College of Alameda
Program Review
Articulation
2016-2017

Completed by Vinh Phan

The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. **College:** College of Alameda

   Department, Program or Administrative Unit: Articulation

   Date: 9/29/2016

   Members of the Department, Program or Administrative Unit Program Review Team:

   Vinh Phan

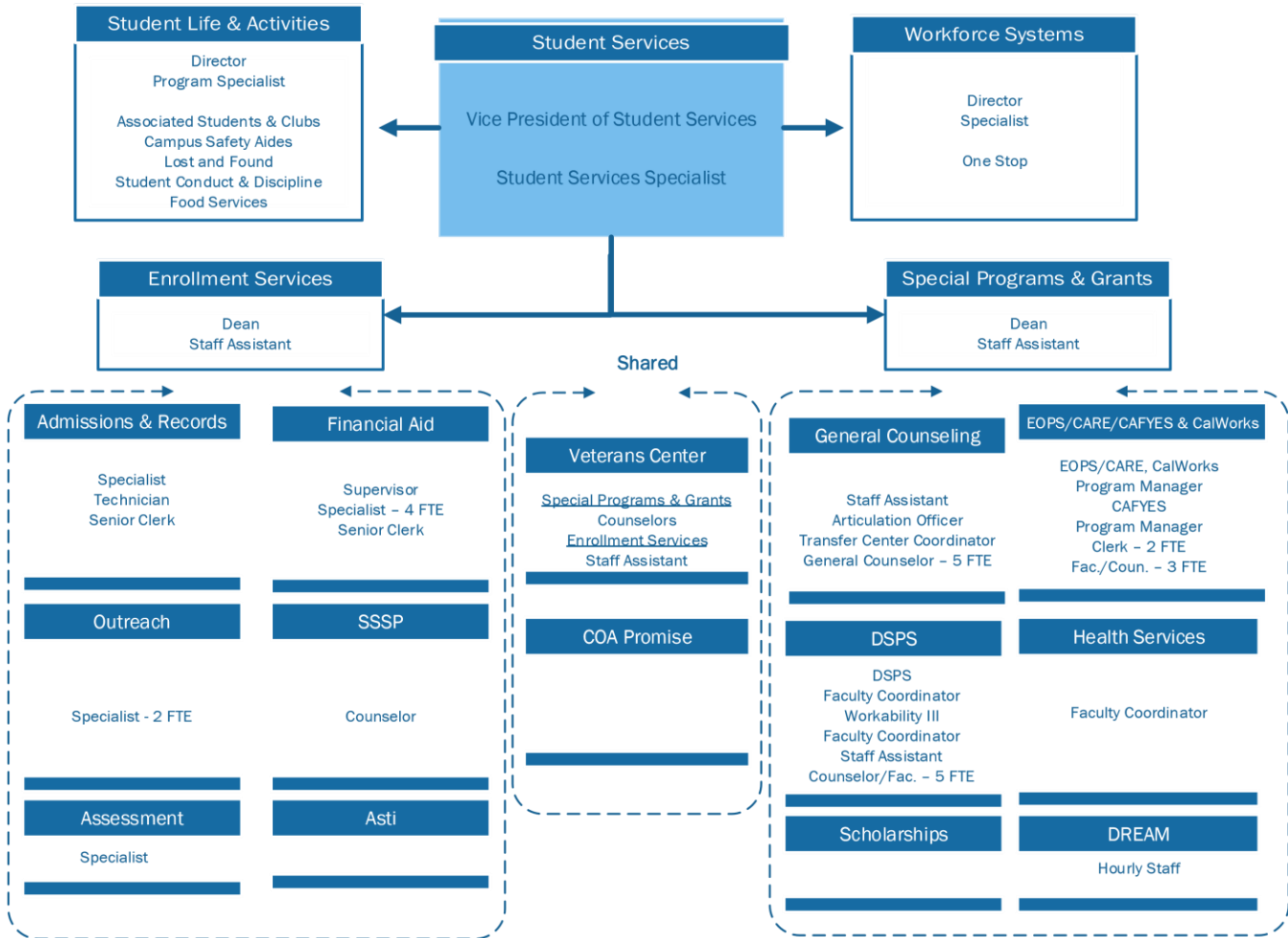   **Members of the Validation Team:**

2. **Narrative Description:**

The mission of the Articulation Program at College of Alameda is to assist students transferring to four-year colleges and universities by establishing articulation agreements regarding those courses that will transfer as lower-division requirements, including specific courses that will meet general education, course-to-course, major preparation requirements, and updating annual AA/AS General Education Requirements. By enhancing student's ability to transfer to four-year colleges and universities, the Articulation Program supports the College in meeting its mission: "to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."

Articulation refers specifically to the process of developing a formal, written agreement that identifies courses (or sequences of courses) on a "sending" campus (COA) that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus (CSU/UC/Private institutions). Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution.

College of Alameda's Articulation Officer initiates and maintains general education and major articulation agreements, so students can transfer as seamlessly as possible. Without articulation agreements, there would be no "roadmaps" for COA students and faculty to navigate the often complicated transfer process. As a result, articulation is the foundation of the vital transfer function that eases students' transition between segments of higher education. Without creating new or updating existing "roadmaps" or articulation agreements, COA students would encounter more obstacles in the transfer process. Therefore, Student Retention and Success are, in part, based on the establishment and maintenance of articulation agreements as facilitated by COA's Articulation Officer (A.O.).

College of Alameda's Articulation Officer also serves as the ASSIST Manager and maintains College of Alameda lower-division courses which are electronically entered into the ASSIST database. This on-line database is used to submit courses for basic maintenance of COA's transferable courses as well as submitting College of Alameda courses for UC-TCA, CSU-GE Breadth, and IGETC approval.

3. Organizational Chart:

Student Life & Activities

Director
Program Specialist

Associated Students & Clubs
Campus Safety Aides
Lost and Found
Student Conduct & Discipline
Food Services

Student Services

Vice President of Student Services

Student Services Specialist

Workforce Systems

Director
Specialist

One Stop

Enrollment Services

Dean
Staff Assistant

Shared

Special Programs & Grants

Dean
Staff Assistant

Admissions & Records

Specialist
Technician
Senior Clerk

Financial Aid

Supervisor
Specialist – 4 FTE
Senior Clerk

Veterans Center

Special Programs & Grants
Counselors
Enrollment Services
Staff Assistant

General Counseling

Staff Assistant
Articulation Officer
Transfer Center Coordinator
General Counselor – 5 FTE

EOPS/CARE/CAFYES & CalWorks

EOPS/CARE, CalWorks
Program Manager
CAFYES
Program Manager
Clerk – 2 FTE
Fac./Coun. – 3 FTE

Outreach

SSSP

Specialist - 2 FTE

Counselor

COA Promise

DSPS

DSPS
Faculty Coordinator
Workability III
Faculty Coordinator
Staff Assistant
Counselor/Fac. – 5 FTE

Health Services

Faculty Coordinator

Assessment

Specialist

Asti

Scholarships

DREAM

Hourly Staff

July 20, 2016

Relationships and Engagement
The Articulation Officer engages other programs and services by serving as a primary liaison and resource contact for all faculty (counseling and instructional) and administration. Also, in building and maintaining good working relationships the A.O. provides up-to-date articulation/transfer information and issues affecting COA's academic programs and student population. The A.O. consults on the creation and revision for course curricula.

Resource to Instructional Faculty
COA's Articulation Officer is a resource contact for all Instructional Faculty and Administration. The A.O. assists Teaching Faculty in the development of new courses and programs, and updating existing courses and programs. The A.O. generally has a focus on transferability. In order to facilitate this process, the A.O. performs research using resources, e.g. internet, catalogs, contacting System-wide Office Personnel and 4-yr Articulation Officers.

Example of engagement activities:

- A.O. receives curricula updates from the System Offices and 4-yr University A.O.s. These curricula updates must be communicated to COA faculty and administration, in order for courses to be updated to meet specific transfer and articulation requirements.
- Co-Facilitating "Outline Development Workshop"

- COA's A.O. provides 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. A.O. also facilitates 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.

Resource to Counseling Faculty
COA's A.O. is responsible for submitting eligible courses for transfer to the System-wide Offices and 4-yr institutions for their faculty review and approval. Formal articulation agreements (as proposed by COA's Articulation Officer) are established and maintained to create a seamless transition for COA students to transfer to 4-year colleges. The primary goal of this function is to prepare students in lower division general education along with major preparation course work in order for these students to transfer into upper division at the 4 year institutions. The A.O. plays an instrumental role in the development and maintenance of course outlines to ensure transfer criteria is met.

For example, the Articulation Officer serves a primary resource to Counseling Faculty in:
- Understanding Articulation Agreements
- Evaluating transcripts (or "pass-along")
- Maintaining current transfer requirements
- Updating COA's College Catalog
- Updating COA's AA/AS G.E. Requirements, CSU-GE Breadth and IGETC Advising Forms annually
- Resolving students' transfer issues with District Office, Intersegmental Offices, and 4-yr institutions
- COA's A.O. serves Counseling Faculty as a resource for consultation and training

Laws and Regulations
The following are laws and/or regulations around articulation:

Education Code 66721.4
(b) It is the intent of the Legislature that community college students be informed of the California State University majors that are considered to be similar to community college majors or areas of emphasis required to obtain an associate degree for transfer pursuant to Article 3 (commencing with Section 66745).

Education Code 66721.5
(a) (1) The governing board of each community college district shall direct the appropriate officials at their respective campuses to provide each of their students with a copy of the current transfer core curriculum.
(b) A copy of the current transfer core curriculum shall be distributed to each newly admitted community college student who is enrolled in a degree or certification program and is physically in attendance at the institution.
(c) The governing board of a community college district shall ensure that the text of the current transfer core curriculum is included in the published class schedule for each academic term. Copies of the transfer core curriculum may also be made available in other locations on each campus, including, but not necessarily limited to, all of the following:

Education Code 66721.8
(a) The Legislature finds and declares that a transparent process for transfer that is designed to assist students in identifying and taking the community college courses that will prepare them for success in specific University of California majors is a state priority.

Education Code 66722
It is the intent of the Legislature that the transfer function shall be a central institutional priority of all segments of higher education in California, and that the segments shall have as a fundamental policy and practice the maintenance of an effective transfer system.

Education Code 66722.5
It is the intent of the Legislature that the segments of higher education shall pursue the development of transfer agreement programs that specify the curricular requirements that must be met, and the level of achievement that must be attained, by community college students in order for those students to transfer to the campus, undergraduate college, or major of choice in the public four-year segments.

Education Code 66725
(a) It is the intent of the Legislature to facilitate articulation and seamless integration of California's postsecondary institutions by facilitating the adoption and integration of a common course numbering system among the public and private postsecondary institutions. The purpose of building and implementing a common course numbering system is to provide for the effective and efficient progression of students within and among the higher education segments and to minimize duplication of coursework.

(b) The Legislature finds and declares both of the following:

(1) Effective transfer programs provide a clear path for obtaining the preparation necessary for upper-division major coursework and graduation at a four-year college or university. The segments have made significant progress in developing articulation agreements that specify required coursework and other academic preparation necessary for transfer students to succeed at a four-year institution. These articulation agreements are essential to provide the basis for a common course numbering system that facilitates transfer student success.

(2) In implementing this article, the public postsecondary educational institutions and other parties involved should assess programs and build upon those proving to be the most effective in communicating articulation, such as the California Articulation Number (CAN) system, the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project, the Intersegmental General Education Transfer Curriculum (IGETC), and the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST).

Education Code 66725
(a) Not later than June 1, 2006, the California Community Colleges and the California State University shall adopt, and the University of California and private postsecondary institutions may adopt, a common course numbering system for the 20 highest-demand majors in the respective segments.

(c) Each campus of a public postsecondary educational institution shall incorporate the common course numbering system in its catalogue. This incorporation into a campus catalogue shall occur at the next adoption of a campus catalogue after June 1, 2006.

Education Code 66734
The Board of Governors of the California Community Colleges shall have the authority and responsibility to guarantee that all community college students have access to courses that meet the lower division baccalaureate degree requirements of the California public universities. The Board of Governors of the California Community Colleges, with the cooperation of the Regents of the University of California and the Trustees of the California State University, shall ensure that all students are clearly and fully informed as to which community college courses and units are transferable and meet the general education and lower division major requirements at the California State University and the University of California.

Education Code 66736
Each community college district governing board shall ensure that its college or colleges maintain student transfer counseling centers or other counseling and student services designed and implemented to affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students.

All policies and procedures shall give preference and emphasis toward enhancing the transfer of students from economically disadvantaged families and students from traditionally underrepresented minorities, to the fullest extent possible under state and federal statutes and regulations.

Education Code 66738
(a) The governing board of each public postsecondary education segment shall be accountable for the development and implementation of formal system-wide articulation agreements and transfer agreement programs, including those for general education or a transfer core curriculum, and other appropriate procedures to support and enhance the transfer function.

(b) The elements in a comprehensive transfer system shall include, but not be limited to, the following:

    (4) Transfer articulation agreements and programs.

Education Code 66740
Each department, school, and major in the University of California and California State University shall develop, in conjunction with community college faculty in appropriate and associated departments, discipline-specific articulation agreements and transfer program agreements for those majors that have lower division prerequisites. Faculty from the community colleges and university campuses shall participate in discipline-specific curriculum development to coordinate course content and expected levels of student competency.

SB 1440 (Padilla 2010)
Signed into legislation on September 29, 2010, 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.

4. Student Demographic Data:

The Articulation Office serves all students at College of Alameda by initiating articulation agreements with public and private four year institutions. Since there are no dedicated populations this office serves, no student demographic data is collect. Transfer student demographic information may be collected and presented for illustration purposes only. . However, it would be for illustration purposes only since the functions of articulation are not the sole determinant in a student successfully transferring.

Department or Program Name: Articulation		Year 1 2013-14 (2013)		Year 2 2014-15 (2014)		Year 3 2015-16 (2015)		% Change (year 1 to year 3)
Total Students Transferred	CSU	150	242	135	210	130	207	(14.5%)
	UC	92		75		77		
Gender: Male	CSU	64		53		47		(26.6%)
	UC	NA		NA		NA		-
Gender: Female	CSU	52		53		55		5.7%
	UC	NA		NA		NA		-

Ethnicity: African-American/Black	CSU	13	20	16	30.8%
	UC	11	9	10	(9.1%)
Ethnicity: Asian	CSU	61	39	36	(41%)
	UC	49	40	44	(10.2%)
Ethnicity: Native Hawaiian/Pacific Islander	CSU	1	1	1	100%
	UC	NA	NA	NA	-
Ethnicity: Hispanic/Latina/Latino	CSU	16	15	17	6.25%
	UC	10	11	8	(20%)
Ethnicity: Native American	CSU	NA	NA	NA	-
Ethnicity: Other Non-White	UC	NA	NA	NA	-
Ethnicity: Two or More Races	CSU	6	7	2	(66.7%)
	UC	NA	NA	NA	-
Ethnicity: White	CSU	16	13	18	12.5%
	UC	13	8	9	(38.8%)
Ethnicity: Unreported	CSU	NA	6	8	33.3%
	UC	NA	NA	NA	-

NA = information was not available for reporting sources
(   ) = decrease or negative
Sources: CSU (http://www.calstate.edu/as/stats.shtml), UC (http://universityofcalifornia.edu/infocenter)

5. Assessment:

Publishing Assessment Results
The Articulation Program does not regularly publicize service area outcomes. However, another measure of outcomes through articulation agreements and other related activities can be found on the College of Alameda Articulation website (http://alameda.peralta.edu/articulation/), COA's Student Services Program Review/APU page (http://alameda.peralta.edu/planning-documents/sample-page/student-services/), or through the California transfer databases, ASSIST (http://www.assist.org/web-assist/welcome.html).

The following Annual Articulation Deadlines may be used to generate outcome metrics:
1. UC-TCA (Transfer Course Agreement)
2. CSU-GE Breadth Requirements
3. IGETC
4. AA/AS G.E. Requirements
5. Summary of Curricular Changes
6. ASSIST Updating for fall, spring and summer terms
7. Annual Reports and Budget
8. ASSIST Report
9. State Chancellor's Articulation Addendum

Significant Changes

During the past 3 years, one of the most significant changes has been the change in personnel. The vacancy of the former AO left the program lacking continuity, strong leadership, and historical knowledge. The hire of a new full-time tenured-track AO has allowed the program to maintain adequate levels of satisfaction; however, it was lacking when compare to previous years.

For the academic year 2013-14, 85% of respondents reported 80% or higher satisfaction rating for SOA 1, level of accessibility to articulation agreements posted on www.assist.org. Further, 95% of respondents reported 90% or higher satisfaction rating for SOA 2, level of satisfaction with articulated courses meeting general education requirements. For the 2015-16, 81.5% report satisfaction with SOA 1 and 64.7% reported satisfaction of 90% or higher with SOA 2. The results of a decrease of 4.1% for SOA 1 and decrease of 31.9% for SAO 2 over the years may be a results of the change in personnel.

	2013 – 2014	2015 – 2016	Change
SOA 1: All COA established Articulation Agreements with UCs and CSUs will be accessible on the web at www.assist.org for all students, faculty, and the public.	85% (satisfaction rate of 80% or higher)	81.5% (satisfaction rate of 80% or higher)	(4.1%)
SOA 2: Students will have access to updated General Education Advising sheets which will indicate all articulated courses for transfer to UC, CSU and private institutions	95% (satisfaction rate of 90% or higher)	64.7% (satisfaction rate of 90% or higher)	(31.9%)

The following are possible actions to improve the Articulation Program in the next three years:

A) One possible action is to publicize COA agreements on ASSIST more. This can be done through workshops delivered during staff/ faculty development days. Additionally, regular or semester reports to staff updating could be useful
B) One possible action is to disperse advising sheets to multiple locations throughout the campus. The above plan may also be useful for publicizing advising sheets.
C) Continue to serve on Curriculum Committee; working with Instructional Faculty in the development of curriculum appropriate for articulation at four year colleges/universities to ensure outlines are in compliance with transfer articulation criteria
D) Continue to serve on District GE Sub-Committee to update AA/AS G.E. Requirements
E) Continue to update the Summary of Curricular Changes
F) Continue to update the Annual Reports and Budget
   a) ASSIST Report
   b) State Chancellor's Articulation Addendum
   c) State Chancellor's Grant Report

Alignment to Institutional Learning Outcomes

SAO #1 is mapped to College ILO #2: Technology and Communication. Having access to articulation agreements through the statewide articulation database (ASSIST.org) utilizes technology to communicate information to the public (including counselors and students) about College of Alameda's articulation agreements. This creates clear pathways for students

interested in transferring to the CSU and UC systems. Both counselors and students can utilize the ASSIST to develop education plans. By ensuring articulation agreements are consistently updated and maintained, transfer rates may be positively affected.

SAO #2 is mapped to College ILO #1: Problem Solving and Decision Making. Have general education (GE) and other advising sheets available to the public (including counselors and students), enables students to be more proactive in their own education planning. With clearly defined courses for students to take laid out on advising sheets, students can better strategize and decide what the best course of action is for their academic goal(s).

Program Effectiveness
The AO engages with counseling staff, instructional faculty, and students on a regular basis through reports, consultation, workshops and surveys to generate dialogue about development and assessment of program level outcomes.

As a result, the following are reasonable indicators of effectiveness:
- At least, 80% satisfaction of counselors and students on access of articulation agreements on www.assist.org.
- At least, 80% satisfaction of counselors and students on access of articulated courses for transfer available on updated general education advising sheets.

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6. Student Success and Student Equity:

For Specialized Support Services Programs:

The AO develops and conducts workshops to enhance SSSP services such as ADT workshops which publicizes the Associate Degree for Transfer as a strong viable transfer option for students. As more counselors and students are aware of ADTs, more student education plans can be created around these pathways for transfer.

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7. Human, Technological, and Physical Resources (including equipment and facilities):

Full-time faculty headcount _____1_____

Part-time faculty headcount _____0_____

Total FTEF faculty for the discipline, department, or program _____1_____

Full-time/part-time faculty ratio _____1:0_____

Classified staff headcount, if applicable _____0_____

Administrative staff: 0

Other: Student Worker 0.10

Human Resource Needs
The Articulation Program foresees a need for clerical support in the next three years. This is consistent with previous years' request. Currently, the program irregularly receives limited support in the form of a student worker that spends roughly 1-2 hours a week for data entry, scanning, compiling, filing, and correlating documents. This clerical support various from semester to semester. In order to grow the program and reach certain goals for expanding articulation

agreements, providing regular staff development to COA faculty, and ensuring timely updates, clerical support will be essential.

The need for clerical support is consistent with what has been report by other Articulation Officers as well (http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Reporting/2014-15%20Articulation%20Addendum%20Report%20Final.pdf).

Facility Needs
The Articulation Program currently receives sufficient physical resource support in the form of a desk, office, computer, laptop, and printer. Office supplies are also available to the program. Continued support in this area is vital for the maintenance of key articulation functions. There may be a need for physical storage space for old documents and catalogs.

Technology Needs
The Articulation Program foresees a need for computer application programs such as Adobe Acrobat Pro and College Source TES. The program is currently undertaking a conversion of old documents into electronic versions (PDF). The will be a need for both physical data storage and virtual data storage (i.e. Dropbox).
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8. Community, Institutional, and Professional Engagement and Partnerships:

Community Engagement
The AO has engaged in initial talks to develop high school articulation agreements with Alameda Unified School District.

Institutional Engagement
College of Alameda's AO is a member on the following committees:
- Council on Instruction, Planning and Development (CIPD)
- College of Alameda Curriculum Committee
- GE Subcommittee
- Catalog Committee
- Distance Education Subcommittee
- Student Services Committee

As a member of the Counseling Department, the A.O is has been involved in the follow:
- High School Outreach
- "Fab Friday" (Welcome Day for New Students)
- Graduation
- Classroom Presentations
- ADT Workshops
- Time Management Workshops
- Study Skills Workshops

Professional Engagement
As a member of the California Intersegmental Articulation Council, the AO attends regional, Northern California, and annual conferences. The AO has also attended Student Success and Basic Skills Initiative conferences. Conference attendance are an integral part of stay up-to-date with the field as well as developing vital networks.

9. Professional Development:

The AO will need training in the use of computer applications such as College Source TES. Additionally, there may be a need for training in the development and management of databases through ACCESS.

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10. Department, Program or Administrative Unit Goals and Activities:

Goal 1. Support Services:

All COA established Articulation Agreements with UCs and CSUs will be accessible on the web at www.assist.org for all students, faculty, and the public.

Activities:
Ensure that UC TCA, CSU GE, IGETC, courses are submitted on time. Ensure all other courses are submitted into ASSIST. Ensure information in ASSIST is current and accurate.

Rationale:
ASSIST is the primary source used by both sending and receiving institutions throughout California to verify are course's current articulation status. Counselors and students use the database for education planning and selection of courses. It is vital that ASSIST is current and accurate.

Goal 2. Assessment (of SAOs or AUOs):

No goal set.

Goal 3. Student Success and Student Equity:

Students will have access to updated General Education Advising sheets which will indicate all articulated courses for transfer to UC, CSU and private institutions

Activities:
Ensure General Education Advising sheets are readily available and accessible but publishing them on through the COA Articulation website, hard copies are printed and on hand in the counseling department, and sent to the CIAC listserv.

Rationale:
The GE advising sheets are an important tool for students and counselors in planning courses for the student education plan.

Goal 4. Student Success:
Increase Articulation Proposals and subsequently Articulation Agreements with UCs, CSUs, CA Private/Independent Colleges and Universities, and Out-of-State College and Universities starting with local primary feeder schools.

Activities:
Work with faculty to develop more transferable courses. Research gaps in articulation and close those gaps.
Rationale:

Updating and/or creating new courses to meet students' needs increases their chances of success by ensuring the courses are timely, relevant, and applicable to their academic goal(s). Closing articulation gaps will ensure efficient and effective pathways for students to transfer.

Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:

Conduct workshops, trainings, and individual sessions with faculty regarding curriculum related topics.

Activities:
Conduct at least one workshop during Flex Day on a curriculum related topic such as "What are ADT's?" or "How to create a course?" Invite faculty for one-on-one curriculum sessions.

Rationale:
By educating instructional faculty about a variety of curriculum topics, especially how to create a course, they will have the knowledge and tools they need to begin the process. Additionally, the AO can serve as a better resource once more faculty are aware of the AO's function and role.

Appendices

Appendix A

Non-Instructional Department, Program or Administrative Unit Program Review
Prioritized New Resource Requests Summary

College: _____College of Alameda _____

Discipline, Department or Program: _____Articulation_____

Contact Person: _____Vinh Phan _____

Date: _____10/10/2016_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified					
Human Resources: Student Workers	.5 student worker	4	$8,000.00	Page 9	PCCD A.1 ILO 2
Technology	Adobe Acrobat Pro, CollegeSource TES,	5	$1000.00	Page 10	PCCD A.1 ILO 2
Equipment					
Supplies	Paper, Printer Ink,	5	$600.00	Page 10	PCCD A.1 ILO 2
Facilities					
Professional Development	CollegeSources TES	2	$200.00	Page 10	PCCD A.1 ILO 2
Other (specify)	Travel Expenses	5	$9000.00	Page 10	PCCD D.1 ILO 1

Appendix B

PCCD Program Review
Alignment of Goals Template

College: _____College of Alameda _____

Discipline, Department or Program: _____Articulation_____

Contact Person: _____Vinh Phan _____

Date: _____10/10/2016_____

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. All COA established Articulation Agreements with UCs and CSUs will be accessible on the web at www.assist.org for all students, faculty, and the public.	2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES
3. Students will have access to updated General Education Advising sheets which will indicate all articulated courses for transfer to UC, CSU and private institutions	1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	**A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
4. Increase Articulation Proposals and subsequently Articulation Agreements with UCs, CSUs, CA Private/Independent Colleges and Universities, and Out-of-State College and Universities starting with local primary feeder schools.	2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.	**B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
5. Conduct workshops, trainings, and individual sessions with faculty regarding curriculum related topics.	1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.

Appendix C

Program Review Validation Form and Signature Page

College: College of Alameda

Department, Program or Administrative Unit: Articulation

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed.	
☑ 2. The analysis of data is thorough.	
☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.	
☑ 4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.	
☑ 5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
■ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
■ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
■ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print   Name Signature   Date

Counseling Department Chair

_____   _____   _____
Print   Name Signature   Date

Received by Vice President of Instruction or Vice President of Student Services

_____   _____   _____
Print   Name Signature   Date

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.