STUDENT SERVICES PROGRAM REVIEW WORKSHEET

Student Services Area: Transfer Center

Prepared by: Natalie Aceves

Academic Year: 2015-2016

I. Student Services Area Overview

*The **Area Overview** should reflect the consensus of the staff within the student services area. It is meant to provide a broad understanding of the area, current trends related to the area's mission, and how the area serves to meet the overall mission or goals Norco College. The following reflects the general guidelines followed by the service areas in completing their area overview.   (I.1.-I.5. contains brief, succinct narrative for each area; should be about 2 pages in length.)*

1. Mission Statement
The Transfer Center is dedicated to student by serving as the principle liaison between Norco College and baccalaureate-level colleges and universities, ensuring that students are kept abreast of all current transfer policies and procedures. By providing accurate and cohesive transfer information, students will enhance their academic success, ultimately leading to attaining transfer goals. *(June 2013)*

2. Philosophy Statement
The Transfer Center will motivate students towards their transfer goals, encouraging self-development and self-efficiency in respectful, positive, and open-minded surroundings; as well as maintain an environment that is focused on students. *(June 2013)*

3. Summary
- Interpret transfer policies and procedures developed by four-year colleges and universities for student comprehension.
- Provide on campus transfer associated workshops including: ADT + CSU, TAG + UC, How to choose a Major, TAG application, CSU and UC transfer application, personal statement, and campus specific information workshops.
- Ensure transfer counselors are available for the development of student educational plans.
- Provide transfer application follow up assistance (official transcript requests, deadlines, campus student portal activation and navigation; ensuring students understand their responsibilities after their application has been submitted).

4. Strengths

1. Coordinate on campus transfer associated workshops including: Basic Transfer Information, UC Transfer Admissions Guarantee program, CSU Associates Degree for Transfer, How to Choose a Major, Transfer application workshops including: UC-TAG, UC, CSU, and personal statement.

2. Continued Transfer Counseling availability For Fall 2015 and Winter 2016.

3. Collaborate with counseling department to provide coverage of "help desk" located on the second floor of student services.

4. Provide high quality customer service to students, staff, faculty, and to the general public.

5. Meet with Norco College Transfer Advisory Group every Spring and Fall semester.

5. Students Served

The Transfer Center serves current students in their preparation to transfer to four-year universities. The Center coordinates with local and non-local university representatives to provide transfer advisement appointments to students, and coordinate with Norco College counselor to provide specialized Transfer Counseling appointments for the development of comprehensive student educational plans for transfer. We outreach in classrooms, through on campus information tables, through email and social media, and provide numerous information workshops in order to generate awareness of transfer to Norco College students. Below is a snapshot of student contacts made in the 2015-2016 academic year (figures below do not include June 2016 contacts).

Assisted with Transfer Information	1,813	Attended Information Workshops	288
Assisted with Transfer Applications	509	On Campus student contacts (Info tables, fairs)	4,142

Transfer Counseling:

Develop Student Educational Plan	78	Provide Transfer Guidance	309

II. Assessing Outcomes

1.A. Report on 2014-2015 Assessment Plan and Objectives for Student Services Area: <u>Transfer Center</u>
Objectives:
Increase student understanding of individualized transfer requirements
Increase student awareness of specialized transfer programs
Increase student understanding of the transfer process and associated requirements
Provide high quality services to students, faculty, and the general public
Increase faculty awareness of the transfer process

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of Objective to Norco College Mission *	Assessment Criteria (Specify Target Performance Level)	Assessment Measure	Findings	Improvement Recommendations (next step)	Assessment Status A) Continued/ modified B)Moved to Strengths C) Discontinued (please state why)
1.	Increase student understanding of individualized transfer requirements.	SLO: Students who attend transfer advisement appointments will enhance their knowledge of individual transfer requirements.	"provide foundational skills and pathways to transfer..."	20% of students will increase their knowledge and recognize transfer requirements.	Pre and post survey	Goal is met. Students increased their knowledge of requirements by more than 20%	Continue to assess learning with CSU admissions counselors and UC admissions counselors separately.	A) Continue to assess learning with CSU admissions counselors and UC admissions counselors separately.
2.	Increase student awareness of specialized transfer programs	SLO: Students who participate in UC+TAG info workshops will recognize specific requirements.	"provide foundational skills and pathways to transfer..."	80% of students will recognize requirements specific to specialized transfer programs.	Pre and post surveys	Goal is met. More than 80% of students recognized requirements.	Continue to assess learning with UC + TAG workshops to ensure students understand pathway clearly.	A) Continue to assess learning with UC + TAG workshops to ensure students understand pathway clearly.
3.	Increase student understanding of the transfer process and associated requirements	SLO: Students who participate in CSU+ADT info workshops will recognize specific requirements.	"provide foundational skills and pathways to transfer..."	20% of students will increase their knowledge and transfer process and associated requirements.	Pre and post surveys	Goal is met. More than 20% of students increased their knowledge.	Continue to assess learning with CSU+ADT workshops to ensure students understand pathway clearly.	A) Continue to assess learning with CSU+ADT workshops to ensure students understand pathway clearly.
4.	Increase faculty awareness of the transfer process	SAO: Faculty who attend transfer information workshops will find them helpful	"provide foundational skills and pathways to transfer..."	20% of faculty will increase their knowledge of the transfer process.	Pre and post surveys	Two faculty members attended the workshop, analysis could not be completed.	Discontinue faculty awareness of the transfer process.	C) Low participation and no signs of interest.

*Please see appendix for description.

II.1.B. Program Modifications for 2014-2015 Data Assessment ("Closing the Loop")

Note: For 2014-2015 outcomes assessments you are continuing or modifying in your 2015-2016 Assessment plan, please provide a brief description on how your area used outcome data from last year to drive programmatic modifications to improve services to students.

Outcome	Evidenced and detailed (Describe how you used outcome data for programmatic modifications)
20% of students will increase their knowledge and transfer process and associated requirements.	*Provided comprehensive "next steps" to students at transfer application workshops including a CSU and UC timelines, which provided transcript and other document deadlines per campus. This allows students to stay on track, understand if and when application updates are needed, when to submit transcripts and showcases the importance of their campus portals. The campus portals allow students to have the most up to date information regarding their status as a transfer applicant.*

II.2.A. 2015-2016 Assessment Plan for Student Services Area:
_____

Objectives: *Note: List about 5 of your service area objectives. Your objectives must be related to a strategic initiative, student services goal, or campus goal AND have one or more measurable outcome.*

- Increase student understanding of individualized transfer requirements
- Increases student awareness of specialized transfer programs
- Increase student understanding of the transfer process and available resources
- Increase student awareness of transfer major selection
- Provide high quality services to students.

	Objective	Student Learning Outcome (SLO) or Service Area Outcome (SAO)	Relevance of objective to Norco College Mission*	Assessment Criteria (Specify Target Performance Level)	Assessment Measure (Measurement tool)	Completion (or anticipate completion)/ Findings**	Improvement Recommendations (next step)*
1.	Increase student understanding of individualized requirements	**SLO:** Students who attend transfer advisement session will be able to define the minimum eligibility requirements for transfer to the UC and CSU Systems	"We provide foundational skills and pathways to transfer…"	20% of students will increase their knowledge and recognize transfer requirements.	Utilize pre and post multiple choice surveys.	Goal is met. More than 80% of students recognized requirements.	Continue to assess learning with CSU admissions counselors and UC admissions counselors separately; plan to increase learning percent from 20% to 70%
2.	Increase student awareness of specialized transfer programs	**SLO:** Students who participates in specialized transfer workshops will recognize specific requirements for the CSU ADT and UC TAG Programs.	"We provide foundational skills and pathways to transfer…"	20% of students will increase their knowledge of specialized transfer programs.	Utilize pre and post multiple choice surveys.	Goal is met. More than 80% of students recognized requirements.	Continue to assess learning for CSU+ADT and UC+TAG via separate surveys and workshops.
3.	Increase student awareness of transfer Major selection.	**SLO:** Students who participate in major exploration workshops will be able to define a transfer major.	"We provide foundational skills and pathways to transfer…"	20% of students will increase their knowledge of major selection.	Utilize pre and post multiple choice surveys.	Not applicable. Offered Spring 2016; 10 students attended the workshops.	Continue to promote this workshop for an accurate understanding of student learning; work with Career Counselor to combine efforts to increase student participation and awareness.
4.	Provide high quality services to students.	**SAO:** Students who utilize Transfer Center services will increase their confidence of the transfer process.	"We provide foundational skills and pathways to transfer…"	80% of students will demonstrate a increased confidence in their transfer knowledge.	Utilize post surveys.	Goal is met. More than 80% felt confident with their next steps as a transfer student.	Develop new SLO specifically for "next steps" as a transfer applicant.

*Please see appendix for description.
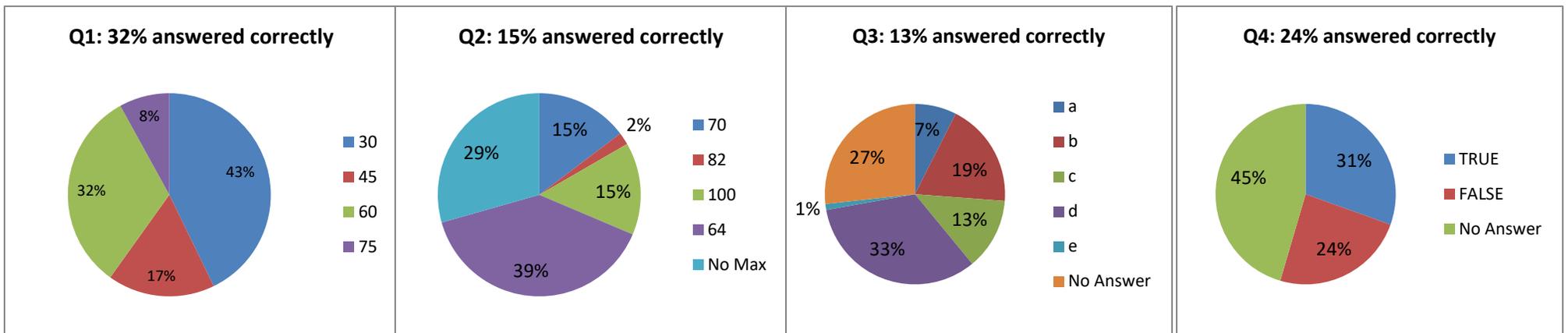****More detailed description on the following page.**

II.2.B.   2015-2016 Assessment Plan Findings/Data Analysis

SLO/SAO #1: Students who attend transfer advisement sessions will be able to define the minimum eligibility requirements for transfer to the UC and CSU systems. Transfer advisement appointments with university admissions counselors are offered every semester (winter, spring, summer, and fall) to students. To measure student learning from these appointments, pre and post assessment surveys (multiple choice) are administered to students. The following are the pre/post assessment findings.
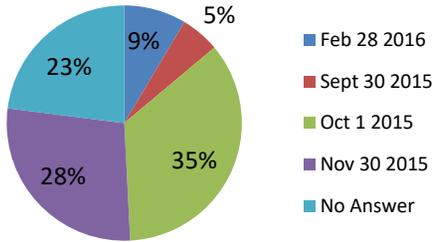
Findings/Data Analysis
CSU PRE-ASSESSMENT FINDINGS based in the data collected, students had little general knowledge and understanding of basic transfer requirements for CSU campuses, and associated requirements.
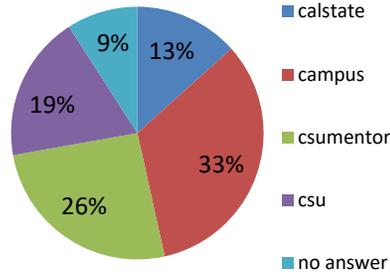
- Q1: How many units are required to qualify as an upper division transfer student at a CSU?
- Q2: What is generally he maximum about of units a Cal State will accept for transfer students?
- Q3: What are the "Golden Four" classes?
- Q4: I must fulfill all my transfer requirements before I submit my application for transfer.
- Q5: The deadline to apply for fall 2016 CSU transfer is?
- Q6: I submit my transfer application for CSU online at which website?
- Q7: In order to be eligible for fall 2016 transfer, all minimum transfer requirements must be completed by which semester?

Q1: 32% answered correctly — 43% (30), 17% (45), 32% (60), 8% (75)

Q2: 15% answered correctly — 15% (70), 2% (82), 15% (100), 39% (64), 29% (No Max)

Q3: 13% answered correctly — 7% (a), 19% (b), 13% (c), 33% (d), 1% (e), 27% (No Answer)

Q4: 24% answered correctly — 31% (TRUE), 24% (FALSE), 45% (No Answer)

Q5: 35% answered correctly

- Feb 28 2016
- Sept 30 2015
- Oct 1 2015
- Nov 30 2015
- No Answer

9%, 5%, 23%, 28%, 35%

Q6: 26% answered correctly

- calstate
- campus
- csumentor
- csu
- no answer

9%, 13%, 19%, 33%, 26%

Q7: 13% answered correctly

- Fall 15
- Winter 16
- Spring 16
- Summer 16
- No Answer

17%, 44%, 16%, 13%, 10%
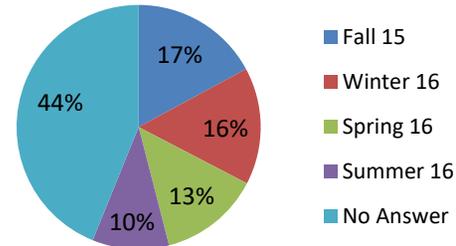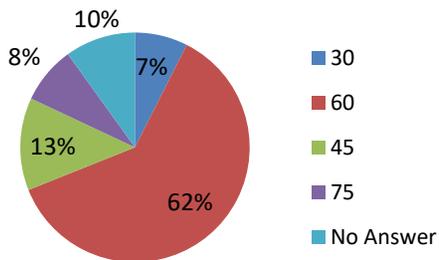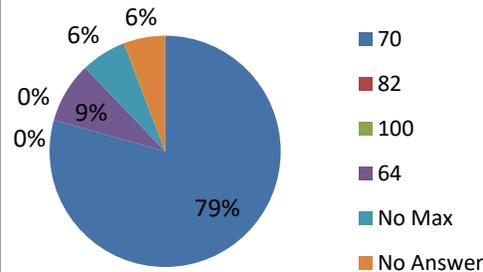
CSU POST-ASSESSMENT FINDINGS based in the data collected, students increased their knowledge of individual transfer requirements significantly.
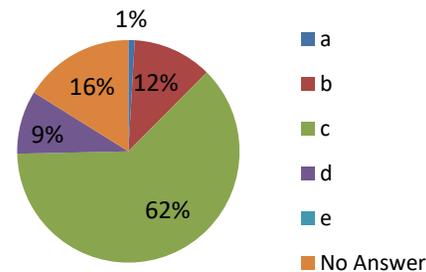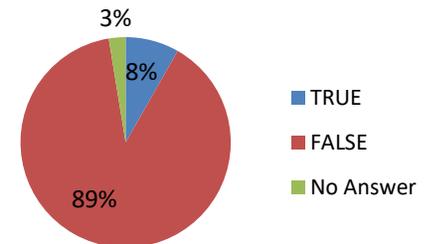
Q1: 62% answered correctly

- 30
- 60
- 45
- 75
- No Answer

7%, 10%, 8%, 13%, 62%

Q2: 79% answered correctly

- 70
- 82
- 100
- 64
- No Max
- No Answer

6%, 6%, 0%, 0%, 9%, 79%

Q3: 62% answered correctly

- a
- b
- c
- d
- e
- No Answer

1%, 16%, 12%, 9%, 62%

Q4: 89% answered correctly

- TRUE
- FALSE
- No Answer

3%, 8%, 89%

Q5: 76% answered correctly

- Feb 28 2016
- Sept 30 2015
- Oct 1 2015
- Nov 30 2015
- No Anwer

6%, 1%, 6%, 11%, 76%

Q6: 70% answered correctly

- calstate
- campus
- csumentor
- csu
- No Answer

1%, 12%, 12%, 5%, 70%

Q7: 73% answered correctly

- Fall 15
- Winter 16
- Spring 16
- Summer 16
- No Answer

6%, 6%, 5%, 10%, 73%
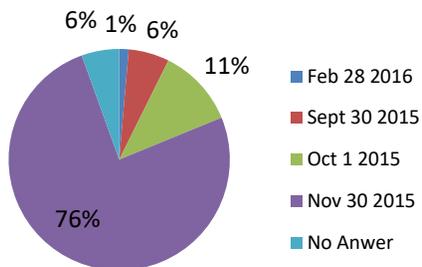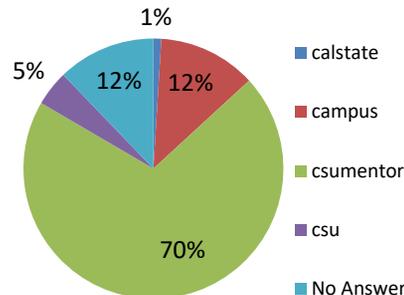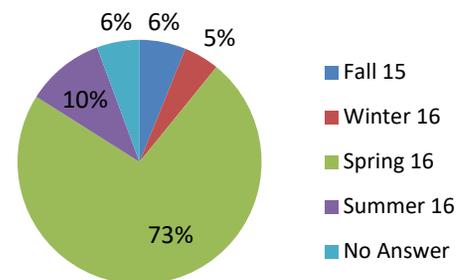
UC PRE-ASSESSMENT FINDINGS based on the date collected, students had little general knowledge and understanding of basic transfer requirements for CSU campuses, and associated requirements. When speaking with students, they understood UC TAG and general transfer to be one in the same; hence the low knowledge of UC deadlines.

- Q1: How many units are required to qualify as an upper division transfer student at a UC?
- Q2: What is the maximum amount of units a UC will accept for transfer students?
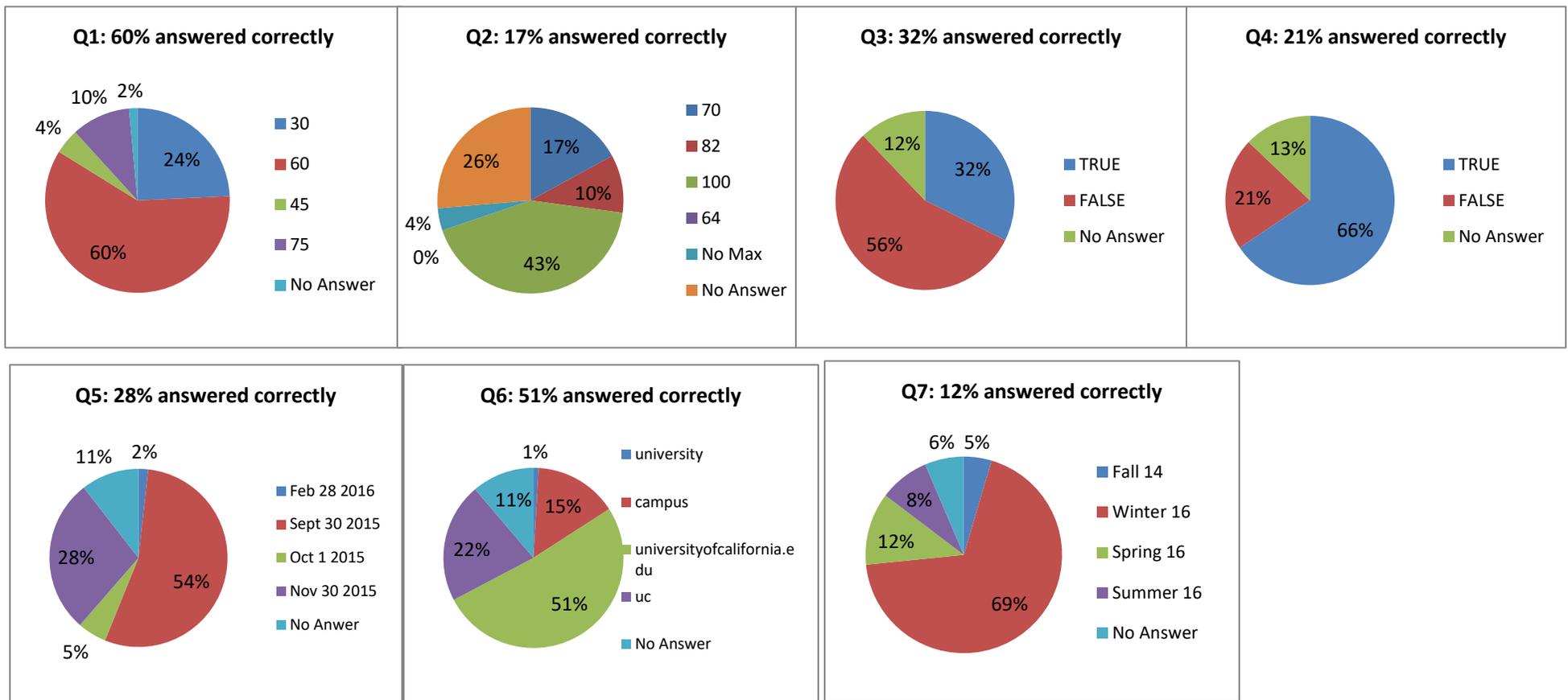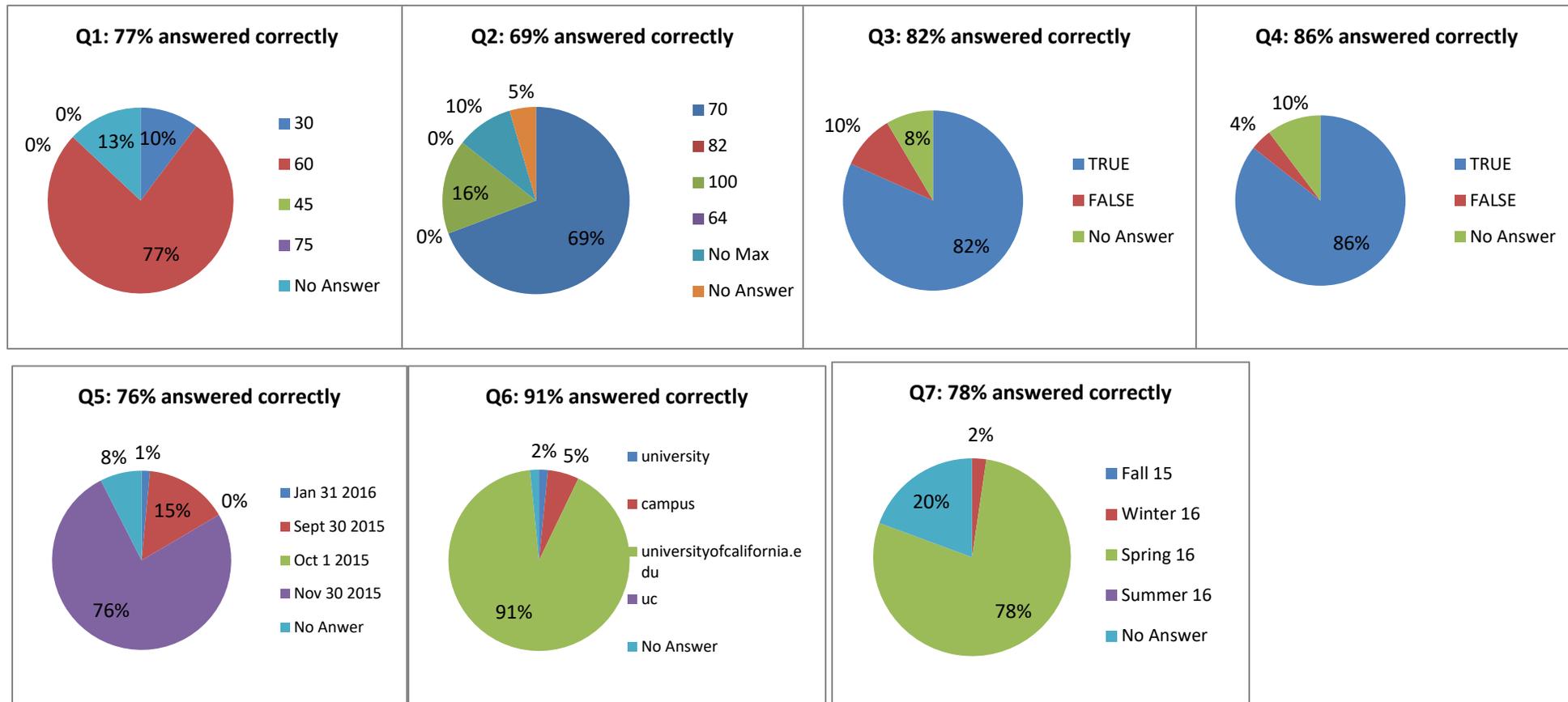- Q3: A foreign language class, or two years of HS foreign language is required for transfer?
- Q4: I must fulfill all my transfer requirements before I submit my application for transfer.
- Q5: The deadline to apply for fall 2016 UC transfer is?
- Q6: I submit my transfer application for UC online at which website?
- Q7: All transfer requirements for fall 2016 transfer must be completed by which semester?

Q1: 60% answered correctly

- 30: 24%
- 60: 60%
- 45: 4%
- 75: 10%
- No Answer: 2%

Q2: 17% answered correctly

- 70: 17%
- 82: 10%
- 100: 43%
- 64: 0%
- No Max: 4%
- No Answer: 26%

Q3: 32% answered correctly

- TRUE: 32%
- FALSE: 56%
- No Answer: 12%

Q4: 21% answered correctly

- TRUE: 66%
- FALSE: 21%
- No Answer: 13%

Q5: 28% answered correctly

- Feb 28 2016: 2%
- Sept 30 2015: 54%
- Oct 1 2015: 5%
- Nov 30 2015: 28%
- No Anwer: 11%

Q6: 51% answered correctly

- university: 1%
- campus: 15%
- universityofcalifornia.edu: 51%
- uc: 22%
- No Answer: 11%

Q7: 12% answered correctly

- Fall 14: 5%
- Winter 16: 69%
- Spring 16: 12%
- Summer 16: 8%
- No Answer: 6%

UC POST-ASSESSMENT FINDINGS Students significantly increased their knowledge of transfer requirements and deadlines.

Q1: 77% answered correctly

- 30
- 60
- 45
- 75
- No Answer

10%, 77%, 13%, 0%, 0%, 0%

Q2: 69% answered correctly

- 70
- 82
- 100
- 64
- No Max
- No Answer

5%, 10%, 0%, 16%, 0%, 69%

Q3: 82% answered correctly

- TRUE
- FALSE
- No Answer

10%, 8%, 82%

Q4: 86% answered correctly

- TRUE
- FALSE
- No Answer

10%, 4%, 86%

Q5: 76% answered correctly

- Jan 31 2016
- Sept 30 2015
- Oct 1 2015
- Nov 30 2015
- No Anwer

8%, 1%, 15%, 0%, 76%

Q6: 91% answered correctly

- university
- campus
- universityofcalifornia.edu
- uc
- No Answer

2%, 5%, 91%

Q7: 78% answered correctly

- Fall 15
- Winter 16
- Spring 16
- Summer 16
- No Answer

2%, 20%, 78%
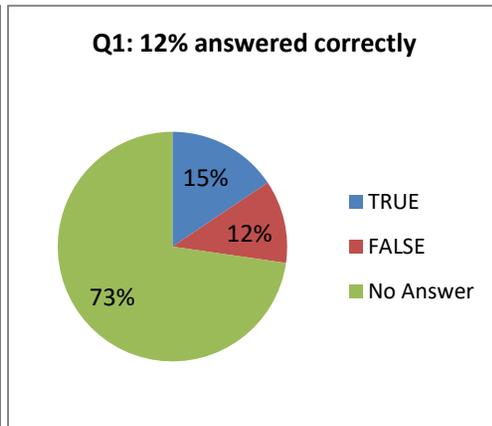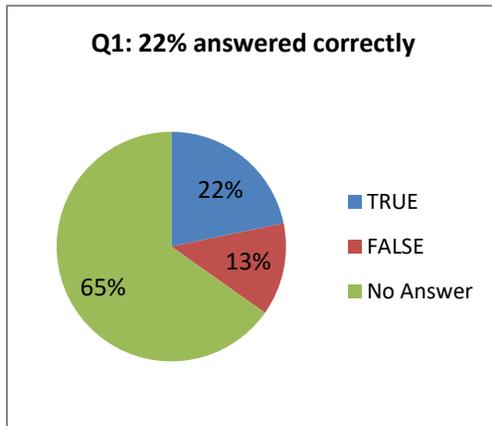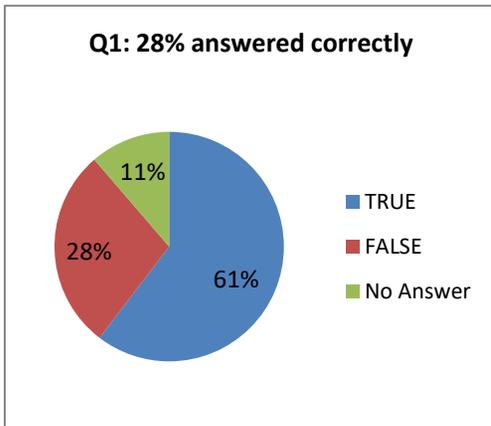
Improvement Recommendations

Continue to utilize pre and post surveys to ensure students understand the difference between TAG requirements and general transfer requirements and deadlines. Students understand the general requirements for transfer in regards to until requirement. Their understanding of personal requirements improves once they meet with an admissions counselor from their ideal transfer institution. Major preparation is where students are learning the most in regards to their transfer requirements. Future plan includes revising the learning survey to include where students can obtain information regarding their major prep requirements.

SLO/SAO #2:Students who participate in specialized transfer workshops will recognize specific requirements for the CSU ADT and the UC TAG program. Pathways to transfer to the Cal State and UC systems are available to students. The Transfer Center offers information workshops to ensure students understand how to be eligible to specific pathway programs, and to meet associated deadlines. Below are the pre and post assessment findings for both CSU ADT workshops and UC TAG workshops.
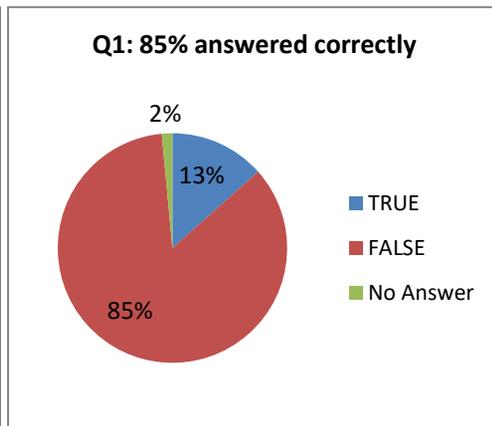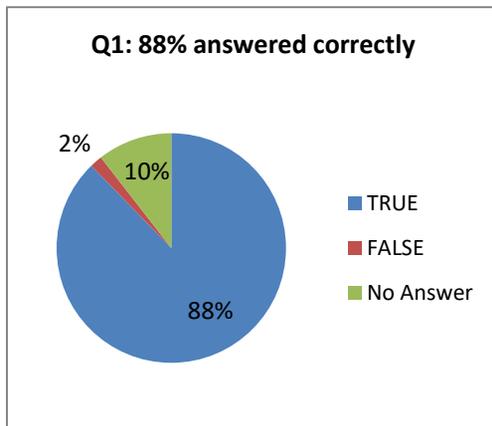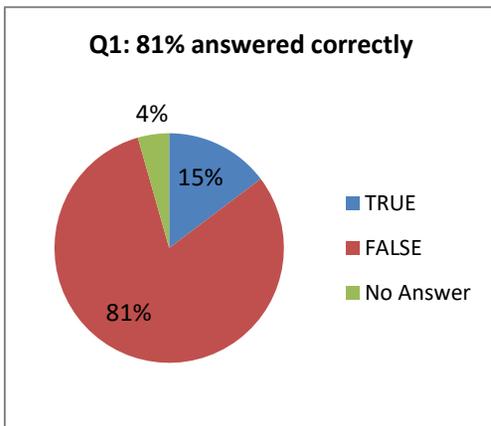
Findings/Data Analysis
PRE ASSESSMENT FINDINGS (CSU+ADT) Basic CSU transfer information was presented during this workshop; however there was an emphasis on the ADT majors, process and requirements.

- Q1: An Associates Degree for Transfer (ADT) is available for all majors, at all CSU campuses.
- Q2: CSU San Bernardino is our local Cal State campus.
- Q3: An Associates Degree for Transfer (ADT) guarantees you admissions into the CSU of your choice.

Q1: 28% answered correctly

- TRUE 61%
- FALSE 28%
- No Answer 11%

Q1: 22% answered correctly

- TRUE 22%
- FALSE 13%
- No Answer 65%

Q1: 12% answered correctly

- TRUE 15%
- FALSE 12%
- No Answer 73%

POST ASSESSMENT FINDINGS (CSU+ADT) Students increased their knowledge of CSU ADT requirement

Q1: 81% answered correctly

- TRUE 15%
- FALSE 81%
- No Answer 4%

Q1: 88% answered correctly

- TRUE 88%
- FALSE 2%
- No Answer 10%

Q1: 85% answered correctly

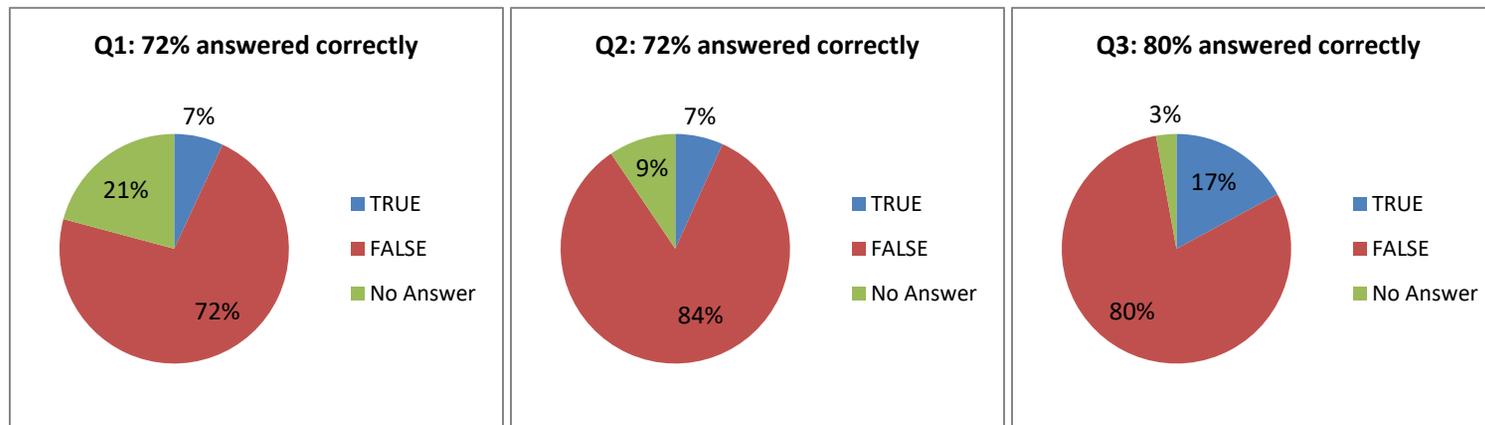- TRUE 13%
- FALSE 85%
- No Answer 2%

PRE ASSESSMENT FINDINGS (UC+TAG) Students who are interested in transferring to a UC are provided an opportunity to lean about the requirements and application specifications for TAG (Transfer Admission Guarantee). Six of the nine UC campuses participate in TAG; if students meet the requirements set by their desired UC, they are a guaranteed admission into that university.

- Q1: All UC campuses participate in the TAG program
- Q2: I am able to TAG into any major with the TAG program.
- Q3: I do not need to meet the campus GPA requirement in order to apply for the TAG program.

Q1: 17% answered correctly

- 34% TRUE
- 17% FALSE
- 49% No Answer

Q2: 13% answered correctly

- 19% TRUE
- 13% FALSE
- 68% No Answer

Q3: 47% answered correctly

- 24% TRUE
- 47% FALSE
- 29% No Answer
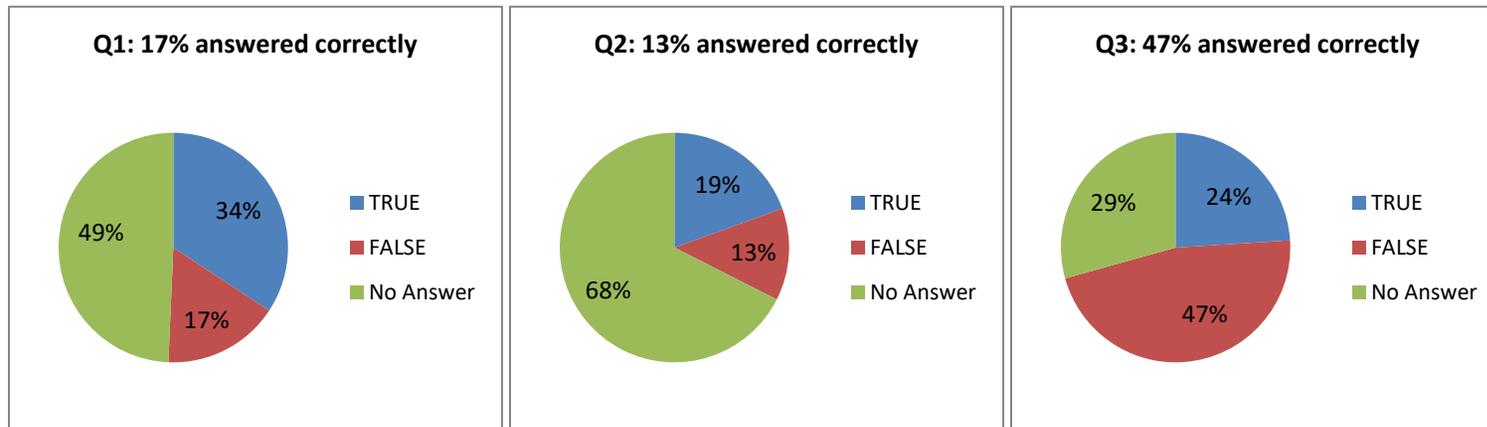
POST ASSESSMENT FINDINGS (UC+TAG) Students significantly increased their knowledge of the TAG process and requirements.

Q1: 72% answered correctly

- 7% TRUE
- 72% FALSE
- 21% No Answer

Q2: 72% answered correctly

- 7% TRUE
- 84% FALSE
- 9% No Answer

Q3: 80% answered correctly

- 17% TRUE
- 80% FALSE
- 3% No Answer

Improvement Recommendations Continue to access student knowledge of CSU+ADT and UC+TAG requirements. Addressing the "rumors" about both programs is important in order to ensure students have the correct information, thus increasing their chances of transfer success.

SLO/SAO #3: Students who participate in major exploration workshops will be able to define a transfer major. This was a new workshop offered Spring 2016; 6 workshops were offered and a total of 10 students attended. Participation was low therefore it did not allow for an accurate learning outcome.

Findings/Data Analysis Not Applicable

Improvement Recommendations Continue to offer this workshop in the future, as it will benefit students in regards to transfer success.

SLO/SAO #4: Students who utilize Transfer Center services will increase their confidence of the transfer process. The Transfer Center receives questions regarding their next steps as a transfer applicant, and questions from students who would like basic information about the transfer process or "how transfer works."

Findings/Data Analysis Students were satisfied with the information they received from the Transfer Center/workshop.

Improvement Recommendations Continue to assess student confidence utilizing a post survey. Collaborate with Career & Job Placement center to increase student awareness and combine efforts with their current major exploration workshops on campus; thus not duplicating efforts but enhancing what is already being done.

Q: I am confident about the transfer process after this workshop/speaking with the Transfer Center
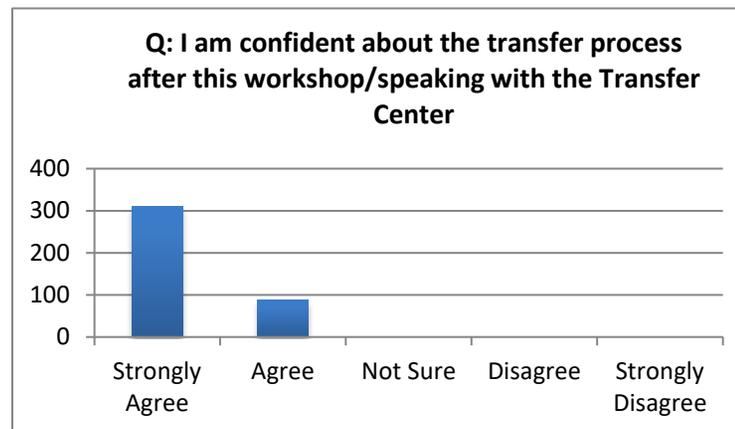
III. Needs Assessment

1. Staffing Level One Full-Time Educational Advisor. *(Short-Term Temp employee employed March 24, 2016 – June 30, 2016 request to extend to December 2016).*

2. Staffing Profile
Please indicate the number in terms of FTE. (In other words a full time staff person is a 1.0, and a half time person is a .5)

Position	Staffing Levels for Each of the Previous Five Years						Anticipated total staff needed	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		2016 -2017	2017-2018
Administration	0	0	0	0	0		0	0
Classified Staff FT	1	1	1	1	1		1	1
Classified Staff PT	0	0	0	0	0		.5	.5
Confidential Staff FT	0	0	0	0	0		0	0
Faculty FTE Full time	0	0	0	0	0		1	1
Faculty FTE Part time	0	0	0	0	0		.5	.5
Total Full Time Equivalent Permanent Staff	1	1	1	1	1		2	2
Short Term Staff	0	0	0	0	.25		.5	.5
Student Workers	6	6	7	8	6		6	6

3. Improvement Areas
Note: Identify specific issues that are affecting the efficiency or effectiveness of your area due to lack of staffing, equipment, or other resources.

- College receptionist is needed to provide consistent office coverage; also for access to UIweb and OnBase. Federal-work study students have been providing front counter duties since 2009; when student workers are not available, Transfer Center Educational Advisor performs all front counter duties – removing Educational Advisor from priority duties. When workshops occur, the department is left unattended as a result of no staff.

- University tours have not been an option within the Transfer Center. With the Title V and Equity grant, the option to send students to UC, CSU or Private University Preview days would greatly benefit students in preparing and maintaining motivation for transfer.

4. Staff Needs

NEW OR REPLACEMENT STAFF (Administrative, Faculty, or Classified)

List Staff Positions Needed for Academic Year 2016-2017 **Please be as specific and as brief as possible when offering a reason.** Place titles on list in order (rank) or importance.	**Indicate** **N = New** **R=Replaceme nt** **I = Increase time**	**Annual TCP*** TCP for employee
1. College Receptionist – Part-Time (2) <u>Reason:</u> The Transfer Center currently employs 6-10 federal work-study students to provide front counter assistance. Schedules vary and are changed to accommodate classes, projects, study time, and finals. New students are hired every year and must be trained every year as a result of past federal work study employees transferring to four-year universities. Part time college receptionist would provide consistent coverage, and would provide assistance to students with general transfer inquiries, make appointments with university representatives, assist students with follow-up and have access to UIweb, and OnBase to pull files and transcripts for visiting admissions counselor and transfer application assistance, as well as print on file SEP's for students.	**N**	**$17,1120.00**

* TCP = "Total Cost of Position" for one year is the cost of an average salary plus benefits for an individual. New positions (not replacement positions) also require space and equipment. Please speak with area manager to obtain accurate cost estimates. Please be sure to add related office space, equipment and other needs for new positions to the appropriate form and mention the link to the position.

5. Equipment (*Not* including technology) Needs <u>*Not*</u> Covered by Current Budget

List Equipment or Equipment Repair Needed for Academic Year 2016-2017 **Please list/summarize the needs of your unit below.** **Please be as specific and as brief as possible.** Place items on list in order (rank) or importance.	Annual TCO*		
	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

* TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates.
If equipment needs are linked to a position please be sure to mention that linkage.

6. Technology++ Needs <u>Not</u> Covered by Current Budget
NOTE: Technology; excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc.)

Annual TCO*

Priority	EQUIPMENT REQUESTED	New (N) or Replace-ment (R)?	Program: New (N) or Continuing (C)?	Location (i.e Office, Classroom, etc.)	Is there existing Infra-structure ?	How many users served ?	Has it been repaired frequently ?	Cost per item	Number Requested	Total Cost of Request
1. Usage / Justification										
2. Usage / Justification										
3. Usage / Justification										
4. Usage / Justification										
5. Usage / Justification										

- TCO = "Total Cost of Ownership" for one year is the cost of an average cost for one year. Please speak with your area manager to obtain accurate cost estimates. If equipment needs are linked to a position please be sure to mention that linkage.
- ++Technology is (1) equipment that attaches to a computer, or (2) a computer is needed to drive the equipment.

7. Facilities Needs *Not* Covered by Current Building or Remodeling Projects*

List Facility Needs for Academic Year 2016-2017 (Remodels, Renovations or added new facilities) Place items on list in order (rank) or importance.	Total Cost of Request
1. Reason:	
2. Reason:	
3. Reason:	
4. Reason:	
5. Reason:	
6. Reason:	

*Please speak with your area manager to obtain accurate cost estimates and to learn if the facilities you need are already in the planning stages.

8. Professional or Organizational Development Needs *Not* Covered by Current Budget*

List Professional Development Needs for Academic Year 2016-2017 Reasons might include in response to assessment findings or the need to update skills. **Please be as specific and as brief as possible**. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Cost per item	Number Requested	Total Cost of Request
1. UC Counselor Conference Reason: For Educational Advisor to be kept abreast of any modifications made to individual UC campus transfer requirements. To receive an overview of new transfer application and personal statement platform/requirements, TAG updates, Major pre criteria, GPA requirements, and any pertinent information for students and counseling faculty to be made aware of.	**$60.00**	1	**$60.00**
2. CSU Counselor Conference Reason: For Educational Advisor to be kept abreast of any modifications made to transfer requirements at individual CSU campuses. To receive an overview of new transfer application platforms, ADT redirection procedures, and any pertinent information for students and counseling faculty to be made aware of.	**$75.00**	1	**$75.00**
3. UC ETS Conference Reason: For Educational Advisor to be kept abreast of any modifications made to transfer requirements of individual UC campuses. To receive an overview of new transfer application platforms, what students can expect at the UC campus, meet admissions counselors assigned to Norco College, and an opportunity to provide feedback to UC staff application, sync issues, and clarification of transfer requirements.	**$105.00**	1	**$105.00**

*It is recommended that you speak with Human Resources or the Management Association to see if your request can be met with current budget.

Unit Name: Transfer Center

9. SAFETY NEEDS <u>*not*</u> covered by current budget

List Safety Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Cost per item	Number Requested	Total Cost of Request
1. <u>Reason:</u>			
2. <u>Reason:</u>			
3. <u>Reason:</u>			
4. <u>Reason:</u>			
5. <u>Reason:</u>			
6. <u>Reason:</u>			

9. OTHER NEEDS *not* covered by current budget

List Other Needs for Academic Year 2016-2017 Please list/summarize the needs of your unit below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Cost per item	Number Requested	Total Cost of Request
1. Transfer T-Shirts – Student Give Away & Staff Event Shirts Reason: transfer center students' workers would wear Shirts during Spring/Fall Transfer fairs. Shirts would be raffle giveaways as well, for students who participate in workshops and Transfer Fairs.	**$5.50**	**100**	**$550.00**
2. Graduation Cords –Transfer Recognition Reason: Students who transfer to four-year universities (and do not complete an associates degree) do not participate in the commencement ceremony. For the students who are obtaining an Associates degree, and transferring to a four-year university, these cords would allow the opportunity for the students to be recognized of their transfer achievement at the commencement ceremony.	**$1.69**	**500**	**$961.00**
3. Transfer Medallions – Transfer Recognition Reason: Students who transfer to four-year universities (and do not complete an associates degree) do not participate in the commencement ceremony. For the students who are obtaining an Associates degree, and transferring to a four-year university, these medallions would allow the opportunity for the students to be recognized of their transfer achievement at the commencement ceremony.	**$3.00**	**500**	**$1,500.00**

(The follow is for use for your assessment plans in sections II.1.A. and II.2.A.)

Norco College Mission Statement

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Link of your outcomes assessment with the following options listed from the components of the Norco College Mission Statement.

1. Service to students, community, and workforce
    a. By providing educational opportunities
    b. By celebrating diversity
    c. By promoting collaboration

2. Provides support and encouragement through
    a. Innovative approach to learning
    b. Application of emerging technologies

3. Provides foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Example:
- ***SLO- Students will learn the services available through WebAdvisor.***
- How it is linked to the Mission Statement:
    o ***2b – Provides support and encouragement through application of emerging technologies.***