



THE LDTP NEWSLETTER

LOWER-DIVISION TRANSFER PATTERNS

VOLUME 1

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Overview

The Lower-Division Transfer Pattern (LDTP) project, sponsored by the California State University (CSU) and supported by the California Community Colleges (CCC), presents potential transfer students with the most efficient path to a bachelor's degree from the CSU. The LDTP project provides a set of "road maps" for students to follow that will ensure appropriate academic preparation and that will decrease time to graduation once LDTP students enter the CSU. Following the "road maps" ensures that students entering a California Community College who are certain of their choice of baccalaureate major will be able to transfer their coursework efficiently to any CSU campus offering that major. The LDTPs add another option to the transfer process. They will not replace any current transfer paths to the CSU.

The LDTP project assists California Community College students in many different areas. LDTPs are being developed for many of the most popular majors. These "road maps" serve as an advising tool for students as they prepare to enter the CSU system. Students will know which courses at their respective CCC they should complete to develop a good foundation for upper-division study in the major and to satisfy general education and other requirements for graduation from the CSU.

Each LDTP includes a statewide component and a campus-specific component. A student who identifies a major and follows the statewide component will complete a set of courses that can advance the student toward graduation at any CSU campus offering the major. Students throughout the state will be able to complete about three-fourths of their lower-division study, knowing their preparation is acceptable at the widest possible selection of CSU campuses because of the statewide articulation that occurs with LDTP.

Rationale for the LDTP Project

Providing access to the California State University—particularly when state fiscal support is very limited and student demand is strong—is one of the CSU's highest priorities. Ensuring that a higher percentage of students graduate from CSU in a timely manner is key to promoting individual economic and societal success, helping to meet the state's workforce needs, fulfilling students' expectations, and protecting the state's investment in higher education. Finding ways to guarantee that students can meet standards for graduation with fewer accrued units is a benefit to students and a better use of state resources.

In response to this challenge, the CSU Board of Trustees adopted a graduation initiative that consists of three parts: (1) increasing the academic preparation for college, (2) improving the community college transfer process, and (3) identifying a clear path to the

degree for matriculated students. Because CSU annually enrolls approximately 55,000 community college transfer students, it is imperative that a clear path from CCC entry to CSU graduation be identified for these students.

In 2000, the California State University conducted a study to learn more about how courses completed at California Community Colleges were used to satisfy CSU degree requirements in general education and lower-division major prerequisites. The study focused on transcripts of a sample of students who transferred from California Community Colleges and graduated from the CSU in spring 1999. Stratified random sampling was used to ensure that the results took CSU campus enrollment, California Community College institution of origin, and date of matriculation at the CSU properly into account. The study documented that the average California Community College student who transferred to CSU accrued 157 semester units—81 units at a California Community College and 76 units at the CSU. Transfer students are allowed to transfer a maximum of 70 semester units; hence, on average, a California Community College transfer student “lost” 11 semester units upon transfer to CSU. The effective loss was much greater, though. The requirements for graduating in most majors are at or near 120 semester units. The accrual patterns suggest that students had typically taken more than a full semester’s worth of courses at community colleges that did not move them closer to graduation.

For students who decide early on a major for which there is an LDTP, the number of units to graduation can be readily reduced. The students can begin by completing the statewide component of the LDTP for their chosen major. Then they take courses that a CSU campus has identified as necessary to prepare the students for upper-division study in that major at the specific CSU campus. When students have made a timely identification of the preferred CSU campus as well as the major, they will have a clear 60- to 70-semester-unit path to transfer and a clear path from transfer to the baccalaureate degree, with little or no accumulation of units beyond the minimum

required for the degree. To use these LDTP road maps most effectively, community college students will need to identify a major program early and commit to a CSU campus by the time they complete 45 semester units.

Structure of an LDTP

The *statewide* transfer pattern—the part of the road map that will be common and acceptable for students transferring to any CSU campus offering the major—includes at least 45 semester units and will ordinarily have the components listed below. (Semester units are featured because all but three California community colleges are on semester calendars.)

1. Completion of CSU General Education-Breadth requirements (39 semester units) or the Intersegmental General Education Transfer Curriculum (37 semester units);
2. Completion of the graduation requirements in United States History, Constitution, and American Ideals (0 to 6 units); and
3. Completion of a statewide major preparation pattern of 6 or more semester units, to the extent such courses satisfy requirements for the major.

In many cases, a course in the pattern may fulfill more than one requirement.

The *campus-specific* transfer pattern will typically include:

1. Completion of any additional, campus-specific major preparation requirements; and
2. Completion of elective courses.

The campus-specific transfer pattern may also include additional courses that the campus requires of all its undergraduate students. Together, the statewide and campus-specific transfer patterns for a major will total at least 60 units and no more than 70 units. Students who enter into an agreement with a CSU campus and who complete this LDTP successfully will be given the highest priority among community college transfer applicants for admission to that CSU campus and major for the specified term.

LDTP Disciplines

For each of these majors, CSU faculty representatives from departments offering the majors, advised by CCC faculty representatives from these disciplines, developed the statewide component of the LDTP. The statewide components for the Phase I majors were posted on the Web in 2005; we expect to post the corresponding campus-specific components in June 2006.

Phase I

African American Studies & Africana Studies

Anthropology

Art, Art History, & Graphic Design

Asian American Studies

Biology

Business

Chemistry and Biochemistry

Chicano Studies

Civil Engineering

Communication (Speech Communication)

Computer Engineering

Computer Science

Criminal Justice

Economics

Electrical Engineering, Electrical & Electronic Engineering

English

Family and Consumer Sciences

Geography

History

Information Systems

Journalism

Kinesiology/Physical Education

Descriptors & Review Process

Majors incorporating elementary subject matter preparation for prospective teachers (integrated programs and conventional programs)

Mathematics

Mechanical Engineering

Nursing

Native American Studies

Political Science

Psychology

Radio-TV-Film

Social Work

Sociology

Spanish

Phase II

Child & Adolescent Development

Chinese

French

Geology

German

Human Services

Japanese

Microbiology

Music

Philosophy

Public Administration

Social Science (teacher preparation track)

CSU faculty representatives from appropriate disciplines, along with invited CCC faculty representatives from that discipline, came together to create course descriptors for the various elements of the statewide LDTP for each major. In cases where an existing CAN descriptor fairly represented—at least approximately—an LDTP element, the descriptor was examined, refreshed, and elaborated. This process was undertaken to ensure that each major-specific part of an LDTP is embodied in one or more course descriptors to which CCC courses can be articulated. It should be noted that some course descriptors contain the minimum set of topics that a CCC course must address, while other descriptors include a comparatively broad array of desirable topics for the course, not all of which can reasonably be covered in a single course. In the latter case, the outline of an acceptable CCC course is not expected to include all the topics. Faculty with expertise in a given discipline will use their professional judgment when reviewing courses submitted for LDTP articulation.

For Phase I majors, the development of course descriptors followed the development of the statewide LDTP. Each descriptor drafted is being referred for ratification to the CSU departments who teach courses in that discipline.

For Phase I and Phase II disciplines, the expectation is that at least 115 course descriptors (84 for Phase I and 31 for Phase II) will be developed and approved during the LDTP process. By June 1, 2006, we expect that at least 20 course descriptors will have been ratified and be ready for posting on the Web. As more course descriptors are ratified, they will be posted. Community college articulation officers will be alerted to the posting of new course descriptors.

Once LDTP descriptors have been posted, CCCs may identify courses that appear to conform to those descriptors and submit the course outlines for CSU review. At least two veteran CSU faculty members from the

appropriate discipline will review each outline submitted for articulation.

Submission and Review Cycle

The LDTP Advisory Committee, comprised of faculty and staff from both the California State University and the California Community Colleges, met in spring 2006 to discuss LDTP matters. One important recommendation that came from these meetings is a course review process that supports effective articulation and will help to ensure successful implementation of the LDTP program. It is our hope that instituting multiple submission and review cycles will enable a timely, thorough and inclusive articulation review process.

Cycle I. Submission of courses to satisfy posted descriptors can begin in June. New descriptors will be posted as they are ratified. The final day for CCCs to submit course outlines for review in Cycle I is October 15, 2006. Faculty will review the outlines, and decisions will be communicated as they are made, with a target completion date of February 1, 2007.

Cycle II. Submission will begin as soon after November 1 as the information systems will allow and end on February 15, 2007. CSU faculty are expected to complete the review and articulation process for this cycle by June 15, 2007.

Cycle III. Submission will begin as soon as possible after March 1, 2007 and will end by April 15, 2007. This cycle is expected to be completed by August 15, 2007.

CAN

For statewide LDTPs that refer to CAN designations, CCC courses that currently bear those CAN designations will be accepted as meeting the associated statewide LDTP requirement for an interim period.

Once a new LDTP course descriptor is posted and the invitation to submit courses to articulate with the descriptor has gone out, there will be a two-year window for community

colleges to submit outlines for those CAN-designated courses and to have them accepted as consonant with the descriptor. The two-year window will be identified at the bottom left corner of the course descriptor. Once the two-year window has closed, courses with the CAN designation will no longer be acceptable for LDTP unless they have been reviewed and approved.

ASSIST OSCAR

ASSIST will provide access to LDTP course descriptors, and OSCAR will accommodate the submission of CCC course outlines for LDTP review. Articulation resulting from the review will be posted in ASSIST. Course descriptors will also be posted on the CSU website at www.calstate.edu.

Training

The ASSIST staff will offer training on the use of OSCAR by community colleges for the submission of courses for consideration for CSU LDTPs just as they do for UC transferability, IGETC qualification, CSU GE-Breadth qualification, and CSU American Ideals qualification.

These training sessions will be conducted via conference call. The dates and times are listed below -

June 6	10:00 AM - 11:30 AM
July 11	10:00 AM - 11:30 AM
August 1	10:00 AM - 11:30 AM
September 12	10:00 AM - 11:30 AM
October 10	10:00 AM - 11:30 AM
November 7	10:00 AM - 11:30 AM
December 5	10:00 AM - 11:30 AM

To register for a training session, or for questions regarding the ASSIST training, please email Dale Leaman at dale@assist.org. ASSIST will also have a revised online tutorial available very shortly.

LDTP Website

The www.calstate.edu website will be updated to reflect important information concerning LDTP. New information will be posted onto the website beginning in early June and will include LDTP statewide and campus-specific patterns for Phase I disciplines and approved course descriptors.

The CSU realizes that the LDTP initiative is an ambitious project that will evolve over time. We appreciate the contributions of faculty and staff from both the CCC and CSU to making LDTPs a valuable option for students.

For general questions about LDTP feel free to contact Kurt Hessinger at 562-951-4715 or via e-mail at khessinger@calstate.edu.