

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Transfer Center
Contact Person: Stephanie Olmedo-Hinde

Submission Date: Spring 2021

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The mission of the Porterville College Transfer Center is to assist students to transfer beyond the community college into public, private, or independent colleges/universities. The Transfer Center makes available to students, counselors, and faculty advisors, current information, and resources to facilitate the transfer process.

Services Area Outcomes:

(Please list your SAOs and provide an overview of the assessments that have been conducted, changes to your program based on those assessments, and your planned assessment cycle. Include target population; assessment timeframe, tool(s) and results; and analysis/action plan with target date.)

SAO #1: After attending one of the CSU/UC transfer workshops, students will be able to demonstrate their knowledge of transfer requirements.

Assessment Method: Students completed a pre- and post-survey.

Results: Over the last three years 83%-87% of the students answered the questions correctly on the post test. There were two questions in which there was no difference between pre- and post-results. The percentage of students correctly answering the question regarding the TAG went from 25% in the pre survey to 69% in the post survey. It was determined the workshop would need to be

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revised to emphasize significant information about the transfer process and the collection of the pre- and post-test data will now be completed online.

SAO #2: After attending the CSU/UC application workshop, students will indicate that the information presented was helpful in the process of completing their application.

Assessment Method: Students completed a satisfaction survey to assess their satisfaction with the service provided utilizing a Likert scale.

Results: It was determined that students found the “CSU/UC Application Open Lab” was most useful where they were able to gain step-by-step assistance from either the transfer counselor or advisor in completing their CSU/UC Applications. Students liked having access to drop-in labs to ask questions; beginning Spring 2021 the Transfer Center will be holding Transfer Thursday events where students can drop in to ask questions about the transfer process. It was also determined that due to low attendance in workshops that most students would benefit from 1 on 1 appointments with either the Educational Advisor or the Counselor to gain assistance on how to complete their own applications and it was decided to modify SAO#2 to add “group workshop or individual application appointment”.

SAO #3: After attending an appointment with the transfer counselor, students will be able to demonstrate their knowledge of transfer requirements.

Assessment Method: Students were asked a series of questions after their meeting with the transfer counselor. A rubric was used to evaluate their responses for ability to 1) Communicate transfer school of choice, 2) Communicate Major, 3) Identify Transfer Requirements, 4) Communicate Application deadlines, and 5) Communicate location of transfer resources. Using the rubric, the students could score between a 1 – 4 in demonstrating their stage of knowledge. 1 = Beginning, 2 = Developing, 3 = Accomplished, and 4 = Exemplary.

Results: In general, the results of the assessment were satisfactory. Application deadlines, transfer resources, and major preparation were identified as areas that could be improved. To that end, handouts will be created that address application deadlines and transfer resources. In addition, we will continue to use the “Counseling Appointment Checklist” and will encourage all counselors to discuss and print an “Assist” report for all transfer students.

New SAOs

SAO#1: After attending one of the Transfer 101 workshops, students will be able to demonstrate their knowledge of transfer requirements tailored to their long-term educational goal.

Assessment Method: Pre- and Post- Test. This SAO is a revision of the previous SAO#1 but will now include all transfer processes students will need to pursue depending on their long-term transfer goals. For example, more information about the common app for students interested in going to out of state colleges or the black common app for HBCU institutions.

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SAO#2: After attending the CSU/UC application group workshop or individual application appointment, students will indicate that the information presented was helpful in the process of completing their application.

Assessment Method: No change to method, will continue to use a Likert scale, but will continually update or revise questions to evaluate the effectiveness of workshops and appointments.

SAO#3: After attending an appointment with the transfer counselor, student will be able to demonstrate their knowledge of transfer requirements by identifying 3 potential 4-year colleges/universities that offer their major of interest and complete a comprehensive student educational plan that aligns with their long-term educational goal within their first 30 units.

Assessment Method: Completion Rate of CSEPs with Transfer goals identified and will be tracked by the Transfer Center utilizing Navigate and Cognos Reports. We will also continue to use the rubric as an indicator for follow up appointments and will use Navigate's "List" capabilities to create campaigns for students who are identified as in the Beginning and Developing stages of Transfer Knowledge.

Additional Comments: The Transfer center is planning on collecting data for the next three years to determine a baseline and will then revise SAOs to meet specific percentage benchmarks for improvement.

Program Analysis and Trends

(Please review current performance based on the data provided by the Office of Institutional Research (or other relevant data) for your department(s) and summarize trends for the past three years.)

Changes in Program over Last Three Years

The Transfer Center strives to improve the services available to all students. Assigned to the Transfer Center are an educational advisor (45%) and a faculty coordinator (42%). The Transfer Center currently shares physical space with the Foster Youth Center. Students have access to literature from 4-year institutions, handouts in a variety of subjects, and computers they can use to access additional transfer information and complete their transfer applications. In addition, the Transfer Center continues to provide an array of services to students such as drop-in and individual counseling and advising, appointments, transfer workshops, university campus tours, and visits by representatives from colleges and universities. Social Media and online access for the Transfer Center has been worked on and the website is kept up to date with UC, CSU, In State Private and Out of State workshops. The Porterville College Transfer Center with the assistance of our PIO have been posting on Instagram, Facebook, Discord and other social media platforms so that we can reach as many students/potential students as possible. The educational advisor participates in

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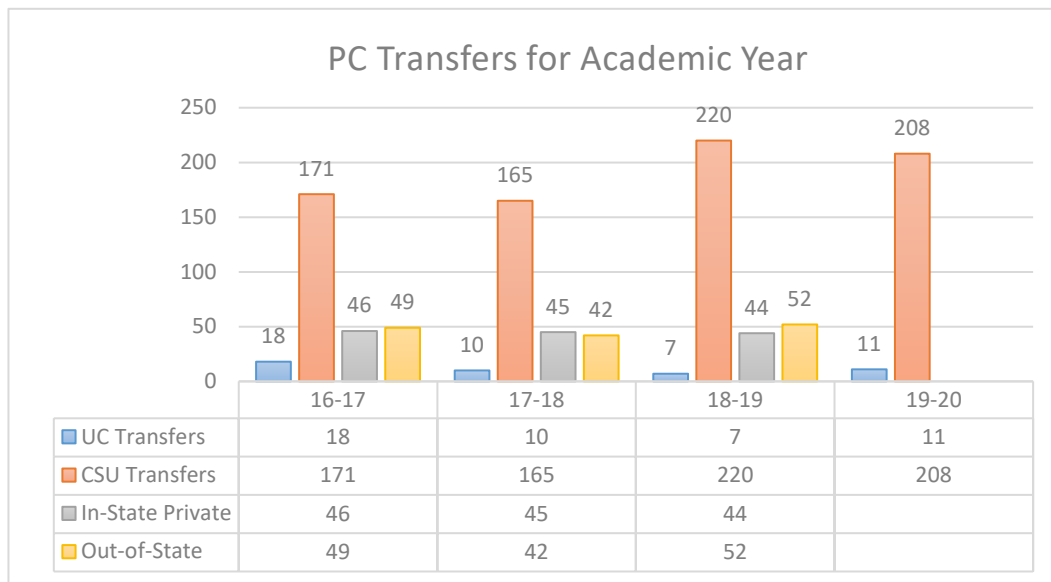
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various outreach activities geared towards high school counselors and high school students so that we can begin transfer education early.

The Transfer Center continues to host an annual Transfer Fair where Porterville College students can have access to representatives from CSUs, UCs, In State Private and Out of State Colleges/Universities. The first two years of the annual Transfer Fair was open to PC Students and High School students from our Regional School Districts. It was decided after assessing feedback from the Advisory Committee and the Transfer Fair Committee and PC Students that the Transfer Fair should be dedicated to Porterville College enrolled students only and has now been devoted to PC students' needs.

Data Review



UC Transfers over the last three years (2016-2019) show that the average number of students were approximately 12 and consistent with the average of 11 students over the 2 years prior (2014-2016). CSU Transfers over the last three years (2016-2019) show that the average number of students were approximately 185 an increase to the average of 134 over the 2 years prior (2014-2016).

In-State Private Transfers over the last three years (2016-2019) show that the average number of students were approximately 45 and consistent with the average of 42 students over the 2 years prior (2014-2016).

Out-of-State Transfers over the last three years (2019-2019) show that the average number of students were approximately 48 and consistent with the average of 44 students over the 2 years prior (2014-2016).

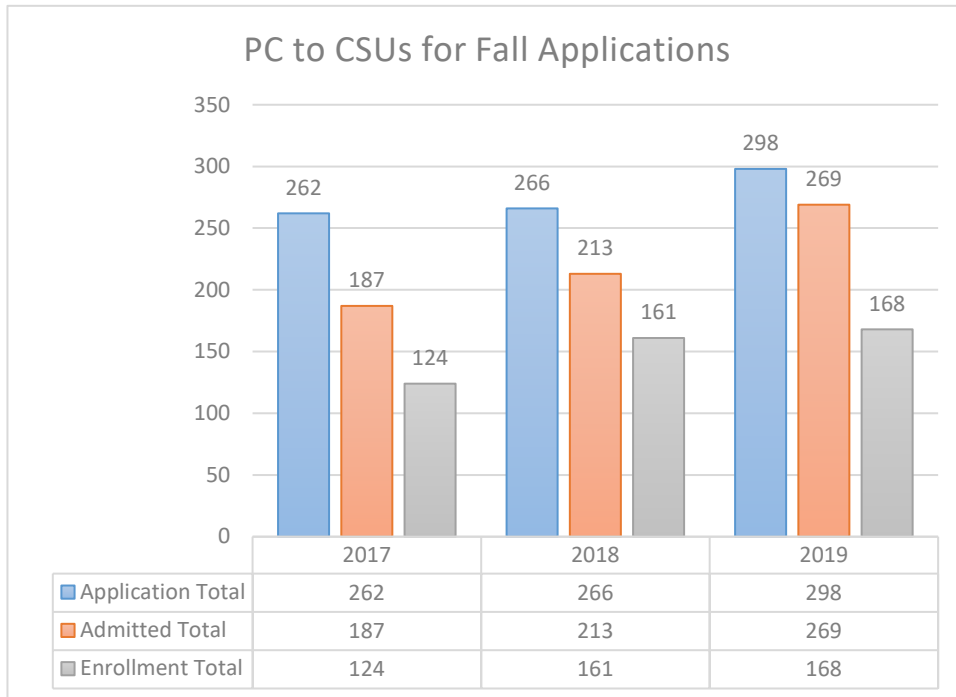
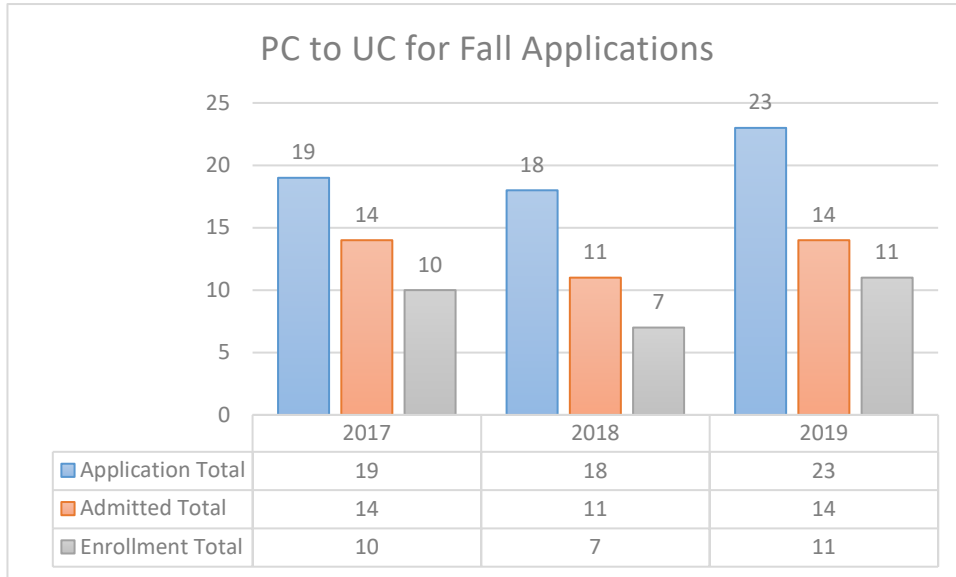
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The average Porterville College GPA for UC transfer students was 3.54 and the average GPA for CSU transfer students was 3.25.



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Program Strengths

Porterville College students can obtain transfer information, academic advising and counseling in a variety of formats: individual in-person and online appointments, drop-in advising, weekly information table in the quad, and individual appointments with CSU, UC, and private college representatives. In addition, Transfer Center staff visit classrooms and host the Transfer Center Open House to promote transfer. During the 2019-2020 academic year, there were 837 individual appointments with PC staff and 107 group and individual appointments with representatives from 4-year institutions. 15 students completed a Transfer Admission Guarantee (TAG) agreement with the University of California.

The Transfer Center workshops are offered throughout the year and provide students with timely information about transfer requirements and deadlines, transfer admission guarantees and internet resources. In addition, UC and CSU application workshops assist students with the application process. The transfer center completed 54 classroom visits, 23 Workshops and took 34 students on campus visits in the 2019-2020 academic year.

The Transfer Center has continued to expand its online presence. The Transfer Center website makes available information about important transfer requirements, an activities calendar, as well as links to additional resources. The Transfer Center readily utilizes social media to keep in touch with students and provide information. To accommodate COVID-19 protocols the Transfer Center added an additional social media platform called Discord which allows students to post questions for University Representatives and has given University Representatives the ability to update their own content on their own virtual booth forum. This has made it easier for the Out of State and HBCU Representatives to disseminate information to our students.

Areas for Improvement

In accordance with Title V Minimum Program Standards for Transfer Center Facilities the transfer center needs a more suitable physical location that can be readily identifiable and accessible to students, faculty, and staff. It is currently only open two days per week and continues to share the space with other programs. Individual appointments with representatives from 4-year institutions must be scheduled around campus creating logistical issues for students, representatives, and counseling center staff. Ideally the Transfer Center should be adequately equipped with bookshelves to display university catalogs and transfer related handouts for students to access general transfer information as well as computers for students to access online resources and online applications to transfer institutions. Preferably, the transfer coordinator and educational advisor can be housed inside the transfer Center to coordinate services and activities as well as be available for students on a drop-in basis.

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Goals (This section is for you to report on progress on *previously established goals*. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Relocate the Transfer Center to a more suitable location	As soon as possible (pending space availability), ongoing	Physical office space		Lack of space

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 X Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal: The Transfer Center was moved from AC-121 to AC-126.

___ Completed (Date)
X Revised (Date December 12, 2017)

Comments:

The Student Services location in the Administration building, including staff offices, is at maximum capacity. Different programs as well as staff must share limited physical space which makes it hard for students to identify one central location as the Transfer Center.

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Increase the number of (TAG) agreements completed by students	Ongoing	Minimal supplies for posters, handouts, classroom visitations, etc.	Transfer Center Staff	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

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Progress on Goal: TAG agreements from Fall 2018 increased from 1 to 15 in Fall 2019.

___ Completed (Date)
X Revised (Date: October 23, 2020)

Comments: TAG agreements are still considered low and we will continue to work on increasing submitted UC agreements.

Goal(s)	Completion Date	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Increase Transfer Center outreach, so more students are aware of its services	Ongoing	Minimal supplies for posters, handouts, classroom visitations, etc.	Transfer Center Staff	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 X Item 3 ___ Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal: During the last few years, the number of student contacts has increased steadily, from 640 during 2016-2017 (reported last program review cycle) to 1006 in 2018-2019, and 837 in 2019-2020.

___ Completed (Date)
X Revised (Date October 23, 2020)

Comments: The decline in contacts between 18-19 to 19-20 could be due to the COVID-19 remote services transition.

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Goals (This section is for you to report *new goals* for your program. If your program is creating more than 2 goals, please duplicate this page)

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Identify and develop a system for timely identification of potential transfer students.	Fall 2023	Institutional Research Guidance/Assistance	Transfer Counselor/Coordinator	Transfer goals are self-reported by students and may not be accurate.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 ___ Item 3 X Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal: Working with our Institutional Research Team to provide a list of students who have self-reported transfer as one of their long-term educational goals.

___ Completed (Date _____)
X Revised (Date December 4, 2020)

Comments: The Transfer Center can work to identify potential transfer students within their first year at Porterville College so we can establish rapport with the student and assist them with completing a transfer plan that will assist them with staying on track with an educational plan tailored to their transfer needs.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Increase awareness of Historically Black, Out of State, and In-State Private	Fall 2023	Minimal supplies for posters, handouts, classroom visitations, etc.	Transfer Center Staff	

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Colleges and Universities			
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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 ___ Item 3 X Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal: The Transfer Center Coordinator and Educational Advisor have been attending workshops hosted by HBCU and have been receiving training on the Black Common Application and the Common Application process.

___ Completed (Date _____)
X Revised (Date December 4, 2020)

Comments: Will work with the UMOJA program to assist with increasing applications to HBCUs for our UMOJA students and provide workshops strictly about Out of State and In-State Private Colleges and Universities.

Goal(s)	Timeline for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Create a "Finish in 4" program with our local CSUs (Fresno and Bakersfield)	Fall 2021	Partnerships with Representatives from CSUB, and Fresno State	Transfer Center Staff	

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1 ___ Item 2 ___ Item 3 X Item 4 ___ Item 5 ___ Item 6 ___

Progress on Goal: In the beginning stages of meeting with representatives to move forward with details about the program.

___ Completed (Date _____)
X Revised (Date October 23, 2020)

Comments: The Transfer Center Team will work with CSU, Bakersfield and Fresno State representatives to create a program that will assist with transfer and graduation from a CSU within 4

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years. Collaboration on data will need to be organized and approved by the appropriate administrators to assure the collection of data after students have transferred/graduated from Porterville College.

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STAFFING REQUEST

Staff Resources:				
<u>Current Staffing Levels</u>				
<u>Full-time Staff</u>			<u>Part-time Staff</u>	
Faculty	1		Faculty	
Temporary			Temporary	
Classified	1		Classified	
Management	1		Management	
Project dates of temporary staff: <u>Request for New/Replacement Staff</u> Use one line for each position requested. Justify each position in the space below.				
	Title of Position	Classification <small>(Faculty, Classified, or Management)</small>	Full or Part Time	New or Replacement
Position 1				
Position 2				
Position 3				
Justification: (Address each position requested)				

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. If you have more than two technology needs, add rows below.

<u>Technology Need</u>	<u>Justification</u>
Item 1	
Item 2	

FACILITIES REQUEST

Use this section to list any facilities needs for your program. If you have more than two facilities needs, add rows below.

<u>Facilities Need</u>	<u>Justification</u>
Item 1	Relocation of Transfer Center to a larger space that can accommodate a few computers for students to use, bookshelves for research, and offices for representative appointments.
Item 2	

SAFETY & SECURITY REQUEST

Use this section to list any safety & security needs for your program. If you have more than two safety & security needs, add rows below.

<u>Safety & Security Need</u>	<u>Justification</u>
Item 1	
Item 2	

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PROFESSIONAL DEVELOPMENT REQUEST

Use this section to list any professional development opportunities you would like to have available for your program. If you have more than two professional development needs, add rows below.

<u>Professional Development Need</u>	<u>Justification</u>
Item 1	NISTS-National Institute for the Study of Transfer Annual Conference
Item 2	Director's Training Conferences/Summits every Fall and Spring
Item 3	NACADA – The Global Community for Academic Advising Annual Conference

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BUDGET REQUEST
 (Do not include staff increases in this section)

	Current Budget	Amount of Change	Revised Total
2000 (Student Worker Only)	0	0	0
4000	500	3000	3500
5000	500	2000	2500
Other			

Justification: The Transfer Center organizes 2-3 campus visits a year. We try to include one UC trip and a few local trips for our students. Depending on the student numbers, the expense of taking a bus or van varies.

We have not requested or been granted additional funding in the past to support the Transfer Center. The Center only receives \$500 for supplies each year.

We would like to request additional funding for the following:

- Funding for staff training/professional development for Transfer Team
- Funding for 2-3 student field trips each year (once we return back to campus)
- Funding to support the Transfer Fair each year for supplies, materials, advertising, etc.

Currently, the Transfer Center reaches out to other categorical programs for funding to support these efforts, if funds are available.