

**APR Report for 2017-2018  
2018-2019 Cycle**

**Section I: Program Description**

**IA1. Program (Select your program from the drop down list)**

Transfer

**IA2. Other Program (If your program is not on the above list, write it in here)**

**IB. Program Lead (Your first and last name)**

Juana Rangel-Escobedo

**IC. Program Mission Statement**

Provide the Program's Mission Statement.

**The mission of the Transfer Program is to provide quality counseling services to Taft College students through working cooperatively with the University of California (UC), the California State University (CSU), and the Association of Independent California Colleges and Universities (AICCU) to ensure that transfer students have access to the necessary coursework and are provided the services needed to successfully transition to baccalaureate granting institutions.**

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

**Transfer is a sub-component of the Student Support and Success program at Taft College.**

**The role of the transfer counselor at Taft College is to provide specialized transfer support to students that have met with their division counselor but need additional support in planning or preparing for transfer. Specific transfer services provided include submission of transfer applications, supplemental applications, UC Transfer Admission Guarantee, housing applications, and financial aid planning.**

**The transfer counselor is also the primary contact for the Chancellor's office transfer program. Those duties include submission of the annual transfer report and attendance to region meetings.**

**Note: The transfer program at Taft College is not assigned a specific transfer caseload of students.**

**Section II: Looking Back—2017-2018**

**IIA. Present the Results (Rubric Criterion 3)**

Provide a descriptive summary of the outcomes from the 2017-2018 cycle of program review.

The primary goal of the 17-18 year was to develop a process for capturing accurate and student specific transfer goals in banner. Goals were continued from 16-17 cycle.

**The following data and narrative outline the outcome results.**

- Collaborate with IT to generate Student Update questions that capture transfer interests.  
Activity: Student Update Survey  
Results: Objective met, as 100% of students who login for a second time after the 180 day period are restricted from proceeding without 1<sup>st</sup> submitting the required student survey.
  
- Collaboration with other student services initiatives to ensure Transfer activities and goals are included.  
Activity: Participation of transfer counselor in the integrated planning process.  
Results: Objective was partially met. There have been ongoing planning by counseling to increase transfer preparation of students via ADT degrees. There has been an increase of ADT degree submissions by curriculum.
  
- Increase usage of SARS "Transfer Services" SARS Grid reason code summary report.  
Activity: Track SARS usage  
Results: Objective partially met. There has been an increase to the use from the 16-17 year, but I have discovered that there is no uniformity in its use by counselors.

<b>Transfer Services Reason Code Usage by TC Counselors</b>		
<b>2016-2017</b>	<b>2017-2018</b>	<b>Percentage Difference</b>
<b>366</b>	<b>489</b>	<b>29%</b>

<b>Transfer Services Reason Code Usage by University Reps</b>		
<b>2016-2017</b>	<b>2017-2018</b>	<b>Percentage Difference</b>
<b>64</b>	<b>77</b>	<b>18%</b>

- Increase usage of Transfer Website and its available resources.  
Activity: Work with IT to access "hit" data for website usage by specific time periods.  
Results: Objective partially met. Transfer program has worked with IT to implement HIT trackers for specific pages within the Transfer website. The measurement began in the 16-17 academic year and it will continue to be monitored over time.
- Work toward grouping students and providing specific and relevant transfer resources aimed to identify, prepare, and transition to their university of choice, particularly those who are underrepresented in the transfer process.  
Activity: Develop student workshops and measure persistence & progress towards goal.  
Results: Objective partially met. Student Update Survey is fully accessible, but additional planning cycle is necessary for information share out scheduling.
- Fund professional development opportunities strengthen the baseline transfer knowledge of counselors and advisors who meet with students.  
Activity: Before/after benchmarks  
Results: Objective partially met. Attendance encouragement has been sent out by the VPSS and Senate.

### **IIB. Probe the Results: I Wonder . . . (Rubric Criteria 1, 3)**

In this section, judge whether the activities you implemented in 2017-2018 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

- Increase usage of Transfer Website and its available resources.  
Activity: Work with IT to access "hit" data for website usage by specific time periods.  
Outcome Narrative: Transfer program has worked with IT to implement HIT trackers for specific pages within the Transfer website. Although usage tracking is important, there is not a way to measure if the information was helpful or lead to change of student behavior for transfer.
- Work toward grouping students and providing specific and relevant transfer resources aimed to identify, prepare, and transition to their university of choice, particularly those who are underrepresented in the transfer process.  
Activity: Develop student workshops and measure persistence & progress towards goal.  
Outcome Narrative: Student Update Survey is fully implemented and all counselors are updated monthly with data which has allowed for identification and dissemination of relevant transfer resources and update. This tracking has lead to improved data collection. This year will we add a new category to capture students who specifically want to transfer to CSUB.
- Fund professional development opportunities strengthen the baseline transfer knowledge of counselors and advisors who meet with students.  
Activity: Before/after benchmarks  
Outcome Narrative: Objective partially met as there has been continued interest by Counseling Faculty to attend transfer conferences.

Overall, it continues to be a challenge to dedicate the needed time for a true development of transfer resources and services, given that the current transfer coordinator is also a counselor with a specific division load. Progress should be made to clearly outlining time needed for activities.

Although progress was made towards all goals and activities of the 17-18 year, it has been difficult to infer in they have had any meaningful impact on the goals of transfer. Additional work is needed in collaboration with Institutional Research to develop activities that align with Data Mart.

It has been effective to make program changes that contribute towards means of data collection and setting of baselines and benchmarks that track current progress of activities.

### **IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2018-2019 outcome measures.

- Increase usage of Transfer Website and its available resources.  
Activity: Work with IT to access "hit" data for website usage by specific time periods.  
Expected Outcome: Program will be able to measure correlation of website usage with specific transfer activity or email notification.
- Collaborate with specific transfer gateway courses & instructors to get transfer deadlines out to students.  
Activity: usage benchmarks with transfer rate monitoring  
Expected Outcome: Increase transfer rates reported by the college via trend data.
- Develop transfer cohorts for CSU and UC bound students.  
Activity: Develop targeted email communications for CSU/UC readiness.  
Expected Outcome: Ability to track progress to degree benchmark measurements after the end of the Fall/Spring for 2 years.
- Develop transfer sharing sessions with the other counselors.  
Activity: Develop survey to hit weakest points of transfer knowledge by all TC counselors.  
Expected Outcome: Ability to track participation and develop pre-post measurements of knowledge growth.

### Section III: Looking Forward—2018-2019

#### III. List Your 2018-2019 Goals—Be Quantitative!

List your 2018-2019 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

Increase usage of Transfer Website and its available resources by 5% during the CSU and UC application time periods.  
Activity: Work with IT to access "hit" data for website usage by specific time periods.

Generate a 5% increase in communication of transfer deadlines to gateway English and Math courses & instructors.  
Activity: usage benchmarks with transfer rate monitoring

Identify transfer cohorts of First Time Freshmen who declared an ADT with CSU transfer plans.  
Activity: Develop targeted email communications for CSU.  
Track progress to degree benchmark measurements after the end of the Fall/Spring for 2 years.  
Establish a 2017-2018 benchmark.

Develop 2 transfer sharing sessions per semester with the other counselors.  
Activity: Develop survey to hit weakest points of transfer knowledge by all TC counselors.  
Track participation and develop pre-post measurements of knowledge growth.

### Section IV (Optional): Evaluation of Program Review and Planning Process

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

Currently, transfer services are provided as a sub-program of the Student Services and Success Program. It is critical that the scope of transfer services be aligned with other success efforts including Student Equity and that any transfer specific services be captured via SARS grid.

The Transfer Program will continue to improve accessibility of current transfer resources.

**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

It would be beneficial is assessing the impact of activities on goals if there was a wider observation window for impact.