Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Articulation: Transfer/Tech Prep

Program Code: 6300 - ARTICULATION

Review Type: Administrative
             Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
Articulation establishes a process for the recognition of Chaffey courses as comparable to those taken at two and four-year colleges and universities and acknowledgment of secondary student learning outcomes as comparable to courses taken at Chaffey College. Articulation agreements ensure Chaffey courses meet appropriate standards of rigor, breadth, depth, and relativity to be recognized by the California State University, the University of California, California Community Colleges and private two and four-year institutions. The process of articulation establishes and maintains intersegmental communication and planning in the development of Career, Technical and Education pathways, employment, certificates, degrees, and transfer to baccalaureate institutions. The Tech Prep program is more than the secondary-college articulation process. Funded by Perkins CTE monies, Tech Prep is designed to encourage high school students to continue their education in CTE career fields to community college. The excellent collaboration between Chaffey College and our district high schools and Baldy View ROP is the foundation of Tech Prep and has resulted in a strong working relationship in the area of CTE. Secondary students who meet criteria of
articulation agreements are able to earn college course credit, do not duplicate course work, enter college CTE programs at an advanced level, and save money and time. The value-added aspect of participation for students includes the improvement of student self perception, options and opportunities after high school, and advantages of having earned college credit. Pragmatically, Tech Prep saves money for the state of California and allows more seats for other students in beginning CTE courses. There is a major change in emphasis for Transfer Articulation due to SB 1440, legislation requiring the creation of a more seamless process for student transfer from a California Community College to the California State University and to expand to the University of California. The Articulation Officer has named responsibilities in the development of the Transfer Major Curriculum which will result in new associate degrees based on a statewide common core for major curriculum (Associate of Science-Transfer [AS-T] and Associate of Arts-Transfer [AA-T]). An additional aspect resulting from the passage of SB 1440 is the integration of courses with the Course Identification Numbering System [C-ID]. Courses with this identification will be part of the new transfer degrees whenever possible.

**Review Team Response**
Good job of showing how Articulation supports the College's mission via intersegmental communication and planning. Can you discuss how you evaluate your effectiveness?

**PROGRAM DATA**

**Enrollment**
Enrollment by Day, Evening, Online, Arranged ()
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Articulation provides a mechanism to recognize student learning through the facilitation of faculty-to-faculty communication, course review, establishment of an assessment process, consideration and/or adoption of CSU and UC policies and practices, State Faculty Senate recommendations, research, and collaboration. Articulation is an active component in the development of certificates, degrees and student transfer. Demonstration of student success can be seen in successful transfer, earned degrees and certificates, and certification of CSUGE and IGETC. Course-to-course and area articulation can be seen on ASSIST(www.assist.org) and "major sheets" that display articulated courses to take for majors in local CSU and UC campuses.

Describe staff functions and services (these can include diversity, specialties, staff preparation and
training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Transfer: The Articulation Officer/Coordinator serves on the Curriculum Committee, is the Region 9 Articulation Representative to the Chancellors Office, member/past Vice President of the California Intersegmental Articulation Committee (CIAC), active participant on CIAC, Student Petitions Committee, SB 1440 statewide Transfer Major Curriculum (TMC) and Course-Identification Numbering System (C-ID), provides Chaffey student and faculty training and consultation. The AO is part of the Counseling Department and participates in Counseling meetings, activities, presents at the Counselor Breakfast and works with Counselors on articulation issues, clarification, creates/uploads/ provides oversight for the development of transfer major sheets. The AO developed Certificates of Achievement, CSUGE and IGETC, effective Spring 2011. These certificates will be the first certificates to fall within the Counseling Department domain. The AO serves on the Curriculum Committee and works closely with the chair and individual members. Tech Prep articulation requires regular contact with feeder high school district CTE administrators, principals, teachers, counselors, staff, high school and district meetings, Articulation Council, Career Visions Committee, Statewide Career Pathways, facilitation of Tech Prep articulation agreements, oversight of Tech Prep Grant, reports, training and facilitation of activities of CTE counselor (funded by Perkins/CTE). Shirley Emilio, AA II, provides Tech Prep program oversight, scheduling, direct contact with high school and faculty representatives, development of Tech Prep contracts, training of hourly staff, high school presentations and secondary teacher and staff training. She coordinates the Tech Prep Grant budget, CTE budget component for CTE Counselor, and Articulation budget. Under her direction, part-time hourly staff communicate with high school teachers, students, follow-up on student enrollment, in-put and maintain database documentation to award credit, prepare training materials and perform light clerical work. Shirley also attends to all additional responsibilities of an AA II and participates in articulation discipline meetings, Articulation Council, Chaffey Outreach Committee, CTE Collaborative, CTE advisory committees and Counseling Classified Staff meetings and serves as a CSEA senator.

Effectiveness: Transfer Articulation: Chaffey has substantial transfer articulation as posted on ASSIST, Articulation website, Transfer Center, and Articulation Office files. Private institutions also post Chaffey articulation on their websites. Articulation is current in courses submitted for Transfer Course Agreements (TCA) with the University of California and courses approved for CSUGE and IGETC. Working cooperatively with the Curriculum Office we have submitted all eligible courses to date for C-ID consideration, and have prepared the first AA-T (Transfer Model Curriculum in Communication Studies0 for submission to the Chancellors Office. Secondary Articulation/Tech Prep: Chaffey College has led the state in the number of Statewide Template Articulation Agreements submitted to the Statewide Career Pathways and posted on-line. We have developed excellent relationships with our feeder high schools and increased the number of agreements and student participation each year.

Review Team Response
Good response. Some metrics of activity and success are given here.

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

Articulation-Transfer: Articulation agreements with four-year colleges/universities refer students to the appropriate
Chaffey College courses to meet admissions, general education, and major preparation requirements to successfully transfer. This information is available in hard copy at various locations at all campus sites, on-line at assist.org, Chaffey websites, including Articulation[www.chaffey.edu/articulation]and Transfer Center, the catalog and schedules contain information about articulation, transfer and CSUGE and IGETC, and the 2010-2011 catalog will include the Certificates of Achievement in CSUGE and IGETC. Articulation-Tech Prep: Chaffey College is part of the Career Visions Consortium composed of representatives from district high schools, Baldy View ROP, service and governmental agencies,and business and industry. Stakeholders provide input on Tech Prep and share with secondary students and personnel.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Prep student enrollment</td>
<td>Student participation in Tech Prep.</td>
<td>541 1044 1204</td>
<td>AUO</td>
</tr>
<tr>
<td>Assignment of C-ID</td>
<td>Submission of courses for consideration of Common Course Number to assist student in course selection.</td>
<td>0 0 0</td>
<td>AUO</td>
</tr>
<tr>
<td>Certificate, CSUGE and/or IGETC</td>
<td>Certificate will provide a format and acknowledgement for students to meet lower division requirements for transfer institutions. First available SP' 2011.</td>
<td>0 0 0</td>
<td>AUO</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response
Good job of showing how Articulation facilitates student access to learning by dissemination of information about transfer articulation.

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
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</tbody>
</table>
Articulation
Submission of courses for CSU and UC approval and posting on www.assist.org; transfer major sheets

Tech Prep Articulation
Facilitation of secondary teacher and college faculty agreements to articulate courses.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**
Tech Prep articulation agreements, numbers stated are based on high school districts courses and ROPs; individual high schools within the district increases the numbers.

**Review Team Response**
Please provide an answer to the question "How do the services you provide to students support student learning?"
Of course, we understand that Articulation indirectly supports student learning by the intersegmental agreements maintained.

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)
The CSUGE and IGETC certificate will promote student completion of transfer requirements by providing documentation and recognition of personal achievement (not the same as certification). Tech Prep courses may transfer to the CSU system due to the required degree of rigor and substantiation of learning. Tech Prep is also working with the Chaffey College Research Office and Upland High School on a research project designed to assess student perceptions of non-traditional careers. Based on the outcomes of this project we plan to develop interventions for high school and community college students that will increase student participation in non-traditional training.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09 09-10 10-11</td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**
Initial research with Upland High School students enrolled in CTE courses has been conducted and is being analyzed. Follow up surveys are anticipated for Fall 2011. Based upon results from institutional research, we will develop SLOs/AUOs to begin the assessment cycle for this component. Prior year AUOs reflecting increase in Tech Prep districts/high schools and student participation have been met. Additional AUOs are included in under student access and support, though not in a format that is ideal for non-instructional programs.

**Review Team Response**
We look forward to the assessment information, and its ramifications for Articulation, being presented in the next Program review. This is exactly the sort of information analysis that is needed.

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Transfer: Certificates of Achievement, CSUGE and/or IGETC will be awarded for the majority of students who transfer to a CSU or UC to ensure they have completed appropriate lower division general education coursework.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Spring 2011: Certificate was approved 2/11, marketing has started. Counselors, support staff, and instructional faculty will advise students to apply immediately.
Number of students who apply for and/or earn a Certificate of Achievement to ensure student awareness. This will be measured by the number applications processed through the Transcript Evaluation Office.

Year 2 Steps to Success (activities) and VIP Assessment:
The Certificate of Achievement, CSUGE/IGETC will be included in the 2011-12 catalog, schedule of classes, routinely explained in counseling and orientation sessions.
Number of students who apply, participate in graduation ceremonies, ratio of certificates correlated with new Associate of Arts and Science-Transfer Degrees. [AA-T and AS-T, new transfer degrees in response to SB 1440]. Measured by annual applications processed by the Transcript Evaluation Office. This number will determine first full-year baseline data.

Year Three Goal:
Transfer: Chaffey College will have approved AA-T and AS-T degrees in 80% of appropriate majors. The transfer degrees were
To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
2011: At least two AA-T and AS-T degrees and 20 C-ID courses will be submitted to the Chancellor’s Office. Approval of AA/AS-T degrees and C-ID courses submitted during the first round of submissions. Degree approval notice will be received from the Chancellor’s Office and evidenced in numerous marketing venues including the 2011-12 Chaffey on-catalog. C-ID approvals are posted on the C-ID website www.c-id.net.

Year 2 Steps to Success (activities) and VIP Assessment:
2012: Process for the development of AA-T and AS-T degrees will be completed. New degrees and C-ID courses will be submitted and approved. Baseline data will be established for evaluation. Increase in the number of submissions and approvals of AA/AS-T and C-ID courses. Measured by Chancellor’s Office approvals and C-ID courses posted on the C-ID website: www.c-id.net.

Year Three Goal:
Tech Prep: Programmatic stability and inclusion under CTE/Perkins funding source.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Spring 11: Institutional evaluation of program direction, placement and funding. Work with management to determine the future of Tech Prep given substantial Federal funding reductions and fiscal climate. Evaluation and recommendations will be based on data [8 required Tech Prep reports annually], less quantifiable but important input from secondary school administrators and Deans responsible for CTE and Student Services.

Year 2 Steps to Success (activities) and VIP Assessment:
Response to direction of program as evidenced by limiting or terminating one or more of the following: agreements, high school districts served, awarding course credit at time of completion; or the creation of a different plan to address CTE programs and continue to bridge high school and college pathways. Appropriate response to decisions of Year 1. In 2010-2011, 560 students, 54% of those who initially applied to participate in Tech Prep, earned college credit. In 2009-2010, 1204 students participated and 512, 57%, earned college course credit. In 2010-2011,
560, 54%, earned college credit. The process of earned credit is based on a written contract, fully documented, and results in a substantial savings to the state of California.

**Review Team Response**
Good response here. In goal # 3, VIP Assessment, Year 2, it appears to say that 512 is 57% of 1204. This is not correct. Rating = 3

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSR, Counseling</td>
<td>Webinar, TMC &amp; C-ID.</td>
<td>SCIAC (quarterly); CIAC (3X), AO Rep, Chancellor’s Office; Articulation Council;</td>
<td>Ongoing training in C-ID &amp; TMC</td>
</tr>
<tr>
<td>Intersegmental Discipline Input Group;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
Appropriate course selection to earn degrees, transfer, recognition of non-traditional course credit through Tech Prep, AP, IB, CLEP and Dantes testing (facilitated adoption of procedures).

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum, Student Petitions, CalPass, SCIAC, Region 9 AO, Chancellor’s Office Region 9 AO Rep, etc</td>
<td></td>
</tr>
</tbody>
</table>

How does your program benefit from your campus engagement?
Articulation requires cooperative relationships with faculty and colleagues to develop agreements, programs, share information, curriculum development, and provision of student services.

**Teaching/Years of Service**

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data how has your program been impacted?
Campus engagement is critical for success and cooperation and collaboration is excellent.

Does your program anticipate retirements within the next 3 years?
Yes. The Articulation Officer is a necessary position for all California Community Colleges. Additional responsibilities for the development of TMC (Transfer Major Curriculum) degrees and C-ID There are two full-time positions affiliated with

Review Team Response
Please complete the sentence in your answer to the question "Does your program anticipate retirements within the next 3 years?"

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Tech Prep has an annual budget that changes each year. 2008-09: $81,805; 2009-10: $67,750; 2010-11: $69,708. As of this writing, Tech Prep has been eliminated as an external funding source; limited monies may be incorporated into the Perkins grant. An institutional decision about the future of Tech Prep must be made as part of planning for the 2011-12 academic year. Transfer Articition had a $6000 budget, which was reduced in 2010-11. Articulation can continue awkwardly with a limited budget, Tech Prep cannot.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
No additional costs to 2009-10 budget.

Hiring Criteria:
Year 2:

Hiring Criteria:
Year 3:

Hiring Criteria:

STAFF
Year 1
Year 2
Review Team Response

A good, informative program review. Articulation is to be commended for doing the important job of maintaining articulation relationships with other schools and for encouraging high school students to continue their education in technical fields at Chaffey.

Rating = 3