

ASSIST 1998-1999 Statewide Articulation Status Report November 1999 - Page # 1 - Draft

Introduction

The 1998-1999 Statewide Articulation Status Report provides an end-year summary indicating the overall quantity and quality of articulation information available in ASSIST, California's official repository of articulation and transfer information.

The ASSIST Board of Directors has developed this annual report to provide cumulative objective and subjective information regarding the overall quantity and quality of articulation that California State University and University of California campuses are responsible for maintaining in ASSIST. Each university is individually responsible for determining with which colleges they articulate, what type of articulation they establish, how frequently they update agreements, and the specific format and content of agreements. ASSIST serves as the common repository for all California articulation into which all public universities are required to submit all of their most current agreements. ASSIST does not establish or enforce any policies regarding the quantity and quality of articulation agreements universities establish.

Also, since ASSIST receives a substantial amount of feedback regarding the quality of articulation agreements, this report also provides some subjective information on the quality of information available in ASSIST.

Beginning with this year, the ASSIST Board will produce this report at the end of each year for distribution to the leaders of the California public higher education systems and CPEC. This report is intended to stimulate further discussion on the overall quantity and quality of articulation agreements.

Report Overview

This report focuses exclusively on articulation agreements between California Community Colleges and California State University/University of California campuses. While many universities have established agreements with other universities, this information is not included in this report.

Additionally, the ASSIST database includes complete, historical and comprehensive information on the general transferability of Community College courses including UC transferable courses, CSU transferable courses, IGETC qualified courses and CSU GE/Breadth qualified courses. Since this information is complete and available for all 107 Community Colleges for each year, a separate chart of the quantity of this information is not provided.

Since universities are responsible for maintaining and communicating articulation agreements with Community Colleges, this report is organized by university rather than by Community College.

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Each cell of the attached chart includes a graphical bar that indicates the overall rating in each columnar category. The legend at the bottom of the chart specifies the percentage range that each graphical bar represents.

Definition of Report Columns

Quantity of Current 98-99 Agreements

The first column represents an objective calculation of the percent of the total (107) Community Colleges with whom each university has entered 98-99 agreements into ASSIST. This column only indicates that agreements exist and does not indicate anything about the types of agreements, number of courses articulated or the overall quality of the information provided.

It should be noted that there is a great deal of articulation available in prior years that is not referenced in this report but is still useful and official information. However, since up to date information is most useful for students, this report focuses exclusively on the availability of agreements for the most recent academic year, 98-99.

Service Area Coverage

The second column represents an objective calculation of the percent of service area colleges with whom the university has entered 98-99 agreements into ASSIST. Information on which colleges are in each university's service area was provided by the CSU and UC systemwide offices.

As with the first column, this column only indicates that agreements exist in ASSIST and does not indicate anything about the types of agreements, number of courses articulated or the overall quality of the information provided.

Major Preparation Agreements

The third column represents a composite calculation of the quantity of 98-99 major preparation agreements that the university has entered into ASSIST. It is a composite of the number of colleges with whom there is a major preparation agreement and the median number of majors included in the agreements.

Major preparation agreements are most commonly requested by students and counselors to aid in planning for transfer to specific majors.

While this column does indicate the extent of major preparation articulation for each

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university, it does not indicate anything about the overall quality of the information provided.

Some universities do not establish major preparation agreements with colleges. In these cases, the cell includes a hyphen to indicate that the type of information is not applicable for the university.

Discipline based Agreements

The fourth column represents a composite calculation of the quantity of 98-99 discipline based agreements that the university has entered into ASSIST. It is a composite of the number of colleges with whom there is a discipline based agreement and the median number of disciplines included in the agreements.

Discipline based agreements can be used in conjunction with university catalogs to determine how course can satisfy university requirements. Discipline based agreements are also often used by university evaluators during the admissions process.

While this column does indicate the extent of discipline based articulation for each university, it does not indicate anything about the overall quality of the information provided.

Some universities do not establish discipline based agreements with colleges. In these cases, the cell includes a hyphen to indicate that the type of information is not applicable for the university.

Subjective Quality of Agreements

The fifth column represents a subjective evaluation of the overall quality of a typical agreement for the university. A limited number of agreements for high transfer colleges for each university were examined and rated on a 4 point scale. Evaluation of agreements included characteristics that are generally identified as important by students and counselors. These include but are not limited to: depth of information provided (course titles, units, numbers of courses), additional descriptive information provided to help guide students and counselors, and format of information to aid usability.

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Report Anomalies

Two universities, CSU Dominguez Hills and UC Santa Cruz did not enter any official agreements for the 98-99 academic year into ASSIST. These universities experienced localized problems with their articulation staffing or process that prohibited them from establishing new or updating existing agreements. Both of these universities have extensive articulation for prior years that is published in ASSIST. A few other universities were in a similar position, but opted to extend the effective years of their prior agreement into 98-99. These agreements appear in ASSIST as 98-99 agreements even though the university may not have made any changes from the previous year.

The ASSIST Board asks each university to submit an annual report that specifies with which colleges they have established agreements. Sometimes there may be other official articulation that individual universities have established with Community Colleges but not entered into ASSIST. If a university fails to report an official agreement, the ASSIST Board does not have any other available information to use in determining the completeness of the ASSIST database. In those cases where a college reports that they are in possession of an official agreement that the university has not included in ASSIST, the ASSIST Board of Directors follows up to ensure that it is included in the ASSIST database.

Report Conclusions

This report echoes the reality that articulation throughout the State is inconsistent in quantity, type and quality. There are some universities that do an excellent job in providing complete, comprehensive and student friendly articulation, others provide the minimum information needed to support internal university processes, and others provide something in between.

The 98-99 report does demonstrates that most universities focus on their service area colleges.

Questions regarding ASSIST and this report should be directed to:

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| ASSIST 1998-1999 Statewide Articulation Status Report | | | | | |
|--|--------------------------------------|-----------------------|------------------------------|-----------------------------|----------------------------------|
| 10/27/99 Based on data reported in ASSIST as of July 1, 1999 | | | | | |
| | Quantity of Current 98-99 Agreements | Service Area Coverage | Major Preparation Agreements | Discipline Based Agreements | Subjective Quality of Agreements |
| Cal Poly Pomona | ██████ | ██████ | - | ██████ | ██████ |
| Cal Poly San Luis Obispo | ██████ | ██████ | - | ██████ | ██████ |
| CSU Bakersfield | ██████ | ██████ | ██████ | - | ██████ |
| CSU Chico | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU Dominguez Hills | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU Fresno | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU Fullerton | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU Hayward | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU Long Beach | ██████ | ██████ | - | ██████ | ██████ |
| CSU Los Angeles | ██████ | ██████ | - | ██████ | ██████ |
| CSU Monterey Bay | ██████ | ██████ | ██████ | - | ██████ |
| CSU Northridge | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU Sacramento | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU San Bernardino | ██████ | ██████ | ██████ | ██████ | ██████ |
| CSU San Marcos | ██████ | ██████ | ██████ | - | ██████ |
| CSU Stanislaus | ██████ | ██████ | ██████ | ██████ | ██████ |
| Humboldt State | ██████ | ██████ | ██████ | ██████ | ██████ |
| San Diego State | ██████ | ██████ | - | ██████ | ██████ |
| San Francisco State | ██████ | ██████ | ██████ | ██████ | ██████ |
| San Jose State | ██████ | ██████ | ██████ | ██████ | ██████ |
| Sonoma State | ██████ | ██████ | ██████ | ██████ | ██████ |
| UC Berkeley | ██████ | ██████ | ██████ | ██████ | ██████ |
| UC Davis | ██████ | ██████ | ██████ | ██████ | ██████ |
| UC Irvine | ██████ | ██████ | ██████ | - | ██████ |
| UC Los Angeles | ██████ | ██████ | ██████ | - | ██████ |
| UC Riverside | ██████ | ██████ | ██████ | ██████ | ██████ |
| UC San Diego | ██████ | ██████ | ██████ | - | ██████ |
| UC Santa Barbara | ██████ | ██████ | ██████ | - | ██████ |
| UC Santa Cruz | ██████ | ██████ | ██████ | ██████ | ██████ |
| ██████ | = 76% - 100% | | | | |
| ██████ | = 51% - 75% | | | | |
| ██████ | = 26% - 50% | | | | |
| ██████ | = 1% - 25% | | | | |
| ██████ | = 0% | | | | |
| - | = Not applicable | | | | |