

| | Program Description | |
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| | Department Name: | Articulation/Transfer Services |
| | Program Mission Statement: | To promote students' achievement of their educational goals and facilitate transfer to 4-year institutions, 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. |
| 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 Services |
| I.B.1 | # Certificates of Achievement Awarded | |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | |
| I.B.4 | # AA and/or AS Degrees Awarded: | |
| I.B.5. | Strategies to Increase Awards | Though ADT are not directly associated with ATS, the program actively promote these degrees by maintaining the College's ADT website, coordinating ADT verifications which requires students to file their ADT graduation application, and producing materials to support ADT and transfer advising. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends : | |

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| I.D.1 | Academic Services and Learning Resources: # Faculty Served | ATS does not have a way to collect and accurately report this information at this time. |
| I.D.2 | Academic Services and Learning Resources: # Students Served | 15,278 (Fall 2017 students who identified transfer as their educational goal) |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | ATS does not have a way to collect and accurately report this information at this time. |
| I.E.1 | Full Time Faculty (FTEF) | 1 |
| I.E.2 | # Student Employees | 0 |
| I.E.3 | Full-time to Part-time ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching | n/a |
| I.E.4 | # Staff Employees | 1 |
| I.E.5 | Changes in Employees/Resources | <p>An administrative assistant position (initially a secretary position) supported ATS since its inception to spring 2013. In the summer of 2013, 95% of the position was temporarily moved to the Transfer Center. The position was scheduled to return 100% to ATS starting fall 2014, but that move was postponed to winter 2015. After two quarters, since fall 2015, the position began supporting the Transfer Center and General Counseling at 100%. ATS has been without support since fall 2015.</p> <p>Work levels must be maintained to accomplish program goals. All work associated with the administrative assistant 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 AO-level articulation work and coordinator-level transfer services work.</p> <p>Coupled with the increase in AO work generated by the growing needs of ADT (e.g. working with faculty to develop new degrees, maintaining existing ones, providing training and support to advising units, developing advising materials, maintaining the College's website, coordinating the ADT verification process and working with CSU campuses to ensure verifications are accepted, processing verifications</p> |

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| | | and contacting students (as needed, due to staffing shortages), developing College policies and processes) and C-ID, work specific to course-to-course and major preparation articulation with colleges/universities has decreased over time. |
| | Enrollment | |
| II.A | Enrollment Trends | Based on Fall End-of-Term data, students identifying transfer as their education goal fluctuated between 2014 and 2018, but the percentages of total enrollment over this four year period have remained fairly consistent. 2014-15 (16703 - 72% of students), 15-16 (17031 - 75% of students), 16-17 (16422 - 75% of students), and 17-18 (15278 -74%) |
| II.B | Overall Success Rate | Student success rates have fluctuated in the last four years, but have steadily <u>increased</u> over the last three 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), 2016-17 (940/1448), and for 2017-18 (937/1615). |
| II.C | Changes Imposed by Internal/External Regulations | <p><u>Course Identification Numbering System (C-ID)</u> (<i>SB 1415 Common Course Numbering System, now law</i>)</p> <p>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 workload by 20% since its inception. (De Anza's C-ID status, as of 3/22/19 : 216 approved, 28 submitted/under review)</p> <p><u>Associate Degrees for Transfer (ADT)</u> (<i>SB 1440 Student Transfer Achievement Reform Act, now law</i>), requires CCC to develop ADT based on the Transfer Model Curriculum (TMC), which are designed to meet major preparation 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 when applying to 'similar' major(s)</p> |

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| | | <p>approved by each CSU. Courses on ADT with corresponding C-ID descriptors on file at the CCCC must be approved for C-ID articulation or, under certain circumstances, be under review with the expectation that they will be approved as soon as possible.</p> <p>ATS initially created a temporary SB 1440 Webpage to meet State mandates. The site was maintained by the Academic Senate Office for a couple of years, but was returned to ATS in 2017. ATS has always maintained the “Applying for the ADT” site. ATS works with instructional faculty, Division Deans, 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 coordinates the ADT application for graduation and verification process - working with A&R, Transfer Center, Counseling, CSUCO, and CSU campuses. ATS continues to work closely with the Academic Senate on academic policy issues associated with these degrees</p> <p>Impact: This is an unfunded mandate which has increased ATS workload by 25% since inception and I anticipate this level will only increase as new degrees and guidelines are developed. The greatest impact to ATS is the CSU verification process. In order for students to receive the admission benefit associated with these degrees, De Anza must pre-check students’ progress and ‘verify’ their ADT status to CSU. There are two verification periods each year that correspond to fall and winter/spring transfer terms, the first period ends March 15 and the second October 31. De Anza’s quarter system calendar makes the fall verification cycle extremely difficult because we must wait until students register for spring classes (late February) before we can initiate pre-checks. <u>Semester system colleges have six-eight weeks to accomplish what we must do in three.</u> Verifications can be done electronically for students who properly report their intent to receive the ADT on their CSU Application. Those that do not take this critical step when applying to CSU require paper-verifications, which are processed separately and must be emailed to students.</p> <p>Two new AA-T degrees were approved for fall 2017, Anthropology and Economics. Film, Television, and Electronic Media, along with Philosophy and the Psychology ADTs will be reviewed by Curriculum for fall 2019.</p> <p>De Anza’s ADT Verification Report (partial, does not include paper-verifications) CSU Transfer Term (# of Students Reporting ADT Goals on CSU Apply/# of ADT Offered)</p> |
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| | | <p>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 / 14 degrees) Winter/Spring 2018 (76 students/14 degrees) Fall 2018 (811 students/14 degrees) Winter/Spring 2019 (126 students/14 degrees) Fall 2019 (758 students/14 degrees)</p> <p><u>SB 440 Student Transfer Achievement Reform Act</u> - now law, further defined required ADT goals for CCC and a timeline to accomplish this feat. Impact: additional pressure to meet the required deadline.</p> <p><u>New ASSIST (previously referred to as ASSIST Next Generation)</u> ASSIST, California's official repository for articulation information, uses an archaic database system (Legacy) that's being replaced. The original public roll-out of New ASSIST was scheduled for 2015, but was postponed to summer 2017, and then summer 2018. CCC AO started using the new system to build course inventories and submit/review articulation agreements since early 2017 in preparation for the original summer 2017 release date and, more to the point, all work with the Legacy System ceased at the same time. This situation created a void in articulation information available to the public for 2017-18 and 2018-19. Working with the new system has been a daunting task as we navigate a new database platform and continue to discover a significant amount of 'bugs' along the way. The work needed to make New ASSIST viable was so great its release date was pushed back, yet again, to May 2019.</p> |
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| | <p>Without access to 2017-18 and 2018-19 information, a breakdown in our state-wide articulation infrastructure 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 became a challenge. Since spring 2018, CSU and UC campuses, working independently, started developing their own home-grown articulation sites to compensate for the information-void. In December 2018 ASSIST made available a temporary Course Transferability Tool which provides students with some fundamental articulation information for each CCC . <u>Users must access each site/tool separately and navigate through different site and display configurations to obtain articulation information.</u></p> <p>Impact: The AO does double-duty working with an unstable system and confusing environment which amounts to more time needed to do each task.</p> <p>Once the public roll-out of ASSIST Next Gen occurs, ATS must quickly learn the new system (the front end), provide training for counselors/advisors, and develop educational resources for students in a timely manner.</p> <p>(Anticipated) Impact: dedicated time will be needed to complete this task.</p> <p><u>AB 705 Student Success Act</u>, 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.</p> <p>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 and final approvals to meet the implementation deadline.</p> <p><u>SB 1456 Student Success and Support Program (3SP)</u>, 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.</p> <p>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</p> |
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| | | <p>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.</p> <p>Impact: increase coordination efforts.</p> <p><u>AB 1985 Advanced Placement Credit</u>, now law, required the CCCC, 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 CCCC, 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 CCCC AP Policy Language for General Education Credit or CSU's AP Policy for CSUGE.</p> <p>Impact: increased workload. ATS coordinated this policy change and we met the fall 2017 deadline.</p> <p>The Academic Senate decided it was time to update our AP course credit/placement policy as our local policy was last updated on 8/25/08.</p> <p>Impact: increased workload. ATS worked with the Academic Senate, Department Chairs, Assessment Office, and Admission & Records to update AP course credit/placement policies, and develop processing protocols. ATS worked with counselors and academic advisors to explain the updated policies/protocols, and created the College's AP web page for transfer students. The new AP policy took effect fall 2018. ATS will continue to adjust the policy and review processes through spring 2019, at which time the workload will move to the Assessment Office.</p> <p><u>Honors Curriculum</u> – this local initiative has resulted in a surge of new courses that must be fully articulated each year.</p> <p>Impact: (on-going) increased workload.</p> <p><u>Guided Pathways</u> – 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.</p> <p>ATS plans to work with departments with ADTs to establish (and post) annual course schedules,</p> |
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| | | whenever feasible, to minimize students' time to degree and support transfer. (Anticipated) Impact: increased workload |
| | Equity | |
| III.A.1. | Growth and Decline of Targeted Student Populations: 2017-18 Enrollment | African American (Fall 2014: 1054, 4.5%), (Fall 2015: 979, 4.3%), (Fall 2016: 927/21871, 4.2%), (Fall 2017: 885/20792, 4.2%), (Fall 2018: 927/21781, 4.3%) Hispanic (Fall 2014: 6048, 26%), (Fall 2015: 6067, 26.8%), (Fall 2016: 5992/21781, 27.5%), (Fall 2017: 5732/20792, 27.6%), (Fall 2018: 5992/21781, 27.5%) Filipino (Fall 2014: 1633, 7%), (Fall 2015: 1622, 7.2%), (Fall 2016/21781: 1587, 7.3%), (Fall 2017: 1475/20792, 7%), (Fall 2018: 1587/21781, 7.3%) |
| III.A.2 | Targeted Student Populations: Growth and Decline | Based on Fall End-of-Term data for 2014 - 2018, targeted populations' enrollment levels have fluctuated, but their percentages of total enrollment have remained fairly consistent, with Hispanic and Filipino student populations showing a slight increase over the time period. |
| III.B.1. | Closing the Student Equity Gap: Success Rates | To increase the transfer success of targeted groups, ATS will continue working with the Transfer Center (and other campus programs) to support activities identified in the Transfer Center Plan, finalized in the summer of 2016. Per De Anza College's Equity Plan, we are striving to reduce the transfer gap of targeted populations by 33% by 2020. |
| III.B.2 | Closing the Student Equity Gap: Withdrawal Rates | To increase the transfer success of targeted groups, ATS will continue working with the Transfer Center (and other campus programs) to support activities identified in the Transfer Center Plan, finalized in the summer of 2016. Per De Anza College's Equity Plan, we are striving to reduce the transfer gap of targeted populations by 33% by 2020. |
| III.B.3 | Closing the Student Equity Gap: 2017-18 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. ATS's primary audiences are counselors, advisors, and instructional faculty as they utilize the information provided by ATS to work with our general student population (including targeted populations). |
| III.C | Action Plan for Targeted Group(s) | Formalize collaborative efforts with divisions, programs and services; establish feedback loop to determine additional support needed. |
| III.D | Departmental Equity Planning | Formalize collaborative efforts with divisions, programs and services; establish feedback loop to |

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| | and Progress | determine additional support needed. |
| III.E. Yes/No Box | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices to help facilitate student success? Yes |
| II.F. Drop down box with goals | Integrated Plan goals: current student equity data and action plan | - Improve transfer and graduation rates for disproportionately impacted students. |
| | Assessment Cycle | |
| IV.A | PLOAC Summary | 2 PLO, 100% |
| IV.B | SLOAC Summary | 4 SSLO. 100% (18-19), 3 SSLO, 100% (3 previous SSLO were suspended, 2 new SSLO were created) |
| | Resource Requests | |
| V.A | Budget Trends | ATS's budget continued to be in flux for 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 | n/a |
| V.C1 | Faculty Position(s) Needed | None Needed Unless Vacancy |
| V.C.2 | Justification for Faculty Position(s): | |
| V.D.1 | Staff Position(s) Needed | Replace due to Vacancy |
| V.D.2 | Justification for Staff Position(s): | <p>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. 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.</p> <p>Work levels must be maintained to accomplish program goals. All work associated with this support 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 and transfer services work.</p> |

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| | | The suspension of SSLO #2 best demonstrates the need for a .5 administrative assistant position (identified since 2013-14 PR). SSLO #2, addressing faculty understanding of articulation guidelines specific to course-to-course and major preparation agreements, was removed because it's the area of articulation that continues to be increasingly difficult to maintain. |
| V.E.1 | Equipment Requests | No equipment requested |
| V.E.2 | Equipment Title, Description, and Quantity | • |
| V.E.3 | Equipment Justification | • |
| V.F.1 | Facility Request | |
| V.F.2 | Facility Justification | • |
| V.G. | Equity Planning and Support | |
| V.H.1 | Other Needed Resources | |
| V.H.2 | Other Needed Resources Justification | |
| V.J. | "B" Budget Augmentation | None (but a stable B Budget is requested which could require an augmentation) |
| V.K.1 | Staff Development Needs | |
| V.K.2 | Staff Development Needs Justification | |
| VI. | 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 (planned for spring 2019). 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. |
| | Submitted by: | Renee Augenstein augensteinrenee@fhda.edu X8631 |
| | Last Updated: | 3/22/19 |