

Executive Summary

As reported in the last two annual reports, 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 interdisciplinary dialogues that address prerequisite and lower division courses students must complete prior to transfer to either the CSU or UC systems.

In its third fully-funded year, the IMPAC Project faculty participation across the state continued to expand as more faculty discussed the project on their campuses and encouraged their colleagues to attend the discipline meetings. The project's Steering Committee continued to contact faculty and administrators in all three higher education segments to engage them in the on-going faculty-to-faculty dialogues and to consider ways to "institutionalize" this project within the on-going work of their departments. The effort to request department representatives from each UC, CSU and community colleges resulted in many new faculty attendees who had been so designated. Steering Committee members promoted IMPAC's efforts in more than 30 formal presentations to professional gatherings of faculty, to systemwide administrators, to student support service providers, to governing boards, and to state legislators.

The project's work was communicated through personal contact from faculty involved in the project and by numerous mailings. In addition, the IMPAC website is updated on a regular basis with discipline notes, lists of participants (both by segment and by discipline), annual reports, as well as contact information for current faculty discipline leaders and coordinators.

During 2002-2003, 464 (329 community colleges, 114 CSU, 17 UC and 4 independents) faculty attended the regional and statewide meetings. Their findings, in turn, have been reviewed by them and other of their discipline faculty colleagues across the state. As a result of the IMPAC discussions, several disciplines have reached statewide consensus and will now meet only annually to review their curricular recommendations. Those recommendations will appear on the IMPAC website under a section called Final Recommendations.

Discipline Issues, Trends, and Concerns

More than 76 issues and concerns are identified by the faculty in the 18 disciplines and are reported in this report. Across the disciplines, faculty identify such concerns as these:

- ▶ Faculty in all segments continue to share concern for standards and seek to ensure rigor.
- ▶ Faculty partnership between the four-year universities and community colleges is critical to the transfer process.
- ▶ Faculty from all three segments of public higher education in California (CCs, UCs and CSUs) are very interested in the goals of the IMPAC process and their potential positive effects on the success of transfer students.

Recommendations for Specific Action

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

- ▶ Promote greater awareness to UCs and CSUs that changes in their curriculum have subsequent impact on CCs.
- ▶ Develop a website to display course outlines for all institutions.
- ▶ Encourage discussion on planning and delivery of distance learning courses.
- ▶ Develop a mechanism to keep chairs and other faculty involved in the IMPAC process.
- ▶ Expand collaboration between CCC, CSUs and UCs.
- ▶ Discuss budget cuts, decreasing semester time, and how faculty at all institutions can assist each other during this time.
- ▶ Discuss the potential problem of a student failing to complete a course sequence at one institution and transferring to another institution that offers a different sequence of courses for the lower-division program.

In addition, several of the disciplines have developed or are developing general statements and recommendations for community college faculty and counselors. These statements contain recommendations about sequencing of courses and specific topics and elements students should encounter.

Cross-Disciplinary Recommendations

The faculty continued to recommend in this category the call for greater collaboration and joint study, and a new examination of related coursework that can be viewed as complementary but not necessarily required in the major. Again, these recommendations will become the nucleus of discussions among the disciplines in the next year.

Intersegmental Transfer Initiatives

The discipline faculty made recommendations to several intersegmental organizations. This year, IMPAC will forward to CAN 24 new CAN course descriptors and 20 revised descriptors and one core curriculum for biology and a recommendation to expand the CAN descriptor outline.

During many regional discussions this year, questions continue to arise about the articulation process and agreements, establishment of local requirements, and the problems associated with prerequisites. Last year the Steering Committee felt it was vital to connect the discipline faculty on campuses to the articulation process and working with the California Intersegmental Articulation Council appointed one articulation officer to serve on each of the 18 discipline clusters for 2002-2003. The addition of these articulation officers will continue to assist in this statewide articulation process.

Again this year, participating faculty have discussed a new proposal calling for a general education transfer pattern to provide science and engineering students an alternative to the IGETC pattern. The proposal attempts to address the problems specific to science and engineering majors who follow the IGETC pattern. For example, science students who complete IGETC often transfer with severe deficits in the math and science requirements for the major. This outcome for students occurs because the minimum math and science requirements stated in IGETC were designed, and work well for, most non-science majors but are not suitable for most science majors (see Biology Annual Report Appendix 2 for proposal information).

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