



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Articulation and Transfer

2. Team Leader: Soraya Sohrabi

A. Team Members: Sheila Lau, Maria Lara, Lyn Belingheri

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The mission of the Canada's Transfer and Articulation Program services is to provide a seamless transition to four year-universities, and to assist diverse student populations in transferring, and empowers them to successfully reach their transfer goal, and to increase the transfer rate among students.

3. Program / Department Data Measures – and reflection

Guidelines:

- *What program or department data measures were used this past cycle? (Surveys, usage, etc.)*
- *List any program / department major accomplishments.*
- *What changes, if any, will you make?*
- *What changes have you seen, and why?*

The measurement of the **Transfer Center's** Services comprised two methods:

- One was the data collected on the number of Student Educational Plans (SEP) that were completed for students with a transfer goal. Another measurement was based on the student's participation in Transfer programs and activities such as the number of students who completed Transfer Admission Guaranteed (TAG) for the UC Campuses and students who attended workshops, field trips, and other on-campus transfer related activities. See table 1 below.
- One was a Student Survey that was given to students during their counseling appointments to gather information about students' knowledge on Transfer Services. See table 1 below.

There was no data collected prior to Summer 2011 for the **Articulation Program** since the college did not have the Director of the Articulation, and the state mandated duties were performed by one of the adjunct counselors 6 hours per week.

Regardless to the limited staffing, the Transfer Center was able to provide workshops, staff an informational table during campus activities, provide field trips in conjunction with other Student services Departments, visit classrooms, reviewed Transfer Admission Guaranteed (TAG)



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applications, provided Transfer and Articulation information sessions for faculty, updated and improved the Transfer Center webpage by adding additional information in regards to the new AA-T/AS-T degree based on SB 1440, impacted programs at CSU campuses, and created a link to essential transfer WEB sites such as CSU, UC, Private, and out of state Colleges, project ASSIST where is housed the articulation information, and added an instruction sheet on how to use this on-line tool. Also, a list of the articulation agreements with private universities in California was created and posted on the Transfer website. See table 1 below.

The transfer Center was also able to continue celebrating the achievements of the transfer students at the end of the year by coordinating the Student Achievement Award Ceremony.

Conducted two college fairs for transfer students and high school students in October, where students had an opportunity to meet directly with university representatives from 42 universities for Transfer Day and 69 for College Night. The Transfer Center in collaboration with the TRiO, Basic Skills, and EOPS Provided 4 field trips to San Francisco, UC Santa Cruz, CSU East Bay and one scheduled with UC Davis April 21, 2012. The number of students who participated in these field trips increased by 19% in 2011-12 compare to 2010-11.

In addition, The Transfer Center was able to continue conducting the Transfer Advisory Board meetings where the four- year university representatives, faculty, staff, and an administrator from Cañada College plan and implement transfer activities to streamlining the students' transition to a four-year institution.

The Transfer Center was able to provide a workshop for faculty on flex a day in Spring 2012 to discuss the transfer trends and university requirements. This workshop was well received by faculty who attended and requested additional workshops.

In summer 2011, a Director of Articulation and Orientation was hired based on external funds with the intention of dividing duties into 50% to articulations and 50% to orientation. This position was extremely needed in response to the changes in program and course requirements at the four-year universities especially with CSU and UC Campuses. Director of Articulation and Orientation began her position in fall 2011.

The primary goal of the Articulation Program at Canada College is to prepare students in lower division general education along with major preparation course work in order for students to transfer into upper division at the four-year institutions. Data from ASSIST, September 27, 2011 indicates the following articulation for Canada College:

- # UC Transferable Courses: 377
- # CSU transferable Courses: 827
- # IGETC Applicable Courses: 175
- # CSU-GE Applicable Courses: 286

As of June 7, 2012, 10 new courses have been articulated with either UC or CSU in GE, major prep or elective.



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There were 4 presentations regarding articulation provided to curriculum Committee, Counseling Department, and divisions meetings. An Articulation Basics Workshop was presented in CIETL by the Director of Articulation during the fall 2011 semester; there were approximately 34 faculty members from various disciplines in attendance. According to a post workshop survey completed by attendees; feedback from at least 75% of attendees was positive with requests for future workshops to include more advanced topics in articulation.

In Fall 2011, the Articulation officer created a resource for instructional faculty, assisting them to develop course outlines in alignment with CSU and UC requirements. This resource has been posted in the curriculum SharePoint web site.

Also, during fall 2011, the Articulation Officer has worked with the following institutions from Sept 2011 to June 7, 2012: Attempted/failed articulation with Tianhua University in China, Cogswell College and San Diego State University; Successfully established articulation with Arizona State University, National University, Notre Dame, Brandman University; Currently and ongoing establishment of articulation with San Jose State University, San Francisco State University, CSU East Bay, UC Berkeley, UC Davis and all other UC campuses and CSU campuses in the state. Another goal is to increase the number of articulation agreements with private/in or out-state colleges/universities in order to allow greater access to more opportunities for our diverse body of prospective transfer students.

In addition to the above, the Transfer Center developed an Honors Colloquium in Career and Personal Development: Transfer Essentials and planning that provides students with opportunities not only to learn and understand the transfer process and policies, it also empowers them to have a better understanding of themselves and evaluative of their goals beyond their education path at Cañada College.

¹² During summer and fall 2011, the Transfer Center Director took the lead of training counselors and new staff for the International Student Program.

Table 1: The Transfer and Articulation Achievements in 2010 and 2011:

Activities	2010-11	2011-12
Number of Students who Completed SEP with a transfer goal	918 SEP	1119 SEP
Number of students who Students Survey	Not able to complete	Conducted a Survey which reflected students' knowledge of the transfer Center Services, visibility of transfer Center, CSU and UC application process, and barriers to transfer.
Number of Students who filed TAG application	70 students	39 students (Please see next page for explanation of the decrease).
Number of Students who applied to UC campuses	93 students	71 students
Number of AA-T/AS-T degrees	No applicants	There were 12 students who self-reported and total of 5 were qualified.
Number of Students who visited Transfer Center WEB Site	4,915 views	5,033 views (increased based on the changes made on the WEB page)
Number of Articulation Agreements with out-of-state Universities	None	Completed an agreement with Arizona State University for Engineering Program



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Number of students attended workshops provided by the Transfer Center	127 students	90 students (still in progress)
Number of field trips (FT) and students attended	3 FT/105 students	4 FT/ 142 students attended (so far there are 17 students signed for 4/21/2012 FT)
Number of students attended Student Achievements Ceremony - for Transfer recognition	85 students	129 students

Reflection:

Transfer: As the result of the above accomplishments and activities, such as informational tables, workshops, classroom visits, and student educational campaign by the Counseling Department, the number of the students who have completed an educational plan with a transfer goal has increased by 21.9% from fall 2010 to fall 2011, and 70% of students who completed a survey have an Student educational plan toward their transfer goal. Although there is a decline in the number of TAG applications, the number of students' interested in filing TAG applicants remains high, which reflects an awareness of the transfer process among students who are transfer bound. One of the main reasons for the decline in UC TAG application was due to the changes made in policies by the UC campuses in limiting the number of tag application to one campus per student, and to increase in the standards on the eligibility requirements.

The application workshops helped students to have a better understanding of the transfer process to be proactive which has been reflected students are aware of the new transfer degrees AA-T and AS-T degree that was initiated last year, (see table 1 above). The decline in the number of students who applied to UC Campuses and TAG in 2012 was mainly due to changes in admission and programs requirements at universities as they posed higher standards and more limitations for admission and higher cost of attendance.

Articulation: Within the short period of time that Cañada has had an Articulation and Orientation Director, new agreements with National University and Arizona State University were established. These will open doors for additional partnership with the Center for International and University Studies (CIUS) by offering upper division courses through these universities on Cañada Campus.

In order to streamline the transfer process, there is a need to constantly review and evaluate the course to course, and major to major articulation agreements with four- year universities. It is very crucial to enhance, maintain, and or develop new articulation agreements with all CSU campuses since their campuses become impacted and new programs have been developed under SB 1440. To meet these needs and to create opportunities for our students as well as make them more prepared, there is a need to need to have a full time (100%) the Director of Articulation by changing the current the Articulation and Orientation Director position to 100% Articulation and remove the Orientation tasks.

In order to keep up with the changes in programs at Universities, especially at the CSU campuses, and to maintain and develop new strategies to keep students informed and prepared for transferring, it is suggested that following one of the Objectives of area 2.11 of the Educational Master Plan be used as a guide. One Objective of EMP area 2.11 states “to improve completion by enhancing the transfer outreach, activities, and articulation” with the four-year universities, the Transfer Center



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would benefit from additional staffing in support of the daily tasks as well as a designated counselor.

According to the data collected, more students participated in workshops in fall term than spring term. For this matter, the Transfer Center in-reach activities will change by scheduling workshops only in the fall term and classroom visits in the spring term.

4. Student Learning Outcome (SLO)

A. Results from prior cycle's SLO.

Guidelines:

- *Explain how the Student Learning Outcome measured student learning.*
- *Summarize the assessment results of the SLO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the program/department.*

In order to streamline the students' transition to a four-year university and in order for them to reach their transfer goal, it is crucial to improve the current articulation agreements, and to develop new agreements with the four year universities. ASSIST.org is one of the main tools utilized by students and counselors to streamline the transfer path and to develop a Student Educational Plan (SEP) for transfer programs to CSU and UC Campuses. Within the last year, the number of students who completed an SEP has increased by 82%. AS a result, Students who completed SEPs become transfer focused and learned the necessity of the courses needed to be prepared (pre-requisite) to transfer to CSU and UC campuses. This reflected on a number of transfer ready students who participated in the Student Achievement Ceremony, Transfer related workshops such as CSU/UC application workshop, number of students who applied for TAG with UC and AA-T/AS-T with CSU campuses. Table 1 reflects an increase in students' awareness in the transfer option as there is a 52% increase in students participating in the Student Achievement Award Ceremony. In addition, considering the changes in the UC TAG by posing higher standards and limitations, and removal of Transfer Admission Agreements (TAA) by CSU campuses due to budget cuts at their campuses, the number of students seeking TAG/TAA reflects students' knowledge of transfer options.

Although students were able to identify the courses required to transfer as one of the steps toward their transfer goal, students did not fully understand the importance of planning to secure funding the cost of attendance at the university. Base on a survey, 52% of students may not transfer due to a financial barrier.

These data reflects that there is still a greater need to change the culture among students to be proactive in transfer planning.

B. Current SLO and relationship to College SLO or Strategic Directions

Guidelines:

- *Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SLO aligns with.*



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The SLO for 2012-13 year will be: “Students who utilize **Transfer Center and Articulation Services** are able to retrieve information from ASSIST.ORG, and able to identify the Admission policies to universities. This is similar to the last year SLO, because the transfer process and planning is complicated and is constantly changing.

This has a direct relation with the College Strategic Direction of “Teaching and Learning” that is equipping students with the knowledge to reach their educational goal, and “Completion” which empowers students to find their pathways to the universities which support their persistence in reaching their goals. This is also aligns directly with Completion objective of 2.11 of the Educational Master Planning (EMP).

C. Action Plan

Guidelines:

- *What activities will be done for this SLO? Updated webpage, increased workshops,*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

According to a student survey 50% of students are not aware of the transfer services on campus. So it is crucial for the Transfer Center to be visible and share the transfer process and policies with students as well as faculty and staff. This also pertains to the Articulation Office to ensure strong articulation agreements by informing and developing a partnership with faculty in course and program development that align with universities. To do so, the following actions are planned:

- Continue with Transfer related workshops
- Create a transfer and career poster to be posted in every classroom including minimum admission policies
- Develop a standalone Transfer WEB page
- Create a transfer handbook

The **Transfer Center SLO will be measured** based on:

1. The data collections:
 - a. Number of students attending the transfer workshops and other related activities
 - b. Number of TAG applicants
 - c. Number of students filing for AA-T/AS-T degrees
2. Student surveys

The Transfer Center is expecting a 1% increase in each of the following categories:

- Number of students transferring to a four-year university by the end of 2012-13 academic year (July 1st, 2013)
- Number of students completing an AA-T/AS-T
- Number of students completing a TAG application



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The courses developed by faculty are acceptable and transferrable to universities and ensure a connection with faculty in developing and improving the process of developing the course to course articulation in order to reduce the barriers. The Articulation Program is striving to increase the number of articulated courses by 5% and promote articulation awareness. Efforts in attaining this goal will include workshops to educate faculty on the current guidelines, policies and regulations pertaining to articulation; faculty consultations (working directly with faculty in facilitating the development of transfer eligible curriculum); collaborating with VPI and members of the Curriculum Committee in developing innovative and meaningful curriculum that will meet the needs of industry, community and four year colleges/universities.

5. Service Area Outcomes (SAOs)

A. Results from prior cycle's SAO

Guidelines:

- *Explain how the Service Area Outcome measured the quality and success of the program/department.*
- *Summarize the assessment results of the SAO.*
- *Describe and summarize other data that reveals Program/Department performance.*
- *Describe and reflect on any observed trends that affected the SAO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the unit/program.*

The Transfer and Articulation offices both met the SAO set for last year. The number of workshops and transfer activities that was provided was the main source of measurements.

Currently the **Transfer Center** is staffed by only one person, The Transfer Program Services Director, who is responsible for program review, coordinating Transfer Day/College Night events, chairing the Transfer Advisory Board meeting, planning and implementing all transfer activities including college fairs, classroom visits, workshops, etc., creating related flyers and improving the Transfer WEB Page, meeting with students regarding AA-T/AS-T degree completion and Transfer Admission Guaranteed (TAG), university application process, review incoming transcripts, and completing Student Educational Plans (SEP) in addition to being a member of the Honors Transfer Program, being a member of the curriculum committee, participating in Degree Works committee, being a member of the Student Services Leadership committee, and Student Services Planning councils, and participating in regional and state-wide meetings and conferences. In addition to these responsibilities, the Transfer Center Director resumed other responsibilities of the Principle Designated School Official (PDSO) for the International Student program and training a new counselor and staff at the International Student Center, coordinating the Priority Enrollment Program for freshmen students, , and working with the “College for Working Adult” program.



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The additional duties that were implemented this year was an implementation of the AA-T and AS-T degrees that required state wide meetings, implementing new forms, and review of degree petitions.

The **Articulation** and Orientation Director is also involved in orientation activities and participates in several on-campus and off-campus committees.

The lack of support staff and a designated counselor for the Transfer Center, and additional duties on both the Transfer Center Director and the Articulation and Orientation Director were the reason for not meeting the goal of the Services Area fully.

There is no report from prior years on the articulation because the duty of the articulation was performed by an adjunct counselor in only 6 hours per week.

B. Current SAO and relationship to College SLO or Strategic Directions

Guidelines:

- *Given the results from the last SAO, did you keep the same SAO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SAO aligns with.*

Transfer Center: SAO will be to enhance the Transfer Center in-reach activities, and articulation.

Articulation: SAO will be to enhance the articulation with four-year universities. Both Transfer and Articulation SAOs will align with the "Teaching and Learning", and "Completion" of the Strategic Direction of Educational Master Plan.

C. Action Plan

Guidelines:

- *What activities will be done for this SAO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

The following actions will be the **Transfer Center** SAO Action plan for 2012-13:

- Continue providing transfer activities such as workshops for both faculty and students in fall term
- Classroom visits in spring term
- Providing tours to universities
- Transfer Center Campaign by attending Division meetings, coordinate activities with faculty to have classroom presentations – this will be measured by the number of faculty who participated from each division
- To maximize resources, the Transfer Center will continue working with faculty and staff to improve disseminating information to students and gathering data on students need.

The SAO Action plan for **Articulation** will be:



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It is an ultimate goal for the Articulation Program to identify and close the articulation gaps by attaining articulation of course-to-course for major preparation with at least 80% of all UCs and CSUs. There are currently 9 UC campuses and 23 CSU campuses; many of our courses currently do not articulate with courses within a major at the UCs and CSUs. These gaps create obstacles for our transfer students as it prevents them from completing courses needed in order to prepare them for their majors. The purpose of identifying and closing these gaps is to establish more complete articulation agreements to ensure students preparation for transfer into their selected majors at UC and CSU.

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 at Canada by working with faculty and administration.

SAO Measurements:

These services provided by both the Transfer center and the Articulation Office can be measured by the number of activities provided such as workshops, the number of students/faculty attended, and a pre-post survey.

6. Resource Identification

A. Faculty and Staff hiring requests

Guidelines: complete the appropriate form and attach

- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

- A full-time Director of Articulation
- A support staff for the Transfer Center
- A designated counselor for the Transfer Center

Currently the Transfer Center is staffed by only one person, Transfer Program Services Director, who is responsible for program review, coordinating events, chairing the Transfer Advisory Board meeting, planning and implementing all transfer activities including college fairs, classroom visits, workshops, etc., creating related flyers and improving the Transfer WEB Page, meeting with students regarding AA-T/AS-T degree completion and Transfer Admission Guaranteed (TAG), university application process, review incoming transcripts, and completing Student Educational Plan (SEP) in addition to be member of Honors Transfer Program, Curriculum Committee, and being part of Student Services Leadership and planning councils.

In order for the Transfer Center to reach its goal of increasing students' awareness of the transfer requirements and empowering them to reach their transfer goal, there is need for additional staff, such as an Office Assistant, and a counselor to be able to assist the Transfer Director with the following services:



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- Release time in order for the director to focus on improving and developing new programs and services
- Conducting surveys
- Assisting with the coordination of transfer fairs and other on-campus activities
- Creating transfer related flyers and distributing them among our diverse student body
- Maintaining files and library of the University Catalogs
- Scheduling classroom visits
- Coordinate the University representatives visits
- Keep track of transfer students
- Meeting with students to discuss and develop student educational and transfer plan.

According to a survey in Fall 2011, there is a need to bring transfer information to students who are in basic skills and just beginning to take transferrable courses. Among students who completed this survey 52% are not transferring due to the lack of knowledge and rapid changes in University admissions policies. Additional support for the Transfer Center will be instrumental to close this gap by providing the information in a timely manner and guide students with the transfer process.

The Director of Articulation serves as a primary resource contact for all Faculty and Administration in the area of articulation by:

- assisting Teaching Faculty in the development of new courses and updating existing courses for transfer;
- communicating via e-mail, in-person consultation, curriculum/technical review meetings curricula updates from the System Offices and 4-yr University A.O.s.;
- providing training and access to ASSIST (statewide repository for transfer courses) in order for Teaching Faculty to enhance their outlines to model those throughout the state that are already articulated;
- Facilitating faculty-to-faculty communication with colleagues at the 4-yr institutions to ensure appropriate curriculum content & sequencing of courses as it relates to the transfer process.

B. Professional Development needs

Guidelines:

- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

Professional Development is necessary to engage with the state-wide policy changes as well as within individual higher education intuitions. This will benefit the college as it will provide opportunities for new strategies and innovate ways to assist students transitioning to universities, and faculty in developing new courses. Some of the Professional developments that are essential to both Transfer Center Program Supervisor and Articulation and Orientation Director are:



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To maintain currency in the area of transfer and articulation, the programs request a travel budget of \$5000 to cover the cost of the following:

- NCIAC Northern CA region meetings in Sacramento at the Los Rios Community College District (2 times/year: 1 time during fall/1 time during spring)
- NCIAC Region 3 (2 times/year: 1 time during fall/1 time during spring within local bay area – location to be determined each semester)
- Annual CIAC Conference (location rotates between Northern & Southern California annually)
- Regional Curriculum Meeting (location to be determined annually)
- DIGS meetings for C-ID/SB 1440
- IOC meetings for C-ID/SB1440
- UC Counselor Conference
- CSU Counselor Conference
- UC Ensuring Transfer Success Conference
- TCDA/WACAC meetings
- TCDA Regional meetings
- Other meetings as necessary/relevant to articulation

C. Equipment requests – must be related to instruction

The Transfer Center needs the following equipment for the transfer campaign with an estimated total cost of in total of \$1550:

- Color printer to create flyers and handouts (about \$700 at SMCCD WEB Store)
- Printer Cartridges \$60 at Office Depot
- Signs and A frames to announce daily/weekly events (\$500)
- Banners to announce the annual events minimum of \$70 each
- 1 iPad - 16G \$499.00

The Director of Articulation requests the purchase of an iPad at \$499 or laptop at \$1003.00 (per SMCCD Web store) for the usage during but not limited to the following activities in order to have internet access to ASSIST, e-mail, articulation agreements, policies, guidelines and regulations:

- Curriculum Committee Meetings
- Faculty consultations on-campus
- District-wide meetings

Guidelines:

- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

D. Office of Planning, Research & Student Success requests

Guidelines:

- *List data requests for the Office of Planning, Research & Student Success.*



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- *Explain how the requests will serve the Program/Department/College needs.*

Due to closure of the CPEC website, transfer data for 2011 and forward will require other resources to acquire; such as the National Clearing House. It is crucial to work with the College researcher to gather information in order to determine our students' paths for transferring to four year colleges/universities, and to identify the group of students who may need additional support in transfer process.

E. Facilities requests

Guidelines:

- *List facilities requests.*
- *Explain how the requests will serve the Program/Department/College needs.*

To be able to schedule the workshops as needed, and to have a consistent location in order for students to easily identify and associated with, there is a need to have designated location on campus for the activities:

- Classrooms for the workshops and presentations
- Campus quad for tabling and transfer camping
- An extra Office for university representatives to meet with student one on one
- CIETL for faculty workshops

7. Curricular Offerings (current state of curriculum and SLOAC) (if applicable)

All curriculum and SLOAC updates must be completed when planning documents are due.

SLOAC = Student Learning Outcomes Assessment Cycle.

Tool: TracDAT <https://sanmateo.tracdat.com/tracdat/>

CurriCUNET <http://www.curricunet.com/smcccd>

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*