

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information
1a) Program Name:	Articulation and Transfer Services
1b) Name(s) of the author(s) of this report:	Renee Augenstein
1c) How many students are served by this program annually and is this number trending up, even, or down?	14,931 – identified transfer as education goal (F13) Student numbers have steadily increased from 10,560 in 2003.
1d) Who are the typical students served by this program?	Those interested in transferring to 4-year institutions.
PART 2 -	MISSION and Accreditation Standard II.B.1
2a) What is the program Mission Statement?	To promote the attainment of educational goals and facilitate student transfer, the Articulation and Transfer Services Office provides services and resources to De Anza students, faculty, and support services through the development of formal articulation agreements with regionally accredited 4-year institutions, transfer agreements with select colleges/universities, and general transfer advising guidelines and reference materials. The Articulation Officer (AO) serves as an articulation and transfer policy consultant to all faculty and academic/student services units, and serves as a liaison to UC, CSU, independent institutions and system offices.
2b) In what ways and to what extent does the program assure the quality of its services to students?	ATS assesses its primary service levels by reviewing the quantity and strength of articulation agreements, transfer statistics, and transfer agreements. Fluctuations are reviewed and issues are addressed usually through the re-alignment of time and resources. SSLO data is also reviewed. Since 2011 ATS saw a decrease in “quality” service levels due to the increasing need to address staffing shortfalls in the Transfer Center. ATS’s dedicated articulation/curriculum time decreased to a 15-20% level in 2012-13, with only 15-20% dedicated to transfer services activities, while 65% of ATS’s time and resources were focused on the Transfer Center.
2c) In what ways and to what extent does the program demonstrate that its services support	Approximately 64% of students identify transfer as their educational goal, an increase from 42% in 2003. Articulation and transfer programs are fundamental components for students to successfully transfer. The AO works closely with the Curriculum Committee and individual faculty members to support student learning by way of curriculum development and oversight.

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student learning and enhances the achievement of the College Mission?	
PART 3 -	Accreditation Standard II.B.3
3a) In what ways and to what extent does the program assure equitable access for all students?	ATS provides transfer and articulation information to students through the Internet (e.g. ASSIST, De Anza Transfer Planning Website, ADT Applying for the Degree Website) and transfer literature which are posted on-line and available in hard-copy format in the Counseling and Transfer Centers. Students without Internet access can visit the Counseling and Transfer Centers, or computer stations on campus, to receive transfer information. ATS's primary audience, however, are counselors, advisers, and instructional faculty as they utilize the information provided by ATS to work with our general student population.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	The transfer process, by nature, encourages personal responsibility. Obtaining and understanding transfer requirements, selecting courses, establishing an educational plan, applying for transfer, meeting deadlines, and navigating the increasingly complicated transfer process are ultimately the responsibility of each student. Our primary goal is to provide accurate and timely information to students to support their transfer goals but we also provide educational opportunities for students, via workshops, to learn about the transfer process. During these workshops we clearly outline students' responsibilities and potential consequences to their actions.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	ATS supports all counseling and advising services by providing information on general transfer processes and requirements, TAGs, ADT, and articulation, along with the necessary tools and resources to support student advising. ATS staff is also available as a campus resource, addressing a significant number of inquiries from counselors/advisers, students, instructional faculty and administrators daily. ATS designs, maintains, and, to a limited extent because of time, evaluates transfer advising components specifically related to TAG and ADT. ATS periodically reviews TAG/ADT stats (and corresponding transfer data when available), student feedback, and advising issues throughout the year. ATS uses this information to improve upon each program in a timely manner.
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	As a resource for instructional faculty and through our work on the Curriculum Committee, ATS plays a key role in the College's course offerings which are fundamental to our students' overall educational experience at De Anza, and which supports their understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly	N/A

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<p>evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?</p>	
<p>3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p>ATS primarily relies on Banner for student information and utilizes SARS for tracking and reporting purposes. ATS staff adheres to FERPA regulations. ATS does not maintain permanent student records, but we do maintain TAG and ADT files for record keeping purposes and to address any follow-up issues that may arise for students. Those files are secured at all times and are properly destroyed after 7 years.</p>
<p>PART 4 -</p>	<p>Staffing</p>
<p>4a) Have there been any significant staffing changes since the last CPR in 2008-09?</p>	<p>Winter 2011–Fall 2013 a major portion of ATS’s staff time and resources was redirected to the Transfer Center. In the summer of 2013, the Administrative Assistant II position was assigned 95% to the Transfer Center. See Section 12 for details.</p>
<p>4b) Are there any significant staffing changes that will be needed over the next five years?</p>	<p>We are requesting a 50% secretary position to provide clerical support for ADT, transfer agreements (e.g. TAG), and articulation. This would be a shared position with the Transfer Center.</p> <p>A reprioritization will be needed for current ATS staff. The 2008-09 APRU concluded with the following statement regarding areas of improvement - “The AO’s time is spread too thin due to involvement in general curricular issues and a reprioritization is needed to return to pure articulation and transfer activities: increase agreements with independent and out-of-state colleges, create more transfer resource materials for students, utilize student focus groups, expand on ways information is disseminated to students, staff, faculty, and administrators.”</p> <p>We find ourselves at the same juncture as in 2009 with the additional need to play catch-up on CSU/UC articulation agreements lost over the last few years due to our role in addressing Transfer Center needs. Local efforts such as the current revamping of the Honors Program must also be considered as such initiatives greatly impact ATS’s workload.</p>
<p>PART 5 -</p>	<p>Facilities</p>
<p>5a) Have there been any significant facility</p>	<p>N/A</p>

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changes since the last CPR in 2008-09?			
5b) Are there any significant facility changes that will be needed over the next five years?	Use of classrooms during summer months for workshops.		
PART 6 -	Equipment		
6a) Have there been any significant equipment changes since the last CPR in 2008-09?	Hardware	Budget	
	HP Printer/Scanner	ATS B-Budget	
	Brother Scanner	Measure C FF&E	
6b) Are there any significant equipment changes that will be needed over the next five years?	No		
PART 7 -	Operational Costs		
7a) Have there been any significant operational cost changes since the last CPR in 2008-09?	No. Cost of printing has steadily increased since 2008-09 but we've compensated for this by decreasing catalog distribution levels.		
7b) Are there any significant operational cost changes that will be needed over the next five years?	No, but we are requesting the reinstatement of our operational budget to the 2011-12 level.		

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PART 8 -	Organizational Alignment
8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?	ATS's relationship with the Transfer Center was unofficially redefined and is currently in another transition phase. See Part 12 for details.
8b) Are there any significant organizational alignment changes that will be needed over the next five years?	The relationship with Transfer Center is stronger and will strengthen in upcoming years. ATS will continue to support the Transfer Center, as well as Counseling and all advising units, and work collaboratively to service students.
PART 9 -	Regulations/Laws/Policies
9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?	<p>♦UC E-TAG introduced for F11 transfers – resulted in an unprecedented number of TAGs generated (2632). Students were allowed to submit multiple UC TAGs on-line with a push of a button and CCCs were expected to monitor, follow-up, and advise students in the usual way. After that first year UC placed a limit of one TAG per student, but maintained the students' auto-submission capability which dramatically reduced CCCs' ability to oversee and regulate the submission process in light of local academic calendars and staffing levels.</p> <p>Impact: The "September" TAG submission deadline is incompatible with our quarter-system calendar, so ATS restructured the TAG process entirely and currently uses summer workshops as the primary mechanism for advising students. The on-line TAG system, changes to the TAG timeline, and the loss of local control, continues to have a tremendous workload impact on ATS from June – October.</p> <p>♦SB 1415 Common Course Numbering System – resulted in several statewide course numbering initiatives: the "new" CAN model, which was replaced by TCSU (in place in 2008-09), and now C-ID (Course Identification Numbering System).</p> <p>Impact: C-ID is a type of articulation that's "in addition to" traditional agreements. C-ID is only recognized by CCC and CSU (and a few independent institutions) but as it's a course numbering system connected to the Associate Degree for Transfer (ADT), it currently has a higher priority level than all other types of articulation. On November 30, 2012 the CCCCO issued a memorandum stating that effective January 1, 2013, all ADT proposals submitted to the CCCCO must be fully supported by C-ID. By June 13, 2013 all approved ADT must be fully supported by C-ID, and by June 14, 2014 colleges must replace all course-to-course articulation used for ADT with C-ID. This is an unfunded mandate that has increased ATS's</p>

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workload by 25%.

De Anza’s C-ID status (as of 4/18/14)

75 approved, 11 conditional, 48 under review

- ◆ **SB 1785 Transfer Requirements** - resulted in LDTP (in place in 2008-09), which was supported by TCSU, but these were eliminated and replaced by ADT and C-ID, respectively.
 - ◆ **SB 1440 Student Transfer Achievement Reform Act** – requires CCC to develop ADT based on Transfer Model Curriculum (TMC), which are designed to meet major prep requirements for select majors at CSU. CSU must, in turn, guarantee ADT recipients a place within the CSU system, and a level of priority consideration for admissions at the local level. Courses on the ADT with corresponding C-ID descriptors on file at the CCCCO must be submitted for C-ID articulation with the expectation that they should be approved as soon as possible.
- Impact:** ATS initially created a temporary SB 1440 Webpage to meet State mandates. This is now maintained by the Academic Senate Office, but ATS continues to maintain the “Applying for the ADT” site. ATS works with Instruction and the Curriculum Committee to assist in the development of degrees. ATS also works with advising units on the advising component of ADT. And, ATS works with A&R, Transfer Center, Counseling, CSUCO, and CSU campuses on the petition/verification process. Lastly, ATS continues to work closely with the Academic Senate on academic policy issues associated with these degrees. Due to the time schedule defined in the law, many policy/process issues are still being worked out by both CCC and CSU. The introduction of such a complex intersegmental program without having its infrastructure in place has created mass confusion across the State which is impacting all areas of Student Services. This is an unfunded mandate which has increased ATS’s workload by 25%, an increase of 5% from last year’s cycle. This level will only increase as new degrees are developed.

De Anza’s ADT Verification Report (as of 4/18/14)

CSU Transfer Term	# of Students on CSU List	# of Verifications Generated	# of ADT Available
Fall 2012	20	3	2
Spring 2013	9	4	3
Fall 2013	99	41	4
Winter/Spring 2014	43	12	8
Fall 2014	272	110 (and counting)	9

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	<p>♦SB 440 (October 2013) Student Transfer Achievement Reform Act - further defined required ADT goals for CCC and a timeline to accomplish this feat. Impact: Additional pressure to meet required deadline.</p>
<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?</p>	<p>Existing laws/policies listed above will continue to affect the program over the next five years. We anticipate demands in all areas will increase with students' heightened interest and additional ADT. With UCSD's withdrawal from TAG this year we expect a surge in UCD TAGs which will result in more TAGs requiring counselor review.</p> <p>♦ASSIST Next Generation – ASSIST, the official repository for articulation information, uses an archaic database system that is being replaced. The expected public roll-out date is 2015. Unfortunately, the new system has many limitations so only select historical data can be uploaded from the old system. AOs will be working on transferring historical data and populating the new system during 2014-15. AOs will also be required to learn the new system and provide training to counselors/advisers in a timely manner. Impact: Dedicated time will be needed to complete this task.</p>
<p>PART 10 -</p>	<p>Professional Development</p>
<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>No, due to time limitations.</p>
<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<ol style="list-style-type: none"> 1) Data collection and maintenance: database design and management 2) Communication: social media and communication technology 3) Advising: Common Application 4) Networking: affiliation with programs like NATN

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PART 11 -	Curriculum, Student Success, and Equity
<p>11a) Have there been any significant curriculum since the last CPR in 2008-09?</p>	<p>N/A</p>
<p>11b) Are there any significant curriculum issues in that will affect the program over the next five years?</p>	<p>C-ID is a type of articulation that's "in addition to" traditional agreements. C-ID is only recognized by CCC and CSU (and a few independent institutions) but as it's a course numbering system connected to the ADT, it currently has a higher priority level than all other types of articulation. C-ID requires a 100% objective/content match with descriptors so work with instructional faculty and departments on curriculum revisions have increased 10-fold since its inception. This is an unfunded mandate that has increased ATS's workload by 25%.</p> <p>Local initiatives, like the revamping of the Honors Program, that result in a surge of new courses being developed will greatly impact ATS.</p>
<p>11c) What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the 60% requirement been met or exceeded?</p>	<p>N/A</p>
<p>11d) What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>N/A</p>

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PART 12 -	Other
<p>12a) Have there been any other significant program changes since the last CPR in 2008-09?</p>	<p>Significant staffing shortages in the Transfer Center have greatly impacted ATS from 2011 to the present.</p> <p>Summer 2009 <u>TC Staffing changes:</u> TC Coordinator position was eliminated <u>ATS Impact: (S09 – W11)</u> initial impact: TAG/TAA operations no longer shared with TC Coordinator</p> <p>Winter 2011 <u>TC Staffing changes:</u> TC Administrative Assistant on leave <u>ATS Impact: (W11)</u> Emergency situation required AO to coordinate UCD Event, \$1000 unexpected impact to ATS operational budget.</p> <p>Spring 2011 <u>ATS Impact:</u> AO expected to increased levels of unofficial TC oversight due to absence of TC Coordinator and Administrative Assistant positions, including the coordination of TC events (e.g. UCSB virtual advising session – a new mode of service delivery offered by TC). <u>ATS reassignments:</u> none</p> <p>Fall 2011 – Summer 2012 <u>TC Staffing changes:</u> (11-12) TC Adviser on PDL (W-S12) temporary TC Adviser assigned to backfill (W-S12)* new TC Administrative Assistant hired but with a 66% decrease in TC assignment. (S12) student worker employed <i>*(M12) position subjected to District personnel changes – decreased position to less than 10%.</i></p> <p><u>ATS Impact:</u> Further increase to unofficial TC oversight expected from AO (65%) and ATS staff (50%). <u>ATS reassignments:</u> none <u>Sample Duties:</u> (11-12) AO oversaw TC Budget (11-12) ATS coordinated TC rep visits and other activities including: Personal Statement Workshops, Transfer to Private and Out-of-State Workshop, UCSB Virtual Advising sessions, UCLA Northern CA CCC Presentation, FHDA UCSB Admitted Students Reception (11-12) ATS collected and processed TC data for reporting purposes</p>

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(F11) AO coordinated Transfer Day with the assistance of TC and ATS staff.
(F11) AO completed and submitted CCCCO TC Report for 2010-11
(W-S12) AO involved in TC staffing and operational oversight: hiring committee for Administrative Assistant, hired student worker, and worked with temporary TC adviser.
(W-M12) ATS provided new TC staff training

Fall 2012 – Summer 2013
TC Staffing changes:
(12-13) TC counselor on leave
(F12-W13) two Counselors with 50% reassignment to TC as backfill
(S-M13) re-assigned lead Counselor identified
(12-13) Administrative Assistant on leave
(W13) temporary Administrative Assistant hired but left after one qtr.
(F12-W13)(S13) student worker employed
(M13) ATS's Administrative Assistant moved to TC (95%)

ATS Impact: Further increase to unofficial TC oversight expected from AO including day-to-day operations. At times AO dedicated 80% of time to TC from F12-W13, but this tapered to 40% in S13 when the lead TC counselor was identified and took on scheduling responsibilities. ATS staff time dedicated to TC fluctuated between 30 - 65% during 2012-13.
ATS reassignments: (M13) ATS's Administrative Assistant moved to TC (95%)

Sample Duties:
(12-13) AO oversaw TC Budget
(12-13) ATS collected and processed TC data for reporting purposes
(12-13) ATS provided training to new TC staff
(F12) AO completed and submitted CCCCO TC Report for 2011-12
(F12) Articulation Specialist coordinated Transfer Day with the assistance of the AO and TC staff.
(F12-W13) AO coordinated TC day-to-day operations including scheduling
(F12-S13) ATS coordinated TC rep visits and other activities such as, Personal Statement Workshops, SCU Presentation, Syracuse University Presentation
(F12-S13) AO involved in TC staffing and operational oversight: 2 re-assigned counselors, temporary Administrative Assistant, student worker, and permanent TC staff

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(M13) ATS initiated e-SARS appointment scheduling for TC rep visits and workshops

Fall 2013 – Present

TC Staffing changes:

(F13) Re-assigned lead counselor returns to former position

(W14) TC Counselor assigned as 50% TC Coordinator

(F13-present) student worker employed

ATS Impact: ATS is currently in a state of transition since the 50% TC Coordinator position was identified in W14. We anticipate continual movement away from TC tasks through M14.

Sample Duties:

(13-14) AO oversees TC Budget

(F13) ATS collected and processed TC data for reporting purposes

(F13) AO oversaw a portion of TC operations

(F13) ATS coordinated Personal Statement Workshops

Transfer Center Equipment - since 2011

Hardware	Budget	Location
HP DesignJet T120 (Poster Printer)	Measure C FF&E	Transfer Center
HP LaserJet 6000	Measure C FF&E	Student Workstation
2 MacBooks	Measure C FF&E	Transfer Center
HP LaserJet 6000	TC B-Budget	Transfer Center/ATS (shared)
HP Color LaserJet	TC B-Budget	Transfer Center/ATS (shared)
HP Desktop Computer	ATS B-Budget	Transfer Center Room #228 (University Reps)

Programmatic changes since 2008-09 include a major shift in allocation of ATS time and resources to another Student Services program. The impact to ATS includes: loss of articulation agreements, loss of transfer agreements, limited data collection and tracking, and limited time for instructional faculty consultation and curriculum review.

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<p>12b) Are there any other significant issues that will affect the program over the next five years?</p>	<p>ATS expects 2014-16 to be a catch-up years as our primary focus will be to reestablish former articulation levels and connect with universities to establish transfer agreements. We are now understaffed and with the various laws and statewide initiatives impacting articulation/transfer, our hope is to secure a secretary position to compensate for recent personnel changes.</p>
<p>PART 13 -</p>	<p>Student Success and Support Programs (3SP)</p>
<p>13a) How will the new 3SP orientation requirements affect the program over the next five years?</p>	<p>Annual updates to articulation and transfer information are not in sync with 3SP's early orientation time table, so this will have to be addressed with place-holder information for students attending early orientations. Impact: ATS will have to design and produce preliminary versions of annual updated information. Need: Time and resources.</p>
<p>13b) How will the new 3SP assessment requirements affect the program over the next five years?</p>	<p>N/A</p>
<p>13c) How will the new 3SP student education planning requirements affect the program over the next five years?</p>	<p>The reallocation of advising services to meet 3SP's requirements and timelines will greatly impact the available advising time for transfer programs like TAG and ADT. We are considering alternative service delivery methods but know the majority of students will still seek one-on-one advising sessions regardless of what is available to them. We will continue to work with administration and faculty to prioritize essential services in light of our limited resources.</p>
<p>PART 14 -</p>	<p>Student Services Learning Outcomes and Accreditation Standard II.B.4</p>
<p>14a) What are the current/active program outcome statements?</p>	<p>1) Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC transfer, CSUGE, and/or IGETC. 2) Students will utilize the Transfer Planning Web site to access articulation and transfer information. 3) Students will successfully access TAA/TAG information and will demonstrate knowledge of TAA/TAG requirements by</p>

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	<p>developing and securing approved contracts. 4) Students will utilize the transfer listserv and receive transfer updates.</p> <p>S14 SSLO Update Report 1) 34 courses were submitted for CSUGE/IGETC this year and 33 were approved, 1 was denied. 1 remains pending from the last cycle. For UC-TCA, Fall 2013, 18 new courses were submitted and approved. For Fall 2014, 23 were submitted and 22 approved, with 1 course pending. 2) Continued tracking Transfer Planning Website usage. For calendar year 2013: monthly average was 5092 hits. Website usage remains consistently high and on par with previous APRU. 3) For Fall 2014 transfer, 622 UC TAGs were initiated of which 331 required De Anza review. The AO reviewed 57 TAGs (17%), 274 (83%) TAGs were reviewed by 7 counselors. 26 TAG workshops were offered this year (19 conducted by the AO), an increase of 4 from last year, between 7/10 – 9/18, to compensate for the overall decrease in advising staff. There were 423 participants, an increase of 100 from last year. Out of 406 surveys collected, with some students indicating several sources, the results showed students learned about these workshops from: transfer planning website (200), friend/relative (109), counselor (99), instructors (38), transfer listserv (25), DA Website (18), MyPortal (16), and signage (3). 4) The Transfer Planning Listserv has 887 members, an increase of 77 from last year. 24 messages were sent during the 2013 calendar year.</p>
<p>14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>4</p>
<p>14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>Assessment findings through the years show ATS has maintained our service levels in key SSLO identified areas of articulation (CSUGE/IGETC, UC-TCA) and transfer services (Transfer Planning Website, UC TAG, Listserv). This is a commendable achievement given the reallocation of time and resources since 2010-11, but we are determined to increase our SSLO to cover other areas of faculty and student needs now that key Transfer Center issues are being resolved. A few years ago we removed the SSLO statement regarding faculty understanding of articulation guidelines (in terms of course-to-course and major preparation) because we did not have the time to formulate an assessment mechanism and track agreements at the required level. We are still interested in pursuing this as well as accommodating several faculty needs identified in our 11-12 APRU, including more in-service training and the creation of a special articulation Website, both of which were in place in 2008-09.</p>
<p>14d) What are the program outcome assessment plans for the next five years?</p>	<p>Increase the use of student and faculty surveys.</p>

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Part 15 -	CPR SUMMARY
<p>15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>This APRU clearly shows the level of time and resources dedicated to the Transfer Center in recent years. In terms of ATS, the program has diminished since 2008-09 because of Transfer Center needs, but we anticipate a full recovery. The remaining months of 2013-14 will be dedicated to stabilizing articulation levels, increasing C-ID agreements, and preparing for a robust summer TAG season with even less advising staff than previous years. 2014-16 will be dedicated to bringing articulation up to previous levels, meeting ADT mandated requirement and adjusting the advising component accordingly, working with De Anza's Academic Senate and CSUs on major ADT issues (of which there are many), stabilizing our transfer programs, and developing additional linkages with the Transfer Center. Over the next five years we hope to be in an annual growth mode, ever increasing our articulation base and developing select transfer agreements at the national level. While the recent Research and Planning report indicated a decrease in De Anza's overall CSU and UC transfer from 2010-11 to 2012-13, De Anza currently ranks #1 among CCCs in total CSU/UC transfer combined for 2012-13, which is encouraging.</p>
Part 16 -	DIVISIONAL PERSPECTIVE
<p>16a) Name of the Division and the names of the programs.</p>	
<p>16b) Who wrote the Divisional Perspective?</p>	
<p>16c) Summarize the CPRs written by the programs of the Division.</p>	