Program Review Summary Page

For Academic & Student Support Programs

Support Program(s) under Review: Transfer Center

Term/Year of Review: Fall 2020

Summary of Program Review:

A. Major Findings

1. **Strengths:**

   - Serves as the hub for transfer services and resources for the NVC campus community.
   - Strong collaboration with support programs and Counseling Division.
   - Facilitate College and University Representative advising appointments/workshops.
   - Coordinate and provide specialized on-campus tours of local 4-year institutions.
   - Proactive communication to NVC students and staff via: email, social media, electronic billboard, NVC monitors, sandwich boards, flyers, bulletin boards, NVC online newsletter (Friday Extra), and website.
   - Present workshops/open labs on specific transfer related topics (intro to transfer, transfer admission guarantee, transfer application, etc.)
   - *** add something about equity workshop promotion*

2. **Areas for Improvement**

   - Increase staffing to 100% Administrative Assistant and 50+% Coordination release time.
   - Streamline collaboration and data collection of transfer services with student support programs to enhance student's awareness and accessibility to transfer information.
   - Improve accessibility of transfer services by assessing the needs of part-time and evening students.
   - Strengthen collaboration with outreach task force related to high school dual enrollment and adult education programs.
   - Strengthen collaboration with faculty and disciplines to engage and promote transfer services.

3. **Projected Growth, Stability, or Viability:**

   Stability

B. New Objectives/Goals:

   - Establish a formal Transfer Center Advisory Board on campus that meets regularly as required by Title 5. The role of the advisory committee is to make recommendations and provide direction for the planning and implementation of the new and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Four-year college and university personnel shall be included as available.
   - Transfer Bound program will be a networking group for NVC transfer students to support each other and to connect about the transfer experience. Students will be encouraged to discuss obstacles, opportunities, resources, and experiences regarding the transfer process. This group will be an opportunity for students to build connections, improve soft skills, and build confidence in transferring. The Transfer Center will seek to collaborate with student clubs, student support programs and Welcome Center's student ambassadors to promote.

- Transfer Center CANVAS pilot project: invite student support programs and NVC students enrolled in current counseling courses to join the Transfer Center's CANVAS page. This page will contain information about the transfer process to 4-year institutions, transfer updates and upcoming activities. This will supplement the ongoing efforts and collaboration with OIA's Friday Extra and social media, electronic billboard usage, and Transfer Center's social media platforms. Currently, we reach out to all students via email or text message a few times per semester, but this would allow for regular updates.
- Re-imagining workshop engagement by filming the introductions of our presentations and posting them on the Transfer Center's website to increase our online presence and availability of transfer information to a wider student base.
- Increasing online presence and accessibility to the services that the Transfer Center provides. We began utilizing ConexED's platform, Cranium Café, to connect with students online in March 2020. Students may create appointments with a Counselor or Student Affairs Specialist; access the "knock on door" live chat feature to receive assistance (just like going to the office front desk). Currently, the Transfer Center workshops are presented via the "Classroom" feature on Cranium Café.
- Revitalize the Transfer Advocate Program. NVC's Advocates and Champions for Transfer Success (ACTS) is a collaborative and inclusive program furthering NVC's commitment to providing support and guidance towards student transfer pathway completion. This is a support network of mentors for transfer students.

I.   **PROGRAM DATA**

A. **Number of students that utilized transfer related services**

	2017-2018	2018-2019	2019-2020	Change over 3-Year Period
Headcount (Unduplicated)				
Transfer Center	**592**	**760**	**467**	**-21.1%**
Transfer Guidance/Counseling	97	198	250	158%
Computer/Printer Use	367	436	153	-58.3%
Transfer Counseling (Online-TC Coordinator)	--	--	63	--
College/University Representative Transfer Advising	285	296	151	-47.0%
General Counseling	**3,110**	**2,811**	**2,487**	**-20.0%**
Transfer Counseling (multiple faculty)	3,110	2,811	2,392	-23.1%
Transfer Counseling (online)	--	--	786	--
Number of Visits (Duplicated)				
Transfer Center	**1,397**	**2,000**	**859**	**-38.5%**
Transfer Guidance/Counseling	130	278	336	159%
Computer/Printer Use	903	1,305	235	-74.0%
Transfer Counseling (online-TC Coordinator)	--	--	65	--
College/University Representative Transfer Advising	364	417	223	-38.7%

General Counseling	5,318	4,537	4,474	-15.9%
Transfer Counseling (multiple faculty)	5,318	4,537	3,518	-33.8%
Transfer Counseling (online)	--	--	956	--
Source: 2017-2018 to 2019-2020 SARS report (TC, TCS, COUN, REP)				

RPIE Analysis: The table above reports headcount (unduplicated) and the number of student visits (duplicated) to the Transfer Center and General Counseling, and associated reasons for visiting these services. The figures reported under "General Counseling" are associated with student visits to the General Counseling area that are identified with a transfer-related reason code.

Across the three-year period among students that visited the transfer center, the headcount decreased by 21.1%. Similarly, across the three-year period among students that visited general counseling, the headcount decreased by 20.0%

Across the three-year period among students that visited the transfer center, the number of visits decreased by 38.5%. Across the three-year period among students that visited general counseling, the number of visits decreased by 15.9%

Across the three-year period within the Transfer Center, both headcount and the number of office visits (drop-ins and appointments) for visits related for computer/printer use and university representative appointments decreased, while headcount and the number of visits for transfer/guidance advising increased by 158% and 159%, respectively.

Within general counseling, both headcount and the number of visits for transfer advising decreased by 23.1% and 33.8%, respectively.

Program Reflection:

The Transfer Center is a shared space with the Career Center. The coordinators for the Human Services and Addiction Studies program (formerly Articulation Officer) and Puente Project (2017-2019) maintain an office within the center as well. Adjunct general counselors, when needed, utilize two of the center's offices. There are eight computers and one printer available to students to use for transfer research, transfer application completion and printing. College/university transfer representatives have access to an office to use for their student appointments. Other programs can utilize the Transfer Center as an event space, which at times limits accessibility to in-person services.

The Transfer Center's staff has changed and updated over the past 3 years. Beginning spring semester 2017 to June 2018, the Student Services Specialist position (now Student Affairs Specialist) was vacant. However, the position has consistently been filled since June 2018. A temporary part-time office assistant worked in the Transfer Center from May 2017 until February 2018. In February 2018, a Secretary III (now Administrative Assistant) was hired at 50%. Counselor/Coordinator Marci Sanchez held the role of coordinator with 30% release time for the Transfer Center from April 2017- December 2019. Counselor/Coordinator Elizabeth Lara-Medrano joined the Transfer Center's staff as Coordinator beginning in the spring 2020 semester (approved February 2020). The effect of staffing can be seen in the increase of transfer guidance/advising, which increased significantly from 2017 to 2020.

On March 19th, 2020, Governor Gavin Newsom issued a "Stay at Home" order. Napa Valley College transitioned to conducting all classes and services to online/remote platforms. We were able to meet students' academic

needs and to reduce exposure to COVID-19. At this time, all on-campus events and activities were cancelled and moved to an online platform, if applicable. This affected transfer related in-person services.

The categories in the chart above reflect the main services provided by the Transfer Center's staff and by General Counselors in relation to transfer from July 1st, 2017 to June 30th, 2020. Please see sections below for additional services. Transfer related services offered by student support programs (EOPS, SSS TRIO, MESA, UMOJA, PUENTE Project, DSPS, Veterans, Health Occupations, Athletics and Project RISE) are not calculated for this review. Many, if not all, of these programs have their own comprehensive yearly assessment reports. This is an area for future consideration regarding transfer student data collection and analysis. Going forward, we propose a more comprehensive data collection and analysis of all campus transfer related services to create a better perspective of services provided.

The data set of Transfer/Counseling includes any student that came into the center to ask specific transfer related questions or any student that had a transfer related appointment with the Student Affairs Specialist or Coordinator. Over the reported 3-year span, we saw a fluctuation in this category. Students were required to sign in at the Transfer Center's front desk and indicate their purpose for their visit. These visits and appointments were recorded in our scheduling system (SARS). The Coordinator for the Transfer Center moved from General Counseling to Transfer Center (within the scheduling system) to streamline student contact beginning Jan. 2019 and this affected the number of students served under both Transfer Center and General Counseling categories.

Over the 3-year span, we saw a fluctuation in office visits for the sole purpose of using the computer/printer service. Key factors that may have influenced the results are additional computer/printer services on campus and equipment malfunction. Printer use was limited to 5 pages beginning September 2018.

Transfer Counseling (Online-TC Coordinator) data set is solely comprised of Coordinator/Counselor Elizabeth Lara-Medrano's transfer related student appointments via ConexED's Cranium Café from March 19th, 2020 to June 30th, 2020.

College/University Representative Transfer Advising includes all student transfer related drop-in and scheduled appointments. Key factors to consider are the number of available representatives, the frequency of their visits to campus, office/space availability and availability of transfer staff to facilitate the visits. During 2017-2018, there were 55 visits to campus made by representatives. There were 93 visits during the 2018-2019 academic year. The 2019-2020 academic year saw a decrease in visits (50) due to concerns and restrictions regarding the pandemic. After the issuance of the "stay at home" order, College/University Representatives asked students to be referred to them directly to schedule online advising appointments.

Napa Valley College had a Transfer Opportunity Program (TOP) Service Level Agreement with University of California, Davis during 2017-2020. The mission of TOP is to support and enhance a transfer culture for college students by way of advising, academic preparation, and sharing of best practices and school policies. The objective is to support our college in its efforts to increase the number of transfer ready students.

By participating in this agreement both institutions expect to:
- Work collaboratively to identify, attract and motivate potential transfer students to pursue their education through the bachelor's degree level.
- Work collaboratively to strengthen the academic preparation, performance and retention of our college students who seek transfer admission to a university.
- Focus on increasing the transfer rate of underrepresented students as well as those who do not traditionally transfer to a four-year institution.

University TOP advisers will serve as a resource to our college's faculty, staff and students. Some of TOP Services include the following:

- In collaboration with Transfer Center staff or appropriate designee, the TOP adviser will establish mechanisms for the early identification of potential transfer students, particularly those interested in transfer.
- TOP advisers will meet with students individually and/or group forums to discuss course preparation for transfer. This includes appointments scheduled in advance by the Transfer Center staff and walk-in advising, schedule permitting.
- TOP advisers will provide information and training to students, faculty, and staff in areas including but not limited to: UC Application process; UC admission process; Transfer Admission Guarantee (TAG) process; major availability and academic program preparation; student housing; and Financial Aid process and resources.
- Top advisers will deliver timely admissions information and updates to students and counselors.

A. **Demographics among Students Served by Program – Transfer Center Students**

	2017-2018	2018-2019	2019-2020	3-Year Proportion of the Program	3-Year Proportion of Counseling Visits*
Number of Students*	**592**	**760**	**467**	**1,494**	**6,229**
Gender					
Male	40.2%	40.9%	38.8%	40.8%	43.1%
Female	59.8%	59.1%	61.2%	59.2%	56.9%
Race/Ethnicity					
Asian	5.3%	3.6%	3.3%	4.1%	***3.0%***
Black	6.7%	6.0%	5.9%	6.2%	5.5%
Filipino	11.2%	9.3%	10.2%	10.4%	10.2%
Hispanic	47.1%	50.7%	50.5%	48.3%	***45.0%***
Multiple Race/Other	9.5%	9.2%	8.1%	9.1%	9.1%
Native American	0.0%	0.1%	0.0%	0.0%	0.3%
Pacific Islander	0.7%	0.3%	0.2%	0.2%	0.6%
White	19.6%	20.8%	21.8%	***21.6%***	26.5%
Age					
19 or less	32.9%	31.6%	36.5%	***33.5%***	41.0%
20 to 24	41.0%	42.2%	40.6%	41.2%	***35.7%***
25 to 29	13.0%	12.6%	11.7%	12.2%	11.5%
30 to 34	3.9%	5.3%	4.8%	4.3%	4.5%
35 to 39	3.8%	3.0%	1.9%	3.2%	3.1%
40 to 54	4.6%	4.1%	4.1%	4.3%	3.5%
55 and older	0.7%	1.4%	0.4%	1.3%	0.6%
First Generation	44.1%	47.2%	46.8%	46.4%	48.2%
Source: NVC Student Records, 2017-2018 to 2019-2020 SARS report (TC, TCS, REP, and COUN).					
*The three-year proportion examines students who visited general counseling for a reason of transfer					

RPIE Analysis: Approximately 13% of NVC students visited the Transfer Center over the past three years. This section describes the demographics among NVC students who accessed the Transfer Center over the past three years. The following demographic groups accounted for a majority or plurality of the student population that accessed the Transfer Center during that period:

- o Females (59.2%)
- o Hispanics (48.3%)
- o Students 24 years old and younger (74.7%)
- o First Generation (46.4%; the remaining 53.6% includes students that were not first generation as well as students without information reported)

The following demographic groups claimed a significantly lower proportion of the population share among Transfer Center users than they did among the population of students that visited general counseling for transfer over the past three years:

- o Whites (-4.9%)
- o Students 19 or younger (-7.5%)

Asian, Hispanics, and students ages 20 to 24 claimed a significantly higher proportion of the population share among Transfer Center users compared students that visited general counseling for counseling (Statistically significant differences are denoted in **bold italics** in the table above.)

Program Reflection:

One of the Transfer Centers program standards is to provide transfer guidance and counseling to all NVC transfer students while ensuring the inclusion of underrepresented students in the transfer process. Underrepresented students may include African-American, Chicano/Latino, American Indian, disabled, low-income, and other students historically and currently underrepresented. Another goal is to share transfer information and the feasibility of transferring to a 4-year institution to all NVC students. Transfer is an institutional effort supported by the California Community College Chancellor's Office (CCCCO) and its "Vision for Success." The vision includes a goal to increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU campus. Thus, a collaborative effort on the part of administrative, faculty, and classified staff is necessary to reach this goal by 2022.

Napa Valley College's transfer success rates are high. The 2019-2020 Core Indicators Report, demonstrates that NVC has met and exceeded the transfer set institutional standards by 12%. And, the successful course completion rate among credit students taking transfer level courses was also met by 77.8%. The data above is reflective of transfer services and institutional goals.

Furthermore, the data shows that underrepresented student groups have benefited from Transfer Services. In attempts to understand the underutilization of services and to assess opportunity areas for growth, a survey is currently under development. The RIPE office will send out the survey to all credit enrolled students. The results of which will be incorporated into the transfer plan. We will develop and propose strategies to implement additional services based on the analysis of the survey data through an inclusive and equity-minded lens.

B. Number of Students Associated with TAG and AD-T Programs

	2017-2018	2018-2019	2019-2020	Three-Year Total	Change Over Three-Years
UC System (TAG)					
Number of TAGS Submitted	139	119	119	377	-14.4%
Number of UC Approved	89	77	75	241	-15.7%
Rate of UC Approval	64.0%	64.7%	63.0%	63.9%	-1.0%
CSU System (AD-T)					
Number of Students on CSU List	174	165	206	545	18.4%
Number of E-Verified Students	132	143	169	444	28.0%
Rate of E-Verification	75.9%	86.7%	82.0%	81.5%	6.1%
Source: UC Tag Student Database for 2017-2018, 2018-2019, and 2019-2020. NVC Transfer Center End-of-Year Reports for 2017-2018, 2018-2019, and 2019-2020					

RPIE Analysis: Over the past three years, the number of students that submitted a TAG to a University of California (UC) campus decreased by 14.4%. Similarly, the number of students that had their TAG approved for transfer to a UC decreased by 15.7%. The rate of UC approval among all TAGS submitted remained relatively stable (decreasing by 1%) over the three years.

The California State University (CSU) system has a different process than the UC for submitting, verifying, and approving students for transfer. The CSU list and e-verification processes reflect the processes within the UC system reported in the table. Over the past three years, the number of students that were on the CSU list increased by 18.4%. Similarly, the number of students that were e-verified increased by 28%. The rate of e-verified approvals among students on the CSU list increased by 6.1% over the three years.

Program Reflection:

Transfer Admissions Guarantee (TAG):

Six University of California (UC) campuses offer guaranteed admission to students from all (CCC). Interested students must meet campus-specific requirements to qualify for a Transfer Admission Guarantee (TAG). By participating in a TAG program, students can ensure their admission to a specific UC campus. Students can only apply to one of the participating campuses. Additionally, students interested in pursuing the Pathways+ transfer option will use a TAG to secure their guarantee.

Only students transferring directly from a CCC can apply for a TAG, including international students (those with a visa). A CCC transfer student is one who has completed at least 30 semester (45 quarter) UC-transferable units at one or more CCCs.

To pursue a TAG, students must complete the online TAG application and submit it during the appropriate filing period; they must meet the criteria outlined in the UC TAG-Matrix. Students at NVC can submit their TAG without consultation or guidance of a counselor, even though it is highly encouraged to do. Davis, Irvine, and Merced campuses give CCC counselors the option of reviewing the TAG before the UC final review. NVC counselors review TAG submissions for UC Davis.

After submittal, students must fulfill all remaining coursework and GPA requirements designated on the TAG agreement. Students must also apply for UC admission during the appropriate filing period. The TAG application must undergo the verification process. This process includes the authentication of various areas

such as total UC units, major preparation courses, and grade point average (GPA), as these points are essential in submitting a successful TAG. Key factors that may hinder a student's ability to pursue a TAG are the changes in GPAs by major from year-to-year among UC campuses, selection criteria, and course availability from term-to-term.

The data shown in the above chart is reflective of the total of our campus's submissions and approvals. The Transfer Center is regularly working on increasing awareness of TAG workshops available to support students. Additionally, a CANVAS Transfer Shell is under development to increase student involvement and transfer readiness, and all credit students are encouraged to join. The shell could be a different avenue to explore the TAG application and transfer preparation information.

Associate Degree for Transfer (ADT or also known as AS-T/AA-T):
CCCs offer Associate Degrees for Transfer (ADT) to the California State University (CSU) campuses. ADTs provide a clear pathway to a CSU major and baccalaureate degree. CCC students who earn an ADT are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. These students can complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units. The Transfer Center completes the verification process after a student has applied for graduation with a counselor. ADT verifications are contingent on students applying to the CSU system.

The benefits of securing an ADT are as follows:
• Priority admission consideration.
• Guaranteed admission to the CSU system.
• Comprehensive admissions review by various campuses and majors within the CSU system.

Some members of the Association of Independent California Colleges and Universities (AICCU) consider ADTs when admitting students. Additionally, an agreement between the California Community Colleges and select Historically Black Colleges and Universities (HBCUs) enables students who earn an ADT to garner guaranteed admission to specific HBCU campuses. At this time, current transfer student enrollment data is unavailable.

The number of ADTs issued by our institution has increased over the past three years. Campus-wide support is given to this degree option.   The data above is also reflective of the overall CSU application rates from this campus. Key factors that students take into consideration when applying to a four-year institution are the differences in tuition, housing, locations, and majors available. These differences may have an impact on lower TAG applications, overall UC admissions, and the increase in CSU ADTs and CSU admission applications, as CSUs tend to be more economical. The Transfer Center will continue the promotion of ADTs during in-class presentations, campus-wide emails, and we will continue to strengthen the collaboration between academic divisions and share verification processes.

C. Presentations Designated to Support Program

Type of Offering	2017-2018		2018-2019		2019-2020*		Participation Across the 3 Years
	Sessions	Students	Sessions	Students	Sessions	Students	
Transfer Workshops	60	270	48	189	32	173	4.5
Classroom Presentations	18	534	32	900	13	400	29.1
In-Reach Programs	6	--	11	--	6	n/a	--
Emails to Students	18	14,512	10	26,008	7	27,587	1,946

Source: NVC Transfer Center End-of-Year Reports for 2017-2018, 2018-2019, and 2019-2020.
Note: The count for students are estimations reported by the Transfer Center within end-of-year reports. Estimations were unavailable for some programs over the past three years.
*The 2019-2020 figures may be underrepresented, as NVC transitioned to an online environment during the Spring 2020 semester due to Covid-19.

RPIE Analysis: Over the past three years, the number of transfer workshop sessions offered through the Transfer Center decreased. Between 2017-2018 and 2018-2019, the number of transfer workshops decreased by 20%, while the number of students that attended the sessions decreased by 30%. Between 2018-2019 and 2019-2020, the number of transfer workshops decreased by 33.3%, while the number of students that attended the sessions decreased by 8.5%. Over the three years, the number of workshops decreased by 46.7%, and the number of students attending the sessions decreased by 35.9%. Across the three years, the average participation in transfer workshops was 4.5 students per workshop.

Across the three years, the trends in the numbers of classroom presentations and students tended to move together:
- Between 2017-2018 and 2018-2019, the number of classroom presentations increased by 77.8%, while the number of students present during these sessions increased by 68.5%.
- Between 2018-2019 and 2019-2020, the number of classroom presentations decreased by 59.4%, while the number of students presents decreased by 55.6%.

Across the three years, the average number of students present during classroom presentations was 29.1.

Over the past three years, the number of in-reach programs provided by the Transfer Center fluctuated. Between 2017-2018 and 2018-2019, the number of in-reach programs increased by 83.3%. Between 2018-2019 and 2019-2020, the number of in-reach programs decreased by 45.5%. The number of students that attended the in-reach sessions is unavailable.

Between 2017-2018 and 2018-2019, the number of mass email communications decreased by 44.4%, while the number of student email recipients increased by 79.2%. Between 2018-2019 and 2019-2020, the number of mass email communications increased by 6.1%. Across the three years, the average number of emails per mass email communication was 1,946.

Program Reflection:

Workshops/Open Labs, mass email communications, in-reach event collaboration and classroom presentations are additional services that the Transfer Center provides. At the end of the academic year, Transfer Center Staff review these services and adjust information, service delivery and marketing to provide services that are more effective to students at NVC.

Transfer Center Staff regularly attend campus in-reach events such as Welcome Week and Project Rise Kick-Off to support campus-wide initiatives and provide transfer information. We also host events such as Transfer Day (50+ College and University Representatives are on campus and available to provide transfer information) and the Transfer

Celebration (dedicated to those students that are completing their transfer journey). Student attendance is not taken at these events.

The Transfer Center creates informative emails that are sent at various times throughout the academic year to all 0-60 credit unit students. The number of mass emails has decreased over the past three years due to consolidation of information.

The Coordinator sent a faculty survey in the summer of 2017 to gather feedback about their knowledge of transfer services. The Transfer Center received 19 responses and was invited into several different classrooms to present transfer information. We also learned that faculty members had different levels of knowledge of our location and the services we offer. Due to the responses received from the survey, we began sending weekly informational emails to all staff entitled "Transfer Center This Week" and highlighted both current events for the week in the center (like Transfer Representative visits and workshops) and make announcements about upcoming events like Transfer Day and the HBCU Caravan. We have consistently sent weekly emails informing all staff about our events and activities. This practice has increased the number of classroom presentation requests over the past three years.

At the end of every academic year, the Transfer Center Staff analyze the style, frequency, subject matter, and workshop attendance data and adjust future workshop presentations. During the 2017-2018 academic year, Counselors and College/University Representatives hosted updated presentation style workshops for transfer students. After a Student Affairs Specialist joined the center in June 2018, the workshops were mainly presented by the Transfer Center Staff and visiting Representatives. Beginning fall 2019, the Transfer Center, offered presentation style workshops and more open labs. Please see the appendix for flyers.

Below are brief descriptions of the workshops/labs offered by the Transfer Center:

Transfer Center Workshops (2019-2020)

CSU Application
Overview and description of the CSU Application through Calstate.edu/apply including required fields, how to enter coursework, and other tips and tricks for successful submission.

CSU/UC Application Open Lab
Dedicated time for students to utilize the Transfer Center's computer lab to work on their transfer application. Staff is available to answer questions for the CSU and UC applications.

Intro to Transfer
Overview of the transfer process. This workshop informs students about the foundational concepts of transfer and how to start preparing for the process as early as possible.

Spring Semester 2020 Transfer
Review of the spring application process that starts in the summer. Topics include finding schools that are open for spring, differences in the timeline for transfer between fall and spring, and other regular tips and tricks for successful application submission.

UC Application
Overview and description of the UC Application through the UC Admissions site. This presentation includes required fields, how to enter coursework, and other tips and tricks for successful submission.

UC Transfer Admission Planner/Transfer Admission Guarantee (UC TAP/TAG)
Overview of the UC planning tool (TAP) and how the information is transferred to the Transfer Admission Guarantee (TAG) application in September. The presentation includes TAG application guidelines and other useful submission information.

UC Davis Info Session (Open Labs and Workshops)
These are a variety of information sessions hosted by UC Davis Representative Mayra Escobar. Topics include UC TAP and TAG application, selective (or impacted) major preparation, and how to select an alternative major. Additionally, review the personal insight question requirements on the UC Application includes rationale, format, length, and ideas to generate content. Overview and description of the UC Application through the UC Admissions site, which includes required fields, how to enter coursework, and other tips and tricks for successful submission.

UC Santa Barbara info session
UC Santa Barbara information Session, presented by Adra Bowman, UC Santa Barbara Representative. A general overview of UC TAP account, TAG application, UC application, major preparation, and tips and tricks for successful application submission, and next steps.

Next Steps for Transfer
This presentation informs students about steps to take from January through May to get ready for transfer, including posting fall grades, sending transcripts, reporting emergencies, and making final decisions about schools.

II.   CURRICULUM

This section does not apply to the Transfer Center.

III.   LEARNING OUTCOMES ASSESSMENT
A.   Status of Learning Outcomes Assessment
Learning Outcomes Assessment at the Program/Degree/Certificate Level

Program	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Transfer Center	2	2	5	100%	100%

Program Reflection:

Transfer Center Outcome 1 – Students will increase their understanding and levels of confidence in the transfer process.

This outcome was assessed in fall 2018 and will continue to be evaluated as it is one of the primary services available to students. The data for 2019-2020 has been uploaded to TracDat.
The Transfer Center collected data by creating an evaluation survey for students to complete after each workshop. The survey assesses general knowledge about the transfer process before and after workshop participation as well as the confidence level in the transfer process. There are open-ended questions for students to provide feedback. The goal is to continue to use this assessment method for workshops presented.

Transfer Center Outcome 2 - Increase campus community awareness of transfer center activities.

A survey was utilized to assess faculty, full-time and part-time, knowledge of the transfer center, and the recommendation was to do further assessment due to the low response rate. Much work has gone into the increasing advertisement, class presentations, campus collaborations, and regular "all Staff" communications in attempts to increase knowledge about the available transfer services. The goal is to survey all Napa Valley College staff this fall 2020 and to update this data.

B. Summary of Learning Outcomes Assessment Findings and Actions

Transfer learning outcomes assessment is complete for this program review cycle. Student and Faculty surveys have proven to be effective methods of gathering data and we will use this method in future assessments.

Program Reflection:

The Transfer Center consistently reviews the services available to students and the campus community. Its staff regularly develops student activities that will engage students in learning about the transfer process and seeks student and campus feedback to improve or create services. Additionally, the Transfer Center engages in regular campus-wide collaborations, and transfer related presentations. The assessment conducted by the program focused on student workshops presented in the Transfer Center. For the past three years, class presentations and other collaborations were not included in the assessment. Perhaps this can be something to consider for future updates for learning outcomes.

PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- ○ Viability
- ● Stability
- ○ Growth

This evaluation of the state of the program is supported by the following parts of this report:

- The Transfer Center is the hub of all that relates to transfer; academic and student support programs regularly refer students to visit and learn about available services.
- The Transfer Center location is a shared space.
- Ongoing services include but are not limited to transfer guidance, including major and university research and transfer application assistance through workshops/open labs and individual student appointments.
- Coordinate College/University Representative visits and facilitates student appointments.
- Provide information and organize 4-year campus (live/virtual) tours.
- Promote and share college/university campus updates and resources.
- Transfer academic planning is available in collaboration with the General Counseling Division and campus Student Support Programs.
- Transfer is an institutional effort supported by the campus community and by the Board of Governors of the California Community Colleges.
- Transfer Center supports and participates in campus-wide events and activities.
- The Transfer Center's website is a comprehensive resource for students and staff providing local and out of state transfer information.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Transfer Center
Plan Years: Fall 2020- Spring 2023____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Advisory Board	Section I: A & B and Title 5	Fall 2020	Increase collaboration between programs to reach out to a larger group of students across campus.
Transfer Canvas Shell	Section I: C, D & E	Spring 2021 and update every semester	Number of students who regularly visit the modules and review updates.
Increase High School, dual enrolled, and adult education outreach.	Title 5 recommendations	Fall 2020-Spring 2021	Number of requested transfer related presentations and student attendance.
Transfer Bound- a networking group for NVC transfer students.	Section I: A-E Section III: A	Spring 2021	End of the year program evaluation.
Reverse Transfer: Degrees When Due initiative.	Section I: B Degrees When Due	Fall 2021	NVC will participate in the Degrees When Due initiative with the goal of improving degree completion rates.
Increasing Partnerships	Section I: A & B	Fall 2020	Increase admission partnerships via Instant Admissions

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

The Transfer Center includes:
• Career Center
• The Human Services and Addiction Studies program
• Puente Project (2017-2019)
• Adjunct General Counselors

• College/University Transfer Representatives

There are eight computers and one printer available to students to use for transfer research, transfer application completion, and printing. The lobby space is used for workshops by the Transfer Center and other programs, which at times can prevent students from accessing transfer resources due to a change of hours to accommodate events. It would be ideal to have a designated space solely for Transfer services.

• Staffing and services have been stable for the past 2 years. For continuous growth, we recommend increasing the Administrative Assistant percentage and Coordinator's release time. The Administrative Assistant currently works 50% (20 hours) for the Transfer Center and 50% (20 hours) for the Articulation Office. Our recommendation is to increase the position to 100%. The Transfer Center is continuing to grow and offer more services, events, and activities to align with local and state initiatives/recommendations.   If this position stays at 50%, there would be limited room for growth in services, and this position is maxed out in responsibilities with the current event and activities planned by the center.

Additionally, we recommend increasing coordination from 30% (approximately 8 hours per week) to 50% (approximately 12 hrs/wk) or more to plan and implement additional activities and events.

Finally, we recommend adding an adjunct counselor to be regularly assigned to the Transfer Center team. Benefits are:

- Presentation support for workshops/open labs and classroom presentations.
- Increased participation in outreach and in-reach collaborations.
- Support for the ADT verification process and follow up.
- Support in TAG counselor review process.
- Support coordinator in providing division and campus-wide transfer related training and updates.
- Overall support of Transfer Center services and activities.

These staffing recommendations are supported by the California Community College Transfer Recommended Guidelines (2017) which has made the following Transfer Center staffing recommendations for community colleges:

- One counseling faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling who reports to a senior administrator;
- One to two full-time counseling faculty positions, and
- One to two full-time classified positions

Many of region 2 community college campuses have transfer coordination assignment at 50% of release time. These include American River College, Cosumnes River College, Sacramento City College, and Folsom Lake College at 50%, Woodland Community College is at 60%, and other nearby CCC outside region 2, include Santa Rosa Junior College and College of Marin at 100%.

If coordination time is increased, it would allow more time to work with campus administrative, faculty, and classified staff to ensure that transfer is identified as a primary mission of the college. It will also allow for additional involvement and collaboration including:

- Work with college administrators and instructional and student support services programs to coordinate transfer related activities.
- Establish and chair the Transfer Center Advisory Board to assist in supporting and strengthening all transfer activities on campus.
- Participating in campus-wide efforts to identify and remove barriers to the retention and transfer of all students, including low-income, disabled and first-generation college students and other populations identified by the college's Student Equity data and to assist with the efforts of developing strategies to improve the transfer rate for these students.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

- In 2018, we filled the Secretary III (now Administrative Assistant) and Student Services Specialist (Student Affairs Specialist) positions.
- First time hosting the Historically Black Colleges and Universities (HBCU), California Community College partnership, College Caravan fair in November 2018. Twenty-two HBCU's were in attendance and over 300+ High School and College students attended.
- In May 2017, we hosted the Transfer Celebration event outdoors and open to all students to foster the culture of transfer across the institution.
- Virtual Transfer Celebration (#VTC2020): The Transfer Center re-imagined the annual Celebrate Transfer event to highlight NVC student's completion of their transfer path and acceptance to four-year institutions.
- Beginning March 2020, the Transfer Center offers virtual services, such as virtual workshops, classroom presentations and appointments.
- Working together with the Office of Institutional Advancement (OIA) has helped with the promotion of events as well as gaining visibility through social media.
- The Student Affairs Specialist is now available to schedule appointments with students who have questions about the transfer process.
- Annually, the Transfer Center has successfully hosted the Transfer Day event that included 50+ college reps and over 300+ high school and college students.
- Created Social Media (Instagram and Twitter) accounts to distribute transfer related information to students.
- Hosting open lab workshops for a greater length of time for all transfer application types (CSU, UC, TAG and Common Application).
- Transfer Express is a service designated to take NVC students on guided tours of local 4-year campuses. The Transfer Express program exposes students to a wide variety of 4-year universities and the academic programs and services that the campuses provide.
- The Transfer Center website content has been re-worked to increase accessibility and ease of navigation.
- Transfer Tuesday-regular tabling visits across campus (e.g. PAC, Art Building, 800 Building, etc.) to help promote our services and answer transfer related questions.

B. Effective Practices

- Providing regular transfer related updates to students via email, flyers and website. Social media has proven to be an effective means of communication.
- Sharing opportunities and updates for training and conferences related to transfer.
- All staff informational emails
- In-reach activities (i.e. Club rush, Welcome Week, Transfer Day, Transfer Celebration, workshops).
- Collaboration with General Counseling and student support programs to disseminate transfer information.
- Coordination and facilitation of College/University Representative appointments.
- *Provide training to the Counseling division, high school counselors, and support programs.*

Feedback and Follow-up Form

Completed by Supervising Administrator:

Howard Willis

Date:

11/23/2020

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Serves as the hub for transfer services and resources for the NVC campus community.
- Strong collaboration with support programs.
- Facilitate College and University Representative advising appointments/workshops.
- Coordinate and provide specialized on-campus tours of local 4-year institutions.
- Communication to NVC students and staff via: email, social media, electronic billboard, NVC monitors, sandwich boards, flyers, bulletin boards, NVC online newsletter (Friday Extra), and website.
- Present workshops/open labs on specific transfer related topics (intro to transfer, transfer admission guarantee, transfer application, etc.).
- Increased collaboration with Chancellors Office Historically Black Colleges and Universities Transfer Agreement Program

Areas of concern, if any:

- Difficulty growing the program and staying in line with institutional/state legislative demands for comprehensive student transfer services due to staffing constraints.
- Addressing the needs of part-time and evening students.
- Comprehensive data collection of transfer services campus-wide and out-of-state.
- Space restrictions-unable to host multiple transfer representatives and shared space activities.

Recommendations for improvement:

- Increase staffing to 100% Administrative Assistant, 50% Coordination release time and adjunct counseling faculty.
- Streamline and strengthen collaboration, integrate data collection of transfer services with student support programs to enhance student's awareness and accessibility to transfer information.
- Continue to enhance collaborations and exposure to students with transfer institutions and transfer programs/services including but not limited to; Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), Asian American and Native American Pacific Islander Serving Institutions (AANAPISI); Transfer Resource programs for Latin X, Native American, African American, LGBTQ, Veterans and Filipino students; Disability Services Programs, Educational Opportunity Programs, TRIO Programs, STEM, and other emerging programs and academic disciplines.
- Improve accessibility of transfer services by assessing the needs of part-time and evening students.
- Strengthen collaboration with outreach task force related to transfer services, high school dual enrollment and adult education programs.
- Strengthen collaboration with faculty and disciplines to engage and promote transfer services aligning with new Chancellor's Office initiatives; Vision for Success, Guided Pathways and district goals.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	One-two Adjunct Counselors; 50% Coordinator/Counselor
Personnel: Classified	One 100% Administrative Assistant
Personnel: Admin/Confidential	N/A
Instructional Equipment	Smartboard, computers and printers
Instructional Technology	Smartboard, computers and increase wi-fi bandwidth
Facilities	Dedicated Transfer Center (not a shared space); individual offices for Coordinator, Student Affairs Specialist; Adjunct Counselors (shared) and College/University Representatives, remodel space for clerical support, and open space for workshops. Remodel computer stations. Re-organize the layout and update furniture, to include modern movable tables and chairs (can be utilized for workshops, technology connections for laptops, update/refresh computers and printers, install large smartboard with video conferencing capabilities for presentations/lectures and transfer videos
Operating Budget	Increase operating budget and collaborating with budgets that identify transfer activities to fund transfer activities (college tours, professional development, transfer partnerships -TOP UC Davis, etc.)
Professional Development/ Training	Continue to support division staff and faculty to attend transfer and equity related trainings
Library & Learning Materials	Update transfer related software