



**CAREER/TRANSFER CENTER  
STUDENT SERVICES  
COMPREHENSIVE PROGRAM REVIEW and PLAN  
2009 to 2014**

**Committee Members:**

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**Executive Summary (brief summary, commendations, challenges, and recommendations):**

**Brief Summary:** The Career/Transfer Center (CTC) serves students' career development and transfer needs. The CTC assists students in identifying career choices and occupations through classes, individual appointments, workshops, computerized resources and career assessments including the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII). The CTC also assists students who want to transfer to a university and provides a transfer planning course, individual appointments, workshops, a catalog library, university application workshops, field trips and appointments with various university representatives.

**Commendations:** Counseling faculty share the mission of the CTC through shared governance connections. The CTC maintains an up-to-date website/Facebook page, is featured in the Clarion newspaper and appeared in the fall 2013 Citrus College magazine. Career counselors possess professional expertise in MBTI and the SII.

**Challenges:** Career counselors share their knowledge with counselors in other areas but would benefit from more integration with the Counseling and Advisement Center to assist with the implementation of the Student Success and Support Program (SSSP). Additionally, the CTC will soon be moving in a new direction and will offer a more robust range of group workshops for transfer bound students. In order to effectively meet the needs of transfer students and facilitate meaningful workshops, chaperone field trips, coordinate transfer activities, the CTC will require paraprofessional help.

**Recommendations:** Move career counselors to the Counseling and Advisement Center to assist with implementation of SSSP. Change the name of the Career/Transfer Center to the Transfer Center. Request approval for two new Transfer Specialist classified positions to help facilitate transfer-related activities and events. Share one full-time educational advisor position with the Counseling and Advisement Center. Update the Transfer Center name on all college documents and webpages. Rewrite the program mission/description to reflect the Transfer Center.

**Priorities for next five years:** A new Transfer Center Coordinator and Secretary will assume responsibility for the Transfer Center. The coordinator will work with campus constituents to provide four-year college/university representatives with space to meet with students. The Articulation Officer will continue to assist in the development of new Associate Degrees for Transfer (ADT). In addition, articulation will continue to be a priority through the statewide Course Identification Numbering System (C-ID) project, as well as the new Universities of California (UC) Pathway project.

## 1. Program Mission/Description:

### **Program Mission and Relationship to College Mission:**

The Career/Transfer Center (CTC) is committed to providing quality career and transfer services that support the District's mission of guiding students towards completion and ultimately enhancing student success. The CTC helps students integrate self-knowledge with relevant career information by providing career counseling services and transfer guidance. By fostering a diverse educational community and learning environment, the CTC assists students in the acquisition of academic, transfer and career goals.

### **Program Description:**

The CTC supports students' career development and transfer goals. The CTC works with students individually and in groups. The CTC serves students' career development and transfer needs.

The CTC assists students in identifying career choices and occupations through classes, individual appointments, workshops, computerized resources and career assessments including the MBTI and SII.

The CTC also assists students who want to transfer to a university and provides a transfer planning course, individual appointments, workshops, a catalog library, university representative appointments, university application workshops and field trips. Part of the mission of Transfer Centers is to assist with transfer of low income, disabled and first generation college students.

The CTC serves as the focal point of career development and transfer activities while recognizing that improving completion of career and transfer goals is a responsibility of the whole institution.

### **A. Awards and special recognitions**

The CTC receives recognition for good work in college publications including the Clarion newspaper and the Citrus College News Magazine (fall 2013). Results from the 2012 Community College Survey of Student Engagement (CCSSE) reveal that students are very satisfied with career counseling at Citrus College. The District conducts its own survey at graduation and students echo the CCSSE satisfaction results for career services. In addition, comments on the CTC survey (given to students accepted at four-year colleges) reveal the true admiration students have for their counselors. The District also receives recognition for exceeding goals for developing Associate Degrees for Transfer.

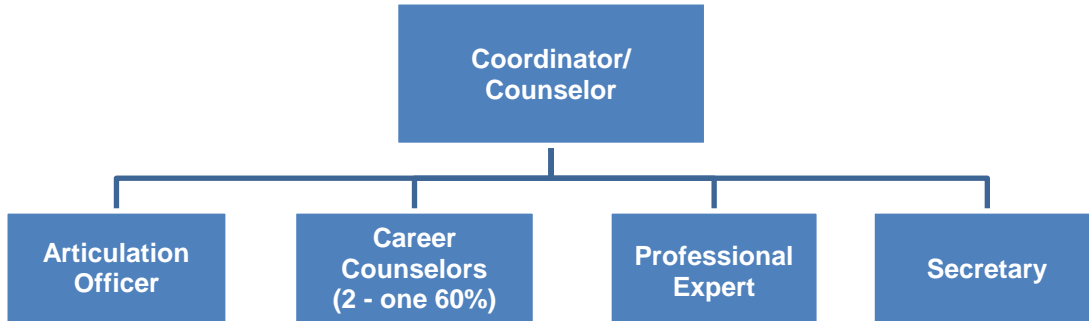
### **B. Students**

- 1) Approximate numbers of students served annually (include student characteristics and trend data if available).  
Over the past five years, the CTC saw approximately 12,000 duplicated student contacts per year via individual appointments, classroom visits, workshops, university tours, appointments with university representatives, and visits to the resource library.
- 2) Describe eligibility requirements for participation in the program.  
A Citrus College student identification number is required to participate in events facilitated by the CTC and to meet with a counselor or educational advisor. The CTC's services are available to enrolled students, returning students and alumnae. A Citrus College student identification number is obtained by submitting an on-line application to Admissions and Records.

### **C. Staffing**

- 1) Staff preparation and training.  
Each year the faculty and staff take part in Flex Day activities. Paraprofessionals possess a bachelor's degree and participate in college and department trainings. They also attended conferences and have on-the-job training to remain current with changes related to advisement duties. Counselor faculty and staff attend several conferences each year to stay current on transfer requirements, counseling theories, career counseling interventions, shared governance, teaching strategies and many other topics. Counseling Programs and Services meeting is scheduled once per month which includes updates, training items, and guest speakers. Counselor Work Group is scheduled twice per month in which all full-time counseling faculty participate. Items discussed for improvement of student services includes probation, orientation, online counseling, student educational plans, and collaboration with instructional programs.

- 2) Faculty minimum qualifications, diversity, and credentials.  
A master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, OR The equivalent (NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.).
- 3) Organizational chart with vacancies.



#### D. Facilities/Location

The CTC is located on the west side of campus, in the Student Services (SS) Building on the second floor. Student services departments moved into the SS building in 2011.

## 2. Key Functions:

### Program Goals and Objectives:

- Identify students who apply to the University of California (UC) and offer support to assist them in their transition.
- Increase the number of university campus tours.
- Increase the involvement of instructional faculty in transfer efforts in order to build the transfer culture on campus.
- Increase articulation with four-year colleges and universities.
- Expand the curriculum of career development courses.
- Increase the availability of individualized career counseling.

### Program Metrics: Student served annually (not unduplicated).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Counselor Appointments	6,972	6,413	5,991	2,292*	2,300*
Resource Room Sign-in	6,759	5,889	414	1,656	2,198
Class Visits	3,235	623	374	127	640
Class Resource Tours	369	108	369	121	98
Workshops	743	750	579	876	1615
Total Student Contacts	18,078	13,783	7,727	5,072	6,851*

\*Note: The decline in individual counselor appointments can be attributed to various factors including the resignation of educational advisors Raul Sanchez and Robert Gamboa in 2010 and 2011, respectively. Although Raul Sanchez became a counseling faculty member and is still with the District, the educational advisor position he vacated was never replaced. Stephanie Yee also accepted the position of Student Learning Outcome and Assessment (SLOA) coordinator for the District in 2013, which grants 40% reassign time. As a result of the realignment in the department, the CTC's future program metrics will include transfer coded appointment and workshop data from counseling faculty and staff in the CTC as well as the Counseling and Advisement Center. To review complete CTC student contact statistics please refer to Appendix A.

**A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeCServices.**

Coordination with Instruction: The coordinator works closely with the Academic Senate to ensure that transfer of students is a high priority of the campus. Instructional faculty/deans are encouraged to participate in the Transfer Task Force (TTF). The articulation officer works with instructional faculty to develop curriculum that contributes to the Associate Degrees for Transfer. The honors counselors work closely with instruction to assist students with completion of the Honors Program. The coordinator informs adjunct and new faculty about new and changing transfer requirements.

Coordination with Student Services: The coordinator works with the articulation officer to provide updates regarding transfer and articulation for the entire Counseling Programs and Services team and he is a member of the Extended Opportunity Programs and Services (EOP&S) Advisory Committee. Transfer counselors assist with Student Educational Plans needed for EOP&S, Disabled Student Program and Services (DSP&S), student athletes, veterans, and student government leaders. The coordinator also works closely with the dean of admissions and records to coordinate transcript deadlines for California State University (CSU) and University of California (UC) campuses. In addition, counselors work closely with Admissions and Financial Aid staff to share information that assists students in choosing a course of study and applying for financial aid. CTC counselors are essential to identifying students who may be eligible for an Associate Degree for Transfer and communication with Admissions is crucial to encouraging completion of the degrees. Career counselors mentor and train new counselors and instructors. The group also coordinates with the Associated Students of Citrus College (ASCC) to provide the Art Portfolio Panel and end of the year reception.

Coordination with TeCS and Research: Counselors in the CTC are crucial to assisting with the creation of an accurate transcript. In addition, counselors and the articulation officer are integral to the implementation of Degree Works and the electronic student educational plan. In terms of research, the coordinator is a member of the Institutional Research Planning Committee and the researcher and coordinator work closely to assist the campus in understanding patterns for student transfer, learning outcomes, and how the community college system defines transfer prepared students.

**B. Describe how this program works with the business office to monitor budgets and fiscal reporting?**

The CTC works closely with the business office for budget requests and augmentations. Business office provides data to the CTC needed for end of the year reporting to the Chancellor's Office.

**C. List how this program is integrated with the student equity plan and strategic plan.**

The CTC's driving force is ultimately the District's mission and from the mission the student equity plan and strategic plan are formed, which allow the CTC to thrive. Recommendations and/or goals for the CTC along with learning outcomes are derived from these plans. The specific activities to meet the recommendations, goals, and/or learning outcomes as well as improve the percentage of students transferring are a direct result of the activities outlined in the plans. The CTC helps all students with their Career and Transfer endeavors, with a conscious effort to provide services to underrepresented groups.

**3. Program Self Evaluation:**

**A. Access – Describe how this program is accessible to students.**

- 1) Compare demographic data from the District to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).

A total of 1,813 students visited the CTC during the 2012-2013 academic year. Within that group, demographic data was identified for 1,794 students. Students that used the CTC directly mirror the student population on campus. The data is broken down into three categories: age, race/ethnicity, and gender as illustrated in Appendix B.

- 2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.

In 2012-2013, underrepresented students made up 58% of the CTC's population, with 53% identifying as Hispanic, four percent as African American, and less than one percent as American Indian/Alaskan Native. Of the students who accessed services from the CTC, 515 transferred to a four-year or professional college in 2012-2013 or 2013-2014. Underrepresented students accounted for 53% of transfers, with Hispanics comprising 49%, African Americans three percent, and American Indian/Alaskan Natives, one percent. In 2012-2013 and 2013-2014, 514 students who visited the CTC graduated with a degree or certificate; three percent were African American and 43% were Hispanic. Together the underrepresented students earned 237 degrees or certificates, accounting for 46% for the CTC total (Appendix B).

For the 2012-2013 academic year, 949 (53%) of the 1,794 students who accessed the CTC were designated underprepared in either math or English during their freshman year. For all CTC students, 51% were identified as needing a below college level math class, 23% needed a below college level English class; and 17% of students needed both. Underprepared students accounted for 38% (196) of transfers and 52% (266) of degrees/certificates for students who accessed the CTC in 2012-2013. For the group, underprepared students had transfer rates of 21% compared to 38% for prepared students. For degrees/certificates, underprepared and prepared students completion rates were nearly identical at 28% and 29%, respectively (Appendix B).

## **B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).**

### 1) Number of degrees and certificates awarded.

Of the 1,794 students, 514 received a degree or certificate, 162 students received a transfer degree and 207 students received a degree or certificate and had a grade point average (GPA) of 3.3 or higher (see Appendix B).

### 2) Number of transfer-prepared students.

The goal of the CTC is to become a fully integrated part of student success rather than a supplemental service provided for some students. As such, Chancellor's Office Scorecard data for five years is presented to illustrate the Districtwide picture on transfers and transfer prepared.

Being consistent with the definition in the California Community College Chancellor's Office (CCCCO) Scorecard report, transfer prepared status is a measure of completion designated when students have successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher. Different from the previous section, data from the CCCCCO Scorecard were used to compare CTC students' performance with the Districtwide picture.

A student transfer is considered at least one term of enrollment in a four-year university or college subsequent to attendance at Citrus College.

Cohorts are identified by the year a student initially enrolled as first-time student. Additionally, in order to be considered in the cohort, students must complete a minimum of six units in six years, and attempt a math or English course during the first three years of enrollment.

Cohort data is taken from the most recent CCCCCO Scorecard report for 2003-2004, 2004-2005, 2005-2006, 2006-2007, and 2007-2008. Total enrollment for the five cohorts between 2003-2004 and 2007-2008 were 1721, 1928, 1905, 2085, and 2225, respectively. Transfer Prepared rates averaged 26.5% for the five cohort years. Transfers in 2003-2004, 2004-2005, and 2005-2006 were 38%, 39%, 37%, respectively. Transfers decreased slightly in 2006-2007 to 34%, and in 2007-2008 to 31%. See Appendix B.

### 3) Number of transfers.

During the 2011-2012 academic year, a total of 1,021 students transferred to CSU, UC, in-state private and/or out-of-state private institutions. The data for the 2012-2013 year is not yet available in its entirety from the Chancellor's Office. See Appendix C.

## **C. Achievement of non-credit educational goals. N/A**

#### **D. List exemplary practices and services offered that could be shared with other departments.**

The relationships that have been established across the entire campus and college community abroad have helped the CTC thrive. Constant marketing and involvement in shared governance committees have aided the CTC mission as well. Informational announcements in the Clarion newspaper, Weekly Bulletins, marquees, and eMEMO' have helped keep the mission of transfer at the forefront. The coordinator of the CTC chairs the annual Transfer Task Force, which is a sub-committee of the Academic Senate. Members of this group include high school counselors, university representatives, Citrus College faculty and CTC counselors. The collaboration helps the team identify barriers to transfer and CTC counselors work together to remove those barriers. Collaboration with other departments on campus, such as the Admissions and Records Office, the Writing Café, EOP&S, International student's office, and office of instruction have been instrumental. The team has been proactively checking the transcripts of students in pursuit of the Associate Degree for transfer has allowed CTC to identify courses that need to be added to the schedule, and the collaboration with instructional faculty and the office of instruction has allowed for this endeavor to happen. With the new SSSP legislation, CTC has to be conscious and reach many more students than in the recent past. There are repercussions for students who do not meet the mandate requirements and it is CCT's duty to move ahead with the changing climate. CTC has structured its workshop offerings in ways that are flexible to meet students demand. As opposed to having a set start and end time to its application workshops, the CTC has offered more Open Forums in which students are able to enter the CTC and receive assistance at their convenience; before, after and/or in between their classes. In the past students were not able to attend certain workshops because of the time constraints but with a more open access approach to the resources, students are able to come in between classes and receive assistance with their career and transfer needs. This approach has allowed the CTC to reach more students, offer a more diverse and robust set of services, without jeopardizing the quality in the services offered. CTC has added resources for students interested in transferring to private and/or out of state institutions, as it has introduced Common Application open forums. The Career series workshops are proving to be effective interventions for students who have not declared a program of study. In the past, CTC had very limited Career workshops to help students, but now it is thriving. In addition to the Career series workshops, the career counselors and articulation officer have developed curriculum to enhance students' career research and career self-assessment. These courses are on the horizon and have been queued in for approval for spring 2015 offerings. The aforementioned courses are a way to move the CTC ahead with the climate change within higher education and helping students meet new mandates.

#### **E. Compliance**

- 1) Provide an overview of how this program meets applicable minimum requirements of law.  
The CTC abides by the California Community College Transfer: Recommended Guidelines publication, which was produced in collaboration with the California Community Colleges System Office and the California Community College Transfer Center Directors Association.  
(<http://www.asccc.org/papers/california-community-college-transfer-recommended-guidelines>)
- 2) Describe compliance initiatives undertaken since last program review.  
Senate Bill 1440 created Associate Degree for Transfer which developed pathways and facilitates students' transfer to the CSU campuses. Legislation passed requiring community colleges to create and offer a certain amount of transfer degrees dependent on the number of local associate degrees the District offered prior to the passing of the law. Citrus College met and surpassed the threshold required for the District and is a model for other colleges. The Transfer Center also has a yearly report due to the Chancellor's Office in October and it continues to meet the deadline.

#### **F. Environmental Impact – How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?**

All used printer toner cartridges are packaged and sent to the purchasing warehouse for recycling. Green paper recycling sacks are openly available and utilized by the staff. Purged student file folders are reused for new students. Double-sided printing is used to reduce paper consumption. Electronic format of event flyers are posted on the website to reduce paper usage.

#### **G. Data Reporting**

- 1) Describe data gathering and submission processes, including challenges in submission.  
The CTC does not record data in SARS used for SSSP/MIS data. New reason codes are mapped to MIS data elements in which the CTC will now record. However, Title 5 regulations require each college district to submit a Transfer Center Annual Report to the Chancellor's Office. The Chancellor's Office will utilize this information to meet reporting requirements to the Governor and the Legislature and to identify statewide trends in resources for transfer and articulation activities. The information submitted to the Chancellor's Office is true and correct and reviewed by the dean of counseling before submission.
- 2) Explain changes in data collection, access, and submission since last program review.  
From previous comprehensive program review, no changes have been made in data collection, access, and submission.

## **H. Technology Needs**

- 1) List technology needs that currently exist in the program (include justification).  
As new legislation is enacted, the CTC must serve an abundance of students with limited resources. Leveraging technology to assist the student population can be one part of the resolution, but will require technological enhancements to the CTC. The new Student Success and Support Program (SSSP) requires students to declare a Program of Study and Educational Goal by the time they complete 15 degree applicable units and the CTC continues to rely on on-line resources to help this endeavor come to fruition for students. Funding was cut from outreach and recruitment teams at the four-year institutions and technology is becoming more of a recruiting tool for our four-year partners. Virtual appointments are becoming increasingly popular amongst four-year institutions to assist students understand transfer requirements and receive individualized guidance from the university representatives. Additionally, CTC needs to capture vital transfer information from all students who declare transfer as a goal and/or students who have not declared a program of study and/or educational goal. Currently, the CTC only keeps record of students who have come in contact with CTC. In order to better collaborate with other student services programs to help students succeed, the CTC needs a database that captures transfer information across programs, such as EOP&S students.
- 2) Describe and list anticipated technology needs.  
Refer to section G. 1) above.

## **I. Explain how faculty, administrators, staff, and students interact with this program.**

Staff, faculty, students, and managers are invited to attend the CTC bi-annual Transfer Task Force (TTF) where they are encouraged to assist in the development of transfer activities. Committee members are representative of the campus at large and four-year college representatives. At these meetings, everyone has the opportunity to exercise a strong voice and influence implementation strategies to support the campus-wide transfer function. In order to represent the collective wisdom of the faculty at large, a committee report is offered to Academic Senate bi-annually by the CTC Coordinator. The Transfer Center Plan is also discussed and updated when necessary. Committee members also offer feedback/suggestions on yearly program goals.

## **Program Self Evaluation Recommendations**

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

Changes that will be made to improve program services to students will be the restructuring of the current CTC. Beginning in July 2014, the Transfer Center will be a stand-alone department and career counselors will be moving under the umbrella of the Counseling and Advisement Center. The Transfer Center will retain Raul Sanchez as the coordinator, Michelle Plug as the faculty articulation officer, and Jody Barrass as the secretary. This will allow career counselors along with general counselors to meet new mandates requiring students to declare a program of study and educational goal early in their academic career. New student orientations and the development of both the initial and comprehensive educational plans through interventions established by the counseling department will also be required for students and career counselors will aid in meeting this demand for students. The coordinator of the Transfer Center will be able to focus specifically on the District's mission of transfer, ultimately increasing the percentage of students transferring to four-year universities.

#### 4. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Populate with the existing Unit Outcomes				
	Outcome	Assessment	Result	Change
1	Students will understand the transfer requirements and academic advantages of pursuing a specific transfer path to a four-year institution.	<p>A survey asking students to respond to questions using a Likert-scale was administered in the Associate Degree for Transfer workshops to measure student mastery of the information.</p> <p>The goal is to increase awareness of the requirements and benefits of earning an Associate Degree for Transfer. Students will need to demonstrate a high competence level (75% mastery) on the survey as a result of the information presented at the workshop(s).</p>	<p>One hundred forty six (146) students were surveyed in the Transfer Degree workshops and their responses yielded the following results:</p> <ol style="list-style-type: none"> <li>Ninety seven (97%) percent strongly agreed/agreed that the information presented at the workshops was clear and understandable.</li> <li>Eighty eight (88%) percent strongly agreed/agreed that as a result of the workshop they now understand the requirements to complete a transfer degree.</li> <li>Eighty four (84%) percent strongly agreed/agreed that they are now able to identify at least two web based resources related to the transfer degrees.</li> <li>Ninety six (96%) percent strongly agreed/agreed that they would recommend the workshop to other students</li> </ol>	<p>The department's goal was for students to achieve a 75% mastery level as a result of the Transfer Degree workshops.</p> <p>The threshold was met as a range between 84% - 97% of the 146 students surveyed benefited greatly as a result of participating in the workshop.</p> <p>The range of mastery demonstrated by students proves that the information presented is essential for Transfer Degree completion.</p> <p>The CTC also learned that the workshop will continue to benefit students as well as faculty and staff across campus, especially because the Transfer Degrees are a fairly new transfer avenue for students and the requirements are complex.</p> <p>This was the first time the CTC assessed the workshops. In an effort to establish sustainability we will assess the workshops once again for the 2013-2014 academic year, using a new survey.</p>
2	Students will understand the transfer requirements and academic advantages of pursuing a specific transfer path to a four-year institution.	<p>A survey asking students to respond to questions using a Likert-scale was administered in the Associate Degree for Transfer (ADT) workshops to measure student mastery of the information (see Appendix D).</p> <p>The goal is to increase</p>	<p>One hundred seven (107) students were surveyed in the Transfer Degree workshops and their responses yielded the following results:</p> <ol style="list-style-type: none"> <li>Ninety six (96%) percent understand that 60 CSU transferable units are required to obtain the ADT.</li> </ol>	<p>The department's goal was for students to achieve a 75% mastery level as a result of the information presented at the ADT workshops.</p> <p>The threshold was met for most survey questions, with the exception of question number 2.</p> <p>The range of mastery</p>



		<p>awareness of the requirements and benefits of earning an Associate Degree for Transfer.</p> <p>Students will need to demonstrate a high competence level (75% mastery) on the survey as a result of the information presented at the workshop(s).</p>	<p>2. Sixty (60%) percent accurately responded that the traditional Associate Degree will not guarantee their admission to a CSU campus.</p> <p>3. Eighty five (85%) percent stated that it is true that completion of the CSU-General Education Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) transfer patterns are required to obtain the ADT.</p> <p>4. Eighty nine (89%) percent understand that an ADT does <b>not</b> guaranteed admission to a CSU campus.</p> <p>5. Eighty two (82%) percent were able to identify the word "similar" to mean that a transfer student arrives with the ADT and the CSU campus can deliver the baccalaureate degree in 60 semester units.</p>	<p>demonstrated by students proves that the information presented is essential for ADT completion. Based on the responses to question 2, the CTC learned that students are having trouble differentiating between the "traditional" associate degree and the Associate Degrees for Transfer (ADT).</p> <p>As a result the CTC will continue offering CSU 101 workshops in an effort to clearly distinguish traditional degrees from transfer degrees.</p> <p>The workshops will benefit students as well as faculty and staff across campus, as the requirements are complex.</p> <p>The CTC will continue to facilitate and assess the workshops for sustainability.</p>
3	<p>Students will understand the importance of identifying a course of study and educational goal early in their educational endeavors and develop an awareness of the career counseling resources available.</p>	<p>Career counseling interventions will be developed during this 2013-2014 academic year and once they're in place the Student Learning Outcome (SLO) will be assessed and evaluated during the 2014-2015 academic year.</p>	<p>Career Series workshops addressing the needs of the undecided students were facilitated by career counselors in the Spring 2014. Twelve (12) workshops were hosted by the CTC, serving a total of 39 students. Attendance numbers seem low but it was anticipated during the pilot program. Continued collaboration with Admissions and Records and TeCS will allow the CTC to reach the undecided student population.</p>	<p>The recent realignment of the department caused the career counselors to move to the Counseling and Advisement Center to assist with implementation of the SSSP. As a result, the Transfer Center will not assess the career workshops as previously anticipated.</p>

**A. Describe your progress in the development and implementation of Student Learning Outcomes.**

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic. Use existing data or document with a survey.

1) What process was used to develop the SLOs?

The CTC staff developed the Student Learning Outcomes & Assessments (SLOAs) during several department meetings in conjunction with the SLOA coordinator. In addition, faculty attended Convocation and Flex Day training sessions related to SLOA development. CTC staff discussed and refined its SLOs at these meetings/trainings. The learning outcomes were also shared and discussed at several departmental and division meetings. After assessing an SLO, results are shared with the entire counseling division in departmental meetings. CTC staff also worked on and discussed SLO's during a coordinator meeting lead by the Dean of Counseling.

2) What activities are used to achieve the SLOs?

A survey asking students to respond to questions using a Likert-scale was administered in the Associate Degree for Transfer workshops created by the CTC to measure student mastery of the information.

**B. How is the program assessing the outcomes?**

The learning outcomes were shared and discussed at several departmental and division meetings. After assessing an SLO, results are shared in the Counseling departmental meetings and if the threshold of mastery is met we then determine if we want to keep assessing the outcome for sustainability and/or if we want to assess a different learning outcome.

**C. How is the assessment information used to improve services?**

The SLOA process is a vital in helping CTC staff to determine the effectiveness of the material being disseminated in the workshops. The information has allowed CTC to examine the method of assessment and information presented and the program has made appropriate changes as needed. In the near future the Transfer Center will be its own center and the plan will be to establish Program Level Outcomes to ensure the CTC is meeting student goals from the program level as opposed to a specific workshop.

**5. Previous Recommendations:**

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

	Previous Recommendations	Person(s) Responsible	Status	Estimated Completion	Priority
1	Persist in working for the improvement of the Citrus College transcript to improve transfer advising and for timely submission of data to the National Clearinghouse for transfer statistics CCSP 2.3.3	Coordinator and Center for Teacher Excellence Counselor	Met with the TeC Services department in February and June 2013 to correct transfer indicators on transcript and improve unofficial transcripts from Wingspan. Also, convened to make sure grade point averages are calculated correctly on the transcript and for Degree Works.	June 2013 Ongoing	2
2	The Coordinator of the CTC will meet with the dean of Career Technical Education (CTE) to facilitate communication between Counseling and CTE faculty CCSP 2.3.3	Coordinator	The CTC coordinator and dean of CTE met July 2012. As a result, CTC coordinator joined the Perkins Implementation Team (PIT) and contributed to the committee in September 2012 and May 2013. In October 2012 a Study Skills workshop was facilitated by the CTC coordinator in the AUTO 101 course.  The Dean of CTE provided a tour and training for counseling	June 2013 Ongoing	2

			faculty and staff on CTE programs in January 2012. CTE counselors also provided critical updates top CTE programs in May 2013. The aforementioned allowed for continued professional development for counseling faculty and staff, enhanced collaboration between the counseling division and CTE, as well as ensure accurate counseling and advising for students.		
3	Counseling faculty will work with the Articulation Officer to provide Flex Day training on how the Student Success Task Force Recommendations will affect counseling for students and each student's course of study. CCSP 2.3.3	Counselors and Articulation Officer	Flex Day workshop for all faculty was presented by Counseling faculty and the Articulation Officer.	February 2013	2
4	The Coordinator of the CTC and the Articulation Officer will host a workshop for faculty during Flex Day about how to use the official repository for articulation Assist.org. This will help faculty understand how the courses they teach fit into a transfer program CCSP 2.3.3	Coordinator and Articulation Officer	The Flex Day workshop was not implemented in February 2013 because 2012-2013 was a planning year for this strategic objective. The specific activity to meet the objective will be implemented 2013-2014 year.	June 2014	2
5	Provide transfer training, including Associate Degrees for Transfer, for all Counseling faculty and staff to enhance our transfer advising. EFMP pg. 334	Coordinator and Articulation Officer	The CTC coordinator and Articulation Officer (AO) attended the Train the Trainer seminar in August 2012, which was facilitated by the Chancellor's Office. The CTC coordinator and AO conducted two trainings for faculty and staff in September 2012. Training will continue through the 2013-2014 year.	June 2013 Ongoing	2
6	Enhance collaboration between services offered by the CTC and Counseling Departments	Coordinator and Articulation Officer	The Counseling and Career/Transfer Departments held combined department meetings in August & September 2012. As a result, the discussions have allowed the continued enhancement of the delivery of counseling and advising services to students. The collaboration between departments will continue to be a priority to ensure the needs of all	Ongoing	2

			students are met.		
7	Evaluate and analyze the program's purpose and use of the "files" system	Coordinator	CTC department met in October 2013 and stressed the importance of maintaining student files for database student tracking, career counseling, and transfer purposes.	Ongoing	2
8	Keep the CTC and Articulation websites up to date.	Coordinator and Articulation Officer	Online resources are becoming increasingly vital to student success. The websites are updated constantly to ensure accurate up-to-date information is disseminated. Updates were submitted to the webmaster in November 2012, January 2013 and May 2013.	Ongoing	2

## 6. **New Recommendations:**

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable, reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	<b>New Recommendations</b>	<b>Person(s) Responsible</b>	<b>Estimated Completion</b>	<b>Priority</b>
1	The Coordinator of the CTC and the Articulation Officer will present on the Associate Degree for Transfer and Assist.org to the Academic Senate and Curriculum Committee. These presentations will enhance faculty's knowledge of transfer issues and ultimately help faculty understand how the courses they teach fit into a transfer program. CCSP 2.3.3 EFMP pg. 334	Coordinator and Articulation Officer	June 2014	2
2	Study and communicate the admission components of associate degree for transfer EFMP pg. 334	Coordinator	June 2014	2
3	Increase the involvement of instructional faculty in transfer efforts in order to build the transfer culture on campus CCSP 2.3.3 EFMP pg. 335	Coordinator	June 2014	2
4	Expand the curriculum of career development courses. EFMP pg. 335	Articulation Officer, and Career Counselors	June 2014	2
5	Development of career counseling modules and workshops for undecided students to ensure that the new mandated Student Success Task Force recommendations (SB 1456) are met. EFMP pg. 333	Coordinator and Career Counselors	June 2014	2
6	Work on the implementation team for a degree audit system to monitor completion of IGETC and CSU certification, unit completion, and gatekeeping transfer courses. EFMP pg. 335	Articulation Officer	June 2014	2
7	The current "Career and Transfer Center" format will be restructured. The Transfer Center will be a stand-alone department and career counselors will be moving under	Coordinator	June 2014	2

the umbrella of the Counseling and Advisement Center. The Transfer Center will retain the coordinator, articulation officer, educational advisor, and secretary positions.			
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**7. Resources Requested:**

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page to complete the Link to Planning column.

**Certificated Personnel (FNIC)**

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Two (2) Adjunct Counselors	<p>Goal: Hire two adjunct counselors to serve the growing transfer student population.</p> <p>Impact: Increase transfer awareness, workshops and to provide more one on one appointments.</p> <p>Cost Estimated at: 17.5 hours/week X 50 weeks/year = 875 hours X \$45.80 = \$40,075 each plus benefits.</p> <p>New recommendation #6 and #7</p>	<p>Salary \$40,075 Benefits \$4,669 Health -0-</p> <hr/> <p>Total: \$44,744 Each X 2 = \$89,488 annually for two positions</p>	1	Other: Transfer Center Plan pg. 8

**Classified Personnel**

Position	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Two (2) Full-time Transfer/ Articulation Specialist (new)	<p>Goal: Hire two Transfer/Articulation Specialists and offer a more robust range of group information workshops for transfer bound students.</p> <p>Impact: The specialists will help to effectively meet the needs of transfer students by facilitating transfer workshops, chaperone field trips, coordinate transfer activities, support the Articulation Officer with the implementing of a degree audit system to monitor completion of IGETC and CSU general education certification, unit completion, gatekeeping transfer courses and development of articulation agreements with independent and out-of-state colleges.</p> <p>The specialists will also conduct revision of annual college publications such as the District catalog, associate degree sheets, IGETC and CSU general education sheets, major articulation sheets, pre-professional advising sheets, certificates and skill awards which require attention to detail.</p> <p>Please Note: new job description to be submitted to Human Resources for review and approval.</p> <p>New recommendation #6 and #7</p>	<p>Salary 37,381 Benefits 7,865 Health 21,909</p> <hr/> <p>Total: 67,155 Each X 2 = \$134,310 annually for two positions</p>	2	<p>EFMP pg.334-335</p> <p>Other: Transfer Center Plan pg. 8</p>

**Staff Development (Division)**

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Cal State University (CSU), University of California (UC) and Ensuring Transfer Success (ETS) training conferences.	Training allows counselors to provide the most accurate and up-to-date information to students.  Cost includes registration fee for four employees: Coordinator, Articulation Officer, two Counselors. Cost varies annually.  New recommendation #1 and #2	UC: \$40 ea Total: \$160  CSU: \$65 ea Total: \$260  ETS: \$105 ea Total: \$3,045	2	Other: Transfer Center Plan pg. 3
California Intersegmental Articulation Counsel (CIAC) conference	The Articulation Officer attends training each year to stay up-to-date with constant changes in articulation. Cost varies annually.  New recommendation #1 and #2	\$500	2	Other: Transfer Center Plan pg. 3
Western Association for College Admission Counseling (WACAC) conference	The Career/Transfer Center Coordinator needs to attend these conferences each year to stay up-to-date with current issues that may affect student transfer rates. Cost varies annually due to location.  New recommendation #1 and #2	\$700	2	Other: Transfer Center Plan pg. 3

### Facilities (Facilities)

Describe repairs or modifications needed and location*	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
N/A				

\* Include building and room number

### Computers / Software (TeCS)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
EUREKA, Online Career Information System Site License	EUREKA is an online career exploration website accessed by Citrus College students, faculty, and staff. Students can create a personal profile, take personality assessments to assist them in determining their major, educational goal, career endeavors, research scholarships, and explore occupational outlooks.  New recommendation #4 and #5	\$3,267 Annually	2	EFMP pg. 333
CPP, Inc Site License	The CPP SkillsOne site maintains our inventory of MBTI and SII career assessment tests. Approximately 300 assessment tests are purchased per year by Citrus College students via one-on-one career counseling appointments, and/or as part of a COUN145 class assignment.  New recommendation #4 and #5	\$195 Annually	2	EFMP pg. 333
CollegeSource Site License	Enables counseling faculty and staff as well as students to access other college catalogs to view course descriptions for Articulation purposes. With an influx of students with transcripts from other colleges this is an essential tool for counselors to adequately	\$2,443 Cost varies annually	2	EFMP pg. 332

	advise transfer students regarding graduation and transfer requirements.  New recommendation #4 and #5			
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### Equipment

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
Laptops (X 2)	Needed to conduct remote presentations that include audio/visual equipment for transfer awareness and career development workshops.  New recommendation #7	\$2,000	2	Other: Transfer Center Plan pg. 5
Wireless computer keyboard and mouse (X 4)	When working with transfer students applying to the university it facilitates the completion of the application with students during individual appointments. It is also helpful when working with new and continuing students requiring assistance with Wingspan, Banner, and/or setting up of their email accounts.  New recommendation #7	\$400	2	Other: Transfer Center Plan pg. 5
Computer webcam (X 3)	Outreach and recruitment at the university level has been hindered by the budgetary situation. University representatives are limited and are often not able to physically come out to campus to meet with students. A connection to university representatives is essential for transfer student success. An emphasis has been placed on the use of technology to connect university representatives via virtual appointments with students. It is also a recommendation from the Transfer Task Force committee. Having webcams available at computer stations provides students with opportunities to connect and interact with university representatives via an on-line resource.  New recommendation #7	\$150	2	Other: Transfer Center Plan pg. 5

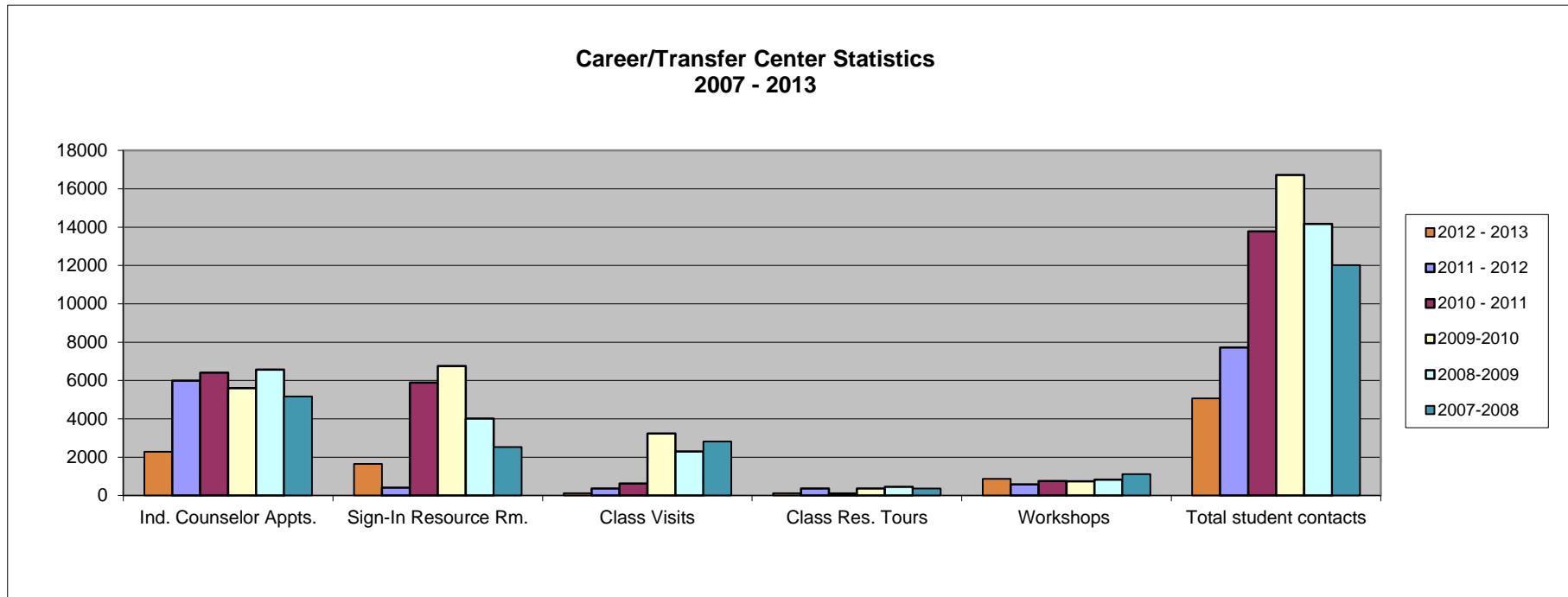
### Supplies (Division)

Item	Impact on recommendation(s) / SLOs	Cost	Priority	Link To Planning
N/A				

Appendix A (pg.16-17)

**Career/Transfer Center  
Year-End Statistics 2007 – 2013**

Career/Transfer Center	2012 - 2013	2011 - 2012	2010 - 2011	2009-2010	2008-2009	2007-2008
<b>Individual Counselor Appointments</b>	2292	5991	6413	5608	6570	5162
<b>Sign-In Resource Room</b>	1656	414	5889	6759	4011	2536
<b>Class Visits</b>	127	374	623	3235	2301	2824
<b>Class Resource Tours</b>	121	369	108	369	450	369
<b>Workshops</b>	876	579	750	743	830	1124
<b>Total student contacts</b>	<b>5072</b>	<b>7727</b>	<b>13783</b>	<b>16714</b>	<b>14162</b>	<b>12015</b>



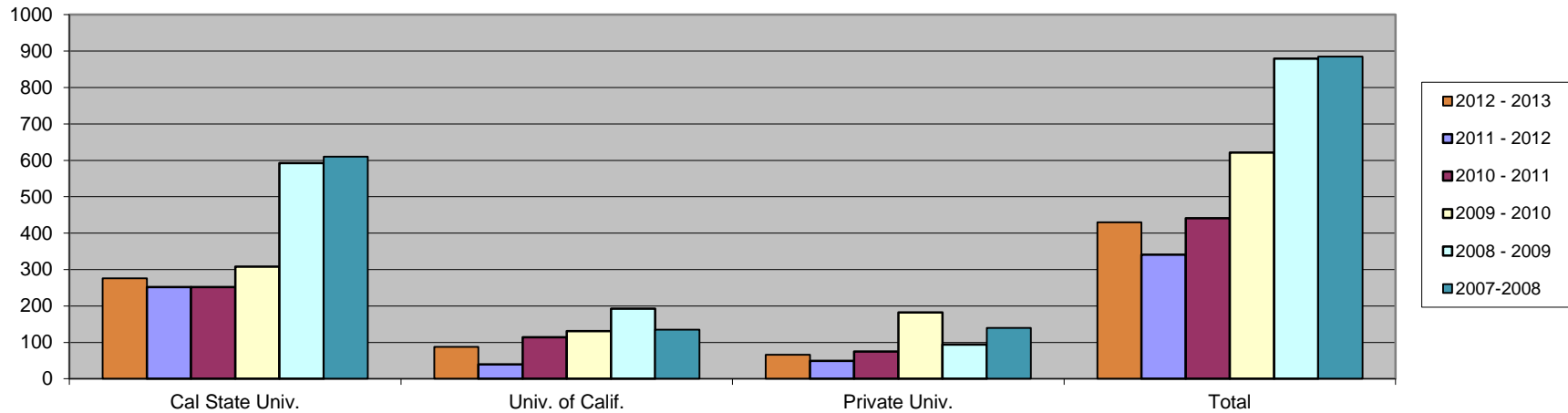


## Career/Transfer Center Year-End Statistics 2007 – 2013

### University Rep Appointment Statistics

	2012 - 2013	2011 - 2012	2010 - 2011	2009 - 2010	2008 - 2009	2007-2008
<b>Cal State Univ.</b>	276	252	252	308	592	610
<b>Univ. of Calif.</b>	88	40	114	131	193	135
<b>Private Univ.</b>	66	49	75	182	94	140
<b>Total</b>	<b>430</b>	<b>341</b>	<b>441</b>	<b>621</b>	<b>879</b>	<b>885</b>

**University Representative  
Transfer Appointment Statistics  
2007 - 2013**



## Appendix B (pg.18-21)

Prepared by Office of Institutional Research

### Career/Transfer Center (CTC) Student Data for Comprehensive Program Review July 2014

This report summarizes data for transfers and earned degrees/certificates for 1,794 students who accessed services at the CTC in 2012-2013. Additionally, the Chancellor's Office Scorecard data for five years spanning 2003-2004 to 2007-2008 is used to investigate *transfer prepared* status and transfers for the entire college.

#### I. CTC Demographic Information

Age	Number	%
Under 19	187	10%
20-24	1040	58%
25-49	539	30%
50+	28	2%
Total	1,794	100%

Age was divided into categories: under 19, 20-24 years, 25-29 years, and 50+. Sixty-eight percent of students who visited the Center were 24-years old or younger, 30% were between 25- and 49-years of age, and only 2% were 50+.

Gender	Number	%
Male	779	44%
Female	993	55%
Unknown	22	1%
Total	1,794	100%

Females made up 55% (N=993) of visits, while 22 students (1%) did not report their gender.

Ethnicity	Number	%
African-American	69	4%
Asian	173	10%
American Indian/Alaska Native	7	<1%
Filipino	52	3%
Hispanic	958	53%
Pacific Islander	3	<1%
White	379	21%
Two or More Races	64	4%
Unknown	89	5%
Total	1,794	100%

The usage by ethnicity closely reflects that of the overall college with Hispanics representing 53% of all visits, White 21%, Asian 10%, African American 4%, Filipino 3%, two or more races 4%, and unknown 5%. Students identifying as American Indian/Alaskan Native and Pacific Islander made up less than 1% each of total visits.

## II. Transfers and Degree/Certificate Results

As of the spring 2014 term, data from Banner reports 514 students from the CTC received a degree or certificate, 162 students received a *transfer degree*, and 207 students received a degree or certificate and had a G.P.A. of 3.3 or higher.

Career/Transfer Center Degrees/Certificates 2012-2013		Career/Transfer Center Transfers 2012-2013	
Total Students	1794	Total Students	1720
Total Degrees/Certificates	514	Total Transfers	515

The National Student Clearinghouse was used to investigate four-year college transfers. Of the 1,794 students who accessed the CTC in 2012-2013, the Clearinghouse could not provide data on 74 students. Students who used CTC services in 2012-2013 accounted for 515 transfers.

To further investigate student outcomes, two subgroups were identified:

1. *Under-represented* students are defined as students who self-identified as African American, Hispanic, or American Indian/Alaskan Native. This subgroup accounted for 58% of the total CTC students for 2012-2013.
2. *Under-prepared* students are defined as students who were placed in a math or English class below college level prior to freshman enrollment.

### Under-represented Students Transfer and Degree/Certificate Data

In 2012-2013, underrepresented students made up 58% of the CTC's population, with 53% identifying as Hispanic, 4% as African American, and less than 1% as American Indian/Alaskan Native.

Student transfers were measured for each ethnicity and are reported below.

2012-2013 Transfer Data by Ethnicity		
African American	18	3%
Hispanic	254	49%
American Indian/Alaskan Native	3	1%
White	119	23%
Asian	75	15%
Decline to state	32	6%
Other	14	3%
Total Transfers	515	100%

Of the students who accessed services from the CTC, 515 transferred to a four-year or professional college in 2012-2013 or 2013-2014. Underrepresented students accounted for 53% of transfers, with Hispanics comprising 49%, African Americans 3%, and American Indian/Alaskan Natives, 1%.

2012-2013 Degree/Certificate Data by Ethnicity		
African American	14	3%
Hispanic	223	43%
American Indian/Alaskan Native	0	0%
White	103	20%
Asian	69	13%
Decline to state	64	12%
Other	41	8%
Total Degrees/Certificates	514	100%

In 2012-2013 and 2013-2014, 514 students who visited the CTC graduated with a degree or certificate; 3% were African American and 43% were Hispanic. Together, underrepresented students earned 237 degrees or certificates, accounting for 46% for the Center total.

### Under-prepared Students Transfer and Degree/Certificate Data

For the 2012-2013 academic year, 949 (53%) of the 1,794 students who accessed the CTC were designated underprepared in either math or English during their freshman year. For all CTC students, 51% were identified as needing a below college level math class, 23% needed a below college level English class; and 17% of students needed both.

2012-2013 Underprepared Students		
Career/Transfer Center Students	1794	
Underprepared Students	949	53%
Math Underprepared	915	51%
English Underprepared	410	23%
Math & English Underprepared	297	17%

Underprepared students accounted for 38% (196) of transfers and 52% (266) of degrees/certificates for students who accessed the CTC in 2012-2013. For the group, underprepared students had transfer rates of 21% compared to 38% for prepared students. For degrees/certificates, underprepared and prepared students completion rates were nearly identical at 28% and 29%, respectively.

2012-2013 Underprepared Student Outcomes			2012-2013 Prepared Student Outcomes		
Underprepared Students	949	100%	Prepared Students	845	100%
Transfers	196	21%	Transfers	319	38%
Degrees/Certificates	266	28%	Degrees/Certificates	248	29%

### III. Transfer Prepared and Transfer Data for 5-year Cohort

The goal of the CTC is to become a fully integrated part of student success rather than a supplemental service provided for some students. As such, Chancellor's Office Scorecard data for five years is presented to illustrate the Districtwide picture on transfers and transfer prepared students.

Being consistent with the definition in the California Community College Chancellor's Office Scorecard report, *transfer prepared* status is a measure of completion designated when students have successfully completed 60 UC/CSU transferrable units with a GPA of 2.0 or higher. Different from the previous section, data from the CCCCO Scorecard were used to compare CTC students' performance with the Districtwide picture.

A student transfer is considered at least one term of enrollment in a 4-year university or college subsequent to attendance at Citrus College.

Cohorts are identified by the year a student initially enrolled as first-time student. Additionally, in order to be considered in the cohort, students must complete a minimum of 6 units in 6 years, and attempt a math or English course during the first three years of enrollment.

Cohort data is taken from the most recent California Community College Chancellor's Office Scorecard report for 2003-2004, 2004-2005, 2005-2006, 2006-2007, and 2007-2008.

Transfer Prepared and Transfer Data										
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
Total Enrollment	1721		1928		1905		2085		2225	
Transfer Prepared	449	26%	511	27%	493	26%	535	26%	591	27%
Transfers	655	38%	753	39%	700	37%	708	34%	698	31%

Total enrollment for the five cohorts between 2003-2004 and 2007-2008 were 1721, 1928, 1905, 2085, and 2225, respectively. Transfer Prepared rates averaged 26.5% for the five cohort years. Transfers in 2003-2004, 2004-2005, and 2005-2006 were 38%, 39%, 37%, respectively. Transfers decreased slightly in 2006-2007 to 34%, and in 2007-2008 to 31%.

**Appendix C**

**Citrus Transfers to Four-year Colleges and Universities**

<b>System</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>UC</b>	53	43	70	55	63	94	60	94	93	113	103	99
<b>CSU</b>	505	446	562	535	560	552	582	379	598	537	478	589
<b>UC/CSU subtotal</b>	<b>558</b>	<b>489</b>	<b>632</b>	<b>590</b>	<b>623</b>	<b>646</b>	<b>642</b>	<b>473</b>	<b>691</b>	<b>650</b>	<b>581</b>	<b>688</b>

<b>System</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>In State Private</b>	123	153	167	155	170	334	211	252	250	224	236	211
<b>Out of State</b>	59	66	71	69	67	90	87	115	151	153	156	183
<b>ISP/OOS subtotal</b>	<b>182</b>	<b>219</b>	<b>238</b>	<b>224</b>	<b>237</b>	<b>424</b>	<b>298</b>	<b>367</b>	<b>401</b>	<b>377</b>	<b>392</b>	<b>394</b>
<b>Total Transfer</b>	<b>740</b>	<b>708</b>	<b>870</b>	<b>814</b>	<b>860</b>	<b>1,070</b>	<b>940</b>	<b>840</b>	<b>1,092</b>	<b>1,027</b>	<b>973</b>	<b>1082</b>

**Data Source:**

CS: CSU Chancellor's Office, <http://www.calstate.edu/AS/stats.shtml>;

UC: University of California Office of President (UCOP);

Out of State and In State Private: California Community College Chancellor's Office, Data Mart, Transfer Volume Summary Report downloaded on July 30, 2014. [http://datamart.cccco.edu/Outcomes/Student\\_Transfer\\_Volume.aspx](http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx)

## Appendix D

### Transfer Degree Workshop Questionnaire

1. How many CSU Transferable semester units are required to complete an Associate Degree for Transfer (ADT)?
  - a. 30
  - b. 60
  - c. 90
  - d. None of the above
  
2. The CSU system will guarantee my admission into one of the 23 CSU campuses if I complete Citrus College's *traditional* Associate Degree (AA/AS)?
  - a. True
  - b. False
  
3. One requirement for the Associate Degree for Transfer (ADT) is to complete either the IGETC General Education pattern or CSU General Education pattern?
  - a. True
  - b. False
  
4. The CSU will guarantee my admission into the CSU campus I apply to?
  - a. True
  - b. False
  
5. "\_\_\_\_\_" means a *transfer student arrives with the Associate Degree for Transfer and the CSU campus can deliver the baccalaureate degree in 60 semester units.*
  - a. Identical
  - b. Same
  - c. Different
  - d. Similar
  
6. As a result of participating in this workshop is there anything that you are still unclear about and/or have any questions?

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## Appendix E

### Transfer Center – Organization Chart Effective July 1, 2014

