Ohlone College
Program Review Report

• Program Description and Scope:
  1. Program Review Title: Articulation
  3. Review Type: Instructional Services
  4. Program/Departments: Articulation (64901)
  5. Authority Code: 41-Director, Curriculum and Scheduling
  6. External Regulations: Yes X No

Describe:

Because articulation is concerned with courses, curricula, and agreements among the three sectors of California higher education, it must be responsive to policies and regulations from numerous agencies. Pre-eminent, of course, are the statewide regulations of Title 5, but because transfer, time-to-degree, and completion are special concerns of the legislature, many Assembly and Senate bills affect the practices and procedures of articulation offices statewide. The office must also seek to conform to directives promulgated by both the University of California Office of the President and the California State University Chancellor's Office because, although Ohlone is not a University of California nor a California State University campus, the college is constantly seeking curricular equivalency with UC and CSU courses. The CSU, particularly, has established very strict policies governing some articulation agreements, and both the UCs and CSUs have policies to which Ohlone must conform in order to certify for students that general education transfer patterns have been completed.

7. Provide a brief narrative that describes the services provided.

Articulation is a process whereby a community college and a four-year college or university agree that the community college’s courses will be accepted in lieu of courses at the baccalaureate granting institution. Articulation is a key component in easing students’ transfer to a four-year college or university after Ohlone, as students can avoid repeating courses upon transfer. Articulation involves both transferability and articulation. Transferability implies that units earned for a course taken at Ohlone will be accepted at the receiving institution; articulation is the agreement between Ohlone and another institution that specific courses will be accepted to meet
General Education or major requirements at the receiving institution. Articulation is established on a course-to-course and institution-to-institution basis. The Articulation Officer is responsible for initiating the requests for articulation between the college and the individual campuses of the University of California (UC) and the California State University (CSU); facilitating the exchange of course information between campuses and within the Ohlone campus; submitting courses to the UC Office of the President (UCOP) for UC transfer approval, for inclusion of courses on CSU GE and IGETC patterns, and for approval for the CSU Lower Division Transfer Pattern. The office also provides curriculum updates to ASSIST three times a year and insures compliance with all policies and guidelines within the California higher education segments and within the articulation community.

8. Describe how the program specifically serves students, faculty, staff, or other.

Students who come to Ohlone with the intent of transferring to a CSU or UC--or even to an independent four year college or university--expect to be able to develop an educational plan that will enable a seamless transfer to the college or university of choice. To afford students some certainty that the courses they take at Ohlone will be regarded as equivalent to the courses they would be required to take at the transfer institution, agreements between Ohlone and the receiving universities must be in place, be constantly updated, and be known to students at the time they plan. By meeting these needs, articulation effectively serves students. Thousands of course-to-course agreements are in place among Ohlone and the 10 UC campuses and the 23 CSU campuses. As new courses are created at Ohlone or as new majors are created at the UC/CSU, new articulation requests are submitted to maintain currency in articulation. Numerous courses are submitted each year and approved to be UC transferable or to count toward CSU or UC general education requirements. Courses are also submitted to C-ID, the Course Identification Numbering System. All of these efforts provide Ohlone students with increased transfer options and make the transfer planning more certain and the transfer process more efficient. Faculty are served by being able to align curricular content with peers at the UCs and CSUs and by gaining increased credibility for their courses in the eyes of their students. As a resource to faculty, the Articulation Officer is able to advise faculty in the development or revision of
courses and programs so new curricula are aligned to expectations of transfer institutions, Chancellor's Office regulations, and Ohlone policies.

With approximately three-quarters of Ohlone students expressing a goal of transfer, it is apparent that the impact of the work of the Articulation Officer on students is significant. The officer is solely responsible for obtaining transfer status for courses to both the UC and CSU systems; for gaining approval for courses to count toward meeting UC and CSU general education patterns, both the CSU GE pattern and IGETC; for gaining approval of courses for C-ID, which aids in transfer and the associate degrees for transfer, and for maintaining the accuracy and currency of Ohlone's transfer-approved courses on ASSIST. Additionally, as a voice on both the Curriculum and General Education committees, the articulation officer works to insure that new course, program, and general education approvals are consistent with the expectations of CSUs and UCs and that revisions to existing courses are done in such a way so as not to jeopardize current articulation. The goal--and the impact on students--is to facilitate the transfer process for all students and to minimize time-to-degree.

9. Describe how the program or service needs are addressed (how the program/service accomplishes what it's supposed to do.) How are current technologies applied?

The Articulation Officer must work very efficiently because the Articulation Officer only has a very small percentage of her work time assigned to articulation. Technologically the college is in a very good place regarding articulation. The decision by the college some years ago to implement CurricUNET put the college on the cutting edge of articulation technology. Both the Chancellor's Office and ASSIST chose CurricUNET as an approved electronic curriculum tool and created interfaces between CurricUNET and the ASSIST and Chancellor's Office databases. Now course outlines are easily submitted in electronic format to UCs, CSUs, other community colleges, ASSIST, UCOP, and the CSU Chancellor's Office with a simple point and click.

10. Discuss the impact of the program on the college and/or other programs. Highlight any services, reports or functions supplied, in whole or in part, by this service area that supports state or federal
compliance mandates for the College.

For the majority of Ohlone students enrolled in courses that are transferable to CSU or UC, the work of the Articulation Officer is indispensable. It is the Articulation Officer who garners transfer status for courses and provides the means to obtain course-to-course articulation. These agreements are the surety for prospective transfer students that time spent at Ohlone will not have been wasted. ASSIST is the statewide electronic repository of all articulation agreements among each community college, University of California campus, and California State University campus. The articulation is entered into ASSIST by the CSU and UC Articulation Officers. Students, counselors, and faculty may access this database online at http://www.assist.org and determine which community college courses are articulated and how that articulation meets General Education or major requirements at the UC or CSU campus. The compendium of agreements in ASSIST then allows students and counselors to do viable academic planning specific to campuses and majors. Additionally, the articulation landscape is changing. With the demise of the California Articulation Numbering (CAN), the emergence of C-ID, and the restrictions placed on transfer students in response to the current economic crisis, there may be significant additional demands placed upon students, courses, and the Articulation Officer. Navigating the unsure channels of academic planning and course development will be a task the Articulation Officer will have to pilot. Issues of revising a course to capture C-ID approval without, at the same time, losing current articulation with UCs or independent colleges and universities will need to be addressed, and re-opening transfer doors that have recently closed at CSUs because of budget crises must be a priority for the office.

The Chancellor's Office provides certain resources to enable the work of the Articulation Officer, and specifically supports work that addresses the new lower division transfer pattern of the CSUs and the new C-ID common course numbering project being developed within the community colleges. Of course, with the support comes a measure of accountability, so annually the office must report spending patterns to the Chancellor's Office.

11. Discuss the impact of the program on the community and the
impact of the community on the program.

As prospective students of all ages consider attendance at Ohlone, they need assurance that their education will be adequate, even excellent. From a practical standpoint, it is not so much that the college is accredited as it is that the courses taken at Ohlone will be accepted at the transfer college of choice. It is as if, "If it's good enough for Berkeley, it's good enough for me." Given that perspective, articulation done well is of pre-eminent importance to the college and to the community. Similarly, the college must be responsive to the community by understanding to which universities students desire most to transfer and maximize agreements with those campuses. Ideally the college desires maximum articulation with every campus, but given the resources available, priorities must be set, and the priorities must coincide with the preferences of the students and the community.

● College Mission

1. Mission Statement

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.

2. Vision Statement

Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:

College Core Values

● We provide life-long learning opportunities for students, college personnel and the community.
● We open access to higher education and actively reach out to under-served populations.
● We maintain high standards in our constant pursuit of excellence.
● We promote team work and open communication.
● We practice innovation and actively encourage risk-taking and entrepreneurship.

College Goals/Objectives

1. Through innovative programs and services, improve student learning and achievement.

5. By spring 2013, increase to 600 the number of students
transferring to UC and CSU.

4. Briefly describe how the program supports the college mission, vision selected college values.

The work of the Articulation Officer is specifically directed toward enabling students to transfer, a key element of the mission of the college. The vision for superior rates of student success is supported by the work of increased articulation that makes it easier for students to successfully transfer to the college or university of their choice. Several of the core values are addressed by the work of the Articulation Officer, as well. Lifelong learning opportunities are enhanced, even promoted, when students take courses that are valued beyond Ohlone. Transferable and articulated courses provide more ready access to baccalaureate institutions. Courses and programs are developed with the aid of the Articulation Officer to be equivalent to the high standards of the CSUs and UCs. The officer regularly is involved in collaborative work with the faculty, deans, counselors, and others within the articulation community, and the officer works to keep each of those groups informed about developing or changing issues relevant to articulation. Finally, as stated above, the officer is consistently involved in innovation.

5. Briefly describe how the program supports selected college goals.

There are two college goals that are specifically addressed by the Articulation Officer. First, Objective 2 of Goal 1 seeks to utilize methods and technologies to improve student course and program completion rates. Certainly the more courses and programs that are accepted by other colleges and universities rather than being seen as terminal, the greater the incentive to complete the course or program. So as the Articulation Officer is successful in gaining new transferability or articulation for courses, and the more the officer works with faculty to develop programs that align with lower division major preparation requirements at transfer institutions, the more valuable course and program completion will be regarded by students. Within the realm of technology, ASSIST is the statewide electronic repository for all articulation, and it is a tool regularly updated and employed by the Articulation Officer to assist both students and counselors in planning academic programs. Second, Objective 8 of Goal 1 targets an increase in the proportion of full time students enrolled at the college. Students
who are focused on a four-year degree and intend to complete the first two years at a community college are more likely to enroll full time than are students who are not as goal-driven. Transfer-bound students are attracted by courses and programs that meet the goal of transfer, so students who are more likely to be full time are the same students who benefit from the work of the Articulation Officer.

6. Briefly describe how the program supports selected college objectives.

There are objectives that are directly supported by the efforts of the Articulation Officer:
1. Increase the percentage of students transferring to UC and CSU
2. Prepare students during the first two years of education at a level at or above that of students at a university
3. Provide support that enables an increased percentage of students to be enrolled full time

The rationale for even having an articulation officer is to support transfer to UC's and CSU's; virtually the entirety of the work of articulation is directed toward enabling community college students to transfer, primarily to UC's and CSU's. So everything that is done by the officer supports the accomplishment of this objective.

Insuring that Ohlone courses are accepted, both in content and in rigor, as equivalent to those courses at the CSU's and UC's is, in part, the responsibility of the Articulation Officer, who sits on both the Curriculum Committee and the General Education Committee. As the courses are built or revised, it is the work of the Articulation Officer to align the courses with C-ID course descriptors and submit them for approval; to assign CSU transfer status to Ohlone courses that meet CSU guidelines for content and rigor; to evaluate courses worthy of, and submit them for, UC transfer status; and to evaluate and submit courses for inclusion on both the IGETC and CSU GE patterns. By participating in the course development and approval processes, the Articulation Officer has direct influence on the college's fulfilling the objective to provide students with an education that is at or above that which they would receive during the first two years at a university.

Finally, by providing increased opportunity for transfer through articulation and course transfer status, the Articulation Officer supports those students that are transfer-oriented and who are more likely to enroll full time. Although this is the result of a collegewide effort and not something for which the articulation officer can take responsibility, it should be noted that the college's percentage of students who are enrolled full time has increased by 5% in the last five years.

• Student Learning Impacts
  1. Student Learning Impact -

  Enable students to have coursework completed at Ohlone be accepted in transfer at receiving colleges and universities.

  a. Enter assessment results for "Student Learning Impacts" and analyze student success.

  Ohlone continues to maintain one of the highest transfer velocity rates in the State, and the third highest transfer velocity rate in the Bay 10. Transfer velocity rate measures percentages of students who have actually transferred, so these measurements indicate that Ohlone coursework is being accepted at Ohlone's transfer institutions.

  b. Future Action
  2. Student Learning Impact -
Enable students to complete CSU and UC general education requirements at Ohlone.

a. Enter assessment results for "Student Learning Impacts" and analyze student success.

In this era of restrictive enrollments, students are generally not accepted in transfer unless minimum general education requirements have already been met. Certainly this is the case for transfers to UCs, and with CSUs increasingly denying lower division transfer students, it is virtually true for CSUs, as well. So the increased transfer rates to UCs and CSUs also reflect the completion by the students of the general education requirements while enrolled at Ohlone.

b. Future Action

3. Student Learning Impact -

Enable students to meet major preparation transfer requirements at CSU campuses through the C-ID (Course Identification Numbering System) program.

a. Enter assessment results for "Student Learning Impacts" and analyze student success.

The LDTP (Lower Division Transfer Pattern) was replaced with C-ID, the Course Identification Numbering System. As C-ID course descriptors are written, the Articulation Officer submits the appropriate Ohlone course outline. To date, 99 courses have been submitted for C-ID approval. 32% of those submitted course outlines have been accepted; another 27% have been denied or conditionally accepted for all sorts of reasons; and the remaining 40% are still under review. The Articulation Officer is committed to gaining as widespread approval for courses aligning with C-ID as possible, provided any suggested revisions to course outlines does not jeopardize current articulation.

b. Future Action

4. Student Learning Impact -

Enable students to have access to an accurate and current
database of all transfer-approved and articulated Ohlone courses.

a. Enter assessment results for "Student Learning Impacts" and analyze student success.

Three times a year the Articulation Officer is responsible for updating the database of all transferable courses in ASSIST. Every new transferable course that is approved by the Curriculum Committee and every course revision to name, number, or units must be submitted to ASSIST so students or counselors who are using that database as a planning tool can be assured that the educational plans that are being created are accurate and current.

b. Future Action

• Student/Program Achievement
  1. List area-specific outcomes.

    The Articulation Officer is responsible for course-to-course articulation with universities; achieving CSU and UC transferability for courses; getting additional courses approved for CSU GE and IGETC; and obtaining C-ID numbers for courses which will aid in student transfer.

  2. Identify internal and/or external benchmarks and regulations.

    Articulation is guided by Title 5 curriculum regulations. It is also guided by statewide standards among the articulation officers at California Community Colleges, California State University, and University of California.

  3. Enter assessment results for area-specific outcomes and analyze trends.

    Every year additional courses are approved for course-to-course articulation, CSU GE, and IGETC. The approval of new C-ID numbers automatically results in new course-to-course articulation across the State, which is an advantage since currently non-local CSU's will not articulate courses with out-of-area community colleges. As referenced previously, there is a large percentage of Ohlone courses that are submitted for C-ID approval which are either denied or no response is received after a lengthy period of time. This is a trend statewide. Ohlone is among the most active community colleges in submitting courses for C-ID approval.
4. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

5. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

6. Describe any additional notable program achievements (optional).

7. Additional Program Table Data

8. Future Action
   Current levels of achievement indicators maintained.

- Program Analysis
  After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs
  1. Describe program achievements and successes.

  Ohlone's third highest transfer velocity rate in the Bay 10 is a remarkable achievement, and indicates successful articulation and facilitation of student transfer.

  2. According to the evidence, what are the areas needing improvement?

  More time is needed to devote to articulation tasks, particularly the approval of new courses with C-ID numbers.

- Program Improvement Objectives:
  1. Objective:

  Increase the number of Ohlone courses with approved C-ID numbers, which will automatically provide course-to-course articulation with all 23 CSU campuses and increase the likelihood of new AA-T/AS-T degrees being approved by the Chancellor's Office.

  a. Action Plan
   Year 1:

   i. Review the list of Ohlone courses that have been denied C-ID approval, and work with the appropriate faculty to see if it is feasible to make the requested changes to the course outline.
ii. Resubmit denied courses to C-ID again after faculty have revised the course outline.

iii. Review the list of Ohlone courses with conditional C-ID approval, and work with the appropriate faculty to make the requested changes to the course outline.

iv. Resubmit conditionally approved courses to C-ID after the faculty have revised the course outline and before the conditional approval is terminated.

v. Review all TMC's to see where Ohlone needs to have courses approved for C-ID, and submit those courses for C-ID approval.

Year 2:
Continue with all the steps outlined in Year 1. Submission of courses for C-ID approval is an ongoing process and is likely to never be 100% complete, as Ohlone will create new courses and new C-ID course descriptors will be provided.

Year 3:
Continue with all the steps outlined in Year 1.

b. Staffing
   Year 1:
   No additional staffing is required; however, the lack of articulation support will limit the amount of time that can be dedicated to this PIO and may hinder the success of this PIO.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   No additional equipment is needed.

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   No additional technology is needed, as all technology for
articulation is already provided.

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   No additional facilities are needed.

f. Other (Include other resources needed)
   Year 1:
   None

g. Assessment Plan: List Assessment Strategies
   Year 1:
   This PIO will be assessed by determining if there is an increase the number of courses that have been approved for C-ID. As of October 2012 Ohlone has 32 courses with C-ID numbers. The goal is to have more courses with approved C-ID numbers, an increase in both the number of conditional courses that now have permanent C-ID numbers and new courses approved for C-ID.

   Year 2:
   Same as Year 1.

   Year 3:
   Same as Year 1.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
   1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   C-ID numbers are used for course-to-course articulation between the community colleges and the CSU's, and are also
used as a part of the TMC's (Transfer Model Curriculum) for the associate degrees for transfer. When a community college course receives a C-ID number, that course is automatically articulated at all 23 CSU campuses, so a student completing the Ohlone course with a C-ID number will have the equivalent course waived at the CSU. In these lean budget times where CSU's are only accepting course-to-course articulation from their local feeder community colleges, it is almost impossible for a community college to receive course-to-course articulation with out-of-area CSU's. However, Ohlone students are still applying to--and being accepted at--out-of-area CSU's such as Cal Poly San Luis Obispo and San Diego State. These two specific CSU's will not accept course-to-course articulation requests from Ohlone, putting Ohlone transfer students at a disadvantage. Having a C-ID number will automatically grant us course-to-course articulation with all CSU campuses, even those CSU's who would not otherwise accept course-to-course articulation requests from Ohlone. The increase in C-ID numbers will greatly benefit student achievement, as Ohlone transfer students will not be required to repeat coursework at the CSU that has already been successfully completed at Ohlone, and the transfer process will become more seamless to the student. The learning that the student received at Ohlone will not be "wasted," as the CSU campus will automatically accept the Ohlone coursework as equivalent to that at the CSU.

Additionally, the receipt of a C-ID number is necessary for submitting an AA-T/AS-T degree. Courses on a TMC without a C-ID number require additional documentation in order for the course to be accepted as part of the AA-T/AS-T degree. Due to the time and effort to obtain the additional documentation as well as the possibility that the course will be rejected as part of the transfer degree, it is in Ohlone's best interest to have C-ID numbers for all courses that are part of a TMC. This action will directly benefit students and improve their achievement and learning, as it will enable them to transfer with an associate degree and guarantee them admission to the CSU.

2. PIO Assessment
   a. Enter assessment results with analysis.

Since this PIO was originally written in Summer 2012, two
additional courses have been approved for C-ID, 16 courses have been submitted for C-ID approval, and Ohlone faculty are currently working on revising approximately five courses which have either received conditional C-ID approval or been denied for C-ID. The 16 courses which have been submitted for C-ID all appear on TMC's for which Ohlone will create AA-T/AS-T degrees. It appears that many courses submitted for C-ID receive only conditional approval, and this appears to be the trend among other local community colleges.

b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

This PIO directly relates to student learning and achievement, as the attainment of a C-ID number for an Ohlone course will result in increased course-to-course articulation with CSU's and ease of transfer for our students.

c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

NA

d. Future Action

Current level of focus maintained. Describe.

We will continue to submit courses for C-ID approval, particularly those courses which appear on TMC's. The articulation officer will also work with faculty to revise courses that have been denied for C-ID or received conditional approval.

- **Outside Review Results**
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

- **Attached Files**