Basic Program Information

Department Name:

Foothill College Transfer Center

Division Name:

Counseling Division

Program Mission(s):

The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title 5, Section 51027 and to support the Foothill College mission of committing itself to providing access to outstanding education opportunities for all of our students."

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Maureen Chenoweth	Transfer Center	Coordinator
Leslye Noone	Transfer Center	Student Success Specialist

Please include the following information about your program:

Total number of Full Time Faculty:	
Total number of Part Time Faculty:	
Total number of Classified Professionals:	2

Please list all existing Classified positions:
Transfer Center Program Coordinator 1
Student Success Specialist

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
N/A			

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
N/A				

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2014-15: 535) N/A				

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	6078	7585	8077	

This data was obtained via the following sources: SARS, Other – calendar and CNSL 5 section lists. Students are served through counseling drop in, appointments, college representative drop in and appointments, classroom presentations, workshops, events and bus trips.

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			

Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data?   (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

 With only one staff member in the Transfer Center, 2013-2014 was about maintaining the status quo. The office is consistently busy with university representatives, classroom presentations, events, workshops and drop in assistance.

January 2014 was the first time in years that a drop in counselor was available in the Center to help students with their UC application updates and Common Application questions, and this has been an effective use of the counselor's time, so we have continued this practice. There is an ongoing need for a counselor presence in Winter, Spring and Summer - same as in Fall, we are busy with TAGs and UC and CSU applications, Winter is application follow-up, Common App assistance as well as other private and out of state apps, while spring and summer are busy with the Transfer Celebration, admit workshops, and guidance for students who have had admissions rescinded, along with the month of August being the filing period for spring UC/CSU admissions. Over the last couple of years, I changed the Fall and early Winter calendars to offer blocks of drop-in instead of workshops. Drop-in offers more flexibility for students than workshops so our attendance has increased.

More consistency is still needed at the Front Desk regarding information given to students and coverage.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

> Title 5 requires the college to maintain a Transfer Center to meet the needs of all underrepresented students. The Transfer Center supports the course completion rate for these student populations by demonstrating how completion of their coursework impacts graduation and transfer, knowing the purpose of their class load creates an incentive to complete it.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

> We have 4 college reps whose primary mission is to serve underrepresented students, San Jose State, UC Berkeley, UC Santa Cruz, and UC Davis. For the 2013-14 year, a major goal was reached – that of reinstating the TOP program with UC Davis. While we had a good start last year, it became necessary to have a dialogue with the UC Davis staff this year to discuss ways that we can build upon the work initiated last year. We are hopeful that this program will expand to further serve these student populations.
>
> We were able to analyze student use of the Center for the 2012-2013 year. Transfer Center students were primarily Asian (43%), white (23%) and Latino (16%). The Transfer Center Coordinator works with the Puente and EOPS programs to facilitate classroom visits and workshops for students. In addition, the Coordinator has built a peer assistant program in the Center by hiring and mentoring work study students to learn more about transfer and reach out to their peers. Anecdotally, this has been an effective practice, and when we are able to look at demographic date of student use of the Center, we are hopeful that the above statistics will reflect a greater use by underrepresented students.

Section 3: Outcomes Assessment Summary

A) **Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

B) **Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

SA - Transfer Center

Mission Statement: The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title V, Section 51027 and to support the Foothill College mission of "committing itself to providing access to outstanding educational opportunities for all of our students."

Primary Core Mission: Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Transfer Center - 1 - Drop-In Students - Drop-in TAG students will complete a TAG Agreement and take steps to complete or update the educational plan. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** At least 75% of TAG drop-in students complete a TAG agreement which is properly executed and signed by the transfer Director. **Assessment Method Type:** Data **Target:** Increase the number of students successfully completing a TAG agreement.		
	Assessment Method: Use Degree Works to check that students who drop-in then take steps to complete or update their educational plan. **Assessment Method Type:** Data		
SA - Transfer Center - TAG Workshops - By offering TAG workshops, students will be able to determine eligibility for TAG and take steps to complete or update the education plan. **SA-SLO Status:** Active	**Assessment Method:** Compare student workshop attendee data with completed TAG data. **Assessment Method Type:** Data **Target:** 75% of students who attend a workshop will complete a successful TAG.	12/11/2014 - Use of the Center resources has steadily increased as have the total TAG numbers. However until we have adequate staff from both institutional research and faculty in the Transfer Center, we do not have an ability to corelate the date between workshop attendance, counseling appointments/drop in and student demographics. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	
	Assessment Method: Compare student workshop attendee data with completed TAG data. **Assessment Method Type:** Data **Target:** 75% of students who attend a workshop will complete a successful TAG.	12/11/2014 - Use of the Center resources has steadily increased as have the total TAG numbers. However until we have adequate staff from both institutional research and faculty in the Transfer Center, we do not have an ability to corelate the date between workshop attendance, counseling appointments/drop in and student demographics. **Result:** Target Met	

12/11/2014 6:20 PM   Generated by TracDat a product of Nuventive.   Page 1 of 2

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

A) **For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

B) **For instructional programs only,** how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The Transfer Center directly supports the Counseling Division SLOs and the college mission by providing transfer workshops, opportunities for students to see college representatives, get help with college applications and personal essay writing, as well as overall transfer guidance.

The Transfer Center also informs the greater college community about Transfer Admission Guarantees (TAGs), transfer trends, and having an active role in outreach activities. Ideally the Transfer Center staff conducts ongoing training of Counseling Division faculty regarding changes to transfer requirements with the various university systems (i.e. TAGs, transfer degrees and Common Application issues and procedures, along with general application help).

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

This is an area that needs work. Without a Transfer Director, there has been limited dialogue.

From the Coordinator's perspective, there is a desire to increase the rates of underrepresented student use of the Center, but this takes a lot of coordination, and up to very recently, this has been a one-person office, so the day to day work of serving students has taken precedence.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Integration of the Transfer Center with EOPS, Puente, DSPS and Veterans		In progress	This is done by the Dean of Counseling.
2. Increase the number of TAGs for underrepresented students.		In progress	Better and more consistent marketing of TAGS to underrepresented students along with more counseling appointments (hence, more counselors) are needed to address this.
3. Increase overall transfer rates to coincide with increased student ed plans in place as mandated by 3SP		In progress	More assistance from Institutional Research. There is no easy way for any community college in the State to access records as to accurately determine where students transfer.
4. Hire a Transfer Center Director to provide direction to Transfer Center and fulfill Title 5 requirements		Not met	It is the Dean of Counseling's responsibility to act as the Transfer Center Director. Faculty are responsible for writing curriculum surrounding transfer-related courses.
5. Maintain delivery of Annual Transfer Fair		Completed	Additional B budget was provided
6. Maintain delivery of the Annual Transfer Celebration		Completed and exceeded	Additional B budget and assistance from Transfer Work group allowed us for the first time to provide an evening celebration to include families and a full dinner. Very successful!

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Create short informational videos to explain the application process and other topics related to the application process.	These videos will be available to all students at all times and provide answers when students are looking for them.	To measure the number of video screenings on the posted materials and correlate with data from surveys.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Admin I position.	To assist in Transfer Center	No

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time
N/A			

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports

		this goal.

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.Hire an Admin I position for the Transfer Center	We are able to fill this temp position starting January 2015.

a. **After reviewing the data, what would you like to highlight about your program?**

As stated previously, this program directly supports the college mission and the Counseling Division mission. It is also mandated by Title 5 requirements and new 3SP requirements. Most importantly, the program primarily serves those student populations that need the most assistance. The transfer process is often confusing and intimidating for first generation and underrepresented students. The staff and faculty associated with the Center take great pride in their work, knowing that the information and encouragement we provide makes a difference for these students.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

A) **Strengths and successes of the program as evidenced by the data and analysis:**

The Transfer Center is highly utilized by students during all times of the year, and more so during the fall when applications are due to 4-year institutions. The Transfer Coordinator does a remarkable job in setting up transfer workshops, organizing the Transfer Fair, and coordinating visits from reps from 4-year colleges. The Transfer Work Group has also kept transfer on track with understanding student needs within transfer and offering suggestions to improve services within the Transfer Center and throughout the campus.

Having Article 19 counselors to assist with transfer issues and counseling for fall and winter quarters has also been especially helpful to students. The SARS numbers indicate that the number of students receiving counseling appointments within the Transfer Center and attending workshops has increased from last year.

The Transfer Center Coordinator has gone to classrooms to do presentations and market the Transfer Center and as a result, more students attended this year's Transfer Fair.

The Transfer Celebration was also a successful initiative and well-attend and highly received by students and faculty alike.

B) Areas of concern, if any:

> The Coordinator and Transfer Center in general has had to rely on student staff, which has not been consistent or fully reliable.
>
> In addition, marketing has also been a bit of a struggle in making sure that workshops are advertised in a more global manner and timely manner.
>
> The need to serve underrepresented students has also been an issue and we are looking more closely at that in order to better serve this group of students.

C) Recommendations for improvement:

> Hire a permanent Admin I position to offer consistent assistance to the Transfer Center activities, the students and the Transfer Coordinator.
>
> Work on marketing strategies to help in reaching out to more underrepresented students.

D) Recommended next steps:
__x_ Proceed as planned on program review schedule
___ Comprehensive Program Review (Out of cycle) Recommended
___ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.