Comprehensive Program Review Report (Narrative)
College of the Sequoias
Program Review - Articulation

Prepared by: Greg Keen, Assessment/Articulation Coordinator & Articulation Officer

What are the strengths of your area?: The department consists of two distinct programs: the Articulation Program and the Assessment & Placement Program. The department is staffed by a FT Assessment/Articulation Coordinator, a FT Assessment Specialist, and approximately 35-40 hours of student help per week. The staff functions well as a team.

ARTICULATION PROGRAM:

The Articulation Officer is a seasoned professional with extensive knowledge regarding articulation, curriculum - including both course and program development, and Title 5 regulations. The Articulation Officer is an active member of the 1) Campus Curriculum Committee, 2) GE Committee, 3) Catalog Task Force, 4) English Matriculation Task Force, and the 5) Math Matriculation Task Force.

The Articulation Program maintains comprehensive and current articulation on the statewide articulation repository (ASSIST.org), and efficiently maintains and coordinates the updating of the transfer general education programs (CSU GE & IGETC).

The Articulation Program has embraced the new statewide course cross referencing number system: California Identification (C-ID) Number System. 189 courses have been submitted and 115 courses have been approved. 34 courses are currently being reviewed and the other 40 courses have either been approved conditionally or rejected and the Articulation Officer is informing appropriate faculty of necessary changes and assisting with the modification of course outlines of record for resubmission.

The Articulation Program has embraced the SB 1440 Transfer Model Curriculum (TMC) program and has assisted the college in the development and approval of 10 degrees.

ASSESSMENT PROGRAM:

The Assessment Specialist has worked in her current position for six years and has become very knowledgeable regarding all aspects of the program. The daily operation of the program can be very challenging and the Assessment Specialist has become very efficient balancing competing priorities and operating the Computerized Assessment Center. The number of students using the Computerized Assessment Center fluctuates greatly. On average the Center tests approximately 23 students per day, and the range is between 1 and 60. On days when the Center tests 40-60 students the Assessment Specialist and a student helper cannot adequately run the Center and the Coordinator will help out to maintain a professional testing atmosphere. The Assessment Specialist administers the Placement Test at all feeder high schools between the months of February and April; during this time it is very difficult to provide adequate coverage in the Center and the Coordinator spends a significant amount of time backing up the student helpers. The Assessment Specialist is an active member of the Outreach Work Group.

The Computerized Assessment Center is open for walk-ins (no appointment necessary) Monday through Friday. The Assessment Specialist administers paper and pencil equivalent tests at all district high schools as part of the college's outreach efforts. In the 2012-13 academic year the program tested a total of 5807 students of which 1741 were tested at district high school campuses. In the most recent academic year (2013-14) a total of 6188 students were tested of which 1736 were tested at district high school campuses.

Student Success and Support Programs (SSSP, aka, Matriculation) guidelines require validation research be conducted on a six year review cycle. This continual monitoring is designed to ensure that the assessment instruments and placement procedures are valid, reliable, and appropriate for use as course placement tools. Decisions regarding the development and modifications of all math, English, and ESL placement schemes are based on sound quantitative research conducted by the Assessment/Articulation Coordinator and the Office of Research and Planning with input from content experts. The Assessment Program has always maintained a very cooperative working relationship with with the Math and Language Arts Departments through the establishment and maintenance of the the Math and English Matriculation Task Forces. The composition of the committees include the Assessment/Articulation Coordinator, Matriculation Coordinator, Dean of Student Services, the Math and English Division Chairs, and additional math and English faculty that periodically rotate membership. These Task Forces are convened on an as needed basis to conduct required six year reviews and to address other issues that surface between the regularly scheduled reviews. This process has been utilized for years and appears to work well.
What improvements are needed?:

**ARTICULATION:**

SB 440 mandates all TMC aligned ADT degrees that the college can support must be approved by December 2014. Even though we met our target of 10 completed degrees last year, and now we have 11 degrees approved, the college will need to make some adjustments in order to meet the SB 440 goal. This goal can be achieved, but only with the dedication and cooperation of many individuals. The Articulation Officer plays a major role in the development, district approval, and submission to the Chancellor's Office and the Articulation Officer simply needs more time to dedicate to this task. The Articulation Officer needs to make this task a top priority and postpone involvement in other tasks.

All C-ID identified courses included in the ADT degrees also must be approved for C-ID by June 30, 2015 and even though we met our target of 100 courses approved for C-ID, and now we have 115 courses approved, the college may have some difficulties getting the remaining required courses approved because the statewide C-ID review process is slow. The college needs the C-ID review process to become more efficient and expedite course proposals or the C-ID review process needs to change. These suggestions have been forwarded to the C-ID faculty coordinator, Statewide Academic Senate, and the Chancellor's Office. The Articulation Officer needs to make this task a top priority and postpone or lessen involvement in other tasks.

**ASSESSMENT:**

Many new assessment services are being requested by administration and district high schools such as testing high school students in their Junior year and providing additional testing opportunities at some district high schools for seniors during the Fall semester. The Assessment Program cannot continue to provide additional services without additional staff and resources. The program staff needs to be augmented with either temporary or seasonal employees that can help with test administration at high school sites.

Describe any external opportunities or challenges:

Assessment validation research designed to monitor the utility of the assessment and placement program and to comply with the Chancellor's Office six year review cycle requires very specific types of assessments in the form of statistical analyses and these assessments are dictated by professional standards.

The California Community College Student Success and Support Program includes the development and implementation of a Common Assessment for placement in math, English, and ESL courses. The current, albeit very ambitious, goal is to have the common assessment available to the whole CCC System by December 2015 and implementation in 2016. Colleges that use a test as a component of their assessment process will be required to use the common assessment in order to continue to qualify for SSSP funding. Since the college will be implementing the common assessment in the near future it is difficult to prioritize the required six year cycle validation research for current tests. The college will complete the necessary validation research for the English Placement Assessment this current year (2014-15) and if the 2016 common assessment implementation goal becomes a reality no additional validation research will be necessary to maintain our current assessment instruments. The college instead will begin the process of reviewing multiple measures and cut-scores for the new common assessments, and placement schemes for the math, English, and ESL curricula.

C-ID (Course Identification Number System) requires the college to closely align Course Outlines of Record (COR) with the statewide approved C-ID course Descriptors. The alignment includes prerequisites/co-requisites, topics, objectives, lab activities, texts, and software. The Articulation Officer is coordinating the course modification, submission, approval process and the high rate of denials necessitating additional course modifications and resubmissions has proven quite challenging.

The SB 1440 Transfer Core Curriculum (TMC) legislation has imposed many requirements and regulations regarding the required development of TMC aligned Associate Degrees for Transfer (ADT). The development and approval of each degree requires a great deal of effort, coordination, and follow-up by many individuals. The approval of these new degrees are contingent on the prior submission and/or approval of necessary courses for C-ID making the coordination of C-ID and the TMC aligned degrees very challenging.

**Overall Outcome Achievement:**

**ARTICULATION:**

The Articulation Program service area outcomes were very favorable, especially considering the numerous requirements and regulations imposed by both SB 1440 and C-ID. The number of C-ID approved courses and the number of TMC aligned Associate Degrees for Transfer approved exceeded the 2013-2014 targets.

The current statewide focus for articulation is the approval of C-ID courses and Associate Degrees for transfer. Other important articulation activities and outcomes include ensuring that accurate and current articulation information is available for counselors, evaluators, and student, and that the program continues to strive for excellence as demonstrated by the current and comprehensive articulation maintained on ASSIST.org (statewide articulation repository).

**ASSESSMENT:**
No validation research was necessary in 2013-2014 academic year. English Placement tests are scheduled for validation research in the 2014-2015 academic year.

The primary mission of the Assessment Program is to provide accurate initial course placement in English, ESL, and mathematics for all interested students, especially students in our community. In an attempt to assist with the recently modified high school outreach program, including early testing of juniors, the program accommodated numerous late requests by administration to provide additional testing service at specific high school sites. This modified outreach program was not coordinated well and lead to numerous instances of miscommunication and frustration. The desired outcome was achieved; however, the process and procedures need improvement.

Changes based on outcome

ARTICULATION:

Changes based on outcome

achievement:

The Articulation Program is assisting the college in achieving compliance with both SB 1440 and SB 440 with the approval of 11 TMC aligned ADT degrees and 115 courses approved for C-ID.

ASSESSMENT:

All individuals involved in the implementation of the new modified high school outreach program have met to discuss the problems encountered last year and devised a plan which includes early scheduling, better communication, and better overall coordination.

Action: SB 440 Goal

Assist the college in the development, district approval, and Chancellor's Office approval of all possible TMC aligned degrees by December 2014.

Start Date: 03/01/2011
Completion Date: 12/31/2014
Status: Continued Action

Identify related course/program outcomes:

SAO: The Articulation Program will assist the college in the development and approval of all possible TMC aligned Associate Degrees for Transfer (ADTs).

Person(s) Responsible (Name and Position):
Greg Keen, Assessment/Articulation Coordinator

Rationale (With supporting data): The district is required to achieve compliance with SB 1440 and SB 440.

Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation: SB 1440 and SB 440 are the mandates

Action: C-ID Goal

Assist the college achieve C-ID approval of all courses necessary for approval of all TMC aligned ADT degrees mandated by SB 1440 and SB 440.

Start Date: 03/01/2011
Completion Date: 06/30/2015
Status: Continued Action

Identify related course/program outcomes:

SAO: The Articulation Program will coordinate the increase in the number of courses approved for the California Identification Number (C-ID).

Person(s) Responsible (Name and Position):
Greg Keen, Assessment/Articulation Coordinator

Rationale (With supporting data): The district is required to comply with SB 1440 and SB 440 which requires the development of all possible TMC aligned Associate Degrees for Transfer (ADTs) and all C-ID identified courses in the TMCs must be approved in order to maintain approval for the ADTs.

Priority: High
Safety Issue: No
External Mandate: Yes

Mandate Explanation: All C-ID identified courses included in TMCs must be approved for C-ID by June 30, 2015 in order to achieve compliance with SB 1440 and SB 440.
Action: ACCUPLACER ENGLISH TEST Validation

During the Spring 2015 semester the Assessment Program and the Office of Research and Planning will conduct consequential validation research to ensure the utility of the English Placement Process.

**Implementation Timeline:** 2014 - 2015

**Start Date:** 11/03/2014

**Completion Date:** 06/30/2015

**Status:** Continued Action

**Identify related course/program outcomes:** English Assessment & Placement Validation: One of the Assessment Program's primary purposes is to provide students with valid course placement in English. Through the assessment and placement process students will gain an understanding of their English skills and knowledge level as well as how the college matches their abilities with English course placements. At a minimum, 75% of students and instructors will report satisfaction with the students' course placement at all targeted levels of the English curriculum. The college adheres to the Chancellor's Office six year assessment review and validation cycle and the English Assessment & Placement process was last reviewed in 2008 utilizing consequential validity and is documented in Program Review.

**Person(s) Responsible (Name and Position):** Greg Keen, Assessment/Articulation Coordinator & Ryan Barry-Souza, Research Technician

**Rationale (With supporting data):** The college must comply with the Chancellor's Office six year assessment review and validation cycle and the English Assessment & Placement process was last reviewed in 2008 utilizing consequential validity and is documented in Program Review.

**Priority:** High

**Safety Issue:** No

**External Mandate:** Yes

**Mandate Explanation:** Chancellor's Office mandated six year review cycle requirement.