Validation Review Recommendations & Responses

Commendations

No Commendations Have Been Made.

Recommendations

No Recommendations Have Been Made.

Unit Review - Mission Statement

Program Mission

Describe the purpose of the program:

The overall goal of the Transfer Center is to ensure access to the Transfer Center and facilitate the transfer process for students whose educational goal is transfer to a four-year institution.

The overall goal of the Career Center is to ensure access to the Career Center and facilitate students' career decision making process.

Respondent: Tashini Walker

Unit Review - Services & Hours of Operation

Program Services & Hours of Operation

Location, days/hours:

The Transfer/Career Center is located in the Campus Services Building next to the President's Office.

Hours of operations:
Monday 9:00 AM - 7:00 PM, Tuesday 9:00 AM - 7:00 PM, Wednesday 9:00 AM - 4:00 PM, Thursday 9:00 AM - 4:00 PM, Friday Closed.

Respondent: Tashini Walker

Services offered during last cycle:

<table>
<thead>
<tr>
<th>Service</th>
<th>Date Added</th>
<th>Date Deleted</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library of University Catalogs and Resources</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Application Assistance</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Representative Visits</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Exploration Programs</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Resource Library</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Fairs</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Workstations</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC Transfer Admission Guarantee Agreements</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Presentations</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer and Career Counseling</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer and Career Workshops</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing of Activities</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship List</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Population Served

Describe the population served and the trends in student characteristics and/or outcomes that may impact your unit.

In 2013-2014 academic year, the Transfer/Career Center serviced 3389 students.

Students who visit the center are mainly those who are interested in transferring to a four-year college and/or university. The majority of students are first-generation
college students who are unfamiliar with the transfer process. Outreach efforts will be directed towards capturing students early in their education to encourage them to explore the transfer/career process and utilize services.

Unit Review - Staffing

Certificated Administrator, Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tashini Walker</td>
<td>Transfer Center Counselor/Coordinator</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Classified Staff

No Classified Staff Added.

Student Workers

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgina Castaneda</td>
<td>Student Worker</td>
<td>15</td>
</tr>
<tr>
<td>Erika De La Riva</td>
<td>Student Worker</td>
<td>15</td>
</tr>
<tr>
<td>Naira Petrosyan</td>
<td>Student Worker</td>
<td>15</td>
</tr>
</tbody>
</table>

Projections

Projected Retirements:

No retirements are projected at this time.

Are available faculty and classified staff adequate to support the program?

Currently the only staff is a full-time Counselor who is half-time counselor and half-time coordinator and three student workers (15 hours a week, each student) to staff the front office and center resources. The center needs a full-time classified personnel to staff the center so that the Counselor/Coordinator can focus on the duties required. The center also needs to hire additional counseling faculty (full-time career and half-time transfer) to provide improved access of students seeking transfer and career services. The center also needs a Career Guidance Counseling Assistant's (CGCA) to assist counselors with various duties. We are operating without adequate staffing which decreases student access to the center.

Respondent: Tashini Walker

Unit Review - Program Outreach

Program Outreach

What standing committees does your program maintain? What are their charges and membership?

There are no standing committees at this time. The goal is to establish an Advisory Committee that will be composed of administration, faculty, staff, students and four-year college and university representatives. The purpose of this committee is to plan the development, implementation, and on-going operations of the Transfer Center.

What intra-college collaboration has your program been involved in during the past six years?

Over the past two years that I have been coordinating the Transfer/Career Center, I have initiated collaboration with other Student Services departments, Academic Affairs and specially funded programs. Collectively we have campus collaboration to support the transfer center with the following: Annual transfer fair, partnership with the English department to support transfer students in drafting their personal statements for transfer applications, and faculty support to promote transfer services and events. The Teacher Pathways Program grant is co-located with the Transfer/Career Center which allows their staff to assist in transfer awareness and promotion of the services.

What has your program done since the last review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?

The Transfer/Career Center maintains a close working relationships with four year colleges and universities. For the past two years UCLA and CSUN outreach centers have provided peer mentors that visits the Transfer/Career Center weekly. The peer mentors establish relationships with prospective transfer students and promote academic preparedness for admission. The goal of establishing relationships with these institutions is to improve transfer rates by inspiring and encouraging transfer students.

Respondent: Tashini Walker

Unit Effectiveness - Quality & Accessibility of Services

To access survey data, click here.
**Student Satisfaction Survey**

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMC Student Survey</td>
<td>Fall 2013, 954 students were surveyed and when asked: what is their educational goal at LAMC, 67% identified transfer as a goal; when asked the level of satisfaction of transfer services, 94% stated their level of satisfaction was not dissatisfied, 6% of students indicated some level of dissatisfaction; when asked about whether students utilized the TCC, 70% never utilized the TCC while 30% indicated the utilization of TCC. 83% of those students who did not use the TCC indicated they felt they did not need the services.</td>
</tr>
</tbody>
</table>

Discuss and analyze Student Satisfaction Survey results and what program changes will be implemented in response to the survey data.

67% of students identified transfer as their goal, however 70% never utilized the Transfer Center during the semester while 30% utilized the TCC more than once. Of those students who indicated TCC services were not utilized, 83% (532 out of 639) thought they did not need TCC services, while 5% of students indicated that they were not aware of TCC services. 94% of students level of satisfaction were not dissatisfied.

With over 2/3 of the student population indicating transfer as a goal, it’s overwhelmingly critical to provide funding for additional counselors, staff, computers, equipment to support the increasing demand of the Transfer Center and to promote and educate students on how the TCC can help meet their transfer/career goals.

Respondent: Tashini Walker

**Faculty/Staff Program Assessment Survey**

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>not applied</td>
<td>not applied</td>
</tr>
<tr>
<td>LAMC/Adjunct</td>
<td>Fall 2013, 133 faculty and staff participated in the survey. When asked whether they thought the TCC was effective, 98% indicated that the TCC was at least somewhat effective; when asked how often fac/staff referred students to the TCC, 90 out of 133 fac/staff referred students.</td>
</tr>
</tbody>
</table>

Discuss and analyze Faculty/Staff Program Assessment Survey results and what program changes will be implemented in response to the survey data.

90 out of 133 faculty and staff referred students to the Transfer Center. The data indicates a large number of faculty and staff make appropriate referrals to students based the student survey of 67% indicated transfer is their goal. This also indicates that faculty and staff are aware of TCC services.

98% of faculty and staff indicated that the Transfer Center was at least somewhat effective or better however, there is still room for improvement since only 22% rated it somewhat effective.

The focus and intention of the Transfer Center is to ensure that all faculty and staff are made aware of the benefits of students utilizing the Transfer Center by continuing to be visible and by making presentations at Flex Day, meetings, classroom presentations and workshops.

One faculty agreed that the Transfer Center needs more counselors to support all the efforts and demands of the center.

Funding is extremely imperative in order to meet the needs of a fully functioning Transfer Center.

**Unit Effectiveness - SLOs**

**Student Service Area Outcomes**

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>[SAO#1] Students will have improved access to transfer/career information to reach their transfer/career goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Related ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Criterion/Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Increased access to transfer/career information will ensure that more students are aware of current and accurate information to facilitate transfer in a timely manner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Data from SARS. Criterion: There will be a 5% increase in the number of students served as compared to the 2013-2014 academic year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>SARS information for 2011-2012 (number of student contacts): 249; 2012-2013: 1403; 2013-2014: 3605. Based on the above information, the Transfer Center saw a 563% increase from 2011-2012 to 2012-2013 and a 257% increase from 2012-2013 to 2013-2014.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Additional e-blasts (mass emails) to students regarding transfer events/services were implemented and will continue to be used, and additional in-class presentations are being done by Transfer Center staff. Also, increased use of the video displays across campus to advertise Transfer Center events was done during the past year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Re-Evaluation Assessment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Re-evaluation will be conducted after the Spring 2015 semester when SARS data is available for spring contacts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Next Assessment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>

Based on a exit survey of students who have utilized the Transfer Center services during the Fall 2014 semester, over 77% of students...
### 6) Results

A new survey instrument will be developed and used to survey students who indicate they are transferring for the Fall 2015 semester. The survey will ask respondents whether they a) believe they received up-to-date transfer requirement information, b) were able to meet their transfer goals within a timely manner.

### 8) Re-Evaluation

Survey results from Spring 2015 will be evaluated after the end of the stated semester.

### Unit Effectiveness - Human Resources

#### Professional Development

<table>
<thead>
<tr>
<th>Name/Status</th>
<th>Activities</th>
<th>Comments</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACCD Transfer Mgr</td>
<td>Other (Specify)</td>
<td>District meeting for Transfer Directors</td>
<td></td>
</tr>
<tr>
<td>Region 7</td>
<td>Other (Specify)</td>
<td>Transfer Directors Meeting</td>
<td></td>
</tr>
<tr>
<td>UCLA Transfer Day</td>
<td>Off-Campus Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USC Conference</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share Learn Connect</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RACC Workshop</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensuring Tran. Succ.</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU Couns. Conf.</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WACAC Conference</td>
<td>Conferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Development Needs

Are there areas of unmet professional development needs among faculty in this program? Please explain a proposed plan of action for addressing this need and any resources needed to achieve this development.
Unit Effectiveness - Facilities & Equipment

Facilities & Equipment

Is space and equipment currently assigned to your unit adequate to support the needs of the service area? Please explain?
Currently the space is shared with a specially funded program. Given the amount of activities that are on going daily, the facility is inadequate. We need more computers for transfer and career students and space to house the computers, a private office space for the counselor/coordinator (presently exposed), private office for the career counselor and additional private offices to support the visits from the four-year college and university representatives. The representative currently meets with the student in the lobby area of the center which does not provide for privacy and confidentiality during the counseling session. In order to provide transfer/career resources appropriate equipment needs to be in place. Currently there are three printers that are not working to full capacity. The center would benefit from three high-capacity printers/fax/scanners. The equipment will permit the Transfer/Career Center to provide appropriate material such as transcripts, college handouts and flyers for marketing the center and daily operations of the center.

Does the program regularly utilize general campus facilities? Are they available and adequate?
The program utilizes adequate general campus facilities to hold transfer fairs and transfer workshops.

External Accountability - Advisory/Oversight Committee

Advisory / College Oversight Committee

Members Names, Representation:
No Board Members Added.
Respondent: NA

Meetings

List the Date and Membership of your Advisory Board:
No Meetings Added
Reminder: Keep copies of your Minutes for audit purposes.

Recommendations

What have been the major recommendations resulting from your advisory board meetings? Of those recommendations, which have been acted upon, and what is your plan of action with regard to other recommendations discussed?
The Transfer/Career Center is planning to develop an Advisory Committee for the center by Spring 2015.

External Accountability - Compliance Status

Accreditation or Compliance Status

Is this program subject to approval/accreditation by specialized state, regional, or national accrediting agencies?
No

What is the program’s accreditation status?
Los Angeles Mission College is fully accredited. The TCC is not separately accredited.

Respondent: Tashini Walker

Recommendations

Indicate recommendation of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional...
Planning Assumptions & Assessment

Service Area Planning Assumptions

In the space below, please list the planning assumptions that will guide your unit during the next 3 year period. Include assumptions for at least the following areas:

- Expected demand
- Anticipated funding trends
- Anticipated pedagogical trends
- Anticipated technological trends
- Anticipated trends in student needs and/or demographics
- Relevant Advisory Group recommendations

The demand for the Transfer/Career Center services is expected to grow each year as the number of students increase on campus and as we market of the center services. As the labor market continues to change, workers will be required to have certifications and degrees that community colleges offer. As a result the college will experience an increase in enrollment. Funding will need to be increased based on the demand. The coordinator will continue to request additional funding until the center achieves the staffing level necessary. Given that nearly all transfer information and the majority of career resources are online, the center will see increased demand for computer/printer use.

Respondent: Tashini Walker

Self-Assessment: Challenges, Opportunities & Strategies

A. Please present the unit’s analysis of the challenges it will face over the next 3 years in light of the measures of program effectiveness, progress toward past goals, and new planning assumptions.

Inadequate funding is one of the challenges for the Transfer/Career Center. The center needs dedicated staff to handle the needs and challenges of transfer and undecided students. Over the next three years the center will need to hire a full-time classified staff, full-time Career Counselor, half-time Transfer Counselor and two CGCA’s to staff the center and provide adequate student access to our services. Additionally, consistent funding for professional development, supplies, printing, equipment and bus transportation for college tours is necessary to have quality transfer services. Without additional financial, support, the center will offer access and services to students that fall far short of demand.

As of summer 2014 the college has decided to offer limited career services due to the lack of a dedicated full-time counselor. Consequently this Program Review has focused primarily on transfer services.

B. Identify unit strengths and recommendations to strengthen existing unit programs.

The Transfer/Career Center is currently operating with one full-time Counselor and three student workers and was able to service over 3300 students in the 2013-2014 academic year. In order to maintain high-quality career/transfer services it is vital that we have adequate staffing/supplies to provide students with the necessary assistance to meet their academic, career and transfer goals.

Supplemental Material

Supplemental Files

No Supplemental File(s).

Objectives & Resources

Objective

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Improve knowledge base of TCC staff w/on’d prof dev activities. (2014-2015) (Priority: High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Set Goal:</td>
<td></td>
</tr>
<tr>
<td>New Related Goal Areas:</td>
<td>3. Improve Quality of Educational Programs and Services to Increase Student Success</td>
</tr>
<tr>
<td>Individual(s) Responsible:</td>
<td>Tashini Walker</td>
</tr>
<tr>
<td>Period:</td>
<td>9/1/2014 - 6/1/2015</td>
</tr>
<tr>
<td>Activity:</td>
<td>The counselor/coordinator will attend the most important professional development activities and train transfer center staff on the updated information to ensure that students receive accurate information they need to become transfer ready.</td>
</tr>
<tr>
<td>Expected Outcome and Measurement:</td>
<td>TCC staff will be regularly updated/trained on current transfer information. The Counselor/Coordinator will provide a least four training updates during the academic year to TCC staff and counselors. Documentation of training will be reflected on the agenda and minutes of the Counseling In-Service meetings.</td>
</tr>
<tr>
<td>Priority:</td>
<td>High (I)</td>
</tr>
<tr>
<td>Assessment:</td>
<td>In/Progress</td>
</tr>
<tr>
<td>Status:</td>
<td></td>
</tr>
</tbody>
</table>

Resource

| Resource Requested: | Other (2014-2015) (Quantity: 0 Units) |
| Anticipated Total Cost: | $2,000 |
| Contact Person: | Tashini Walker |
| Description of Item: | Secure adequate funding annually to attend conferences, workshops and trainings. |
### Objective

**Objective 2:** Improve access to high quality staff and transfer/career info  

#### New Related Goal Areas:
- Expand Access and Prepare Students for Success

#### Individual(s) Responsible:
Tashini Walker

#### Period:
9/1/2014 - 6/1/2015

#### Activity:
In order to improve student access to high quality counseling and transfer/career information, work in collaboration with transfer advisory committee (once established) to identify necessary staffing and resources, evaluate effectiveness and make recommendations for improvements as needed.

#### Expected Outcome and Measure:
Pending consultation with the advisory committee, analysis to date indicates that we should hire a full-time Career Counselor, a part-time Transfer Counselor, a full time classified employee to staff the front office and two Career Guidance Counseling Assistants (CGCA’s) to improve access to the center services. The number of students served will increase by 5% from the previous year. SARs report will be analyzed.

#### Priority:
Critical  
(Staffing and resources are required to serve students.)

#### Assessment:
This is a new objective.

#### Status:
InProgress

### Resource

#### Resource Requested:
Equipment  
(2014-2015) (Quantity: 3 Units )

#### Anticipated Total Cost:
$1,500

#### Contact Person:
Tashini Walker

#### Description of Item:
Three high-capacity printer/fax/scanner. It will allow for student access for transfer/career information.

#### Type:
One_Time

#### Resource Priority:
Critical

#### Status:
PendingFunding

#### Resource Requested:
Equipment  
(2014-2015) (Quantity: 7 Units )

#### Anticipated Total Cost:
$4,200

#### Contact Person:
Tashini Walker

#### Description of Item:
Seven additional computers and chairs. This will help improve access to online transfer/career resources.

#### Type:
One_Time

#### Resource Priority:
Critical

#### Status:
PendingFunding

#### Resource Requested:
Space  
(2014-2015) (Quantity: 0 Units )

#### Anticipated Total Cost:
$0

#### Contact Person:
Tashini Walker

#### Description of Item:
This request is necessary to accommodate the new staff and help improve access to the center. Three additional private office spaces for the new counselors (includes office for the current counselor). Two additional offices to house university representatives. Also computer work stations to accommodate 15 computers (currently we have eight).

#### Type:
One_Time

#### Resource Priority:
Critical

#### Status:
PendingFunding

#### Resource Requested:
Personnel/Regular  
(2014-2015) (Quantity: 1 FTEClassified  Senior Office Assistant)

#### Anticipated Total Cost:
$51,096

#### Contact Person:
Tashini Walker

#### Description of Item:
A Senior Office Assistant is critical in providing the staffing for the front office where students check in to receive transfer center services. Permanent front office staffing is necessary to provide students timely access to services.

#### Type:
Ongoing

#### Resource Priority:
High

#### Status:
PendingFunding

#### Resource Requested:
Other  
(2014-2015) (Quantity: 0 Units )

#### Anticipated Total Cost:
$2,000

#### Contact Person:
Tashini Walker

#### Description of Item:
Provide students with bus transportation to four-year colleges and universities. The university visits will help students make informed decisions about campus selection.

#### Type:
Ongoing

#### Resource Priority:
High

#### Status:
PendingFunding

#### Resource Requested:
Supplies/Printing  
(2014-2015) (Quantity: 0 Units )
what is their educational goal at LAMC, 67% identified transfer as a goal; when asked the level -
Criterion:
Critical -
PersonnelRegular
Ongoing
Hire two CGCA's at 20 hours a week. These hires will assist students with transfer research, classroom
$30,716
Ongoing
$0
Remove
0.0
(Student learning regarding
On
Spring 2015
Type
0
Center staff will hand
Spring 2015
[SAO#4] After meeting with transfer center staff, students will be able to identify at least three resources that will help them transfer.

Objective


Previous Set Goals:
2. Refine Governance and Planning

New Related Goal Areas:
2. Strengthen Institutional Effectiveness
3. Improve Quality of Educational Programs and Services to Increase Student Success

Individual(s) Responsible: Tashini Walker and Vice President of Student Services
Period: 9/1/2014 - 5/1/2015

Activity:
In the California Community College (CCC) Transfer Guidelines, it is recommended that an Advisory Committee be established to assist the Transfer Center (TC) in developing and maintaining the mission of institutional effectiveness. Work with the Vice President of Student Services to identify appropriate representations from various campus constituencies to include academic senate, faculty, administration, students and other staff as necessary. This committee will meet at least annually.

Expected Outcome and Measures:
The Transfer Advisory Committee will support in the review of the TC and make appropriate recommendations for improvements as needed to strengthen and support the services in the center. The meetings will be documented with minutes and sign-in sheets to record attendance.

Priority: Critical (To meet CCC Transfer Guidelines)
Assessment: In Progress

2014-2015 Transfer Center / Career Center Funding Resources

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Adjunct)</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Personnel (Misc E-E Bnfts/Classified/Unclassified)</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Personnel (Certificated)</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies/Printing/Postage</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
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<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>0.0</td>
<td>0</td>
</tr>
</tbody>
</table>

2015-2016 Active Resource Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>FTE</th>
<th>On-Going Requests</th>
<th>One-Time Requests</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (Adjunct)</td>
<td>0.0</td>
<td>2</td>
<td>0</td>
<td>$62,873</td>
</tr>
</tbody>
</table>
Final Summary

Summary

Based on your program review, summarize:

Program Strengths - What is your program doing well?

The Transfer/Career Center provides assistance with university applications through workshops, one-on-one assistance, annual Transfer Fair, computer access, opportunities to meet university representatives, assistance with researching colleges/majors, and transfer pathways. Over the past two years, the center has worked to establish university partnerships which has helped to increase the number of university representatives that visit the center to meet with students.

Program Weaknesses - What areas can your program improve?

Funding is minimal and staffing is limited. Support from other programs has helped to maintain its services but the center needs dedicated funds and full-time personnel. Without funding, the Transfer/Career center will not have staffing to be able to meet continued and rising student demand.

Discuss anything else you would like to share about your program that has not been addressed.

Respondent: Tashini Walker

Recommendations

Validation Review

Overall Evaluation: 

Submit Program Review

Thank you for your participation in the Unit Assessment process.

Unit Assessment Completed by: 7/29/2014 10:54:00 AM

Save & Submit Assessment