



## 2014-15 Service Area Program Review

<b>DEPARTMENT/PROGRAM</b>	Transfer, Articulation and University Partnerships
<b>DESCRIPTION/PURPOSE</b>	The Transfer Center and Articulation Services Area is to provide quality and professional services that are responsive to students' individual needs for transfer and articulation information to achieve their educational goals. This area reaches this mission by providing Imperial Valley College students with accurate, up-to-date academic transfer information and resources through coordinated Transfer Center activities. The Transfer Center and Articulation Services are responsible disseminating information to students, administrators, faculty and staff which will encourage and increase Imperial Valley College students to achieve their educational goals.
<b>SUBMITTED BY:</b>	Veronica Soto
<b>AREA DEAN/DIRECTOR</b>	Ted Ceasar
<b>AREA VICE PRESIDENT</b>	Todd Finnell

# I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p><b>INSTITUTIONAL MISSION AND EFFECTIVENESS</b> – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p><b>1.1</b> Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p><b>1.2</b> Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p><b>1.3</b> Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p><b>1.4</b> Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p><b>STUDENT LEARNING PROGRAMS AND SERVICES</b> – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p><b>2.1</b> Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.2</b> Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p><b>2.3</b> Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.4</b> Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p><b>2.5</b> Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p><b>2.6</b> Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p><b>RESOURCES</b> – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p><b>3.1</b> Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p><b>3.2</b> Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p><b>3.3</b> Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p><b>3.4</b> Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p><b>LEADERSHIP AND GOVERNANCE</b> – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p><b>4.1</b> Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p><b>4.2</b> Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p><b>4.3</b> Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p><b>4.4</b> Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p><b>4.5</b> Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

## II. PROGRAM GOALS

### A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b> Increase Transfer Center Access</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b>
<p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b> In 2013-2014 the Transfer Center was able to have assistance from Student Services by adding assistance Part-Time from a Student Services Technician. This enabled to have on site staff in the Transfer Center so students could have accessibility to Transfer Center’s computers which have transfer internet resources and with the few catalogs and transfer brochures/pamphlets from the CSU, UC, Private and Out of State colleges/universities. This was partially met because after Student Services Technician left after her half-time schedule there was no access for students in the Transfer Center unless accompanied by Counselor. In case students had questions, needed to use computers, acquire brochures/pamphlets students were not able to have all these needs met. IVC students were given opportunities during the day to acquire transfer information that was taken out of the Transfer Center and placed outdoors on bulletin displays and on holding dispensers in the Hector L Lopez Student Services Center’s lobby. In addition, limited access was available after hours with the condition of being assisted from Counselor. New computers were brought in to provide access for university application process right before open application deadline began and Transfer Center was able to offer less “application workshops” and serve approximately similar amounts of prospective applicants for the 2014-2015 admission cycles.</p>		<input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
	<input type="checkbox"/> Not Met	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b> Update/Create Articulation Website from Transfer Center's Existing Website</p>		<input checked="" type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<p><input type="checkbox"/> Met                      <input checked="" type="checkbox"/> Partially Met                      <input type="checkbox"/> Not Met</p>		<input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b>
<p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b> This goal was partially met by hiring a Student Services Technician part-time to assist in the Transfer Center/Articulation Services area and was able to have available time to make some updates to the TC website. Although, there was availability to make updates to Transfer Website there was not sufficient time to create Articulation website with information on articulation with Out-of-State Colleges/Universities, Private and Independent and C-ID (California Identification). There were changes on the Transfer Center Website to update resources for students and staff/faculty on using Assist/College Source links as resources for Articulation. With the allotted "Full-Time" staffing this would eventually be a goal that would be completely met.</p>		<input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input checked="" type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

<b>3</b>	<b>PAST PROGRAM GOAL #3</b>	<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b> Add Articulation Funding to Transfer Center Budget</p>		<input checked="" type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<p><input type="checkbox"/> Met                      <input type="checkbox"/> Partially Met                      <input checked="" type="checkbox"/> Not Met</p> <p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b> This goal was unfortunately not met due to Articulation not being a priority for IVC and existing budget constrains for the college district. Some training events were available with exhausting Transfer Center allocation for Transfer Director's training conferences. Funding for Articulation Services is still tied to Transfer Center Budget.</p>		<input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

## B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

### a. Strengths

Discuss what you do well in your program/department.

For 2013-2014 there was a new Transfer, Articulation, University Partnerships Coordinator and planning for the year began by focusing on innovative ideas to improve and update Transfer Awareness at IVC by adding “How to Transfer Workshops” before the admission application cycle in October opened for the 2014-2015 admission cycle.. This was successful in maintaining equal amounts of student participation in admission application workshops with the offering of fewer workshops with limited staff. The Transfer Center has 6 new computers in Transfer Center lab to assist with these workshops.

In 2013-2014 there was also the first IVUP (2012-2013) of 43% cohort graduated with associate’s degree and 90% completing general education and major preparation to move on two junior status at SDSU.

College/University Day were successful in October to serve Imperial County high schools and IVC student population. In addition, Northern Arizona University hosted on IVC campus their second Transfer Fair following with the San Diego Educational Consortium Transfer Fair.

Transfer Center, Articulation and University Partnership Coordinator was able to meet minimal Current and latest information was shared with all Counselors and Partnership representatives from SDSU, NAU, ASU, CETY’s

### b. Weaknesses

Discuss areas in your program/department that need improvement.

Staffing issues is the main area where the Transfer Center has room for improvement to be able to render all services suggested by Title V mandates. New updated Transfer Center needs to be accessible to all IVC students’ at all operational hours of the Hector L Lopez Student Services Center. Transfer Center/Articulation would need a Full-Time Student Services Technician to meet TC standards and assist with clerical needs of submitting reports to ASSIST , UC Transfer Curriculum Articulation Cycle and CSU/IGETC submission Cycle. Insufficient

budget is definitely a weakness which poses an obstacle to hire a full-time Student Services Technician and full-time Counselor. The Transfer, Articulation and University Partnership Coordinator is divided into three positions and student advising has been minimal to split duties three ways which limits Transfer Students, ASPIRE and IVUP appointments with TAUP Coordinator. Developing a comprehensive Transfer Center Plan for the next three years is also needed to review internally program effectiveness.

Insufficient monetary in budget to facilitate travel to Universities/Colleges are always a weakness because it is very limited in Transfer Budget to cover to have at least two campus visits per semester.

**c. Opportunities**

Discuss opportunities for program improvement.

Using “Campus Hour” on IVC campus to have informational tables in campus events for students and initiate “Transfer Awareness” and initiating more Transfer Training for all Counselors to promote Transfer Awareness and increase Transfer rates from IVC to four-year institutions.

Making Transfer Center Accessible for all students is also an opportunity to increase access and awareness on Transfer practices so utilizing Campus Hour to host more workshops and/or allowing University Representatives to host workshops or informational sessions that are for Counselor in-service training or for all IVC students.

Attending community educational and all IVC student events would assist in transfer awareness and in dominating information about transfer practices and updates.

Another way of taking advantage of free hosted events is to use the advertising free events for students by universities/colleges hosting such events. In addition, providing innovative ways to have Transfer Center accessible to all students is by having other counseling programs host events in transfer center or thinking outside the box to provide all day access to Transfer Center lab and library.

**d. Challenges**

Discuss obstacles/barriers that may influence program improvement.

Challenges that might be obstacles/barriers in influencing program improvement are having insufficient staff and insufficient budget to be able to afford staffing and for activities like campus tour/visits new updated transfer center facility and technology to assist with activities like tabling/recruiting during “Campus Hour” and other IVC events.

e. **Program changes**

What program changes, if any, do you expect to have a positive effect on students?

Having a detailed Transfer Plan that meets all the Title 5, §Section 51027. Transfer Centers: Minimum Program Standards. In addition, the program needs to find other ways to disseminate information to increase IVC's Mission to increase Transfer rates. Adding two more to the existing fourteen Associate Degrees for Transfer would benefit students in acquiring more opportunities to transfer to CSU's after earning their degree at IVC. Adding full-time staff will affect positively in open access of Transfer Center and more opportunities for transfer advising to all students. Creating/updating Transfer Center website with online tutorials on "how to transfers" Workshops, Admission Application, and TAG workshops online would assist all access to all students wanting information that currently cannot visit the Transfer Center during operational hours.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

The addition of ½ time Student Services Technician has allotted for updating Transfer Center Website on all up to date events happening and being hosted by Transfer Center. Initiating workshops to learn about the application process to a CSU/UC has assisted with students coming in prepared to submit after review their admission application workshops held in Transfer Center lab. This allowed for having served same 138 students that attended the 33 offered application workshops during fall 2013 as compared to fall 2012 having served 134 students with 79 application workshops offered. Having the "how to apply" workshops allowed students to come in for a review of applications and submissions which we were able to take in walk-in appointments in Transfer Center Computer lab.



**C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>1</b>	<b>2015-2016 PROGRAM GOAL #1</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal: Increase Transfer Center Access</b>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input checked="" type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<b>Objective:</b> To increase accessibility of Transfer Center in activities and all functionality of physical and online services.		
<b>RESOURCE PLAN</b> (Check all that apply.)		
<b>Task(s)</b>		
<p><b>A.</b> Describe task and select the resource committee that will review your enhanced budget request (if applicable).  <b>Task A:</b> Hire a full-time Counselor which will assist TAUP Coordinator in carrying out Transfer Center plan activities which will increase Transfer Center Access and awareness to students and have more assistance in one-to-one counseling.</p>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing		
<b>Timeline:</b> Fall 2015		

Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ <u>80,000</u>
<p><b>B.</b> Describe task and select the resource committee that will review your enhanced budget request (if applicable)  <b>TASK B:</b> To hire full-time Student Services Technician would assist with updating the Online Transfer Center website/assisting with Articulation data entry clerical duties to allow TAUP Coordinator with coordination activities/counselling. In addition, will assist in providing open-door access to “Transfer Center” for all IVC students wanting to use Transfer Center Computer Lab/Transfer Resources by making appointment, checking in students for usage of Transfer Center.</p> <p> <input type="checkbox"/> Facilities              <input type="checkbox"/> Marketing              <input type="checkbox"/> Technology              <input type="checkbox"/> Professional Development              <input checked="" type="checkbox"/> Staffing         </p>		
<b>Timeline:</b> Fall 2015		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ <u>\$42,000</u>
<p><b>C.</b> Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p> <input type="checkbox"/> Facilities              <input type="checkbox"/> Marketing              <input type="checkbox"/> Technology              <input type="checkbox"/> Professional Development              <input type="checkbox"/> Staffing         </p>		
<b>Timeline:</b>		
Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____

<b>How will this objective be measured?</b> This will be measured by having students sign in to measure all of Transfer Center facility usage and monitoring of all events provided by all Transfer Center Staff. Conducting an online survey from all users for those yearly events which will provide feedback on all accessibility to students using the Transfer Center as a viable resource.		
<b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> It will improve student success by providing additional and appropriate transfer center services and increasing transfer awareness and rates by providing yearly activities throughout year which would include transfer learning and updates for the upcoming year.		
<b>Who are the responsible party(ies) and assigned user(s)?</b> Full-time Counselor, Student Service Tech and TAUP Coordinator		
<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>2</b>	<b>2015-2016 PROGRAM GOAL #2</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal:</b> Add Articulation Funding to Transfer Center Budget		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<b>Objective:</b> To increase travel for professional development/training events.		
<b>RESOURCE PLAN</b> (Check all that apply.)		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Task(s)</b>		
<p><b>A.</b> Describe task and select the resource committee that will review your enhanced budget request (if applicable)</p> <p><b>Task A:</b> To add Articulation Budget to increase professional/training opportunities for TAUP Coordinator in providing sufficient travel budget to attend necessary Curriculum Institute, CIAC, and other Articulation events/conferences.</p> <input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b> Fall 2015		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>

<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ <u>2750.00</u>
<b>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<b>How will this objective be measured?</b> By the attendance of Articulation Officer of all needed Articulation events and other Articulation tasks completed for the academic year.		
<b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> It will improve work efficiency by having a up to date trained Articulation Officer with latest trends and updates needed for our student success in transferring to four year institutions. Articulation Officer will continue to articulate with mandates pertaining to SB1440 (developing with Faculty/Academic Services new ADT's), articulation agreements with new and existing university partners.		
<b>Who are the responsible party(ies) and assigned user(s)?</b> TAUP Coordinator		

<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)	
<b>3</b>	<b>2015-2016 PROGRAM GOAL #3</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>	
<b>Identify Future Global Goal:</b> Increase Transfer Rates of IVC students to four-year institutions		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3	
<b>Objective:</b> Increase our number of transferred students to four year universities.			
<b>RESOURCE PLAN</b> (Check all that apply.)			
<input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
<b>Task(s)</b>			
<b>A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b> <b>TASK A:</b> Increase the use of marketing materials (brochures, online software) that will enhance Transfer Center Activities.			
<input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
<b>Timeline:</b> Spring 2016			
<b>Expense Type</b>	<b>Funding Type</b>		<b>Budget Request</b>
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)		\$ <u>2000.00</u>
<b>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b> <b>TASK B:</b> Increase Transfer Awareness workshops throughout year and participate in more on campus and off campus activities that will allow Transfer Center to provide updated Transfer information. Increase "How to Transfer" Workshops during Spring 2016.			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			

<b>Timeline:</b>			
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	
C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)			
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing			
<b>Timeline:</b>			
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____	
<b>How will this objective be measured?</b> By tracking number of yearly activities of workshops, campus visits and materials given to all IVC participants and compare Transfer Students Rates to previous year.			
<b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> This will improve transfer student success rates with seamless transition.			
<b>Who are the responsible party(ies) and assigned user(s)?</b> TAUP Coordinator and Transfer Center Staff			