

ARTICULATION NEWSBRIEF

May–June 2009 Edition

CCC ARTICULATION OFFICERS LDTP PARTICIPATION GUIDELINES

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The following memorandum is from the California Community Colleges (CCC) Articulation Officers regional representatives.

Regional Representatives
CALIFORNIA COMMUNITY COLLEGES
ARTICULATION OFFICERS

DATE: March 5, 2009

TO: All CCC Articulation Officers

FROM: CCC Articulation Officers Regional Representatives

SUBJECT: LDTP Participation Guidelines

These guidelines are written to assist community college articulation officers, transfer center directors, faculty members, and administrators in determining the optimum level of participation in the CSU system's Lower Division Transfer Pattern (LDTP) program.

LDTP Background

The Lower Division Transfer Pattern (LDTP) project is a CSU program designed to provide potential transfer students with a set of major-specific curricular patterns that represent an alternative pathway to transfer. The stated purpose of LDTP is to allow CCC transfer students who are certain of their baccalaureate major but uncertain about which CSU campus they will attend to transfer their coursework efficiently to any CSU campus offering that major, and by doing so decrease the overall time to graduation and the resultant cost to students and taxpayers. The LDTP program is intended to be an alternative option for the transfer preparation process, and is not supposed to replace existing campus-to-campus articulation or guarantee admission programs.

The courses applied to LDTP patterns are defined in a set of "LDTP course descriptors." A course descriptor expresses a set of criteria that CSU faculty members have agreed must be met by a CCC course; the descriptor is not applied to the equivalent CSU course. For example, the "Business" LDTP pattern requires the completion of a CCC course that meets the "Financial Accounting" LDTP course descriptor; that "Financial Accounting" descriptor consists of a set of criteria (recommended preparation, minimum units, topics, student learning outcomes, etc.)

The LDTP course descriptor designation is called the Transfer-CSU (TCSU) number. To receive a TCSU designation, community college courses must be submitted to a TCSU discipline faculty review group. If a college course is approved, it receives a TCSU number. For example, if a college Financial Accounting course is approved, it will receive a TCSU BUS 110 designation. CSU courses are not submitted for TCSU review or approval.



**CCC ARTICULATION OFFICERS LDTP PARTICIPATION
GUIDELINES...CONTINUATION****LDTP Advantages**

Each LDTP pattern was originally supposed to consist of approximately 45 units of coursework, including 39 units of general education coursework (CSU GE), 6 units of coursework that would meet major preparation requirements at any CSU campus offering that major, and up to 15 units of additional major preparation coursework that would be specific to one particular CSU campus and major. Articulation and advising tools already exist for the 39 units of general education and the 15 or fewer units of campus-specific major preparation coursework components. Therefore, the 6 units of systemwide major preparation coursework represents the core additional benefit delivered by the LDTP program. A second benefit is that some CCC campuses may gain additional campus-to-campus articulation with some CSU campuses that do not otherwise accept articulation proposals from CCC campuses. A third benefit is that the LDTP course descriptors may assist CCC faculty members in revising their courses to more closely match typical university course requirements. A fourth benefit is that the LDTP program may provide a limited number of high priority admission guarantees that would benefit students who meet all of the following criteria:

- a. Intend to transfer to a campus outside their local CSU service area;
- b. Intend to transfer to an impacted major;
- c. Intend to transfer to a major included in LDTP;
- d. Commit to one specific CSU campus and major prior to completing 45 CSU-transferable units at the community college;
- e. Receive one of an unspecified but limited number of LDTP agreements as determined by each CSU campus;
- f. Meet all CSU campus-specific major impactation criteria.

LDTP Disadvantages

Participation in the LDTP program also has some disadvantages for CCC campuses and transfer students. One disadvantage is that some LDTP patterns do not specify 6 units of truly systemwide major preparation coursework (which is the core benefit of the program): Some patterns specify major preparation coursework that will not actually meet requirements for major preparation at some CSU campuses, resulting in the completion of unnecessary coursework for students who transfer to those campuses. In addition, some patterns do not actually specify 6 units of major preparation coursework at all, which negates the core benefit of the program.

Another unfortunate outcome of the LDTP program is that some CSU campuses have elected to cancel some existing campus-to-campus major preparation articulation in favor of courses meeting the TCSU course descriptors under the LDTP program. The effect of this decision is that community colleges must choose to either participate in LDTP or subject their students to repeating previously completed coursework at the CSU campus after transfer, even if the previously completed coursework is exactly equivalent to the CSU campuses' own course requirements and may already have been articulated with many CSU campuses. This outcome obviously represents significant additional time and expense to students and taxpayers. There is widespread concern among the CCC system that additional CSU campuses and departments will follow suit, resulting in additional barriers to transfer.

Third, many CCC campuses have cited problems with the implementation of the LDTP program, particularly in regard to the approval of CCC courses for TCSU numbers. Commonly cited issues include:

- LDTP course descriptors written in such a way that currently articulated CCC courses are unlikely to be approved;
- CSU courses not held to the same criteria as CCC courses;
- Inconsistent LDTP course review process (i.e., identical courses submitted by two different CCC campuses receiving different responses from LDTP reviewers);
- High rejection rate of CCC courses (about 50% overall)
- High variance in the rejection rate of CCC courses (initially ranging from 6% rejection to 98% rejection by discipline and from 25% rejection to 90% rejection by college);
- No information provided on how students would apply for or receive an LDTP high priority admission guarantee;
- No information provided on how many high priority admission guarantees would be issued by each CSU campus.

Guidelines for LDTP Participation

As described above, CCC participation in the LDTP program may have both advantages and disadvantages for transfer students. Many of these are CCC campus-specific: at one college, the advantages may outweigh the disadvantages, while the opposite may be true for another college.

Moreover, it may be advantageous for a college to pursue one level of involvement for course submission to the LDTP course review process but a different level of involvement for student advising. It is therefore beneficial to identify a set of guidelines to assist community colleges in determining which level of involvement with LDTP would best serve the needs of their transfer students.

Guideline Options

Pre-Involvement

Revise potential LDTP courses to ensure currency and accuracy

Consider the inclusion of LDTP course descriptor content and requirements during CCC course development and revision

Enter approved outlines on OSCAR to facilitate potential future LDTP submissions

Level One - Minimum Involvement

- Only submit courses to replace cancelled campus-to-campus articulation.
- Do not advise students to participate in LDTP.

Level Two - Selective Involvement

- Submit courses that are likely to maximize advantages and minimize disadvantages.
- Selectively advise students whether or not to follow LDTP guidance depending on the student's intended transfer university and major.

Level Three - Full Involvement in Outline Submission / Selective Involvement in Student Advising

- Submit all courses that appear to match LDTP descriptors as written or following minor revision.
- Selectively advise students whether or not to follow LDTP guidance depending on the student's intended transfer university and major.

Level Four - Full Involvement

Submit all courses that appear to match LDTP descriptors as written or following minor revision.

Advise all students to consider participation as an "alternate transfer pathway".

If you have any questions about this memorandum, please contact your regional representative listed below.

cc: Linda Michalowski, Student Services and Special Programs, CCC Chancellor's Office

Jeff Spano, Student Services and Special Programs, CCC Chancellor's Office

Bob Quinn, Student Services and Special Programs, CCC Chancellor's Office

CCC Articulation Officers Regional Representatives:

Region 1: Bruce Johnston, College of the Siskiyous	Region 2: Pete Dixon, Lake Tahoe College
Region 3: Steve Pantell, Merritt College	Region 4: Yolanda Coleman, Mission College
Region 5: Greg Keen, College of the Sequoias	Region 6: Dave DeGroot, Allan Hancock College
Region 7: David Mack, Glendale College	Region 8: Kate Clark, Irvine Valley College
Region 9: Maggie Van Riper, Chaffey College	Region 10: Duane Short, Miramar College



The San Diego Community College District colleges (City, Mesa and Miramar) currently do not participate in the CSU LDTP program. The LDTP mechanism has been used only as a means to replace cancelled campus-to-campus articulation with CSULB and SDSU (i.e. - Principles of Accounting, Micro and Macro Economics). For more information, please contact Juliette Parker at jparker@sdccd.edu or by calling ext 2639.

09-10 CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION-BREADTH PATTERN SUBMISSION RESULTS

Courses Approved:

CHEM 111 Chemistry in Society

CHEM 111L Chemistry in Society Lab

FASH 120 Fashion History and Trends

Course Not Approved:

NUTR 155 Advanced Nutrition

Area Accepted

B1

B3

C1

Note:

E



09-10 INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM PATTERN SUBMISSION RESULTS

Courses Approved:PHIL 126 Introduction to Philosophy of
Contemporary Gender Issues**Areas Accepted**

3B; 4D

PUBLICATION DEADLINE FOR CRC REVIEW 2008—2009**CRC MEETING**

May 7, 2009

PUBLICATION

Spring Schedule 2010

*Please note that all items submitted prior to and by these deadlines remain dependent upon subsequent CIC/Board of Trustee's and/or State approval. Until the appropriate subsequent approvals are given items cannot be included in the above publications. For updates and changes to deadlines please contact the Curriculum Chair (Shirley Flor 388-2986)

**CURRICULUM REVIEW COMMITTEE (MESA CRC)
MEETING SCHEDULE 2008-2009****THURSDAYS ~ 2:00 P.M.**Spring 2009

May 7

**SDCCD CURRICULUM AND INSTRUCTIONAL COUNCIL (CIC)
MEETING SCHEDULE 2008—2009****THURSDAY—2:00 P.M.**

CIC Meeting Dates

May 14, 2009

Proposals due to the District

April 17, 2009

We're on the Web

Sdmesa.edu/articulation

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ARTICULATION NEWSBRIEF

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