**APR Report for 2020-2021
*2021-2022 Cycle***

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| **Section I: Program Description** |

**IA1. Program (Select your program from the drop down list)**

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| Transfer |

**IA2. Other Program (If your program is not on the above list, write it in here)**

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**IB. Program Lead (Your first and last name)**

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| TBD |

**IC. Program Mission Statement**

Provide the Program’s Mission Statement.

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| **The mission of the Transfer Program is to provide quality counseling services to Taft College students through working cooperatively with the University of California (UC), the California State University (CSU), and the Association of Independent California Colleges and Universities (AICCU) to ensure that transfer students have access to the necessary coursework and are provided the services needed to successfully transition to baccalaureate granting institutions.** |

**ID. Program Summary**

Provide a brief summary on the current status of the program being reviewed.

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| **Transfer is a sub-component of the Student Support and Success program at Taft College. During the 19-20 academic year, the Dean of Student Services proposed a change to the scope and purpose of the program services.** **The role of the transfer counselor at Taft College is to provide specialized transfer support to students that have met with their division counselor but need additional support in planning or preparing for transfer. Specific transfer services provided include submission of transfer applications, supplemental applications, UC Transfer Admission Guarantee, housing applications, and financial aid planning.****The transfer counselor is also the primary contact for the Chancellor's office transfer program. Those duties include submission of the annual transfer report and attendance to region meetings for the purpose of updating other counselors on statewide trends.** **Note: The transfer program at Taft College is not assigned a specific transfer caseload of students, instead the role of the transfer counselor is to share state wide update with the rest of the counseling staff.** |

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| **Section II: Looking Back—2020-2021** |

**IIA. Present the Results** (Rubric Criterion 3)

Provide a descriptive summary of the outcomes from the 2020-2021 cycle of program review.

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| The primary goal of the 20-21 year was to develop a process for capturing accurate and student specific transfer goals in banner. Goals were continued from 19-20 cycle.**The following data and narrative outline the outcome results.*** Collaboration with other student services initiatives to ensure Transfer activities and goals are included.

Activity: Participation of transfer counselor in the integrated planning process.Results: Objective was partially met. There have been ongoing planning by counseling to increase transfer preparation of students via ADT degrees. There has been an increase of ADT degree submissions by curriculum.* Increase usage of SARS "Transfer Services" SARS Grid reason code summary report.

Activity: Track SARS usageResults: Objective partially met. There has been an increase to the use from the 17-18 year, but I have discovered that there is no uniformity in its use by counselors.

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| **Transfer Services Reason Code Usage by TC Counselors** |
| 2019-2020 | 2020-2021 | Percentage Difference |
| 523 | 317 | -40% |
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| **Transfer Services Reason Code Usage by University Reps** |
| 2019-2020 | 2020-2021 | Percentage Difference |
| 46 |  |  |
|  | 0 | -100% (COVIID- no site visits) |

* Increase usage of Transfer Website and its available resources.

Activity: Work colleges to gather material to add to website. Results: Objective partially met. Fresno Pacific provided content for website. * Work toward grouping students and providing specific and relevant transfer resources aimed to identify, prepare, and transition to their university of choice, particularly those who are underrepresented in the transfer process.

Activity: Develop student workshops and measure persistence & progress towards goal.Results: Objective partially met. Student Update Survey is fully accessible, but additional planning cycle is necessary for information share out scheduling. * Fund professional development opportunities strengthen the baseline transfer knowledge of counselors and advisors who meet with students.

Activity: Before/after benchmarksResults: Objective partially met. Attendance encouragement has been sent out by the VPSS and Senate. |

**IIB. Probe the Results: I Wonder . . .** (Rubric Criteria 1, 3)

In this section, judge whether the activities you implemented in 2020-2021 to reach your goals were effective. Did the activities have an effect on the outcome? Please describe WHY you believe your outcomes came out the way they did. Did you reach your goals? If yes, explain why. If you did not reach your goals, explain why.

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| * Increase usage of Transfer Website and its available resources.

Activity: Work with IT to access "hit" data for website usage by specific time periods. Outcome Narrative: Transfer program has worked with IT to implement HIT trackers for specific pages within the Transfer website. Although usage tracking is important, there is not a way to measure if the information was helpful or lead to change of student behavior for transfer. * Work toward grouping students and providing specific and relevant transfer resources aimed to identify, prepare, and transition to their university of choice, particularly those who are underrepresented in the transfer process.

Activity: Develop student workshops and measure persistence & progress towards goal.Outcome Narrative: Student Update Survey is fully implemented and all counselors are updated monthly with data which has allowed for identification and dissemination of relevant transfer resources and update. This tracking has lead to improved data collection. This year will we add a new category to capture students who specifically want to transfer to CSUB.* Fund professional development opportunities strengthen the baseline transfer knowledge of counselors and advisors who meet with students.

Activity: Before/after benchmarks Outcome Narrative: Objective partially met as there has been continued interest by Counseling Faculty to attend transfer conferences. Overall, it continues to be a challenge to dedicate the needed time for a true development of transfer program as minimal direction is provided by the Dean of Student Services. Although progress was made towards all goals and activities of the 19-20 year, it has been difficult to infer in they have had any meaningful impact on the goals of transfer. Additional work is needed in collaboration with Student Services with collaboration with IR to develop measurable activities that align with the mission of the program, . It has been effective to make program changes that contribute towards means of data collection and setting of baselines and benchmarks that track current progress of activities. |

**IIC. Ideate Innovations: What if . . .** (Rubric Criteria 1, 5)

In this section, describe activities you believe would have an effect on your 2020-2021 outcome measures.

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| * Increase usage of Transfer Website and its available resources.

Activity: TBD direction pending from Dean of SSOutcome: Program will be able to measure correlation of website usage with specific transfer activity or email notification.* Collaborate with other Student Services Programs.

Activity: TBD direction pending from Dean of SSExpected Outcome: Increase transfer rates reported by the college via trend data.* Develop transfer cohorts for CSU and UC bound students.

Activity: Develop targeted email communications for CSU/UC readiness.Expected Outcome: Ability to track progress to degree benchmark measurements after the end of the Fall/Spring for 2 years. * Develop transfer sharing sessions with the other counselors.

Activity: TBD direction pending from Dean of SSExpected Outcome: Ability to track participation and develop pre-post measurements of knowledge growth. |

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| **Section III: Looking Forward—2020-2021** |

**III. List Your 2021-2022 Goals—Be Quantitative!**

List your 2021-2022 APR goals in terms of their expected changes on the outcome measures as indicated earlier. Each goal that requires resources, impacts other areas, or otherwise is substantive requires the submission of an APR Goal form. Keep in mind the scoring rubric criteria:

1. The relationship between program review narrative and the APR Goal is evident and strongly supported by evidence.
2. The APR Goal directly implements institutional planning document goals.
3. The outcome directly implements institutional planning outcomes, and is transferrable and/or scalable institutionally.
4. APR Outcome indicators, methods and/or timelines use institutional measures, transferrable/scalable institutionally
5. Before/after benchmarks and timelines are completely specified, identical methods, transferrable/scalable.

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| Increase usage of Transfer Website and its available resources by 5% during the CSU and UC application time periods.Activity: Work with IT to access "hit" data for website usage by specific time periods. Generate a 5% increase in communication of transfer deadlines to gateway English and Math courses & instructors.Activity: usage benchmarks with transfer rate monitoringIdentify transfer cohorts of First Time Freshmen who declared an ADT with CSU transfer plans.Activity: Develop targeted email communications for CSU.Track progress to degree benchmark measurements after the end of the Fall/Spring for 2 years.Establish a benchmark.Develop 2 transfer sharing sessions per semester with the other counselors.Activity: Develop survey to hit weakest points of transfer knowledge by all TC counselors.Track participation and develop pre-post measurements of knowledge growth. |
| **Section IV (Optional): Evaluation of Program Review and Planning Process** |

**IVA. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process worked best and why?

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| Currently, transfer services are provided as a sub-program of the Student Services and Success Program. It is critical that the scope of transfer services be aligned with other success efforts including Student Equity and Guided Pathways. The Transfer Program will continue to improve accessibility of current transfer resources. |

**IVB. Evaluation of Program Review and Program Planning Process**

In this cycle of program review, what aspects of the program review and program planning process would you change and why?

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| It would be beneficial is assessing the impact of activities on goals if there was a wider observation window for impact.  |