MEMBERS PRESENT
Ann Andersen, Merced College
Lynn Martin, Columbia College
Michelle Stanford, Merced College
Rosemary Hein, CSU Stanislaus
Scott Trippel, UC Merced
Yancey Juergenson, Modesto Junior College
Diane Pond (representing Jack Saunders), San Joaquin Delta College

VISITING EVALUATORS & ADMISSION STAFF
Rickee Hill, Columbia College.
Grace Whetstone, Lisa Bernardo, and Rose Lemos, CSU Stanislaus.
Sylvia Moreno-Duarte and Vicki Miller, Merced College.
Shirlee Adams, CVHEC Articulation Consultant.
David Bayne and Jennifer Ohta, San Joaquin Delta.
Susan Fauroat, UC Merced.
Carla Wrightman and Teresa Kellstrom, Modesto Junior College.

WELCOME & INTRODUCTIONS
Ann Andersen welcomed the evaluators and admission staff to the Articulation and Transfer Committee meeting.

The purpose of the meeting was to strengthen partnerships: understand current procedures, identify articulation resources used, and promote coordinated resolution of current and future issues in evaluation, articulation, and transfer.

BACKGROUND & HISTORY OF HECCC
Shirlee Adams and Ann Andersen gave a brief history of the Higher Education Consortium of Central California (HECCC).

The consortium began approximately 25 years ago as a result of a collaboration between the community colleges and CSU Stanislaus to offer distance learning through new broadband technologies. Although the experiment lost momentum, its articulation component was seen as a valuable means of creating faculty-to-faculty interaction. Over the years HECCC has established many committees based on the needs of the day and articulation has remained a cornerstone committee for the organization.

More recently, the articulation committee has initiated projects to enhance faculty-to-faculty communication. Committee members have presented at several conferences as a model for collaboration and completed a math project that identified possible avenues of connection (and articulation) between local high schools and HECCC community colleges. The consortium is currently involved in a collaborative Title V HSI and Title II grant with Modesto Junior College, Merced College, and CSU Stanislaus. Part one of this grant involves supplemental math instruction. Part two includes a transfer element. Grants such as this prove that the strength of HECCC lies in its ability to communicate intersegmentally and collaborate to mutual goals.
The “meat” of HECCC are the articulation grids developed by the articulation committee. These grids are used in evaluation and are the basis of reciprocal course agreements between the HECCC institutions. More information about these grids can be found at: http://www.deltacollege.org/org/heccc/ARTICULATION/articulation.html

**APPROVAL OF THE AGENDA**

Ann Andersen confirmed the meeting’s agenda with the participants without addition or change.

**QUESTIONS FROM THE FIELD**

This segment of the meeting consisted of detailed question and answer from the evaluators and articulation officers of each HECCC institution. Among the many questions a reoccurring point was made regarding the lack of documented resources available to assist in the evaluation of student transcripts for certificates and degrees; an important point in that many of the evaluators were new to their position and have experienced an orientation process that is frequently a matter of trial and error. It was discovered that at many colleges evaluators worked as a kind of double-check and storehouse for policy information. As a key link between articulation and campus evaluation policies, evaluators have a great need to collaborate and share resources. It was agreed that increased intersegmental communication would help to generate consistency in how colleges evaluate their students.

In general, all the colleges and universities used ASSIST and CAN, with the exception of UC Merced for CAN. Many of the colleges also use College Source, an electronic database of college catalogs. The CIAC Articulation Handbook is also a recommended resource and so is the AACRO (American Association of Collegiate Registrars and Admissions Officers). The web address is www.aacrao.org. The western region group is PACRAO (Pacific Association of Collegiate Registrars and Admission Officers). The web address is www.pacrao.org. [Evaluators can check with their supervisors to find out if their college has established an institutional membership with either of these organizations.]

The HECCC articulation grids were also seen as a useful resource for charting course equivalencies.

Although not every HECCC institution treated foreign transcripts the same way, it was discovered there were many resources that could be shared that would assist evaluation. For example, some institutions in other countries are regionally accredited. If they have been recognized as meeting accreditation then courses from those institutions should be seen as potentially transferable. For a list of accredited institutions outside the United States, it was recommended to go to the Western Association of Schools and Colleges website.

**Resulting Action Items**

**Action Item:** HECCC’s Articulation committee will create a resource list to be made available to the evaluators as a start to a more extensive shared resource between the HECCC institutions.

**Action Item:** Lisa Bernardo, CSUS, will ask the registrar if all CSU campuses see “C-“ grades as acceptable for pass along credit and report her answer back to Ann Andersen.

**EXPECTATIONS OF RECEIVING COLLEGES**

**Expectations of Four-Year Universities**

The first question about the expectations of four-year universities concerned high school students taking college courses to satisfy high school requirements. The two-year evaluators asked how the
universities noted these courses. Questions also revolved around certification of the IGETC by both the CSU and UC systems.

Expectations of Two-Year Colleges

The two-year colleges briefly discussed their expectations of each other. San Joaquin Delta College felt there was some confusion in HECCC’s nursing articulation grid, especially in the area of sociology. Modesto Junior College praised Merced College because they note both IGETC and CSU GE/Breadth areas on their transcripts.

**Action Item:** HECCC’s articulation committee will review its nursing grid for the upcoming year and attempt to clarify any confusion regarding sociology.

IDENTIFY COORDINATION GAPS

The meeting participants reasserted the need to network and use their colleagues as evaluation resources. The two-year college evaluators would like to be alerted of changes in the transfer admission policies of the four-year universities. They also asked for copies of the UC Ensuring Transfer Success binder and the CSU Admission Handbook. It was agreed the best way to coordinate activities would be to get approval from vice-presidents of instruction and provosts for regular meetings to discuss evaluation issues.

**Action Item:** Four-year universities will make available copies of the UC Ensuring Transfer Success binder and CSU Admission Handbook for the evaluators. Four years will also provide websites with useful transfer admission information.

POTENTIAL PARTNERSHIP SOLUTIONS

Ann Andersen led a discussion about HECCC’s AA/AS GE Reciprocity Certification form. The document certifies that any course taken at a sending HECCC two-year college meeting the GE requirements for an associate degree will be accepted as completing the same GE requirement at a receiving HECCC college. The receiving institution waives college specific requirements for the AA/AS if the sending institution certifies all GE areas. The reciprocity certification is based on Title V requirements.

After giving some background about HECCC’s reciprocity agreement, Ann Andersen asked the evaluators how they would like to see this form processed and if it could be modified to work more efficiently. The evaluators felt it would be a good idea for counseling staff to be made aware of the reciprocity certificate and how it is best used. It is even more important to make this form available to evaluators since students are unaware of the agreement. Ann Andersen let the evaluators know the form would be published as an NCR by HECCC and distributed by HECCC as a matter of process.

Near the end of this discussion the evaluators shared that there was some disconnect at some colleges between evaluation staff and the transcript department. A notification process needed to be decided on. The evaluators also made specific recommendations on the form itself, noting that it would be advantageous for subcategories to be added to the “Language and Rationality” requirement.

**Action Item:** HECCC will consider the evaluator’s recommendations to the next revision of the AA/AS GE Reciprocity Certification form.
**Action Item:** HECCC’s articulation committee will get copies of the founding documents of HECCC’s reciprocity certificate from its executive director, Marcella Rodgers-Vieria.

**FUTURE NEEDS**

The meeting identified a need to create some documentation standards for HECCC evaluators. A part of that documentation might be the highlighting of useful resources like the CSU Admission Handbook and the UC Quick Reference for Counselors. Networking too was seen to be an important resource that allowed the evaluators to feel more comfortable contacting their colleagues at other HECCC institutions.

**Action Item:** The four-year universities would meet to consider what they might place in an evaluation guide and how this information would be updated. HECCC would investigate funding to support this effort. Each member would alert the others of new information relevant to evaluation.

**FOLLOW UP**

As a follow up action to the meeting, it was agreed that a proposal to establish a separate HECCC committee for evaluators would be put forward. The proposal would need to be made to the executive board and would include provisions for paid mileage to HECCC’s member institutions. The evaluators recommended meeting quarterly with at least one joint meeting with the articulation officers.

**Action Item:** Evaluators at each HECCC college will discuss with their supervisor the meeting’s value and the proposal that a new committee within HECCC be formed to discuss evaluation issues. The proposal included meeting about four times over a 12-month period with one of the meetings convened jointly with the articulation officers.

**Action Item:** When the evaluators meet with their supervisor they should identify how to share this proposal and the benefits “up the chain of command” to the Vice-President of Instruction (or equivalent position). As appropriate, the articulation officer at each college will support and assist in this effort. Since each college is unique, each group needs to share information through the appropriate channels.

**MEETING EVALUATION**

Meeting evaluations were collected at the end of the meeting. As a whole, the evaluators felt the meeting was a resource sharing and networking opportunity. One evaluation said, “It was helpful to hear from the four-year schools on what their expectations were from the community colleges. The connections between the UC, CSU, and CCC [systems] often take place in forums where the evaluations people are not even present.” Continuing this sentiment, another wrote, “I found the meeting very useful in understanding the CCC/UC/CSU “connective-ness” with the way we can best serve students through openly communicating how we are doing things at our schools.” And, one last evaluator said, “I feel more comfortable contacting fellow HECCC members. I think networking took place during the meeting. I look forward to more meetings in the future related directly to evaluations.”

Respectfully submitted,
Scott Trippel
University of California, Merced