

California

California Postsecondary Education Commission

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- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
The Intersegmental Coordinating Committee (ICC) is the programmatic arm of the Round Table. Composed of staff, faculty, and student representatives from all sectors of education, the ICC has responsibility for fostering collaboration within California's educational community at all levels through conducting activities and supporting strategies that link the public schools, community colleges, and baccalaureate-granting colleges and universities. Issues being addressed include recommending standards for high school graduation in English and Mathematics, the transition from high school to college, preparation of students for college, teacher recruitment and professional development, collaborative applications of information technology, and community college transfer.
<http://www.certicc.org/abouticc.aspx>
- a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
CaliforniaColleges.edu is the state's official website that provides information about higher education in California for students, counselors, and parents. It has been developed in collaboration with the California State University (CSU), University of California (UC), California Community Colleges (CCC), Association of Independent California Colleges and Universities (AICCU), and the California Department of Education. www.californiacolleges.edu
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
CSU and UC have a common college preparatory curriculum, known as the *a–g* requirements. See www.ucop.edu/doorways . However, there is no state mandate for public schools to offer courses meeting these requirements.
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No, the state does not have a set of explicit competencies or skills that define “College-ready”.

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

Information on the middle college program is available at www.cccco.edu/divisions/ss/mchs/mchs.htm

Information on UC academic preparation at www.universityofcalifornia.edu/collegeprep/welcome.html

Also, the California State University's Early Assessment Program is intended to help high school students avoid having to take *remedial* courses when they enroll at CSU. www.calstate.edu/EAP

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own? **Institutions and systems set their own requirements.**

- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?

See the Commission's transfer report www.cpec.ca.gov/completereports/2005reports/05-08.pdf

Other transfer-related Information is available at:

AICCU Mentor: <http://www.aiccupmentor.org/>

ASSIST (Articulation System Stimulating Interinstitutional Student Transfer): <http://www.assist.org/>

California Articulation Number System (CAN): <http://www.cansystem.org/>

California Community Colleges Transfer and Articulation <http://www.cccco.edu/divisions/ss/transfer/articulation.htm>

California Intersegmental Articulation Council (CIAC): <http://ciac.csusb.edu/ciac/>

CSUMentor Transfer Students: <http://www.csumentor.edu/planning/transfer/>

Intersegmental General Education Transfer Curriculum: <http://igetc.org/>

UC Pathways Answers for Transfers:

<http://www.ucop.edu/pathways/infoctr/at/welcome.html>

UC Pathways Transfer Admission Programs:

http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/transfer.html

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?

California has no system of this kind.

b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

No, articulation is by individual university campuses for specific courses at specific community colleges.

c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

To the extent that courses are articulated for specific programs, transfer courses will meet specific requirements at the transfer institution.

7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

No, there are no statewide test-out or competency-based provisions for acceleration toward a degree.

8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

No, California does not have an alternative institution of this kind.

a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

No, California does not have a central bank or catalog.

9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

No. The state does not provide incentives to institutions for improvements in degree production or graduate rates, nor for minimizing the number of students graduating with excessive numbers of credits.

10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No, the state does not provide incentives for students who successfully complete their degrees, or for completing degree without taking additional credits, nor are there financial disincentives for students taking more than the number of credits needed to graduate.