

# Peralta Community College District

## STUDENT SERVICES ANNUAL PROGRAM UPDATE

Academic Year 2013-2014

This presents the common elements to be addressed by each student services unit/area in its annual program update. Depending on College preferences, elements may be formatted or addressed slightly differently.

### I. OVERVIEW

		<b>Date Submitted:</b>	October 3, 2013
<b>College</b>	College of Alameda	<b>Administrator:</b>	Alexis Montevirgen
<b>Unit/Area</b>	Articulation		
<b>Completed By:</b>	Sheila Lau		
<b>Mission/History and Description of Service Provided</b> <i>Brief, one paragraph.</i>	<p>The mission of the Articulation Program at College of Alameda is to assist students transferring to four-year colleges and universities by establishing articulation agreements regarding those courses that will transfer as lower-division requirements, including specific courses that will meet general education, course-to-course, major preparation requirements, and updating annual AA/AS General Education Requirements.</p> <p>Articulation refers specifically to the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus (COA) that are comparable to, or acceptable in lieu of, specific course requirements at a “receiving” campus (CSU/UC/Private institutions). 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. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution.</p>		
<b>Student Learning Outcomes (SLOs)</b> <i>(or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)</i>	<p><b>SAO Number One:</b> All COA established Articulation Agreements with UCs and CSUs will be assessable on the web at <a href="http://www.assist.org">www.assist.org</a> for all students, faculty, and the public.</p> <p><b>SAO Number Two:</b> Students will have access to updated General Education Advising sheets which will indicate all articulated courses for transfer to UC, CSU and private institutions.</p>		

<b>SLO/SAO/PLO Mapping to Institutional Learning Outcomes (ILOs)</b>	<i>SLO/SAO/PLO #1 is mapped to College ILO #1: Academic Excellence</i> SAO #1 is mapped to College ILO #2: Technology and Communication SAO #2 is mapped to College ILO #1: Problem Solving and Decision Making
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## II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments	
<p><i>Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>To date, College of Alameda has established agreements for the following articulation categories:</p> <p>CSU Transferable courses: 613</p> <p>CSU GE courses: 230</p> <p>UC Transferable courses: 305</p> <p>IGETC courses: 164</p> <p>C-ID courses: 12</p> <p>These agreements can be found at: <a href="http://www.assist.org">www.assist.org</a></p>

Qualitative Assessments	
<p><i>Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.</i></p> <p><i>Include data used to assess your SLO/SAO/PLOs.</i></p>	<p>Surveys completed by a small sample of 13 instructional faculty, counseling faculty and administrators resulted in the following:</p> <p>85% rate 8 or higher for access to articulation</p> <p>93% rate 9 or higher for access to advising sheets</p> <p>(Based on the following scale: 1 being unsatisfactory and 10 being most satisfactory)</p>

### Identifying Strengths, Weaknesses, Opportunities, and Limitations

<p><b>Strengths</b> <i>What are the STRENGTHS of your unit/area?</i></p>	<p>The articulation program is greatly supported by campus faculty as well as staff and administrators. There is strong desire and support to expand in the areas of curriculum development, and the articulation of these curriculum in order to provide students with greater transfer opportunities.</p>
<p><b>Weaknesses</b> <i>What are the current WEAKNESSES of your unit/area?</i></p>	<p>Lack of current technology and technological resources has been the primary challenge in daily operations of the articulation unit. Computer equipment is slow and outdated, lacking important software critical to the articulation function such as Adobe Acrobat XI.</p>
<p><b>Opportunities</b> <i>What are the OPPORTUNITIES in your unit/area?</i></p>	<p>There are opportunities to create and articulate new curriculum in order to adopt more Associate Degrees for Transfer such as Kinesiology and Music.</p>
<p><b>Limitations</b> <i>What are the current LIMITATIONS of your unit/area?</i></p>	<p>The limitations of the articulation unit are primarily technological. See Weaknesses section above.</p>

## **Action Plan for Continuous Improvement**

*Please describe your plan for the continuous improvement of your unit/area.*

### **A. Annual Articulation Function:**

- Continue to serve on Curriculum Committee; working with Instructional Faculty in the development of curriculum appropriate for articulation at four year colleges/universities to ensure outlines are in compliance with transfer articulation criteria
- Continue to serve on District GE Sub-Committee to update AA/AS G.E. Requirements
- Continue to update the Summary of Curricular Changes
- Continue to update the Annual Reports and Budget
  - a) ASSIST Report
  - b) State Chancellor's Articulation Addendum
  - c) State Chancellor's Grant Report

**B. Maintain existing Articulation Agreements with UCs, CSUs, C-ID, CA Private/Independent Colleges & Universities, and Out-of-State College & Universities, with focus on local primary feeder schools, i.e. CSUEB, SFSU, UCB and UCD and privates, i.e., Saint Mary's, Mills, and Holy Names**

**C. Increase Articulation Proposals and subsequently Articulation Agreements with UCs, CSUs, C-ID, CA Private/Independent Colleges & Universities, and Out-of-State College & Universities.**

**D. Workshops and individual meetings with Faculty to facilitate the curriculum approval process**

**Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion**

*Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success Scorecard-<http://scorecard.cccco.edu/scorecard.aspx>)*

<p><b>Meet District FTES Target for AY2013-2014 of 18,830</b></p>	<p>Increase number of articulation agreements to increase student enrollment in transfer level courses to meet transfer goals.</p>
<p><b>Increase Student Success</b></p>	<p>Increase number of articulation agreements to allow greater access to transfer curriculum in order to increase transfer success rates.</p>
<p><b>Increase Persistence</b> <i>Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.</i></p>	<p>Increase number of articulation agreements in order to allow students greater access to transfer paths, programs and opportunities.</p>
<p><b>Increase College Completion</b> <i>Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.</i></p>	<p>Increase number articulation agreements to enable the adoption of required CSU Association Degrees for Transfer as well as other transfer paths, programs and opportunities for students to pursue.</p>

### III. RESOURCE NEEDS

#### Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

<b>Current Staffing Level:</b>		<b>Headcount</b>	<b>FTE Equiv.</b>
	<b>Faculty (Permanent)</b>	1	1.0
	<b>Faculty (PT/Adjunct)</b>	0	0
	<b>Classified Staff (Permanent)</b>	0	0
	<b>Classified Staff (Hourly)</b>	0	0
	<b>Students</b>	1	.25-.5
	<b>ICC/Consultant/Other</b>	0	0

  

<p><b>Narrative:</b>  <i>Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.</i></p> <p><i>Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.</i></p> <p><i>Describe implications of the current staffing level in your unit/area to overall service delivery.</i></p>	<p>Currently, there is no staff assigned to assist the articulation unit. A .5 classified staff would benefit the unit in providing assistance in the areas of data research, entry and analysis using ASSIST.org.</p>
<p><b>Human Resource/Personnel Requests</b>  <i>List your human resource/personnel requests in prioritized/ranked order.</i></p> <p><i>Human resource/personnel requests will go through the established College and District planning and budgeting process.</i></p>	<p>Currently, there is no staff assigned to assist the articulation unit. A .5 classified staff would benefit the unit in providing assistance in the areas of data research, entry and analysis using ASSIST.org.</p>

## Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

<p><b>Narrative:</b> Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.</p> <p>Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.</p>	<p>N/A</p>
<p><b>Facilities/Infrastructure Requests</b> List your facilities requests in prioritized/ranked order.</p> <p>Facilities requests will go through the established College and District planning and budgeting process.</p>	<p>N/A</p>

## Technology

Please describe any technology needs for your unit/area.

<p><b>Narrative:</b> Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services.</p> <p>Describe implications of the current state of technology in your unit/area to overall service delivery.</p>	<p>Articulation is a function that requires the use of Adobe Acrobat XI to submit courses to the University of CA system for articulation consideration. In order to accommodate this requirement, the purchase of Adobe Acrobat XI software is needed. Likewise, the duties of articulation require the usage of current technology/software therefore the purchase of a more current laptop or desktop PC is needed. The desktop PC is needed for office use whereas the laptop is needed for attending meetings both on/off campus.</p> <p>Note: the current desktop PC is very old and crashes/shuts down intermittently disrupting work flow; making faculty consultations a great challenge.</p>
<p><b>Technology Requests</b> List your technology requests in prioritized/ranked order.</p> <p>Technology requests will go through the established College and District planning and budgeting process.</p>	<ol style="list-style-type: none"> <li>1. Updated laptop or desktop PC</li> <li>2. Adobe Acrobat XI</li> </ol> <p>The priority of these items is equal as one relies on the other, i.e., in order to attain Adobe Acrobat XI and utilize the software, there needs to be a PC system current enough to support it and vice versa.</p>

**IV. OTHER**

*Please feel free to provide any additional information about your unit/area below.*