

INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Student Services
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Transfer Center

Name of Division

Student Services

Name of Person Preparing this Report

Kathy Kafela

Extension

EXT: 8950

Names of Department Members Consulted

--

Name of Reviewers

--

Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short- term, hourly
Managers			
Faculty	2		1
Classified Staff	1		
Total	3		1

One of the full-time faculty has been on extended sick leave

Services

*Students may receive more than one service per visit

Reason	Fall 2012	Fall 2013	Fall 2014
Career testing/ Counseling	12	159	178
CSUSB	121	115	85
Cal-Poly	NA	7	28
Drop-In	49	22	40
Total # of students contacted by univ. reps in the quad area	NA	NA	1867
Total numbers of students attended field trips	64	31	25
Total # of univ. reps at Fall Transfer Fair	30	32	33
Total # of students contacted by the transfer center in quad area	186	965	269
Honors	110	78	40
Workshop and class/ presentation	114	150	277
Transfer Counseling	527	269	350
# of students who applied to CSUSB	288	634	666
# of students seen by UCLA	10	32	17
# of students seen by UCR	27	24	15
Total Services Provided	1,352	2,518	3,920

Description:

Transfer & Career Services is to design, develop and implement a variety of transfer and career strategies that increase the number of SBVC students prepared to transfer to a baccalaureate level institution and ensure students are knowledgeable of their career goals and how that relates in the global market place.

We work to foster a transfer culture on campus and to enhance student awareness of their educational options beyond the community college while increasing the number of students, especially historically underrepresented students, who transfer from San Bernardino Valley College to a four-year institution

Assessment:

In the majority of services the Transfer Center contacts have increased. CSUSB contacts have changed because our representative is only coming twice a month rather than every Wednesday but the numbers of applications have increased. A number of years ago due to funding only admit students fall only which made a difference in the total number of students being admitted. We have been working with faculty to promote classroom presentations and career assessments. We are happy that Cal-Poly has started coming back to SBVC to meet with students one-on-one. We were able to get more funding for adjunct counselling hours so those numbers are coming back up as well.

The data also shows us that there is an increase in students applying to transfer to the UC's and CSU's. Title 4 requires as a goal of the Transfer Center to increase transfer application. If you look at the number who apply and get admitted then enroll on the UC chart we don't know why the difference between admitted and enrolled but if we were to guess it would be that they decided to enroll in a CSU or private school. In 2013-2012 145 students to out of state schools. During the same years 185 students went to in state private school. Due to the level of impact at the CSU's many students are looking for other options. We are looking to see if the AS-T and AS-T degrees really make a difference in the admission process. To date it is not really clear how it really makes a difference for our student.

Challenges and Opportunities:

- Communicating with transfer students' and keeping them informed of deadlines and important information about changes that happen at the 4 year in a timely manner.
- Identifying new *in* coming transfer students as well as graduating transfer.
- Enhance the outreach methods to campus community and community at large.
- Marketing and promoting the Transfer and Career Services
- The widening gaps of historically underrepresented students not transferring to four-year schools particularly African American males.
- Tuition increase at the UC's will be a final barrier to students

Action Plan:

- Gain additional access to a database so transfer students can be identified, so that targeted information can be sent to those students who identify early transfer as a goal:
- Increase collaboration with campus community, faculty and staff to increase efficiency and consistency of transfer information and resource..
- Encourage students to have a variety of transfer options available for students in the office and the Transfer Fairs.
- Create transfer orientation sessions for new students.

UC SYSTEM	APPLICATION	ADMITTED	ENROLLED
Fall 2015	111	NA	NA
Fall 2014	90	54	38
Fall 2013	104	74	56
Fall 2012	62	46	30
Fall 2011	68	42	33

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	Transfer Center	Campus-wide
Asian	5.5%	5.2%
African-American	16.8%	14.2%
Hispanic	60.3%	59.2%
Native American	0.9%	0.3%
Pacific Islander	0.7%	0.4%
White	13.7%	16.8%
Unknown	2.1%	3.9%
Female	60.9%	54.8%
Male	38.9%	45.1%
Disability	6.0%	5.7%
Age Min:	18	14
Age Max:	71	84
Age Mean:	28	29

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

The demographics indicate the usage of the Transfer and Career Services by most ethnic groups and disabled populations exceeds the college demographics by 1-2%. One of our goals is to enhance the number of students, especially historically underrepresented students, who transfer from San Bernardino Valley College to a four-year institution. The data shows that we are serving those populations but there is a gap in transfer numbers. The average age of students that we serve is 28 which is a year younger the campus average. The Transfer Center works closely with programs as well as campus wide to outreach to those programs that serve underrepresented students. As an example we have worked closely with EOPS, STAR and STEM to provide collaborative workshops. When a four year representative is available to provide classroom presentations I offer those programs first an opportunity to have a special presentation or workshop. The campus wide number reflects the number of men and women who are in the student body. When it comes to Transfer Center students have to seek us out and it is a known fact that women are more likely to seek help then men. In an effort to serve more males we will seek to work more closely with the athletic counselor and the athletic program. We will work on developing strategies that will help students in need of retraining to know how to transition their training into a bachelor's degree

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Transfer Center office hours are Monday-Thursday 8:00-5:00pm and Fridays 8:00-4:30pm. When scheduling workshops and other services and events we try to offer them from mid- morning to early evening. Our must peak time is in fall due to the UC and CSU application period. During this time workshops are offered two to three a week at a variety of times. In an effort to maximize our serve to students we schedule four year campus tours on Fridays and Saturdays so students will not miss class. We make every effort to meet the scheduling challenges of the students we serve even when it comes to counseling appointments. If we have a student who really needs to see a Transfer Counselor and has a work schedule conflict, we do our best to accommodate that student by adjust staff schedules.

Other methods of delivery:

- Email is used to distribute information to students about workshops, university representative visits, and Transfer and Career Fairs etc.
- Provide classroom presentations regarding transfer requirements and options via "Don't cancel that class".
- Transfer provides bi-weekly informational tables in the campus quad area.
- Online counseling/face-time counseling sessions with four year representatives.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

TCS provides student services i.e. transfer, and career constant with Title V requirements we ensure the following is provided to ensure success in the following ways:

- A. Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services as part of the transfer readiness process:
 - The plan is to ensure that Transfer faculty attends as many counseling conference as we can to stay updated and current.
 - We plan to take students to more four campus visit. We are request additional funding to be able to provide these services so students will learn firsthand from the university what is required in the transfer process.
- B. Identify student populations to increases in the number of applicants to the four-year segments:
 - Every year we look at the application data to see where we can target our resources to increase the number of students who apply. One action may be to offer my application workshops.
- C. Identify, contact and provide transfer support services to student populations:
 - Transfer provides a host of services and continues to develop ways to assess how we are meeting students' needs with services we are providing. Currently we are working with Research and Planning to develop an on-line survey that we can direct students to that will evaluate the services and offer them an opportunity to tell what else they would like to see offered. We also want to evaluate our currently offering and if that meet their needs. (Please note workshop survey results above)
- D. Monitor the progress of, transfer students to the point of transfer
 - As of this semester we have a list of students who identified transfer as their goal on the SBVC application. Our plan is to keep in contact with and provide service to this targeted group as long as they are at SBVC to see what the educational outcome will be.

Demonstrate that your program is continuously assessing Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the program since the program's last efficacy report; **refer to the data provided. Include evidence of data collection, evaluation, and reflection/feedback, and** describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Program SAO Summary Evaluation Form

Division/Program: Transfer Services Semester Evaluated: Spring 2014 Next Evaluation: Spring 2015		Lead Evaluator: Kathy Kafela Participants: Maria, Angie, Botra, Lucia, Transfer Advisor Comm.
Service Area Outcome Statement	1. Students will gain understanding of the transfer process and requirements by participating in transfer services and activities. SI 2,3 &5	
Strategic Initiatives aligned with the SAO.	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Student Survey	
Criteria – What is “good enough”? Rubric	That 95% of the students surveyed will indicate increased knowledge of requirements by indicating strongly agree and agree on the survey.	
What are the results of the assessment? Are the results satisfactory?	The second question that was asked is did the service and/or activity increase knowledge of transfer requirement and process: IGETC, CSU Breath, major prep. GPA. 100% of the students surveyed indicated strongly agree and agree. When students were asked to evaluate their overall experience 86% indicated excellent 13% indicated Good and 1% said fair.	
Were trends evident in the outcomes? Are there gaps?	The first trend that is clear is that after participating in a Transfer service and/or activities that students feel knowledgeable about how to achieve their educational goal. The second trend the service that they participated in met their needs and interest which mean we are meeting the needs of students who participate in Transfer services and activities.	
What content, structure, strategies might improve outcomes?	We will need to develop questions for the survey that closely addresses content and strategies Transfer uses in these areas The survey will need to be expanded to a broader group.	
Will you change evaluation and/or assessment method and or criteria?	We think the method is fine but the criteria on the survey will need to be looked at.	
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): <input type="checkbox"/> Department Meeting. Date(s): X Division Meetings. Date(s): 2/23/2014 <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SAO Dialogue focused on: Dialogue focused on that we all have established what our SAO's are, at	

	least one customer service question is on surveys, that our SAOs should be assessed yearly, that they must be on our website and must be linked to the strategic initiative .
Will you rewrite the SAOs	The SAOs were revised Fall2014
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development X Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services <input type="checkbox"/> Program Planning /Student Success The result will be used to enhance services, evaluate were there are challenges; advocate for what is needed to meet students' needs regarding transfer and to ensure students are transfer ready.

See [Strategic Goal 2.11](#)

The SAOs were re-written in 2014. The most recent SAOs were evaluated for the first time spring 2014. We are currently in the process of evaluating this SAO.

INCLUDE CORE COMPETENCY SECTION FOR THOSE PROGRAMS WITH COURSES?

Institutional SLOs/Core Competencies. If your program offers courses, complete the **Core Competency grid** below (**INSERT CORE COMPETENCY GRID**). Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). If your area does not offer courses, then indicate N/A.

See [Strategic Goal 2.11](#)

NA

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.

Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>
---	--	---

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

Enhance Transfer Culture and student awareness of their educational options beyond the community college while increasing the number of students, especially historically underrepresented students, who transfer from San Bernardino Valley College to a four-year institution.

How does this purpose relate to the college mission?

Transfer and Career Services relates to SBVC mission by providing quality Transfer support services to all students but particularly to historically underrepresented student populations. We support by ensuring that students have all of the information and resource they need to make an informed decision about their transfer options.

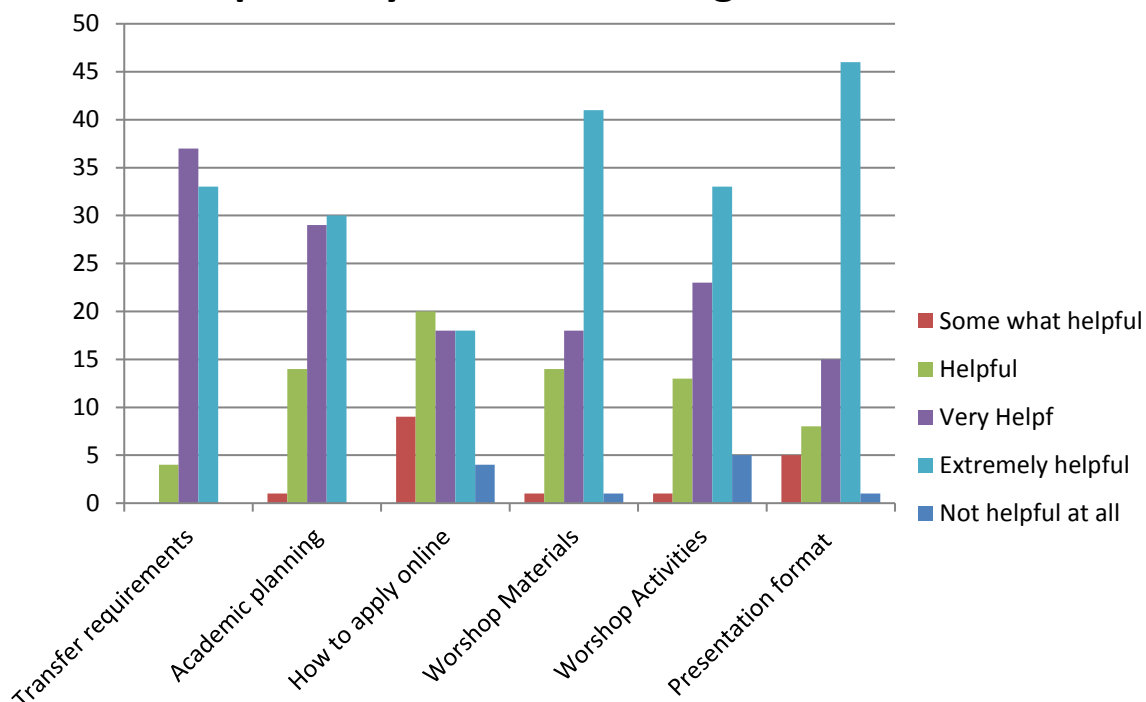
Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?

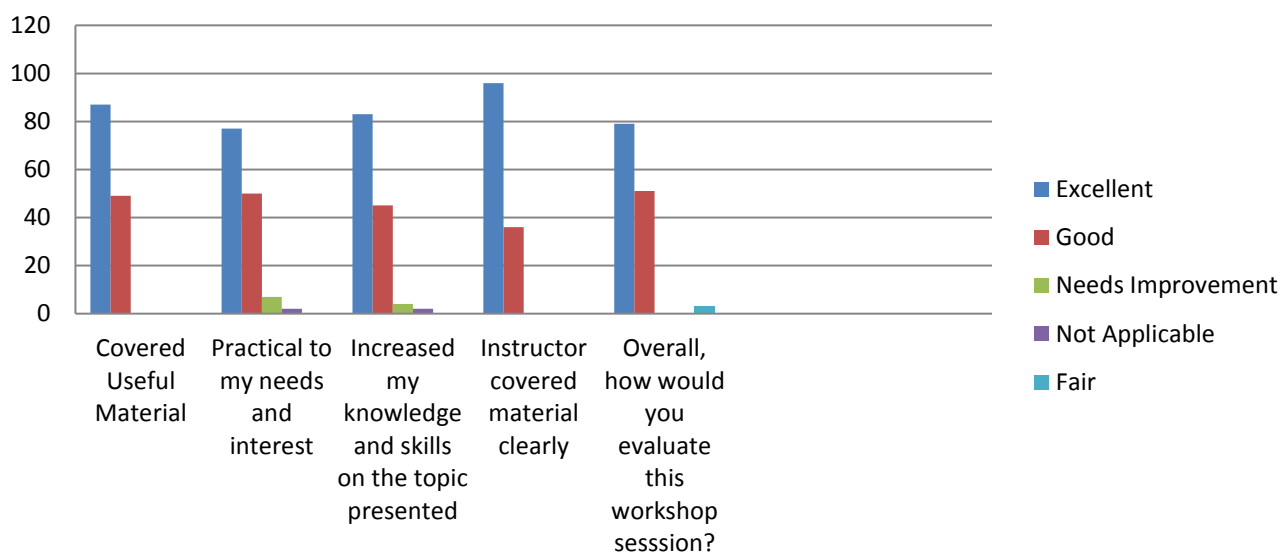
Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Workshop Survey-"Understanding Transfer"



Workshop Survey "What Can I do With Major"



The Transfer Center defines productivity as do our program services enhance our students ability to become transfer ready.. This is an example of the workshop topics provided for students. The topics are planned based on the needs we see in counseling appointments and current trends such as AA-T and AS-T degrees. The charts show us that the majority of students who completed the survey indicated that the workshops were helpful

and the information was practical to their needs and interest. These are the kind of productive indicators that we look at to determine if we are preparing students for transfer. When we find that we are not meeting the benchmark we go back and re-visit the service and see how it can be changed to enhance productivity of the centers functions.

The data shows that we increased the number of students served over the three years reported.

	(Fall 2012)	(Fall 2013)	Fall (2014)
Total Services Provided	1,352	2,518	3,920

Transfer has worked to increase the amount and types of information that is disseminated across campus to faculty/staff and students to increase transfer awareness. We will continue to develop new marketing strategies that will not only for the campus but for the high schools we serve.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Workshop topics are chosen based on many factors: new programs like the transfer degrees; how to apply for special pre-admission programs such as UC Transfer Admissions Guarantee Program (TAG) and how to assist students enhance their chances of getting admitted to the school they want. We will always provide on an ongoing basis workshops like "What can I do with this degree" or transfer application. In the future most workshops will be planned and developed depending on new trends, legislative changes and changing college admission processes.

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from CurricUNET.

The Content Review Summary from CurricUNET indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

NA

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

NA

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

The impact on the CSU's along with out of area school GPA being raised is really having an impact on some of our students and their transfer options. A number of years ago they changed their policy to only admit students fall for fall term only which impacts enrollment. Many students who come to us after the application period are very disappointed when they realize they have to wait a year to apply. All of these factors impact the Transfer Center services because we always have to stay current on what those GPA's are and be ready to do

our best to make sure our students know what the requirements are and have a plan for whatever may come up. This year because of the number of students planning to transfer we had to request additional funding to increase our adjunct hours so we could accommodate the growing number of students wanting to transfer.

Every year we develop a Annual Transfer plan where trends, strengthens and challenges are addressed. We are also required by the state to have a three year plan.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

As transfer program faculty we attend statewide trainings sponsored by the UC and CSU system to gather current information on transfer. The data demonstrates that we have increased the number of students who applied to the UC system and to CSUSB.

Worked with faculty to enhance transfer culture. We have accomplished this by having our transfer faculty as well as our 4 years representatives conduct short presentations in the classrooms. We have also invited faculty to serve on the Transfer Advisory Council.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Over the years it has been a challenge funding trips to four year institutions. Transfer Center staff feels these experiences are valuable and give students an opportunity to step on campus to see if the campus is a good fit. These fields also expose students to options that they on their own financially would not have access to but have desire to attend the school. AGS has funded the program in the past on a year to year base. We would like to work with them to become a budget line item.

The data also indicates that we need to address ways to increase services to the male students who plan to transfer. We will work with programs to strategies the best way to serve this population in their program.

One of our major challenges has been letting students know about transfer information, trends and services in planned way. We would like to plan and provide a transfer orientation to conduct every semester for new students. It is our hope that the orientation will reach more students and begin the process of increasing SBVC students who are transfer ready.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

Partnerships-

- Transfer works very closely with the local four year institutions which includes UC's, CSU's and privates to provide a verity of transfer options to the SBVC students. Once a semester the Transfer coordinator meets with the Region 9 Transfer Directors. At these meeting university representatives attend to provide updates and Transfer Directors provide updates and best practices
- Valley Bound Commitment Program- Provided students with an opportunity to participate in Transfer events so that they could meet the volunteer requirement for the program as well as learn about transfer options.
- Conducted workshops for various departments on campus on career related topics such as labor market trends and job readiness skills
- Work with local employers to provide off campus job placement referrals.
- UCLA (TAP) Honors program
- Participate in Umoja Community (Tumaini) trainings and symposiums.

Transfer is always looking for new universities to partner with and to inter into MOU's with.

Campus Climate

TCS provides SBVC students with a friendly and welcoming environment. Transfer information is available in an organized manner with easy access to literature and on-line programs. It is our goal to look for opportunities to enhance transfer culture on campus.

Technology

Transfer provides online career tools to enhance the students' process of discovering what the major should be as it relates to a career. Multiple online career assessments are available. The various assessments focus on personality, interest, abilities and skills.

Transfer is planning to expand the number of online career assessments that students can have access to.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Transfer Center has no previous does not meet categories to address.