De Anza College
Student Services Planning and Budgeting Team (SSPBT)
Program Review

2016 - 2017

Tracdat Description (50 character max)	Part 1	Program Information	
	2016-17 Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Articulation and Transfer Services	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	Renee Augenstein	Enter the name or names of those who authored this CPR/APRU
SS 1c) Number students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	16,422 – the number of students that identified transfer as their educational goal in fall 2016. Student numbers have steadily increased from 10,560 in 2003.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
	1d) Who are the typical students served by this program?	Students interested in transferring to 4-year institutions. ATS supports all student services and instructional programs, many of which focus their efforts to increase access and success of targeted student populations.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
	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	Cut/paste or type in the program's most current Mission Statement.

		liaison to UC, CSU, independent institutions and system offices.	
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	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, transfer agreements, SSLO data, and direct feedback. Fluctuations are reviewed and issues are addressed usually through the re-alignment of time and resources.	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.
SS 2c) In what ways and to what extent does the program support the College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	Approximately 75% of De Anza students identify transfer as their educational goal. 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 articulation.	Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
	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 made available to advising units across the campus. Students without Internet access can visit the Counseling and Transfer Centers, or computer labs on campus, to receive transfer information. ATS' primary audience, however, are counselors, advisers, and instructional faculty as they utilize the information provided by ATS to work with our general student population.	Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.)to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.
SS 3b) State ways and extent that program encourages personal and civic responsibility.	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	Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

		information to students to support their transfer goals but we also provide educational opportunities for students, via information sessions, to learn about the transfer process. During these sessions we clearly outline students' responsibilities and potential consequences to their actions and/or inaction.	
SS 3c)State ways & extent program designs, maintains and evaluates counseling &/or academic advising	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 constraints, evaluates transfer advising components specifically related to TAG and ADT. ATS periodically reviews TAG/ADT statistics (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.	Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.(Answer only if applicable to the program under review)
SS 3d)State ways & extent program support/enhances student understanding & appreciation of diversity	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.	Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	N/A	Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review)
SS 3f) State ways & extent program maintain student records securely & confidentially?	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?	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	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are

		any follow-up issues that may arise for students. Those files are secured at all times and are properly destroyed after 7 years.	maintained. The institution publishes and follows established policies for release of student records.
	PART 4-	Staffing	
SS 4a) Have there been any significant staffing changes since the last CPR?	4a) Have there been any significant staffing changes since the last CPR in 2013-04?	The Administrative Assistant II position that supported ATS was reassigned (95%) to the Transfer Center in summer 2013 and that level has increased to 100% in subsequent years. Since fall 2015 the Articulation Specialist has provided administrative support to General Counseling and the Transfer Center.	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.
	4b) Are there any significant staffing changes that will be needed over the next five years?	ATS is re-requesting a 50% secretary position to provide clerical support for ADT, transfer agreements (e.g. TAG), and articulation. With the increase in ADT offerings and growth in ADT applicants, coordination efforts are grossly impaired under the weight of clerical needs.	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.)(Specifically identify any anticipated Student Success Support and Program (3SP)connections)
	PART 5-	Facilities	
	5a) Have there been any significant facility changes since the last CPR in 2013-14?	ATS offices were relocated in summer 2015 and storage capacity was lost.	Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SPconnections)
	5b) Are there any significant facility changes that will be needed over the next five years?	No.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	PART 6 -	Equipment	
	6a) Have there been any significant equipment changes since the last CPR in 2013-14?	No.	Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next five years?	Replacement computer, printers, and scanners for the Articulation Officer and Articulation Specialist will be needed.	Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional

		and non-instructional needs)(Specifically identify any anticipated 3SPconnections)

	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last CPR in 2013-14?	No change to basic operational cost.	Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)
SS 7b) Will any significant operational cost changes be needed over the next 5 years?	7B) Are there any significant operational cost changes that will be needed over the next five years?	No.	Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SPconnections)
	PART 8-	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last CPR?	8a) Have there been any significant organizational alignment changes since the last CPR in 2013-14?	Since fall 2015 the Articulation Specialist has provided backup support to the administrative Transfer Center.	Please explain any significant organizational alignment changes that have occurred over the past five years.
	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. The Transfer Center Plan, finalized in fall 2016 but not yet approved, outlines our collaborative efforts and identifies future activities/initiatives. It will continue to serve as an internal working plan for ATS until we receive further notice. ATS will continue to build connections with all 3SP/Equity counselors and advisers across the campus to ensure transfer information is uniformly available to all advising units. Greater alignment with Instruction is needed to support ADT efforts and curricular activities.	Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.)(Specifically identify any anticipated 3SP connections)
	PART 9-	Regulations/Laws/Policies	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?	9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2013-14?	The **UC E-TAG** system allows students to submit TAGs without any restrictions (e.g. meeting with a counselor/advisor) and to remove and re-submit TAGs multiple times before the deadline. This auto-submission capability dramatically reduces our ability to oversee and regulate the submission process.	Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.

| | | **Impact:** The "September" TAG submission deadline is incompatible with our quarter-system calendar, so ATS restructured the TAG process entirely and currently uses summer information sessions 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.

(formerly) **SB 1415** Common Course Numbering System – currently, C-ID (Course Identification Numbering System) – now law.
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 remains a higher priority level than all other types of articulation. This is an unfunded mandate that has increased ATS's workload by 25% since its inception.

De Anza's C-ID status (as of 2/28/17):
178 approved, 15 submitted/under review

(formerly) **SB 1440** Student Transfer Achievement Reform Act – now law, 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. This is an unfunded mandate which has increased ATS's workload by 25% and this level will only increase as new degrees are developed. Two new degrees have been approved for fall 2017: Anthropology and Economics.	
		De Anza's ADT Verification Report (as of 2/17) **CSU Transfer Term** **(# of Students Reporting ADT Goals on CSUMentor/** **# of ADT Available)** Fall 2012: **(20/2)** Spring 2013: **(9/3)** Fall 2013: **(99/4)** Winter/Spring 2014: **(43/8)** Fall 2014: **(272/9)** Winter/Spring 2015: **(80/9)** Fall 2015: **(551/12)** Winter/Spring 2016: **(89/12)** Fall 2016: **(690/12)** Winter/Spring 2017: **(72/12)** Fall 2017: **(896/12)** *(formerly)* **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.	
SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?	The 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 the development of new ADT. **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 was 2015 but it was postponed to summer 2017, and just recently	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.)(Specifically identify any anticipated 3SPconnections)

		we received notice that it was rescheduled for summer 2018. However, AOs are already using the new system to build course inventories and submit/review articulation agreements. This work is proving to be a daunting task as are we learning to navigate an entirely new database system and discovering 'bugs' along the way. Once the public roll-out date is finalized, AOs will be required to learn the new system (the front end) and provide training to counselors/advisers in a timely manner. **Impact:** Dedicated time will be needed to complete this task. And we are closely monitoring - **SB 478**, Public postsecondary education: transfer of community college students to the California State University or University of California. Colleges would be required to 1) Identify those students who have completed an associate degree for transfer. (2) Notify those students of their completion of the associate degree for transfer requirements. (3) Automatically award the student with the associate degree for transfer. (4) Add the student to an identification system maintained by the community college campus in a manner that can be accessed electronically by the California State University and the University of California enrollment systems. These steps shall be completed within 45 days of the student completing the associate degree for transfer requirements.	
	PART 10-	Professional Development	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2013-14?	None due to time limitations.	Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next 5 years.	10b) Are there any significant professional development needs for the program (or others) over the next five years?	1) Data collection and maintenance: database design and management 2) Communication: social media and communication technology 3) Networking: affiliation with programs like NATN	Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of

			the activities.(Specifically identify any anticipated 3SPconnections)
	PART 11-	Curriculum, Student Success, and Equity	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html
SS 11a) Have there been any significant curriculum since the last CPR?	11a) Have there been any significant curriculum since the last CPR in 2013-14?	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% since its inception. Local initiatives, like the revamping of the Honors Program, have resulted in a surge of new courses each year that impacts ATS.	Please explain any significant curriculum changes in that have occurred over the past five years
SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.	11b) Are there any significant curriculum issues in that will affect the program over the next five years?	Continued growth in C-ID and Honors is expected.	Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SPconnections
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program? Has the 60%requirement been met or exceeded?	N/A	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60%http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdfIf student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5%between any of these groupings?	N/A	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5%and what plans are in place, or are being made, to address closing this

			gap
	PART 12-	Other	
SS 12a) Have there been any other significant program changes since the last CPR?	12a) Have there been any other significant program changes since the last CPR in 2013-14?	Since 2011 ATS has experienced a decrease in "quality" service levels due to staffing shortages. We had anticipated 2014-16 would be catch-up years once Transfer Center staffing levels were reinstated and we could focus our efforts on reestablishing former articulation levels and reconnecting with universities to establish transfer agreements. We were on track to meet our goals in 2014-15, but changes in Division priorities, operations, and internal communication lines shifted significantly in 2015-16 impacting service levels.	Please explain any other significant program changes that have occurred over the past five years.
	2b) Are there any other significant issues that will affect the program over the next five years?	Sustainability is our primary concern given the reduction in dedicated staff time to articulation and transfer services activities. SSLO assessment data supports this concern.	Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SPconnections
	PART 13	Student Success and Support Programs (3SP	
	13a) How will the new 3SP orientation requirements affect the program over the next five years?	Unknown, though all requests received from service areas to meet 3SP orientation requirements will be accommodated.	Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13b) How will the new 3SP assessment requirements affect the program over the next five years?	Unknown, though all requests received from service areas to meet 3SP assessment requirements will be accommodated.	Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
	13c) How will the new 3SP student education planning requirements affect the program over the next five years?	The reallocation of advising services to meet 3SP's needs and timelines increased our service areas to include advising units outside of general counseling, EOPS, DSS, ISP and SSRS. Communication concerns remain high. ATS will continue to work with all advising units to provide accurate and up-to-date transfer/articulation information. We will also continue to work with	Summarize any student education planning issues/items that are new or that have already been identified above have under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other

		administration and faculty to prioritize essential services in light of our limited resources.	
	PART 14-	Student Services Learning Outcomes and Accreditation Standard II.B.4	Accreditation Standard II.B.4-The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
	14a) What are the current/active program outcome statements?	**1)** Faculty will demonstrate knowledge of articulation guidelines by developing curriculum appropriate for UC transfer, CSUGE, and/or IGETC. **3)** Students will utilize the Transfer Planning Web site to access articulation and transfer information. **4)** Students will successfully access TAA/TAG information and will demonstrate knowledge of TAA/TAG requirements by developing and securing approved contracts. **5)** Students will utilize the transfer listserv and receive transfer updates.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	14b) How many SSLO/SLO statements have been assessed since the last CPR in 2013-14?	4	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
	14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2013-14.	Assessment findings through the years show ATS has maintained our service levels in key SSLO identified areas of articulation (CSUGE/IGETC, UC-TCA). However, changes to operational support levels and Division management priorities have negatively impacted our service levels in the areas of Website maintenance, Listserv maintenance, and summer TAG services. (see 12a) We may decrease the amount of information available on the Transfer Services Website, in direct proportion to the amount of time we can dedicate to this activity to ensure what is available is accurate and up-to-date. As Transfer Center staffing levels has increased, we are discussing the possibility of having the Listserv and Website maintenance be shared services between the	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

		Programs or have them move over to the Center entirely.	
	14d) What are the program outcome assessment plans for the next five years?	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 faculty requests to provide more in-service training and a special articulation Website, as time permits.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
	Part 15 -	CPR SUMMARY	Part 15is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	15) Where has the program come from since 2013-14, where is it now, and where does it anticipate or need to go over the next five years?	Since 2011 ATS has experienced a decrease in "quality" service levels due to staffing shortages. We had anticipated 2014-16 would be catch-up years once Transfer Center staffing levels were reinstated and we could focus our efforts on reestablishing former articulation levels and reconnecting with universities to establish transfer agreements. We were on track to meet our goals in 2014-15, but changes in Division priorities, operations, and internal communication lines shifted significantly in 2015-16, decreasing service levels. Working within Division parameters, we plan to revisit and reestablish sustainable goals, and will seek additional support through external means. If successful, we hope to be in a growth mode over the next five years, increasing our articulation base and developing select transfer agreements at the national level.	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19)
	Part 16	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
	16a) Name of the Division and the names of the programs.	Counseling and Student Success Division: - Counseling and Advising - Transfer Center - Articulation and Transfer Services - Guardian Scholars Program (GSP) Foster Youth - Undocumented Advisory Committee	Write the name of the division and the names of the programs that are submitting CPRs
	6b) Who wrote the Divisional Perspective?	Sheila White-Daniels, Ed.D., Dean	Enter the name or names of those who authored this Divisional Perspective.
	16c) Summarize the CPRs written by the programs of the Division.	The Counseling and Student Success Division is a student-	Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs

		focused division that provides academic, personal, and career services to over 26,000 students on an annual basis. The works of this division extends beyond counseling to work that supports student success through 3SP services to include, orientation, counseling, developing education plans, and follow-up. Articulation and Transfer Services (ATS), along with Transfer Center, is at the cornerstone of the success of these efforts. ATS has maintained outstanding levels of service throughout the years, The Articulation Officer (AO) is a seasoned counseling faculty member with extensive knowledge regarding articulation, curriculum, course and program development, as well as Title 5 regulations. The AO recognizes and emphasizes the importance of articulation in the transfer process. Collaboration between Articulation and Transfer Services and the Transfer Center, has been the catalyst, over the years, for De Anza College being noted statewide and nationally for the outstanding transfer rate.	explaining how they all fit or work together into a cohesive division plan.