

Dept AS - Articulation / Transfer Services

For 2017-18 Submitted by: Renee Augenstein

APRU Complete for: 2017-18

Program Mission Statement: To promote the attainment of educational goals and facilitate student transfer, Articulation and Transfer Services (ATS) provide services and resources to De Anza students, faculty, and support services through the development of formal articulation agreements with regionally accredited 4-year institutions, transfer agreements with select colleges/universities, and general transfer advising guidelines and reference materials. The Articulation Officer (AO) serves as an articulation and transfer policy consultant to all faculty and academic/student services units, and serves as a liaison to UC, CSU, independent institutions and system offices.

PLO #1: Students will access and utilize resources provided by Articulation and Transfer Services (ATS) to support their transfer goals.

PLO #2: Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC transfer, CSUGE, IGETC, course-to-course and major preparation agreements.

Both Program Learning Outcomes (PLO) support student transfer, the educational goal identified by approximately 75% of our students each year. Articulation and transfer agreements are fundamental to a successful transfer program. ATS's work with PLO #2 directly relates to our Institutional Core Competencies by way of support for our general education and discipline-specific courses.

I.A.1 What is the Primary Focus of Your Program? Transfer

I.A.2 Choose a Secondary Focus of Your Program? Learning Resources/Academic Resources

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certificates of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends: NA

I.C.2 CTE Programs: Advisory Board Input: NA

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served: 16,422

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 1

I.E.2 #Student Employees: 0

I.E.3 % Full-time: 0

I.E.4 #Staff Employees: 1

I.E.5 Changes in Employees/Resources: An administrative assistant position (initially a secretary position) supported ATS since its inception to spring 2013. In the summer of 2013, the position began supporting the Transfer Center at 95%. The position was scheduled to return 100% to ATS starting fall 2014, but that move was postponed to winter 2015. Unfortunately after two quarters, since fall 2015, the position has supported the Transfer Center and General Counseling at 100%. ATS has been without support since fall 2015

Work levels must be maintained to accomplish program goals. Most of the work associated with this position has been absorbed by the AO, which impacts the overall effectiveness of the program. Time spent on related activities is a direct take-away from articulation work. Added to the increase in work generated from the growing

needs of C-ID/ADT, work specific to course-to-course and major preparation articulation with colleges/universities has decreased in time.

II.A Enrollment Trends: Based on fall end-of-term data, students identifying transfer as their education goal fluctuated between 2014 and 2017. 2014-15 (16703 – 71.9% of students), 15-16 (17031 – 75.3% of students), and 16-17 (16422 – 74.7% of students). Though fluctuations are expected, this three year change is not reflected in our overall student enrollment which has steadily decreased over the same period.

II.B.1 Overall Success Rate: Student success rates have also fluctuated in the last 3 years. Such fluctuations are expected due to both internal and external variables (e.g. economy, UC/CSU impaction rates and enrollment management decisions). Transfer counts to UC/CSU are as follows: 2014-15 (815/1335), 2015-16 (776/1305), and for 2016-17 (940/1448). Based on our 2017 Student Success Scorecard, our degree/transfer completion rate is higher than the State’s average and highest among our institutional peer group. It is safe to say we remain ‘tops in transfer’ when looking at combined UC/CSU transfer numbers across California Community Colleges:

2014-15 1) Santa Monica College, 2) De Anza College, 3) Pasadena City College

2015-16 1) Santa Monica College, 2) De Anza College, 3) Diablo Valley College

2016-17 1) De Anza College, 2) Santa Monica College, 3) Pasadena City College

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations:

SB 1415 Common Course Numbering System – currently, C-ID (Course Identification Numbering System) - now law.

Impact: C-ID is a type of articulation that’s “in addition to” traditional agreements. C-ID is only recognized by CCC and CSU (and a few independent institutions) but as it’s a course numbering system connected to the Associate Degree for Transfer (ADT), it has a higher priority level than all other types of articulation. This is an unfunded mandate that has increased ATS’s workload by 20% since its inception.

(De Anza’s C-ID status (as of 3/21/18) : 199 approved, 30 submitted/under review)

SB 1440 Student Transfer Achievement Reform Act – now law, requires CCC to develop ADT based on the Transfer Model Curriculum (TMC), which are designed to meet major prep requirements for select majors at CSU. CSU must, in turn, guarantee ADT recipients a place within the CSU system, and a level of priority consideration for admissions at the local level. Courses on the ADT with corresponding C-ID descriptors on file at the CCCC must be submitted for C-ID articulation with the expectation that they should be approved as soon as possible.

ATS initially created a temporary SB 1440 Webpage to meet State mandates. This is now maintained by the Academic Senate Office, but ATS continues to maintain the “Applying for the ADT” site. ATS works with Instructional faculty and the Curriculum Committee to assist with the development of these degrees. ATS also works with advising units on the advising component of ADT. And, ATS works with A&R, Transfer Center, Counseling, CSUCO, and CSU campuses on the ATS application for graduation/verification process. ATS continues to work closely with the Academic Senate on academic policy issues associated with these degrees.

Impact: This is an unfunded mandate which has increased ATS’s workload by 25% since inception and we anticipate this level will only increase as new degrees and guidelines are developed. Two new AA-T degrees were approved for fall 2017: Anthropology and Economics.

De Anza's ADT Verification Report

CSU Transfer Term (# of Students Reporting ADT Goals on CSUMentor/# of ADT Offered)

Fall 2012 (20 students / 2 degrees)
Spring 2013 (9 students / 3 degrees)
Fall 2013 (99 students / 4 degrees)
Winter/Spring 2014 (43 students / 8 degrees)
Fall 2014 (272 students / 9 degrees)
Winter/Spring 2015 (80 students / 9 degrees)
Fall 2015 (551 students / 12 degrees)
Winter/Spring 2016 (89 students / 12 degrees)
Fall 2016 (690 students / 12 degrees)
Winter/Spring 2017 (72 students / 12 degrees)
Fall 2017 (896 students / 12 degrees)

SB 440 Student Transfer Achievement Reform Act - now law, further defined required ADT goals for CCC and a timeline to accomplish this feat.

Impact: additional pressure to meet the required deadline.

ASSIST Next Generation – ASSIST, California's official repository for articulation information, uses an archaic database system (Legacy) that's being replaced. The original public roll-out date of ASSIST Next Gen was 2015, but it was postponed to summer 2017, and then summer 2018. AOs started using the new system to build course inventories and submit/review articulation agreements since early 2017 in anticipation of the summer 2017 release date and, more to the point, all work with the Legacy System ceased at the same time. Working with the new system is proving to be a daunting task as we are learning to navigate an entirely foreign database platform and discovering a significant amount of 'bugs' along the way – so much so that the release date was pushed to summer 2018.

Without access to 2017-18 information via our 'official repository' system, a breakdown in our State-wide articulation infrastructure has occurred. While continuing to work with CSU/UC behind the scenes to articulate courses, ATS was forced to create a new (temporary, De Anza-specific) communication system to inform users of general articulation updates. And with limited information being provided by the ASSIST Executive Management and Oversight Committee, updating this temporary system has been a challenge.

Impact: AOs are essentially doing double-duty working with an unstable system and confusing environment which amounts to more time needed to do each task.

Once the public roll-out of ASSIST Next Gen occurs, AOs will be required to learn the new system (the front end) and provide training to counselors/advisors and develop educational resources for students in a timely manner.

(Anticipated) Impact: dedicated time will be needed to complete this task.

AB 705 Student Success Act of 2012: Matriculation: Assessment, now law, requires community college districts to maximize the probability of students entering and completing transfer-level coursework in math and English within a one-year timeframe by using multiple measures to achieve this goal.

(Anticipated) Impact: increase workload to assist in the development and to re-articulate new and revised courses, and communicate with the CSU Chancellor's Office and UC Office of the President every step of the way to secure pre-approvals in order to meet the implementation deadline.

SB 1456 Student Success and Support Program (3SP), now law, mandates support and enhanced student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in achieving their educational goals.

The expansion of advising services at De Anza to meet 3SP's needs and timelines increased our service areas to include advising units outside of general counseling, EOPS, DSS, ISP and SSRS. While there are communication issues to overcome, ATS continues to work with all advising units to provide accurate and up-to-date transfer/articulation information. We will also continue to work with administration and faculty to prioritize essential services in light of our limited resources.

Impact: increase coordination efforts.

AB 1985 Advanced Placement Credit, now law, requires the CCCCCO, in collaboration with the Academic Senate of CCC, to develop and require each community college district to begin adoption and implementation of a uniform policy, regarding Advanced Placement (AP) Credit. The CCCCCO, in response, issued a Policy Change: Advance Placement Credit memo to CCC on 3/20/2017, requiring every college to adopt (and post by fall 2017) either the CCCCCO AP Policy Language for General Education Credit or CSU's AP Policy for CSUGE.

Impact: increased workload.

As our local AP Policy is dated 8/25/08, the Academic Senate also decided to update our course credit/placement policy.

Impact: increased workload. ATS will continue working with the Academic Senate, Department Chairs, Assessment Office, and Admission & Records to update AP course credit/placement policies, and develop processing protocols. ATS will then work with counselors and academic advisors to explain the updated policies/protocols. ATS will also create an AP Web page for transfer students.

Honors Curriculum – this local initiative has resulted in a surge of new courses that must be fully articulated each year.

Impact: (on-going) increased workload.

Guided Pathways – a framework that creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.

ATS plans to work with departments with ADTs to establish (and post) annual course schedules, whenever feasible, to minimize students' time to degree and support transfer.

(Anticipated) Impact: increased workload

III.A Growth and Decline of Targeted Student Populations: Based on Fall End-of-Term data for 2014 - 2016, all targeted populations show declining enrollments, but the Hispanic and Filipino student populations have increased in the last two years, in terms of percentage of total students.

African American (Fall 2014: 1054, 4.5%), (Fall 2015: 979, 4.3%), (Fall 2016: 933, 4.2%)

Hispanic (Fall 2014: 6048, 26%), (Fall 2015: 6067, 26.8%), (Fall 2016: 5996, 27.3%)

Filipinos (Fall 2014: 1633, 7%), (Fall 2015: 1622, 7.2%), (Fall 2016: 1583, 7.2%)

III.B Closing the Student Equity Gap: Closing the equity gap is at the heart of our work with transfer and though ATS does not directly serve students in the capacity that will provide student data supporting our efforts, our

work with articulation and transfer services culminate in information and resources utilized by all transfer students at De Anza College. We maintain the College's primary Transfer Website and all of our student publications are available on-line. Students without internet access can visit the Counseling and Transfer Centers, and computer labs on campus to receive the information. ATS's primary audience, however, are counselors, advisors, and instructional faculty as they utilize the information provided by ATS to work with our general student population (including our targeted populations).

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: To increase the transfer success of targeted groups, ATS will continue working with the Transfer Center (and other campus programs) to initiate activities identified in the Transfer Center Plan, finalized in the summer of 2016. Our focus will be to develop workshops and presentation materials to facilitate their efforts and provide training to support transfer advising. Per De Anza College's Equity Plan, we are striving to reduce the transfer gap of targeted populations by 33% by 2020.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 100%

V.A Budget Trends: ATS's budget continued to be in flux for 2016-17 (and 2017-18). Expenses added to the budget early fall quarter resulted in a severely overdrawn account early in the fiscal year.

V.B Funding Impact on Enrollment Trends: Having an overdrawn budget made it impossible to plan activities for the year. This budget trend started in 2013-14, and has severely impacted conference/meeting attendance which is a critical element to the function and development of ATS.

V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy

V.C.2 Justification for Faculty Position(s):

V.D.1 Staff Position(s) Needed: Replace vacancy

V.D.2 Justification for Staff Position(s) .5 administrative assistant support requested (identified since 2013-14 PR) The suspension of SSLO #2 best demonstrates the need for the .5 administrative assistant position. SSLO #2, addressing faculty understanding of articulation guidelines specific to course-to-course and major preparation agreements, was removed because it was the area of articulation that was getting increasingly difficult to maintain and the AO did not have the time to formulate an assessment instrument and tracking tool to measure the SSLO to address the issue. The situation has not improved.

V.E.1 Equipment Requests: No Equipment Requested

V.E.2 Equipment Title, Description, and Quantity: NA

V.E.3 Equipment Justification: NA

V.F.1 Facility Request: NA

V.F.2 Facility Justification: NA

V.G Equity Planning and Support: NA

V.H.1 Other Needed Resources: NA

V.H.2 Other Needed Resources Justification: NA

V.J. "B" Budget Augmentation: None (but a stable B Budget is requested which could require an augmentation)

V.K.1 Staff Development Needs: NA

V.K.2 Staff Development Needs Justification: NA

V.L Closing the Loop: SSLO #2 would be reinstated. It would address faculty's understanding of articulation guidelines specific to course-to-course and major preparation agreements and it would be assessed by way of faculty surveys collected after information sessions and via the new Articulation Website for instructional faculty. Essentially, along with an increase in the number of course-to-course and major prep agreements established, new faculty services and resources would be developed, which would provide the means to assess and improve SSLO #2.