

Chancellor's Office  
California Community Colleges

---



Articulation Addendum Report  
Results for 2022-23 Academic Year

# Articulation Addendum Report 2022-2023

---

## Contents

Introduction .....	1
At a Glance.....	2
Section 1: Administration.....	3
Section 2: Articulation Activity .....	13
Section 3: Challenges .....	23
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 (AO). 96 colleges reported for academic year 2022-23.

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 2022-23, 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  
Los Angeles Valley College  
Merced College  
Mission College  
Norco College (P)  
Orange Coast College  
College of the Redwoods  
Riverside City College (P)  
San Diego City College  
San Diego Miramar College  
San Joaquin Delta College  
San Mateo College  
Santa Rosa Junior College  
Taft College  
Victor Valley Community College  
West Valley College

Please direct questions about this report to Sean Madden, Community College Program Assistant, Educational Services & Support Division, CCCCCO, at [smadden@cccco.edu](mailto: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...

- 50 percent of Articulation Officers are full-time, and 36 percent are one-half time with remainder having less than one-half time contracted for articulation duties.
- A vast majority of Articulation Officers (91 percent) are Faculty/Certified.
- 30 percent of Articulation Officers are on a 10-month schedule, 38 percent on an 11-month schedule and 29 percent on a 12-month schedule. Three percent are on a less than 10-month schedule.
- 67 percent of Articulation Officers have been in their profession for 4 years or more, slightly down from the previous year.
- Overall, 65 percent of Articulation Officers have been at their current college four years or more.
- 75 percent of Articulation Officers report that they do not have any clerical support, consistent with prior year reporting.
- 100 percent of Articulation Officers serve on the Curriculum Committee, of which 80 percent also have voting privileges.
- 62 percent report to the Student Services area, 28 percent to Instruction.
- 53 percent of colleges have a written articulation plan, up two percent from the previous year.
- 44 percent coordinate articulation goals or activities with the Transfer Center Plan, up five percent from the previous year.
- 50 percent regard the campus articulation process as “Seamless” or “Well-coordinated.” This is an increase of two 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 \$134,583 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?

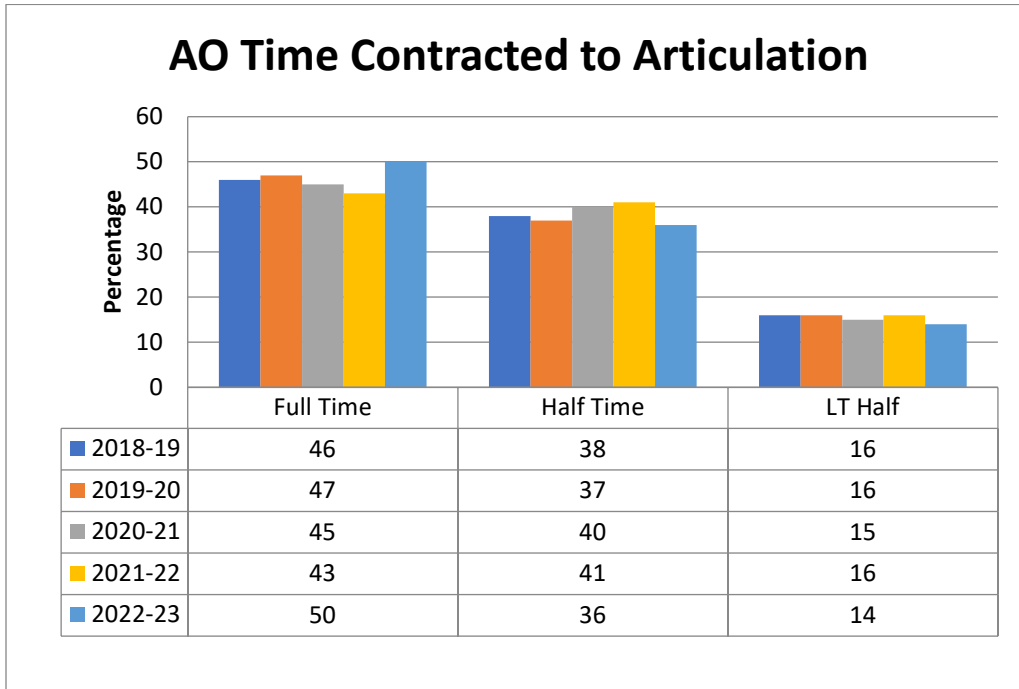


Figure 1

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

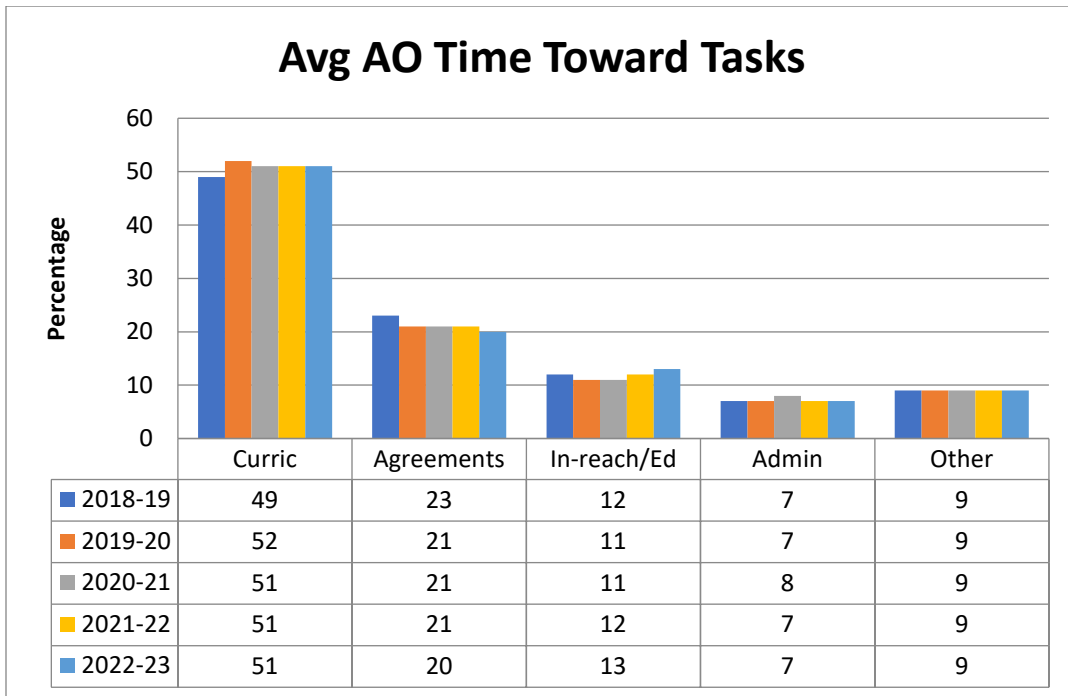


Figure 2

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

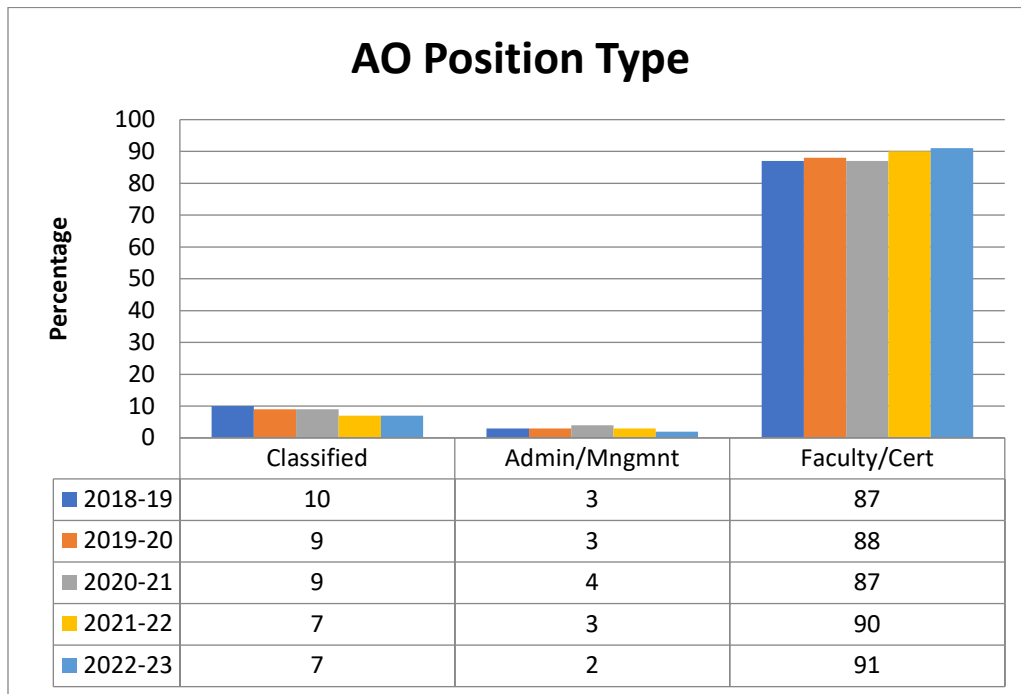


Figure 3

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

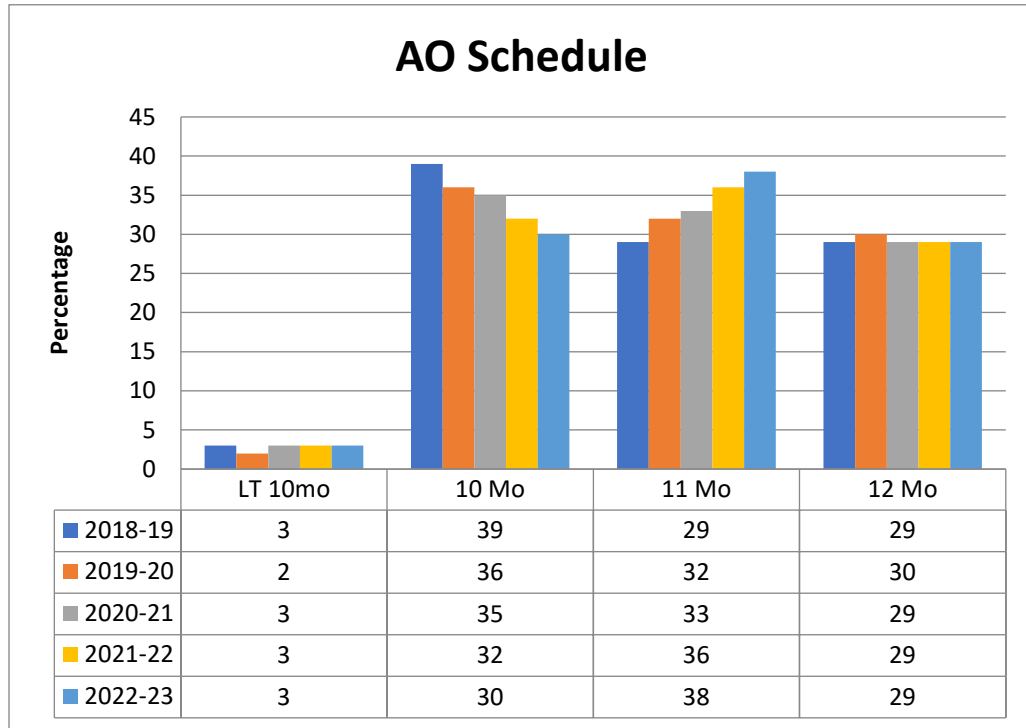


Figure 4



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

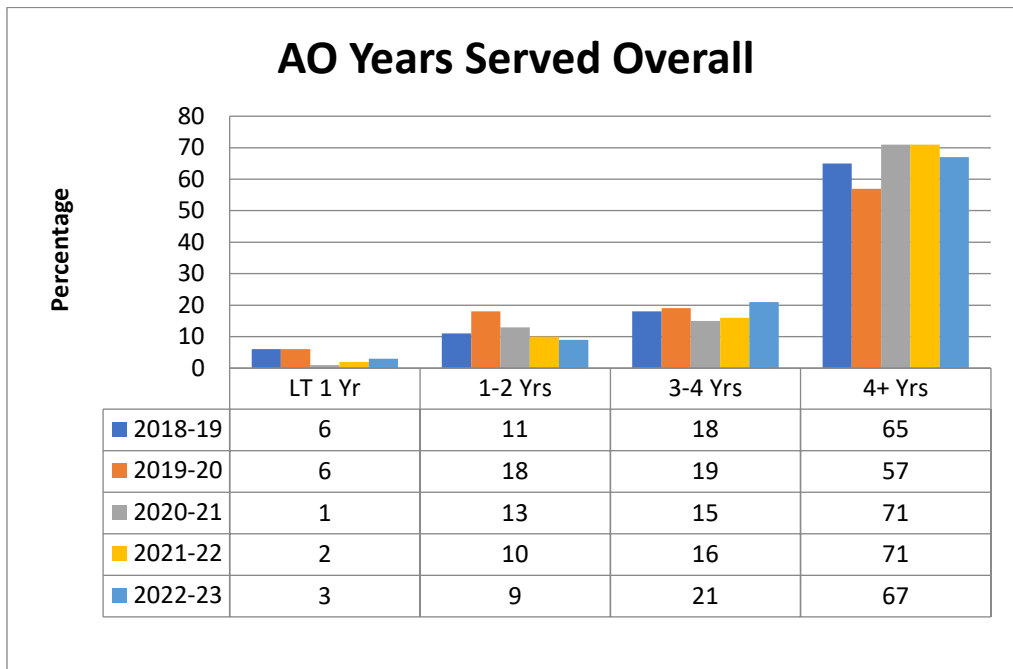


Figure 5

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

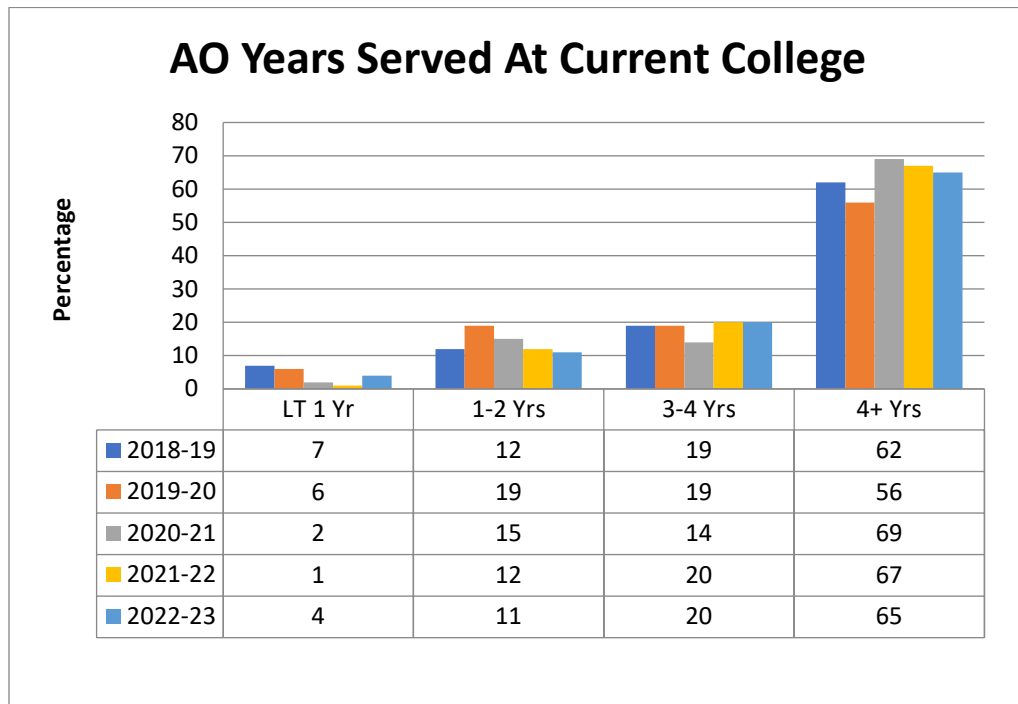


Figure 6

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

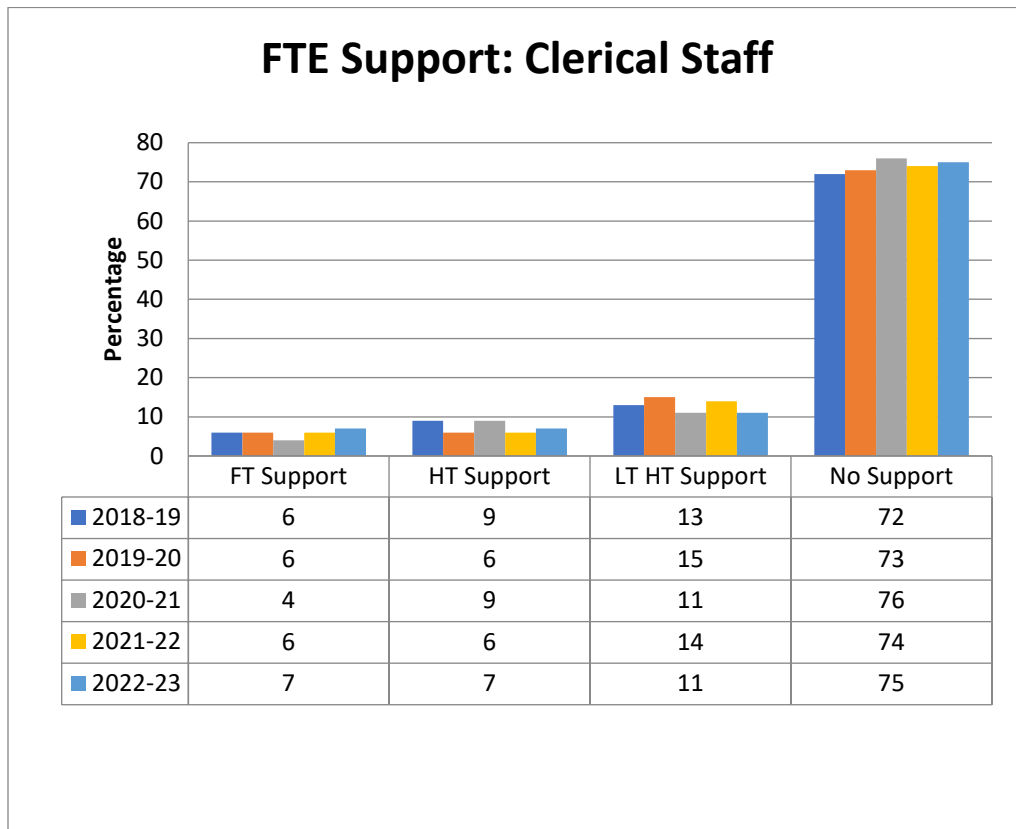


Figure 7

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

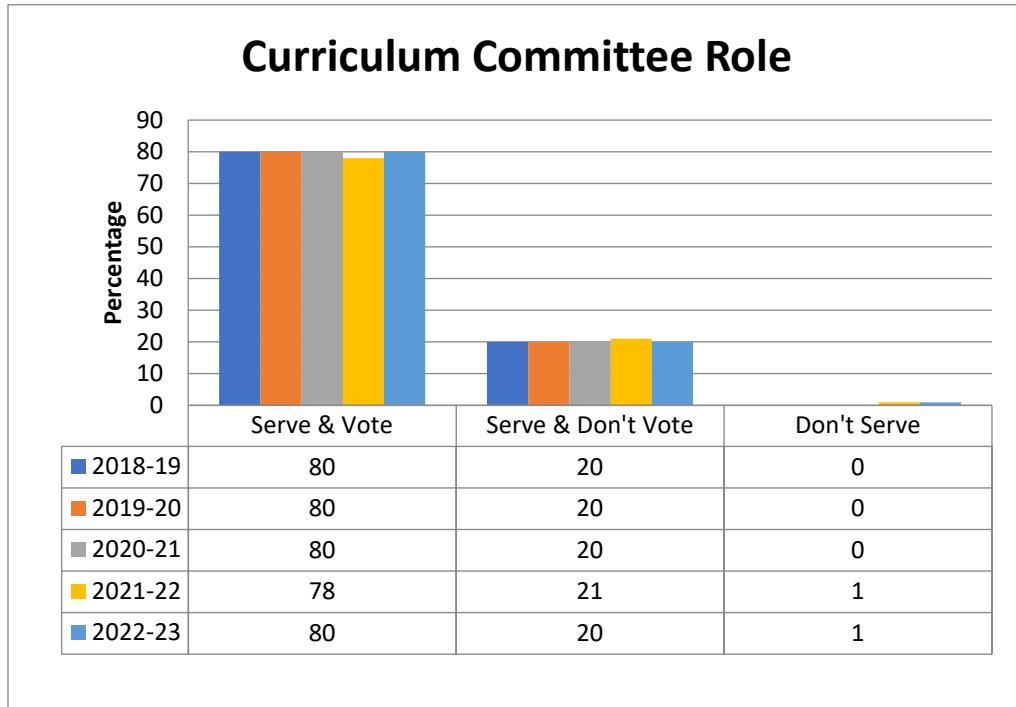


Figure 8

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

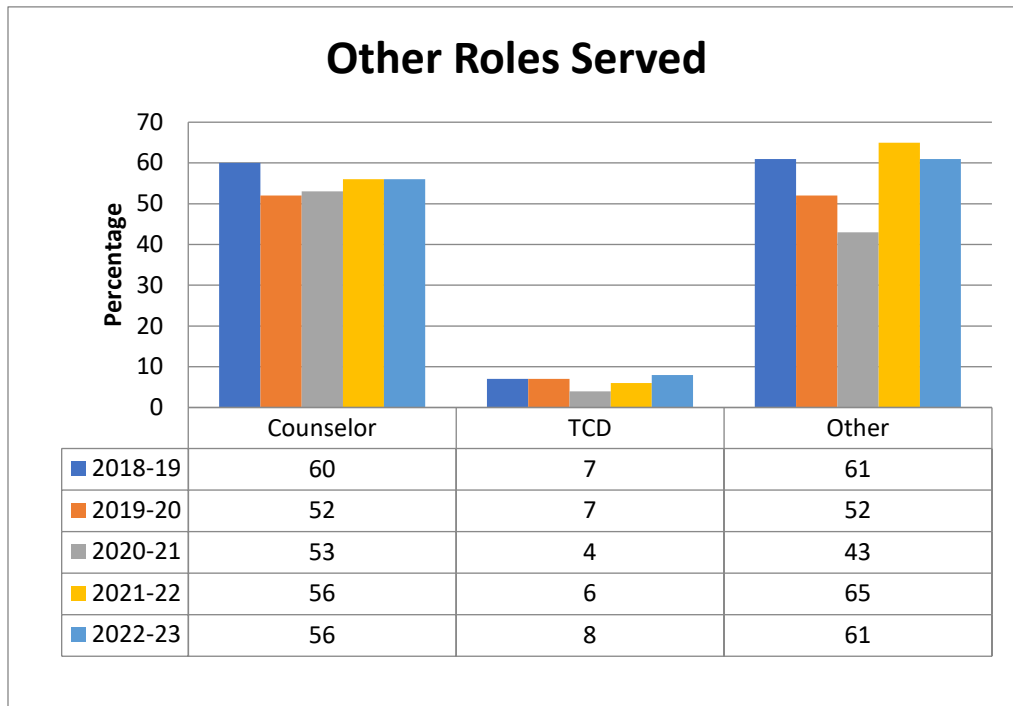


Figure 9

For 2022-2023, other roles listed include:

1. Academic Affairs
2. Accreditation Tri-Chair
3. Curriculum Tech Review Team
4. Transfer Services Coordinator
5. C-ID AO Subgroup
6. Catalog Co-Chair
7. Local GE Co-Chair
8. Curriculum Committee Co-Chair
9. Academic Senator
10. Credit for Prior Learning Implementation Project Support
11. Instructor
12. Transfer Coordinator or Counselor
13. Guided Pathways Coordinator
14. Department Co-Chair
15. Adjunct Librarian
16. Student Learning Objectives Coordinator
17. Degree Works Coordinator
18. Tenure Review Coordinator

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

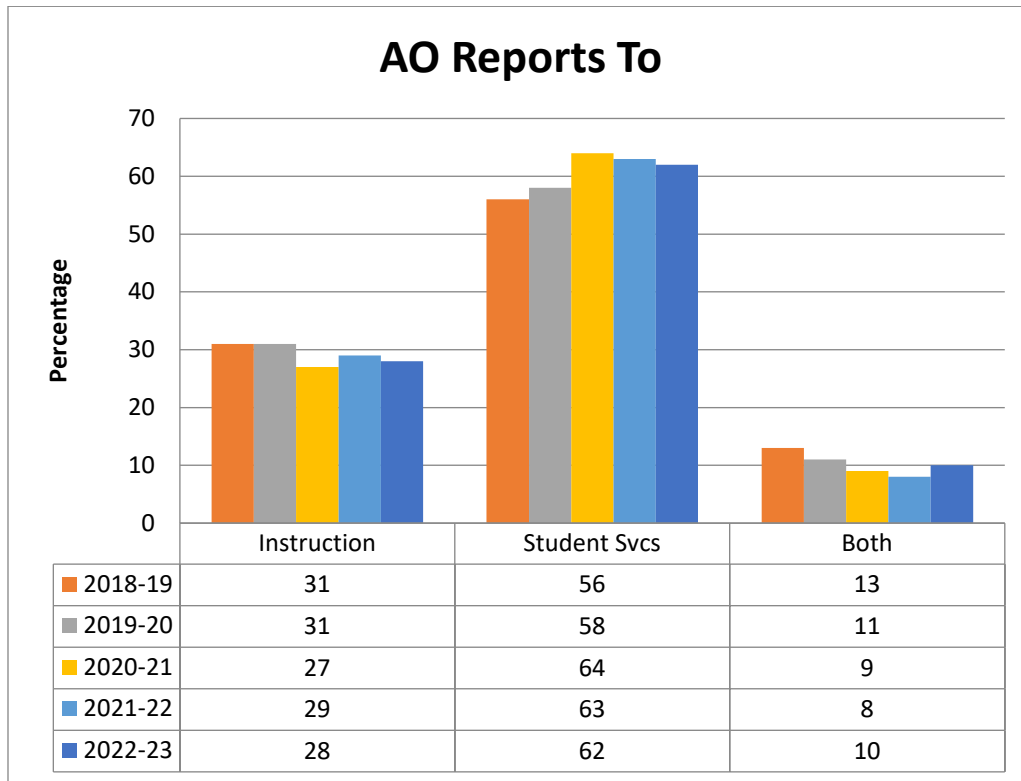


Figure 10

## Section 2: Articulation Activity

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

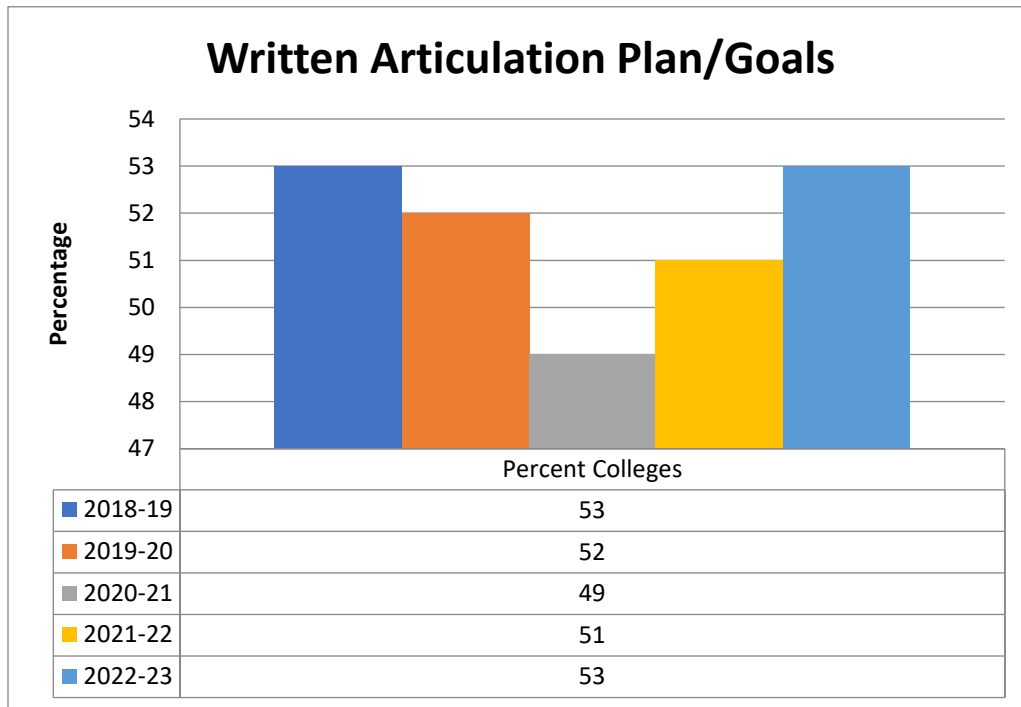


Figure 11

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

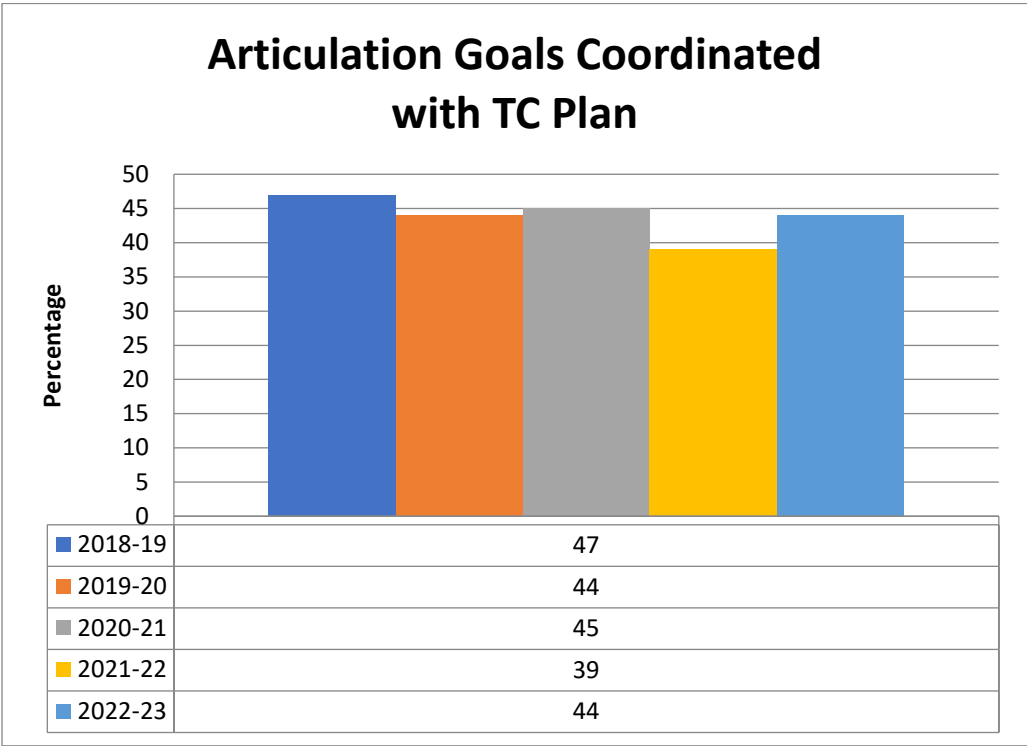


Figure 12



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

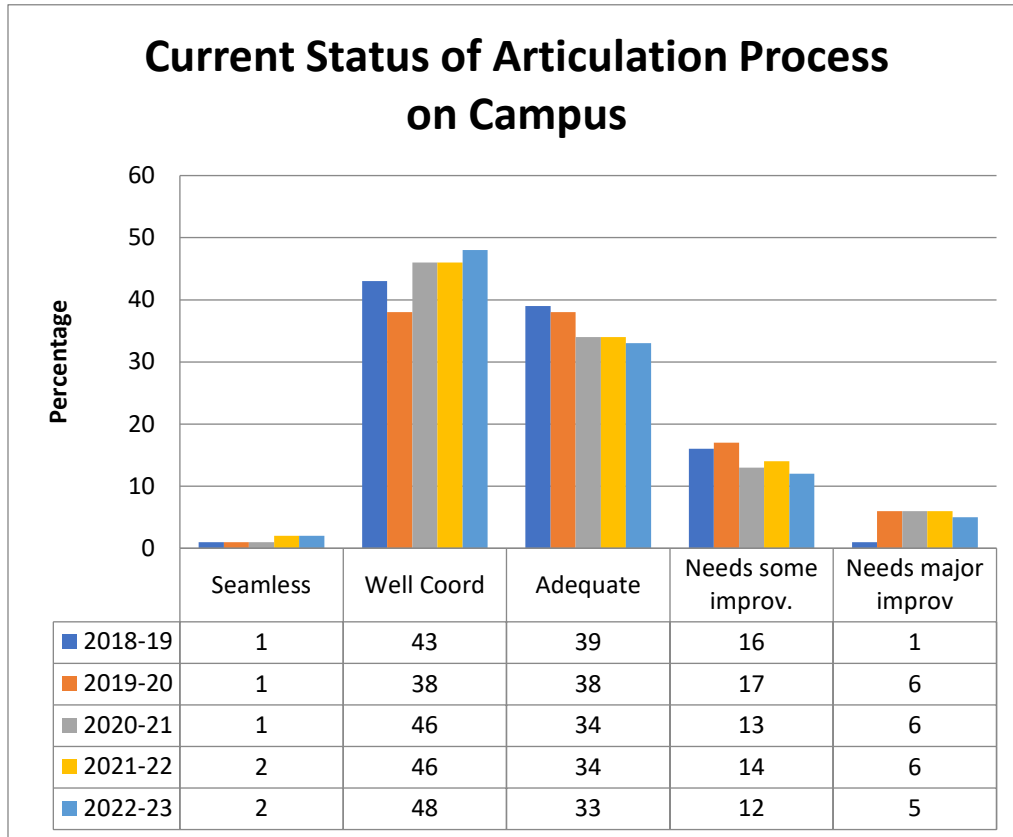


Figure 13

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

1. There are some processes we need to address like having faculty consult with the AO during the creation of coursework. I have requested this but it has not come to fruition yet.
2. [College] can identify articulation goals in our Non-Instructional Program Review or places like Educational Master Planning when we discuss considering a bachelor’s program. There are many legislative issues that are requiring AO input or action on our part.
3. 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.
4. The AO reports out to various committees and works directly with instructional faculty on curricular revisions related to transfer. We are improving in articulation

## Articulation Addendum Report 2022-2023

---

issues being more widely understood and discussed on-campus, but still have room to improve.

5. 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. I inform college community on college articulation updates.
6. 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, and now competency based education, AB 928 and AB 1111.
7. The coordination and collaboration amongst the Articulation Office, Curriculum Committee, Academic Senate, Counseling, and Transfer Center is strong.
8. Would like more time to expand articulation efforts, especially with independent/private universities, TES and CSU/UCs outside the region. Legislation implementation efforts impacting transfer/articulation/curriculum limits the time to do so.
9. Other than the limits ASSIST continues to present for curating articulation histories, the process is working. [College] is almost completed with all CID/TMC possible and now reinforcing 4 year articulations where they are lacking, as well as legislation.
10. The AO participates in all campus meetings and initiatives regarding curriculum, transfer and articulation and works closely with faculty, counselors and administrators.
11. The Articulation Officer and Transfer Center Director work well together; however, more time is needed for collaboration between the AO and TCD.

### **Comments when rating “adequate” selected:**

1. Articulation has become more central to curriculum development, so that is an improvement. We still need to improve processes for seeking course articulation agreements.
2. This is now a full-time 100 percent position within the Office of Instruction.
3. Up-front evaluations would be a great benefit.
4. Having issues with Ethnic Studies courses for GE Areas F and 7.
5. Competing responsibilities interfere with strengthening articulation with 4-years.
6. If I had staff support I feel that I would be much more efficient with the articulation processes on campus.
7. Our college just purchased a catalog and curriculum management system. I hope this will alleviate some processes and increase efficiencies.
8. Being just one year into the job, I feel like we are headed in the right direction, but I am still working on it.
9. The AO needs support staff to help with the technical area of articulation.
10. I have always felt challenged to keep up with all of the responsibilities, tasks, and

## Articulation Addendum Report 2022-2023

---

knowledge expected of an articulation officer. In the past year it has become even more challenging given AB 1111 and AB 928.

11. Articulation processes are frustrating with ethnic studies denials/resubmissions, poor participation of UC, constant state mandates/changes and those in the wings (AB 1705, AB 1111, AB 928) & all curriculum impacts articulation.
12. The articulation process is currently adequate given the 30 percent AO assignment; however, in order to improve the process, faculty at our campus are advocating for the position to be increased to 50 percent as it is recommended by an ASCCC resolution regarding Articulation.
13. 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.
14. Finally coming back to the college full-time given COVID.
15. Need to return to meetings that are in-person.
16. The interface with discipline faculty and Curriculum Committee/local Senate is strong. The AO is very involved in educating faculty around new legislation impacting curriculum. Additional support for articulation agreement tracking and follow-up needed.
17. Since I have only been in the position for one year, there is a lot of work to be done. I imagine that next year, the response to this will be "well coordinated" as I am working to streamline the articulation processes at [College].
18. [College] Articulation process continues to improve each year.
19. Started a tracking mechanism to capture the major articulation requests coming in and what those decisions were and what those turnaround times are.
20. The influx of new courses, programs, and legislative changes have made it difficult to keep up with the varying timelines each of these are on.

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

1. 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.
2. Many areas and topics are not proceeded through the AO for directions and advisement.
3. Agreements with CSU and UC articulation agreement remain a challenge and allowing other research projects to be completed.
4. More time needed for articulation. Need clerical support.
5. Curriculum Development system programming needs additional improvements.
6. Our college has been without a full-time permanent AO for several years (thankfully, this will change for 2023-24). The lack of time has hindered our ability to be more proactive in securing articulation agreements.

## Articulation Addendum Report 2022-2023

---

7. With the proposed and legislated changes to curriculum including AB 1705, AB 1460, AB 1111, AB 928, and more, there is an incredible amount of work for articulation officers.
8. Anything less than full-time, especially with zero support staff, isn't adequate.
9. With new legislation and policies that come out every year such as AB111 and AB928, 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.
10. As in years past, though the articulation process works reasonably well, there's room for improvement. Instructional faculty could be more responsive to requests for input, ensuring course outlines are current, and responding to issues as they arise.

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

1. [College] has been without a full-time AO for many years. The new AO started in July of this year (2 months into the role at time of report submission) and is still learning the role. The new AO has two counterparts within our district to help with training.
2. With leadership transition (new Deans) along with needing to step in as Curriculum Chair (and without a Curriculum Specialist), I'm overwhelmed with the amount of work to serve both roles well.
3. The process is getting more labor intensive every year due to new legislation. There's a need for a full-time articulation assistant.
4. Full-time AO or position with more AO time and support is needed. More AO time is needed to work with faculty, develop/maintain agreements, and meet articulation/transfer related demands.

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

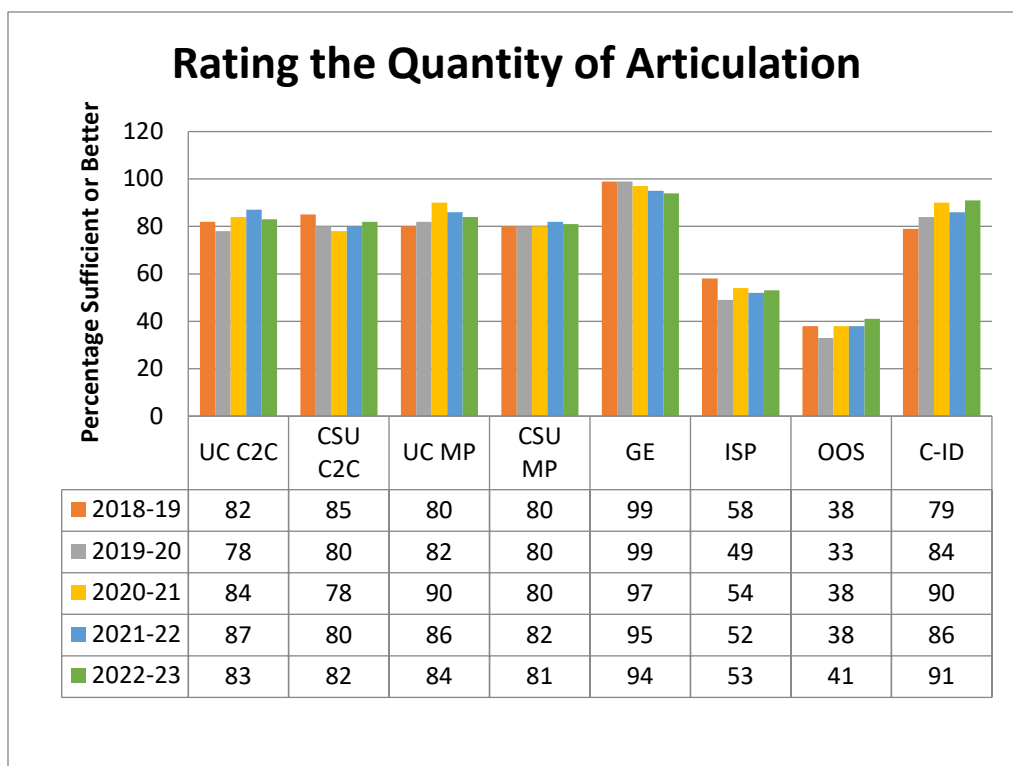


Figure 14

**Comments:**

1. Working towards more partnerships with in-state private/independent and out-of-state or online campuses.
2. With UC changes to course sequences being required and removing single course articulations, STEM major articulation is now insufficient and inequitable for our students.
3. With new legislative mandates, it has become increasingly more difficult to establish individual Transfer Agreements.
4. We submit C-ID courses, but they do not get approved on time because lack of

- [C-ID faculty reviewers].
5. We have dozens of courses awaiting C-ID approval, some of which have been in the queue for more than five years. In addition, some CSUs (notably SDSU) are not maintaining articulation with CCCs.
  6. 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 and be at least in the sufficient quantity.
  7. Unintended challenges as a result of AB928, AB1111, AB927, CPL, and C-ID continues to re-focus my main AO duties to articulate courses.
  8. UC Davis has discontinued a number of our articulations in the last 2 years.
  9. There needs to be more focus on how C-ID works given the need for C-ID approval for many reasons (i.e. ADT).
  10. There needs to be a better way to request articulation within ASSIST. There are too many majors and courses across the two transfer segments to know where more articulation possibilities exist.
  11. There has been an influx of new course development. The new courses are still lacking course to course articulation. And new programs at the UC and CSU do not align, making new course development that articulate everywhere difficult (e.g., data science).
  12. There are some gaps in the major prep for the CSU and UC. It may be due to [college] not having a comparable course. [College] has limited In-State Private or Out-of-State agreements. This may be due to the lack of time the [college] AO devotes to articulation.
  13. There are several submissions to C-ID with no status update months to years later.
  14. The need to sign MOUs has been a challenge with developing articulation agreements with Private Institutions. Often the Private College has this MOU process built in the articulation conversation while we don't have a process how to deal with MOU at [college].
  15. The AO's current resources are limited, being used for primarily UC and CSU articulation updates. The AO needs more staff to assist with private and out-of-state institution updates due to continually increased workload and more focus on training and curriculum.
  16. Sufficient comments for in-state and out-of-state: I wish there was a better process for this. We don't have exhaustive major preparation articulation like we do with UC and CSUs.
  17. Still trying to catch up on articulation that was impacted during transition to [ASSIST] Next Generation. Still waiting on C-ID responses.
  18. Still trying to catch up in campus to campus and major prep articulation with schools that did not articulate outside of their area in the past.
  19. Spending a lot of time with new legislation: AB927, 928, 1111, local GE/Ethnic Studies.

## Articulation Addendum Report 2022-2023

---

20. Some of the CSU campuses are behind on articulation as they may be serving local area first and [college] is not local to any CSU except for CSUN.
21. Some C-ID submissions or resubmissions have not been responded to in months or years.
22. In addition, course to course articulation with UC Irvine (our closest UC) would be helpful. The private institution acceptance of ADTs is helpful - needs publicity.
23. Some C-ID disciplines have long approval periods. In-state private institutions and out-of-state agreements need to be updated.
24. Some campuses are better than others when articulating with a small campus. Many out-of-state want to articulate but I wish there was a centralized location (i.e. TES) that could house all of the information.
25. Several CSU/UC campuses do not articulate with non-feeder schools, or rarely respond to articulation requests. Our students suffer due to this inequitable practice by some institutions (SDSU, CSU Sac, Cal Poly SLO, CSUSB, CSUSM, SJSU, Stanislaus, UCB).
26. SDSU needs to add major agreements to ASSIST. We hope to expand artic agreements with CSULA, CSUSB, CSSM, CPSLO. Ideally, in-state private and C-ID articulation should be added to ASSIST.
27. The C-ID process needs to be revamped and we need CSU reviewers in all disciplines.
28. SDSU continues to not post current articulation with [college] and many other CCCs (since 2013-14). This practice is not equitable nor consistent with a public university in California, and has a negative impact on our state's students.
29. Preparation for major sufficient for where we send most of our students. C-ID articulation sufficient to support current ADTs.
30. Missing major preparation articulation with out of region CSU schools is difficult to get agreements articulated. In-state and out-of-state private schools offer transfer pathways and MOUs. It will be nice to see AICCU reflected in ASSIST next year.
31. Many of these areas are much improved since I started one year ago; however, there is still a lot of improvement that I expect to make in the next few years (pending Cal-GETC and AB1111).
32. Many of the CSU/UC articulation requests go unanswered due to not being a feeder or not enough university staff. The C-ID database is clunky.
33. Increase in articulations requires committed time to investigate and establish agreements.
34. In the last few years it has been taking much longer to receive responses to articulation requests from many CSUs and UCs. I have requests dating back several years with no acknowledgment or estimated time for a response.
35. 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. San Diego State doesn't articulate outside service area.

## Articulation Addendum Report 2022-2023

---

36. GE is sufficient, with the exception of Ethnic Studies GE Areas F and 7.
37. 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.
38. Few [college] students transfer out-of-state or to private universities (other than local CLU) so most articulation time is focused on UC/CSU, C-ID, CSU GE/IGETC. A STEM grant provided extra hours of articulation work towards closing gaps in UC articulation.
39. Due to having Transferology and TES, our in-state and out-state course-to-course articulation is better. Our two most popular UC campuses, LA and Irvine, do not provide course-to-course articulation. Thus, the rate of Insufficient.
40. Developing reciprocity for [college] students. Continued challenges with out-of-state and private school transcripts regarding course-to-course credit.
41. Course to course and major preparation with CSU is insufficient because not all campuses articulate with all CCCs.
42. C-ID reviews are years behind.
43. Certain CSUs are slower to respond and unwilling to articulate with us because we are out of their service region.
44. Articulation with our main transfer partners is more than sufficient in most cases, but outside of our area, articulation could use some attention. I have submitted a lot of requests but many CSU/UCs don't seem to prioritize our articulation requests.
45. AO would like a faster response from C-ID for determinations.
46. GE Areas F and 7 do not have enough courses in these areas. All but one of our courses were denied.
47. Again, as mentioned last year, there is always room for improvement and a need for more articulation.
48. Agreements with our region's UC are more than sufficient; however, our feeder CSU has limited agreements resulting in significant transfer challenges. GE Areas F and 7 is unacceptable, and C-ID challenges persist.



### Section 3: Challenges

1. Commonly reported articulation challenges:

	Percent Reporting Moderate to Extreme Challenge 2020-21	Percent Reporting Moderate to Extreme Challenge 2021-22	Percent Reporting Moderate to Extreme Challenge 2022-23	RANK
Evolution of the role of Articulation Officer w/ increased responsibility	82	88	90	2
Amount of Articulation Officer time	68	74	77	3
Amount of Articulation support staffing	74	78	76	4
Funding Level	50	54	55	
Consistency of funding	41	45	48	
Technology tools and support	45	40	39	
Articulation with University of California institutions	38	43	49	
Articulation with California State University institutions	54	50	50	
Articulation with In-State Private institutions	48	50	57	
Articulation with Out of State institutions	59	54	65	5
Currency of course outlines on your campus	24	22	29	
ASSIST usability	40	22	18	
Quality of curriculum updating process on your campus	33	27	30	
Faculty collaboration and partnership	17	18	24	
Administration collaboration and partnership	24	25	27	
C-ID submission process	40	38	41	
C-ID turnaround time	97	92	94	1
Associate Degree for Transfer submission process	40	50	49	
Associate Degree for Transfer turnaround time	59	58	61	
Efficiency to create courses/programs	40	36	38	
Timeline to create courses/programs	52	51	45	

Figure 15

## Articulation Addendum Report 2022-2023

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

	Percent Reporting as a High Priority 2020-21	Percent Reporting as a High Priority 2021-22	Percent Reporting as a High Priority 2022-23	RANK
Funding for facilities	9	4	8	
Funding for personnel	51	59	54	1
Funding for equipment/technology	12	12	17	
Funding for operating expenses	17	22	21	
Stronger intersegmental partnerships	41	46	42	2
Professional development	18	21	22	
Campus support for articulation	39	26	28	3
Greater collaboration and partnership with Academic Senate	12	10	8	

Figure 16

**User challenges:**

1. Anticipated ASSIST updates would enhance quality of articulation.
2. 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.
3. Articulation is seen on my campus as an "anyone can do it" position, rather than being seen as an important professional responsibility best done by counselor expert. Need more support system-wide to make AO a full-time role expected of all CCCs.
4. Articulation is understaffed for the amount of responsibilities overseeing/implementation of legislation, external partnerships/articulation, curriculum for AA/AS/certificates/Bachelors degrees, dual enrollment, noncredit, CPL, training counselor/evaluator.
5. 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 - greater clarity from partners needed.
6. Colleges could use funding for articulation support and a curriculum writer. Timely email responses from UCOP, CSUCO, and C-ID would be appreciated.
7. Faculty/new administrators need much education re: C-ID/GE/TCA/ADT processes, requirements and approvals.
8. Too much legislation creating a huge workload on tight timelines. Increased number of approved ADTs requires a lot of work re compliance when revised.
9. For equipment and technology, the biggest need is the ability for ASSIST to

## Articulation Addendum Report 2022-2023

---

communicate with multiple curriculum systems and transfer information to district ERP/SIS systems. And the C-ID interface needs an overhaul. It's amateur hour compared to ASSIST.

10. Full-time AO with support needed. Intersegmental guidance needed to address issues like: updated ADT transition, Ethnic Studies catalog rights, online labs, GE certification on transcripts, ASSIST vs campus requirements, AB 705 and articulation, and C-ID. eLumen transition still a challenge.
11. Given the push to return to in-person meetings/conferences, and the lack of funds at the campus for travel and expenses, this is likely to be a significant burden this coming year.
12. I do see a lot of benefit of being in-person for training, but I did see a huge increase in participation during Covid and virtual options to participate. Our location is very remote and creates many barriers for travel.
13. I have great campus support. Travel from the Far North is costly. Keeping up on legislative initiatives right now is overwhelming and can be costly for students if we don't go about this systematically. Very time-consuming, leaving little time for articulation.
14. Implementing the online CMS platform CurriQunet and its interface with ASSIST will greatly save time.
15. In relation to all of the Assembly Bills that have required Articulation Officers to increase job responsibilities and duties, there needs to be additional funding and resources to articulation officers.
16. Lack of consistency in the IGETC, CSUGE, UCTCA/UC-GE review and decisions across all CCCs. Submission timelines and effective terms out of synchronization as there is too much time until course is approved. C-ID articulation review inconsistent/ineffective, should be handled thru ASSIST.
17. More understanding that articulation (and ASSIST) is a key component of university transfer admissions - and can be complex, nuanced, and is ever-changing.
18. Most important is articulation officer time for assignment.
19. Most of what makes my job challenging is beyond my control. UC's lack of student-friendly transfer/articulation and inconsistency in major prep or acceptance of AP or articulation among UCs is the worst.
20. My number one isn't on this list. What would be the most helpful at this point would be greater collaboration across the campus and district to improve processes.
21. Our district's continued 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.
22. The greatest need for the AO is technical support in the form of a Specialist or Analyst. While 100 percent is allocated to the AO, this type of support is required to maintain and establish newly legislated programs (Common Course Numbering, Singular GE, etc.).

23. The need for campus support for articulation and greater collaboration and partnership with local Academic Senate is 100 percent much needed at [college].
24. The need for support staff would highly increase the quantity of articulation. Stronger intersegmental partnerships will increase communication across the segments, which is needed given all the legislative mandates.
25. Working in the virtual environment, as well as having the ability to attend meetings/seminars/conferences virtually has significantly reduced some funding challenges.

## Section 4: Expenditures

### 1. Average Dollars Spent per Object Code

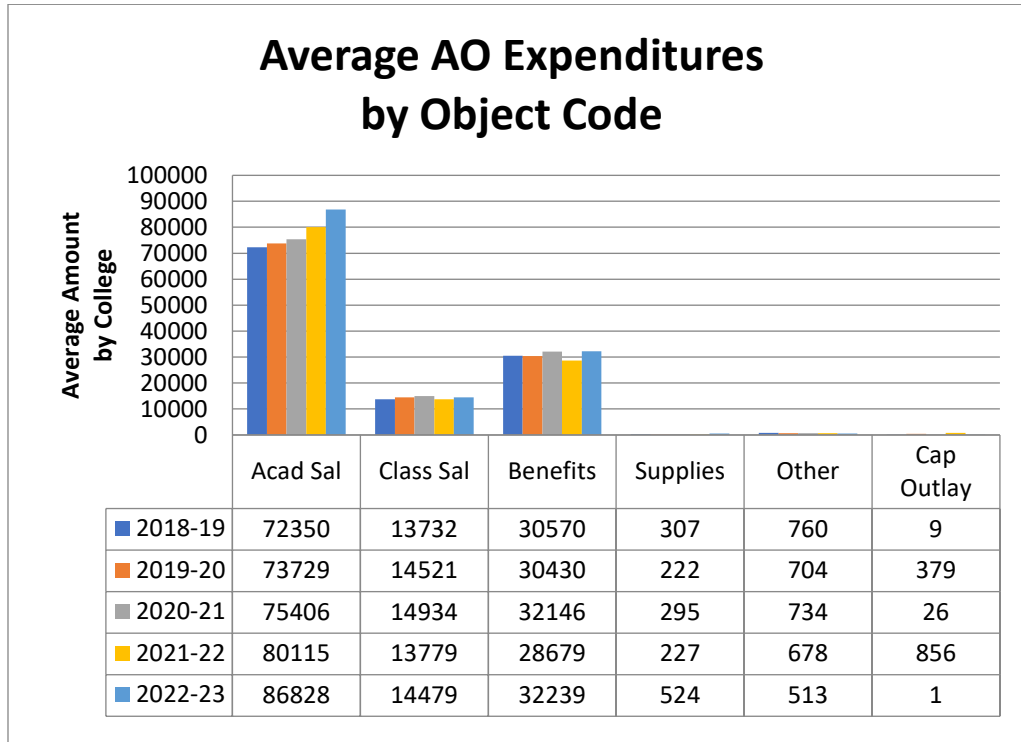


Figure 17

2. Average Articulation Office Allocation per College

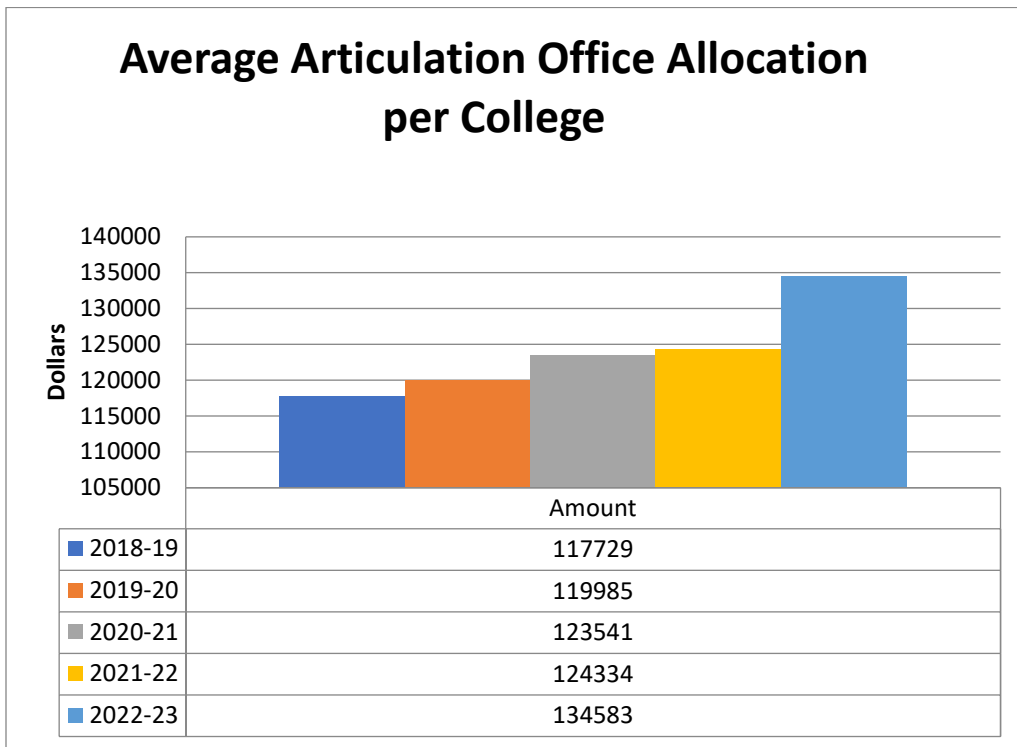


Figure 18

3. Total Income Breakdown by Percentage

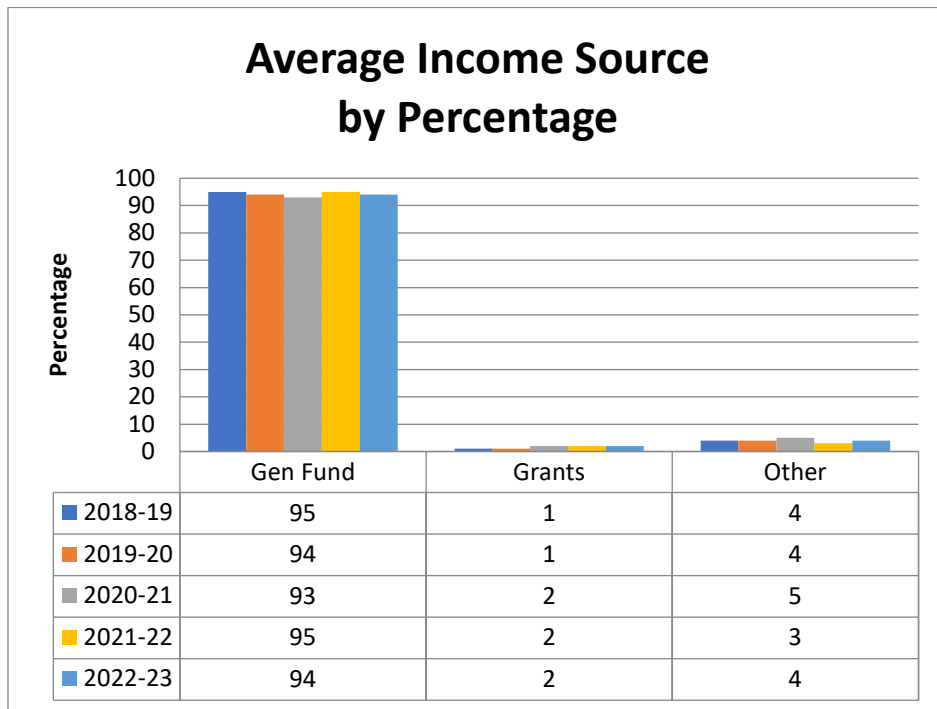


Figure 19