ANNUAL PROGRAM PLAN & REVIEW (Student Services)

The purpose of this document is to collect information to be used by the college planning bodies IPC, SSPC, Budget Planning Committee, and CPC and may be used for Program Improvement. Through this process, Student Services staff will have the opportunity to review the mission and vision of their program(s). Then, using multiple measures and inquiry, staff will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment.

The deadline for submission of the Annual Program Plan to the SSPC is March 31. Complete this document in consultation with your Dean/VP who will then submit a copy to SSPC. Members of the SSPC will review the document and provide comments to the authors for use in the next annual program plan.

Terminology:
- **Program** – Student Services has six Programs. ex. Financial Literacy, Transfer & Articulation, etc.
- **Department** – Student Services also has individual departments. ex. TRiO, DRC, Outreach, etc.

Most of the information in the Annual Plan is written as programs. However, information and data from individual departments may also be included.

Cañada College

Vision
Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success and completion, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission :
Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values
- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability

- Sustainability
- Transparency

Document Map:
1) Program
2) Lead Contact Person
3) Program/Department Data Measures and Reflection
4) Student Learning Outcome
5) Student Area Outcome
6) Resource Identification
7) Curricular Offerings (if applicable)

Educational Master Plan Strategic Directions:

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs for our community.

4. Global and Green: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

Cañada College Student Learning Outcomes

1. Critical and Creative Thinking
Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

2. Communication Skills
Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and disciplinary standards.

3. Understanding Society and Culture
Understand and interpret various points of view that emerge from a diverse world of people and / or cultures.

4. Scientific and Quantitative Reasoning
Represent complex data in various mathematical forms (e.g. equations, graphs, diagrams, tables and words) and analyze these data to make judgments and draw appropriate conclusions.

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1. Program: Transfer and Articulation

2. Team Leader: Soraya Sohrabi

A. Team Members: Maria Lara

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The mission of Canada's Transfer and Articulation Program services is to provide a seamless transition to four year-universities, to assist diverse student populations in transferring, empower them to successfully reach their transfer goal, and to increase the transfer rate among students.

3. Program / Department Data Measures – and reflection

Guidelines:
- *What program or department data measures were used this past cycle? (Surveys, usage, etc.)*
- *List any program / department major accomplishments.*
- *What changes, if any, will you make?*
- *What changes have you seen, and why?*

The measurement of the **Transfer Center** program comprises two methods, Surveys and usage of tools in reaching transfer goal.

- Pre and Post Survey in conjunction with the Counseling Department:
  The purpose of the survey was to determine the change in the students' knowledge and awareness of the transfer option, their intent to transfer, and the usage of tools provided by the Transfer Center in guiding them through the transfer process and reaching their transfer goal.

- Pre and Post survey at the end of the transfer workshops:
  These surveys measured the students learning on transfer policies related to the admission requirements, transfer process, and the application components and how to complete it. The purpose of this survey was to measure students understanding of the Admission requirements to California State University and University of California, and application process to a four-year University.

- Using tools and services:
  Number of Transfer Degrees (AA-T/AS-T) – According to the survey listed above, there is an increase in number of students who are utilizing tools and services for educational planning. To increase students' awareness about the new transfer option, Transfer Degree (AA-T and AS-T), we strategically listed the information about this program in the class schedule, College Catalog, and our web page, http://canadacollege.edu/transfercenter/csuinformation.php. Based on a survey, 35% of students who participated self-reported that they used these tools in planning their course work. This also reflected on the number of AA-T/AS-T applicants that was increased by 92% compared to 2012.

  Through the same means, we also provided information about CSU and UC websites and transfer admission requirements, and ASSIST.ORG. Consequently, there was an increase in number of students who applied to UC (by 21%) campuses and for TAG/TAA (by 45%).

Accomplishments

Transfer Center
Even with its limited staffing, the Transfer Center was able to accomplish most of the goals set last year.

- Continued providing workshops on various topics related to transfer such as admission and TAG application, ASSIST, and financial resources. In fall 2012 increased the number of workshops by 45% and offered 5 workshops in Spring 2013. The impact of these workshops reflected on the number of AA-T/AS-T degree applicants and number of student who took advantage of TAG. The information is listed in table 1 below.
- Staffed an informational table during Welcome Day and brought transfer information to 43 students in 3 hours
- Provided filed trips in conjunction with TRiO, Basic Skills, and EOPS. There were 4 field trips to San Francisco, UC Santa Cruz, San Jose State University, CSU Monterey Bay, and for the first time a trip to Santa Clara University. A total of 101 students participated in these fieldtrips.
- Reviewed Transfer Admission Guaranteed (TAG) applications and guided students through the process and followed up with them. There were 71 transfer students who filed TAG application, which is an increase of 45% compared to 2012.
- In conjunction with the Articulation Office, provided presentation on SB 1440 at the Curriculum Committee, division meetings (Arts and Humanities, Student Services, and counseling Department)
- Developed a standalone web page that houses all transfer flyers and documents such as TAG policies and deadlines, admission policies, deadline and fees, links to universities' web pages and their application sites, information about college fairs, information about Associate Degree for Transfer (AA-T/AS-T)
- Coordinated University activities on campus such as tableting, and classroom visits. Scheduled visits from UC, CSU, and Private Universities
- Composed and emailed at least 2 newsletters per semester to self-identified transfer students to bring up-to-date transfer information and any opportunities that were offered by universities such as open house, Advising day, internships, etc.
- Revised class schedule to include new AA-T/AS-T Degrees and its advantages
- Updated all flyers and brochures
- Created a brochure for Transfer Center

- Visited evening classrooms on-campus and off-campus where information to about 100 students was provided on: the option of obtaining an Associate degree or Associate Degree for Transfer, how to prepare for transferring, the University Partnership through our Center for University and International Studies and on-line tools such as ASSIST.org, and Degree Works
- Coordinated two college fairs for transfer students and high school students in October, where students had an opportunity to meet directly with university representatives from 60 universities for Transfer Day and 80 for College Night. In fall 2012 events, there were presentations from Universities especially from out-of- State and Private universities. At Transfer Day, in support of Transfer Advisory Board, we were able to raffle prizes that enhanced the students' participations.
- Continue coordinating the annual Transfer Achievements Award Ceremony for the transfer Students.
- Continued conducting the Transfer Advisory Board meetings where the four- year university representatives, faculty, staff, and an administrator from Cañada College plan and implement transfer activities to streamlining the students' transition to a four-year institution.
- Assisted students with their student educational plan
- Continued to be the support for the counseling and instructional faculty.

Table 1: Transfer Achievements in 2011-13

Activities	2011-12	2012-13
Number of Students who filed TAG application	39 students – during this time there was change in UC TAG policy and requirements	71
Number of Students who applied to UC campuses	71 students	89
Number of AA-T/AS-T degrees	There were 12 students who self-reported and total of 5 were qualified.	There were 44 students who self-reported and total of 34 were qualified.
Number of field trips (FT) and students attended	4 FT to 2 CSU and 2 UC	4 FT To 2 CSU, 1UC and 1 Private Universities
Number of students attended Student Achievements Ceremony - for Transfer recognition	129 students	It will take place on May 10, 2013

Articulation
The primary goal of the Articulation Program at Cañada College is to create opportunities for students to prepare for transfer by articulating courses with four-year universities (CSU, UC, Private and out-of-state), and develop Transfer agreements. This will allow students to complete lower division general education courses along with major preparation course work and to transfer into upper division at the four-year institutions. In year of 2012-13 there was great progress within Articulation office as listed below:

- In 2011, a Director of Articulation and Orientation Office was hired. Fifty percent of the position was focused on orientation. Due to new initiatives and an urgency to close the gap of articulation with four-year universities, effective fall 2012, the responsibilities changed to be 100% Articulation. This is the first time after almost a decade that Cañada College had an Articulation Officer who is dedicated to Articulation.
- There were 4 presentations regarding articulation provided to the curriculum Committee, Counseling Department, and divisions meetings.

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- Reviewed and submitted courses for CID: during 2012, SB 1440 mandates new requirements, which state all courses within AA-T-AS-T degree, must have a course Identification (C-ID) number before submitting a new AA-T/AS-T degree to the state for approval. This requires the Articulation Officer to review exiting course outlines and compare them with course descriptors. The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by California community colleges, and will ease the transfer process to California State Universities for students especially for those who are attending more than one community college as the C-ID numbers identify that the courses are comparable.

  Initially submitting a program for AA-T/As-T approval did not require C-ID for courses in the program, however, according to the policy listed above; all courses within previously approved AA-T/AS-T must be submitted for a C-ID by the end of fall 2013. Initially Cañada College had 7 AA-T/AS-T degrees that included a total of 133 Courses with matching course descriptors, and since fall 2012, there were 25 have been submitted for the C-ID approval.

- Became an advisor to guide faculty in developing new Courses and programs such as AA-T in Anthropology, and, Business Administration that is in the pipeline for submission
- Guided faculty to develop new programs such as Dance, Latin American Latino/a Studies
- Reviewed new programs and courses for submission to state
- In Spring 2013, developed new General Educations worksheets Associate degree, CSU GE, and IGETC to be posted in the college Catalog that includes more information about the transfer requirements and admission policies, and to for better understanding of completion of the general Education requirements.
- In spring 2013, updated Advanced Placement (AP) test, International Baccalaureate (IB) and College Level Examination Program (CLEP) to reflect how Degree Works, new on-line tool, will use the score toward general Education. This was also presented at the degree and presented to the Curriculum Committee and Counseling department.
- Review, modified, and renewed existing Articulation Agreements with four year in-state (CSU, UC and private universities) and out-of state universities such as Notre Dame De Namur University, Menlo College, Arizona State University
- Reviewed and signed new transfer/Articulation agreements with four-year universities such as National Hispanic University
- Continued updating the existing transfer agreements with CSU, UC, by submitting courses for general Education, major preparatory, and course to course agreements.
- Data from ASSIST, indicates the following articulation for Canada College with CSU and UC Campuses:

Type of courses	11-2012	12-2013
# UC Transferable Courses	377	418
# CSU-GE Applicable Courses	286	Courses submitted in December 2012 - pending Review
# CSU transferable Courses	827	Pending-updates
# IGETC Applicable Courses	175	185

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Reflection:
Transfer: As a result of the above accomplishments and activities, such as workshops, classroom visits, informational tables, filed trips, creating a standalone webpage, and presentations to faculty, the transfer center reached its goal of increasing the number of transfer students by 1%. According to a survey, there was an increase in the number of students who were using transfer resources in developing their transfer educational plan. For instance, there was 17% increase in the number of students who learned to use Project ASSIST in developing a Student Educational Plan (SEP), 30% increase in using the Transfer Web site to find transfer information, 13% increase in using General Education sheets (CSU GE breadth, and IGECT) in selecting courses, and a 22% increase in using the college Catalog in planning. Consequently, there was an increase in transfer students.

Compared to the previous year, the number of UC applicants increased by 20%, and the number of students who took advantage of the UC Transfer Admission Guarantee (TAG) increased by 45%. This reflects that students were proactive in planning their transfer path by attending the workshops and seeking information through workshops, visiting the transfer web page, visiting the transfer center and meeting with counselors. However, there were a 9% of students with TAG applications were denied due to ineligibility, and 16% were not qualified to submit the TAG application. This indicates there is a need for additional support in providing information to students as well as a Transfer specialized counselor in assisting students with their educational planning.

Based on the new initiative SB 1440, there was a campaign to increase the number of students obtaining AA-T/AS-T degrees (a path to CSU campuses) by 1%. The information provided to students in the class schedule, college catalog, Degree Works (an on-line tool), Application workshops, creating related flyers, posting the flyers around the counseling Department, and providing information to faculty at their division meetings contributed to the success of reaching this goal by increasing the number of students by 92%, which is beyond the initial goal. This is a great accomplishment considering that number of AA-T/AS-T degree programs offered at Cañada College has not increased yet.

The new initiative, SB 1440, is creating opportunities for students who are planning to apply to CSU Campuses, by giving the admission priority and guarantee admission to a CSU campus. Also according to this law, Community Colleges are required to develop new Associate Degree for Transfer (ADT) based on the Transfer Model Curriculum (TMC). As the number of programs increases at Cañada, there will be more students who will take advantage of these programs and opportunities. This will have a great impact on the Transfer Center to bring the information to students via workshops, and developing new webpage and flyers as well as reviewing the AA-T/AS-T degree petitions and providing the verification to students, and be a resource to Counseling faculty in advising students.

Another new initiative that will be in effect, SB 1456, will requires students not only to develop an educational goal, it also requires students to be focused on achieving their goal. As a transfer institution and with only a 40% retention rate with our transfer students, it is crucial to work with students during the first year of their attendance to develop their transfer goal and complete a

Student Educational Plan (SEP). According to the survey, there are only 50% of students who meet with counselor to develop a SEP.

In order to keep up with the changes in higher education system, programs at Universities, especially at the CSU campuses, and to maintain and develop new strategies to keep students informed and prepared for transferring, it is suggested that following one of the Objectives of area 2.11 of the Educational Master Plan be used as a guide. One Objective of EMP area 2.11 states "to improve completion by enhancing the transfer outreach, activities, and articulation" with the four-year universities, the Transfer Center would benefit from a full-time coordinator in support of the daily tasks, and a designated counselor.

According to the data collected, more students participated in workshops in the fall term than spring term. For this matter, the Transfer Center in-reach activities will change by scheduling workshops only in the fall term and classroom visits in the spring term. In addition, to ensure students are receiving appropriate information, it is essential to create workshops and guide books that are related to the students' major and educational level such as freshmen, sophomore and junior level.

Articulation:
Activities such as transfer agreements and articulation agreements have a direct impact on students' transfer plan. Due to changes in the programs at UC and CSU campuses, and the emergence of new programs and initiatives, last year we requested to change the responsibilities of the Articulation Officer to be 100% articulation in order to meet the demand and create greater access to more opportunities for our diverse body of prospective transfer students. Effective fall 2012, the Articulation Officer became focused on strengthening the transfer path by increasing the number of transfer courses and creating transfer path to universities. As the results, the number of courses articulated for general education to UC (IGETC) increased by 5%, total number of courses to UC campuses by 11%, and Courses toward CSU GE breadth was 3%. In addition, the Articulation Office was able to establish a Transfers Agreement with National Hispanic University (NHU) that it also led to a partnership with Center of International and University Studies at Cañada College. This Partnership allows NHU offers their courses at Cañada College, which is an opportunity for our students to complete their bachelor degree while they stay local but receiving support from two partner institutions.

In order for students to take appropriate courses for their transfer path to UC and CSU, and to develop a SEP, they may use Project ASSIST, www.ASSIST.org, the main on-line tool. As mentioned earlier, there is 17% increase among students who are using this tool to plan their transfer goal.   This tool houses a list of all courses that are articulated from Community Colleges to CSU and UC campuses. It also identifies courses that are transferable for General Educational, major preparatory courses, and course-to-course articulation. So it is crucial to keep this site up-to-date and add new courses. The courses listed in the website www.ASSIST.org are as the results of the Articulation Officers' efforts in collaboration with curriculum committee and faculty.   Every course outline has been be reviewed by the Articulation Officer to ensure it meets the CSU and UC guidelines. After it is approved by the Curriculum Committee, the Articulation Officer will submit them to CSU and UC system Office for the approval.

As more courses become available to students, the chances for them to complete their transfer path in a timely manner will increase. So, it is important to secure transferability of courses, new and existing courses, by and articulating them with four year universities in order for students to receive credit toward their bachelor degree. It is also important to keep up with the transferability status of the courses. For instance, when there is a change in course outlines or requirements at universities, we must bring up our course outline to standard in order for students to have the benefit. An example of this is the history courses; all community colleges including Cañada needed evaluate and modify their course outline to in order for UC to accept them. This required Articulation Officer to guide advice faculty to ensure the modification meets the criteria. This was a crucial because students could lose credit as the course transferability status.

As it is crucial to keep up with articulation agreements, the new initiatives create another level of course review to create a common course numbering system, (C-ID) where it will assist students to easily identify courses between community colleges, and CSU campuses. This will allow students to take courses at any community college and being certain that he/she will receive credit toward an a Bachelor degree at a CSU campus. SB 1440 has taken had the Articulation to another level where it requires Community Colleges to:

- Create AA-T/AS-T degree programs based on the Transfer Model Curriculum. To encourage the use of the transfer Model Curricula built based on SB1440, the bill SB 440 was signed to a law that requires community colleges to create an associate degree for transfer in every major offered by that college that has an approved Transfer Model Curricula (TMC). As of to date, out of 24 exiting TMC, Canada College offers 17 programs that could match. Currently, Cañada College developed 7 programs and 2 new programs, Anthropology and Business Administration, are in progress. According to the new guideline, 80% of the programs must be submitted by the end of fall 2013 and 100% before the commencement of the 2014-15 academic year. The programs could not be submitted if the courses within the programs are not submitted for C-ID number.

- Submit every course in the AA-T /AS-T degree programs with a course descriptor, for a course Identification Number (C-ID). Courses that are already submitted for existing AA-T/AS-T, but did not file for CID, it is now required to resubmit courses for C-ID. Among the 7 AA-T/AS-T degrees programs we are offering, there are 133 courses that could be matching with course descriptors. Since November 2012, 25 courses are submitted and 25 are in progress to be submitted to Curriculum review. This means that still 43% of courses need to be reviewed and submitted by the end of the end of Fall 2013 to meet the 80% requirements. Please note that the courses cannot be submitted without a review, and more course descriptors and TMC are adding to the list that also needs to be reviewed and submitted.

  Currently, the Articulation Officer is reviewing the course outlines and advice faculty for modification as needed to be submitted it to the Curriculum Committee. Once they are approved they can be submitted for C-ID approval. All courses submitted for C-ID must be reviewed every 5 years.

In addition, on annual bases, when there is a change in course outline whether is due course C-ID or modification to transfer articulation, or an update by faculty, the courses must be re-submitted for approval to CSU and UC System Offices. This also applies to private and out-of-state universities; however, they will be reviewed separately one by one.

In addition to the transfer programs, articulation officers has been assisting faculty developing new Associate degrees such as Dance degree, and Anthropology.

In order to keep up with the state requirements of developing new courses and programs under SB 1440 and SB 440, and review the courses every 5 years, as well as streamline the transfer process based on SB 1456, there is a need to constantly review and evaluate the course to course, and major to major articulation agreements with four- year universities. Currently many CSU campuses are impacted, but they are giving priorities to students who are transferring with an AA-T/AS-T degree. So, it is very crucial to enhance and close the articulation gap, maintain, and or develop new articulation agreements with all CSU campuses to ease the transfer process for students.

As a transfer institution, it is crucial to fund the Articulation Officer Position permanently through the general fund in order to meet the above stated requirements, to create opportunities for students as well as to prepare them for transfer, and to have resources available to faculty in developing and modifying courses. Since early 1990, Cañada College did not have a full-time Articulation Officer which caused a gap and currently this position is funded by measure G and external funds which makes this crucial position vulnerable. According to the 2010-11 State report, all colleges have an Articulation Officer, and 95% of community colleges are funding this position via general fund.

4. Student Learning Outcome (SLO)
  A. **Results** from prior cycle's SLO.
Guidelines:
- *Explain how the Student Learning Outcome measured student learning.*
- *Summarize the assessment results of the SLO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the program/department.*

The 2012-13 SLO was: "students will be able utilizing transfer and articulation services to complete their transfer goals including the AA-T and AS-T degrees."

One of the pre and post surveys was given to students after they met with a counselor. The purpose of the survey was to determine the change in the students' knowledge and awareness of the transfer option, their intent to transfer, and the usage of tools provided by the Transfer Center in guiding them through the transfer process and reaching their transfer goal.

According to this survey, students who are using the Transfer Center and Counseling Services were able to identify their educational goal, where there was a 40% increase in number of students with an academic goal of achieving an AA-T/AS-T degree, and among those students who completed the survey, 53% identified transfer to a four-year university as their academic goal. In addition, the survey reflects the students' knowledge of using tools such as ASSIST.ORG, transfer Web site, catalog and class schedule, and UC TAG Web site to plan the their degree and transfer path. The average increase of the usage of these tools has increased by 18%.

Also there were surveys that were given to students after Transfer related workshops:

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1. *Admission Application* The purpose of this survey was to measure students understanding of the application process to CSU and UC Campuses.

The results indicate that the workshops enhanced the students' knowledge on:

1. How to begin an application for CSU, UC, private, and out-of State Universities:
- Increased by 75% among students who did not have any knowledge
- Increased by 57% among those who had some knowledge
- Increased by 31% among those students who had prior knowledge

2. The transfer Admission application requirements which increased by:
- Increased by 67% among students who did not have any knowledge
- Increased by 57% among those who had some knowledge
- Increased by 64% among those students who had prior knowledge

3. The important deadlines for submitting an application, transcript, financial aid, and Student Intend to Register, etc.
- Increased by 75% among students who did not have any knowledge
- Increased by 46% among those students who had prior knowledge
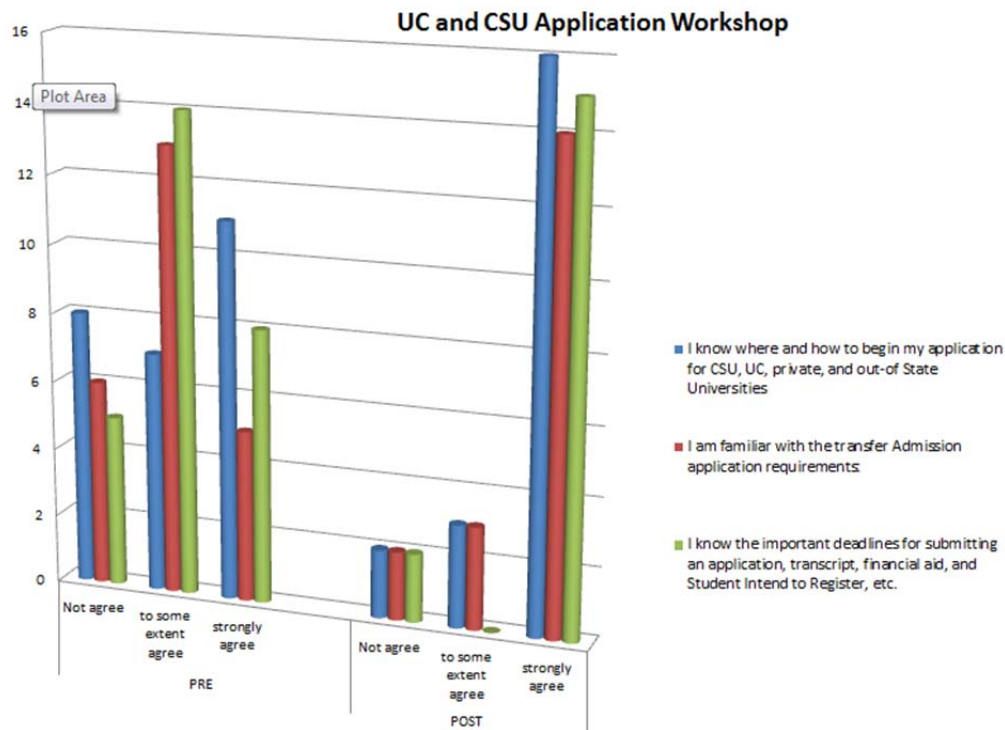
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2. The UC Transfer Admission Guarantee (TAG) workshop included information about the option, the requirements, and the steps to apply for TAG. The results of the TAG survey indicates students knowledge about this opportunity has increased as reflected on the UC TAG chart below. As indicated the graph below, students awarness of the TAG application Process, TAG requirments, and learned to beresourceful to gather information on-line.
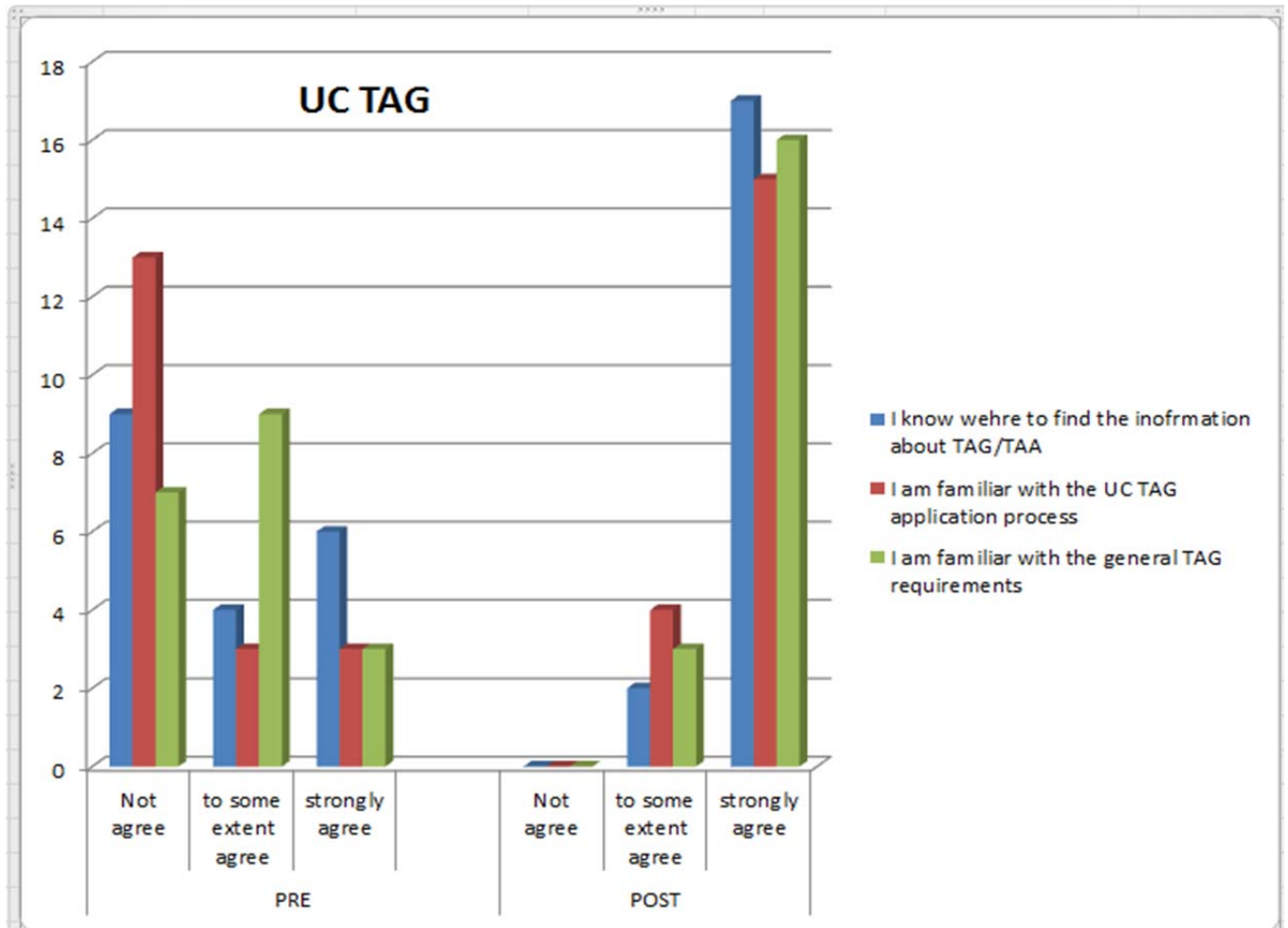
As the results of the workshops, students awareness increased which has been reflected on the number of UC TAG applicants, a 45% increase compared to the previous year.
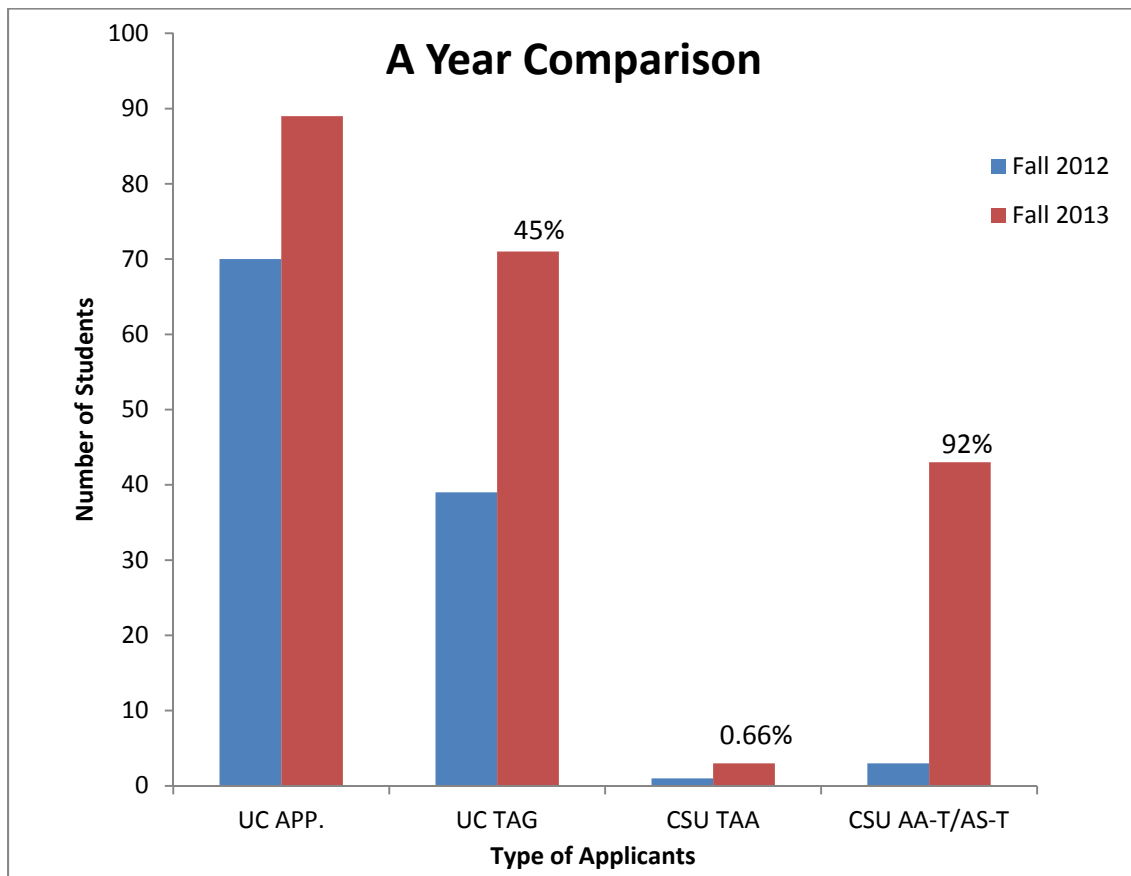
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- Using tools and services:
  Number of Transfer Degrees (AA-T/AS-T) – According to the survey listed above, there is an increase in number of students who are utilizing tools and services for educational planning. To increase students' awareness about the new transfer option, Transfer Degree (AA-T and AS-T), we strategically listed the information about this program in the class schedule, College Catalog, and our web page, http://canadacollege.edu/transfercenter/csuinformation.php. This increased the number of AA-T/AS-T applicants by 92% compare to the year of 2012.

  Through the same means, we also provided information about CSU and UC websites and transfer admission requirements, and ASSIST.ORG. Consequently, there was an increase in the number of students who applied to UC campuses and for TAG/TAA. Please see the chart below:

These data reflects that there is still a greater need to change the culture among students to be proactive in transfer planning.

B. Current SLO and relationship to College SLO or Strategic Directions
Guidelines:
- *Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SLO aligns with.*

The SLO for 2013-14 year is: "Students who utilize the **Transfer Center services** are able to identify transfer options and learn how to begin an application for CSU, UC, private, and out-of State Universities. This is similar to last year's SLO, because the transfer process and planning is complicated and is constantly changing. For instance, there are changes in SB1440, and there will be additional changes.

This has a direct relation with the College Strategic Direction of "Teaching and Learning" that is equipping students with the knowledge to reach their educational goal, and "Completion" which empowers students to find their pathways to the universities which support their persistence in reaching their goals. This take out is also aligns directly with Completion objective of 2.11 of the Educational Master Planning (EMP).

C. Action Plan

Guidelines:
- *What activities will be done for this SLO? Updated webpage, increased workshops,*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

According to a student survey 50% of students who responded have educational plan, and there is only 40% retention rate among transfer students so it is crucial for the Transfer Center to have a campaign that shares the course requirements, the importance of early planning, transfer process and policies with students as well as faculty and staff. This also pertains to the Articulation Office to ensure strong articulation agreements by informing and developing a partnership with faculty in course and program development that align with universities. To do so, the following actions are planned:

- Continue with Transfer related workshops based on transfer level (freshman, Sophomore, Junior)
- Create a transfer poster to be posted in every classroom including minimum admission policies and application websites
- Visit classrooms presenting transfer options

The **Transfer Center SLO will be measured** based on:
1. The data collections on:
   a. Number of students attending the transfer workshops and other related activities
   b. Number of TAG applicants
   c. Number of students filing for AA-T/AS-T degrees

2. Student surveys

The Transfer Center is expecting a 1% increase in each of the following categories:
- Number of students transferring to a four-year university by the end of 2013-14 academic year (July 1st, 2014)
- Number of students completing an AA-T/AS-T
- Number of students completing a TAG application

The courses developed by faculty are acceptable and transferrable to universities and ensure a connection with faculty in developing and improving the process of developing the course to course articulation in order to reduce the barriers. The Articulation Program is striving to increase the number of articulated courses by 5%, meet the 80% course submission for C-ID, and promote articulation awareness. Efforts in attaining this goal will include workshops to educate faculty on the current guidelines, policies and regulations pertaining to articulation; faculty consultations (working directly with faculty in facilitating the development of transfer eligible curriculum); collaborating with VPI and members of the Curriculum Committee in developing innovative and meaningful curriculum that will meet the needs of industry, community and four year colleges/universities.

5. Service Area Outcomes (SAOs)
        A. **Results** from prior cycle's SAO
Guidelines:
- *Explain how the Service Area Outcome measured the quality and success of the program/department.*
- *Summarize the assessment results of the SAO.*
- *Describe and summarize other data that reveals Program/Department performance.*
- *Describe and reflect on any observed trends that affected the SAO.*
- *Explain how changes in community needs, technology, and transfer requirements could affect the unit/program.*

The Transfer and Articulation offices both met the SAO set for last year. The number of workshops and transfer activities that was provided was the main source of measurements.

Currently the **Transfer Center** is staffed by only one person, The Transfer Program Services Director, who is responsible for program review, coordinating Transfer Day/College Night events, chairing the Transfer Advisory Board meeting, planning and implementing all transfer activities including college fairs, classroom visits, workshops, etc., creating related flyers and improving the Transfer WEB Page, meeting with students regarding AA-T/AS-T degree completion and Transfer Admission Guaranteed (TAG), university application process, review incoming transcripts, and completing Student Educational Plans (SEP) in addition to being a member of the Honors Transfer Program, being a member of the curriculum committee, participating in Degree Works committee, being a member of the Student Services Leadership

committee, and Student Services Planning councils, and participating in regional and state-wide meetings and conferences.

The additional duties that were implemented this year was an implementation of the AA-T and AS-T degrees that required state wide meetings, implementing new forms, and review of degree petitions. In addition, the Transfer Center provided training for counselors, and campus ambassadors.

The **Articulation** Director was able to assist faculty in different disciplines to develop new courses and modify courses in Accounting, Anthropology, biology, Business, Communication, economics, history math, Psychology, Physics, and Sociology. Prior to Fall 2012, the Articulation Director was also involved in orientation activities and participates in several on-campus and off-campus committees.

The lack of support staff and a designated counselor for the Transfer Center, and additional duties on both the Transfer Center Director and the Articulation Director were the reason for not meeting all the goals of the Services Area fully. For instance, the Transfer Center did not get a chance to provide classroom presentation to daytime classrooms, create a Transfer brochure, and to enhance the Transfer Center Web page.

There is no report from prior years on the articulation because the duty of the Articulation Officer was performed by an adjunct counselor for only 6 hours per week.

B. Current SAO and relationship to College SLO or Strategic Directions
Guidelines:
- *Given the results from the last SAO, did you keep the same SAO or develop a new one? Why?*
- *List the objective(s) from the EMP's Strategic Plan that the SAO aligns with.*

Transfer Center: SAO will be to enhance the Transfer Center in-reach activities, such as presenting the transfer information in the classrooms at different educational level, provide transfer information specific to majors for a cohort group, and to enhance the Transfer Center webpage to increase the retention and number of transfer students.

Articulation Office: SAO will be to enhance the articulation with four-year universities. Both Transfer and Articulation SAOs will align with the "Teaching and Learning", and "Completion" of the Strategic Direction of Educational Master Plan.
   C. Action Plan
Guidelines:
- *What activities will be done for this SAO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

The following actions will be the **Transfer Center** SAO Action plan for 2013-14:

- Continue providing transfer activities such as workshops for both faculty and students in fall term
- Classroom visits – remedial and Transfer courses
- Providing tours to universities
- Transfer Center Campaign by attending Division meetings, coordinate activities with faculty to have classroom presentations – this will be measured by the number of faculty who participated from each division
- To create Transfer brochure
- To create posters to address TAG and AA-T/AS-T degrees
- To maximize resources:
  - o The Transfer Center will continue working with faculty and staff to improve disseminating information to students and gathering data on students need.
  - o Collaborate with A to B Program to reach cohort of students in at least 2 programs in Social Sciences

The SAO Action plan for **Articulation** will be:

It is an ultimate goal for the Articulation Program to identify and close the articulation gaps by attaining articulation of course-to-course for major preparation with at least 80% of all UCs and CSUs. There are currently 9 UC campuses and 23 CSU campuses; many of our courses currently do not articulate with courses within a major at the UCs and CSUs. These gaps create obstacles for our transfer students as it prevents them from completing courses needed in order to prepare them for their majors. The purpose of identifying and closing these gaps is to establish more complete articulation agreements to ensure students preparation for transfer into their selected majors at UC and CSU.

Another SAO will be development of new AA-T/AS-T degrees, in collaboration with faculty, based on SB1440 in order for students to unitize the benefit of Associate Degree for Transfer, and optimizing their chances in admission to CSU campuses.

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 annual AA/AS General Education Requirements at Canada by working with faculty and administration.

SAO Measurements:

These services provided by both the Transfer center and the Articulation Office can be measured by the number of activities provided such as workshops, the number of students/faculty attended, and a pre-post survey to find whether the activities will benefit students by:

- Increasing their knowledge of the transfer options
- Developing a transfer plan

6. Resource Identification
A. Faculty and Staff hiring requests
Guidelines: complete the appropriate form and attach
- *Permanent Classified Hiring Justification Form*
- *Faculty Hiring Justification Form*

 − A full-time Articulation Director funded through general fund
 − A full-time support staff for the Transfer Center
 − A designated counselor for the Transfer Center

Currently the Transfer Center is staffed by only one person, the Transfer Program Services Director, who is responsible for Administrative duties and coordination of the events for the Transfer Center including planning and implementing all transfer activities such as college fairs, classroom visits, workshops, etc., creating related flyers and improving the Transfer WEB Page, meeting with students regarding AA-T/AS-T degree completion and Transfer Admission Guaranteed (TAG), university application process, review incoming transcripts, and completing Student Educational Plan (SEP) in addition to being a member of the Honors Transfer Program, Curriculum Committee, and being part of Student Services Leadership and planning councils. Some the 2012-13 activities did not take place due to limited time and resources such as day-time classroom visits, to add more transfer information to the webpage, and to create posters and a Transfer brochure. To increase the retention among transfer students and consequently increase the number of transfer students, there is a need for supporting staff to implement the activities planned for the Transfer Center.

In order for the Transfer Center to reach its goal of increasing students' awareness of the transfer requirements and empowering them to reach their transfer goal, there is need for additional staff, such as an Office Assistant, and a counselor. The supporting staff will be assisting the Transfer Center with:

1. Exchanging information with students, staff, the general public, personnel in other educational institutions regarding policies and procedures, event, services and activities; meet with staff to plan support services needed for division or department programs, events, activities and services; attend meetings to obtain current information; screen callers and visitors and refers them to the appropriate staff or offices;

2. Using a database and a variety of computer software to enter, modify and retrieve data and to compose and prepare routine to moderately complex correspondence, routine reports, memoranda and other printed materials from rough draft or from general ideas;

3. Taking and transcribing meeting notes; compiling items and supporting documents for agendas;

4. Assisting to plan special events and activities in conjunction with other management and other staff; providing clerical and other related event and activity support such as planning and

scheduling speakers, confirming sites, availability of participants, compiling event materials and follow-up as assigned

This will also provide the opportunity to

- Have release time in order for the director to focus on improving and implementing new programs and services
- Conducting surveys
- Assisting with the coordination of transfer fairs and other on-campus activities
- Creating transfer related flyers and distributing them among our diverse student body
- Maintaining files and library of the University Catalogs
- Scheduling classroom visits
- Coordinate the University representatives visits
- Keep track of transfer students
- Meeting with students to discuss and develop student educational and transfer plan.

The Director of Articulation serves as a primary resource contact for all Faculty and Administration in the area of articulation by:
- Assisting Teaching Faculty in the development of new courses and updating existing courses for transfer;
- Communicating via e-mail, in-person consultation, curriculum/technical review meetings curricula updates from the System Offices and 4-yr University A.O.s.;
- Providing training and access to ASSIST (statewide repository for transfer courses) in order for Teaching Faculty to enhance their outlines to model those throughout the state that are already articulated;
- Facilitating faculty-to-faculty communication with colleagues at the 4-yr institutions to ensure appropriate curriculum content & sequencing of courses as it relates to the transfer process.

B. Professional Development needs
Guidelines:
- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

Professional Development is necessary to engage with the state-wide policy changes as well as within individual higher education intuitions. This will benefit the college as it will provide opportunities for new strategies and innovate ways to assist students transitioning to universities, and faculty in developing new courses. Some of the Professional developments that are essential to both Transfer Center Program Supervisor and Articulation and Orientation Director are:

To maintain currency in the area of transfer and articulation, the programs request a travel budget of $6000 ($2000, and $4000 for Articulation) to cover the cost of the following:

- NCIAC Northern CA region meetings in Sacramento (2 times/year: 1 time during fall/1 time during spring)
- NCIAC Region 3 (2 times/year: 1 time during fall/1 time during spring within local bay area – location to be determined each semester)
- Annual CIAC Conference (location rotates between Northern & Southern California annually)
- Regional Curriculum Meeting (location to be determined annually)
- DIGS meetings for C-ID/SB 1440
- IOC meetings for C-ID/SB1440
- UC Counselor Conference
- CSU Counselor Conference
- UC Ensuring Transfer Success Conference
- TCDA/WACAC meetings
- TCDA Regional meetings
- Other meetings as necessary/relevant to articulation

Each of the above meetings and conferences has a cost rage between $100 and $1000.

C. Equipment requests – must be related to instruction

The Transfer Center needs the following equipment for the transfer campaign with an estimated total cost of $2000:

- Color printer to create flyers and handouts (about $700 at SMCCD WEB Store). The Transfer Center utilizes the Central Duplicating Services to print all flyers and promotional materials for the college fairs where there is a need for a large number of copies. This will use the entire budget of $600. The color printer allows the Transfer Center to print the flyers, announcements, and information pages emailed by universities to be posted.
- Printer Cartridges $60 at Office Depot
- Signs and A frames to announce daily/weekly events ($500)
- Banners to announce the annual events minimum of $100 each
- 1 iPad - 16G $499.00 - The iPad will be beneficial when meeting with students during advising sessions at college events outside of the office.

The Director of Articulation requests the purchase of an iPad at $499 or laptop at $1003.00 (per SMCCD Web store) for usage during but not limited to the following activities in order to have internet access to ASSIST, e-mail, articulation agreements, policies, guidelines and regulations:

- Curriculum Committee Meetings
- Faculty consultations on-campus
- District-wide meetings

In addition, there is a need for a multifunction copier with an estimated cost of $699.75.

Guidelines:

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

D. Office of Planning, Research & Student Success requests
Guidelines:
- *List data requests for the Office of Planning, Research & Student Success.*
- *Explain how the requests will serve the Program/Department/College needs.*

Due to closure of the CPEC website, transfer data for 2011 and forward will require other resources to acquire; such as the National Clearing House. It is crucial to work with the College researcher to gather information in order to determine our students' paths for transferring to four year colleges/universities, and to identify the group of students who may need additional support in transfer process.

E. Facilities requests
Guidelines:
- *List facilities requests.*
- *Explain how the requests will serve the Program/Department/College needs.*

To be able to schedule the workshops as needed, and to have a consistent location in order for students to easily identify and associated with, there is a need to have designated location on campus for the activities:

- Classrooms for the workshops and presentations
- An extra Office for university representatives to meet with student one on one
- CIETL for faculty workshops

7. Curricular Offerings *(current state of curriculum and SLOAC)* (if applicable)
All curriculum and SLOAC updates must be completed when planning documents are due.
  SLOAC = Student Learning Outcomes Assessment Cycle.
  Tool: TracDAT   https://sanmateo.tracdat.com/tracdat/
      CurriCUNET http://www.curricunet.com/smcccd

A. Attach the following TracDat and CurricUNET data in the appendix:
- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

B. Identify Patterns of Curriculum Offerings

Guidelines:
- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*

- *What is the ideal curriculum cycle?*
- *Discuss any issues.*

Office Assistant II Hiring Justification

Cañada College

Guidelines and Criteria for Recommending Permanent Classified Positions

Process

The process for recommending permanent classified positions is a collaborative one grounded in the shared governance process. The process starts with department managers, faculty and staff who identify the need for a position. Division deans, working with individual programs and the division as a whole, bring together and set priorities for these requests. The prioritized requests are formally presented by the appropriate Dean, Vice President or President based on the current organizational reporting structure. ***Please note, externally funded positions which are <u>required</u> under program/grant eligibility requirements are exempt from this process. These positions will be presented to shared governance bodies as information items only.***

Recommendations for classified positions are presented by the appropriate Vice President or President to the Instruction/Student Services Council (ISSC) which consists of both Vice Presidents and all College Deans. This Council confers about the recommendations and prioritizes the positions. These recommendations then go to the Planning and Budget Committee. The Committee makes overall recommendations which are then presented to the College Council. The College Council reviews and recommends hiring to the College President. The final hiring decisions lie with the President.

The President's final hiring decisions are shared with the College Council and communicated to the divisions.

Cañada College
Classified Hiring Steps

	Activity	Completed
1.	Division level: Request is made for position to Dean, VPI, VPSS or President based on organizational structure • Position description reviewed • Justification form prepared	
2.	Position request presented to division for review, discussion and priorities	
3.	Dean, VPI, VPSS or President presents for discussion and approval by ISSC	
4.	Discussion at College Planning and Budget Committee by VPI, VPSS or President; recommendation to the President and College Council	
5.	College Council reviews and recommends position to President. Final hiring decisions lie with the President	
6.	If approved • Personnel Requisition Form (PRF) submitted to Human Resources according to District process.	
7.	Job announcement(s) finalized and submitted by deans / hiring managers to VPI, VPSS or President based on organization structure.	
8.	Job announcement forwarded to District for advertising and recruitment	
Follow established District process for advertising and hiring classified positions until position filled		

Cañada College
Classified Hiring / Position Justification

Hiring Department: Transfer Program Services

Position Title: Office Assistant II   Classification: CSEA

X_____ New Position _____ Existing Position ___No___ Existing Position – Range/Duty Change

Position type: __X___ permanent   _X_ full time   _12___ # of months

                     __ part time   Additional 0.27 to be 100_ % of full time 12___ # of months

                     _____ WCIS   ____ % of full time _____ # of months

Position   ___X__ general funds

Allocation: _____ external funds*_____ Expiration Date _____

                                        specify external program/grant

Budget Information:

        Exiting employee: Grade _18____   Step__5____

        Monthly pay of exiting employee: $_30,87.92_____

        New employee: Grade _____   Step _____

Justification

Please respond to the following five questions on a separate piece of paper – preferably in Word format so justification can be electronically transmitted for review. Additional information may be provided as relevant for position justification. *Please note, externally funded positions which are <u>required</u> under program/grant eligibility requirements are exempt from this process. These positions will be presented to shared governance bodies as information items only.*

1. **If a new position, describe the specific need for the position, if an existing position, reaffirm need in brief statement.**

   It is essential to expand the Transfer center staffing to enhance services and reaching students in timely manner. There are several factors for this effort: to align with Educational master Plan, and to comply with two new initiatives of SB 1456 and SB 1440.

   The College mission statement is to provide a learning-Centered environment for all students with diverse backgrounds to have the opportunity to reach their educational goal. One of the strategies to meet the college goal is to improve completion rate for transfer students by enhancing the transfer Center outreach, activates and articulations.

   Another factor to enhance the transfer support services is the new Student Success Initiatives (SB 1456) that recommends colleges to strengthen support for entering students and assist

them to become focused and successfully reach their educational goal in a timely manner. In order to do so students are required to develop Student Educational Plan. According to this initiative, students must also develop a student educational plan (SEP). It also recommends colleges to align resources with students' need for successful completion of their goals. According to our CCCAPPLY, on-line application site, we admitted 4711 students From March to October 2012 and only 25% were searching for the transfer information. Among admitted first time college students in Spring, Summer and Fall 2012, there were students with a transfer goal: 24% in spring term, and 44% for summer and Fall term, (53% in summer term, and 27% in Fall term). In the spring 2012, 29% of students were undecided, and 22% for summer and fall terms.

As the cost of attendance in four-year universities is increasing, there are more students become interested in attending community colleges with a goal to transfer. Our students are also interested in transferring to four-year universities, which for example is reflected on the number on Transfer Admission Guaranteed (TAG) applicants which was a 45% increase in Fall 2012 compare to fall 2011. Among TAG applicants 18% of students were not able to submit their TAG application due to lack of preparedness or knowledge of the changes in the TAG requirements. To close this gap, it is essential to have the Support for the program to disseminate the information in a timely manner via classroom visits, campus events, workshops, and other avenues to reach student in guiding them with the complex transfer process.

To ease the transfer process for student, the Student Transfer Achievement Reform Act (SB1440) was signed into legislation on September 29, 2010, that enables the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. This new law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

It is also mandatory for the community colleges to develop Associate Degree for Transfer programs for any major they offer where the State Academic senate developed a Transfer Model Curriculum (TMC). This initiative not only that

Cañada College is currently developed 7AA-T and AS-T degrees and Business Administration is currently pending state approval. Transfer Center is taking part on disseminating the information to students and faculty, creating publications, assisting students with planning, reviewing and verifying the AA-T/AS-T degrees; collaborate with the Admissions Office and evaluation Office at the district to ensure that the students Associate Degrees for Transfer (ADT) are posted by the mandatory deadlines. The number of students who are granted this type of degree has increased by 77% in 2012-13compare to previous year. The number of the ADT degree for 2012-13 will be higher since students are still filing petitions in spring 2013. It is expected to have a higher number of students applying for ADT degrees as it is mandatory by state to develop more ADT programs that

line up with TMCs, and as students become more familiar with the DAT option and its benefits. To mention one of the benefits is the admission to spring semester that is currently not available to students who don't have ADT degree. Other benefits are GPA index bump, priority admission to campus of their choice, or guarantee to one of the CSU campuses that offers a similar major.

2. **If an existing position with a substantial change in duties, describe what duties have been added or deleted, and why this change is necessary and proposed salary range (may require District approval).**

   To comply with the implementation of the state new initiatives, college mission, and college strategic goal (Completion objectives 2.11) in providing transfer services and enhancing students' knowledge of our diverse population about the transfer process to there is a need for additional staff in support of the Transfer Center.

   Currently the Transfer Center is Staffed by one person who is responsible for all activities related to transfer Center, including administrative, planning and coordinating , and clerical duties in addition to working with students one on one and via emails and being support to faculty and staff in the counseling department. On weekly bases there are 15-20 hours unclaimed over-time to meet the minimum requirements.

   According to the California Community College Transfer Guideline that was established in 2006, (http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Policy/rec_trans_guidelines07_06.pdf) the following staffing structure is recommended based on fifteen years of combined experience of the California Community College Transfer Center Directors Association.

   - One full-time faculty director with appropriate experience and training in university admissions and transfer counseling, who reports to a senior administrator;
   - At least one counseling faculty member;
   - At least one full-time support position which includes both clerical and student support responsibilities.

   The assignment of this proposed position is aligned with the duties of the OAII that will assist the center to:
5. exchange information with students, staff, the general public, personnel in other educational institutions, regarding policies and procedures, event, services and activities; meet with staff to plan support services needed for division or department programs, events, activities and services; attend meetings to obtain current information; screen callers and visitors and refers them to the appropriate staff or offices;

6. use a database and a variety of computer software to enter, modify and retrieve data and to compose and prepare routine to moderately complex correspondence, routine reports, memoranda and other printed materials from rough draft or from general ideas;

7. organize, sets up, track and maintains financial, student, employee, statistical, confidential and resource data in electronic and manual files; prepares a variety of special and regular reports of varied complexity using spreadsheets and other computer software;

8. take and transcribe meeting notes; compiles items and supporting documents for agendas;

9. plan special events and activities in conjunction with other management and other staff; provides clerical and other related event and activity support such as planning and scheduling speakers, confirming sites, availability of participants, compiling event materials and follow-up as assigned

3. **If applicable, explain how adding this position or changing the duties will strengthen the department.**

   Disseminating the informing and take part in implementing the new initiatives, and sharing the complex and constant changing of the admission policies are some of the key roles of the Transfer Center.

   This position will strengthen Transfer Program services as it assists to bring transfer information to students, faculty and staff in a timely manner in order for students to make informative decision, and faculty to develop programs and courses in accordance to the changes made at the universities. This position will provide relief to the transfer program Supervisor to establish and/or strengthen relationships with universities, collaborate with other departments in student Services and divisions, and be able to develop programs to enhance transfer opportunities for diverse students.

   Assisting with data collection and maintaining a list of transfer students will make a great impact on program development and addressing the students' needs in transferring to a four-year institution.

   What, if any alternatives to filling the position or changing the duties were considered?

   In the past, this position was held by student assistants or Federal Work Study Student Assistants who did not stay at the position long, and for this reason there was no consistency and not enough time to develop strong support for the Transfer Center.

4. **If applicable, explain how work will be accomplished if the position is not filled or reallocated.**

   The Transfer Center will continue requesting Federal Work Study Student Assistants to fulfill some of the duties as appropriate. However, this option does not offer a wide range of support due to confidentiality of the students' records and limited range of responsibilities.

Cañada College

ANNUAL PROGRAM PLAN & REVIEW (Student Services)

Please submit completed Classified Position Hiring / Justification electronically to Dean, VPI, VPSS, or President based on your department or division organizational structure.

This position has been reviewed by the department or division and is recommended for hiring.

Dean / Director / Hiring Supervisor	Date