

1998-1999 ASSIST Strategic Plan

November 11, 1998

Introduction

In November 1996, the ASSIST Board of Directors adopted a new Strategic Plan to guide the continued implementation of ASSIST. During the 1996-1997 and 1997-1998 project years, the campuses, Coordination Site, and Systemwide Offices worked hard to achieve most all of the objectives identified in the plan. Major accomplishments during this period included:

- Development of new policies and procedures for campuses, the Coordination Site, and the Board of Directors to ensure that the overall project operates in a well organized and sustainable manner
- Continued entry and maintenance of articulation data in ASSIST to finally achieve a complete database of all of the most current articulation established between all CCC, CSU and UC campuses
- Development of Web ASSIST to provide universal access to the wide array of articulation information available in ASSIST directly to students, faculty and staff via the Internet
- Adoption of ASSIST as California's official repository of articulation and transfer information

In order to sustain the forward momentum of ASSIST, the Board meets every two years to update their strategic plans. The following plan represents the updated mission, vision, goals and objectives for ASSIST to guide activities through the 1998-1999 and 1999-2000 project years. In addition to moving ASSIST forward in a number of key areas, the goals and objectives in this plan also cover unmet items from the prior plan. Individual activities in this plan which require additional or redirected resources are noted as appropriate.

Mission Statement

The missions of ASSIST is to facilitate the transfer of California Community College students to California's public 4-year universities by providing an electronic system for academic planning which delivers accurate, timely and complete information and operates as the official repository of articulation information for the State of California.

Vision Statement

ASSIST will become a student-centered, electronic information system for students planning to transfer. It will continue to be maintained as the official repository of California articulation information and will 1) serve as a key component of a comprehensive Statewide information and advising system to enhance student transfer, and 2) provide universal on-line access to articulation.

Goals

- Goal 1: Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness
- Goal 2: Improve the usability of ASSIST for clients
- Goal 3: Increase the use of ASSIST through marketing and education
- Goal 4: Ensure sufficient resources for ASSIST activities
- Goal 5: Increase commitment and collaboration among student, faculty and staff to support the achievement of ASSIST goals

Objectives

Goal 1: *Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness*

- Objective 1: Develop and implement procedures to ensure complete and comprehensive articulation in ASSIST as defined by the “ASSIST Articulation Repository” and “Policies for Ensuring Complete Data” documents
- Objective 2: Adopt operational definitions of terms to help ensure consistent understanding among those responsible for data maintenance
- Objective 3: Adopt a recommended model format for all articulation represented in ASSIST
- Objective 4: Develop new processes to more effectively collect complete and accurate Community College curriculum data
- Objective 5: Continue to add data to the database from CSU campuses not entering their own data

Objectives - continued

Goal 2: *Improve the usability of ASSIST for clients*

- Objective 1: Complete the development and deployment of the new Web ASSIST Maintenance system
- Objective 2: Assess student needs for ASSIST and enhance Web ASSIST as appropriate
- Objective 3: Expand the integration of ASSIST with other Web sites
- Objective 4: Assess the level of ADA compliance of the Web ASSIST user interface

Goal 3: *Increase the use of ASSIST through marketing and education*

- Objective 1: Publicize ASSIST as an advising resource
- Objective 2: Develop tools and guidelines for consistent education and marketing activities

Goal 4: *Ensure sufficient resources for ASSIST activities*

- Objective 1: Identify unmet resource needs for ASSIST activities
- Objective 2: Explore the intersegmental augmentation of ASSIST funding

Goal 5: *Increase commitment and collaboration among students, faculty and staff to support the achievement of ASSIST goals*

- Objective 1: Establish an intersegmental joint resolution endorsing ASSIST as California's official repository of articulation information
- Objective 2: Communicate joint resolution with agencies/organizations with whom ASSIST needs to collaborate
- Objective 3: Establish continuing relationships with other agencies/organizations to help achieve ASSIST goals

Activities to Meet Primary Goal Objectives

Primary Goal 1

Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness

Objective 1: *Develop and implement procedures to ensure complete and comprehensive articulation in ASSIST as defined by the “ASSIST Articulation Repository” and “Policies for Ensuring Complete Data” documents*

Activity 1: CSU and UC Systemwide Offices ensure planning matrices are submitted.

Who is Responsible: CSU & UC Systemwide Offices

Timeline: September 1998 and updated annually

Activity 2: ACS develop a mid-year report comparing data campuses have submitted to their planning matrices for the year.

Who is Responsible: ACS

Timeline: January 31, 1999 and annually

Activity 3: Systemwide Offices identify campus barriers to compliance with “Policies for Ensuring Complete Data” and work with those campuses who are not in compliance.

Who is Responsible: CSU/UC/CCC Systemwide Offices

Timeline: February through April 1999 and annually

Budget Implications: None

Activity 4: Systemwide Offices report to full Board on actions taken to remedy problems raised in mid-year reports.

Who is Responsible: CSU/UC/CCC Systemwide Offices

Timeline: May 1999 and annually

Activity 5: ACS & CSUCO develop procedures to get data for the CSU “American Institutions” requirements and determine how this information should be presented through ASSIST.

Who is Responsible: ACS and CSU Systemwide Office

Timeline: January 31, 1999

ACS Budget Implications: Possible data entry costs and new programming

Activity 6: ACS work with CAN System Office to get CAN data into ASSIST including the resolution of course naming issues.

Who is Responsible: ACS and CAN System Office

Timeline: May 1999

Activity 7: Develop an annual report evaluating how campuses are meeting Objective # 1. This report should identify individual campuses and provide precise information on the status of their data.

Who is Responsible: Board workgroup

Timeline: May 1999 for Board approval and annually

Activity 8: Provide the annual report to the CCC Chancellor, CSU Chancellor, UC President, and CPEC Executive Director.

Who is Responsible: Board

Timeline: July 1999 and annually

Activities to Meet Primary Goal Objectives - continued

Primary Goal 1

Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness

Objective 2: *Adopt operational definitions of terms to help ensure consistent understanding among those responsible for data maintenance*

Activity 1: Work with ASSIST Campus Advisory Committee to draft definitions.

Who is Responsible: ACS & Campus Advisory Committee

Timeline: February 1999

Budget Implications: Travel to approximately two meetings for Advisory Committee members

Activity 2: Develop guidelines for campuses that describe timelines and processes for meeting Objective # 1.

Who is Responsible: ACS & Campus Advisory Committee

Timeline: February 1999

Budget Implications: Travel to approximately two meetings for Advisory Committee members

Activities to Meet Primary Goal Objectives - continued

Primary Goal 1

Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness

Objective 3: *Adopt a recommended model format for all articulation represented in ASSIST*

Activity 1: Coordinate student focus groups to collect information regarding student needs for a model format.

Who is Responsible: ACS

Timeline: October 1999

Budget Implications: ACS investigate costs for hiring a company to implement these student focus groups

Activity 2: Work with users at the 14th Annual ASSIST Conference to determine issues and possible next steps.

Who is Responsible: ACS

Timeline: December 1999

Activity 3: Based on the information collected through the student focus groups, determine whether it would be best for ICAS, CIAC, ASSIST, or some other organization(s) to develop a model format for articulation.

Who is Responsible: Board

Timeline: January 2000

Activity 4: Work with organization(s) to have them develop a proposed model format.

Who is Responsible: Board with the appropriate “other” organization(s)

Timeline: To be determined

Activity 5: ASSIST Board review and adopt the proposed model format

Who is Responsible: Board

Timeline: To be determined

Activity 6: Determine and adopt minimum data reporting requirements required to support the model.

Who is Responsible: Board

Timeline: To be determined

Activity 7: Modify ASSIST software as needed to support the model.

Who is Responsible: ACS

Timeline: To be determined

Activities to Meet Primary Goal Objectives - continued

Primary Goal 1

Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness

Objective 4: *Develop new processes to more effectively collect complete and accurate Community College curriculum data*

Activity 1: Determine how the current data are deficient by comparing ASSIST curriculum data with CCMIS curriculum data and produce a report detailing problems.

Who is Responsible: ACS and CCCCCO

Timeline: December 1998

Activity 2: Determine requirements for a new process.

Who is Responsible: ACS and CCCCCO

Timeline: December 1998

Activity 3: Describe current processes and meet with representative campus MIS, instructional, and articulation staff to determine possible improvements.

Who is Responsible: ASSIST and CCCCCO

Timeline: December 1998

Activity 4: Adopt the new process(es) and develop implementation plans.

Who is Responsible: To be determined

Timeline: To be determined

Activity 5: Carry out implementation plans to begin collecting complete and accurate CC curriculum data in more efficient ways.

Who is Responsible: To be determined

Timeline: To be determined

Activities to Meet Primary Goal Objectives - continued

Primary Goal 1

Improve the quality of data provided through ASSIST in the areas of presentation, completeness, accuracy and timeliness

Objective 5: *Continue to add data to the database from CSU campuses not entering their own data*

Activity 1: CSU Chancellors Office request that the ASSIST contacts from all CSU campuses attend the 13th Annual ASSIST Conference and reinforce expectations for their participation in ASSIST during the segmental meeting.

Who is Responsible: CSUCO

Timeline: December 1998

Activity 2: Continue data entry and review processes as new agreements are established and existing agreements are updates.

Who is Responsible: ACS, CSUCO, and CSU campuses

Timeline: Ongoing

Activities to Meet Primary Goal Objectives - continued

Primary Goal 2

Improve the usability of ASSIST for clients

Objective 1: *Complete the development and deployment of the new Web ASSIST Maintenance system*

Activity 1: Continue software development, data clean-up, and deployment plans as outlined in the “Web ASSIST Maintenance System Project Plan”.

Who is Responsible: ACS

Timeline: August 1999

Activities to Meet Primary Goal Objectives - continued

Primary Goal 2 *Improve the usability of ASSIST for clients*

Objective 2: *Assess student needs for ASSIST and enhance Web ASSIST as appropriate*

Activity 1: Meet with ASSIST contacts at 13th Annual ASSIST Conference to determine best ways of assessing student needs regarding the usability of ASSIST.

Who is Responsible: ACS

Timeline: December 1998

Activity 2: Establish focus groups to assess students needs regarding the usability of ASSIST.

Who is Responsible: ACS

Timeline: October 1999

(in conjunction with Objective 3 Activity 1)

Budget Implications: ACS investigate costs for hiring a company to implement these student focus groups

Activity 3: Depending on outcomes of the student focus groups and feedback collected through other means, enhance the ASSIST user interface to better support student use of ASSIST.

Who is Responsible: ACS

Timeline: To be determined

Activity 4: Depending on outcomes of the student focus groups, explore the feasibility of new “student oriented” reports based on information in ASSIST.

Who is Responsible: ACS

Timeline: To be determined

Activities to Meet Primary Goal Objectives - continued

Primary Goal 2

Improve the usability of ASSIST for clients

Objective 3: *Expand the integration of ASSIST with other Web sites*

Activity 1: Review campus and other web sites that should link to ASSIST. Where links do not exist or better information should be provided, work through campus ASSIST contacts or Systemwide Offices to establish links or upgrade related information.

Who is Responsible: ACS

Timeline: April 1999

Activities to Meet Primary Goal Objectives - continued

Primary Goal 2

Improve the usability of ASSIST for clients

Objective 4: *Assess the level of ADA compliance of the Web ASSIST user interface*

Activity 1: Identify an existing organization that can assess the level of ADA compliance of the Web ASSIST users interface and coordinate an assessment.

Who is Responsible: ACS & TAC

Timeline: 1999

Activity 2: Work with Community College DSPPS representatives for recommendations on changes to the Web ASSIST user interface that could better serve their students.

Who is Responsible: ACS & CCCCCO

Timeline: 1999

Activity 3: Depending on outcomes of the above activities, change the ASSIST user interface to better support use of ASSIST by students with disabilities.

Who is Responsible: ACS

Timeline: To be determined

Activities to Meet Primary Goal Objectives - continued

Primary Goal 3

Increase the use of ASSIST through marketing and education

Objective 1: *Publicize ASSIST as an advising resource*

Activity 1: Write articles on ASSIST for campus newspapers and work through campus ASSIST contacts to get these articles published.

Who is Responsible: ACS & Campuses

Timeline: 1999

Activity 2: Survey Community Colleges to determine how ASSIST is currently being publicized and integrated on campuses. Publish results to educate campuses on what activities in which they may wish to engage.

Who is Responsible: ACS & Campuses

Timeline: 1999

Activity 3: Include ASSIST in appropriate systemwide publications such as Cal Notes, CSU Review and counselor and faculty newsletters. Also consider writing a general press release for newspapers or information that could be included in future newspaper articles related to student transfer.

Who is Responsible: ACS & Systemwide Offices

Timeline: 1999

Activities to Meet Primary Goal Objectives - continued

Primary Goal 3

Increase the use of ASSIST through marketing and education

Objective 2: *Develop tools and guidelines for consistent education and marketing activities*

Activity 1: Develop an on-line orientation for use by students, faculty and staff.

Who is Responsible: ACS

Timeline: December 1998

Activity 2: Revise and publicize materials to “build your own ASSIST presentation”.

Who is Responsible: ACS

Timeline: January 1999

Activities to Meet Primary Goal Objectives - continued

Primary Goal 4

Ensure sufficient resources for ASSIST activities

Objective 1: *Identify unmet resource needs for ASSIST activities*

Activity 1: Develop a 5-year budget projection for central ASSIST operations based on current, ongoing activities.

Who is Responsible: ACS and Workgroup

Timeline: February 1999

Activity 2: Ask college and university campuses for written assessments of local resources needed to meet ASSIST goals, changes in local/systemwide priorities needed to meet ASSIST goals, and new/expanded activities that could be supported with additional resources.

Who is Responsible: Systemwide Offices

Timeline: February 1999

Activities to Meet Primary Goal Objectives - continued

Primary Goal 4

Ensure sufficient resources for ASSIST activities

Objective 2: *Explore the intersegmental augmentation of ASSIST funding*

Activity 1: Develop a BCP to request additional funding to support ASSIST activities and submit it for the 2000-2001 BCP process.

Who is Responsible: Board

Timeline: March 1999

Activity 2: Systemwide Offices work with campuses to identify and align campus priorities with ASSIST Goals.

Who is Responsible: Systemwide Offices

Timeline: October 1999

Activity 3: Explore the availability of grant funding to support unmet needs.

Who is Responsible: To be determined

Timeline: To be determined

Activities to Meet Primary Goal Objectives - continued

Primary Goal 5

Increase commitment and collaboration among students, faculty and staff to support the achievement of ASSIST goals

Objective 1: *Establish an intersegmental joint resolution endorsing ASSIST as California's official repository of articulation information*

Activity 1: Develop a joint resolution and gain signature by the CCC Chancellor, CSU Chancellor, UC President, and CPEC Executive Director.

Who is Responsible: Board and Systemwide Offices

Timeline: December 1998

Activities to Meet Primary Goal Objectives - continued

Primary Goal 5

Increase commitment and collaboration among students, faculty and staff to support the achievement of ASSIST goals

Objective 2: *Communicate joint resolution with agencies/organizations with whom ASSIST needs to collaborate*

Activity 1: Distribute information on the joint resolution to campuses.

Who is Responsible: Systemwide Offices

Timeline: Spring 1999

Activity 2: Identify other agencies/organizations with whom ASSIST needs to collaborate and distribute information on the joint resolution.

Who is Responsible: Systemwide Offices

Timeline: Spring 1999

Activities to Meet Primary Goal Objectives - continued

Primary Goal 5

Increase commitment and collaboration among students, faculty and staff to support the achievement of ASSIST goals

Objective 3: *Establish continuing relationships with other agencies/organizations to help achieve ASSIST goals*

Activity 1: Identify desired agencies/organizations and define the purpose and role of possible collaboration - Initial organization for consideration include CAN, CIAC, ICAS, CalSACC, and "Student Friendly".

Who is Responsible: Workgroup

Timeline: February 1999

Activity 2: Establish appropriate contact and agree on common issues and ongoing roles of collaboration.

Who is Responsible: To be determined

Timeline: To be determined

Activity 3: Maintain relationships by carrying out ASSIST's roles as defined during the above activities.

Who is Responsible: To be determined

Timeline: To be determined

1998-1999 ASSIST Strategic Plan Attachments

Attachment # 1 - ASSIST Articulation Repository - Definition and Policies - July 28, 1997

Attachment # 2 - Policies for Ensuring Complete Data in ASSIST - August 3, 1998

ASSIST Articulation Repository - Definition and Policies

July 28, 1997

Background

Since 1985, public colleges and universities throughout California have been working cooperatively, and voluntarily, on the development of ASSIST which includes a vast database of transfer and articulation information used in transfer student advising and evaluation. Over the years, ASSIST has emerged as the only intersegmentally sponsored database of California articulation and the ASSIST database has grown to include most all articulation information used throughout the State. As student transfer remains a high priority in California, the Community College, CSU, and UC systems desire that ASSIST be established as the official and complete source for California articulation information. This will help to ensure that students, counselors, faculty, and other staff have a reliable source for official articulation information.

Once established in policy by the three system-wide offices, the concept of ASSIST as the official repository of California transfer and articulation information will be realized through the successful implementation and utilization of ASSIST software products. It is important to note that the technologies used to deliver ASSIST information and support ASSIST database maintenance are changing in order to support the new requirements of an official repository.

The ASSIST Articulation Repository

1. ASSIST shall be the official, statewide repository of articulation and transfer information for the state of California. Articulation and transfer information may continue to be made available through other sources, but no other source shall be considered “more official” than ASSIST.
2. ASSIST shall include complete Transfer Course Agreement and Articulation Agreement information for all California public postsecondary educational institutions.
3. The institutions to which courses transfer (receiving institutions), and the agencies that determine transfer applicability, shall continue to be ultimately responsible for the accuracy of articulation information. As such, receiving institutions shall also be responsible for ensuring that:
 - the agreements in ASSIST are the official versions of the agreements;
Note: “Official articulation” is defined as articulation that the receiving institution has committed to honor.
 - the agreements in ASSIST are the most current versions of the agreements;
 - the agreements in ASSIST are complete, representing all of the articulation that has been established with any California, public-postsecondary sending institutions;
and
 - receiving institutions have verified their articulation agreements in ASSIST.

Components

High School a-f Lists

Courses from all public and private high schools in California that the University of California Office of the President has identified as being applicable for determining UC admissions eligibility. CSU campuses also use these lists to determine completion of course subjects used for admissions

Community College, CSU, and UC course lists

Information about all lower division courses offered at a California public postsecondary educational institution including historical linkages identifying how course numbers and attributes have changed over time.

Transfer Course Agreements

UC Transfer Course Agreements

Courses from all California Community Colleges that the University of California Office of the President has identified as being transferable to any UC campuses for lower division unit credit.

CSU Baccalaureate Level Course Lists

Courses from all California Community Colleges that the individual colleges have identified as being transferable to any CSU campus for lower division, baccalaureate credit per CSU Executive Order # 167.

CSU General Education-Breadth (GE-Breadth) Course Lists

Courses from all California Community Colleges and CSU campuses that the CSU Chancellor's Office has identified as applying to the statewide CSU GE-Breadth requirements per CSU Executive Order # 595.

CSU American Institutions Course Lists

Courses from all California Community Colleges that the college has identified as applying to the CSU American Institutions graduation requirement.

IGETC Course Lists

Courses from all California Community Colleges that the CSU Chancellor's Office and the UC Office of the President have identified as applying to the statewide Intersegmental General Education Transfer Curriculum (IGETC) requirements.

Articulation Agreements

Receiving institutions determine which of the following types of articulation agreements they establish with sending institutions.

Major Preparation Articulation Agreements

Agreements between individual pairs of postsecondary institutions that define how courses from the sending institution will be used to satisfy major preparation requirements at the receiving institution upon transfer.

General Education/Breadth Articulation Agreements

Agreements between individual pairs of postsecondary institutions that define how courses from the sending institution will be used to satisfy General Education/Breadth requirements at the receiving institution upon transfer.

Course to Course Articulation Agreements

Agreements between individual pairs of postsecondary institutions that define how courses from the sending institution will be used in lieu of courses at the receiving institution upon transfer without respect to specific major preparation requirements.

California Articulation Number (CAN) Catalog of Courses

Courses from California Community Colleges and CSU campuses that have been qualified with CAN identifiers per the established policies of the CAN System Office.

Data Maintenance Policies

1. Authorization of the maintenance of all data in ASSIST shall be vested with the institutions or agencies who have ultimate responsibility for the accuracy of the information as follows:

High School a-f Course Lists	- UC Office of the President
Course Lists	- Individual Colleges and Universities
UC Transfer Course Agreements	- UC Office of the President
CSU Baccalaureate Course Lists	- <i>CSU Chancellor's Office</i>
CSU GE-Breadth Course Lists	- CSU Chancellor's Office
CSU American Institutions Course Lists	- <i>Community Colleges and Universities</i>
IGETC Course Lists	- CSU Chancellor's Office and UC Office of the President
Major Preparation Articulation Agreements	- Receiving Institutions
GE/Breadth Articulation Agreements	- Receiving Institutions

Course to Course Articulation Agreements - Receiving Institutions
CAN Catalog of Courses - CAN System Office

2. These institutions and agencies shall assume the responsibility of determining which staff are authorized to enter and change data in ASSIST.

Once the Web ASSIST Articulation Maintenance System is deployed, these institutions and agencies will be required to register the names of authorized staff members with the ASSIST Coordination Site. The Coordination Site will be responsible for issuing authentication codes and passwords to Web ASSIST Maintenance System users. In the mean time, all articulation data entry and updating will be conducted through the Revelation-based ASSIST software.

Receiving institutions may authorize specific staff members at a sending institution to enter and change information in their respective articulation agreement related to major preparation applicability.

3. Articulation with independent colleges and universities may be included in ASSIST but must be authorized by the receiving institution according to procedures to be established by the ASSIST Board of Directors.
4. Once the Web ASSIST Articulation Maintenance System is deployed, ASSIST will provide more immediate end user access to articulation information after it has been verified, as data entry and dissemination will take place directly on the Web. In the mean time, the ASSIST Coordination Site shall continue to support the collection and dissemination of data from participating colleges and universities on a monthly and semi-annual basis.
5. Receiving institutions shall continue to maintain authority for deciding whether or not to remove articulation agreements from ASSIST. Receiving institutions will be encouraged to leave old agreements in the database since they often prove useful in working with historical student course work.
6. The ASSIST Board of Directors will monitor the compliance of responsible institutions and agencies in adhering to related policies for maintaining data in ASSIST.

ASSIST Software Product Requirements

The ASSIST Articulation Repository will establish a new scope and new policies for ASSIST users including those who use ASSIST to look up information and those who are responsible for maintaining information in the ASSIST database. It also establishes some of the key requirements for ASSIST software products needed to support policies of the repository. However, it is not intended to communicate the complete list of requirements for ASSIST software products. Other

methods will be used to collect and communicate complete information about requirements for ASSIST software products.

During the transition from old to new technologies not all of the characteristics of the repository will be supported. Accordingly, there will be interim policies that will eventually be superseded as new ASSIST software products become available.

**Policies for Ensuring
Complete Data in ASSIST
Revision - August 3, 1998**

I. Background

In May 1997, the ASSIST Board of Directors established ASSIST as the official repository of articulation and transfer information for the State of California.

Given the dynamic nature of college and university curricula, related articulation information is continually changing. In order for ASSIST to provide the most benefit for its users, the information in the database must be current and must be complete.

The document entitled "ASSIST Articulation Repository - Definition and Policies" describes the components of the ASSIST database that make up the repository. However, this "definition" document was not intended to describe the ways in which the database was to be kept current and complete. The following information describes the basic policies that have been established to help ensure current and complete data in ASSIST.

These policies were approved by the ASSIST Board of Directors on November 5, 1997 and revised in August 1998.

II. Data Entry/Maintenance

For each component of the ASSIST database, the specified institutions and/or agencies are responsible for entering data and implementing the following policies:

Course Lists:

For UC and CSU campuses: Complete course lists represent minimally, all courses articulated with other institutions for each term, as well as information which indicates how basic course attributes used in ASSIST have changed from one term to the next. Additional courses may be included, but are not required.

For Community College campuses: Complete course lists represent all courses offered for credit each term as well as information which indicates how basic course attributes used in ASSIST have changed from one term to the next.

The basic course attributes required by ASSIST are: the course name (prefix and number), title, unit value, transferability, repeatability, and cross-listing with other courses (if applicable). Procedures for maintaining this information and providing the data to ASSIST are detailed in the "ASSIST Course List Maintenance" documentation provided by the ASSIST Coordination Site.

Beginning Fall 1998, each institution is expected to maintain current course curriculum updates for each term in which courses are offered. The time line and procedures for submitting data will be published by the ASSIST Coordination Site.

Individual UC, CSU and Community College campuses are responsible for ensuring that their course list data is complete and accurate.

Transfer Course Agreements - UC Transfer Course Agreements:

Complete UC Transfer Course Agreements represent all California Community College courses approved by the UC Office of the President (UCOP) for general lower-division credit to UC campuses upon transfer.

The UCOP annually reviews and updates, in ASSIST, the agreements for each California Community College. UCOP shall provide updated information to the ASSIST Coordination Site (ACS) within one month of any changes, or new courses, being approved.

Transfer Course Agreements - CSU Baccalaureate Lists:

Complete CSU Baccalaureate Lists represent all courses that each California Community College has approved to be transferable for general lower-division credit to CSU campuses per CSU Executive Order # 167.

Effective Fall 1998, CSU Baccalaureate lists will be available in ASSIST beginning with academic year 1995-96. Each year community college campuses will update their CSU Baccalaureate lists via the course list maintenance process referenced in the Course Lists section above.

Transfer Course Agreements - IGETC and CSU GE/Breadth Lists:

Complete IGETC and CSU GE/Breadth Lists represent all California Community College and CSU courses that have been approved for applicability to the IGETC and CSU GE/Breadth programs.

The ACS is responsible for entering and updating this information in ASSIST. New course approvals shall be entered in ASSIST annually according to the update cycles established by CSUCO and UCOP.

IGETC and CSU GE/Breadth technical changes shall be updated each term via the course list maintenance process referenced in the Course Lists section above.

Articulation Agreements:

Complete Articulation Agreements represent current, official articulation that receiving institutions have established with any of the California Community

Colleges. “Official articulation” is the articulation that the receiving institution has agreed to honor according to the details of the articulation agreement.

Receiving institutions who enter their own data into ASSIST are expected to enter updates and submit data for distribution to the ASSIST Coordination Site within one month of the update being approved by the receiving campus articulation officer. Each campus is responsible for the completeness and accuracy of their data in ASSIST.

Receiving institutions for whom the ACS does the data entry are expected to send updated articulation agreements to the ACS within 2 weeks of the update being approved by the receiving campus articulation officer. The ACS will then coordinate the data entry and distribution of this updated information. Each campus is responsible for the completeness and accuracy of their data in ASSIST.

CAN Information:

There are two ways in which CAN information is represented. The first, known as the “CAN Catalog of Courses” represents all California Community College and CSU courses that have been qualified for CAN identifiers according to policies set forth by the CAN System Office. The CAN Systems Office is responsible for communicating this information and will have it available on the Web. A hyperlink has been established from Web ASSIST to the CAN Web Site.

The second way in which CAN information is represented is in individual articulation agreements established between California Community Colleges and CSU campuses. The Coordination Site shall work with the CAN System Office and the ASSIST Board to develop a way of representing complete CAN articulation within regular ASSIST articulation agreement displays.

UC High School a-f Lists:

Complete UC High School a-f Lists represent articulation between high schools and the University of California by specifying courses from all public and private California high schools that UCOP has determined to be applicable to the related UC admissions criteria. This course information is also used to determine CSU admissions eligibility directly from high school.

The Coordination Site shall continue to maintain a link from ASSIST to the UCOP web site where current UC High School a-f information is located.

Degree Requirements:

The mission and vision statements in the ASSIST Strategic Plan discuss the inclusion of degree requirement data in the statewide repository. Currently, no official degree requirements are available in ASSIST.

III. Monitoring Compliance

In order to help ensure that the responsible institutions and/or agencies adhere to the policies stated above in Section II, the following monitoring practices shall be established and followed:

Course Lists:

In September and February of each year, the ACS is expected to provide the ASSIST Board with a report detailing which colleges and universities have and have not provided corresponding course list updates.

Transfer Course Agreements - UC Transfer Course Agreements:

UCOP shall provide their schedule for annual updates and distribution to the ACS. The ACS shall monitor progress on this schedule and report any significant deviations to UCOP management.

Transfer Course Agreements - CSU Baccalaureate Lists:

Baccalaureate lists will be updated each year via the course list maintenance process.

Transfer Course Agreements - IGETC and CSU GE/Breadth Lists:

The ACS shall ensure that new IGETC and CSU GE/Breadth courses are entered into ASSIST each year following the annual review processes. The technical changes for IGETC and CSU GE/Breadth will be updated each year via the course list maintenance process.

Articulation Agreements:

In August of each year, each UC and CSU campus shall submit a matrix to the ACS which identifies the years of the most current, official articulation agreements that have been established with any of the California Community Colleges and which types of articulation have been established with each college. Additionally, each UC and CSU campus shall identify the expected processes and time lines to be used in reviewing and updating articulation during the academic year.

The ACS shall monitor the progress of the UC and CSU campuses, checking that the data included on each matrix is provided to the ACS in an appropriate and timely manner. In July and January of each year, the ACS shall provide the Board with a report which compares expected activity with actual data available in the ASSIST database.

CAN Information:

The CAN System Office is responsible for providing complete and accurate information to ASSIST.