Chancellor's Office
California Community Colleges

Articulation Addendum Report
Results for 2021-22 Academic Year

Contents

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 (AO). 107 colleges reported for academic year 2021-22.

This report does not include the colleges listed below who did not certify a report by the reporting deadline. Included in this list are those colleges who are waived of reporting for 2021-22, as they are participating in a streamlined reporting pilot project. A notation of (P) is next to those colleges who participated in the pilot.

Alameda College
Chaffey College
Los Angeles Southwest College
Los Angeles Trade Tech College
Norco College (P)
College of the Redwoods
Riverside City College (P)
Santa Rosa Junior College

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

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...

- 43 percent of Articulation Officers are full-time, and 41 percent are one-half time with remainder having less than one-half time contracted for articulation duties.
- A vast majority of Articulation Officers (90%) are Faculty/Certified.
- 32 percent of Articulation Officers are on a 10-month schedule, 36 percent on an 11-month schedule and 29 percent on a 12-month schedule. Three percent are less than a 10-month schedule.
- 71 percent of the Articulation Officers have been in their profession for 4 years or more, consistent with the previous year.
- Overall, 65 percent of Articulation Officers have been at their current college four years or more, representing a slight decrease in duration from the previous year.
- 74 percent of the Articulation Officers report that they do not have any clerical support, a decrease of two percent from the previous year.
- 99 percent of the Articulation Officers serve on the Curriculum Committee, of which 78 percent also have voting privileges.
- 63 percent report with the Student Services area, 29 percent to Instruction.
- 51 percent of colleges have a written articulation plan, up two percent from the previous year.
- 39 percent coordinate articulation goals or activities with the Transfer Center Plan, down six percent from the previous year.
- 48 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).
- CCC Articulation Officers rated the quantity of articulation as increased or near the same across most categories compared to the previous year. Detailed comments are provided (see Figure 14).
- Slow C-ID program review and turn-around for submitted course outlines tops the list as the most prevalent articulation challenge, similar to the 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 $124,334 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?
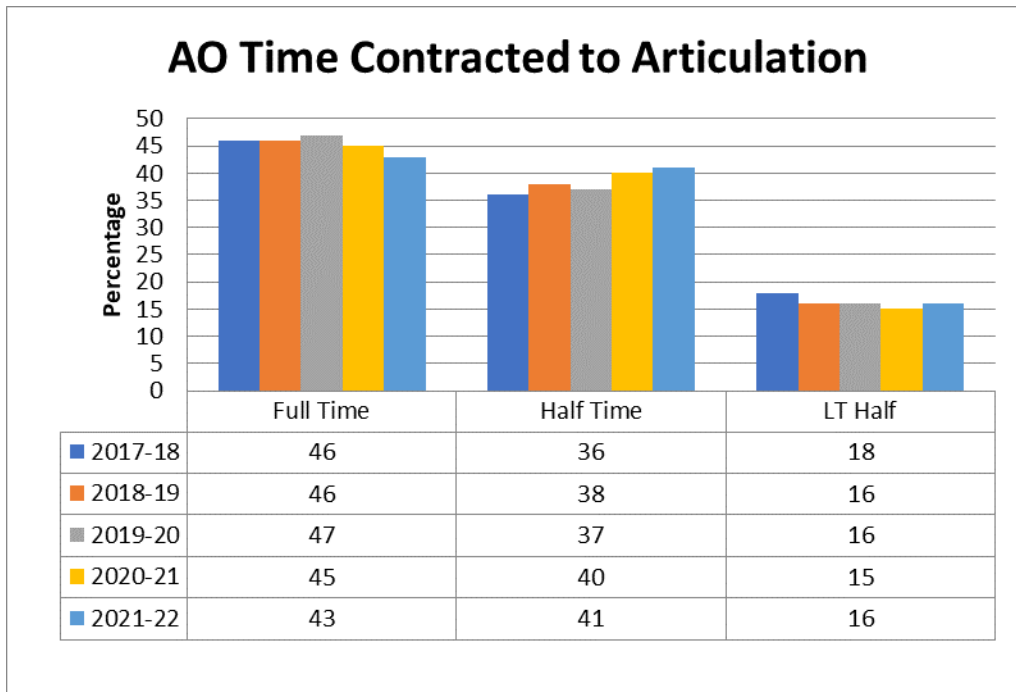
AO Time Contracted to Articulation

	Full Time	Half Time	LT Half
2017-18	46	36	18
2018-19	46	38	16
2019-20	47	37	16
2020-21	45	40	15
2021-22	43	41	16

Figure 1

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

Avg AO Time Toward Tasks

	Curric	Agreements	In-reach/Ed	Admin	Other
2017-18	47	24	12	8	9
2018-19	49	23	12	7	9
2019-20	52	21	11	7	9
2020-21	51	21	11	8	9
2021-22	51	21	12	7	9
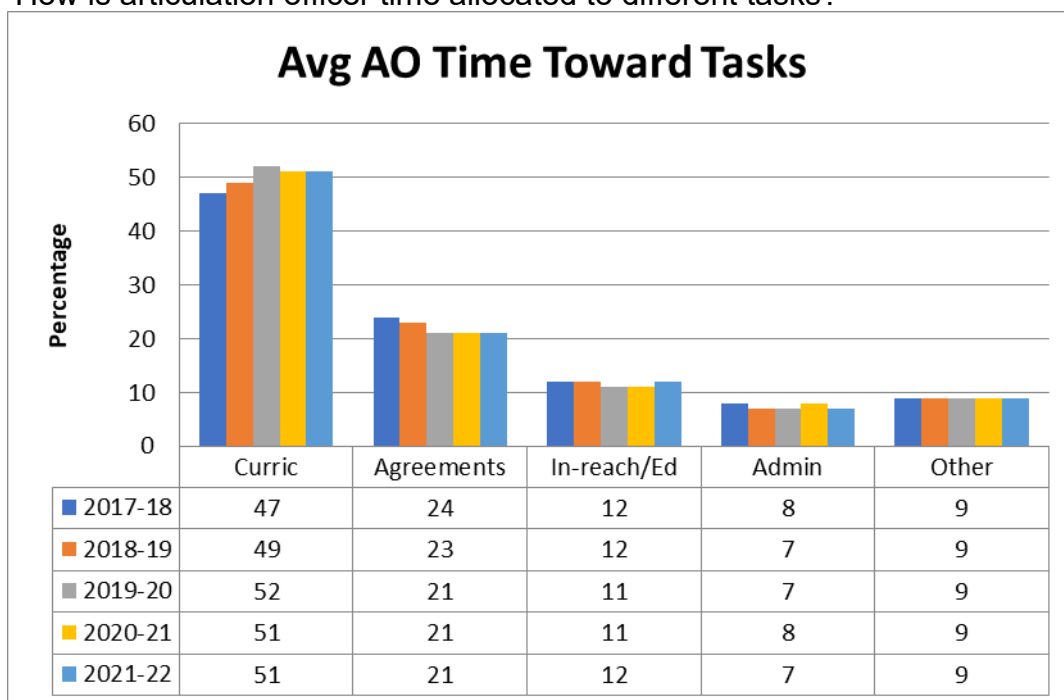
Figure 2

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

AO Position Type

	Classified	Admin/Mngmnt	Faculty/Cert
2017-18	9	6	85
2018-19	10	3	87
2019-20	9	3	88
2020-21	9	4	87
2021-22	7	3	90
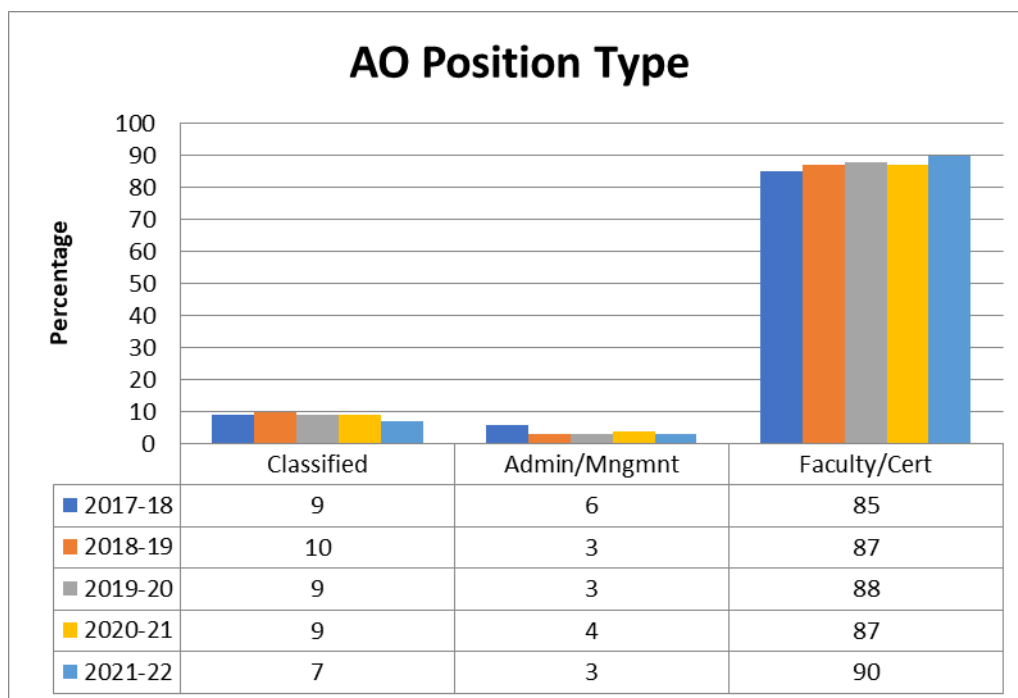
Figure 3

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

AO Schedule

	LT 10mo	10 Mo	11 Mo	12 Mo
2017-18	2	40	28	30
2018-19	3	39	29	29
2019-20	2	36	32	30
2020-21	3	35	33	29
2021-22	3	32	36	29
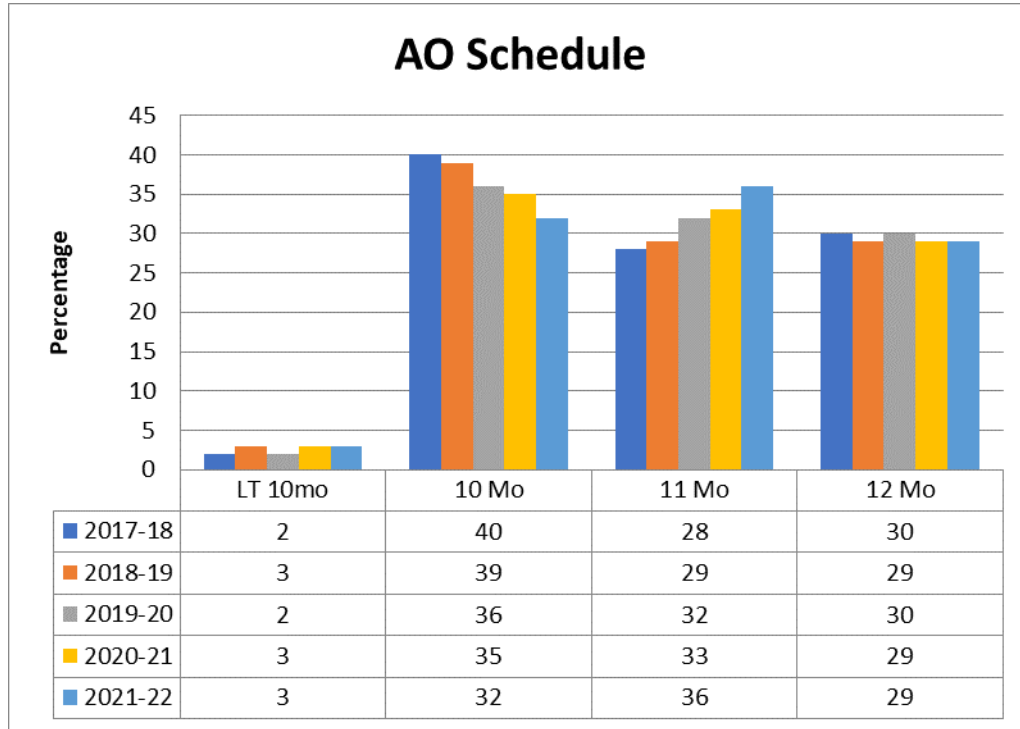
Figure 4

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

AO Years Served Overall

	LT 1 Yr	1-2 Yrs	3-4 Yrs	4+ Yrs
2017-18	4	19	13	64
2018-19	6	11	18	65
2019-20	6	18	19	57
2020-21	1	13	15	71
2021-22	2	10	16	71
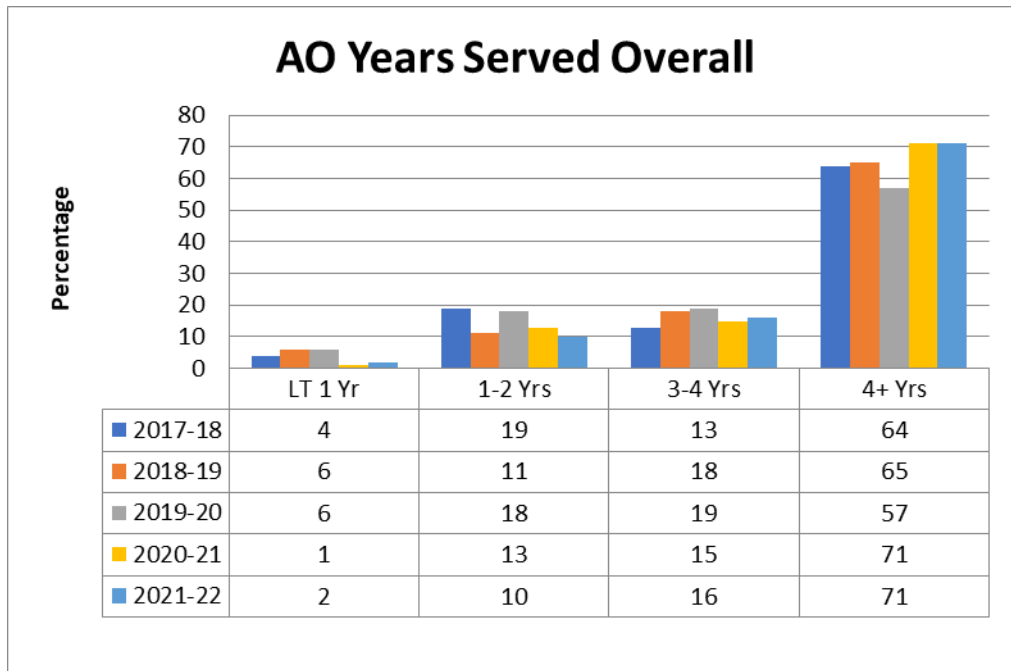
Figure 5

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

AO Years Served At Current College

	LT 1 Yr	1-2 Yrs	3-4 Yrs	4+ Yrs
■ 2017-18	5	21	15	59
■ 2018-19	7	12	19	62
■ 2019-20	6	19	19	56
■ 2020-21	2	15	14	69
■ 2021-22	1	12	20	67
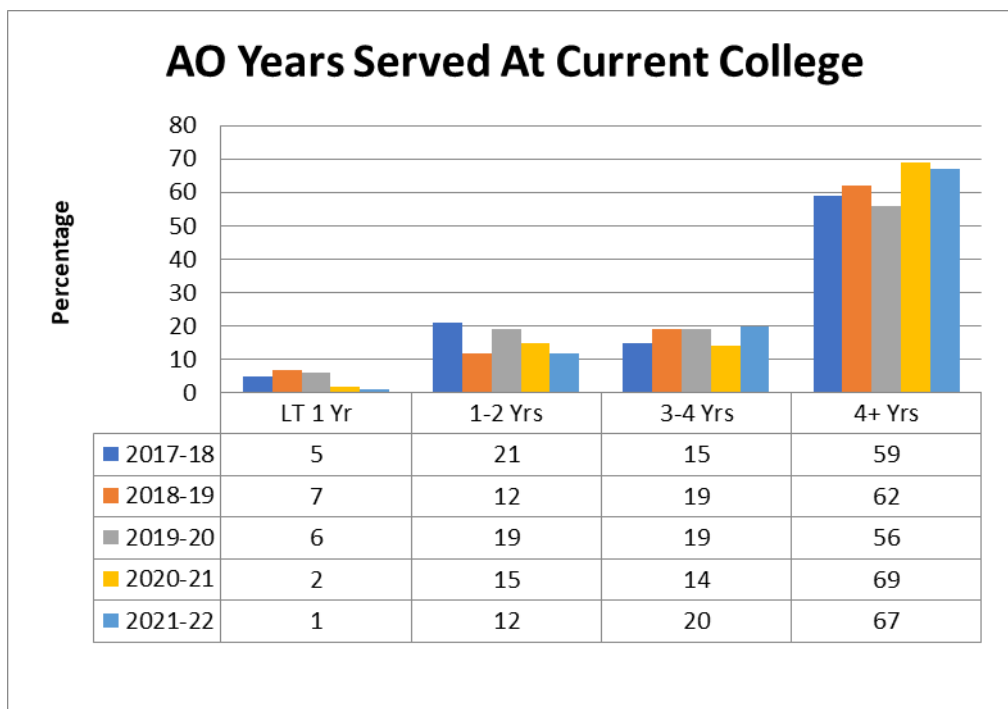
Figure 6

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

FTE Support: Clerical Staff

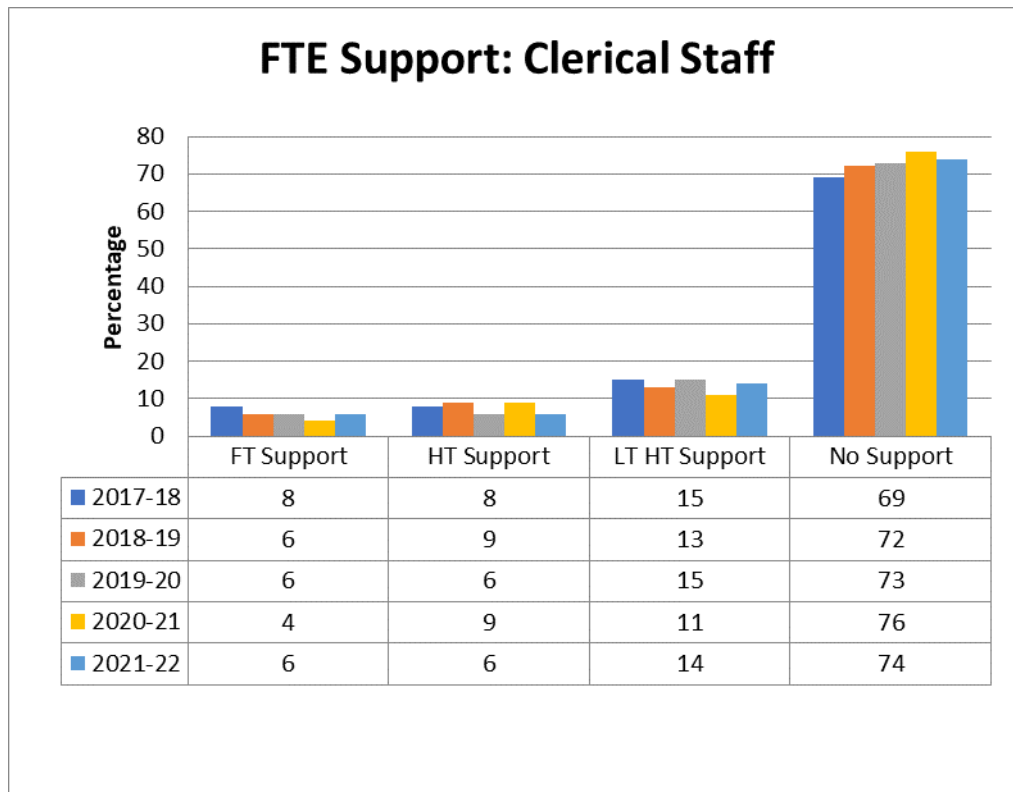|	FT Support	HT Support	LT HT Support	No Support
2017-18	8	8	15	69
2018-19	6	9	13	72
2019-20	6	6	15	73
2020-21	4	9	11	76
2021-22	6	6	14	74

Figure 7

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

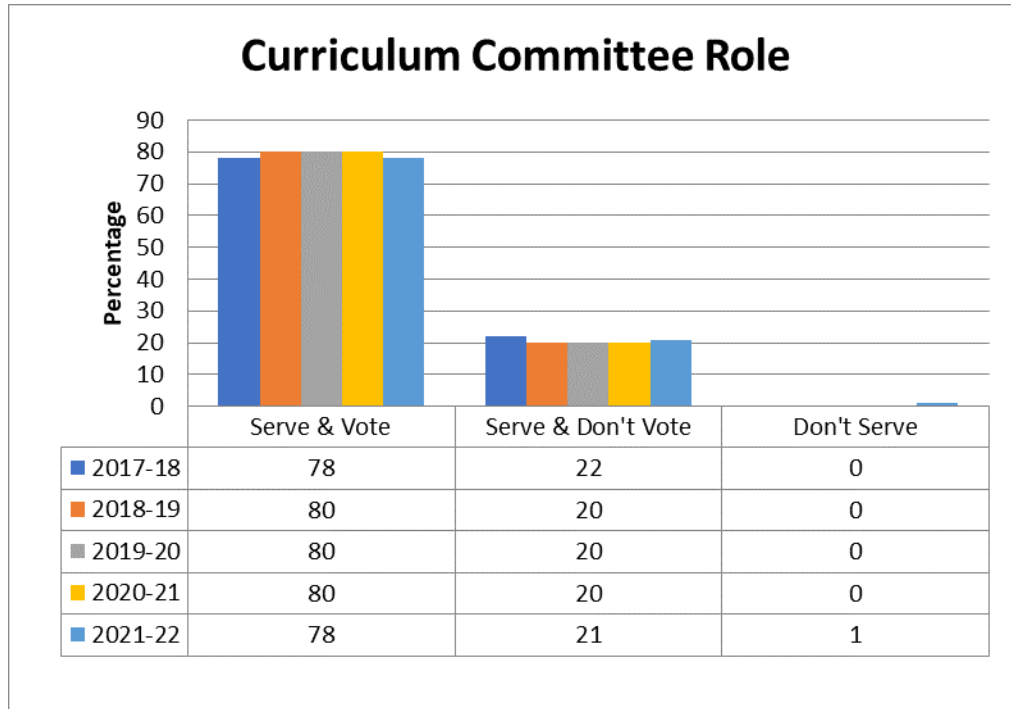## Curriculum Committee Role

	Serve & Vote	Serve & Don't Vote	Don't Serve
2017-18	78	22	0
2018-19	80	20	0
2019-20	80	20	0
2020-21	80	20	0
2021-22	78	21	1

Figure 8

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

Other Roles Served

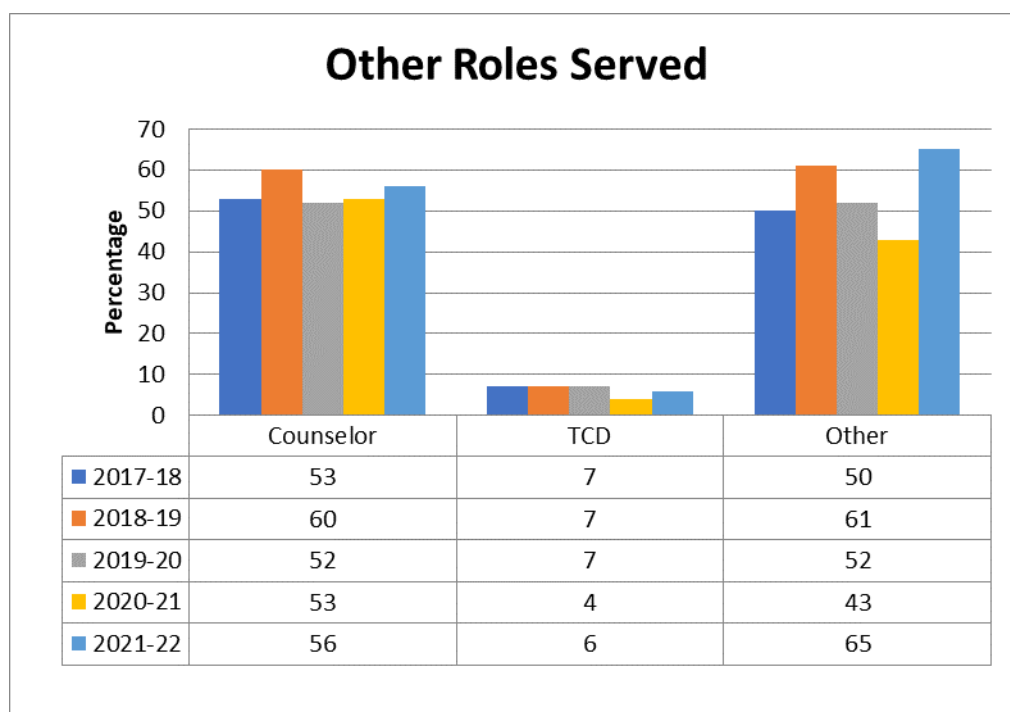|	Counselor	TCD	Other
2017-18	53	7	50
2018-19	60	7	61
2019-20	52	7	52
2020-21	53	4	43
2021-22	56	6	65

Figure 9

For 2021-2022, other roles listed include:

1. SLO Coordinator
2. Curriculum Committee co-chair
3. Adjunct librarian
4. Curriculum analyst
5. Office of Instruction Supervisor
6. Credit for Prior Learning (CPL) Implementation Coordinator
7. Director, Honors Transfer Program
8. Degree Works Coordinator
9. Guided Pathways Faculty Coordinator
10. Instructional faculty
11. Academic Senate Vice President

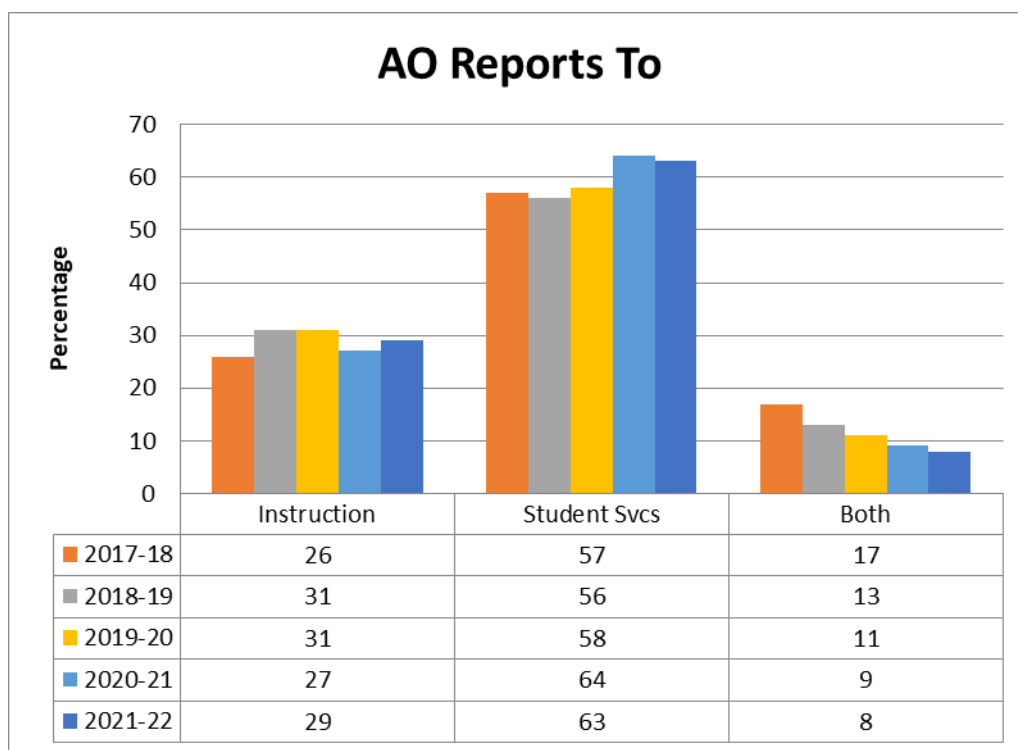10. The articulation officer reports to Instruction, Student Services, or both?

AO Reports To

	Instruction	Student Svcs	Both
2017-18	26	57	17
2018-19	31	56	13
2019-20	31	58	11
2020-21	27	64	9
2021-22	29	63	8

Figure 10

Section 2: Articulation Activity

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

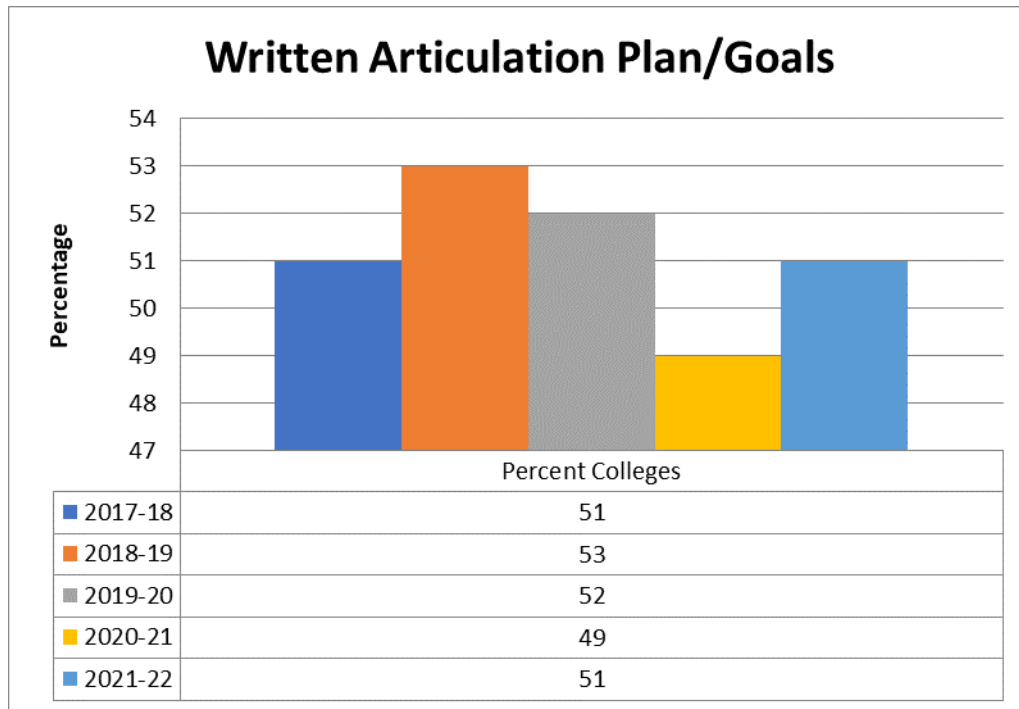**Written Articulation Plan/Goals**

	Percent Colleges
■ 2017-18	51
■ 2018-19	53
■ 2019-20	52
■ 2020-21	49
■ 2021-22	51

Figure 11

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

Articulation Goals Coordinated with TC Plan

	Percentage
2017-18	48
2018-19	47
2019-20	44
2020-21	45
2021-22	39
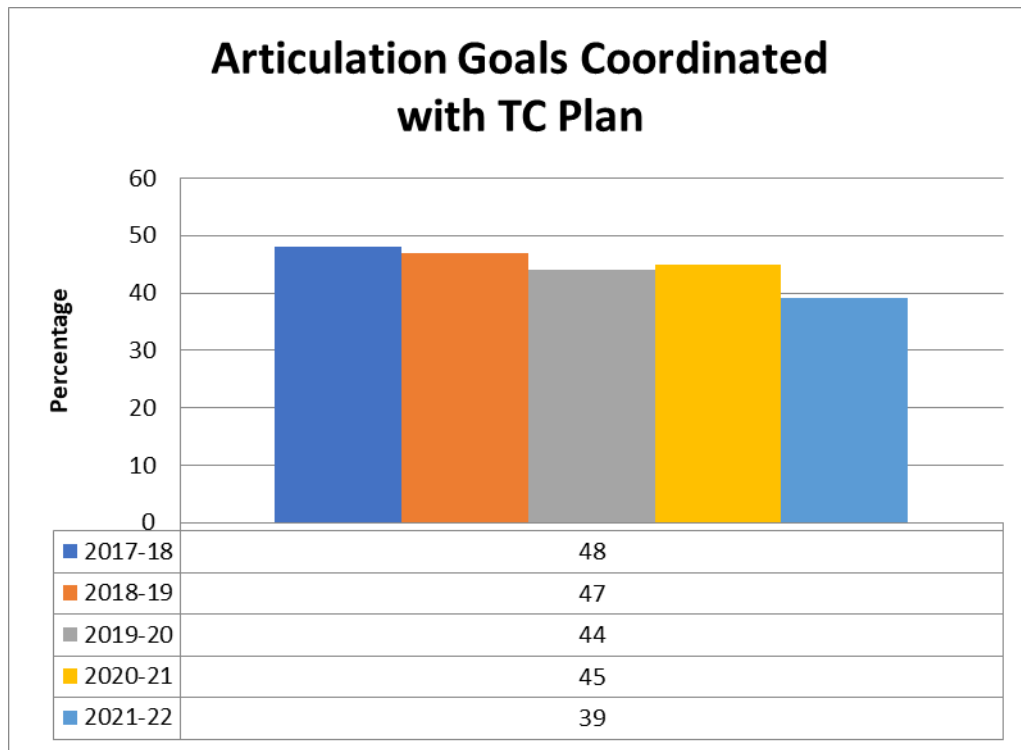
Figure 12

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
2017-18	1	41	42	10	6
2018-19	1	43	39	16	1
2019-20	1	38	38	17	6
2020-21	1	46	34	13	6
2021-22	2	46	34	14	6
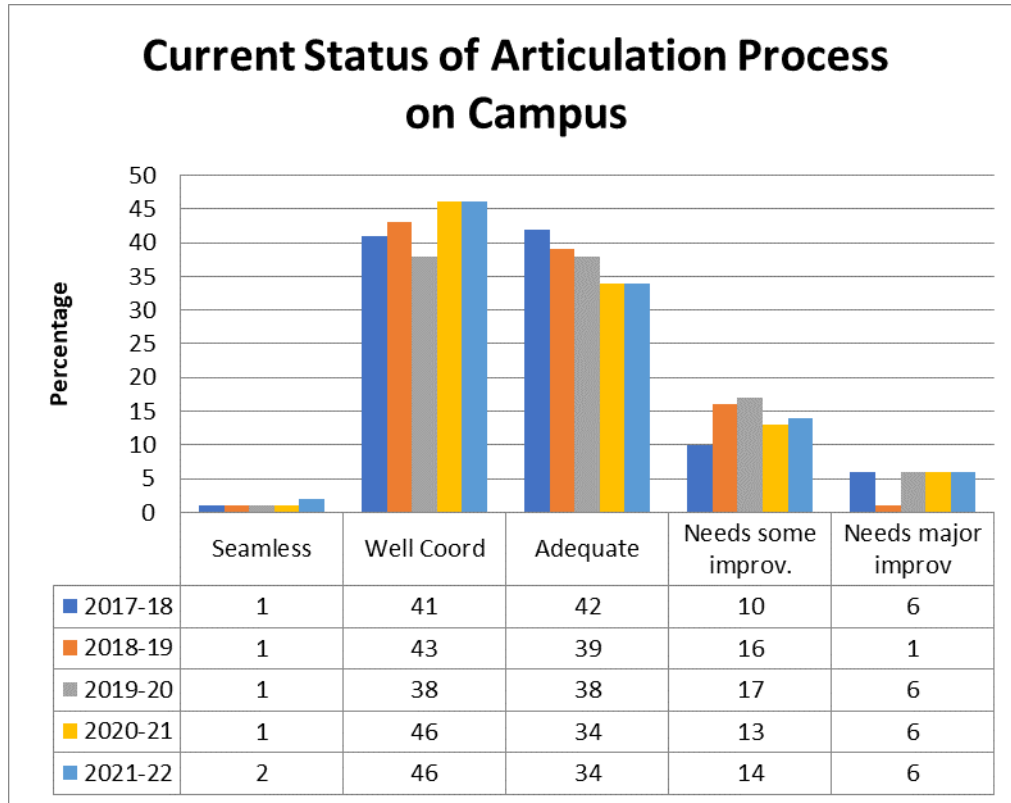
Figure 13

Comments when rating "well-coordinated" selected:

1. We don't have a course management system (CMS) yet nor can our college data base interface with ASSIST in a helpful way.
2. Would like more time to expand articulation efforts, especially with independent/private colleges/universities, Transcript Evaluation Service (TES) and CSU/UCs out of the region. However, legislation implementation efforts related to transfer/articulation limits the time to do so.
3. It is critical to coordinate articulation functions with the transfer center. [Our college] has not had a transfer center director for more than one year.
4. [Our college] currently does not have an official Transfer Center Plan, but program review goals established regarding transfer are coordinated with articulation. Interim Transfer Center Coordinator will be hired soon. Hoping that position can get a plan in place.
5. I regularly communicate with our four-year partners on matters of articulation.
6. Very coordinated with curriculum but could use more time for course-to-course articulation.

7. The Articulation Officer and Transfer Center Director work well together; however, more time is needed for collaboration between AO and TCD.
8. The AO position has split from the Transfer Coordinator position which allows more time for a better articulation process.
9. We are a new college, so we don't have an official Transfer Center Plan yet. A Transfer program review was completed this year, and the Articulation program review is slated for next year. Transfer and Articulation coordinate activities as needed.
10. The AO participates in all campus meetings and initiatives regarding curriculum, transfer and articulation, and works closely with faculty, counselors and administrators.
11. Other than the limits ASSIST continues to present for curating articulation histories, the process is working. [Our college] is almost completed with all C-ID/Templates for Approved Transfer Model Curriculum (TMC) possible and now reinforcing four-year articulations where they are lacking.
12. 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.
13. I coordinate with educational services at the district office as well as the district evaluations and curriculum committees. I work closely with the curriculum chair and specialists.

Comments when rating "adequate" selected:

1. [Our] Articulation Officer position was vacant from January 2022 through September 2022.
2. A full-time articulation officer is needed to reach a well-coordinated or seamless level.
3. Adequate only because there is so much to manage.
4. Articulation needs support staff to enable the Articulation Officer the time needed to continue supporting culturally relevant curricula, Vision for Success, Guided Pathways, transfer, AB705, Credit for Prior Learning (CPL), and now competency-based education, AB 928, AB 1111.
5. The articulation office needs support staff to help with the technical areas of articulation.
6. The Articulation Officer is assigned approximately .30 full-time equivalent (FTE) for articulation duties and responsibilities. Balancing general counseling, transfer center director, and articulation officer responsibilities is an ongoing challenge.
7. The interface with discipline faculty and the Curriculum Committee/local Senate is strong. The AO is involved in educating faculty around new legislation and curriculum development. Articulation agreement tracking and resource support is needed for the AO.
8. COVID and working offsite has been a major change.
9. Every year it becomes more and more challenging to keep up with all that is expected with articulation in addition to other job responsibilities. I am able to do required tasks, but not much more.

10. Moving to streamline processes and educate faculty now that I have learned my position better.
11. [Our college's] articulation process is improving each year. ASSIST Next Gen availability to the public as well as the ability to download CORs has benefited for submitting and requesting articulation course-to-course/lower division major requirement.
12. AO is mostly autonomous and alone determines needs, goals, and priorities. Not part of integrated plan with other departments. Coordination only involves AO reporting out activities to various committees.
13. The articulation process is currently adequate given the 30% AO assignment; however, in order to improve the process, faculty at our campus are advocating for the position to be increased to 50% as it is recommended by an Academic Senate for California Community Colleges (ASCCC) resolution regarding articulation.
14. A Transcript Reader/software program that works with Banner would greatly increase the turnaround time for evaluation of external transcripts, which benefits students and would reduce the large amount of time spent evaluating external transcripts.
15. I have not been able to update and create new articulation agreements due to high workload of being curriculum co-chair.
16. Ever-growing demands including new online Catalog, district-wide Banner articulation project, Credit for Prior Learning, Ethnic Studies, accreditation work, heavy involvement in Curriculum as Co-Chair and general education (GE) chair mean less time for articulation.
17. At the mercy of UC and CSU faculty.
18. The Curriculum Chair and Program Assistant are not able to work with the Articulation Officer as much as we would like due to availability of allotted time to work on articulation specific projects.

Comments when rating "needs some improvement" selected:

1. Position is transitioning from Counseling Faculty to Instruction, and we don't have an assigned Articulation Officer currently. We have been splitting responsibility of the role between two individuals with inadequate amount of release time.
2. There is no permanent position yet since the last AO retired in spring 2020. The position is being backfilled by an adjunct retired annuitant.
3. With a recent increase to 67%, there is more sufficient time to commit to ensuring the campus is current with articulation updates/changes. It has also allowed more time for in-reach. However, with AB 928 and AB 1111, a full-time role and support is needed.
4. We just hired our first dedicated articulation officer/general counselor, and our status will be much transformed for the better in 2022-23.

5. As seems to always be the case, instructional faculty could be more responsive to articulation inquiries (updating outlines, meeting deadlines such as C-ID expiration dates, GE submissions, and the like). Well-intentioned but busy.
6. There needs to be more support in terms of additional time to do the work and staff to alleviate the amount of work in articulation.
7. More time needed for articulation.
8. Many areas and topics are not processed through the AO for directions and advisement.
9. Agreements with CSU and UC articulation agreements remain a challenge and allowing other research projects to be completed.
10. Technology challenges hinder the process.
11. We are making strides to ensure that articulation is more central to the curriculum approval process. We still need to create more seamless processes that make the discipline faculty central to identifying and requesting articulations.
12. For starters, we have a new curriculum chair with a new AO. You can imagine the learning curve for both positions. Plus we have a new eLumen system and needing the technical expertise to help with curriculum management.
13. Continue to need a dedicated Articulation Assistant to support articulation-related projects; the challenges to articulation continue to grow with AB928, AB111, AB927 and other CCCCO mandates. As an AO I am a critical member in collegial governance committees.

Comments when rating "needs major improvement" selected:

1. Full time AO and clerical support needed. More time needed to work with faculty, develop/maintain articulation, and keep up with external demands. Section I.8 [of the articulation addendum report] refers to a position that supported articulation and the larger program at less than 2 percent.
2. Majority of employees, including faculty and administrators, have no clue on how transfer works and the role articulation plays in it.
3. Need more faculty awareness of curriculum development for the purpose of transfer.
4. Faculty are detached from the articulation process and could benefit greatly from understanding how curriculum can/should be backward-designed from articulation goals.
5. [Our college] has been without a Full-time AO for many years. A lot of changes are happening, and they are preparing to recruit for a new AO. In the meantime, there is an adjunct serving as AO trying to help establish a new articulation process and goals.
6. The process is getting more labor intensive every year due to new legislation. There is a need for a full-time articulation assistant.

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
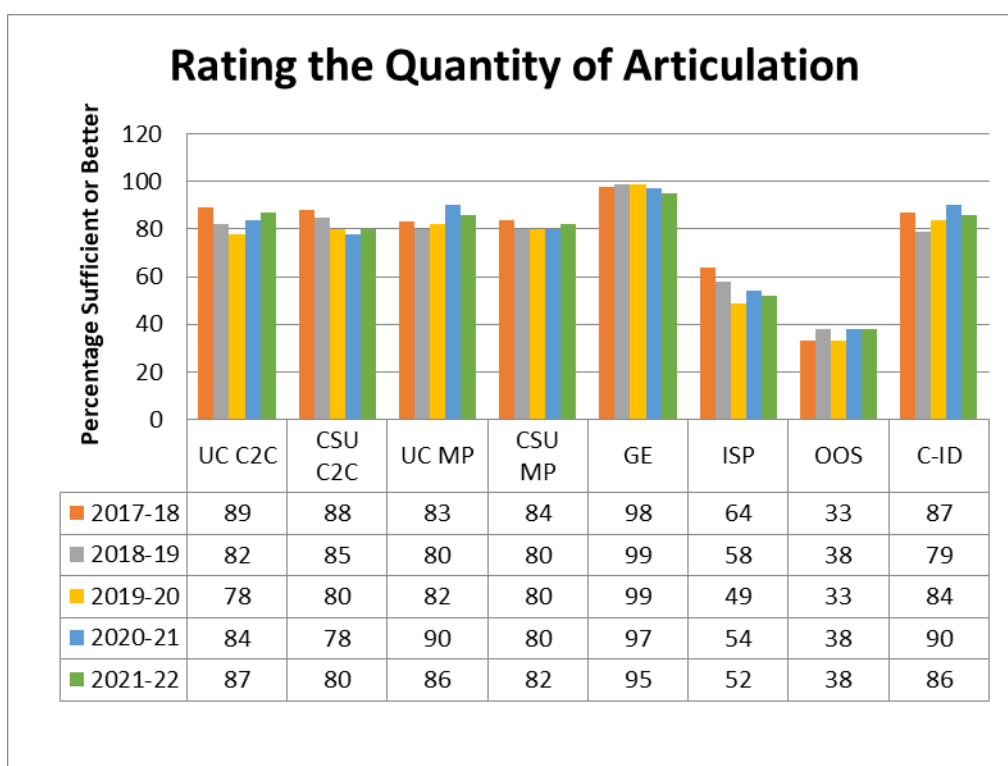   (h) Course Identification Numbering (C-ID) system

Rating the Quantity of Articulation

	UC C2C	CSU C2C	UC MP	CSU MP	GE	ISP	OOS	C-ID
2017-18	89	88	83	84	98	64	33	87
2018-19	82	85	80	80	99	58	38	79
2019-20	78	80	82	80	99	49	33	84
2020-21	84	78	90	80	97	54	38	90
2021-22	87	80	86	82	95	52	38	86

Figure 14

Comments:

1. I do not have enough time to dedicate to C-ID.
2. We have too many courses in CSU-GE and Intersegmental General Education Transfer Curriculum (IGETC). Faculty are always trying to create new curriculum to meet GE and not realizing how it is not an automatic approval and which students are likely to take it.
3. Developing reciprocity for [our college's] students. Continued challenges with out-of-state and private school transcripts regarding course-to-course credit.
4. CSU campuses (SDSU) need to engage in the articulation process with CCCs that are not in their local area. [Our college's] CSU-GE is insufficient because

only one course was approved for Area F posing a huge barrier for students wanting to earn an Associate Degree for Transfer (ADT) by 2022-2023.

5. We are still waiting for articulation with CSULB, CSUSB, SDSU, and (for years, in some cases) C-ID, but C-ID delays haven't prevented us from getting ADT approvals, thanks to CCCCO's 45-day C-ID policy. CSU GE Area F approvals have been insufficient.
6. There is always room for improvement and a need for more articulation.
7. The AO has helped strengthen transfer options for students, with huge increases in C-ID, CSU-GE/IGETC, UC Transferable Course Agreements (TCA) over the last 4 years...but we need more willing partners at CSU/UC, many course-to-course requests are never acknowledged, let alone approved.
8. There is no infrastructure for articulation outside of CSU and UC in our local process and state platforms.
9. There are several submissions to C-ID with no status update months to years later.
10. Certain CSUs are slow or unwilling to articulate with us because we are out of their service area.
11. SDSU needs to add major agreements to ASSIST. We hope to expand articulation agreements with CSULA, CSUSB, CSUSM. 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.
12. We have little out-of-state articulation, but our students primarily transfer locally. A new STEM grant that includes articulation will provide additional summer hours to focus on filling in gaps with the UC and CSU.
13. C-ID approval of submitted courses is very long, taking several months to more than half an academic year.
14. I believe we can increase the amount of articulations, but this takes time to investigate our courses and other institutions' courses.
15. C-ID is a mess. The reviews are unevenly completed, so many of our courses are stuck in some sort of "in progress" or "submitted" limbo. The communication of course status from C-ID is also a mess. Frankly, C-ID needs a major overhaul.
16. Preparation for major sufficient for where we send most of our students. C-ID sufficient to support current ADTs.
17. With legislative and title 5 changes, articulation demands have increased.
18. Long delays getting courses articulated for C-ID and CSU.
19. Unfortunately, the number of articulation agreements depend on the receiving institution, and [our college's] ranking as a main feeder school.
20. Still trying to catch up on articulation that was impacted during transition to [ASSIST] Next Generation. Still waiting on C-ID responses.
21. AO would like a faster response from C-ID for determinations.
22. 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. The private institution acceptance of transfer degrees is helpful.

23. Unintended challenges as of a result of AB 928, AB 1111, AB 927, CPL, and C-ID continue to create challenges in focusing on AO's main duties of articulating courses.
24. For question F and G, we don't have extensive articulated courses with those institutions, but we also don't have a lot of students that transfer to private or out-of-state institutions so what we have is sufficient for our needs.
25. Missing major preparation articulation with out-of-region CSU schools is difficult to get agreements articulated. In-state private and out-of-state schools offer transfer plans but little articulation agreements.
26. There are some gaps in the major prep for the CSU and UC. It may be due to [our college] not having a comparable course. [Our college] does not have many in-state private or out-of-state agreements. This may be due to the lack of time [our] AO devotes to articulation.
27. 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 2019-20	Percent Reporting Moderate to Extreme Challenge 2020-21	Percent Reporting Moderate to Extreme Challenge 2021-22	RANK
Evolution of the role of Articulation Officer w/ increased responsibility	84	82	88	2
Amount of Articulation Officer time	67	68	74	4
Amount of Articulation support staffing	71	74	78	3
Funding Level	52	50	54	
Consistency of funding	47	41	45	
Technology tools and support	34	45	40	
Articulation with University of California institutions	40	38	43	
Articulation with California State University institutions	56	54	50	
Articulation with In-State Private institutions	50	48	50	
Articulation with Out of State institutions	56	59	54	
Currency of course outlines on your campus	28	24	22	
ASSIST usability	72	40	22	
Quality of curriculum updating process on your campus	37	33	27	
Faculty collaboration and partnership	18	17	18	
Administration collaboration and partnership	22	24	25	
C-ID submission process	47	40	38	
C-ID turnaround time	93	97	92	1
Associate Degree for Transfer submission process	46	40	50	
Associate Degree for Transfer turnaround time	38	59	58	5
Efficiency to create courses/programs	40	40	36	
Timeline to create courses/programs	47	52	51	

Figure 15

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

	Percent Reporting as a High Priority 2019-20	Percent Reporting as a High Priority 2020-21	Percent Reporting as a High Priority 2021-22	RANK
Funding for facilities	8	9	4	
Funding for personnel	59	51	59	1
Funding for equipment/technology	17	12	12	
Funding for operating expenses	24	17	22	4
Stronger inter-segmental partnerships	38	41	46	2
Professional development	24	18	21	5
Campus support for articulation	22	39	26	3
Greater collaboration and partnership with Academic Senate	8	12	10	

Figure 16

User challenges:

1. The amount of legislation, Title 5 regulation changes, and initiatives coming from the Chancellor that are unfunded are straining Articulation as articulation is needed in the response to these changes. We need funding to support Articulation for AB 1111 and AB 928.
2. Articulation Officer voices being heard and professional opinions being heeded at the state level would definitely be a positive change.
3. Working in the virtual environment has reduced some funding challenges.
4. Needed earlier and stronger communication between segments as new GE categories and patterns have been planned.
5. It would help colleges if there was an automatic line-item to fund articulation support and a curriculum writer.
6. Have great campus support to include me in early conversations. Travel expenses are high coming from far northern CA. Time to get courses approved (C-ID, UC, etc.) takes much too long.
7. The greatest need for the AO is technical support in the form of a Specialist or Analyst. While 100% is allocated to the AO, this type of support is required to maintain and establish newly legislated programs (Common Course Numbering, Singular GE, etc.).
8. I'm back to campus 50% (or 2 days a week), so this has helped somewhat with technology, but still represents a challenge.

9. When new legislation is implemented it may require additional personnel that a program may not have the funds to provide. It would be helpful if the CCCCO offered this kind of funding before all the heavy lifting starts.
10. College is putting an emphasis on non-credit mirrored courses, including transfer level. Program and Course Approval Handbook (PCAH) confusion; needs clarification.
11. Full time AO & clerical support needed. Better intersegmental coordination/guidance is (still) needed to address: Business Administration 2.0 transition, Area F catalog rights, online labs, GE cert-transcripts, ASSIST vs. campus requirements, AB 705 requisite language, and other issues.
12. The need for support staff would highly increase the quantity of articulation. As proposed bills become law, it would be great to have more intersegmental partnerships. As an AO, I feel like professional development is always needed because things change quickly.
13. Faculty/new administrators need much education regarding C-ID/GE/TCA/ADT processes, requirements, approval. Legislation creates huge workload on tight timelines. Increased number of approved ADTs results in a lot of work regarding compliance when revised.
14. Our district's strict policy on not allowing any remote work options for non-instructional faculty has been frustrating. More articulation-related work can be accomplished when working remotely with less distractions in the office.
15. Our district's strict policy on not allowing any remote work options for non-instructional faculty has been extremely frustrating. More articulation-related work can be accomplished when working remotely with less in-office distractions.
16. Articulation would benefit by increased understanding regarding the intersections of articulation, university transfer, associate degrees, curriculum development, students goals, and the labor market.
17. Increase in release/reassign time would enhance the quality.
18. Our Curriculum Chair and VP Educational Services have mandated any new program proposal must have approved Program Review first. This adds a cumbersome barrier to new programs (e.g., ADTs). There is a false perception here that a small campus doesn't need many ADTs.
19. Articulation Officers are required to be on the front lines of anticipating sweeping regulatory change at the most fundamental operational level, while also being deep in the "weeds" of curriculum development. Presents big challenges day to day.
20. Lack of consistency in the IGETC, CSU-GE, 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, must be handled through ASSIST.
21. What would help most would be more CCCCO program reviewers! UC participating in C-ID, more robust C-ID descriptors with required units and a

tracking feature for versions of courses like ASSIST has. Better reporting features in Chancellor's Office Curriculum Inventory (COCI), faster C-ID review.

22. The previous AO for 2021-22 has retired, so I'm not entirely sure about how he would answer these questions, so I have answered them to the best of my ability.

23. Intersegmental partnerships between discipline faculty are the greatest need. Too many courses are created in a vacuum, without regard to what and whether CSU and UC campuses offer comparable courses. And there is little cross-pollination between segments.

24. Most important is articulation officer time for assignment.

25. AB 928 is unfunded legislation with a great amount of work placed on Articulation Officers to facilitate both at the CCCs and four-year universities.

26. ASSIST public and NextGen have taken too long to be fully operational - creates more work for AO.

27. Functioning C-ID website and anticipated ASSIST updates would enhance quality of articulation.

28. As AOs seem to be increasingly involved in state curriculum issues, there may be increased need for support personnel. Funding for important conferences is not consistent. Intersegmental communication: clarity and methods have room to improve.

29. Articulation challenges continue to grow with the mandated legislations and initiatives. AOs continue to be a vital voice at the table in part to assist in the coordination efforts to create seamless processes and avoid transfer confusion.

30. The availability of funds for added articulation time could go for updating processes to be more efficient, allow for special one-time special projects to complete in the summer ensuring the implementation of AB 705, AB 928 and AB 1111 and updating of ADT.

31. I ranked "Funding for personnel" #1 even though I rated amount of AO time a "Moderate Challenge" because I choose to work extra hours to accomplish certain goals. Funding would enable the college to accomplish more.

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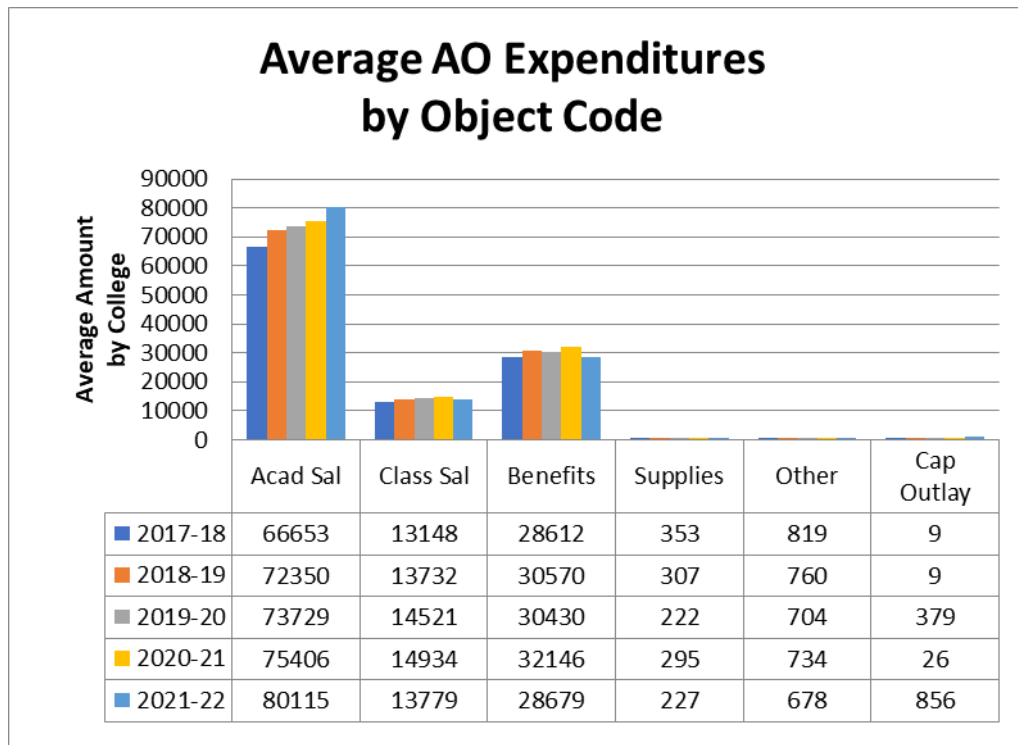
1. Average Dollars Spent per Object Code

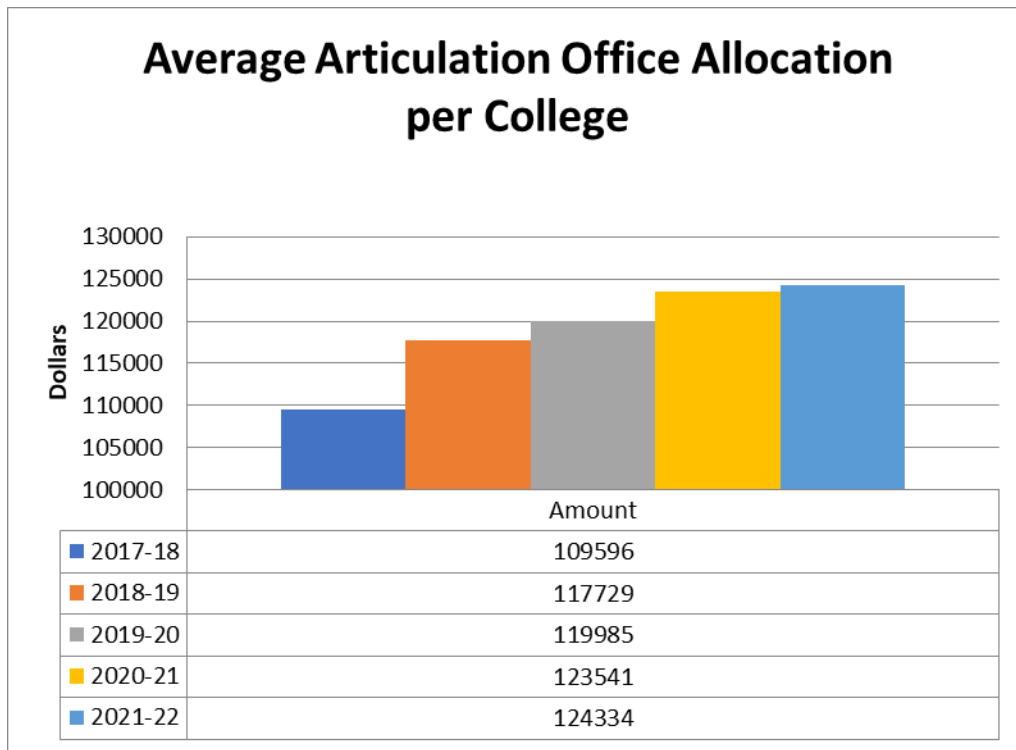|	Acad Sal	Class Sal	Benefits	Supplies	Other	Cap Outlay
2017-18	66653	13148	28612	353	819	9
2018-19	72350	13732	30570	307	760	9
2019-20	73729	14521	30430	222	704	379
2020-21	75406	14934	32146	295	734	26
2021-22	80115	13779	28679	227	678	856

Figure 17

2. Average Articulation Office Allocation per College

Figure 18

3. Total Income Breakdown by Percentage

Average Income Source by Percentage
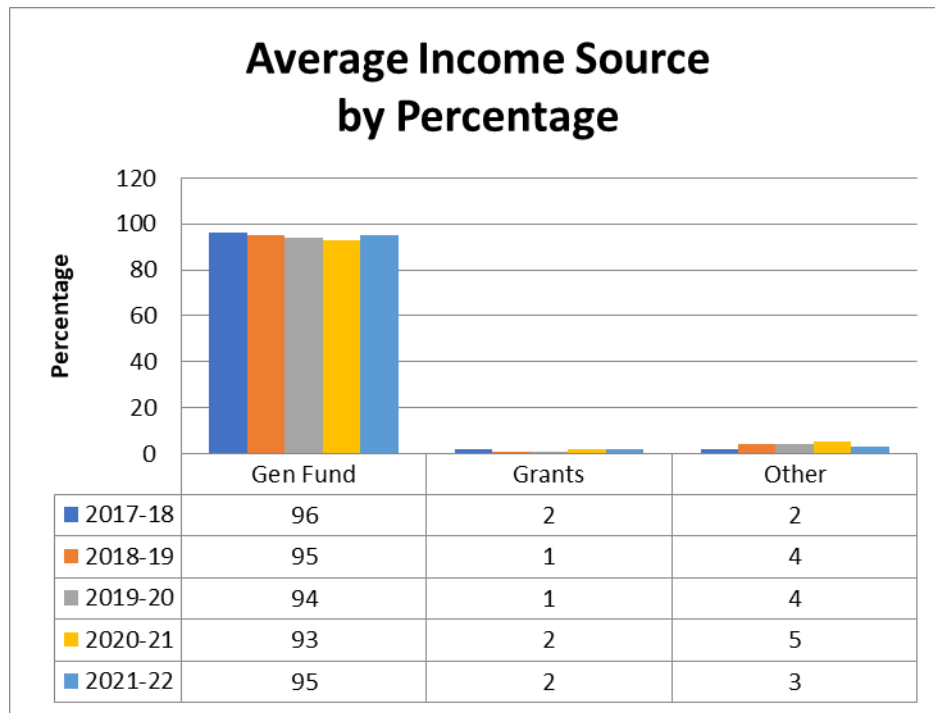
	Gen Fund	Grants	Other
2017-18	96	2	2
2018-19	95	1	4
2019-20	94	1	4
2020-21	93	2	5
2021-22	95	2	3

Figure 19