

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about college resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:** Transfer Center

**Division Name:** Counseling

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

Name	Department	Position
Karen Oeh	Transfer Center	Program Coordinator I
Lan Truong	Counseling	Dean
Oksanna Kasoyan	Transfer Center	Administrative Assistant I
Victoria Taketa	Transfer Center	Article 19 Counselor
Leslye Noone	Counseling	Division Administrative Asst.

**Number of Full Time Faculty:** 0      **Number of Part Time Faculty:** 1 Article 19

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

Administrative Assistant I (hired May 2015), Program Coordinator I

**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

A major achievement was adding much needed staffing to the Transfer Center. A full-time Administrative Assistant was hired in May 2015. The Administrative Assistant oversees student employees, assists students with navigating websites, and helps students fill out their university transfer applications. She also schedules appointments for students in SARS. She greets students upon arrival to the Transfer Center, and assists them with providing general transfer information. Before hiring an Administrative Assistant, a temporary (TEA) Office Assistant was hired from January – April 2015. Student Success and Support Program (3SP) funding made it possible to add a Student Support Specialist, on a temporary basis, to support the needs of the department. Two Article 19 counselors served students in Fall 2014 and Winter 2015 by assisting with workshops, drop-in and counseling appointments. Although their hours were limited, they were able to offer direct transfer counseling in the Center. In Fall and Winter, one Article 19 counselor worked 128.3 hours, and the other counselor worked 29.3 hours in February and March 2015. Otherwise, the Transfer Center did not have an assigned counselor and students were served at the Counseling Center.

For Fall 2014, there were 438 submitted TAGS to UC, a rise of 18.70% from Fall 2013. Of the 438 TAGS submitted, 146 were approved in Fall 2014 compared to 137 TAGS approved in Fall 2013, a difference of 6.57%.

## SUBMITTED TO UC

Campus	Fall 2013	Fall 2014	Difference	% Difference
<b>UC Davis</b>	109	160	51	46.79%
<b>UC Irvine</b>	21	24	3	14.29%
<b>UC Merced</b>	8	4	-4	-50%
<b>UC Riverside</b>	13	10	-3	-23.08%
<b>UC San Diego</b>	107	126	19	17.76%
<b>UC Santa Barbara</b>	62	61	-1	-1.61%
<b>UC Santa Cruz</b>	49	43	4	8.16%
<b>TOTAL</b>	369	438	69	18.70%

SARS (Student Appointment Reservation System) is the tracking system used by the Transfer Center and Counseling to document student contact visits and workshop attendance.

Service	2013-2014 Appointments	2014-2015 Appointments	2013-2014 Drop-In	2014-2015 Drop-In
<b>Fall Quarter, Part-time Counselor 1 in Transfer Center</b>	173	188	43	96
<b>Winter Quarter (January), Part-time Counselor 1 in Transfer Center</b>	72	46	11	40
<b>Winter Quarter (February - March), Part-time Counselor 2 in Transfer Center</b>	0	49	0	0
<b>Transfer Center Usage</b>	0	0	1,509	3,391
<b>TOTAL:</b>	245	283	1,563	3,527

In 2013-2014, there was only one staff member and a part-time counselor (Article 19) available to assist students with a variety of questions and workshops. In 2014-2015, a second part-time

counselor was able to conduct appointments in February and March to further assist students. When comparing the data from Fall 2013 with Fall 2014, Drop-In increased by 44.7% and Appointments increased by 9.2%. In 2014-2015, usage of the Transfer Center increased by 44.5%. The Transfer Center was better able to accommodate the competing needs of our students by converting appointments to drop-in as student demand increased.

In addition to tracking drop-in and counseling appointments, SARS provided data on the number of students who made appointments with visiting college representatives. The total number of appointments made with visiting college representatives was 156 in 2013-2014 compared to 251 in 2014-2015, a 62% increase. The increase in student attendance documentation in SARS was attributed to improved staffing with the hiring of an Office Assistant (TEA) and then a permanent Administrative Assistant. The ability to hire a front desk staff person to greet students and assist them with quick questions will continue to increase our rate in the future.

Name of College	2013-2014 Appointments Attended	2014-2015 Appointments Attended
SJSU	26	53
UC Davis	33	47
UC Berkeley	14	28
CSU East Bay	5	24
UC Santa Barbara	20	21
UC San Diego	7	17
UC Santa Cruz Transfer Prep Program	14	12
UC Santa Cruz Engineering Program	2	0
University of San Francisco	8	12
UC Santa Cruz	14	11
UCLA	1	6
UC Irvine	6	6
Santa Clara University	0	6
San Francisco State Int'l	0	3
San Francisco State	0	2
Notre Dame	6	2
University of Arizona	0	1
UC Santa Cruz Int'l	0	1
<b>TOTAL:</b>	<b>156</b>	<b>251</b>

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 – 2014 and 2014 – 2015, the TOP program with UC Davis was supported by the college. We are hopeful that this program will expand to further serve these student populations.

The Transfer Fair was another proud moment with over 400 students attending the event to learn major and transfer requirements from private, out-of-state, UC and CSU colleges/universities. On June 11, 2015 the Transfer Center hosted the Transfer Achievement Celebration for approximately 150 students, including family members, faculty and staff.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

By reviewing the SARS data and speaking to the part-time counselor, we learned that SARS tracking and student sign-in was not a high priority in 2014-2015. Student workers and a temporary employee (TEA) Office Assistant were at the front desk and not trained in SARS. In the summer of 2015, the new Administrative Assistant was trained on SARS and since this time the accuracy of student data has increased. Students are now checked in and appropriately linked to the correct service in the Transfer Center with appointments, workshops, drop-in, and counseling.

Workshops are another way the Transfer Center helps students reach their transfer goals. SARS data indicated that the most popular workshop was the TAG workshops. Unfortunately, data is missing from SARS. In 2013-2014 and 2014-2015 student sign-in on SARS was not mandatory. As a result, specific workshops, such as Application Drop-In Help, were not documented even though many workshop times were offered. There was an 82% drop in student attendance in 2014-2015.

Workshop Title	2013-2014 Appointments Attended	2014-2015 Appointments Attended
<b>TAG</b>	88	76
<b>How to Write the Personal Essay</b>	44	14
<b>Personal Essay Review Drop-In</b>	42	7
<b>How to Transfer to the CSU</b>	0	5
<b>The Common Application</b>	19	3
<b>How to Transfer to a Private/Out-of-State</b>	0	4
<b>How to Apply to Selective Universities</b>	7	2
<b>How to Transfer to the UC</b>	0	1
<b>Application Drop-In Help</b>	0	0
<b>The UC Application Update</b>	0	0
<b>How to Transfer to the UC</b>	4	0
<b>Scholarships</b>	0	0
<b>TOTAL</b>	204	112

The Transfer Center is also focused on increasing the number of Associate Degrees for Transfer (ADT). In previous years, there was one coordinator without the personnel to handle the ADT process. For this current academic year, the Transfer Center plans to take charge of the process by collaborating with Marketing and the Transfer Workgroup to design an ADT website and effectively work with Counseling and Evaluations in Admissions and Records to streamline the CSU verification process.

Additional improvements include increasing the visibility of the Transfer Center outside of the Student Services Building by providing classroom presentations, tabling, workshops to specific programs/services/departments, and attending division meetings.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

We will ask Institutional Research for data on the transfer rate to various systems, and the demographics of students served in the Transfer Center as well as through student usage of the Transfer Center services through SARS data.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

The Transfer Center will provide outreach to students in basic skills courses, ESL 25, 249, Math 230/235, 220, 105, and ENGL 209, 110. We would like to collect sign in sheets with phone numbers to call students after each classroom visit to share transfer resources and offer encouragement to students. The Transfer Center would also like to work with coaches to present transfer workshops to athletes. Many times athletes are not focused on degree completion or transfer so we would like to provide insight, awareness, and resources to this group of students.

In addition, we would like to introduce and implement a Transfer Month in May to coincide with the International Transfer Fair. We are going to provide workshops, an Open House, and liaison with faculty and campus clubs to promote careers and transfer. We would market our events to EOPS, Veterans, EOPS, FYE, and Puente.

To improve transfer readiness, we would like to offer Pre-Planner drop-in times for the UC TAP. The Pre-Planner drop-in would help students create an education plan and prepare them for the TAG and UC Application. The UC TAP Planner would also be offered on a drop-in basis so students can get specific help completing the online form. We believe that students from underserved populations find a specific workshop time to be inconvenient, but by offering

drop-ins over a 2-3 hour time period would be more helpful towards meeting their needs.

We will be able to provide more direct counseling appointments and drop-in all year round when a Transfer Center Director/Counselor is hired and then supplement counseling in Fall when an Article 19 counselor joins the team.

The Transfer Plan will help establish the goals of the Transfer Center for the year. This plan will guide our activities and services to meet the needs of underserved students.

The Transfer Center would like to create a transfer culture on campus by presenting to faculty and student groups, and marketing the Center. In order to meet faculty and Division Deans, we would present at division meetings and liaison with departments to create a link between transfer and career. To meet students and make them more aware of our services, we would present to First Year Experience, Puente, DRC, Veterans, and EOPS. We would go to their classes or present at one of their special events. To market the Transfer Center, we would create posters and have them highlighted in classrooms, labs, and faculty offices. We would like faculty to put up a sign on their office space letting students know where they went to school so students could ask questions and learn more information. We would also like to ask faculty to create transfer assignments where they can bring students to visit the Transfer Center. We would approach division to encourage them to include transfer in their courses.

We are hoping to increase our services both inside and outside the Transfer Center to assist underserved student populations with their transfer goals. We will also improve our data collection. Hopefully, with the addition of a Transfer Center Director/Counselor, a 12-month Program Coordinator I, and an Administrative Assistant 1, the team can move forward to increase awareness of the Transfer Center and create a transfer culture on campus.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1. Promote and conduct transfer workshops in Veterans, EOPS, DRC, Puente, CAP	Fall 2016	SARS Data, course enrollment #s
2. Promote and increase ADTs	Fall 2015 – Winter 2016	SARS Data, number of ADTs awarded
3. Increase TAGS	Summer 2016 – Fall 2016	# Submitted

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding

principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
1. Transfer Center Brochures	\$3k	1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ADT Brochures	\$3k	2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Transfer Bookmarks	\$3k	1.2.3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transfer Center Director/Counselor	\$70,00	1.2.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

N/A

### SECTION 3: FEEDBACK AND FOLLOW-UP

**This section is for the Dean to provide feedback.**

**3A. Strengths and successes of the program as evidenced by the data and analysis:**

Due to budget cuts, the Transfer Center had to reduce its personnel to one full-time Transfer Coordinator position in the past few years. In 2014-15, with the infusion of the Student Success and Support Program (3SP), we were able to hire a full-time Administrative Assistant I position toward the end of the academic year. Additionally, a Student Success Specialist was assigned for a temporary assignment in the Transfer Center to provide the needed support of personnel. Although counselors in the Counseling Center provide transfer counseling, the Transfer Center really needed a designated counselor since transfer deadlines are rigid and the accessibility of counseling appointments were limited. One Article 19 counselor provided the designated counseling in the busiest time of the Transfer Center, which was in the fall quarter. An additional Article 19 counselor provided a few weeks of counseling in the winter quarter. Even with the limited staffing, the Transfer Center was still able to provide quality services.

**3B. Areas of concern, if any:**

As 3SP funding is available to help revive the Transfer Center, we will have the needed resources to begin to address several areas of concern in 2015-16:

- Hire a faculty Transfer Center Director/Counselor, as recommended by the State Chancellor's Guidelines for Transfer Center, to provide faculty leadership and promote

transfer within the Foothill campus and increase the transfer partnerships with transfer institutions in and out of state.

- Write the Transfer Plan to be presented to PaRC and the FHDA Board of Trustees by the end of this academic year. The Transfer Plan will outline goals and activities that are aligned with the State Chancellor's Guidelines.
- Increase the number of transfer from targeted student groups to the UC and CSU systems, particularly Associate Degree Transfer (ADTs) by providing intrusive outreach, counseling and follow up services.
- Increase collaboration with EOPS, DRC, Veterans, Admissions, Puente, International Student Program and Athletics to collect pertinent transfer data in order to better understand our student population and better serve them.
- Increase the accessibility of counseling appointments and drop in the Transfer Center, particularly during peak transfer time throughout the academic year.

### **3C. Recommendations for improvement:**

The hiring of the Transfer Center Director/Counselor will be critical in providing the leadership, direction and direct counseling services to the Transfer Center. Equally important would be the Transfer Plan which will provide a roadmap for the Transfer Center's goals and activities.

Undoubtedly, the primary goal is to serve the targeted transfer student groups identified by the State Chancellor's office: low income, disabled and first generation college students.

### **3D. Recommended Next Steps:**

Proceed as Planned on Program Review Schedulenned on Program Review Schedule  
 Further Review / Out-of-Cycle in-Depth Review

*Lan Truong*

*Dean of Counseling*

**This section is for the Vice President to provide feedback.**

### **3E. Strengths and successes of the program as evidenced by the data and analysis:**

The Transfer Center team in conjunction with counselors does an excellent job serving students.

### **3F. Areas of concern, if any:**

Collection of more detailed data to determine whom we are serving or not serving effectively.

### **3G. Recommendations for improvement:**

None

### **3H. Recommended Next Steps:**

Proceed as Planned on Program Review Schedule on Program Review Schedule  
 Further Review / Out-of-Cycle in-Depth Review

*Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*



**Denise Swett**  
**Vice President, Student Services**  
**February 1, 2016**