Barstow Community College

Program Review

Non-Instructional

Name of Service Area:	**Transfer and Career Planning Center**
Department:	**Student Services**

Academic Year:	**2012-2013**	**Date Submitted:**	**8/31/2012**

By:

Lead	**James Daniels**
Members	**Samera Kabir, Randy Christensen, Api Lealofi, Gene Low, Rich Johnston, Peggy Greeno, Megan Freeland, Michelle Lopez, Peter Perez, Lynna Heiden, Jaime Rodriguez**

1.   Service Area Mission and Vision

A.   Service Area **Mission**

> The Transfer and Career Planning Center supports students through the transfer exploration process by providing the tools needed to obtain a knowledgeable perspective of their academic, career and personal/social goals.

B.   Service Area **Vision**

> Students will be aware of the basic transfer requirements. Transfer driven campus.

C.   Describe how your Service Area mission and vision align with and contribute to the College's **Mission** and **Vision**.

2.   Service Area Description and Overview

Assume the reader does not know anything about the Service Area. **Describe** the Service Area, including—but not limited to—the following:

A.   Organization, including staffing and structure
B.   Who do you serve (including demographics)?
C.   What kind of services does your Area provide?
D.   How are the services provided? (*Including alternative modes and schedules of delivery; for example, online, hybrid, early morning, evening services.*)

> The Barstow Community College is devoted to the democratic idea of making transfer and career opportunities accessible to all students. This is accomplish by providing quality information, services, guidance, and support, which directly assist potential transfer students preparing for a four-year institution and wishing to gain educational work experience in their majors. The center has a strong commitment to providing a dynamic learning environment and to achieving the goals of student equity by providing a center climate conducive to the elimination of barriers to student success. It offers a designated place where students can access valuable resources to help them facilitate a smooth and successful transfer.
>
> Transfer Services:
> The Transfer Center is committed to providing services, which directly assist potential transfer students in preparing for upper division work at a four-year college or university. This important resource center is staffed by a Transfer Center Director and a Transfer program specialist that are committed to working with students on long range goals as
> they prepare to transition from Barstow Community College to a four-year institution or directly into a career field. The BCC Transfer Center also works closely with many four-year institutions to facilitate the transfer process.
>
> Services available in the Transfer & Career Center includes:
> -   Academic preparation of an educational plan that leads to successful transfer.
> -   Advising sessions with UC, CSU, and Private University Representatives.
> -   Transfer workshops – Transfer Admission Agreement/Guarantees (TAA/TAG),

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Online Applications, UC & CSU Information, Personal Statement and others.
- Transfer Day - Fall Semester (October) – 40+ colleges and universities participate each year.
- Assistance with Transfer admissions procedures and academic planning.
- Transfer Applications for admission assistance.
- Preparation of Transfer Admission Agreements/Guarantees (TAA/TAG). To various
   UC, CSU, and Private 4-year colleges and universities.
- Campus tours and Field trips to Universities.
- Transfer Students Recognition Reception.
- Transfer Center Open House – First Month of Fall (September) and Spring (February).
- Internships and Employment Opportunities (Placement is not guaranteed).
- Online career assessment through Eureka.
- Eureka Searches (computerized career information).
- Career Guidance workshops on Resume Writing, Interviewing Skills, How to Get a Job, Changing Careers.
- Career Fairs

Resources Available in the Center

- College/University catalogs.
- BCC Course schedules.
- Course Catalogs.
- Transfer Articulation Agreements.
- Scholarship information.
- Career and Transfer Reference books.
- Computer software programs.
- Computers and a printer.
- ASSIST.org (computerized student-transfer information system).
- Transfer informational brochures

List of Staff and Titles:

Joann Garcia – Transfer Center Director
Samera Kabir – Career & Transfer Center Specialist
Api Lealofi – Counselor/Articulation officer

3.   External Factors

What external factors have a significant impact on the Service Area? *(External factors are those issues which the college **does not** have control over.)* Include the following, as applicable:

A. Challenges and/or opportunities presented by grants, federal, state or categorical funding
B. Requirements of four-year institutions
C. Requirements imposed by regulations, policies, standards, and other mandates
D. Job Market

- Requirements of prospective employers
- Developments in the field (both current and future)

> Impacted majors and colleges due to statewide financial situation
>
> Do not offer a wide range of AAT or AST degrees.
>
> Due to statewide financial situation, colleges are no longer accepting transfer students during spring and winter semesters unless they have an AAT/AST.
>
> BCC does not offer many lower division transfer required courses student need for their transfer pathways.

4.   Service Area Policies & Processes

A. What are the policies, procedures and processes that impact your Service Area *(BCC BP/AP; Federal, State & local regulations; departmental guidelines)*

> Ed Code Section 66720-66744
>
> Title V Section 51027

B. What policies, procedures and processes need to be updated or deleted?

> None

C. What impact have changes or updates in policies and processes had on the workflow of the Service Area?

> None

5.   Service Area Status

A. What is going well and why?

> Can accurately detect student progress towards their intended major, due to access to websites like ASSIST and Eureka, UC/CSU websites.
>
> MIS created a shortcut for all students' desktops when they log in with their B# at any BCC computer.

B. What is not going well and why?

> Tracking transfer students.
>
> Gathering correct personal information on students to make contact about events or transfer related items that may apply to them.

> Lack of Transfer Center counselor.
>
> Specialist is only a 10-month position. Students do not get early help with Fall transfer requirements.
>
> Outreach to current and future BCC Students.

6.   Service Area Data

A.   Performance Data

Discuss the area's performance on the specific data items listed below. *(If you have already discussed your area's performance on one or more of these components, then refer to that response here, rather than repeating it.)*

1) Completion Rate

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2) Success/Retention Rate

> Click here to enter text

3) Full-Time/Part-Time Service Professional ratio

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4) FTES Targets

> Click here to enter text.

5) Student Engagement

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B.   Progress on Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs)

1) Summarize the progress your Service Area has made on programmatic and service level SAO/SLO measures you have applied since your last program review.

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2) Describe any program/service improvements made by your Service Area as a result of the outcomes assessment process.

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3) What is your plan for continuously completing the assessment cycle?

> Click here to enter text.

C. Supporting Assessment Data

1) Provide a list of any quantitative or qualitative measures not provided in 6.A. that you have chosen to gauge your program's effectiveness *(e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.)*

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2) Summarize the results of these measures

> Click here to enter text

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan* to implement, as a result of your analysis of these measures? *(*List any resources required for planned implementation in #9: Resources.)*

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7.　Prior Goals/Objectives

Briefly summarize the progress your Service Area has made in meeting the goals and objectives identified in the most recent Program Review.

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8.　Goals/Objectives/Actions

Reflect on the responses to all the previous questions.

A. Formulate Service Area **Goals** to maintain or enhance program strengths, or to address identified weaknesses.

B. Indicate how each Goal is **Aligned** with the College's **Strategic Priorities**.

C. Identify explicit **Objectives** for reaching each goal.

D. Develop **Outcome** statements and appropriate measures for each objective.

E. Create a three-year **Action Plan** consisting of a coherent set of specific steps that must be taken to achieve each objective.

As you create your Service Area **Goals**, **Objectives, Outcomes** and **Action Plan**, it might be helpful to think about some of the following questions:

- Imagine your Service Area three years from now in an ideal future. You and your colleagues have done everything you possibly can to make the Service Area excellent. Look around: What do you see?
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.
- In the ideal future, what specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?
- What long-term impact would you like your Service Area to have on the College and the community?
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Complete the following table with your Service Area's **Action Plan**.

Action Plan

GOAL	ALIGNMENT*	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE		OUTCOMES/MEASURES
#1 Increase Transfer Awareness	☒ 1. Foster innovative learning environment ☒ 2. Provide Successful college learning experience ☒ 3. Promote and support student engagement ☐ 4. Cultivate and enhance local partnerships ☒ 5. Attract/ develop excellent employees ☐ 6. Strengthen college planning/ decision making	**#1** Create marketing strategies	a)	PIO and the TCPC will collaborate on creating a strategic plan for disseminating information to students, faculty and staff.	*Enter text*
			b)	Create a cohort of students who are in their first semester and student who tested into lower Math and English courses.	
			c)	Order giveaways to transfer center information on them	
		#2 Increase Outreach	a)	Gather and analyze data on students who have achieved 45 transferable units and or have completed certain courses on IGETC or CSU Breath.	*Enter text*
			b)	Enhance transfer based workshops according to the needs of 45+ units cohort.	
			c)	*Enter text*	
		#3 Increasing staff and faculty knowledge	a)	*Enter text*	*Enter text*
			b)	*Enter text*	
			c)	*Enter text*	
#2 *Enter text*	☐ 1. Foster innovative learning environment ☐ 2. Provide Successful college learning experience ☐ 3. Promote and support student engagement ☐ 4. Cultivate and enhance local partnerships ☐ 5. Attract/ develop excellent employees ☐ 6. Strengthen college planning/ decision making	**#1** *Enter text*	a)	*Enter text*	*Enter text*
			b)	*Enter text*	
			c)	*Enter text*	
		#2 *Enter text*	a)	*Enter text*	*Enter text*
			b)	*Enter text*	
			c)	*Enter text*	
		#3 *Enter text*	a)	*Enter text*	*Enter text*
			b)	*Enter text*	
			c)	*Enter text*	
#3 *Enter text*	☐ 1. Foster innovative learning environment ☐ 2. Provide Successful college learning experience ☐ 3. Promote and support student engagement	**#1** *Enter text*	a)	*Enter text*	*Enter text*
			b)	*Enter text*	
			c)	*Enter text*	
		#2 *Enter text*	a)	*Enter text*	*Enter text*
			b)	*Enter text*	
			c)	*Enter text*	

		☐ 4. Cultivate and enhance local partnerships ☐ 5. Attract/ develop excellent employees ☐ 6. Strengthen college planning/ decision making	**#3** *Enter text*	a)	*Enter text*	*Enter text*
				b)	*Enter text*	
				c)	*Enter text*	

9.   Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 6.C.

Rationale*: For each resource listed, enter the reason(s) the resource is needed to achieve the objective.

Goal #	Objective #	Resource Required	Rationale*	Estimated Cost
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*
Enter text	*Enter text*	*Enter text*	*Enter text*	*Enter text*

A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for EACH new resource requested.