

# EXECUTIVE SUMMARY

The Intersegmental Major Preparation Articulated Curriculum (IMPAC) Project originated in the Intersegmental Committee of Statewide Academic Senates (ICAS) of the California Community College (CCC), University of California (UC), and California State University (CSU) systems. IMPAC is a unique faculty project designed to assist the student transfer process from the community colleges to the UC and CSU systems in their chosen major. The project, as explained in the Introduction that follows, is funded by a \$2.75 million grant that supports for five years the development of an infrastructure for faculty from the three higher education systems to meet regionally at regular intervals to discuss issues, concerns, and academic procedures that impinge upon the transfer process for students between the community college and the UC and CSU systems. Specifically, the grant funds faculty discipline and interdiscipline dialogues that address prerequisite and lower division courses students must complete prior to transfer to either the CSU or UC systems.

In this its first fully-funded year, the IMPAC Project experienced a remarkable surge in interest and participation, in achievements and new agreements. The project's Steering Committee, under the aegis of the Intersegmental Committee of Academic Senates (ICAS), regularized its reporting format and adopted participant evaluation forms; we also tracked the efforts to induce affected faculty and administrators in all three higher education segments to engage in the on-going faculty-to-faculty dialogues at the heart of this effort and to

“institutionalize” this project within the on-going work of their departments. Steering Committee members promoted IMPAC's efforts in more than ten formal presentations to professional gatherings of faculty, to systemwide administrators, to student support service providers, to governing boards, and to state legislators.

To communicate its efforts more broadly, the project also produced 10,000 copies of its newsletter, sending it to all identified faculty, to deans, to system administrators, to governmental leaders and to legislators. In addition, IMPAC's expanded website at [www.cal-impac.org](http://www.cal-impac.org) carries the listing of participants (both by segment and by discipline), as well as the notes of the discussions and this annual report, after consideration by the field and accepted by ICAS.

During the 2000-2001, 541 faculty attended the regional and statewide meetings (see Appendix A). Their findings, in turn, have been reviewed by them and their discipline faculty colleagues across the state.

In this year's annual report, you will note a uniformity of reporting. Appendix B explains this new format in greater detail. Generally, concerns are reported, and potential solutions offered in these segments:

## DISCIPLINE ISSUES, TRENDS, AND CONCERNS

At least 87 issues and concerns are identified by the faculty in the nine disciplines reported here.

- ◆ Faculty report that transferring students in the sciences and science-intensive areas have often failed to complete the necessary lower division coursework for those majors; on the other hand, many of those students would require 3-4 years at a community college to complete all remedial and preparatory coursework.
- ◆ Faculty in all segments share concern for standards and seek to ensure rigor.
- ◆ Requirements of some prerequisites that serve as “gatekeepers” in 4-year institutions may become barriers in the community college.
- ◆ Faculty recruitment, hiring, and retention remain of critical concern in these fields.

## RECOMMENDATIONS FOR SPECIFIC ACTION

To address these issues and concerns, faculty in the groups made 44 specific recommendations for further action. For example:

- ◆ Monitoring of existing, innovative curricular efforts.
- ◆ Research to determine beyond anecdote the experiences of transfer students.
- ◆ Greater communication with potential transfers, using websites and brochures.
- ◆ Increasing communication with regional feeder community colleges.
- ◆ Identification of some strategies to identify critical faculty shortages (mathematics, nursing, computer science) and in related area.
- ◆ Continue discussions regarding teacher preparation (e.g., mathematics for K-6 and for secondary teachers).

- ◆ Possible posting of university syllabi outline on web (after due consideration of intellectual property issues) as indicators of changed approaches, new textbooks, new emphases that should be monitored and considered by community college faculty.

## CROSS-DISCIPLINARY RECOMMENDATIONS

The 26 recommendations in this category call for greater collaboration and joint study for resolution, and a new examination of related coursework that can be viewed as complementary but not necessarily required in the major. These recommendations become the nucleus of discussions among the disciplines in the next year.

## INTERSEGMENTAL TRANSFER INITIATIVES

One of the most significant developments this year were the steps taken by ICAS and the California Articulation Numbering System (CAN) Board and its Executive Director to draw in faculty from UC. To that end, ICAS committed itself to encouraging greater UC and CSU participation into IMPAC discussions and the CAN processes; in return, the CAN Board has agreed to accept any modifications of CAN descriptors of this year’s four majors (food science and nutrition, agriculture, biology and physics) without further faculty review. IMPAC is also forwarding to the CAN Board for its consideration, IMPAC faculty’s recommendations for revisions of 5 existing descriptors; for 1 new sequence; for 21 new courses to be CANNed; and most importantly, recommendations for revisions of the CAN process itself so that the segmental transfer processes including CSU Lower Division Core and others, might be increasingly integrated. IMPAC and new articulation officers will next pursue agreements offered to community colleges by 9 CSU campuses as a result of these IMPAC discussions. (See Appendix C).

In addition, ICAS and the IMPAC faculty are also forwarding to the CAN Board of Directors programmatic recommendations calling for possible designators for learning modules to differentiate essential and optional elements needed for students transferring into biology, chemistry, physics, mathematics, and computer science. Concurrently, the IMPAC faculty are forwarding recommendations of new CAN procedures designed to encourage even wider UC and CSU participation in CAN reviews.

The IMPAC Steering Committee proposed, and ICAS concurred, that the Steering Committee should be enlarged to incorporate articulation officers who would follow the discussions across the year and be of particular assistance to the discipline faculty at the regional and state meeting. The statewide intersegmental organization of articulation officers has enthusiastically endorsed this proposal; its representative to the Steering Committee will be working with the steering committee and the academic senates to identify articulation officers to serve in this capacity. The faculty have also called for a uniform statewide articulation process (and form) to ease their review work. This revision effort is currently being coordinated by ASSIST, and IMPAC faculty hope to have an opportunity to review their work.

Finally, the reports contain calls for one new degree program and future consideration by IMPAC faculty of an IGETC alternative for science-intensive majors. Tentatively called SciGETC, this alternative will be among topics of future IMPAC discussions where faculty will be asked to explore what might comprise such an alternative. If recommended by IMPAC, this recommendation would be forwarded to ICAS for segmental consideration.

This report concludes with a look toward next year's efforts and appendices that validate this year's valuable progress.

