

# Ohlone College

## Program Review Report

- **Program Description and Scope:**

- *Program Review Title:* Articulation
- *Academic year:* 2015/2016
- *Review Type:* Instructional Services
- *Program/Departments:* Articulation (64901)
- *Authority Code:* 41-Director, Curriculum and Scheduling
- *External Regulations:* Yes X No

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. Preeminent, 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 of 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. 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.

- *Provide a brief narrative that describes the services provided.*

Articulation is a process whereby a community college and a baccalaureate 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 baccalaureate 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.

- **College Mission**

- *Mission Statement*

Ohlone College responds to the educational needs of our diverse community and economy by offering high quality instruction supporting basic skills, career

development, university transfer, and personal enrichment and by awarding associate degrees and certificates to eligible students in an innovative, multicultural environment where successful learning and achievement are highly valued, supported, and continually assessed.

- *Program Relation to College Mission.*
  - University Transfer
  - Support Services
- *State your program Mission/Purpose.*

The purpose of the Articulation Office is to facilitate the process of getting courses approved for CSU GE, IGETC, UC transferability, course-to-course articulation, lower division major preparation, and C-ID; notify faculty when courses are approved and work with them when revisions are requested; update the ASSIST database several times a year; and ensure that accurate course transferability and articulation approvals are publicized in Colleague, the catalog, and the class schedule.

- *Briefly describe program accomplishments.*

The Articulation Office has been successful in the past year with increasing the number of courses approved for C-ID, thereby increasing university-to-Ohlone articulation and aiding in the transfer of students to the CSU with associate degrees for transfer (ADT). The Office has also been successful in the number of new courses that have been approved for UC transferability and CSU GE and IGETC.

- **Student Impact Assessment**

- 1. **Student Learning Assessment - Enable students to have coursework completed at Ohlone be accepted in transfer at receiving colleges and universities.**

- *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. 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.

- *Future Improvements:*

Maintain current student learning plan:

- 2. **Student Learning Assessment - Enable students to complete CSU and UC general education requirements at Ohlone.**

- *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.

- *Future Improvements:*

Maintain current student learning plan:

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

- *Enter assessment results for "Student Learning Impacts" and analyze student success:*

The advent of C-ID, the Course Identification Numbering System, is a by-product of SB 1415, which called for common course numbering in California. As C-ID course descriptors are written, the Articulation Officer submits the appropriate Ohlone course outline. To date, 172 courses have been submitted for C-ID approval. 83.7% (144) of those submitted course outlines have been accepted; another 7.6% (13) have been denied or conditionally accepted; and the remaining 8.7% (15) 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.

- *Future Improvements:*

Maintain current student learning plan:

**4. Student Learning Assessment - Enable students to have access to an accurate and current database of all transfer-approved and articulated Ohlone courses.**

- *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 CSU

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.

- *Future Improvements:*

Maintain current student learning plan:

- **Student/Program Achievement**

- *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.

- *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.

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

Every year additional courses are approved for course-to-course articulation, CSU GE, IGETC, and C-ID. 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. There are a number of Ohlone courses that have been submitted for C-ID approval for which review (much less an approval) has not been obtained after more than a year. This is a trend statewide, and the statewide powers-that-be are diligently working on a resolution to getting courses reviewed and approved more expeditiously. Ohlone is among the most active community colleges in submitting courses for C-ID approval, and is very proactive in requesting revisions to courses when requested.

- *Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.*

Articulation is funded from a Fund 20 grant and the Office does a remarkable job of minimizing expenses and using its resources wisely. Besides conference expenses, articulation does not have any fiscal expenditures.

- *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.*

The formerly vacant 75% classified staff position in the Curriculum and Scheduling Office was increased to 100% when the position was filled, which will assist with additional tasks required by providing online education plans to students. The equipment and technology needed to support articulation are

more than adequate. The ASSIST database, the primary articulation database statewide, is in the process (and has been for multiple years) of being upgraded, which will greatly assist in articulation processes. Once the ASSIST database is upgraded to ASSIST Next Generation (also referred to as ASSIST Next Gen) the ASSIST staff will provide all education to CCC, CSU, and UC articulation statewide in how to use the new database. Before implementation of ASSIST Next Gen all statewide articulation officers will need to review all current articulation agreements in ASSIST Next Gen before the new database goes live to the public. ASSIST Next Gen is expected to streamline and improve the articulation process, although it's certain that there will be bumps during the implementation process.

- *Additional Program Table Data*
- *Future Action*  
Current levels of achievement indicators maintained.

- **Program Improvement Objectives**

1. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Ensure that courses on the 10 majors for the new UC Transfer Pathway are articulated at all UC campuses, and submit courses for articulation where there is a void.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Completion
- Increase Program Enrollments
- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

The number of courses for which Ohlone has received course-to-course articulation as lower division major preparation at each UC campus for these 10 majors will increase.

**PIO Action Plan:**

*How will you accomplish this?*

While it has been stated that reports will be provided to CCC articulation officers of their articulated courses in the 10 majors, it's uncertain when or if that information will actually be provided. The first step is to identify all of the courses for which articulation does not already exist, for each major and each UC campus. The Ohlone equivalent course will then need to be identified, which may require consultation with the discipline faculty, and then the courses will need to be submitted for articulation to the UC articulation officer.

*What is your timeline?*

Work will begin during 2015-2016, but since Fall Semester is almost over it is expected that this work will need to continue into 2016-2017.

*Who is going to do this?*

The articulation officer, with support from classified staff in the Curriculum and Scheduling Office.

*PIO Status:*

- New

*Closing the loop - Describe the results of your PIO implementation or completion:*

The 2014-2015 PIO requested the (formerly) vacant classified position in the Curriculum and Scheduling Office to be increased from 75% to 100%, in order to assist with the additional degree audit and articulation responsibilities of SSSP. The personnel portion of this PIO has been completed; the labor portion still needs to be completion.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: Significant dedicated time for Articulation Officer to find UC articulation deficiencies; submit those courses for articulation.

2. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do it?*

Increase the number of Ohlone courses approved for C-ID, which will allow Ohlone to maintain CCCC approval of associate degrees for transfer (ADT's) as mandated by Senate Bill 1440; result in increased course-to-course articulation with CSU's and CCC's; enable students to more easily transfer between community colleges and to baccalaureate institutions; and complete their academic goals.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Completion
- Increase Program Enrollments
- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

The course-to-course articulation with CSU's, particularly outside Ohlone's service area, will increase as more of Ohlone's courses get approved for C-ID.

**PIO Action Plan:**

*How will you accomplish this?*

The articulation officer will work with discipline faculty to submit courses for C-ID approval and to revise previously submitted courses that were not approved when reviewed by C-ID reviewers.

*What is your timeline?*

Work during 2015-2016 will focus primarily on those courses that received a Conditional or Denied status from C-ID reviewers and are on an associate degree for transfer (ADT). The CCCC had mandated that any approved ADT that contained any non-approved C-ID courses would have the approval of that ADT revoked on June 30, 2015. That mandate was postponed prior to June 30, 2015, but it is uncertain when the CCCC will reenact the mandate and how much time will be provided to CCC's to get their courses approved for C-ID. For that reason

it is imperative that Ohlone remain proactive with getting courses approved for C-ID. The articulation officer has been working closely with discipline faculty and academic deans to get non-approved C-ID courses revised, approved by the Curriculum Committee, and resubmitted for C-ID. Work continues on getting courses approved for C-ID, particularly with submitting courses that are on new Transfer Model Curriculum (TMC) templates. New C-ID descriptors are regularly released, resulting in continuing new opportunities for submission.

*Who is going to do this?*

The articulation officer is responsible for submitting courses for C-ID approval, and then working with faculty and academic deans to revise courses as requested. Classified staff in the office will assist with this goal.

*PIO Status:*

- In-Progress 11/12/2015
- Revised 11/12/2015

*Closing the loop - Describe the results of your PIO implementation or completion:*

The 2014-2015 PIO requested the (formerly) vacant classified position in the Curriculum and Scheduling Office to be increased from 75% to 100%, in order to assist with the additional degree audit and articulation responsibilities of SSSP. The personnel portion of this PIO has been completed; the labor portion still needs to be completion.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: Significant dedicated time for the Articulation Officer to focus on increasing courses approved for C-ID and working with faculty to revise courses as requested by C-ID reviewers.
3. *Based on the program data analysis and PSLO analysis, identify your Program Improvement Objective(s): What are you going to do? Why are you going to do*

*it?*

Increase course-to-course articulation with CSU's, UC's, CCC's, and private institutions, thereby improving students' ease of transfer between institutions and allowing students to more accurately track their progress towards program completion via the online education plan tool.

*Notes (optional): Please include any notes related to your PIO. (2500 Character limit)*

*Program PIO will address the following:*

- Course Completion
- Increase Program Enrollments
- Increase Degrees/Certifications

*How will you assess the effectiveness of your PIO:*

ASSIST, the online repository of statewide articulation for public institutions, will reflect more approved course-to-course articulation. We will also see an increase in student transfer and students will be able to more accurately track via the online student planning tool their progress toward program completion.

**PIO Action Plan:**

*How will you accomplish this?*

First a comparison of C-ID courses approved at Ohlone and other CCC's will be done to determine course-to-course equivalencies between community colleges. The articulation officer will also work with a counselor and evaluator to determine CCC equivalences, and ultimately those equivalencies will need to be entered into Colleague for usage in the online student planning tool. Finally a thorough review of ASSIST will be undertaken to determine course-to-course articulation deficiencies; course equivalencies will be determined; and articulation requests will be submitted to the CSU and/or UC articulation officer.

*What is your timeline?*

The rollout of online student planning to students has not yet been determined as the Student Planning Team investigates transitioning to Hobsons, the online student planning program part of a pilot with the CCCCO, instead of Colleague's Student Planner. It would not be a good use of time to begin extensive work on

this PIO until decisions are made regarding which online tool will be used and when the rollout of online student planning to students will occur.

*Who is going to do this?*

The articulation officer is responsible for submitting courses for articulation. Classified staff in the Curriculum and Scheduling Office will also assist.

*PIO Status:*

- In-Progress 11/12/2015
- Revised 11/12/2015

*Closing the loop - Describe the results of your PIO implementation or completion:*

The 2014-2015 PIO requested the (formerly) vacant classified position in the Curriculum and Scheduling Office to be increased from 75% to 100%, in order to assist with the additional degree audit and articulation responsibilities of SSSP. The personnel portion of this PIO has been completed; the labor portion still needs to be completion.

*Conclusion: Complete if PIO has been completed*

*Fiscal Resources Status:*

**PIO Resources:**

- Resource: People Time  
Description: Significant dedicated time for Articulation Officer to compare Ohlone courses to CSU, UC, and private institutions courses to determine course equivalencies; submitting those courses for articulation.

**Attached Files:**