**Service Area Outcomes (SAOs)**

**Program Outcomes Assessment Report – Phase I (form in progress Oct 2009)**

**“Department Mission Statement or Program Description & Identification of Outcome(s)”**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **March 12, 2012** |  |  |
| **The Department Name:** | **Transfer Center and Articulation Services** |  |  |

|  |  |
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| **Contact Person & Others Involved in Process:** | **Lead:** Carol E. Lee **Others:** Beatriz Avila |

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| The mission of the Transfer Center and Articulation Services Area is to provide quality professional services that are responsive to students’ individual needs for transfer and articulation information to achieve their educational goals. |

**Mission Statement or Description of the Department or Program:**

**Institutional Learning Outcomes Supported: Please check the ILOs that are supported by your program:**

**✓ ILO1 –** Communication Skills **✓ ILO2 –** Critical Thinking Skills **✓ ILO3 –** Personal Responsibility

**✓ ILO4 –** Information Literacy **✓ ILO5 –** Global Awareness

**Please identify at least one outcome and assessment method, and estimated date for the completion of Section II. Please keep in mind the Comprehensive Program Review Schedule.**

**Service Areas Outcomes (SAOs)** (Student Services, Financial Aid, Student Affairs, etc.)**: Please analyze at least one Outcome per 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** | **ISLOs** |
| **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 | ILO1ILO2ILO3ILO4ILO5 |
| **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 | ILO1ILO2ILO3ILO4 |
| **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 | ILO1ILO2ILO3ILO4andPAOs1.01.2 |

**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** | **ISLOs** |
| **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 | ILO1ILO2ILO3ILO4ILO5 |
| **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 | ILO1ILO2ILO3ILO4ILO5 |
| **S2.2** | Students will be able to demonstrate an under-standing 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 | ILO1ILO2ILO3ILO4ILO5 |

**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** | **ISLOs** |
| **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 | ILO1ILO2ILO3ILO4ILO5AndPAOs3.0 |
| **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 | ILO1ILO2ILO3ILO4ILO5andPAOs3.0 |
| **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 | ILO1ILO2ILO3ILO4ILO5andPAOs3.2 |

**Once Section I is completed, please send e-copy & mail hard copy to SLO Coordinator. Then at the end of the data collection/assessment period, please analyze data with co-workers and other members of the IVC community, and complete Section II.**

**Service Area Outcomes**

**Program Outcomes Assessment Report – Phase II**

**“Assessment of Program-level Learning Outcomes”**

**In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Section I.**

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| **The Department Name:** | **Transfer Center and Articulation Services** |  |  |

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**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.

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**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# |  |  |  |  |  |  |  |  |  |
| UCSDTransfer 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. |  |  |  |  |

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| **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 | ILO1ILO2ILO3ILO4 |

**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.

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | ILO1ILO2ILO3ILO4andPAOs1.01.2 |

**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.

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 make use of Degree Works.

|  |
| --- |
| **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 | ILO1ILO2ILO3ILO4ILO5 |

**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.

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** |
| **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 | ILO1ILO2ILO3ILO4ILO5 |

**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.

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.

**ASPIRE PROGRAM - A**cknowledging **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.

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| **SERVICE AREA OUTCOMES (SAOs)** | **STRATEGIES/ACTIVITIES** | **RUBRIC****MEASUREMENT TOOL(S)** | **TIME** **FRAME** | **RESOURCES****NEEDED** | **ILOs** |
| **S2.2** | Students will be able to demonstrate an under-standing 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 | ILO1ILO2ILO3ILO4ILO5 |

**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.

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 communication what they desire, they must think critical 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**

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| --- | --- | --- |
| **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 | ILO1ILO2ILO3ILO4ILO5AndPAOs3.0 |

**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.

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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | ILO1ILO2ILO3ILO4ILO5andPAOs3.0 |

**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.

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.

**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 2004 Title 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 | ILO1ILO2ILO3ILO4ILO5andPAOs3.2 |

**ASSESSMENT OF STRATEGIES/ACTIVITIES**

**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.

|  |
| --- |
| **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 |  |  |

**SUMMARY OF SAOs REVIEW**

**How will your program use this information to improve student learning or services?**

The Transfer Center and Articulation Services unit is constantly striving to make students aware of their educational opportunities and to expand articulations with four-year institutions. The educational system in California is struggling with budget woes and the educational opportunities for IVC students to go to the CSU or UC institutions are becoming unaffordable. The Transfer Center staff is being exposed to more educational opportunities for IVC students via the Western Undergraduate Exchange (WUE) program that allows for tuition plus half for transfer students. We have schools in western United States that want the students from Imperial Valley. What IVC has to educate students in now is where these schools are, the costs, and that they can succeed anywhere. Counseling staff are participating with the RACC group of colleges and universities along with WUE. This is a large learning curve for all counseling services. With this new knowledge base comes the demand for articulations with the out-of-state schools. This is a large task that needs for time assigned to it. There is also the new Transfer Degrees (SB-144) and the C-ID submissions that compliment the new degrees. The Transfer Center and Articulation Services unit is striving to accomplish all of the above but with the loss of a full-time secretary and a part-time counselor the two remaining staff members are stretched thin. The accomplishment of the above may be slow but the staff will keep IVC students current and on-track to assist the students in achieving the academic and careers goals.

C. Lee

03/12/12

**Once Section II is completed, please send e-copy & mail hard copy to SLO Coordinator. Thank you very much for taking part in outcomes and assessments.**