Name of Program	Division	Author(s)
Articulation	Counseling	Marina Lira

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

Articulation is the process of developing agreements that identify courses (or sequence of courses), from one educational institution, that are comparable to specific course requirements at another educational institution. Successful completion of an articulated

course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured.

Transfer Articulation focuses on the development of course agreements and patterns with four-year transfer institutions (i.e., California State University, University of California, and private colleges and universities). This process allows community college students to maximize their opportunities and complete an efficient and appropriate lower division college/university program of study.

The mission of Articulation at Las Positas College then is primarily intended to assist students transferring to public four-year colleges and universities by establishing agreements with four-year universities regarding those courses that will transfer, including specific courses that will meet general education and major preparation requirements.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Articulation is one of the most important elements in supporting a student's opportunity to transfer, and earn a degree.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)
1. Will any course outlines be revised or updated in the academic year 2014-2015?

    (Highlight the appropriate box to type in an X.)

    YES ☐   NO X

    If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

    (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

    YES ☐   NO Ⴟ

    If yes, please describe briefly what new curriculum is planned.

Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?
(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES ☐   NO Ⴟ

If yes, please describe briefly what new initiatives are planned.

Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

    (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

    (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

N/A

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	N/A

4. Analysis of SLO/SAO data for AY 2011-12.
    (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

    a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

N/A

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

N/A

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

N/A

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

N/A

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

   a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

   (This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

N/A

   b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

   (Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

N/A

   c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

N/A

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A

   b. If this amount differs from 2011-12, describe what changes have occurred.

   (To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

N/A

   c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

   (Enrollment Management data is posted on the IR website:
       (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
.5	.5	50%

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.

	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.
	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	N/A	Click here to enter text.	Click here to enter text.	Click here to enter text.

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

**   regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES   NO X

If No, briefly describe. Provide any data which support these needs.

> Due to the loss of a campus Curriculum Specialist, and the implementation of new state mandates, to include SB 1440 (ADT's-Associate Degrees in Transfer), the C-ID (Course Identification Number System) project, the training of faculty on the development of ADT's, and accompanying C-ID requirements, and the introduction of Curricunet campus wide, the Articulation Officers workload expectations, and responsibilities have significantly increased. In addition, in S2012, the Articulation Officer was assigned to take on the development and implementation of the Puente Program scheduled to begin F2012.

3. Are there Staff Development needs for the academic year 2014-15?

YES X   NO ☐

If yes, elaborate. Provide any data which support these needs.

> Articulation Officers participate in attendance at several meetings and conferences held throughout the year. i.e., CSU, UC and ETS Counselor Conferences, The Curriculum Institute, and statewide and regional Articulation Council meetings.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES ☐   NO X

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> Click here to enter text.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES ☐   NO X

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

    YES   NO X

    If yes, please briefly describe amount and general uses.

    > Embedded within counseling budget.

2. Are there any **new** financial needs for the academic year 2014-15?
    (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

    YES X   NO ☐

    If yes, briefly describe. Provide any data which support these needs.

    > Additional support in the form of time to assist the Articulation Officer in being able to appropriately meet the increased workload expectations and state mandates. (SB 1440/C-ID Project)

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

> As stated in area E2- Due to the loss of a campus Curriculum Specialist, and the implementation of new state mandates, to include SB 1440 (ADT's-Associate Degrees in Transfer), the C-ID (Course Identification Number System) project, the training of faculty

on the development of ADT's, and accompanying C-ID requirements, and the introduction of Curricunet campus wide, the Articulation Officers workload expectations, and responsibilities have significantly increased. In addition, in S2012, the Articulation Officer was assigned to take on the development and implementation of the Puente Program scheduled to begin F2012.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Program Review not required at this time.

B   **Summarize objectives not accomplished since the program review update (2012) and why not.**
   (Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

Program Review not required at this time.

C. **What are the objectives for the academic year 2014-15?**
   (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

   1. Participate in working with faculty in the maintenance and development of ADT's.
   2. Participate in working with faculty in developing and revising courses to meet C-ID standards.
   3. Maintain annual submission to UCTCA, IGETC and CSU GE Breadth.
   4. Maintain GE/CSUT/UCTCA flyers, and local major/certificate flyers.
   5. Maintain updates in Assist and OSCAR databases.
   6. Maintain course to course, and major prep articulation with 4 year institutions.

D. **For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.**
   (This brief summary should capture the effects on students and the program if the needs are met or unmet.)

   Without appropriate time offered to work on and complete all articulation related duties/tasks, students will have less course options available to meet transfer electives, GE, and major preparation. Faculty will have less assistance in helping guide them through the development and submission of ADT's; which are mandated by the state (SB 1440). Therefore, students will have less associate and transfer degree options. The inability to develop full articulation agreements with multiple 4 year institutions could prohibit a

student from applying to a selective institution and/or from being a competitive applicant for transfer to another. In addition, the rate at which curriculum can be approved and moved through the larger systems will slow.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	2	Participate in working with faculty in the maintenance and development of ADT's.	N/A		Number of ADT's developed will increase	Human, financial	Personnel and time	Click here to enter text.
2	2	Participate in working with faculty in developing and revising courses to meet C-ID standards.	Click here to enter text.		Number of courses meeting C-ID will increase	Human, financial	Personnel and time	Click here to enter text.
3	1	Maintain annual submission to UCTCA, IGETC and CSU GE Breadth.	Click here to enter text.		Completion of submission	Human, financial	Personnel and time	Click here to enter text.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

4	1	Maintain GE/CSUT/UCTCA, and local major/certificate flyers.	Click here to enter text.		Completion of updates	*Human, financial*	*Personnel and time*	Click here to enter text.
5	1	Maintain updates in Assist and OSCAR databases.	Click here to enter text.		Completion of updates	*Human, financial*	*Personnel and time*	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.