Student Services Comprehensive Program Review: EVC Transfer Center

Main

Division
Student Success

Department
Transfer

Subject

- TRANSF

Overview

Department/Program Name EVC Transfer Center

Year of Last Comprehensive Review Fall 2017

Year of Last Mini Review, if applicable

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Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview of the Department/Program

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **Access**
- **Curriculum and programs**
- **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- **Communication**
- **Employee development**
- **Transparent Infrastructure**

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

The Evergreen Valley College Transfer Center is devoted to making transfer accessible to all students. This is accomplished by providing quality information, services, guidance, and support which directly assist potential transfer students in preparing for a four-year institution. The center continues to be an information resource hub designed for students, faculty, classified and community members. It offers a designated place where all individuals can access resources to help them facilitate a smooth and successful transfer along with being able to research transfer options. While it is clear that the Transfer Center serves as the focal point of transfer activities of Evergreen Valley college faculty and students, the work of improving and increasing transfer application rates with four-year institutions is the responsibility of the institution as a whole, including campus administration, instructional and student services faculty and classified staff. Responsibility for the transfer function should not be solely confined to the Transfer Center, or fall under the prevue of the Transfer Center Counselor, but ideally a collaborative effort of the entire campus promoted by the Transfer Center.

In addition, Evergreen Valley College Transfer Center was established pursuant to Title 5, Section 66738, of the California code of Regulations. It is the intent of the Legislature that the transfer function shall be a central institutional priority of all segments of higher education in California, and that the segments shall have a fundamental policy and practice that maintains an effective transfer system. The mission of the Transfer Center is to facilitate transfer by providing services to students in collaboration with on-campus Special Programs, and having a proportion of student who are members of one or more ethnic minorities. The preference and emphasis is toward enhancing the transfer of students from economically disadvantaged families and students from traditionally underrepresented minorities to achieve institutional equity gaps.

The Transfer Center also provides access to online tools and one-on-one assistance to help prepare students for the transfer process. With equity, opportunity, and social justice as guiding principles, Evergreen Valley College (EVC) mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens. The Transfer Center mission lines up with the college mission by striving to provide educational equity by addressing the diverse needs of the EVC student population, by providing flexible methodologies of online and in-person supportive services for our students. The center staff help students get familiarized with the eligibility criteria and the admissions process for CSU, UC, private institutions and Out-of-State Universities through the use of web-based tools, workshops and resources.

The transfer center has relocated multiple times in recent years. The original plan was for the Transfer/Career/Co-Op Ed Center to be housed in the Student Services Building in room SC-214. This location granted identifiable access to students, faculty, and staff; however, the plan was modified at the very end of final construction in 2005. During the time of the building remodel, it became apparent that additional space was needed to house the department of Outreach and Recruitment. Therefore, the original plan was modified and the Transfer Center that was initially designated for visiting university representatives, computer stations, bookcases and desks were assigned to Outreach and Recruitment. This significantly impacted both the Transfer Center and Co-Op Ed. Ed. Work Experience. Additionally, in the year of 2010 the decision was made by Outreach and Recruitment to lease their designated area to Cal SOAP. Evergreen Valley College infrastructure priorities for space allocation were not considered for the Transfer Center in 2010. The Transfer Center experienced a Counselor/Coordinator vacancy in 2009 that affected the ability to advocate for designated space with accessibility to students. Additionally, the Transfer/Career relocated in the year 2018 to a wing of the Admissions & Records (A&R) building.The location in A&R lacked optimum service for students-lack of privacy, no offices for University Representatives to meet with students, and no space to host transfer workshops.

Recently, the lease ended for CalSoap in the fall of 2021, and this area became available for the Transfer Center to be relocated to SC-201 within the Student Services building in early spring 2022. The Transfer Center was officially relocated in February of 2022 and relocation comes with challenges. The new relocation comes with no storage room and no designated facility to host workshops. Evergreen Valley College executive leadership set zero priority on providing furniture for an empty Transfer Center in the new location in spring 2022. All furniture and belongings were temporarily assigned to the new Covid-19 Testing Center, and it is unclear which items will be reinstituted to the Transfer Center. The acquired resources over the years that belong to the Transfer Center should never have been assigned to the new COVID-19 Testing Site because it disproportionally affected our Transfer Center services by forcing our in-person services to operate unequipped starting in spring 2022. The goal is to rebuild the Transfer Center by requesting funding to buy new items within the new location to reestablish furniture, printers, supplies, technology and other equipment that were not moved during the relocation. A budget of $50,000 dollars will be requested to reestablish our Transfer Center to purchase all items needed to offer transfer services. Evergreen Valley College has not taken proactive responsibility and accountability for complying with facilities that offer adequate support to the Transfer Center as stipulated under Title 5 section 51027 for Transfer Centers: Minimum Program Standards.

The factor that has been important to program development is the Vision of Success for 2022 from California Community College Chancellor's Office within the New Strategic Vision of the California Community Colleges System. The Vision for Success is increasing by 35% the number of California community college students transferring annually to a UC or CSU campus. The Public Policy Institute of California says this benchmark must be reached if California is to meet future workforce demands

for employees with bachelor's degrees. The *Vision for Success* calls for reaching this goal by mid-2022. All transfer services to assist students were prioritized for CSU and UC transfers. In order to meet this goal, Evergreen Valley College should commit to the staff request and budget requests outlined in the Transfer Center Program Review.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

  - One goal was to establish an accessible area inside Student Services. The EVC Transfer Center was established in 2018 within one wing of the Admissions and Records building with no space to host Transfer Application Workshops and no private areas for students to meet with University Representatives.
  - A second goal was hiring a 100% Transfer Counselor/Coordinator. Only half of this goal was satisfied with the new hire in fall 2018. The new full-time Transfer Counselor position is a split position with 50% General Counseling and 50% Transfer Counselor.
  - A third goal was having a 100% Program Coordinator with role of classified staff. The Transfer Center has been with no program classified staff since fall 2020. Prior to fall 2020, the Transfer Center operated with 50% Classified Staff. The support Classified Staff was relocated to Student Equity Office in fall 2020. The Transfer Center has been operating understaffed.

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

  An area of concern is access. The problem remains the same since the last Program Review. The original location of the Transfer Center never came to fruition. The original plan was designed to create adequate accessibility by having a main entrance for students and the campus community. The design included an area for workshop utilization and had adequate space for a private office accessible for visiting college representatives, interns, etc. The original area was given to Outreach and Recruitment, and the original intention for the center was lost; i.e. lack of workshop space, inadequate space for college representatives and no access for student confidentiality. The Transfer Center current location creates confusion and some frustration for students as they navigate between the back-and-forth showing up in the General Counseling office for an appointment happening in the Transfer Center.

  There is no Evergreen Valley College commitment in adequately investing in the Transfer Center. Another area of concern is internal factors. Evergreen Valley College is out of complication with the California Community College Transfer Center Directors Association recommendations on report entitled "California Community College Transfer: Recommended Guidelines," published in spring of 2014 states the following: The Transfer Center Directors Association recommends that at minimum, staffing consist of:

  - One faculty director assigned fulltime to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalent, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;
  - At least one to two full-time counseling faculty positions or more depending on size of campus and scope of the transfer program;
  - One to two full-time classified positions or more depending on the size of campus and the scope of the transfer program. This recommended staffing structure is based on fifteen years of

experience of the California Community College Transfer Center Directors Association report lists of the responsibilities of the Transfer Center Director, Transfer Center Counselor, Transfer Center Support Staff, Campus-wide Instructional Faculty, and the Transfer Responsibilities of Baccalaureate-level colleges and universities

Evergreen Valley College does not meet the above standards because it is operating understaffed with one full-time counselor who is a split position with 50% assigned to General Counseling and 50% assigned for Transfer-Coordinator. Starting in spring 2022, Evergreen Valley College committed to an adjunct counselor assignment of 40% FTE, but this still does not satisfy standards. The limited number of transfer counselors/staff hinders more outreach. The sooner the Transfer can contact a student, the smoother their overall transition to the four-year institution will be. The Transfer Center currently lacks a Program Specialist and 100% Transfer Counselor. The college is in the process of requesting the hire of a second Transfer Counselor through the faculty prioritization process and the Program Specialist.

The Transfer Center experienced a positive trend in transfer rates. The California State University system datasets within CSU Analytics illustrate a transfer rate increase of +23.68% on a year-on-year for 2020-2021 admission cycle. Precisely, a total of 532 students transferred into fall 2020 and a total of 658 students transferred into fall 2021. The University of California (UC) datasets within UC Info Center illustrate a transfer rate increase of +15.11% on a year-on-year for 2019-2020 admission cycle. Precisely, a total of 73 students enrolled into fall 2019 cycle, and a total of 86 students enrolled into fall 2020 cycle. Moreover, the datasets found within the Management Information Systems Data Mart show a transfer increase to Out-of-State universities. Remarkably, a transfer rate increase of +28.16% on a year-on-year was experienced for 2019-2020 admission cycle. Precisely, a total of 71 students transferred in fall 2019 and a total of 91 students transferred into fall 2020. The transfer rates to different university systems are a big indicator of the Transfer Center's accomplishments.

- **4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

  - The first goal is to get a designated space on campus with capacity to host Transfer Workshops and with computer stations/laptops for all students attending sessions. The facility must be within or nearby walking distance of the Transfer Center. This goal aligns with the EVC Strategic Initiative of improving student success.
  - The second goal is to have four offices within the Transfer Center for students to meet one-on-one with University Representatives and EVC Transfer Counselors. The additional office space will allow confidentiality and support for the transfer priorities. This goal aligns with the EVC Strategic Initiative of improving student success.
  - The third goal is to hire a full-time Program Specialist to support the transfer services in the lobby of the center under the role of classified staff. An ongoing budget of $65,900 will be required. This goal aligns with the EVC Strategic Initiative of improving student success.
  - The fourth goal is to hire 2 more full-time (Tenure-Track) Transfer Counselors to increase transfer rates and expand transfer services. An ongoing budget of $201,678 will be required. This goal aligns with the EVC Strategic Initiative of improving student success.
  - The fifth goal is offering yearly college tours to Southern California as part of equity to promote transfer opportunities. An ongoing yearly budget of $30,000 will be required. This goal aligns with the EVC Strategic Initiative of improving student success.
  - The sixth goal is to become part UC Davis Transfer Opportunity Program (TOP), UC Berkeley Transfer Alliance Program (TAP), and UCLA Transfer Alliance Program (TAP). An ongoing

$10,000 budget will be required for UC Davis TOP. These additional partnerships will allow to adopt programs and events that have proven to increase student transfers from economically disadvantaged families and from traditionally underrepresented minorities. This goal aligns with the EVC Strategic Initiative of improving student success.

- The seventh goal is to buy technology that allows for virtual Transfer Events to include Out-of-State Universities in the EVC Annual Transfer Fair. The online platform to potentially choose is Pathable. An ongoing budget of $10,000 will be required. This goal aligns with EVC Strategic Initiatives of improving students success and enhancing institutional effectiveness in the community at large.

- The eight goal is to buy 30 canopies in order to provide the adequate equipment for the Annual Transfer Day fair in Central Green for CSU, UC and AICCU Representatives, and students attending the event. The canopies must have the logo of the Transfer Center. An one-time budget of $30,000 will be required. This goal aligns with EVC Strategic Initiatives of enhancing institutional effectiveness in the community at large.

- The ninth goal is to reinstitute the Transfer Center belongings from the old location to the new location in SC-201, and buy furniture, printers and other equipment that was lost due to the new COVID-19 Testing Center. An one-time budget of $50,00 will be required. This goal aligns with EVC Strategic Initiative of improving students success.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Full time faculty 1

Part-time faculty 0

full time Classified 0

Part-time Classified (permanent) 0

Part-time Classified (hourly) 0

Administrators 1

Student workers 0

Program Quality

- **1. Describe the impact of the program's service offerings to the students and the campus.**

   The priorities of the college include three Strategic Initiatives which are Student-Centered, Community Engagement, and Organizational Transformation. The Transfer Center provides a student-centered environment by providing access to quality and efficient services to ensure transfer success with in-person and online services. The Transfer Center has been functioning fully online due to COVID-19 pandemic since March 2020. The focus when the pandemic started was to redesign the center's website to create virtual services. The EVC Transfer Center provides continuous updates to the website in order to allow for a transparent online infrastructure.

   The other logistical focus is relocating the Transfer Center to provide an organizational transformation to create a trusting environment and a transparent infrastructure. The EVC Transfer Center provides community involvement through the Annual Transfer Day fair which allows strategic partnerships by working closely with the California State University (CSU) system, University of California (UC)

system, and Association of Independent California Colleges and Universities (AICCU) system. The EVC Transfer Center provides continuous communication with students about conferences and workshops in order to update them on new transfer information.

Resources Available in the Transfer Center:

▪ College/University catalogs and brochures

▪ Transfer Reference materials

▪ ASSIST.org (web-based student transfer information system)

▪ Computer Stations (Web-based transfer exploration tools for transfer)

All Transfer Services are coordinated in recommendation of stakeholders within the new Transfer Center Advisory Board. The advisory board was created in fall 2018, and is led by the EVC Transfer Counselor. The members of new advisory board include: EVC Counselors in Special Programs, EVC Administration, CSU Representatives, and UC Representatives. This new advisory board was created as an opportunity to expand participatory partnership. The previous Transfer Core Team was created in 2015 and outmoded because the team only included EVC staff. The board meets once every semester, and the purpose is to give members the opportunity to holistically assist with the development of innovative transfer strategies, establishing university representative appointments, workshops, deadlines, new collaboration initiatives, and other events/services that contribute to the overall experience and success of transfer students.

The strengths of the Transfer Center is the development of a calendar of events for Transfer Services and align these with University Transfer Cycles. The calendar of events gets distributed at the beginning of each semester to the EVC campus to ensure information is disseminated. The Transfer Center outline of tasks created specifically for the Transfer Center is in alignment with ED. Code Title V: Section 66736. The Transfer Center goals include: increase student transfer/success, strengthen and implement accountability/compliance, and strengthen constituency group communications regarding student transfer.

Monthly assignments may change, be deleted and/or added depending on the changing requirements within the AICCU, UC, CSU, UC and Out-of-State Universities. The Transfer Center Yearly Planning Timeline was implemented which sufficiently guided all transfer events, workshops, and deadlines, along with tracking and monitoring various projects.

Transfer Center Yearly Planning Timeline

July

- Assist with UC Apply Workshops (spring transfers)
- July 1st (EVC starts new fiscal year)
- CSU and UC Final Official Transcripts are due
- EVC receives the roster of Universities attending the Annual Transfer Day fair

August:

- Planning and organizing for Fall events (coordinated with EVC Special Programs)
- Email students regarding the upcoming Annual Transfer Day fair
- Assist with Cal State Apply Workshops (spring transfers)
- Submit Purchase Order for the Annual Transfer Day fair food

September:

- Assist with UC TAG workshops (Sept. 1st to Sept. 30th)
- Host Annual Transfer Day fair

October:

- Assist with UC and Cal State Apply Workshops (fall transfers)
- Assist with UC Personal Insight Questions Workshops (coordinate with EVC Special Programs)
- Counselor Review of UC TAG deadline due October 15th
- CSU ADT E-verification due October 15th
- Participate in EVC Spooktacular (Transfer Center Booth)
- Schedule Classroom presentations – General Ed. Patterns/transfer
- Annual Transfer report to *California Community Colleges Chancellor's Office (*CCCCO) due October 31st
- Coordinate to prepare for spring campus visits (budget required)

November:

- The CSU and UC Application closing date is November 30th (Coordinate with EVC Special Programs)
- Schedule EVC Classroom presentations – General Ed. Patterns/transfer (first two weeks in November)
- Email UCSC TAG students regarding Karl S. Pister Scholarship (Usually due in February)

December:

- Begin TAG follow-ups via Student Appointments
- Universities begin notifying students if there are any problems w/application (provide drop-in counseling hours for these students)
- Planning and organizing for spring events (Coordinate with EVC Special Programs)
  - Host EVC Transfer Center Advisory Board Meeting

January:

- CSU Supplemental Application is due
- UC Transfer Academic Update (TAU) is due
- Update the Transfer Center Directories for the assigned University Representatives
- Receive initial calendar for Transfer day/College Night from Association of Independent California Colleges and Universities (AICCU) notification

February:

- Assist the ADT Information Session Workshop and Transfer Admissions Overview Workshop
  - Collect survey data for the SAO Assessment
- CSU & UC What's Next Workshops (Coordinate with University Representatives and EVC Special Programs)

March:

- Plan for May Graduation/Transfer Reception with Special Programs
- Begin coordinating the Annual Transfer Day fair (i.e. reserve Gullo II, Central Green, VPA, etc.)
- Provide workshop on Private Universities (Coordinate with AICCU Representatives)
- Submit Purchase Order for the Annual Transfer Day fair giveaways
- CSU ADT E-verification due March 15th
- Provide workshop on Out-of-State Universities (Coordinate with University Representatives)

April:

- EVC Transfer Center Open House
- Planning and organizing for summer events
- Host EVC Transfer Center Advisory Board Meeting
- Send invitations to Out-of-State Universities for the Annual Transfer Day fair

May:

- May 1st (deadline to submit the Student Intent to Enroll for CSU System)
- Assist with UC Merced TAG Workshops (spring transfers)
- Graduation/Transfer Student Reception (budget required/Coordinate with EVC Special Programs)
- Submit EVC Catalog edits/updates
- Leave next transfer steps for students to complete over the summer

June:

- June 1st (deadline to submit the Student Intent to Enroll for UC System)
- June 30th (EVC ends fiscal year)

In addition, efforts are made to collaborate with EVC Special Programs throughout the year in order to cohost transfer application workshops. The Transfer Center is also part of a Special Programs Graduation Ceremony to celebrate all students who are graduating and transferring. In addition, a number of campus tours were offered to different universities within Northern and Central California prior to COVID-19 pandemic, and without the support of Special Programs, the number of students in attendance would not have been as great. These campus tours were an opportunity for all students to visit campuses they otherwise may never have been able to see. The tour choices to universities were made based on proximity to Evergren Valley College.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

   The COVID-19 pandemic and Vaccine Mandates have affected the ability to provide fieldtrips to Universities. In March of 2020, the COVID-19 pandemic started, and our program shifted services to fully online. As a result, all transfer services became available through Zoom. The Annual Transfer Day fair was shifted to virtual booths within the creation of the new website. The Transfer Center resumed in-person services starting January 2022.

   One of the most important external contributing factors to the transfer process are Title 5 guidelines establishing state minimum standards for California Code located under section 66720 - 66744.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

   Evergreen Valley College shifted the type of assessments from Student Learning Outmes (SLO) to Service Area Outcomes (SAO). The new SAO Core Services timeline for EVC Transfer Center was created back in Spring 2021. The new assessment timeline is projected for full data collection between fall 2021 to spring 2023.

The Transfer Center Program Review was placed on hold in 2020 to create a new process of submission through CurriQunet. The Transfer Center Program Review resumed this 2021 following new SAO parameters.

The EVC Transfer Center submits a report yearly in October to the California Community Colleges Chancellor's Office to be compliant with Title 5. Education Section 51027. The goal is to collect only the data that will be used in statewide reports. This report requires gathering up-to-date campus information for accurate reporting. Failure to submit this information will result in EVC not being represented in statewide reports and non-compliant with a regulatory reporting requirement. EVC Transfer Counselor must coordinate with the Dean of Student Success, Business Office, and Data Analyst.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

EVC Transfer Day 2018 the Annual Transfer Day fair was a huge success. Colleges and universities from up and down the state of California visited EVC. Results indicate 46 students responded to Qualtrics Survey. The fair modality is open air event in the Central Green quad of campus. The data collection was limited to students encountered at various entrance and exit points in all directions of the quad. It was very difficult to collect surveys due to the nature of the environment, and the reason is because the quad is an open area with no primary way of barricading its surroundings. Very few students were provided the survey QR Code due to the inability to have one precise access point for the student check-in at the fair.

Results portray a mean (or average) response of the pre-survey (before) and post-survey (after) items. In summary, the assessment results of the post-survey show an "after" average response increase by 1 or 2 data points. The point increase supports the statement that students increased their knowledge of the content after their experience through the Annual Transfer Day fair.

Survey Question: "Access to useful information (e.g., handouts, brochures) from university representatives"

Results of pre-survey (i.e., before) Statistical mean of 2.37

Results of post-survey (i.e., after): Statistical mean of 4

Survey Question: "Knowledge about which 4-year colleges/universities offer my major."

Results of pre-survey (i.e., before) Statistical mean of 2.44

Results of post-survey (i.e., after): Statistical mean of 4.11

Survey Question: Knowledge about the transfer application process."

Results of pre-survey (i.e., before): Statistical mean of 4

Results of post-survey (i.e., after): Statistical mean of 5

- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

The EVC Transfer Counselor provides updates to website content every semester in order to promote the new dates and times for transfer workshops, changes to University Representatives contact information, and the Annual Transfer Day fair. Additionally, the Student Appointment Data is gathered from SARS Reports, and is sent to the District Office Analyst who compiled a report on Ethnicity, Age, and Gender. Duplicates were removed to reflect all students served instead of how many student contacts were provided. The information from the report was compared to EVC, CSU and UC Transfer Students Ethnicity, Age, and Gender. Transfer Data is also collected from the CSU Analytical Studies and UC Information center.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

The EVC Transfer Center created the Transfer Advisory Board in 2018, which it meets every semester in order to collaborate between departments across the campus and provide services to the diverse student body. The advisory board includes stakeholders within EVC, CSU, and UC representatives. The advisory board brings together employees of different departments to strategize transfer services that address the diverse student body by inviting students of each EVC Special Program to collaborate on joint transfer workshops. Additionally, the alternative delivery methods of Transfer Workshops include online sessions through Zoom with enabled auto-scripts, and developing marketing materials that are ADA compliant. Additionally, the EVC Transfer Center enables dictation on Zoom Appointments when helping students create their Transfer Education Plan.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

Efforts were made to engage Special Programs to collaborate with events throughout the year. The EVC Transfer Center hosted the UC Transfer Admissions Guarantee (TAG) Workshops, Cal State Apply Workshops, and UC Apply Workshops in collaboration with ENLACE, AFFIRM, OASISS, EOPS, and CalWorks Programs. The Transfer Center is part of the EVC Special Program Network listserv. In addition, prior to COVID-19 pandemic, a number of campus tours were offered to different colleges and universities. Without the support of Special Programs, the number of students in attendance would not have been as great; it was an opportunity for all students to visit campuses they otherwise may never have been able to see. The university choices for fieldtrips were made based on proximity to Evergreen Valley College for a one-day trip.

Transfer Center Areas for Improvement (suggestions):

- Conducting open house events along with various workshops (additional funding required for food);
- Advocating for an easy-access facility with a capacity of 30+ laptops/computer stations to host in-person workshops;
- Advocating a yearly budget allotment for university tours to northern, central and southern California in order to provide opportunities for the underrepresented student population across campus in visiting prospective transfer universities. Conducting University Fieltrips once COVID-19 restrictions are lifted;
- Advocating a yearly budget allotment for Out-of-State University tours. Conducting University Fieltrips once COVID-19 restrictions are lifted;

- Advocating the hire of two additional full-time Transfer Counselors (Tenure-Track) to provide a greater number of workshops and transfer activities;
- Advocating the hire of a full-time Program Specialist for the Transfer Center in order to assist with inquiries from students, staff and faculty who visit the lobby area.

The Transfer Center increases awareness of transfer activities and services to students, faculty and staff. The Transfer Counselor coordinates with EVC Marketing Director to strategize on a marketing campaign for transfer services. The transfer services get promoted through the Marketing Director via newsletter and CANVAS notifications to students. Transfers Counselor coordinates with the Dean of Student Success to send text messages or emails to students. The transfer services also get promoted by EVC Transfer Counselor to the entire campus via email to faculty and staff.

Program Access

Student Demographic: Gender

- **Female: 5162 - 54.770%**

  Program Headcount
  107.000

  Program Percentage of Total
  55.950

- **Male: 4229 - 44.820%**

  Program Headcount
  83.000

  Program Percentage of Total
  43.310

Student Demographic: Age

- **17 & Below: 587 - 6.220%**

  Program Headcount
  8.000

  Program Percentage of Total
  4.190

- **18-24: 5701 - 60.440%**

  Program Headcount
  136.000

  Program Percentage of Total
  71.200

- **25-39: 2165 - 22.980%**

  Program Headcount
  39.000

  Program Percentage of Total

20.420

- **40 & Over: 971 - 10.300%**

  Program Headcount
  8.000

  Program Percentage of Total
  4.410

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 38 - 0.410%**

  Program Headcount
  1.000

  Program Percentage of Total
  0.520

- **Asian: 3827 - 40.600%**

  Program Headcount
  84.000

  Program Percentage of Total
  43.980

- **Black or African American: 204 - 2.160%**

  Program Headcount
  5.000

  Program Percentage of Total
  2.620

- **Hawaiin/Pacific Islander: 37 - 0.390%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.150

- **Hispanic: 3812 - 40.420%**

  Program Headcount
  70.000

  Program Percentage of Total
  36.650

- **Two or More Races: 248 - 2.630%**

  Program Headcount
  7.000

  Program Percentage of Total
  3.360

- **Unknown: 698 - 7.400%**

Program Headcount
15.000

Program Percentage of Total
7.850

- **White: 565 - 6.000%**

   Program Headcount
   9.000

   Program Percentage of Total
   4.710

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

   The total number of students serviced in fall 2018 was 358 compared to 93 in fall 2020. The transfer services for the Transfer Center are limited to one full-time transfer Counselor who is split 50%/50% between Transfer assigment and General Counseling assignment. It's a medium sized campus, and staff needs are not met in order to expand services and offer high quality services. Between fall 2017 to summer 2017, the Transfer Center was assisted by interim Counselor from General Counseling. The new full-time Transfer Counselor was hired starting fall 2018. The release time for coordination for Transfer Counselor faculty has varied every semester from fall 2018 to Fall 2020. The different number of students serviced per semester reflect release-time changes that affect student appointment availability. The reduction of students' services when comparing semester-on-semester reflects a reduction in Transfer Counselor availability. Starting in fall 2020, the release time for faculty-coordination was increased to a 50% assignment to attend Transfer Center coordination duties. This coordination allotment affects full-time counselor availability for direct services with student appointments. The time dedicated to maintaining liaison with 4-year universities leads to fewer appointments with students. Specifically, data depicts the decline in students serviced through one-on-one appointments due to reduction in faculty availability for appointments. The Transfer Center will request the hire of two additional full-time (Tenure-Track) Transfer Counselors in order to expand appointment availability for students. In summary, the staff shortages have impacted transfer services considerably. The Transfer Center will also request the hire of one Program Specialist (Classified Staff) for clerical suppport.

- **b. Are there any gaps in the students served compared to the college demographics?**

   The percentage gaps of ethnicity and age are proportional to student demographics. Remarkably, data indicates the Transfer Center is reaching out to all demographics proportionally and small margin of difference can be observed when comparing campus wide demographics with students receiving program services through theTransfer Center between F17– F20.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

The Transfer Center is operating with one full-time Transfer Counselor only. There is no classified staff to support the Transfer Center services since fall 2019. The intervention requested to address gaps in services is hiring two more full-time Transfer Counselors to assist with the needs of a medium-sized campus, and one Program Specialist to assist the front-desk with scheduling student appointments, and support transfer events and activities.

Curriculum- If applicable

- **1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. For CTE, the timeline is 2-year.**

  N/A

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.**

  N/A

- **3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

  N/A

- **4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.**

  N/A

- **5. Describe how your program is articulated with High School Districts, and/or other four- year institutions**

  N/A

- **6. If external accreditation or certification is required, please state the certifying agency and status of the program.**

  N/A

Service Area Outcomes and Assessment

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

  The Program Review was placed on hold in spring 2020 due to Evergreen Valley College revising the assessment process for Service Area Outcomes (SAO). The new Program Review process was published in early fall 2021. EVC recently transitioned from Student Learning Outcomes (SLO) to Service Area Outcomes (SAO). Provided the change in parameters for SAO Assessments, the full data collection is planned to happen between fall 2021 to spring 2023. The new Transfer Center Service Area Outcomes (SAO) satisfies the EVC Institutional Learning Outcomes (ILOs). There is limited data for Core service #1, and no data for Core Service #2 and Core Service #3.

  - **SAO Core Service #1**: Associate Degree for Transfer (ADT) Informational Workshop

    Outcome: Students will be able to determine which ADT degree guarantees their transfer goal.

    Connecting to ILO This SAO links to the Information Competency ILO as students will utilize information given to make an informed decision of which degree guarantees their transfer goal.

    Assestments timeline: spring 2022, spring 2023

    Target Population: Other: New Students & Continuing Students

  - **SAO Core Service #2:** Transfer Admissions Overview Workshop

    Outcome: Students will become more aware of potential California State University (CSU) and University of California (UC) transfer institutions, understand university transfer admissions eligibility requirements, and increase their intent to transfer

    Connecting to ILO This SAO links to the Information Competency ILO as students will utilize information given to make an informed decision of which university to apply to and take action.

    Assestment timeline: spring 2022, spring 2023

    Target Population: Other: New Students & Continuing Students

  - **SAO Core Service #3:** UC Personal Insight Questions (PIQ) Workshop

    SAO Outcome: Students will learn useful general tips and suggestions on developing and writing a strong university admissions personal statement/UC Personal Insight Questions.

    SAO Connecting to ILO This SAO links to the Communication ILO, Information Competency ILO and Inquiry and Reasoning ILO as students will interpret ideas, utilize information given to action on creating a personal statement for University Admissions.

    Assestments timeline: fall 2021, spring 2022

    Target Population: Other-Continuing Students

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…)**

Qualtrics Survey for SAO Core Service #1 (fall 2021)

The data results for the Associate Degree for Transfer (ADT) Informational Workshop show an average response of the before (pre-survey) and after (post-survey) items. Results show an "after" average response increase by 1 or 2 data points, which evidence supports an increase of students' knowledge of the content after their experience through workshop. The range of 1 is low and 5 is high.

The Workshop was co-hosted by UC Representatives and EVC Counselors. The EVC Transfer Counselor took the lead in communicating survey process to all involved staff. The EVC Transfer Counselor administered Qualtrics Survey at the end of workshop. The EVC Transfer Counselor offered explanation of online survey to students regarding Likert scales that appraised students' experience "before" and "after" using same Qualtrics link.

Survey Question: Awareness of the UC Personal Insight Questions requirements, deadlines, and process.

Results: A mean of 3.20 for pre-survey. A mean of 4.73 for post-survey.

Survey Question: Knowledge of general tips and resources to complete UC Personal Insight Questions.

Results: A mean 2.40 for presurvey. A mean of 4.82 for post-survey.

Survey Question : : Level of confidence to complete UC Personal Insight Questions.

Results: A mean of 2.36 for pre-survey. A mean of 4.18 for post-survey.

Survey Question: What should be added, deleted, or changed to improve the workshop?

Qualitative results from students on Survey:

> "Possibly more example on each question. Try and analyze a question and go into detail what adds value.", "Great workshop helped overall not much to add or change", "shorten tips portion to relevant material", "It would be helpful to add the prompt that's being answered in the case studies, and also a summary of tips given by counselors."

In consequence of Evergreen Valley College Service Area Outcome restructuring, the new process for SAO this fall 2021 has not allowed time for dialogue between college colleagues provided SAO Core Service Assessments data collection happened in late fall 2021. The dialogue of survey results is to be discussed within the next Transfer Center Advisory Board, and meetings will happen once every semester between spring 2022 and spring 2023.

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

Qualtrics Survey for SAO Core Service #1 (fall 2021)

Participation can be improved next time by offering workshops in-person. Due to COVID-19 pandemic, the modality is limited to fully online. A recommendation is to offer the UC Personal Insight Workshop in-person and to expand the workshop offering to more sessions. Currently, the workshop is limited to one offering due to EVC Transfer Center staff limitations. The services align with intuitional ILO of Inquiry and Reasoning, Information Competency and Communication.

The assessment for Personal Insight Questions Workshop revealed that students want more samples to be covered within workshop. The EVC Transfer Center will coordinate efforts with UC Representatives to revamp UC Personal Insight Questions workshop to add more samples of responses that add value for students to write a strong university admissions personal statement.

It's a new SAO. The first time administering the assessment was in fall 2021. The plan is to coordinate with university representatives before fall 2022 provided this type of workshop is hosted every fall. The next assessment plan for UC Personal Insight Questions Workshop is fall 2022.

Qualtrics Survey Question: What 2 things made the workshop useful or enjoyable?

Direct quotes from students showing success stories:

- "Reps were very friendly and helpful."
- "The tips on how to start answering the [Personal Insight Questions] PIQs. As well, the questions can mean anything you think fits".
- "I love how the counselors explained each question pretty well and gave us some case studies so that we can consider if they are a neutral or "add value" response. Everyone is so open and welcoming! Thank you so much! I'm looking forward for the next one!"
- "I get to know what the questions are like, and how to answer them efficiently and met with the requirements"
- "I really enjoyed the Case Studies and actually going through each essay and highlighting their strengths and weaknesses. It helped me see not just good essays but also ones that fell short and why. Definitely the highlight of the workshop. The second thing I liked was how engaging it was. I appreciated the chance to share my thoughts and actually talk to the counselors. It felt way better than if I was to just sit back and listen to the information in a lecture style format."
- "Great communication, interactive, made it comfortable for students to ask questions, example are given case studies were helpful"
- "I liked that people were encouraged to input their opinions on the PIQs. I liked that we were given examples as to what and what not to do when writing our PIQs."
- "I loved the one-on-one interaction and Q and A opportunities with the counselors, it is really helpful. Also loved case studies for Personal Insight Questions"
- "I enjoyed the counselors who joined us, they were very reassuring in terms of how we should approach the PIQ's. I also thought the case studies were very helpful

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

  The Transfer Center serves as the focal point of transfer activities for Evergreen Valley College faculty and students, but the work of improving and increasing transfer application rates with four-year institutions is the responsibility of the institution as a whole, including campus administration, instructional and student services faculty and classified. Ideally, the success of the program relies on a collaborative effort of the entire campus promoted by the Transfer Center. The Transfer Counselor keeps up-to-date with all transfer changes.

The Transfer Center Counselor, with the assistance of all EVC counselors and faculty, includes cooperation between the segments of public higher education to facilitate the successful transfer of students between the community colleges and universities. In addition, the Counselor helps students in the selection of appropriate transfer institutions, academic planning, financial aid referrals, DSP referrals, making the transition from high school to the college environment and assistance in handling personal, family, or social problems which may limit the student's ability to successfully transfer.

The Transfer Counselor area of expertise is transfer requirements and transfer resources to CSU, UC, AICCU, and Out-of-State Universities. The Transfer Counselor coordinates campus transfer procedures, transfer services for students, and establishes and maintains liaison with four-year colleges/universities.

The current Transfer Center staffing is as follows:

- One full-time Transfer Counselor-Coordinator (split position with 50% Transfer/50 %General)

Note: There is no classified Staff. The lobby area of the Transfer Center is empty until a position is added to the classified staff prioritization process, published, and filled in.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

  Professional Development Activities:

  - UC Ensuring Transfer Success (ETS) conference
  - CSU Community College Counselor conference
  - Transfer Directors Region 3 and 4 meetings
  - Academic Academy: Enhancing Transfer in the Higher Education System
  - New CCC Transfer Center Directors Training held in Sacramento.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

  The lack of a budget has been the major factor for this department. The lack of staffing, which requires a budget, has impacted the number of activities and services that can be offered. The need to hire two additional full-time Transfer Counselors (tenure-track) is crucial. The reality of the responsibilities of the Transfer Center requires a total of three 11-month Transfer Counselors in order to effectively maintain a high quality program. The Transfer Center also requires the hire of a Program Specialist (Classified Staff Position) at the front-desk in order to assist students with scheduling appointments and to connect with faculty, staff and the community. Currently, the Transfer Center operates with an empty front-desk and limited transfer appointments. There is a continuous allotment

of $600 dollars from Fund 10 that is used for giveaways for Annual Transfer Day fair. The Transfer Center requires adequate funding to conduct additional activities. The estimated cost for marketing supplies and food for the Annual Transfer Day fair is an ongoing allotment of $30,000 every year.

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**

The Transfer Center receives additional budget through Fund 17 from Student Equity and Achievement Program to help pay for the Annual Transfer Day fair. The budget covers the food and giveaways for the fair. The budget also covers the Transfer Center supplies and marketing brochures. Budget is limited.

Technology and Equipment

Part F: Technology and Equipment

- **1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.**

The EVC Transfer Center requires a Digital Large Touch Screen Kiosk to promote the lobby area digital platform, a Smart Board to host workshops, an automated check-in station with scan ability to track students being serviced, and the purchase of Pathable (virtual platform) for the Annual Transfer Day fairs. The estimated cost of required technology is an allotment of $55,000 dollars. The current status of the Transfer Center is lacking proper equipment for the quality program's adequacy. The last technology equipment change since last Program Review was an upgrade to the computer lab stations with the replacement of new computers for students to use within the lobby area of the Transfer Center.

Additionial Information

Part G: Additional Information

- **Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

Note: The California Community College System Office must align with Title 5 section 66720 - 66744. Each community college district governing board shall ensure that its college or colleges maintain student transfer counseling centers or other counseling and student services designed to affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students. All policies and procedures shall give preference and emphasis toward enhancing the transfer of students from economically disadvantaged families and students from traditionally underrepresented minorities, to the fullest extent possible under state and federal statutes and regulations.

The Transfer Center stays abreast of current trends and students are kept up-to-date on the latest CSU and UC news. However, most of the CSU's and UC's have become impacted, and the Transfer Center have found out that students have decided to change majors to other degrees or concentrations that are less impacted. This has resulted in the need for additional appointments to redirect students and prepare updated educational plans.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SAO/SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. **Staffing Request**

   Ongoing Budget Needs
   65,900 (Classified staff)

   One-Time Expenditure

   Total Expenses (Staffing and Faculty Requests include Salary and Benefits)
   65900.000

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Achievement of program set standard for student success.
   Yes

   Improving Student success rates
   Yes

2. **Faculty Request**

   Ongoing Budget Needs
   100,839 (Transfer Counselor)

   One-Time Expenditure

   Total Expenses (Staffing and Faculty Requests include Salary and Benefits)
   100839.000

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Achievement of program set standard for student success.
   Yes

   Improving Student success rates
   Yes

3. **Faculty Request**

   Ongoing Budget Needs

100,839 (Transfer Counselor)

One-Time Expenditure

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)
100839.000

Request linked to SAO/SLO/PLO #

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)
Yes

Achievement of program set standard for student success.
Yes

Improving Student success rates
Yes

4. **Technology**

   Ongoing Budget Needs

   One-Time Expenditure
   55,000 (Digital Large Touch Screen, SmartBoard, Pathable, Check-in Scanner)

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Achievement of program set standard for student success.
   No

   Improving Student success rates
   No

5. **Equipment/Supplies**

   Ongoing Budget Needs
   30,000 (Transfer Day fair food and marketing)

   One-Time Expenditure

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Achievement of program set standard for student success.
   No

   Improving Student success rates
   Yes

6. **N/A**

   Ongoing Budget Needs
   30,000 (California University fieldtrips)

   One-Time Expenditure

Request linked to SAO/SLO/PLO #

Total Cost

Strategic Initiatives (student centered, organizational transformation, community engagement)
No

Achievement of program set standard for student success.
Yes

Improving Student success rates
Yes

7. **Equipment/Supplies**

   Ongoing Budget Needs

   One-Time Expenditure
   50,000 (Transfer Center furniture, printers, equipment)

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Achievement of program set standard for student success.
   Yes

   Improving Student success rates
   No

8. **Equipment/Supplies**

   Ongoing Budget Needs

   One-Time Expenditure
   30,000 (Transfer fair canopies)

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   Yes

   Achievement of program set standard for student success.
   No

   Improving Student success rates
   No

9. **N/A**

   Ongoing Budget Needs
   10,000 (UC Davis TOP, UCLA TAP, UC Berkeley TAP)

   One-Time Expenditure

   Request linked to SAO/SLO/PLO #

   Total Cost

   Strategic Initiatives (student centered, organizational transformation, community engagement)
   No

Achievement of program set standard for student success.
No

Improving Student success rates
Yes

Attach Files

Attached File

IEC Reviewers

IEC Mentor
Vicki Brewster

IEC Second Reader
Guy Ras