

# Articulation and Transfer Services (ATS), De Anza College Program Review February 2009

## I. Description and Mission

### Articulation:

The ATS Program is responsible for the coordination and maintenance of articulation activities for the College. These activities involve working closely with De Anza and university faculty, department chairs, articulation officers, staff, evaluators, segmental (UC, CSU, CCC, AICCU) offices, and system-wide programs (e.g. CSU-LDTP, C-ID, ASSIST). Supporting De Anza's mission, a sound articulation program with an extensive articulation base is a mainstay for a successful transfer program as it establishes course equivalencies between De Anza and 4-year institutions and provides students with course curriculum that will meet their transfer requirements. ATS is also responsible for the development of internal policies and practices to support articulation and the dissemination of articulation information to students, counselor/advisors, evaluators, faculty, administrators and the global community.

### Transfer Services:

In support of the Master Plan for Higher Education and De Anza's transfer mission, ATS works directly with the universities and segmental offices, and is a key resource for counseling and instructional faculty, staff and administrators on all matters related to transfer. Along with the Transfer Center, ATS is responsible for distributing transfer information to all departments/programs that provide transfer advising, evaluators, assessment personnel, and the global community. ATS also works extensively with faculty, the VP of Instruction and Division Deans to strengthen the relationship between curriculum and transfer requirements. ATS also develops, maintains and coordinates fourteen Transfer Admission Agreement (TAAs) Programs and other types of transfer initiatives. (e.g. PGSP Transfer Articulation Agreement, Kaplan University – On-line: Articulation Agreement)

## II. Retention and Growth

## III. Student Equity

## IV. Strategic Planning Initiatives

## VII. Additional Comments (Relationships with other programs)

The productivity and cost effectiveness of ATS should not be measured against the basic performance criteria of other Student Services programs as the role and function of ATS are unique and specialized. Our primary focus is to establish articulation and transfer agreements and provide resources and tools to support student transfer. As a resource provider we SUPPORT other services, instructional faculty, administrators and the global community. It is fair to say that any student planning on transferring to a university uses and benefits from the services provided by ATS. Therefore, the diversity of De Anza's transfer-bound student population reflects the diversity of our clientele. Though it's a generalization, the conservative approach we've taken to provide numbers of students served is to reflect CSU/UC transfers per academic year. **see 'Program Review Summary' attached**

Articulation provides the mechanism for transfer which is one our primary missions. Students with clear and accurate education plans, and the understanding of how to access information to update their plans, are more likely to maintain enrollment and complete courses as they progress towards their goals. The breadth and depth of De Anza's curriculum base along with the associated articulation continues to draw students from across the region.

Transfer Admission Agreements and similar initiatives provide students with transfer opportunities into select institutions. These agreements increase retention rates, as students are able to properly plan for transfer and know they will be accepted into their institutions of choice.

07-08 Transfer, Confirmed TAAs: CSUEB (1), SJSU (72), UCD (87), UCSD (19), UCSC (14), SCU (14)

08-09 Transfer, Confirmed TAAs: CSUEB (3), CSUMB (1), SJSU (146), UCD (106), UCSD (25), UCSC (13), SCU (34)

09-10 Transfer, Confirmed TAAs (to date): CSUEB (4), CSUMB (2), SJSU (122), UCD-Fall Only (105), UCSC (11), SCU (10)

Obtaining clear out-going transfer data continues to be a challenge for all institutions of higher education. We must also keep in mind that space limitations at the 4-years greatly impacts the overall numbers of transfer students. Nevertheless, De Anza consistently maintains a successful transfer rate and while this is attributed to the excellent performance of our students, instructors, Transfer Center staff, counselors/advisors in every advising unit, and administrative support for transfer, the following are just a few of the responsibilities of ATS that have contributed to our overall success:

**(Articulation)**

- Develop and maintain comprehensive articulation (course-to-course, major and GE articulation with both public and private institutions) **see 'ASSIST Database Summary' and 'Transfer Planning Webpage' attached**

Articulation is directly related to student-learning outcomes at various levels. At the course level, the identified learning outcomes within course outlines are the primary basis by which articulation agreements are approved by the 4-years. And the understanding of how to identify learning outcomes within courses and the ability to relate those outcomes to major/program goals, are necessary for the AO to assist faculty in the development of transferable curriculum and to represent De Anza's courses as it goes through the articulation review process. Being "transfer-ready" doesn't simply mean a student has completed a specified # of units with a certain GPA. Transfer-ready, at a fundamental level, means that a specified set of skills and knowledge have been acquired by the student (demonstrated and applied) in a combination of lower-division courses and that the student is "prepared" for transfer, "prepared" to succeed in upper-division work at the 4-year institution, and "prepared" to progress towards degree completion. ATS works diligently to promote the importance of maintaining accurate and up-to-date course outlines and to stress the need for faculty to teach to those outlines in order to ensure the success of our students after transfer.

At the program level, ATS supports student-learning outcomes by way of creating agreements with universities/colleges that are necessary to support students' progress towards their transfer goal. ATS then works with Student Services and Instructional Divisions to provide clear and accurate transfer information, including articulation, to students.

**Articulation: (excluding independent, out-of-state institutions and course reviews initiated by receiving institutions)**

Year	Type	Courses Submissions	Receiving Party
07-08	Course-to-Course	401	CSU/UC campuses
07-08	IGETC	2	CSUCO/UCOP
07-08	UC-TCA	23	UCOP
07-08	CSUGE	11	CSUCO
07-08	LDTP - TCSU	19	CSUCO
08-09	Course-to-Course	451 (to date)	CSU/UC campuses
08-09	IGETC	10	CSUCO/UCOP
08-09	UC-TCA	24	UCOP
08-09	CSUGE	21	CSUCO
08-09	LDTP - TCSU	13 (to date); 26 under DAC faculty review	CSUCO

**Faculty Consultation and Completed Research (to develop and revise courses/GE standards):**

07-08	08-09 (to date)
ANTH – new course	ANTH 55 (3)
ARTS 74 (4D), 80 (18D)	ARTS – new courses
CANT 60ABC, 61ABC	BIOL – new courses
CD program	BUS – new course
ECON 1, 2	CHEM 1ABC
ELIT – new courses	CIS Lab review – all courses
ESCI – new courses	ECON 1, 2
ESL 5, 6	ESCI 1, 1L
EWRT 1A, 1B	ESL 5, 6
GEOG – new course	EWRT 1A, 1B
GEOL – new courses	HUMA – new course
INTL 54, 55 (30), 75	MATH 10, 49A, 49B, 51
INTL/POLI 83 (33)	PE 70
MATH 49A, 49B, 51	PSYC: C-ID review
PHTG 64 (4)	PSYC/SOC 15
	Academic Senate: AA/AS GE – Review Process

- Maintain information in ASSIST - the official repository of articulation information for California's public institutions of higher education. **see 'ASSIST Usage Report' attached** – which shows the number of articulation reports requested/generated for specific community colleges.

- Review and maintain articulation information in the catalog and schedule of classes (including electronic version)
- Distribute catalogs to universities for articulation purposes
- Maintain articulation archives and work to sync historical and current data with degree-audit

### **(Transfer Resource/Programs – General)**

- Develop and maintain the Transfer Planning Web page – includes posting of Transfer Center activities and general transfer activities on and off campus (e.g. visiting college representatives, transfer workshops, application deadlines, TAA guidelines) The organizational structure of the site was redesigned to a more user-friendly format, with increase links to various transfer pathways to 4-year institutions, student support programs, and relevant sites that improve access to underserved students (e.g. HBCU and HSI)  
**Site averages 1450 hits/week.**
- Develop and publish student handouts providing accurate and timely information that proves invaluable in keeping students on a successful transfer track. Provide handouts to Outreach and all advising units.
- Develop, coordinate, distribute and process TAA information - work is done in collaboration with the Transfer Center. (e.g. new TAA with National Hispanic University (08-09))
- Meet with university personnel regarding transfer and articulation issues and opportunities (e.g. MOUs, TAAs, Transfer Agreements)
- Host meetings with university representatives on campus to promote transfer opportunities for De Anza students
- Maintain transfer information in the catalog and schedule of classes (including electronic version)
- Track and disseminate 4-year policy changes to students, advising units, evaluators, assessment personnel and the global community (e.g. CSUGE AP updates, IGETC AP updates, IGETC policy changes, CAN status, LDTP)
- Initiate discussion on internal policies regarding level of support for for-profit universities, transfer agreements that focuses on marketing efforts, and agreed upon ways to determine quality and integrity of institutions soliciting agreements
- Initiate discussion on district policies regarding transfer agreements with institutions requiring applicants to disclose private information like religious preferences
- Initiate discussion on the appropriateness of adding disclaimer statements to transfer publications.

### **(Student Support)**

- (Direct) Provide advising to students by phone, in person, and by email re: articulation and transfer
- (Direct) Write TAAs – provide increase support each year to compensate for staffing reductions in Counseling
- (Direct) Provide advising during Student Services Faire
- (Direct) Serve as liaison with public and private universities and system-wide offices regarding student transfer (e.g. problems/concerns with CSUMentor and UC Pathways, student appeals, transfer policies, ASSIST discrepancies, TAA issues)
- (In-Direct) Initiate the development of college policies/practices that support articulation and transfer:
  - Developed Language Arts course review process (07-08)
  - Developed Partial IGETC Certification process and designed student cover letters (07-08, 08-09)
  - Work with Evaluations to determine appropriate degree-audit coding of in-coming courses (on-going)
  - Provided Evaluations with suggestions to update GE Certification Request form (07-08)
- (In-Direct) Trouble-shoot with Evaluations daily on student issues (e.g. interpreting prior coursework, GE reciprocity, misadvising, degree-audit, GE certification, status of DAC courses)
- (In-Direct) Work with Evaluations and receiving transfer institutions on cases involving 4-year to 4-year transfers via De Anza. This is a growing population and these students' unique course history/transfer goals circumvent De Anza's articulation.

### **(Student Services Support)**

- Support counselors/academic advisors/evaluators on technical questions regarding transfer and articulation
- Provide on-going group and one-on-one training on the use of ASSIST (07-08, 13 sessions)
- Provide workshops for counselors/advisors (07-08, 4 workshops)
- Develop and maintain Articulation/Transfer Intranet site thus providing the Student Services Division (and others) with easy electronic access to articulation/transfer information – including electronic forms. ATS also provides on-going training on the use of the site.
- Develop and publish transfer guides, data grids and reference material which provide accurate and timely information for proper advising, including:
  - transfer curriculum updates (new courses, deleted courses, revised courses)
  - updates/changes to articulation including UC TCA, CSUGE, IGETC annual changes and campus specific course-to-course and major prep)
  - articulation binders for Private University Articulation
  - TAA binders for all counseling/advising offices (updated 5-7 times each year)

- Provide timely email and memo notification to Division regarding articulation and transfer issues
- Provide in-service updates on articulation and transfer issues

### **(College Support)**

- Provide extensive curriculum research and work with faculty to support the development of transferable courses appropriate for IGETC, CSU GE, and course-to-course/major preparation articulation **see 'Faculty Consultation and Research' data above**
- Provide workshops and presentations to instructional faculty re: articulation, curriculum development and transfer **see 'Faculty Consultation and Research' data above**
- Provide information support for faculty, administrators re: articulation, transfer, curriculum development and curriculum review process (internal/external)
- Maintain Articulation Intranet site for Curriculum Writers
- The AO is a voting member on the De Anza Curriculum Committee (CC) and the Curriculum Advisory Team (CAT) and strives to keep the lines of communication between faculty and administration open on topics related to articulation, curriculum development and transfer AND provides support for curriculum development (including: course objectives - student learning outcomes, prerequisites/advisories, college level writing, critical thinking, methods of instruction and methods of evaluation) AO also proposes changes to college policy when appropriate

### Examples of adopted policies/practices proposed by AO:

- 1) Section VII (Methods of Instruction) was added to course outlines – also developed selection menu – to meet Title V requirements
- 2) Section V (Lab Content) was added to course outlines
- 3) 'New Course Request Form' was revised to clearly outline proposed transfer components (revising form again this year to reflect changes in Title V.)
- 4) Experimental status was deleted for courses developed for UC-transfer and/or transfer GE
- 5) Mid-year start dates were deleted on courses developed for UC-transfer and/or transfer GE
- 6) Course # change protocol was developed for courses moving from non-UC transfer to UC transfer status - includes updating information in the schedule of classes each quarter
- 7) Course numbering system was locked in and added to the catalog
- 8) AA GE PE courses was aligned to CSUGE approved courses
- 9) AA/AS graduation proficiency levels for English and math were identified and officially added into publications
- 10) (Most) Special Projects and Special Topics courses were renumbered for easy identification
- 11) CC recognizes approved curriculum minutes as the "official source" for basic course information, committee decisions and requirements. Also recognizes the need to develop paper-trails and proper documentation.
- 12) All CC activities (including discussions and info items) are now reflected in the minutes
- 13) CC now maintains archived course outline data regardless of the number of subsequent revisions on file

### Examples of policies/practices proposed by AO currently on the table:

- 1) Revising New Course Request Form to reflect Title V changes
  - 2) Restructuring course outlines for "multi-generational" courses found in CDI, MCNC and CAOS to ensure CC can track the start/end date of each generation
  - 3) Reviewing lecture/labs – how to work with this unique designator
  - 4) Re-examining our AA/AS GE review process – Are members of the CC aware of the criteria? Are we all reviewing courses with GE criteria in mind? Need to develop paper trail.
- The AO is a member of the Counseling Curriculum Committee
  - Work closely with personnel in Matriculation, Assessment, Evaluations, Curriculum Office, VP of Instruction on curricula, programs, transfer and GE issues (e.g. degree-audit, GE certification, transfer GE as relates to De Anza's GE, etc.) so students receive accurate information and are processed appropriately
  - Update and publish AA GE pattern for the Academic Senate

## **V. Budget Limitations**

The B Budget has decreased over the years and is now holding steady at around \$6600 which covers operational costs. ATS has been fortunate to receive some external support in the form of a CAN/Articulation Grant from the System Office that varies in size. Grant monies are not guaranteed each year. We received \$5000 in 07-08 but only \$1000 in 08-09. Without this additional funding source, ATS couldn't cover catalog distribution costs and our portion of UCD-TOP fees.

We are fortunate to be fully staffed at this time. Even with the present level of staffing, it is a challenge to keep up with the changes, demands, and needs created by the sea of articulation/transfer information. Articulation at its best is a tedious process requiring diligence, attention to detail, public relations, and patience. Months may pass before a single piece of articulation makes it way through the hoops at the university and our faculty. And initiating articulation proposals does not necessarily guarantee responses from 4-year institutions, as they, too, are impacted by staffing limitations and internal policies. Resubmissions are a way of life.

If ATS was eliminated, articulation activities would come to a stand-still so no new articulation would be generated and existing agreements wouldn't be maintained. Agreements would be discontinued since the information would no longer be valid. The integrity of the information in ASSIST would be compromised and the infrastructure we have in place to support student transfer would be significantly impacted. A decrease in articulation essentially means transfer planning would be based on guesswork rather than established agreements. The uncertainty of the use of De Anza courses to meet transfer requirements would most likely compel students to seek other community colleges with established agreements. Students that continue at De Anza would most likely shift their interest to a more traditional set of courses rather than partake in our rich course offering, in fear that unique courses may not be accepted at 4-year institutions. For example, students would most likely feel safer taking "General Psychology" than "Psychology of Women" if articulation didn't clearly indicate that Psychology of Women was a transferable option. Courses that have traditionally filled by a narrow margin may not fill and Divisions will be impacted.

The work done by ATS is directly tied to the WSCH generated by the College as students generally enroll in and complete courses that meet specific requirements: general education for AA, AA major, admissions and general education for transfer, and major preparation for transfer. Students without declared "transfer" goals are still likely to gravitate towards courses that meet transfer requirements, or are at least transferable to the 4-years, to keep their educational options open.

Transfer information available to students, counselors/advisors and the global community would also be significantly impacted and key resources like the Transfer Planning page (and the Transfer/Articulation Intranet Site) would not be updated. Since outdated transfer information could negatively impact students, these websites would either be removed or reformatted to be static in nature. A static site means only basic transfer information can be presented and links would be limited significantly. Information that students can now access via the web would have to be obtained in-person, which means an increase in demand for counseling/advising services, while counselors/advisors' access to transfer information would also decrease. Articulation and transfer services activities couldn't be eliminated entirely so key activities would have to be absorbed in some way by other programs resulting in:

(Articulation) The College would be on articulation maintenance mode at best and this still requires significant dedicated time and effort. Support for curriculum writers would be minimal, and agreements with non-regional universities would most likely be eliminated in up-coming years as priority would be placed on local institutions receiving the majority of our students. The turn-around time to provide students, faculty and staff with support on articulation issues would increase and a back-log would form. In time, our transfer rate may suffer.

(Transfer Services) TAA/TAG would either be eliminated or scaled back significantly. If the College elected to maintain even a portion of these agreements, then the coordination and review of those TAA/TAG would have to be absorbed by another program, impacting their services as well. Transfer bound students will gravitate towards the college that provides the most options, the best service, a strong curriculum base and that outwardly supports transfer. The bottom line is that students need definitive answers regarding transfer options/requirements and with information so readily available at their fingertips via the web, we should expect them to be shopping around for the best college that meets their needs.

## **VI. Assessment of Program**

There is no formal evaluation process in place, but there is supporting evidence that speaks to ATS' performance level in the form of end-products and transfer rates. As referenced and outlined earlier, data exists by way of reports like transfer statistics, ASSIST Articulation Database Summary and Usage Report, and the Transfer Planning page's hit-counter. Faculty evaluations are collected after articulation workshops and those have all been excellent.

An informal assessment of ATS performance level is monitored by the AO via verbal/written feedback received from students, faculty and other institutions. Our clients' (students, programs/services, instructional faculty, administrators and the global community) needs are evaluated and assessed on an on-going basis as we respond to requests. ATS is inundated with requests that range from students wanting us to create agreements with out-of-state colleges/universities to faculty members requesting that curricula be reviewed before they are submitted to the

Curriculum Committee; from administrators wanting transfer statistics to post-transfer students requesting support to challenge graduation requirements; from a Division wanting mediation support to deal with a university's seemingly inappropriate request for information to a private university requesting an MOU with De Anza College. ATS is sensitive to trends that may indicate a need to provide a set of specialized services on a regular basis or a need to propose policy changes to various leadership groups or a need to re-prioritize office activities.

## VII. Additional Comments

### (State and Federal Mandates)

Education Code 66738 - (a) The governing board of each public postsecondary education segment shall be accountable for the development and implementation of formal system-wide articulation agreements and transfer agreements programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function. (b) The elements in a comprehensive transfer system shall include, but not be limited to, the following: (4) Transfer articulation agreements and programs.

Senate Bill 1415 (Brulte) Common Course Numbering System – requires that no later than June 1, 2006, each Campus of the California Community Colleges and the California State University adopt, and requests that the University of California and private postsecondary institutions adopt, a common course numbering system for the 20 highest demand majors in the respective segments. (Signed by Governor: September 24, 2004)

Along with traditional articulation, De Anza is working to establish CSU TCSU and CCC C-ID articulation and numbering systems.

Senate Bill 1785 (Scott and Alpert) Transfer Requirements – requires CSU to establish admissions criteria, and requires the CSU, in consultation with the Academic Senate of the CSU, to specify for each high-demand baccalaureate program major a system wide lower-division transfer curriculum. Finally, the bill would require the CSU to guarantee admission to transfer students who meet the specified criteria and allow them to credit (at least) 60 semester units toward their baccalaureate degree. (Signed by Governor: September 24, 2004)

Along with traditional articulation, De Anza is working with CSU to articulate major preparation courses for identified majors, increase efforts to develop appropriate curriculum that meet identified majors' requirements, and augment transfer advising accordingly.

### (Trends)

#### Campus Level

Increase curriculum activity

#### Impact

More time spent on reviewing, editing, providing feedback and processing curriculum; on responding to and doing research for curriculum writers; and on generating curriculum reports

Less time dedicated to articulation and transfer issues

Increase in curriculum policies

More time spent on providing guidance to curriculum writers on issues not related to articulation

#### State Level

Increase use of electronic means to initiate and develop articulation

More time spent on sending data in the proper format since ECMS is not yet capable of sending outlines electronically (auto-downloads)

Increase level of day-to-day activities as articulation can change instantly and get posted and made available in less than 24-hours

Increase complexity in articulation process

LDTP/TCSU and other initiatives are changing the face of articulation as we know it by reconfiguring boundaries and redefining established practices. The entire State is in flux, and CCC are fighting to keep some semblance of order to the articulation and transfer process.

The current UC administration is determined to build in "flexibility" within key transfer and articulation policies (e.g. IGETC rules, partial certification of IGETC, back-dating of approved courses) to support

transfer students. This decrease in set policies results in an increase in time spent at the local level interpreting and forming campus policies to ensure they are applied uniformly via consistent practices.

Increase in CSU and UC campus-specific transfer policies/practices

More time spent on polling and monitoring campus policies and practices to properly advise students.

#### **State/National/Global Level**

Increase in distance learning programs (including non-regional satellite campuses)

More time spent on evaluating programs and creating specialized agreements/MOUs

Substantial increase in demands from for-profit institutions for “transfer agreements”

More time spent on evaluating programs and determining the level of De Anza’s participation. Agreements take longer to develop since the majority of these requests are made by individuals in marketing who are not aware of CA AA/AS programs, the transfer process, and how articulation works

Increase demands to have information instantly accessible

More time spent on increasing and maintaining on-line information

#### **(Comparable programs at other institutions)**

Articulation Officers exist on each CCC campus. Reporting structures, assignments and level of staff support varies. Most AOs are counseling faculty within Student Services while a smaller segment reports to Instruction or both.

### **VIII. Program strengths/areas of improvement**

#### **(Strengths)**

- Program is accessible and due to adequate staffing is able to respond to all requests and inquiries in a timely manner.
- Program maintains a focus on students - provides resources addressing their anticipated needs and works to address their challenges with an eye to policy development (to impact not only an individual, but all students) when appropriate.
- Articulation is developed in a timely manner. The AO’s newly designed database (sabbatical project: winter/spring 2007) has proven to be a great tool enabling articulation proposals to be generated and processed quicker which has resulted in an increase in articulation established and cleaned-up/year.
- Program cultivates good working relationships with internal and external individuals and offices.
- Program monitors the pulse of statewide articulation issues and reacts in a timely manner.

#### **(Areas of Improvements)**

- Articulation Officer’s time is spread too thin due to involvement in general curricular issues (course management decisions and protocols, identifying components of Title V and working to implement change, identifying statewide policies and working to implement change). Reprioritization is needed to return to pure articulation and transfer activities:
  - Increase agreements with independent and out-of-state colleges
  - Create more transfer resource materials for students (e.g. CSUGE/IGETC supplements, advising sheets, transfer check-lists)
  - Utilize student focus groups to help identify needed on-line transfer planning tools
  - Expand on ways information is disseminated to students, staff, faculty and administrators
- Both internet and intranet sites should be redesigned and organized for easier use. The Transfer Planning site needs to be rebuilt using Omni Update.

### **IX. Suggestions for campus-wide change**

- Identify point-persons and establish clear campus connections to deal with on-going issues (e.g. identify steps to develop and process non-vocational AA degrees, define college goals re: AA/AS and certificates and develop criteria to establish and maintain them, provide catalog information on each degree program, institute AP policy

and faculty review process, identify proper channels to create college policies and implement change, establish criteria for when Board approval is needed, examine connections to legal counsel, re-visit academic petition review process and create a way to electronically access outcomes, study types of requests being made by academic petitions and their outcomes to determine if College policy should be changed to address students' needs), enable access to course syllabi via division offices or the internet)

- Increase standardization of external requirements like CSUGE Breadth which would minimize the need for case-by-case reviews and provide students with CLEAR and CONSISTENT transfer information that aligns with ASSIST and other CCC. This eliminates the need for students to request partial certifications from multiple colleges.
- Develop clear institutional connections with the System Office (resulting in more lead time and a better understanding of new statewide policies and policy changes)
- Increase faculty awareness and understanding of the value of course outlines – move from a necessary and mandated exercise to a meaningful and valued process (results include: decrease confusion on whether some or all objectives need to be covered, a clearer approach to the teaching “process” and a better understanding of academic freedom, encourage more dialogue on interdisciplinary collaborations, ensure articulated course material is being covered appropriately)
- Post more advising information on the internet AND have web page designers work together (minimize contradictions and redundancy while maximizing efforts)
- Reintroduce student-friendly information racks in Counseling and Advising Center and utilize technology to disseminate information to students visiting or waiting in the Counseling and Advising Center
- Designate centrally located sites and/or bulletin boards on campus for transfer information.