HSI-STEM Transfer Articulation:
Best Practices, Challenges and Recommendations

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Welcome

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Outline

- Transfer Articulation
- Paired Discussion & Share out
- Challenges Students Face
- CSU HSI-STEM Grantees
- Common Findings
- Best Practices
- Recommendations
- Questions & Discussion

Transfer Articulation

"When the word "articulation" is used in education, it often has different meanings and connotations, depending on the setting. Articulation, for purposes of this handbook, refers specifically to course articulation: **the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus.** Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. **In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution."**

-California Articulation: Policies and Procedures Handbook, Spring 2013

Paired Discussion

- Turn to someone next to you

- Introduce yourself:
  - Name
  - Campus/organization
  - Your role or interest in transfer articulation

- Discussion guiding questions
  - Your campus' transfer articulation activities
  - Challenges transfer students face at your campus related to articulation
  - What other supports are needed to mitigate those challenges?
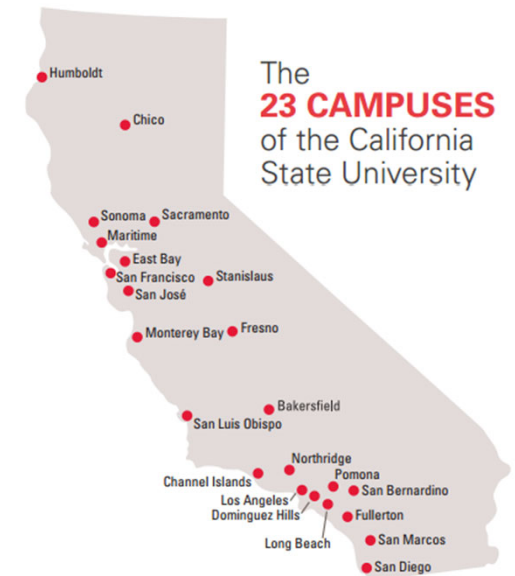
Public Higher Education in California

115 California Community College

10 University of California
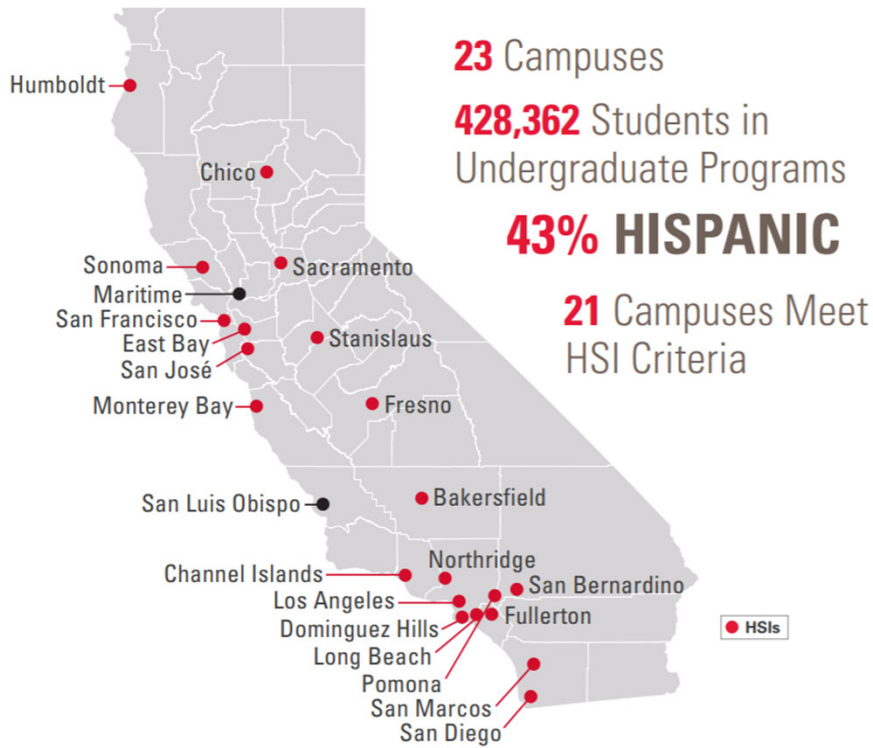
23 California State University

CA Community College (CCC) Students

- CCC system largest in country, serves more than 2.1 million students
- Approximately 38% identify as first-generation college students
- Latina/o/x students comprise 45% of CCC population
- Women make up 54% of student population
- About 20% of students attend full-time (12-14.9 units)
- CCC system serves underrepresented student populations
- Low-SES and unfamiliar with financial aid opportunities
- Challenges navigating college system (e.g., swirling, counselor-to-student ratios, academic vs. vocational orientation)
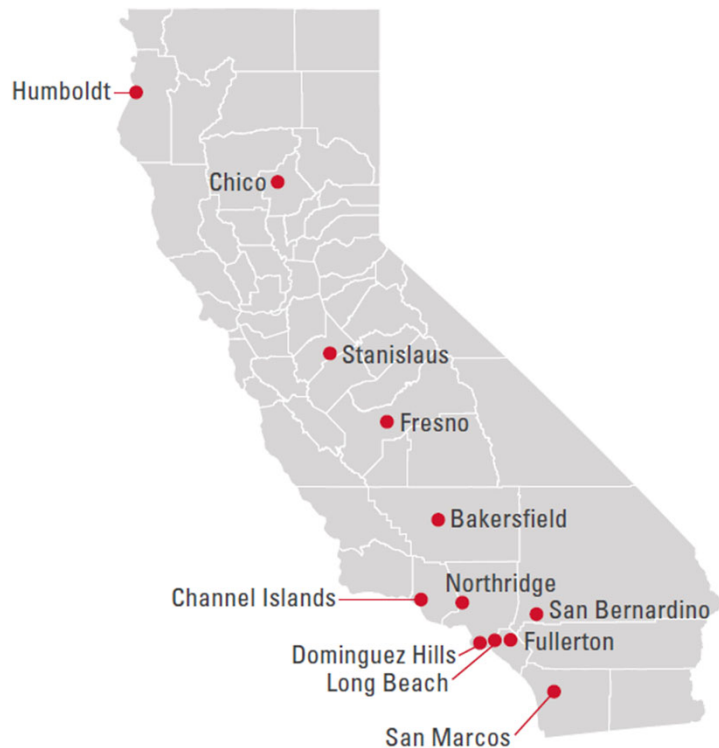
Importance of Transfer Articulation

- Time-to-degree
- Switching majors
- Retaking courses & taking too many courses
- Financial aid limits (Pell)
- Depart from higher education all together
- Loss of long-term earnings (enter work force later)

CSU HSIs

23 Campuses

428,362 Students in Undergraduate Programs

43% HISPANIC

21 Campuses Meet HSI Criteria

Humboldt

Chico

Sonoma
Maritime
San Francisco
East Bay
San José

Sacramento

Stanislaus

Monterey Bay

Fresno

San Luis Obispo

Bakersfield

Channel Islands

Northridge
San Bernardino

Los Angeles
Dominguez Hills
Long Beach
Pomona
San Marcos
San Diego

Fullerton

HSIs

2016-2011 DOE HSI-STEM and Articulation Grantees

The purpose of the Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics (HSI STEM) and Articulation Programs is to:

(1) increase the number of Hispanic and other low-income students attaining degrees in the fields of science, technology, engineering, or mathematics; and

(2) to develop model transfer and articulation agreements between two-year and four-year institutions in such fields.

CSU HSI-STEM Systemwide Research Project
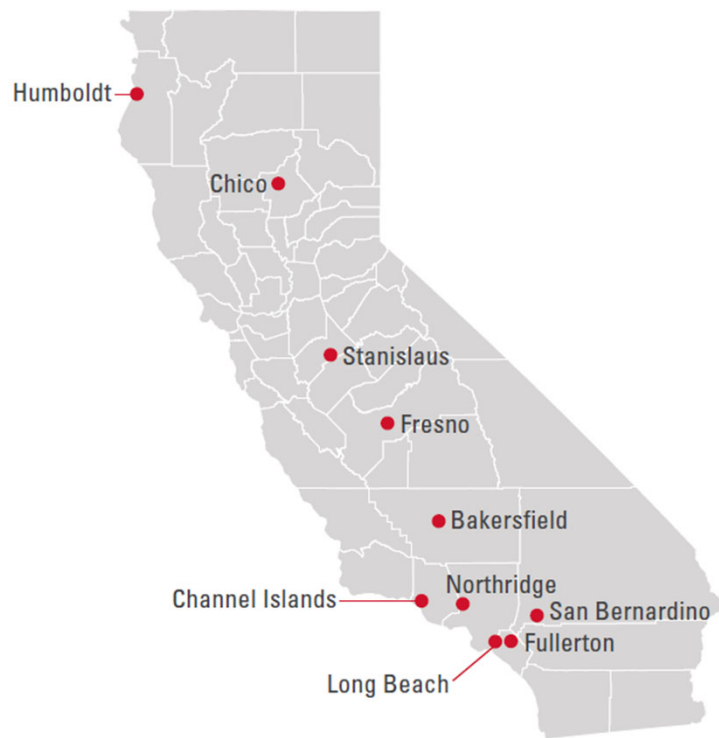
- Examine similarities, differences, impact of the HSI-STEM grants across CSU grantees

- One research focus on transfer articulation

Data Collection

- 30-45 minute Zoom calls

- 9 CSU HSI-STEM transfer articulation coordinators (1 call pending)

- Titles ranged from HSI-STEM grant PI, Project Director, Director of Admissions, Transfer Advisor

- Guiding questions provided prior to the call
  - Activities
  - Who is involved?
  - Challenges (student- and program-level)
  - Successes

Challenges Students Faced

At CC Campus

- Limited upper-division STEM offerings
- "Shopping around" for a major, take wrong version of class
- Advised to complete as many GE courses as possible
- Did not take pre-requisites
- Don't know which univ. they will be attending

- Can't register until course approved
- Getting course approval in the summer
- Impacts priority registration

At CSU Campus

- Sequential nature of STEM classes
- Required to take entire sequence at same institution
- Lab requirements
- Unaware of course substitution process

Delayed time to degree

Challenges: Transfer Articulation

Turnover	• Buy-in • Who to contact?
Relationship- building	• Involving staff and advisors • Issue of "turf"
Changing nature of articulation	• Curriculum changes • New policies
Time	• Creating MOUs take a lot of work • Lack of "human power" to keep up with articulations

Challenges: Transfer Articulation

| Silos	• Acquiring data across • Relaying information across offices
Technology issues	• Assist.org • C-ID.net
Freshmen-focused programming	• Many CSUs have 1:1 freshman-transfer ratio • Prospective transfer student
Campuses in remote areas	• Recruiting students • Feeder schools are not nearby

Who's Involved?

Community College

- Articulation Officers
- Transfer Advisors
- Counselors
- Transfer Center Coordinators
- Key STEM Faculty
- STEM Deans or Associate Deans
- Campus President (when creating MOU)
- MESA Directors
- EOPS Directors
- STEM Internship Manager or Director
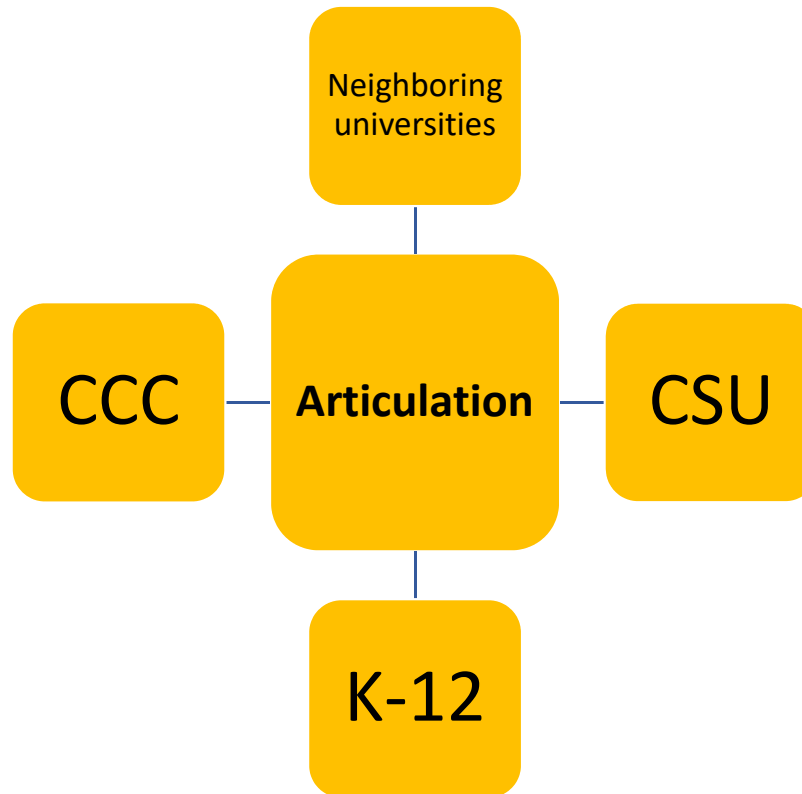
CSU

- Articulation Officers & Team
- Advisors (STEM and Campus)
- STEM Faculty
- STEM Department Chairs
- STEM Deans or Associate Deans
- Admissions
- Enrollment Services
- Registrar
- Director of Transfer Outreach
- Academic and Career Advising Centers
- Community College Liaison
- Campus President (when creating MOU)

Neighboring universities

CCC — Articulation — CSU

K-12

Successes: Transfer Articulation

- Completed Articulation Agreements: 2000+!
- Completed Transfer Roadmaps
- Completed MOUs
- Building relationships
  - Getting people in a room in person
  - Leads to greater opportunities
    - CCC faculty adjuncting at CSU
    - Collaborating on research
    - Collaborating on workshop topics like CRP
- More students coming in with proper pre-requisites
- HSI-STEM grant provided opportunities:
  - One campus hired student workers to work on articulation administrative work
  - One campus said it provided opportunity to tackle a big project that could have a big impact on future transfer students
- Improved transfer graduation rates

Best Practices: Transfer Articulation

1. Articulation Summits
2. Outreach

Best Practices: Intersystem Articulation Summits (3 campuses)

- Full-day
- Transfer Admission Trends and Updates
- Articulation Updates
- Workshop: Identifying Transfer Student Challenges and Solutions
- Disciplinary Work Group Discussions
- Bottleneck Courses and High-Impact Practices Discussion
- Faculty panel
- Transfer student panel
- Campus tour
- Opportunities for networking

Best Practices: Outreach (1 campus)

- Example: one CSU campus in a remote area, affordable, non-impacted
- Campaign to visit ~25 CCCs
  - Transfer fairs
  - Met staff (Transfer Center, advisors) and faculty
  - Got to know background of transfer students and who was interested in STEM
  - Invited students from one CCC to attend the campus "engineering cart race" event; bus full of CCC students attended

Recommendations

- Articulation Summits
- Outreach: Focusing work on the "Prospective Transfer Student" *before* they arrive at CSU
- Utilize data: Landscape is always changing; working with other offices on campus to acquire and utilize data
- Building relationships
  - On campus
  - Between systems
- Institutionalizing these roles beyond the grant: documenting the work, time, & efforts

Thank you!

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