Program Efficacy Report
Spring 2015

Name of Department: Transfer Center

Efficacy Team: Diane Dusick, Denise Knight, Sheri Lillard

Overall Recommendation (include rationale): Conditional

This program provides a vital service to the campus. However, several core areas of analysis are absent in this document. In the area of Student Success, the committee is looking for an analysis of the progress on the goals that were set. Under Planning, both Accomplishments and Weaknesses sections are missing the key component of <u>how</u> the accomplishments and weakness are incorporated into the program's planning.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
	Part I: Access	
Demographics	*The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population*	*The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance.* *If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
Numbers overall are growing. The program provides an analysis of the demographic data and appropriately addresses the variance in the number of males participating in the Transfer Center. One confusing set of statistics: they saw a decrease in students about CSUSB (down to 85 from 121) but stated the number of students applying to CSUSB is up to 666 from 288. Overall demographics appear to mirror the overall school's demographics.

Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Efficacy Team Analysis and Feedback: <mark>Meets</mark>

The program provides a pattern of service that meets the needs of students participating in Transfer Center services/activities. When a student has a scheduling challenge staff schedules are adjusted to accommodate student needs. Outreach is offered through email, classroom presentations, information tables and online face-time counseling sessions. However, it appears there is little service to evening, weekend, or online students, although they note, "If we have a student who really needs to see a Transfer Counselor and has a work schedule conflict, we do our best to accommodate that student by adjust staff schedules."

Part II: Student Success		
Data demonstrating achievement of instructional or service success	*Program does not provide an adequate analysis of the data provided with respect to relevant program data.*	*Program provides an <u>analysis</u> of the data which indicates progress on departmental goals.* *If applicable, supplemental data is analyzed.*

Efficacy Team Analysis and Feedback: <mark>Does Not Meet</mark>

Although the program provides strategies to meet program goals consistent with Title V requirements analysis of the progress on these goals is not indicated on this item.

Student Learning Outcomes and/or Student Achievement Outcomes	*Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*	*Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program provided a summary of the Service Area Outcomes from Spring 2014 and the results of the student survey used to measure the SAO. The reviewers would have liked to have seen data indicating the number of participants surveyed, the number of students declining to be surveyed and a specific question determining whether the services provided met the student's specific needs. There is a concern that the survey may not have been valid since they did not discuss random sampling. If they only surveyed students who were happy, then they would get very positive results. Future surveys should either include all Transfer Center clients or randomly sampled surveys through the Research Department. Finally, the program did not indicate whether gaps were identified but did acknowledge the need to broaden the next survey to better capture data related to content and strategies.

Part III: Institutional Effectiveness		
Mission and Purpose	*The program does not have a mission, or it does not clearly link with the institutional mission.*	*The program has a mission, and it links clearly with the institutional mission.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program has a mission and it links clearly with the institutional mission.

Productivity	*The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.*	*The data shows the program is productive at an acceptable level.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program identifies productivity in terms of the number of students transfer services were provided to. The data provided indicates that the program has increased the number of students served over the last three years and plans to increase transfer awareness among students, staff and faculty alike. In analyzing productivity the reviewers would like to see how students whose needs "were not" met or rated the workshops "fair" was addressed.

Relevance, Currency, Articulation	*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* *Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*	*The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The programs indicates that workshops in the transfer process will always be provided but that in order to maintain currency workshops will be planned/developed based on current trends, changing legislation, and college admission processes. While the charts were helpful to see that students found the workshops useful, since a few found the workshops not at all or only somewhat helpful, perhaps the center could follow up with these students to see what could be done better.

Part IV: Planning		
Trends	*The program does not identify major trends, or the plans are not supported by the data and information provided.*	*The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program identifies and describes major trends in the transfer process and indicates how information on trends, changes and challenges will be addressed in the coming year.

Accomplishments	*The program does not incorporate accomplishments and strengths into planning.*	*The program incorporates substantial accomplishments and strengths into planning.*

Efficacy Team Analysis and Feedback: <mark>Does Not Meet</mark>
Although the EMP reflects clear accomplishments by the program there is no indication how those accomplishments are addressed in the planning process.

Weaknesses/challenges	*The program does not incorporate weaknesses and challenges into planning.*	*The program incorporates weaknesses and challenges into planning.*

Efficacy Team Analysis and Feedback: <mark>Does Not Meet</mark>
Under "challenges", the TC wrote, "The data also indicates that we need to address ways to increase services to the male students who plan to transfer. We will work with programs to strategies the best way to serve this population in their program." Noting this is not enough; they should be presenting a plan to address it.

Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate. *Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate.*	*Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.* *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.*

Efficacy Team Analysis and Feedback: <mark>Meets</mark>
The program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and Camps Climate into the program through the incorporation.

Part VI: Previous Does Not Meets Categories	
Program does not show that previous deficiencies have been adequately remedied.	*Program describes how previous deficiencies have been adequately remedied.*

Efficacy Team Analysis and Feedback (N/A if there were no "Does not Meets" in the previous efficacy review): <mark>N/A</mark>