

#11

COMPLETE

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Page 1: I. Program Overview and Update

Q1 Service Area(s) Reviewed:

Articulation

Q2 Lead Author and Collaborators:

Ticey Hosley

Q3 Lead/Dean:

Nicole Jones

Q4 Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

The Articulation Officer is responsible for the development and maintenance of course-to-course articulation agreements with public and private four-year colleges and universities. Further, the Articulation Officer is responsible for the development and maintenance of the California State University (CSU) General Breadth list, the Intersegmental General Education Transfer Course (IGETC) list, and the University of California (UC) Transfer Course Agreement (TCA). The Articulation Officer also facilitates development of Associate Degrees for Transfer (ADT's) and submission of courses for C-ID #'s. Finally, the Articulation Officer is responsible for the development and maintenance of articulation agreements with private/independent colleges.

- In April 2018 the following courses were approved for CSU GE effective fall 2018: ANTH 140 and SCI 100.
 - In April 2018 the following new courses were approved for IGETC effective fall 2018: SPAN 145.
 - In May and June of 2018 the following courses were approved for UC transferability beginning fall 2018: ESL 2A, ESL 2b, ANTH 140 and SPAN 145.
 - C-ID's approvals continue to grow. In 2015-2016 there were a total of 128 courses approved for C-ID. As of the end of spring 2018 we have a total of 165 courses approved for C-ID.
 - While development of ADT's have peaked, the Articulation Officer continues to work with Instructional Operations and faculty to update the degrees.
 - In May of 2018 Cuyamaca signed a new articulation agreement with California University of Pennsylvania (CAL U) for a Bachelor's of Arts Degree in Arabic Language and Culture. This was a significant addition to our private/independent articulation agreements as many students that were working on an Associate's degree in Arabic did not have a clear path for transfer.
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Page 2: II. Student Learning Outcomes/Student Services Outcomes Assessment Reflection

Q5 Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

For 2017-2018 SSO #1 was to compare number of articulation agreements from one year to the next. While I am able to confirm that articulations have grown based on email notifications from CSU and UC Articulation Officers, I am unable to quantify these agreements given the lack of functionality of ASSIST. ASSIST has not been updated since 2016-2017. The plan is to roll out a new version of ASSIST in July of 2019. Assuming that ASSIST roles out as schedule the Articulation Officer should be able to get an accurate number of current articulation agreements. SSO #2 was to increase the number of new C-ID courses. This goal was met as there are now 165 courses approved for C-ID; up from the 128 that were approved in 2015-2016. SSO #3 was to increase the number of Associate Degree's for Transfer (ADT's). The number of approved ADT's remained at 22. Cuyamaca has developed and received approval for all but one of the required ADT's (per the Chancellor's Office). The Chemistry ADT has yet to be developed given the challenge in putting the degree into 60 units. This is an issue across the community college system and as such there are ongoing discussions about how to resolve the unit issue.

Q6 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Q7 How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

Transfer student success is very much tied to articulation. The more broadly courses are articulated at CSU's and UC's and approved for general education (IGETC and CSU) and for the Course Identification System (C-ID), the more options students have in seamlessly applying to 4-year universities. In the 2017-2018 year two of the SSO's for articulation were met by ensuring we gained additional approvals in all of the aforementioned areas. Service to students is also improved by ensuring that Counselors are aware of the numerous transfer options for students and that they are well versed in articulation. To that end the Articulation Officer gives regular updates at Counseling meetings and sends out regular communications to Counseling Faculty to keep them abreast of updates/changes. In addition the Articulation Officer sits on the Curriculum Committee, which allows him/her to play an integral part in ensuring that course updates and new courses meet requirements for articulation, general education and/or transfer.

Q8 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Q9 What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

SSO #1 is to support student transfer by expanding articulation agreements with four-year and private universities. SSO #2 is to support counseling and instructional faculty by disseminating timely and accurate articulation information. For 2018-2019 SSO #1 will be assessed. Inventory will be taken of all private university articulation agreements to determine a plan to update or dissolve agreements (depending on student needs). This goal is in line with our Pathways work in that we are aiming to ensure we are providing students with the information they need to seamlessly transfer.

Q10 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Page 3: III. Student Achievement and Institutional Effectiveness

Q11 Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

N/A

Q12 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question. **Respondent skipped this question**

Q13 What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups? To access a detailed report on the College's equity data, [click here](#). To access college-wide student demographic and outcome data, [click here](#).

The Articulation Officer is responsible for ongoing updates to the CSU GE, IGETC and Cuyamaca's local GE patterns. In the fall of 2018 the Articulation Officer joined a taskforce with the purpose of developing a proposal to add a multicultural/diversity degree requirement to Cuyamaca's local GE pattern. To date the proposal to add such requirement has been vetted through the Equity Committee and Curriculum Committee. The vetting and development is ongoing with the goal of having the requirement in place for the 2019-2020 academic-year. Including a multicultural/diversity requirement would give all students an opportunity to connect around course material that is meaningful to their lives. Research has shown that students that are able to make better connections to course material (and the larger campus community), are more likely to persist.

Further one of the areas where equity gaps have persisted is completion of transfer level Mathematics and English courses. With acceleration efforts and multiple measures being fully implemented, we are beginning to see these gaps mitigated. The Articulation Officer will need to continue to work closely with the English and Mathematics Departments to ensure that changes in curriculum meet standards to maintain robust articulation across the CSU and US Systems, as well as for general education requirements.

Q14 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question. **Respondent skipped this question**

Page 4: IV. Previous Goals: Update (If Applicable)

Q15 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 5: Previous Goal 1

Q16 Previous Goal 1:

To compare number of articulation agreements from one year to the next.

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Q17 Link to College Strategic Goal(s):

Guided Student Pathways

Q18 Goal Status

In Progress

Q19 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

The goal will be evaluated by comparing the number of articulations from one academic year to the next. This goal will require the use of ASSIST.

Q20 Please provide the rationale for this goal:

Transfer student success is very much tied to articulation. The more broadly courses are articulated at CSU's and UC's and approved for general education (IGETC and CSU) and for the Course Identification System (C-ID), the more options students have in seamlessly applying to 4-year universities. This goal needs to be continued as a means to continuously monitor the number of courses articulated and thus the depth of transfer options for students.

Q21 Please provide the goal action steps for the year (previously "Activities"):

Continue to participate in the California Intersegmental Articulation Council (CIAC) meetings, trainings, conferences, etc. as a means to stay informed about articulation requirements, changes, etc.

Continue to work with 4-year universities to expand the breadth of articulation/transfer options for students.

Continue to work with instructional faculty to ensure that course updates and new courses meet articulation/transfer requirements.

Q22 ****OPTIONAL**** Previous Goal 1 Additional

Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q23 Do you have another goal to update?

Yes

Page 6: Previous Goal 2

Q24 Previous Goal 2:

To support counseling and instructional faculty by disseminating timely and accurate articulation information.

Q25 Link to College Strategic Goal(s):

Guided Student Pathways

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Q26 Goal Status Deleted - Please explain below:
It was suggested that this goal be revised to something measurable.

Q27 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q28 Please provide the rationale for this goal: Respondent skipped this question

Q29 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q30 ****OPTIONAL**** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. Respondent skipped this question

Q31 Do you have another goal to update? No

Page 7: Previous Goal 3

Q32 Previous Goal 3: Respondent skipped this question

Q33 Link to College Strategic Goal(s): Respondent skipped this question

Q34 Goal Status Respondent skipped this question

Q35 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q36 Please provide the rationale for this goal: Respondent skipped this question

Q37 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q38 ****OPTIONAL**** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. Respondent skipped this question

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Q39 Do you have another goal to update? Respondent skipped this question

Page 8: Previous Goal 4

Q40 Previous Goal 4: Respondent skipped this question

Q41 Link to College Strategic Goal(s): Respondent skipped this question

Q42 Goal Status Respondent skipped this question

Q43 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q44 Please provide the rationale for this goal: Respondent skipped this question

Q45 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q46 ****OPTIONAL**** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. Respondent skipped this question

Q47 Do you have another goal to update? Respondent skipped this question

Page 9: Previous Goal 5

Q48 Previous Goal 5: Respondent skipped this question

Q49 Link to College Strategic Goal(s): Respondent skipped this question

Q50 Goal Status Respondent skipped this question

Q51 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q52 Please provide the rationale for this goal: Respondent skipped this question

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Q53 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q54 ****OPTIONAL**** Previous Goal 5 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Page 10: V. New Goals (If Applicable)

Q55 Would you like to propose any new goal(s)?

Yes

Page 11: New Goal 1

Q56 New Goal 1:

To ensure students are aware of and utilizing articulation agreements for CSU, UC and/or private colleges and universities

Q57 Link to College Strategic Goal(s):

Guided Student Pathways

Q58 Please provide the rationale for this goal:

Articulation is in place so that students take the appropriate courses to meet their transfer goals. To that end we need to be clear that students are aware that articulation exists and assess whether or not they are utilizing such information as they prepare to transfer.

Q59 Please provide the goal action steps for the year (previously "Activities"):

Work with Institutional Research Office to develop articulation survey and/or add articulation focused question(s) to a "General" or "Transfer Center" survey.

Q60 How will the goal be evaluated?

Student survey (possibly given at the time students apply for graduation).

Q61 ****OPTIONAL**** New Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q62 Do you have another new goal?

No

Page 12: New Goal 2

Q63 New Goal 2: Respondent skipped this question

Q64 Link to College Strategic Goal(s): Respondent skipped this question

Q65 Please provide the rationale for this goal: Respondent skipped this question

Q66 Please provide the goal action steps for the year (previously "Activities"):
Respondent skipped this question

Q67 How will the goal be evaluated? Respondent skipped this question

Q68 ****OPTIONAL**** New Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.
Respondent skipped this question

Page 13: VI. Resources Needed to Fully Achieve Goal(s)

Q69 Is the program requesting resources this year to achieve this goal? **No**

Page 14: V. Faculty Resource Needs

Q70 Are you requesting one or more faculty positions to achieve this goal? **No**

Page 15: Faculty Position Request(s)

Q71 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:
Respondent skipped this question

Q72 Related Program Goal(s): Respondent skipped this question

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Q73 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here. **Respondent skipped this question**

Q74 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested: **Respondent skipped this question**

Q75 Related Program Goal(s): **Respondent skipped this question**

Q76 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here. **Respondent skipped this question**

Page 16: VI. Classified Staff Resource Needs

Q77 Are you requesting one or more classified positions to achieve this goal? **No**

Page 17: Classified Staff Position Request(s)

Q78 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q79 Classified Staff Position 1 Related Program Goal(s): **Respondent skipped this question**

Q80 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

Q81 ***OPTIONAL*** Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

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Q82 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible [here](#), under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q83 Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

Q84 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form [here](#). **Respondent skipped this question**

Q85 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Page 18: VII. Technology Resource Needs

Q86 Are you requesting technology resources to achieve this goal? **No**

Page 19: Technology Request(s)

Q87 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form [here](#): Technology Request Form **Respondent skipped this question**

Q88 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form [here](#): Technology Request Form **Respondent skipped this question**

Page 20: VIII. Perkins and Strong Workforce Resource Needs

Q89 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal? **No**

Page 21: Perkins Request and Strong Workforce

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Q90 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q91 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 22: IX. Supplies/Equipment Resource Needs

Q92 Are you requesting supplies and/or equipment resources to achieve this goal?

No

Page 23: Supplies/Equipment Request(s)

Q93 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q94 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q95 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q96 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 24: X. Facilities Resource Needs

Q97 Are you requesting facilities resources to achieve this goal?

No

Page 25: Facilities Request

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Q98 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#) Respondent skipped this question

Q99 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#) Respondent skipped this question

Page 26: XI. Professional Development Resource Needs

Q100 Are you requesting professional development resources to achieve this goal? Yes

Page 27: Professional Development Request

Q101 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here. Respondent skipped this question

Q102 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here. Respondent skipped this question

Page 28: XII. Other Resource Needs

Q103 Are you requesting any other resources to achieve this goal? Respondent skipped this question

Page 29: Other Resource Requests

Q104 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below. Respondent skipped this question

Q105 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below. Respondent skipped this question

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Q106 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question
