

**ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY**

AS-2517-01/AA
January 18-19, 2001

Cooperation Between California State University and California Community Colleges
Faculty to Improve Student Transfer Procedures

- RESOLVED: That the Academic Senate of the California State University (CSU) recognize the importance of improving procedures for the transfer of students from the California Community Colleges (CCC) campuses to those of the CSU; and be it further
- RESOLVED: That the Academic Senate CSU support active cooperation between faculty of the CSU and the CCC to improve student transfer procedures; and be it further
- RESOLVED: That the Academic Senate CSU acknowledge the Memorandum of Understanding of May 8, 2000, between the chancellors of the CSU and the CCC on improving the effectiveness of transfer procedures of students from CCC campuses to CSU campuses; and be it further
- RESOLVED: That the Academic Senate CSU look forward to an active and collegial role in future efforts to improve student transfer procedures.

RATIONALE: The California Master Plan for Higher Education places a high priority on accommodating eligible CCC transfer students to CSU. Nearly 47,744 students transferred to the CSU from California Community Colleges during 1999-2000, compared to slightly more than 36,688 who entered the CSU as first-time freshmen and 9,657 who transferred from other institutions (some of whom also transferred credits from a community college). Thus, a very significant percentage of CSU students transfer college credits from a CCC campus, even though only a very small percentage of CCC students transfer to CSU in any given year. (For example, CPEC data for Fall 1999 indicate that there were 1,400,954 students enrolled in the CCC, compared to 30,447 who transferred from a CCC campus to a CSU campus and 8,696 to a UC campus.)

The expediting of student transfers from CCC to CSU involves complex and multi-layered issues, and many of those issues link directly to faculty responsibilities for curriculum, academic advising, and assessment of student performance in both systems.

On May 8, 2000, Charles B. Reed, Chancellor of the California State University system, and Thomas J. Nussbaum, Chancellor of the California Community Colleges system, signed a Memorandum of Understanding (see attachment) on improving the effectiveness of transfer procedures, to be in effect through June 30, 2003; the memorandum involved limited prior consultation with CSU or CCC academic senates.

APPROVED – January 18-19, 2001

**A MEMORANDUM OF UNDERSTANDING BETWEEN
THE CALIFORNIA COMMUNITY COLLEGES AND
THE CALIFORNIA STATE UNIVERSITY**

The California Community Colleges and the California State University support student transfer from community colleges to public and independent universities as central to providing accessibility to a baccalaureate education for the citizens of California. Building on collaborative efforts of the past decade, the California Community Colleges and the California State University agree to strengthen further transfer between the California Community Colleges and the California State University by implementing several innovative programs.

According to the Master Plan for Higher Education and state law, there is no higher priority than the accommodation of California community college fully eligible, upper division transfer students. Beginning in 1985, the higher education community undertook a number of initiatives to strengthen the transfer process. In 1991, Senate Bill 121 (Hart) emphasized that a strong transfer function was the shared responsibility of the California Community Colleges, the California State University, and the University of California. The Education Code includes specific references to the importance of transfer and the role of the public postsecondary education segments. The California Community Colleges, the California State University, and the University of California governing boards must design, adopt, and implement policies intended to facilitate successful movement of students from the California Community Colleges to the California State University and the University of California. In addition, the California Community Colleges Board of Governors must guarantee that all community college students have access to courses that meet the lower division baccalaureate degree requirements of the California State University and the University of California by ensuring that all students are clearly and fully informed as to which community college courses and units are transferable and meet the general education and lower division major requirements at the California State University and the University of California. Lastly, each public postsecondary education segment is required to develop and implement formal systemwide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum and other appropriate procedures to support and enhance the transfer function.

The principles contained in SB 121 were incorporated in a Statement of Common Principles for strengthening the transfer process that the California Community Colleges, the California State University, and the University of California supported. These principles addressed enrollment and resource planning, special efforts to improve student diversity, intersegmental faculty curricular efforts, course and program articulation, coordinated student counseling, financial aid, and transfer services, and intersegmental data collection and evaluation. Within these principles, the systems recognize transfer as critical to providing access to higher education to a diverse student population.

In order to build upon these commitments, the California Community Colleges and the California State University endorse the following understandings and commitments.

IMPROVE ARTICULATION PROCEDURES

Articulation agreements are fundamental to an effective transfer process. Effective articulation assures that students can make progress toward the degree prior to transfer without losing credit or having to repeat coursework. Articulation refers to “course articulation.” This is a process of developing a formal, written agreement that identifies courses or sequences of courses at a California Community College that are comparable to or acceptable in lieu of specific course requirements at a California State University campus. Course articulation is an agreement between a California Community College campus and a California State University campus that two courses are comparable in content, rigor, and student outcomes.

Successful completion of an articulated course assures the students and the faculty of the following:

- That the student has taken the appropriate course;
- That the student received the necessary instruction and preparation; and
- That similar outcomes can be assured, enabling progression to the next level of instruction at the California State University.

Articulation of Lower Division Major Courses

New and concerted attention will be devoted to the strengthened articulation of required lower division major courses and/or competencies between the California State University and the California Community Colleges. This initiative recognizes that in some areas of the state, community college students are not certain about the CSU campus at which they will enroll. Hence, it is important in these situations for the involved CSU campuses to share similar course requirements to the extent possible. To this end, faculty from across all California State University campuses will convene in disciplinary groups, with appropriate consultation with community college faculty, to seek agreement on a common core of required lower division courses for individual major programs. Particular emphasis will be directed to academic majors in which there are large numbers of transfer students, e.g., business, or in academic majors in which a shortage of prepared individuals are available to meet critical demands in California, e.g., education and nursing. These disciplinary faculty groups will be convened on a systemwide or regional basis, depending on the nature of the articulation challenge.

California Articulation Number System (CAN)

The California Articulation Number System (CAN) is a system of common course identifiers assigned to articulated courses across the California Community Colleges and the California State University segments. The California Community Colleges and the California State University will explore ways in which major articulation can be advanced, using CAN or other mechanisms.

California Community Colleges Transfer Degree

The California Community Colleges and the California State University will collaborate on the development of a dedicated and distinctive two-year degree which will be accepted at CSU campuses as completion of all lower division general education and specified lower division major course requirements. The initial policies and recommendations will be presented to the California Community College Board of Governors and the California State University Trustees no later than the fall 2001.

ADDRESS THE CRITICAL NEED FOR CERTIFIED TEACHERS

As California State University campuses look to the development of multiple and alternative routes for students to earn teaching credentials, they are reconceptualizing the role of undergraduate education in the preparation of teachers. This reconsideration focuses primarily on the development of concurrent and connected curriculum through which students engage in the learning of both discipline subject matter and pedagogical subject matter. Under a set of Interim Standards for Blended Teacher Education Programs adopted by the California Commission on Teacher Credentialing in August 1998, such programs must include early and continuous student experiences related to the development of professional education skills and knowledge. These experiences should include an orientation to the profession and opportunities to understand the nature of a career as a professional educator.

Under these new guidelines, the California Community Colleges can play an important role in initial undergraduate education by offering a general "introduction to teaching" class as a pre-preparation experience for students who indicate an intent to enter the field of teaching. Community colleges can also offer structured experiences which include observation of a range of classroom settings and other K-12 experiences common to the role of the teacher. These activities would meet the expectations of the Interim Standards and orient students to the field of study and practice prior to formal enrollment in a teaching credential program. Community college faculty support for this experience might include guided reflection on the observations, assessment of personal suitability for and commitment to the profession, and clarification of the appropriate academic preparation to develop the necessary subject matter knowledge for teaching. This kind of early introduction to the profession would ready students for enrollment in formal teach preparation classes once they enroll at a California State University campus.

RECOGNIZE ASSIST AS THE OFFICIAL STATE REPOSITORY FOR ARTICULATION INFORMATION

The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) electronically stores and conveys articulation information to students, counselors, faculty, and staff. The California Community Colleges, California State University, University of California, and the California Postsecondary Education Commission endorsed in February 1999 ASSIST as California's official, statewide repository of articulation and transfer information. This official statewide repository of articulation and transfer information will enable students to plan and meet their transfer goals. The California Community Colleges and the California State University agree to maintain current, accurate, and complete articulation information in ASSIST.

TRANSFER ADMISSION AGREEMENT

In addition to statewide agreements, e.g., certification of General Education and American Institutions in Government, transfer admission agreements have been developed by twelve California State University campuses with twenty-four California Community Colleges. All community college students will have the opportunity to execute a transfer admission agreement with California State University campuses no later than the fall of 2001. A transfer admission agreement will provide an opportunity for admission to a California State University campus specified by the student at the upper division level and will ensure access to courses necessary to complete the baccalaureate degree on a timely basis. To activate this transfer admission agreement, California Community College students must agree to complete specified lower division general education and lower division major requirements with a grade point average of "C" or better. If the student seeks access to a CSU campus or major program at a CSU campus that is impacted, the student must agree to meet the supplemental admission criteria. This transfer admission agreement must be executed at least one academic year prior to the student's intended date of transfer.

DUAL ADMISSION

Dual admission is a term used to describe instances in which a matriculating community college student committed to attending a specific CSU campus is granted admission concurrently to that CSU campus upon the condition that the student complete all lower division requirements and achieve full eligibility. Dual admission is in place on a few California Community College and California State University campuses. The California State University agrees to offer dual admission opportunities at all California State University campuses to community college students who commit to completing all upper division transfer requirements. Students granted dual admission to a California Community College and a California State University campus will be entitled to additional services at the California State University campus throughout their community college enrollment, e.g., library card, opportunity to cross enroll in at least one lower division or upper division course per term at no cost on a space available basis, and free access to all athletic events.

REINVIGORATE TRANSFER CENTER PARTNERSHIPS

The California Community Colleges have established transfer centers on all community college campuses. Currently, these transfer centers vary considerably; some are vital and effective, some are underutilized, and nearly all the transfer centers are underfunded given the resource demands of students. The California Community Colleges agree to work proactively with all transfer students to encourage them to use the services available in the campus transfer centers and to publicize the services offered by the transfer center that are available to all transfer students. The California State University agrees to increase the participation of California State University campus representatives at the California Community Colleges transfer center sites.

INTENSIFY OUTREACH ACTIVITIES

The California Community Colleges and the California State University will develop a mechanism to identify and track community college-bound students who participate in outreach programs. A key element in effective outreach by the California Community Colleges and the California State University is developing an effective outreach information program to advise students about the facilities and services of the university. The California Community Colleges and the California State University agree to develop promotional materials to advise students about the availability of Certification of Transfer agreements, dual admission, cross enrollment in California State University courses while enrolled in a California Community Colleges campus, and access to California State University libraries and other California State University activities and cultural events.

REMEDICATION

The California Community Colleges provide programs to meet each of their three missions: (1) to prepare students for transfer, (2) to provide vocational and technical training, and (3) to provide remediation services for students who need to increase their basic academic skills. The Trustees of the California State University adopted in January 1996 an ambitious plan to work with K-12 to strengthen the preparation of graduating high school seniors. The Trustees approved a strategy designed to reduce the number of freshmen who need remediation in English and/or mathematics to not more than ten percent of regularly admitted new freshmen by 2007. Some California State University campuses are contracting with local California Community College campuses to provide remedial English and mathematics instruction. The California Community Colleges and the California State University will explore additional opportunities that will permit community colleges to offer remedial courses to students admitted and enrolled in the California State University.

INCREASE DATA COLLECTION AND EXCHANGE

The California Community Colleges and the California State University will exchange pertinent data, as appropriate and consistent with state and federal privacy laws, to monitor and evaluate the usefulness of agreed upon transfer activities and student progress toward the baccalaureate degree. The California Community Colleges will generate information on potential transfers to the California State University from its Management Information System, and the California State University will generate information from its Enrollment Reporting System on the status of applicants, admits, enrollees, and degree holders originating from the California Community Colleges. The California Community Colleges will assure that students with transfer aims can receive information to plan their course work. The transfer data also will be used by the California Community Colleges to report to the California State Legislature on Partnership for Excellence.

EXPANDED JOINT FACILITY USE

The California Community Colleges and the California State University agree to expand the joint use of facilities. The California Community Colleges and the California State University will

continue to develop ways in which students can participate in baccalaureate level education, e.g., offering California State University upper division programs on community college campuses or other appropriate ways of sharing scarce physical resources to deliver postbaccalaureate level instruction. It is not the intent that this joint facility use will result in the development of a new California State University campus. Rather, sharing facilities is recognized as a cost effective way to utilize fully the space that is available on California Community Colleges and California State University campuses.

ACCESS AND OPPORTUNITY

The California Community Colleges and the California State University agree to provide access and opportunity for all students seeking to transfer to a California State University campus to complete the requirements for a baccalaureate degree. Together, the California Community Colleges and the California State University need to assure that students preparing for transfer meet university admission requirements and complete the appropriate prerequisites for the program and/or college to which they are applying.

Therefore, to achieve this goal, the California Community Colleges pledge to increase the number of fully qualified upper division transfer students by not less than five percent per year, and the California State University pledges to enroll all fully qualified California Community College students seeking admission to the California State University.

IMPLEMENTATION AND REVIEW

The California Community Colleges and the California State University will implement the provisions of this Memorandum of Understanding through the shared governance process of the California Community Colleges and the shared governance process of the California State University inclusive of the Academic Senate and administration.

The California Community Colleges and the California State University recognize that additional resources will be needed to achieve fully the goals and activities specified in this Memorandum of Understanding. Therefore, the California Community Colleges and the California State University agree to work together to identify and secure resources necessary to implement the provisions of the Memorandum of Understanding.

Representatives from the California Community Colleges Chancellor's Office and the California State University Office of the Chancellor will develop a process to monitor implementation of the provisions of this Memorandum of Understanding. This process will include an annual progress report on the extent to which the goals in this memorandum of Understanding have been achieved.

SIGNATURE

The California Community Colleges and the California State University agree to the provisions in this Memorandum of Understanding on May 8, 2000. This Memorandum of Understanding will extend through June 30, 2003 after which time the provisions may be extended or amended as agreed by both parties.

Thomas J. Nussbaum
Chancellor
The California Community Colleges

Charles B. Reed
Chancellor
The California State University