





IMPERIAL VALLEY COLLEGE SERVICE AREA PROGRAM REVIEW

DATE:	2/17/2014
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DEPARTMENT/PROGRAM:	Transfer, Articulation and University
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IMPERIAL VALLEY COLLEGE MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

I. PROGRAM/DEPARTMENT DESCRIPTION (include Vision; Mission; Services-Functions; Funding Sources Statement)

The Transfer Center and Articulation Services Area is to provide quality and professional services that are responsive to students' individual needs for transfer and articulation information to achieve their educational goals. This area reaches this mission by providing Imperial Valley College students with accurate, up-to-date academic transfer information and resources through coordinated Transfer Center activities. The Transfer Center and Articulation Services are responsible disseminating information to students, administrators, faculty and staff which will encourage and increase Imperial Valley College students to achieve their educational goals.

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) and with CSU/UC/Out of State/Private Colleges and Universities. Also, to maintain and submit course articulation with C-ID System and now to assist IVC Administrators and Faculty to understand and incorporate new SB 1440 mandates.

Transfer Center and Articulation Services are to follow:

Title 5, §Section 51027. Transfer Centers: Minimum Program Standards

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicant to the four-year segments from

these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income and other underrepresented students. Activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization 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 four-year college and university personnel as available.

(C) Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.

(D) Monitor the progress of, transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including the timely completion and submittal of necessary forms and application.

(G) In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff.

(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

(2) Facilities. Each district governing board shall designate a particular location on campus that is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions.

(3) Staffing. Each district governing board shall ensure that staff is assigned 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 four-year college and university personnel. Clerical support for the transfer center shall also be provided.

(4) Advisory Committee. An advisory committee shall be designated to plan the development, implementation, and ongoing operations of the transfer center.' Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include 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.

Each community college district shall submit 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.

This Program is District Funded

II. **SERVICE AREA OUTCOMES** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

The Transfer Center and Articulation Services area is designed to assist students with the process of transferring to accredited baccalaureate colleges and universities. The Transfer Center is especially committed to the goal of increasing transfer opportunities for IVC students by providing access and resources for educational research.

Goals are to be according to ***Title 5, Section 51027-Transfer Center: Minimum Program Standards.***

Title 5, Section 51027- Transfer Center: Minimum Standards

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** – 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.)*

Activities for 1.0:

- a. Develop, revise and distribute transfer information through various means like, newsletter, flyers, posters, online website and advertisements to all events and activities involving transfer (field trips, campus representatives, visitations and appointments, etc.)
- b. Maintain Transfer Center bulletin boards and web site with current transfer information
- c. Coordinate College and University Day, Universities hosting their own fairs on campus and invite university representatives from the UC, CSU and Private/Independent Systems and provide media coverage.
- d. Participate in professional, regional and state meetings of Transfer Center Directors and Articulation Officers

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).*

Activities for 1.1:

- a. Conduct Specific Workshops such as: CSU/UC Admission Application Workshops; Scholarship(s); Transfer; AA-T/AS-T information and Supplemental Application workshops for CSU/UC Updates, 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).*

Activities for 1.2:

- a. Maintain updated list of current reference materials mainly online website (www.collegesource.org)

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.*

Activities for 1.3:

- a. The Transfer Center location is readily identifiable and accessible to students, faculty and staff

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**

Activities for 1.4:

- a. Staffing is currently one Transfer Center Director, one full-time Transfer Center Counselor, and one new hire part-time clerical support person.

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).*

Activities for 2.0:

- a. Establish liaison contacts in Imperial County to include, but not limited to: ICPHE, IVCR, HS/ROP representatives, IVC Divisions, etc.
- b. Conduct IVC Transfer Center tabling/recruitment to provide Transfer awareness.
- c. Identify and develop a system for timely identification of potential transfer students, especially under represented students with other IVC counseling programs.

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).*

Activities for 2.1:

- a. Promote services to students on diagnostic testing, tutoring, financial assistance, counseling and other resources as identified

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

Activities for 2.2:

- a. 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.

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).**

Activities for 3.0:

- a. Increase course-to-course and/or other articulations with four-year institutions
- b. Increase C-ID course approvals through C-ID website course submissions.
- c. CurricuNet Implementation - Develop training, conduct meetings and reviews with Divisions or Area leads on curriculum matters.

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).*

Activities for 3.1:

- a. Assist students into ASPIRE Program with providing them with one-on-one counseling about their progress and ensuring they are progressing with their higher educational goals.

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).*

Activities for 3.2:

- a. Recruit baccalaureate institutional personnel to provide services for transfer students (campus representatives) from CSU/UC/In State & Out of State institutions.

3.3 *The Transfer Center and Articulation Services faculty and staff will 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*

Activities for 3.3:

- a. Oversee the Transfer Center Advisory Board in program planning and coordination of activities related to transfer (SSSP, SSC and All Counselor meetings).

TRANSFER CENTER AND ARTICULATION SERVICES (Service Area Outcomes):

SAO Goal 1.0:

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) process successfully.

Activities:

The Transfer Center and Articulation Services unit will conduct workshops to include but not be limited to admission applications, scholarships and other appropriate Transfer Topics.

Measure:

Record number of attendees at workshops for the end of the year report submitted to Chancellor's Office.

SAO Goal 1.1:

Students will demonstrate an understanding and awareness of transfer services of different higher education systems to allow them to identify different educational opportunities.

Activities:

The Transfer Center and Articulation Services unit will conduct and assist four-year campus representatives in participating activities that support transfer and will also hold tabling "Transfer Awareness Campaign". (Campus Reps, classroom presentations, brochure, Ask a Transfer Center, etc.)

Measure:

Record numbers of attendance at classroom presentations, visits and/or workshops.

SAO Goal 1.2

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 to a higher educational institution.

Activities:

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.

Measure:

An SEP document updated and student file and/or available in DegreeWorks for understanding of degree requirements.

SAO Goal 2.0

Students will be able to identify and use educational planning resources that will apply to their academic and career goals

Activities:

Conduct classroom and/or Transfer Center visitations.

Measure:

Record all attendees.

SAO Goal 2.1

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.

Activities:

ASPIRE/IVUP Tracking Freshman Cohort(s)
(Acknowledging Students Prepared In Recognized Excellence and Imperial Valley University Partnership (ICOE, SDSU and IVC)

Measure:

ASPIRE/IVUP Program - tracking of students by academic year and conducting an exit survey for ASPIRE and for IVUP it will be through graduation results.

SAO Goal 2.2

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).

Activities:

Regular contact with all students who come into the Transfer Center.

Measure:

Student application for the awarding of the certificate(s) for CSU GE-Breadth and/or IGETC requirements and completion of AA-T/AS-T degrees.

SAO Goal 3.0

Students, faculty, and community members will be able to demonstrate their knowledge and understanding of and be able to assess current and accurate articulation information.

Activities:

The Transfer Center and Articulation Services unit will provide current and accurate articulation information by housing it on a Articulation Website linked through Transfer Center

Measure:

ASSIST database on CSU/UC articulations and the Private/Independent and Out-of-State articulations via hits to the IVC Articulation Website.

SAO Goal 3.1

High School students and faculty and college faculty will be able to identify and use the high school/ROP articulation information.

Activities:

Work with ROP/HS personnel to assist in the scheduling of discipline specific and general meetings on ROP/HS articulation agreements.

Measure:

Documentation of services provided to include the tracking of ROP/HS articulation agreements.

SAO Goal 3.2

Students will be able to make informed decisions about specific transfer institutions.

Activities:

Provide the services of baccalaureate institutional personnel to connect and inform transfer students of different higher education opportunities.

Measure:

Track campus representative's services provided and student contact.

- III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

The Transfer Center and Articulation Services data for program is limited to what was accomplished as of February 2014. Pertinent information with relevant qualitative and quantitative data will be reviewed before entering information for the Transfer Center/Articulation Services for 2013-2014.

Response for Item 1.1(a) on Question II of Review:

As of Fall 2013 Transfer Center currently services:

252 Transfer Center Active Students

To include: 18 Active students in ASPIRE component.

Application Workshops Offered Fall 2013:

CSU/UC APPLICATION WORKSHOPS – Attendance Tallies Only

Term	CSU	UC	Both	Out of State	Total	Workshops Offered
Fall 2013	107	9	3	1	120	33
Fall 2012	124	8	1	1	134	79

Follow Up Workshops for Fall 2013 CSU/UC Applicants

"I've Applied...What Now" Workshops Spring 2014

Term	Attended	Offered
*Spring 2014	96	19
Spring 2013	86	16

*Spring 2014 added two Counselors for assistance to deal with AA-T/AS-T Deadlines. (Transfer Center Director/ Beatriz Avila Counselor Assisted and was limited to only seeing students that were applying for AA-T/AS-T Degrees to assist with Counseling Walk-In's. (TCD: had limited TC student appointment)

Response for Item 1.4 (d) on Question II of Review:

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

CIAC	AO	California Intersegmental Articulation Council
TCD	TCD	Transfer Center Directors
SDEC	TCD & AO	San Diego Education Consortium
TCD Region X Rep	TCD	Transfer Center Directors Regional Representative
AO Region X Rep	AO	Articulation Officer Region X
UC Conference	TCD	UC Counselors Conference
CSU Conference	TCD	CSU Counselor Conference
ETS	TCD	UC Ensuring Transfer Success Conference
CURR	TCD & AO	IVC Curriculum Committee

- ✓ Currently, as the Transfer Center Director I have attended 4 Region X AO meetings and only 2 TCD meetings because meetings are on same dates.
- ✓ UC Conference attended in September 2013.
- ✓ Will Attend ETS in May 2014
- ✓ Attended regularly scheduled Curriculum Meetings
- ✓ Attended Student Success Summit in Sacramento September, 2013
- ✓ Will Attend CIAC Conference April 24-25 2014
- ✓ Attended 2 SDEC meetings and will hold Transfer SDEC Fair at IVC 4/9/14

INFORMATION SHARED/DISTRIBUTED

- ✓ Curriculum Committee
- ✓ District Counselor Meetings
- ✓ Division Meetings
- ✓ Email Announcements
- ✓ In-Services Counselor Meetings
- ✓ Regional Meetings
- ✓ Student Services Counsel Meeting
- ✓ Starfish Group
- ✓ Degree Works Group
- ✓ SSSP Taskforce

Career & College and University Day= October 8, 2013

HEW I HIGHER EDUCATION WEEKS I September 2013 (TCD and District Counselors)

HEW II HIGHER EDUCATION WEEJS II May 2014 (TCD and District Counselors)

NAU Day at IVC April 2014

SDEC Transfer Fair: April 9, 2014

SDSU Workshops April 2014

Response for Item 3.0 on Question II of Review

With restriction with the Articulation Services

IVC C-ID Summary as of February 2014:

50 Approved

18 Conditional Approved

13 Not Approved

10 Submitted

29 In Progress

5 Not Approved because of Course Outline of Record (CoR)

***All TMC degrees have to have C-ID Descriptors for approval through**

Accreditation/Chancellor's Office. Only ¼ of approved through C-ID SYSTEM.

End of the Year Reports for both Transfer Center and Articulation Services will show more detailed results for all Title V, Transfer-Mandates (report due 10/31/14) . In addition, not all services have been completed by the end of Fall 2013.

- IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

The Transfer Center and Articulation Services has a new full time Transfer, Articulation and University Partnership Coordinator for the 2013-2014 academic years. Currently, Transfer, Articulation and University Partnership Coordinator is working full time and splitting time within requirements of Transfer Center, Articulation Services and coordinating the University Partnerships. With some of the data/results collected there is far more work to go through the end of this academic year that will need to be carried out in a lot of less time seeing students now that this position entails handling the Transfer Center student population in addition to the IVUP that has approximately 189 students in total for the 2012 and 2013 cohorts.

Transfer Center and Articulation Services were carried out for most of the functions during fall 2013, but more to be submitted in Spring 2014. The TAUP Coordinator has new roles in serving on Committee's due to the New Student Success Initiative with minimal introductory training. Training for the new SSSP initiative has been constant with IVC having nine approved TMC Degrees with about 5 ready to submit by the end of Spring 2014.

Staffing issues are going to be a main contributor to the number of services being able to render all services suggested by mandates. In Workshop Applications, students need assistance to fill out information regarding to AA-T/AS-T completion which entails a thorough review of TMC degree requirements. Assistance for fall 2014 was Application Workshops were very limited and conducted only by TAUP Coordinator and the full-time Counselor. Which meant we offered less workshops and served more students.

For the 2013-2014 Academic year the Transfer Center and Articulation Services was hired and in charge of 3 area duties which impacts slightly Transfer Center Plan deadlines which are required to meet minimum standards as explained in Title 5, §Section 51027. Transfer Centers: Minimum Program Standards and with the new changes coming up with the SB 1440 TMC degrees deadline to have all in place by 2014 have increased duties and limited student contact. This includes Articulation Services to assist, maintain and carry new process to address Articulation with CSU/UC/Out of State/Private colleges and universities and to meet new SB 1440 and C-ID requirements.

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement

requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

The Transfer Center and Articulation Services has a new Transfer, Articulation of this academic year that will need to be carried out in a lot less time and staffing.

Transfer Center Staffing – Hiring a full-time Counselor is critical to the campus on many levels which are explained in the Title 5, §Section 51027. This position will assist the TAUP Coordinator carry out proactive plans to make transfer awareness and transfer completion a priority which for the institution will allow for increasing Articulation duties as well as duties when forming University Partnerships.

There needs to be a more detailed Transfer Plan that meets all the Title 5, §Section 51027. Transfer Centers: Minimum Program Standards. In addition, the program needs to find other ways to disseminate information to increase IVC's Mission to increase Transfer.

New or Updated Transfer Center to meet the needs of students by having it be open access and where workshops, group counseling and other activities can be rendered by TC Staff and University Representatives.

Currently, there is little or no student access to Transfer Center because of staffing issues (no Secretary) we do not meet Title 5 minimum mandates. Transfer Center/Articulation needs a Full-Time Secretary to meet TC standards and assist with timely submission of all Articulation Services by freeing the TAUP Coordinator to oversee other duties that are already the responsibility.

More funding for University/College/Cultural Fieldtrips which we currently don't provide which don't meet Title 5 mandates.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Use the attached “Process Improvement Opportunities” form to identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process. Assess progress in attainment of process improvements identified in previous Program Review.)
- 1) **Work Efficiency:** Have more Associate Degrees for Transfer to facilitate seamless transfer to CSU's. Initiate more Counselor Training to increase IVC's mission to increase transferability from IVC to CSU/UC/Out of State and Private Institutions. Promote “Transfer Awareness” to all IVC students with Tabling during “campus hour” events/activities.
 - 2) **Cost Reductions:** Cost reduction has already affected the Transfer Center in limiting certain needed services to meet Title 5 mandates. Hire another full-time Counselor to assist with more activities to handle the new “College Ready” groups for 2014-2015 which include (ASPIRE/IVUP) students.
 - 3) **Contributions:** Transfer Center/Articulation Services is crucial to increase student success by being able to stay updated with all Title 5 mandates and assistance by new Student Success Initiatives

**SERVICE AREA PROGRAM REVIEW
PROCESS IMPROVEMENT OPPORTUNITIES**

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

Department/Unit
Transfer Center and Articulation Services
<i>Opportunities for:</i>
PROCESS #1: Meet Title 5 mandate-Staffing with Full-Time Transfer Counselor
Work efficiencies: Will meet all goals and service area outcomes by minimum Title 5-Transfer minimum standards if we hire an additional full-time Counselor to be able to provide all services in Title 5 Standards.
Cost reductions: none
Contributions to student enrollment &/or success: : Transfer Center/Articulation Services currently has three areas to oversee and by maximizing the availability of two full-time Counselors along with TAUP Coordinator with increase the expanding of how services for Transfer/Articulation Services are rendered. It will also allow to be proactive in how services are rendered to host more activities to increase our transfer awareness and rates.
Supports Institutional Goal and Objectives :Goal One: 1.2, 1.3 Goal Two:2.1, 2.3
PROCESS #2: Continue and Maintain C-ID submission to meet SB 1440 mandates.
Work efficiencies: Schedule/Increase more hours dedicated to Articulation Services to create Website and to allow for more timely submission of IVC courses and corrections to meet deadline of 100% by fall 2014 for all SB 1440 ADT's
Cost reductions: none
Contributions to student enrollment &/or success: Will increase the transferability score for IVC and accessibility for all IVC students.
Supports Institutional Goal and Objectives: Goal Two 2.3
PROCESS #3: Offer more Transfer/Scholarship and University Rep Workshops and Awareness through various mediums of communication
Work efficiencies: Will assist more IVC students transferring to universities and have more IVC transfer awareness to all higher learning institutions by providing online information on TC/AO website
Cost reductions: none
Contributions to student enrollment &/or success: Will assist more IVC students transferring to universities and have more IVC transfer awareness to all higher learning institutions by reaching students physically on remotely on campus.
Supports Institutional Goal and Objectives: Goal Two 2.1, 2.3 Goal Three 3.2

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)		INSTITUTIONAL GOAL(S) (Check all that apply.)
1	<p style="text-align: center;">PAST PROGRAM GOAL #1</p> <p>Identify Program Goal from Last Program Review: <i>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 – 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.)</i></p> <p> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: The Transfer Center/Articulation Services has met them, but we need to have more time to reach more students and one way will be to update the Transfer Center Website and create an Articulation Website where not only students, but University Campus Representatives and IVC Faculty can easily use to learn about articulation agreements, ADT degrees and C-ID. It was partially met because I had assistance from Transfer Counselor (full-time) and Student workers to disseminate information.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	<p>Identify Program Goal from Last Program Review: <i>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).</i></p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: It was more than partially met by creating and establishing liaison contacts in ICPHE, HS/ROP Representatives and IVCr and by IVC Counseling programs, but the Transfer Center Plan has not been updated and it's something that needs to be done prior to fall 2014.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	<p>Identify Program Goal from Last Program Review: <i>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).</i></p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Provide detail on any improvements/effectiveness and detail status on those not fully met: TC/AO
was successful in Goal 3 by increasing course to course articulation and maintaining ones that already existed. There was an increase in C-ID awareness with faculty and submissions to meet standards by these ADT degrees (SB 1440). Also, improved academic planning with IVUP and how we counsel students in these cohorts. In curriculum, there is more awareness on effectiveness on writing their course outlines to facilitate submission for C-ID approvals.

Comments:

FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

	INSTITUTIONAL GOAL(S) (Check all that apply.)
FUTURE PROGRAM GOALS <small>(Describe future program goals. List in order of budget priority.)</small>	

1	FUTURE PROGRAM GOAL #1 <small>Budget Priority #1</small>	INSTITUTIONAL GOAL(S)	BUDGET REQUEST
	<p>Identify Goal: Increase Transfer Center Access</p> <p>Objective: To increase awareness of Transfer and usefulness of Transfer Center in physical and online form</p> <p>Task(s): Hire Full-Time Counselor, ½ Time Secretary to meet evening coverage, renovate tables, chairs and hardware to make it a smart room.</p> <p>Timeline: Fall 2014</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	\$85,000
	EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN <small>(Check all that apply.)</small>
	<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input checked="" type="checkbox"/> General Fund	<input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input checked="" type="checkbox"/> Student Services <input type="checkbox"/> Technology

2	FUTURE PROGRAM GOAL #2 Budget Priority #2		INSTITUTIONAL GOAL(S)
Identify Goal: Update/Create Articulation Website from Transfer Center existing website	Objective: Increase Transfer Center Services and Articulation Awareness among IVC students, faculty and staff		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
Task(s): Create time to update TC website/create Articulation website, hire (goal 1) to assist with the maintenance with online TC services through website	Timeline: Fall 2014		
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input checked="" type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input checked="" type="checkbox"/> Student Services <input checked="" type="checkbox"/> Technology	\$5,000

3	FUTURE PROGRAM GOAL #3 Budget Priority #3		INSTITUTIONAL GOAL(S)
Identify Goal: Add Articulation Funding to Transfer Center Budget			<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
Objective: To increase Articulation Services stronger by attending training events to the travel and materials to support Articulation Services			
Task(s): To increase Travel and materials costs for conducting articulation services to not exhaust Transfer Center budget to not restrict Transfer Center Budget			
Timeline: Fall 2014			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input checked="" type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input checked="" type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ <u>5000</u>
TOTAL BUDGET REQUEST			\$ <u>95,000</u>

1. How will your enhanced budget request improve student success?

This request will assist the Transfer Center/Articulations mission to increase Transfer Rates by making it easier to carry out activities that will allow for improvement to transfer activities and services rendered.

Comments:

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES <small>(Describe learning outcomes.)</small>	ISLO(s) <small>[Link SAO to appropriate ISLO(s).]</small>
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SAO 1	SERVICE AREA OUTCOME #1	ISLO(s)
	<p>Identify Outcome: Students will demonstrate an understanding and awareness of transfer services of different higher education systems to allow them to identify different educational opportunities.</p> <p>Measurable Outcome Summary: Workshops were conducted on what it means to Transfer to CSU/UC and the smoothness of application workshops improved. Students started their applications and came in for reviews only not necessarily to help step by step how to fill out applications. In addition, NAU and SDSU came to do their own presentations on different educational opportunities.</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p>	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5

	<p>Provide detail on any improvements/effectiveness and detail status on those not fully met: We started by creating a workshop tailored to CSU and to UC. Invited to students and publicly showed them the step by step process and let them know that we were going to have workshops to review admission applications to CSU/UC allowing them</p>
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<p>SAO 2</p>	<p align="center">SERVICE AREA OUTCOME #2</p> <p>Identify Outcome: Students will be able to understand of transfer requirements and will be able to identify which general education package they should follow (CSU,UC or Out of State or Private Institution).</p> <p>Measurable Outcome Summary: Students application for the awarding of the certificate for CSU/IGETC Requirements</p> <p> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: Students applying for ADT degree's to use for transfer are completing one of the general education patterns because they are required for that degree to finish one of those patterns and we have had an increase of students finishing ADT degrees of the 9 that IVC offers.</p>	<p>ISLO(S)</p> <p> <input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input type="checkbox"/> ISLO 5 </p>
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SAO	SERVICE AREA OUTCOME #3	ISLO(S)
3	<p>Identify Outcome: Students, faculty and community will be able to demonstrate their knowledge in current and accurate articulation between institutions.</p> <p>Measurable Outcome Summary: Assist database on SCU/UC articulations are known via hits to the Articulation website.</p> <p> <input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met: Maintenance on curriculum updates on ASSIST.ORG were completed, but the Articulation Website is not started, but the goal is to create an IVC Articulation Website linked from the Transfer Center website.</p>	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5