

PERALTA COMMUNITY COLLEGE DISTRICT
Student Services Program Review

College: **Laney Community College**

Date: **Fall 2012**

Title of Program: **Articulation**

Articulation Officer: **Laura Bollentino**

Executive Summary

The Laney College Articulation Program is focused on student access, equity, and success by building articulation (or transfer course) agreements for students who apply to four-year institutions. Students intending to transfer to a public and private four-year institutions in California are using “articulation agreements” for transfer purposes and are using those agreements for a seamless transfer by completing lower division major and G.E. (General Education) requirements as stated in Laney’s articulation agreements.

Overall Description and Assessment of the Program

The self-study shall begin with the College’s Mission Statement and Institutional Goals and Priorities. This is followed with a short description of the Program, a general statement of the primary goals and objectives of the program, any unique characteristics, concerns or trends affecting the program, and any significant changes or needs anticipated in the next three years. Please include the number of students served. Remember that this is a broad, general assessment versus the more detailed responses and recommendations for both long term and short term covered in the questions below. (Depending upon the program, some of this information may be found in your College Educational Plans or in your recently completed Accreditation Self-Study Report.)

From the Laney College Master Educational Plan 2012 (pg. 10),

Mission Statement: Laney College, located in Oakland, California, is a diverse, urban community college committed to student learning. Our learner-centered college provides quality transfer and career-technical education, foundation skills and support services. These educational opportunities respond to cultural, economic, social, and workforce needs of the greater Bay Area and increase community partnerships and global awareness.

Vision Statement: Laney College is a dynamic, diverse environment where all are encouraged to become responsible community members, leaders, and world citizens.

The Strategic Goals of the College align with those of the Peralta Community College District:

Students

- A. Advance Student Access, Equity, and Success

Communities

- B. Engage our Communities and Partners

Programs

- C. Build Programs of Distinction

Collaboration

- D. Create a Culture of Innovation and Collaboration

Resources

- E. Develop Resources to Advance and Sustain our Mission

Laney College's Articulation Program is focused on student access, equity, and success by building articulation (or in some cases transfer course) agreements for students who apply to four-year institutions. The Articulation Program engages with outside partners, specifically Articulation Officers at four-year institutions who are the key to establishing and maintaining articulation agreements. The Articulation Officer works with discipline faculty to ensure the maximum transferability of courses in those programs, e.g. transfer degrees, major and GE articulation agreements, and course-to-course articulation agreements. The Articulation Program assists in building a college culture of collaboration in order to provide the best and most for students whose educational objective is to transfer to a four-year institution.

Articulation Program Review

[Refer to the Appendix section of this document for Title 5 Section 51022 and Peralta Board Policies 5.11; 5.12; 5.20; 5.22. After reading these documents please answer the following questions which constitute the program review.]

A. Briefly describe the Articulation program under review.

- 1. Does the college have a mission/philosophy statement, goals, and objectives for Articulation?**

Articulation is the process of developing agreements that identify courses (or sequence of courses), from one educational institution, that are comparable to specific course requirements at another institution. Successful completion of an articulated course assures the student and faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progress to the next level of instruction. Articulation focuses on the development of course agreements and patterns with four-year transfer institutions (i.e., California State University, University of California, and CA Independent/Private Colleges and Universities). This process allows community college students to maximize their opportunities and complete the appropriate lower division requirements, i.e. major and G.E. without duplication once the student has matriculated to a four-year college/university.

The Mission Statement of 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 for local degrees by working with faculty and administration. As a result, Laney's Articulation Program serves all of the college's students who are transferring to baccalaureate granting institution.

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.

The goals and objectives for Laney College's Articulation Program are the following:

- Maintain the currency of the baccalaureate lists for the University of California Transfer Course Agreements (UC TCA) and the California State University System; and
- Maintain the annual submission of courses for the Intersegment General Education Transfer Curriculum agreement with the University of California System and the California State University System (IGETC); and
- Maintain the annual submission of courses for General Education Breadth for the California State University System (CSU GE Breadth Requirements); and
- Maintain updates in the ASSIST database and in OSCAR, the official repository systems for all California articulation involving community colleges and public four-year colleges and universities; and
- Respond to four-year college and university requests for course-to-course articulation and major preparation articulation agreements, as well as submitting courses for the University of California, Berkeley's Letters and Science G. E. Breadth pattern annually; and

- Review course-to-course major preparation articulation agreements with those schools which Laney students primarily apply to for transfer and consistently work to maintain these articulation agreements; and
- Keep IGETC, CSU GE, and UCB's L&S G.E. Breadth Requirements advising sheets current; and
- Maintain active and involve participation on the Laney College Curriculum Committee; the district Council on Planning, Instruction, and Development (CIPD); the district CIPD General Education Subcommittee; and all session of the segments of the California Intersegment Council for Articulation (CIAC), including regional meetings and NCIAC meetings; and
- To assist discipline faculty with the development and implementation of transfer (or SB 1440) degrees; and
- To assist discipline faculty with outline revision or development for C-ID approval; and
- Maintain annually Laney's AA/AS G.E. Requirements for local degrees.

The official repository for Laney's Articulation Program is a website developed and maintained by Articulation Officer at:

<http://www.laney.edu/wp/articulation/>

In view of the Accrediting Commission for Community and Junior Colleges (ACCJC) 2002 Accreditation Standards and the focus on Student Learning Outcomes, and given the focus in the field on Student Services Programs addressing **Service Area Outcomes**, the above program goals and objectives are the **Service Area Outcomes**. These **Service Area Outcomes** can be annually assessed as to completion of the goal/objective or improvement in the goal/objective. By definition **Service Area Outcomes** – reflect major activities of program staff that contribute to overall student experience and are broad, measureable expectations of program staff or processes.

Presently, one cycle of PLOs (Program Learning Outcomes) has been completed assessed. The data needs to be entered into TaskStream, the official repository for PCCD's SAOs.

How is this information disseminated to faculty?

Communication of articulation information to faculty occurs on an individual basis (email and face-to-face communication) and at curriculum committee meetings. The Laney Articulation Officer is a voting member of the college curriculum committee. In addition, the Articulation Officer provides up-to-date articulation information for curriculum committee members. Other forms of communication are the CSU GE Breadth, IGETC, and the UCB L&S advising sheets, which are posted on the Articulation Program's website and distributed to counseling faculty, as well as instructional faculty. These documents are published in the catalog and catalog supplement along with course descriptions, i.e. GE designations.

1. What criteria determine the priorities for articulation?

Articulation priorities are in fact set by statewide practice and articulation guidelines. The California Intersegment Articulation Council's (CIAC) *California Articulation Policies and Procedures Handbook* (Spring 2009) should be referenced.

http://ciac.csusb.edu/ciac/images/CIAC_Handbook_7-22-09.pdf

First priority each year is to update the UC Transfer Course Agreement (UC TCA). This means following established UC procedures to request that new courses be considered for addition to the UC TCA list for elective credit. Those courses added to the agreement are so recorded in the Laney's catalog or catalog supplement and advising sheet. It should be noted that prior to submitting any courses for articulation review, courses must be entered into the Curriculum Database on ASSIST and that updating occurs quarterly. Once a course has been approved as UC transferable, the COR can be articulated for G.E. (e.g. IGETC and/or UC campuses) and major articulation agreements with UCs. Discipline faculty are notified via email communication.

Second priority each year is to update the CSU GE Breadth Requirements agreement by submitting proposed courses through the OSCAR (Online Services for Curriculum and Articulation Review) system for review. Courses approved for the agreement are noted in the Laney's catalog or catalog supplement and advising sheet is duplicated (paper copies) and posted on the Laney's Articulation Program website. Discipline faculty is notified via email communication.

Third priority each year is to update the IGETC agreement by submitting proposed courses through the OSCAR system for review. Courses approved for the agreement are noted in the Laney's catalog or catalog supplement and advising sheet is duplicated (paper copies) and posted on the Laney's Articulation Program website. Discipline faculty is notified via email communication.

Fourth priority each year is to request that appropriate courses approved for the UC TCA be reviewed and added to the UC Berkeley's Letters and Sciences Requirements agreement. The UC Berkeley Letters and Sciences advising sheet is updated annually and located in the catalog or catalog supplement. Discipline faculty is notified via email communication.

Fifth priority each year is to respond to articulation requests from four-year colleges and universities for consideration for course-to-course and major preparation articulation.

Sixth priority each year is to initiate course-to-course articulation proposals to develop and update existing agreements with public four-year colleges and universities focusing on our 4-year feeder universities then statewide.

Sixth priority is to provide in-service for discipline faculty and counselors regarding any matter pertaining to articulation and transfer. In addition, the Articulation Officer prepares course-to-course articulation proposals when new courses are approved

through the curriculum approval process, see Appendix A for an example, a very time consuming process. Articulation Officer prioritizes as to which UCs and CSUs to start with individual course-to course articulation proposals, e.g. our 4-yr feeder universities, CSUEB, SFSU, SJSU, UCB, and UCD.

In keeping with the above priorities, the Articulation Officer serves as a primary reviewer of new and revised course outlines which are presented to the Laney curriculum committee. This review is now strengthened through the use of the CurricUNET system which requires articulation sign off for courses to move to the curriculum committee for action. Furthermore, the Articulation Officer takes an active role in catalog and college supplement production to ensure accuracy of articulation/transfer information. In addition, the Articulation Officer provides in-service for curriculum committee members and developed a "*Faculty Guide: Developing/Revising Outlines for Transfer, 2012*" (see Appendix B) and developed and co-facilitated a in-service for counseling faculty and District's four evaluators and their supervisor regarding transfer (or SB 1440) degrees.

2. Within the past three years what aspect(s) of the goals have been accomplished?

As noted above, the Laney Articulation Officer follows statewide practice and guidelines for articulation. Those priorities listed above are primary and some are addressed annually.

Clearly, if the Articulation Officer was a full-time position (and had classified position, Articulation Technician), then additional work could be done annually on the updating of course-to-course and major preparation articulation with all four year colleges and universities perhaps branching out to out-of-state universities/colleges for development and maintenance of articulation (or transfer course) agreements.

3. What plan(s) and timeline(s) do you have to fulfill incomplete goals?

At this time, there are no incomplete goals given the specificity statewide of the annual goals of an articulation program. The Articulation Officer will continue to develop and maintain existing articulation agreements to ensure an effective and seamless transfer process for our students with a focus on curriculum review and transfer degrees.

4. List colleges / universities with which you have articulation agreements; include major preparation, course-to-course, general education patterns, and transfer courses.

As noted above, Laney's Articulation Officer annually updates the UC TCA for elective units; CSU GE Breadth Requirements; IGETC; and the UC Berkeley's Letters & Science G.E. Breadth Requirements.

A Memorandum of Understanding (MOU), dated 2000 between the CCCs and UCs requires all UCs to develop and maintain articulation agreements for the majors with CCCs.

From the ASSIST Coordination Site personnel, the following represents the list of G.E., major preparation, and course-to-course agreements which are housed in the ASSIST database, and CA Independent/Private Universities/Colleges as of November, 2012.

Rec. Univ.	Acad. Year	# of Majors	# of Univ. Depts.	# of LC depts.	Univ. Local GE
California State University					
CPP	11-12	90	54	16	0
CPSLO	12-13	64	93	30	0
CSUC	12-13	129	59	22	11
CSUCI	05-06	0	9	9	0
CSUDH	12-13	55	42	26	1
CSUEB	12-13	100	36	33	1
CSUFRES	03-04	84	79	34	1
CSUFULL	12-13	59	39	18	0
CSULA	12-13	57	81	6	0
CSULB	12-13	134	92	30	0
CSUMB	10-11	16	14	9	0
CSUN	12-13	73	59	34	2
CSUS	11-12	48	42	23	0
CSUSB	12-13	72	60	33	1
CSUSM	12-13	31	38	2	0
CSUSTAN	07-08	1	21	21	0
HSU	12-13	59	41	27	1
SDSU	02-03	0	32	26	0
SFSU	12-13	83	76	30	0
SJSU	12-13	135	69	30	0
SSU	12-13	2	4	3	0
University of California					
UCB	12-13	105	61	20	3
UCD	12-13	130	111	27	8
UCD School of Veterinary Medicine	12-13	1	0	0	0

UCI	12-13	81	0	0	0
UCLA	12-13	124	0	0	0
UCM	11-12	22	22	13	0
UCR	12-13	84	59	31	3
UCSB	11-12	97	61	31	2
UCSC	11-12	78	52	18	1
UCSD	12-13	138	39	21	0
UCSF Dentistry	11-12	1	0	8	0
UCSF Pharmacy	12-13	1	0	0	0

The following represents articulation agreements with California Independent/Private four-year colleges/universities in alpha order as of November, 2012.

It should be noted that this articulation information is posted on the Articulation Programs website for all counselors to access.

CA Independent And Private Schools	General Education	Transfer Courses	Major Prep
Academy of Art University	Yes	Yes	No
Azusa Pacific University	Yes, IGETC Alternative	Yes	No
California College of the Arts	Yes	Yes, By Using CSU-GE Breadth	No
Devry University	Yes	Yes	No
Dominican University of California	Yes	Yes	No
The Fashion Institute of Design and Merchandising	Yes	Yes	No
Golden Gate University	Yes	Yes	No
Heald College	Yes, Some CSU-GE Breadth	Yes	No
Holy Names	Yes	Yes	No
John F. Kennedy University	Yes	Yes	No
Menlo College	Yes	Yes	No
Mills College	Yes	Yes	Yes
National University	Yes	Yes	Yes
Norte Dame De Namur University	Yes	Yes	Yes
Palmer College of Chiropractic	No	Yes	No

Patten University	No	Yes	No
St. Mary's College of CA	Yes	Yes	Yes
Samuel Merritt University	Yes	Yes	Yes, Prereqs for BSN
Santa Clara University	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes
University of Phoenix	No	Yes	Yes, Some Majors
University of San Francisco	Yes	Yes	No
University of Southern California	Yes	Yes	Yes

Some CA Independent/Private schools do not enter into articulation agreements that involve preparation for G.E., major, and/or course-to-course articulation agreements, e.g. Stanford University and others who do not receive our transfer students, in large numbers, – mostly in southern California with the exception of USC.

The following represents transfer course (or articulation) agreements with out-of-state four-year colleges/universities in alpha order – with the exception of one university (Dillard) these are transfer course agreements versus GE and major articulation agreements as November, 2012.

It should be noted that this articulation information is posted on the Articulation Programs website for all counselors to access.

Out-of-State Colleges and Universities	General Education	Transfer Courses	Major Prep
Dillard University	Yes	Yes	Yes
Fayetteville State University	No	Yes	No
Georgia Southern University	No	Yes	No
Indiana University	No	Yes	No
Indiana University of Pennsylvania	No	Yes	No
Kansas State University	No	Yes	No
Montana State University	No	Yes	No

North Carolina State University	No	Yes	No
North Dakota State University	No	Yes	No
Northern Michigan University	No	Yes	No
Plymouth State University	No	Yes	No
Rensselaer Polytechnic Institute	No	Yes	No
Sam Houston State University	No	Yes	No
University of Hawaii, Hilo	No	Yes	No
University of Hawaii, Manoa	No	Yes	No
University of Idaho	No	Yes	No
University of Iowa	No	Yes	No
University of Maryland at College Park	No	Yes	No
University of Missouri, St. Louis	No	Yes	No
University of Nevada, Reno	No	Yes	No
Washington State University	No	Yes	No
Wayne University	No	Yes	No
Western Oregon University	No	Yes	No

5. What specific plans do you have to increase articulation agreements; which institutions will be targeted?

In stating a plan for increasing articulation agreements, it should be noted that the Laney Articulation Officer position is (0.75 FTE) with no clerical support or Articulation Technician, see Appendix C for full list of duties and responsibilities. It is further important to note that the Articulation Officer devotes time to the curriculum committee; the district Council on Instruction, Planning, and Development (CIPD); assisting with transfer degrees and C-ID approval; Faculty Senator; providing in-service for instructional and counseling faculty; serves as a reviewer of new and revised courses; serves on many college committees, e.g. COUN discipline, catalog/supplement; district Student Success Task Force; and CIPD GE subcommittee. The Articulation Officer is serving as the GE subcommittee chair this academic year. The remainder of the time is devoted to actively working on increasing articulation agreements. The focus has been

specifically on four-year public universities that are considered our feeder CSUs/UCs (cited above) then branching out to the rest of the CSUs/UCs. At times, attention has been given to CA Independent/Private Institutions per their request to develop or maintain existing agreements. It has been the practice that the Independent/Private Universities and Colleges will initiate the development and maintenance of existing articulation agreements.

The plan this academic year for increasing articulation is to focus on four-year public institutions to which Laney students primarily tend to apply and transfer. Also, the plan is to increase the number of transfer (SB 1440) degrees and C-ID approvals.

The following chart shows the public institutions to which our students tend to transfer in California. The data is from 2009-10 and comes from the California Postsecondary Education Committee (CPEC). Unfortunately, CPEC has “closed its doors” as of November 18, 2011.

CSU/UC	Number of Students Transferring for 2009-10 AY
UC Berkeley	74
UC Davis	38
UC Irvine	4
UC Merced	1
UC Los Angeles	15
UC Riverside	4
UC San Diego	8
UC Santa Barbara	1
UC Santa Cruz	1
UC Total:	146
California Maritime Academy	0
Cal Poly San Luis Obispo	1
Cal Poly Pomona	0
CSU Bakersfield	1
CSU Channel Islands	0
CSU Chico	1
CSU Dominguez Hills	1
CSU East Bay	104
CSU Fresno	0
CSU Fullerton	0
CSU Long Beach	0
CSU Los Angeles	1
CSU Monterey	0
CSU Northridge	0
CSU Sacramento	6

CSU San Bernardino	0
CSU San Marcos	0
CSU Stanislaus	0
Humboldt State	0
San Diego State	0
San Francisco State	44
San Jose State	10
Sonoma State	0
CSU Total:	170

6. How is articulation integrated across both “the instructional side” and all of student services? Include an in-depth discussion of how services are marketed to both students and faculty.

Articulation is integrated with Academic Affairs through the Articulation Officer serving on the curriculum committee. Some lead instructional faculty serves on the curriculum committee; thus the curriculum committee provides a formal avenue for instructional faculty to interact with the Articulation Officer. Articulation Officer attends Academic Affairs Dept Chairs/Program Coordinators every month, another avenue for communication. Marketing efforts are limited to the college catalog/supplement and transfer advising sheets, as well as reports given at curriculum committee meetings and communication via email to instructors and counselors. Counselors use ASSIST (and Articulation Program website) for development or updating of Student Educational Plans (SEPs) as well as evaluating student transcripts from other CCCs.

7. What is the accuracy of course outlines and syllabi for transfer courses? What is the process for obtaining and forwarding copies of these for four-year college review?

Academic (and Student) Affairs Program Review happens at the college every three years. As part of the program review process, each department/discipline is expected to review each of its course outlines and to correct and update those outlines, especially to update textbooks. Now, this process is using the CurricUNET system (web based for course/program management system) which provides greater access to CORs (Course Outlines of Record).

The Office of Academic Affairs on a semester-by-semester basis requests that all instructors submit a syllabus for each of their scheduled classes. In addition, some departments keep on file their department syllabi or post on the individual instructor’s website.

It must be acknowledged that at this time instructional faculty need to follow-through on reviewing and editing existing course outlines which is now done through Curriculum Review. Curriculum Review is spearheaded by our Curriculum Chair and curriculum committee members are part of the review team. COR updating is inconsistent.

Hopefully with Curriculum Review, all CORs will be updated every three years including the texts. Furthermore, not all instructional faculty submit a syllabus as requested. It should be noted that it is becoming more of a common practice for four-year institutions to request a syllabus to accompany a COR for 4-yr faculty review. To have syllabi easily accessible for the Articulation Officer, this would be beneficial instead of AO contacting each instructor (or dept chair) individually for each syllabus. CurricUNET does have this feature. Implementation is unknown.

As noted above, all course outlines are housed in the CurricUNET system, which is a web based program/course management system. While past practice had been to e-mail an electronic copy of requested course outlines to the articulation officers at four-year institutions along with the articulation proposal, the new practice will be to e-mail the web link for a given COR. As noted above, many four-year institutions do request a syllabus and even additional material to accompany the course outline. The goal would be to send those as electronic attachments via CurricUNET if this feature is up and running.

B. Students served

1. Do you attempt to quantify students served by articulation

(a) if yes, how?

(b) if no, why?

There is no established means for quantifying students served by articulation. The college does receive yearly reports from the UC system and the CSU system reporting the names of Laney College students accepted for transfer using the parameters those systems set. In addition, local Bay Area schools (i.e., UC Berkeley, CSU East Bay, San Francisco State, and UC Davis) generate reports identifying and reporting the number of Laney transfer students accepted. The assumption is that articulation assists these transfer student applicants. The Postsecondary Education Commission – Transfer Pathway Charts also provided data regarding students who apply to transfer from Laney College to a public four-year institution:

<http://www.cpec.ca.gov/OnLineData/TransferPathwayChart.asp?Inst=015450>

As noted before, CPEC has “closed its doors: of November 18, 2011.

It also should be noted that counselors (general counselors and counselors in categorical and grant funding programs) use IGETC (advising sheet), CSU GE Breadth Requirements (advising sheet), and the ASSIST database for major-preparation articulation when assisting students, who intend to transfer for the development of Student Educational Plans (SEPs) and to “pass along” any courses that are other CCCs have articulated with CSUs/UCs using students’ transcripts from previous coursework.

2. Can the District research team help you in this area? If so how?

In the 2010 Program Review, it was acknowledged that more research in this area would be helpful or even ideas on how to collect additional pertinent data would be helpful. As noted in the 2010 Program Review, the bottom line is how to set up a mechanism that would track students who, in fact, are transferring to or have transferred to a four-year public institution in California and then try to determine the various types of articulation agreements that are assisting or assisted those students in transfer (i.e., general education, course-to-course, and major preparation). It might be helpful to research what other districts are doing to track students intending to transfer and their success in transferring because they made use of articulation agreements. The National Student Clearing House also provides transfer data nationally based financial aid that students are receiving after transfer. A paid subscription is needed to access this information.

It even could be helpful to see if data could be collect through entries in the SARS grid if at all possible.

3. State how your program is making a difference for students and how you know that?

Students intending to transfer to a public four-year institution in California are using “articulation agreements” for major and G.E. for transfer purposes and are using those agreements to make them a competitive applicant for transfer. As note before, most students intending to transfer are meeting with counselors and are writing Student Educational Plans (SEPs), which rely on articulation agreements posted through the state database, ASSIST.

C. Staffing, Equipment

1. Articulation is both an instructional and student service function. How is this addressed/handled at your college? What is the working relationship of the Articulation Officer to the Vice President of Instruction; to the Vice President of Student Services?

At Laney College, the administration and the faculty recognize the link between courses taught by the discipline faculty, the articulation of those courses with four-year institutions, and the transfer plans (or SEPs) counseling faculty develop and revise for students.

Articulation is an assigned function and by custom is assigned to a General Counselor. With the reorganization at Laney College, the Articulation Officer reports to the Dean of Academic and Student Affairs. The Articulation Officer understands the importance developing and maintaining a positive working relationship with the EVP. Before 2011-12, the Articulation Officer reported directly to the VP of Student Services while working very closely with the VP of Instruction.

2. What effect have recent technologies had on Articulation? What are the recommendations for the use of technology?

Articulation totally depends on the use of technology. The major database for articulation is the web based ASISST. Review of courses for the UC TCA, IGETC, and CSU GE Breadth happens through the OSCAR system (Online Services for Curriculum Articulation Review), which also is web based. The request for review of course outlines for course-to-course articulation and major preparation articulation is typically done through e-mail and course outlines are either sent as attachments or a web link for the outline in CurricUNET is sent. The fact that the Peralta Community College District has purchased an agreement with CurricUNET will assist articulation in many ways, including the quick uploading of course outlines into the OSCAR system. In the past, the Articulation Officer cut and paste COR information from a Word document to upload into OSCAR.

**3. Does the current equipment at your college allow you to keep-up with technology demands?
(a) if not, what is needed**

At this time, the major technology need is a computer with internet and e-mail access. It would be beneficial to have an additionally computer screen linked to one computer to toggle back and forth. This is generally all that is needed to complete the duties of an Articulation Officer. The Articulation Officer has a full functioning printer and phone with access to area codes statewide.

(b) do students have on-line access to computers and printed materials?

Students have on-line access to computers through the Transfer Center (Portable #1), Library, Welcome Center, and the Technology Building. At these locations, students can access the ASSIST website, the CSU Mentor web page, UC application website, and the website of any school. In addition, the Transfer Center houses catalogs from all CCCs, UCs, CSUs and some out-of-state universities. General Education transfer advising sheets are available to students from their counselor, Counseling Department and Transfer Center personnel. Students can purchase a Laney College catalog or access (pdf) catalog and catalog supplement from Laney's Home Page which lists general education transfer patterns cited above.

4. What is the staffing of the Articulation Officer position for 2012-13? How is the assignment made? Are the reporting lines clearly identified; is there a written job description for this person? (If so, please include in the appendix).

The Articulation Officer is a .75 position and .25 as a General Counselor. The academic years of 2008-09 and 2009-10 the Articulation Officer and Transfer Center Faculty Lead

were split evenly at .50 FTE. The reporting lines are clearly identified. Articulation Officer reports directly to Dean of Academic/Student Affairs as do the General Counseling Department and Transfer Center.

There is a written job description which is available for review (Appendix C). Although not consistent with the other Peralta colleges, the Articulation Officer reports to the Dean of Academic/Student Affairs while working very closely with the EVP.

**5. Is staffing adequate to meet the program's goals and expectations?
If not, detail what is needed.**

With General Counseling Department losing five counselors due to retirement and not enough funding to replace them, the Articulation Officer (.25 FTE) counsels/advises students during peak enrollment, specifically 11 days at the beginning of the semester and 10 days at the end of the semester. Whenever there is funding to extend the 10 mo contract to 11 mos, then the Articulation Officer works in General Counseling. It would ideal to have a 1.0 FTE assigned with an Articulation Technician, a classified position.

6. What effect does this assignment have on the services offered by that person's department if the assignment is full-time or part-time?

As noted previously, the current Articulation Officer is a 0.75 FTE position. Therefore, the current Articulation Officer works most of the assigned time to articulation duties and responsibilities. This assigned time includes attending Laney's Curriculum Committee meetings, attending district CIPD meetings, attending Regional meetings for articulation officers, attending the Northern California Intersegment Articulation Council meetings each semester, and attending the California Intersegment Articulation Council Spring Conference. In addition, the Articulation Officer serves on the PCCD general education sub-committee of CIPD. All of these obligations are in addition to setting a pathway of maintaining and increasing articulation agreements with the ten (10) UC schools and the twenty-three (23) CSU schools, as well as responding to private colleges and universities, such as St. Mary's College of California, the University of Southern California, or Mills College (just to name a few). Furthermore, an effective Articulation Officer needs to regularly meet with key instructional faculty to assist in the articulation process and development of transfer degrees and C-ID approval.

7. Does the college have plans to establish this as an official position; how, when?

The Articulation Officer is an official position. This position has been assigned to a General Counselor with articulation duties/responsibilities.

**8. When an Articulation Officer position is vacated how is the position filled?
What orientation is available or planned for the person taking over?**

This is unknown in how this position would be filled if current Articulation Officer left the position or retired. During 2010-11 academic year, Standard Operating Procedure (SOP) were developed by Articulation Officer.

2. Does the Articulation Officer attend / participate in Department Chair meetings? In state/regional articulation meetings?

As noted above, the Articulation Officer is an official member of the LC Curriculum Committee and the district CIPD. The Articulation Officer does participate in Department Chairs/Program Coordinators meetings. The Articulation Officer attends regional articulation meetings, NCIAC meetings (typically held in Sacramento), and California Intersegmental Articulation Council (CIAC) Conference meeting held annually. For traveling, conference fees and other expenses, the Articulation Officer applies for staff development funds, e.g. annual CIAC conference. It should be noted, the Articulation Officer attends regional and statewide meetings and conferences is invaluable for interaction with other Articulation Officers at these meetings and conferences. Face-to-face interactions are extremely important for building connections with statewide Articulation Officers, and it is also invaluable to “stay on top” of current issues.

3. Is the Articulation Officer a voting member of the college’s curriculum committee?

Yes, the Articulation Officer is a voting member of the Laney’s Curriculum Committee.

4. How is the Articulation Officer kept informed of the college’s curriculum plans and issues?

The current Articulation Officer has a very good working relationship with the current Laney’s Curriculum Committee chair using either face-to-face meeting, phone, and email. This working relationship keeps the Articulation Officer aware of curriculum plans and issues. Also, attending CIPD meetings is another method for keeping informed of the college’s curriculum plans and issues in relationship to the other three colleges in the Peralta Community College District. Monthly meetings are held with Articulation Officer, Curriculum Chair, and Executive Vice President to discuss curricular matters and issues.

5. Is there a budget item for articulation? How is it handled? Who oversees it?

No budget item assigned to the Articulation Program. The Articulation Officer’s salary and benefits come from the General Fund.

6. The statewide goals are that each college will have an individual working 100% as the Articulation Officer. Where is your college in reaching this goal?

When the current Articulation Officer started the assignment effective fall 2008, this position was split between Transfer Center Faculty Lead (.50 FTE) and Articulation Officer (.50 FTE). Effective fall 2010, the Articulation Officer was assigned .75 FTE for articulation and .25 FTE for general counseling. This reassignment has help facilitate the increase (and maintenance) of articulation agreements. More time can be devoted to meeting individual faculty to discuss articulation, transfer degrees, C-ID approval, etc.

D. Respond to the following:

1. On a scale of 1 – 5 (1 being lowest) how would you rank your ability and/or effectiveness in working with faculty and administrators, and in serving needs of transfer students? For each of the three named categories, explain why that particular ranking is chosen.

- The current Articulation Officer has no difficulty working with current reporting administrators. The ranking in this area is a 4 since one key administrator (EVP) is new and relationship is progressing well.
- The working relationship with instructional faculty differs from department to department. While many departments are willing to work to update course outlines or provide a syllabus in response to articulation requests, some departments do little to nothing to support the articulation effort, or see it as unrealistic. In instances when four-year schools have returned outlines for added detail, some instructional faculty have readily assisted in providing the requested information and others have disregarded the request or have taken an unreasonable amount of time to respond to the request. The ranking in this area is a 3.
- The working relationship with counseling faculty is very good. The Articulation Officer is located in Counseling Portable, #1 (swing space). This can create some difficulty with articulation questions/concerns from Counselors located in portable #2 or other counseling programs, i.e. categorical and grant funded. Modes of communications has been via phone, email, face-to-face interaction and participating on the COUN discipline subcommittee and department (general and college wide) meetings. The Articulation Officer often provides articulation/transfer information at these meetings. The ranking for this area is a 4 because of the location, portable #1. It is unknown when the General Counseling Department will move back the Tower, 3rd floor. The opportunity for the Articulation Officer to interact with categorical and grant funded counselors will remain problematic as long as we are separated due to the lack of space for all counseling programs to be located in one central area.

2. Do you provide in-service for faculty?

(a) if yes, what topics were presented and when was/were program(s) held?

Yes, Articulation Officer has provided in-service for counseling faculty, topics include Transfer (or SB 1440) Degrees (fall 2012 – will be on-going in-service) and New IGETC Standards (fall 2008). Furthermore, Articulation Officer has provided in-service for curriculum committee members on how to develop and revise current outlines for articulation/transfer. Since the Articulation Officer provides counseling and advising for students during peak enrollment, a staff development workshop can not be done at this time. Articulation Officer participates in CurriuCamps held twice a month during the academic year spearheaded by our Curriculum Chair. Discipline faculty is encouraged to participate for updating their department's course outlines. This is another opportunity for the Articulation Officer to meet and assist discipline faculty with their CORs, often meetings are scheduled between the Articulation Officer and discipline faculty for follow-up.

(b) if no, why: do you plan to offer such, when? N/A

E. List in priority order the major problems or challenges the program currently faces and your recommendations to resolve these.

Ideally, the Laney College Articulation Program would be best served with a 1.0 FTE Articulation Officer with support from an Articulation Technician (classified position).

F. Review the college's latest Accreditation Self-Study Report (or mid-term or focused report)

1. individually list each item that relates to your program

Given the approach of the 2002 Accrediting Commission for Community and Junior Colleges (ACCJC) Self-Study Standards, the Laney College Articulation Program is meeting their standards as cited in the Self-Study Report.

2. Indicate how your program is addressing each one of these items (attach appropriate sections of the recent accreditation self-study). N/A

APPENDIX A

LANEY COLLEGE COURSE-TO-COURSE AGREEMENT PROPOSAL November 13, 2012

University of California, Berkeley

Laney College

2011-2013 Catalog
Semester System

2011-2013 Catalog
Semester System

MATH

MATH 16A: Analytic Geometry and
Calculus (3)

MATH 16B: Analytic Geometry and
Calculus (3)

MATH

MATH 16A: Calculus for Business
and the Life/Social Sciences (3)

MATH 16B: Calculus for Business
and the Life/Social Sciences (3)

APPENDIX B

Faculty Guide: Developing/Revising Course Outlines For Transfer

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464-3147

Laney College

Fall, 2012

Revision 1.2

APPENDIX B
Faculty Guide (cont'd)
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APPENDIX C

Articulation Officer Job Description

The Articulation Officer position is a vital, faculty role requiring an academic knowledge base, good communication skills, and the ability to facilitate and coordinate the various aspects of the detailed transfer and articulation processes. The Articulation Officer position is a member of the counseling faculty and holds the minimum qualifications for Counselor. Oversees the transfer and articulation processes as it applies to four-year colleges and universities; works with community agencies, industry, California State University system and University of California system, other private and public institutions, high schools, as well as target populations.

- Initiates faculty-approved transfer and articulation agreements between institutions of higher education.
- Serves as a consultant to the faculty and academic units, providing needed materials, and information about course articulation proposals and acceptances.
- Serves as an advocate for the faculty and campus academic programs.
- Serves as an advocate for four-year institutions, responsible for accurately communicating and conveying information and concerns about that institution's transfer policies and curriculum to Laney faculty and students.
- Serves as the campus liaison to the segmental system-wide offices, often responsible for disseminating policy changes and update information.
- Serves on appropriate campus committees such as the Curriculum Committee, the General Education subcommittee, Academic Policies, Catalog, Council on Instruction, Planning and Development (CIPD), etc. to provide input and to receive information about proposed changes in campus policy, curriculum and transfer issues.
- Monitors each stage of the articulation process and follows up with departments and/or faculty for timely responses to decisions.
- Manages and updates campus transfer and articulation data and information, e.g. maintenance of websites, OSCAR, ASSIST, etc.
- Disseminates current, accurate, transfer and articulation information and data to appropriate departments, staff, students, and campuses.
- Attends and participates in conferences and workshops on transfer and articulation issues and concerns.
- Facilitates campus participation in intersegmental programs (i.e., CIAC, ASSIST, UC TCA, CSU GE Breadth, IGETC, LDTP, counselor conferences, and segmental meetings).
- Serves as a resource person for campus faculty, administration, counseling, and students on transfer, curriculum, articulation, and related matters.
- Serves as a proactive agent for enhancing and improving existing transfer and articulation.
- Advocates for the transfer student and seeks to ease the transfer process.