

STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: Transfer Center

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Academic Year: 2016-2017

I. Student Services Area Overview

*The **Area Overview** should reflect the consensus of the staff within the student services area. It is meant to provide a broad understanding of the area, current trends related to the area's mission, and how the area serves to meet the overall mission or goals Norco College. The following reflects the general guidelines followed by the service areas in completing their area overview. (I.1.-I.5. contains brief, succinct narrative for each area; should be about 2 pages in length.)*

1. Mission Statement

The Transfer Center is dedicated to students by serving as the principle liaison between Norco College and baccalaureate-level colleges and universities, ensuring that students are kept abreast of all current transfer policies and procedures. By providing accurate and cohesive transfer information and services, students will enhance their academic success, ultimately leading to attaining transfer goals. *(June 2016)*

2. Philosophy Statement

The Transfer Center will motivate students towards their transfer goals, encourage self-development and self-efficiency in respectful, positive, and open-minded surroundings; as well as maintain an environment that is focused on student success. *(June 2017)*

3. Summary

Note: Describe the main functions of your area using clear, concise bulleted statements.

- Interpret transfer policies and procedures developed by four-year colleges and universities for student comprehension.
- Increase transfer preparedness by providing workshops on: ADT + CSU, TAG + UC, TAG application, CSU and UC transfer application, personal insight, campus specific information workshops.
- Ensure transfer counselors are available for the development of student educational plans and general follow-up.
- Provide transfer application follow up assistance (official transcript requests, transfer GPA calculations, document deadlines, campus student portal activation and navigation; ensuring students understand their responsibilities after their application has been submitted).

4. Strengths

Note: Briefly describe about five of your area's greatest strengths. As applicable, strengths substantiated through data are required.

1. Coordinate on campus transfer associated workshops including: UC Transfer Admissions Guarantee program, CSU Associates Degree for Transfer, Transfer application workshops including: UC, CSU, "Next Steps" workshops for admitted students, and personal insight.
2. Continued Transfer counseling availability.
3. Coordinate one-on-one transfer advisement sessions for students with university admissions counselors.
4. Provide high quality customer service to students, staff, faculty, and to the general public.
5. Coordinate Transfer Fair every Fall and Spring semesters.

5. Students Served

The Transfer Center serves current students in their preparation to transfer to four-year universities. The Center coordinates with local and non-local university representatives to provide transfer advisement appointments to students. In addition the Center coordinates with Norco College counselors to provide specialized Transfer Counseling appointments for the development of comprehensive student educational plans for transfer.

Assisted with Transfer Information	1,907	Attended Information Workshops	198
Assisted with Transfer Applications	468	On Campus student contacts (Info tables, fairs)	3,927

Transfer Counseling:

Develop Student Educational Plan	63	Provide Transfer Guidance	250
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Transfer Recognition:

Students who had been admitted for Fall 2017 transfer had the opportunity to be recognized for their transfer achievements at the Spring 2017 Commencement Ceremony. These transfer students were awarded transfer cords, a total of 129 transfer students wore them proudly.

II. Assessing Outcomes

1.A. Report on 2015-2016 Assessment Plan and Objectives for Student Services Area:

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- Increase student understanding of individualized transfer requirements
- Increases student awareness of specialized transfer programs
- Increase student understanding of the transfer process and available resources
- Increase student awareness of transfer major selection
- Provide high quality services to students.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission *	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B) Moved to Strengths C) Discontinued (please state why)
1.	Increase student understanding of individualized requirements	SLO: Students who attend transfer advisement session will be able to define the minimum eligibility requirements for transfer to the UC and CSU Systems	“We provide foundational skills and pathways to transfer...”	20% of students will increase their knowledge and recognize transfer requirements.	Utilize pre and post multiple choice surveys.	Goal is met. More than 80% of students recognized requirements.	Continue to assess learning with CSU admissions counselors and UC admissions counselors separately; plan to increase learning percent from 20% to 70%	Continued.
2.	Increase student awareness of specialized transfer programs	SLO: Students who participates in specialized transfer workshops will recognize specific requirements for the CSU ADT and UC TAG Programs.	“We provide foundational skills and pathways to transfer...”	20% of students will increase their knowledge of specialized transfer programs.	Utilize pre and post multiple choice surveys.	Goal is met. More than 80% of students recognized requirements.	Continue to assess learning for CSU+ADT and UC+TAG via separate surveys and workshops.	Continued
3.	Increase student awareness of transfer Major selection.	SLO: Students who participate in major exploration workshops will be able to define a transfer major.	“We provide foundational skills and pathways to transfer...”	20% of students will increase their knowledge of major selection.	Utilize pre and post multiple choice surveys.	Not applicable. Offered Spring 2016; 10 students attended the workshops.	Change focus to transfer preparedness.	Discontinued- will create “Transfer Basics” workshops beginning Fall 2017
4.	Provide high quality services to students.	SAO: Students who utilize Transfer Center services will increase their confidence of the transfer process.	“We provide foundational skills and pathways to transfer...”	20% of students will increase their knowledge of major selection.	Utilize post surveys.	Goal is met. More than 80% felt confident with their next steps as a transfer student.	Provide satisfaction surveys at all workshops and appointments.	Continue. Ensure information being provided is useful to students.

***Please see appendix for description.**

II.1.B. Program Modifications for 2014-2015 Data Assessment (“Closing the Loop”)

Note: For 2014-2015 outcomes assessments you are continuing or modifying in your 2015-2016 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.

Outcome	Evidenced and detailed (Describe how you used outcome data for programmatic modifications)
<i>Offered “Major Exploration Workshops” with very minimal participation from students.</i>	<i>To ensure that students are receiving transfer information at all levels of their educational progress, not solely at the “Transfer Ready” stage, the Transfer Center will develop a “Transfer basics” workshop in Fall 2017. This workshop will provide the essentials of transfer preparedness and will be targeted to students with fewer than 15 units.</i>

II.2.A. 2016-2017 Assessment Plan for Student Services Area:

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- Increase student understanding of individualized transfer requirements
- Increases student awareness of specialized transfer programs
- Increase student understanding of transfer pathways and associated requirements
- Increase student understanding of individual responsibilities after submission of transfer applications.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	Increase student understanding of individualized transfer requirements.	SLO: Students who attend transfer advisement appointments will enhance their knowledge of individual transfer requirements.	“provide foundational skills and pathways to transfer...”	20% of students will increase their knowledge and recognize transfer requirements.	Pre and Post multiple choice survey	Goal is met.	A) Continue to assess learning with CSU admissions counselors and UC admissions counselors separately.
2.	Increase student awareness of specialized transfer programs	SLO: Students who participate in UC+TAG info workshops will recognize specific requirements.	“provide foundational skills and pathways to transfer...”	80% of students will recognize requirements specific to specialized transfer programs.	Pre and Post multiple choice survey	Goal is me.	A) Continue to assess learning with UC + TAG workshops to ensure students understand pathway clearly.
3.	Increase student understanding of transfer pathways and associated requirements	SLO: Students who participate in CSU+ADT info workshops will recognize transfer pathways and requirements	“provide foundational skills and pathways to transfer...”	20% of students will increase their knowledge and transfer process and associated requirements.	Pre and Post multiple choice survey	Goal is met.	A) Continue to assess learning with CSU+ADT workshops to ensure students understand pathway clearly.
4.	Increase student understanding of individual responsibilities after submission of transfer applications	SLO: Students who participate in “Next Steps” workshops will enhance their knowledge of individual responsibilities	“provide foundational skills and pathways to transfer...”	80% of students will understand what their responsibilities as a transfer applicant.	Post Survey	Goal is met.	A) Continue to offer “Next Steps workshops” In the spring semesters to ensure students are maintaining transfer eligibility.

***Please see appendix for description.**

****More detailed description on the following page.**

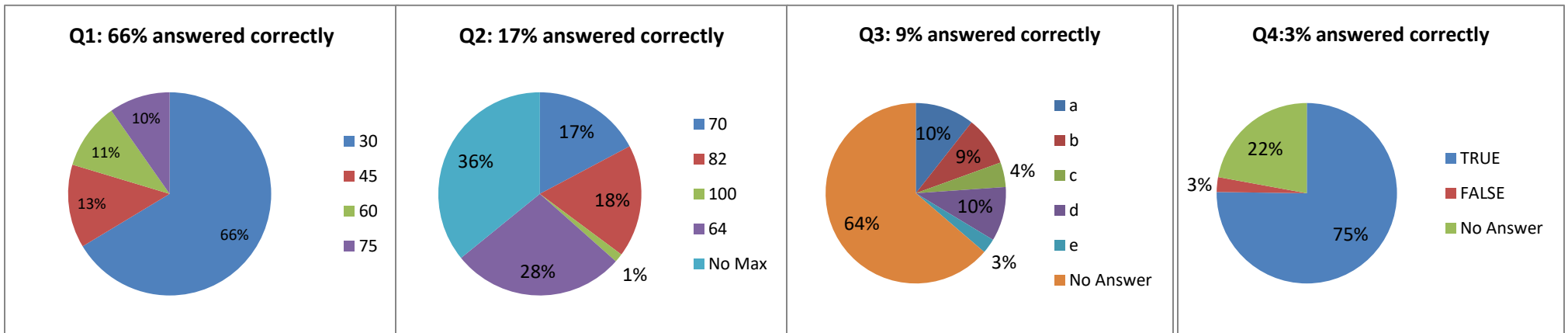
II.2.B. 2016-2017 Assessment Plan Findings/Data Analysis

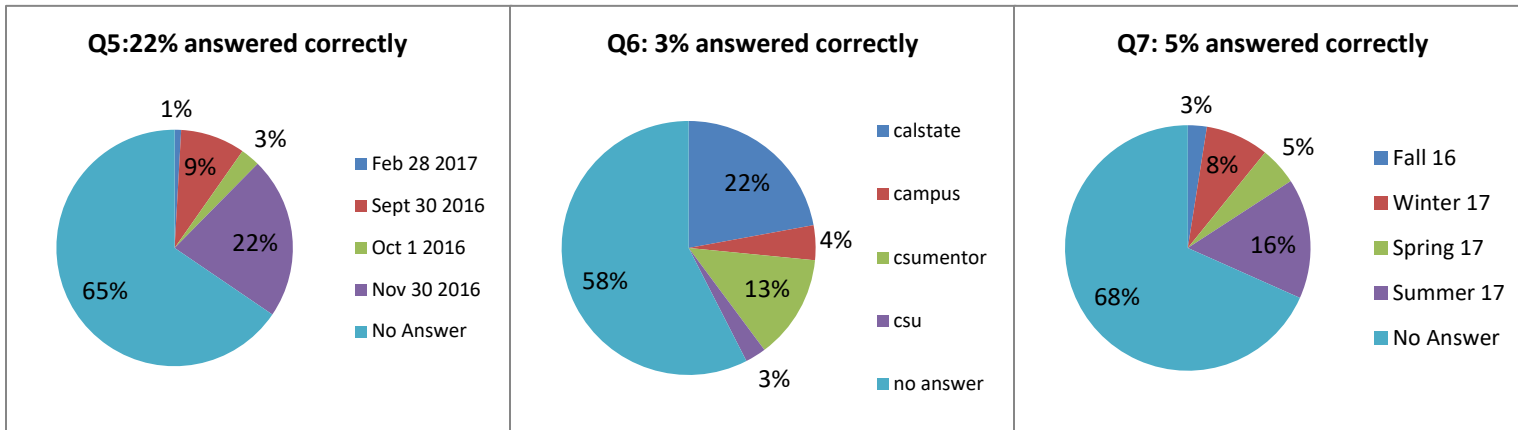
SLO/SAO #1: Students who attend transfer advisement sessions will be able to define the minimum eligibility requirements for transfer to the UC and CSU systems. Transfer advisement appointments with university admissions counselors are offered every semester (winter, spring, summer, and fall) to students. To measure student learning from these appointments, pre and post assessment surveys (multiple choice) are administered to students. The following are the pre/post assessment findings.

Findings/Data Analysis

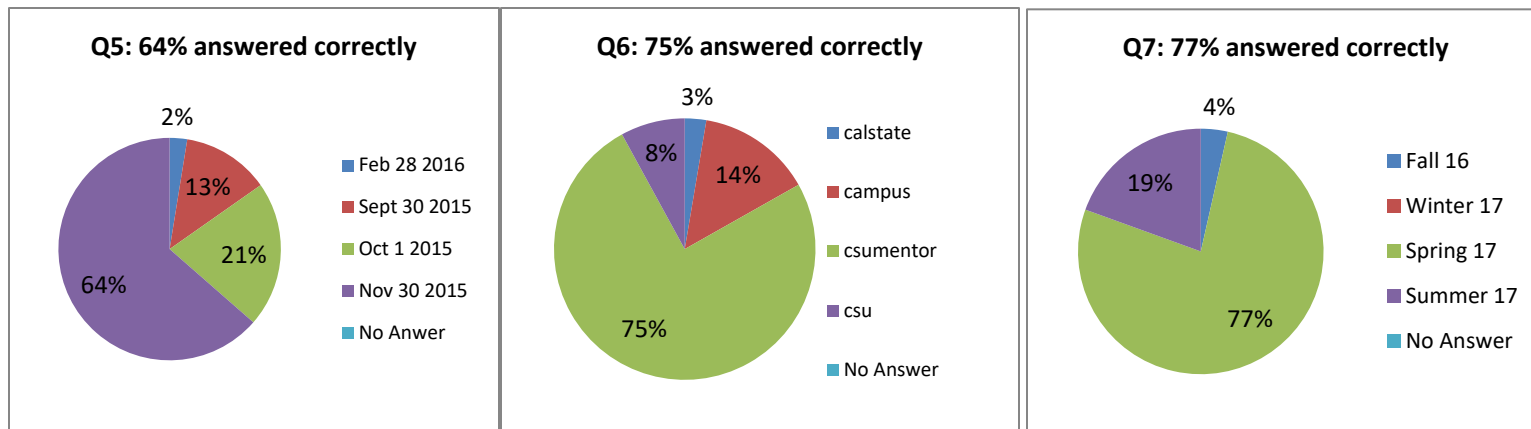
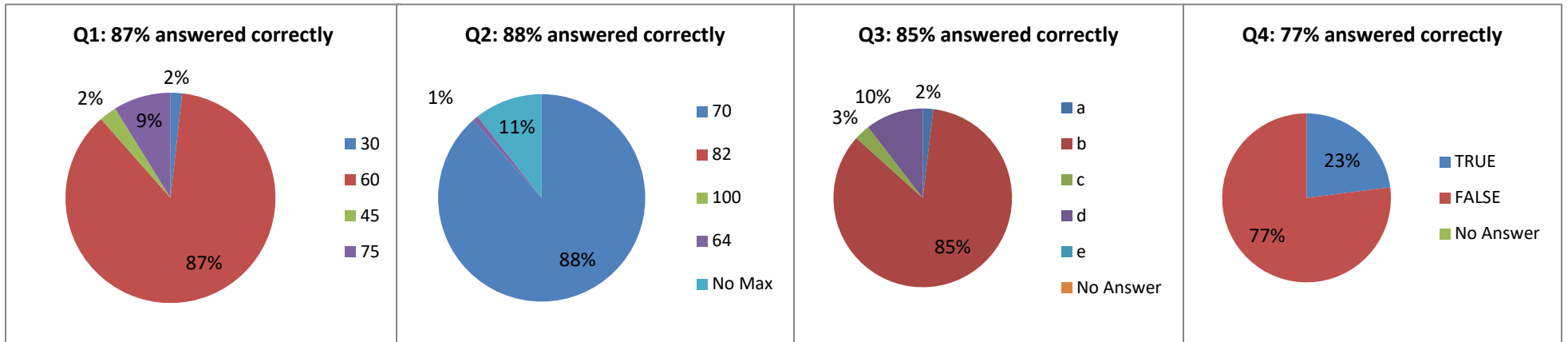
CSU PRE-ASSESSMENT FINDINGS based in the data collected, students had little general knowledge and understanding of basic transfer requirements for CSU campuses, and associated requirements.

- Q1: How many units are required to qualify as an upper division transfer student at a CSU?
- Q2: What is generally the maximum amount of units a Cal State will accept for transfer students?
- Q3: What are the “Golden Four” classes?
- Q4: I must fulfill all my transfer requirements before I submit my application for transfer.
- Q5: The deadline to apply for fall 2017 CSU transfer is?
- Q6: I submit my transfer application for CSU online at which website?
- Q7: To be eligible for fall 2017 transfer, all minimum transfer requirements must be completed by which semester?



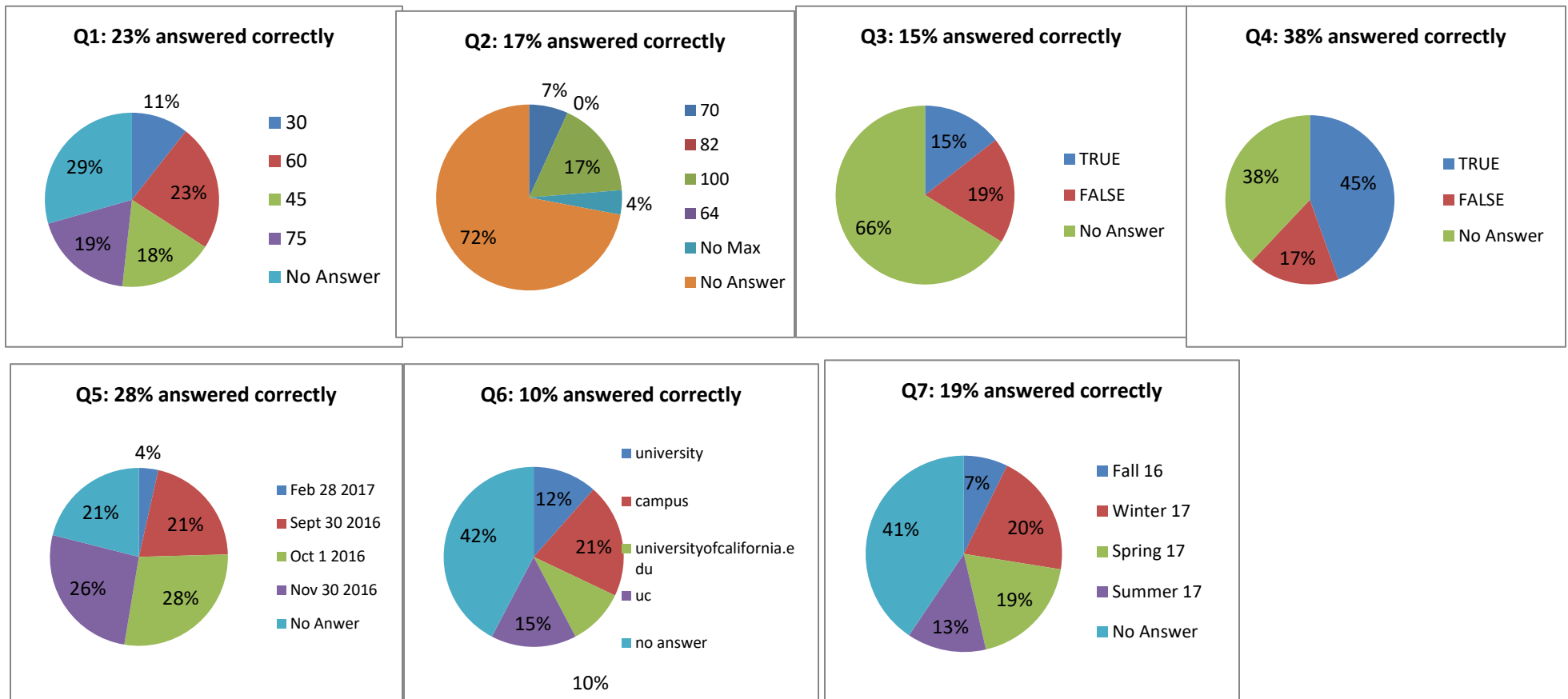


CSU POST-ASSESSMENT FINDINGS based in the data collected, students increased their knowledge of individual transfer requirements significantly.

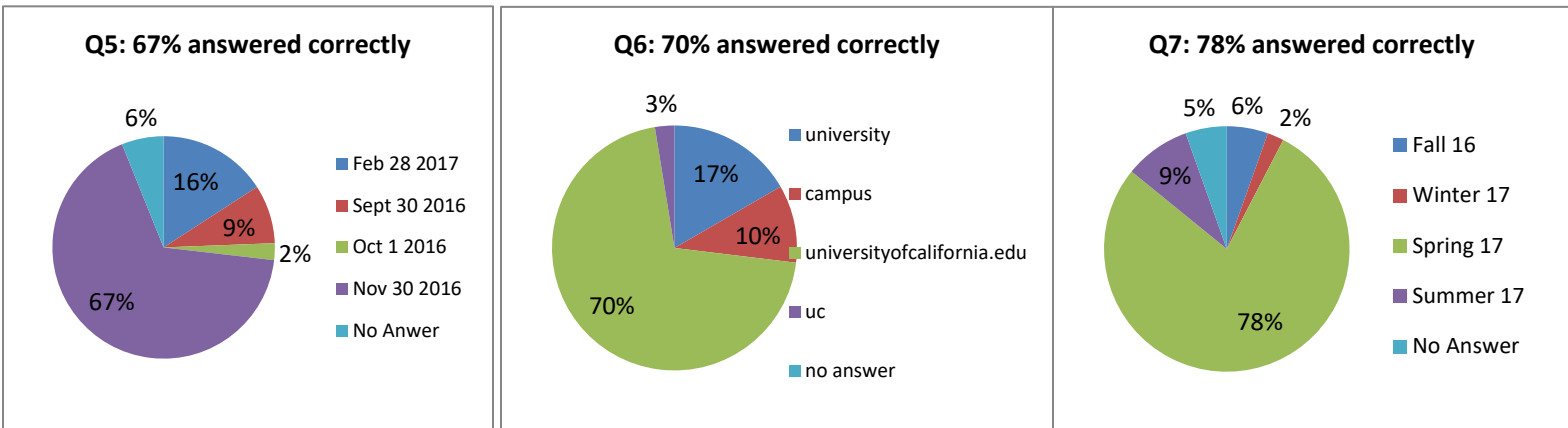
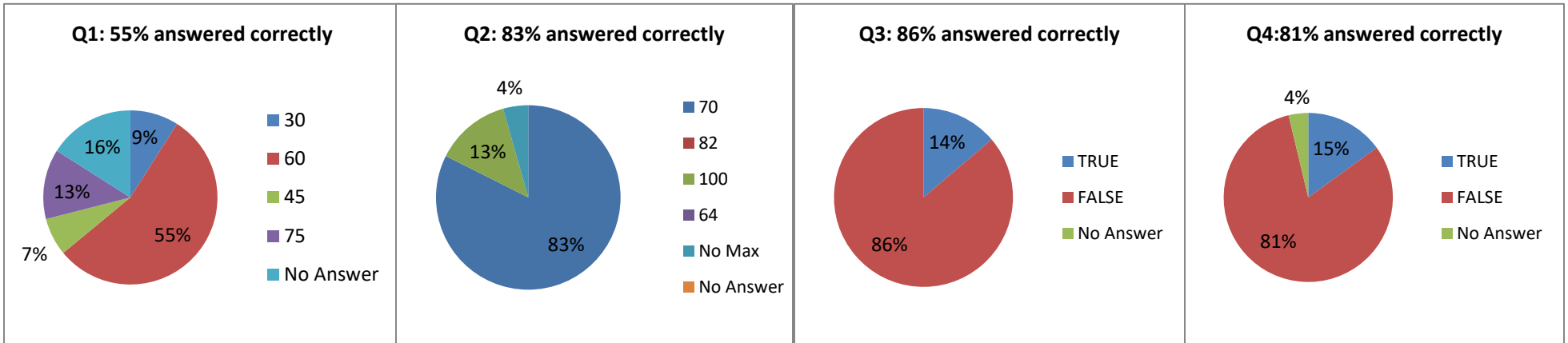


UC PRE-ASSESSMENT FINDINGS based on the data collected, students had little general knowledge and understanding of basic transfer requirements for UC campuses, and associated requirements. When speaking with students, they understood UC TAG and general transfer to be one in the same; hence the low knowledge of UC deadlines.

- Q1: How many units are required to qualify as an upper division transfer student at a UC?
- Q2: What is the maximum amount of units a UC will accept for transfer students?
- Q3: A foreign language class, or two years of HS foreign language is required for transfer?
- Q4: I must fulfill all my transfer requirements before I submit my application for transfer.
- Q5: The deadline to apply for fall 2017 UC transfer is?
- Q6: I submit my transfer application for UC online at which website?
- Q7: All transfer requirements for fall 2017 transfer must be completed by which semester?



UC POST-ASSESSMENT FINDINGS Students significantly increased their knowledge of transfer requirements and deadlines.



Improvement Recommendations

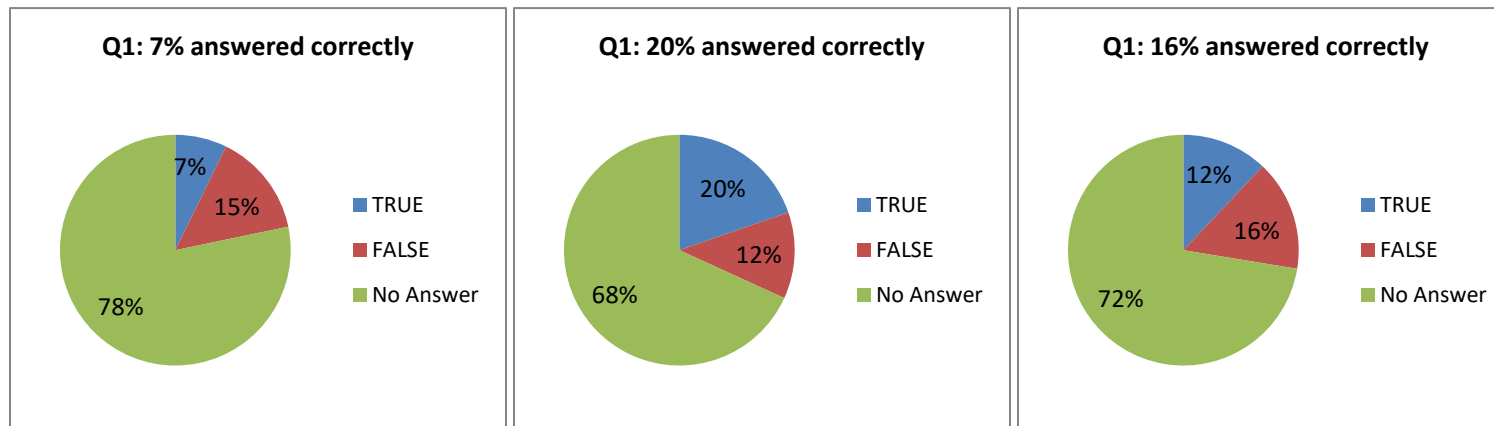
Students understand the general requirements for transfer in regards to unit eligibility. Their understanding of personal requirements improves once they meet with an admissions counselor from their ideal transfer institution. Major preparation is where students are learning the most in regards to their transfer requirements. Future plan includes revising the learning survey to include where students can obtain information regarding their major prep requirements.

SLO/SAO #2: Students who participate in UC +TAG information workshops will recognize specific requirements. A guaranteed transfer pathway into UC systems is available to students. The program is competitive and demanding, therefore the Transfer Center offers information workshops to ensure students understand how to be eligible to specific pathway programs, and to meet associated deadlines. Below are the pre and post assessment findings for UC TAG workshops.

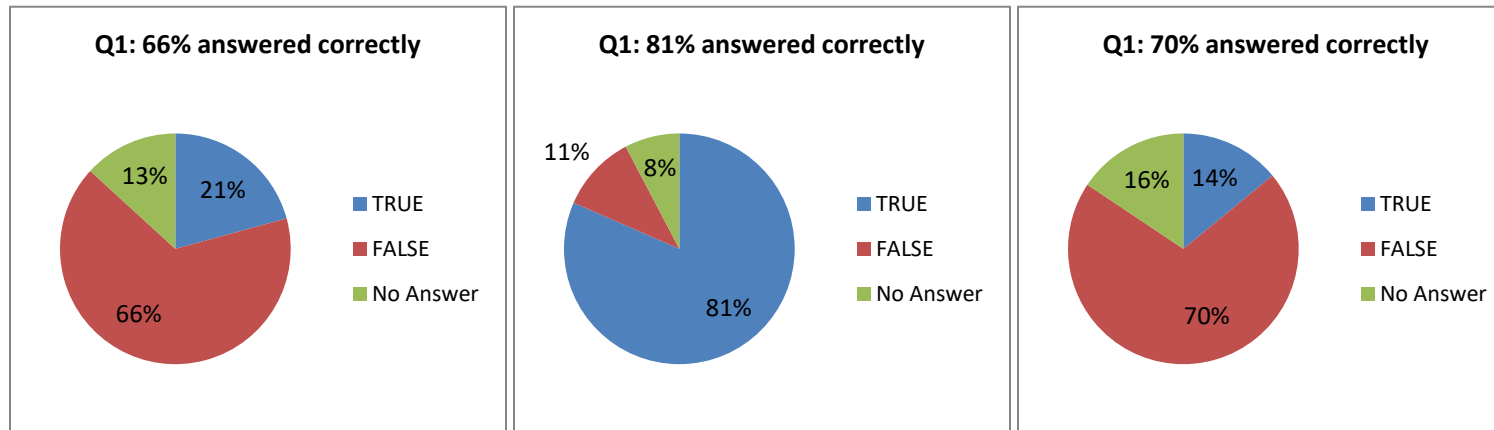
Findings/Data Analysis

PRE ASSESSMENT FINDINGS (UC+TAG) Students who are interested in transferring to a UC are provided an opportunity to learn about the requirements and application specifications for TAG (Transfer Admission Guarantee). Six of the nine UC campuses participate in TAG; if students meet the requirements set by their desired UC, they are a guaranteed admission into that university.

- Q1: All UC campuses participate in the TAG program
- Q2: I am able to TAG into any major with the TAG program.
- Q3: I do not need to meet the campus GPA requirement in order to apply for the TAG program.



POST ASSESSMENT FINDINGS (UC+TAG) Students increased their knowledge of UC TAG requirement



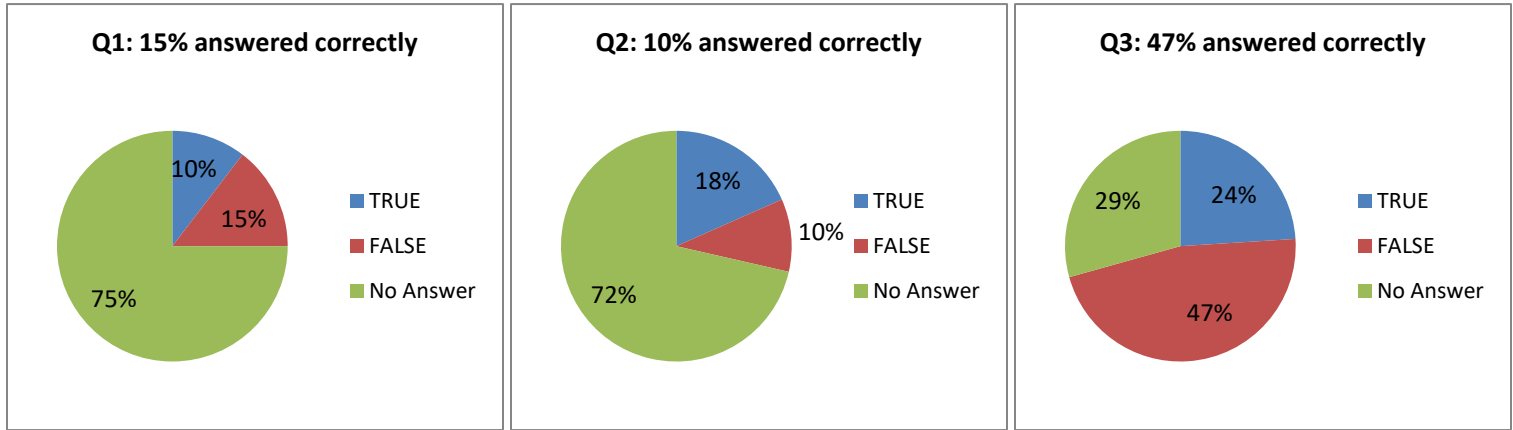
Improvement Recommendations Continue to access student knowledge of UC+TAG requirements. Addressing the “rumors” about program eligibility is important in order to ensure students have the correct information, thus increasing their chances of transfer success. Implementation of multiple-choice questions may be difficult as the requirements differ between UC campuses. Continue with true false questions to ensure students have the baseline knowledge of pathways.

SLO/SAO #3: Students who participate in CSU+ADT information workshops will recognize transfer pathways and requirements. Students now have the opportunity to prepare to transfer to multiple CSU campuses at one time while simultaneously completing an Associates Degree requirement at Norco College. However, rumors have lead students to believe that the CSU ADT pathway is available for all majors, and that this pathway will guarantee them a spot in the campus of their choice. This workshop served to rectify those rumors, provide eligibility requirements, competitive status, campus eligibility, and application requirements.

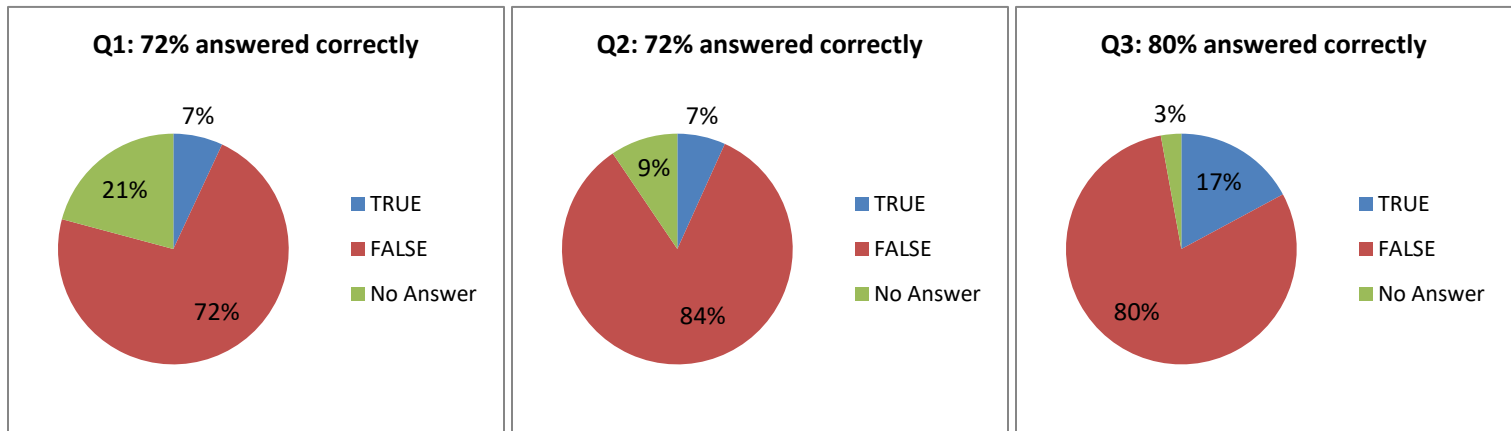
Findings/Data Analysis

PRE ASSESSMENT FINDINGS (CSU+ADT) Basic CSU transfer information was presented during this workshop; however there was an emphasis on the ADT majors, process and requirements.

- Q1: An Associates Degree for Transfer (ADT) is available for all majors, at all CSU campuses.
- Q2: CSU San Bernardino is our local Cal State campus.
- Q3: An Associates Degree for Transfer (ADT) guarantees you admissions into the CSU of your choice.



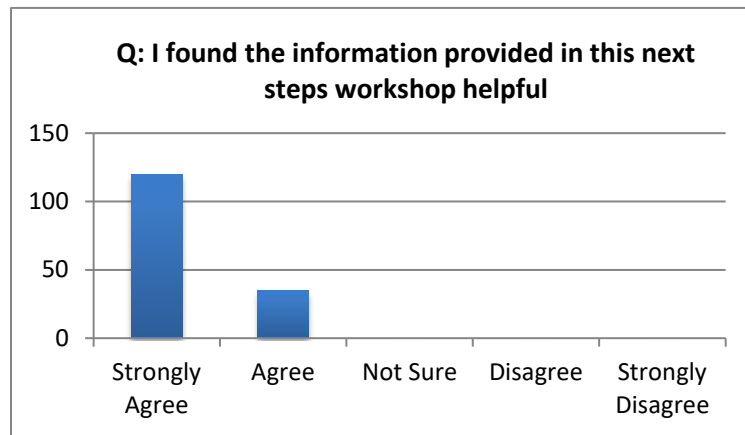
POST ASSESSMENT FINDINGS (UC+TAG) Students significantly increased their knowledge of the CSU Associates Degree for Transfer process and requirements.



Improvement Recommendations Continue to assess student knowledge of CSU+ADT requirements. Addressing the “rumors” about program eligibility is important in order to ensure students have the correct information, thus increasing their chances of transfer success. Implementation of multiple-choice questions may be difficult as the requirements differ between CSU campuses. Continue with true false questions to ensure students have the baseline knowledge of pathways.

SLO/SAO #4: Students who participate in “Next steps” workshops will enhance their knowledge of individual responsibilities. The Transfer Center receives questions regarding their next steps as a transfer applicant. The workshops provided were campus specific (Cal State Fullerton, Cal State San Bernardino, and Cal Poly Pomona). Post satisfaction surveys were provided to see if students benefited from this new workshop.

Findings/Data Analysis Students were satisfied with the information they received from the “Next Steps” workshops.



Improvement Recommendations Continue to assess students’ understanding of their next steps as a transfer applicant. Document deadlines, portal access, and transfer student orientation deadlines vary from campus to campus therefore continue to offer campus specific “Next Steps” workshops to ensure the guidelines are clear.

III. Needs Assessment

1. Staffing Level

One Full-Time Classified Staff – Educational Advisor

2. Staffing Profile

Please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017 - 2018	2018-2019
Administration	0	0	0	0	0	0	0
Classified Staff FT	1	1	1	1	1	1	1
Classified Staff PT	0	0	0	0	0	.5	.5
Confidential Staff FT	0	0	0	0	0	0	0
Faculty FTE Full time	0	0	0	0	0	1	1
Faculty FTE Part time	0	0	0	0	.5	.5	.5
Total Full Time Equivalent Permanent Staff					1	2	2
Short Term Staff				.5	.1	1	1
Student Workers	6	7	8	6	6	4	4

3. Improvement Areas

Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

- College receptionist is needed to provide consistent office coverage; also for access to UIweb and OnBase. Federal-work study students have been providing front counter duties since 2009; when student workers are not available, Transfer Center Educational Advisor performs all front counter duties – removing Educational Advisor from priority duties. When workshops occur, the department is left unattended as a result of no staff.

Unit Name: _____

4. Staff Needs

NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

<p align="center">List Staff Positions Needed for Academic Year 2016-2017 Please be as specific as possible when offering a justification. Place titles on list in order (rank) of importance.</p>	<p align="center">Indicate N = New R=Replacement I = Increase time</p>	<p align="center">Annual TCP* TCP for employee</p>
<p>1.1. College Receptionist – Part-Time (2) <u>Justification:</u> The Transfer Center has one full time staff member. 6-10 federal work-study students to provide front counter assistance. Schedules vary and are changed to accommodate classes, projects, study time, and finals. New students are hired every year and must be trained every year as a result of past federal work study employees transferring to four-year universities.</p> <p>Part time college receptionist would provide consistent coverage, and would provide assistance to students with general transfer inquiries, make appointments with university representatives, assist students with follow-up and have access to UIweb, and OnBase to pull files and transcripts for visiting admissions counselor and transfer application assistance, as well as print on file SEP's for students.</p>	<p align="center">N</p>	<p align="center">\$17,1120.00</p>

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

Unit Name: _____

5. Equipment (Not including technology) Needs Not Covered by Current Budget

List Equipment or Equipment Repair Needed for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific as possible. Place items on list in order (rank) of importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.

Unit Name: _____

6. Technology++ Needs Not Covered by Current Budget

NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)

Priority	EQUIPMENT REQUESTED	New (N) or Replacement (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure ?	How many users served ?	Has it been repaired frequently ?	Annual TCO*		
								Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

Unit Name: _____

7. Facilities Needs Not Covered by Current Building or Remodeling Projects*

List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities) Place items on list in order (rank) of importance.	Total Cost of Request
1. <u>Justification:</u>	
2. <u>Justification:</u>	
3. <u>Justification:</u>	
4. <u>Justification:</u>	
5. <u>Justification:</u>	
6. <u>Justification:</u>	

*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

Unit Name: _____

8. Professional or Organizational Development Needs Not Covered by Current Budget*

<p align="center">List Professional Development Needs for Academic Year 2016-2017</p> <p>Reasons might include in response to assessment findings or the need to update skills. Please be as specific as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) of importance.</p>			
	Cost per item	Number Requested	Total Cost of Request
<p>1. UC Counselor Conference <u>Justification:</u> For Educational Advisor to be kept abreast of any modifications made to individual UC campus transfer requirements. To receive an overview of new transfer application and personal statement platform/requirements, TAG updates, Major pre criteria, GPA requirements, and any pertinent information for students and counseling faculty to be made aware of.</p>	\$100	1	\$100.00
<p>2. CSU Counselor Conference <u>Justification:</u> For Educational Advisor to be kept abreast of any modifications made to transfer requirements at individual CSU campuses. To receive an overview of new transfer application platforms, ADT redirection procedures, and any pertinent information for students and counseling faculty to be made aware of.</p>	\$85	1	\$85.00
<p>3. UC ETS Conference <u>Justification:</u> For Educational Advisor to be kept abreast of any modifications made to transfer requirements of individual UC campuses. To receive an overview of new transfer application platforms, what students can expect at the UC campus, meet admissions counselors assigned to Norco College, and an opportunity to provide feedback to UC staff application, sync issues, and clarification of transfer requirements.</p>	\$110	1	\$110.00

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: _____

9. SAFETY NEEDS not covered by current budget

List Safety Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) of importance.			
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

Unit Name: _____

9. OTHER NEEDS *not* covered by current budget

List Other Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) of importance.			
	Cost per item	Number Requested	Total Cost of Request
1. <u>Justification:</u>			
2. <u>Justification:</u>			
3. <u>Justification:</u>			
4. <u>Justification:</u>			
5. <u>Justification:</u>			
6. <u>Justification:</u>			

Appendix

(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)

Norco College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
 - a. By providing educational opportunities
 - b. By celebrating diversity
 - c. By promoting collaboration
2. Provides support and encouragement through
 - a. Innovative approach to learning
 - b. Application of emerging technologies
3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Example:

- ***SLO- Students will learn the services available through WebAdvisor.***
- How it is linked to the Mission Statement:
 - ***2b – Provides support and encouragement through application of emerging technologies.***