☑ ◄ Show All Possible Responses ▸

✱ **Response is required**

1. PROGRAM OVERVIEW

✱ **Program Title & Code**

Program Title

| Transfer Center
(Max chars: 100)

Program Code

| 6308
(Max chars: 100)

✱ **1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.**

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.

☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.

☐ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

☐ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.

☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

✱ **1b. Describe how your program aligns with the Chaffey's Goals. Please provide supporting statements and/or examples.**

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

Goal 1: The Transfer Center focuses on providing adequate support for all students interested in transferring to a university. The Center provides students with contact information for representatives at the universities. The Center also provides online assistance and workshops. Being intentional after the workshops by connecting with students and informing them of upcoming deadlines and additional transfer resources allows the students to be informed and feel supported in all transfer aspects. Ensuring students are submitting accurate university transfer applications by providing application assistance workshops, video tutorials, and application review appointments. The Center also strategically plans all workshops to ensure that all students have the ability to participate. Workshops are offered online during the day and also in the evening. Accommodations are also made for individuals who have unique and challenging circumstances.

The Transfer Center collaborates with our local universities (CSUSB, Cal Poly, and UCR), and Chaffey's Admissions and Records Office to provide official transcripts in January and June to ensure transcripts are submitted by the deadline. Failure to submit transcripts often results in a withdrawn application. This collaboration eliminates one less barrier for students to ensure a successful transfer.

Goal 2: The Transfer Center aims to connect with students who will be completing their educational plan within a year and a half. This timing will allow students to participate and be informed of the deadlines, resources and available transfer opportunities with options to apply to the university of their choice. Often times, students visit our Center when it is too late and deadlines have passed which limits the students transfer opportunities and extends their time at Chaffey. So outreaching sooner will prevent the delay in transfer and mitigate a discouraging outlook for their future. Collaborating with other departments will bring a sense of transfer awareness and expanding the students ability to access the Transfer Center and all its resources.

PRIOR VIP GOALS STATUS/PROGRESS

▓ 1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

Goal 1: Increase the number of students accessing the Transfer Center and its resources by 15-20 percent.

This goal is ongoing. Although the goal was not met, it is a continued goal for the office. Due to moving the Center online because of the pandemic, some of the data of students accessing the Center was not recorded.

Goal 2: Expand Transfer Center resources and services at the Chino and Fontana campuses.

This goal was completed due to the implementation of virtual resources, allowing the Center to be available to all students no matter of locations.

Goal 3: Provide access for students regardless of location.

This goal was completed due to the implementation of virtual resources, allowing the Center to be available to all students no matter of locations.

OTHER RESOURCES REQUESTS

▓ 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?

If yes, proceed to questions 1d.2. If no, skip to section 2.

◉ Yes
○ No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

Yes, the purchases made through RAC funding has definitely benefited the office as well as the students we serve. The Center has been able to purchase many items that will be very beneficial to students since we have resumed in person services. The center table, staff and student chairs were broken and all were replaced. Students and staff can now sit in chairs that no longer have arms that are broken, in addition, more students can sit at the center table to submit transfer applications and conduct transfer research using their personal laptops. Formstack has allowed us to now provide questionnaires to students

Prior to the pandemic, we used Formstack for many different events, activities and surveys. Students were able to submit the NorCal tour and HSI Tour applications through Formstack, which allowed for a easier review process. Not only was it used for applications, but we also had transfer fair and Instagram recognition surveys that we provided students. We also utilized it for students to join our student email registry that is located on our website and we also have the transfer presentation requests from clubs and faculty connected to our website. We plan to do maximize the use of Formstack by providing pre and post campus tour surveys and other transfer related surveys and applications in the near future.

Although we have not begun using the Learning Glass tabletop studio package due to the pandemic, we are very excited to begin utilizing it for recording workshops that will assist students in their transfer process.

2. EVIDENCE

The evidence section comprises of the following three distinct subsections: equity, student support program data, and student support outcomes.

EQUITY

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Equity is a process that contributes to equitable outcomes.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Examples of data include survey results, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

✳ 2a.1 Over the last three years, have the following increased, decreased, or remained the same?

Examine your program's structure (planning, creating frameworks, process facilitation, policies).

Response Legend: **1** = Increase **2** = Decrease **3** = No Change (plus or minus 2%) **4** = Insufficient Data Available				
	1	**2**	**3**	**4**
Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)	✔			
Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)			✔	
Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)	✔			
Opportunities to follow-up with students (e.g., outreach efforts, formalized protocols for monitoring progress, benchmark completion)	✔			
Equity practices or protocols; creating a diverse and inclusive workforce				✔

✳ 2a.2 IDENTIFY EQUITY STRENGTHS

a. First, summarize "equity" data that describes your program strengths.
b. Considering the evidence, explicitly identify specific "equity" strengths.

The Transfer Center is a place where students come to receive transfer assistance. The Center is a a staff of three, a Director, an Administrative Assistant and a Program Assistant. Although the Center staff is small, they are making a large impact in our students lives. The Center is very welcoming and services are provided both in person and online. If a student cannot meet with us virtually due to their schedule, the Center will make accommodations to meet with the student. Maintaining a current and up-to-date website is imperative due to transfer application deadlines and workshops that our university partners host. The website is a comprehensive tool that students can refer to for any transfer related information. The Center provides workshops, application assistance, application review, campus tours, individual appointments with university representatives, transfer fairs, maintains the Transfer Center's social media and advise students on the transfer process in addition to researching the different universities based on student interests and needs.

During the transfer application period, our center creates recorded videos of the CSU and UC transfer applications. These are step-by-step video guides that go through each step of the applications. These videos are accessible on our website and are provided to students after every workshop or any inquiry we receive regarding the application. The benefit to these video guides is that it allows students to go through their application during a convenient time for the student. Many of our students work, have family responsibilities and cannot attend a live workshop, so these video guides are needed to create inclusive support.

The Center also collaborates with our private university partners to host On-the-Spot Admissions (OTS). We currently partner with Azusa Pacific University, Cal Baptist and University of La Verne. On-the-Spot admissions allows the student to meet with a University representative, review transcripts and meet with a Financial Aid representative to inform them of a possible award package. The significance of OTS is that it removes the cost of paying for an application, it removes the anxiety students may face having to wait for an admissions decision, and it allows students who may have missed another application deadline another chance to transfer to a university. Often when students get denied from a CSU or UC it creates a discouraged outlook on transfer, therefore, this opportunity allows students a second chance.

The Transfer Center collaborates with our local universities (CSUSB, Cal Poly, and UCR), and Chaffey's Admissions and Records Office to provide official transcripts in January and June to ensure transcripts are submitted by the deadline. Failure to submit transcripts often results in a withdrawn application. This collaboration eliminates one less barrier for students to ensure a successful transfer. It reduces the out of pocket cost and lessens the additional task needed for a successful transfer.

2a.3 IDENTIFY DISPARITIES IN EQUITY

a. First, summarize "equity" data that describes areas of improvement.
b. Second, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for equity, answer the following question instead: How will the program/department maintain excellence in equity?

a. Prior to the pandemic and only having our services available in person, it limited the access of services that students were able to receive. Although we visited the Chino and Fontana campuses weekly, it still did not meet the needs of all students. During the transfer application period, due to the Center's size, we could only accommodate six students at a computer and if the students had a laptop we could accommodate an additional four students.

In addition, our under represented student population (students of color, LGBTQIA and non-traditional students) did not receive strategic support in their transfer process. Although, our services are inclusive to all students, the Center did not have direct efforts with support programs for these populations.

b. The disparity of not having our services available online targets students that have complex schedules, geographical barriers and may have disabilities. Online services also creates a safe space for students to ask questions and be transparent in their transfer challenges, as well as receiving confidential individual support.

STUDENT SUPPORT PROGRAM DATA

"Student Support Program" data represents the second element of the EVIDENCE component of the PSR evaluation. "Student Support Program" data represents all other types of evidence unrelated to equity. Examples of data may relate to resource tracking, student records or achievement, counseling, enrichment events, college readiness, academic mentoring and tutoring, student workshops, or program orientations.

Please keep evidence related to "equity" in 2a.2 and 2a.3. Please keep "Student Support Program" data in subpoint 3.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Data may be collected through surveys and questionnaires, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

2b.1 IDENTIFY STUDENT SUPPORT STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

Refer to data/evidence you have from the last three years.

a. First, summarize "Student Support Program" data.
b. Second, considering the evidence, explicitly identify specific areas that your program is doing well to support students.

a. The Transfer Center is growing in its programming and connecting with more students. With the increase of online services, our numbers in 2020-2021 have increased compared to previous years. Numbers have grown in categories, such as emails, university representative contacts, workshops, emails and walk-ins/drop-in via zoom.

b. Being available online has allowed our staff to connect with more university representatives and expand the resources that are available to students. University representatives are more accessible online or via telephone, which allows our students to have their questions answered in a timely manner. Universities have expanded their outreach efforts to schools that they may not have normally connected with due to geographical location and time.

The Center is being more intentional in sending emails to students. Utilizing the Informer report, allows for us to directly target students for upcoming transfer deadlines, events and information.

We now have more workshops and individual appointments due to the flexibility of being online. Having the online modality has created an inclusive environment because students are now able to access the resources via our website. In staying relevant with social media platforms, we have used Instagram as a tool to connect and inform students about transfer and its resources. The value of social media has been a new tool to create a sense of community for students and acquire the pertinent information regarding transfer.

Transfer Center staff have re imagined our Center webpage by simplifying transfer information and links. The website is current which has increased student interaction, which is reflected in student participation.

✪ 2b.2 IDENTIFY STUDENT SUPPORT AREAS OF IMPROVEMENT

Refer to data you have from the last three years.

a. First, summarize "Student Support" data that describes areas of improvement.
b. Second, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for student support, answer the following question instead: How will the program maintain excellence in student support services?

a. The data reflects the decreased numbers of students making an appointment with a transfer counselor. However, this does not indicate the students are not meeting with a counselor regarding transfer. Due to the limited number of transfer appointments available, students have to connect with other counselors to meet their transferring needs.

b. Collaborating with Counseling and increasing the number appointments that are available specifically to transfer. Also, connecting with faculty to host classroom presentations to inform students of the Transfer Center and its resources. Ideally it would be at the beginning of the matriculation process.

3. EVIDENCE--STUDENT SUPPORT OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation.

If you have questions about the learning outcomes requirements in section 4, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu

✪ 3a. Identify which of the following MANDATORY components have been completed by checking the appropriate boxes.

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- ☑ PROGRAM LOs/Student Support LOs have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace in Taskstream.
- ☑ Current PROGRAM LOs/Student Support LOs have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.
- ☑ Chronological Assessment Plan (CAP): A CAP has been uploaded into your Student Support Outcomes Workspace and covers 2018-2024

✪ 3b.1 Did you evaluate all Student Support Learning Outcomes within the three-year period?

○ Yes
◉ No

✪ 3b.2 If you marked no above, please explain. If you marked yes, please enter n/a.

During the last cycle, not all Student Support Learning Outcomes were evaluated. Due to the pandemic and transitioning our services to a virtual format, many of the workshops were offered, however, surveys were not given to students to complete. To remedy this in preparation for the annual updates and to improve the general office practices and procedures, significant effort has been made to track all Transfer Center activities, programs and services it provides to students. All student contacts and interaction is now being tracked utilizing various databases, such as SARS, Calendly, and Formstack.

STUDENT SUPPORT ASSESSMENT RESULTS AND REFLECTION

3c.1 Is there ACES-ILOs (formerly known as NWOW employability skills) assessment data for your Student Support area?

There is NO SCORING for element 3c.1

○ Yes
◉ No

3c.2 Are all PLO/Student Support LO assessment results from fall 2018 through fall 2021 entered into Taskstream?

◉ Yes
○ No

3c.3 Mark all applicable approaches used to illustrate how your student support area currently uses learning outcome (LO) results to inform improvements to student services. Mark all that apply.

☑ Review & share results among stakeholders in your area
☑ Change support strategies
☑ Attend professional development
☐ Change methods of assessment
☐ Modify criteria for measuring success
☐ Other; please describe: [_____]

3c.4 Program Strengths

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from learning outcomes assessments to support your answer.

Although assessment of learning outcomes were not completed in a timely manner this past cycle, moving forward, outcomes will be assessed through the surveys the Center has created. The Transfer Center is going to work diligently to ensure that there will be surveys for all students to complete at the end of each semester. This is in hopes to identify student transfer knowledge and areas of improvement. Assessments results will allow the Center to provide additional future workshops/activities based on student feedback. The feedback that is provided will allow us to reevaluate the resources and services that the Center provides.

3c.5 Program Areas for Improvement

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from learning outcomes assessments to support your answer.

Although assessment of learning outcomes were not completed in a timely manner, moving forward, outcomes will be assessed through the surveys and workshops the Center has created. Survey results will allow us to learn where we fall short in our transfer planning. Adjustments will be made based on student feedback.

3c.6 Next Steps

Describe next steps that your area will take to help address gaps in achievement and/or assessment of Program/Student Support LOs in your student support area in the next three years.

The Transfer Center will make modifications to its workshops and planning to meet the transfer needs and knowledge of the students. The Center will directly promote workshops/activities to our under represented students. Increased collaboration between different departments and student clubs. The Transfer Center will work with IR to obtain reports of students who are

ready to transfer and directlly outreaching to those students by email and phone calls. Increasing the personal connection and informing of the workshops available will potentially increase the transfer numbers.

Every semester, we will obtain information of students who are transfer ready and outreach to them. Providing students with Transfer 101 workshops, application assistance and next steps, will allow the students to be informed of the transfer process and the university deadlines.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all student support members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

DEVELOP ACTION PLAN

⊗ 4a. What is your program's action plan to make improvements? An effective plan is descriptive and has well-defined steps.

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

If there is a disparity in equity (item 2a.3), the strategies for implementation should be included in the plan. Elements 2b.2 and 3c.5 asked you to identify what are the areas of improvement. Item 4a is asking you to put a plan together for the intended actions the department or program should take to achieve objectives for the process of improvement.

VIP Goal 1:

Increase the number of students accessing the Transfer Center and its resources by 15-20 percent, with 2021-2022 as the base year.

Objective 1A: Establish new outreach efforts to connect first year students with transfer resources and information to prepare them for a timely transfer. Students often do not know the Transfer Center exists and at times visit later in their educational journey.

Strategy 1.1A: Pull a report of students that have below 15 units completed. Send an introductory transfer email informing them of the resources and upcoming transfer 101 workshops.

Objective 1B: Increase departmental collaboration throughout the campus.

Strategy 1.1B: Director connects with academic deans to develop a plan on how to disburse transfer related information or opportunities that are specific for that program (ex: nursing, engineering).

Progress Evaluation: Evaluation will be conducted at the end of the fiscal year, June 30th. Evaluation will be based on data from SARS, Calendly, Formstack and zoom.

VIP Goal 2:

Increase classroom and student club activities and presentations by participating in twice a month, with 2021-2022 as the base year.

Objective 2A: Support and connect with student led organizations.

Strategy 2.1A: Send introductory email to club presidents, club advisors, and departmental coordinators.

Progress Evaluation: Evaluation will be conducted at the end of the fiscal year, June 30th. Evaluation will be based on data from Formstack and zoom.

VIP Goal 3:

The Transfer Center will increase its direct outreach to under represented students by 15%, using 2022-2023 as the base year.

Objective 3A: Collaborate with student support programs (UMOJA, EOPS, DPS, International Students, Veterans, and Cal Works).

Strategy 3.1A: Inquire with the programs regarding their transfer needs. Provide need-based programming.

Progress Evaluation: Evaluation will be conducted at the end of the fiscal year, June 30th. Evaluation will be based on data of presentations/workshops completed, Formstack and zoom.

INTER-PROGRAM COLLABORATION

⚙ 4b.1 Identify specific inter-program collaboration that would improve student services.

Collaboration is key to be successful in the Transfer Center. Collaborating with other departments allows to cultivate a shared vision and in-depth understanding of the transfer resources and services the Center offers students. Developing collaborative efforts with Counseling, student support services and instructional faculty is imperative for students to be informed of the transfer process. Co-Collaborating with other departments will allow for a cohesive transfer experience, by creating a supportive community and enhancing the Chaffey College experience.

⚙ 4b.2 How has your program specifically benefited from inter-program collaboration?

The Transfer Center benefits through collaboration by maintaining strong partnerships with both the academic and student services departments to share the most current information transfer information. Faculty and departmental collaboration remains a key component to the Transfer Center's success, and by maintaining positive partnerships with faculty, students and other departments on campus, the Center can connect with more students and reach them sooner in their matriculation process. Also, by becoming aware of our resources and services, departments are able to refer students to the Transfer Center for additional guidance and support. In addition, the partnership that the Transfer Center and Admissions and Records has established, resulted in providing complimentary official transcripts to our partnering four-year universities by the transcript deadline.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4c. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4c.

No answer specified

VIP GOALS

⚙ 4d.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

VIP Goal 1: Increase the number of students accessing the Transfer Center and its resources by 15-20 percent, with 2021-2022 as the base year.

VIP Goal 2: Increase classroom and student club activities and presentations by participating in twice a month, with 2021-2022 as the base year.

VIP Goal 3: The Transfer Center will increase its direct outreach to under represented students by 15%, using 2022-2023 as the base year.

🟥 4d.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- ☑ Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- ☑ Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- ☐ Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- ☑ Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- ☐ Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- ☐ Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- ☐ Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

🟥 4d.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with Chaffey Goal(s)
VIP Goal 2--Rationale and how it aligns with Chaffey Goal(s)
VIP Goal 3--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal 1: Increase the number of students accessing the Transfer Center and its resources by 15-20 percent, with 2021-2022 as the base year.

Establish new outreach efforts to connect first year students with transfer resources and information to prepare them for a timely transfer. Students often do not know the Transfer Center exists and at times visit later in their educational journey. Increasing the number of students accessing the center earlier, will increase the number of students transferring in a timely manner.

VIP Goal 2: Increase classroom and student club activities and presentations by participating in twice a month, with 2021-2022 as the base year.

Increase classroom presentations regarding transfer and its resources by connecting with departments across campus to ensure students are informed of the transfer resources and services.

VIP Goal 3: The Transfer Center will increase its direct outreach to under represented students by 15%, using 2022-2023 as the base year.

Direct outreach will increase the visibility and support for under represented students.