

Peralta Community College District

UNIT PLAN Student Services

2008-2009

This presents the common elements to be addressed by each discipline/department in unit planning. Depending on College preferences, these common elements may be formatted or addressed differently.

I. OVERVIEW

		Date Submitted:	September 25, 2008
Program/ Department	Laney's Articulation Program	Administrator:	Dr. Donald Saotome Moore, V.P. of Student Services
Department Chair/ Coordinator	Laura Alvarez-Bollentino Articulation Officer (A.O.)		
Mission/ History Service provided <i>Brief, one paragraph</i>	<p><i>The mission of the Laney's Articulation Program 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 annually Laney's AA/AS General Education Requirements by working with faculty and administration. As a result, Laney's Articulation Program serves all Laney's transfer students.</i></p> <p><i>In addition, Laney's Articulation Officer is an important resource for all faculty (counseling and instructional) and administration by providing up-to-date articulation/transfer information and issues affecting Laney's academic programs and student population.</i></p>		

II. EVALUATION AND PLANNING

Quantitative Assessments	Narrative
<p>Include service area data such as number of students served by program. Include data and recommendations from program review.</p> <p>Articulation Program serves Laney's transfer students.</p>	<p>A. Annual Articulation Deadlines:</p> <ol style="list-style-type: none"> 1) UC-TCA (Transfer Course Agreement) 2) CSU-GE Breadth Requirements 3) IGETC 4) UC Berkeley's College of Letters & Science Requirements 5) AA/AS G.E. Requirements 6) Summary of Curricular Changes 7) ASSIST Updating for fall, spring & summer terms 8) Annual Reports and Budgeting <ol style="list-style-type: none"> a) ASSIST Report b) State Chancellor's Artic Addendum c) State Chancellor's Grant Report <p>B. Maintain existing Articulation Agreements with UCs, CSUs, CA Private/Independent Colleges & Universities, and Out-of-State College & Universities, with focus on Laney's primary feeder schools, i.e. CSUEB, SFSU, UCB and UCD.</p>

	<p>C. In order to facilitate the maintenance of Articulation Agreements and to increase the number of new articulation agreements, Teaching Faculty need to update their discipline course outlines a minimum of every 5 years.</p> <ol style="list-style-type: none"> 1) Updating outlines as part of program review 2) Workshops need to continue w/Curriculum Committee Members 3) Individual Mtgs w/ Faculty <p>D. CSU-LDTP (Lower Division Transfer Patterns) 2007-08 – Biology, Chemistry & Math outlines submitted for CSU Faculty review</p> <p>(Note: Not all LDTP descriptors have been developed by CSU faculty review groups).</p>
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Qualitative Assessments	Narrative
<p>Community and college relevance Present evidence of community need based on Advisory Committee input, McIntyre Environmental Scan, Student surveys</p>	<p>A. Laney’s Articulation Officer is a resource for All Faculty and Administration.</p> <ol style="list-style-type: none"> 1) A.O. assists Teaching Faculty with the development of new courses and updating existing courses for transfer. As part of this assistance, the A.O. often does research using resources, e.g. internet, catalogs, contacting Systems Office Personnel and 4-yr Articulation Officers. 2) A.O. receives curricula changes from the System Offices and 4-yr University A.O.s. These curricula changes must be communicated to Laney faculty and administration, so courses can be updated to meet specific transfer requirements. Consultation is through email and individual meetings. 3) Laney’s A.O. encourages Teaching Faculty to have faculty-to-faculty communication with their peers at nearby 4-yr institutions to ensure appropriate curriculum content & sequencing of courses as it relates to the transfer process. <p>Summary: Laney’s A.O. is responsible for submitting its transferable courses to the System Offices and 4-yr institutions for their faculty review and approval. If formal articulation agreements (as proposed by Laney’s Articulation Officer) are not established and maintained, it would be more difficult for Laney students to meet their transfer requirements. Also, the A.O. assists faculty with the development and maintenance of course outlines, so they meet transfer requirements.</p>

- 4) A.O. assists Counseling Faculty with
 - a. Understanding Articulation Agreements
 - b. Transcript Evaluation (or “pass-along”)
 - c. Transfer Requirements
 - d. Updating Laney’s College Catalog & supplement
 - e. Updating annually Laney’s AA/AS G.E. Requirements, CSU-GE Breadth & IGETC Advising Forms
 - f. Resolving students’ transfer issues with District Office, Intersegmental Offices, & 4-yr institutions

Summary: Laney’s A.O. serves Counseling Faculty as a resource for consultation, resolution, and training.

B. Laney’s A.O. serves as the ASSIST Manager.

- 1) A.O. enters Laney’s lower-division courses are electronically entered into the ASSIST database.
- 2) This on-line database is used to submit courses for basic maintenance of Laney’s transferable courses as well as submitting Laney’s courses for UC-TCA, CSU-GE Breadth, IGETC, and CSU’s LDTP review and approval.

Summary: If ASSIST is not updated, then Laney courses will not be viewed as transferable and reviewed for articulation.

Identify strengths, weaknesses, opportunities, and limitations (from the Action Plans)

This assignment creates unique challenges/limitations with one faculty member split between Articulation Officer and Transfer Center Director. The first challenge/limitation is a lack of full accessibility for faculty and administration. The A.O. often gets requests to meet with faculty and administration individually. With limited time, it makes it extremely difficult to meet faculty/administration. Another challenge/limitation is full integration into the college; as a result, it makes it difficult for the A.O. to participate fully in the college governance, i.e. to participate on committees other than Curriculum, Catalog, and Technical Review. The final and most important challenge/limitation is workload, i.e. being split between two assignments (i.e Articulation Officer and Transfer Center Director) and fulfilling the necessary duties and responsibilities of a California Community College Articulation Officer as defined by CIAC (California Intersegmental Articulation Council), a statewide Articulation Officer Professional Organization. The recent development and implementation of CSU’s LDTP (Lower Division Transfer Patterns) has increased the workload for Laney’s Articulation Officer tremendously. Laney’s Articulation Officer needs to be available to meet with faculty (workshop format or individually), so faculty can revised their course outlines for the purpose of articulating courses for LDTP. Laney’s’s A.O. prioritizes the Articulation Program duties and responsibilities (**see attachment #1**). Because of the limited time, the A.O. can not attend to articulation needs and requests in a timely manner. Laney’s Articulation Officer uses her professional judgment, based on **attachment #1**, as a way of organizing and prioritizing the program’s workload.

In order to facilitate the maintenance of articulation agreements and to increase the number articulation agreements, Teaching Faculty need to update their discipline course outlines at minimum of every 5 years. Articulation, first and foremost, needs to be an institutional responsibility.

As mentioned before with the State Chancellor’s Articulation Grant, Laney’s A.O. utilizes an administrative assistant since fall 2007. The administrative support does OSCAR data entry (input of course outlines for UC-TCA, CSU-LDTP, CSU-GE Breadth, and IGETC review), researches missing articulation with CSUs and UCs, and drafts articulation proposals for Articulation Officer’s review to be submitted for CSU and UC faculty review. **Grant funding for AY 2008-09 is unknown.**

College strategic plan relevance	Student Equity Plan, p. 21 Maintain and increase the number of articulation agreements with four-year universities.
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Action Plan Steps

Please describe your plan for responding to the above data.

<p>ACTION PLAN -- Include overall plans/goals and specific action steps.</p> <p>Right now, the college has one faculty member serving as its Articulation Officer and Transfer Center Director. The Articulation Officer/Transfer Center Director assignment needs to have one faculty member each managing these two programs increasing the assignment of the Articulation Officer from A.O. to 1.0 FTE as recommended by the California Articulation Policies & Procedures Handbook, spring 2006 <i>or</i> Articulation Officer (.75) & Counselor (.25).</p>
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Additional Planned Educational Activities

Health/safety/legal issues:	<p>Title 5, Section 51027(a), Part VI of the California Code of Regulations: The governing board of each community college district shall recognize transfer as one of its primary missions.</p> <p>SB 121 (Hart, 1991) Key provision is the improvement in development, maintenance, and availability of articulation among the systems of higher education:</p> <ol style="list-style-type: none"> 1) Recognizes that articulation is the most critical element of a strong transfer foundation; and 2) All transfer efforts are weakened if a strong foundation of articulation is not in place. <p>Summary: Laney students need assurance that Laney’s lower-division courses meet their major and general education requirements with the establishment and maintenance of IGETC, CSU-GE Breadth, and Major Articulation Agreements as facilitated by Laney’s A.O.</p>
Student Retention and Success	<p>Laney’s Articulation Officer initiates and maintains general education and major articulation agreements, so students can transfer as seamlessly as possible. Without articulation agreements, there are no “roadmaps” for Laney students and faculty to navigate the transfer process. As a result, articulation is the foundation of the vital transfer function that eases students’ transition between segments of higher education. Without creating new or updating existing “roadmaps” or articulation agreements, Laney students</p>

	would have a more difficult time transferring, not a seamless process. Therefore, Student Retention and Success are, in part, based on the establishment and maintenance of articulation agreements as facilitated by Laney's Articulation Officer.
Progress on Student Learning Outcomes. (SLO % Complete)	Since the Articulation Officer has no direct contact with students, there are no SLOs.
Other	Charter membership with The National Articulation and Transfer Network (NATN); part of five California Community Colleges to develop articulation with HBCUs, e.g. Dillard University, Morgan State, etc.

III. RESOURCE NEEDS

Personnel Needs

FT/PT ratio	Current	If filled	If not filled	# FTE faculty assigned
	Laney's Articulation Officer (.5 FTE) also serves as Transfer Center Director (.5 FTE).	1.0 FTE <i>or</i> .75 A.O. & .25 Counselor	.05 FTE	At this time, the A.O. is devoting most of her time with the Transfer Center Director duties.
Narrative: <i>are PT faculty or staff available? Can FT faculty or staff be reassigned to this program? Implications if not filled</i>		The nature of the articulation function is that no other faculty than additional increase in A.O. assignment time to 1.0 FTE can be reassigned to this program. Also, Laney's Articulation Program needs a permanent Articulation Technician (1.0 FTE/Classified Staff) to assist the A.O.		

Equipment/Material/Supply/ Classified/Student Assistant Needs:

Please describe any needs in the above categories.

Laney's Articulation program needs an Articulation Technician (1.0 FTE) in lieu of using an Administrative Assistant with the State Chancellor's Articulation Grant. **Grant funding for AY 2008-09 is unknown.** For Articulation Technician, he or she needs an office, desk, computer w/printer, chair, filing cabinet and bookshelf.

Facilities Needs (Items that should be included in our Facilities Master Plan) for Measure A funding:

Please describe any facilities needs.

N/A

Prioritization of Articulation Responsibilities
(Attachment #1)

Primary	Secondary
* Annual deadlines for submission: UC-TCA; CSUGE-Breadth; IGETC; & UC Berkeley's Letters & Science.	Initiates new Articulation CSU/UC & Local Privates (priority-feeder colleges: CSUEB; SFSU; UCB; & UCD).
* Electronic input (OSCAR) of course outlines for annual submissions.	Update existing CSU/UC Articulation in ASSIST (priority-feeder colleges).
* Update of ASSIST data three times a year with new transfer curriculum.	Communication: follow-up & liaison support (Instructional & Counseling): faculty; departments; divisions; & deans.
* Correction of ASSIST data as needed.	Mediator of resolving problems/advocate of student transfer: home-campus & intersegmental.
* Annual submission deadline: Associate General Education Reqs.	* 4-year college requests outlines/ syllabi (priority-feeder colleges).
2009 Sub-Committee Chair: Associate General Education Reqs.	Ongoing working relationships with CIAC Articulation Officers (<i>high volume of email communication</i>).
College Committee Membership.: Curriculum; Technical Review (by request); CIPD; CurricUNET (college & district); & College/Supplement Catalog.	College Committee Membership as appropriate – e.g. Student Equity, Self-Study, Transfer Center Advisory, etc.
Attend Students Services Mtgs. Counseling Dept Meetings; SS Council; All Staff SS.	1) Annual Articulation Program Unit Plan 2) State Chancellor's Articulation Annual Report 3) * Annual Budget Proposals/Requests for articulation-related activities
Conference/Workshop attendance: NCIAC; Regional NCIAC; CIAC; ASSIST; ETS; & CSU/UC Conferences.	Initiate/Maintain Articulation with CA Privates/Independents (Bay Area-feeder schools priority).
* Ongoing Catalog Review & Update.	In-Service/Workshops as needed and/or requested.
* Develop & disseminate articulation information campus-wide: advising sheets; memos; & emails.	* Develop/Maintain Articulation Program Website.
* Prepare & distribute Annual Summary of College Curricular Changes.	* Annual Budget Proposals/Requests for articulation-related activities.
Ongoing working relationships & communication with PCCD AO's, Sheryl Queen, & June Harding.	Work w/faculty as a resource: Transfer Curriculum & LDTP (Lower Division Transfer Patterns) courses.
	* Submit LDTP courses through OSCAR for approval.

* **Activities could be supported by Articulation Technician, enabling Articulation Officer to devote more time attention to initiating and maintaining articulation, faculty support and participation as a faculty member at the college.**