Part 2 – Comprehensive Program Review **Fall 2011**

Program Name: **Transfer Center and Articulation Services**

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2008-09, 2009-10, 2010-11

1. List the objectives developed for this program during the last comprehensive program review.

Transfer Center and Articulation Services - Student Services Objectives 2008-09 – Comprehensive Review (07/24/08)

Objectives for Goal One: Student Success
Transfer Center: Response to Goal One – Objective 1.3 – Student Transfer Success
Monitor annual student Transfer Rates: Most recent information is for 2004-05. Gathering of date for previous years currently being collected. NOTE: Transfer information will always be one year behind on statistical reports (previous year's information generally available in the month of October of the current year.). (04-05 Attachments – 3 pages)

Objective for Goal Two: Student Retention
Transfer Center: Response to Goal Two – Objective 2.1 (b) – Increase the completion rate percentage of students enrolled in transfer level general education courses. (Attachment – most recent document)

Transfer Center: Response to Goal Two – Objective 2.1 (c) – Increase the percentage of students who enroll in career technical courses and complete a sequential course at least of level above their prior course, or complete their certificate. Participation in Higher Education Outreach Programs to the high schools through HEW I (Fall Term) and HEW II (Spring Term).

Transfer Center: Response to Goal Two – Objective 2.2 (a) – Identify staff development needs related to student retention and success.
Attendance at conferences and related meetings on articulation and transfer issues imperative. (Funding sponsored by CCCCO $5,000 mini-articulation grants to community colleges.)

It has been determined that the presentation format for the Transfer Center and Articulation Services Review of Program Performance, Objectives, and Outcomes, commencing with the 2008-09 academic year, was insufficient to represent the Title 5 mandates and how these mandates are met. Thus, with the specific mandates, the whole presentation of (1) the

Transfer Center and Articulation Services **Plan**, (2) the Transfer Center and Articulation Services **Program area objectives (PLOs) review**, and (3) the Transfer Center and Articulation Services **Service Area Outcomes (SAOs)** are presented in a different format that reflects the satisfaction of the mandates through assessment and validation. Please find the Transfer Center and Articulation Services presentation, assessments and responses to the questions below.

TRANSFER CENTER AND ARTICULATION SERVICES – PROGRAM AREA OBJECTIVES (PAOs) 2009-10, 2010-11, AND 2011-12 ACADEMIC YEARS

PROGRAM AREA OBJECTIVES (PAOs) – GOALS 1.0, 2.0, and 3.0

Institutional Goal 1.0		**To Increase Student Success**					
Student Services Goal 1.0		**To improve student success at Imperial Valley College**					
Institutional Learning Outcomes (ILO) Matches:		**ILO1, ILO2, IL03, IL04 and ILO5**					
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness							
Transfer Center and Articulation Services Goal 1.0:		**To increase student success through use of the Transfer Center and Articulation Services at Imperial Valley College**					
PROGRAM AREA OBJECTIVE(S) (PAOs)		**STRATEGIES/ACTIVITIES**		**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**SAOs LINK**
1.0	*The Transfer Center and Articulation Services faculty and staff will ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling service. Title 5 Mandates - (C).*	**1.0.1**	Develop, revise and distribute Transfer Center brochure, semester newsletter, flyers, posters, mailers and advertisements to all events and activities involving transfer (field trips, campus representatives, visitations and appointments, etc.)	N/A	N/A	Unknown at this time	**N/A**
		1.0.2	Maintain Transfer Center bulletin boards and web site with current transfer information	N/A	N/A	N/A	**N/A**
		1.0.3	Coordinate College and University Day and invite university representatives from the UC, CSU and Private/Independent Systems and provide media coverage.	Record determined and estimated number of attendees	End of Academic Year	Unknown at this time	**S1.1**
		1.0.4	Participate in professional, regional and state meetings of Transfer Center Directors and Articulation Officers	SARS Grid to track contacts/users for transfer and articulation (reflects currency) meetings.	End of Academic Year	Travel Funds	**P1.0**
	Response for Item 1.0.4 The Transfer Center Director and/or the Articulation Officer attend a variety of meetings to stay current with the academic and transfer issues of the day. The types of meetings attended and how the information is shared are identified below.						

MEETING ABBREVIATION	WHO ATTENDS	TITLE/MEETING GROUP
SCIAC	AO	Southern California Intersegmental Articulation Council
CIAC	AO	California Intersegmental Articulation Council
CAC	AO	County Articulation Council
TCD	TCD	Transfer Center Directors
SDEC	TCD & AO	San Diego Education Consortium
TCD Region X Representative	TCD	Transfer Center Directors Regional Representative
UC Conference	TCD	UC Counselors Conference
CSU Conference	TCD	CSU Counselor Conference
ETS	TCD	UC Ensuring Transfer Success Conference
UCSD	TCD & AO	UCSD TAG and UniversityLink Meetings
FCS Advisory Board	AO	Family and Consumer Sciences Advisory Board
WACAC	TCD & AO	Western Association for College Admission Counseling
SDICCA	TCD & AO	Region X Community Colleges Presidents Meeting
IVPHE	TCD	Imperial Valley Partnership for Higher Education
CURR	TCD & AO	IVC Curriculum Committee

WHERE INFORMATION SHARED/DISTRIBUTED

Academic Senate
Curriculum Committee
Department Meetings
District Counselor Meetings
Division Meetings
Email Announcements
In-Services Counselor Meetings
Instructional Services Meetings
Regional Meetings
Student Services Counsel Meetings

1.1	*The Transfer Center and Articulation Services faculty and staff will assist students in the transition process,*	**1.1.1**	Conduct Specific Topic Workshops such as: CSU/UC Admission Application Workshops; Scholarship(s); and	Record number of attendees at workshops and conduct a survey.	End of Academic Year	Unknown at this time	**S1.0**

	including timely completion and submittal of necessary forms and applications. Title 5 Mandates - (F).		Supplemental Application workshops, etc.				
1.2	*The Transfer Center and Articulation Services faculty and staff will provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate 1.2institutions, and related transfer Maintain updated list of current reference materials information.* *Title 5 Mandates - (H).*	**1.2.1**	Maintain updated list of current reference materials	N/A	N/A	N/A	**N/A**
1.3	*The Transfer Center and Articulation Services faculty and staff will Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.* *Title 5 Mandate - 2) FACILITIES.*	**1.3.1**	The Transfer Center location is readily identifiable and accessible to students, faculty and staff	N/A	N/A	N/A	**N/A**
1.4	*Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.* *Title 5 Mandate - 3) STAFFING*	**1.4.1**	Staffing is currently one Transfer Center Director, one full-time Transfer Center Counselor, one half-time counselor, and one full-time clerical support person.	Review program statistics to maintain staffing to service students.	End of Academic Year	Unknown at this time	**S1.2**

Institutional Goal 2.0		**To Increase Student Retention**
Student Services Goal 2.0		**To increase the retention level of Imperial Valley College Students**
Institutional Learning Outcomes (ILO) Matches:		**ILO1, ILO2, IL03, IL04 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 2.0:		**To improve student retention in the Transfer Center program**

PROGRAM AREA OBJECTIVE(S) (PAOs)		**STRATEGIES/ACTIVITIES**		**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**SAOs LINK**
2.0	*The Transfer Center and Articulation Services faculty and staff will identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with priority emphasis placed on underrepresented student populations. These activities shall be developed and implemented in cooperation with student services, with faculty, and with baccalaureate institution personnel as available. Title 5 Mandate - (A).*	***2.0.1***	Establish liaison contacts in Imperial County to includes, but not limited to: IVPHE, IVCR, HS/ROP representatives, IVC Divisions, etc.	Identify group or program meeting and/or event, attendees, and collect minutes and/or notes of event for distribution.	End of Academic Year	Unknown at this time	**P2.0**
2.0.1 - Minutes from meetings available as separate attachments – 2011-12 documents only provided with this report.							
		2.0.2	Conduct classroom and/or Transfer Center visitations.	Record number of attendees.	N/A	Unknown at this time	**N/A**
		2.0.3	Identify and develop a system for timely identification of potential transfer students, especially under represented students	ASPIRE Program - tracking of students by academic year and conducting an exit survey.	End of Academic Year	Unknown at this time	**S2.1**
2.1	*The Transfer Center and Articulation Services faculty and staff will support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.* *Title 5 Mandates - (E).*	***2.1.1***	Promote services to students on diagnostic testing, tutoring, financial assistance, counseling and other resources as identified	Record referrals in student file; and, provide access to tutoring and other appropriate workshops	N/A	N/A	**N/A**
2.2	*The Transfer Center and Articulation Services faculty and staff will support the district governing board by including in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan. Title 5 Mandate - 5) EVALUATION and REPORTING*	***2.2.1***	Submission an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.	Submission of Annual Report	End of Academic Year	N/A	**P2.2**
	P2.2 Response – CCCCO Annual Reports are available as attachments.						

Institutional Goal 3.0		**To Increase Institutional Effectiveness**
Student Services Goal 3.0		**To enhance the development of recruitment strategies for Imperial Valley College**
Institutional Learning Outcomes (ILO) Matches:		**ILO1, ILO2, IL03, IL04 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 3.0:		**To improve the Transfer Center and Articulation Services Effectiveness**

PROGRAM AREA OBJECTIVE(S) (PAOs)		**STRATEGIES/ACTIVITIES**		**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**SAOs LINK**
3.0	*The Transfer Center and Articulation Services faculty and staff will ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available. Title 5 Mandates - (B).*	**3.0.1**	Increase course-to-course and/or other articulations with four-year institutions	ASSIST database on CSU/UC articulations and the Private/-Independent and Out-of-State articulations.	End of Academic Year	Unknown at this time	**S3.0**
		3.0.2	CurricuNet Implementation - Develop training, conduct meetings and reviews with Divisions or Area leads on curriculum matters.	Track courses, majors and certificates through CurricuNet.	End of Academic Year	Unknown at this time	**P3.0**
	Response to 3.0.2 CurricuNet has been fully implemented. Informational meetings are provided at faculty professional development events, curriculum meetings and one-on-one contacts depending upon the desired information. The Articulation Officer, a voting member of the Curriculum Committee, uses CurricUNet to provide course outlines-of-record for articulation, UC transferability submissions, and general education submissions. See ASSIST report for numbers of articulation.						
		3.0.3	Work with ROP/HS personnel to assist in the scheduling of discipline specific and general meetings on ROP/HS articulation agreements.	Track and monitor ROP/HS articulation agreements.	End of Academic Year	Unknown at this time	**S3.1**
		3.0.4	Attend statewide, regional and campus meetings pertaining to transfer and articulation issues and concerns.	Identify meetings and present information at departmental, counseling and other appropriate meetings.	End of Academic Year	Unknown at this time	**See S3.1**
3.1	*The Transfer Center and Articulation Services faculty and staff will monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan. Title 5 Mandates - (D).*	**3.1.1**	Recruit students into ASPIRE program.	Track and monitor the progress of ASPIRE students to point of transfer.	End of Academic Year	Unknown at this time	**S2.1**

3.2	*The Transfer Center and Articulation Services faculty and staff will in cooperation with baccalaureate institution personnel as available develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff. Title 5 Mandates - (G).*	**3.2.1**	Recruit baccalaureate institutional personnel to provide services for transfer students.	Track campus representatives, services provided and student contact and conduct a survey.	End of Academic Year	Unknown at this time	**S3.2**
3.3	*The Transfer Center and Articulation Services faculty and staff will Each district shall designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available. Title 5 Mandate - 4) ADVISORY COMMITTEE*	**3.3.1**	Oversee the Transfer Center Advisory Board in program planning and coordination of activities related to transfer (Student Services Council and District Counselors).	Minutes from Student Services Council and District Counselor.	End of Academic Year	Unknown at this time	**P3.3**
	Response to 3.3 – Minutes from the Student Services Council and District Counselor meetings attached.						

2. **Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.**
   a. For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.
   b. For non teaching programs this data should include the following: TBD

   The Transfer Center and Articulation Services area has addressed the program performance data through its expanded Service Area Outcomes (SAOs). The results and assessment are presented in the next section of this report.

3. **Present student learning or service area outcomes data that demonstrate the program's continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any.**

List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.

TRANSFER CENTER AND ARTICULATION SERVICES – SERVICE AREA OUTCOMES (SAOs) 2009-10, 2009-10 AND 2011-12 ACADEMIC YEAR

SERVICE AREA OUTCOMES – GOAL 1.0

Institutional Goal 1.0:		**To Increase Student Success**
Student Services Goal 1.0:		**To improve student success at Imperial Valley College**
Institutional Student Learning Outcomes (ISLO) Matches:		**ILO1, ILO2, ILO3, ILO4 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 1.0:	**To increase student success through use of the Transfer Center and Articulation Services at Imperial Valley College**	

	SERVICE AREA OUTCOMES (SAOs)	**STRATEGIES/ACTIVITIES**	**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**ILOs**
S1.0	Student(s) will demonstrate an understanding of transfer services with the ability to navigate and complete a Transfer Admission Guarantee (TAG) and /or admission application(s) successfully.	The Transfer Center and Articulation Services unit will conduct workshops to include but not be limited to admission applications, scholarships and other appropriate topics. (the workshops)	Record number of attendees at workshops.	End of Academic Year	Computer upgrades and ergonomically correct furniture	ILO1 ILO2 ILO3 ILO4 ILO5

ASSESSMENT OF STRATEGIES/ACTIVITIES

Application Workshops

The Transfer Center has attempted to meet the needs of students by conducting a survey at the beginning of the 2011 academic year regarding the type of workshops students desired. In review of the survey summary it was obvious that the students preferred the workshops for assistance on the admission applications instead of an application review prior to submission.

Since 2008-09 the Transfer Center staff tried several different strategies for the application workshops. Fall 2009 was our standard practice with assistance from all counselors and each workshop assisted up to a maximum of 8 students. In Fall 2010 the Transfer Center staff handled all of the application workshops with a maximum of 8 students per workshop. With the loss of a part-time counselor (December 2010) and clerical staff (January 2011) it was determined that for Fall 2011 the Transfer Center

Counselors would need additional help from their colleagues to serve the students of IVC. Fall 2011 with support from District and EOP Counselors the Transfer Center was able to provide 82 workshops and service 155 students (give or take for additional drop-ins after the schedule workshops).

Since Fall 2009 you will see that the amount of students participating in the workshops declined. Several factors are at play with this presentation of the figures below: 1) The EOPS and SSS programs started assisting students in Fall 2009 and increased availability yearly; 2) The budgetary woes of the State of California have caused reduction of classes and faculty at the CSU, UC and Community college systems as well as a loss of faculty so that time to degree is taking longer; and, 3) the tuition fees have been raised at all systems but most significantly in the CSU and UC systems. For example: The CSU system increased tuition fees by roughly 29% by the end of Fall 2011 with more increases implied for Fall 2012 of another 9% depending upon the State of California. For the UC System their fees increased 17.5% by the end of the Fall 2011 with more increases implied for Fall 2012 of another 9% depending upon the State of California. So, in my estimation the costs for roughly everything (tuition, books/supplies, housing, transportation and personal expenses) to attend a CSU for Fall 2012 will cost a student around $25,000-$29,000 and for the UC around $35,000-$40,000 per year. With this knowledge, the TC Counselors have been encouraging IVC students, since 2010-11, to look at the Western Undergraduate Exchange (WUE) programs and the California Private/Independent institutions such as National University, Alliant International University, Point Loma Nazarene University and University of San Diego. The California Private/Independents are now either cost effective or the same amount to attend a CSU institution and the WUE schools are tuition plus half. Reviewing these schools, for example can same IVC student between $2,000 and $5,000 by just going to a school in New Mexico. The push to IVC students is (1) “think outside the box,” (2) think time to degree (how long will it take); and, (3) costs. In the application workshops we saw more students apply to out-of-state and California private/independent institutions.

This section of the comprehensive review supports the Program Area Objectives (PAOs) and the Service Area Outcomes (SAOs) as presented with the Title 5 mandates for the Transfer Center and articulation services support the Institutional Learning Outcomes (ILOs) of Communication Skills, Critical Thinking Skills, Personal Responsibility, Information Literacy, and Global Awareness. In summary of this SAO in response to the ILOs the student must communicate what they desire, they must think critically by completing their application correctly, the students must meet their responsibility of meeting the deadlines, the student has to know how to use and search the web, and, in these economics times, the student becomes more aware of educational opportunities available through programs such as WUE.

APPLICATION WORKSHOPS – Attendance Tallies Only

TERM	STUDENT ATTENDANCE						WORKSHOPS	TYPE
Workshops Offered*	CSU	UC	BOTH	Private & Out-of-State	UNKNOWN	TOTAL	Amount Offered	ALL
Fall 2011	118	7	7	3	20	155	82	82
Fall 2010	141	7	18	13	0	179	59	59
Fall 2009	179	12	8	13	0	212	66	66
Fall 2008	153	21	13	11	0	198	37 #	37

= 40 Workshops were offered - three (3) were cancelled due to CSU Mentor (CSU Application Center being down).
* = Commencing Fall 2003 Application Workshops were combined for ALL systems (CSU, UC, Private & Out-of-State) and offered "On-line Only."

Transfer Admission Guarantees (TAGs)

In the CSU and UC systems, but especially for San Diego and Imperial Counties (Region X), there have been transfer admission guarantees known as TAGs with SDSU/Main Campus and UCSD (UniversityLinks and TAGs). IVC does not have any details on the UniversityLinks program because it has had its ups-and-downs of support from UCSD with regards to recruitment since it is only for high schools seniors. Until recently it was easier for the IVC Counselors to move our students into the UCSD TAG program for transfer admission purposes. With the UC Systemwide TAG program, commencing with the Fall 2011 term, you will see in the second table a huge amount of IVC student applying. This was common because students could apply to all seven campuses participating and thus, skewed the figures. The program has evolved to only one application to a UC participating school commencing with the Fall 2011 application period. The major concern with the budget woes for the State of California is the demise of the TAG programs both locally and statewide and/or the withdrawal of UCSD from participation (just as UCLA and UCB do not participate). SDSU's Dual Admit Program suffered its own internal demise and SDSU Transfer Study Degree program does not really mean anything with the impaction status of SDSU/Main for admission and majors. The requirements for admission are the same as any student attempting to get into SDSU with the exception of students in Region X schools south of Highway 56 have admission priority. Students for the SDSU/IV Campus should not have any difficulty being accepted with minimum CSU admission criteria since this campus is not impacted. In summary, our applications for the TAG program with SDSU are down because there is no difference in the admission criteria for any student and local area students have preference. For the UC TAG programs, I would say there is an increase in interest with the online application and IVC has empowered the students from the beginning to handle this application by themselves with assistance and review from IVC Transfer Center Counselors from behind the scenes (electronic review) and with direct contact to the student if necessary. The unfortunate concern is costs to attend a UC institution in these struggling economic times.

This section of the comprehensive review supports the Program Area Objectives (PAOs) and the Service Area Outcomes (SAOs) as presented with the Title 5 mandates for the Transfer Center and articulation services support the Institutional Learning Outcomes (ILOs) of Communication Skills, Critical Thinking Skills, Personal Responsibility, Information Literacy, and Global Awareness. In summary of this SAO in response to the ILOs the student must communicate what they desire, they must think

critically by completing their application correctly, the students must meet their responsibility of meeting the deadlines, the student has to know how to use and search the web, and, in these economics times, the student becomes more aware of educational opportunities available through programs such as WUE.

SDSU and UCSD TAG Programs

TAGS - AY & TERMS	10-11		09-10		08-09			07-08			06-07			05-06			04-05			03-04		02-03	
	F	S	F	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	S	F	S
SDSU - Transfer Study Degree (TSDs)	5				2			9		7	6		0	0		6	5	0	0	9	1	5	2
SDSU - Dual Admit Program (Program Self Terminated)*														1#									
UCSD Transfer Admission Guarantees (TAGs) %	4		7		7	1	2	10	3	0	6	0	3	4	1	0	6	2	1		2		
UC Davis	4		4		1																		
UC Irvine	2		4																				
UC Merced			1		2																		
UC Riverside	1		3		2																		
UC Santa Barbara	3		2		2																		
UC Santa Cruz	1		1																				

- SDSU Claims 4 duals admits – the emails and documents IVC has show one for Fall 2005. Cel
* - SDSU Campus and majors have full impaction claimed – Admission Affected.
% - UCSD 2008-09 & 09-10 Self-report of TAGs on UC Application; and, 2010-11commenced new system wide TAGs (7 UC's).

UC System-wide TAG Program

	Started				Submitted				Submitted to UC				UC Approved			
Campus	**2011F**	**2012F**	**Diff**	**% Diff**	**2011F**	**2012F**	**Diff**	**% Diff**	**2011F**	**2012F**	**Diff**	**% Diff**	**2011F**	**2012F**	**Diff**	**% Diff**
Davis	17	2	-15	-88.24%	14	2	-12	-85.71%	12	2	-10	-83.33%	10	1	-9	-90.00%
Irvine	23	2	-21	-91.30%	16	2	-14	-87.50%	16	2	-14	-87.50%	13	0	-13	-100.00%
Merced	5	1	-4	-80.00%	5	1	-4	-80.00%	5	1	-4	-80.00%	2	1	-1	-50.00%
Riverside	21	7	-14	-66.67%	17	7	-10	-58.82%	17	7	-10	-58.82%	12	5	-7	-58.33%
San Diego	26	5	-21	-80.77%	23	3	-20	-86.96%	23	3	-20	-86.96%	22	0	-22	-100.00%
Santa Barbara	19	2	-17	-89.47%	16	0	-16	-100.00%	16	0	-16	-100.00%	14	0	-14	-100.00%
Santa Cruz	11	0	-11	-100.00%	10	0	-10	-100.00%	10	0	-10	-100.00%	7	0	-7	-100.00%
Total	122	19	-103	-84.43%	101	15	-86	-85.15%	99	15	84	-84.85%	80	7	-73	-91.25%
Students	35	19	-16	-45.71	30	15	-15	-50.00%	30	15	-15	-50.00%	29	7	-22	-75.86%

NOTE: UC Berkeley and UC Los Angeles do not participate in the Transfer Admission Guarantee (TAG) program.

SERVICE AREA OUTCOMES (SAOs)		STRATEGIES/ACTIVITIES	RUBRIC MEASUREMENT TOOL(S)	TIME FRAME	RESOURCES NEEDED	ILOs
S1.1	Students will demonstrate an understanding and awareness of transfer services of different higher education systems to allow them to identify different educational opportunities.	The Transfer Center and Articulation Services unit will conduct and assist four-year campus representatives in participating activities that support transfer. (Campus Reps, classroom presentations, brochure, etc.)	Record number of attendees at classroom visits and/or workshops.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4

ASSESSMENT OF STRATEGIES/ACTIVITIES

COLLEGE AND UNIVERSITY DAY

The IVC College and University Day event is part of the state-wide circuit of college fairs and for IVC always takes place in October (Fall term) of each academic year. This event has been combined with the Career Fair very successfully. This way the high school students are not taken away from the classroom multiple times. What we have seen in the years from 2008-09 forward is (1) a decline in local area high school students attending the events and (2) an increase in California Private/Independent and Out-of-State Colleges and Universities attendance. This can be attributed to the economic decline of the State of California which has resulted in the lack of revenue for the California educational systems. This has caused an increase in tuition costs, in heavy increases, for the CSU and UC systems that is hurting students from transferring. The increase from the California private/independent and out-of-state colleges and universities is a plus for IVC students because it is now cost effective for our students to consider these institutions. Their fees are either a direct match to the CSU system costs or less. This has also led the Transfer Center Director to find out more about the Western Undergraduate Exchange (WUE) program that allows California students to enroll in participating four-year public college programs at a reduced tuition level of up to 150 percent of the institutions regular resident tuition. The WUE programs are currently available with Northern Arizona University (NAU-Yuma Campus) and allowed the Transfer Center Director to expand her knowledge base of the programs and present them to all IVC Counselors and Region X Transfer Center Director meetings. There is clearly significant savings to IVC students to attend colleges and universities in other states such as New Mexico, Arizona, Washington and even Hawaii. The educational opportunities are here for Imperial County's seniors and IVC's transfer students.

HIGHER EDUCATION WEEKS I AND II (HEW)

This is a viable program serving the students of Imperial Valley. The IVC Transfer Center along with the IVC District Counselors participate in this outreach venue during the fall term for high school seniors, the spring term for high school juniors and both venues also come to Imperial Valley College to provide our students with the same valuable information. The program involves letting students and their parents know about education opportunities, financing college education and special programs. This is a collaborative effort with the Imperial Valley Partnership for Higher Education (IVPHE) groups.

CAMPUS REPRESENTATIVES

Imperial Valley College has had many college representatives present on campus. CSU and UC representation has been stronger in the past with CSU San Bernardino, CSU San Marcos and SDSU (Main and IV Campuses) being present. In the current economic times our mainstay is SDSU. For the UC's, the UCSD campus is our strong point but again, due to budget cuts, this representative is only allowed to see students by appointment and if IVC doesn't have appointments the representative will not come out to our isolated campus. IVC does not see any UC campus representatives except during the Higher Education Week venues. IVC has increased in campus representatives from California Private/Independent colleges and universities with these representatives either manning a table in the College Center Quad, visiting classrooms or having scheduled appointments. These institutions are now affordable to the students of IVC by being either the same costs to attend a CSU or more inexpensive. With the primary concerns being 1) costs and 2) time to degree. Many of these institutions are offering scholarships and/or housing opportunities specifically targeted to transfer students.

This section of the comprehensive review supports the Program Area Objectives (PAOs) and the Service Area Outcomes (SAOs) as presented with the Title 5 mandates for the Transfer Center and articulation services support the Institutional Learning Outcomes (ILOs) of Communication Skills, Critical Thinking Skills, Personal Responsibility, Information Literacy, and Global Awareness. In summary of this SAO in response to the ILOs the student must communicate what they desire, they must think critically by asking questions of the institutions and/or programs, the students must meet their responsibility of meeting the deadlines, the student has to know how to use and search the web, and, in these economics times, the student becomes more aware of educational opportunities available through programs such as WUE or our California private/independent institutions.

EVENT/ACTIVITY	**2011-12**		**2010-11**		**2009-10**		**2008-09**	
College & University Day (Est Att – Community, HS & IVC)	1,500 +/-		2,000 +/-		2,500 +/-		3,000 +/-	
Participation – CSU/UC/CA-Indp/OOS/Othr (Est Att)	30 (5/2/7/14/2)		28 (3/2/11/11/1)		13 (4/2/3/4/0)		22 (6/2/5/7/2)	
Class Presentations (Unable to Determine)	4-8 Classes @ AY		4-8 Classes @ AY		4-8 Classes @ AY		4-8 Classes @ AY	
Higher Education Week(s) (HEW) I - Seniors & HEW II – Juniors – Students Present & Parent Event								
High Schools	**HEW I**	**HEW II**	**HEW I**	**HEW II**	**HEW I**	**HEW II**	**HEW I**	**HEW II**
Brawley Union	335		335	359	450	450	381	401
Calexico	630		630	724	630	630	607	730
Calipatria	95		95	79	95	95	71	96
Central Union	380		380	414	360	360	404	385
Holtville	126		126	150	125	125	151	134*
Imperial	179		179	220	185	185	162	195
San Pasqual	25		25	0	85		40	* (see Holtville)
Southwest	485		485	484	580	580	472	503
Column Totals:	**2,255**		**2,255**	**2430**	**2,510**	**2,425**	**2322**	**2,444**
College & University Participation	25		25	23	20	19	20	18

SERVICE AREA OUTCOMES (SAOs)		STRATEGIES/ACTIVITIES	RUBRIC MEASUREMENT TOOL(S)	TIME FRAME	RESOURCES NEEDED	ILOs
S1.2	Students will demonstrate an understanding and be able to identify and use transfer services available that will allow the student to make an informed decision on furthering their education.	The Transfer Center and Articulation Services unit will assist the student in the development of their Student Education Plan (SEP) to identify courses and/or requirements that will apply to their program of study.	SEP document in student file and/or available in Degree Works (new degree audit program commencing 10-11).	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 and PAOs 1.0 1.2

ASSESSMENT OF STRATEGIES/ACTIVITIES

STUDENT EDUCATION PLAN (SEP)

For the development of the Student Education Plan (SEP) and/or Degree Works (DW) Plan you have to be aware of how many students are being served by the Transfer Center in any given year. The services provided are not just to Transfer Center program students. Our numbers include any student who desires knowledge about transfer issues. Below you will find how many students were served by scheduled appointments and walk-in availability. One also needs to be aware of the staffing decrease due to campus budget cuts. The loss of a part-time counselor and the transfer center secretary has greatly complicated providing services and accessibility. However, the present Transfer Center staff is doing its best to stay on top of required items such as student education plans and transitioning to the new Degree Works program which students have access to and provides a degree audit of courses completed. Degree Works is still a hugh learning process for all counseling services units due to its delay in implementation until this past September/October 2011.

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Appointment and Walk-in Summary by Counselor				
	2011-12*%	**2010-11**	**2009-10**	**2008-09**
Full-Time Counselor	421	557	490	579
Part-Time Counselor	0	170	432	513
Director/Articulation Officer	199	344	244	248
Column Totals:	**620**	**1,071**	**1,166**	**1,340**
Estimated Students in Transfer Center Program				
	400	500	600	800
Student Educational Plan (SEP) or Degree Works (DW) Plan Established (Estimated)				
SEP	283+	350+	486+	500+
DW Plans	25-50^	NA	NA	NA

* - Data until 03/02/12
# - Part-time Counselor – Position eliminated due to campus budget cuts as of December 2010.
% - Full-time Clerical Staff position eliminated due to campus budget cuts as of February 2011. Duties assumed by TC Director/Articulation Officer.
^ - Degree Works available as of Summer 2011.
+ - Students without an SEP or DW Plan are new to the college and/or TC program.

SERVICE AREA OUTCOMES – GOAL 2.0

Institutional Goal 2.0:		**To Increase Student Retention**
Student Services Goal 2.0:		**To increase the retention level of Imperial Valley College Students**
Institutional Student Learning Outcomes (ISLO) Matches:		**ILO1, ILO2, ILO3, ILO4 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 2.0:	**To improve student retention in the Transfer Center program**	

SERVICE AREA OUTCOMES (SAOs)		**STRATEGIES/ACTIVITIES**	**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**ILOs**
S2.0	Students will be able to identify and use educational planning resources that will apply to their academic and career goals.	Conduct classroom and/or Transfer Center visitations.	Record number of attendees.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 ILO5

ASSESSMENT OF STRATEGIES/ACTIVITIES

CLASS PRESENTATIONS

Our Classroom presentations are difficult to track because of the wide variety of topics that Transfer Center Counselors can give presentations on. Topics for presentations range from: Transfer Center Services, UCSD Med-Science Program, Scholarship, etc. For example, the Transfer Center Director visits a lot of the biological and physical science classes to talk about the UCSD Med-Science Summer program. What classes and how many students is not recorded because it is generally during the same time as

a scheduled appointment and thus, not recorded as such. The IVC Transfer Center Counselor gives presentations every semester to one of our Spanish instructors group of classes (3-4) in the Transfer Center where these are recorded but not actually how many students were seen. This is one we attempted to expand on probably about 7 years ago where the Transfer Center Counselors made themselves available to over 150 classes one semester to talk about transfer issues in general. We tried it realized it was possible but needed to limit our services. With our current reduction in counseling and clerical staff we are now limited to quick pitches of topics and the IVC Spanish courses. This will be maintained at its present level.

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EVENT/ACTIVITY	2011-12	2010-11	2009-10	2008-09
Class Presentations (Unable to Determine)	4-8 Classes @ AY	4-8 Classes @ AY	4-8 Classes @ AY	4-8 Classes @ AY

SERVICE AREA OUTCOMES (SAOs)		STRATEGIES/ACTIVITIES	RUBRIC MEASUREMENT TOOL(S)	TIME FRAME	RESOURCES NEEDED	ILOs
S2.1	Students will be able to demonstrate a comprehension of transfer requirements by attending counseling appointments, transfer presentations, and by participation in coordinated transfer counseling services and activities.	ASPIRE - Tracking Freshman Cohort(s) (**A**cknowledging **S**tudents **P**repared **I**n **R**ecognized **E**xcellence)	ASPIRE Program - tracking of students by academic year and conducting an exit survey.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 ILO5

ASSESSMENT OF STRATEGIES/ACTIVITIES

The ASPIRE (**A**cknowledging **S**tudents **P**repared **I**n **R**ecognized **E**xcellence) program was created to assist high school seniors that were college level ready for English, mathematics and reading the opportunity for one-on-one advising and priory registration to assist them in advancing in a timely manner to the four-year institutions. In Fall 2009, IVC's President allowed that any ASPIRE student who maintained a 3.0 GPA or higher could continue with priority registration. The difficulty is finding out if the students have completed an associate's degree or certificate and where they have transferred. This data is difficult in obtaining due to

students not transferring, taking a year longer, not knowing their desired major or transfer institution, the economic problems in California in higher education and lack of response from CSU, UC and other intuitions as to where did our students transfer. The National Student Data Warehouse only provides bulk information or you must have a student's social security number to access information (this is no longer readily available). So, a written narrative is below on the ASPIRE program on the admission into the program. The data to be collected on the transfer success is still a work in progress that will be finished at the end of the 2011-12 academic year.

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ASPIRE PROGRAM - Acknowledging **S**tudents **P**repared **I**n **R**ecognized **E**xcellence
What is ASPIRE? ASPIRE is a priority registration option, for one academic year, for Imperial County high school students who are eligible for college-level math and English courses and desire to pursue higher education. This option can allow a student to complete the requirements for an Associate's Degree and the CSU or IGETC transfer general education packages within two years. The Transfer Center Counseling Faculty handles initial advising with the ability of students to apply for additional services through programs such as the Student Support Services (SSS), Extended Opportunity Program & Services (EOPS) and Transfer Center programs.

Fall 2005 – First Year of Program

Applicants: 23 Accepted: 23 Participated: 21

Contact with students was made by word of mouth via the high school counselors. Application was provided directly to the high schools. Transfer level English and math level ready expected.

Fall 2006 – Second Year of Program

Applicants: 39 Accepted: 23 Participated: 21

Contact with students was made by word of mouth via the high school counselors. Application was provided directly to the high schools. Transfer level English and math level ready expected.

Fall 2007 - Third Year of Program

Eligible: 126 Applicants: 63 Accepted: 61 Participated: 54
Implementation of ACCUPLACER. Students had to be English 101 and Mathematic 090, Intermediate Algebra ready. Students were contacted directly one-on-one by IVC Counselors when they returned to the high school for one-on-one counseling (students were pre-identified).

Fall 2008 - Fourth Year of Program
Eligible: 161 Applicants: 121 Accepted: 115 Participated: 115
ACCUPLACER used to determine eligible students for ASPIRE. Students had to be English 101 and Mathematic 090, Intermediate Algebra ready. Students were contacted directly one-on-one by IVC Counselors when they returned to the high school for one-on-one counseling (students were pre-identified).

Fall 2009 – Fifth Year of Program
Eligible: 29 Applicants: 18 Accepted: 18 Participated: 14
Implementation of "1st Step" program. Eligibility for ASPIRE returned to college level ready for English, math and reading. Commencing with this cohort, if students maintained a 3.0 or higher GPA at the end of the first year the student were allowed an additional year of priority registration.

Fall 2010 – Sixth Year of Program
Eligible: 66 Applicants: 43 Accepted: 34 Participated: 37
Denied or Not Eligible: 9
Continuation of "1st Step" program. Eligibility for ASPIRE continues that the student must be ready to enter college level English, math and reading courses.

Fall 2011 – Seventh Year of Program
Eligible: 56 Applicants: 40 Accepted: 36 Participated: 28
No Response: 8 Not Eligible: 4
Continuation of "1st Step" program (last year). Eligibility for ASPIRE continues that the student must be ready to enter college level English, math and reading courses. Fifty-six (56) Students were eligible out of the high school testing program but the ASPIRE program would accept any student who qualified on the ACCUPLACER examination and had no college work completed after graduation from high school.

SERVICE AREA OUTCOMES (SAOs)		STRATEGIES/ACTIVITIES	RUBRIC MEASUREMENT TOOL(S)	TIME FRAME	RESOURCES NEEDED	ILOs
S2.2	Students will be able to demonstrate an understanding of transfer requirements and will be able to identify which general education package they should follow (CSU, UC or other).	Regular contact with all students who come into the Transfer Center	Student application for the awarding of the certificate(s) for CSU GE-Breadth and/or IGETC requirements.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 ILO5

ASSESSMENT OF STRATEGIES/ACTIVITIES

GENERAL EDUCATION CERTIFICATE(S) AWARDED

Students who are eligible to transfer need general education requirements completed for admission purposes. Students must have a grade of "C" or higher in all courses to be awarded the IVC CSU GE-B certificate. However, to be "certified" for transfer admission the CSU GE-B requirements must have minimum of 39 units with at least 30 units, to include the "golden four" must be a grade of "C" or higher. Thus a CSU bound student can have nine units of D and still be admissible but not eligible for the IVC CSU GE-B certificate. The IGETC certificate and the admission standards requires that all courses be a grade of "C" or higher. The simple requirement difference between the two certificates is the critical thinking/English requirement. IGETC requires IVC English 201, Advance Composition, and for the CSU system it is a choice on the general education pattern.

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GENERAL EDUCATION CERTIFICATE(S) AWARDED	2011-12*	2010-11	2009-10	2008-09 #
CSU General Education-Breadth Certificate (CSU GE-B)	88	149 %	86 %	3 %
Intersegmental General Education Transfer Curriculum (IGETC)	16			
Column Totals:	104	149	86	3

* - Application Deadline – March 14, 2012 (still in progress).
\# - Certificates first available this academic year.
% - Majority of Certificates are for the CSU System. Breakdowns are still being determined (information from Admissions and Records).

SERVICE AREA OUTCOMES – GOAL 3.0

Institutional Goal 3.0:		**To Increase Institutional Effectiveness**
Student Services Goal 3.0:		**To enhance the development of recruitment strategies for Imperial Valley College**
Institutional Student Learning Outcomes (ISLO) Matches:		**ILO1, ILO2, ILO3, ILO4 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 3.0:	**To improve the Transfer Center and Articulation Services Effectiveness**	

	SERVICE AREA OUTCOMES (SAOs)	**STRATEGIES/ACTIVITIES**	**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**ILOs**
S3.0	Students, faculty, and community members will be able to demonstrate their knowledge and under- standing of and be able to assess current and accurate articulation information.	The Transfer Center and Articulation Services unit will provide current and accurate articulation information.	ASSIST database on CSU/UC articulations and the Private/-Independent and Out-of-State articulations via hits to the IVC Articulation Website.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 ILO5 And PAOs 3.0

ASSESSMENT OF STRATEGIES/ACTIVITIES

ASSIST ARTICULATION DATABASE

The following table demonstrates the articulations since 2008-09 to the present with many four-year CSU and UC system institutions still entering data for 2010-11 and 2011-12 academic years. It appears relevant that IVC's articulations are increasing with the CSU and UC institutions in a timely manner. More articulations with some of these intuitions is expanding rapidly with the statewide mandate to create new transfer degree programs (SB 1440) with the CSU intuitions to assist IVC students with having priority for admission to out-of-area schools. There is also the California Identification Number (C-ID) project for common numbering among the community colleges but the CSU system is attempting to recognize this program as well since the CAN and LDTP programs have been terminated or failed respectively. IVC's priorities for the 2010-11 academic years were the transfer degrees and for 2011-12 the transfer degrees and C-ID articulations. The restrictions with the C-ID project is that if IVC gets its courses qualified and another institution also has courses C-ID qualified then IVC is obligated to accept the courses with no questions asked. The faculty state-wide have been hesitant on this but the community college articulation officers are subjecting their courses for qualification.

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ASSIST ARTICULATION DATABASE SYSTEM/INSTITUTION		AY – 2011-12*			AY – 2010-11			AY – 2009-10			AY – 2008-09		
		MAJ	DEPT	GE	MAJ	DEPT	GE	MAJ	DEPT	GE	MAJ	DEPT	GE
CSU	Bakersfield	33	44		31	44		31	43		33	43	
CSU	CA Maritime Academy												
CSU	Channel Islands							25	39		25	40	
CSU	Chico	132	58	1	132	58	1	132	58	1	129	58	1
CSU	Dominguez Hills	56	42	1	56	42	1	51	42	1	46	41	1
CSU	East Bay	100	34	1	92	34	1	100	34	1	94	34	1
CSU	Fresno												
CSU	Fullerton				15	29		15	29		6	27	
CSU	Humboldt	59	30		70	31		71	31		78	31	
CSU	Long Beach	135	92		134	92		133	93		133	93	
CSU	Los Angeles	58	81		57	81		46	81		58	81	
CSU	Monterey Bay				16	15		16	15		16	15	
CSU	Northridge	74	56	2	73	56	2	71	56	2	70	57	2
CSU	Pomona	90	53		91	53		97	53		100	52	
CSU	Sacramento							45	41		46	41	
CSU	San Bernardino	72	58	1	74	58	1	72	58	1	68	57	1
CSU	San Diego	133	45		119	46		100	46		95	45	
CSU	San Francisco	83	82		84	86		85	86		84	89	
CSU	San Jose	135	76		135	76		131	76		127	76	
CSU	San Luis Obispo	63	93		65	91		64	90		64	90	
CSU	San Marcos	31	38		31	39		31	35		30	37	
CSU	Sonoma	22	23		21	22		19	20		1	1	
CSU	Stanislaus												
UC	Berkeley	105	62	1	108	59	1	108	60	1	109	60	1
UC	Davis	132	110	8	132	112	1	131	111	1	135	110	1
UC	Irvine	85	21		84	13	1	82		1	79		1
UC	Merced	22	22	3	22	22	3	21	22	3			
UC	Riverside	82	59	3	83	61	3	83	61	3	83	53	3
UC	San Diego	137	37		139	37		140	36	6	133	35	6
UC	Santa Barbara				93	61	2	98	62	2	96	62	2
UC	Santa Cruz	78	52	1	75	52	1	74	53	1	71	53	1
UC	UCD – Veterinary Medicine							1					
UC	UCSF – Dentistry	1			1			1		1			
UC	UCSF-Pharmacy	1											
	COLUMN TOTALS:	**2,042**	**1,268**	**22**	**2,033**	**1,370**	**18**	**2,075**	**1,431**	**24**	**2,008**	**1,381**	**21**

Transfer Center and Articulation Services Goal 3.0:		To improve the Transfer Center and Articulation Services Effectiveness				
SERVICE AREA OUTCOMES (SAOs)		**STRATEGIES/ACTIVITIES**	**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**ILOs**
S3.1	High School students and faculty and college faculty will be able to identify and use the high school/ROP articulation information.	Work with ROP/HS personnel to assist in the scheduling of discipline specific and general meetings on ROP/HS articulation agreements.	Documentation of services provided to include the tracking of ROP/HS articulation agreements.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 ILO5 and PAOs 3.0

ASSESSMENT OF STRATEGIES/ACTIVITIES

ARTICULATIONS WITH ROP/HIGH SCHOOLS IN IMPERIAL VALLEY

Articulations with the ROP/High Schools in Imperial Valley have increased dramatically commencing with implementation of a two-year approval with the 2010-12 articulations. The Regional Occupational Programs office coordinated the articulation meetings with the CTE programs that allowed for both faculties to develop the expand articulations. There has been some difficulty in the award of college credit but that is being worked out with IVC's Admissions and Records office and the Office of Instruction.

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ARTICULATION WITH ROP/HIGH SCHOOLS IN IMPERIAL VALLEY

Historical Reference

1988-89 Business Articulations 6 high schools (Brawley, Calexico, Calipatria, Central, Holtville & Imperial)
1989-90 Business Articulations – Retained
1990-91 Business Articulations – Retained
1997-99 Business Articulations – Two-years – Expanded & Retained
(7 HS & ROP – Brawley, Calexico, Calipatria, Central, Holtville, Imperial, Southwest & ROP)
1997-98 ROP Law Enforcement - Added
1999-00 Business & Law Enforcement Articulations – Retained
2000-02 Business & Law Enforcement Articulations – Imperial Withdrew

	Moved to 2-years Articulations
2002-04	Business, Child Dev & Law Enforcement Articulations – Addition & Retained (Added Child Development; and, no response from Imperial) OCTOBER 2004Title 5 Regulations changed concerning: 1. Credit by Examination (T5: 55753.) 2. Articulation of High School Courses (T5: 55753.5)
2005-08	Business, Child Dev & Law Enforcement Articulations – Retained AUGUST 2007 Title 5 Regulations changed again: 1. Credit by Examination (T5: 55050.) 2. Articulation of High School Courses (T5: 55051)
2008-09	Total Review of HS/ROP Articulations – Additions/Revisions & Updates to meet new standards of Title 5
2009-10	Eight High Schools/ROP Articulations – 10 courses
2010-12	Eight High Schools/ROP Articulations – Brawley (9 courses), Calexico (5 courses), Calipatria (1 course), Central (3 courses), Holtville (5 courses), Imperial (1 course), San Pasqual (3 courses), and Southwest (4 courses) Imperial Valley College implements new Credit-by-Exam and Articulation processes commencing with the Spring 2010 term. Thus, leading to the expanded articulations.
2012-14	In progress for renewal.

SERVICE AREA OUTCOMES (SAOs)		STRATEGIES/ACTIVITIES	RUBRIC MEASUREMENT TOOL(S)	TIME FRAME	RESOURCES NEEDED	ILOs
S3.2	Students will be able to make informed decisions about specific transfer institutions.	Provide the services of baccalaureate institutional personnel to connect and inform transfer students of campus specific educational opportunities.	Track campus representative's services provided and student contact.	End of Academic Year	Unknown at this time	ILO1 ILO2 ILO3 ILO4 ILO5 and PAOs 3.2

ASSESSMENT OF STRATEGIES/ACTIVITIES

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Campus Representatives – Contacts (Appointments [days visited and hours available] and/or College Center Table/Classroom Visits)								
▪College & University Day – Please refer to Service Area Outcomes S1.1 for Colleges Represented figures. ▪SDEC College Mini-Fair – Spring Terms (Event commenced 3 year ago.) – Colleges represented average between 8 to 15 colleges each spring term. More out-of-state colleges are starting to participate in this spring event.								
	2011-12*		**2010-11**		**2009-10**		**2008-09 #**	
Note: Estimated Figures – Tracking Not Complete	**Appt**	**Table/Class**	**Appt**	**Table/Class**	**Appt**	**Table/Class**	**Appt**	**Table/Class**
Academy of Art University – San Francisco								3V-5 Hrs/45
Alliant International University – San Diego								1V-5 Hrs/0
Brandman University – Palm Desert		4V-16 Hrs/0						
Fashion Institute of Design & Merchandising (FIDM/SD)								1V-3 Hrs/0
La Sierra University – LA Basin								1V-4 Hrs/0
National University – San Diego		6V-20Hrs/0		6V-24 Hrs/0		6V-24 Hrs/0		6V-24 Hrs/0
Northern Arizona University (NAU-Yuma Campus)	137		257	8V-9.5 Hrs/0	72		13	4V-17 Hrs/54
University of Phoenix – IV & SD								5V-27.5 Hrs/0
CSU San Bernardino					5			
CSU San Marcos					6		12	
SDSU/IV	22		19 (7 Days)		10		73	0
UCSD	10		21		26		34	0
UCSB							0	1V-4Hrs/0
Xochicalco University – Mexico		3V-9Hrs/0		3V-9Hrs/0		3V-9Hrs/0		

4. **Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program's success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)**

The Transfer Center and Articulation Services program is successful in meeting the Title 5 mandates and the comprehensive review supports the Program Area Objectives (PAOs) and the Service Area Outcomes (SAOs) as presented along with supporting the Institutional Learning Outcomes (ILOs) of Communication Skills, Critical Thinking Skills, Personal Responsibility, Information Literacy, and Global Awareness.

Improvement to the program: Articulation actions need to be increased due to the implementation of the new Transfer Degrees (SB 1440) and the C-ID submissions to complement the degrees. The 2010-11 academic year saw the statewide establishment of the new degrees with a minimum of two being required by the Fall 2011 term. These degrees moved to the front to be reviewed and established before the submission of course outline-of-records for the C-ID project. The main delay in submission of courses for C-ID is the identification on our course outlines-of-record (COR) of the inclusion of SLOs, reading, writing and out-of-class assignments, and updating of textbooks. This was a

major task for the Curriculum Committee for 2011-12 but the campus has been successful. The Articulation Officer will commence submissions for C-ID qualification this April 2012. The Transfer Center mandates are being accomplished but with the loss of the full-time clerical and part-time counseling help the tasks have become delayed. This will probably not be resolved in the near future but it still is a need to help the students of IVC to be successful for the future.

B. PRESENT: Snapshot of the State of the Program in the Current Semester: Fall 2011

1. **Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.**

The Transfer Center and Articulation Services program current status is stable but soon to move to critical in the near future. The items of concern are:

1. **Staff** [Title 5 Mandates: 3) STAFFING]

a. **Transfer Center Secretary:** The program has had a full-time secretary since its inception in 1985 as part of the statewide pilot program in the state for Transfer Centers. This is one of the mandates (Item 1.4) and needs to be considered as soon as budgetary constraints allow. This position is crucial to accomplishing all of the transfer and articulation duties of the program. With the current status the Director also has to stop and do the day-to-day clerical duties for the program to continue and meet the demands of the students, faculty and the community.

b. **Part-Time Counselor:** This position was approved for the 2009-10 academic year and then due to the statewide budgetary constraints was terminated in December 2010. This causes a lack of accessibility to the Transfer Center Services with a reduction in availabilities through appointments, workshops and the terminated of field fieldtrips to for year colleges and universities. This is a future need.

c. **Transfer Center Director/Articulation Officer:** This incumbent in this position is retiring and if the campus budget does not fund this position there will be difficulties in meeting the statewide mandates. This position needs to be replaced. There are accreditation, curriculum, articulation, and transfer issues that need to be addressed for the future of the IVC students.

2. **Articulation**: This is a labor intensive job that many people do not realize. The curriculum of the campus, the major, the transfer issues with the courses, the transfer degrees, the C-ID program, CurricUNET and the Title 5 mandates all involved a connection with articulation. More time needs to be allowed to the future projects to keep IVC competitive for its student's success.

2. **Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)**

The biggest outside factors that is affecting all of the students who desire to transfer and continue to achieve their educational and careers goals is the economy in the State of California. The tuition costs for public institutions in California have become a barrier for the student of Imperial Valley. Being the most economically poor county in the nation and the costs to attend a college or university rising (For example: UC approximately $44,000 [minimum of 3-4 years] and CSU between $25,-29,000 [minimum of 3 years] is making higher education not existing. This has made the California Private/Independent institutions affordable as well as out-of-state institutions along with participation in the Western Undergraduate Exchange (WUE) programs (tuition plus half program). This factor alone has caused a hugh learning curve for the Transfer Center Director to learn new information and then be able to share it with her colleagues on campus. Articulation with the out-of-state institutions is on the increase as well. The phrase used by the Transfer Center Director is "costs" and "time to degree!" The students of IVC need to "think outside the box" to be able to obtain their education in a timely manner.

3. **List any significant issues or problems that the program is immediately facing.**

Staffing and articulation concerns.
Staffing – Replacement of the Transfer Center director/Articulation Officer is critical t the campus. The Articulation Officer is an important resource for all faculty (counseling and instructional) and administration by providing up-to-date articulation/transfer information and issues affecting Imperial Valley college's academic programs and student populations. The Articulation Officers duties include the establishing of articulation agreements regarding those courses that will transfer as lower-division requirements, including specifics courses that will meet general education, course-to-course, a major preparation and updating annually IVC's AA/AS General Education requirements (along with the CSU GE-Breadth and IGETC patterns). IVC's Transfer Center Director/Articulation Officer position serves all of IVC's students.
Articulation – Transfer Degrees (SB-1440) between California Community Colleges and CSU's. The goal of these programs is to facilitate a smoother transition for CA community college students transferring to a CSU by completing this specific degree and also gain priority admission. There are a lot of new AA-T/AS-T programs being created and IVC needs to stay on top of these degrees. Along with this is the C-ID program that this runs parallel to the Transfer Degrees. IVC is just starting the C-ID submissions since the mandates to have two transfer degrees established by Fall 2011 took priority over C-ID. IVC accomplished the degrees now we need to move onto the C-ID submissions

since our outlines are just now up to date as this fall 2011 Curriculum Committee push for SLOs, reading, writing and out-of-class assignments along with textbooks being upgraded so that there is nothing older than 5 years (unless it is a reference text).

C. FUTURE: Program Objectives for the Next Three Academic Years: 2011-12, 2012-13, 2013-14

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

TRANSFER CENTER AND ARTICULATION SERVICES – PROGRAM AREA OBJECTIVES (PAOs) 2012-13, 2013-14, AND 2014-15 ACADEMIC YEARS

PROGRAM AREA OBJECTIVES (PAOs) – GOALS 1.0, 2.0, and 3.0

Institutional Goal 1.0		**To Increase Student Success**
Student Services Goal 1.0		**To improve student success at Imperial Valley College**
Institutional Learning Outcomes (ILO) Matches:		**ILO1, ILO2, IL03, IL04 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 1.0:	**To increase student success through use of the Transfer Center and Articulation Services at Imperial Valley College**	

PROGRAM AREA OBJECTIVE(S) (PAOs)		STRATEGIES/ACTIVITIES		RUBRIC MEASUREMENT TOOL(S)	TIME FRAME	RESOURCES NEEDED	SAOs LINK
1.0	*The Transfer Center and Articulation Services faculty and staff will ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling service. Title 5 Mandates - (C).*	**1.0.1**	Develop, revise and distribute Transfer Center brochure, semester newsletter, flyers, posters, mailers and advertisements to all events and activities involving transfer (field trips, campus representatives, visitations and appointments, etc.)	N/A	N/A	Unknown at this time	**N/A**
		1.0.2	Maintain Transfer Center bulletin boards and web site with current transfer information	N/A	N/A	N/A	**N/A**
		1.0.3	Coordinate College and University Day and invite university representatives from the UC, CSU and Private/Independent Systems and provide media coverage.	Record determined and estimated number of attendees	End of Academic Year	Unknown at this time	**S1.1**

		1.0.4	Participate in professional, regional and state meetings of Transfer Center Directors and Articulation Officers	SARS Grid to track contacts/users for transfer and articulation (reflects currency) meetings.	End of Academic Year	Travel Funds	**P1.0**
1.1	*The Transfer Center and Articulation Services faculty and staff will assist students in the transition process, including timely completion and submittal of necessary forms and applications. Title 5 Mandates - (F).*	**1.1.1**	Conduct Specific Topic Workshops such as: CSU/UC Admission Application Workshops; Scholarship(s); and Supplemental Application workshops, etc.	Record number of attendees at workshops and conduct a survey.	End of Academic Year	Unknown at this time	**S1.0**
1.2	*The Transfer Center and Articulation Services faculty and staff will provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate 1.2institutions, and related transfer Maintain updated list of current reference materials information.* *Title 5 Mandates - (H).*	**1.2.1**	Maintain updated list of current reference materials	N/A	N/A	N/A	**N/A**
1.3	*The Transfer Center and Articulation Services faculty and staff will Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.* *Title 5 Mandate - 2) FACILITIES.*	**1.3.1**	The Transfer Center location is readily identifiable and accessible to students, faculty and staff	N/A	N/A	N/A	**N/A**
1.4	*Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.* *Title 5 Mandate - 3) STAFFING*	**1.4.1**	Staffing is currently one Transfer Center Director, one full-time Transfer Center Counselor, one half-time counselor, and one full-time clerical support person.	Review program statistics to maintain staffing to service students.	End of Academic Year	Unknown at this time	**S1.2**

Institutional Goal 2.0		**To Increase Student Retention**
Student Services Goal 2.0		**To increase the retention level of Imperial Valley College Students**
Institutional Learning Outcomes (ILO) Matches:		**ILO1, ILO2, IL03, IL04 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 2.0:		**To improve student retention in the Transfer Center program**

PROGRAM AREA OBJECTIVE(S) (PAOs)		**STRATEGIES/ACTIVITIES**		**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**SAOs LINK**
2.0	*The Transfer Center and Articulation Services faculty and staff will identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with priority emphasis placed on underrepresented student populations. These activities shall be developed and implemented in cooperation with student services, with faculty, and with baccalaureate institution personnel as available. Title 5 Mandate - (A).*	***2.0.1***	Establish liaison contacts in Imperial County to includes, but not limited to: IVPHE, IVCR, HS/ROP representatives, IVC Divisions, etc.	Identify group or program meeting and/or event, attendees, and collect minutes and/or notes of event for distribution.	End of Academic Year	Unknown at this time	**P2.0**
		2.0.2	Conduct classroom and/or Transfer Center visitations.	Record number of attendees.	N/A	Unknown at this time	**N/A**
		2.0.3	Identify and develop a system for timely identification of potential transfer students, especially under represented students	ASPIRE Program - tracking of students by academic year and conducting an exit survey.	End of Academic Year	Unknown at this time	**S2.1**
2.1	*The Transfer Center and Articulation Services faculty and staff will support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.* *Title 5 Mandates - (E).*	***2.1.1***	Promote services to students on diagnostic testing, tutoring, financial assistance, counseling and other resources as identified	Record referrals in student file; and, provide access to tutoring and other appropriate workshops	N/A	N/A	**N/A**
2.2	*The Transfer Center and Articulation Services faculty and staff will support the district governing board by including in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan. Title 5 Mandate - 5) EVALUATION and REPORTING*	***2.2.1***	Submission an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.	Submission of Annual Report	End of Academic Year	N/A	**P2.2**

Institutional Goal 3.0		**To Increase Institutional Effectiveness**
Student Services Goal 3.0		**To enhance the development of recruitment strategies for Imperial Valley College**
Institutional Learning Outcomes (ILO) Matches:		**ILO1, ILO2, IL03, IL04 and ILO5**
Communication Skills – Critical Thinking Skills – Personal Responsibility – Information Literacy – Global Awareness		
Transfer Center and Articulation Services Goal 3.0:	**To improve the Transfer Center and Articulation Services Effectiveness**	

PROGRAM AREA OBJECTIVE(S) (PAOs)		**STRATEGIES/ACTIVITIES**		**RUBRIC MEASUREMENT TOOL(S)**	**TIME FRAME**	**RESOURCES NEEDED**	**SAOs LINK**
3.0	*The Transfer Center and Articulation Services faculty and staff will ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available. Title 5 Mandates - (B).*	**3.0.1**	Increase course-to-course and/or other articulations with four-year institutions	ASSIST database on CSU/UC articulations and the Private/-Independent and Out-of-State articulations.	End of Academic Year	Unknown at this time	**S3.0**
		3.0.2	CurricuNet Implementation - Develop training, conduct meetings and reviews with Divisions or Area leads on curriculum matters.	Track courses, majors and certificates through CurricuNet.	End of Academic Year	Unknown at this time	**P3.0**
		3.0.3	Work with ROP/HS personnel to assist in the scheduling of discipline specific and general meetings on ROP/HS articulation agreements.	Track and monitor ROP/HS articulation agreements.	End of Academic Year	Unknown at this time	**S3.1**
		3.0.4	Attend statewide, regional and campus meetings pertaining to transfer and articulation issues and concerns.	Identify meetings and present information at departmental, counseling and other appropriate meetings.	End of Academic Year	Unknown at this time	**See S3.1**
3.1	*The Transfer Center and Articulation Services faculty and staff will monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan. Title 5 Mandates - (D).*	**3.1.1**	Recruit students into ASPIRE program.	Track and monitor the progress of ASPIRE students to point of transfer.	End of Academic Year	Unknown at this time	**S2.1**
3.2	*The Transfer Center and Articulation Services faculty and staff will in cooperation with baccalaureate institution personnel as available develop and implement a schedule of services for transfer students to be provided by*	**3.2.1**	Recruit baccalaureate institutional personnel to provide services for transfer students.	Track campus representatives, services provided and student contact and conduct a survey.	End of Academic Year	Unknown at this time	**S3.2**

	baccalaureate institution staff. Title 5 Mandates - (G).						

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Service area outcomes are fully implemented and assessed. The future depends upon the staffing of the Transfer Center and Articulation Services program. Where the students of IVC decide to transfer too will determine the increase of articulation. Another items for expansion is the display of out-of-state articulation and transfer issues on the IVC website. More help is necessary.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Staffing is critical for the program and the campus to meet the Title 5 mandates.

4. Identify any outside factors that might influence your program during the next three years.

Funding and lack of staffing along with changes to California's admission requirements by the public education systems (University of California and the California State University institutions).