

**Institutional Program Review—2017-2018**  
**Program Efficacy Phase: Student Services**  
**DUE: Monday, March 18, 2019 by NOON**

**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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**  
**Friday, February 22 from 9:30 to 11:00 a.m. in NH-222**  
**Friday, March 1 from 9:30 to 11:00 a.m. in B-204**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at [pferri@sbccd.cc.ca.us](mailto:pferri@sbccd.cc.ca.us) and Wallace Johnson at [wjohnson@sbccd.cc.ca.us](mailto:wjohnson@sbccd.cc.ca.us)) by **NOON on Monday, March 18, 2019.**

**SUBMISSION FORMAT:**

- 1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
- 2) Do NOT change the file name**

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at [cgabriel@sbccd.cc.ca.us](mailto:cgabriel@sbccd.cc.ca.us) by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

<https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php>

## Program Efficacy 2018– 2019

**Program Being Evaluated**

Transfer Center

**Name of Division**

Counseling and Matriculation

**Name of Person Preparing this Report**

**Extension**

Kathy Kafela 8950

**Names of Department Members Consulted**

Keynasia Buffong, Botra Moeung

**Name of Reviewers**

Robert Jenkins, Jose Recinos, Wallace Johnson

<b>Work Flow</b>	<b>Date Submitted</b>
Initial meeting with department	Feb. 18, 2019
Meeting with Program Review Team	Feb. 22, 2019
Report submitted to Program Review co-chair(s) & Dean	<b>by NOON on March 18</b>

**Staffing**

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

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short- term, hourly</b>
Managers			
Faculty	3		
Classified Staff	2		
<b>Total</b>	<b>5</b>		

**PROGRAM: INSERT YOUR RECENT EMP FROM FALL 2018**

**Description:** (Provide an updated overview of your program/area. 225 Words Max)

Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of college transfer efforts. SB 121 further established that Transfer centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, disabled and first generation college students. As “Education Code section 51027 requires the governing board of each community college district to recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students. The overarching goal is to enhance transfer culture and student awareness of their educational options beyond the community college while increasing the number of students, who apply to transfer from San Bernardino Valley College to a four-year institution, especially historically underrepresented students.

**Transfer Services and Activities:**

Transfer evaluations, appointments with 4-year college or university representatives, application workshops, Transfer fairs, early admission programs, Honors Program counseling, Transfer counseling, financial aid application assistance, workshops related to transfer, assist students in developing an educational transfer plan, provide a computer lab for application and research activities, transfer guide resources, monthly calendar of activities, campus tours and assist in developing transfer agreements. When possible we aspire to collaborate with other departments and programs.

**TRANSFER ACTIVITY 2017-2018 (Table does not include all Transfer services)**

	FALL						SPRING				
	07/30/17	08/30/17	09/30/17	10/30/17	11/30/17	12/30/17	01/30/18	02/30/18	03/30/18	04/30/18	05/30/18
Front desk assistance	663	1676	1258	1543	1671	667	1493	913	1472	1605	1109
# of scheduled appt. w/ counselors	246	481	290	330	476	144	373	212	187	218	367
# of scheduled appt. w/ University Rep	0	19	65	35	67	16	15	36	37	39	30
Drop-ins/Walk-ins	5	8	4	15	7	15	3	2	1	3	9
On-Line Counseling (Botra)	8	8	11	10	13	10	5	8	7	9	10
# of UNIV. REPS. at the Transfer Center	0	4	7	7	8	3	2	4	4	4	4
# of Honor’s student acceptance	7	11	1	1	0	0	4	2	1	1	1
<b>Total number of student contacts</b>	<b>929</b>	<b>2207</b>	<b>1636</b>	<b>1941</b>	<b>2242</b>	<b>855</b>	<b>1895</b>	<b>1177</b>	<b>1709</b>	<b>1879</b>	<b>1530</b>

**Enrolled in CSU System by ethnicity**

2017-2018	African American	Hispanic Americans	Asian	White	American Indian	Non Resident	Unknown two or more races	Pacific Islander	Total
<b>Enrolled</b>	29	288	21	137	2	34	78	2	591

**Enrolled in UC System by ethnicity**

2017-2018	African American	Hispanic American	Asian	White	Total
<b>App</b>	19	79	18	20	139
<b>Admit</b>	13	49	16	13	92
<b>Enrolled</b>	9	39	11	9	69

2016-2017					
App	16	93	18	16	147
Admit	11	52	14	9	89
Enrolled	8	40	11	7	68

**Assessment:** (Provide an analysis based on the data provided. As you do so, address each of the tables/charts. 225 Words Max)

**The date provided above was collected by the Transfer Center. No date was provided by Research department.**

- In 2017-2018, the Transfer Center served 23,958 students. Counseling appointments fall 2017 increased by 639 students over fall 2016. There are few reasons that the number of students served increased; 1. A full time Career Counselor was hired; 2. Collaborated with faculty on requiring class assignments in the center focused on transfer and/or career; 3. With additional staff, Transfer was able to conduct more classroom presentations and promote services on campus. There is an additional number of students we served which include 4 year campus visits, workshops, and college fairs that are not reflected in the data above.
- Transfer application numbers for the UC's have slightly decreased this year but the number admitted and enrolled increased slightly over 2016-017. Most of the ethnic groups applied to the UC's at the same rate except the Hispanic students applications decreased. At the CSU many things have contributed to increase of (2017-18-591) (2016-17-445) in students enrolled ranging from ADT's to academic support programs. CSU last year enrolled larger number of Hispanic and White students. African American students continue as part of an underrepresented students to transfer in lower numbers. Due to the growing impaction at the CSU's, students are turning more to out of state universities. Transfer has worked to plan a new events such as Transfer 101 summit. The goal of this summit is to expose students to all aspects of transfer. We work to continue and expand the number of application workshops, transfer campus tours i.e. HBCU visits as well as increased university representatives on campus to assist students with their transfer options.

**Progress from Last Year's Action Plan:** (Provide an update on the progress made from last year's Action Plan. 225 Words Max)

- 1. Continually work with faculty and other student services to identify potential transfer students through various outreach strategies and databases to promote transfer readiness and culture.** *We worked with faculty to increase classroom presentations. Interest cards were developed to assess what services students needed from Transfer Services. Faculty were asked to give cards to the students and once they were filled out follow-up was done by Transfer Services. These cards are one of the tools we use to create a database.*
- 2. Identify and target those students in under-represented (STAR, EOPS, Puente, Tumaini, FYE, Valley Bound, Veterans Affairs Office, Guardian Scholars) programs that indicate their educational goal is to obtain a BA degree after completing AA/AS.** *The programs agreed to partner with Transfer Services to give students credit for attending transfer events and we are able to follow-up with these student contacts regarding progress towards their educational and transfer goals.*
- 3. Conduct transfer related events and workshops, admissions and application workshops, coordinate SBVC College/Transfer Fairs; provide field trips to four year universities.** *We continue to seek funding for transfer field trips so we can increase the number of visits to four year universities. Last fall we increased to amount of application workshops we offered so that we could meet the needs of the student's schedules. We also had open lab in the Transfer office so students could drop in and ask questions about their application*
- 4. Track and assess the number of students who apply yearly to the four year colleges and universities.** *We developed a relationship with CSU San Bernardino so we could monitor SBVC students from application through the enrollment process. It is difficult to track students who go to other CSU's outside of their service area. Students who sign-up for the transfer celebration are contacted to see where they actually enrolled at.*

**SAOs/SLOs/PLOs:** (Summarize how the assessment of SAOs, PLOs and/or any SLOs that shows significant effect has influenced your goals. 200 Words Max)

**1. Students will gain a better understanding of the transfer application process and/or requirements by participating in a transfer activity.**

98% of the students indicated on a survey that they had a better understanding of the transfer process after attending a workshop or counseling session. This year we had to be trained on the changes to the CSU application and requirements so that we can ensure that students will have the same or better experience. This SAO influences goal 1 as it relates to how prepared a student is to transfer. It is important that transfer readiness includes understanding what is required and understanding what is being asked on the application. We try to communicate how important it is to answer question correctly because it may impact your acceptance into the CSU.

**2. Students will be able to articulate transfer goals and a plan to meet those goals as a result of meeting with a counselor and participating in a workshop or activity.** Surveys and/or Pre and post test are used to assess this SAO. 83% of the students who received the test could articulate their transfer goals and have a plan to meet that goal. Transfer Center as a result of this test is planning targeted services to undecided students to increase the number of students who apply for transfer.

**Departmental/Program Goals:** (Goals should be specific, measurable, linked to your data analysis, and reflected in the Action Plan section). Tie goals to the college.

Identify and increase the number of students who choose to apply to the four year and are prepared to transfer, particularly those who are underrepresented in the transfer process.

Strategic Initiative 2

**Challenges & Opportunities:** (Challenges and opportunities should be reflected in the Action Plan. 200 words maximum).

Challenge:

We have conducted a survey of the community colleges around SBVC and most report transferable GPA on student’s transcript. It would be very beneficial to the transfer students and the transferring institutions if we could provide that for our students. In talking to our four representative it is a great tool that they highly recommend. We spend a great deal of time in the application workshop teaching out students how to calculate their transferable GPA because they have to self-report that in the CSU application. This will also help with the students who are short in units and think they have enough to transfer.

Opportunity:

- The Transfer and Career Services has an opportunity to find ways to develop databases to target students that have transfer as a goal. Transfer also will be working with undecided students and to help them develop educational and career goals.

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
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1. Continually work with faculty and other student services to identify potential transfer students through various outreach strategies and databases to promote transfer readiness and culture.	Identify the number of students who choose to apply to the four year and are prepared to transfer, particularly those who are underrepresented in the transfer process.	1. Marketing materials, research and Admissions/Records staff	1. May 2019 and On-going
2. Identify and target those students in under-represented (STAR, EOPS, Puente, Tumaini, FYE, Valley Bound, Veterans Affairs Office) programs to increase the number of students who have indicated their educational goal to obtain a BA degree after completing AA/AS.	Increase the number of students who choose to apply to the four year and are prepared to transfer, particularly those who are underrepresented in the transfer process.	2. List of students from each program and research and/or Financial aid.	2. May 2019 and On-going
3. Conduct transfer related workshops, admissions and application workshops, activities, coordinate SBVC College/Transfer Fairs; provide field trips to four year universities.	Increase the number of students who choose to apply to the four year and are prepared to transfer, particularly those who are underrepresented in the transfer process	3. Space, funding for buses, staff to facilitate workshops	3. May 2019 and On-going
4. Track and assess the number of students who apply to the four year colleges and universities.	Increase the number of students who choose to apply to the four year and are prepared to transfer, particularly those who are underrepresented in the transfer process	4. Research and Planning department	4. May 2019 and On-going

## Part I: Questions Related to Strategic Initiative: Increase Access

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
<b>Demographics</b>	The program <b>does not provide</b> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <b>provides an analysis</b> of the demographic data and provides an interpretation in response to any identified variance.  The program <b>discusses the plans or activities</b> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <b>demonstrates a need</b> for increased resources.
<b>Pattern of Service</b>	The program's pattern of service is <b>not related</b>	The <b>program provides</b> the evidence that the pattern of service or	In addition to the meets criteria, the program <b>demonstrates that the</b>

	<u>to the needs of students.</u>	instruction meets student needs.  The program <b><u>discusses the plans or activities</u></b> that are in place to meet a broad range of needs.	<u>pattern of service needs to be extended.</u>
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**Demographics:**

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.

<b>Demographics – 2017-18 Campus Data</b>		
Demographic Measure	Transfer Center	Campus-wide
Asian	7%	5%
African-American	15%	12%
Hispanic	67%	66%
Native American/Pacific Islander	0.8%	0.4%
White	8%	13%
Female	58%	58%
Male	42%	43%
Age 19 or Less	14.0%	24%
Age 20 to 24	51.0%	33%
Age 25 to 29	19.0%	19%
Age 30 to 39	9.0%	16%
Age 40 to 49	5.0%	6%
Age 50+	2.0%	4%

The demographics indicate the usage of the Transfer Services by most ethnic groups is equal or greater than the college demographics by 1-3%. The white student population is 5% less than the campus 13%. Title 5 Regulations under the Transfer Centers: Minimum Program Standards states that transfer 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. The data demographic chart above shows that we are serving those populations but there are gaps in transfer numbers as noted in the EMP transfer numbers. When looking at the enrollment transfer data African American and American Indian students are lower than other student ethnic groups.

In the area of gender between the Transfer Center and the campus, females are equal at 58%. The number of males served by Transfer is at 42% which is on percent less the campus at 43%.

It is clear that Transfer is on target with the students we are serving. We will continue to do in-reach on campus to reach even more student to ensure they are Transfer ready.

The average age of students that Transfer Center serves is 20 to 24 at 51% which is 18% higher than the campus percent. These numbers indicate that the majority of students transfer serves is between 19-29. Transfer has participated in events on and off campus that target high school students in an effort to increase the 19 or less age student. The campus demographics reflect that greatest number of students on campus are ages 19 to 39.

**Pattern of Service:**

Describe how 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 and Career Services Hours**

Monday, Thursday: 8:00am - 5:00pm; Tuesday, Wednesday: 8:00 am - 7:00 pm; Friday - 8:00am - 2:00pm. Last year we started providing evening ours on Tuesday and Wednesday evening. We currently do not provide weekend hours but do provide online counseling for students who cannot make it into the office. Twice month Transfer staff table on campus so students can ask question and receive transfer information and set-up appointments with counselors.

**Part II: Questions Related to Strategic Initiative: Promote Student Success**

**Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

**SBVC Strategic Initiatives: [Strategic Directions + Goals](#)**

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Data/Analysis demonstrating achievement of instructional or service success</b>	Program <b>does not provide an adequate analysis</b> of the data provided with respect to relevant program data.	Program <b>provides an analysis</b> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <b>uses the achievement data</b> in concrete planning and <b>demonstrates</b> that it is prepared for growth.
<b>Service Area Outcomes and/or Student Learning Outcomes</b>	Program <b>has not demonstrated</b> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the	Program <b>has demonstrated</b> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <b>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate</b>



	<p>plans of the program since their last program efficacy.</p> <p>Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <b>missing or incomplete</b>.</p>		<p><b><u>adjustments, and is prepared for growth.</u></b></p>
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**Student Success:**

Explain how the services in the program promote student success.

Transfer Services department at SBVC helps strengthen the transfer function by increasing the number of California Community College students prepared for transfer to four-year institutions. Through the coordination of college transfer efforts we work to provide educational plans that promote and ensure student success. Our department helps students with certifying and verifying Cal State’s and UC’s admissions requirements, Associate Degree to Transfer requirements, and SBVC’s Associate degree requirements. We also assist students with clarifying their educational and career goals, assessing and interpreting career aptitude results, and setting appropriate goals in the career development process (i.e. resume writing, interviewing, and application process). Additionally, we offer university field trips each semester in order to expose SBVC students to colleges beyond our local feeders. The Transfer Services understands the concerns about the transfer process, the application process and changes in the CSU and UC admission policies as obstacles to student success.

Students can generally be seen the same day for counseling and advisement, or schedule appointments within the same week. Our appointment times are usually 30 minutes long, but students may request to extend their appointment to 1 hour. In addition, the department plans to develop an online-based appointment system to offer counseling and advising for our non-traditional students. In 2017-18 4,048 student received counseling services. According to the data generated for the 2017-2018 academic year, we provided services to **44,427** students within our transfer activities (i.e. front desk assistance, welcome letters, university representative counseling, career and honors counseling). These services offered in the Transfer center are designed to promote student success and foster a positive campus climate, as well as tackle issues that often inhibit our students’ personal and academic growth.

Below chart indicates progress towards meeting one of the department goals which is to Identify transfer students to increases in the number of applicants to the four-year segments. The chart notes the number of SBVC students in 2017-18 that applied (139), then admitted and ultimately enrolled in the UC’s. In 2016-17 more students applied to UC’s (147) but more student were admitted in 2017 -18. One of Transfers major challenges is marketing and branding Transfer so that students take advantage of our services.

<u>UC 2017-2018</u>	African American	Hispanic American	Asian	White	Total
App	19	79	18	20	139
Admit	13	49	16	13	92
Enrolled	9	39	11	9	69

**INSERT SAO and/or SLO DATA FROM CURRENT REPORT. INSERT COURE MAP IF AVAILABLE.**

**SAOs/SLOs/PLOs:**

SAO

1. **Students will gain a better understanding of the transfer application process and/or requirements by participating in transfer activities.**
  
2. **Students will be able to articulate transfer goals and a plan to meet those goals as a result of meeting with a counselor or participating in a workshops.**

Refer to prior reports as needed for the analysis. (Contact Dr. Celia Huston, Co-Chair, Accreditation Committee, at [chuston@valleycollege.edu](mailto:chuston@valleycollege.edu) if you need assistance.) **NOTE: Do NOT include the summaries of the outcomes in this document.**

**Service Area Outcomes/Student Learning Outcomes:**

Demonstrate that your program is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs); refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SAOs/SLOs are being used to maintain and improve area services (e.g., discussions, revisions, assessments, etc.). Refer to EMP.

Transfer SAOs are reassessed annually to identify needed changes to reflect the current trends in Transfer and student needs.

The assessment tool for each SAO is student surveys that address transfer process, requirements and the importance of a transfer educational plan. These tools assist us to know how transfer ready students are and to identify gaps. The department is using the results to increase the efficiency of the assessment process and services provided.

**In regards to SAO1:**

**Program SAO Summary Evaluation Form**

Division/Program: Transfer Services Semester Evaluated: Spring 2018 Next Evaluation: Spring 2018		<b>Lead Evaluator: Kathy Kafela</b> <b>Participants: Maria, Keynasia, Botra, Lucia, Transfer Advisor Comm.</b>
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 93% of the students surveyed 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 your knowledge of transfer requirements and process: IGETC, CSU Breath, major prep. GPA. 100% of the students surveyed indicated strongly agree and agree they gained a better understanding of transfer requirements and process. When students were asked to evaluate their overall experience 83% indicated excellent 15% indicated Good and 2% 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. The gap is that we need to increase the number of students who attend the workshops.
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. As part of the planning process anew event is being held call “Transfer 101”. This will be a new group to evaluate the services.
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 revisited. Transfer staff will look at an assessment that is a pre and post format,
Evidence of Dialogue (Attach representative samples of evidence)	<i>Check any that apply</i> <input type="checkbox"/> E-mail Discussion with XFT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff Date(s): Department Meeting. Date (1/31/2019): Division Meetings. Date(s): <input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) SAO Dialogue focused on:
Will you rewrite the SAOs	No not at this time

Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> 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 additional services that meet students' needs regarding transfer and to ensure students are transfer ready. The data does not show gaps or challenges at this time related to this SAO.
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**In regards to SAO2:**

## Program SAO Summary Evaluation Form

Division/Program: Transfer Services Semester Evaluated: Fall 2017 Next Evaluation: Fall 2017	<b>Lead Evaluator: Kathy Kafela</b> <b>Participants: Transfer Advisory Committee and Transfer Staff and Faculty</b>
Service Area Outcome Statement	2. Students will gain an understanding of how to develop a transfer educational plan that supports their transfer goals.
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 and pre and post assessment
Criteria – What is “good enough”? Rubric	That 85% of student indicate strongly agree or agree on the survey.
What are the results of the assessment? Are the results satisfactory?	The mean question for this SAO is: Information provided helped me plan my educational goals and see the importance of the Ed Plan related to transfer. 100% of the students surveyed indicated they strongly agree and agree that the information helped them to better understand the transfer. When students were asked to evaluate their overall experience 86% indicated excellent 13% indicated Good and 1% said fair. The customer service question asked was the counselor organized and professional all of the students surveyed noted that the counselor very helpful.
Were trends evident in the outcomes? Are there gaps?	More students are being exposed to the educational planning process and that transfer is becoming more of an option for students. Awareness of the AAT and AST transfer degrees and how they work. There needs to be a collaboration workshop between those divisions developing the degrees and Transfer Services.
What content, structure, strategies might improve outcomes?	We will continue to follow Section 51027 of title 5 standards for Transfer Centers and work to enhance those recommended services while at the same time adding our on strategies to ensure transfer readiness.

Will you change evaluation and/or assessment method and or criteria?	At this time we do not plan to change the type of assessment tool but will revisit some of the question on the survey.
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with XFT Faculty <input type="checkbox"/> Adjunct Faculty <input type="checkbox"/> Staff</p> <p>Date(s):</p> <p>Department Meeting. Date(s):</p> <p>Division Meetings. Date(s):</p> <p>XCampus Committees. Date(s): <b>1/31/18</b></p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation &amp; SLOs) <b>Transfer Center Committee ( see attached minutes)</b></p> <p>SLO Dialogue focused on: Discussed SAO's and how they are measured. Did the SAO's really speak to what we needed to be assess?</p>
Will you rewrite the SAOs	No note at this time
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>We will continue to monitor trends and best practices and work on how to link the different assessments/information gathered.</p>
<p>This year we used a survey to assess this SAO. The next time this SAO is assess we will use the Pre and Post test assessment and compare results with the survey.</p>	

### Part III: Questions Related to Strategic Initiative: Improve Communication, Culture & Climate

**Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Communication</b>	The program <b>does not identify</b> data that demonstrates communication with college and community.	The program <b>identifies</b> data that demonstrates communication with college and community.	In addition to the meets criteria, the program <b>describes</b> plans for extending communication with college and community and provides data or research that <b>demonstrates</b> the need for additional resources.

<b>Culture &amp; Climate</b>	The program <b>does not identify</b> its impact on culture and climate or the plans are not supported by the data and information provided.	The program <b>identifies and describes</b> its impact on culture and climate. Program <b>addresses</b> how this impacts planning.	In addition to the meets criteria, the program provides data or research that <b>demonstrates</b> the need for additional resources.
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**Communication, Culture & Climate:**

Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

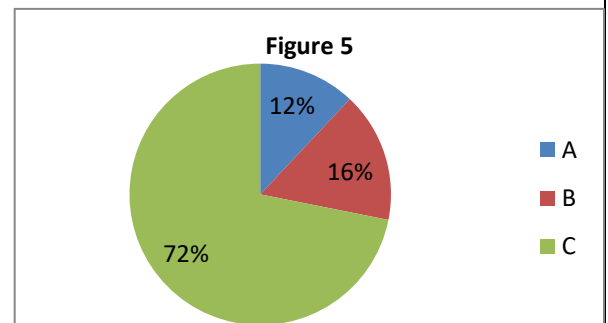
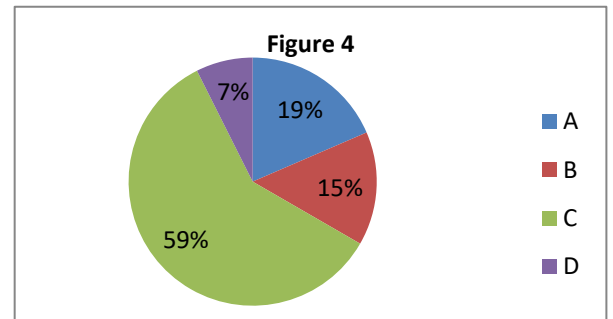
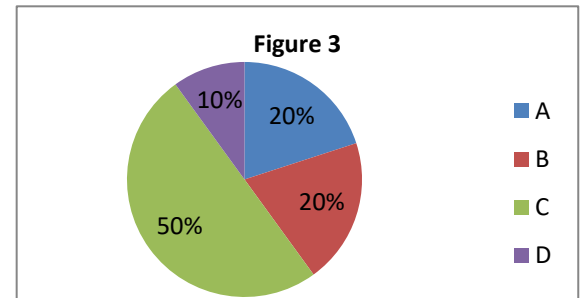
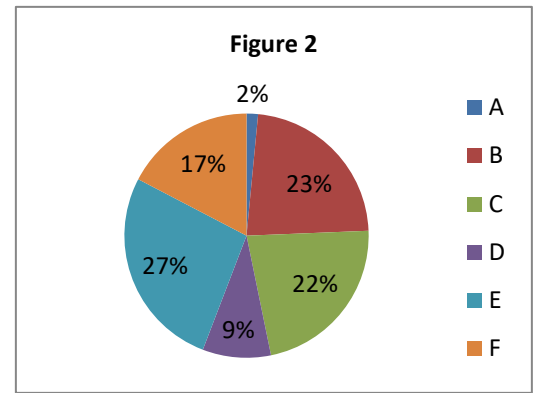
The following are tools that Transfer uses to communicate to the campus and community at large: \*Information tables on campus twice a month, \*Classroom presentations, \*Class visits to the Transfer Center, \*Campus emails,\*Updated website, \*Facebook page, \*Instagram page,\* Monthly calendars of events, \*Flyers and poster on campus, \*Interest cards, \*Targeted welcome letter to new students who indicate on SBVC application they would like to transfer, \*Targeted letter to students who have 30 unites or more to come to the Transfer Center to ensure they are prepared to transfer. The staff participates in a variety of on campus events such as High School Counselors day, High School Senior day and Black Excellence Summit.

As a department we are always looking for ways to look for strategies to improve communication to the campus community. Fall 2018 we started a new monthly Transfer newsletter that goes out to campus and student emails. We are currently designing poster to be placed in the high school to communicate that they can start college at SBVC and transfer 4 year institution give they complete the requirements. There is still information in the high schools that sends a message that our credits do not transfer to 4 year universities.

**Transfer and Career Services  
FINAL REPORT - JULY 2017 THROUGH JUNE 2018**

<b>TRANSFER ACTIVITY <i>INSIDE</i>THE TRANSFER CENTER</b>		<b>TOTAL #'S</b>
<b>A</b>	Front desk assistance, placing and receiving calls, e-mails, and Comp. Lab	14,683
<b>B</b>	Monthly Calendars (Campus)	700
<b>C</b>	Total # of scheduled appointments with University Representatives	359
<b>D</b>	Monthly Newsletter (sent to students and campus)	13,700
<b>E</b>	Welcome letter to new students	11,969
<b>F</b>	Total # of Letters of Acceptance sent to Honors Students	31
<b>G</b>	Transfer Advisory Committee	7
	<b>Total number of student contacts <i>INSIDE</i> Transfer Center,</b>	<b>41,449</b>
<b>TRANSFER ACTIVITY <i>OUTSIDE</i>THE TRANSFER CENTER (Figure 2)</b>		

A	Total # of visits from university representatives at the Quad Area (table)	29
B	Total # of students contacted by univ. reps at the quad area (table)	437
C	Total # of students contacted by the transfer center staff at quad area (table)	429
D	Total # of students who attended(6) field trips:	173
E	Total # of students in Class Presentations/workshops	513
F	Total # of Students for class presentation by different university representatives	332
<b>TOTAL #'s for FALL TRANSFER FAIR 2017 (Figure 3)</b>		
A	UC's	8
B	CSU's	8
C	Private Universities	20
D	Out-of-State Universities	4
E	<i>Total students seen</i>	<b>1953</b>
<b>TOTAL #'s FOR SPRING TRANSFER FAIR 2018 (Figure 4)</b>		
A	UC's	5
B	CSU's	4
C	Private Universities	16
D	Out-of-State Universities	2
<b>TRANSFER CELEBRATION MAY 2017! (Figure 5)</b>		
	<i>Total students seen</i>	<b>634</b>
<b>UC TAG, UC AND CSU APPLICATION WORKSHOPS (Sept. Oct. and Nov. 2017)</b>		
A	UC TAG	47
B	UC Application	63
C	CSU Application	281
	<i>Total students seen</i>	<b>391</b>
	<b>Total number of students contacted OUTSIDE Transfer Center</b>	<b>2,978</b>
	<b>GRAND TOTAL</b>	<b>44,427</b>



The charts above demonstrate that transfer made 44,427 duplicated student contacts last year. The events listed are an example of how Transfer tracks the ways we communicate to the campus and students. There are no areas that indicate gaps in services at this time. Transfer is challenged most by providing the effective ways to let students know about the services. We continue to seek different ways to improve communication which is why the newsletter was created. The challenge we have now is how do we assess how many students are reading the newsletter. Another challenge in this

area is we currently have no way to find out how many people come to the center based on posters, flyers or newsletters. Transfer will design a tool to be able to assess if they are being read or effective in promoting the services.

Describe how your program seeks to enhance the culture and climate of the college.

In an effort to enhance the transfer culture and climate at SBVC, the Transfer and Career Center hosted various campus events that promote access and awareness for all students such as the spring and fall transfer fairs, information and table kiosks, application and transfer workshops and classroom and department presentations. Also, we provided assistance and invited all faculty and staff to attend our forum style meeting, the Transfer Advisory Committee, for an open discussion about any updates or issues correlating to the transferring process.

To further promote a transfer culture on campus the department is planning to sponsor every first Tuesday of the month "Transfer Tuesdays". It is anticipated that support from a diverse group of faculty and staff will be asked to share their transfer experiences. As part of our yearly Transfer Celebration we propose this year to recognize and implement a "Transfer Advocates" program. The top 10 faculty and staff that are nominated by students as the person who helped them the most to transfer will receive transfer "swag" to promote a transfer ready culture.

The Transfer center will continue to support and provide services to other departments/events such as Senior Day, Welcome Day, Dreamers Resources, EOPS, Foster Youth, and First-Year Experience, as well as Week of Welcome and Black Excellence Educational Summit.

The department planning process is impacted by having a mandate to look at how whatever we do creates a culture of transfer on campus. Transfer works to continuously to provide those events that serve transfer student's needs as well as promoting transfer awareness and culture. As part of the planning transfer will maintain, update, assess listed services while looking to implement new services.

Describe one or more external/internal partnerships.

The Transfer Center have established an on-going partnerships and agreements with several our local universities and representatives (i.e. UCR, UCLA, CSUSB, LLU, CPP, University of Redlands, CBU, UCM, La Verne and etc..) to accommodate SBVC students of the transferring procedures by conducting workshops, presentations and information tables, as well as 1-on-1 counseling inside the transfer center.

The 4 to 5 representatives who attend our spring/fall transfer fairs are recruited to serve as members on the Transfer Advisory Committee. Other members that make up the advisory committee are transfer staff, SBVC faculty, managers and students.

What plans does your program have to further implement any of these initiatives?



The Transfer Center plan includes to increasing the number of transfer and degree/certificate attainments by seeking to maintain relationships with all external academic entities such as our Cal State partners, UC partners and Private partners. Transfer department has partnered with University representatives to facilitate a Transfer 101 summit. Representatives will share information such as transfer requirements, financial aid, housing, deadlines and transfer insights.

We also plan to further strengthen collaborative efforts with internal initiatives such as the guided pathways, the college promise and the Associate Degree to Transfers.

We have planned to develop a form where transfer students can nominate a staff or faculty member to the new Transfer Advocate program. The top 10 individuals identified by students will be awarded a certificate and a new Transfer Advocate shirt at the end of the year transfer celebration.

#### IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional Development

**Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Professional Development</b>	The program <b>does not identify</b> currency in professional development activities.	Program <b>identifies current avenues</b> for professional development.	In addition to the meets criteria, the program shows that professional development has <b>impacted/expanded</b> the program and <b>demonstrates</b> that the program is positioning itself for growth.

#### Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Members of our department maintain currency in the field by attending professional development workshops and events such as the CSU's counselor conferences, UC's counselor conferences, UCLA TAP conferences, CSU Apply webinars, Counselors-to-Counselors events, Transfer Admissions Guarantee workshops, as well as SBVC counselors' meetings, Flex Day Activities, Active Shooter Trainings and Transfer Advisory meetings.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

The Transfer Coordinator is a member of the Region 9 Transfer Directors. The benefit to the district is that the coordinator will gain updated information on transfer policies and requirements that affect SBVC students. This organization provides information that will be shared among counseling and faculty that they may use when discussing the transfer process as we work to help students to be transfer ready. It is a goal of transfer department that with current information the number of transfer students will increase.

- Discuss specific ways staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

The Transfer faculty attend transfer conferences sponsored by UC'S CSU'S, private universities and SBVC Counseling department meetings that provide training on new systems, applications processes, department and institutional changes.

The professional develop opportunities assist staff to grow in our profession as well as be better equipped to perform our role as counselors.

## V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Mission/ Statement of Purpose</b>	The program <b>does not have</b> a mission/ statement of purpose, or it <b>does not clearly link</b> with the institutional mission.	The program <b>has</b> a mission/statement of purpose, and it <b>links</b> clearly with the institutional mission.	
<b>Productivity</b>	The data <b>does not show</b> an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data <b>shows</b> the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
<b>Relevance, Currency, Articulation</b>	The program <b>does not provide</b> evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.  <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program <b>provides</b> evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.  Appropriate courses <b>have been articulated</b> or transfer with UC/CSU, or <b>plans are in place</b> to articulate appropriate courses.	In addition to the meets criteria, the program <b>discusses plans</b> to enhance current offerings that link to student/community needs and positions the program for growth.
<b>Challenges</b>	The program <b>does not incorporate</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning.	The program <b>incorporates</b> weaknesses and challenges into planning that demonstrate the need for expansion.

**Mission and Purpose:**

*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*

What is the mission statement or purpose of the program?

Transfer Services mission is to serve for a diverse group of students and to design, develop and implement a variety of strategies that increase the number of SBVC students prepared to transfer to a baccalaureate level institution, the University of California (UC), California State University (CSU) , the Association of Independent California Colleges and Universities (AICCU) statewide and HBCU's.

How does this mission or purpose relate to the college mission?

Transfer Services relates to SBVC mission by providing quality Transfer support services to all students but particularly to historically underrepresented student populations as we help to prepare them to transfer. Transfer supports by ensuring that students have what they need to be a successful applicant and have access to resources to make an informed decision about their transfer options.

Transfer Centers were established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to four-year institutions through the coordination of college transfer efforts. SB 121 further established that Transfer centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, disabled and first generation college students. As stated in the Minimum Program Standards for Transfer Centers in spring, 1995, "Education Code section 51027 requires the governing board of each community college district to recognize transfer as one of its primary missions, and that an emphasis shall be placed on the preparation and transfer of underrepresented students.

**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

The Transfer Center defines productivity those services that enhance SBVC student's ability to become transfer ready. Below are a few of 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. Other variables we know that impacts transfer are course completion, personal and life issues that all of SBVC students in the transfer process.

All students who attended any transfer workshop are asked to fill out a satisfaction survey, below are results of those who took then time to fill the survey out. When ask if the workshop met their expectations 90 students agreed that it did and 2 students disagreed. Something we will need add to the survey is a comment area to see if we will learn why it did or did not meet their needs. It was suggested that we also add some fill in the blanks questions.

It appears that even on the overall satisfaction question students were satisfied and the one student who said it did not meet their expectation agreed that they were satisfied with the workshop. Transfer plans to increase to number of student who complete the survey by providing a giveaways.

**This workshop met my expectations**

<b>Strongly Agree</b> 45	<b>Agree</b> 45	<b>Disagree</b> 2	<b>Strongly Disagree</b> 0
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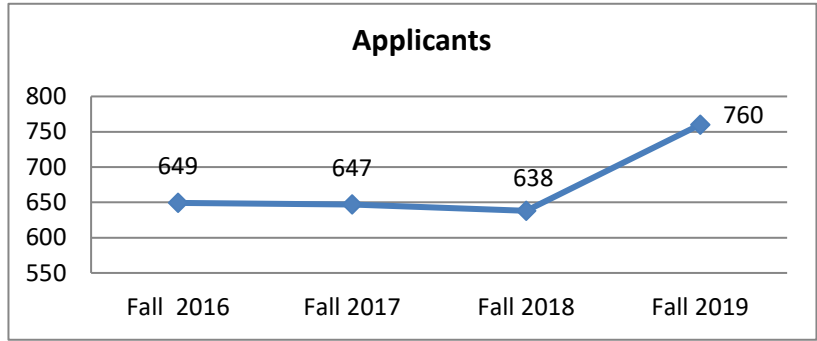
**Overall I was satisfied with this workshop**

<b>Strongly Agree</b> 45	<b>Agree</b> 46	<b>Disagree</b> 1	<b>Strongly Disagree</b> 0
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**CSUSB Applications submitted by SBVC students**

Part of the Title 5 standards is to increase in the number of applicants to the four-year. Due to the fact that SBVC is CSU San Bernardino local feeder institution and where most of SBVC transfer students apply, we will work with CSUSB to gather number the transfer applications are tracked every year.

The chart below that between 2016 and 2018 applications decrease by 11 students. This Fall 2019 122 more students applied to CSUSB that in Fall2018. Reviewing and tracking applicants is a tool we use to determine a level of success.



**Relevance and Currency, Articulation of Curriculum:**

Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.

Current catalog information is accurate. Ref 2018-2019 SBVC Catalog, pg. 24.

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)).

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

Non-Instructional Department-NA

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, ([mcopel@valleycollege.edu](mailto:mcopel@valleycollege.edu)) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, ([kyarbrough@sbccd.cc.ca.us](mailto:kyarbrough@sbccd.cc.ca.us)) for updated information.

N/A

**INSERT CURRICUNET REPORT (If applicable):**

**Articulation and Transfer**

List Courses above 100 where articulation or transfer is <b>not</b> occurring	With CSU	With UC
N/A		


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

N/A

**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? If applicable, list the courses that are no longer 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?

Yes the information is accurate.

**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?

Due to the impaction at CSU's and UC's many of the out of state, private nonprofit and for profit schools are heavily recruiting our students. We have become a gatekeeper for our students when it comes to many of these schools. In the planning process we have found that we have to be extra vigilant about who has access to our students. This issue impacts our planning as it relates to universities requesting to attend SBVC's transfer fairs. We found out there was a dip in enrollment to CSUSB in 2017 due to sveral things: 1. Students did not pass classes needed to transfer, 2. Students did not meet the deadline requirements for transcript submission and attending orientation meanly because they did not check their coyote email. This is an indicator that the department's weakness is the communication to SBVC students after they have applied to know the timeline is. We offer a "Now that I have Applied what's Next" workshop and prepared handouts but a limited number of students attended. We usually partner with the UC's and CSU's to provide these workshops. This impacts the planning of the department as we look for ways to provide our student with access to transfer options.

**VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities**

**Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.**

**SBVC Strategic Initiatives:** [Strategic Directions + Goals](#)

	<b>Does Not Meet</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Facilities</b>	The program <b>does not provide an evaluation</b> that addresses the sustainability of the physical environment for its programs.	Program <b>provides an evaluation</b> of the physical environment for its programs and <b>presents evidence</b> to support the evaluation.	In addition to the meets criteria, the program has <b>developed a plan</b> for obtaining or utilizing additional facilities for program growth.

**Facilities:**

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The Transfer and Career Center maintain a friendly and welcoming atmosphere. We have sufficient space to house six computer stations for students to use. All SBVC students are welcome to use the computers to browse academic materials, register for classes, schedule counseling appointments, apply for CSU's and UC's, and assess the Career aptitude software and tools. The computer lab is in need of more career assessments that we could offer and facilitate for programs on campus and courses such as SDEV 103. There are two additional stations specifically designed to accommodate our transfer partners' representatives during their counseling sessions with our students. Currently our space is maximized and does limit our ability to reach additional students with services that require expanded facility space.

**VII: Previous Does Not Meets Categories**

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

**Student Success:** Although the program provides strategies to meet program goals consistent with Title V requirements, analysis of the progress on these goals is not indicated on this item.

**Response:**  
This is addressed in the EMP above

**Accomplishments:** Although the EMP reflects clear accomplishments by the program, there is no indication how those accomplishments are addressed in the planning process.

**Response:**  
The EMP clearly talks demonstrates that Transfer department for example has been accomplishing its goal of increasing the number of students who apply to the CSU. In our planning process we look at what services did we provide that we know had an impact and assisted student in transferring. When

looking at those variables staff seek to pull out those elements and use them as a model for a best practice and decide how to enhance them and duplicate them if possible.

**Weaknesses/Challenges:** Under “challenges”, the TC wrote, “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.” Noting this is not enough; they should be presenting a plan to address it.

**Response:**

The Transfer Center would like to target this group and provide focused outreach, counseling and support services. Transfer Services has a plan to work with and target the first year experience male cohort and the Tumaini program. As a Co-Coordinator of the Tumaini Program our goal is to increase the number of African American males in the program. Once these students are in the program we can begin to focus on transfer plans and options. We are working with the Outreach office and the high schools to recruit for the Tumaini program. Transfer has provide workshops as part 0of the Black Excellence Summit that targets high school students. Tumaini and Transfer are currently working with community organizations and churches to identify males we can recruit. Transfer would like to develop a transfer mentoring program where AA males have transfer role models. The transfer mentoring program will be called “Passing the Mantel”.