

Name of Program	Division	Author(s)
Articulation	Student Services	Barbara Morrissey

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template. Please use your program's catalog rubric and this format when naming your document:

Rubric PPU 15_16

e.g., ESL PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

We did not have an SAO so we could not assess.

2. Discuss changes made in how your program provides services based on assessment data.

N/A

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

Click here to enter text.
N/A

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

N/A

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

This is a one person program

N/A

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

This is a one person program

N/A

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe)

N/A

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

N/A

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

For 2014-15 there is a major change in staffing. The Articulation/ Counselor will be able to devote her entire .5 FTEF to Articulation as she will no longer coordinate the Puente Program. For the past 3 years she has been coordinating Puente (.5 FTEF) and doing Articulation for (.5 FTEF). In 2014-15 her load will be .5 Articulation and .5 General Counseling. This should result in a reduction of overtime hours required for both assignments and increase her availability to carry out the Articulation duties.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

N/A

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

C. Other information pertinent to the program

Articulation is responsible for developing agreements that identify courses (or sequences of courses) from one educational institution to another ensuring that LPC courses are comparable at the transfer schools. With the new Transfer Degrees (ADT's), the Articulation Officer is also the lead in the assisting LPC faculty develop ADT's that meet the new state mandates for offering transfer degrees for our students. Overall, the general Articulation duties have increased.

III. PLANNING

A. Planning Update

Summarize your program's plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

From the last Program Review we have met all of our stated objectives: doubled the number of ADT's; increased the number of courses meeting C-ID; and completed all updates to CSU, UC, ASSIST, and Oscar.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.
 - a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning? Examples might include the following (Your responses may vary):
 - change a website
 - use technology differently
 - update the way an orientation is presented

We did not have SAO's for the last PR

- b. Have your program's assessment results shown a need for new SAOs?

YES NO

If yes, for what service areas will your program write new SAOs?

While we have not conducted an official assessment with identified SAO's up until now, we have been conducting an internal self evaluation. For 2014-15 and 2015-16 our new SAO will be: Are we able to articulate our courses in a timely manner to ensure student success?

- c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

100%

2. Curriculum (omitted – not applicable to non-instructional programs).
3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

1. Assist in the on-going development of new Transfer Degrees (ADT's) in order to meet college planning priorities.
2. Work with faculty in developing and revising courses to meet C-ID standards.
3. Maintain annual submission to UCTCA, IGETC, and SCU GE Breadth patterns in a timely manner.
4. Continuously maintain updates in Assist and Oscar databases in a timely manner.
5. Maintain current course to course, and major prep articulation with 4 year institutions.
6. Develop new articulation with private and out of state schools to increase the number of major pathways and transfer opportunities for our students.
7. Develop new and update current transfer flyers.

Articulation impacts all students, especially those students who have transfer as their academic goal. Excellent articulation standards start with assisting faculty to develop courses that transfer and then involves creating and maintaining articulation with 4-year schools in a timely manner.

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted – not applicable to non-instructional programs).

B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

none

2. Rationale for faculty position request(s).

Click here to enter text.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

none

4. Rationale for classified staff position request(s).

Click here to enter text.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

Click here to enter text.

2. Rationale for financial request(s).

Click here to enter text.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

N/A

2. Rationale for technology request(s).

Click here to enter text.

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

N/A

2. Rationale for facilities request(s).

Click here to enter text.

3. Request: Upgrading of existing equipment or purchase of new equipment.

Click here to enter text.

4. Rationale for equipment request(s).

Click here to enter text.

5. Request: new supplies

Click here to enter text.

6. Rationale for supplies request(s).

Click here to enter text.