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ABSTRACT

An overview is provided of state and local efforts to improve articulation between community colleges and high schools in California. First, developments at the state level are described, including short discussions of the California Postsecondary Education Commission's report, "Reaffirming California's Commitment to Transfer"; the Master Plan Commission's recommendations concerned with improving the transfer rate of underrepresented students; Assembly Concurrent Resolutions 83 and 3; Academic Senate activities; and the Western Association of Schools and Colleges' pilot project to revise high school accreditation procedures. Next, developments at the local level are explored, including information on local articulation councils, the development of articulated curricula, student preparation and support programs, and regional consortia. The final sections consider the extent to which the 1985-86 action plan has been implemented and outline a plan of action for 1986-87.  
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ED 275 389

Board of Governors of the  
California Community Colleges  
September 18-19, 1986

**HIGH SCHOOL ARTICULATION** **3**  
For Information

**Summary**

In March 1984, the Board of Governors adopted a regulation which required districts to develop a policy to articulate their courses and programs with local high schools and colleges. The Board subsequently identified high school articulation as a priority for action in the 1985 and 1986 Basic Agendas. An agenda item, **Facilitating Transfer and Articulation**, was brought before the Board for information in May 1985, conceptualizing a framework for viewing the issues of transfer and articulation and outlining an action plan for facilitating articulation with high schools and four-year colleges.

This information item updates the Board on the latest developments at the State and local level in high school articulation, reports on the progress of the implementation of the action plan outlined in the May 1985 agenda item, and outlines a plan of action for 1986-87. An information item on articulation efforts with and among the postsecondary segments is being proposed for Board review in October.

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## DEVELOPMENTS AT THE STATE LEVEL

### Background

In recent years, approximately 42 percent of California's public high school graduates -- a majority of those who enter college -- have enrolled in the California community colleges in the fall term following their graduation. Significantly, of the minority high school students who enter college after high school graduation, eight out of ten enroll in the community colleges.

It is critical, therefore, that community colleges and secondary schools (both at the state and local level) establish close working relationships to ensure that high school students are adequately prepared to enter college-level work, that students are able to move from one course or educational level without a loss of time or resources, and that students receive adequate support services to make a smooth transition to the community colleges. In addition, high schools and community colleges need to work together for the purpose of encouraging high school students to continue their education after they graduate from high school.

Recognizing the importance of high school articulation, the Board of Governors, in March 1984 adopted a regulation which required districts, as a condition of receiving state aid, to develop and carry out a policy to articulate their courses and programs with local high schools and colleges (Section 51022 of Title 5). The Board also identified high school articulation as a priority for action in the 1985 and 1986 Basic Agendas. As a result of these actions, a staff position was created in the Chancellor's Office to attend to statewide articulation needs of community colleges with high schools and four-year colleges and to facilitate local efforts.

In May 1985, an agenda item, **Facilitating Transfer and Articulation**, was brought to the Board for information. The purpose of the agenda item was to present a conceptual framework in which to view the issues of transfer and articulation and to outline a plan of action for facilitating articulation with high schools and four-year institutions. That plan of action has been the basis for staff efforts during 1985-86.

The purpose of this agenda item is to update the Board on the latest developments in the area of high school articulation, to report on the progress of the implementation of the action plan outlined in the May 1985 agenda item, and to outline a plan of action for 1986-87. A separate agenda item will be brought before the Board in October to give a similar update on four-year college articulation.

### California Postsecondary Education Commission Transfer Study

In the Postsecondary Commission's report, **Reaffirming California's Commitment to Transfer**, underpreparation of college-bound students was seen as a major impediment to the community colleges' ability to perform the transfer function. The report recommended that California Community Colleges work more closely with feeder high schools to encourage students to better prepare for college and that a statement of recommended core course preparation for students intending to enroll in community college transfer programs be developed.

## **Master Plan Commission Recommendations**

In the Reassessment Study of the Community Colleges, *The Challenge of Change*, the Commission for the Review of the Master Plan for Higher Education saw the high school/community college connection as essential for ensuring the access and success of students for transfer to four-year colleges and for the world of work. The Commission outlined a number of recommendations to improve the access of underrepresented students into transfer and vocational programs and to improve curriculum and program articulation. Included in the recommendations were implementation of 2+2 vocational programs (2 years in high school and 2 years in community college) and 2+2+2 vocational programs (2 years each in high school, community college, and the California State University).

The Commission also recommended the development of a transfer core curriculum with specific requirements for collegiate preparation for entry into core curriculum to be published and distributed to junior high and high school students. The Commission further recommended that the Board of Governors and State Board of Education identify their vocational programs that show evidence of underrepresentation of specific groups and together assist and encourage students to enter those vocational programs in which they are underrepresented. They also recommended that the Board of Governors establish a policy that competency skill levels and the assessment of those levels be closely articulated with community college feeder high schools.

## **Assembly Concurrent Resolution 83 and Assembly Concurrent Resolution 3**

### **Recommendations**

The Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 has also made a number of recommendations in their report, *Expanding Educational Equity in California Schools and Colleges*, for establishing closer linkages between high schools and community colleges. For example, the Task Force recommended that community colleges expand or inaugurate summer bridge programs for low-income and minority students to ease their transition from high schools to community colleges.

Similarly, the Intersegmental Policy Task Force on Assembly Concurrent Resolution 3 is developing an intersegmental plan for improving the education of students with disabilities. This report, which is due to the Legislature by December, 1986 will contain a number of recommendations that will propose increased high school/community college interaction.

### **Academic Senate Activities**

The Community College Statewide Academic Senate has been active in promoting interaction between high school and community college faculty during the past two years. The Senate has passed a number of resolutions regarding high school articulation, has drafted a publication outlining preparation for high school students, and has been involved with the UC and CSU Academic Senates in developing statements for incoming college students that outline competencies expected in English, mathematics, and science. Statements relating to foreign language and social science competencies are also being drafted. Mechanisms for disseminating the competency statements and using them as a tool for dialogue between high school and postsecondary faculty are being completed.

## **Western Association of Schools and Colleges (WASC) Pilot Project**

Another statewide effort that began as a pilot project this year is the revamping of the high school accreditation procedures of the Western Association of Schools and Colleges (WASC). As a component of this new accreditation pilot, community college faculty are involved in high school accreditation as curriculum consultants to assist the high schools in conducting a self-study in their various academic disciplines.

Also during 1985-86, legislation (Education Code Sections 76001, 76001.5, 76002 and 4880) was passed which expands the accessibility of community college coursework for K-12 students as either special part-time students or full-time students pursuing advanced scholastic or vocational work. This change in regulations has resulted in an increase of community college course offerings in the high schools.

## **DEVELOPMENTS AT THE LOCAL LEVEL**

### **Local Efforts**

The number and type of articulation activities between high schools and community colleges at the local level has been increasing rapidly. This is due in part to the interest of the colleges in recruiting more high school students to their campuses, but also to a growing awareness of the importance of the linkage with high schools for the community colleges.

### **Local Articulation Councils**

One successful model for high school/community college articulation has been the establishment of local articulation councils similar to that originally developed at Sacramento City College. A local articulation council consists of administrators and faculty from a community college and a local high school or district. The council is usually co-chaired by the chief executive officers of both educational segments and serves as the organizational structure to oversee and monitor joint projects and task forces.

Through their Articulation Council, Cosumnes River College and the Elk Grove Unified School District are sharing facilities, assessing high school juniors in English and math, and conducting faculty-to-faculty meetings in math, business, electronics, and English. The Cabrillo College/Pajaro Valley Unified School District Articulation Council has established task forces in music, science, counseling, math, English, electronics, and computer science for the development of specific course-by-course articulation agreements.

### **Articulated Curriculum**

Another growing type of articulation between community colleges and high schools is the articulation of vocational education programs. The most common type of program articulation model is the "time-shortened" program which eliminates unnecessary redundancy in education in order to grant some type of advanced placement to high school students entering a community college program. "Advanced skills" programs also eliminate the duplication of training between high schools and community colleges, but their main purpose is to articulate the curriculum to incorporate more advanced training than a traditional program would allow.

Examples of articulated vocational programs includes the "2+2" program in drafting technology between the Fremont Union High School District and DeAnza College, the "2+2" program in agriculture in the Kern Community College District, and the articulated electronics programs at American River College and Cerritos College.

### **Student Preparation and Support**

Another type of high school/community college articulation program which is student-centered, involves identifying potential community college students in high schools, providing remediation in English, science, mathematics, and critical thinking; counseling, and follow-up after they enroll at the community college. The Balboa Project between San Francisco City College and Balboa High School and the Science Technology Enrichment Program (STEP) between Skyline College and South San Francisco Unified School District, are modeled after such an approach.

### **Regional Consortia**

Other community colleges belong to regional consortia with high schools and other postsecondary institutions. The Capital Education Consortium in Sacramento develops joint publications for prospective college students, plans college informational days, and coordinates activities to ensure that students are adequately served and informed.

The programs previously described are but a few of the high school/community college articulation efforts currently underway. Although there is a plethora of activity, there is little coordination of programs or coherence in the educational policy regarding high school articulation. There is a need to assess the nature and extent of high school/community college efforts statewide and to develop a unified strategy for improving high school/community college articulation.

## **IMPLEMENTATION OF 1985-86 ACTION PLAN**

One of the action plans outlined in the May 1985 agenda item, *Facilitating Transfer and Articulation*, was that "additional sources of funding to support high school and community college articulation projects will be pursued, and if appropriate, legislation designed to promote these activities will be introduced."

To obtain additional funding to support high school/community college articulation projects, the 1986-87 community college budget included a proposal to fund, at a cost of \$5 million annually, approximately 75 joint high school /community college articulation projects for a three-year period.

Although the Board's high school articulation budget proposal was not funded by the State, other statewide funds have been utilized to support local high school articulation efforts. During 1985, fourteen community colleges participated in the California Academic Partnership Program (AB 2398), which provides funding for cooperative efforts between schools and colleges to improve the college preparation of K-12 students. In addition, high school articulation efforts have been funded by the Fund for Instructional Improvement, EOPS Special Project funds, and Vocational Education Special Project funds. The Transfer Center Projects, which are designed to increase the number of students, particularly underrepresented students, who transfer

to four-year colleges, also have a component which includes high school outreach efforts.

Another action plan elaborated in the May 1985 agenda item was that "ways to provide feedback from community colleges to high schools regarding the academic performance of their former students will be explored. This includes the possibility of community colleges producing statewide academic performance reports similar to the reports that are now produced for high schools by the University of California and the California State University."

In a related action, the State Department of Education has asked the California Community Colleges Chancellor's Office to provide performance information to the high schools on a systematic and systemwide basis to help the high schools assess their effectiveness in preparing students for college. In addition, a CPEC Intersegmental Advisory Committee on Student Performance Reports has also recommended that the community colleges begin producing performance data on a systemwide basis.

To assess the extent to which community colleges are currently providing feedback to the high schools at the local level, the community colleges were surveyed by the Chancellor's Office in October, 1985. Of the ninety-six colleges that responded to the survey, twenty-nine provide some type of student performance report to their local high schools although there is little consistency in the content or format of the reports that the colleges produce.

In response to the agenda item and the recommendations of the State Department of Education and CPEC, the Chancellor's Office is incorporating the development of systemwide high school performance reports as a part of the feasibility study for the implementation of a new statewide community college information system, "User, Phase II." An Ad Hoc Task Group of high school and community college personnel was convened in June 1986 to recommend the content and format of these high school performance reports. The recommendations of the Task Group will become the basis for the development of these new systemwide reports if User, Phase II is funded during 1987-88. If Phase II is not funded, the recommendations of the Task Group will provide guidelines for districts so that they can produce these reports at the local level.

## **ACTION PLAN FOR 1986-87**

**To continue improving the articulation of high schools and community colleges, the following actions will be undertaken during 1986-87.**

1. The community colleges will be surveyed in November 1986 to ascertain the following:
  - a. Current articulation efforts with high schools, including:
    - assessment testing of high school students,
    - provision of feedback on the academic performance of former high school students,

- identification, encouragement, and support of underrepresented students,
  - the preparation necessary for high school students to succeed in college level work,
  - pre-admission advisement and EOPS and financial aid assistance to high school students,
  - the promotion of faculty-to-faculty dialogue,
  - the extent of articulation of coursework and academic programs,
  - the provision of inservice training for high school instructors,
  - the sharing of facilities between high schools and community colleges,
  - the development of articulated model curricula,
  - the provision of basic skills remediation for high school students,
- b. Resources available at the local, state, and federal level to support articulation efforts;
  - c. Existing model articulation programs;
  - d. Elements of successful articulation programs; barriers for articulation programs becoming institutionalized;
  - e. Types of model curricula for high school/community college 2+2 programs.
2. A Chancellor's Office Ad Hoc Task Group on High School Articulation will be convened in January, 1987. The Task Group will be composed of both high school and community college faculty and administrators. Using the results of the survey as a point of reference, the Task Group will address the following issues:
- a. Type of articulation activities that community colleges should be establishing with high schools at the state and local level given the community college mission;
  - b. Role of the community colleges in working with high schools and how that differs with the UC and CSU role;
  - c. Adequacy of various statutes and legislation governing the relationship of high schools with community colleges;
  - d. Additional resources needed to support high school articulation efforts;
  - e. Methods of enhancing high school/community college articulation at the local and state level.



3. A budget proposal for \$853,200 is being requested in 1987-88 to develop competency-based, statewide model curricula for articulated "2+2" programs in vocational education and academic program areas and to fund pilot projects in basic skills articulation. The curricula to be developed will be based on need as determined by the survey.
4. Funds are being jointly allocated in 1986-87 by the State Department of Education and the Chancellor's Office's Vocational Education Special Project Funds, to support joint high school/community college vocational education articulation programs.
5. The production of reports for high schools on the performance of their former students will be incorporated into the new Chancellor's Office Management Information System, "User: Phase II."

In Spring 1987, a progress report of the recommendations developed by the Ad Hoc Task Group on High School Articulation and the results of the survey on high school articulation will be brought to the Board of Governors. These preliminary recommendations will be the basis for future policy actions by the Board and will guide the development of budget change proposals for 1988-89.

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