



IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS

DATE:	2/15/2013
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DEPARTMENT/PROGRAM:	Transfer Center and Articulation Services
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IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals

Educational Master Plan 2012-15

Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.



IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS

**I. PROGRAM/DEPARTMENT DISCRIPTION (include Vision; Mission; Services-
Functions; Funding Sources Statement)**

The Transfer Center and Articulation Services Area is to provide quality and professional services that are responsive to students' individual needs for transfer and articulation information to achieve their educational goals. This area reaches this mission by providing Imperial Valley College students with accurate, up-to-date academic transfer information and resources through coordinated Transfer Center activities. The Transfer Center and Articulation Services are responsible disseminating information to students, administrators, faculty and staff which will encourage and increase Imperial Valley College students to achieve their educational goals.

The Articulation Officers duties include the establishing of articulation agreements regarding those courses that will transfer as lower-division requirements, including specifics courses that will meet general education, course-to-course, a major preparation and updating annually IVC's AA/AS General Education requirements (along with the CSU GE-Breadth and IGETC patterns) and with CSU/UC/Out of State/Private Colleges and Universities. Also, to maintain and submit course articulation with C-ID System and now to assist IVC Administrators and Faculty to understand and incorporate new SB 1440 mandates.

Transfer Center and Articulation Services are to follow:

Title 5, §Section 51027. Transfer Centers: Minimum Program Standards

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as outlined below. Plans shall identify target student populations and shall

establish target increases in the number of applicant to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income and other underrepresented students. Activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available.

(C) Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.

(D) Monitor the progress of, transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including the timely completion and submittal of necessary forms and application.

(G) In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff.

(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

(2) *Facilities.* Each district governing board shall designate a particular location on campus that is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions.

(3) *Staffing.* Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided.

(4) *Advisory Committee.* An advisory committee shall be designated to plan the development, implementation, 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.

(5) *Evaluation and Reporting.* Each district governing board shall include in its Transfer Center Plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its Transfer Center Plan.

Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

This Program is District Funded.

II. **SERVICE AREA OUTCOMES** (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

The Transfer Center and Articulation Services area is designed to assist students with the process of transferring to accredited baccalaureate colleges and universities. The Transfer Center is especially committed to the goal of increasing transfer opportunities for IVC students by providing access and resources for educational research.

Goals are to be according to **Title 5, Section 51027-Transfer Center: Minimum Program Standards.**

Title 5, Section 51027- Transfer Center: Minimum Standards

- 1.0** *The Transfer Center and Articulation Services faculty and staff will ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling service. **Title 5 Mandates** – Develop, revise and distribute Transfer Center brochure, semester newsletter, flyers, posters, mailers and advertisements to all events and activities involving transfer (field trips, campus representatives, visitations and appointments, etc.)*

Activities for 1.0:

- a. Develop, revise and distribute Transfer Center brochure, semester newsletter, flyers, posters, mailers and advertisements to all events and activities involving transfer (field trips, campus representatives, visitations and appointments, etc.)
- b. Maintain Transfer Center bulletin boards and web site with current transfer information
- c. Coordinate College and University Day and invite university representatives from the UC, CSU and Private/Independent Systems and provide media coverage.
- d. Participate in professional, regional and state meetings of Transfer Center Directors and Articulation Officers

- 1.1** *The Transfer Center and Articulation Services faculty and staff will assist students in the transition process, including timely completion and submittal of necessary forms and applications. **Title 5 Mandates - (F).***

Activities for 1.1:

- a. Conduct Specific Topic Workshops such as: CSU/UC Admission Application Workshops; Scholarship(s); and Supplemental Application workshops, etc.

- 1.2** *The Transfer Center and Articulation Services faculty and staff will provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate 1.2institutions, and related transfer Maintain updated list of current reference materials information. **Title 5 Mandates - (H).***

Activities for 1.2:

- a. Maintain updated list of current reference materials

- 1.3** *The Transfer Center and Articulation Services faculty and staff will Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff. **Title 5 Mandate - 2) FACILITIES.***

Activities for 1.3:

- a. The Transfer Center location is readily identifiable and accessible to students, faculty and staff

1.4 *Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel. Title 5 Mandate - 3) STAFFING*

Activities for 1.4:

- a. Staffing is currently one Transfer Center Director, one full-time Transfer Center Counselor, one half-time counselor, and one full-time clerical support person.

2.0 *The Transfer Center and Articulation Services faculty and staff will identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with priority emphasis placed on underrepresented student populations. These activities shall be developed and implemented in cooperation with student services, with faculty, and with baccalaureate institution personnel as available. Title 5 Mandate - (A).*

Activities for 2.0:

- a. Establish liaison contacts in Imperial County to includes, but not limited to: IVPHE, IVCR, HS/ROP representatives, IVC Divisions, etc.
- b. Conduct classroom and/or Transfer Center visitations.
- c. Identify and develop a system for timely identification of potential transfer students, especially under represented students

2.1 *The Transfer Center and Articulation Services faculty and staff will support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate. Title 5 Mandates - (E).*

Activities for 2.1:

- a. Promote services to students on diagnostic testing, tutoring, financial assistance, counseling and other resources as identified

2.2 *The Transfer Center and Articulation Services faculty and staff will support the district governing board by including in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan. Title 5 Mandate - 5)*

EVALUATION and REPORTING

Activities for 2.2:

- a. Submission an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.

3.0 *The Transfer Center and Articulation Services faculty and staff will ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available. Title 5 Mandates - (B).*

Activities for 3.0:

- a. Increase course-to-course and/or other articulations with four-year institutions
- b. CurricuNet Implementation - Develop training, conduct meetings and reviews with Divisions or Area leads on curriculum matters.

3.1 *The Transfer Center and Articulation Services faculty and staff will monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan. Title 5 Mandates - (D).*

Activities for 3.1:

- a. Recruit students into ASPIRE program.

3.2 *The Transfer Center and Articulation Services faculty and staff will in cooperation with baccalaureate institution personnel as available develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff. Title 5 Mandates - (G).*

Activities for 3.2:

- a. Recruit baccalaureate institutional personnel to provide services for transfer students.

3.3 *The Transfer Center and Articulation Services faculty and staff will designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available. Title 5 Mandate - 4) ADVISORY COMMITTEE*

Activities for 3.3:

- a. Oversee the Transfer Center Advisory Board in program planning and coordination of activities related to transfer (Student Services Council and District Counselors).

TRANSFER CENTER AND ARTICULATION SERVICES (Service Area Outcomes):

SAO Goal 1.0:

Student(s) will demonstrate an understanding of transfer services with the ability to navigate and complete a Transfer Admission Guarantee (TAG) and /or admission application(s) successfully.

Activities:

The Transfer Center and Articulation Services unit will conduct workshops to include but not be limited to admission applications, scholarships and other appropriate topics. (the workshops).

Measure:

Record number of attendees at workshops for the end of the year report submitted to Chancellor's Office.

SAO Goal 1.1:

Students will demonstrate an understanding and awareness of transfer services of different higher education systems to allow them to identify different educational opportunities.

Activities:

The Transfer Center and Articulation Services unit will conduct and assist four-year campus representatives in participating activities that support transfer. (Campus Reps, classroom presentations, brochure, etc.)

Measure:

Record number of attend at classroom visits and/or workshops.

SAO Goal 1.2

Students will demonstrate an understanding and be able to identify and use transfer services

Available that will allow the student to make an informed decision on furthering their education.

Activities:

The Transfer Center and Articulation Services unit will assist the student in the development of their Student Education Plan (SEP) to identify courses and/or requirements that will apply to their program of study.

Measure:

SEP document in student file and/or available in DegreeWorks

SAO Goal 2.0

Students will be able to identify and use educational planning resources that will apply to their academic and career goals

Activities:

Conduct classroom and/or Transfer Center visitations.

Measure:

Record attendees.

SAO Goal 2.1

Students will be able to demonstrate a comprehension of transfer requirements by attending counseling appointments, transfer presentations, and by participation in coordinated transfer counseling services and activities.

Activities:

ASPIRE - Tracking Freshman Cohort(s)

(Acknowledging Students Prepared In Recognized Excellence)

Measure:

ASPIRE Program - tracking of students by academic year and conducting an exit survey.

SAO Goal 2.2

Students will be able to demonstrate an understanding of transfer requirements and will be able to identify which general education package they should follow (CSU, UC or other).

Activities:

Regular contact with all students who come into the Transfer Center.

Measure:

Student application for the awarding of the certificate(s) for CSU GE-Breadth and/or IGETC requirements.

SAO Goal 3.0

Students, faculty, and community members will be able to demonstrate their knowledge and understanding of and be able to assess current and accurate articulation information.

Activities:

The Transfer Center and Articulation Services unit will provide current and accurate articulation information.

Measure:

ASSIST database on CSU/UC articulations and the Private/Independent and Out-of-State articulations via hits to the IVC Articulation Website.

SAO Goal 3.1

High School students and faculty and college faculty will be able to identify and use the high school/ROP articulation information.

Activities:

Work with ROP/HS personnel to assist in the scheduling of discipline specific and general meetings on ROP/HS articulation agreements.

Measure:

Documentation of services provided to include the tracking of ROP/HS articulation agreements.

SAO Goal 3.2

Students will be able to make informed decisions about specific transfer institutions.

Activities:

Provide the services of baccalaureate institutional personnel to connect and inform transfer students of campus specific educational opportunities.

Measure:

Track campus representative's services provided and student contact.

- III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness)

The Transfer Center and Articulation Services data for program is limited to what was accomplished as of February 2013. Pertinent information with relevant qualitative and quantitative data will be reviewed before entering information for the Transfer Center/Articulation Services for 2012-2013.

Response for Item 1.1(a) on Question II of Review:

As of Fall 2012 Transfer Center currently services:

252 Transfer Center Active Students

To include: 18 Active students in ASPIRE component.

Application Workshops Offered Fall 2012:

CSU/UC APPLICATION WORKSHOPS – Attendance Tallies Only

Term	CSU	UC	Out of State	Unknown	Total	Workshops Offered
Fall 2012	124	8	1	1	134	79
Fall 2011	118	7	3	20	155	82

Follow Up Workshops for Fall 2013 CSU/UC Applicants

"I've Applied...What Now" Workshops Spring 2013

Term	Attended	Offered
*Spring 2013	86	16
Spring 2012	72	14

*Spring 2013 added two Counselors for assistance to deal with AA-T/AS-T Deadlines. (Transfer Center Director/ Beatriz Avila Counselor Assisted and was limited to only seeing students that were applying for AA-T/AS-T Degrees to assist with Counseling Walk-In's. (TCD: had limited TC student appointment)

Response for Item 1.4 (d) on Question II of Review:

The Transfer Center Director and/or the Articulation Officer attend a variety of meetings to stay current with the academic and transfer issues of the day. The types of meetings attended and how the information is shared are identified below.

MEETING ABBREVIATION	WHO ATTENDS	TITLE/MEETING GROUP
SCIAC	AO	Southern California Intersegmental Articulation
CIAC	AO	California Intersegmental Articulation Council
TCD	TCD	Transfer Center Directors
SDEC	TCD & AO	San Diego Education Consortium
TCD Region X Rep	TCD	Transfer Center Directors Regional Representative
AO Region X Rep	AO	Articulation Officer Region X
UC Conference	TCD	UC Counselors Conference
CSU Conference	TCD	CSU Counselor Conference
ETS	TCD	UC Ensuring Transfer Success Conference
CURR	TCD & AO	IVC Curriculum Committee

- ✓ Currently, as the Transfer Center Director I have attended 4 Region X AO meetings and only 2 TCD meetings because meetings are on same dates.
- ✓ UC Conference attended in September 2012.
- ✓ Will Attend ETS in May 2013
- ✓ Attended regularly scheduled Curriculum Meetings
- ✓ Attended New TCD Training in December 3-5, 2012 (Paid by CCC Chancellors Office)
- ✓ Will Attend New AO Training in April 22-25, 2013 (Paid by CCC Chancellors Office)
- ✓ Will Attend CIAC Conference April 25-26 2013
- ✓ Attended 2 SDEC meetings and will hold Transfer SDEC Fair at IVC 4/9/13 WHERE

INFORMATION SHARED/DISTRIBUTED

- ✓ Curriculum Committee
- ✓ District Counselor Meetings
- ✓ Division Meetings
- ✓ Email Announcements
- ✓ In-Services Counselor Meetings
- ✓ Regional Meetings
- ✓ Student Services Counsel Meetings

Career & College and University Day= October 8, 2013

HEW I HIGHER EDUCATION WEEKS I September 2012 (TCD and District Counselors)

HEW II HIGHER EDUCATION WEEKS II May 2013 (TCD and District Counselors)

SDEC Transfer Fair: April 9, 2013

ASU Transfer Fair: April 24, 2013

Response for Item 3.0 on Question II of Review

With restriction with the Articulation Services

IVC C-ID Summary as of February 2013:

30 Approved

17 Conditional Approved

10 Not Approved

11 Submitted

33 In Progress

5 Not Approved because of Course Outline of Record (CoR)

***All TMC degrees have to have C-ID Descriptors for approval through**

Accreditation/Chancellor's Office. Only ¼ of approved through C-ID SYSTEM.

End of the Year Reports for both Transfer Center and Articulation Services will show more detailed results for all Title V, Transfer-Mandates (report due 10/31/13) . In addition, not all services have been completed by the end of Fall 2012.

IV. ANALYSIS (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

The Transfer Center and Articulation Services has a new temporary Transfer Center Director/Articulation Officer who began in such capacity as Full-Time Temporary from 8/12 to 12/12. Currently, Transfer Center Director/Articulation Officer is working a total of 23 hours (adjunct) to fulfill current program responsibilities. With some of the data/results collected there is far more work to go through the end of this academic year that will need to be carried out in a lot less time and staffing.

Transfer Center and Articulation Services were able to carry out most functions by the end of the fall 2013 with a Full-time Temporary Transfer Center Director/Articulation Officer with no introductory training. TCD/AO received a two day minimal training by former retired TCD/AO. Although, Training for TCD occurred in December 2012 most of activities were similar to Fall 2011 with the exception of the NEW AA-T/AS-T Degrees which added two steps to the Transfer Process and Articulation C-ID Process. With IVC having eight approved TMC Degrees with about 4 ready to submit by the end of Spring 2013 and one pending for accreditation approval. Some TCD/AO training attend a variety of meetings to stay current with the academic and transfer issues of the day, but doesn't have the Full-Time status to have IVC participate in a wide-range of Counsels. The types of meetings attended and how the information is shared are was limited to seven out of the previous eleven areas in 2012.

Staffing issues are going to be a main contributor to the number of services being able to render all services suggested by mandates. In Workshop Applications, students need assistance to fill out information regarding to AA-T/AS-T completion which entails a thorough review of TMC degree requirements. Assistance for fall 202 was Application Workshops

The Transfer Center has attempted to meet the needs of students by conducting a survey at the beginning of the 2011 academic year regarding the type of workshops students desired. In review of the survey summary it was obvious that the students preferred the workshops for assistance on the admission applications instead of an application review prior to submission.

Fall 2012 included regular practice with assistance from all counselors and each workshop assisted up to a maximum of 6 students. In fall 2011 the Transfer Center staff handled all of the application workshops with a maximum of 8 students per workshop. With the loss of a part-time counselor (December 2010) and clerical staff (January 2011) the Transfer Center Director needed additional help from their colleagues to serve the students of IVC. For Fall 2012 with support from District and EOP Counselors the Transfer Center was able to provide 79 workshops and service 134 students (give or take for additional drop-ins after the scheduled workshops).

For the 2013-2014 Academic year the Transfer Center and Articulation Services will face a grave reduction of services if not filled with Full-Time Transfer Center Director/Articulation Officer because of the impact to all critical Transfer Center Plan deadlines which are required to meet minimum standards as explained in Title 5, §Section 51027. Transfer Centers: Minimum Program Standards and with the new changes coming up with the SB 1440 TMC degrees deadline to have all in place by 2014. This includes Articulation Services to assist, maintain and carry new process to address Articulation with CSU/UC/Out of State/Private colleges and universities and to meet new SB 1440 and C-ID requirements.

- V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

In consideration and to meet all standards mandated by Title 5 the following need to be reviewed and addressed will allow IVC and the Transfer Center/Articulations Services to complete all or almost all goals and outcomes.

The Transfer Center and Articulation Services has a new temporary Transfer Center Director/Articulation Officer who began in such capacity as Full-Time Temporary from 8/12 to 12/12. Currently, Transfer Center Director/Articulation Officer is working a total of 23 hours (adjunct) to fulfill current program responsibilities. With some of the data/results collected there is far more work to go through the end of this academic year that will need to be carried out in a lot less time and staffing.

Transfer Center Staffing – Replacement of the Transfer Center director/Articulation Officer is critical to the campus on many levels which are explained in the Title 5, §Section 51027. Transfer Centers: Minimum Program Standards. The Articulation Officer is an important resource for all faculty (counseling and instructional) and administration by providing up-to-date articulation/transfer information and issues affecting Imperial Valley College's academic programs and student populations. The Articulation Officers duties include the establishing of articulation agreements regarding those courses that will transfer as lower-division requirements, including

specifics courses that will meet general education, course-to-course, a major preparation and updating annually IVC's AA/AS General Education requirements (along with the CSU GE-Breadth and IGETC patterns). IVC's Transfer Center Director/Articulation Officer position serves all of IVC's students.

Articulation Officer Staffing –Maintain abreast of all new Transfer Degrees (SB-1440) between California Community Colleges and CSU's. The goal of these programs is to facilitate a smoother transition for CA community college students transferring to a CSU by completing this specific degree and also gain priority admission. There are a lot of new AA-T/AS-T programs being created and IVC needs to stay on top of these degrees. Along with this is the C-ID program that this runs parallel to the Transfer Degrees. IVC is continuing with new C-ID submissions since the mandates to have Transfer Degrees established by 2014 deadline took priority over C-ID. IVC accomplished the degrees now we need to move onto continuing all TMC Degrees and all IVC courses for C-ID submissions.

There needs to be a more detailed Transfer Plan that meets all the Title 5, §Section 51027. Transfer Centers: Minimum Program Standards. In addition, the program needs to find other ways to disseminate information to increase IVC's Mission to increase Transfer..

New or Updated Computers to service more students on Transfer Application, Scholarship, Out of State/Private Application, SB 1440 Transfer Workshops are needed. Currently have 5 working computers with minimal programs.

Currently, there is little or no student access to Transfer Center because of staffing issues (no Secretary) we do not meet Title 5 minimum mandates. Transfer Center/Articulation needs a Part-Time or Full-Time Secretary to meet TC standards and assist with timely submission of all Articulation Services.

More funding for University/College/Cultural Fieldtrips which we currently don't provide which don't meet Title 5 mandates.

- VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)
- 1) **Work Efficiency:** Have more SB 1440 and Counselor Training to increase IVC's mission to increase transferability from IVC to CSU/UC/Out of State and Private Institutions.
 - 2) **Cost Reductions:** Cost reduction has already affected the Transfer Center in limiting certain needed services to meet Title 5 mandates. This will need a review in order to complete IVC's mission to provide other program student services to achieve a steady or increase in transferability.
 - 3) **Contributions:** Transfer Center/Articulation Services is crucial to increase student success by being able to stay updated with all Title 5 mandates and assistance by all Student Services Programs.

PROGRAM REVIEW FOR NON-ACADEMIC PROGRAMS

PROCESS IMPROVEMENT OPPORTUNITIES

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT/UNIT	Transfer Center and Articulation Services
<i>Opportunities for:</i>	
PROCESS #1: Meet Title 5 mandate-Staffing with Full-Time Permanent Transfer Center Director/Articulation Position .	
Work efficiencies: Will meet all goals and service area outcomes by minimum Title 5-Transfer minimum standards.	
Cost reductions: none	
Contributions to student enrollment &/or success: Transfer Center/Articulation Services will foster an increase of transferability for all IVC students to CSU/UC/Out of State and Private/Independent Colleges and Universities, be able to maintain IVC Course submission to the new C-ID system and will be able to assist IVC administrators, Teaching/Non-Teaching Faculty in the process of meeting deadlines with SB 1440 mandates and deadlines.	
Supports Institutional Goal and Objectives: Goal One: 1.2 , Goal Two: 2.3	
PROCESS #2: Continue and Maintain C-ID submission to meet SB 1440 mandates.	
Work efficiencies: Increase hours available to Transfer Center Director/Articulation Officer to allow for more timely submission of IVC courses and corrections to meet deadline of 100% by 2014 for all SB 1440 TMC Degrees	
Cost reductions: none	
Contributions to student enrollment &/or success: Will increase the transferability score for IVC and accessibility for all IVC students.	
Supports Institutional Goal and Objectives: Goal Two 2.3	
PROCESS #3: Offer more Transfer/Scholarship and University Rep Workshops	
Work efficiencies: Will assist more IVC students transferring to universities and have more IVC transfer awareness to all higher learning institutions	
Cost reductions: none	
Contributions to student enrollment &/or success: Increase the number of students transferring in a more timely manner.	
Supports Institutional Goal and Objectives: Goal TWO: 2.1, 2.3	