

The Basics:

Column 1 indicates the information being requested for the **2012-13 APRU**.

Column 2 is where your program information should be recorded. The APRU is a Word document, so you will be able to copy and paste or type in your information into the center column. Word wrap is turned on so the box will expand with your typing.

Column 3 contains the instructions for responding to the requested information.

When completed, save this Word doc and name it: sspbt13apru_ *insert your program name here*. E-mail the completed APRU and any supporting documents as attachments to < haynesjim@fhda.edu >. It is a good practice to upload a copy to the program's TracDat Documents Repository and keep a soft copy for your files to ensure that your work is not lost. Please contact: Jim Haynes < haynesjim@fhda.edu > or ext. 8954 if you have questions.

Getting Started: Review your 2011-12 Annual Program Review Update posted on the SSPBT website:

<http://deanza.edu/gov/SSPBT>

Column 1	Column 2	Column 3
Information Requested for the 2012-13 SSPBT - APRU	Input your answers in this column. Word wrap is turned on so the box will expand with your typing. Please provide brief responses. Note: Reference documents can also be attached, i.e. TracDat reports. Make sure to note the name of any reference documents in your explanations.	Instructions:
Program Name:	Articulation and Transfer Services	Enter the name of the program being reviewed.
Name(s) of the author(s) of this report:	Renee Augenstein	Enter the name or names of those who wrote this APRU.

<p>What is the program's Mission Statement?</p>	<p>To promote the attainment of educational goals and facilitate transfer, the Articulation and Transfer Services Office provides services and resources to De Anza students, faculty, and support services through the development of formal articulation agreements with regionally accredited 4-year institutions, transfer agreements with select colleges/universities, and general transfer advising guidelines and reference materials. The Articulation Officer (AO) serves as an articulation and transfer policy consultant to all faculty, and academic/student services units, and serves as a liaison to UC, CSU, independent institutions, and system offices.</p>	<p>Enter (or cut and paste) your most current Mission Statement. Please highlight changes, if any, to the Mission Statement that was posted in your 2011-12 APRU</p>
<p>Have you made any significant changes in your program based on the feedback you received from the SSPBT's review of your 2011-12 APRU?</p>	<p>The need to increase the time dedicated to articulation services was supported by the SSPBT reviewer.</p> <p>During the 12-13 APRU cycle the staffing level of the Transfer Center (TC) continued to fluctuate dramatically. There were several long-term breaks in administrative assistant support (last APRU indicated this as a 1/3 assignment to the Center) from July – December 2012. ATS staff once again increased their efforts to cover TC duties during that critical period, which included the coordination of Transfer Day. Since late December 2012 a temporary, part-time administrative assistant has provided some level of stable support for the TC. A student worker has also been employed to assist with the operations of the TC.</p> <p>Changes also occurred in the TC's counseling position when circumstances required the TC dedicated position to be temporarily back-filled by two general counselors, who continue to provide TC coverage on alternating days during the week. Overall, the impact level of TC's situation on ATS has remained the same, resulting in approximately 20% of dedicated time spent on articulation/curriculum responsibilities.</p>	<p>Include anything done in direct response to the SSPBT feedback on the 2011-12 APRU.</p> <p>NOTE: If no feed back was received move to the next question.</p>
<p>Have there been any</p>	<p>Significant changes since the 2011-2012 APRU came by</p>	<p>Please explain any significant changes in: Staffing,</p>

<p>other significant changes to your program since the 2011-12 APRU?</p>	<p>way of State mandates that further impacted ATS's workload. On May 22, 2012 the CCCCCO issued a statewide memorandum indicating the Board of Governors had adopted a goal of each CCC having AA-T/AS-T degrees approved by fall 2013 in 80% of majors they offer in which there is a TMC and in 100% by fall 2014. On January 31, 2013 De Anza submitted a report stating we would have 16 approved degrees in place by fall 2014. At the time we had 4 approved degrees.</p> <p>On November 30, 2012 the CCCCCO issued a memorandum stating that, effective January 1, 2013, all AA-T/AS-T proposals submitted to the CCCCCO must be fully supported by C-ID (Course Identification Numbering System) approved courses or those courses being reviewed for C-ID. Furthermore, by June 13, 2013 all approved AA-T/AS-T degrees must be fully supported by C-ID courses in the same fashion and by June 14, 2014 colleges must replace all course-to-course articulation used for all AA-T/AS-T degrees with C-ID approvals.</p> <p>At the same time changes in Title V regulations for repeatable courses resulted in a surge of new transferable courses being developed.</p>	<p>equipment, facilities, operational costs, organizational alignment, State/Federal regulations or laws, other?</p>
<p>What Impact have these significant changes had on your program?</p>	<p>The resulting impact on ATS has been tremendous with an approximate 25% increase in required articulation activity, not including curriculum development, and 20% increase in transfer services responsibilities. At 20% dedicated articulation time, the additional mandated responsibilities made it impossible to maintain existing articulation and agreements were lost. There has also been a substantial delay in the submission for new agreements. The AO had less time to work with faculty on curriculum development and her attendance and level of participation in the curriculum review process decreased.</p>	<p>Please explain how these significant changes have impacted your program. What is now different?</p>

What Impact have these significant changes had on your students?	A decrease in clear transfer paths for students and a potential decrease in enrollment.	Please explain how these significant changes have impacted your students, including any positive or negative consequences.
Have you initiated anything new to your program since the 2011-12 APRU?	The State mandates identified above resulted in the need to create special processes for fast-tracking internal C-ID faculty reviews and, working closely with A&R (Evaluations), the verification of AA-T/AS-Ts for CSU.	This is similar to the above question about significant changes but is meant to single out any new initiatives.
Is there anything else the SSPBT should know about what has happened in your program since the 2011-12 APRU?	The free on-line education movement (e.g. Coursera, Udacity) will greatly increase the workload for articulation and transfer advising in the immediate future. The level of work needed to filter, review courses, and check on transferability is astronomical.	Briefly described anything else the SSPBT should know about your program including any trends, future concerns, things on the horizon, etc.
Common and Unique Services		
Are there any additions/deletions / edits to the list of common or unique services identified in your 2011-12 APRU?	No.	The 2011-12 APRU asked your program to, list any common or unique services provided to students. Please briefly explain any changes to that list?
Are there any changes to the common or unique service designations listed in your 2011-12 APRU?	Until the TC situation is resolved, all previously identified recommended "growth" areas must be changed to "maintain" status.	The 2011-12 APRU asked your program to designate the direction you believe each of your common or unique services need to move towards. As you recall the choices were to: Grow, Maintain, Enhance, Change Direction, Reduce, or Discontinue . Are there any changes to these designations for a specific service?
SERVICES:	Student Services Learning Outcomes Assessment Cycle	
List all of your current and active Student	1) Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC	You may cut and paste your SLO statements here or attach a document to this APRU and be sure to

<p>Services Learning Outcome Statements as they are numbered and recorded in your TracDat account.</p>	<p>transfer, CSUGE, and/or IGETC. 2) inactive 3) Students will utilize the Transfer Planning Web site to access articulation and transfer information. 4) Students will successfully access TAA/TAG information and will demonstrate knowledge of TAA/TAG requirements by developing and securing approved contracts. 5) Students will utilize the transfer listserv and receive transfer updates.</p>	<p>indicate the name of the document.</p>
<p>What is or has been your SSLOAC activity for 2012 -13?</p>	<p>1) Continued tracking system-level articulation. 35 courses were submitted for CSUGE/IGETC this year and 33 were approved, 1 was denied, and 1 remains pending. Re: UC-TCA, 9 new courses were submitted, 8 were approved, and 1 remains pending; 8 courses were re-submitted for review, and all 8 were approved. 3) Continued tracking Transfer Planning Website usage but no additional information was obtained this year due to time constraints. Preliminary review indicates Website usage remains consistently high and on par with the last APRU. 4) For Fall 2013, 675 UC TAGs were initiated of which 243 required De Anza review. The AO reviewed 33 TAGs (14%), 200 (82%) TAGs were reviewed by 7 counselors, and 10 (4%) were reviewed by an academic advisor. The AO conducted 22 TAG workshops from June 18 - September 18 to compensate for the overall decrease in advising staff. There were 323 participants. Out of 312 surveys collected, with some students indicating several sources, the results showed students learned about these workshops from: transfer planning website (152), friend/relative (80), counselor (71), transfer listserv (17), instructors (15), DA Website (14), La Voz (11), Davis rep (1), and signage (1). 5) The Transfer Planning Listserv has 810 members, an increase of 208 from the last APRU. We did not have time to survey students during this cycle, but we did</p>	<p>Please summarize all Student Services Learning Outcomes Assessment Cycle activities since the 2011-12 APRU, including any work in progress.</p>

	begin tracking email correspondences and during the 2012 calendar year 22 messages were sent.	
Have you completed a SSLOAC in 2012 – 13?	No. We have not had the opportunity to review SSLO data.	If yes, please summarize the results, discussions, analyses, and any improvement plans that do not involve any new resources to implement. If no, please give an update of your progress or future assessment plans.
Have you identified any enhancement plans for which additional resources will be needed in order to achieve a desired or improved outcome?		If yes, please summarize the results, discussions, analyses, and any improvement plans that will require new resources to implement.
RESOURCE REQUESTS		
Are there any deletions/edits to the resource requests listed in your 2011-12 APRU?	No.	Review your resource requests form your last APRU in 2011-12. NOTE: Resources include: Staffing, equipment, facilities, staff development, operational costs, other.
Are there any additions to the resource requests listed in your 2011-12 APRU?	Transfer Center Lead (100%) (a Transfer Center Coordinator position was in place until spring 2009) This position should be identified in the TC's APRU, but we believe it's worth mentioning in ATS's APRU as it is the staffing issues of the TC that has posed the most significant challenge to ATS's level of productivity and effectiveness over the last two years. 1. 1a, 1c; 2a-e; 3b-e; 5c, d, h, i, j and l. 2. Yes, the TC lead position would have the time to focus on initiating services that support the increase in transfer participation of historically underserved students, increase and provide personal attention to meet the needs of each student interested in transfer, and expand	If adding new resource requests, please provide a brief explanations to the following criteria for each new request (see attached "ICC_SI_SSPBT_Values information sheet"): <ol style="list-style-type: none">1. Is the request linked to any of the Institutional Core Competencies?2. Is the request linked to any of the Strategic Initiatives?3. Is the request linked to any of the Core Values?4. Is the request linked to any SSLO Assessment Cycle findings?5. Is the request linked to your CPR 5-year plan?6. How many times has this request appeared on an APRU?7. Is the request linked to any of the SSPBT priorities?

	<p>our relationships with 2 and 4-year partners at a global level.</p> <p>3. Yes, the need to provide adequate TC services and maintain a strong articulation base to support student transfer is linked to all of De Anza’s core values.</p> <p>4 and 5. Though we have not gone through the assessment cycle this year, a good portion of the limitations ATS faces is based on time, or lack thereof. And this time is being taken up by the needs of the TC.</p> <p>6. This is the first TC Lead request on ATS’s APRU.</p> <p>7. Student Success Act</p> <p>8. Impact could be measured by reviewing subsequent ATS APRU and SSLO reports.</p> <p>9. Technically no as this request is to provide basic coverage for the TC, but the type of program enhancements the TC Lead could initiate, once the current situation is stabilized, could be quite innovative. The Lead would be working collaboratively with the ATS Office.</p>	<p>8. What are the plans to assessment the effectiveness of this request if granted?</p> <p>9. Is there anything innovative, unique, or cutting edge about this request?</p> <p>10. Other information in support the resource request.</p> <p>OR</p> <p>For each new request, attach a detailed document that addresses the 10 criteria listed above – be sure to indicate the name of the document.</p>
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