TRANSFER CENTER   Spring 2023

Summary of Program Review:

I.   **Major Findings**

A.   Strengths:

- Serves as the hub for transfer services and resources for the NVC campus community.
- Strong collaboration with student support programs and the Counseling Division.
- Facilitate College and University Representative advising appointments/workshops.
- Coordinate and provide specialized on-campus tours of local 4-year institutions.
- Proactive communication for NVC students and staff via email (general notifications and newsletters), social media, sandwich boards, flyers, bulletin boards, NVC newsletter (Friday Extra), Canvas (via Distance Education) and campus website.
- Present workshops/open labs on specific transfer related topics (intro to transfer, transfer admission guarantee, transfer application, etc.)
- Established 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.

B.   Areas for Improvement:

- Increase Administrative position to 100% (currently 50% Transfer Center and 50% Articulation Office). Increase Transfer Center Coordinator's release time to 50% (12 hours per week). 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 as is the coordinator's position.
- Streamline partnership 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 and adjusting services based on student's needs.
- Strengthen alliance with outreach task force related to dual enrollment and adult education programs.
- Encourage faculty engagement in transfer related services by promoting classroom presentations.
- Continue to 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.

C.   Projected Program Growth, Stability, or Viability:

Stability

II.   **Program's Support of Institutional Mission and Goals**

A.   Description of Alignment between Program and Institutional Mission:

Napa Valley College prepares students for evolving roles in a diverse, dynamic, and interdependent world. The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes.

B.   Assessment of Program's Recent Contributions to Institutional Mission:

The Transfer Center specifically responds to the college's mission by focusing on preparing students for transferring to the four-year university. Specifically, the Transfer Center hosts a variety of transfer centered workshops, transfer guidance including application assistance and open labs, provides information about 4-year campus tours and resources, works in collaborating with Counseling services across campus, and facilitates student appointments with college/university representatives.

C.   Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success.
- Engage NVC students and assist in their progress towards educational and job training goals.
- Increase NVC student achievement and completion of educational and job training goals.
- Achieve equity in student outcomes and promote equity-mindedness to evaluate all District practices.
- Ensure the fiscal stability of NVC as a community-supported district.
- Enhance collaboration between NVC and community and civic partners.

D.   New Objectives/Goals:

- Continue to develop our Transfer Bound program. It is 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 is an opportunity for students to build connections, improve soft skills, and build confidence in transferring.
- Re-imagining workshop engagement by focusing on different modalities to increase student awareness of transfer information and opportunities.
- Increasing online presence and accessibility to the services that the Transfer Center provides by streamlining our website.
- Increase transfer student engagement and interest in transfer and transfer center's services by further developing the Transfer Stories program (current NVC transfer students and alumni transfer success stories).
- Increase NVC Community support and awareness of the transfer process through intrusive communication involving intentional contact with faculty and staff, and pro-active scheduling of transfer presentations with the goal of developing a beneficial relationship that leads to increased transfer success of our students.

E.   Description of Process Used to Ensure "Inclusive Program Review"

The Acting Dean worked closely with the Administrative Assistant and Transfer Center Coordinator to complete the Program Review. Drafts were created and reviewed by the Transfer Center team.

III.   **Description of Program**

A. Purpose of the program

The purpose of the Transfer Center is to support the college in its efforts to increase the number of transfer ready students and to aid in the educational success. It does this by providing a variety of services to students which include:

- Transfer guidance (including application assistance) through workshops and open labs. Individual appointments are offered through general counseling.
- Facilitate student appointments with college/university representatives.
- Provide information about 4-year campuses, (live/virtual) tours, and transfer resources.
- Transfer academic planning in collaboration with General Counseling.

B. Alignment with the Student Pipeline

The Transfer Center is a key factor in supporting students interested in transferring to a four-year university/college. The center aligns immediately with students who are transfer bound, or who may not know if they are eligible to transfer to the university. Transfer Center services are introduced early in a student's on-boarding experience, beginning in orientations and general outreach. The Transfer Center also works closely with professors across campus to provide presentations about Transfer Center services to students who may not have learned about the Transfer Center during the on-boarding process. In addition, counseling faculty, student service specialists, and other staff promote the Transfer Center and guide students to their services.

C. Student Population(s) Served

Transfer Centers were originally established to strengthen the transfer function, and to increase the number of California Community College students prepared for transfer to baccalaureate-level institutions through the coordination of college transfer efforts. SB 121 further established that Transfer Centers incorporate the identification, development and implementation of strategies designed to enhance the transfer of low income, disabled and first-generation college students. The Transfer Center at Napa Valley College serves all students while ensuring the inclusion of African-American, Chicano/Latino, American Indian, disabled, low-income, and other students historically and currently underrepresented.

D. Delivery of Services (Modalities)

The Transfer Center services assists students in navigating the transfer process from NVC to a 4-year degree-granting institution has been using different modalities in serving students. Those include:

- Counseling appointments are available in-person, by telephone or by video.
- Workshops are scheduled in person and virtually.
- University Representative appointments are in person and virtually.
- University campus tours (Transfer Express) are in-person, but virtual tours are promoted as well.

- Transfer Day and Transfer Fairs are promoted both in-person and virtually
- Transfer Celebration- was successful virtually during the pandemic, and has been moved to in-person

E. Effective Program

Program Reflection:

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.

IV. Program Data

A. Demand

1. Transfer Guidance: Number of students that utilized transfer-related services

	2019-2020	2020-2021	2021-2022	Change over Three-Year Period
Number of Students Served (Unduplicated Headcount)				
Transfer Center Staff	313	156	153	-51.1%
General Counseling Staff	2,487	2,224	1,449	-41.7%
College/University Representatives	151	N/A	82	-45.7%
Number of Appointments (Duplicated Students)				
Transfer Center Staff	401	245	243	-39.4%
General Counseling Staff	4,474	3,534	2,140	-52.2%
College/University Representatives	223	N/A	111	-50.2%
Source: Data provided by Transfer Center				

RPIE Analysis: The table above reports headcount (unduplicated students) and the number of student appointments (duplicated) with Transfer Center staff, General Counseling staff, and College/University representatives over the past three years. The figures reported under "General Counseling" are associated with student appointments to the General Counseling areas that cited a transfer-related reason for the appointment.

Across the three-year period, the number of students served by Transfer Center staff, General Counseling staff, and College/University representatives decreased, by 51%, 42%, and 46%, respectively. The number of appointments scheduled with the three groups decreased, by 39%, 52%, and 50%, respectively.

Program Reflection:

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. The pandemic resulted in a decrease in student in-person traffic and an overall decrease in student utilization of transfer services. On February 28, 2023 Governor Gavin Newsom terminated the state's COVID-19 State of Emergency.

The Transfer Center's staff has changed and updated over the past few years. 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 (approved February 2020). Beginning fall 2022, the Student Affairs Specialist was reassigned to the Office of Student Life and was not replaced. The effect of staffing and the pandemic can be seen in the decrease of transfer guidance/advising, which decreased significantly from 2019 to 2022.

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, 2019, to June 30th, 2022. Transfer related services offered by student support programs (EOPS, SSS TRIO, MESA/STEM, UMOJA, PUENTE Project, DSPS, Veterans, and Kasaysayan, etc.) 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 the services provided.

The data regarding transfer counseling includes any student that had a transfer-related appointment with the Student Affairs Specialist or Coordinator. As we transitioned to online services only due to the pandemic, we saw a significant decrease in this category.

College/University Representative Transfer Advising includes all student transfer related drop-in and scheduled appointments. Beginning March of 2020, we no longer facilitated in-person college/university transfer advising appointments. After the issuance of the "stay at home" order, College/University Representatives asked that we refer students to them directly. Many representatives moved to online only appointments using their own platforms and we were unable to collect data regarding our students. In fall 2021, we were able to enhance our appointment platform (ConexED) and include college/university representative appointments.

In analyzing the above data, key factors to consider are the number of available representatives, the frequency of their appointments, office/space availability and availability of transfer staff to facilitate in-person visits, and representatives' willingness to use our appointment scheduling software. For example, our department decided to forgo the Napa Valley College contract with the Transfer Opportunity Program (TOP) Service Level Agreement with University of California, Davis during 2021-2022. 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. Student advising with the UC Davis representative decreased while we did not have the TOP agreement.

2. Workshops and Presentations

| Type of Offering | 2019-2020 | | 2020-2021 | | 2021-2022 | | Participation across Three Years |
	Sessions	Students	Sessions	Students	Sessions	Students	Number of Students per Session
Transfer Workshops	32	173	33	150	26	184	5.6
Classroom Presentations	13	400	10	275	10	200	26.5
Source: ConexED							
Notes: Annual reporting periods span July 1 through June 30.							
Student counts might include some duplicates for students that attended multiple sessions.							

RPIE Analysis: Over the past three years, the number of transfer workshop sessions offered through the Transfer Center decreased. Between 2019-2020 and 2021-2022, the number of transfer workshops decreased by 18.8%, while the number of students that attended the sessions increased by 6.4%. Across the three-year period, an average of 5.6 students attended each transfer workshop. Between 2019-2020 and 2021-2022, the average number of students attending each workshop increased from 5.4 to 7.1 students per session.

Over the past three years, the number of classroom presentations decreased by 23%. Between 2019-2020 and 2020-2021, the number of students that attended classroom presentations decreased by 31%. That decrease was followed by a decrease of 27% between 2020-2021 and 2021-2022, resulting in a total decrease in the number of students of 50% across the three-year period. The decrease in the number of students was more than double the decrease in the number of presentations. Across the three years, the average number of students attending the classroom presentations was 26.5. The average number of students attending classroom presentations decreased from 30.8 in 2019-2020 to 20.0 in 2021-2022.

Program Reflection:

Workshops and classroom presentations are among the several services that the Transfer Center provides. 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. As seen from the data, the Transfer Center decreased offerings to better match student needs and the attendance increased.

As class size has decreased over the past three years, so has the number of students that were present for a classroom presentation. Transfer Center staff have analyzed the above data and have decided to offer more virtual workshops than in-person due to the percentage of classes being offered in-person vs. online. Staff have also concluded that more students can be reached through classroom presentations and will focus more on building a stronger relationship with faculty to impart the importance of sharing transfer information in their classes.

Below are brief descriptions of the in-person workshops offered throughout the academic year (adjustments have been made for virtual workshops):

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 are available to answer questions regarding 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.

Ready for spring 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.

TAG-You're it!

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.

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.

3. Student Achievement: Number of Students Associated with TAG and ADT Programs

	2019-2020	2020-2021	2021-2022	Three-Year Total	Change over Three-Year Period
Associate Degree for Transfer (ADT or also known as AS-T/AA-T)					
Number of Students on e-Verify List	206	234	202	642	-1.9%
Number Verified	169	201	156	526	-7.7%
Rate of e-Verification	82.0%	85.9%	77.2%	81.9%	-4.8%
Transfer Admissions Guarantee (UC Campuses)					
Number Submitted	119	104	86	309	-27.7%

Number Approved by UC	75	59	47	181	-37.3%
Rate of Approval by UC	63.0%	56.7%	54.7%	58.6%	-8.4%
Source: Data provided by Transfer Center					

RPIE Analysis: In each of the past three years, more than 200 NVC students have submitted transfer agreements with California State University (CSU) campuses, and more than 150 of the agreements have been verified by CSU. Over the three-year period, 81.9% of the agreements submitted by NVC students were verified by CSU. The rate of e-verification decreased by 4.8% between 2019-2020 and 2021-2022.

In each of the past three years, at least 86 NVC students have submitted transfer agreements with University of California (UC) campuses, and at least 47 of the agreements have been approved by UC. Over the three-year period, 58.6% of the agreements submitted by NVC students were approved by US. The rate of approval decreased by 8.4% between 2019-2020 and 2021-2022.

Program Reflection:

Transfer Admissions Guarantee (TAG):

Six University of California (UC) campuses offer guaranteed admission to students from all California Community Colleges (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 from a counselor, even though it is highly recommended that they do so. Davis, Irvine, and Santa Cruz campuses give CCC counselors the option of reviewing the TAG before the UC final review.

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 courses, major selection requirements, 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.

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. In addition, several AICCU (California independent and private universities), out-of-state and online institutions accept ADTs.

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 are 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. Some students may also receive a GPA "bump" for completing an ADT. 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 an ADT with a counselor. ADT verifications are contingent on students applying to the CSU system. For example, if a student earns an ADT in Computer Science but will attend a private university, no verification is necessary. Therefore, the above data does not include all earned ADTs.

The benefits of securing an ADT are as follows:
- Priority admission consideration to a similar pathway by local CSU campus.
- Guaranteed admission to the CSU system.
- Grade Point Average (GPA) bump of 0.1
- Comprehensive admissions review by various campuses and majors within the CSU system.

As previously stated, 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 one of the 39 partner HBCU campuses.

We will review the above data and see where the gaps are and how to better assist students in successfully completing the TAG and transfer process. Why did the number of submitted TAGs decrease? Is that due to our decreasing enrollment? Are transfer students more interested in attending a CSU than a UC? Is there something lacking in the services that we provide and therefore students are unprepared in applying for TAG? These questions are important to consider when preparing for the following academic year.

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.

B. **Momentum**

   1. Demographics among students who utilized Transfer Center services

| | 2019-2020 | 2020-2021 | 2021-2022 | Two-Year Proportions | |
				Students that Accessed Transfer Center	NVC Credit-Student Population
Number of Students (Unduplicated)	467	1,187	1,019	1,955	9,334
Gender					

Female	61.2%	58.9%	58.8%	59.4%	54.8%
Male	38.8%	40.4%	40.6%	39.9%	37.7%
Unknown	--	0.8%	0.6%	0.7%	1.5%
Race/Ethnicity					
African American/Black	5.9%	4.6%	6.5%	5.6%	5.1%
Asian	3.3%	5.1%	4.4%	4.9%	4.3%
Filipinx	10.2%	11.0%	9.6%	10.3%	9.4%
Latinx/Hispanic	50.5%	46.8%	46.2%	47.7%	*44.2%*
More than One Race	8.1%	5.7%	5.5%	5.5%	5.1%
Native American	0.0%	0.2%	0.2%	0.2%	0.3%
Pacific Islander	0.2%	0.6%	0.4%	0.5%	0.6%
White	21.8%	23.8%	20.9%	*23.3%*	27.7%
Unknown	--	2.3%	1.7%	*2.0%*	3.3%
Age					
19 or Less	36.5%	39.7%	41.6%	41.6%	42.6%
20 to 24	40.6%	36.8%	36.1%	34.6%	*25.5%*
25 to 29	11.7%	12.0%	9.6%	10.9%	11.8%
30 to 34	4.8%	5.0%	5.2%	*5.2%*	6.6%
35 to 39	1.9%	3.5%	2.8%	3.5%	4.2%
40 to 54	4.1%	2.6%	3.8%	*3.4%*	5.9%
55 or Older	0.4%	0.5%	0.8%	*0.7%*	3.3%
Unknown	--	--	--	--	0.1%
First Generation	46.8%	27.8%	26.3%	26.8%	25.6%

Sources: Transfer Center Usage Files (provided by Transfer Center) for 2020-2021 and 2021-2022; data from prior Transfer Center Program Review Report for 2019-2020

Note: Age measured as of August 15 for each academic year; for two-year totals, age as of August 15, 2020 Statistically significant differences between Transfer Center users and NVC credit-student population highlighted in **bold italics** (with the lower of the two population shares highlighted)

RPIE Analysis: Over the past two years, 20.9% of NVC credit students met with Transfer Center Staff or General Counseling staff for a transfer-related reason. This section describes the demographics among NVC students who accessed the Transfer Center or attended a transfer-related appointment over the past two years.

The following demographic groups accounted for a majority or plurality of the student population that accessed the Transfer Center or General Counseling for a transfer-related reason over the past two years:
- o   Females (59.4%)
- o   Latinx/Hispanics (47.7%)
- o   Students 19 years old or younger (41.6%)
- o   Students that were not first-generation or of unknown first-generation status due to incomplete information reported on the application form (73.2%)

The following demographic groups claimed a significantly lower proportion of the population share among Transfer Center users – including those that attended a General Counseling appointment associated with transfer – than they did among the population of NVC credit students over the past two years:
- o   White (-4.4%)
- o   Students with unknown racial/ethnic background (-1.3%)
- o   Students 30 to 34 years old (-1.4%)
- o   Students 40 to 54 years old (-2.5%)
- o   Students 55 years old and above (-2.6%)

The following demographic groups claimed a significantly higher proportion of the population share among Transfer Center or transfer-related Counseling visitors than they did among the credit-student population over the past two years:

- o Latinx/Hispanic (3.5%)
- o Students 20 to 24 years old (9.1%)
- o [The differences in the female and male population shares were not statistically significant once the unknowns were removed.]

Program Reflection:

The Transfer Center provides transfer guidance 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.

For the following review cycle, it will be important to create a new data set for analysis factoring how many credit NVC students transfer to a 4-year institution. Compare the number of NVC credit students with those that have a goal of transfer. Compare this data with the number of students that utilize transfer related services and their transfer rate to a 4-year institution. Are we engaging and assisting all transfer students? Why or why not? What adjustments can be made to better serve our students? For future consideration, it will be important to also analyze the demographics of all credit NVC students and see how that data compares with students that have sought transfer assistance. Are first generation students seeking transfer assistance? If not, what can the Transfer Center and the campus as a whole do to assist them better in reaching their educational 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. 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.

2. Educational goals among students who utilized the Transfer Center in 2020-2021 and 2021-2022

	Number of Students	Proportion of Students
Transfer-Related Goal	1,454	74.4%
Obtain an associate degree and transfer to a four-year institution	1,233	63.1%
Transfer to a four-year institution without an associate degree	370	18.9%
Source: SQL Query of Educational Goals among Transfer Center Users Note: Figures report the number of students with a transfer-related goal at any point during their time at NVC.		

RPIE Analysis: The majority (74.4%) of the 1,955 students that visited the Transfer Center or General Counseling for a transfer-related reason in 2020-2021 or 2021-2022 have reported a transfer-related goal at some point during their time at NVC. Most (63.1%) of the 1,955 students report an educational goal of obtaining a degree and transferring. The remaining (18.9% of) students with a transfer-related goal report an interest in transferring without a degree. Based on NVC's records, 25.6% of the students that visited the Transfer Center or General Counseling for a transfer-related reason over the past two years did not have a transfer-related goal identified.

Program Reflection:

The above data compares the students that utilized services and what the outcome was; how many of them transferred vs how many earned a degree and transferred. Were we successful in assisting them complete the transfer process? For future program review cycles the above data can be restructured. Data per academic year can be analyzed separately and compared to all NVC credit students. What information do we hope to gain? Are our services being utilized by all transfer seeking students? How many students are transferring without guidance?

3. Students with Transfer-Related Goal who utilized Transfer Center services

	Number of Students	Proportion of Students
Students Enrolled 2020-2021 through 2021-2022 with Transfer-Related Goal	5,416	--
Accessed Transfer Center 2020-2021 through 2021-2022	1,329	24.5%
Source: SQL Query of Educational Goals among All Credit Students, merged with Transfer Center Users Note: Figures report the number of students with a transfer-related goal at any point during their time at NVC.		

RPIE Analysis: Among the 5,416 students enrolled at NVC in 2020-2021 or/and 2021-2022 (fall or/and spring terms only) with a transfer-related goal, 1,329 accessed the Transfer Center or General Counseling for a transfer-related reason over the past two years. These figures indicate that approximately 25% of students who have reported a transfer-related goal and were enrolled at NVC in fall or/and spring over the last two years accessed the Transfer Center or General Counseling for a transfer-related reason.

Program Reflection:

It is important to note that the data analysis above reviews students with a transfer-related goal who worked specifically with the Transfer Center for transfer-related questions, and it does not capture students who work with Counselors in the different support programs on campus. It is recommended for future program reviews to analyze all Counseling services provided by others within the Counseling Division, including EOPS, SSS TRIO, MESA/STEM, UMOJA, PUENTE Project, DSPS, Veterans, and Kasaysayan as all counselors offer transfer support including information, academic planning, and general guidance.

C. Survey Results

A survey was not conducted in spring 2023.

D. Student Learning Outcomes/Student Services Outcomes Assessment Findings
1. Data

	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
Number of Outcomes	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
2	2	2	100%	100%

Program Reflection:

Transfer Center Outcome 1 – Students will increase their understanding and levels of confidence in the transfer process. This outcome is assessed every academic year and will continue to be evaluated as it is one of the primary services available to students. The Transfer Center collected data by creating an evaluation survey for students to complete after each workshop. that all students that attended a workshop completed a survey. 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. Due to the pandemic and virtual aspect of conducting workshops remotely, Transfer Center staff could not guarantee. The goal is to continue to use this assessment method for workshops.

Transfer Center Outcome 2 - Increase campus community awareness of transfer center activities. For the next evaluation cycle, A survey will be developed and distributed to NVC staff to gain insight into their knowledge of the transfer center and the services provided. Transfer is an institutional goal and effort. How many staff members are aware of this and how many feel that they are contributing to this goal?

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.

2. Evaluation of effectiveness

Program Reflection:

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. The Transfer Center consistently reviews the services available to students and the campus community. Transfer Center Staff regularly develop student activities that will engage students in learning about the transfer process and seek 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.

V. PROGRAM PLAN

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

○ Viability

○ **Stability**

○ Growth

*Please select ONE of the above.

A. 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.
- The Transfer Center shares space with the Career Center, Articulation Office, and MESA/STEM.
- 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.
- Facilitate College/University Representative student transfer advising appointments.
- Provide information and organize 4-year campus (live/virtual) tours.
- Communicates various updates and resources regarding 4-year institutions.
- Transfer academic planning is available via General Counseling and 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.

B. Outline a three-year plan for the program, within the context of the current state of the program.

Plan Years: 2023-2024 through 2025-2026

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Increase High School and adult education outreach.	Title 5 recommendations	Fall 2023-Spring 2024	Number of requested transfer-related presentations and student attendance.
Transfer Bound- a networking group for NVC transfer students.	Section II: D Section IV: A	Spring 2024	End of the year program evaluation of student participation and transfer success outcomes.
Increase NVC departmental collaboration	Section IV: D	Fall 2023-Spring 2024	Conducting 2 all staff surveys; one survey at the beginning of fall term and one at the end of spring term
Credit student engagement in transfer services	Section IV: B	Fall 2023-Spring 2024	Conducting 2 all staff surveys; one survey at the beginning of fall term and one at the end of spring term to gage how many students are transferring and how many are utilizing services among other parameters.

C. 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, College/University Transfer Representatives, Articulation Office and MESA/STEM staff in a shared space. 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.

Staffing and services have changed over the past three years due to the pandemic, student enrollment and staffing changes. 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% and the coordinator's release time to 50%.

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 events and activities.
- Assist with the ADT verification process and TAG review.
- 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 time for the coordinator to participate in trainings and conferences and bring that knowledge back to the campus.

3. **PROGRAM HIGHLIGHTS**

A. **Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan**

- 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, 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

B. Recent Improvements

- In May 2023, we hosted the Transfer Celebration event outdoors and open to all students to foster the culture of transfer across the institution. Virtual Transfer Celebration (2020-2022): 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 in March 2020, the Transfer Center offered an increased number of virtual services, such as online workshops, classroom presentations, and appointments.
- Annually, the Transfer Center has successfully hosted the Transfer Day event that included 50+ college reps and over 300+ high school and college students.

- 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.

C. 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 with NVC Staff and students.
- All staff informational newsletters
- 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.

TRANSFER CENTER   SPRING 2023

Completed by Supervising Administrator:

| Dr. Alejandro Guerrero |

Date:

| 6/29/23 |

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

> The Transfer Center data reveals that it continues to serve students across campus in navigating the transfer process, especially underrepresented students. Data reveals that a dip in use during the pandemic years however there is slight up-tick in African American/Black students (from 4.6% to 6.5%) who utilized the Center, while other groups remain relatively the same. The Transfer Center also increased collaboration with Chancellors Office Historically Black Colleges and Universities Transfer Agreement Program. This has been a program strength. The largest group of users are Latinx/Chicanx students at 46.2%. The Center is doing an effective job of providing workshops, outreach, and connecting students to vital transfer services. The Transfer Center staff are active across campus promoting its services.

Areas of concern, if any:

> There is a small percent of Native American and Pacific Islander students utilizing the services of the Center. It would be important to continue working closely with the DEI Committee to develop strategies to connect better with these students.

Recommendations for improvement:

- Continue working closely with DEI Committee to specifically target students identified on the DEI plan.
- Continue working closely with on and off campus partners for outreach opportunities.
- Partner with Guided Pathways, Strategic Enrollment Management Committee, Outreach Taskforce to better align Transfer Services to key initiatives on campus.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	
Personnel: Classified	1 FTE Administrative Support
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	

Professional Development/ Training	
Library & Learning Materials	