using Transfer Evaluation System (TES) and Transferology.
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. Having issues with Ethnic Studies courses for area 6 of Cal-GETC.
2. Faculty are well aware of articulation deadlines put forth by the Articulation Office.
3. Common Course Numbering (CCN) is complicating articulation with the CSU and UC.
4. We have a non-instructional program review that includes Transfer and Articulation goals.
5. I work closely with the Transfer Center Director (TCD) but we do not have any specific coordinated goals.
6. The role and the goals of the articulation program are well supported by the campus administration and faculty. However, no additional funding to support additional personnel has been allocated due to new legislation.
7. The 3 Articulation Officers in our district coordinate some activities too like Advanced Placement/International Baccalaureate/College Level Examination Program, catalog, articulation of courses within the district, acceptance of external course credits, policies, & counselor training.
8. Due to the overwhelming legislated mandates, there is a significant amount of pressure on AOs to ensure these mandates are implemented effectively to ensure articulation and transfer are not interrupted. We need additional resources.
9. Working on smoother communication between articulation needs and updates that counseling identifies and the articulation officer coordinating the updates.
10. Due to aligned curriculum the [District] has a District Articulation Council (DAC), which is a subcommittee of the District curriculum committee, that meets regularly to address policies, procedures and concerns to ensure consistent decision-making.
11. 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.
12. The AO participates in all campus meetings and initiatives regarding curriculum, transfer and articulation and works closely with faculty, counselors and administrators.
13. I continue to build well-working relationships with discipline faculty, administration, & the Curriculum Office over the years and our practices, while ever changing due to legislative and statewide changes, have been pretty seamless. However, being a department of one & pulled in many directions due to so many systemic statewide changes the role of the AO has consistently been overworked.
14. 2024-2025 was the first time the Articulation Officer was full-time, 100% assignment for articulation duties. This is a huge advancement, but some administrative support would help make it seamless.

Comments when rating "adequate" selected:

1. I've never considered adding Articulation goals to the Transfer Center plan. I will do so moving forward. It would be great to have upfront evaluations.
2. The 2024-25 AO was serving in an interim capacity.
3. The college articulation process on our campus is adequate because there is always room for improvement. There is not enough time for one individual with no clerical support to offer a well-coordinated/seamless process.
4. I am interim, and I started in November, so it has been a work in progress. With Cal-GETC and CCN it has been difficult to learn this role with no campus training and keep up with all the duties.
5. Setting articulation goals as an institution would be beneficial and would improve the current status. Clearly delineating roles and responsibilities within articulation and other duties would be helpful.
6. There has been an influx of new courses along with CCN submissions. The increase in courses being submitted in different cycles makes the articulation process difficult to track. There have also been an increase in revisions to existing courses.
7. My time to actually review each articulation agreement by major has dwindled with the numerous legislative efforts needing to come from the articulation office.
8. Not as seamless as it could be. Need to develop a formal process and educate faculty across campus.
9. The articulation process is currently adequate given the 30% AO assignment. Increasing the AO assignment to at least 50% is crucial to enhancing the articulation process.
10. With all of the changes related to CCN and Cal-GETC I find myself overwhelmed with my workload so I am saying adequate. I used to feel everything was well-coordinated.
11. It continues to take longer to receive responses to articulation requests from CSUs and UCs; some articulation requests were sent years ago. The amount of time and effort spent each year trying to obtain Cal-GETC, Area 6 approval is frustrating, disappointing, and a disservice to students. Keeping up with articulation is increasingly more challenging given CCN.
12. So many changes and legislated mandates are stretching me in different directions & the bare minimum of sending artic requests are falling low on the priority list. The least prioritized are finding gaps in artic on ASSIST in order to send requests.
13. 2024-25 was the final year of articulation duties as part of larger manager role. Starting Fall 2025, AO role is full-reassign and faculty (still same person). Processes are improving as a result of more time for AO to comprehensively engage.
14. Originally, I thought the CC AO needs more staff. I have come to the conclusion, it is the CSU AO who needs dedicated staff to publish course-to-course and

agreements to non-feeder colleges. [UC campus] has staff and excels at publishing agreements.

15. We have reevaluated our curricular process and the role the articulation officer plays in all of it. Now that we have established responsibilities, our current status has improved since last year slightly and continues to grow.

Comments when rating "needs some improvement" selected:

1. Better collaboration between Student Services and Academic Affairs.
2. The prior AO did not have a documented, tracked, or organized system in place that I could build upon. I have had to start from scratch to create a system for [College's] articulation activities.
3. This is more a reflection of my own self-evaluation. After 2 years in this role, I am now figuring out better ways to track curriculum and streamline articulation processes. I would like a more systematic way of requesting articulation from other schools. Right now it's one-offs when I (or a counselor/instructor) notice a course that should be articulated.
4. I have been trying to have our curriculum system formatted to facilitate articulation request since I started in 2019, and this is still a pending item. Some changes have been made but not all my requests. It's challenging when you don't have the proper tech/setup.
5. Before April 2024, articulation was handled by a counselor who wore several other hats. Therefore, articulation was triaged on a case-by-case basis. We have several articulation gaps that need to be filled.
6. The process can be more streamlined to have courses preparing for GE, Associate Degree for Transfer (ADT), or major preparation for the CSU/UC go through a process that asks for input from the AO before they go through Curriculum Committee.
7. The current AO is wearing many hats; it would be best if the AO was a devoted position and that the current AO became an administrator over the entire curriculum process and would work with the new AO.
8. 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.
9. There is little collaboration between the Transfer Center and the Articulation Office. One reports to the VPI, the other to the Dean of Counseling (under Vice President of Student Services).
10. Same as last year - With new legislation and policies that come out every year such as Assembly Bills 928 and 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.

11. The college needs a clear, coordinated process to ensure articulation changes are communicated promptly. Recent issues show how gaps impact students' records and transfer applications, underscoring the need for better cross-department process.
12. No transfer plan has been shared with the articulation officer. The campus is creating a strategic enrollment management plan that has articulation goals.

Comments when rating "needs major improvement" selected:

1. More support is needed. I feel like we have not had time to develop and maintain articulation agreements, and meet transfer-related demands.
2. This year, a part-time counselor was hired to assist with building TES, but is pulled to do counseling when necessary. So, I do continue to need a dedicated Articulation Assistant to support articulation-related matters; legislation and mandates require the expertise of the Articulation Officer, and I am asked to be in a number of collegial governance committees.
3. We need administrative support and understanding.

4. For your college, please rate the <u>quantity</u> 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
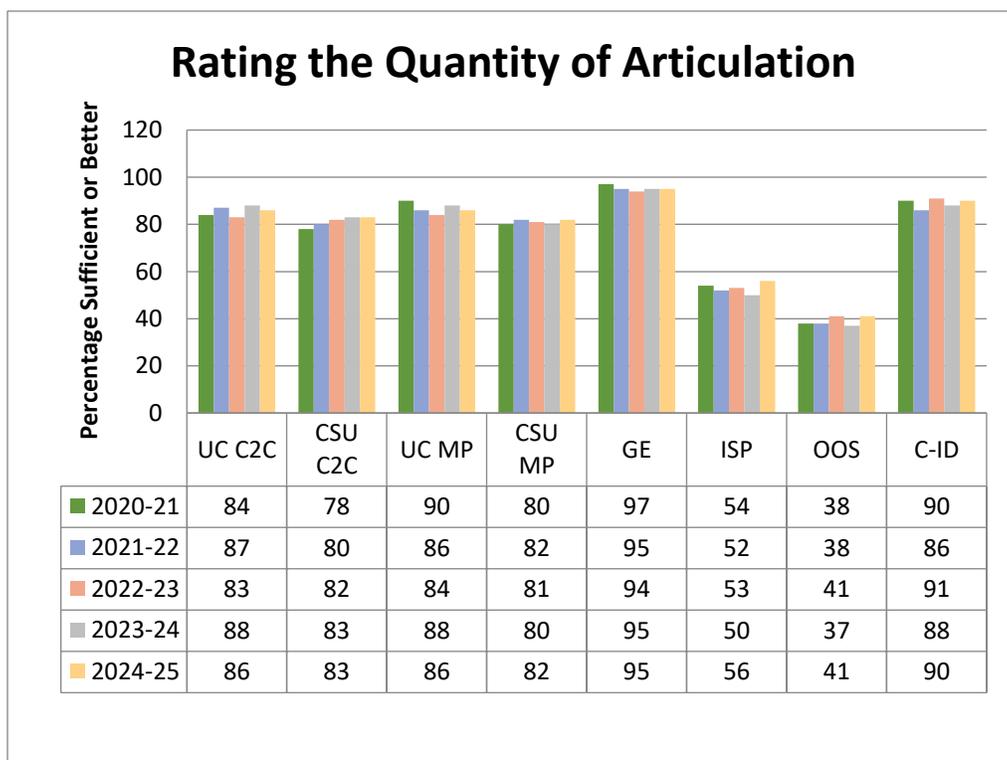   (h) Course Identification Numbering (C-ID) system

Rating the Quantity of Articulation

	UC C2C	CSU C2C	UC MP	CSU MP	GE	ISP	OOS	C-ID
2020-21	84	78	90	80	97	54	38	90
2021-22	87	80	86	82	95	52	38	86
2022-23	83	82	84	81	94	53	41	91
2023-24	88	83	88	80	95	50	37	88
2024-25	86	83	86	82	95	56	41	90

Figure 14

Comments for 2024-25:

1. Over the last year, it appears that there have been some major preparation courses that were no longer articulated. I continue to work on requests for re-evaluation.
2. I would like to dedicate more time to course-to-course and major preparation articulation, but the CCN work has taken precedence for now.
3. We hope that the new CCNs will increase our course-to-course articulations. We have a wide variety of GE classes for most Cal-GETC areas, however Ethnic

Studies continues to be a barrier. We've submitted five courses multiple times, and all but two have been rejected. The reasons for rejections are inconsistent.

4. I identified [in-state private articulation] as sufficient since the onboarding of private institutions in ASSIST is in progress, ADT are recognized by more and more private WASC accredited in-state private institutions. C-ID is sufficient to insufficient because of the number of courses submitted for C-ID designation that have not been reviewed.

5. I would ideally like to spend more time developing articulation agreements but this is challenging due to time limitations, workload, other competing (though needed) work, and the understanding of the AO's role.

6. We submit C-ID courses but they do not get approved on time because lack of evaluators. Or they never get approved, because lack of evaluators.

7. We need to build articulation agreements with private institutions and out-of-state institutions. We need to fill articulation gaps with the CSU and UC.

8. Course to course and major preparation with CSU is insufficient because not all campuses articulate with all CCCs. In 2024-25, the college had necessary C-ID approvals for transfer degrees offered.

9. Criteria for new GE standards should be more clearly identified, so that we can move from sufficient to more than sufficient.

10. More support is needed. I'm only getting about four hours of support a week with clerical tasks, and while articulation is moving forward, we are nowhere near the goals I have set for the position.

11. Series-to-series articulation has led to holes in major prep for majors who only require one course in the series. Courses that are major specific are being required. It's not sustainable for us to build courses a single course for just one campus.

12. Articulation with private or out of state institutions is more difficult because they lack resources to pursue articulation.

13. Some C-ID submissions take a long time to be approved. ISP and OOS course to course articulation agreements have taken a back seat due to CCN & AB 928 implementations.

14. Due to the amount of Legislation impacting the CCCs my time has now focused on that (CCN, Cal-GETC, ADT) and other areas of articulation are not receiving enough support like submitting for articulation agreements with the CSU/UC and Association of Independent California Colleges and Universities (AICCU).

15. For several years now, [CSU campus] has not been updating any major or course-to-course articulation with any of the community colleges on ASSIST. This is an extreme disservice to our students. Not many UCs provide course-to-course articulation.

16. Some CSU campuses will not establish articulation agreements with colleges outside of their local area.
17. There is huge variability in articulation based on receiving institution. Some are very responsive and some do not respond at all, which makes the process very frustrating. C-ID doesn't have reviewers for many disciplines so courses are not reviewed.
18. The only reason I've marked "insufficient" for GE is the difficulty we have getting courses approved for Ethnic Studies (in the past for CSU GE and IGETC and now for Cal-GETC).
19. We only have 2 courses approved for Cal-GETC Area 6. Courses that are clearly Ethnic Studies courses continue to be denied.
20. Ideally there would be an 'unknown' option on [this question] because the feedback loops for in/out-of-state (for example) are not clear nor consistent and lack infrastructure support.
21. Still trying to catch up in C2C and major prep articulation with schools that did not articulate outside of their area in the past.
22. 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, transfer coordinator, and curriculum chairs.
23. Many submissions for C-ID still need to be reviewed.
24. UC has a well-coordinated process and has committed to articulating with all CCCs. The CSU has a campus by campus policy and process for articulating. We do not have annual updates for every campus. UC and CSUs are prioritized.
25. [CSU campus] continues to only update top feeder colleges & articulates outside of ASSIST. Response time for artic requests varies by CSU/UC. Artic of comparable courses within the district varies by CSU/UC.
26. I would like to have more time to revisit old artic agreements created with private institutions, but unless prompted by the institution, it falls to the side with other tasks and projects that take priority with my limited time.
27. GE is sufficient, with the exception of Ethnic Studies.
28. As a rural college with one primary CSU transfer partner, we need to increase course articulations and seamless pathways for students. Intersegmental articulation by system (UCTCA, CalGETC) and intrasystem articulation (C-ID, CCN) are increasing.
29. Working with counselors to get feedback and clarify paths for students where articulation updates might be needed.
30. The plethora of annual legislation impacting articulation/curriculum we are required to implement leaves little to no time to establish articulation agreements

with all the institutions needed by students. Legislated interference has only left exhaustion.

31. C-ID needs to figure out how to move courses through the pipeline.

32. We are always working on improving our agreements for In-State Private and Out of State Institutions. The goal is to always improve year after year. However, it is extremely challenging new laws or initiatives such as [Cal-GETC and CCN].

33. Some C-ID submissions or resubmissions have not been responded to in months or years. In addition, course to course articulation with [our closest UC campus] would be helpful. The private institution acceptance of ADTs and ASSIST inclusion is helpful.

34. We also have international agreements. For subsection (e) we still only have 2 courses approved for Areas F/7.

35. Room for improvement with the private (in and out of state) campuses.

36. This year, CCN is a priority. I have met with faculty and assisted them in editing their courses. CCN funding is helpful, but not all CCCs may have used it to compensate the AO.

37. We need to establish more articulation agreements for in-state private institutions and out-of-state institutions.

38. I would need more time to meet with articulation officers from private and out-of-state schools.

39. Concern re UC ending articulations for AAM courses requiring students to take additional, more advanced, courses to meet requirements or go elsewhere. CCN causing new barriers for continued articulation/concerns about losing GE and major approvals.

40. Need more Cal-GETC Communication courses. Many of the CSU/UC articulation requests go unanswered due to not being a feeder or not having enough university staff.

Section 3: Challenges

1. Commonly reported articulation challenges:

	Percent Reporting Moderate to Extreme Challenge 2022-23	Percent Reporting Moderate to Extreme Challenge 2023-24	Percent Reporting Moderate to Extreme Challenge 2024-25	RANK
Evolution of the role of Articulation Officer w/ increased responsibility	90	88	91	2
Amount of Articulation Officer time	77	74	79	3
Amount of Articulation support staffing	76	81	77	4
Funding Level	55	50	51	
Consistency of funding	48	41	52	
Technology tools and support	39	41	45	
Articulation with University of California institutions	49	43	48	
Articulation with California State University institutions	50	45	50	
Articulation with In-State Private institutions	57	56	52	
Articulation with Out of State institutions	65	62	59	
Currency of course outlines on your campus	29	30	20	
ASSIST usability	18	9	12	
Quality of curriculum updating process on your campus	30	28	29	
Faculty collaboration and partnership	24	22	27	
Administration collaboration and partnership	27	23	21	
C-ID submission process	41	36	30	
C-ID turnaround time	94	91	92	1
Associate Degree for Transfer submission process	49	52	43	
Associate Degree for Transfer turnaround time	61	58	60	5
Efficiency to create courses/programs	38	35	39	
Timeline to create courses/programs	45	47	52	

Figure 15

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

	Percent Reporting as a High Priority 2022-23	Percent Reporting as a High Priority 2023-24	Percent Reporting as a High Priority 2024-25	R A N K
Funding for facilities	8	3	5	
Funding for personnel	54	59	55	1
Funding for equipment/technology	17	14	16	
Funding for operating expenses	21	20	22	
Stronger intersegmental partnerships	42	44	42	2
Professional development	22	16	20	
Campus support for articulation	28	34	28	3
Greater collaboration and partnership with Academic Senate	8	9	10	

Figure 16

User challenges for 2024-25:

1. As a new AO starting in Spring 2025, these are areas that would make the most significant impact in my ability to serve.
2. There needs to be stronger intersegmental partnerships between articulation and university admissions (they are largely siloed). Additionally: administrative assistance and/or time to learn/better use technology for workplace efficiencies.
3. ASSIST should be funded to make articulation more seamless with reporting functionality as well as the ability to send requests and interface with our local course management system.
4. The Chancellor's Office should advocate for all community colleges to have Articulation Officers at 100%.
5. Examples of campus support that would help include funding and assigning work for positions such as curriculum specialists, technicians, and managers; more consideration of articulation requirements/priorities when creating additional assignments.
6. Because the AO role is evolving, additional funding for support staff would be beneficial to the work.
7. Intersegmental support/guidance needed for CCN, catalog rights, AB 1705, AB 928, Credit for Prior Learning, eLumen (and transition to CourseDog). UCs/CSUs with different Cal-GETC policies is a challenge; high-unit STEM major issues; Ethnic Studies struggle.
8. The biggest challenge is obtaining clerical support and funding to attend conferences. Decades ago, articulation officers used to get a $5,000 "stipend" to use for conferences and travel from the Chancellor's Office. I relied heavily on

this to go to CIAC and other conferences. Now I am only able to attend CIAC at best.

9. Degree audit is housed in the articulation office. This has been one of the areas our office cannot keep up with given all the degree changes we have had to implement in a short amount of time.

10. Support and help in the articulation office would help increase articulation agreements.

11. Currently the strongest way to support articulation for me is through partnerships with CSU/UC for GE approval and course to course approval. Denials of GE impact students tremendously and the 1-2 year wait period to hear back as well.

12. With the implementation of CCN, the need for stronger intersegmental partnerships is more critical than ever.

13. It is challenging that funds from the state are not earmarked specifically for articulation. CCN funds have helped but that is not our only articulation effort; that was in addition to our existing position. Articulation for rural campuses is a struggle at times and this is an equity issue for our students.

14. Our biggest challenge right now is implementing CCN and Cal-GETC with our current technology. The technology cannot support CCN and we don't have solutions.

15. Articulation in-reach (starting in 2018) elevated campus understanding and discourse about the importance of intersegmental work and articulation literacy among faculty. This has had an extraordinarily positive impact on AO work locally.

16. Faculty/new admin need more education re C-ID/GE/TCA/ADT processes. Too much legislation creating huge workload on very tight timelines. Increased number of approved ADTs requires huge amount of work re compliance when revised.

17. Recent regulations are increasing strain on articulation process.

18. Funding for personnel would greatly increase the efficiency of the articulation process and increase the number of agreements updated annually across all public and private institutions.

19. Most choices here aren't challenges. Requiring the UC to help develop all CCN templates & accept them for articulation, adding AO support at every college, & adding staff to the Chancellor's Office to review programs in COCI would make the most difference.

20. AO role sits atop other roles/titles (e.g., manager, faculty with reassign). This creates instability with funding and dedicated time. No local digital tools for tracking and processing. Everything through Excel and CMS.

21. Complete lack of supervisor communication and support. Little to no assistance provided by my part-time articulation assistant. No travel budget to attend conferences/trainings impede my ability to stay current with articulation and curriculum efforts.

22. As AOs continue to be involved in the implementation of new laws, the increased Cal-GETC and CCN funding has been helpful to complete required work. Intersegmental communication - greater clarity from partners needed on some implementation issues.
23. Submission timeline and effective terms are out of sync. Feedback provided by IGETC/CSU GE reviewers is generic and not helpful and decisions seem arbitrary as standards are not consistently applied in the same way across all CCCs (i.e., colleges submitting the same COR could have different outcomes). C-ID artic review inconsistent/ineffective, should be handled thru ASSIST.
24. Referring to our Systems Offices (Chancellor's Office, UCOP, and CSU). Thanks to CIAC our college to college intersegmental partnerships are really quite good.
25. 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.
26. Advocate for a unified, cross-segment system where one approved course aligns consistently for UC, CSU, and CCC transfer, reducing redundant reviews and ensuring equity for students.
27. Multiple legislative changes at once. C-ID is a huge barrier. ADT reviews not timely and inconsistent.
28. 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.

Section 4: Expenditures
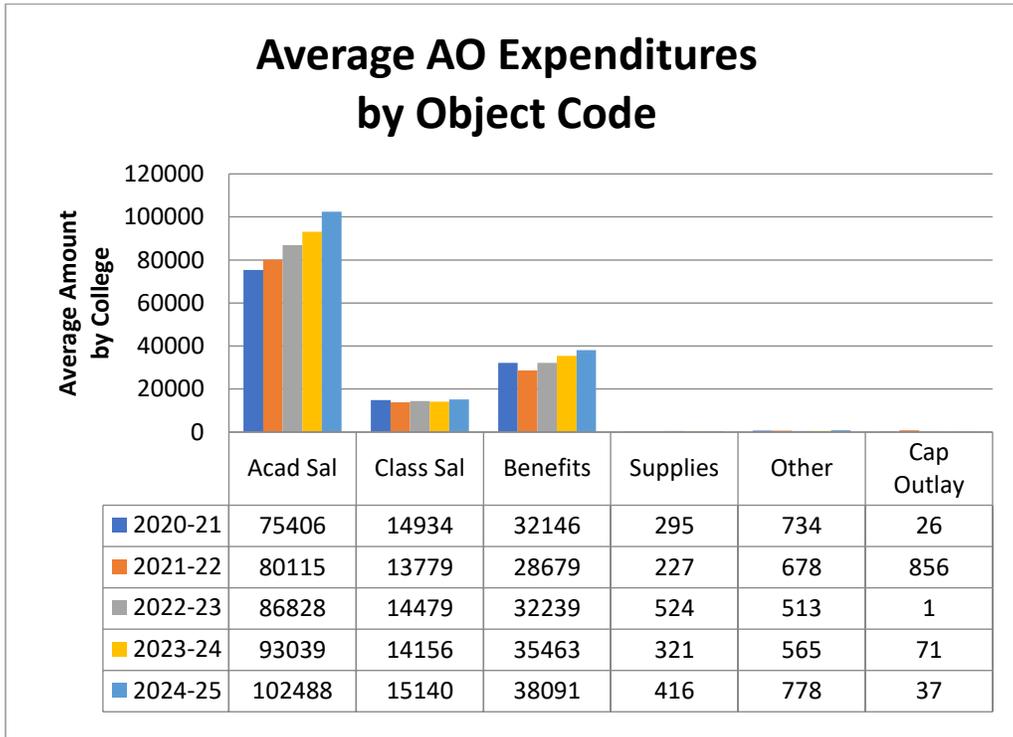
1. Average Dollars Spent per Object Code

Average AO Expenditures by Object Code

	Acad Sal	Class Sal	Benefits	Supplies	Other	Cap Outlay
2020-21	75406	14934	32146	295	734	26
2021-22	80115	13779	28679	227	678	856
2022-23	86828	14479	32239	524	513	1
2023-24	93039	14156	35463	321	565	71
2024-25	102488	15140	38091	416	778	37

Figure 17

2. Average Articulation Office Allocation per College

Average Articulation Office Allocation per College

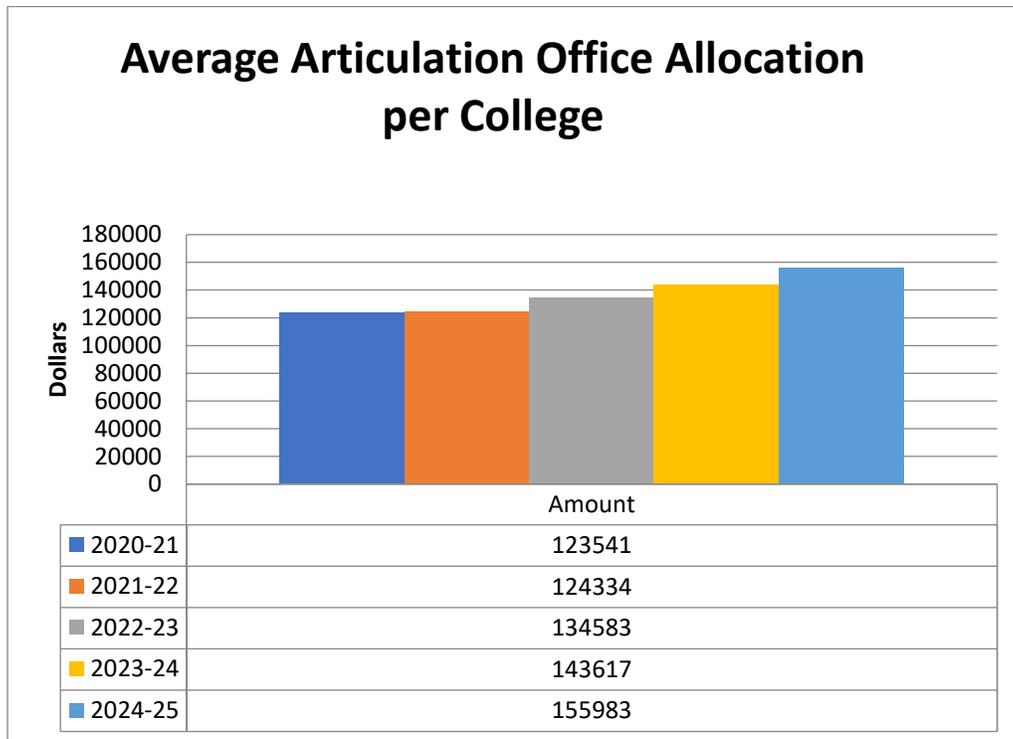|	Amount
2020-21	123541
2021-22	124334
2022-23	134583
2023-24	143617
2024-25	155983

Figure 18

3. Total Income Breakdown by Percentage

Average Income Source by Percentage

	Gen Fund	Grants	Other
2020-21	93	2	5
2021-22	95	2	3
2022-23	94	2	4
2023-24	90	5	5
2024-25	88	8	4

Figure 19